1.0 BACKGROUND AND INTRODUCTION

1.1 The OECS Commission with the support of its Member States and development partners is engaged in the implementation of a regional Education Sector Strategy (OESS) for the period 2012-21. The OESS outlines a series of policy reforms and strategies geared towards developing and strengthening the region’s education system thereby improving the quality of education and ensuring opportunities for all learners. Leadership and Management is one of seven strategic imperatives of the OESS. These imperatives call for an improvement in the quality and accountability of leadership and management in schools, Ministries of Education and other education institutions.

1.2 Schools are consistently measured by student achievement. The demand for improved student performance has been an ever-present concern. This necessitates that some attention be given to the leadership roles of principals in improving instruction. Research has shown that school leaders are crucial to improving instruction and raising student achievement. While principals have been expected to improve student performance, their roles and responsibilities have shifted and expanded significantly from that of an instructional leader or master teacher to most recently that of a “transformational leader”. As transformational leaders they are expected to have the knowledge, skills and dispositions to meet the complex challenges and demands of the learning environment. Importantly, improved education for children requires effective leadership that can support student success and teacher efficiency.

2.0 Context

2.1 In the OECS, there are approximately five hundred and eight (508) Principals and one hundred and thirty-four (134) Deputy Principals at primary and secondary schools (OECS Education Statistical Digest 2013). It is useful to note that while the region’s education sector is largely female-dominated a greater proportion of males are in leadership positions (64%) than as teachers (40%). A significant proportion (95%) of these school leaders are trained graduates. Recognizing the critical role of school leaders, across the OECS, a substantial amount of resources, human and capital, has been invested in improving school leadership. While concerted effort has been made which have resulted in incremental gains, the region still has a lot to do regarding school leadership.

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1 Member States of the OECS are Anguilla, Antigua and Barbuda, Virgin Islands, Commonwealth of Dominica, Grenada, Montserrat, Federation of Saint Kitts & Nevis, Saint Lucia, and Saint Vincent and the Grenadines.

2 Strategic Imperatives: OESS Strategic Imperatives: (a) Improve the quality and accountability of Leadership and Management; (b) Improve Teachers’ Professional Development; (c) Improve the quality of Teaching and Learning; (d) Improve Curriculum and Strategies for Assessment; (e) Increase access to quality Early Childhood Development Services (ECDS); (f) Provide opportunities for all learners in Technical and Vocational Education and Training (TVET); (g) Increase provisions for Tertiary and Continuing Education.

3 Leadership positions: (22% primary, 42% secondary); Teachers (13% primary, 27% secondary)
2.2 There is need for a more professional approach particularly to nurture, support and train leaders at all stages along their career path. Moreover, there is need to establish a set of standards which will assist in identifying those interpersonal and professional elements for education leaders and mangers as the specific characteristics that are required of effective leaders are not easily identified. These standards must be informed by research on school leadership, and must represent the skills, knowledge and attributes necessary for today’s “transformational leaders”. These Leadership Standards will serve as a broad set of regional guidelines that Member States can use as a model for developing or updating their national policies, standards and plans for leaders. The proposed Standards should also form part of principals’ appraisal and should therefore, be the basis for principals’ job descriptions and leadership appraisal system.

3.0 RATIONALE/JUSTIFICATION

3.1 The development of a set of Leadership Standards is in keeping with the key priority of the OESS, which seeks to strengthen school leadership within the region. This is part of a strategy to improve standards in school management, classroom practice and performance which are consistent with international standards and best practices. These Leadership Standards will serve as a comprehensive strategy for improving school leadership in a manner that will:

- Assist in determining quality/effective school leaders;
- Contribute to the existing legal framework within which leaders/managers in education operate;
- Assist in assessing and reviewing current practice of education leaders/managers;
- Serve as a guide for procedures for the induction and appointment of principals;
- Serve as a platform to inform continuous professional development and pre-service and in-service training for principals;
- Provide a baseline for assessing the performance of leaders and guide improvements;
- Assist education leaders/managers in framing their personal growth and development plans;
- Guide and inform policies related to education leaders/managers in education;
- Improved student achievement.

4.0 OBJECTIVES

The proposed services will contribute to strengthening school leadership in OECS education systems resulting in more effective leadership practices which will have a positive impact on student achievement. The objective therefore, is to develop a set of leadership standards and performance indicators which will form the bases for measuring leadership effectiveness.
5.0 SCOPE OF SERVICES

The consultancy will focus on leaders of early childhood centers, primary and secondary schools and tertiary institutions in the OECS. However, country visits will be made to selected Member States as agreed to by the OECS EDMU. In the conduct of the assignment the consultant will:

1. Assess the effectiveness of school leadership using a sample of primary and secondary school principals and teachers across the OECS;

2. Examine the key principles and strategies for effective leadership being currently adopted by school leaders and determine their effectiveness;

3. Based on research on effective leadership and best practices in effective school systems make recommendations to guide the development of leadership standards;

4. Develop and propose a set of leadership standards and performance indicators for self and external evaluation with guidelines for use;

5. Review and align the current appraisal scheme and job descriptions for school leaders to the proposed Standards and performance indicators;

6. Review and suggest modifications to the current procedures for appointing school leaders/managers;

7. Critically evaluate current training and professional development programmes for school leaders/managers with the view to identifying exemplary programmes and propose modalities with costs.

8. Conduct extensive review of existing national standards, policies, legislation and programmes related to the development of principals in order to identify gaps, including but not limited to: OECS Career Path, OECS Code of Ethics; CARICOM Standards for Teachers;

9. Recommend training and professional development programmes for leaderships identifying possible modalities with associated costs;

10. Facilitate consultations with key stakeholders on draft proposed Leadership Standards, Performance Indicators, Guidelines and Revised Appoint Procedures;

11. Incorporate feedback from consultations to improve the documents listed above.
6.0 RISKS

Some possible risks to this undertaking are: (i) Lack of commitment by Ministries of Education to provide the necessary support and information (ii) failure of school leaders, teachers and other key stakeholders to participate actively (iii) Member States not endorsing the proposed Standards and performance indicators.

Several measures should be taken to help mitigate these risks including early and continuous engagement of all participating Ministries of Education on key aspects related to the conduct of the study. There should also be ample advanced notice given to individuals and groups who are expected to be interviewed or to participate in the focus group sessions. Consultations should be organized to secure agreement or consensus on the proposed standards and report recommendations including recommendations for filling leadership positions.

7.0 WORK APPROACH

The assignment will involve but not be restricted to the conduct of interviews, focus group discussions and research/document analysis. The assignment will also involve visits to schools and Ministries of Education in participating OECS Member States.

The Consultant shall:
(a) Take all the necessary steps to ensure that the entrusted task is executed properly and on schedule; and

(b) Perform the task in accordance with the Terms of Reference and according to internationally accepted standards.

8.0 EXECUTING ARRANGEMENTS

(a) The consultant will work under the direction of the Head, EDMU who will be responsible for ensuring timely and quality delivery.

(b) Technical Assistance will be executed through the Education Specialist, EDMU and national focal points from the various Ministries of Education within the OECS.

9.0 REPORTING AND DELIVERABLES

This consultancy will last for a period no more than 45 working days during the period March – June 2015. The Consultant will manage his/her time and responsibilities to ensure timely delivery of high quality outputs required under these Terms of Reference.

The Consultant will be required to submit hard and digital copies, in English, of the following reports to EDMU within the specified time periods indicated in the table below:
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>No. of Days</th>
<th>KEY OUTPUTS/DELIVERABLE(S)</th>
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<tbody>
<tr>
<td><strong>PHASE ONE</strong></td>
<td></td>
<td></td>
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<tr>
<td>Detailed work breakdown outlining the approaches and proposed timelines to prepare and deliver the scope of services outlined</td>
<td>5</td>
<td><strong>Report 1</strong>: Inception Report</td>
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<tr>
<td><strong>PHASE TWO</strong></td>
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<tr>
<td><strong>Data Collection</strong></td>
<td>10</td>
<td>Information for making recommendations and guiding the development of draft Leadership Standards</td>
</tr>
<tr>
<td>- Conduct interviews, focus group meetings with key stakeholders, on their views of effective leadership</td>
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<tr>
<td>- Review existing literature/research on effective leadership to identify best practice</td>
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<tr>
<td>Develop Leadership Standards for school leaders and managers;</td>
<td>5</td>
<td>Draft Leadership Standards</td>
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<tr>
<td>Develop Performance indicators and criteria for self and external evaluation for school leaders with guidelines for the evaluation</td>
<td>5</td>
<td>Draft performance indicators with guidelines for evaluation</td>
</tr>
<tr>
<td>Report Preparation</td>
<td>3</td>
<td><strong>Report 2</strong>: Draft Leadership Standards, Performance Indicators and Guidelines</td>
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<tr>
<td><strong>PHASE THREE</strong></td>
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<tr>
<td>Review procedures for the appointment of principals.</td>
<td>5</td>
<td>Modified Appointment Procedures</td>
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<tr>
<td>Facilitate consultation with Chief Education Officers and Planners and other key stakeholders on the draft Standards, performance indicators, guidelines and revised appointment procedures</td>
<td>4</td>
<td>Feedback for improving documents</td>
</tr>
<tr>
<td>Incorporate feedback from Consultation</td>
<td>4</td>
<td>Revised draft documents reflecting feedback and recommendations from consultation</td>
</tr>
<tr>
<td>Redraft of Final report</td>
<td>4</td>
<td><strong>Final report</strong> to include: Consultation report and final version of all draft reports</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>45</td>
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</tbody>
</table>
11.0 QUALIFICATIONS AND EXPERIENCE

The Consultant shall possess:

- At least a post graduate qualification in Social Sciences: Education, Performance Management, Human Resource Planning or relevant post graduate qualifications
- A minimum of ten years education development and management experience;
- Experience with the development of Standards and or Performance Indicators;
- Knowledge and understanding of OECS Education Systems;
- Experience in undertaking research;
- Excellent organizational and communication skills;
- Specific experience/skills in Project Management will be an asset.
- Specific experience in undertaking similar assignments

12.0 GUIDELINES FOR SUBMISSION OF EXPRESSIONS OF INTEREST

The consultancy is to be undertaken by an Individual Consultant. A Consultant wishing to signify his/her interest in undertaking the prescribed services is to submit an Expression of Interest (EOI) to include:

Information on the Consultant’s qualifications, experience and competence relevant to the assignment, including a Curriculum Vitae;

For more information or to submit Expressions of Interest, please contact:

At the following email address:

Mr. Marcellus Albertin
Head, Education Development Management Unit
OECS Commission
The Morne
P.O. Box 179, Castries
Saint Lucia
Telephone: (758) 451 9716 Fax: (758) 453-1628
Email: malbertin@oecs.org

Copied to: Ms. Sisera Simon, Education Specialist
Email: ssimon@oecs.org

Expressions of Interest can be submitted via email. Expressions of Interest will be evaluated and the Individual Consultant with the highest score will be requested to submit a methodology/work-plan and a fee proposal which will be the basis for negotiations leading to a contract.

Expressions of Interest are to reach the OECS Commission no later than 4:00 pm local time in Saint Lucia, on 23rd February, 2015.