

Creating Thinking Classrooms : Inviting, nurturing and assessing quality thinking



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Your partner in **critical, creative, and collaborative** thinking.

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Create a TC² account

To access resources from our website and to join our mailing list, first go to the **login** page to create an account.

On the login page, click on **Create an account.**

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TC²: Offering the Support You Need to Promote Reconciliation

Thousands of Canadians take part in the 2015 Walk for Reconciliation in Ottawa. TC² works with Indigenous communities to help teachers and students explore reconciliation.

Senator Murray Sinclair tells us that education "holds the key to reconciliation... Knowing what happened will lead to understanding. Understanding leads to respect."

Teachers know that Senator Sinclair is calling on them to play a significant role in reconciliation. Many of them share his sense of urgency and feel inspired to contribute to reconciliation. Yet many also feel a sense of trepidation.

Willing but hesitant

Why do some teachers waver when faced with the challenge of helping students explore reconciliation? Through its interactions with educators across the country, The Critical Thinking Consortium (TC²) has identified several possible reasons for teachers' caution:

- Some feel they didn't know the history well enough to teach it.
- Some aren't sure their resources.
- Some don't know how to deal with the many common assumptions about Canadian history.
- Some don't feel qualified to represent Indigenous views.
- Some were uncertain as to how to help their students contribute to reconciliation in respectful and authentic ways.

Celebrating 25 Years of TC²

A welcome from our executive director, Usha James

Every day, I am grateful.

I am grateful for the legacy left by Roland Case and the founders of The Critical Thinking Consortium (TC²). It was 25 years ago that this small band of educators brilliantly conceived of a rich conceptual framework designed to inspire learners to think critically, creatively, and collaboratively. That same year, they established TC²—a not-for-profit organization intended to bring that framework to life. (Learn more at [Our Mission](#).)

I sense the spirit of those heady days every time I meet with my TC² colleagues. I am so grateful for these wonderful thoughtful, creative educators who exude enthusiasm for their mission to ensure that all learners have the opportunity and support to grow into great thinkers.

(Read more)

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What are your hopes and aspirations for your students?

- What are you noticing about the quality of their thinking this year?
- Despite your best efforts, what have you noticed students generally struggle with in your discipline?
- Which competencies are most important for them to develop?

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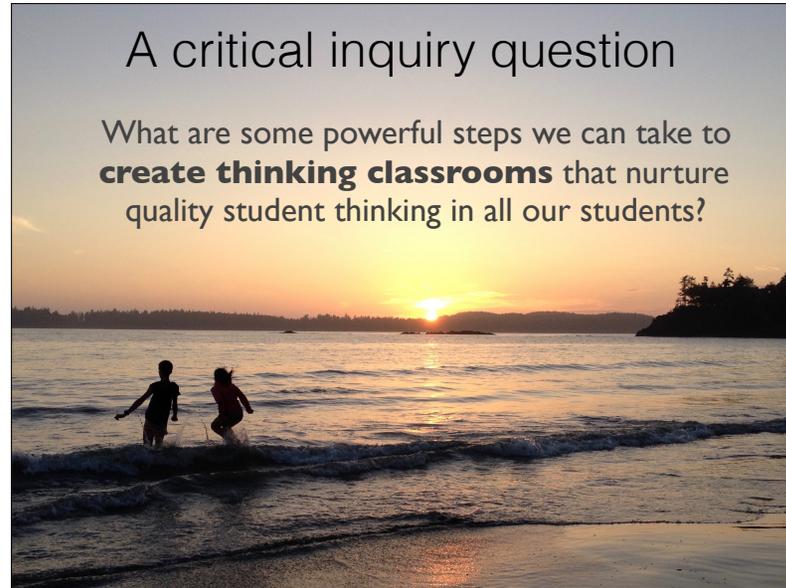
Questions?
Priorities?
Concerns?



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A critical inquiry question

What are some powerful steps we can take to **create thinking classrooms** that nurture quality student thinking in all our students?



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A critical inquiry question

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Today's critical challenge

• 3-2-1

- Select **3** things you learned about today about nurturing thinking that had an impact on you
- Select **2** practical ideas you are planning to try in your classroom next week
- Raise **1** powerful question that you would like to better understand

Start a Thoughtbook:
What are your initial thoughts about this challenge?

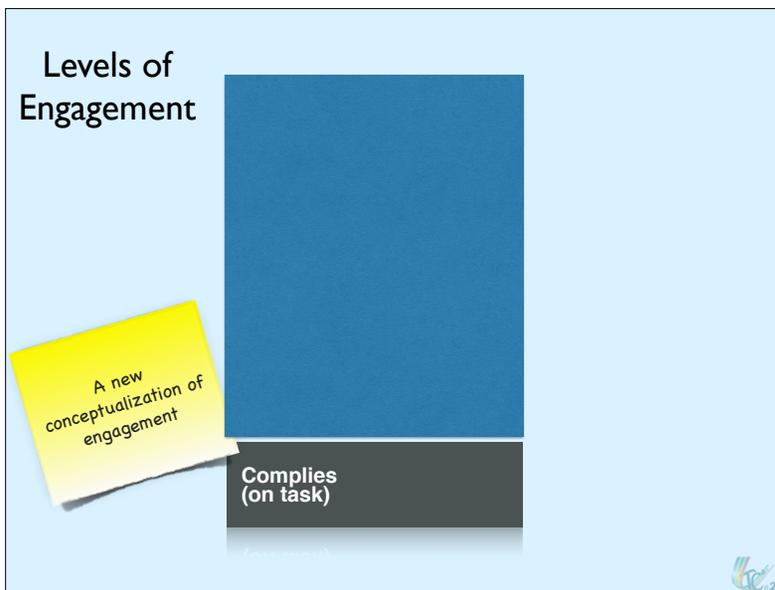


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What do we mean by
ENGAGEMENT?



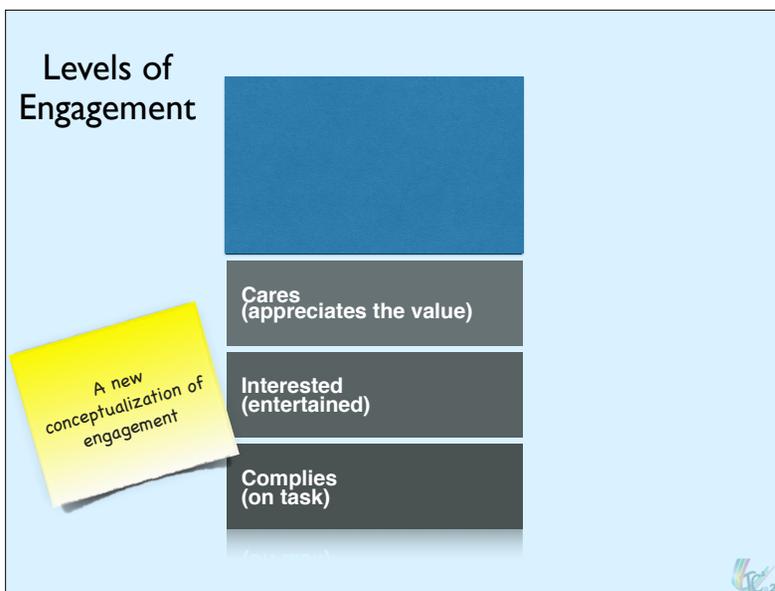
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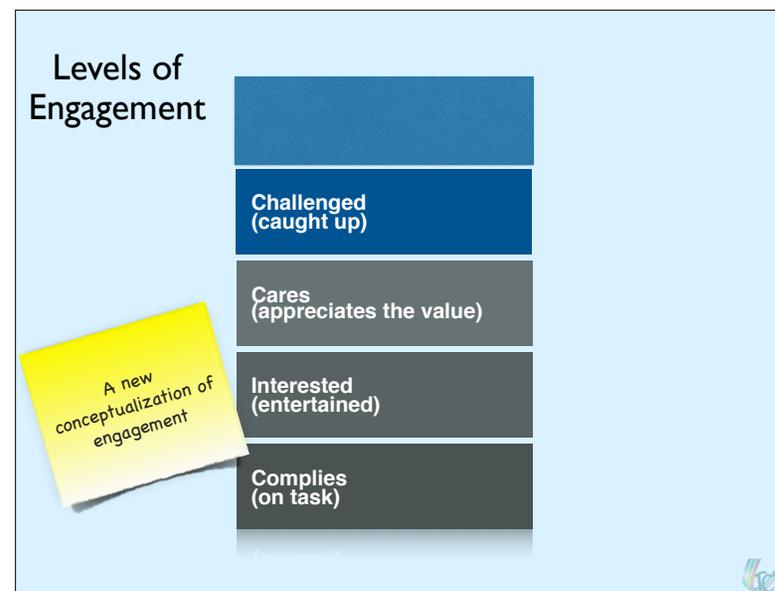
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Levels of Engagement

A new conceptualization of engagement

- Transformed (empowered)
- Challenged (caught up)
- Cares (appreciates the value)
- Interested (entertained)
- Complies (on task)

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Engaged?

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Levels of engagement

Rate the level of engagement of each character:

- Paul
- Roland
- the other students

Not engaged	Level I	Level II	Level III	Level IV	Level V
Non-compliant	Merely complies	Holds interest	Sees the value	Is challenged	Is Transformed
does not complete assigned tasks	does it for external rewards or expectations	is enjoyable or pleasing	is perceived important, useful or personally meaningful	gets caught up by appropriate and meaningful challenges	commitment extends to other aspects of their lives

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Critical thinking

Collaborative thinking

Creative thinking

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What do we mean by
CRITICAL THINKING?

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Will there be a goal?

4 - Highly Likely
3 - Likely
2 - Unlikely
1 - Highly Unlikely



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A Definition of Critical Thinking

TC² defines critical thinking as the thinking through of a **problematic situation** about what to believe or how to act where the thinker makes a **reasoned judgment** that reflects competent use of the **intellectual tools** for quality thinking.

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Revise your
Thoughtbook:
What would you
like to add or
refine?

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How do we assess critical thinking? What should we look for?



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What might I have learned about your thinking?

When we make thinking visible, we are able to fluidly **assess** and then strategically teach the *intellectual tools* needed for quality thinking



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What **intellectual** tools does a good thinker need in your discipline?



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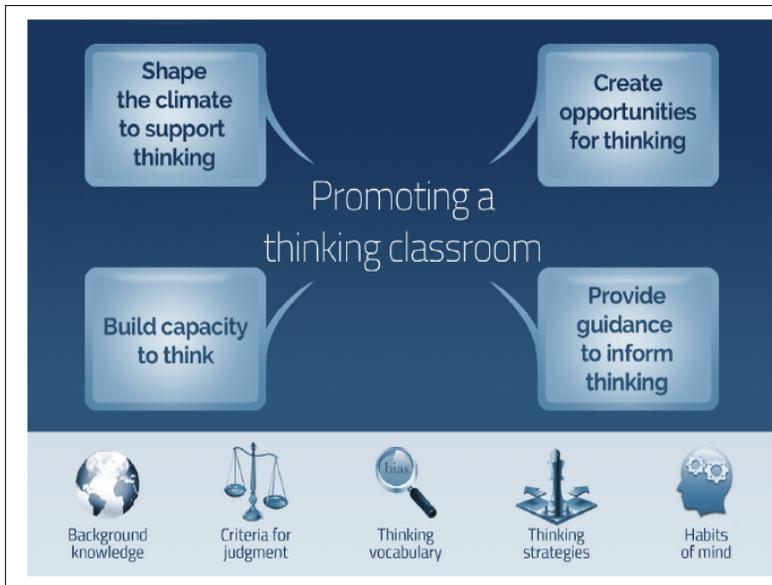
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Share something from your Thoughtbook



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Where can I learn more?

CREATING THINKING CLASSROOMS

Quick Guides to Thinking Classrooms

Building a Community of Thinkers

Framing Critical Inquiry Questions and Tasks

Using Thoughtbooks to Sustain Inquiry

Resources

Lesson, units and courses

Source materials

Professional resources

...and many more resources on our website...

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Stay connected

Thank you!

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