



## SHIP AT GRANGE PRIMARY

### THINKING SKILLS FOR ALL LEARNERS

need to be explicitly taught:

- Critical
- Creative
- Caring thinking skills.

### THINKING SKILLS

will include:

- De Bono's Six hats
- Thinker's Keys
- Bloom's Taxonomy
- Creative Problem Solving
- Graphic Organisers
- SCUMPS
- CAMPER

### TEACHING STRATEGIES

may include:

- modelling
- explicit teaching with explanations
- opportunities to explore and practise strategies
- positive feedback
- integration across the curriculum

### ASSESSMENT and REVIEW

- students' level of understanding of each of the strategies
- students' confidence in applying the skills
- the effectiveness and suitability of strategies within the continuum
- Staff's confidence in integrating the continuum in teaching and learning activities

### GIFTED LEARNERS

may show outstanding ability or the potential in one or more of the following areas:

- general intelligence
- specific academic intelligence
- leadership
- psychomotor
- creative / performing arts
- interpersonal / intrapersonal

### STAFF

Professional Development including:

- Understanding Giftedness course
- Higher Order Thinking Skills (HOTS)
- integrating thinking skills across the curriculum
- identification strategies
- developing IEP's

Collaborative Planning  
Induction of new staff  
Cluster contacts  
Observations

### PARENTS

Information sessions:

- HOTS
- Giftedness

Newsletter articles  
Annual report

### IDENTIFICATION

will include a range of formal and informal strategies including:

- Raven's Matrices
- Slosson SIT R
- standardised tests
- nominations
- interviews
- teachers' observations
- past records
- competition results
- Basic Skills Test results

### DIFFERENTIATION OPTIONS

may include:

- individual contracts
- ability grouping
- Yr level, subject acceleration
- interest groups
- working with a mentor
- extension, enrichment activities

### REVIEW

- initiate, implement and review Individual Education Plans (IEP's)
- class, school and community options for differentiation
- staff's confidence and skills in identifying and developing appropriate programs

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# THINKING SKILLS CONTINUUM

## VALUES

We believe that

- all learners, at all ages, need and benefit from active involvement and explicit application of higher order cognitive strategies
- content is a vehicle for developing broader, more pervasive and complex goals such as learning to learn, metacognition, transference, decision making and problem solving.

## PRINCIPLES

Therefore, we will:

- strive to provide resources, structures and processes to promote higher order thinking skills
- promote the use of critical, creative and caring thinking tools / strategies in the development of life long learning skills.

## PRACTICE

Our practice will be to:

- provide a systematic approach to the development of higher order thinking skills across all year levels through the use of a sequential "Thinking Skills Continuum"(Appendix A)
- undertake the explicit teaching and assessment of higher order thinking skills as described in the continuum. (Appendix A)
- integrate higher order thinking skills across all the Learning Areas

**All students will complete an assessment task at the end of term 3 to ascertain their level of understanding and use of the thinking tool / strategy assigned for their year level. (See Resource Folder for assessment tasks)**

**Methods teachers may use include:**

- modelling

- explicit teaching of the tools / strategies, explaining the significance of each in the learning process, and consideration of possible applications in the real world
- providing many and varied opportunities for students to explore and practice each of the tools / strategies
- giving students constructive feedback in a variety of forms to encourage risk taking and reflective and metacognitive thinking.

## **MANAGEMENT CONSIDERATION**

On - going training and development opportunities will support staff to become familiar with and confident in using the higher order thinking tools / strategies when planning learning activities for students, within and across the Learning Areas.

**The commitment to teaching the higher order thinking tool / strategie assigned to respective year levels does not preclude teachers from explicitly teaching or integrating other thinking tools / strategies into their teaching and learning programmes.**

## **GLOSSARY**

SHIP	students with high intellectual potential
HOTS	higher order thinking skills
CoRT	Cognitive Research Trust

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**Thinking Skills Continuum Policy** approved on .....

**Governing Council** .....Chairperson

**Staff** .....Principal

Policy to be reviewed by.....