



# CCT Learning Continuum K-6

## 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



### Kindergarten

Typically by the end of Kindergarten a student will:

### Years 1 & 2

Typically by the end of Year 2 a student will:

### 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:

#### FACT-FINDING

##### Pose questions

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

##### Consider perspectives

##### Organise and process information

- ▶ Pose exploratory questions based on personal interests and experiences.
- ▶ Consider the viewpoints of others.
- ▶ Identify and describe information during an investigation.
- ▶ Gather similar information or depictions from given sources.

- ▶ Pose insightful and purposeful questions related to a given topic or problem.
- ▶ Identify and explore information and ideas from source materials.
- ▶ Pose questions to identify and clarify issues, and compare information in their world.
- ▶ Organise information based on similar or relevant ideas from several sources.

- ▶ Identify main ideas and select and clarify information from a range of sources.
- ▶ Collect, compare and categorise 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 or conclusion.
- ▶ Analyse, condense and combine relevant information from multiple sources (synthesis).

#### GENERATING IDEAS

##### Seek solutions

##### Imagine possibilities and connect ideas

##### Pose questions and consider alternatives

- ▶ Use imagination to create things in new ways.
- ▶ Suggest alternative and creative ways to approach a given situation or task.
- ▶ Identify and describe ideas during a discussion.

- ▶ Build on what they know to create ideas and possibilities that are new to them.
- ▶ Generate numerous ideas and possibilities related to a topic or problem.
- ▶ Add detail to basic ideas, making thoughts and products more complex and intricate (elaboration).

- ▶ 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.

#### JUDGING IDEAS

##### Make predictions

##### Apply logic and reasoning

##### Draw conclusions

- ▶ Predict what might happen in a given situation.
- ▶ Describe what they are thinking and give reasons why.
- ▶ Predict what might happen when putting ideas into action.

- ▶ Compare creative ideas to think broadly about a given situation or problem.
- ▶ Predict possible outcomes when putting ideas into action.
- ▶ Identify reasoning used in choices in specific situations.

- ▶ 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).
- ▶ Prioritise ideas.
- ▶ Identify and justify the thinking behind choices they have made.
- ▶ Scrutinise ideas or concepts and test conclusions.

#### PLANNING

##### Design a course of action

- ▶ Share their thinking about possible courses of action.

- ▶ Outline the details and sequence in a whole task and separate it into workable parts.

- ▶ 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.

#### PRODUCING

##### Put ideas into action

##### Transfer knowledge into new contexts

- ▶ Connect information from one setting to another.

- ▶ Investigate options when putting ideas into action.
- ▶ Identify alternative courses of action when presented with new information.

- ▶ 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 when putting ideas into action (prototype).
- ▶ Apply knowledge gained from one context to another unrelated context and identify new meaning.

#### REFLECTING

##### Reflect on processes

##### Evaluate procedures and outcomes

##### Think about thinking (metacognition)

- ▶ Check whether they are satisfied with the outcome of tasks or actions.
- ▶ Identify the thinking used to solve problems in given situations.

- ▶ Evaluate whether they have accomplished what they set out to achieve.
- ▶ Describe the thinking strategies used in tasks.
- ▶ Use information from previous experiences to inform new ideas.

- ▶ 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.