



## 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 (LSA)
<b>Number of Direct Reports:</b>	N/A
<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>	July 2024

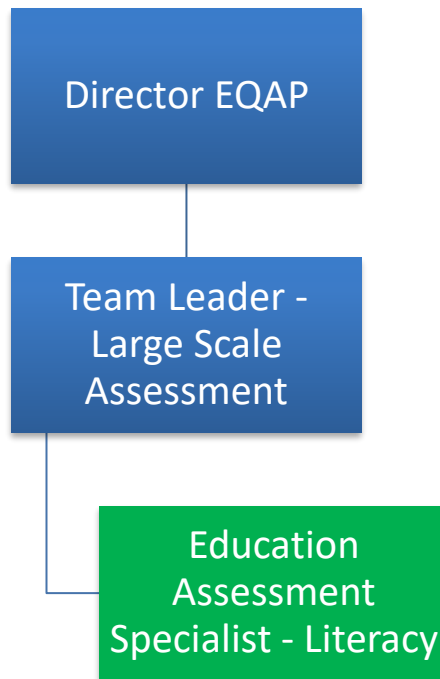
### Organizational Context and Organization Chart

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 assessment is responsive to regional priorities and provides quality data for policy decisions, intervention and resourcing of education efforts.

**Organizational Chart:**



**Key Result Areas (KRAs):**

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

1. Lead development of PILNA instruments: **40%**
2. PILNA administration, analyse, reporting and dissemination: **30%**
3. Build capacity with counterparts in PICTs on National Literacy & Numeracy Assessments and administration of requests as per country: **20%**
4. Integration with other sections in EQAP/SPC as per sections’ timeline: **10%**

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

Jobholder is accountable for	Jobholder is successful when
<p><b>Lead the development of PILNA Literacy instruments.</b></p> <ul style="list-style-type: none"> <li>• Revise Literacy framework and benchmarks.</li> <li>• Develop blueprint with country representatives; use blueprint and analysed data to develop items for reading and writing.</li> <li>• Revise the PILNA Style Guide (PGS) and format test booklets accordingly.</li> <li>• Coordinate and lead the review, paneling of new items with ACER.</li> <li>• Update the Literacy Codebook that captures the metadata over the years.</li> <li>• Compile blocks and rotated booklets according to Reading test design. for Reading items.</li> <li>• Coordinate the translation of Literacy, Numeracy and Questionnaire items into target languages.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy framework and benchmarks are reviewed.</li> <li>• blueprint developed and used to guide item writing.</li> <li>• PILNA Style Guide revised and used to guide the formatting of assessment materials.</li> <li>• Items paneled and reviewed</li> <li>• Meta data is captured in the Code Book</li> <li>• Literacy items compiled in blocks, assembled in booklets.</li> <li>• Literacy, Numeracy and Questionnaire translated into target languages.</li> <li>• Instruments are provided Quality Assurance checks.</li> <li>• The item bank is updated.</li> <li>• Coding materials developed to support training</li> </ul>

<ul style="list-style-type: none"> <li>• Provide Quality Assurance services of cognitive and contextual items.</li> <li>• Populate the item bank (ItSafe) and tag items to booklets.</li> <li>• Compile coding materials for in-house training and for in country training.</li> </ul>	
<p><b>PILNA administration, analysis, reporting and dissemination.</b></p> <ul style="list-style-type: none"> <li>• Training NC, SC and TS officers prior to PILNA assessment.</li> <li>• Training of EQAP officers and country coders on coding and data entry.</li> <li>• Training of country officers on use of PILNA data.</li> <li>• Reporting on Literacy chapters of the PILNA Regional, Sub-regional and the country report.</li> <li>• Disseminate PILNA findings to countries</li> <li>• Reporting on PILNA findings shared at conferences/workshops, meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Training programs developed and implemented in countries according to requests and for EQAP officers.</li> <li>• Country coding completed and documented as scheduled.</li> <li>• Country officers trained on use of PILNA data.</li> <li>• Literacy chapters and PILNA country reports are available for the EQAP officers and countries.</li> <li>• PILNA findings disseminated to countries and reports on workshop with Senior Members Team of MoE, EAU/CDU officers and teachers is submitted.</li> <li>• PILNA findings reports 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</b></p> <ul style="list-style-type: none"> <li>• Training on designing, planning, developing blueprint, item writing and documenting of Literacy and Numeracy assessments carried in countries as in country requests.</li> <li>• Review of instruments and documents in accordance to country requests and providing country data.</li> <li>• Training on analysing country data and using data for reporting and learning/ intervention.</li> <li>• Provide expert advice to EAU, CDU officers on best practices in Assessment.</li> <li>• Supporting countries to develop standards/benchmarks in their national LN to improve reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Training programs developed and implemented in countries according to requests.</li> <li>• Instruments and documents reviewed according to countries request.</li> <li>• Analysed data used for reporting and intervention</li> <li>• Ministry officers trained on assessment best practices</li> <li>• Countries supported and have established their LN standards</li> </ul>
<p><b>Integration with other sections in EQAP/SPC as per sections' timeline</b></p> <ul style="list-style-type: none"> <li>• Support the higher secondary examinations services including review of final exam papers.</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 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 Educations 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 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 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 mates</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>

## 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.