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ECAD6004

Teaching Creatively and Teaching for Creativity.

Part 1

Habits of mind and Whole Brain Teaching



Canolfan Addysg Athrawon De-Orllewin Cymru
The South West Wales Centre of Teacher Education

What is your feedback?

Let's discuss



Ynystawe Primary School
approach

Teaching Creatively



What's the difference?

National Advisory Committee on Creative and Cultural Education (NACCCE, 1999)

N.A.C.C.C.E. (1999) All our futures: creativity, culture and education (London, DfEE).

Define?

Teaching for Creativity



Innovation

Ownership

Control

Relevance

Teaching Creatively

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Define?

Teaching for Creativity

Woods (1990)

'using imaginative approaches to make learning more interesting and effective' (ibid. p. 89).

Relationship?



Forms of teaching that are intended to develop young peoples own creative thinking or behaviour.

Innovation

Control

Ownership

Relevance

Put three together and it leads to the other...but which?

Teaching Creatively

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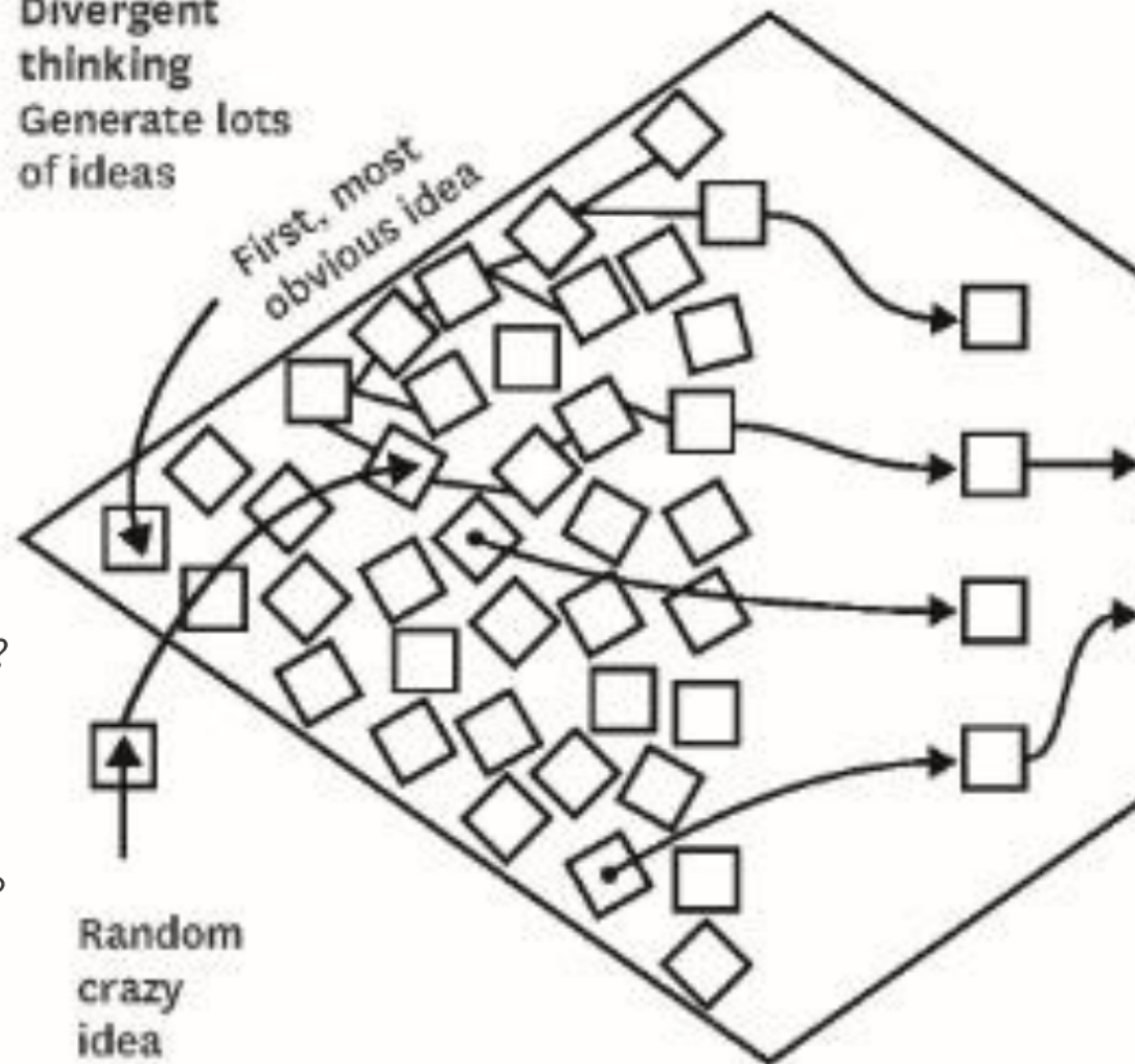


Ask 'what if ?'...

*...to as many different
elements of a lesson
that you can think of?*

Divergent
thinking
Generate lots
of ideas

First, most
obvious idea



Random
crazy
idea

What if I shared the LO in the middle of the lesson?

What if I changed the books to iPads or food?

What if all children had their own LO today?

What if the learners only 5 questions to ask?

What if the learning took place in the local
hospital?

What if every child had another child's parent as
a co-worker.

13th November

Poster

Marketplace

"What if...?"
Competition

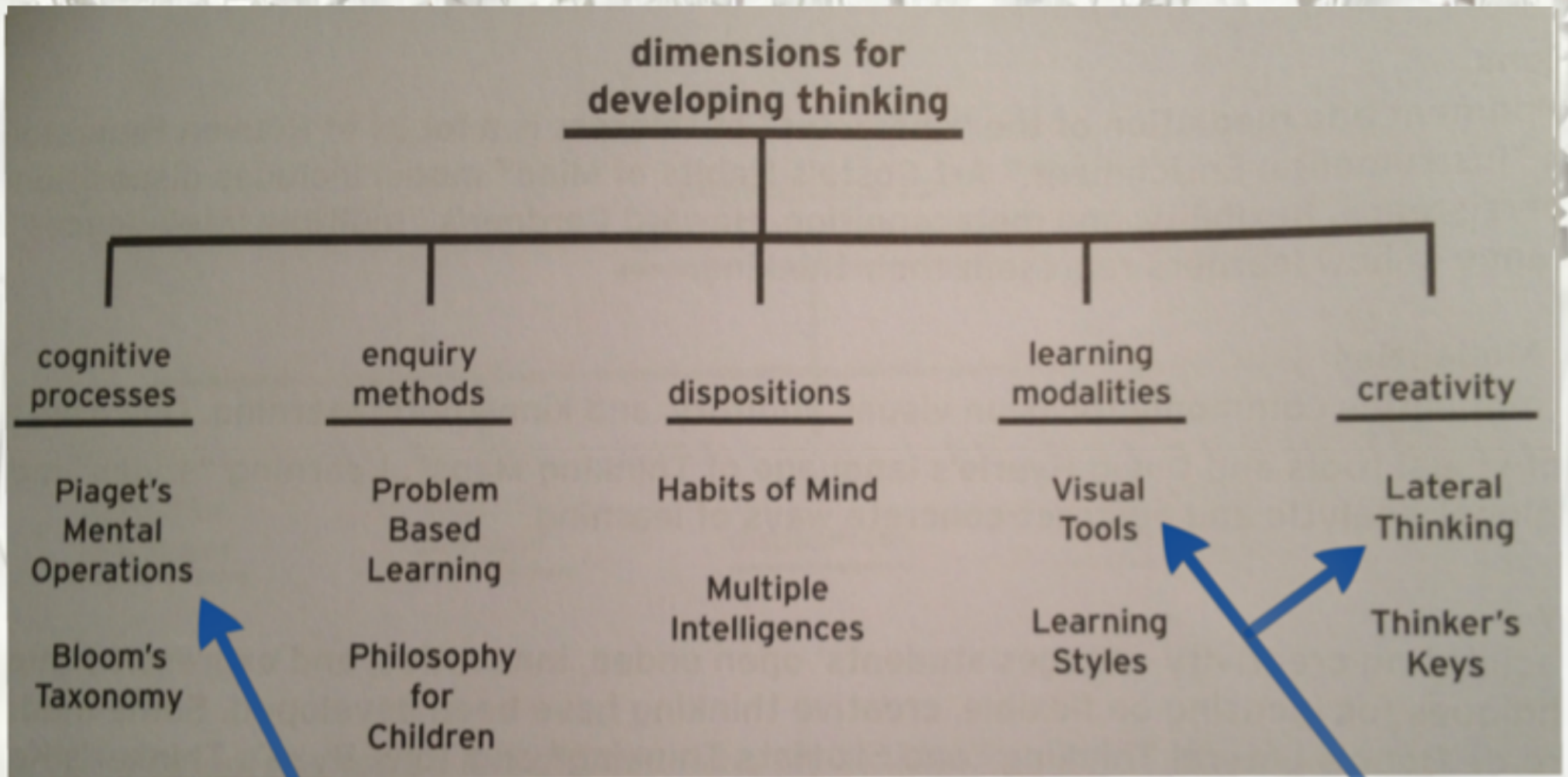
1st - £125

2nd - £50

3rd - £25

FP or KS2

Whole school approach or lesson approach



Mathew Lipman

Comparison/ categorisation/ cause-effect reasoning.

What would be an example?

"We are interested in observing how students produce knowledge rather than how they merely reproduce knowledge."

The critical attribute of intelligent human beings is not only having information, but also knowing how to act on it."

Costa + Kallick



NEVER
GIVE UP!



Who?

What?

Why?

How many?



Habits of Mind

Not only are we **interested** in how many answers students know, but also in **knowing how to behave when they DON'T know.**

Habits of Mind are performed in response to those questions and problems the answers to which are **NOT** immediately known.

Set of dispositions

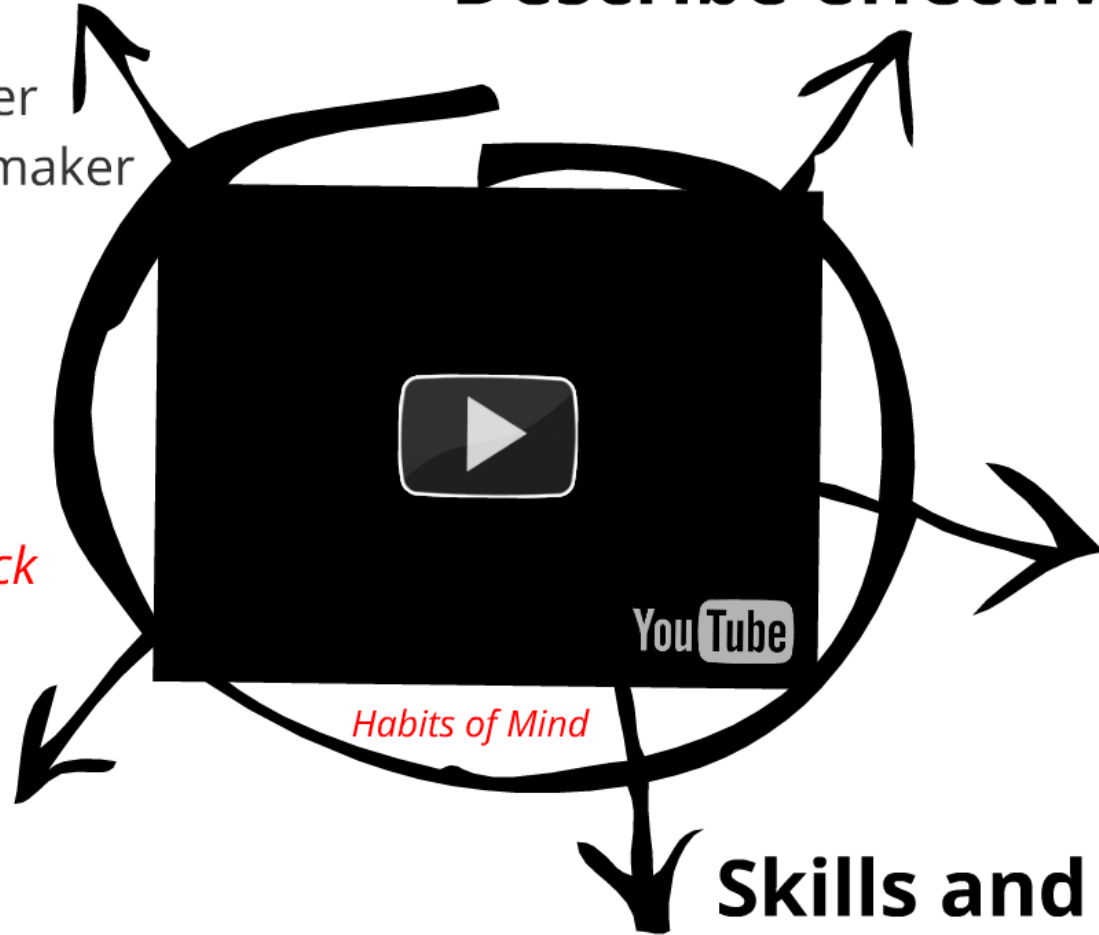
- Expert problem solver
- Thoughtful decision maker
- Creative thinker

Describe effective thinkers

Art Costa + Bena Kallick

Internal compass

- Solving problems
- Resolving conflict



**Guide
decisions
in day to
day life**

**Skills and
strategies used
when the answer
is not known**

The 16 Habits of Mind



The 16 Habits of Mind

1. Persisting



2. Managing Impulsivity



3. Listening with understanding & empathy



4. Thinking Flexibly



5. Thinking about thinking (metacognition)



6. Striving for accuracy



7. Questioning and posing problems



8. Applying past knowledge to new situations



9. Thinking & communicating with clarity and precision



10. Gathering data through all senses



11. Creating, imagining, innovating



12. Responding with wonderment and awe



13. Taking responsible risks



14. Finding humour



15. Thinking interdependently



16. Remaining open to continuous learning



Can you make connections to ANY aspects of session so far?

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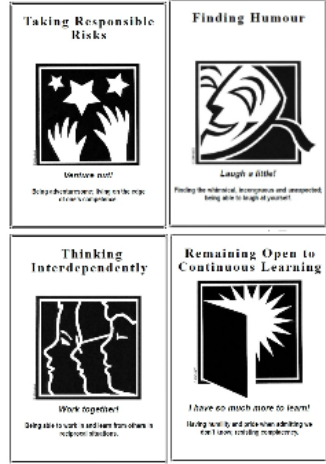
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WBT - part 1

Class, class...yes, yes!

+ scoreboard

16



Persisting



Stick to it!

Persevering in a task through to completion;
remaining focused.

Managing Impulsivity



Take your time!

Thinking before acting; remain calm,
thoughtful and deliberate.

Listening with Understanding and Empathy



Understand others!

Devoting mental energy to another person's
thoughts and ideas; holding in abeyance one's own
thoughts in order to perceive another's point of view.

Thinking Flexibly



Look at it another way!

Being able to change perspective, generate
alternatives and consider options.

WBT - 'Teach - OK!'
part 2 As teach Bs

Thinking about your Thinking – Metacognition



Know your knowing!

Being aware of one's own thoughts, strategies, feelings and actions and their effects on others.

Striving for Accuracy



Check it again!

A desire for exactness, fidelity and craftsmanship.

Questioning and Posing Problems



How do you know?

Having a questioning attitude; knowing what data you need and developing questioning strategies to produce that data. Finding problems to solve.

Applying Past Knowledge to New Situations



Use what you learn!

Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

WBT - part 3

Bs teach As

Gestures!



Look at it another way!
Being able to change perspective, generate alternatives and consider options.

Taking Responsible Risks



Venture out!

Being adventuresome; living on the edge of one's competence.

Finding Humour



Laugh a little!

Finding the whimsical, incongruous and unexpected; being able to laugh at yourself.

Thinking Interdependently



Work together!

Being able to work in and learn from others in reciprocal situations.

Remaining Open to Continuous Learning



I have so much more to learn!

Having humility and pride when admitting we don't know; resisting complacency.

Thinking Interdependently

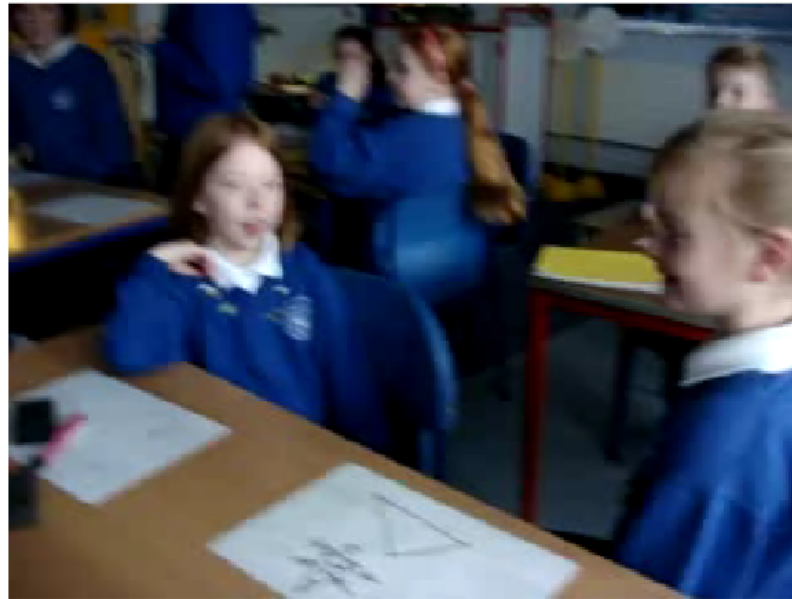


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WBT - part 4

"Switch"



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Thinking about Thinking

- Know what they _____ and what they don't _____.
- Can plan a _____ to produce the needed result.
- Are aware of the _____ they are going through to solve a problem.
- _____ on the process they went through judging how effective they were.
- Aware of the effect their _____ have on themselves, others and the environment.
- _____ what they would make if they were to do a similar activity again.



Responding with Wonderment and Awe

- Look for _____ problems to solve because they enjoy it.
- Enjoy _____ their own problems.
- _____ learning!
- Can see _____ in everything around them.
- Are curious about _____.



Listening to Others with Understanding and Empathy

- Listen to others without _____ with other information.
- Can _____ what the person has said in their own words.
- Detect how other people are _____ by the way they speak and behave and respond _____.
- Can _____ to try and get a better understanding of what the person is saying.
- Can see the situation through the other person's eyes despite _____.



Gathering Data through all the Senses

- Know that all information gets into their brain through their _____.
- Are _____ to information that is around them to be gathered through the senses.
- Are willing to use _____ their senses to _____ something – not just one or two.



Thinking and Communicating with Clarity and Precision

- Speak about their ideas in a way that is very easy to _____ and straight to the point.
- Use the correct _____ for things.
- They do not overgeneralise, delete or _____ sections of information.
- Justify clearly why they _____ a certain way.



Striving for Accuracy and Precision

- Take time to _____ their work to get the best possible results.
- They are very aware of the expectations of them and the _____ they need to meet.
- Confirm that their work exactly meets the _____ of the lesson.
- Take _____ in their work.
- Rework projects _____ decide do not meet the required standard.
- Don't go for the _____ answer but instead go for the best.



Learning Continuously

- Constantly _____ for new and better ways to do things.
- Try to improve them.
- Treat all experiences as learning _____.
- Realise that there is always more to learn so are not _____ to new learning situations.
- Know that asking new _____ is more valuable than _____.



Finding humour

- Can look at _____ from original and interesting angles.
- Look for _____ in _____ situations.
- _____ the humour of others.
- Play with _____ to find humour.
- Can see the absurdness of _____.
- Are able to laugh at _____.



Thinking Flexibly

- Can change their mind when they receive new _____.
- Can work on _____ activity at a time flicking from one to the other.
- Try to think of _____ ways to solve problems.
- Can see things from many _____.
- Can see the _____ as well as the smaller details.



Questioning and Posing Problems

- Know what _____ to ask to find out the information they need.
- Ask a range of questions to get a more _____ of their topic.
- Don't accept everything they are told by asking how the information _____.
- Ask _____ questions - what might happen if...



Managing Impulsivity

- _____ before they act.
- _____ how they are going to get to a goal before _____.
- Don't make _____ judgements about an idea despite their own personal views.
- Consider _____ and _____ to their ideas before beginning.
- Take _____ to _____ on an answer before giving it.
- Listen to other points of _____.



Applying Past Knowledge to New Situations

- Think about what they have _____ in the past to help them _____ a new problem.
- Use information gained in the past to _____ and explain their actions in the present.
- Can take concepts they have used in the past and _____ them to a completely different type of problem.
- Use knowledge from the past and make _____ with new concepts they are learning in the present.



Thinking Interdependently

- Know that a _____ can achieve more than an _____.
- Are _____ to the needs and feelings of others.
- Know that no one person has all the _____.
- Can _____ their ideas but are willing to _____ their ideas after listening to others.
- Are willing to receive _____ and _____ feedback from others.
- Can listen carefully to others and work to reach _____ with the group.
- _____ others in the group.



Taking Responsible Risks

- Push themselves past where they feel _____ to achieve goals.
- Accept that _____ is part of learning and will give things a go despite the chance of failing.
- View _____ as an interesting challenge that help them to find out more about the way they learn.
- Are aware of the _____ of taking the risk and know which ones are not worth taking.



Persisting

- Stick to a task until it is _____.
- Don't _____ easily.
- Have a range of _____ to try and solve a problem.



Creating, Imagining and Innovating

- Try to solve problems in a new and _____ way.
- Examine problems from many _____ and think of alternatives.
- Take _____ and push themselves.
- Work on tasks because they _____ it not because they might get a _____.
- Are open to _____ – they want to know what other people think.
- Know that being _____ is something you work at, not something you are born with.