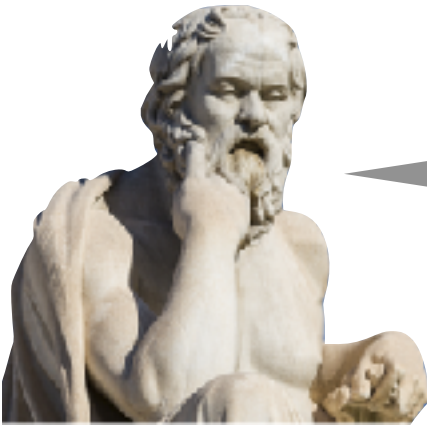


# An Investigation into the power of Questioning

Sara Fletcher



No one can teach, if by teaching we mean the transmission of knowledge, in any mechanical fashion, from one person to another. The most that can be done is that one person who is more knowledgeable than another can, by asking a series of questions, stimulate the other to think, and so cause him to learn for himself.

Lines of investigation:

What do practitioners routinely do to ensure student engagement and progress in questioning phases of lessons?

What are teachers perceptions of questioning; its importance and strategies used.

Literature Review - Quotes:

'The most effective teachers also ask students to explain the process they used to answer the question, to explain how the answer was found.' Rosenshine (2012)

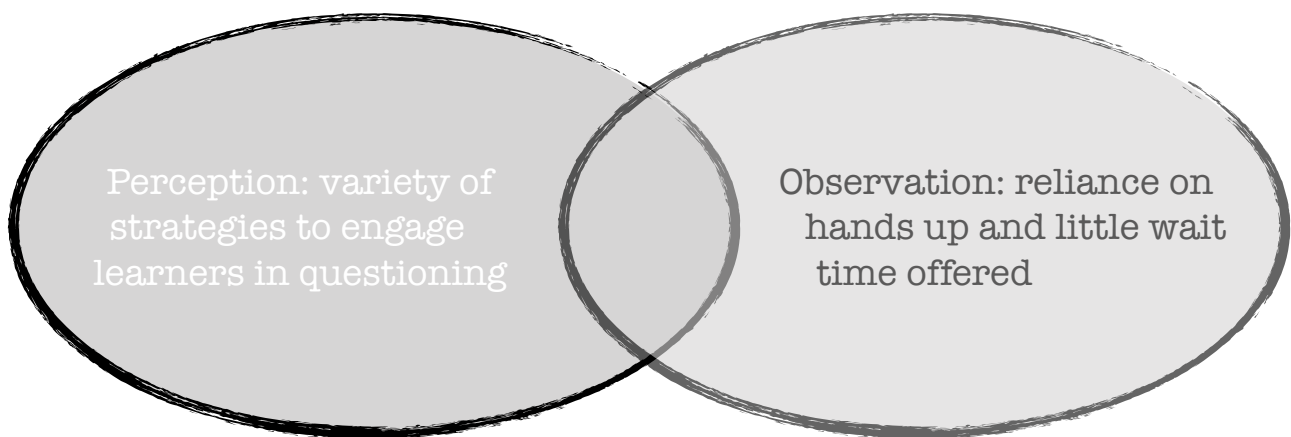
'The skillful use of well-chosen questions to engage and challenge learners and to consolidate understanding is an important feature of good teaching.' Ko, Sammons, and Bakkum, (2014).

'..questioning in recitation is no less important to teaching and learning than questioning for discussion.' Walsh and Sattes (2015)

The literature emphasised:

- That teachers ask students many questions when they teach.
- The importance of questioning in helping students to learn.
- The need to engage all learners in thinking about the questions posed.
- That the best practitioners use a range of techniques to engage students in questioning phases.

- If wait time of more than five seconds is allowed when a question is posed students offered more insightful responses.
- Higher-order and lower-order questions serve different purposes and therefore one is not necessarily better than the other.
- Relying on students to volunteer answers (hands-up) does not engage all and can widen the attainment gap.
- Students need to feel safe and have good levels of self-esteem to engage with questions in a class environment.



### Whole School Actions

Promote Telegraphing, 'pose, pause, pounce, bounce' and think pair share as effective ways to conduct questioning phases

Guide subject leaders to develop schemes and resources to identify questions for lessons

Include rich information about questioning in CPD and Teaching and Learning literature

Facilitate video and coaching groups to support development of effective questioning routines.

Investigate how as a whole school we can promote the values that support students' 'learning power' (Claxton, 2009).

Further develop a 'growth mindset' culture (Dweck, 2012) to ensure that there is a greater awareness of the effects of projecting negative views of students' abilities.

Ensure that school is a place that views mistakes as opportunities for learning in order to encourage innovation and risk taking.