CREATING A POSITIVE CULTURE

PROJECT ZERO → THINKING CULTURE

SWPBS → POSITIVE CULTURE
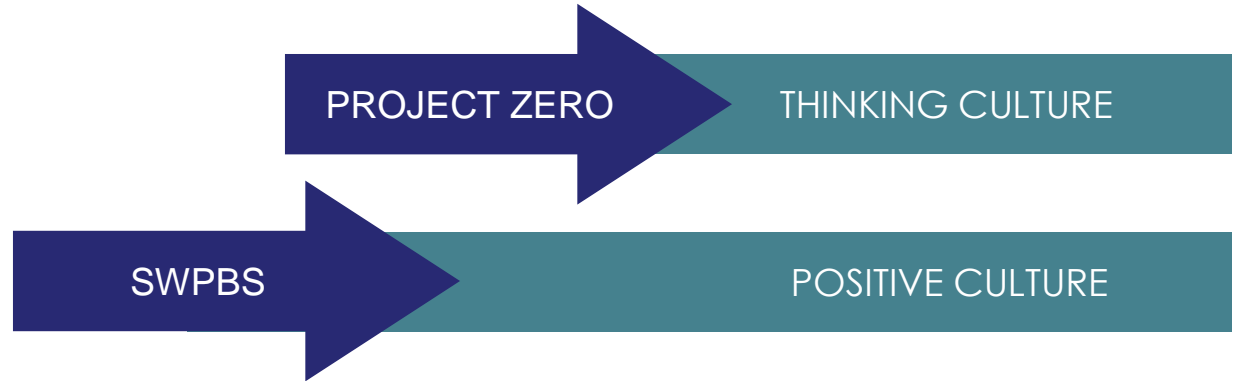
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8 CULTURAL FORCES

8 Cultural Forces that Define our Classrooms

OPPORTUNITIES — Providing purposeful activities that require students to engage in thinking and the development of understanding as part of their on-going experience of the classroom

TIME — Allocating time for thinking by providing time for exploring topics more in depth as well as time to formulate thoughtful responses.

MODELING — Modelling of who we are as thinkers and learners so that the process of our thinking is discussed, shared, and made visible.

LANGUAGE — Using language of thinking that provides students with the vocabulary for describing and reflecting on thinking.

ENVIRONMENT — Making thinking visible by displaying the process of thinking and development of ideas. Arranging the space to facilitate thoughtful interactions.

INTERACTIONS — Showing a respect for and valuing of one another's contributions of ideas and thinking in a spirit of ongoing collaborative inquiry.

ROUTINES — Scaffolding students' thinking in the moment as well as providing tools and patterns of thinking that can be used independently.

EXPECTATIONS — Setting an agenda for understanding and conveying clear expectations. Focusing on the value for thinking and learning as outcomes as opposed to mere completion of "work."

Creating cultures of thinking — The 8 Forces We Must Master to Truly Transform Our Schools. RON RITCHHART, Author of *Making Thinking Visible* and *Intellectual Character*. JOSSEY-BASS, A Wiley Brand

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LANGUAGE

Thinking Language

Working together for a bright future

Learner Dispositions	
Adaptable	Positive
Confident	Reflective
Cooperative	Resilient
Curious	Respectful
Determined	Responsible
Independent	Take Risks
Persistent	Use Feedback

Understanding		Reasoning		Problem Solving		Fluency	
Articulate		Analyse		Apply		Calculate	
Build On		Argue		Check		Connect	
Challenge		Compare		Create		Estimate	
Compare		Contrast		Design		Expand	
Connect		Elaborate		Experiment		Measure	
Demonstrate		Evaluate		Formulate		Practise	
Describe		Evidence		Hypothesis		Recognise	
Identify		Explain		Imagine		Recall	
Interpret		Generalise		Investigate		Utilise	
Notice		Infer		Model		Show	
Observe		Justify		Order			
Recognise		Persuade		Organise			
Represent		Predict		Plan			
Summarise		Prove		Represent			
Wonder		Reflect		Verify Visualise			

8 Cultural Forces that Define our Classrooms

Using language of thinking that provides students with the vocabulary for describing and reflecting on thinking.

LANGUAGE

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Focus: Language	Teacher: Date of discussion:	

Thinking Moves:	Demonstrated by students:	Teachers use of thinking language:	
Observing closely and describing what's there		Argue	
		Build on	
		Conclude	
		Connect	
		Consider Perspectives	
Building explanations and interpretations		Deep Dive	
		Describe	
		Evaluate	
		Evidence	
		Examine	
Reasoning with Evidence		Expand	
		Explain	
		Generalise	
		Hypothesis	
		Interpret	
Making connections		Justify	
		Observe	
		Predict	
		Reason	
		Sceptical	
Considering different viewpoints and perspectives		Summarise	
		Viewpoint	
		WMYST (What Makes You Say That?)	
		Wonder	
Capturing the heart and forming conclusions		Feedback: (strengths and challenges)	
Wondering and asking questions			
Uncovering Complexity		Feedforward: (goals, suggestions)	
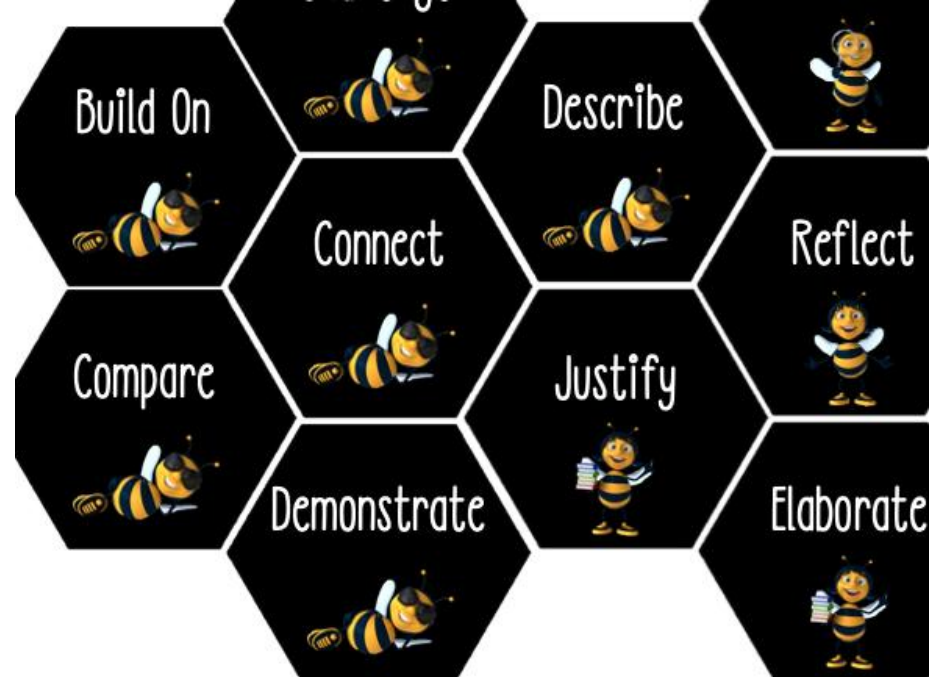
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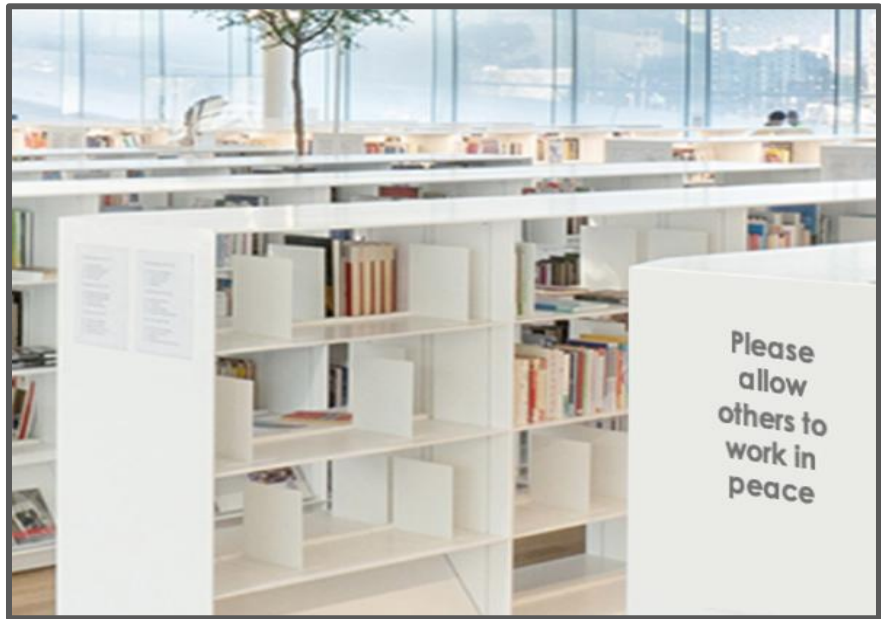
How are the two messages received?
What is the impact on culture?

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INTRODUCING A NEW TOPIC:

FAMINE

- What does the term Famine mean?
- Which groups of people might be affected by famine?
- Name a country you know of where a famine has occurred?
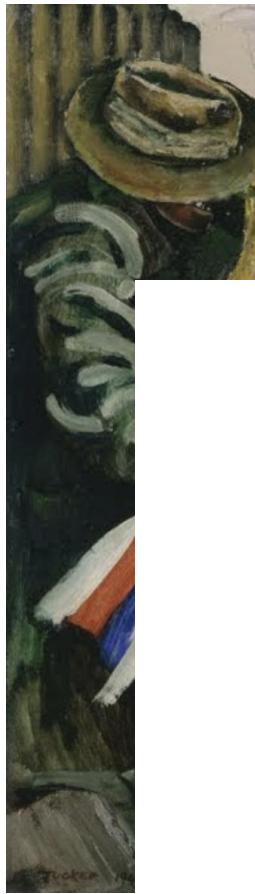- In 30 seconds, share what you know about famine with people at your table

…

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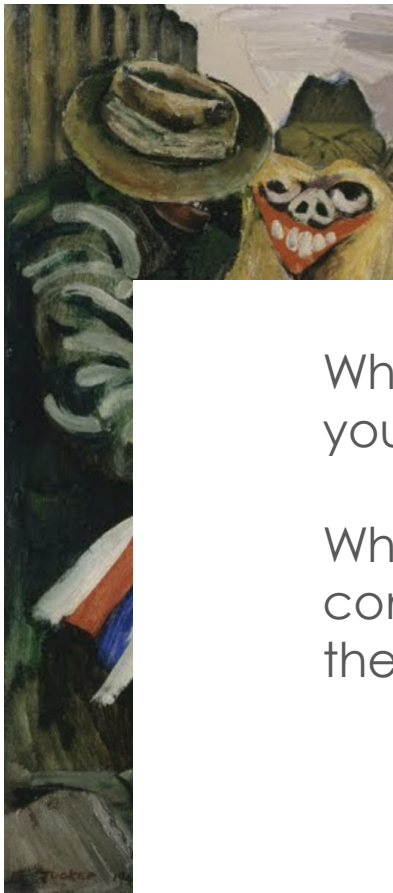What do you notice
about what you see?

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Is there anything you recognise in what we've just revealed to you?

What is your hypothesis or interpretation of what you're seeing?

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What new things do you see?

What do you think the connection is between these two figures?

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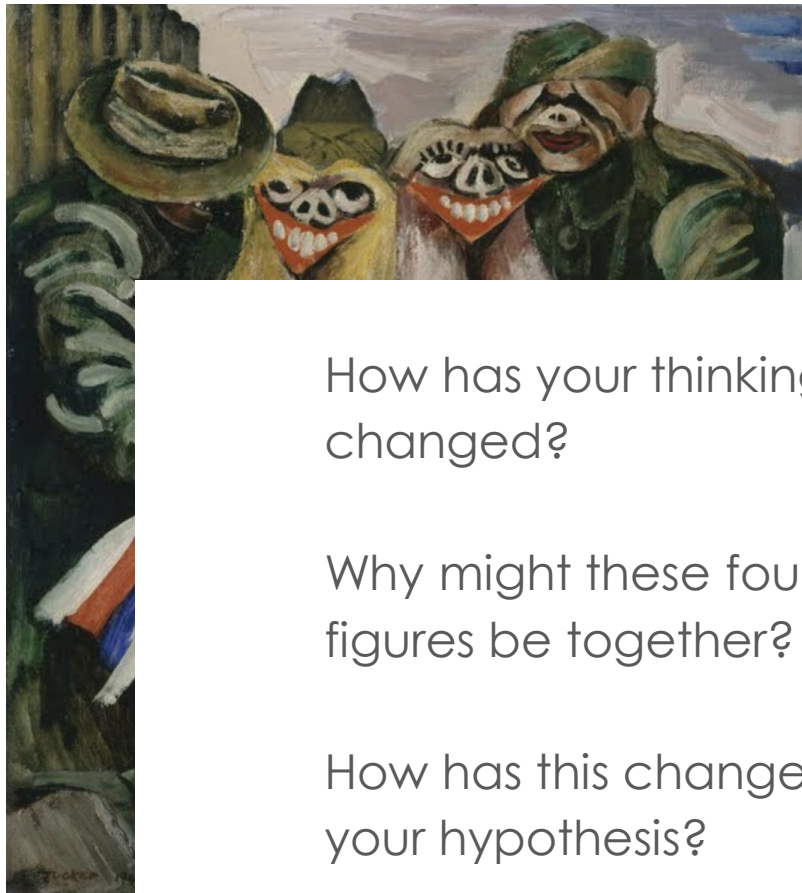
How has your thinking changed?

Why might these four figures be together?

How has this changed your hypothesis?

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How has this changed your hypothesis?

What new things are you wondering?

What lingering questions remain for you about this image?

'Victory Girls'

Albert Tucker 1943

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ZOOM IN
https://pz.harvard.edu/thinking-routines

QUICK DISCUSSION

How were these two experiences different for you?

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BUILDING UNDERSTANDING

Wondering & Asking Questions
What is puzzling? What are you curious about?

Considering Different Viewpoints
What's another angle on this?

Reasoning with Evidence
What are you basing that on?

Capturing the Heart & Forming Conclusions
What is at the core or center of this?

Observing Closely & Describing What's There
What do you see and notice?

Making Connections
How does this fit with what you already know?

Building Explanations & Interpretations
What's really going on here?

Uncovering Complexity & Going Deeply
What lies beneath the surface?

8 THINKING MOVES

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PLANNING PROCESS AT VRPS

What do we want for our students as they leave school?

PLANNING DOCUMENTS

4 Key Qualities of Powerful Learning Opportunities:
For deeper understanding to be achieved **all four** of these opportunities must be accessible to students at some point throughout the learning experience.

Novel Application	Meaningful Inquiry	Effective Communication	Intrinsic Value
Applying, organising, interpreting, evaluating or synthesising prior knowledge to solve novel problems or form new judgements	Develop new understandings and insights that go beyond the obvious and extend ones current understanding	Expressing, representing, justifying, supporting and communicating ones ideas, understandings, methods, and processes effectively using disciplinary tools, symbols and language	Having value and purpose beyond merely doing work for the teacher. At the high end, the efforts may have utilitarian, aesthetic or personal value and connect learning to the larger world.

Thinking Moves & Thinking Routines to use:

Observing closely and describing what's there	Making connections	Capturing the heart and forming conclusions	Uncovering Complexity
• See-Think-Wonder • Zoom In • Explanation Game • Design Hunt	• Chalk Talk • 321 Bridge • Generate-Sort-Connect-Elaborate: • Design Hunt	• Compass Points • Headlines • CSI: Colour, Symbol, Image • Word-Phrase-Sentence	• What makes you say that? • Connect-Extend-Challenge • The 4 C's • Tug of War • Design Hunt

Reasoning with evidence	Considering different viewpoints and perspectives	Wondering and asking questions	Building explanations and interpretations
• Think-Puzzle-Explore • Claim Support Question • Tug of War • Red Light, Yellow Light • What makes you say that?	• I used to think • The 4 C's • Step Inside Circle Viewpoints • Claim Support Question • Connect-Extend-Challenge • Tug of War • Design Hunt	• See-Think-Wonder • Zoom In • The 4 C's • Chalk Talk • 321 Bridge • Connect-Extend-Challenge • Think-Puzzle-Explore • Red Light, Yellow Light	• See-Think-Wonder • Zoom in • Explanation Game • 321 Bridge • CSI Colour, Symbol, Image • Compass Points • Generate-Sort-Connect- Elaborate: • I used to think

Thinking Routines Matrix

Routine	Key Thinking Moves	Notes
Routines for INTRODUCING & EXPLORING IDEAS		
See-Think-Wonder	Description, Interpretation & Wondering	Good with ambiguous or complex visual stimuli
Zoom In	Description, Inference, & Interpretation	Variation of STW involving using only portions of an image
Think-Puzzle-Explore	Activating prior knowledge, wondering, planning	Good at the beginning of a unit to direct person group inquiry and uncover current understanding as misconceptions
Chalk Talk	Uncovers prior knowledge and ideas, questioning	Open-ended discussion on paper. Ensures all voi heard, gives thinking time.
321 Bridge	Activates prior knowledge, questioning, distilling, & connection making through metaphors	Works well when students have prior knowledge, instruction will move it in a new direction. Can b over extended time like the course of a unit.
Compass Points	Decision making and planning, uncovers personal reactions	Solicits the group's ideas and reactions to a prop plan or possible decision.
Explanation Game	Observing details and building explanations	Variations of STW that focuses on identifying part explaining them in order to build up an understa the whole from its parts and their purposes

Routines for DIGGING DEEPER INTO IDEAS		
What makes you say that?	Reasoning with evidence	A question that teachers can weave into discussion to push students to give evidence for their assertions.
Circle Viewpoints	Perspective taking	Identification of perspectives around an issue or problem.
Step Inside	Perspective taking	Stepping into a position and talking or writing from that perspective to gain a deeper understanding of it.
Red Light, Yellow Light	Monitoring, identification of bias, raising questions	Used to identify possible errors in reasoning, overreaching by authors, or areas that need to be questioned.
Claim Support Question	Identifying generalizations and theories, reasoning with evidence, counter arguments	Can be used with text or as a basic structure for mathematical and scientific thinking.
Tug of War	Perspective taking, reasoning, identifying complexities	Identifying and building both sides of an argument or tension/dilemma
Word-Phrase-Sentence	Summarizing and distilling	Text-based protocol aimed at eliciting what a reader found important or worthwhile. Used with discussion to look at themes and implications.

Routines for SYNTHESIZING & ORGANIZING IDEAS		
Headlines	Summarizing, Capturing the heart	Quick summaries of the big ideas or what stands out
CSI: Colour, Symbol, Image	Capturing the heart through metaphors	Non-verbal routine that forces visual connections
Generate-Sort-Connect-Elaborate: Concept Maps	Uncovering and organizing prior knowledge to identify connections	Highlights the thinking steps of making an effective concept map that both organizes and reveals one's thinking
Connect-Extend-Challenge	Connection making, identify new ideas, raising questions	Key synthesis moves for dealing with new information in whatever form it might be presented: books, lecture, movie, etc.
The 4 C's	Connection making, identifying key concept, raising questions, and considering implications	A text-based routine that helps identifies key points of complex text for discussion. Demands a rich text or book.
Micro Lab	A protocol for focused discussion	Can be combined with other routines and used to prompt reflection and discussion
I used to think	Reflection and metacognition	Used to help learners reflect on how their thinking has shifted and changed over time.

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MODELLING & EXPECTATIONS
Thinking about thinking first

Year Level:				
	Learning Intention and Stepped Success Criteria	Focus of Warm Up and Main Lesson	Reflection Eg – Exit slip, discussion.	Learning Opportunity Thinking Move Thinking Routine
Monday				Learning Opportunity (Y in box below)
				Thinking Moves: (Y in box below)
				Thinking Routine:

EXPECTATIONS
Setting an agenda for understanding and conveying clear expectations. Focusing on the value for thinking and learning as outcomes as opposed to mere completion of "work."

MODELING
Modelling of who we are as thinkers and learners so that the process of our thinking is discussed, shared, and made visible.

8 Cultural Forces that Define our Classrooms

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"Children grow into the intellectual life around them"

Vygotsky

MAKING MEANING

A routine for constructing collective meaning of words, ideas, concepts or events

A word, concept, or event is identified as the focus for this routine. Groups then work through each of the following prompts, recording their responses on chart paper to make collective meaning:

- Taking turns, each person **responds** to the chosen focus with a single word. Each person's word must be unique so that it adds to the collective meaning.
- Each person **adds on** to someone else's word with an additional word or phrase so as to elaborate in some way.
- Each person **makes a connection** between ideas that are already written on the chart paper, drawing lines and writing those lines to illuminate the connections.
- Each person **records a question** that arises about the topic of focus based on what is emerging.
- Based on the groups 'Making Meaning discussion' on chart paper, each individual now **writes their own definition** of the word, topic, concept of event being explored.
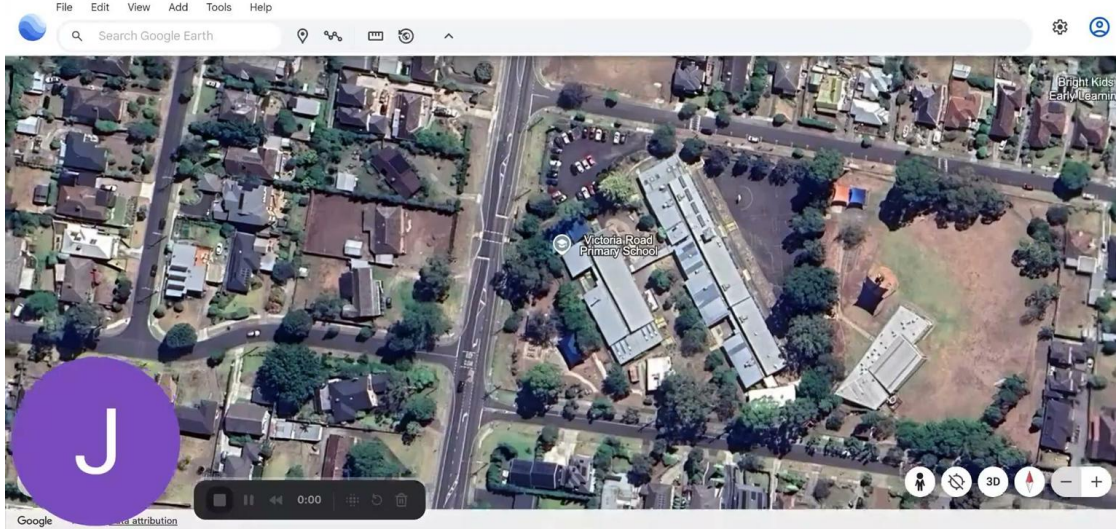
Cultures of Thinking – Ron Ritchhart, 2017
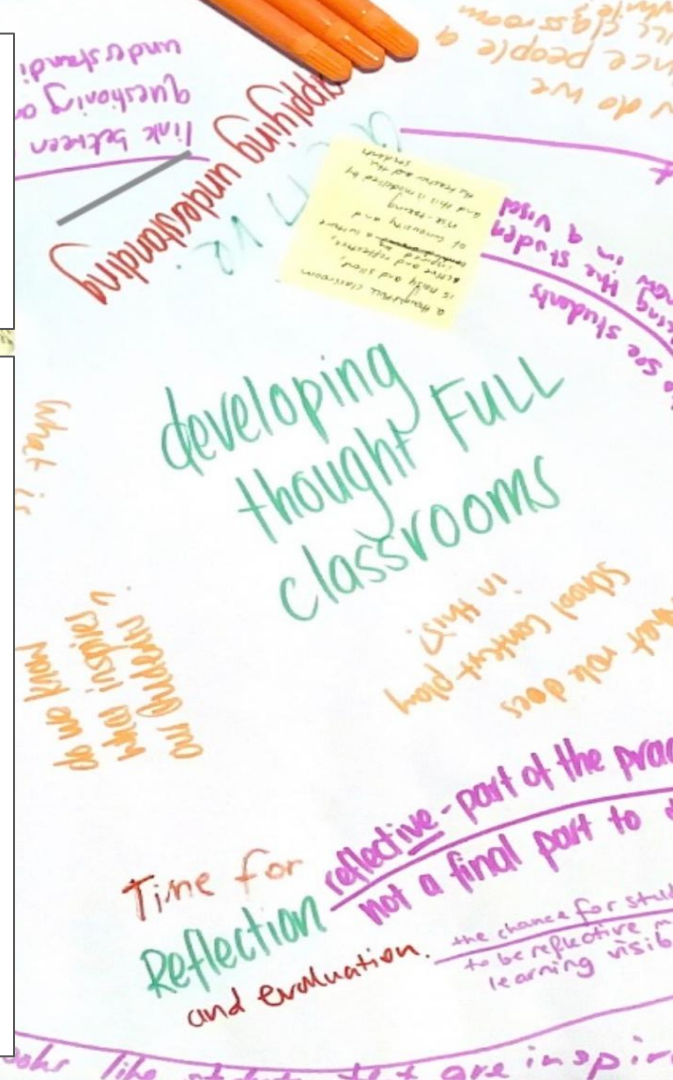
READINGS
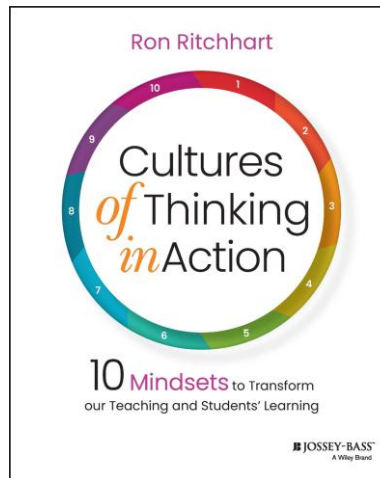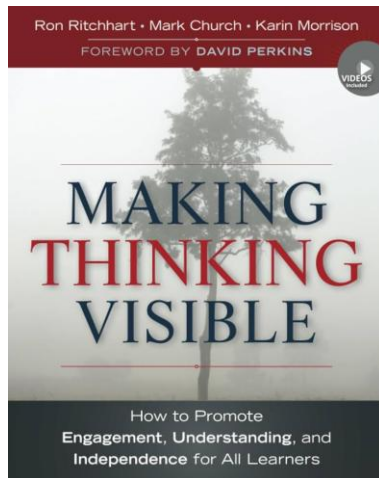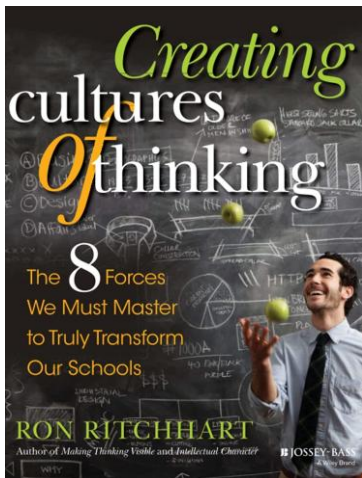
THINKING ABOUT THINKING

QUESTIONS?

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THANK YOU!

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