

Description of Toolbox Themes and Tools in the RETAIN project

Theme description	
Title of Toolbox Theme	Professional identity
Description of theme	How do novice teachers construct their professional identity? How do they define their professional identity? How do these definitions change over time e.g. at the beginning of a person's teaching career and after a few years of teaching?
Overall description of relevant tools for addressing these issues and challenges	Within this theme we suggest four different tools to describe, critically analyse, and discuss one's professional identity and how it has evolved since initial training.
Tool description	
Name of the tool	SWOT analysis
Aim of the tool	The aims of this tool are <ul style="list-style-type: none"> - to have a critical view about what one considers to be a "good" teacher - to analyse one's strengths and opportunities and areas for development (weaknesses) and threats. - to help teachers and senior leaders to turn areas for development into strengths and opportunities for further development
Target group	This tool can be used by various stakeholders; including management, senior and novice teachers and administrative staff.
How to work with the tool	<p>This tool can be used easily and flexibly by different stakeholders.</p> <p>Ideally, there should be a facilitator, who is not part of the school management team, to guide and coach the group.</p> <p>It is important from the beginning to emphasise the need for confidentiality. Teachers should feel free to express both successes and their fears and disappointments and should feel confident that anything shared as part of these discussions is not discussed elsewhere.</p> <p>It is also important from the beginning to emphasise the need for all participants to remain non-judgmental. It is the role of the facilitator to make sure that this happens.</p> <p><u>Procedure</u> Teachers – with the help of a facilitator - will describe, analyse and discuss what they consider to be a 'good' teacher, recognizing that even 'good' professionals may still have a way to go to improve.</p> <p>One possible definition for 'good' teacher, might be 'a professional who is an expert in his/her job and who fees positively about his/her job'.</p>



First the grid is presented by the facilitator:

SWOT ANALYSIS



Individually, teachers answer the following questions:

- What are my strengths (in order to achieve my objective – to be a ‘good’ teacher)?
- What are my weaknesses (in order to achieve my objective – to be a ‘good’ teacher)?
- What opportunities are there in the organization that could help me reach my objective (to be a ‘good’ teacher)?
- What threats or difficulties are there in the organization that might hinder me from achieving my objective (to be a ‘good’ teacher)?





	<p>Suggestions for the methodology: Schools may decide which of the two following options would work best for them. The choice might depend on the group dynamics; whether the members of the group know and trust each other; and whether some of them are quite reserved or not.</p> <ol style="list-style-type: none">1. Individual work and discussion on the basis of the grid<ul style="list-style-type: none">- Novice (and senior) teachers fill in the grid individually.- Discussion : How can we use the defined strengths to seize opportunities? How can we overcome the weaknesses to transform the threats? How can we minimize the weaknesses in order to avoid the threats?2. Individual work and collective discussion on the basis of the grid<ul style="list-style-type: none">- Novice (and senior) teachers indicate on coloured pieces of paper strengths, weaknesses, opportunities and threats.- All pieces of paper are displayed on a big poster (see SWOT model)- Discussion : How can we use the defined strengths to seize opportunities? How can we overcome the weaknesses to transform the threats? How can we minimize the weaknesses in order to avoid the threats?
Special expertise need to work with the tool	No special expertise is required. Nevertheless a facilitator is necessary to introduce the SWOT grid and to make sure that nobody becomes judgmental. Someone who has already used this grid / technique can be the facilitator. Ideally he should be external to the group.
Special material (complementary or additional)	See SWOT grid
Possible risks	It is important to make sure that the teachers feel that they can express their feelings without running the risk that their comments might be reported elsewhere and without being judged.
The theoretical foundation of the tool	The SWOT analysis is a technique which is often used in business. It is sometimes credited to Albert Humphrey, who worked for the Stanford Research Institute. Since the 60s and 70s it has been used for strategy building in companies.
Process Description	
Process and implementation of the theme in schools	<p>It is an easy tool that could be used in schools with a group of teachers, either novice or / and senior. It could also be used in a mixed group of teachers coming from different schools.</p> <p>It can be used in one session. However it would be interesting to do it again a few months / a year later to see if things have changed and how – e.g. to see if teachers were able to turn the weaknesses into strengths and to diffuse the threats.</p>
Developed by	Haute Ecole de Namur-Liège-Luxembourg – HENALLUX – Département Pédagogique Champion





Tool description	
Name of the tool	Situate oneself on a line (different aspects of a teacher's identity)
Aim of the tool	The aims of this tool are to help the novice teacher to situate him/herself and to analyse his/her identity as a teacher.
Target group	Groups of novice teachers with an external or internal mentor / coach, coordinator (not the principal / or member of the senior management or leadership team)
How to work with the tool	<p>Procedure (using annex 1)</p> <p><u>Part 1</u></p> <ol style="list-style-type: none">1. Every participant prepares to tell the rest of the group the story of a positive educational experience when he was a pupil / a student (E.g. 'I remember my first English teacher when I was 12; he ...')2. The other participants ask him / her questions so as to be able to situate that experience on the 4 continuums without showing their answers to the narrator.3. Then, they compare their continuums and discuss the similarities and the differences.4. The narrator gives his own opinion. <p>Each participant takes it in turns to relate their own story of a positive educational experience when they were a pupil/student (repeat steps 2-4 accordingly).</p> <p><u>Part 2</u></p> <p>Each participant thinks of a negative educational experience they had as a teacher where a particular a class / group/lesson was problematic / which did not run smoothly.</p> <p>Repeat steps 1-4 above.</p> <p><u>Part 3</u></p> <p>Each participant selects one of the negative experiences and writes down what he / she thinks could be done to improve the situation.</p> <p>The same procedure can be used with the annex 2.</p> <p>The question will be a bit different: Talk about a positive memory of a learning / teaching experience. Talk about a not so good memory of a learning / teaching experience.</p>
Special expertise need to work with the tool	Nothing special is required except being familiar with the continuums used.
Special material (complementary or additional)	Two questionnaires can be used: <ol style="list-style-type: none">1. Sandrine Biemar See annex 12. Huber-Kriegler, Martina - Lázár, Ildikó & Strange, John See annex 2





Possible risks	Everything that is said within the group should remain confidential. No judgmental statements or opinions about the experience of another participant are accepted. Ideally, the facilitator should be someone from outside the school which would help to ensure that every participant felt free to express his/her opinions and feelings.
Outcome	The aim of this tool is to help teachers to become more aware of the way in which they conceptualise the notion of 'teacher' and to reflect on the implications that might have for their own practice. In the grid by Biémar Sandrine, the tool focuses on the pedagogical rapport. In the other grid, different aspects of the school situation are taken into account.
The theoretical foundation of the tool	This tool has been informed by the work of Sandrine Biémar, at the Université de Namur on conceptions of identity Huber-Kriegler, Martina - Lázár, Ildikó & Strange, John. (2003) <i>Mirrors and Windows: An intercultural communication textbook</i> , European Centre for Modern Languages, Council of Europe.
Process Description	
Process and implementation of the theme in schools	This tool can be used in a group of novice teachers or a mixed group of novice and senior teachers, in a group from one school or from different schools. A facilitator is in charge of the procedure but does not take part in the discussion. He/she sees to it that participants do not make judgemental comments about the contributions of other participants. The facilitator should be familiar with the continuums used.
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Tool description	
Name of the tool	Changing / Evolving representations of the teacher job
Aim of the tool	<p>The aims of this tool is to lead the novice to consider and reflect on the way which his/her understanding(s) of the 'ideal teacher' may have developed over time, and in particular, at 3 key moments :</p> <ul style="list-style-type: none">- Before starting initial training- At the end of initial training- At the start of his/her first teaching post
Target group	This tool is to be used with novice teachers (small groups).
How to work with the tool	<p><u>Procedure</u></p> <p>Using the pictogrammes provided in annex 3.</p> <ol style="list-style-type: none">1. The group of novice teachers comes together with the facilitator.2. They write their charter (strict code of confidentiality, no judgments made)3. Every participant chooses one to three pictograms representing for him / her the image of the 'ideal teacher' at each of the following moments :<ul style="list-style-type: none">- Before he / she started his / her initial training- When he / she was at the end of his /her initial training- Now, at the beginning of his / her career4. He / she can decide to use the same pictogram for 2 or 3 moments if he / she thinks his / her representations haven't changed5. Everybody puts their pictograms in front of themselves.6. Everybody in turn explains the choice of the pictograms. At the end of each explanation, the other participants can ask questions if they want to have extra information about something that is not totally clear for them. But no comments are made whatsoever.7. When everybody has presented their representations, each participant individually makes a list of the different representations of the image of the ideal teacher which have been expressed in the group.8. The lists are compared (whole group) and discussed: what has changed, can they identify why something has changed, do they see the changes as positive, ...9. Everybody writes for himself / herself one element which is worth remembering, which he / she does not want to forget. <p>Alternative activity (Inspired by the game « Jeu cadre de Thiagi ») See annex 4.</p> <ol style="list-style-type: none">1. Repeat step 1 above2. Repeat step 2 above3. Each participant gets 4 blank cards. On each of them, he / she writes down one quality that they think an 'ideal teacher' might have.4. All the cards are shuffled and each participant gets 4 of them which are distributed at random by the facilitator. The rest of the cards are put face down on the table.5. The participants read the cards they have received silently.











	<ol style="list-style-type: none">6. Then they can exchange one or more of their cards with other participants. They can also take one of the cards from the pile of cards that lay face down on the table by putting the card they want to get rid of under the pile and taking the one at the top.7. Every participant in turn shows his / her cards to the group explaining which ones he doesn't like and why.8. Everybody then creates a mind-map with what he / her considers at present to be the qualities of the ideal teacher.9. Then he / she creates another mind-map with what he / she thought were the qualities of the ideal teacher before and during his / her initial training by using 2 different colours for these two stages (some elements may have remained the same)10. Everybody in turn presents their two mind-maps. The other participants may ask questions if they want to have extra information about something which is not totally clear to them but no comments are made.11. Everybody writes down for themselves one element of the teacher profession that he / she considers worth remembering, that he / she does not want to forget.
Special expertise need to work with the tool	No special expertise is required.
Special material (complementary or additional)	Annex 3 – Game 'motus' - pictograms
Outcome	The aim of this tool is to make novice teachers aware of the differences / gaps between the way in which they conceptualise and represent the teaching profession at different key stages in their career.
The theoretical foundation of the tool	The pictograms used come from "Motus". Modèles de jeux de formation, les jeux-cadres de Thiagi, Bruno HOURST and Sivasailam THIAGARAJAN, 2002, Editions d'organisation,
Process Description	
Process and implementation of the theme in schools	This tool can be used with novice teachers after some months in the teaching profession.
Other	From experience in schools and with student teachers, the use of the pictograms from 'Motus' stimulates different, unexpected, complex ideas suggested by the variety of the drawings.
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Tool description	





Name of the tool	Edward de Bono's six thinking hats
Aim of the tool	The aim of this tool is to make novice or senior teachers aware of the diversity of approaches to one and the same reality.
Target group	Teachers from the same or different schools. Novice teachers and/or senior teachers.
How to work with the tool	<p>The facilitator explains how the system of the six thinking hats works. According to the hat we are wearing, we are looking at the reality (the teacher profession) in a certain way. When someone has looked at the reality with the six different thinking hats, he has looked at the reality of the teaching profession from six different perspectives.</p> <p> The White Hat calls for information known or needed. "The facts, just the facts."</p> <p> The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.</p> <p> The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused.</p> <p> The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.</p> <p> The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.</p> <p> The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats® guidelines are observed. The Blue Hat is usually worn by the facilitator.</p> <p>http://www.debonogroup.com/six_thinking_hats.php</p> <p><u>Procedure</u> Each member of the group wears a thinking hat and looks at the reality through the particular lens of their hat. It is also possible to use this tool with larger groups by dividing up into smaller groups, and asking either:</p> <ol style="list-style-type: none">Each member of each small group to wear a different hat, orMembers of each small group to wear the same hat. <p>It can be helpful to formulate the reality to be explored in terms of a key question such as 'what does it mean to be a good teacher?'</p>





	<p>It can also be helpful, when sharing ideas and discussing the key question, to finish with the green hat which looks at new ideas and ways of thinking, propositions, possibilities, solutions. The facilitator sums up and takes notes.</p> <p>The process can be renewed after some weeks / months to see if there are changes, and if some of the ideas (green hat) have been implemented, have been useful or not and to what extent.</p>
Special expertise need to work with the tool	No special expertise is needed. It is preferable if the facilitator has already worked himself / herself with Edward de Bono's six hats.
Special material (complementary or additional)	Coloured paper hats can be used. Otherwise sheets of coloured paper/card can be used with clear guidance as to the kind of thinking required for each colour.
Possible risks	It is up to the facilitator to ensure that participants comment only from their particular hat's perspective.
Outcome	The aim of this tool is to make novice or senior teachers aware of the diversity of approaches to one and the same reality.
The theoretical foundation of the tool	<p>Edward De Bono's theory of the six thinking hats</p> <p>Nominated for the Nobel Prize for Economics in 2005, Edward de Bono is regarded by many as the leading authority in the field of creative thinking, innovation and the direct teaching of thinking as a skill. He is equally renowned for his development of the Six Thinking Hats technique and the Direct Attention Thinking Tools.</p> <p>His instruction in thinking has been sought by many organizations: IBM, Prudential, GM, BT (UK), NTT (Japan), Nokia (Finland), Mondadori (Italy), Total (France), Siemens (Germany), Bosch (Germany), Ericsson (Sweden) and many others. His methods are now mandatory in the school curriculum in many countries and widely used in others.</p> <p>http://www.debonogroup.com/edward_debono.php</p>
Process Description	
Process and implementation of the theme in schools	<p>This tool can be used with a mixed group of novice and senior teachers or with novice teachers alone. It can be used in one school or in a group with teachers from different schools.</p> <p>It is interesting to use it twice (the second time after a few months, a year).</p>
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