

Teaching to task is also against this ↓

Brainstorming Immersion Myself Journey man & tool kit.

	Problem finding	Fluency	Flexibility	Originality	Tolerance of ambiguity	Insight	Elaboration	
Orientation	I look behind the material	avoiding head to * solves with tip	wide range of previous place.	Stubborn. deterministic	possible fitting of idea to form.	check all details of idea of form	starting to formulate detail.	fine detail and means.
Sensation		seeing people doing. ^{proj. imag.}	point of view. <u>who are we?</u>	who am I? Various forms of look.	don't force see images in action.	don't love you play! Keep vigil.	surge of possibilities ^{example x1}	see tasks clearly.
Intuition Thinking outside usual box of parameters	To distance to bring closer.	so much time of events.	transformation of space?	limitations + opportunities of choices.	trying to check it. <u>harmless</u>	more vigilance.	does it check with original best ideas.	Keep internal coherence.
	aware of value of disorientation	wide range of tasks in "bank"	What people does focus on curriculum need	Hack work for any the nation pointing the new process	Scrutiny don't love you play.	examine the parts for clarity.	get tasks in order * (Mrs Ogmore Pritchard?)	↓
Feeling	age of chr. experience to play for depth.	deliberately a bank of	range over possibilities.	does it keep the pattern of curriculum?	let it hear in links	insist to be certain. <u>get</u>	surge of high news	Keep seeing from students
	✓ Open-ness high.	✓	possible choice/s?	Critical imagination high. ✓	Keep turning it around.		collecting means. economy.	↓ Persistence

x

* Tolerance of ambiguity.
(Use food Maudslayi
Walter's school. take
notes - Jane Smith's
contributions)

- 1 * The six patterns the brave riskers the interaction with focus
- 2 * Tell me your tasks in order.



The land is harsh and demands attention.