

Terms of Reference

Training & Development Manager – Human Development Specialist

Position Summary: This position reports directly to the Director of Training and Development. It is anchored on our belief that change and transformation begins with the self. And with Human Development at the core of our training program, **this role will involve developing the curriculum for teaching and equipping our Fellows and Teacher Leaders the necessary competencies to lead themselves and others, and ensuring that programs for socio-emotional learning and life skills are implemented with the appropriate content for Teacher Fellows, Teacher Leaders, Parents, Co-Teachers, and most especially, students.**

- *What is the job's purpose?* The HDM helps Teacher Fellows and Teacher Leaders by:
 - Coordinating efforts for their personal and professional growth in the organization;
 - Creating opportunities for them to understand their growth and change in terms of the professional development;
 - Equipping them to strengthen and share the same skills with the people they serve (students, co-teachers, etc.) - the HDM allows the Fellows and Staff to reflect on what is happening to them and consider alternative ways of doing things; and
 - Helps the Training and Development Director and Chief Program Officer in keeping the Transformational Leadership Curriculum updated and responsive to the changing landscape of human development, leadership and socio-emotional learning.
- *What processes does the job support?* The HDM works in a highly confidential setting and listens attentively at all times. The HDM is also a non-denominational role and is not about morals or values training nor is the HDM there to dispense advice, but rather help Teacher Fellows and Teacher Leaders to make their own decisions and choices. The HDM also works alongside with the Instructional Coaching Managers to help gain deeper understanding of the Fellows' and Teacher Leaders' context and experiences, especially on their socio-emotional learning and psychological disposition. The role requires consultation and direction from the Director of Training & Development and the Chief Program Officer.
- *Why is the job important?* The HDM listens, analyzes, acts and reviews the Fellows' and Teacher Leaders' concerns, and in the process, promote their leadership development. First, the role provides the space for the Teacher Fellows and Teacher Leaders to express their feelings, concerns, issues and questions, all in the effort for greater consciousness, understanding and clarity. Second, the HDM analyzes the patterns and trends, and thinks of how best to address and accomplish both leadership and human development. Third, actions are taken, whether as training given, organizational suggestions, or continued conversations. Lastly, a review is done in order to see the effect of the changes instituted. The high-level insights gathered from the review should be reported to the Senior Leadership Team to further improve the programs implemented by the organization.
- *What is the span of control of the role?* The HDM proactively schedules with Teacher Fellows and Teacher Leaders either for individual or group colloquia. Aside from the scheduled colloquia, Teacher Fellows and Teacher Leaders may have individual colloquia, either through their own scheduling or through the suggestion of their manager. For projects, trainings and programs, this may be given by the executives or directors, or this may be proactively suggested to them.
- *What are the main challenges facing this role?* This role needs a mature person who has a high level of empathy for all the characters involved, and is able to practice detachment and self-care. The HDM needs to be able to listen and ask meaningful questions that provoke thoughtful realizations and solutions. The HDM likewise needs to analyze meta-data in order to give suggestions for the continued leadership and human development of Fellows.
- *What position does this job report to?* This role reports to the Director of Training & Development.

Teach for the Philippines, Inc.

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RESPONSIBILITIES	QUALIFICATIONS
<p><u>Attitude and Performance</u></p> <ul style="list-style-type: none"> • Establish a relationship of trust and respect with all co-workers. • Commitment to working within the established training framework of Teach for the Philippines. <ul style="list-style-type: none"> • Research, development and implementation of training modules for Teacher Fellows and Teacher Leaders on equipping them with competencies and skills necessary for leading themselves and others, as well as socio-emotional learning, leadership, psychological first-aid, human development, and life skills. • Be accountable for the efficient and effective attainment of improved learning outcomes by aligning with the Instructional Coaching team and Data & Impact Assessment team to get regular feedback on training and the general well-being of the Teacher Fellows and Teacher Leaders. • Render regular reports on your performance as a trainer and the performance of Teacher Fellows and Teacher Leaders. • Provide specialist insights on well-being, leadership and human development, socio-emotional learning and life skills to the different members of the organization for decision-making and program development. • Assume responsibility to maintain and sustain his/her own professional growth and advancement. • Perform duties by discharging responsibilities in accordance with the Core Values of the organization. <ul style="list-style-type: none"> • Be an excellent model and Ambassador for Teach for the Philippines' Core Values and culture. • Be an excellent model for world-class professionalism. • Help the Training and Development Director and Chief Program Officer to: <ul style="list-style-type: none"> • Revise, finalize and publish TLC Curriculum for the following Programs – the Fellowship and Public School Teacher Pathways • Maintain relationships with potential resource persons, speakers, and facilitators and with local and international associations, networks, and other entities related to particular subject areas and leadership development. • Aid in the planning, execution, and evaluation of the training curriculum, as well as give specialist insights on Fellow and Teacher Leaders' coaching and 	<p><u>Role Requirements</u></p> <ul style="list-style-type: none"> • Filipino citizenship or an Alien Employment Permit authorizing a foreign national to work in the Philippines. • Strong commitment to Constant Learning and the Core Values of Teach for the Philippines. • Bachelor's degree in the field of Development or Social Sciences required, preferably with a concentration in Counseling/ Psychology. MA degree on Psychology/Counseling preferred <ul style="list-style-type: none"> ◦ Knowledge of psychology (developmental preferred), sociology, and teacher training methods. • Experience as a Mentor/Coach/Counselor required; preferred if individual has had disaster relief or psycho-social, trauma training experience. • Understands the value of and practices confidentiality. • Willingness to travel. • Willingness to work on weekends and evenings to facilitate professional development, including living and working out of Metro Manila for training, coaching and colloquia. • Willingness to take on significant responsibility and accountability. <p><u>Skill Competencies</u></p> <ul style="list-style-type: none"> • Positive attitude. • Proven knowledge of andragogy, pedagogy, curriculum development, assessment and teacher training. • Proven ability to work relentlessly toward goals. • Proven ability in coaching and counseling • Ability to motivate peers and subordinates. • Strong communication skills.

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<p>management.</p> <p><u>Research, Analysis, and Training</u></p> <ul style="list-style-type: none"> • Conduct regular research on best practices in personal, human and leadership development, positive psychology, trauma release, and counseling/psychiatry. • Proactively seek psycho-social, trauma training and personal development opportunities, to bring this talent onto the team. • Analyze patterns and trends with the Teacher Fellows and Teacher Leaders, and give quarterly reports to the Training and Development Director and Instructional Coaching Director. • Lead training modules on leadership and human development. These modules may be given during the scheduled training for Teacher Fellows and Teacher Leaders, at our placement schools, or other times when deemed necessary for the Teacher Fellows, Teacher Leaders and other stakeholders. • Design and execute short individual and group learning workshops to ensure that Teach for the Philippines teachers acquire critical knowledge, skills, and mindsets to increase their personal leadership competencies, relationship-building skills and resiliency skills, as well as their personal formation as leaders and as lifelong education advocates. • Review materials and provide feedback or recommendations for changes in implementation. <p><u>Task / Administrative Responsibilities</u></p> <ul style="list-style-type: none"> • Keep meticulous records and work closely with Human Resources and the Training & Development team to assess and address the human and leadership needs of Teacher Fellows/Teacher Leaders. Access to the HDM records are limited to the Senior Leadership Team (Directors) and the Executive Team (CEO/CSO/CPO). • Keep the records confidential including, but not limited to the following: human development conversations/colloquia, well-being cases and care plans, resolutions and recommendations. • Track and monitor well-being of Teacher Fellows and Teacher Leaders <p><u>Program Management</u></p> <ul style="list-style-type: none"> • In coordination with the Community Engagement Specialist, co-create a life-skills program for students, co-teachers and parents. 	<ul style="list-style-type: none"> • Strong Emotional Intelligence skills, specifically respect and empathy. • Strong organizational skills and attention to detail, specifically in keeping accurate records. • Strong critical thinking and problem-solving skills • Strong writing skills and presentation skills <p><u>Character Competencies</u></p> <ul style="list-style-type: none"> • Ability to work well with all stakeholders • Patient and empathic
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- In program development, serve as a content specialist on socio-emotional learning, life skills and human development.
- In coordination with the Community Engagement Specialist, monitor the implementation of the Life Skills Program, specifically on content, curriculum fidelity, instruction and facilitation.
- In coordination with the Community Engagement Specialist, co-create high-level program report based on the school-based accomplishment report made by the Teacher Fellows and Teacher Leaders for the program and evaluate the success of the program and make recommendations based on the implementation report.

Professional Development

- Commitment to the established TLC framework in all areas, but with emphasis on human development, socio-emotional learning and well-being.
- Assume responsibility to maintain and sustain your own professional growth and advancement in management best practice. Especially in the topics of managing up, laterally, and down.

Relationship Management

- Help Director of Training & Development and Chief Program Officer in maintaining relationships with potential resource persons, speakers, and facilitators and with local and international associations, networks, and other entities related to human development, well-being and socio-emotional learning.
- Perform tasks and complete various internal projects, as required.
- Collaborate with other Functions as assigned by the Director of Training & Development.

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