8 Cultural Forces that define our classrooms

- **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.

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

- **Language**: Using 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.

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

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

- **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.”

Sourced from: The Cultures of Thinking project at Project Zero, Harvard Graduate School of Education

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