

A young African boy with short hair is smiling and making a peace sign with his right hand. He is wearing a dark green zip-up jacket. The background is a vibrant, abstract color gradient from red to blue to yellow.

ASCD How is Covid-19 affecting or changing education?

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Maslow before Bloom



ASCD **WHOLE CHILD** NETWORK™



**Strengths & issues coming out of
the crisis**



Wellbeing

Strengths

Wellbeing

The self, the person, the whole person. If there is one gratifying outcome of the crisis, it has been our almost universal reappreciation of the need to focus more on our individual and collective wellbeing. Whether it has been the community-bonding performances in Italy, or the daily city-wide applause and gratitude displayed in NYC, our health and wellbeing has been at the forefront.

Teachers, educators and principals have also been driving this message focusing on reducing anxiety, building community, focusing on feelings of safety amongst their students. And districts along with Education Support Professionals have been striving to ensure that basic food and nutrition access is maintained. Wellbeing is being pushed to the front of the educational priority to do list.

[How Covid-19 Will Force Education Into the Future](#),
ASCD Inservice



Wellbeing

Strengths

Wellbeing

Throughout the school closures there has been an immediate understanding and implementation from teachers, support staff, families, students, for the focus to be on 'belonging', 'sense of security', 'community'...



Wellbeing

Strengths

Wellbeing

And this has established an understanding of its need as a foundational part of the educational process. It has been a collective Maslow before Bloom moment



Dear Parents,

Don't stress about schoolwork. In September, I will get your children back on track. I am a teacher and that's my superpower. What I can't fix is social-emotional trauma that prevents the brain from learning. So right now, I just need you to share your calm, share your strength, and share your laughter with your children. No kids are ahead. No kids are behind. Your children are exactly where they need to be.

With love,
All the teachers on planet Earth



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Issues

Trauma

Trauma and inequity

This is not a crisis that is just affecting one school or one state, or even one country.

This is not a crisis that is ignoring one group, one subsections or select professions across our communities. **This is a crisis that is affecting everyone...**

...however it is also (still) **affecting those marginalized the most and those on the ‘front lines’ greater.**

And the front lines now include ESPs, Public Health and School Health providers, Counselors, Social Workers, and Teachers... yet these are the people our communities will turn to once schools reopen to help us adjust and acclimatize, and they themselves are suffering.



Wellbeing

Strengths

Issues

Trauma

Trauma Informed Practice – Building up Protective Factors

- **Check ins:** start of each day and also during the days
- **Set a pattern:** provide schedules/structures (week/day/lesson) to build sense of stability and security
- **Relationships:** keep the great relationship building work started remotely going
- **Explain and discuss whys:** in general and across the board
- **Self-Regulation:** teaching students to recognize their own feelings
- **Provide off ramps:** alone time; mindfulness
- **Get outside:** fresh air, exercise, nature, space
- **Go to the well**

EL Magazine, [Making School a Safe Place](#), Oct. 2019



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Wellbeing

Strengths

Issues

Trauma

Trauma Informed Practice – Building up Protective Factors

Grow, nurture, and embed the relationships that have been developed during this crisis.

The relationships with parents and families, and also the relationships with peers and students. Covid-19 has for many changed the idea of what school is for and about.

Grow and nurture the connections between services and agencies - school health, public health, counselors, social workers, nutrition services, transportation services, to reframe how schools operate. Align processes, practices and policies from a common understanding - that health and education are symbiotic and equally necessary.



A close-up photograph of a young child with dark skin and short hair, smiling broadly with their teeth showing. They are wearing a plaid shirt. The background is a soft, blurred gradient transitioning from orange on the left to yellow, green, and blue on the right.

Teaching and innovation

There will not be a perfect solution nor a one-size-fits-all solution. Each school and district has its unique needs and constraints. Whereas one school may have the facilities and resources (including funding) to make many of the recommended suggestions, others will not.

While we can and must learn from other's experiences, **we must also be ready for innovative reforms and adjustments.**

This will be a time for **greater communication and collaboration** between and across schools, districts and systems.

"There's so much new information all the time, it still feels like week two. At the same, it feels like week 976," said Ricardo Colon, an instructional coach at PS/IS 30 in Bay Ridge, Brooklyn



Any Plan for Safely Reopening Schools Must Address the Whole Child

NEWS

POSTED JUNE 24, 2020 IN BETTER CONVERSATION

COVID-19 Child Wellbeing Task Force announced

Prioritize health and well-being now and when schools

KDE releases guidance on social emotional health for when schools reopen

Prioritise play when schools reopen, say mental health experts

Unicef – children's mental health major priority for teachers when schools reopen

Leveraging Social and Emotional Learning to Support Students and Families in the Time of COVID-19

Maslow's hierarchy of needs and the Covid-19 crisis



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Health and wellbeing are now (currently) core components in any school reopening

Health and wellbeing are also being recognized by educators as being foundational pieces of an effective educational systems

Health and wellbeing are also being viewed by schools and their communities as being more than only physical health, and expand into mental, social and emotional health.

We are on a fast-track process to try and plan what our future education systems should look like and what world we want our children to inherit. One with learning, community, agency, wellbeing at its core or one dictated by antiquities and inequalities.

[How Covid-19 Will Force Education Into the Future](#) , ASCD Inservice



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A young African boy with short hair is standing outdoors, looking directly at the camera. He is wearing a dark green quilted jacket over a white shirt. His right hand is raised, showing a peace sign with his fingers. The background is a vibrant, multi-colored gradient transitioning from blue to orange. The overall composition is a portrait with a modern, graphic feel.

Thank you
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