HABITS OF MIND: PREPARING AGILE STUDENTS FOR THE VUCA AGE

ART COSTA

BENA KALLICK
AGENDA

• What are some changes in our society and how are we preparing our students for VUCA?

• What are the HOM, where do they come from and how do they answer the needs for contemporary students?

• How are they integrated into school life and culture?

• How can the Habits be taught and assessed?
COLLEGE AND CAREER READINESS

- Intellectual Openness
- Inquisitiveness
- Analysis
- Reasoning, Argumentation & Proof
- Interpretation
- Precision and Accuracy
- Problem Solving

GLOBAL COMPETENCIES

✓ Investigate the World
✓ Recognize Perspectives
✓ Communicate Ideas
✓ Take Action

HABITS OF MIND AND RESEARCH

• Tony Wagner in his book, *The Global Achievement Gap* identifies:

  ✤ curiosity
  ✤ collaboration
  ✤ associative or integrative thinking
  ✤ a bias toward action and experimentation
HE ALSO ADDED:

“What I find most significant about this list is that they represent a set of skills and habits of mind that can be nurtured, taught and mentored.”
VUCA

VOLATILE
UNCERTAIN
AMBIGUOUS
COMPLEX

- **Complexity**: Multiple key decision factors
- **Volatility**: Rate of change
- **Ambiguity**: Lack of clarity about meaning of an event
- **Uncertainty**: Unclear about the present

U.S. Army War College
DEFINITION OF HABITS OF MIND

Dispositions of what intelligent people do when they are confronted with problems, the resolutions to which are not immediately apparent.

Resting on the Shoulders of Such Constructivists as…

Jean Piaget
John Dewey
Lev Vygotsky
Eleanor Duckworth

Hilda Taba
Jerome Bruner
Eliot Eisner
Resting on the Shoulders of Published Authors in Developing Minds.....

ALAN GLATTHORN
JONATHAN BARON
EDWARD DEBONO
ART WHIMBEY

ROBERT ENNIS
DAVID PERKINS
BOB STERNBERG
REUVEN FEUERERSTEN
BOB SWARTZ
With more recent conceptual development from:

Guy Claxton
Shari Tishman
Thomas Hoerr
Daniel Goleman

Ron Ritchhart
Gavriel Soloman
Angela Duckworth
Lauren Resnick
Learning and Leading with Habits of Mind
16 Essential Characteristics for Success

Edited by
Arthur L. Costa and Bena Kallick

Habits of Mind Across the Curriculum
Practical and Creative Strategies for Teachers

Edited by
Arthur L. Costa and Bena Kallick
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<tbody>
<tr>
<td><strong>1. Persisting</strong></td>
<td><strong>2. Managing Impulsivity</strong></td>
<td><strong>3. Listening with understanding and empathy</strong></td>
<td><strong>4. Thinking flexibly</strong></td>
</tr>
<tr>
<td>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</td>
<td>Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.</td>
<td>Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</td>
<td>Being able to change it another way!</td>
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<tr>
<td><strong>5. Thinking about your thinking</strong> (Metcognition)</td>
<td><strong>6. Striving for accuracy</strong></td>
<td><strong>7. Questioning and problem posing</strong></td>
<td><strong>8. Applying past knowledge to new situations</strong></td>
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<td>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</td>
<td>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</td>
<td>How do you know? Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</td>
<td>Use what you learn! Accessing prior knowledge; transforming knowledge beyond the situation in which it was learned.</td>
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<td><strong>9. Thinking &amp; communicating with clarity and precision</strong></td>
<td><strong>10. Gather data through all senses</strong></td>
<td><strong>11. Creating, imagining, and innovating</strong></td>
<td><strong>12. Responding with wonderment and awe</strong></td>
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<td>Be clear! Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</td>
<td>Use your natural pathways! Pay attention to the world around you. Gather data through all the senses: taste, touch, smell, hearing and sight.</td>
<td>Generating new and novel ideas, fluency, originality.</td>
<td>Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</td>
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<td>Venture out! Being adventurous; living on the edge of one’s competence. Try new things constantly.</td>
<td>Laugh a little! Finding the unrepeatable, incongruous and unexpected. Being able to laugh at one’s self.</td>
<td>Work together! Being able to work in and learn from others in reciprocal situations. Team work.</td>
<td>Learn from experience! Having humility and pride when admitting we don’t know; resisting complacency.</td>
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Examine the list. Turn to a person near you and describe which habits have contributed to your success.
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<td>Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</td>
<td>Being able to change perspectives, generate alternatives, consider options.</td>
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<td>(Mecognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</td>
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<td>13. <strong>Taking responsible risks</strong></td>
<td>14. <strong>Finding humor</strong></td>
<td>15. <strong>Thinking interdependently</strong></td>
<td>16. <strong>Remaining open to continuous learning</strong></td>
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HABITS OF MIND AROUND THE WORLD
WHY HABITS OF MIND?

- They describe actionable patterns of capacities and behaviors that can be learned and assessed
- Transdisciplinary/Transfer
- As good for adults as they are for students
- Focused on long range, (21st Century) enduring, essential learnings
CURRICULUM AND INSTRUCTIONAL MIND SHIFT

From: Knowing right answers.

To: Knowing how to behave when answers are not immediately apparent.
Habits of Mind is NOT a program.

Rather,
The HABITS OF MIND are.......
integrated into your:

- Curriculum
..........integrated into your:

- Vision of your graduates
............. integrated into your:

- School norms, culture and life.
WHERE DO THE HABITS OF MIND FIT IN YOUR CURRICULUM AND INSTRUCTION?
IB Learners are:
Inquirers
Knowledgeable Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Fit with: IB Profile

PYP Attitudes
Cooperation
Curiosity
Creativity
Confident
Enthusiasm
Commitment
Empathy
## Fit with: Character Education

**Drawn from NLCI’s Character Ed. and LDRSHP. Dev. Policy created by Dr. Kathleen Conn**

<table>
<thead>
<tr>
<th>Character Ed</th>
<th>Habits of Mind</th>
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<tbody>
<tr>
<td>Caring, cooperative, collaborating</td>
<td>Listening to one another with understanding and empathy; thinking interdependently</td>
</tr>
<tr>
<td>Respect one another by using appropriate language whether speaking or writing</td>
<td>Thinking and communicating with clarity and precision</td>
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<tr>
<td>Self directed accompanied by self discipline</td>
<td>Managing impulsivity; thinking about your thinking</td>
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FIT WITH EMOTIONAL INTELLIGENCE

- From a scientific standpoint, emotional intelligence is the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships; (Listening with Understanding and Empathy) and to manage your own and others' emotions. (Managing Impulsivity) (Metacognition)

- Our reactions to obstacles, misfortune and adversity are often habitual rather than deliberate. A little training in and awareness of The Habits of Mind can help us develop the emotional intelligence we need to make smarter choices and be more successful.

EMOTIONS: WE HAVE TO NAME THEM TO TAME THEM!

But can empathy really be taught? And learned?
Can listening with understanding and empathy can be taught and assessed?

- emotional intelligence is the ability to accurately perceive your own and others' emotions; to understand the signals that emotions send about relationships and to manage your own and others' emotions.

View this animation as an example of how listening with understanding and empathy might be taught.
SELF-DISCOVERY THROUGH SELF-ASSESSMENT
Significance of Self Assessment

Of the 195 independent variables John Hattie has identified, self-assessment ranks third on his list in terms of importance—and it’s the single most effective learning strategy that students can use for themselves.

I can do this!

I’m getting there.

I need help!
SOME STRATEGIES FOR HELPING STUDENTS TO KNOW WHAT SELF-ASSESSMENT LOOKS LIKE AND HOW THEY CAN DOCUMENT THEIR OWN GROWTH
What are some accomplishments you are most proud of?
What strengths do you have that you feel would be most valuable when you are working with others?
Which HOM do you feel are your greatest attributes?
I can create things that are funny
I can use humor to entertain, delight, and surprise others
I can recognize, create, and evaluate whimsical ideas/situations
I can laugh at myself when I make a foolish error or make a mistake
what do you call a fake noodle?
what do you call a fake noodle?

an impastapa
<table>
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<tr>
<th></th>
<th>Yes</th>
<th>Not Yet</th>
<th>Sometimes</th>
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<td><strong>Taking responsible risks</strong></td>
<td></td>
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<td>I take safe risks.</td>
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<td>I challenge myself</td>
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<td>I try things even if they seem hard at first</td>
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<td>I share new ideas with my classmates</td>
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<tr>
<td>I try new strategies</td>
<td></td>
<td></td>
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<tr>
<td>I find my own way to solve problems</td>
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Portfolio Decisions
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REFLECTION
The most important thing I learned in Kinder was restraining our impulsivity.

Gaby
WANTED POSTERS:

Brandon Afong

Listen to others with understanding. I am a good listener. I know how others feel. When I hear sad stories, I feel sad for the person.
“When I was doing this work, I was thinking about how hard the kids at Furr had to work and what they had to overcome in order to succeed. The body is the body of a student and the head represents our mascot, the bull. The uplifted hand stands for persistence.”

—Juan, Furr High School
“I felt moved about this habit because of the doors you can open from just doing what it says; to step back and see things through a colorful thought. By exercising this habit the mundane could develop into something that only you can imagine... hence the transition of a lot of different subjects in my painting. May all who look at this take a piece with you and transition your own life into something vibrant.”
SELF-REFLECTION

✓ What am I learning?
✓ How am I learning?
✓ Why am I learning?
✓ Who am I becoming?

Linda Bacta, Winnetka, IL
Portfolio Decisions

DIRECTION
TAKE-A-WAYS

- Share with a partner 2 or 3 key ideas that you learned from this presentation.
“THE BEST WAY TO PREDICT THE FUTURE IS TO INVENT IT.”

ALAN KAY
APPLE COMPUTER CO.
RESOURCES

- *Learning and Leading with Habits of Mind*, Costa and Kallick, ASCD, Alexandria, VA


- *Cultivating Habits of Mind*, Costa and Kallick, ASCD, Alexandria, VA

- 16 Instructional Animations
  https://wondergrovelearn.net/videos

- *Online Learning Paths*, Costa and Kallick
  https://www.eduplanet21.com/browse/