

Total Efficiency in practice: Space for Personalised Learning

Client: Partnership for Schools | **Project:** Space for Personalised Learning | **Value:** Various |
Sector: Learning | **Services:** Active Research, Strategic Briefing and Design Service |
Start Date: August 2008 | **Completion Date:** January 2011

CHALLENGES

Supporting all schools, primary or secondary, new build or remodelled, looking at how to evolve the physical environment in response to creating a more personalised approach to learning.

SOLUTIONS

Interdisciplinary project team of educationalists, strategic consultants project management and designers (architects and interior designers).

 Background research on personalised learning and educational design.

 Development of innovative design process focussed on personalised learning integrating pedagogy and design.

 Ten diverse pilot projects covering type of school, educational thinking and scale of design intervention.

RESULTS

Expert insight into the needs and standpoints of the various stakeholders in the design process. In particular creating common language across disciplines.

 Understanding the issues and challenges facing education and design in relation to personalised learning. Ensuring that previous best practice is incorporated into the project where appropriate.

 Exploration and articulation of personalised learning with rich data for designers to develop concepts.

 Two 'phases' of pilots to enable learning to be passed on within the project itself. Realised concepts turning the theory into actual spaces allowing future research on the 'impact' on the spaces on learning.

REFLECTIONS

Reflected the reality of holistic approaches to design that are needed in complex educationally led capital projects, providing for better communication with schools as well as interdisciplinary knowledge sharing.

 Provided a common launch pad for all members of the project team and point of reference going forward.

 Avoided abrupt transitions between work carried out by various disciplines, allowing for more seamless development of a final concept. Also informed and engaged stakeholders to have ownership of their capital project.

 Factoring in time to learn during the project enables the larger second phase to be better informed in the project itself as well as feeding back initial lessons learnt to PfS.





'Without the process to date, we would not have been able to have had the focussed and quality of conversations we currently have. The process allows time to think, reflect and helps clarify vision around personalised learning and get ideas to 'stick'. This will surely be helpful and necessary as we become more spatially orientated in the design process.'

(paraphrased from Deputy Head, Kingsley Primary School, Croydon)

Global construction consultants

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