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LEARNING MODULES FOR EARLY CHILDHOOD TEACHERS

MIND IN THE MAKING FUNDERS

Lead Campaign Funders include:
AT&T Family Care Development Fund
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Johnston & Johnson
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The Heinz Endowments

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MIND IN THE MAKING: A COMMUNICATIONS CAMPAIGN

Sharing the Science of Early Learning

The Learning Modules for Early Childhood Teachers are one component of Mind in the Making (MITM). Developed by Families and Work Institute, this is an unprecedented and unparalleled collaborative effort to communicate the science of early learning to the general public, families and professionals who work with children and families.

The goal of this campaign is to share the best knowledge of how developing minds learn.

The far-reaching and penetrating potential of Mind in the Making is in its multi-dimensional approach, including:

- a television series;
- family videos;
- radio public service announcements;
- tip sheets;
- web-based information; and
- Learning Modules for Early Childhood Teachers.

MITM Learning Modules have been implemented in...

Arizona
Florida
Illinois
Massachusetts
New Jersey
New Mexico
North Carolina
Oklahoma
Pennsylvania
Rhode Island

LEARNING MODULES

The Mind in the Making Learning Modules are a 12-part facilitated learning process designed on the research-based premise that teaching practice improves when educators:

- are engaged in understanding their own and their children’s learning process;
- are more mindful of their own teaching practice; and
- have a working knowledge of the significant research in child development and are able to translate this knowledge into their teaching practice.

MITM is committed to giving early childhood teachers an educational curriculum that incorporates how to teach in ways that young children learn best. Each Module is comprised of the following components:

Learning Goals and Outcomes describe what each module intends to teach, summarize key research findings and define the key tasks and outcomes for teachers.

What Do You See? video segments show researchers conducting studies that illuminate the learning goals and provide opportunities to observe how the new knowledge applies to everyday situations.

What Do You Think? activities challenge learners to consider the implications of the research for their teaching.

What Can You Do? discussion questions and tips suggest strategies to put new knowledge into action.

Moving On and Doing More activities provide additional opportunities to apply what has been learned in teaching between Module sessions and to review feedback on these activities.

PURPOSE OF THE LEARNING MODULES

To educate...
- teachers
- the families of the children they teach
- the larger community

About...
- the science of early learning
- the social, emotional, and intellectual development of children

In order to...
- give children the best chance to achieve their potential
- enhance the professional skills of teachers
- create a positive learning community among teachers, families and children

What I found was that studying how children develop was the most complicated, the most magical, and the most exciting thing that anybody could study.

Dr. Jack P. Shonkoff
Julius B. Richmond FAMRI Professor of Child Health and Development
Harvard School of Public Health
Director, Center on the Developing Child at Harvard University