



Identifying Teacher Quality

REFLECTION TOOLS FOR TEACHER QUALITY

Title

REFLECTION ON FORMAL DOCUMENTS ON TEACHER QUALITY

Aims

By studying and comparing national and European documents on teacher qualities and relating them to personal mental models on teacher quality, reflection is stimulated.

Target group

The target group for this tool can vary. It can be used with teachers, teacher educators, student teachers and schoolleaders (and also in mixed groups) both in an institutional, national or international setting.

The group can have any size with a minimum of 8 to a maximum of 20 participants.

Description

The aim of this reflection tool is to help student teachers, teachers, teacher educators and others to recognize and become aware of their implicit (tacit) knowledge and subjective theories related to the teaching profession and teacher quality and also to rethink and reformulate their personal beliefs by reading and discussing formal documents and discussing them with colleagues.

The aim of the tool is also to empower participants to become agents of their own professional development and the development of the teaching profession.

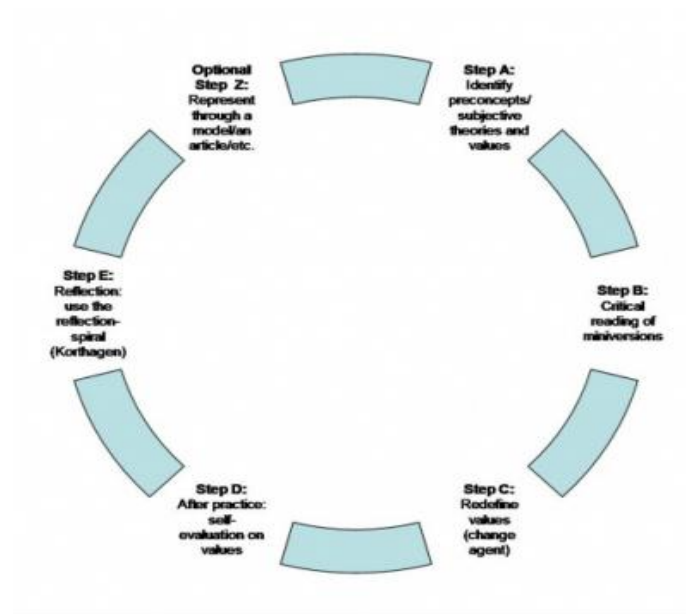
The tool consists of 5 steps and 1 optional step. Each step contains some phases in which the participants reflect on teacher quality, either individually or in groups.

Methodology

The tool involves the following steps:



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Step A: Identify personal values and preconceptions (subjective theories)

By using mind mapping, finishing uncompleted statements, defining a good teacher, the participants have the opportunity to think about their own views on teacher quality.

Time: 1,5 hours

[Background document](#)

Step B: Critical reading of a short version of official documents

The participants must read short versions of formal national documents on teacher quality. Participants must decide which short version they will read.

On this website six short versions from: [Czech Republic](#), [Estonia](#), [The Netherlands](#), [Poland](#), [Slovenia](#) and the [United Kingdom](#) can be found. After reading, participants should make comments based on their own points of view. Maximum time depends on the number of versions to read and whether the documents are read at home or during the course.

Time: minimum of 2 to a maximum of 8 hours

[Background document](#)

Step C: Redefine values (change agent)

Based on the outcomes of step B, participants could either make a SWOT analysis of their preconceptions and the official guidelines, or they could revisit the uncompleted statements looked at in step A. This will lead to a redefinition of each participant's values and beliefs of teacher quality.

Time: 2-4 hours

[Background document](#)

Step D: Practice: self-evaluation on values

During and after teaching practice, the participants are asked to use some tool(s) to find out whether their behaviour in the classroom has changed, and if so, in what way and why it has changed. Other questions to reflect upon are: How could fellow students, colleagues, managers and others notice this change of behaviour? In what way has this



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change of behaviour influenced the teaching practice itself?

The tools for this step can be taken out of the toolbox. See the [overview of applicable tools](#) and the [toolboxoverview](#) on www.teacherqualitytoolbox.eu. It is recommended that three different tools are used.

Time: (3–9 hours).

[Background document](#)

Step E: Reflection: the reflection cycle of Korthagen

In this step, the main question to be answered is: How can I grasp what is really important for me and gain insight into the approaches suitable for me in becoming a good teacher? This asks for systematic reflection. The 'ideal' reflection process is described in a model developed by Korthagen. The model shows a cycle of action: → evaluation → awareness → develop alternatives → try out alternatives = action.

Time: one hour homework and a two hours session. Total: 1-3 hours.

[Background document](#)

Step Z (optional): make a visual presentation

The participants may make a visual presentation on teacher quality. This can be done in many ways. An exhibition and additional assignments can be part of this optional step.

Time: 30 minutes up to 4 hours, depending on form and intensity of this creative part..

[Background document](#)

Variations

In each step, variations can be made, such as variations in the tools to be used, in group size, or in the time used for each step. See the background documents for each step.

Background & resources

During the last 30 years the concepts of teaching, subjective theories, preconceptions, tacit knowledge, personal beliefs, personal philosophy, practical knowledge, implicit theories, 'gestalt', etc. have been investigated (Schön 1983, Tann 1993, McIntyre 1993, Kagan 1992, Korthagen 2001, Pollard 2001, Polanyi 1967).

A key task in teacher education is the development of one's own concept of teaching. The teacher's concept of teaching is a mental model which influences his decisions, activities and reflection. This mental model is created in a complex way on the basis of preconceptions, personal views and ideas. Often, these views and ideas are based on former experiences in childhood, in primary and secondary education. The teacher's concept of teaching includes a lot of subjective knowledge. A critical analysis of these personal theories is probably the main method to unveil this 'tacit knowledge'.

Action theory can be used for this purpose. In action theory (knowing-in-action), the 'spiritus agens' of the teacher's activity, will be 'brought to speech'. Verbalisation -the necessity to express in words what sometimes is only felt and to define exactly what is not quite clear and rather vaguely felt- shows that the teacher is aware of the need to understand the context of which (s)he is part. It is only on this basis that it is possible to achieve a purposeful communication between theory and practice. By using 'awareness tools' the teacher will develop a clear concept of teaching supported by arguments (I am



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able to explain my concepts and to provide arguments). It also helps him/her to be more reflective and flexible in order to re-evaluate his/her knowledge and beliefs for the purpose of further professional development.

The literature provides enough evidence about the importance of eliciting, verbalising and becoming aware of implicit, intuitive, hidden, tacit theories and preconceptions in the professional development of teachers.

Conditions

It is important to create a cooperative and safe environment in order to stimulate motivation, creativity and willingness for self-reflection. It is also important to make instruction clear at each step. The time schedule is flexible and depends on the size of the group and the number of documents and tools used in step D.

Steps A, B, C can be completed in one day, but the effects are larger if they are spread over a longer period.

It is worthwhile doing step D some time after finishing steps A, B, C.

The tool is, in many cases, used as part of a larger course (e.g. half a year), but it can also be used as an activity in itself.

The trainer has to be aware of some basic facts of the historical and cultural background of the countries where the documents come from, and to draw attention to this during the course.

The tool can be used by everyone participating in education, and encompasses the roles of all stakeholders; the tool is however not written to be used by stakeholders outside education itself.

Materials

Documents, materials and guidelines are available on www.teacherqualitytoolbox.eu. Furthermore, the following resources should be available: computers, beamer, blackboard or whiteboard, a flip-chart.

Strengths and weaknesses

Strengths

The tool helps the teachers and student teachers to become aware of their implicit, intuitive preconceptions, personal theories related to teacher quality and to understand their decisions and actions. Using this tool will enrich the participants as it will broaden their understanding. It also helps to determine the 'ideal concept' of teacher quality.

Weaknesses

The use of the tool is time-consuming. It is important to ensure the quality of the written products and group discussions. Some difficulties with language could be encountered, most likely in internationally composed groups.



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Reflection on formal documents on teacher quality

Step A: Subjective theories of teacher quality

Aim:

The participants will identify their preconcepts and subjective theories on teacher qualities.

Methodology:

Step A can be done in 2 ways, which can be chosen according to the preferences of the facilitator (mind mapping, finishing uncompleted statements or remembering their own best teacher).

Time taken:

Approximately 1,5 hours.

Version 1

Description:

This exercise contains four phases. In the first phase participants work individually, in the second phase in pairs and in the third phase they work in groups of four. The last phase is a plenary discussion. The phases are progressing from concrete experience to abstract conceptualization of teacher quality.

Materials/resources:

Written instruction with phases for each participant, paper for each participant, pair and group, a flip-chart for collection of teacher quality definitions, pencils, (whiteboard) markers.

Methodology:

Phase 1: individual work (10 to 15 minutes)

Try to remember the best teacher you had in your educational history. Think about the qualities that made him/her so special: an excellent teacher. Write down two situations in which (s)he showed his/her qualities. Be specific. What did (s)he do? How did (s)he behave? What was special in his/her work?

Phase 2: work in pairs (10 minutes)

Describe the teacher you were thinking about in the first phase to your partner. Explain why (s)he was such a good teacher and illustrate this with his/her behaviour in specific situations. Compare traits, skills and behaviours, attitudes, values that your teacher had. Together find similarities and differences.

Phase 3: work in groups of four (20 minutes)

Each member of the group describes to the others the most important qualities of his/her best teacher. Then the group tries to find common qualities and teachers' characteristics. The group then defines teacher quality on the basis of shared experiences.



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Phase 4: plenary discussion (20 minutes)

The groups report on their definitions of teacher quality. The definitions could be grouped into categories, according to which domain of teacher expertise they stressed: knowledge, skills, and attitudes/values.

Variation:

The exercise can be shortened by skipping phase two, if the group is large (over 24 participants).

Version 2:

Description:

This exercise contains five phases. In the first phase participants work individually, in the second phase in pairs and in the third phase they work in groups of four or more. The fourth phase is a plenary discussion. The fifth one is reflection on this exercise.

Materials/resources:

Written instruction with steps for each participant, paper for each participant, pair and group, a flip-chart for collection of teacher quality definitions, pencils, (whiteboard) markers.

Methodology:

Phase 1: Individual work (10 – 15 minutes)

This phase can be done in 2 variations:

- Variation 1: Think about the concept of teacher quality. What associations do come to mind? Write them down and make a Mind Map on teacher quality.
- Variation 2: Below are listed 2 uncompleted statements which relate to teacher quality. Read each statement and complete it:
 - For me teacher quality is
 - The most important aspects of teacher quality are.....

Phase 2: Work in pairs (15 min.)

Share and discuss with your partner the results of phase 1, explain your opinions and concepts, give reasons why you think in such a way, what is behind your opinions? (personal experiences from your own childhood and also teaching practice, beliefs, values, etc.)

Phase 3: Work in groups of 4-5 (30 min.)

Share your opinions. Each member of the group describes the most important characteristics of teacher quality for himself and explains why. Then compare your points of view and try to identify similarities and differences. On this basis, try to find the common features and describe a definition of teacher quality which the whole group finds acceptable.



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Phase 4: plenary discussion (25 min.)

The groups share their definitions and try to find a general consensus on the most important core teacher qualities.

Phase 5: reflection on this exercise (10 min.)

Reflect on this exercise. Answer the next questions:

- Was there anything that made you change your mind?
- Was there anything that enriched your opinions?

Variation:

The exercise can be shortened by skipping phase two, if the group is large (over 24 participants).



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Reflection on formal documents on teacher quality

Step B: Critical reading of a miniversion of official documents

Aim:

To become aware of the position of governmental formal documents about teacher quality.

Methodology:

The participant reads a mini-version of the relevant formal documents:

- E.g. a set of competences, standards (used here).
- Other formal documents

Time taken:

2-8 hours, depending on the number of and the way in which the formal documents are read; if participants read formal documents at home, this step can be completed in 2 hours.

Remark:

The Appendix gives a way how the 6 mini-versions of national sets of teacher competences or standards can be analysed.

Description:

B.1 Critical reading:

- Individually: read a mini-version of the relevant formal documents and answer the following questions:
 - What is the most important knowledge for teachers according to the mini-versions?
 - What are the most important skills for teachers according to the mini-versions?
 - What are the most important professional values that are presented in the mini-versions?
 - What don't I understand? What is new for me?

Alternatives:

- The original formal documents can be used.
- Combinations of mini-versions and formal documents can be used.
- Participants can read a selection of documents (i.e. from one or two countries).
- Participants can read documents at home.

B.2 Exchange outcomes in a group:

- The outcomes of B.1 are presented on flip-charts
- The group discusses the outcomes.



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Appendix (can be used in Step B):

Questions	Important knowledge	Important skills	Important values
Countries			
Czech Republic			
Estonia			
The Netherlands			
Poland			
Slovenia			
UK			



Reflection on formal documents on teacher quality

Step C: Redefine values (change agents)

Aim:

The participants reflect on their beliefs and values about teacher qualities. By becoming aware of their own values they reconsider and potentially change their own teaching practice.

Time taken:

2-4 hours

Methodology:

Phase 1: Individually

Having read the mini-versions and considered the formal ideas about teacher qualities they contain, all participants make notes of their opinions about what is stated in the documents. They then mentally compare these outcomes with the characteristics they identified in their experience in Step A.

To do this you can add to statements like:

- I strongly believe that ...
- I agree/disagree about ...
- The most important notions in the document about teacher qualities for me are ...
- These notions are important because I think that ...

Phase 2: As a small group (3-4) compare individual responses

Use questions like:

- Do you see any dilemmas?
- What is the underlying ethical argument of the official document?
- What is your own ethical argumentation?
- What are the values underpinning this argument?

Analyse your answers and put conclusions or important notions on a flip-chart.

Phase 3: As a larger group (5-8): Discuss the values and connect them to the things that came up in step A and phase 2 (above).

For instance:

- How do my values and ethics influence my behaviour as a teacher? Use an example of a concrete situation in your classroom and describe it to the other participants.

The other participants ask open questions like:

- How did your values help you in this situation?
- How did they obstruct you?
- How could the official documents have helped you?
- What do the official documents add?
- What would you change in or add to the official documents?

Write conclusions or important notions on a flip-chart.



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Phase 4: Whole group review: using reports on outcomes of Phase 3 the participants evaluate the reflection session: Then individual responses and discussion on:

What did you gain from the steps A to C?

How will you act differently now?

Phase 5:

Return to the theme of values and teaching after some sessions of teaching with the questions: Did this exercise in reflection make any difference? What did you learn?



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Step D: Practice

Aim:

After completing phase 4 of step C the participant asks himself what will change in his practice. He will now describe this change in a concrete teaching action, e.g. I want my students to work together more. In my next lesson I will formulate my assignments as group work. I will concentrate on the teamwork skills and will evaluate afterwards how the teamwork went.

The participant will practise this in his lessons. After doing so, the participant reflects on his practice.

Methodology:

In step D other tools can be used to reflect on practice; we suggest the next tools: Tool nr 8, 9 or 10 in the list below.

Time taken:

3-9 hours.

Nr.	Name of Tool	Short description (for a detailed description see the original documents on the website)	Comments
1.	Reflection through Observation: Exploring diverse practice	This tool involves showing a video (three teachers teaching the same topic in three different ways). The tool involves activities exploring teaching methods used. The video includes teachers' explanations of why they taught the way they did. The tool addresses group members' contexts and the opportunities given to set group members' discussions/practices against a formal set of criteria. It ends with a challenge about alternative methods and a focus on non-verbal interaction.	This tool is not suitable for step D as the content is fixed and can't be related to what will happen in steps A-C. However as a separate step 0 it might be worthwhile. However, this holds true for a most of the tools.
2.	Reflection	These clips show how to deal	See 1.






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	through Observation: Diverse needs	with different needs in the classroom. According to the description this tool is meant for discussion during teacher training.	
3.	Reflection through Observation: Outdoor Learning	These clips show the use of nature in outdoor learning of pre-school in Norway	See 1.
4.	Universal standards	This tool is meant for discussing 'characteristics' of a good teacher among participants working in primary and secondary education and teachers and students from different countries. The focus is on certain questions to be discussed in groups.	It is a useful tool for an international course organized for students or teachers, but not for step D. If you want to use it as part of tool 1, it could be used as an introduction.
5.	My most remarkable teacher	Participants are asked to write an individual letter to their 'most remarkable teacher'. In small groups they make a list of their chosen teachers' most valued qualities and aspects of teaching. Based on group lists, participants work out one common list, trying to arrange it into sets of qualities (fields of teachers' competence). Next step is an individual reflection in which they examine their strong and weak sides with respect to teacher quality and they identify areas for self-improvement.	Could be used in step A as an alternative, but not in D
6.	Reflection by using pictures	Student teachers, teachers and teacher educators (target groups) are asked to choose a picture card that according to their opinion represents teacher quality. After this a discussion is organized.	This cannot be used as step D. We can only use it if students are assigned to make their own picture card to provoke deeper reflections. But if we do this, step D comes very close to the optional step Z.
7..	Future scenarios	This tool exists in three steps: analysis of trends, selecting two driving forces which will be displayed as axes in a box,	It is a time-consuming tool (2 days), but as it is not directly related to one's own current experience it could



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		thus creating four possible scenarios. These scenarios can be discussed as most likely, desired, worst case, qualities and consequences for teachers and for you.	be usable as an extension in a separate step or as an alternative to step Z.
8..	Role debates 	This tool focuses on differences between stakeholders regarding a controversial issue within education and teacher quality. The goal is to reach general consensus. As an example the opening of new multi-cultural school is given.	As a teacher educator you could develop an interesting controversial issue, but then no attention is paid to the different thoughts students have developed during steps A-C. However, students could be given the assignment to develop a controversial issue based on insights into their own values and connected to the school where they do their school practice. The debate could take place during the meetings with fellow students at the university or in the school where they do their school practice.
9..	Running for teacher 	Similar to running for presidency or governor, students, teachers and teacher educators could try to convince others that they are the best candidate for the teaching position. What qualities would they stress in this campaign and would this vary according to the stakeholders addressed. The candidates have to develop slogans, speeches, etc.	This tool fits well in this step. Some revision is needed with a focus on values/concepts. It can be used before students go into school practice, during or when they finished their school practice, or in meetings at the University.
10.	Dialogue sheet 	This is a tool for discussion, arranged around a table in a 4 hour session. The tool is divided into several spaces. Space one is for concepts, space two is for questions to discuss related to chosen concepts on teacher quality,	This an interesting tool, because the concepts can be filled in by the students themselves. We suggest using this tool when students are at the university to discuss their school practice with other



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		space three is meant for comments and questions.	students.
11.	Reflection by using movies	This tool is different from tool nr. 1 and 2 as it entails films in which students and teachers often represent stereotype roles. The point is to discuss messages hidden in the scenes and to compare how student teachers or school teachers think about teacher quality.	See earlier remarks about using such a tool as step 0, to start a discussion on personal values and concepts.
12.	Geographical Metaphors: mapping teacher quality	The student teachers, school teachers, teacher educators and even others draw a geographical map on which they identify teacher qualities and relate them to cities, rivers, mountains, etc.	This interesting in relation to step Z. It can be used as an alternative to step Z or as an extra option.
13.	The Game of Consequences	In this tool, participants are challenged to take position on dilemmas in school. At the same time they are asked to identify the impact of their choice on different stakeholders and aspects.	This tool is interesting as students are challenged to reflect on the impact of changes they want to make on different stakeholders, on school finances and on pupils' results




Tools for use in step D

The best applicable tools for step D are marked with 

Nr.	Name of Tool	Short description (for a detailed description see the original documents on the website)	Comments
1.	Reflection through Observation: Exploring diverse practice	This tool involves showing a video (three teachers teaching the same topic in three different ways). The tool involves activities exploring teaching methods used. The video includes teachers' explanations of why they taught the way they did. The tool addresses group members' contexts and the opportunities given to set group members' discussions/practices against a formal set of criteria. It ends with a challenge about alternative methods and a focus on non-verbal interaction.	This tool is not suitable for step D as the content is fixed and can't be related to what will happen in steps A-C. However as a separate step 0 it might be worthwhile. However, this holds true for a most of the tools.
2.	Reflection through Observation: Diverse needs	These clips show how to deal with different needs in the classroom. According to the description this tool is meant for discussion during teacher training.	See 1.
3.	Reflection through Observation: Outdoor Learning	These clips show the use of nature in outdoor learning of pre-school in Norway	See 1.
4.	Universal standards	This tool is meant for discussing 'characteristics' of a good teacher among participants working in primary and secondary education and teachers and students from different countries. The focus is on certain questions to be	It is a useful tool for an international course organized for students or teachers, but not for step D. If you want to use it as part of tool 1, it could be used as an introduction.





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		discussed in groups.	
5.	My most remarkable teacher	Participants are asked to write an individual letter to their 'most remarkable teacher'. In small groups they make a list of their chosen teachers' most valued qualities and aspects of teaching. Based on group lists, participants work out one common list, trying to arrange it into sets of qualities (fields of teachers' competence). Next step is an individual reflection in which they examine their strong and weak sides with respect to teacher quality and they identify areas for self-improvement.	Could be used in step A as an alternative, but not in D
6.	Reflection by using pictures	Student teachers, teachers and teacher educators (target groups) are asked to choose a picture card that according to their opinion represents teacher quality. After this a discussion is organized.	This cannot be used as step D. We can only use it if students are assigned to make their own picture card to provoke deeper reflections. But if we do this, step D comes very close to the optional step Z.
7..	Future scenarios	This tool exists in three steps: analysis of trends, selecting two driving forces which will be displayed as axes in a box, thus creating four possible scenarios. These scenarios can be discussed as most likely, desired, worst case, qualities and consequences for teachers and for you.	It is a time-consuming tool (2 days), but as it is not directly related to one's own current experience it could be usable as an extension in a separate step or as an alternative to step Z.
8..	Role debates 	This tool focuses on differences between stakeholders regarding a controversial issue within education and teacher quality. The goal is to reach general consensus. As an example the opening of new multi-cultural school is given.	As a teacher educator you could develop an interesting controversial issue, but then no attention is paid to the different thoughts students have developed during steps A-C. However, students could be given the assignment to develop a controversial issue based on insights into



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			<p>their own values and connected to the school where they do their school practice. The debate could take place during the meetings with fellow students at the university or in the school where they do their school practice.</p>
9..	<p>Running for teacher</p> 	<p>Similar to running for presidency or governor, students, teachers and teacher educators could try to convince others that they are the best candidate for the teaching position. What qualities would they stress in this campaign and would this vary according to the stakeholders addressed. The candidates have to develop slogans, speeches, etc.</p>	<p>This tool fits well in this step. Some revision is needed with a focus on values/concepts. It can be used before students go into school practice, during or when they finished their school practice, or in meetings at the University.</p>
10.	<p>Dialogue sheet</p> 	<p>This is a tool for discussion, arranged around a table in a 4 hour session. The tool is divided into several spaces. Space one is for concepts, space two is for questions to discuss related to chosen concepts on teacher quality, space three is meant for comments and questions.</p>	<p>This an interesting tool, because the concepts can be filled in by the students themselves. We suggest using this tool when students are at the university to discuss their school practice with other students.</p>
11.	<p>Reflection by using movies</p>	<p>This tool is different from tool nr. 1 and 2 as it entails films in which students and teachers often represent stereotype roles. The point is to discuss messages hidden in the scenes and to compare how student teachers or school teachers think about teacher quality.</p>	<p>See earlier remarks about using such a tool as step 0, to start a discussion on personal values and concepts.</p>
12.	<p>Geographical Metaphors: mapping teacher quality</p>	<p>The student teachers, school teachers, teacher educators and even others draw a geographical map on which they identify teacher qualities</p>	<p>This interesting in relation to step Z. It can be used as an alternative to step Z or as an extra option.</p>



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13.	The Game of Consequences	and relate them to cities, rivers, mountains, etc. In this tool, participants are challenged to take position on dilemmas in school. At the same time they are asked to identify the impact of their choice on different stakeholders and aspects.	This tool is interesting as students are challenged to reflect on the impact of changes they want to make on different stakeholders, on school finances and on pupils' results
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Reflection on formal documents on teacher quality

Step E: Reflection on the teaching practice (by using the “reflection-cycle of Korthagen”)

Aim:

The participant reflects on his competences in teaching in order to adjust and develop his personal and professional behaviour.

Methodology:

To reflect on the teaching practice we will use the so called ‘reflection-spiral’ (Korthagen). It leads to concrete questions and possible actions. The competence for reflection and development is practised.

Time taken:

1-3 hours

An example:

A student works on two pedagogical competences. She wrote in his PDP (personal development plan) that she wanted to learn how to motivate her pupils to work autonomously. She believes that her teaching is too frontal and that a more ‘accompanying’ approach will be more motivating and will make them more autonomous. Upon that she makes her learning goal **SMART** (Specific, Measurable, Actual, Realistic, and Time-related).

S I want my pupils to work autonomously and more actively.

M I will reduce my frontal teaching and the pupils will work more than 50 percent of the lesson in groups.

A I will make assignments for working autonomously. I will not only review the answer but also the way of working together and the level of autonomy. My pupils will know these criteria.

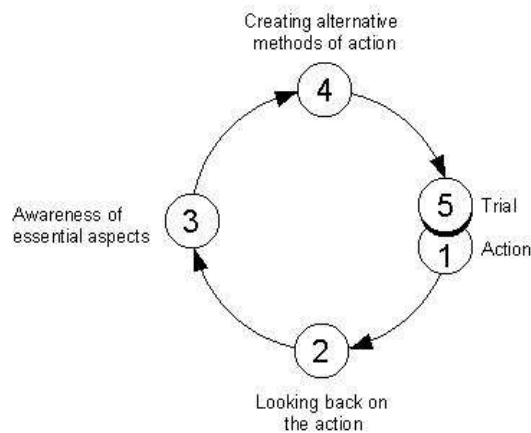
R This is very realistic.

T I will begin next week and evaluate the results within three months.

The student will now get to work with her plan. She reflects on her experiences by means of Korthagen’s reflection-spiral (1982, 1992).



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1. action (teach), 2. reflection/evaluation, 3. becoming aware, 4. developing alternatives, 5/1. trying out new alternatives

Note: Phase 5 is again the first phase of the next cycle of reflection. This is why it is called a spiral model for reflection.

The reflection cycle (questions to be used)

Phase 1 (or phase 5 of the last time):

- What did I want to achieve?
- What was I paying attention to?
- What was I testing?

Phase 2 (retrospective):

- What happened actually?
- What did I want to do?
- What did I actually do?
- What did I think?
- What did I feel?
- What did I think the pupils wanted, did, thought, felt?

Phase 3 (realisation of essential aspects):

- How do the answers to the previous questions cohere?
- What's the influence of the context/school as a whole in that?
- What's the meaning of that for me right now?
- What's the problem now (or the positive discovery)?

Phase 4 (alternatives)

- What alternatives do I see? (Solutions or ways to be used in my discovery)
- What advantages/ disadvantages do they have?
- What will I decide to do for the next time?



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Step Z: Represent your ideas through means of a model, an article, etc.

This is an optional step.

Time needed:

30 minutes up to 4 hours or more, depending on form and intensity of this creative part.

Information:

Official documents are based on values and concepts that are important in the various national contexts. By getting (student) teachers to:

- write down their own values and precepts (see step A);
- read critically some national documents(see step B);
- compare personal values with the values laid down in the documents (see step C);
- become aware of values imposed on students in classrooms (see step D);
- reflect on earlier reflections (see step E).

They can be challenged to put forward their own personal values, concepts and constraints in a structured way. This can, for example, be done by drawing up a model and by giving a hierarchy of importance, showing the relations and what it means for teacher quality (step Z).

Aim:

The participant gives a visual and/or written explanation of his or her personal concepts and values, showing what teacher quality is and which values in education have to be supported in teaching.

Output:

A model in poster format (A1) and/or an an additional written explanation (max. two A4 pages) and/or another creative product. It can be presented at an exhibition and afterwards in a smaller group.

Options:

- Use in your model: squares, triangles or circles which are connected through lines and arrows.
- Use any other visual object, as long as the objective can be made visible.

Methodology (to be adapted to actual situation and possibilities):

Each participant develops his/her own model and writes an explanation. This can be realised in the following phases:

First phase: each participant places a poster on the wall together with the explanation. Each poster will get a number.

Second phase: at the exhibition, participants ask questions which will be written down on a large sheet of white paper. For each poster one piece of white paper is available.

Third phase: each participant collects his/her own poster, written explanation and written questions/remarks.



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Fourth phase: preparation for a presentation, possibly some restructuring of the poster and corrections of the explanation.

Fifth phase: participants will present their posters in subgroups of three to four persons. In the presentation they will give feedback on the questions that were put forward.

Maximum size of group: 3-16 (1-4 smaller groups of 3-4 participants).



Identifying Teacher Quality

17.	Teacher of the year competition	This is meant for student teachers to organise a best teacher competition. School students have to answer some question about the style of teaching.	It can be used during school practice. Through the questions students have to address values/concepts. It can be used in combination with the video-clips (see remarks at 1 and 2).
18.	Discovering core qualities	Every student, teacher and teacher educator has a core quality, which is a strong, positive personal quality. Too much emphasis on it can lead to a negative quality, called pitfall. All this can be described in a quadrant. It can be structured through ready-made cards or left to the participants to define their core qualities.	Discovering core qualities related to students' values and concepts and the reverse of these core qualities is interesting for step E, as part of the reflecting –on- reflection process.