Redefining learning outcomes

Core skills for learning, work and society
Peter Weir  
Minister for Education, Northern Ireland

‘All of us involved in education have a responsibility to prepare our people to live and work in a globalised economy, ensuring that they have the thinking skills and personal capabilities which will allow them to make valuable and responsible contributions to society, both locally and globally.’

Aaron Benavot  
Director of UNESCO Global Education Monitoring Report

‘If we want a greener planet, and sustainable futures for all, we must ask more from our education systems than just a transfer of knowledge. We need our schools, universities and lifelong learning programmes to focus on economic, environmental and social perspectives that help nurture empowered, critical, mindful and competent citizens.’

Dr Aneela Hassan  
Deputy Director Planning, Directorate of Staff Development – Punjab, Pakistan

‘The supreme reward of a teacher is to have learners who think beyond whatever has been taught to them and be able to discover new methods which no one had taught to them. So the learners should be enabled to deal with the unexpected and to extend their current knowledge to new situations.’

Arti Jha, Principal  
Indirapuram Public School, Patna, India

‘Technology has made information easily available, so content-led learning alone, does not prepare students to distinguish themselves in the workplace. Core skills such as critical thinking, problem solving, digital literacy and communication on the other hand are a must for young people to make a mark in the world today, as well as tomorrow and ahead into the unseen future.’

Anthony Salcito  
Vice President of Worldwide Education at Microsoft

‘Digital literacy is part of the foundation or arsenal that every student needs to succeed in life and the workforce.’

Andreas Schleicher  
Director for the Directorate of Education and Skills

‘When you could still assume that what you learned in school will last for a lifetime, teaching content and routine cognitive skills was at the centre of education. Today, where you can access content on Google, where routine cognitive skills are being digitised or outsourced, and where jobs are changing rapidly, the focus is on enabling people to become lifelong learners, to manage complex ways of thinking and complex ways of working and to live in a multi-faceted world as active and responsible citizens.’

Mrs Sumedha Jayaweera  
Principal of St Paul’s Girls’ School, Milagiriya, Colombo

‘Focusing on core skills, alongside knowledge, ensures we are creating students who are active and effective global citizens. These students will have the leadership qualities and communication skills to contribute to our creating greater peace and harmony in our diversified society.’

Dr Julius Jwan  
Director/CEO, Kenya Institute of Curriculum Development

‘A relevant education is the key to harnessing the potential of every individual learner in any context. While we advocate increase in access to schooling, the greater challenge is providing learning experiences through which learners can connect with real-world issues, and apply directly to their personal aspirations, interests and/or cultural experiences.’

Vera Cabral Costa  
Education consultant and curator of Bett Brazil Educate, São Paulo, Brazil

‘In this second decade of the 21st century, we already have evidence about the core competences and skills that need to be developed by our educational systems that will create and maintain equal and full opportunities for all children and youth. Beyond knowledge, much broader skills are required from those who are building the societies of the present and the future.’
Redefining learning outcomes

As educators, it is our responsibility to prepare every young person for their future in the best possible way supporting them to develop the knowledge, skills and values to live and work in a globalised economy and to contribute responsibly both locally and globally.

In order to be successful, young people need to be able to generate and implement new ideas, use digital tools effectively and apply their knowledge creatively in order to solve real world problems. In other words, core skills need to be seen as fundamental learning outcomes.

At the British Council we are committed to supporting school systems to support young people to have the following core skills and competencies:

**Student leadership**
Student leadership is about recognising the importance of honesty and empathy toward others, including others’ needs and safety. It is also concerned with practising leadership, self-regulation, and the responsibility to improve lifestyle and careers.

**Collaboration and communication**
Communication and collaboration are about fostering effective communication through actively listening to and engaging with others in diverse, multilingual environments and through non-verbal communication. They are concerned with developing the ability to work in diverse international teams, including learning from and contributing to the learning of others.

**Citizenship**
Citizenship is concerned with developing active, globally aware citizens who have the skills, knowledge and motivation to address human and environmental sustainability.

It is about developing an understanding of what it means to be a citizen of your own country and understanding your own country’s values.

**Digital literacy**
Digital literacy is about developing skills to discover, acquire and communicate knowledge and information in a globalised economy, whilst using technology to deepen learning through international collaboration.

**Critical thinking and problem solving**
Critical thinking and problem solving promotes self-directed thinking that produces new and innovative ideas and that resolves problems. They are also about reflecting critically on learning experiences and processes, and about making effective decisions.

**Creativity and imagination**
Creativity and imagination are about stimulating economic and social entrepreneurialism, imagining and pursuing novel ideas, judging value, and developing innovation and curiosity.

Whether your pupils are in Lagos or Glasgow, Jakarta or Bogotá, it is important that education combines the development of academic mastery alongside the acquisition of core skills. This will be crucial to their future success, to the future and well-being of others and to the prosperity of our global society as a whole.

**What do we offer?**
The British Council offers a suite of professional development courses based around the core skills which support teachers to develop their pedagogy.

These courses are based on what we know about really effective professional development and are focused on practical classroom implementation. They encourage teachers to work together, to reflect on, improve and sustain their learning – John Hattie’s ‘collective efficacy’ – across subjects, year groups, schools and indeed nations.

- One-day introductory courses for teachers and school leaders.
- In-depth courses on each of the core skills for teachers and/or school leaders.
- Leading core skills for school leaders.
- Inclusive pedagogies.

**How can core skills be integrated into the curriculum?**
Educators across the world face a common challenge: how to construct a curriculum that prepares students for a rapidly changing world. The British Council believes that the integration of core skills development activities into a robust academic curriculum is key and has designed a process to support policymakers and practitioners to achieve this. This involves the identification of priorities and reviewing current practice as well as identifying areas within subjects in the current curriculum that lend themselves to core skills development activities and assessing and building capacity to implement change.

**How to find out more:**
If you would like to find out more about the British Council’s offer, please contact:

schools@britishcouncil.org

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Core skills reach and impact

14,500 teachers and 5,800 leaders trained across 30 countries globally in 2015–16

School leader and teacher impact

Seventy-five per cent of school leaders and 97 per cent of teachers globally reported that they are committed to developing core skills in their school (progress survey for leaders and teachers).

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