

TERMS OF REFERENCE



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Terms of Reference for a Convenor for HEI-NGO Implementer Alignment and Common Competency Framework

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RESEARCH • IMPLEMENTATION • MONITORING & EVALUATION

1. Introduction and Background

Teacher quality has been established by a large body of research to be one of the most prominent determining factors in a learner's educational outcomes in both developed and developing contexts, at all levels of education. Extended student teacher internship models as a supportive mechanism for initial teacher education qualifications could be particularly appealing in South Africa as one solution to many of the current challenges in the system, including poor ITE results, difficulties transitioning between ITE and teaching in schools, systemic inefficiencies and persistent historic inequities in higher education access, as they enable students to generate an income while studying and increase accessibility for students regardless of location. The ability of these programmes to deliver quality results at scale is, however, hampered by the fragmentation of the sector and accompanying inefficiencies such as duplication of effort; a lack of robust standards; and overall limited evidence of efficacy and efficiency – the latter exacerbated by poor resource allocation and limited funding for the development and testing of such programmes.

The Teacher Internship Collaboration South Africa (TICZA), now in its second year of implementation, emerged as an innovative vehicle to explore these questions systematically and prompt systemic change. TICZA is a *collective impact project* designed to support mutually-reinforcing activities across discrete actors in the education sector with varying interests in extended student teacher internships. Collective impact as a concept is designed to address complex problems through the collaborative efforts of multiple stakeholders. In a collective impact project, emphasis is on alignment and partnership between government, private and third sector organisations that work towards shared goals and measure the same things.

TICZA intends to see government departments and public agencies and institutions, including the DHET, DBE, SACE and HEIs recognise extended student teacher internships as a support mechanism for initial teacher education. This would include considering policy adjustments and engaging with a range of related stakeholders, such as non-government extended student teacher internship providers in order to support the delivery of extended student teacher internships as a supportive mechanism for initial teacher education. TICZA further intends to gather and evaluate a body of evidence to support the case of effectiveness and efficiencies related to extended student teacher internships.

Extended student teacher internship describes the experience of individuals, who are registered for a teacher education qualification and work in a school for a period that exceeds the student internship or work integrated learning (WIL) required by teacher education qualifications. Implementing organisations are those organisations or institutions who make such opportunities available to individual student teachers. Organisations are generally higher education institutions (HEIs) or Non-Governmental Organisations (NGOs). Alignment between HEIs and NGOs has however been raised as a potential barrier to stakeholders recognising extended student teacher internships as a support mechanism for initial teacher education.



2. Scope of Work: Convenor for HEI-NGO Implementer Alignment | Common Competency Framework

a. 2.1 Overview

Against this background, TICZA seeks a specialised service provider with experience in education research to conduct a situational analysis of HEI-NGO implementer alignment related to extended student teacher internships in South Africa and develop a competency framework related to extended student teacher internships. The purpose of the situational analysis would be to inform the feasibility of developing a competency framework for extended student teacher internships that would be of mutual value to all stakeholders. The situational analysis would entail an ecosystem mapping, review of existing competency frameworks in this area, and analysis of how and to what extent HEIs and NGOs in South Africa are aligned with regard to implementing extended student teacher internships.

The development of the competency framework must be undertaken in a consultative manner following the situational analysis. TICZA offers a unique opportunity to engage HEI and NGO implementers as well as DHET, the DBE and/or SACE in the development of such a framework. The appointed consultant would be expected to leverage the existing structures and networks of TICZA to complete this work in a collaborative and utilisation-focused manner.

The research process should seek to generate actionable insights and inform programme activities, as well as provide evidence of the effectiveness and contribution of TICZA towards its goals.

To the extent that the goals of TICZA are sought through collective impact, the design process is expected to generate and highlight insights relevant to the future of multi-stakeholder collaborations in education.

All tools and instruments developed for, and leading to, the situation analysis and feasibility study must be open-source or licensed as creative commons to facilitate the advancement of Teacher Internship Mentoring in South Africa.

b. 2.2 Proposed Approach

TICZA is seeking a service provider to assist with the design, coordination and implementation aspects of work tasks outlined above.

We welcome implementers to suggest their own approaches and methodologies for this work, which could include participatory action research, human-centred design, etc.

The proposed approach for this piece of work is to be aligned with the Collective Impact¹ approach of TICZA as a whole.

¹ For more information on collective impact see https://ssir.org/articles/entry/collective_impact and <https://collectiveimpactforum.org/what-is-collective-impact/>



3. Overview of Key Deliverables and Time Frames

The TICZA convening team anticipates a situational analysis report from the service provider by January 2023.

A draft report, which reflects the work plan and findings to date should be presented to the Steering Committee in February 2023. This means the draft should be ready by January 21st for review by the contracting organisation (JET Education Services).

Also in 2023, consultations on report findings and information-gathering sessions should take place with TICZA partners, in order to gather inputs for a proposed competency framework for extended teacher internships. The proposed competency framework should be presented to stakeholders for comment, and revisions made in order to increase the relevance, alignment, and usability of the tool.

As TICZA is invested in the wide dissemination of knowledge, reports and associated knowledge outputs should be rigorous but accessible to a non-technical or non-specialist audience.

Deliverable	Time frame
<p>2. Inception report including deliverables, methodology and work plan</p>	4 November 2022
<p>3. Draft situational analysis report</p> <p>Initial analysis of HEI-NGO alignment related to extended student teacher internships in South Africa.</p> <p>Identify and analyse existing alignment between HEIs and NGO implementers related to extended student teacher internships in South Africa. This may include</p> <ul style="list-style-type: none"> ○ common frameworks; ○ research / resources that could feed into underpin common frameworks; and ○ the absence of common frameworks 	25 January 2023
<p>4. Presentation at the TICZA Steering Committee</p> <p>Presenting the draft situational analysis report of HEI-NGO alignment related to extended student teacher internships in South Africa.</p>	February 2023



Deliverable	Time frame
<p>5. Finalised situational analysis report of HEI-NGO alignment related to extended student teacher internships in South Africa, including requested revisions.</p>	<p>March, 2023</p>
<p>6. Consultative workshops on intern competencies</p> <p>The expert may leverage TICZA Communities of Practice, Working Groups and/or contact lists in order to present research to other TICZA stakeholder groups, and gather information from a range of stakeholders. Consultations can take place at Communities of Practice and/or Working Group Sessions as well as individual focus groups or meetings.</p>	<p>February - March 2023</p>
<p>7. Draft competency framework submitted, consultations</p> <p>Competency framework is drafted and presented to stakeholders at SteerCom and other fora to gather input. The framework should make a logical progression in identified areas and skills, and be accompanied by a measurement, reflection and learning tool.</p>	<p>April 2023</p>
<p>8. Revised competency framework and measurement tool</p> <p>Final deliverables due in editable and accessible formats (e.g., using software which is not behind a paywall and which allows for further iterations).</p>	<p>April-May 2023</p>
<p>9. Second Presentation to the TICZA Steering Committee</p> <p>The process and final deliverables should be presented at the May 2023 TICZA Steering Committee Meeting.</p>	<p>May 2023</p>

4. Requirements of the Applicant and Proposal Submission

TICZA seeks an individual, team of individuals or service provider with a good track record in research and knowledge production across multi-stakeholder programmes in the education sector but, more specifically involving teacher education and professional development.



Proposals are requested from suitable research teams, institutions, organisations or companies, with a track record in working on similar projects and experience working with South African government departments would be advantageous.

The proposal should not be longer than ten pages. It should demonstrate organisational expertise in relevant areas and should include the following information:

- Understanding and interpretation of the context and the task.
- Previous experience and expertise of the organisation in similar knowledge production.
- The proposed team and a brief summary of their expertise. CVs of core team members should accompany the proposal.
- The proposed approach, methodology, instruments and tools, data collection process, analysis techniques and reporting.
- A work plan with proposed deliverables and time frames for the convening, research and knowledge production.
- An activity-based budget.
- Names and contact details of three relevant referees for work undertaken within the last three years.

Proposals should be accompanied by a current BBBEE certificate, company profile (where applicable) and relevant CVs as annexes.

Process of appointment

Activity	Dates
Publication of Terms of Reference	31 August 2022
Submission of proposals	7 October 2022
Notifications to shortlisted candidates	14 October 2022
Presentations by shortlisted candidates	19-21 October 2022
Letter of appointment	25 October 2022
Contract signed	28 October 2022



5. Proposal Evaluation Criteria

Criteria	Weight	Components	Points
Methodology and Approach	30%	Understanding of assignment	15
		Viable methodology	15
Relevant expertise	35%	Track record of experience with HEI-NGO implementers	20
		Portfolio of research processes	15
Team composition	15%	Qualifications	5
		Experience	5
		Diversity	5
Budget	20%	Alignment to work plan	10
		Cost	10

6. Contact

Additional queries about the terms of reference can be addressed to Lauren Tracey-Temba traceyl@jet.org.za

JET office number: 0114036401

