



# TERMS OF REFERENCE FOR CURRICULUM CONSULTANT



## **Background**

The vision of the Belize national curriculum states that the competency-based curriculum will enable all students to learn how to think clearly, speak clearly, read well, write well, apply knowledge, and understand and impact the world around them through social interaction, analytical thinking, and human agency. They also will acquire skills such as tolerance, humility, patience, collaboration, cooperation, empathy, positivity, and charity. Likewise, all students must be guided to develop a lifelong love for learning and challenged to grow personally in responsibility based on their distinct aptitudes and capabilities. The curriculum will also be inclusive, respectful of Belize's cultural diversity, and cater to students with diverse education needs and to those whose native language is not English.

The main aim of the National Curriculum Framework is to provide a high-quality education to all students by focusing on competencies. The Framework seeks to ensure that our students receive values and principles, and innovative knowledge and skills that are relevant to attaining sustainable human development in Belize. A competency-based education will better prepare them to participate meaningfully in the life of the nation, to live harmoniously with others, and be responsible local and global citizens.

The key to competency-based curriculum includes clearly stated learning objectives to which instruction and evaluation are aligned with learning objectives that focus the acquisition of cognitive, affective, and psychomotor skills. In addition, documentation of mastery is crucial as the learner progresses. As such the transition from content to competency base can accommodate STEM as the main approach to effectively execute new curriculum to achieve student success.

## **Purpose**

The objective of the consultancy is to support the Minister of State in the Ministry of Education with the Curriculum Reform Process in Belize. The consultant will lead the high school support team, and coordinate parent, pre-school, primary, secondary, and tertiary school curriculum initiatives. The consultant will support with review, alignment, and coherence of draft documents of the new Competency Based Curriculum, and will assist with the design of assessment tools and capacity building for teachers for Competency Based Curriculum implementation.

## **Scope of Work**

The consultant is expected to deliver the following key results:

- Lead the Secondary School Support Team and liaise between Curriculum and Assessment Unit and senior management team.
- Coordinate parent, pre-school, primary, secondary, and tertiary school curriculum initiatives.
- Recommend, design, and update curriculum materials for primary and secondary schools
- Support development of pre-school curriculum with input/recommendations for complementary transition to primary school curriculum, particularly in the early years.
- Support the creation of assessment tools to assess curriculum.
- Organize capacity building for teachers directly related to the CBE curriculum and external training received by the Ministry of Education personnel.
- Collaborate with teachers to implement instructional strategies.
- Develop a communication plan for sensitization and awareness on new national curriculum from preschool to secondary
- Monthly reports to the MoECST and UNICEF.
- Support the Minister of State with other duties assigned.

## **Management and Quality Assurance**

The consultancy will have the oversight of the MoESCT, with technical support of UNICEF, under supervision of Minister of State

Primary responsibilities include:

- I. Advise and take decisions on the scope, timing, and resources for Curriculum Implementation;
- II. Support with the lists of contacts, data, and information to be shared with the Consultant;
- III. Contributing to quality assurance through comments and feedback on deliverables. Engagement in the drafting of Reports;
- IV. Engagement in the assessment and evaluation processes and sharing relevant documents and updates;
- V. Identification of the participants for the key Informants interviews from school visits and other engagement; and
- VI. Provide inputs contributing to quality assurance of deliverables through comments on deliverables as well as review of communication plan, materials and engagements

## Timeline for Deliverables

Submit Draft work plan & Initial Meetings	Week 2
Submit Schedule for schools' visits & stakeholder consultations (parents) Design methodology for data collection for above Submit communication plan	Week 4
Submit 1 <sup>st</sup> Report -evaluation of data collection with recommendations/interventions	Week 6
Design Plan for Capacity Building Session (CPD cycle post Aug) and complete capacity building with teachers on instructional strategies	Week 7-8
Submit monthly reports based on data collected; Provide recommendation/interventions informed by data; and Coordinate primary and secondary curriculum initiatives	Week 10-20
Support finalization of completed assessment tools for curriculum assessment	Week 22
Submit Final Report including communication plan activities implemented	Week 24

## Qualification/Experience

Minimum of a master's degree in education.

10 years or more experience in Education, preferably at all levels.

Experience working with the MoECST and UN agencies will be an asset.

## **Property Rights**

The Ministry of Education, Culture, Science & Technology shall hold all property rights, such as copyright, patents, and registered trademarks, on matters directly related to, or derived from, the work carried out through this contract with MoECST.

## **How to Apply**

Send a cover letter, resume, two letters of recommendation, and copies of degree and certification to the Office of the Minister of State, Ministry of Education, West Block Building, Belmopan, or email to [rmakin.st@moe.gov.bz](mailto:rmakin.st@moe.gov.bz) no later than July 21, 2023.