



TASC strategies for the classroom

The grid below indicates how the TASC problem-solving framework supports the development of higher order thinking skills.

Use it to plan the range of teaching and learning strategies you are using in your classroom.

Key

Specific thinking skill

Rationale

Gather and organise

Work on sheets of A1

- ◆ Find out what the children already know
- ◆ Draw mind map links with coloured pens; or
- ◆ Group ideas as the children give them
- ◆ Ask the learners to suggest questions to explore further
- ◆ Suggest possible questions
- ◆ Focus on the questions you intend the children to explore

- ◆ Brings fragments of knowledge into working memory
- ◆ Learners 'teach' and remind each other
- ◆ Pulls fragments of learning into more coherent pattern
- ◆ Establishes baseline for further extension
- ◆ Identifies 'experts'
- ◆ Identifies 'confused'
- ◆ Allows for differentiated activities

Identify

- ◆ Explain/Demonstrate the task
- ◆ Ask learners to explain the task in their own words
- ◆ Ask/Explain why the task is important
- ◆ Explain what the task will lead to
- ◆ Discuss what is needed for the task to be well done
- ◆ Show examples of an excellent task done by the same age group

- ◆ Models the process of the task
- ◆ Makes sure that learners understand what needs to be done
- ◆ Removes detail overload
- ◆ Focuses on key points
- ◆ Sharpens thinking
- ◆ Prevents woolly thinking and haphazard doing

Generate

- ◆ Ask for learners' ideas encourage them to think laterally
- ◆ Accept all contributions with praise
- ◆ Clarify/Re-phrase ideas where necessary
- ◆ Ask for the 'best', 'most appropriate' etc
- ◆ Extend the ideas
- ◆ Discuss ways of finding out more
- ◆ Discuss ways of recording efficiently

- ◆ Builds the belief that everyone has ideas
- ◆ Is inclusive and accepting of effort
- ◆ Builds self-confidence
- ◆ Encourages risk-taking
- ◆ Develops independence

Decide

- ◆ Explore feasibility of ideas
- ◆ Prioritise ideas
- ◆ Discuss ways of working
- ◆ Make a plan
- ◆ Share tasks among the group

- ◆ Encourages creative thinking
- ◆ Motivates and gives ownership
- ◆ Clarifies way of working
- ◆ Involves learners in decision-making

Implement

- ◆ Use a wide range of activities
- ◆ Teach a range of recording techniques
- ◆ Develop research skills
- ◆ Demonstrate new procedures

- ◆ Develops multiple intelligences/learning styles
- ◆ Encourages creativity
- ◆ Discourages 'one right way' thinking
- ◆ Promotes differentiation

Evaluate

- ◆ Check with learners if goal was achieved
- ◆ Refer back to original ideas and planning
- ◆ Think about ways to improve next time
- ◆ Give opportunity to improve
- ◆ Discuss how well the groups cooperated

- ◆ Builds the climate for learning how to learn
- ◆ Encourages self-assessment
- ◆ Discourages 'first time perfect' thinking
- ◆ Accepts mistakes as part of learning

Communicate

- ◆ Create a 'real' audience
- ◆ Develop a sharing classroom
- ◆ Make real use of learners' work
- ◆ Celebrate strengths of multiple intelligences
- ◆ Make use of different learning styles
- ◆ Encourage communication

- ◆ Develops a real purpose for the task
- ◆ Encourages self-confidence
- ◆ Develops personal strengths
- ◆ Develops a repertoire of skills
- ◆ Encourages social interaction

Reflect

- ◆ Reflect on the whole thinking process
- ◆ Compare with previous performance
- ◆ Look for uses in other lessons
- ◆ Refer back to original knowledge mind map
- ◆ Discuss what has been learned
- ◆ Name the skills used

- ◆ Develops metacognition
- ◆ Affirms learning is growth
- ◆ Gives opportunity to transfer skills and knowledge
- ◆ Crystallises what has been learned
- ◆ Gives verbal labels to skills learned
- ◆ Builds autonomy in learning
- ◆ Develops self-confidence and self-esteem