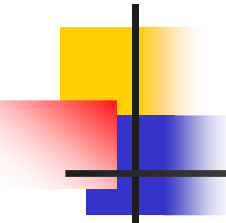


Interpersonal competences

LLP Grundtvig project "Towards a European teacher portfolio"

Rita Smilingiene
Lithuania
October 2009



Interpersonal skills are inherently relational and process oriented. They focus on the effect of communication on another person.

Referring to interpersonal competences of teachers we chose to deal with the following skills:

- To have the ability to motivate the pupils
- Classroom management in a cooperative environment
- To mediate in conflicts and resolve them in a pacific and constructive way.
- To have the capacity to develop relationships with the families in order to discuss day by day education, personal issues and pupils' issues.



Skills that compose the subcompetence

- To be enthusiastic about the subject he/she teaches
- To be able to choose a relevant material
- To have good organization skills
- To be able to choose appropriate difficulty level of the material
- To manage to involve students to be active
- To be able to use various teaching methods
- To be able to establish a proper rapport with students
- To be able to use appropriate, concrete, and understandable examples
- To be able to strengthen students' self-motivation

Consequences of the use of the sub competence in everyday teaching

Students learn best when incentives for learning in a classroom satisfy their own motives. Some of the needs your students may bring to the classroom are:

- the need to learn something in order to complete a particular task or activity,
- the need to seek new experiences,
- the need to perfect skills,
- the need to overcome challenges,
- the need to become competent,
- the need to succeed and do well,
- the need to feel involved and to interact with other people.

Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively.



SKILLS That compose the subcompetence

- To be able to perceive learners as partners and accept their individualities
- To be able to provide safety and comfort of studying environment
- To be able to make learners be willing to follow the rules as they might not behave upon them automatically from the start because they do need time to adjust to the new rules
- To be constructive, flexible and creative considering the factors which affect the social behaviour of learners in classroom and lead to its understanding
- To use verbal and non-verbal communication.

Consequences of the use of the sub competence in everyday teaching

- Without the ability to manage a class effectively, any other skills teachers have may be neutralized. It is no good knowing your subject matter, being able to devise interesting activities appropriate to the topic, knowing what sort of questions to ask or being able to give a clear explanation, if you cannot obtain a hearing or organize a group of learners.



To mediate in conflicts and resolve them
in a pacific and constructive way.

- To mediate in conflicts and resolve them in a pacific and constructive way means to be able to analyze the conflict, determine management strategy, pre-negotiate, negotiate and post-negotiate dealing with conflict situations.



SKILLS That compose the subcompetence

- Teachers while dealing with conflicts in a class should be able to :
- Solve a conflict before it affects him/her
- React confidently or do not react at all
- Remain calm
- Distinguish between rare uncooperative behaviour and repeated one
- Decide where, when and how to solve uncooperative behaviour
- Use help of colleagues
- Use help of parents and colleagues
- Not to use physical punishment
- Be aware of his/her rights
- Stick to his/her opinions
- Get to know himself /herself and his/her learners

Consequences of the use of the sub competence in everyday teaching

- Conflict resolution in education is linked to democracy and citizenship, developing a peaceful world, cooperative learning, multicultural education, prejudice reduction, social justice, violence prevention and intervention, critical thinking and problem-solving, and site-based management.

To have the capacity to develop relationships with the families in order to discuss day by day education, personal issues and pupils' issues.

- To have the capacity to develop relationships with the families in order to discuss day by day education, personal issues and pupils' issues means to be able to establish a relatively long-term association between teacher and pupil's parents, build rapport and develop a relationship of trust, support and cooperation which is necessary for students' success.



SKILLS That compose the subcompetence

- Abilities which can help teachers to build positive relationships with parents:
- Ability to remain calm, friendly, and professional at all times.
- Ability to maintain eye contact at all times.
- Ability to be willing to listen and keep an open mind.
- Ability to make every effort to understand the parent's complaint or concern.
- Ability to emphasize all positives and academic gains first.
- Address specific concerns and remain focused on what is best for the student. Share student work that supports your concerns.
- Offer explicit help and advice. Help parents or guardians set achievable goals for their child.
- Stand firm on school policies.

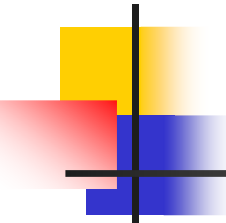
Consequences of the use of the sub competence in everyday teaching

Positive parent-school communications benefit parents:

- extent and quality of parents' home involvement with their children's learning.
- get ideas from school on how to help and support their children,
- learn more about the school's academic program and how it works.

Parents' involvement benefits students:

- raise their academic achievement,
- increase motivation for learning,
- improve behavior and attendance,
- have more positive attitude about homework and school in general.

- 
-
- Research shows that parental involvement can free teachers to focus more on the task of teaching children. Also, by having more contact with parents, teachers learn more about students' needs and home environment, which is information they can apply toward better meeting those needs. Parents who are involved tend to have a more positive view of teachers, which results in improved teacher morale.
 - Good two-way communication between families and schools is necessary for students' success. The more parents and teachers share relevant information with each other about a student, the better equipped both will be to help that student achieve academically.

Thank you for your attention.

