

Thinking Critically: Sample resources

Thinking Critically	Learner	Employer	Educator	All Roles
Mātauranga				
Creative Thinking		10 way to improve your creative problem solving skills (article)		
Problem Solving		12 Best Problem-Solving Activities for Employees, Adults and Team Building (website) Problem-Solving at Work True or False Questions (website)		Digital Skills - Modules and passport
Decision-making				
General fit		<ul style="list-style-type: none"> How to foster a culture of critical thinking How to encourage critical thinking in the workplace 	<ul style="list-style-type: none"> How to foster a culture of critical thinking How to encourage critical thinking in the workplace 	<ul style="list-style-type: none"> Critical Thinking, a vital skill in today's ever-changing work environment <p>Further reading: Daniel Levitin <i>The Organized Mind</i> Steven Johnson: <i>Farsighted: How We Make the Decisions that Matter the Most</i> Daniel Kahneman <i>Thinking Fast and Slow</i> Willink and Babin: <i>Extreme Ownership</i> Blanchard, Burrows: <i>The One Minute Manager</i></p>
User Guides & Toolkits	Te Ao Māori Skills Framework Toolkit: For Ākonga (Learners)	Te Ao Māori Skills Framework Toolkit: For Employers and Mentors User Guide for Workplace Trainers and Employers	Te Ao Māori Skills Framework Toolkit: For Providers and Programme Developers User Guide for Educators User Guide for Programme Designers	

Appendix 1: Design Principles

In order to provide a consistent approach across the development team and the various resources, some common design principles were used. In any future iterations, these should also be considered and updated as appropriate.

Skills Descriptions:

- The descriptions are aimed at an individual (learner)
- Te Ao Māori is integrated throughout, not add-on
- Any skills description is in simple language and in a work context where appropriate
- Whakatauki add depth to the descriptions. Where possible they have a food and fibre context
- Some skill elements are from Te Ao view (ie. whakapapa), as it is the best explanation of the element for everyone, not exclusively Māori
- The progression levels are generic so that people in a range of roles can identify with them. They build on each previous level.
- An individual may be at different levels in each element and skill set

Scenarios:

- The scenario describes a generic organisation – could be any in the food and fibre sector (ie. dairy farm or orchard)
- The language of the scenario is neutral, the reader selects the role they want to explore
- The scenarios build through the skill sets in a logical business and skills progression
- The questions ask the reader to consider their response, and then point them to the relevant skill element for further reading/consideration

Resources:

- The Framework should include some learning resources to give an indication of the type of learning available.
- However, the main source of learning materials may be through educators
- The selection is by availability, and is not ranked or guaranteed
- It has a focus on Food and Fibre, then NZ where possible
- The aim would be to have content in each skill element for the individual, however, it may be that this could take the form of short “development moments” as per the [UK Skills Builder](#) (to be decided at a later stage of implementation)