How do learning spaces support children’s wellbeing?
Background

Adverse Childhood Experiences (ACEs) can often create great stress for children and young people.

As part of the Scottish Attainment Challenge, Clackmannanshire Council developed the ‘Readiness for Learning’ (R4L) programme. It supports children and young people to manage stress, helping them feel safe and ready to learn.

A key element of the R4L programme is supportive learning environments - places that pupils can shape and influence, and where they feel comfortable.

When Craigbank was planning renovation works, the school chose to co-create settings that focused on wellbeing. Teachers and learners worked together to identify the priorities. These included:

- a mobile library and quiet corner
- presentation and exhibition spaces
- breaktime and social area
- group working and storytelling spaces
- creative storage solutions where specialist resources are grouped centrally

Testing Ideas

With these priorities in mind the learners tested different settings. Three issues emerged:

**Diversity** – the need for a range of small-scale social spaces.

**Scale** – cosy dens, nooks, personal spaces and quiet spaces.

**Seating** – the pupils wanted more choice – from formal seating to lying on mats.

The tests helped make investment decision on the types of furnishing needed. Other decisions included structural changes including new openings from the classrooms into a flexible space, as well as a pupils’ café.

Working in partnership with designers, the school designed library furniture – made using timber.

Outcomes

Re-imagining the settings for wellbeing and learning helped teachers agree on how to use the R4L programme. The process led to a sense of collective ownership. The new open plan layout, created by the learners, has lower noise levels, more teacher collaboration and clear support of the learners’ voice and choice.

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