



Skills Builder

PARTNERSHIP



In the future





The gap





At school,
students often find it
difficult to:

articulate ideas

solve problems

organise to

achieve goals

work with others



At university,
young people struggle
without structure.

1 in 12

from a low-income
background drops out ⁶.



In employment,
employability skills are
prioritised, but

50%

say these skills
are lacking in their
applicants ¹.

Technical

A gap?

Basic Skills

Literacy, numeracy, basic digital

What might fill this gap?

life skills

basic skills

key skills

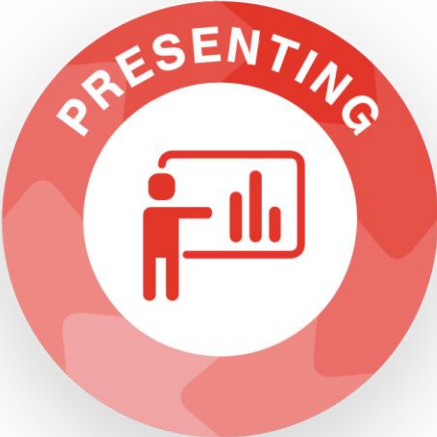
21st century skills

foundational skills

transferable skills

enterprise skills

employability skills





Taking it in turns

Helping with different jobs

Making suggestions

Encouraging others

Resolving conflicts

Measuring effectiveness

Step	Learner Descriptor	Teacher Explanation
Step 0	I can listen to others for a short time.	Learners listen with enjoyment and respond appropriately to stories.

Step	Learner Descriptor	Teacher Explanation
Step 0	I can say why people might be happy or sad.	Learners can articulate basic emotions and understand that other people will have changing emotions too.



Teamwork

Working cooperatively with others towards achieving a shared goal.

The initial steps are about **understanding why we work in teams** before moving to the next stage which explores how learners can become **effective team members**.

The next stage is all about being a **supportive and inclusive team member**, focused on how learners can ensure everyone's ideas are valued.

From Step 9, the developments are about **understanding and managing team dynamics** to help avoid negative conflict.

Finally, learners look at how they can **evaluate team performance** to help make improvements.

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Step	Learner Descriptor	Teacher Explanation
Step 0	I am happy to take turns with other children.	Learners are able and willing to take turns with their peers.
Step 1	I can work with other children to do something together.	Learners are able to make a contribution towards a bigger task as part of a group.
Step 2	I can explain why teams are sometimes better than working by myself.	Learners are able to articulate why teamwork can be more effective than individual work in some situations.
Step 3	I help with different jobs in my team and take responsibility for finishing my job.	Learners can take on different jobs in their team to complete the team task.
Step 4	I can get on well with my team and find ways to resolve a disagreement.	Learners are able to address disagreements and disputes in an effective way, and generally work well with others.
Step 5	When I finish my task, I can help others complete their tasks on time too.	Learners can think beyond their own part of a task and actively try to support other team members to complete their jobs.
Step 6	I help my team make decisions and I make my own suggestions.	Learners can contribute to the decision-making process and are willing to put forward their own ideas.
Step 7	I recognise the value of others' ideas and make useful contributions myself.	Learners can see that their peers will also contribute valuable ideas, and will be willing to compromise to reach a joint decision.
Step 8	I include all team mates in group discussions and encourage them to contribute.	Learners can see the importance of including all team members in discussions and actively encourage contributions from their peers in their team.
Step 9	I can spot when I might be getting into an argument and take steps to avoid it.	Learners are able to perceive when conflict with their peers might be negative for the team and take steps to avoid it.
Step 10	I can spot when others might be getting into an argument and make suggestions to avoid it.	Learners demonstrate an awareness of the wider team dynamics and work to avoid negative conflict in the team.
Step 11	I can contribute to team meetings in a measured, valuable and concise way.	Learners can make a valuable contribution to team discussions which builds on previous conversations and addresses the particular challenge the team faces.
Step 12	I can reflect on the team's progress and make suggestions for improvements.	Learners can accurately analyse the performance of the team and suggest improvements.
Step 13	I can reflect and evaluate on the team's approaches to tasks and carefully influence to get better results.	Learners can evaluate a team's approach, and use their influence to improve a team's performance and the outcomes of a task.
Step 14	I can evaluate the team leader's strengths and weaknesses and actively support them when they need me.	Learners can evaluate the performance of a team leader, and actively engage to support the performance of the leader, improving the outcomes for the team.
Step 15	I can identify the skills of my team members and explain how we can support each other to improve.	Learners can identify the skills of other team members and are able to give and receive peer feedback focused on improving team performance.

The receiving information

The first few responses

Learners listening information

The next stage of why a speaker to explain language

From Step 9, engage critically

At the to critically speaker

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Stay Positive

The ability to overcome

It starts to recognise

The next learners' c

Once lea they move positives in

The next st advantages it may be

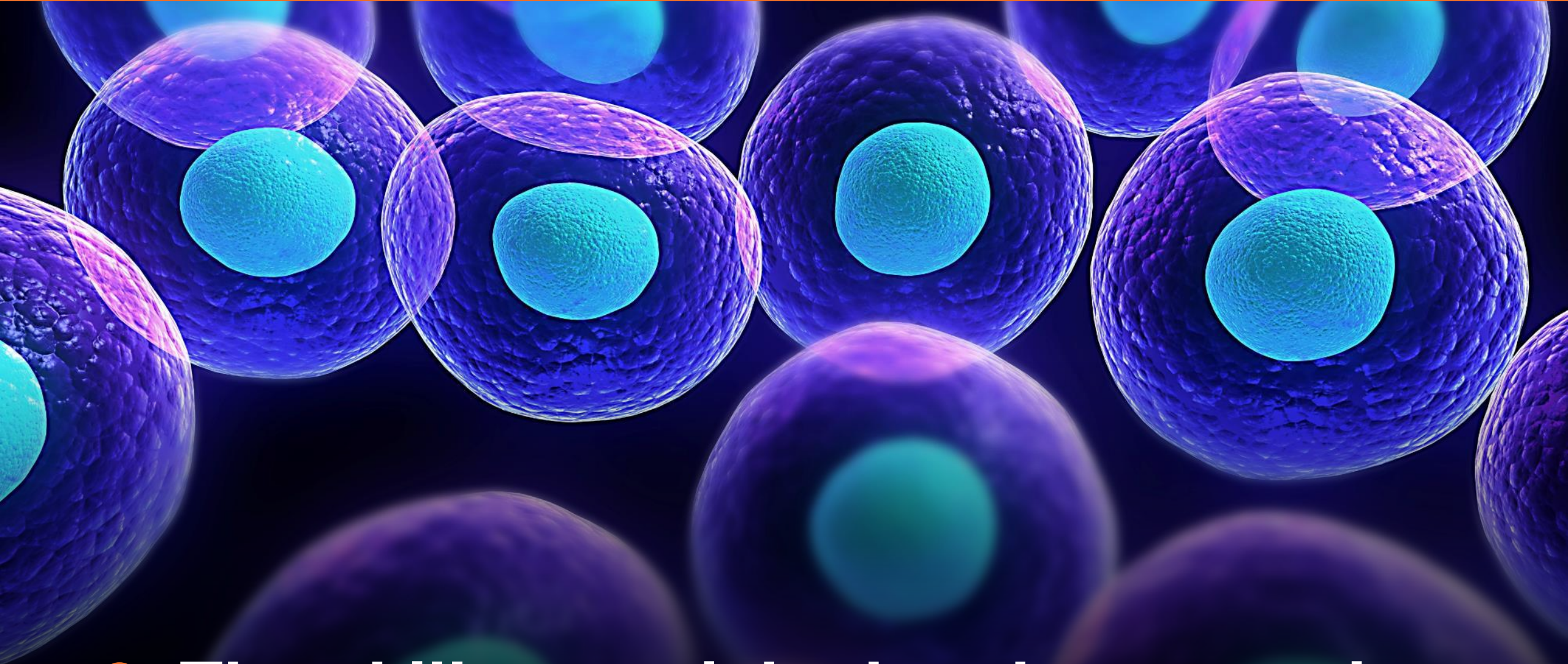
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Why this helps?



1. The skills are just innate



2. The skills are picked up by osmosis



3. The skills lie latent

A big leap



Putting it to work: Six principles



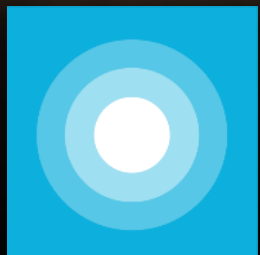
1. Keep it simple



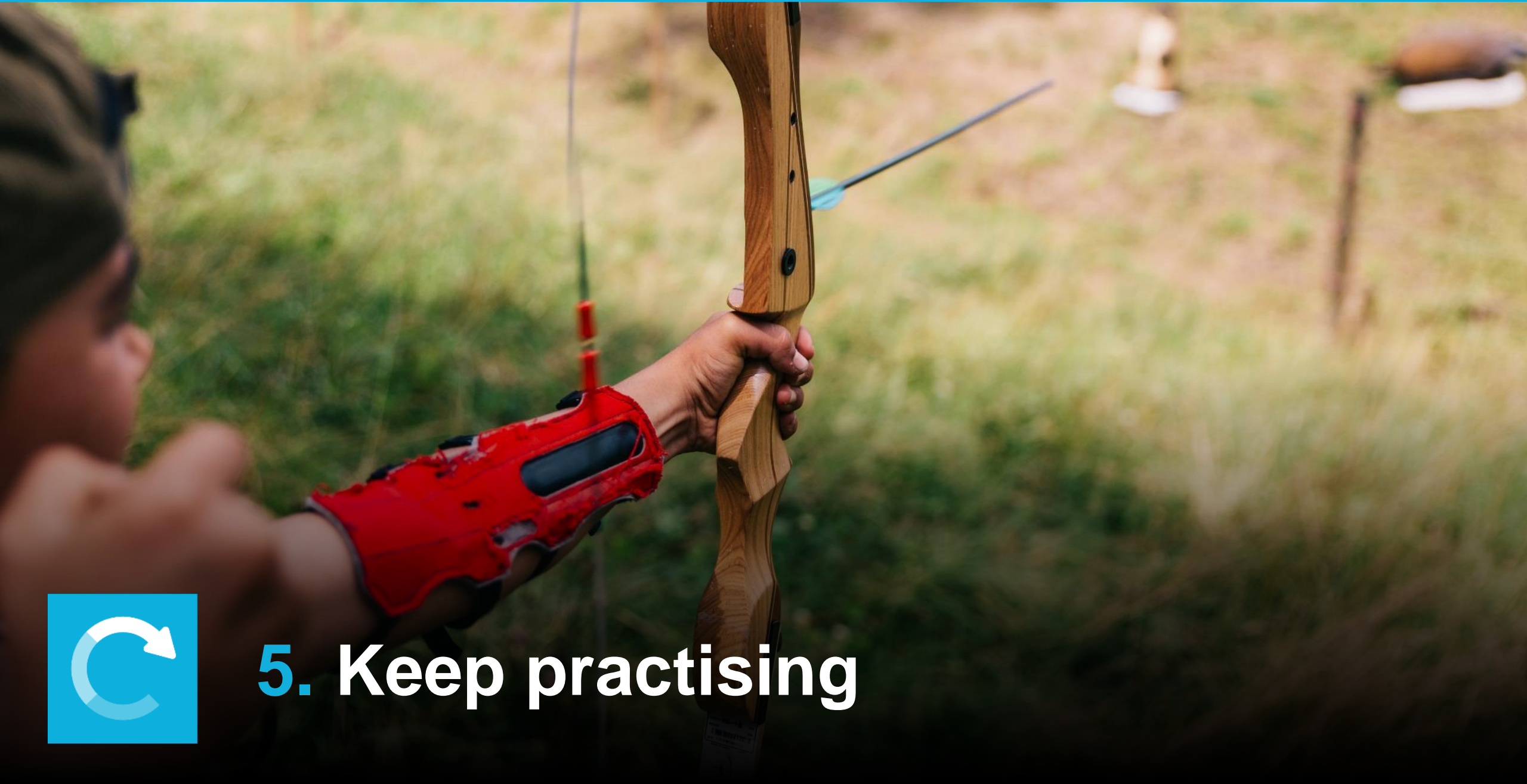
2. Start early and keep going



3. Measure it



4. Focus tightly



5. Keep practising



6. Bring it to life



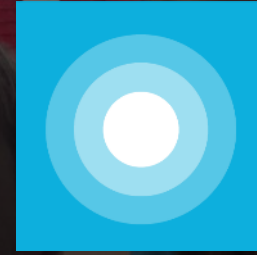
1. Keep it simple



2. Start early and keep going



3. Measure it



4. Focus tightly



5. Keep practising

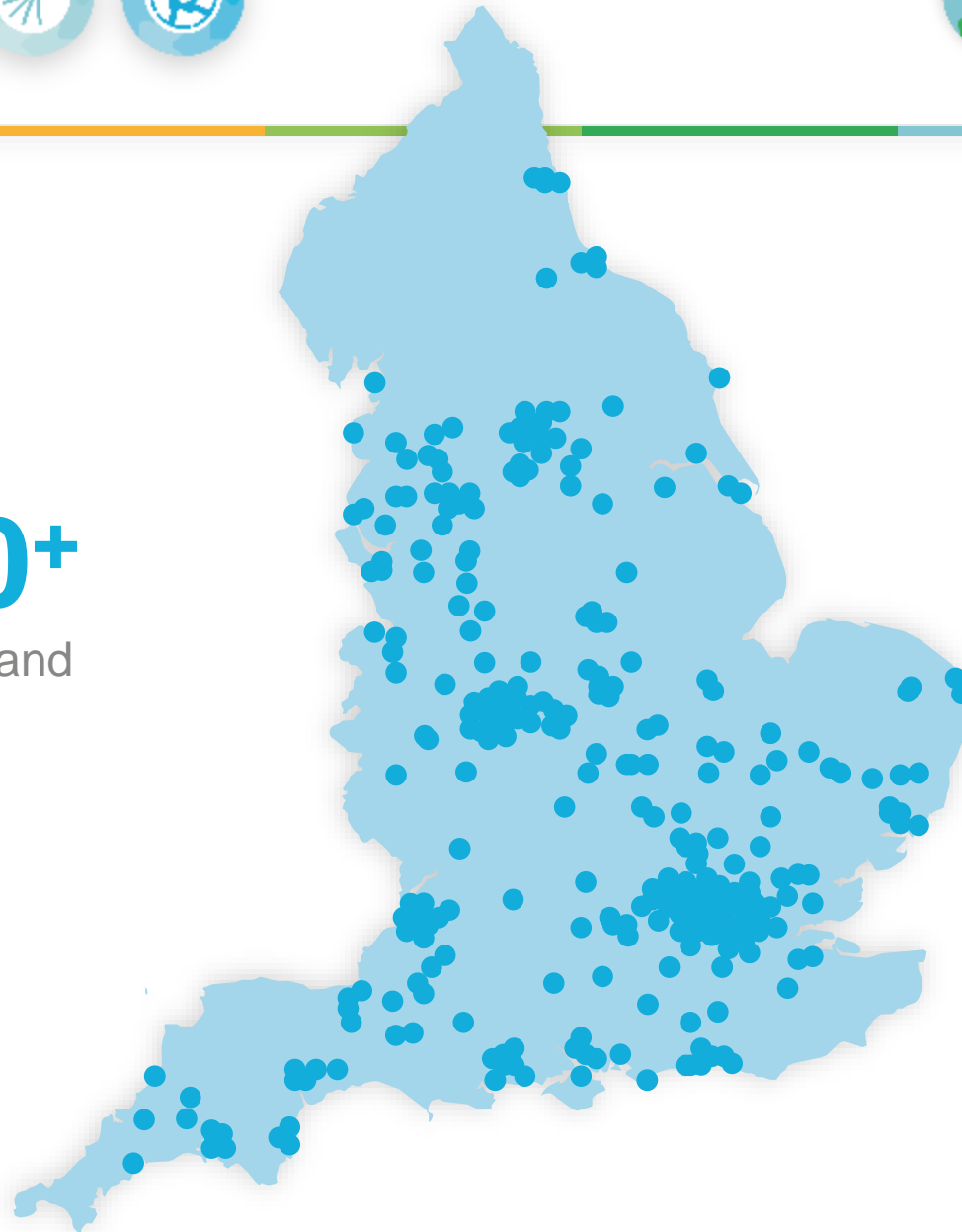


6. Bring it to life

Working together



540+
schools and
colleges







130+
employers



50+ organisations



**One day, everyone will build
the essential skills to succeed**



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