

Terms of Reference: Training and Support Programme for Local Leaders of Learning

Background

The second phase of the Sierra Leone Secondary Education Improvement Programme (SSEIP 2) will deliver in three priority areas, referred to as 'pillars'.

The programme's three pillars are as follows:

- Pillar 1: Support policy and planning reform to improve education provision for girls and young people with disabilities.
- Pillar 2: Strengthen government systems to deliver improved education for adolescent girls and young people with disabilities.
- Pillar 3 Engage with communities to help adolescent girls and young people with disabilities access and thrive in school, particularly in underserved rural areas. (Note that the award of Pillar 3 is postponed indefinitely.)

SSEIP 2 will support the Ministry of Basic and Senior Secondary Education (MBSSE) to improve learning outcomes for boys and girls at secondary level and to increase the enrolment, retention and well-being of girls and children with disabilities in school.

The programme will work at national scale to deliver six intervention areas including:

- Strengthening monitoring, supervision, and support for schools by district offices.
- Strengthening leadership of inclusive learning in schools.
- Delivering School-based Continuous Professional Development (CPD) for improved learning outcomes, inclusion, and safety.
- Strengthening systems for inclusive education for children with disabilities.
- Strengthening the response to GBV and challenge harmful norms
- Increasing access to quality comprehensive sexuality education (CSE) and remove barriers to retention for adolescent girls.

In April 2023, a consortium of organisations led by Mott MacDonald was selected to implement Pillar 2 of SSEIP 2, also known as Leh Wi Lan (LWL). The six intervention areas under Pillar 2 are shown in the diagram below.



Background to the ToR

The School Leadership Programme

LWL is working with the Teaching Service Commission (TSC) to design, test and establish a quality assured, accredited, professional development course for Secondary school leaders. The design of the course is guided by the report on the Design for the National School Leadership Programme of Sierra Leone, and the Professional Standards for teacher document, developed with the TSC, MBSSE and other key stakeholders in the wider education community. The programme aims to create professional leaders throughout the school, who will be well equipped to lead professional development for the improvement and development of high quality and inclusive teaching and learning. The course therefore is open to Principals, Vice Principal, Heads of Department and Senior teachers, each of whom have leadership responsibilities within the school. Each level of school leadership within the school is eligible to apply. Table 1 defines each level of leadership aligned to the professional standards:

Table 1: School leadership definitions related to the Professional Standards for Teachers and School Leaders in Sierra Leone

School Leadership Level	Professional Standards
School Principal	National Leader of Learning
	Local Leader of Learning
	Competent
Vice Principal	Competent
Senior teacher	Developing Emerging
Head of Department	Developing Emerging
Teacher	Emerging

Table 2 shows the course that each level of leadership is eligible to apply for in order to develop the skills and knowledge to progress through their career.

All leaders who want to progress to leadership positions must have completed the Core course (three toolkits¹). The end vision for the system is that those wishing to develop their skills further, and assume a higher level of leadership in a school must also, at some point, enrol in and complete the Development course (another three toolkits). Then, Principals who wish to assume more responsibility, and become Local Leaders of Learning (LLLs), will complete the Enhanced and the Advanced courses. Each course would be completed over the course of one year (see Table 2 below).

Table 2: Progression of courses for school leaders

Leadership stage	Course			
	Core 1 year 3 toolkits	Development 1 year 3 toolkits	Enhanced 1 year 2 toolkits	Advanced 1 year 2 toolkits
Emerging leader	x			
Developing leader	x			
Competent leader	x	x		
Local leaders	x	x	x	
National leaders	x	x	x	x

¹ Each module is called a toolkit

The Core Course

LWL is currently working with TSC to finalise the design and prepare the materials for a pilot of the core course which will be rolled out to 150 school leaders in 5 Districts – Bombali, Bo, Kailahun, Western Rural and Port Loko - starting from May 2024 and running until April 2025.

The three toolkits for the core course in this pilot will be:

Toolkit 1: Creating and safe and inclusive school environment

Toolkit 2: Leading Teaching and Learning

Toolkit 3: School Improvement planning

Each toolkit will last for 12 weeks and will be delivered through a combination of digital and print materials. School leaders will carry out self- study, and will be supported by Local Leaders of Learning to work through these materials.

Local Leaders of Learning

A key part of the programme will be remote and in person visits from Local Leaders of Learning (LLs) who will provide ongoing coaching and mentoring to participants throughout the year long School Leadership course. Eventually this role will be filled by School Principals, but as no School Principals have yet undertaken the core course, we have employed a team of 15 LLs from different education backgrounds as coaches and mentors –TTI instructors, University staff, and retired School Principals. LLs will work in a part time capacity (2.5 days per week) to coach and mentor school leaders in the first cohort.

Each LL will support 10 school leaders in their District. During this period, they will

- Make 1 in person coaching visit to each School Leader per term to support their implementation of learning
- Make at least 2 remote coaching calls per term to each School Leader to support their learning
- Facilitate peer networks and moderate professional Whatsapp chats to enhance learning

Each LL will receive **up to** 15 days remote and face to face training to prepare them to carry out the role. LLs have already been selected by LWL and the TSC via a transparent application process based on clear selection criteria.

We are seeking a consultant to design and deliver this training and support programme for LLs so that they are able to provide effective support for school leaders and leave a sustainable resource for the School Leadership Programme. The programme will contain 3 elements:

- a training and support programme for LLs,
- a package of editable materials
- monitoring of LLs performance and effectiveness of implementation so that lessons learnt can be identified and adjustments made for the next cohort.

Training programme for LLs

The training and support programme for LLs should take place over the full year, with up to 15 days face to face training. During the remainder of the time there should be at least one accompanied visit per term with each LL and regular supporting phone calls. Targeted support visits for those who are not reaching the required standard may also be needed.

1. To carry out this role effectively the LLs will need a training and support programme to ensure that they:
 - Understand the content of the course and its practical application
 - Are able to coach and mentor school leaders, in person and remotely

- Can lead group chats online and moderate small Whatsapp groups, providing stimulus for discussion and ensure the group retains momentum and focus
- Can assess the progress of the school leaders

Materials

To accompany the in-service training and support programme, LLLs will need a set of materials that guides and supports them to fulfil this role. These will be digital materials delivered through a range of devices that are accessible to LLLs, and should at the very least include training notes, exemplar videos, guidebooks and audio content.

The materials for the LLL training and support programme will be utilised to prepare future LLLs and eventually become part of the 'extended course' of the school leadership programme.

Monitoring, learning assessment

As this is a pilot phase, monitoring, and assessment of the LLL programme, by the implementors will be critical, to identify lessons learnt and highlight where the programme needs to be adjusted. Part of this will be the development of continuous assessment systems for the LLLs to see if they have developed the required competencies and are applying them during their support for School Leaders. The learning from this pilot will be captured in the overall learning of the pilot School Leadership Programme, which will be periodically discussed and disseminated with the TSC, MBSSE and the other relevant government and nongovernment partners that are engaged in the delivery of the School Leadership programme.

Scope of Work

The organisation selected will work with the LWL team to:

1. Develop a shared understanding of the School Leadership Programme objectives and outcomes, key audiences and geographies.
2. Design and develop a programme of on -the- job training and support for LLLs, within the parameters described below, which will prepare them to support the development of school leaders during the course. This will include:
 - a. Skills to build effective professional relationships
 - b. Coaching and mentoring skills
 - c. Setting up peer networks
 - d. Knowledge of the school leadership areas: creating a safe and inclusive environment, leading teaching and learning and school improvement processes
 - e. Confidence in using IT required for the course
 - f. Ability to assess the progress of school leaders against a set of assessment criteria.
3. Prepare digital and print material for the LLLs to undertake training and support visits.
4. Develop a set of competencies for LLLs and an assessment process to measure their progress against the competencies.
5. Attendance at the School Leadership Working Group and Steering Committee meetings, as requested by LWL and TSC, to report on progress of LLL development.
6. Produce a final set of training materials for LLLs based on learning from their experience supporting school leaders
7. Hold regular review sessions with LLLs and school leaders to identify lessons learnt and areas which need adjustment
8. Produce a final report for the School Leadership Steering Committee with analysis of the performance of the LLLs, and lessons learnt, highlighting the successes and challenges and making recommendations for the further development of the future system of coaching and support for school leaders.

Parameters

Face to face training will be no more than 15 days across the year.

Each LLL will receive 1 support visit per term with no more than 2 additional targeted support visits (in total) for those not meeting the required standard.

The consultant selected to work with LLLs will work closely with the developers of the School Leadership Programme materials.

All costs associated with conducting training for LLLs (venue, accommodation, transport etc.) will be covered by the LWL project.

Deliverables

Payments will be made on achievement of agreed deliverables and submission of means of verification (MoVs) and will be subject to approval by Mott MacDonald and FCDO.

Deliverables	Means of Verification	Indicative Timeframe	Expected Level of Effort (days)	Proposed payment schedule
A detailed plan for the programme with timeframes and materials required and expected results	Programme plan document	April 15 th 2024	5	10%
An initial face to face training for LLLs	Training materials Participant attendance sheet	April 30 th 2024	20	20%
Training and support programme for toolkit 1 delivered to LLLS	Training materials A brief report on training	15 th July 2024	20	10%
Training and support programme for toolkit 2 delivered to LLLS	Training materials A brief report on training	18 th December 2024	20	10%
Training and support programme for toolkit 3 delivered to LLLS	Training materials A brief report on training	31 st March 2025	20	10%
A final set of materials for the training and support programme	Training materials	31 st March 2025	10	20%
Final report	Final report document	30 th April 2025	5	20%

Timeframe

The sub-consultant is expected to begin work in April 2024. The estimated time period to complete the assignment is one year.

Accountability

The sub-consultant will report to the output 2 lead and the lead advisors for output 2. They will be required to attend working group and steering committee meetings as requested.

Consultant requirements

We are looking for an organisation with a proven track record in:

- Supporting teachers and/or school leader development
- Strengthening skills of coaches and mentors to work effectively with teachers and/or school leaders
- Designing assessment tasks to measure competency
- Developing high quality content for teacher professional development in print and digital formats

Familiarity with the context for teaching in secondary schools in Sierra Leone is also requirement.

Budget

We envisaged a level of effort of up to 100 days at an average rate of £200 to complete this assignment. This brings the cost of the level of effort to £20,000. We are envisaging an additional cost of no more than £10,000 to cover workshop and travel related costs. This brings the total to no more than £30,000. Please note that the competitive tender process can bring about positive VFM on this assignment.

To apply

This work will be tendered by LWL, so that we can

Please submit the following:

- A workplan showing the activities and timeline
- A description of past experience showing how you or your organisation meet the requirements listed above (max 4 pages)
- CVs of the key personnel proposed for this assignment (max 4 CVs)
- A financial proposal which is directly linked to the workplan