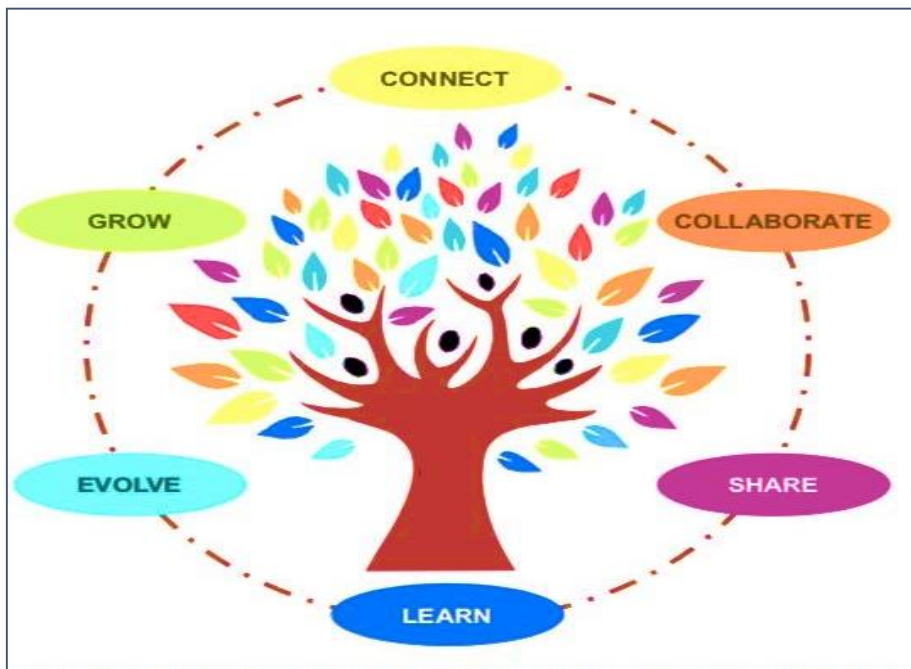


HUBS OF LEARNING: TRANSFORMING EDUCATION COLLECTIVELY



**CENTRAL BOARD OF SECONDARY
EDUCATION**

HUBS OF LEARNING: HoL

Hubs of Learning notified vide ***Circular No. Aff-12 dated March 9, 2019***

part of the policy of the board to share, co-operate and learn from each other by forming a small cluster of schools into **Hubs of Learning - for collaboration among schools for quality enhancement.**



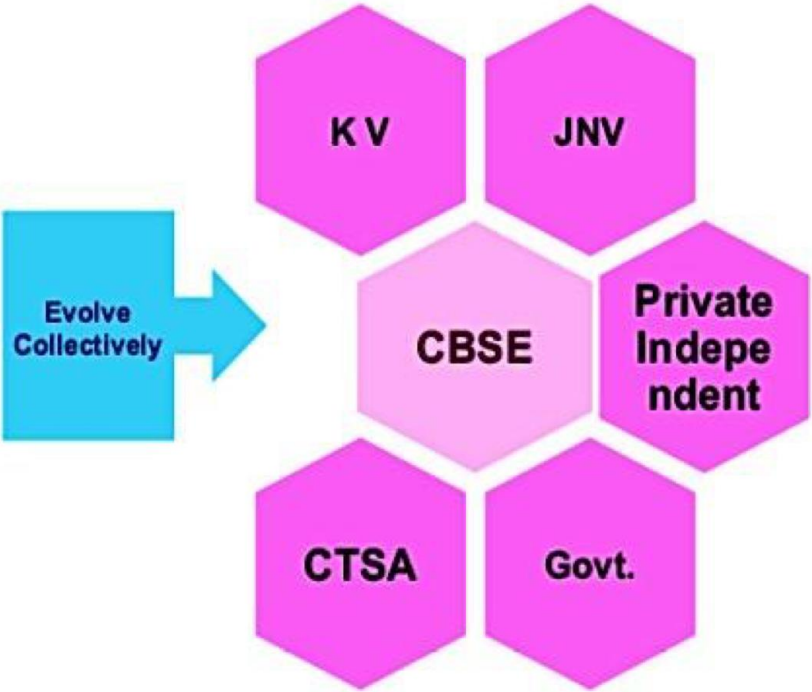
CONCEPT

The purpose is to collaborate and improve

- **educational objectives**
- **student outcomes**
- **learning outcomes**
- **curriculum enrichment and growth through a shared vision of stake holders.**

In a Nutshell

**The CBSE Hub of Learning:
The Collective Effort Towards Quality**



NEED FOR HUBS OF LEARNING

Develop self directed students aware of their potential.

Create educational leadership that collaborates at all levels

Develop student outcomes

Encourage professional development among teachers

Bring together expertise for improvement of all stakeholders

Experiential & Joyful learning

Mobilise teachers, parents, students and other community partners

Create inquiry based learning with sharing of data and research

Embed practices into school communities for accelerating improvement

Hubs of Learning: Working practices

Sharing information and expertise in curriculum transaction, in creation of new knowledge and designing novel pedagogical strategies.

Augmenting capacities through sharing resources, digital collaboration and cooperating in imparting skills.

Promoting professional development via teacher exchange, joint seminars and workshops, and instructional procedures

Forging partnerships to give and receive support and engage in professional learning that facilitates systemic changes

Hub of Learning should ***NOT*** become



An administrative meeting of a group of people with similar titles and strategies who

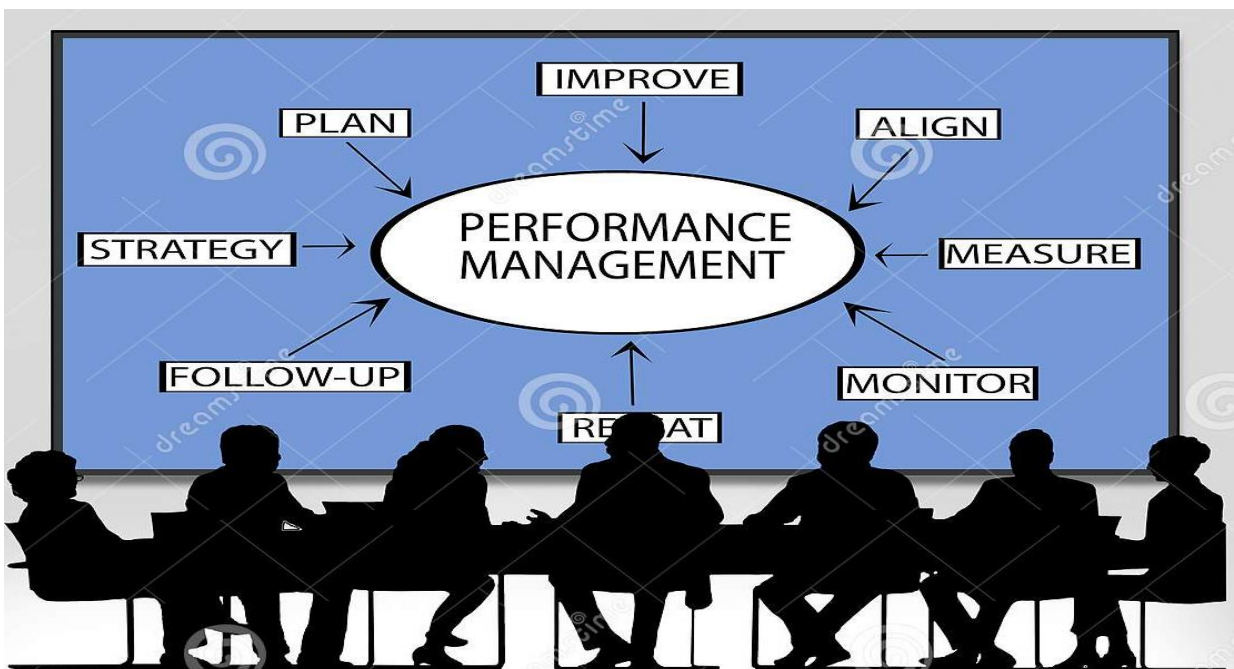
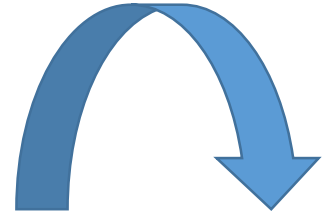
focus on individual problem solving

seek passive professional development or

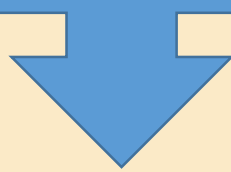
want a centre for providing information.



INSTEAD



Approach to HUBS OF LEARNING



ACCOUNTABILITY

DIVERSITY

ACCEPTANCE

FAIRNESS

ETHICS

OBJECTIVES of HUBs

The linking of schools into Hubs of Learning would provide a common and shared platform with the objectives to:



1. Create a culture of support and healthy interdependence across different areas of teaching learning viz. curriculum planning, teaching-learning activities and other school practices.

2. Promote solidarity by facilitating joint conduct of various student/staff activities culminating in an enriched school life.

Objectives of Hubs of Learning

4. Enable sharing of resources: manpower, infrastructure, teaching-learning material etc.

3. Provide an opportunity to share a repertoire of ideas, instructional and assessment strategies which would help individual teachers to improve classroom practices and contribute to their continuous professional development

Hubs of Learning: Aims

To create an ecosystem for the schools to effectively take up all round self-improvement.

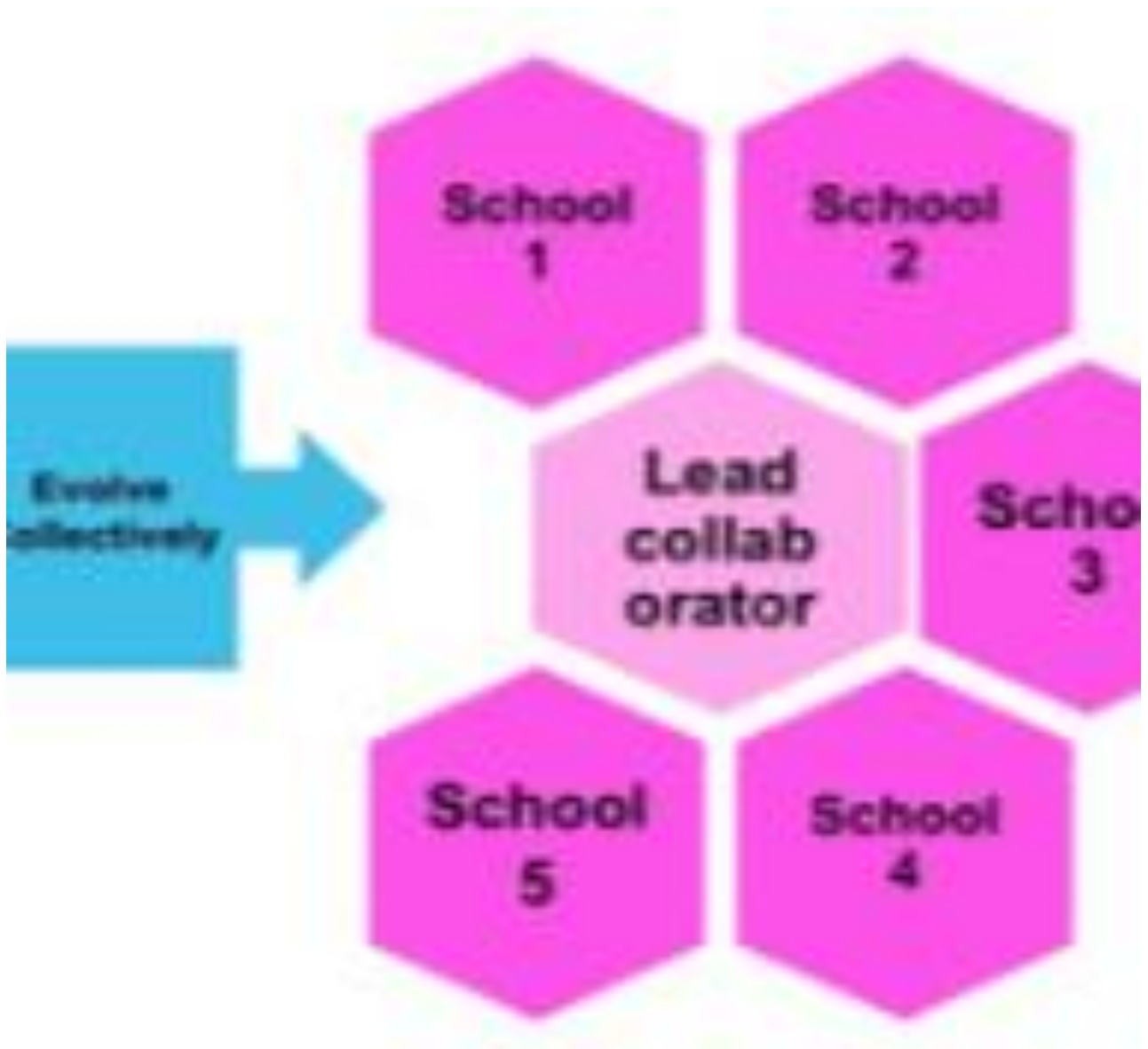
Exposure to best practices
Adaptation or even replication of these practices.



Be “givers” as well as “receivers” of support, fresh ideas and resources

greater responsibility towards improving the quality of their school and also extend their support to nearby schools.

STRUCTURE of a HUB



LEAD COLLABORATOR

- The Lead Collaborator School shall get all the schools of its HoL on board.
- The school initially named as Lead Collaborator School by the Board, shall function as such for a maximum period of two years.
- Thereafter, the HoL schools after mutual discussion may nominate any other school from within the group to act as Lead Collaborator School on rotation basis.
- If mutually agreeable, they can also nominate the same school as Lead Collaborator School again.

- The Lead Collaborator School in collaboration with the member schools shall take up all mentioned activities but at their own pace (depending on their capacity and ability).
- The Lead Collaborator School must also provide handholding support to all schools in its Hub to ensure the implementation of safety guidelines as laid down in CBSE Affiliation Byelaws.

AREAS OF ACTIVITIES TO BE TAKEN BY HUBS

**ACADEMIC
COLLABORATION**

**PROFESSIONAL
DEVELOPMENT
OF
TEACHERS**

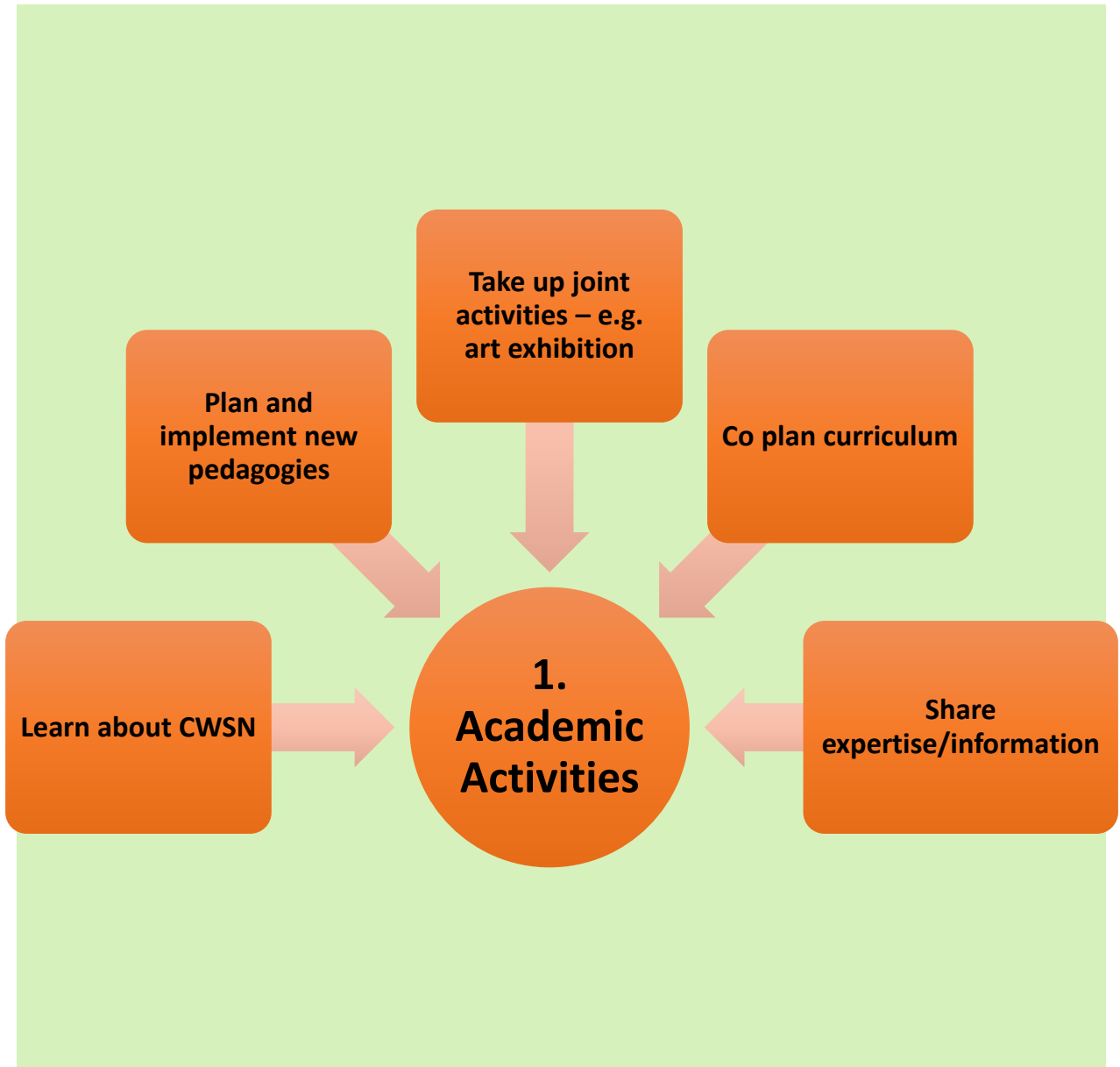
**RESOURCE
SHARING**

**BUILDING
COMMUNITY:
OVERCOMING
ISOLATION**

**SYSTEMIC
REFORMS**

ACTIVITIES OF HUBS:

1. ACADEMIC



Collaboration

```
graph LR; C[Collaboration] --- B1[Annual pedagogical plans/curriculum plans and transaction strategies, learning outcomes, innovative pedagogies]; C --- B2[Co-planning of curriculum, Co Teaching]; C --- B3[Quizzes, project demonstrations, art exhibitions.]; C --- B4[Educational and school related needs of Children With Special Needs.]; C --- B5[Joint reflection culminating in creation of new knowledge and design.];
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Annual pedagogical plans/curriculum plans and transaction strategies, learning outcomes, innovative pedagogies

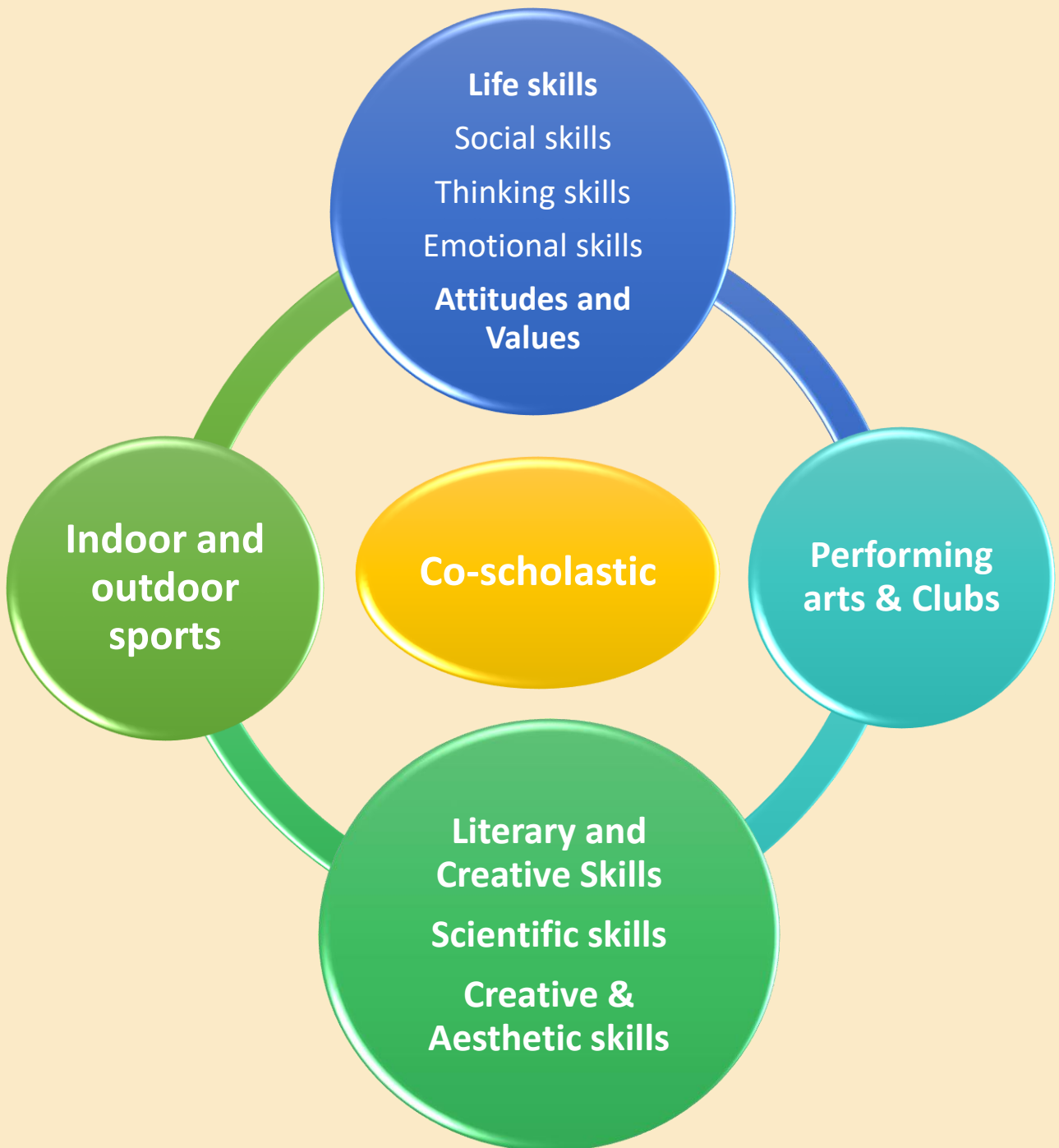
Co-planning of curriculum, Co Teaching

Quizzes, project demonstrations, art exhibitions.

Educational and school related needs of Children With Special Needs.

Joint reflection culminating in creation of new knowledge and design.

Example: CO-SCHOLASTIC



Co-Scholastic Domains

**encourage
experimentation and
creativity**

**build on aptitudes,
interests and
capacities.**

**develop positive
attitudes like team
building**

**create non-
threatening, joyous
and multi sensory
environment**

**enable students with
difficulties to interact
with others**

Schools must build a wide ranging co-scholastic curriculum to enable students acquire skills and processes specified in the relevant co-scholastic domain.

PROMOTING SPORTS EDUCATION

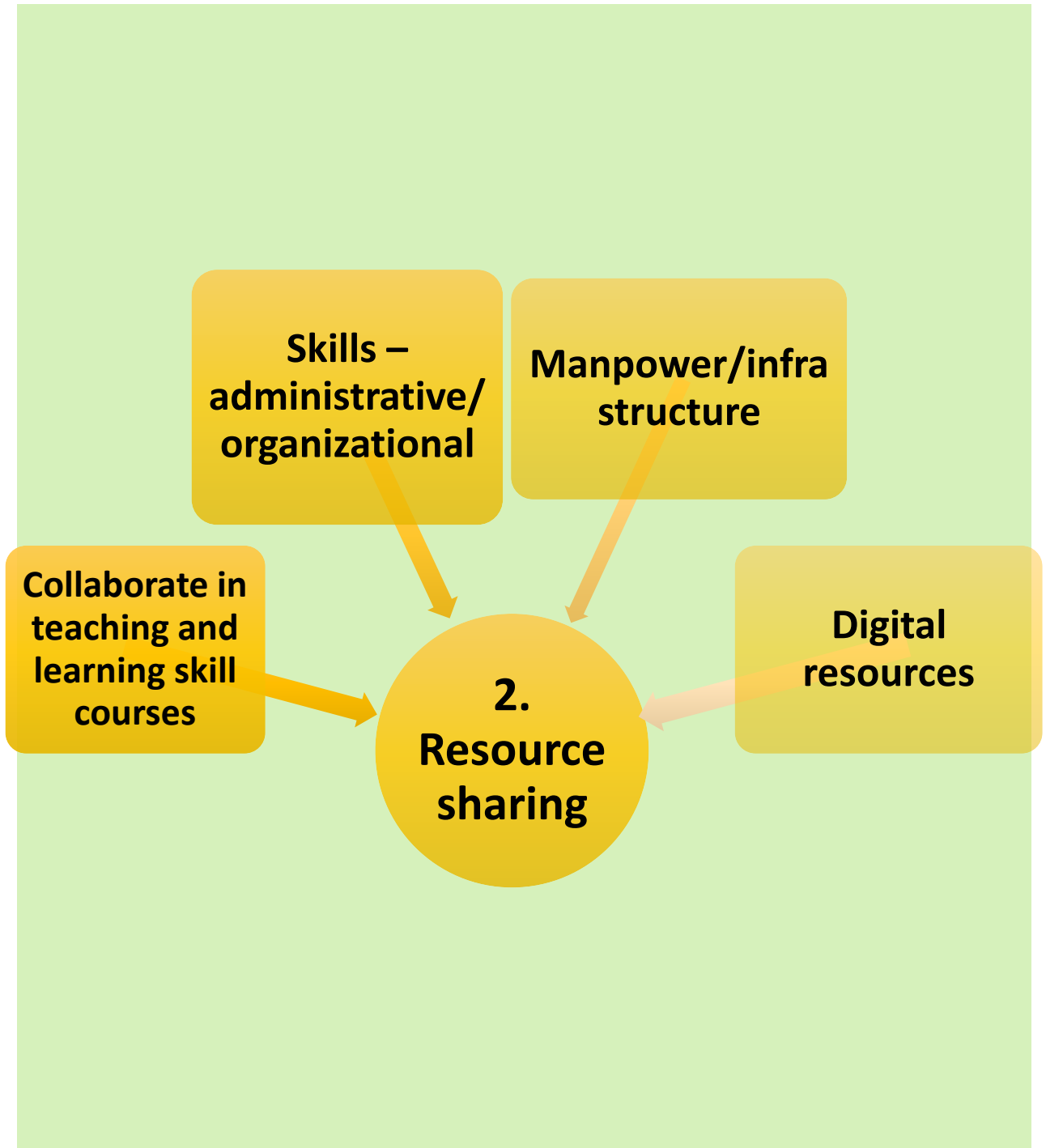
Sports ensure a state of complete physical, mental, and social well-being and adoption of a healthy lifestyle.



PROMOTING ART EDUCATION

- ❖ Arts challenge the learner with different points of view, compelling her to empathize with “others.”
- ❖ **Arts participation is related to behaviours that contribute to**
 - increased civic engagement
 - greater social tolerance
 - enhanced acceptance of differences

Activity 2: RESOURCE SHARING



Resource Sharing

```
graph LR; A[Resource Sharing] --- B[Augment each other's organizational and administrative skills]; A --- C[Share/exchange resources: manpower, infrastructure etc]; A --- D[Digital collaboration – share e-content and other digital resources,]; A --- E[Collaborate in teaching and learning Skill Courses];
```

Augment each other's organizational and administrative skills

Share/exchange resources: manpower, infrastructure etc

Digital collaboration – share e-content and other digital resources,

Collaborate in teaching and learning Skill Courses

ENABLING RESOURCES



Well lit and ventilated classrooms with scope for collaborative and group work



Playground, lawns, open spaces, MPR, auditorium are adapted and frequently used



Laboratories that are equipped with a variety of resources.



Sufficient space and equipment for encouraging all levels of learners to engage with sports and games.



Instructional material designed and developed by the school teachers from available sources.



Availability of extensive good quality text and digital resources in the library for students and teachers

ACTIVITY 3: Professional Development of Teachers

Joint in-service training programs

Joint workshops, seminars, teacher exchange, etc

3. Professional development of teachers/staff

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graph TD; A[Joint in-service training programs] --> C((3. Professional development of teachers/staff)); B[Joint workshops, seminars, teacher exchange, etc] --> C;
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Please also refer to the circular no. Acd-13, March 9, 2019 at Annexure 2.

- Support each other in professional development by exchanging or participating in each other's in-service training programs, and sharing information related to this. (Training of all school teachers has been made mandatory in Affiliation Byelaw, 2018, by providing for minimum number of days of training per year.

- Training is to be conducted preferably in association with the COEs of the Board or through any Teacher's training institute recognized by the Centre/UT/State/Regional Teachers Training Institutions.

- Promote academic enrichment through teacher exchange programmes, common science fairs, joint seminars, workshops, trainings, exchange of ideas, instructional strategies and assessment procedure .

-

- **may be noted that the Board shall not be funding the HoLs in any form.**

ACTIVITY 4: OVERCOMING ISOLATION



Overcoming Isolation by:

- Making conscious and dedicated efforts to forge partnerships with each other to give and receive support.
- Disregarding the notions of hierarchy and learn to work together.
- Celebrating success and analyzing failure collectively to gain insights.

Steps to Community Engagement

Determine goals

Plan whom to engage

Strategize Engagement

Prioritize activities.

Implementation Process

Monitor Progress



It is important to engage the community for a holistic learning experience to help children develop qualities of heart, head and hands which will make them self reliant individuals and fine human beings, socially and culturally aware, compassionate and kind and global citizens.



Service Learning

Adopting a village/slum and working for its overall upkeep

Running vocational centres

Running mobile computer vans and libraries

Organising inter-generational projects

Organising blood donation camps

Collaborating with local police to understand laws

Encouraging learners to contribute to local community's need

Participating in water conservation Projects.

Introducing Road Safety Drives along with the traffic police

Participating in the Literacy programme

Participating in self-defence workshops.



Community Engagement


- Collaborating with NGOs for Disaster Management and Relief Programmes.
- Connecting with embassies for educational exchange programmes.
- Creating a vision – in partnership with all members of the school community – and involving every one actively in the shared vision.

- Organising camps for the underprivileged residing beside the school campus.
- Involvement in programs, projects and partnerships launched by the local leadership service clubs and NGOs.
- Taking forward the Swachh Bharat Abhiyan in collaboration with the municipal corporation.

- Teaming up with govt. schools to learn, teach and collaborate.
- Training Centres for the underprivileged e.g., Silai Kendra, Computer Learning, Vocational programmes, Candle Making classes, Chocolate making, baking classes etc

Activity 5: SYSTEMIC REFORMS

**Power the
process in
each other's
schools**



**5.
Systemic
reforms**

SCHOOL SAFETY



Safety Measures



Health & Safety Committee



Security



Surveillance



Safety on Buses



Identity Cards



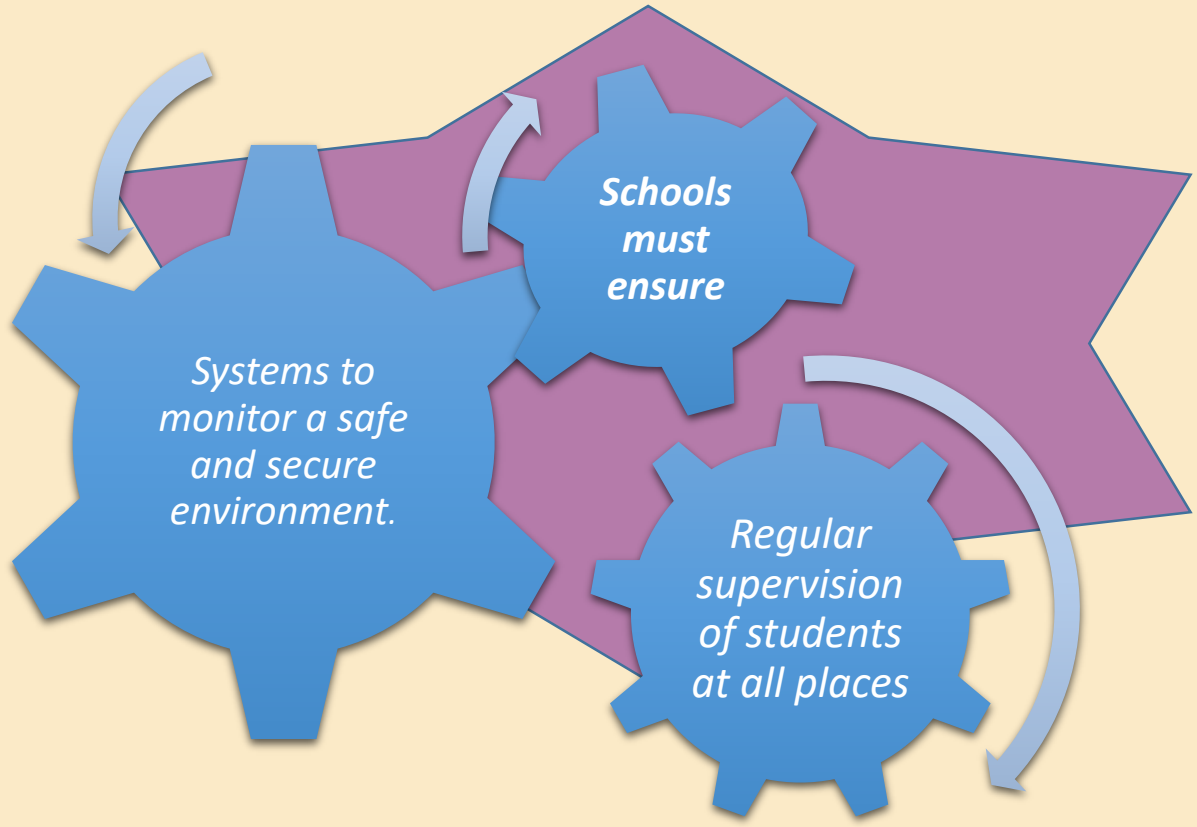
Safe and secure school spaces

Students spend a considerable amount of time in school making it important for school authorities and teachers to ensure:

- **their safety inside the school and while commuting** to and fro from the school.
- **potable water**
- **clean and safe toilets**
- **protection from natural or man-made disasters**
- **safety from any kind of abuse.**

Safety is not an option but a default priority.

Safe Physical Environment



Schools must ensure

- ❖ preparedness among staff and students in case of disasters and emergencies
- ❖ undertake regular drills
- ❖ familiarize students with emergency protocols.



Safety and Hygiene

Physical
Hygiene



Oral Hygiene



Environmental
Hygiene



Sanitation &
Hygiene



Schools must
ensure

Personal
Hygiene



Food Safety & Hygiene



Emotional Wellbeing

understanding of
their own
experiences

developing
empathy

behavioral
regulation

self-esteem
and
confidence

managing and
expressing
emotions

resilience
and coping
skills

Conflict
Resolution



Fostering Personal Social Emotional wellbeing by-

- framing policies and curriculum supportive of learner development and progress.
- training school staff to understand students' development stages
- gearing school system towards capacity building of students.



Schools should

- provide a planned CPD programme for all staff to support the teaching of personal, social, emotional skills.
- identify children and families who are in need of additional support and adopt new ways of working with them.
- review ongoing practices, update policies,
- build community connections and collaborate with other agencies to provide staff training.



5 Ways to Wellbeing

MENTAL WELLBEING

The school must ensure mental wellbeing of students through

conducting regular in-house activities

seeking support of outside expert

reviewing and monitoring progress of students

IDENTIFICATION SOCIAL & EMOTIONAL CHALLENGES

Creating procedures for students with difficulties

Identifying and planning protocols for students experiencing behavioral, emotional and/or social difficulties.

WELLNESS & LIFESTYLE

ENCOURAGE

students and teachers be honest and open with each other



PROVIDE

mental health support to students as well as teachers



EDUCATE

students about mental health and the stigma associated to it



ADOPT

a whole school approach to mental health



HELP

students to express themselves in a creative way



DEVELOP

strategies to help support students who are experiencing mental health problems



BUILD

programmes that helps to develop positive psychological skills such as resilience



Support

teachers as well as students. Make sure they are looking after their own mental health



CREATE

a positive school environment where students feel safe to speak about issues or problems they are facing



WORK

with other organisations to help provide interventions to pupils



Gender Safety and Sensitization

ACCESS

Equal opportunities to attend and participate in educational programmes and learning (*formal and non-formal*)

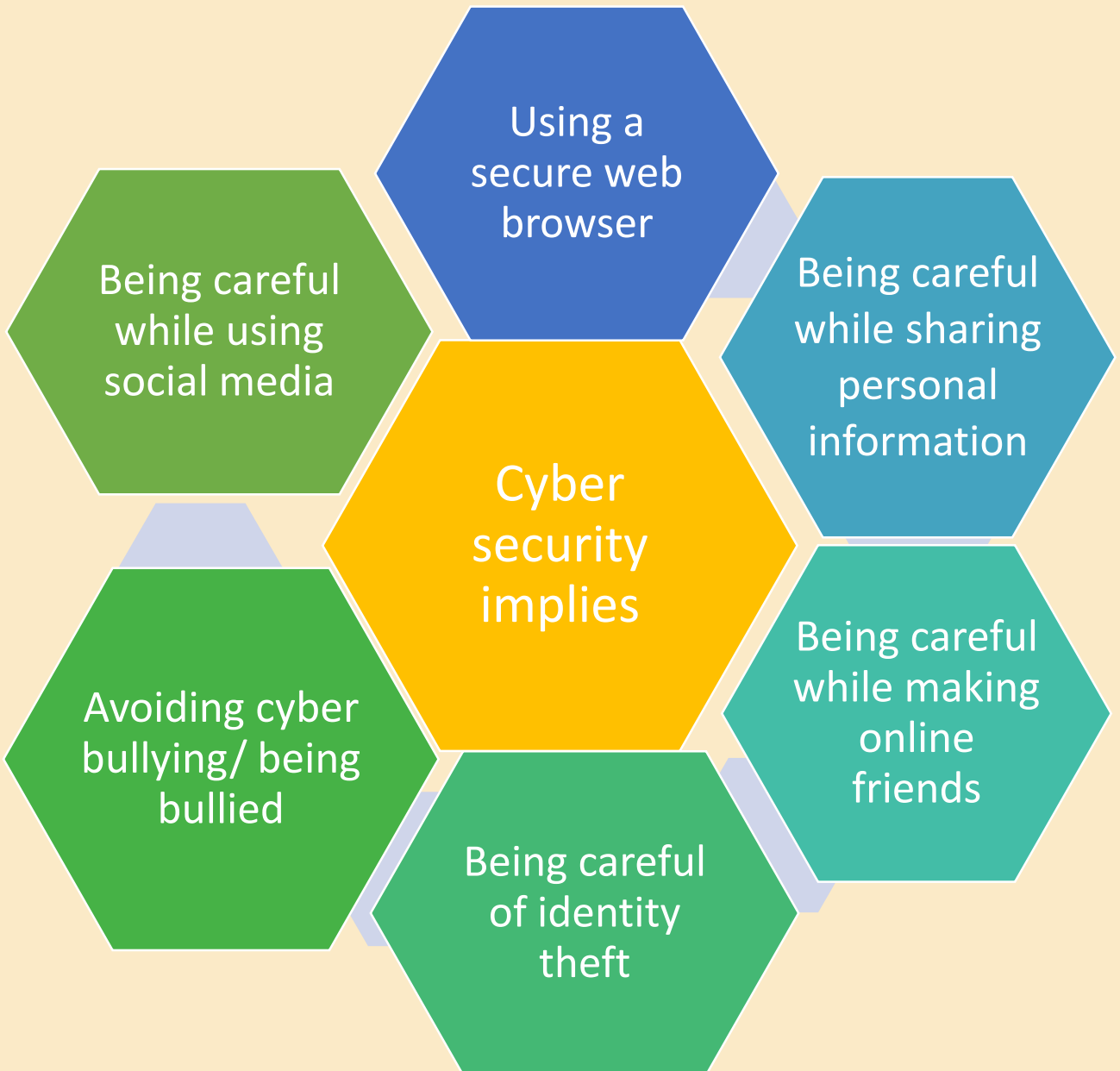
EQUALITY

- Equality in the learning process
- Equality of learning outcomes
- Equality of job opportunities and earnings

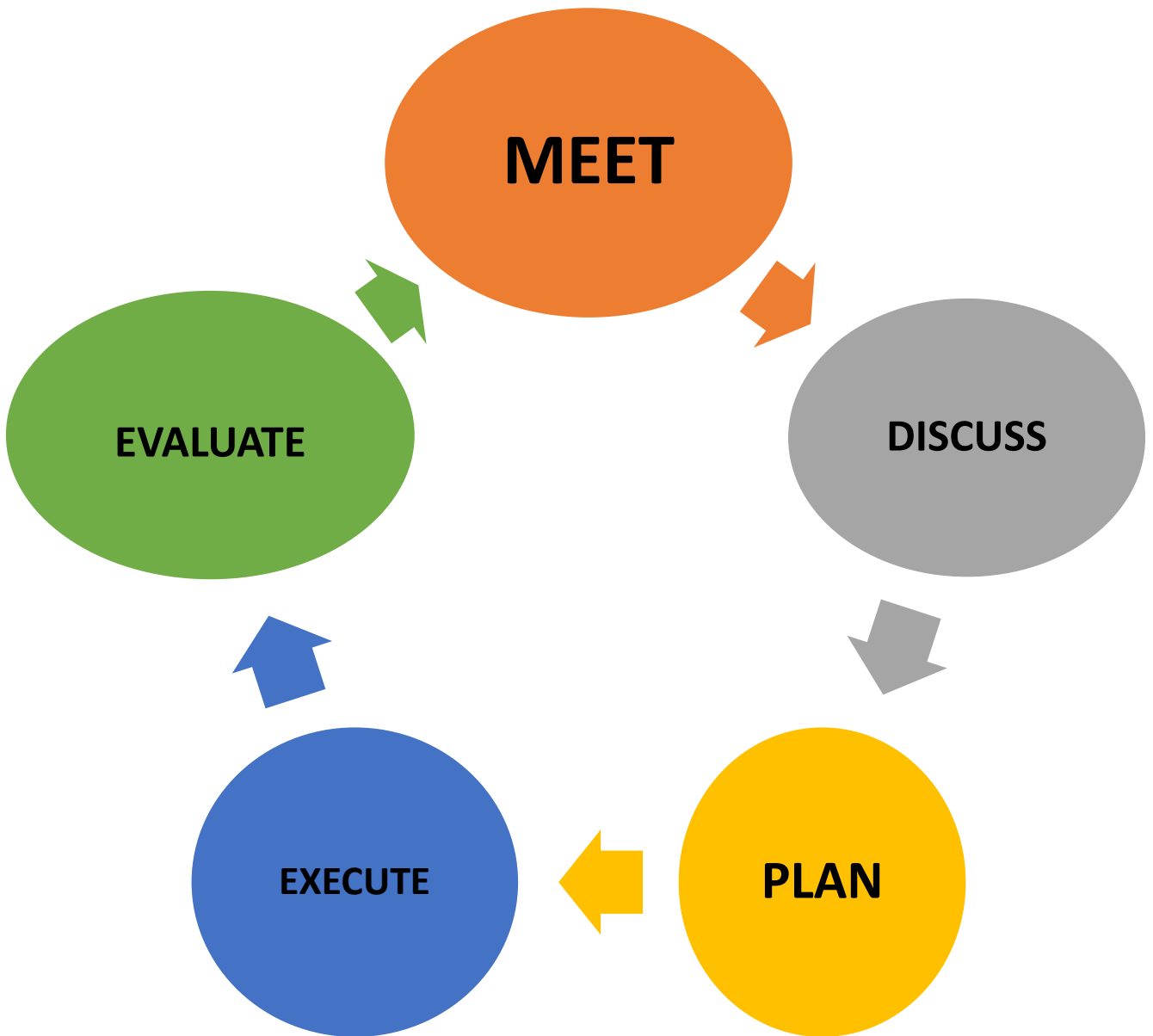
EQUITY

- **Fairness and justice** in the distribution of benefits and responsibilities between students.
- Recognize the difference in the needs and requirements of girls and boys and address them in a manner that **rectifies the imbalance due to inequality.**

Cyber Safety



HOW TO PROCEED WITH AN ACTIVITY?



SUGGESTIVE METHODOLOGY

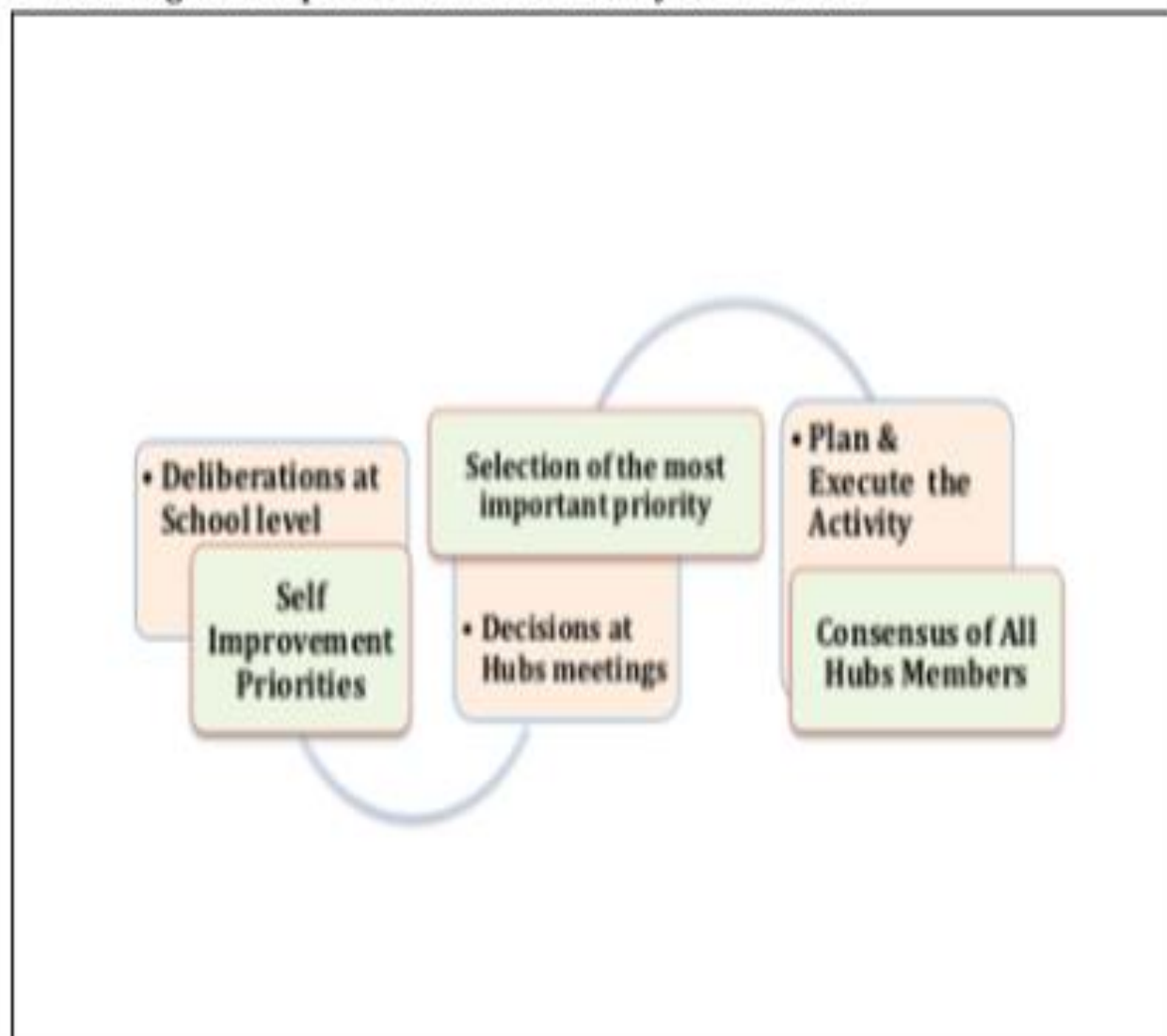
1. POINTS TO BE NOTED:

- **Hubs have been made for collective growth of all CBSE affiliated schools and are NOT to be taken or canvassed as a level of superiority or power by the Lead Collaborator schools.**
- Each member of the Hub is important and all members of the Hub are equal.
- Participation of all schools of the Hub must be ensured.
- Regular interaction among the Hub Schools must be done.
- Each school must get an opportunity to conduct the activities.
- It must be noted that the activities can be taken up even in the minimum of resources available.
- Maximum utilization of readily available resources should be done without posing any financial burden on any school.

A. Constituting a SCHOOL HUB COMMITTEE:

A committee to be formed in each school comprising Principal and other teachers who can help in the activities of the Hub. The Principal can either nominate such teachers or also ask the teachers to volunteer for the activities of the Hub.

B. Deciding Self-Improvement Priorities by each school:



Each school must identify and decide its priorities for self-improvement, and the areas of concern, discussing in detail with all teachers and SMCs. Accordingly, it can further put its requirement before the Hub.

AT THE HUB LEVEL:

A. THE FIRST MEETING:

- **LEAD COLLABORATOR SCHOOL** will call for the first meeting.
- It will inform each school to bring its own annual calendar and the list of self-improvement priorities.
- The Best Practices of each school can also be shared in this meeting.

B. THEN:

- ✓ The common time/dates where various activities related to the Hub of schools can be conducted can be identified.

C. NEXT:

ANNUAL HUB CALENDAR WILL BE PREPARED:

- ✓ Accordingly, the details of the **Annual Calendar of possible activities in the Hub** can be discussed and outlined, taking care of the requirement of each school.
- ✓ The Hub calendar shall ideally contain :
 - list of activities

ALONG WITH THE CALENDAR, THE FOLLOWING CAN BE SHARED THROUGH E-MAIL:

- what is hoped to be achieved through the activity or the expected outcomes
- list of persons responsible for the activities and timelines of the activity
- how the activity will be executed in the hub.
- rubrics for assessing the activity for whether the expected outcomes have been achieved.
- likely challenges and possible solutions to those challenges.

HOW MANY MEETINGS?

- It is desirable that the Hub meets once every month. The meeting can also be virtual through Skype, etc. if the schools of the Hub are not located in the same city or are remotely located from each other.
- Wherever joint activities are possible (such as Teacher Trainings, Art exhibitions, pedagogical planning, etc.) there the number of meetings may accordingly be increased. The venue of joint activities too shall be jointly decided.

DOCUMENTATION: HOW AND WHY?

W?

- ✓ It is advisable to maintain brief minutes of all meetings and activities of the Hub, as it will help in measuring the improvements in Hub schools.
- ✓ The progress in each area of Hub activity by each school must be jointly monitored and analysed by the entire Hub. The Hub could think of developing their own set of rubrics for monitoring progress in each activity.

Y?

- The Board may ask for list of activities undertaken and achievements, if any, by schools, at the time of registration of the school's candidates for Board examinations.
- At the time of school inspection for Extension or Upgradation, the aforementioned record will also be checked to ascertain the genuine efforts made by the schools for self-improvement. This will be done with the objective to facilitate reflection and help in setting goals.

SELF-EVALUATION FOR HUBS

Guided Thinking not a recipe for success

	EMERGE	EVOLVE	EMBED	EXCEL
WORKING TOGETHER	<ul style="list-style-type: none"> •Regular meetings as a network •System driven •Planning scheduled activities •Assigned core team from each school to run the hub. 	<ul style="list-style-type: none"> •Documenting, & providing systems for working together •Regular sharing of knowledge, data & resources •Over 75% attendance at meetings •Orientation & induction of hub members •School visits with feedback 	<ul style="list-style-type: none"> •Hub guided by a plan that is regularly reviewed •Systems in place for peer review through data sharing •Well defined roles and responsibilities •Achievements celebrated within the hub •Inter/Intra classroom visits and feedback within the Hub 	<ul style="list-style-type: none"> •Leadership distributed across the hub. •Hub collaborates with other networks-to improve practices. •Hub is aware of circulars, relevant changes within CBSE and the state. •Hub encourages students' voice.

SELF EVALUATION

	EMERGE	EVOLVE	EMBED	EXCEL
LEARNING TOGETHER	<ul style="list-style-type: none"> •Sharing experience and practices during hub meetings •Referring to data for evidence •Scaffolding and supporting hub members 	<ul style="list-style-type: none"> •Regular sharing and discussion of teaching practices and curriculum transaction •Sharing information, best practices and strategies. •Arranging professional development from subject •Self-reflection based on learning •Receiving and giving feedback to improve teaching practices. 	<ul style="list-style-type: none"> •School data is shared regularly by all members •Trust exists between members regarding information sharing •Joint development approach for observation of class room teaching, review, creation of learning material and providing mentoring and monitoring facilities •Learning goals are monitored and evaluated annually. 	<ul style="list-style-type: none"> •Hub continually challenges itself to improve. •Hub holds each school accountable for maintaining its focus. •Evidence based outcome is embedded in all development activities •Transparency of results is an integral part of the hub.

SELF EVALUATION

	EMERGE	EVOLVE	EMBED	EXCEL
DEVELOPING TOGETHER	<ul style="list-style-type: none"> •Working together for building excellent practices •Discussing and sharing ideas and practices 	<ul style="list-style-type: none"> •Most activities shared by the hub •Emphasis on improvement of teaching practices •Identifying and nurturing leadership talent in the hub. 	<ul style="list-style-type: none"> •Clear & shared focus on student outcomes. •Hub members understand data literacy in order to deconstruct shared data. •Leadership development embedded in all teaching learning practices. 	<ul style="list-style-type: none"> •Hub is guided by a 2-year term vision for improving student outcomes. •Collective vision of hub shared with wider vision in community. •Hub shares data from all member schools and creates tools to analyse and communicate it. •Mentoring and coaching is closely connected to leadership development.

SELF EVALUATION

	EMERGE	EVOLVE	EMBED	EXCEL
COMMON VISION VALUES	<ul style="list-style-type: none"> •Sharing experiences and ideas within the Hub 	<ul style="list-style-type: none"> •Hub has a shared vision and a purpose •Teachers and Principals benefit by being part of the hub 	<ul style="list-style-type: none"> •Purpose of hub is to improve student outcomes. •Hub focusses on sharing & overcoming competition between individual schools to encourage well-being and positive learning outcomes. 	<ul style="list-style-type: none"> •Deep engagement with values & responsibility for learning outcomes and well-being of •Sense of team work with high performing schools collaborating with challenged schools on specific outcomes •Hub is an enabler of long term goals and improvement.

SELF EVALUATION

	EMERGE	EVOLVE	EMBED	EXCEL
ENABLE AND EMPOWER	<ul style="list-style-type: none"> •Regional and area support from Co-hubs 	<ul style="list-style-type: none"> •Hub is supported by its schools •Has sufficient resources to function well •Results and achievements are recognised officially. 	<ul style="list-style-type: none"> •Time management is apparent to manage hub matters. 	<ul style="list-style-type: none"> •Hub is constantly involved with self-improvement through joint development and ongoing evaluation. •Hub supports teachers working together across schools through career development.

THANK YOU!