

European Portfolio for Retiring David Newby

A reflection tool for university professors approaching retirement

This document was produced within the proceedings of the Special Task Force for
David Newby's Retirement



EPORN

European Portfolio for Retiring David Newby



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David Newby's Retirement:

Further details are only available personally



What is the EPORN?

The European Portfolio for Retiring Newby (EPORN) is a document for David Newby approaching retirement. It will encourage you to reflect on your developing knowledge and skills necessary to gradually retire, help you to assess your competences and enable you to monitor your progress and to record your experiences on the way to independence of institutional constraints.

Main aims of the EPORN

1. to encourage you to reflect on the competences a retiring university teacher strives to attain and on the underlying knowledge which feeds these competences;
2. to help prepare you for your future in a variety of leisure contexts;
3. to promote discussion between you and your wife; between you and your friends; and between you and (ex)colleagues who will keep asking you for advice;
4. to facilitate self-assessment of your developing competence of managing your growing amount of free-time;
5. to provide an instrument which helps chart progress.

Contents of the EPORN

The EPORN contains the following sections:

- A **personal statement** section to help you, at the beginning of your retirement, to reflect on general questions related to leisure time activities;
- A **self-assessment** section, consisting of 'can-do' descriptors, to facilitate reflection and self-assessment;
- A **dossier**, in which you can make the outcome of your self-assessment transparent, to provide evidence of your experiences and progress, and to record examples of pictures and photos relevant to you now;

The self-assessment descriptors

At the heart of the EPORN are the 98 descriptors of competences related to the retirement process which comprise the self-assessment section. These descriptors may be regarded as a set of core competences which David Newby should strive to attain.

Categorisation of descriptors

The descriptors are grouped into 10 general categories. These represent areas in which David Newby requires knowledge and a variety of competences and decisions related to achieving full satisfaction in a self-directed stage of life.

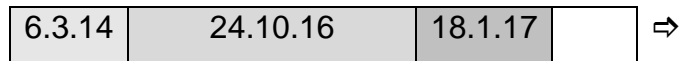
Self-assessment scales

Each descriptor is accompanied by a bar, which will help you to visualise and chart your own competence. You must colour in the bar according to your own assessment. This

may take place at different stages of your retirement process. If the assessment bars in this portfolio seem too short and limited to chart the full range of your competences, use the roll-out extension-bars provided in the EPORN package.

In a few years, you may have produced a bar which looks something like this.

1. I can create a supportive atmosphere that invites my grandchildren to speak to me in English.



In the above example, the person has made self-assessments at three stages of his life, which chart his growing competence. However, he feels he still has some way to go and has therefore left part of the bar blank. He has also added the date on which the self-assessment was carried out. It should be noted that it is not expected that all bars should be filled in at the end of your retirement programme! Learning to relax is a continuous and life-long process!

Although the descriptors provide a systematic way of considering competences, they should not be regarded as a checklist! It is important that they act as a stimulus for David Newby, his wife and friends to discuss important aspects of retirement and life in general.



Your name:

Institution:

Date of beginning to use EPORN:

The aim of the personal statement is to help you to reflect on aspects related to retirement in general and to think about questions that may be important at the beginning of this new career. Below you will find some questions concerning the retirement process which you may like to reflect on. At the end of this section, you can read some comments on the role and value of reflection.

1. As a successful university teacher, you have already had a lot of contact with retiring colleagues. What aspects of this experience might influence how you wish or do not wish to enjoy retirement?

Experiences with retired people
Positive:
Negative:
(Try to analyse why these points were unsuccessful and consider what steps could be taken to improve the points you have mentioned.)

2. a) What aspects of retirement are you most looking forward to?

.....
.....
.....
.....
.....
.....
.....

b) What aspects of retirement are you least looking forward to?

.....
.....
.....
.....
.....
.....

3. Expectations of your future life

a) What do you expect most from retirement?

b) What do you want most from your retirement?

c) What do you think that your wife, family and friends expect from you?

4. How important do you consider the following for a retired person? Add your own ideas. Discuss with your wife and give reasons for your choices.

	How important?				
	not → very important				
1. Cooperating with my wife, family, friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Good organisational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Being able to explain life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Being able to say no to demands on my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reading only what I want to read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Watching afternoon TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Having enough time to watch Sturm games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REFLECTION

In doing the last self-assessment activity the temptation is to respond quickly. However, on reflection, and given more time, you sometimes find that your first response needs to be modified. Initially you may have considered, for example, that 'being able to explain life' is very important.

3. Being able to explain life

not → very important

Discussion with others in your family, or with your children, or with friends, may reveal that 'explaining life' can be interpreted in different ways, such as:

- explaining rules - in the language of your grandchildren

or

- providing examples and analysing them

Further thought could prompt the idea that what is important is your family's ability to explain life, rather than your ability as a retired person to do so. It is this kind of reflection and these thinking processes that the EPORN is aiming to encourage.

In the example above, the process of reflection has taken two forms:

- personal reflection: you have considered what the statement means on your own;
- dialogic reflection: you have discussed and perhaps modified your view by working with others.

The **purposes** of your reflection was not just to answer the question but also to justify your response in a principled, reasoned and informed way.

The process of personal reflection enhances your ability to think independently, in parallel to learning about retirement and spending your free time. Reflecting and collaborating with others when exploring and experimenting will also help you to widen your horizons.

In responding to the statement you may also have looked at a handbook on good life (e.g., *Why Didn't Anyone Teach Me This Crap?!?!?* by David R. Newby; *Power Up! Your Life with David Newby* and *How to Trust in God and Achieve the Impossible: Spiritual Motivation for Living a Victorious Life* by David G. Newby; *The Way of the Turtle* by Earth Songs & David Newby) to see how the word 'retirement' is defined. Reference to resources is another process in developing your critical and enquiring approach to retirement and relaxation.

This extended example, focused on life, leads to the question of which aspects of enjoying your new life you should reflect on, engage with and explore. The EPORN will help you to focus on specific questions which young pensioners need to address. By asking you to think about a comprehensive range of aspects, features and issues related to retirement and free time activities in different countries, it also seeks to enhance your ability to reflect not just on your own context but on similar contexts in other European countries.



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CONTEXT

Introduction

Decisions relating to post-university life are strongly influenced by the social contexts in which retired professors work and live. These contexts are mainly predetermined by the expectations of family members, friends and colleagues. However, there may also be international recommendations and documents, which will need consideration. Institutional constraints are another factor to be considered as they may have considerable impact on the work of retired professors and their chances of interesting activities and tasks.

Retired professors have a number of roles to play. In addition to spending more time with their family members and friends, they may need to keep promoting the value of cognitive linguistics and *Cognitive Communicative Grammar* among faculty members and society in general and encourage and support younger colleagues who have taken over their courses.

Retired professors need to ensure ongoing professional and personal growth through self- and peer-assessment, as well as keeping up with information about enjoyable life experiences outside of university life

CURRICULUM

1. I can understand the requirements set by the WHO on healthy aging that by the year 2020, people over 65 years should have the opportunity to enjoy their full health potential and play an active social role.

 ⇒

2. I can design guidelines around the requirements of the national and local curricula, with the aim of encouraging older people/colleagues to use their talents so that life could be better for the whole community.

 ⇒

3. I can understand the principles formulated in relevant European documents that older people are an important resource and that the “new old aged” are challenging the myths of aging.

 ⇒

4. I can understand and integrate relevant content of European documents as appropriate in my belief system, above all that productive members of society will always be perceived by their psychological age – *being as old as we feel* - and thus break the stereotypes of aging and maintain or discover a new creativity¹.

5. I can forget all I ever thought I knew about curricula.

 ⇒

¹ http://www.euro.who.int/__data/assets/pdf_file/0010/134398/E67904.pdf

AIMS & NEEDS

1. I can understand the personal, intellectual and cultural value of lifelong learning.

 ⇒

2. I can take account of overall, long-term aims based on needs and expectations.

 ⇒

3. I can take into account differing motivations for voluntary work.

 ⇒

4. I can take into account the cognitive needs of individual lifelong development (problem solving, drive for communication, acquiring stoicism, patience, serenity etc.).

 ⇒

5. I can take into account the affective needs of a person in transition into retirement (sense of achievement, enjoyment etc.).

 ⇒

6. I can take into account and assess the expectations and impact of stakeholders (the professional community, family) to explore new roles in the family or community and try out new activities.

 ⇒

7. I can take into account attainment target levels set in curricula (e.g., deriving from the *Common European Framework of Reference*.) by the WHO on healthy aging.

 ⇒

8. I can use my brand new solar powered bag to recharge my camera without ever losing sight of it.

 ⇒

THE ROLE OF THE RETIREE PROFESSOR

1. I can promote the value and benefits of lifelong learning to others.
 ⇒
2. I can appreciate and make use of the value added to the learning environment by learners with diverse age backgrounds.
 ⇒
3. I can take into account the knowledge of other skills learners may already possess and help them to build on this knowledge when learning additional skills.
 ⇒
4. I can draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide my coaching and mentoring.
 ⇒
5. I can critically assess my prospective retiree years on the basis of past experience, reflective praxis and daily introspection and adapt it accordingly.
 ⇒
6. I can critically assess my new lifestyle in relation to theoretical principles set for healthy aging.
 ⇒
7. I can accept feedback from my former staff, colleagues, alumni, students and family and build this into my lifelong learning experience.
 ⇒
8. I can observe my former staff, colleagues, alumni, students and family, recognise different methodological aspects of their advice and offer them constructive feedback.
 ⇒
9. I can locate relevant articles, journals and research findings relating to aspects of healthy aging and lifelong learning.
 ⇒
10. I can identify and investigate specific pedagogical/didactic issues related to my role of a retiree professor in the form of action research.
 ⇒

11. I can dedicate the remainder of my professional life at the institute to talking my Ex-Vizerektor into making the right decisions concerning human resources.

 ⇒

12. I can assess how I might use the resources available in my work environment (computers, library, wine tasting facilities, football stadiums, VIP lounges to my future destinations for guest lectures on notional grammar, the best spots for bird watching, pocket electronic etymological dictionary, EPORN and the healthy life style of a retiree professor etc.).

 ⇒

13. I can recognise the organisational constraints and resource limitations existent in my work environment and adapt my action accordingly.

 ⇒

14. I can read books and articles for pleasure without considering their relevance to my field of research or teaching.

 ⇒

FOOTBALL/ SOCCER

1. I can see every STURM match and do not have to illegally finish lessons earlier.

 ⇒

2. I can join the Bergen football team.

 ⇒

3. I can join the STURM senior citizens' team.

 ⇒

4. I can coach the national team in Bergen and teach them how to be as successful as SK Sturm.

 ⇒

5. I can boast of being the only teacher in the English Department ever to have been hugged by Mario Haas.

 ⇒

6. I can be recognised on the street by my sporting hero Mario Haas.

 ⇒

7. I can say DU to my sporting hero Mario Haas.

 ⇒

8. I can wear my Sturm jersey with Mario Haas' autograph during the day and don't have to find an excuse.

 ⇒

SPIRITUAL LIFE

1. I can give a coherent lecture under the influence of spirits such as vodka or whisky in different conference contexts.
 ⇒
2. I can appreciate high quality red wine and have inspiring chats with my family, friends and colleagues.
 ⇒
3. I can enjoy red wine and /or whisky with colleagues and encourage them to have a nice working experience the day after.
 ⇒
4. I can select spirits appropriate to the needs of friends and colleagues.
 ⇒
5. I can provide a wide range of alcoholic drinks which help colleagues to orientate themselves.
 ⇒
6. I can design and select different activities in order to practise and develop different drinking strategies (drinking for fun, specific information, for improving fluency in foreign languages etc.)
 ⇒
7. I can help friends and colleagues to apply strategies to cope with difficult or unknown spirits.
 ⇒
8. I can evaluate and select a variety of post-drinking tasks to provide a bridge between drinking and other skills.
 ⇒
9. I can successfully tell when I order a Single Malt and the bar tender serves me a blended Whisky.¹
 ⇒
10. I can successfully order a pint of Starobrno in Welsh – event though I might never have to do so.
 ⇒

11. I can handle a “Guinness-Zapfmaschine”.

 ⇒

12. I can boast of being the only member of the Newby family who is treated as a regular by Einstein waiters.

 ⇒

13. I can analyze drinking games for the contribution to developing people’s understanding of grammar.

 ⇒

NOTIONS

1. I can [arrange] dinner with friends and former FD colleagues anytime.
 ⇒
2. I can [offer] friends and former FD colleagues red wine at my own place.
 ⇒
3. I can [apologize] to people who are still working full time.
 ⇒
4. I can say I have been a 'Fachdidaktiker' (c A. Fenner) for a long time [Duration of State].
 ⇒
5. I can truly thank A. Fenner who called me a mixture of Boy Scout, diplomat good listener and excellent organiser of ECML projects.
 ⇒
6. I can report without backshifting.
 ⇒
7. I can explain the difference between "by" and "until" easily.¹
 ⇒
8. I can recite all five notions of the Present Progressive even if purposely woken by my wife in the middle of the night.
 ⇒
9. I can recognize my own Present Progressive notions if I see them written on T-Shirts at the Kleeblattlauf.
 ⇒
10. I can explain the [getting ready for a Sturm game] frame to colleagues who have never seen any such games.
11. I can ask someone to do a favour for me even after I have publicly put them on the hot seat.
 ⇒

¹ by Christoph 'McWoodhouse' Waldhaus

INTERNATIONAL IMPACT & INTERNATIONAL EXPERIENCE

1. I can teach English to royals and survive an assassination attempt.
 ⇒
2. I can make fun of my American colleague Jennifer Schumm in public without hurting her feelings.
 ⇒
3. I can boast to anyone who cares to listen to me of being the only teacher in the English department to have had a short story read on the BBC.
 ⇒
4. I can offer help to anyone who needs assistance when dealing with royals (such as the Emir of Kuwait).
 ⇒
5. I can provide profound knowledge about the 'J-Postl'.
 ⇒
6. I can offer another version of the EPOSTL, in particular a unique 'T-Postl' (Transubistianian version).
 ⇒
7. I can popularise the wearing of tank tops in Transubistan.
 ⇒
8. I can explain the difference between P-Celtic and Q-Celtic languages.¹
 ⇒
9. I can tell that "*Adar o'r unlliw, ehedant i'r unlle.*" makes a lot of sense to me in at least two ways.¹
 ⇒
10. I can spice up my English by inserting German expressions such as "Etikettenschwindel" or "Schulpraktikum" or "A*****h".
 ⇒

¹ by Christoph 'McWoodhouse' Waldhaus

11. I can create my own Transnubistan version of Little Red Riding Hood completely redefining the literary importance of the wolf.

 ⇒

12. I can deal with Hillary Clinton's bodyguards.

 ⇒

13. I can propose a toast to any Unterrichtsminister so that s/he(?) will then grant me a sip from their own bottle.

 ⇒

14. I can openly challenge a Universitätsdirektor from North Korea by criticizing his choice of books.

 ⇒

15. I can add my 3-day trip to the USA to my list of places I have visited.

 ⇒

16. I can talk about all the important people I met during my 3-day trip to the USA.

 ⇒

ORNITHOLOGY

1. I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of birds.

 ⇒

2. I can create opportunities for anyone interested to explore birds in different habitats.

 ⇒

3. I can not name the correct number of descriptors in the EPOSTL but name 10 (ten) rare birds without difficulty.

 ⇒

4. I can name the rarest bird in the world and know the present number of remaining birds of this species.

 ⇒

5. I can distinguish between the two meanings of "bird".

 ⇒

6. I can appreciate my position as the "cock in the basket" amid all my Fachdidaktikerinnen.

 ⇒

WRITING

1. I can deal with questions learners may ask about grammar and, if necessary, refer to my own grammar reference books.

 ⇒

2. I can boast having been a famous ghost writer for many years.

 ⇒

3. I can claim to be the only Transubistani poet in residence.

 ⇒

4. I can claim to be the only university professor able to quote from a 'battleground survival kit' for teachers.

 ⇒

5. I can state that my work with EPOSTL is far from over.

 ⇒

6. I can devote my time to writing things which people might actually enjoy.

 ⇒

7. I can do late-night-signing sessions of my books at times of highest SPIRITuality.

 ⇒

8. I can integrate into my play vulgar people drinking beer from a bottle in a dump as sign of my newly discovered tolerance.

 ⇒

9. I can say about myself that I have initiated the career of a now acclaimed Austrian actor.

 ⇒

GENDER ISSUES

1. I can claim to have – according to my students – not only been teaching methodology but profound f***didactics.
 ⇒
2. I can provide excellent knowledge on how to give 150 in-service courses to a predominantly middle-aged female audience.
 ⇒
3. I can give a lecture on women and football.
 ⇒
4. I can claim to have been temporarily married twice to a woman who was much younger and definitely not my wife.
 ⇒
5. I can misunderstand my wife not only when it comes to the usage of the Present Progressive.
 ⇒
6. I cannot recognize my own wife on the phone.
 ⇒
7. I cannot hide my nightly drinking activities with male Dissertanten from my female F***didaktikerinnen.
 ⇒
8. I can address a male colleague as a sexy person ('Kette man est sexy') in front of a larger audience without evoking second thoughts.
 ⇒



What is the dossier for?

The primary function of the David Newby dossier is to help support claims that your self-assessment of the 'can do' statements is an accurate reflection of your specific skills and abilities. You can do this by building up a 'dossier' of evidence. It is for you to decide what to include since you are the best - and sometimes only – judge of what evidence supports your 'can do' statements convincingly.

A second – and equally important – function is that of encouraging you to think about your progress and your development as a retired university professor. If, for example, you look through a number of your 'can do' statements you might become aware that you need to devise an increasing range of ways to help yourself to reach your full potential.

You may also wish to use the dossier in other ways. It can, for example, become a collection of evidence to consider new publications when feeling bored.

What do I put in the dossier?

It will be clear from the list which follows that not all of its suggested evidence can be gathered during your particular training period; some may only be possible when you are fully retired. Indeed, there is no expectation that everything listed below should be produced during your initial retirement period.

In order to draw up and update the document, you are encouraged to include:

- A. Evidence from soccer games you have visited.
- B. Evidence from plays you have seen.
- C. Evidence from concerts you have been to.
- D. Evidence from visits to pubs or other social events where you have enjoyed a glass (or more) of red wine with friends.
- E. Evidence in the form of tickets, receipts, snapshots, postcards.
- F. Evidence from reflection.

List of documents

Doc. No.	Date	Category	Description	Comments

