Heart, Hand and Mind
Middle School students powerfully present using ICT.

Ann Langman
Identity  
Diversity  
Respect  
Friendship  
Enjoyment  

Working together to learn for now and the future in a challenging, diverse and nurturing environment.
Heart - something passionate about

Hand - something you can do

Mind - something you know

What HoMs did you use for research?

or

What HoMs are shown by people researched?
Persistence  Applying past knowledge
Taking Responsible Metacognition
Risks Questioning & Problem posing
Managing impulsivity Thinking Interdependently
Thinking Interdependently
Communicating with Listening With
Clarity & Precision Understanding & Empathy
Striving for Accuracy & Thinking Flexibly
Precision Creating, Imagining & Innovating
Open to Continuous Responding with Wonderment &
Learning Awe
Gathering Data through all Finding Humour
Senses
Parent Information Night

- Principal outlines purpose and what is involved for students and their families

- Students from previous years come and share

- Parents from previous years share their perspectives
Part One  - Letter Writing - 2 lessons
• Letter of Introduction to the RTA panel
• Letter of invitation to a community person

Part Two  - Research and Preparation - 5 weeks
• Choose topic(s) under the headings of Heart, Hand and Mind
• Plan & carry out research
• Choose resources

Part Three - Oral Presentation - 45 minutes
• Present research to a panel
• Ensure all resources are organised in advance
• Assessment with panel using grid
• Builds a culture that values interests, achievements & life experiences of students

• Supports students to have ownership of and responsibility for their learning

• Empowers students to be at the centre of their learning

• Supports the school’s commitment to improving students’ literacy skills

• Actively involves students and their families in the learning and assessment process
• Makes explicit the philosophy of the Habits of Mind

• Provides a formal process for authentic assessment that challenges students’ thinking

• Uses assessment processes that reflect the learning and assessment beliefs in SACSA

• Celebrates the connections between school and home learning

• Begins preparing students for the world of work
Learning Links

Links to Literacy

• Reading
• Viewing
• Writing
• Listening
• Speaking
• Editing
• Critical reflection
• Visual Literacies

Links to Numeracy

• Spatial awareness
• Understanding of time
• Navigation of the screen
• Take students beyond the classroom textbook and the teacher to navigate the world

• Optimise opportunities for students to use a variety of ways to express thoughts and emotions visually for example the interactive white board

• Link and connect just in time learning

• Any place and any time

• In many ways and directions

• With anyone, with many links and with many connections
• Trust + negotiated guidelines = responsibility

• Ideas generated + open adolescent minds = engagement in planning process

• Sharing skills + knowledge = peer learning

• Shared decision making + acceptance = valued process

• Flexible thinking + critical reflection = self knowledge

• Coming together + completion = finished product of excellence
• Sharing past experiences

• Teaching for thinking to empower students to apply past knowledge to new situations

• Teaching skills for thinking explicitly

• Facilitating students to recognise links

• Integrating so learning connects

• Ensuring learning is coherent and transforming
Organisation
Subject Knowledge
Communicating with clarity & precision
Creativity

Presentation
Heart, Hand & Mind
Habits of Mind
Panel Letter

Competency Rubric
Characteristics

Value ideas by remaining open to continuous learning and respond with wonderment and awe

Explore options by thinking flexibly

Embrace ambiguity by thinking flexibly

Celebrate the offbeat by creating, imagining and innovating

Connect the unconnected by applying past knowledge to new situations

Don’t fear failure by taking responsible risks
For creative behaviour to occur and to continue to occur there must be ample opportunity for one thing to lead to another, and to do something with the information encountered.

Torrance 1979
<table>
<thead>
<tr>
<th>Star Wars</th>
<th>My Sister</th>
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<tr>
<td>Nordic Mythology</td>
<td>Dress Design</td>
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<tr>
<td>Croatia</td>
<td>Religion</td>
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<td>Magic Tricks</td>
<td>Japanese Anime</td>
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<td>Quidditch from Harry Potter</td>
<td>Olympics</td>
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<td>Adelaide Central Market</td>
<td>Victor Harbor</td>
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<td>Cooking</td>
<td>Sport</td>
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<td>Ireland</td>
<td>Music</td>
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<td>Lego</td>
<td>Pets</td>
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Connections

Essential Learnings

Interdependence

Identity

Key Competencies

Thinking

Collecting, analysing & organising information
Planning & organising activities
Using mathematical ideas & techniques

Communication

Communicating ideas & information

Futures

Using technology; solving problems
Connections with the past, present and future

Construction of knowledge

Clarity of thought

Clarification

Complexity

Commitment

Continuity

Critical reflection

Celebration
Creativity
Communication
Cooperation
Collaboration
Caring
Choices
Conflict resolution
Compromise
Consensus
Challenge
A habit is a cable.

We weave a thread, and at last we cannot break it.

This is how the brain becomes habituated.

Learning is caught not taught.
In the last 3 years of my time at Grange I have been introduced to the concept of learning devised by an American man named Art Costa.

It teaches that things are not either right or wrong, but it is your attitude that changes the way you view things.

I have used all these Habits of Mind in the time I have been here, but I didn’t really realise it until Year 6.

All through my 6/7 years I have come to use the HoMS as a second language, a pathway to success.
Keep your **words** positive because your words become your **actions**.

Keep your **thoughts** positive because your thoughts become your **words**.

Keep your **actions** positive because your actions become your **habits**.

Keep your **habits** positive because your habits become your **values**.

Keep your **values** positive because your values become your **destiny**.
Ros Maio - Principal of Grange Schools

Maria Turci - Grange Network Manager

Sue Woolford - ICT Coordinator

Annabel Howard - Lockleys North Primary

Commander Australia Ltd for the use of an interactive whiteboard

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