

**ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION**

JOB DESCRIPTION

1. **JOB IDENTIFICATION:**

- 1.1 Position Title: **Master Teacher**
- 1.2 Major Group: **Education & Training Services**
- 1.3 Sub-Group: **Teaching Services**
- 1.4 Job Code No.: **04.320.01**
- 1.5 Job Location (*Complete as appropriate*):
- Ministry: **Education**; Department: **Education**;
- 1.6 Title of First Level Supervisor (*Official title of the Supervisor*): **Principal (P4-P1)**
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2. **PURPOSE, DUTIES & RESPONSIBILITIES:** (*Describe the purpose, duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of relative importance*):

PURPOSE: The Master Teachers are to provide professional support services to enhance teachers' professionalism and development of relevant, effective and diversified national curriculum and assessment system, contributing to the provision of a high standard quality wholesome education to the system through research, training and consultancy in their areas of specialization. This position is one of the missions of the Ministry of Education in fulfilling its vision of 'Quality Wholesome Education'.

Master Teachers have

Sl. #	Duties and Responsibilities	% of Time
I	<p>Exemplary /model classroom teacher</p> <p>1. Critically study the curriculum documents and translate it into meaningful educational goals and objectives to be achieved by students within specific periods of time in their subject(s) of specialization.</p> <p>2. Prepare Yearly plan, Term plans, (Block Plan) keeping in view of the available time for teaching the subject of specialisation and time for carrying out master teachers' responsibilities.</p> <p>3. <i>Design daily lessons plans of all teaching periods base on Year plan - models for others to learn:</i></p> <ul style="list-style-type: none"> - Set specific learning objectives related to subject/s, - Identify relevant teaching learning materials, - Read teaching learning materials /related references, 	60

	<ul style="list-style-type: none"> - Select best teaching learning strategy which would involve children in their learning, - Design best tasks for class work and or homework, and - Plan and prepare for the class. <p>4. Teaching children by:</p> <ul style="list-style-type: none"> - creating suitable mood for building rapport and motivation, - introducing lessons establishing link between what children already know to what they are to learn, - developing lessons systematically- engaging students in wide range of activities- like questioning answers, discussions, group / independent works, etc. - Students are monitored, guided and supported in their learning through formative assessment, and keep record of progress. <p>5. Assign extended tasks to reinforce learning by:</p> <ul style="list-style-type: none"> - Objectively assigning tasks related to learning, - Guide students in the processes of carrying out the tasks as class/home or projects, - Correct students' work done using criteria for feedback, - Provide meaning feedback for improvement, Follow up on the feedback, support with remedial help if needed, and record progress of students' learning, and appraise students regularly. <p>6. Carryout Continuous Assessment (Summative):</p> <ul style="list-style-type: none"> - Designing and planning students assessment through assignments and tests specific to the subjects, - Designing most appropriate tasks or reliable tests, - Design criteria for assessment of tasks/tests, - Assess (45-180) students' tasks /tests using criteria for award of marks, - Prepare results, declare results, analyze and promote learning or remedial help to academically poor students to improve standard. <p>-</p> <p>7. Maintaining proper records of individual student performance of the class or classes that they are teaching, and make the records available to the heads of schools, education authorities, colleagues and parents.</p>	
II	<p>Instructional leadership</p> <p>a. Take responsibility of ensuring academic and professional standard of the schools and the schools under the cluster and be accountable.</p> <p>b. Supervise Associate Master Teacher and teachers under this position in their schools as well as in their cluster schools and provide professional support services by:</p> <ul style="list-style-type: none"> • Observing teachers in classroom or other teaching settings to assess relevant skills, and recommends methods and strategies appropriate to achieve the goals. • Leading and inspiring reflective thinking amongst the colleagues in the field of their specialization. • Leading discussion and debate amongst the colleagues working in 	10

	<p>the frontiers of development in the special area of their specialization.</p> <ul style="list-style-type: none"> • Providing professional support services to enhance professional development. • Supervising and monitoring performance of teachers in their schools and in their cluster schools. • Apprise and appraise on the expertise gained by teachers to the heads of their respective schools and teachers. 	
III	<p>Research</p> <ol style="list-style-type: none"> 1. Innovate and trial novel teaching practices and pedagogy in their classroom. 2. Write and publish useful development or good practices towards improving the system of education. 	10
IV	<p>Special programs</p> <ol style="list-style-type: none"> 1. Diagnose particular learning difficulties and to design special programs. 2. Ensure implementation of programs through supervision and monitoring and support services. 3. Study the impact of special programs and innovative practices through action research in their classrooms. 4. Develop and implement good programs of studies in the area of their field of specialization within the school, cluster or country. 	5
V	<p>Professional Development</p> <ol style="list-style-type: none"> 1. Design, develop and conduct professional development programs and workshops. 2. Follow up on the programs /workshop through monitoring and support services. 3. Carry out consultancies in the area of their specialization and expertise. 	5
VI	<p>Curriculum development</p> <ol style="list-style-type: none"> 1. Carry out critical reviews of the curriculum that is relevant to their area of specialization 2. The development and implementation of good curriculum practices. 3. Provide feedback and assist in the reforms of school curriculum in the areas of their specialization. 	5
VII	<p>Examination & Assessment</p> <ul style="list-style-type: none"> • Design reliable, valid and exemplary examination tools, model answers and marking criteria and procedures of assessing learners' performance and achievement. • Mark examination papers, prepare results, analyze results • and design remedial programs to support students learn better. 	5

3. KNOWLEDGE AND SKILLS REQUIREMENTS: (Minimum requirement for performance of work described, Level of knowledge, skills and ability):

3.1 **Education:** Masters Degree (in Academic subjects like Sciences, Mathematics, Humanities like History, Geography, Economics, Commerce, Guidance and Counseling, etc. or equivalent knowledge and skills in the area of teaching and learning- specialized expertise gained through action research and publication work).

- 3.2. **Training:** Training in Research Methodology and related work, Training of Trainers, Curriculum development and Assessment.
- 3.3 **Length and type of practical experience required:** Minimum of 4 years of relevant experiences as an associate master teacher and of successful preceding teachers positions or equivalent experience.

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

The Master Teacher should have:

- Proficiency in both English and Dzongkha languages
- Child psychology,
- Educational philosophy,
- Knowledge of Sociology,
- Curriculum theory and practice,
- Teaching strategies and skills,
- **High degree of integrity;**
- Inspiring visionary leadership quality; and
- Creativity and resourcefulness.

Level of knowledge:

- Knowledge to evaluate, design, and implement curriculum, testing, and/or teaching methodologies.
- Mastery of the relevant teaching subject/s to graduate level and **keeps oneself** updated and informed of the changes in the subjects.
- Knowledge of child development theory and practice.
- Knowledge to use independent judgment and to manage and impart confidential information.
- Knowledge of adult psychology and teaching learning theories of adult learning.
- Knowledge of various methodologies and strategies of teaching at various stages of child development.
- Knowledge and understanding of the policies and practices of Bhutanese system of education and how school as a whole is organised and administered, to be able to operate with focused direction.
- Knowledge to incorporate results of findings into meaningful teaching and learning experiences.
- Knowledge to translate abstract theories and philosophies into purposeful individual insights.
- Knowledge to evaluate the viability of course offerings and propose relevant changes where necessary.
- Knowledge to form hypothesis, conduct research and use deductions for developing meaning educational programmes.
- Competence in guiding in mentoring and training teachers to carry out research.

The Master Teacher should have the skills to:

- investigate issues and events and provide informed judgements.
- design meaningful educational activities and programmes to enrich the curriculum.
- identify and develop relevant effective teaching learning materials.
- analyse results of students' performance and suggest improvement where necessary.
- apply concepts of child development and psychology of learning, and respond to individual differences, and employ different teaching methods that will result in higher student achievement.
- translate abstract theories and philosophies into purposeful individual insights.
- Evaluate the viability of course offerings and propose relevant changes where necessary.
- use independent judgment and to manage and impart confidential information.
- form hypothesis, conduct research and use deductions for developing

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

- Master teachers as leaders in the development of education in practice have to try out various methods in the delivery of education themselves in their own classrooms as well as with their professional colleagues in the school and the cluster schools. They would have to analyze the impact of such strategies on the learning and inform other professional colleagues through writing and publishing or through seminars and workshops.
- Master teachers have to continually review the effectiveness of the national curriculum in the area of their expertise through putting to test in practice in their classroom and advice change and reform. Master teachers have to assist in any major curriculum reform in their area of expertise.
- Master teachers should also be able to manage their colleagues at different levels of life stages, experiences, abilities and attitudes to be kept continually engaged in professional development and learning through continuous support and guidance. They should be able to encourage and promote continual evaluation and reflection on their practice amongst their colleagues.
- Master teachers are expected to work beyond normal working hours eg. evenings, weekends and holidays. They would have to work with different groups of people ranging from students, professional colleagues as well as educational leaders and researchers both in country and internationally. They would have to work as a teacher, researcher, manager and facilitator in staff development programs. They would have to supervise the research and development works.

Note: *This is in addition to the complexity of the work of teachers at all levels below this position.*

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

- The Master Teachers are to enhance the ***quality of instruction through their research, demonstration and teaching***. They are the professional leaders in their schools and their cluster schools though they are accountable to the Principal of their parent schools for their daily work and to the Dzongkhag and Ministry of Education as far as their work in the national programmes are concerned.
- The engagement of the master teachers in teaching, research and consultancy will ***create and promote a culture of scholarship and development*** in the school and the education system at large.
- The master teachers are involved in the review and reform of the curriculum in their areas of specialization contributing to the ***development of an effective, relevant and diversified national curriculum for 'quality wholesome education'***.
- The master teachers are also involved in ***designing and facilitating in-service programs*** in the school as well as within school clusters and nationally, and ***promote the growth and development of all teachers in the system***.

The job will result in:

1. the improvement of instruction and the development of the quality of education.
2. the creation of useful literature in specific area of teaching through research and experimentation.
3. development of capable and motivated professional teachers who would contribute towards the development and delivery of quality education.
4. the upliftment of academic profile of school, cluster of schools and nationally.
5. the generation of professional energy for continuous growth and development of the system.

6. **INSTRUCTION AND GUIDELINES AVAILABLE:**

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

As a professional leader the master teachers make their own judgment in initiating and organizing the school in effectively meeting the needs of students with diverse abilities and interests in fulfilling the visions of the schools collaboratively developed in their schools. However, they have:

- written roles and responsibilities approved by the Annual Education Conference -2001 and sent to the schools for implementation.
- Education Policy Guidelines and Instructions of the MoE,
- CAPSSD news letters and instructions in the form of letters and notifications from the MoE,

The Decentralised Education Monitoring and Support Services (DEMSS) Guidelines and institutionalization of decentralized monitoring system from the MoE (EMSSD) to Dzongkhag, Cluster Schools and Schools monitor, support, evaluate performance of the Master teachers and provide necessary feedback for further improvement.

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

Broad guidelines are provided in the form of:

- School policies and plans collaboratively developed by the school management and senior positions teachers.
- Teachers roles and responsibilities,
- School level monitoring and support services of the DEMSS Guide book.
- Education Policy Guidelines,
- Teaching manual,
- Syllabus booklets and
- Resolutions of the Annual Education Conference.

Master teachers need to make sound professional decisions and work independently most of the time based on their professionalism and the needs of the system.

In order to implement and execute various set goals, these master teachers use their creativity and innovative ideas in devising appropriate strategies and guidelines for the smooth functioning of the school. While teaching they use their own judgment in organizing lessons that cater to the diverse abilities and the interests of students in fulfilling the broad educational goals set out in the syllabus.

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

The master teachers maintain contact with:

- The teacher colleagues of cluster schools and Dzongkhags, divisional heads of the Ministry for exchange of information pertaining to their areas of specialisation in their own schools but teachers of school within their clusters,
- Students in different programs,
- Parents and the community on student progress & school development plans;
- **Professional Bodies** both in country as well as from out side relevant to their areas of work.

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

The supervisory role of the Master Teacher requires one to:

- Supervise the work of other Associate Master Teachers, Senior Teachers and collaboratively set standards of achievement and work in their areas of specialization within the school, cluster and nationally.

- Direct, monitor, supervise, review and evaluate the work given to the students under their charge regularly. (The number of students depending on the subjects and classes taught by the teacher. It may range from 150 to 300 per day);
- Supervise innovative research and publication works; and
- Supervise assignments and Consultancy carried out by others.

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

- Many Master teachers would mostly work in schools that are inaccessible by road, and with hostile climatic condition, poor classroom facilities and inadequate learning materials and difficult community with limited service facilities ***exerts both mental and physical pressures*** in coping up with these conditions Some Master teachers work in isolated conditions and are prone to ***mental depressions*** resulting in social ills such as alcoholism.
- The master teachers work long hours responding to student emergencies, planning and preparation, counseling and supervision and correction besides the actual teaching. Master Teachers have to stand long hours, be exposed to chalk dusts, which lead ***respiratory illnesses***.
- Master teachers have to travel to schools under their clusters for supervision and monitoring of teachers and provide professional support services. The traveling to places inaccessible by roads, difficult terrain, and hostile climatic condition can be ***straining physically and mentally*** for master teachers.

**ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION**

JOB DESCRIPTION

1. JOB IDENTIFICATION:

- 1.1 Position Title: **Senior Teacher I**
- 1.2 Major Group: **Education & Training Services**
- 1.3 Sub-Group: **Teaching Services**
- 1.4 Job Code No.: **04.320.02**
- 1.5 Job Location (*Complete as appropriate*):
- Ministry: **Education**; Department: **School Education**;
Division: _____; Section: _____; Unit: _____.
- 1.6 Title of First Level Supervisor (*Official title of the Supervisor*): **Principal (P4 to P4)/ Master Teacher/ Associate Master Teacher**
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2. PURPOSE, DUTIES AND RESPONSIBILITIES: (*Describe the purpose, duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of relative importance*):

PURPOSE: The purpose of the Senior Teachers is to provide professional leadership and support master teachers/associate master teachers in enhancing the profession of the teachers as well as academic standard of our system of Education. This position ensures quality wholesome education to our children.

Senior Teachers have

Sl. #	Duties and Responsibilities	% of time
A	Instructional Leadership and Exemplary Teaching	75
i	Exemplary/Model Classroom teacher <ol style="list-style-type: none"> a. Carry out the various responsibilities of a teacher (<i>Refer Teacher I</i>) in an exemplary manner to be modeled by their colleagues. b. Produce exemplary teaching and learning materials to improve the quality of instruction within the school/small school clusters. 	65
ii	Instructional leadership <ol style="list-style-type: none"> 1. Assist Master teachers/associate master teachers in ensuring academic and professional standards within their schools. 2. Supervise junior teachers in their own schools and provide professional support by: <ol style="list-style-type: none"> 1.1 Observing teachers in classroom or other teaching settings to assess relevant skills, and recommend methods and strategies appropriate to achieve the goals. 	10

	<p>1.2 Leading and inspiring reflective thinking amongst the colleagues in the field of their specialization.</p> <p>1.3 Leading discussion and debate amongst the colleagues.</p> <p>1.4 Providing professional support to their colleagues for their continual development.</p> <p>1.5 Supervising and monitoring performance of teachers in their schools and in their cluster schools.</p> <p>2. Support and guide the work of other teachers through formal and informal interactions.</p>	
B	Research and Professional Development	10
i	<p>Research</p> <p>1. Innovate and trial novel teaching practices and pedagogy in their classroom.</p> <p>2. Invite and encourage colleagues to observe and critique their innovation.</p> <p>3. Demonstrate and model good practices.</p>	5
ii	<p>Professional Development</p> <ul style="list-style-type: none"> ○ Assist in identifying professional development needs amongst their colleagues in their schools ○ Design, develop and conduct professional development programs and workshops. ○ Follow up on the programs /workshop through monitoring and support. ○ Assist Associate Master to organize orientation programs for the new teachers and support to establish them in their work, and ○ Assist and organize, supervise, support and guide student teachers on practice teaching. 	5
C	Curriculum implementation and Assessment	10
i	<p>Curriculum development</p> <ul style="list-style-type: none"> ○ Carry out critical reviews of the curriculum implementation that is relevant to their area of specialization ○ Provide feedback and assist in the reforms and development of school curriculum. 	5
ii	<p>Designing and conducting Examination & Assessment</p> <ul style="list-style-type: none"> ○ Design reliable, valid and exemplary examination tools, model answers and marking criteria and procedures of assessing learners' performance and achievement. 	5
D	<p>Mentoring of Apprentice and Teaching Practice Teachers</p> <ul style="list-style-type: none"> ○ Take lead role mentoring AP and TP teachers through: ○ Attaching them to capable Associate Teachers (ATs), ○ Monitoring the professional development of AP and TP teachers ○ Evaluating the performance of AP and TP teachers, and reporting the Training Institutes (NIEs) 	5

3. KNOWLEDGE AND SKILLS REQUIREMENTS (Minimum requirement for performance of work described - Level of knowledge, skills and ability):

3.1 Education: Masters Degrees in their areas of specialization /equivalent knowledge and skills gained through research and publication work.

3.2 Training: Training in research methods, facilitating professional development programmes, curriculum and materials development, etc.

3.3 Length and type of practical experience required:

Minimum of 12 years of teaching and should have graduated through the experiences of working in the teacher position-I or equivalent experience.

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

The Senior Teachers should have:

- Proficiency in both English and Dzongkha languages;
- Child psychology,
- Educational philosophy,
- Knowledge of Sociology,
- Curriculum theory and practice,
- Teaching strategies and skills,
- ***High degree of integrity;***
- Inspiring visionary leadership quality; and
- Creativity and resourcefulness.

Level of knowledge:

- Mastery of the relevant teaching subject/s to graduate level and ***keeps oneself*** updated and informed of the changes in the subjects.
- In-depth knowledge of child psychology and theories of learning to be able to apply the understanding of these theories in working with children of various ages and range of abilities.
- In-depth knowledge of the philosophy of education and sociological foundation of Education.
- Knowledge to use independent judgment and to manage and impart confidential information.
- Knowledge of adult psychology and teaching learning theories of adult learning.
- Knowledge of various methodologies and strategies of teaching at various stages of child development.
- Knowledge on principles of curriculum development.
- Knowledge and understanding of the policies and practices of Bhutanese system of education and how school as a whole is organised and administered, to be able to operate with focused direction.
- Knowledge to incorporate results of findings into meaningful teaching and learning experiences.
- Knowledge to translate abstract theories and philosophies into purposeful individual insights.
- Knowledge to evaluate the viability of course offerings and propose relevant changes where necessary.
- Knowledge to form hypothesis, conduct research and use deductions for developing meaning educational programmes.

- Competence in guiding in mentoring and training teachers to carry out research.

The Senior Teacher should have the skills to:

- investigate issues and events and provide informed judgements.
- design meaningful educational activities and programmes to enrich the curriculum.
- identify and develop relevant effective teaching learning materials.
- analyse results of students' performance and suggest improvement where necessary.
- apply concepts of child development and psychology of learning, and respond to individual differences, and employ different teaching methods that will result in higher student achievement.
- translate abstract theories and philosophies into purposeful individual insights.
- evaluate the viability of course offerings and propose relevant changes where necessary.
- use independent judgment and to manage and impart confidential information.
- form hypothesis, conduct research and use deductions for developing

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

Senior Teachers have:

- to try out various strategies in the delivery of education themselves, in their own classrooms as well as with their colleagues, analyze the impact of such strategies on student learning and make appropriate changes.
- to work with their colleagues at different levels of life stages, experiences, abilities and attitudes, continually engaged in professional development and learning through continuous support and guidance, encourage and promote continual evaluation and reflection on their practices for improvement.
- to work beyond normal working hours (eg. evenings, weekends and holidays), helping and guiding students and junior colleagues.
- to organize, supervise and mentor Apprentice and Teaching Practice teachers as well as new teachers, guiding their young colleagues through the complex work of a teacher ranging from preparation of lesson plans to management of diverse and often problematic students, to assessment and providing appropriate feedback. Further they have to keep the young teachers encouraged and motivated.

Note: *This is in addition to the complexity of the work of teachers in general.*

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

The Senior Teachers' positions are not only to:

- assist the master in ensuring the quality of instruction in the schools but also provide professional leadership in their schools.

- They demonstrate exemplary teaching and inspire other colleagues through professional exchange /interaction either formally or informally and through this, engage their colleagues in a process of continual development.
- They design and conduct in-service programs in the schools (SBIPs) and promoting the growth and development of teachers within their schools.
- to create and promote a culture of scholarship and development in the school system under the overall leadership of the Principal and Master Teachers.
- organize, supervise and mentor student teachers under their care, as well as, new teachers.

The job will result in:

1. the improvement of instruction and the development of the quality of education within their schools.
2. the development of capable and motivated professional teachers who continually experiment and improve their practice.
3. the generation of professional energy for continuous growth and development amongst their colleagues.

6. INSTRUCTION AND GUIDELINES AVAILABLE

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

As professional leaders under the master teachers, the senior teachers also make their own judgment in initiating and suggesting the school in effectively meeting the needs of students with diverse abilities and interests in fulfilling the visions of the schools. However, they also have to following in addition to the instructions and recommendations of master teachers:

- written roles and responsibilities approved by the Annual Education Conference -2001 and sent to the schools for implementation.
- Education Policy Guidelines and Instructions of the MoE,
- CAPSSD news letters and instructions in the form of letters and notifications from the MoE,

The Master or Associate Master Teachers monitor, support, evaluate performance of the senior teachers and provide necessary feedback for further improvement through the School Level Monitoring and Support Services (SLMSS) system.

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

Broad guidelines are provided in the form of:

- Teachers roles and responsibilities,
- School level monitoring and support services guidelines and tools,
- Education Policy Guidelines,
- Teaching manual,
- Syllabus booklets and
- Resolutions of the Annual Education Conference.

Senior Teachers as professional leaders, have autonomy to make their own judgment in initiating, organizing professional activities in effectively meeting the needs of students with diverse abilities and interests in fulfilling the visions of the schools.

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

The Senior Teachers maintain contact with:

- the teacher colleagues in organizing and leading professional development pertaining to their areas of specialisation in their own schools.
- apprentice and Teaching Practice teacher trainees for monitoring and support professional development through mentoring processes.
- the student teachers on a continuous basis in guiding through their practice.
- students at different levels in various programs (including teaching) they are engaged in,
- parents and the community on student progress & school development plans;
- **professional bodies** in the country relevant to their areas of work when called upon.

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

The supervisory role of the Senior Teacher requires one to:

- Supervise the work of junior teachers and collaboratively set standards of achievement and work in their areas of specialization within the school;
- Assign, monitor, supervise, review and evaluate the work given to the students under their charge regularly. (The number of students depending on the subjects and classes taught by the teacher. It may range from 200 to 350 per day);
- Supervise and mentor trainee teachers through the complex work of teaching/learning processes which entail modeling and guiding practice.

9. **JOB ENVIRONMENT:** *(Describe physical demands required, such as walking, standing, lifting heavy objects, etc., and/or any risks or discomforts such as exposure to chemicals, infections, radiation, extreme weather conditions, and other hostile working conditions):*

Many Senior Teachers work in schools that are often inaccessible by road, and with hostile climatic condition, poor classroom facilities and inadequate learning materials and difficult community with limited service facilities, which can be intellectually challenging and physically stressful in trying to cope up with the demands.

As a teacher, the Senior Teachers work long hours responding to student emergencies, planning and preparation and correction, counseling and supervision besides the actual teaching. They have to stand long hours, be exposed to chalk dusts, which lead to respiratory illnesses. In addition the senior teachers have to work with their junior colleagues and apprentice and teaching practice teachers, often after the schools and during the weekends, sacrificing their time for their family and domestic work..

The Senior Teacher is expected to work in an ordinary environment to innovate, model, inspire and lead in an extraordinary manner.

**ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION**

JOB DESCRIPTION

1. JOB IDENTIFICATION:

- 1.1 Position Title: **Senior Teacher II**
- 1.2 Major Group: **Education & Training Services**
- 1.3 Sub-Group: **Teaching Services**
- 1.4 Job Code No.: **04.320.03**
- 1.5 Job Location (*Complete as appropriate*):
- Ministry: **Education**; Department: **School Education**;
Division: _____; Section: _____; Unit: _____.
- 1.6 Title of First Level Supervisor (*Official title of the Supervisor*): **Principal (P4 to P1) and Master Teachers/ Senior Teacher**
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2. PURPOSE, DUTIES & RESPONSIBILITIES: (*Describe the purpose, duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of relative importance*):

PURPOSE: The purpose of the Associate Senior Teachers is to provide professional leadership and support in enhancing the profession of our teachers as well as academic standard of our system of Education. This position ensures quality wholesome education to our children.

Senior teachers will be

Sl. #	Duties and Responsibilities	% of time
1	<p>To Teach Children</p> <p>a. Translate curriculum into meaningful educational goals and objectives to be achieved by students within specific periods of time - subject(s) wise.</p> <p>b. Prepare Yearly plan, Term plans, (Block Plan) based on the instructional days available for the academic year.</p> <p>c. Daily lessons plans of all teaching periods base on their year plans:</p> <ul style="list-style-type: none"> - Set specific learning objectives related to subject/s, - Identify relevant teaching learning materials, - Read teaching learning materials /related references, - Select appropriate teaching learning strategy which would involve children in their learning, - Plan tasks for class work and or homework, and - Plan and prepare for the class/es of children 	70

	<p>d. Teaching children (45 -260 per period to a day) learn by:</p> <ul style="list-style-type: none"> - creating suitable mood through building rapport and motivation, - introducing lessons establishing link between what children already know to what they are to learn, - developing lessons systematically- engaging students in wide range of activities, - Students are supervised/monitored, guided and supported in their learning through formative assessment, and keep record of progress. <p>e. Assign extended tasks to reinforce learning by:</p> <ul style="list-style-type: none"> - Objectively assigning tasks related to learning, - Guide students in the processes of carrying out the tasks as class/home or projects, - Assess (45-260) students’ work done using criteria for feedback, - Provide meaningful feedback for improvement, Follow up on the feedback, support with remedial help if needed, and record progress of students’ learning, and appraise students (45 – 260) regularly. <p>f. Carryout Continuous Assessment (Summative):</p> <ul style="list-style-type: none"> - Planning students assessment through assignments and tests specific to the subjects, - Designing appropriate tasks or reliable tests, - Design criteria for assessment of tasks/tests, - Assess (45-260) students’ tasks /tests using criteria for award of marks, - Prepare results, declare results, analyze and promote learning or remedial help to academically poor students to improve standard. <p>g. Maintaining proper records of individual student performance of the class or classes that they are teaching, and make the records available to the heads of schools, education authorities, colleagues and parents.</p>	
2	<p>Instructional leadership</p> <p>a. Assist Senior Teacher setting academic and professional standards within the schools through good practices.</p> <p>b. Supervise teachers below this positions in their schools and provide professional support by:</p> <ul style="list-style-type: none"> • Observing teachers in classroom or other teaching settings to assess relevant skills, and recommend methods and strategies appropriate to achieve the goals. • Leading and inspiring reflective thinking amongst the colleagues in the field of their specialization. • Leading discussion and debate amongst the colleagues. • Providing professional support to their colleagues for their continual development. • Supervising and monitoring performance of teachers in their 	5

	schools and in their cluster schools.	
3	Research and Professional Development <ul style="list-style-type: none"> • Initiate and experiment novel teaching practices, pedagogy and new teaching learning materials in their classrooms, in one's subject of specialization. • Invite and encourage colleagues to observe and critique their innovation. • Share good practice with colleagues and teachers below these positions. • Add new materials to the collection of resources materials of the schools for future use. 	5
4	Designing and conducting Examination & Assessment <ul style="list-style-type: none"> • Design reliable, valid and exemplary examination tools, model answers and marking criteria and procedures of assessing learners' performance and achievement. • Conduct school examinations 	5
5	To provide Students Support Services (SSS): <ul style="list-style-type: none"> • Identifying learning needs and providing remedial support; • Catering to student's socio-emotional challenges through guidance and counseling; • Providing safety education specific to the location, • Arranging regular health check-up and ensure proper medication; • Informing and educating parents/guardians of the student's health, studies and socio-emotional needs and encourage them to provide adequate support. • Studying the academic needs of students and establish necessary support services; • Ensuring that student problems are attended to in time and appropriately. • Carrying out impact studies on students' support services and improving SSS programs, and • Maintaining records of students' support services and follow up. 	5
6	Designing of other education programs of schools Studying the needs, designing programs, guiding implementation (through supervision, monitoring and providing support), and studying the impact for further improvement in some of the following areas as per their interest and ability: <ul style="list-style-type: none"> • Students' safety education, Health and hygiene, etc. • Co-curricular activities like literary activities, & excursions, • Games and sports, • Vocational clubs, • Cultural programs and values education, etc. • Student support programs 	5

3. KNOWLEDGE AND SKILLS REQUIREMENTS: (Minimum requirement for performance of work described, Level of Education, Knowledge, Skills and Ability):

- 3.1 **Education:** Masters Degree in academic subjects or in education/equivalent knowledge and skills gained through research and good practices.
- 3.2 **Training:** Training of teachers, curriculum designs and research methods and publication, training in mentorship, in-services programming, monitoring and support services work.
- 3.4 **Length and type of practical experience required:** Minimum of 8 years of teaching and should have had successful experiences of Teacher I 's tenure or equivalent experience.

3.2 Knowledge of language(s) and other specialized requirements:

The Associate Senior Teachers should have:

- Proficiency in both English and Dzongkha languages;
- Child psychology,
- Educational philosophy,
- Knowledge of Sociology,
- Curriculum theory and practice,
- Teaching strategies and skills,
- **High degree of integrity;**
- Inspiring visionary leadership quality; and
- Creativity and resourcefulness.

Level of knowledge:

- Mastery of the relevant teaching subject/s to graduate level and **keeps oneself** updated and informed of the changes in the subjects.
- In-depth knowledge of the philosophy of education and sociological foundation of Education.
- Knowledge of adult psychology and teaching learning theories of adult learning.
- Knowledge of various methodologies and strategies of teaching at various stages of child development.
- Knowledge on principles of curriculum development.
- Knowledge and understanding of the policies and practices of Bhutanese system of education and how school as a whole is organised and administered, to be able to operate with focused direction.
- Knowledge to form hypothesis, conduct research and use deductions for developing meaning educational programmes.

The Associate Senior Teachers should have the skills to:

- investigate issues and events and provide informed judgements.
- design meaningful educational activities and programmes to enrich the curriculum.
- identify and develop relevant effective teaching learning materials.
- analyse results of students' performance and suggest improvement where necessary.
- apply concepts of child development and psychology of learning, and respond to individual differences, and employ different teaching methods that will result in higher student achievement.

- form hypothesis and conduct research.

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

- Associate Senior Teachers as academic and professional leaders have to try out various strategies in their own classrooms as well as with their colleagues. They would have to analyze the impact of such strategies on student learning and make appropriate changes for continual growth and development.
- Associate Senior Teachers to manage junior colleagues at different levels of life stages, experiences, abilities and attitudes and keep them continually engaged in professional development through continuous support and guidance and promote continual evaluation and reflection on their practices
- Associate Senior Teachers are expected to work beyond normal working hours with different groups of people ranging from students, colleagues as well as educational leaders. They would have to work as a teacher, manager and facilitator in staff development programs.
- Associate Senior Teachers have to assist senior teachers in organizing, supervising and mentoring Apprentice and Teaching Practice Teachers as well as new teachers. They need to guide their young colleagues through the complex work of a teacher ranging from preparation of lesson plans to management of diverse and often problematic students, to assessment and providing appropriate feedback. Further they have to keep the young teachers encouraged and motivated.

Note: *This is in addition to the complexity of the work of teachers in general.*

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 Associate Senior Teachers have to assist or on their own enhance the quality of instruction within the school through the professional leadership. They have to demonstrate exemplary teaching and inspire their junior colleagues.
- They have to be highly professional to exchange professional views and practices with their colleagues in a process of continual development.
- They have to frequently design and conduct in-service programs to promote professional growth and development of teachers within their schools.
- Under the leadership of the Principal, Master Teachers and other senior positions (if any in their schools) will have the responsibility to assist or themselves create and promote a culture of scholarship in the school system.
- They have to organize, supervise and mentor student teachers, as well as, new teachers.

The job will result in:

- the improvement of instruction and the development of the quality of education within their schools.

- the development of capable and motivated professional teachers who continually experiment and improve their practices.
- the generation of professional energy for continuous growth and development amongst their colleagues.

5. **INSTRUCTION AND GUIDELINES AVAILABLE:**

5.1 **Instructions:** *(Describe controls exercised over the work by the Superior, how work is assigned, reviewed and evaluated):*

Based on the **policy directives** of the Ministry of Education, the Principals and Master Teachers would collaboratively develop school policies and plans for the enhancement of academic and professional standard of the schools. These policies and plans become guidelines for all school personnel to work towards fulfilling the school goals.

The Principals and Master Teachers along with senior teacher positions assign, supervise/monitor, support and evaluate the performance of teachers in this position.

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

Broad guidelines are provided in the form of

- School policies and plans developed by the school management,
- Decentralised Education Monitoring and Support Services Guides (EMSSD),
- Education Policy Guidelines and Instructions of the MoE,
- Teaching manual, syllabus booklets and resolutions of the Annual Education Conference.

Associate Senior Teachers, however, have as professional leaders some autonomy to make their own judgment in initiating, organizing professional activities in effectively meeting the needs of students with diverse abilities and interests in fulfilling the visions of the schools.

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

The Associate Senior Teachers maintain contact with:

- the Principal, Master Teachers, etc. of senior positions and junior teacher colleagues constantly for professional development pertaining to their areas of specialisation in their own schools.
- the student teachers on a continuous basis in guiding through their practices.
- students at different levels in various programs (including teaching) they are engaged in,
- Parents and the community on student progress & school development plans;

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

The supervisory role of the Associate Senior Teacher require to:

- supervise the work of junior teachers,
- assign, monitor, supervise, review and evaluate the work given to the students under their charge regularly. (The number of students depending on the subjects and classes taught by the teacher. It may range from 200 to 350 per day);
- supervise and mentor Junior teachers and apprentice and teaching practice teachers under their charge through the complex work of teaching/learning processes which entail modeling and guiding practices.

9. **JOB ENVIRONMENT:** *(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):*

Many Associate Senior Teachers like any other teachers would mostly work in schools that are often inaccessible by road, and with hostile climatic condition, poor classroom facilities and inadequate learning materials and difficult community with limited service facilities. Some senior teachers would have to travel within isolated schools clusters.

As a teacher, the Associate Senior Teachers work long hours responding to student emergencies, planning and preparation and correction, counseling and supervision besides the actual teaching.

They have to stand long hours, be exposed to chalk dusts, which lead to respiratory illnesses. In addition the Associate Senior Teachers have to work with their colleagues often after the schools and during the weekends.

The Associate Senior Teacher is expected to work in an ordinary environment to innovate, model, inspire and lead in an extraordinary manner.

**ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION**

JOB DESCRIPTION

1. JOB IDENTIFICATION:

- 1.1 Position Title: **Teacher I**
- 1.2 Major Group: **Education & Training Services**
- 1.3 Sub-Group: **Teaching Services**
- 1.4 Job Code No.: **04.320.04**
- 1.5 Job Location (*Complete as appropriate*):
- Ministry: **Education**; Department: **School Education**; **Schools with classes ranging PP to XII**
- 1.6 Title of First Level Supervisor (*Official title of the Supervisor*): **Principal / Master or Senior Teachers**
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2. PURPOSE, DUTIES AND RESPONSIBILITIES (*Describe the purpose, duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of relative importance*):

PURPOSE:

The purpose of these positions is to:

- o create highly conscientious professional teachers who use highly scientific and modern methods of teaching in delivering the Quality Wholesome Education to our Bhutanese students.
- o demand teachers to be continually growing and developing in their profession to cope up with the challenges of the 21st century.

Teachers in this positions will have

S/No	Duties and Responsibilities	% of time
I	<p>To Teach Children</p> <p>d. Study the curriculum documents and translate it into meaningful educational goals and objectives to be achieved by students within specific periods of time - subject(s) wise.</p> <p>e. Prepare Yearly plan, Term plans, (Block Plan) based on the instructional days available for the academic year.</p> <p>f. <i>Daily lessons plans of all teaching periods base on their year plans:</i></p> <ul style="list-style-type: none"> - Set specific learning objectives related to subject/s, - Identify relevant teaching learning materials, - Read teaching learning materials /related references, 	80

	<ul style="list-style-type: none"> - Select appropriate teaching learning strategy which would involve children in their learning, - Plan tasks for class work and or homework, and - Plan and prepare for the class/es of children <p>d. Teaching children (45 -260 per period to a day) learn by:</p> <ul style="list-style-type: none"> - creating suitable mood through building rapport and motivation, - introducing lessons establishing link between what children already know to what they are to learn, - developing lessons systematically- engaging students in wide range of activities, - Students are supervised/monitored, guided and supported in their learning through formative assessment, and keep record of progress. <p>e. Assign extended tasks to reinforce learning by:</p> <ul style="list-style-type: none"> - Objectively assigning tasks related to learning, - Guide students in the processes of carrying out the tasks as class/home or projects, - Assess (45-260) students’ work done using criteria for feedback, - Provide meaningful feedback for improvement, Follow up on the feedback, support with remedial help if needed, and record progress of students’ learning, and appraise students (45 – 260) regularly. <p>f. Carryout Continuous Assessment (Summative):</p> <ul style="list-style-type: none"> - Planning students assessment through assignments and tests specific to the subjects, - Designing appropriate tasks or reliable tests, - Design criteria for assessment of tasks/tests, - Assess (45-260) students’ tasks /tests using criteria for award of marks, - Prepare results, declare results, analyze and promote learning or remedial help to academically poor students to improve standard. <p>g. Maintaining proper records of individual student performance of the class or classes that they are teaching, and make the records available to the heads of schools, education authorities, colleagues and parents.</p>	
2	<p>To Enhance Teaching Profession / professionalism</p> <ol style="list-style-type: none"> 1. Practice all the teaching skills and methods learnt from the training institutes, 2. Select useful skills and techniques, modify, adapt and adopt for teaching children learn concepts, and develop skills and values and attitudes through action research and experimentations. 3. Share the expertise and experiences gained with other colleagues, seniors and heads of schools. 4. Continue reading books on professional studies to gain 	5

	<p>insight and practice the ideas and skill to further enhance professionalism.</p> <p>5. Read books on elective or teaching subject/s to gain mastery of subject's knowledge and skills as well as keep abreast of development of subject's knowledge.</p>	
3	<p>To Develop Curriculum/ Teaching Learning Materials:</p> <ul style="list-style-type: none"> ○ Produce relevant teaching and learning materials pertinent to one's own subject and encourage staff to prepare and use innovative ways in carrying out their teaching responsibility. ○ Add to the collection of TLMs of schools in the area of their teaching subject/s. 	5
4	<p>To Supervise / Monitor for professional development</p> <p>Supervise and monitor the junior teachers and provide professional support services by:</p> <ul style="list-style-type: none"> ● leading discussions in designing plans of classroom teaching, ● and students learning tasks and assessment criteria, ● observing classroom teaching and assessment work of students, and ● providing professional support services to enhance teaching learning practices at individual level. 	5
5	<p>To carry out Responsibility assigned by the Principal</p> <ul style="list-style-type: none"> ○ Admission of children to school, ○ Organising co-curricular activities, ○ Design and conduct of school Examinations. ○ Administrative jobs, etc. 	5

3. KNOWLEDGE AND SKILLS REQUIREMENTS: *(Minimum requirement for performance of work described, Level of Education, Knowledge, Skill and Ability):*

3.1 Education: Bachelors Degree in academic subjects or equivalent in education.

3.2 Training: *Bachelors degree in Education (B.Ed.) / Post Graduate Certificate in Education (PGCE) and research methodology and practices.*

3.3 Length and type of practical experience required:
Teacher-II positions getting into Teacher-I positions, must have experiences as teachers for 4 years with mastery of knowledge and skills required and good performances in teacher- II position or equivalent experience.

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

Teacher I position should have:

- Proficiency in both English and Dzongkha languages;
- Teaching learning theories,
- Child psychology,
- Educational philosophy,
- Knowledge of Sociology,
- Curriculum theory and practice,
- Teaching strategies and skills,
- High degree of integrity;
- Commitment to teaching profession,
- Inspiring visionary leadership quality; and
- Creativity and resourcefulness.

Level of knowledge:

- Mastery of the relevant teaching subject/s to teach up to senior secondary level and keep themselves updated and informed of the changes in the subjects.
- In-depth knowledge of child psychology and theories of learning to be able to apply the understanding of these theories in working with children of various ages and range of abilities.
- In-depth knowledge of the philosophy of education and sociological foundation of Education.
- Knowledge of various methodologies and strategies of teaching at various stages of child development.
- Knowledge of health and physical education.
- Knowledge on principles of curriculum development.
- Knowledge and understanding of the policies and practices of Bhutanese system of education and how school as a whole is organised and administered, to be able to operate with focused direction.
- Understanding the role of the values and ethics vis-à-vis education.
- Knowledge of curriculum review and course diversification.
- Knowledge to incorporate results of findings into meaningful teaching and learning experiences.

The Teacher at this level should have the skill to:

- Understand the National Curriculum and translate it into day-to-day teaching learning experiences relevant to different class levels.
- Plan, organise, implement, monitor, review and evaluate student learning and demonstrate creativity.
- Identify and develop relevant effective teaching learning materials
- Apply concepts of child development and psychology of learning, and respond to individual differences, and employ different teaching methods that will result in higher student achievement.
- Analyse results of students' performance and suggest improvement where necessary.
- Identify learning difficulties and provide support.
- Conduct oneself in a variety of human relationships and demonstrate dependability, honesty, patience and compassion in doing these.
- Work co-operatively and communicate effectively with other colleagues, support staff, parents, and other members of the community.
- Use computer application in his/her work and in enhancing learning.

- Conduct oneself in keeping with the noble principles of Driglam Namzha and the Bhutanese cultural traditions.
- To conduct co-curricular activities to enhance physical, mental, emotional, moral and social development.

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

Teaching requires professional competence in dealing with children, with diverse learning needs and abilities. The job requires the teachers to translate abstract ideas and theories into comprehensible and meaningful learning experiences. The teachers have to be equipped with adequate child psychology and a variety of teaching skills and methods to be able to understand and guide the children through their learning. During the class teaching requires total engagement and it can be totally exhausting.

The teachers undergo a great deal of stress in dealing with large classes and having to work much beyond the normal school hours-- in planning lessons, preparing materials, correcting students' work, providing counseling and guidance as well as conducting remedial classes and co-curricular activities. At times, teaching can be especially demanding when one has to deal with slow learners and students with special needs. Besides, the teacher is faced with the problem of having to address the difficulties of children from diverse linguistic backgrounds and different maturity and growth levels.

Teachers are required to work to set time schedules and targets as they cannot leave the students unattended and this can be quite stressful. The classes have to be organized and conducted, individual needs of children have to be attended when called upon, syllabuses have to be completed, examinations have to be conducted and result declared as scheduled.

As a responsible stakeholder in the life of the school the teachers have to engage in the review and diversification of curriculum and other activities in addition to the regular duties of teaching.

Teachers are faced with challenges of organizing an environment conducive for guiding the emotional, social and intellectual development of children at the most impressionable phase of their life.

Teachers are involved not in the mere transmission of information but in the transformation of individuals. Teachers' job is physically exhausting, emotionally demanding and intellectually challenging. Teachers have to work in restrictive social environment having to live up to very high moral expectations put by the community in keeping with the Bhutanese traditions and customs.

The level of a country's civilization can be gauged by the way in which teachers do their jobs and by the manner in which the society treats them.

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

The primary purpose of work of teachers is to ***inspire and support learning*** both in young and the old (teachers, parents and other people in the community) towards ***becoming better human persons***. Teachers would have to work not just with the students in their class but also the parents and the community at large and ***influence*** them in ***positive ways in the process of their interaction*** (formally or informally). ***Teachers as the job demands have to demonstrate high moral values and thus set good examples to the community***. The work of ***teachers lay the foundation for a happy and productive society***.

The work of ***teachers creates a culture of learning*** where the teachers themselves ***demonstrate continual learning and development and inspire others*** to do so. The teacher should be able to ***analyze and identify the needs of the individuals or groups of learners, design and deliver appropriate programs and provide necessary support***. This would involve ***not just the time on task during the class but research and preparation as well as correction, assessment and support that is necessary for learning***.

The job would result in the development of each individual person to realize their full human potential thus, furthering:

- their individual well being,
- the well being of their families
- the well being of the community, the society and the country at large.

5. INSTRUCTION AND GUIDELINES AVAILABLE:

5.1 Instructions: (*Describe controls exercised over the work by the Superior, how work is assigned, reviewed and evaluated*):

The Principals and Master Teachers collaboratively develop ***school policies and plans*** for the enhancement of academic and professional standard of the schools based on the national education policies and plans of the MoE. These policies and plans become ***guidelines for all school personnel to work towards fulfilling the school goals***.

The ***Principals and Master Teachers*** along with senior teacher positions ***assign, supervise/monitor, support and evaluate the performance*** of teachers in this position following the school level monitoring and support services guidelines.

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

Broad guidelines are provided in the form of

- School policies and plans developed by the school management,
- Decentralised Education Monitoring and Support Services Guides (EMSSD),
- Education Policy Guidelines and Instructions of the MoE,
- Teaching manual, syllabus booklets and resolutions of the Annual Education Conference.

In order to implement and execute various set goals, the teachers use their initiatives and creativity in devising appropriate strategies and guidelines for the smooth functioning of the schools. While teaching they use their own judgment in organizing lessons that cater to the diverse abilities and the interests of students in fulfilling the broad educational goals set out in the syllabus.

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

The teachers maintain contact with:

- teacher colleagues for exchange of information pertaining to their area of work;
- Students in guiding and counselling, teaching and in other programs;
- Parents and the community on student progress, student welfare and school development plans and programs.
- With the officials of the Education Ministry,
- Agencies (relevant to his/her area of work) at the gewog level and sector heads at the Dzongkhag level and other school heads; and
- Other agencies for implementation of various initiatives such as class projects, health (IECH), agriculture (MoA), environmental (RSPN/ NEC/ DoF), and vocational (NTTA) programmes.

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

The supervisory role of teachers require to:

- Supervise, assign, monitor, review and evaluate the work given to the students under their charge regularly. (The number of students depending on the subjects and classes taught by the teacher. It may range from 150 to 300 per day);
- Supervise examinations, studies, evaluation, remedial, apprentice teachers, and fresh recruits.
- Social work, games and sports, clubs, cultural programs, literary work and scout programs.

9. JOB ENVIRONMENT: (*Describe physical demands required, such as walking, standing, lifting heavy objects, etc., and/or any risks or discomforts such as exposure to chemicals, infections, radiations, extreme weather conditions, or other hostile working conditions*):

Many teachers would mostly work in schools that are inaccessible by road, and with hostile climatic condition, poor classroom facilities and inadequate learning materials and difficult community with limited service facilities. Some teachers work in isolated conditions and are prone to depressions resulting in social ills such as alcoholism.

The teachers work long hours responding to student emergencies, planning and preparation, counseling and supervision and correction besides the actual teaching. Teachers have to stand long hours, be exposed to chalk dusts, which lead respiratory illnesses.

**ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION**

JOB DESCRIPTION

1. JOB IDENTIFICATION:

- 1.1 Position Title: **Teacher II**
- 1.2 Major Group: **Education & Training Services**
- 1.3 Sub-Group: **Teaching Services**
- 1.4 Job Code No.: **04.320.05**
- 1.5 Job Location (*Complete as appropriate*):
- Ministry: Education; Department: School Education; Schools with classes ranging PP to XII**
- 1.6 Title of First Level Supervisor (*Official title of the Supervisor*): **Principal / Master or Senior Teachers**
-

2. PURPOSE, DUTIES AND RESPONSIBILITIES (*Describe the purpose, duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of relative importance*):

PURPOSE:

The purpose of these positions is to:

- o create highly conscientious professional teachers who use highly scientific and modern methods of teaching in delivering the Quality Wholesome Education to our Bhutanese students.
- o demand teachers to be continually growing and developing in their profession to cope up with the challenges of the 21st century.

Teachers in this positions will have

S/No	Duties and Responsibilities	% of time
I	<p>To Teach Children</p> <p>g. Study the curriculum documents and translate it into meaningful educational goals and objectives to be achieved by students within specific periods of time - subject(s) wise.</p> <p>h. Prepare Yearly plan, Term plans, (Block Plan) based on the instructional days available for the academic year.</p> <p>i. <i>Daily lessons plans of all teaching periods base on their year plans:</i></p> <ul style="list-style-type: none"> - Set specific learning objectives related to subject/s, - Identify relevant teaching learning materials, - Read teaching learning materials /related references, 	80

	<ul style="list-style-type: none"> - Select appropriate teaching learning strategy which would involve children in their learning, - Plan tasks for class work and or homework, and - Plan and prepare for the class/es of children <p>d. Teaching children (45 -260 per period to a day) learn by:</p> <ul style="list-style-type: none"> - creating suitable mood through building rapport and motivation, - introducing lessons establishing link between what children already know to what they are to learn, - developing lessons systematically- engaging students in wide range of activities, - Students are supervised/monitored, guided and supported in their learning through formative assessment, and keep record of progress. <p>e. Assign extended tasks to reinforce learning by:</p> <ul style="list-style-type: none"> - Objectively assigning tasks related to learning, - Guide students in the processes of carrying out the tasks as class/home or projects, - Assess (45-260) students’ work done using criteria for feedback, - Provide meaningful feedback for improvement, Follow up on the feedback, support with remedial help if needed, and record progress of students’ learning, and appraise students (45 – 260) regularly. <p>f. Carryout Continuous Assessment (Summative):</p> <ul style="list-style-type: none"> - Planning students assessment through assignments and tests specific to the subjects, - Designing appropriate tasks or reliable tests, - Design criteria for assessment of tasks/tests, - Assess (45-260) students’ tasks /tests using criteria for award of marks, - Prepare results, declare results, analyze and promote learning or remedial help to academically poor students to improve standard. <p>g. Maintaining proper records of individual student performance of the class or classes that they are teaching, and make the records available to the heads of schools, education authorities, colleagues and parents.</p>	
2	<p>To Enhance Teaching Profession / professionalism</p> <ol style="list-style-type: none"> 6. Practice all the teaching skills and methods learnt from the training institutes, 7. Select useful skills and techniques, modify, adapt and adopt for teaching children learn concepts, and develop skills and values and attitudes through action research and experimentations. 8. Share the expertise and experiences gained with other colleagues, seniors and heads of schools. 9. Continue reading books on professional studies to gain 	5

	<p>insight and practice the ideas and skill to further enhance professionalism.</p> <p>10. Read books on elective or teaching subject/s to gain mastery of subject's knowledge and skills as well as keep abreast of development of subject's knowledge.</p>	
3	<p>To Develop Curriculum/ Teaching Learning Materials:</p> <ul style="list-style-type: none"> ○ Produce relevant teaching and learning materials pertinent to one's own subject and encourage staff to prepare and use innovative ways in carrying out their teaching responsibility. ○ Add to the collection of TLMs of schools in the area of their teaching subject/s. 	5
4	<p>To Supervise / Monitor for professional development</p> <p>Supervise and monitor the junior teachers and provide professional support services by:</p> <ul style="list-style-type: none"> ● leading discussions in designing plans of classroom teaching, ● and students learning tasks and assessment criteria, ● observing classroom teaching and assessment work of students, and ● providing professional support services to enhance teaching learning practices at individual level. 	5
5	<p>To carry out Responsibility assigned by the Principal</p> <ul style="list-style-type: none"> ○ Admission of children to school, ○ Organising co-curricular activities, ○ Design and conduct of school Examinations. ○ Administrative jobs, etc. 	5

3. KNOWLEDGE AND SKILLS REQUIREMENTS: *(Minimum requirement for performance of work described, Level of Education, Knowledge, Skill and Ability):*

3.1 Education: Bachelors Degree in academic subjects or equivalent in education.

3.2 Training: *Bachelors degree in Education (B.Ed.) / Post Graduate Certificate in Education (PGCE) and research methodology and practices.*

3.4 Length and type of practical experience required:

Teacher-II positions getting into Teacher-I positions, must have experiences as teachers for 4 years with mastery of knowledge and skills required and good performances in teacher- II position or equivalent experience. Teacher III positions are entry level positions.

3.5 Knowledge of language(s) and other specialized requirements:

Teacher position should have:

- Proficiency in both English and Dzongkha languages;
- Teaching learning theories,
- Child psychology,
- Educational philosophy,
- Knowledge of Sociology,
- Curriculum theory and practice,
- Teaching strategies and skills,
- High degree of integrity;
- Commitment to teaching profession,
- Inspiring visionary leadership quality; and
- Creativity and resourcefulness.

Level of knowledge:

- Mastery of the relevant teaching subject/s to teach up to senior secondary level and keep themselves updated and informed of the changes in the subjects.
- In-depth knowledge of child psychology and theories of learning to be able to apply the understanding of these theories in working with children of various ages and range of abilities.
- In-depth knowledge of the philosophy of education and sociological foundation of Education.
- Knowledge of various methodologies and strategies of teaching at various stages of child development.
- Knowledge of health and physical education.
- Knowledge on principles of curriculum development.
- Knowledge and understanding of the policies and practices of Bhutanese system of education and how school as a whole is organised and administered, to be able to operate with focused direction.
- Understanding the role of the values and ethics vis-à-vis education.
- Knowledge of curriculum review and course diversification.
- Knowledge to incorporate results of findings into meaningful teaching and learning experiences.

The Teacher at this level should have the skill to:

- Understand the National Curriculum and translate it into day-to-day teaching learning experiences relevant to different class levels.
- Plan, organise, implement, monitor, review and evaluate student learning and demonstrate creativity.
- Identify and develop relevant effective teaching learning materials
- Apply concepts of child development and psychology of learning, and respond to individual differences, and employ different teaching methods that will result in higher student achievement.
- Analyse results of students' performance and suggest improvement where necessary.
- Identify learning difficulties and provide support.
- Conduct oneself in a variety of human relationships and demonstrate dependability, honesty, patience and compassion in doing these.
- Work co-operatively and communicate effectively with other colleagues, support staff, parents, and other members of the community.
- Use computer application in his/her work and in enhancing learning.

- Conduct oneself in keeping with the noble principles of Driglam Namzha and the Bhutanese cultural traditions.
- To conduct co-curricular activities to enhance physical, mental, emotional, moral and social development.

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

Teaching requires professional competence in dealing with children, with diverse learning needs and abilities. The job requires the teachers to translate abstract ideas and theories into comprehensible and meaningful learning experiences. The teachers have to be equipped with adequate child psychology and a variety of teaching skills and methods to be able to understand and guide the children through their learning. During the class teaching requires total engagement and it can be totally exhausting.

The teachers undergo a great deal of stress in dealing with large classes and having to work much beyond the normal school hours-- in planning lessons, preparing materials, correcting students' work, providing counseling and guidance as well as conducting remedial classes and co-curricular activities. At times, teaching can be especially demanding when one has to deal with slow learners and students with special needs. Besides, the teacher is faced with the problem of having to address the difficulties of children from diverse linguistic backgrounds and different maturity and growth levels.

Teachers are required to work to set time schedules and targets as they cannot leave the students unattended and this can be quite stressful. The classes have to be organized and conducted, individual needs of children have to be attended when called upon, syllabuses have to be completed, examinations have to be conducted and result declared as scheduled.

As a responsible stakeholder in the life of the school the teachers have to engage in the review and diversification of curriculum and other activities in addition to the regular duties of teaching.

Teachers are faced with challenges of organizing an environment conducive for guiding the emotional, social and intellectual development of children at the most impressionable phase of their life.

Teachers are involved not in the mere transmission of information but in the transformation of individuals. Teachers' job is physically exhausting, emotionally demanding and intellectually challenging. Teachers have to work in restrictive social environment having to live up to very high moral expectations put by the community in keeping with the Bhutanese traditions and customs.

The level of a country's civilization can be gauged by the way in which teachers do their jobs and by the manner in which the society treats them.

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

The primary purpose of work of teachers is to ***inspire and support learning*** both in young and the old (teachers, parents and other people in the community) towards ***becoming better human persons***. Teachers would have to work not just with the students in their class but also the parents and the community at large and ***influence*** them in ***positive ways in the process of their interaction*** (formally or informally). ***Teachers as the job demands have to demonstrate high moral values and thus set good examples to the community***. The work of ***teachers lay the foundation for a happy and productive society***.

The work of ***teachers creates a culture of learning*** where the teachers themselves ***demonstrate continual learning and development and inspire others*** to do so. The teacher should be able to ***analyze and identify the needs of the individuals or groups of learners, design and deliver appropriate programs and provide necessary support***. This would involve ***not just the time on task during the class but research and preparation as well as correction, assessment and support that is necessary for learning***.

The job would result in the development of each individual person to realize their full human potential thus, furthering:

- their individual well being,
- the well being of their families
- the well being of the community, the society and the country at large.

5. INSTRUCTION AND GUIDELINES AVAILABLE:

5.2 Instructions: (*Describe controls exercised over the work by the Superior, how work is assigned, reviewed and evaluated*):

The Principals and Master Teachers collaboratively develop ***school policies and plans*** for the enhancement of academic and professional standard of the schools based on the national education policies and plans of the MoE. These policies and plans become ***guidelines for all school personnel to work towards fulfilling the school goals***.

The ***Principals and Master Teachers*** along with senior teacher positions ***assign, supervise/monitor, support and evaluate the performance*** of teachers in this position following the school level monitoring and support services guidelines.

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

Broad guidelines are provided in the form of

- School policies and plans developed by the school management,
- Decentralised Education Monitoring and Support Services Guides (EMSSD),
- Education Policy Guidelines and Instructions of the MoE,
- Teaching manual, syllabus booklets and resolutions of the Annual Education Conference.

In order to implement and execute various set goals, the teachers use their initiatives and creativity in devising appropriate strategies and guidelines for the smooth functioning of the schools. While teaching they use their own judgment in organizing lessons that cater to the diverse abilities and the interests of students in fulfilling the broad educational goals set out in the syllabus.

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

The teachers maintain contact with:

- teacher colleagues for exchange of information pertaining to their area of work;
- Students in guiding and counselling, teaching and in other programs;
- Parents and the community on student progress, student welfare and school development plans and programs.
- With the officials of the Education Ministry,
- Agencies (relevant to his/her area of work) at the gewog level and sector heads at the Dzongkhag level and other school heads; and
- Other agencies for implementation of various initiatives such as class projects, health (IECH), agriculture (MoA), environmental (RSPN/ NEC/ DoF), and vocational (NTTA) programmes.

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

The supervisory role of teachers require to:

- Supervise, assign, monitor, review and evaluate the work given to the students under their charge regularly. (The number of students depending on the subjects and classes taught by the teacher. It may range from 150 to 300 per day);
- Supervise examinations, studies, evaluation, remedial, apprentice teachers, and fresh recruits.
- Social work, games and sports, clubs, cultural programs, literary work and scout programs.

9. JOB ENVIRONMENT: (*Describe physical demands required, such as walking, standing, lifting heavy objects, etc., and/or any risks or discomforts such as exposure to chemicals, infections, radiations, extreme weather conditions, or other hostile working conditions*):

Many teachers would mostly work in schools that are inaccessible by road, and with hostile climatic condition, poor classroom facilities and inadequate learning materials and difficult community with limited service facilities. Some teachers work in isolated conditions and are prone to depressions resulting in social ills such as alcoholism.

The teachers work long hours responding to student emergencies, planning and preparation, counseling and supervision and correction besides the actual teaching. Teachers have to stand long hours, be exposed to chalk dusts, which lead respiratory illnesses.

**ROYAL GOVERNMENT OF BHUTAN
ROYAL CIVIL SERVICE COMMISSION**

JOB DESCRIPTION

1. JOB IDENTIFICATION:

- 1.1 Position Title: **Teacher III**
- 1.2 Major Group: **Education & Training Services**
- 1.3 Sub-Group: **Teaching Services**
- 1.4 Job Code No.: **04.320.06**
- 1.5 Job Location (*Complete as appropriate*):
- Ministry: Education; Department: School Education; Schools with classes ranging PP to XII**
- 1.6 Title of First Level Supervisor (*Official title of the Supervisor*): **Principal / Master or Senior Teachers**
-

2. PURPOSE, DUTIES AND RESPONSIBILITIES (*Describe the purpose, duties and responsibilities, indicating what is done and how it is done. Duties should be presented in decreasing order of relative importance*):

PURPOSE:

The purpose of these positions is to:

- o create highly conscientious professional teachers who use highly scientific and modern methods of teaching in delivering the Quality Wholesome Education to our Bhutanese students.
- o demand teachers to be continually growing and developing in their profession to cope up with the challenges of the 21st century.

Teachers in this positions will have

S/No	Duties and Responsibilities	% of time
I	<p>To Teach Children</p> <p>j. Study the curriculum documents and translate it into meaningful educational goals and objectives to be achieved by students within specific periods of time - subject(s) wise.</p> <p>k. Prepare Yearly plan, Term plans, (Block Plan) based on the instructional days available for the academic year.</p> <p>l. <i>Daily lessons plans of all teaching periods base on their year plans:</i></p> <ul style="list-style-type: none"> - Set specific learning objectives related to subject/s, - Identify relevant teaching learning materials, - Read teaching learning materials /related references, 	80

	<ul style="list-style-type: none"> - Select appropriate teaching learning strategy which would involve children in their learning, - Plan tasks for class work and or homework, and - Plan and prepare for the class/es of children <p>d. Teaching children (45 -260 per period to a day) learn by:</p> <ul style="list-style-type: none"> - creating suitable mood through building rapport and motivation, - introducing lessons establishing link between what children already know to what they are to learn, - developing lessons systematically- engaging students in wide range of activities, - Students are supervised/monitored, guided and supported in their learning through formative assessment, and keep record of progress. <p>e. Assign extended tasks to reinforce learning by:</p> <ul style="list-style-type: none"> - Objectively assigning tasks related to learning, - Guide students in the processes of carrying out the tasks as class/home or projects, - Assess (45-260) students’ work done using criteria for feedback, - Provide meaningful feedback for improvement, Follow up on the feedback, support with remedial help if needed, and record progress of students’ learning, and appraise students (45 – 260) regularly. <p>f. Carryout Continuous Assessment (Summative):</p> <ul style="list-style-type: none"> - Planning students assessment through assignments and tests specific to the subjects, - Designing appropriate tasks or reliable tests, - Design criteria for assessment of tasks/tests, - Assess (45-260) students’ tasks /tests using criteria for award of marks, - Prepare results, declare results, analyze and promote learning or remedial help to academically poor students to improve standard. <p>g. Maintaining proper records of individual student performance of the class or classes that they are teaching, and make the records available to the heads of schools, education authorities, colleagues and parents.</p>	
2	<p>To Enhance Teaching Profession / professionalism</p> <ol style="list-style-type: none"> 11. Practice all the teaching skills and methods learnt from the training institutes, 12. Select useful skills and techniques, modify, adapt and adopt for teaching children learn concepts, and develop skills and values and attitudes through action research and experimentations. 13. Share the expertise and experiences gained with other colleagues, seniors and heads of schools. 14. Continue reading books on professional studies to gain 	5

	<p>insight and practice the ideas and skill to further enhance professionalism.</p> <p>15. Read books on elective or teaching subject/s to gain mastery of subject's knowledge and skills as well as keep abreast of development of subject's knowledge.</p>	
3	<p>To Develop Curriculum/ Teaching Learning Materials:</p> <ul style="list-style-type: none"> ○ Produce relevant teaching and learning materials pertinent to one's own subject and encourage staff to prepare and use innovative ways in carrying out their teaching responsibility. ○ Add to the collection of TLMs of schools in the area of their teaching subject/s. 	5
4	<p>To Supervise / Monitor for professional development</p> <p>Supervise and monitor the junior teachers and provide professional support services by:</p> <ul style="list-style-type: none"> ● leading discussions in designing plans of classroom teaching, ● and students learning tasks and assessment criteria, ● observing classroom teaching and assessment work of students, and ● providing professional support services to enhance teaching learning practices at individual level. 	5
5	<p>To carry out Responsibility assigned by the Principal</p> <ul style="list-style-type: none"> ○ Admission of children to school, ○ Organising co-curricular activities, ○ Design and conduct of school Examinations. ○ Administrative jobs, etc. 	5

3. KNOWLEDGE AND SKILLS REQUIREMENTS: *(Minimum requirement for performance of work described, Level of Education, Knowledge, Skill and Ability):*

3.1 Education: Bachelors Degree in academic subjects or equivalent in education.

3.2 Training: *Bachelors degree in Education (B.Ed.) / Post Graduate Certificate in Education (PGCE) and research methodology and practices.*

3.5 Length and type of practical experience required:

Teacher-II positions getting into Teacher-I positions, must have experiences as teachers for 4 years with mastery of knowledge and skills required and good performances in teacher- II position or equivalent experience. Teacher III positions are entry level positions.

3.6 Knowledge of language(s) and other specialized requirements:

Teacher position should have:

- Proficiency in both English and Dzongkha languages;
- Teaching learning theories,
- Child psychology,
- Educational philosophy,
- Knowledge of Sociology,
- Curriculum theory and practice,
- Teaching strategies and skills,
- High degree of integrity;
- Commitment to teaching profession,
- Inspiring visionary leadership quality; and
- Creativity and resourcefulness.

Level of knowledge:

- Mastery of the relevant teaching subject/s to teach up to senior secondary level and keep themselves updated and informed of the changes in the subjects.
- In-depth knowledge of child psychology and theories of learning to be able to apply the understanding of these theories in working with children of various ages and range of abilities.
- In-depth knowledge of the philosophy of education and sociological foundation of Education.
- Knowledge of various methodologies and strategies of teaching at various stages of child development.
- Knowledge of health and physical education.
- Knowledge on principles of curriculum development.
- Knowledge and understanding of the policies and practices of Bhutanese system of education and how school as a whole is organised and administered, to be able to operate with focused direction.
- Understanding the role of the values and ethics vis-à-vis education.
- Knowledge of curriculum review and course diversification.
- Knowledge to incorporate results of findings into meaningful teaching and learning experiences.

The Teacher at this level should have the skill to:

- Understand the National Curriculum and translate it into day-to-day teaching learning experiences relevant to different class levels.
- Plan, organise, implement, monitor, review and evaluate student learning and demonstrate creativity.
- Identify and develop relevant effective teaching learning materials
- Apply concepts of child development and psychology of learning, and respond to individual differences, and employ different teaching methods that will result in higher student achievement.
- Analyse results of students' performance and suggest improvement where necessary.
- Identify learning difficulties and provide support.
- Conduct oneself in a variety of human relationships and demonstrate dependability, honesty, patience and compassion in doing these.

- Work co-operatively and communicate effectively with other colleagues, support staff, parents, and other members of the community.
- Use computer application in his/her work and in enhancing learning.
- Conduct oneself in keeping with the noble principles of Driglam Namzha and the Bhutanese cultural traditions.
- To conduct co-curricular activities to enhance physical, mental, emotional, moral and social development.

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