

World Bank Teachers' Team 2022 STC Recruitment Drive: Country Support

Terms of Reference

Background

Teaching is the most important in-school factor driving student learning, and improving the quality of teaching is a necessary precondition to achieving learning for all. The challenges brought on by the COVID-19 pandemic, in addition to the learning crisis underway even before the disruptions, further highlight the need to strengthen teachers' capacities to teach well and meet the evolving challenges educational systems face today. To this end, the World Bank has launched [the Global Platform for Successful Teachers](#), to help countries enhance their teacher policies by following five key principles: 1) Making Teaching Attractive; 2) Improving Pre-Service Education; 3) Manage Teachers Better; 4) Provide High-Quality Professional Development and School Leadership; and 5) Use Technology Wisely.

The Teachers Team within the GEaK unit works to provide support to World Bank country teams and government counterparts to incorporate and reflect these principles in their teacher policies and systems. As part of this work, the Teachers' Team has developed [Teach](#), a suite of classroom observation tools focused on helping countries track and measure teaching practices, and [Coach](#), a new program focused on helping countries design and implement effective in-service teacher professional development programs and systems. The Teachers Team is recruiting consultants to support World Bank teams helping countries on topics related to teacher and teaching policy generally, as well as in using *Teach* and *Coach*, to improve teaching quality and student learning.

The Teachers Team at the World Bank is conducting a 2022 Recruitment Drive to recruit short-term consultants (STC) with experience in teacher and teaching policy, including in teacher recruitment and selection; teacher deployment and allocation; teacher pre-service training; teacher in-service training; teacher management and career development; teacher data and information systems; technology to support better teaching; teacher and school leadership, or in other areas related to teacher and teaching policy.

Scope of work

The exact areas of focus and ToR will vary by country, but specific duties and responsibilities might include:

- Supporting countries seeking to improve a specific aspect related to teacher and teaching policy, including in teacher recruitment and selection; teacher deployment and allocation; teacher management and career development; teacher pre-service training; teacher in-service training; teacher data and information systems; technology to support better teaching; teacher or school leadership, or in other areas related to teacher and teaching policy, including by:
 - Supporting in country dialogue related to the topic;
 - Conducting research on the topic;
 - Supporting in program design, in collaboration with other stakeholders;
 - Coordinating and supporting in the design and development of relevant program materials;
 - Supporting in program implementation and M&E, among other duties.
- Supporting countries implementing *Teach* or similar tools to track current teaching practices, including by supporting in country dialogue to implement the *Teach* tool; leading the piloting, adaptation and revision of the tool as needed; providing input into terms of reference for local survey firm(s) or government agencies or partners (who will collect data); training and certifying enumerators who will carry out the data collection; overseeing the data collection process, including quality assurance; and contributing to data analysis and reporting, among other duties.
- Supporting countries leveraging *Coach* or similar resources to improve teacher professional development programs and system, including by supporting in country dialogue related to in-service teacher professional development; conducting research on in-service teacher professional development; supporting in program design, in collaboration with other stakeholders; coordinating and supporting in the design and

development of relevant program materials; and supporting in program implementation and M&E, among other duties.

- Providing other help as needed to country teams working to improve the support, training and development opportunities provided to teachers.

Selected candidates will be placed on a short-term consultant¹ (STC) roster that World Bank teams will use to identify candidates who are a fit for their specific project or activity (each of which will have individual Terms of Reference that the consultant will agree to and sign a contract on, accordingly). Please note that selection for the consultant roster does not mean that a consultant will automatically be awarded a contract. Consultants will work under the guidance of World Bank Task Team Leaders (TTLs) in specific countries or teams. Contracts will be agreed directly with these TTLs.

Consultants may be based anywhere in the world. Consultants may need to travel to Washington, DC and countries in Africa, the Middle East and North Africa, Latin America and the Caribbean, South Asia, East Asia and the Pacific, and Eastern Europe and Central Asia, as required for specific assignments and as health and safety conditions permit. Please note that if consultants will be supporting countries to implement the *Teach* tool, they may need to complete a Teach training and pass a Reliability Exam prior to beginning their duties. Consultants would ideally be available to work over the next 6-24 months for a period of at least 30 days.

Desired Qualifications and Experience

- PhD or master's in education, teaching, pedagogy, learning science, developmental psychology, economics of education, or other related fields;
- Previous professional experience in the field of education related to teachers, teaching and teaching quality essential;
- Previous professional experience working in low- or middle-income countries (desired);
- Technical knowledge on topics related to teachers and teaching policy, including but not limited to teacher recruitment and selection; teacher deployment and allocation; teacher pre-service training; teacher in-service training; teacher management and career development; teacher data and information systems; technology to support better teaching; teacher and school leadership, or in other areas related to teacher and teaching policy;
- Experience as a classroom teacher, school pedagogical leader or coach, or experience training teachers (desired);
- Experience using high inference classroom observation instruments as a mechanism to identify teachers' strengths and weaknesses and to provide feedback to teachers (desired);
- Strong writing and communication skills in English, and fluency in additional languages, such as French, Portuguese, Russian, Arabic, or Spanish strongly desirable;
- Availability to travel (2-3 missions per year of 2+ weeks each) (if health and travel conditions allow);
- An excellent track record of being proactive and working effectively in teams;
- Superb attention to detail, and demonstrated sound organizational skills; and
- Ability to deliver assignments in a timely manner while operating under tight deadlines and juggling multiple tasks.

Expression of Interest

Interested candidates should [complete the application form](#) and share their updated CV and brief cover letter (<250 words) by January 31st, 2022 by 5pm Eastern Time. Applicants may be invited to participate in a brief screening interview. Only shortlisted candidates will be contacted, and the recruiting team is not able to reply to individual requests for more information about the consultancy beyond the Terms of Reference.

¹ STCs will be offered a daily rate based on the scales applicable in their duty country. No other benefits will be provided. Please refer to the World Bank Group STC guidelines for further information.