

A focus on questioning



A pedagogy for stretch and challenge

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Positive Questioning – the power of the open question

- **Who** will help, who will support, who else?
- **Which** path will you follow, which choice will you make, which plan is most relevant?
- **What** next, what else, is working well, would success look like?
- **How** will it look, will you change that, will you know, could you improve that?
- **When** will you know it is right, when will it be finished, when can you start?
- **Where** else could you look, where else does this occur, where else could you use this?

Asking a question that starts with any of the above mean that your pupils cannot answer **yes or no**

Think carefully about asking questions that start with **Why** they can appear judgemental

A Reflective Coaching Model

What.. is the situation?
 am I trying to achieve?
 actions will I take?
 is likely to be the response of other?

So what.. can I do first?
 what will be the reaction of others?
 can I contribute to make it a success?
 is my new understanding of the situation?

Now what.. do I need to do to improve things further?
 broader issues need to be considered?
 could I do differently in the future?
 could be the consequences of my action?

Stretch and challenge questioning

Planned questions	Questions that allow students to meet the learning objective rather than random questions
Sequential questions	Questions that are linked/ differentiated as building blocks of learning
Higher Order questions	Questions that use the top 3 levels of Bloom's Taxonomy: analysis, synthesis and evaluation
Open questions	Questions that are 'open' not 'closed'
Targeted questions	Don't rely on the same small group to answer questions. Choose unusual groups: a. Those who like marmite b. Those who watched Channel 4 last night
Flexible questions	Questions that can be answered in different ways e.g. in pairs, groups, as individuals, with thinking time

Consider success criteria for good student & teacher questions

Good questions can be planned ahead and are designed to

Deepen learning	Make you think	Sharpen up or refreshes thinking	Challenge perceptions and misconceptions
Generate responses	Energise lessons	Lead to new knowledge or understanding	Help you find connections
Stimulate creative thinking	Promote discussion and participation	Engage	Offer new 'ways in'



Good learning starts with questions not answers.
Use a question as the learning objective

Think of a lesson example where you might do this

Differentiate by Question

Socratic questions are 6 types of question used to 'draw out' the student

- **Ask questions that surprise and challenge students**
- **Give students the answer** and get them to find out the question, or get them to think of the questions
- **Lengthen 'waiting time'** to 10 seconds or longer get 'richer' responses to questions
- **Expect more able students to always answer in sentences ***, and A potential students to always answer in paragraphs to encourage deepened responses
- **Use questions to surprise or stimulate creative thinking:** what colour is Monday?

*But don't make assumptions that other students can't answer in this way

Socratic questions:

1. Clarify/ Sharpen up thinking
2. Probe
3. Challenge assumptions
4. Offer new ways in
5. Consider implications
6. Question the question/
generate questions

