



# CCT Learning Continuum 5-10

## CRITICAL AND CREATIVE THINKING

"The learning continuum describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling."

THE AUSTRALIAN CURRICULUM



### Years 3 & 4

Typically by the end of Year 4 a student will:

### Years 5 & 6

Typically by the end of Year 6 a student will:

### Years 7 & 8

Typically by the end of Year 8 a student will:

### Years 9 & 10

Typically by the end of Year 10 a student will:

#### FACT-FINDING

##### Pose questions

##### Identify and clarify information, problems and ideas

##### Consider perspectives

##### Organise and process information

- ▶ Identify main ideas and select and clarify information from a range of sources
- ▶ Collect and compare facts and opinions found in a wide range of sources (consider multiple perspectives).
- ▶ Identify pertinent information in an investigation and separate into smaller parts or ideas.

- ▶ Identify situations where current approaches do not work.
- ▶ Pose questions to clarify and interpret information and probe for causes and consequences.
- ▶ Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome.
- ▶ Analyse, condense and combine relevant information from multiple sources.

- ▶ Pose questions to probe assumptions and investigate complex issues.
- ▶ Clarify information and ideas from texts or images when exploring challenging issues.
- ▶ Critically analyse information and evidence according to criteria such as validity and relevance.
- ▶ Identify missing elements in information.
- ▶ Assess assumptions in their thinking and invite alternative opinions.

- ▶ Pose questions to critically analyse complex issues and abstract ideas.
- ▶ Clarify complex information and ideas drawn from a range of sources.
- ▶ Critically analyse independently sourced information to determine bias and reliability.
- ▶ Balance rational and irrational components of a complex or ambiguous problem to evaluate evidence.

#### GENERATING IDEAS

##### Seek solutions

##### Imagine possibilities and connect ideas

##### Pose questions and consider alternatives

- ▶ Explore situations using creative thinking strategies to propose a range of alternatives.
- ▶ Experiment with a range of options when seeking solutions.
- ▶ Expand on known ideas to create new and imaginative combinations.

- ▶ Challenge existing ideas and generate alternative solutions.
- ▶ Suspend judgement about a situation to consider alternative pathways.
- ▶ Combine ideas in a variety of ways and from a range of sources to create new possibilities.

- ▶ Generate alternatives and innovative solutions, and adapt ideas.
- ▶ Draw parallels between known and new ideas to create new ways of achieving goals.

- ▶ Create and connect complex ideas using imagery, analogies and symbolism.
- ▶ Speculate on creative options.

#### JUDGING IDEAS

##### Make predictions

##### Apply logic and reasoning

##### Draw conclusions

- ▶ Apply logic and strategies to make reasoned judgements.
- ▶ Explain and justify ideas and choices.
- ▶ Use evidence when drawing a conclusion.

- ▶ Hold different views while a decision is being made (parallel thinking/tolerate ambiguity).
- ▶ Prioritise ideas.
- ▶ Identify and justify the thinking behind choices they have made.
- ▶ Scrutinise ideas or concepts and test conclusions.

- ▶ Predict possibilities and consequences when seeking solutions.
- ▶ Explain intentions and justify ideas.
- ▶ Justify the reasons behind choosing a particular problem-solving strategy.
- ▶ Identify gaps in reasoning.
- ▶ Tolerate ambiguities while drawing conclusions.

- ▶ Explain contingencies when seeking solutions.
- ▶ Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions.
- ▶ Analyse reasoning used in finding and applying solutions.
- ▶ Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action.

#### PLANNING

##### Design a course of action

- ▶ Draw on prior knowledge and use evidence when choosing a course of action.
- ▶ Assess the feasibility, and possible risks and benefits in the implementation of their ideas.

- ▶ Apply appropriate reasoning and thinking strategies for particular outcomes.
- ▶ Modify actions when designing a course of action.

- ▶ Explain methods and courses of action.
- ▶ Differentiate the components of a designed course of action.

- ▶ Assess risks when seeking solutions and putting complex ideas into action.
- ▶ Identify, plan and justify transference of knowledge to new contexts.
- ▶ Analyse reasoning used in applying solutions and in choice of resources.

#### PRODUCING

##### Put ideas into action

##### Transfer knowledge into new contexts

- ▶ Transfer and apply information from one setting to another.
- ▶ Experiment with a range of options when putting ideas into action.

- ▶ Assess and test options to identify the most effective solution and to put ideas into action.
- ▶ Apply knowledge gained from one context to another unrelated context and identify new meaning.

- ▶ Justify reasoning and decisions when transferring information to different contexts.
- ▶ Test consequences when putting ideas into action.

- ▶ Implement courses of action to achieve desired outcomes against criteria they have identified.
- ▶ Take account of a range of perspectives when putting complex ideas into action.
- ▶ Modify ideas when circumstances change.

#### REFLECTING

##### Reflect on processes

##### Evaluate procedures and outcomes

##### Think about thinking (metacognition)

- ▶ Identify the main elements of the steps in a thinking process.
- ▶ Reflect on and check the processes used to come to conclusions.

- ▶ Evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria (Rubric).
- ▶ Consider reasonable criticism and adjust their thinking if necessary.

- ▶ Account for expected and unexpected outcomes against criteria they have identified.

- ▶ Evaluate the effectiveness of ideas, products and performances against criteria.