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Learning Trust

Ecclesfield
SCHOOL

CAREERS

AN INTRODUCTION TO

SKILLS FOR LIFE

SKILLS FOR LIFE

Recognising them - demonstrating how you've used them

- ★ Listener
- ★ Speaker
- ★ Solver
- ★ Creative
- ★ Motivator
- ★ Leader
- ★ Team Player

INTRODUCING SKILLS FOR LIFE

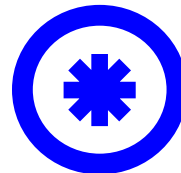**LISTENER** **SPEAKER** **SOLVER** **CREATOR** **MOTIVATOR** **ASPIRER** **LEADER** **TEAM PLAYER**

At Ecclesfield School, we're working hard ensure that our students develop the essential skills to succeed. They come up time and again, as the core, transferable skills needed in life and employment. It's important you can recognise them and demonstrate how you've used them.

✓ Recognise where my essential skills currently are and identify any gaps

✓ Effectively describe my use of these skills, in self-assessment and to others

✓ Reflect on the essential skills I'm developing in the school curriculum

✓ See the relevance of skills, linking them to real-world employment

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LISTENER

Receiving, retaining and processing information or ideas

This skill is all about being able to effectively receive information - whether it comes from a peer, a teacher, an employer or someone else entirely.

LISTENER

I can demonstrate these skills:

- ✓ I listen to others without interrupting
- ✓ I listen to others and can remember short instructions
- ✓ I listen to others and can ask questions if I don't understand
- ✓ I listen to others and can tell someone else what it was about
- ✓ I listen to others and can tell why they are communicating with me
- ✓ I listen to others and record important information
- ✓ I show I am listening by how I use eye contact and body language
- ✓ I show I am listening by using open questions to deepen my understanding
- ✓ I show I am listening by summarising or rephrasing what I have heard
- ✓ I am aware of how a speaker is influencing me through their tone
- ✓ I am aware of how a speaker is influencing me through their language
- ✓ I listen critically and compare different perspectives
- ✓ I listen critically and think about where perspectives come from
- ✓ I listen critically and identify potential bias in different perspectives
- ✓ I listen critically and use questioning to evaluate different perspectives
- ✓ I listen critically and look beyond the way speakers speak or act

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SPEAKER

The oral transmission of information or ideas

This skill is all about how to communicate effectively with others, being mindful of who the audience is, such as a peer, teacher or others in familiar or different settings.

SPEAKER

I can demonstrate these skills:

- ✓ I speak clearly to someone I know
- ✓ I speak clearly to small groups of people I know
- ✓ I speak clearly to individuals and small groups I do not know
- ✓ I speak effectively by making points in a logical order
- ✓ I speak effectively by thinking about what my listeners already know
- ✓ I speak effectively by using appropriate language
- ✓ I speak effectively by using appropriate tone, expression and gesture
- ✓ I speak engagingly by using facts and examples to support my points
- ✓ I speak engagingly by using visual aids to support my points
- ✓ I speak engagingly by using tone, expression and gesture to engage
- ✓ I speak adaptively by changing my language, tone and expression
- ✓ I speak adaptively by planning for different possible responses of listeners
- ✓ I speak adaptively by changing my content depending on the response
- ✓ I speak influentially by changing the structure of my points to best persuade
- ✓ I speak influentially by changing the examples and facts I use to persuade
- ✓ I speak influentially by articulating a compelling vision that persuades

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SOLVER

The ability to find a solution to a situation or challenge

This skill focuses on how to solve problems, recognising that while some Problem Solving involves technical know-how and experience, but there are also transferable tools that can be used.

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SOLVER

I can demonstrate these skills:

- ✓ I complete tasks by following instructions
- ✓ I complete tasks by finding someone to help if I need them
- ✓ I complete tasks by explaining problems to someone for advice if I need
- ✓ I complete tasks by finding information I need myself
- ✓ I explore problems by creating different possible solutions
- ✓ I explore complex problems by building my understanding through research
- ✓ I explore complex problems by analysing the causes and effects
- ✓ I identify when there are no simple technical solutions
- ✓ I create solutions for complex problems by generating a range of options
- ✓ I create solutions for complex problems by evaluating the + and - effects
- ✓ I analyse complex problems by using logical reasoning
- ✓ I analyse complex problems by creating and testing hypotheses
- ✓ I implement strategic plans to solve complex problems
- ✓ I implement strategic plans and assess their success
- ✓ I implement strategic plans draw out learning to refine the process

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CREATIVE

The use of imagination and the generation of new ideas

Creativity complements Problem Solving. It is about generating innovations or ideas which can then be refined throughout the problem-solving process.

CREATIVE

I can demonstrate these skills:

- ✓ I imagine different situations
- ✓ I imagine different situations and can say what I imagine
- ✓ I imagine different situations and can bring them to life in different ways
- ✓ I generate ideas when I've been given a clear brief
- ✓ I generate ideas to improve something
- ✓ I generate ideas by combining different concepts
- ✓ I use creativity in the context of work
- ✓ I use creativity in the context of my wider life
- ✓ I develop ideas by using mind mapping
- ✓ I develop ideas by asking myself questions
- ✓ I develop ideas by considering different perspectives
- ✓ I innovate effectively when working in a group
- ✓ I innovate effectively by seeking out varied experiences and stimuli
- ✓ I support others to innovate by sharing a range of tools
- ✓ I support others to innovate by evaluating the tools for different situations
- ✓ I support others to innovate by coaching them to be more creative

Outstanding together, working together, **learning together.**

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MOTIVATOR

The ability to use tactics and strategies to overcome setbacks and achieve goals

This skill is all about individuals being equipped to manage their emotions effectively and being able to remain motivated, and ultimately to motivate others, even when facing setbacks.

MOTIVATOR

I can demonstrate these skills:
- ✓ I can tell when I feel positive or negative
- ✓ I can tell when others feel positive or negative
- ✓ I keep trying when something goes wrong
- ✓ I keep trying and stay calm when something goes wrong
- ✓ I keep trying when something goes wrong, and think about what happened
- ✓ I keep trying when something goes wrong and help cheer others up
- ✓ I keep trying when something goes wrong and encourage others too
- ✓ I look for opportunities in difficult situations
- ✓ I look for opportunities in difficult situations, and share these with others
- ✓ I look for opportunities in difficult situations, and adapt plans to use
- ✓ I identify risks and gains in opportunities
- ✓ I identify risks and gains in opportunities, and make plans to manage them
- ✓ I support others to stay positive, by managing my own responses
- ✓ I support others to stay positive, by helping others to see opportunities

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ASPIRER

The ability to set clear, tangible goals and devise a robust route to achieving them

This skill is about being able to plan effectively - both to achieve organisational goals, and also to personal development targets. Initially, this is about having a sense of what doing well looks like for an individual.

ASPIRER

I can demonstrate these skills:

- ✓ I know when I am finding something too difficult
- ✓ I know what doing well looks like for me
- ✓ I work with care and attention to detail
- ✓ I work with pride when I am being successful
- ✓ I work with a positive approach to new challenges
- ✓ I set goals for myself
- ✓ I set goals informed by an understanding of what is needed
- ✓ I set goals, ordering and prioritise tasks to achieve them
- ✓ I set goals and secure the right resources to achieve them
- ✓ I set goals and plan to involve others in the best way
- ✓ I create plans that are informed by my skill set and that of others
- ✓ I create plans that include clear targets to make progress tangible
- ✓ I create plans that are informed by external views and constructive criticism
- ✓ I take into account strengths, weaknesses, opportunities and threats
- ✓ I develop long-term strategies that use regular milestones to keep on-track
- ✓ I develop feedback loops to support flexibility and adaptability

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LEADER

Supporting, encouraging and developing others to achieve a shared goal

This skill is relevant not only for individuals in a leadership position, but also for individuals working with peers in teams. At the earliest stages, the focus is on basic empathy - understanding and owning feelings, being able to share them, and recognising the feelings of others.

LEADER

I can demonstrate these skills:

✓ I know how I am feeling about something
✓ I know how to explain my feelings about something to my team
✓ I know how to recognise others' feelings about something
✓ I manage dividing up tasks between others in a fair way
✓ I manage time and share resources to support completing tasks
✓ I manage group discussions to reach shared decisions
✓ I manage disagreements to reach shared solutions
✓ I recognise my own strengths and weaknesses as a leader
✓ I recognise the strengths and weaknesses of others in my team
✓ I support others through mentorship
✓ I support others through coaching
✓ I support others through motivating them
✓ I reflect on my own leadership style and its effect on others
✓ I build on my strengths and mitigate my weaknesses
✓ I reflect on my own leadership style, and adapt my approach according

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TEAM PLAYER

Working cooperatively with others towards achieving a shared goal

This skill applies to working within both formal and informal teams, and also with peers, teachers and others. Initially, this is about fulfilling expectations around being positive, behaving appropriately, being timely and reliable, and taking responsibility.

TEAM PLAYER

I can demonstrate these skills:

- ✓ I work with others in a positive way
- ✓ I work well with others by behaving appropriately
- ✓ I work well with others by being on time and reliable
- ✓ I work well with others by taking responsibility for completing my tasks
- ✓ I work well with others by supporting them if I can do so
- ✓ I work well with others by understanding and respecting
- ✓ I contribute to group decision making, whilst recognising others' ideas
- ✓ I contribute to group decision making, encouraging others to contribute
- ✓ I improve the team by not creating unhelpful conflicts
- ✓ I improve the team by resolving unhelpful conflicts
- ✓ I improve the team by building relationships beyond my immediate team
- ✓ I influence the team by reflecting on progress and suggesting improvements
- ✓ I influence the team by evaluating successes and failures and sharing
- ✓ I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly
- ✓ I support the team by bringing in external expertise and relationships

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