

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 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!



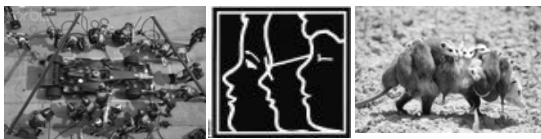
Finding Humour

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



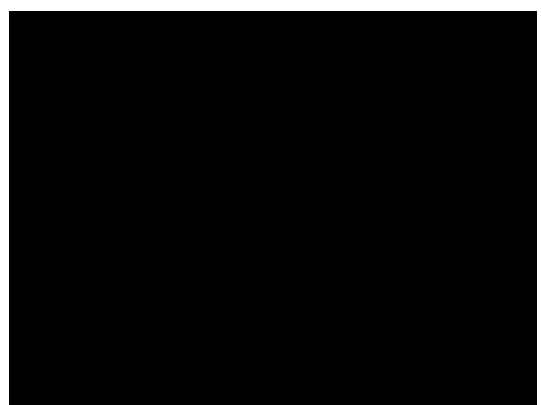
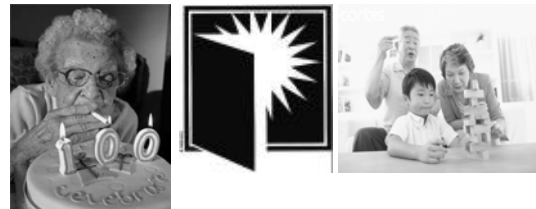
Thinking Interdependently

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.

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

Persistence Abe spent six years getting rescued from ghetto to concentration camp, regularly living in the cold and in small amounts of food, for some cases he was about to die due to lack of food. He was able to survive with nothing but his own strength and the help of others.	Thinking about thinking Abe knew on many occasions that he had a slim chance of staying alive. He was very clever and would bring the guards to let him have more food just after they ate.	Managing impulsivity Through all the torture and horrific sights he'd seen, Abe managed to keep his head and not let his emotions take over. He was able to keep a level head in the most difficult of circumstances.	Creating Imagining and Innovating Abe had to be resourceful and creative when it came to survival. He was able to use his imagination to find ways to survive.	Speaking with Clarity and Precision Abe got rescued many times by speaking with the guards. He was able to use his words to his advantage.	Taking Abe took the risk of staying in the ghetto. He was able to survive in the most difficult of circumstances.
Abe endured a death march. He walked for one hundred and eighty miles over four days, they were very hot and it was a very cold Polish winter. Sleeping in bare houses and open fields.	After all the horrible things that happened to him, he was able to survive. He was able to survive in the most difficult of circumstances.	Abe's story is a true story. He was able to survive in the most difficult of circumstances.	Abe's story is a true story. He was able to survive in the most difficult of circumstances.	Abe's story is a true story. He was able to survive in the most difficult of circumstances.	Abe's story is a true story. He was able to survive in the most difficult of circumstances.

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)

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." (Nagah Mafum; Nobel Prize Winner)

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 PRACTICES in PERFECT, He TRANS-INTELLIGENTS! He's TALENTED, PASSIONATE, PERSISTENT and DETERMINED. He's VERY WELL COACHED. He's got his THINKING RIGHT! He has SUCCESSFUL HABITS!

EXPLANATION: He makes correct judgements and he never gives up in the hard parts. He's RESPONSIBLE, RESPONSIBLE, RESPONSIBLE, He is naturally intelligent. He's MANAGED in IMPULSIVE, He's calm, thoughtful, he's confident. He has a plan. He's THINKING FLEXIBLY, He can adjust or change if his options. He's STRONG in ACCURACY, He's very high accuracy. He wants to be the 'best'. He's AFFABLE, He's very friendly. He's very experienced in improving. He's OPEN to ADVICE, He's very open to the opinions of his coach and mentor. He has a SENSE of AWE, He has the feeling of winning & setting personal best performance.

Indicators: E, X, P, I, A, T, I, O, N

End piece: Give 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	HABITS of a Good Man
1. Give a hand from success and achievement. 2. Give one thing from another person's point of view. 3. Express and explain others' concepts and differences. 4. Give a name person and give along with others. 5. Always has options, choices and plan B or C. 6. Makes his boundaries known and clear for his limits on. 7. Always has options, choices and plan B or C. 8. Challenges assumptions. Is principled and sticks up for what he believes in. 9. Always has options, choices and plan B or C. 10. Always has options, choices and plan B or C. 11. Always has options, choices and plan B or C. 12. Always has options, choices and plan B or C. 13. Always has options, choices and plan B or C. 14. Always has options, choices and plan B or C. 15. Always has options, choices and plan B or C. 16. Always has options, choices and plan B or C.	1. Perseverance. 2. Manage his impulsivity. 3. Listen with understanding and empathy. 4. Think flexibly. 5. Think and reflect. 6. Be open to the unknown. 7. Have a questioning attitude. 8. Always past knowledge. 9. Think and communicate with clarity and precision. 10. Give a hand from success and achievement. 11. Give one thing from another person's point of view. 12. Express and explain others' concepts and differences. 13. Give a name person and give along with others. 14. Always has options, choices and plan B or C. 15. Always has options, choices and plan B or C. 16. Always has options, choices and plan B or C.

Be part of the GOOD MAN PROJECT at Lindisfarne. THINK and LEARN in a COMMUNITY where both BEHAVIOURS and PERSONAL CHARACTERISTICS are VALUED and PRACTISED.

C.B.I

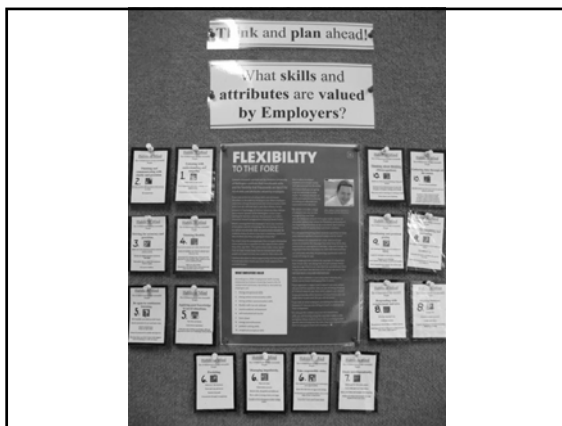
1. Strategic High level strategic thinking (what is the overall goal?)	2. Business objectives What are the business objectives (what are we trying to achieve?)
3. Operational objectives and plans What are the operational objectives (what are we trying to do?)	4. Details/Results What are the details/Results (what are we trying to achieve?)
5. Communication and stakeholder involvement How are we communicating (what are we trying to do?)	6. Resources/People What are the resources/People (what are we trying to achieve?)
7. Timeline and milestones What are the timeline and milestones (what are we trying to achieve?)	8. Monitoring and evaluation How are we monitoring and evaluating (what are we trying to achieve?)
9. Continuous improvement and feedback How are we improving and providing feedback (what are we trying to achieve?)	10. Risks and contingencies What are the risks and contingencies (what are we trying to achieve?)
11. Costs, benefits, and resources What are the costs, benefits, and resources (what are we trying to achieve?)	12. Reporting and communication How are we reporting and communicating (what are we trying to achieve?)
13. Implementation How are we implementing (what are we trying to achieve?)	14. Review and evaluation How are we reviewing and evaluating (what are we trying to achieve?)

Name of person caught: Jack Arnold

Name of nominator: Isaac Weaver

H.O.M displayed: persuading

Explain how the H.O.M was displayed?
he playfully and humorously ainsist and says "I'm going to stay on top of this and learning"



Some critical lessons we have learnt.

Have 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**.

Acquire, 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**