"Table 7.1 Competency Checklist for Supervisors and Teacher-Leaders

Does the supervisor or teacher-leader have the following competencies? Recall evidence of behaviors with children and adults.

Competency

Describe an example of a teacher-leader with children (when acting as a teacher)

Describe an example of a teacher-leader with adults (when acting as a supervisor)

Listens well, does not interrupt, and respects the pace of the other person

Is able to wait for others to discover solutions, form own ideas, and reflect

Asks questions that encourage details

Is aware of and comfortable with his or her feelings and the emotions of others

Is responsive to others

Guides/nurtures and supports/empathizes

Integrates emotion and intellect

Fosters reflection or wondering by others

Is aware of how others’ reactions affect a process of dialogue and reflection, including sensitivity to bias and cultural context

Is willing to have consistent and predictable meeting times and places

Is flexible and available

Is able to form trusting relationships

Based on the work of Michigan Association for Infant Mental Health (2004). Best practice guidelines for reflective supervision/ consultation. Retrieved from http://www.mi-aimh.org/reflective-supervision"