

		Questioning		
		Finding out	Questions you might ask	The secure criteria
I can't not do this	5	You just can't help asking penetrating questions that try to get to the heart of the matter.	ASK: 'What do you do that makes you think that you are a very curious person? Can you give me a couple of examples of how your questions / this curiosity have led to a deep understanding of the matter in hand?	Secure criteria. Students are very able to explain how their intense curiosity fuels their desire to understand and has become a consistent feature of how they learn.
I make sure I do	4	You plan out a series of questions to make sure that you achieve the results you want and so that you don't avoid asking difficult or challenging questions.	ASK: 'Can you explain to me what you do if you need to ask a potentially difficult / challenging question? How do you avoid possibly causing offence while still pursuing your line of enquiry?	Secure criteria. Students are now able to explain how they organise themselves to ask: the necessary, and even challenging, questions with sensitivity, independently in a wide range of circumstances.
I see why	3	You know that asking good questions well offers yourself a big advantage. You eagerly dig deeper and work out whether something is factually sound.	ASK: 'What's good about asking your own questions? When do you say to yourself 'Do I disagree with this/that'? What makes you wonder about what causes things to happen how they do? Tell me about an example of this.'	Secure criteria. Students must be able not only to ask good questions but also to ensure they check the accuracy and validity of the information they are uncovering.
	3	You ask questions about the answers you find on the internet to find out even more. You use 'what if' type questions to explore hunches.	ASK: 'Do you know about 'question funnels'? What do they help you to do? What makes you stay curious about something? Do you ever change your mind about something you are finding out about?'	Secure criteria. Students now view themselves as 'learning detectives'. They are now able to show they've become genuinely curious about many subjects and they use their skilled questioning techniques to delve into the unknown.
I will try	2	You are careful about how you ask questions of other people (the hints you use, the emphasis you put on things) and this helps you to build good relationships with others.	ASK: 'Are you comfortable about asking other people questions? What's sometimes tricky about that? How might you deal with different points of view? How might you challenge other points of view?	Secure criteria. Students are now very aware of how they ask questions of other people. They are able to pose questions in varying tones and emphasis and be aware that this helps them to build rapport with other people. This phase can take a long time to mature.
	2	You use open questions to stimulate rich and broad responses and you look out for details in the answers you get.	ASK: 'If you want to find out a friend's opinion on something what would you say/how would you go about it? What would you listen for in their response? When might you need to re-phrase your questions?'	Secure criteria. Students are now able to pose open questions in a way that helps them to focus their questioning effectively. They need to be aware of the extent to which their questions have been effective and their search skills must have become more specific and more profitable.
Show me / Tell me	1	When you are told to you can use a book index and/or a search engine to help search for information.	ASK: 'What do you use to find information in a book? What do you do to find information on the internet? Can you give me an example? Are you usually satisfied by what you first find out, or do you go looking for more?'	Secure criteria. Students must be able to use fairly simple search techniques for books or the internet using a range of closed questions. They are still likely to need help with posing generative questions (ones that will get them somewhere).
	1	When you are told to you use closed questions to find out factual information.	ASK: 'What do you think questions are for? What have you found out about recently? Did you do that by yourself or with help from others. What sort of questions are good for finding out information?'	Secure criteria. Students are now able to verbalise different types of closed questions as they try out the point/role of questioning. They are aware of what questions are for and what they help us to do.
I can't / I won't		You don't know how to find things out for yourself so you need people to tell you things. You don't like asking questions in case people laugh at you.	ASK: 'Are you curious about things? What do you like to find out about for yourself? Do you always like someone else to tell you? Tell me about questions. What are they for? Why do we need them? What's your favourite question? What might help you to find some things out for yourself?'	Secure criteria. Some of the negative habits that would keep students in this first phase include; they're unaware that asking questions is an important (even essential) part of learning; they seem not to be inquisitive or are unaware/afraid that they can find things out for themselves. They need encouragement for this.

