Te Rito Maioha Conference 2018

Enabling children to go beyond the horizon—a Lateral thinking workshop

Pauline Bishop
Wiremu Sarich said “problem solve together facing each other in a game...children need to arrive at Primary school with an open–mind and a open heart”. Helen Hedges said “support the enquiry, pose problems, feed the enquiry. Teachers need to be more analytic about children’s interests”.

ECE innovation: Curriculum for today and tomorrow
Session overview:
Aim: to consider ways of thinking that support children to “thrive beyond the horizon”
Intro–choose an item–what does it say about you.

- Whakatauki (Ministry of Education, 2004, p. 2)
- Draw pictures
- Look at the difference between vertical and lateral thinking
- Watch some videos
- Discuss Metacognition – early childhood convention story
- PMI What knowledge, skills, attributes & dispositions do children need to be successful?
E Tipu e Rea

nā Hirini Melbourne translated by Mere Skerret-White

Moe mai rā e te hua
I tò moenga pai
Kaua rā e tahuri
Taupoki ki roto i tò papanarua
Kia mahana ai

Sleep my loved one in your comfortable bed.
Don’t be restless.
Snuggle up safe and sound in your duvet so that you are warm.

Ka tò te marama e tiaho nei
Ka hì ake ko te rā
Kei tua o te pae

When the translucent rays of the moon disappear,
a new day dawns with the rising of the sun beyond the horizon.

Tipu kè ake koe
Me he horoeka
Torotika ki te rā
Whàia te màramatanga
O te hinengaro
O te wairua

So too does the cycle of life continue.
Grow up strong and gracious, just like the proud horoeka tree,
confident and free.
Seek out the secrets of the hidden well–spring of your mind and know the sounds and dreams of your spirit.

Kia puàwai koe ki te ao Ka kitea à painga

So you shall blossom into the world, and the world in turn is transformed.
### The difference between vertical and lateral thinking (de Bono, 1970)

<table>
<thead>
<tr>
<th>Vertical</th>
<th>Lateral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selective</td>
<td>Generative</td>
</tr>
<tr>
<td>Sequential</td>
<td>Make jumps</td>
</tr>
<tr>
<td>Analytical</td>
<td>Provocative</td>
</tr>
<tr>
<td>Correct at every step</td>
<td>Not correct until the end</td>
</tr>
<tr>
<td>Uses negatives to block pathway</td>
<td>No negatives</td>
</tr>
<tr>
<td>Concentrates, excludes irrelevant</td>
<td>Welcomes chance intrusions</td>
</tr>
<tr>
<td>Categories, classification, labels are fixed</td>
<td>Not fixed, no categories, no labels</td>
</tr>
<tr>
<td>Follows most likely path</td>
<td>Follows least likely explored</td>
</tr>
<tr>
<td>Finite process</td>
<td>Infinite process</td>
</tr>
<tr>
<td>Uses info in its meaning</td>
<td>Uses info for effect to set off new ideas</td>
</tr>
<tr>
<td>Chooses</td>
<td>Changes</td>
</tr>
<tr>
<td>Self seeking closed</td>
<td>open</td>
</tr>
</tbody>
</table>

#### Diagrams:

**Refinement**
- Best solution miss
- Solution is missed

**Exploration**
- Many alternate solutions explored
- Refine from here
Edward de Bono—discusses lateral thinking (2008)

https://www.youtube.com/watch?v=Nb9Oe83ruUw

"My one ambition is that around the world there should be a few more young people who come to say, 'I am a thinker.' I would be even more pleased if some of them were to go further and say: 'I am a thinker, and I enjoy thinking.'"

(Dr. Edward de Bono)
The jobs we’ll lose to machines and the ones we won’t. Anthony Goldbloom, (2016)

https://www.ted.com/talks/anthony_goldbloom_the_jobs_we_ll_lose_to_machines_and_the.ones_we_won_t
Enabling children is part of the culture of respect. When we enable children we allow them to make choices (real choices), we support their decision making and problem solving skills, we support them to think. These skills are vital for their ability in the future of addressing challenges and going beyond anything we can teach them.
children will be living in a world that today we cannot imagine. How do we send them into it with the best possible knowledge, skills and attitudes so that they can thrive?
The Graduating Teacher Standards (Education Council, 2015). (GTS S2)

“Standard Two: Graduating Teachers know about learners and how they learn c. know how to develop metacognitive strategies of diverse learners”.

“Thinking about thinking”

Early Childhood Convention story
PMI – children thinking: What knowledge, skills, attributes & dispositions do children need to be successful?

- Pluses

- Minuses

- Interesting

- Break into groups: discuss what you do—Feedback

Where to from here?
Centres need an intellectual climate of thinking
Ideas not their interests
Explore children’s thinking not their chatter
Investigate children’s theories not their behaviour
Know what you want to teach
Explore ideas not activities
Slow down the pedagogy so children can swim in the deep end of content
References


