

Multi-Grade Teacher Trainer

Public School System , Republic of Marshall Islands

Assignment title	Multi-Grade Teacher Trainer		
Partner organisation	Public Scholl System (PSS), RMI		
Location	Republic of Marshall Islands	Majuro and Outer Islands	
Type of assignment	In-country Assignment		
Duration of assignment	12 months		
Assignment phases	Phase 1	Mode In-Country	Duration 12 months
Proposed start date	29 August 2026		
Website	https://pss.edu.mh/		
Australian organisation:	No AO Linked		

ABOUT THE PARTNER ORGANISATION

The Republic of the Marshall Islands (RMI) Public School System serves students across 24 atolls and islands dispersed over nearly two million square kilometers of ocean. Many schools operate in multi-grade settings due to small enrollments and teacher shortages. Teachers represent a wide spectrum of professional backgrounds—from high school graduates with no formal teacher training to teachers with bachelor’s or master’s degrees who lack preparation in multi-grade pedagogy.

ABOUT THE ASSIGNMENT

Strengthening teacher capacity in multi-grade teaching is a core national priority under the RMI Education Sector Plan. Australian Volunteers will play an essential role in building practical, classroom-embedded skills for teachers through structured training and sustained in-school coaching, especially in remote and outer island contexts.

The PSS is looking for two teacher trainers for this assignment.

ASSIGNMENT OBJECTIVES AND PROPOSED ACTIVITIES

The volunteer will work alongside members of PSS to support the below objectives:

Assignment objectives	Proposed activities
<p>In-Country Phase Objective: Teachers’ practical skills and confidence in planning and delivering effective multi-grade instruction built.</p>	<ul style="list-style-type: none"> • Deliver structured multi-grade training workshops in Majuro and/or Ebeye • Work with the team to develop adaptable lesson planning templates for blended grade classrooms • Model multi-grade lessons in live classroom settings • Demonstrate effective classroom routines, transitions, and small-group rotations • Co-plan and co-teach lessons with teachers
<p>In-Country Phase Objective: Teachers’ use of culturally relevant and place-based pedagogies aligned with PSS standards and strengthened.</p>	<ul style="list-style-type: none"> • Collaborate with the group to integrate culture- and place-based instructional practices into training sessions • Help to align all strategies with RMI curriculum frameworks and teacher standards • Support teachers to contextualise lessons using local knowledge and community realities
<p>In-Country Phase Objective: Teachers supported with implementation of formative assessment tools.</p>	<ul style="list-style-type: none"> • Capacity strengthen teachers on formative assessment strategies • Support implementation of Short Assessment for Math (SAM) and Short Assessment for Language (SAL), where relevant • Model use of assessment data to inform lesson planning • Provide tools and templates for tracking student progress
<p>In-Country Phase Objective: School-based coaching—including modeling, co-teaching, and feedback conferences—to translate training into sustained practice supported.</p>	<ul style="list-style-type: none"> • Support the team to conduct regular outer island visits (1–4 weeks per month, typically in pairs) • Help to undertake non-evaluative classroom observations

	<ul style="list-style-type: none"> • Support the facilitation of structured coaching and reflective feedback conversations • Support teachers to set and monitor professional growth goals • Work with the team and provide hands-on classroom organisation and instructional support
<p>In-Country Phase Objective: A collaborative, supportive professional culture among teachers across the islands is fostered.</p>	<ul style="list-style-type: none"> • Help to facilitate peer sharing and collaborative reflection during trainings. • Support teachers to develop and share locally created teaching resources • Assist schools in creating low- or no-cost instructional materials • Provide recommendations for ongoing follow-up support • Contribute to resource banks and shared teaching materials where feasible
<p>Inclusion objective and proposed activity</p>	
<p>The volunteer will work alongside the partner organisation to uphold values of diversity, equity and inclusion. Inclusive approaches will aim to make everyone welcome and support equal access to activities and opportunities regardless of gender, age, disability status or background (eg religion, language, ethnicity and marginalised or vulnerable groups).</p>	

SELECTION CRITERIA

Education and qualifications

Essential	Desirable
<ul style="list-style-type: none"> • Degree in education or related field • Minimum 2 years classroom teaching experience in a multi-grade environment 	<ul style="list-style-type: none"> • Experience in teacher coaching, mentoring, or professional development

Knowledge and experience

Essential	Desirable
<ul style="list-style-type: none"> • Demonstrated knowledge of multi-grade or differentiated teaching approaches • Strong cross-cultural communication skills • Ability to work in rural or resource-constrained environments • Flexibility, resilience, and comfort with extensive travel by small aircraft or boat 	<ul style="list-style-type: none"> • Experience in Pacific Island contexts • Familiarity with early grade literacy/numeracy interventions • Skills in culturally responsive pedagogy

Following the Program’s values on locally led development, this Assignment Description has been developed and negotiated in good faith with the Partner Organisation. The information contained was correct at the time of acceptance of the request. However, while we take responsibility for matters under our direct control, all assignments and arrangements are subject to change. This assignment may be amended or withdrawn to reflect changes in circumstances.

Line Manager: Associate Commissioner for School Management

Working relationships: District Supervisors, Neighbor Island Teachers

Hours and days of work:

In-country phase
Full time

Leave: All volunteers are entitled to 20 days leave per 12 months, unless advised otherwise. The same conditions and terms as local colleagues apply, including national holidays.

Work from home: Working from home while on an in-country phase must be in line with usual partner organisation's practices and agreed with the in-country office.

<p>Professional indemnity insurance <i>(Required for all volunteers who are acting as a medical, allied health or legal professional whilst on assignment):</i></p>	<p>No, this assignment is not deemed to require professional indemnity insurance</p>
<p>The volunteer should consult the partner organisation about the need for professional indemnity insurance for the role prior to departure. Where required and/or considered essential to hold this insurance, please discuss this with the Volunteer Services Manager in Melbourne prior to departure.</p>	

LIFE AS A VOLUNTEER

The Australian Volunteers Program supports volunteers from preparing to go on assignment through to returning home. For a full breakdown of support provided including assignment allowances, please visit: <https://www.australianvolunteers.com/volunteering/lifestyle-and-support/>

Country context

Learn more about the host country's location by reading the country profile. We encourage candidates to research the specific location of this assignment as it will be discussed and addressed with a recruitment officer during the interview process.

For more information, please visit country links: <https://www.australianvolunteers.com/countries/rmi> and <https://www.dfat.gov.au/geo/republic-of-the-marshall-islands>

HOW TO APPLY

All applications must be submitted online through the Australian Volunteers Program website. If you have not already done so, you will need to register on our website prior to applying. For more information about how to apply, please visit: <https://www.australianvolunteers.com/volunteering/how-it-works>

We actively support and encourage people of all backgrounds and abilities to volunteer internationally and aim to make the program as accessible and inclusive as possible. The program has a dedicated Indigenous Programs Coordinator to support Aboriginal and/or Torres Strait Islander volunteers, who can be contacted at indigenouspathways@australianvolunteers.com. Access and inclusion plans are available for volunteers with disabilities, to ensure their assignments and living and working arrangements are made more accessible.

Personal circumstances

Due to security, cultural, legal or visa restrictions associated with this location, we ask that applicants disclose the following:

- If they want their same-sex partner to accompany them on assignment.
- If they want their partner, to whom they are not legally married, to accompany them on assignment.
- If they want their child(ren) to accompany them on assignment.
- If they have a criminal conviction where a criminal conviction may be relevant to the inherent requirements of the assignment.