Whole Child Development for Summer Learning



TOOL

When school districts take a whole child development approach to summer learning, they make a commitment to creating a positive, inclusive environment that ignites learning, strengthens relationships, and provides rich supports, opportunities, and experiences so students develop the knowledge, skills, habits, and mindsets to thrive.

This planning tool is intended to help you make whole child planning decisions that you can build upon over time. It will help you: clarify how your district vision for summer learning incorporates a whole child approach; consider how program planning and implementation addresses the whole child; and identify how success will be measured.

The tool is designed around five design principles for holistic learning environments:

- Positive developmental relationships;
- Environments filled with safety and belonging;
- 3 <u>Rich learning experiences and knowledge development;</u>
- <u>Development of skills, habits, and mindsets; and</u>
- 5 Integrated support systems.



Getting Started

Reflecting on Whole Child Development

Explore and document how whole child development principles have informed summer planning/programming in the past.

| Strengths and Priorities | Opportunities for Improvement | Evidence of Success |
|--|--|---|
| Strengths and Priorities In what ways do our summer programs prioritize whole child development? What do we do well? | Opportunities for Improvement What are barriers to nurturing whole child development in summer programs? What is most important for us to improve upon? | Evidence of Success What available data can be used to assess our whole child development approach? What additional data do we need? How could we collect that data? |
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Planning for Whole Child Development

Creating Summer Learning Programs That Meet Students' Needs

We encourage you to select a few priority areas for this year, so your plan for strengthening whole child development in summer learning is realistic and achievable. Then, return to this tool as you plan for subsequent summers to help you consider new goals and actions, and to deepen or expand your focus on incorporating whole child development goals in your summer programming.

1. Positive Developmental Relationships

| Guiding Questions | Look-fors Some examples of practices and structures that align with these questions. | Self-Assessment What are our current strengths, assets, and growth areas? | Current Summer Priorities What can we incorporate now? What SMART goals can we set? What action steps must we take? | Three-Year Vision What outcomes can we expect in two years? What would be evidence of growth? |
|---|---|---|--|--|
| How does summer learning promote collaboration and trust-building among stakeholders (e.g., educators, students, administrators, families)? How do summer learning structures foster secure relationships that allow educators to know children well? | Practices: Behaviors demonstrating that teachers and staff respect, care for, and value students and families Approaches that help educators know students well (e.g., talents, interests, and cultural contexts) Growth-minded classroom/school/district strategies that affirm students' cultures and capacities Opportunities for student choice and voice (e.g., student feedback on program content and structure) Structures: Small program and class sizes Advisory/mentoring solutions to build support communities within schools Protocols for family outreach Staff collaboration time/structures Opportunities for shared decision-making | Strengths and Assets: Growth Areas: | | |

2. Environments Filled with Safety and Belonging

| Guiding Questions | Look-fors Some examples of practices and structures that align with these questions. | Self-Assessment What are our current strengths, assets, and growth areas? | Current Summer Priorities What can we incorporate now? What SMART goals can we set? What action steps must we take? | Three-Year Vision What outcomes can we expect in two years? What would be evidence of growth? |
|--|--|---|--|--|
| What do our staff do to build safe and caring learning communities? How do our summer learning structures foster safety and belonging? | Practices: Students, staff and other stakeholders develop norms and routines together Conflict managed through dialogue and de-escalation Supportive services are trauma aware and emphasize healing (mindfulness, counseling, referrals to outside resources) Teaching practices that engage with students' experiences and cultures Site- and program-wide efforts to address implicit and explicit bias Structures: Sites implement consistent routines that prioritize relationships (e.g., daily greetings, regular class meetings) Routines and settings that encourage self-regulation, reflection, and conflict resolution (e.g., community circles, places where students can defuse and reflect) Mechanisms for students and families to provide feedback and raise concerns without fear of reprisal Inclusive settings, including heterogeneous sites and culturally affirming enrichment activities | Strengths and Assets: Growth Areas: | | |

3. Rich Learning Experiences and Knowledge Development

| Guiding Questions | Look-fors Some examples of practices and structures that align with these questions. | Self-Assessment What are our current strengths, assets, and growth areas? | Current Summer Priorities What can we incorporate now? What SMART goals can we set? What action steps must we take? | Three-Year Vision What outcomes can we expect in two years? What would be evidence of growth? |
|---|---|---|--|--|
| How do we strengthen students' competence and confidence? How do we develop learning environments that foster inquiry and agency and help connect students' lived experiences to learning content? | Practices: Approaches that help educators understand their students Purposeful connections made between content and students' lives Assessments that consider diverse learners and multiple ways of demonstrating knowledge/mastery Strategies for recognizing students' strengths and skills Practices that help students develop positive academic identities Opportunities to strengthen students' agency and capacity to learn Structures: Curricular and enrichment content that supports inquiry, problem-based learning, and collaboration Tools for learning about students, fostering their connection to the curriculum, and inspiring learning (e.g., learning surveys, student reflections, and exit tickets) Professional development and hiring practices that reflect a focus on student inquiry, agency, and connection | Strengths and Assets: Growth Areas: | | |

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4. Development of Skills, Habits, and Mindsets

| Guiding Questions | Look-fors Some examples of practices and structures that align with these questions. | Self-Assessment What are our current strengths, assets, and growth areas? | Current Summer Priorities What can we incorporate now? What SMART goals can we set? What action steps must we take? | Three-Year Vision What outcomes can we expect in two years? What would be evidence of growth? |
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| How does our summer learning program support skill development and learning? How do our structures incorporate cognitive, social, and emotional development? | Practices: Affirming students' strengths Providing appropriate scaffolds (e.g., using growth-oriented language and practices) Helping students describe their thinking/feelings, build self-awareness, and develop self-regulation and problem-solving skills Practices that make skills development visible (e.g. modeling, think-alouds) Structures: Program content focusing on critical skills, habits, and mindsets (e.g., social and emotional learning, conflict resolution) Opportunities and routines that reinforce skills, habits, and mindsets Scaffolds that support executive functions (e.g., planning, organizing, implementing, reflecting on tasks) Collaboration protocols and rubrics that support interpersonal skill development | Strengths and Assets: Growth Areas: | | |

5. Integrated Support Systems

| Guiding Questions | Look-fors Some examples of practices and structures that align with these questions. | Self-Assessment What are our current strengths, assets, and growth areas? | Current Summer Priorities What can we incorporate now? What SMART goals can we set? What action steps must we take? | Three-Year Vision What outcomes can we expect in two years? What would be evidence of growth? |
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| How does our summer learning support an integrated approach to student learning and development? | Practices that support collaboration, coordination, and shared goals, including: Ongoing coordination with and between service providers Integrated, culturally competent approaches that view students with an asset-based lens Structures that incorporate universal and tiered supports, including: Assessments to gauge student wellness and supports needed Availability of high-dosage tutoring¹ and mentoring, counseling, and student support teams Health, mental health, and community partnerships with social service providers | Strengths and Assets: Growth Areas: | | |

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¹ High-dosage tutoring typically refers to tutoring that occurs three or more times per week, in small groups of no more than three or four, using materials aligned with existing curricula and delivered by qualified or trained personnel. See <u>Accelerating Student Learning With High-Dosage Tutoring</u>, Robinson, C.D. et al, EdResearch for Recovery Design Principle series, February 2021.