

## Question Collection

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I wonder what implications these ideas have for the work you do with students?

How do you cultivate optimism and model resilience in the midst of systematic constraints?

I wonder if thinking routines are a manageable entry point for addressing this puzzle?

What other ideas do you have for building a creative culture in your teaching and learning environments?

What is a small change that you would like to develop and practice this week?

What strategies are you most interested in bringing back to the classroom?

How do you live, model, and reference your own learning in the classroom?

How might we look closely and explore the complexity of time so we create more opportunity to do the things that we value in our classrooms?

What strategies do you use to listen more effectively in large groups?

How might you apply the parts, purposes, and complexity routine to an idea, abstract concept, presentation, or system?

How does your experience as a learner influence your perspective as a teacher?

What comes to mind when you think about creativity in the classroom?

What is something that you could do tomorrow that might have the biggest impact on your work?

If you were to ask others, what would they say are the best qualities of your current makerspace?

Which experiences have informed your thinking about students taking the role of the teacher?

What systems are you thinking about that will help students navigate the space safely?

What do you think?

I am curious - What do you already see as the connection between the reading and your current practice?

What does this article/resource bring up for you?

Of all the things that you mention, what do you feel you already do well? Where do you want to grow?

Which of these values do you feel you are able to act on, regularly, in your work?

What insights into your own teaching practice did you gain from this reflection?

What is the biggest difference between these two environments? What does this reflection tell you about yourself and change?

Out of all the things that you mention, what changes do you hope to make that will have the greatest impact on your current teaching practice?

What actions, if any, does this experience lead you to consider?

Out of all the ideas you mention, which one are you most excited about implementing?

The motto (or mission) "... " is inspiring. What are some ways in which your school reflects this motto?

As you think of a culture that emphasizes "learning variability," what do you hope will be true because of your work?

What connections do you see between your current teaching practice and this value?

What insights have you gained from exploring research-based practices?

What advice do you have for people who are new to the people and ideas of Project Zero?

What might be a few things you could do to connect your students to the communities and culture outside the walls of your school?

How are the descriptions of community that you heard in this conversation similar to your own? How are they different?

How do you build community in your classroom?

From your perspective, how has the shift to STEAM deepened student learning in your school?

What are some ways that you practice presence in your day-to-day work?

Out of all of the skills and areas that you mention, which is your favorite?

What is your favorite thing about being the \_\_\_ at your school?

How do you keep a balance between analog and digital documentation in your classrooms?

If you were to ask your students about their classroom experience, how would they describe it? What would they say?

Why do you think this experience has stayed with you for so long?

I am curious about the steps you took to create such a positive student centered culture. Can you tell us a little more about that?

I wonder what feelings came up for you when you designed this experience?

Did you experience flow during this experience? What helps you move closer to a state of flow?

What changes have you worked on that have made a big difference in your teaching practice?

If you created a short statement that speaks to your purpose as an educator, what would it say?

What do you think?

How might we tap into the curiosity of childhood?

How might we keep curiosity alive in our teaching and learning environments so it does not slowly die when students move towards adulthood?

What ideas do you have for inviting students to focus less on the product and more on the process?

I wonder how you might use this learning experience to model perseverance in your classroom. Have you ever shared the story with your students?

Which moments stand out now as having been particularly enjoyable?

How did the different perspectives shape the outcome?

What do you think this story says about you? How did it feel to engage in this reflection?

What are the specific thinking dispositions that emerged from your experience?

I wonder how this chapter changed or shaped your thinking about making?

What are some ways in which this project reflects your character?

In what ways have you evolved since this initial experience?

How will this reflection inform your teaching practice?

What did you learn from the reflection that you can now draw upon in your daily work with students?

As you think about the past, and this particular experience, I wonder how it influences the work that you do every day with students? Have you designed learning experiences that invite students to create functional solutions to real world problems? If so, what does it look like in your classroom?

What are the challenges in creating this kind of a learning environment?

How might you incorporate even more dispositional thinking into the work that you do now?

How will this insight change your teaching practice?

What implications for teaching are there, if any, from these insights? Is there anything you might want to start doing in your teaching practice to better prepare your students to face the future?

I wonder how this experience changed or shaped your thinking?

Out of all the benefits that you mention, is there one that stands out for you?

Imagine if all of our work included designing with students instead of for students. What are the challenges? How might we align this ideal to our daily practice?

How do we help students achieve without the pressure of perfectionism? How do we, as educators, model and talk about the trap of perfectionism in our classroom?

What are some strategies that you practice to intentionally lean into risk and let go of perfectionism?