



# Trainers Core Competency Framework (Overview Table)

	Intrapersonal (Being) Competencies	Interpersonal (Relating) Competencies	Cognitive (Knowing) Competencies	Action (Doing) Competencies
<b>Transformative Learning Competencies</b>	<p>TL1: Develop self-awareness of thoughts, emotions, behaviours and intuitions</p> <p>TL2: Be adaptable in the role as trainer or catalyst</p> <p>TL3: Develop clarity in your purpose, values, vision, commitment and motivation to learning</p> <p><a href="#">More details on these competencies</a></p>	<p>TL4: Create a group container and supportive learning environment</p> <p>TL5: Sense and respond to group dynamics in service of learning</p> <p>TL6: Create safe spaces that can work effectively with discomfort</p> <p><a href="#">More details on these competencies</a></p>	<p>TL7: Understand transformative learning theory and practice</p> <p>TL8: Know how to select and use tools and methodologies that support transformative learning</p> <p><a href="#">More details on these competencies</a></p>	<p>TL9: Be able to design, host and / or support a range of non-linear, non-traditional learning experiences and journeys</p> <p>TL10: Anchor learning in experience and practice</p> <p>TL11: Address the needs and potential of trainers themselves</p> <p><a href="#">More details on these competencies</a></p>
<b>Blended Learning Competencies</b>	<p>BL1: Develop self-awareness in technological learning environments</p> <p><a href="#">More details on these competencies</a></p>	<p>BL2: Nurture engaging and safe online and offline / in-person environments for participants</p> <p>BL3: Be aware of and responsive to group dynamics in online and offline contexts</p> <p><a href="#">More details on these competencies</a></p>	<p>BL4: Know how to assess &amp; select technology suitable for the context &amp; audience</p> <p>BL5: Understand what time and skills will be needed to manage learning in a blended context</p> <p>BL6: Know how to design experiential and participatory blended learning</p> <p><a href="#">More details on these competencies</a></p>	<p>BL7: Design, facilitate &amp; manage blended learning environments and pathways</p> <p>BL8: Facilitate technologically enhanced learning</p> <p><a href="#">More details on these competencies</a></p>
<p><b>Socio-Ecological Competencies</b></p> <p><i>NOTE: Typically, these competencies will be spread across a team or group i.e. it is not expected that any individual would cover all these competencies.</i></p>	<p>SE1: Recognise multiple identities, intelligences and worldviews</p> <p>SE2: Nurture healthy and constructive mental habits or patterns and demonstrate life affirming dispositions and attitudes</p> <p><a href="#">More details on these competencies</a></p>	<p>SE3: Engage diverse audiences and sectors</p> <p>SE4: Communicate complexity in accessible ways</p> <p>SE5: Engage participants in building community and working collectively</p> <p>SE6: Respond and adapt to specific bio-cultural and values-based contexts</p> <p><a href="#">More details on these competencies</a></p>	<p>SE7: Know how to think systemically</p> <ul style="list-style-type: none"> <li>Know how to Reflect, Check, Test, Monitor and Evaluate Actions and initiatives</li> </ul> <p>SE8: Develop critical literacy in sustainability, regeneration &amp; resilience</p> <ul style="list-style-type: none"> <li>Develop understanding of the importance of Future Thinking, Visioning and Strategic Competencies</li> <li>Understand the range of competencies needed to bring about socio-ecological transition across communities</li> <li>Develop literacy in social, economic and political dimensions</li> <li>Identify biases in thinking</li> <li>Know how to identify and balance priorities to address multiple dimensions</li> </ul> <p>SE9: Know how to select and use tools and methodologies that support socio-ecological transition processes</p> <p>SE10: Know the role of regenerative design in generating socio-ecological transition</p> <p><a href="#">More details on these competencies</a></p> <p><a href="#">Competencies arising from experiential knowledge &amp; understanding</a></p>	<p>SE11: Evolve learning opportunities collectively in response to specific socio-ecological context</p> <p>SE12: Catalyse, facilitate and multiply progressive collective action</p> <p>SE13: Harness existing competencies in all disciplines in service of socio-ecological transition</p> <p>SE14: Be able to design, plan and implement socio-ecological projects and initiatives</p> <p>SE15: Develop experience of regenerative and ethical lifestyles, at individual &amp; collective levels (Walk your talk)</p> <p><a href="#">More details on these competencies</a></p>
<b>General Competencies that combine INTRAPERSONAL, INTERPERSONAL, ACTION &amp; COGNITIVE DOMAINS</b>	<p>G1: Be well organised &amp; capable of managing a range of situations</p> <p>G2: Be able to engage in and support relevant Communities of Practice</p> <p>G3: Be able to innovate &amp; be creative when appropriate</p> <p>G4: Be able to demonstrate appropriate pioneer and leadership qualities</p> <p>G5: Develop personal and collective resilience</p> <p>G6: Be able to cost, market and administer learning programmes</p> <p><a href="#">More details on these competencies</a></p>			