

What is a 'thinking' school?

'an educational community in which all members share a common commitment to giving regular, careful thought to everything that takes place. This will involve learning how to think, reflectively, critically and creatively, and employing these skills and techniques in the co-construction of a meaningful curriculum and associated activities. Successful outcomes will be reflected in students across a wide range of abilities demonstrating independent and co-operative learning skills, high levels of achievement, and both enjoyment and satisfaction in learning. Benefits will also be shown in ways which all members of the community interact with and show consideration for each other and in the positive psychological well-being of both students and staff.'

Burden, 2006.



Plymouth High School

St. Lawrence Road
Plymouth.
PL4 6HT.

Plymouth High School for Girls.

A Thinking School.



'for life, not school, we learn'

At Plymouth High, we are looking for ways to support students in their thinking. It is important for all students to consider their long term memory and the strategies they can use to improve this. There are many studies which show that students who are aware of their thinking and ways of improving their memory will also improve in their learning and progress over a period of time. Below are the strategies we are using in lessons with students, please encourage discussion about these at home and how they can be used to support learning.

Thinking Maps

<p>CIRCLE MAP</p> <p>FOR DEFINING IN CONTEXT</p>	<p>TREE MAP</p> <p>FOR CLASSIFYING AND GROUPING</p>
<p>BUBBLE MAP</p> <p>FOR DESCRIBING USING ADJECTIVES</p>	<p>DOUBLE BUBBLE MAP</p> <p>FOR COMPARING AND CONTRASTING</p>
<p>FLOW MAP</p> <p>FOR SEQUENCING AND ORDERING</p>	<p>MULTI-FLOW MAP</p> <p>FOR CAUSES AND EFFECTS</p>
<p>BRACE MAP</p> <p>FOR ANALYZING WHOLE OBJECTS AND PARTS</p>	<p>BRIDGE MAP</p> <p>FOR SEEING ANALOGIES</p>

Thinking Hats

De Bono's 6 Thinking Hats

<p>Intuition and Feelings</p>	<p>Benefits and Feasibility</p>	<p>Information</p>	<p>Alternatives and Creative Ideas</p>	<p>Caution, Risks, Problems</p>	<p>Managing the Thinking Process</p>
<p>Red Hat: Focuses on feelings, emotions and gut reactions!</p> <p>INSTINCT</p>	<p>Yellow Hat: Focuses on the values and benefits! Positive Thinking!</p> <p>BENEFITS AND WHY</p>	<p>White Hat: Focuses on the facts and the data known or needed!</p> <p>INFORMATION</p>	<p>Green Hat: Focuses on creativity, the possibilities, alternatives and new solutions!</p> <p>CREATIVITY</p>	<p>Black Hat: Focuses on the difficulties and potential problems!</p> <p>RISKS AND WHY</p>	<p>Blue Hat: Focuses on the next steps and actions plans!</p> <p>MANAGING THE THINKING</p>

Thinker's Keys

<p>The reverse:</p> <p>Place words such as cannot, never and not in sentences which are commonly displayed in a listing format.</p>	<p>The What if:</p> <p>You can ask virtually any What if question. They can be either serious or frivolous. One excellent means of displaying ideas from this key is to draw up an ideas wheel. Great for introducing an area of study, and for tapping into the students' knowledge base. It also generates loads of innovative ideas.</p>	<p>The disadvantages:</p> <p>List disadvantages and improvements for. Choose an object, eg an umbrella, or a practice, eg playground duty, and list a number of its disadvantages. Then list some ways of correcting, or eliminating these disadvantages.</p>	<p>The combination:</p> <p>List the attributes of 2 dissimilar objects (one within your area of study, one outside), then combine the attributes into a single object.</p>
<p>The BAR:</p> <p>The following acronym, or ladder of words, can be used by different age groups (ranging from Yr 1 to adults) to reinvent or redesign everyday objects.</p> <p>BIGGER ADD REPLACE</p>	<p>The alphabet:</p> <p>Choose an object or general category of objects which features in the area of study and compile a list of words from A to Z which have some relevance to the object's. Then try to expand on some ideas which link with each of the words.</p>	<p>The variations:</p> <p>This key employs a special group of words. Start each question with "How many ways can you..."</p>	<p>The picture:</p> <p>The teacher draws a simple diagram which has no relevance to the area of study and the students then try to work out ways in which it could be linked with that area. As an interesting imaginative writing exercise, ask the students to compile a list of 10 things that the diagram could represent.</p>
<p>The prediction:</p> <p>Ask for a series of predictions in regard to a particular situation, product or set of circumstances.</p>	<p>The different uses:</p> <p>Put your imagination to work and list some widely different uses for a chosen object from your area of study.</p>	<p>The ridiculous:</p> <p>Make a ridiculous statement that would be virtually impossible to implement, and then attempt to actually substantiate it.</p>	<p>The commonality:</p> <p>Decide upon 2 objects which would generally have nothing in common, and then try to outline some points of commonality between them.</p>
<p>The question:</p> <p>Start with the answer, and try to list 5 questions which could be linked with that answer.</p>	<p>The brainstorming:</p> <p>State a problem which needs to be solved and brainstorm a list of solutions. Start the brainstorm statement with the words "How to..."</p>	<p>The inventions:</p> <p>Encourage students to develop inventions which are constructed in an unusual manner. The first step would be to outline the product on paper, which would then lead into possible construction.</p>	<p>The brick wall:</p> <p>Make a statement which could not generally be questioned or disputed, and then try to break down the wall by outlining other ways of dealing with the situation.</p>
<p>The construction:</p> <p>Set up a wide variety of construction problem-solving tasks and use lots of readily available materials.</p>	<p>Forced relationships:</p> <p>Develop a solution to a problem by employing a number of dissimilar objects.</p> <p>For Years 1-2 - one object For Years 3-4 - two objects For Years 5-6 - three objects For Years 8-12 - four objects</p>	<p>The alternative:</p> <p>List ways in which to complete a task without using the normal tools or implements.</p>	<p>The interpretations:</p> <p>Describe an unusual situation and then think of some different explanations for the existence of that situation.</p>



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Retrieval
Salient Slide