

THINKING SKILLS JOURNEY

Kelvin Grove State College's Thinking Skills journey began as an initiative of one of our Strategic Committees - the Thinking Skills Committee. Staff were asked to undertake a SWOT analysis of thinking skills within our college and the results of the survey were clear – we needed a Thinking Skills philosophy. The committee researched various approaches and it was decided that Blooms was the pedagogical approach that we would take. ITC was signed to lead long term professional development with staff and administration, and the idea of training dedicated coaches in each of our sub schools was born. An expression of interest was released and the result was the appointment of a Junior School Coach, a Middle School Coach and a Senior School Coach.

Essentially, the work we do is varied and is tailor made on a needs basis, however, some of the work that we do is as follows:

- Mentoring individual teachers on how to embed Thinking Skills into lessons, planning and assessment
- Releasing teachers to observe best practise in teaching Thinking Skills
- Providing professional development to staff on Thinking Skills at staff, faculty and sub school meetings
- Resource sharing/ Resource creating
- Writing articles on Thinking Skills for our publications
- Facilitating Parent Nights and showcasing Thinking Skills on this platform
- Coaching staff on how to explicitly teach Thinking Skills processes to students

We have experienced success in encouraging engagement and use of Thinking Skills tools with staff. Data shows teacher confidence and use of Thinking Skills is up (see survey results). We are now at the point where we are differentiating the work that we do with staff. We find we have staff of varied levels of expertise and, as a result, need to provide more structured professional development targeted towards people who are at the beginning, intermediate or experienced stages of their own respective Thinking Skills journey.

Kelvin Grove State College has placed huge emphasis and importance on the

benefits of explicitly teaching Thinking Skills. As one of our college frameworks, it is considered a priority and the expectation is that all teaching and learning episodes are written and executed with a Thinking Skills focus in mind.

Mari-Claire

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KGSC. THINKING SKILLS SURVEY 31 JULY 2013

Question	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. I understand the intent of introducing the Thinking Skills Framework in my classroom				50%	50%
2. I am confident in implementing Thinking Skills in my classroom		5%	25%	55%	15%
3. I am confident with the language of the Thinking Skills Framework		20%	20%	40%	20%
4. I teach Thinking Skills explicitly eg remember, evaluate		20%	30%	45%	5%
5. I use a variety of Thinking Skills tools and resources in my classroom IN ADDITION to the ThinkDrive		25%	35%	20%	20%
6. I use Thinking Skills for assessment eg pre/post	5%	20%	40%	30%	5%
7. I use Thinking Skills to introduce a unit	10%	10%	30%	45%	5%
8. I would like Thinking Skills PD/support for the implementation of Thinking Skills in my planning		10%	35%	30%	25%

9. I would like Thinking Skills PD/support for the implementation of Thinking Skills in my assessment		10%	30%	35%	25%
10. I would like Thinking Skills PD/support in the implementation of Thinking Skills tools and strategies		10%	40%	30%	20%
11. I would like the time to watch others implementing Thinking Skills in their classrooms	5%	10%	45%	15%	25%
12. Thinking Skills are embedded explicitly into my unit plans		25%	30%	35%	10%
13. Any comment you would like to add?					
<p>Added comments were:</p> <ol style="list-style-type: none"> 1. A teacher wanted more time to do this 2. A teacher preferred the idea of coaching as opposed to lectures 					

KGSC THINKING SKILLS SURVEY 31 JULY 2014

Question	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
14. I understand the intent of introducing the Thinking Skills Framework in my classroom				43%	57%
15. I am confident in implementing Thinking Skills in my classroom		4%	17%	62%	17%
16. I am confident with the language of the Thinking Skills Framework			30%	40%	30%
17. I teach Thinking Skills explicitly eg remember, evaluate	4%	9%	34%	44%	9%
18. I use a variety of Thinking Skills tools and resources in my classroom IN ADDITION to the ThinkDrive		22%	34%	22%	22%
19. I use Thinking Skills for assessment eg pre/post		3%	44%	44%	9%
20. I use Thinking Skills to introduce a unit			51%	40%	9%
21. I would like Thinking Skills PD/support for the	1%	9%	27%	56%	4%

implementation of Thinking Skills in my planning					
22. I would like Thinking Skills PD/support for the implementation of Thinking Skills in my assessment	4%	17%	17%	56%	6%
23. I would like Thinking Skills PD/support in the implementation of Thinking Skills tools and strategies	4%	17%	17%	50%	12%
24. I would like the time to watch others implementing Thinking Skills in their classrooms	4%	9%	12%	52%	23%
25. Thinking Skills are embedded explicitly into my unit plans		4%	44%	40%	12%
26. Any comment you would like to add?					
<p>Added comments were:</p> <ol style="list-style-type: none"> 3. A teacher wanted more time to do this 4. A teacher preferred the idea of coaching as opposed to lectures 					