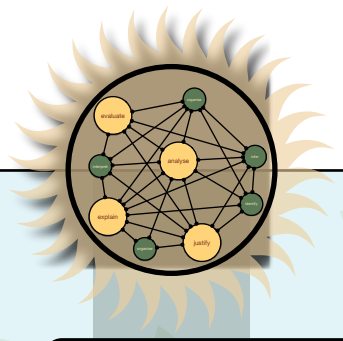
Teaching for Thinking

Dr Peter Ellerton, 2026 University of Queensland Critical Thinking Project

https://critical-thinking.project.uq.edu.au



Thinking is the method of intelligent learning

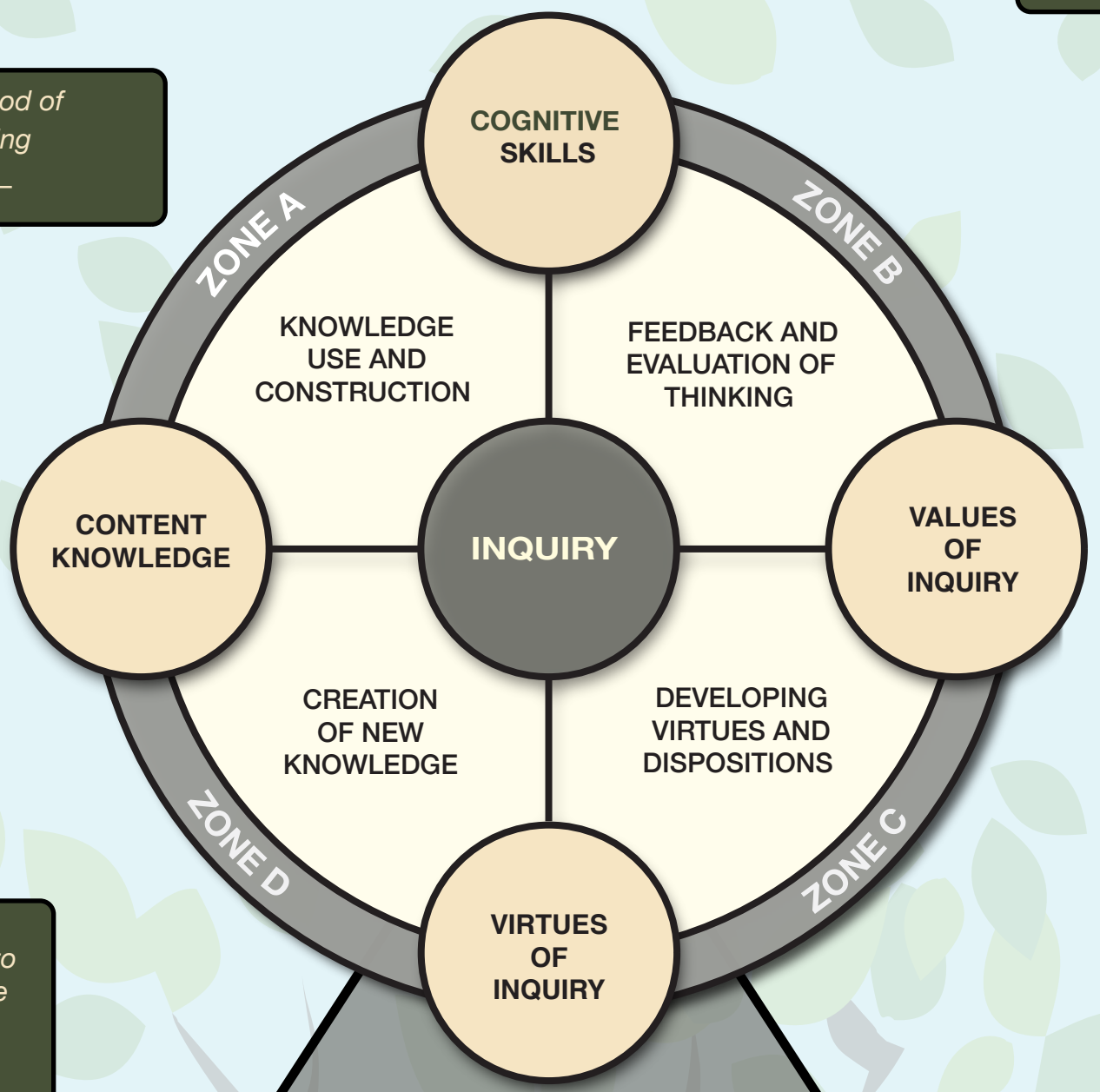
–John Dewey–

Practise does not make perfect in the absence of understanding

–Deanna Kuhn–



PRINCIPLES



Key principles need to be identifies to guide practise and make expertise visible, translatable and teachable

..we venture that the true promise of the teaching of thinking will not be realized until learning to think and thinking to learn merge seamlessly

–Ritchart & Perkins–

PRACTICE

PEDAGOGICAL IMPERATIVES

SHIFT THE FOCUS FROM KNOWLEDGE TO INQUIRY

To allow opportunities to use and develop cognitive skills

SPEAK AND PLAN IN THE LANGUAGE OF STUDENT COGNITION

To facilitate metacognition and provide a language for feedback

WORK COLLABORATIVELY WHEN THINKING CAN BE SHARED

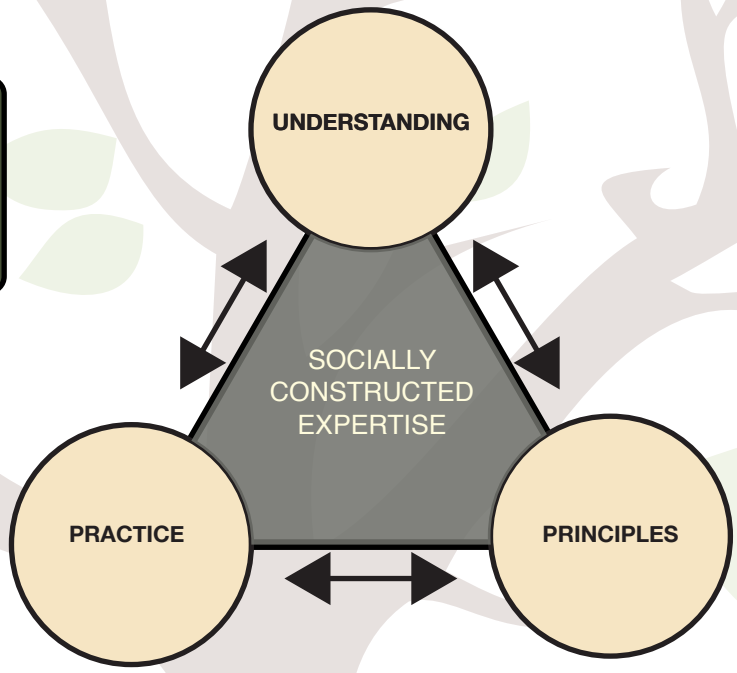
To allow the norms of critical thinking to be established

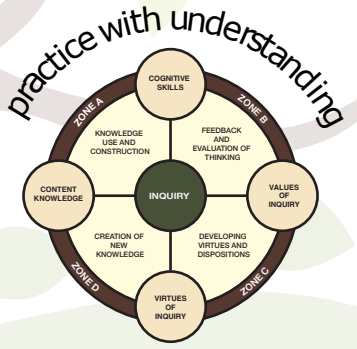


PRAXIS

Expert knowledge is"tightly bound to conditions and procedures for its use"

–Robert Glaser–





pedagogy over curriculum
expertise over resources
collaboration over compliance

Poster Set: Teaching for thinking | Values of inquiry | The Golden Tetrad of cognitive skills | |Tree of knowledge | Teacher questioning | Argumentation | Collaboration |