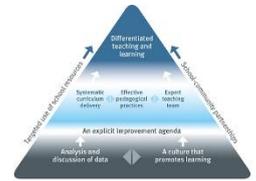


# BE A THINKING LEADER

Invest in student, staff and school improvement



## CRITICAL THINKING – YEARS 7-8

[Register Here](#)

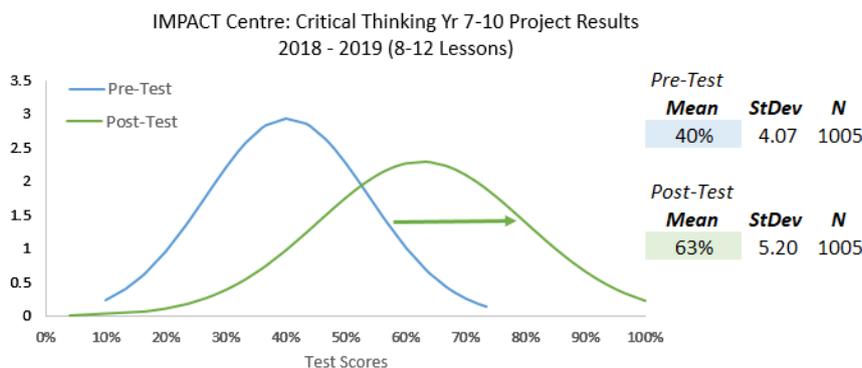
### ✓ Differentiate teaching and learning

*Critical Thinking* develops students' ability to create sophisticated, well-justified arguments that acknowledge complexity and possible alternative positions on a range of topics. Your students will:

- ask questions, analyse and evaluate arguments, and explain and justify reasoning at an advanced level;
- be taught by a specialist teacher from the IMPACT Centre;
- build technology skills and confidence for future online learning and assessments.

### ✓ Improve outcomes

The following graph demonstrates that the achievement of *Years 7-10 Critical Thinking* students significantly improved from pre- to post-assessment in 2018-2019.



### ✓ Deliver curriculum

AUSTRALIAN CURRICULUM - Content Descriptors

English - [ACELA1571](#), [ACELY1752](#), [ACELY1750](#)

General Capabilities



### ✓ Develop expertise

- We highly recommend that your supervising staff member/s login, learn alongside your students and collaborate with our specialist teachers.
- They develop curriculum, pedagogy and technology expertise, which transfers to their teaching or leadership role.
- Offer the opportunity to a leader, teacher or aide.
- They earn a PD Certificate aligned to AITSL standards – through active participation in lessons and completion of a short online module.



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## Student target group

- Your school determines which students participate – many schools use this program as a differentiation opportunity for mid-high achieving students and/or a signature part of an academic excellence/extension program.
- Teacher judgement and student interest in the topic should assist selection.

## Assessment and reporting

- Students analyse, evaluate and develop arguments as a pre-assessment to provide diagnostic data and post-assessment to measure distance travelled.
- Your school receives a written report containing pre- and post-assessment results, attendance data & survey feedback. You also receive report card comments (OLA).

## Course outline

1	Inspiring introduction to <i>Critical Thinking</i> and online learning skills
2	Pre-assessment and eLearn activities
3	Cognitive bias, fast and slow thinking
4	How to structure an argument
5	Strong vs weak arguments and how to improve your premises
6	Ethics vs morals and how conflicts occur between them
7	Moral reasoning – explain and justify your choices
8	Identify common logical fallacies
9	Fallacies vs spin and how to identify spin
10	Supporting and defending your reasoning
11	Post-assessment, eLearn activities
12	Where to from here. Celebrate success

## Timetabling, group size and costs

- Students participate in 1 x 60 min web conference lesson per week for 12 weeks.
- We negotiate the timetable with you - nominate 2-3 preferred times.
- 3 x 12 week rounds run across the year - *Critical Thinking* is available in all rounds.

Round 1: Feb 3-May 22				Round 2: May 25 – Aug 28				Round 3: Aug 31 – Dec 4			
Feb	Mar	Apr	May	May	Jun	Jul	Aug	Aug	Sep	Oct	Nov
Available				Available				Available			

- 14-15 students from your school form an online group.
- Round 3 cash option is \$4300 per group of 14-15 students.**
- You can involve a full class of 28-30 students – this is classified as 2 groups.
- We operate on a cost recovery model – invest a small fraction of FTE or cash.
- Your school is investing in the time of a specialist teacher who works directly with your students and staff and is employed by the Department of Education.
- Consider using [Investing for Success](#) or internal school budgets.
- See [How it works](#) and [Investment options and costs](#) for specific details.



## THINKING SUCCESS

### PROFESSOR DEBORAH BROWN, UNIVERSITY OF QUEENSLAND:

The IMPACT Centre and University of Queensland Critical Thinking Project (UQCTP) have co-designed critical thinking programs delivered to 9000 students across Queensland since 2012. These highly successful programs have resulted in improved critical thinking skills, transfer of these skills to classroom learning and increased relative gains in NAPLAN.

**STAFF:** The Critical Thinking course is one that the students have really enjoyed, often leaving the classroom still discussing what has been examined in class. The students have come to realisation that not always the first answer is the correct (or best answer), often requiring further critical thinking to come to the best outcome.

**STUDENT:** I have learnt how to identify premises in an argument and effectively write an argument including a premise, reasons and conclusion. Now I can express my opinion more effectively as I have learnt how to make an argument more persuasive and back it up with evidence.

[Register Here](#)

[How it works](#)

[Investment options and costs](#)

[View all programs](#)