



Co-funded by the
Erasmus+ Programme
of the European Union



MeTalent Mirror

Version 1.0
November 2018



This document is part of the CoTalent project, in which nine organizations from six European countries work together to create tools for teachers to support talented students¹. More info on www.cotalentwizard.eu

CoTalent project partners:



The MeTalent Mirror team September 2017 – November 2018:

Sylvia Erlings, Ron Weerheijm, Nico Musebrink and Amy Hill – Rotterdam University of Applied Sciences, Netherlands

David Rott and Carolin Böckers – University of Münster, Germany

Elisabeth Addink and Yaël Duindam – Utrecht University, Netherlands

Jens Kofod and Anna Zachariassen – University College Copenhagen, Denmark

Maarten Hogenstijn – Hanze University of Applied Sciences, Netherlands

¹ This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Contents

Introduction.....	4
MeTalent Mirror overview	5
Welcome to the MeTalent Mirror.....	6
Choosing your next step.....	8
Biographical Brainwork Tool (BBT).....	9
Introduction.....	9
The roadmap steps.....	9
How to make the roadmap work	11
Stereotypical Strategy tool (SST) – classroom assignment	12
Introduction for teacher.....	12
The set of stereotypes.....	12
Linking pillars, clusters and stereotypes	13
Introduction for students	15
Teacher notes for discussion after the survey	17
Teacher notes for further self-reflection	17
Talent test tool (TTT)	18
Introduction.....	18
Teaching Strategies in class.....	18
Teacher characteristics.....	19
Final remark.....	21



Introduction

For teachers to be able to foster talented students, it is a first prerequisite that teachers have insight in their own views and attitudes towards talent development. To stimulate this, we have developed a self-evaluation instrument, called MeTalent Mirror. This instrument enables teachers to self-assess their position in relation to talent development and encourages *reflection* and *dialogue* on the topic of talent. The insights gained from using the instrument can help teachers to decide if they have a knowledge gap in their teaching strategies for talented students.

By using the MeTalent Mirror, a teacher can reach the following goals:

1. Realizing that specific skills and a specific approach are needed to be able to facilitate the needs of talented students; insight that different perspectives on talent development will lead to different pedagogical choices to facilitate talent development.
2. Gaining insight in different attitudes towards talent development and the own position in relation to these attitudes.
3. Gaining insight in which teaching-related skills to foster talented students could be developed further.

The MeTalent Mirror will help the teacher to get an image of him/herself in relation to his/her concepts about 'education' and talent development. Looking objectively to oneself is not an easy task. One should be 'honest' and try to avoid socially accepted answers to questions.

This can be done in different ways. Therefore, after a general 'teaser', a toolbox with **three different lines is offered**. Teachers can follow an approach that appeals to them. The aim is that all lines give an insight in where you are as teacher in relation to talent development.

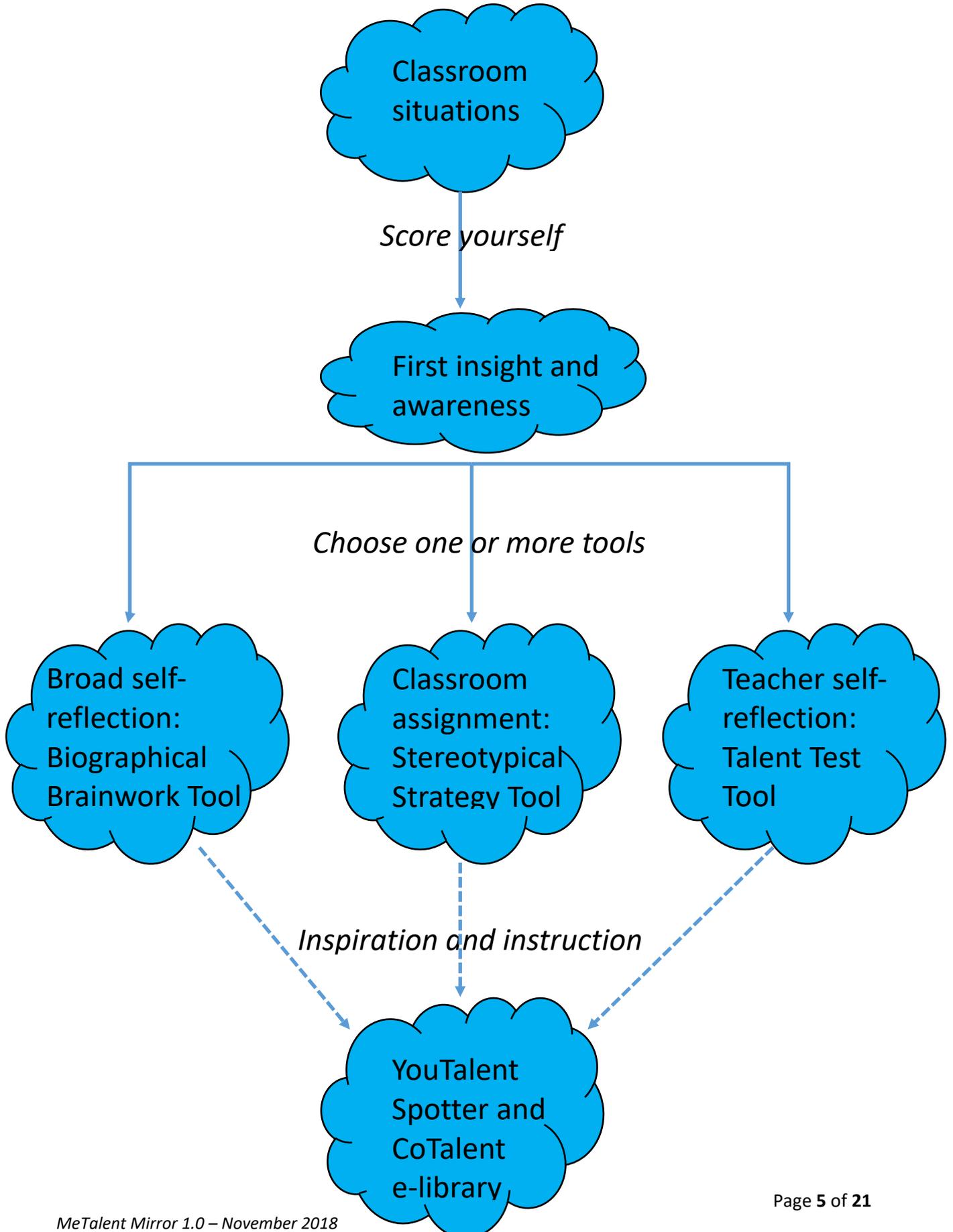
The three tools in the MeTalent Mirror toolbox are:

1. **Biographical brainwork tool**. This is a *broad self-evaluation tool* which helps teachers to discover and reflect on important decisions / happenings in their life. This then enables teachers to help students find their talents.
2. **Stereotypical strategy tool**: This tool is meant as a *classroom assignment* with students, asking them to reflect on your role as teacher. Students are shown a number of stereotypes of teachers, to which they can react. This is the basis for a classroom discussion, which can give teachers (as well as students) more insight in how they view talent.
3. **Talent test tool**: This is a *teaching-specific self-evaluation tool*, based on comprehensive lists of both teacher characteristics and teaching strategies in relation to talent development. Teachers can score themselves on these lists, providing insight into where one's strengths and weaknesses lie.

All instruments lead to more knowledge of oneself. With that knowledge teachers can get advice on how to follow up if they would like to learn more about ways to deal with talented students.

This is where the MeTalent Mirror connects to the other instruments in the CoTalent Wizard.

MeTalent Mirror overview





Welcome to the MeTalent Mirror

So you want to coach talent? But what are your own views towards talent? Find out by using the MeTalent Mirror! We first present you four descriptions of classroom situations which are related to talent development. Please read the situation and choose which of the available reactions is closest to your preferred teaching style / type of reaction.

1. Group work

You hand out a group assignment, dividing the class in groups of four students. Then a student approaches you and says: 'I do not want to work together with these students. They are not motivated. I rather do the assignment on my own.'

How do you react?

- A. You refuse. This assignment is the same for everyone, no exceptions.
- B. You tell the student to keep working together. You promise you will keep an eye on the group process, to make sure the students work together based on each student's talents
- C. You agree to make an exception and let the student work on his own, because you believe he can get more in-depth into the subject in this way.
- D. You stress that this assignment needs to be finished by the group. However, you invite the student to come up with an alternative way to handle the assignment.

2. Exams

In an oral examination at the end of a course you meet a student you hardly noticed in class. She was there, but silent. She didn't join discussions. In the situation of the oral examination it's completely different. She isn't just reproducing knowledge, but she is strong in argumentation and showing new perspectives to the content.

How do you react?

- A. You strictly follow the guidelines of the oral examination. When she goes beyond the content of the course, you cut her off and move on to the next question. You grade her like everyone else and offer no specific advice.
- B. You are irritated that she didn't show this during the course. Her input into the discussions in class would have made the whole course more complex and better for the whole group.
- C. You really enjoy this conversation and let the oral examination become a real expert discussion in which the student gets every opportunity to show her knowledge.
- D. You allow her to show her arguments and perspectives during the examination. After grading her on the exam, you give her some advice which helps her further explore the content of the course in new ways.

3. Sports

A student who excels at sports asks to be exempted from a mandatory class because she has an important match that cannot be postponed.

How do you react?



- A. You refuse and tell the student that the rules are the same for everyone and she has to face the consequences.
- B. You encourage the student to find a solution working together with the rest of her class. Meanwhile you note for yourself that possibly the student can report in the group about her sports performance at an appropriate moment.
- C. You enjoy the fact that you have a student performing sports at such a high level. You want her to do what she excels at and offer help to find a way to make up for her absence.
- D. You tell the student there are good reasons for making the class mandatory. However, you invite her to come up with alternative solutions to show her willingness to actively participate in class.

4. Time management

A student with high grades starts talking about an experience related to an example you mentioned. It is a good story, others join in and a high-quality discussion starts. However, time is passing. There is little time left to finish the planned content for the day. What do you do?

- A. You end the discussion, in order to finish the planned content in time.
- B. You encourage the discussion and actively ask other students to join in. You then propose a task where the students form groups and discuss/debate the topic.
- C. You join the conversation, as you are convinced the students can really learn from this discussion. You try to further encourage this by relating a homework task to the conversation.
- D. You briefly explain to the students that if they keep discussing, you cannot finish the planned content for the day. You encourage them to propose another way to finish the content before the course ends.

Analysis

The four possible answers to the classroom situations have a relation to the three pillars of honors pedagogies (Wolfensberger, 2012). These 'pillars' could be seen as three things a teacher in higher education should do to foster talent in the classroom: creating community, enhancing academic competence and offering bounded freedom.

The answers correspond to a focus on different pillars:

- A: This answer is related to non-differentiation. You focus on treating everyone equally and you do not take special measures to provide for talented students.
- B: This answer focuses on the ability to create a sense of community.
- C: This answer focuses on enhancing academic competence
- D: This answer focuses on offering bounded freedom; the power to offer students an effective degree of freedom

This small test is only a first step to get more insights into your views towards talent. We invite you to explore the other tools available in the MeTalent Mirror.



Choosing your next step

Are you ready to further explore your own views towards talent? In the MeTalent Mirror, we have three different tools available. You can pick one, or decide to use all three.

- 1. Biographical brainwork tool**

This is a *broad self-evaluation tool* which helps you to discover and reflect on important decisions / happenings in your life. This then enables you in your role as teacher to help students find their talents.

- 2. Stereotypical strategy tool**

This tool is meant as a *classroom assignment* with students, asking them to reflect on your role as teacher. Students are shown a number of stereotypes of teachers, to which they can react. This is the basis for a classroom discussion, which can give both you as a teacher and your students more insight in how you view talent.

- 3. Talent test tool**

This is a *teaching-specific self-evaluation tool*, based on comprehensive lists of both teacher characteristics and teaching strategies in relation to talent development. You can score yourself on these lists. This provides you with insight into where your strengths and weaknesses lie with regards to talent development in teaching.



Biographical Brainwork Tool (BBT)

Introduction

Finding out 'who one is', is not an easy task. Identity is not formed in a straight line, but formed in a non-linear way. Or as Taylor (2006) states it as 'his concern': " ... Identities as complex composites of, on the one hand, who they create themselves as and present to the world, as a way of "acting upon" it, and on the other, who that world makes them and constrains them to be." So 'who we are' might well be a result of "movements that are more fragmented" (Furlong 2006).

In the Biographical Brainwork Tool you start creating a roadmap. In this roadmap we challenge you to rethink your own identity as teacher, lecturer, coach or researcher, involved or interested in talent development. Undoubtedly you will also be a result of non-linear, fragmented movements. On the one hand these movements were created by yourself, but on the other these movements were influenced, changed or maybe even radically altered at some points in your personal history. By trying to find out what your personal 'fragments' are and everything that might have influenced you on the way to become what you have become today. You might be surprised to find so many different angles or possibilities of rethinking your roots or the present or future of your identity as teacher, lecturer, coach or researcher. Take a moment of self-reflection, to see what 'fragments' the future might bring you. By discovering your own 'fragments' you might be able to help students to find theirs and understand what an impact some 'fragments' can have on them. You might find out how important some 'fragments' can be for them and the choices they make. How some may even be 'life changing' events.

The roadmap steps

Please find the steps to take in drawing your own 'roadmap' on this page, followed by questions / remarks that might help you to complete a step.

Please read through all the steps before you start to draw.

The roadmap steps:

1. On (the bottom of) a big blank sheet of (A3) paper you draw a timeline.
2. Along this line you draw your resumé as a route or a road, design it in a way that suits you and make clear what points in time were moments of change.
3. Mark the moment where you decided to get involved with (educating) talented students and jot down the WHY: what were your drives?
4. Mark the moments that you gained more competence in guiding talented students.
5. Indicate on the sheet how you know you are on the right track.
6. Reflect on the things you wrote on the sheets. Write down your reflections in a corner.

You could take a set amount of time, for example 45 minutes, for completing this assignment. Use different colors, make drawings, make it your own.

Remember:

A drawing (a roadmap) never stops, not even at the edges of the paper. Your development never stops either. This is just a snapshot.



Good luck, a challenging journey and have fun!

Guidance for each step:

Step 1: *the line*

- Feel free to draw your timeline anywhere you want, but keep in mind that you will add information along the line, so make sure there is enough room.

Step 2: *your resumé as a road with impact-moments of change*

- Where in your resumé are moments of change by force or free will, write down what caused your change in course.
- What were the important choices and insights: what did (or do) you learn along the way?

Step 3: *decision to get involved with coaching or educating talented students*

- this moment might not be so very clear, but think about your own drive, your passion to work with people who are talented. From that point of view you might be able to pick a point in time where you came into contact with these people or decided you wanted to work with them.

Step 4: *gaining more competence in guiding / coaching talented students*

- How did you develop these competences?
- What knowledge and skills do you lack and what would you like to develop further?
- What obstacles do you have to overcome to get where you want in this track?

Step 5: *how do you know you are on the right track?*

- How will you know when you have reached your goals with these talented students?
- What does this mean for you?
- How will others know you have reached your goals?

Step 6: *reflect – write it down in a corner, or a suitable spot (but mark them as ‘reflection’)*

- If you want to, you can use several sets of questions:

For instance:

- Did I do the thing(s) that was / were needed to be done?
- Did I do it / them in a way that I think is a good way?
- Did I do it / them for the right reasons?

Or think about a variation on the Cartesian questions:

- What happened now I did this?
- What would have happened if I not had done this?
- What did not happen now I did this?
- What would not have happened if I not had done this?

Reflection is not only based on ‘events’ and how you reacted, but also on you and your decisions, you and your ‘why’, you and your context(s), etc. So ask yourself also:

- what does this assignment bring me?
- How am I going to make this work?



How to make the roadmap work

After having drawn your individual roadmap with the Biographical Brainwork tool, it is time to reflect. We think this assignment works best if you reflect on it in a structured way afterwards, for example in a small group of maximum of four colleagues.

We suggest the following:

1. Each participant gives a short pitch of highlights of his/her individual roadmap; include as precise as you want the important moments in your roadmap, illustrate short if that makes it more clear for the listeners.
At the same time: don't be too detailed, it may be difficult to keep all details in mind.
2. At the end of your own story, please pick two reflections you want to share with the others in your group (see step 6).

After all participants have given his/her pitch:

3. Start the conversation about what is common in your development, or about what binds you, connects you. Maybe also share the differences.
4. See what's important about these common grounds. What do you share?
5. Listening to the others and hearing their story: where do you stand now or: what would you like to develop more?
6. Try thinking of two actions which can be performed in a relatively short time and would help you in that development.

Make notes which help you to remember what has been said and make you remember your actions.



Stereotypical Strategy tool (SST) – classroom assignment

Introduction for teacher

How do you deal with talented students? The MeTalent Mirror is a series of tools aimed at providing teachers with more insights into their own views towards talented students. The Stereotypical Strategy classroom tool is based on getting insight in your own views towards talent as a teacher, from the way students perceive you in the classroom.

Please note that using this tool requires you to make yourself vulnerable to the students' opinions. You will ask your students how they see you in relation to a number of stereotypical descriptions of teachers, some of which are formulated negatively.

Familiarise yourself with the stereotypes by reading them carefully. Also try to score yourself in relation to the stereotypes before you start the classroom exercise. This will come in handy when you compare your own views to the student views.

The purpose of the stereotypes is to provide input and structure for a discussion afterwards. If you think such a discussion in your student group is not possible on the basis of the stereotypes, you should not use this tool.

Some stereotypes are formulated positively, others negatively. They are loosely related to the three pillars of honors pedagogies (Wolfensberger, 2012). These pillars should form the basis of a successful talent development program in higher education.

The scores that your students give you on each of the stereotypes should give you an idea of what pillars you are focusing most on in classroom situations.

The set of stereotypes

1. Course concentrator

This teacher is focused on the content of his/her course, and thinks all students should be able to get through the course by working in a focused way. He/she is not paying special attention to the talents of individual students.

2. Dreaming discoverer

This teacher wants students to explore new things outside their comfort zone, in order to find new talents they might not have found or thought about before.

3. Equality emphasize

This teacher is focused on equality between students. Everyone should have the same opportunities. Therefore, opportunities to excel can only be found within this equal framework.

4. Excellence exceptionalist

This teacher is very willing to make exceptions for students who have proven their excellence in a specific domain, be it in their studies or in other domains such as sports or arts.

5. Formality focuser



This teacher is focused on making sure that governmental and institutional rules are met while delivering the course. In doing so, he/she sees little opportunity to pay attention to individual students' needs.

6. Freedom fighter

This teacher wants students to experience as much freedom as possible and encourages them to explore new pathways. He/she battles within the institution to keep / get this freedom.

7. Groupwork guru

This teacher is focused on excellence in group work, with each student finding the role which suits his/her talents best in relation to the task that lies ahead.

8. Hierarchy hacker

This teacher breaks up traditional student – teacher hierarchy and treats students as fellow researchers or colleagues.

9. Negative neglecter

This teacher has a negative and neglecting attitude towards teaching in general. He/she is not really paying attention to the students. In research universities this could be described as an I-only-care-about-my-research-and-not-about-your-education teacher.

10. Practice connector

This teacher is focused on preparing students for 'the real world', always relating teaching to practice. He/she helps students find the talents they can use after their graduation and is well-connected outside the school.

11. Problem provider

This teacher gives difficult problems to the students aiming for complex thoughts, results or solutions. The problems could fit the course topic, but can also be problems that are important for society in general.

Linking pillars, clusters and stereotypes

Wolfensberger (2012) identified three pillars of honors pedagogies, and three clusters of strategies and behavior related to each pillar. The model presupposes a basic interest in teaching. If this is not the case, the corresponding stereotype is the negative neglecter. The remaining ten stereotypes are linked to the pillars and clusters in the table below. For the three remaining 'negative' stereotypes a loose connection could be made on the level of the pillars only. For the seven 'positive' stereotypes, the connection to Wolfensberger's work could be made at the level of clusters of strategies and behavior. Some stereotypes are linked to several clusters.

Table. Linking pillars, clusters and stereotypes

Pillar	Negatively related to stereotype	Clusters of strategies and behavior	Positively related to stereotype
--------	----------------------------------	-------------------------------------	----------------------------------



Creating Community	Equality emphasize	Interaction, (peer) feedback, active learning	Groupwork guru, practice connector
		Encouragement, joy, inspiration	Dreaming discoverer
		Availability, interest in students, commitment	Excellence exceptionalist, practice connector
Enhancing Academic Competence	Course concentrator	Multi- and interdisciplinary thinking, multiple perspectives	Problem provider, freedom fighter
		Scholarly teaching, academic depth, involvement in research	Hierarchy hacker, problem provider
		Challenging learning tasks, difficulty, and acceleration	Excellence exceptionalist
Offering freedom	Formality focuser	Flexibility, allowing for self-regulation, openness	Freedom fighter
		Innovative teaching, experimentation, fun	Dreaming discoverer
		Professionalism, novice relationship, challenge	Hierarchy hacker, problem provider

Source of pillars and clusters: Wolfensberger 2012



Introduction for students

How does your teacher deal with talented students? Often teachers are not fully aware of their own views towards talent. With a group of European teachers, students and researchers we have therefore developed a set of stereotypes of teachers. These stereotypes are somewhat exaggerated descriptions of how teachers act in class. We think these stereotypes could help teachers realize how they view talent.

We now ask your help. Please think about your current teacher and note how to what extent he/she resembles the following 11 stereotypes. Keep in mind that your teacher can resemble more than one stereotype.

The exercise could be done on an online tool such as Mentimeter, Kahoot or Socrative or a questionnaire tool.

On the next page, it is in the form of a survey which can be printed on paper.



My teacher resembles this stereotype.

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	<u>Course concentrator.</u> This teacher is focused on the content of his/her course, and thinks all students should be able to get through the course by working in a focused way. He/she is not paying special attention to the talents of individual students.					
2	<u>Dreaming discoverer.</u> This teacher wants students to explore new things outside their comfort zone, in order to find new talents they might not have found or thought about before.					
3	<u>Equality emphasize</u> This teacher is focused on equality between students. Everyone should have the same opportunities. Therefore, opportunities to excel can only be found within this equal framework.					
4	<u>Excellence exceptionalist</u> This teacher is very willing to make exceptions for students who have proven their excellence in a specific domain, be it in their studies or in other domains such as sports or arts					
5	<u>Formality focuser</u> This teacher is focused on making sure that governmental and institutional rules are met while delivering the course. In doing so, he/she sees little opportunity to pay attention to individual students' needs.					
6	<u>Freedom fighter</u> This teacher wants students to experience as much freedom as possible and encourages them to explore new pathways. He/she battles within the institution to keep / get this freedom.					
7	<u>Groupwork guru</u> This teacher is focused on excellence in group work, with each student finding the role which suits his/her talents best in relation to the task that lies ahead.					
8	<u>Hierarchy hacker</u> This teacher breaks up traditional student – teacher hierarchy and treats students as fellow researchers or colleagues.					
9	<u>Negative neglecter</u> This teacher has a negative and neglecting attitude towards teaching in general. He/she is not really paying attention to the students. In research universities this could be described as an I-only-care-about-my-research-and-not-about-your-education teacher.					
10	<u>Practice connector</u> This teacher is focused on preparing students for 'the real world', always relating teaching to practice. He/she helps students find the talents they can use after their graduation and is well-connected outside the school.					
11	<u>Problem provider</u> This teacher gives difficult problems to the students aiming for complex thoughts, results or solutions. The problems could fit the course topic, but can also be problems that are important for society in general.					

Final question:

Your teacher could resemble several stereotypes. However, if you have to choose one, which fits your teacher most, which one would it be?



Teacher notes for discussion after the survey

The survey is meant as a discussion starter, so now it is time to discuss!

-The easiest starting point is the question about which stereotype fits you most.

Is this a negatively or positively formulated stereotype? Ask students why they picked this stereotype. If it is a positive stereotype, then also discuss the negative stereotype that was chosen most (or the other way round).

-If possible, quickly review how they score you on each of the stereotypes. Relate it to the table connecting the stereotypes to the pillars.

Possible follow-up questions for discussion about your own role:

-What type(s) would you rather want me to be?

-How can I improve my teaching so that I am able to put more variation in my lessons?

-What do you miss in my teaching and can you find it somewhere in the description of one of the stereotypes I am not?

-With what kind of teacher / stereotype would you feel most comfortable?

Possible follow-ups for a more general discussion:

-Starting a discussion about other teachers. What stereotypes do they see most in other teachers; and what stereotype would they like to see more often and why?

-Is there a stereotype missing or one which they do not recognize at all?

-Broaden the discussion towards handling talent in classroom situations. Ask your students to think of a situation in which teachers have positively recognized their talents. How could this situation be transferred to other situations?

-Ask your student to think of a classroom situation in which the teacher has to handle a talented student. Ask them to write out different reactions, choosing three or four of the stereotypes (including both positively and negatively formulated ones)

-Starting a general discussion about the use of stereotypes. Many people dislike stereotypes, because they are an exaggeration of reality and many nuances in discussions are lost. What do you think about the use of stereotypes in general, and in this specific situation?

Teacher notes for further self-reflection

Carefully analyse your students' scores and the results from the following discussion. Is it what you expected? Do you need more input from others to see how they view you in relation to talent? Then consider giving this exercise to more people (for example colleagues) or use the 'classroom situations'. Do you think you need to further analyse where your views come from? Then consider using the Biographical Brainwork tool.

Relate your results to the three pillars of honors pedagogies. On which pillars could you develop more? Visit the e-library to find tools to help you with this.



Talent test tool (TTT)

Introduction

In this tool, you find two lists which you can use to score yourself as a teacher. The first one is a comprehensive list of teaching strategies in class which could be related to talent development. The second one is a shorter list of twelve teacher characteristics (including definitions) related to talent development.

Teaching Strategies in class

Below you find descriptions of strategies teachers might have available in class. Score yourself in one of the five columns on the right. The first is 'I hardly do this', the last column is 'I do this all the time'. The three steps in between make it possible to be more accurate. Put an X in the most appropriate answer.		I hardly do this				I do this all the time
No.	Teaching Strategies					
1	Offering possibilities to create individual assignments					
2	Offering possibilities to explore individual ideas					
3	Stimulating students to think about their future					
4	Giving space for personal perspectives					
5	Dealing with differentiation in the classroom					
6	Addressing students as an individual					
7	Allowing students to experiment					
8	Giving students freedom in time management					
9	Granting students a lot of responsibility					
10	Stimulating students to take responsibility for their own development					
11	Allowing alternative paths to meet course requirements					
12	Giving open assignments					
13	Setting challenging tasks and assignments					
14	Using real-life, multidisciplinary assignments					
15	Teaching students how they can apply knowledge in real situations					
16	Having a coaching attitude					
17	Holding back when students make mistakes in order to facilitate learning					
18	Encouraging and coaching self-reflection					
19	Coaching students in learning from mistakes					
20	Giving students constructive suggestions and leaving it up to the students to use them					
21	Sharing personal experiences					
22	Being responsive to unexpected questions students might have					
23	Taking time to talk with students outside classroom situations					
24	Using humor					
25	Creating a supportive, friendly atmosphere					
26	Creating an atmosphere in which students learn from each other					
27	Expressing high expectations of students					
28	Encouraging students to show what they learned					
29	Using different education methods					



30	Experimenting with innovative education methods					
31	Using active teaching and learning methods					
32	Responding to classroom situations while staying focused on the learning goals					
33	Involving students in planning courses or lessons					
34	Getting into dialogue with students					
35	Using examples/knowledge suggested by students to explain new concepts					
36	Encouraging students to participate actively in class					
37	Leaving room for discussion during classes					
38	Appreciating students' questions and remarks					
39	Challenging students to be critical to requests from partners involved					
40	Placing different points of view opposite to each other					
41	Stimulating academic depth					
42	Involving students in research					
43	Stimulating students to think in a creative way					
44	Giving students feedback as if they are a junior colleague					
45	Stimulating students to play an active role in the <u>academic community</u>					
46	Stimulating students to play an active role in society					
47	Referring students to experts when their questions or interests are beyond the teacher's area of expertise					
48	Involving people from outside the programme in classes					
49	Involving colleagues from other disciplines					
50	Including other disciplines in classes					

Teacher characteristics

We have developed a list of characteristics of teachers in relation to talent development. The characteristics are in three categories: teacher, personal and society. The category **teacher** relates to your role as a teacher in the classroom, while the category **personal** relates to you as a person in the classroom. The category **society** relates to making links to the wider world from the classroom situation.



	You are invited to score yourself in relation to these characteristics, using a five-point scale. The first is 'I hardly recognize this in myself', the last column is 'I strongly recognize this in myself'. The three steps in between make it possible to be more accurate. Put an X in the most appropriate answer.	I hardly recognize myself in this				I strongly recognize myself in this
No.	Teacher characteristics					
A	Teacher: Flexibility in classroom situations Adapting to students' needs, interests and states of mind, while in class. Avoiding rigidity.					
B	Teacher: Flexibility in administration Adjusting administration processes to deal with the diverse needs and circumstances of students.					
C	Teacher: Flexibility in planning Adapting the depth, volume and pace of educational activities to students' needs; if needed, initial planning is adjusted during educational activities including the form of deliverables.					
D	Teacher: Societal awareness Creating awareness of others' perspectives and encouraging students to develop a deep understanding of their personal role in society.					
E	Teacher: Creativity in preparation Choosing didactics based on context, goal and topic and the diversity of students, avoiding choices made by habits.					
F	Teacher: Building relation with students Being an attentive listener and providing time when students are in need of personal exchange, even when the students don't necessarily indicate this explicitly themselves.					
G	Personal: Able to empathize Being truly interested in and connecting to a diversity of students, taking into account students' interests and backgrounds.					
H	Personal: Willing to show personality Opening up to students by showing a context-appropriate level of emotions and vulnerability, mentioning examples from his/her own life.					
I	Personal: Broad interest Being open-minded to new knowledge areas and societal challenges, in personal and professional domains.					
J	Society: Critical reflection Encouraging creative and critical thinking to analyze and discuss different viewpoints towards societal developments and students' potential to address those.					
K	Society: Real-life connection Applying current topics and real-life examples, taking into account the different stakeholders' involved.					
L	Society: Involvement in program Creating a community of practice by involving colleagues from other disciplines and external professionals in the program.					



Final remark

This is the MeTalent Mirror version 1.0, published in November 2018. You are welcome to use this instrument, but we kindly ask you to provide feedback on the instrument as a whole and the different tools included. We ask you to give us details on what you like and dislike about the tools, what could be done to improve their usability and what is still missing in the instrument as a whole. Your feedback will be used in the further development of this instrument into a version 2.0, due for November 2019.

Feedback can be sent to info@cotalentwizard.eu

The MeTalent Mirror team

November 2018