



Questioning for Challenge 3

Everyday classroom practice.

The HOW? Part 2 of effective

questioning

Presenter's Name

Date



Parachute in!

Let's Think!



What is heavier, hope or despair?



What is a quarter of love?



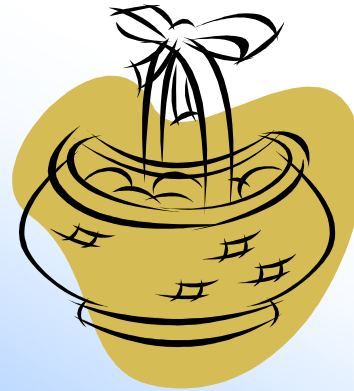
Would you rather be kind or right?



Are you man-made or natural? ₂



Ask-it Basket





Higher order thinking

How were you thinking when you were thinking?

Clarifying?

Probing for reasons and evidence?

Exploring alternative views?

Testing implications and consequences?

Questioning the question/discussion?

Using both concrete and abstract thinking?

Analysing, reasoning things through?

Evaluating, justifying ideas?

Thinking creatively, using your imagination?

Anything else?

Purpose of the Programme



This programme enables you to:

- ❑ recognise that there are different question types suitable for different situations
- ❑ identify and evaluate your own use of questions
- ❑ explore pupils' use of questioning as well as your own
- ❑ master the art of timing to encourage pupils' deeper thinking
- ❑ engage pupils in differentiated learning through use of appropriate questions
- ❑ encourage an environment in which it is acceptable for everyone to question and to take risks with their learning
- ❑ employ proven 'verbal and visual' questioning techniques.



Purpose of Training session 3

- ❑ Share the outcomes of your classroom 'experiments' since Training session 2.
- ❑ Understand more about encouraging a classroom culture where risk-taking leads to effective learning and teaching.
- ❑ Be able to reflect on the ratio of adult/pupil talk and questioning in your lessons.



Thinking frame

- ❑ In Training session 2, we explored and modelled some practice which makes for effective questioning, in answer to HOW Part 1?
- ❑ You discussed and tried out a few techniques, celebrating existing practice in your lessons and reflecting on what you might be going to try next.
- ❑ Between then and now, you have been experimenting further in reality with your pupils.
- ❑ Let's now share, at the start of Training session 3, what worked well and why, what might have been even better if ...



Thinking Frame

What have you tried out?	What worked well and why?
What might you 'tweak' next time?	What have you noticed about pupils' learning dispositions?

OPV – Others' Points of View



The Concept: Goldilocks has been arrested and is coming up for trial! Various protagonists have been invited to the judge's Chambers to put their points of view forward.

The Conflict: Each of you is in the shoes of the protagonists :

- Goldilocks
- The bear family's representative
- Goldilocks' mother
- Goldilocks' headteacher
- Goldilocks' social worker
- Counsel for the defence
- Counsel for the prosecution, and
- A thinking detective



Thinking Detectives

How effectively are participants ...

- ❑ operating in the OPV context?
- ❑ asking and responding to higher-order questions?
- ❑ exercising higher-level thinking skills?
- ❑ working independently and collaboratively?

Bloom's Taxonomy





What next?

- Between now and Training session 4, please experiment with/consolidate in lessons techniques discussed so far.
- Please keep your **exit pass** actions in mind.
- Again, you may wish to pair up with another colleague and take it in turns to observe (or even video) each other in action, sharing your thoughts about what you have tried.
- At the start of Training session 4, there will be a feedback session about **the impact** of your work so far, with a Questioning Code of Practice as a structure, to analyse emerging, developing, sustainable practice .



Parachute out!

Share your **exit pass** with a colleague and, as you leave, tell me in no more than eight words, what your key action is going to be!

