

7 High Operational Practices™

All students have an innate desire for engagement, challenge, developing strengths, belonging and feeling valued. The ***Pedagogy of Confidence***® addresses this desire through its High Operational Practices™ (HOPs) that guide culturally responsive pedagogy for equity through excellence, eliciting and nurturing high intellectual performances for self-actualization and personal contribution from **ALL** students.

- 1. IDENTIFYING AND ACTIVATING STUDENT STRENGTHS.** Teaching that encourages students to recognize and apply their strengths releases neurotransmitters of pleasure, motivating students to actively participate and invest in a learning experience, set goals for their learning, and follow through with their learning for meaningful application and deeper development of strengths for personal agency.
- 2. BUILDING RELATIONSHIPS.** Students fare best cognitively, socially and emotionally when they know they are liked, appreciated, valued as part of a vibrant, caring community. Positive relationships stimulate oxytocin, positively impacting both the motivation and the memory capacity critical for learning.
- 3. ELICITING HIGH INTELLECTUAL PERFORMANCE.** Students crave challenges. Their intelligence flourishes when they are asked to think at high levels about complex issues, demonstrate what they know in creative ways, and develop useful habits of mind such as reflection, raising substantive questions for deeper understanding and thinking flexibly and innovatively.
- 4. PROVIDING ENRICHMENT.** Enrichment taps students' interests, generates strengths, expands their cognitive capacity, and guides them to apply what they know in novel situations for self-actualization.
- 5. INTEGRATING PREREQUISITES FOR ACADEMIC LEARNING.** Foundation schema building activities are critical so that students have the right foundations for learning new information and acquiring new skills. This foundation heightens students' understanding, competence, confidence, and motivation.
- 6. SITUATING LEARNING IN THE LIVES OF STUDENTS.** Students perform most effectively when they can connect new learnings to what is relevant and meaningful to them. These connections validate their lived experiences activating the focusing of the brain through its Reticular Activating System (RAS). Without such personal connections, the new learnings are not likely to be retained and used effectively.
- 7. AMPLIFYING STUDENT VOICE.** Encouraging students to voice their interests, perspectives, reflections, opinions and enabling them to make personal contributions is not only motivating but also builds the confidence, agency, academic language, investment, and skill students need to join wider communities of learners and doers in the world outside of school.