MODELING

Modeling of who we are as thinkers and learners so that the process of our thinking is discussed, shared, and made visible.

OPPORTUNITIES

Providing purposeful activities that require students to engage in thinking and the development of understanding as part of their ongoing experience of the classroom.

TIME

Allocating time for thinking by providing time for exploring topics more in depth as well as time to formulate thoughtful responses.

LANGUAGE

Using a language of thinking that provides students with the vocabulary for describing and reflecting on thinking.

ENVIRONMENT

Making thinking visible by displaying the process of thinking and development of ideas. Arranging the space to facilitate thoughtful interactions.

ROUTINES

Scaffolding students’ thinking in the moment as well as providing tools and patterns of thinking that can be used independently.

INTERACTIONS

Showing a respect for and valuing of one another’s contributions of ideas and thinking in a spirit of ongoing collaborative inquiry.

EXPECTATIONS

Setting an agenda of understanding and conveying clear expectations. Focusing on the value for thinking and learning as outcomes as opposed to mere completion of “work.”

Adapted from “Creating Cultures of Thinking” by Ron Ritchhart
Creating Cultures of Thinking

**OPPORTUNITIES**
Crafting the vehicles for learning through:
- Categorizing opportunities in moments, tasks, projects and events.
- Recognizing specific characteristics of challenging opportunities that promote learning (novel application, meaningful inquiry, effective communication and perceived worth)
- Realizing opportunities to make them work for teachers and students

**MODELING**
Seeing ourselves through our students' eyes by:
- Dispositional apprenticeship: being a role model of learning and thinking
- Cognitive apprenticeship: making our thinking visible
- Gradual release of responsibility: modeling for independence
- Interactive modeling: learning from examples, practice and reflection

**ENVIRONMENT**
Using space to support learning and thinking through:
- Ensuring form follows the function (promoting thinking)
- Curating a classroom that values thinking
Create environments to enhance learning & build culture through:
- Visibility
- Flexibility
- Comfort
- Invitational Quality

**LANGUAGE**
Purposeful choice of "Language Moves" that promote a Culture of Thinking through using the Language of...
- Listening
- Thinking
- Community
- Identity
- Initiative
- Mindfulness
- Praise & Feedback

**TIME**
Become the master of time, rather than its victim through:
- Recognizing time as a statement of your values
- Learning to prioritize and always prioritizing learning
- Giving Thinking Time
- Managing energy, not time
- Investing in time to make time

**EXPECTATIONS**
High expectations for all learners (and learning) through:
- Focusing on learning vs. work
- Teaching for understanding vs knowledge alone
- Encouraging deep vs. surface learning strategies
- Encouraging independence vs. dependence
- Developing a growth vs. a fixed mindset

**INTERACTIONS**
Forging relationships that empower learners through establishing working and thinking norms in the classroom to:
- Build culture through affect and roles
- Shape interactions through roles
- Ask "good" questions
- Create new patterns of discourse

**ROUTINES**
Supporting and scaffolding learning and thinking. Routines are more than just an activity! They:
- Direct attention to the issue of thinking
- Provide specific practices that have immediate effect
- Make students' thinking visible
- Encourage action & discussion around thinking
- Build infrastructure for thinking and learning in the classroom
- Connect the other cultural forces

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