

**LEARNING 2025 FEEDBACK**

*Reflecting on the components of Learning 2025 and our school system, please answer the following questions:*

1. What do we need to continue or improve?
2. What do we need to start doing?
3. What do we need to stop doing?

**Overview:** We are pleased to share that Gwinnett County Public Schools has been accepted for AASA’s Learning 2025 Network of demonstration districts aspiring to become more Student-Centered, Equity-Focused, and Future-Driven. As a valued member of AASA’s Learning 2025 Network of educational systems, district and local school leaders will network, collaborate, and learn with school systems who are committed to supporting the Whole Learner, ensuring Anti-Marginalization, and adopting Future Driven practices. As we aspire toward systemic redesign, other key components such as Early Learning, Technology-Enhanced Learning, and Students as Co-Authors will be explored and showcased within this new Network. With esteemed colleagues, our district will learn, grow, and take action together as we prepare students for their futures, ensuring that every child is valued and supported.

**AASA’s Vision of Systemic Redesign:**  
THE SCHOOL SUPERINTENDENTS ASSOCIATION



Adapted from AASA Learning 2025

## CULTURE

*Systemic redesign must happen within an intentional, relationships-based culture that is:*

- **Whole Learner Focused:** The entire system must attend to the social, emotional, cognitive, mental health and trauma-based needs of ALL learners.
- **No Learner Marginalized:** ALL children, families and staff must be embraced, valued equally, and served with equity—regardless of race, ethnicity, religion, sexual orientation, gender, socioeconomic circumstance, or disability.
- **Future Driven:** Schools must routinely anticipate forthcoming changes in the career landscape to inform all decisions today.

## SOCIAL, EMOTIONAL, COGNITIVE GROWTH MODEL

*Learning must entirely reorient around the learner.*

- In order to **meet ALL learners' social, emotional and cognitive needs**, instruction and learning must happen on a growth model continuum, where data analytics, planning, learning and evidence of learning operate in a feedback loop to personalize learning.

## RESOURCES

*Panels of school, association, state, and federal leaders must convene to determine how to unlock resources to meet ALL children's Whole Learner needs in the following categories:*

- **Learning Accelerators:** Broadband must be deemed a public utility so that ALL learners have access to the technologies necessary to access and accelerate learning.
- **Aligned Community Resources:** To meet Whole Learner needs, educators, learners, and learners' families must have access to a robust, multi-tiered system of supports.
- **High-Quality Early Learning for ALL Children:** ALL children must engage in high-impact early learning to prepare them to function as co-authors of learning in their K-12 journey.
- **Diverse Educator Pipeline:** Educators and staff must represent the learners, families, and communities they serve so that true culturally responsive learning is possible.