**Tools for developing a hunch: Interpreting the evidence**

Use this table to ensure you develop multiple interpretations of the evidence and multiple hunches. When making the ‘if, then’ statement always frame it as an action **you** personally will take. Below the template is a worked example.

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| **Issue/area of focus** | **Hunches** | **‘If/then’ statement** | **Evidence needed to test this**  | **Further information / professional learning to be sought** |
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| **Issue/area of focus** | **Hunches** | **If ... then... statement(s)** | **Evidence needed to test this**  | **Further information / professional learning to be sought** |
| Questioning | Closed questioning is not helping me to build meaningful exchanges with children. I am not getting a full enough understanding of what children are doing or thinking before I launch into questioning.  | **If** I ask open-ended questions, **then** I will have longer and more sustained conversations with children.**If** I wait and observe for 5 minutes before interacting with children, **then** I might be able to pose more meaningful and appropriate questions that extend children.  | Video observations of my practice. Transcribe question and answer sequences and compare with previous video observation. Use number and length of children’s conversational turns as a measure of effectiveness of these strategies. | Observe other teachers questioning techniques. Collect lists of open-ended and closed questions.Read about questioning and sustained shared thinking as a teaching technique on The Education Hub website. Learn about and practice observation skills.Learn more about individual children and their strengths and interests.  |