How might we design schools through a future-focused lens?

Physical Environment

The environment in which learning occurs can be designed with the future in mind. It is able support the development of skills that are necessary for students to successfully navigate the intricacy of life in the 21st century.

- Pre-Design
- Design
- Pre-Occupancy
- Occupancy
- Sustaining Culture

Culture & Pedagogy

At each phase of a building project, strategic community transformation is necessary. Schools are encouraged to commensurately develop and embed the desired culture and pedagogical practices in order to maintain consistency with the vision for the long haul.

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CULTURE | LEARNING | DESIGN

Pre-Design Phase

A Strategic Lens

As you embark on a school development project, there are many considerations. Clearly, you have identified a need and an opportunity, and have decided to take action. It is critical in the pre-design phase to gain absolute clarity on the underlying foundation...

> 'Why are we doing this?'

Introductory Session: The North Star

- What is the vision for a preferred future?
- What brought the school to this place in history?
- How might we gain a shared understanding of our 'north star', around which all other stars orbit?

Purpose to Practice (P2P)

This is an opportunity to collaboratively shape the elements that will impact the success of the project. The five components, purpose, principles, participants, structure and practices, are designed to achieve clarity and create a path forward. The workshop aims to engage and focus everyone's imagination in designing the collective future.

Session 1: Purpose
Why is this work important to you and the the community?
Output: Articulate your shared purpose.

Session 2: Principles
What principles (values, beliefs) must be maintained to succeed in achieving your purpose?
Output: List our 'must dos' and 'must not dos'.

Session 3: Participants
Who can contribute to achieving our purpose and must be included?
Output: Identify key participants and their roles.

Session 4: Structure
How do we organise ourselves for communication and decision-making?
Output: Agree and articulate a shared understanding of the structure.

Session 5: Practices
What do we actually need to do to move forward?
Output: Identify key sub-sections of the project that are essential for achieving purpose

Closing Session:
What are our next steps?
Output: Create a prioritised plan of action

The workshop will develop a program of action as you enter the design phase of the project.

Design

To guide the process in the design phase you will need:

> Business case
>
> An educational brief
>
> Design principles
>
> To engage with stakeholders
>
> Select an architect and project team

Business Case

School articulates the business case to support the progress of project.

Educational Brief

Based on the outputs of the P2P workshop, the next phase is the preparation of a detailed report that represents the pedagogical underpinnings to support the vision and purpose.

Design Principles

Identifying the design considerations/implications that can embody the educational brief. Creating initial visuals to represent the design principles.

Stakeholder Engagement

Provide opportunities for community members to:

- Increase their awareness of the future of learning and work and the implications for the experience of school for each stakeholder group
- Make a response to the education to the opportunities inherent in the Educational Brief
- Provide insight that might further grow the design

Select Architect and Project Team

Develop a process to guide the selection of an architect and project team, those who understand the school's unique vision and context, and can interpret design principles and the educational brief. This involves identifying professionals who are excited about expressing the vision through the physical design of the school

Community Transformation

As early as possible, it is helpful to identify transformation needs of staff. Prior to occupancy, significant professional development is required to prepare teachers for the the new learning spaces, and identify potential implications for other staff. At this stage, a needs analysis is undertaken to plan for that eventuality.

The ADKAR Model (Hiatt & Creasey, 2003) recognises that change is a process, and it needs to commence as early as possible. Individuals navigate change by progressing through different stages over time. Successful transformation of teacher thinking and practice recognises that your staff is not necessarily a homogeneous mass of people, all going through the process of embedding change at the same rate. The ADKAR Model helps to identify where your community members might require targeted growth strategies.

ADKAR Model (adapted)

Awareness of the need to change

Desire to participate and support the change

Knowledge about how to change

Applicaiton to implement new skills and behaviours

Reinforcement to keep the change in place

Capacity for transformation can look different for different people. This model of transformation, or change management, is personalised to address individual needs.

Needs Analysis

How do we identify teachers' openness and capacity for transformation?

This enables us to effectively plan communication and capacity building strategies, utilising the ADKAR model

This can be achieved through:

Focus groups

Interviews

Exploratory workshops

Pre-Occupancy

Creating a shared pedagogical vision for the space and designing the ecosystem.

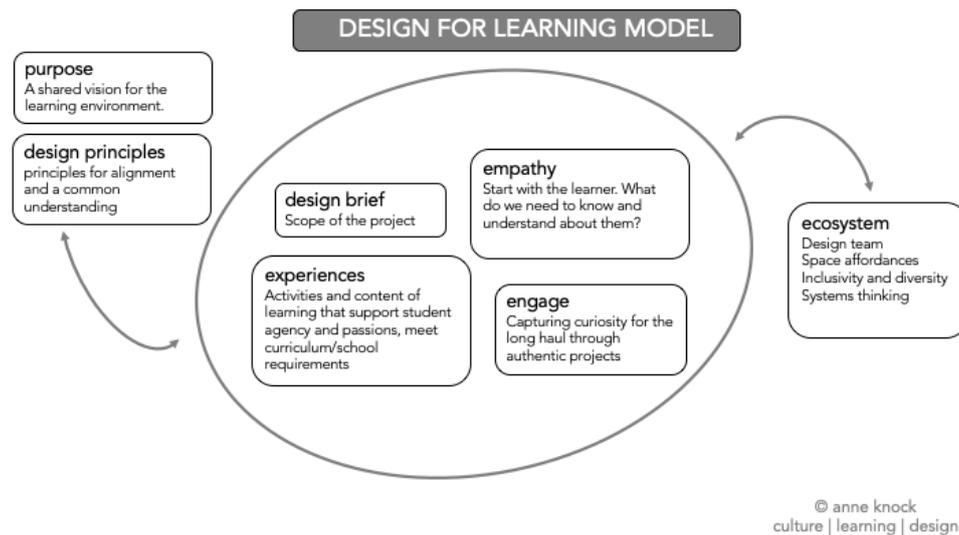## Ecocycle Planning: Identifying Opportunities and Obstacles

Participants are guided through a process to sift, prioritise and plan actions after identifying those activities that need resourcing for growth and those that are might be hampering progress. The workshop is focused on bringing all perspectives, to set priorities and develop a portfolio of strategies
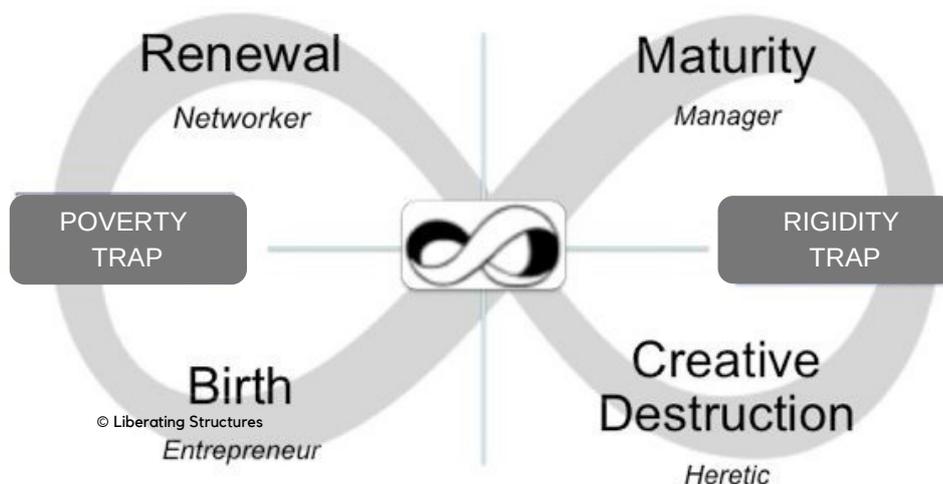
Application of the Ecocycle Planning model, supports participants to:

- Identify all activities currently undertaken.

- Consider where the activity sits on the ecocycle

- Asking: What do we need to start (Birth) or grow (Renewal)?

- Asking: What do we need to creatively destroy or stop

- Identify those elements that require resourcing (avoid the Poverty Trap) and those that need to stop (avoid the Rigidity Trap).

- Identify supporting systems and interdependencies influence the spread of change.

Design for Learning

DESIGN FOR LEARNING MODEL

purpose
A shared vision for the learning environment.

design principles
principles for alignment and a common understanding

design brief
Scope of the project

empathy
Start with the learner. What do we need to know and understand about them?

experiences
Activities and content of learning that support student agency and passions, meet curriculum/school requirements

engage
Capturing curiosity for the long haul through authentic projects

ecosystem
Design team
Space affordances
Inclusivity and diversity
Systems thinking

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How might we create a learning environment for collaboration, creativity and curiosity?

The Design for Learning Model is a wholistic approach to professional development, where teachers work collaboratively, as the 'design team of the learning environment'.

The workshop helps teachers to re-imagine their role, from a technician delivering curriculum content, to becoming designers of learning environments.

This suite of modules is aimed at equipping and supporting teachers to plan and implement future-focused approaches to learning. The modules are interactive and hands-on, employing professional learning principles which correlate with effective student learning: collaborative, hands-on, enquiry-focused, and address authentic professional problems.

Practicalities

Participants: From a single small group to multiple groups to whole staff workshops

Flexible facilitation approach: Select all modules or 'pick and mix'

Modules

Module 1: Fresh Thinking about Teaching and Learning
Design Team: Teachers are designers of learning environments
Output: "Learning is..."

Module 2: Design Principles
Design Brief:Alignment for a common understanding
Output: Purpose to Practice

Module 3: Learners
Empathy: Engaging students by design
Output: Empathy mapping the outliers

Module 3: The Learning
Capturing imagination and curiosity for the long haul
Output: Create engaging and inspiring learning design

Module 5: Ecosystem - The Design Team
Designing the cultural context to sustain the vision.
Output: Analysis of activities and relationship to identify opportunities and obstacles

Module 6: Ecosystem — The Learning Environment
Designing the physical context to sustain the vision.
Output: Designing a multi-modal learning environment for diversity and inclusion

From Occupancy to Sustaining Culture

Transformational Journey

Revisit the teacher transformation process. Ascertain progress and identify ongoing needs.

Focus Groups/Survey/Interviews

Identify teachers openness and capacity for transformation and develop strategies for communication and capacity building.

Follow up coaching/workshop

Ongoing coaching and support for team leaders with the responsibility for growing their team members' capacity. Coaching is aimed at increasing leadership capacity.

Small Data Audit

Small data focuses on details, observations and interactions and these become clues to identifying trends, attitudes and underlying beliefs that may be held within the school community. The small data audit takes a snapshot of the school, through the lens of the vision and values.

Stage 1: Identify the key elements articulated in the P2P workshop and vision and value of the school

- Who are we?
- Where are we?
- Who do we want to be?
- Where do we want to be?

Stage 2: What's happening? Looking for clues:

- What is in alignment?
- Where are we misaligned?
- What can be seen and heard?
- What conclusions can be drawn?

Stage 3: Review data

- Identify strategic priorities
- Determine next actions
- Design for transformation

Creating a plan for transformation

I describe the breadth of my work as:
Strategist - Setting the course and maintaining momentum
Translator - Design guidance and community transformation
Creative Director - Design for learning and leadership

	Strategist	Translator	Creative Director
Pre-Design	Purpose to Practice	Engage Project Team	
Design	Stakeholder Engagement	Educational Brief Community Transformation Needs Analysis	Learning Design Principles
Pre-Occupancy	Ecocycle Planning Communication Strategy	Community Transformation - communication & coaching	Design for Learning Workshop
Post-Occupancy & Sustaining Culture	Small Data Audit		Coaching and Mentoring Practical guidance