





Intervision on Inner Development

Peer-to-peer coaching to help each student be attentive to and reflective of their skills development and growth

BEING | Openness and Learning Mindset

→ What you will need:

-  4-60
-  Group work
-  2.5 hrs
-  2 hours in class + 1.5 hours per session

→ Related Tools:



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“Inner growth is necessary to reach the United Nations’ sustainable development goals collectively. This growth can only happen if individuals are open, vulnerable and reflective of perspectives and advice from other people. This intervision tool helps students to coach each other towards inner growth.

—Janneke de Ruiter





I. Overview

Inner growth can help approach transitions with a growth mindset, focusing on opportunities for learning and development rather than solely on the challenges and obstacles. This can lead to greater creativity and helps develop the skills and mindset needed to adapt to change successfully and navigate the challenges and opportunities that come with a transition.

This requires specific skills and human growth, as described in the Inner Development Goals framework. This growth mindset can only come to blossom by continuous reflection on this process.

Intervision or peer-to-peer coaching is a useful tool to help students to be attentive and reflective to the skills development and growth necessary for societal transitions.

Learning outcome

- ✓ The student is able to display openness by a willingness to be vulnerable and embrace change and growth necessary for personal development





II. Learning Activity

In this activity by and for students, students develop a personal Inner Development Plan which they use as the basis for reflection during intervision sessions. This tool can be tailored to all kinds of educational programmes or courses.



1. Forming Groups and Preparation 30 mins

Please note, this step is done before the first meeting.

Divide students into smaller subgroups of 4 to 5 individuals, preferably at random. Prior to the introductory meeting, ask students to prepare by watching a video on the Inner Development Goals and reflecting on the skills required for societal transitions. Students can seek feedback from peers and those in their personal environment to help them with their reflection.



2. Introductory Intervision Meeting 1.5 hrs

Organise an introductory meeting to introduce and practice the intervision process and the Inner Development Goals framework.

Take the time to establish a safe and inclusive environment for everyone and provide ample opportunities for the group to get to know each other personally. This will help create a comfortable space for everyone to participate fully in the intervision process.

Tip: guidelines for the intervision sessions can be found in the Intervision Framework.





3. Inner Development Plan 1.5 hrs

Please note, this step can be a home assignment.

Each student formulates an Inner Development Plan (IDP), aimed at one inner development skill that they want to develop further. This plan is a dynamic document that evolves as the student gains new perspectives and feedback. The IDP document will be shared with the intervision group and with you as teacher. You can offer feedback as needed.

Tip: you can choose to limit the choice to one of the five dimensions of the Inner Development Goals (being, thinking, relating, collaborating, acting) if this aligns better with your educational objectives.



4. Weekly/monthly Intervision Meetings 1.5 hrs

Students participate in regular (weekly or monthly) intervision sessions without teacher supervision.

Each session, students bring in a case, dilemma or situation related to the skill they want to develop. The group collectively divides the role for each session (chair, coach, case giver) and participates in the intervision. One case is discussed during one intervision meeting. This ensures adequate depth.

Tip: arrange practical conditions such as location, date, time and a clear framework for intervision. Schedule halfway meetings or reflection sessions to evaluate the process. Regular office hours are recommended to accommodate groups or students who may be stuck.





5. Reflection and Assessment 1.5 hrs

During the final intervision meeting, students evaluate and discuss each other's inner skill development using their IDP reflections. Each student evaluates their own level of openness and reflects on how the intervision process has helped improve their inner skill development. This reflection is recorded in their IDP and through self-reported assessment questions.

Peers in the intervision group also provide their impressions of the student's openness. In the final meeting, they reflect on these assessments together.



III. Assessment

Self-assessment is the best way to monitor and evaluate a student's openness and inner growth. Peers can additionally provide critical feedback on observed behaviors that may relate to openness.

To monitor and reflect on their track inner skill development, students create and regularly update their Inner Development Plan, comparing their progress through self-assessment.

The final intervision meeting includes self- and peer-assessment of openness and learning mindset.



Purpose

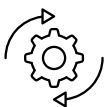
Assessment *for* learning (formative assessment) aims to gather evidence and provide feedback on students' learning during the learning process

Assessment *as* learning aims to strengthen the learning process and the development of metacognitive skills. It empowers students to direct their own learning and to become independent, critical self-assessors.



Roles

Self-assessment and peer-assessment



Characteristics

Portfolio and self-regulated learning



Materials

Reflective self- and peer-assessment questions



Assessment

Self-assessment

Please indicate the extent to which you agree with the statements. In the textbox below you can reflect on or illustrate your answer.

1. During intervision meetings, I was open to and accepted my peers' feedback

1	2	3	4	5	6
Strongly agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree

Reflection / illustration:

2. During intervision meetings, I dared to be vulnerable in relation to the chosen IDG

1	2	3	4	5	6
Strongly agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree

Reflection / illustration:





3. The intervision meetings have helped me realise what is necessary for me to change and grow in relation to the chosen IDG

1	2	3	4	5	6
Strongly agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree

Reflection / illustration:





Peer-assessment

Name of the student _____

1. During intervision meetings, this student seemed to be open and acceptable towards our feedback

1	2	3	4	5	6
Strongly agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree

Reflection / illustration:

2. During intervision meetings, this student seemed to dare to be vulnerable in relation to the chosen IDG

1	2	3	4	5	6
Strongly agree	Agree	Mostly agree	Mostly disagree	Disagree	Strongly disagree

Reflection / illustration:





IV. Key Advice

Guidelines for a safe and inclusive learning environment and the **Intervision framework** (Step 2) as well as an example of the **Inner Development Plan** (Step 3) can be downloaded below.

Please note, the method of the intervision session is called the Balint method. There are other methods that can be used that may be a better fit with your personal values, teaching goals or class. For other methods, you could consult the book “Intervision: Dialogue methods in action learning” by Monique Bellersen and Inez Kohlmann.





The intervision session

1. **Inventory** [10 mins]

Who has a case (or dilemma or situation) related to the skill you want to develop (from your personal development plan), that you want to share with the group? Please state the case in only a few sentences.

2. **Choose** [10 mins]

Choose the case giver together and choose a chair for that session. The case giver is never the chair. The chair can rely on the instructions below. Please make sure that every intervision session has a different case giver and a different chair.

3. **State problem and associate** [5 mins]

The case giver describes the case and their question, issue or dilemma concisely by only stating the facts. In silence, the group members write down which thoughts and feelings come to mind when thinking about this situation.

4. **Explore** [20 mins]

Group members think up clarifying questions. The chair invites all group members to ask their questions taking turns. The case giver answers the questions concise and without discussion (dialogue!).

5. **Judge and advice** [20 mins]

Group members form a judgement and advice and write this down. The chair invites all group members to share their judgements and advice.

6. **Decide** [10 mins]

The case giver shares their reaction to the advice, considering them and explaining what this advice brings them.

7. **Share** [15 mins]

Group members explain their own thoughts, feelings, difficulties and actions in similar situations.

8. **Evaluate** [5 mins]

Under guidance of the chair, the group members shortly evaluate the intervision process. Reflect for instance on the terms and conditions for valuable intervision mentioned below.





Terms and conditions for valuable intervision

1. Inclusion

Everyone's perspective is taken seriously and should be heard.

2. Vulnerability and safety

Everyone should dare to say and ask anything. If you do not want to speak out, you do not have to. However, if you stay quiet, another type of conversation is necessary. Together you are responsible for exploring and protect your own boundaries.

3. Specificity

State explicitly and as specifically what you want to say. Also mention anything that prevents you from speaking openly.

4. Responsibility

You are responsible for your own learning process.

5. Presence

Everyone is responsible for their own learning, but be aware that you all contribute to each other's learning. You are all important to each other and all part of a social system.

6. Confidentiality

Nothing said or done during the intervision will be brought out unless everyone decides otherwise.

7. Dialogue instead of discussion

There can be different situations and truths. Let them coexist. Be curious to other perspectives without dodging any conflicts.





Possible pitfalls to be aware of

- The case giver dominates the discussion and is explaining and defending
- The case giver hides their real interests and concerns
- The group members (i.e., non-case givers) resort too quickly to a technical interpretation and action-oriented solutions before a careful, comprehensive and proper diagnosis is made
- The group members adopt the perspective of the case giver instead of pushing each other to new perspectives and framing the case in different ways
- The group members are afraid to give the case giver 'bad news' or to offer challenging uncomfortable interpretations
- The group members do not express their ideas because they are afraid that their ideas are not good enough or that they do not understand the context well enough

Chair role

As chair you are responsible for:

- Time and content monitoring of the intervention process
- Structuring and explaining all phases of the intervention process (especially in the beginning)
 - It is important to separate the different phases strictly.
 - It can help to indicate the start of each phase by explaining what the phase entails and what is expected.
 - It can help to close each phase by summarising what has been done and create a smooth transition to the next phase
- The safety and inclusion aspects of the group
- Checking whether the case of the case giver is clear to everyone





Inner Development Plan (IDP)

Which skill within the Inner Development Goals framework do you want to work on?

Why do you want to work on this skill? [max. 5 sentences]

In what kind of situations is this skill useful? [max. 5 sentences]

In what kind of daily situations are you planning to practice your skill? [max. 5 sentences]

How can you monitor your development? [max. 5 sentences]





When will you be satisfied? [max. 5 sentences]





V. References

Bellersen, M., & Kohlmann, I. (2016). *Intervision: Dialogue methods in action learning*. Deventer: Vakmedianet

Inner Development Goals (2021, December 19). *Inner Development Goals Film*. Youtube
<https://www.youtube.com/watch?v=xsB5ci-rgGg>

The terms and conditions for valuable intervision are derived from Seveke, R. (n.d.). *Paradigm Shifts*.
<https://www.paradigmshifts.nl/>

