

GOVERNMENT OF KIRIBATI

POSITION DESCRIPTION

1. Ministry: Ministry of Education		
2. Position Title: Education Officer (Early Childhood Care & Education Unit)	3. Salary Level: 12-7	4. Division: School Improvement Unit
5. Reports To: Director of Education	6. Direct Reports: Senior Education Officer (ECCE)	
Primary Objective of the Position: To supervise and assist Early Childhood centres and schools in the deliverance of quality care and education and to ensure that all children are taught by committed, competent and qualified teachers		

7. Position Overview	
9. Financial: nil	10. Legal: Education Act 2013, ECCE Act 2017, Kiribati National Condition of Service 2012, Education Code of Ethics & Inclusive Education Policy
11. Internal Stakeholders: <ul style="list-style-type: none"> Teachers IECs All MoE staff MoE Technical assistants Kiribati Early Childhood Education Association To be referred to Manager: <ul style="list-style-type: none"> Students and staff performance/ appraisal Disciplinary measures Financial matters School issues 	12. External Stakeholders: <ul style="list-style-type: none"> Parents School Committee Students Donor Partners To be referred to Manager <ul style="list-style-type: none"> School reports Proposed policies Proposed trainings and workshops Any proposals

This position description provides a comprehensive, but not exhaustive, outline of the key activities of the role. It is an expectation that you may be required to perform additional duties as required.

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13. KEY ACCOUNTABILITIES <i>(Include linkage to KDP, MOP and Divisional Plan)</i> <ul style="list-style-type: none"> ▪ <i>KDP/KPA: KPA 1: Human Resource Development</i> ▪ <i>MOP Outcome: KPA 1: Human Resource Development 1.5</i> ▪ <i>ECCEDivisional</i> 		
Key Result Area/Major Responsibilities	Major Activities/Duties	Performance Measures/Outcomes
Key Area 1 <ul style="list-style-type: none"> • All Pre-schools are operated well, adequately resourced and deliver quality education 	<ol style="list-style-type: none"> 1. Verify that each school is operating according to the education yearly calendar. 2. Monitoring of schools to ensure that each school is operating according to the relevant policies and guidelines. 3. Encourage the collaboration between school leaders and teachers 4. Check that each school is adequately resourced 5. Support schools to maintain child friendly learning environment. 	Teachers teach according to TSS Schools are CFS compliant
Key Area 2 <ul style="list-style-type: none"> • School deliver quality education 	<ol style="list-style-type: none"> 1. Monitor and support the implementation of TSS/SLSS and CFS standards 2. Identify developmental needs and provide appropriate professional training 	1 Children are prepared to progress to the next appropriate learning levels 2 Teachers concentrate on their instructional needs as opposed to conditions of services
Key Area 3 <ul style="list-style-type: none"> • Discipline and staffing matters 	<ol style="list-style-type: none"> 1. Always listen and opens to schools' needs and be able to provide professional support and counseling 	<ol style="list-style-type: none"> 1. Effective instructional processes/transformation of the school to a professional community

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	2. Assist Island Education Coordinators with school difficulties to identify options to resolve education related issues	
	Responsible for school inspection	All school surveys are completed and submitted on time
	May represent ECCE division in meetings within and outside the Ministry	
	Responsible for organizing training workshops for supervised schools	
	Identify training needs for schools and to develop professional development programs	
10. Key Challenges		11. Selection Criteria
<ul style="list-style-type: none"> Accomplished tasks on schedule Willingness to work after hours School inspection on outer islands Team work Problem solving Decision making 		<ul style="list-style-type: none"> 11.1 PQR (Position Qualification Requirement): Education: A Bachelor of Education, or Diploma qualification in Education or Teaching, or any other qualifications in a related field. Experience: Job Training: Teaching Professional Development
		11.2 Key Attributes (Personal Qualities): 1. Knowledge <ul style="list-style-type: none"> Customer and Personal Service Education Sector Strategic Plan English/ Kiribati Language Early Childhood Care and Education Act Education Act 2. Skills

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	<div>Speaking</div> <div>Active Listening</div> <div>Reading Comprehension</div> <div>Social Perceptiveness</div> <div>Monitoring</div> <div>Analytical</div> <div>Problem solving</div> <div>3. Attributes</div> <div>Efficient</div> <div>Effective</div> <div>Innovative</div> <div>Creative</div> <div>Approachable</div> <div>Cooperative</div> <div>Fair</div> <div>Hardworking and dedicated</div> <div>Sharing</div>
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