

Resource Pack

Scan for slides



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Feedback







Survey



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Classroom Ideas, Teacher Training & School Resources

1.	Key terms, concepts and research headlines/notes		
2.	Questions I still have ...	<ol style="list-style-type: none">1.2.3.	
3.	Practice: How will you translate this idea back to your classroom?		
4.	Feedback: What I need to do next? By when?	<ol style="list-style-type: none">1.2.3.	

Questioning Influences



Make a statement

Ask students their opinion



Collective response

Encourage group discussion



Scan the room

Develop a secure overview



Paraphrase

Pose questions when walking



Who can tell me?

Avoid opt-out questions

1

2

3

4

5



Ask 'Why?' or 'How?'

Seek a deeper evaluation



Multiple choice

Increase the difficulty



Make mistakes

Pose incorrect statements



Vary the thinking

Use the question matrix



Select carefully

Too much or too little?

6

7

8

9

10

Funnel Questions Template

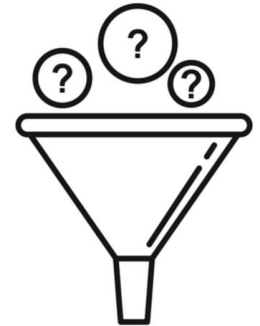
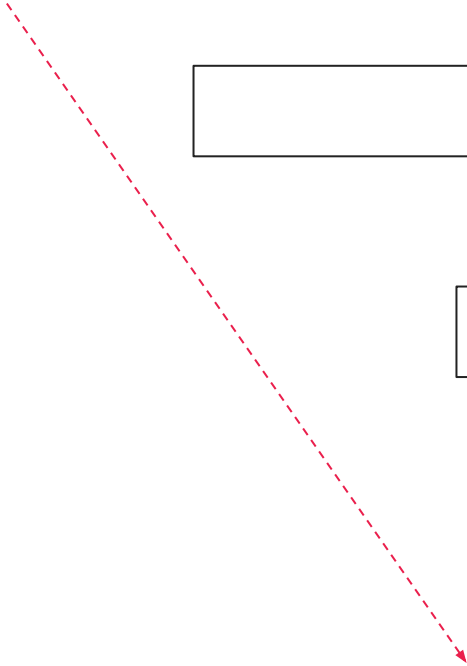
Moving from broad to specific

Level 1
1 point each
Very broad/easy

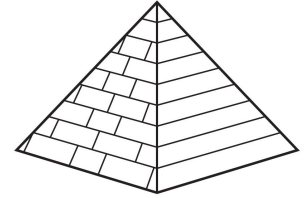
Level 2
5 points each

Level 3
10 points each

Level 4
20 points each
Very specific/hard



Pyramid Questions Template



Increasing in difficulty; assess each stage first before moving up a level ...

Level 4
20 points each

Level 3
10 points each

Level 2
5 points each

Level 1
1 point each



1. PRAISE

Refer to any known previous actions to validate the teacher's previous effort.

2. PROBE

Ask some probing questions, then narrow the focus. E.g. Tell me why XYZ?

3. IDENTIFY

State the issue and make clear 2 or 3 actions, plus any required support.

- 1.
- 2.
- 3.

4. PLAN

Plan ahead & set a timeline. What are the barriers/risks? What support is needed?

Agree action?
Date / Time?

5. LOCK

Lock it in: Make sure they know exactly what to do next. How committed are they?

7 Question Types

	Type	Structure	Your example question	Which scheme / Year group?
1.	Task	<i>Task orientated</i>		
2.	Thesis	<i>Closed essay</i>		
3.	Meta	<i>Philosophical discussion</i>		
4.	Start, Set, Research	<i>Building an argument ...</i>		
5.	Empirical	<i>Check facts</i>		
6.	Multiple Choice	<i>Retrieval (Desirable difficulty)</i>		
7.	Implicit or Explicit	<i>Open or closed</i>		

5 Tantalising Questioning Methods

	Type	Purpose	Example question	Your question?
1.	What if?	<i>To query the norm</i>	What if there was no Moon?	
2.	Alternative uses	<i>To consider differences</i>	How many uses can you think of using <i>this</i> question?	
3.	Surreal questions	<i>To pose abstract ideas</i>	Did the tin opener or the can come first?	
4.	Big questions	<i>To pose philosophical thought</i>	If some people cannot feel pain, how do they feel emotions?	
5.	Would you rather	<i>To help engage and make choices</i>	Would you rather be a teacher or a student?	

Question Matrix

	Is? / Does? Present	Has? / Did? / Was? Past	Can? Possibility	Should? Opinion	Would? / Could? Probability	Will? Prediction	Might? Imagination
What? Event							
Where? Place							
When? Time							
Which? Choice							
Who? Person							
Why? Reason							
How? Meaning							

Doodle Sheet

Doodling helps the brain stay focused!



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Classroom Ideas, Teacher Training & School Resources

Developing Questioning Culture, Month by Month

Month	September	October	November	December	January	February	March	April	May	June
Technique <i>What it's for</i>										
<i>Description of each technique</i>										



Guide To Questioning, Overview by Ross McGill

Chapter by chapter overview: Turning theory into practice

"Questioning is the most frequently used teacher intervention ..."



1: Questioning Research

"Teacher questions / student answers occupied approximately 80 per cent of the average school day" (Stevens, 1912). Teachers can be trained to improve their questioning practices. So, where should we start with the no.1 instructional tool used in the classroom?



2: Developing Concrete Responses

Closed questioning focused on recall is one of the poorer questioning techniques because it relies on 'learning being implicit and not explicit.'



3: Questioning Techniques

Using particular strategies can be effective for particular teaching goals. Non-questioning alternatives, including statements and wait time, resulted in more student participation and talking, peer-to-peer interaction and student questions.

5: Questioning and Metacognition

One way in which questioning can encourage metacognition is to use funnel questions. When students are taught appropriate self-questioning techniques through modelling, followed by scaffolding instruction, and metacognitive strategy employment, [their] interaction is enhanced' (Rotter, 1966).



How do external and internal influences determine how effective a question is received and answered in a school classroom? These influences can help teachers to understand the best way in which to provide feedback to their students.

4: Questioning Influences



How can teachers teach better online?



6: Questioning in an Online Context

Learning the lessons from the COVID-19 pandemic, it is important to ensure that all teachers are trained in delivering online learning: "scaffolding questioning strategies help facilitate reflective thinking in online small group discussions" (Choi et al., 2005).



7: Developing Questioning Culture

A questioning culture values questioning, critical thinking and curiosity. 'If you want to accelerate learning, you concentrate on the group' (Hargreaves and Fullan, 2012).



8: Effective Questioning CPD

Where would you start if you wanted to build a culture of effective questioning across a school organisation? Effective professional development requires the use of regular and targeted feedback ...

9: Leadership Questioning

Questioning and feedback methods help teachers form better relationships, underpinned by structured procedures.

10: Academic Questioning

What would we need to do to instil a culture of professional inquisitiveness across the organisation and what methodology should we use for school improvement? Consider all aspects of school life, from classrooms, to discussions between colleagues, to conversations with parents, governors and the general public, how could we design a strategy around school improvement, underpinned by effective questioning?



AUDIO

