

Building Learning Foundations: TDM Advisor to the Rwanda Basic Education Board (REB)**Location: Kigali, Rwanda****Closing date: 13 May 2022**

Education Development Trust is leading the implementation of the Building Learning Foundations Programme (BLF) in Rwanda. BLF is funded by the British High Commission-Kigali as part of its Learning for All Programme in Rwanda and will run up to September 2023 with the aim of improving learning outcomes in English and Mathematics for Rwanda's primary school children. BLF will achieve this through improving the quality of teaching, improving school and education leadership for learning, and strengthening the education system at national and subnational levels. BLF works with all public and government-subsidized primary schools in Rwanda and will benefit 2,600 schools and 42,000 English and Mathematics teachers, all District Directors of Education, District Education Officers, and Sector Education Inspectors and is implemented in collaboration with VSO and British Council.

The Building Learning Foundations Programme (BLF) has been providing systems strengthening support to the former Rwanda Education Board, currently Rwanda Basic Education Board (REB) through the provision of long-term embedded technical assistants and through other activities. Building Learning Foundations programme (BLF) supports the REB's ongoing efforts to manage teachers' in-service training and ensure effective and efficient management, development, and training of teachers, education officers and SGAC members.

Education Development Trust is therefore seeking applications from qualified and experienced persons for the position of **TDM Advisor (Teacher Development Management Advisor)** based full-time at Kigali, Rwanda (with frequent travel to locations outside Kigali anticipated) and working under the direct management of the REB to provide advice, technical expertise, and support to REB's Teacher Development & Management and Career Guidance and Counselling Department.

Job purpose:

The purpose of this role is to provide advice, technical expertise, and support to the REB's Teacher Development & Management and Career Guidance and Counselling Department in matters related to effective and efficient management of teachers' pre-service training and Continuing Professional Development, working alongside other REB and relevant Government stakeholders and with development partners as assigned by REB. This expert should also provide advice on explicit strategies for increasing female representation and promoting equitable opportunities for all Rwandans at all levels of education.

Job objectives:

This role will assist the REB's Teacher Development & Management and Career Guidance and Counselling Department (TDM & CGC) on:

1. Providing support around Development Partners' coordination and on operationalization and institutionalization of key partner supported roles and platforms with explicit strategies for increasing female representation in school leadership roles.
2. Provide strategic expertise to allow coherence between policies, strategies and instructions related to supporting CPD of teachers and headteachers.

3. Providing technical support and advice on management of teachers' Professional Development and ensuring effective and efficient management, development, and training of teachers with explicit strategies for increasing female representation in school leadership roles.
4. Undertaking of capacity assessments and the design and implementation of a long-term capacity building and training program on different aspects of teacher development and management as a means for skills transfer to the department's staff.

Scope

The TDM Advisor will work directly with the Head of Teacher Development & Management and Career Guidance and Counselling Department. The post-holder will ensure that the advice and support provided is timely and according to expected high standards. The scope of work will include:

1. Providing support around Development Partners' coordination and on operationalization and institutionalization of key partner supported roles and platforms with explicit strategies for increasing female representation in school leadership roles:
 - a. Advise on the coordination of Working Groups and task forces operating under TDM & CGC and on monitoring the implementation of actions from the WG meetings (Teacher Professional Development Working Group, School Leadership Taskforce, ...)
 - b. Institutionalize key partner supported roles within the system (SSLs, NLLs, LLLs, Responsible, etc...) and embed key partner supported platforms (CoPs, PLCs and SGAEC, etc...) with explicit strategies for increasing female representation in leadership roles.
 - c. Advise on institutionalization and operationalization of the District CPD Committees (DCCs) and Sector CPD Committees (SCCs) monitoring tools.
 - d. Advocate for the institutionalization of Inclusive Education (IE) focal teacher position.
 2. Provide strategic expertise to allow coherence between policies, strategies and instructions related to supporting CPD of teachers and headteachers:
 - a. Provide advice on the ongoing work under the teacher statute.
 - b. Advise on the development (update) and implementation of teacher Professional Development framework.
 - c. Advise on the way forward for the developed CGC framework including on implementation of the framework.
 - d. Advise on the way forward for the developed Teacher Development and Management (TDM) policy.
 3. Providing technical support and advice on management of teachers' Professional Development and ensuring effective and efficient management, development, and training of teachers with explicit strategies for increasing female representation in school leadership roles:
 - a. Under the department's guidance, support the process of updating the guidance on structured school based CPD to integrate guidance related to new features on single and double shifting systems.
 - b. Advance the district-owned, needs-driven teacher training approaches informed by education plans and monitoring.
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- c. Provide advice and technical support on management of teacher training data.
 - d. Incorporate development partners' good practices into REB approved teacher training materials for in-service teachers (qualified and unqualified) and Newly Qualified Teachers (NQTs), including gender responsive pedagogy.
 - e. Advocate for the inclusion of effective development partner approaches into the compulsory in-service training modules for teachers.
 - f. Strengthen the SBM system and incorporate explicit strategies for increasing female representation in the SBM workforce.
 - g. Support coherence between pre- and in- service training of teachers including through the coordination of development partners' programs.
 - h. Advocate for inclusion of girls' education component in the CPD of teachers.
4. Undertaking of capacity assessments and the design and implementation of a long-term capacity building and training program on different aspects of teacher development and management as a means for skills transfer to the department's staff:
 - a. In partnership with the Head of Department, undertake capacity needs assessment for the department staff.
 - b. In partnership with the Head of Department, design a capacity development plan for addressing identified capacity gaps and needs.
 - c. Conduct capacity development activities for the department staff in line with the developed capacity development plan.
 - d. Document, share and encourage the use of good practices and resources around teacher development and management.
 5. This Expert will be participating in some sub-national level (district and sector) activities as required.
 6. Support and advise on the research agenda of the Teacher Development & Management and Career Guidance & Counselling Department.

Person specification:

The following are the minimum requirements for the job:

Knowledge:

- A Master's degree from a recognized institution in educational leadership, teaching, social sciences or related field.
 - In depth understanding of the Rwandan education system and recent knowledge related to pre- and in-service training for teachers, school leadership, school governance, and competence-based education.
 - Knowledge of change management processes at school and district level, including school planning and evaluation processes, teacher performance management, and the role of external inspection.
 - Knowledge of and/or experience with cross-cutting themes as girls' education, child safeguarding and inclusive education.
 - Must have excellent written and oral English skills and should be able to communicate well with senior government officials. Kinyarwanda language is an added value;
 - Must be proficient and strong in computer skills (MS Office package, Database Systems, Statistical Analysis).
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- Must have a good grasp of project management disciplines to support successful implementation of activities.

Experience:

- Experience providing technical support to senior education and government officials and programme teams.
- Experience in developing and providing professional development for teachers, school managers and education officers.
- Must have demonstrable ability in the facilitation of stakeholder engagements and training workshops.
- Experience working with international NGOs in education would be an added value.
- Extensive experience in teacher training.
- Extensive experience in school leadership and management.
- Experience with the Rwandan Education system, teaching and general education context.
- Experience with supporting and implementing gender specific projects and promoting girls' education, child safeguarding and inclusive education.

Skills

- Must have excellent communication and interpersonal skills.
- Must have the ability to work in a multidisciplinary and multicultural team environment.
- Must be strong in teamwork, team-building and motivational skills.
- Must be strong in negotiating, analytical, critical thinking, reporting and influencing skills.
- Must be result-oriented, a team player, exhibiting high levels of enthusiasm, tact, diplomacy, and integrity.
- Must display cultural, gender, religion, race, nationality and age sensitivity and adaptability.
- Must fulfil all obligations to child protection awareness, gender sensitivity and must have zero tolerance for sexual harassment and corruption.

Reporting

This role will be under REB's Teacher Development & Management and Career Guidance and Counseling Department direct management and reporting on a day-to-day basis. Monthly timesheets will be co-signed by REB and the expert to be sent to BLF for processing of payments. A quarterly report on progress and which is co-signed by REB and the expert will be sent to BLF for purposes of reporting upwards through the BLF log frame.

About Education Development Trust

At Education Development Trust, we improve school systems at scale; we partner with governments around the world to help turn ambitious, visionary education policy into reality. We invest annually in our programme of education research and this evidence underpins our work and informs policy and practice around the world. We have a long-established presence in Africa – running programmes since 1992 – and have worked with a range of governments, donor agencies and partners to improve education across the continent, providing short-term, expert consultancy and delivering long-term, national education programmes. We have specialist expertise in sustainable school system reform at scale – from improving literacy and numeracy outcomes, to large-scale teacher training and strengthening the capacity of national ministries. We are experienced in leading complex

programmes in challenging environments, and we also work with like-minded organizations to ensure we maximize our impact.

About REB

The mission of Rwanda Basic Education Board is to promote the quality of education in basic, specialized, and adult schools. This involves fast-tracking basic education development in Rwanda by designing and delivering high quality free 12 years of basic education for all children of school going age and working with and addressing the needs of schools of all sizes (public and private) and bringing education in line with international best practices.

The Government of Rwanda, REB, British High Commission, and the Building Learning Foundations are committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service

