



Building positive schools

Matt Esterman

@mesterman

www.six-ideas.com

40,000 years of learning

**This is not
Pinterest.**

OMG learning

spaces get

drawing right now

LIKE RIGHT NOW!!!

What is your **why**?

Space > Function > People > Values

Values > People > Function > Space



This is a better WHY

What is school FOR in 2017?

80%

Assumption: school is the best place for learning

The screenshot shows the Grattan Institute website. At the top, there are social media links for Facebook, Twitter, and a newsletter subscription, along with a 'PLEASE DONATE' button and a search bar. The Grattan Institute logo is on the left, with the tagline 'Independent, rigorous and practical solutions to Australia's most pressing problems'. A navigation menu includes 'Home', 'Publications', 'Events', and 'About Us'. The main content area features a date '5 FEB 2017' and a 'Download Report' link. A large image shows a group of students sitting on the floor in a library, reading and discussing books. To the right of the image is a 'Programs' sidebar with links to 'Productivity Growth', 'Budget Policy', 'Health', 'Energy', 'School Education', 'Higher Education', 'Transport and Cities', and 'Australian Perspectives'. The article title is 'Engaging students: creating classrooms that improve learning' by Pete Goss and Julie Sonnemann. The text below the title states: 'Australia's education system needs comprehensive reform to tackle widespread student disengagement in the classroom. As many as 40 per cent of school students are unproductive in a given year. Unproductive students are on average one to two years behind their peers, and their disengagement also damages their classmates and teachers. The main problem is not the sort of aggressive or even violent behaviour that attracts media headlines. More prevalent, and more stressful for teachers, are minor disruptions such as students talking back or simply switching off and'.

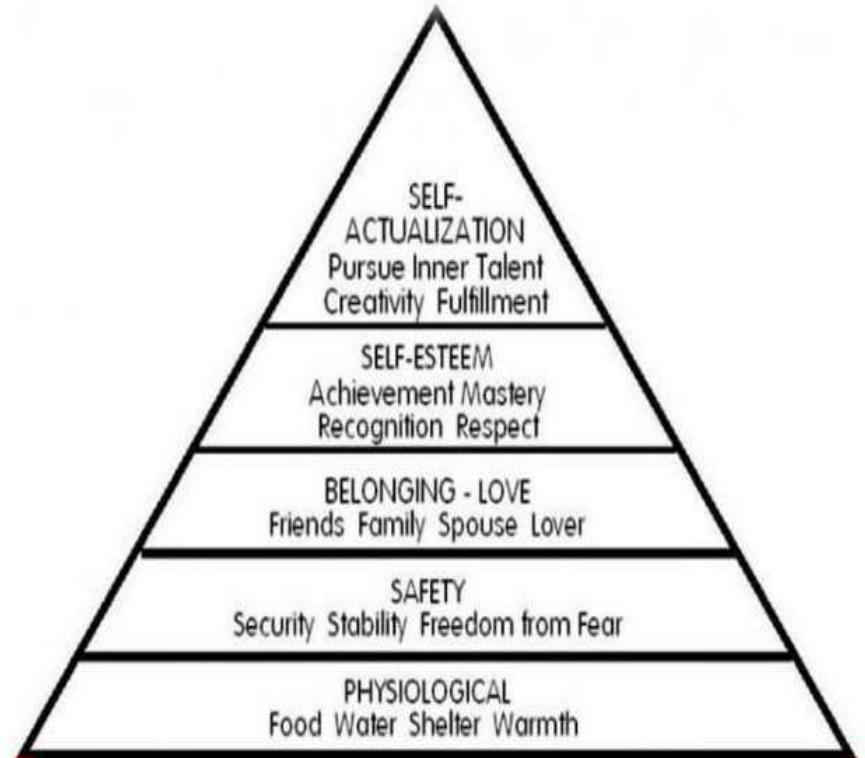
“As many as **40% of school students are unproductive in a given year.**”

Unproductive students are on average one to two years behind their peers, and their disengagement **also damages their classmates and teachers.**”

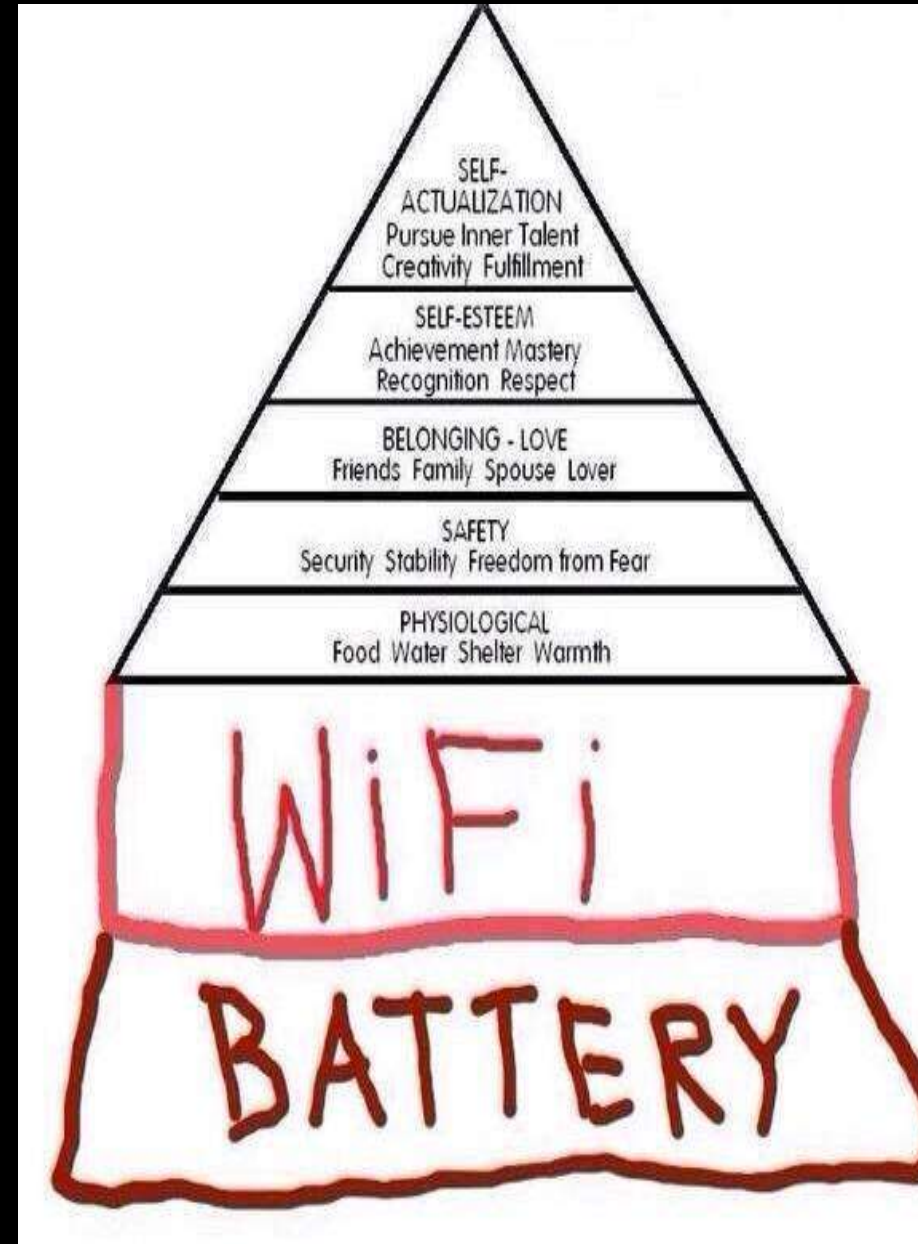
**In teaching, you can't do the Bloom
stuff until you take care of the
Maslow stuff.**

- Alan E. Beck

**“Wellbeing” =
keeping the rain off?**



**“Wellbeing” =
keeping the rain off?**



optimal spaces for stretch learning



Vygotsky

Zone of proximal
development



but why bother about the buildings?

We aren't happy with what we've got



We asked (nearly) 100 people and...

Based on experience or evidence?

AND

Based on experience ~~or~~ evidence?

School environments affect...

- Student attendance & drop out rates
- Student academic performance
- Teacher retention
- Social connections (F2F & virtual)
- Physical health & mental health/wellbeing (Blackmore et al, 2011)
- and more.

Poorly designed schools affecting pupils' performance, says RIBA

Royal Institute of British Architects finds 'dangerous and dilapidated' buildings are causing children to underperform and teachers to quit



St. Thomas More Catholic primary school in Coventry, part of the programme of standardised school buildings the RIBA has criticised. Photograph: Sam Bagnall

Too many UK school buildings are dangerous and dilapidated, causing children to underperform and teachers to quit, a study by the Royal Institute of British Architects has found.

**Where we are
affects how we learn**

**Better classrooms boost learning by a year –
“simple, quick effective” changes**

153 classrooms

27 schools

Salford University – **Clever Classrooms**

School buildings and facilities are one of
the few **controllable factors** in learning...

something we can actually do quite easily (at a cost) and that
lasts - impact may not be huge in many studies,
but it is proven to have an effect

- Woolner

So what should we have?

Stretch zones

Lenses not silos

Learning that spills over walls

Places that help make us better people

Intentionality in design for wellbeing

Does this already happen?

Fuji Kindergarten – run forever



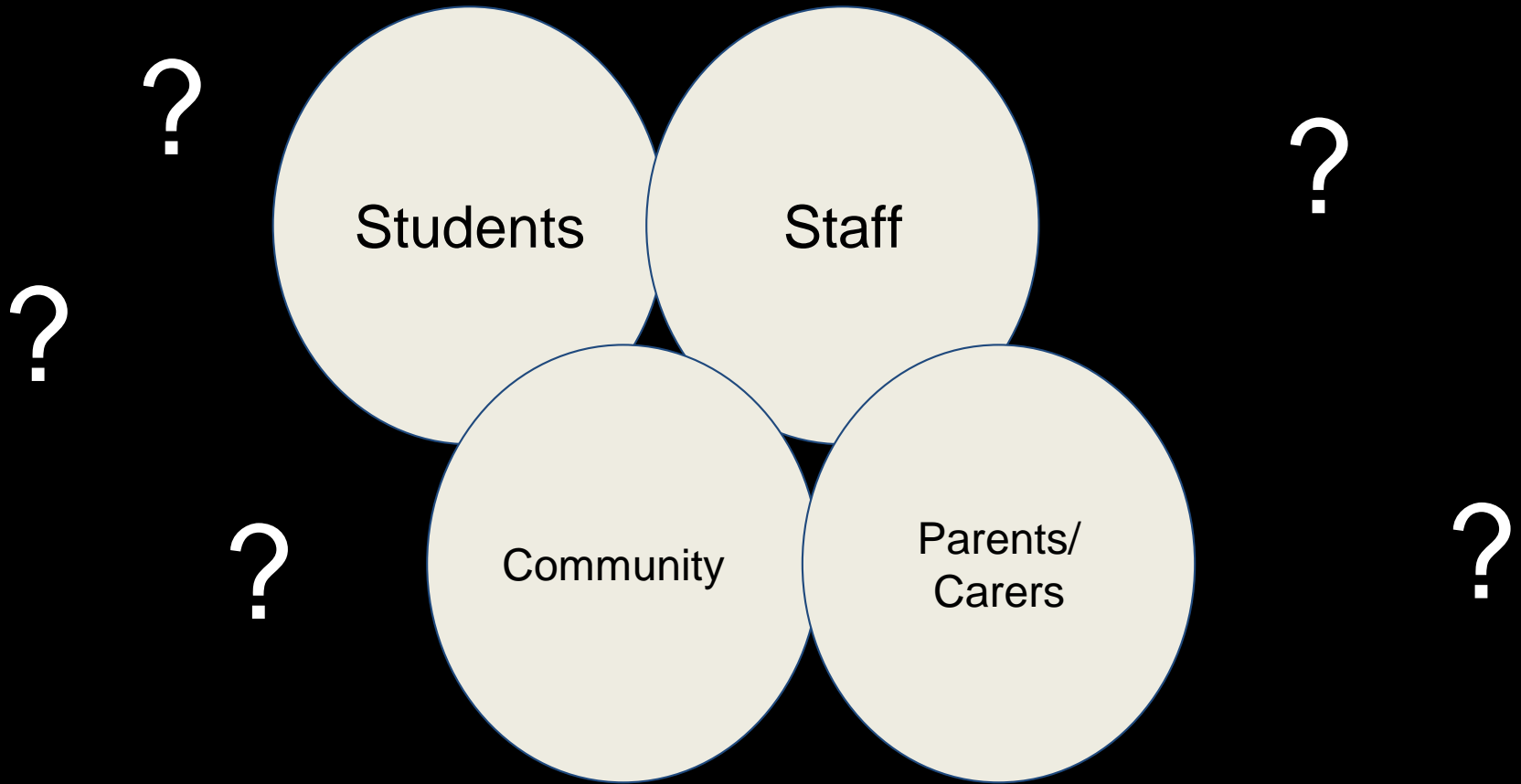
Contemplative spaces





High rise wellbeing
Search “Arthur Phillip high rise”

Wellbeing for whom?

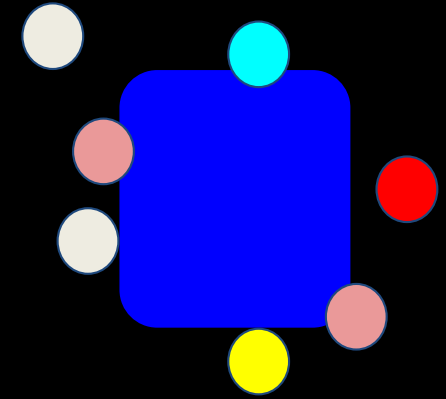
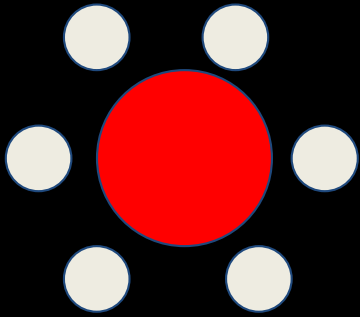


**Your stories:
Small or large changes
when creating places**

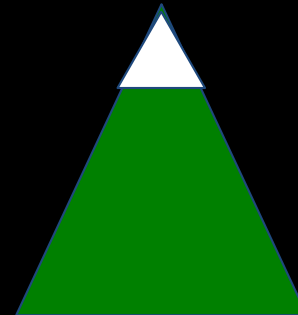
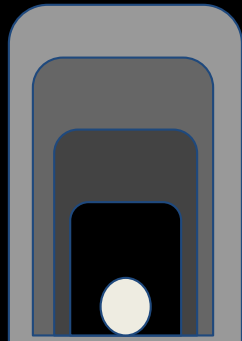
Share on Twitter using #PositiveSchools

How can we change our
learning spaces next week?

See differently,
& **speak** differently.



Thornburg's "primordial" metaphors



Fischer's **archetypes** of spatial environments

Delivering
Applying
Creating
Communicating
Decision Making

Prakash & Nair's **modalities** of learning

- Independent Study
- Peer Tutoring
- Team collaborative work (2-6 S)
- One-on-one learning (S+T)
- Lecture format - Sage+stage
- Project-based learning
- Mobile technology enhanced
- Distance learning
- Internet-based research
- Student presentation
- Performance or music based learning
- Seminar-style instruction
- Community service learning
- Naturalist learning
- Social/emotional learning
- Art-based learning
- Storytelling
- Learning by building

Reconceptualise the school

- **Corridors** as learning streets
- **Playground** as learning laboratory
- **Nature** as a sustainable teaching resource
- **Windy days** as inspiration for creativity
- **Ceiling** as projection screen
- **Movement** as key to learning
- **Writeable** walls to visualise learning
- **Tech** as extension of space and time

Metacognition –
thinking about learning:

Learning aim >

possible approaches >

tools & resources >

spaces

Rehearsing a play >
individual reading + aloud >
copy of play + recording device >
cave/watering hole?

**Some tips to take back to your
school leaders**

**Planning = People + Purpose +
Pedagogies + Parts + Place**

Planning tips

1. Start with the values you wish to express
2. Accept that the building will outlast you
3. Think about tomorrow's user
4. LISTEN, don't just talk
5. Go outside the gates
6. Building(s) as an ongoing conversation
7. Talk about space(s) last
8. Work out who's committed v who's involved



Starting points

Journal of Urban Design and Mental Health

<http://www.urbandesignmentalhealth.com/journal2-spatialdesign.html>

Your Classroom Is Making You Fail

<https://howwegettonext.com/your-classroom-is-making-you-fail-f3c9e8a986d3#.d5ofn7u8t>

Learning environment evaluation tool

<https://msd.unimelb.edu.au/post-occupancy-evaluation-learning-environments>

Knowledge is knowing a tomato is a fruit.

Wisdom is not putting a tomato in a fruit salad.

Make mental health & wellbeing a
non-negotiable
educational design principle.

~~Space > Function > People > Values~~

Values > People > Function > Space

In a world of **VUCA**, schools can provide **PLACE**...

Volatility

Uncertainty

Complexity

Ambiguity

People

Learning

Aspiration

Community

Engagement

What is your **why**?

Here's my **why**.

He will be **21** in **2037**.

What kind of world
can we build for him?



Matthew Esterman

@mesterman

Matt.Esterman@six-ideas.com

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