IT1S INTERNATIONAL TEACHERS FOR TOMORROW'S SCHOOL

SYSTEM CHANGE AS AN OPPORTUNITY FOR INTERCULTURAL SCHOOL DEVELOPMENT AND MUTUAL LEARNING

Materials and methods for self-reflection

Abstract:

Teachers' professional self-development is embedded in experiences with giving lessons and the practice of teaching in class and in school.

Teachers are able to adjust their own competences through self-regulated learning. Bandura (2008) describes the **four steps** of self-regulated learning: (1) formulate goals; (2) plan; (3) monitor and (4) evaluate and adjust.

Systematic reflection takes place in three steps, namely: looking back, analysing (what went right, what went wrong? What is the cause?) and looking forward (seeking out alternatives). The materials in this part can help shape your self-regulated learning process and related self-reflection.

By Katrijn D'Herdt, Katholieke Universiteit Leuven
Silke Hachmeister, Bielefeld University
Oliver Holz, Katholieke Universiteit Leuven
Cherry Hopton, Intercultural Iceland
Nesrin Oruc Erturk, Izmir University of Economics
Gudrun Petursdottir, Intercultural Iceland

Type of document:
Self-reflection materials

Target groups:
international teachers

Goals:
To provide means for self-reflection

Keywords:
Toolkit, self-reflection, personal development

ITTS INTERNATIONAL TEACHERS
FOR TOMORROW'S SCHOOL

Content

IT1S INTERNATIONAL TEACHERS
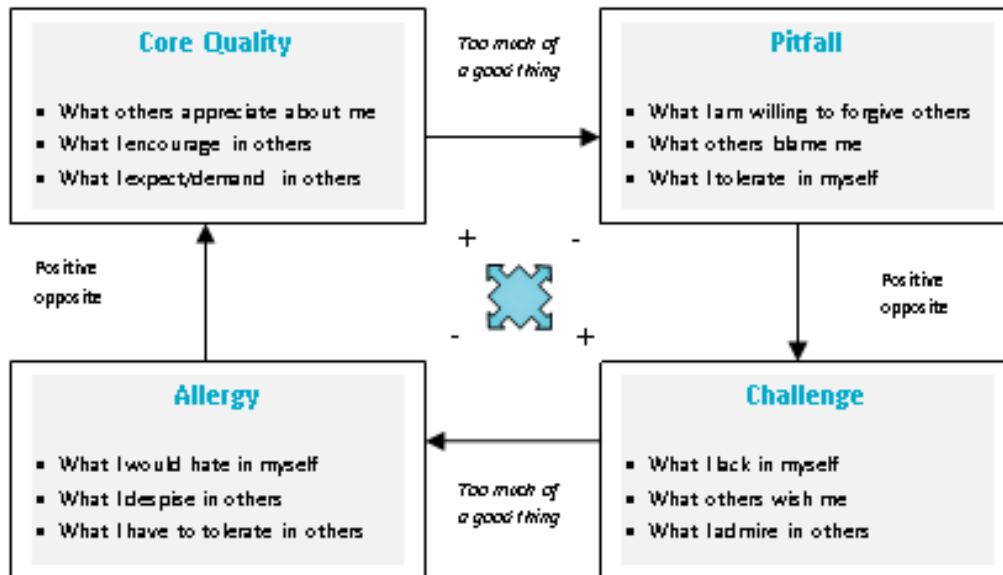FOR TOMORROW'S SCHOOL

Hand Reflection (Five Finger Rule)

You only need the five fingers of your hand to use this tool. It is also possible to do this exercise together with a partner (a colleague, a mentor), so your partner can reflect upon your work, too. In case of conflict between colleagues, it is possible to use the Five Finger Rule for mutual reflection. This could form the basis for a conversation.

	What is my opinion?
THUMB	The **THUMB** represents the things you're GOOD at. What are your skills, where do you excel, what would you praise yourself for or would you be praised for by others? What is your best quality, your asset? What are you valued for? What do you think you're good at, what deserves a pat on the back?
INDEX FINGER	The **INDEX FINGER** points in a certain direction. What is your GOAL? Where do you see yourself going in the near / far future? What do you aim for? What do you want to actualise? What is your dream, your wish, your development task? What is an important goal to achieve in class?
MIDDLE FINGER	The **MIDDLE FINGER** is a symbol for "fuck you". Where do you experience DIFFICULTY during this duo internship/collaboration? What would you give the finger and under what circumstances? What bothers you during this internship/this time in class?
RING FINGER	The **RING FINGER** represents mutual CONNECTION. What is the connection in your classroom like? What could use some improvement? Is there a strong bond between you and your students (and colleague(s))? What strengthens this bond? What weakens it? What do you occasionally worry about? What keeps you up at night?
LITTLE FINGER	The **LITTLE FINGER** represents your SMALL SIDE. What is your bad quality or negative trait? What could form a stumble block or pitfall for you? What is your weakness? What plays tricks on you but is hard to acknowledge or admit?

IT1S INTERNATIONAL TEACHERS
FOR TOMORROW'S SCHOOL

The Core Quality Quadrant Model (Offman)

Core Quality

- What others appreciate about me
- What I encourage in others
- What I expect/demand in others

Too much of a good thing

Pitfall

- What I am willing to forgive others
- What others blame me
- What I tolerate in myself

Positive opposite

+ −
− +

Positive opposite

Allergy

- What I would hate in myself
- What I despise in others
- What I have to tolerate in others

Too much of a good thing

Challenge

- What I lack in myself
- What others wish me
- What I admire in others

ITLS INTERNATIONAL TEACHERS FOR TOMORROW'S SCHOOL

Korthagen's Reflection Model – the ALACT model

Phase 5 of the previous cycle (= phase 1 of the present cycle):
What did I want to achieve?
What did I want to pay particular attention to?
What did I want to try out?

Phase 2 (looking back):
What were the concrete events?
What did I want? - What did I do? - What did I think? - How did I feel?
What do I think that the students wanted, did, thought, felt?

Phase 3 (awareness of essential aspects):
What is the connection between the answers to the aspects mentioned in question 4?
What is the influence of the context/the school as a whole?
What does that mean for me?
What is the problem (or the positive discovery)?

Phase 4 (alternatives):
What alternatives do I see? (solutions or ways to make use of my discovery)?
What are the advantages and disadvantages of each?
What do I resolve to do next time?

Research shows that Phase 3 is crucial for meaning-oriented reflection. To improve one's ability to delve deeper into meaning-oriented reflection the Onion Model was developed. In this model different reflection levels ('layers') can be distinguished:

1. Environment

2. Behaviour

3. Competencies

4. Beliefs

5. Identity

6. Mission

7. Core (qualities) (white inner circle in diagram)

If these levels are aligned, everything functions effectively. If there's friction between the levels, however, one will experience difficulty. Once all levels collaborate in a conscious learning process, one reaches a state of multi-level learning.
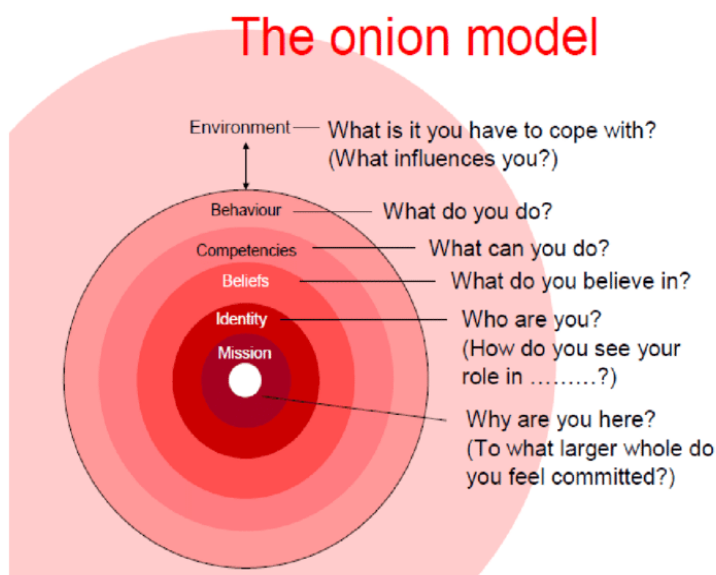
Description: What happened?

Feelings: What do I think or feel about what happened?
Evaluation: What was good and bad about this experience?
Analysis: What do I take away from this experience?
Conclusion: What could I have done differently?
Action Plan: What would I do if the situation arose again?

IT_S INTERNATIONAL TEACHERS
FOR TOMORROW'S SCHOOL

Gibbs's Reflective Cycle

Gibbs' Reflective Cycle

- Description
- Feelings
- Evaluation
- Analysis
- Conclusion
- Action Plan

The STARR Method

The most common method to reflect on your own actions, for example in a reflection report, is the STARR method. STARR is an acronym for situation, task, action, result and reflection.

Using the STARR method means you give answers to questions about a certain situation, task, action, result and reflection.

Situation: What was the situation?
When did this take place?
Wat happened?
Who was involved in the situation?

Task: What was your task?
What was your role working on this task?
What did you want to achieve?
What was expected from you?/What were your own expectations regarding this task?

Action: How did you tackle this task and why?
How did you go about it?
Why did you go about it in that particular way?
Base your answers to these questions on theoretical concepts that you learned in your training or that you researched yourself.

Result: Did your approach work and why?
Did it take effect?
Why did it / did it not take effect?

Reflection: What did you learn from this situation?
How do you feel about your effort?
Were you satisfied with the results?
What is the essence of what you have learned?
Wat would you do differently (or better) next time?
Is what you have learned also applicable to different situations?

The Circle Technique

The Circle Technique is a simple and flexible method to visually present progress made and to help further progress. It can adopted for individual use, but also during coaching sessions or while monitoring teams.

First, draw two circles on a big sheet of paper: an inner circle and an outer circle. The inner circle reflects progress that has already been made; the outer circle represents the goal that has yet to be reached.

Inner circle: Progress made

Outer circle: progress to be made
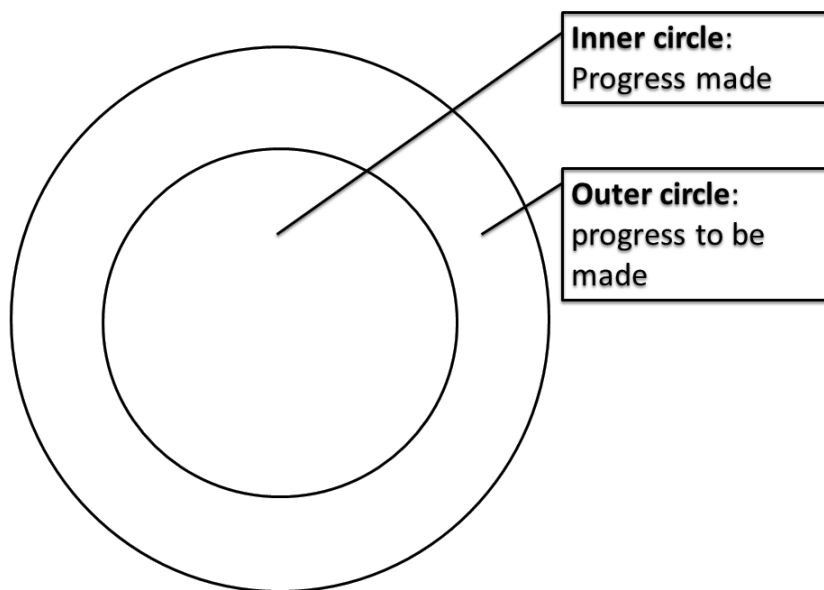
Use the Circle Technique by taking the following four steps:

What topic do you want to use these circles for?
Write down your topic and add why it is important and/or advisable to make progress in relation to this topic.

How far have you progressed since taking on this topic?
Write down everything you have accomplished on a little post-it note and stick them on the inner circle.
Take your time writing down not only every big but also every small step forward you have taken; no step is too small.

What kind of progress do you want or need to make? Write down on Post-It notes what you would like to try, learn and actualise. Formulate these steps forward in positive and concrete terms.

Decide on your next (small or big) step forwards. Which Post-It note would you like to move first from the outer to the inner circle? Make up when and how you would take this step.

Images, Metaphors, Music, Storyboards

Sometimes language does not come up to the mark in the reflection process or in the attempt to represent someone's reflection in a multifaceted way. In that case, images or metaphors could contribute greatly to the reflection process. Drawings, photographs, but also music could be of great use while reflecting.

The reflection process could also be presented by means of a visual storyboard.

1.85:1 Storyboards   Title _____   By _____   Date _____

References

Baichoo, V. (2019). *The core quadrant modell* [Diagram]. ResearchGate.

https://www.researchgate.net/figure/The-core-quadrant-model-Ofman-2001a_fig1_336083852

Baichoo, V. (2019). *The onion model* [Diagram]. ResearchGate.

https://www.researchgate.net/figure/The-onion-model-Meijer-et-al-2008_fig3_336083852

Bandura, A. (2008). Toward an agentic theory of the self. In H. W. Marsh, R. G. Craven, & D. M.

McInerney (Eds.). *Self-processes, learning, and enabling human potential: Dynamic new*

approaches. *3*, 15-49.

Benders, L. (2019, 18 november). *Reflecteren met de STARR-methode*. Website.

https://www.scribbr.nl/stage/starr-methode/

G., D. (2019). *Gibbs' Reflective Cycle* [Diagram]. Expert Program Management.

https://expertprogrammanagement.com/2019/05/gibbs-reflective-cycle/

Kelchtermans, G. (2001). Niveaus in reflectie: naar maatwerk in begeleiding. *Reflectief ervaringsleren*

voor leerkrachten. Deurne: Wolters Plantyn.Korthagen, F. & Vasalos, A. (2002). *VELON-Tijdschrift*

voor lerarenopleiders, *23*(1), 29-38.

Kelchtermans, G. (2014). Context matters. *Teachers and Teaching: Theory and Practice*, *20*(1), 1-3.

Korthagen, F. (2011). *Leren van binnenuit. Kwaliteit en inspiratie in het onderwijs.* Boom Lemma

uitgevers.

Model Gibbs. Reflectiesite.nl. Website. https://reflectiesite.nl/model-gibbs/#.ZEWkm3ZBy5c

Ofman, D. (2004). *Kernkwadrantenspel. Een unieke en inspirerende manier om jezelf en anderen te*

leren kennen. Core Quality: Den Haag.

ITLS INTERNATIONAL TEACHERS
FOR TOMORROW'S SCHOOL

Ofman, D. (2006*). Bezieling en kwaliteit in organisaties. Het beroemde boek voor creërende mensen en creërende organisaties*. Servire: Utrecht.

Omgaan met professionele identiteitsspanningen vanuit agency. Radiant Lerarenopleidingen. Website. http://www.radiantlerarenopleidingen.nl/Onderzoek/Persoonlijk-Meesterschap/Project/id/155/omgaan-met-professionele-identiteitsspanningen-vanuit-agency

Vandevall, T. *1.85:1 Storyboard* [Template]. Tim's Printables. https://timvandevall.com/templates/photoshop-storyboard-templates/

van Kan, C.; Brouwer, P.; Zitter, I. (2012). *'Bumpy moments' in de dagelijkse onderwijspraktijk.* Utrecht: Expertisecentrum beroepsonderwijs.