



COMPENDIUM of FUTURE-READY SKILLS



This collection of skills frameworks is not comprehensive, but rather a sampling of the kinds of skills that fit the values and focus of the Playful Journey Lab. They were curated by David Petty during the 2019 Summer Journeyer Fellowship.

Source and Title

MIT J-WEL

[Future Ready Skills](#)

MIT Leadership Center / Sloan Deborah Ancona

[4-CAP+](#)

MIT New Engineering Education Transformation (NEET)

[12 NEET ways of thinking](#)

Office of Career, Technical, and Adult Education, U.S. Department of Education

[Employability Skills Framework](#)

Amazon

[Preview of the MyWays Competency Domains](#)

University of Melbourne

[The Assessment and Teaching of 21st Century Skills \(ATC21S™\)](#)

Ministry of Education, Singapore

[21st Century Competencies](#)

Paul Tough

[Character Education](#)

Description

This discussion of future-ready skills is divided into quadrants: How we think, How we interact, How we manage ourselves, How we lead. The quadrants are categorized into axes.

The ‘...key capabilities of effective leaders’ include: sensemaking, visioning, relating, and inventing, with building credibility at the core.

Among principles of NEET — including new machines and systems, makers and discoverers and, teaching the way students learn best — are NEET ways of thinking: learning how to learn, making, discovering, interpersonal skills, personal skills and attitudes, creative thinking, systems thinking, critical and metacognitive thinking, analytical thinking, computational thinking, experimental, humanistic.

This framework of ‘employability skills’ is divided into nine skill lists in three categories: Applied Knowledge, Effective Relationships, Workplace Skills.

This discussion of ‘competency domains’ is divided into quadrants: Habits of Success, Content Knowledge, Creative Know How, Wayfinding Abilities.

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This discussion of ‘21st-Century competencies’ is divided into quadrants: Confident Person, Self-Directed Learner, Concerned Citizen, Active Contributor.

In *How Children Succeed*, Paul Tough lists character traits that ‘correlate most with success:’ zest, grit, self-control, social intelligence, gratitude, optimism, and curiosity (New America summary). (Also see ‘24 character strengths’ at <https://posproject.org/character-strengths/>.)

SOCIAL and EMOTIONAL LEARNING (SEL)



Source and Title	Description
Engaging Schools Learning and Life Competencies	Engaging Schools lists ‘learning and life competencies’ that are, ‘...variously identified as college and career readiness skills, life skills, 21st century soft skills, noncognitive competencies, replacement behaviors, and habits of learning’ divided into four skill sets: self-awareness, self-management, social efficacy, and academic efficacy.
The Forum for Youth Investment Soft Skills	Analysis of eight youth program outcome measurement instruments across (among other things) skill areas: communication, relationships & collaboration, critical thinking & decision-making, and initiative & self-direction
CASEL Core SEL Competencies	The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies core SEL competencies as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (Look into the 2020 conference)
CHKS Social Emotional Health Module (SEHM)	The California Healthy Kids Survey (CHKS) ‘...is a modular, anonymous assessment recommended for students age 10 (grade 5) and above.’ It identifies categories of SEL and health as: empathy, self-efficacy, self-awareness, persistence, emotional self-regulation, behavioral self-control, gratitude, zest, and optimism.
EducationNext Social-Emotional Learning: What It Is, What It Isn't, And What We Know	‘...work in SEL is misguided in its focus on personality traits and dispositions (e.g., conscientiousness, agreeableness, persistence, etc.), [described] as largely influenced by genetic and environmental factors and, as such, are unlikely to be changed through school-based programming.’ ‘...the 4Rs Program uses high quality children’s literature as a springboard for helping students gain skills and understanding in the areas of handling anger, listening, assertiveness, cooperation, negotiation, mediation, building community, celebrating differences, and countering bias.’