

TEACHING THINKING BEHAVING LEARNING and HABITS of MIND



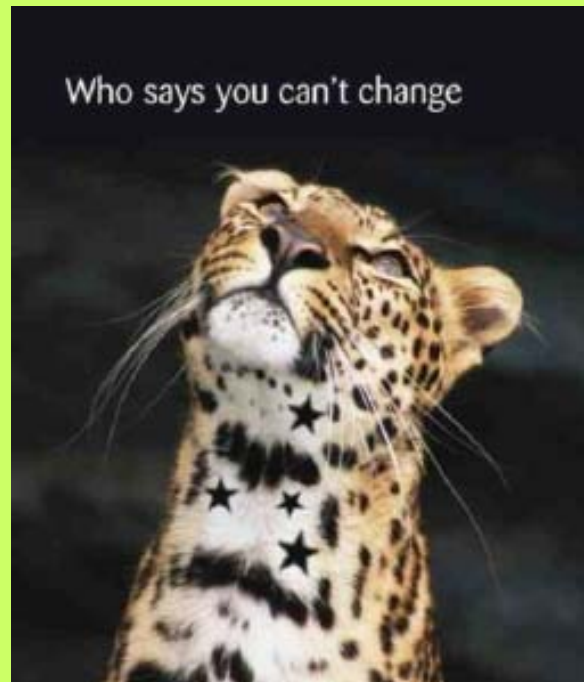
We hope you will be inspired to take action by our presentation today.

“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?

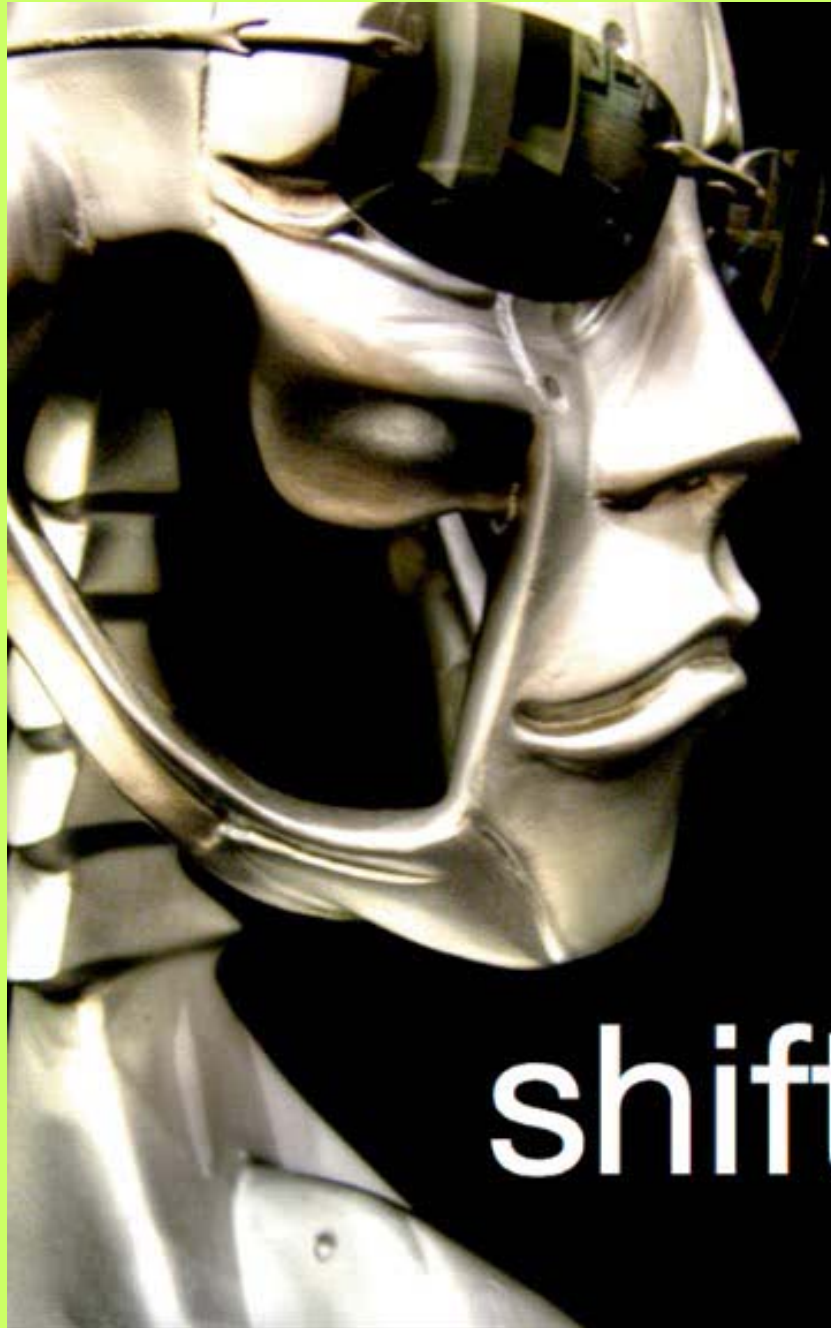
- a Because QUALITY THINKING always precedes QUALITY ACTIONS.
- b Because we want learners to be THINKERS who are producers of KNOWLEDGE not merely reproducers or consumers of knowledge.
- c Because what we know and think limits or defines what we do.
- d Because efficacious people know how to behave 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! .

Big Question for EDUCATORS.

What THINKING BEHAVIOURS
do you
want students in your
class/school
to habituate 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?



shifthappens

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

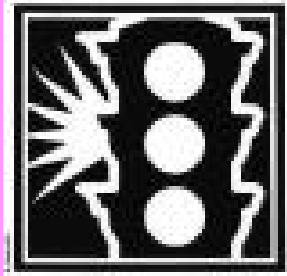




Persistence

Stick to it! BeTenacious! 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!**

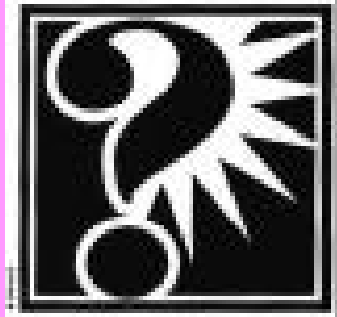


Striving For Accuracy and Precision



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!



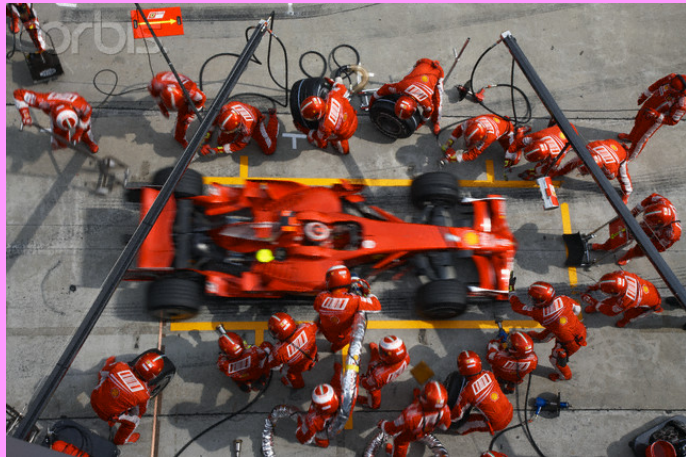
Finding Humour

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.

How 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.

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..

After all the horrible things the Nazi's did to him he still managed to not hate Germans. He thought of people in away that they were not the same as the others made them look like.

After all the turmoil he'd been put through for being a Jew he maintained his religion as he was proud to be Jew, and why wouldn't he be.



Swastika

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.

He didn't hate all Germans for what Hitler and the Nazi party did to him and the rest of people who were killed or made slave labor for being different. He only hated Nazi's. He even went on to marry a German women named Ellie Mueller.



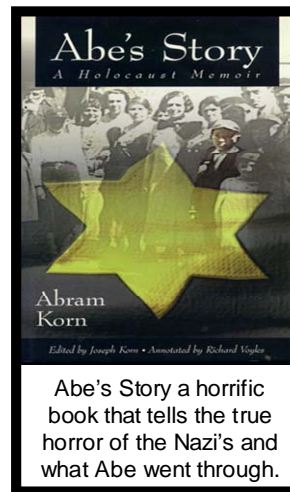
Gate to a concentration camp.

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.



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

Speaking with Clarity and Precision

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

On one occasion he had 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 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.

Taking



Krosniewice.

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



The true horror of the sites Abe might have seen.

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)*

Title

Indicators

Quotes

QUESTIONING AND PROBLEM POSING

The 16 Behaviours of very successful people



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.” (Ngaguib Mahfouz: Nobel Prize Winner)

Heading

Photo

Explanation

Indicators

End piece

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



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.

Get your thinking right and you get your actions right!



"HIGHWAYS TO THE HEART"

A GOOD MAN

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



"HIGHWAYS TO THE HEART"

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.
- 6. Strives for accuracy.
- 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.
- 13. Takes responsible risks.
- 14. Appreciates and uses humour.
- 15. Works together with and for others.
- 16. Remains open to continuous learning.
- 17. Is optimistic.
- 18. Makes a positive difference.
- 19. Maintains integrity.



"HIGHWAYS TO THE HEART"

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.



"HIGHWAYS TO THE HEART"

 <p>1. Persisting. Stick to it! Persisting is stick through in completion, remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing ambiguity. Take your time! Thinking before acting, examining your thoughts, and deliberating.</p>
 <p>3. Listening with understanding and empathy. Understand others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly. Look at it another way! Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition). Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy. Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>
 <p>7. Questioning and problem posing. How do you know? Having a questioning attitude, knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations. Use what you learn! Accessing prior knowledge, transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking and communicating with clarity and precision. Be clear! Striving for accurate communication in both written and oral form, avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses. Use your natural pathways! Pay attention to the world around you. Gather data through all the senses: taste, touch, smell, hearing and sight.</p>
 <p>11. Creating, imagining, and innovating. Try a different way! Generating new and novel ideas, fluency, originality.</p>	 <p>12. Responding with wonderment and awe. Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks. Venture out! Being adventurous, living at the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor. Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>
 <p>15. Thinking interdependently. Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning. Learn from experiences! Having humility and pride when admitting we don't know, requesting competency.</p>

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 play rugby and hockey
plays a instrument and has
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!

Think and plan ahead!

What skills and attributes are valued by Employers?

2. Planning and understanding with clarity and precision

Planning and understanding with clarity and precision

3. Working for accuracy and precision

Working for accuracy and precision

4. Thinking flexibly

Thinking flexibly

5. Applying your knowledge to new situations

Applying your knowledge to new situations

6. Problem-solving

Problem-solving

7. Working with others

Working with others

8. Managing time

Managing time

9. Working with numbers

Working with numbers

10. Working with technology

Working with technology

FLEXIBILITY TO THE FORE

Employers are looking for graduates who can think flexibly and adapt to change. This is a key skill for success in the workplace.

Flexibility is the ability to adapt to change and to think creatively. It is a key skill for success in the workplace. Employers are looking for graduates who can think flexibly and adapt to change. This is a key skill for success in the workplace.

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9. Thinking about thinking (Metacognition)

Thinking about thinking (Metacognition)

10. Collecting data through all the senses

Collecting data through all the senses

1. Learning with understanding and insight

Learning with understanding and insight

2. Planning and understanding with clarity and precision

Planning and understanding with clarity and precision

3. Working for accuracy and precision

Working for accuracy and precision

4. Thinking flexibly

Thinking flexibly

5. Applying your knowledge to new situations

Applying your knowledge to new situations

6. Problem-solving

Problem-solving

7. Working with others

Working with others

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Managing time

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Working with numbers

10. Working with technology

Working with technology

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**