



## **REFLECTION TOOLS FOR TEACHER QUALITY**

### **Title**

THE GAME OF CONSEQUENCES

### **Aims**

By reflecting on dilemmas in the reality of school life the participants increase their awareness of the consequences of their choices for different stakeholders

### **Target group**

The target group for this tool can be teachers, student teachers and teacher educators

### **Description**

The tool consists of a card game with two types of cards: dilemmas and consequence-cards. The dilemma-cards present a specific dilemma within the school policy. The consequence-cards indicate the consequences that a choice in a dilemma has on a number of relevant actors and factors, like the satisfaction of pupils, parents, teachers, local community, national authorities, on exam results and on school finances.

In this game the participants are

- challenged to define what influence certain choices have on the satisfaction of relevant actors and factors that play a role within the school (phase 1)
- involved in a game where they have to make choices and see what the result is on the satisfaction of the relevant actors and factors (phase 2).

### **Methodology**

#### *Introduction*

All choices you take within a school have effects on different actors and aspects of quality. There is no strict right or wrong,

In this game the participants are

- Challenged to define what influence certain choices have on the satisfaction of stakeholders (phase 1)
- Involved in a game where they have to make choices and see what the result is on the satisfaction of stakeholders (phase 2).



## Identifying Teacher Quality

### Rules of the game

#### Phase 1 (optional) – 1 hour

Take a dilemma and an empty consequence card. Decide as a group the consequence of each choice (yes AND no) on the dilemma for each category (ranging from -5 to +5) (alternative: the facilitator sets a score for each dilemma)

<p><b>DILEMMA 1</b></p> <p>A local commercial company offers to provide your school with teaching materials for science. The materials have high quality, full color and accompanying DVDs. All materials have the company logo. The materials meet very well the objectives of the curriculum. Are you willing to accept the sponsored materials and use these in your lessons?</p>	<p><b>DILEMMA 2</b></p> <p>Within your school, a proposal is made for creating interdisciplinary subject areas. At this moment the school works with separate subjects and the teachers have a teaching license for 1 subject. Are you willing to change to interdisciplinary subject areas?</p>	<p><b>DILEMMA 3</b></p> <p>Inspired by notions on social constructivist learning, the school leader wants to change the organization and didactical approach of the school towards a more open curriculum. In this open curriculum, pupils can have much more individual choice on what they want to learn and at what time. The teacher needs to adapt to individual needs and preferences of pupils. Are you willing to change your curriculum accordingly?</p>
<p><b>DILEMMA 4</b></p> <p>Local authorities stress the role of the school within the local community. The idea is that the school needs to become the centre of the local community and the school activities should support the local community, eg. by giving courses and lessons not only to pupils, but also to parents. The school building should also be used for meetings, parties and other local community activities. The teachers need to adapt their curricula to local possibilities (eg. engage a local team, companies, civil servants, street cleaners, etc. in their lessons and have learning activities outside schools.) Do you support this proposal?</p>	<p><b>DILEMMA 5</b></p> <p>Within your school, inclusive education is valued highly. All children, whatever their disabilities, should be included in the school and in the classes. However, in your group there is one boy who is very difficult to handle and who draws almost continuously your attention and energy. As a result you feel that other pupils in your group do not get the attention that they need. Awareness of an extra teacher did help a little but not very much, as the behavior of the boy is really disruptive. A group of parents complained and asks for removal of the boy from your group, not understanding the inclusive values of the school. Do you support the complaining parents?</p>	<p><b>DILEMMA 6</b></p> <p>The head of your school intends to initiate a new curriculum innovation programme, an creating a 'green' school and sustainable development. The innovation will have its consequences for the content and teaching of all subjects and the behavior of teachers. A group of teachers is resisting this change, but because they are tired of all innovation programmes that have disrupted the school. That last innovation programme has only started a year ago and hasn't even finished. First the old innovation programme should be evaluated on its outcomes and effects, before we start a new one. Do you support your colleagues?</p>

<p><b>CONSEQUENCE CARD</b> <b>DILEMMA 1 - Yes</b></p> <p>Pupils Parents Teachers Local National Exam Finances community authorities results</p> <p>The Game of Consequence © ITQ/AITEE</p>	<p><b>CONSEQUENCE CARD</b> <b>DILEMMA 2 - Yes</b></p> <p>Pupils Parents Teachers Local National Exam Finances community authorities results</p> <p>The Game of Consequence © ITQ/AITEE</p>
<p><b>CONSEQUENCE CARD</b> <b>DILEMMA 1 - No</b></p> <p>Pupils Parents Teachers Local National Exam Finances community authorities results</p> <p>The Game of Consequence © ITQ/AITEE</p>	<p><b>CONSEQUENCE CARD</b> <b>DILEMMA 2 - No</b></p> <p>Pupils Parents Teachers Local National Exam Finances community authorities results</p> <p>The Game of Consequence © ITQ/AITEE</p>

#### Phase 2 – 1-2 hours

Take a card, discuss the dilemma and decide your position as a group (maximum 5 minutes)

Take the associated consequence card and look at the score (decided by another group)

Discuss the score

After having done all the dilemmas, collect the full score of your group and compare with other groups



## Identifying Teacher Quality

### *Description of the game procedure*

The facilitator explains the idea of the game and the rules. He shows an example of a completed consequence card.

He divides the group in subgroups of four and distributes the dilemma cards and their corresponding consequence cards.

Make sure that the participants understand that in the first phase they do NOT need to make a decision with respect to the presented dilemma and they have to define the score on the consequence card for both a yes AND a no choice.

When each group has completed the consequence cards, the facilitator collects the cards.

In the next phase, the dilemma cards and the related consequence cards are distributed again over the groups, making sure that a group will not get the consequence cards they have completed themselves in the first half of the phase (preferably by giving them other dilemmas).

Now the assignment is to define their position on the dilemmas (yes or no). When the position is decided within the subgroup, the score on the different aspects is read from the corresponding consequence card. The subgroup can discuss the scores as indicated on the consequence card: Do you agree? If not, why?

In this way, each of the dilemmas is discussed. The scores on the individual dilemmas are put together on the scorecard.

At the end, the final score can be calculated by adding up all the scores. The final scores can be compared between subgroups, to see which group has the highest/lowest score, what dilemmas give the largest variety of scores and which dilemma gave the most intense discussion on scoring the consequences for different stakeholders/aspects.

### **Variations**

The first step is optional (when there is not enough time). In that case, the facilitator has to define the scores on all the dilemmas beforehand.

The dilemmas can be adapted to the specific local circumstances (e.g. with a stronger focus on primary, secondary or teacher education).

### **Background & resources**

Schools are complex systems where different parts and stakeholders within the system interact and influence each other. As a result, in many dilemmas, there is no simple right or wrong. The impact of a specific choice differs for different stakeholders, or aspects of the system, e.g.

- The satisfaction of pupils,
- The satisfaction of parents
- The satisfaction of teachers
- The satisfaction of the local community



## **Identifying Teacher Quality**

- The satisfaction of local or national authorities
- The exam results
- The school finances

A choice you make within a school might be favourable for one or two of the stakeholders, but negative for other stakeholders or system aspects.

Therefore teachers need to be aware of the consequences and impact of their choices on other parts of the system. They need to master system thinking. See Senge's theory on learning organisations: 'The Fifth Discipline' or 'Schools that Learn'.

The game uses phase 1 to define the impact of specific choices on satisfaction of stakeholders or their effect on aspects of the school system (like finances and learning results of pupils). The score that will be defined on the consequence cards in phase 1 is more or less arbitrary, depending on opinion, context, vision, priorities, etc. This can lead to discussions where in phase 2, subgroups disagree with the given score. This discussion is part of the game as it intensifies the awareness of the impact of decisions at school level on different stakeholders or aspects of the system. It is important that the facilitator does not engage him- or herself in a right-or-wrong debate on the scores, but stimulates the discussion by challenging participants to convince other participants

### **Materials**

Dilemma cards and consequence cards

Score sheet

Rules of the game, with example of the use of the consequence cards.

### **Strengths and weaknesses**

#### *Strengths:*

The strength of the method is that it stimulates reflection at different phases of the game: The tool stimulates reflection in four ways:

- By setting the scores (phase 1)
- By making a choice of a dilemma (phase 2)
- By comparing the choice with the score (set by another group) (phase 2)
- By comparing group results (phase 2)



## **Identifying Teacher Quality**

### *Weaknesses:*

For the game the dilemmas are simplified. No extensive background is given. The participants might ask for more background information and context of the specific dilemma.

The dilemmas that are used in the tool do not directly stimulate reflection on teacher qualities. To stimulate this reflection, the dilemmas need to be related explicitly to aspects of teacher quality.



## Identifying Teacher Quality

### Step-by-step guidelines

#### THE GAME OF CONSEQUENCES

#### Goal

By reflecting on dilemmas in the reality of school life the participants increase their awareness of the consequences of their choices for different stakeholders

#### Summary/description

The tool consists of a card game with two types of cards: dilemmas and consequence-cards. The dilemma-cards present a specific dilemma within the school policy. The consequence-cards indicate the consequences that a choice in a dilemma has on a number of relevant actors and factors, e.g. the satisfaction of pupils, parents, teachers, local community, national authorities, on exam results and on school finances.

In this game the participants are

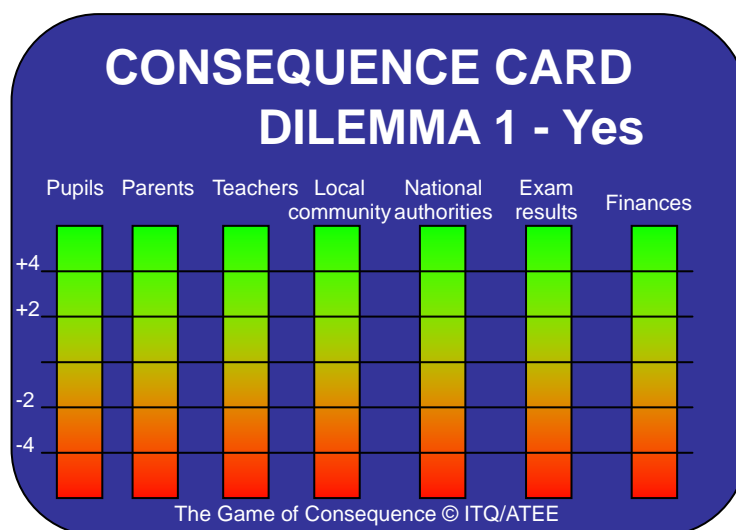
- challenged to define what influence certain choices have on the satisfaction of relevant actors and factors that play a role within the school (phase 1)
- involved in a game where they have to make choices and see what the result is on the satisfaction of the relevant actors and factors (phase 2).

#### Materials

- Dilemma cards and consequence cards

**DILEMMA 1**

A local commercial company offers to provide your school with teaching materials for science. The materials have high quality, full colour and accompanying DVDs. All materials have the company's logo. The materials meet the objectives of the curriculum very well. Are you willing to accept the sponsored materials and use them in your lessons?





## Identifying Teacher Quality

- Score sheet

	Pupils	Parents	Teachers	Local Comm.	Author.	Exam results	Finances
Dilemma 1	+2	+1	-3	0	+1	-1	+3
Dilemma 2	+1	-3	+1	-4	-3	0	+2
Dilemma 3	-2	-1	-4	+3	+1	+3	0
Dilemma 4							
SUM							

- Rules of the game, with examples of the use of the consequence cards.

### Step by step

1. Divide the participants in an even number of subgroups (maximum 6).
2. Explain the aim of the game:

#### Aim of the game

Schools are complex systems where different parts and stakeholders within the system interact and influence each other. As a result in many dilemmas there is no simple right or wrong. The impact of a specific choice differs for different stakeholders, or aspects of the system, e.g.

- The satisfaction of pupils,
- The satisfaction of parents
- The satisfaction of teachers
- The satisfaction of the local community
- The satisfaction of local or national authorities
- The exam results
- The school finances

A choice you make within a school might be favorable for one or two of the stakeholders, but negative for other stakeholders or system aspects.

In this game you will explore the consequences of decisions you make by their impact on stakeholders and aspects of the system.



## Identifying Teacher Quality

3. Explain the rules of phase 1 of the game:

### Rules of the game

#### Phase 1:

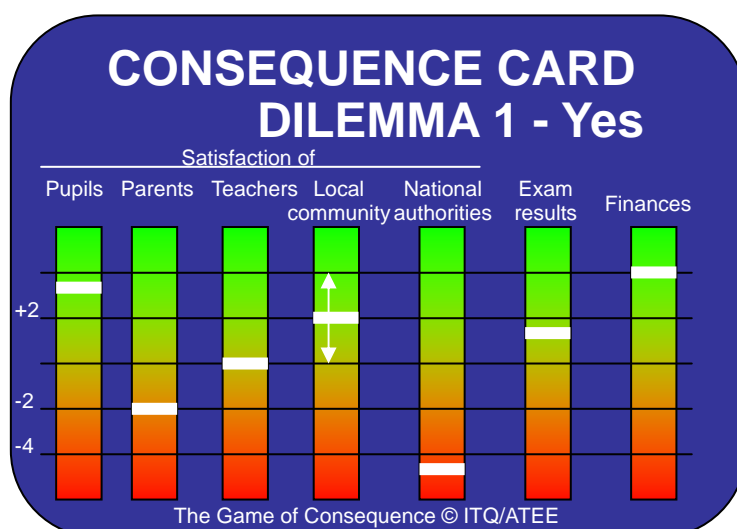
You will receive a set of dilemma cards and a set of empty consequence cards (two for each dilemma). Take one dilemma card and a corresponding consequence card. Read the dilemma with your group. Discuss the dilemma and try to identify as a group what the impact on each of the stakeholders/aspects will be if you should decide 'yes' on the dilemma: would it be positive or negative? To what extent (ranging on a +5 to -5 scale)? Indicate the score you have decided on the consequence card.

Next, decide what the impact on each of the stakeholders/aspects would be when you should decide 'no' on the dilemma.

Proceed with the next dilemma until you have discussed all dilemmas and indicated a score on all consequence cards.

4. Distribute the cards and indicate the time that the subgroups have for the first phase (e.g. 45 minutes for 5 dilemmas).

Use two different sets of dilemmas so each subgroup will receive a different set of dilemmas in phase 2 (e.g. dilemma 1-5 in phase 1 and dilemma 6-10 in phase 2) Make sure that at the end of phase 1 each group has discussed and scored all dilemmas they received. If not, a subgroup will receive an incomplete set of cards in the next phase. If a group does not succeed in completing all cards in the given time, you can copy the missing scores on the consequence cards from another group.





## Identifying Teacher Quality

5. Take a break
6. Explain the rules for Phase 2:

### Rules of the game

#### *Phase 2:*

You will receive a set of dilemma cards and a set of corresponding and scored consequence cards. Take one dilemma card.

Read the dilemma with your group. Discuss the dilemma and try to identify as a group what choice you would make on the dilemma: 'yes' or 'no'?

Next take the corresponding consequence card and read, given the choice that your group made on the dilemma, the score that you will receive on the impact on each of the stakeholders/aspects.

Do you agree with the score on the consequence card? If not, why?

Fill your score on the score sheet.

Proceed with the next dilemma until you have discussed all dilemmas.

Calculate the final score on each stakeholder/aspect and the total score.

7. Distribute the sets of dilemma cards and consequence cards. Make sure that each subgroup receives a different set of dilemmas from phase 1.  
Indicate the time that each group has for discussing the dilemma's (e.g. 30 minutes for 5 dilemmas).  
Make sure that at the end of phase 2 all groups have discussed all dilemmas and have completed the score card.
8. Discuss in the full group the following questions:
  - For each of the stakeholders/aspects: Which group has the highest/lowest score?
  - Which group has the highest/lowest final score?
  - Which dilemmas gave the most intense discussion/disagreement with respect to the score on the consequence card?
9. Final reflection questions:
  - To what extent are your decisions or views influenced by their impact on stakeholders or aspects of the system?
  - Which stakeholders/aspects are in your opinion the most important?
  - Has the game influenced your view on the role of stakeholders/aspects on the system for decisions made within the school?



## THE GAME OF CONSEQUENCES

### Rules of the game

#### 1. Aim of the game

Schools are complex systems where different parts and stakeholders within the system interact and influence each other. As a result in many dilemmas there is no simple right or wrong. The impact of a specific choice differs for different stakeholders, or aspects of the system, e.g.

- The satisfaction of pupils,
- The satisfaction of parents
- The satisfaction of teachers
- The satisfaction of the local community
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A choice you make within a school might be favorable for one or two of the stakeholders, but negative for other stakeholders or system aspects.

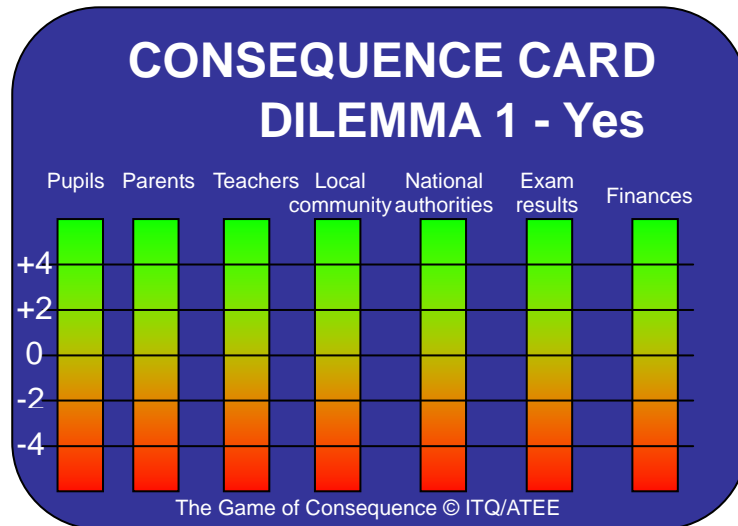
In this game you will explore the consequences of decisions you make by their impact on stakeholders and aspects of the system.

#### 2. Phase 1

You will receive a set of dilemma cards and a set of empty consequence cards (two for each dilemma).

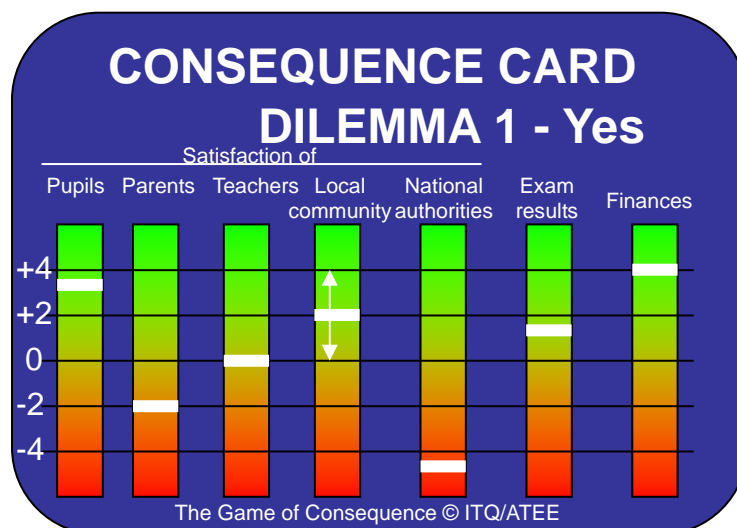
#### **DILEMMA 1**

A local commercial company offers to provide your school with teaching materials for science. The materials have high quality, full colour and accompanying DVDs. All materials have the company's logo. The materials meet the objectives of the curriculum very well. Are you willing to accept the sponsored materials and use them in your lessons?



Consequence card

Take one dilemma card and a corresponding consequence card. Read the dilemma with your group. Discuss the dilemma and try to identify as a group what the impact on each of the stakeholders/aspects will be if you should decide 'YES' on the dilemma: would it be positive or negative? To what extent (ranging on a +5 to – 5 scale)? Indicate the score you have decided on the consequence card.



Completed consequence card

Next, decide what the impact on each of the stakeholders/aspects would be when you should decide 'NO' on the dilemma. Proceed with the next dilemma until you have discussed all dilemmas and indicated a score on all consequence cards.



## Identifying Teacher Quality

### 3. Phase 2

You will receive a (different) set of dilemma cards and a set of corresponding and scored consequence cards. Take one dilemma card.

Read the dilemma with your group. Discuss the dilemma and try to identify as a group what choice you would make on the dilemma: 'yes' or 'no'?

Next, take the corresponding consequence card and read, given your choice on the dilemma, the score that you will receive on the impact on each of the stakeholders/aspects.

Do you agree with the score on the consequence card? If not, why?

Fill your score on the score sheet.

	Pupils	Parents	Teachers	Local comm.	Author.	Exam results	Finances
Dilemma 1	+2	+1	-3	0	+1	-1	+3
Dilemma 2	+1	-3	+1	-4	-3	0	+2
Dilemma 3	-2	-1	-4	+3	+1	+3	0
Dilemma 4							
SUM	+1	-3	-6	-1	-1	+2	+5

Proceed with the next dilemma until you have discussed all dilemmas.  
Calculate the final score on each stakeholder/aspect and the total score.

### 4. Reflection

Compare your final score with the scores of others groups:

- For each of the stakeholders/aspects: Which group has the highest/lowest score?
- Which group has the highest/lowest final score?
- Which dilemmas gave the most intense discussion/disagreement with respect to the score on the consequence card?



## **Identifying Teacher Quality**

Final reflection questions:

- To what extent are your decisions or views influenced by their impact on stakeholders or aspects of the system?
- Which stakeholders/aspects are in your opinion the most important?
- Has the game influenced your view on the role of stakeholders/aspects on the system for decisions made within the school?