About shifting the framework for improving schools

Our Center's work focuses on improving schools to better address barriers to learning and teaching and reengage disconnected students and families.

While we have developed many resources related to this, the work is detailed in three free books:

>*Improving School Improvement*

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*

>*Embedding Mental Health as Schools Change*

all three of these can be accessed at

https://smhp.psych.ucla.edu/improving_school_improvement.html

Relatedly, we thought folks might be interested in the series of brief articles in *Newsweek* by Daniel Lutz, Ph.D., Director and Lead Consultant, Lutz Globe LLC – Global Leadership of Business and Education. Here is an excerpt from his June 6th piece in *Newsweek* entitled:

>***Is a Paradigm Shift Needed for School Learning?*** EDT https://www.newsweek.com/paradigm-shift-needed-school-learning-1804225

"Emerging more intensely in recent years, AI is now engaging everything in our experience in one way or another. Changes in a vast array of life are occurring at a faster pace than ever before, and that pace is increasing at an exponential rate. The point here is that today's children face a future that can only be described with guesses.

Added to this explosive reality, our public school enrollments have become more diverse ethnically, racially, economically, and by gender identity, especially in urban schools. The emphasis on learning traditional sets of information in a post-pandemic social-emotional crisis is a tough one, especially with a broad urgency to "catch up" on what wasn't learned through Covid virtual schooling. Our systems still employ past frameworks and expectations in the way we adults experienced our own K-12 education.

In this series of articles, I often use the term "traditional." The word, of course, can imply a range of meanings. For these articles, I use it specifically in reference to aspects of systemic education structures that hinder many kids. Those affected include students of color, of other critically important backgrounds of diversity, and simply any student whose learning propensity doesn't fit a middle band of learners for which the system's basic structure was established long ago. The impediments manifest when students' native learning assets can't be engaged as a foundation for developing skills, knowledge, and inspiration for an unfolding present and an unpredictably changing future.

As we get deeper into successive articles on "Reinventing School," I expect increasing resistance to the concepts presented. But I suggest that readers try to suspend "this could never happen" as they delve into this exploration, knowing that we are considering a conceptual framework for a paradigm shift that is equitable and potent for all students. This is a tall task for us as adults because we carry educational assumptions from our childhood. These short articles invite you to put to work your highest creative imagination for something better.

... Public schools are free, which is necessary for most people and their children. But the hope is that those stakeholders, along with other community members outside school walls, increasingly challenge traditional structural learning assumptions to make way for a new mindset among the school boards they elect. Informed community members thus become the pivotal source for transforming how kids can learn with a new vision for the present and future.

So then, what does "reinventing schools" actually mean? That is what this series is about. You can check out the introductory article here* if you haven't seen it yet. Otherwise, you will be able to continue following the series with the upcoming fourth article, focusing on how traditional school architecture can add to the distractions from true personalized and equitable student learning."

Nine Questions To Drive How We Should Rethink "School"
There's no better time to talk about reinventing school than now.
https://www.newsweek.com/nine-questions-drive-how-we-should-rethink-school-1776900

Let us know about other articles you have found valuable that discuss improving schools to better address barriers to learning and teaching and reengage disconnected students and families.