

Brain Based Thinking: Transforming the School into a Learning Organisation

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INTRODUCTION

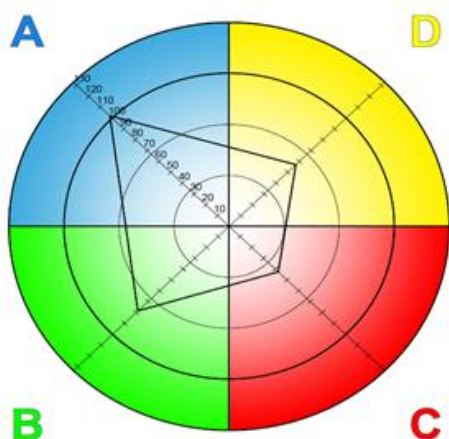
The transformation of an organisation has been linked with the whole brain thinking. It helps one to understand the way other people in the organisation think. It helps in making people think how you want them to think. Thinking is a skill which has to be developed. With better thinking, the results will be better. How we think matters, People react differently to different situations.

WHOLE BRAIN THINKING CONCEPT

In the 16th Century, Rene Descartes put emphasis on the importance of thinking by declaring "I think, therefore I am". 400 years later, Ned Hermann came across the above mentioned declaration and an article by Henry Mintzberg titled "How come managers can be so smart and yet dull at the same time". This all altered him to start experiments on thinking which led to the development of the Whole Brain Thinking concept and the HBDi.

<u>Quadrant Profile of Brain</u>	<u>Thinking Structure of Individual</u>
A: Upper Left	Rational, logical
B: Lower Left	Organized, planned implementer
C: Lower Right	Feeling, Interpersonal , Team work, spirituality
D: Upper Right	Risk-taker, Multi-Tasking, Creative , Visionary

"Whole Brain Thinking" was scientifically designed by Ned Hermann. It is known as the Hermann Brain Dominance Instruments (HBDI). It tells us how to use whole brain and learn to think better. This model is accepted and used worldwide. Whole Brain Thinking is an art as well as Science of understanding the way individuals think. It provides the basis of measuring different thinking preferences as it determines the degree of dominance among 4 thinking styles. HBDi is the standard for measuring thinking preferences and brain dominance.



SOURCE: HERMANN BRAIN DOMINANCE INSTRUMENT ADMINISTERING THE HBDI

HBDi is an assessment tool which offers a valuable range of applications while other assessment tool only identify individual's thinking style preferences. This model is 4-Quadrant profile (Figure) and indicates 4 degrees of preferences individuals have for thinking in each case of the 4 quadrants of brain.

CHALLENGES FOR SCHOOLS

Our schools can be transformed into complete learning organisations. A shift in thinking is required.

1. Short sighted priorities, outdated teacher education programme, visionless leaders/ HOD's, programmes of the week, clumsy systems, hierarchical infighting, and professional jealousy, all contribute to the problem.
2. Failing children and underperforming schools are an indication of a faulty system, not a faulty brain.
3. This precept calls for dramatic changes in the way we organise formal teaching and training.
4. Students come from diverse, different backgrounds with different values/ cultural systems. It is up to the school to create the conditions whereby their brain will "choose" or "select" the learning that will best enhance their chances of survival.
5. The "negative" behaviours they learn-put-downs, deceit, attacking, avoidance, and peer pressure are to be expected as long as students perceive their survival at stake.

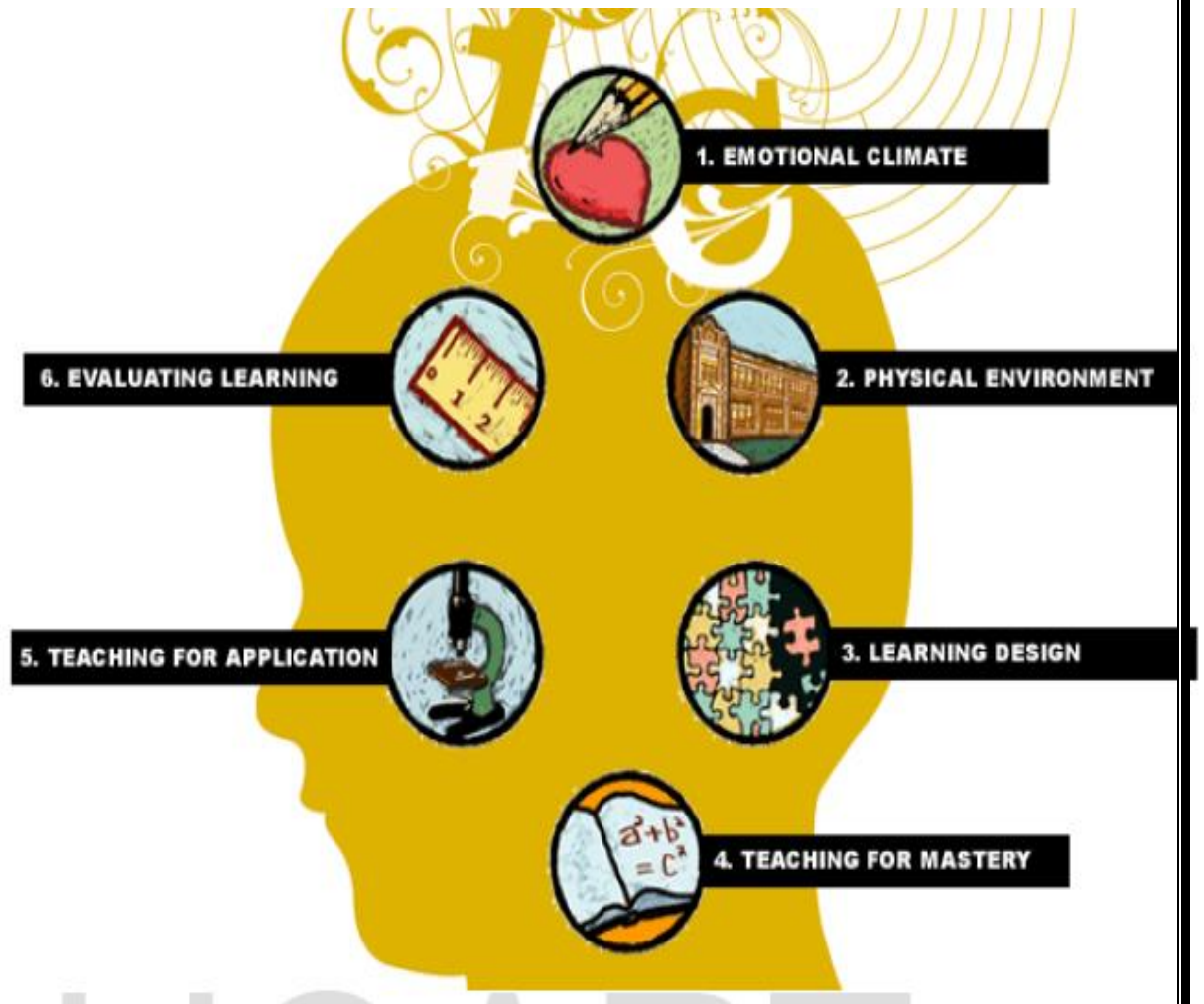
Creating an organisation around the way the brain naturally learns best way is the simplest and most critical educational reforms ever initiated. The question is not 'can we' provide learning with brain based learning. The question is 'will we'?

WHOLE BRAIN THINKING FOR 21ST CENTURY



FOR TEACHERS

WHOLE BRAIN PROFILE PROVIDES A UNIQUE INSIGHT AND UNDERSTANDING INTO THEIR STUDENTS



1. Emotional Climate for Learning: Response of students.
2. Physical Learning Environment: Planning for novelty.
3. Designing the learning experience.
4. Mastery of skills, content and concepts.
5. Extending in applying knowledge.
6. Evaluating Learning: Feedback to student performance.

FOR STUDENTS

1
Content
Semantic facts; names, data,
what , where, when etc.



2
Emotions
How we feel; what we like ,
What is meaningful



Better Assessment
How Do we Know ? What We know ?

5
Processing
Mental models; ability to summarize,
Synthesize, hypothesize and apply
the learning



4
Embodiment
The demonstration
of new skills or
applications
through personal
actions.



3
Context
How information relates
interdisciplinary and
cross curricular tie-ins.



1. What the students know?
2. How students feel?
3. How the student relates to the world?
4. How deep is the learning?
5. How the learner manipulates the data?

TRANSFORMING YOUR SCHOOL INTO A LEARNING ORGANISATION

Once you start thinking of schools with the brain in mind, a whole realm of feasibility comes into view

Salient Features:

- Connecting brain research to curriculum, assessment and staff development.
- Supporting good practices and good practitioners.
- Transforming the organisation with the brain in mind.

QUADRANT A <ul style="list-style-type: none">○ Assess the existing culture○ Policies○ Rules and Regulation○ Reforms required	QUADRANT D <ul style="list-style-type: none">○ Vision of the organisation○ Mission○ Logo of the school○ Core Competency
QUADRANT B <ul style="list-style-type: none">○ Implementation of Plan○ A Systemic Approach○ Documentation○ Processes in Classroom methodology	QUADRANT C <ul style="list-style-type: none">○ Empowerment of Stakeholders○ Personalised Learning○ Networking: National/ International forums○ Interpersonal Skills for a multicultural society.

CONCLUSION

- To conclude the transformation of an organization/ school has been linked with the Whole Brain Thinking. It helps one to understand the way others Think.

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