

1. Identifying and refining a focus for learning	2. Exploring why things work the way they do
<ul style="list-style-type: none"> a) Could we pause to reflect together on whether I've got the right goals here? b) How manageable do you think these goals are? c) Can you help me clarify the connections between what we're discussing now and my learning goals? d) Is there anything else I might need to consider? 	<ul style="list-style-type: none"> a) Why did you think it was important to...? b) What was important to you in exploring...? c) Can you see any surprises emerging from that? d) What other approaches could I have used?
3. Exploring alternative possibilities	4. Planning the next steps
<ul style="list-style-type: none"> a) What do you think might be achievable in ... months? b) Have I missed out anything important? c) Can you see any completely different possibilities to those we've mapped out so far? d) I've got a clear view about X but I'd like more information about Y. Have you got any ideas, leads or evidence I can look at? e) If ... happens how could I improve the situation? 	<ul style="list-style-type: none"> a) I'd like to reach that goal, but I'm not clear how I can get there. Can we split the task up and clarify the different stages I'll have to go through? b) I notice I'm feeling reluctant about ... I wonder what might be holding me back? c) Can we identify some success criteria? d) I can see the first two or three steps, what practical support might I need beyond that?

An important part of an effective learning conversation is to build appropriate pace and to ensure you have sufficient time to focus on your priorities. The fifth set of questions below will help the professional learner to do this.

5. Building appropriate pace into your conversations
<ul style="list-style-type: none"> a) I'm keen to identify what the trickiest issues are – can we focus our time on those? b) I understand ... and I'm really more concerned to tackle... I wonder if we could spend some time on that now? c) You've mentioned ... and I can see it's important, too, but I'd prefer to clarify...first. Shall I make a note of it so we can come back to it later? d) I'm confident about that. Can we move on to...?

