

Immediate contextual dimensions, such as new partnerships with the community

Wider cultural influences

Establishing clarity about critical learning factors, such as the role of the learner, the organisation and pedagogy

Dynamics we have taken into account:

We are trying to design schools that really are for the future and not schools of the past with nicer furniture and better ventilation

Using light to animate space

The use of materials, colours and sensory experiences to enhance natural processes

Strong connections between inside and outside;

Sustainable and ecologically stable materials / building technologies

How engaged users feel in the design and long-term management of the school spaces;

Spaces that enable rather than restrict access or are about control such as; shared, informal, social and external spaces

How spaces are shared and negotiated through sound and vision, considering pathways and crossroads, multi use spaces and specialist areas.

Our designs are first and foremost about education, not architecture. They are about fostering learning relationships, not just combining bricks and mortar

We believe that good teaching can overcome bad teaching spaces; good teaching spaces cannot overcome bad teaching.

There is a synergy between the teaching and the teaching space which will allow our well-designed teaching space to open up opportunities to improve the effectiveness of teaching in Newham schools

We have considered the following in designing spaces to enhance teaching and learning:

Traditionally, teaching spaces have been designed to support teacher-centred performance and knowledge-centred approaches to teaching:

For example, most teaching spaces have a single focal point (the board or screen in front of which the teacher stands

Teachers often adopt learner-centred and assessment-centred approaches in such spaces - but "in spite of" rather than "because of" the nature of the space, since such approaches often require multiple focal points.

Proposals for education transformation by the design of learning spaces

There will be support for students with disabilities - especially since design that is effective for students with a disability is almost always more effective for students without a disability

Well-designed spaces will be flexible enough to support a variety of approaches and will recognise that:

Most learning starts with 'conversation' - teaching is most effective when it is a two-way process.

Our teaching spaces will make such conversations possible

Spaces will be designed for people, not for technology

Technology will be designed into the physical space and embedded into, or grafted onto, the architecture and furniture of the space in such a way that it helps define the space itself

Spaces will be social and co-operative in nature if that is how we expect learning activity to take place

Spaces need to be able to run a range of programmes limited only by the imagination of the staff and students

Designing new learning spaces requires us to consider not only the purpose of schooling now, but far more importantly, the changes necessary for a better, more holistic education for learners in the future.

We have started the design of learning spaces by asking not 'what rooms do we want?' but instead 'what sort of education do we want to see in future?'

Usage will change over time - spaces must be flexible

Spaces will support the kinds of pedagogic approaches of the particular school, and of departments and areas within the school

If these spaces are going to work, we need to know what sort of educational interactions and practices we want to take place in them, and to build from that vision to design the spaces, resources and environments to support them.

The concept of the 'built pedagogy'

'what sorts of learning relationships do we want to foster?'

What competencies do we want learners to develop?'

What tools and resources are available to us to support learning?'

Key questions for us have been:

Space is expensive - we must design for adaptability and efficiency