

# Mangere Central School: Learning Conversation Prompts

## Questions to ask about the evidence:

- What are you doing to support that student?
- What are you doing that's working? [How am I positively contributing?]
- What are you doing that's not working? [How am I contributing to the problem?]
- What are the changes you are going to make? [to your teaching practice]
- Do you model...? Do you use?

## Questions we can ask to probe deeper:

- What leads you to think that?
- What is your thinking behind that? Why do you think that?
- Can you give me an example of that? What's an ex of the kind of thing you are saying/ recommending?
- What evidence do you have to support that?
- What helped you come to the conclusion?
- What's the concern behind your view?
- What information might help you change your view?
- What information did you have to work with?

## Some questions we can start using to question the validity of new strategies:

- What is it? How does it work?
- Who does it work for?
- What impact did you see?
- Where did this come from?
- Is there sound research/theory/evidence behind this?
- Does this fit with my/our belief of what good practice is?
- How does that match up with...?

We have the basic expectations that each professional:

- is focused on the teaching-learning relationship
- is open to learning
- is prepared
- stays on task
- contributes\*.

\*Teachers all contribute to the data discussion by using questions, prompts and strategies to:

- clarify
- give feedback
- probe deeper for evidence
- engage and evaluate theories of action by climbing the ladder of inference
- challenge little or no shift
- challenge deficit thinking
- share strategies / evidence / resources
- critique strategies / evidence / resources.

Where there is little or no shift, teachers inquire into:

- past strategies that worked for the teacher's students
- current or past strategies for other teachers' students
- sound research or evidence based strategies.