

**ST. VINCENT AND THE GRENADINES HUMAN DEVELOPMENT SERVICE DELIVERY PROJECT**  
**CONSULTANCY FOR STRENGTHENING LEADERSHIP AND ACCOUNTABILITY**

**TERMS OF REFERENCE**

**SVG-HDSD-CS-QCBS-3**

**1. Background**

St Vincent and the Grenadines has made significant progress in education at all levels, and in particular the expansion of basic education. Government expenditure on education as a percentage of total expenditure hovers around 20 percent annually. This significant investment in education has provided greater opportunities for boys and girls to access secondary and tertiary education. The Ministry of Education acknowledges the importance of quality teaching and quality leadership. To this end, it has embraced a combination of strategies that include:

- Increasing the professional development training of primary and secondary teachers;
- Strengthening school leadership and management;
- Curriculum and assessment review; and
- Greater parental and community involvement.

The Ministry of Education accords high priority to addressing the following social challenges:

- Increasing interest and enrolment in Science, Technology, Engineering and Mathematics (STEM) in addition to English and other languages and Critical Thinking;
- Development of programmes to ensure that principals and teachers have the capacity to manage the schools and deliver curriculum through the Integration of ICT;
- Reorganisation and improvement in the structure for Technical Vocational Education and Training (TVET);
- Improvement in student performance, especially in critical subject areas and sustaining quality in universal primary and secondary education;
- Encouraging more responsible parenting;
- Facilitating quality teaching and leadership in schools;
- Encouraging critical thinking; and
- Inculcating values of our Caribbean civilisation within the context of universalism.

Over the years, concerns have been raised about the low literacy and numeracy levels throughout schools in St. Vincent and the Grenadines. The Ministry of Education responded in several ways: provisions of scholarships to teachers in Literacy and numeracy Education, appointment of Literacy and Numeracy Coordinators, adoption of new teaching strategies such as the Literacy Block as well as on-going professional development training in literacy education and classroom management. Further, the need for teachers to engage in assessment for learning followed by appropriate intervention has been established as critical.

Despite the aforementioned strides, some challenges remain about access, equity and quality. The Ministry intends to strengthen pedagogy for all teachers and in particular the untrained graduates and untrained non-graduates. It will also place greater emphasis on the training of new and potential principals to improve the management of schools throughout the State.

To qualify as a principal in St Vincent and the Grenadines, candidates must have at least ten (10) years of experience as a qualified teacher and at least a first degree. This selection process consists of advertisement of the position; applications by interested, qualified persons; and a panel interview. The principals' main roles are to be instructional leaders and to supervise and manage the school. Specific roles include, for example: providing guidance to teachers, students and parents; fostering good relations among all stakeholders; ensuring the safety and security of the school and its occupants; monitoring and supervising curriculum; developing School Development Plans; and keeping all relevant records. He/she is usually assisted by a management team. At the school level, the principal is expected to submit a school Development plan to the Ministry of Education following a school-level need assessment involving all stakeholders. The school is advised to focus on at least three priority areas and make an action plan to achieve the goals set out in the plan, which is to be reviewed termly. A common challenge facing principals, however, is a large degree of time occupied with disciplinary problems to the detriment of them being effective at leading in instruction. Principals also encounter challenges in monitoring and offering positive feedback to their teachers.

In collaboration with regional and international partners, MOE is currently implementing two projects that support the training of teachers, principals and potential principals:

1. *Global Partnership for Education (GPE) Project*. The Organisation of Eastern Caribbean States (OECS) with support from the Global Partnership for Education (GPE) is currently implementing aspects of the OECS Sector Strategy 2012-2021 (OESS) in the areas of Teacher Professional Development, Curriculum and Assessment, Leadership and Accountability and Monitoring and Evaluation in the islands of Dominica, St. Lucia, Grenada and St. Vincent and the Grenadines. The OECS/GPE project is focused on the primary education system. As part of the consultancy to strengthen school leadership, a competency-based programme for the training and certification of school leaders has been developed. This includes the production of a handbook for school leaders to guide leadership and management with guidelines for the preparation of School Development Plans for use in the training programmes. The handbook will be distributed to be used in all primary schools.
2. *The Human Development Service Delivery Project (HSDSP)*. This project, financed by a credit from the International Development Association (IDA) of the World Bank, includes interventions in primary and secondary education and will directly benefit students, teachers, and school leaders (principals, deputy principals, and senior teachers) at all 68 primary and 26 secondary schools in the country. Specifically, the project will train principals, deputy principals and senior teachers in instructional leadership.

This consultancy is supported by the HSDSP and will focus on strengthening school leadership and accountability throughout the State with specific emphasis on strengthening instructional leadership. It will also provide capacity building for the school inspection officers and Education officers.

## **2.1 General Objectives**

The general objectives to which this consultancy contributes are:

- Improve instructional practices by strengthening school leadership and accountability in participating schools;
- Build capacity of School Inspection Officers and Education Officers in monitoring and evaluation; and
- Ensure that school planning is focused on learning outcomes.

## **2.2 Specific objectives**

The specific objectives of this consultancy are to:

- Develop a certificated, competency based training in instructional leadership for school leaders. The training programme will be based on professional standards outlined in the OECS report on “Proposed Leadership Standards, Performance, Indicators and Guidelines & Recommendations for Professional Development.” The training will include elements of instructional leadership and the use of data in planning, management, monitoring, reporting and the effective Schools initiative.
- Develop capacity for MOE to continue to deliver training on an ongoing basis.
- Adapt the handbook developed under the GPE project for use by secondary school principals and others in leadership roles to guide school leadership and management.
- Provide capacity building training for School Inspection Officers and Education Officers with a focus on monitoring and evaluation.
- Review/Revise tool to be used for the appraisal of school leaders.
- Design a mentoring programme for new school leaders, which can be implemented by the MOE.

## **3. Scope of Work**

The scope of the consultants’ work will involve the following:

- Conduct a comprehensive review of the OECS regional Global Partnership for Education (GPE) projects outputs, particularly those under Component 3 (Improve School Leadership and Accountability); existing instruments to assess principals; principal Job Description; and reports from schools inspections and school development plans
- Design the six module/online and face-to-face programme (see Annex 1 for suggested modules) for training and certification of school leaders based on leadership standards, to support teachers to improve classroom practices and used data to improve instruction.

- Deliver the first round of training with an initial cohort of principals and MOE trainers. At the end of each module administer a practical assessment where necessary or a report as an evaluation exercise.
- Support and provide feedback to MOE trainers in the second round of training, with the goal that the third round of training would be done by the trainers on their own.
- Provide capacity building for School Inspection and Supervision Unit in evidence-based practices on school inspection. Generate recommendations to improve and simplify school inspection practices in SVG in the line of school competencies included in the training.
- Advise on mentoring programme including selection of mentors and possible virtual coaching.
- Coordinate with SVG Community College and teacher training consultants engaged under the HSDP to ensure coherence across training modalities and with MOE objectives.

#### **4. Inputs to be provided by the client**

Once recruited, the consultant will have initial meetings with the technical staff of the Ministry of Education (MOE) led by the Chief Education Officer (CEO) or her designate. Throughout the consultancy period, work conducted will be done along with a focal point/counterpart assigned by the Chief Education Officer (CEO). The consultant will work closely with the technical committee and focal point to develop the required action/implementation plan. The Consultant may be required to work with others outside of the technical committee to achieve its objectives.

The Ministry of Education will provide for the consultant logistical support to ensure the effective execution of the terms of reference. These will, among others, agree on the logistical arrangements and also respond to any questions that the consultant may have before official commencement of the consultancy.

#### **5. Key Outputs, Deliverables, and Payment Schedule**

This assignment will require approximately 360 person-days over a period of 3 years, with the largest share of the work in the first year. The consultant hired by these terms of reference is responsible for the following outputs. All written outputs and online modules will be submitted in draft form, revised based on feedback from stakeholders, and disbursed against upon submission of an approved final version:

| Year    | Deliverable  | Percentage of Payment |
|---------|--|-----------------------|
| 2018-19 | Inception Report detailing work breakdown, approaches and proposed timelines to prepare and deliver the scope of services outlined                         | 10                    |
|         | Revised principal appraisal instrument   | 5                     |
|         | Training modules for school leaders based on leadership standards, to support teachers to improve classroom practices and use data to improve instruction. | 25                    |
|         | GPE Handbook adapted for secondary school leaders  | 5                     |
|         | School leader mentorship programme design  | 5                     |
| 2019-20 | Training for first cohort of school leaders and trainers   | 30                    |
| 2020-21 | Feedback and recommendations on MOE delivery of training for second cohort of school leaders   | 10                    |
|         | Final evaluation report to include final version of all reports, plans/outlines and recommendations, presented to stakeholders                             | 10                    |

The consultants will also be required to submit brief progress report(s) to the Ministry of Education every six (6) month for the duration of the consultancy which includes Status Review Report and recommendations for development of leadership training programme for principals. Three hard copies and an electronic copy of the final reports/plans/outlines must be submitted to the Ministry of Education as per contract issued for the services required through this TOR. The consultant will work under the direction of the Permanent Secretary, Ministry of Education who will be responsible for ensuring timely and quality delivery. The Ministry of Education is responsible for approving all reports and plans under this consultancy.

## 6. Qualifications and Experience

The assignment is to be undertaken by an accredited training institution with experience in certification in school/instructional leadership. The qualifications and experience are as follows:

- A minimum of fifteen years' education development and management experience
- Experience in providing practice-based leadership training, particularly training to education leaders
- Work experience or familiarity with the Caribbean or Commonwealth education systems desired
- Experience in undertaking research and reporting including preparation and administration of questionnaires and conducting interviews
- Excellent English language skills, both written and spoken
- Excellent organizational and public relations skills and a proven record conducting public meetings/consultations
- Proven experience in monitoring and evaluation methodologies

Minimum team requirements:

- A team leader with at least a post graduate qualification in any of the following: educational leadership and management specifically in teacher training, education development, human resource management and at least 12 years' relevant experience.
- An instructional leadership expert with a post-graduate qualification in educational leadership and management or a related field, at least 10 years' experience in research and practice on instructional leadership, and knowledge of evidence-based, international best practices in instructional leadership.
- A training and mentoring expert with a post graduate qualification in a relevant field and at least 10 years' experience in designing comprehensive professional development programmes including practice-based training and mentoring systems.

-A monitoring and evaluation expert with a post graduate qualification in a relevant field (or equivalent experience) and at least 7 years' experience in production, analysis, and use of administrative data in education systems.

## **Annex: Indicative Module Outline**

Please note that this is meant only to be an indicative outline and should be revised by the consultants in the inception plan based on the consultants' expertise and assessment of school leadership needs in St Vincent and the Grenadines.

**All modules must be practice-based and interactive.** Indicative activities include role plays, discussing and critiquing classroom videos, and asking participants to practice specific skills at their schools between in-person sessions, reflecting and reporting back on their experiences.

### Module 1: School Effectiveness and Improvement

- Introduction to Monitoring and Evaluation
- Opportunities and Barriers to monitoring & evaluation
  - i. What major opportunities/ barriers do you see?
  - ii. How do you plan to meet the challenges/ benefits?
  - iii. What will you do to ensure your colleagues/supervisors/ governments collaboration?
  - iv. What support are you likely to need?
- Comprehensive Monitoring and Evaluation Framework
- Levels of Monitoring and Evaluation and Responsibilities
- Goals, Objectives, and M&E Questions

### Module 2: School Administration

- Human resource development
- Principals' and management team roles and responsibilities (pedagogical, administrative, financial management, record keeping)
- Monitoring tools
- Reporting
  - i. Preparing an annual report
  - ii. Preparing financial statements
  - iii. Action Planning

### Module 3 : Instructional Leadership: Introduction

- Introduction to Instruction leadership
  - i. Who is an instructional leader ?
  - ii. Roles and responsibilities of instructional leader

- Curriculum
- Student Assessment – how and when to evaluate results
- Teacher appraisal –

#### Module 4: Instructional Leadership: Supporting Teachers

- Making teaching more effective
- Organising enrichment programmes
- Supplying and ensuring use of resources
- Coordinating instructional programmes
- Being didactic leaders
- Taking remedial steps
- Creating conducive school climate

#### Module 5 : Collecting, Analyzing, and Using Monitoring Data

- Developing systems to collect and compile data
- Reviewing the performance of all aspects of the school
- Analyzing exams results and making recommendation for improvement preparing targets

#### Module 6 : Integration and Summing Up

- Case studies
- Practical session – visit schools or look at videos and evaluate them.
- Wrap up / Evaluation