

My learning journey – crossing bridges from mentoring to ELT classrooms.

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Whilst you wait discuss your answers to these questions with a partner.

1. What's been your **favourite part** of the conference so far & why?
2. Why are you **interested** in this workshop?
3. A teacher asks the class a question. How long do you think the **average wait time** by the teacher is before initiating a response?
4. When was the **last time** you asked a class/student to **reflect** on their learning? What did you do?



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Workshop aims

1. Examine different questioning techniques & their benefits.
2. Reflect on reflection activities.
3. Question time.



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Questioning techniques

1. Wait time for a response.

What are the **problems** associated with a **short wait-time** for a response?

1. Not all students have had time to digest the question & prepare an answer.
2. The response may be simplistic or wrong.
3. Other students may switch off & stop thinking as soon as they hear the teacher nominate a student to answer.
4. Minimal participation.

Extending your wait-time for a response.

Questioning techniques

2. Think-Pair-Share

Think on your own.

Pair up students to discuss & compare answers.

Whole class feedback to **share** answers.

Questioning techniques

3. Popcorn technique



Extended **wait time**.

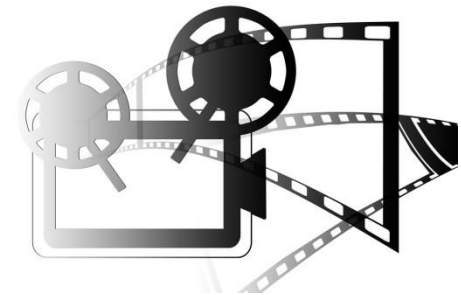
Whole class **involvement**.

Feedback to the teacher.

Video task

1. Watch a clip of Sarah and her primary class. It's a demonstration of the **Popcorn questioning** technique.

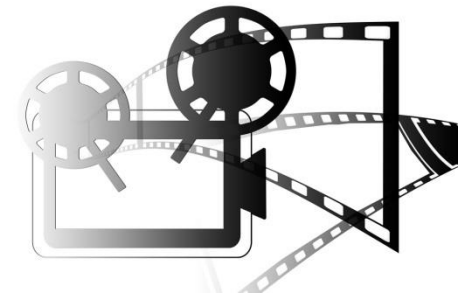
Task : **Count the seconds** between the **first hand** going up and the **last** one. How long is it?



Video task

2. Now watch a demonstration of **Think-Pair-Share** from the same primary lesson.

Task : Do the students remember to work in pairs?



Reflection activities – an observed lesson

Area of observation focus 1:

What do I think worked well? **How** do I **know** this? **Why** did it work well? **How** can I develop this further in the future?

Which aspects of this area am I less satisfied with? **Why** am I not satisfied? What **changes** could I make for future lessons?



Reflection activities – personal development

Mid-year reflection

What **area** of your teaching have you been developing?

How successful have you been in doing this? **How** do you **know**?

Is there anything you'd like to discuss on this area with your mentor?

End of year reflection

What have been your personal **highlights** this year? Why?

Have there been any **low points** or **challenges**? Why? **How** did you manage them? What was the **result**?

Thinking ahead to the **next school year**, what area/s of your teaching would you like to focus on? **Why? How** might you do this?



Feedback from my mentees

'I am not just saying it, I appreciate your advice greatly as it made me see the limits of my lesson plan. I really feel that the critical glance made the whole lesson more effective.'

Cristina Chiocchio, teacher, Leone XIII school, Milan

'Sarah, I know this is a bit of a challenge BUT I WANT to do this and also, it's a perfect opportunity for you the(sic) really help me, moving out of my comfort zone a bit. Can't wait for your feedback.'

Kristine Grandeby, teacher, Leone XIII school, Milan

Reflection activities – in the classroom

Sentence starters

Think about the English lessons and choose the best word in red.

1. *I think the pace of the lessons is **too fast** / **too slow** / **just right**.*
2. *I (**don't**) **think** we have enough opportunities for speaking in the lesson.*
3. *I would like to do **more** / **less** reading, listening, writing, speaking, grammar, vocabulary, pronunciation practice.*
4. *In general I think the pitch of the lessons is **too easy** / **too difficult** / **just right**.*
5. *A question I have is*

Reflection activities – in the classroom

2. Message in a bottle

your progress

your strengths
& weaknesses



your future
study plans

questions

course feedback
(like, don't like, useful,
more, less)

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Exit ticket

*What I found **interesting** about this workshop is*

I'd like to

*I'm **not sure***

*One **question** I'd like to ask Sarah is*



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Some further reading

<https://itilbury.wordpress.com/2016/11/06/what-is-the-dialogue-pattern-in-your-classroom-if-talk-be-the-foundation-of-learning-how-are-you-encouraging-it/> for more on Popcorn questioning and Think-Pair-Share.

<http://www.theconfidentteacher.com/2012/11/questioning-top-ten-strategies/> by Alex Quigley, English teacher & Director of Research Huntington School York, UK.

<https://teacherhead.com/2012/07/17/the-washing-hands-of-learning-think-pair-share/> by Tom Sherrington, Consultant, ex-Head, teacher, UK.

<http://teachlikeachampion.com/tag/cold-call/> by Doug Lemov, Author 'Teach like a champion.'

The Developing teacher, Delta publishing, 2009, by Duncan Foord. Pages 36-51 for activities to get feedback from your students.

<http://www.teacherfeedback.org/blog> by Jo Gakonga. Videos for teacher trainers on different aspects of giving feedback.



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