

Questioning

HANDBOOK FOR **PD COORDINATORS**





Professional Development Programme

Theme 1: Questioning

Handbook for Professional Development Coordinators



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Other sources are detailed in the acknowledgements section.

Introduction to T-TEL

Welcome to the Transforming Teacher Education and Learning Handbook for Professional Development Coordinators.

Transforming Teacher Education and Learning (T-TEL) is a Government of Ghana programme seeking to increase learning outcomes - for tutors in Colleges of Education, their student teachers, and above all for pupils in school. To that end, T-TEL has created a set of professional development resources for use by you, the tutor, for in-service college-based professional development.

The resources are organised into twelve themes focusing on pedagogy and effective college classroom practice, such as creative approaches, questioning, group work, Assessment for Learning, Leadership for Learning, enquiry-based learning, gender, inclusion, and many more. The themes have been chosen because of their relevance to improving learning outcomes through the use of active pedagogies. For each of the twelve themes there are different teaching strategies (or teaching approaches). For instance, the teaching strategies in the theme “Creative Approaches” are songs, role-play, modelling, games, storytelling, poems and rhymes, and play.

For each theme, the teaching strategies are presented together in a single book (in print), but are also available online on the T-TEL website in various formats (such as HTML, ePub, PDF) alongside supporting information. All T-TEL resources are Open Educational Resources (OER), available under a Creative Commons Attribution Share-Alike licence. This means that you are free to use and adapt them as long as you attribute T-TEL and retain the same licence. In fact, we have used that same process to develop these materials from other OER that are available, such as the TESSA Ghana materials, and the OER4Schools programme.



Introduction to the PDC Handbook for Theme 2: Questioning

This handbook covers 7 sessions for the second half of semester 1. The theme for the first half of semester 1 was 'Creative Approaches'. In this second half of the Semester, the PD Programme continues with six sessions on Theme 2 (Questioning), and one session on Leadership for Learning.

The Tutor Professional Development Programme in Semester 1

Semester 1	
Theme 1: Creative Approaches Theme 2: Questioning	
1. Introduction to the Programme	6. Questioning to support learning (T2-1)
2. Introduction to the Programme (continued)	7. Open and closed questions (T2-2)
3. Games (T1-1)	8. Common mistakes associated with questioning (T2-3)
4. Storytelling (T1-2)	9. Using questions to promote thinking (T2-4)
5. Role-Play (T1-4)	10. Using questions to investigate misconceptions (T2-5)
	11. Involving everybody in questioning (T2-6)
	12. Leadership for Learning and Review of the Semester

The Professional Development Programme: Guidance for PDCs

There are a number of ideas that cut across the PD programme, which you are already familiar with.

Plan - Teach - Reflect. Hopefully by now you have settled into a clear cycle of Plan - Teach - Reflect, and the reflection at the start of each session is starting to bring up some interesting and perhaps even surprising issues. However, do not be despondent if it does not always go well: continue with it! Being a reflective practitioner takes time to develop. Over time, this will all fall into place.

The Activity Plan. Tutors have got spare activity plans in the appendix of their PD Guide for Tutors. We strongly suggest that tutors use those templates to plan their lesson. You may find that some tutors do not want to “spoil” their books, by writing in them. However, try to convince them that their own additions are important, and part of their learning journey. So just write in the books. Take the lead by showing the tutors how you are writing in your own book. Remember also that the activity plan has a section for post-lesson observation. Encourage tutors to fill this in, and use it during the reflection.

The Learning Journal. The learning journal is very important too. By now, the tutors should all have their own learning journal, and should bring it with them to every session. Again, take the lead. Have your own journal ready, and use it. We will ask you to bring your own journals with you to the next workshop - not to check them, but just for your own personal reference.

Surveys. As before, please note that there are a number of surveys that greatly help us in supporting the programme. These are:

Post-PDS survey for PDCs: <http://tiny.cc/pdcsurvey>

Post-PDS survey for tutors: <http://tiny.cc/pdsurvey>

Post-lesson survey for tutors: <http://tiny.cc/postlesson>

Post-lesson survey for students: <http://tiny.cc/lessonstudent>

As a PDC, please fill in the Post-PDC survey after each PDS, and encourage tutors to fill in the Post-PDS survey as well. After tutors have taught a lesson planned during PDS, they should fill in the post-lesson survey for tutors, and encourage their students to fill in their post-lesson survey as well.

Pictures. Similar to surveys, it is incredibly helpful to see pictures of the PD sessions. Thank you very much for actively posting pictures on the T-TEL PDC

Facebook group (<https://www.facebook.com/groups/TTELPDC/>). Keep it up. It would also be very helpful if you (the PDC) and the tutors take pictures of their lesson plans (as well as any other drawings or diagrams), and send them to us by email. We would love to see them. (Contact details are unchanged, and also available through the surveys.)

Digital copies of the materials. Also note that digital copies of the material are available at <http://oer.t-tel.org>.

Professional Development Session 6

6. Teaching Strategy 2-1: Questioning to Support Learning

Objectives for PDS 6

By the end of this session tutors will be able to

use questions to support their student teachers' learning;

use elicitation more frequently to find out how much their student teachers know already and where there are gaps in knowledge & skills;

plan a lesson using different questioning techniques to make lessons more interactive and to support learning.

PDC Notes

You are starting a new theme for this session so it is important to do some awareness raising tasks before working with the materials - see below. Theme 2 is about 'Questioning'.

One form of questioning is elicitation which is also a facilitation skill as it helps you find out what your students already know and what they do not know or are unsure about in a given topic / subject area.

Outline for PDS 6

6.1. Reflect on your Teaching (15 mins)

6.2. Teaching Skills: Elicitation (15 mins)

6.3. Overview of Questioning to Support Learning (5 mins)

6.4. Examples for Questioning to Support Learning (10 mins)

6.5. Plan and Practise Together (30 mins)

6.6. Review together (5 mins)

6.7. Review of the Session (10 min)

6.8. Agreement of Follow-up Activities

Attendance Record

Date			
Number of tutors present		out of	

T1-5 EMS 4 6.1. Reflect on your Teaching (15 mins)



PDC Notes
<p>It is now time to reflect on your teaching of activities that you planned in PDS 5 (role-play). By now, hopefully this section will work well, with tutors reporting on teaching experiences with some detail, and being able to reflect on those. Make sure you do not cut this section short.</p> <p>Note that the activity plan has a section for post-lesson observation. Ask tutors now to get out the activity plans they used to teach last week, and share what they noted in the section for post-lesson observation.</p>

Give about equal time to the two activities.

Activity 1: Pair work. With reference to their activity plans, ask your tutors to look back at the reflection activities for role-play in their T1 Tutor Guide and discuss these questions in pairs:

What were the advantages and disadvantages of trying out role-play with your student teachers? What went smoothly? Where did you encounter obstacles?

How did your student teachers react to using role-play?

Activity 2: Whole class discussion. Ask for some volunteers to tell the group about using role-play - what did they do? Why did they do it for that particular subject/topic? What were the outcomes in terms of student learning?

6.2. Teaching Skills: Elicitation (15 mins)

PDC Notes

You are now starting a new theme: 'Theme 2: Questioning'. You might want to remind tutors that there are two themes per semester, and in this semester you are covering 'Creative Approaches' and 'Questioning'. Next semester, you will cover Themes 3 and 4, which focus on talk for learning and collaborative learning (including group work).

Before going straight into 'Theme 2: Questioning' explain to your tutors that there is a link between Themes 1 and 2: Questioning can be an important part of creative approaches, and indeed, is used throughout many activities in the classroom.

One such questioning technique is elicitation which helps you find out what your students already know and what they do not know or are unsure about in a given topic / subject area.

By introducing 'elicitation' you are introducing the "Theme 2 - Questioning" as well as continuing the development of your tutors' teaching skills.

There are two activities in this section. One is a brief pairwork discussion but the second activity might be new to you. It is called a 'Buzz Lecture' - the purpose of this mini lecture is to give your tutors some information, then you stop (by clapping your hands or making a noise) - when your tutors hear you clap, they have to discuss what you have just said and make notes. You then clap again, and re-start the mini lecture.

Activity 1: Pair work

Ask your tutors to work in pairs and answer the following questions:

Why is it important to elicit from our students in class? What is the purpose for doing this?

How do they elicit in their classroom? What prompts / cues do they use?

Activity 2: Buzz lecture

Ask your tutors to take a blank sheet of paper and write the headings with space between them:

Eliciting

Prompts for Eliciting

Explain that you will give a mini 'lecture' with a difference. Ask the tutors to form small groups.

Tell them that you will read some of the 'Buzz lecture' (below) and then when you clap your hands you will stop and they must discuss what they have just heard together and make notes.

When you clap again you re-start the lecture until you clap to stop. Again your tutors have to discuss what you have said and make notes. Continue like this up to the end of your 'Buzz lecture.'

Check your instructions have been understood before continuing: Will you listen to the whole lecture at once? (No) When will you discuss with your group? When will you make notes? (when you clap and stop) When will you listen? (when you clap and start again).

Below is the 'Buzz lecture'.

Mini 'Buzz lecture'

Eliciting means drawing out information, language, ideas from participants rather than telling them. It is a technique based on the principles that:

Participants probably know a lot more than we may give them credit for

Starting with what they know is a productive way to start new work

Involving people in questioning and answering is more effective than simply giving 'lectures'

Prompts for Eliciting

There are several prompts we can use to help us elicit, and they can be used for eliciting anything: new concepts that have been learnt, new terminology, personal experiences, instructions, opinions, ideas and reflections.

These prompts are:

Visuals

Visuals are one of the easiest and most effective ways of eliciting from students. Using visuals often gains the interest of students.

Realia

Using real objects is also another effective way to elicit a new topic or subject.

Mime or Using Gestures

This is an under-used eliciting technique but an extremely effective one as using mime and gestures can make students laugh and feel more relaxed in the training situation. It also cuts down on TTT and increases STT.

Explanation or Giving a Situation or Context

If you have a difficult concept that you want to introduce but first want to find out how much your students know already, giving an explanation, situation or contextualising the concept often helps students think more deeply and give more ideas.

Synonyms and Antonyms

Using words with the same meaning or opposite meaning can also be a form of eliciting.

Translation

If you are in a bilingual or multi-lingual situation translation can help elicit more language from participants, for example, the trainer asks, 'How do you say 'Methodology' in Ga/Dagoba/Ewe/Akan?'

Using Questions

However, more often than not, the tutor has to use eliciting questions along with these prompts. Some examples of eliciting questions are:

How do you feel about...?

Have you ever...?

What is your opinion about..?

What do you think?

After the 'Buzz lecture use' your own elicitation skills to find out what the tutors learnt from your 'Buzz lecture'. You can ask: What types of prompts can we use to elicit etc? Perhaps you could ask them to observe you throughout the session and note what elicitation techniques you use!

6.3. Overview of Questioning to Support Learning (5 mins)

PDC Notes

Before you start Theme 2 (T2) make sure you have read the **Overview for Questioning** and also for **Questioning to Support Learning** in the Tutor's PD Guide.

Tutors may find it hard to look at 'Questioning' in terms of learning as they are used to questioning being associated with evaluating their students.

Anticipate questions or issues that might arise:

- Tutors think that some questions are 'good' and some are 'bad' to use in the classroom.
- Questioning is used for assessment only.
- Questions equal tests or examinations.

Allow your tutors time to read the Overview and extract the key points from 'Questioning to support learning.' Elicit what it means and the implications for their own teaching.

T2-1 E 1



6.4. Examples for Questioning to Support Learning (10 mins)

Ask your tutors to read the scenario in the "T2 - PD Guide for Tutors - Questioning to Support English Language Learning" (T2-1 E 1) and then answer the following questions.

1. What types of questions did the tutor use at the start of the lesson?
2. What types of questions did the tutor use during and after reading?
3. How did the tutor ensure the lesson is interactive and supported learning?

4. What strategy did the tutor use?
5. How did the students respond to their tutor?

PDC Notes

Alternatively, at this stage you could split up into interest groups (by English, mathematics, science), and use the respective example sections (T2-1 E 1, T2-1 M 1, T2-1 S 1). As a PDC, you need to make the judgement call, whether it is better for all tutors to work on the same task (which makes the task more straightforward), or whether you think working on separate tasks (with greater differences between the groups, and greater independence) can also work.

T2-1 EMS 2 **6.5. Plan and Practise together (30 mins)**



It is now time to plan, using the PD Guide for Tutors, section T2-1 E 2, T2-1 M 2, and T2-1 S 2. Make sure that you have an activity plan available!

Ask the participants to turn to T2-1 in the T2 - PD Guide for Tutors. You will now do the planning and practice.

Ask the tutors to divide into interest groups (by English, mathematics and science). Note that while this might coincide with the subject they teach, the division should not be by subject, but interest!

Ask each group to turn to the relevant plan section from in the PD Guide.

Think about allocating the time for this activity so that you can do both planning and peer teaching. Allocate about 15 mins to planning and then 15 mins to peer teach. If you can, rotate roles and groups a little, but this depends on the number of tutors in your PD session and groups. You can of course also meet outside the PD session to plan further and try some peer teaching.

Please use one of the activity plans to plan your questioning activity.

PDC Notes

Make sure that every tutor has got an activity plan available, and that they are filling it in, ready to teach.
We would love to capture some excellent activity plans. If tutors are willing, please ask them to send us pictures of their activity plans.

6.6. Preparation for Teaching (5 mins)

Explain to your tutors that the lesson they have planned and practised will be the lesson they try in their classrooms with their student teachers.

Give your tutors 5 minutes to discuss when they plan to try out the lesson and see if they can arrange to observe each other at any point.

6.7. Review of the Session (10 min)

Use the following questions to facilitate the review for this session.

What strategies will you use to elicit information from your students?

What types of questions can be used to make your class interactive and support learning?

How can you help your students develop eliciting skills to get information from pupils?

Why do you think it is important for a tutor/teacher to plan the questions to be used in class?

Is there any difference between this strategy and what you already do/know? Describe it here.

T2-1 EMS 3 6.8. Agreement of Follow-up Activities



PDC Notes

At the end of each session, remind tutors that an essential part of the programme is to try out the activities with their students in the classroom.

Make sure there are no unresolved questions or queries, and then close the session, reminding tutors to come back at the same time next week. We would like to stay in touch with the tutors, so if they wish, they can visit <http://tiny.cc/pdsurvey> to provide feedback on the PD session, register their contact details, and join social media. Finally, close the session, reminding tutors to come back at the same time next week.

Post-session Reflection for the PDCs

After the session, have a brief reflection on how it went (together with the other PDC), and add this to your own learning journal. There is a brief post-session survey available at <http://tiny.cc/pdcsurvey>, that we ask you to kindly fill in. If you encountered issues that you feel challenged by, or feel unsure about, or would like advice on - this is the time to contact your TLA, who will be very happy to support you!



Professional Development Session 7

7. Teaching Strategy 2-2: Open and Closed Questions

Objectives for PDS 7

By the end of this session your tutors will

- have discovered that both open and closed questions can be useful to learning;
- be able to distinguish between when to use open questions and when to use closed questions;
- be able to use both open and closed questions effectively and meaningfully in their lesson plans and in their lessons.

PDC Notes

PDS7 is a continuation of 'Questioning'. In this session you will look at open and closed questions.

Try to anticipate what types of issue may arise from this topic; for example, some tutors may feel 'open questions' are better than 'closed questions'.

Remember that the focus of the PDS is not to spend too much time debating the difference between Open and Closed Questions, but about understanding how and when to use them.

Outline for PDS 7

7.1. Reflect on your Teaching (15 mins)

7.2 Introduction to Open and Closed Questions (15 mins)

7.4. Example for Open and Closed Questions (15 mins)

7.5. Plan and Practise Together (30 mins)

7.6. Review of this Session (5 mins)

7.7. Agreement of Follow-up Activities (10 mins)

Attendance Record

Date			
Number of tutors present		out of	

T2-1 EMS 2 7.1. Reflect on your Teaching (15 mins)



PDC Notes

As usual we start the session by reflecting on our teaching, and in particular the teaching of the activities planned in the last PDS 6. The focus is on practical classroom teaching - the experiences that tutors had. In the reflection, also see whether this teaching has an impact on how tutors think about questioning. What strategies have they put in place to ensure that their questioning involves their students more in their learning?

Note that the activity plan has a section for post-lesson observation. Ask tutors now to get out the activity plans they used to teach last week, and share what they noted in the section for post-lesson observation.

Ask the tutors to form small groups and ask them to discuss the following questions:

- After your PDS 6 did you find you were more aware of how you used questioning in your classroom? In what ways did this change your lessons?
- How did the questioning activity go? Were there things that went particularly well? Were there particular challenges?
- Did you also use different kinds of questioning at other times?
- Did you plan your questions before going into your lesson? If yes, how?
- Did you use more elicitation than normal? If yes, how did you do this?
- Did you use a variety of questioning techniques? If yes, how?
- Did you notice how your questions changed depending on the stage of your lesson? How and why?

7.2 Introduction to Open and Closed Questions (15 mins)

Begin this session on open and closed questions with an awareness raising activity:

Organise your group into smaller groups of 3.

Ask your tutors to write down 3 questions you would normally hear being asked by tutors (to student teachers) in your college. Give them 'Post It' notes to write one question per note.

Ask your tutors to give you the questions. Explain that you will read each one out and if they think it is an 'Open Question,' they should run to one end of the room. If they think it is a 'Closed Question' they should run to the other end of the room.

After the activity ask tutors to sit down and reflect on their own practice:

Do they ask more open or closed questions in class? Why / why not?

7.4. Example for Open and Closed Questions (15 mins)

Organise your tutors in an Onion work arrangement: an inner and outer circle. The inner faces the outer circle. If there are odd numbers get one participant to work with two others.

Ask them to discuss 'their family' with each other. The first time they can only ask 'closed questions'. The second time only with 'open questions'.

Monitor and then ask:

- What happened when you asked 'closed questions'?
- What happened when you asked 'open questions'?
- What were the differences in the quality of your conversation when using the two types of questions?
- Finally ask groups to write their definitions of 'open and closed' questions including when they might use them and an example of each (for a number of subjects e.g. Social Sciences, Science as well as the 3 subjects in the materials). Use these further questions to help them:
- When is it useful for a trainer to use 'closed' questions? When is it useful for a trainer to use 'open' questions?

Example answers:

- Closed – when checking, when asking for clarification e.g. Do you mean x or y? When it is difficult for learners to understand.
- Open – when you want more information and want the participants to expand on ideas in order to develop their skills. To help participants to express their ideas and opinions.

T2-2 EMS 2 7.5. Plan and Practise together (30 mins)



It is now time to plan, using the PD Guide for Tutors, section T2-2 E 2, T2-2 M 2, and T2-2 S 2. Make sure that you have an activity plan available!

Ask the participants to turn to T2-2 in the T2 - PD Guide for Tutors. You will now do the planning and practice.

Ask the tutors to divide into interest groups (by English, mathematics and science). Note that while this might coincide with the subject they teach, the division should not be by subject, but interest!

Ask each group to turn to the relevant plan section from in the PD Guide.

Think about allocating the time for this activity so that you can do both planning and peer teaching. Allocate about 15 mins to planning and then 15 mins to peer teach. If you can, rotate roles and groups a little, but this depends on the number of tutors in your PD session and groups. You can of course also meet outside the PD session to plan further and try some peer teaching.

Please use one of the activity plans to plan your questioning activity.

PDC Notes

Make sure that every tutor has got an activity plan available, and that they are filling it in, ready to teach.

We would love to capture some excellent activity plans. If tutors are willing, please ask them to send us pictures of their activity plans.

7.6. Review of this Session (5 mins)

Explain to your tutors that the lesson they have planned and practised will be the lesson they try out in their classrooms with their student teachers.

Give your tutors 5 minutes to discuss when they plan to try out the lesson and see if they can arrange to observe each other at any point. You can use the following questions to facilitate the review:

- Which questions worked the best in your practice above? Why do you think this was?
- When might you use closed questions rather than open questions?
- What strategies can you use to make the lesson more interactive? Why is this important for your students' learning?
- Which type of questions do you think can help the students say something meaningful?
- What questions will you use to get your student teachers to come up with different ideas?

Make sure that you stay focused on what tutors have planned.

T2-2 EMS 3



7.7. Agreement of Follow-up Activities (10 mins)

PDC Notes

At the end of each session, remind tutors that an essential part of the programme is to try out the activities with their students in the classroom.

Make sure there are no unresolved questions or queries, and then close the session, reminding tutors to come back at the same time next week. Remind tutors of the surveys.

Post-session Reflection for the PDCs

After the session, have a brief reflection on how it went, which you can add to your own learning journal. If you encountered issues that you feel challenged by, or feel unsure about, or would like advice on - this is the time to contact your TLA. Please remember to fill in the surveys.

Professional Development Session 8

8. Teaching Strategy 2-3: Avoiding Common Mistakes Associated with Questioning

Objectives for PDS 8

By the end of this session your tutors will be able to:

- identify the mistakes they use when questioning in the classroom
- rectify questioning mistakes when planning lessons
- rectify questioning when teaching in the classroom
- use a variety of questioning techniques effectively

PDC Notes

PDS 8 is a continuation of 'Questioning'. In this session you will look at common mistakes associated with questioning.

Try to anticipate what types of issue may arise from this topic and indeed what types of mistakes, for example:

Asking too many question at once.

Asking difficult questions too early etc.

Outline for PDS 8

Reflect on your Teaching (15 mins)

Introduction to 'Avoiding common mistakes associated with questioning' (15 mins)

Example (20 mins)

Plan and Practise Together (30 mins)

Review together (10 mins)

Agreement of Follow-up Activities (5 mins)

Attendance Record

Date			
Number of tutors present		out of	

T2-2 EMS 4 8.1. Reflect on your Teaching (15 mins)



PDC Notes

As usual, we are starting with the reflection on our teaching last week, on the topic of PDS7. The focus should be to reflect on how tutors have changed the way they think about questioning. What strategies have they put in place to ensure that their questioning involves their students more in their learning?

Note that the activity plan has a section for post-lesson observation. Ask tutors now to get out the activity plans they used to teach last week, and share what they noted in the section for post-lesson observation.

Ask the tutors to form small groups and ask them to discuss the following questions:

After your PDS 7 did you find you were more aware of how you used questioning in your classroom? In what ways did this change your lessons?

Did you plan your open and closed questions before going into your lesson? If yes, how?

Did you use more open questions than normal? If yes, how did you do this?

Did you notice how your questions changed depending on the stage of your lesson? When did you use closed questions and when did you use open ones?

8.2. Introduction to ‘Avoiding common mistakes associated with questioning’ (15 mins)

Give your tutors time to read the overview for this strategy.

Elicit the key points from the overview.

Then ask your tutors to work in small groups. Give them 3 minutes to brainstorm some common mistakes when questioning.

Elicit some ideas and then introduce the example.

T2-3 E 1 8.3. Example: Avoiding Mistakes (20 mins)



Here is an example from the English section of the T2 - PD Guide for Tutors - Teaching Strategy 3.

Ask your tutors to read the following English Language classroom scenario. The tutor is practising the question and response form of the ‘present perfect with ‘ever’’, as in, “Have you ever been to Accra?” – “Yes I have.”

After reading the scenario, ask your tutors to work in pairs and write down in the table what you think are some of the mistakes in the tutor's questioning.

Key: T = tutor; S = student teacher; Ss= the student teachers

T:	What's the most interesting thing you've ever done?
Ss:	Silence/no response
T:	Okay Regina, have you ever been to Accra? Yes, right, good. You, (points to another student teacher) Have you ever seen snow?
S:	No
T:	Right, good. You (points to another student teacher), have you ever eaten Fufu? Have you ever drunk beer? Have you ever seen the sea? Yes, right. Good.
S:	Yes (at the same time as teacher says "Yes")
T:	What tense is this?
Ss:	Silence
T:	The present, the present . . .
Ss:	Perfect (whole class)
T:	Well done. Now write down 4 sentences using the present perfect with 'ever'. Just as we practised now! Do you understand?
Ss:	Yes! (whole class)

Ask tutors in pairs to write down some of the mistakes the tutor made in their questioning. An example has been done for you:

Common Mistakes in Questioning
Asking a difficult question too early. E.g. What's the most interesting thing you've ever done?

After a few minutes ask tutors to join with another pair and share their ideas. Are they the same or different?

T2-3 EMS 2 8.4. Plan and Practise together:



Avoiding Mistakes (30 mins)

It is now time to plan, using the PD Guide for Tutors, section T2-3 E 2, T2-3 M 2, and T2-3 S 2. Make sure that you have an activity plan available!

Ask the participants to turn to T2-3 in the T2 - PD Guide for Tutors. You will now do the planning and practice.

Ask the tutors to divide into interest groups (by English, mathematics and science). Note that while this might coincide with the subject they teach, the division should not be by subject, but interest!

Ask each group to turn to the relevant plan section in the PD Guide.

Think about allocating the time for this activity so that you can do both planning and peer teaching. Allocate about 15 mins to planning and then 15 mins to peer teach. If you can, rotate roles and groups a little, but this depends on the number of tutors in your PD session and groups. You can, of course, also meet outside the PD session to plan further and try some peer teaching.

Please use one of the activity plans to plan your questioning activity.

PDC Notes

Make sure that every tutor has got an activity plan available, and that they are filling it in, ready to teach.

We would love to capture some excellent activity plans. If tutors are willing, please ask them to send us pictures of their activity plans.

8.5. Review together (10 mins)

Share what you have planned. Use the following table to facilitate the review what was planned. E.g. when a tutor mentions "Always asking the same type of question", you can put their name under "My Solution":

Common mistake	My Solution
Asking too many questions at once	

Asking a question and answering it yourself or giving half the answer and the whole class completes it	
Asking a difficult question too early	
Always asking the same type of question	
Asking a question in a threatening way	
Not using probing questions	
Not giving student teachers enough time to think	
Not checking understanding or asking the whole class, "Do you understand?"	
Ignoring answers	
Not correcting wrong answers	
Failing to see the implications of answers	
Failing to build on answers	

PDC Notes

Have the sheet available for the review in the next session to help with the reflection.

T2-3 EMS 3 8.6. Agreement of Follow-up Activities (5 mins)



PDC Notes

At the end of each session, remind tutors that an essential part of the programme is to try out the activities with their students in the classroom.

Make sure there are no unresolved questions or queries, and then close the session, reminding tutors to come back at the same time next week. Remind tutors of the surveys.

Post-session Reflection for the PDCs

After the session, have a brief reflection on how it went, which you can add to your own learning journal. If you encountered issues that you feel challenged by, or feel unsure about, or would like advice on - this is the time to contact your TLA. Please remember to fill in the surveys.

Professional Development Session 9

9. Teaching Strategy 2-4: Using Questions to Promote Thinking

Objectives for PDS 9

By the end of this session your tutors will be able to:

- link their questioning to lower and higher order thinking skills
- identify activities in terms of lower and higher order thinking skills and plan questions accordingly
- plan their questions to promote thinking so as to develop analytical and discovery skills in their students.

PDC Notes

PDS 9 is a continuation of 'Questioning'. In this session you will look at questions to promote thinking.

Try to anticipate what types of issue may arise from this topic. For example, some tutors may feel this is a repetition of PDS 6 and although they are all related - this section looks more deeply at how questioning and the activities you set in class relate to the level of thinking required. So in this section you will look at lower and higher order thinking skills.

Outline for PDS 9

- 9.1. Reflect on your Teaching (15 mins)
- 9.2. Introduction to 'Using questions to promote thinking' (15 mins)
- 9.3. Example: Promoting Thinking (15 mins)
- 9.4. Plan and Practise Together: Promoting Thinking (30 mins)
- 9.5. Review together (10 mins)
- 9.6. Agreement of Follow-up Activities (5 mins)

Attendance Record

Date			
Number of tutors present		out of	

T2-3 EMS 4 9.1. Reflect on your Teaching (15 mins)



PDC Notes

As usual, we are starting with the reflection on our teaching of last week, on the topic of PDS 8. The focus should be to reflect on how tutors have changed the way they think about questioning. What strategies have they put in place to ensure that their questioning involves their students more in their learning?

Last week, we focused on mistakes in questioning, and developed a sheet together. Display the sheet again, and use it to prompt tutors.

For example, if a tutor mentioned "Always asking the same type of question" (and you recorded their name), you now ask them how asking different types of questions went. Do not be strict about it - it is just a tool to get the conversation going, rather than to check.

Note that the activity plan has a section for post-lesson observation. Ask tutors now to get out the activity plans they used to teach last week, and share what they noted in the section for post-lesson observation.

Run the activity as follows: Ask the tutors to form small groups and ask them to discuss the following questions:

- After your PDS 8 did you find you were more aware of your mistakes when questioning e.g. did you monitor yourself and try to avoid questions, such as, 'Do you understand?' etc
- Did you plan your questions more carefully to avoid making common mistakes? If yes, how?

9.2. Introduction to 'Using questions to promote thinking' (15 mins)

Give your tutors time to read the overview to this section and elicit some key points. Then put the 2 acronyms on the board:

LOTS and HOTS.

Give your tutors 2 minutes to tell you what they stand for (Lower Order Thinking Skills and Higher Order Thinking Skills).

Ask your tutors:

- How do these relate to questioning in the classroom?
- How do they relate to the activities we choose?
- This will be a good introduction to your example.

T2-3 E 1



9.3. Example: Promoting Thinking (15 mins)

Use the example activities in the English section of the T2 - PD Guide for Tutors - Teaching Strategy 4.

After presenting the 3 example activities, go through Tasks 1 - 3 in the Plan and Practise Together section of the manual. Ensure tutors work in pairs to discover which activity would require LOTS and which HOTS.

Ask them what would be the implications for the types of questions you would ask.

T2-4 EMS 2



9.4. Plan and Practise together: Promoting Thinking (30 mins)

It is now time to plan, using the PD Guide for Tutors, section T2-4 E 2, T2-4 M 2, and T2-4 S 2. Make sure that you have an activity plan available!

Ask the participants to turn to T2-4 in the T2 - PD Guide for Tutors. You will now do the planning and practice.

Ask the tutors to divide into interest groups (by English, mathematics and science). Note that while this might coincide with the subject they teach, the division should not be by subject, but interest!

Ask each group to turn to the relevant plan section from in the PD Guide.

Think about allocating the time for this activity so that you can do both planning and peer teaching. Allocate about 15 mins to planning and then 15 mins to peer teach. If you can, rotate roles and groups a little, but this depends on the number of tutors in your PD session and groups. You can of course also meet outside the PD session to plan further and try some peer teaching.

Please use one of the activity plans to plan your questioning activity.

PDC Notes

Make sure that every tutor has got an activity plan available, and that they are filling it in, ready to teach.

We would love to capture some excellent activity plans. If tutors are willing, please ask them to send us pictures of their activity plans.

9.5. Review together (10 mins)

Use the following questions to facilitate the reflection for this session.

Why do we need to use both LOTS and HOTS in teaching and learning?

What are the implications for our questioning techniques as tutors and teachers?

T2-4 EMS 3



9.6. Agreement of Follow-up Activities (5 mins)

PDC Note

At the end of each session, remind tutors that an essential part of the programme is to try out the activities with their students in the classroom.

Make sure there are no unresolved questions or queries, and then close the session, reminding tutors to come back at the same time next week. Remind tutors of the surveys.

Post-session Reflection for the PDCs

After the session, have a brief reflection on how it went, which you can add to your own learning journal. If you encountered issues that you feel challenged by, or feel unsure about, or would like advice on - this is the time to contact your TLA. Please remember to fill in the surveys.

Professional Development Session 10

10. Teaching Strategy 2-5: Using Questions to Investigate Misconceptions

Objectives for PDS 10

By the end of this session your tutors will be able to

Include strategies and questioning techniques in their classrooms to improve their students' understanding of concepts and content

PDC Notes

PDS 10 is a continuation of 'Questioning'. In this session you will look at using questions to investigate misconceptions.

Try to anticipate what types of issue may arise from this topic, for example, some tutors will blame the student teachers for being lazy or even say they are stupid and that is why they do not understand the concepts or content. So this will require a change in thinking and behaviour from the tutors.

Outline for PDS 10

10.1. Reflect on your Teaching (15 mins)

10.2. Introduction to 'Using questions to investigate misconceptions' (15 mins)

10.3. Example (15 mins)

10.4. Plan and Practise Together (30 mins)

10.5. Reflect Together (10 mins)

10.6. Agreement of follow-up activities (5 mins)

Attendance Record

Date			
Number of tutors present		out of	

T2-4 EMS 4 10.1. Reflect on your Teaching (15 mins)



PDC Notes

As usual, we are starting with the reflection on our teaching last week, on the topic of PDS 9. The focus should be to reflect on how tutors have changed the way they think about questioning. What strategies have they put in place to ensure that their questioning involves their students more in their learning?

Run the activity as follows: Ask the tutors to form small groups and ask them to discuss the following questions:

After your PDS 9 did you find you were more aware of how you used questioning in your classroom? In what ways did this change your lessons?

Did you plan your activities and your questions so that they included less lower order thinking skills, and more higher order thinking skills? If yes, how?

10.2. Introduction to ‘Using questions to investigate misconceptions’ (15 mins)

Give your tutors time to read the overview to this section and elicit some key points.

To move into the example, ask your tutors this question:

What are some of the things we do as tutors that might help confuse our students rather than help them learn?

Some examples might be:

- Unclear questioning
- Unclear instructions
- Lack of preparation (tutor’s preparation)
- Lack of interest (tutor’s interest in the topic)

T2-5 E 1 10.3. Example (15 mins)



Use the example in the T2 - PD Guide for Tutors - Teaching Strategy 5. The English section provides an example of a scenario where the tutor asks for feedback on a lesson where NO learning has taken place. This is a good example for eliciting the problem which causes the misconceptions and its possible solutions.

T2-5 EMS 2 10.4. Plan and Practise together (30 mins)



It is now time to plan, using the PD Guide for Tutors, section T2-5 E 2, T2-5 M 2, and T2-5 S 2. Make sure that you have an activity plan available!

Ask the participants to turn to T2-5 in the T2 - PD Guide for Tutors. You will now do the planning and practice.

Ask the tutors to divide into interest groups (by English, mathematics and science). Note that while this might coincide with the subject they teach, the division should not be by subject, but interest!

Ask each group to turn to the relevant plan section from in the PD Guide.

Think about allocating the time for this activity so that you can do both planning and peer teaching. Allocate about 15 mins to planning and then 15 mins to peer teach. If you can, rotate roles and groups a little, but this depends on the number of tutors in your PD session and groups. You can of course also meet outside the PD session to plan further and try some peer teaching.

Please use one of the activity plans to plan your questioning activity.

PDC Notes

Make sure that every tutor has got an activity plan available, and that they are filling it in, ready to teach.

We would love to capture some excellent activity plans. If tutors are willing, please ask them to send us pictures of their activity plans.

10.5. Reflect together (10 mins)

PDC Notes

In this reflective session discuss the relations between “misconception of questions” and how well you (as a tutor / teacher) listen - so that your tutors reflect on both.

Use the following questions / activities to facilitate the reflection for this session.

What measures can you put in place to avoid, as much as possible, misunderstanding and confusion of concepts and content? In pairs start to make a list and then after you have practised in your classrooms - add to your list during your next reflective session.

Use the following scale to ask tutors to reflect on their own levels of listening.

Levels of listening

Ignoring	Pretend Listening	Selective Listening	Attentive Listening	Empathetic Listening
making no effort to listen	giving the impression you are listening	hearing only what interests you or for specific information to decide if a student's answer is accurate or relevant	paying attention and focusing on what your student is saying to build a picture of the student's understanding	listening and understanding with both the heart and mind to understand the student's words, intent and feelings

Ask your tutors to reflect on their own level of listening not only in their classrooms but outside the classroom too - with colleagues and family and friends. Which level are you generally at in each situation?

T2-5 EMS 3 10.6. Agreement of Follow-up Activities (5 mins)



PDC Notes

At the end of each session, remind tutors that an essential part of the programme is to try out the activities with their students in the classroom.

Make sure there are no unresolved questions or queries, and then close the session, reminding tutors to come back at the same time next week. Remind tutors of the surveys.

Post-session Reflection for the PDCs

After the session, have a brief reflection on how it went, which you can add to your own learning journal. If you encountered issues that you feel challenged by, or feel unsure about, or would like advice on - this is the time to contact your TLA. Please remember to fill in the surveys.

Professional Development Session 11

11. Teaching Strategy 2-6: Involving Everybody in Questioning

Objectives for PDS 11

By the end of this session your tutors will be able to

- use questions effectively to involve all student teachers in answering questions;
- use a variety of teaching and learning strategies to get all student teachers involved;
- plan a lesson plan using questioning techniques that involve all their student teachers.

PDC Notes

PDS 11 is a continuation of 'Questioning'. In this session you will look at involving everybody in questioning.

Try to anticipate what types of issue may arise from this topic, for example:

- My class is too large to ask all my student teachers questions.
- Some of my student teachers are shy and do not like to be asked questions.

Outline for PDS 11

11.1. Reflect on your Teaching (15 mins)

11.2. Introduction to 'Involving everybody in Questioning' (15 mins)

11.3. Example: Involving everybody (20 mins)

11.4. Plan and Practise together: Involving everybody (30 mins)

11.5. Close of session (10 mins)

Attendance Record

Date			
Number of tutors present		out of	

T2-5 EMS 4 11.1. Reflect on your Teaching (15 mins)



PDC Notes

As usual, we are now going to reflect on the teaching of last week, since PDS 10. The focus should be to reflect on how tutors have changed the way they think about questioning. What strategies have they put in place to ensure that their questioning involves their students more in their learning?

Note that the activity plan has a section for post-lesson observation. Ask tutors now to get out the activity plans they used to teach last week, and share what they noted in the section for post-lesson observation.

Ask the tutors to form small groups and ask them to discuss the following questions:

- After your PDS 10 did you find you were more aware of how you used questioning in your classroom? In what ways did this change your lessons?
- Did you plan more carefully to avoid misconceptions? How did you do this?
- Did you encounter any misunderstandings from your student teachers? If yes - how did you deal with them? Can you provide an example?

11.2. Introduction to 'Involving everybody in Questioning' (15 mins)

Give your tutors time to read the overview to this section and elicit some key points.

Before giving your tutors an example, ask them to brainstorm some ideas (perhaps strategies they use in their classes) of how they try to involve everyone in questioning, for example,

Making sure they ask student teachers from the back, sides, middle and front of the class;

Noting down whom they ask each day;

Having systems, such as 2 people per group each day and the next day 2 different people etc

T2-6 EMS 1 **11.3. Example: Involving everybody (20 mins)**



Use the example in the T2 - PD Guide for Tutors - Teaching Strategy 6. Give them some more techniques for involving all their students in questioning and answering. Ask them to discuss and write down the advantages and disadvantages.

T2-6 EMS 2 **11.4. Plan and Practise together: Involving everybody (30 mins)**



It is now time to plan, using the PD Guide for Tutors, section T2-6 E 2, T2-6 M 2, and T2-6 S 2. Make sure that you have an activity plan available.

Ask the participants to turn to T2-6 in the T2 - PD Guide for Tutors. You will now do the planning and practice.

Ask the tutors to divide into interest groups (by English, mathematics and science). Note that while this might coincide with the subject they teach, the division should not be by subject, but interest!

Ask each group to turn to the relevant plan section from in the PD Guide.

Think about allocating the time for this activity so that you can do both planning and peer teaching. Allocate about 15 mins to planning and then 15 mins to peer teach. If you can, rotate roles and groups a little, but this depends on the number of tutors in your PD session and groups. You can of course also meet outside the PD session to plan further and try some peer teaching.

Please use one of the activity plans to plan your questioning activity.

PDC Notes

Make sure that every tutor has got an activity plan available, and that they are filling it in, ready to teach.

We would love to capture some excellent activity plans. If tutors are willing, please ask them to send us pictures of their activity plans.

11.5. Close of session (10 mins)

Make sure there are no unresolved questions or queries, and then close the session, reminding tutors to come back at the same time next week. Remind tutors of the surveys.

Agreement of follow-up activities

PDC Notes

At the end of each session, remind tutors that an essential part of the programme is to try out the activities with their students in the classroom.

Preparation for the next session

PDC Notes

The next session is the last session for this semester. As always tutors should bring their learning journals, as well as their activity templates. Please remind them to do so. In particular, ask them to bring a number of activity templates which they have worked on throughout this semester.

Also, many tutors took pictures throughout the semester (e.g. to share on Facebook or WhatsApp): Ask tutors to select one or two pictures that best illustrates the progress they have made.

Post-session Reflection for the PDCs

After the session, have a brief reflection on how it went, which you can add to your own learning journal. If you encountered issues that you feel challenged by, or feel unsure about, or would like advice on - this is the time to contact your TLA. Please remember to fill in the surveys.

Professional Development Session 12

12. Leadership for Learning

Objectives for PDS 12

By the end of this session your tutors will have started to understand the relevance of Leadership for Learning to their practice, and use some of the LfL principles to reflect on their teaching.

PDC Notes

PDS 12 is the last PD session this semester. The main focus of this session is to review the work we have done during this semester. We're going to look at Leadership for Learning as a tool for reflecting on our practice (and the circumstances surrounding our practice).

Note that unlike many of the other sessions, there is no planning activity within this session. However, there are some suggested follow-up activities that tutors can do.

Outline for PDS 12

Reflect on Your Teaching (15 mins)

Reflection on this Semester (15 mins)

Leadership for Learning (5 mins)

Focus on Learning (20 mins)

Conditions for Learning (20 mins)

Learning Dialogue, Shared Leadership and Shared Accountability (10 mins)

Close of Session (5 mins)

Attendance Record

Date			
Number of tutors present		out of	

T2-6 EMS 4 12.1. Reflect on your Teaching (15 mins)



PDC Notes

As usual, we are now going to reflect on the teaching of last week, since PDS 11. The focus should be on how tutors have changed the way they think about questioning, and how they are now using it in the classroom. In particular, what strategies they have put in place to ensure that all students are involved.

Note that the activity plan has a section for post-lesson observation. Ask tutors now to get out the activity plans they used to teach last week, and share what they noted in the section for post-lesson observation.

Because you have now facilitated 11 sessions, you, as the PDC, are more than able to organise this reflection. Based on your experience throughout this semester, decide how you wish to organise this section.

As usual, we reflect on our teaching at the beginning of the session.

12.1. Reflection on this Semester (15 mins)

PDC Notes

This is the last session for this semester. Let us take stock of what we have done. Ask the tutors to refer to their learning journals and activity plans (across the semester) throughout the following set of activities.

To get the discussion going, you could ask:

- Having completed the 3 strategies in Creative Approaches, and the 6 strategies in the Questioning theme how do you think it has changed your teaching?
- How has it changed your attitude towards using questioning, and e.g. games and role-play?

The following activity requires notes to be made on the board. Ideally you would appoint one or two scribes. You do not need to do the writing yourselves. Your role is to facilitate the discussion.

Activity: What we learned and what surprised us. Ask tutors to name the teaching strategies covered this semester. Write them on the board, and ask tutors to name the things that surprised them most, and the things that they learned or realised. Write those items down as a few words, avoiding long sentences.

Encourage them to go through their learning journal and their activity plans. Once you have all teaching strategies, see whether anybody has anything to add to them.

You might organise your blackboard as shown:

Teaching Strategies	What I learned and what surprised me.		
T2-2 open/closed qs			
T1-1 Games	student participation	fun!	students learning from each other
T2-6 involving everybody	great ideas from colleagues	responsibility for learning	tutors learning from each other
	arranging desks	finding resources	students were more active
	student discussion after lessons		

PDC Notes

Please take a picture of your board when you have finished, and send it to us. Make sure the text on the pictures is legible. You might have to take several pictures of sections of the board to cover the whole board in a legible way.

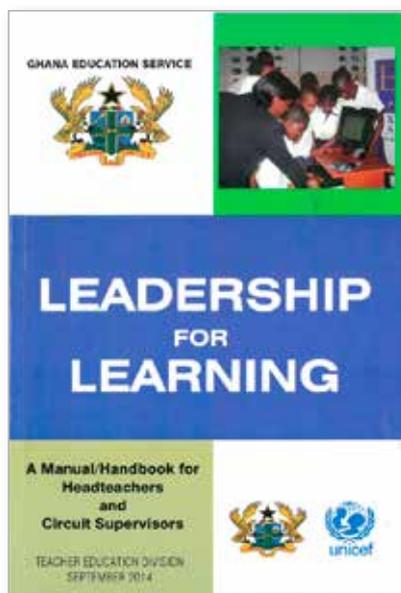
12.2. Leadership for Learning (5 mins)

Activity: Who has heard about Leadership for Learning? Conduct a short activity to see whether anybody has heard of Leadership for Learning. You may find that some tutors are familiar with the Ghana Education Service initiative on Leadership for Learning, as well as Leadership for Change. If there are people who are familiar with Leadership for Learning, ask them how they became familiar with it, and ask whether anyone can name the five principles.

PDC Notes

Do not spend too long on this. The activity is just to find out what the tutors already know. Depending on what tutors already know, tell them a little more, with information drawn from the following handout.

Handout: Leadership for Learning



If you turn to the headteachers' handbook (2010), to Unit 9 (p. 162), you will find a section on Leadership for Learning. Recently, the Ghana Education Service produce a manual / handbook for headteachers and circuit supervisors, focusing on Leadership for Learning.

Leadership for Learning (Lfl) is a framework of ideas and principles originating in the international Carpe Vitam Leadership for Learning project, co-ordinated at the University of Cambridge. The framework has been used for 10 years in different contexts, particularly as a programme for school leadership professional development.

Leadership for Learning is a way of thinking, doing, communicating, working, and reflecting about educational leadership in schools for the singular purpose of promoting the activity of learning.

Here are the five principles of Leadership for Learning:

- Focus on Learning
- Conditions for Learning
- Learning Dialogue
- Shared Leadership
- Shared Accountability

Leadership for Learning is not just useful for schools, but for any educational institution, including Colleges of Education. Also, it is useful for teachers, and not just headteachers. Lfl is a distributed leadership model, in which everybody can be a leader, including tutors, teachers, students and pupils.

12.3. Focus on Learning (20 mins)

PDC Notes
<p>Make sure that you have mentioned the five principles. We will now do a few Think-Pair-Share sequences, on some of the principles. Have your learning journals ready. For the whole class dialogue parts, please draw on the scribes to make notes.</p>

Activities we do in the programme (including the college classroom, the PD session, but also other circumstances): Which ones have a focus on learning and which ones do not? You should draw these from your own experience over the last semester. You have one minute to think individually, then a few minutes to pair, and then about 10 minutes to share with everybody.

During the 10 minutes of sharing with everybody, divide the board as shown below, and write down some classroom activities that have a focus on learning, and others that have a lower focus on learning.

Principle 1: Focus on Learning	
Activity with focus on learning	Activity with lower focus on learning

PDC Notes

Here are some examples, that tutors might suggest. As a PDC, look at these examples. Do not just think of a yes/no answer, but instead, try to come up with a few points *for* and *against* the focus on learning in these activities.

Taking the class register. Does this activity have a focus on learning? It is an important part of college operation, but is it to do with learning?

Chorus answers. Do chorus answers show that students have learned?

During break time, two students discussing how to solve a problem. This activity happens during break time, so outside of formal college teaching. Can it be considered learning?

Activity planning during the PD session. When you plan activities together, tutors are working in small groups.

However, in the activity during the PD session, do not give those examples - let the tutors suggest their own examples.

At the end of the activity, summarise, pointing out that everybody is a learner. The tutors will already be aware that they are learners (through the PD process), but they may not necessarily realise that they are learning in the classroom too. While students are learning (the content of the lesson), during the same lesson, the tutor also learns to be a more effective tutor.

PDC Notes

Please take a picture of your board when you have finished, and send it to us.

12.4. Conditions for Learning (20 mins)

PDC Notes
<p>You are now moving on to the second principle. Remind participants of the five principles, and mention the 2nd one: Conditions for Learning.</p> <p>What does creating the conditions for learning mean? How are we doing this? What is helpful, what is not helpful?</p> <p>Let us do a Think-Pair-Share on this.</p>

Activity: Conditions for Learning. You should draw these from your own experience over the last semester. You have one minute to think individually, then a few minutes to pair, followed by sharing with everybody (10 minutes).

During the 10 minutes of dialogue with everybody, divide the board as shown, and write down some of the conditions that enable classroom activities to have a focus on learning. Also write down some of the conditions that are unhelpful in terms of a focus on learning.

Principle 2: Conditions for Learning	
Helpful	Unhelpful

PDC Notes

Here are some ideas, which you might be able to relate to the ideas tutors suggest.

What are the personal circumstances that learners find themselves in? What kind of cultures and background (e.g. families, age, interests) would be most helpful to support learning.

Within our working and personal lives, are there opportunities for everyone to reflect on the nature, skills and processes involved in learning? What are they?

What about the (physical and social) spaces where we learn (e.g. the classroom, meeting rooms, elsewhere)? How do these spaces stimulate and celebrate learning?

Are the physical facilities and other forms of support (e.g. community and family support) able to support learning? What are these facilities and forms of support? This also includes some very basic things, such as the seating arrangements.

Are there safe and secure environments, that enable everyone to take risks, cope with failure and respond positively to challenges? How are we doing that?

What are the tools and strategies used to enhance thinking about learning and the practice of teaching? Are we updating ourselves and reflecting on the various tools and strategies to enhance the way we teach and learn? How are we doing that?

At the end of the activity, summarise. What are the key messages that we will take away into the next semester?

PDC Notes

Please take a picture of your board when you have finished, and send it to us.

12.5. Learning Dialogue, Shared Leadership and Shared Accountability (15 mins)

PDC Notes

The other principles deserve equal attention, but we did not want to overload this session. We will revisit these in a future session. For the time being, there are some resources available online, that tutors can use to find further information.

We do not have time to cover all principles in depth during this session. You can find further information online at:

<http://oer.educ.cam.ac.uk/wiki/OER4Schools/LfL>

<http://www.educ.cam.ac.uk/centres/lfl/about/>

<https://www.educ.cam.ac.uk/centres/lfl/projects/ghana/>

If you have a copy available, please also consult the GES Leadership for Learning Manual / Handbook.

12.6. Close of Session

Agreement of Follow-up Activities

PDC Notes

Our assumption is that this is the last session before the examination period, and that tutors will not teach again. However, if tutors do teach again, a possible task is to look at the above LFL principles, and write a brief reflection.

Suggested follow-up activity. In this session we looked at the principles of Leadership for Learning. As you teach this week, reflect on these principles in relation to your teaching. Note your reflection in your learning journal.

Outstanding Issues and Survey

Make sure there are no unresolved questions or queries, and then close the session.

Remind tutors that the programme will resume next semester. Remind tutors to fill in the surveys, e.g. <http://tiny.cc/pdsurvey>.

Post-session Reflection for the PDCs

After the session, have a brief reflection on how it went, which you can add to your own learning journal. If you encountered issues that you feel challenged by, or feel unsure about, or would like advice on - this is the time to contact your TLA. Please remember to fill in the surveys (e.g. <http://tiny.cc/pdcsurvey>).

PDC Notes

Well done for this first semester!

We are sure that it was not always easy, but you should feel proud of your achievement across Themes 1 and 2 of the Tutor Professional Development programme. Please do get in touch if you have any questions!

The programme will continue with Themes 3 and 4 next semester.

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