Speaker

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A Perfect Storm for Public Schools

Current Trends

Declining enrollment
Chronic absenteeism
Learning "loss"
Mental health
　　challenges
Mass shootings
Students "acting out"

What Some are Urging Schools to Do

Double down on test-based instruction

Return to zero tolerance disciplinary exclusions

Increase 'safety' via metal detectors, arming school staff, hiring more school security/police officers

➢ These strategies increase disaffection & dropouts and ultimately reduce safety and achievement

Principles from the Science of Learning & Development

- The brain is *always* developing as a product of relationships and experiences. ***The quality of those relationships and experiences matters greatly.***

- Learning is social, emotional, and academic.

- Students' perceptions of their own ability and their level of trust in their environment influence learning.

- Supportive, developmental relationships are the most effective antidote to trauma.

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CORTISOL

OXYTOCIN

TURNAROUND FOR CHILDREN

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Speaker

Laura Hernández

Senior Researcher, Learning Policy Institute

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What Kinds of Schools are Needed?

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Guiding Principles for Equitable Whole-Child Design

Transformative

Personalized

Empowering

Culturally Affirming

Integrated Support Systems

Positive Developmental Relationships

Development of Skills, Habits, and Mindsets

Environments Filled With Safety and Belonging

Rich Learning Experiences and Knowledge Development

Healthy Development, Learning, and Thriving

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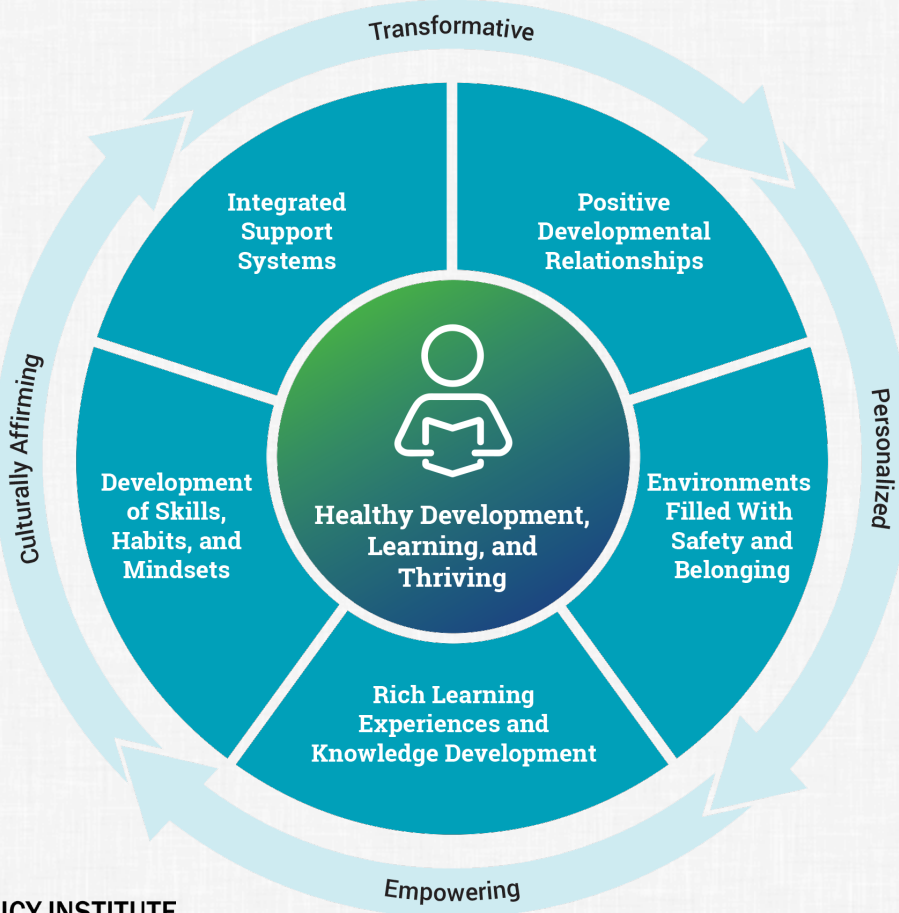
What Schools Can Do:
Relationship-Centered Schooling
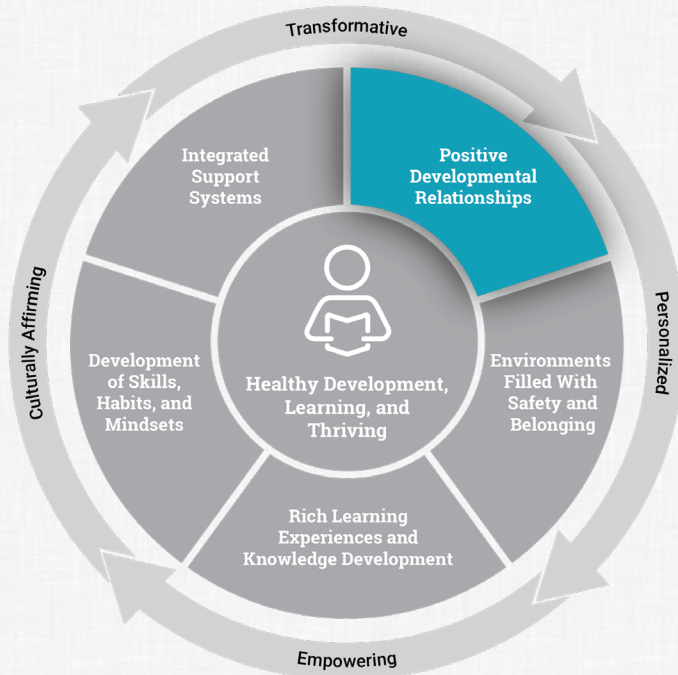
Positive relationships:

- Nurture healthy attachment
- Foster a sense of belonging & emotional security
- Have a protective effect
  - Increased responsiveness
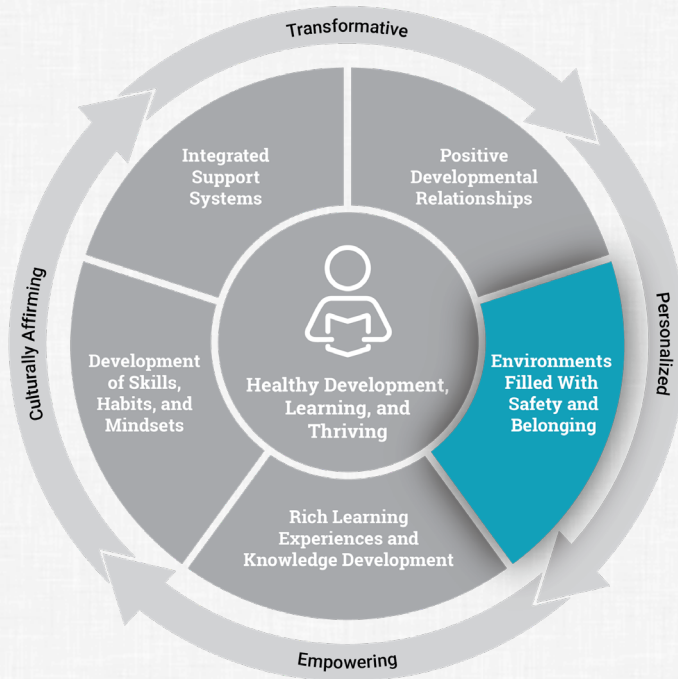 - Buffer the effects of adversity

Positive Relationships

- With students
  - Small family groups (e.g., advisories)
  - Community circles
  - Looping
- Among staff
  - Collaboration time
- With families
  - Family conferences
  - Home visits

What Schools Can Do:
Environments of Safety & Belonging

Learning contexts:

- Communicate who or what is valued, rewarded, and trusted

- Affect conditions for learning
  - Can open the brain to learning and engagement
  - Can ameliorate identity threats

- Build pro-social orientations

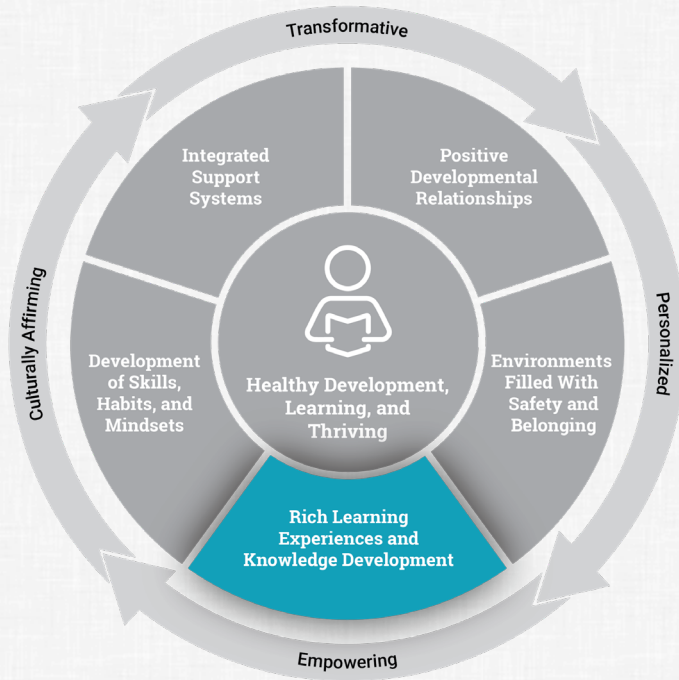# Environments Filled with Safety and Belonging

- Shared values & routines
  - Community meetings
- Restorative practices
  - Time for relationship building
  - Conflict resolution
- Culturally-responsive
- Healing oriented practices
  - Calming activities
  - Trauma-informed supports

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What Schools Can Do:
Rich Learning Experiences

Rich learning experiences:

- Are relevant to students' lives

- Pique student curiosity

- Include meaningful applications of knowledge

- Well-scaffolded
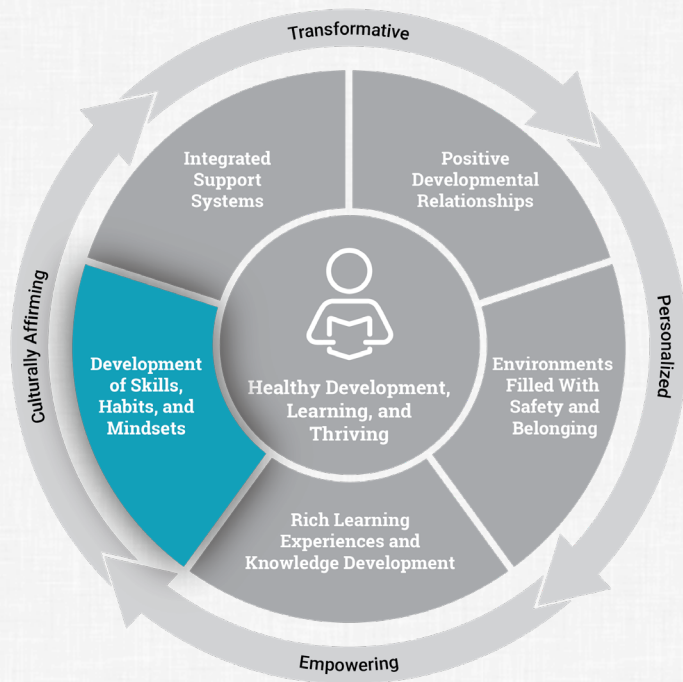
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Rich Learning Experiences

- Inquiry-based learning
  - Project-based learning
  - Hands-on learning
- Scaffolding for Success
- Building on student knowledge and culture
- Feedback and revision
  - Formative assessments

What Schools Can Do:
Developing Skills, Habits, & Mindsets

Developing skills, habits, and mindsets:

- Enables students to engage in rich learning experiences

- Enhances students' ability to manage cognitive, social, and emotional demands

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Positive relationships:
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- Have a protective effect
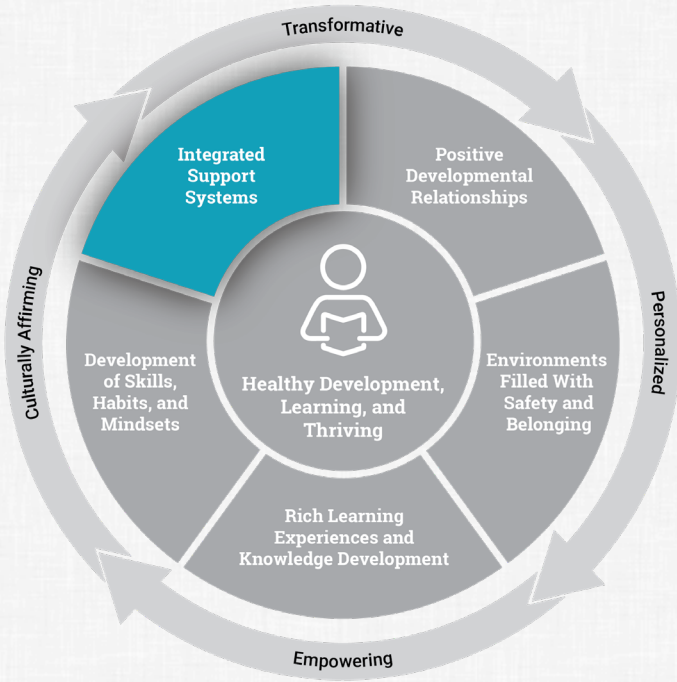
Developing Skills, Habits, and Mindsets

Integrating opportunities for building:

- Self awareness and empathy

- Interpersonal skills

- Resilience & perseverance

- Sense of agency and

- Growth mindset

What Schools Can Do:
Integrated Support Systems

Coordinated and readily available systems can:

- Mitigate the effects of adversity and prolonged stress

- Meet personalized needs and struggles

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Positive relationships:
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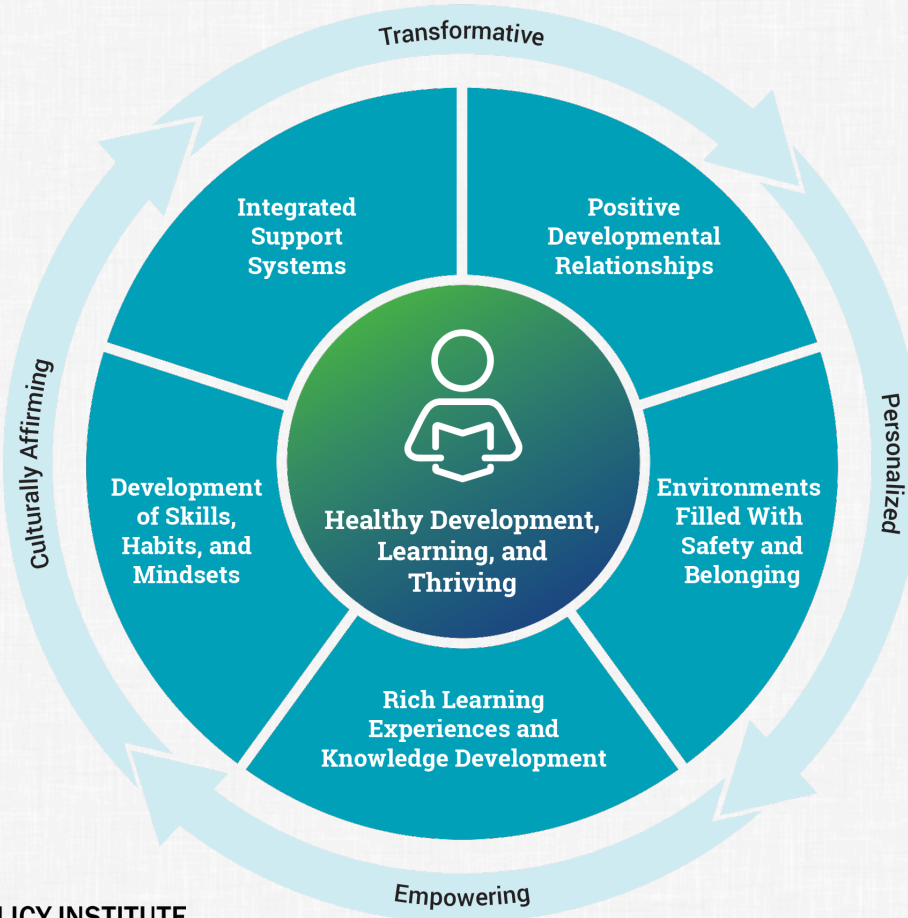- Have a protective effect

Integrated Support Systems

Build a multi-tiered system of support to enable:

- Universal supports
  - Relationship-building & collaboration structures

- Supplemental supports (Tier 2)
  - Specialists
  - Tutoring & extended learning

- Intensive interventions (Tier 3)
  - Service coordination
  - Partnerships

Guiding Principles for Equitable Whole-Child Design

Transformative

Culturally Affirming

Personalized

Empowering

Integrated Support Systems

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Development of Skills, Habits, and Mindsets

Environments Filled With Safety and Belonging

Rich Learning Experiences and Knowledge Development

Healthy Development, Learning, and Thriving

How can SoLD-aligned schools be built and sustained?

Panel

MODERATOR

Gerry House

Former President of the Institute for Student Achievement, Division of ETS

Eric Gordon

Chief Executive Officer, Cleveland Metropolitan School District

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Deputy Chancellor, Teaching and Learning, New York City Department of Education

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Andre Spencer

Superintendent, Manor Independent School District

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WHOLE CHILD POLICY TOOLKIT

What Is Whole Child Policy?

POLICY ELEMENTS

- Setting a Whole Child Vision
- Transforming Learning Environments
- Redesigning Curriculum, Instruction, Assessments, and Accountability Systems
- Building Adult Capacity and Expertise
- Investing Resources Equitably and Efficiently

RESOURCES & TOOLS

State Policy Library

Resource Library

Related Initiatives

Acknowledgments

About the Whole Child Policy Table

This toolkit is designed to give state policymakers and education leaders the strategies, tools, and resources to advance whole child policy and systems change. A whole child education prioritizes the full scope of a child's developmental needs—social, emotional, cognitive, physical, and psychological, as well as academic—to ensure that all children are able to reach their full potential. A whole child approach is built on the understanding that students' education and life outcomes depend on their access to positive relationships inside and outside of school, a safe learning environment, and deeper learning opportunities.

The whole child approach builds on decades of research from the science of learning and development that defines the environments and experiences that children need to thrive. It also draws on the policy agenda set by the National Commission on Social, Emotional, and Academic Development, which brought together leaders from education, policy, research, business, and the military to make recommendations on how to ensure that students' social, emotional, and cognitive development is centered in schools.

Shifting toward a whole child education has far-reaching implications for our education system, requiring greater

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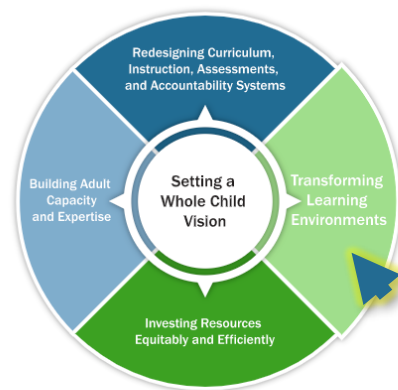
Thank You!

Please join us for the upcoming webinars in the ***Transforming State Education Policy Through a Whole Child Approach*** series

▷ December 7 | Setting a Whole Child Vision

▷ January 18 | Transforming Learning Environments

▷ March 1 | Redesigning Curriculum, Instruction, Assessment, and Accountability

▷ April 12 | Building Adult Capacity and Expertise

▷ May 24 | Investing Resources Equitably and Efficiently

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