

# Consultant Agreement

## Scope of Work

Consultancy Title: Literacy Boost Revamp of the TPD approach

Period of engagement: (April 2024-September 2024). Consultant will work 20-40 hours/week, up to a maximum of 720 hours in total over the course of the contract.

### Project Description/Background:

Save the Children's Safe Back to School & Learning Global Strategic Goal (2022-24) aims to increase the number of children achieving well-being and learning outcomes globally. This means seeing 150 million children return safely back to school; with a particular focus on those most affected by inequality & discrimination – including girls and children with disabilities. The Global Goal plan recognizes the preexisting learning deficit, and the compounding challenges presented by the 3cs – Covid, Conflict & Climate. Included in this ambition, is a focus on foundational skills and outcomes for all children, and Save the Children recognizes the essential role teachers play in children's learning, especially their literacy learning. Save the Children has an evidenced based approach to teacher professional development (the [Enabling Teachers Common Approach](#) - ET), but Save the Children's Literacy Boost (LB) Teacher Training toolkit has not yet been fully embedded within this approach, making it time consuming for colleagues to adapt the LB materials into ET for each new context. Additionally, Save the Children conducted a review of its LB approach in 2023, which resulted in a few areas for making content adjustments to its approach for training teachers to improve their literacy teaching.

This consultancy will adapt the existing [LB](#) and Student Needs Action Pack (SNAP) Teacher Training tools into the Enabling Teachers common approach format including:

1. Developing guidance for how to find/support/align with a country's teacher competency framework for literacy and how to help teachers self-assess against this framework (building off of existing Enabling Teachers Common Approach guidance/making this ET guidance literacy specific); this guidance should also include key steps for collaborating with MoE for adapting this LB Teacher Professional Development (TPD) resource (initial steps for scale/sustainability, etc.).
  - This should also include a brief competency framework for teachers related specifically to developing learners' literacy skills – that could be adapted for contexts where there isn't an existing national teacher competency framework for literacy (simple tool with a limited number of competence descriptors/rubrics that explain what an effective teacher does to help children develop their literacy skills)
2. Updating the LB training modules/sessions (building off of the existing LB modules and drawing from Enabling Teachers literacy modules as appropriate):
  - Decide which pieces of the LB and SNAP training should be done as expert-led sessions, as peer learning, and as self-study, adapting the existing materials to

match each of the formats, following best practices for each format. This step will include:

- Revising, adapting and/or adding key content/training sessions to the LB 2.0 Teacher Training Guide such as: The Student Needs Action Pack training sessions;
- More thorough guidance supporting teachers to embed formative assessment/assessment-informed instruction into their teaching habits;
- Additional (brief) sections to fill in missing theory-to-practice connection pieces, such as explaining an over-arching instructional model (ex. I do/We do/You or model-controlled practice-free practice, etc.) and building understanding of the principles of play and the skills to adapt LB activities accordingly;
- Revising the comprehension sessions to better take into account the latest research on knowledge-based curriculums and their importance for literacy learning and comprehension;
- Detailed guidance on how to decide which types of LB activities/reading skills to focus on in which rough percentages by grade/ability;
- Classroom management tips for implementing LB;
- Deeper tips on multilingual classrooms;
- How to integrate SEL into literacy teaching, likely through modelled activities that model literacy and SEL instruction simultaneously ;
- How to integrate literacy teaching into other subjects/disciplines;
- Highlight key pieces that EiE practitioners may need to keep in mind/adapt for training teachers in contexts of protracted crisis; etc.
- The peer learning and/or self-study segments should
  - Draw from StIR Education’s model to support teachers to critically reflect on LB strategies and adapt them to work for their own classroom, and should include tips and/or reflective questions related to:
    - How to adapt LB activities for large/overcrowded classrooms
    - How to adapt LB in multigrade classrooms
    - How to adapt LB in (highly) multilingual environments
  - Draw on examples from peer learning and self-study in the ET literacy TPD modules
  - Support teachers to develop or adapt lesson plans with LB embedded and practice implementing and reflecting on such lessons
- EdTech solutions and/or other promising solutions for doing any of the LB work (ex. Peer learning circles over WhatsApp; automated/digitized coaching tools; videos for teacher refresher trainings; Interactive Voice Response for certain types of/sessions of LB expert-led training; etc.) should be noted/explained throughout the guide, with key considerations and/or steps for applying the solution and referencing case studies & resources, etc. as appropriate.
  - Social Behavior Change science/methodologies should be applied within/to this LB TPD approach wherever possible – for example, providing questionnaires that teams can use to identify specific barriers to teacher

uptake of improved literacy practices and follow-on guidance for how to apply the results to decide which LB TPD sessions to implement and/or other adaptations to make to the TPD approach, based on the specific barriers teachers are facing. This should also explore StIR's approach to TPD and integrating its best practices for teacher motivation, autonomy, and sense of mastery, as appropriate.

- This revamped guidance should also highlight any sessions that would be particularly apt for pre-service teacher training and/or any key tips about adjusting the session to pre-service training, as needed.
  - This revamped guidance should offer tips for over-age literacy learners / considerations for Accelerated Learning Programs for literacy and should flag any key areas for literacy instruction in upper grades/secondary school. This should reference and/or build off of Save the Children's existing Accelerated Education Program materials for TPD.
  - Where possible/as time allows, this revamped guidance could propose options for how to adjust the LB content or content delivery based on the prior knowledge/experience level of the teacher (ex. More detailed content for teachers with little experience, more simplified content for more seasoned teachers), can be linked to competency assessment outlined above)
3. Detailed lesson observation & coaching guidance for literacy programs – including how to train coaches, different modalities for supporting and monitoring coaches, etc. – building from Save the Children's existing coaching and literacy related resources as well as external resources. This guidance should provide both high level design steps (that could be used in the proposal stage) and more practical tools that could be used /adapted during implementation.
4. Guidance on different types of instructional support - with differing levels of structure - for teachers that project teams can work with gov't and other partners to develop for different types of contexts and key steps for how to develop each. Describe the pros/cons of each type/level of instructional support, especially in terms of the likelihood of teacher uptake of the approaches. And, explain how the TPD sessions can be implemented/adapted for each. The different types/levels will likely include:
- LB instructional supports with little to no overarching structure for contexts where there is little room to change the existing curriculum or TPD practices (ex. EiE contexts or contexts with highly rigid structures, etc.)
    - Note: This will likely have its own link to a simple list/bank of (previously developed) literacy strategies and brief guidance on best practices for training teachers the strategies in such contexts.
  - A series of simplified and/or exemplar lesson plans that teachers can adapt (ideally, analyse and adapt via peer learning circles, etc), e.g. using the Chalkboard Guides from Justice Rising as one model – for contexts where teachers need more structure to take up LB and where the government is ready to support the development of these lesson plans
  - A structured pedagogy approach with accompanying instructional materials (teachers' guide, student workbooks, etc.) for contexts where governments and donors are looking for support to revise their curriculum and/or instructional

materials and/or looking for support to implement a previously developed structured pedagogy approach with greater fidelity of implementation

- Note: Save the Children has a separate consultancy for developing an in-depth how-to guide for structured pedagogy approaches, but this part of the revamped LB TPD materials should align with and reference that how-to guide.
5. Any applicable monitoring tools that should be used alongside the LB TPD approach should also be developed (referencing/building from examples of these in the ET toolkit), as a base version that country teams can adapt, with key instructions for their adaptation and use – including for how to follow up on/monitor peer learning circles and self-study sessions (in terms of whether or not they’ve been attempted, the quality of them, and the effectiveness of them); as time allows, references to appropriate evaluation tools can be included.
  6. Identify promising practices, upcoming innovations in the pipeline, and/or future tools that should be created to further improve the LB TPD processes.

The target audiences for the literacy teacher training tools will be primarily targeted towards Save the Children education practitioners, based in Save the Children Country, Regional, and Member offices, as well as Save the Children partners.

### Description of Services

The consultant will be responsible for the drafting, revising, finalizing/publishing updated LB TPD modules and other related TPD resources aligning with Enabling Teachers Common approach principles and formats and leading an internal Save the Children webinar to introduce these updated/new resources. This may involve the need to coordinate with and/or interview key stakeholders and/or do desk research to source the content to be written about.

Expected tasks include:

- Participate in kick-off meeting with SC team to discuss in detail the anticipated direction of the deliverables;
- Develop a workplan with agreed dates for the deliverables;
- Desk review (as needed) including reviewing applicable parts of the Save the Children’s Literacy Revamp Review Report, LB toolkit (especially the Teacher Training from LB 1.0 and LB 2.0), the Enabling Teachers Common Approach key documents, and others as needed. (The consultant will be expected to be familiar with, draw upon and refer to other best practice, evidence-based literacy TPD approaches and materials in the sector to inform the design.)
- Collaborate, as needed, with Save the Children staff and other consultants who may be working on other/related literacy consultancy projects via email or Teams calls/etc.
- Conduct interviews or focus group discussions as needed with Save the Children staff and external experts to understand the types of contexts where different literacy approaches may be needed and other applicable information for developing/adjusting the deliverables.

- Draft, revise, and finalize the LB TPD materials/deliverables (per the list below). The revision process will include receiving feedback from various Save the Children colleagues across different contexts to ensure that it is user friendly and contains the key information needed by staff; depending on the deliverable, feedback may be provided on the initial, second, and/or third drafts.
- Launch the new LB TPD tools/resources at a Save the Children internal webinar.

### Deliverables and Timeline

For each of the deliverables below, SC staff will take 2-4 days to review/provide feedback on each draft. SC will remain in conversation with the consultant throughout the consultancy. Dates will be confirmed in consultation with the consultant:

1. Literacy-specific teacher competency guidance, including a complete list of literacy-relevant teacher competency rubrics: April 12<sup>th</sup>;
2. Updated LB Teacher Training modules (estimated 5, from original 7) in the Enabling Teachers Format: June 28<sup>th</sup>;
3. Guide on different types of structure for teacher-facing instructional materials: July 12<sup>th</sup>;
4. Coaching guide for literacy programs: Aug 2<sup>nd</sup>;
5. TPD monitoring tools developed: Aug 9<sup>th</sup>;
6. Landing page that serves as an overview/annotated table of contents for the new LB TPD resources: Aug 16<sup>th</sup>;
7. Webinar led by consultant presenting the new LB TPD tools to SC staff: Aug 30<sup>th</sup>.

#### Estimated Level of Effort

#	Deliverable / task	Estimat ed LoE	Due Date- tbc in consultation with the consultant
1	Orientation calls, workplan development, and desk review of SC documents	2-4 days	March 29

2	<p><b>Literacy-specific teacher competency guidance, including a complete list of literacy-relevant teacher competency rubrics</b></p> <p>A. Draft/Revise/Finalize a comprehensive list of teacher competency rubrics for literacy teaching and related pedagogies that support literacy teaching</p> <p>B. Building from/adapting ET’s teacher competency guidance, draft/revise/finalize literacy-specific teacher competency guidance for how to find and align with a country’s teacher competency framework for literacy and how to help teachers self-assess against this framework; this guidance should also include key steps for collaborating with MoE for adapting this LB TPD resource (initial steps for scale/sustainability, etc.).</p> <ul style="list-style-type: none"> <li>- This guidance should also briefly present options for adjusting the LB content or content delivery plan based on the prior knowledge/experience level of teachers – to provide a ‘teaching at the right level’ approach to TPD, for contexts where it is possible to provide this level of flexibility.</li> <li>- This guidance should also integrate in social behavior science theories and include a 1-3 example teacher surveys, with input from SC behavioral science experts/partners, that could be adapted to help identify barriers to uptake of new classroom practices. Explanation of how to use the results of these surveys to adjust the LB TPD sessions/content/modalities and/or other pieces to include to address these barriers alongside the LB TPD model should be included.</li> </ul>	Up to 4 days	April 12
3	<p><b>Updated LB Teacher Training modules (estimated 5, from original 7) in the Enabling Teachers Format</b></p> <p>Update the LB Teacher Training modules (currently there are 7, but we are expecting to combine some to get closer to a final 5 modules + optional pieces) into the Enabling Teachers Common Approach format, adding in missing content (as highlighted in the project description), drawing from existing ET literacy modules as</p>	Up to 47 days	June 28

	<p>appropriate, and adjusting LB TT content into the appropriate modalities (face to face, peer learning, and self-study).</p> <p>The actual timeline/order of the drafting of these modules will be determined at the beginning of the consultancy, but will likely include:</p> <ul style="list-style-type: none"> <li>- Providing an overview/outline of expected content for each module (especially if the consultant proposes a different order/organization of content topics from the original set of modules)</li> <li>- 2-3 drafts of each module, depending on the feedback received. The expectation is that earlier modules would need more revision to ensure expectations are clear on all sides and that later modules could be developed with fewer major revisions needed. A few modules will be adapted/pulled predominantly from existing SC resources whereas others will need to be developed/adapted in full.</li> <li>- Provide a list of references used in the development of each module.</li> </ul> <p>This may be a little bit of an iterative process but should fit within the max number of estimated days.</p>		
4	<p><b>Guide on different types of structure for teacher-facing instructional materials:</b></p> <p>Develop, revise, &amp; finalize a 3-5 page guide for education practitioners/trainers to explain/summarize different levels/types of structured instructional materials that can be provided to teachers to support their ease of uptake of new literacy pedagogies; this should describe the pros/cons of each level/type of structure of the instructional materials, considering the likelihood of teacher uptake in different contexts or for different types of teachers.</p> <p>The guide should explain the basic steps of how education teams can work with gov't and other partners to decide on which level of structure is needed and then develop the associated materials.</p>	Up to 8 days	July 12

<p>The guide should also explain how to adjust the LB TPD sessions based on the choice of level of structure in the instructional materials made for a given context.</p> <p>The different levels of structure will likely include:</p> <ul style="list-style-type: none"><li>- Little to no structure for contexts where there is little room to change the existing curriculum or TPD practices (ex. EiE contexts or contexts with highly rigid curricular structures, etc.) This will likely include the compilation of a simple list/bank of (mostly previously developed) literacy strategies (which will be linked to in this guidance) and brief guidance on best practices for training teachers the strategies if using this low-structure approach.</li><li>- Moderate level of structure: A series of (model) lesson plans or simplified lesson plans that teachers can adapt (ideally, analyse and adapt via peer learning circles, etc), perhaps using the Chalkboard Guides from Justice Rising as one model – for contexts where teachers need more structure to take up LB and where the government is ready to support the development of these lesson plans</li><li>- Highly structured: A structured pedagogy approach with accompanying instructional materials (teachers’ guide, student workbooks, etc.) for contexts where governments and donors are looking for support to revise their curriculum and/or instructional materials and/or looking for support to implement a previously developed structured pedagogy approach with greater fidelity of implementation. Note: Save the Children has a separate consultancy for developing an in-depth how-to guide for structured pedagogy approaches, but this part of the revamped LB TPD materials should align with and reference that how-to guide.</li></ul> <p>Note: This step may need to be done in advance of the module revision or in-between module development – to be determined with the chosen consultant. Whatever is in this guide should align with teacher lesson planning pieces of the TPD modules.</p>		
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7	<p><b>Coaching guide for literacy programs:</b></p> <p>Draft, revise, and finalize a detailed coaching guide for literacy programs</p> <ul style="list-style-type: none"> <li>- Draft an outline for the guide based on existing ET coaching resources (and the original LB Coaching Guide) and any external resources</li> <li>- Draft the guide based on feedback on the outline</li> </ul> <p>This should include how to train coaches (any materials/training guides necessary for this), different modalities for supporting and monitoring coaches, etc.</p> <p>This guidance should provide both high level design steps (that could be used in the proposal stage) and more practical tools that could be used /adapted during implementation.</p> <p>This guidance should also flag existing ET resources and other School Leadership and Management Resources (esp. SC internal resources) for school leadership and explain when some projects may want to use those resources to support LB implementation.</p>	Up to 17 days	Aug 2
8	<p><b>TPD monitoring tools developed:</b></p> <p>Develop, revise and finalize draft monitoring tools for following up on trainings, peer learning circles, self-study, and coaching sessions.</p> <p>These should help to monitor whether or not the TPD activities been attempted, the quality of them, and the effectiveness of them at changing teacher practices.</p> <p>This section can reference/summarize EdTech solutions that support this type of monitoring, as appropriate.</p>	Up to 3 days	Aug 9
9	<p><b>Landing page that serves as an overview/annotated table of contents for the new LB TPD resources:</b></p> <p>Draft, revise, and finalize a landing page/overview guide for the new LB TPD materials that explains the materials in the guide, the order to use them in, any optional pieces, etc.</p>	Up to 4 days	Aug 16

11	<b>Webinar presenting the new LB TPD tools to SC staff:</b>  Prepare and deliver a webinar to SC staff on the new LB TPD tools/guidance	Up to 3 days	Aug 30
Total (not more than)		90 days	

**Management of Consultancy**

The consultant’s main point of contact will be Heidi Schubert (Sr. Advisor, Quality Learning), supported by other technical specialists from SCUS and Save the Children offices participating in internal working groups on teacher development and literacy.

Evelyn Uriondo (Sr. Administrator, Department of Education and Child Protection) will be the point of contact on the contract and billing issues.

Invoices will be submitted by the consultant on a monthly basis to Evelyn Uriondo, with Heidi Schubert in copy.

**Proposals**

By March 20th, 2024, interested candidates should submit to Heidi Schubert ([hschubert@savechildren.org](mailto:hschubert@savechildren.org)) their CVs, their quotation<sup>1</sup>, and a brief proposal (max 2 pages) outlining:

- A broad draft workplan of activities for each deliverable, the number of days, and dates per activity
- A brief overview of key external resources, stakeholders and research which would likely inform the development of these resources
- An explanation of how the profile and experience of the consultant(s) aligns with the proposed work
- A brief list of references
- Preferred: A sample of previous TPD materials developed by the consultant, ideally in early grade literacy

We hope to interview shortlisted candidates the week of March 25<sup>th</sup> and make a final selection decision by April 1<sup>st</sup>.

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<sup>1</sup> In your quotation, please indicate if you are a small business, women-owned, HUB Zone, disadvantaged 8 (a), or service disabled veteran owned business.