

**ROYAL GOVERNMENT OF BHUTAN  
ROYAL CIVIL SERVICE COMMISSION  
JOB DESCRIPTION (FORM)**

**1. JOB IDENTIFICATION**

- 1.1 Position Title: **Chief Curriculum Officer**
- 1.2 Major Group: **Education & Training Services**
- 1.3 Sub-Group: **Education Support Services**
- 1.4 Job Code No: **04.310.03**
- 1.5 Job Location (*Complete as appropriate*):

Ministry: **Education** Department: **School Education**  
 Division: **Curriculum and Professional Support Division**  
 Section..... Unit.....

1.6 Title of First Level Supervisor (*Official title of the Supervisor*): **Director, DSE**

**2. PURPOSES, DUTIES & RESPONSIBILITIES** (*Describe the main duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of percentage of time spent on them, or in order of relative importance*):

**Purposes:**

To manage the development of school curriculum materials such as textbooks, manuals and supplementary materials; monitor the implementation of the curriculum; and provide supports for schools in terms of teaching – learning resources and professional development of teachers for the effective implementation of the curriculum.

<b>S/ No</b>	<b>Duties and Responsibilities</b>	<b>% of Time</b>
1	Initiate and coordinate all works related to curriculum development, implementation, monitoring and support for all levels of school education	15
2	Supervise and direct both the academic and administrative matters of the Division.	15
3	Relay the policies and directives to Curriculum Subject Specialist to guide their works.	10
4	Guide and coordinate the formulation of policies and guidelines for the effective implementation of curriculum in schools	10
5	Direct the work and functions of various subject committees.	10
6	Ensure the proper implementation of the curriculum changes in the schools.	10
7	Direct and guide the work and functions of the Curriculum Subject Specialists and other staff members.	5
8	Disseminate new curriculum development information to all	5

	stakeholders.	
9	Promote the staff development and welfare programs of the staff of the Division	3
10	Strive towards the development of conducive working atmosphere in terms of physical and social environment for the Division	3
11	Coordinate any other assignments that may be assigned by the Ministry from time to time.	3
12	Work in collaboration with the BBE, EMSSD, NIEs in matters of curriculum development, implementation, monitoring, and assessment.	3
13	Liaise with other organizations, both internal and external, for the purposes of school curriculum development and support.	2
14	Prepare and propose the budget and plans for the Division	2
15	Ensure the timely printing and purchase of curriculum materials.	1
16	Evaluate the performance of the staff of the Division	1
17	Propose the recruitment of relevant staff for the Division	1
18	Work as a Member-Secretary to the CAPSD Board.	1

**3. KNOWLEDGE AND SKILLS REQUIREMENT** (*Minimum requirement for performance of workload – Level of knowledge, skills and ability*):

**3.1 Education:** Masters Degree

**3.2 Training:** Management and Curriculum Development

**3.3 Length and type of practical experience required:**

Should have worked a minimum of 3-4 years as a Curriculum Subject Specialist and performed well. Should have involvement in curriculum development for a minimum of 5-8 years; should have work experience of 15-20 years in the field of education; should have brought in innovative ideas into teaching and learning processes; and should have leadership and managerial experience of a high order with educational background or equivalent experience.

**3.4 Knowledge of language(s) and other specialized requirements:**

The Chief Curriculum Officer should -

- be proficient in English and Dzongkha; other languages /dialects;
- have skills in writing, editing and proof reading;
- possess knowledge and skill of educational researching,
- possess managerial ability,
- be a person of high integrity

**4. COMPLEXITY:** (*The nature, number and intricacy of tasks, steps, processes or methods involved in work; difficulty and originality involved in work*).

Curriculum Development work is, by nature, an extremely complex task which demands the incumbent to be versatile. Curriculum needs to be seen as curriculum development, curriculum delivery, and assessment, which essentially will be intended curriculum, the taught curriculum, and the learned curriculum. Curriculum without seeing through all these important aspects isn't much of a curriculum. Even curriculum development in terms of documents and materials are themselves daunting. Implementing the curriculum poses its

own challenges and ensuring that students have achieved the intended curriculum is even more daunting. Therefore, much as it is difficult, the division has to work in close collaboration and cooperation with the NIEs, EMSSD, BBE, DEOs, Headteachers, Education Stores, the printers and publishers, the AFD, and other relevant organisations outside the system. The business of curriculum from its making to the learned curriculum is extremely complex and challenging as it is rewarding.

At the capacity of Chief Curriculum Officer, one has to continuously report to the Ministry of the division's development, progress and issues. This necessitates the Chief Curriculum Officer to actively participate in the formulation and revision of educational policies and systems. As a focal person at the division, the Chief Curriculum Officer must entertain visitors of various capacities both internal as well as international.

The school curriculum being one of the important means of educating the younger generation on the various departments and ministries agenda, the CAPSD must maintain optimum degree of rapport and support with different organisations to facilitate the process of curriculum development and implementation.

5. **SCOPE AND EFFECT OF WORK:** *(Describe the purpose, breadth of work performance, and the effect the work has on the work of others or the functions of the organization):*

The purpose of the Division is to develop school curriculum based on research findings, needs and as informed by the literature in curriculum development, implement, monitor and support the schools in their implementation. Therefore, the Chief Curriculum Officer is to ensure that relevant curriculum is developed and implemented in schools.

The CAPSD publishes and implements school curriculum on time. The CAPSD produces relevant curriculum materials, improves the quality of teaching and learning processes, and its implementation. The quality of education in the system thereby is being raised.

At the end, the visions of the Ministry of Education are translated into developmental goals in the form that all the schools have relevant books, teaching – learning resources and that there is good learning taking place in schools.

6. **INSTRUCTION AND GUIDELINES AVAILABLE:**

6.1 **Instruction:** *(Describe controls exercised over the work by the Superior; how work is assigned, reviewed and evaluated).*

Instructions and directives are generally given by the CAPSD Board and the Ministry of Education

6.2 **Guidelines:** *(Indicate which written or unwritten guidelines are available, and the extent to which the employees may interpret, adapt or devise new guidelines).*

Beside the general national and ministerial policy guidelines no specific instruction are available. The work has to be carried out using mostly the incumbent's judgment in the larger framework of policies available.

7. **WORK RELATIONSHIP:** *(Indicate the frequency, nature and purpose of contacts with others within and outside the assigned organization other than contacts with superiors):*

Constant / regular contact with curriculum subject specialist, Director, Secretary, Minister, Subject Committee Chairs, EMSSD, BBE, NIEs, PPD, AFD, division heads, consultants, headteachers, DEOs, government officials, international agencies: to seek advice and information on education investment, out-put, quality, support, teaching, policy, direction, field-testing, monitoring, supervision, among others.

8. **SUPERVISION OVER OTHERS:** *(Describe responsibility for supervision of other employees, including the nature of supervisory responsibilities and classification and number of subordinates).*

The Chief Curriculum Officer exercises direct supervision on the Curriculum Subject Specialists and office support staff. The Chief Curriculum Officer must ensure that these levels of employee carry out the roles according to the standards and that the targets are achieved.

9. **JOB ENVIROMENT:** *(Describe physical exertion required, such as walking, standing, lifting heavy objects, etc., and/or any risks or discomforts such as exposure to chemicals, climbing to heights, extreme weather conditions, or other severe discomforts).*

The Division being one of the largest and as the nerve centre for the quality education, the managerial task demands lots of efforts and sacrifices. Since the Head office being at Thimphu, frequent travel and being out of family cannot be avoided.

Curriculum Development is extremely a stressful job, particularly when tasks to be performed are more and challenging for a limited staff with less exposure, when working environment is not congenial, and when deadlines are close, which often will be. The incumbent's most time would be working under extreme pressure.

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- 1.4 Job Code No: **04.310.04**
- 1.5 Job Location (*Complete as appropriate*):

Ministry: **Education** Department: **School Education**  
 Division: **Curriculum and Professional Support Division**  
 Section..... Unit.....

1.6 Title of First Level Supervisor (*Official title of the Supervisor*): **Chief Curriculum Officer**

**2. PURPOSE, DUTIES & RESPONSIBILITIES** (*Describe the main duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of percentage of time spent on them, or in order of relative importance*):

**Purpose:**

To develop school curriculum materials such as textbooks, manuals and supplementary materials; monitor the implementation of the curriculum; and provide supports for schools in terms of teaching – learning resources and professional development of teachers for the effective implementation of the curriculum.

S/No	Duties and Responsibilities	% of Time
1	Review and revise school curriculum in respective subjects on need basis.	20
2	Develop syllabus, textbooks, course books, manuals and program implementation materials / guidebook in respective subjects and programs by involving relevant teachers and personnel.	20
3	Review and recommend for the relevant educational materials such as, textbooks, library and reference books, equipment and chemical for science and geography etc. to support the effective implementation of curriculum in schools.	10
4	Monitor the implementation of curriculum and programs in schools and provide necessary support.	10
5	Conduct and resource inservice programs for teachers on curriculum changes,	10

	related programs and teaching methodology on need basis through NBIPs, DBIPs, CBIPs and SBIPs	
6	Initiate and carryout educational studies and researches on the curriculum implementation and new ideas	10
7	Maintain and further develop subject knowledge to ensure education excellence in respective subject areas	5
8	Disseminate new curriculum development and programs information to all stakeholders through various educational forum and publications	3
9	School visits to study the implementation of curriculum and programs and their associated field realities	3
10	Execute any other assignments that may be assigned by the Ministry and the Director, CAPSD from time to time or for certain period of time (eg donor added projects).	3
11	Coordinate the management of projects / programs in their respective subject areas	2
12	Work in collaboration with the BBE, EMSSD, NIEs, DDA, Education media, donor agencies in matters of curriculum and program development, implementation, monitoring, and assessment.	2
13	Act as the member secretary to respective subject committee.	1
14	Conduct respective subject committee meetings	1

**3. KNOWLEDGE AND SKILLS REQUIREMENT** (*Minimum requirement for performance of workload – Level of knowledge, skills and ability*):

**3.1 Education:** Masters Degree or BA in Dzongkha FOR Dzongkha Section

**3.2 Training:** Teaching methodology, curriculum development and publication studies.

**3.3 Length and type of practical experience required:**

Should have worked a minimum of 4 years as a master teacher or a senior teacher and performed well or involved in curriculum development programs. One should have innovative ideas on curriculum development and into teaching and learning processes or equivalent experience.

**3.4 Knowledge of language(s) and other specialized requirements:**

The Curriculum Subject Specialist should -

- be proficient in English and Dzongkha; other languages /dialects;
- have skills in writing, editing and proof reading;
- have basic computer operation skills
- possess knowledge and skill of educational researching.

**4. COMPLEXITY:** (*The nature, number and intricacy of tasks, steps, processes or methods involved in work; difficulty and originality involved in work*).

The Curriculum Development work is, by nature, an extremely complex task. Curriculum needs to be seen as curriculum development, curriculum delivery, and assessment, which essentially will be intended curriculum, the taught curriculum, and the learned curriculum. Curriculum without seeing through all these important aspects isn't much of a curriculum.

Implementing the curriculum poses its own challenges and ensuring that students have achieved the intended curriculum is even more daunting. Therefore, much as it is difficult, the division has to work in close collaboration and cooperation with the NIEs, EMSSD, BBE, DEOs, Headteachers, Education Stores, the printers, the AFD, DDA, Education media. The business of curriculum from its making to the learned curriculum is extremely complex and challenging as it is rewarding.

The business of curriculum demands lots of research readings, writings, field studies and discussions with relevant stakeholders and specialists. Therefore, the curriculum development is a long strenuous process and challenging as it is rewarding.

The school curriculum being one of the important means of educating the younger generation on the various departments and ministries agenda, the Curriculum Subject Specialist must maintain optimum degree of rapport and support with different organisations to facilitate the process of curriculum development and implementation.

In living with the National goals and aspiration, the curriculum subject specialist must be always in abreast with the Government Policies and Goals so that the school curricula are in conformity with the National policies and Ministerial policies. As we strive to meet the changing educational needs of the society the policies need study from the ground realities perspectives.

5. **SCOPE AND EFFECT OF WORK:** *(Describe the purpose, breadth of work performance, and the effect the work has on the work of others or the functions of the organization):*

The purpose of the work is to develop school curriculum based on research findings, needs and as informed by the literature in curriculum development, and to implement, monitor and support the schools in their implementation. The job demands to facilitate professional development in teachers to ensure effective implementation of curriculum.

The curriculum has direct implication on children's general and subject based education. The efficient functioning ensures quality curriculum materials, improves the quality of teaching and learning processes, effective curriculum implementation, and provision of support to teachers that would culminate to quality education in the country.

The training of teachers, research studies and dissemination of curriculum changes to stakeholders must help schools to update their strategies on curriculum implementation; provide baseline information for other organisations' program planning and implementation. Facilitate the stakeholders and general public to keep abreast with educational changes in the system.

6. **INSTRUCTION AND GUIDELINES AVAILABLE:**

6.1 **Instruction:** *(Describe controls exercised over the work by the Superior; how work is assigned, reviewed and evaluated).*

Instructions and directives are generally given by the CAPSD Board. The Chief Curriculum Officer monitors the progress and issues related to the implementation of the activities of each subject specialist. The achievements of each section under the CAPSD are evaluated through performance evaluation form and the periodic monitoring of the activities.

Periodically, the status and progress of important activities are reported in relevant educational forum for comments and suggestions.

**6.2 Guidelines:** *(Indicate which written or unwritten guidelines are available, and the extent to which the employees may interpret, adapt or devise new guidelines).*

The activities of each section are guided by the National Curriculum Framework, the general National and Ministerial Policy Guidelines, the CAPSD Board Meeting Minutes and project Implementation Guidelines, AEC resolutions and subject committee decisions. The Chief Curriculum Officer provides guidance in the process of monitoring the activities. The overarching guidelines are the field realities that direct the plan and action of every Curriculum Subject Specialist.

**7. WORK RELATIONSHIP:** *(Indicate the frequency, nature and purpose of contacts with others within and outside the assigned organization other than contacts with superiors):*

For the effective and timely implementation of planned activities, each Curriculum Subject Specialist needs to maintain good rapport with DEOs, schools, EMSSD, BBED, NIEs, DDA Education Media. Further, since school curriculum is one of the important means of educating the youngsters on the various Departments and Ministries agenda, the Subject Specialist must maintain optimum degree of rapport and support with different organisations. The Curriculum Subject Specialist participates in other organisation's programs when deemed necessary and relevant. Each Curriculum Subject Specialist maintains contact with the members of the subject committee and establishes a network of information dissemination and support for and from schools.

A strong healthy working relationship with DEOs and schools is pivotal towards the achievement of National Education Goals through effective implementation of school curriculum.

**8. SUPERVISION OVER OTHERS:** *(Describe responsibility for supervision of other employees, including the nature of supervisory responsibilities and classification and number of subordinates).*

The Curriculum Subject Specialist supervises the implementation of respective subject curriculum and programs in schools.

**9. JOB ENVIROMENT:** *(Describe physical exertion required, such as walking, standing, lifting heavy objects, etc., and/or any risks or discomforts such as exposure to chemicals, climbing to heights, extreme weather conditions, or other severe discomforts).*

Curriculum Development is extremely a stressful job, wherein one has to work with computer, books and documents for long hours and often needs to work overtime to meet the deadlines. The monitoring of curriculum implementation and field studies mandate the incumbent to visit schools in many places of varieties degree of difficulties.



