



Five Domains of Identity Exploration Work:

Leadership

- *Does your school Mission include a focus on the “whole child”?*
- *Does your Head of School/ Administration support initiatives and professional development that provide training and attention to student life outside of just academic outcomes?*
- *Does your strategic plan/ initiatives include attention to student wellness, SEL and/ or work on identity/ spiritual core?*

Approach:

- **SCHEDULE**
 - Advisory Program that encourage adults to truly know and understand students
 - Designated community/ sacred time
 - Longer blocks to encourage student-led classrooms
- **PERSONNEL STRUCTURE**
 - Horizontal Team models (ex. All 6th grade teachers only teach 6th graders)
 - Mid-level administrative and teacher leadership focused on pastoral care
- **LEXICON**
 - Develop common language that encourages students and faculty to be vulnerable, authentic and cared for
 - Example: Millbrook School “Students are known and needed.” Hawken and FA both use “assume positive intent” and “growing edge” instead weaknesses.

At Hawken School, our Mission puts “character” first: Forward-focused education for the real world through the development of character and intellect.

At Friends Academy, our Quaker identity calls us to integrate inquiry and reflection into everything we do. All group settings begin and end with a moment of science.

NOTES:



Curriculum and Pedagogy

- *Does your pedagogical approach put the students at the center of their learning?*
- *Do students have multiple pathways to share themselves in their work?*
- *Do teachers design their own units with consideration for the particular cohort of students they are serving?*
- *Do lessons build in time for both inquiry and discernment?*

Approach:

- **STUDENT-CENTERED CLASSROOM**
 - Student voices are valued and heard
 - Teachers know and capitalize on student strengths (not just related to academics)
 - Curricular approach is emergent
- **RESOURCES**
 - Faculty seek external and internal partnerships with organizations and individuals that support identity work
 - Example: Facing History and Ourselves
 - Example: Alex Sheen, because I said I would
 - “Go to” people like school psychologist, deans, learning specialists are considered key people throughout the school
- **TEACHERS AS ROLE MODELS**
 - Faculty prioritize teaching students first, their discipline second
 - Teachers model vulnerability mutual respect and understanding in relationships with students (traditional power structure is not in play)
 - Teachers approach assessment with a “mastery mindset”

At Hawken School, 8th graders complete a “chapel talk” project where students write and present a speech on a piece of their identity. Example: “Why everyone can and should learn to draw”

At Friends Academy, students engage in a YSPO project in 10th grade where their passions help to drive their service learning in the greater world.

NOTES:



School Culture

- *Do members of your community truly know each other?*
- *Does your school culture promote vulnerability, reflection, kindness, acceptance and love?*
- *Does your culture embrace a “growth mindset,” not just in terms of academic growth but also mistake-making in general for students and adults?*

Approach:

- **DISCIPLINE AS “LEARNING”**
 - Guided Discipline and Restorative Mindset Approach
 - Partnership with Parents
 - Goal does not include “punishment”
- **“SACRED” COMMUNITY RITUALS**
 - Purposeful time to collectively reflect
 - Held in tradition— you are part of something bigger than you
 - Time is dedicated to building identity, individually and collectively
- **“FAILING FORWARD” AS A NORM**
 - Administration expects and supports “trials,” “pilots,” “new initiatives” in service of Mission and children
 - Change is not scary but embraced
 - Feedback is sought after and welcomed for growth

At Hawken, the community meets in a secular chapel setting 4/x per week to reflect, share and be together.

At Friends Academy, each division has Meeting for Worship for 45 minutes once per week to consult our “inner teachers”.

NOTES:



Teacher Self-Care

- *Are teachers and staff encouraged to share their passions and interests within the school community?*
- *Are there opportunities for faculty to share/ connect/ relate with community members outside of their traditional job roles?*
- *Are there programs/ initiatives/ cultural practices that encourage adult self-care?*

Approach:

- **HR POLICIES AND PRACTICES SUPPORT WELLNESS**
 - Sick Days, Vacation Days, Personal Days
 - Calendar supports wellness (ex. Monday off after week long off campus trip)
 - Donations/ Grants towards wellness initiatives (ex. “Amy Green grant”)
 - School culture supports wellness (ex. Walk and Talks during work days)
- **PROFESSIONAL DEVELOPMENT THAT INTEGRATES WELLNESS**
 - Support of training/PD – internal or external (ex. Retreats for faculty)
 - Professional Day Schedules and Topics are carefully considered
- **INFORMAL GATHERINGS/ SOCIALIZING**
 - Opportunities for cultivating community outside of school
 - Gatherings that include families and outside friends

At Hawken, the “Amy Green grant” provides opportunities for faculty to apply for monies to engage in a “soul enriching” experience. Ex. One teacher was funded to hike the Appalachian Trail, a life-long dream.

At Friends Academy, faculty and their families have free access to the athletic center 7 days a week to be able to work out, run, play and be healthy. Ex. Faculty can reserve the facility on weekends to host birthday parties for their little ones.

NOTES:



Parent Partnership

- *Are your parents known and appreciated?*
- *Do your parents and guardians have opportunities to be authentically connected to the school community?*
- *Are there programs and initiatives designed for parents' well-being and identity development?*

Approach:

- **THE PARENT ROLE IS NOT HELD AS “TRANSACTIONAL” BUT “TRANSFORMATIONAL”**
 - Parents have opportunities to share their passions and expertise within the community as well as give feedback and input into initiatives and strategies
 - Communication between school and parents is ongoing and fluid
 - Parent “contributions” is diverse and equally valued
- **ADMITTING A STUDENT TO COMMUNITY IS ALSO ADMITTING A FAMILY**
 - Ongoing education for parents and families (ex. Book groups, coffee talks, parent education series)
 - With child at center, parents remain connected in support plans and approach (ex. Round Table)
- **PARENT/ FAMILY IDENTITY VALUED**
 - Affinity Group Support (exs. 1st generation independent school families, families of color, single parent families)
 - Community Events that promote diversity, equity and inclusion (ex. FAmily night, Hawkfest)

At Hawken, a presentation and discussion was held for parents on parenting in the I-Gen and the influence of social media on adolescent development.

At Friends Academy, a large pot-luck dinner was held to encourage the celebration of diverse and rich family ethnicities, traditions, and customs.

NOTES: