‘Design and Practice’

The transformation of school designs in the practices of schooling.
The Origin of *Design Matters*?

A Study of Visual displays as tacit relays of the structure of pedagogic practice
We looked at our faces
Jenny
Paul
Katie
Jason
Gavin
Christopher
Nicholas
David
Spring is here
Imagery in the Classroom

Not only could young students ‘read’ the tacit messages but they read them in ways that were associated with the cultures of their own school settings.

So what about the imagery of the whole School Environment?
Overview

• A multidisciplinary study of post-occupancy usage of twenty-five newly built schools in UK.

• The project seeks to better understand the effects of newly designed schools on students’, teachers’ and parents’ engagement in the educational process on a number of levels.
Vision

• New cathedrals of learning
• Consultation
• Transformation and Participation
  - Learning, teaching, community
• Personalisation
  - Weaken boundaries, shift of control
• Technology driven
• Open and flexible spaces (breakout)
• Sustainability (heating, ventilation)
• Privatisation (PFI)
Consultation Process: How was the building intended to be used? (what was the educational vision)

How did different Influences impact how this vision translated into a material space?

BECOMING PLACE
- Transformation
  - Teachers
  - Pupils
  - Community

Strength of Space

Strength of Vision of School Practice
Design and Practice in Five Schools:
Contradictions and their Consequences
Learning Space Approach

Vision for Learning Spaces

fig 1.13

Flexible

Dedicated

Informal

Formal

FUTURE

CURRENT

50%
50%
50%
50%
No going back?

‘These buildings have been designed in a way that makes it almost impossible for them to go back to square one. That was our guiding principle.’

County Council-Transformation Team Documentation
School A: Design
School A: Design
School A: Design
School A: Practice
School B: Design
School B: Design
School B: Design
School C: Design
School C: Design

- Transformation
- Visibility & Transparency
- Whole school assembly
- Heart of the school
School C: Design

- Schools within schools
- Openess
- Open plan learning
- Thematic curriculum design
- Teachers in teams not department
School C: Practice
School C: Practice
School D: Design
School D: Design
School D: Practice
School D: Practice
School E: BSF Cancelled

Headteachers at 28 secondary schools, 8 Special Schools and 4 Referral Centres were devastated to learn that the plans to rebuild their schools under the Building Schools for the Future programme had been scrapped in July 2010.
Background

I. The commissioning, design & build processes
II. The process of occupation
III. The relationship between design and practice

Inclusive Collaboration between Wolverhampton County Council, Architype and the design team, Thomas Vale construction has allowed a team to learn, evolve and implement new ways of working to increase effectiveness and efficiency.
Central Messages 1

• A need for post occupancy evaluation that includes human action and perception over time
• To take account of the inter-connection between DESIGN and PRACTICE and how this may change over different occupations (school leaders)
• To redefine sustainability in terms of adaptation to different forms of practice – to extend the functional life of new school buildings the vision and design process must allow for resignification and adaptation as educational policies and practices change through time
Central Messages 2

• To recognise that DESIGN IS A SOCIAL PRACTICE that must be understood as a complex multiagency process which requires close attention to changes in motives and contradictions between agencies.

• A sustainable (economic, environmental and pedagogic) strategy requires collaboration and codesign.

• Learning to OCCUPY a building and learning from the EXPERIENCE OF DESIGN PROCESSES and LEARNING FROM DIFFERENT FORMS OF DESIGN PRACTICES are vital features of successful design.
Central Messages 3

• One design may be experienced and perceived in very different ways by teachers and students. This applies to use of space, feelings about visibility, security and observation as well as a sense of belonging and well being. These differences may be understood in terms of way in which specific forms of practice are made meaningful in specific places.
Central Messages 4

• Social relations and social spaces for learning are of the highest priority from the perspective of students. This is understood in University design but often missing from guidance on school design.

• Transitions between different cultures of design and practice bring very specific challenges for students.