

THINKING PROCESSES

POLICY

Rationale:

Our world and the world of the future demand that all students are supported to become effective and skilful thinkers. Thinking validates existing knowledge and enables individuals to create new knowledge and to build ideas and make connections between them. It entails reasoning and inquiry together with processing and evaluating information. It enables the exploration of perceptions and possibilities. It also involves the capacity to plan, monitor and evaluate one's own thinking, and refine and transform ideas and beliefs.

Aims:

The study of Thinking Processes aims to:-

- develop students' thinking to a qualitatively higher level, to the development of higher-order processes required for creative problem solving, decision making and conceptualising.
- develop the capacity for metacognition – the capacity to reflect on and manage their own thinking.

Implementation:

- Our school seeks to develop a culture that values and promotes thinking; where students are provided with thinking skills and tools, time to think, to reflect, and engage in sustained discussion, deliberation and inquiry. Where students are provided with and seek challenging tasks which stimulate, encourage and support skilful and effective thinking.
- All students at our school will study a sequential Thinking Processes program which will be embedded in all subject areas and taught by teachers throughout the school.
- The Thinking Processes program will be based upon the learning standards contained within the Australian Curriculum.
- Learning activities will be characteristically open-ended, based upon Bloom's Taxonomy, develop Gardner's multiple intelligences and employ quality thinking tools such as De Bono's thinking hats and graphic organisers.
- All teachers are required to work with their respective teams, sections or faculties to develop and implement a viable Thinking Processes program fully and effectively throughout the school.
- Student's individual abilities must be measured at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Thinking Processes activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each student's homework regime.
- Student progress in the three dimensions of Thinking Processes will be reported in half and end of year academic reports.
- A senior staff member will be appointed to oversee the implementation of Thinking Processes across the school, and coordinate the assessment of Thinking Processes from all staff.
- Budgets that provide for the needs of the Thinking Processes program will be developed by the Thinking Processes coordinator in consultation with all staff and resourced by school council.

Evaluation:

- This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council in....

March 2015