

British Columbia Primary Teachers' Association
of the British Columbia Teachers' Federation

Create Play Imagine Explore Wonder

Teaching for Heart and Mind

Cultivating Emotion in an Ocean of Thinking
Adrienne Gear

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readingpowergear #gearpicks #readingpower #powerfulunderstanding

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Taan's Moons
A Haida Moon Story

Alison Gear
(my big sister!)

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POWERFUL UNDERSTANDING

POWERFUL UNDERSTANDING:
Critical Thinking + Social Emotional

Heart and Mind

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Cultivating Emotion in an Ocean of Thinking

Teaching for Heart and Mind

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Back in the day...

"Extract the facts and give them back!"

➔

WHAT to think...

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The world has changed...our teaching has to change

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Now...

HOW to think...

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The Big Shift...

Content/Knowledge Based Curriculum → Inquiry Based Curriculum

Memorize Facts → Construct Meaning

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Core Competencies

- Communication**
 - Impart and exchange information, experiences and ideas
 - Explore world around them
 - Understand and effectively engage in digital media
- Thinking**
 - Critical and creative thinking skills
 - Meta-cognitive awareness
 - Transform content-related subjects into new understanding
- Personal and Social**
 - Positive personal and cultural identity
 - Personal awareness and responsibility
 - Social awareness and responsibility

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Levels of Understanding


- Literal**
Strategies required: Summary, Re-tell, recount, main idea,
- Interactive**
Strategies required: Connect, Question, Visualize, Infer
- Extended**
Strategies required: Transform, Synthesize, Re-think

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What? So What?

WHAT? Here's what the text says so far...	SO WHAT? Here's what I'm thinking...
<ul style="list-style-type: none"> • Starfish arms grow back if they get cut off. • Process called "re-generation" 	<ul style="list-style-type: none"> • How long does it take for the arm to grow back? • Does it only happen once for each leg and then they're out of luck? • That reminds me of worms cuz when you cut them in half they grow again.

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STRETCH
—YOUR—
THINKING!


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What? So What? Now What?

WHAT? Here's what the text says so far...	SO WHAT? Here's what I'm thinking...	NOW WHAT? Here's what I'm thinking now that I hadn't thought of before...
<ul style="list-style-type: none"> • Starfish arms grow back if they get cut off. • Process called "re-generation" 	<ul style="list-style-type: none"> • How long does it take for the arm to grow back? • Does it only happen once for each leg and then they're out of luck? • That reminds me of worms cuz when you cut them in half they grow again. 	<ul style="list-style-type: none"> • Too bad that doesn't happen to soldiers. If it did, I bet soldiers wouldn't be so scared to go to war.

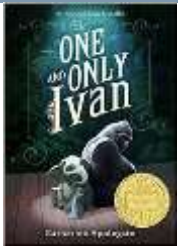

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Different Levels of Thinking

What?	So What?	Now What?
 <p>Literal</p> <p>Main Idea Summary</p>	 <p>Interactive</p> <p>Connect Visualize Question Infer</p>	 <p>Integrated</p> <p>Transform Synthesize</p>

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Please read this book! Before you see the movie!

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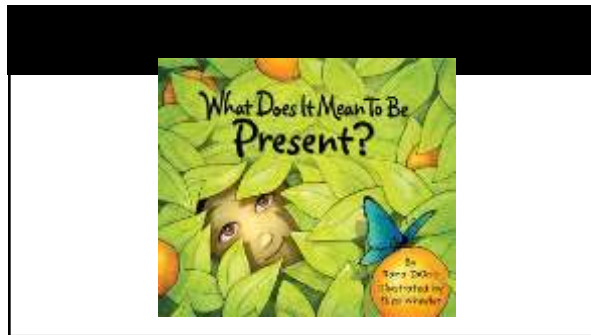
Transform - "One Word" activity

present

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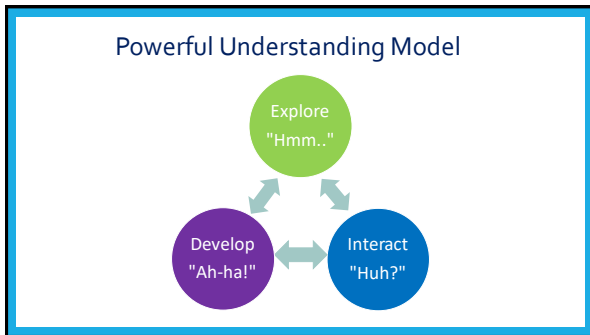
CRITICAL THINKING

What does it look like?

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What does thinking look like when you are reading?

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What does thinking SOUND like?

- Create a "common language" for thinking about and talking about reading
- Everyone one your staff uses the same language to talk about comprehension

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Essential Teacher Modelling

Show your thinking!
 Read aloud – Think aloud
 "This reminds me of..."
 "I'm wondering about..."

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Constructing Thinking through Oral Language!

TTYN!

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Don't judge the think by the ink!

LEAN IN
LISTEN

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Learning vs. Understanding

LITERAL Re-tell	EXTENDED Re-think
"Wolves are social animals. They spend much of their time hunting, eating, sleeping and travelling in packs. A wolf pack is an essential part of a wolf's survival."	"So I started to think a lot about wolf packs. How they do everything together like hunting and eating and sleeping and they always seem to get along. So then I started thinking about humans and how we don't always seem to get along when we are in a group. Sometimes people argue and maybe some might be mean. And so I wondered why we just can't get along like wolves"


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What does "Deep Thinking" sound like?


LITERAL Re-tell	EXTENDED Re-think
"Insects have six legs, three body parts, antennae; some have wings and some have compound eyes."	"So I used to think insects were yucky! Like my mom always screams when she sees a spider in the bathtub. So does my dad. So like then we learned about how insects actually help us – like some dig tunnels and some make honey and some eat other insects so plants can grow. So in the end, insects are good for the world. Go tell your mom."

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Cultivating Emotion in an Ocean of Thinking



Teaching for Heart



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The world has changed...our teaching has to change



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HOW IS THIS CHANGING OUR CHILDREN?

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SELF

OTHERS

WORLD

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First Peoples Principles of Learning



"Learning requires exploration of one's identity." SELF

"Learning involves the consequences of one's actions." OTHERS

"Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" WORLD

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Social – Emotional Learning (SEL)

Education is no longer solely about intellectual competencies:

"To achieve our educational goals, we need to promote social emotional literacy as well the three "R"s. The purpose of education is to enable children to be life-long learners and effective citizens."

(Jonathan Cohen, 2001. Director of the Program for Social and Emotional Learning at Teachers College, Columbia University.)

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Jack Ma – founder of Alibaba Group

2018 World Economic Forum – Asked about education:

Stressed the importance of moving away from knowledge-based education and teaching our students "soft skills" – skills that make us unique from computers.

- Values
- Believing
- Independent thinking
- Teamwork
- Caring for others

<https://www.facebook.com/wef/economicforum/asked-about-education-1427/>

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MIRROR
"SELF"

WINDOW
"OTHERS"

SATELLITE
"WORLD"

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Understanding SELF

- My Name
- Celebrate Me
- My Family
- My Culture
- My Moral Compass
- My Feelings
- My Hopes and Dreams

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Understanding OTHERS

- Friends
- Friendship Fix
- Diversity
- Kindness
- Empathy
- My Social Footprint
- My Local Community

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Understanding the WORLD

- Global Citizenship
- Global Justice
- Global Education
- Global Footprint
- Peace
- Privilege and Poverty

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Explore...

Explore
"Hmm..."

Who Am I?

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Who Am I?

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Lesson 1 Explore: My Name

My Name

- What is the story of my name?
- What does my name mean?
- How does my name connect to my identity?

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MY NAME – Anchor Books

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MY NAME IS NOT REFUGEE

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Interact
"Huh?"

48

Develop

What are you thinking about your name that you hadn't thought about before? How has your thinking stretched?

Develop "Ah-ha!"

"So I didn't really know about my name – it was just like – you know – what people called me. But now I know that my mom named me after her sister who died when she was really little. Now I know that I'm named after my Auntie who died... which is kind of sad that I never met her but like I feel happy that I get to have her name, like my auntie is part of me. I never really thought about names too much but now I think I like mine better because I know the story."

- Gr. 3 student

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CELEBRATE ME! ANCHOR BOOKS

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REMARKABLY YOU
Pat Zietlow Miller

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THE PROUDEST BLUE

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I HAVE...I AM...I CAN!

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Develop

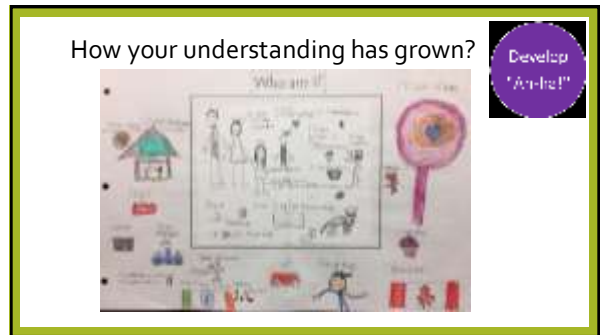
Develop "Ah-ha!"

I had never really thought I was handsome but I'm actually handsome. My nose is still crooked but I'm the only one in the class with a crooked nose. Well, Ms. Gear's nose is kind of big and bumpy. My nose is crooked just like my grandpa. And also I'm also the only one who can walk on stilts. Who am I? I'm a handsome kid with a crooked nose who can walk on stilts!

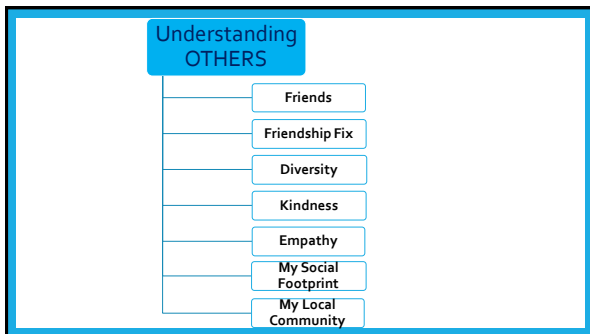
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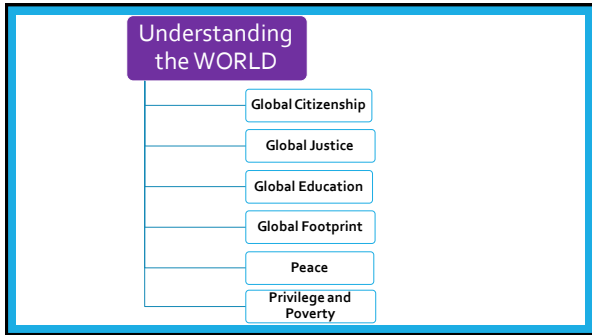
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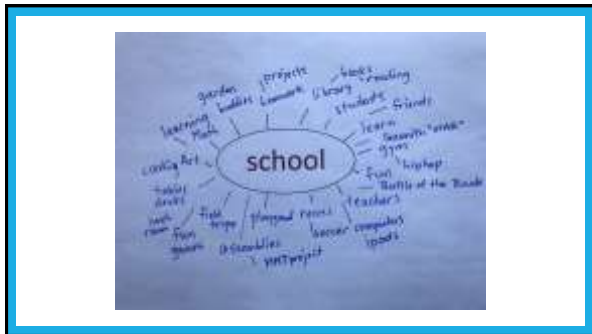
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One Word Activity....

connection, image, feeling

school

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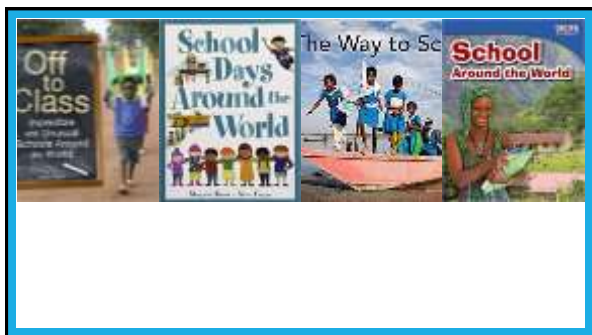


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My School, Your School

My School
My school is in _____
I get to school by _____
In my classroom, we have _____
In my school, we have _____
In my school, we have about _____
In my school, we eat in _____
In my school, we _____
A special thing about our school is _____
Thank my school

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My School, Your School

My School	Your School
My school is _____	Your school is _____
I get to learn _____	I get to learn _____
In my classroom, we have _____	In my classroom, you have _____
In my school, we have _____	In your school, you have _____
In my school, we learn about _____	In your school, you learn about _____
In my school, we eat in _____	In your school, you eat in _____
In my school, we _____	In your school, you _____
A special thing about our school is _____	A special thing about our school is _____
This is my school	This is your school

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“When educating the minds of our youth, we must not forget to educate their hearts.”

Desha Lewis

TEACHING FOR HEART

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“Intelligence plus character - that is the true goal of education.”

Martin Luther King Jr.
Jan. 15, 1929 - April 4, 1968

TEACHING FOR HEART

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Educating the mind without educating the heart is no education at all.

- Aristotle

TEACHING FOR HEART


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A Successful Keynote

- A catchy title
- Don't try to sell or promote a product, yourself or anyone else
- Be Personal – share a few personal stories to connect with your audience BUT don't make it all about you!
- Be funny but not corny
- Be Brief – make only 1-2 key points and stick to them!
- Keep your eye on the clock! Best to leave them wanting more than looking at their phones and checking the clock.
- Be practical – provide at least one “take away”
- Above all – **INSPIRE your audience!**

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*"If you are teaching and not learning,
You are not teaching."*



- Frank McCourt
"Teacher Man"

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Thank you!

Enjoy the rest of
your day!



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