MAKING THINKING VISIBLE...

The Explanation Game

Thursday 16th May 2013
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CONTEXT

Every classroom and school communicates to students a story of what learning actually is – what it feels like, what it looks like and how it works to develop lasting understanding.

All too often, with instructions and pressures dominating the attention of teachers and school leaders, schools become the setting for "just getting through the work" without providing a rich story of learning for young people. Classrooms become places of work-compliance rather than places where young people become better thinkers and learners in ways that will serve them well beyond their years in school. Harvard University’s Cultures of Thinking team has focused on how classrooms and schools can offer rich Cultures of Thinking for learners and teachers. What has to change in the process?

This Masterclass is designed to bring educators of all levels into this conversation about Cultures of Thinking. Those attending will have opportunities for collaboration and reflection with other colleagues striving to enact powerful stories of learning in their own classrooms and schools. Participants will consider concrete strategies, tools and pictures of practice to broaden their own vision of what a new story of learning might be and how it might be achieved through creating a Culture of Thinking.

MARK CHURCH

Mark is involved with various Harvard University Project Zero Cultures of Thinking initiatives and is co-author of the book “Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners” (Jossey-Bass, 2011).

He has a particular interest in helping teachers and school leaders to think deeply about their efforts to cultivate thinking and learning opportunities for young people. He works with schools and districts, encouraging efforts to create rich communities of practice for educators committed to being mindful students of those they teach and lead. Mark has taught in the United States, Japan, Germany and the Netherlands and has served as a school district central office administrator in charge of teacher and principal learning and growth.

FRANK LENNON

Frank is Head Teacher at Dunblane High School. A visionary head teacher, he has led various secondary schools to higher attainment and achievement.

GRAEME LOGAN

Graeme is an HM Inspector at Education Scotland. A former primary head teacher, he leads Education Scotland’s learning and teaching agenda.

CHRIS McILROY

Chris has over 40 years experience working in primary education and curriculum development. He taught in primary schools in Scotland and in England and was head teacher of Yoker Primary School in Glasgow for almost 12 years. He left his head teacher post to become a Senior Curriculum Officer with Scottish CCC.

He joined HMI in 1991 holding posts as lead inspector for primary and pre-school education and district inspector for Renfrewshire and South Ayrshire. Until he retired in April 2011, he had Chief Inspector responsibilities within HMIE for seven years.

He is currently working with class teachers in Glasgow on an extended course which focuses on improvement at the classroom level and with the education faculty at Strathclyde University.

ANNE PEARSON

Anne is Curriculum Support Manager at Falkirk Council. A former primary head teacher and expert in leadership skills.

MHAIRI SHAW (CHAIR)

Mhairi is Head of Education Services at East Renfrewshire Council.

Mhairi has over 30 years’ experience in primary schools and education management having been head teacher in three primary schools. She leads the authority in the implementation of Curriculum for Excellence with special responsibility for assessment, inclusion and quality improvement.
PROGRAMME

0930-0945 WELCOME AND MUSIC
Mhairi Shaw welcomes and introduces Young People from West Dunbartonshire Council.

0945-1045 CREATING A CULTURE OF THINKING: WHAT IS THE STORY OF LEARNING IN THIS PLACE?
Mark Church
Educators worldwide are facing more demands to cover the curriculum and meet achievement measures. Does pressure on teachers sometimes mean “just getting through the work” and real learning takes second place? Harvard University has wondered just what a thoughtful classroom might look like and what difference students’ thinking could make to their long-lasting learning. How might we invite learners to make their thinking visible in service of their developing understanding of rich content? In our classrooms, in our schools: just what is the story of learning in this place?

1045-1115 Refreshment break

1115-1200 SEEING WHAT THEY MEAN
Chris McIlroy
Curriculum for Excellence emphasises the development of Making Thinking Visible by getting learners to show their understanding in different ways; encourages the provision of curriculum opportunities which develop learners’ thinking; teaching and learning for understanding; and assessment of secure learning. It extends our development work in Scotland on CfE, pedagogy and AifL.

1200-1315 Lunch break

1315-1345 WHAT IS THE STORY OF LEARNING IN THIS PLACE?
Frank Lennon, Graeme Logan and Anne Pearson offer three different perspectives.

1345-1500 THINKING ROUTINES: ESTABLISHING PATTERNS OF THINKING IN THE CLASSROOM
Mark Church
The real power of thinking routines comes from using them to establish patterns of thinking in the classroom. How do teachers move beyond the use of routines as good activities to their establishment as patterns of thinking? What do classrooms look like when such patterns take hold? In this interactive presentation, participants will have a chance to learn how teachers are working with thinking routines to transform their classrooms into cultures of thinking.

1500-1530 IMPLICATIONS FOR OUR PRACTICE
Chris McIlroy
This session will respond to the following questions: How can Making Thinking Visible improve practice at the classroom level? What are the practical issues for teachers at different stages? Are there examples of good practice in Scottish schools that we can build on? What are the benefits emerging for learners?

1530-1535 THE WAY FORWARD AND VOTE OF THANKS
Mhairi Shaw

“Thinking by its very nature is invisible... what might a thoughtful classroom look like? What is the story of learning in this place?”

(Mark Church, 2012)
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Thursday 16th May 2013
City Halls, Glasgow

Application Form

Title

Forename

Surname

Designation

Establishment/School

Postal Address

Local Authority

Access Requirements

Telephone

Email

I enclose a cheque for £125.00 + 20% VAT (total: £150.00) made payable to Tapestry Partnership.

Alternatively, please send an invoice as detailed below.

Please return to: Victoria McNicol/Lynn Smillie, Tapestry Partnership, Suite 2.1, Floor 2, 106 Hope Street, Glasgow, G2 6PH.
Tel: 0141 248 5525
Email: victoria.mcnicol@tapestrypartnership.com or lynn.smillie@tapestrypartnership.com

BOOKING CONDITIONS

CLOSING DATE FOR APPLICATIONS IS 10 WORKING DAYS PRIOR TO THE COMMENCEMENT OF THIS MASTERCLASS. NO REFUNDS WILL BE MADE ON CANCELLATION AFTER THIS DATE. CANCELLATIONS MUST BE MADE IN WRITING. SUBSTITUTIONS WILL BE ACCEPTED. ALL APPLICATIONS WILL BE ACKNOWLEDGED AND FINAL DETAILS WILL BE SENT PRIOR TO THE EVENT. TO KEEP COSTS DOWN DELEGATES ARE REQUESTED TO PURCHASE THEIR OWN LUNCH.