

1. Identifying and refining a focus for learning	2. Exploring why things work the way they do
<ul style="list-style-type: none"> a) Can you tell me something about the situation you want to talk about? b) What's going well? What do you enjoy? c) Where is it that you get surprises or feel you struggle? d) What do you want to change? e) That sounds like a lot of things bound up together can you unravel one of the threads? 	<ul style="list-style-type: none"> a) Can you describe what you do now? How do your students respond? b) Can you think of two different students or groups who respond differently to a strategy - what are the key differences? c) Why do you think things work out the way they do? d) What keeps things the way they are? e) What strengths can you build on here and why do you think they are strengths?
3. Exploring alternative possibilities	4. Planning the next steps
<ul style="list-style-type: none"> a) How do you want things to be in 3 months/6 months time? b) What would it look like if everything were going just right? c) How would you like things to be in an ideal world? d) What's the best possible outcome? e) What are some of the possibilities? f) When does it work best? 	<ul style="list-style-type: none"> a) What concrete things are you aiming for? b) What practical steps do you need to take to get there? c) What's your first step and deadline? d) What support do you want to secure for yourself? e) What are you going to do next?

An important part of an effective learning conversation is to build appropriate pace to ensure that professional learners have sufficient time to focus on their priorities. The fifth set of questions below will help mentors and coaches to do this.

5. Building appropriate pace into your conversations
<ul style="list-style-type: none"> a) Shall we move on because this seems like a good place to look at...? b) I think so far we have looked at ... x, y, z but we haven't yet had chance to consider p, shall we focus on that now? c) These are all interesting strands of thinking – shall we make a note of them so we can choose one and come back to the others? d) What do you think the trickiest issues are – should we focus on those?