



Curriculum & Instruction Through the Whole Child

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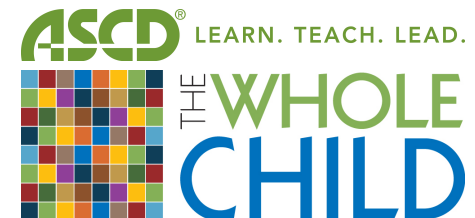
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Curriculum & Instruction Through the Whole Child

- Education is rapidly shifting:
 - Centralization, standardization (Common Core and PARCC), corporatization, and greater accountability for student achievement (ACHIEVENJ, TEACHNJ).
- Given these changes:
 - Educators must capitalize on:
 - What methodologically sound research suggests is good for kids to be educated for success in the 21st century.
 - The Whole Child approach, with its goal of insuring that each student is healthy, safe, engaged, supported, and challenged, presents one way to be mindful of what can be used to improve schools regardless of the situation.

Whole Child Tenets

- Each student enters school healthy and learns about 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.
- 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.

The Whole Child Initiative: **Healthy**

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

- Our school
 - Culture supports and reinforces the health and well-being of each student.
 - 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.
 - 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.
 - Facility and environment support and reinforce the health and well-being of each student and staff member.
 - Addresses the health and well-being of each staff member.
 - Collaborates with parents and the local community to promote the health and well-being of each student.
 - Integrates health and well-being into the school's ongoing activities, professional development, curriculum, and assessment practices.
 - Sets realistic goals for student and staff health that are built on accurate data and sound science.
 - Facilitates student and staff access to health, mental health, and dental services.
 - Supports, promotes, and reinforces healthy eating patterns and food safety in routine food services and special programming and events for students and staff.

The Whole Child Initiative: Safe

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

- Our school
 - building, grounds, playground equipment, and vehicles are secure and meet all established safety and environmental standards.
 - physical plant is attractive; is structurally sound; has good internal (hallways) and external (pedestrian, bicycle, and motor vehicle) traffic flow, including for those with special needs; and is free of defects.
 - physical, emotional, academic, and social school climate is safe, friendly, and student-centered.
 - students feel valued, respected, and cared for and are motivated to learn.
 - staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help students improve problem behavior.
 - provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior, and reinforcing expectations, rules, and routines.
 - teaches, models, and provides opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.
 - upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions—student-to-student, adult-to-student, and adult-to-adult.
 - climate, curriculum, and instruction reflect both high expectations and an understanding of child and adolescent growth and development.
 - teachers and staff develop and implement academic and behavioral interventions based on an understanding of child and adolescent development and learning theories.

The Whole Child Initiative: Engaged

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

- Our teachers use active learning strategies, such as cooperative learning and project-based learning.
- Our school offers a range of opportunities for students to contribute to and learn within the community at large, including service learning, internships, apprenticeships, and volunteer projects.
- Our school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision making.
- Our school uses curriculum-related experiences such as field trips and outreach projects to complement and extend our curriculum and instruction.
- Each student in our school has access to a range of options and choices for a wide array of extracurricular and cocurricular activities that reflect student interests, goals, and learning profiles.
- Our curriculum and instruction promote students' understanding of the real-world, global relevance and application of learned content.
- Our teachers use a range of inquiry-based, experiential learning tasks and activities to help all students deepen their understanding of what they are learning and why they are learning it.
- Our staff works closely with students to help them monitor and direct their own progress.
- Our school expects and prepares students to assume age-appropriate responsibility for learning through effective decision making, goal setting, and time management.
- Our school supports, promotes, and reinforces responsible environmental habits through recycling, trash management, sustainable energy, and other efforts.

The Whole Child Initiative: Supported

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

- Our school personalizes learning, including the flexible use of time and scheduling to meet academic and social goals for each student.
- Our teachers use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress.
- Our school ensures that adult-student relationships support and encourage each student's academic and personal growth.
- Each student has access to school counselors and other structured academic, social, and emotional support systems.
- Our school staff understands and makes curricular, instructional, and school improvement decisions based on child and adolescent development and student performance information.
- Our school personnel welcome and include all families as partners in their children's education and significant members of the school community.
- Our school uses a variety of methods across languages and cultures to communicate with all families and community members about the school's vision, mission, goals, activities and opportunities for students.
- Our school helps families understand available services, advocate for their children's needs, and support their children's learning.
- Every member of our school staff is well qualified and properly credentialed.
- All adults who interact with students both within the school and through extracurricular, cocurricular, and community-based experiences teach and model prosocial behavior.

The Whole Child Initiative: **Challenged**

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

- 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.
- 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.
- 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.

Whole Child Resources

- **What You Can Do**
- Find out how well the nation as a whole—and your state in particular—is supporting the whole child with ASCD’s [whole child snapshots](#).
- Get a free, comprehensive, and completely online needs assessment for your school and district using the [ASCD School Improvement Tool](#).
- Subscribe to the whole child [newsletter](#), [blog](#), and [podcast](#) for updates on whole child news and resources.
- Conduct a [community conversation](#) to help your community explore how to work together to support the whole child.
- Use the interactive [Whole Child Examples Map](#) to find schools and communities worldwide that are implementing a whole child approach to education.



Thank you!



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