

Thinking Skills

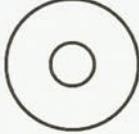
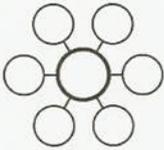
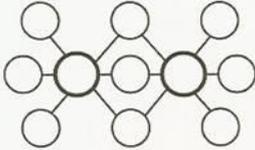
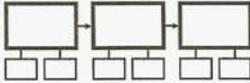
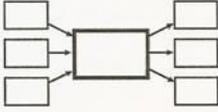
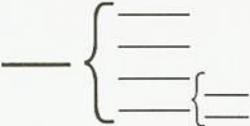
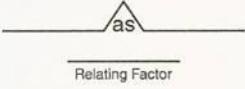
At Ashley High School we try to promote independent lifelong learning skills. One of the ways we are trying to promote these values is by teaching a range of thinking skills. We are currently preparing for a Thinking School Accreditation.

What is a Thinking School?

A thinking school is 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 to 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.

In the following sections are a range of strategies we are currently using.

Thinking Maps

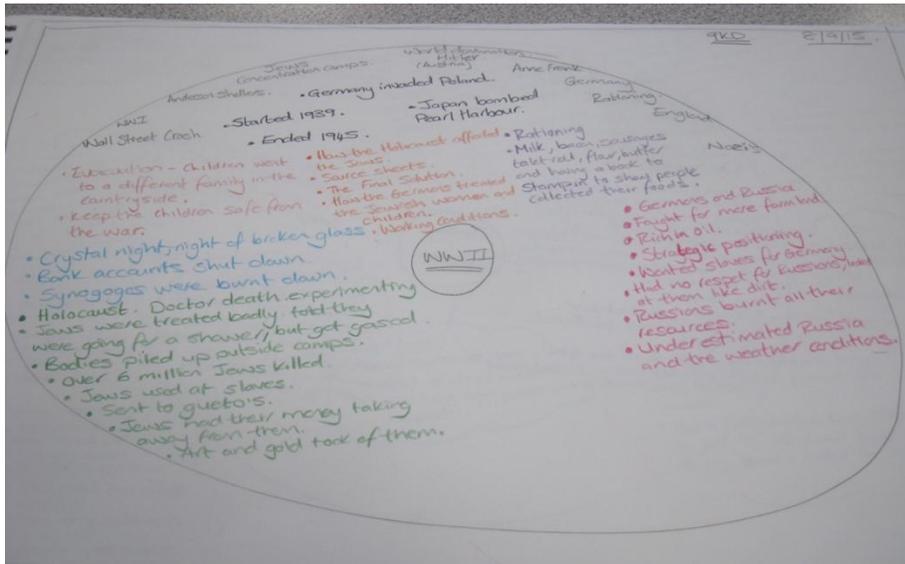
<p>CIRCLE MAP</p>  <p>For Defining in Context</p>	<p>TREE MAP</p>  <p>For Classifying and Grouping</p>
<p>BUBBLE MAP</p>  <p>For Describing using Adjectives</p>	<p>DOUBLE BUBBLE MAP</p>  <p>For Comparing and Contrasting</p>
<p>FLOW MAP</p>  <p>For Sequencing and Ordering</p>	<p>MULTI-FLOW MAP</p>  <p>For 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 Maps are consistent visual patterns linked specifically to different thought processes. With the Maps we try to encourage the students to visualise abstract concepts and establish a consistent language for learning.

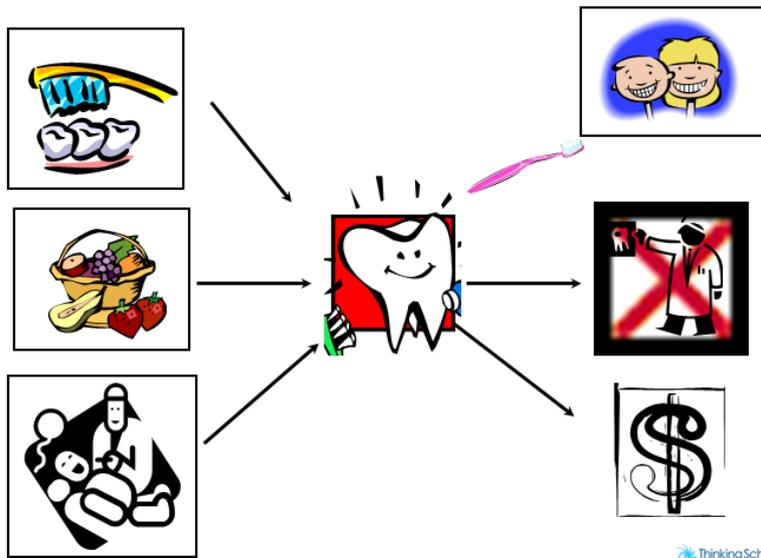
Each Map has a specific role to play focuses on a different style of thinking.

Examples of how maps have been used in our everyday curriculum

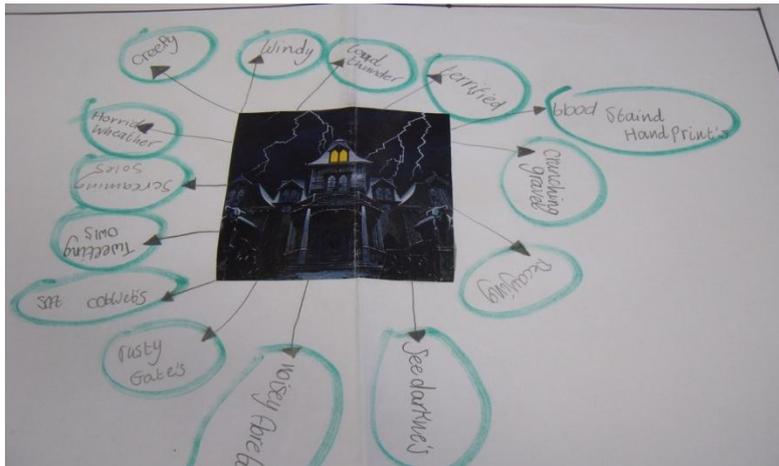
Circle Map- Defining and showing what we know



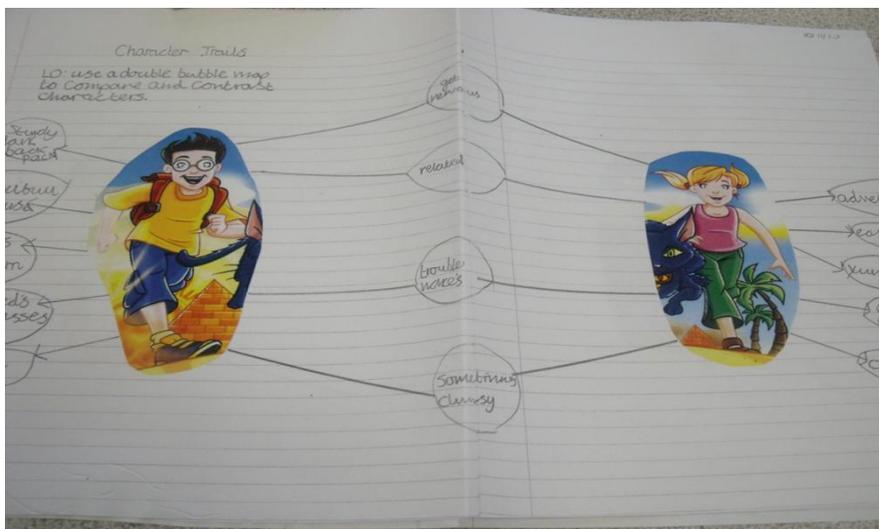
Multi Flow map- Seeing the causes and consequences



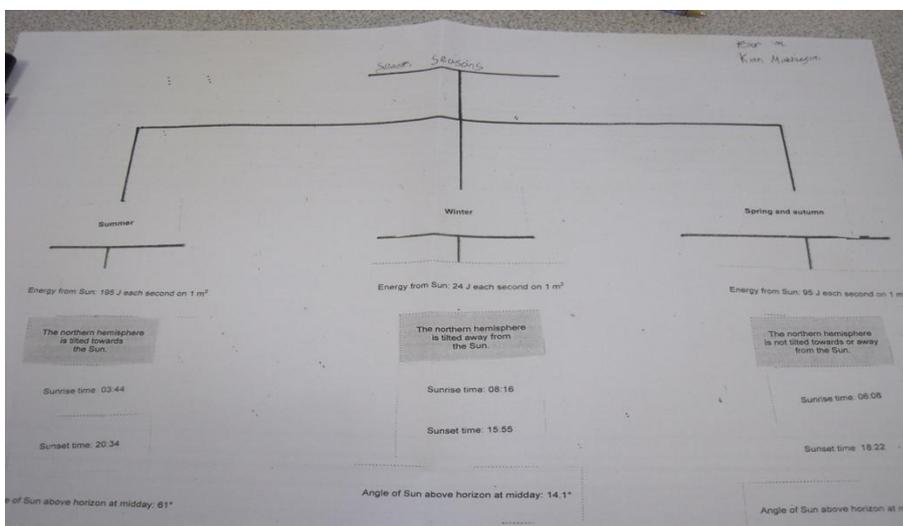
Bubble Map- Used for describing



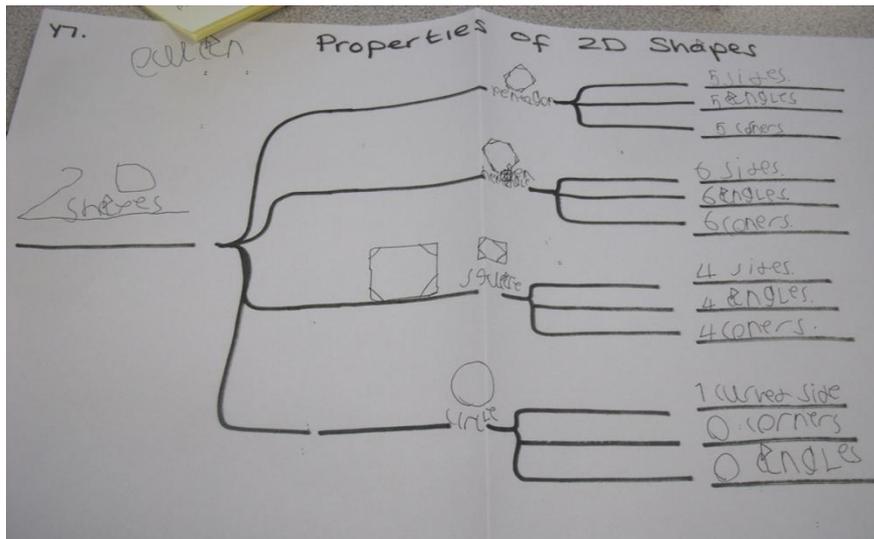
Double Bubble Map- Used for comparing and contrasting



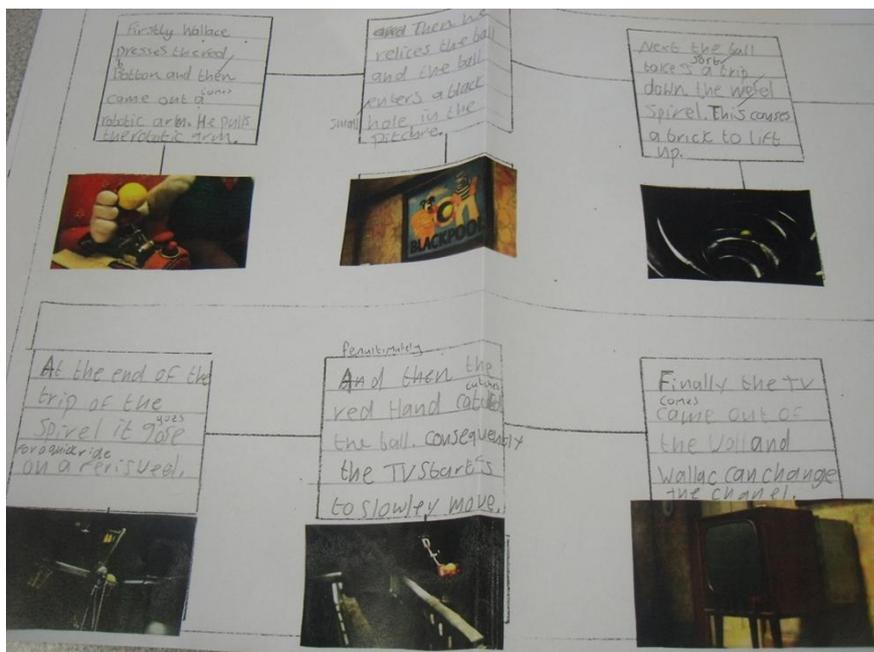
Tree Map- Used for classifying



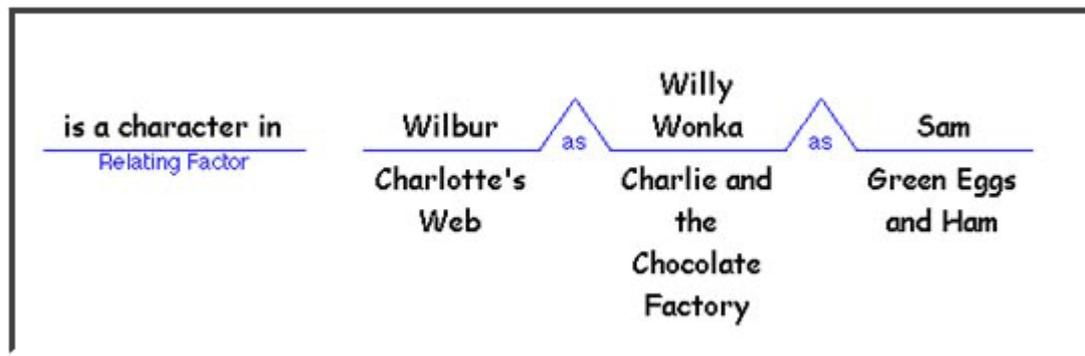
Brace Map-Used for breaking whole parts down



Flow Map-Used for sequencing and ordering

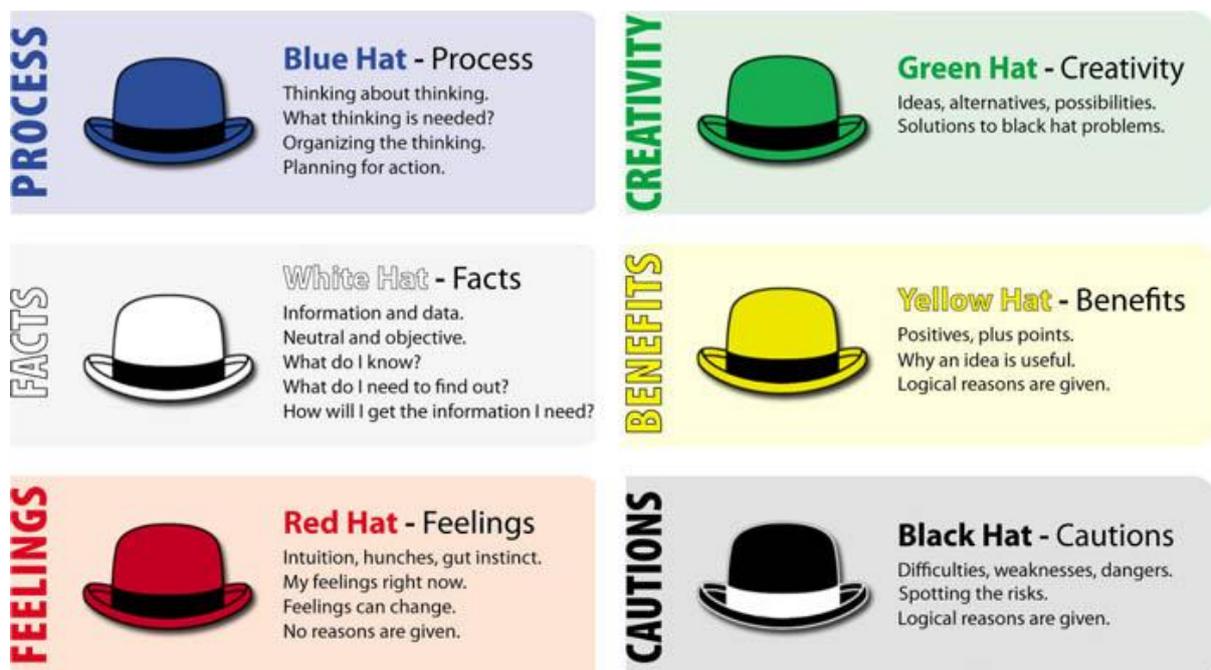


Bridge Map- Used for seeing analogies



Thinking Hats

Thinking Hats are a simple, effective parallel thinking process that helps students be more productive, focused, and mindfully involved. Each Hat focuses on a different style of thinking.



Examples of how Thinking Hats have been used in our everyday curriculum

Red Hat

- Feelings about a character
- Feelings about something we have made
- Feelings about a piece of art

Yellow

- Positives about a piece of work
- Positives about a book read
- Positive experiences of customer service

Black

- Negatives of an experience
- Limitations of different types of software
- What problems could be encountered?

Green

- Design and make your desert
- Changes you would make to a book or character
- How can Ashley High School become greener?
- Creating own maths problems

White Hat

- Facts about different religions
- Information we want to find out
- Questions we would like to ask

Blue

- Producing class charters
- Providing a judgement on a character
- Who came up with the best design?

P4C

P4C is an approach to learning and teaching, students are encouraged to think critically, problem solve and evaluate. Students are taught how to create their own philosophical questions. They then choose one question that is the focus of a philosophical enquiry, or dialogue. For example the question might be 'is it ever ok to steal?'

The teacher, as facilitator, supports the students in their thinking, reasoning and questioning, as well as the way the children speak and listen to each other in the dialogue. After the enquiry the students and facilitator reflect on the quality of the thinking, reasoning and participation, and suggest how they could improve; either as individuals or as a group.



Structure of a session

The basic structure of a P4C session



“working towards a truth” Socrates

As the students compile questions and vote for their favourite we have had a range of very interesting questions. Here is a small sample.

- Would you cheat if you knew you would not get caught?
- Should a king have total control?
- Can you be lonely and happy?
- Should Britain take more refugees?
- Should we use animals for our benefit?
- Are friends more important than family?
- Are possessions more important than memories?