



• CONNECT
• EXTEND
• CHALLENGE

DEMYSTIFYING THINKING:

HELPING ALL
STUDENTS LEARN
HOW TO LEARN

The Thoughtful Classroom
2 June, 2012

Melbourne Graduate School of Education

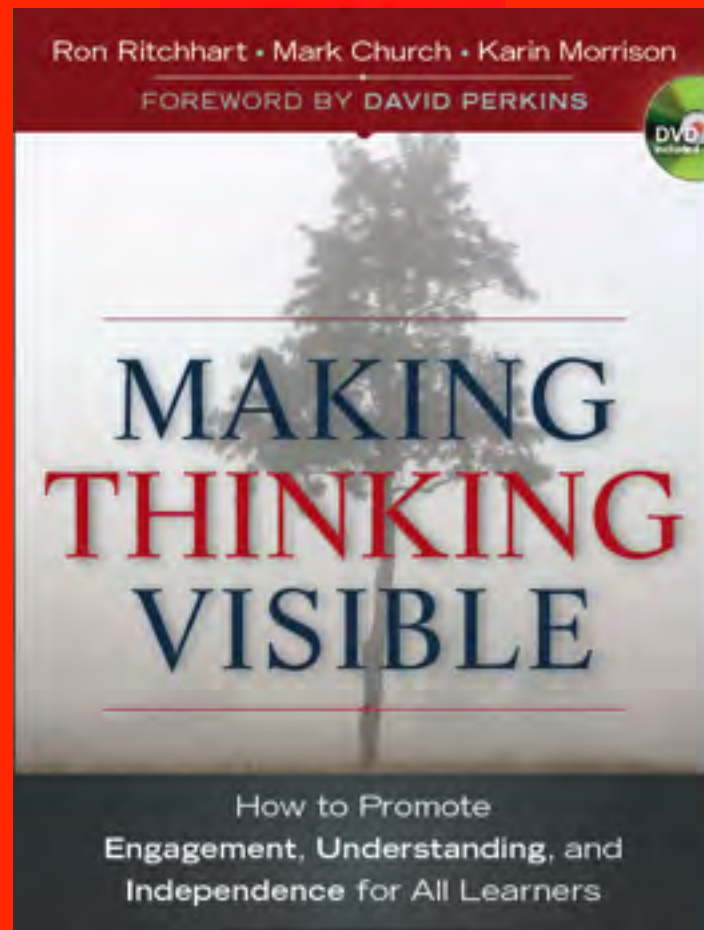
cultures *of* thinking

CREATING
PLACES WHERE
THINKING IS
VALUED, VISIBLE
& ACTIVELY
PROMOTED



The Thoughtful Classroom
2 June, 2012

- ☒ Why does classroom and school culture matter to the learning of every child?
- ☒ What does it mean to have a “thoughtful classroom” that supports the thinking & learning of all students?
- ☒ How do we demystify thinking and help all students to learn how to learn?



The Thoughtful Classroom
2 June, 2012

1998-2000

SPENCER
FOUNDATION

2000-2005

*Stiftelsen
Carpe Vitam*

2005-2011

Bialik College
with the support of
Abe & Vera Dorevitch

2007-2011

DOW CHEMICAL

WHY CULTURE MATTERS

CHILDREN
GROW INTO THE
INTELLECTUAL
LIFE AROUND
THEM



ENCULTURATION

CHILDREN
GROW INTO THE
INTELLECTUAL
LIFE AROUND
THEM





Is a process of gradually internalizing the messages & values that we repeatedly experience through our interaction with the social environment.

This internalization takes time as we identify the messages and values that are consistent and recurring in our environment.

THE STORY OF LEARNING

RonRitchhart.com

THE OLD STORY



THE OLD STORY

RonRitchhart.com

What is the story of learning you were “told” when you were in school? What did you learn about learning? How it happens? Its purpose and value?

A Story of Work

- The goal of school is the completion of work done for someone else.
- The larger purpose behind activities isn't always clear. Thus, assignments become ends in themselves.
- Grades are the pay off/outcome for work.
- Doing school work is seen as students' job.
- Good students do the work they are assigned without question.

A Story of Alienation

- School isn't about me, my life, my culture.
- School isn't about learning, it's about having the answers.
- Some people are just smart and know how to do it, others (like me) can never get it.
- Rewards go to those who can guess what the teacher wants.
- You study by memorizing.
- Smart means being fast with the answer.

A New Story

What is the story of learning we truly want to tell and make a reality for our students?

A New Story

What messages
about learning are
the students in this
classroom
receiving?

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BEGINNINGS OF A NEW STORY

- Learning is a consequence of thinking.
- Learning and thinking are as much a collective enterprise as they are an individual endeavor.
- Learning involves uncovering complexity and delving deeply.
- Learning is often provisional and frequently changes with time.
- Learning is an active process and involves getting personally involved.
- Questions not only drive learning but also are outcomes of learning.



BEGINNINGS OF A NEW STORY

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of thinking



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DAY-TO-DAY
EXPERIENCE OF ALL
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What Kinds of Thinking Do We Value?

Understanding

Wondering

What am I curious about here?

Consider different Viewpoints

What's another angle on this?

Reason with evidence

Why do you think so?

Make connections

How does this fit?

Uncovering Complexity

What lies beneath the surface of this?

Describe what's there

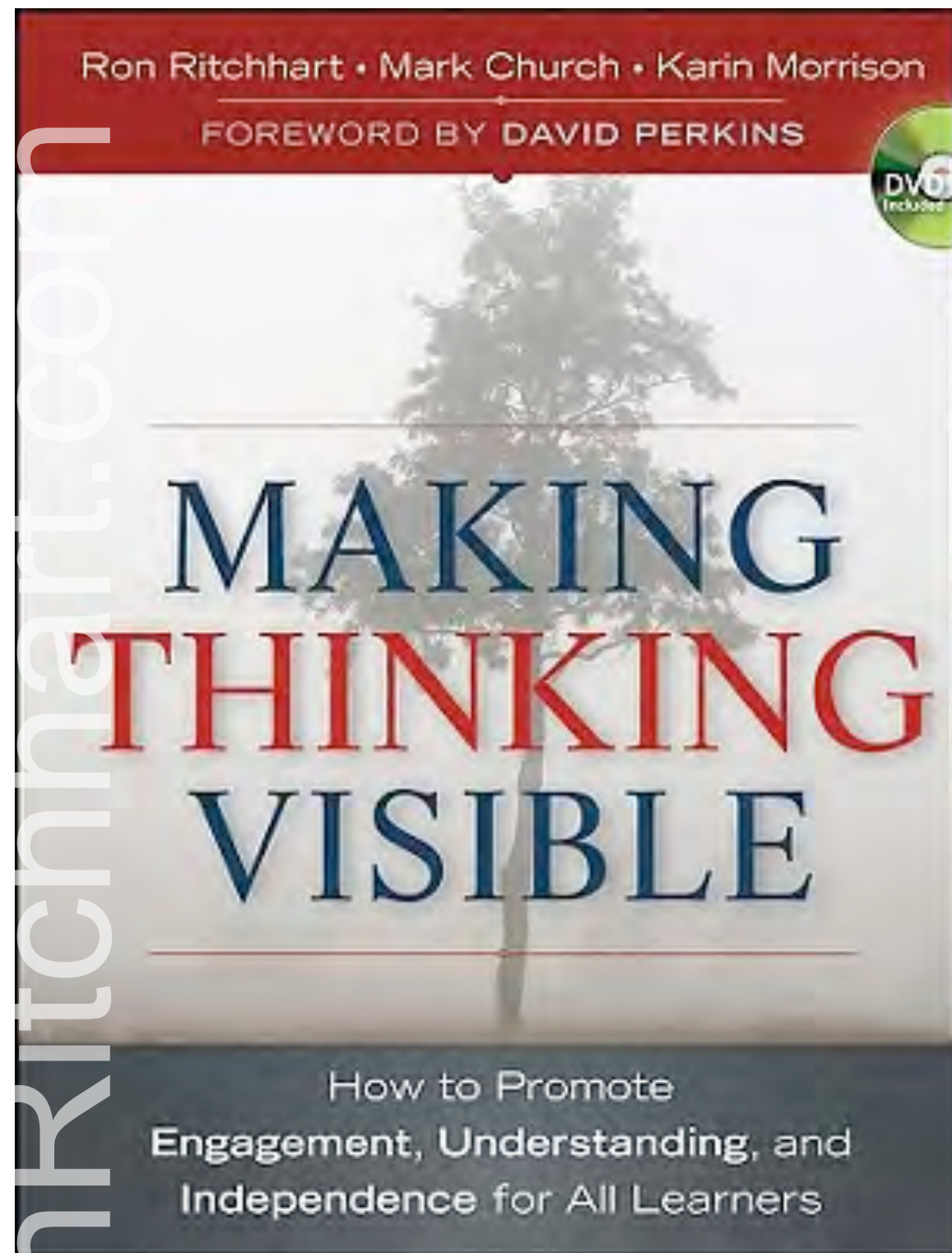
What do you see and notice?

Build Explanations

What's really going on here?

Capture the heart and form conclusions

What's at the core or center of this?



- ✱ Simple Tools, used in one's learning to support specific thinking moves.
- ✱ Structures and scaffolds through which we explore, discuss, document, and direct our thinking and learning.
- ✱ Patterns of behavior that we adopt to help us use our minds well in new situations.

THINKING ROUTINES



Jordyn: 2nd grade