PARENTS: Habits Of Mind Explanation

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There is a growing recognition that mastering subject-area knowledge alone will not be sufficient to prepare your children for their futures. They will need deliberate practice and focused attention to grow their capacity as efficacious thinkers to navigate and thrive in the face of unprecedented change.

Habits of Mind are a universal framework for thinking and are as essential now as when we first introduced them 30 years ago. *Habits of Mind* are dispositions people use when confronted with problems and situations to which answers are not immediately apparent. When we draw upon these intellectual resources, the results that are produced are more powerful, of higher quality and of greater significance than if we fail to employ those intellectual behaviors.

Thinking About Your Thinking (Metacognition)

Thinking about your thinking is something that we all do, even if we are not aware of it happening. It's when we talk to ourselves as we are thinking through a challenge. As parents, we sometimes observe that our children are unaware of their own thinking while they are thinking. They seldom plan for, reflect on, or evaluate the quality of their own thinking. When asked, "How did you solve that problem?" they may reply, "I don't know, I just did it." They are unable to describe the steps and sequences they are using before, during, and after the act of problem solving. They cannot transform into words the visual images held in their mind.

You can coach your children to become more aware of their own thinking and describe what goes on in their head when they think.

- ***Examine the role metacognition has played in your thinking***. For example, perhaps you talked to yourself to get ready for a difficult conversation with a co-worker or a client. Or you thought about planning for a big purchase and thinking about small goals you might set for yourself. Talk with your child about what you have uncovered.
- ***Help your child by using "thinking words"*** such as *"compare"*, *"analyze"*, *"predict"," classify,"* and *"conclude"*. Invite them to describe the thinking skills and strategies they plan to use before performing a task.
- ***As they are solving a problem***, ask them "Where are you now in your strategy?" "What do you still need to do?" "What information are you seeking?" When the task is completed, ask them to reflect on their thought processes: "What worked for you?" "What would you do differently next time?"
- ***When you are doing an activity with family members*** (e.g., cooking, planning a vacation) talk aloud about how you are thinking about what you are intending to do and possible plan of action.

Persisting

Do you ever give up when the solution to a problem is not immediately apparent? Do you ever say to yourself, *"I can't do this," "It's too hard."* Do you sometimes get done with a task in a hurry rather than taking the time to focus on it more thoughtfully? When we have difficulty persisting, it is often because we are dealing with a host of uncomfortable and emotional experiences. We all face this from time to time. It is much the same for our children. What we often don't realize is that we can be in control of those behaviors—if we want to! And we can encourage this disposition in our families as well. When you recognize that you or a family member is stuck, think about some possible strategies, such as:

When you or a family member are working through a problem...

- Stop and analyze what the problem was asking in the first place.
- Break the problem apart into steps and identify on the calendar when the task is due.
- Think of another strategy and try it.
- Seek help or feedback from someone.

When you or a family member need inspiration...

- Celebrate progress you are making along the way and anticipate your next steps.
- Imagine what it will look and feel like when you are successful. Use that for motivation to lift you up during the frustrating parts.
- Find motivating quotes from your heroes who persisted. All of the greats struggled as part of their ultimate accomplishments and contributions to the world.
- Think about a time when you persisted and it was difficult but it really paid off. Share that story with your family member identifying what helped you to persist.
- Share stories with your children about how their ancestors persisted. For example, perhaps they migrated to a new country where they had to overcome hardships such as learning a new language and adapting to a new culture.

When you or a family member need a break…

- Focus on slowing down your breathing. For example, inhale for the count of five, exhale for the count of five and repeat for a minute.
- Get up and move. A change of scenery can help jump start fresh thinking.

You no doubt have many strategies that you've used when you were committed to achieving an important goal. It may be helpful to keep your own list of ideas and share with your family members. Keep telling yourself to hang in there and stick to it.

Managing Impulsivity

Have you ever jumped right into working on a problem without reading all of the directions? Did you find that you missed something important and you have to start all over again? Do you ever blurt out ideas without thinking about how what you say might impact people you are interacting with? Have you ever found yourself interrupting someone else's thinking without considering what the other person meant?

These behaviors all point to the need to manage your impulsivity — slowing yourself down to think more about what you are about to do before you do it. The ability to wait, delay gratification, is an important aspect of success in life. How might we help our children to remain calm, thoughtful, and deliberate when working through a problem or developing an idea.

Here are some strategies for you or a family member to pay attention to managing impulsivity:

- ***Practice waiting*** (count to 10) before sharing your thoughts. The goal is not to interrupt the other person's thinking. Wait time sets the stage to encourage thought and reflection before responding. Sometimes the family member can come up with an idea, strategy, or solution to their own problem when given an opportunity to think aloud.
- ***Look at the routines with your family members*** during the day to see where focusing on managing impulsivity may help to relieve the stress. For example, your morning routine may be frustrating for both you and your family members. Consider, for example, asking your family to share ideas about how to make the routine run more smoothly so that you are not making snap judgments or saying something out of anger.
- ***Remember that you are all working on this together.*** We are all plagued by the need for instant gratification. Talk about how you managed your impulsivity in a situation. Perhaps you opened the door to the oven too soon and your cake collapsed. It would be a good time to reflect and think about what you might have done instead.
- ***Use the language of managing impulsivity***. For example, saying something like,"just wait and make sure you read the instructions first. Manage your impulsivity!"

Striving for Accuracy

Too often we think of accuracy and precision as the end game — we get the "right" answer or complete the task and move on. However, striving is a word that implies continuous effort and caring about your work. No matter how good you are in your performance, craftsmanship requires continuous reworking to grow your expertise.

Here are some strategies to consider to motivate you or family members to set goals to continue toward even greater work:

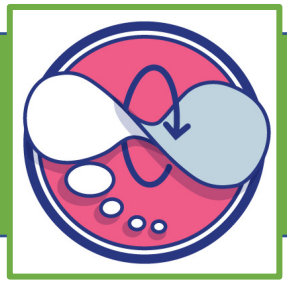
- ***Remind your child that when we care about getting better at something, striving is something we work on, not something that we race to finish***.
- ***Ask your family member about how you can be supportive as they work on something that they care about.*** For example, sometimes it is helpful to receive feedback. Other times it is helpful to provide quiet space so they can focus.
- ***Search for experts in the fields of interest your children might be interested in.*** Find people or other resources they can be exposed to so that they can learn more about the necessary craftsmanship in their work.
- ***Showcase the progress of work over time***. For example, show drawings your child has done over a period of time and talk about how you see their growth and mastery over the art.
- ***Encourage your children to see when they are getting better at something*** and celebrate their stamina for continuing to grow their capacities.
- ***Talk with your children about how striving for accuracy and precision is part of your work.*** For example, a baker needs to be exact with their measurements and technique or an accountant needs to be precise in how they document revenues and losses.
- ***Work together with your child on a project that requires striving for accuracy*** such as building a model airplane, assembling a piece of furniture, or putting together puzzles. Share some of the strategies you use to check for accuracy**.**
- ***Consider probing your child's thinking by asking such questions as***: *"How do you know that to be true?" "What evidence do you have?" "What are the facts here?"*

Listening with Understanding and Empathy

The culture of the home, the school, the workplace Changes dramatically when all members lend their mental activity to each other by taking the time to really listen to what the other is saying and provide emotional support through empathy. As parents, we often feel the need to be protective of our children and, as a result, we want to jump right in and offer advice or fix the problem before we really understand their perspectives. As effective listeners, we need to hold back our own values, judgments, opinions, and prejudices and listen to and stay present with our child's thoughts. Your intention is to empathize with their struggle rather than actively pulling them out of it. To be a skillful, understanding, and empathic listener consider the following strategies:

- ***Closely observe both verbal responses and nonverbal behaviors.*** Pay attention to their verbal response (e.g., voice intonation, volume, rapidity of speech). Pay attention to their nonverbal behaviors through the face (e.g., tears, eyes cast down/enlarged, coloration—redness/whiteness, lips—smile, scowl, muscle tension) and the body (e.g., clenched fists, fingers pointing, flailing arms, hunched over shoulders). As you focus on your family member's facial expressions and body language, you may pick up cues and interpret and reflect on similar emotional experiences you have had.
- ***Label the emotion you are inferring from your family member and search for indicators of confirmation.*** We express empathy when we label another person's emotions correctly at the proper level of intensity that the person is experiencing. For example, "You're upset…" "You're angry…" "You're overjoyed…" "You were surprised…"
- ***Paraphrase the content, situation or reason that caused the emotion and search for indicators of confirmation.*** ("Yes," "that's right" smile, erect body, relaxed torso, etc.) If none, empathize again rephrasing the emotion. "…. because she disregarded your idea." "Name-calling hurts…" "You really cooled it…" "Because you thought she'd call on someone else…"
- ***Offer a description of what the person seems to be seeking.*** Making a positive inference about the person's goals, hopes and/or desires helps the person see the problem differently. For example:
    - You're upset, …because your sister wouldn't listen…She disregarded your idea." "…and you want to be listened to."
    - "You're overjoyed…because you got a high score on the test," "you really cooled it…" "…and you want earn a high grade in that course."
    - "You were surprised…" "…because you were not expecting to be called on." "You thought she'd call on someone else…" "and you'd prefer it if you knew that you were going to be called on."

Thinking Flexibly



We are living through a rapidly changing environment and it is likely to continue to be the case for our children. As parents, we recognize the need for our children to learn how to think flexibly, adapt to new situations, and build their capacity to change their minds when they receive new or additional data. Thinking flexibly is part *attitude* — our openness to new ideas — and part *action* — knowing how and when to expand our horizons and use new ideas and information. We want them to know when to think broadly and when to focus on details. When our children are confronted with problems or challenges, we encourage their creative and novel thinking. As they make difficult choices, we want them to consider possible intended and unintended consequences. How are you helping your child to develop their capacity to think flexibly? For example:

- ***When your child is "catastrophizing" a minor setback and is saying they want to give up***, offer to sit down and analyze what happened and brainstorm ways to make it turn out better next time. It may be helpful to share a story from your own experience and describe how badly you felt at the time and how you eventually were able to see the situation differently.
- ***When your child is focused only on their perspective***, try to have them step back and consider how other people could be affected. How might their words, actions, and ideas make other people feel? This helps them empathize with others feelings, predict how others are thinking, and anticipate potential misunderstandings. They are able to work with people from different cultures and who represent different perspectives recognizing other people's ways of experiencing and making meaning.
- ***When your child is stuck on a problem***, talk with them about what questions or ideas come to mind when zooming out to see the big picture and what comes to mind when zooming in to see a more detailed view. This "Google Earth" approach encourages more flexible thinking because it takes us beyond our normal range of vision.
- ***When your child is feeling stuck because of the limitations of rules, criteria and regulations***, help them generate fresh ideas rather than feeling stuck. Often limitations lead to creativity. It is always helpful to stay positive and consider possibilities rather than focusing on what you do not have. Encourage your child to start with what they have, what they know, and what they are interested in learning more about.
- ***When your child feels confused or uncertain***, help them tolerate the ambiguity of the situation. Encourage them to trust their instincts and continue working creatively and productively. Give them the support to take a chance and try something new or different.

Questioning and Posing Problems

Asking questions and posing problems can be a signal of your genuine curiosity and commitment to wanting to understand what your family member may be experiencing. An attitude of curiosity acknowledges that there are usually many different contributing factors to the situation, and that we don't yet know all of them. If we approach an encounter with our family member with curiosity instead of certainty, it is important to use an invitational tone when questioning — one that invites thinking. It is easy for a child to feel defensive and shut down rather than feeling comfortable sharing their thoughts.

Here are some strategies that may be helpful to invite your child's thinking.

Use ***tentative language*** that implies that you do not know the answer to what is being asked:

- How might we...
- When could…
- Perhaps it might be…
- What do you imagine an alternative might be...

Use ***plurals*** to indicate that there might be more than one answer to the question or approaches to a solution:

- What are some strategies…
- What are some of your goals you are considering…

Use ***invitational sentence stems*** before asking a question to offer a suggestion about the kind of thinking you think would be most helpful:

- As you analyze this problem…?
- As you consider…?
- As you evaluate…?
- As you compare…?

Thinking Interdependently

Thinking Interdependently is collaborating with a sense of purpose and mission. It is the ability to speak up, contribute to the discussion, and to advocate for a particular position or plan. It is also knowing when it is time to take your own plan off the table if it doesn't seem to fit where the group is going. As we collaborate and cooperate — not just finding a solution but discovering many different ways to approach problems — the power of our thinking is increased exponentially by the dynamic interchanges between ourselves and others in the group. They contribute to a common goal, seek collegiality, and draw on the resources of others. We become more than the sum of our individual contributions and talents.

As a family, we adjust to moving from I to we. Working together with your family is more than cooperation. It requires your ability to express your ideas and allow yourself to be open to the ideas of others.

Here are some tips to develop thinking interdependently with your family members.

- ***Clarify the values, goals, hopes and dreams*** you have for yourselves individually and as a family.
- ***Create conditions*** where everyone in the family is encouraged to have a voice when thinking interdependently about a topic that matters to all. Protect a child from interruptions by an older sibling or distracted by phone notifications or multi-tasking.
- ***Listen attentively*** to each family member and ask clarifying questions to better understand perspectives and seek consensus as appropriate.
- ***Find opportunities*** to plan for family events collaboratively focusing on organizing, problem solving, and preparing for the event.
- ***Be okay with disagreements***. Conflict about ideas, plans, and points of view can be healthy and productive. They can be opportunities to learn, modify thinking, and generate new ideas.
- **Learn how to give up on your idea** when it is not working and engage with the ideas of others.

Thinking and Communicating with Clarity and Precision

The need for communicating with clarity and precision is more important than ever in our current social climate. We want to give our children access to words they need to express their ideas and feelings. As a society, too often our children are exposed to vague and general terms that interfere with clear and precise communication. They also may hear labels that are hateful or stereotypical. We often use shortcuts such as abbreviations or emojis that don't push us to describe our thinking.

Language and thinking are closely entwined. Like either side of a coin, they are inseparable. Your words represent your mind. When you use fuzzy language, it is a reflection of fuzzy thinking. As you strive to communicate more precisely and accurately, you become a better messenger of your ideas. Instead of using overgeneralizations such as "everybody does it," you support statements with explanations, comparisons, quantification, data and evidence. So how can you work with your child to become more skillful in thinking and communicating with clarity and precision?

A few strategies include:

- ***Keep explanations brief and to the point.*** Learn how to speak directly to the point. Too many words and over-explaining can distract rather than help your child stay focused.
- ***Be a role model.*** Refrain from using jargon and inappropriate language. Use words that describe, appreciate, and extend your child's vocabulary to express feelings.
- ***Avoid words that fail to convey the specifics that a particular situation calls for.*** For example:
  - ***Universals*** such as "always," "never," or "everybody."
  - ***Vague action verbs*** such as "behave," "settle down," or "be nice."
  - ***Comparators*** such as "better," "more," or "newer."
  - ***Unreferenced pronouns*** such as "they," "them," or "we."
  - ***Unspecified groups*** such as "teenagers," "parents," or "teachers." This may lead to sweeping generalizations.
- ***Assumed roles or traditions*** such as "ought," "should, or "must."

Applying Past Knowledge to New Situations

New learning can be challenging and too often we forget what we already know. This happens for our children as much as it does for us. Sometimes we see our children approach a situation as if it is the first time rather than realizing that they may already have some prior experiences that might help them to meet this new challenge. When we ask them to pay attention to what they already know about the topic content and/or strategies they used to solve a problem, they are tapping into their memory bank of learnings.
When a child transfers learning to a new situation, they are building their intellectual muscles. Learning is not just an accumulation of isolated facts or skills — it is finding the connections or patterns that paint a bigger picture that is more easily stored in your memory for future use.

When your child talks with you about new learning topics, consider asking one or more of the following questions:

- What does this situation or problem remind you of?
- What do you already know about this?
- What are some experiences that you can relate this to?
- What parts of the situation or problem do I need more clarity on?
- What words are you unclear about?
- What about this is just like something else you know? Can you come up with an analogy such as *"when I see this, it is just like this… or the way this operates is just like the way XX operates."*

When reflecting on the end of a particular task, reflect on questions with your child that will help them to transfer learning to new situations, such as:

- What strategies were most helpful to you? When else in (school) (life) (work) might this strategy be useful?
- What new ideas or insights did you have when working on this topic? What insights might influence you as you take on another challenge or project?
- What do you really not want to happen again?
- What would you like to happen again?
- What do you want to be sure to remember?

Gathering Data Through All Senses

Learning about the ways that your brain gathers and stores information can help as you are learning. All external information gets into your brain through sensory pathways to sharpen mental functioning. So often what sticks in our memories is the smell of something cooking in the kitchen or the way the sand felt between our toes for the first time or the color and smell of the first bloom of spring. Most learning comes from the environment by observing or taking it in through the senses. Mathematicians form mental images in their minds to visualize a problem or scenario. Social scientists solve problems through scenarios and role-playing. Engineers use computer aided design software. Auto mechanics learn through hands-on repairs. Weavers try out combinations of colors and textures to create a design. We deepen our knowledge as we experience more in the world.

We gather data from internal sources as well. If you are in touch with your own emotions, you are also in touch with the physical sensations in your body. For example, you know that you are fearful because your heart rate begins to speed up, your stomach clenches, and your hair stands on end. You sense what other people are experiencing or feeling by sensations that arise in our own bodies. All of us are like walking antennae, receiving and registering the felt experience of those around us. Some of us are better at this than others. To accurately register this kind of information requires being in touch with our own emotional responses. Tips to help your child gather data with all senses:

- ***Noticing notebook***. Invite your child to keep a noticing notebook in which they can enter sketches, drawings, photos or anything that captures their senses.
- ***Zoom in/ zoom out.*** Look at something with a magnifying glass or take digital photographs to see different perspectives on the same object.
- ***Unhurried time frames.*** Encourage them to slow down and be observant. Have your children close their eyes and listen to background sounds in an environment: the hum of a refrigerator, the chirping of crickets, the howling wind on a window pane.
- ***Visualize what you read.*** Encourage your child to imagine what something feels like, for example, what does gravity feel like? This strategy can make the abstract more connected to the child's experiences.
- ***Prepare meals together.*** Engage with your child to smell the spices, listen to the steak fry, make and taste popcorn that can be heard, smelled, observed and tasted.

Remember the Latin proverb: *"Nothing reaches the intellect before making its appearance in the senses"* and learn to gather data through all of your senses to enrich your intellect!

Creating, Imagining, and Innovating

Many people assume that creativity is a rare commodity that someone is either born with or not and that it is reserved for the elite among us: artists, writers, and composers, or the likes of Miles Davis, Steve Jobs, or Frida Kahlo. Everyone has the capacity to generate novel, original, clever or ingenious products, solutions, and techniques—if that capacity is developed. Research shows us that we are all born with the capacity to push the boundaries of our thinking. One of the greatest joys of parenting is to witness young children as they venture out to discover the world. *Everything* is new and wondrous at this age. Kids have imaginary friends, create cities with their blocks, pretend they are superheroes. However, as your children get older they become more concerned with being correct or being judged for their ideas. They often start to question their capacity to create, imagine and innovate. When we are building the capacities for creating, imagining, and innovating we are skillfully learning how to push the boundaries of our thinking. Imagining is generating new ideas without concern for the possible. Creating is giving form to ideas with the goal of taking something that is possible and making it come to life. Innovating is taking an existing system or idea and making improvements — perhaps focusing on simplicity, improved effectiveness, or beautifying its form. Some of these strategies might help them build their skills in small moves or more formal products:

- ***Go ahead, take a risk!*** Encourage your child to try something new. If it doesn't turn out the way they hoped, help them understand that it isn't a failure. Rather, it is a rich opportunity to analyze what went wrong, to learn, and to generate alternative strategies. When they are less afraid to make mistakes, they start to open up the environment for play and experiment.
- ***Brainstorm unexpected ideas.*** Albert Einstein once said, "If at first an idea doesn't seem totally absurd there's no hope for it." Instead of feeling stuck, encourage your child to think outside the box. When they are imagining, we move toward the fantastical or the "seemingly" irrelevant in order to create new insights rather than taking an "obvious" direction.
- ***Don't take yourself too seriously.*** Humor has been found to liberate creativity and provoke such higher level thinking skills as anticipation, finding novel relationships, visual imagery, and making analogies. When you and your child are having fun with ideas, you begin to see possibilities. You begin to take on new and interesting ways of seeing.
- ***The power of play***. Pretend play gives children opportunities to work through situations in their real lives that may be causing anxiety or concern. Pretend play is the currency through which preschoolers interact with their environment but it continues to be an ideal training ground for the development of creativity in school age children as well.

Taking Responsible Risks

In almost every culture it seems the stories we love best are those of ultimate triumph over seemingly insurmountable odds: the tale of the ordinary person who dares to try; of the unlikely hero who finds himself in a tough situation and takes on the challenge anyway — not because they are certain to win but because it is the right thing to do. Taking responsible risks calls on us to "venture out," to attempt more than we thought we could do, and to get out of our comfort zone. However, all risks are not worth taking. When we say "responsible" we mean that it is more of an "educated" risk--through your own experience and intuition, you are making a guess that you can take a chance on this.

When our children hold back from taking risks, they may miss many opportunities. For example, they may hold back in games because they are afraid of losing. Their mental voice might say, *'if I don't try it, I won't be wrong'* or *'if I try it and you are wrong, I will look stupid.'* Their inner voice is trapped in fear and mistrust. Instead, we help our children develop their capacity to live with some uncertainty— to be challenged by the process of finding an answer rather than by avoiding what they don't know. If they learn how to take a chance, they are likely to find their creative, innovative spirit, and that will help them solve the problems of our complex, rapidly-changing world. Some strategies that might be helpful:

- ***Do a cost-benefit analysis.*** Taking responsible risks means we bring our feelings and our knowledge to the possible actions we might take. One of the ways to do this is to ask your child, *"What would be the best possible outcomes from this venture?" What would be the worst possible outcomes?" "How serious would failure be?" "How satisfying would success feel?"*
- ***Preview new experiences.*** Do a little research with your child about what opportunities exist and what challenges they might face with something they are considering.
- ***Evaluate a situation afterward.*** Oftentimes, experiences that push outside of a child's comfort zone can be really uncomfortable. Perhaps a fear of feeling stupid or not getting it quickly can make you want to quit. But venturing out requires courage in new territories. A little debriefing afterwards may help to process how your child dealt with challenges and see small accomplishments.
- ***Develop an encouraging voice.*** Encourage how your child can use positive self-talk to help them take the risk. Have them try saying to themselves, *"If I don't try it, I will never know if I can do it." "What's the worst that can happen if I do this?"*

Finding Humor

What did the green grape say to the purple grape? … Breathe!

Finding humor has been found to liberate creativity and provoke such higher level thinking skills such as anticipation, finding novel relationships, visual imagery, and making analogies. It often helps to engage in humor with our children, helping them to see situations from a new vantage point or come up with the unexpected. And showing your child that it is ok to laugh at themselves when a situation might seem embarrassing. When children are poking fun of themselves or others, we need to remind them to do so with a sensitivity to others' feelings. Being playful with our children lets them know that life need not be so serious at times.

Take a look at some of these strategies to develop your child's capacity to find and generate humor:

- ***Go hunting for humor*** together for example in joke books or on social media. Ask your child, "*What was it that made you laugh?*"
- ***Introduce age-appropriate humor*** such as riddles, knock-knock jokes, video clips, and cartoons. Talk about what makes these examples funny.
- ***Enjoy a family comedy night*** where the venue and focus is laughing in response to a good movie, book, show, video clips, or telling jokes.
- ***Talk about how to use humor appropriately*** so that your children know the difference between good-hearted and a mean use of humor.

Responding with Wonderment and Awe

The habit of Responding with Wonderment and Awe keeps us intrigued and interested in our surroundings and makes us curious to see and learn more. Moments of magic and wonder can occur when we observe with our children the changing formations of a cloud; feeling charmed by the opening of a bud; being awestruck by the logical simplicity of a mathematical order; finding beauty in a sunset; feeling intrigued by a spider web; or being exhilarated at the iridescence of a hummingbird's wings. The capacity for wonderment and awe represents the best of humanity, the heights of what we can accomplish through ingenuity, persistence, and cooperation.

Strategies to help illuminate experiences with your child that can develop a sense of amazement and wonder:

- ***Use the*** *See, Think, Wonder*, ***thinking routine.*** Pay attention to something that you or your child may be awestruck by-- *ask your child — "What is it that you see here? What does it make you think about? What do you wonder?*
- ***Explore new places together***. Take a walk outside, visit a museum, listen to music, watch a TED talk. Whether these are virtual or physical experiences, give your child the time to really pay attention to what amazes them.
- ***Keep a notebook or journal with your child.*** Encourage your child to make a list, draw, photograph, or describe experiences or ideas that they have found to be delightful, magical, or wonderous.

"Without awe life becomes routine…try to be surprised by something every day." — Mihalyi Csikszentmihalyi

Remaining Open to Continuous Learning

Life is a continuous journey of learning. No matter how much we know, there is always something new to learn. It is helpful to show your child that there is humility in saying "I don't know," and that we can open ourselves up to the challenge of moving into a new territory. However, this does not necessarily stop with just acquiring more knowledge about a topic. It might also result in helping them expand their networks of expertise. We also might reflect with them on their process of learning — to what extent are they investigating and constructing with an open mind?

Remaining open to continuous learning develops an intrinsic joy in learning something new or following an arc of inquiry. It can motivate your child and often provides them with intellectual and emotional satisfaction. Here are some strategies that could guide your child's quest for learning:

- ***Have humility and pride when admitting you don't know.*** Reframe this as a launch for exploration, curiosity, and mystery rather than a limitation.
- ***Ask questions and seek connections.*** Deep learning is fueled by an inquisitive mind, developing capabilities for effective and thoughtful action.
- ***Continue to help your child discover who they are and how they see the world.*** Ask questions, such as: *What motivates you to keep learning? What do you still wonder about? How will you remain open to new ideas? Or new learning?*
- **Seek feedback to grow your child's thinking.** Consider who your child might consult with to grow their ideas. Perhaps it is someone you trust who can take the time to understand and help you critique your thinking.
- ***Ask an expert.*** Brainstorm with your child some possible experts in the field who could provide guidance. In preparation, it would be helpful to review or help develop questions with your child to frame the conversation.
- ***Be a model for your child.*** Your child is always watching you. Share some of the new things that you are learning. Let them know that you, too, struggle at times. Invite them to join you in pursuing something that you are becoming interested in.