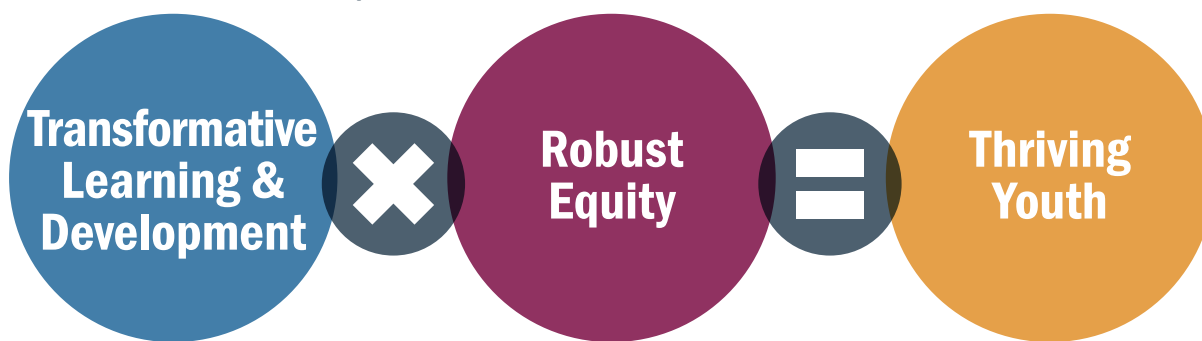


# A More Powerful Conceptualization of the Contributors to Youth Success



## **Transformative Learning & Development**

is the optimization of a learner's ability to translate specific experiences and content into generalizable knowledge, competencies, and perspectives.

### **The powerful definition of learning is:**

- ▶ Broader than schooling
- ▶ Intertwined with development
- ▶ Adolescent learning and development is critical to individual and collective thriving

### **Young people's sense of themselves as a learner is:**

- ▶ Shaped by their experiences of having or building the competencies needed to respond, adapt, achieve
- ▶ Influenced by messages received from others
- ▶ Anchored in the confidence that they have the ability to develop and a key role to play in it
- ▶ Enhanced by their ability, as a part of belonging to an identified group, to make collective meaning of their experiences

### **Leaders acknowledge:**

- ▶ Transformative learning & development can occur in all environments if the adults in these environments are intentionally equipped to optimize experiences the potential for learning in all contexts
- ▶ Transformative learning & development is youth-driven
- ▶ Transformative learning & development is culturally responsive

**Robust Equity** is the intentional counter to inequality, institutionalized privilege and prejudice, and systemic deficits and the intentional promotion of thriving across multiple domains for those who experience inequity and injustice.

### **The powerful definition of equity is:**

- ▶ Built on the basics – countering inequality and institutionalized privilege and prejudice, addressing contextual deficits, and creating conditions that support well-being
- ▶ But also multi-dimensional – mindful of overall thriving, and how well-being in one area (e.g., housing) contributes to well-being in others (e.g., health)
- ▶ Cumulative – rooted in historical awareness, with a commitment to long-term, complex change

### **Young people's sense of themselves as a learner is:**

- ▶ Influenced by the degree to which they and their peers have needed experiences and relationships
- ▶ Informed by their awareness and experience of how their groups are treated

### **Leaders acknowledge:**

- ▶ Focus on thriving, not just surviving
- ▶ Create access and accountability working from the margins into the mainstream
- ▶ Surface and address complexity – across systems, across domains of development, and over time

**Thriving** is a dynamic process that goes beyond well-being to include individual and collective growth in grounding and agency.

### **A powerful definition of thriving is:**

- ▶ Strengths-based – more than well-being, resilience
- ▶ Multi-dimensional – reflecting growth or success in any number of domains from physical to economic to spiritual
- ▶ Linked to key internal and external characteristics and assets that interrelate to enable or thwart progress

### **Young people's sense of themselves as a learner is:**

- ▶ Summative, reflecting an overall sense of well-being and future success or growth
- ▶ Relational, reflecting an individual's sense of connection to others
- ▶ Calibrated to cultural lenses and social networks
- ▶ Adjusted over time as experiences and perceptions change

### **Leaders acknowledge:**

- ▶ Establish well-being as a threshold
- ▶ Affirm the importance of resiliency as a socially supported individual response to adversity
- ▶ Create explicit accountability for strengthening individual and group capacities to thrive