

Core skills training of trainers – process outline

Step 1:

Global Schools Team procure and contract a global training, assessment and validation body

Preferred supplier: Imagine Education

Step 2:

BC regional schools leads (liaising with country leads) procure regional/country level trainers to deliver core skills training to a) teachers AND/OR to b) school leaders, adapting and building on TORs developed by Schools global team

Step 3:

Regional/country level trainers submit pre-assessment validation questionnaire, providing evidence to the global training, assessment and validation body that they fulfil the pre-assessment criteria (developed by the global training, assessment and validation body)

Step 4:

Regional/country level trainers who fulfil step 3 are invited to attend regional level training of trainer events. They are sent the Facilitators' and Participants' manuals plus slides in advance. The events are currently scheduled as follows but tbc with the global training, assessment and validation body:

Week	Region
6 th July	India
20 th July	East Asia
2 nd August	MENA
17 th August	South Asia
24 th August	UK
31 st August	Sub-Saharan Africa

Step 5:

Regional/country level trainers are assessed following the regional training of trainer events and successful trainers are validated.

Step 6:

Validated trainers are permitted to deliver core skills training for teachers and/or school leaders.

Step 7:

Ongoing peer-to-peer support of the network of trainers, plus quality assurance services provided by global training, assessment and validation body.

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Questions:

1. When will the dates of the regional training events above be confirmed?

We will be in touch with each individual region to confirm dates, once they have been agreed with Imagine Education. We suggest not booking venues/making financial commitments until you receive final written confirmation from Neil Williams.

2. What will the format of the regional training events be?

This is being worked out with Imagine Education, and we hope to share this with you by 5 June 2015.

3. Do regional/country trainers need to have a fluent level of English language?

Yes, in order to participate and engage fully with the training, assessment and validation activities and event(s). You may also wish to consider trainers with other languages, who later on (once materials have been translated) may deliver in local language(s).

4. Should we aim to have regional trainers who can travel across the region, or country level trainers, or both?

It depends on the approach you want to take as a region/set of countries. Obviously, regional trainers who need to travel across different countries will be more expensive in terms of travel costs, for example. Some regions may choose to take a hybrid approach of having some regional level trainers (to give flexibility) as well as country level trainers.

5. Can I approach my local Ministry of Education to put forward their trainers to be trained and validated in delivering the core skills training packages?

Yes, but we will want to have in place (like with any kind of trainer, including private consultants) contractual agreements to ensure our Intellectual Property is protected and, for example, other bodies are not making profit from our courses without an appropriate licensing agreement in place with the British Council locally.

6. Can my pre-existing Global Citizenship trainers/trainer of trainer bodies apply to be core skills trainers?

Yes, as long as they meet the criteria in the trainer terms of reference being shared by the global schools team, then they can be considered for pre-assessment before being considered for attending the training, assessment and validation event.

7. Can my pre-existing BC schools leadership trainers apply to be core skills trainers?

Yes, but as above they will still need to meet the criteria in the trainer terms of reference being shared by the global schools team, then they can be considered for pre-assessment before being considered for attending the training, assessment and validation event.

8. Will the core skills leadership trainers that are trained, assessed and validated here (to deliver the Introduction to Core Skills for School Leaders offer and the Core Skills for School Leaders training package) be also able to also deliver the BC School Leadership modules too (eg. Unit 22 – “Protecting Children in your School”, Unit 5 – “The Power of Coaching”)?

In short, yes! The trainers are being assessed and validated to deliver British Council schools content, which, for school leader trainers, includes the core skills materials for school leaders plus the BC School Leadership modules.

9. Can regional/country trainers deliver both the core skills teacher training packages and the school leader training packages?

Yes, we strongly recommend that you advertise 2 lots for procurement, ie. 1 lot for teacher trainers and 1 lot for school leaders. Those who can do both can apply for both and be considered.

10. Can BC staff be trained as trainers?

Our preference is not to train our own staff to be trainers. Under Connecting Classrooms, we are being held to strict staffing levels, and if we are deploying excessive staffing to deliver

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training that could be delivered on our behalf by external suppliers then we run the risk of not fulfilling our contractual obligations with DFID.

11. Should I approach my local BC English/Teaching Centres team about their teacher trainers applying to be trained, assessed and validated?

Yes, the core skills offer being developed is aligned to the English SBU's framework of Teacher Practices, through which a holistic British Council offer for professional development in schools across both SBUs is being made available. Within the E&E framework of Teacher Practices, core skills are known as "21st century skills". Therefore, it makes sense to think about approaching your local BC English/Teaching Centres about their teacher trainers being trained, assessed and validated to deliver core skills.

12. Do our regional/country trainers need to be experts in all 6 of the core skills?

No – it's highly unlikely to find such an expert! Your trainers will need to be excellent facilitators and deliverers of British Council core skills content. Ideally, they should have some specialism in some of the core skills, but don't need to be expert in all of them..

13. Should I pay our regional/country trainers to attend the training, assessment and validation workshop?

In some countries/regions, it may be likely that professional consultants will require being paid in order to attend, as they may be giving up other work. It remains the decision of the local office. Some countries may be able to justify paying for travel and subsistence to the event but not professional fees.

14. How much should I pay our regional/country trainers when they are validated to deliver training?

This is to be determined at a local level, depending on market rate.

15. Can I start planning training interventions in my region/country now in advance of our regional/country trainers being officially trained, assessed and validated?

Yes, given how quickly we need to start delivering core skills training so late in the financial year, you may wish to start booking in and advertising training interventions in advance, rather than waiting until September but not being able to deliver until late in Q3/Q4 due to the required lead-in time.

16. How many teacher/school leader trainers should we aim to have by region/country?

This depends on the volume of teachers and school leaders you anticipate training. This may be determined by what you know the local market demand might be, as well as Connecting Classrooms targets.

17. What if we don't have enough trainers validated this year – will there be future opportunities to train new ones to meet demand in my region/country?

The intention after year 1 is to organise follow-up events for regions, through which trainers who are validated in year one receive top-up or refresher training, and, potentially new cohorts of trainers may also be trained, assessed and validated. However, countries and regions should aim to have a critical mass of trainers in place through the year 1 events as far as possible.