

Terms of Reference

For: Monitoring and Evaluation Expert for a Tracer Study for the English Together Project

Date: January 2022

1 Introduction and Background to the Project / Programme

The Ministry of National Education (MONE) has more than 80,000 English teachers serving in different types of schools around the country and is aware that each of them has different needs specific to the type and location of school in which they teach, and their different qualifications and experiences. The British Council is collaborating with MONE in the scope of the English Together Project. This is a national capacity building project to develop a sustainable, continuing professional development framework for English language teachers in Turkey. One of the outcomes of the project is to train English Language teachers to become Professional Learning Community (PLC) facilitators.

The English Together Project applies a community-based approach which skills and empowers teachers to work together in PLCs to reflect on their teaching practices, understand their problems and find solutions together. The PLCs are a core means of improving teachers' classroom performance empowering them to feel confident in applying new teaching methodologies. In these PLCs, teachers from the same area meet to share and learn about different teaching ideas and techniques on a variety of topics based on their needs and interests, and then make action plans to try out ideas for activities from the PLCs in their lessons. The overall aim of the project is to train 2,500 PLC facilitators in 81 provinces, who will establish at least 250 PLCs in their own schools/districts. Ultimately, it is expected that at least 80,000 teachers will be engaged in peer learning through the project.

Starting in January 2022 over 700 teachers across Turkey will start holding their PLC meetings. To support this process the British Council will work with ELT professionals who will act as mentors and will meet online once or twice a month with PLC facilitators to hold PLC mentoring sessions and to reflect on previous PLC meetings. Also, the ELT professionals will give continuous feedback on PLC facilitators' reflection logs.

2 Specification

2.1 Scope

The aim of this assignment is the design and implementation of a Tracer Study, i.e. a longitudinal independent assessment of Professional Learning Communities (PLCs) as a core model for English teachers' continuing professional development and improvement of classroom performance.

The focus of the Tracer Study will be development paths of selected PLCs and teachers involved in them. It will cover selected PLCs in various provinces across Turkey. The consultant is expected to develop an overall approach and methodology for the Tracer Study, including the approach for the selection of PLCs, data collection tools and instruments (both quantitative and qualitative), timeline and data analysis approach. The Tracer Study should be aligned with the programme's Result Framework and add value to the overall monitoring and evaluation efforts. All elements of the approach and methodology should be agreed with the British Council and Ministry of National Education.

Due to the nature of the project and possible Covid19 related restrictions, it is expected that most of the work will be delivered online. If circumstances allow site visits throughout Turkey will be planned to observe PLC meetings and classroom activities of teachers involved in PLCs.

The British Council will provide all relevant documents and data, and support with access to PLCs and other logistical arrangements.

2.2. Description of the work

The purpose of this assignment is the development and implementation of a longitudinal independent assessment of Professional Learning Communities (PLCs) as a core model for English teachers' continuing professional development and improvement of classroom performance. The consultant is expected to develop and conduct a Tracer Study and collect longitudinal data which will provide evidence on the effectiveness of the Professional Learning Communities to improve teachers' professional practices; identify mechanisms and factors within PLCs that support or hinder teachers' professional development; explore how sustainable PLCs are; and define key learnings and recommendations for improvement.

To achieve the stated purpose and objectives, the selected consultant will complete the following tasks:

- **Familiarisation with programme documents and review of existing programme logic and Result Framework** – this includes all relevant programme documents, updates on progress to date, including the pilot phase. Special emphasis should be on the evaluation of the pilot phase, its findings and recommendations, and on proposed data collection tools and their potential use in the project.

In addition, the consultant should critically review the existing programme logic and Result Framework and propose changes for improvement if needed. As part of this process, the consultant will facilitate an M&E workshop with representatives from the Ministry of National Education and the British Council where all details regarding the programme logic and the Result Framework will be agreed.

- **Review data on Professional Learning Communities established in the pilot phase.** During the pilot phase, 50 PLCs were established in Ankara region. The consultant is expected to review the existing data and results achieved to date, but also to use this process to gain a deeper understanding of the PLCs' work and to review M&E methods and instruments used for data collection and tracking PLCs. Findings of this process should be summarised in a brief report including recommendations for the improvement of future PLCs.

- **Review data on Professional Learning Community Facilitators training programme held in Erzurum.** In November – December 2021 a face-to-face training programme took place in Erzurum where 410 candidate PLC facilitators from 68 provinces were trained. During this training feedback was collected from the trainers and candidate PLC facilitators. This data should be analysed and recommendations for future PLC facilitator training programmes should be outlined.
- **Development of the Tracer Study.** The purpose of the Tracer Study is to track the development paths of selected PLCs and teachers involved in them. It should enrich understanding on how PLCs work, what internal dynamics look like and what value peer learning and PLCs bring to teachers' professional development. It is expected that the Tracer Study will provide an evidence base to respond to the following key questions:
 - How effective was peer learning and support provided through PLCs in improving English teachers' professional practice?
 - Which factors within PLCs supported or hindered teachers' professional development?
 - How sustainable are PLCs as a mechanism for English teachers' continuing professional development and improvement of classroom performance?

The Tracer Study should be aligned with the Result Framework, i.e. it should ensure that data for relevant PLC related indicators are collected.

Peer-supported professional development through communities of practice is a long-term process meaning that the change is better captured if tracked over time. The consultant is expected to design an approach which will address this. They should design the overall approach and methodology of the Tracer Study, including (1) the approach to selection of the PLCs to be involved in the study and tracked over time; (2) data collection methods and tools (both quantitative and qualitative); (3) frequency of data collection for each tool; and (4) data analysis approach.

It is also expected that the Tracer Study will address Equality, Diversity and Inclusion (EDI)-related objectives of the project developed in line with the British Council's EDI strategy which will be explained further to the selected consultant. The data collection and analysis approach should incorporate EDI dimensions including, but not limited to, teachers working in rural and urban schools, teachers working with migrant children or children from different socio-economic groups.

The Tracer Study approach should be proposed in detail in the **Inception Report** and agreed with the British Council and Ministry of National Education.

- **Implementation of the Tracer Study.** Once approaches, methods, instruments and timeline presented in the Inception Report are signed off, the consultant is expected to implement the first stages of the plan. Having in mind that the Tracer Study should provide longitudinal data, it is expected that data collection and analysis will be done several times.

- **Reporting.** The consultant is expected to develop periodic reports/updates as well as the final report at the end of assignment. Detailed format and reporting schedules will be agreed with the British Council team.

2.3. Expected deliverables

1. **M&E workshop and updated programme logic and Result Framework.** Facilitation of the M&E workshop with representatives from the Ministry of National Education and the British Council where all details regarding the programme logic and Result Framework (e.g., indicators, data collection tools, etc.) will be reviewed and if needed, changes agreed. As a result of this workshop, existing programme logic and Result Framework will be updated and finalised. This workshop will take place face-to-face in Ankara.
2. **Brief review of the existing data on PLC work and results.** This document should present existing data on PLCs' work and results achieved to date as well recommendations for the improvement of future PLCs and PLC facilitator training programmes.
3. **Inception Report including detailed Tracer Study design.** The inception report should provide brief understanding of the programme, especially the PLC component and elaborate in details on the Tracer Study design which should include: (i) the overall approach, design and methodology including how the EDI dimensions will be addressed; (ii) a sample approach for selecting PLCs to be involved in the study and tracked over time; (iii) data collection methods, tools and instruments and data analysis; (iii) risks and limitations; (iv) timeline; and (v) periodic and final report outline. The purpose of the inception report is to ensure mutual agreement on the approach and expectations from the Tracer Study.
4. **Periodic reports.** Periodic reports should follow longitudinal nature of the study and provide regular updates on PLCs and teachers' development. They should also provide actionable recommendations for the improvements of the PLCs' work and support ongoing decision-making.
5. **Tracer Study Final Report.** The Final Report should include (minimum, but not limited to): executive summary, description of intervention, study purpose and methodology applied, findings, conclusions, recommendations and lessons learnt, annexes. The report should provide objective and evidence-based findings and support organizational learning and accountability.

3 Timescales

Subject to any changes notified to potential suppliers by the British Council in accordance with the Terms of Reference, the intended timescales applicable to this ToR are:

| Activity | Date / time |
|--|--------------------------------|
| ToR issued to Suppliers | 10 January 2022 |
| Deadline for submission of applications by potential Suppliers (Response Deadline) | 23 January 2022, 23.59 TR time |
| Evaluation of applications and Shortlisting | 25-26 January 2022 |
| Interviews with shortlisted Suppliers | 27-28 January 2022 |
| Final Decision | 31 January 2022 |
| Contract concluded with winning supplier | 7 February 2022 |
| Contract start date | 7 February 2022 |

4 Instructions for Responding

The documents that must be submitted to form your application are your CV and Annex 1 – Statement of Purpose to this ToR. All documents required as part of your application should be submitted to funda.demir@britishcouncil.org.tr by 23 January 2022, 23.59 TR time.

Annex 1 – Statement of Purpose