



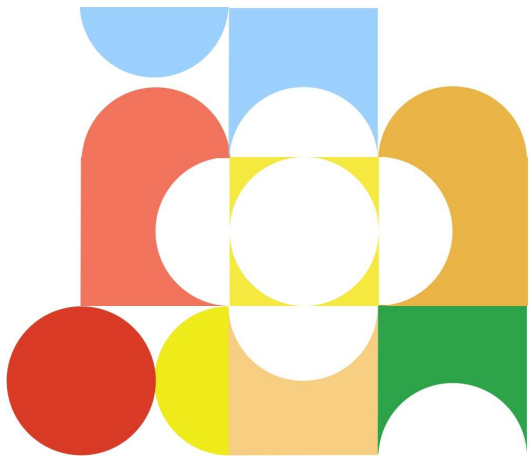
## 第26回 教育研究講座

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考える文化を  
つくる



大人たち

子どもたち

考える文化、組織をつくるには



Thoughtlessness

vs



Thoughtfulness

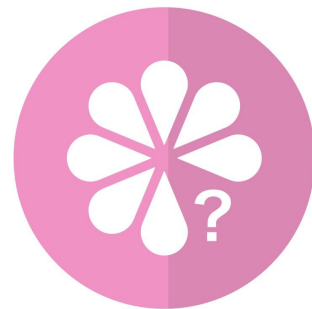
理解を確認するためには定期的に小テストをすることが必要。

中間、期末試験は子どもたちの理解度、習熟度を測るために必要。

合格点が取れなかったら追試が必要。

成果物、ノート、発言などを「平常点」として成績に加点することは子どもの努力を認めるために必要。

副教材、資料集、問題集は指導内容の理解・習熟のために必要。





☐ Thoughtlessness    ☐ Thoughtfulness

*“thoughtful people ponder the meaning of what they learn and the consequences of what they do. ”*

Grant Wiggins (2013) *Thinking about a lack of thinking*



*“what’s the best use of precious class time, given the desired outcomes and the nature of learning?”*

Grant Wiggins (2013)  
*Thinking about a lack of thinking*





*"In most school settings, **educators have focused more on the completion of work and assignments than on a true development of understanding.** Although this work can, if designed well, help to foster understanding, more often than not its focus is on the replication of skills and knowledge, some new and some old. Classrooms are too often places of "tell and practice." The teacher tells the students what is important to know or do and then has them practice that skill or knowledge. In such classrooms, little thinking is happening. Teachers in such classrooms are rightly stumped when asked to identify the kinds of thinking they want students to do because there isn't any to be found in much of the work they give students. **Retention of information through rote practice isn't learning; it is training.**"*

Ron Ritchhart (2015) *Create Cultures of Thinking*





*Focusing students on the*

*vs. the*

*Teaching*

*vs.*

*Encouraging*

*vs.*

*Promoting*

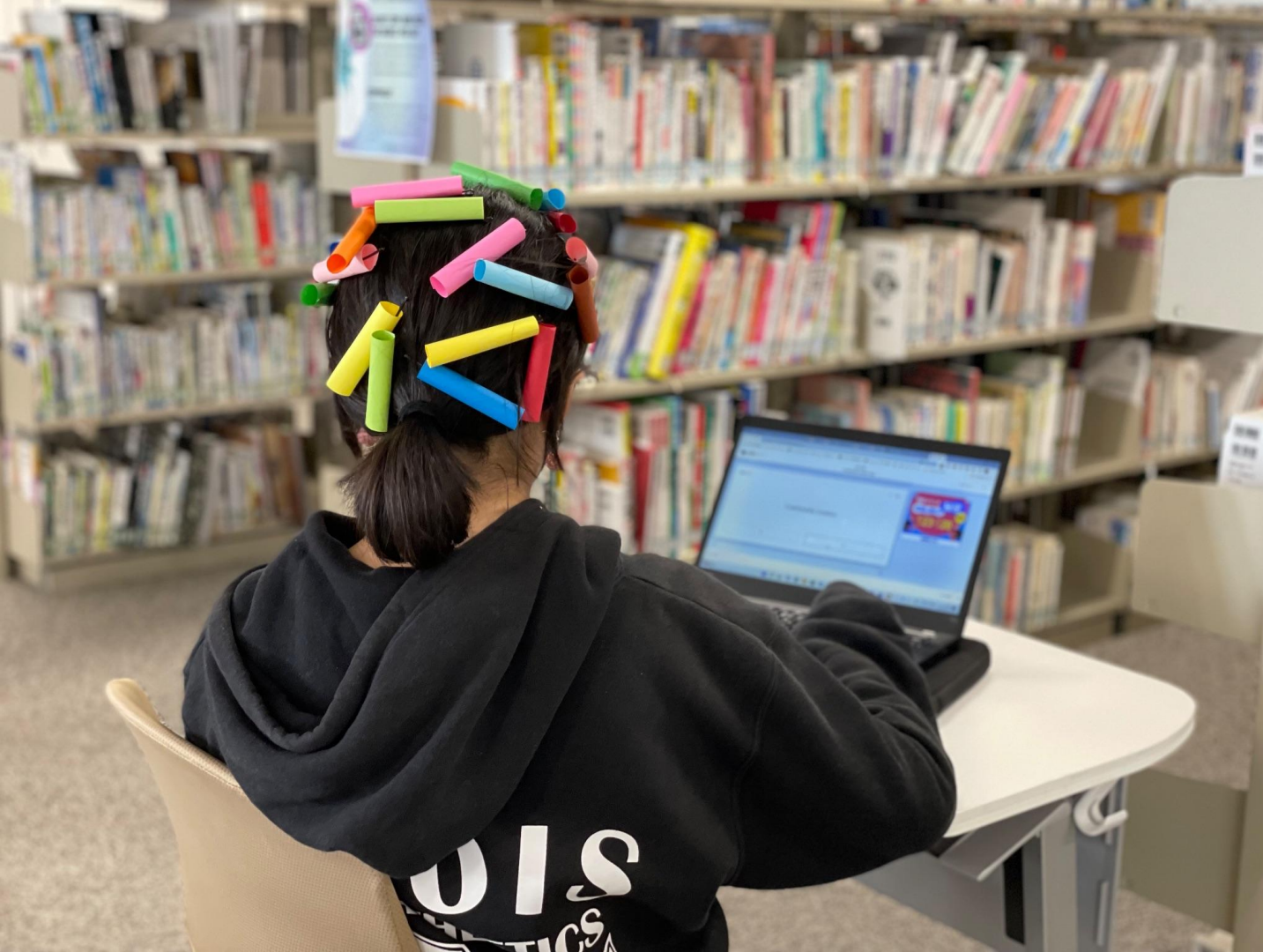
*vs.*

*Developing*

*vs.*

*mindset*

Ron Ritchhart (2015) *Create Cultures of Thinking*



考える文化を  
つくる



## 1 The Sciences of Learning



Growth Mindset



Linking new knowledge to prior knowledge



Social-Emotional skills



Neuroscience and diversity





2 Inside Out



*We began to realise that if we wanted to change the situation, we first had to change ourselves. And to change ourselves effectively, we first had to change our perceptions.*

状況を変えたいなら、自分自身を変える必要があることに気づきました。そして、自分自身を効果的に変えるには、まず、私たちの認識を変えることです。

Stephen Covey (1989) *The 7 Habits of Highly Effective People*



*If you want to improve a school system, before you change the rules, you must look first to the ways that people think and interact together. Otherwise, the new policies and organisational structure will simply fade away, and the organisation will revert, over time, to the way it was before.*

学校のシステムを改善したいのなら、ルールを変える前に、まず人々の考え方や関わり方に目を向けなければなりません。そうでなければ、新しい政策や組織構造は、単に風化してしまい 組織は時間の経過とともに以前の状態に逆戻りすることになります。

Peter Senge (2012) *Schools That Learn*

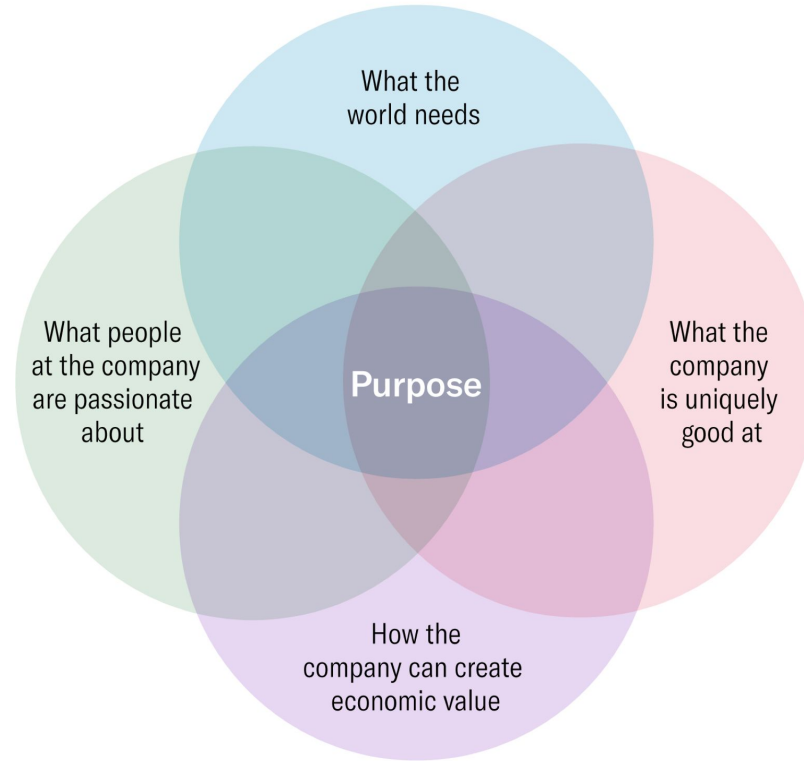


3 Purpose



# Looking for Your Company's Purpose

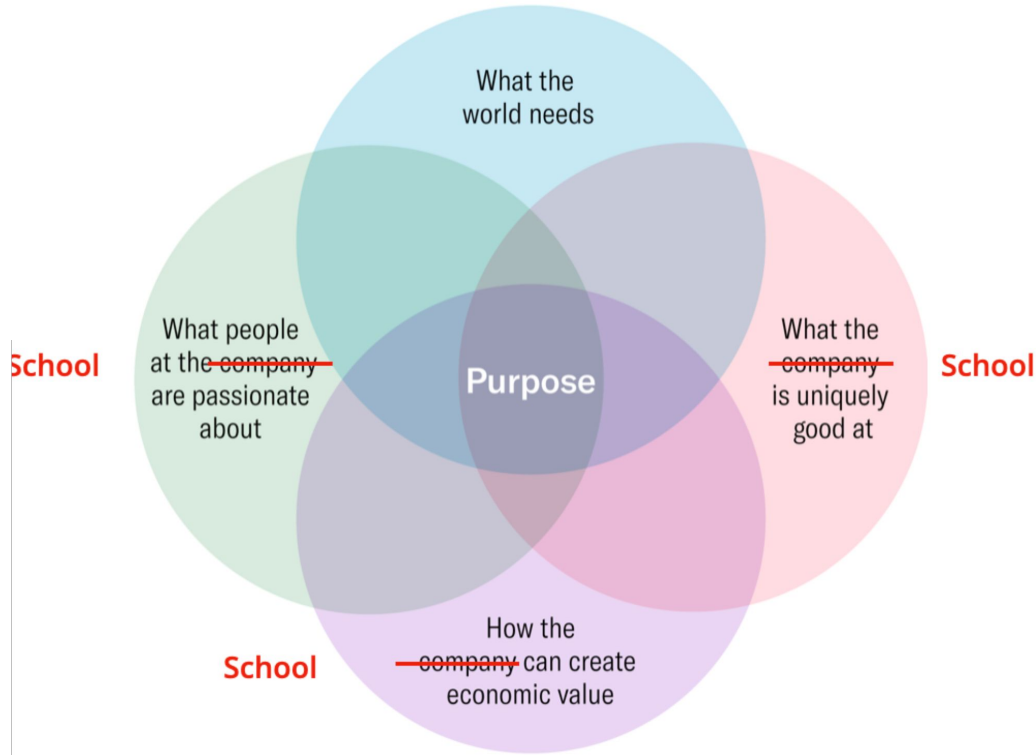
It lies at the intersection of these four circles.



# Looking for Your ~~Company's~~ Purpose

School's

It lies at the intersection of these four circles.





## Appendix H. The Development of a Culture of Thinking in My Classroom

### Self-Assessment

Imagine that someone were to stop into your classroom on any random day or at any time. How likely would this visitor be to notice each of the following actions described here? For each statement, assign a rating between 5 and 1 using the following scale:

5 = Hard to miss it

4 = Highly likely to notice

3 = Hit or miss depending on the circumstances

2 = Not very likely to notice

1 = I doubt anyone would notice

Developed by S. Brooks & R. Ritchhart, 2012. Reproduced from *Creating Cultures of Thinking* by Ron Ritchhart. Copyright © 2015 by Ron Ritchhart. Reproduced by permission.

EXPECTATIONS	Rating



1. I make a conscious effort to communicate to students that my classroom is a place in which thinking is valued.	
2. I establish a set of expectations for learning and thinking with my students in a similar way that I establish behavioral expectations.	
3. I stress that thinking and learning, as opposed to "completion of work," are the outcomes of our class activity.	
4. "Developing understanding," as opposed to knowledge acquisition only, is the goal of classroom activity and lessons.	
5. Student independence is being actively cultivated so that students are not dependent on me to answer all questions and direct all activity.	



LANGUAGE	Rating
1. I make a conscious effort to use the language of thinking in my teaching, discussing with students the sort of thinking moves required by such verbs as	





## The Development of a Culture of Thinking in My Classroom

EXPECTATIONS Rating

LANGUAGE Rating

TIME Rating

MODELLING Rating

OPPORTUNITIES Rating

ROUTINES Rating

INTERACTIONS Rating

ENVIRONMENT Rating





## The Development of a Culture of Thinking in My Classroom

### EXPECTATIONS Rating

4. “Developing understanding,” as opposed to knowledge acquisition only, is the goal of classroom activity and lessons.

### LANGUAGE Rating

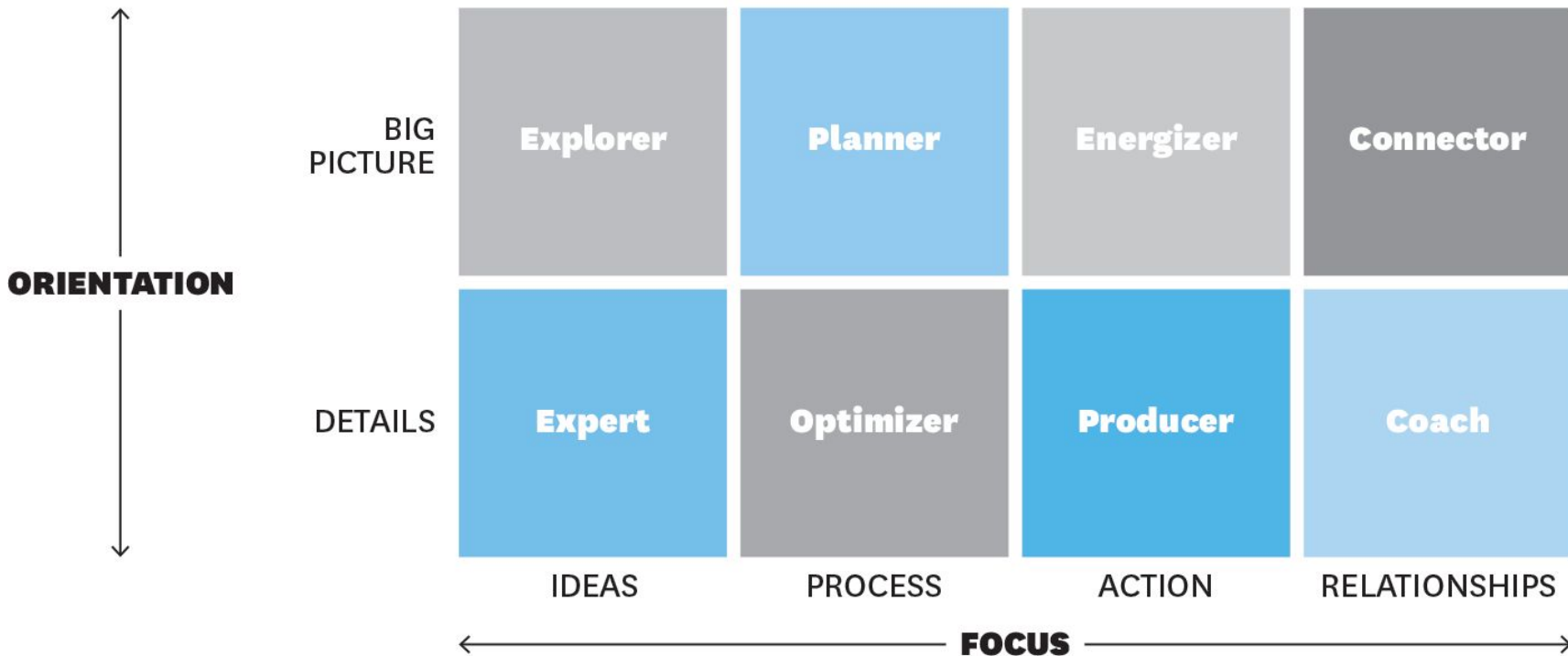
1. I make a conscious effort to use the language of thinking in my teaching, discussing with students the sort of thinking moves required by such verbs as “elaborate,” “evaluate,” “justify,” “contrast,” “explain,” and so on.

### TIME Rating

5. I monitor the amount of time I talk so as not to dominate the classroom conversation.

# What's Your Workplace Thinking Style?

First, choose your usual area of focus. Then match that to whether you tend to consider the big-picture view or the details.





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リトリート

2023年3月25, 26日

