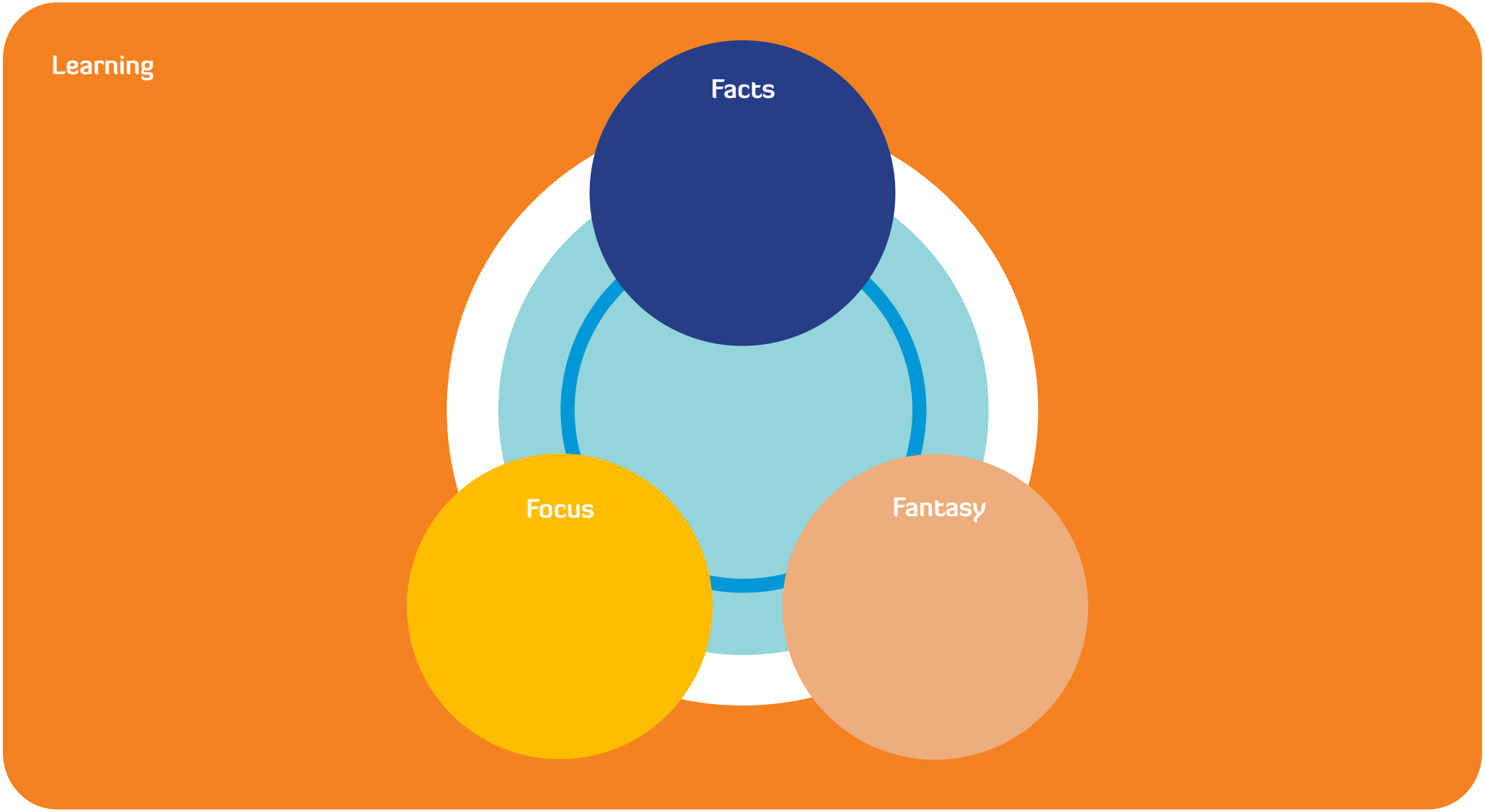
Dialogue Tool FFF: Building Innovative Teacher Training Together



Paradox Learning (change/continuity)

Fact questions:

- What is our own vision of learning?
- Which similar and/or different visions of learning do we have?
- What kind of future teachers are we educating, and what should this lead to?

Fantasy (imagination) questions:

- Suppose you have complete freedom to redesign the curriculum: what would you change and what would you want to 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:

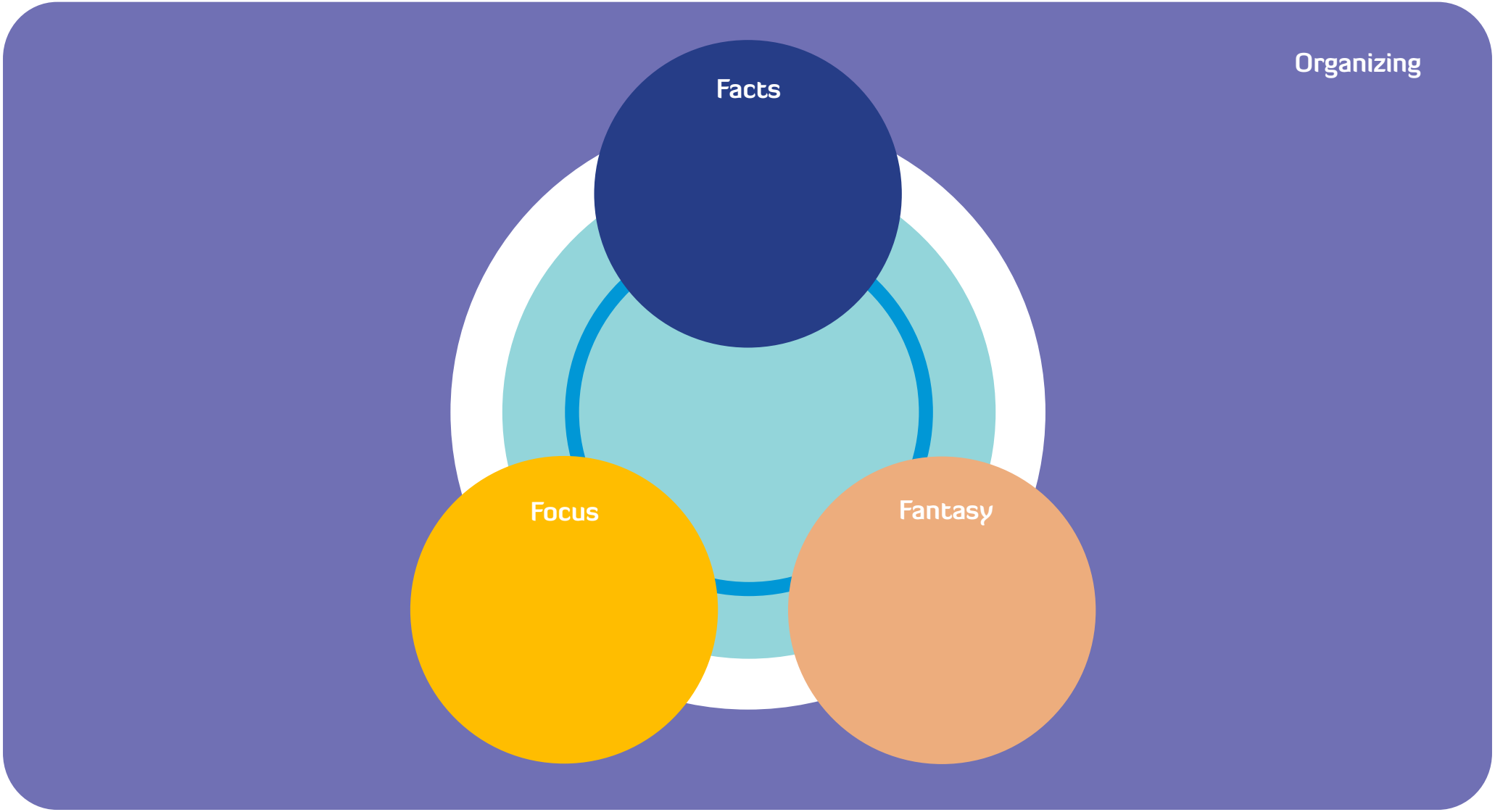
Discuss the following statements, or choose one, for example. Support the statement with experience and research.

- We educate teachers rapidly to be qualified and confident in the classroom, to address the teacher shortage.
- We educate critical, innovative teachers who shape sustainable learning.
- We educate self-directed, collaborative professionals who engage in lifelong learning.
- We educate subject experts with solid subject knowledge.

Closing question for paradox learning:

- Which change would you want to include or leave out in a future new curriculum?

Samen Opleiden fff onder de LOEP nemen



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?

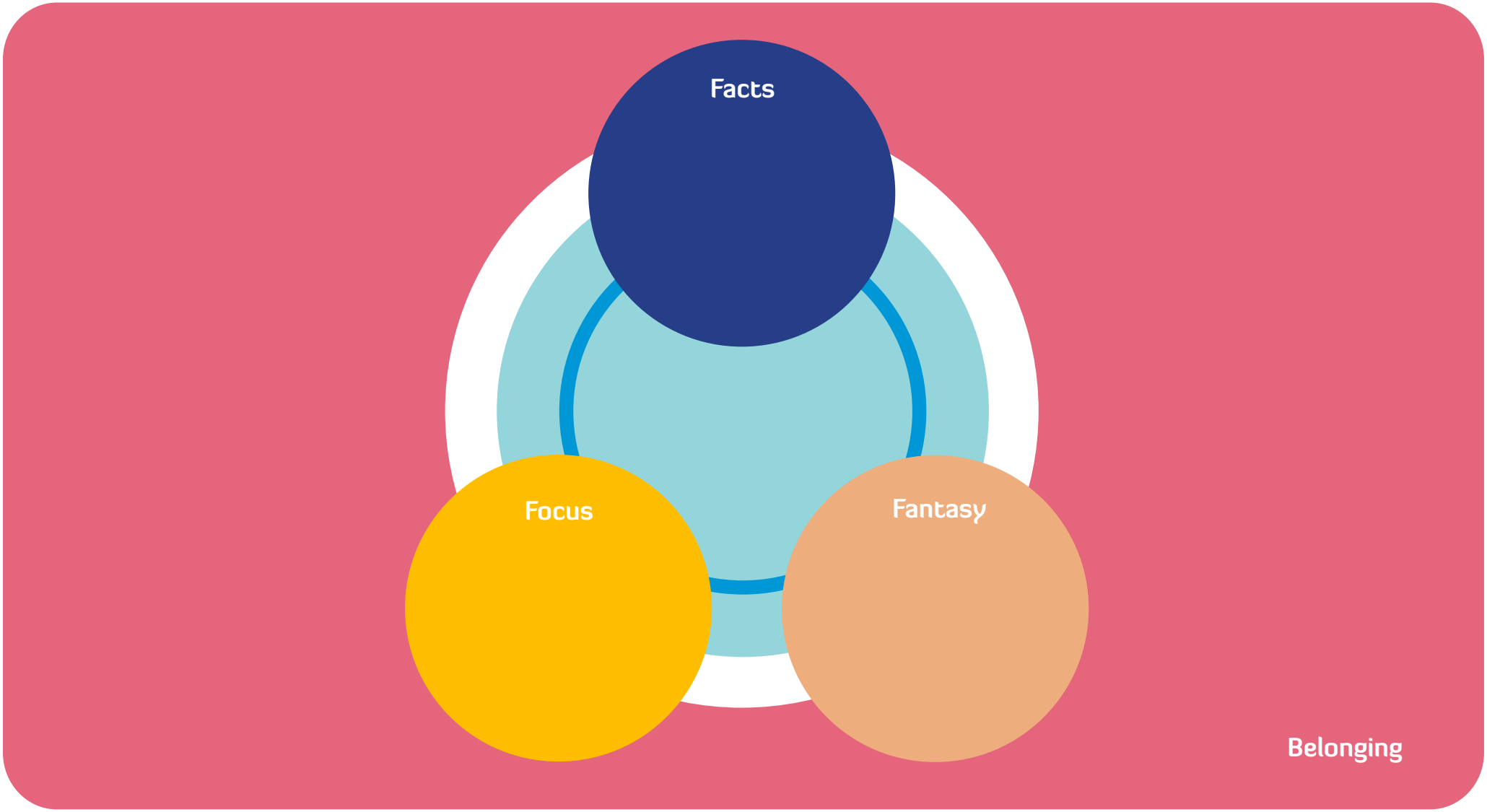
Statements:

- 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?

Samen Opleiden fff onder de LOEP nemen



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?

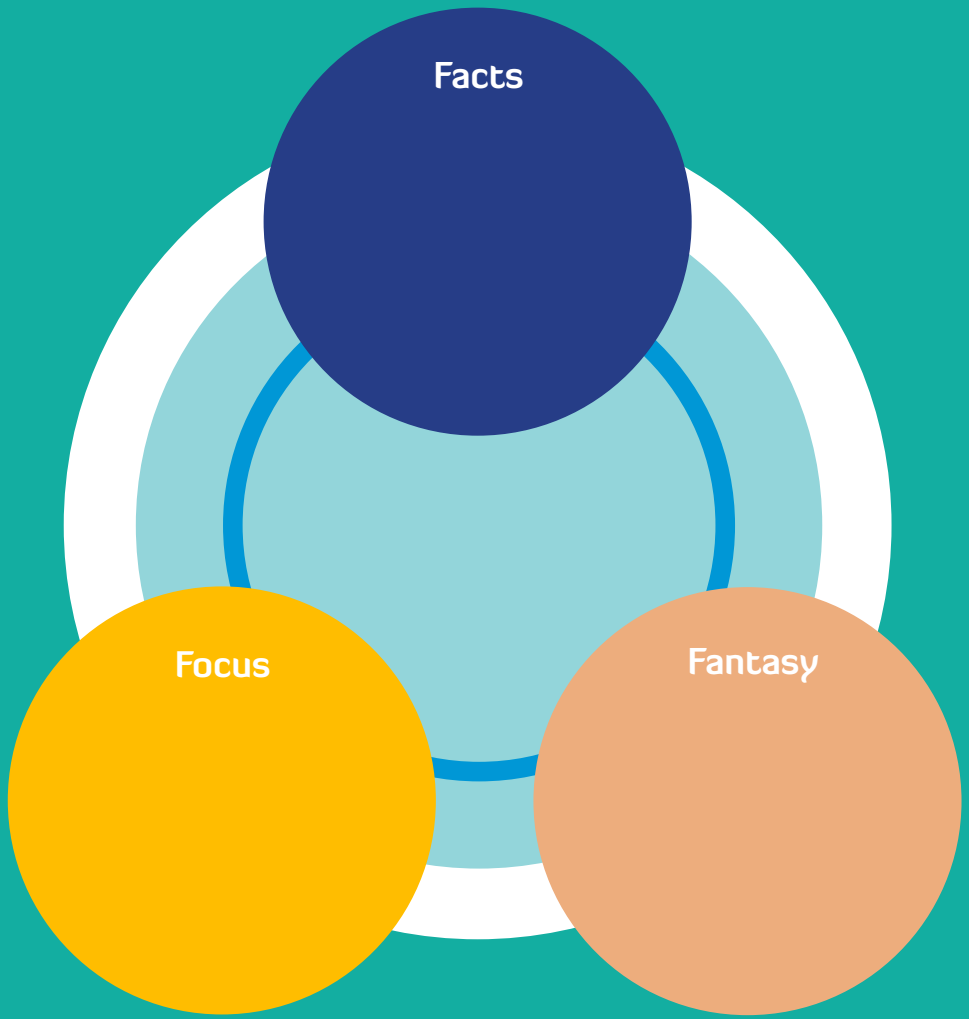
Statements:

- 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?

Samen Opleiden fff onder de LOEP nemen



Performing

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?