

Embrace the PreK-3 Early Learning Continuum

Lead. Learn. Build.

| VISION |

- ➔ By emphasizing a PreK-3 learning continuum, principals help to ensure that children who come from a variety of prekindergarten opportunities are supported along consistent, high-quality pathways of learning that can help to prepare them for success in school, work and life (p. 11).
- ➔ Demonstrating that age three to grade three learning is fundamental to your school's mission means that principals are forthright about bringing every learning advantage to children, and that they are especially sensitive to the needs of children of color, those living in poverty and those who are English-language learners—children for whom investments in early learning bring even greater returns (p. 13).
- ➔ Lead Learners: "Leaders at system, district, and school levels need to influence the culture and processes that support learning and working together in purposeful ways at every level of the organization if they are to produce greater learning in students" (*Coherence*, p. 53).

Strategies

- 1.1 Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.
- 1.2 Set expectations that the continuum of learning from age three to grade three is fundamental to your school's mission.
- 1.3 Expand the concept of "learning community" to include collaboration among external, as well as internal, stakeholders.
- 1.4 Articulate the long-term value of early learning and the benefit of inclusive early learning to parents and all learning community stakeholders.
- 1.5 Align funding, resources and governance to support the PreK-3 framework.
- 1.6 **Alignment:** Lead and engage early childhood programs and staff consistent with elementary staff.