MINISTRY OF EDUCATION
GOVERNMENT OF THE COOK ISLANDS
PO Box 97, Rarotonga, Cook Islands. Phone (682) 29357, Fax (682) 28357. www.education.gov.ck

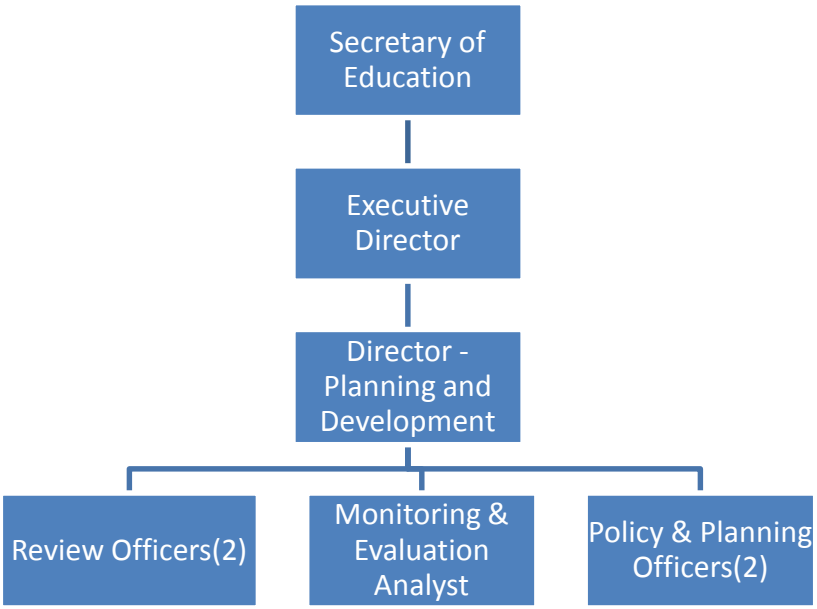
POSITION SUMMARY

Job Title:	Director – Planning and Development
Division:	Planning and Development Division
Responsible To:	Executive Director and Secretary of Education
Responsible For:	5
Job Purpose:	To implement the monitoring and evaluation system of the Ministry reporting on progress towards the achievement of the EMP and other mandates
Job Classification:	Band K (Min $47,732; Mid (S5): 55,369; Max (64,915)
Date updated:	May 2015

MINISTRY OF EDUCATION VISION

The Ministry of Education values the unique nature of the Cook Islands. We contribute to the effective governance of our country and are recognised as leaders in education throughout the region.
The Ministry of Education provides a dynamic and professional environment which promotes and supports life-long learning through the provision of quality services.
The Ministry of Education Mission is: Excellence in citizenship through educational empowerment.
Organisational Values: Efficiency, Respect, Pride, Support, Honesty, Loyalty, Professionalism, Sensitivity, Flexibility, Equity, Integrity
PSC Values (additional) – Impartiality, service, transparency, accountability, effectiveness.

ORGANISATIONAL STAFFING STRUCTURE



KEY RESULT AREAS (KRA'S)/OUTPUTS

KRA	KPI
School/Provider Education Review • To ensure that all providers offer quality services to all stakeholders through a process of review, guidance and intervention • To ensure the annual teacher, tutor and Principal performance appraisal process is completed • Validate school annual reports • To track and forecast National Key Indicators	Review reports completed as per annual timeline (note: number depends on type of review - Education Review, Supplementary Review, Special Review) Appraisal and attestation reports are completed as per timeline. School annual reports are received and acknowledged. National Focus Areas identified and reported on. Key indicators tracked at national level. Forecasting of targets. Identification of required interventions Disaggregated by focus area eg gender, geography.
QMS and Compliance • To ensure that all providers comply with requirements of relevant national, regional and international accreditation bodies • To manage private school funding (POBOC) requirements • To ensure the provision of valid and reliable statistics for informed decision making • To ensure a timely response to national, regional and international requests for data	All providers with national, regional and international compliance requirements are monitored and ongoing liaison with accreditation agencies is assured. National Assessment Reports for Literacy, Numeracy, NCEA (L1-3) and NZQA are produced (Jan/Feb) Private School MoUs reviewed and signed on an annual basis. Ongoing monitoring of agreements of MOUs. Annual Statistics Report compiled to provide information for decision making to Ministry and other stakeholders. Statistics Register records requests for statistical information and timeliness of response.
Policy Development & Review • To manage all levels of Ministry policy through a cycle of research, development and review • To support a Ministry wide culture of research, development and informed decision making.	Policy Framework completed and review dates identified. Policy Documents completed, implemented and review dates identified. Policy Register (showing development/review cycle). Reports/communication with internal (L&T Division, schools) and external organisations (CI Research Council)
Strategic Planning • Develop *forward thinking/future orientated* medium term plans that place education at the forefront of the country's development. • To collaborate with both internal and external stakeholders to achieve the goals of the EMP • To ensure the development and maintenance of professional relationships with donors and development partners	Planning documents relevant to the development of education are completed in a timely manner (statement of intent, annual business plan) Provide valuable and professional contribution to relevant regional and international workshops and conferences - reports

M&E Framework • Support the achievement of EMP goals through a M&E framework • To report on Cook Islands' progress towards meeting the goals of the EMP and NSDP as well as regional and international conventions and educational targets • To work collaboratively with other government and non-government agencies to achieve the goals of the NSDP	All reports are evidence based and provided in the required timeframes (varying depending on agency). Partnership agreements are in place and monitored through the M&E framework (annual or other depending on agency (June)).
Collective Leadership Responsibility • Participate fully and co-operatively as a member of the Executive Management Team on issues related to the strategic leadership, management and development of the Ministry. • Provide peer support to other Directors and take collective responsibility for the performance of the Ministry. • Manage nominated external relationships as directed by the Secretary of Education. • Represent the Ministry both nationally and internationally as required. • Identify and manage organisational risks within the Ministry's business risk framework. • Develop and manage the Division's business plan aligned with the Ministry of Education's business plan with a focus on quality. • Ensure adherence to Ministry of Education policies and fiscal and statutory requirements.	• SMT reports, minutes of meetings • Reports responding to national, regional and international research and evaluation studies • Monitoring tool to meet divisional outputs - mid-term and annual reports • Central planning and reporting documentation (sector, national, regional, international) • Risks and Issues analysis reports • Divisional plans, meeting schedule

WORK COMPLEXITY

Indicate most challenging problem solving duties typically undertaken (3-4 examples):	
1	Manage the Monitoring and Evaluation framework and related reports (EMP & regional and international conventions), tracking and forecasting of National Key Indicators
2	Ensure school/provider compliance with QMS, relevant national and international accreditation bodies, providing valuable and professional contribution to regional assessment and accreditation developments

3	Development of annual and midterm plans to achieve outcomes of the Education Master Plan, central planning and reporting (sector, national, regional, international)
4	Policy development and management (strategic, issues and operational)
5	Provide valuable and professional contribution to relevant regional and international research and evaluation studies, workshops and conferences
6	Implementing partnership arrangements, liaising with donors and regional and development partners

AUTHORITY

Authority levels expressed in terms of routine expenditure, granting loans, and recruiting and dismissing staff. (*Explain the authority if any*)

Financial	In collaboration with the Director of Finance, oversees all financial expenditure of the Division, particularly as it relates to operations & achieving divisional objectives. Can authorise spending of up to $1000.
Staff	In conjunction with the HRM Division, participate in the recruitment of staff, oversee the completion of staff Performance Appraisals, and inform HOM of all significant matters relating to staff, in particular staff leave, discipline, conduct and performance.
Contractual	Able to negotiate routine maintenance and improvement contracts up to $1000

FUNCTIONAL RELATIONSHIPS

The requirement for human relations skills in dealing with other personnel and external contacts. (List the external and internal types of functional relationships)

Internal Relationships	***Nature of Contact***	***External Relationships***	***Nature of Contact***
HOM, Directors and MOE central administration staff	Governance compliance, M&E framework, central planning, human resources management, financial & asset management, school audit, compliance and review, and other matters as required (Heavy)	Government Ministries, Agencies and NGOs	Assist with policy and planning queries; provision of valid and reliable data; supplying/requesting data and information and other matters of national interest as required (Routine)
Principals/Managers and management teams, teaching staff	Provision of QA and compliance assistance, feedback to queries, and reporting (Heavy) Provision of valid and reliable data and information; Support in the development and review of operational policy and guidance, data collection and analysis	National and international accreditation bodies (NZQA, ITO)	Provision of valid and reliable data and information to organisations supplying/requesting data and information (Routine)
Learning and Teaching Division staff	Provision of valid and reliable data and information in support of the achievement of the EMP goals and business plan	Regional and donor agencies eg UNESCO	Provision of valid and reliable data and information to organisations supplying/requesting data and information (Routine)
Schools/Providers and their communities/ stakeholders	Provision of QA summative reporting, policy advice and guidance		

QUALIFICATIONS (OR EQUIVALENT LEVEL OF LEARNING)

Level of education required to perform the functions of the position. This combines formal and informal levels of training and education.

(Selected from Knowledge and Experience)

Essential: **(least qualification to be competent)**	**Desirable:** **(other qualifications for job)**
A post-graduate qualification (Post-Graduate Diploma to Master's Degree level) with a strong focus on Education.	A higher post-graduate qualification with a focus on Education. Diploma in teaching

EXPERIENCE

The length of practical experience and nature of specialist, operational, business support or managerial familiarity required. This experience is in addition to formal education.

Essential: **(least number of years to be competent)**	**Desirable:** **(target number of years you are looking for)**
A minimum of 10 years relevant experience in School/provider education/review, Educational planning and policy, capacity development, public sector management, donor/development partner liaison, senior management experience	12 years relevant experience, inclusive of managing change in an educational environment

KEY SKILLS /ATTRIBUTES/JOB SPECIFIC COMPETENCIES

Level of ability required for the job	
Expert	• Excellent understanding of the policy development and management cycles • Excellent understanding of the role and development of strategic and operational plans within the government sector. • Excellent understanding of Monitoring and Evaluation frameworks and their use as a planning tool • Strengths-based leadership, with the ability to collaborate with others, across the spectrum of Ministry functions, to achieve mutually agreed goals
Advanced	• Superior understanding of Quality Management Systems – development, implementation, audit and review. • Strong interpersonal skills including advocacy, public speaking and presenting. • Collaborative approach to the development of quality standards and frameworks. • Ability to build an effective team • Ability to retain and build the capacity of staff • Superior project management skills • Ability to focus on strategic rather than operational issues. • Ability to think holistically about systems and processes. • Genuine desire to build an empowering and achieving work environment • Undertake challenging tasks in pursuit of long term positive outcomes.

Working	• Ability to deal with risk and crisis management in a structured and calm manner • Ability to balance practical requirements with leading edge innovation. • Sensitivity towards and understanding of Cook Islands culture. • Sound research & report writing skills (including the collection of both quantitative and qualitative data) • Understanding the use of technology to support the provision of information (MSOffice) • Ability to rise to the challenge of new and difficult tasks in pursuit of long term positive outcomes • Commitment towards positive outcomes in providing high quality education for all.
Awareness	• Other government and non-government agency/organisation mandates, relevant legislation and QMS • Regional agencies, their function and requirements

CHANGE TO JOB DESCRIPTION

Changes to the Job description may be made from time to time in response to the changing nature of the Agency work environment - including technological or statutory changes.

Approved:

_____ _____

HoM/Manager Date

_____ _____

Employee Date