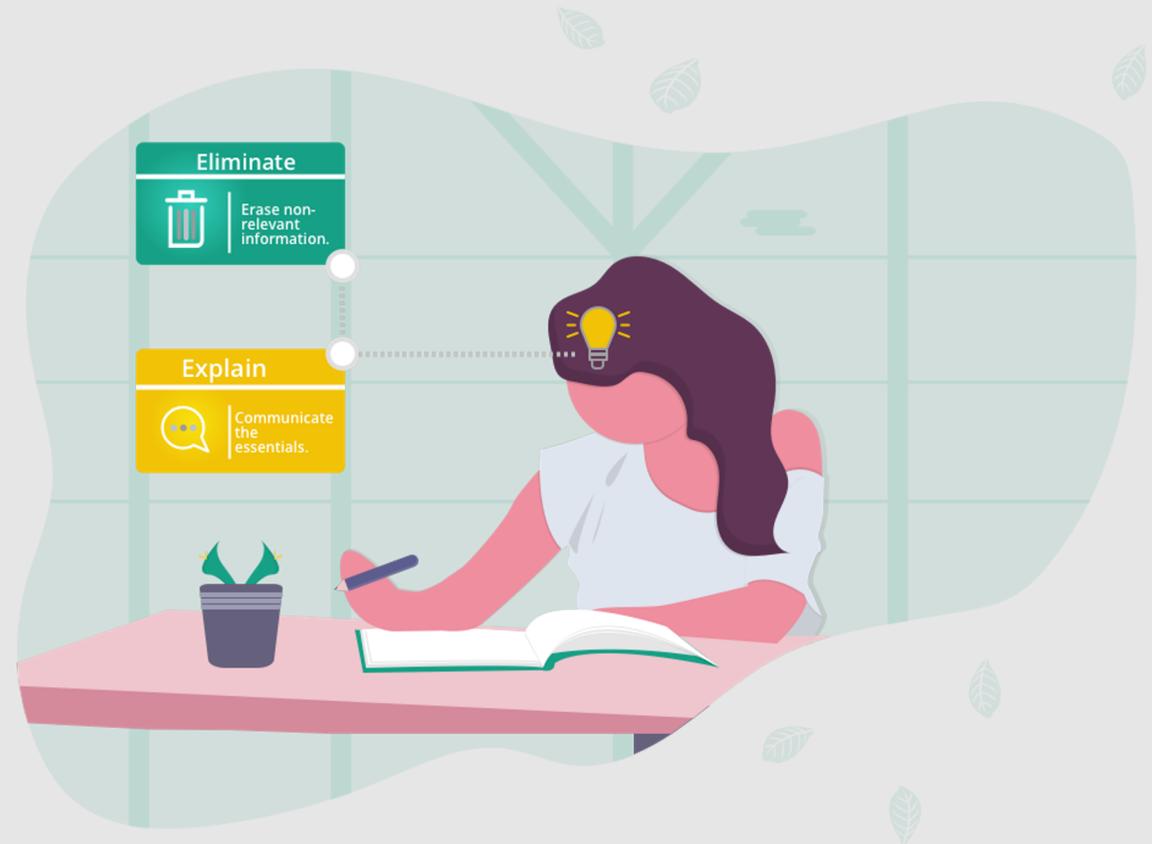


The Universal Thinking Framework

A framework for understanding how we think and learn.



structural-learning.com



Why is educational progress slower for some?

Barriers to Progress

1



It is not always clear for a child to understand **how** to proceed through complex academic tasks.

2



We don't always know **how** to process new information.

3



Most schools do not have an agreed comprehensive **language** for learning.



What does poor thinking result in?

Barriers to Progress

1



Poor recall

Memory is the product of thinking

2



Lack of engagement

Not knowing how to move forward can cause anxiety

3



Faulty Logic

Poor decisions and illogical reasoning

4



Creative 'Blocks'

Lack of new ideas

5



Muddled Writing

Disjointed extended writing

6



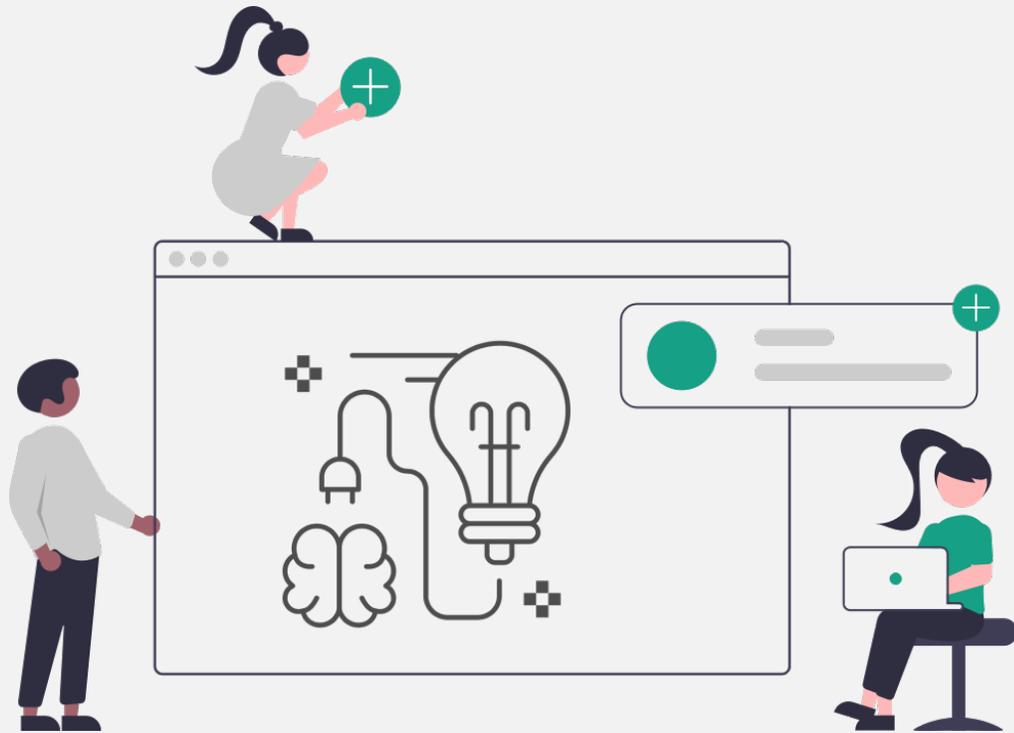
Reduced confidence

Not knowing how to deal with set backs



If we understood **how** to organise our thinking, learning outcomes would be enhanced

Metacognition



What could improve our learners thinking processes?

- 1] Clearly defined names for specific types of thinking.
- 2] Easy to understand learning vocabulary.
- 3] Carefully sequenced thinking guides.



Introducing: The Universal **Thinking** Framework

Metacognition

The Universal Thinking Framework results from years of frustration at seeing students fall short of their academic potential.

Its purpose is to help children understand how to **think** and **learn** effectively. It's easy to adopt and provides classrooms with a clear language for learning.





Organised and productive **Thinking**

Metacognition

The framework can be used to **stretch** higher-attaining learners and to **scaffold** those demanding tasks that lower-attaining students might struggle with.

Ultimately, the framework's classifications provide greater **access** to the curriculum and promote **independent** learning behaviours.





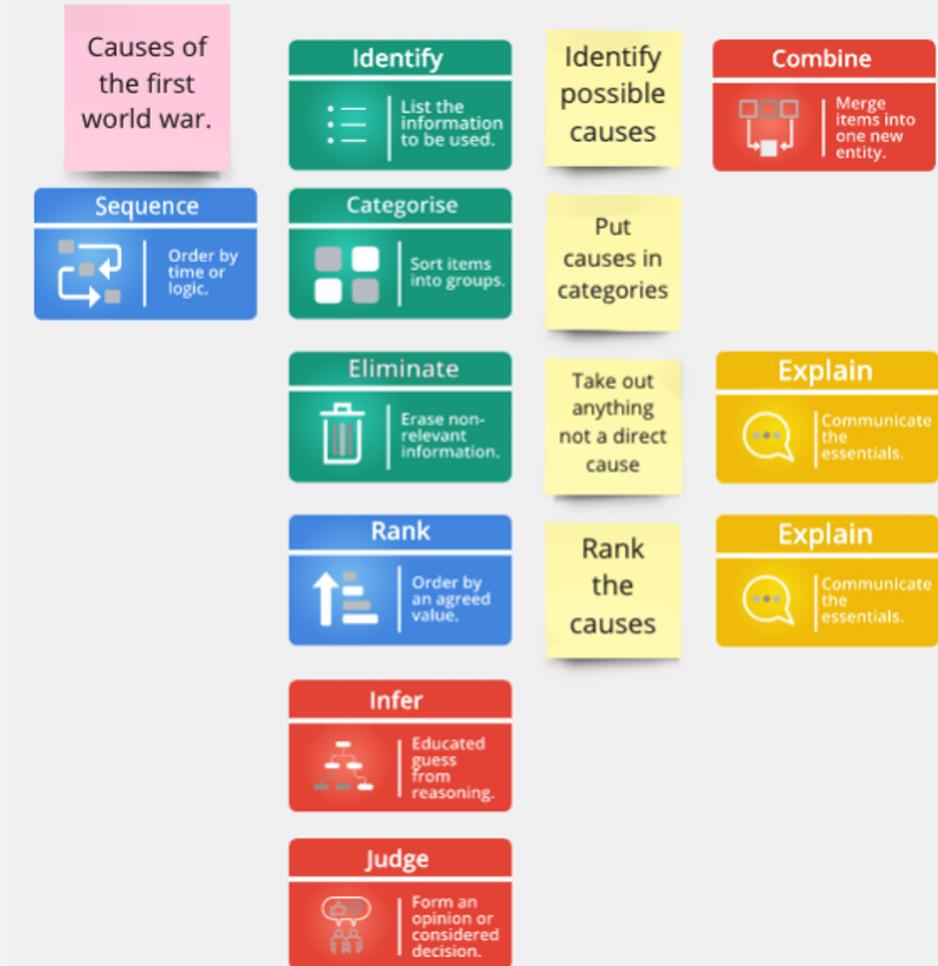
Develop a shared **curriculum** vision



“What does progression look like?”



Plan activities that **guide** student thinking in purposeful directions



“What does successful thinking look like?”



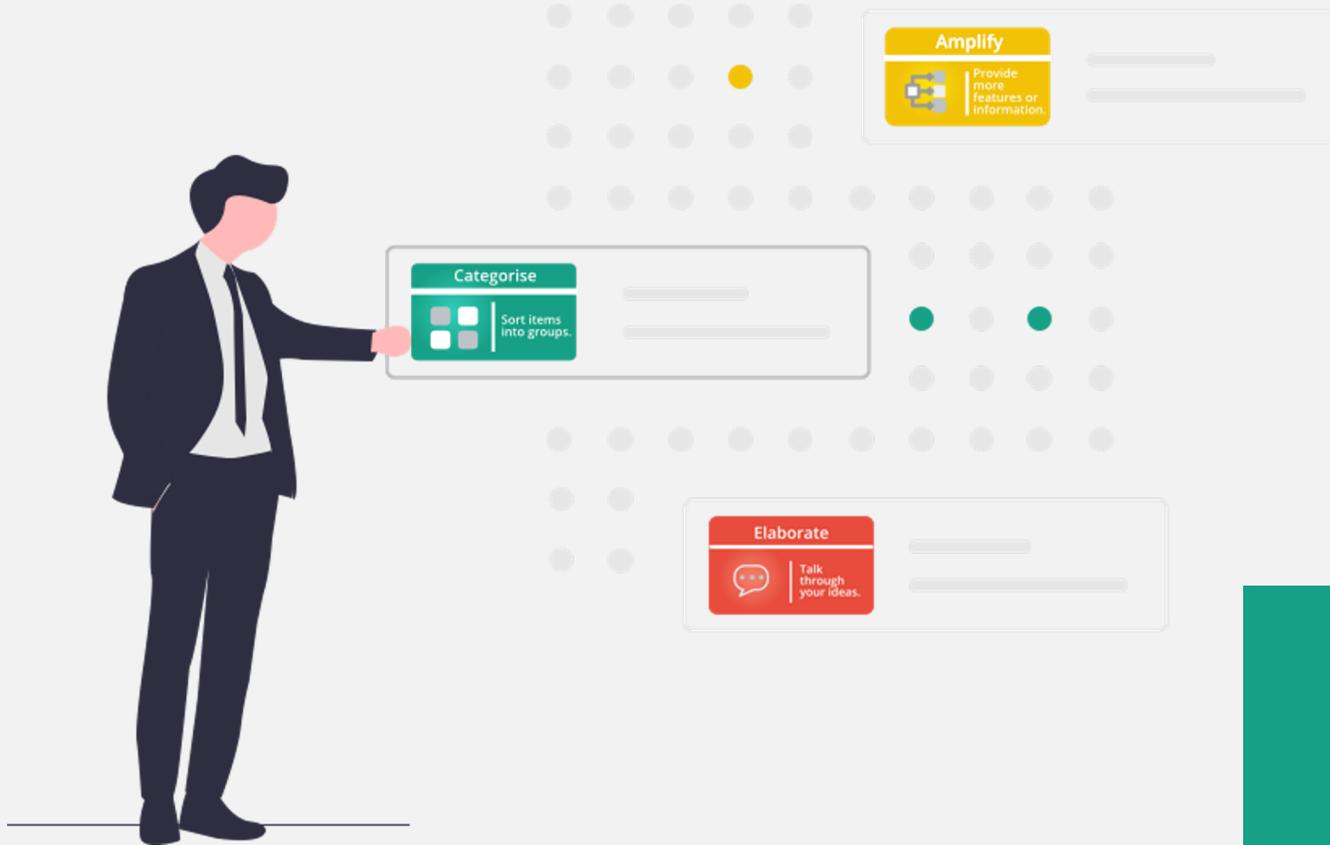
Scaffold complex tasks and make learning **inclusive** for everyone



“How can we break this topic down into manageable steps?”



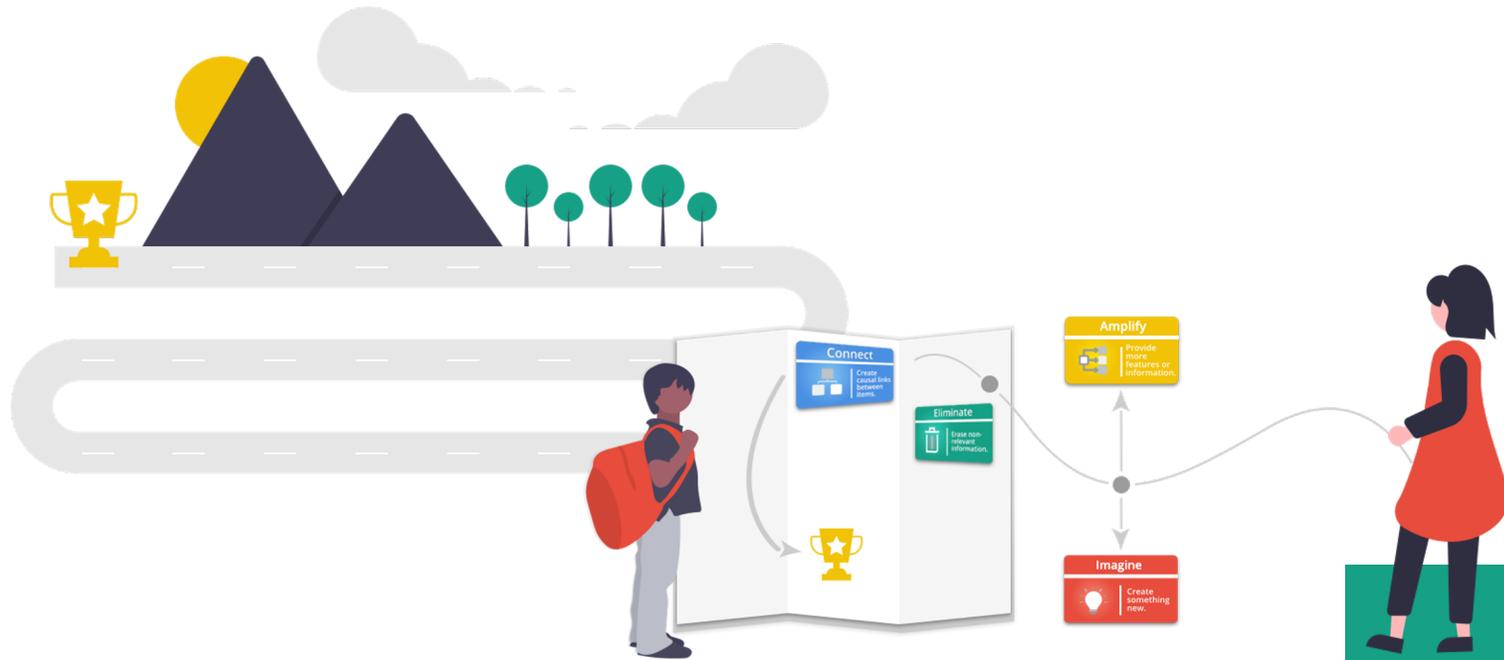
Create **cognitive** pathways that really stretch your students



“How can we **really** extend their thinking?”



Develop a shared **language** for learning



“What do we mean when we say ‘evaluate’ or ‘judge’?”



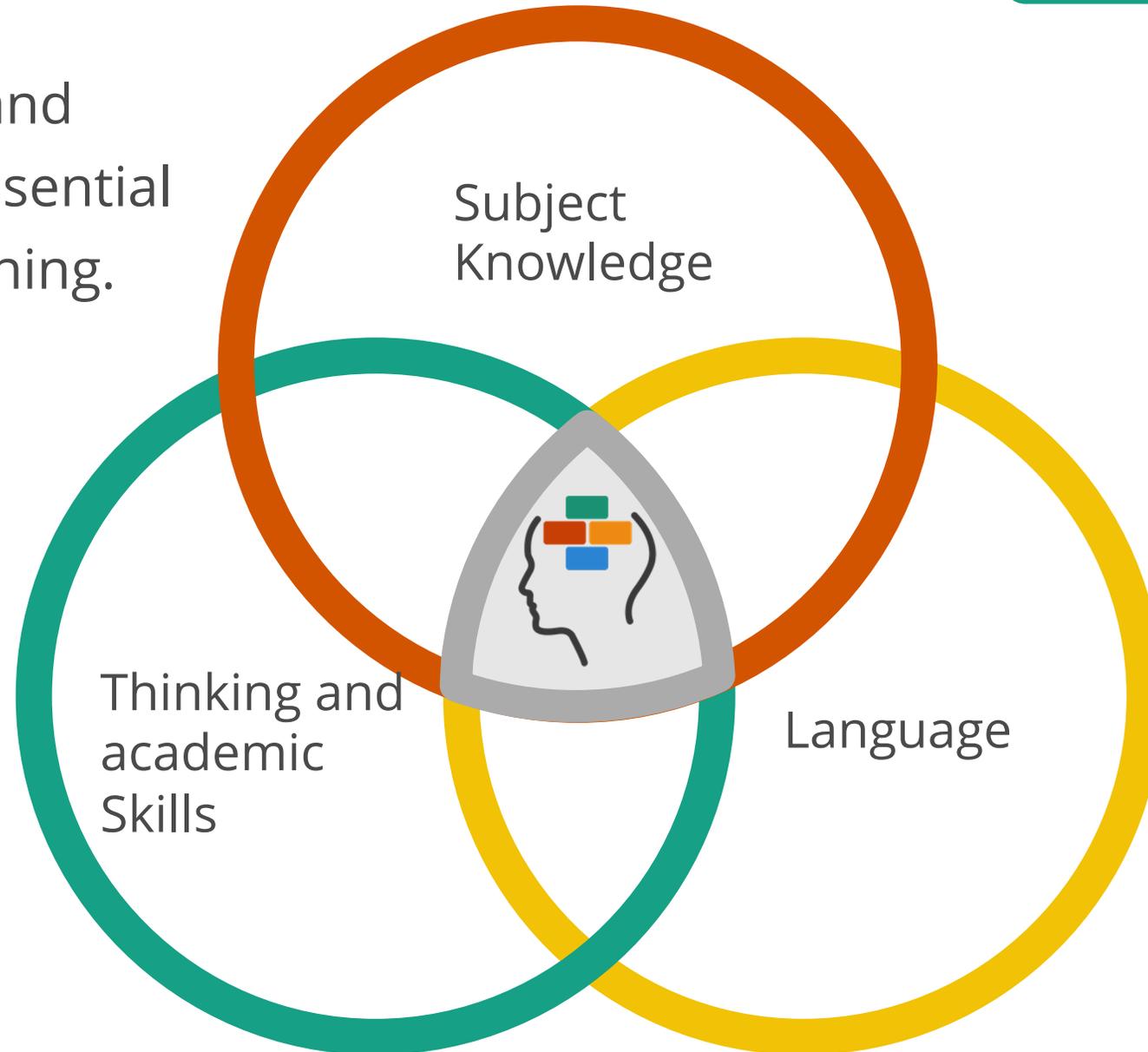
Our recommendations: Fresh from our research

Metacognition

- 1] We should pay more attention to how our learners are processing new ideas.
- 2] We should afford our students the opportunity to understand more about the learning process.
- 3] Metacognition is a lifelong skill that is critical for academic and civic success.



Knowledge, skills and language are all essential for successful learning.





What do schools get with the membership offer?

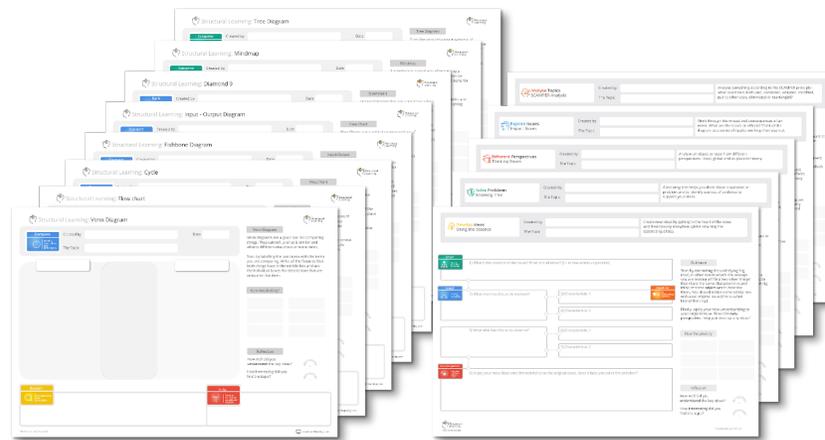
Membership

1



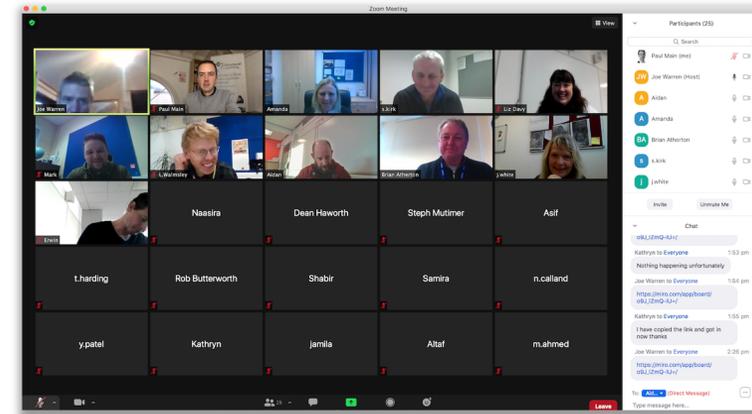
Access to the framework (all future versions), icons, book and support resources

2



All of the new thinking guides and future releases in 2021 and 2022

3



Optional induction/support session for your staff



What do schools get with the membership offer?

Membership

4

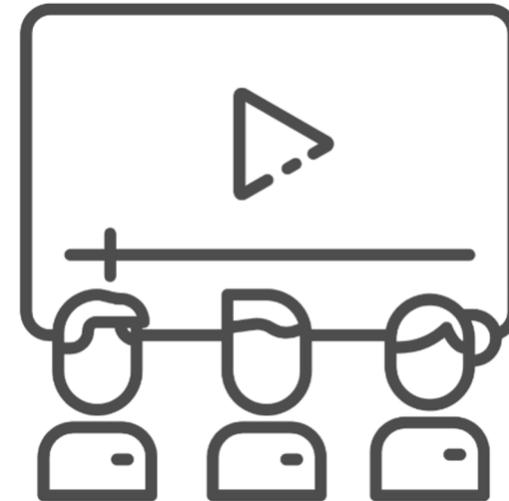
The screenshot displays the 'Thinking Guide Designer' interface. At the top, there are fields for 'Name' and 'Topic' (set to 'Global Warming'). Below this is a central 'Thinking Guide' section with five numbered steps:

- 1 Identify:** Identify all of the effects of global warming. Includes a 'Conjunctions' box: 'Join one part of text to another.' and an 'Extra Challenge' box: 'After having looked through your ideas, are any not relevant or too similar?'.
- 2 Target Vocabulary:** Categorise the effects of global warming into four different types. Includes a 'Conjunctions' box: 'Think about how you can express your thinking.'
- 3 Rank:** Rank those effects by seriousness. Includes a 'Conjunctions' box: 'Join one part of text to another.'
- 4 Exemplify:** Can you think of any local examples? Includes a 'Conjunctions' box: 'Think about how you can express your thinking.'
- 5 Summarise:** Summarise your findings into one simple paragraph. Includes a 'Conjunctions' box: 'Join one part of text to another.'

On the right side, there is an 'Eliminate' step: 'After having looked through your ideas, are any not relevant or too similar?' and another 'Identify' step: 'Identify all of the effects of global warming.' The interface also features '+ Add challenge' buttons on the left and right sides.

Access to the thinking guide designer

5



Regular seminars with our growing global user group for your framework champion



Let's move thinking forward in your school

What **next?**

Moving forward

Next Steps

Please contact Paul Main to arrange a friendly conversation:
paul@structural-learning.com

You can browse through the concept in more detail at:
structural-learning.com