

## Role Information

Role	Pay Band	Location	Duration	Reports to:
Training Consultant (Speaking and Listening Skills)	E+E MM1	Sri Lanka – Colombo (with frequent travel elsewhere)	Fixed Term (6 months)	Senior Training Consultant

## Role purpose

To design and deliver training packages on training, teaching and testing speaking and listening skills to teacher educators drawn from the National Colleges of Education, the Teacher Training Colleges, the Teacher Centres, the provincial and zonal education units and other institutions working in teacher education in the state sector in Sri Lanka as part of the TRANSFORM project. To mentor and monitor the work of local trainers working on this project

## About us

The purpose of the British Council is to create opportunities for the people of the UK and other countries and build trust between them worldwide. The BC Strategy 2015's business area priorities are English Arts, Education and Society.

The BC's English work in Sri Lanka aims to assist in raising the standards of English Language Teaching which in turn will equip students with the English language skills they need to help them achieve their lifelong ambitions. It also aims to advance the British Council's global ambition for English which states that, "every teacher and learner of English in the world will have access to the skills, idea and materials they need from the UK."

Our education work targets the state sector and works with government school, college and university teacher educators, teachers and students and also aims to influence decision-makers in English language teaching and learning. TRANSFORM, an umbrella education reform programme, is how this work is being taken forward in Sri Lanka.

## Geopolitical/SBU/Function overview:

As Sri Lanka emerges from many years of conflict towards a brighter future many recognise that education of Sri Lanka's children will be key to the country realising its full potential. Education is receiving a lot of media interest and the Sri Lankan government and President have identified current challenges in education. Based on discussions with various stakeholders the following are the key challenges in education:

- Education is under-resourced and understaffed
- Poor levels of English as the state system is in Sinhalese and Tamil with English as a subject
- Falling end of school English O and A level results
- Low levels of technology in schools
- 255,000 A-level school leavers compete for 25,000 University places annually
- Employers' federations complain of ill-equipped school leavers who require a lot of up-skilling

Part of the TRANSFORM Programme, Improving Teacher Education in Sri Lanka (iTESL), is being delivered with the Sri Lankan Ministry of Education (MoE) with the aim of improving Teacher Education in Sri Lanka. The purpose of the project in broad term is the following :- *Enhanced trainer, teacher and student practices and performance resulting from the adoption of better quality*

and integrated pre- and in-service professional development, operating within integrated frameworks and professional standards systems. The main output are:-

1. Coordinated and integrated pre- and in-service teacher education training system which uses consistent principles in methodology and teaching practice in order to establish clear professional standards and practices among teacher educators and teachers.
  - Delivery of training packages across groups of teacher educators (pre- and in-service)
  - Technical assistance and support to MoE, NIE and provincial education authorities in agreed areas.

These training and capacity development interventions aim to drive up

A coherent, integrated mentoring system is designed and implemented by teacher educators (ISAs, NCoEs, TTCs, TCs), providing strengthened support to pre-service trainees, in-service teachers and to teachers involved in SBTD and TC activities Delivery of training packages to teacher educators (pre-and in-service) in agreed areas

□ Technical assistance and support to MoE, NIE and provincial education authorities in agreed areas  
The aim here is to strengthen systematic mentoring across pre- and in-service provision to drive up standards in schools.

3. Improved capacity and capability among principals enabling them to act as enablers and agents of change to ensure implementation of good teacher education and teaching and learning practice at school level.
  - Delivery of training packages to principals in leadership and management
  - Technical assistance and support to MoE, NIE and provincial education authorities in agreed areas

We work closely with the Ministry of Education to deliver this project. This project targets staff of the National Colleges of Education, the Teacher Training Colleges, the Teacher Centres, the Regional English Support Centres, the NIE Regional Centres and the In-Service Advisors in the Provinces.

A critical area of focus for the Ministry of Education is the development of students' speaking and listening skills. The British Council's 2017 English Impact Survey indicated low levels of performance in English at O Level standard, with speaking and writing skills being particularly weak.

The MoE aims to initiate a full reform of English language assessment. While student proficiency is low in writing, the MoE has launched a renewed focus on teaching and testing speaking and listening skills from Grade 6. We are seeking to support this initiative by upskilling teacher educators and in-service advisors in appropriate training and teaching methods, materials and testing of these skills.

### **Main Accountabilities:**

The post will be challenging and will require:

- a strong background in teaching training methodology, mentoring skills and teacher/trainer observation and feedback, with specific reference to the training, teaching and testing of speaking and listening skills

- good relationship-building, networking and interpersonal skills, particularly with mid – senior level government officials in challenging operating contexts
- good team-working skills to ensure collaboration and effective working colleagues in the education programme team and the wider South Asia English teams
- an understanding of project management, including monitoring and evaluation of teacher training projects
- an ability to work independently in low resource environments in some challenging conditions

### Accountabilities

Assist Senior Training Consultant to achieve project outcomes for iTESL Academic quality assurance of all assessment and other training materials developed and courses delivered including teacher / trainer training, mentoring and monitoring of trainers/teachers

### Responsibilities and main duties

1. **Teacher educator training in teaching and testing speaking and listening skills:** - to deliver training and trainer training in teaching and testing speaking and listening skills to teacher educators of pre and in-service teachers in secondary level of state educational institutions according to British Council standards and in line with British Council regional and global strategy.
2. **Materials development:** - to work on content and/or adaptation of face-to-face teacher educator and trainer training materials to support the training, teaching and testing of speaking and listening skills (potentially including digital products and services) under the EES global English portfolio, ensuring materials support the British Council's global and regional English strategy and achieve impact. This could involve working on materials for educators of Grade 6 teachers above on how you make sure speaking and listening skills are brought into the classroom and how they are tested in the classroom.
3. **Mentoring:** - to deliver mentor training, focusing on teaching and testing of speaking and listening skills, to provincial In-Service Advisors and establish consistent standards and practices across the 9 provinces ensuring that this training is delivered to British Council standards.
4. **Monitoring and Evaluation:** - to carry out regular course and project monitoring involving implementing the M and E plan, write reports for MoE and British Council, evaluate according to standardised criteria and report on the participants on the teacher educator courses and the mentoring courses (including writing individual performance reports for certificate purposes)
5. **Professional representation:** attend regular planning and coordination meetings with the other project trainers and the Senior Training Consultant, represent the project and the British Council at provincial level education meetings and events as required, provide academic inputs at meetings and events and presenting at local /regional conferences or events. In addition work closely with the Ministry of Education and the Department of Examinations specially in the early stage of the consultancy to develop appropriate materials for training purposes.

6. **Course administration:** to fulfil all administrative requirements of course delivery, including collecting contact details (to be added to project database), maintaining up to date attendance registers and assessment records, and maintaining supplementary materials files for all courses.

### Key Relationships:

*Internal:* Senior Training Consultant, Director English and Education, Regional EES Director; the Programme Delivery Team; Digital manager; Representatives from Teaching, Exams and Education; Global Products UK team; Regional ELT teams.

*External:* Provincial, district and zonal level government officials (including Assistant Directors of English and In-Service Advisors); -ELT and other academics from Sri Lankan Universities and other educational institutions; Teacher Associations; School Principals, Master Trainers, mentors and teachers from state government schools, UK ELT Constituency including Consultants, Academics at Universities and publishers; digital service providers and broadcast and print media. Assessment specialists including staff at the Department of Examinations, Ministry of Education.

### Role Requirements:

#### Threshold requirements:

#### Passport requirements/ Right to work in country

A Sri Lankan residence visa is required. The contract duration is dependent on MoE continued engagement in iTESL.

#### Security or legal checks required for this role

The British Council believes that all children have potential and that every child matters - everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC, 1989

Enhanced and clear DBS Disclosure is mandatory as well as a working residence visa issued by the Sri Lankan Department of Immigration. Police checks apply to all staff working with children, whether local or UK recruited. Staff who have recently worked in countries other than their country of origin need to obtain a police check from their last country of residence.

### Qualifications

Minimum / essential	Desirable	Assessment Stage
DELTA or PGCE (English or EFL) or Trinity Diploma in ESOL	First degree MA in TEFL or TESOL Project Management	Shortlisting

<b>Role Specific Knowledge &amp; Experience</b>		
<b><i>Minimum / essential</i></b>	<b><i>Desirable</i></b>	<b><i>Assessment Stage</i></b>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Experience of professional capacity building in the training, teaching and testing of speaking and listening skills in the state sector.</li> <li>• Experience of developing assessments in speaking and listening at secondary level</li> </ul> <p>Teacher Training:</p> <ul style="list-style-type: none"> <li>• At least 2 years Teacher Educator and Mentor training experience including course design, delivery and evaluation</li> <li>• At least 1 year group training practice observation and feedback experience within training courses</li> </ul> <ul style="list-style-type: none"> <li>▪ At least 5 years' relevant teaching experience</li> </ul> <p>Materials Development</p> <ul style="list-style-type: none"> <li>▪ At least 1 years' experience of developing/adapting teacher training and /or trainer training content (including input sessions and materials for teaching practice)</li> </ul>	<p>Experience of delivering projects in a developing context</p> <p>Experience of using monitoring and evaluation tools and processes</p> <p>Speaking and listening examining experience</p>	Shortlisting and Interview
<b>British Council Core Skills</b>		<b><i>Assessment Stage</i></b>
<p><b>Core Skills:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Communicating and Influencing (3)</b></li> <li>▪ <b>Planning &amp; Organizing (2)</b></li> <li>▪ <b>Analysing data and problems (2)</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>Managing Projects (3) Management</b></li> <li>• <b>Working independently in a development context</b></li> <li>• <b>Using technology (4)</b></li> </ul>		Shortlisting and Interview
<b>British Council Behaviours</b>		<b><i>Assessment Stage</i></b>
<ul style="list-style-type: none"> <li>▪ <b>Working together (more demanding level)</b></li> <li>▪ <b>Making it happen (more demanding level)</b></li> <li>▪ <b>Shaping the future (more demanding level)</b></li> </ul>		Interview

<p><b>Behaviours not assessed during recruitment process</b></p> <ul style="list-style-type: none"> <li>▪ Connecting with others (essential)</li> <li>▪ Creating shared purpose (more demanding)</li> <li>▪ Being accountable (essential)</li> </ul>	<p>These behaviours will be needed to successfully carry out this role, but will not be assessed for recruitment purposes</p>
<p><b>Prepared by:</b> Senior Training Consultant</p>	<p><b>Date:</b> August 2019</p>