

Dispositions of a 21st Century Learner

Hurstville Public School
Week 7 Term 2

Parent Presentation/Workshop

Today's session

Future Focused/21st Century

- What is 21st CL/ Future Focused Learning
- Dispositions of 21st Century/Future Focused Learner

Approaches to learning

- 4Cs Approach (Critical Thinking, Creative Thinking, Collaboration & Communication)
- Growth Mindset

Strategies to support Dispositions

- Critical & Creative Thinking
- Tools to facilitate CCT

Future Focused/ 21st Century Learning

Futures Learning

Learning and teaching in NSW public schools is supported by Futures Learning.

Welcome to Futures Learning, where teachers, school leadership teams and other stakeholders can find information, research, toolkits and examples for embedding future focused learning and teaching practice.

CASE FOR CHANGE

<https://education.nsw.gov.au/futures-learning/case-for-change>

What skills do we need to help students prepare and adapt to a future of constant change?

- Your predictions
- <https://www.youtube.com/watch?v=CWJS36TX6V0>

21st Century Skills & Competencies/abilities

P21 (Partnership for 21st Century Skills)

3 R's

- Reading**
- wRiting**
- aRithmetic**

4 C's

- Creativity**
- Critical Thinking**
- Communication**
- Collaboration**

The 4 Cs @ HPS

Collaboration
Creative Thinking
Critical Thinking
Communication



Growth Mind Set – Carol Dweck.

Summary of Dweck's *Mindset*

Fixed vs **Growth**

ability is static

avoids challenges

gives up easily

sees effort as fruitless

ignores useful criticism

threatened by others



ability is developed

embraces challenges

persists in obstacles

sees effort as necessary

learns from criticism

inspired by others' success

The syllabus & the 4Cs

- In order to fully participate in today's global community, students must also master the 4 C's skills.
- Change HOW we teach and learn in our classrooms.
- It is the process of learning, not the content of learning, that addresses the 4 C's.
- Eg. Technology is a perfect tool for facilitating this. **Students create and construct knowledge with technology.**



What is Critical and Creative Thinking

- Brainstorm Task.
- What and How can it support curriculum content.



Defining Critical and Creative Thinking

CREATIVE THINKING

IS THE THINKING WE DO
WHEN WE *GENERATE* IDEAS

- Pose questions
- Imagine possibilities
- 'Brainstorm' solutions
- Elaborate
- Improvise
- Chase inspiration
- Speculate
- Use intuition
- Defer judgements

CRITICAL THINKING

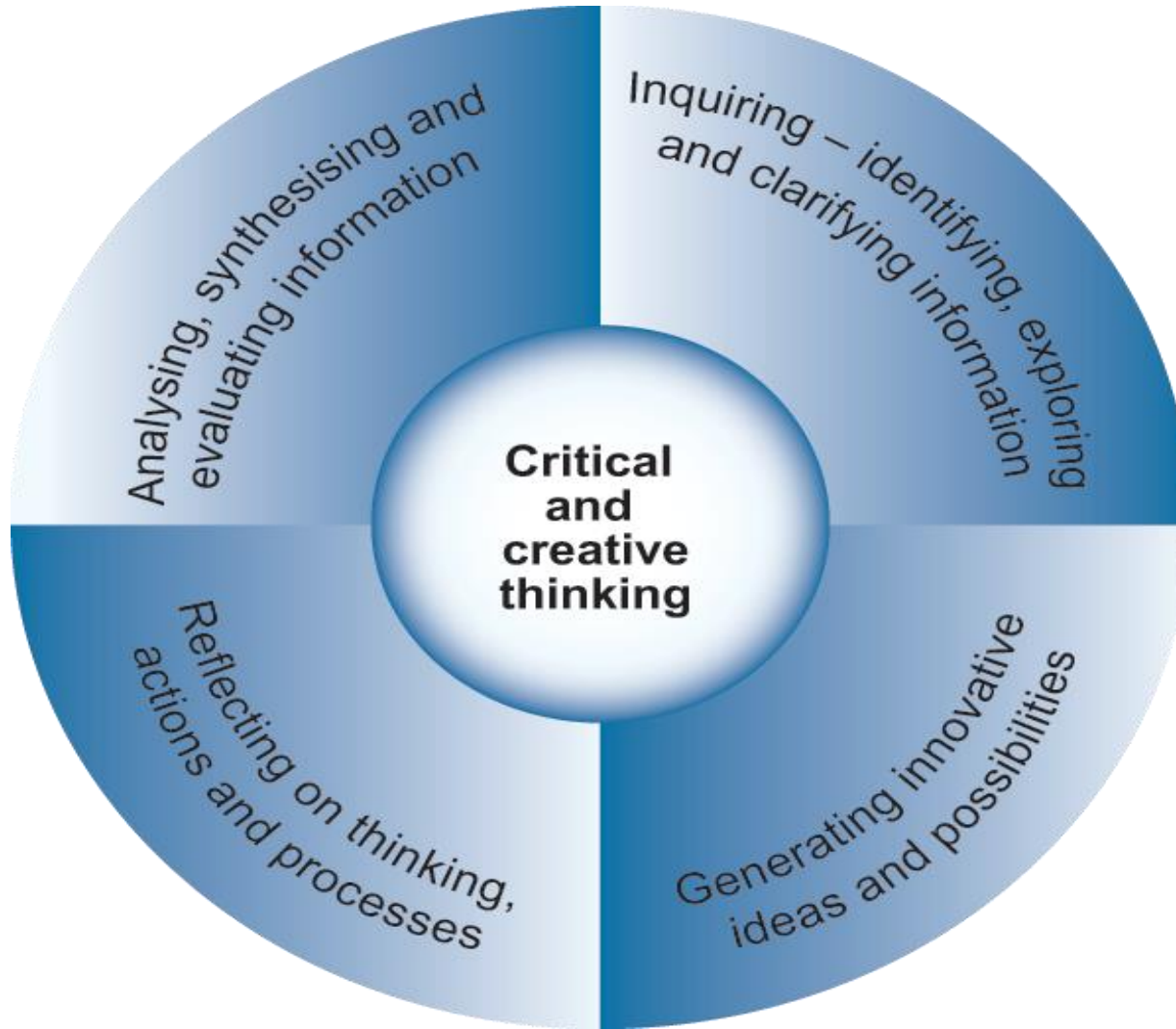
IS THE THINKING WE DO
WHEN WE *JUDGE* IDEAS

- Pose questions
- Consider perspectives
- Identify pros and cons
- Determine causes
- Predict effects
- Consider alternatives
- Avoid assumptions
- Look for proof
- Draw conclusions

Source: CriticalAndCreativeThinking.com.au

Source: MindsWideOpen

ACARA – Critical & Creative Thinking – General Capability



Critical and Creative Thinking (ACARA, 2013)

- Activities that foster critical and creative thinking should include both independent and **collaborative** tasks....challenge [students] to think **logically**, reason, be **open-minded**, seek **alternatives**, tolerate **ambiguity**, **inquire** into possibilities, be innovative **risk-takers** and use their **imagination**.
- Aligns within the English syllabus:
 - Objective C:** Thinking imaginatively, creatively, interpretively and critically
 - Objective D:** students express themselves and their relationships with others and their world.
 - Objective E:** Students learn and reflect on their learning through their study of English.

Creativity through another lens:

Five core dispositions of the creative learner:

- **Inquisitive**
- **Persistent**
- **Imaginative**
- **Collaborative**
- **Disciplined**

OECD PROGRESSION IN STUDENT CREATIVITY IN SCHOOL: FIRST STEPS TOWARDS NEW FORMS OF FORMATIVE ASSESSMENTS
(Lucas, Claxton and Spencer, 2013)



What does critical & creative learning & teaching look like a classroom?

- Student-led learning; autonomy, self-directed, problem solving, inquiry based.
- Creating safe environments and cultures to take risks/'have a go', tolerate ambiguity and persevere through problem solving. **How can I improve? What is missing? What could I replace? Can it be adapted? Can I connect it to another thought?**
- Places which encourage inferential thinking & different points of view: **Different ending but...(add restriction).../What would 'x' say about this?/How could I represent or express this in a different way?/Whose point of view is missing/If I had to explain it to someone younger how would I do it?**
- Helping students to appreciate process and learn from mistakes/pitfalls.
(Burnard & White, 2006; Copley, 2007; Craft, 2000, Craft & Jeffrey, 2004)

I See 

I Think 

I Wonder 



Considering Similarities & Differences

Finding unlikely similarities & differences to:

- develop comprehension at deeper levels.
- locate missing information to support stronger arguments.
- Enrich character descriptions.

Find two similarities/ Two differences:

Trees/cars (generic)

Mr & Mrs Twit (Literacy)

IDENTIFYING SIMILARITIES & DIFFERENCES



by Jennifer Jones, Lake Myra Elementary

based on the work of Robert Marzano's
Classroom Instruction That Works



Activities @ home to build strong CCT

- Choose open-ended activities that do not have quick answer, but that build students' curiosity.
- Select activities where the answer is not 'yes' or 'no'.
- Think about how an activity can encourage perseverance and tolerance towards unknown outcomes.
- Think of an activity where the process of learning is as important as the end product
- Practise activities that require students to make mistakes in order to achieve richer outcomes.

Rube Goldberg Machines



Summary of Dweck's *Mindset*

Fixed vs **Growth**

ability is static

avoids challenges

gives up easily

sees effort as fruitless

ignores useful criticism

threatened by others

ability is developed



embraces challenges



persists in obstacles



sees effort as necessary



learns from criticism



inspired by others' success

Resources

- Futures Learning
- <https://education.nsw.gov.au/futures-learning/case-for-change>
- Growth Mind Set
- https://www4.esu.edu/academics/enrichment_learning/documents/pdf/developing_growth_mindset.pdf
- Critical & Creative Thinking
- <http://www.australiancurriculum.edu.au/generalcapabilities/critical-and-creative-thinking/introduction/introduction>
- <https://cct-pl.education/what-is-cct/> (MindsWide Open)