

A Closer Look at 'FFF Samen Opleiden' (2025)

Building innovative teacher training together

Researchers: Elske Brouwer-Schudde, Bruno Oldeboom, Heleen Vellekoop.
Researchgroup: Martin Vos en Quinta Kools: Elske Brouwer-Schudde, Frank Crasborn, Herma Jonker, Helma de Keijzer, Andre Koffeman, Bruno Oldeboom, Ingrid Paalman-Dijkenga, Marco Snoek, Heleen Vellekoop

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Lay-out: Alfred Leemhuis and Ilousa Genuït

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* “FFF Samen Opleiden” means placing collaborative teacher education under a magnifying glass (in Dutch: LOEP). We use the LOEP framework, Learning (in Dutch: leren), Organizing (in Dutch: organiseren), Belonging (in Dutch: erbij horen), and Performing (in Dutch: presteren)inspired by Smith & Lewis’ paradox thinking (2011), and we developed a dialogue tool to explore these tensions together. The process can be guided using the FFF model (Facts, Fantasy, Focus) made by Oldeboom (2019), helping teams reflect, imagine, and take action collectively.

**NRO (Netherlands Initiative for Education Research) is the Dutch national funding organization for education research.

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Introduction

This tool was developed as part of the NRO research project *Collaboration in Innovative Teacher Education (Samen Vernieuwend Opleiden: SVO*). In this project, teacher education programs and schools within SVO explored what works when jointly building curriculum innovation.

This publication helps you reflect on curriculum renewal by engaging in dialogue through using this dialogue tool. The central question is: How does collaboration contribute to sustainable curriculum innovation?

For more information about the research, please refer to the final report of the NRO project *Collaborative Innovative Teacher Education*: Vos, M., Snoek, M., Crasborn, F., Paalman-Dijkenga, I., Oldeboom, B., Koffeman, A., De Keijzer, H., Jonker, H., Brouwer-Schudde, E., Vellekoop, H. (2025). Collaborative Innovative Teacher Education: Examining Five Innovation Initiatives. Final report available via the NRO website.

Reading Guide

The first section of this booklet addresses the context and paradoxes of joint curriculum innovation. Next, the FFF model is outlined, and finally, we discuss curriculum renewal leading up to the accompanying dialogue tool that was developed.

1. Renewing the curriculum of a teacher education program is a collaborative process.

Schools, teacher training programs, and other stakeholders (we prefer the word shareholders) increasingly work together in preparing future teachers. This collaboration brings many benefits, but it also comes with challenges. When you work more closely together, tensions naturally arise. Because collaboration occurs with people who have different interests and approaches. These differences can lead to seemingly conflicting expectations or requirements.

In conversations about the curriculum, whether appreciating the existing one or imagining a new one, underlying values often shape how people think about education. Schiro (2008) identifies four different perspectives on curriculum:

- *Scholar academic ideology*: School as a place where academic knowledge and disciplinary traditions are transmitted to students.
- *Social efficiency ideology*: School to prepare students efficiently for productive roles in society through skills and competencies.
- *Learner-centered ideology*: School is a safe and supportive environment that nurtures individual growth, interests, and personal development.
- *Social reconstruction ideology*: School as a space for fostering critical thinking and empowering students to address social issues and promote change.

When these perspectives and their associated values are discussed, tensions can emerge. There is also an opportunity to explore how different values can complement each other. By making underlying values and beliefs explicit, space for dialogue can be created.

We call these tensions paradoxes: two seemingly opposing sides that are both important. Instead of trying to resolve them, we can learn to work with them. As Smith & Lewis (2011) show, embracing paradoxes creates room for creativity, professional growth, and sustainable change. In this section, we explore four central paradoxes that often arise in collaborative teacher education: learning, organizing, belonging, and performing. We show how teacher educators and curriculum designers can use these tensions as a source for development rather than avoiding them (Snoek, Crasborn & Oldeboom, 2024).



1.1 The paradox of learning: Between change and continuity

Educational innovation is about learning, and development for students and educators, teams, and other shareholders. Learning means change, welcoming new perspectives and questioning existing routines. At the same time, during periods of change, people seek stability. People tend to fall back on what is familiar, their professional beliefs or established practices.

This paradox appears at all levels, in curriculum design, implementing learning workplaces, or developing new mentoring approaches. One moment in time, there is a call for innovation; at another, a desire for calm and familiarity. Fullan (2020), in his work on 'deep learning,' emphasizes the importance of renewal processes that go deep while building on what already exists. Existing values and practices are not obstacles to change, they can serve as a stepping stone.

What is supportive?

- Allow space for exploration: combine innovation with familiarity.
- Reflect regularly with those involved on what works, what causes friction, and what is needed.
- View the current curriculum as a foundation for development.

1.2 The paradox of organizing: Between structure and flexibility

Collaboration requires coordination, frameworks, understanding and agreement. At the same time, we want to maintain space for customization, initiative, and flexibility. This is the paradox of organizing, we want both direction and freedom, clarity and room to maneuver.

This tension often appears in developing shared assessment criteria, scheduling, or defining roles between schools and training programs. Too much structure can make people feel constrained, too little structure leads to confusion or frustration. Stacey (1996) calls this 'complex adaptive systems': organize at a high level,but leave room for practical interpretation. Arrange what is necessary, but not everything.

What is supportive?

- Work from shared principles and leave part of the implementation open.
- Discuss regularly: What hinders? What promotes progress?

1.3 The paradox of belonging: Between connection and individuality

Collaborative teacher education involves people with different roles and backgrounds working together. This requires connection, knowing each other, building trust, and moving forward together. At the same time, everyone has their own position, responsibility and professional identity. How do you remain yourself while being part of a community? This tension between belonging and individuality appears, for example, in mentoring students. Whose interests are represented? It also concerns recognition: Is my expertise acknowledged? Do I feel included?

We speak of mutual interdependence: we need each other, precisely because of our differences. These differences call for respect, space, and dialogue.

What is supportive?

- Work from shared principles and leave room for interpretation.
- Regularly discuss: What hinders? What supports?
- Pay attention to relationships: get to know each other as persons and professionals.
- Make roles and expectations explicit roles and expectations. Revisit them regularly.

1.4 The paradox of performing: Between shared goals and different roles

Collaborative teacher education is about quality; we want to prepare students in a good way for their profession. At the same time, shareholders also have different responsibilities. Schools guide practice, training programs safeguard the curriculum, and students learn while being assessed. How do you align all these roles?

This paradox concerns goals and roles. Everyone wants to contribute to good education, but from different positions. If these differences are not articulated, role confusion or friction arises. If roles are enforced too rigidly, collaboration and ownership disappear.

Smith & Lewis (2011) stress the importance of 'both/and thinking': acknowledge that people have different roles and that you share responsibility. This requires shared ownership.

What is supportive?

- Formulate goals together and review them regularly.
- Be clear about who does what and why.
- Continously allow space for dialogue and especially when roles shift or conflict.

1.5 Tools for managing paradoxes

Managing paradoxes requires a different approach. It's not about choosing between either/or, but learning to live with both/and. This involves consciously reflecting on the dynamics of collaboration and educational innovation.

Five guiding principles that can provide support:

1. **Recognition**: Do not see paradoxes as obstacles, but as normal, and even desirable, when collaborating and innovating.
2. **Dialogue**: The dialogue constantly revolves around the tension, but there are two sides: what is going well and what needs attention.
3. **Reflection**: Regularly pause to consider what works, what causes friction, and what you can learn, both individually and together.
4. **Flexibility**: Be willing to adjust agreements when practice demands it. View change as something inherent to learning and living.
5. **Learning capacity**: Make learning from and with each other a part of the collaboration. Fundamental: Mistakes are the lessons that make us wiser.

2. Creating a new curriculum with FFF

Teacher education programs feel challenged to renew their curricula. The professional field demands contemporary teachers, education is changing rapidly, and programs are searching for ways to shape this change sustainably and inclusively. In this section, we use the FFF model, with its three anchor points: Facts, Fantasy, and Focus, to structure the conversation about curriculum development. We link the model to the dialogue cards developed around the paradoxes of SVO.

2.1 FFF: Finding common ground among differences

The FFF model brings together various educational and learning methodologies (Oldeboom, 2019). These are methods used by team leaders, teacher educators, and managers to support learning and professional development for individuals, teams, and organizations.

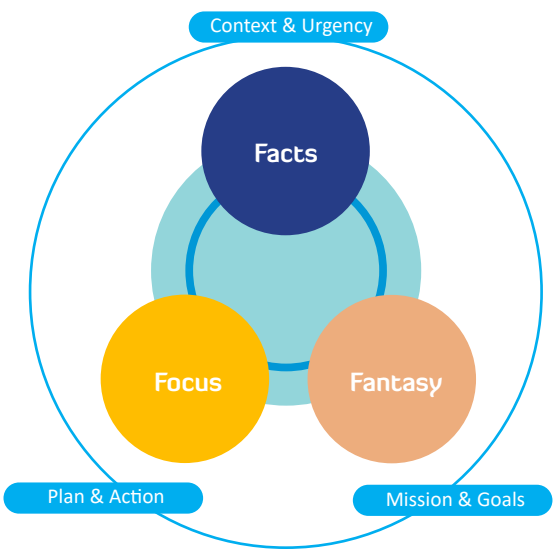
The FFF model draws on several foundational frameworks, including the didactic model by De Corte (1981), the reflection cycle and core reflection cycle by Korthagen (2004), Kolb's experiential learning cycle (1984), and the three learning orientations described by Ruijters (2012). It also incorporates the didactic analysis model by Gelder (2013), Scharmer's Theory U (2009), Deming's PDCA cycle (1986), the VESIt model by Koster (2021), Kotter's eight-step model for leading change (1996), and solution-focused practice developed by de Shazer & Berg (1986).

When studying these methodologies, many differences stand out. Each has its own distinctive function and language: one model is designed for one-on-one coaching conversations (e.g., core reflection by Korthagen), another for supporting large-scale organizational culture change (Kotter, 1996). At first glance, these differences may seem insurmountable.

Yet, they share underlying principles like reflection, iterative learning, and systemic thinking, that make them complementary when integrated into a coherent framework like FFF.

A common structure emerges. These methodologies share three elements related to time:

1. Looking back at the past
2. Looking forward to a (medium- to long-term) future
3. Taking action in the nearby future
4. These three commonalities form the basis of the FFF model.



Fff-model (Oldeboom, 2019)

The Fact phase is addressed when reflection on the old curriculum takes place. When discussing the hoped-for medium- or long-term mission and goals for the new curriculum, we are in the Fantasy phase. When exchanging ideas about concrete first steps to realize the envisioned future, we are in the Focus phase.

In recent years, many teacher education programs have adjusted their curricula. In practice, there is a growing tendency to formative assessment, diversity and inclusion, and practice-oriented learning. At the same time, educators and the professional field observe that curriculum innovation often remains fragmented: isolated modules, small projects, or alternative assessments are introduced, but the underlying vision of the curriculum remains unchanged. Within institutions and schools the call for more profound innovation is heard.
The FFF model is a user-friendly tool designed to facilitate conversations between colleagues in schools, students, and educators at the institution. It is a dialogue tool to support changing curricula. In the following paragraphs, we explain the different phases.

2.2 Facts: What is the current state of the curriculum?

Innovation starts with the understanding of where we presently stand. We explore in this section the current state of the curriculum based on both objective facts (such as policies, data, structures) and subjective experiences (such as perceptions, intuition, and reflection). Both forms are valuable: objective facts reveal structure and systems, while subjective perspectives show how the curriculum is experienced. In short: this section is about turning frustration into opportunity and gathering shared insight into the here and now.

Often, friction arises between what is and what should be. That frustration can be a powerful driver for change, if we take it seriously rather than ignore it. By doing so, we can move from stagnation to a sense of urgency for learning.

The Facts phase in the FFF model is primarily intended to tell the story of our curriculum. It is an opportunity to pause and map the current situation as broadly and honestly as possible. By systematically collecting information on how the curriculum is experienced, implemented, and organized, we create a shared starting point for renewal.

What went well? Where were the obstacles? What developments have occurred in recent years, and what impact did they have on students, teacher educators, and schools? By combining objective data (such as achieved study results or evaluation feedback) with subjective experiences (such as student stories about internships). A rich and nuanced picture is created. This shared curriculum narrative, clarifies where opportunities and challenges lie.

2.2.1 Gather a variety of perspectives

The Facts phase includes multiple perspectives: those of students, institutional educators, school-based mentors, leaders, sometimes even pupils, as well as scientific insights or national policy. Collecting and sharing these perspectives not only strengthens understanding of where we stand but also fosters the sense of urgency needed to move collectively toward Fantasy and Focus. It forms the foundation for a change process that does justice to reality, and to the people who work and learn within it.

Within SVO, the need for change is felt at multiple levels. Students report significant differences between internship at schools; teacher educators worry about their role facing disappointing student performance; school leaders are concerned about teacher shortages. When these perspectives come together, the urgency to innovate collaboratively in teacher education can increase.

2.2.2 Frustration as opportunity
By consciously reflecting on both positive and negative perspectives and experiences, dissatisfaction with the current state of the curriculum gradually becomes visible. Addressing what works well reveals existing strengths; sharing what are problematic obstacles of concern. Together, these perspectives provide an honest and complete picture, allowing the curriculum conversation to go beyond the surface and truly deepen.

Creating space for contradictory experiences generates the need for reflection: Why are we satisfied with some aspects and frustrated with others? This awareness fuels the sense of urgency needed to take the next steps together. Urgency does not arise automatically; it grows when shareholders see that the current situation offers opportunities for improvement and that stagnation is undesirable. Working with both positive and negative experiences thus lays the foundation for meaningful change.

2.3 Fantasy: What do we aspire to do in the curriculum?

2.3.1 Space for ideals
Ideals, mission, and vision for a new curriculum never standalone—they are inseparably linked to societal developments. Think of equity, digitalization, diversity, and teacher shortages, all of which demand a curriculum that responds to realities beyond the school walls.

The Fantasy phase provides space to transform these societal challenges into a desirable future: a curriculum that not only reacts but also sets direction. Linking fantasy to facts is crucial: imagination gains meaning as a response to dissatisfaction with the current situation.

When educators explore where the curriculum falls short and what tensions exist, sharing future dreams can spark an inspiring conversation:
'What if we could redesign the curriculum from scratch? What if we were not bound by limitations but guided by what future generations of teachers truly need?'

By imagining alternatives based on existing problems and opportunities, curriculum innovation gains depth and significance.

2.3.2 Small goals or big goals: Care or courage?
Curriculum renewal does not have to start big and dramatic. Small goals, known as the Care approach (Snoek et al., 2024), can be powerful first steps, aiming for innovation within existing structures. Examples include developing a new minor or redesigning final assignment.

Conversely, the Courage approach focuses on bold, transformative goals, such as completely redesigning a teacher education program where student ownership is radically central.

Both approaches have pros and cons:
- Care creates quick, accessible movement and aligns with current practices, fostering support. The risk is maintaining the status quo even when it no longer fits.

- Courage offers freedom and room for imagination, inspiring out-of-the-box thinking. It works best for small-scale experiments with high innovation potential. The downside is that radical change can be disruptive and provoke resistance.

A thoughtful combination of both approaches may offer the best perspective: small, feasible steps alongside big goals that provide vision and direction. This creates space for sustainable curriculum renewal that is both practical and visionary.

2.4 Focus: What can we change tomorrow?

2.4.1 From vision to action

Fantasies can be powerful, but without action, they remain wishful thinking. Questions quickly arise: *'What has priority, and what is needed to achieve it?'* or '*How do we bring people along in the upcoming changes?'*

This brings us to the third phase of the FFF model: Focus. This phase requires clear choices, actionable alternatives, and action on which first steps should be taken. Setting achievable intermediate goals is key. Breaking down big ambitions into smaller, manageable steps creates a path that inspires confidence and makes progress visible.

A realistic plan helps: Who does what, when, and for what purpose? Focus also means clarifying ownership: Who feels responsible for the change? A strong focus prevents energy from dissipating into vague intentions and enables regular celebration of success, no matter how small. Building support is essential: change succeeds only when shareholders feel ownership and understand why a new direction is necessary. This requires open communication, space for concerns and doubts, and active involvement of students, teachers, and partners from the professional field.

By working together on a plan that combines achievable goals, clear planning, and broad commitment, the chances increase that inspiring fantasy will become reality.

2.4.2 Developing tolerance for uncertainty

Innovation brings uncertainty. Students, teachers, school colleagues, there will always be hesitant people about change. This is understandable and often justified: planning is exciting, but reality is unpredictable.

In curriculum development, obstacles and setbacks are inevitable. These challenges are not proof that innovation fails, they are a natural part of any change process. That's why resilience and tolerance for uncertainty are crucial.

Curriculum development is not only a technical issue but also a psychological process involving emotions, beliefs, and habits. In the Focus phase, consciously create space for reframing and 'mental detox' techniques: help shareholders rephrase limiting beliefs like '*We don't have time for this'* into *'Where could we create space?*"

Keep the conversation open, even when it becomes tense or uncomfortable. By anticipating obstacles together, confidence grows that setbacks can be overcome and that the path to sustainable change is navigable step by step.

2.5 In conclusion

The FFF model offers an accessible, connecting language for engaging in conversations about curriculum development. By gathering facts, sharing

fantasies, and creating focus, a shared learning process emerges. Especially in times of change, it is important not to confuse the simplicity of the model with superficiality or underestimate the complexity of reality!

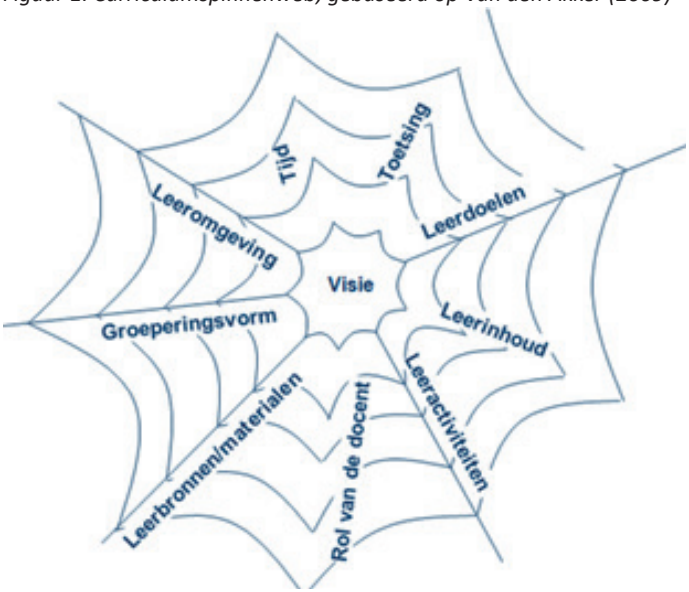
Let us therefore continue to seek ways for educators, schools, and students to take ownership of meaningful education together.

3. What do we mean when we talk about the curriculum?

Curriculum is another word for learning plan: the planned content and objectives of a program. But planning and goals do not always align with reality.

An educational curriculum consists of various components. Van den Akker (2003) distinguishes ten in the 'curricular spider web.' A curriculum is a sketch of how these elements are shaped within a specific program. That sketch will look different depending on whom you ask. The written curriculum will always differ from the curriculum as experienced by different shareholders.

Figuur 1. Curriculumspinnenweb, gebaseerd op Van den Akker (2009)



Source: Van Den Akker (2009)

Meesters (2021), building on Van den Akker, speaks of three parallel curricula:

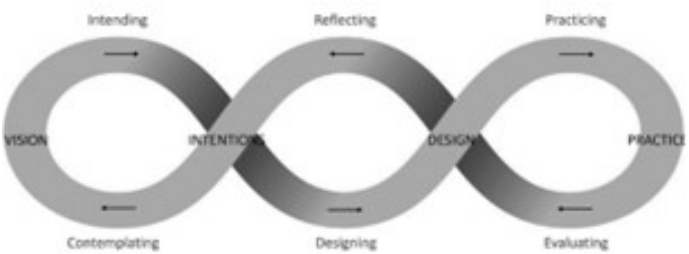
- The planned curriculum: the formal, written curriculum as conceived from a vision or ideal.
- The implemented curriculum: how it is actually carried out and experienced by teachers and students.
- The achieved or learned curriculum: what learners have learned: the outcomes.

Therefore, the conversation about curriculum renewal should not only involve policymakers but also practitioners and learners. Designing a renewed curriculum is not a one-time process where an underlying vision is translated into intentions and a design that is then implemented. New goals require a continuous process of designing, testing, and adjusting.

The lemniscate in Figure 2 visualizes this and can function as a conversational framework that supports teams to keep questioning and discussing consistency within the curriculum.

Curriculum consistency also requires that innovation is not organized as a process where a small group of pioneers focuses mainly on vision and intentions and the intended design, while others who join later concentrate only on implementation. Such an approach interrupts the iterative movement in the conversational framework. Thus, all should be involved in a certain way about the development of the curriculum. Communication is key.

Figuur 2. Lemniscaat-model voor curriculumontwikkeling



Source: Cijvat, Snoek en Mayo, 2024.

In conclusion

Collaborative innovative teacher education is not a straight path but a shared journey. In this journey, paradoxes are signals of growth. By acknowledging tensions, leaving them open for debate and discussion, and approaching them in a learning-oriented way, we build strong and resilient educational practices together. Let us use paradoxes, they keep us sharp, invite reflection, and create space for this process further. That is why we have developed a visual conversation tool to support curriculum renewal and shape the process further.

4.SVO: Engaging in dialogue with the paradoxes

How do we jointly develop an innovative curriculum for teacher education, connecting the institution and the school as workplace? That is the central question in this dialogue tool, based on four recognizable paradoxes that repeatedly arise in SVO. The tool invites players into a deep dialogue where experiences, perspectives, and ideas emerge.

This tool highlights four recurring paradoxes or tensions that characterize every collaboration within SVO:

1. **Learning** (change and continuity - color: orange) (LEREN)
2. **Organizing** (structure and flexibility – color: purple) (ORGANISEREN)
3. **Belonging** (individuality and connectedness - color (pink) (ERBIJ HOREN)
4. **Performing** (different roles and shared goals - color: green) (PRESTEREN)

The first letters of these four paradoxes form in Dutch the acronym LOEP. These paradoxes are explained in detail in section 2: Creating a new curriculum with FFF. They are recognizable tensions that teams can discuss when working on curriculum renewal. The paradoxes are not meant to define problems to be solved, they are inherently unsolvable and instead invite reflection and dialogue. The tool helps players use these tensions productively.

4.1 Getting started with the visual tool & LOEP cards: observe, think, reflect

Each paradox has its own color and is explored through a set of questions described on a card featuring a magnifying glass, symbolizing a closer look at what is happening. The four LOEP cards stimulate different types of conversations. Each card also contains several statements. Discuss all statements or select those most relevant. Support your opinion with experiences, research, podcasts, YouTube videos, evaluations, policy documents, or student feedback.

Each card ends with the same question:
Which change would you like to carry forward into the new curriculum?

Every paradox is explored by looking at:

- Facts (current situation)
- Fantasy (future perspective)
- Focus (concrete actions to realize that future)

Hence the title: 'Taking FFF under the LOEP (magnifying glass).'

The tool is designed for teams of teacher educators, school-based mentors, workplace supervisors, policymakers, and students who jointly shape teacher education in connection.

The cards can be used during staff meetings, professional development, in curriculum (re)design sessions, in peer review or development groups, and/or as a reflection tool in practice. Each paradox can be explored individually or combined with the others. The cards can be used randomly. Choose what is most relevant in your current context.

4.2 Purpose

This tool aims to:

- Stimulate systematic reflection: Who are we and what do we value?
- Develop a vision regarding the role of the student (as shareholder).

- Build change knowledge and develop a ‘Theory of Change’.
- Integrate the vision of good education into curriculum innovation.

The tool offers insights. Through dialogue, you work toward:
- Shared ownership
- Shared language
- Mutual understanding
- Actionable perspectives for change

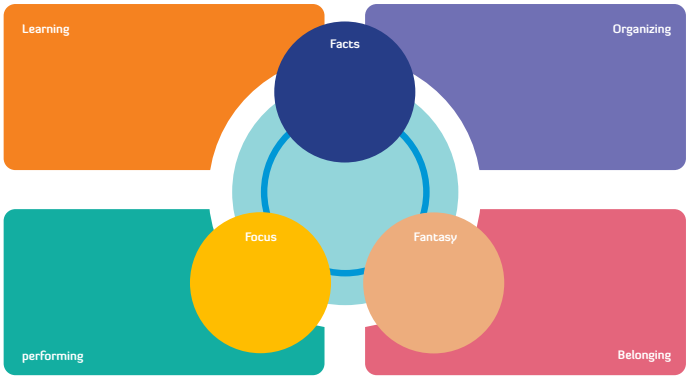
By slowing down with the questions on the magnifying glass, we accelerate the movement toward learning, organizing, connecting, and performing together.

4.3 Visual tool

This tool aims to:
- Encourage systematic reflection: Who are we and what do we value?
- Develop a vision regarding the role of the student (as a stakeholder).
- Work on change knowledge by developing a ‘Theory of Change’.
- Incorporate the vision of good education into curriculum innovation.

The dialogue tool provides insights. Through dialogue, you work on:
- Shared ownership
- Shared language
- Mutual understanding
- Action perspectives for change

By slowing down with the questions under the magnifying glass, we accelerate the movement toward learning, organizing, connecting, and performing together.



4.4 Paradox Leren (Change/continuity)

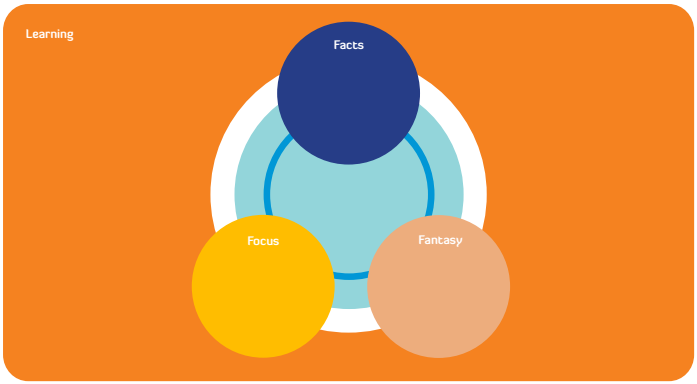
Facts questions:
- What is our own vision of learning?
- Which values underpin this vision?
- What similar and/or different views on learning do we hold?
- What kind of future teachers are we educating, and for what purpose?

Fantasy questions:
- If you had complete freedom to redesign the curriculum, what would you change and what would you keep?

Focus questions:
- What has priority in the current and/or new curriculum, and what is needed to achieve this?
- What can we already do within the existing curriculum to move toward the new vision?

Statements:

Discuss the following statements or select one. Support your view with experience and/or research:
- We educate teachers rapidly to address shortages, ensuring they can stand firmly in the classroom.
- We educate critical, innovative teachers who shape sustainable learning.
- We educate self-directed, collaborative





Paradox Leren (verandering/continuïteit)

Feiten-vragen:
- Wat is onze eigen visie op leren?
- Welke waarden liggen hieraan ten grondslag?
- Welke overeenkomstige en/of verschillende visies op leren hebben we?
- Wat voor toekomstige leraren leiden wij op en waartoe mag dit leiden?

Fantasie-vragen:
- Stel dat je de volledige ruimte krijgt om het curriculum te vernieuwen: wat zou je dan veranderen en wat zou je juist willen behouden?

Focus-vragen:
- Wat heeft prioriteit in het huidige en/of nieuwe curriculum en wat is nodig om dit te realiseren?
- Wat kunnen we nu al doen binnen het bestaande curriculum om toe te bewegen naar de nieuwe visie?

Stellingen:
Bespreek de volgende stellingen, of kies er bijv. eentje. Onderbouw de stelling vanuit ervaring, vanuit onderzoek.
- We leiden snel bevoegde leraren op die stevig voor de klas staan, om het lerarentekort tegen te gaan.
- We leiden kritische, vernieuwende leraren op die vormgeven aan duurzaam leren.
- We leiden zelfsturende, samenwerkende professionals op die een leven lang leren.
- We leiden vakexperts op met een gedegen vakkennis.

Afronding gesprek Paradox Leren:
- Welke verandering zou je mee willen nemen of weg willen laten in een toekomstig nieuw curriculum?

professionals committed to lifelong learning.
- We educate subject experts with solid disciplinary knowledge.

Closing question for paradox learning:
- Which change would you like to include or exclude in a future curriculum?

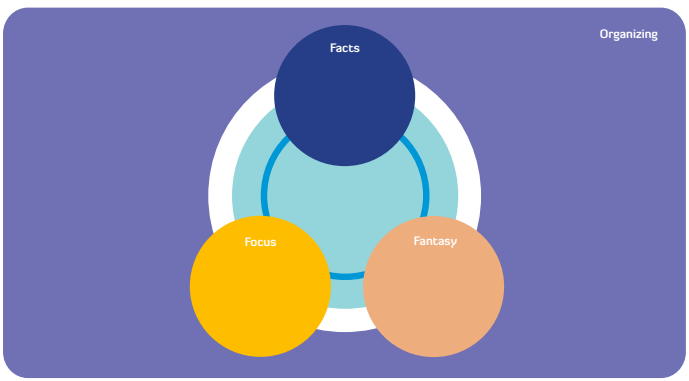
4.5 Paradox: Organizing (structure and flexibility)

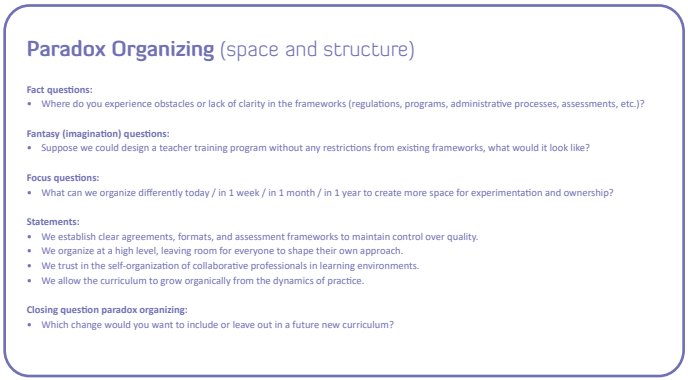
Facts questions:
- Where do you experience obstacles or lack of clarity in frameworks (regulations, programs, administrative processes, assesments, etc.)?

Fantasy questions:
- If we could design a teacher education program without restrictions from existing frameworks, what would it look like?

Focus questions:
- What can we change today / in one week / in one month / in one year to create more space for experimentation and ownership?

Statements:
- We establish clear agreements, formats, and assessment frameworks to maintain quality control.
- We organize at a high level, leaving room for individual interpretation.
- We trust in self-organization among collaborating professionals in learning





Paradox Organizing (space and structure)

Fact questions:
- Where do you experience obstacles or lack of clarity in the frameworks (regulations, programs, administrative processes, assessments, etc.)?

Fantasy (imagination) questions:
- Suppose we could design a teacher training program without any restrictions from existing frameworks, what would it look like?

Focus questions:
- What can we organize differently today / in 1 week / in 1 month / in 1 year to create more space for experimentation and ownership?

Statements:
- We establish clear agreements, formats, and assessment frameworks to maintain control over quality.
- We organize at a high level, leaving room for everyone to shape their own approach.
- We trust in the self-organization of collaborative professionals in learning environments.
- We allow the curriculum to grow organically from the dynamics of practice.

Closing question paradox organizing:
- Which change would you want to include or leave out in a future new curriculum?

environments.
- We allow the curriculum to grow organically from the dynamics of practice.

Closing question for paradox organizing::
Which change would you like to include or exclude in a future curriculum?

4.6 Paradox: Belonging (individuality and connectedness)

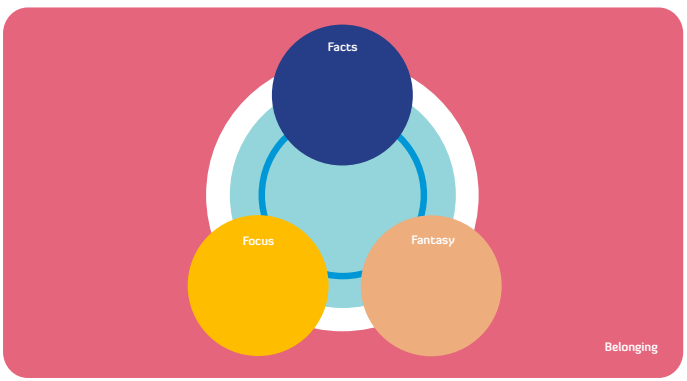
Facts questions:
- Who owns the program, and how does each shareholder feel about this?
- How is your expertise recognized and used in Collaborative Teacher Education?

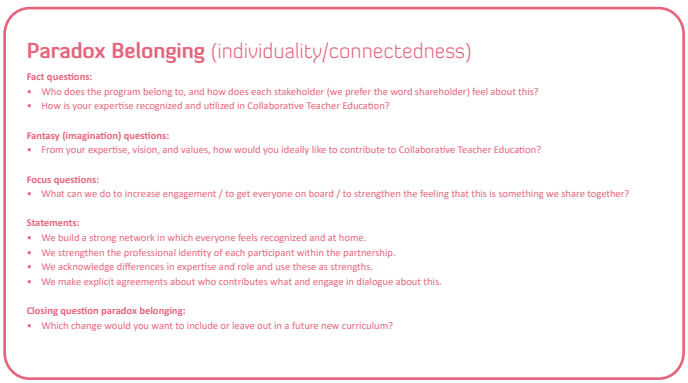
Fantasy questions:
- How would you, based on your expertise, vision, and values, ideally like to contribute to Collaborative Teacher Education?

Focus questions:
- What can we do to increase involvement, ensure everyone feels included, and strengthen the sense that this is something we own together?

Statements:
- We build a strong network where everyone feels recognized and at home.
- We strengthen the professional identity of each collegae within the partnership.
- We acknowledge differences in expertise and role and use them as strengths.
- We make explicit agreements about contributions and discuss them openly.

Closing question for paradox belonging:
Which change would you like to include or exclude in a future curriculum?




Paradox Belonging (individuality/connectedness)

Fact questions:
- Who does the program belong to, and how does each stakeholder (we prefer the word shareholder) feel about this?
- How is your expertise recognized and utilized in Collaborative Teacher Education?

Fantasy (imagination) questions:
- From your expertise, vision, and values, how would you ideally like to contribute to Collaborative Teacher Education?

Focus questions:
- What can we do to increase engagement / to get everyone on board / to strengthen the feeling that this is something we share together?

Statements:
- We build a strong network in which everyone feels recognized and at home.
- We strengthen the professional identity of each participant within the partnership.
- We acknowledge differences in expertise and role and use these as strengths.
- We make explicit agreements about who contributes what and engage in dialogue about this.

Closing question paradox belonging:
- Which change would you want to include or leave out in a future new curriculum?

4.7 Paradox: Performing (goals and roles)

Facts questions:
- What expectations do you, students, and others have of you in Collaborative Teacher Education?
- What does it take to meet these expectations?

Fantasy questions:
- If there were no practical constraints, how would you ideally see your role?
- What would you like others to expect from you?
- What ambitions do we have regarding student quality and competence profiles?

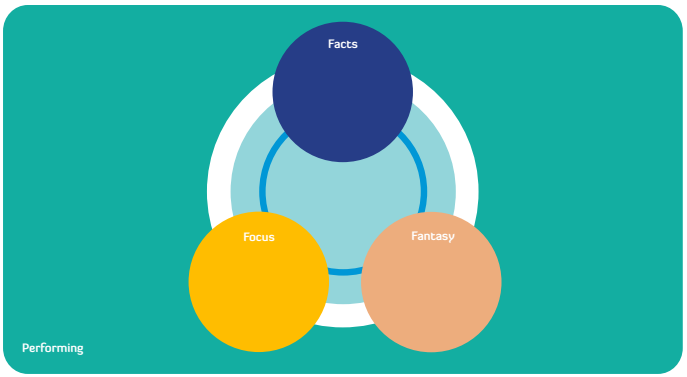
Focus questions:

- What can we do tomorrow / in one week / in one month / in one year to balance performance pressure without compromising quality?
- Which small interventions can help shift toward growth-oriented feedback and development opportunities for students and educators?

Statements:

- We formulate shared educational goals to which everyone contributes.
- We create space for professional input from both schools and the institution in guiding students.
- We foster shared ownership through joint reflection and decision-making on quality.

Closing question for paradox performing:
Which change would you like to include or exclude in a future curriculum



Paradox Performing (goals/roles)

Fact questions:
- What demands do you and others place on you in Collaborative Teacher Education?
- What does it take to meet these demands?

Fantasy (imagination) questions:
- If there were no practical constraints, how would you ideally see your role?
- What would you want to be expected of you?

Focus questions:
- What can we do tomorrow / in 1 week / in 1 month / in 1 year to balance performance pressure without compromising the quality of Collaborative Teacher Education?
- Which small interventions help transform toward growth-oriented feedback and development opportunities for students and educators?

Statements:
- We formulate shared education goals to which everyone contributes.
- We allow space for professional input from schools and the program in guiding students.
- We create shared ownership through joint reflection and decision-making on quality.

Closing question paradox performing:
- Which change would you want to include or leave out in a future new curriculum?

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