

## Session Report Form

**OUR GUIDING QUESTION:** What learning arrangements can we design that will achieve a step change in engagement and integration for all students?

**Session Name:** What could/should 21st century learning spaces look like? (ie how can we remodel schools to meet the demands of 21st century learning?)

**Summary of the guiding ideas arising from your session:**  
eg We trust learners to take responsibility for their learning

1. Most current learning environments have arisen from notions of social control rather than the need to promote quality learning.
2. There is a direct correlation between the quality of learning and the environment in which it takes place.
3. A learning environment which is centred upon traditional notions of control will act as an obstacle to co-construction, ie it will give definite messages about who the expert is in the room, thus negating principles of student autonomy.
4. Current classroom structures encourage the promulgation of 19th century pedagogy rather than promoting enquiry-based learning.
5. The personalisation of the curriculum requires a similar personalisation of learning spaces.
6. Every learner has the right to learn in a high quality environment.
7. Social and emotional aspects of learning are intrinsically linked to the environment student's experience.

**Please describe the pedagogic design of your idea**

eg Key teaching and learning principles, learning arrangements, workforce deployment/development, etc

Although we struggled to reach consensus on a definitive model, we did agree the following:

- \* One should adhere to the learning framework given this morning when considering the design of new builds, ie the purpose and nature of the learning to take place should be defined before any design is considered.
- \* All learning spaces should be as flexible as possible and should move away from fixed focal points as these serve only to reinforce notions of the teacher as the font of all knowledge.
- \* Flexibility of learning spaces should be created which allow for traditional curriculum boundaries to be broken down and also for students to engage in blended learning, ie the environment becomes capable of meeting the demands of the learner as and when these arise. They promote stage, not age, learning and encourage staff to work in a collaborative way.
- \* Schools should be prepared to be radical in their use of existing structures if they are to truly meet student and staff needs, eg walls should be demolished to

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create new, large learning spaces which allow for larger numbers of students to learn together with more than one teacher acting as facilitator. A knock-on of this is that the effect of staff absence on learner progress will be reduced.

**Please describe the curriculum design of your idea**

eg How engagement & integration - made possible through vibrant pedagogy - is reflected in content selection/balance/sequencing

Co-construction of learning will be facilitated by the creation of environments which have flexibility built into them. Enquiry-based learning requires the space to respond to the needs of the learners – it allows for research, collaborative learning, individual reflection and, at times, teacher-directed activity.

Without such a move in mindset, we will effectively be playing at the fringes of learning – we will be claiming to deliver enriching and enlivening lessons in an environment which stultifies learning and which actively encourages learners to revert to their default position, one of dependency.

To create eg a laboratory which holds cutting edge technology, which promotes collaborative learning and student movement and in which display is used to stimulate and challenge is to genuinely foster awe and wonder in the subject. This, in turn, is true of all areas of learning.

**Please describe any implementation issues you see**

eg Mechanisms to avoid 'roadblocks', priority strategic development areas

Thank you!

Please leave a copy (Paper or digital) of this report with the facilitator before you leave today.