

Himalayan Trust Nepal

Job Description

Literacy through Integrated Learning (LIL) Programme

Education Field Officer – LIL Programme

1. Job Title:	Education Field Officer - LIL Programme
2. Department:	Education Programme
3. Grade:	
4. Job Place:	HTN Field Office, Solukhumbu
5. Project Area:	Mapya Dudhkoshi, Sotang & Mahakulung Rural Municipalities (any one)
6. Time to be spent in the Field:	200 days or as per the need
7. Type of Job:	Full time
8. Duration and Contract type:	3.5 years, annual contract
9. Report to:	Programme Manager through Education Coordinator (LIL Programme)

About Himalayan Trust Nepal

Himalayan Trust Nepal (HTN) is a non-governmental organization established to support the Government of Nepal and the people of Solukhumbu in education, health, culture, environment and livelihood programmes through an inclusive, innovative and locally-driven governance approach. Established as part of the work of Sir Edmund Hillary and his Sherpa friends in the Everest Region, HTN is dedicated to achieving community-led, sustainable, mountain development in Solukhumbu District and wider Nepal. Himalayan Trust has been active in the Solukhumbu district since the 1960s, was officially registered as an NGO in 2007 and is affiliated with the Social Welfare Council of Nepal. HTN is governed by its own constitution as an autonomous body. HTN is supported by the Himalayan Trust New Zealand and other donors from UK, Canada, USA, Germany and many other countries.

HTN is implementing Quality Education Programme in Solukhumbu (QEPS) with the funding support from New Zealand Aid Programme and Himalayan Trust New Zealand. The main goal of this programme is to improve teaching and learning outcomes through quality education for all children in Solukhumbu. As part of this programme, Literacy through Integrated Learning (LIL) is being implemented in the basic schools (ECED to grade 3) of Mapya Dudhkoshi, Sotang and Mahakulung Rural Municipalities.

Purpose of Job:

The role of LIL Education Officer represents as a trainer, mentor, and coach of public-school teachers of Solukhumbu district, and supervises overall students' learning outcomes in basic grades (ECED to grade 3). The position holder will coordinate school authority, rural municipality education authority, and provide continue guidance to teachers in implementing integrated curriculum as enforced by the federal and local governments. She/he also works for teacher training need assessment, developing training session plan, demonstrating model practice teaching for helping teachers during monitoring visit to school. She/he is accountable to increase literacy standard and overall student learning outcomes in basic grades (ECED to grade 3).

Specific Responsibilities:

A. Technical support for capacity building of teachers, head-teachers and SMC members

- assess basic grade teacher training need, align such needs into basic grade curriculum learning competencies, develop teacher training session plan, training guide and training resource materials.
- Study integrated curriculum, training manual / curriculum and text books (grade 1 to 3), provide guidance to teachers for appropriate use of teaching learning materials and text books in teaching and learning activities at school.

- Coordinate, with Education Coordinator (LIL Programme) and work with school and Rural Municipality education authorities for teachers profession development in literacy through integrated learning of grade 1 to 3 students
- Coordinate and facilitate school based teacher training for appropriate use of teaching skills for improving student learning outcomes
- Develop monthly monitoring plan to support teachers (Grade 1 to 3) and raising community awareness .
- Organize parent-teacher meeting in support of improving student learning outcomes in all four subjects i.e. Nepali, English, Hamro Serophero and Maths
- Support to promote model classrooms for effective implementation of LIL programme
- Mentor teaching – learning activities in schools and provide guidance to teacher for effective use of integrated curriculum and available resource materials
- Guide to SMC while revising School Improvement Plan (SIP) and support to revise SIP every year

B. Monitoring and guidance to LIL teachers in teaching - learning activities in classroom

- Assess student learning outcomes (Reading comprehension and integrated skills) as defined integrated curriculum twice a year (6 times – during the project period)
- Develop quarterly monitoring plan in coordination with LIL Education Coordinator to support the teachers for effective teaching and improving student learning outcomes.
- Visit school, meet head teacher, and observe classroom while teaching and learning activity is taking place in classroom.
- Share classroom observation findings with other teachers in presence of head teacher, appreciate teachers for better teaching performance and provide guidance for further improvement.
- Maintain school wise students and teachers’ data base particularly teacher time spent in teaching (TST), student and teacher attendance, home reading log (parent – student engagement in reading at home) -
- Support to conduct baseline, midline and end line survey or study as needed
- Assess overall learning environment of school, identify prioritized needs to improve learning situation and report to Head teacher, LIL Education Coordinator and Himalayan Trust Nepal to achieve required support.

C. Coordination and collaboration

- Work closely with R/Municipality Education Unit Office and respective Head teacher while providing LIL support to the teachers and schools
- Participate SMC / PTA meeting and provide necessary guidance for improving quality in teaching and learning. Highlight the roles and responsibilities of SMC and PTA members about their involvement in school activities.
- Coordinate with Education Unit officer for organizing LIL programme progress review in presence of Rural Municipality Education Committee

D. Represent Himalayan Trust Nepal in Rural Municipalities, coordinate, and support in education planning, monitoring and progress review.

- attend head-teachers meeting at rural municipalities organized by local education authority.
- Participate education programme progress review meeting organized by rural municipality.
- Be vigilant and represent in annual programme budget planning meeting / workshop organized by rural municipality.
- Coordinate with other organizations working in education sector within rural municipality to scale up quality teaching and learning environment.

E. Monitor school-based violence such as corporal punishment, bullying and sexual abuse, maintain zero tolerance in any case of violence against children and ensure child safeguarding measures primarily in workplace, schools and hostels.

F. Reporting

- Prepare quarterly progress report covering mainly student learning outcome changes, changes of classroom teaching and learning environment, students and teacher attendant trend, dropout rate, outcome of monitoring visit, key point discussed with SMC chair, head teacher and local education authorities.
- Update the record of each LIL project schools, teachers, students and parents' involvement in students' learning and many other school improvement activities.

Additional Responsibilities:

- Support HTN team to deliver the school supplies to the various schools of Solukhumbu Region.

Required Qualification

- Bachelor's Degree in education or relevant field

Relevant Experience and Other Requirement

Work Experience

- At least 2 years working experience in education sector preferably in ECED and early grade reading programme supervision, coordination and management

Technical Knowledge

- Pedagogy, classroom management and child friendly teaching – learning management and support
- Basic skills to operate computer-base application and communication
- Effective oral and written communication skills in both English and Nepali
- Skills on coordination, collaboration with school and local education authorities
- Comprehensive knowledge about gender and social inclusion practice and policy
- Area knowledge of Solukhumbu or similar working areas.

Core Competencies

- Proactiveness managing the task in coordination with local education and school authorities
- Working under pressure and willingness stay in field
- Social mobilisation
- Monitor the output comparing to work plan capacity
- knowledge on inclusive development
- Self-awareness working in a team and child safeguarding concern

Immediate Reporting Relationships

Report To :

- Programme Manager through Education Coordinator (LIL Programme). Direct reporting line manager is - Education Coordinator (LIL Programme)
Indirect communication relationship to other team members of HTN and R/Municipality Education Unit office