

## I see, I think, I wonder!

- Can sometimes be superficial
- Careful observation should lead to and influence 'thinking' and 'wondering'
- Group discussion generates ideas, opens up similarities and differences of view and the reasons for them.

## The Es and Os emphasise Understanding as well as knowledge

I can show my developing **understanding** of key values of Christianity and how they might be put into action in people's lives. L1

I **know of actions** I can take to help someone in an emergency. L2

I can **explain** how sound vibrations are carried by waves through air, water and other media. L2

I can **critically assess** the place of processed foods in a healthy balanced diet. L4

Our traditional L and T approaches often don't tell us enough about their thinking. Es and Os encourage approaches with potential to make thinking visible.

Exploring items and photos connected with important individuals or special events in my life Early

Make notes and organise these under suitable headings and use them to create new texts

Contributing to a design or conservation of a wildlife area L2

Work with others to express and communicate ideas, thoughts and feelings



Two huge challenges

- Making thinking visible
- assessing individual progress towards 'secure' learning



## Three quotes

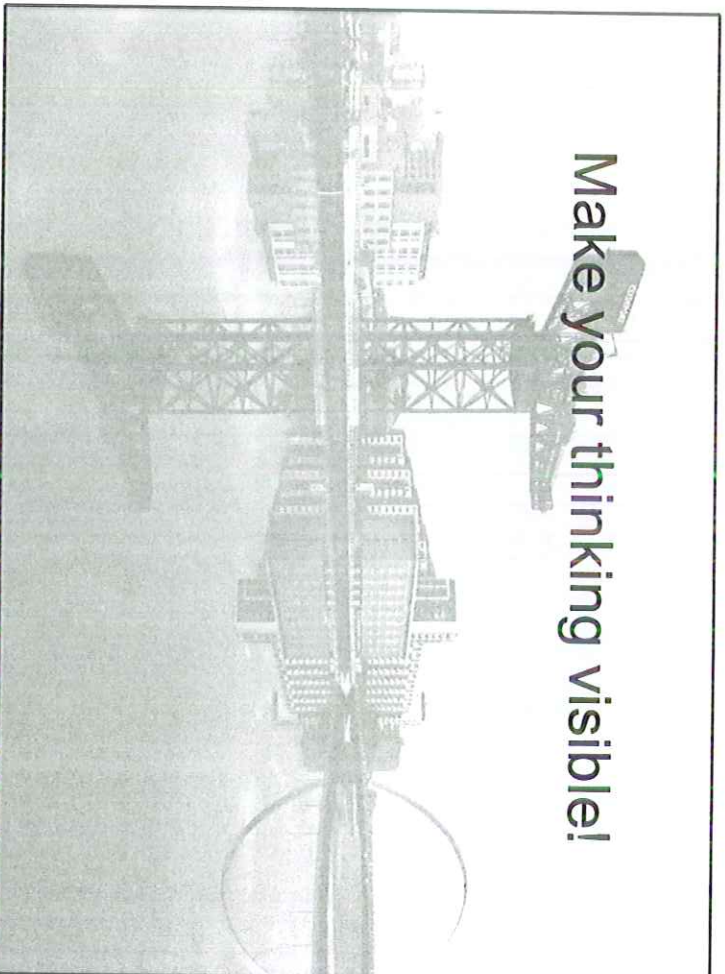
- “Discussion and dialogue are the rarest yet also the most cognitively potent elements in the repertoire of classroom talk. Spoken language is the medium by which much teaching takes place, and in which students demonstrate to teachers much of what they have learned.”

Cadzen C

“Have a little think about what you want to do in your design.... Without talking.”

Modern pedagogy is moving increasingly to the view that the child should be aware of her own thought processes”. Bruner J

## Make your thinking visible!



**Warning: you are entering the  
midden of the mind!**



**We need to see their thinking in  
order to**

- identify growth points, and
- appreciate misunderstandings.