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Nota di contenuto	Part 1: Scene-setting -- Renewed aspirations for schools as community hubs -- A framework for building schools as community hubs: If it were simpler would it happen everywhere?- Part 2: Partnering -- School-community collaboration: Insights from two decades of partnership development -- Brokering school-community partnerships: Cross-sector advocacy and hard work -- Rear Vision: Lessons from community education in the 80s -- Nature as partner: How school communities benefit from ecological connections -- Part 3: Planning -- School and community infrastructure networks: What might these look like?- Valuing urban schools as social infrastructure -- Connecting schools with local communities through walkable urban design -- Safe yet welcoming: alternative design strategies for secure schools -- Schools as 'Sacred Enclaves' or 'Community Hubs'? South Korean experiences -- Part 4: Designing -- Progressive pedagogies and community connections: Forty years of urban planning and architectural design -- Designing for the needs of a thriving school

community hub -- Planning Doveton College: Holistic vision, innovative design and paving the way for others -- Vertical schools as community hubs -- Developing a school and community learning hub: A case study from regional Australia -- Part 5: Enabling -- Emotional labour and developing schools as community hubs -- Policy for schools as community hubs: Insights into a fragmented environment -- Theorising the development, implementation and sustainability of schools as community hubs -- An evaluation framework for schools as community hubs -- The role of evaluative thinking in the success of schools as community hubs -- Are schools as community hubs worth it?

Sommario/riassunto

This open access book brings together research on the planning, design, governance and management of schools as community hubs—places that support the development of better-connected, more highly integrated, and more resilient communities with education at the centre. It explores opportunities and difficulties associated with bringing schools and communities closer together, with a focus on the facilities needed to accommodate shared experiences that generate social capital and deliver reciprocal benefits. This book discusses the expanded roles of schools, and investigates how schools may offer more to their communities—historically, currently and into the future—with respect to the role of the built environment in situating community activities and services. Organised around four sections, it showcases important areas of development in the field via an interdisciplinary approach, which weaves together empirical research with theoretical insights and practical examples. This book not only highlights the challenges associated with the development of schools as community hubs but offers evidence-based insights into how to overcome such hurdles to develop community-facing schools into the future.
