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# **Research editor for Volume of research**

09 August 2024

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## **A. British Council**

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. Through our arts, education and English programmes, we give opportunities to hundreds of millions of people worldwide each year. We are on the ground in six continents and over 100 countries. The British Council has been operating in Nepal since 1959.

## **B. Background**

The importance of teacher mentoring for classroom-based research has been well-prioritized in Nepal. Within the framework of the School Education Sector Plan (2022/23-2031/32), there is a strong emphasis on encouraging teachers to engage in exploration, study, and research. The National Education Policy (2019) has reinforced this commitment by making explicit provisions for research, mentoring, and coaching within the teaching profession. In line with these policies, the Teacher Mentoring Support Framework (2022), has introduced classroom-based mentoring for newly appointed teachers. This initiative involves experienced mentors providing targeted support to new teachers, facilitating their transition into the teaching profession and promoting effective teaching practices from the start. Similarly, the Teacher Professional Development Framework (2015) mandates that teachers undertake action research as part of their professional development (TPD) training. Teachers who do not engage in action research are ineligible for certification, highlighting the policy's emphasis on integrating research into everyday teaching practice. However, no research has been conducted to explore the practical impacts of classroom-based research on teaching quality and student outcomes.

The British Council has been supporting teacher professional development in Nepal for 65 years, and there are numerous good practices from Nepal and elsewhere on which to build future teacher development programmes in Nepal. This volume of research will showcase current practices and the effectiveness of teacher mentoring and classroom-based inquiry in Nepal and around the world.

The volume of research might include research papers on the following areas:

### **Global perspectives on teacher mentoring for classroom-based inquiry.**

- Importance of teacher mentoring for classroom-based inquiry: adapting approaches across education systems and evidence of effective practices
- Models of classroom-based inquiry for foundational learning
- Mentoring for teacher professional development

### **Sponsored research studies.**

- Impact of classroom-based inquiry on teacher-student relationships
- Teacher mentoring in classroom-based inquiry: what works and what does not in Nepal
- Classroom-based inquiry EdTech
- Classroom-based inquiry for better learning achievement of students

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## Case studies of practices of teacher mentoring for classroom-based inquiry.

Chapters may cover how people have been using classroom-based inquiry to explore the various results.

### Format

The publication will contain three sections aligned to the theme with above areas and will be available in online and print formats.

- Global perspectives on remote teaching and learning technologies (8000- 8500 words)
- Sponsored research studies (5000- 6000 words)
- Case studies of practices into ICT and remote teaching in Nepal (2000 – 2500 words)

### C. Objective

The overall aims of the research publication are:

- to sponsor research into the different factors that contribute to the effective development of teacher mentoring for classroom-based inquiry in Nepal,
- to assess the effectiveness of teacher mentoring for classroom-based inquiry to inform the future development of policy and practice in these areas and
- to provide a review of current research into selected aspects of teacher mentoring for classroom-based inquiry, documenting current practice and informing policy-making.

### D. Scope

The editor is expected to carry out the following tasks;

1. liaising with the project team to identify potential researchers,
2. reviewing received proposals and making the final selections for publication with the British Council,
3. briefing each contributor about what is required and agreeing the main themes with them and the structure of their paper,
4. managing and supporting each contributor by liaising with them, giving feedback on drafts, and making suggestions for improvements to ensure the final papers are of high quality, well-structured, clearly written, and delivered on deadline,
5. ensuring the publication contains balanced coverage of the key thematic areas, drawing from a range of cases and contexts, and ensuring that each paper addresses the topic from a distinct angle without unnecessary overlap or repetition across the different papers and
6. ensuring that the publication is of high quality and responds to the overall theme.

*No travel is required. All input will be done remotely.*

### E. Key outputs

The editor is expected to lead and deliver the following outputs.

1. Final draft of the volume of research publication
2. Two-pager policy briefs informing the future development of policies in the area of classroom-based inquiry and teacher mentoring
3. Key guidelines for prospective teacher mentors

## F. Values

The British Council expects the selected editor to adhere to its organizational policies and values. Delivery of goods and services detailed above should account for our Safeguarding, Environment and Equality Diversity Inclusivity (EDI) values.

## G. Copyright

All materials including audio-visual documentation (if any) will be copyrighted to the British Council and the selected editor will be required to maintain a data management plan assuring safe storage, handover, and destruction is carried out with final reporting.

## H. Consulting Inputs

The British Council will recruit following consultants for the study:

| Consultant | Tentative Input | Qualification and Summary Scope  |
|------------|-----------------|--|
| Editor     | 35 Days         | The editor should have relevant master's degree with at least 5 years of experience in relation to research publication and demonstrable knowledge in the area of teacher mentoring and classroom-based inquiry. |

## I. Consultant Specifications

- Wide-ranging knowledge of the area of teacher mentoring and classroom-based inquiry.
- Experience in research publications.
- A relevant qualification at master's level.
- Strong communication and interpersonal skills and experience in engaging with a range of external actors.
- Familiarity with South Asia / Nepal context would be an advantage.

## J. Cost and Financing

The British Council will finance the recruitment of the consultant and other cost associated with the assignment.

## K. Duration of Assignment

The task will be implemented from **30 August 2024** till **30 January 2025**

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## **L. Apply**

Please send your CV tailored to the above requirements, with a maximum 200-word supporting statement outlining your interest in the editorial role and daily rates to [Sudarshan.Subedi@britishcouncil.org.np](mailto:Sudarshan.Subedi@britishcouncil.org.np) by 2:00 PM Nepal time, 22 August 2024.

Please note, we can only respond to successful applicants and only within 15 working days of the application deadline.