



**Great Teaching Toolkit**

# GTT Element questions



**Evidence Based  
Education**

**#GreatTeaching**

# Introduction

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This set of questions relates to each element from the Model for Great Teaching. They are based on student perception surveys from the Great Teaching Toolkit platform and are presented here to help prompt reflection and discussion around classroom practice.

Questions are based on the student survey designed for students with a reading age of 11+ years. Students can select a response from 'Agree strongly', 'Agree', 'No opinion', 'Disagree', or 'Disagree strongly'.

Please note that when students respond to a survey via the Great Teaching Toolkit, surveys are delivered electronically and students aren't asked all the questions in this document in one sitting. It depends on which survey is chosen.

# Dimension 1: Understanding the content

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## **1** Deep and fluent content knowledge

1. My teacher is able to answer most of my questions without having to think too hard about the answer
2. My teacher sometimes doesn't know the answer to my questions
3. My teacher knows about things which are not in the textbook, Powerpoint or worksheets
4. My teacher helps us to see the links between lessons and real-world events or news
5. I feel confident that my teacher has very deep knowledge about the subject he or she is teaching
6. I sometimes feel inspired by my teacher's knowledge of this subject
7. My teacher sometimes makes mistakes, gets confused or teaches us wrong things

### Knowledge of tasks, assessments, multiple explanations

8. If I don't understand something, my teacher explains it another way
9. My teacher has several good ways to explain each topic that we cover in this class
10. My teacher has plenty of examples to illustrate the ideas he or she is trying to teach us
11. My teacher's examples really help us to understand new ideas better
12. Sometimes, the examples my teacher uses are related to daily life or another subject
13. When I need to correct something specific, my teacher always has an activity to help me
14. My teacher often explains how an activity will help us improve our skills and knowledge
15. The activities we do help me to understand the topic we are working on
16. The assessments we do help me to understand my strengths and weaknesses in each topic

## Knowledge of student strategies and misconceptions

17. Before we do a task, my teacher tells us about common mistakes and misunderstandings
18. Sometimes my teacher shows us worked examples to help us identify common mistakes
19. I think my teacher knows what we will find most difficult with new work
20. Sometimes it feels like my teacher over-estimates our knowledge and understanding
21. Sometimes it feels like my teacher knows so much that he or she doesn't realise how the work feels for us
22. My teacher always seems to know which bits of a new topic we will find hard

# Dimension 2: Creating a supportive environment

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## 1 Relationships with students, cultural sensitivity

- 23. My teacher respects who we are as people
- 24. My teacher respects our ideas and suggestions
- 25. I can be myself and know that my teacher accepts me
- 26. My teacher understands and supports students who are different
- 27. My teacher is friendly and easy to talk to
- 28. My teacher cares about all students in our class, not just the clever or well-behaved ones
- 29. We respect our teacher, even if we do not always like him/her
- 30. My teacher makes time for me when I want to discuss something

- 31. My teacher tries to understand how I am feeling
- 32. My teacher is sometimes mean or unkind to students
- 33. My teacher is sometimes bad-tempered or angry
- 34. My teacher usually knows when something is annoying or upsetting me
- 35. My teacher understands the different beliefs and cultures in this classroom
- 36. My teacher shows an interest in our local community
- 37. My teacher sometimes asks me how I am feeling

## Student-student relationships & climate

- 38. In this class, students treat each other with respect
- 39. In this class, students really help each other
- 40. When one student speaks in this class, everyone else listens carefully
- 41. Students often laugh at, or make fun of, other students in this class
- 42. Students in this class are sometimes aggressive, bullying or disrespectful towards each other
- 43. There are students in this class who can sometimes be bullies
- 44. I feel safe to say whatever I want to in this class
- 45. In this class we work well together in pairs and groups
- 46. I would be afraid to speak out or answer questions in this class because other students would make fun of me

- 47. This class feels like a positive place to be
- 48. In this class, we make sure that nobody gets left out
- 49. Sometimes it feels like students are in competition with each other in this class
- 50. If I feel stuck, I sometimes ask other students in the class for help
- 51. I respect my classmates, even if I do not always like them

### 3 Promoting learner motivation

- 52. Our teacher makes us believe we can succeed in this class
- 53. It is really important to me to do well in this class
- 54. My teacher helps students to feel confident in this class
- 55. I am determined to work hard in this class
- 56. Even when the work is hard, we still make an effort
- 57. In this class, everybody wants to do well
- 58. My teacher makes me want to learn
- 59. My motivation for working in this class is to avoid getting in trouble
- 60. I need praise from my teacher to stay focussed in this class

- 61. The things we learn about in this class matter to me
- 62. My teacher involves us in decisions about our learning
- 63. I mostly feel in control of my learning in this class
- 64. My teacher encourages us to take responsibility for our learning
- 65. I feel motivated to attend this class

#### 4 High expectations, challenge and trust

- 66. My teacher believes that we can all succeed
- 67. My teacher is determined that we all understand every topic
- 68. My teacher expects us to succeed and does not let us give up until we have
- 69. If students in this class don't know an answer, we still feel happy to guess
- 70. My teacher is patient when we make mistakes in class
- 71. My teacher sometimes says: 'This is good, but I know you can do better'
- 72. Students in this class are often afraid to get an answer wrong
- 73. When I make a mistake in class I get the opportunity to correct myself or start again
- 74. In this class, no one gets left behind

75. My teacher encourages us to believe that success is a result of effort
76. Our teacher makes us believe that it is up to us how well we do in this class
77. In this class it feels like my teacher is very ambitious about what we can achieve
78. If I do badly in this class, I believe that the power to improve is in my hands
79. My teacher helps us see that making mistakes is an important part of learning
80. In this class, I sometimes feel under pressure to give the right answer quickly

# Dimension 3: Maximising opportunity to learn

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## 1 Managing time and resources to maximise productivity

- 81. It is often loud and out of control during lessons
- 82. At the beginning of a lesson, our teacher sometimes has to wait for a long time until the class calms down
- 83. There is constant loud talking in class
- 84. Sometimes time is wasted in class
- 85. In class it usually takes a very long time until everyone is ready to work
- 86. Our class stays busy and doesn't waste time
- 87. The equipment in this class is always ready to use so we can start learning quickly
- 88. My classmates behave the way my teacher wants them to

- 89. We always understand clearly what our teacher wants us to do
- 90. In this class our teacher has a particular signal for getting students' attention
- 91. We usually move quickly from one activity to the next
- 92. There are clear routines in this class which help us save time
- 93. My teacher's instructions are easy to understand
- 94. Sometimes a lot of time is spent on making sure everyone has something to write with
- 95. In this class, we know how long we have to do each task
- 96. We usually pack up just in time for the lesson to end

## 2 Clear and consistent rules, expectations, consequences

- 97. We all know the rules in this class
- 98. We are aware of what happens when we break the rules
- 99. In this class, some students seem to be allowed to do things that others are not
- 100. Class rules seem to change from day to day: what was allowed one day is not the next
- 101. Students often break the rules and get away with it
- 102. My teacher can be very harsh on some students, more forgiving with others
- 103. In this class it is sometimes unfair because some students get more chances than others
- 104. My teacher is always fair in dealing with student misbehaviour
- 105. In this class, we have the same rules as everywhere else in the school

106. Everybody knows the rules in this class
107. If a student in this class gets in trouble, they always know what they have done wrong
108. My teacher makes sure everyone is listening before speaking to us
109. Sometimes it feels like my teacher spends a lot of time managing behaviour
110. In this class, the consequence for misbehaviour reflects how serious it was
111. In this class, it sometimes feels like the consequences for minor misbehaviour are more serious than they should be
112. If you get a warning in this class and continue to misbehave, there will definitely be a consequence
113. The behaviour of students in this class varies according to the time of day

### 3 Preventing and responding to disruption, showing awareness

- 114. My teacher knows exactly what is going on in the classroom
- 115. In this class, little problems cause big disruptions
- 116. My teacher makes sure that we pay attention
- 117. When students misbehave, our teacher is very good at dealing with it calmly
- 118. Even when he or she is busy with something else, our teacher knows if students are misbehaving
- 119. My teacher sorts out any disruption but does not make a big deal of it
- 120. My teacher intervenes before disturbances and disruptions happen
- 121. My teacher mostly comments on the good things students are doing rather than the bad
- 122. When students are distracted or misbehaving in this class, our teacher often does not even notice

123. There is very little disruption in this class
124. My teacher sometimes allows a tiny problem to grow into a big argument or drama
125. The well-behaved students in this class often go unnoticed
126. My teacher never shouts at us
127. Sometimes I find it hard to concentrate in this class because other students are misbehaving

# Dimension 4: Activating hard thinking

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## 1 Structuring: matching tasks, scaffolding, sharing objectives

- 128. At the beginning of the lesson, my teacher recaps what we have done previously
- 129. My teacher helps us to understand why what we are learning in class is important
- 130. My teacher helps us to understand how each lesson fits into the bigger picture
- 131. My teacher summarises the most important information at the end of the lesson
- 132. My teacher shows us how we are making progress through a topic
- 133. After my teacher has explained a new idea, we are usually ready to try an example
- 134. For more complicated tasks, my teacher has taught us helpful steps for us to follow
- 135. In this class, our work is just the right level of difficulty

136. At the beginning of the lesson my teacher tells us what we will learn today
137. Before teaching a new topic or idea, my teacher checks that all students remember the previous work that it builds on
138. It usually feels clear how each activity we do in class relates to the overall goal of the lesson
139. In this class, each lesson feels connected to the others
140. In this class, it is often hard to see how individual lessons connect to each other
141. When we are learning something new, my teacher gives us extra help and support to complete tasks
142. In this class, those of us who need more help and support from the teacher usually get it
143. Sometimes I feel like I could manage harder work than our teacher gives us

## **2 Explaining: presenting, connecting ideas, modelling examples**

- 144. My teacher will explain something until we understand
- 145. My teacher often explains too much at once for us
- 146. We are always interested when the teacher is explaining
- 147. My teacher is able to make new ideas interesting
- 148. My teacher explains difficult things clearly
- 149. We enjoy listening to my teacher
- 150. When the teacher is explaining, he or she uses really good examples to help us understand
- 151. Before teaching a new topic or idea, my teacher checks that all students understand and remember the previous work that it builds on
- 152. My teacher teaches topics so clearly that I can understand even difficult material

- 153. My teacher explains difficult concepts to me very slowly and carefully
- 154. When my teacher is explaining a new method, he/she shows us a worked example
- 155. My teacher is always enthusiastic about the material he/she is teaching us
- 156. My teacher explains new ideas by making connections to things we have learned in the past
- 157. My teacher often explains a new idea using examples to help us understand
- 158. Before answering a new type of question, we sometimes do an example question together as a class
- 159. Sometimes my teacher's explanations feel confusing because he/she uses words I don't know

### 3 Questioning: promoting hard thinking, assessing

- 160. My teacher asks students to explain more about answers they give
- 161. My teacher wants us to explain our answers — why we think what we think
- 162. My teacher gives us time to explain our ideas
- 163. When we do tests they give the teacher a pretty good idea of what we have learnt
- 164. My teacher thinks we understand even when we do not
- 165. My teacher checks to make sure we understand what he or she is teaching us
- 166. In this class, the teacher makes all students answer questions
- 167. I often get help from another student and my teacher thinks it is my work
- 168. My teacher checks my work and can tell whether I have understood the ideas

169. In this class, students sometimes copy answers but the teacher still thinks they understand
170. The questions my teacher asks only need simple, short answers
171. In this class, our teacher checks we have understood by giving us regular quizzes, assignments and tests
172. Sometimes my teacher asks questions for which there are many possible answers
173. When other students are answering questions, I usually stop paying attention
174. My teacher values all of the answers given by students in this class
175. My teacher usually allows a small number of students to answer most questions

#### **4 Interacting: giving, receiving and responding to feedback**

- 176. My teacher regularly shows me how I can improve
- 177. We get helpful comments to let us know what we did wrong in our work
- 178. The comments that we get on our work in this class help us understand how to improve
- 179. The feedback we get from our teacher tells us what to do to get better
- 180. We understand the feedback we get from our teacher
- 181. Even if I have not done well, the feedback from my teacher is encouraging
- 182. Even if I have done well, my teacher's feedback will challenge me further
- 183. If I do badly on an assignment or test, my teacher will always help me to understand how I can improve
- 184. My teacher is happy to slow down or go back if students don't understand something

185. We often move on from a topic, even though many students have not really understood it
186. In this class, it sometimes takes a long time for my teacher to notice if I am making a mistake
187. Sometimes my teacher gives me so much feedback I don't know where to start
188. In this class, we get individual feedback as well as whole-class feedback
189. After an assessment, my teacher explains our common strengths and weaknesses as a class

## 5 Embedding: practising, reinforcing and spacing learning

- 190. Our teacher regularly asks us to practise remembering things we have learned
- 191. Sometimes we return to a topic several days or several weeks later
- 192. In class we practise and repeat certain things to help us remember them very well
- 193. The practice we do helps new ideas or topics make more sense
- 194. Our teacher helps us to remember ideas from previous lessons
- 195. Our teacher helps us to use learning from one subject or topic in another one
- 196. There are some basic ideas or skills in this class which my teacher really wants us to remember

## **6 Activating: building independence, supporting metacognition**

- 197. My teacher encourages us to work independently
- 198. When we are stuck, our teacher encourages us to work out the answer without help
- 199. In this class we use checklists or strategies to help us improve our work
- 200. My teacher likes us to check for mistakes in our own work
- 201. My teacher shows us how to plan our work
- 202. My teacher gives us the opportunity to explore new topics independently
- 203. In this class, we are learning to do more by ourselves over time