

WORLD VISION INTERNATIONAL

JOB DESCRIPTION

Today's Date	5 August 2010
Title	Education and Life Skills Technical CoP Capacity Building Coordinator
Division	Education and Life Skills
Department	IPTT
Reports To	Global Education Advisor

PURPOSE OF POSITION

Describe the purpose of this position and how this position contributes to the achieving department objectives. (Describes the contribution this position makes to the management and performance of others).

The Technical Community of Practice (tCoP) Capacity Building Coordinator within the Education and Life Skills Team will be a successful education coach who can inspire and guide education staff to work collaboratively toward the common goal of improving child learning outcomes. He or she will build the capacity of a diverse set of education practitioners to engage around areas of common interest and function as virtual technical support units for each of the core components of the education DADD.

The tCoP Capacity Building Coordinator will have a broad perspective on and experience with education that includes action learning and learning that integrates skills development with life experience in addition to standard classroom teaching and learning practices. He or she will foster the use of systems of self-directed action learning that enable front line field staff and local volunteers to chart their own professional and personal development learning journeys and to be recognized and accredited for what they achieve as a result.

The tCoP Capacity Building Coordinator will have good communication skills and be able to clearly articulate the principles and practices embedded in the education strategy to a diverse group of education practitioners, education specialists, and an array of planners and decision-makers at various levels of the organization. At times, he or she will also be called upon to assist with articulating the roles and accomplishments of the Education and Life Skills tCoP to external stakeholders. At the same time, he or she will have the ability to encourage reticent education staff and practitioners to actively engage with others around the partnership in collaborating around how to improve the teaching and learning as it relates to their area of interest.

He or she will be responsible for facilitating the development and maintenance of virtual support centers for each of eight (8) education and life skills working/interest groups. They include but are not limited to 1) Community-based Education Improvement, 2) Early Childhood Foundational Skills, 3) Essential & Applied Life Skills, 4) Home Language Literacy Bridging, 5) Local Volunteer Capacity Building, 6) Resource Material Localization, 7) ICT for Education, 8) Education in Emergencies, 9) Inclusive Education, and 10) Education Advocacy. He or she will coordinate, through support centers crafted to meet the needs of individual working/interest groups, the sharing of best practices reference material, links to the most relevant external web sites, brief synopses of related World Vision experience, quick-response Q & A corners, and up-dates on progress in the core group of NOs implementing that group's featured programs.

The Education and Life Skills tCoP Capacity Building Coordinator will gradually expand participation in the CoP from the higher levels functioning in English to sub-layers involving the much larger numbers of practitioners who operate through major regional languages. The result will be a multi-level system of networking that makes it easy and comfortable for local practitioners to interact and share experience with staff doing similar things in other areas.

Finally, the Education and Life Skills tCoP Capacity Building Coordinator will coordinate the development of a shared system of helping NOs and ADPs, in particular, to access the internal and/or external technical support they need to support the core project models on demand.

MAJOR RESPONSIBILITIES

List statements describing the final results of this position and method of accomplishments, and how results/performance are reviewed and measured. Begin with the most important accountabilities.

Major Activities
<p>Education Practitioner Networking & Coordination:</p> <p>The ongoing identification of additional education practitioners, nurturing their engagement with peer groups of practitioners who share their area of interest, and helping them determine how they are best suited to contribute to the overall purpose of the group</p> <p>Interactive discussions around themes of common interest are initiated and used by practitioners working on similar kinds of activities</p> <p>Groups of practitioners with similar interests working on similar activities have opportunity to receive orientation on and contribute to refining WV education strategy and project model documents and policy.</p> <p>Quick-response Q&A centers for each Working/Interest Group are established, response mechanisms organized, and response times tracked.</p>
<p>Coordinate and link emerging systems of Education Practitioner Capacity Building</p> <p>Support individual NOs interested in developing specific streams of self-directed action learning for front-line field staff and the local partner volunteers they oversee through capacity building system(s) that professionalize and accredit their outputs.</p> <p>Link similar strands of education practitioner capacity building that emerge across multiple offices enabling them to draw on each other's experience and achieve economies of scale.</p>
<p>Facilitate the Development and Ongoing Updating of web-based Working Group/Interest Group Support Centers</p> <p>Liaise with each interest group in a process of collaboratively constructing and managing web-based support centers specific to their group that cover their needs for accessing appropriate teaching and learning resource material, related M&E systems and instruments, web links to relevant systems of best practice, technical expertise, best World Vision experience to date,</p>

and relevant partnership options.
<p>Communication</p> <p>Assist in articulating the role and accomplishments of the Education tCoP to key World Vision and external partner stakeholders when called upon.</p>
<p>Knowledge Management:</p> <p>Build and oversee a collaborative process of mapping, making broadly accessible, and updating thumbnail descriptions of education project activities relevant to the core themes of the Education DADD that are currently operating across the organization.</p> <p>Create and implement an Education and Life Skills KM strategy using the Global WV KM strategy as a basis. This includes:</p> <p>Build and maintain a quickly responsive system for responding to requests for information and/or assistance across the tCoP efficiently linking those with specific needs to those with the capacity to respond to those needs.</p> <p>Ensure the knowledge learned and shared from tCoP informs WV ministry leaders and technical experts for programmatic improvements, external advocacy messages, and achievement of CWBOs.</p>
<p>Regional Networks:</p> <p>Nurture the development of regional networks using regional languages linked by reps to global groups as the CoP grows and regional education strategies are formed and take hold.</p> <p>Strategy:</p> <p>Contribute to the overall Education and Life Skills team strategy and implementation, especially on issues related to the involvement of the tCoPs and integration of education and life skills across ministry streams.</p>

KNOWLEDGE, SKILLS AND ABILITIES

List educations, knowledge & skills, licenses preferred, and all experiences required to perform this position in a fully competent manner.

Minimum Education, Training and Experience to Qualify for the Position:

List academic, technical skills or other knowledge required as a minimum qualification in this position.

1. Requires an advanced degree in education

2. Technical understanding of action learning or other transforming models of professional development in education

3. Ability to professionally represent WV and the Education and Life Skills tCoP to diverse internal and external audiences. Excellent communication, networking and professional relationship building and

influencing skills.

Describe how much and what type of additional work experience is required as a minimum for this position.

1. Requires at least 4 years work experience coaching, mentoring, or training educators working interculturally with diverse groups to achieve their own personal and professional development goals.
 2. Requires a minimum of one year of work experience mobilizing communities and empowering underserved populations to take charge of their development future.
 3. Requires a minimum of one year of hands-on classroom teaching and learning experience
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Preferred Skills, Knowledge and Experience:

Describe academic, technical skills, or other knowledge preferred in this position.

1. Strategic planning and management skills as well as relevant knowledge management experience. Experience using social networking tools and information management systems
 2. Demonstrated ability to facilitate networks and build consensus.
 3. Excellent communication skills, both oral and written, in English, the ability to communicate cross-culturally, and intuitive cultural sensitivity
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Describe how much and what type of additional work experience is preferred for this position.

1. Work experience that involves merging life skills with more formal curricula
 2. Work experience developing & delivering presentations that ignite interactive engagement
 3. Work experience generating team spirit and solidarity across groups with different loyalties
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Describe any license, registration, or certification required to perform this position:

1. n/a
 - 2.
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CORE CAPABILITIES

Achieving Capabilities: Achieving quality results & service. Practicing accountability & integrity. Practicing accountability & integrity

1. Clarifies the goals and purpose of work tasks
 2. Pursues thoroughness and appropriate detail
 3. Writes clearly and conveys intended meaning
 4. Communicates persuasively to all stakeholders
 - 5.
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Thinking Capabilities: Thinking clearly, deeply and broadly. Understanding the Humanitarian Industry. Understanding World Vision's mission and operations. Practicing innovation and change

1. Identifies gaps, trends, priorities and key issues
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2. Ensures that effort is focused on priority areas

3. Reviews departmental performance against industry standards and benchmarks

4. Puts personal work into the wider WVI context

5.

Self Managing Capabilities: Demonstrating Christ-centered life and work. Learning for growth and development. Maintaining work/life balance and effectiveness

1. Prioritises many demands without losing focus

2. Manages personal emotions and their effects

3. Models Biblical ethics and principles in action and lifestyle

4. Reflects on experiences to draw out learning

5. Documents and publishes lessons learned

Relational Capabilities: Building collaborative relationships. Practicing gender and cultural diversity. Influencing individuals and groups

1. Develops personal networks of effective relationships

2. Takes a stand on behalf of issues and groups

3. Uses different styles to impact different individuals or groups

4. Promotes justice in all aspects of work and life.

5. Interprets and presents information with influence and impact
