

CORE SKILLS TRAINING

Success and outcomes matrix

August 2015 (working document)

Purpose of the matrix

- A statement of potential outcomes that could result from core skills training
- To act as a summary and overview of intended outcomes for all those involved in providing the core skills programme
- To provide the basis for identifying key outcomes against which planned measurements will be made for impact evaluation. However, not all aspirations listed in the matrix will be measured for all participants, as some will be outside the direct scope of the monitoring and evaluation.

This matrix sets out the potential of a programme like core skills training but recognises that this will be affected by the open access nature of the programme, the range of contexts in which it operates and the degree of system-wide support for core skills development in schools.

The matrix assumes similar aspirations in all participating countries in relation to:

1. **Three target groups:** a) Teachers who participate in the training; b) leaders and their schools; c) young people (students) attending participating schools.
2. **Three phases of development:** Levels of expected change related to the 'stage' of adoption of the training in practice. Level 1 (initial)¹ – refers to changes taking place during the training and in the early phases implementation. Level 2 (developing and embedding)² – refers to changes taking place as core skills pedagogy becomes established and best practice spreads. Level 3 (legacy)³ – refers to changes in place as a result of medium/high engagement with the programme and subsequent organisational development.

¹This relates to the period of training and the school term/semester following completion of the introductory course and one of the main training packages.

²This relates to the period between one term/semester following completion of the introductory course and one of the main training packages, and up to three years following completion of the first main training package.

³This relates to the period three to five years following the completion of the first main training package.

a) Teachers	Learning Outcomes	Level 1 Initial	Level 2 Developing and embedding	Level 3 Legacy
Outcomes that indicate positive engagement with the training programme	<p>Teachers:</p> <ul style="list-style-type: none"> engage actively with the preparation and assignments engage actively with the course sessions, activities and discussion identify the relevance for their own practice value the training 	<p>Teachers:</p> <ul style="list-style-type: none"> demonstrate a good critical knowledge and understanding of core skills are motivated to develop their students' core skills refer back to the reading and course content 	<p>Teachers:</p> <ul style="list-style-type: none"> refer to core skills online resources and networks (online and/or face-to-face) 	<p>Teachers:</p> <ul style="list-style-type: none"> see core skills learnt on the course as part of the school culture
Outcomes that indicate teachers' ability to identify points in the curriculum where core skills can be included; develop students' core skills; and plan lessons that include opportunities for students to develop and demonstrate their abilities in core skills	<p>Teachers:</p> <ul style="list-style-type: none"> demonstrate awareness, knowledge and understanding of core skills have confidence in teaching core skills develop professional skills in core skills pedagogy 	<p>Teachers:</p> <ul style="list-style-type: none"> identify points in the curriculum where core skills can be included adjust existing lesson plans to integrate core skills begin to implement the core skills concepts and techniques in their pedagogy 	<p>Teachers:</p> <ul style="list-style-type: none"> integrate core skills into their lesson planning develop their repertoire of core skills teaching regularly implement core skills into teaching and learning activities develop teaching materials to support students' core skills develop assessment of students' core skills continue their professional development and seek examples of best practice in core skills identify personal and professional benefits from core skills teaching 	<p>Teachers:</p> <ul style="list-style-type: none"> develop a high level of core skills' expertise are well informed about new developments in core skills teaching and learning find teaching core skills rewarding and motivating view core skills pedagogy as part of their professional identity advocate for core skills teaching and share their expertise with colleagues both within and between schools are effective in supporting students to develop their core skills

b) School leaders and their schools	Learning Outcomes	Level 1 Initial	Level 2 Developing and embedding	Level 3 Legacy
Outcomes that indicate positive engagement with the training programme	<p>Leaders:</p> <ul style="list-style-type: none"> participate in the leadership training encourage/enable teachers to participate in the training engage actively with the preparation and assignments engage actively with the course sessions, activities and discussion identify the relevance for their own practice value the training 	<p>Leaders:</p> <ul style="list-style-type: none"> demonstrate a good critical knowledge and understanding of core skills are motivated to develop their students' core skills refer back to the reading and course content discuss the training with participating teachers and other senior staff 	<p>Leaders:</p> <ul style="list-style-type: none"> refer to core skills online resources and networks (online and/or face-to-face) 	<p>Leaders:</p> <ul style="list-style-type: none"> see core skills learnt on the course as part of the school culture
Outcomes that indicate an understanding of the importance of core skills and the ability to identify points in the curriculum where core skills can be included. Ability to support and influence teachers to include core skills in their teaching	<p>Leaders:</p> <ul style="list-style-type: none"> demonstrate awareness, knowledge and understanding of core skills understand the connection between effective leadership practices and core skills know about the most effective curriculum development practices of school leaders as established by the international evidence base understand the core principles of designing effective curriculum experiences and how to relate these to core skills 	<p>Leaders:</p> <ul style="list-style-type: none"> publicly endorse core skills teaching in their schools model core skills concepts and techniques themselves as well as recognising them in others identify points in the curriculum where core skills can be included encourage teachers to identify best practice in core skills and benchmark their practice critically appraise their school's current level of development of core skills and identify priorities for development 	<p>Leaders:</p> <ul style="list-style-type: none"> encourage and influence teachers to integrate core skills into their teaching observe and provide feedback on core skills teaching and learning encourage curriculum development coupled with continuing professional development for core skills allocate resources to developing their school's provision for core skills 	<p>Leaders:</p> <ul style="list-style-type: none"> ensure core skills are embedded across the curriculum view core skills as part of their school's identity publicise their school's commitment to core skills development among parents and policy-makers advocate for core skills teaching among other schools

b) School leaders and their schools (cont'd)	Learning Outcomes	Level 1 Initial	Level 2 Developing and embedding	Level 3 Legacy
Outcomes that indicate the school as a learning environment with motivated students and teachers	Schools: <ul style="list-style-type: none"> participate fully in the training with at least one teacher and one school leader completing the introductory, leadership and at least one of the six core skills training packages 	Schools: <ul style="list-style-type: none"> share the learning among staff through providing information and materials recognise and promote the importance of core skills to students' learning 	Schools: <ul style="list-style-type: none"> make time for professional learning related to core skills share core skills practice through discussion, demonstration and lesson observation embed core skills development and progression in curriculum planning have systems for monitoring students' achievement and progress in core skills 	Schools: <ul style="list-style-type: none"> view teachers as learners and students as leaders of learning value evidence and research encourage innovation and calculated risk-taking provide engaging teaching and learning experiences for students and staff attract and retain teachers who are committed to professional learning

c) Students	Learning Outcomes	Level 1 Initial	Level 2 Developing and embedding	Level 3 Legacy
<p>Outcomes that indicate core skills knowledge, understanding and skills</p>	<p>Students:</p> <ul style="list-style-type: none"> • develop the knowledge, understanding and skills to live and work in a global society • develop the knowledge, understanding and skills to contribute responsibly to society, locally and globally 	<p>Students:</p> <ul style="list-style-type: none"> • have opportunities to experience core skills teaching • have opportunities to develop their own core skills at school 	<p>Students:</p> <ul style="list-style-type: none"> • experience core skills teaching and learning regularly in lessons and extra-curricular activities • receive regular feedback on their core skills' development and progress 	<p>Students:</p> <ul style="list-style-type: none"> • are confident in a range of core skills • have a high level of core skills knowledge, understanding and skills • are aware of their own core skills strengths and areas for development • can apply core skills in a variety of contexts, including: living and working in a global economy; and contributing responsibly to society, locally and globally