

The right.....

to develop critical and creative

thinking skills.....



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QAGTC May 25 2024



CONVENTION ON THE RIGHTS OF THE CHILD

1 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE, SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY
8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION
15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED
22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION
29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING
36 36	37 37	38 38	39 39	40 40	41 41	42 42





Every right,
for

every
CHILD



The Convention's four core principles:

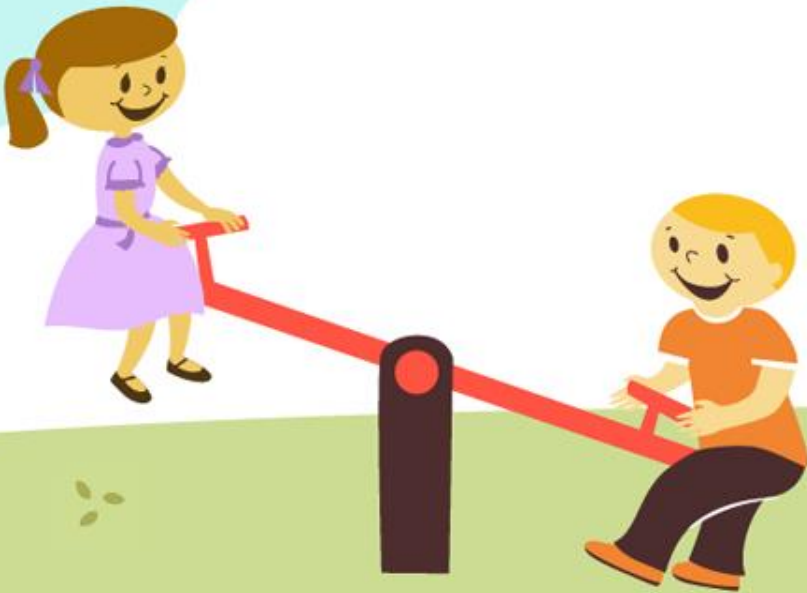
- non-discrimination;
- the best interests of the child;
- the right to life, survival and development of the child to the **maximum extent possible**;
- and the right of children to **express their views** in all matters affecting them and for their **views to be given due weight** in accordance with their age and maturity

The Convention on the Rights of the Child (CRC)

“Education should help the development of a child's personality, talents and physical abilities so they can reach their full potential.”

Article #29 UNCRC

<https://www.qfcc.qld.gov.au/child-rights/>



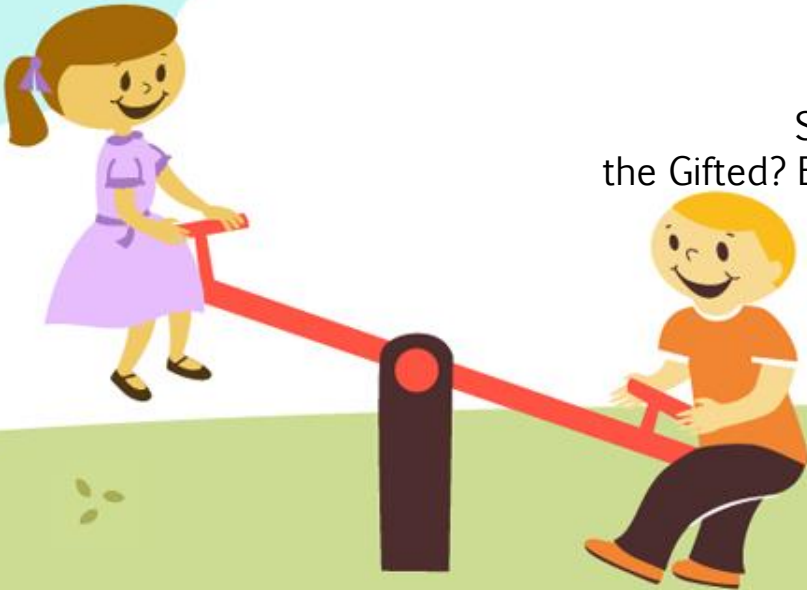
From “Needs” to “Rights”

The legislative shift within Scotland from a “needs-based” model to a “rights-based” model, coupled with an inclusive approach to education for all, has important implications and provides potential opportunities for gifted young people.

Sutherland, M., & Stack, N. (2014). Ability as an additional support need: Scotland's inclusive approach to gifted education. *CEPS Journal*, 4(3), 73-87.

“.....which affirms the rights of gifted pupils to appropriate education.” p5

Sutherland, M.; Reid, C. (2023). A Small Country with Big Ambitions: Does This Include the Gifted? *Educ.Sci.* 13, 832. <https://doi.org/10.3390/educsci13080832>



SNAP

Rights Based Approach

This approach is built on a suite of international legislation such as the

- UN Convention on the Rights of the Child (1989);
- The Salamanca Statement and Framework for Action on Special Education (1994),
- Education for All, Jomtien (1990)
- The Dakar Framework for Action (2000).

2004

Additional Support for Learning (Scotland) Act: A move away from deficit approach to one that considered a range of factors that could lead to a young person requiring additional support for learning, including being gifted.

Sutherland, M. (2011). Highly able pupils in Scotland: Making a curriculum change count. *Zbornik Instituta za pedagoska istrazivanja*, 43(2), 195-207.

Sutherland, M.; Reid, C. (2023). A Small Country with Big Ambitions: Does This Include the Gifted? *Educ.Sci.* 13, 832.
<https://doi.org/10.3390/educsci13080832>

Background to Inclusive Education

“**Inclusive education**” was adopted at the World Conference on Special Needs Education (SNE) as a principle in addressing the learning needs of various disadvantaged, marginalised and excluded groups. (1994)

*This included children with disabilities and **gifted children**, street and working children, children from ethnic minorities, refugee children and other marginalised or disadvantaged children.*

Rieser, R. (2012). *Implementing inclusive education: a Commonwealth guide to implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities*. Commonwealth Secretariat.p179



Inclusive Education-needs and deficit view

However, “.....inclusive education, with its roots in social justice and rights, has understandably caused tensions within a system concerned with **needs**.”

“One weakness of this inclusive approach to high ability, or any other label for that matter, is that by subsuming learners into generic discussions about learning and teaching there is a potential to overlook particular requirements that certain learners may have.” P 85

Sutherland, M., & Stack, N. (2014). Ability as an additional support need: Scotland's inclusive approach to gifted education. *CEPS Journal*, 4(3), 73-87. p 84



Challenging the deficit view to inclusive education

In most of the countries that signed the Salamanca Statement, (Inclusive education) there seems to be a gap between policy formulations and realisations of inclusive education.

Much of this gap has been blamed on the deficit or **narrow view** to inclusive education that focuses only on the education for disabled students, against the **broader view** of inclusive education, **which deals with all students in danger of marginalisation.**

Mhlolo, M. K., & Ntoatsabone, M. J. (2023). From overt to covert exclusion: Implications of inclusive education policy statements on the education of the mathematically gifted learners in Umlazi District of South Africa. *Cogent Education*, 10(1). <https://doi.org/10.1080/2331186X.2023.2177491>

A possible way forward.....

Define common guidelines for non-discriminating, coherent and effective implementation of inclusive education, including gifted education strategies that work.



Marsili, F., Dell'Anna, S., & Pellegrini, M.. (2023). Giftedness in inclusive education: a systematic review of research. *International Journal of Inclusive Education*, 1-18.
<https://doi.org/10.1080/13603116.2023.2190330>

Consider universal children's rights in education



Article #29 and children who are gifted

Critical and creative thinking skills directly contribute to the emotional and cognitive growth of diverse gifted children and their “full potential”



Alice Springs (Mparntwe) Education Declaration

DECEMBER 2019



2019



AUSTRALIAN STUDENT WELLBEING FRAMEWORK

Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential

2018

QLD 2018

Student Learning and Wellbeing Framework

“

Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.

”

– World Health Organisation, 2014

Potential and wellbeing

Child well-being is....the achievement of a child's full maturation related to potential, abilities and skills in addition to the realization of children's rights

Doek J. E. (2014), 'Child well-being: children's rights perspective', in A. Ben-Arieh, F. Casas, I. Frønes and J. Korbin (eds.), Handbook of Child Well-Being, Dordrecht : Springer .10.1007/978-90-481-9063-8

[QFCC Reference Model of Participation](#)



The Affective Domain: *Learning is a social and reflective endeavor.*

This is the domain in which learning is contextualized or situated.

The key to helping learning happen *is in the affective domain:*

the affective domain describes how knowledge is integrated into the learners' frame of reference and in a social context.

- receiving, responding, valuing, organizing and ultimately characterizing that information are what lead to deep learning and real change.

- *If we explicitly understand both the cognitive domain and the affective domain, and their intersection, we can be intentional about how we use them together to intensify the benefits for learners.*



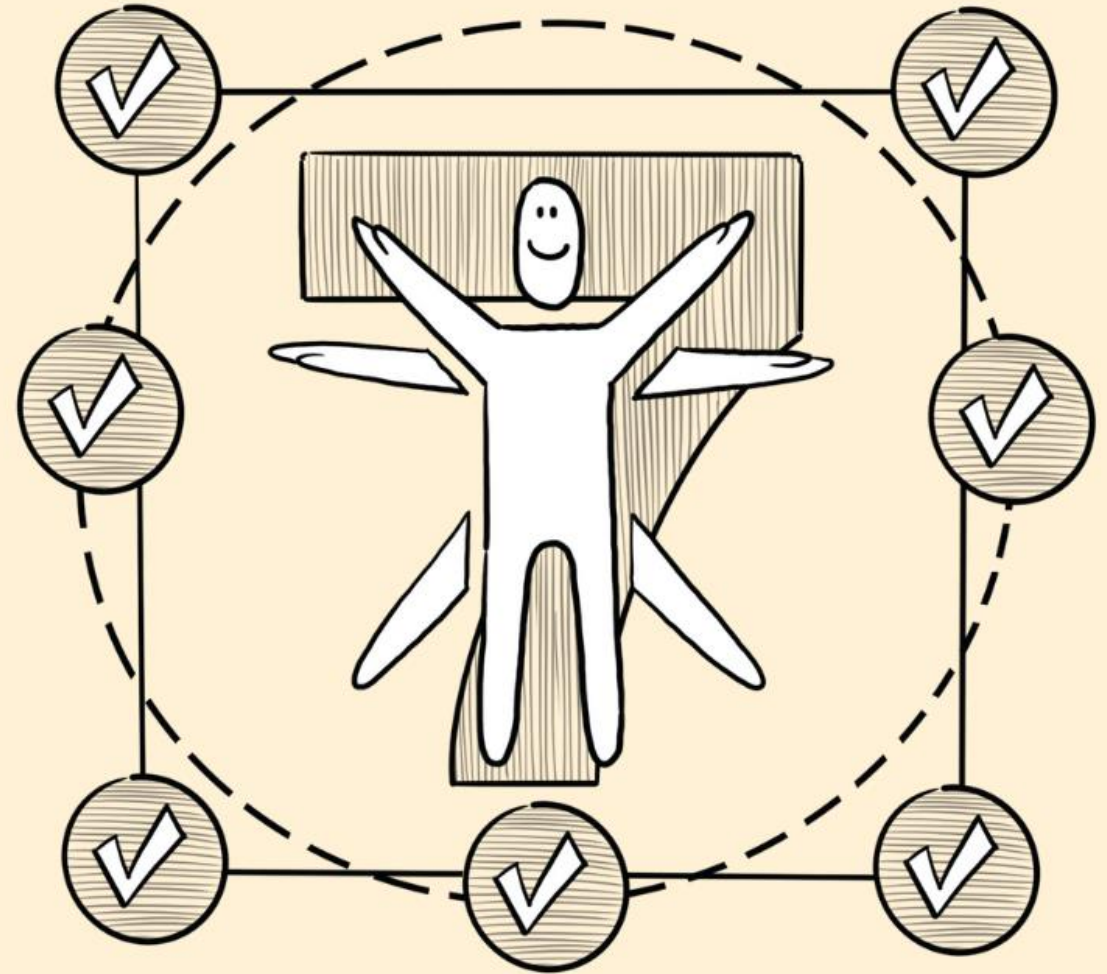
General Capabilities

ACARA V.9

General capabilities are part of the three-dimensional curriculum (learning areas, cross curriculum priorities and general capabilities)

The 7 general capabilities in the Australian Curriculum are:

- Critical and Creative Thinking
- Digital Literacy
- Ethical Understanding
- Intercultural Understanding
- Literacy
- Numeracy
- Personal and Social capability.



Background to the General Capability: Critical and Creative thinking

The criteria for the framework have been developed from several sources, including

- Krathwohl's Taxonomy of the **Affective** Domain,
 - A Taxonomy for Learning, Teaching and Assessing:
 - A Revision of Bloom's Taxonomy, (BLOOMS)
 - Phases of Problem Solving,
 - Mayer and Wittrock 1996 and
 - The Structure of the Observed Learning Outcome Taxonomy (SOLO)
 - [Reference](#)
- Each of these approaches has informed the development of the Critical and creative thinking capability.

philosophical inquiry

thinking
strategies

Critical and creative thinking skills

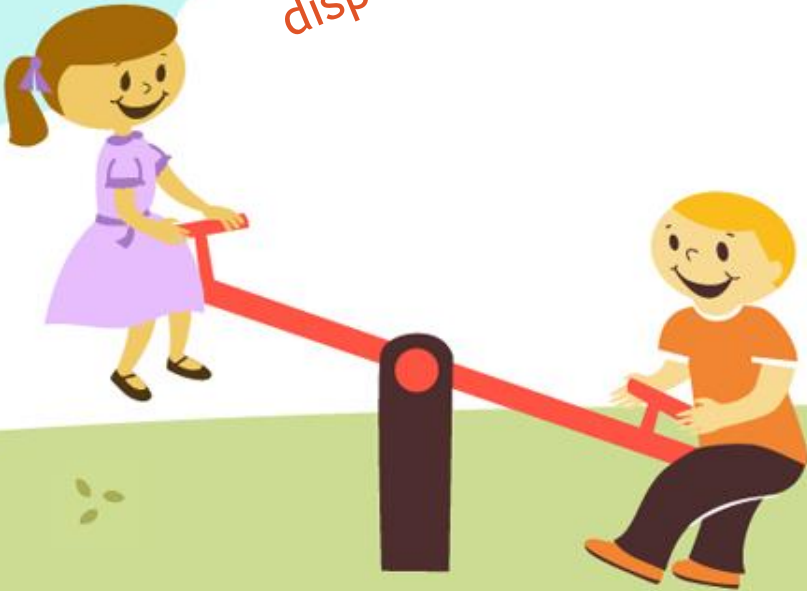
Cognitive Verbs

- Analyse, Apply
- Compare
- Describe, Develop
- Evaluate, Examine
- Identify, Infer, Interpret
- Make decisions
- Represent
- Select
- Understand

dispositions

habits and frames of mind

taxonomies of skills



An emphasis on critical thinking can integrate cognitive development with personal and social development.

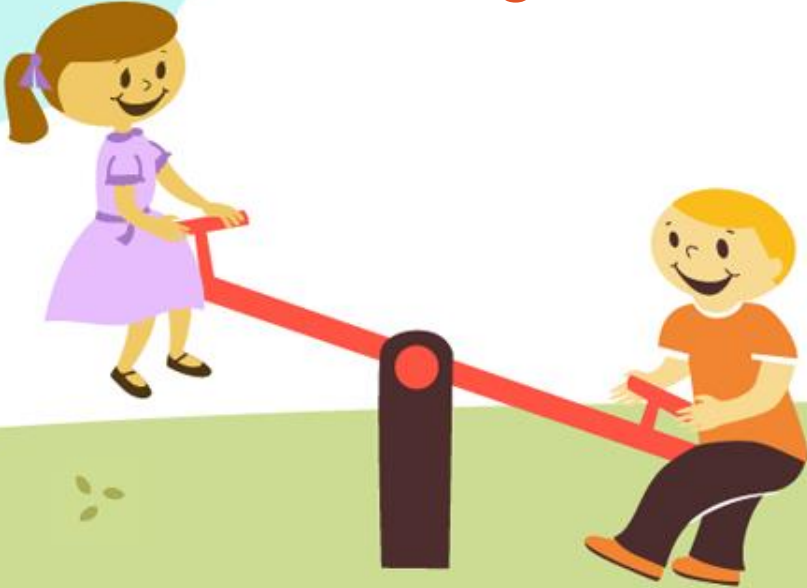
(McCurry 2013 page 3)

McCurry, D. & Knight, P. (2013). Teaching critical thinking. The Research Digest, QCT, 2013, (9).

Reason and emotion play complementary roles in human reflection.

Caring and critical thinking complement each other.

Reference

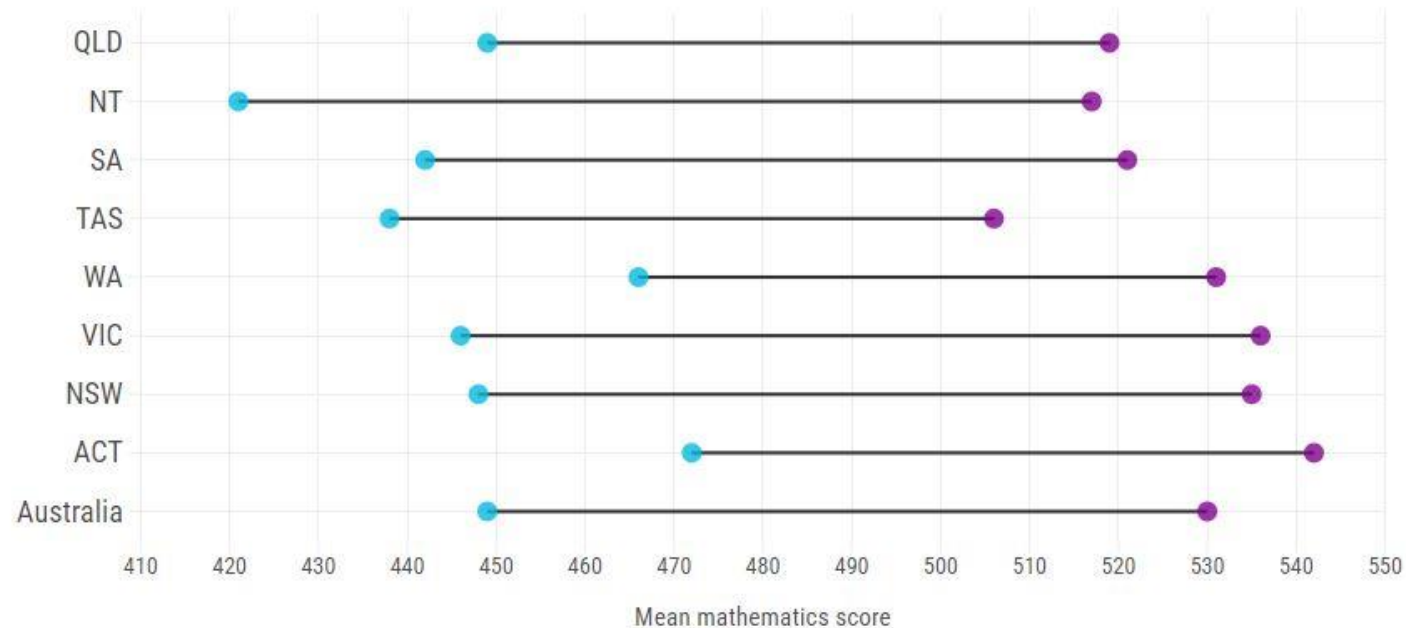


Student curiosity and maths performance

Reference
May 21, 2024

Curiosity and mathematics performance in PISA 2022

Australian students in the **highest quarter** of the curiosity index outperformed students in the **lowest quarter**.

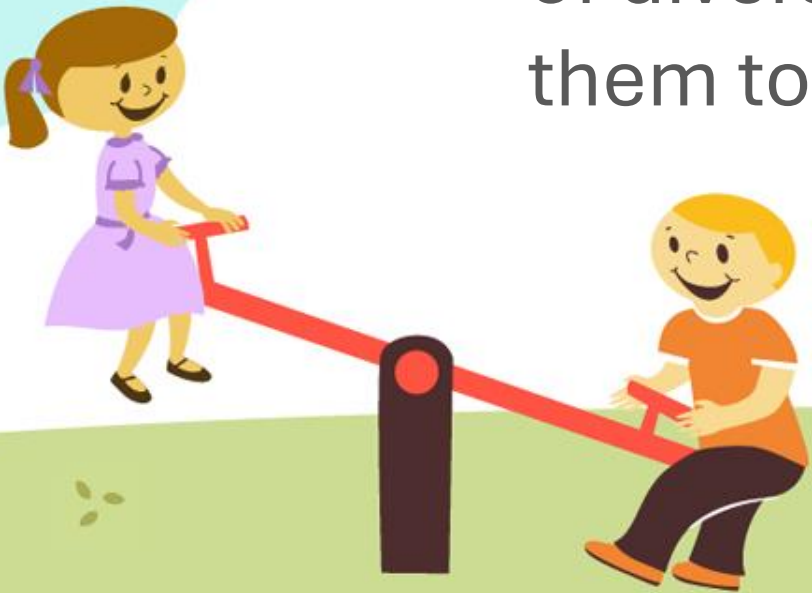


Source: De Bortoli, L. et al (2024), PISA 2022. Reporting Australia's results. Volume II: School and student characteristics, DOI: <https://doi.org/10.37517/978-1-74286-726-7>

Note: States and territories listed from lowest to highest mean curiosity index score.



Critical and creative thinking skills directly contribute to the emotional and cognitive needs of diverse gifted children, which in turn helps them to develop their full potential over time.



Curriculum Models to support critical and creative thinking

Williams: This three-dimensional model focuses on:

Dimension One: the subject matter of the curriculum;

Dimension Two: the teaching strategies that stimulate positive learning behaviours;

Dimension Three: the development of cognitive-intellective and affective-temperament behaviours of students, using the following strategies:

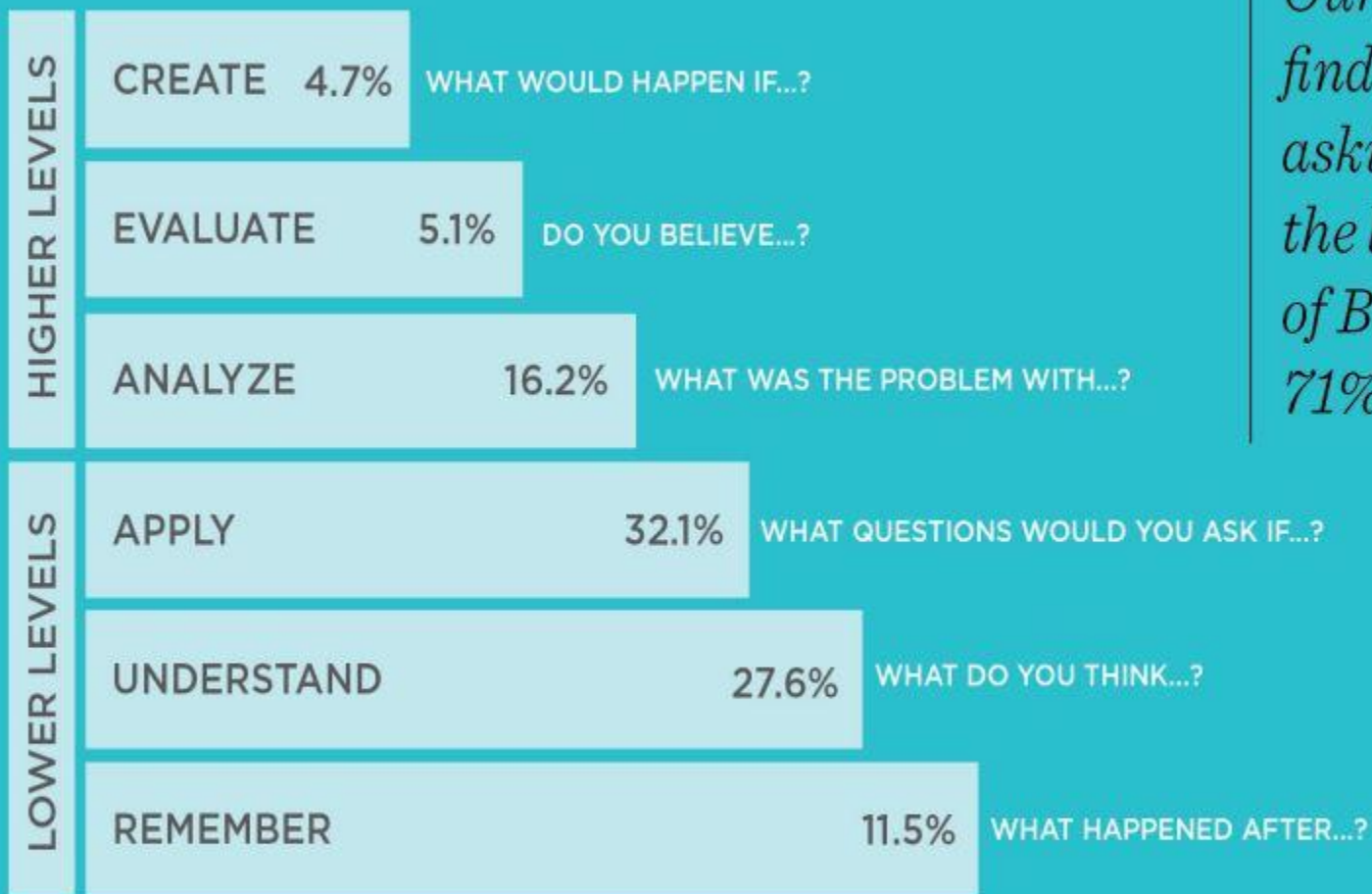
- **Fluency** - measured by number of responses to a theme
- **Flexibility** - measured by the variety of changes or categories
- **Originality** - measured by degree of unusual or uncommon responses
- **Elaboration** - embellishment or expansion of the idea
- **Risk-taking** - willingness to try different or difficult things
- **Curiosity** - ability to seek many alternatives, depth of study
- **Complexity** - capacity to explore or discover
- **Imagination** - power to visualise, dream or conceive forms of action symbolically



Maker Model: Process, Product and Content

TASC: Thinking Actively in a Social Context

Are you asking Higher-Order-Thinking Questions?



Our walkthroughs find that teachers are asking questions at the lower three levels of Bloom's Taxonomy 71% of the time.

Critical and Creative thinking are at the top of the hierarchy of thinking skills. How much time do you and your students spend on higher level questioning and thinking?

[Reference](#)

Data based on 334,329 walkthroughs using **Power Walkthrough**® software



Professional Resistance

To meaningfully support gifted children and gifted education in practice, rights-based legislation must overcome what Riddell and Carmichael describe as “professional resistance”

Resistance to rights-based additional support is often the focus for parents of gifted children.

Teachers must therefore be supported to embrace **gifted pupils’ voices**, as part of effective educational provision.



Rights and Voice #12

The needs agenda is clearly easier for adults to embrace, because it leaves them in a position of power.

The rights agenda, on the other hand, is far more challenging, since it involves taking seriously the letter and spirit of the law, *ensuring that children's voices are heard and acted upon*, and that the route of legal redress remains an accessible option.

Riddell, S., & Carmichael, D.. (2019). The biggest extension of rights in Europe? Needs, rights and children with additional support needs in Scotland. *International Journal of Inclusive Education*, 23(5), 473–490.
<https://doi.org/10.1080/13603116.2019.1580925>





Adopted in November of 1989, the United Nations Convention on the Rights of the Child (CRC) marked a milestone in the international movement that extended human rights to children.

54 Articles in full

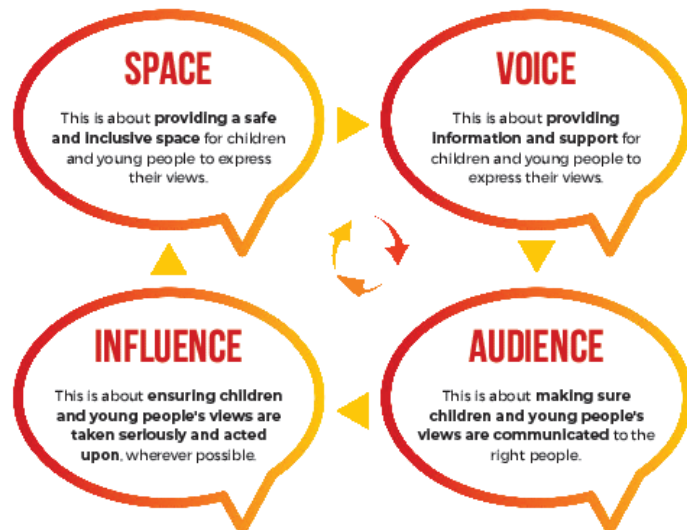


Lundy model checklist

THE LUNDY MODEL OF PARTICIPATION

Lundy's model of participation aims to provide a **conceptual framework for understanding and bringing to life children's right to participation**. It's the model we use and LOVE!

The model is designed around **four dimensions**, each which exist in a particular sequential order:



LUNDY'S MODEL IN PRACTICE

Questions to ask yourself and of your work:

SPACE

- Have young people been asked for their views?
- How many opportunities have there been?
- Is the venue accessible, friendly and safe?
- Are the staff team trained and supported appropriately?
- Have young people been proactively recruited to take part from a variety of backgrounds?

VOICE

- Have young people been provided with the information they need to form a view?
- Do young people know their participation is voluntary?
- Are creative and fun activities being used to support young people to express their view on topics?
- Is there enough time scheduled to delve into the topics?
- Are workshop resources accessible to young people; youth proofed; and youth friendly?

AUDIENCE

- Are appropriate decision makers involved and engaged?
- Is there a clear and agreed process for communicating back young people's voices and views?
- Do young people know who their views are being shared with and what will happen to them afterwards?
- Do decision makers know how young people's views will feed into their decision making processes?
- Is the person 'receiving' young people's views the person with the power to make (or influence) decisions?

INFLUENCE

- Were young people's views considered in the decision-making process, and how is it recorded?
- Have young people been told about how their views have impacted a decision – and if not, why?
- Are there procedures in place for young people to hold decision-makers to account for their decisions?
- When and how will young people know or see the impact of their participation?





**Children's
Rights
Queensland**

**50
Years**

- Educate, support and build awareness of children's rights
- Childrens Week (19-27 October) grant opportunities
- Young Leaders Challenge. (years 9-12)
- Become a member, its free!



UNICEF: <https://www.unicef.org/child-rights-convention/child-rights-why-they-matter>

Human Rights Australia: <https://humanrights.gov.au/our-work/education/what-are-childrens-rights>

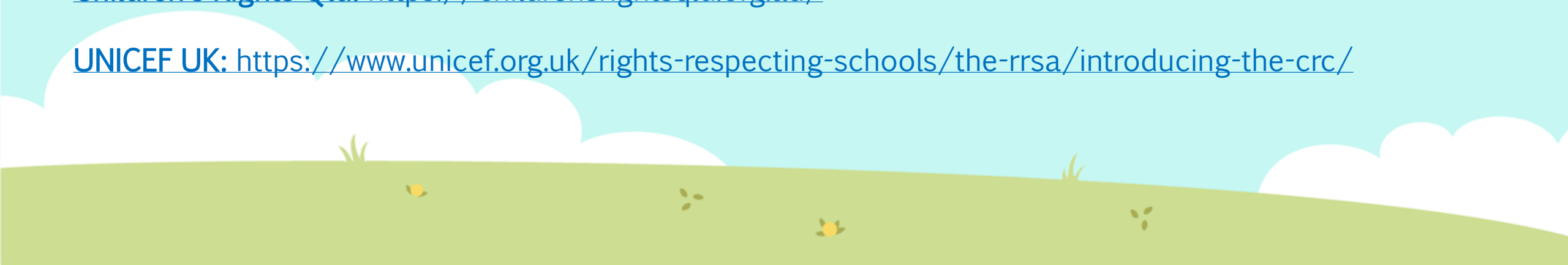
<https://humanrights.gov.au/our-work/childrens-rights>

<https://humanrights.gov.au/education/teachers>

QLD Family and Childrens Commission: <https://www.qfcc.qld.gov.au/child-rights#:~:text=Access%20to%20education&text=Primary%20education%20should%20be%20free,dignity%20and%20never%20use%20violence>.

Children's Rights Qld: <https://childrensrighsqld.org.au/>

UNICEF UK: <https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/introducing-the-crc/>



Higher Order thinking Victoria

<https://www.education.vic.gov.au/school/teachers/teachingresources/high-ability-toolkit/Pages/higher-order-thinking.aspx>

Curriculum Differentiation NSW

<https://www.chrisbauman.com.au/Content/Documents/Blooms%20Taxonomy%20questions.pdf>





A story about
children's rights

