

## JOB DESCRIPTION

<b>Job Title:</b>	<b>Educational Assessment Specialist - Pacific Regional Education Framework (PacREF)</b>
<b>Programme:</b>	Educational, Quality and Assessment Programme (EQAP)
<b>Location:</b>	Suva
<b>Reporting to:</b>	Team Leader, Large Scale Assessment
<b>Direct Reports:</b>	N/A
<b>Purpose of Role:</b>	To coordinate the development, implementation and evaluation of the PacREF 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>	May 2024

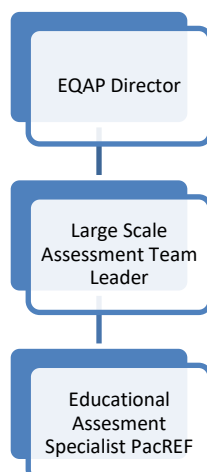
### Organizational Context and Organization Chart

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 regions' member countries and territories including 22 Pacific Island members

#### Background information concerning the position

The Pacific Regional Education Framework (PacREF) is a 12-year design agreed to by the region's education ministers' to direct education priorities across the region. Under the Student Outcomes and Wellbeing policy theme, a regional lower secondary assessment that is 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 (PacREF) encompasses the following Key Result Areas

1. Coordinate the design, development, implementation, and monitoring of large-scale regional assessments for lower secondary. (30%)
2. Build capacity with counterparts in PICTs on principles and skills of instrumentation. (20%)
3. Monitor standards of learning and achievements in lower secondary by PICTs in order to develop sound intervention strategies. (30%)
4. Support the development of assessment tools for non-cognitive skills. (20%)

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

Jobholder is accountable for	Jobholder is successful when
<b>Coordinate the design, development, implementation and monitoring of large-scale regional assessments for lower secondary (30%)</b>	
<ol style="list-style-type: none"> <li>1. Coordinating and developing appropriate structures, and processes to ensure the successful delivery of the Lower Secondary assessments to the Region as well as provide support for the countries.</li> <li>2. Manage and promote a consensus approach to collaboratively design and develop the Lower Secondary instruments that are aligned (to the Regional Benchmarks for the Regional Assessments and to the national Curriculum for the National Assessments) to produce reliable and valid data on student Lower Secondary standards.</li> <li>3. Establishing short and long term plans for support in countries in the assessment of Lower Secondary.</li> <li>4. Monitoring the implementation of Lower Secondary assessment</li> <li>5. Communicating information to relevant assessment officer(s) regarding matters related to improvement of the Lower Secondary database.</li> </ol>	<ul style="list-style-type: none"> <li>• A structure is developed to deliver the Lower Secondary assessment for the Region and support for the countries</li> <li>• Lower Secondary items developed for the Regional Assessment are aligned to the Regional Benchmarks and support of the countries national assessments are aligned to their national curriculum.</li> <li>• Reliable Lower Secondary instruments are developed along principles of good instrumentation and approved by EQAP management.</li> <li>• Instruments trialed, analyzed and interpretation provided to management.</li> <li>• Short- and long-term plans documented and executed.</li> <li>• Monitoring and implementation of the Lower Secondary assessment is documented.</li> <li>• Report on the statistical analysis of the results provided.</li> </ul>
<b>Build capacity with counterparts in PICTs on principles and skills of instrumentation (20%)</b>	
<ol style="list-style-type: none"> <li>1. Developing training innovative programs to build capacity within the assessment units in countries to improve their delivery of Lower Secondary assessments in the region.</li> <li>2. Training assessment officers on principles and skills of instrumentation to improve the assessment of Lower Secondary.</li> <li>3. Developing Lower Secondary resources to support training.</li> </ol>	<ul style="list-style-type: none"> <li>• Training programs developed and implemented in countries according to their requests</li> <li>• Assessment officers in the countries are trained on principles and skills of instrumentation targeting improvement in Lower Secondary assessment skills for assessment officers.</li> <li>• Lower Secondary Resources developed to support training</li> </ul>

<b>Support the development of assessment tools for non-cognitive skills (20%)</b>	
<b>Researching Support</b> <ol style="list-style-type: none"> <li>1. Monitor Lower Secondary achievements levels of countries and support the design and development of an appropriate research action to further explain reasons in achievements</li> <li>2. Support countries to interpret, understand and utilize the assessment data gathered</li> </ol>	<ul style="list-style-type: none"> <li>• Systematic action research into Lower Secondary achievements is developed</li> <li>• The support to countries in interpreting and using assessment data for further investigation is documented.</li> </ul>
<b>Monitor standards of learning and achievements in lower secondary by PICTs in order to develop sound intervention strategies (30%)</b>	
<b>Reporting</b> <ol style="list-style-type: none"> <li>1. Reporting on the results and standards of Lower Secondary assessments in all member countries</li> <li>2. Reporting on counterpart training strategies that are instituted to enhance the assessment capacity of EQAP counterparts</li> </ol>	<ul style="list-style-type: none"> <li>• Lower Secondary achievement reports are available to countries</li> <li>• Training reports documented</li> </ul>
<b>Intervention into teaching and learning</b> <ol style="list-style-type: none"> <li>1. Develop strategies and teaching approaches that are effective and scaffolds thinking</li> <li>2. Designing and developing intervention strategies to address needed improvements in Lower Secondary skills that are evident from the Lower Secondary Results</li> </ol>	<ul style="list-style-type: none"> <li>• Intervention tools and strategies that support Lower Secondary learning and teaching developed</li> <li>• Support PIC curriculum officers in the development of interventions is satisfactory and it 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/External Contacts	Nature of the contact most typical
<ul style="list-style-type: none"> <li>• Deputy Director EQAP</li> <li>• Team Leaders within EQAP</li> <li>• EQAP Finance Officer</li> <li>• Ministries of Educations of member countries</li> <li>• SPC colleagues from other divisions</li> <li>• Educational bodies outside the region</li> <li>• Consultants</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

## 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 literacy, mathematics, science or related content area at the secondary level</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 teammates</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 Behaviors** 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.