



| <div><div>SUSTAINABLE LEARNING BRIDGING THE GAP</div><div>Skills rubric sustainable learning - LEADERSHIP</div><div>Co-funded by the European Union</div></div> | | | | | | | | | |
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| Skill | Entry educator | Entry youngster | Basic educator | Basic youngster | Advanced educator | Advanced youngster | Assessment educator | Assessment Youngster | Validation |
| Name of the skill | What does the educator do before starting | What does the youngster do before starting | What does the educator do 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. I A youngster at this level can perform the skill independently in different situations. A youngster at this level can perform independently and reflect on their abilities. | What does the educator do to assess the skill? | What does the youngster do to get the skill assessed | |
| Leadership | The educator delves into the skill Leadership and the accompanying abilities. He thinks about how the skill can be useful for the youngsters. He processes the skill communication in a learning activity. | 1. Think about what do I know about Leadership. 2. How am I with Leadership? 3. What do i want to know/learn? | The educator looks, after the activity at which Leadership abilities 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 Leadership skills he has already seen. | Reflect after the activity. Do you have a better idea of what Leadership is and how you deal with Leadership? What can you do and what are you good at? | The educator knows which behavior goes with each ability of Leadership. 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 for Leadership. The educator uses the following basics: the youngster understands the different skills of the skill Leadership. 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 communication is about and what abilities you need to master. - apply de abilities of communication in different situations. - reflect on your learning process and how you did this. | The abilities belonging to Leadership 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. |
| 1. Develop Self-Awareness & Personal Growth (Apply self regulation & accept feedback: 2. Self-Awareness & Reflection 3. Openness to Feedback & Growth) | | | | | | | | | |
| 2. Strengthen Communication & Influence | Collect information on: The ability to practice speaking confidently in group discussions and presentations. The ability to listen actively by making eye contact, asking clarifying questions, and summarizing key points. The ability to use body language effectively to show confidence and engagement. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity. | 1. Think about what do I know about Strengthen Communication & Influence? 2. How am I doing with Strengthen Communication & Influence? 3. What do i want to know/learn about Strengthen Communication & Influence? | Have you seen that a youngster is able to practice speaking confidently in group discussions and presentations. Is he able to listen actively by making eye contact, asking clarifying questions, and summarizing key points. Is he able to use body language effectively to show confidence and engagement. If so, reflect on this with the youngster and be as concrete as possible. | Do you know more about Strengthen Communication & Influence? During the activity (or in different situations) have you been able to practice speaking confidently in group discussions and presentations? Been able to listen actively by making eye contact, asking clarifying questions, and summarizing key points? Been able to use body language effectively to show confidence and engagement? What can you already do? Requirements: Participating in Group Discussions – Can speak when prompted and share simple ideas, but may need support to organize thoughts, speak clearly, and manage anxiety during presentations. Active Listening – Listens with interest and can recall main points, but may need reminders to maintain eye contact, ask clarifying questions, and avoid distractions during longer conversations. Using Confident Body Language – Shows basic gestures like nodding or smiling, but may need encouragement to stand tall, use hand movements purposefully, and appear more engaged when speaking or listening. | Discuss with the youngster how he can practice with the ability to practice speaking confidently in group discussions and presentations. The ability to listen actively by making eye contact, asking clarifying questions, and summarizing key points. The ability to use body language effectively to show confidence and engagement. In what kind of situations can he practice this and how can others see that he uses these abilities? | Have a look at your ability to practice speaking confidently in group discussions and presentations. Your ability to listen actively by making eye contact, asking clarifying questions, and summarizing key points. Your ability to use body language effectively to show confidence and engagement.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: Participating in Group Discussions – Speaks clearly and confidently, contributes original ideas, stays on topic, and adjusts tone and language to suit the audience during presentations and discussions. Active Listening – Maintains steady eye contact, listens without interrupting, asks thoughtful clarifying questions, and can accurately summarize or build on others' points. Using Confident Body Language – Consistently uses posture, gestures, and facial expressions to enhance verbal messages, demonstrate engagement, and convey confidence in various communication settings. | Did the youngster show the ability to practice speaking confidently in group discussions and presentations. Show the ability to listen actively by making eye contact, asking clarifying questions, and summarizing key points. Show the ability to use body language effectively to show confidence and engagement. Does he knows what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions? | Collect evidence of your development and ability in Strengthen Communication & Influence. Show that you understand what it entails. That you have applied these skills in different situations: the ability to practice speaking confidently in group discussions and presentations. The ability to listen actively by making eye contact, asking clarifying questions, and summarizing key points. The ability to use body language effectively to show confidence and engagement.s. And indicate how you think your development has progressed. | 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. |

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| 3. Improve Decision-Making & Problem-Solving | Collect information on: The ability to analyze situations critically before making choices. The ability to take calculated risks and reflect on outcomes. The ability to adapt plans based on new information and unexpected challenges. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity. | 1. Think about what do I know about Improve Decision-Making & Problem-Solving? 2. How am I doing with written Improve Decision-Making & Problem-Solving? 3. What do I want to know/learn about written Improve Decision-Making & Problem-Solving? | Have you seen that a youngster is able to analyze situations critically before making choices. Is he able to take calculated risks and reflect on outcomes. Is he able to adapt plans based on new information and unexpected challenges. If so, reflect on this with the youngster and be as concrete as possible. | Do you know more about Improve Decision-Making & Problem-Solving? During the activity (or in different situations) have you been able to analyze situations critically before making choices. Been able to take calculated risks and reflect on outcomes. Been able to adapt plans based on new information and unexpected challenges. What can you already do? Requirements: Thinking Before Acting – Can recognize simple problems and consider a few options, but may need guidance to think through consequences before making a decision. Trying New Things Carefully – Willing to take small risks when encouraged, though may need support to assess possible outcomes and reflect on what worked or didn't. Adjusting to Change – Can accept changes with reassurance and make small adjustments to plans, but may need help staying flexible when faced with unexpected challenges. | Discuss with the youngster how he can practice with the ability to analyze situations critically before making choices. The ability to take calculated risks and reflect on outcomes. The ability to adapt plans based on new information and unexpected challenges. In what kind of situations can he practice this and how can others see that he uses these abilities? | Have a look at your ability to analyze situations critically before making choices. Your ability to take calculated risks and reflect on outcomes. Your ability to adapt plans based on new information and unexpected challenges. 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: Thinking Before Acting – Consistently evaluates situations by identifying key factors, weighing pros and cons, and anticipating potential consequences before making informed decisions. Taking Strategic Risks – Confidently takes well-reasoned risks when appropriate, considers short- and long-term impacts, and reflects thoughtfully on outcomes to improve future choices. Adapting Plans Flexibly – Easily adjusts strategies in response to new information or setbacks, remains calm under pressure, and can pivot while maintaining focus on goals. | Did the youngster show the ability to analyze situations critically before making choices. The ability to take calculated risks and reflect on outcomes. The ability to adapt plans based on new information and unexpected challenges. Does he know what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions? | Collect evidence of your development and ability in Improve Decision-Making & Problem-Solving. Show that you understand what it entails. That you have applied these skills in different situations: the ability to analyze situations critically before making choices. The ability to take calculated risks and reflect on outcomes. The ability to adapt plans based on new information and unexpected challenges. And indicate how you think your development has progressed. | 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. | |
| | 4. Enhance Teamwork & Collaboration | Collect information on: The ability to assign tasks to team members based on their strengths and trust their abilities. The ability to mediate conflicts by listening to different perspectives and suggesting solutions. The ability to foster inclusivity by ensuring everyone's voice is heard and valued. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity. | 1. Think about what do I know about Enhance Teamwork & Collaboration? 2. How am I doing with Enhance Teamwork & Collaboration? 3. What do I want to know/learn about Enhance Teamwork & Collaboration? | Have you seen that a youngster is able to assign tasks to team members based on their strengths and trust their abilities? Is he able to mediate conflicts by listening to different perspectives and suggesting solutions? Is he able to foster inclusivity by ensuring everyone's voice is heard and valued? If so, reflect on this with the youngster and be as concrete as possible. | Do you know more about Enhance Teamwork & Collaboration? During the activity (or in different situations) have you been able to assign tasks to team members based on their strengths and trust their abilities? Been able to mediate conflicts by listening to different perspectives and suggesting solutions? Been able to foster inclusivity by ensuring everyone's voice is heard and valued? What can you already do? Requirements: Sharing Responsibilities – Can suggest simple tasks for others but may need help recognizing individual strengths and trusting others to follow through. Managing Conflicts – Notices when others disagree and can listen with support, but may need guidance to suggest fair solutions or stay neutral. Including Everyone – Tries to involve peers in group activities and shows basic respect, but may need reminders to listen actively and encourage quieter voices. | Discuss with the youngster how he can practice with the ability to assign tasks to team members based on their strengths and trust their abilities. The ability to mediate conflicts by listening to different perspectives and suggesting solutions. The ability to foster inclusivity by ensuring everyone's voice is heard and valued. In what kind of situations can he practice this and how can others see that he uses these abilities? | Have a look at your ability to assign tasks to team members based on their strengths and trust their abilities. Your ability to mediate conflicts by listening to different perspectives and suggesting solutions. Your ability to foster inclusivity by ensuring everyone's voice is heard and valued. 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: Sharing Responsibilities – Assigns tasks strategically based on team members' strengths, communicates expectations clearly, and shows trust by allowing others to lead and contribute independently. Managing Conflicts – Listens to all perspectives with empathy, stays neutral, and facilitates respectful dialogue to resolve disagreements and find mutually beneficial solutions. Including Everyone – Actively creates a supportive environment where all voices are encouraged, ensures diverse input is considered, and promotes a sense of belonging within the team. | Did the youngster show the ability to assign tasks to team members based on their strengths and trust their abilities. Show the ability to mediate conflicts by listening to different perspectives and suggesting solutions. Show the ability to foster inclusivity by ensuring everyone's voice is heard and valued. Does he know what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions? | Collect evidence of your development and ability in Enhance Teamwork & Collaboration. Show that you understand what it entails. That you have applied these skills in different situations: the ability to assign tasks to team members based on their strengths and trust their abilities. The ability to mediate conflicts by listening to different perspectives and suggesting solutions. The ability to foster inclusivity by ensuring everyone's voice is heard and valued. And indicate how you think your development has progressed. | 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. |
| | 5. Inspire & Motivate Others | Collect information on: The ability to lead by example with a positive attitude and strong work ethic. The ability to recognize and celebrate others' achievements. The ability to offer constructive feedback to help peers grow and improve. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity. | 1. Think about what do I know about Inspire & Motivate Others? 2. How am I doing with Inspire & Motivate Others? 3. What do I want to know/learn about Inspire & Motivate Others? | Have you seen that a youngster is able to lead by example with a positive attitude and strong work ethic? Is he able to recognize and celebrate others' achievements? Is he able to offer constructive feedback to help peers grow and improve? If so, reflect on this with the youngster and be as concrete as possible. | Do you know more about Inspire & Motivate Others? During the activity (or in different situations) have you been able to lead by example with a positive attitude and strong work ethic? Been able to recognize and celebrate others' achievements? Been able to offer constructive feedback to help peers grow and improve? What can you already do? Requirements: Leading by Example – Tries to stay positive and work hard, but may need reminders to stay consistent and show responsibility in group settings. Recognizing Others – Can notice when others do well and offer simple praise, though may need encouragement to express appreciation regularly. Giving Helpful Feedback – Willing to share thoughts with peers, but may need support to give feedback in a kind, clear, and respectful way. | Discuss with the youngster how he can practice with the ability to lead by example with a positive attitude and strong work ethic. The ability to recognize and celebrate others' achievements. The ability to offer constructive feedback to help peers grow and improve. In what kind of situations can he practice this and how can others see that he uses these abilities? | Have a look at your ability to lead by example with a positive attitude and strong work ethic. Your ability to recognize and celebrate others' achievements. Your ability to offer constructive feedback to help peers grow and improve. 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: Leading by Example – Tries to stay positive and work hard, but may need reminders to stay consistent and show responsibility in group settings. Recognizing Others – Can notice when others do well and offer simple praise, though may need encouragement to express appreciation regularly. Giving Helpful Feedback – Willing to share thoughts with peers, but may need support to give feedback in a kind, clear, and respectful way. | Did the youngster show the ability to lead by example with a positive attitude and strong work ethic. Show the ability to recognize and celebrate others' achievements. Show the ability to offer constructive feedback to help peers grow and improve. Does he know what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions? | Collect evidence of your development and ability in Inspire & Motivate Others. Show that you understand what it entails. That you have applied these skills in different situations: the ability to lead by example with a positive attitude and strong work ethic. The ability to recognize and celebrate others' achievements. The ability to offer constructive feedback to help peers grow and improve. And indicate how you think your development has progressed. | 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. |

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| 6. Demonstrate Responsibility & Ethical Leadership | Collect information on: The ability to take ownership of successes and mistakes instead of blaming others. The ability to act with honesty and integrity, making ethical choices even when difficult. The ability to show persistence and commitment to long-term goals, even in the face of setbacks. Decide how these abilities can be of use for the youngster and how you can integrate these abilities in a learning activity. | 1. Think about what do I know about Demonstrate Responsibility & Ethical Leadership? 2. How am I doing with Demonstrate Responsibility & Ethical Leadership? 3. What do i want to know/learn about Demonstrate Responsibility & Ethical Leadership? | Have you seen that a youngster is able to take ownership of successes and mistakes instead of blaming others? Is he able to act with honesty and integrity, making ethical choices even when difficult? Is he able to show persistence and commitment to long-term goals, even in the face of setbacks? If so, reflect on this with the youngster and be as concrete as possible. | Do you know more about Demonstrate Responsibility & Ethical Leadership? During the activity (or in different situations) have you been able to take ownership of successes and mistakes instead of blaming others? Been able to act with honesty and integrity, making ethical choices even when difficult? Been able to show persistence and commitment to long-term goals, even in the face of setbacks? What can you already do? Requirements: Taking Responsibility – Can admit to mistakes with support and recognize personal contributions to group success, but may sometimes shift blame when unsure or uncomfortable. Acting with Integrity – Understands basic right and wrong and tries to be honest, though may need reminders to make ethical choices, especially under peer pressure. Staying Committed – Shows interest in long-term goals and can keep trying after small setbacks, but may need encouragement to stay focused when things get tough. | Discuss with the youngster how he can practice with the ability to take ownership of successes and mistakes instead of blaming others. The ability to act with honesty and integrity, making ethical choices even when difficult. The ability to show persistence and commitment to long-term goals, even in the face of setbacks. In what kind of situations can he practice this and how can others see that he uses these abilities? | Have a look at your ability to take ownership of successes and mistakes instead of blaming others. Your ability to act with honesty and integrity, making ethical choices even when difficult. Your ability to show persistence and commitment to long-term goals, even in the face of setbacks. 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: Taking Responsibility – Openly acknowledges both successes and mistakes, reflects on actions without blaming others, and uses experiences as learning opportunities. Acting with Integrity – Consistently demonstrates honesty and strong moral principles, making ethical decisions even when they are unpopular or challenging. Staying Committed – Maintains focus and motivation toward long-term goals, demonstrates resilience during setbacks, and adapts strategies while staying true to core values. | Did the youngster show the ability to take ownership of successes and mistakes instead of blaming others. Show the ability to act with honesty and integrity, making ethical choices even when difficult. Show the ability to show persistence and commitment to long-term goals, even in the face of setbacks. Does he knows what the ability is about. Is he able to apply the ability in different situations? Is the youngster able to reflect on his own actions? | Collect evidence of your development and ability in Demonstrate Responsibility & Ethical Leadership. Show that you understand what it entails. That you have applied these skills in different situations: the ability to take ownership of successes and mistakes instead of blaming others. The ability to act with honesty and integrity, making ethical choices even when difficult. The ability to show persistence and commitment to long-term goals, even in the face of setbacks. And indicate how you think your development has progressed. | 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. |
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