



## JOB DESCRIPTION

<b>Job Title:</b>	<b>Education Assessment Specialist - Literacy</b>
<b>Programme:</b>	Educational, Quality and Assessment Programme (EQAP)
<b>Location:</b>	Suva
<b>Reporting to:</b>	Team Leader, Large Scale Assessment
<b>Number of Direct Reports:</b>	None
<b>Purpose of Role:</b>	To coordinate the development, implementation and evaluation of the LSA related assessment activities in the Pacific Island countries and territories. This role will also be responsible for building capacity in these areas within the countries and territories, and within EQAP through training.
<b>Date:</b>	October 2023

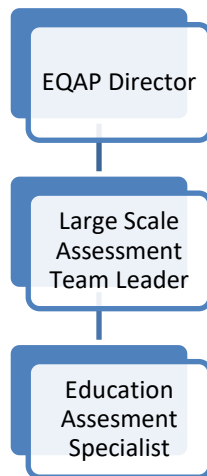
### Organizational Context and Organization Chart

The Pacific Community (SPC) is an international organization working for the well-being of Pacific people through the effective and innovative application of science and knowledge, guided by a deep understanding of Pacific Island contexts and cultures. SPC has 27 member countries and territories including 22 Pacific Island members.

#### Background information concerning the position

The Pacific Islands Literacy and Numeracy Assessment (PILNA) is a regional assessment program that runs on a 3-year cycle and provides cognitive and contextual data on reading, writing and numeracy. The Pacific Assessment for Lower Secondary (PALS) is also a regional assessment under the Pacific Regional Education Framework (PacREF) which assesses Year 9 students on Literacy, Numeracy, Science and Critical Thinking. Both assessments, PILNA and PALS are responsive to regional priorities and provides quality data for policy decisions, intervention and reporting is proposed.

## Organizational Chart:



## Key Result Areas (KRAs):

The position of Educational Assessment Specialist encompasses the following Key Result Areas

1. Support development of the Literacy instruments.
2. Support the administration, analysis, reporting and dissemination of assessment results.
3. Build capacity with counterparts in PICTs on National Literacy Assessments and administration of requests as per country.
4. Integration with other sections in EQAP/SPC as per sections' timeline

*The performance requirements of the Key Result Areas are broadly described below*

Jobholder is accountable for	Jobholder is successful when
<p><b>Support development of Assessment instruments. (40%)</b></p> <ul style="list-style-type: none"> <li>• Support the revision of the regional Literacy benchmark statements and framework.</li> <li>• Support the development of Literacy items and adhere to processes in place.</li> <li>• Revise Style Guide and format Literacy booklets according to Style Guide.</li> <li>• Compile Literacy items in accordance with agreed item blocks, analyze field trial items and finalize Literacy booklets for main study.</li> <li>• Manage the translation of items into target languages and develop administration manuals and test instructions.</li> <li>• Provide Quality Assurance services on cognitive and contextual items.</li> <li>• Populate item bank (ItSafe) with Literacy items.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Regional Benchmarks revised.</li> <li>• Literacy framework reviewed, blueprint in place and items developed.</li> <li>• Style Guide revised and Literacy booklets formatted in accordance with style guide.</li> <li>• Literacy items compiled in agreed blocks, analysed and finalized for main study.</li> <li>• Literacy items translated into languages and administration manuals and test instruction booklets developed.</li> <li>• Quality Assurance of cognitive and contextual items is provided.</li> <li>• Literacy items deposited in the item bank.</li> </ul>
<p><b>Assessment administration, analysis, reporting and dissemination. (20%)</b></p> <ul style="list-style-type: none"> <li>• Train the National Coordinators (NC), School Coordinators (SC) and Test Supervisors (TS) prior to the test administration and training reports to be submitted.</li> </ul>	<ul style="list-style-type: none"> <li>• Training programs developed and implemented in countries according to country requests and training reports submitted.</li> <li>• EQAP officers trained on coding and country officers on use of assessment data.</li> </ul>

<ul style="list-style-type: none"> <li>• Train EQAP officers on coding activities and train country officers on the use of assessment data.</li> <li>• Train and facilitate coding and data capture/entry in country and submit report of in country work.</li> <li>• Report Literacy regional performance at the Regional, Sub-regional and country levels.</li> <li>• Disseminate Literacy findings to countries.</li> <li>• Report assessment findings at conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Country officers are trained on coding and data entry and country report submitted.</li> <li>• Regional, Sub-regional and country reports completed.</li> <li>• Assessment findings disseminated to countries.</li> <li>• Assessment findings shared at conferences.</li> </ul>
<p><b>Build capacity with counterparts in PICTs on National Literacy &amp; Numeracy Assessments and administration of requests as per country. (25%)</b></p> <ul style="list-style-type: none"> <li>• Support in developing appropriate structure, and processes to ensure the successful design and development of the assessment in the country as per request.</li> <li>• Assist with the training of assessment officers on the principles and skills of instrumentation to improve the assessment at the national level.</li> <li>• Review instruments and assessment documents in accordance with country requests.</li> <li>• Train country officers on coding of students' responses, analyse country coding data and using data for reporting learning and intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• A structure is developed to deliver the national literacy assessment.</li> <li>• Training programs are developed and implemented in countries according to their requests.</li> <li>• Assessment officers in the countries are trained on the principles and skills of instrumentation targeting improvement in the assessment skills for assessment officers.</li> <li>• Instruments and documents reviewed according to countries requests.</li> <li>• Country officers are trained on coding, analysing data and use data for reporting and intervention.</li> </ul>
<p><b>Integration with other sections in EQAP/SPC as per sections' timeline. (15%)</b></p> <ul style="list-style-type: none"> <li>• Support the higher secondary examinations services including training teachers on Internal Assessment (IA) , approval of IA tasks, verification of IA tasks. moderation of draft exam papers, review of final exam papers, review of prescriptions, writing online resources and training teachers and education officers on Outcome Based Education (OBE).</li> <li>• Support the contextual team to review questionnaires.</li> <li>• Support other sections of EQAP on assessment matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Support provided towards the higher secondary examination services.</li> <li>• Support provided in the review of questionnaires.</li> <li>• Support provided to other sections is documented.</li> </ul>

The above performance requirements are provided as a guide only. The precise performance measures for this job will need further discussion between the jobholder and supervisor as part of the performance development process.

**Most Challenging Duties Typically Undertaken (Complexity):**

- Ensuring that all activities are coordinated within EQAP units as well as Ministries of Education to establish a supportive working environment with the PICs.
- Synchronizing schedules to meet competing country requests.

- Travel demands especially when there are unanticipated disruptions.
- Working within tight specifications and requirements dictated by donors and partners.
- Other urgent duties delegated by supervisors taking priority over core responsibilities

### Functional Relationships & Relationship Skills:

Key internal and/or external contacts	Nature of the contact most typical
<p><b>External</b></p> <p>Key external contacts are:</p> <ul style="list-style-type: none"> <li>• Educational bodies outside the region</li> <li>• Consultants</li> <li>• Ministries of Education of member countries</li> </ul>	<ul style="list-style-type: none"> <li>• Communications regarding training workshops</li> <li>• Discussions about work requirements</li> <li>• Collaboration about integration</li> <li>• Clarifications about work matters to improve quality of education.</li> <li>• Meetings for reports and updates on progress of work program</li> <li>• Training of counterparts</li> </ul>
<p><b>Internal</b></p> <p>Key internal contacts are:</p> <ul style="list-style-type: none"> <li>• Director EQAP</li> <li>• Deputy Director EQAP</li> <li>• Team Leaders and teams within EQAP</li> <li>• EQAP Finance Officer</li> <li>• SPC colleagues from other divisions</li> </ul>	<ul style="list-style-type: none"> <li>• Communications regarding training workshops</li> <li>• Discussions about work requirements</li> <li>• Collaboration about integration</li> <li>• Clarifications about work matters to improve quality of education.</li> <li>• Meetings for reports and updates on progress of work program</li> <li>• Training of counterparts</li> </ul>

### Level of Delegation:

Routine Expenditure Budget: N/A

Budget Sign off Authority without requiring approval from direct supervisor: N/A

### Personal Specification:

*This section is designed to capture the expertise required for the role at the 100% fully effective level. (This does not necessarily reflect what the current position holder has.) This may be a combination of knowledge / experience, qualifications or equivalent level of learning through experience or key skills, attributes or job specific competencies.*

### Qualifications

Essential:	Desirable:
<ul style="list-style-type: none"> <li>• A degree with a teaching qualification in the teaching of literacy or related content area</li> <li>• A master's degree in education</li> </ul>	<ul style="list-style-type: none"> <li>• Post graduate studies in Assessment and Evaluation</li> <li>• PhD in Education or Doctor of Education</li> <li>• B1/B2 Certification in French</li> </ul>

### Knowledge/Experience

Essential:	Desirable:

<ul style="list-style-type: none"> <li>• At least 10 years of experience working in the area of secondary education with at least 5 years in working in the area of assessment and using assessment data to improve student outcomes.</li> <li>• Experience in building teamwork, initiative, and ability to adhere to strict multiple timelines.</li> <li>• Experience in negotiating with, and training adults from different ethnic, cultural and educational backgrounds.</li> <li>• Experience in data gathering, analysis, interpretation and reporting.</li> <li>• Knowledge of current Pacific and international teacher education issues</li> <li>• Demonstrated ability to develop collaborative and productive work environment with team members.</li> <li>• Good working knowledge of English.</li> <li>• Excellent communication and interpersonal skills with high standard of written and spoken English</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency in French</li> <li>• Experience in use of RUMM2030 or Conquest and data analysis</li> <li>• Good knowledge of and experience in Pacific Island Countries</li> </ul>
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### Key Skills/Attributes/Job Specific Competencies

The following levels would typically be expected for the 100% fully effective level:

Expert level	<ul style="list-style-type: none"> <li>• Positive professional attitude for the provision of high-quality service</li> </ul>
Advanced level	<ul style="list-style-type: none"> <li>• A flexible approach and a willingness to assist with a variety of other tasks within EQAP</li> </ul>
Working Knowledge	<ul style="list-style-type: none"> <li>• A high level of interpersonal skills and cultural sensitivity</li> <li>• Ability to set priorities successfully working with minimal supervision</li> <li>• Ability to work within timelines and to respond to stakeholders' needs immediately</li> <li>• Commitment to continuous improvements</li> </ul>
Awareness	<ul style="list-style-type: none"> <li>• Ability to work well with the Corporate Services team and with EQAP staff</li> <li>• Excellent oral and written communication skills</li> <li>• Ability to deal with confidential information in a professional manner</li> <li>• Ability to maintain confidentiality of information private to individual stakeholder and to maintain neutrality as a professional officer</li> </ul>

### Key Behaviours

All employees are measured against the following **Key Behaviours** as part of Performance Development:

- Demonstrating Personal Accountability
- Applying Expertise
- Working Together
- Creating Value for Customers
- Communicating Effectively
- Building Excellence

### Personal Attributes

- Physically fit
- Clear and effective communicator
- Ability to effectively and efficiently handle queries from internal and external partners in any situation

#### **Change to Job Description:**

From time to time it may be necessary to consider changes in the job description in response to the changing nature of the work environment – including technological requirements or statutory changes. Such change may be initiated as necessary by SPC. This Job Description may also be reviewed as part of the preparation for performance planning for the annual performance cycle.