

LOLL-competency card

Increase your job satisfaction

This card is meant for teachers, managers and teacher educators.

The LOLL-competency card offers a vision and a set of competencies that benefit your personal development and strive to give you a happier and less stressful workplace.

With this card we hope to inspire and challenge you to have more fun:

CREATING A 'TRULY LEARNING ORGANIZATION' THROUGH AUTHENTIC AND SOCIAL LEARNING!

Vision

The child is fully equipped for his own development, and this development is intrinsically motivated by his need for relationships, competence, and autonomy.

Potential growth requires challenge and support.

Learning takes place during interaction.

This requires a relationship with a teacher who:

- is available
- connects
- stimulate talents
- behaves authentically
- and, of course, knows his job.

School leadership has to create the prerequisites for inspiration, a moral compass, and the realization that everything matters.

Source: NIVOZ www.hetkind.org

©This LOLL-competency card is developed by Corma Ruijgrok, teacher educator 'Omgangskunde' at Centrum Archimedes of the Hogeschool Utrecht.

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Would you like to know more about the trainings offered by Centrum Archimedes? www.ca.hu.nl

LOLL-competencies

A good teacher continually practices the following competencies:

1. Descriptive representation of facts.
2. Radiating a positive attitude of acceptance and trust.
3. Mentioning of own feelings and thoughts: always be prepared to provide authentic self-disclosure based on equality and reciprocity in learning. Deliberately choose the position of an adult, and not of the parent or child (TA-model, transactional analysis).
4. Compassionately connecting behavior and possibly causes (out of curiosity examining and discovering the systematic elements in everything).
5. Deliberately choosing positive, constructive behavior (authentic, inquiring, settling things, integrating, creative, joining forces to make improvements) instead of negative, destructive behavior (withdrawn, anxious, angry, rejected, feeling like a victim, complaining, indirect communication).
6. Conveying that learning is something that takes place continuously and that failure does not exist; you can always learn from previous positive and negative experiences.
7. Separating 'me' and 'the other': understanding that the other always speaks about himself and his development (that what he has learnt, is learning right now, or wants to learn) and realizing that you do not have to solve someone else's problems.
8. Showing that you have heard what the other is saying with all your heart. Feedback that is aimed at development is putting the essence of the development of others into words.
9. Consciously using yourself as an instrument by putting aside your own interpretations, opinions, projections and advice, unless it is explicitly important for the other or when the situation asks for it.
10. Focusing on and enjoying the here and now, from a position of a relaxing body awareness. Deliberately applying deepened thinking and feeling so that the anxious child with a low self-esteem can directly learn from you (dynamic reflection model).