School Year 2012-2013
Celebrating our Learning Community

ST. JOHN'S
INTERNATIONAL SCHOOL

Examples of Thinking Routines

VISIBLE THINKING

Menu Bar

Purpose and Goals
Visible Thinking is a flexible and systematic research-based approach to integrating the development of students' thinking with content learning across subject matters. An extensive and adaptable collection of practices, Visible Thinking has a double goal: on the one hand, to cultivate students' thinking skills and dispositions, and, on the other, to deepen content learning. By thinking dispositions, we mean curiosity, concern for truth and understanding, a creative mindset, not just being skilled but also alert to thinking and learning opportunities and eager to take them

Who is it for?
Visible Thinking is for teachers, school leaders and administrators in K - 12 schools who want to encourage the development of a culture of thinking in their classrooms and schools.

Key Features and Practices
At the core of Visible Thinking are practices that help make thinking visible: *Thinking Routines* loosely guide learners' thought processes and encourage active processing. They are short, easy-to-learn mini-strategies that extend and deepen students' thinking and become part of the fabric of everyday classroom life. *Thinking Ideals* are easily accessible concepts capturing naturally occurring goals, strivings or interests that often propel our thinking. Four Ideals -- Understanding, Truth, Fairness and Creativity -- are presented as modules on this site. There are associated routines for each ideal and within each module there are activities that help deepen students' concepts around the ideal.

A key feature of the Visible Thinking approach is the *Teacher Study Group* as described in the School-Wide Culture of Thinking section. In these groups teachers reflect on student work, or documentation, generated by students when using routines or investigating an ideal. Documentation such as lists, maps, charts, diagrams, and worksheets reveal learners' unfolding ideas as they think through an issue. In study groups teachers use the structured conversation of a protocol to look at and reflect on thinking present in student work.

What You Will Find on the Site
This site provides a convenient way to learn about Visible Thinking as well as thorough descriptions of the ideals, routines and activities that we've developed from research in K -12 schools.

The six sections of this site are: Visible Thinking in Action; Getting Started; Thinking Routines; Thinking Ideals; School Wide Culture of Thinking; Additional Resources. Each of the illustrated boxes on the left margin of this page links to one of the areas. You can also click on the green start arrow to enter the site.

http://www.pz.harvard.edu/vt/

PROCESS

DISCUSS and BRAINSTORM

CREATE A DESIGN

SELECT MATERIALS

BUILD DEVICE

REFLECT and PREDICT SUCCESS

MAKE CHANGES

TEST

MODIFY DESIGN

Sample Conceptual Lenses

(L. Erickson)

conflict	freedom	relationships
change	perspective	design
interactions	patterns	balance
genius	heroes	creativity
	challenge	

Compass points®

N

W   **E**

S

Need to know

Worried about

Excited about

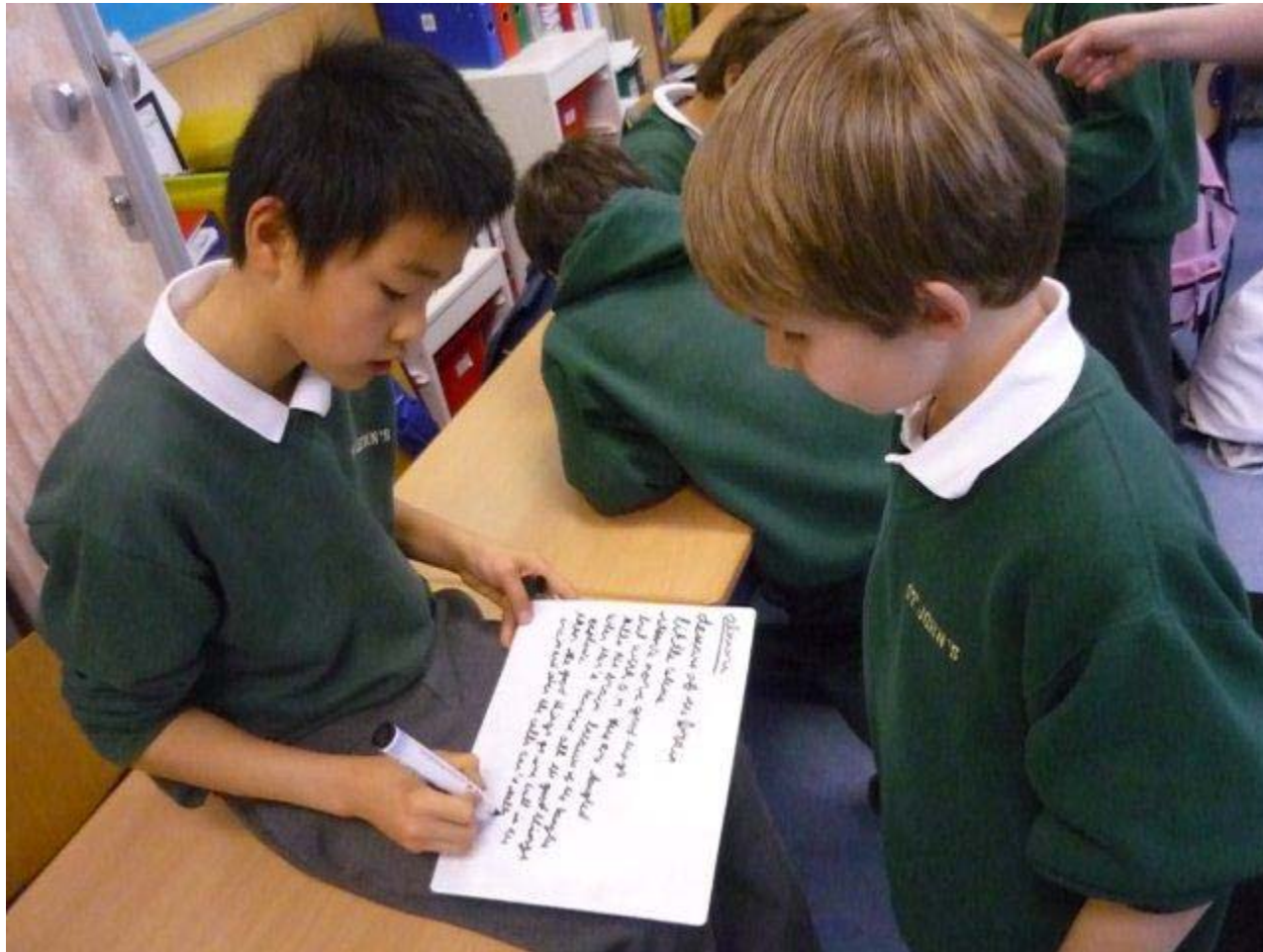Suggestions for success
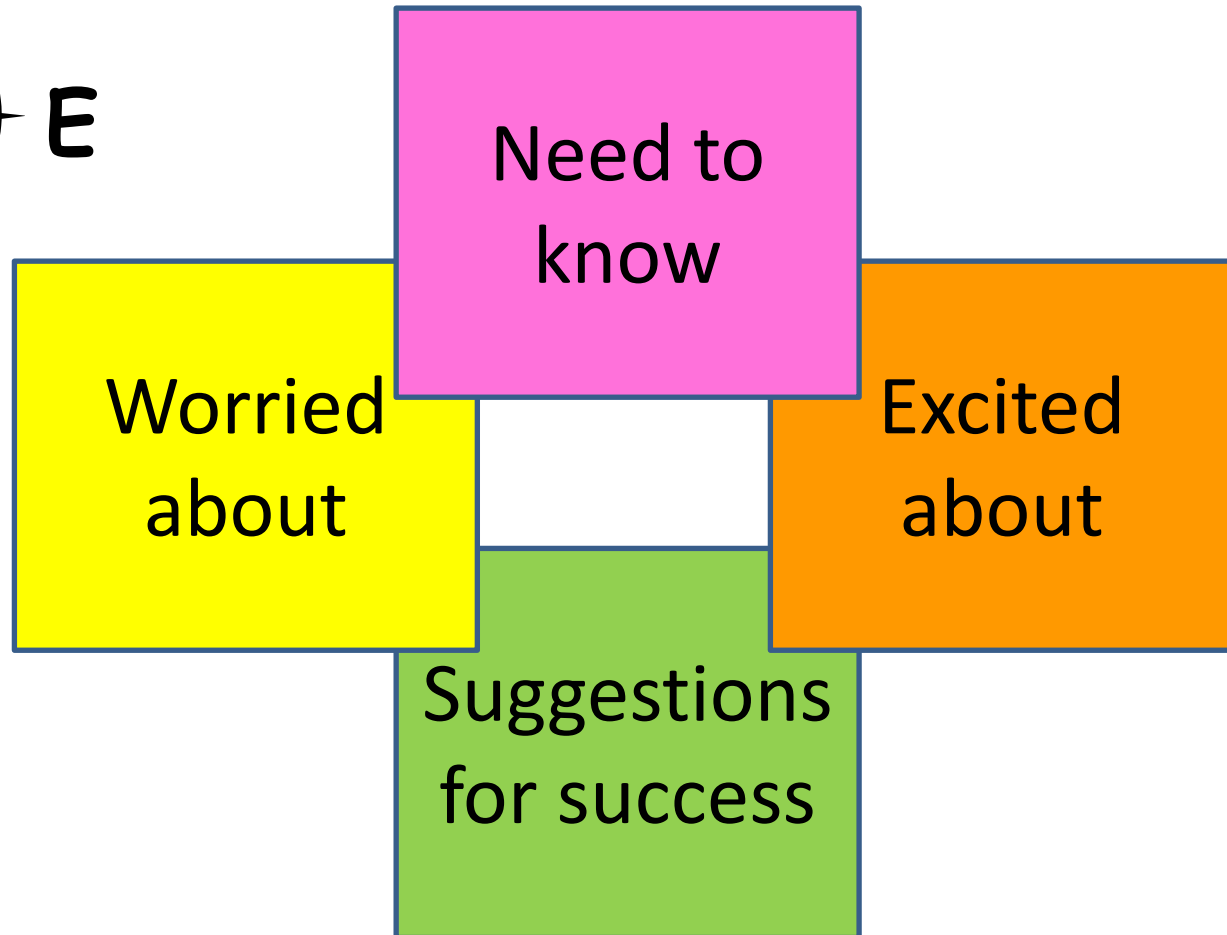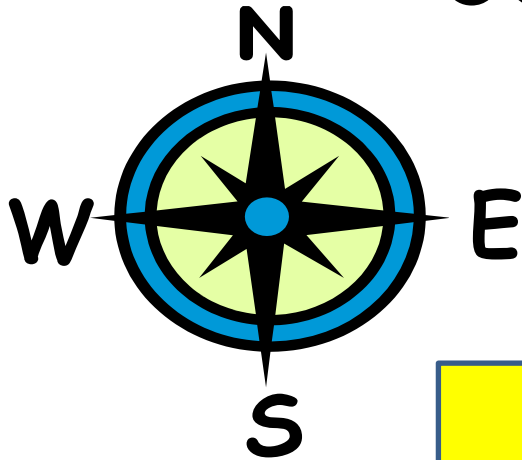
Share your thoughts

See, Think, Wonder®

Brain Replay[5]

Built in Differentiation – Open Tasks

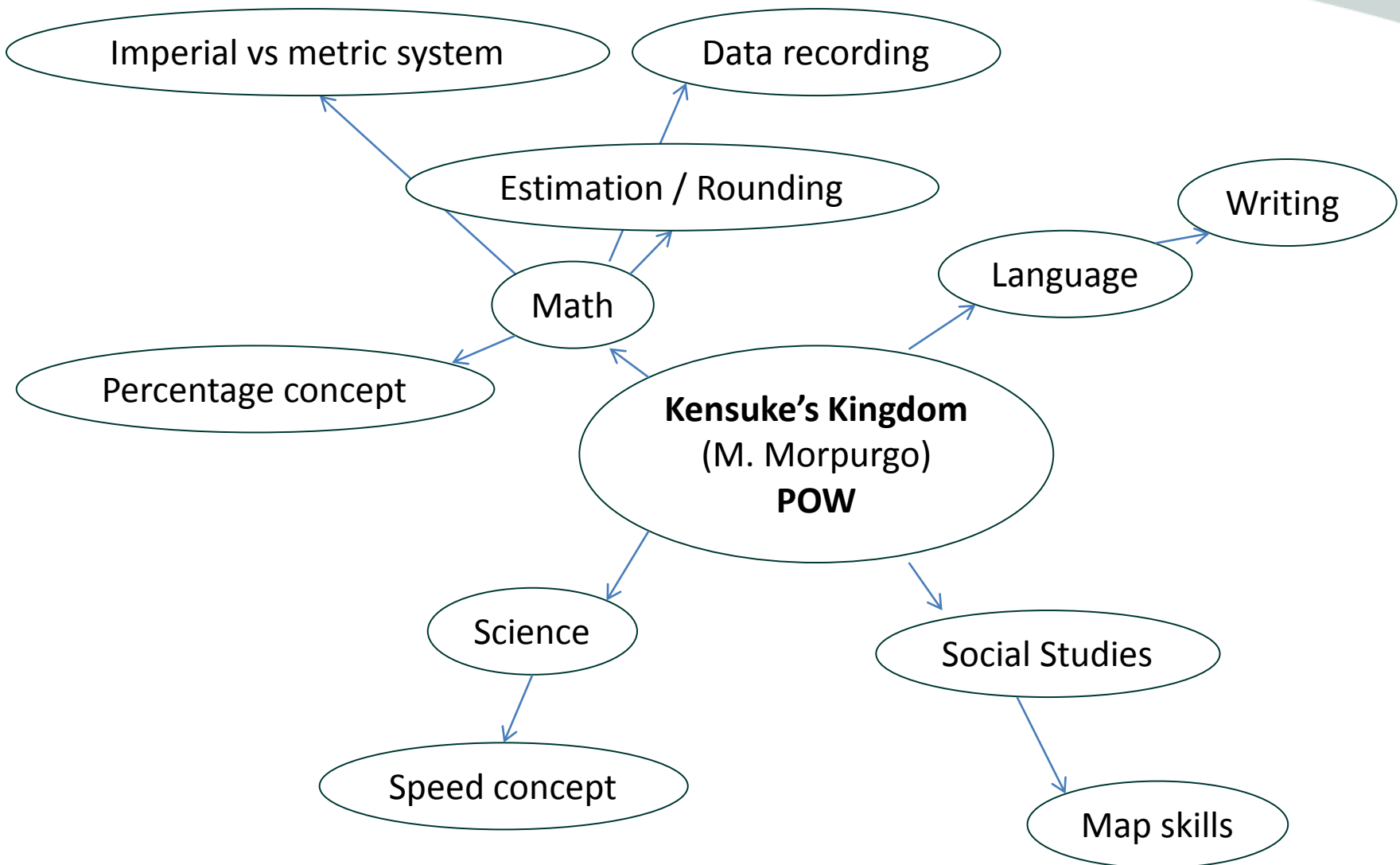How could you determine if a person could be 1 million hours old?

revise

Choose one of these measurements:
- 1000 days
- 10 000 hours or
- 1 million seconds

About how old is someone using the measurement unit you choose?

The Literacy and Numeracy Secretariat, Ontario Ministry of Education, 2008)

Imperial vs metric system

Data recording

Estimation / Rounding

Writing

Language

Math

Percentage concept

Kensuke's Kingdom
(M. Morpurgo)
POW

Science

Social Studies

Speed concept

Map skills

How I came to the solution

My dad works at Exxon Mobil and so we asked his friend in the shipping department how long it takes to sail from Southampton to the Mauritius Island and he said 6784 miles. To double check what he said, I used my ruler and atlas to measure the distance on the map.

Route

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"Students learn 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what is discussed with others, 80% of what they experience personally, and 95% of what they teach someone else."

William Glasser   (American Ed. Psychologist)

Have we given you something to **think** about?

Q&A

Think you!

Keri, Janie, Anne-Françoise