DEVELOPING MY CRITICAL AND CREATIVE THINKING AT PEAC – A CONTINUUM
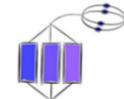
Unistructural	Multistructural	Relational	Extended Abstract

Inquiring - Identifying, Exploring and Organising Information and Ideas

Pose Questions

I ask mostly skinny, closed questions to find out information.	I ask fat questions, that require some thinking, to help me understand and find the meaning of information.	I ask a range of questions including fat, open questions and I use them to help me investigate ideas and explain information.	I ask questions to investigate complex beliefs, theories or philosophies or to challenge and investigate assumptions.

Identify and Clarify Information and Ideas

I find information from limited sources and identify main ideas.	I use appropriate sources and select the most important information to use.	I use well-selected sources to help me find, and clearly explain, information and ideas.	I use information and ideas from a variety of sources to explore challenging issues and make my findings very clear to others.

Organise and Process Information

I collect and compare facts and opinions from more than one source.	I analyse, condense and combine relevant information from multiple sources.	I analyse and evaluate information from well-selected sources which I acknowledge.	I critically analyse and evaluate information according to criteria. My sources are properly acknowledged.

Generating Ideas

Imagine Possibilities and Connect Ideas (consider alternatives)

I use thinking tools when instructed and sometimes need help to build on what I already know to produce a new product. I can think of some alternatives.	I think of possibilities and I combine ideas from different sources to produce ideas new to me. If things are not working, I find alternative solutions.	I choose different ways to imagine possibilities and to find alternative ways of doing things. I make some links between ideas I already know and those that are new to me.	I adapt ideas and create alternative solutions even when there is not much information, or the information is conflicting. I make connections between old and new ideas to create new ways to achieve goals.

Seek Solutions and Put Ideas into Action

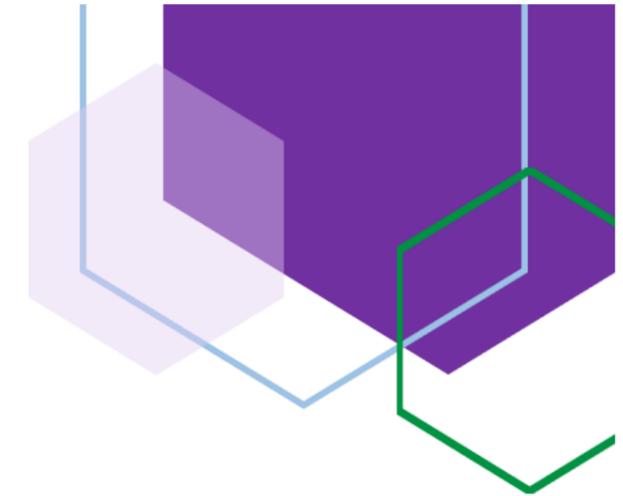| I follow directions to think of options when completing tasks. I use my experience to decide if my plans are worthwhile.	I check options to see which ones work best. I change my actions based on what I find.	I predict the outcomes of different plans and test to see which ones work best. I use the results of my tests to make decisions and change my ideas or actions if needed.	I predict and test the consequences of a variety of ideas before making decisions. I change my thinking, or my actions, based on my findings and I explain my conclusions even when there are uncertainties.

Reflecting on Thinking and Processes

Transfer Knowledge into New Contexts

I use information from one setting to help me improve in another.	I use previous knowledge to help make new meaning in a different setting.	I explain how I use knowledge from one setting and apply it to a different situation.	I clearly explain how and why I use knowledge and information from one situation and I apply it in new and relevant ways.

Thinking about Thinking

I state what I think or explain how I worked something out.	Using given tools, I reflect on the reasons for my thinking. I consider feedback and adjust my thinking when necessary.	I choose appropriate ways to reflect on my own thinking and I consider why I hold certain ideas and beliefs. I accept feedback and act on it.	I independently question and reflect on my own and others' thinking. I invite and consider alternative opinions.

Analysing, Synthesising and Evaluating – Reasoning and Procedures

Apply Logic and Reasoning

I recognise appropriate thinking strategies and, when instructed, use them to complete tasks.	I use suggested thinking tools when appropriate and I consider whether there is enough evidence to give reasons for my actions and conclusions.	I choose appropriate thinking tools and identify the reasoning and evidence behind my own and others' conclusions.	I explain the reasons for using different thinking tools and strategies, and I can identify gaps in my own and others' reasoning.

Reflect on and Evaluate Processes and Outcomes

I identify relevant information about the processes that I use and I say how effective my processes were.	I use criteria, such as rubrics, to consider how effective my processes are, and I give reasons my judgements.	I explain why and how I use thinking tools, or other strategies, to reflect on processes, ideas and products.	I choose the best thinking tools or methods to reflect on processes, ideas and products. I explain my intentions, justify my ideas and account for outcomes, even if they were not what was expected.

DEVELOPING MY PERSONAL AND SOCIAL CAPABILITY AT PEAC

I use 'to-do' lists or other simple strategies to help organise myself and stay on track

I set and monitor general goals
I respond to feedback to improve my performance

I set and monitor specific goals
I ask for feedback about my strengths and areas for development

I set, review and reset SMART goals based on self-reflection and feedback I seek from others

GOAL SETTING

I work independently on tasks I am given

I can work independently and sometimes take the initiative to extend or modify tasks

I know what needs doing and I decide whether it is best to work alone or with others to achieve it

I analyse and reflect on what enables, or causes barriers, when working alone or with others

INDEPENDENCE & INITIATIVE

I persist with things within my comfort zone

I persist with new challenges and use Habits of Mind to aid my success

I make plans and use strategies, including Habits of Mind, in tackling challenges

I assess and adapt my strategies, drawing on what has or hasn't worked in the past

PERSISTENCE & RESILIENCE

I communicate my ideas and observations to others

I communicate clearly and I actively listen to opinions that may differ from my own

I build on the ideas of others in discussions
I accept and offer constructive feedback

I think about and reflect on my communication skills, actively seeking ways to improve

COMMUNICATION

I cooperate with partners, groups and in the class

I respect and consider the opinions of others when working on a shared task

I contribute, and encourage others to contribute, to shared tasks

I reflect on my own and the group's performance in shared tasks

COLLABORATION

GENERAL PROGRESSION

I wait for the teacher to tell me what to do and I don't reflect much

I act on suggestions made by the teacher and I reflect when asked to

There is strong evidence that I choose the ways I do things and I reflect independently

I choose and justify the way I do things and I reflect consistently, widely, deeply & independently

PASSIVE LEARNER → **ACTIVE LEARNER** →

PEAC

My PEAC Learning Journey

Name: _____

School: _____

A document to help PEAC students plan for and monitor their learning at PEAC