

Terms of Reference

CONSULTANCY SERVICES FOR THE DESIGN AND DEVELOPMENT OF A FRAMEWORK FOR A CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMME FOR ERDISTON TEACHERS' TRAINING COLLEGE (ETTC)

1. BACKGROUND

1.1 For the past 70 years, Erdiston Teachers' Training College has been a beacon of teacher education locally and in the region. Additionally, it has contributed to the development of the country through its contribution to the development of human capital. Moreover, ETTC views teacher empowerment as a central component in efforts to improve education quality for all students. In many ways, ETTC is meeting the initial teacher training needs of teachers quite adequately. However, there is a sense in which attempts to meet the continuous professional needs of teachers are lagging behind. In this context, ETTC is desirous of delivering professional development courses all-year-round on a variety of topics prompted by the emerging needs of the local educational system. These courses will also assist the Ministry of Education, Technological and Vocational Training (METVT) in its efforts to support teacher evaluation and remediation across the system and will be an essential feature when the teacher licensing structure is brought to fruition by the METVT. Education is too dynamic an exercise for training and professional development not to be continuous. According to the Human Resource Strategy 2011-2016, "the education and training sector... has a pivotal role to play in the national quest to produce highly skilled, well educated, competent and productive citizens" (p. 16). In fact, ETTC must become part of the solution to the education problems at the national level. It must deliver professional development courses that will provide opportunities for continued capacity building and enhancement of skills of educators.

1.2 Recognising that knowledge is dynamic and that research is constantly unearthing new theories and pedagogies that positively impact the practice of education, ETTC has embarked on some level of continuous professional development to enhance the quality of teaching and learning. However, due to the increasing number of teachers in the educational system who are willing to access professional development programmes, there is a need to increase its offerings to satisfy the demand. A Professional Development Centre that focuses solely on the development and implementation of continuous development programmes in requisite areas will greatly enhance the quality of teaching and learning as it will provide opportunities for teachers to retool after their initial training so that they can function effectively in dynamic environments. A Professional Development Centre would provide an enabling environment that would facilitate lifelong learning. This ETTC initiative is undergirded by a critical pillar in the Barbados Human Resource Development Strategy (2011-2016) framework which focuses on the creation of demand-driven professional development and training services.

1.3 This Professional Development Centre will also coordinate and formalise the delivery of programmes/courses which are presently delivered at ETTC. It will provide a framework and an avenue for all educators to keep current with new approaches, strategies and techniques that can improve the teaching and learning process. The primary beneficiaries will be the teachers and administrators who access the professional development programme. The secondary beneficiaries will be the students at the nursery, primary, secondary and tertiary levels. By extension, parents, caregivers and other stakeholders will also reap benefits from an improved education system.

The delivery of these professional development courses will achieve the following objectives:

- Enhance teachers' mastery of current instructional practices
- Broaden the curricula content knowledge base of teachers and administrators
- Improve teachers' innovative skills in lesson planning that integrates ICTs and instructional practices to effectively deliver the curricula content
- Enhance teachers' understanding of their role in self continuous professional development
- Enhance principals' understanding of their role in the continuous professional development of themselves and their staff
- Enhance relationships between principals as chief instructional leaders and their teaching staff
- Encourage greater acknowledgement by principals and teachers of their roles in improving student achievement
- Develop a greater understanding and acceptance of the role of teacher evaluation in guiding teacher efficacy

1.4 Another important benefit of this programme will be the opportunity for capacity-building for ETTC staff, as part of a wider institutional development framework by METVT. The provision of professional development programmes for instructors at the ETTC will facilitate effective transfer of teaching methodologies from trainer to school teacher. It will also ensure adequate support for maintaining instructional standards within the classroom and throughout the educational system. Further, the programme will facilitate the development and implementation of a teacher training module that focuses specifically on effective processes for teacher evaluation. This module will serve as a basis for the establishment of a framework for the critical implementation of a teacher training evaluation strategy and ultimately, to facilitate a united approach to teacher evaluation by the METVT, ETTC and schools' administration.

2. **OBJECTIVE**

2.1 The objective of the consultancy is to ensure the creation of a framework for the establishment and operationalization of a professional development centre to strengthen the capacity of the College to support the professional development of principals and teachers in the education system.

3. **SCOPE OF SERVICES**

3.1 The Consultant(s) will work closely with the Principal of the ETTC and relevant staff of the College in carrying out this assignment. The Consultant(s) shall report to the Principal, ETTC. In addition, to facilitate greater cohesion of professional development programmes for teachers from various providers of teacher training programmes, the Consultant(s) will also liaise with the School of Education, University of the West Indies (UWI) to explore the prospect of inclusion of these programmes within the wider teacher preparation programmes. Specifically, the Consultant(s) will:

- (a) review the report on the Consultancy services for the Enhancement of the Teacher Education Programme in Teacher Effectiveness at ETTC;
- (b) develop a conceptual framework for continuous professional development of teachers which can be integrated into the comprehensive training programme at the ETTC;
- (c) design and develop a suite of courses for the continuous professional development programme at ETTC;
- (d) develop a change management module which will be integrated into the professional development teacher training programme;
- (e) develop a framework for the monitoring and evaluation of the operations and output of the professional development centre; and
- (f) develop an instrument to measure the impact of the programmes offered by the centre on the education system in Barbados.

4. **TIMING AND QUALIFICATIONS**

4.1 It is expected that the assignment will require a maximum of 6 months. The Consultant(s) shall have post-graduate qualifications and expertise in teaching and teacher education (pedagogy and andragogy) as well as educational management/administration/leadership/psychology or related areas, and experience in the development of teacher education materials. Demonstration of familiarity with principles of, and approaches to school and teacher effectiveness is required. Competence in the development of ICT-enabled teacher training materials is also required. The Consultant(s) should also possess knowledge of the education system in Barbados and the region and experience in the development and implementation of teacher evaluation systems.

5. **PROVISIONS**

5.1 Office accommodation, including internet access, will be made available during visits to the college.

6. REPORT PREPARATION

6.1 The Technical Proposal of the selected firm shall have already outlined a work plan and approach to the assignment, the scope and methodology, the tasks and responsibilities of the different team members and a time schedule for completion of the assignment. The Consultant(s) will be required to submit to ETTC, METVT, and the Organisation of American States (OAS) the following reports:

- (a) three (3) copies each of an Initial Report, no later than three weeks after commencement of the assignment, which includes a conceptual framework for the continuous professional development of teachers, review of the professional development programmes of ETTC and proposed revisions and new programmes and courses to be developed. ETTC, School of Education (University of The West Indies), METVT and OAS will provide comments within two weeks of receipt of the report;
- (b) three (3) copies each of Progress Report, two months after commencement of the assignment which includes the upgraded programmes and courses, core course materials, review of the professional development programmes, proposed revisions and new programmes and courses to be developed, and a review of ETTC's capacity building needs. ETTC, METVT and OAS will provide comments within two weeks of receipt of the report;
- (c) three (3) copies each of a Draft Final Report, one (1) month prior to the conclusion of the assignment; and
- (d) three (3) copies each of a Final Report, within one (1) month of the receipt of the comments from ETTC; METVT; and OAS not later than one (1) month after the conclusion of the assignment.

6.2 All reports should also be supplied in an electronic format containing the text, tables and all appendices done using the Microsoft application.

