



# Het Sociaal Klimaat

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Afd. Educatie

**KVLO 2daagse**  
**13 December 2013**



**Universiteit Utrecht**

# Kijken naar gym.



**Groep**  
**Docent perspectief**  
**Leerlingperspectief**  
**Interactie**  
**Kind**



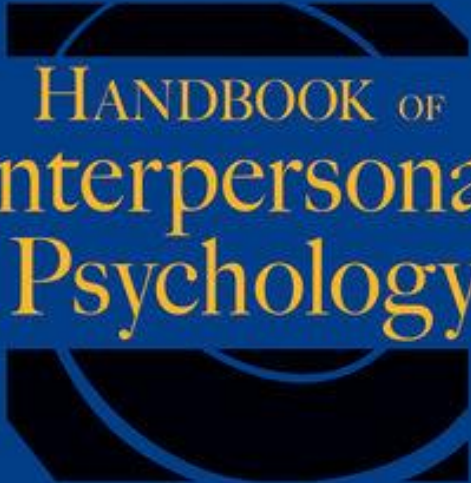
# Expertise 'met leerlingen'



vakdeskundige – didacticus – pedagoog – organisator klasklimaat



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# HANDBOOK OF Interpersonal Psychology

**Theory, Research, Assessment,  
and Therapeutic Interventions**

Edited by

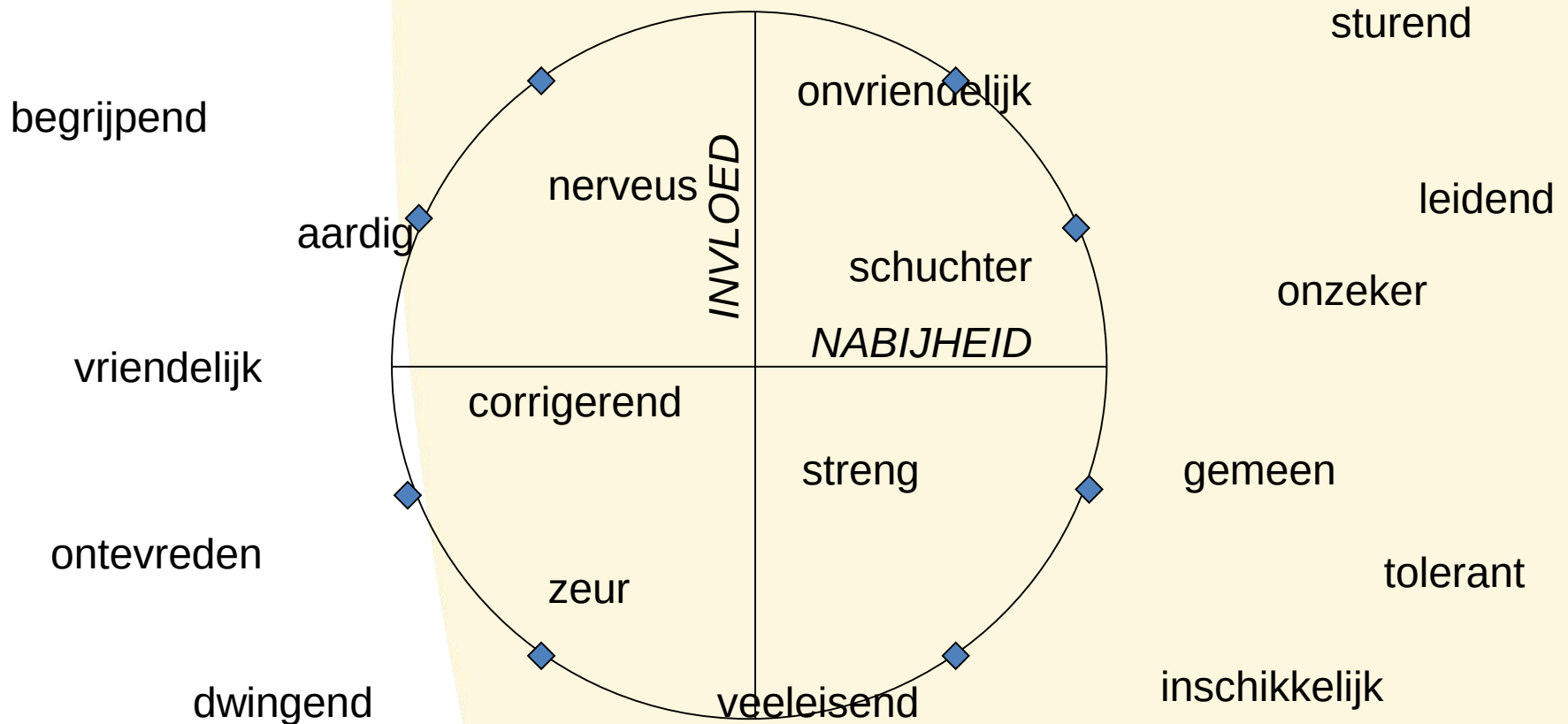
Leonard M. Horowitz    Stephen Strack



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# Interpersonal Theory

## de docent



Vragenlijst Interpersoonlijk Leraarengedrag (VIL; Wubbels et al.)



# Docent als organisator van het klasklimaat

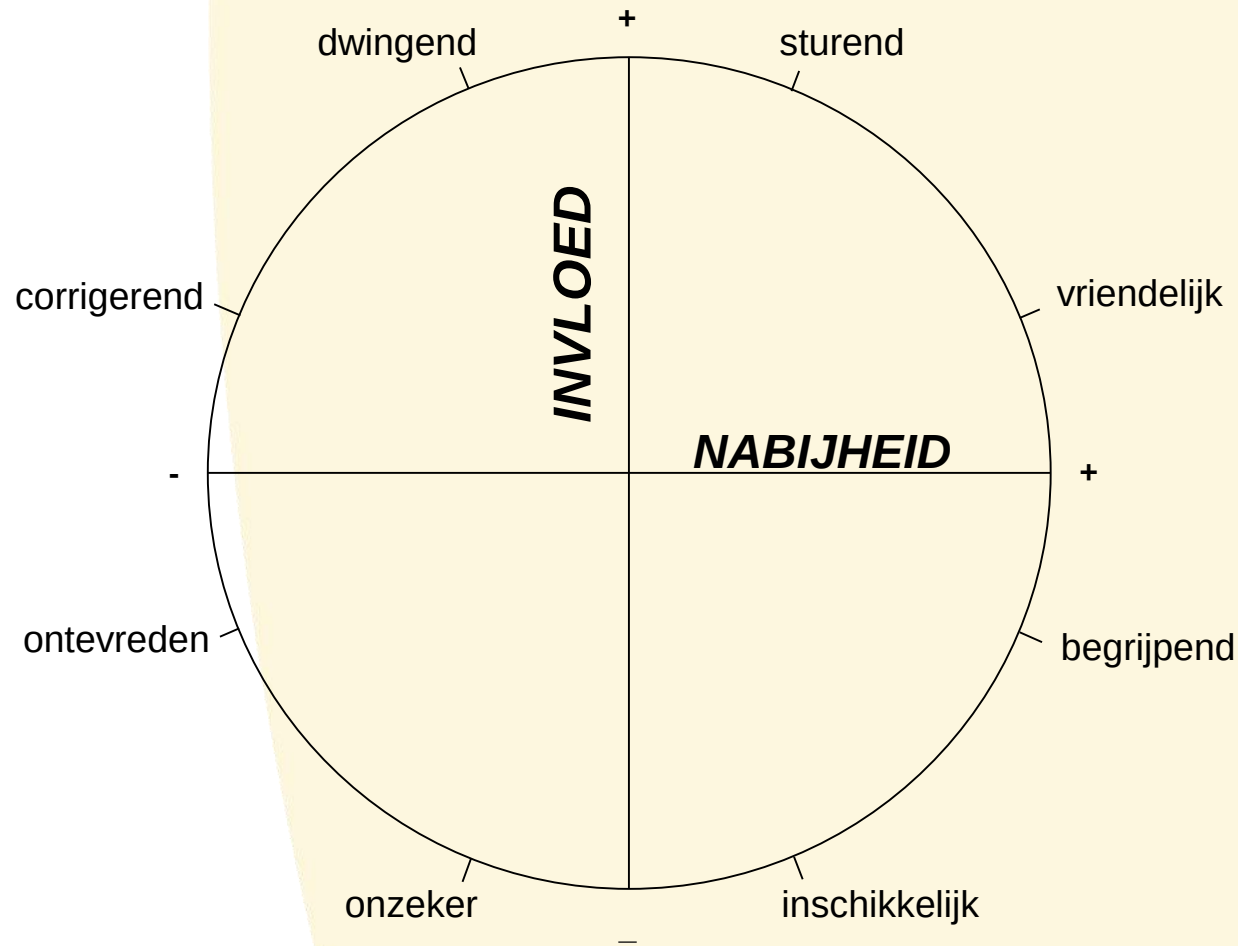


"Good morning class. My name is Miss Applegate.  
One false move and I'll kill you."



# Docent als organisator van het klasklimaat

## Interpersoonlijke cirkel Docent

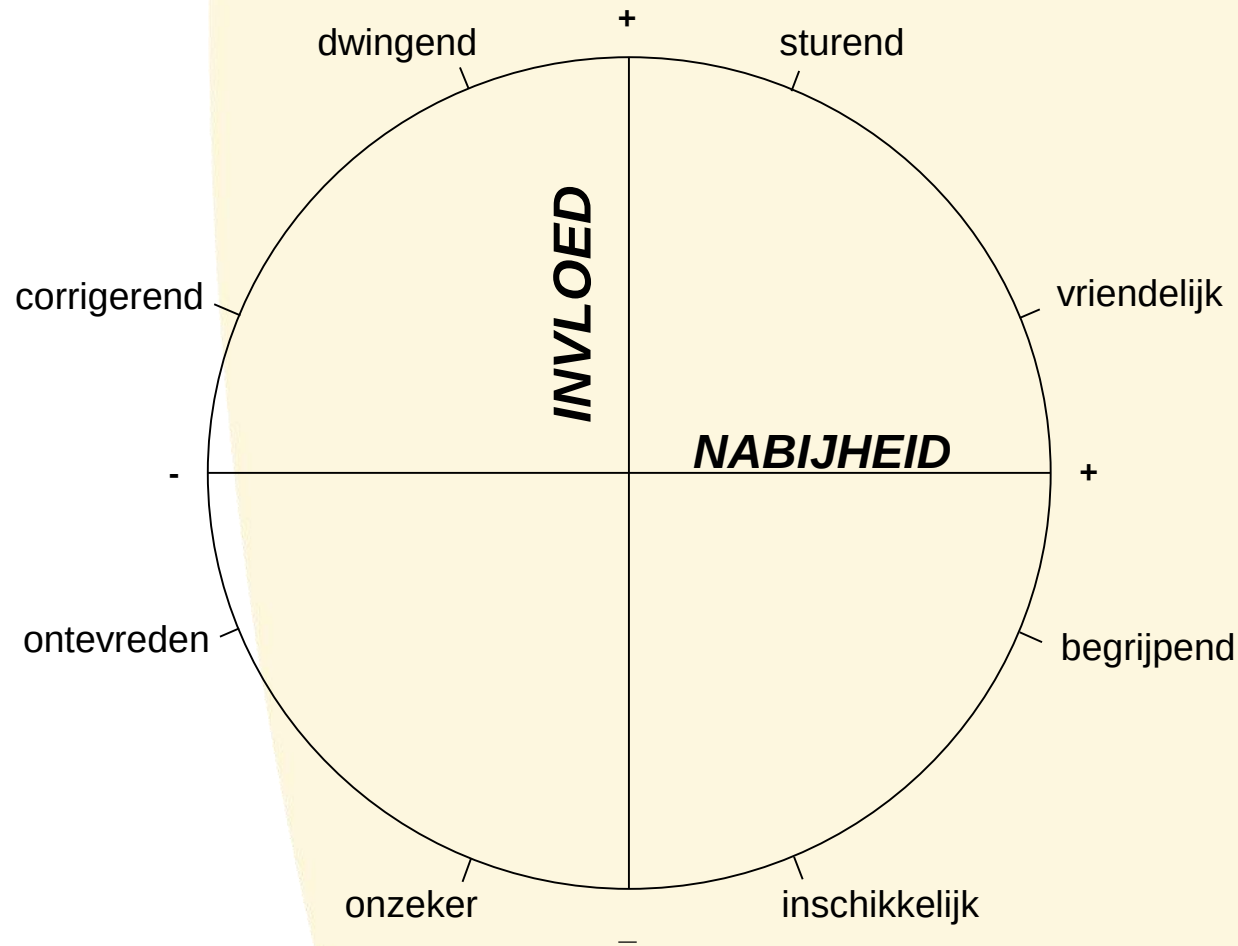


**...kijken naar een trainingssessie.**



# Docent als organisator van het klasklimaat

## Interpersoonlijke cirkel Docent

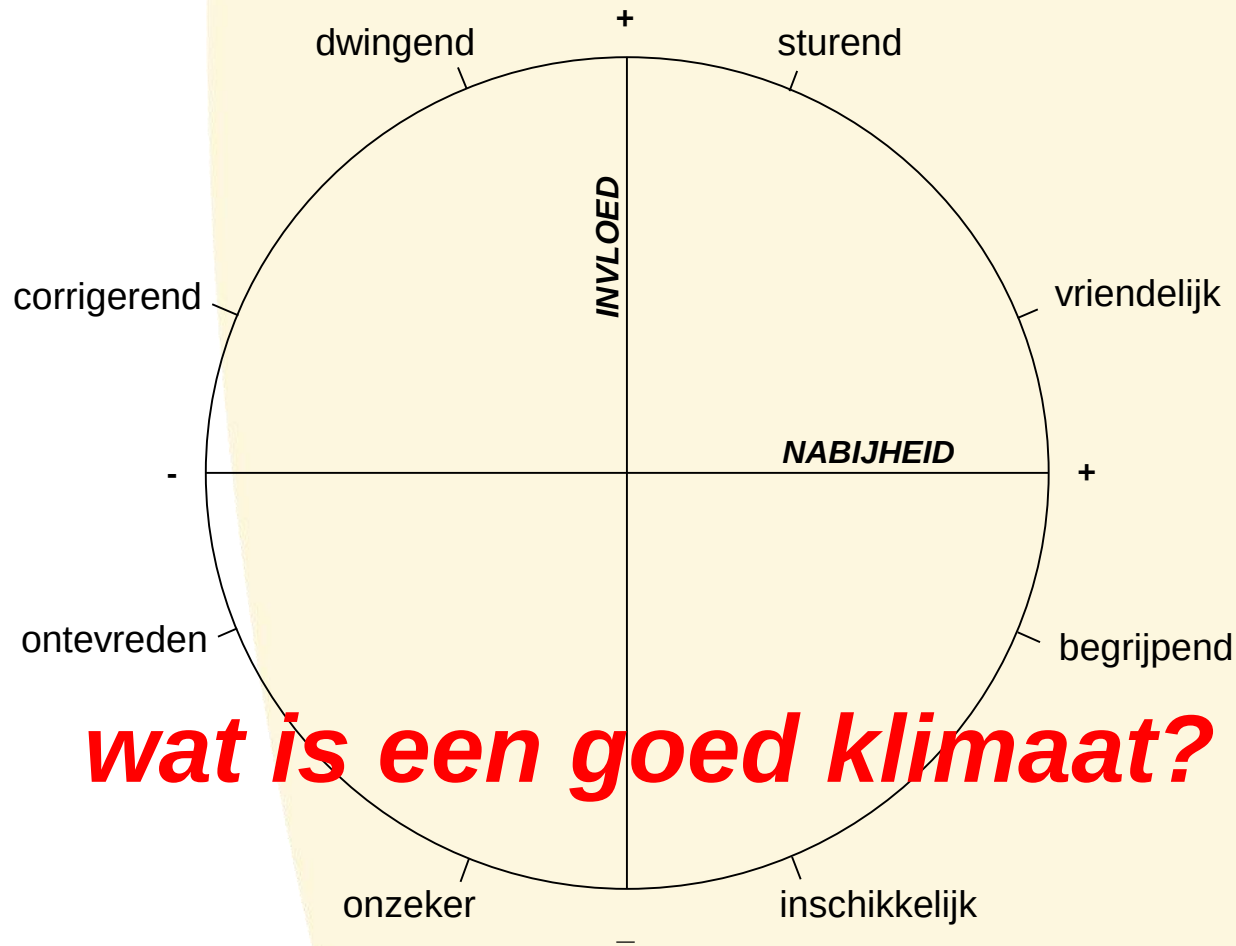


**...en nog een.**



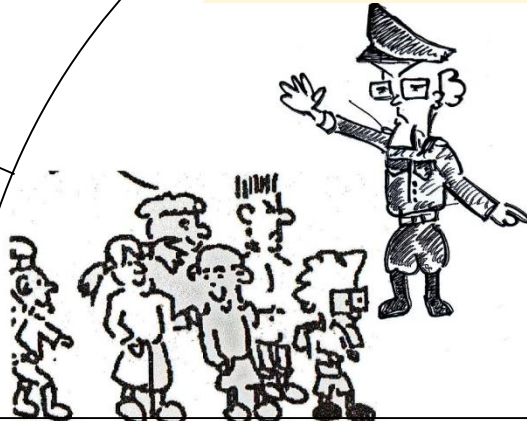
# Docent als organisator van het klasklimaat

## Interpersoonlijke cirkel Docent



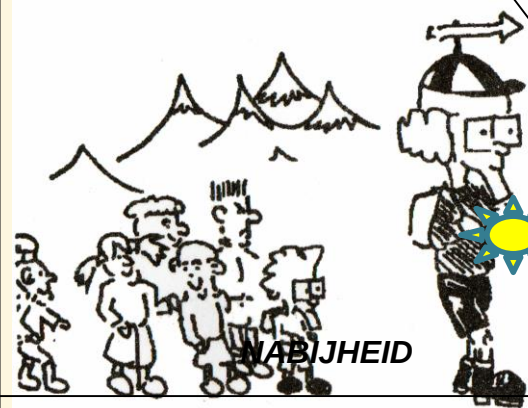
# 4 typen relaties

**Autoritair**



INVLOED

**Gezag**



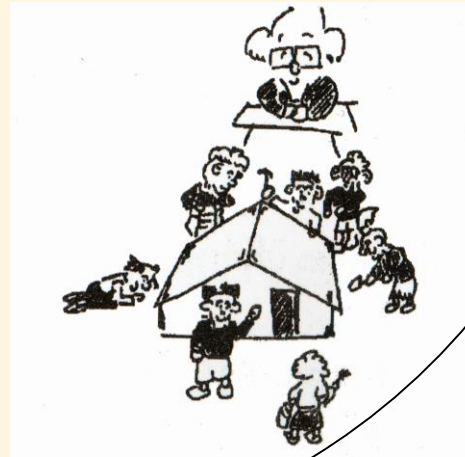
Gewenst  
klimaat

+

**Wanordelijk**

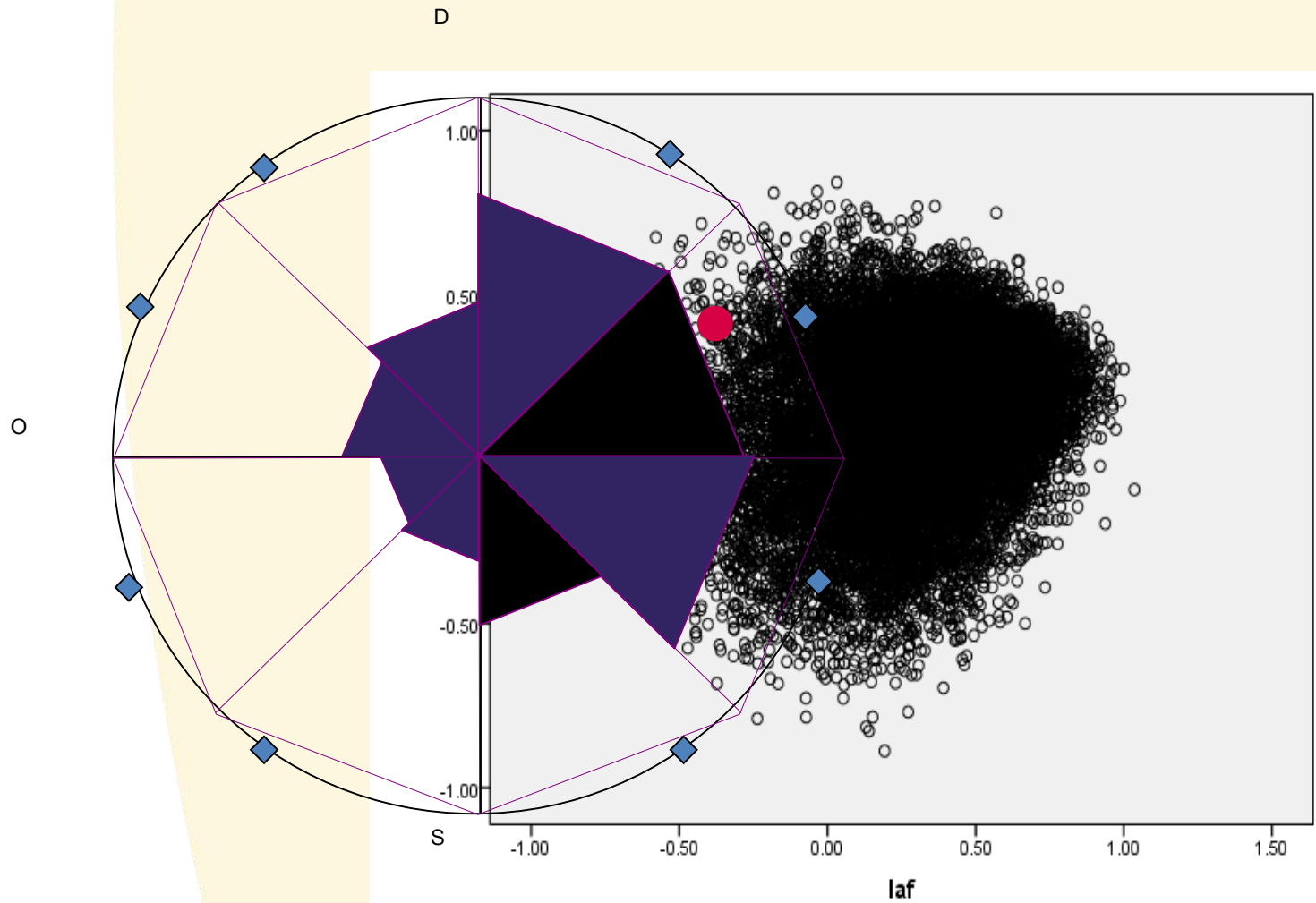


**Tolerant**

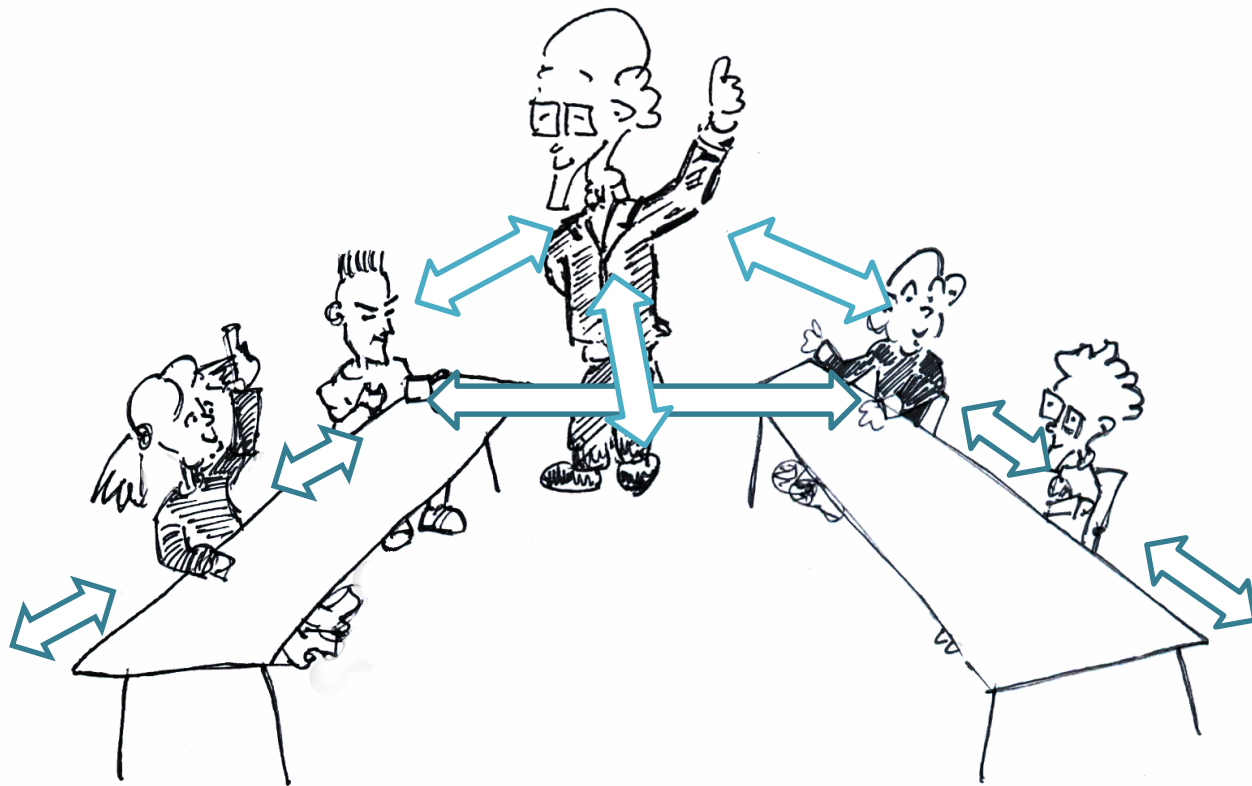


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# Docenten in Nederland



# Klasklimaat in kaart



**Interacties**

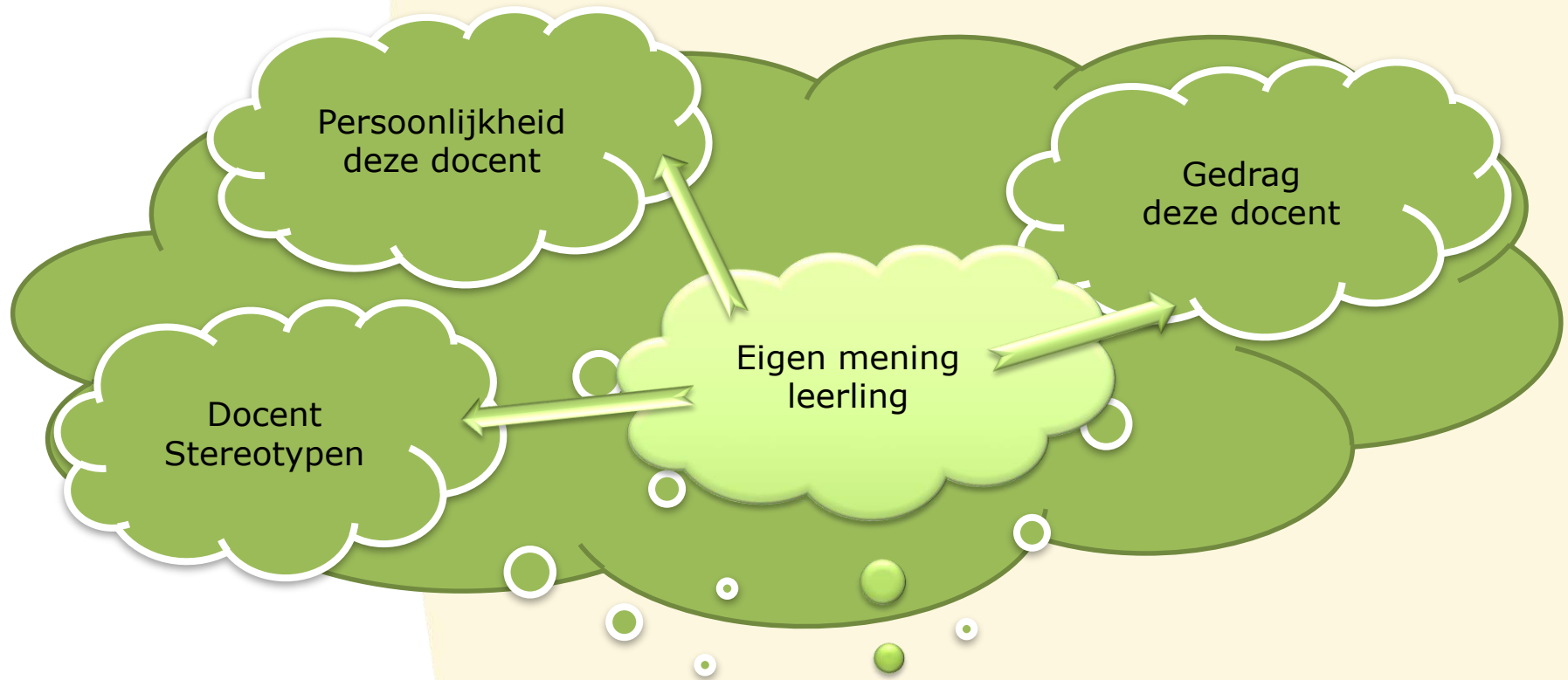
**Percepties**

**Relaties**



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# Percepties: Componenten



# Percepties

Observaties

Intenties

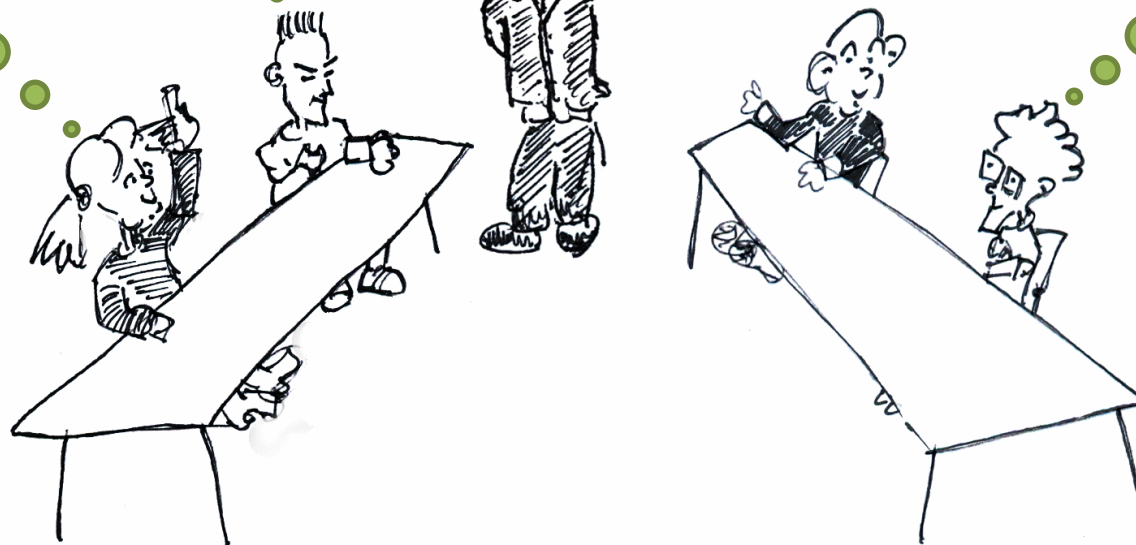
Zelfbeeld

Beeld van docent

Beeld van docent

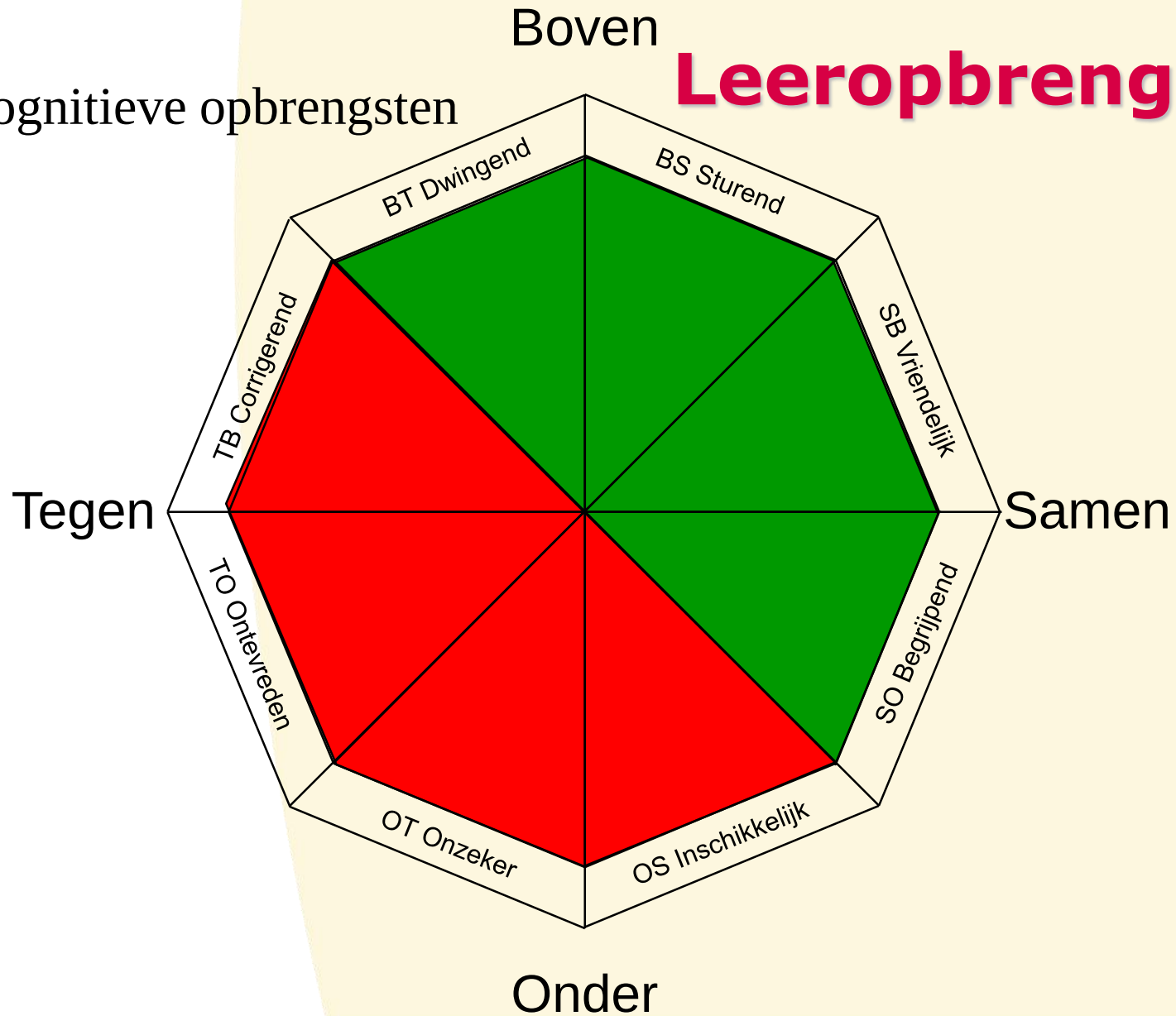
Beeld van docent

Beeld van docent



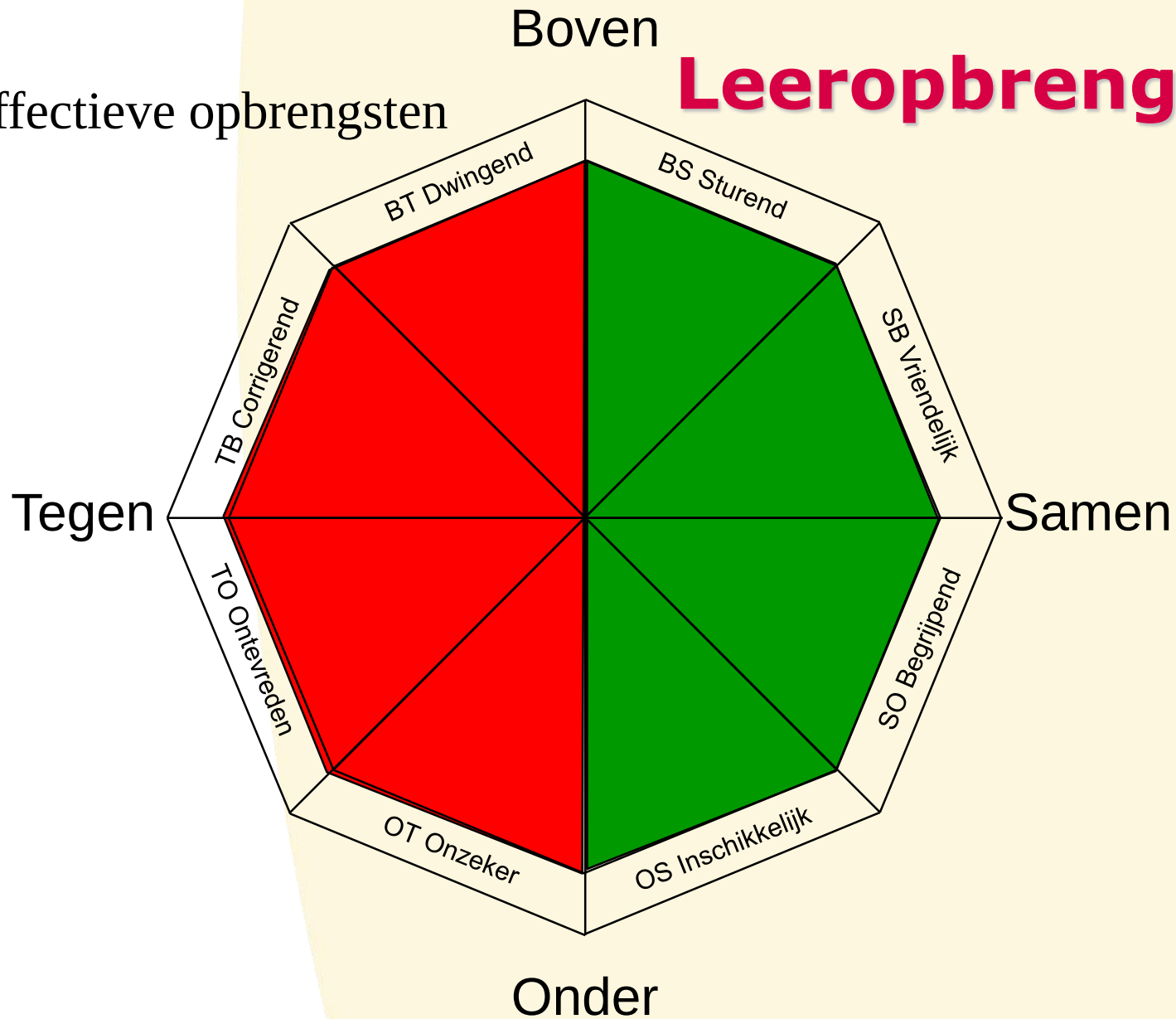
# Leeropbrengsten

cognitieve opbrengsten

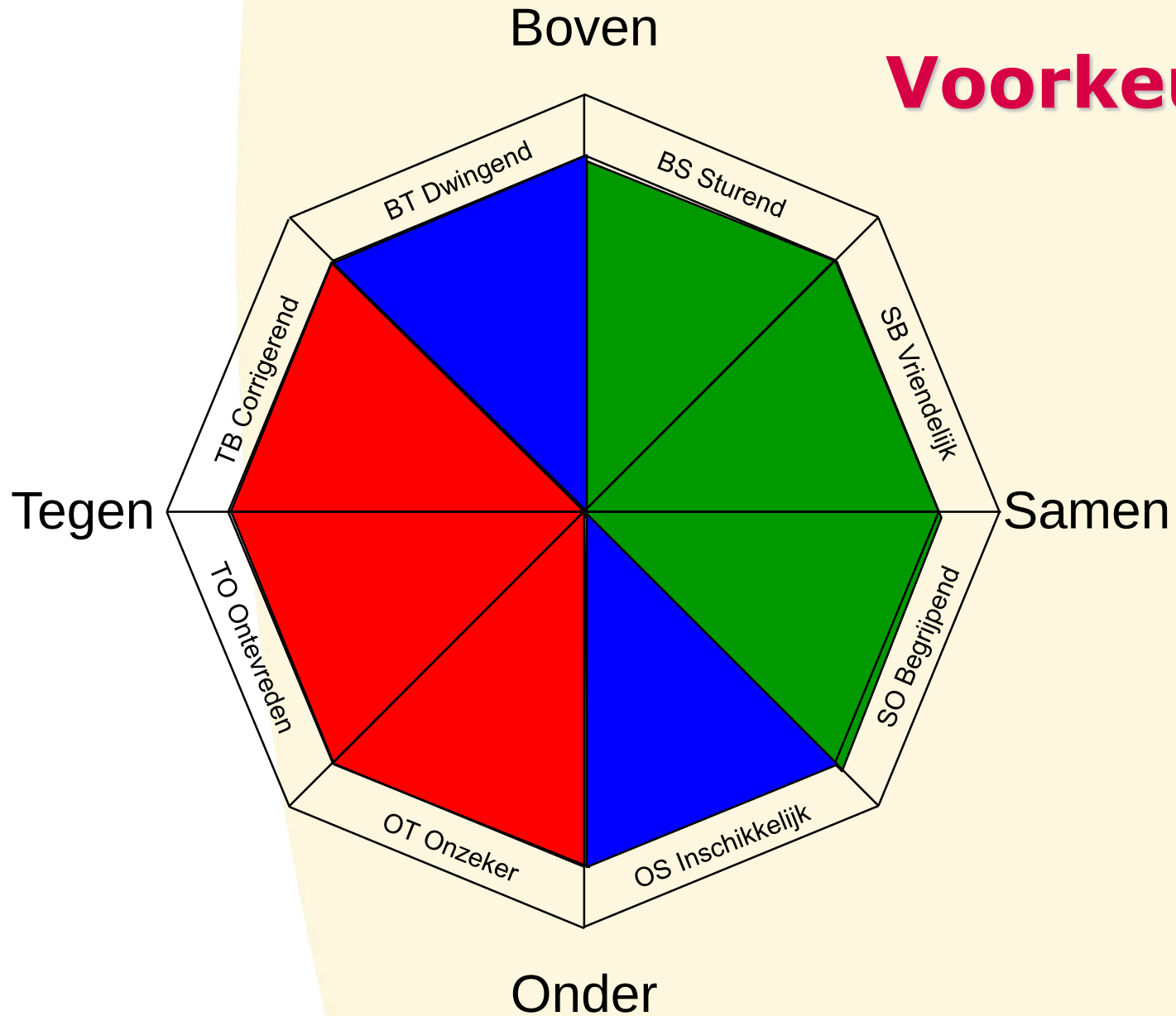


# Leeropbrengsten

affectieve opbrengsten

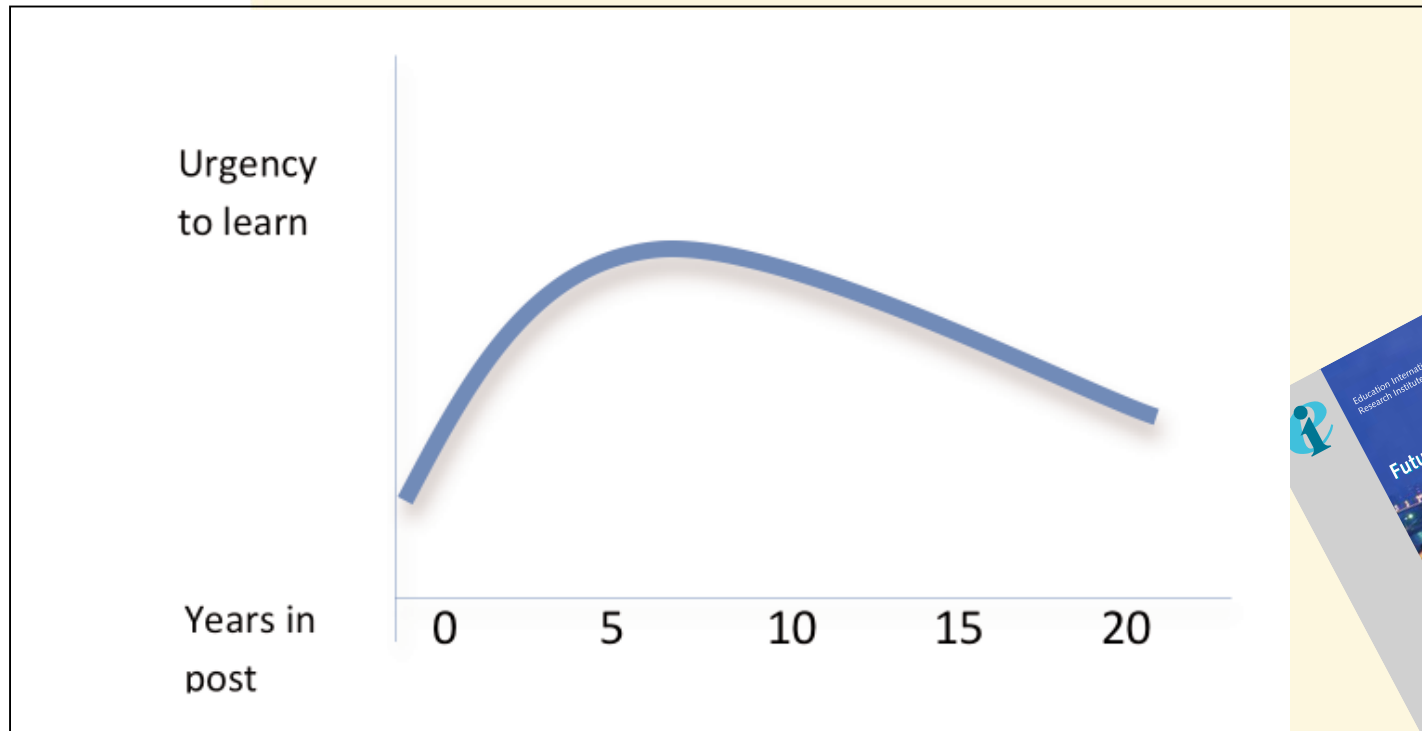


# Voorkeuren



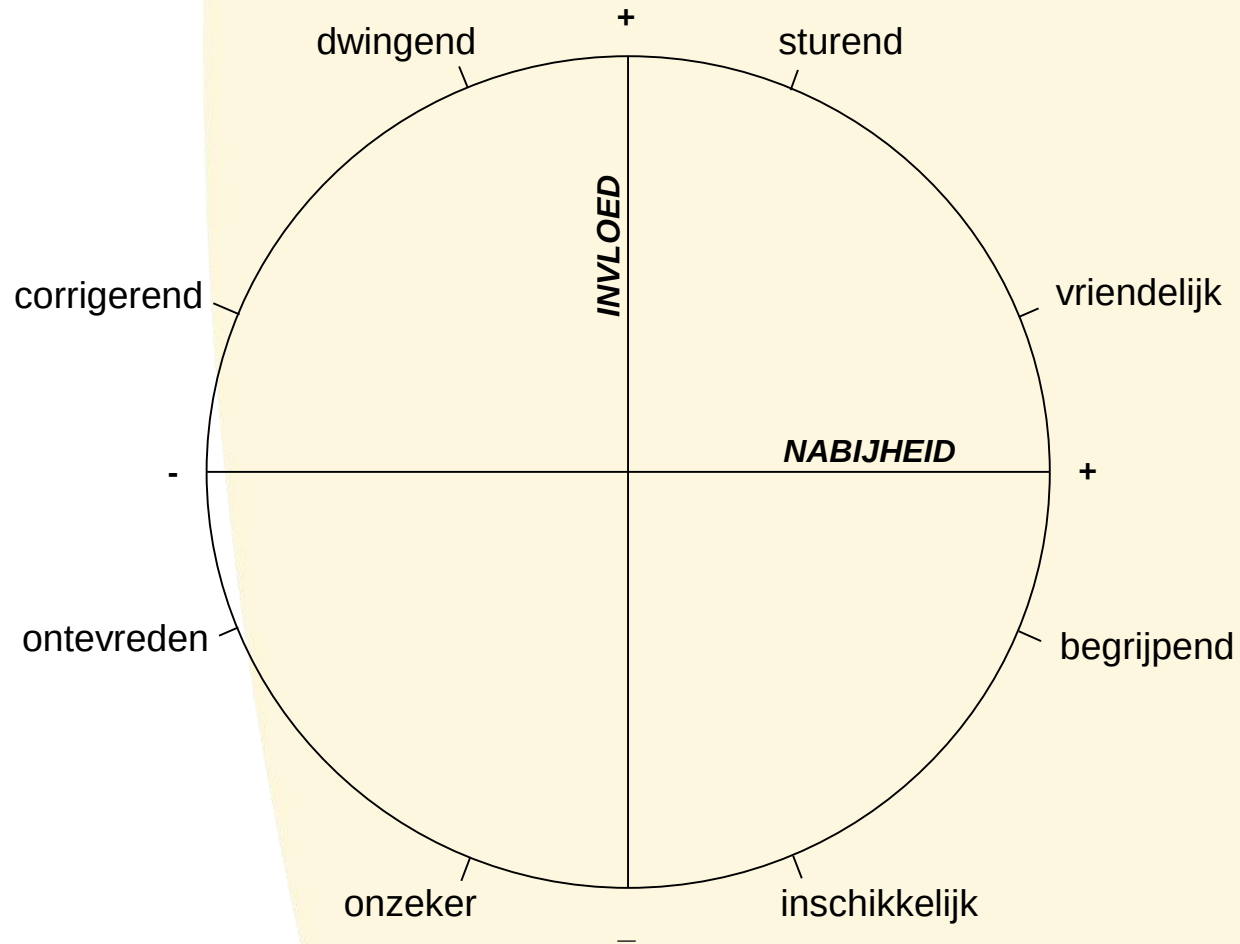
# Veranderen – *urgency to learn*

In the Netherlands, Andre Koffeman (2011) identified a trend for teachers after five or so years in the job to lose the 'urgency to learn'. Entering the profession was attended by commitment and openness to become more skilled and effective. However, without the stimulus and re-invigoration of new challenges and new horizons, it was easy for teachers to become resigned to business as usual and, with external pressure for compliance, to submit to the seemingly inevitable.



# Voorbeeld Frans

[Docente Frans](#)



**Vragen, opmerkingen?**

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