Rules (or not?) to cultivate thriving learning spaces THIRVE 25 4 session synthesis*
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Through the simulation, participants experienced what it feels like when rules change, language is limited, and collaboration is essential. This mirrored students' lived experiences across disciplines—navigating complexity, frustration, and discovery.
Participants then reflected on:

1. *What classroom structures or strategies support the intersection of student academic practices and NPS Portrait of a Learner (PoL) competencies?*
2. *What adjustments or new opportunities could strengthen student agency in discourse and perseverance?*

Themes That Emerged

Learning looks like curiosity, courage, and collaboration—no matter the subject.

💡 *Perseverance: Navigating Challenge with Agency*

Across all disciplines, educators identified structures that empower students to persist through uncertainty:

- **Mathematics** – Productive struggle through *making sense of problems and persevering in solving them.*
- **Science** – Inquiry-based investigations and student-led discovery; self-regulation to manage stress and persist.
- **ELA** – Scaffolds and routines that foster independence and confidence.
- **World Languages** – Embracing ambiguity through play, context clues, and low-stakes risk-taking.
- **History/Social Studies** – Perspective-based inquiry and preparation as habits of mind.
- **Arts** – Iterative practice and creative problem-solving as perseverance in action.

  Students thrive when given time, tools, and emotional space to wrestle productively with challenge.

💬 *Discourse: Elevating Student Voice and Thinking*

Educators linked discourse directly to agency, belonging, and reasoning:

- **Across Subjects** – Turn-and-talks, sentence stems, and norms make thinking visible and safe.
- **Math** – Comparing and critiquing multiple strategies to deepen reasoning.
- **Science & History** – Claim–Evidence–Reasoning and perspective-taking build argumentation.
- **ELA & World Languages** – Structured conversation routines nurture empathy and intercultural communication.
- **Arts** – Listening, interpreting, and critiquing as authentic discourse.

  Structured talk transforms struggle into shared sense-making.

[Mathematics](#) p16-18	[Science Technology Engineering](#) p98	[English Language Arts and Literacy](#) p17-18
M1. Make sense of problems and persevere in solving them. M3. Construct viable arguments and critique the reasoning of others. Structures/Strategies Supporting Perseverance	S1. Ask questions and define problems. S7. Engage in argument from evidence.	E1. Demonstrate independence. E4. Comprehend as well as critique.
Structures/Strategies Supporting Perseverance & Agency		
Intentional use of Math Practice 1: *Make sense of problems and persevere in solving them.* Manipulatives, number lines, hundreds charts, and shared mathematical language build access and confidence. Peer collaboration encourages perseverance through shared problem-solving. Space to "go at your own pace" supports agency and deeper understanding.	Inquiry-based lessons and phenomena-driven investigations naturally support perseverance through *productive struggle*. "Expert groups," curiosity corners, and student-led inquiry promote agency. Explicit attention to **emotional self-regulation**—noticing stress, pausing, and returning to challenges.	Language routines (think–pair–share, turn and talk) build confidence and independence. Scaffolds such as problem-solving charts, "ask–access–review–outcome," and consistent norms support perseverance. Explicit instruction in *habits of character* (perseverance, independence) within literacy curriculum. Students learn to ask for help and name challenges.
Structures/Strategies Supporting Discourse & Agency		
Discourse promotes agency when students explain and critique multiple strategies. Turn-and-talk and collaborative discussions help all voices be heard. Comfort with uncertainty and questioning supports discourse and reasoning.	Claim–evidence–reasoning (CER) and comparing design solutions foster evidence-based discourse. Whole-class whiteboard sharing, driving-question boards, and open-ended inquiry promote inclusivity. Classroom norms emphasize validation of diverse thinking and expression.	Text-based discussions (agree, disagree, add-on) and sentence stems build confidence. Think–pair–share and listening routines support active participation. Cross-cultural sharing connects to empathy in *intercultural communication*. Emphasis on comprehension *and* critique.

History and Social Studies (p22-25)	World Languages (p15-19)
HSS4 Analyze the purpose and point of view of each source; distinguish opinion from fact. **HSS6** Argue or explain conclusions, using valid reasoning and evidence. *The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards. Effective history and social science instruction unites significant content with strong literacy practices.*	**WL1** Interpretive Communication; Understand, interpret, and analyze. **WL2** Interpersonal Communication; Interact and negotiate meaning. **WL3** Presentational Communication; Present, inform, explain, persuade and narrate.
Structures/Strategies Supporting Perseverance & Agency	
Clear expectations for professionalism (preparedness, on-time work) support perseverance and responsibility. Tasks requiring perspective-taking, evaluation, and reasoning strengthen persistence with complex ideas.	Barnga paralleled the disorientation of early language learning—helpful for teaching comfort with confusion. Teachers use context clues and scaffolded comprehension before interpersonal speaking tasks. Game-like, low-stakes opportunities to *fail safely* foster perseverance.
Structures/Strategies Supporting Discourse & Agency	
Students justify claims with evidence and reasoning, connecting disciplinary literacy to discourse. Aligns with science and ELA practices (argument, perspective-taking).	(MUSIC) Students engage in discourse through analyzing, critiquing, and interpreting musical pieces. Perseverance emerges through problem-solving in performance and creativity.

Core Idea	How It Shows Up Across Disciplines
Productive Struggle	Math's "Make sense of problems and persevere," Science's "Inquiry and investigation," ELA's "Perseverance as a habit of character," and World Languages' "Tolerance for ambiguity" all describe *students persisting through challenge with support*.
Student Voice and Discourse	Whether through turn-and-talks, CER arguments, text-based discussions, or musical critique, *students make meaning by articulating and refining ideas together*.
Agency and Independence	Across curricula, teachers emphasized giving students *tools, language, and decision-making structures* (charts, routines, norms) to navigate learning without over-reliance on the teacher.
Emotional and Social Awareness	Every discipline surfaced the role of *mindset, confidence, and regulation*—teaching students to manage frustration, seek help, and re-engage.
Shared Norms of Learning	Though vocabulary differs ("practices," "habits of character," "competencies," "expectations"), each domain points to *shared principles of reflection, persistence, and collaboration* that align with the NPS Portrait of a Learner.

mathitations   *voice memo transrcipting and ChatGPT5 assisted synthesis*

Perseverance [+Agency]

Discourse [+Agency]

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