

Getting started with effective questioning

Transcription: Next steps for schools and teachers

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What are some next steps for schools and teachers?

Dr Liz Taylor

So, in terms of improving our practice at questioning, it's like improving any other aspect of our teaching, so we need to spend time reflecting on it. And we can reflect on our own perception of it but often it's also helpful to get an external perception. So, perhaps we might want to video some of our practice. We might want to invite a colleague or mentor to observe us and then they can actually write down for us who we ask questions to and what questions we ask, because we might think that we're doing a particular technique but actually, you know, things drift in practice and it can be quite interesting to look at the hard evidence of who we've talked to and what we've said. You might even want that colleague to draw a little map of your classroom and to note who you ask questions to. Are you actually getting round the whole class in the time? Or are you only talking to one or two students? So, mapping the classroom can be a really interesting activity and it can show you things about your practice that you perhaps hadn't realised.

We then want to consider that practice once we've got the evidence and perhaps to think about what we're doing well, where we might want to improve, we might want to do some reading about questioning, and we might also then want to discuss our practice with an experienced colleague, or perhaps even go to observe somebody in a different subject to us to think about how we can learn from their practice.

So, isn't it great as teachers that we can be constantly developing, improving our practice? And questioning is a hard thing to do well; it's a sophisticated skill. So, it's one where we are likely to need to learn and grow and develop over time.

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