IB CONFERENCE OF THE AMERICAS 2015
Chicago, IL • 23–26 July
Educating the Whole Child for Whole School Improvement

the ASCD Whole Child approach

Presenter: Mike Rulon, ASCD Whole Child faculty
What do Students want from their Teachers?
What do you know about The Whole Child Initiative
Or
What does the term Whole Child mean to you?
“If decisions about education policy and practice started by asking what works for the child, how would resources — time, space, and human—be arrayed to ensure each child’s success?

If the student were truly at the center of the system, what could we achieve?”
Maslow’s Hierarchy of Needs
(original five-stage model)

- Self-actualisation
  personal growth and fulfilment

- Esteem needs
  achievement, status, responsibility, reputation

- Belongingness and Love needs
  family, affection, relationships, work group, etc

- Safety needs
  protection, security, order, law, limits, stability, etc

- Biological and Physiological needs
  basic life needs - air, food, drink, shelter, warmth, sex, sleep, etc.

© alan champion 2001-4, based on Maslow’s Hierarchy of Needs
ASCD’s Whole Child Tenets
Abraham Maslow’s Hierarchy of Needs
issue

No matter how well teachers are prepared to teach, no matter what accountability measures are put in place, no matter what governing structures are established for schools, educational progress will be profoundly limited if students are not motivated and able to learn.

- Charles Basch
Sometimes kids are not ready to learn

What does
• Healthy
• Safe
• Supported
• Engaged
• Challenged

Have to do with motivation
issue

Though rhetorical support is increasing, school health is currently not a central part of the fundamental mission of schools in America nor has it been well integrated into the broader national strategy to reduce the gaps in educational opportunity and outcomes.

- Charles Basch
In sum, if American schools do not coordinate and modernize their school health programs as a critical part of educational reform, our children will continue to benefit at the margins from a wide disarray of otherwise unrelated, if not underdeveloped, efforts to improve interdependent education, health, and social outcomes. And, we will forfeit one of the most appropriate and powerful means available to improve student performance.

- Lloyd Kolbe, 2002
We challenge communities to redefine learning to focus on the whole person. We encouraged schools and communities to put aside perennial battles for resources and instead align those resources in support of the whole child. Policy, practice, and resources must be aligned to support not only academic learning and growth for the success of each child.

- Whole Child Commission, 2007
Each moment we live never was before and will never be again. And yet what we teach children in school is $2 + 2 = 4$ and Paris is the capital of France.

What we should be teaching them is what they are. We should be saying: “Do you know what you are? You are a marvel. You are unique.”

In all the world there is no other child exactly like you. In the millions of years that have passed, there has never been another child exactly like you.

— Pablo Casals
HEALTHY

SAFE

ENGAGED

SUPPORTED

CHALLENGED
### Whole Child Tenet #1: HEALTHY

Each student enters school healthy and learns about and practices a healthy lifestyle.

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>COMPONENT</th>
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<tbody>
<tr>
<td>1</td>
<td>School Climate &amp; Culture, Curriculum &amp; Instruction, Community &amp; Family, Leadership, PD &amp; Capacity, Assessment</td>
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**OUR** school culture supports and reinforces the health and well-being of each student.
TENETS: Healthy & Safe

To the doctor, the child is a typhoid patient; to the playground supervisor, a first baseman; to the teacher, a learner of arithmetic.

At times, he may be different things to each of these specialists, but too rarely is he a whole child to any of them.

—From the 1930 report of the White House Conference on Children and Youth
TENETS: Healthy & Safe

With every interaction in a school, we are either building community or destroying it.
- James Comer
It is an understanding that students *cannot* learn unless they are **Healthy & Safe**.

But subsequently they *won’t* learn unless they are Engaged, Supported and Challenged.
"We could have the same headlines, Kids are bored, not connected to school," said Ethan Yazzie-Mintz, HSSSE project director.

"We've got similar numbers in terms of kids who are bored every day -- about 49 percent of the kids are bored every day, 17 percent every class. That's two-thirds of the kids who are bored at least every day."
Healthy and Safe are the foundation

But **Engaged** is the connection.
TENET: Supported
Each student has access to personalized learning & is supported by qualified, caring adults.

Content (culturally and developmentally relevant)

Activities (pedagogically appropriate and meaningful)

Timing (flexible and adjustable)
TENET: Supported
Each student has access to personalized learning & is supported by qualified, caring adults.

...evidence shows no connection between teaching quality and most of the measures used in contracts to determine pay. Seniority, holding a master’s degree or teacher’s certification - these all are mostly irrelevant.

- Interview with Bill Gates (USA), Washington Post

All teachers must earn a master’s degree at one of the country’s research universities.
Competition to get into these teacher education programs is tough; only “the best and the brightest” are accepted.

- Pasi Sahlberg (FIN), Washington Post
Foundations and connections only work… if they are **Supported.**
TENET: Challenged

each student is
challenged academically
and
prepared for success in college or further study and
for employment
and participation in a global environment.
Our curriculum and instruction develop students' global awareness and competencies, including understanding of language and culture.

Our school monitors and assesses extracurricular, cocurricular and community-based experiences to ensure students’ academic and personal growth.

Our school provides cross-curricular opportunities for learning with and through technology.
Our school works with families to help all students understand the connection between education and lifelong success.

Our curriculum and instruction include evidence-based strategies to prepare students for further education, career, and citizenship.

Our extracurricular, cocurricular, and community-based programs provide students with experiences relevant to higher education, career, and citizenship.
Each student in our school has access to challenging, comprehensive curriculum in all content areas.

Our curriculum and instruction provide opportunities for students to develop critical-thinking and reasoning skills, problem solving competencies, and technology proficiency.

Our school collects and uses qualitative and quantitative data to support student academic and personal growth.

Our curriculum, instruction, and assessment demonstrate high expectations for each student.
High expectations + access + the steps to get there = Challenged.
Each student enters school **healthy** and learns and practices a healthy lifestyle.

Each student learns in an environment that is physically and emotionally **safe** for students and adults.

Each student is actively **engaged** in learning and is connected to the school and broader community.

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Each student has access to personalized learning and is **supported** by qualified, caring adults.

Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.
Sustainability

Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the approach’s long-term success.

www.wholechildeducation.org
The Price of Privilege

In recent years, numerous studies have shown that bright, charming, seemingly confident and socially skilled teenagers from affluent, loving families are experiencing epidemic rates of depression, substance abuse, and anxiety disorder at rates higher than in any other socioeconomic group of American adolescents.
Time to Take the Survey
Components

School Climate & Culture
Curriculum & Instruction
Community & Family
Leadership
Professional Development & Staff Capacity
Assessment
# School Improvement Matrix

<table>
<thead>
<tr>
<th>Component</th>
<th>Healthy</th>
<th>Safe</th>
<th>Engaged</th>
<th>Supported</th>
<th>Challenged</th>
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<tr>
<td>School Climate and Culture</td>
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<td>Curriculum and Instruction</td>
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<tr>
<td>Family and Community Engagement</td>
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<tr>
<td>Assessment</td>
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School Results:

- Teacher Engagement
- School Climate
- Leadership Support
- Parent & Community Involvement
- Healthy Habits
Student outcomes:

- Fewer Disciplinary Actions
- Increased Attendance
- Increase in Academic Credits Earned
- Increase in Graduation Requirements
Implementation Success: (Key Ingredients)

- School Teams
- Use of Data
- Distributed Leadership
- Staff and Student Voice
Where to Start ...

How to Begin
In your group

1. Review of the tenets, indicators, components

2. Discuss
   a) Any surprises?
   b) Most descriptive of your current setting?
   c) Least descriptive of your current setting?
   d) Any quick wins?
ASCD
SCHOOL IMPROVEMENT TOOL

LEARN MORE

SAMPLE RESULTS

WSCC
WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD MODEL

GET STARTED
School Improvement Tool

Our school culture supports and reinforces the health and well-being of each student.

Our school health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental, emotional, and social dimensions of health.

Our school physical education schedule, curriculum, and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors, and skills.
### Narrative Analysis

Scores are color-coded for clarity. Green indicates your highest result. Red indicates your lowest result. Orange and Yellow reflect your mid-level results.

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>HEALTHY</strong></td>
<td>Each student enters school healthy and learns about and practices a healthy lifestyle.</td>
<td>0/100</td>
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<td><strong>SAFE</strong></td>
<td>Each student learns in an environment that is physically and emotionally safe for students and adults.</td>
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<td>Each student is actively engaged in learning and is connected to the school and broader community.</td>
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<td>Each student has access to personalized learning and is supported by qualified, caring adults.</td>
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<td><strong>CHALLENGED</strong></td>
<td>Each student is challenged academically and prepared for success in college, career, and for unemployment and participation in a global environment.</td>
<td>0/100</td>
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<td><strong>SUSTAINABLE</strong></td>
<td>Schools implementing a whole child approach use collaboration, coordination, and integration to ensure the applicant’s long-term success.</td>
<td>0/100</td>
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### Charts

#### Individual - test

- **Average Score**: [Graph showing score distribution]
Logic Model

Logic Model Process Tool

Identified Needs

Resource Inputs

Activities

Outcomes

Outputs

What is the issue/need? Why is it worth addressing?

Who

Target population(s)

Impact

What activities were implemented, by whom, when (specific schools) and the number of participants

Who will do it?

When will it happen?

How will the data be analyzed?

Whole Child Tenet:

Indicators:

As Measured by:

Identified Needs/Objective:

Priority:

Priority level:

Short Term Long Term High Medium Low

Strategies

Resources (staff, supplies, budget, others)

Individual or Group Responsible/Impact

Anticipated Completion Date

Outcomes/Evidence of Completion

Action Steps/Activities

Lead Person

Budget

Progress

Outputs/Evaluation - What should the end result look like? Measured by:

Logic Model based on the work of the W.K. Kellogg Foundation January 2004
Can be summarized as the difference between the “Current State of Affairs” and the “ Desired State of Affairs”
ASCD’s Whole Child Network of Schools (WCN)

Not the right time …
Timing is Everything!

Successes & Challenges
Based on What you learned today:

What is the Connection between IB and Whole Child?
Questions...
Contact Us

ASCD Whole Child

www.wholechildeducation.org

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What Students Expect from Teachers

https://www.youtube.com/watch?v=5gpDNJ4Xvec