TEACHER'S QUESTIONS
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Pick an area that interests you; then choose 2-3 ideas to try.

PLANNING
- ❑ Know the aims of your lessons; then plan Qs accordingly.
- ❑ Write down 5 key Qs: put them on post-its on your plan!
- ❑ Plan important questions [Qs] in advance, word-for-word.

TYPES
- ❑ Ask a balance of referential & display questions.
- ❑ Plan Y/N Qs ahead to check concepts and understanding clearly.
- ❑ Use open (*Wh-*) Qs to encourage opinions, elaboration + discussion.
- ❑ Ask Qs about important rather than trivial content.
- ❑ Personalise Qs, or use personalized follow-up Qs where possible.
- ❑ *Do you understand? Is that clear* are unlikely to get helpful responses.
- ❑ Avoid Qs which cause embarrassment / offend ('Are you awake?').
- ❑ Add 1-2 Qs at start/end of module to promote higher level thinking.

PERSONALISATION
- ❑ Really listen to your students' answers, and respond accordingly.
- ❑ Give appropriate responses to Qs, especially if correction is needed.
- ❑ Help sts 'own'/personalize language through higher-level thinking Qs.

DEPTH, and quality of answers
- ❑ Rework lower-order Qs to raise the level of thinking required.
- ❑ Plan / extend key Qs with follow-up – for depth / personalization.
- ❑ Plan the order of your Qs – ensure they increase the challenge.

HOW / WHO
- ❑ Make sure that Ss clearly understand Qs.
- ❑ Spread Qs randomly around the class.
- ❑ Balance Qs to the whole class, with individual S nomination.
- ❑ Move around the room to 'catch' more Ss more easily, randomly.
- ❑ Give Ss time to write down / discuss their answer(s); then it's 'safe' to nominate.
- ❑ Let Ss 'phone a friend' i.e. ask another S for help.
- ❑ Ask the Q first, before nominating a S.
- ❑ Ask the S. who has just answered a Q. to nominate the next S. to answer.
- ❑ Don't immediately acknowledge an answer as correct or not. Ask other Ss: *Do you agree?* / (sometimes) *Are you sure? / Why? / Can you give me a reason / evidence?*

WAIT TIME
- ❑ Give Ss **time** to answer: count 1,000, 2,000, etc. before responding.
- ❑ Know which Ss will need most thinking time.
- ❑ Know which Qs will require more thinking time.

OVERALL / FOLLOW-UP
- ❑ Video/Audio-record (part of) your class. Then write down word-for-word each Q. Note down wait time.
- ❑ Ask a colleague to come in a write down each Q, and response.
- ❑ Use an observation task sheet to focus on a specific issue regarding Qs.
- ❑ Follow-up: Choose 3 Qs you could improve, and choose 2-3 ideas from above.

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