Checklist *Teacher attitude and skills* for LESLLA learners learning strategies

The ratings are:
0 = I cannot do this
1 = I can do this a little
2 = I manage this reasonably
3 = I master this well

1.	Can focus on the learner: • High expectations (to prevent the Pygmalion effect). • The learner as a person with a story and competences. • Having an open mind toward the learners' values, beliefs and opinions.	0 – 1 – 2 – 3
2.	Can focus on the functional and contextual learning needs / communicative approach / needs based on each learner. Act as a bridge between learners and society/communication in original circumstances.	0 – 1 – 2 – 3
3.	Can support the learner's process toward independence by employing a *coaching attitude*, tolerance of making mistakes and force learners to take the floor 80% of the time.	0 – 1 – 2 – 3
4.	Can increase learners' self-esteem, confidence and resilience.	0 – 1 – 2 – 3
5.	Can adequately stimulate and motivate the learner to learn, taking into account the sometimes negative or completely missing educational experiences of the learner. Can encourage learners to: • formulate and try out their learning questions, learning objectives, actions, and strategies; • discover qualities, talents, goals, and dreams; • strengthen relationships and work well together; • think creatively and in a solution-oriented way; • self-development, with or without the aid of digital means.	0 – 1 – 2 – 3
6.	Can support the learning process by the following steps: • Forethought • Execution • Reflection	0 – 1 – 2 – 3
7.	Can provide an individual, tailor-made approach, addressing different learning style and can differentiate / deal with a variation of activities at the same time.	0 – 1 – 2 – 3
8.	Use of the force and advantages of group work: collaboration in plenary and group work, peer-to-peer.	0 – 1 – 2 – 3
9.	Allowing fun through recreational activities (role play, games).	0 – 1 – 2 – 3
10.	Can, especially for LESLLA learners, use visual support in instruction.	0 – 1 – 2 – 3