



Terms of Reference

Climate Change Specialist – Consultancy

Role	Climate Change Short Term Technical Adviser
Work Area	Tuvalu Australia Partnership for Quality Education (TAPQE)
Accountable to	Team Leader
Duration of Assignment	50

Working Relationships:

- Team Leader
- Program Team Members

Tetra Tech International Development

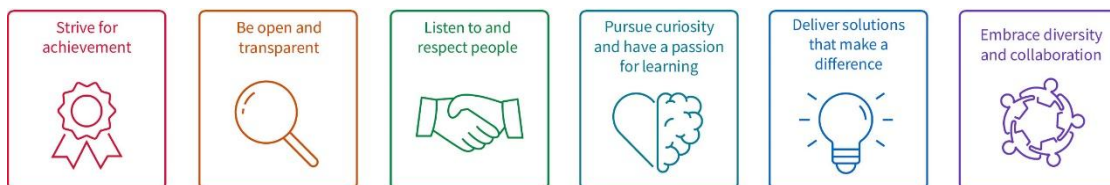
Tetra Tech has a 40-year history in successfully delivering international development projects on behalf of donors around the world. Our people work side by side with local partners to support stability, economic growth and good governance, positively changing people's lives.

Tetra Tech International Development is part of Tetra Tech, a global consulting firm. The International Development team implements and manages projects designed to strengthen social and economic infrastructure and improve the lives of people in the Asia Pacific region.

We welcome applicants of all genders, disabilities, ages, ethnicities, and language groups.

Our Values

We are a values-based organisation. Our values reflect who we are and what we stand for, and we strengthen our engagement with colleagues, partners and clients through our shared values and behaviours.



Overview of the Tuvalu Australia Partnership for Quality Education (TAPQE)

The Tuvalu and Australia Partnership for Quality Education (TAPQE) Program aims to strengthen education sector performance and Australia's Pacific relationships, driving shared prosperity and progress. TAPQE has a focus on stronger literacy and numeracy outcomes; more equitable and relevant education pathways; and more inclusive, evidence-based and efficient government systems. The program requires unique delivery approaches to effectively address local challenges within a resource constrained operating environment impacted by the growing pressures of climate change. The program is tailored to the local cultural context and government

priorities, through Tuvalu’s Ministry of Education and Human Resource Development (MEHRD) – and stakeholders, including teachers, school and community leaders, and parents.

Summary of Duties

The consultant will undertake the following key activities:

Curriculum Review

- **Inception Note:** Brief outline of approach and workplan, including review of Teacher Guide, climate topics, and existing materials (including Google Classroom content)
- **Teacher Guide Review Report.** Assessment of existing Climate Change Teacher Guide (2023), including alignment with updated topics, identification of gaps across **year levels (Years 1–8)**, and priority recommendations to strengthen climate content and progression
- **Revised Teacher Guide (Draft).** Updated and practical Teacher Guide including: aligned climate topics, **lesson plans for selected topics (3–5)**, guidance across different year levels, and locally relevant (Tuvalu) examples.
- **Teacher Support & PD Note.** Practical recommendations for **ongoing teacher PD**, including how to introduce and support use of climate materials in classrooms (light-touch, realistic approach).
- **Implementation Note.** Clear, practical guidance on rollout of revised materials, including how schools and teachers can apply lesson plans and climate topics effectively
- **Pilot & Feedback Note:** Support light-touch piloting of at least one climate change unit (remote or in-country), including gathering teacher feedback on usability and relevance, identifying areas for improvement, and providing quick refinement recommendations
- **TVSD Climate Integration Note:** Provide brief, practical guidance on integrating climate change concepts into TVSD subjects, including examples such as resilient construction and water systems, and linkages to livelihoods and green economy pathways.
- **Consultation Input:** Support community awareness and consultation activities with teachers, school leaders, and communities, where required

Deliverables

Deliverable	Description	Timeline
Inception Note	Brief outline of approach and workplan, including review of Teacher Guide, climate topics, and existing materials (including Google Classroom content)	2
Teacher Guide Review Report	Assessment of existing Climate Change Teacher Guide (2023), including: alignment with curriculum, identification of gaps across Years 1–8, and priority areas for strengthening climate content and progression across levels	5
Revised Teacher Guide (Draft)	Updated, practical Teacher Guide including: <ul style="list-style-type: none"> • 1–2 structured climate change unit plans (each with 3–5 sequenced lessons) • Lesson plans aligned to Science & Social Studies curriculum • Learning objectives and simple assessment ideas • Low-resource teaching strategies (Tuvalu context) • Locally relevant examples and activities 	10
Teacher Usability & Access Note	Practical guidance for teacher support, including: <ul style="list-style-type: none"> • Climate science basics 	10

	<ul style="list-style-type: none"> • Teaching climate topics in low-resource settings • Linking climate learning to livelihoods and careers • Suggested light-touch PD approach (online + face-to-face) 	
Pilot & Feedback Note	Light-touch piloting of at least one unit (remote or in-country), including: <ul style="list-style-type: none"> • Teacher feedback on usability and relevance • Identification of improvements • Quick refinement recommendations for finalisation 	10
TVSD Climate Integration Note	Brief guidance on integrating climate concepts into TVSD subjects, including practical examples (e.g. resilient construction, water systems) and links to livelihoods and green economy pathways	2
Teacher Support & PD Note	Practical recommendations for ongoing teacher PD, including how to introduce and support use of climate materials in classrooms (light-touch, realistic approach)	3
Implementation Note	Clear, practical guidance on rollout of revised materials, including how schools and teachers can apply lesson plans and climate topics effectively	3
Consultation Input	Support to community awareness and consultation activities with teachers, parents, and communities (aligned with in-country availability)	5

Selection Criteria

Qualifications:

- Qualifications in education, curriculum development, climate change, environmental studies, international development, or a related field are desirable, but not essential.
- Background or training in primary education, climate change education, or sustainability is highly regarded.
- Strong thematic and regional knowledge of development program delivery in the Indo-Pacific.

Experience

- Demonstrated experience in curriculum review, development, or adaptation, particularly for primary or junior secondary education contexts.
- Experience integrating climate change or environmental sustainability topics into education materials or programs.
- Proven experience working in international development settings, preferably in Pacific Island countries or small island developing states (SIDS).
- Experience producing practical, teacher-friendly resources (e.g., teacher guides, lesson plans, classroom activities).
- Experience supporting or designing professional development for teachers, using realistic, light-touch approaches suitable for resource-constrained contexts.
- Experience working with Ministries of Education, schools, or education programs is highly desirable.

Knowledge and Skills

- Strong understanding of climate change concepts and their relevance for Pacific contexts, including local impacts, adaptation, and resilience.
- Ability to assess existing curriculum materials and clearly identify gaps, overlaps, and priorities.
- Strong writing and synthesis skills, with the ability to produce clear, practical, and context-appropriate guidance.
- Ability to design materials that are locally relevant and culturally appropriate for Tuvalu.

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- Familiarity with digital learning platforms (e.g., Google Classroom) and issues relating to teacher access and usability.
 - Strong planning and time-management skills, with the ability to deliver high-quality outputs to tight timeframes.

Personal Attributes

- Practical, solutions-focused approach with a strong understanding of classroom realities.
 - Ability to work collaboratively with education stakeholders, including teachers, school leaders, and program teams.
 - Strong MS Office and computer skills.
 - High level of cultural sensitivity and respect when working with Pacific communities.
 - Adaptable and resilient, capable of navigating ambiguity and driving clarity.
 - High degree of professionalism and commitment to organisational values and ethical standards.
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Child Protection

Tetra Tech International Development is committed to protecting the rights of children. We reserve the right to conduct police checks and other screening procedures to ensure a child-safe environment.

Gender Equality, Disability and Social Inclusion

Tetra Tech International Development does not discriminate on the basis of ethnicity, race, colour, religion, disability, sex, sexual orientation, gender identity or expression, national origin, veteran status, marital status, or any other identity. We strongly encourage applications from minoritised groups and promise to ensure our application process is accessible and inclusive.

Preventing Sexual Exploitation, Abuse and Harassment

Tetra Tech International Development is committed to respectful workplaces and does not tolerate sexual exploitation, abuse or harassment of any kind.

A position description is not intended to limit the scope of a position but to highlight the key aspects of the position. The requirements of the position may be altered in order to meet the changing operational needs of Tetra Tech International Development.