



# T&L NEWSLETTER

*This Week's Focus – Questioning*

## SHARING GOOD PRACTICE

16 The grouped frequency tables shows some students' heights. (2 marks)

Height (cm)	Frequency
110-119	2
120-129	1
130-139	4
140-149	5
150-159	3

a Lucy writes four more students' heights in the table.

The heights are: 126 cm 132 cm 138 cm 150 cm

Does the modal class change?

Explain your answer.

yes because they would add 2 in the 120-129, 2 in the 130-139 and 1 more in the 150-159. So yes the modal will change.

(2 marks)

In Maths, Ms Tagually will check the understanding of students knowledge by asking the question 'prove how you know this' or 'how do you know'. Students then show the stages and thought process they have used to get to the correct answer. Students then model this to others and corrections are made to any mistakes.

## STUDENT VOICE

"To help me learn,

- Teachers ask questions that check if I know the work
- Teachers don't ask a question to anyone with their hands up. We have to wait, then they pick us, so I have to always be listening
- When teachers ask questions I can't just give one word answers



## WHAT'S HOT

**Quick Wins Teaching**  
@QuickWinsTeach

This [#teachingquickwin](#) explores wait time (the time a teacher waits for a response when [#questioning](#)).

Research suggests that teachers only wait 0.5 - 3 seconds before rephrasing - this is about the time it took for you to read half the first sentence!

[#edchat](#) [#teachertuesday](#)

When asking a question, resist the urge to ask a separate question if students have not answered within a few seconds.

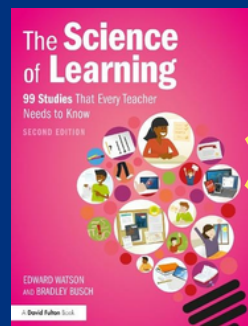
This can be uncomfortable at first, but many students simply need the time to process the question and time to pluck up the confidence to speak.

Could you brave the silence and wait 30 seconds?

**WAIT TIME...**

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## SUGGESTED READING



Available in the Professional Development Library NOW



The Science of Learning: Chapter #28; pg 60

## UPCOMING EVENTS AND CPD

W/C 20th March - Quality Assurance Review 2 Begins

W/C 20th March - Student Survey

W/C 20th March - DDP Review

21st March - Department T&L Briefing

## GIVE THIS A TRY POSE. PAUSE. POUNCE. BOUNCE

a questioning sequence which is much more suited to elicit deep thinking. The teacher poses a question; pauses to allow suitable thinking time; pounces on one student for an initial answer; and finally bounces the answer to another student who builds on the response.

