

School as Hub Guiding Views

The School as Hub approach supports schools as they move from traditional educational practices to an approach centered on equity, quality, and continuity birth through Grade 3. This is a developmental process. Schools will find themselves at various points on this continuum throughout their journey. The chart below highlights the continuum from traditional practices to the School as Hub approach.

Guiding Views on Early Learning and Development	FROM: Traditional Approach	TO: School as Hub Approach
Connected System for Learning and Development	Early childhood and elementary education viewed as separate.	Early childhood and elementary education viewed as unified across the birth through grade 3 continuum.
Developmental Progression of Learning and Development	Children’s learning and development viewed narrowly within discrete ages and grade levels.	Children’s learning and development at specific age and grade levels viewed within the long-term progression of learning and development.
Child-Centered Priorities for Learning and Development	Social -emotional development is prioritized for children birth through 5; academic achievement is prioritized in the elementary years.	Content-rich, intellectually rigorous learning experiences integrated with support for social-emotional development viewed as the priority at every age level, birth onward.
Family-School Partnerships for Learning and Development	Family engagement may be centered on a series of isolated activities and events created from school perspectives about family interests and needs.	Family engagement viewed as on-going partnerships that take into account family <i>and</i> school perspectives, and that empower families in their parenting roles.
Engaged Communities for Learning and Development	Schools engage with community-based organizations around isolated activities or events.	Community partnerships are linked to school goals for student success and are linked directly to the school improvement planning process. Schools develop and sustain community partnerships that provide opportunities for whole family and whole child supports that ultimately increase students’ progress and success in school.
Professional Growth for Learning and Development	Staff professional development viewed as primarily as disseminating information and knowledge about educational practice.	Professional development viewed as continuous learning and support for practice embedded within the day to day work of staff, including collaborative learning interactions among colleagues.
Equity Focus for Learning and Development	Policies, procedures, curriculum, instruction, and assessment choices are made without consideration of children’s race, culture, or home language.	Schools act as agents of change for equity by prioritizing culturally responsive practices and a focus on disaggregated data to ensure each child has access to the educational resources they need at the right time, at the right level, and with the right intensity.
Strengths as the Starting Point for Learning and Development	Identifying and remediating deficits in the ways children and families function is often the starting place for action.	Identifying and building upon strengths of each child and family viewed as the starting place for action. Economic, linguistic, and racial disparities scrutinized as a function of the system, not the children and families served.