



MAKING THINKING VISIBLE

STAFF PROFESSIONAL DEVELOPMENT

March 4, 2014

Thinking Session: Building Disciplinary Understanding

Key Discussion/Reflection Points:

Do I have a classroom of work or a classroom of learning?

"Work and activity are not synonymous with learning." – Mark Church

"Learning is a consequence of thinking." – David Perkins

The Understanding Map provides key thinking moves, and Ritchhart believes it should be the first teacher decision in unit/lesson development.

"The important role that models of thinking and learning play helps us to see that an education is much more than the delivery of content. A quality education is also about the development of the habits of mind and thinking dispositions that will serve students as learners both in our own classrooms and in the future (Costa & Kallick, 2009; Ritchhart, 2002). For this to happen, teachers must help students to recognize the key features and contexts for the use of various types of thinking. This means we need to draw on our understanding of what thinking is and the types of thinking we seek to foster so that we can name, notice, and highlight thinking when it occurs in class." (p. 29 *Making Thinking Visible*)

"Until students can name a process they cannot control it." - Ellin Keene

"Once teachers start noticing and naming, that is, making it (thinking moves) visible, they as well as their students become more aware of thinking and it becomes difficult not to notice it in the future." - Harre & Gillet, 1994

"Children must be taught how to think, not what to think." - Margaret Mead

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