



These 8 instructional practices, combined with excellent curricula, have been shown¹ to support the development of the 5 prioritized outcomes: Curiosity, Purpose, Self-direction, Agency, and Resilience. For each practice, we've provided some examples of what the practice **might** look like in action.

Make learning relevant

- Frame and facilitate learning tasks to highlight connections between new material and students' lives, interests, and goals.
- Support students to independently seek and extract meaning from academic content.

Elevate wonder and awe

- Model intellectual humility and curiosity.
- Identify and highlight likely "moments" of intrigue.
- Notice and celebrate when students display curiosity and experience "ah-has."

Maximize shared sense-making

- Enact, as the primary instructional mode, strategies wherein students collaborate to analyze tasks, share their ideas/thinking/perspectives, and refine ideas and strategies.
- Minimize instructional modes wherein children emulate an adult's specific strand or style of reasoning.

Build comfort with uncertainty

- Help students to feel motivated and confident when facing complex challenges without clear answers or immediate pathways forward.
- Help students to develop toolkits for navigating uncertainty.

Prize growth over mastery

- Model and facilitate learning-oriented, rather than performance-oriented, cultures and dispositions.
- Normalize mistakes and failures as rich opportunities for learning.

Offer choice

- Provide students with opportunities to provide authentic, purposeful input regarding what they learn, how they learn it, and how they demonstrate mastery.

Invite and guide reflection

- Frequently facilitate reflective processes, wherein students identify their accomplishments, shortcomings, strengths, and growth areas; and set and strategize toward future goals.

Normalize Vulnerability

- Model risk-taking and openness in the learning process.
 - Support students to take risks, share incomplete ideas, and openly discuss mistakes and temporary setbacks.
 - Equip students with strategies for sustaining collaboration, focus, and effort when experiencing vulnerability.
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¹ Our research base draws largely from the work of [Bonawitz](#) (Harvard), [Brennan](#) (Harvard), [Bronk](#) (Claremont), [Damon](#) (Stanford), [Duckworth](#) (U Penn), [Dweck](#) (Stanford), [Ennis](#) (University of Illinois), [Jirout](#) (UVA), [McCombs](#) (University of Denver), [Zimmerman](#) (CUNY), alongside critical literature reviews, such as these from the [Center for Assessment](#) and [OECD](#).