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Introduction

Dear student

The following presentation aims to guide you through the various thinking tools employed within Holcombe Grammar School.

It is a lengthy presentation, but hopefully you will only refer to the pages where you need help and after a while, as you get used to the thinking tools, you will refer to this less and less.

In each case the thinking tool is outlined and you are then provided with some practical examples of the tool in action.

Despite trying to make this as fool proof as possible I am sure that for some of you there will still be questions and a degree of confusion, but we are here to help at any time so please just ask if you have any questions.

We will work closely with you to embed the tools into your way of working so they effectively become second nature to you through your journey in the sixth form.

Regards

Mr. Anderson (Head of Sixth Form)
What is a thinking school?

A thinking school is defined as;

“an educational community in which all members share a common commitment to giving regular careful thought to everything that takes place.

This involves both students and staff learning how to think reflectively, critically and creatively, and employing these skills and techniques in the co-construction of a meaningful curriculum and associated activities.”

• Burden, 2006.
According to Carol Dweck, mindsets change what people strive for and what they see as success.

The growth mindset suggests that ‘your basic qualities are things you can cultivate through your efforts’ (Dweck, 2006:7) which implies that intelligence and skillsets are not fixed. For students, this means they can grow and develop at different rates and encourages them to think of their journey of learning new things and skills as a ‘not there yet’ as opposed to a fixed mindset, in which they shy away from challenges and learning opportunities.

The language used to develop strong positive, personal understandings of learning is vitally important and even small changes such as the word ‘might’ in a question encourages more learners to offer answers even if they are not sure they are correct. When students self-reflect on their learning and development of knowledge and skills, they use words such as ‘yet’ to describe that they are getting better and they are willing to recognise that just because they haven’t mastered something or might be struggling with something it doesn’t mean that they cannot or will not get better with structured deliberate practice.
Mindset

**Intelligence is a fixed trait**

**Intelligence is a malleable quality, a potential that can be developed**

**FIXED MINDSET STUDENTS SAY**

Looking smart is most important

“The main thing I want when I do my school work is to show how good I am at it.”

**GROWTH MINDSET STUDENTS SAY**

Learning is most important

“It’s much more important for me to learn things in my classes than it is to get the best grades.”
# Mindset

**Fixed Mindset Students Say**

**Effort is negative**

“To tell the truth, when I work hard at my school work it makes me feel like I’m not very smart.”

**Helpless**

“I would spend less time on this subject from now on..”

“I would try not to take this subject ever again.”

“I would try to cheat on the next test.”

**Growth Mindset Students Say**

**Effort is positive**

“The harder you work at something, the better you’ll be at it.”

**Resilient**

“I would work harder in this class from now on.”

“I would spend more time studying for the tests”.
Thinking Hats

The 6 Thinking Hats each represent a different type of Thinking. They are used in lessons to encourage students to think carefully and critically – encouraging them to think beyond their own perspectives and holistically respond to situations rather than only using one type of Thinking.

The Thinking Hats provide an easy to remember visual for learners to ensure they look at all perspectives to provide well rounded responses. Younger learners can often be seen placing actual hats on their heads and discussing from the perspective of that hat, for example discussing the positive attributes of a book character and why, whilst sporting a bright yellow hat. Some younger learners within our Trust have actions for each hat to help them focus their thoughts whilst some older learners self-select which Hats they require to evaluate during a specific learning activity.

- **Red Hat - Feelings**
  - Intuition, hunches, gut instinct.
  - My feelings right now.
  - Feelings can change.
  - No reasons are given.

- **Yellow Hat - Benefits**
  - Positives, plus points.
  - Logical reasons are given.
  - Why an idea is useful.

- **Black Hat - Cautions**
  - Difficulties, weaknesses, dangers.
  - Logical reasons are given.
  - Spotting the risks.

- **White Hat - Facts**
  - Information and data.
  - Neutral and objective.
  - What do I know?
  - What do I need to find out?
  - How will I get the information I need?

- **Green Hat - Creativity**
  - Ideas, alternatives, possibilities.
  - Provocations - "PO".
  - Solutions to black hat problems.

- **Blue Hat - Process**
  - Thinking about thinking.
  - What thinking is needed?
  - Organizing the thinking.
  - Planning for action.
Thinking Hats

Key Points about the White Hat
- Notes both views when there is conflicting information.
- Assesses the relevance and accuracy of information.
- Separates fact from speculation.
- Pinpoints action needed to fill the gaps.
- It can report on someone else’s feelings but not own feelings e.g. Steven told me he doesn’t like buses. Whereas reporting our own feelings on a subject is Red Hat.

White Hat Questions
- What information is available?
- What information would we like to have?
- How are we going to get the missing information?
- Is the information that we have verifiable?

Key Points about the Red Hat
- Should be limited to 30 seconds.
- Gives ‘full permission’ to express feelings and intuitions.
- Does not require any justification or explanation of feelings.
- Respects that feelings may be based on years of experience and cannot always be analysed but are valuable to discussions.
- The Red Hat can trigger the development of a more refined and complex arrangement of emotional language.

Red Hat Questions
- What are my feelings right now?
- What does my intuition tell me?
- What is my gut reaction?
Thinking Hats

Key Points about the Yellow Hat
- It is less natural than the Black Hat for some people.
- Requires a deliberate effort.
- Reinforces creative ideas and new directions.
- Must give reasons why an idea is valuable or might work.
- Is a powerful assessment tool when used with the Black Hat.

Yellow Hat Questions
- What is the value of this idea? Why?
- What are the good things about this? Why?
- What are the benefits? Why?

Key Points about the Black Hat
- Points out difficulties.
- Explores why something may not work.
- Must give logical reasons for concerns.
- Without reasons the statements made are Red Hat Thinking.
- Valuable for checking evidence, logic, feasibility and impact also.
- Supplies a road map for improvement and problem solving when used before the Green Hat.
- May sometimes offer information that also appears under White Hat.

Black Hat Questions
- What could be the possible problems and the reasons why?
- What could some of the difficulties be and the reasons why?
- What are the points for caution and the reasons why?
- What are the risks? Why?
Thinking Hats

**Key Points about the Green Hat**
- Encourages a search for new ideas and alternatives.
- Seeks to modify and remove faults in existing ideas.
- Makes time and space for a creative ‘effort’.
- When using the Green Hat we are hypothesising, speculating, using provocation and Lateral Thinking skills.

**Green Hat Questions**
- Are there other ways to do this?
- What else could we do here?
- What are the possibilities?
- How will we overcome our difficulties?

**Key Points about the Blue Hat**
- Concerned with ‘process control’.
- Here the thinker stands back and looks at the thinking that needs to take place or is taking place.
- It is usually the role of the facilitator: Handles requests for certain types of thinking, makes or calls for the group to make decisions.
- Can be used to decide next steps, define outcomes and summarise or set out a thinking plan.

**Blue Hat Questions**
- What is our agenda?
- What is our next step?
- Which hat are we using now?
- How can we summarise the discussion so far?
- What do we think about the decision?
Thinking Hats

The sequence in which the Hats are visited will depend upon the task at hand. Here are a few examples:

- **Emotions:** *E.g. A pupil has complained about bullying by another pupil.*
  
  Red: How do you feel about it?
  
  White: What are the facts about the situation?
  
  Green: Is there another way to look at it?
  
  Blue: What are the conclusions?

- **Opportunity:** *E.g. The school has been offered sponsored computer equipment in exchange for advertising.*
  
  White: What do we know about the situation?
  
  Green: What is the idea?
  
  Yellow: What are the benefits of the idea?

- **Design:** *E.g. Design a new toy for a young child under the age of one.*
  
  Blue: What is the design task?
  
  Green: What are possible design alternatives?
  
  Red: What do we feel about each design?

- **Evaluation:** *E.g. Peer assess this work.*
  
  Yellow: What was good about it?
  
  Black: Are there any causes for concern?
  
  Green: What could have been done?
  
  Blue: What are the steps to success?
## Thinking Hats (example in practice)

**Write down the definition of 3 keywords from this topic so far**

1. **hydrocarbon**: made up of hydrogen and carbon only.
2. **Alkanes**: saturated hydrocarbons CnH2n+2.
3. **Combustion**: fuels reacting with oxygen to release energy.

**How do I feel about my understanding of this topic so far?**

I feel confident with this topic. I feel I don’t understand some of the processes well.

**Areas in topic I am confident in (WWW)***

- I can name alkanes and draw their displayed formula.
- I can describe the properties of alkanes.
- I know the basic composition of crude oil.

**Areas in topic I need to improve (EBI + ☭)**

- Describing the process of fractional distillation.
- Practising balancing symbol equations.
As suggested by Ryan (1990), the Keys help ‘unlock’ critical and creative thinking. Some of the Keys are quite linear and some are creative, which enables them to be carefully selected and work well with different ages groups and across all curriculum areas.

The specific Key used in any learning episode is selected based on the needs intended to be met – this can be subject related or skill based.

<table>
<thead>
<tr>
<th>Key Name</th>
<th>Brief Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Alphabet</td>
<td>Great for building up subject specific vocabulary. Students identify words that begin with each letter</td>
</tr>
<tr>
<td>The Reverse</td>
<td>Students are asked to consider or design questions which ask what ‘cannot’ or ‘would never’ be</td>
</tr>
<tr>
<td>The What if</td>
<td>Students asked to consider or design questions that prompt what if thinking</td>
</tr>
<tr>
<td>The Disadvantages</td>
<td>Students consider the potential limitations</td>
</tr>
<tr>
<td>The Combination</td>
<td>Seeking to combine the features of two ideas or concepts to design a better idea</td>
</tr>
<tr>
<td>The BAR</td>
<td>Students asked what they might make Bigger, Add or Replace in an idea or design</td>
</tr>
<tr>
<td>The Variations</td>
<td>Students seek alternative methods to meet an end point- how many ways might you…?</td>
</tr>
<tr>
<td>The Picture</td>
<td>Students provided with a picture and asked to link it to a topic</td>
</tr>
<tr>
<td>The Prediction</td>
<td>Think of possible outcomes to a set of given circumstances</td>
</tr>
<tr>
<td>The Different uses</td>
<td>Imaginative and creative uses for an object – perceptual rather than conceptual thinking</td>
</tr>
<tr>
<td>The Ridiculous</td>
<td>Seeking to justify a statement that could be classed as difficult to implement</td>
</tr>
<tr>
<td>The Commonality</td>
<td>Two unrelated objects, pictures or concepts and students are asked to find a commonality</td>
</tr>
<tr>
<td>The Question</td>
<td>Identifying answers and asking students to identify possible questions that lead to the answers provided</td>
</tr>
<tr>
<td>The Brainstorming</td>
<td>Contemplating solutions to problems</td>
</tr>
<tr>
<td>The Inventions</td>
<td>Devise an invention from the use of unrelated materials</td>
</tr>
<tr>
<td>The Brick wall</td>
<td>Identify different ways to deal with ideas or concepts that are valued as ‘truths’</td>
</tr>
<tr>
<td>The Construction</td>
<td>Using everyday materials physically construct useful objects related to the topic or ‘construct’ key meaning from pieces of knowledge</td>
</tr>
<tr>
<td>The Forced relationship</td>
<td>Identifying the benefits from a forced relationship between two objects or ideas</td>
</tr>
<tr>
<td>The Alternatives</td>
<td>Looking for alternative ways to solve a problem</td>
</tr>
<tr>
<td>The Interpretations</td>
<td>Identify different interpretations of your own of an event i.e. look for different perspectives</td>
</tr>
</tbody>
</table>
Thinkers Keys
(examples in practice)

Different uses: Using objects

How to instigate:

- Have objects on different tables
- Ask pupils to brainstorm how the objects can be used; which topics they may link to
- Challenge: Why might some people believe that it is a disadvantage to use objects in worship?
- Application: This could form the basis of a chart consolidating all aspects/objects/features of a topic

The Brick Wall: Evaluation

How to instigate

- Can be used as a starter; plenary or mini-plenary
- Ask pupils to argue against the statement – using evidence-based arguments with scholars
- Challenge: Get someone (Apex student) to counter-argue their point
- Application: This question could be an essay question or used to evaluate a particular topic
Thinkers Keys
(examples in practice)

Picture in Time: Recalling key events

How to instigate

- Ask pupils:
- What is this event relating to
- What happened before this
- What happened afterwards
- Challenge: What other case studies does this relate to on this topic?
- Application: Basis for brainstorming key scholars/key studies on a topic to support exam questions

Making Links: Lyrics

How to instigate this

- Give pupils a copy of lyrics
- Can play the song
- Make links between lyrics and topics studied
- Challenge: What quotations could you use to support these topics?
- Application: Pupils could then RAG rate the topics and brainstorm what they remember
**Thinkers Keys**
(examples in practice)

**Who/What am I?**

How to instigate this

- Start with a sheet with a definition on and then challenge pupils to guess what the concept or scholar is.
- **Challenge:** This can be differentiated up and down by using longer definitions. Pupils can also invent some for each other.
- **Application:** This could be used as a basis for an exam question.

**Newspaper/Current affairs:**
Thinking outside the classroom

How to instigate this

- Have a picture/newspaper article and ask students how they can make links between this and topics that they have studied.
- **Challenge:** How far can we trust this knowledge?
- **Application:** To consider national/international/global implications of this story and links to other cross-curricular subjects.
Hyerle and Alper (2011) state that, ‘Thinking Maps serve as a device for mediating thinking, listening, speaking, reading, writing, problem solving, and acquiring new knowledge’ and for our Trust schools these visual representations provide a method to communicate the thinking that is taking place in the heads of our students. The infusion of Hyerle’s Thinking Maps across the whole curriculum has provided our students with a method to sort and present information, providing a rich vocabulary to express and discuss their ideas in relation to the content they are studying and their underlying thinking. The shared common language across all subjects and key stages helps to improve our students’ confidence and competence in their learning.

Despite the differing contextual demands of our different schools, for both staff and students the Maps have provided a strategy to explore curriculum content in a way that enables students to form meaningful links to previous learning and structure their work in a digestible format. In our secondary schools we have found especially for younger secondary students, the levels of confidence relating to learning new content has increased, as has the quality of students’ metacognition when talking about their learning. By the end of Year 7, students are already more articulate when discussing their thinking.

<table>
<thead>
<tr>
<th>Thinking Map</th>
<th>Thinking Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bubble Map</td>
<td>Describing</td>
</tr>
<tr>
<td>Double Bubble Map</td>
<td>Comparing and contrasting</td>
</tr>
<tr>
<td>Tree Map</td>
<td>Classifying</td>
</tr>
<tr>
<td>Brace Map</td>
<td>Identifying whole/part relationships</td>
</tr>
<tr>
<td>Flow Map</td>
<td>Sequencing</td>
</tr>
<tr>
<td>Multi-Flow Map</td>
<td>Causes and effects</td>
</tr>
<tr>
<td>Circle Map</td>
<td>Defining in context</td>
</tr>
<tr>
<td>Bridge Map</td>
<td>Seeing analogies</td>
</tr>
</tbody>
</table>
## Thinking Maps (examples in practice)

<table>
<thead>
<tr>
<th>Map Title</th>
<th>Map Drawing</th>
<th>Thinking Process</th>
<th>Questions/keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle Map</td>
<td><img src="image" alt="Circle Map" /></td>
<td>Defining in context</td>
<td>Tell me everything you know about this/ what might you like to know about this idea?/ thought shower/ explore the meaning of/ discuss/ what and why/ context.</td>
</tr>
<tr>
<td>Bubble Map</td>
<td><img src="image" alt="Bubble Map" /></td>
<td>Describing</td>
<td>How might you describe/? use vivid language/ observe using all of your senses/ describe your feelings/ attributes/ characteristics/ properties/ qualities/ adjectives.</td>
</tr>
<tr>
<td>Double Bubble Map</td>
<td><img src="image" alt="Double Bubble Map" /></td>
<td>Comparing and contrasting</td>
<td>What are the similarities and differences between?/ compare and contrast/ distinguish between/ differentiate.</td>
</tr>
<tr>
<td>Tree Map</td>
<td><img src="image" alt="Tree Map" /></td>
<td>Classifying</td>
<td>Classify/ sort/ group/ categorise/ types of/ kinds of/ list and elaborate/ taxonomy.</td>
</tr>
<tr>
<td>Brace Map</td>
<td><img src="image" alt="Brace Map" /></td>
<td>Part whole</td>
<td>What are the parts that make up the whole object?/ can the parts be broken down in to sub parts?/ take apart/ show structure/ physical components/ anatomy.</td>
</tr>
<tr>
<td>Flow Map</td>
<td><img src="image" alt="Flow Map" /></td>
<td>Sequencing</td>
<td>What is the sequence of events?/ what are the sub-stages?/ put in order/ recount/re-tell/ what happens next?/ patterns/ cycles/ processes/ change/ solve the problem step by step/ order.</td>
</tr>
<tr>
<td>Multi-Flow Map</td>
<td><img src="image" alt="Multi-Flow Map" /></td>
<td>Cause and effect</td>
<td>What are the causes and effects/impacts/consequences/? what might happen if/? predict/identify motives/ why did that happen/? outcomes/ benefits/ results.</td>
</tr>
<tr>
<td>Bridge Map</td>
<td><img src="image" alt="Bridge Map" /></td>
<td>Seeing analogies</td>
<td>What is the analogy being used/? what factor relates these/? identify the common relationship/ metaphor.</td>
</tr>
</tbody>
</table>
Thinking Maps
(examples in practice)

Circle Map

- Defining in Context or Brainstorming

- Can be used for: Brainstorming, diagnosing prior knowledge, Closure/review
Circle map (modified) – defining in context
Thinking Maps
(examples in practice)

Bubble Map

- Describing (adjectives or adj. phrases only)

- Can be used for: Identifying and describing qualities, adjectives only!

Bubble map – describing (DSEN student)
Thinking Maps (examples in practice)
Thinking Maps
(examples in practice)

Double Bubble Map

- Compare and contrast

- Can be used for: Compare and contrasting, could colour code the bubbles
Thinking Maps (examples in practice)
Thinking Maps (examples in practice)

Brace Map

- Part-whole relationships, structure

- Can be used for: Seeing and analysing whole to part relationships, physical objects only

Planning an extended piece of writing

- Question
- Line of argument
- Topic sentence

<table>
<thead>
<tr>
<th>Embedded quotations with analysis.</th>
<th>Embedded quotations with analysis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link to your argument</td>
<td>Link to your argument</td>
</tr>
<tr>
<td>Embedded quotations</td>
<td>Embedded quotations</td>
</tr>
<tr>
<td>with analysis.</td>
<td>with analysis.</td>
</tr>
<tr>
<td>Link to your argument</td>
<td>Link to your argument</td>
</tr>
<tr>
<td>Topic sentence</td>
<td>Topic sentence</td>
</tr>
</tbody>
</table>
Thinking Maps (examples in practice)
Thinking Maps (examples in practice)

Flow Map

- Sequence, order, cycles, etc

- Can be used for: sequencing and ordering information, plots, processes, chronology

Measuring an Angle

1. To be able to identify types of angle by size
2. To be able to measure all types of angles accurate to the nearest degree
3. To be able to construct all types of angles accurate to the nearest degree
Thinking Maps
(examples in practice)

1. Oxygenated blood from the Lungs
2. Enters the Left Atrium
3. Through the Bicuspid Valve
4. Into the Left Ventricle
5. Through the Semi-lunar valves
6. Into the aorta and out to the body
7. Deoxygenated blood from the body
8. Into the Right Atrium
9. Through the Tricuspid Valve
10. Through the Semi-lunar valves
11. Back to the Lungs
Thinking Maps
(examples in practice)

Multi-flow Map

- Cause and effect reasoning, Prediction

- Can be used for: “if...then”, cause and effect, projecting consequences, analysing effects

Multi-flow map – cause and effect
Thinking Maps
(examples in practice)

### Stakeholders Revision Resource

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Different types of Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customers</td>
<td>Want high quality at low prices</td>
</tr>
<tr>
<td></td>
<td>Want customer satisfaction</td>
</tr>
<tr>
<td>Employees</td>
<td>Job security and promotions</td>
</tr>
<tr>
<td></td>
<td>Wage and good conditions</td>
</tr>
<tr>
<td>Local community</td>
<td>Want little noise</td>
</tr>
<tr>
<td></td>
<td>and pollution and local sponsors</td>
</tr>
</tbody>
</table>

### Causes and Effects of the Industrial Revolution

- America was no longer receiving cheap British supplies.
- Science was popular and developed more, so ideas were born.
- There was a demand for machinery such as trains.
- Everyone had the opportunity to succeed. This gave ideas another chance.
- The successful people became rich and famous.
- Life was much more convenient with all the inventions.
- In the Civil War, the Union had an advantage in the factories.
- America became more advanced in technology.
**Thinking Maps**
*(examples in practice)*

**Bridge Map**

- Seeing analogies. Transferring similar relationships

```
A       C
\-----\-----
|     |     |
B     D
```

Relationship factor: _____________

- Can be used for: Seeing analogies, How can they be related? A is to B as C is to D

**Bridge Map**

Relating Factor **The Cardiovascular system**

```
Trains / tubes/roads  Blood vessels
\---------------------\------
|                    | AS |
```

Transport system

Bridge map – seeing analogies
Thinking Maps (examples in practice)

Word of the week!

WOW!

Means the same as
Relating factor

Fluctuate AS Lethargic AS Sporadic AS Aloof
Change Lazy Random Distant

Identify the relating factor

<table>
<thead>
<tr>
<th>0.5</th>
<th>0.75</th>
<th>0.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/4</td>
<td>3/4</td>
<td>1/4</td>
</tr>
</tbody>
</table>

=
Thinking Maps (examples in practice)

Tree Map

- Classify, group, sort

  Title

  Subcategories

  Examples

- Can be used for: Classifying ideas, types of..., Kinds of...

So far we have identified the properties and uses of the following metals

Metals

  Ferrous
  - Cast iron
  - Stainless steel

  Non-ferrous
  - Brass
  - Tin
  - Copper
Thinking Maps
(examples in practice)
The frame of reference is a box drawn around any Thinking map. By adding a frame of reference students are asked to “think about their thinking” which then leads to greater reflection, adds layers of metacognition and unlocks creativity.
## Holcombe Habits of Excellence

<table>
<thead>
<tr>
<th>Holcombe Habits of Excellence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persisting</td>
<td>Stick to it! Persevering in task through to completion; remaining focused</td>
</tr>
<tr>
<td>Listening with Empathy and Understanding</td>
<td>Understand Others! Devoting mental energy to another person’s thoughts and ideas; holding in abeyance one’s own thoughts in order to perceive</td>
</tr>
<tr>
<td>Thinking About your Thinking (Metacognition)</td>
<td>Know your knowing! Being aware of one’s own thoughts, strategies, feelings and actions and their effects on others.</td>
</tr>
<tr>
<td>Questioning and Problem posing</td>
<td>How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</td>
</tr>
<tr>
<td>Creating, Imagining and Innovating</td>
<td>Try a different way! Generating new and novel ideas, fluency, originality</td>
</tr>
<tr>
<td>Taking Responsible Risks</td>
<td>Venture out! Being adventuresome; living on the edge of one’s competence</td>
</tr>
<tr>
<td>Thinking interdependently</td>
<td>Work together! Being able to work in and learn from others in reciprocal situations.</td>
</tr>
<tr>
<td>Striving for Accuracy and precision</td>
<td>Check it again! A desire for exactness, fidelity and craftsmanship.</td>
</tr>
<tr>
<td>Applying past knowledge to new situations</td>
<td>Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</td>
</tr>
<tr>
<td>Gather data through all senses</td>
<td>Use your natural pathways! Gathering data through all the sensory pathways—gustatory, olfactory, tactile, kinaesthetic, auditory and visual.</td>
</tr>
<tr>
<td>Responding with Wonderment and awe</td>
<td>Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</td>
</tr>
<tr>
<td>Remaining open to Continuous learning</td>
<td>Learn from experiences! Having humility and pride when admitting we don’t know; resisting complacency</td>
</tr>
</tbody>
</table>