

Creating a Thinking School

In-house workshops

These workshops can all be delivered in your school. For details contact Clare on 01793 771506 or complete the accompanying contact form.

Workshops:

- » The Place of Coaching Practices in Developing a Thinking School
- » Developing Positive Behaviours that support Thinking and Learning
- » Thinking Through Classroom Drama
- » Accessing Higher Order Thinking
- » Developing Creative Thinking and Creativity
- » Personal, Learning & Thinking Skills
- » A Community of Enquiry - an approach to placing Thinking at the heart of the Primary Classroom
- » Developing Questioning Skills
- » Thinking Skills in the Primary School
- » Developing Emotional Intelligence in the Thinking School
- » Empowering Learners, Maximising Success

For workshop enquiries, please contact us:

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In-house Workshops

»» **The Place of Coaching Practices in Developing a Thinking School**

Just what is it that outstanding teachers do to engage and stimulate their students' thinking?

This one day workshop draws upon a school-based modelling project to look at how outstanding teachers are using coaching practices to facilitate students' thinking, and how CPD, aimed at introducing coaching skills, is having thinking impact in classrooms. This will be a hands-on session where delegates will have an opportunity to take an active part in coaching-based CPD that has been used in a school that has gone from Satisfactory to Outstanding in under three years.

Outcomes:

Participants will:

- Take part in and experience the benefit of coaching skills training exercises;
- Return to school with an understanding of how coaching practices help to engage and shape students' thinking;
- Be able to introduce their in-school colleagues to basic coaching practices.

»» **Developing Positive Behaviours that support Thinking and Learning**

An Introduction to Habits of Mind.

This interactive workshop will focus on strategies for developing "thinking" behaviour that should be embedded at the heart of personalised learning. The implementation of Habits of Mind will be explored and links made to more effective and independent learning.

Outcomes:

- Understand the link between positive learning behaviours and raising attainment.
- Explore the 16 Habits of Mind.
- Discover how to introduce, teach, assess and reinforce them.
- Consider the ways in which Habits of Mind might be introduced into your school.

»» **Thinking Through Classroom Drama**

An opportunity to explore how Drama engages students in thinking at higher levels.

Participants will learn a range of drama strategies for developing thought and feeling in the classroom. There will be opportunities to experience techniques first hand.

Outcomes:

- Knowledge and experience of a range of tried and tested classroom drama strategies.
- Understanding how to link a range of thinking skills into Drama including thinking maps and six hats.
- Confidence in the use of higher order questioning.

»» **Accessing Higher Order Thinking**

How young people of all ages and abilities can come to appreciate their thinking capacity.

This one day interactive workshop demonstrates and develops thinking at a higher and more sophisticated level. It further develops teachers' already creative instincts and examines Bloom's taxonomy as a multi dimensional model.

Outcomes:

Participants will:

- Understand and actively engage in 'higher order thinking'.
- Gain yet more confidence in advanced questioning.
- Take away simple techniques to raise pupils' understanding of their own capability.
- Examine simple methodologies for increasing thinking capacity.

In-house Workshops

» Developing Creative Thinking and Creativity

An introduction to an approach to learning and teaching that supports and develops thinking and creativity.

This interactive workshop will focus on strategies for developing thinking and creativity which is at the heart of the DCFS drive for raising attainment in the 2020 Vision document. The workshop explores how to infuse this approach across the curriculum as well as ways in which to improve pupils' metacognitive skills.

Outcomes:

- Explore a range of strategies to develop thinking and creativity.
- Discover how to introduce, teach and reinforce these strategies.
- Understand the link between thinking and creativity and children as autonomous learners.

» Personal, Learning & Thinking Skills

PLTS explored, explained and applied

"The framework for Personal, Learning and Thinking Skills (PLTS) comprises six groups of skills that, together with the functional skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life as confident and capable individuals." QCA

But what does it actually mean? What might it look like?

This interactive workshop seeks to explore and explain Personal, Learning and Thinking Skills

Outcomes:

- Thinking skills and their importance
- An introduction to a range of thinking tools and strategies
- QCA and PLTS
- PLTS and Diplomas - how might thinking skills be applied within a Diploma line of learning?
- Establish a forum for developing and sharing good practice across a consortium

In-house Workshops

» A Community of Enquiry – an approach to placing Thinking at the heart of the Primary Classroom

An introduction to Community of Enquiry.

This interactive workshop will focus on introducing a community of enquiry approach to enable learners to work together to generate and then answer their own questions in a classroom climate where reasoning and imaginative exploration are constantly developed and challenged.

Outcomes:

- Explore what is meant by a community of enquiry and how this approach can develop questioning, reasoning, reflection and thoughtful discussion.
- Discover how to introduce and teach this approach.
- Develop classroom dialogue and the language of discussion so that children's ideas and questions can be acknowledged, explored and developed in a supportive environment.
- Consider how a community of enquiry approach might be introduced into your school.

» Developing Questioning Skills

Developing Higher Order Thinking Through Effective Questioning.

"Studies about teacher questioning over the years have revealed that teachers mainly ask recall or social and managerial questions. These are, of course, the easier questions to ask, but have not challenged our children so that their understanding is furthered and deepened." (Shirley Clarke 2005)

Outcomes:

During the day you will have the opportunity to develop your knowledge, skills and understanding of:

- The nature of effective questioning and higher order thinking
- Some of the tools and strategies you can use to develop your questioning techniques
- How to encourage your pupils to ask more effective questions
- The relationship between questioning and thinking
- Building effective questioning and thinking into planning

» Thinking Skills in the Primary School

Introduction to different strategies and approaches to encourage children to think independently.

This one day practical workshop examines different approaches to teaching and encouraging thinking in children of all ages. The day will include philosophical as well as cognitive aspects of learning.

Outcomes:

- Observe Thinking Skills approaches
- Compare & contrast different approaches to thinking
- Evaluate different thinking approaches
- Identification of suitable approaches to use in your own school.

In-house Workshops

» Developing Emotional Intelligence in the Thinking School

People with higher Emotional Intelligence tend to be more successful in life. This workshop looks at strategies and techniques to develop emotional intelligence - and independent learners - in the classroom, building on the work in which good teachers are already engaged.

Outcomes:

Participants will:

- Gain a clear overview of what is meant by 'emotional intelligence'
- Look at the link between emotions and learning
- Bring the benefits of emotional intelligence into their classrooms to ensure all pupils can enjoy and achieve in the learning environment
- Prepare children to be more self aware and able to manage relationships
- Develop a positive learning environment
- Take away simple techniques to enable pupils to manage themselves and their learning more effectively

» Empowering Learners, Maximising Success

Outcomes:

In 2004 David Hargreaves looked at the three significant contributing factors to 'personalised learning' – pupil voice, assessment for learning and learning to learn.

During the course of the day we will look at how to empower learners so that they achieve the best possible outcomes, the importance of pupil voice and effective strategies for both assessment for learning and learning to learn.

The strategies will include:

- Signposting for success
- Dialogic questioning
- Practical strategies to develop effective peer and self assessment
- Feedback and feed forward
- Listening to the Pupil Voice
- Planning for improvement
- Habits of Mind – learning to learn