



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 9

Structure 9: Walking along the onion layers

This activity is done in pairs. Seven sheets of paper are put on the ground, next to each other, with the names of the onion layers on them: environment – behavior – competencies – beliefs – identity – mission – core qualities.

A and B stand by the onion layers. A chooses an inspiring work experience. B assists A in reflecting on the inspiring experience, based on the layers of the onion model. This means that A consecutively stands by each of the seven sheets (starting with environment) and B then asks the corresponding question for each layer:

- In the inspiring situation, what was the environment you were in?
- What did you do?
- What competencies do you have for that?
- What was your belief about that situation at the time?
- What did you think about yourself ('I am someone who . . .') and about your own role in that situation?
- What is your corresponding ideal or what is your personal mission in education?
- What core qualities have to do with this and have you used them in the situation?

These questions will help to deepen the inspiring experience, especially if attention is also being paid to feelings during the process.

Finally, A can be supported by B in sensing the power of the alignment between the onion layers. With an inspiring experience, all layers are generally in harmony with each other. That probably gives a feeling of 'flow'.

Next, A and B change roles.