



Pacific
Community
Communauté
du Pacifique

JOB DESCRIPTION

Job Title:	Educational Research Assistant – Policy and Research Team
Division/Programme and Section/Project (if any):	Educational Quality and Assessment Programme (EQAP)
Location:	Suva, Fiji
Reporting to:	Team Leader – Policy and Research
Number of Direct Reports:	0
Purpose of Role:	The job exists to provide specialized support in research, insofar as carrying out supervised research and evaluation of educational assessment practices and policy initiatives influencing the quality of education in the Pacific Islands region in accordance with EQAP Business Plan 2023-26.
Date:	August 2022

Organisational Context

The Pacific Community (SPC) is an international organization working for the well-being of 26 member countries and territories including 22 Pacific Island members. As the education arm of SPC, the Educational Quality and Assessment Programme (EQAP) envisaged to enhance the quality of education and training for Pacific learners to realise the benefits of lifelong learning. EQAP aimed to improve the quality of education in the Pacific.

Background information concerning the position

The Policy and Research (PR) Unit is made up of four inter-dependent operational areas, *policy*, *research*, *psychometrics* and *school leadership*. The call for more effective utilization of country PILNA results to inform decision making have seen a growing demand from member countries for EQAP support in strengthening capacity of education systems to conduct research. The position will work under the supervision of the Education Research Specialist, and it plays a pivotal role in improving the efficiency and effectiveness of PR's service delivery.

This position will support the work of EQAP by:

- i) assisting in the development, designing and implementation of regional research within EQAP and/or in close collaboration with regional and international research institutions
- ii) assisting in the planning, organisation, and coordination of training needs of countries
- iii) support in the coordination and management of educational research initiatives in the pacific research network

Organisation Chart



Key Result Areas (KRAs):

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

1. Research Support
2. Research Training
3. National Research
4. Communication

Jobholder is accountable for	Jobholder is successful when
KRA 1: Research Support (25%) <ul style="list-style-type: none"> Assist in the development design, and implementation of research studies by each Team within EQAP Assist in the coordination and implementation of collaborative research studies involving EQAP and member countries, EQAP and other SPC divisions and EQAP with international research agencies. 	<ol style="list-style-type: none"> 1.1 Prepare draft research collection instruments 1.2 Prepare draft data analysis tables and reporting templates 1.3 Maintain accurate records of meetings for research projects, interviews with subjects, safeguarding the confidentiality as necessary 1.4 Manage, follow-up and respond to project related emails 1.5 Prepare, maintain and update research project implementation plans 1.6 Organise, prepare and report meetings with member countries and stakeholders 1.7 Assist in data collection fieldwork both in-country and remotely
KRA 2: Research Training (25%) <ul style="list-style-type: none"> Assist countries identify, coordinate, and administer training and staff development needs on research Provide key research training for educational personnel and stakeholders in the countries 	<ol style="list-style-type: none"> 2.1 Organise, prepare and maintain the use/access of training materials on Moodle well in advance of training date 2.2 Organise, prepare, record and update research training needs of countries 2.3 Manage, follow-up and respond to enquiries from member countries on training 2.4 Regularly updating the Research Bank as required
KRA 3: National Research (25%) <ul style="list-style-type: none"> Coordinate and manage the flow of communication on technical and advisory 	<ol style="list-style-type: none"> 3.1 Support research activities in the countries in collaboration with EQAP Teams on areas such as PILNA, curriculum and assessment,

support in national research initiatives • Support the facilitation and coordination of research forums among member countries to share research findings and best practices	teachers, and school leadership 3.2 Maintain an up-to-date record of members of the network of educational researchers 3.3 Maintaining a network of educational researchers among member countries and regional and international research agencies to share and learn from each other
KRA 4: Communications (25%) • Communicate with country focal points responsible for research • Manage internal/external QA communication	4.1 Effectively communicate with country focal points on matters related to workplan activities 4.2 Necessary information is obtained from relevant agencies as and when required. 4.3 Outgoing reports and communication are in appropriate format and consistently registered.

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):

Most challenging duties typically undertaken: <ul style="list-style-type: none"> Ensuring that activities, as directed by the Educational Research Specialist, are coordinated with other EQAP teams, country programs and differing country requests Ensuring that highly complex nature of research involving advanced research and statistical methods are successfully completed Ensuring that research outcomes are well founded on evidence and communicated in clear and precise language to stakeholders

Functional Relationships & Relationship Skills:

Key internal and/or external contacts	Nature of the contact most typical
External Key external contacts are: <ul style="list-style-type: none"> Pacific member countries -Ministry of Education Partner agencies - UNICEF, UNESCO, UIS, USP Development partners - DFAT, MFAT Critical Assessment Partner - ACER 	<ul style="list-style-type: none"> Coordination of in-country activities as well as the provision of training and reporting Collaborated with external partners on the administration and implementation of regional initiatives
Internal Key internal contacts are: <ul style="list-style-type: none"> Director of EQAP Team Leader Policy and Research Policy and Research Professional Officers Professional Staff & Support Staff 	<ul style="list-style-type: none"> Research data collection Support in reviewing research instruments Collaborate with SDD in maintaining regional space for policy and research banks

Level of Delegation:

The position holder is a Research Assistant and does not delegate responsibilities to anyone else.

Routine Expenditure Budget: 0

Budget Sign off Authority without requiring approval from direct supervisor: 0

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">A Bachelor's degree in a relevant field such as research and policy, research data analysis or business management/commerce from a recognised institution or equivalent work experience	Experience having conducted qualitative and quantitative research

Knowledge/Experience

Essential:	Desirable:
<ul style="list-style-type: none">At least six years of experience working in education with at least three of those years of experience in conducting educational researchExperience using sound knowledge of educational assessment research methodsAnalysing and synthesising information for meaningful reportingExperience in negotiating with individuals from different ethnic, cultural and educational backgroundsKnowledge and competency of advanced information technology tools, including word processing, spreadsheets, power point presentations and databasesProven verbal and written presentation and communications skills in English.Proven record of punctuality and commitment to the work through good record of attendance at the workplace and related professional activities.Proven record of efficiency, attention to details and accuracy in carrying out all duties	<ul style="list-style-type: none">Ability to work towards and meet multiple project deadlinesAbility to learn and quickly master new information technologies as they developAbility to work as a team member in a collaborative work environmentAbility to work under pressure in a demanding work environmentAdequate experience in monitoring and evaluation, and providing high-level research advice on complex regional education issuesBasic competency skills in the use and application of SPSS

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

Key Behaviours

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

- Change and Innovation
- Interpersonal Skills
- Teamwork
- Promotion of Equity and Equality
- Judgement
- Building Individual Capacity

Personal Attributes

- High level of professional integrity and ethics
- Friendly demeanor
- Demonstrated high level commitment to customer service
- Physically fit
- The ability to work in a team
- Clear and effective communicator
- Ability to think and make good decisions on the spot

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.