



Gratitude for the Principles & Practices of Dialogue Education™



"I started using open questions with my husband...you wouldn't believe the difference it has made in our conversations! We talk more, it's wonderful."

~CA WIC Learning to Listen, Learning to Teach participant

We often hear about, and have seen the ways in which the principles and practices of Dialogue Education™ have woven their way into family life. Please enjoy the following observations, and then visit [Speaking of Dialogue](#), the Dialogue Education™ blog, to read more from GLP Partner and blogger Darlene Goetzman, and to share your own stories.

Autonomy & Family Life

Learning how to honour autonomy in my children.

Whether 5, 10 or now at 15 & 17 years of age, my children have craved autonomy. I always thought I had to protect them from danger, help them navigate through life and tell them what to do at all life's turning points – I never fully realized how much autonomy they needed and deserved. As a reflective DE practitioner (and after a tough year of parenting!) I am learning to stand by to catch/support them (rather than protect), watch them navigate through life (rather than help), and offer tips along the way when invited (rather than tell). Raising children has been a humbling experience and I'm thankful for my DE principles along the way; they have made a lot of difference for our family.

Jeanette Romkema

Global Learning Partners, Partner

Learning to Listen, Learning to Teach ♦ Advanced Learning Design
View the 2011 schedule of Dialogue Education courses.



Quiet Attentive Stillness

Learning to trust is a ever-growing capacity of a Reflective Dialogue Educator.

My good friend told me his spiritual mentor taught him how to pray:

sit still, keep quiet, pay attention

I realize that is what a Dialogue Educator does in the face of students hungry to learn.

Jane Vella, Founder of Dialogue Education™

Pacing

Honoring pacing for all involved is delicate ever-adjusting capacity of a reflective practitioner of Dialogue Education™.

My Mom is nearly 90 and now has advanced Parkinson's Disease.

My sisters and I try to visit her as much as we can but of course it never feels like enough— for us or for her.

This past week, I found myself working hard to move slower around her - to allow space for her words to emerge - and not fill them with words of my own. Silence.

When I arrive in her room - or prepare to leave -- I try to ask an open (not closed) question about her comfort and needs. *Mom, what would you like now?*

For those reading this short reflection, I'd be most grateful if you'd send my Mom courage and peace of heart. Thank you.

Valerie Uccellani
Global Learning Partners, Partner



Kids and Open Questions

Seeing people as decision-makers is a key capacity of a reflective practitioner of Dialogue Education™.

We wondered: could children be raised on open questions? How would children raised on dialogue (rather than monologue) unfold, grow into the actors they are meant to be? I don't know the answers to those questions, really, but we have some experience. The effect is sometimes surprising and always striking when your children respond with open questions! Though I admit I've tried on occasion, monologue has never worked for our two sons... maybe because they knew that our deeper commitment was to dialogue. Dialogue, the collective wondering, always leaves doors open for growth and the discovery of new paths, for unexpected decisions, for opportunities to change the mold (and [thereby] change the world).

Peter Noteboom

Global Learning Partners, Partner

Just the Right Amount of What for the When

Honoring one's own health and needs is a capacity of a reflective practitioner of Dialogue Education™.

I constantly think of this curriculum designer's adage: "too much what for the when." This saying has been born because we all have a tendency to cram far too much content into a given amount of time. When we do this the learning – and the experience of learning – isn't as rich or transformative. In my non-teaching life I often ask myself if I've got "too much what for the when." I appreciate a well-balanced life that's free from stress and a frantic work pace and when I ask this question I almost always know I *do* have too much on my plate and then, being aware, I can slow down to a more realistic pace. How about we coin a new phrase: "just the right amount of what for the when!"

Joan Dempsey

Global Learning Partners, Programs Manager

Visit [Speaking of Dialogue](#), the Dialogue Education™ blog, to read an additional observation from blogger and GLP Partner, [Darlene Goetzman](#), and to **share your own insights, stories and explorations**. *How have you integrated the principles and practices of Dialogue Education into your life?*

Global Learning Partners acknowledges and thanks [Darlene Goetzman](#) for the concept and compilation of this issue of *DE Tips & Tools*. [Contact Darlene](#) or any of our [Global Learning Partners team](#) about coaching and consulting services, or to bring Dialogue Education™ directly to your company or organization.

Global Learning Partners, Inc. • 888-432-2763 • www.globalearning.com