



TERMS OF REFERENCE

Studies	Support completion of final draft of RISE's Teacher Professional Development (TPD) guideline.
Personnel and experience	Consultant for Teacher Professional Development Guidelines
Work period	October 2020 and January 2021
Contact	Human Resources hr01.rise@gmail.com
Consultancy days	Estimated 3 Days (to be negotiated with consultant)

I. SUMMARY

Rural Indigenous Sustainable Education (RISE) is looking for an experienced and collaborative consultant to complete the final draft of RISE's Teacher Professional Development (TPD) guideline. RISE's TPD was first developed in 2019. The Candidates are invited to apply as per below described process. The deadline for submitting the application is Wednesday 7 October 2020.

II. INTRODUCTION

Rural Indigenous Sustainable Education (RISE) and its international partner Adventist Development and Relief Agency are implementing a 5-year EU funded programme called *Conflict Area Support for Education 2 Learn* (CASE2Learn) project. The objective of the programme is to improve access to indigenous education services and learning outcomes for indigenous children, youth and women living in ethnic conflict affected and post-conflict areas of Myanmar/Burma. The project is expected to improve school quality standards and increased alignment to government standards where relevant; expand education services provided by indigenous providers of education to include early childhood, basic education, non-formal education (NFE) and vocational training (VT); and increase engagement between RISE members and government education authorities to promote cooperation, collaboration, alignment and recognition of Indigenous services.

III. PURPOSE OF THE WORK

The purpose is to identify areas for improvement in RISE's current TPD and complete, in cooperation with the RISE Training Team, outstanding areas of the TPD that remain incomplete.

IV. SCOPE OF WORK

As mentioned, RISE's first draft of RISE's Teacher Professional Development has been completed. We are seeking an assessment of the document as it is plus support in completing outstanding elements. The table below outlines the work that has been completed to date (in green color) and the work that is required by this consultancy.

Section	Topic Heading	Remark
1. Introduction (1 page)	What is the RISE TPD guideline document – who is it for and how is it to be used	Completed
2. RISE teacher competency profiles (each profile will be 1-2 pages)	<ol style="list-style-type: none"> 1. Beginning teachers <ol style="list-style-type: none"> a. TPC graduate (9 months in class plus 3 months internship) b. TEES teacher (6 weeks) c. Assistant teacher 2. Experienced teachers <ol style="list-style-type: none"> a. Community teachers 3. Specialised subject teachers <ol style="list-style-type: none"> a. MTB-MLE teachers <ol style="list-style-type: none"> i. Burmese 2nd language ii. Mother tongue first language iii. Early literacy iv. English b. Maths teachers c. Social studies d. Science 4. School leader/principal/head teacher 	<ol style="list-style-type: none"> 1. Completed intro of beginning teachers -Need indicators of the competencies, which can be replaced with the revised RISE TCF -Need descriptions of each beginning teacher type 2. Not completed the profile of experienced teachers 3. Completed intro of “specialised subject teachers” profile -Need descriptions of each type of specialised subject teachers 4. Not completed the profiles of school leader/principal/head teacher
3. TPD approach	<p>Principles (1 page)</p> <ul style="list-style-type: none"> - Continuous, localised through the RISE partners, promoting reflection on teaching practice, encourages peer learning etc. <hr/> <p>Pre-service(5 pages)</p> <ul style="list-style-type: none"> - objectives, competency areas, training approach (mix of lecture, practice & self-directed learning), duration, topics covered, training schedule, assessment tools <hr/> <p>Summer vacation training (5 pages)</p> <ul style="list-style-type: none"> - objectives, competency areas, training approach (mix of lecture, practice & self-directed learning), duration, topics covered, training schedule, assessment tools <hr/> <p>Subject matter specialisation training (5 pages)</p> <ul style="list-style-type: none"> o MTB-MLE – outline, competency areas, topics covered, assessment tools <ul style="list-style-type: none"> ▪ Burmese 2nd language ▪ Mother tongue first language ▪ English o Early grade literacy and numeracy outline, competency areas, topics covered, assessment tools <hr/> <p>MTT support (2 pages)</p> <ul style="list-style-type: none"> - Lesson observation & feedback, including the tool - Coaching <hr/> <p>School based support (1 page)</p> <ul style="list-style-type: none"> - Head teacher support <hr/> <p>Peer learning opportunities (2 pages)</p> <ul style="list-style-type: none"> - Peer learning circles - TEES teacher network 	<p>Completed</p> <hr/> <p>Completed but need to make major modification in the existing section itself and be further refined based on the revised RISE TCF and training curricula</p> <hr/> <p>Not completed according to the outline of this section. Only the info from SVT manual is put here.</p> <hr/> <p>Not completed</p> <hr/> <p>Not completed but the recently developed RISE observation tool will be put here.</p> <hr/> <p>Not completed</p> <hr/> <p>Not completed</p>
4. TPD roles in RISE (3 pages)	<ol style="list-style-type: none"> 1. RISE TPD focal point/lead 2. Master Trainer/TPC trainers 3. MTT 	Completed but may need to adjust and add other JDs relevant to TPD
5. Links and contact	<p>Links on your intranet/google drive to the training courses for</p> <ul style="list-style-type: none"> - Preservice (TPC) 	Some of these training materials, although not specifically designed for each course type, are

information for the specific training courses	- SVT - MTB-MLE - Early grade literacy and numeracy - Other	available on Google Drive, for example, the RISE training manual and the competency-based training manual adapted from KTWG. More course curricula and materials on MTB-MLE and Early grade literacy and numeracy are needed
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V. APPROACH

RISE seeks a highly motivated and collaborative person with strong communication skills capable of scaffolding new ideas and approaches with our team and practices as they currently exist. It is expected that the consultant would be with the RISE team in person although given COVID-19 and other restrictions.

VI. TIMEFRAME

This consultancy is to be carried out between October 2020 and January 2021.

VII. SELECTION CRITERIA

The successful applicant will have a solid track record on the criteria below, with examples of evidence for each. The consultant must have:

General criteria:

1. At least 7 years of proven experience in relevant technical aspects of the education sector.
2. At least a master's degree in the relevant fields of education.
3. Geographic expertise in Myanmar and its diverse education systems is essential.
4. Proficiency in Burmese language or other local languages in Myanmar is preferred.
5. Excellent working knowledge in English language.
6. Proficiency in computer applications (Windows, MS office, etc.)

The consultant is not allowed to subcontract part of the activities under this consultancy.

VIII. APPLICATION PROCESS

RISE invites applications from eligible and qualified individuals to undertake the work specified in this ToR. Interested parties should submit to RISE the following:

- Curriculum Vitae of the consultant and/ or profile of the entity demonstrating capacity to undertake the consultancy.
- Application letter expressing interest and indicate daily consultancy fees.

Applications via email clearly marked *Consultant for TPD* in the subject line should be submitted to the email addresses below by 23:59 GMT time on 7 October 2020.

Please send applications to RISE Human Resources hr01.rise@gmail.com .