

OUTLINE TERMS OF REFERENCE

Component 1: Curriculum and Assessment

1.1 Primary Curriculum and Materials Development Specialist (International, 12 person months, intermittent over two years)

Background

The Primary Curriculum and Materials Development Specialist will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO of Curriculum Materials Assessment Division (CMAD). The Consultant will assist MESC to develop and publish the primary curriculum for Years 1 to 8 in nine subjects, and teachers' manuals for each year level.

The Consultant has oversight for the curriculum and materials development to ensure consistency and timely delivery of outputs. The main tasks of the Consultant will be in development management planning, co-ordination, training and monitoring to facilitate the development of curriculum statements and teachers' manual. The Consultant will provide expert advice on directions, approaches, formats, development, and quality assurance processes, monitor ongoing curriculum and teachers' manual development processes and outputs, and develop implementation processes.

The Consultant will work in consultation with the ACEO CMAD and key stakeholder groups established for curriculum and assessment developments.

The Consultant inputs are to follow a schedule set by the ACEO CMAD.

Duties

In particular, the Consultant will:

- i. Consolidate the primary curriculum review findings as conducted by the CMAD advisers, identify lessons learned and outline implications for the new primary curriculum and assessment
- ii. Review secondary curriculum statements to determine links with primary curriculum statements with regard to content, organization, coverage and progression, assessment
- iii. Analyze key policy documents: National Curriculum Policy Framework, 2006-2015 Education Policies and Strategies to identify policies, guiding principles, and implementation arrangements
- iv. Design a development management plan for the subject curriculum statements and teachers' manuals including the development timeline up to the implementation trials, shows inputs and outputs, various consultations, and risk management strategies
- v. In consultation with subject primary and secondary advisers, and subject committees, develop writing briefs for subject curriculum statements and teachers' manuals that take account of the National Curriculum Policy Framework, existing schemes, PEMP materials, the secondary subject curriculum statements, findings of the review phase, and current international curriculum practice and content
- vi. Facilitate consultation on the writing briefs with key groups including the National Curriculum Council, revise as required

- vii. Assess curriculum writing needs, liaise with the Language and Bilingual Education Specialist to plan, co-ordinate and facilitate training of writing teams on curriculum approaches and writing
- viii. Co-ordinate the writers' inputs, monitor their outputs and provide timely feedback to writers, and reporting to the ACEO CMAD, in particular any areas of risks and recommended strategies
- ix. Co-ordinate the inputs of the international subject area specialists
- x. Monitors curriculum development processes and outputs and evaluates curriculum and teacher's manuals in terms of curriculum principles
- xi. Maintain consultation with national and international experts on content and performance standards
- xii. Develop the criteria for the evaluation of the subject curriculum statements and teachers' manuals in consultation with the Language and Bilingual Education Specialist, writing teams and subject committees
- xiii. Prepare formats for consultations on draft documents, consolidate the findings of consultations on the drafts into a report for MESC and writing teams, co-ordinate the modifications of the draft documents in response to consultation feedback
- xiv. Co-ordinate the typesetting, editing, design, layout and printing of the approved curriculum statements and teachers' manual
- xv. Provide technical advise and assistance to the Dean and Faculty of Education to structure and align teacher training courses with curriculum and assessment reforms
- xvi. Co-operate in any project review
- xvii. All Consultant activities are to be coordinated through Component 1 Project Management Unit
- xviii. Produce a written report for MESC at the end of each input

Qualifications and Experience

- A post graduate degree in education at least at the Masters level with an emphasis on curriculum, assessment, policy or other relevant field;
- Research publications in curriculum, assessment, policy, education materials, bilingual education;
- Extensive experience at a senior level in the conduct of development projects including design, monitoring and evaluation;
- Extensive international and regional experience in the development and production of national curriculum standards, assessment, curriculum materials, the conduct of pre-service and in-service training of principals, teachers, monitoring and review of curriculum at national and school level;
- Specialized curriculum expertise in at least two subject areas;
- Experience with education institutions, in particular, teacher education institutions, preferably in the South Pacific region, and awareness of the possibilities and limitations of curriculum reform, materials development and implementation in small island nations;
- Experience with publication and printing of educational materials;
- Knowledge of Samoa education policy and practice, awareness of the Samoa socio-cultural education context at national level and its international relationships in education at regional and global levels;
- Demonstrated capacity to work cross-culturally with counterpart personnel
- High level communication skills, competent report writing, computer and facilitation skills

Key Selection Criteria

- A post graduate degree in education at least at the Masters level with an emphasis on curriculum, assessment, policy or other relevant field;
- Demonstrated capacity at a senior level in the conduct of development projects including design, monitoring and evaluation, lead a team and co-ordinate different inputs to meet the required goals;
- Significant international and regional experience in the development and production of national curriculum standards, assessment, curriculum materials, the conduct of pre-service and in-service training of principals, teachers, monitoring and review of curriculum at national and school level, publication and printing of educational materials
- Specialized curriculum expertise in at least 2 subject areas;
- Significant experience with teacher education institutions and reform of teacher education in relation to school curriculum changes, preferably in the South Pacific region;
- Significant experience in development contexts, and awareness of the possibilities and limitations of curriculum reform, materials development and implementation in small island nations;
- Demonstrated capacity to work cross-culturally;
- High-level communication skills, competent report writing, computer and facilitation skills.

1.2 Curriculum and Materials Writers (Nine Nationals, 54 person months, intermittent over one year)

Background

The Primary Curriculum and Materials Writers will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO of Curriculum Materials Assessment Division (CMAD).

The Primary Curriculum and Materials writer will assist the MESC in developing a curriculum statement and a teachers' manual for the specified primary curriculum area. The curriculum statement describes what students are expected to know and be able to do and value as a result of learning in each curriculum area. The teachers' manual will support the provision of a regular, on-going in-service program that updates the skills and knowledge of individual teachers in order to implement the new primary curriculum as well as addressing school-wide changes that are needed.

The Primary Curriculum and Materials writer will work in consultation with the relevant subject committee, the Primary Curriculum and Materials Development Specialist and key stakeholder groups established for curriculum and assessment developments.

Duties

The Primary Curriculum and Materials writer will:

- i. Liaise with the Primary Curriculum and Materials Development Specialist to clarify terms of reference, establish work schedules, and the writing briefs for the curriculum statement, and teachers' manual
- ii. Participate in writer's briefings, training and review meetings as required
- iii. Prepare and supply the specified primary curriculum statement, and teachers' manual according to the specifications of the writing brief
- iv. Plan and facilitate with the assistance of the CMAD subject adviser subject committee meetings to develop and review curriculum statements,
- v. Plan, design and facilitate with the assistance of the CMAD subject adviser, and PEO Teacher Development pre-service and in-service training programs on the curriculum and teachers' manual when required plan,
- vi. Plan and facilitate with the assistance of the CMAD subject adviser public consultation meetings on draft subject curriculum statements and teachers' manuals
- vii. Assist in the trial of draft materials, analyse and process trial feedback
- viii. Assess the appropriateness and relevancy of consultation feedback considering contextual features such as teacher and system factors, and the justification for the approach taken in the curriculum statements
- ix. In consultation with subject committee make modifications to the draft documents following consideration of trial and consultation feedback
- x. Provide quality check during the editing, design and layout processes
- xi. Maintain timely communication and response to communication with relevant parties
- xii. Maintain efficient records of development processes, complete reports of all subject committee meetings, public consultations, trials, pre-service and in-service training conducted
- xiii. Produce a written report for MESC at the end of each input

Qualifications and Experience

- A post graduate qualification at the Masters level in education or a graduate degree in the subject area;
- Significant teaching experience in the primary levels, contribution to school improvement and leadership;
- Demonstrated capacity in curriculum review, and educational materials development;
- Demonstrated capacity in teacher development;
- Demonstrated competence in writing in both Samoan and English;
- Demonstrated capacity to work as a member of a team, to work with development committees;
- Demonstrated capacity to meet deadlines;
- Knowledge of Samoa's national level policies and strategies in education;
- Demonstrated competence in communication, report writing, computer and facilitation skills;
- Demonstrated capacity in the use of computer programs for materials development;
- Demonstrated capacity in teacher education.

Key Selection Criteria

- At least a Bachelor's degree in the subject area;
- Significant teaching experience in the primary levels, contribution to school improvement and leadership;
- Demonstrated capacity in curriculum review and educational materials development;
- Demonstrated capacity to work as a member of a team, to work with development committees;
- Demonstrated capacity to meet deadlines;
- Demonstrated competence in writing in both Samoan and English;
- Computer literate;
- Demonstrated capacity in teacher education.

1.3 Subject Specialist Reviewer (9 Nationals, 4 person months, intermittent over one year)

Background

The Subject Specialists/Reviewer will report to the ACEO of Curriculum Materials Assessment Division (CMAD).

The role of Subject Specialist/Reviewer is to work collaboratively with the Primary Curriculum and Materials Development Specialist, Curriculum and Materials Writers, and subject committees to provide technical advice and feedback to the development of each subject curriculum statement and teachers' manuals. The role also reviews the drafts of identified primary curriculum statements to ensure that they are consistent with MESC policies, regional and international best practice. Criteria for the review are provided by MESC and include five categories: Policy framework, Context, Coverage and Progression, Presentation, Assessment.

The work of Subject Specialist / Reviewer ensures that the curriculum and teachers' manuals are consistent with Samoa's Goals and Aims of Education, and international standards for each discipline.

Duties

The Subject Specialists/Reviewer will

- i. Liaise with Primary Curriculum and Materials Development Specialist to clarify roles, terms of reference, establish communication links, procedures and schedules
- ii. Review key policy documents relevant to the curriculum: MESC National Curriculum Policy Framework, MESC National Assessment Policy Framework (in development)
- iii. During the drafting phase, provide expert advice and feedback to the Primary Curriculum and Materials Development Specialist and writers on subject specific curriculum approaches, content, scope and sequence, assessment formats and processes
- iv. Using agreed criteria review the completed draft primary subject curriculum statements in English and Samoan languages
- v. Provide a written report of review findings with recommendations
- vi. Recommend approaches to pre-service and in-service training for implementation
- vii. Maintain timely response to all communication
- viii. Produce a written report for MESC at the end of each input

Qualifications and Experience

- A post graduate qualification at least at the Masters level in education;
- At least a graduate degree in the subject area with current or recent experience in subject related developments;
- Demonstrated capacity in curriculum development and review, assessment, and educational materials development;
- Demonstrated capacity in teacher development;
- Demonstrated competence in writing in both Samoan and English;
- Demonstrated capacity to meet deadlines;
- Knowledge of Samoa's national level policies and strategies in education;
- Demonstrated competence in communication, report writing,

Key Selection Criteria

- At least a graduate degree in the subject area, demonstrated leadership in the subject with current or recent experience in subject related developments;
- Demonstrated capacity in curriculum development and review, assessment, educational materials development, and teacher education;
- Demonstrated capacity to meet deadlines;
- Demonstrated competence in writing in both Samoan and English

1.4 Language and Bilingual Education Specialist (International, 7 person months intermittent over two years)

Background

Samoa's National Curriculum Policy Framework (NCPF: 2005) makes explicit statements about educators' obligations to language development and bilingual education. It establishes the principles and guidelines for languages in education in the Samoa context where there is a strong first language, Samoan, and a policy of phasing in instruction in the second language, English. On this basis, a number of important considerations need to underpin any development work in curriculum, materials, assessment, teaching and learning practices. These include the relationship between first and second language and the development of Samoan and English language competence for successful school learning, and the advancement and maintenance of Samoan language.

The Language and Bilingual Education Specialist will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO of Curriculum Materials Assessment Division (CMAD). He/She will work in consultation with the MESC Language specialist.

The Specialist will assist the MESC implement the NCPF principles and guidelines in the development and implementation of the primary education curriculum, materials, assessment and bilingual approaches. The specialist will need to provide expert advice and assistance in implementing practices that support first and second language development for successful school learning, and provide expert advice on the advancement and maintenance of Samoan language.

Duties

Specifically the Consultant will:

- (i) Review the MESC Strategic Policies and Plan 2006-2015, the National Curriculum Policy Framework (2005), and identify all implications for primary education of the languages and bilingual policy;
- (ii) Develop and conduct training for writers and subject committees on the theoretical frameworks on language proficiency, communicative language ability and the implications for approaches to curriculum specification, teaching and learning materials, and assessment;
- (iii) Develop and conduct training workshops for writers and subject committees on first and second language acquisition and development, bilingual language competence and academic achievement, and the implications for the development of the Samoan language curriculum and English as a second language curriculum, and optimum conditions in school practice;
- (iv) Provide advice and direction to the writers and subject committees on the development of curriculum, materials, assessment and teaching practices to effectively implement the bilingual policy;
- (v) Prepare guidelines for writers and subject committees to ensure the curriculum, materials, assessment and teaching practices promote the advancement and maintenance of Samoan language;
- (vi) Provide advice to CMAD, writers, and subject committees, prepare guidelines to ensure the curriculum, materials, assessment and teaching practice are inclusive of the range of bilinguals in the school population;

- (vii) Provide advice to CMAD, writers and subject committees consistent with the NCPF and Special Needs Policy on how curricula, materials, assessment and teaching practices can respond to the language needs of special needs students at school;
- (viii) Undertake linguistic analysis of the drafts of curriculum, teaching and learning materials and advise writers on language issues;
- (ix) Provide expert advice to the MESC and developers of supplementary readers on grading both English and Samoan readers;
- (x) Develop the strategy which includes a research component, costings, and establish processes for grading Samoan reading materials ;
- (xi) Assist the MESC School Operations Division and CMAD to prepare a plan and schedule to implement the primary education curriculum, materials and assessment within the bilingual policy guidelines;
- (xii) Assist writers develop IST materials and facilitation strategies for implementing the primary education curriculum, materials and assessment consistent with the bilingual policy guidelines;
- (xiii) Assist the MESC School Operations Division and CMAD to develop and conduct training of principals, school review officers, and trainers to implement the primary education curriculum within the bilingual policy guidelines;
- (xiv) Assist the MESC PPRD and CMAD to design and implement the monitoring and evaluation framework for the primary education curriculum implementation within the bilingual policy guidelines
- (xv) Produce a written report for MESC at the end of each input

Qualifications and Experience

- Formal qualifications at least at the Masters level in Applied Linguistics, Bilingual Education, English as Second Language;
- Demonstrated capacity and currency in research at a senior level in languages education, language policy in education, language acquisition, development and maintenance;
- Demonstrated capacity in bilingual/second language contexts: in the development and production of national curriculum standards in English as a second language, a Pacific first language, curriculum materials evaluation, the conduct of pre-service and in-service training of principals, teachers, monitoring and review of curriculum at national and school level;
- Significant experience and knowledge of best practice in assessment within bilingual education contexts;
- Significant experience in the grading of readers;
- Awareness of Samoa's socio-cultural context, policies and strategies in education;
- Demonstrated capacity to work cross-culturally and across different teams efficiently and effectively;
- Demonstrated competence in report writing and facilitation skills.

Key Selection Criteria

- Formal qualifications at least at the Masters level in Applied Linguistics, Bilingual Education, English as Second Language;

- Demonstrated capacity and currency in research at a senior level in languages education, language policy in education, language acquisition, development and maintenance;
- Demonstrated capacity in bilingual/second language contexts: in the development and production of national curriculum standards in English as a second language and Pacific first language, bilingual assessment, curriculum materials evaluation, the conduct of pre-service and in-service training of principals, teachers, monitoring and review of curriculum at national and school level;
- Significant experience in the grading of readers;
- Demonstrated capacity to work cross-culturally and across different teams efficiently and effectively.

1.5 Multi Media Specialist (International, 12 person months intermittent over 1 year)

Background

The Multimedia Specialist will report to the ACEO Curriculum Materials and Assessment Division (CMAD). S/he will work in close collaboration with the staff of the CMAD, in particular the Education Broadcasting Unit and Secondary Science Curriculum Specialists and the Technology Specialist and Multimedia Science Counterpart. S/he will be responsible for planning, scoping and developing multimedia materials to support the science curriculum in secondary schools and build capacity within the EBU and CMAD.

Duties

The Multimedia Specialist will:

- i. With the ACEO CMAD, establish a multimedia science subject committee, prepare TOR and overall time and task schedule;
- ii. After consultation with CMAD, science curriculum writers and experts, science teachers, the subject committee, Education Broadcasting Unit (EBU) and FoE NUS, prepare a briefing paper on the overall structure, sequence, format and outline for the production of multi-media learning materials in science;
- iii. Review available multi-media production facilities available to MESC, existing school replay equipment and make recommendations on the most cost-effective ways to produce multiple copies of high quality multi-media learning materials that can be used in schools;
- iv. Provide a report on refurbishing the EBU to support multi-media production, advise on the procurement of new equipment, devise a maintenance program and expertise needed by production staff to ensure long-term sustainability;
- v. Provide advice to MESC on the capacity of existing EBU staff to coordinate and develop high quality multi media materials
- vi. Once equipment is procured train EBU staff and other counterparts in their use and maintenance;
- vii. Plan, develop and conduct a workshop on multimedia materials development processes to build local counterpart capacity so that they are able to assist in planning, designing and producing learning materials using multi-media production techniques;
- viii. Identify open source materials and images that can be used in multimedia episodes/units and advise on potential procurement of existing culturally appropriate materials;
- ix. With the Multimedia Science Counterpart, plan the content and images to facilitate the production of planned instructional episodes using appropriate and available technology;
- x. Prepare sample units and trial with a focus group consisting of teachers, academics, principals, SROs and CMAD Science Curriculum Officers and review accordingly; With the Multimedia Science Counterpart, develop and build multimedia materials based on feedback from the trial and translate all scripts produced into audio-visual and multimedia learning materials using appropriate multi-media production technology and provide a master copy of each episode;
- xi. With the Multimedia Science Specialist, support the SOD and CMAD to develop a Teachers Information Manual to guide teachers in the effective use of multimedia materials in the classroom;

- xii. Produce multiple copies of each unit/episode for distribution to schools;
- xiii. Review the content, impact and quality of the materials after implementation; and
- xiv. Produce a report at the end of each input on Component 1 activities as directed by the ACEO CMAD, and submit for review and approval by the ESP 11 Steering Committee. It is likely that reports will be on the following areas: (i) report on the current state of existing equipment/facilities used by EBU and schools, advise on the procurement of new equipment, devise a maintenance program and expertise needed by production staff to ensure long-term sustainability; (ii) prepare and present detailed outlines of all materials and their structure, sequence, format, budget and cost effectiveness for all multimedia products proposed for years 9-13 within timelines provided; (iii) produce all actual master copies of the materials planned and; (iv) review of the effectiveness of the process, content and quality of teaching of the course.

Qualifications and Experience

- Appropriate post graduate qualifications in technology, science or education;
- Proven leadership skills in developing teams who have limited production technical knowledge;
- Proven experience and expertise in the development of multimedia and CD ROM education materials;
- Proven ability to work with a range of multimedia software programs, experience in using computer mediated communication tools, audio and video production and pre- and post-production including editing;
- A capacity and willingness to work collaboratively with stakeholders and consultants;
- Proven ability to train others and build capacity among counterparts; and
- Experience working in the Pacific or developing country contexts

Key Selection Criteria

- A post graduate degree in technology, education or science;
- Excellent communication skills (written and verbal) in English, high-level interpersonal skills and a demonstrated ability to lead a team with limited multi-media production technical knowledge;
- Proven experience and expertise in the development of multimedia and CD ROM education materials, including an ability to work with a range of multimedia software programs, experience in using computer mediated communication tools, audio and video production and pre- and post-production including editing;
- Demonstrated ability to work collaboratively with curriculum experts, educators and writers to develop student centered units of work in secondary science; and
- International experience in developing effective multi-media learning resources for schools and experience working in other developed and lesser-developed countries.

1.6 Multi Media Science Counterpart (National, 6 person months)

Background

The Multimedia Science Counterpart will report to the ACEO Curriculum Materials and Assessment Division (CMAD). S/he will work in close collaboration with the staff of the CMAD, in particular the Education Broadcasting Unit and Secondary Science Curriculum Specialists and the Technology Specialist and International Multimedia Specialist. S/he will be responsible for writing and sequencing the content of the multimedia secondary science materials and in collaboration with the Multimedia and Technology specialists, produce multi-media learning materials (print, audio and visual) that present topics in science.

Duties

The Multimedia Science Counterpart will:

- i. Review the science curriculum statements for the secondary school developed by the SSECRP and identify content and teaching methods in each subject for Years 9 to 13;
- ii. Liaise with ESP 11 Assessment specialists and CMAD to keep abreast of assessment reforms proposed under Component 1;
- iii. After consultation, assist the Multimedia Specialist to prepare a briefing paper on the overall structure, sequence, format and outline of all multimedia products proposed for years 9-13 and present for discussion to the multimedia science subject committee;
- iv. With staff from CMAD, IT unit, subject committee and international consultant, review scope and sequence of science knowledge outcomes for students from years 9 -13 to identify topics and subject matter from the curriculum statements to be developed into multi-media instructional learning episodes for use in secondary classrooms reflect the required scoped science knowledge;
- v. Prepare unit outlines and templates that will be used and assist in the development and implementation of a workshop for the subject committee and present key content headings and some written trial units for review;
- vi. Work with the Multimedia Specialist (International) to prepare scripts for the instructional episodes that can support fundamental knowledge and skills in science and so explain, inform, instruct and assist understanding of essential content in each of these subjects;
- vii. With the Multimedia Specialist, plan the content and images for production for each package of material and learn about the processes involved in pre-production, production and post-production of multi-media instructional learning materials;
- viii. Assist in the pre-production, production and post-production processes;
- ix. Assist in the trial of materials/units with a focus group consisting of teachers, academics, principals and CMAD science curriculum managers and review accordingly;
- x. Develop final units and then consult with relevant staff of CMAD and SOD to plan and coordinate the reproduction from master copies of print and multi-media material and plan their distribution to secondary schools;
- xi. Assist in the development and implementation of a plan for pre- and in-service teacher training programs to use the multimedia materials effectively in the classroom and the development of a Teacher Information Manual to accompany materials;
- xii. Provide advice and assist in the evaluation of the content, impact and quality of multi-media learning materials distributed to schools.

- xiii. Produce a report at the end of each input on Component 1 activities as directed by the ACEO CMAD, and submit for review and approval by the ESP 11 Steering Committee. It is likely that reports will be on the following areas: (i) report on the topics and subject matter from the curriculum statements and science learning outcomes that will be developed into multi-media instructional learning units for use in secondary classrooms; (ii) prepare and present detailed outlines of all materials and their structure within timelines provided; (iii) write all materials for multimedia development and; (iv) review the effectiveness of the process, content and quality of teaching of the course.

Qualifications and Experience

- Appropriate post graduate qualifications in science and education and demonstrated ability to use computer technology and appropriate software;
- Proven experience and expertise in the development of secondary science curriculum and materials and an understanding of the construction of learning materials based on sound pedagogical principles;
- Demonstrated experience in curriculum review and or development in an educational environment;
- Practical teaching experience in secondary school science and high quality written skills in Samoan and English languages; and
- A capacity and willingness to work collaboratively with stakeholders and consultants

Key Selection Criteria

- A post graduate degree in education and/or science demonstrated ability to use computer technology and appropriate software;
- Excellent understanding of science curriculum 9 -13, and experience in developing and interpreting science knowledge outcomes for secondary science students;
- Proven capacity to develop units of work to meet the required scoped science knowledge;
- Excellence in science teaching and curriculum development;
- Demonstrated ability to work collaboratively with curriculum experts, educators and writers to develop student centered units of work in secondary science; and
- Proven ability to work within tight timelines to achieve results

1.7 Technology Specialist (National, 6 person months)

Background

The Technology Specialist will report to the ACEO Curriculum Materials and Assessment Division (CMAD). S/he will work in close collaboration with the staff of the CMAD, in particular the Education Broadcasting Unit and Secondary Science Curriculum Specialists, the MESOC Printing Unit, graphic arts staff, IT Unit staff, the Multimedia Specialist and Multimedia Science Counterpart. S/he will be responsible for planning and developing technology solutions to support the development of multimedia materials as well as building capacity within the EBU and CMAD in the use of appropriate production technology.

Duties

The Technology Specialist will:

- i. With the Multimedia Specialist and Multimedia Science Counterpart, work with staff of the CMAD and the EBU to design, adapt and develop effective production facilities and systems to cater for improved and increased production of educational learning materials;
- ii. Work with printing unit staff, graphic artists, information technology staff, EBU and CMAD staff to develop procedures to coordinate and improve the production of learning materials;
- iii. Review the current systems of production of audio-visual materials, educational broadcasts and multimedia materials and make recommendations on ways to improve and expand production through better planning and coordination and improved capability in multimedia design;
- iv. Train CMAD and EBU staff and other interested stakeholders in the use of new procured equipment and assist in the planning, development and implementation of a workshop on multimedia materials development processes and products;
- v. With the Multimedia Science Counterpart, plan the technology support needed to develop each episode/unit of multimedia material;
- vi. With the Multimedia Specialist support the building of multimedia episodes based on the written content provided by the Multimedia Science Counterpart;
- vii. Record images and audio/visual content for the use in multimedia episodes and identify open source materials and images that can be used;
- viii. Assist in the review of the impact and quality of the materials after implementation; and
- ix. Produce a report at the end of each input on Component 1 activities as directed by the ACEO CMAD, and submit for review and approval by the ESP 11 Steering Committee. It is likely that reports will be on the following areas: (i) effectiveness of workshops and training of staff in equipment use; (ii) produce all actual master copies of the materials planned and; (iii) complete an annotated record of all images, audio files used and copy onto a master files.

Qualifications and Experience

- Appropriate qualifications in technology to facilitate the effective operation of all aspects of educational materials publication;
- Proven experience and expertise in the use of multimedia equipment, including but not limited to video, DVD, CDs, internet, audio tape, broadcast and digital images;

- Recent educational or commercial experience in publication, knowledge of offset printing techniques, application of computer technology in small-scale publishing and an ability to work with a range of multimedia software programs such as Flash and In Design;
- A capacity and willingness to work collaboratively with stakeholders and consultants;
- Proven ability to train others in technology usage, including desktop publishing using computer technology; and
- Experience working in the Pacific or developing country contexts

Key Selection Criteria

- A post graduate degree in design, technology or project management;
- Recent educational or commercial experience in publication, knowledge of offset printing techniques, application of computer technology in small-scale publishing;
- Proven experience and expertise in the development of multimedia (CD ROMs, audio and video) education materials, including an ability to work with a range of multimedia software programs such as Flash and In Design;
- Demonstrated ability to work collaboratively with curriculum experts, educators and writers to develop student centered units of work in secondary science; and
- Excellent communication skills in Samoan and English and high level interpersonal skills

1.8 Assessment and Examination Framework Specialist (International, 12 person months intermittent over two years)

Background

The Specialist will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO Curriculum, Materials and Assessment Division. The Specialist will assist MESC to develop a national assessment system that supports learning and recognises achievement as described by the curriculum framework, and which facilitates recognition of achievement by post-school stakeholders. The main tasks of the Specialist will be to assist MESC to review current assessment arrangements and, in consultation with national and regional stakeholders to develop a National Assessment Policy Framework composed of a coherent set of philosophies, purposes, policies, tools and practices that support equitable and relevant education in Samoa. The Specialist will develop implementation strategies including systems development within MESC and awareness and training programs for MESC staff, teachers, and related groups to support the implementation, to monitor and assess the effectiveness of the project and to recommend and develop improvements to the project if required. With respect to the technical inputs provided, the Specialist will provide formal and informal training to MESC staff as appropriate.

Duties

The Consultant will:

- 1. In consultation with MESC, the Samoa Qualifications Authority (SQA), South Pacific Board of Educational Assessment (SPBEA), the National Assessment Council and taking into account the new curriculum developments in Samoa, and the proposed regional development of a Form 7 (Yr14) certificate and the delegation of the management of the Pacific Senior School Certificate (PSSC) to countries; review the purpose, relevance and operation of the current national assessment system and recommend improvements**
 - 1.1. Review the purpose, relevance and operation of current Year 1-13 national assessment system;
 - 1.2. Review current assessment modes in relation to the new curriculum policies and structure;
 - 1.3. Review the recognition of achievement and progression;
 - 1.4. Review the current administrative structures, functions and processes of the MESC Assessment Unit
 - 1.5. Report findings and recommendations.
- 2. Based on the agreed recommendations and in consultation with MESC, SQA, SPBEA, the National Assessment Council, FOE and other stakeholders design a National Assessment Policy Framework (NAPF) covering all levels of schooling from Yr1-13 and including links to post school recognition.**
 - 2.1. Recommend the purposes, policies, and practices necessary for a National Assessment Policy Framework
 - 2.2. Recommend a canon of national assessments providing the purpose, scope, and mode of assessments for each event

- 2.3. Document all the components of the national assessment canon including assessment design, development, publication, administration, marking, recording and reporting
- 2.4. Report design recommendations to stakeholders

3. Based on agreed recommendations develop exemplar instruments for assessment against the new primary curriculum;

- 3.1. Working with subject committees map the learning outcomes of the new curriculum
- 3.2. Recommend the appropriate assessment regime
- 3.3. Develop exemplar assessment instruments
- 3.4. Develop the trial and implementation plan and strategies including links with FOE

4. In association with MESC develop implementation strategies for the NAPF and associated systems

- 4.1. In consultation with the School Assessment Specialist and the Information Systems Specialist identify institutional and procedural capacity building
- 4.2. Provide advice to assist the Information Systems Specialist define the purpose and options for information systems development
- 4.3. Recommend the organisational structures and terms of reference, and the job descriptions for all staff needed to operate the recommended assessment framework
- 4.4. Identify the training needs of all staff and role holders in the assessment process
- 4.5. Design a publicity campaign for the NAPF covering publicity and consultations with stakeholders including regional organisations such as SPBEA, USP, scholarship sponsors such as NZ and Australia; any organisational restructuring; retraining; establishment of monitoring and review process; in-service training;
- 4.6. Provide advice to the School Assessment Specialist for developing in-service training

5. Produce a written report for MESC at the end of each input

Qualifications and Experience

The consultant will need to have:

- A post-graduate qualification at the Doctorate/PhD level in educational assessment;
- Demonstrated capacity and currency in research at a senior level in assessment development and practice;
- Demonstrated capacity in national level policy development, implementation and review;
- Significant experience in curriculum mapping, national assessment and test construction;
- Experience of working in developing countries, preferably small island nations, or with Pacific Island populations in own country;
- Demonstrated capacity to work cross-culturally;
- Demonstrated competence in report writing, computer and facilitation skills.

Key Selection Criteria

- A post-graduate qualification at the Doctorate/PhD level in educational assessment;
- Demonstrated capacity and currency in research at a senior level in assessment development and practice;
- Demonstrated capacity in national level policy development, implementation and review;
- Significant experience in curriculum mapping, national assessment and test construction;
- Experience of working in developing countries, preferably small island nations, or with Pacific Island populations in own country

1.9 National Assessment Policy Framework Counterpart (National, 12 person months intermittent over two years)

Background

The National Assessment Policy Framework Counterpart will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO Curriculum, Materials and Assessment Division. The Counterpart will work closely with the National Assessment Policy Framework Specialist (NAPFS).

This position adds capacity to CMAD to facilitate the work of the National Assessment Policy Framework Specialist and to be able to maintain the momentum of implementation when the NAPFS is not in country.

The main tasks of the Counterpart will be to assist MESC to review current assessment arrangements and, in consultation with national and regional stakeholders to develop a National Assessment Policy Framework and implementation strategies including systems development within MESC and awareness and training programs for MESC staff, teachers, and related groups to support the implementation.

In this role the Counterpart is expected to work full time while the NAPFS is in country and to be available to co-ordinate / facilitate any of the pre and post mission activities. The counterpart is also expected to produce a written report for MESC at the end of each input.

Duties

The Counterpart will assist the National Assessment Policy Framework Specialist to:

- (i) Review the purpose, relevance and operation of the current national assessment system and recommend improvements;
- (ii) Co-ordinate, assist in the facilitation of stakeholder consultations, process and report on the outcomes of the consultation;
- (iii) Provide contextual information to support the design of a National Assessment Policy Framework (NAPF);
- (iv) Co-ordinate and assist in the facilitation of subject committee consultations to develop exemplar instruments for assessment against the new primary curriculum;
- (v) Contribute to the development of implementation strategies for the NAPF and associated systems and to assist implementation;
- (vi) Assist in the design and implementation of a publicity campaign for the NAPF covering publicity and consultations with stakeholders;
- (vii) Assist ACEO CMAD to co-ordinate MESC activities and staff engagement to ensure that MESC is fully informed and capable of adopting the developments;
- (viii) All Counterpart activities are to be coordinated through Component 1 Project Management Unit

Qualifications and Experience

The counterpart will need to have:

- A postgraduate qualification in education with emphasis on assessment or other relevant field such as a subject area;
- Demonstrated capacity in national education policy development;
- Significant experience in developing and implementing national school assessment policies;
- Demonstrated capacity in national assessment and test construction;
- Demonstrated competence in Samoan and English communication skills, competent report writing, computer and facilitation skills

Key Selection Criteria

- A postgraduate qualification in education or other relevant field;
- Demonstrated capacity in national education policy development;
- Significant experience in developing and implementing national school assessment policies;
- Demonstrated capacity in national assessment and test construction;
- Demonstrated competence in Samoan and English communication skills, competent report writing, computer and facilitation skills.

1.10 Information Systems Specialist (International, 10 person months intermittent over two years)

Background

The Specialist will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO Curriculum, Materials and Assessment Division. The Specialist will assist MESC to develop a national assessment system that supports learning and recognises achievement as described by the curriculum framework, and which facilitates recognition of achievement by post-school stakeholders. The main tasks of the Specialist will be to assist MESC to review current information systems related to school assessment and, in consultation with national and regional stakeholders develop and implement information systems to support the National Assessment Policy Framework. The systems will include central databases, systems to transfer student assessment data to the SPBEA, and a comprehensive Student Assessment Management and Achievement Record Transfer (SMART) disk based system including achievement records database and tools to assist teachers to plan, administer, record, analyze and use student achievements to improve learning. With respect to the technical inputs provided, the Specialist will provide formal and informal training to MESC staff as appropriate.

Duties

In particular, the Specialist will:

- 1. In consultation with MESC staff, the National Assessment Council, the National Assessment Policy Framework Specialist and the Schools Assessment Specialist, identify the information system needs of the proposed National Assessment Policy Framework**
 - 1.1. Review the National Assessment Policy Framework documentation
 - 1.2. In consultation with SQA identify the requirements for post-school recognition of student achievement
 - 1.3. identify the information system needs of the Student Assessment Management and Record Transfer system (SMART)
- 2. Review current information systems against the identified information system needs**
 - 2.1. review the current information systems and practices in the MESC particularly within the Assessment Unit
 - 2.2. with the Schools Assessment Specialist review the information systems and practices within primary and secondary schools in Samoa
 - 2.3. review the current systems of transferring assessment information between schools and MESC and MESC and SPBEA
- 3. Develop information systems development options**
 - 3.1. In consultation with MESC staff, the National Assessment Council, the National Assessment Policy Framework Specialist, the Schools Assessment Specialist, SQA and SPBEA develop costed information systems options

4. On the basis of an agreed option and in consultation with stakeholders and users develop and recommend system design specifications to the ACEO Curriculum, Materials and Assessment for acceptance.

- 4.1. Prepare software specifications and equipment specifications
- 4.2. In consultation with the National Assessment Policy Framework Specialist and the Schools Assessment Specialist recommend institutional structures, staff roles and job descriptions, and procedures necessary to manage assessment information systems
- 4.3. Prepare and implement a support and maintenance strategy for MESC with particular emphasis on recurrent costs and requirements

5. Implement design

- 5.1. Develop system software
- 5.2. Design and program all relevant software modules for the national assessment information system
- 5.3. Design and program the Student Assessment Management and Achievement Record Transfer package
- 5.4. Design and program all data entry interfaces
- 5.5. Design and program all pre-formatted reports and graphical outputs identified as necessary to support the utilization of the information system;
- 5.6. Prepare systems documentation;
- 5.7. Design data collection procedures;
- 5.8. Prepare User Manuals for the system modules
- 5.9. Develop equipment specifications and recommend for tendering
- 5.10. Install systems, test and make necessary modifications
- 5.11. Develop disaster recovery procedures and a data sharing strategy

6. Develop and provide training for technical support.

- 6.1. Prepare a training program for the MESC information system operators for the various systems and procedures as appropriate
- 6.2. Implement the training program for counterpart staff and assess its effectiveness

7. Produce a written report for MESC at the end of each input

Qualifications and experience

- Demonstrated capacity and significant experience in developing and implementing educational information systems at national level and school level;
- Significant experience of working in developing contexts, preferably small island nations;
- Capacity to work cross-culturally;
- Knowledge of Samoa education policy and practice, awareness of the Samoa socio-cultural education context at national level and its international relationships in education at regional and global levels;
- Demonstrated competence in communication, facilitation, and report writing skills;
- Significant experience in working across different teams and with stakeholder groups

Key Selection Criteria

- Demonstrated capacity and significant experience in developing and implementing educational information systems at national level and school level;
- Significant experience of working in developing contexts, preferably small island nations;
- Capacity to work cross-culturally;
- Demonstrated competence in communication, facilitation, and report writing skills

1.11 Schools' Assessment Specialist (International, 10 person months intermittent over two years)

Background

The Specialist will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO Curriculum, Materials and Assessment Division. The Specialist will assist MESC to develop a national assessment system that supports learning and recognises achievement as described by the curriculum framework, and which facilitates recognition of achievement by post-school stakeholders. The main tasks of the Specialist will be to assist MESC to review current assessment arrangements and practices in schools, and to strengthen school assessment management practices to support the National Assessment Policy Framework. The Specialist will assist schools to develop and implement assessment policies, tools and practices that ensure that students are assessed fairly and consistently and are provided with feedback to improve their performance. The Specialist will develop implementation strategies, awareness and training programs for MESC staff, teachers, and related groups. With respect to the technical inputs provided, the Specialist will provide formal and informal training to MESC staff as appropriate.

Duties

The Schools' Assessment Specialist will:

- 1. Review the current school assessment environment in schools of all levels against the requirements of the National Assessment Policy Framework and of primary schools in relation to the new curriculum.**
 - 1.1. Review the policies, procedures and assessment regime requirements documented in the National Assessment Policy Framework
 - 1.2. Review the curriculum assessment maps and regimes
 - 1.3. Review current assessment practices in schools at all levels
 - 1.4. In association with the Information Systems Specialist detail the procedures used by the MESC and in particular the Assessment Unit to inform schools of assessment requirements, to gather data from schools, to analyse the data and to provide feedback to schools
 - 1.5. Identify necessary policies, tools and procedures to ensure schools manage and administer assessment fairly and consistently
 - 1.6. Report findings and recommend systems developments
- 2. On the basis of the above reviews and in consultation with MESC, the National Assessment Policy Framework Specialist, and the Information System Specialist recommend formats, exemplars and tools that should be included on the Student Assessment Management and Achievement Report Transfer (SMART) disk and on tools and procedures to be adopted by the Assessment unit to improve school assessment practice.**
- 3. On the basis of the above reviews and in consultation with MESC, the National Assessment Policy Framework Specialist, and the Information System Specialist prepare and implement a training program for schools to ensure the development and implementation of high quality assessment practices consistent with the NAPF.**

- 3.1. Conduct a training needs analysis of School Review Officers, school principals, and teachers in relation to the policies, procedures and assessment regime requirements documented in the National Assessment Policy Framework
- 3.2. Prepare training programs and materials aimed at ensuring school assessment practices are consistent with the requirements of the NAPF and of the new curriculum
- 3.3. Prepare training of trainers program and materials;
- 3.4. Establish training of trainers program
- 3.5. In association with the MESC, oversee the pilot the training program and materials with a sample of schools
- 3.6. Make any necessary modifications to training packages

4. Produce a written report for MESC at the end of each input

Qualifications and experience

- A post-graduate qualification at the Masters level in educational assessment;
- Demonstrated capacity or awareness of current research on education assessment;
- Significant experience in working with school management, teachers, parents to strengthen school assessment practice;
- Demonstrated capacity in developing assessment instruments, assessment systems for recording, analyzing, using students achievement data to improve learning and teaching practice;
- Experience of working in developing countries, preferably small island nations, or with Pacific Island populations in own country;
- Knowledge of Samoa education policy and practice, awareness of the Samoa socio-cultural education context at national level and its international relationships in education at regional and global levels;
- Capacity to work cross-culturally with counterpart personnel;
- Demonstrated competence in communication, facilitation skills, report writing.

Key Selection Criteria

- A post-graduate qualification at the Masters level in educational assessment;
- Demonstrated capacity or awareness of current research on educational assessment;
- Significant experience in working with school management, teachers, parents to strengthen school assessment practice;
- Demonstrated capacity in developing assessment instruments, assessment systems for recording, analyzing, using students achievement data to improve learning and teaching practice;
- Experience of working in developing contexts, preferably small island nations, or with Pacific Island populations in own country;
- Capacity to work cross-culturally with counterpart personnel.

1.12 Schools' Assessment Counterpart (National, 12 person months intermittent over two years)

Background

The Schools' Assessment Counterpart will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO Curriculum, Materials and Assessment Division. The Counterpart will work closely with the Schools' Assessment Specialist (SAS).

This position adds capacity to CMAD to facilitate the work of the Schools' Assessment Specialist and to be able to maintain the momentum of implementation when the SAS is not around.

The main tasks of the Counterpart will be to assist MESC to review current assessment arrangements and practices in schools, and to strengthen school assessment management practices to support the National Assessment Policy Framework. The Counterpart will assist in the work with schools to develop and implement assessment policies, tools and practices that ensure that students are assessed fairly and consistently and are provided with feedback to improve their performance. The Counterpart will assist in the development of implementation strategies, awareness and training programs for MESC staff, teachers, and related groups.

In this role the Counterpart is expected to work full time while the SAS is in country and to be available to co-ordinate / facilitate any of the pre and post mission activities. The Counterpart is also expected to produce a written report at the end of each input.

Duties

The Counterpart will assist the Schools' Assessment Specialist to:

- (i) Review the current school assessment environment in schools of all levels against the requirements of the National Assessment Policy Framework and of primary schools in relation to the new curriculum;
- (ii) Recommend formats, exemplars and tools that should be included on the Student Assessment Management and Achievement Report Transfer (SMART) disk and on tools and procedures to be adopted by the Assessment unit to improve school assessment practice;
- (iii) Contribute to the preparation and implementation of a training program for schools to ensure the development and implementation of high quality assessment practices consistent with the NAPF;
- (iv) Co-ordinate, assist in the facilitation of stakeholder consultations, process and report on the outcomes of the consultation;
- (v) Provide contextual information to support the work of the Schools' Assessment Specialist;
- (vi) Assist ACEO CMAD to co-ordinate MESC activities and staff engagement to ensure that MESC is fully informed and capable of adopting the developments;
- (vii) All Counterpart activities are to be coordinated through Component 1.

Qualifications and Experience

The Counterpart will need to have:

- A postgraduate qualification in education;
- Knowledge of Samoa's education policies and practice, including in particular policies and strategies for school management, school improvement and performance;
- Significant experience at senior level in school management, school policies development and implementation;
- Demonstrated capacity in teacher education development and implementation, and provision of training to principals and School Review Officers;
- Demonstrated capacity in national assessment and test construction, analysis, reporting and using data to improve learning and teaching;
- Experience in school monitoring and review;
- Demonstrated competence in Samoan and English communication skills, competent report writing, computer and facilitation skills

Key Selection Criteria

- Knowledge of Samoa's education policies and practice, including in particular policies and strategies for school management, school improvement and performance;
- Significant experience at senior level in school management, school policies development and implementation;
- Demonstrated capacity in teacher education development and implementation, and provision of training to principals and School Review Officers;
- Demonstrated capacity in national assessment and test construction, analysis, reporting and using data to improve learning and teaching;
- Demonstrated competence in Samoan and English communication

1.13 Community Education Development Coordinator (One National, 6 months initially in Phase 1, followed by 18 months in Phase 2)

Background

The Community Education Development Coordinator (CEDC) will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO Curriculum, Materials and Assessment Division.

The main tasks of the CEDC will be to assist MESC to develop and effectively implement the Fagaloa Community Education Partnerships Program for demand generation and improved learning outcomes. The CEDC provides direction, guidance, community liaison and oversight of the program development and implementation.

In the initial phase of the program, the CEDC is expected to be based at Fagaloa for at least three days on a weekly basis with the remaining time at MESC. This arrangement will be reviewed after the initial phase.

The role of the CEDC requires extensive and ongoing consultation with the community of Fagaloa to ensure the program is relevant and supported by the community. The consultations and reporting to the community will at all times be under the leadership of the MESC Core Executive.

The CEDC will work closely with the Fagaloa Community Education Partnerships Task Force.

Duties

The Community Education Development Coordinator will

- i. In consultation with MESC Core Executive and the Fagaloa community develop agreed processes and structures for working with the community including communication mechanisms
- ii. In consultation with the Fagaloa community, MESC, other sectors and agencies, co-ordinate and facilitate the planning processes to arrive at a 3 year strategic plan, and monitoring and evaluation framework for the Fagaloa Community Education Partnerships Program that encompasses two strands: (1) Home-school literacy partnership, and (2) Community Learning Centre
- iii. Develop the annual plans, coordinate the inputs for implementation, monitoring and evaluation against the annual plans, identify risks, develop and implement risk management strategies
- iv. In association with MESC develop the annual budget for the Fagaloa Community Education Partnerships Program
- v. Co-ordinate and facilitate consultations with the various community stakeholder groups to identify needs, ensure the program is relevant, timely and supported by the community; prepare reports that identify issues from consultations and the actions to be taken in response to those issues
- vi. Prepare draft writing briefs for the program developers and consult community and MESC on their suitability, modify draft writing briefs as required
- vii. Identify procurement needs and in association with MESC coordinate acquisition in a timely and effective manner
- viii. Monitor expenditure patterns and provide recommendations for actions

- ix. Facilitate the links between the community, MESC and other sectors and agencies to meet program needs
- x. Coordinate and monitor program development and implementation for the two strands to ensure coherence of programs between the two strands
- xi. Coordinate and facilitate Task Force meetings
- xii. Provide a short monthly report to MESC in the first six months of the program and thereafter on a schedule agreed with the ACEO CMAD
- xiii. Assist MESC with reporting to the Fagaloa community

All CEDC activities are to be coordinated through Component 1.

Qualifications and Experience

- Demonstrated capacity in education strategic planning, program coordination, management, monitoring and evaluation, budget preparation and reconciliation;
- Significant experience in working with communities on development projects;
- Knowledge of procurement systems;
- Experience in working across different sectors and agencies;
- Bilingual in Samoan and English with high level competence in Samoan language;
- Demonstrated competence in fa'asamoa protocols associated with village consultations;
- Demonstrated capacity in report writing, and computer literacy;
- Demonstrated capacity to work flexibly and in different locations for periods of time.

Key Selection Criteria

- Demonstrated capacity in education strategic planning, program coordination, management, monitoring and evaluation, budget preparation and reconciliation;
- Significant experience in working with communities on development projects;
- Bilingual in Samoan and English with high level competence in Samoan language, and protocols associated with village consultations;
- Demonstrated capacity in report writing, and computer literacy;
- Demonstrated capacity to work flexibly and in different locations for periods of time

1.14 Program Developer: Home-school literacy partnership (One National, 6 months person months full time in Phase 1)

Background

The Program Developer will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO Curriculum, Materials and Assessment Division.

The main tasks of the Program Developer will be to assist MESC to develop and effectively implement the Home-School Literacy Partnership for the Fagaloa Community Education Partnerships Program.

The indicative primary goals of the Home-School Literacy Partnership are to (1) improve literacy quality and outcomes for all students in Fagaloa, and (2) enhance equitable educational participation and achievement for students with literacy difficulties. Three objectives have been identified for discussions with the Fagaloa community: (1) to establish and maintain home-school literacy partnerships, (2) to develop literacy leadership in schools, and (3) to develop effective school and home monitoring of students' literacy progress.

Based on the above indicative goals and objectives, the Program Developer will work to an agreed writing brief provided by the ACEO CMAD.

It is expected that the Program Developer will participate and assist in the facilitation of community consultations to identify needs, confirm goals and objectives, and identify special features of the Fagaloa context that will impact on program choices and implementation.

The work of the Program Developer will be coordinated by the Community Education Development Coordinator in association with the Fagaloa Community Education Partnerships Task Force.

Duties

In particular, the Program Developer will

- (i) Assist in the planning and facilitation of community consultations to identify needs, confirm goals and objectives, and identify special features of the Fagaloa context that will impact on program choices and implementation;
- (ii) Review all documents relevant to the development of the program. These include the 2006-2015 Education Policies and Strategies, the draft Proposal for Home-School Literacy Partnership, the school census data on the MESC Manumea data base, examination data;
- (iii) Ensure the education goals and principles of the MESC Education Policies and Strategies 2006-2015, and the vision of the Fagaloa community guide the selection of program components and implementation;
- (iv) Develop the Home-School Literacy Partnership for the Fagaloa Community Education Partnerships Program following the agreed writing brief provided by the ACEO CMAD;
- (v) Identify personnel and resource requirements for the implementation, and in consultation with the ACEO CMAD and the Community Education Development Coordinator, identify procurement options and develop costings;
- (vi) Confirm all technical assistance and develop terms of reference;

- (vii) Develop the implementation schedule;
- (viii) Assist the Community Education Development Coordinator develop the monitoring and evaluation framework;
- (ix) Produce a report to MESC against the above terms of reference at the end of the input

All activities of the Program Developer are to be coordinated through Component 1.

Qualifications and Experience

- Significant experience in educational program design and evaluation
- Knowledge of Samoa education policy and practice
- Substantial experience in literacy development and literacy assessment across the range of age groups in the school and community
- Demonstrated knowledge of school-wide approaches to school improvement
- Proven experience in working with communities
- Highly literate in both in Samoan and English
- Demonstrated capacity to work flexibly and in different locations for periods of time

Key Selection Criteria

- Significant experience in educational program design and evaluation
- Substantial experience in literacy development and literacy assessment across the range of age groups in the school and community
- Demonstrated knowledge of school-wide approaches to school improvement
- Proven experience in working with communities
- Highly literate in both in Samoan and English
- Demonstrated capacity to work flexibly and in different locations for periods of time

1.15 Program Developer: Community Learning Centre: (One National, 6 person months in Phase 1 over one year)

Background

The Program Developer will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO Curriculum, Materials and Assessment Division.

The main tasks of the Program Developer will be to assist MESC to develop and effectively implement the Community Learning Centre program for Fagaloa.

The Centre will promote relevant technical skills which may include Information Communication Technology (ICT), communication subjects, Mathematics for regular students, second chance education for out-of-school youth, and adult education in programs such as Tourism, Small Business Training, Fisheries, Horticulture, Textiles and Food technology, Visual and Performing Arts, Crafts and so on. The Community Learning Centre encourages involvement, sparks interest, and develops community capacity. The activities in this initiative are aimed at strengthening families and communities with high expectations and support for the learning of family members, including those with special education needs.

Based on the above indicative goals and objectives, the Program Developer will work to an agreed writing brief provided by the ACEO CMAD.

It is expected that the Program Developer will participate and assist in the facilitation of community consultations to identify needs, confirm goals and objectives, and identify special features of the Fagaloa context that will impact on program choices and implementation.

The work of the Program Developer will be coordinated by the Community Education Development Coordinator in association with the Fagaloa Community Education Partnerships Task Force.

Duties

In particular, the Program Developer will

- (i) Assist in the planning and facilitation of community consultations to identify needs, confirm goals and objectives, and identify special features of the Fagaloa context that will impact on program choices and implementation;
- (ii) Liaise with relevant agencies to obtain data on existing initiatives in Fagaloa and outcomes;
- (iii) Consult research findings on the Fagaloa community and take these into account in program design;
- (iv) Ensure the education goals and principles of the 2006-2015 Education Policies and Strategies, and the vision of the Fagaloa community guide the selection of program components and implementation;
- (v) Consult relevant agencies and providers such as NUS Institute of Technology, MESC Culture Division, Women in Business, Ministry of Women and Community Development, SBEC, SUNGO, METI etc to assess program provisions, relevance to Fagaloa, and capacity to assist in the implementation of programs for Fagaloa;
- (vi) Design the program for the Fagaloa Community Learning Centre following the agreed writing brief provided by the ACEO CMAD;

- (vii) Identify personnel and resource requirements for the implementation, and in consultation with the ACEO CMAD and the Community Education Development Coordinator, identify procurement options, and develop costings;
- (viii) Develop an inventory of potential providers for the program components;
- (ix) Confirm all technical assistance and develop terms of reference;
- (x) Develop the implementation schedule;
- (xi) Assist the Community Education Development Coordinator develop the monitoring and evaluation framework ;
- (xii) Produce a report for MESC against the above terms of reference at the end of mission

All activities of the Program Developer are to be coordinated through Component 1.

Qualifications and Experience

- Significant experience in educational program design and evaluation
- Knowledge of Samoa education policy and practice
- Knowledge of Samoa Development Strategies
- Substantial experience in program design for community development, continuing education, adult education and for out-of-school youth
- Proven experience in working with communities
- Highly literate in both in Samoan and English
- Demonstrated capacity to work flexibly and in different locations for periods of time

Key Selection Criteria

- Significant experience in educational program design and evaluation
- Substantial experience in program design for community development, continuing education, adult education and for out-of-school youth
- Demonstrated capacity to conduct sector-wide consultations and networking for program design purposes
- Proven experience in working with communities
- Highly literate in both Samoan and English
- Demonstrated capacity to work flexibly and in different locations for periods of time

1.16 Community Researcher: (One National, 6 person months in Phase 1 over one year)

Background

The Community Researcher will be assigned to the Ministry of Education, Sports and Culture (MESC) and will report to the ACEO Curriculum, Materials and Assessment Division.

The main tasks of the Community Researcher will be to assist MESC to obtain valid and reliable data to inform the development of the Fagaloa Community Education Partnerships Program, and to evaluate its impact. The evaluation results will inform future developments of the program in Fagaloa and its potential for implementation in other communities.

The Program has two strands: (1) Home-school literacy partnership, and (2) the Community Learning Centre. The activities of the program are aimed at strengthening families and communities with high expectations and support for the learning of family members, including those with special education needs.

It is expected that the pre-program research will include consideration of the following: baseline demographics, education statistics and outcomes, GOS current and future development plans for Fagaloa district; household surveys covering populations, involvement in education, occupational features, migratory patterns, socio-economic, attitudes/perceptions and levels of interest and support for the program; development priorities; levels of literacy in school population, teacher quality, practice and whole school environment and professional culture. The evaluation of impact will be informed by stakeholders' views of targets and performance standards.

The work of the Community Researcher will be coordinated by the Community Education Development Coordinator in association with the Fagaloa Community Education Partnerships Task Force.

Duties

The Community Research Officer will

- (i) In consultation with Fagaloa Community, the ACEO CMAD, PPRD, Taskforce, Statistical Services Division MOF, NUS Centre for Samoan Studies and other relevant agencies design a research program including to inform the Fagaloa Community Education Partnerships Program, and to evaluate its impact; obtain approval for the research program and the implementation schedule;
- (ii) Develop an appropriate human research ethics approval system and facilitate consultation with MESC, Taskforce, Fagaloa Community for its approval;
- (iii) Develop research methodology options and gain approval;
- (iv) Prepare and obtain approval for research instruments;
- (v) Identify information system requirements for data processing;
- (vi) Conduct research – coordinating data collection, data processing;
- (vii) Analyze results and produce draft research reports that identify findings, implications, and recommendations for program development;
- (viii) Facilitate consultation to discuss results and recommendations;
- (ix) Revise and submit final research reports;

- (x) Produce management reports to MESC concerning progress against research program and identify issues that impact on program implementation;
- (xi) Design impact evaluation research program, instruments and procedures.

All activities of the Community Researcher are to be coordinated through Component 1.

Qualifications and Experience

- Significant understanding of Samoa's socio-economic context and issues facing rural communities
- Substantial experience in the design, conduct and reporting of research with emphasis on social and educational themes
- Proven experience in the use of research findings to develop policies and strategies
- High levels of biliteracy in English and Samoan
- Demonstrated capacity to co-ordinate and work with communities to undertake the research
- High level communication skills, competent report writing, computer and facilitation skills
- Demonstrated capacity to work flexibly and in different locations for periods of time

Key Selection Criteria

- Substantial experience in the design, conduct and reporting of research with emphasis on social and educational themes
- Proven experience in the use of research findings to develop policies and strategies
- High levels of bi-literacy in English and Samoan
- Demonstrated capacity to co-ordinate and work with communities to undertake the research
- High level communication skills, competent report writing, computer and facilitation skills
- Demonstrated capacity to work flexibly and in different locations for periods of time

Component 2: Developing Effective Teachers

2.1 Teacher Development Policy Analyst (One International, 7 person-months, intermittent over two years)

Background

A key priority in the MESC Strategic Policies and Plan 2006 – 2015 (ESPP) is the development of a high quality, motivated teacher workforce. Improved teacher quality is critical if student learning outcomes are to be improved. A number of strategies are identified in the ESPP to strengthen overall quality (teaching and learning) and access (places, supply and deployment). These include strengthening the quality of teaching at primary school level, improving pre-service and in-service teacher education, adopting continuous professional development practices and accrediting teacher education courses and programs. The formulation of a National Teacher Development Framework (NTDF) is proposed. The ADB is directly supporting the development of a NTDF by providing Technical Assistance (TA) to MESC, scheduled for 10 months beginning late 2006. Strengthened MESC capacity to analyze and respond to teacher development needs systemically is also needed.

The Teacher Development Policy Analyst will work in close collaboration with the staff of the School Operations Division (SOD) and School Review Officers (SRO) of the MESC, the National University of Samoa (NUS) and the University of South Pacific (USP). S/he will be responsible for supporting overall teacher development activities of the ESP II related to component 2 and support MESC in implementing strategies derived from the ADB TA on NTDF. The Teacher Development Policy Analyst will report to the ACEO SOD.

Duties

The Teacher Development Policy Analyst will:

- i. Review the relevant MESC Strategic Policies and Plan 2006 – 2015 aggregated data from teacher appraisal conducted by the SOD in 2005, any work undertaken under the ADB TA for the National Development Framework and consult with all relevant stakeholders in order to identify and report on key trends and emerging issues;
- ii. Assess the capacity of the SOD staff by preparing, conducting and analyzing a TNA and conducting structured interviews with all staff and the ACEO SOD, in order to prepare a Professional Development Plan and Training Schedule for SOD staff in the first year of ESP 11 implementation;
- iii. Prepare and conduct workshops for staff from SOD, NUS, USP and the Policy, Planning Research Division (PPRD) on data collection, analysis and policy development for teacher training needs at pre-service ;
- iv. Provide one on one mentoring to the SOD and other stakeholders to support continuous learning needs resulting from workshop activities;
- v. Liaise with the School Improvement Advisor and the In-Service and Pre-service Teacher Development Experts to support MESC planning for the development of national integrated seminars/training programs for teachers' professional development priorities;
- vi. Support NUS Faculty of Education (FoE) to prepare for the implementation of the fellowship program under this component and to support the realignment of existing pre-service teacher training courses within the FoE to ESP 11 initiatives.
- vii. Assist the SOD in years 2 – 4, in the planning, implementation and review of the activities and recommendations arising from the ADB TA for the NTDF;

- viii. Develop proposals to link pre-service and in-service teacher education based on NTDF recommendations and in consultation with the FoE, NUS;
- ix. In consultation with the ASEO SOD and the ESP11 Secretariat, plan and assist in developing a framework to monitoring and evaluate all component 2 activities and their impact on the ESP;
- x. Produce a report at the end of each input on Component 2 activities as directed by the ACEO SOD, and submit for review and approval by the ESP 11 Steering Committee. It is likely that reports will be on the following areas: (i) the evaluation and impact of interventions for the improvement of integrated pre-service teacher education courses designed to enhance teacher quality; (ii) a program implementation schedule to accommodate approved recommendations derived from the ADB TA for the NTDF; (iii) recommendations regarding the realignment of NUS FoE pre-service courses and implementation of the teacher fellowship program; (iv) report on the effectiveness of all initiatives undertaken under Component 2 on the impact on teacher quality and; (v) review and recommendations on improving the monitoring and evaluation teacher performance and reporting this against the M&E framework for Component 2.

Qualifications and Experience

- A post graduate degree in education with an emphasis on teacher education, research and evaluation or public policy;
- Experience in the capacity building of education ministry staff and working within education systems and teacher training institutions;
- Demonstrated capacity to support the development of strategies to improve teacher quality through evidence based research;
- Experience in developing strategies for delivery and implementation of pre and in service teacher training programs to support national/agency reform programs;
- Experience working in the Pacific or developing country contexts and an understanding of Pacific islands or Samoan culture and how it impacts on educational planning and delivery;
- A working knowledge of Sector Wide Programs and experience working in a multi-donor environment;
- A capacity and willingness to work collaboratively with stakeholders and counterparts.

Key Selection Criteria

- Demonstrated capacity to work collaboratively and successfully with counterparts to build improved capacity within education systems, particularly in Pacific island or like country environments;
- Substantial experience in leading and managing research and evaluation programs to support the development of policy and strategy to improve teacher quality;
- Significant experience in leading the planning for the development of national programs in pre service teacher training programs/course delivery; their implementation and evaluation to support educational agency reform programs;
- A post graduate degree in education with an emphasis on teacher education, research and evaluation or public policy;
- Demonstrated knowledge and experience of sector wide programming, corporate planning and monitoring and evaluation.

2.2 School Improvement Advisor (International, 8 person-months, intermittent over three years)

Background

A key priority in the MESC Strategic Policies and Plan 2006 – 2015 (ESPP) is the development of a high quality, motivated teacher workforce. Improved teacher quality is critical if student learning outcomes are to be improved. A number of strategies are identified in the ESPP to strengthen overall quality (teaching and learning) and access (supply and deployment). These include strengthening the quality of teaching at primary school level, improving pre-service and in-service teacher education, adopting continuous professional development practices and accrediting teacher education courses and programs. The formulation of a National Teacher Development Framework (NTDF) is proposed. The ADB is directly supporting the development of a NTDF by providing Technical Assistance (TA) to MESC, scheduled for 10 months beginning late 2006. Strengthened MESC capacity to analyze and respond to teacher development needs systemically is also needed.

The School Improvement Advisor will work in close collaboration with the staff of the School Operations Division (SOD) and School Review Officers (SRO) of the MESC and primary and secondary principals. S/he will be responsible for supporting overall ongoing professional development of teachers. The School Improvement Advisor will report to the ACEO SOD.

Duties

- (i) Review the relevant MESC Strategic Policies and Plan 2006 – June 2015, aggregated data from teacher appraisal conducted by the SOD in 2005, any work undertaken by the Teacher Development Specialist and consult with all relevant stakeholders in order to identify and report on key trends and emerging issues;
- (ii) Review the School Improvement Program developed under ISP, analyze for lessons learnt and consult with stakeholders to re-define and renew for broader usage under ESP 11;
- (iii) Prepare and conduct workshops for staff from SOD on data analysis processes to develop integrated system wide professional development packages to respond to emerging priorities;
- (iv) Provide one on one mentoring to the SOD staff to support continuous learning needs resulting from workshop activities;
- (v) With the SOD staff and the SROs, assist in the development of system wide strategies and planning to respond to ongoing teacher professional development needs within the school system;
- (vi) Support the development and monitor the impact of, a sustainable and accountable National School Based In-Service Program for all teachers;
- (vii) Liaise with the Teacher Development Policy Analyst and the In-Service and Pre-service Teacher Development Experts to support MESC planning for the development of integrated and cohesive seminars/training programs for principals and SRO's for the implementation of system wide professional development priorities;
- (viii) Prepare and conduct workshops for all principals and SRO's on national program priorities for all teachers;
- (ix) Produce a report at the end of each input on Component 2 activities as directed by the ACEO SOD, and submit for review and approval by the ESP II Steering Committee. It is likely that reports will be on the following areas: (i) the evaluation

and impact of interventions on the SOD and SOR capacity to provide and implement system wide responses to improve the quality of teaching; (ii) the benefits, rationale, structure and sustainability of the national school based in-service program for all teachers; (iii) the effectiveness of Principal forums, programs and capacity to monitor quality of school based in-service and; (iv) review, renew and assess the effectiveness of the School Improvement Program for principals and teachers.

Qualifications and Experience

- A postgraduate degree in education with an emphasis on research and evaluation or public policy;
- Experience in the successful capacity building of education ministry staff and working within education systems;
- Demonstrated capacity to support the development of strategies to improve school performance through evidenced based research;
- Expertise in planning national programs to improve teacher quality that support national/agency reform programs;
- Experience working in the Pacific or developing country contexts; an understanding of Pacific islands or Samoan culture and how it impacts on educational planning and delivery;
- A working knowledge of Sector Wide Programs experience working in a multi-donor environment;
- A capacity and willingness to work collaboratively with stakeholders and counterparts.

Key Selection Criteria

- Demonstrated capacity to work collaboratively and successfully with counterparts to build improved capacity within education systems, particularly in Pacific island or like country environments;
- Demonstrated capacity to develop national policy and implementation plans to improve and monitor teacher quality and school improvement;
- Significant experience in leading the planning for the development of national principal and teacher professional development programs/course delivery; their implementation, sustainability and evaluation to support educational agency reform programs;
- A postgraduate degree in education with an emphasis on research and evaluation or public policy;
- Demonstrated knowledge of sector wide programming, corporate planning and quality assurance.

2.3 In-Service and Pre-Service Teacher Development Experts (Four Nationals, 24 person-months, intermittent over three years.)

Background

A key priority in the MESC Strategic Policies and Plan 2006 – 2015 (ESPP) is the development of a high quality, motivated teacher workforce. Improved teacher quality is critical if student learning outcomes are to be improved. A number of strategies are identified in the ESPP to strengthen overall quality (teaching and learning) and access (places, supply and deployment). These include strengthening the quality of teaching at primary school level, improving pre-service and in-service teacher education, adopting continuous professional development practices and accrediting teacher education courses and programs. The formulation of a National Teacher Development Framework (NTDF) is proposed. The ADB is directly supporting the development of a NTDF by providing Technical Assistance (TA) to MESC, scheduled for 10 months beginning late 2006. Strengthened MESC capacity to analyze and respond to teacher development needs systemically is also needed.

The In-Service and Pre-Service Teacher Development Expert/s (IPTDE) will work in close collaboration with the staff of the School Operations Division (SOD) of the MESC and the National University of Samoa (NUS). They will be responsible for developing courses in four fellowship programs: agricultural science, food and textiles, visual arts and design and technology. Each IPTDE will take responsibility for one fellowship program and assist in NUS review of pre-service course alignment. The IPTDEs will report to the ACEO SOD.

Duties

The IPTDEs will:

- (i) With the Teacher Development Policy Specialist, reaffirm SOD commitment to nature, scope and sequencing of the fellowship program;
- (ii) Review existing plans for the proposed fellowship areas and analyze similar courses within and outside Samoa;
- (iii) Establish a course development committee, prepare TOR and overall time and task schedule;
- (iv) Draft and prepare the course sequence and draft outline, including content, sequence, teaching methodologies, assessment criteria and equipment and materials need;
- (v) Write the courses, review with course development committee and SOD and modify accordingly;
- (vi) Trial courses with a focus group of current secondary teachers, principals and potential fellowship applicants and review accordingly;
- (vii) Liaise with the SQA to ensure compliance with standards and gain accreditation;
- (viii) Prepare course teachers to implement the course and support the M&E strategy developed by the Teacher Development Policy Specialist;
- (ix) Support NUS Faculty of Education (FoE) to prepare for the implementation of the fellowship program under this component and to support the realignment of existing pre-service teacher training courses within the FoE to ESP initiatives.
- (x) Assist the SOD in preparing for implementation of the recommendations made through the ADB TA for the NTDF;
- (xi) Assist the SOD and NUS in monitoring and reviewing the quality and impact of the fellowship courses; and

- (xii) Produce a report at the end of each input on Component 2 activities as directed by the ACEO SOD, and submit for review and approval by the ESP II Steering Committee. It is likely that reports will be on the following areas: (i) present an outline of the fellowship course(s) at inception; (ii) prepare and present detailed course fellowship program(s), materials, assessment criteria and structure within timelines provided and (ii) review of the effectiveness of the process and content of each fellowship course.

Qualifications and Experience

- A post graduate degree in education with an emphasis on teacher education;
- Experience in developing teacher education courses that can be fast tracked and accredited;
- Experience in developing pre and in service teacher training programs;
- Experience working in the Pacific or developing country contexts;
- Thorough understanding of Samoan education, its goals, institutions and Education Sector Plan;
- A capacity and willingness to work collaboratively with stakeholders and consultants

Key Selection Criteria

- A post graduate degree in education with an emphasis on teacher education;
- Demonstrated capacity in planning teacher education courses, managing course committees and successfully consulting with all stakeholders;
- Appropriate qualifications and substantial experience in preparing high quality teacher education courses, particularly in one or more of the following areas: agricultural science, food and textiles, visual arts and design and technology; and
- Significant experience in developing pre service teacher training programs within timelines and to specified outputs and quality; and
- A working knowledge of current MESC education programs, initiatives, plans and reforms as they relate to the school education sector.

2.4 Primary Teacher Educator (One National, 16 person-months, intermittent over four years.)

Background

A key priority in the MESC Strategic Policies and Plan 2006 – 2015 (ESPP) is the development of a high quality, motivated teacher workforce. Improved teacher quality is critical if student learning outcomes are to be improved. A number of strategies are identified in the ESPP to strengthen overall quality (teaching and learning) and access (places, supply and deployment). These include strengthening the quality of teaching at primary school level, improving pre-service and in-service teacher education, adopting continuous professional development practices and accrediting teacher education courses and programs. The formulation of a National Teacher Development Framework (NTDF) is proposed. The ADB is directly supporting the development of a NTDF by providing Technical Assistance (TA) to MESC, scheduled for 10 months beginning late 2006. Strengthened MESC capacity to analyze and respond to teacher development needs systemically is also needed.

The Primary Teacher Educator will work in close collaboration with the staff of the School Operations Division (SOD) of the MESC and the National University of Samoa (NUS). S/he will be responsible for developing and implementing a three month intensive course to train new primary teachers. The intensive course will be conducted using a summer school format and prepare graduates to teach in Samoan primary schools immediately. The Primary Teacher Educator will report to the ACEO SOD.

Duties

The Primary Teacher Educator will:

- (i) With NUS and SOD, establish a course development committee, prepare TOR and overall time and task schedule;
- (ii) After consultation with the Teacher Development Policy Specialist, the ACEO and the FOE, NUS prepare a briefing paper on the purpose, structure, format, costing and benefit to present to the specially convened course development committee;
- (iii) Prepare a detailed course outline for an intensive three month program for aspiring primary teachers for review;
- (iv) Draft and prepare the course sequence and overview of course content, sequence, assessment criteria, teaching methodologies and equipment and materials for course delivery;
- (v) Write the courses and review with course development committee and SOD and modify accordingly;
- (vi) Trial courses with a focus group consisting of current and former primary teachers and primary principals and review accordingly;
- (vii) Liaise with the SQA to ensure compliance with standards and gain accreditation
- (viii) Prepare supplementary activities and guides to be used in the first year of the teachers employment;
- (ix) Deliver and review the course within the timelines specified; Review the content, impact and quality of the course, its teaching methodology and course materials with the FOE, NUS and the SOD for the following year support the collection and analysis of data for the overall M&E strategy developed by the Teacher Development Policy Specialist; and

- (x) Produce a report at the end of each input on Component 2 activities as directed by the ACEO SOD, and submit for review and approval by the ESP II Steering Committee. It is likely that reports will be on the following areas: (i) present an outline of the intensive; (ii) prepare and present detailed course program, materials, assessment criteria and structure within timelines provided and; (ii) review of the effectiveness of the process, content and quality of teaching of the course.

Qualifications and Experience

- A postgraduate degree in education with an emphasis on teacher education, particularly in the primary sub-sector;
- Experience in developing short term intensive teacher education courses;
- Experience in developing pre and in service teacher training programs;
- Experience working in the Pacific or developing country contexts;
- Thorough understanding of Samoan education, its goals, institutions and Education Sector Plan;
- A capacity and willingness to work collaboratively with stakeholders and consultants

Key Selection Criteria

- A post graduate degree in education with an emphasis on primary teacher education;
- Demonstrated capacity in planning teacher education courses, managing course committees and successfully consulting with all stakeholders;
- Appropriate qualifications and substantial experience in preparing high quality teacher education courses and supplementary course materials for aspiring primary teachers;
- Significant experience in developing pre service teacher training programs within timelines and to specified outputs and quality; and
- A working knowledge of current MESC education programs, initiatives, plans and reforms as they relate to the school education sector.