

## Core Skills Training for Teachers: Theory of Change

There is growing consensus that school systems need to develop young people with certain **core skills and competencies** (also known as 21<sup>st</sup> Century skills or “Deep Learning”<sup>1</sup> skills). However, the majority of education systems around the world are failing to equip young people with the skills they need in this rapidly changing environment<sup>2</sup>. Drawing on international evidence<sup>3</sup>, British Council has developed training in six core skills:

- critical thinking and problem solving
- collaboration and communication
- creativity and imagination
- citizenship
- digital literacy
- student leadership and personal development.

In addition, the training includes an introductory session for teachers and school leaders, as well as a training package aimed specifically at school leaders.

The Theory of Change proposes that by attending core skills training, participants will be equipped with the necessary knowledge, understanding and skills to design and implement core skills training in their schools. It also proposes that national policy-makers and decision-makers will encourage schools to take up the training and support schools in developing these skills among their students.

The theory proposes that the development of core skills teaching will enable students to develop their own core skills. This will ultimately contribute to young people having enhanced knowledge, understanding and skills for living and working in a global economy. It will also enable young people to contribute responsibly to society, both locally and globally.

The theory has a number of assumptions which are important to achieving the outcomes and impact. First, the training design incorporates several evidence-based features of effective professional development, including: practice orientation, practical application and ongoing support through online resources and peer networks. The Theory of Change assumes that these features will lead to successful training outcomes.

Second, because the training is targeted at school leaders as well as teachers, the theory assumes that this will enable participants to implement their new abilities and encourage the adoption of core skills across the school.

Third, the theory assumes that the involvement of national decision-makers (such as education ministries, assessment and awarding bodies) will encourage schools to teach core skills. Fourth, the Theory assumes that the extent of involvement (also known as ‘dosage’) is important, because individuals, schools and systems with greater participation are more likely to implement the training.

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<sup>1</sup> <http://www.newpedagogies.info/>

<sup>2</sup> McKinsey (2013); Partnership for 21<sup>st</sup> Century Skills 2014; OECD (2013)

<sup>3</sup> Fullan and Langworthy (2013); Fullan and Langworthy (2014), CBI (2010); Partnership for 21<sup>st</sup> Century Skills (2009); Gulamhussein (2013).

