



## Teacher Educator

<b>Country</b>	Myanmar
<b>Employer</b>	VSO Myanmar
<b>Duration</b>	12 months (with the possibility of extension).
<b>Job purpose</b>	Teacher Educators will play a crucial role in VSO's teacher education project in Myanmar. Based at an Education College, you will support teacher education reforms in Myanmar and build the capacity of local Teacher Educators (TEs) to deliver the new 4-year pre-service degree course, with a focus on inclusive teaching practices and access, participation and achievement of children with disabilities.

Responsibilities	Skills and Knowledge
<p>The volunteer will be based in a teacher Education College (EC) to establish Continuing Professional Development (CPD) programmes and support Teacher Educators (TEs) deliver the new teacher education curriculum, with a focus on inclusion. The main responsibilities will include:</p> <ol style="list-style-type: none"> <li><b>Continuing Professional Development Working Group (CPDWG):</b> Facilitating the set-up of CPD working groups (CPDWG) in ECs and support the development of an institutional CPD programme, strengthening links to practice schools.</li> <li><b>Development of CPD resources:</b> Working with other stakeholders and volunteers, support the development of CPD modules on inclusion (with special attention to disability) and ensure inclusion is considered in all aspects including English.</li> <li><b>Capacity building of Inclusion Champions:</b> Train CPDWG members on inclusion and support them to train other Teacher Educators on inclusion. The volunteer will also identify and mentor 'Inclusion Champions' to promote inclusion in their ECs and clusters. The 'Inclusion Champions' will act as information resources on inclusion, lead the CPD of other TEs and teachers and participate in CPDWG meetings.</li> <li><b>Training and mentoring of TEs and Principals:</b> On-going training and mentoring of TEs and student teachers on inclusive teaching approaches, including observation and feedback to promote more reflective practice. Volunteers may also support EC Principals and senior management to effectively implement teacher education reforms.</li> <li><b>Action research:</b> Support CPDWG to identify issues and undertake action research. The volunteer will train TEs and student teachers on basic research skills and research initiatives backed up with sound evidence. <b>Build partnerships and strengthening practicum:</b> Support the CPDWG to build links with EC practice schools and strengthen learning between ECs and practice schools. Volunteers will work closely with TEs to improve mentoring support and assessment of student teachers during teaching practice against the requirements of the Teacher Competency Standards Framework (TCSF) for new teachers.</li> <li><b>Monitoring, evaluation and reporting:</b> Contribute to the project monitoring and reporting of activities as required by VSO.</li> </ol>	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Bachelor's degree or post-graduate qualification in education</li> <li>• Minimum of five years of primary or secondary school teaching experience</li> <li>• Expert knowledge of pedagogy and inclusive classroom practice</li> <li>• Strong track record in planning, delivering and monitoring teacher CPD programmes</li> <li>• Experience of mentoring teachers</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>• Qualifications in special needs</li> <li>• Experience of working in Myanmar or SE Asia</li> </ul>

## 1. Personal considerations

In addition to the job description, the following information should be used when considering whether a placement is suitable for you.

### Personal health considerations

As a VSO volunteer, your medical needs are taken very seriously to ensure that you are fit and healthy before departure and while you are on placement. If you have, or have had, a significant medical condition or you have general concerns about staying healthy as a volunteer, please use this information to assess whether this placement will be suitable for you. All volunteers require medical clearance from a VSO medical adviser before they are able to take up a placement with VSO. Occasionally, VSO may consider that this placement is too great a risk for you in terms of your personal health and you would be advised to consider a different placement.

Please note that depending on the location and nature of the role, accommodation and amenities may be fairly basic and it will be difficult to cater for specialised diets as the variety of food will be limited. Your role could also require long working hours.

For further guidance about medical assessment and volunteering with a medical condition please see the [frequently asked questions on the VSO website](#).

### Access to medical care and support

The standard and quality of local medical care and support available at this placement will depend on its location within the country. Health facilities are likely to be more poorly resourced in rural areas in terms of medical expertise, equipment, infrastructure and regular supplies of medication. However, this may not be the case in the capital city or in a larger town.

If you wish to discuss your personal circumstances or health concerns in confidence with VSO's medical team before you apply for this placement please contact [medical@vsoint.org](mailto:medical@vsoint.org).

**Accompanying partner or family:** If you have a partner or children who are planning to accompany you to your placement, please use this section to assess whether this placement will be suitable for you.

This placement does not have provision for accompanying partners.

### Motorcycle requirements

To be confirmed once project is approved.

## Security information

To be confirmed

### 2. Background and contextual information

Myanmar is undergoing a period of education reform. A National Education Strategic Plan (NESP) launched in 2017 provides a roadmap for a broad range of reforms including a new Basic Education curriculum, better quality pre-service and in-service teacher training, and improved student assessment and examination systems.

Teacher education and management reform is a major priority for the government. Improving the quality of pre-service teacher education is a key component of the teacher education reforms, with the NESP aiming to align pre-service teacher training with Basic Education reforms; upgrading to a 4-year degree; strengthening school partnerships and improving block teaching and practicum; and strengthening the management and administration of Teacher Education Institutions (TEIs).

There is a need to develop a coherent and flexible Continuing Professional Development (CPD) programme for Teacher Educators which is linked to national teacher education reforms, in particular the new 4-year pre-service degree programme and the Teacher Competency Standards Framework (TCSF)<sup>1</sup>. Supporting Teacher Educators (TEs) and teachers to develop the knowledge and skills to adopt more inclusive teaching practices is another important part of the teacher education reforms.

The NESP acknowledges that reform of block teaching and practicum is essential to improve the quality of pre-service teacher education. Student teachers must have opportunities to apply their learning in the classroom and receive developmental feedback and support from Teacher Educators. This is particularly important when student teachers are learning the concept of inclusive practice. Building strong partnerships with local schools is key to this process.

### 3. Start date

Phase 1; from April 2019

Phase 2; from April 2020

Your exact start date will be confirmed at the short-listing stage

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<sup>1</sup>The 4-year degree programme and the TCSF initiatives developed under the Strengthening Pre-Service Education in Myanmar (STEM) project, a collaboration between the Ministry of Education and UNESCO.