

Creating the best school environment

British Council for School Environments

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BCSE British Council for School Environments

BCSE - overview

- A **charity and membership organisation** made up of 350 schools, local authorities, construction companies, architects, designers and all those passionate about developing excellent learning environments
- A forum for exchange, dialogue, research and networking. A **'thought leader'** in school design
- The network for **Great Schools**



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BCSE - activities

- Membership – support and networking
- Conferences and events
- Study Tours (UK and international)
- Stakeholder engagement - design festivals, client support
- Research – a hub for innovation
- Policy, advocacy and lobbying
- Industry Awards
- National School Environments Week (19-26 June 2009)
- Building Better Schools Summit (November 2009)



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Building Schools for the Future

- The CSR settlement for 2008-11 gives **£9.3 billion** for the BSF programme over three years
- By 2011, every local authority in England will have received funding to **renew at least one school**
- By 2016, **major rebuilding and remodelling** projects will have started in every LA
- Provide learning environments that match new options at **14-19** and deliver provision for **special needs and extended schools**
- **Reduce carbon emissions** from schools, provide **state-of-the-art ICT** to support the curriculum and deliver schools which are **designed for 21st century learning**.



Key Challenges

- Delivering **consistently high quality** in the design, construction and operation of new schools
- Ensuring **value for money** through a procurement process which does not incur large bid and administration costs for all involved
- **Integrating** school build projects with wider social and community regeneration projects
- **Engaging** education stakeholders effectively
- Understanding what **'educational transformation'** means and applying creative solutions for the future
- Ensuring **school staff are prepared** and committed to implementing new ways of teaching and learning

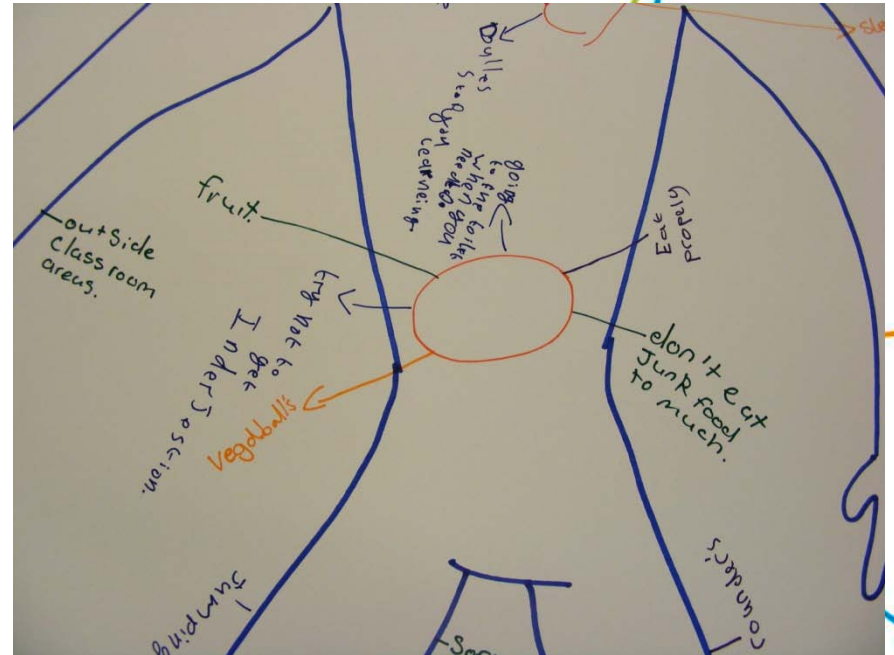


Catering & cleaning services matter

ECM : Be healthy



Healthy Schools Initiative



Extended Schools



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Learning Spaces for the Future

Spaces will need to:

- be **flexible** enough to allow for a variety of learning and teaching approaches
- be **familiar and welcoming** for parents and the wider community
- emphasise **participation and collaboration**, through being open, safe and inviting
- support interaction, knowledge sharing and learning amongst **teachers and support staff**
- **use technology** – both within and outside classrooms – to enhance learning

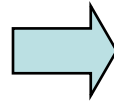
From : 2020 Vision : Report of the Teaching and Learning in 2020 Review Group



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From Classroom to Studio – Blending Theory With Practice

Physical Attributes - Classroom
TEACHER CONTROLLED



Physical Attributes – Studio
LEARNER CONTROLLED

- Linear/rectangular
 - Fixed front
 - Minimal transparency/PRIVATE
 - User roles are narrowly defined
 - **Predetermined functional limitations**
 - Utilitarian furniture styles and arrangements
 - Static environment
 - Lighting supports delivery
 - **Avoid distraction, restrict views**
 - Technology in specialist centre
- Geometry varies - **space can change during use**
 - Front can migrate
 - **Transparency** used to display activity
 - Roles defined by users
 - Studios offer generic features
 - **Flexible furniture** supports pedagogy
 - Dynamic – **always adapting**
 - Lighting supports mobility and mood
 - Visual stimulation
 - **Technology on demand**

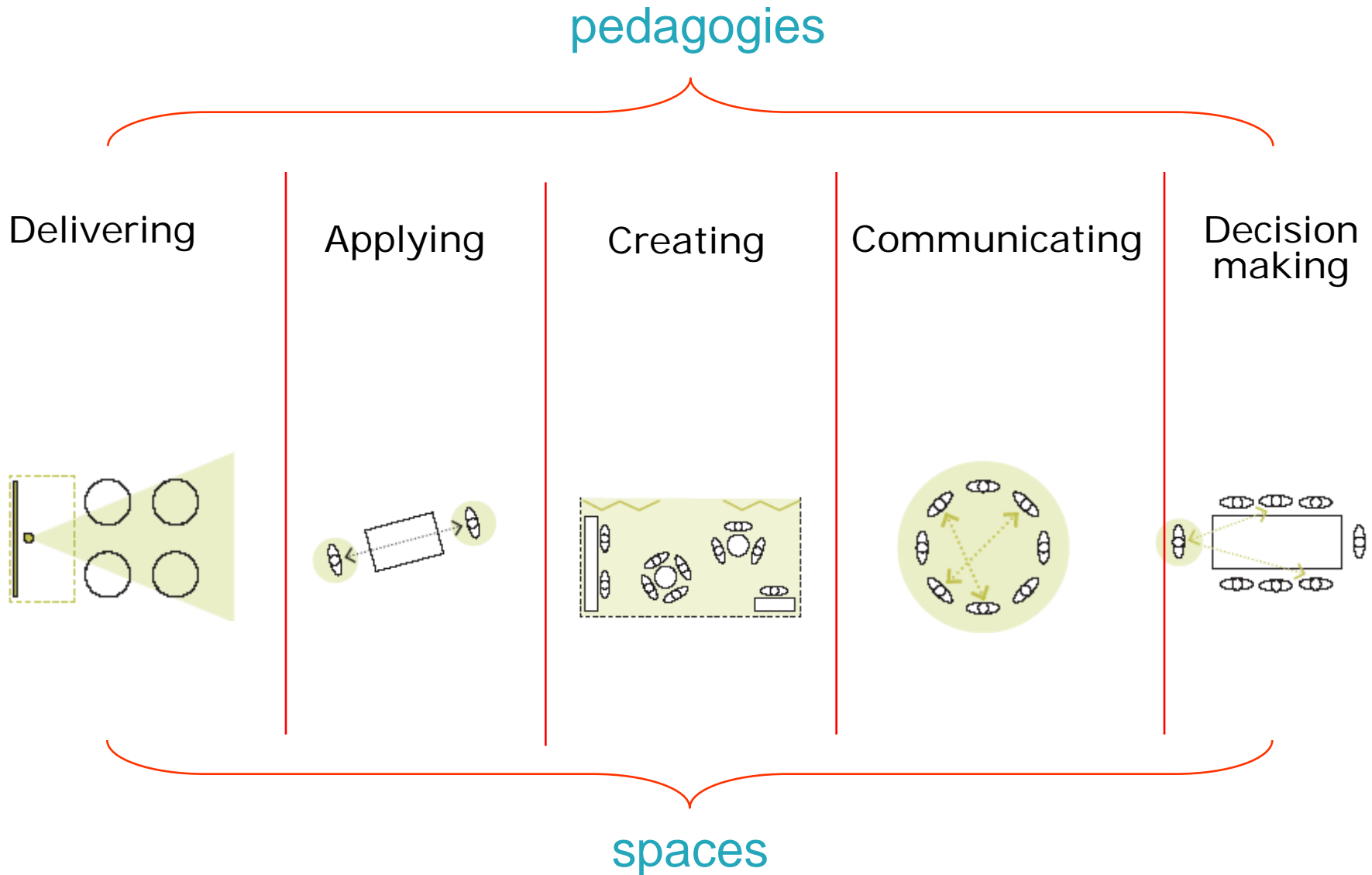
Source: Hadjuk/Gee (2005)

Pedagogical Variety

- **Simulated learning** – model the real-life situation as closely as possible. Through computer simulations, role-plays, mock labs.
- **Problem-based learning** – learning driven by challenging, open-ended problems where students work in small collaborative groups. Usually a whole subject/course approach.
- **Facilitated collaborative learning** – joint intellectual effort by students or students and teachers. Groups searching for understanding, meaning or solutions or in creating a product.
- **Self-directed learning** – individuals have primary responsibility for planning and implementing the learning e.g. traditional distance education mode, usually at home or in the learning commons or social spaces.
- **Non-facilitated collaborative learning** – joint intellectual effort by students. Groups of students work together in searching for understanding, meaning or solutions or in creating a product.
- **Presentation/lecture** – the focus is on lecturer-led presentation and appropriate transfer of relevant information. Sometimes referred to as ‘passive’ learning.
- **Cognitive apprenticeship** – ‘master’ (i.e. lecturer) modeling behaviours and skills to encourage the ‘apprentices’ (i.e. students) to develop a conceptual model and imitate under the guidance of the ‘master’.
- **Situated learning** – takes place in a setting functionally identical to that where the learning will be applied e.g. on practicum in actual workplaces, hospitals, schools.

Source : Dr Kenn Fisher

Linking pedagogy to space



Engaging Stakeholders

- Clarity/honesty about what educational transformation looks and feels like – **how much change are we trying to achieve?**
- An approach to educational change which is driven by a **model of learning**
- A redefinition of the sorts of spaces needed – **a more flexible approach**
- A debate with practitioners which encourages them to look **outwards and forwards**, rather than backwards at existing school buildings



Key Themes

- * Culture and ethos
- * Curriculum delivery
- * Learning spaces
- * Management/ways of working
- * Outdoor spaces
- * Relationship with the community
- * School Identity
- * Communications
- * Social spaces
- * Access and Inclusion
- * ICT
- * Safety and Security
- * Valuing the Past
- * The Healthy School
- * Sustainability
- * Colours, materials and lighting
- * Furniture

