



Edge Hill
University

Faculty of
Education

Undergraduate Secondary Education with QTS: Mentor briefing

Intensive Training
and Practice
(iTaP):
Questioning
Year 2 Pilot 2024

Intensive Training and Practice (ITaP)
Undergraduate Secondary Education
with QTS
AY 2023-2024



Pivotal Practice: Questioning

Mentor & Trainee Manual

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What is Intensive Practice ?

The Intensive Training and Practice (iTaP) pedagogy is a way of helping trainee teachers to get better that involves:

- Focussing on a particular aspect of teaching for a set period of time. This is referred to as the **pivotal practice**.
- A co-ordinated set of activities that link the theory and practice of teaching in relation to that area of pivotal practice.
- Multiple opportunities for the trainee to learn from expert colleagues, observe modelling, practice, receive feedback and be assessed on that pivotal practice.
- On the Undergraduate Secondary Education with QTS programme, the ITaP will take place over Semester 2 and the beginning of Developmental placement for Year 2 Trainees. The **pivotal practice they will focus on will be questioning**. This will be split between sessions at university, and opportunities to enact and assess on the developmental professional practice.
- During Week 19 (2nd/4th Jan 2024), 24(6th/8th Feb 2024) and 27 (Advance Achievement Week 27th/29th Feb 2024) Trainees will be based on campus.
- During Week 23 and 39 (week 3 and 4 of Developmental Placement; w/c 13th/20th May 2024: Trainees will be based in their Developmental setting and mentors will be supported with any delivery /support required.
- Whilst there are key experiences and components to the school-based phase of the ITP, schools have autonomy with regards when these take place. As a starting point, an exemplar timetable has been provided below to support you in planning these experiences and components. As mentor, please can you ensure that your school's draft ITP timetable is shared with the trainee and link tutor by Friday 3rd May (The end of Week 1 of Developmental Placement). The trainee will then upload the finalised timetable to Inplace

[Intensive Training and Practice - Mentor Space \(edgehill.ac.uk\)](https://edgehill.ac.uk)





ITaP model

INTRODUCE	ANALYSE	PREPARE	ENACT	ASSESS
<i>Learning about the theory of teaching and learning.</i>	<i>Using representations to analyse expert teaching.</i>	<i>Using approximations to practice and get feedback.</i>	<i>Receiving support to apply learning in the classroom.</i>	<i>Tracking trainees' growing knowledge and skills.</i>
e.g. Lectures	Lesson observations	Instructional rehearsals	Instructional coaching	Lesson observations
Seminars	Video deconstructions	Scenario planning	Team teaching	Classroom artefacts
Assigned readings	Classroom artefacts	Role plays	Small group teaching	Quizzes
Podcasts	Lesson transcripts	Case studies	Co-planning	Portfolios
Interviews	Expert modelling	Digital approximations	Lesson study	Approximations

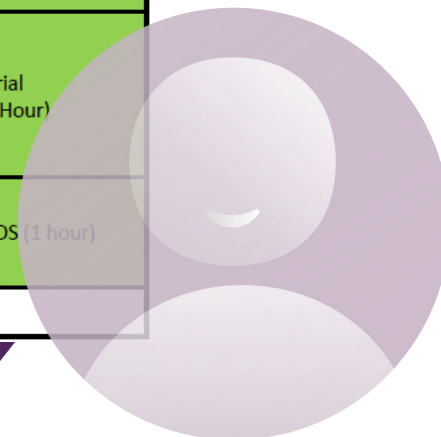
Framework informed by: Grossman, P. (2018) (ed.). *Teaching Core Practices in Teacher Education*. & TeachingWorks (2022). *Teacher Education Pedagogies*. University of Michigan. [\[URL\]](#)





ITaP model – UG application

Date: Week 19	Week 24	Week 27 AAW	Week 38 (Dev Placement wk 3)	Week 39 (Dev Placement wk 4)
INTRODUCE/	ANALYSE	PREPARE	ENACT	ASSESS
Learning about the theory of teaching and learning.	Using representations to analyse expert teaching.	Using approximations to practice and get feedback.	Receiving support to apply learning in the classroom.	Tracking trainees' growing knowledge and skills.
Lecture: Principles of effective questioning (Tuesday 2 nd Jan 9-10, 1 hour)	Expert Modelling: Questioning (Tuesday 6 th Feb, 9-10, 1 hour)	Scenario Planning: Questioning in the Classroom (Tuesday 27 th Feb, 2 hours)	Lesson Observation: Questioning in subject areas (1 hour)	Trainee planning and artefacts (1 hour)
Assigned Readings Lemov, D (2021), <i>Teach Like a Champion 3.0</i> : Chapter 7 (265-322) William, D. (2019) <i>Teacher Magazine Podcast</i> (1 hour)	Assigned Readings Gershon, M. and Bloom, B. S. (2018) <i>How to use bloom's taxonomy in the classroom : the complete guide.</i> Sayers, J. (2013) <i>Questioning John Sayers Geography Blog</i> (1 hour)		Co-planning (1 hour)	Lesson observation, feedback and assessment (2 hours)
Seminar: Questioning in subject areas (Thurs 4 th Jan 1-3, 2 hours)	Lesson Observation: Questioning in subject areas (Thurs 8 th Feb 1-2, 1 hour)	Assigned Readings Sherrington, T 2020, <i>Teaching WalkThrus: Five-Step Guides to Instructional Coaching,</i> . Chapter 4 (265- 338) (1 hour)	Deliberate Practice (1 hour)	
	Lesson Observation: Questioning outside subject areas (Thurs 8 th Feb 2-3, 1 hour)	Digital Approximations (Friday 1st March, 2 hours)	Subject specific expert feedback and Co-planning (1 hour)	Progress tutorial (Thursday 2-3, 1 Hour)
Group Tutorial: Questioning led by subject specialist (Thurs 4 th Jan, 3-4, 1 hour)	Progress check: What do you know about good questioning? (Thurs 8 th Feb 3-4, 1 hour)		Trainee planning and artefacts (1 hour)	Mentors complete WDS (1 hour)
5 hours	5 hours	5 hours	5 hours	5 hours





What support is available for mentors?

- **Trainee and mentor manual.** This contains the activities/opportunities for each day and is specific to the UG programme. It is available to download from the mentor site.
- **Mentor site.** This contains a wealth of resources, conceptual frameworks, and research which inform the iTaP focus on questioning.
- **ITE Curriculum & Weekly Development Summary (WDS).** The curriculum for the week is tied to the iTaP and the process of assessing the trainee via the WDS remains the same and you can still expect to receive the WDS in advance as usual.
- Your **Link Tutor** remains your point of contact for any queries or concerns you may have.
- [Intensive Training and Practice - Mentor Space \(edgehill.ac.uk\)](https://edgehill.ac.uk)





On completion of the ITaP, trainees will have a greater understanding of questioning and recognise they form an integral part of their practice.

Trainees should learn that:

- Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems (Classroom Practice 6)
- High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary (Classroom Practice 7)

Trainees should learn how to meet individual needs without creating unnecessary workload, by...and following expert input - by taking opportunities to practise, receive feedback and improve at:

- Reframing questions to provide greater scaffolding or greater stretch (Adaptive Teaching F)

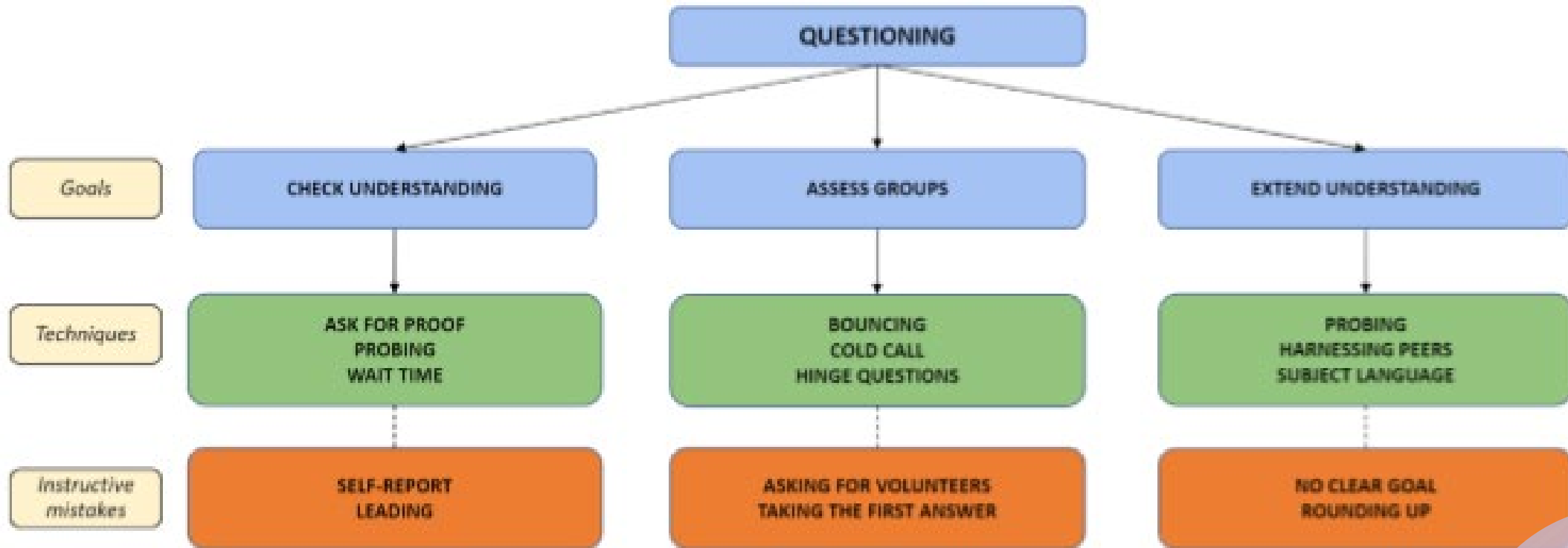
Learn how to stimulate pupil thinking and check for understanding, by:

- Including a range of types of questions in class discussions to extend and challenge pupils (e.g. by modelling new vocabulary or asking pupils to justify answers) (Classroom Practice G)

Learn how to check prior knowledge and understanding during lessons, by:

- Structuring tasks and questions to enable the identification of knowledge gaps and misconceptions (e.g. by using common misconceptions within multiple-choice questions) (Assessment C).





QUESTIONING FOR ASSESSMENT FRAMEWORK

This is the overarching framework that has been used to guide trainees' knowledge, understanding and skills.

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Day 1, 2 and 3 (Edge Hill Campus)

Principles of effective questioning

- Questioning techniques
 - Planning for questioning
 - Challenges and solutions in planning and implementing questioning in the classroom
 - Reflection and targets for the classroom
 - Effective questioning in subject areas
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- Lectures
 - Seminars
 - Digital simulations
 - Workshops
 - Role playing

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Day 4-5 (Placement school)

Principles of effective questioning

- Questioning techniques
 - Planning for questioning
 - Challenges and solutions in planning and implementing questioning in the classroom
 - Reflection and targets for the classroom
 - Effective questioning in subject area
-
- Applying knowledge and practice
 - Receiving feedback
 - Modelling by expert colleagues
 - Practicing
 - Observing
 - Online seminar

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Deliberate practice and feedback

Lesson Observation and discussion: Questioning on Placement (1 hour)

- Trainee to observe expert colleague within their subject area with a specific focus on the use of questioning
- Questions to support reflection and/or discussion with expert colleague(s) in their subject area.

Questions for discussion:

- For what purpose(s) are questions used?
- How long does the teacher wait for pupils to answer questions? What impact does this have?
- How does the teacher select pupils to respond? Why do you think this is their approach? What is their intent?
- How many pupils typically answer questions in one lesson? Is there a pattern to who responds?
- How often does the teacher quickly move on or answer the question themselves?
- Does the teacher always hold out for an answer that is 100% correct?
- What does the teacher do when a response is incorrect or not the response they were expecting?

Co-planning with expert colleague in preparation for deliberate practice in the subject area (1 hour)

- Trainees to plan with mentor what types of questioning will be implemented in upcoming deliberate practice and to discuss rationales for their practice. This lesson will be delivered during week 4 of the ITaP.
- Trainees should be encouraged to draw from their observations both within and outside of their subject areas.

Demonstration: Trainee Deliberate Practice (1 hour)

- Trainee to deliver a lesson with a particular focus on questioning (planned with their mentor)

Subject specific expert feedback and Co-planning in preparation for lesson observation (1 hour)

- Deconstruct observation with expert colleague focusing on the effectiveness of approaches implemented in relation to questioning.
- Mentors may wish to make use of the prompts provided.
- Utilising targets and feedback from post-lesson observation discussion to plan and prepare for upcoming lesson observation with a focus on improving questioning (Week 5 of ITaP, Curriculum week 39)

Trainees to reflect on classroom artefacts e.g. Schemes of Work, Curriculum maps, lesson plans in preparation for deliberate practice (1 hour)





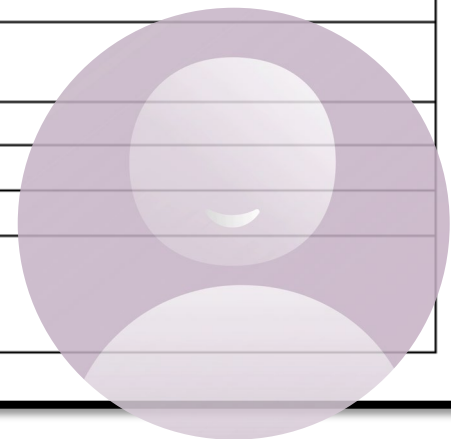
Opportunities to observe practice in the essential column

KS3 and KS4

Desirable to observe practice

Essential (Trainees must be provided with opportunities to observe the following practice)	Desirable (Trainees would benefit from being provided with opportunities to observe the following practice)
Closed questioning	Pupils to ask questions
Open Questioning	Unusual or speculative questioning approaches to challenge pupils in their thinking e.g. 'if' questioning or 'why would it be wrong to suggest....?'
Methods of questioning e.g. no hands, wait time, elaboration, name the question, retrieval starter	Variety approaches e.g. think, pair, share, use of mini whiteboards, show me boards, choral response, multiple choice questions, say it again better, randomised questioning
Subject specific question taxonomy e.g. key questions for enquiry	Questioning to extend vocabulary
Build questions from previous questions asked e.g. pupils disagreeing constructively, supporting responses with evidence	Questioning to correct or uncover misconceptions
Management-related questioning e.g. Has everyone finished this piece of work now?	Socratic questioning e.g. Does reason X depend on the idea that....? Could there be another explanation? What effect would it have if X was changed?
Information recall-related, e.g. 'XXXXXXX'	
Higher-order questions, e.g. 'What evidence do you have for saying that?'	
Dialogic questioning	
Questioning to stretch and challenge e.g. non-directive prompt, directive prompt	
Probing questioning e.g. Can you give an example?', 'Is that always true?', 'Do you agree with Michael's answer?'	
Scaffolding for dialogue	
Process questions e.g. 'how did you work that out?'	
Hinge questions	
High-quality classroom talk and implement a range of strategies, for example, collective, reciprocal, supportive, cumulative, purposeful	

Also see trainee and mentor manual: pages 6-12





Day 5: Assess (5 hours during week 39)

Deliberate practice and lesson observation feedback

Instructional coaching

- Trainees should plan a lesson with a particular focus on questioning to be delivered in week 5 of the ITaP (Curriculum week 39)
- Trainee delivers a lesson with a focus on subject specific use of questioning.
- Mentor provides feedback with a focus on the subject specific use of questioning using ITaP observation form.
- Progress is discussed with the Edge Hill Course Lead (Thursday 2-3)
- Trainee is assessed against the curriculum for that week via the WDS. Opportunities needed for further development are identified.

Also see trainee and mentor manual: pages 6-12

Edge Hill University

Welcome to the mentor Weekly Development Summary from the Department of Secondary and Further Education (AY 23/24)
 Week # (Final week of professional practice phase)

'Working creatively with others to enhance life chances'

Trainee ID no.					
Professional Practice phase					
Name of setting					
Week beginning					
attended	Monday	Tuesday	Wednesday	Thursday	Friday
Summary					
Limitations:					
Reference					
This week trainees should have demonstrated that they know:					Y/N
1.					
2.					
3.					
This week trainees should have demonstrated that they know how to:					Y/N
1.					
2.					
3.					
Q1: Mentor summary of trainee response:					
Q2: Mentor summary of trainee response:					
Q3: Mentor summary of trainee response:					

Edge Hill University Faculty of Education

Initial Teacher Education Lesson Observation Form for iTaP experiences

Name of trainee	Subject	
Name of mentor	Key stage	
Name of link tutor	Class	
Programme	Secondary PGCE with QTS	Number of learners in session
Professional practice Phase (please check box)	<input type="checkbox"/> Introductory <input type="checkbox"/> Developmental <input checked="" type="checkbox"/> Consolidation	Number of the lesson observation
School/setting name	Date & day 4 or 5	Click or tap to enter a date.

Summary of feedback

Day 4: Trainee to deliver a lesson with a particular focus on questioning (planned with their mentor during day 3). Mentor to provide feedback on the specific use of questioning using the iTaP lesson observation form provided and identifying areas for development in preparation for a lesson observation on day 5.

- Feedback should enable trainee and mentor to:
 - Deconstruct observation with expert colleague focusing on the effectiveness of approaches implemented in relation to questioning
 - Utilising targets and feedback from post-lesson observation discussion to plan and prepare for upcoming lesson observation (day 5) with a focus on improving questioning
 - Trainee and expert colleague agree the skills/approaches/strategies which the trainee needs to observe (e.g. specific use of hinge questions, checking for re-call and retrieval from prior learning) as part of the 'modelling'.

Day 5: Trainee to deliver a lesson with a particular focus on questioning, demonstrating an improvement from previous practice (day 4) and taking their iTaP learning into account. Mentor to provide feedback on the specific use of questioning using the iTaP lesson observation form provided. Mentors may wish to draw from any of the prompts/questions provided throughout day 3 and 4 plus the WDS questions for the week.

- Feedback should enable trainee and mentor to:
 - Deconstruct observation with expert colleague and identify areas and opportunities for further development.

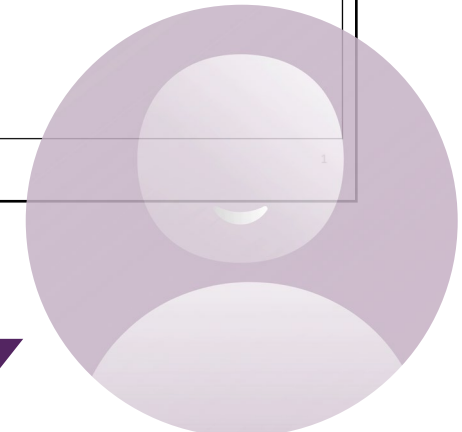
Areas of strength observed in relation to questioning and impact of this

What does the mentor observe the trainee doing well in relation to their questioning? What impact does this have? What research has underpinned their practice? Why is their practice in this area effective?

Areas of development and opportunities identified

What does the trainee need to do to develop in their use of questioning? What opportunities can be provided for them to do this? For example, who could they observe? What resource or research could they engage with? What needs to be modelled to them? If day 4, what does the trainee need to do for their observation on day 5? What support could be put in place for them to do this?



Observer (mentor)	Name	Signature
Trainee	Name	Signature





Reflect on progress made in developing questioning.

Identify areas to develop, observation of experts and opportunities

Curriculum for the week	This week trainees should have demonstrated that they know:	Y/N
	<ul style="list-style-type: none"> Questioning is the most important kind of formative assessment. A key role of a question is to give the teacher evidence on which to decide what to do next (Muijs & Reynolds, 2017). 	
20		
	<ul style="list-style-type: none"> There are five purposes for questions: discovery, application, checking understanding, retrieval and perception-based questioning (Lemov 2021) Taking time to craft questions beforehand which might be used in class results in more purposeful questioning. Bloom's Taxonomy is one useful way of structuring oral questions, as it tests foundational knowledge, which can then be used for higher order questions such as synthesis. Socratic Questioning provides another useful way of structuring oral questions to give pupils opportunity to answer in greater depth. Pupils should only be asked questions that they have been taught the answer to, or that they can reasonably be expected to work out given what they have been taught. 	
	This week trainees should have demonstrated that they know how to:	Y/N
	<ul style="list-style-type: none"> manage the process of which pupils answer, and when, to cause the greatest amount of thinking time to occur among the widest range of pupils by using no-hands questioning. Give pupils time to think between asking a question and expecting an answer. This can include pause time, or partner talk time. Provide 'just enough' help to enable a pupil to correct a wrong answer. Probe a student to give better answers by asking one pupil several questions to check understanding, eradicate misconceptions, add extra challenge, or scaffold for improvement. 	
Questions for mentor and trainee to discuss in mentor meeting 	Q1: Identify what constitutes high-quality classroom talk and questioning and discuss what strategies are effective and explain why. Mentor summary of trainee response: Q2: Describe the pitfalls in questioning and what possible solutions could be implemented to overcome these. Mentor summary of trainee response:	



Key reading

Lemov, D (2021), *Teach Like a Champion 3.0* : Chapter 7 (265-322)

Wiliam, D. (2019) *Teacher Magazine Podcast*

<https://www.teachermagazine.com/section/en/articles/teacher-podcast-dylan-wiliam-on-effective-questioning-in-the-classroom>

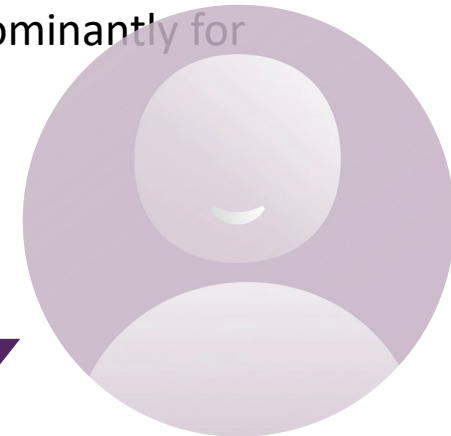
Sherrington, T 2020, *Teaching WalkThrus: Five-Step Guides to Instructional Coaching*. Chapter 4 (265- 338)

Trainees have engaged with these readings during the campus-based days of the ITaP.
Also see trainee and mentor manual: pages 19-20





- **Should trainees be released from the other teaching commitments to engage in the iTaP activities?** There may need to be a reduction in other activity during weeks 38 and 39. During the week trainees must spend 5 hours focusing on questioning: observations, co-planning, and reflection tasks.
- **Is there flexibility with when the tasks/opportunities are carried out across the days in school?** Yes, there is flexibility for you to arrange the order of each day to best suit your school/needs. For example, all the tasks for day 3 need to be completed during week 38 however the order these are done within that week can vary.
- **Do this have to be the mentor for every activity or can other colleagues be used?** Where we have used the term 'expert colleague' this refers to any expert colleagues in your school. Where we use the term mentor, this is a task which needs the involvement of the Edge Hill trained mentor for that subject/trainee. This is predominantly for lesson observations, feedback, and the WDS meeting.





What support is available for mentors?

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