

**ST. VINCENT AND THE GRENADINES HUMAN DEVELOPMENT SERVICE DELIVERY
PROJECT
CONSULTANCY FOR IN-SERVICE TEACHER TRAINING
TERMS OF REFERENCE
SVG-HDSD-CS-QCBS-1**

1. Background

St. Vincent and the Grenadines has made significant progress in education at all levels, and in particular the expansion of basic education. Education represents approximately 20 percent of annual government expenditures. This significant investment in education has provided greater opportunities for boys and girls to access secondary and tertiary education.

Despite these strides, some challenges remain related to access, equity and quality. The Ministry of Education (MOE) intends to strengthen pedagogy for all teachers and also to place greater emphasis on the training of new and potential principals to improve the management of schools throughout the State. In 2017 St. Vincent and the Grenadines, together with other Organisation of Eastern Caribbean States (OECS) member states, implemented a baseline study using the Classroom Assessment Scoring System (CLASS), an assessment tool that measures teacher-student interactions in Kindergarten through to Grade 3. Of the three domains, teachers in SVG were weakest on instructional support (average 3.1 on a seven-point scale), which is in the low-mid range of CLASS. Teachers scored in the high-mid range for emotional support (5.2) and classroom organization support (4.8). In light of these results, strengthening pedagogy is a high priority for teacher professional development.

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

1. *Global Partnership for Education (GPE) Project.* The 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. Teacher professional development activities under the project include (a) reviewing the teacher training programs in OECS member countries; (b) reviewing classroom practices in member countries to understand current practices and identify capacity gaps to inform teacher professional development; (c) developing a teacher professional development course and school-based

professional learning communities to improve classroom practices; (d) carrying out competence-based professional development activities for teachers in the member countries through training on effective classroom practices, formative assessment, all in line with learning standards and the use of student learning data; and (e) establishing an online community of practice for teachers to access online instructional resources and share lesson plans and experiences.

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. Activities under the HSDSP project include (a) upgrading the skills of selected teachers through targeted training modalities; (b) a pilot remedial program to support struggling students, to be delivered through both teachers and after-school tutors; (c) strengthening special education through materials, teacher training, and training for parents of children with autism and spectrum and behavioral disorders; and (d) provision of training and mentoring for new principals.

This consultancy is supported by the HSDSP and will focus on strengthening pedagogy through in-service teacher professional development, with an initial focus on teachers not reached by the GPE project or other HSDSP activities.

2.1 General Objectives

The general objectives to which this consultancy contributes are:

- To increase the share of teachers in SVG rated as effective on classroom practices through classroom observation, with the ultimate goal of improving learning outcomes in SVG.
- To increase the capacity of the Ministry of Education to provide continuous, evidence-based, and effective teacher professional development.

2.2 Specific objectives

The specific objectives of this consultancy are to:

- Design, in consultation with MOE, an evidence-based in-service teacher training programme to complement and build upon existing teacher professional development initiatives.

- Design variations on the programme to serve two primary target populations: untrained non-graduate teachers, who need assistance with basic teaching skills; and experienced teachers who nonetheless need additional training and support to improve their instructional practices.
- Build capacity of the MOE to deliver the training, with a goal of self-sufficiency in delivering the programme.
- Ensure coherence between the training, the OECS GPE project, other HDSDP activities, and other MOE initiatives.

3. Scope of Work

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

- Conduct a comprehensive review of the OECS regional GPE projects outputs, particularly those under Component 2 (Teacher Professional Development); national assessment results; as well as global evidence on teacher training practices relevant to the needs of SVG.
- Design a training program to include at least two weeks of face-to-face sessions during the summer, at least five additional days of face-to-face training during the following school year, supplemented with online activities and structured in-classroom practice with observation and feedback. Desired features of the training are summarized in Annex A.
- Deliver one round of the training directly beginning in 2020, with a cohort of 120 teachers. Training sessions would ideally be offered at three locations: the windward and leeward sides of St. Vincent, and one location in the Grenadines. The consultants would be expected to deliver the summer sessions in person, and the school year sessions may be conducted in person, online, or a combination of the two. The consultants would provide tools for classroom observation by education officers and principals, but would not conduct the classroom observations themselves.
- Support MOE in delivering the second round beginning in summer 2021, with the goal of self-sufficiency by summer 2022. Provide intensive feedback to MOE trainers in the second round of training.
- Provide capacity building for MOE officers on maintaining an effective teacher professional development programme.
- Coordinate with SVG Community College, teacher training consultants, special education and school leadership consultants engaged under the HDSDP, 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 260 person-days over a period of three 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:

School Year	Deliverable
2019-20	Inception Report detailing work breakdown, approaches and proposed timelines to prepare and deliver the scope of services outlined
	Training modules, trainer guides, presentation slides, materials for trainees, and classroom observation tools
2020-21	Training and delivered for first cohort
	Revised training modules, trainer guides, presentation slides, materials, and classroom

	observation tools
2021-22	Support MOE in delivery of second training and feedback and recommendations for future rounds of training
	Final evaluation report to include final version of all materials and recommendations for future activities, presented to stakeholders

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. 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 Chief Education Officer, 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 qualifications and experience for the consulting firm are as follows:

- A minimum of fifteen years' experience in providing practice-based teacher training, with a proven track record of improving teacher performance as measured by classroom observation
- A minimum of fifteen years' experience in applying student-centered pedagogical practices including formative assessment, differentiated instruction, and strategies to meet the needs of students with special educational needs and students of different genders
- Excellent organizational and communication skills and ability to conduct public meetings/consultations and interviews
- Proven experience in research, monitoring and evaluation methodologies
- All team members should have excellent written and spoken English language skills
- Work experience or familiarity with the Caribbean or Commonwealth education systems desired

Minimum team requirements (individuals may perform more than one role if suitably qualified for both roles):

- A team leader with at least a post graduate qualification in education with a focus on any of the following: educational leadership and management, teacher training, education development, human resource management, or a related field; and at least 12 years' relevant experience.
- A pedagogy expert with a post-graduate qualification in education at least 10 years' experience in research and practice on evidence-based teaching techniques including, e.g. formative assessment and differentiated instruction.
- 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 A: DESIRED FEATURES OF TEACHER TRAINING

To maximize the value of teacher professional development, the MOE seeks to design, in partnership with the consultants, a programme with the following key characteristics:

- **Practice-based.** Training hours should be focused toward active practice of the teaching strategies, rather than presentations.
- **Based on the needs of SVG teachers and students.** The design of the training should be informed by the results from CLASS as well as classroom observations and discussions with stakeholders.
- **Grounded in subject matter.** To the greatest extent possible, the training should be contextualized in the subjects teachers teach (e.g. English, mathematics, science, social studies, and science).
- **Focus on the use of assessment and differentiating instruction.** The training should provide teachers an opportunity to practice strategies for formative assessment to determine students' current learning levels, lesson planning for students at different learning levels, and classroom management strategies to cater to a range of learning levels.
- **Emulates the teaching styles being taught.** The training should be fun and engaging and model the practices it seeks to inculcate. It should also be differentiated for the two main target audiences: untrained non-graduate teachers, who need assistance with basic teaching skills; and experienced teachers who nonetheless need additional training and support to improve their instructional practice
- **Provides personalized feedback.** Trainees will receive feedback on their practice sessions during the training and through classroom observations.
- **Includes complementary materials.** The training should provide printed and/or electronic resources for teachers to use between sessions and after the training is concluded.
- **Supports inclusive education.** The training should include strategies to create a classroom environment that is inclusive of students of different genders, ethnicities, socioeconomic status, and abilities. The training will also incorporate a module on special needs education to be developed under a separate consultancy in the HSDP.