

Safe Classroom Perspectives  
Explore the human context  
Look, listen and learn\*  
Tuning In Empathy Immersion

**Connect**

35%



**Clarify**

10%



**Combine**

20%



**Create**

25%

Seek Feedback

Refine



**Communicate**

10%

**1 Curriculum Concepts**

Opportunities for Wonder

**2 HOOK**

**3 Teacher Centred Instruction**

Opportunities for Wonder

**4 Outcome: Big Question**  
*{Non Googlable question}*

**5 Outcome: Synthesis**  
*of knowledge*

Opportunities for Wonder

**6 Outcome: Solution**

**7 Outcome: Communicate**  
*Critique*

Opportunities for Wonder

**Digital Tech Skills:**

**Knowledge and understanding:**

- Digital systems
- Representations of data

**Processes and production skills:**

- Collecting managing and analysing data
- Digital implementation

**Creating solutions by:**

- Investigating and defining
- Designing
- Producing and implementing
- Evaluating
- Collaborating and Managing

**Hook:**

- Literature
- Excursions
- Visual Arts
- Internet
- Multimedia
- Guest Speakers
- DVD / TV
- Music & Song
- Youtube
- Maps / charts

**Collaborative Skills:**

**Barry Bennett Cooperative Learning Structures. Foundation**

- Numbered/Coloured Heads
- Think/Pair/Share
- Team/ Pair /Solo
- Rally Robin
- 3 Corners Reflection
- Place Mat
- Introduce Year 1/2
- Introduce Year 3/4
- Formulate/Share/Listen/Create
- Round Robin/Table
- Timed/Pair/Share
- Pass out the Door
- Introduce Year 5/6
- Jigsaw
- Rally Coach
- Reflection / Evaluation Line

**Kagan Cooperative Learning Strategies**

Organisation of groupings to be considered.  
1.H, MH, ML, L in groups of 4.  
2.Shoulder pairs-random or strong/weak.  
3.Random groupings.

**Social Foundation**

- Turn -about
- Introduce Year 1/2
- Inside/Outside Circle
- Introduce Year 3/4
- Community Circle
- Introduce Year 5/6
- Stand up, hand up, pair up

**Five Basic Elements of Cooperative Learning:**

- 1:Positive Interdependence
- 2:Individual and Group Accountability
- 3:Interpersonal and Small Group Skills
- 4:Face-to-Face Promotive Interaction
- 5:Group Processing

**Questioning Foundation**

- Introduce Wondering Wall
- Introduce Year 1/2
- Questioning Matrix
- Introduce Year 3/4
- Inquiry Concept Keys
- Characteristics System
- Relationships
- Diversity
- Changes
- Patterns
- Importance
- Compare Types/kinds
- Roles/Jobs Survival
- Conditions
- Adaptations
- Introduce Year 5/6
- Inquiry Concept Keys
- Causes
- influence
- consequences
- effect /result, Communication
- Style/lifestyle
- Function
- Past/present/future
- Significance
- structure

**Graphic Organisers:**

- Y -charts,
- T- Charts
- KWL,
- Venn Diagrams
- Brain Storm
- Concept map
- Mind Map
- Question matrix
- PMI
- fish bone
- Five-Paragraph Essay
- Analogy Organizer
- Steps in a Process
- Cause and Effect
- Alphabet Organizer
- Brainstorming Web
- Timeline
- \*Placemates
- \*Jigsaws
- Tree Chart
- Ranking Ladder
- Ladder of Inference
- Continuum Scale
- Cycle

**Blooms Taxonomy Foundation**

- Daily use of Thinking Routines is needed to teach the "language of thinking"
- Introduce Year 1/2
- Remember
- Understand
- Introduce Year 3/4
- Applying
- Analysing
- Evaluating
- Creating
- Introduce Year 5/6
- Implement and Maintain
- Remember
- Understand
- Applying
- Analysing
- Evaluating
- Creating

**Tony Ryan's Thinkers Keys**

- Introduce Year 1/2
- Question
- 3 Why's
- in Common
- Predictions
- Introduce Year 3/4
- Decisions
- Consequences
- Information
- Improvements
- BAR
- Reverse
- Introduce Year 5/6
- Implement and Maintain
- Perspectives
- Rubrics
- Action
- Reflection
- Combination
- Challenge

**Thinking Organisers:**

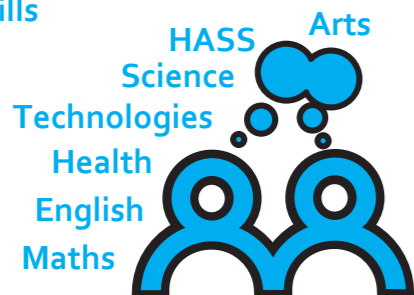
**Visible Thinking Critical Thinking**

- Foundation
- See, Think, Wonder (Exploring Images)
- Think/Pair/Share (Reasoning/Explanation)
- Introduce Year 1/2
- What makes you say that? (Interpretation and Justification)
- Creative Hunt (Looking at parts, purposes and audience)
- Introduce Year 3/4
- Think/Puzzle/Explore (Sets the scene for deeper inquiry)
- Compass Points (Examining propositions)
- Creative Questions (Generating/transforming questions)
- Step inside, perceive, know, care (Creative perspectives)
- Introduce Year 5/6
- Circle of Viewpoints (Exploring diverse perspectives)
- I used to think... But now, I think.... (Reflective thinking)
- Options Diamond (Exploring the tension of decision making)
- Options Explosion (Creative decision making)

**Connect**

**Focus Curriculum Concepts:**

- Teacher Centred
- Engage interest Build
- Concept Knowledge
- Build Skills



**Student Learning Dispositions:**

- Active listening
- Curiosity
- Questioning and posing problems
- Responsibility
- Perseverance
- Agility and flexibility
- Motivation and drive to learn
- Metacognition (thinking about thinking)
- Problem-solving and questioning
- Finding Humour
- Open to mistakes
- Embracing passion
- Fixed Mindset
- Growth Mindset
- Thinking Interdependently
- Managing Impulsivity
- Listening and understanding with Empanthy
- Stiving for accuracy
- Gathering data through all the sense
- Responding with wonder and awe
- Creating, imaginging and innovating
- Remaining open to contunuos learning
- Communicating with clarity and precision
- Seeking to improve

**De Bonos Thinking Hats**

- Foundation
- RED HAT Feelings Emotions Intuition
- WHITE HAT Facts Details Information
- Introduce Year 1/2
- BLACK HAT Problems Concerns Weakness
- ELLOW HAT Positives Strengths Benefits
- Introduce Year 3/4
- GREEN HAT New Ideas Innovations
- Introduce Year 5/6
- BLUE HAT Process Thinking about Thinking.

**Assessment:** Student Self-assessment – Peer Assessment – Group Assessment – Teacher assessment

**Tasks:** Rich common Assessment products – Teacher Designed rubrics – Student designed rubrics multiple opportunities