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Practical guidelines for the professional development programme (PDP) on teacher intuitive pedagogical tact

1. PURPOSE

Pedagogical tact concerns a teacher's ability to adequately handle complex classroom situations that require immediate action; it can be viewed as an enactment of the teacher's intuition. The professional development programme (PDP) aims to strengthen this intuitive pedagogical tact. It was developed during the PhD research of Gerbert Sipman, teacher educator at HAN Pabo, and offers a structure for building up the training sessions. These guidelines describe that structure for trainers who want to work with the programme in teacher education or in schools.

2. APPROACH

The programme is systemic-phenomenological: teachers do not primarily talk about classroom situations, but re-experience them. Meditative practices and embodied exercises – such as simulations in which a classroom situation is represented in the room – help teachers become aware of what they perceive, sense and intuitively know in the moment, and translate this into immediate pedagogical action.

3. STRUCTURE OF A SESSION

Phase	What happens
Arriving and attuning	A short meditation to slow down and direct attention to the body and the present moment.
Bringing in a situation	A participant briefly describes a recent classroom situation that required immediate action.
Embodied exercise	The situation is represented and simulated with other participants; the teacher explores positions and responses and notices what changes.
Harvesting	Participants name what they noticed and what this means for the situation and for their own way of acting.
Transfer	Each participant formulates a small intention for the coming week in their own classroom.

4. PRACTICAL CONDITIONS

- Work in a small group in a quiet room with enough space to move.
- Plan a series of sessions spread over several weeks, so that teachers can try out what they learn between sessions.
- The trainer guides the process, safeguards safety and confidentiality, and refrains from judging the situations brought in.
- Participation in the exercises is always voluntary.

5. BACKGROUND

In the research, teachers from primary, secondary and higher education took part in the programme. Questionnaires showed large positive effects on teachers' immediate pedagogical actions and medium effects on related classroom outcomes. See: Sipman, G., Martens, R., McKenney, S. & Thölke, J. (2021). Professional development focused on intuition can enhance teacher pedagogical tact. *Teaching and Teacher Education*.