



When using this material, reference to its source is needed:

Korthagen, F. & Nuijten, E. (2022). *The power of reflection in teacher education and professional development: Strategies for in-depth teacher learning*. New York: Routledge.

Structure 1

Structure 1: Working in a reflective peer group

- a. *A brief check-in: how is everyone? Everyone can say something about this, in a few sentences; the intention is not to go into this in depth. (Approx. 10 minutes)*
- b. *A focus on a case of participant 1, and coaching by participant 2. (20 minutes)*
- c. *Joint meta-reflection on the coaching. This is not meant to dive into the content of the conversation again, but to reflect on the way of coaching that took place. (5 to 10 minutes) Therefore, this is not the place to give the contributor (participant 1) a suggestion about the submitted case, but participant 2 can receive feedback or a suggestion for the way of coaching.*
- d. *A case of participant 3, with coaching by participant 4. (20 minutes)*
- e. *Joint meta-reflection on the coaching by all group members. (5 to 10 minutes)*
- f. *Short evaluation of the meeting, a brief round about everyone's learning results, and a plan for the next meeting. (5 to 10 minutes)*