

Whole-Child Improvement Network

Are you ready to make change in your schools and systems? Do you wonder what an integrated whole-child approach would look like in practice? The Turnaround for Children's **Whole-Child Improvement Network (WCIN)** may be the right fit for your district or school.

In this series, district and school teams use their knowledge of whole-child design to address problems of practice through cycles of continuous improvement. Participants collaborate in a set of highly interactive, participant-driven experiences where they define problems of practice grounded in their communities' needs/inputs, learn from one another, and apply their learning to move their school closer toward holistic, integrated developmental practices.

About the Network

Blended throughout the WCIN experience is an intentional focus on high-leverage **Shared Leadership and Ownership** (see right), practices that fuel any continuous improvement effort and ensure that all staff are empowered to drive toward meaningful, whole-child aligned goals together.

Through this focus, participants challenge each other to resist top-down, high-control models for change, especially those that exclude others and risk reproducing and reinforcing inequitable systems, structures, and outcomes. Participants reflect on how redesigning and leading whole-child change efforts in shared, inclusive ways can work to interrupt historical patterns of power and control and mirror the positive context we seek to create for students.



Turnaround's framework, the [Whole Child Design Blueprint](#) (above)

WCIN Structure:

- ✓ 2-hour sessions over several months (*anywhere from 2-10*), with specific schedules based on district or school needs and structures
- ✓ Audiences vary depending on the focus of the network. They often include district leaders, school leaders, teachers, student support staff, teacher coaches, staff from community partners, among others

WCIN Goals:

- Increased capacity to lead toward integrated whole-child design and development.
- Increased understanding and ability to implement equity-focused continuous improvement cycles.
- A community of peers for ongoing collaborative learning and improvement efforts.

WCIN Phases and Activities



PHASE 1: Grounding in Whole-Child Design

WCIN activities in this phase are designed to support district and school teams in building shared understanding of the core principles of Whole-Child Design, invite participants to begin making connections to their districts or schools, and prompt participants to reflect on how change happens.



PHASE 2: Identifying Whole-Child Design and Development Aligned Improvement Ideas

WCIN activities in this phase support teams in collecting data and reflecting on the current state of Whole-Child alignment in their districts or schools, prompts participants to engage in inclusive leadership by including the voices, experiences, and expertise of others in problem identification, and challenges participants to define their problems of practice in equitable ways.



PHASE 3: Iterating on Improvement Ideas

WCIN activities in this phase are designed to support teams in engaging in cycles of continuous learning and improvement by developing improvement ideas grounded in Whole-Child Design, testing out bite-sized improvement ideas, and working with colleagues to reflect on their experiences and the role of Shared Leadership and Ownership in their change efforts in order to refine their ideas.



PHASE 4: Aggregating Learning and Looking Ahead

WCIN activities in this phase are designed to support teams in reflecting on and sharing the series of successes and challenges they experienced during their cycles of learning and improvement and asks participants to set intentions for future Whole-Child Design work based on what they have learned from and with other participants.

Participants Say:

In school year 2022, over 125 educators participated in the network.

- ✓ **83%** of participants felt their experience with the WCIN helped **increase their capacity to lead** towards a whole-child vision.
- ✓ Four months after the end of the series, **89%** of participants said they **continue to have a strong community of peers** to work with on whole-child improvement effort, and that they had embedded **an equity lens** to their improvement efforts after the series.

*"Before I thought that we knew all the answers to our school's problems...
Now I know that we need to turn to the source (parents and students) to gather information
to help them as we may be seeing the problem through our cultural lens."*

– 2022 Participant

For questions or interest, email partnerships@tfcusa.org