



MINISTRY OF EDUCATION  
GOVERNMENT OF THE COOK ISLANDS

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**POSITION SUMMARY**

<b>Job Title:</b>	Director – Learning and Teaching
<b>Division:</b>	Learning and Teaching Division
<b>Responsible To:</b>	Executive Director and Secretary of Education
<b>Responsible For:</b>	16
<b>Job Purpose:</b>	To improve teacher capacity and capability resulting in quality teaching, effective delivery of curriculum and learning programmes, assessment, pedagogy and quality outcomes and achievements for all students: <ul style="list-style-type: none"><li>• Quality Teaching and Pedagogy</li><li>• Facilitation of learning and teaching programmes across the curriculum and in specialised learning areas</li><li>• Student support systems that are conducive to students' well-being and learning.</li><li>• Engagement with the wider community on a collaborative approach to education</li></ul>
<b>Job Classification:</b>	Band K (Min: \$47,732, Mid 55,369)
<b>Date updated:</b>	May 2016

**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

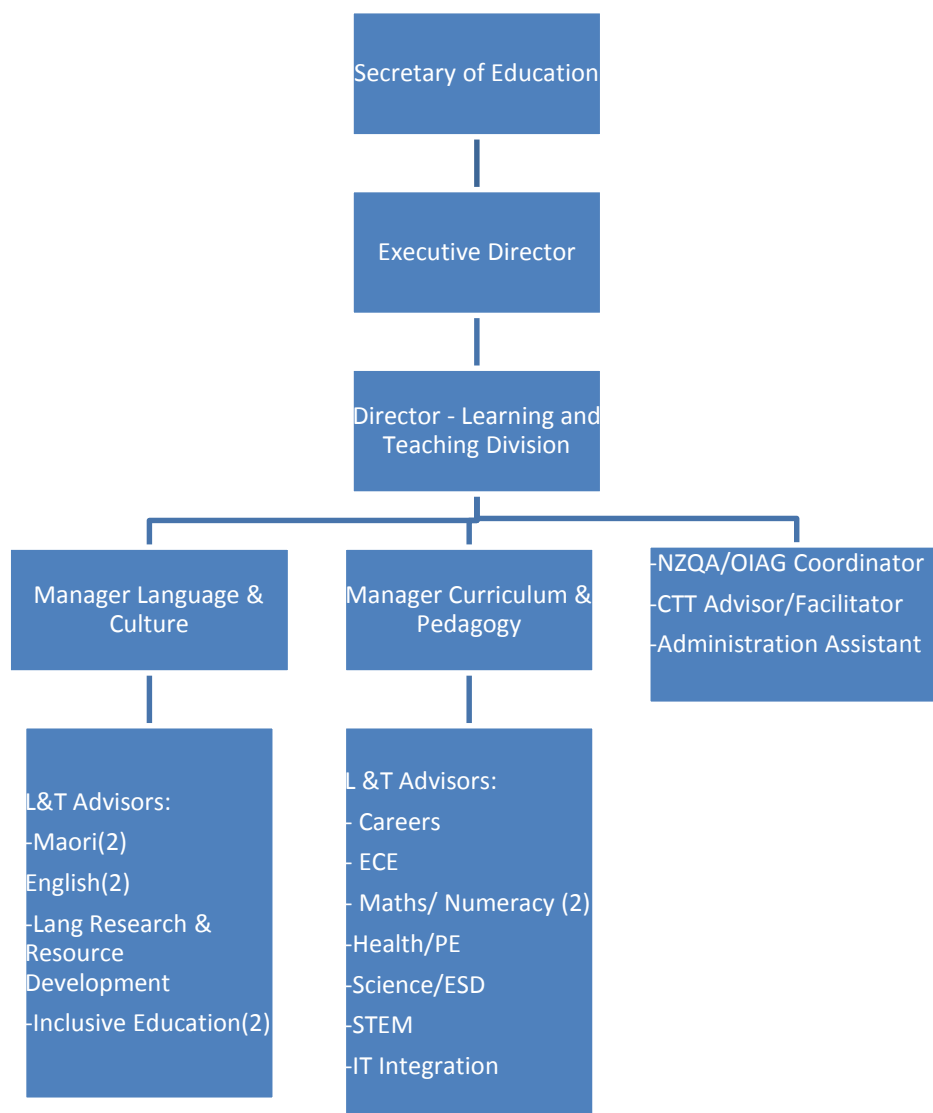
PSC Values (additional) – Impartiality, service, transparency, accountability, effectiveness.

**DIVISIONAL OBJECTIVES**

- Ensure compliance with the Cook Islands Curriculum Framework through research, review and the development of curriculum and learning programmes that are responsive to the needs of all students.
- Develop and implement a school needs analysis survey, in collaboration with schools to inform professional support required.
- Identify, develop and promote resources to support curriculum and learning programmes.
- Develop and foster partnerships with the school and community, other ministries and agencies, including the private sector.
- Create and promote opportunities for research by advisors and teachers to inform practice.
- Research and develop models of student support systems that are conducive to students' well-being and learning.
- Evaluation, monitoring and reporting on learning outcomes and targets.

- In conjunction with the HRM Division, plan, coordinate and source opportunities for professional development to enhance capacity and capability of advisors and teachers.
- To manage and facilitate a high level of professionalism and a culture of learning.
- Develop, support and promote Cook Islands Maori language and culture programmes

## ORGANISATIONAL STAFFING STRUCTURE



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

K.R.A	Key Performance Indicators
<p><b>Curriculum Review</b></p> <p>To lead the ongoing review, implementation and monitoring of the CI Curriculum Framework and National Curriculum Statements in ECE and each ELA</p>	<ul style="list-style-type: none"> <li>• The CI Curriculum Framework is reviewed every 5 years and gazetted,</li> <li>• Curriculum statements in ECE and essential learning areas (ELAs) are reviewed and gazetted once every five years.</li> </ul>
<p><b>Learning Programs</b></p> <p>To Develop, implement and monitor learning programmes including Inclusive Education, Guidance, careers education, distance education, technical and</p>	<ul style="list-style-type: none"> <li>• JDs for Guidance, Inclusive advisors and Itinerant Careers Counsellor are reviewed in accordance with HRM guidelines and processes</li> <li>• Partnership agreements for distance learning and life skills are negotiated with the complementary agencies, schools and individuals and endorsed by the Secretary</li> </ul>

<p>vocational programmes, life-skills education</p>	<ul style="list-style-type: none"> <li>Partnership agreements for technical and vocational programmes are negotiated with CITTI and other relevant providers and endorsed by the Secretary.</li> <li>Action plans for each learning programme are completed, endorsed and implemented with clear alignment to the EMP.</li> </ul>
<p><b><u>Literacy &amp; Numeracy Framework</u></b> To Develop, implement and monitor learning programmes in Literacy, and Numeracy</p>	<ul style="list-style-type: none"> <li>The Literacy Framework is completed and reviewed periodically with input from teachers and identified external expertise in the area.</li> <li>The Numeracy Framework is completed and reviewed periodically with input from teachers and identified expertise in the area.</li> <li>The Literacy and Numeracy frameworks are contextualised using appropriate approaches to learning numeracy.</li> <li>Professional development action plans for Literacy and Numeracy are developed and implemented.</li> <li>Current research on 'best practice', pedagogy and assessment in literacy and numeracy are regularly sourced to inform practice.</li> </ul>
<p><b><u>Curriculum and Pedagogical support</u></b> Provide curriculum and pedagogical support to schools  Develop and implement a school needs analysis survey, in collaboration with schools to inform professional support required.</p>	<ul style="list-style-type: none"> <li>Research on best approaches to learning and teaching are sourced using local and external expertise.</li> <li>Action plan for PD programmes in 'best approaches' and pedagogy is completed and implemented using team and cluster models.</li> <li>Facilitate professional development programmes including workshops, attachments, shared teaching, cluster/school-based, modelling etc</li> </ul>
<p><b><u>Quality Resources</u></b> Development of quality resources to support and enhance ELAs; dialect readers to support literacy in Maori</p>	<ul style="list-style-type: none"> <li>Teachers' guidelines are completed for each ELA.</li> <li>Supplementary resources are researched, consulted and written.</li> <li>Resources are sourced and schools are supported in their selection and use of relevant resources.</li> <li>The Maori Reading Framework is completed to guide and direct the writing of Maori resources.</li> <li>An action plan is completed to guide and direct the development of Maori dialect readers.</li> <li>Dialect readers are completed, launched and distributed to schools.</li> <li>A Resource Register is completed and updated on a regular basis.</li> </ul>
<p><b><u>Manage National Assessments</u></b> Manage national assessment (Literacy, Numeracy, NCEA) and school achievement data including internal moderation</p>	<ul style="list-style-type: none"> <li>Relevant and ongoing assessments are implemented, analysed, reported, monitored and evaluated</li> <li>Targets identified in EMP are achieved.</li> <li>National benchmarks are established and derived from national assessment reports.</li> <li>The capacity and capability of teachers is improved through ongoing PD programmes provided by advisors, including lead teachers</li> <li>National level moderation programmes for school based qualification courses in place</li> <li>Accreditation body relationships are maintained and reviews facilitated</li> <li>Examination process meet all requirements of accrediting body</li> </ul>

	<ul style="list-style-type: none"> <li>Examination Centre managers receive required training and support</li> </ul>
<p><b><u>Student-Wellbeing</u></b></p> <p>Provision of programmes to support schools in strengthening student wellbeing</p> <p>Facilitate and support the provision of guidance systems in schools</p> <p>Support schools in reducing barriers to learning for students including truancy, learning and behavioural difficulties ( Inclusive Education Strategy implementation)</p>	<ul style="list-style-type: none"> <li>Guidance and Career pathway programmes are sourced, supported and promoted.</li> <li>School counsellors are supported in the provision of service for all students.</li> <li>Implementation of Life skills and transitional programmes are supported.</li> <li>The Careers Expo exposes students to a range of career pathways.</li> <li>Annual survey of student support systems informs delivery of quality systems and quality learning.</li> <li>Teachers and Teacher Aides are supported in providing appropriate programmes and resources to students with different learning needs</li> <li>Specialist early intervention and diagnostic programmes are run on a regular basis</li> </ul>
<p><b><u>Community Engagement</u></b></p> <p>Engagement with the wider community on a collaborative approach to education</p> <p>Conduct community awareness sessions to support new and existing educational initiatives</p>	<ul style="list-style-type: none"> <li>The school and school community work in partnership to promote a culture of learning;</li> <li>Parents and the community at large are actively engaged in community learning programmes and the education of their children.</li> <li>Initiatives such as Te Kakaia, Health Promoting Schools, inclusive Education, early intervention programmes are developed, resourced and implemented.</li> <li>Initiatives and programmes are monitored, evaluated and reported in accordance to the MoE Monitoring and Evaluation Framework.</li> </ul>
<p>National Exhibitions and Projects: Careers Expo, WISAT, Science &amp; Technology Challenge, Mathematics Quiz, Boyz Zone, Life skills programme, work placement etc.-celebration of learning</p>	<ul style="list-style-type: none"> <li>National exhibitions and specific projects are planned, implemented, evaluated and reported.</li> <li>Work placements for Outer Islands students are successful, productive and align with identified career pathways.</li> <li>Partnerships with government ministries, private sector and other agencies are sourced, established and acknowledged.</li> <li>Media promotion initiatives are planned, implemented and evaluated.</li> </ul>
<p><b><u>Staff Professionalism and Development</u></b></p> <ul style="list-style-type: none"> <li>To manage and facilitate a high level of professionalism and a culture of learning.</li> <li>Plan, promote and support research projects within the division and in schools</li> </ul>	<ul style="list-style-type: none"> <li>Research topics extracted from best approaches to learning and teaching for all learners.</li> <li>PD presentations are written, presented and published</li> <li>At least, one research paper per ELA per year conducted and published.</li> <li>Research projects contribute to improved capacity and capability.</li> <li>Research Register documents a record of research publications</li> </ul>
<ul style="list-style-type: none"> <li>In conjunction with the HRM Division, plan, coordinate and source opportunities for professional development to enhance capacity and capability of advisors and teachers.</li> <li>Lead teacher's initiative - results in improved capacity and capability</li> </ul>	<ul style="list-style-type: none"> <li>PD needs are sourced annually in accordance with data canvassed through the HRM staff appraisal system/s or are the result of planned teacher support programs</li> <li>Research in 'best-practice'/pedagogy informs PD programmes.</li> <li>Symposium/conference is sourced, planned and participation selection is specific to area of need.</li> </ul>

	<ul style="list-style-type: none"> <li>• PD Register documents a record of all division specific training, a copy is provided to the HRM Division</li> <li>• Lead teachers are identified and supported through the provision of relevant PD programmes.</li> <li>• PD programmes are planned, resourced and implemented to support teachers</li> </ul>
Evaluation, monitoring and reporting on learning outcomes and targets in accordance with the MOE Monitoring and Evaluation Framework	<ul style="list-style-type: none"> <li>• Monthly Advisory reports, school visit reports, overseas reports template, contributions to MOE newsletters and gazette and general media; Divisional reports – quarterly, half year and annual</li> <li>• Reports reflect the quality and effectiveness of programmes, recommendations/issues are addressed appropriately based on research and best practice.</li> </ul>
Divisional administrative and management activities contribute to the overall effectiveness and efficiency of the Ministry.	<ul style="list-style-type: none"> <li>• A schedule of Divisional meetings is planned according to set timeframes.</li> <li>• Minutes of meetings are documented and filed in accordance with Ministry's Information Management System.</li> <li>• School visits schedules are sourced, planned and implemented.</li> </ul>
<u>Collective Leadership Responsibility</u> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Provide peer support to other Directors and take collective responsibility for the performance of the Ministry.</li> <li>• Manage nominated external relationships as directed by the Secretary of Education.</li> <li>• Represent the Ministry both nationally and internationally as required.</li> <li>• Identify and manage organisational risks within the Ministry's business risk framework.</li> <li>• Develop and manage the Division's business plan aligned with the Ministry of Education's business plan with a focus on quality.</li> <li>• Ensure adherence to Ministry of Education policies and fiscal and statutory requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• SMT reports, minutes of meetings</li> <li>• Reports responding to national, regional and international research and evaluation studies</li> <li>• Monitoring tool to meet divisional outputs - mid-term and annual reports</li> <li>• Central planning and reporting documentation (sector, national, regional, international)</li> <li>• Risks and Issues analysis reports</li> <li>• Divisional plans, advisor reports, meeting schedule</li> </ul>

## WORK COMPLEXITY

<i>Indicate most challenging problem solving duties typically undertaken (3-4 examples):</i>	
1	Ongoing review, implementation and monitoring of the Cook Islands Curriculum Framework
2	To ensure the quality and relevance of the Cook Islands Curriculum Framework through research, review and consultation in the development and implementation of curriculum statements, and learning and teaching programmes.
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	Provision of professional curriculum and pedagogical support to schools

## AUTHORITY

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

<b>Financial</b>	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 \$1,000.
<b>Staff</b>	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.
<b>Contractual</b>	Able to negotiate routine maintenance and improvement contracts up to \$1,000

## 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)

<b><i>Internal Relationships</i></b>	<b><i>Nature of Contact</i></b>	<b><i>External Relationships</i></b>	<b><i>Nature of Contact</i></b>
HOM, Directors and MOE central administration staff	Governance compliance, M&E framework, central planning, human resources management, financial & asset management, school support, compliance and review, and other matters as required (Heavy)	Government Ministries, Agencies, Island Councils and NGOs	Partnership programs in respective curriculum area, student well-being and guidance programs; supplying/requesting data and information and other matters of national interest as required (Routine)
Principals/Managers and management teams, teaching staff	Provision of curriculum and pedagogical support across a range of programs, school resource needs, professional development, national assessments, student wellbeing, feedback to queries, and reporting (Heavy)	National and international accreditation bodies (NZQA, ITO)  National and international subject associations	Provision of curriculum support in respective field, managing MNA visits and NCEA assessments (Routine) Curriculum-pedagogical support, new initiatives, professional learning groups
Planning and Development Division staff	Provision of valid and reliable data -school review/visits, NFA, National monitoring, in support of the achievement of the EMP goals and business plan	Partner agencies - Regional and international eg SPC, UNESCO	Curriculum-pedagogical support, participation in new initiatives & educational advancement; supplying/requesting data and information (Routine)
Schools/Providers and their communities/ stakeholders	Community engagement and awareness to support new and existing programs using a range of media	Private sector suppliers, including overseas	Development of resources for publications, purchase school resources for schools

## 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)*

<b>Essential:</b> (least qualification to be competent)	<b>Desirable:</b> (other qualifications for job)
<ul style="list-style-type: none"> <li>• Bachelor's degree in Education or relevant field or a Postgraduate Diploma of Education and</li> <li>• Teaching qualification (Diploma in Teaching.</li> <li>• Registered Teacher</li> </ul>	A Master's degree in Education with majors in education and a curriculum area (preferred)

## 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)
A minimum of 10 years teaching-management experience with a minimum of 5 years in a senior educational management position that promotes and supports ELA's (essential learning areas)	12 years or more relevant experience, inclusive of managing change in an educational environment Fluency in both languages – Maori and English (preferable)

## KEY SKILLS /ATTRIBUTES/JOB SPECIFIC COMPETENCIES

<b>Level of ability required for the job</b>	
<b>Expert</b>	<ul style="list-style-type: none"> <li>• Extensive experience in the development, implementation and review of specific teaching programmes;</li> <li>• Experience and skills in teaching and pedagogy;</li> <li>• Experience in the provision of professional development programmes for principals and teachers;</li> <li>• Knowledge and understanding of a range of modalities for delivering programmes and the ability to apply them appropriately within cultural context</li> <li>• Strengths-based leadership, with the ability to collaborate with others, across the spectrum of Ministry functions, to achieve mutually agreed goals</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li>• Good understanding of Quality Management Systems – development, implementation and review.</li> <li>• Strong interpersonal skills including advocacy, public speaking and presenting.</li> <li>• Collaborative approach to the development of quality standards and frameworks.</li> <li>• Ability to build an effective team and staff capacity</li> <li>• Superior project management skills</li> <li>• Genuine desire to build an empowering and achieving work environment</li> <li>• Passionate about education with a sense of responsibility</li> <li>• Consultative and collaborative leadership style</li> <li>• Honest, motivated, flexible, adaptable and creative</li> </ul>



	<ul style="list-style-type: none"> <li>• Continuous improvement and progression</li> </ul>
<b>Working</b>	<ul style="list-style-type: none"> <li>• Ability to deal with risk and crisis management in a structured and calm manner</li> <li>• Ability to balance practical requirements with leading edge innovation.</li> <li>• Sensitivity towards and understanding of Cook Islands culture.</li> <li>• Sound research &amp; report writing skills (including the collection of both quantitative and qualitative data)</li> <li>• Sound understanding and application of the use of technology to support the provision of information (MSOffice)</li> <li>• Ability to rise to the challenge of new and difficult tasks in pursuit of long term positive outcomes</li> <li>• Commitment towards positive outcomes in providing high quality education for all.</li> </ul>
<b>Awareness</b>	<ul style="list-style-type: none"> <li>• Other government and non-government agency/organisation mandates, relevant legislation and QMS</li> <li>• Regional agencies, their function and requirements</li> </ul>

### 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