

Edward de Bono

Greek word Ebne Means excellent but not enough..... there can always be improvement
Creativity and design thinking important, how to add value
Respect values thinking through shared thinking, global ideas
Break out of traditional thinking patterns to be more creative

James Nottingham..... proving is good, improving is better!

... The cognitive pit, need cognitive dissonance to get children thinking e.g. Concept of Stealing bad vs Robin Hood a good man?
Not all of our questions answered but all of our answers questioned
See PowerPoint

Brendan Spillane Leadership

Stance and leadership , see Jeff Clanon notes
Daniel Kim..... Vision, mental models, systemic structures, patterns of behaviour, events
Difference between leadership intent and impact, not always the expected connection.. What can we learn from those whose intent and impact is described as experienced and aligned ?
..leaders with cultural intelligence know how to gather people , be proud of what they've achieved together

Everyone is fighting a battle you know nothing about..... Be kind always

Have spaciousness in your leadership and have humility about what you don't know

Isaacs Listen, suspend, voice , respect
Listen..... With spirit of inquiry
Suspend Don't make judgements
Voice. Listen to others
Respect Regard for others

Courageous conversationsWhen less is personal, there is less to defend
Third point thinking, knowing whether to ask or tell, having the stance and narrative intelligence to suit the context
When things are going wellICEinnovation, clarity , engagement
Our times require the genius of the group.... . Leadership with an open hand
martyrdom is bad for succession planning!

Bill Martin Leadership

Principal the culture leader and culture caretaker of the school
Strong culture at the core of schools that deliver ,
staff fully supporting school vision in trusting culture,
parents , staff and principal all trusting each other to know their roles and work together
Shared vision the alignment tool

Ewan McIntosh Notosh

Goals of ...problem finding.....problem solving.... thinking skills for the different stages of learning
Desire to change and improve something – this is the 21 C skill

Claxton Great learning involves:

Challenge

Collaboration

Responsibility for learning

Choices- respect students' choices, let them struggle a bit more, teachers tend to help too much

Real things, authentic context

Culture of:

Shared language, shared process, shared skills, shared creative mind set, need to harness the curriculum to support this

Mindset Model / Skills

Immersion - open, divergent, challenge assumptions, - skills: questioning, observation, listening, empathy

Synthesis – convergent, make connections – skills: seeing overview, pattern recognition

Ideation - open, divergent, encouraging – skills: idea generation, critical thinking, making judgements

Prototyping – hold ideas tightly, open to critique - skills: communicate, draw, don't always write

Feed forward - help improve, challenge and support – skills: communicate, critique, iteration

Have lots of ideas in planning / lots of student collaboration e.g. collaboration corner with sticky notes for ongoing discussion

Best teachers tell you where to look but don't tell you what to see

David Perkins – Positively Hacking the Mind

Using simple strategies to use existing capacities of the mind ...proactive, parsimonious, playful

e.g. pro con lists, Venn diagrams, powerful questions, brainstorming, using other perspectives

Hacking helps mind focus on organising ideas, providing cues for broadening thinking, develops capacity for new mental models e.g. brain shortcuts to develop better ways of thinking about complex issues

Make mind hacking last – revisit, keep thinking logbooks, address mindsets, infuse in diverse contexts, foster habits of mind, learning dispositions e.g. persistence, encourage hacker spirit with applications beyond school

Howard Gardner (Multiple Intelligences) – Good work in the digital era

Testing dominating too much; we are focussed on wrong things

Good concept better- good person, good worker, good citizen, ethics of roles

E words important – excellence, engagement, ethics

Values important, school based interventions

Good work needs a clear mission or goals, role models, moving forward towards goals, collaboration to achieve the new good

Art Costa (Habits of Mind) – How to Become Even More Intelligent

Three major decisions:

What do I want students to understand – can they explain, analyse, question, paraphrase, apply (verbs)

Can they do the thinking (skill) to help understand – describe the steps, label the skill, apply it

Which thinking dispositions do students need?

Intelligence is the sum of habits of mind (Resnick)

Knowing what to do when you don't know the answers (Costa), (Claxton)

Some skills: I can ...statements to express thoughts, use rubric to self assess, recognise own skills,

thinking logbook, STAR student (stop, think, act, reflect), give hypothetical advice, find learning disposition

examples in books, comics, videos, pose questions to encourage flexible thinking, build vocab to express feelings, use others' perspectives

Strategies for Engagement : rich tasks, hands on, open ended, creative, collaborative, outcomes broad, big picture, integrate across curriculum e.g. persistence in Maths, sports, Music

Create a risk taking (giraffe) environment (stick your neck out), no such thing as a mistake (failing forward)

Summary

- Consistent themes emerged of developing learning dispositions to prepare students for an uncertain future.
- Thinking skills of analysing, questioning, comparing, communicating and self assessing and being able to work in changing, flexible and collaborative ways are hugely important
- Engagement will stem from creative, collaborative, open ended and integrated curricula
- NZC provides us with opportunities to do this – let's keep our NZC evolving and changing to suit our many and varied contexts

