Thinking for Teaching, Leadership and Management

De Bono Six Thinking Hats and CoRT1 introduction

What do you see?

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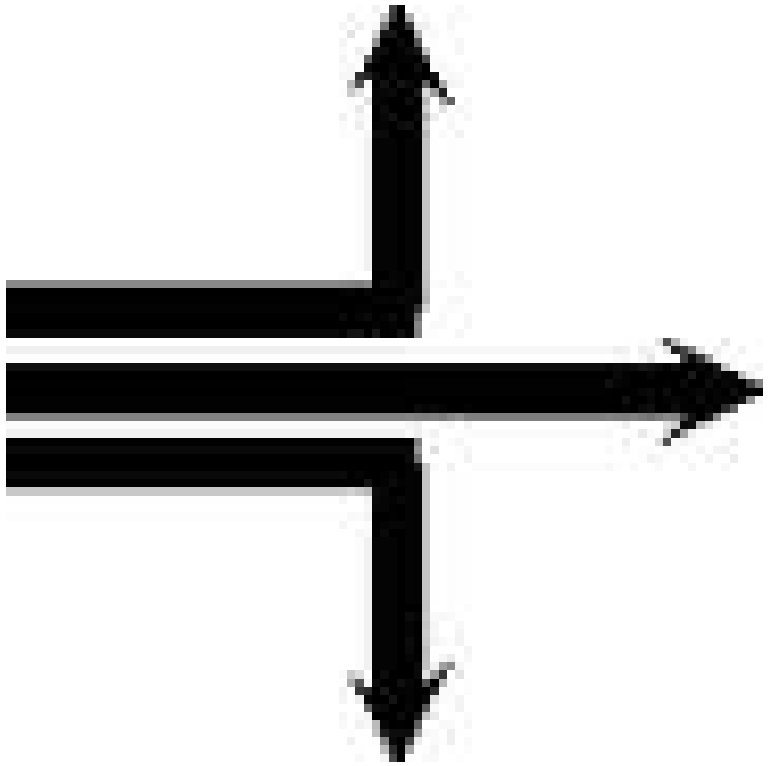

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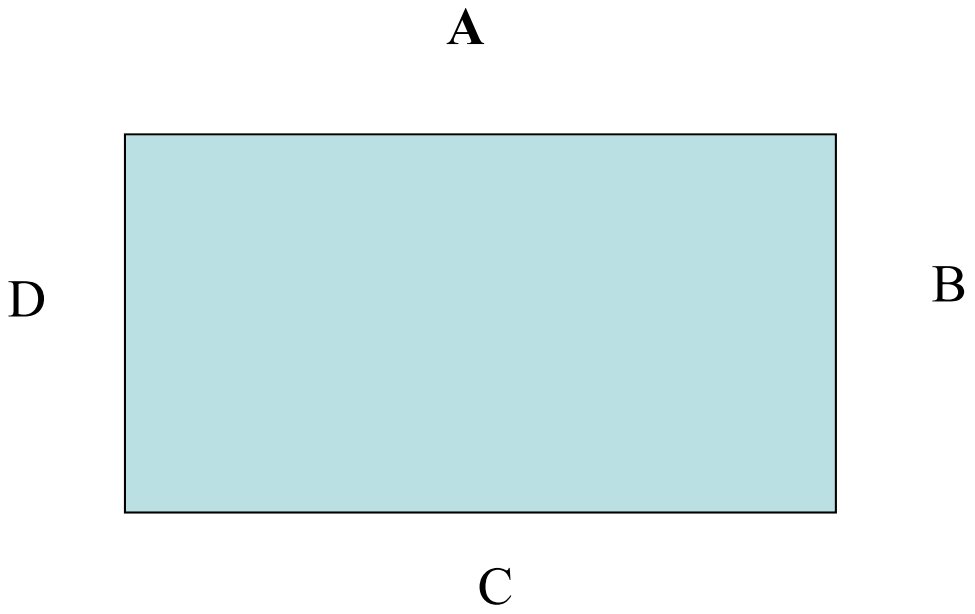
Perceptual Thinking

- David Perkins argues that

  90% of great thinking happens in the perception stage but only 10% of time is spent at this stage.

  We move too quickly from perceptual to logical thinking.

Perceptual Thinking



Perceptual Thinking

ABCD

ABCD ABCD

ABCD

A bit about Edward de Bono

Read pages 2-3 in your manual

- Discuss what you have read with the person next to you

Impact/outcomes for our pupils

Embedding de Bono Thinking Skills

- The tools become self referent over time; they can use them independently
- Students are given the "tools" for thinking
- Increased self esteem and confidence within students.
  Improved levels of collaborative learning
- Students become more reflective, self regulatory human beings

Impact/outcomes for our staff

Embedding de Bono Thinking Skills

- Increased teacher expertise through new approaches
- Improved questioning
- A more collegiate approach to planning and developing pedagogy
- Tools and approaches can be used beyond the classroom

Directed Thinking

- The Tools are like sign posts
- We follow them – reach a certain point
- Follow another
- We avoid making judgements – we can't risk dismissing a 'good' idea or one that will generate other potentially 'good' ideas
- DATT = Direct Attention Toward Thinking

Let’s look at an issue

The school day should be extended for all students from 8a.m. – 6 p.m.

Discuss – 5 minutes

Ask yourselves..

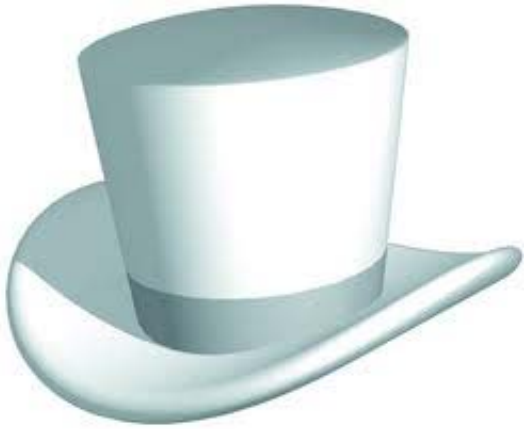
- Was everyone involved in the discussion?
- Were ideas listened to?
- Did everyone get a chance to speak?
- Did you focus on the question?
- Did you develop any ideas?
- Did you try and see the discussion from a range of point's of view?
- Was the discussion constructive?
- Was there a better way to approach this task?.....

Structured and inclusive consultation or evaluation

Let's look at the issue again

- **Red Hat – what is your emotional response to the proposal? 20 seconds**
- **Yellow Hat – why might this be a good idea? Explain the potential benefits. 1 minute 20 seconds**
- Black Hat – hold on a minute. What are the possible concerns you might have adopting such an approach – explain why it might be right to be cautious. 1 minute 20 seconds
- **Green Hat – can you think of ways to tackle any of the black hat responses? 1 minute 40 seconds**
- **Red Hat – what is your emotional response to the proposal? 20 seconds**

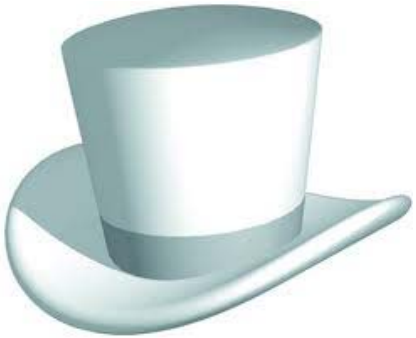
White hat



De Bono says…
“Think of a blank piece of paper”

- Neutral
- Objective
- Facts / figures

“I would like you to give me the facts and figures from this report”



Using the White Hat.

•You are interested in employing a new Head Teacher to your school.

•What FACTS / STATISTICS would you want to find out and how would you find out this information?

•Use a to decide where to focus your efforts

Ideas and applications

- When is data/fact necessary in your life?
- How might you use White Hat Thinking and FIP in your teaching and/or management this term?
- How can you get your students and staff to become familiar and independent with these tools?

Green hat

De Bono says….

Think of
grass/plants/trees,
growth and vegetation

- Creative
- Ideas
- Possibilities

“I want you to generate as many ideas as you can to deal with this situation”

Using the Green Hat

- How could we make England Rugby World Cup Winners in 2019?

- Generate as many as you can

Ideas and applications

- When is Creativity necessary in your life?
- How might you use Green Hat Thinking and APC in your teaching and/or management this term?
- How can you get your students and staff to become familiar and independent with these tools?

Yellow hat

De Bono says.. “Think of sunshine and optimism”

- Justified optimism
- The positive possibilities
- “list all the benefits of this idea.
- Why WILL it work?

Yellow Hat Activity

What are the benefits for the customer and also the owners of a restaurant that charges by time (15 mins fixed fee) rather than the price of food?

Ideas and applications

- When is Optimism necessary in your life?
- How might you use Yellow Hat Thinking and OPV in your teaching and/or management this term?
- How can you get your students and staff to become familiar and independent with these tools?

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Black hat

De Bono says .. Think of a stern judge.

- Critical **NOT** Negative
- Logical realist
- Sees the problems

"present what you see as the drawbacks to this idea"

Using the Black Hat

Take two minutes to complete a C+S

and highlight where the potential issues are most likely to arise or cause problems if..

Teachers get a bonus if they have taken no sick leave during the year.

Ideas and applications

- When is Caution and stern judgement necessary in your life?
- How might you use Black Hat Thinking and C+S in your teaching and/or management this term?
- How can you get your students and staff to become familiar and independent with these tools?

Red hat

De Bono says…

Think of fire as well as warmth

- Emotions
- Hunches
- Gut feelings

"Judge how different people are feeling toward this proposal"

Using the Red Hat

Give your ‘red hat’ responses (without justification) to:

- Marmite
- The X Factor
- First day back after the summer holidays
- This INSET day so far

Ideas and applications

- When is it important to express your gut feelings in your life?
- How might you use Red Hat Thinking in your teaching and/or management this term?
- How can you get your students and staff to become familiar and independent with these tools?

Blue hat

De Bono says..

Think of a conductor of an orchestra

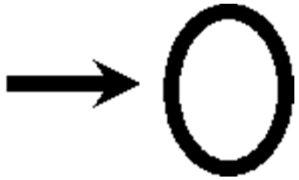
- Observer
- Cool / detached
- Thinking about thinking

“summarize what you have heard”

Using the Blue Hat

Use your blue hat to produce a strategy, setting out a hat sequence for an appropriate response to the following situation. **The focus is on sequence, not content.**

In order to consider an appropriate strategy you should consider your AGO



There seems to be a thief in the classroom, several things have gone missing over the last few days.

The 6 Hats – a few essential tips

- Set strict time limits for each – **RED** needs least amount of time. This means ONE person needs to wear a **BLUE** hat throughout and stay neutral.
- Be strict about staying in ONE hat thinking at a time
- ALL must wear ALL hats to see all POV
- **Red** = NO justification
- **Black** and Yellow =MUST be justified
- **Green = ALL ideas are welcome**
- Not all Hats are needed all of the time – therefore a decision must be made about which hats and which order before commencing discussion.

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Session 2

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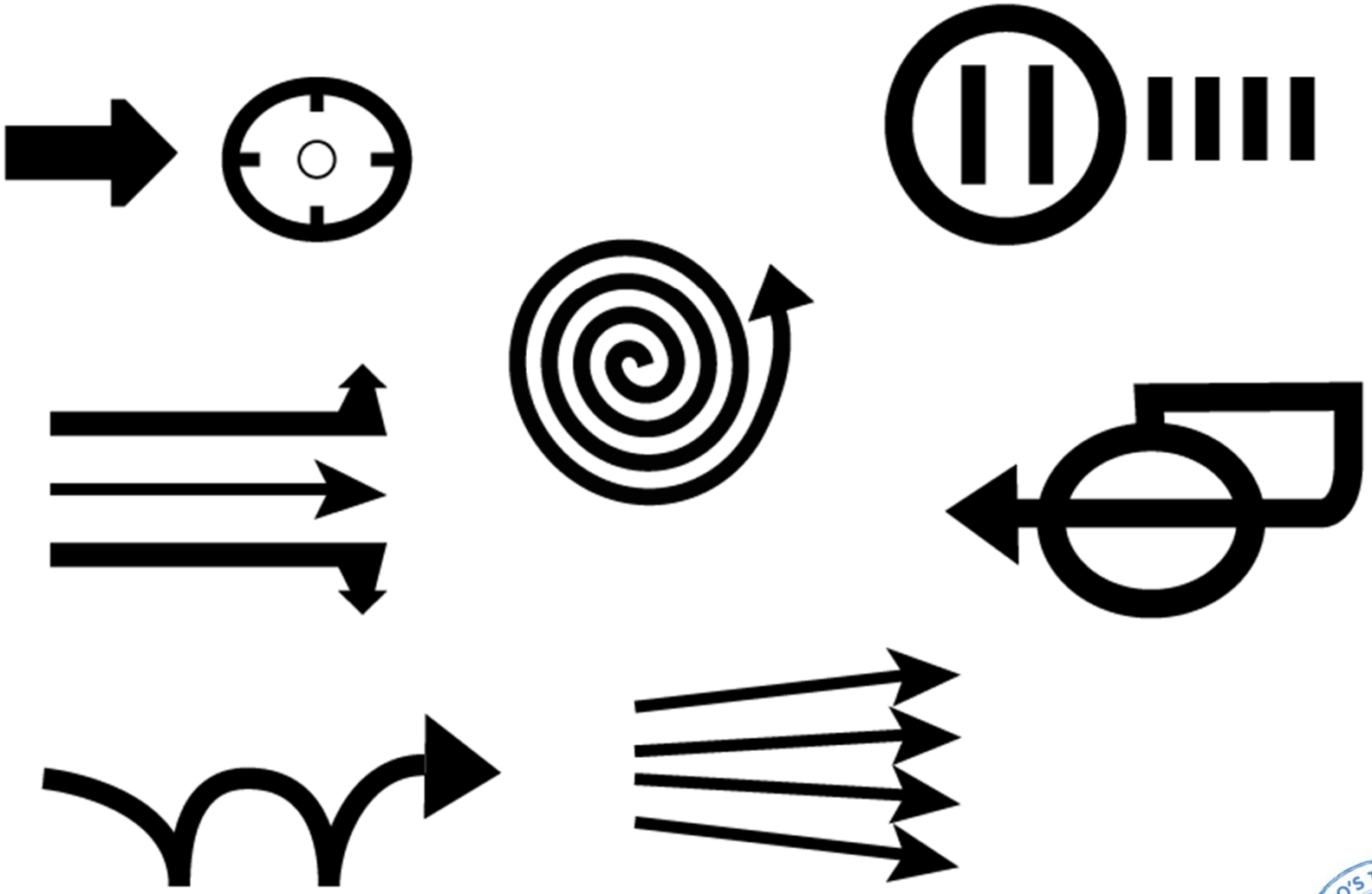


Blue hat

De Bono says..

Think of a conductor of an orchestra

- Observer / Sequencer
- Cool / detached
- Thinking about thinking

“summarize what you have heard”

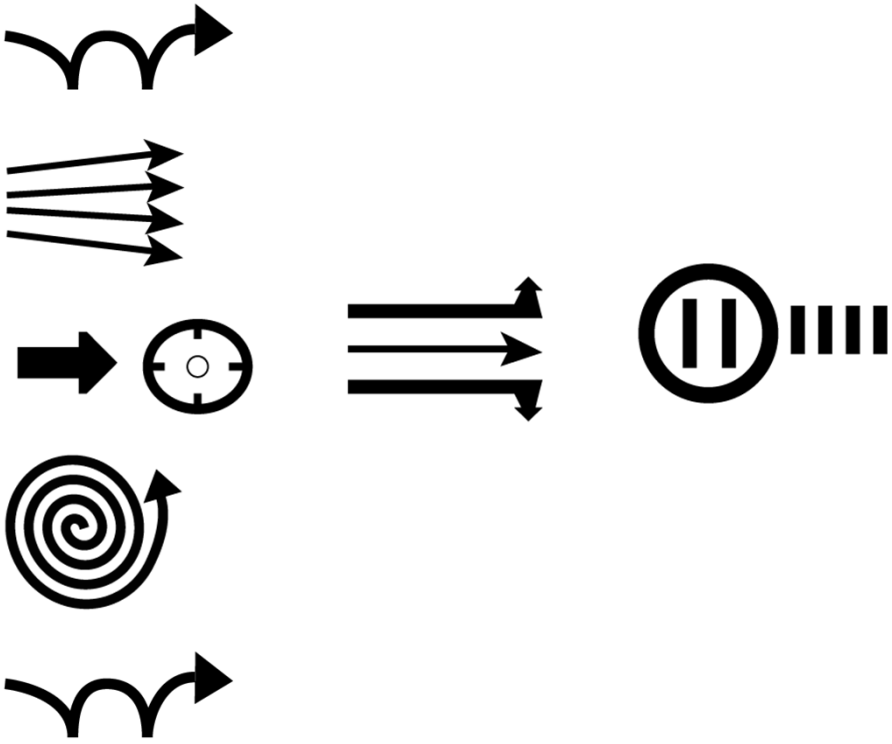
Try for yourselves

- 20 minutes **in total**
- Your School has received a donation of £30,000 and has asked the teaching staff to decide what to spend this money on
- First job – put on your blue hats for sequencing and then decide on a fixed "blue hatter"

You might also use CoRT tools within the Hat discussion

The Hats

Possible CoRT tools



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Try for yourselves

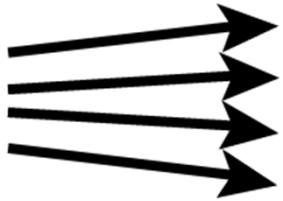
- 20 minutes in total
- 5 minutes to agree sequence and tools
- 15 minutes to follow this

- Your School has received a donation of £30,000 and has asked the teaching staff to decide what to spend this money on.

Thinking for Teaching, Leadership and Management

De Bono Six Thinking Hats and CoRT1 ideas

How to use Hats



1. All students put on the same hat and then move through different hats – looking at an idea from different points of view
2. Allocate hats to groups regardless of their initial feelings
3. Students put themselves in groups depending on their personality or response
4. Use individually or in sequence
5. Use in conjunction with CoRT 1 tools where appropriate

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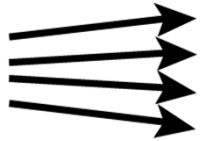
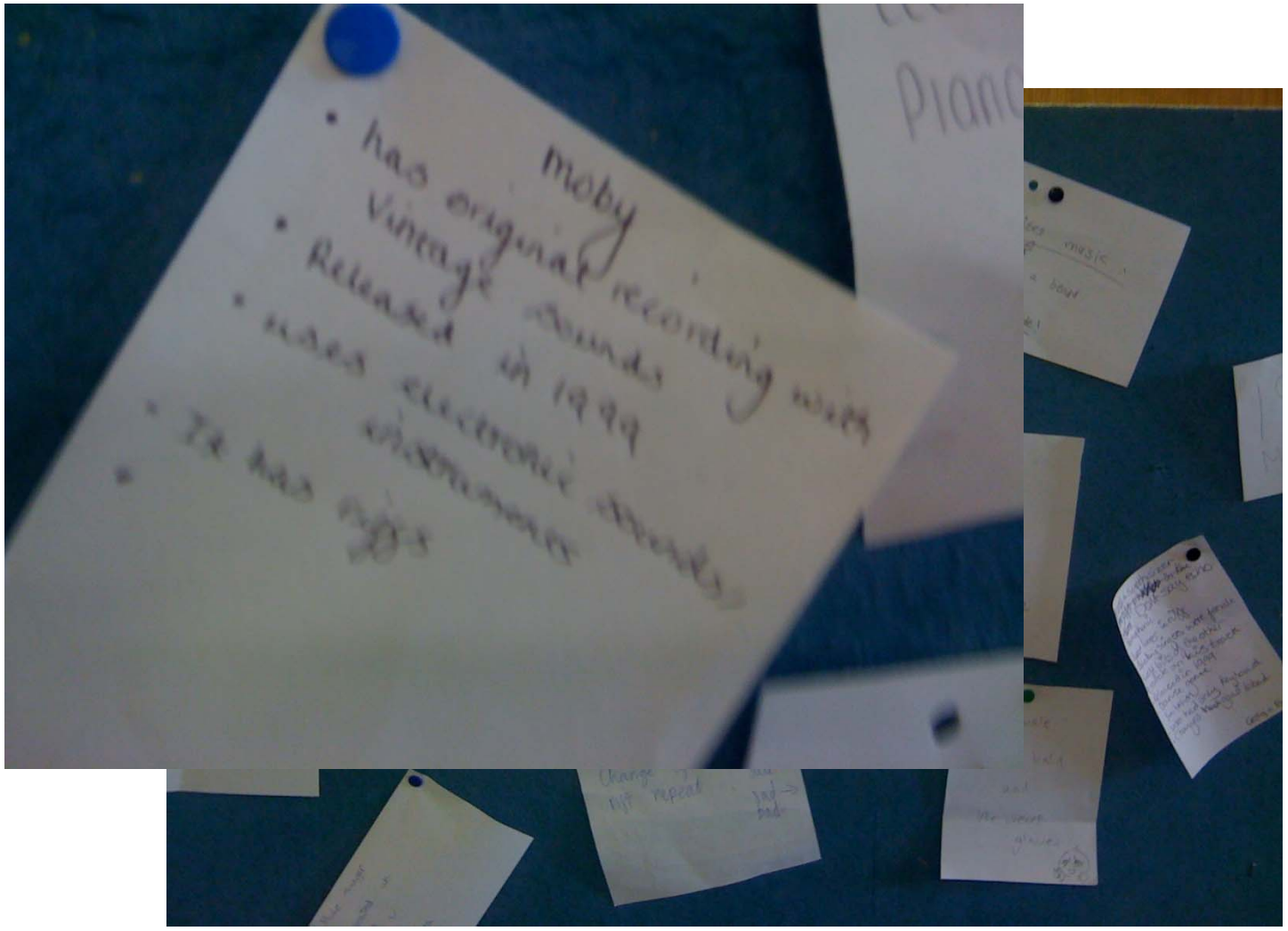
How to use Hats continued



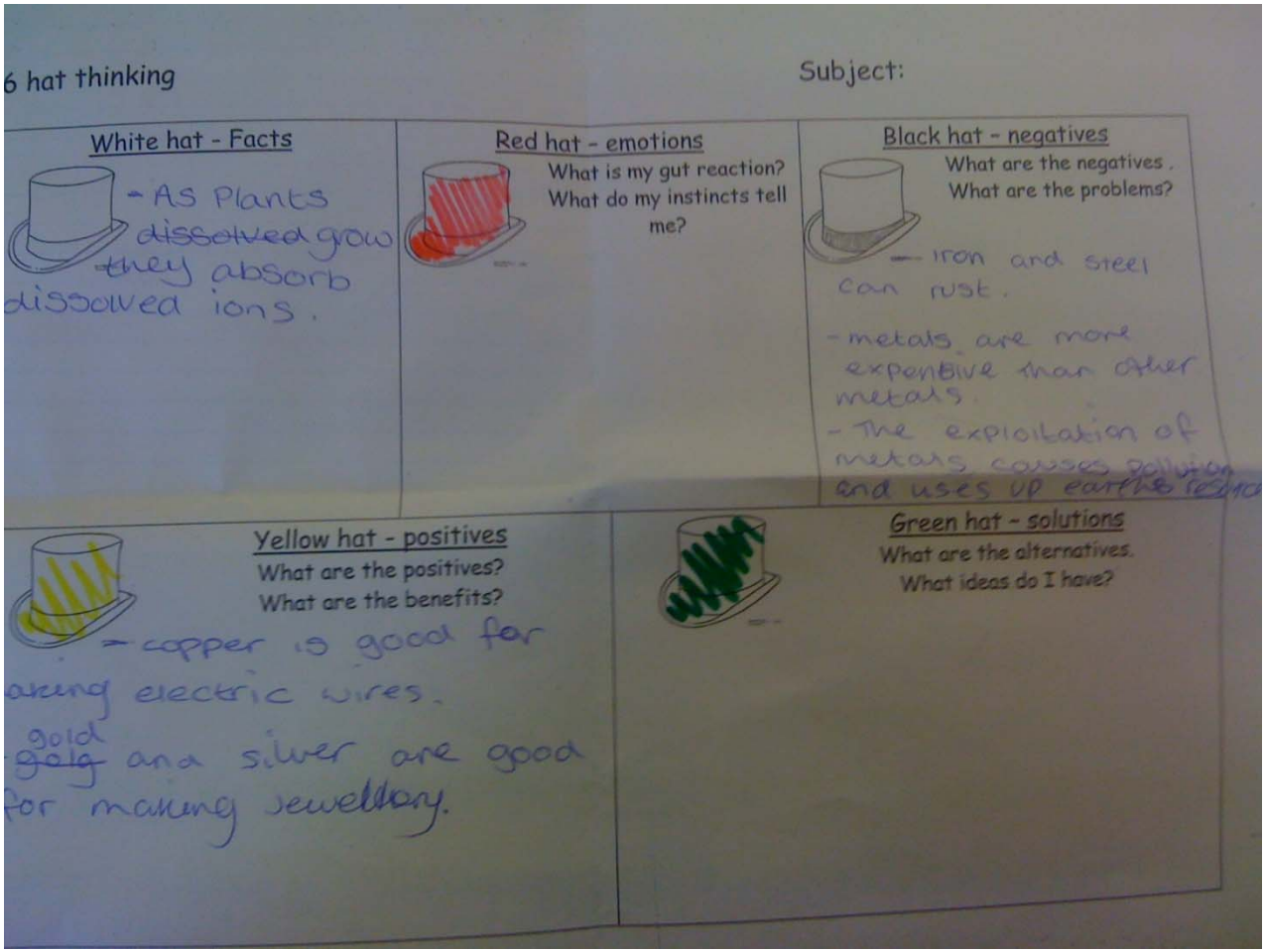
- Could lead to / be developed as a role play
- Used to design
- Used to reflect on a proposal
- Used in group work when there are arguments
- Use to reflect after an assessment
- Use as a sequence for coaching or dialogue
- Deliberate “mis” groupings so red hat thinkers become white hat thinkers for the day – broaden their outlook
- Preparation for a debate
- Link with CoRT tools

What have others been up to?

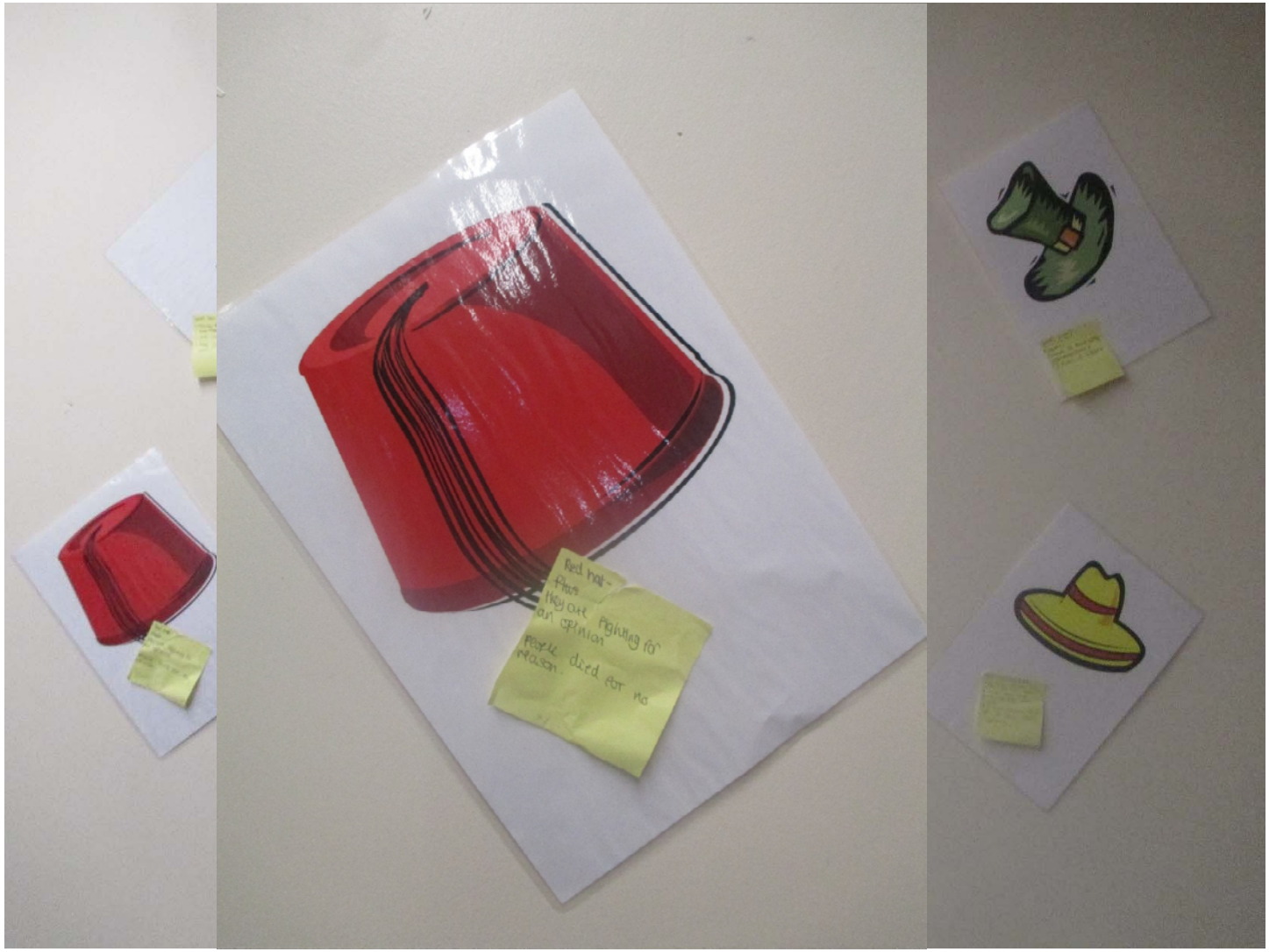
Topic of Research “growing board”



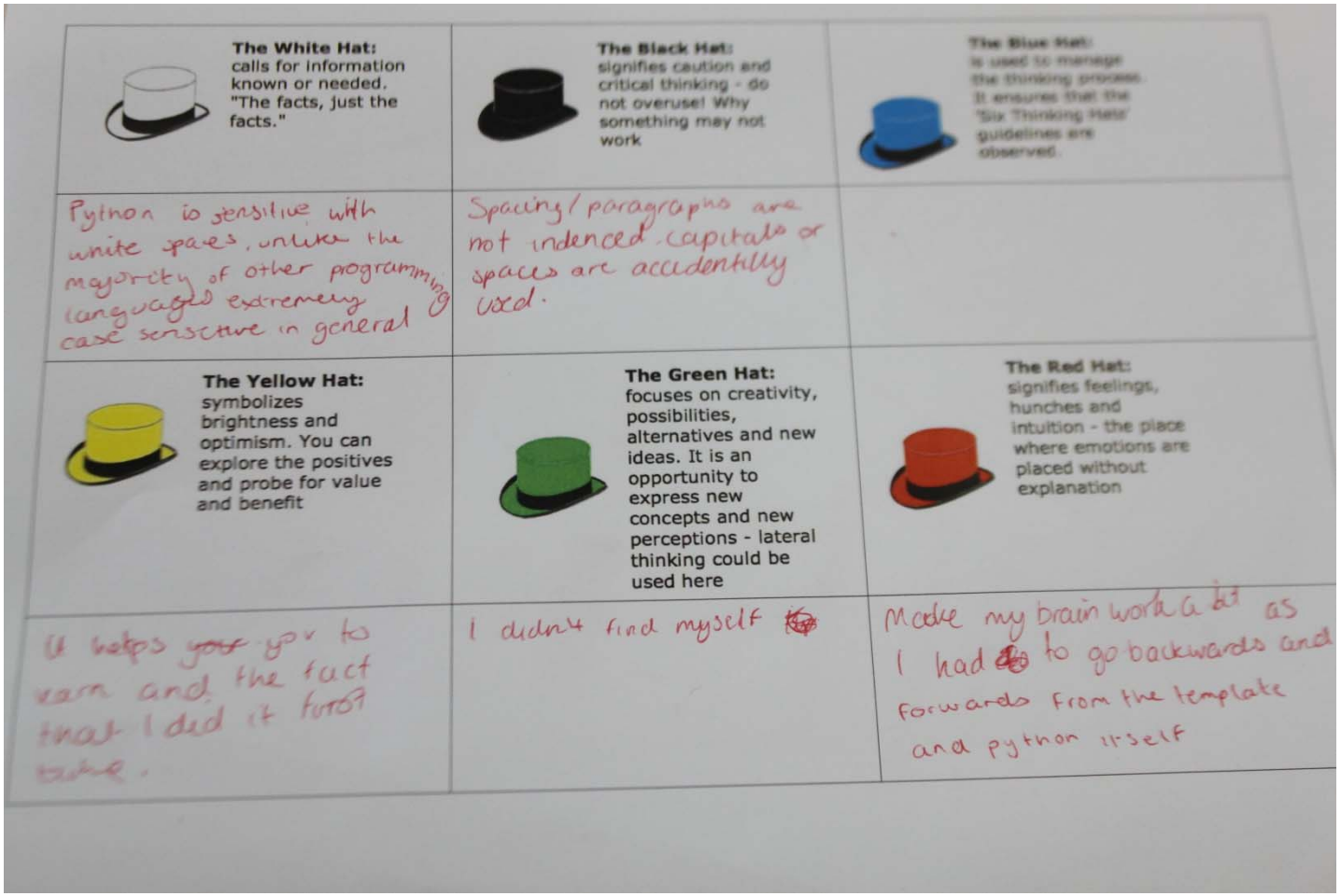
Evaluating / analysing



Group Thinking

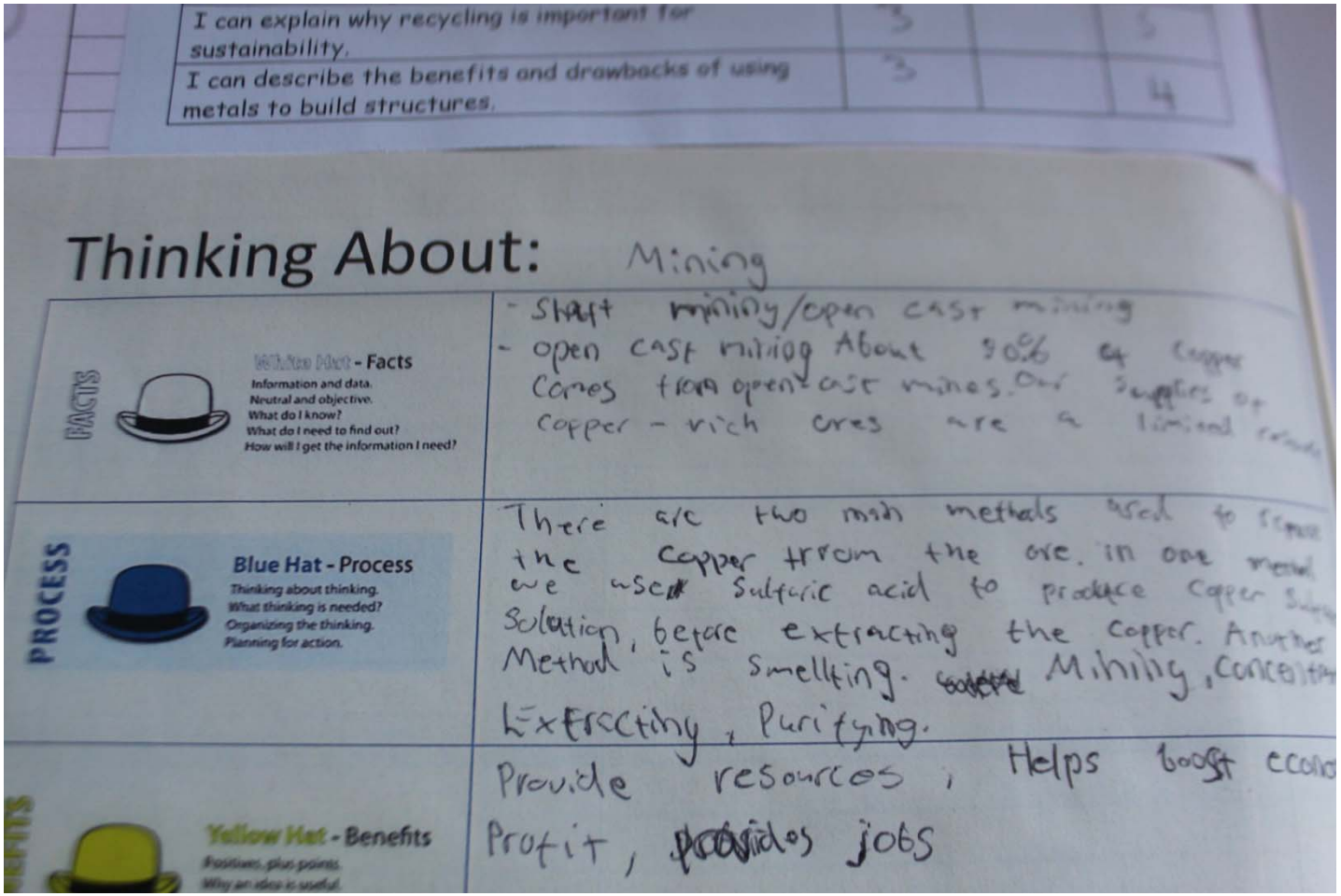


Evaluation



The White Hat: calls for information known or needed. "The facts, just the facts."	**The Black Hat:** signifies caution and critical thinking - do not overuse! Why something may not work	**The Blue Hat:** is used to manage the thinking process. It ensures that the 'Six Thinking Hats' guidelines are observed.
Python is sensitive with white spaces, unlike the majority of other programming languages extremely case sensitive in general	Spacing/paragraphs are not indenced. capitals or spaces are accidentilly used.	
The Yellow Hat: symbolizes brightness and optimism. You can explore the positives and probe for value and benefit	**The Green Hat:** focuses on creativity, possibilities, alternatives and new ideas. It is an opportunity to express new concepts and new perceptions - lateral thinking could be used here	**The Red Hat:** signifies feelings, hunches and intuition - the place where emotions are placed without explanation
It helps ~~your~~ you to learn and the fact that I did it first time.	I didn't find myself	Make my brain work a bit as I had to go backwards and forwards from the template and python itself

Thinking about: …



Subject: Visit from Edward Gould (ULT)

Evaluation

 Data, "Facts", Information	BPa was very unhappy with what he witnessed He saw too many teachers sat behind desks He saw too much testing especially in Mathematics He saw students that were not engaged and often not focused on learning He saw too many students out of lessons There were a great many year 11 students around on extended break after RS examination BPa was happy with BGr and BNa and their engaging lesson Teachers who are ranked as a "1" were delivering a poor standard of lesson Our visitor also told BAn that it had not been a great experience. He also felt, however that every good school can have a bad day. Our Visitor felt there should be an exit strategy for Year 11
 What is your gut feeling to the information?	BPa felt like it was a school in special measures – worst LW in 18 months. He was embarrassed and angry. He felt sick

Consultation : PRP in this case

Middle Managers Meeting – 19 March 2014

Pay Progression Policy

Present: R Coe, M Levis-John, J Barrett, T Wakford, S Horn, P Schmitt, P Thorne, J Bezuidenhout, T Bruton, B Green.
Apologies – L O'Connell

White (the facts as we see them)

- Slight surprise at 2 year between pay progression, previously moved in one year and could jump from U1 – U3.
- Automatic pay progression has ended.

Q - Is the criteria the right one?
Q – Is it possible to move in less than 2 years if performance is exceptional?
Q – If you are on M6, do you have to wait 2 years to move to UPS?

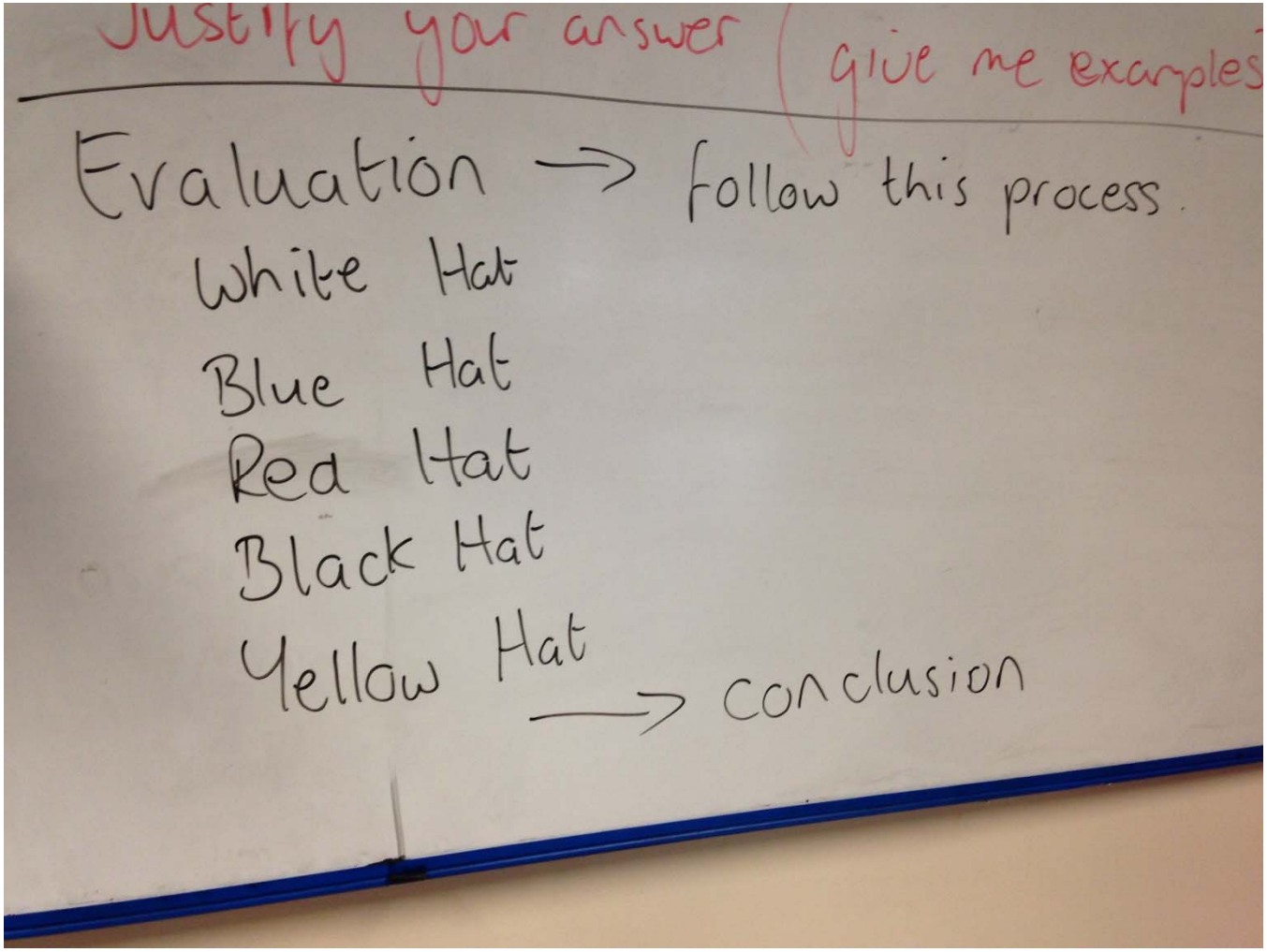
Red Hat thoughts were shared but not recorded in the minutes (emotional response to the policy)

Yellow (the benefits / positives of the proposal)

- Teachers have to maintain standards for 2 years rather than just one.
- It is good for setting expectations.
- It is clearly structured and you know how the process is going to work.
- You have the flexibility to appeal.
- Helps to ensure continuity with the staff.
- Good opportunity to document good work.
- From a student's point of view, it will ensure focus on their progression.
- Good that the focus will be on Teaching & Learning, it will eek out poor performance.
- Will help sustained contributions to benefit the students.
- Positive levels of progress.

Q – If someone came from another school having met their PM, would they still be expected to do 2 years before progression?
Q – Is it transferable onwards (if moving to another school)?

Today!!


Justify your answer
give me examples
Evaluation → follow this process.
White Hat
Blue Hat
Red Hat
Black Hat
Yellow Hat
→ conclusion

Taking the MICK: T+L leads

What facts / data are important to us to frame this reflection?

What words best describe the last academic year for you and / or for the Acadmies?

- Personal: Amazing/Lucky/Full of opportunities/Valued
- Academies: Aspirational/Focused/Driven/Reflective

What has worked? What should we do **M**ore of?

- Sharing of Best Practice – T&L bulletin/briefing, opportunities for reflection (i.e. speed dating)
- Structured intervention plans agreed through RS
- CPD Opportunities
- Recognition of both staff and student's achievement
- Use of classroom portfolios

What should we **I**nclude? What are we not doing?

- Provision of CPD is good however little is dedicated to staff improving own subject knowledge (this will be key to KS5 transition)
- Development of provision for 'middle-students' – the unseen child
- Centralised SEN referral system
- Development of G&T provision/opportunities

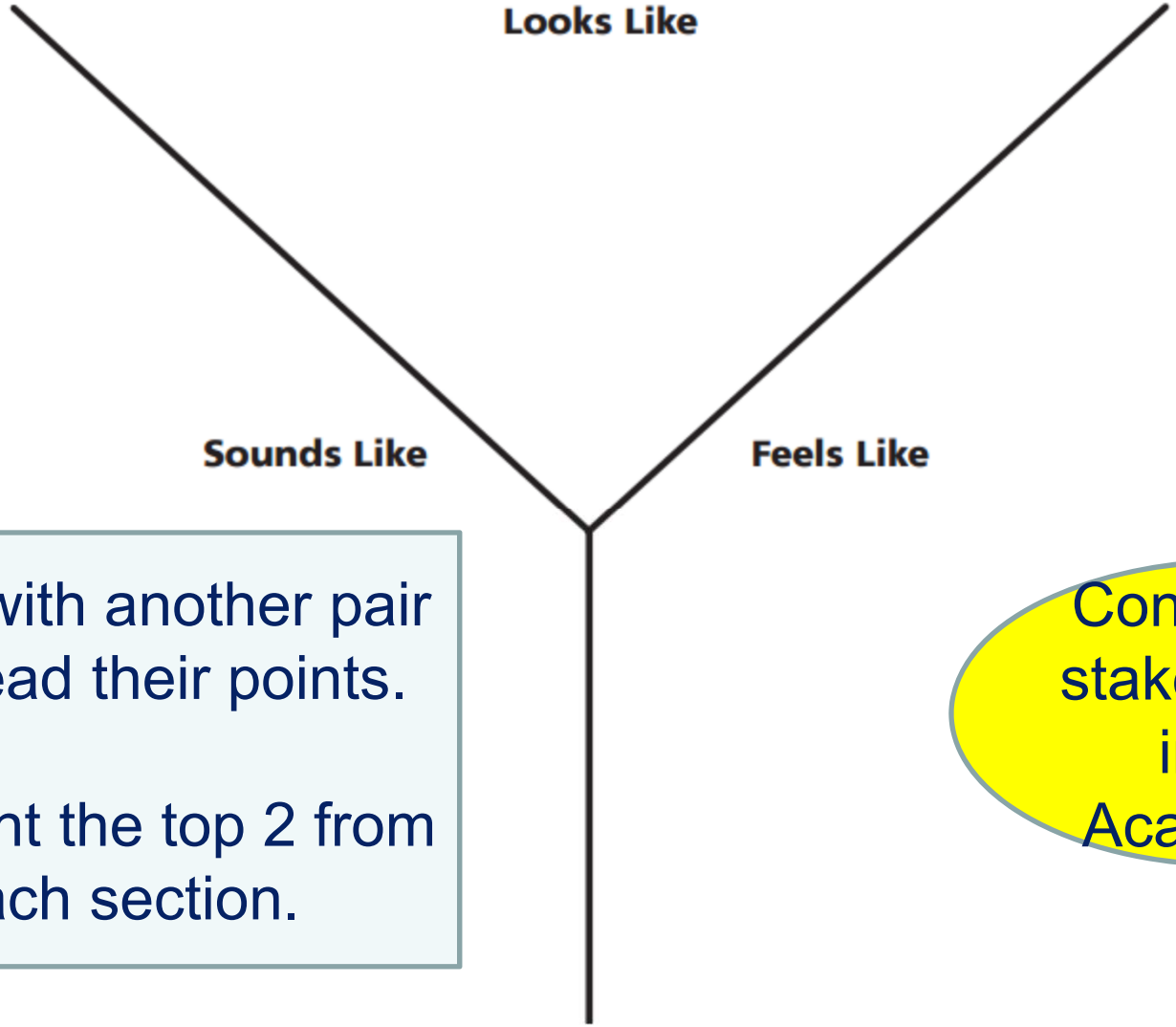
What are we doing that needs **C**hanging / Improving?

- Provision of key dates at the beginning of Academic year (i.e. data drops/ROA periods/book scrutiny etc.) – this also need to be stuck to and not changed at short notice.
- Supporting new staff
- Homework – are we sticking with SMHW?
- ROA Ranking – many students end up in groups that do not reflect ability due to cross-subject ranking
- Professional Dialogue Meetings – process of recording and review needs refinement

What is getting in the way? What should we **K**ick out?

- Covey Charts
- Line-ups for a whole year – although essential at beginning of terms

In an ideal world…what would inclusion look like?



Swap with another pair and read their points.

Highlight the top 2 from each section.

Consider all stakeholders in the Academies

We should be in the ideal world!

So what is holding us back?

Black Hat

- What could be the possible problems and difficulties be?
- What didn't work?
- What are the risks?

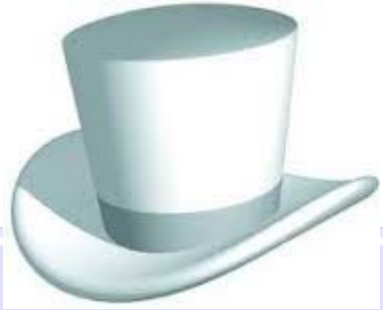
We should be in the ideal world!

What can be done to reduce the barriers and fulfil the Y map?

Creativity

What new ideas are possible?
What is my suggestion?
Can I create something new?

LO = Interpret whether the King was a martyr.



Read p52 (Unwin)

White Hat (facts)

1. Think back to the information previously learned; Why was Charles put on trial? (List 4 causes)
2. Who was responsible for putting the King on trial?
3. How did Cromwell control the trial to ensure the outcome he wanted?
4. What was he accused of?
5. When was he killed? Where?

LO = Interpret whether the King was a martyr.

Yellow Hat (brightness & optimism)

6. What outcome do you think Charles I was hoping for? Why?
7. What benefits would allowing Charles I to live have had for the country?

Black Hat (Spoiler!)

8. How did Charles' negative attitude towards the trial affect its outcome?
9. Why would allowing Charles to live be dangerous?

LO = Interpret whether the King was a martyr.

Red hat (feelings)

10. Choose one of the following roles:

- Imagine you were one of these people; describe your feelings about the trial of the king:

Fairfax	The Judge
You have split loyalties…	You are conscious of the fact that your actions will result in regicide.

LO = Interpret whether the King was a martyr.

Green hat (creative)

11. Devise an alternative fate for the king – instead of beheading him.
12. How do you think England should have been led after the removal of the

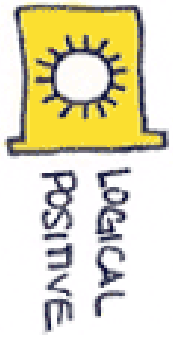
Blue Hat (Reflection / evaluation)

13. In summary, to what extent do you believe Charles I deserved to be executed?

Y para terminar… / Plenary

Self-Evaluation

- What made you think today?



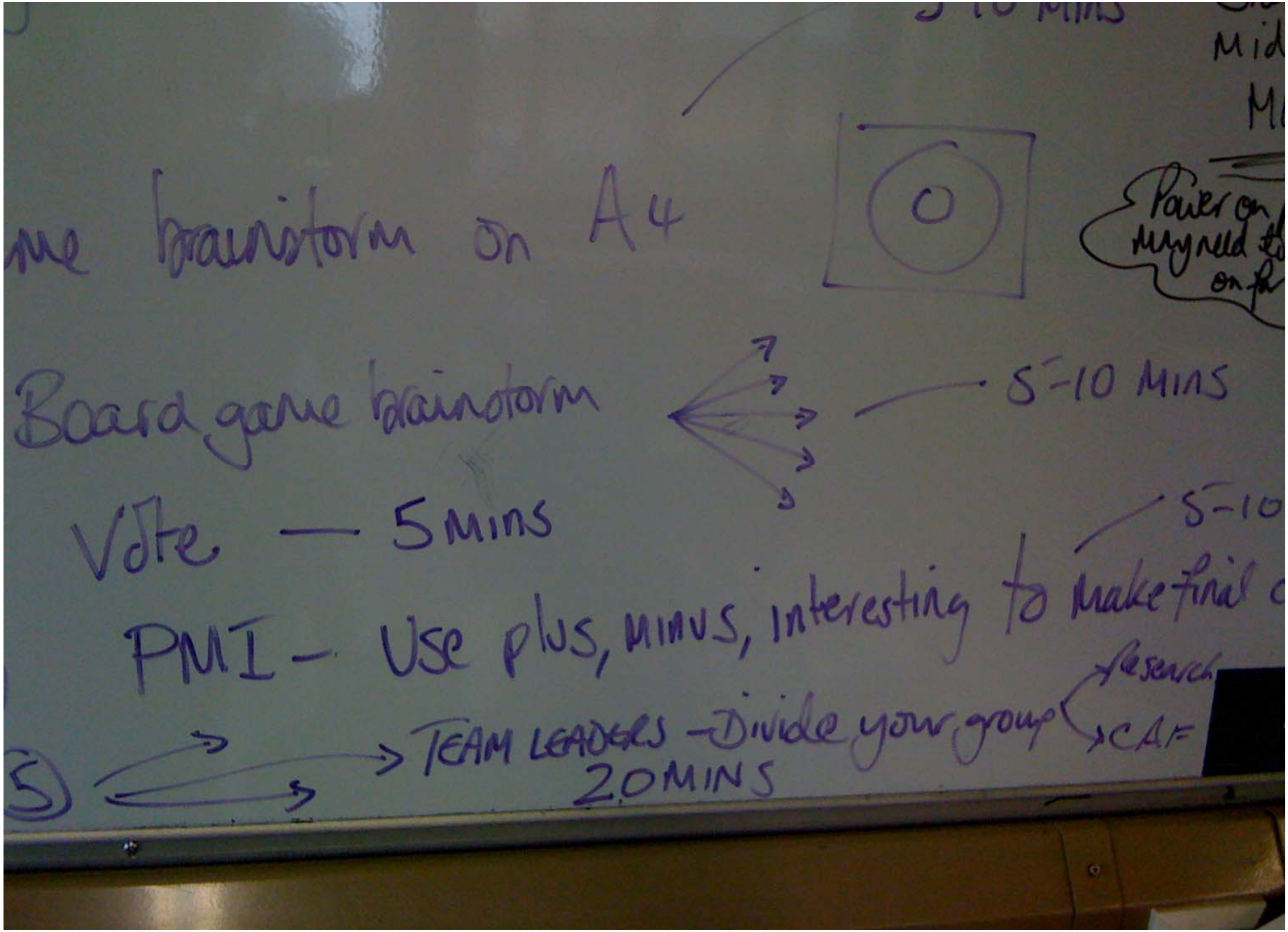
Put on your HATS on and discuss with your partner:

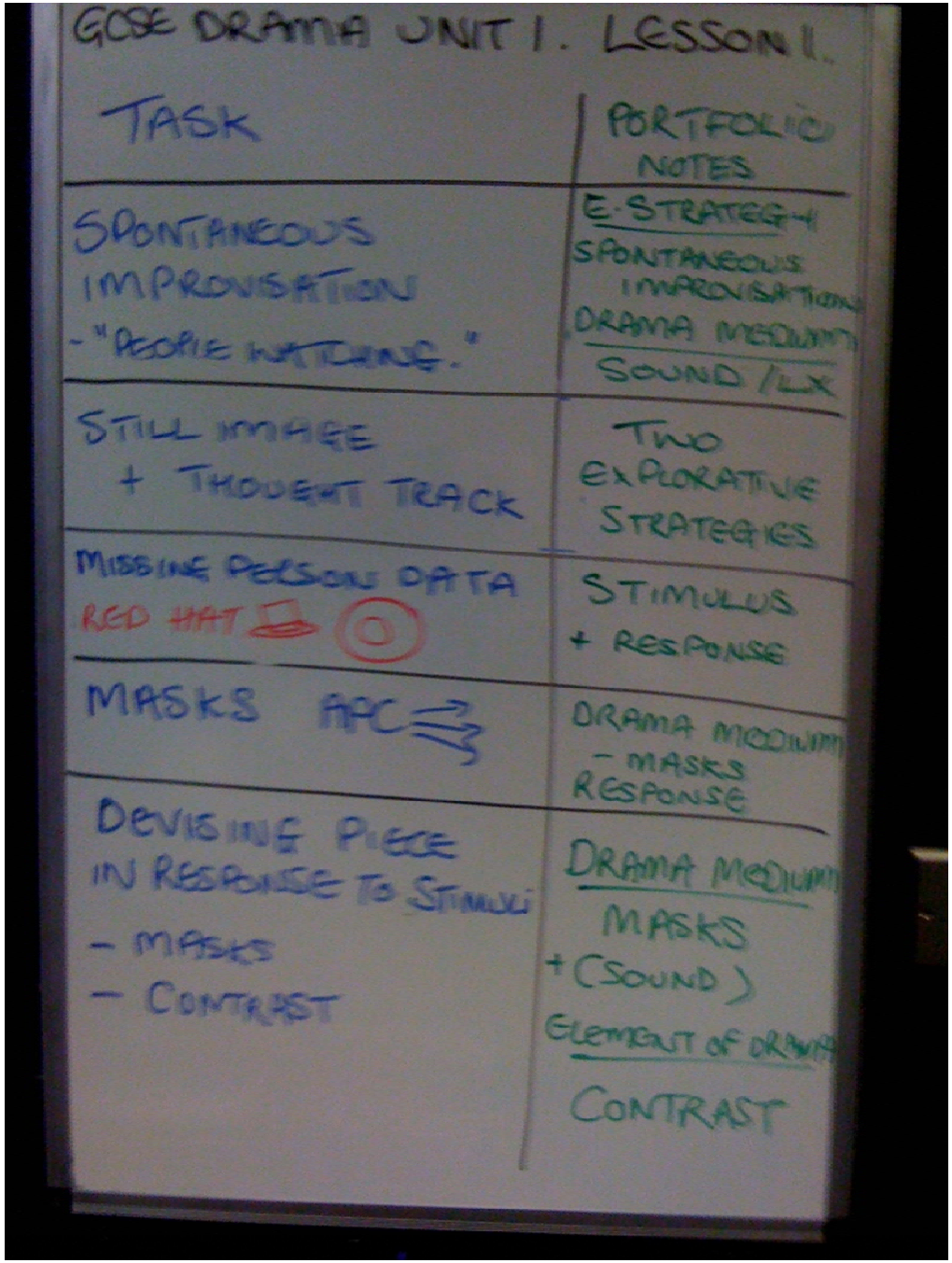
- What aspect of your learning were you pleased with?
- What did you find difficult and what made it difficult?
- How could you change today's learning to better suit another class?

10mn

Get your Green Hats on!

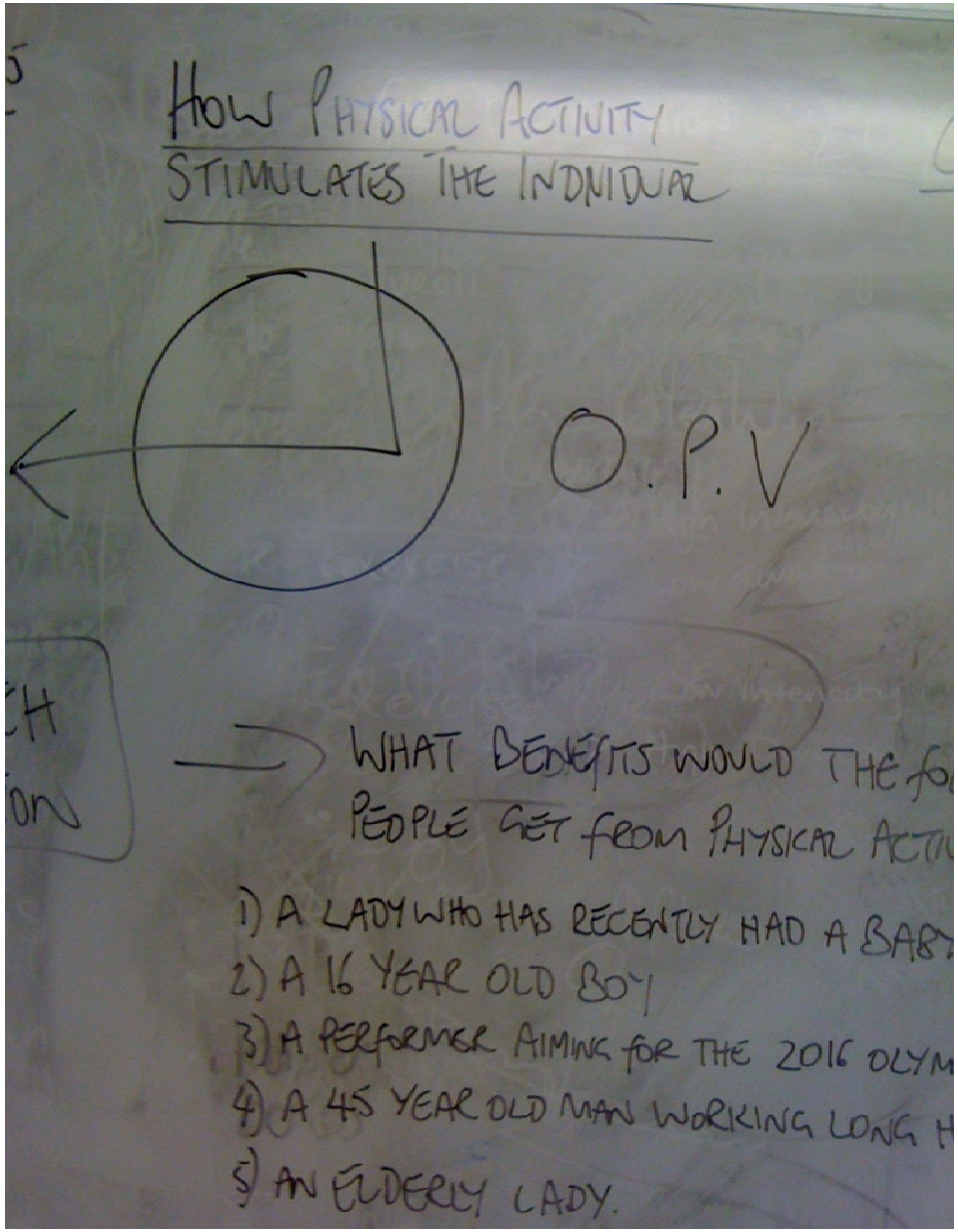
What have others been up to?


brainstorm on A4
Board game brainstorm
5-10 MINS
Vote — 5 MINS
PMI - Use plus, minus, interesting to make final
TEAM LEADERS - Divide your group
20 MINS
Research
CAF



Using maps, hats and CoRT in sequence to deepen students' understanding of the theme being explored

In DRAMA the APC works really well as students often 'settle' for the first idea. The APC often leads to a discovery of a better one!



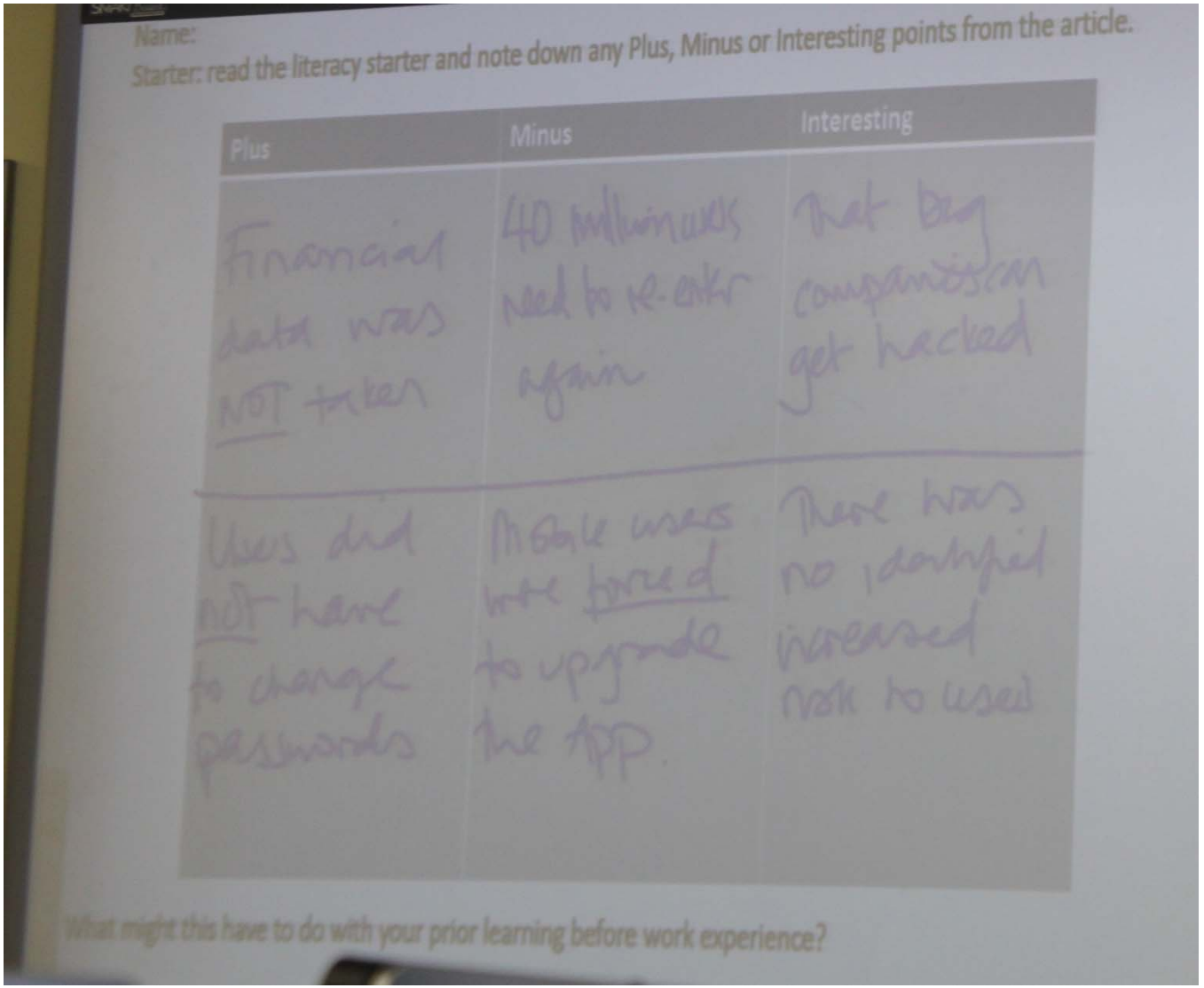
An Extension Question in PE

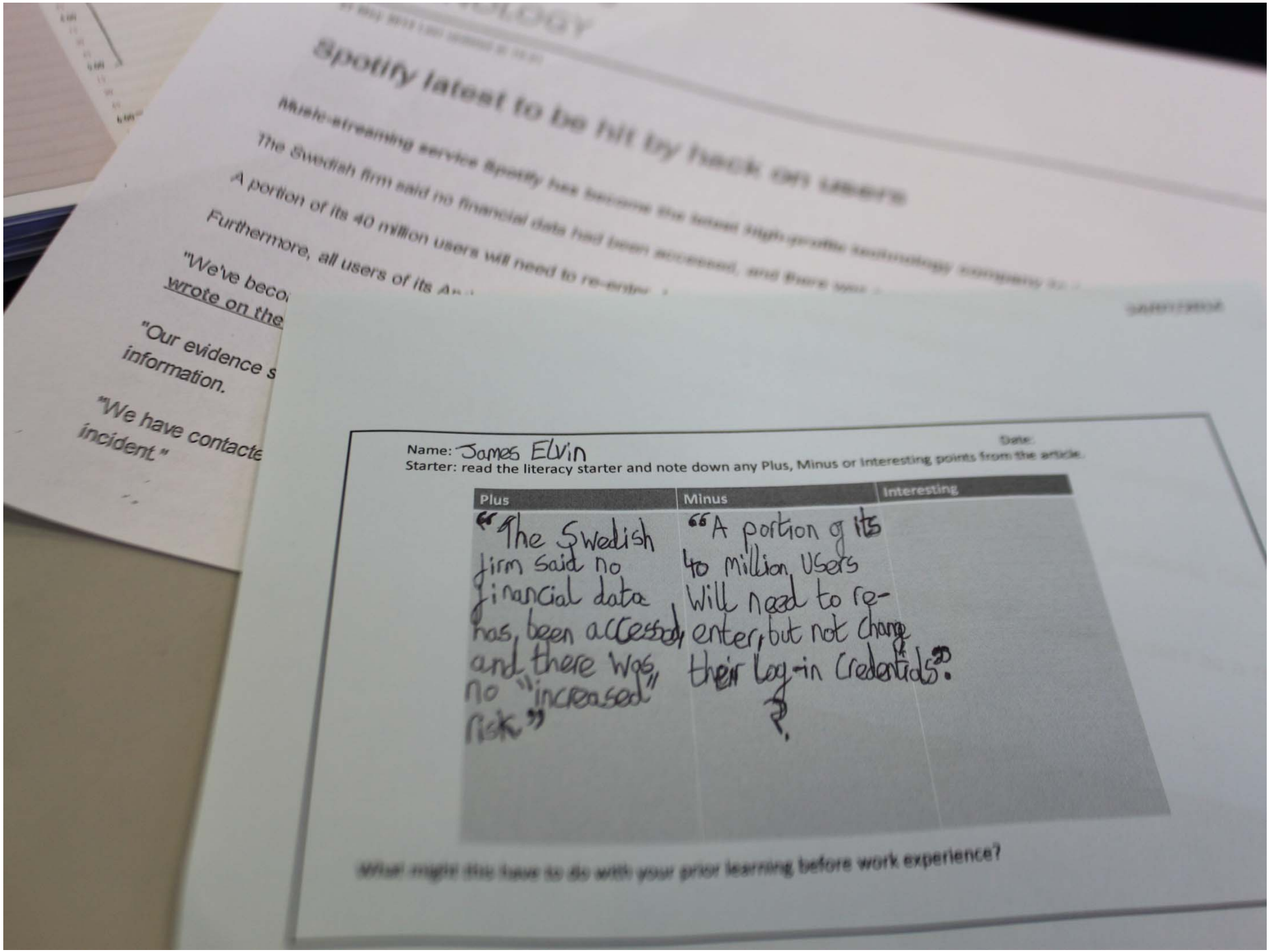
Asking students to think of how others might see the world.

Consciously trying to look at things from another POV

How Birds See the World

Using PMI as a way to evaluate an article (check out “READING TASKS” in shared area and T+L companion)





Spotify latest to be hit by hack on users

Music-streaming service Spotify has become the latest high-profile technology company to

The Swedish firm said no financial data had been accessed, and there was

A portion of its 40 million users will need to re-enter

Furthermore, all users of its A

"We've beco
wrote on the

"Our evidence s
information.

"We have contacte
incident."

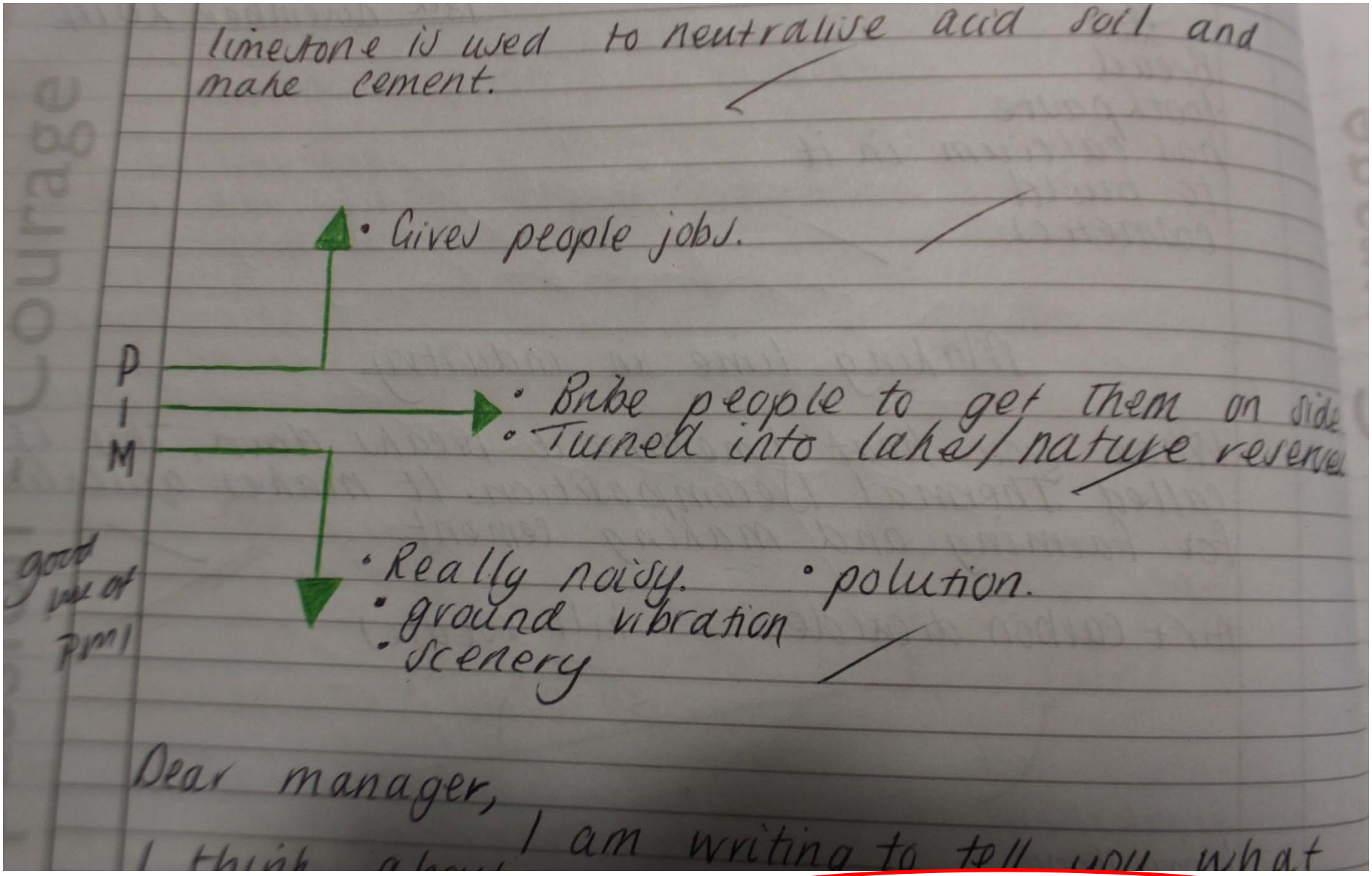
Name: James Elvin

Date:

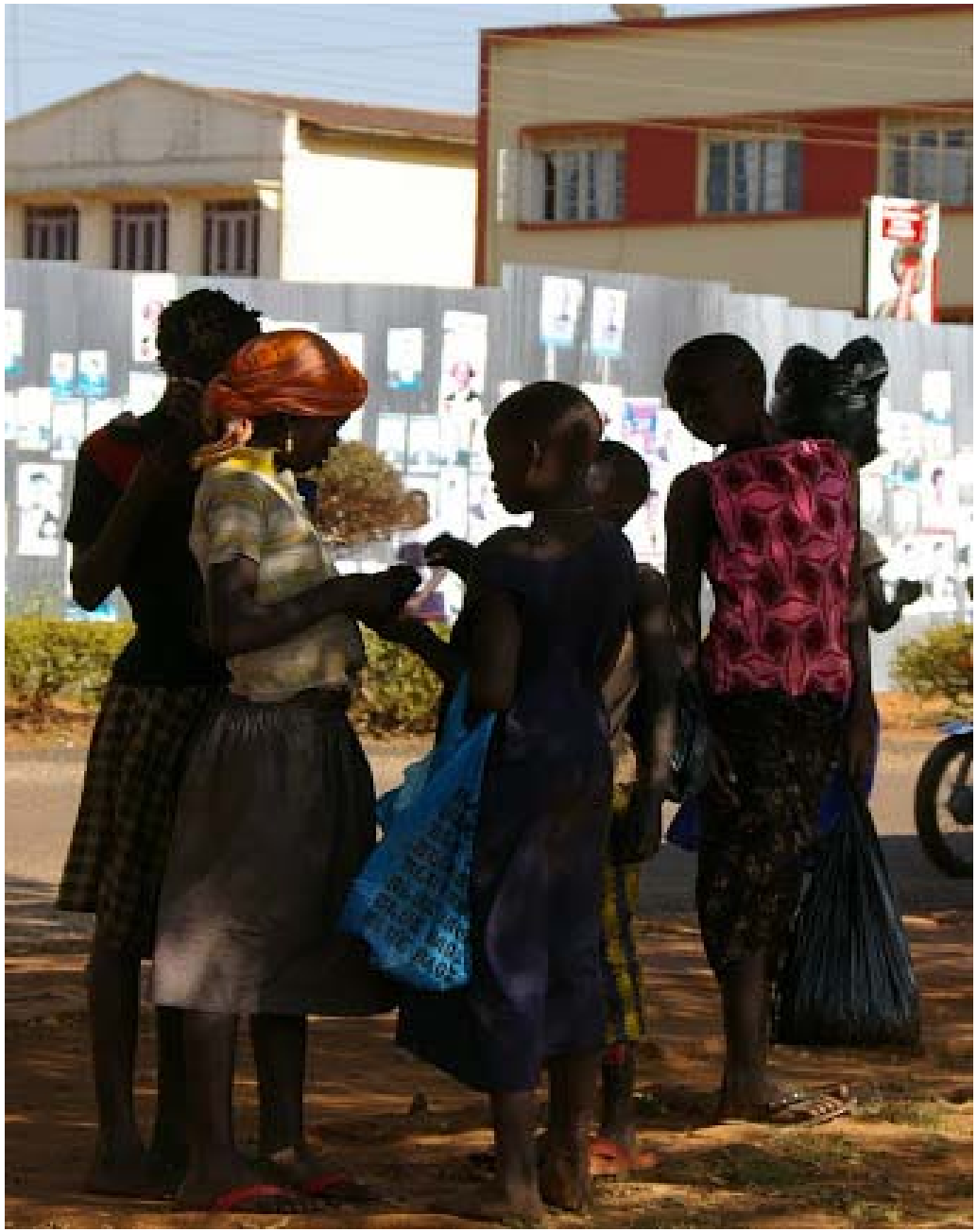
Starter: read the literacy starter and note down any Plus, Minus or Interesting points from the article.

Plus	Minus	Interesting
"The Swedish firm said no financial data has been accessed and there was no "increased" risk."	"A portion of its 40 million users will need to re-enter, but not change their log-in credentials."	

What might this have to do with your prior learning before work experience?



PMI actually used here as a planning tool for an essay. In this example the symbol has been used to structure the work – previous example was a table – either work



Write down the first TEN WORDS you think of.

Street children

Divide them into positive and negative words and share with your partner.

• Collate all the information into a debate regarding children's rights.

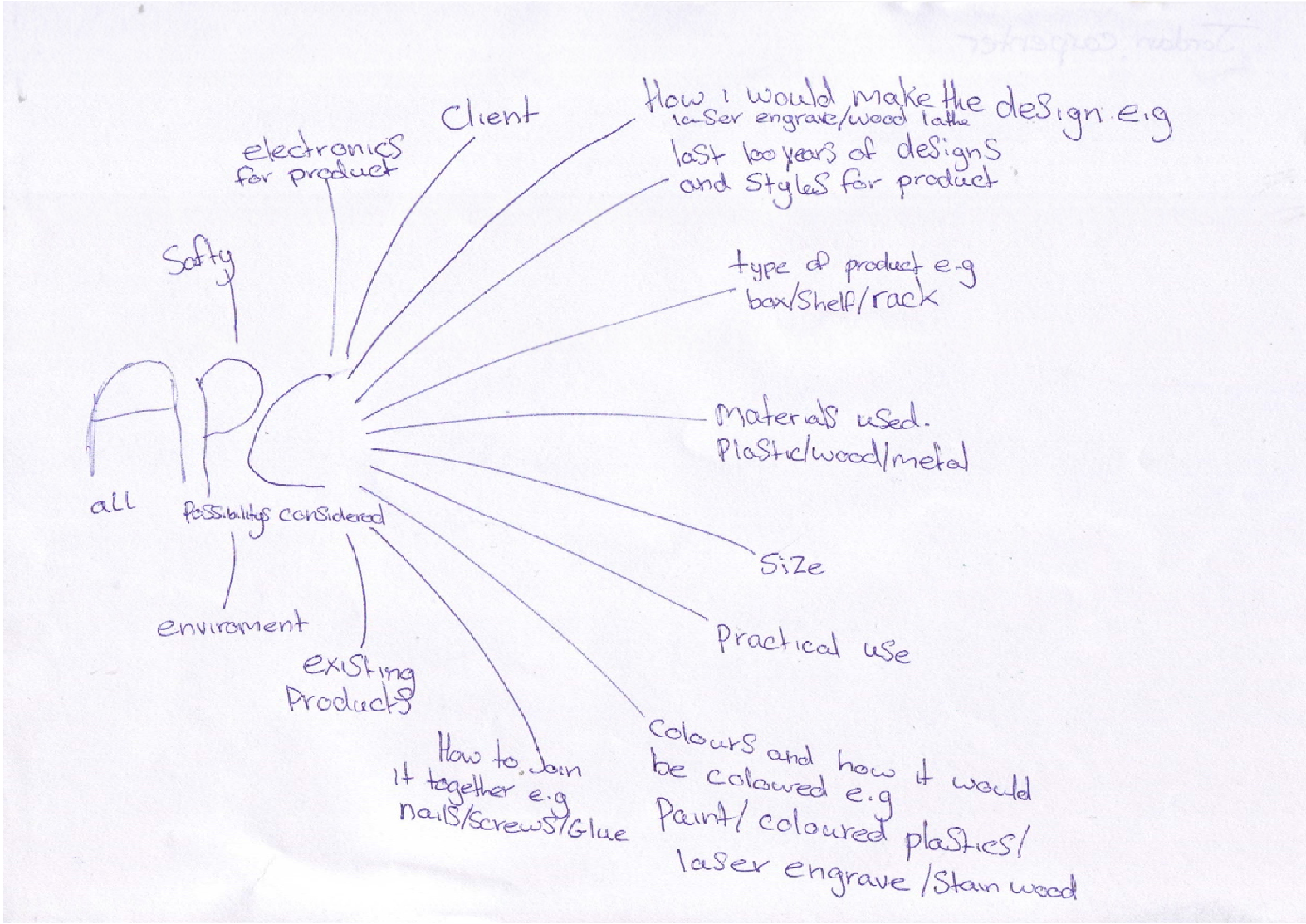
In groups of 4, take on one of these roles:

- A child living on the street
- A local politician
- A journalist
- A UK citizen

How would they respond to these questions:

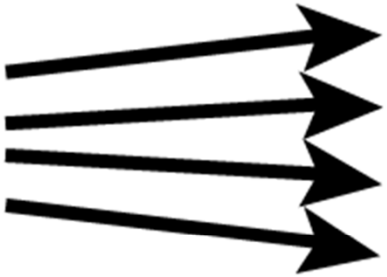
1. How do you think we should be helping?
2. How can we change the negative views?
3. What might governments be able to do to help?
4. What would you like to say to children living on the streets?

APC of things to consider



Thinking Task – Setting up a magazine printing business

- APC - Alternatives, possibilities, choices



- Using this technique, in your groups list all the HARDWARE you will need. There are no right or wrong answers – everything goes down!

FIP: First important priorities

Look at the comments below, which one do you think is the most important when dyeing fabric?

1) When dyeing fabric make sure you leave a 2-3 mm gap between the dye and the line- to allow bleeding room.

2) When dyeing fabric you need to water down the dye to make it paler, this is because it is in the background and the design in the foreground needs to be the most bold.

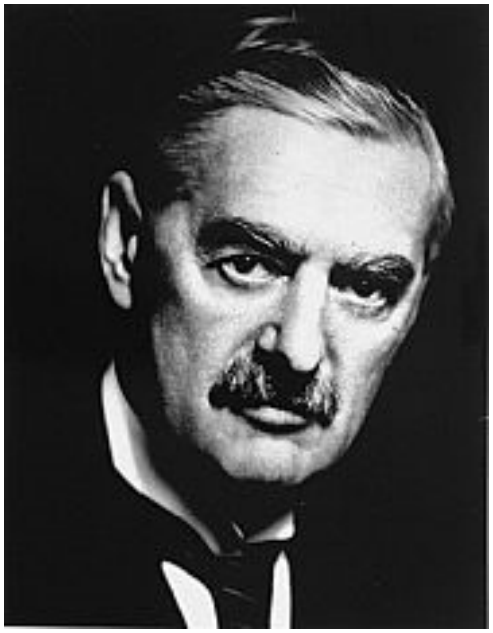
3) When dyeing fabric to help blend colours together you use a little water and a circular action with your paint brush.

4) When dyeing fabric it is important to work with take responsible risks to make sure you get a successful result.

5) When dyeing fabric it is important to wear an apron to protect your clothes.

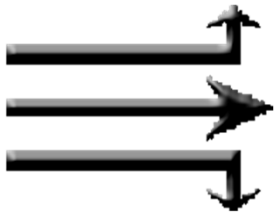
Neville Chamberlain

L/O: To be able to assess the strengths and weaknesses of Neville Chamberlain and his position in May 1937



Task

- Examine the information about Chamberlain, his attitudes, ideas, his support and opposition on pages 68-71. Read the whole thing before you do anything else.
- In groups, create a large PMI chart showing **Plus/Minus/Interesting** points about Chamberlain



Task 2

- Examine your PMI chart from the last task
- You now need to identify FIPs (First Important Priorities): i.e., the most important aspects

- Explain why you have chosen these as the most important
- Now explain whether you believe Chamberlain to have been in a strong position in May 1937

Y7 – La Familia

Talking about your family

CoRT1 Tool:: AGO	AIM General direction of the lesson	GOAL Ultimate goal to achieve by the end of Unit	OBJECTIVES Different steps to be taken towards the AIM
	To talk about brothers and sisters	To talk about your family and give details	• To learn new vocabulary • To play with the newly acquired vocabulary •To understand spoken Spanish (via Listening)
By the end of the lesson	**ALL** will be able to say whether they have brothers or sisters	**MOST** will be able to make a conversation	**SOME** will be able to add details to their conversations (3+ details)

Lesson plan :

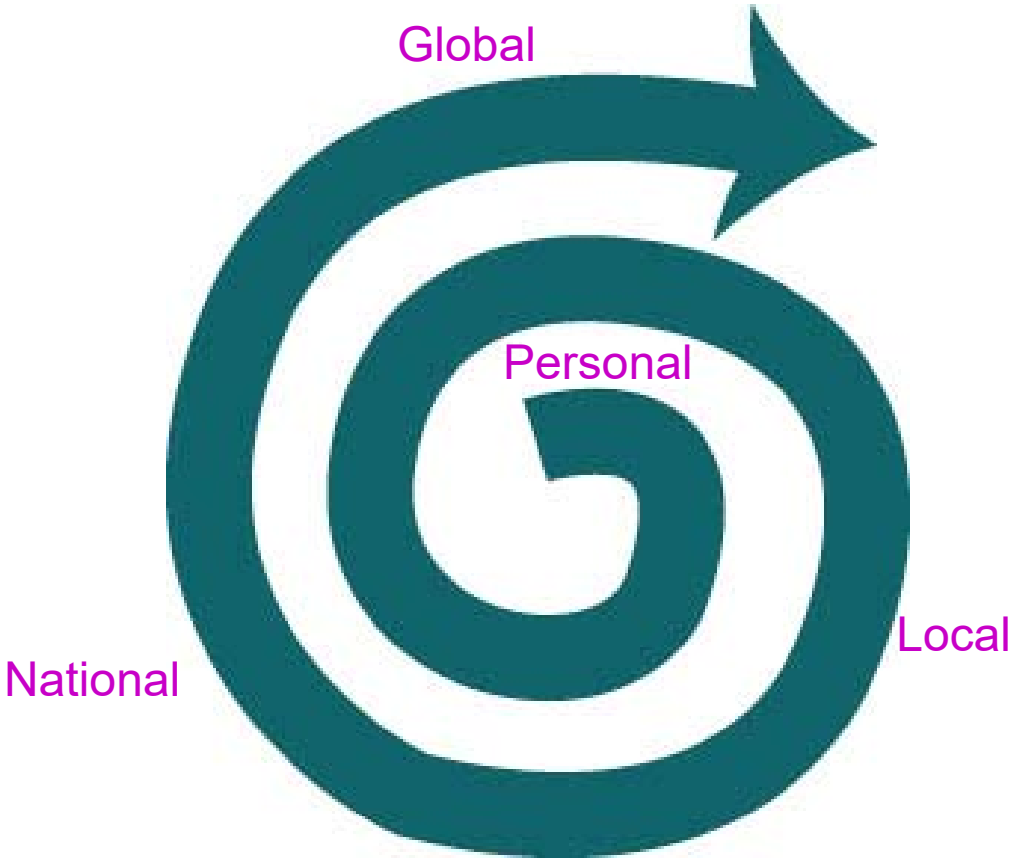
- Starter = Thinker's Key / What is the question?
- Plenary 1 =
- Plenary 2 =

What do you think is happening in this image?
Write a full sentence to tell me what you think.

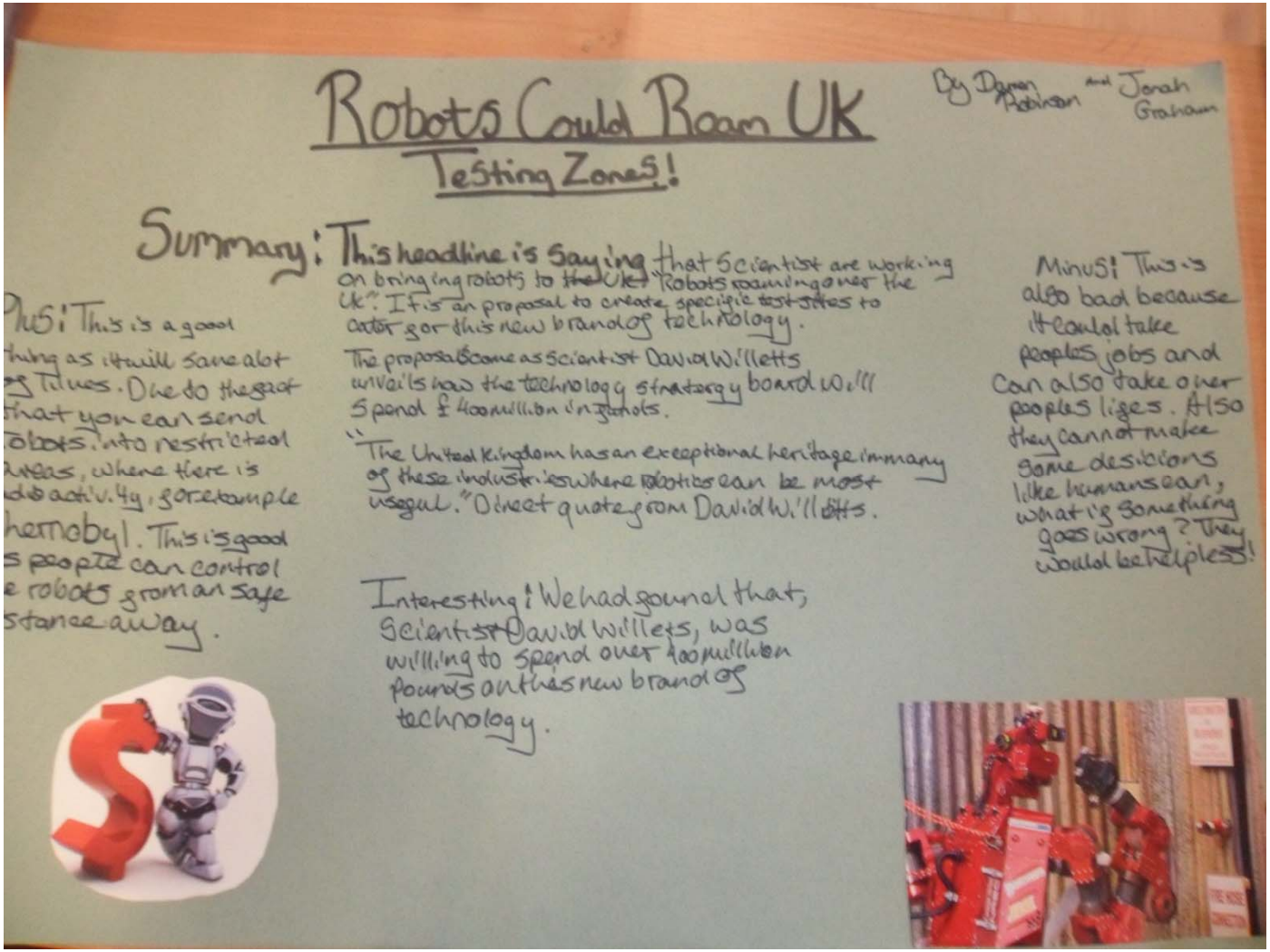
Can you think of any different reasons why this fish is being excluded? Write a full sentence to tell me what you think.

Determine what is and is not racist.

What could the wider impact of these situations be?
Who else could be affected?



CS / IT – Reading Starter and PMI



Robots Could Roam UK
Testing Zones!

By Darren Addison and Jonah Graham

Summary: This headline is saying that Scientist are working on bringing robots to the UK. "Robots roaming over the UK". It is an proposal to create specific test sites to cater for this new brand of technology.

The proposal come as scientist David Willetts unveils how the technology strategy board will spend £ 100 million in robots.

"The United Kingdom has an exceptional heritage in many of these industries where robotics can be most useful." Direct quote from David Willetts.

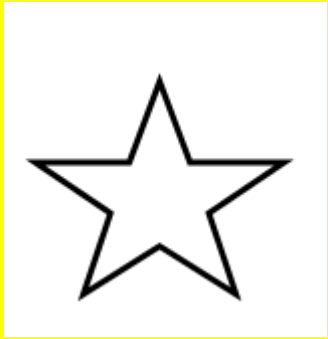
Interesting! We had found that, Scientist David willets, was willing to spend over 100 million pounds on this new brand of technology.

Plus! This is a good thing as it will save alot of lives. Due to the fact that you can send robots into restricted areas, where there is dodo activity, for example chernobyl. This is good as people can control the robots from an safe distance away.

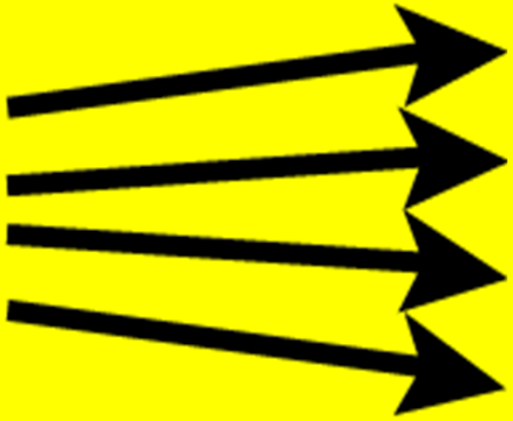
Minus! This is also bad because it could take peoples jobs and can also take over peoples lives. Also they cannot make some desicions like humans can, what is something goes wrong? They would be helpless!

See how many words you can make from the letters given below and then create a strange, cheeky or really long sentence using the words.

I M O S R A P L D E C T I E D B S

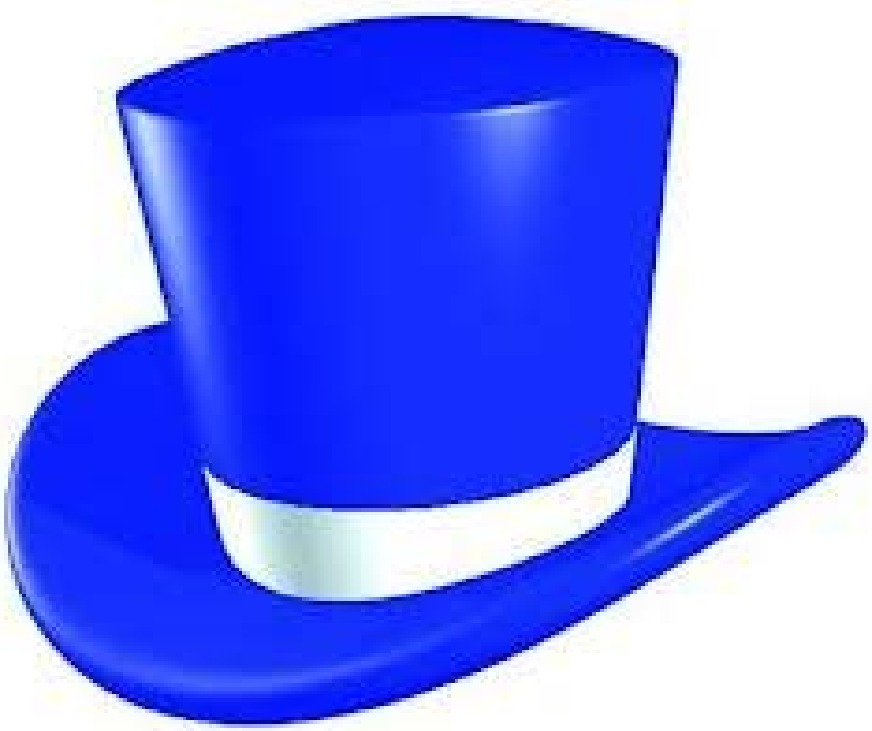


Letters can only be used once unless they appear more than once.



What happens next?

Write as many wow words as you can to describe this picture.

Remember the five senses!

Summarising and next steps