

Public Service Commission Job Description Form

Ministry to prepare and request Approval by the Public Service Commission. Please contact the Performance Improvement Unit Staff of the office of the Public Service Commission if you need helping completing this form.

1	Job title	ECCE Curriculum and Program Officer		
2	Post number Allocate the next available number. This number is to be used in all subsequent correspondence relating to this post.	3305		
3	Level Suggested by Ministry and determined by PSC	Suggested by Director General . . . H Os 4.3		
4	Ministry	Education		
5	Department	Education		
6	Location Where the position is located	Port Vila		
7	Purpose "why this Post exists" this might be a one line statement adapted from the Corporate Plan or Business Plan for higher level Posts.	To support the National ECCE Coordinator to implement the VESP and the National ECCE Programme.		
8	Key Result Areas (KRAs) refers to general areas of outcomes or outputs for which the post/role is responsible.	9	Key Performance Indicators (KPIs) refers to the quantifiable measurements that reflect the critical success of the KRAs.	
8.1	Development and review of National ECCE Curriculum and all other resources to train ECCE teachers and with parents	9.1	80% of ECCE Curriculum and Programmes transferred to teachers, parents and communities	
8.2	Development and implementation of training program to key teachers and ECCE Provincial Coordinator.	9.2	<ul style="list-style-type: none"> • All key teachers and ECCE Provincial Coordinators have a training plan • Quarterly reports 	
8.3	Program development for key teachers and EECE Provincial Coordinators using Literacy and Numeracy curriculum, essential teaching strategies and daily lesson planning.	9.3	<ul style="list-style-type: none"> • All Kindy teachers trained to implement key learning expectations and outcomes • Children have literacy and numeracy basic skills to enter grade one 	
8.4	Effective training of key teachers and ECCE Provincial Coordinators in establishing learning centres in each Kindy	9.4	80% of Kindy teachers have learning centres in each Kindy and engaged children in play activities	
8.5	Effective engagement support to kindy teachers by communities and parents	9.5	100% increase in parental and community participation in schools.	
8.6	Appropriate language are used in Kindy	9.6	90% of Kindy teachers qualified	
8.7	Better understanding of brain development and self-regulation in the early years	9.7	60% of kindy teachers and parents awareness carried out throughout Vanuatu	
8.8	Effective and efficient identification of learning disabilities	9.8	80% of learning disabilities identified	
10	Duties and responsibilities Simple statements starting with an action word; more important ones first; less than 10; cover main areas of work but not details you should find in Procedure Manuals. Areas to think of include policy/ research/ advice, preparing reports; external communication; administrative; legislative and what this particular job must achieve. For lower level jobs it will be more specific e.g. deliver, record, type, maintain.			
10.1	Develops a system of monitoring, assessment and evaluation.			
10.2	Supports implementation of readiness, observation and early identification tools and make necessary adaptations			
10.3	Review ECD scales and develop developmental profiles			
10.4	Support data collection, survey preparations and research as needed to collect teacher, child and or parental and community information.			
10.5	Develop of data and indicators needed to inform decisions regarding ECCE development and progresses			
10.6	Train and support Provincial Coordinators and Key teachers to monitor, assess and support Kindy centres			
10.7	Supports the development of whole class profiles and portfolios			
10.8	Support written reports and information for government, donors, and stakeholders			

10.9	Support the development of tools that measure learning outcomes	
10.10	Track non-formal learning activities	
10.11	Track literacy and numeracy levels	
10.12	Facilitate alignment and measurement of all policies, reports and any other documents that need to be revised or reviewed.	
10.13	Uses research to recommend evidence based and appropriate programmes for young children	
10.14	Supports early child development assessment scales, prepares parental and teacher surveys, works closely with research staff and curriculum coordinator staff to prepare reports on literacy and numeracy	
10.15	Carry out any other duties as requested by the Director or DG	
11	Reports directly to Title of Post and Level only	12 Directly supervises Title of Posts and level if any
	National ECCE Coordinator	None
13	Frequent Internal Personal Contacts with... ("Internal" means within the Ministry)	14 Occasional Internal Personal Contacts with...
	National ECCE Coordinator, Curriculum Coordinator, VEMIS Staff, Provincial Coordinators and Key Teachers, VSA Volunteers,	Other units such inclusive education, policy, finance, VNTC, VITE
15	Frequent External Personal Contacts with... ("External" means other Ministries and the community)	16 Occasional External Personal Contacts with...
	Statistics Department, APTC, USP, Donors, NGOs, VEJA, TVET, Parents, Communities. Local MoE Offices, Data staff	Donor Projects that involve M&E,
17	Impact of Decisions (a) Think of the decisions this Post makes without help on a regular basis (weekly or monthly) to greatly reduce the risk of serious things happening. Name the more important thing(s) decided. (b) If the Post has a significant Financial Delegation to commit funds the amount should also be stated.	Clear results available in the early years Measure Literacy/Numeracy from ECCE to grade 3 Monitoring and Assessment culture established in the early years Access obstacles to education identified and corrected Quality Improved Comprehensive approach to education enhanced Improvement of monitoring and assessment systems from ECCE Monitoring of support for children under 3
18	Special Conditions e.g. if unusual work hours, equipment or travel is required.	Travel, understanding data bases and computer skills including excel.
19	Reason for Seeking Approval (e.g., Routine Revision of Existing Job Description, New Post, Regrading. State if any overlap or duplication with existing Job Descriptions or new duties and responsibilities)	New position needed to report results on the new project design and measure quality of early learning of all Kindys
20	CRITERIAS TO BE SELECTED FOR THIS POST (Allow for some on -the-job training to bring outsiders up to standard and do not unnecessarily bias the Post to certain people. Remember education is only one indicator of capability to do the job.)	
20.1	Qualification the required qualification for the job e.g certificate, diploma, degree..	Degree
20.2	Special Business Education refers to the field of study that would be preferable	Psychology, Research, Monitoring and Evaluation
20.3	Experience e.g. number of years or level of experience in filing/keyboard work or driving; or, e.g. low or high level achievements in leadership, communicating, advising, managing resources, writing reports, advising clients, doing similar type of work etc	4 years experiences in all or some of the above duties and responsibilities Ability to collect data, analyse and report. Able to

		<p>use data bases and write clear reports. Strong understanding of education and evaluation.</p> <p>Be able to meet timelines, work independently and work well under stress</p> <p>Understanding of rural and urban needs and differences. Ability to work with ECCE coordinators and Key teachers</p>
20.4	Special Skills e.g. vehicle license, driving record, computer word/ excel etc	<p>Monitoring skills,</p> <p>Evaluation skills,</p> <p>Research experience,</p> <p>data analysis,</p> <p>skills in development of surveys, questionnaires and assessment tools,</p> <p>Computer literate</p>
20.5	Thinking style e.g. an analytical thinker, a practical thinker, creative thinker.....	Analytical, innovative, and creative. Attention to detail and ability to communicate data results to stakeholders.
20.6	Communication/ Interpersonal Skills list the skills required of this position	Good verbal and written communication skills
20.7	Behavioural Competencies refers to the personal attributes or characteristics needed for the position.	High degree of integrity, reliable, diligent, punctual
20.8	Language "English, French and Bislama" is usual.	Bislama, English / French
21.1	Prepared in the Ministry by ...	<p>Name John J. Garoleo Sign <i>[Signature]</i></p> <p>Date 02/ 06 /2014</p>
21.2	Certified by or for the DG that the Post fits with any Corporate Plan, and is required.	<p>Name Jesse Dick Joe Sign <i>[Signature]</i></p> <p>Date 02/ 06 /2014</p>
21.3	Checked by OPSC for completeness and consistency; check structure; confirm Level and Post Number (job evaluation process).	<p>Name <i>[Signature]</i> Sign <i>[Signature]</i></p> <p>Date 9/ 7/2014</p>
21.4	<p>DECISION OF PUBLIC SERVICE COMMISSION</p> <p>Decision: <u>Approved</u> or Deferred or Amended Date of Decision:</p> <p>(Circle the appropriate Decision)</p> <p>Name <i>[Signature]</i> Sign Date 9/ 7/2014</p>	

