

# Critical and Creative Thinking

How might I explicitly teach CCT?

Approach 1. - Split Screen

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Critical and Creative Thinking

# SPLIT SCREEN

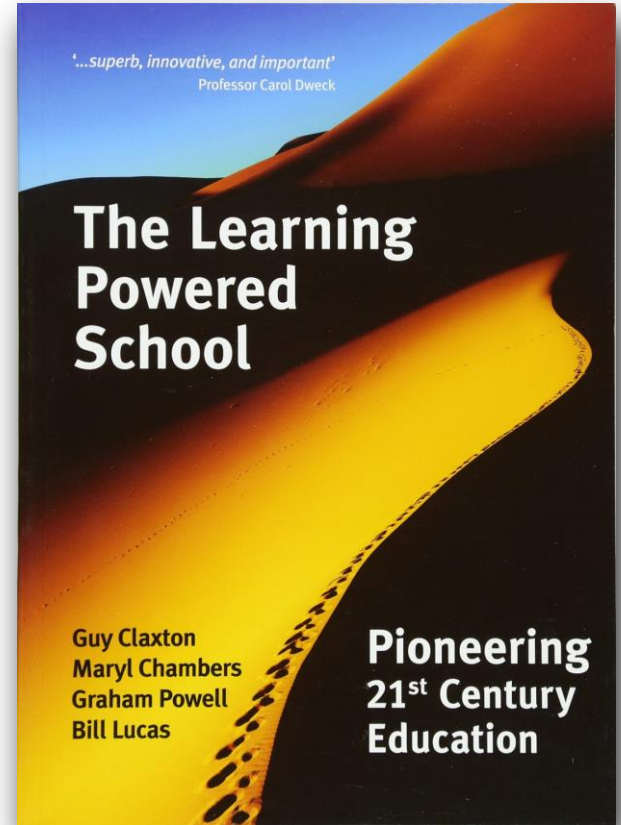
**Knowledge**

**Capability**

“Whether we realise it or not, all lessons have a dual purpose, irrespective of the age and ability of the young people or the subject area being taught.

There is the content dimension, with some material to be mastered; and there is the epistemic dimension, with some learning skills and habits being exercised.

Where teachers are making conscious choices about what habits they will introduce and stretch in the course of the lesson, we call that split-screen, or dual-focus, lesson design.”



## Context

Choose a learning area:

- with a natural fit.
- that requires purposeful thinking to consolidate their understanding and challenges them to stretch.

**NEW**

**+**

## CCT Capability

CCT must be:

- practised in different scenarios to develop student confidence.
- used to explore content in a purposeful and strategic manner.

**KNOWN**

## Context

Choose a learning area:

- with a natural fit.
- in which they have established confidence and proficiency.

**KNOWN**

**+**

## CCT Capability

CCT must be:

- introduced explicitly within a context.
- allocated time to explore so as to value the need to strengthen new CCT skills.

**NEW**

**NEW**

Developing  
'what if...'  
reasoning skills

+

**UNKNOWN**

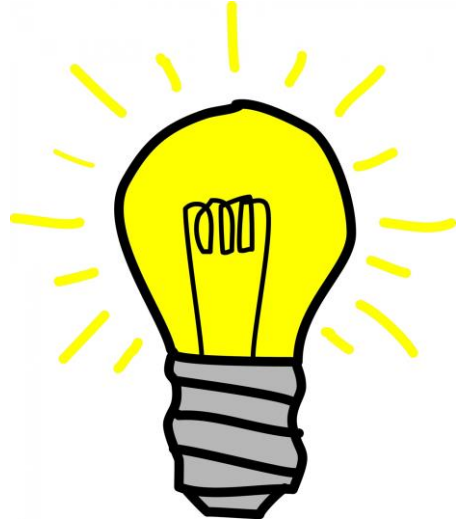
Social, Economic and  
Political impacts in  
history - unknown

=

**Varied results  
(disaster)**



**NEW + UNKNOWN = Varied results (disaster)**



**NEW + KNOWN = CLARITY (success)**

# SPLIT SCREEN

## Knowledge

**Mathematics - Number and Algebra  
Level 3**

I understand how to make half.

Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one.

## Capability

**Critical and Creative Thinking -  
Metacognition Level 3-4**

Using visuals and concrete materials to show thinking.

Students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies.



# KNOWN

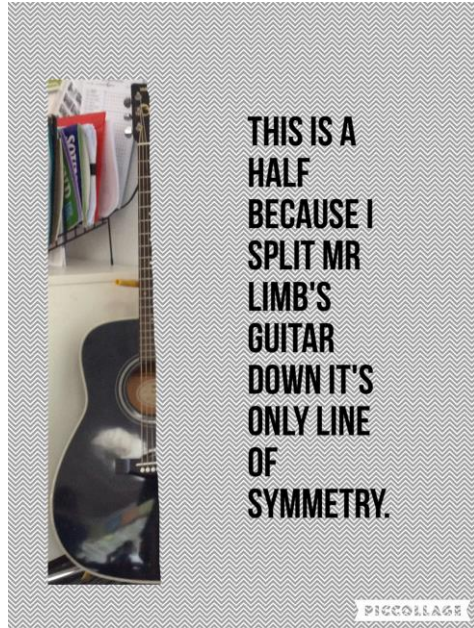
Knowledge of a half



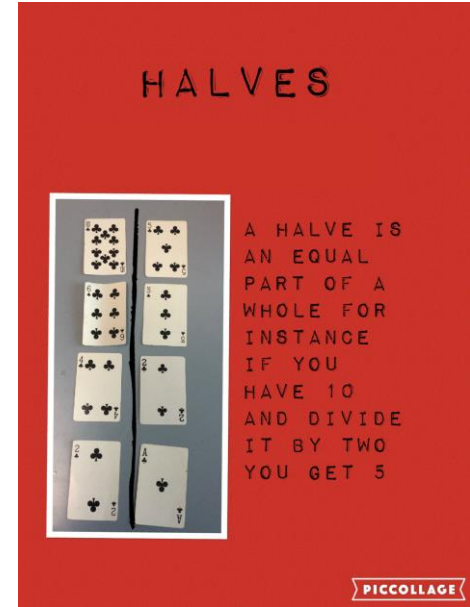
# NEW

Using visuals and concrete materials to show thinking

**Clarity**  
= (success)



Pupil
Annotated image
Video + Voiceover
Self-report E.g. questionnaires/logs/ diaries/journals/rubric/ reflection
Peer Feedback - Gallery critique, knee to knee, group critique



# SPLIT SCREEN

## Knowledge

### 7 English: Writing

I can plan, draft and publish persuasive texts.

7, AS: Students create structured and coherent texts for a range of purposes and audiences.

## Capability

### 7-8 Personal and Social: Self Awareness and Management

I can use strategies to help me cope with challenging tasks.

7-8, AS: Students initiate and undertake some tasks independently, within negotiated timeframes.

Context:

# Researching the health benefits of carrots

Health and PE, Level 7-8

Critical and Creative Thinking, Level 7-8

## Knowledge

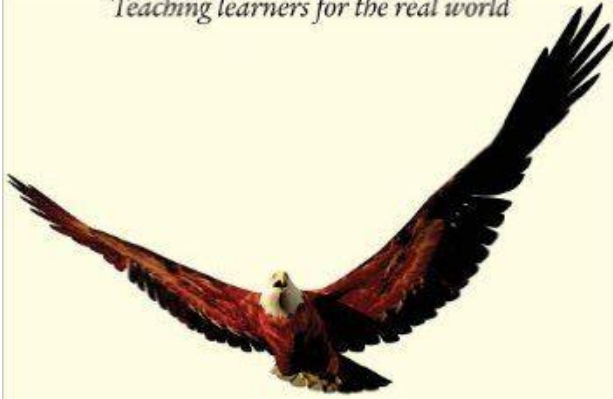
We are learning to question the credibility of health information...

## Capability

*...while we are investigating the need to be sceptical about correlation and cause and effect in arguments.*

# EXPANSIVE EDUCATION

*Teaching learners for the real world*



BILL LUCAS, GUY CLAXTON AND ELLEN SPENCER

“You do not have to sacrifice history and mathematics in order to make time for some nebulous, stand-alone activities called ‘learning to learn’ or ‘thinking skills.’”

**Expansive Education - pg 19. 20**