

BEYOND BEAUTY

“Shiny new design doesn’t mean  
better outcomes”  
“what more can we do with what we  
have”

BEYOND BEAUTY

COMMUNITY FIRST = ?

“what are the needs of the  
community”  
“where does the learner feel  
welcome”

COMMUNITY FIRST = ?

...BUILDING CONTINUITY

Clarity on shared vision for  
education.

“across administrations...”  
“between officers and across design  
teams”

...BUILDING CONTINUITY

...AND UN-INTENDED CONSEQUENCES

“what works here and why”  
“do no harm”  
“build enough time for the right  
conversations”

...AND UN-INTENDED CONSEQUENCES



...DO NO HARM

## **Conditions**

- Culture
- Safety
- Access
- Equity
- Evidence
- Visibility: behaviours
- Do not harm

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## Leadership

- Transformational
- Instructive

People and behaviours

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## Space as catalyst

- 'stuck and scared'
- Make more of what we have
- Provoke

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## Sharing learning

- How does it work
- How people change it
- Who knows

...Support

.....Safety

...ahead and behind

....encourage independence from birth?

Learning & community first  
Then space  
With leadership....



...needs clutter tidy up, empathy, support

AND

Learning from who else is doing this kind of thing...

## SCARED///SUPPORT IN THE SYSTEM

*'Angus way; set principles*

*Different speeds of adoption*

*Reluctance to change; why?*

- *governance, inspections*

- *Ranking; not parity of schools*

### Frameworks

- HGIOS 4
- Invites opportunity
- BUT curriculum benchmarks
- AND cluttered policy landscape
- Needs a BRAVE head to start with need

### Inspections

- Frequency?
- Like preparing for an exam

### Good practice

- Ranking system problem
- Unintended consequences

### Creativity

- Creative uses of space
- Creative practice
- NOT add ons

## **CALM///CULTURE AND RESPONSIBILITY**

*'Freedom to move about  
Quicker interventions, support  
Domestic setting' eat with kids  
Calm-ness'*

### **Spaces**

- Ordinary
- Pupil choice
- Learning everywhere across the building
- Space allocation for learners
- HE/FE settings and rules

### **Support**

- Learners want to be there
- Enable them

### **Simultaneous**

- Community activity and learning activity at same time [swim]

### **Culture**

- Calm
- Choice
- Independence from birth?

## SUPPORT///CHALLENGE

*'3 principles; trust, joy, wellbeing'  
'value of education, parents too'*

### Seperation?

- ASN in different space?
- Special needs needs?

### structure

- Building lifeskills. Not at home
- Structured activities, 20 min sessions
- Expectations
- 'The Living room' staff area
- Music in the dining hall
- Shoe-less learning; hard to be naughty in your feet
- Vocational learning accessible to all. Trust. No H&S forms etc
- Learning on the stairs; trust
- Portion control

### Escalation

- Shades or red, shades of green
- Empowerment over punishment

## EARLY YEARS///CHALLENGE

*'ahead and behind'*  
*'fantastic EY practice here'*

### Internal environment

- Impact on learning
- Natural materials
- NOT plastic
- CHILD scale; for learner
- Support learner independence

### challenges

- Starting P1 later; parents pay/public service
- Placing requests/referrals
- Can challenge; have seen the Finnish way

### surprises

- Plastic fantastic
- Younger learners lifted to seats
- change

FINAL REFLECTIONS....

## EDUCATION///VALUE

*'What is education for?'*

- Why don't we value education?
- What is education for?
- We need challenging discussions about what is not working
- We also need to design conversations to build a shared vision of education, a shared understanding of *what* we are trying to do, what success is and everyone understanding that. This is an ongoing conversation
- This can help clarify *where* we do education
- And *how* we do it

## EDUCATION///CONDITIONS

*'understand local contexts: what are the conditions to make ideas of what we think education is for work in places'*

## DESIGN///CONVERSATIONS

*'understand peoples needs'*

- How do we welcome people to learning
- What spaces support what people
- Don't assume an answer; everything in one building?
- Understand people; introverts, confidence, contexts
- Design conversations, in the right settings, in the right way to engage people to understand their needs
- Then think about experiences and spaces

## TRUST///LEARNERS

*'be surprised'*

- Use trials and tests of change to build awareness of how to engage and work with learners. Reflect. Build trust

## **DESIGN///CHANGE**

‘design for change’

- We need to think what we do 10 years after buildings are designed, how needs change, and how we can adapt the buildings
- Don't design for a specific moment; design for change, facilitate change

## **BUILDING AS LEARNING///ACCOUNTABILITY**

‘go back to the building; how has it worked’

- Encourage designers to go back to the building 1, 2, 3 years after it is built. How is it working
- Reflect on the learning; what needs to change, in the building, in your future designing
- Build long term design responsibilities

## **DIGITAL///FLEXIBILITY**

‘when we want learning, where we want’

- What would 1:70 teacher/learner ration feel like enabled by digital technology and self directed learning
- How do we explore future learning environments; what works, what are we willing to adopt
- How do we engage this conversation



## ACCEPTING///OURSELVES

*'we are delivering some fantastic experiences in Scotland'*

- Reflect on what we are doing right
- Commit to improvement, reflect, improve
- Resist the 'magpie' strategy to change; looks good, will do it
- Understand what works in other places and what to leave behind
- Understand the dynamics of change; Finland was ahead a number of years ago and seemed to stand still on some things, and we are ahead. Know where we are

## CHALLENGING///STRUCTURES

*'inspections and support'*

- Support the changemakers
- Challenge regimes that make people scared and stuck
- Have a conversation on inspections

**OVERVIEW:** reflecting on what we have shared, we could support learner experiences by..

