



**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 5**

### *Structure 5: The wall*

1. In a group of teachers (which may even include more than 100 people), everyone receives a number of paper 'bricks' (around 20) with varied statements that relate to educational goals or values. Examples of such statements are:

- It is important that students develop self-confidence.
- It is important that students have to find out as little as possible themselves.
- A teacher must have a warm relationship with students.
- I want to ask more questions than give answers.

Some bricks are blank; the teachers can fill them in themselves.

2. Everyone is instructed to individually build an 'educational wall' by placing the bricks with the most important principles at the base and the other bricks on top. All teachers glue their wall on a piece of paper on which they also draw a 'trash can' for the bricks that do not fit with their own vision.

This is the first step in a process of reflection on one's own goals and values in education.

3. The next step is to look for similarities and differences in subgroups of three or four. The comparison of the different walls encourages the teachers to make their views explicit and to critically reflect on these views.