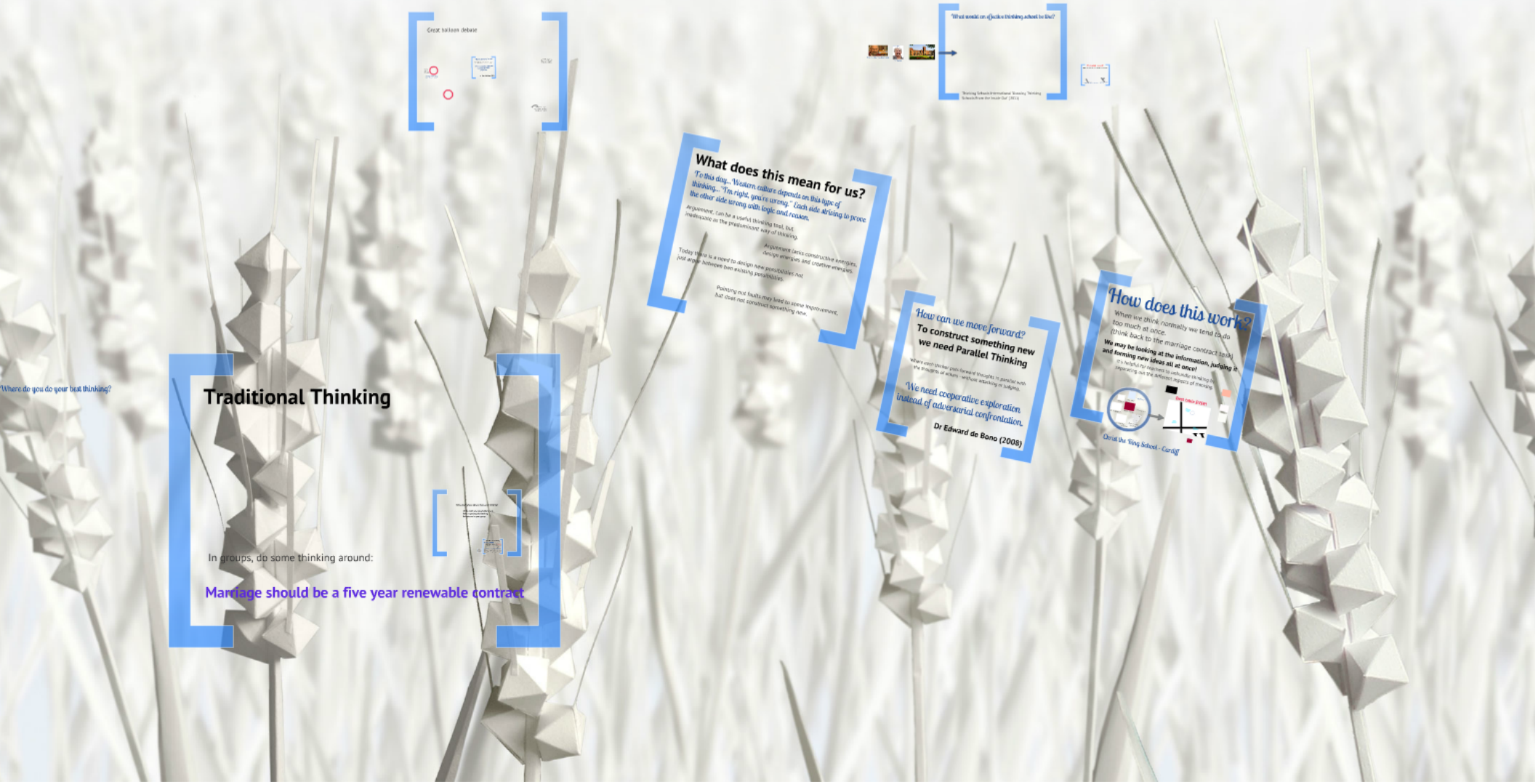
Thinking Skills as a Whole School Approach

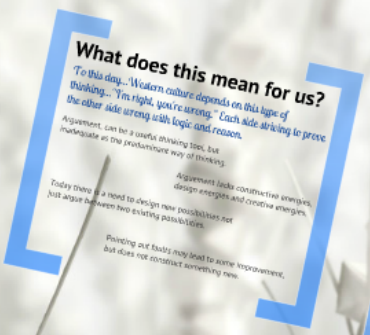


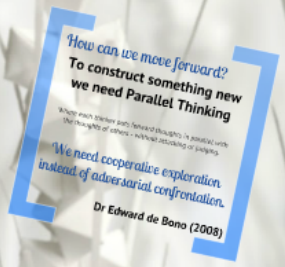
It's
are
smart you
it's
how
not

Thinking Skills as a Whole School Approach













Where do you do your best thinking?


Should Marriage
should be a five year
renewable contract?

Write down where did you focus your thinking?

Write down any observations you have regarding the thinking behaviours in your group.

Traditional thinking

The History of Thinking

Traditional thinking methods have not changed for centuries.

These methods were powerful in dealing with a relatively stable world (where ideas and concepts lived longer than people), they are no longer adequate to deal with the rapidly changing world of today where new concepts are urgently needed.

The Gang of Three

- well known philosophers Socrates, Plato and Aristotle responsible for a shift in thinking in Western culture
- Socrates = Arguement was main thinking tool (Arguement, using critical thinking "Why do you say that?" + ""What do you mean?")
- Plato = "There is truth somewhere and we have to search for it" The way to search for truth is to use critical thinking to attack what is untrue.
- Aristotle = Taught all things fit into catagories (an object cannot be a chair and not be a chair) There is only one right choice.

The fall of the Roman Empire (476 A.D)

- fall followed by dark ages
- barbarian hordes swept across civilisations of Greece Rome
- reading, writing and thinking preserved in church monasteries
- these activities were centered around theology/ preserving Christian faith
- renaissance brought discovery of classic thinking methods of ancient Greek philosophers
- this type of thinking allowed logic and reason

The Gang of Three

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Who followed their philosophy?

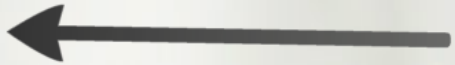
New type of thinking was embraced by those not in the church.



Framework to challenge the church



Church scholars then adopted these methods to fight back!



Virtually all western world adopted classic Greek thinking!

What does this mean for us?

To this day...Western culture depends on this type of thinking..."I'm right, you're wrong." Each side striving to prove the other side wrong with logic and reason.

Arguement, can be a useful thinking tool, but inadequate as the predominant way of thinking.

Arguement lacks constructive energies, design energies and creative energies.

Today there is a need to design new possibilities not just argue between two existing possibilities.

Pointing out faults may lead to some improvement, but does not construct something new.

Great balloon debate

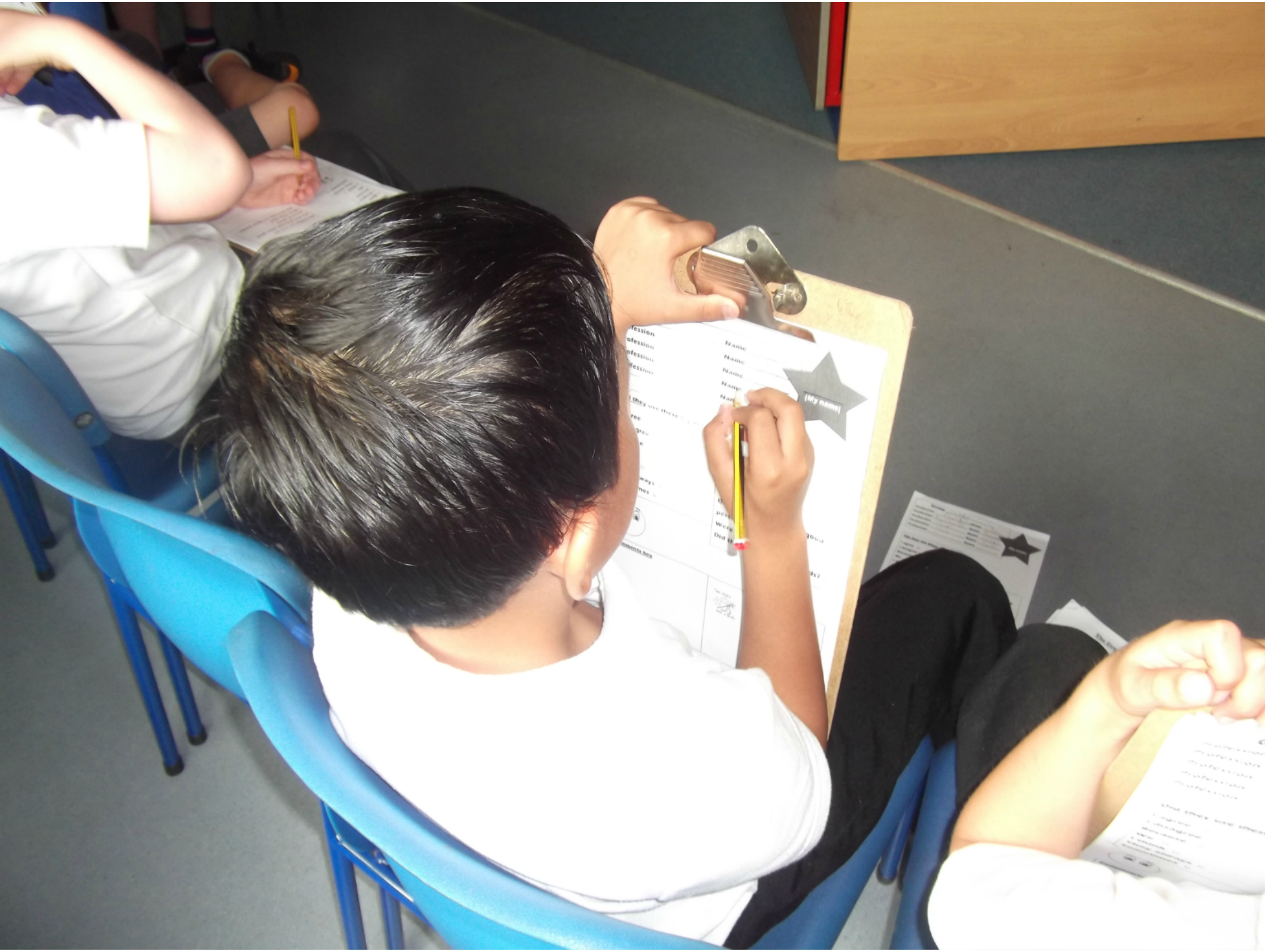




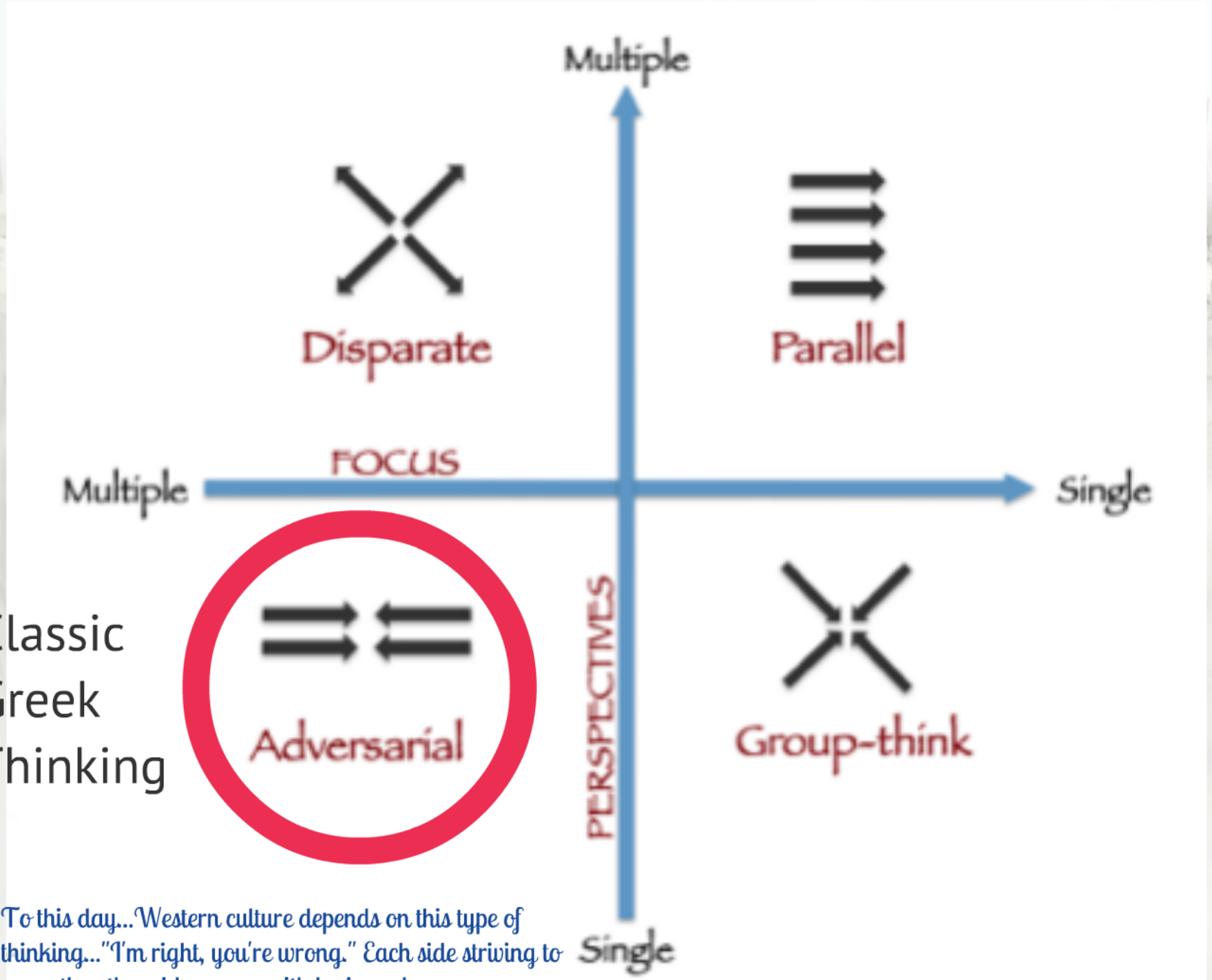


Multiple


Forces
3. Always Reflect
5. Be Resilient


Name
Name
Name
Name
(My name)


Makes A
1. Be Ready
2. Be Resourceful
3. Always Reflect
4.
5. Be Resilient
bed



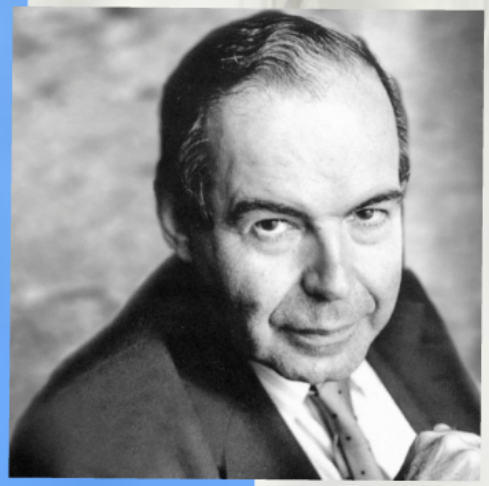
Classic Greek Thinking

To this day...Western culture depends on this type of thinking..."I'm right, you're wrong." Each side striving to prove the other side wrong with logic and reason.

How can we move forward?

Where each thinker puts forward thoughts in parallel with the thoughts of others - without attacking or judging.

We need cooperative exploration instead of adversarial confrontation.



Dr Edward de Bono (2008)

Six Thinking Hats®
Quick Summary

PROCESS



Blue Hat - Process
Thinking about thinking.
What thinking is needed?
Organizing the thinking.
Planning for action.

FACTS



White Hat - Facts
Information and data.
Neutral and objective.
What do I know?
What do I need to find out?
How will I get the information I need?

FEELINGS



Red Hat - Feelings
Intuition, hunches, gut instinct.
My feelings right now.
Feelings can change.
No reasons are given.

CREATIVITY



Green Hat - Creativity
Ideas, alternatives, possibilities.
Provocations - "PO".
Solutions to black hat problems.

BENEFITS



Yellow Hat - Benefits
Positives, plus points.
Logical reasons are given.
Why an idea is useful.

CAUTIONS



Black Hat - Cautions
Difficulties, weaknesses, dangers.
Logical reasons are given.
Spotting the risks.

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Should Marriage should be a five year renewable contract?





Multiple

Disparate

Parallel

FOCUS

Multiple

PERSPECTIVES

Adversarial

Group-think

Single



How does this work?

When we think normally we tend to do too much at once.
(think back to the marriage contract task)

We may be looking at the information, judging it and forming new ideas all at once!

It's helpful for teachers to unbundle thinking by separating out the different aspects of thinking.

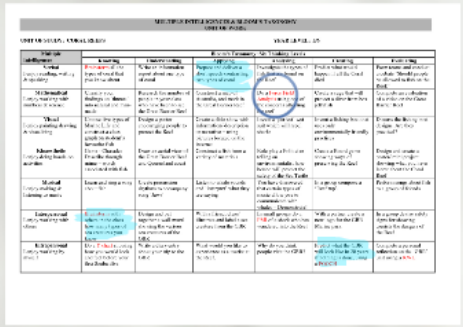








Best table EVER!













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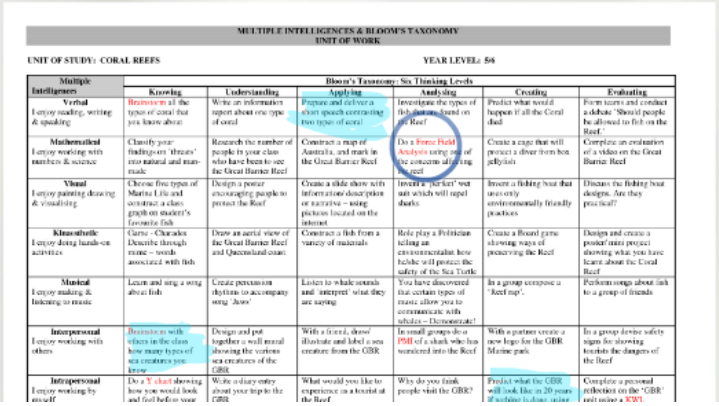
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Best table EVER!



MULTIPLE INTELLIGENCES & BLOOM'S TAXONOMY
UNIT OF WORK

UNIT OF STUDY: CORAL REEFS — YEAR LEVEL: 5/6

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Mathematical I enjoy working with numbers & science	Classify your findings on 'threats' into natural and man-made	Research the number of people in your class who have been to see the Great Barrier Reef	Construct a map of Australia, and mark in the Great Barrier Reef	Do a Force Field Analysis using two of the concerns affecting the reef	Create a cage that will protect a diver from box jellyfish	Complete an evaluation of a video on the Great Barrier Reef
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Kinaesthetic I enjoy doing hands-on activities	Game - Charades Describe through mime – words associated with fish	Draw an aerial view of the Great Barrier Reef and Queensland coast	Construct a fish from a variety of materials	Role play a Politician telling an environmentalist how he/she will protect the safety of the Sea Turtle	Create a Board game showing ways of preserving the Reef	Design and create a poster/mini project showing what you have learnt about the Coral Reef
Musical I enjoy making & listening to music	Learn and sing a song about fish	Create percussion rhythms to accompany song 'Aloha'	Listen to whale sounds and interpret' what they are saying	You have discovered that certain types of music allow you to communicate with whales – Demonstrate!	In a group compose a 'Reef rap'.	Perform songs about fish to a group of friends
Interpersonal I enjoy working with others	Brainstorm with others in the class how many types of sea creatures you know	Design and put together a wall mural showing the various sea creatures of the GBR	With a friend, draw/ illustrate and label a sea creature from the GBR	In small groups do a PMI of a shark who has wondered into the Reef	With a partner create a new logo for the GBR Marine park	In a group devise safety signs for showing tourists the dangers of the Reef
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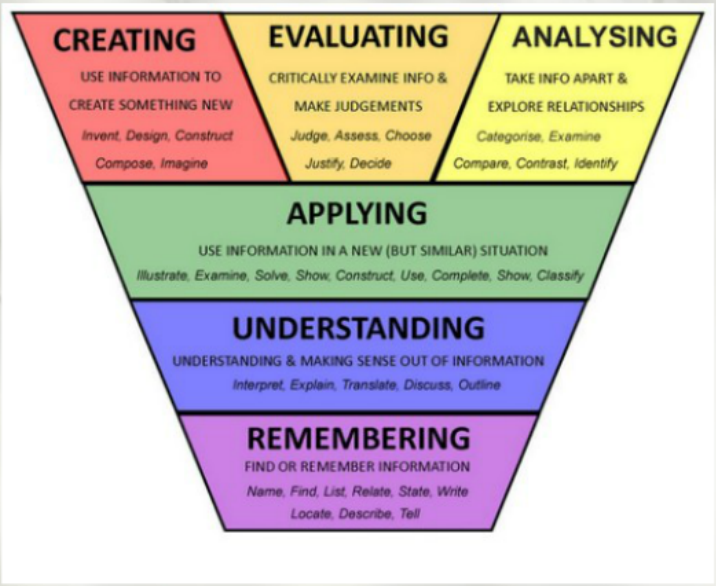








All strategies to develop thinking skills separate out the thinking process.

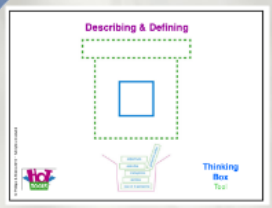

CREATING
USE INFORMATION TO CREATE SOMETHING NEW
Invent, Design, Construct
Compose, Imagine
EVALUATING
CRITICALLY EXAMINE INFO & MAKE JUDGEMENTS
Judge, Assess, Choose
Justify, Decide
ANALYSING
TAKE INFO APART & EXPLORE RELATIONSHIPS
Categorise, Examine
Compare, Contrast, Identify
APPLYING
USE INFORMATION IN A NEW (BUT SIMILAR) SITUATION
Illustrate, Examine, Solve, Show, Construct, Use, Complete, Show, Classify
UNDERSTANDING
UNDERSTANDING & MAKING SENSE OUT OF INFORMATION
Interpret, Explain, Translate, Discuss, Outline
REMEMBERING
FIND OR REMEMBER INFORMATION
Name, Find, List, Relate, State, Write
Locate, Describe, Tell


Do you agree or disagree with...why...?
What are some of the problems...?
THINKING DICE
Can you explain
Can you give a
Higher Order Thinking
made simple
6

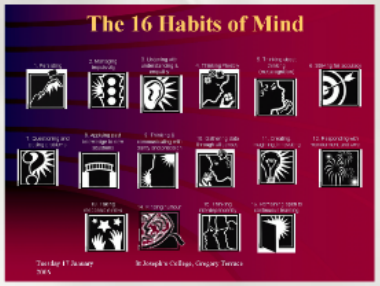


Tasc wheel

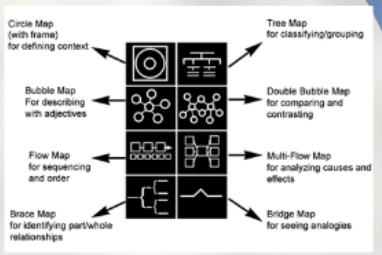
All strategies to develop thinking skills separate out the thinking process.



Hot tools



Habits of mind



Thinking maps



Six Thinking Hats



Thinkers keys

Tony Ryan



Blooms revised taxonomy





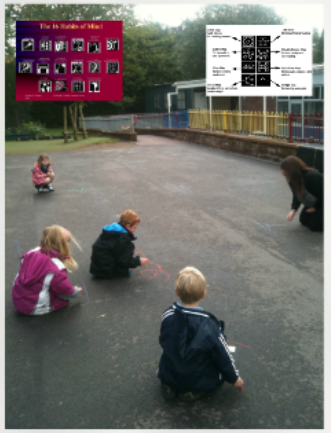
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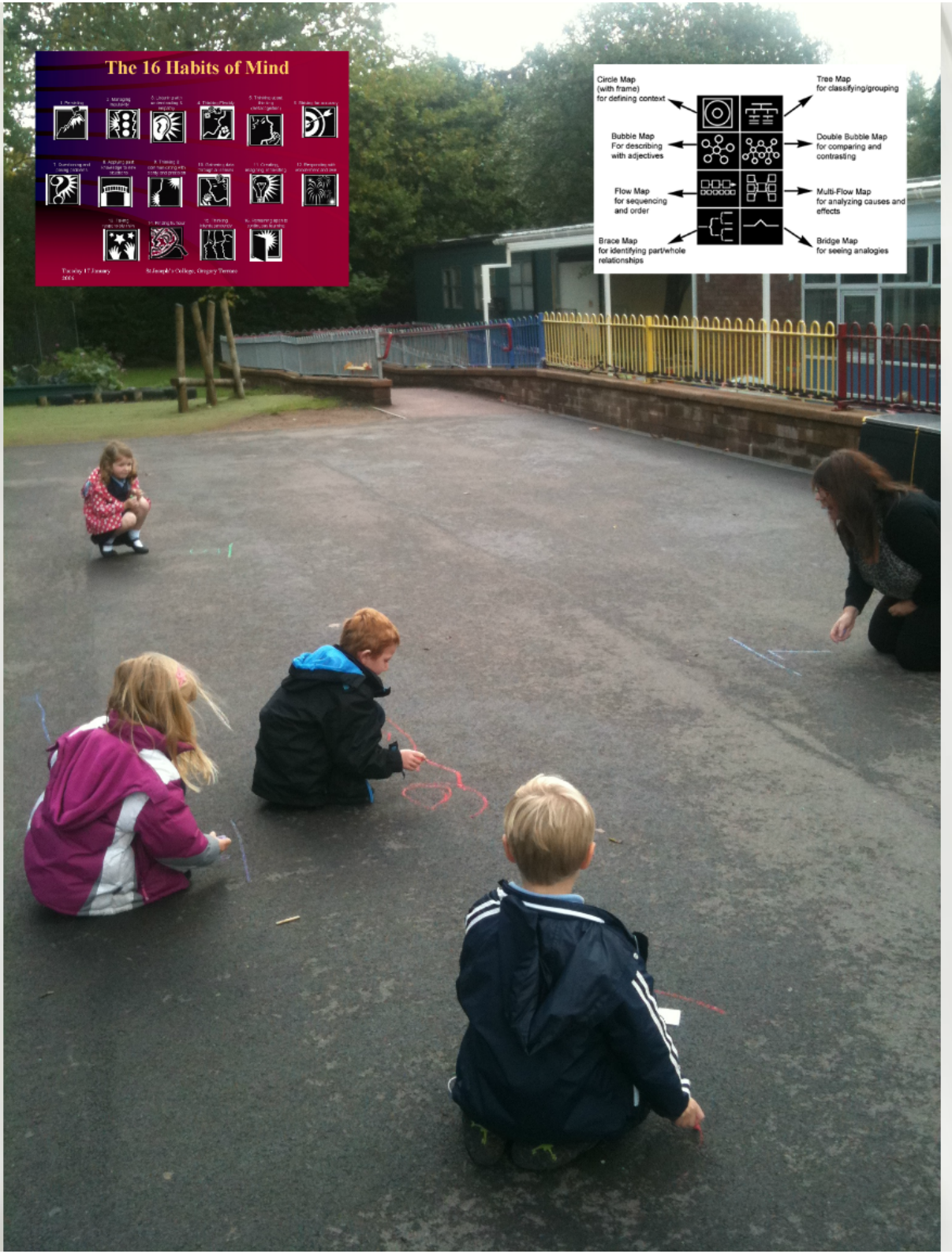
MULTIPLE INTELLIGENCES & BLOOM'S TAXONOMY
UNIT OF WORK

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Christ the King School - Cardiff


The 16 Habits of Mind
Circle Map
(with frame)
for defining context
Tree Map
for classifying/grouping
Bubble Map
For describing
with adjectives
Double Bubble Map
for comparing and
contrasting
Flow Map
for sequencing
and order
Multi-Flow Map
for analyzing causes and
effects
Brace Map
for identifying part/whole
relationships
Bridge Map
for seeing analogies





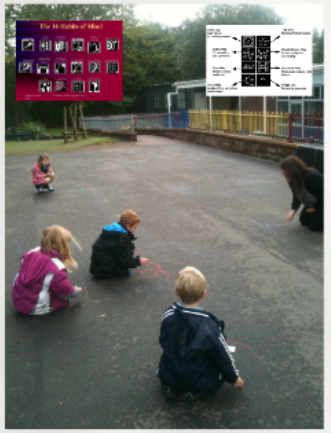
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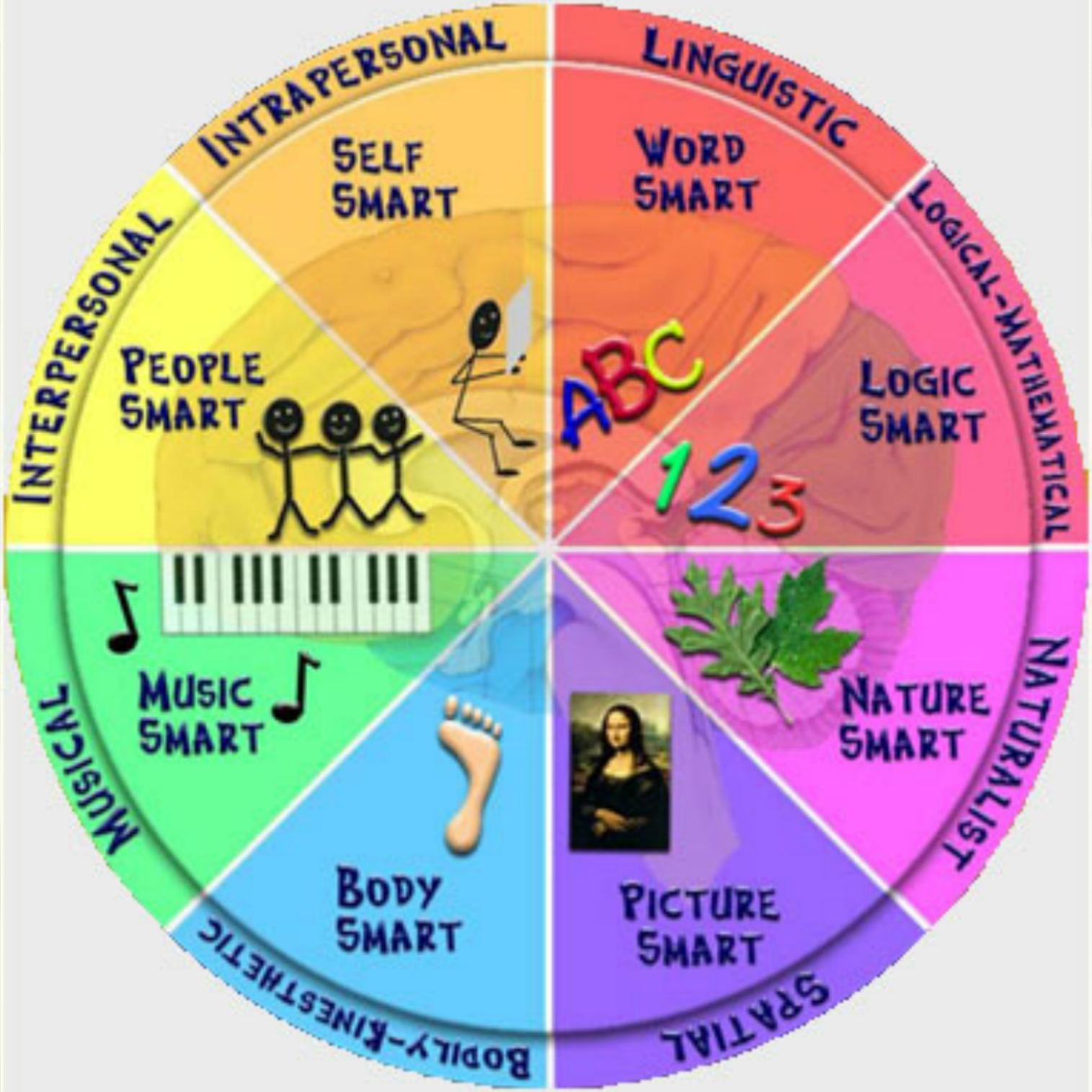


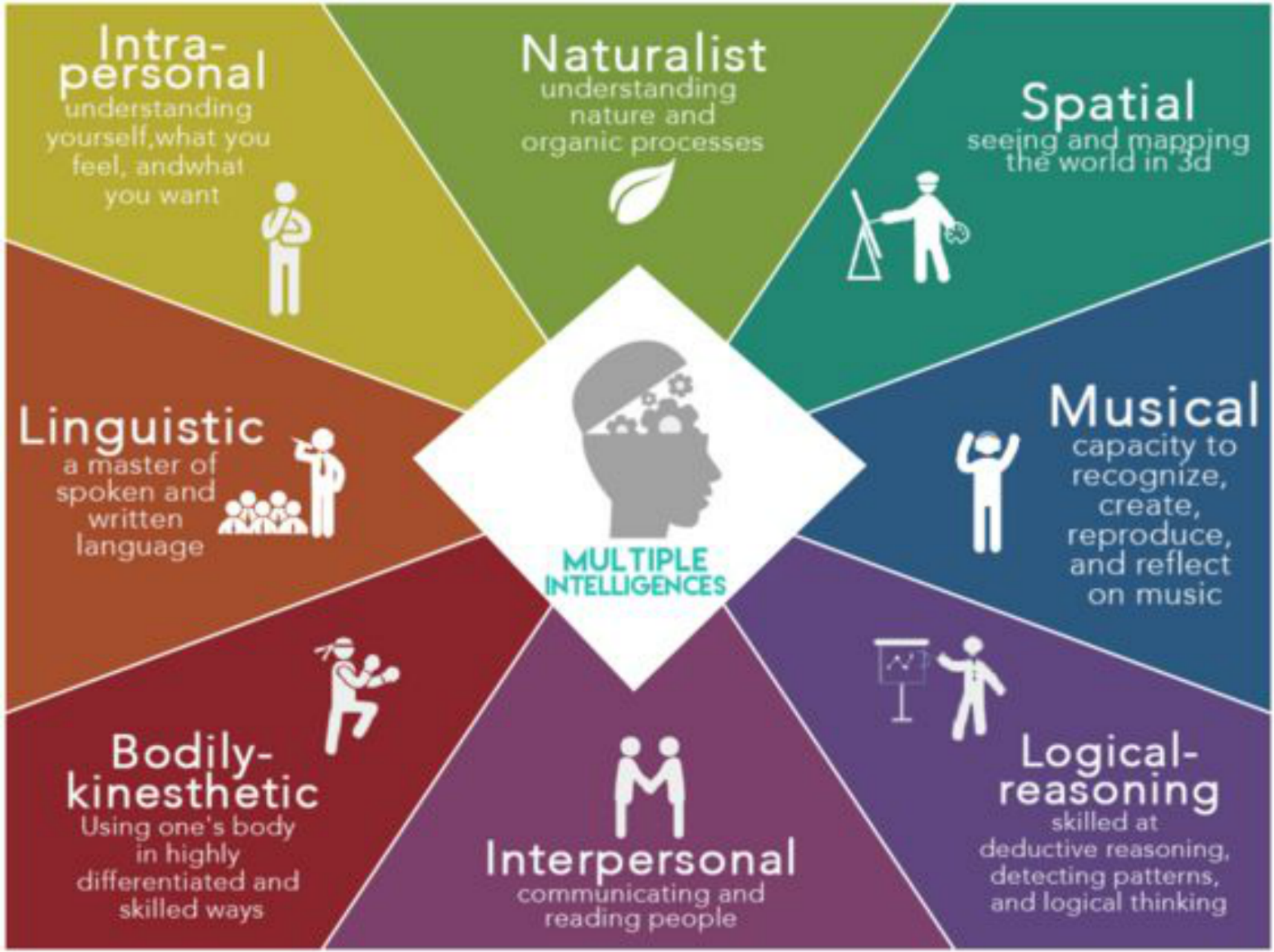
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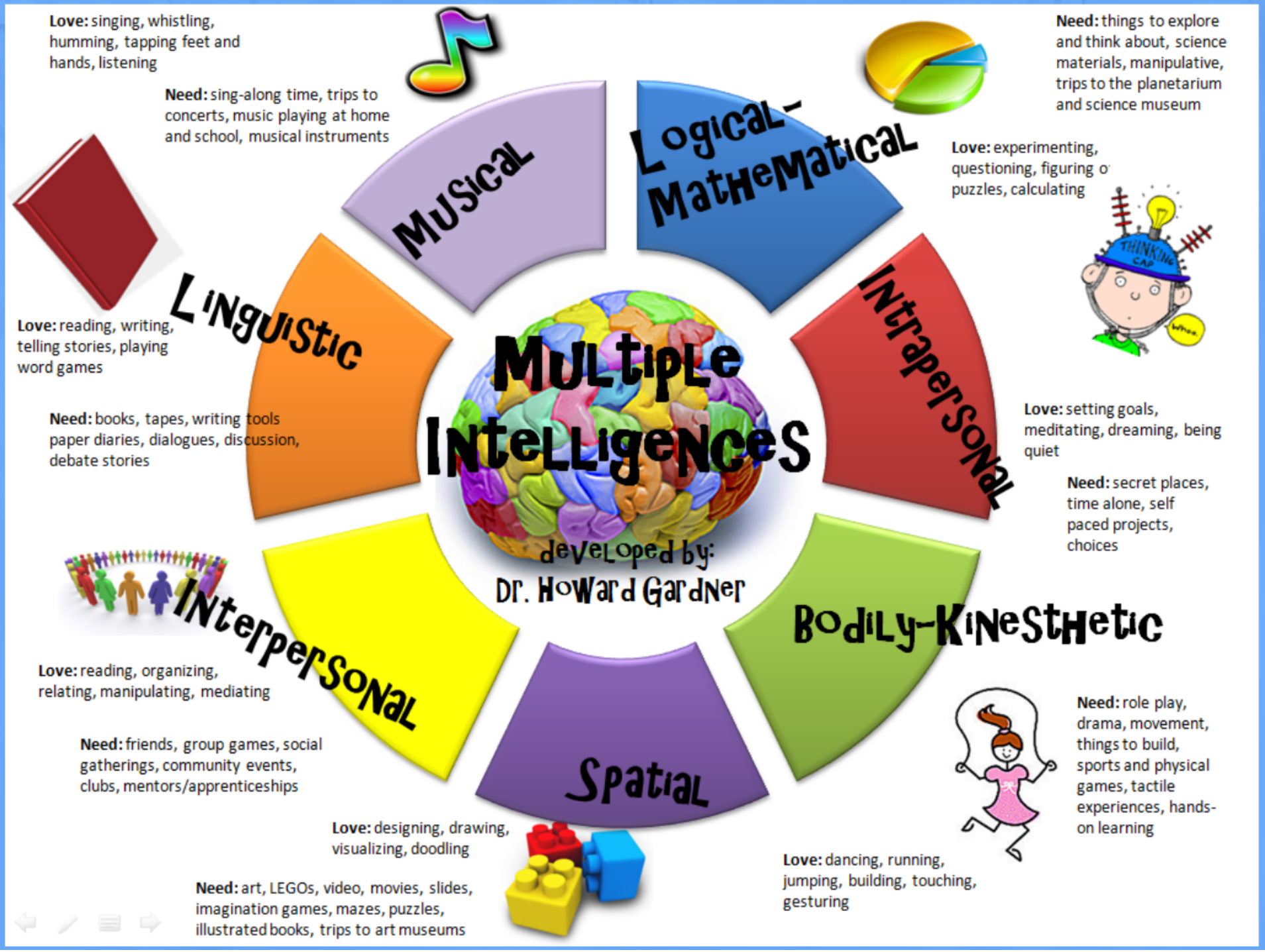
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INTRAPERSONAL
SELF SMART
LINGUISTIC
WORD SMART
INTERPERSONAL
PEOPLE SMART
LOGICAL-MATHEMATICAL
LOGIC SMART
ABC
123
MUSICAL
MUSIC SMART
NATURALIST
NATURE SMART
BODILY-KINESTHETIC
BODY SMART
SPATIAL
PICTURE SMART


Intra-personal
understanding yourself,what you feel, andwhat you want
Naturalist
understanding nature and organic processes
Spatial
seeing and mapping the world in 3d
Linguistic
a master of spoken and written language
MULTIPLE INTELLIGENCES
Musical
capacity to recognize, create, reproduce, and reflect on music
Bodily-kinesthetic
Using one's body in highly differentiated and skilled ways
Interpersonal
communicating and reading people
Logical-reasoning
skilled at deductive reasoning, detecting patterns, and logical thinking

How could you use this theory inyour teaching?



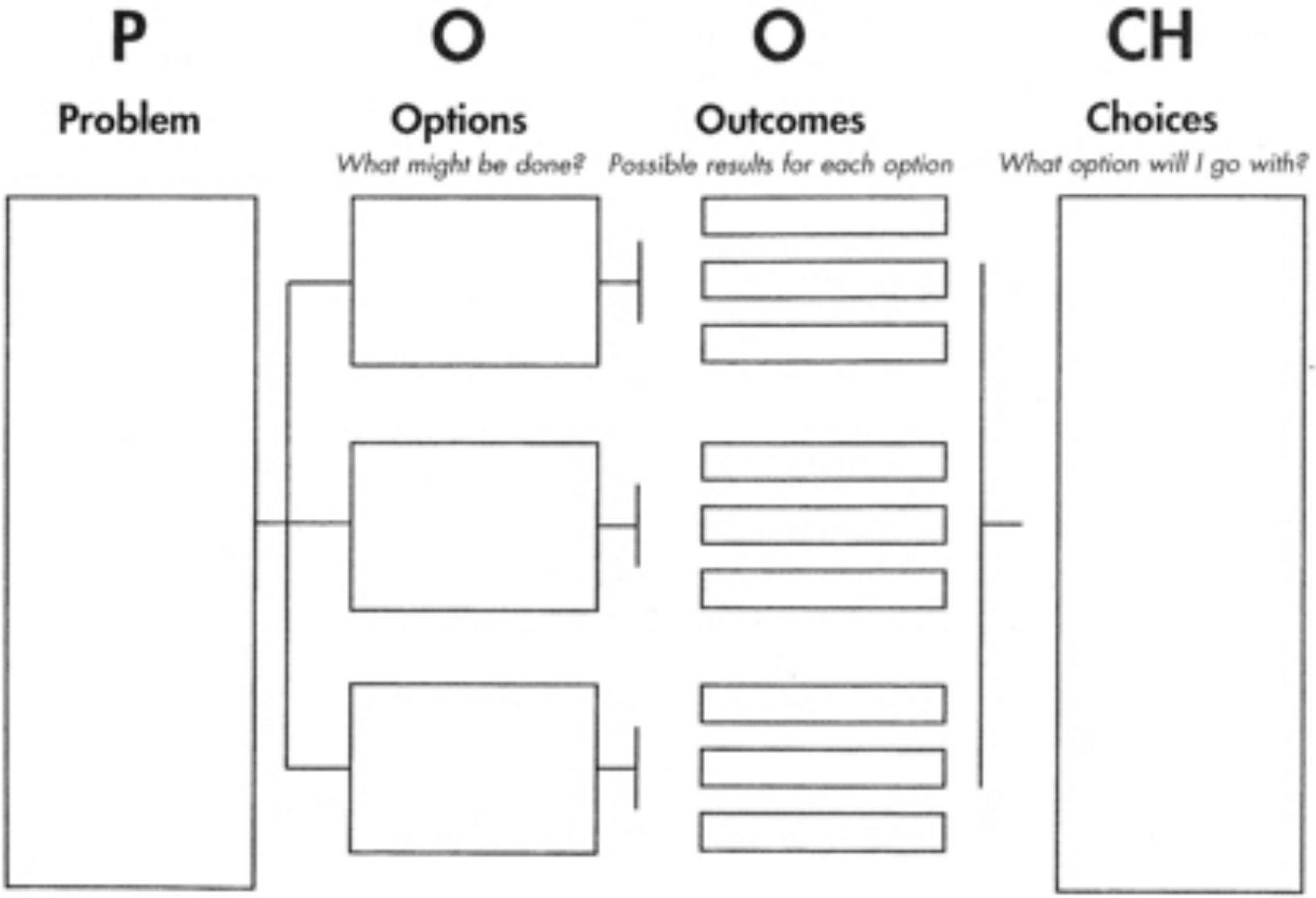
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Visual I enjoy painting drawing & visualising	Choose five types of Marine Life and construct a class graph on student's favourite fish	Design a poster encouraging people to protect the Reef	Create a slide show with information/ description or narrative – using pictures located on the internet	Invent a 'perfect' wet suit which will repel sharks	Invent a fishing boat that uses only environmentally friendly practices	Discuss the fishing boat designs. Are they practical?
Kinaesthetic I enjoy doing hands-on activities	Game - Charades Describe through mime – words associated with fish	Draw an aerial view of the Great Barrier Reef and Queensland coast	Construct a fish from a variety of materials	Role play a Politician telling an environmentalist how he/she will protect the safety of the Sea Turtle	Create a Board game showing ways of preserving the Reef	Design and create a poster/ mini project showing what you have learnt about the Coral Reef
Musical I enjoy making & listening to music	Learn and sing a song about fish	Create percussion rhythms to accompany song `Jaws'	Listen to whale sounds and `interpret' what they are saying	You have discovered that certain types of music allow you to communicate with whales – Demonstrate!	In a group compose a 'Reef rap'.	Perform songs about fish to a group of friends
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(Problem-Option-Outcomes-Choice)



Best table EVER!

MULTIPLE INTELLIGENCES & BLOOM'S TAXONOMY
UNIT OF WORK

UNIT OF STUDY: CORAL REEFS **YEAR LEVEL: 5/6**

Multiple Intelligences	Bloom's Taxonomy: Six Thinking Levels					
	Knowing	**Understanding**	**Applying**	**Analysing**	**Creating**	**Evaluating**
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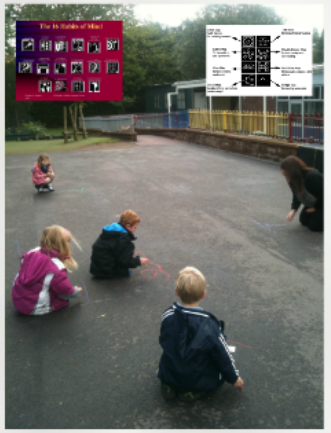
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MULTIPLE INTELLIGENCES & BLOOM'S TAXONOMY
UNIT OF WORK

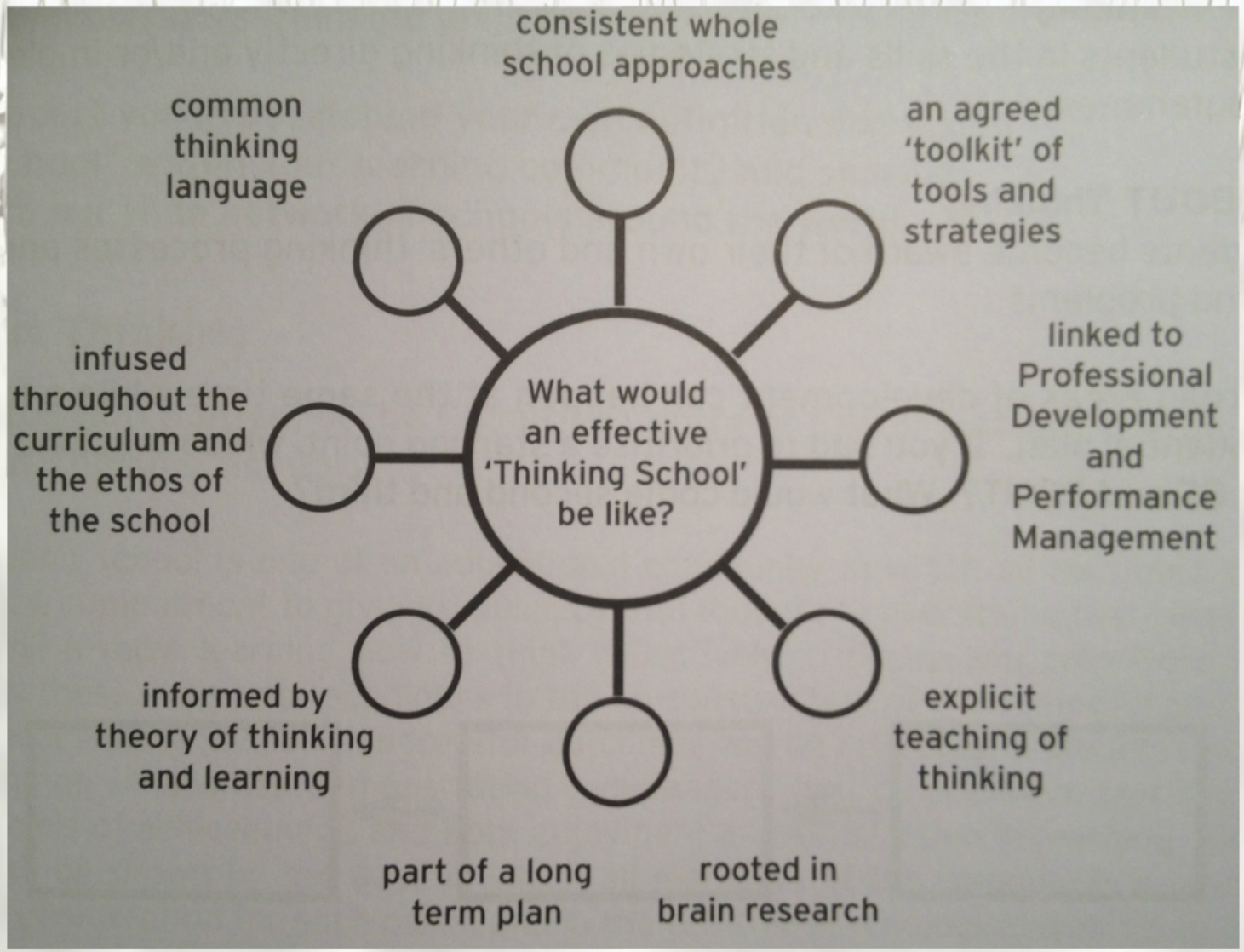
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Christ the King School - Cardiff

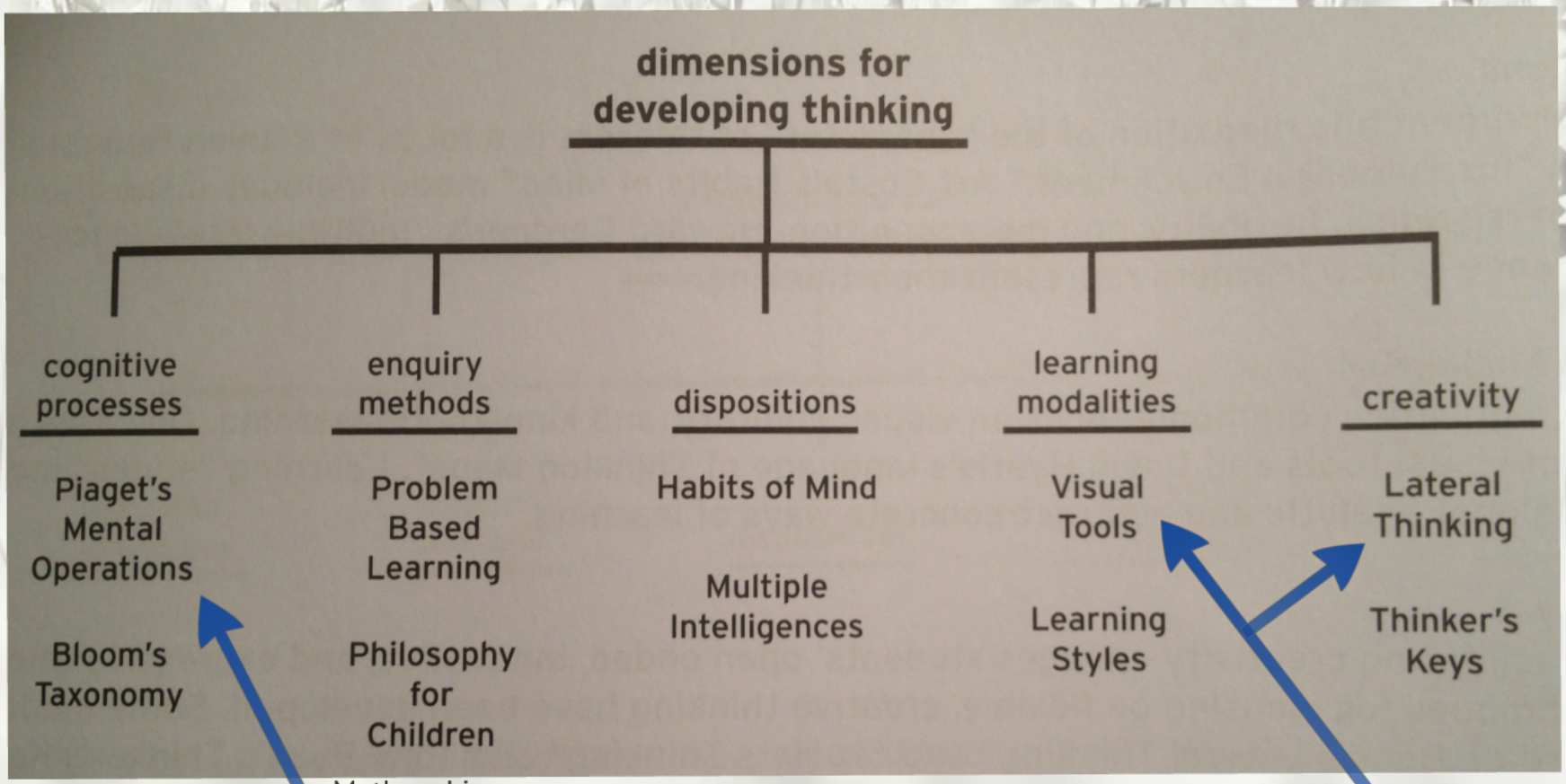
What would an effective thinking school be like?



Thinking Schools International 'Growing Thinking Schools From the Inside Out' (2011)

What would you add?

What are some basic pathways to thinking?



Mathew Lipman

Comparison/ categorisation/ cause-effect reasoning.

What would be an example?

Thinking Skills as a Whole School Approach





