

# Belief Sets about Teaching and Learning

Ron Ritchhart: "Creating Cultures of Thinking" (2015)

"Teachers do not so much work from a set of practices as they are **guided profoundly and explicitly by their belief sets** about teaching, learning and the meaning and purpose of school."

Focus on Student Work	Focus on Student Learning
	
Comments:	
Teaching for Knowledge	Teaching for Understanding
	
Comments:	
Surface Learning Strategies	Deep Learning Strategies
	
Comments:	
Promoting Dependence	Promoting Independence
	
Comments:	
Developing a Fixed Mindset	Developing a Growth Mindset
	
Comments:	

Quote for top of the page:

"Teachers do not so much work from a set of practices as they are **guided profoundly and explicitly by their belief sets** about teaching, learning and the meaning and purpose of school."

### **Learning vs Work**

"In a learning-oriented classroom, teachers and students focus their attention on the learning as the priority, letting the work exist in the context and serve the learning." (p.45)

When teachers fundamentally value learning over work, "teachers are more likely to provide choice and options in completion of assignments as long as the learning is being achieved"

### **Understanding vs Knowledge**

"Understanding requires knowledge, but goes beyond it. Understanding depends on richly integrated and connected knowledge. This means that understanding goes beyond merely possessing a set of skills or a collection of facts in isolation; rather, understanding requires that our knowledge be woven together in a way that connects one idea to another." (p.47)

### **Deep vs Surface**

"Surface strategies focus on memory and knowledge gathering, whereas deep strategies are those that help students develop understanding." (p.52)

"High demand tasks were those that require students to explain, describe, justify, compare, assess, make choices, plan, formulate questions, or work with more than one representation. In contrast, low-demand tasks ask students to make routine applications of known procedures or present what could be a demanding task in a highly structured or contained way (breaking it into nondemanding subtasks) so that students were no longer asked to think." (p.53)

### **Independence vs Dependence**

Independent students are, "internally motivated to be reflective, resourceful, and effective as they strive to accomplish worthwhile endeavors when working in isolation or with others – even when challenges arise, they persevere." (p.55).

### **Growth vs Fixed Mindset**

"in a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence [...] they believe everyone can get smarter if they work at it." (p.56)