

## **Twenty Marks of a Full-Circle Learning School**

1. Learners see giving as the purpose of learning.
2. Learners feel motivated by their empathic membership in one human family.
3. These commitments inspire peak experiences and creative, compassionate action toward members of an ever-widening circle of humans and living things.
4. Curriculum design and assessment encourage process-based learning, integrating all academic content areas and art forms as learners strive to uplift, advocate, remedy, build, advance solutions and otherwise contribute to the well-being of others.
5. Service to humanity finds parallels in the world community, through global wisdom exchange linked to local transformation projects.
6. Students process their character growth, receiving opportunities to appreciate differences, to bond with positive role models and to problem solve through hardship (challenging scenarios).
7. One specific character trait brings thematic continuity to all the subjects within a learning unit.
8. Each new learning unit contributes to an overall year-long identity, specific to that grade level. (For example, four successive traits may occur over the year for the Humanitarians class.)
9. Teachers customize learning units for regional education standards and for the community needs they target through projects. (For example, they meet literacy, numeracy, science, math, moral and creative goals with projects that address health, agriculture, economics, environment and other social challenges.)
10. A student absorbs 60 or more habits-of-heart over a school career, one at a time.
11. Each habit-of-heart becomes the theme for an integrative unit plan with service outcomes, based on the teacher's integration of the universal13-S steps (incorporating researched, scaffolded steps).
12. In their service-learning actions, learners frequently define teaching as service.

13. Deliberate classroom management strategies and teaching methods: 1) nurture altruistic identities, 2) promote self-mastery and 3) engender a collaborative peer culture among students and across classrooms.
14. Within each learning unit, conflict resolution applications help learners understand the need for inner growth and outward collaboration in personal, local, and world-stage dilemmas.
15. Students experience daily deliberate chances to layer their wisdom and to see the good in others.
16. Students receive opportunities to reinforce habits-of-heart at home, to teach and learn from family members, and to honor the habits-of-heart in family members.
17. Broad opportunities, over time, present a chance to engage with adult role models through community transformation and service-learning field trips, helping learners develop multiple strengths, entrepreneurial skills and options for civic-minded career paths.
18. Educators bond, train and plan based on a shared local vision, foreseeing the end results of their planning from the start.
19. Schools recognize the nobility of each individual and the equality of genders and people of all cultural, ethnic, and national backgrounds and belief systems.
20. Teachers express their own nobility and sense of purpose as they foster a generation of change agents and humanitarians.