Visible Thinking and the State’s Online Treasures.
What do you already think about “Making Thinking Visible”?

3 thoughts/ideas
2 questions
1 analogy
‘The world doesn’t care what you know. What the world cares about is what you do with what you know.’

- Tony Wagner author of Creating Innovators
Changes in curriculums

What they are…

● Centred around inquiry learning

● Allows students to understand themselves and others

● Discovery, asking questions

● An opportunity to develop important dispositions and mindsets towards learning, ourselves and others

● Stimulating/ Active processes

● Students reading, comprehending, using and analysing sources and texts

What they are not…

● Worksheets

● Teacher-delivered content

● A bunch of facts and figures

● One uncontested version of information

● A means to an end

● Students receiving information from a source
‘This requires a transition from a curriculum based on mastery of factual knowledge to one based on understanding and application of knowledge.’

- Assessing 21st Century Skills - Laura Greenstein
What does visible thinking look like in the library and the classrooms we support?
Focusing on the link between Resources and Visible Thinking….

- Vast array of Making Thinking Visible routines for any one resource
- Formulation of lessons: duration of the term, start or end of the lesson
- Thinking is hard and requires scaffolds
- Librarians can promote resources and Making Thinking Visible
- What makes the empowered learner, problem finder and solver is what they do with these resources
What’s new at the SL?

It is customary for some Indigenous communities not to mention names or reproduce images associated with the recently deceased. Members of these communities are respectfully advised that a number of people mentioned in writing or depicted in image in the following pages have passed away.

This story may also contain words and descriptions that might be culturally sensitive, not normally used in certain public or community contexts. In some circumstances, terms and annotations of the period in which a text was written may be considered inappropriate today.
VOYAGES of DISCOVERY
THE GREAT SOUTH LAND
“I think it is important to note that the delivery of cultural heritage resources in machine-readable form [...] provides more than just improved access or possibilities for aggregation. It opens this resources to transformation. It empowers us to move beyond ‘discovery’ as a mode of interaction to analyse, extract, visualise and play.”

-Tim Sherratt
Trove

Archive of newspaper articles and pictures.
Interesting presentations of their collections.


Migration Stories

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The real face of White Australia

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Year 4 Lesson: Using Primary sources to examine Mary Reiby’s life. Looking at a convict perspective.
A routine for DISTILLING the essence of ideas non-verbally

Purpose: This routine asks students to identify and distill the essence of ideas from reading, watching or listening in non-verbal ways by using a colour, symbol, or image to represent the ideas.

Making Thinking Visible
Ritchhart, Church, and Morrison 2011
Year 4 Lesson: Using a Secondary source to think about colonisation

Sensing, 10 x 2 Routine

- Look at the image/object quietly for at least 30 seconds. Let your eyes wander.
- List 10 words or phrases about any aspect of the image/object.
- Look at the image/object again and try to list 10 more words or phrases to your list.

Invasion 1, An Aboriginal Perspective, 1999, Gordon Syron
Sensing, 10 x 2 Routine
What thinking does this routine encourage?

Make Connections
- Uncovering Complexity
  What lies beneath the surface of this?

The routine helps students slow down and make careful, detailed observations by encouraging them to push beyond first impressions and obvious features. We followed 10 x 2 with the Generate, Sort, Classify routine, this organizing understanding through concept mapping.

Can be used in conjunction with https://padlet.com

You can use the 10 x 2 routine with a very wide range of stimulus materials including music, poetry and literature.
Mrs Wiebe: What do you see in the painting?

Madison: lots of people on land spears.

Betti: Aboriginals with spears.

Jack: Long reed.

WILLIAM: Aboriginals holding spears.

Leonardo and Finn: We saw aboriginals ready to FIGHT!!!

Amber Hosker: People protecting their land.

Remie: A cove with Aboriginals.

Charlee: Aboriginals looking at the strange people.

Jen: Seen in red.

Charlee: Aboriginals on the shore.

Andrew Hill: I see people in the boat.

Betti: The Union Jack.

Remie: Steep cliffs that look like waterfalls.

Jack: The Union Jack on a boat.

Remie: Gum trees (must be Australia).

JJ: Steep cliffs.

Remie: I see a lighthouse.

JJ: It looks like it is dusk.

Millie: White birds.

Betti: I see some people in a boat.

Dexter: I saw a ship.

Betti: I see 2 islands.

Jack: Blue water.

Betti: I see 3 ships.

JJ: I see dark water.

Remie: I see sailors.

Remie: I see a camp fire.

J: I see abig group of birds.

Gabriella: I see more ships coming.

Daniel: I see that the ships are coming.

Millie: I see land probably.

William: A sea with a lot of ships.

Amber Hosker: Boats coming into land.

Jack: I see aboriginals on a cliff.

Remie: Aboriginal people waiting on the shoreline looking at the strange people coming in to shore.
Year 5 Lesson: Introducing the role of the historian using Primary sources

What is the role of a historian?
3-2-1 Bridge

1st Responses | Connected Responses
3 Thoughts/Ideas | 3 Thoughts/Ideas
2 Questions | 2 Questions
1 Analogy | 1 Analogy

A routine for activating prior knowledge and making connections.

Purpose: asks students to uncover their 1st thoughts, ideas, questions & understandings about a topic and then connect these to new thinking about the topic after some exposure and research.

Making Thinking Visible
Thoughts/ideas

Historians use multiple primary sources.

Historians have different perspectives.

Historians look carefully at books, museums and libraries.

Questions

Who are famous historians?

Do historians have teachers?

Can historians be wrong?

Analogies

Finding a Primary source for a historian is like finding one hundred dollars on the floor.

A farm to a farmer is a primary source to a Historian.

Historians have to persist, like runners need to train.
Year 3 Lesson - Using Primary Sources to introduce Indigenous Australia
Think Puzzle Explore

A routine that sets the stage for DEEPer inquiry

PURPOSE: TO HELP STUDENTS CONNECT TO PRIOR KNOWLEDGE, TO STIMULATE CURIOSITY AND TO LAY THE GROUNDWORK FOR INDEPENDENT INQUIRY.

MAKING THINKING VISIBLE
IT’S NOT WHAT YOU KNOW
IT’S HOW YOU USE IT

Asian Development Bank Institute
adbi.org
What do you think about “Making Thinking Visible”?

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http://www.visiblethinkingpz.org/
“See-Think-Wonder” Year 6 EAL Students

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

See-Think-Wonder routine was used as an introduction to the unit on indigenous rights.

Students made some insightful observations of the photo. When later showed a video clip of Charles Perkins recounting the events they had a big reaction and showed some amazement at the outcome of the freedom rides with the children at the baths.
See Think Wonder

A routine for exploring works of art and other interesting things

Purpose: This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Making thinking visible
"Peel the Fruit" Year 5, Geography
Library Team Teaching Lesson

This is a routine to track and guide understanding over the term, to report back on progress. Students used books sorted into Energy sources to begin the term. Books were the perfect resource for 'the skin. They found out positives and negatives of their energy sources, facts, and made recommendations for future energy solutions in spoken and written form.
Peel the Fruit

A routine for developing and mapping one's understanding of a topic over a period of time.

Purpose: To scaffold information of inquiry through an organizational framework of observations, citing evidence, considering differing viewpoints, making connections, building explanations, asking questions, & forming conclusions.

Making Thinking Visible

Ritchhart, Church, and Morrison 2011
Compass Points

N = Need to Know
W = Worrisome
E = Excited
S = Stance or Suggestion for Moving Forward

A routine for EXAMINING propositions

Purpose: To help students flesh out an idea or proposition and eventually evaluate it.

MAKING THINKING VISIBLE
“Compass Points”
Year 5 Geography,
Library Team Teaching

This is a routine for examining propositions.

Year 5 students used Compass Points at the start of a project to say what excited them about it, identify and provide solutions to anything that was worrying them, such as time management and research planning. They acknowledged the areas they would need to find out about in their research.
‘Could it be that at the point in time when you need to know something, you can find out in two minutes? Could it be that we are heading towards or maybe in a time when knowing is obsolete?’

– Sugata Mitra TED Talk 2013