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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 6

Structure 6: The repertory grid

- Pairs are formed (A and B). A and B each receive a stack of about 20 blank cards.
- A and B write the names of students from one class in which they work on their own cards.
- First it's A's turn. A's cards are shuffled and B places three of the cards in front of A. Without much thought, A chooses one of the three students who, according to A, differs from the other two. Then A identifies the characteristic that determines the difference (preferably in one word, for example: 'diligent'). B writes down that word.
- Then all cards from A are shuffled again and the procedure is repeated with the next three cards. This creates a list of characteristics. These are so-called 'personal constructs' of A. If the list contains approximately eight constructs, that is sufficient.
- Each of these characteristics is in fact one pole of an opposition. That is why B then asks A to mention the opposite of the characteristics on the list. (In the case of 'diligent', person A may choose 'lazy' or 'unmotivated' as the opposite characteristic.) These new words are placed in a right-hand column next to the characteristics already formulated, leading to a list of characteristics and their opposites. It is important that A describes the constructs in his or her own words, because the power of the structure lies in the fact that these terms have a personal meaning to the person.
- Next, B asks A in which way A's reactions to students with these opposite characteristics differs. For example: how does your behavior with a diligent student differ from your behavior towards a lazy student? This leads to awareness of reaction patterns and to critical reflection: are these different ways of responding supportive to the students' learning or not?
- After this, A and B change roles.