

MIND IN THE MAKING ROADMAP: LEARNING GOALS

Module One: Beginning a Learning Journey

Participants will understand:

- What they do with children can have a lifelong impact.
- The power and impact of Facilitated Learning for both adults and children.
- When they participate in intentional learning, they can become more intentional and effective teachers.

Module Two: Essential Connections

Participants will understand that:

- Human connections are essential to learning.
- Children's early relationships can influence their future development. They are creating relationships at every age level, and these, too, can have an important impact on their future development.
- The process of moving in and out of sync is part of all human relationships.

Module Three: Focus, Self-Regulation and Learning

Participants will understand that:

- An important relationship exists between a child's ability to self-regulate and to learn. In order to learn, children need to be able to control their attention, behavior and emotions in order to focus on other people and new experiences.
- This process begins even before birth, with what researchers call state regulation. It's part of the broader, gradual development where we take increasing responsibility for self-regulation.
- As children grow, they learn how to pay attention despite distractions, to manage temptation, to think before acting, and to act appropriately, even when tempted to do otherwise. These are all essential skills that are known as executive functions.
- Executive function skills are necessary in order for children to self-regulate and play a key role in children's success in school.
- Helping children develop focus and self-regulation skills will also help them have more positive relationships with other children and reduce their challenging behavior.

Module Four: SEI Together—Social, Emotional and Intellectual Learning

Participants will understand that:

- When children are engaged in learning, at best they are involved socially, emotionally and intellectually ("SEI").
- Children's learning will be less effective if social, emotional and intellectual learning are not closely connected.
- The experiences they provide for children can strengthen these "SEI" connections.

Module Five: SEI Together—Understanding and Responding to Children's Individual Differences

Participants will understand that:

- Effective teaching requires becoming increasingly aware of the role that temperament and other individual differences play in child and adult behavior and learning.
- Many individual differences (in temperament, cognitive styles, approaches to learning, etc.) may influence children's social, emotional and intellectual learning.
- Many factors influence how temperament is expressed, including genetics, culture and others' reactions.
- Adults' own perceptions and responses to children's temperament (goodness of fit) influence children's behavior and their social, emotional and intellectual learning.

Module Six: SEI Together—Building Confidence and Competence

Participants will understand that:

- Children receive powerful messages about who they are and what they can do from the adults and other children who interact with them.
- Children's confidence and competence are influenced by their relationships with adults and other children and by the feedback they receive from them, especially in uncertain or risky situations.
- Children's sense of competence and confidence can contribute to their school success and motivation to learn.

Module Seven: SEI Together—How We Learn to Understand Others' Thoughts and Feelings

Participants will understand that:

- Perspective-taking is a critical skill and is also a building block for success in school and life.
- Young children learn that others may have different ideas, feelings, likes and dislikes than they do.
- Adults can use their relationships with children to help them learn about others' thoughts and feelings and to become more empathic, caring and more knowledgeable.
- Adults, too, need to keep in mind that children have their own ideas and feelings.

Module Eight: SEI Together—Beyond the ABCs—Communicating, Creating and Making Sense of the World

Participants will understand that:

- From birth, children are developing the foundations for communication, language, self expression and early literacy.
- Rich oral language—speaking and listening, or sign language if children are hearing impaired—is the foundation for later reading and writing.
- Adults' relationships and interactions with children help all children learn to connect, communicate, and make meaning through language and literacy.
- Language and literacy are some, but not the only, ways that children can communicate, connect and make meaning. Nonverbal communication, art, music, movement—all of these are important.

Module Nine: SEI Together—Connections Count—Encouraging Curiosity, Scientific Problem-Solving and Math

Participants will understand that:

- From birth, children have an intense curiosity, especially about their world.
- This curiosity can motivate them to try to see patterns, make connections and solve problems, thereby building the foundations for later competence in science and mathematics.
- Curiosity is most likely to arise when children have new experiences and when there is contradictory information that they have to make sense of.
- Adults play an essential part in this process; children are more curious about the adults in their lives than about anything else. And adults are able to create experiences that build children's curiosity and motivation to learn.
- Positive approaches to learning—enthusiasm for and engagement in learning—contribute to social, emotional and intellectual competence.

Module Ten: SEI Together—Stress and Learning

Participants will understand that:

- Different types of situations may create varying levels of stress for different children.
- High levels of persistent stress, without supportive relationships, may put children's growth and development at risk.
- Teachers and families can facilitate children's ability to manage stress, develop coping strategies and build their ability to take on challenges.
- As Heidelise Als of Harvard Medical School says we need to recognize that children are "continuous, active agents" in their own development. Since stress is a part of everyday life, it is important to help even children develop strategies for coping rather than simply protecting them from every potential source of stress.

Module Eleven: Summing It Up, Memory and Engaged Learning

Participants will understand that:

- Memory is central to learning.
- Children construct memories from meaningful, emotionally significant, firsthand experiences.
- Teachers can help children transfer what they have learned to new situations.
- Teachers can use the principles and skills of Facilitated Learning in their work with children and adults.
- Promoting self-directed ongoing engaged learning involves establishing trustworthy relationships with the children; helping children set and work toward their own goals; involving children socially, emotionally and intellectually; elaborating and extending children's learning; helping children practice, synthesize, generalize and become increasingly accountable; and creating a community of learners that includes children and adults.