Name: Judy Warmath

Session: (select one) 1 2 3 4

C:\Program Files\Microsoft Office\MEDIA\OFFICE12\Lines\BD21318_.gif

3 – 2 - 1

!!! 3 things learned

* “inquiry-centered learner” – I had not considered this specific terminology to describe a learner (adult or student). This squared with my beliefs about leading/learning and caused me to reflect upon my current leadership practices and to aspire to becoming this type of learner and leader.
* LQQ Framework – elements of quality questioning – How confirming when I read about this dimension to quality questioning. It made me consider that, yes, questioning is two-dimensional and although we often “ask”, do we really plan in advance the type of question –is it “quality”.
* LQQ leadership functions – Again, very much in alignment with my beliefs (and experiences). After reading this, I realized that in my own practice I had not truly thought deeply enough about how I facilitate engagement of my clients through this dimension of quality questioning.

++ 2 connections made

* Crafting quality questions – It is vital that we identify a focus and resist the temptation to string topics together. Very convicting for me. As I look back, I can identify times when I felt as if I were not communicating what I had planned. I believe it was because I was not clear in my questioning as I facilitated conversations. This heightened my awareness of this pitfall and caused me to think very carefully about what I am asking and to be very specific if I want to communicate clearly and truly listen to what is being communicated to me.
* Planning for equitable engagement – The 20/80 rule hit home with me. I caught myself backing up at a recent visit to regroup and think about how much time I was spending talking vs questioning/listening. This has helped me to better prep myself prior to giving support with a heightened sense of equitable engagement. I cannot keep the learning to myself if I am to build capacity in my clients. I have to engage them in the learning and listen much more.

? 1 question

* In thinking about the information from Perkins listed on pg 5, I am wondering if the term “answered-centered leadership” is more of a description of a “manager” than a “leader” in the purest sense of the word. I wonder how often we as educators could be termed “answer-centered managers” based on how we respond to our clients.