TEACHING THINKING BEHAVING LEARNING and HABITS of MIND
We hope you will be inspired to take action by our presentation today.

“Teachers who inspire students and who are themselves inspired, will make the difference between mediocre and exceptional achievement by students.”

Mason Durie
‘Inspiring Teachers’ page 2 and 3 Creating the Vision
If you want to **improve** what people know and do then first you must **improve what and how** they **THINK**.
WHY?

a. Because QUALITY THINKING always precedes QUALITY ACTIONS.

b. Because we want learners to be THINKERS who are producers of KNOWLEDGE not merely reproducers or consumers of knowledge.

c. Because what we know and think limits or defines what we do.

d. Because efficacious people know how to behave not only when they know the answer but also when they don’t.

e. Because knowing how to behave the behaviours of highly successful people provides an action plan which ensures focus, cohesiveness and direction to our lives especially given that learning is a lifelong journey.

f. Because teaching students how to think is the most empowering, engaging and inspirational thing a teacher can do!
What THINKING BEHAVIOURS do you want students in your class/school to habitualise as you TEACH and as they LEARN?
Some reflective questions to shape your thinking about the behaviours you see as desirable in the classroom

a. What behaviours will give your students an edge to advantage them?

b. What behaviours are employers looking for in prospective employees?

c. What behaviours will be needed to be successful and productive in the world we are preparing students for?

d. What behaviours develop self managers?

e. What behaviours make relationships stronger, more effective and more productive?
We need to improve student THINKING by getting them to understand that what’s Important now isn’t so much what we know but that we know how to learn new stuff and we can THINK for ourselves.
We need to improve student and teacher **THINKING** by getting them to understand that

Students need to be **CRITICAL** **RESPONSIBLE** **THINKERS** Who can **ACCESS** relevant information and **ANALYSE** and **EVALUATE** it.
The BEHAVIOURS which answer these big questions and which improve what people KNOW & DO can be identified, described, observed TAUGHT and LEARNT.
ART COSTA and BENA KALLICH have researched and identified the
BEHAVIOURS and EFFECTIVE THINKING highly successful people
HABITUALISE to make them SUCCESSFUL.
16 Habits of Mind

The BEHAVIOURS of highly successful People
Persistence

Stick to it! Be Tenacious! Persevere!
Managing Impulsivity

Think before you act!
Have a plan before you begin!
Consider the consequences!
Listening To Others with Understanding and Empathy

See the world through someone else’s eyes!
Value someone else’s point of view or perspective!
Thinking Flexibly

Have an open mind!
Be prepared to change!
Consider other options, other ideas!
Thinking About our Thinking
(Metacognition)

Reflect and evaluate what you are thinking, doing and saying!
Striving For Accuracy and Precision

Take pride!
Have a desire for exactness!
Aim high!
Questioning and Posing Problems

Have a questioning attitude!
Be curious and inquisitive!
Applying Past Knowledge to New Situations

Use effectively what you learn! Transfer, apply, modify, extend and develop your existing skills and knowledge!
Thinking and Communicating with Clarity and Precision

Be clear and unequivocal!
Be clear in what you think say or write!
Gathering Data through All Senses

All information gets into the brain through your sensory pathways!
Creating, Imagining, and Innovating

Think outside the square! Push the boundaries! Break out! Experiment! Be open to constructive criticism!
Responding with Wonderment and Awe

Have fun figuring it out! Be passionate!
Show your delight and intrigue!
Taking Responsible Risks

Venture out! Try new things!
Go beyond your established limits!
View setbacks as challenging new opportunities!
Finding Humour

Laugh a lot! Laugh with others!
Use humour to lift your own and the spirits of others!
Thinking Interdependently

Work together! Work with and learn from others! Interdependence is all about ‘we’ and ‘us’
Learning Continuously

Knowing when you don’t know is the highest form of thinking we will ever learn!
Always be prepared to modify and improve!
HABITS of MIND
Provide a LEARNING COMMUNITY
With a COMMON LANGUAGE to glue
together all we do.

They provide
FOCUS
DIRECTION
COHESIVENESS
and CONSISTENCY

In ALL WE DO as a LEARNING
COMMUNITY.

They make our work complementary
irrespective of year group or faculty.
Abe knew on many occasions that he had a slim chance of staying alive. Abe was very clever and would bribe the guards to let him have more food just stay alive.

Hom Abe Korn used to survive in WW2 as a Jewish prisoner

Persistence

- Abe spent six years getting tossed from ghetto to Concentration Camp regularly living in the cold weather of Poland and living on small amounts of food. In some cases he went for about two days in cattle cars with nothing to eat and being so tightly compacted with all the other people aboard that he couldn’t sit down. People died next to Abe from the poor conditions and would just have to lean on him. Yet he persisted through all of that and came out alive.

- Abe endured a death march. He walked for one hundred and eighty miles over forty five days with little to eat and in a very cold Polish winter. Sleeping in barn houses and open fields.

- Abe spent two years in Auschwitz concentration camp. The average person survived eight weeks.

Thinking about thinking

- Abe knew on many occasions that he had a slim chance of staying alive. Abe was very clever and would bribe the guards to let him have more food just stay alive.

Managing impulsivity

- Through all the torture and horrific sights he’d seen, Abe managed to keep an almost level head. But you could never really keep a level head in those conditions. He didn’t take his life like many others and didn’t really go nuts. He was able to keep a level head so he could bribe guards and think of plans to escape.

- On one occasion he was sick with a gangrene infected foot. The death march was coming up and he knew if they thought he couldn’t do the march as he was sick he would be killed. He argued over his point and he came out being able to seek better medical treatment.

Creating Imaging and Innovating

- Abe had to be innovative and create ways so he could escape.

- When Abe realises he can’t stay alive in the ghetto he bribes the guards with a blanket his sister and mum had woven from old sacks.

- Abe stole from the guards and traded the stuff away so he could eat, drink and have a better life.

Speaking with Clarity and Precision

- Abe got himself out of many sticky situations by speaking with clarity and precision, also by persuading his point.

- On one occasion a gangrene infected foot he wasn’t well enough to work so he wouldn’t receive any medical attention and would be left to die or be killed. But he persuaded the Nazis that he was well enough to work so he could receive medical attention.

- Abe stole from the guards and traded the stuff away so he could eat, drink and have a better life.

- Abe learns life at the Gross-Rosen camp is much worse than the other Ghettos and camps. He bribes the guards into letting him be transported to Camp Dretz with a new pair of shoes. In this situation Abe would have had to communicate with clarity and precision to make a deal.

- The true horror of the sites Abe might have seen.

- Abe’s Story a horrific book that tells the true horror of the Nazi’s and what Abe went through.

Taking Responsible Risk

- Abe took many responsible risks on his journey to survive.

- Abe knew he wasn’t going to survive in the Kutno Ghetto so he bribed the guards to set him free so he could walk to Krosniewice.

- Abe stole from the guards and traded the stuff away so he could eat, drink and have a better life.

Gate to a concentration camp.

Swastika
HOM: Taking Responsible Risks

All three soldiers, Simpson, Bridges and Jacka took responsible risks in their own ways. But John Simpson, the courageous stretcher bearer from Australia put this HOM, in my opinion, to the best use possible when he risked his own life for the well being of his companions. World War I, possibly the deadliest war, was no place for an exposed and un-armed stretcher bearer to charge through a gauntlet of enemy fire to transport injured ANZAC soldiers to safety. Yet Simpson still did it. Some say that it was his fatalistic view- that ‘if I die, I die, there’s nothing I can do about it’, that got him through. All I know is that it took real will power to decide that this was what he needed to do and to follow through with actions.
Habits of Mind
The 16 Behaviours of very successful people

RESPONDING WITH WONDERMENT AND AWE

Have fun figuring it out.
Seek answers by being intrigued and curious.
Celebrate and feel good about success.
Be passionate about your beliefs and actions.
Achieving and discovering are exciting whatever your status, age or gender.

“People do their best work when they are passionately engaged in what they are doing”.
“Be curious always, for knowledge will not acquire you; you must acquire it.”
“I am neither especially clever, nor especially gifted I am only very, very curious.”
(A. Einstein)
Ask questions because they are evidence of thinking.
Look for strategies to solve your problems.
Support your thinking with evidence.
Be willing to justify and explain.
Have a questioning attitude.
Be curious and inquisitive.

“Curiosity is one of the permanent and certain characteristics of a vigorous mind.”
“The key to wisdom is knowing all the right questions.” (A Einstein.)
“He who asks is a fool for five minutes, but he who does not ask is a fool forever”.
“You can tell whether a man is clever by his answers. You can tell whether a man is wise by his questions.” (Nguguib Mahfouz: Nobel Prize Winner)
Heading

James Holden
OUTSTANDIGLY SUCCESSFUL MIDDLE DISTANCE ATHLETE
2006 Gold Medal WINNER of the NZ Secondary Schools’ Junior 3000 metres

Photo

Explanation

WHY was James SO SUCCESSFUL?
He PRACTISES to PERFECT. He TRAINS INTELLIGENTLY!
He’s TALENTED, PASSIONATE, PERSISTENT and DETERMINED.
He’s VERY WELL coached.
He’s got his THINKING RIGHT!
He has SUCCESSFUL HABITS!

LIKE
PERSISTING: He trains correct techniques over & over and puts in the hard yards.
METACOGNITION: He thinks about his goals and his targets.
RESPONSIBLE RISKS: He is tactically intelligent.
MANAGES his IMPULSIVITY: He’s calm, thoughtful & deliberate. He has a plan.
THINKS FLEXIBLY: He can adapt or change & has options.
STRIVES for ACCURACY: He sets high standards. He wants to be the “best”
APPLIES PAST KNOWLEDGE: He uses past experiences to improve.
OPEN to CONTINUOUS LEARNING: He resists complacency but backs himself.
HE listens WITH UNDERSTANDING AND EMPATHY He listens to advice and applies it in race situations. He values the opinions of his coach and mentor.
HE has A SENSE of AWE: He likes the feeling of winning & setting personal best performances.

Indicators

End piece

Get your thinking right and you get your actions right!
A GOOD MAN

Can you match up the BEHAVIOURS of a Successful Boy
With the HABITS of a Good Man?

BEHAVIOURS of a Successful Boy

A. Gets a buzz from success and achievement.
B. Can see things from another person’s point of view.
   - Respects and tolerates others viewpoint and differences.
C. Is a team person and gets along with others.
D. Always has options, choices and plan B or C.
E. Pushes the boundaries beyond what he thinks his limits are.
F. Asks questions which will lead to solutions to his problems.
   - Challenges conventions is principled and sticks up for what he believes in.
G. Searches constantly for new and better ways.
H. He’s always true to himself and honest. Sets a good example.
I. Enjoys a good laugh and can laugh at himself.
J. He never gives up and works hard.
K. Does the decent thing because it’s the right thing to do.
   - Follows through on what he promises.
L. Gathers information through the 5 sensory pathways.
M. He reflects on his own thoughts, feelings, strategies and actions.
N. He’s considered the consequences and knows the risks worth taking.
   - Knows when to ask for help and that it’s ok to ask for help.
O. Learns from past actions and consequences.
P. Always looks on the bright side. Has a ‘can do’ attitude!
   - Commits himself and gets involved.
Q. Aims high and desires exactness. Is motivated by and values success.
R. Is clear and precise about what he says, writes and does.
   - Is a straight talker.
S. Thinks clearly before he acts. Sets a good example.
   - Leads from the front.

HABITS of a Good Man

1. Persists.
2. Manages his impulsivity.
3. Listens with understanding and empathy.
4. Thinks flexibly.
5. Thinks and reflects.
7. Has a questioning attitude.
8. Applies past knowledge.
9. Thinks and communicates with clarity and precision.
10. Gathers data through all his senses.
11. Creates, imagines and innovates.
12. Feels awesome and intrigued by success and achievement.
15. Works together with and for others.
16. Remains open to continuous learning.
17. Is optimistic.
18. Makes a positive difference.
19. Maintains integrity.

Be part of the GOOD MAN PROJECT at Lindisfarne.

THINK and LEARN in a COMMUNITY where these BEHAVIOURS
and PERSONAL CHARACTERISTICS are VALUED and
PRACTISED.
C.B.I

Name of person caught:
Jack Arnell

Name of nominator:
Isaac Weaver

H.O.M displayed: persisting

Explain how the H.O.M was displayed:
He plays rugged and booney, plays an instrument and manages to stay on top of thinking and learning.
Rector’s Assembly message and analogy of the SAT-NAV and FIRE ANTS (3/05/07)

HOW IS YOUR ‘SAT-NAV’ (your guidance and decision making) SYSTEM OPERATING?

If you make a **WRONG TURN**, take a **WRONG OPTION** the SAT-NAV will RE-PROGRAMME and give you a **NEW TRACK** so you reach your DESTINATION.

IT is FLEXIBLE! IT CAN CHANGE! IT has ALTERNATIVES and OPTIONS!

What HABITS and JUDGEMENT SYSTEMS do YOU USE to GUIDE YOU when you need to make a DECISION or CHOICE?

**THINK FLEXIBLY!**
Have an open mind!
Look at it another way. There are always options and choices.

**APPLY PAST KNOWLEDGE!**
Call upon your existing knowledge, skill and experience to solve new challenges and problems.

**TAKE RESPONSIBLE RISKS!**
Know the risks that are not worth taking.

**MANAGE YOUR IMPULSIVITY!**
Consider all the consequences before taking action.

DO what YOU KNOW to be RIGHT rather than JUST FOLLOW the crowd like the FIRE ANTS!

**GET YOUR THINKING RIGHT and YOU’LL GET YOUR ACTIONS RIGHT!**
Some critical lessons we have learnt.

Have a an idea of what **big picture outcome** you want to achieve.

Focus on **key people** with open minds, flexible thinkers, responsible risk takers etc. Build a **critical mass**.

Ensure initiatives are **Leadership led and Management driven**.

Acknowledge, provide feedback and **share ‘good’ (best) practise**. **Take time**, small steps, provide positive feedback.

It **costs** money and time. **Plan** accordingly.

Get **knowledgeable**, be **passionate**, believe, enthuse. It’s catchy!

**Visit others** where there are like minds, talk and share **Live the Habits** in your classroom and faculty. **Apply HOM** when you can’t see a way forward.

There are challenges! **Not everything goes smoothly**. You will be confronted. You will meet cynics and sceptics.

Use a ‘whole School’ approach as much as possible but don’t get bogged down or distracted by cynics or sceptics. **Our teaching, thinking and learning is more efficient when it is complementary**