**TRIBAL**

# A Skills Focused Approach to Developing Teachers and School Leaders.

**Why is a skill-based approach to educator development in the GCC essential to improve education outcomes?**

**Key Ideas:**
- Skills are the roadmap that underpin the achievement of teacher and school leader standards.
- A clearly defined educator skills framework provides a sector agreed definition of skills and their application in schools.
- A skills-based approach changes how we assess teaching and leadership.

Digital disruption is changing the world of work. In their 2023 Future of Jobs Report, the World Economic Forum (WEF) states that they believe 44% of skills used for jobs today will change in the next 5 years due to automation. While this estimation may or may not be correct, it has prompted a call to action for governments to look at how the skills of the workforce are changing in all sectors, including the skills of those working in the education sector and the role of the education sector in preparing students to acquire 'skills for the future'.

Traditionally, teachers were Masters of Knowledge (Shulman, 1986) who transfer that knowledge to their students. Now, it is recognised that there are many practical skills involved in the successful transfer of knowledge. The new skills educators need for the future of education are often implicit in educator standards and licensing requirements, but are often not well defined or explicitly taught and assessed in professional development. How can we expect educators to encourage skill development in learners if we struggle to define these skills for educators themselves? Without a clear definition of what is meant by a certain skill, we do not know how to recognise it when being used and we cannot assess it.

A quick review of the teaching and school leadership licensing standards in the region shows that nearly half the standards refer to the application of specific skills. Knowledge-based professional development and teacher training do not always lend themselves to meeting these skills-based standards.

Take for example the skills of 'designing a lesson'. This requires applying pedagogical knowledge to the skill of technical writing of a lesson plan, analysis skills to review the progression of learners and to scaffold learning accordingly, creativity skills to formulate an interesting and creative lesson, presentation and communication skills to deliver the lesson well, digital skills to utilise technology to support delivery and so on. These skills become even more important when we are looking at the possible future of education and the use of technology for personalised learning and learning in a metaverse environment .



**Tribal recommends:** To ensure that educators are able to develop these skills, a skills framework is needed to provide a clear and agreed taxonomy of what is meant by skills, what they look like when applied by educators on the job and at the level at which it is expected to be applied. Only when it is defined and levelled can it be included in educator professional development and training.

Tribal's experience with school inspections suggests that the proficiency of educator skills varies across GCC educators. Therefore, Tribal Group is promoting a skills based approach to educator professional development, utilising various skills development techniques such as the use of coaching and mentoring educators in the workplace. According to Knight (2009) when it comes to developing school leaders, they 'implement up to 95 percent, of what they learn if there is an opportunity to practice with feedback and follow-up coaching". Tribal recommends all educator training and development programmes start with a clear skills framework that incorporates future skills and provide opportunities for on-the-job coaching to ensure GCC teachers and school leaders are ready to be leaders of learning and skills development in the 4th industrial revolution.

**For more information on a skills focused approach to developing teachers and school leaders, get in touch with one of our Middle East Education Specialists.**