

# **Thinking about Thinking Learning about Learning Knowing about Knowing**

Defining the Academic Program at Eaton  
Arrowsmith

# An Eye Towards Transition

- What does a successful transition look like?
- What skills, habits and mindsets do students need to become successful, life-long learners?
- How can we prepare students for failure/setbacks?

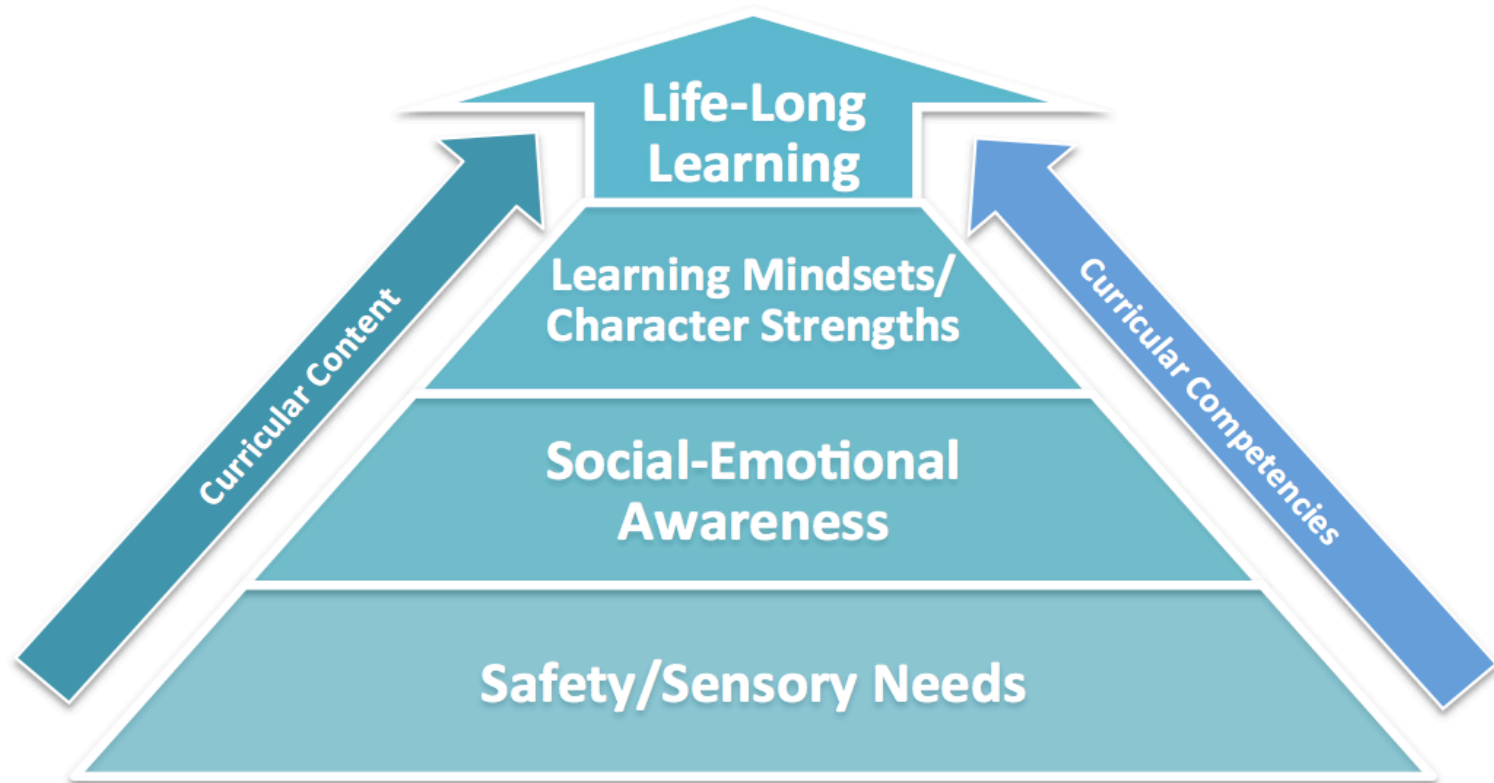
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# Building the capacity for future, life-long learning



# Safety/Sensory Needs

*First and foremost, students need to feel physically and emotionally safe, accepted and loved. Depending on need, this may take time.*

- Attachment (Neufeld)
- Model Language of Nonviolent Communication (NVC)
- Foster Mindfulness
  - executive functioning



# Social/Emotional Awareness

*Our aim is provide students with the vocabulary and awareness needed to actively engage and effectively communicate in their social worlds.*

- Social Thinking (Winner)
- Encouraging flexible thinking
- Self Awareness
  - Self advocacy using NVC framework
  - Mindfulness

# Mindset and Character Strengths

*With an eye towards transition, mindset and character strengths lay the foundation for personal growth and learning.*

- Mindset (Dweck, Boler)
- The Power of Yet (Dweck)
- Harnessing the power of failure

*Students with a growth mindset are not immune to failure – they are, however, better equipped to redirect their thinking after making a mistake (Moser et. al., 2011).*

# Curricular Content

*As students increase their cognitive capacities and develop stronger learning skills, they are more receptive to engage in curricular content.*

- Foundational content
- Develop conceptual, procedural and factual understanding
- Depth and breadth
- Literacy and Numeracy

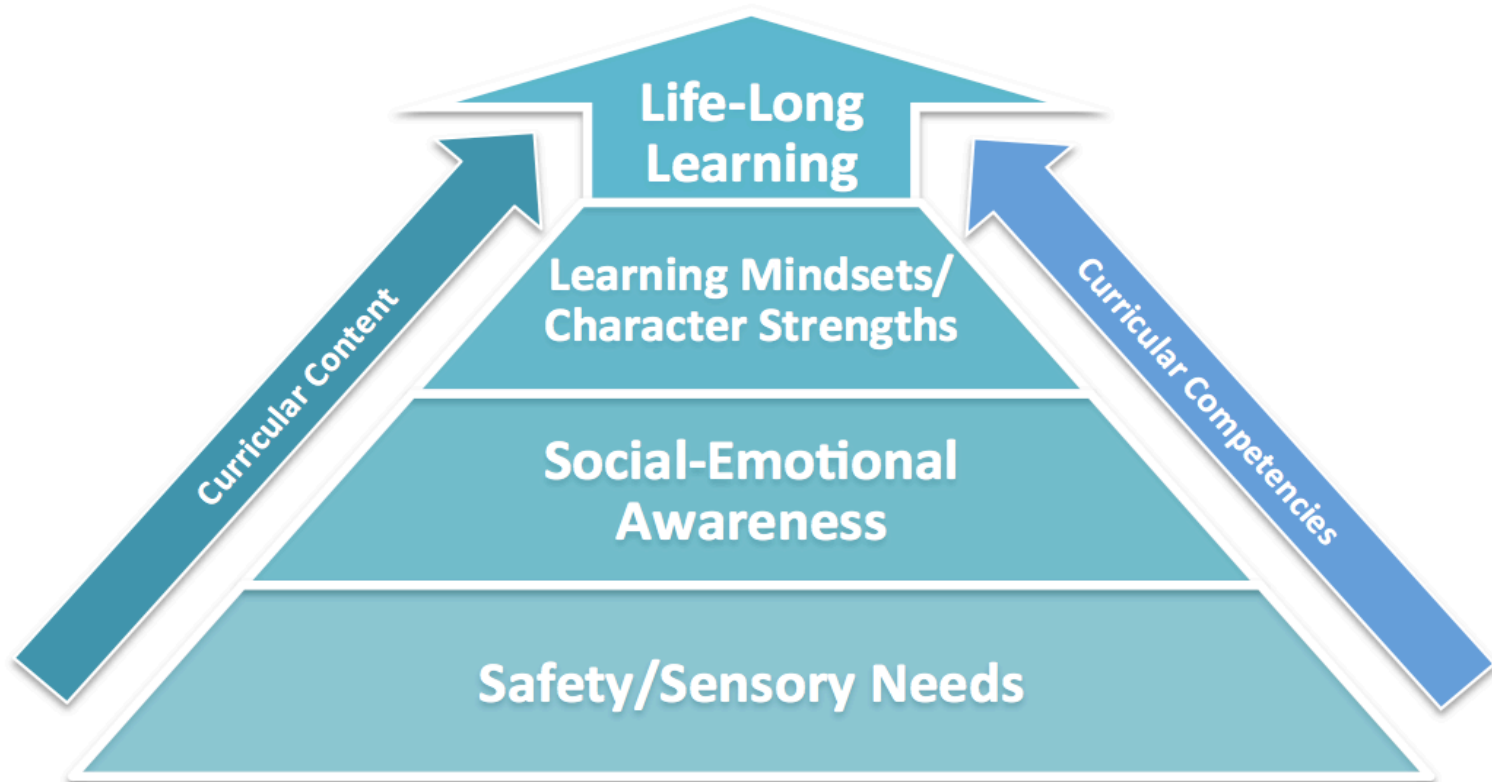
Our aim is to meet the students at their current level of understanding and lead them along a **learning path** to an area of *deeper, wider and more connected understanding.*

# Curricular Competencies

*Curricular competencies include meta-cognitive strategies that encourage students to think about their own thinking and learning.*

- Language of thinking about thinking (Gear)
  - Connect, visualize, infer, question and transform
- Enhance understanding of curricular content
- Develop thoughtful, intentional and meaningful learners

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