



12th Annual

# Thinking & Learning

Conference



**DR BRUCE WELLMAN**

Friday 22 May

**Being Growth Agents,  
NOT Change Agents**

*Session 1*

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# Being Growth Agents, NOT Change Agents

Developed by

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## Seminar Outcomes

- To consider our roles, responsibilities and intentions as growth agents.
- To explore a continuum of learning-focused interaction including coaching, collaborating and consulting.
- To refine non-verbal and verbal skills to support relationship and learning with colleagues.
- To apply templates and tools for planning, reflecting and problem-solving; both in one-to-one and small group settings.

### Feedback

*From the science of cybernetics:* The return of a portion of the output of any process or system to the input, especially when used to maintain the output within predetermined limits. (A thermostat is an example)

*In practice:* Feedback is information about *past* behavior delivered in the *present* which may influence *future* behavior.

*Instructional supervision is a feedback relationship between two systems:* what a supervisor attends to and how the supervisor responds is one system; what the teacher attends to and how the teacher responds is the other system.

*The paradox of feedback:* When feedback works well we tend not to notice it.

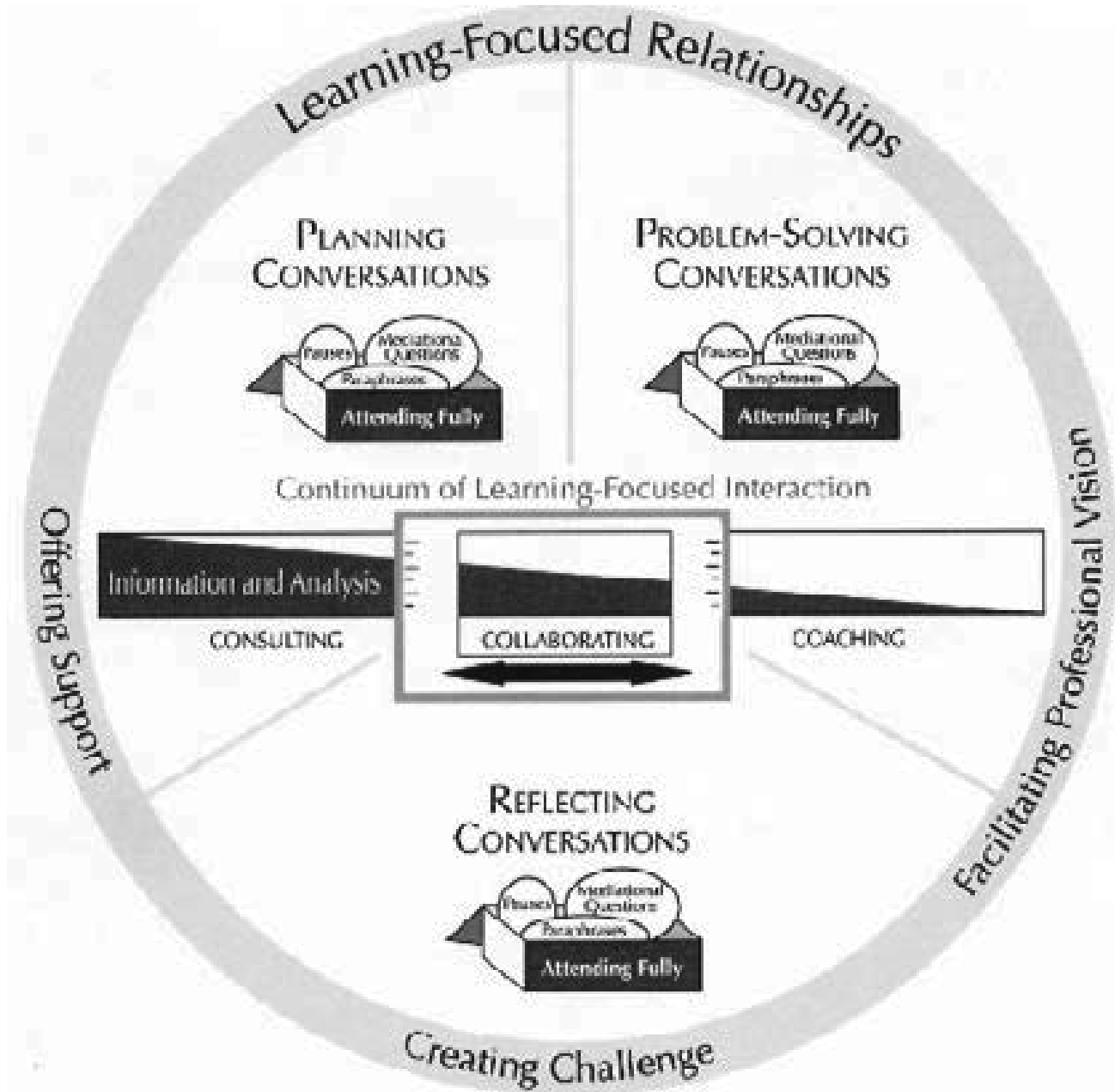
*And:*

- Even when requested, feedback describes the values and beliefs of the giver.
- Feedback that is not absolutely relevant to the task at hand will not be accepted, and even worse will interfere with that task.
- If you have to make a case for the task-relevance of your feedback, you probably don't have a case, and you certainly won't have any success.
- Feedback is a collaborative process which one person cannot sustain alone.

*Adapted from, What Did You Say?: The Art of Giving and Receiving Feedback. Charles N. Seashore, Edith Whitfield Seashore & Gerald M. Weinberg, © 1997, Bingham House Books, Columbia, MD.*

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# Key Concepts



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## The Mentor's Role

LEARNING-FOCUSED relationships make a significant emotional and intellectual difference in the growth experiences for novice colleagues as well as in their continuing professional practice. Clearly structured professional learning opportunities and interactions frame the journey from novice to expert practice. Employees benefiting from skilled mentoring are more likely to:

- Increase their efficacy as problem-solvers and decision-makers
- Engage in collaborative professional exchanges regarding improving practice
- Remain and grow in their jobs

Who we are as mentors, how we mentor and what we mentor about are essential to meeting the current needs of beginning employees. A central component in a learning-focused mentoring program is a clear understanding of the respective role and responsibilities of each participant. Framing a professional identity as one who builds capacity in others is a necessary first step. The most important function for mentors is to embrace a growth orientation, understanding that the work is to increase our colleague's effectiveness as professional problem-solvers and decision-makers. This process begins with establishing and maintaining a learning focus within the relationship. In this way, each party shapes and understands the nature and expectations of mentoring interactions. We build on the work of Laurent Daloz (1998), suggesting that a mentor's role within such a relationship is to balance three functions:

- Offering support
- Creating challenge
- Facilitating a professional vision

These functions can operate independently in specific situations, but in the greater context of the relationship they must be connected. Balancing these three elements energizes growth and learning. Support alone will provide comfort but may encourage complacency. Challenge without support may increase anxiety and fear of failure. Support and challenge without vision may leave us wandering on a journey looking only at the ground beneath us but not the road ahead.



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## Offering Support

Support for colleagues occurs in four distinct categories: emotional, physical, technical and institutional. Sometimes the colleague needs a shoulder to cry on, a pat on the back rewarding an especially exhilarating success and every range of emotional support in between. The support may be physical—perhaps tackling the room arrangement, moving desks and setting up meeting space, or creating a special wall displays, or support with technology -- both hardware and software. Institutional support includes guidelines for applying procedures and policies, or expert advice on certain processes. On the other hand, technical support includes resource materials and practical professional suggestions based on current research and years of rich experience.

In a learning-focused relationship, mentors offer support by:

- Attending fully—respectfully listening when our partner needs to share concerns, frustrations, experiences and new ideas.
- Responding empathetically—acknowledging feelings and perhaps a sharing of concerns, frustrations and experiences.
- Creating a ‘safe’ space—attending to the verbal and nonverbal communications that establish rapport and support thinking.
- Reviewing schedules—coordinating pockets of time that may be devoted to addressing pressing personal or professional concerns.
- Offering resources—providing time, energy and materials to ease the difficult challenges beginners often face.
- Providing information—about the practices and policies of the school and district to facilitate the colleague's participation in the work community; and about the craft of leading to support the development of sound professional practice.

## Support

- Emotional
- Physical
- Technical
- Institutional

Technical Support includes:

- Time management tips
- Technology strategies
- Assessment strategies
- Ideas for establishing management routines
- Project design
- Project planning

Institutional Support includes:

- Staff evaluation procedures
- Resource acquisition procedures
- Discipline policies for staff
- Current local initiatives
- Leave or attendance policies



## Creating Challenge

### Challenge

- Goal-driven
- Data-focused
- Thought-provoking

In our experience, mentors devote most of their time to providing support, such as that described in the previous section. However, unless support is balanced with challenge, we rob colleagues of the opportunity to grow and learn. If our goal is to nurture independent, effective practitioners, then it is critical that employees take responsibility for their own practice.

Growth requires that professionals develop the capacity to apply and adapt expert information within the context of their own work setting. This development includes making meaning of new information and experiences. This learning enables colleagues to apply, refine and create alternative strategies based on organization and project needs, work team readiness and local values.

Skillful mentors balance the supportive aspects of the relationship with challenges that promote continual attention to improvement in practice. In a learning-focused relationship, challenge is created by:

- Structuring rigorous examination and analysis of practice by applying Planning and Reflecting Templates.
- Engaging in goal-setting, and continuing to have goal-driven conversations.
- Maintaining a focus on employee learning, including assistance in analyzing performance information and determining cause-effect relationships.
- Exploring samples of employee work, considering the related decisions and experiences and discussing both positive and negative results of work group and supervisory practice.
- Actively engaging protégés in problem-solving and decision-making by forming problem-solving partnerships, brainstorming options and generating solutions.
- Assisting in the identification and articulation of criteria for choices and consequences with think alouds and coaching sessions.
- Building connections between current theory and board and work group practice.
- Constructing and conducting action research projects, building norms of experimentation and reflective practice.

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## Facilitating Professional Vision

*We don't learn to work;  
We learn from our working.*

Facilitating a professional vision creates a lifelong learner engaged in continuous improvement. It creates a picture of sound professional practice and high expectations. It suggests that a colleague is also a learner and reminds us that we don't learn to work; rather we learn from our working. Facilitating vision is cumulative and developmental.

In a learning-focused relationship, facilitating a professional vision is achieved by:

### Facilitating vision

- High expectations for self and colleagues
- Lifelong learning
- Professional identity
- Setting high, yet achievable, expectations for colleagues, considering sources such as provincial or local professional standards that define what effective employees should know and be able to do.
- Assisting in the identification of project outcomes and organizational development that are broader than one activity or event
- Painting the bigger picture of project integration; connecting related efforts and work groups
- Developing action plans, prioritizing tasks and identifying resources for achieving goals.
- Encouraging collaborative opportunities with colleagues, and within work groups (e.g., committee work, interdisciplinary projects, and department level planning).
- Modeling a professional identity that exemplifies the best we know how to be.

Again, our continual attention to balancing support with challenge, with a vision that embodies the values of high expectations and lifelong learning, develops a colleague who can exceed the rigorous standards and meet the demands of organizational life.

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## A Continuum of Learning-Focused Interaction

Skilled mentors operate across a continuum of interaction to support learning for their colleagues. Within learning-focused conversations, they flex between consulting, collaborating and coaching stances to develop their protégés' capacities to reflect upon practice, generate ideas and increase professional self-awareness. The ultimate aims of these interactions are to support self-directed learning by protégés and enhance their capacities for engaging in productive collegial relationships.

**CONSULT** • from the Latin 'consultare', meaning to give or take counsel. This moves beyond simple advice giving. To offer counsel as a mentor is to provide the 'why', 'what' and 'how' of your thinking.

**COLLABORATE** • from the Latin 'collaborare', meaning to work together. As a mentor, this means creating a space for true, shared idea generation and reflection with attention to one's own impulse control, so the protégé has room and an invitation to fully participate as an equal.

**COACH** • from the French 'coche', the German 'kutsche', and the Hungarian, 'kocsi', after Kocs, a town in Hungary where fine carriages were built. A mentor as a coach is a vehicle for transporting a valued colleague from one place to another. It is the protégé's journey. The mentor/coach is a guide and support system.

Versatility across this continuum supports response patterns that are developmentally and contextually appropriate for meeting the learning needs of novices. At times it may be most appropriate to consult; that is, to offer counsel and advice about processes, protocols, choices and actions. The mentor as consultant draws upon her own repertoire, experiences and expertise to advocate and offer perspectives and options. Alternatively, it may be most productive to collaborate; that is, to participate as equals in planning, reflecting and problem-solving. In this stance, the mentor and protégé share the work of idea generation and analysis. At other times, coaching, or the nonjudgmental mediation of thinking and decision-making, is the most productive option for supporting learning and growth.

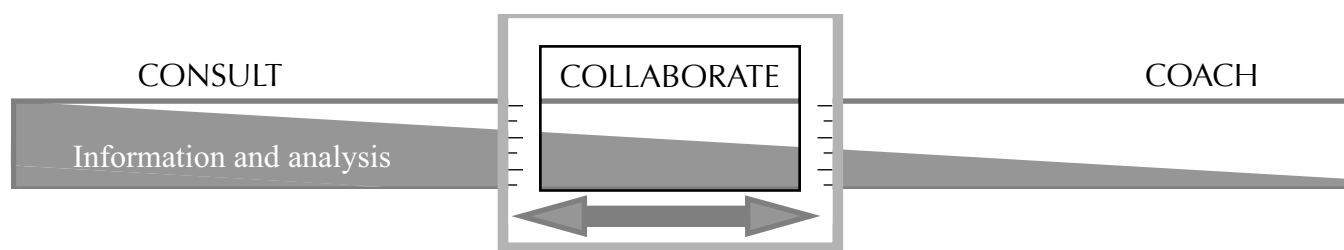
In each stance, trust and rapport, as well as commonly defined goals and clarity of outcomes, are critical to success. Skillful application of communication patterns across the continuum of learning-focused interaction encourages the protégé to learn from and with a mentor, and to generate his or her own learning.

One way to think about these outcomes is to imagine the colleague you would like to have in the office next to you. With this in mind, create a list of the knowledge, skills and dispositions of this ideal neighbor. Then, note the various approaches you might take to help your neighbor develop these resources. You will most likely find yourself crafting lists of ways to physically and emotionally support your protégé, ways to intellectually challenge your protégé, and ways to model and support a growing vision as a skilled employee.

### Three Stances: Consulting, Collaborating, Coaching

Two major attributes define the stance a mentor is taking in any learning-focused conversation. One factor is the way in which information emerges during the exchange. The other factor is the source of any gap analysis regarding such elements as planned goals and actual outcomes or actions and behaviors. Within a consulting stance, the mentor produces or supplies the information and identifies and offers expert analysis of any gaps. Within a collaborative stance, the mentor and protégé share idea development and gap analysis. Finally, within a coaching stance, the protégé produces the information and analyzes the gaps as the mentor paraphrases and inquires to enlarge perspectives and clarify details.

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## To Consult

The intention of the consulting stance is to share vital information about policies and procedures, learning and learners, curriculum and content and standards and effective practices. The consulting mentor provides information in two important categories; information about how the district and school operates, and information about professional practice.

The first category includes the procedural expectations of the board and school, including legal and policy guidelines. In the consulting stance, the mentor might share information about policies for getting approval for and conducting fieldtrips, and how to manage bureaucratic tasks such as completing personnel forms and ordering materials.

The second category includes information about the craft of leading including such things as; establishing routines, developing a repertoire of productivity strategies and implementing project guidelines. This information offers protégés opportunities for making informed choices and decisions as they implement these ideas and suggestions in their work.

In addition to sharing technical information, the skilled mentor-as-consultant also shares principles of practice in the ‘Why’ of the actions and options. This intentional display of habits-of-mind models professional practice at its highest level and offers a vision of growth for the protégé. As protégés internalize principles of learning and working, these resources help them to develop approaches and solutions on their own.

## Some Strategies to Use When Consulting

### Offer a Menu

If one idea is useful, several are even more effective. Suggesting multiple options when planning or problem-solving (we suggest at least three) provides information and support while leaving the choice making, and the responsibility for making that choice, with your colleague. This might sound like: *“Given your concerns about developing meaningful homework assignments, here are three options to consider...”*

### Think Aloud

Just as in instructional problem solving or modeling strategic reading strategies for students, sharing the thought process along with a solution or idea enhances the learning and maximizes the likelihood of transfer to future applications. This might sound like: *“When I encounter student confusions like this I first search for the underlying knowledge gaps and thinking patterns that might be contributing to those confusions. Then I try to figure out the instructional building blocks that will help develop essential understandings. So, in this case, you might look at ways to scaffold your students’ understandings of these objectives.”*

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### Share What, Why and How

When sharing expertise, an effective verbal pattern is describing the 'what, why and how of an idea or suggestion. This might sound like: *"Here is a strategy for addressing that issue (what); which is likely to be effective because (why); and this is how you might apply it (how).*

### Refer to Research

Referring to specific research-based best practices is often a productive consultation strategy. This approach offers expert advice drawn from credible sources that can be applied to the current situation. This might sound like: *"The research on having students create graphic representations has been very consistent across grade levels and content areas. One application of those ideas to consider here would be to teach your students how to develop cause and effect diagrams to illustrate the important relationships in this history lesson."*

### State A Principle of Practice

Connecting a specific strategy or solution to the broader principles of effective practice provides an opportunity to learn and apply the principle, as well as the individual idea, in other situations. This might sound like: *"An important principle of practice related to giving directions is to make sure you have students' full attention before you give directions -- the big idea here is 'Attention First'."*

### Generate Categories

Ideas or solutions as categories provide a wider range of choice and a richer opportunity for learning than discrete strategies or applications. For example, a category such as 'grouping students' is broader than 'putting students in pairs' or suggesting a specific partnering strategy. This approach is especially effective when categories are offered as a menu. This might sound like: *"Several broad categories of successful classroom management include attention moves, establishing routines, maintaining momentum and developing effective transitions between activities."*

### Name Causal Factors

Rather than suggesting potential solutions, it can be very productive to offer several factors that might be producing the problem. This option is particularly effective when working with experienced teachers. This might sound like: *"There are several things that typically would produce that behavior (or result); for example \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_."* Followed by a shift to a coaching stance to add: *"Given what you know about your situation, what's your hunch about which of these, if any, might be an influence?"*

### Consider an Alternative Point of View

Effective problem solving can be stimulated by an exploration of multiple perspectives. When idea generation bogs down, surfacing additional points of view can re-energize the conversation. For example offering thoughts on how parents might consider the issue, or administrators, or the students, and so on. This might sound like: *"It is possible that your students are not perceiving the purposes of the new reward system in the ways that you had intended. It might be effective to consider their beliefs about motivational rewards."*

### Reframe the Problem or Issue

Expert problem solvers spend a greater amount of time defining a problem than they do strategizing solutions. Novel approaches to the problem definition not only release new energy and ideas, but often lead to a more effective solution. Related to considering alternative perspectives, reframing is changing the context or representation of a problem; including positive or useful aspects of the issue and alternative descriptions of the goal or approach to the problem. This might sound like: *"There are several ways to think about classroom climate and culture. Typically teachers search for simple rules and fair consequences to apply equally. Another approach might be to work from the inside out and support students in developing the self-management skills to be productive classroom citizens and contributing group members."*

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## To Collaborate

In a collaborating stance, the mentor and protégé co-develop the information pool. This is often the case once a problem has been framed or clarified and solution approaches appear. A collaborative interaction involves shared analysis, problem-solving, decision-making and reflection. The reciprocal nature of collaboration supports mutual learning, mutual growth and mutual respect. Each party participates, alternately listening, paraphrasing and inquiring towards shared understandings and productive outcomes. Ideas develop through brainstorming, elaboration, and exploration of external resources. Prioritization, evaluation and, ultimately, implementation might be the function of each colleague, or the one most involved with or responsible for the event or plan.

This stance usually arises spontaneously as an outgrowth of the mentor taking either a consulting or coaching stance to help frame a problem or planning task; or once a central issue emerges, during a reflecting conversation. Careful pausing and paraphrasing by the mentor opens up the emotional and thinking space in which this stance flourishes. The use of inclusive pronouns, such as ‘us’, ‘our’ and ‘we’ or ‘we’re’ also sends a subtle invitation to the protégé to join this stance. After paraphrasing, “so we have a list of seven items to think about . . .,” the mentor can then shift to coaching or consulting based on her sense of which stance might be most appropriate.

Adopting a collaborative stance signals respect and the expectation of a collegial relationship. It is important to resist our own impulsivity to jump in and do the bulk of the analysis and thinking. Pausing to allow protégés time to think and prompting and encouraging idea production communicates our belief in their personal and professional capacities.

## Some Strategies to Use When Collaborating

The most fundamental collaborative action is the mutual generation of information. Remaining nonjudgmental by applying the process of brainstorming keeps the exchange squarely in a collaborative stance. Among other things, we generate possible reasons or causes for a particular circumstance or event, a variety of ideas, potential solutions to a presenting problem or interventions that might be productive for an individual or group of students.

Working together to create a plan or product, and extending that activity by implementing it together are natural expressions of a collaborative relationship. As learning-focused mentors, however, we must be sure to include protégés fully in the process, creating a true collaboration.

## Some Strategies to Use When Collaborating

- Brainstorm
  - Reasons
  - Ideas
  - Solutions
  - Interventions
- Co-Plan
- Become Study Buddies
- Conduct Action Research
- Explore Case Studies

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BRAINSTORM

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 BECOME STUDY BUDDIES

A mentor and protégé might become Study Buddies, choosing to learn together about a new methodology or technology. This common focus provides a launching point for creating new ideas and trying new strategies. The learning aspect is deepened when we identify and share feedback about our mutual experimentation and set new goals for learning and sharing.

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 DESIGN AND CONDUCT  
ACTION RESEARCH

Extending a Study Buddy relationship into a more formal action research project deepens the learning potential and encourages a spirit of conscious curiosity about our practice. In addition, instilling a norm of experimentation early in a novice's career is a powerful way to facilitate a professional vision as a life-long learner.

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 EXPLORE CASE STUDIES

Case studies provide a context for dialogue about practice. The open-ended nature of most cases offers a practice arena to consider the complexities of a project. Exploring a case study from a collaborative stance can be an engaging learning experience for each partner.

## To Coach

 Some Strategies to Use  
When Coaching

- Maintain a Nonjudgmental Stance
- Inquire . . . about Successes Concerns Issues
- Reflect on Goals

A coach supports a colleague's thinking, problem-solving and goal clarification. The outcomes of the coaching stance are to increase the protégé's expertise in planning, reflecting on practice, and instructional decision-making. We draw from the work of Arthur Costa and Robert Garmston (2002) whose model, Cognitive Coaching, defines this stance. Cognitive Coaching addresses the underlying thinking that drives the observable behaviors of teaching. With a focus on cognitive and related emotional operations, skillful coaches guide colleagues in accessing internal resources and developing capacities for self-directed learning.

In a coaching stance, the mentor supports the protégé's idea production by inquiring, paraphrasing, pausing and probing for details. These inquiries are not focused solely on the 'What's and How's' of planned actions or past events. They also focus on the 'Whys' of choices, possibilities and connections. The intention is to continually enlarge the frame to take in a bigger and bigger picture as the protégé's professional confidence increases. The ultimate aim of this stance is to develop the internal resources of self-coaching for the protégé. Over time, the patterns of a mentor's inquiry within templates for planning, problem-solving and reflecting transfer to the protégé's inner voice so he or she can be guided by this professional self-talk.

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## Some Strategies to Use When Coaching

Coaching is, by definition, a nonjudgmental interaction. The only judgments are those made by the protégé as he or she plans, reflects, problem-solves and makes appropriate choices.

Ask about successes, concerns or whatever your colleague wants or needs to discuss, using open-ended questions designed to produce cognitive complexity. Questions with a wide response range encourage thinking and invite choice.

Engage in conversations focusing on the protégé's learning interests and goals. Interactions that are goal-directed will be relevant and rigorous, balancing support and challenge by marking successes and articulating new arenas for learning.

Keep in mind that many strategies, including several of those described above, can be adjusted to align with each stance on the continuum. For example, work samples can be explored from each of the three stances, depending upon the mentor's assessment of need. From a consultative stance, the mentor can point out what she notices or recognizes in a set of work products, given her expert perspective. The conversation can move to a more collaborative stance by brainstorming strategies that would be most likely to produce particular qualities in the work products. Or, she can shift to a coaching stance by asking the protégé to find similar examples in other work samples, or determine some cause-effect relationships regarding performance.

## Flexibility in Stance

Expert mentors listen for and note the ways in which protégés are framing problems and concerns. In general, they enter the conversation in a soft coaching stance, somewhere between collaborating and coaching. Until you know the other person's perception of the problem, you usually do not know which approach to take or what problem-solving resources the protégé is bringing to the table. Often, clarifying the question, in and of itself, is a major breakthrough and leads to insights for the protégé.

In a problem-solving situation, problem framing is as important as solution generation. If you continually jump to advice giving, it can build dependency and can, over time, establish a one-up, one-down relationship. Problem finding and problem clarification are hallmarks of expert thinking. Growth oriented mentors must remember to keep an eye on the bigger picture while responding to the issues and emotions of the present moment.

In a reflecting conversation, the perceptions and perspectives of the protégé are initially much more important than anything you think might

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MAINTAIN A  
NONJUDGMENTAL STANCE

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INQUIRE

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REFLECT ON GOALS



have happened. This is true whether you were present for the event or not. If you have observed a event, this is especially so. Your comments, feedback or suggestions for improvement all need a context in which to be heard. The context always initially belongs to the protégé. It is, after all, the protégé's world and worldview you are entering.

Once an issue has been named and framed, the mentor must then choose the most appropriate stance for approaching the situation. This choice depends upon the knowledge, skills and emotional resources that the protégé brings to the situation. The choice also depends on the knowledge, skills and emotional resources of the mentor. Novice mentors often leap to advice giving because they lack repertoire for operating within the coaching and collaborating stances. They also often lack repertoire within the consulting stance, skipping over the problem framing and the naming of principles of practice, moving directly to "Here's how I would do it."

If the protégé appears stumped and lacks repertoire for contributing ideas, the mentor then switches stances. As a consultant, the mentor might propose some ways to think about a problem or concern, offer options for action and then flex to a coaching stance to help the protégé consider and reflect upon the options and appropriate steps to take when clear choices emerge. By attending carefully to the protégé's thinking and own idea generation, a mentor can calibrate his or her actions and decide whether to remain in a coaching stance or flex to collaborating or back to consulting.

At other points, the mentor might be in a coaching or collaborating stance and it becomes obvious that the protégé is unable to generate ideas or options. The aware mentor then flexes to a consulting stance to produce information and perspectives. With this refined third point established, he or she can then slide back to collaborating or coaching; whichever is now most appropriate. This pattern of flexing across the continuum continues as needed throughout the conversation.

# Learning-Focused Conversations

## A Template for **PLANNING** and **PROBLEM-SOLVING**

### ORGANIZING AND INTEGRATING

#### CONNECTIONS

- What are some ways that this experience fits within the larger picture for this year?

#### GENERALIZATIONS

- If you were going to give this (plan, issue, problem) a title, what might it be?

#### APPLICATIONS

- What do you want to be most aware of as you begin this (meeting, presentation, issue, event, project)?

#### PERSONAL LEARNING

- What are some learning goals for you that you might keep in mind during this experience?

### ACTIVATING AND ENGAGING

#### CONTEXTUAL INFORMATION

- When thinking about this (meeting, presentation, issue, event, project), what are some of the dynamics that are influencing you?

#### INFORMATION ABOUT THE EVENT

- What are some of your questions and interests regarding this (meeting, presentation, issue, event, project)?

#### PRESENTING ISSUES/CONCERNS

- What are some of your concerns about this (meeting, presentation, issue, event, project)?

#### PERSPECTIVES AND PERCEPTIONS

- As we start to think about \_\_\_\_, what are some of the perspectives that will help us to see a fuller view?

### EXPLORING AND DISCOVERING

#### GOALS AND OUTCOMES

- As you think about your (meeting, presentation, issue, event, project) what are some of the goals you have in mind?

#### INDICATORS AND EVIDENCE OF SUCCESS

- What are some things you anticipate you will see or hear as your goals are being achieved?

#### APPROACHES, STRATEGIES AND RESOURCES

- Given this opportunity to think through your plan, what are some actions you might take to ensure success?

#### POTENTIAL CHOICE POINTS AND CONCERNS

- What are some variables that might influence your actions and outcomes?

# Learning-Focused Conversations

## A Template for REFLECTING



### ACTIVATING AND ENGAGING

#### CONTEXTUAL INFORMATION

- As you reflect on this event, what are some things that come to mind?

#### INFORMATION ABOUT THE EVENT

- What are some of the factors that influenced what happened?

#### PRESENTING ISSUES/CONCERNS

- Given your recollections, what are some of the things that capture your attention?

#### PERSPECTIVES AND PERCEPTIONS

- What are some of the things you are noticing about your own reactions to this event?

### ORGANIZING AND INTEGRATING

#### CONNECTIONS

- What are some ways that this experience fits within the larger picture for this year?

#### GENERALIZATIONS

- Based on this experience, what advice would you give to someone about to do something similar?

#### APPLICATIONS

- What are some of the things that you are taking away from this experience that will influence your practice in the future?

#### PERSONAL LEARNING

- What are some of the things you are learning about (yourself, your staff, this issue, this problem, this aspect of your leadership)?

### EXPLORING AND DISCOVERING

#### WEIGH PRIORITIES

- Given your impressions, what might we focus on that will be most useful to you?

#### SEARCH FOR PATTERNS

- As you reflect on this event, what are some patterns of which you are aware?

#### COMPARE/CONTRAST

- How might you describe any differences between what you anticipated and what occurred?

#### ANALYSE CAUSE-EFFECT RELATIONSHIPS

- Choose one significant element in this event. What might have been some of the things that caused that?

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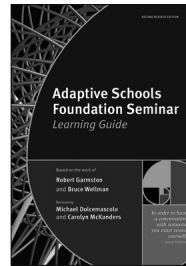






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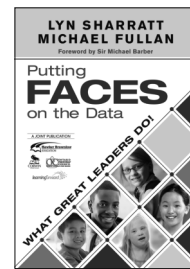
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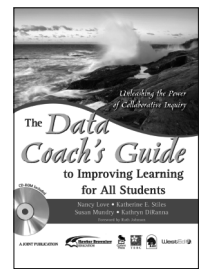
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