



GREAT TEACHING FOR EVERY LEARNER

**A QUESTIONNAIRE TO HELP
IDENTIFY LEARNING NEEDS AND
OVERCOME BARRIERS TO PROGRESS**

Read through the following list of questions.

Put a tick next to any that 'ring any bells'.

Then, when you log in at teachinghow2s.com, you can focus straightaway on professional learning that is relevant to you and your learners.

- Learning Sequence: Not Understood?**
Is progress hindered by learners not knowing how to proceed with a task you have set?
- Using Subject Matter: Communicating Progress**
Do your learners have difficulty using and explaining knowledge learnt?
- Using Knowledge: Reflecting on Progress**
When you are promoting discussion, perhaps through questioning, do some learners tend to dominate the discussion ?
- Behaviour: Off-task**
Do learners sometimes simply forget what to do? Does this sometimes detract from the positive learning environment and delay progress?
- Knowledge: Cognitive Load and Complex Concepts**
Is some of your content harder for you to explain and for learners to understand?
- Behaviour: Reluctance to Communicate**
Are learners sometimes reluctant to talk about knowledge and skills learned, or about their progress?
- Knowledge: Long Term Recall**
Do learners sometimes have difficulty in the long term, recalling knowledge from memory, and revisiting content from previous sessions?
- Knowledge: Misconceptions**
Is progress hindered by learners struggling to understand what great work looks like?
- Knowledge: Cognitive Overload**
Are your learners sometimes overwhelmed by the volume of what they have to learn?
- Effective Study: Concentration**
Do learners sometimes struggle to concentrate when you are working through complex subject matter with them?
- Focus on Learning: Arrival**
Do your learners focus on learning from the moment they arrive?
- Focus on Learning: Transitions**
Do learners struggle to make a quick and efficient transition between instruction and independent practice and/or in transitioning between phases or activities within a session?
- Focus on Learning: Independent Work**
Do learners sometimes lose focus and go off task when working alone or in pairs or groups?
- Effective Study: Planning**
Do learners have difficulty planning for practical or written tasks and have difficulty in carrying out a plan?
- Knowledge: Safety First**
Do you need to assess how well learners have understood a process or concept prior to progressing to the use of potentially dangerous materials or equipment?

- ❑ **Effective Study: Reading Comprehension**
Do difficulties comprehending written text or the spoken word make accessing subject matter for your learners difficult?
- ❑ **Behaviour: Dominant Individuals**
When you ask questions, do some learners tend to dominate the session and affect the progress of others?
- ❑ **Effective Study: Independent Practice**
Is progress in learning subject matter hindered because your learners do not know how to study independently, away from the classroom?
- ❑ **Effective Study: Subject Matter and Purpose**
Do you sometimes wonder whether your learners know or have realised what the purpose of the session was; or worse, what subject matter was being taught?
- ❑ **Behaviour: Opting Out**
Do some learners seem to opt out from discussions or thinking about the answers to questions?
- ❑ **Focus on Learning: Endings**
Can learners sometimes lose focus at the end of sessions?
- ❑ **Knowledge: Review of Progress**
Are learners sometimes at different stages of progress at the end of the session? Does this leave you wondering, perhaps, what you need to do next?
- ❑ **Behaviour: Ignoring Formative Feedback**
Do your learners sometimes ignore or fail to act on feedback that would help them make progress?
- ❑ **Behaviour: Over-reliance on Teacher**
Do your learners support each other to make progress, or do they tend to rely on you?
- ❑ **Knowledge: Long Term Memory**
Do your learners have difficulty retrieving and revisiting content from previous sessions?
- ❑ **Behaviour: Stand-out Individuals**
Is a particular individual's behaviour affecting their own progress and that of others?
- ❑ **Behaviour: Persistent Low Level**
Do some of your learners display persistent low level behaviours that delays progress?
- ❑ **Effective Study: Organising Thoughts**
Do some of your learners struggle to organise their work, even when you know their knowledge of the subject matter is sound?
- ❑ **Knowledge: Integration Into Larger Concepts**
Do your learners have difficulty seeing how new knowledge integrates into larger concepts. Do they struggle to understand how the content in one session fits into the bigger whole?
- ❑ **Knowledge: Clear Explanation**
Do your learners sometimes have difficulty understanding your explanations of subject matter or explaining their own understanding of subject matter to you or to their peers?