

## International Thinking Skills Conference 2017

Monday 12<sup>th</sup> June 2017

09.05 – 10.30 am

**Keynote Speaker – Prof. Vivienne Baumfield**

*Director of Research, Cognitive Education Centre, University of Exeter*

### ***Using Lesson Study to Evaluate Learning in Thinking School Classrooms***

Lesson study is an approach to improving learning through direct action in the classroom that has been in use for many years and is now rapidly gaining in popularity. It is an approach first developed in Japanese classrooms, which came to prominence outside Japan in 1999 when it was identified by Stigler and Hiebert as a key factor in raising attainment in mathematics in their analysis of the results of the Trends in International Mathematics and Science Study (TIMSS). It has been described as a pedagogy of listening and building relationships to ‘share the joy of learning’ in which children are recognised as change agents. By creating a culture of close observation it can unlock the ‘black box’ of learning and challenge traditional hierarchies of expertise based on divisions between theory and practice. Promoters of Lesson Study can point to many indicators of success but they also acknowledge challenges. Lesson Study is easy to begin in your classroom or school but difficult to sustain and it is even harder to deepen the analysis of learning. Lesson Study can easily fall into the trap of being superficial if there is no secure foundation in an understanding of learning or access to tools to support inquiry.

In this keynote we will examine how forging a link between metacognitively rich pedagogies and Lesson Study could offer a way of overcoming these challenges and enable schools to reap the full benefits of meaningful learning – for staff and students.

<u>WORKSHOP LEADER</u>	<u>WORKSHOPS: MONDAY 12<sup>th</sup> JUNE 2017 – SESSION ONE 11.00 am – 12.30 pm</u> <u>TITLE &amp; SUMMARY</u>
<p><b>Andrea Smollan</b> <i>Educational Psychologist and Consultant</i></p> <p><b>Thinking Schools International</b></p>	<p><b><i>Developing Questioning Skills – Inspire and Enhance Learning</i></b></p> <p><i>"The answers you get depend on the <b>questions</b> you ask ..."</i></p> <p>This practical and interactive workshop will explore how to use questioning more effectively in the classroom to create an inspiring learning environment and encourage deeper and broader thinking across the whole curriculum. We will work on both the questions you ask as a teacher to actively engage pupils in learning <b>and</b> how to get your pupils to ask more and better questions.</p> <p>There will be opportunities to share good practice as well as explore new tools for questioning and practical ideas for the classroom. This will include strategies for effective questioning to stretch and challenge pupils and incorporating questioning into planning.</p> <p><b>Target Audience:</b> For new and experienced primary practitioners/ teachers.</p>
<p><b>Richard Coe</b> <i>Vice Principal, Glenmoor &amp; Winton Academies</i></p>	<p><b><i>Making Thinking Visible</i></b></p> <p>Stealing (sort of) Hattie's famous title, this workshop aims to:</p> <ol style="list-style-type: none"> <li>a. Make the case for making thinking visible and its importance</li> <li>b. Give concrete examples of making thinking visible</li> <li>c. Stimulate ideas for you to use in your own context</li> </ol> <p>Using the work of Hyerle and de Bono in the main, we will explore visual tools / context frames for writing and memory / and de Bono's CoRT1 tools for divergent and convergent thinking.</p> <p><b>Target Audience:</b> The examples will be from secondary context but the ideas could (I would hope) easily crossover to primary.</p> <p>This workshop would suit those at the start of their journey towards a thinking school or those who want to explore context frames or de Bono tools in more detail.</p>

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<p><b>Judith Stephenson</b> <i>Creativity and Research Lead</i></p> <p><b>Barbara Priestman</b> <b>Academy,</b> <b>Sunderland</b></p>	<p><b><i>Dramatic Enquiry</i></b></p> <p>Dramatic Enquiry is a fusion of drama and Philosophy for Children. In Dramatic Enquiries, learners explore a fictitious dilemma and they have to decide for themselves the questions they need to ask. It encourages all participants to be active, enquiring individuals and develops a range of personal learning and thinking skills. During the workshop you will have an opportunity to take part in some activities which explore some of the thinking skills used in Dramatic Enquiry. We will explain how Dramatic Enquiry has evolved in our academy and how it fits into our curriculum. There will also be an opportunity to see some of the work undertaken by our students and to hear them discussing the impact on their learning.</p> <p><b>Target Audience:</b> Anyone who is looking for a different way of exploring thinking skills and developing the skills of speaking and listening in a fun, engaging and purposeful way that addresses all areas of the curriculum and life!</p>
<p><b>Claire Lawton &amp;</b> <b>Kate Haynes</b></p> <p><i>Senior Leaders,</i></p> <p><b>Danescourt Primary School,</b> <b>Cardiff</b></p>	<p><b><i>Thinking of Wellbeing</i></b></p> <p>This session is all about how a primary school in Cardiff has developed a wellbeing programme utilising the Habits of Mind. You will hear about the school’s journey in developing the programme, responding to the ever-changing needs of its pupils and supporting parents and staff in achieving success along the way. The session will highlight how Habits of Mind have been intertwined throughout the school’s bespoke behaviour system and the emotional literacy programme to achieve ‘Excellent’ Estyn feedback.</p> <p><b>Target audience:</b> Primary school practitioners, anybody interested in developing links between Thinking Skills and Emotional Literacy.</p>

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<p data-bbox="170 177 443 316"><b>Dr. Dave Walters</b> <i>Deputy Principal, Clyst Vale Community College, Exeter</i></p> <p data-bbox="170 360 495 528"><i>Honorary Fellow and consultant / evaluator, the Cognitive Education Development Unit , University of Exeter</i></p>	<p data-bbox="539 177 1630 204"><b><i>Bringing Assessment and Cognitive Education Together to Create a self-improving system</i></b></p> <p data-bbox="539 248 2029 320">Using the structure of ‘A’, ‘T’, ‘E’, this workshop will fully embrace Assessment, Teaching and Evaluation. Specifically, this will involve the following:</p> <ul data-bbox="591 360 2063 1015" style="list-style-type: none"> <li>• Assessment – How to integrate all aspects of assessment, recording, reporting, tracking and monitoring. This will be tailored to the context of the specific schools and will be fully embracing of variations in assessment practices. The starting point here is knowing where children are on that journey to where you want them to be. Securing robust judgements will feature strongly here as will the establishment of a common conception of progress across all phases.</li> <li>• Teaching – Based on robust assessment, this now turns to establishing what teaching strategies are appropriate to this assessment such that children’s learning can be taken forward effectively and sufficiently. Here, teachers will gain access to the wealth of support provided by TSI in the identification and selection of appropriate cognitive tools. Central to this process is showing children up front exactly what success actually looks like in the change from where they are to where they need to be.</li> <li>• Evaluation – Through the use of a simple, robust internationally acknowledged metric, aligned to Professor Burden’s influential ‘Myself as a Learner Scale’, schools will be shown how to further develop the skills of impact measurement in the wider sense to include academic achievement and personal growth. Again, this will be fully embracing of variations in assessment practice. Teachers will be shown how to develop as researching professionals (rather than professional researchers). The evaluation process is based on all children getting a year’s improvement for a year’s teaching, and knowing exactly what that looks like. In addition, the 3 year evaluation / QA provided by the CEDU team (if schools wish to pursue accreditation) from Exeter University, a high ranking Russell Group university, will be explored.</li> </ul> <p data-bbox="539 1078 2051 1142"><b>Target Audience:</b> This workshop is relevant to all phases of education (primary and secondary) but is of particular relevance to Multi-academy Trusts due to its focus on ‘all through’ education.</p>

<u>WORKSHOP LEADER</u>	<u>WORKSHOPS: MONDAY 12<sup>TH</sup> JUNE 2017 – SESSION TWO 1.30 pm – 3.00 pm</u> <u>TITLE &amp; SUMMARY</u>
<p><b>Krista Cartlidge</b> <i>Associate Assistant Principal, Glenmoor &amp; Winton Academies</i></p>	<p><b><i>Developing a Growth Mindset</i></b></p> <p>At Glenmoor and Winton Academies, we have developed a focus on building a growth mindset in our students. Through a STRIVE based approach we have taken bits of habits of mind / bits of Dweck’s work / bits of Claxton’s thinking and created a bespoke dispositional approach that we champion, assess and (soon to ) report on. The workshop will take you through our school journey of STRIVEing, why we believe it to be important and the systems in place to make it a reality. You’ll hear about STRIVE week, STRIVE awards including STRIVER of the week, STRIVE manifesto and why we think it is time to make a big change.</p> <p><b>Target Audience:</b> Anyone interested in how Dweck’s approach can dovetail with a thinking school approach and external policy / focus. The examples will be secondary based but the concepts would (hopefully) translate over to the primary sector.</p>
<p><b>Bill Lowe</b> <i>Masters Lecturer and Consultant, Newman University, Birmingham</i></p>	<p><b><i>Thinking Differently about Leadership</i></b></p> <p>The continually changing education landscape puts pressure on every level of school leader.</p> <p>In this workshop we will look at the types of thinking that are involved in two key areas of leadership: problem solving and idea generation. We will discuss how we can use tools such as Thinking Maps and Mind Maps to order our thoughts and encourage contributions from colleagues.</p> <p>The workshop will include our group reviewing a list of questions that need to be addressed in order for change to stick. We want this to be a workshop in the real sense, so please feel free to bring along any problems that might be concerning you as well as any strategies that have been a success for you.</p> <p><b>Target Audience:</b> Anyone who is in a leadership position or is aspiring to leadership.</p>

WORKSHOP LEADER	<p align="center"><b>WORKSHOPS: MONDAY 12<sup>TH</sup> JUNE 2017 – SESSION TWO 1.30 pm – 3.00 pm</b></p> <p align="center"><b>TITLE &amp; SUMMARY</b></p>
<p><b>Carley Dawkins</b>  <i>Drive Team member,  Head of Dept. Art and Design</i></p> <p><b>The Victory Academy,  Chatham</b></p>	<p><b><i>Developing an ethos through the Habits of Mind</i></b></p> <p>This workshop presents a secondary schools’ journey to embedding the Habits of Mind.</p> <p>The following ideas and approaches will be considered:</p> <ul style="list-style-type: none"> <li>• Tailoring Habits to the schools’ vision</li> <li>• Creating a unique identity</li> <li>• Embedding to create a whole school ethos</li> <li>• Dealing with the challenges from a Drive team perspective</li> </ul> <p><b>Target Audience:</b> Exemplars created for Secondary, but concepts could also suit both Primary and Secondary.</p>
<p><b>Helen Lewis</b>  <i>Programme Lead Primary  PGCE</i></p> <p><b>University of Wales Trinity  Saint David</b></p>	<p><b><i>Thinking Beyond the Classroom: Thinking Through Heritage</i></b></p> <p>This session will introduce teachers to Thinking Routines - simple, powerful strategies for developing thinking across the primary age phase and across the curriculum. We will discuss how these were combined with other materials (such as Thinking maps and Thinker’s Keys), and applied in real life contexts. We will discuss how we worked with primary children using historical and natural objects in the setting of one of Wales's finest mid-Victorian houses, Stradey Castle (Llanelli), and the benefits that this brought to the children and teachers involved.</p> <p><b>Target Audience:</b> This will be of interest to those wanting to make greater use of their locality as a basis for developing children's thinking in real-life contexts, those actively promoting partnerships in the community, as well as teachers looking for ideas for simple and powerful thinking materials that can be used across the primary age phase.</p>
<p><b>Clare Sanders</b>  <i>Teacher</i></p> <p><b>Rhydypenau Primary School,  Cardiff</b></p>	<p><b><i>Maps, Hats and Habits of Mind: Thinking Skills across the curriculum</i></b></p> <p>Rhydypenau Primary School is an accredited Advanced Thinking School. We began our journey towards becoming a thinking school several years ago. Thinking Maps, De Bono’s Hats and Habits of Mind are just three of the thinking strategies that have had a positive impact on our teaching and learning throughout the school. This workshop will be a practical, interactive session that generates ideas of how the above initiatives can be successfully used across the curriculum.</p> <p><b>Target Audience:</b> Primary school practitioners</p>

<b>WORKSHOP LEADER</b>	<b>WORKSHOPS: MONDAY 12<sup>TH</sup> JUNE 2017 – SESSION THREE 3.15 pm – 4.45 pm</b> <b>TITLE &amp; SUMMARY</b>
<p><b>Gemma Aukett</b></p> <p><i>Head of Arts Faculty &amp; Thinking Skills Co-ordinator</i></p> <p><b>Redden Court School</b> <b>Harold Wood, Essex</b></p>	<p><b><i>Brain Tech! A Megamix of Ideas to Develop Thinking Skills.</i></b></p> <p>At Redden Court School, we have created a new subject called ‘Brain Tech’. The ‘Brain Tech’ curriculum is delivered to all students in KS3 and allows them to explore various topics that encourage the development of thinking skills – specifically students’ ability to think creatively, critically and reflectively. In my workshop, I will cover a variety of topics, activities and teaching ideas that could be used across the school and in a variety of different lessons.</p> <p><b><i>‘Now, that’s what I call thinking! ‘</i></b></p> <p><b>Target Audience:</b> I believe many of these ideas could be used with students in KS2-KS4 – Everybody is welcome!</p>
<p><b>Jane Andrews</b></p> <p><i>Teaching and Learning Adviser – English</i></p> <p><b>Herts for Learning</b></p>	<p><b><i>Reasoning to Develop Reading Comprehension</i></b></p> <p>This workshop allows you the opportunity to engage in a range of practical activities that exemplify how reasoning can support the development of reading comprehension skills. These skills include:</p> <ul style="list-style-type: none"> <li>• Connecting/determining significance.</li> <li>• Questioning</li> <li>• Understanding vocabulary in context</li> </ul> <p>By considering the process of modelled, shared and independent reading, you will refine your understanding of how students can be encouraged to become independent monitors of their own comprehension.</p> <p><b>Target Audience:</b> Examples used will be primary, however, the concepts will help benefit delegates from both primary and secondary sectors.</p>
<p><b>Rose Cope</b></p> <p><i>Head of School</i></p> <p><b>Kingsdown and Ringwould C of E Primary School</b> <b>Deal, Kent</b></p>	<p><b><i>Foundations of Thinking- Adding Tools to the Box</i></b></p> <p>An introduction to the use of Thinking Tools as a core component of Early Years provision. Exploring how the TSI approach can be used in Early Years to provide breadth and depth of learning, develop good dispositions and encourage critical thinking. The session aims to follow a topic through process to conclusion interspersed with photos and visual stimuli and the emphasis on developing children as thinkers in the foundation of their education. We will work with the story of the three little pigs exploring the process of suitable building materials. 6 hats, 8 maps, 16 HoM and a bit of Bloom. The workshop will aim to provide a true Early Years experience to those attending.</p> <p><b>Target Audience:</b> Nursery/Primary new to Thinking Schools.</p>

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<b>Debbie Smith</b>	<b><i>Developing Thinking Skills through Games</i></b>
<p><i>Specialist Teacher and Mediator,</i></p> <p><b><i>Achieve Specialist Teaching and Therapy Services</i></b></p>	<p>Everyone knows children who say they can't do maths or comprehension but they can get to the most complex levels of a PlayStation game or iPad app game or they're brilliant at Sudoku or Connect 4! This is a practical session looking at how to engage pupils - using puzzles, board games and I.T apps to develop the key thinking skills needed to access curriculum learning. Based on Feuerstein's list of cognitive functions; we'll look at how to analyse board games and apps to identify the skills that are needed to play them. Using a range of techniques including Thinking Maps, we'll look at how to explicitly bridge or transfer these skills to school work and everyday life.</p> <p><b>Target Audience:</b> Primary and secondary practitioners, better for people who are already familiar with a range of thinking skills approaches. <b>SEN teachers.</b></p>
<b>Sharon Phillips</b>	<b><i>Parent2Parent: how to engage parents in their children's education</i></b>
<p><i>Teacher and P2P Lead</i></p> <p><b><i>Deri View Primary School, Abergavenny</i></b></p>	<p>Engaging parents in school life and enabling them to take a more active role in their child's education is high on every school's list of priorities.</p> <p>Parent2Parent® is an innovative programme aimed at helping parents and carers to improve the learning experience at home by embedding key teaching and learning behaviours.</p> <p>The programme provides a support service to schools, enabling parents and carers to gain confidence and new skills that will actively support learning at home. This new, education focused support programme helps schools and parents to gain the skills they need to engage positively with their children and teenagers at home to enhance their learning and, in turn, improve overall results at school.</p> <p>Parent2Parent® can be offered within an individual school or to a cluster/group of schools. Once parents have completed the programme, they are able to apply to become Parent2Parent® leads themselves, so they can deliver the programme to other parents in their school or a cluster of schools in their area.</p> <p>This workshop will give you a practical introduction into the programme and how it can benefit your schools - through interactive activities and discussion. Come along and find out more!</p> <p><b>Target Audience:</b> Primary and Secondary colleagues all welcome</p>