



Critical & Creative Thinking Capability (Skills) – Learning Continuum K-6

| | AC Level 1 (NSW Early Stage 1) Typically by the end of Foundation Year a student will: | AC Level 2 (NSW Stage 1) Typically by the end of Year 2 a student will: | AC Level 3 (NSW Stage 2) Typically by the end of Year 4 a student will: | AC Level 4 (NSW Stage 3) Typically by the end of Year 6 a student will: |
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| Black & White Thinking (FACT-FINDING) <i>Identify and clarify information and ideas Pose questions and consider perspectives</i> | pose factual and exploratory questions based on personal interests and experiences 🌟 identify and describe familiar information and ideas during a discussion or investigation 🌟 | pose questions to identify and clarify issues, and compare information in their world 🌟 pose insightful and purposeful questions related to a given topic 🌟 consider the viewpoints of others 🌟 | identify main ideas and select and clarify information from a range of sources 🌟 use evidence when drawing a conclusion 🌟 collect, compare and categorise facts and opinions found in a widening range of sources (consider multiple perspectives) 🌟 | 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 🌟 |
| Rainbow Thinking (GENERATING IDEAS) <i>Imagine possibilities and connect ideas Pose questions and consider alternatives</i> | suggest alternative and creative ways to approach a given situation or task 🌟 use imagination to create things in new ways 🌟 | build on what they know to create ideas and possibilities that are new to them 🌟 generate numerous ideas and possibilities related to a topic 🌟 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 🌟 | combine ideas in a variety of ways and from a range of sources to create new possibilities 🌟 challenge existing ideas and generate alternative solutions 🌟 suspend judgement about a situation to consider alternative pathways 🌟 |
| Red & Green Thinking (JUDGING IDEAS) <i>Apply logic and reasoning Make predictions</i> | predict what might happen in a given situation and when putting ideas into action 🌟 describe what they are thinking and give reasons why 🌟 | identify and compare creative ideas to think broadly about a given situation or problem 🌟 investigate options and predict possible outcomes when putting ideas into action 🌟 identify reasoning used in choices in specific situations 🌟 | explain and justify ideas and choices 🌟 apply logic and strategies to make reasoned judgements 🌟 assess the feasibility, possible risks and benefits in the implementation of their ideas 🌟 | identify and justify the thinking behind choices they have made 🌟 apply appropriate reasoning and thinking strategies for particular outcomes 🌟 hold different views while a decision is being made (parallel thinking) 🌟 |
| Pink Thinking (PLANNING) <i>Organise and process information Draw conclusions and design a course of action</i> | share their thinking about possible courses of action 🌟 gather similar information or depictions from given sources 🌟 | outline the details and sequence in a whole task and separate it into workable parts 🌟 identify and explore information and ideas from source materials 🌟 organise information based on similar or relevant ideas from several sources 🌟 | identify pertinent information in an investigation and separate into smaller parts or ideas 🌟 collect, compare and categorise facts and opinions found in a widening range of sources 🌟 use evidence when choosing a course of action 🌟 | identify and clarify relevant information and prioritise ideas 🌟 analyse, condense and combine relevant information from multiple sources (synthesis) 🌟 scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action 🌟 |
| Purple Thinking (PRODUCING) <i>Put ideas into action Transfer knowledge into new contexts</i> | connect information from one setting to another 🌟 | identify alternative courses of action or possible conclusions when presented with new information 🌟 | experiment with a range of options when putting ideas into action 🌟 transfer and apply information from one setting to another 🌟 | 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 (synthesis) 🌟 |
| Orange Thinking (REFLECTING) <i>Reflect on processes Evaluate procedures and outcomes Think about thinking (metacognition)</i> | identify the main elements of the steps in a thinking process 🌟 identify the thinking used to solve problems in given situations 🌟 check whether they are satisfied with the outcome of tasks or actions 🌟 | describe the thinking strategies used in given situations and tasks 🌟 evaluate whether they have accomplished what they set out to achieve 🌟 | reflect on, explain and check the processes used to come to conclusions 🌟 | reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary 🌟 evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria (RUBRIC) 🌟 |

