

It is important to remember that asking questions is also a child's early communication strategy. It is not just about the information that they are acquiring or seeking.

#### Effective Questioning

- Ask open-ended questions to encourage the child to think and respond
- Ask closed questions to check understanding or to confirm a fact
- Ask leading questions to guide the child towards a specific answer
- Ask probing questions to encourage the child to think more deeply about a topic
- Ask reflective questions to encourage the child to think about their own learning
- Ask evaluative questions to encourage the child to think about the value of their learning
- Ask questions that encourage the child to think about the process of learning
- Ask questions that encourage the child to think about the context of learning
- Ask questions that encourage the child to think about the purpose of learning
- Ask questions that encourage the child to think about the resources for learning
- Ask questions that encourage the child to think about the strategies for learning
- Ask questions that encourage the child to think about the outcomes of learning
- Ask questions that encourage the child to think about the challenges of learning
- Ask questions that encourage the child to think about the support for learning
- Ask questions that encourage the child to think about the role of the adult in learning
- Ask questions that encourage the child to think about the role of the peer in learning
- Ask questions that encourage the child to think about the role of the environment in learning
- Ask questions that encourage the child to think about the role of the community in learning
- Ask questions that encourage the child to think about the role of the culture in learning
- Ask questions that encourage the child to think about the role of the language in learning
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- Ask questions that encourage the child to think about the role of the power in learning
- Ask questions that encourage the child to think about the role of the justice in learning
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- Ask questions that encourage the child to think about the role of the wonder in learning
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- Ask questions that encourage the child to think about the role of the universe in learning
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## Questioning in the Early Years

### What is the Importance of Questioning in the Early Years?



Questioning is a fantastic way for educators to learn about children and it encourages children to **deepen their thinking, understanding and learning**. These important verbal interactions enable children to build on their existing skills by improving their communication and language, collaboration, confidence and their critical and problem-solving skills, which are important foundations for future learning.

### Types of Questioning

The value of using the right questions in the early years is an important element of early years pedagogy. Good outcomes for children are linked to positive interactions with adults that include high-quality questioning.

#### Open-Ended Questions

Open-ended questions extend children's curiosity and encourage children to problem-solve, reason and think independently. They guide children to find their own truth.

Open-ended questions:

- are used to encourage children to think and act

#### Closed Questions

Closed questions can be a great way to introduce a conversation or topic to children but be aware, they will limit the child's opportunity to expand on their answer.

Closed questions:

- allow for a single word answer

# A Pedagogy Of Questioning

**National Education Association of the  
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## **A Pedagogy Of Questioning:**

A Pedagogy of Questioning Gerardo Hannel, 2013-08-02 This book is a description of why questioning is so important and how to ask questions in the classroom more effectively It outlines a pedagogy of questioning for teachers how to teach by asking questions The book describes how to structure questions for the best cognitive effect as well as how to overcome some behaviors by students that keep them disengaged The book is based on over 17 years of workshops by Gerardo Ivan Hannel

A Pedagogy of Questioning Gerardo Hannel, 2015-09-15 This is the workshop training manual not the textbook required for the A Pedagogy of Questioning APOQ workshop or training This manual is to be used by learners attending any APOQ workshop Its fill in the blank format is designed to help participants remember the key ideas given in the workshop It also has exercises for participants to engage in with a peer during the workshop

**On Critical Pedagogy** Henry A. Giroux, 2011-06-16 **Learning to Question** Paulo Freire, Antonio Faundez, 1989 Dialogue of philosophical reflections and anecdotes centred on the liberation of the oppressed

**Questioning and Teaching** J. T. Dillon, 1988 *Towards a Pedagogy of Higher Education* Gunnlaugur Magnússon, Johannes Rytzler, 2022-03-24 Towards a Pedagogy of Higher Education illustrates how international policy shifts primarily the Bologna process have affected debates around both the purpose and organization of higher education at different levels This book formulates a theory of teaching in higher education that is grounded in educational theory contributing to a critical perspective on current ideal forms of higher education and a deeper understanding of the pedagogical role of the university It illustrates how international policies affect conceptualizations of the purpose of higher education and critically examines the pedagogy of higher education in order to develop a comprehensive educational theory for teaching in higher education The book illustrates the consequences of discursive ideals of education on teaching practices and provides a theoretical framework for new thinking on higher education Offering a unique contribution that combines policy analyses curriculum theory and educational theory this book will appeal to academics scholars and postgraduate students in the field of higher education research and teaching educational theory and educational policy

A Manual of the Art of Questioning Joseph Landon, 1899 Authority Is Relational Charles Bingham, 2009-01-01 Written in an accessible and personal style this innovative study of authority in education examines scenarios of authority in ways that problematize augment and redefine prevalent ideas of how it works Usually seen as a thing that people have the author suggests that authority should be understood instead as a relation that happens between people which gets enacted in circuits where each participant has a role to play those circuits can include teachers students the books they read as well as former teachers and former students Drawing on ideas from psychoanalysis hermeneutics philosophy of language and the work of Jacques Derrida and Paulo Freire the book offers a useful new understanding of authority in education

*Proceedings, Abstracts of Lectures and a Brief Report of the Discussions of the National Teachers' Association, the National Association of School Superintendents and the American Normal School*

Association National Education Association of the United States,1893      **Affective Early Childhood Pedagogy for Infant-Toddlers** Gloria Quiñones,Liang Li,Avis Ridgway,2021-05-18 This exciting new book brings fresh knowledge of affective pedagogies in early childhood education and care The book draws on cultural historical theory in alignment with visual methodologies to elucidate infant toddlers affective pedagogies through analysis of case examples The book reveals contemporary pedagogical practices in the infant toddler space like mealtimes nappy change and play These pedagogical practices show the highly specialised nature of working with infant toddlers such as the affective relations between educators and infant toddlers affective dialogue affective engagement and the creation of affective spaces The value of collaboration is highlighted through creating an affective space for educators to become aware reflect and position themselves as effective and affective educators The book introduces innovative methodological tools such as images and collective drawings for collaborative reflection      Elements of Religious Pedagogy Fred Lewis Pattee,1909      The Journal of Proceedings and Addresses of the National Educational Association National Educational Association (U.S.),1894  
Ideals, Aims and Methods in Education ,1922      *Proceedings of the Annual Meeting - National Education Association of the United States* National Education Association of the United States,1908      **The New Educator's Library: Ideals, aims and methods in education** ,1922      *How to Use Questioning in the Classroom* Mike Gershon,2013-01-02 The bestselling How to use Questioning in the Classroom The Complete Guide gives classroom teachers everything they need to embed outstanding questioning in their teaching and raise achievement across the board The book is written by a practising teacher and is unashamedly practical It contains a wide range of activities strategies techniques and questions which educators can use to create challenging engaging learning experiences for their students Everything in the book is generic meaning it can be applied across the curriculum In the first section of the book Mike analyses the nature of classroom questioning before outlining and illustrating thirty five strategies activities and techniques which can be used when teaching almost any topic to any age group In section two more than 1200 generic high quality question are presented ready to adapt for use in your classroom Mike Gershon s teaching resources have been viewed and downloaded more than 2 7 million times in over 180 countries and territories His books expand and develop his electronic materials such as the Starter Generator the Plenary Producer and the Assessment for Learning Toolkit The How to series developed out of Mike s desire to share great classroom practice with teachers around the world He wanted to put together a collection of books which would help professionals no matter what age group or subject they were teaching Each volume focuses on a different element of classroom practice and each is overflowing with brilliant practical strategies techniques and activities all of which are clearly explained and ready to use In most cases the ideas can be applied immediately helping teachers not only to teach better but to save time as well Each book goes out of its way to make teachers lives easier and their lessons even more engaging inspiring and successful then they already are The How to series is great teaching made easy      *Journal of Proceeding and Addresses* National

Education Association of the United States, 1894 Vols for 1866-70 include Proceedings of the American Normal School Association 1866-69 include Proceedings of the National Association of School Superintendents 1870 includes Addresses and journal of proceedings of the Central College Association     *"Chatter"* Peter Fenves, Peter David Fenves, 1993 This book shows that in chatter Kierkegaard uncovered a specifically linguistic mode of negativity which became the medium in which a non speculative and non historicism presentation of history could be carried out The author examines in detail those writings of Kierkegaard in which he undertook complex negotiations with the threat and also the promise of chatter     **Journal of Proceedings and Addresses of the ... Annual Meeting** National Education Association of the United States. Meeting, 1908  
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