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11. There is evidence in the learning outcomes, behaviour and attitudes of the pupils to indicate that they are operating as thoughtful, responsible learners who are able to articulate how and why thinking skills and strategies are an important aspect of all that occurs in their school;
12. There is a constant review of the strengths and weaknesses of the range of cognitive resources employed with specific reference to their effects on student metacognition and transfer of skills and strategies;
13. There are regular opportunities for staff to discuss the process of cognitive education and how it can be maintained and improved;
14. The school conveys a positive, caring and creative atmosphere to students, staff and visitors, demonstrating that thoughtful thought has been put into its organisational structure.



## **Appendix B**

### **Outline for interview with Project Co-ordinator:**

- How would a parent see or hear that this is a school working towards becoming a Thinking School?
- What evidence would there be to show this?
- How does the school communicate to parents regarding this initiative?
- Have you had any feedback or queries from parents?
  
- What kind of contact do you have with your partner school in the UK?
- How has this contact impacted on your school?
  
- Are topics regarding the road to becoming a Thinking School discussed in staff meetings?
- What topics or issues are discussed?
  
- What are the plans for later in the year?
- What are the plans for next year?
  
- What helps to make the process work?
- What hinders the process?
- What support do you think will be needed in order to sustain the process?
  
- What do you see as your special responsibilities as co-ordinator?
  
- Is there anything else that you would like to tell me that you think is relevant?

## **Appendix C**

### **Interview Outline for Teacher focus groups:**

- What are your thoughts about this Thinking Schools initiative?
- What are your thoughts about the community of inquiry training?
- How do you feel about integrating this training into your classroom and lessons?
  
- How have you interacted with your partner school in the UK?
- What impact did this contact have on you and your classes? On the school?
  
- How often do you discuss issues regarding the 'Thinking School' topic in your staff meetings?
- What types of issues do you discuss?
  
- How does the school communicate to parents regarding this initiative?
- Have you had any feedback or queries from parents?
  
- What have you noticed in your classes since you have started the training?
- Learning? Behaviour? Other?
  
- How have you changed as a result of this process?
  
- What do you see as the next step towards becoming a Thinking School?
  
- Any advice for other teachers or schools?
  
- Anything I have not asked you about that you think is relevant?

## **Appendix D**

### **Interview Outline for Learner focus groups:**

- Do you know any thinking words?
- What can you tell me about that thinking word?
- What do you think?
- Who agrees or disagrees?
- What do you like about thinking about things together?
- Who can think of a difficult question? Something that you have been thinking about or something interesting that you have been wondering about.
- Who can give a question that we can all think about?
- Do you think it would help you if we could all help each other figure it out? Or do you think it would be easier to think about it by yourself?
- What do / don't you like about thinking about things together?
- What do you think you need to get better at when thinking about things together?
- Do you think your school is becoming a Thinking School? Why do you think so?
- If you had to walk into a Thinking School, what would it be like?



## Appendix E:

### Thinking About Thinking:

The purpose of this rating scale is to find out whether you enjoy thinking and think you're good at it. There are no right or wrong answers, so please be as honest as you can. All you have to do is put a (√) in one of the boxes alongside each numbered item. Be extra careful when you answer the items with a star (\*).

- (a) means DEFINITELY TRUE
- (b) means quite true
- (c) means not sure, may be 50 : 50
- (d) means not very true
- (e) means DEFINITELY NOT TRUE

		a	b	c	d	E
1.	I am good at thinking of new ideas.					
2.	I am good at organising my work.					
3.	I can usually work out things for myself when I get stuck with my work.					
4.	I know how to be a good thinker.					
* 5.	I often find it difficult to sort out my ideas.					
* 6.	I'm not very good at sorting out problems.					
7.	I'm a creative person.					
8.	I can usually work out for myself why I've got an answer wrong.					
9.	I'm good at helping other people solve their problems.					
10.	I can always think of new ways of doing things.					
11.	I like trying to solve difficult problems.					
* 12.	When I have to do a lot of thinking, it makes my brain hurt.					
13.	I enjoy lessons that make you think a lot.					
* 14.	Some people think too much.					
15.	Doing quizzes and games to improve your thinking is fun.					
16.	My work is usually much better when I think carefully about it.					
17.	If you are good at thinking it will help you do well in tests and exams.					
* 18.	I don't see the point of learning how to think.					

19.	I use thinking skills to help me with my homework.					
* 20.	School learning has got nothing to do with thinking.					

**NAME:**.....

**BOY / GIRL**

**DATE OF BIRTH:**.....

**FORM:**.....



## **APPENDIX F**

### **CONSENT FORM**

I hereby agree to be a participant in the research of RABIA EDRIES to conduct research regarding the

THE EFFECTS OF A 'THINKING SCHOOLS' INITIATIVE INVOLVING AN INTERNATIONAL PARTNERSHIP: A CASE STUDY OF ONE WESTERN CAPE PRIMARY SCHOOL.

I understand that I, \_\_\_\_\_ (name), will be participating freely and without being forced in any way to do so.

The purpose of the study has been explained to me and I understand what is expected of my participation. I understand that this is a research project whose purpose is not necessarily to benefit me personally but which is intended to benefit education generally.

I have received the telephone number of a person to contact should I need to speak about any issues that may arise in this rating scale or interview.

I understand that this consent form will not be linked to any rating scale or interview and that my answers will remain confidential.

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*I understand that feedback will be given to my school on the results of the completed research and that the findings will be used in Ms Edries' M.ED. RESEARCH REPORT. No individual persons will be identified without permission in either case.*

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*Signature of Teacher*

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*Date*

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*Signature of Researcher*

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*Research Supervisor*

*RABIA EDRIES*

*Prof. Lena Green*

# APPENDIX G

## Thinking About Thinking Rating Scale Data

(Completed by 30 Grade 5 learners)

- (a) means DEFINITELY TRUE
- (b) means quite true
- (c) means not sure, may be 50 : 50
- (d) means not very true
- (e) means DEFINITELY NOT TRUE

		Percentage (%)				
		a	b	c	d	e
1.	I am good at thinking of new ideas.	23.3	40	30	36.6	
2.	I am good at organising my work.	26.6	40	20	13.3	
3.	I can usually work out things for myself when I get stuck with my work.	33.3	33.3	23.3	10	
4.	I know how to be a good thinker.	36.6	43.3		13.3	6.6
* 5.	I often find it difficult to sort out my ideas.	13.3	33.3		26.6	13.3
* 6.	I'm not very good at sorting out problems.	6.6	16.6	20	23.3	33.3
7.	I'm a creative person.	60	20	16.6		3.3
8.	I can usually work out for myself why I've got an answer wrong.	63.3	26.6	6.6	3.3	
9.	I'm good at helping other people solve their problems.	33.3	33.3	16.6	10	6.6
10.	I can always think of new ways of doing things.	53.3	33.3	6.6	6.6	
11.	I like trying to solve difficult problems.	53.3	30	13.3		3.3
* 12.	When I have to do a lot of thinking, it makes my brain hurt.	16.6	16.6	13.3	13.3	40
13.	I enjoy lessons that make you think a lot.	80	20			
* 14.	Some people think too much.	50	20	10	10	10
15.	Doing quizzes and games to improve your thinking is fun.	50	33.3	6.6	3.3	6.6
16.	My work is usually much better when I think carefully about	66.6	30	3.3		
17.	If you are good at thinking it will help you do well in tests and exams.	66.6	30	3.3		
* 18.	I don't see the point of learning how to think.	3.3	6.6	10	13.3	66.6
19.	I use thinking skills to help me with my homework.	66.6	23.3	6.6		3.3
* 20.	School learning has got nothing to do with thinking.					100

## **APPENDIX H**

**Example of thematic analysis attached.**

