

Whole Child Design Series – Summer Learning

As students return to in-person learning this summer and next fall, the pressure to focus exclusively on academic instruction will be intense. At the same time, we know that students - and staff - have experienced unprecedented levels of disruption and stress that will impact their ability to focus on learning. Grounded in the science of learning and development, Whole Child Design offers solutions that calm students - and staff - and create positive conditions for learning.

Through the California Collaborative for Educational Excellence (CCEE), [Turnaround for Children](#) is offering a free two-session series of workshops designed to help districts understand the science of learning and development, and apply strategies and tools that help districts prepare for in-person engagement in the summer and/or fall.

What:

The set of free resources includes:

- Two 2-hour workshops covering the following content:
 - The Science of Learning and Development
 - Developmental Relationships
 - Supportive Environments
 - Integrated Knowledge, Skill and Mindset Development
(Please see page 2 for more complete descriptions)
- Two hours of free consulting support per district team

When:

Please plan to attend both sessions:

- Tuesday, June 8 from 2 to 4 pm
- Thursday, June 10 from 2 to 4 pm

Who:

Please participate in **district teams of 3 to 10 people**, including a combination of district and school staff, representing a mix of curriculum and instruction, student support services, expanded learning providers, school leadership and teaching roles.

We are able to accommodate **up to 10 district teams** in this series with space allocated on a first-come, first-served basis.

Sign Up Here:

<https://forms.gle/wyBzpaSyXenL62DCA>

Questions?

Contact Katie Brackenridge at kbrackenridge@tfcusa.org

Whole Child Design Content

The content of the two sessions is based on Turnaround for Children's Blueprint for Whole Child Design. Each session will include science grounding, implications for practice, concrete tools and time for team discussions about application to your district's context.

Session 1: The Science of Learning and Development & Developmental Relationships

In this session, participants will understand how the brain develops, responds to stress and trauma and what that means for teaching and learning, particularly as we return to school or summer programs during this challenging period.

This session will focus on the first and foundational component of Whole Child Design – Developmental Relationships. We will explore the science behind the human relationship and discover the power of positive developmental relationships as the “active ingredient” in any learning environment. Participants will gather practical strategies for focusing on rebuilding relationships as students return to in-person learning.

Session 2: Supportive Environments & Integrated Knowledge, Skills and Mindsets

In this session, participants will learn about the brain's natural inclination towards patterns and predictability. When environments are orderly, the brain is calmer, more focused and better able to learn. Participants will explore practical strategies for creating and sustaining supportive environments that engage students and support their learning despite all the disruptions they've experienced over the past year.

The science of learning and development shows us that learning isn't "academic" OR "social and emotional" – students become increasingly capable of complex skills through the integration of their cognitive, social, and emotional development. In this turbulent time, this session will explore the integrated development of skills and mindsets by focusing on resilience, self-awareness and self-regulation. Participants will learn how co-regulation helps students strengthen the skills, mindsets and habits to persevere in the face of challenges.



Questions?

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