

Tools for checking: Critical checks template

Use this table to collate and critically interrogate your evidence for this inquiry.

Aim / intended learning outcomes for children	
Evidence What evidence shows your actions are effective? Can you find evidence which shows your actions are not working? What learning happened for the children? What did you learn about the children?	

Critical checks

Did the changes made achieve the intended outcomes? If not, why not? If so, how will you sustain the effective practices and what are your next steps?

Did the change impact all children? In what ways? Or why not?

Who did the changes work for? Under what circumstances?

Why is it that your teaching was successful in one aspect, but not in another?

What are the children's perspectives?

<p>Adjustments needed / plans for action</p> <p>What different approaches could you try? Should you ask the children?</p> <p>What are the implications for future teaching?</p> <p>What can you adapt, refine or revise in your understanding of the children's learning?</p> <p>What will you do next to ensure that the children continue to achieve?</p> <p>What new goals do you want to set? (Return to scanning)</p>	
---	--

Below is a worked example based on an inquiry about effective questioning.

<p>Aim / intended outcomes for students</p>	<p>To improve questioning techniques.</p>
--	---

<p>Evidence</p> <p>What evidence shows your actions are effective?</p> <p>Can you find evidence which shows your actions are not working?</p> <p>What learning happened for the children?</p> <p>What did you learn about the children?</p>	<p>Video observations show that my interactions with children (compared with video observations at the beginning of this inquiry) are longer and more focused: for example, there are more sustained conversations with more conversational turns and exchanges. I am asking fewer questions but engaging in longer interactions. This is because I ask fewer closed questions and more open-ended questions.</p> <p>Children are learning to think more about the open-ended questions I ask. Their responses are more likely to involve explanations and theories.</p> <p>Not all children are responding in this way. Some questions get no response. I cannot be sure if this is because of my questioning style or something else – such as a lack of knowledge or skill to answer these questions. I learned that children need much more thoughtful questions and that they are capable of forming opinions and giving explanations at a higher level than I had previously assumed.</p>
<p>Critical checks</p> <p>Did the changes made achieve the intended outcomes? If not, why not? If so, how will you sustain the effective practices and what are your next steps?</p> <p>Did the change impact all children? In what ways? Or why not?</p> <p>Who did the changes work for? Under what circumstances?</p> <p>Why is it that your teaching was successful in one aspect, but not in another?</p> <p>What are the children’s perspectives?</p>	<p>The changes have had a positive impact on most children, and have enabled me to learn more about their thinking and find more appropriate ways to respond. I feel this is improving relationships with children too. I need to sustain these practices of slowing down and observing before pitching in with questions.</p> <p>However, there are less responsive children. My observations show that children are thinking and engaging with activities at quite a sophisticated level before I begin questioning them, but they go quiet when I start asking questions. This could be about cultural difference, or a reflection of the quality of our relationship.</p> <p>Children’s enthusiasm seems to indicate a preference for sustained conversations in which they get to share their thinking.</p>

<p>Adjustments needed / plans for action</p> <p>What different approaches could you try? Should you ask the children?</p> <p>What are the implications for future teaching?</p> <p>What can you adapt, refine or revise in your understanding of the children's learning?</p> <p>What will you do next to ensure that the children continue to achieve?</p> <p>What new goals do you want to set? (Return to scanning)</p>	<p>I will continue to work on my questioning style, noting the kind of questions which seem to capture children's interest and imagination, and those that seem to fall flat. My aim is to inspire enthusiastic responses from the children in which they share their thinking.</p> <p>I need to examine cultural differences for children in preferences for questions, perhaps by talking to different staff and to families.</p> <p>My new goal is to reduce questioning for these children and try other strategies such as commentating and inviting clarification. Another goal is to work on improving my relationship with these children. I will explore how to promote sustained shared thinking in interactions without an overreliance on questioning for these children.</p>
---	---