



MINISTRY OF EDUCATION  
GOVERNMENT OF THE COOK ISLANDS

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**POSITION SUMMARY**

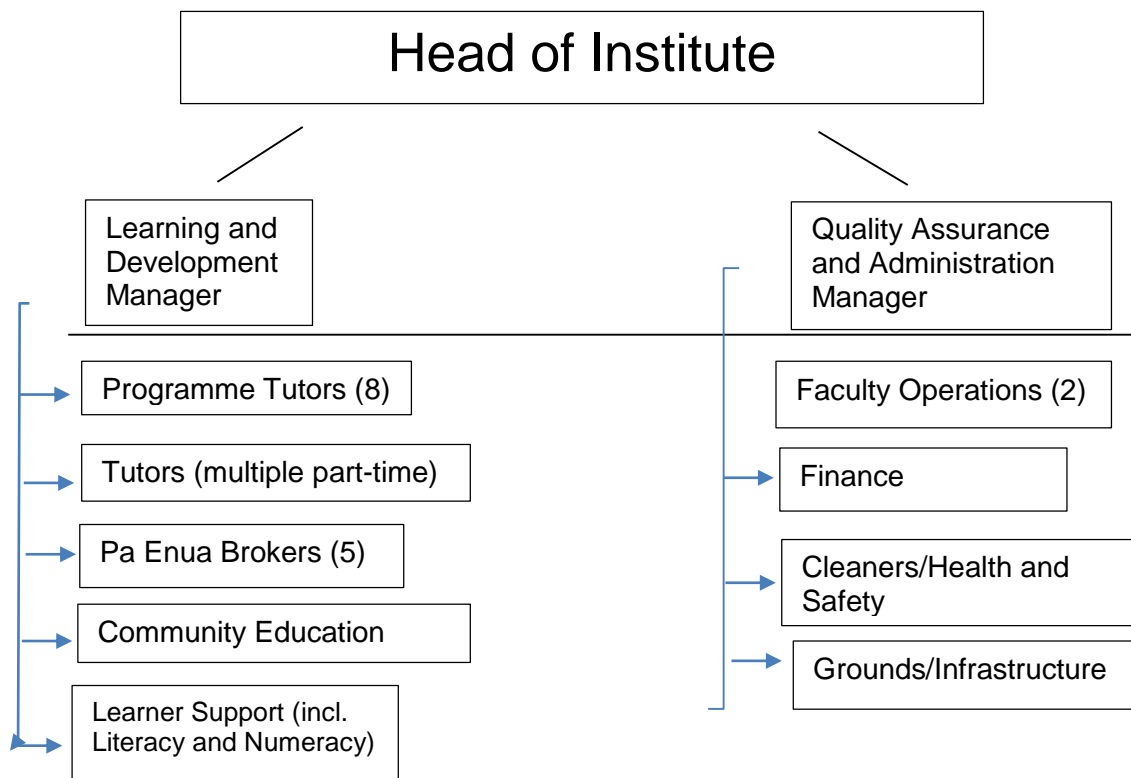
<b>Job Title:</b>	Learning and Development Manager
<b>Division:</b>	CITTI
<b>Responsible To:</b>	Head of Institute
<b>Responsible For:</b>	Programme tutors, tutors, Community Education, Training & Industry Brokers, Literacy and Numeracy, Learner Support
<b>Job Purpose:</b>	To have oversight of the development, delivery and coordination of all learning programmes offered by CITTI to maximise opportunity for learners.
<b>Job Classification:</b>	L7 Band J (Minimum: 39,932; Middle: 47,120; Maximum: 54,307)
<b>Date updated:</b>	May 2017

**AGENCY 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.

**ORGANISATIONAL STAFFING STRUCTURE**



## KEY RESULT AREAS (KRA'S)/OUTPUTS

KRAs for this position (maximum of 6)	Key Performance Indicators (use SMART principles)
<p>KRA 1: Development and implementation of quality learning programmes and training modalities focussed on relevant, quality outcomes for students.</p>	<p>Jobholder is successful when:</p> <ul style="list-style-type: none"> <li>• Learning programme packages are developed in consultation with different stakeholder groups</li> <li>• Learning modalities are coordinated and implemented with student cohorts</li> <li>• Pa Enea learners are supported through a range of different strategies including blended learning</li> </ul>
<p>KRA 2: Development of excellent teaching and applied research which will include responsibility for the management, development and quality of the tutoring.</p>	<ul style="list-style-type: none"> <li>• Training needs assessment of tutors conducted</li> <li>• Teaching and professional development is effectively managed</li> <li>• Specific tutor training is identified and appropriately sourced and supported</li> <li>• Tutors meet the required standard of delivery including those of external ITOs</li> </ul>
<p>KRA 3: Use of student management systems that prioritise student learning and monitoring to completion and informed decision making.</p>	<ul style="list-style-type: none"> <li>• Student progression is mapped with Individual Learning Plans (IEPs)</li> <li>• Specific support for literacy and numeracy is planned for and delivered.</li> <li>• Qualification, progression and annual enrolled pass rates are all monitored and achieved.</li> <li>• Information for decision making by CITTI and MoE management is collated and readily available.</li> </ul>

## WORK COMPLEXITY

(Selected from key accountabilities)

<i>Indicate most challenging problem solving duties typically undertaken (3-4 examples):</i>	
1	Developing programmes of learning relevant to the needs and expectations of different employer and industry groups in the Cook Islands

2	Demonstrate effective pedagogical knowledge for youth and adult learners across the full range of technical and vocational training
	Implement tutor training and development programmes to ensure constructive learning in all CITTI courses
3	Developing and implementing solutions for individual learner pathways to ensure completion of qualifications and skills attainment
4	Data tracking and analysis to inform decision making at the institute level and for senior management of the Ministry.

## AUTHORITY

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

<b>Financial</b>	Involvement in budget development, member of SMT of Institute as signatory to stores orders etc
<b>Staff</b>	Responsibility for performance management of staff as per the structure. Responsible for the implementation, oversight and support of tutor training programmes
<b>Contractual</b>	Standard contracts for short term tutors eg community education

## 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	Nature of Contact	External	Nature of Contact
Head of Institute	Primary relationship, ongoing liaison, reporting, supporting institute strategic direction	Industry Groups	Ongoing liaison through meetings, site visits and other communication modalities. Promotion of courses and negotiation of courses to meet needs.
QA&A Manager	Primary relationship, ongoing liaison, quality assurance requirements and processes. Programme development	Government and NGOs	Ongoing liaison through meetings and communications
Community Education	Leadership, management, ongoing liaison, monitoring and professional development	Schools	Promotion of courses programmes. Negotiation of Dual Pathway (secondary/tertiary alignment pathways) Ongoing liaison through meetings and communications
Programme Tutors	Leadership, guidance, mentoring, management, ongoing liaison, planning, monitoring and professional development	Pa Enea Island Governments	Promoting/Negotiating Ongoing liaison through meetings and communications
Tutors (part time) Brokers	Leadership, guidance, mentoring, management, ongoing liaison, planning, monitoring and professional development	Ministry of Education	Reporting; ongoing liaison

Learner Support (Lit and Num)	Leadership, guidance, mentoring, management, ongoing liaison, planning, monitoring and professional development	Accrediting & standard setting bodies	Ongoing liaison through meetings and communications as agreed with Head of Institute
Faculty Operations Coordinators	Ongoing liaison, communications, programme administration,		
Students	Enrolment, pastoral care, student progress, retention, completion and achievement, opportunities		

### 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.

<b>Essential:</b> (least qualification to be competent)	<b>Desirable:</b> (other qualifications for job)
<ul style="list-style-type: none"> <li>At least a first degree in education or other relevant humanities.</li> </ul>	<ul style="list-style-type: none"> <li>Post-graduate study with a research component in youth/adult education</li> </ul>

### 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.

<b>Essential:</b> (least number of years to be competent)	<b>Desirable:</b> (target number of years you are looking for)
At least 7 years of experience in the senior secondary/TVET education sector including the development and delivery of programmes that utilise standards based assessment. Staff management and performance management. Management of student databases. Experience with TVET programme delivery and content areas.	Senior management experience in the education sector (3-5 years)

### KEY SKILLS /ATTRIBUTES/JOB SPECIFIC COMPETENCIES

*(Selected from Skills and Behaviour)*

<b>Level of ability required for the job</b>	
<b>Expert</b>	Education programme development, delivery and administration. Train the trainers
<b>Advanced</b>	Data analysis and relevant software packages. Consultation and relationship skills Teaching and Learning (relevant pedagogical skills)

	Standards based assessment
<b>Working</b>	Relevant legislation Industry groups and sectors in the Cook Islands NSDP
<b>Awareness</b>	Other sector strategic plans, JNAP etc to make linkages for programme development.

## 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:

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HoM/Manager

\_\_\_\_\_

Date

\_\_\_\_\_

Employee

\_\_\_\_\_

Date