



FRED KORTHAGEN AND
ELLEN NUIJTEN

THE POWER OF REFLECTION IN TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Strategies for In-Depth Teacher Learning

Contents

<i>List of diagrams and figures</i>	<i>viii</i>
<i>List of structures</i>	<i>ix</i>
<i>List of examples</i>	<i>x</i>
<i>List of exercises</i>	<i>xi</i>
<i>About the authors</i>	<i>xii</i>
<i>Preface</i>	<i>xiii</i>
1 Introduction: an exploration of the concept of reflection	1
1.1 The theme of reflection	1
1.2 Not every form of reflection is equally effective	3
1.3 A more thorough reflection	4
1.4 Five steps	5
1.5 The importance of reflection	7
1.6 A brief reading guide	10
1.7 Key points of this chapter	11
1.8 Theoretical foundation	12
References	19
2 Working with the reflection model	23
2.1 Action-oriented and meaning-oriented reflection	23
2.2 Discussion of the reflection steps	24
2.3 Context and cultural differences	30
2.4 The reflection steps can be used in all kinds of situations	32
2.5 Connecting reflections to professional frameworks	34
2.6 An extensive form of reflection	36
2.7 Short reflections	37
2.8 Learning how to reflect	37
2.9 Reflection-in-action	38
2.10 Key points of this chapter	39
2.11 Theoretical foundation	40
References	44

3	Supporting reflection through coaching	46
3.1	Coaching aimed at supporting reflection	46
3.2	Coaching at step 1: providing help in finding useful experiences	49
3.3	Coaching at step 2 (looking back)	50
3.4	Coaching at step 3 (awareness of essential aspects)	54
3.5	Coaching at step 4 (creating alternative methods of action and making a choice)	57
3.6	The transition from step 4 to step 5	58
3.7	Coaching at step 5 (trial)	59
3.8	Additional skills	59
3.9	Key points of this chapter	61
3.10	Theoretical foundation	62
	References	65
4	Reflection in peer groups	67
4.1	Learning in peer groups	67
4.2	The design and organization of reflective peer groups	69
4.3	The role of the facilitator	73
4.4	Technical tools	75
4.5	Progress checks, adjustments, and assessments	78
4.6	Pitfalls	78
4.7	Key points of this chapter	80
4.8	Theoretical foundation	81
	References	86
5	Core reflection	89
5.1	Deepening of reflection	89
5.2	The onion model	91
5.3	Awareness of biased beliefs, counteracting inequity, racism, and discrimination	98
5.4	The principles of core reflection	99
5.5	Strength-based coaching	106
5.6	Key points of this chapter	108
5.7	Theoretical foundation	109
	References	113
6	Structures and instruments for promoting reflection	117
6.1	Introduction to this chapter	117
6.2	Basic instruments to support reflection	118
6.3	Reflective activities in groups	125
6.4	Structures and instruments focusing on specific themes	131

6.5	Reflection with images	135
6.6	Digital instruments	141
6.7	Structures and instruments aimed at the person of the teacher (core reflection)	142
6.8	Final remarks	147
6.9	Key points of this chapter	147
6.10	Theoretical foundation	148
	References	152
7	The promotion of reflection in teacher education	156
7.1	The search for an effective approach	156
7.2	A theory-based approach versus a realistic approach	157
7.3	The first phase in promoting reflection: an introduction to reflective learning from experiences	159
7.4	The pedagogy of realistic teacher education	166
7.5	What does a realistic approach require from teacher educators?	168
7.6	A learning trajectory for reflection	172
7.7	The second phase: working with reflection instruments and learning how to systematically support someone else's reflection	172
7.8	The third phase: an introduction of core qualities and the onion model	175
7.9	The fourth phase: integration of reflection into daily teaching	178
7.10	The relationship between the institution for teacher education and schools	180
7.11	Coaching and assessment	182
7.12	The professional development of teacher educators and coaches	184
7.13	Key points of this chapter	185
7.14	Theoretical foundation	186
	References	191
	<i>Index</i>	195