DEVELOPING POLICY TO SUPPORT

Whole Child Learning & Development
What Do We Mean by Whole Child?

- Physical Health & Development
- Mental Health
- Identity Development
- Social and Emotional Development
- Cognitive Development
- Academic Development
- Ethical Development

Relationships Environment Community
What Policy Can Do

- Transform Learning Environments
- Set a Whole Child Vision
- Redesign Curriculum, Instruction, & Assessment
- Build Adult Capacity & Expertise
- Provide Equitable Funding and Resources
Setting a Whole Child Vision

Why?

➢ Broaden the definition of student and system success

➢ Bring together a diverse set of stakeholders

➢ Set clear and aligned expectations for all stakeholders

➢ Provide a roadmap for coherent adoption and implementation of child- and youth-centered policies and practices
Setting a Whole Child Vision

#EachChildOurFuture

In Ohio, each child is challenged, prepared and empowered.

Vision

In Ohio, each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society.

Four Learning Domains

- Foundational Knowledge & Skills
  - Literacy, numeracy and technology
- Well-Rounded Content
  - Social studies, sciences, languages, health, arts, physical education, etc.
- Leadership & Reasoning
  - Problem solving, design thinking, creativity, information analytics
- Social-Emotional Learning
  - Self-awareness & management, social awareness, relationship skills, responsible decision-making

Whole Child

Three Core Principles

- Equity
- Partnerships
- Quality Schools

10 Priority Strategies

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024

LEARNING POLICY INSTITUTE
The sciences of learning and development show, young people need:

- Relationship-centered learning environments
- Culturally-responsive, inclusive schools and classrooms
- Restorative approaches to behavioral and discipline issues
- Integrated systems of support
- High-quality expanded learning time opportunities
Transforming Learning Environments: Kansans Can School Redesign Project

KANSANS CAN SCHOOL REDESIGN PROJECT

SCHOOL REDESIGN TIMELINE 2017-2018

BUILDING THE LAUNCH PAD

- Develop or refine shared vision
- Organize redesign team
- Set goals and action steps

PHASE 2: Dec. 1, 2017 - March 1, 2018
DESIGNING THE ROCKET

- Create comprehensive redesign plan
- Test redesign strategies

PHASE 3: March 1, 2018 - May 30, 2018
BUILDING THE ROCKET

- Redesign team uses data to plan:
  - Financial resources are dedicated
  - Materials/resources are in place or on order
  - Human resources are dedicated, assigned and hired
  - Professional development plan is in place
  - Complete design plan

PHASE 4: June 1, 2018 - Aug. 1, 2018
SHOW AND LAUNCH

- Present redesign plan to local board of education and Kansas State Board of Education.

For more information, contact:
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Kansas leads the world in the success of each student.

LEARNING POLICY INSTITUTE
Transforming Learning Environments: Kansans Can Personalized Learning

KANSANS CAN: Personalized Learning

Personalized learning places the whole child at the center of instruction. It is informed by strong relationships between educators/students/family members/community relationships to provide equity and choice in time, place, path and demonstration of learning.

Teacher action: Competency development
Teacher action: Evidence-based instruction
Teacher action: Build relationships
Teacher action: Co-Create learning plans

Promotes student ownership
Increases student engagement
Creates lifelong learners
Redesign Curriculum, Instruction, Assessment, and Accountability

The sciences of learning and development show, students need:

➢ Rich, deeper learning experiences
➢ Authentic systems of assessment that allow them to show what they know and reflect on what they’ve learned
➢ Accountability systems designed for continuous improvement
Vermont Portrait of a Graduate

**Learner Agency**
1. Students take ownership of their own learning.
2. Students develop their own voice and the ability to use it in a variety of settings.
3. Students have high expectations for themselves and see themselves as lifelong learners.

**Global Citizenship**
1. Students recognize that our world is increasingly complex and interdependent.
2. Students understand and exercise their rights and responsibilities within a democratic society.
3. Students study a non-native language and understand the importance of learning about other cultures.

**Academic Proficiency**
1. Students understand essential concepts in academic domains and apply this knowledge in authentic situations.
2. Students ask questions effectively to acquire knowledge.
3. Students acknowledge their growth and identify possibilities for continued learning.

**Well-Being**
1. Students develop strategies and interpersonal skills to manage stress, promote mental health and cultivate positive relationships.
2. Students recognize the value of healthy behaviors and physical activity in promoting health, enjoyment, self-expression and social interaction.
3. Students have the knowledge necessary to make financially responsible decisions that are integral to their everyday lives.

**Critical Thinking & Problem Solving**
1. Students use inquiry to solve real-world problems with innovation, creativity and curiosity.
2. Students participate in a collaborative problem-solving and decision-making process.

**Communication**
1. Students communicate effectively using oral, written and nonverbal (body language) strategies.
2. Students communicate through a variety of media and create a positive digital footprint.
3. Students take into consideration multiple points of view.
States can establish and support:

➢ Educator preparation systems grounded in whole child learning and development
➢ Proactive recruitment & retention strategies
➢ High-quality mentoring and induction programs
➢ Professional development responsive to educator growth and improvement
➢ Educator evaluation and improvement systems
➢ Programs to support educator well-being
High-Retention Pathways Into Teaching

![Map of the United States showing the distribution of Teacher Residencies and Grow Your Own Programs.](image)

Note: Stripes indicate the presence of programs from both categories.
Aligning Resources Adequately & Efficiently

States can:

➢ Adopt adequate and equitable school funding formulas
➢ Allocate funding across the developmental continuum
➢ Blend and braid federal, state, and local resources
➢ Invest new funding in whole child supports, such as community school models
➢ Close the digital divide
California Local Control Funding Formula (LCFF)

- Funding based on student need
- Local decision making with significantly fewer spending requirements
- Expanded local and state priorities
- Stakeholder engagement in developing local plans and budgets

Accountability: Statewide System of Support
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For more resources, visit our website:
www.learningpolicyinstitute.org