

Consultancy Overview: Instructional Designer

The Instructional Designer/Partner will play a pivotal role in enhancing the school's educational framework by conducting a comprehensive assessment of the existing curriculum and resources. Through on-field investigations, interviews, and document analysis, the Designer will generate a detailed Curriculum Assessment Report, highlighting strengths and areas for improvement.

In collaboration with the school and head coach, the Designer will then lead the development of a structured curriculum, encompassing introductory content, scope and sequence, activities, materials, and assessments. This process will be complemented by the creation of Training of Trainers (TOT) materials, ensuring a seamless integration of instructional strategies.

Furthermore, the Designer will work closely with the school to enrich, consolidate, and align both content and TOT resources. This phase involves coaching the school in content development and refining training materials, including presentations, lesson plans, and assessment tools. It is pivotal to explain that we are adopting a grassroots model. Thus, we are not expecting the Instructional Designer to parachute content on school but rather to co-create based on their own experiences.

As part of ongoing support, the Designer will supervise training sessions, employing a designated rubric for assessment. This oversight, coupled with continuous coaching, aims to facilitate the school in implementing the new curriculum effectively. Additionally, the Designer will offer guidance and professional development opportunities to teachers and staff involved in the delivery process.

Throughout the project, the Designer will maintain a dynamic approach, modifying and adapting the curriculum and Professional Development Guide based on feedback and emerging best practices. This role requires a dedicated professional with expertise in curriculum design, instructional strategies, and a proactive approach to educational enhancement.

Terms of Reference (TOR) for Instructional Designer/Partner

I. Introduction:

This document outlines the Terms of Reference (TOR) for the role of an Instructional Designer/Partner. The role involves assessing, validating, enriching, and consolidating educational content. The main outcomes of this role are the development of a Curriculum and a Training of Trainers (TOT) Guide.

School Code	Location	Project Objective	Subject Matter Expertise
MAOS	Aley	Increase in students' Design thinking and digital skills (web development).	Instructional Design, Wordpress, Python & Design Thinking
MIS	Akkar	Increase in students' green problem-solving and innovative skills by adopting a green curriculum and STEAM approach.	Instructional Design, Science Education, STEAM
EL	Hermel	Increasing students' acceptance of diversity and their awareness about the benefits of social cohesion through reinforcing permaculture skills.	Instructional Design, Science Education
RHS	Rachaya	Increase students' interpersonal and leadership skills for more effective community engagement	Instructional Design, Community Engagement

II. General Responsibilities

The Instructional Designer/Partner will be responsible for:

Task, Outputs & Outcomes	Project-Specific	Months #	Estimated # Days
<i>Fixed</i>	<i>This column is to be filled between the partner, school, and head coach after the partner assessment</i>	<i>To be confirmed</i>	

<i>Output #1: Curriculum Assessment Report</i>			
<p>1. Assessing the scaling plan of the school based on the executive:</p> <ul style="list-style-type: none"> - Conduct a thorough assessment of the existing resources and content by going on the field, interviewing, and looking into the documents related to the project. - Develop a detailed scientific evidenced-based report outlining the strengths and areas for improvement in the current available documents. 		Month 1	3-5
<i>Output #2: Curriculum Development</i>			
<p>2. Organize and validate the curriculum based on the general assessment to develop a general outline of the following:</p> <ul style="list-style-type: none"> ● Curriculum: <ul style="list-style-type: none"> ○ General Topic Intro ○ Scope and Sequence ○ Activities ○ Materials ○ Assessment ● Training of Trainers Materials 		Month 1	4-5
<p>3. Enriching, consolidating, and aligning the content available and created in the school:</p> <ul style="list-style-type: none"> - Coach the school to develop the content 		Month 2	6-10

Output #3: Professional Development Guide			
<p>4. Enriching, consolidating, and aligning the TOT available and created in the school:</p> <ul style="list-style-type: none"> - Presentations - Training lesson plans - Tools - Assessment tools for the training 		Month 2	6-10
Output #4: Report to show how the PD Guide & Curriculum have changed post-implementation			
<p>5. Supervising the school while leading the training through a designed rubric .</p> <ul style="list-style-type: none"> - Observe a number of the training sessions - Coach the school based on the rubric - Provide ongoing support to the school in implementing the new curriculum. - Offer guidance and professional development opportunities to teachers and staff involved in the delivery. - Modify and adapt curriculum & PD Guide as needed based on feedback and emerging best practices. 		Month 3-6	6-8

III. Reporting, Deliverables & Payments

The Instructional Designer/Partner will provide regular progress reports to the Head Coach [Supervising Authority] at intervals determined by the [Supervising Authority].

	While Signing the Contract	After Two Months	After Completing
Deliverable	Output 1: Assessment & Plan Report	Output 2 & 3: Draft 1 of the Student Curriculum & TOT Guide	Output 4: Final Draft of student curriculum, TOT based on the implementation. Impact evaluation of training.
Payment	20%	50%	30%

Daily rate of \$100

Stage 1: CV + Cover Letter + Piece of their Instructional Design Work (if applicable) - Sept 24

Stage 2: Interview 1 - Technical - Sept 30

Stage 3: Interview 2 - 1st week of Oct