



SUSTAINABLE LEARNING
BRIDGING THE GAP

Skills rubric sustainable learning - DIVERSE THINKING & NON-NEUROTYPICALITY



Co-funded by
the European Union

Skill	Entry educator	Entry youngster	Basic educator	Basic youngster	Advanced educator	Advanced youngster	Assessment educator	Assessment Youngster	Validation
Diverse thinking & non-neurotypicality	What does the educator do before starting.	What does the youngster do before starting.	What does the educator to coach towards (self) awareness and self esteem.	What does the youngster do to grow towards (self) awareness and self esteem. A youngster at a basic level should have practiced but still need coaching to perform independently.	What does the educator do to coach towards master the skill.	What does the youngster do to master the skill A youngster at this level can perform the skill independently in different situations.	What does the educator do to assess the skill?	What does the youngster do to get the skill assessed. A youngster at this level can perform independently and reflect on their abilities.	
	This competence includes several skills common to personal competences. In this colum you find the reference to the related personal ability.	1. Think about what do I know about this skill. 2. How am I with this skill? 3. What do I want to know/learn?	The educator looks, after the activity at which knowledges and abilities about the topic he has seen in the youngster. What can a youngster already do? He discusses this as concretely as possible with the youngster. This does not mean that a youngster should already be able to do everything, but that the educator focuses on which skills he has already seen.	Reflect after the activity. Do you have a better idea of what the skill is about and how you deal with this skill (direct applications)? Are you able to apply knowledges and skills in simple and familiar situations with guidance from someone else and specific instructions?	The educator knows which behavior goes with each ability of the skill. He can discuss with a youngster what he/she has to do to achieve a skill. He uses the abilities as described in the Skills grid. The educator uses the following basics: the youngster understands the different skills. He has applied the different skills in different situations. The youngster is able to reflect on his own actions.	Look at the different abilities of this skill and determine for yourself what you can already do and what you still need to learn. If necessary, discuss with your educator how you can work on an ability. Collect evidence of your acquired ability. This can be done in different ways.	Using the pre-established criteria per objective, see what evidence you want to see to determine whether a young person has mastered the skill. This involves: - Does a young person understand what it is about? - Has he applied the skill in different situations? - Can the young person reflect on his learning process and how he applies this skill?	Provide evidence of your proficiency. You may choose how you demonstrate that you are able to: - understand what produce no waste is about and what abilities you need to master. - apply the abilities of producing no waste in different situations. - reflect on your learning process and how you did this.	The abilities belonging to producing no waste are described in BadgeCraft. The educator and the youngster have had instruction on how to use Badge Craft. When a Youngster thinks he has mastered the ability, he goes to Badgecraft and provides proof of his acquired skill. The educator checks whether this is enough to award the badge or gives additional instruction.
Diverse Thinking	Pioneer & entrepreneurial skills 1. Innovation & Creative Thinking (Initiative : 5. Creativity & Innovation).								
Pattern Recognition	Collect information on: 1. Definition of pattern and patterns' different types 2. Distinction between correlation and causation and the concept of "noise" in data. 3. Recognition Process. 4. Methods to stimulate non-linear/associative thinking 5. Cognitive biases (e.g., pareidolia, apophenia) that can influence recognition. 6. Cognitive flexibility and tolerance for ambiguity. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity.	How attentive am I to unusual details? How do I handle complex or chaotic information?Am I good at making unusual connections?How do I react to ambiguity and uncertainty?Can I predict events or outcomes based on patterns?How do I communicate my insights?What are my typical "errors" in pattern recognition?	Did you find that the student has a basic knowledge or awareness about his/her ability to notice variations, anomalies, repetitions, or co-occurrences in a vast amount of information? Is he/she able to break down complex information into smaller elements and then reassemble them in a way that reveals hidden connections? Is he/she able to make simple connections between seemingly unrelated elements? Is he/she able to work with incomplete, contradictory, or noisy data, and to be comfortable without an immediate or clear solution? If so, reflect on this with the youngster and be as concrete as possible.	Are you more aware on your capacity to notice variations, anomalies, repetitions, or co-occurrences in a vast amount of information? Are you able to break down complex information into smaller elements and then reassemble them? Are you able to make connections between seemingly unrelated elements? During the activity, have you been able to use pattern recognition to identify the cause of a problem or to predict future outcomes? Have you been able to draw logical or probabilistic conclusions based on observed patterns? Do you know more about patterns' recognition process? REQUIREMENTS - Ability to identify simple patterns - Ability to categorize and classify data and information Ability to predict and generalize information based on patterns' observation - Ability to notice anomalies and inconsistencies.	Discuss with the youngster on how he/she can practice with the ability to identify patterns in everyday life. In what kind of situations can he/she practice this and how can others see that he uses these abilities?	Have a look at your ability to identify and recognize patterns in your own environment, in different context and situations, including complex and unfamiliar ones. Are you able to work with more complex and subtle information? Are you able to Identify hidden or complex patterns? Are you able to solve problems and make informed decisions with advanced pattern matching? Are you able to adapt knowledge to new contexts and generate new ideas? What have you already mastered and what do you need to practice? Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? REQUIREMENTS: - Ability to abstract and infer underlying principles. - Ability to identify hidden or complex patterns - Ability to apply inductive and deductive reasoning - Ability to problem-solve with advanced pattern matching. - Ability to generate creative pattern - Ability to ealuate and critiquing patterns.	Did the youngster show the ability to recognize patterns in a correct way? Does he/she show the ability to recognize patterns, analyze and use them to find out information? Does he/she know what the ability is about. Is he/she able to apply the ability in different situations? Is the youngster able to reflect on his/her own actions?	Collect evidence of your development and ability in recognizing patterns in your daily life. Show that you understand what it entails. That you have applied these skills in different situations and autonomously.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.

Systems Thinking	Collect information on: 1. the Concept of "System" 2.System Representation Tools (flowchart, concept maps, trends graphs) 3. Core Principles of System Thinking. 4. Difference Between Linear and Systemic Thinking. 5. Applications of System Thinking (concrete examples).	In my daily life, How do I usually analyze problems? How do I see "things" as interconnected?How do I handle complexity?Am I curious about long-term causes and effects?How do I work with others to solve problems?	Are the youngsters already familiar with the concept of a "system" in any context? Are they used to think about interconnections and interdependencies? Have they ever encountered or discussed complex problems that lack simple, linear solutions? How do they typically analyze these problems? Have they ever used or seen flowcharts, concept maps, trend graphs, or other visual tools that show relationships and processes? Are they able to interpret simple cause-and-effect graphs? What types of "systems" might interest them most (natural, social, economic,...)? Are they open to seeing that their individual actions can have unexpected impacts on a larger system? If so, reflect on this with the youngster and be as concrete as possible.	Are you aware of the concept of "system"? Are you able to describe a kind of system? are you able to recognize interconnections and interdependencies? are you able to use simple tools to describe a system, its relationship and processes?are you able to recognize causes and effects? REQUIREMENTS - Ability to identify system components. - Ability to perceive direct interconnections. - Ability to understand simple feedback loops. - Beginning to see multiple perspectives - Making simple predictions based on interactions.	Discuss with the youngster how can/could he/she practice with the ability "systems thinking" in everyday life. In what kind of situations can he/she practice this and how can others see that he uses these abilities?	Have a look at your ability "systems thinking" in your life. Are you able to use this kind of approach in describing facts or situations? Are you able to solve problems and make informed decisions using this kind of perspective? Are you able to adapt knowledge to new contexts and generate new ideas? What have you already mastered and what do you need to practice? Discuss with your educator how you can practice the ability. In what kind of situations can you practice this and how can others see that you use these abilities? REQUIREMENTS - In-depth Analysis of Feedback Loops (both positive and negative) - Identification of leverage points: where to intervene to achieve maximum impact with minimal effort. - Ability to build and use complex mental models -Ability to recognize and manage complexity and uncertainty.-Ability to analyze interactions between systems (Systems of Systems). - Ability to design solutions with a systemic perspective -Ability to analyze how policies, rules, and cultures influence system behaviour.	Did the youngster show the ability "systems thinking" in a complete way ? Does he/she show the ability "systems thinking" in his/her analyzing process and in his/her problem solving approach? Does he/she know what the ability is about? Is he/she able to apply the ability in different situations? Is the youngster able to reflect on his/her own actions?	Collect evidence of your development and ability in systems thinking. Show that you understand what it entails. That you have applied these skills autonomously.	The youngster can upload his collected evidence in BadgeCraft and the educator can judge on this basis (and what he has seen in practice) whether the youngster has achieved the ability or whether he needs to do something additional. If the ability is achieved, the educator can award the Open Badge.
Adaptability	Flexibility: 1. Adaptability & Change Management.							.	
Problem-Solving	Interpersonal skill and kindness: 3. Conflict Resolution & Problem-Solving.								
Communication	Interpersonal skills and kindness: 2. Communication Skills (Communication 1. Verbal & Nonverbal Expression, 2. Active Listening & Understanding).								
Collaboration	Interpersonal skills and kindness: 6. Teamwork & Collaboration (Collaboration: 1. Teamwork & Group Participation).								