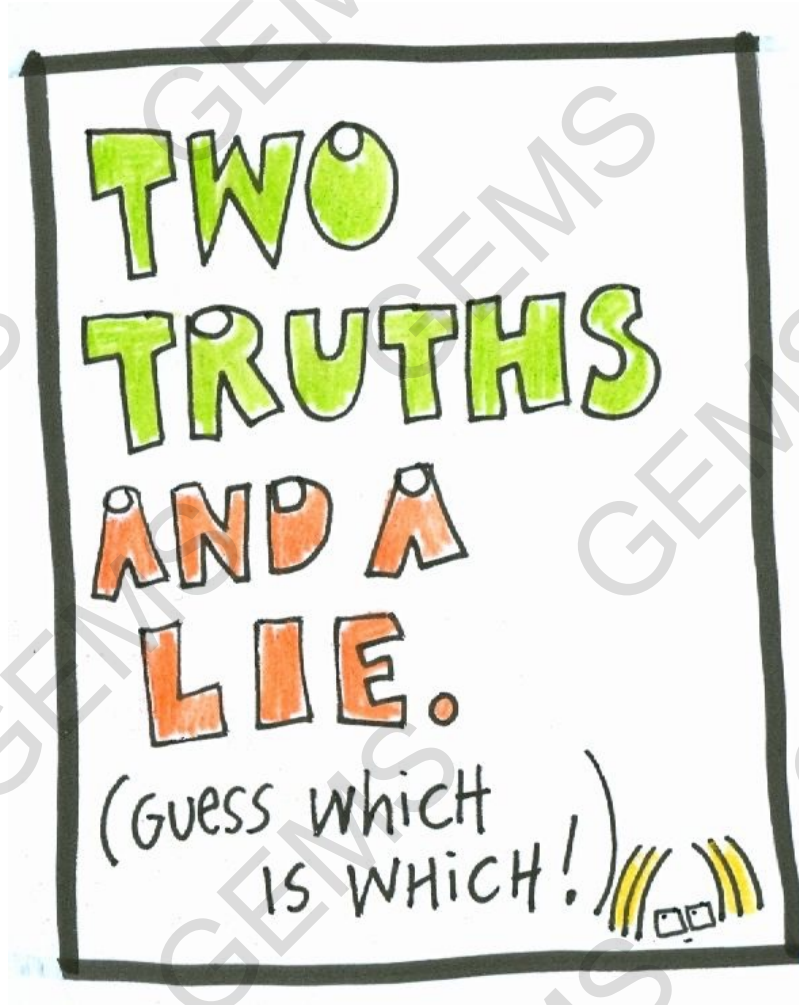GEMS EDUCATION
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Fostering Cultures of Thinking

Abeer Sakka

23 January 2024

Icebreaker

Objectives

1. Explore ways to develop Cultures of Thinking (CoT) within teaching and learning practice

2. Discover how the use of Visible Thinking Routines (VTR) can engage students in meaningful learning opportunities and develop students as thinkers and lifelong learners

Culture of Thinking (CoT)

Prior Kowledge

VTR- Chalk Talk (Silent Conversation)

Looking at the prompt written on the chart paper:

- What ideas come to mind when you consider this idea, question, or problem?
- What connections can you make to the others' responses?
- What questions arise as you think about the ideas and consider the responses and comments of others?

Keep adding to charts throughout the session

| What is good thinking and how do we promote it? | How can we know our students are becoming 21st century learners and thinkers? | What do we want the students we teach to be like as adults? | If we couldn't rely on assessments, how could we know our students are learning? | What does a classroom that values thinking look like, sound like and feel like? |

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Cultures of Thinking (CoT)

How and Why?

Cultures of Thinking (CoT) are places where a group's collective as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all group members - PZ Harvard

VTR - Think Pair Share

- **How** can we create a culture of thinking?
- **Why** should we create a culture of thinking?

Think, Pair, Share
A routine for active reasoning and explanation.

Think ,Pair, Share involves posing a question to students, asking them to take a few minutes of thinking time and then turning to a nearby student to share their thoughts.

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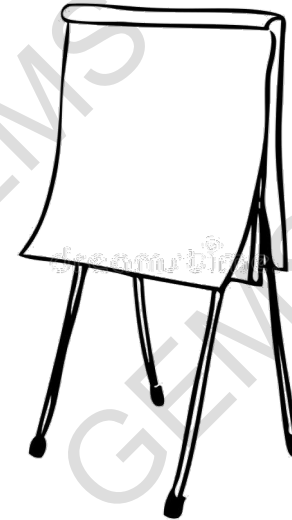
Cultures of Thinking

10 mindsets

Reflect on your allocated 'mindset':

(10 min)

How does it contribute towards developing cultures of thinking?

1. Why does it matter?
2. What does it look and sound like in action?

For more information:

www.cultures-of-thinking.org

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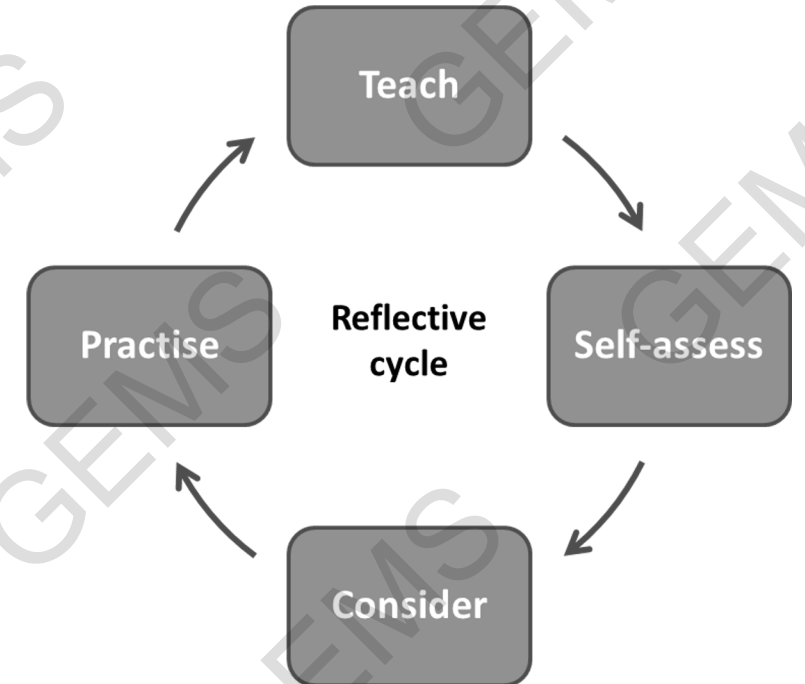EDUCATION

Cultures of Thinking (CoT)

Now What?

Reflect on the most recent lesson you taught.

Self-assess the effect your teaching has had on developing cultures of thinking in your practice,

Identify 1 of the 10 'minndsets' you would like to focus on and consider ways you can embed this principle in your future practice.

Call to Action:

Try these ideas in practice in an upcoming lesson; repeat with the same or different principle.

Reflective cycle: Teach → Self-assess → Consider → Practise

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Visible Thinking Routines
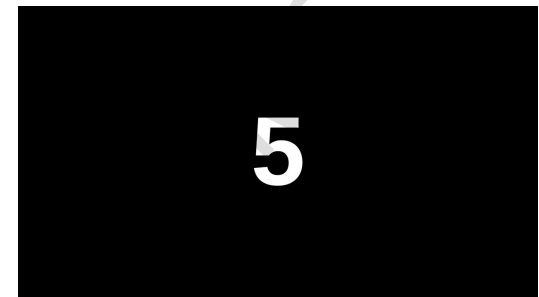
Initial Thoughts (prior knowledge)

VTR – 3,2,1 Bridge

(Initial Response) – 5 minutes Pairs

- What are **3 thoughts** that come to mind when you think about Visible Thinking Routines?
- What are **2 questions** you have about this topic?
- What is **1 analogy/simile/metaphor** you could use to describe this topic?

Share with whole group

3-2-1 Bridge
Understand one's learning process by considering conceptions of a topic before and after a learning experience and how these conceptions changed.

Your initial response to the topic		Your new responses to the topic	
3 thoughts or ideas		3 thoughts or ideas	
2 questions		2 questions	
1 analogy		1 analogy	
Bridge: Explain how your new responses connect to your initial response			

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Visible Thinking Routines

What?

Visible Thinking Routines are simple structures, e.g., a set of questions or a short sequence of steps, that can be used across various grade levels and curriculum areas.

They provide structures and scaffolds that must be deliberately activated, by the teacher at first *(initial phase)* and over time by the learner *(developing phase)*, and then consciously deployed to achieve a goal *(advanced phase).*

Routines Vs. Strategy

Routines get used repeatedly that they become ingrained and part of the classroom culture. Thinking, questioning, collaboration and reasoning become patterns of behavior.

Visit : https://pz.harvard.edu/thinking-routines to access all routines

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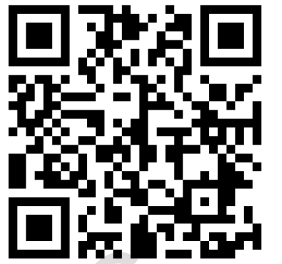
Function of Visible Thinking Routines

Ron Ritchhart

Ritchhart (2015) asserts that all types of thinking routines function on three levels

1) as **tools** to support specific thinking moves
2) as **structures** that scaffold the learning and guide action
3) as **patterns of behavior**

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Function of Visible Thinking Routines

VTRs as Tools

As **TOOLS**, visible thinking routines are used again and again in the classroom to encourage thinking moves such as:

- "observing closely and describing what is there,
- building explanations and interpretations,
- reasoning with evidence,
- making connections,
- considering different viewpoints and perspectives,
- forming conclusions,
- wondering and asking questions,
- and uncovering complexity and going below the surface of things"

(Rtichhart et al. 2011, pp. 45-46)

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Function of Visible Thinking Routines

VTRs as Patterns of Behaviour

As **PATTERBNS OF BEHAVIOUR**, students become familiar with VTRs and their use (Ritchhart, 2015).

"When used regularly, thinking routines help students master and internalize new thinking processes until they become second nature" (Brahal, 2008,p. 299).

After several uses, teachers can initiate any thinking routine merely by naming it (Ritchhart, Palmer, Church, & Tishman, 2006).

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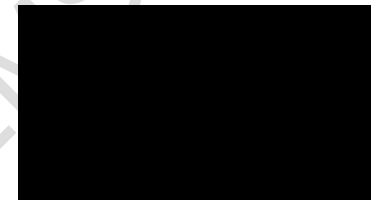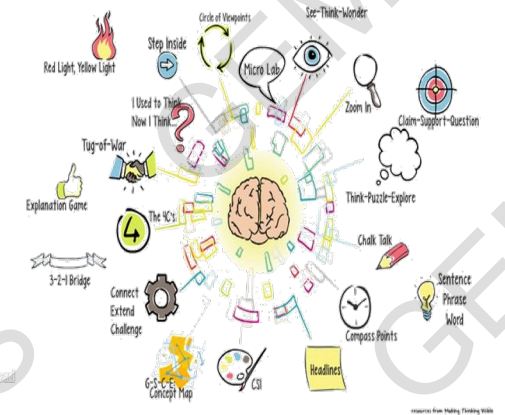
Visible Thinking Routines

Market Stall

(20 minutes prep & 2 minutes presentation)

In your groups, you have a set of Visible Thinking Routines

Choose **2 routine**s and present each one on the flipchart in a way that will sell this to the other groups.

Explain how the routine works, steps involved, preparations required, resources/materials needed and **WHY it is effective**.
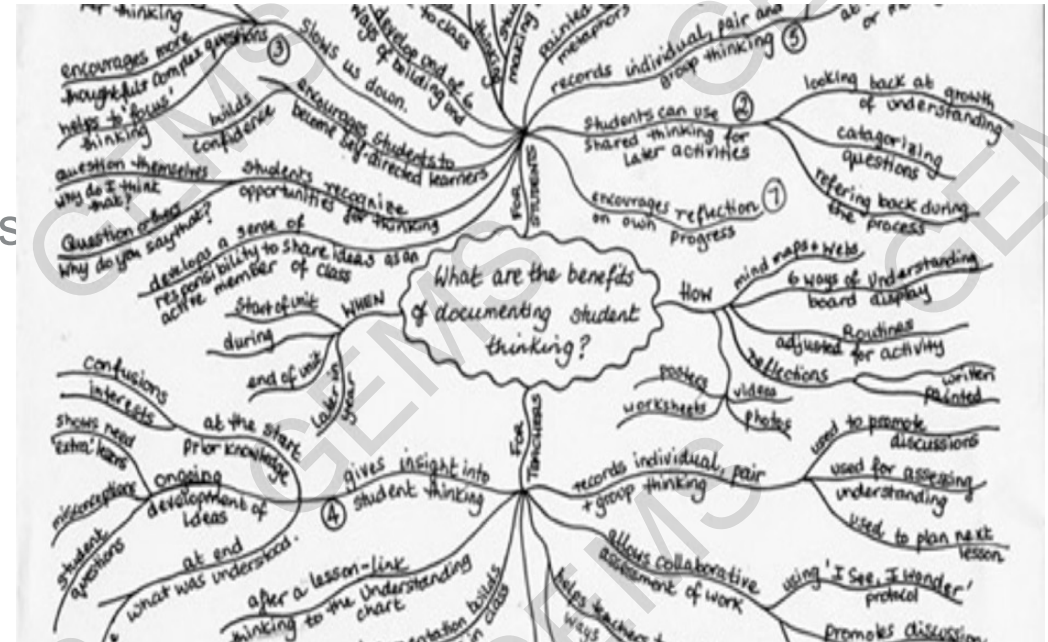
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Making Thinking Visible

Why should we use VTR in our practice?

VTR- Generate Sort Extend Elaborate (Mind Map)

- Generate (2 min) - **individually** generate a list of ideas – write each response on **a separate post-it note**

- Sort & Extend (10 min) – as a **group**, **sort** the reponses that have something in common or fall under the same theme, **add a heading** to the grouped ideas, connect ideas by drawing lines to show connections

- Elaborate (5 min) – elaborate on any of the ideas/thoughts you have written so far by adding new ideas that expand, extend, or add to your initial ideas

Island Hop

Visible Thinking Key Principles

6 Key Principles

1. Learning is a consequence of thinking

2. Good thinking is not only a matter of skills, but also a matter of dispositions

3. The development of thinking is a social endeavor

4. Fostering thinking requires making thinking visible

5. Classroom culture sets the tone for learning and shapes what is learned

6. Schools must be cultures of thinking for teachers

(Ron Ritchhart & David Perkins, 2008)

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Making Thinking Visible

Why use Visible Thinking Routines?

- Provide specific structures that can easily be employed

- Improve metacognitive abilities and foster positive attitudes towards learning

- Provide a good platform to show what students are capable of doing

- Develop communication and collaboration skills

- Transform learning into a collective enterprise

- Capture and document thinking, learning, and understanding

- Encourage action and discussion around thinking

- Promote lifelong learning

- Externalize thinking

- Develop intellectual character

- Improve academic performance and thinking dispositions

- Develop open-mindedness and curiosity

- Allow for ongoing development of ideas

- Develop students as inquirers

- Transform formative assessment to an ongoing practice, rather than a task

- Lead to greater student engagement, deeper understanding, and increased retention

- Contribute towards creating a culture of thinking (CoT)

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Making Thinking Visible
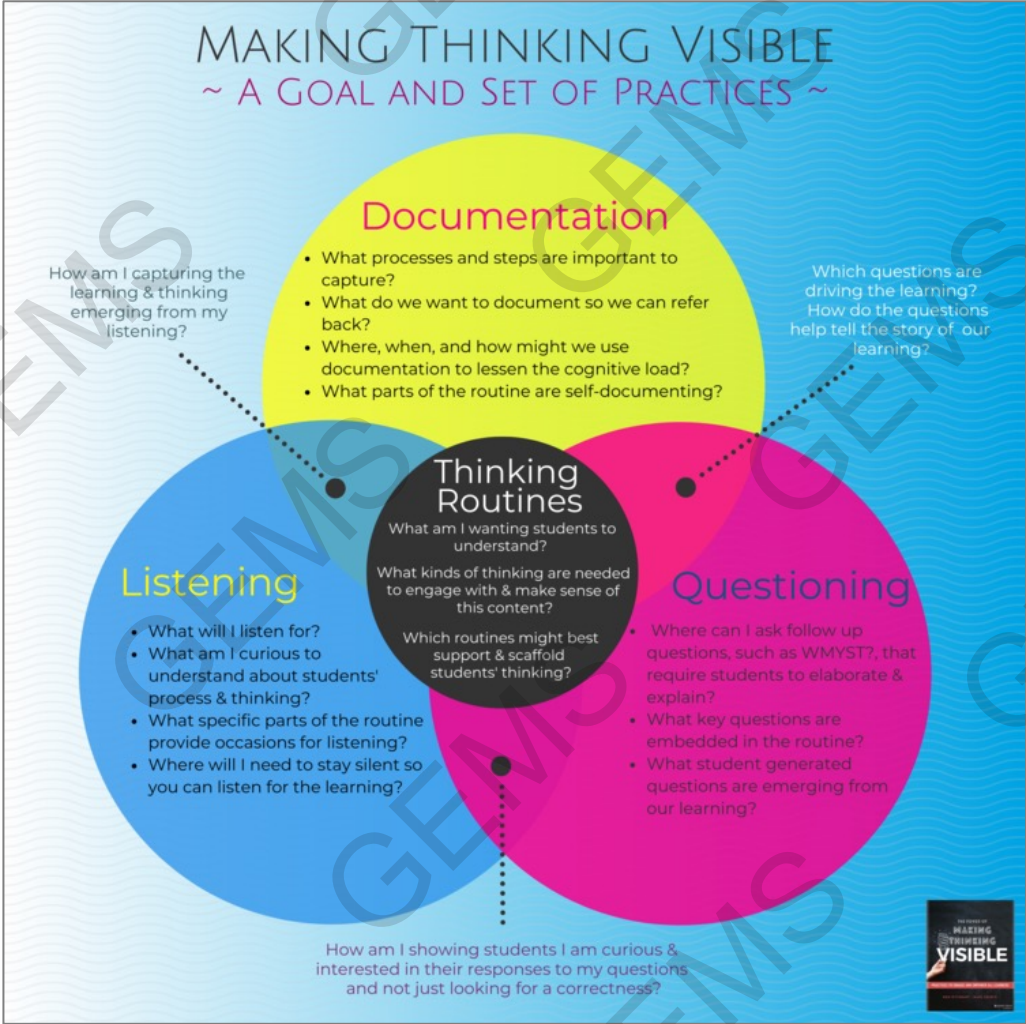
Call to Action
Plan a lesson

Project Zero's Thinking Routines Toolbox: (https://pz.harvard.edu/thinking-routines)

Browse through the routines and **select 1 routine** to use in an upcoming lesson

Consider the following when planning:
- Routine
- Questioning
- Documentation
- Listening

Repeat: Implement the same routine another 3 times with the same students so that it becomes part of the classroom culture.

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Visible Thinking Routines
Initial Thoughts (prior knowledge)

VTR – 3,2,1 Bridge

(Initial Response) – 10 minutes Pairs

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Thank You