

Developing the School Investment Strategy : Visioning Session

28/02/2017

1.0	<i>Introduction & settle</i>	10.00 - 10.10
2.0	<i>Feedback : Key themes / Scene setting exercise 1</i>	10.10 - 11.00
	<i>Comfort break (Tea & Coffee)</i>	11.00 - 11.10
3.0	<i>Exercise 1 : Developing the vision</i>	11.10 - 12.15
	<i>Feedback</i>	
4.0	<i>Jarmo Suominen</i>	12.15 - 13.15
	<i>Lunch & discussion</i>	13.15 - 13.45
5.0	<i>Exercise 2 : What is a school ?</i>	13.45 - 14.45
	<i>Feedback</i>	
6.0	<i>Exercise 3 : My space to our space</i>	14.45 - 15.45
	<i>Feedback</i>	
7.0	<i>Round up</i>	15.45 - 16.00

Agenda...

1.0 Introduction

(10:00 - 10:10)

Our task

Vision

An articulation of:

The strategic context and
“future ready thinking” as to
how future schools
investment can be
maximised to create wide
value for the community
beyond the thinking around
a traditional school

The concept for an “all
through learning journey” in
Angus

Constructs

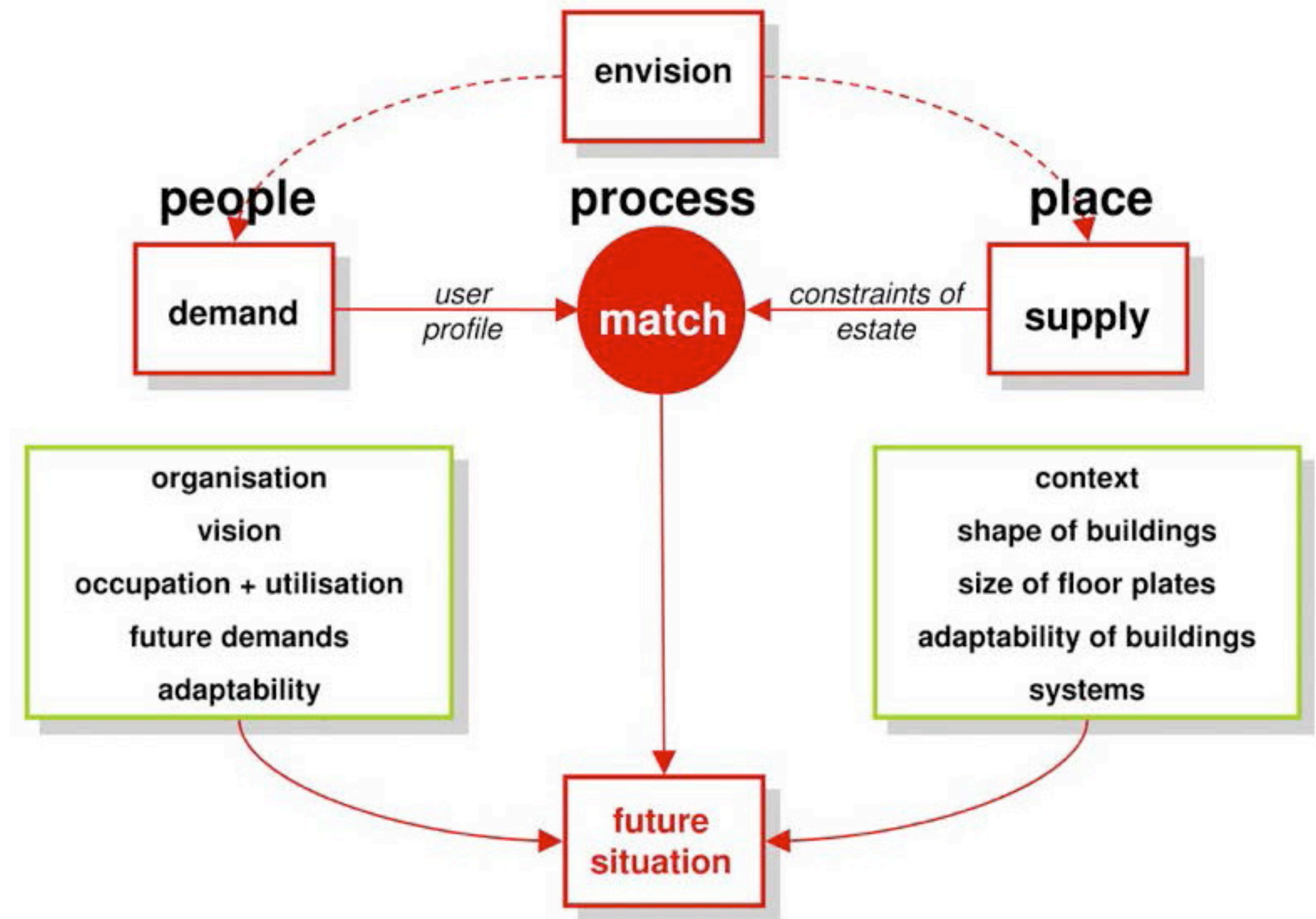
A set of “building blocks”
and spatial constructs
which can deliver the
vision

Models

Which can test the
emerging concepts
around an efficient and
effective space model
ensuring spaces are
specified to ensure the
value of any investment is
maximised and can offer
intensive use across days,
weeks, years

Scope...

SPACE planning



Approach...

Today's task

Through feeding back our understanding of the work to date and the emerging themes derived from conversations we have had through interview:

- **Articulate / Validate the principles of the Vision and Aspiration**
- **Develop the strategic constructs and start to define the Key Building Blocks**

Scope...

2.0 Feedback : Key themes

(10:10 - 11:00)

Drivers

**reduce number of
children travelling 2+
hours a day to access
education**

**realise savings for
the authority**

do better with less

**move away from the
traditional**

**exploit opportunities
created by all
through schools**

**establish core
spaces within
primaries &
secondaries**

**rationalise &
maximise use of
what we have
currently**

**create equity
across teaching
environments**

**positive outcomes for
schools and community**

**provide opportunities to learn for
the whole community**

**ensure the
sustainability of the
schools estate**

Chair Interviews...

Learning & Teaching : Opportunities

All through schools

*Support transitions
& streamline resources...
shared expertise, use of
skills across ages/stages
...Extending learning
through play and
boundaries of early years
(0-8)...better interface
between Early Years &
CLD - delivering family
learning jointly*

Curriculum

*Blur lines between subject
areas - skills not subject
areas...raise awareness of
STEM and other
directives...transferrable
skills for life and work...
develop joint delivery
opportunities school &
College...bespoke
curriculum for 16+
learners...Personalised/
individual pathways... the
right choices, not
"sideways" steps...
consistency across the
authority*

Culture

*Move away from silo
working (age based) to
collaborative working -
primary, secondary & early
years / Education &
collaborative working
across service areas (CLD /
16+ / social work)
Collaboration is easier
when there are no doors*

Environment

*School as a service not a
building...Good
leadership & culture more
important than the
building...choice and
variety of spaces to meet
all needs...all schools
nurturing schools...
flexible space to get large
cohorts together... small
spaces to break out...
Learning beyond the
school walls ... Outdoor
spaces...*

Strategic Interviews...

Learning & Teaching : Challenges

All through schools

*need to challenge
perceptions of college &
school and what each
delivers... ensuring
equity of access for all
feeder schools...we cant
deliver this everywhere*

Curriculum

*being radical within the
parameters of national
requirements, exams
etc...encouraging
collaborative approaches
and cultural change...
contactual and
organisational issues*

Culture

*teachers need to be
supported to change...
students need to be
trusted if they are being
encouraged to be
independent learners...
creating the necessary
accessibility*

Environment

*schools do not belong to
teachers : need to
remove subjective
decision making...need
to meet 21 C learners
expectations of learning
environments*

Strategic Interviews...

Community integration

Opportunities

Increase intergenerational interaction

Look at public use of school libraries

Accessibility is key : community needs to feel welcome and security needs to be invisible

Create the right kinds of space to ensure community use

School as a hub for the community

Real opportunity to provide spaces for social work and an agile corporate authority within the schools estate

Delivering family learning in a creative way

Improve links between CLD,ASN & Education...build on relationships with colleges etc

locate the right services in the right place

Supporting Economic Development

Pushing boundaries further than current examples

Use of schools to deliver services can't be the only solution / location

Need to overcome fixed ideas of what a school is in order to ensure facilities are used by the whole community...

Being careful not to dilute the buildings ability to create a feeling of school community

Community integration is still quite restricted : get the balance right, wide accessibility versus safety / security for the school learners

FM : Who is responsible...bookings... maintenance

Challenges

Strategic Interviews...

Impact of Digital Learning

Virtual campus : bespoke curriculums, potential to access to the class from anywhere, increased parental involvement, College...

deliver against expectations of 21st C learners

BYOD / 1:1 access to IT : can integrate technology seamlessly into the learning experience, increase student safety online, raise awareness of platforms to supplement learning experience

Have to get the balance right avoid isolation and ensure social interaction

Digital capacity "bubbles" for wider community value

Develop measures to ensure equity / avoid divisiveness

Can't get too hung up on the device

Staff working beyond "their" school: Gaelic

Collaboration & sharing : being enabled to work flexibly across the portfolio

Parents, Community users, Learners able to access relevant content with ease

Build on current pockets of innovation : share knowledge

Need the right infrastructure & administration resource : without it nothing will work effectively

Strategic Interviews...

Additional Support Needs

All schools able to provide dignity for young people who are distressed...choice of environment

Closed and open spaces...

Resource spaces beneficial to mainstream users

Virtual reality could be used to ease transitions for ASN pupils

Outdoor spaces as an integral part of the learning landscape

Being able to deal with a wide spectrum of need and increasing requirement for support in a flexible way

Removing the postcode lottery for access to support

Equipping all schools to deal with the wide spectrum of need



Strategic Interviews...

Shared opportunities

Health colleagues ... what has gone before ... early relationships with families, early interventions ... social work / CLD / joint family learning approaches ... spaces in the right place, accessible and aligned with what makes it accessible for the target users ... 16 + needs ... overcoming cultures which can exist "school is not the right place for them" ... joint curriculums School, CLD, college ... use of different areas of expertise ... volunteer and other sector partners ... playgroups, toddler groups, after school care ... ASN use of well kitted spaces for 18 + community in adult services ... soft play spaces in the right place are useful for a variety of service areas ... life skills kitchens ... craft spaces ... drama and performance ... social enterprises ... supporting home business's, incubator opportunities ... conferences, community events ... provision of local workspace for service areas - council staff, police ... public use of the wireless, local enterprises ...

How could this work ... Policies, protocols, FM, who is responsible for maintenance, budgets, staff contracts, not the only place but a choice with other options ...

Common theme...

Key factors for success

Focus on services and outcomes rather than schools & place

Solutions that are values driven : meeting the needs of the learner first

Look beyond the schoolness of a school

Do better with less

Staff empowered to innovate

Short & long term catered for without abortive change

Equity of access for all : rural to town, school to school

Strategy needs to be prioritised to ensure it is effective

Infrastructure which supports access & future change

Agile spaces for community activities at the front of the campus

Strategic Interviews...

Key disablers which need to be overcome

Silo mentality and current culture of my space, my budget, my domain

Practical stuff around policy and FM protocols, beyond “bottom lines”

Need to be able to adapt future provision easily

Security mindset

Staff training

Can't be about change for political reasons

Reliance on corporate IT to deliver educational change

Increased need for resource to facilitate doing things differently...

Dealing with what exists and still being able to create a baseline of parity

Strategic Interviews...

Polarised viewpoints



***We hide behind risk
too often - don't
make a big deal
about security***



***Need to carefully
consider interaction
between students &
public***

***The right leadership
& culture is more
important than space***



***Need to provide spaces
to support & encourage
change***

***Strategy will streamline
& encourage multi
skilled resource***



***Additional resource
will be needed to
facilitate change***

Strategic Interviews...

3.0 Exercise 1 : Setting the scene

Committee report 435/15

COMMITMENT TO YOUNG PEOPLE

Our job is to help you grow safely and happily.
We will listen to you and hear what you have to say.
If things go wrong, we will help you.
We will support you to make a difference.

We will engage with staff openly and consistently.
We will consult with staff on matters that will affect them.
We will support professional learning and career development.
We will recognise and celebrate success.

COMMITMENT TO STAFF

COMMITMENT TO VALUES

We will continuously seek to improve our services.
We will act with honesty and integrity at all times.
We will act responsibly and will be accountable for our actions.
We will do what we say and do it well.
We will acknowledge when we get things wrong.
We will promote equity and tackle discrimination and disadvantage.

We will increase the number of our children and young people who are positively engaged with school
(STRETCH AIM by April 2019 - from 60% to 80%)

We will increase the number of our children meeting their developmental milestones before they start school
(STRETCH AIM – 9 out of 10 children)

We will reduce the number of our young people engaged in substance misuse
(STRETCH AIM: from 33% to 25%)

We will increase the number of our young people who leave school for sustained positive school destinations
(STRETCH AIM: from 93% to 95%)

We will surpass the national attainment targets set for the broad general education to ensure our children and young people meet and succeed at every curriculum level. (STRETCH AIM: 90%)

COMMITMENT TO IMPROVE

Statement of ambition for young people...

Committee report 436/15

The initial stages of developing the school investment strategy will be largely technical in nature. As the preparation of the strategy progresses, we will consult with parents, communities and partners. A project team will oversee this piece of work, with regular updates being provided to the Transforming Angus Board, and Children and Learning Committee.

In carrying out the review the guiding principles will be that:

- *the child is at the centre of our strategy*
- *our strategy will be predicated on educational gain,*
- *schools are fit to deliver the curriculum for excellence, or the prevailing educational drivers at the time.*

The strategy will be developed to identify future demands on the school estate. It will take account of demographics, the impact of policy developments e.g. 600 hours pre-school education, and planned housing developments.

We will also take account of the scarcity of resources available and how we best use them to maximise attainment and achievement, and the experience of children and young people in our schools.

We will develop standards for the Directorate including how we respond to curriculum needs, community campuses, possibility of 3 – 18 schools, ASN provision, vocational education, planned

maintenance standards etc. In developing these standards we will take account of relevant legislation and government guidance, as well as seeking out areas of best practice.

We will develop a long term strategy of approximately 30 years duration which will be very high level but which will identify our key aspirations including school replacement strategy, whether schools should always be community resources, whether school design should always enable ready expansion etc.

We will also produce a medium term strategy of approximately 10 – 15 years duration. This will fall within the overarching principles outlined in our long term strategy, and will include the development of outline plans for each school which can be readily adapted should expansion be required and funding identified.

This plan will include a prioritisation of the possible school developments. The final element will be a short term plan which will include funded projects and will inform the capital plan.

It is proposed that the review will report in Autumn 2017, and will take account of Guidance issued by Scottish Government and relevant legislation including the Schools (Consultation) (Scotland) Act 2010.

When completed, the strategy will be refreshed every two years

Proposed strategy directives...

Comfort break : Tea & coffee

(11:00 - 11:10)

3.0 Exercise 1 : Developing the vision

(11:10 - 12:15)

What are you going to do ?

***“The schools investment
strategy will...”***

15 minutes

Your task...

How are you going to do it ?

“through...”

15 minutes

Your task...

What is priority ?

“It will prioritise...”

15 minutes

Your task...

4.0 Case Study : Jarmo Suominen

(12:15 - 13:15)

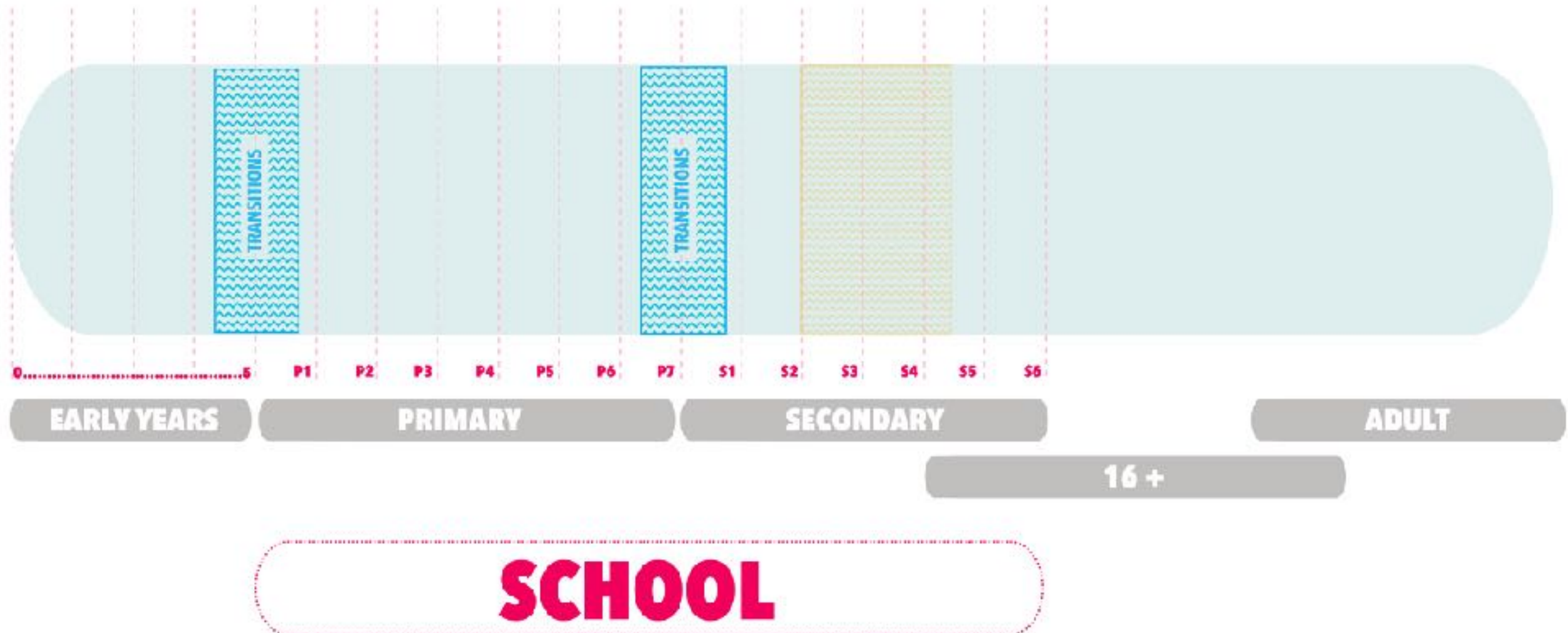
Comfort break : Lunch

(13:15 - 13:45)

5.0 Exercise 2 : What is a school ?

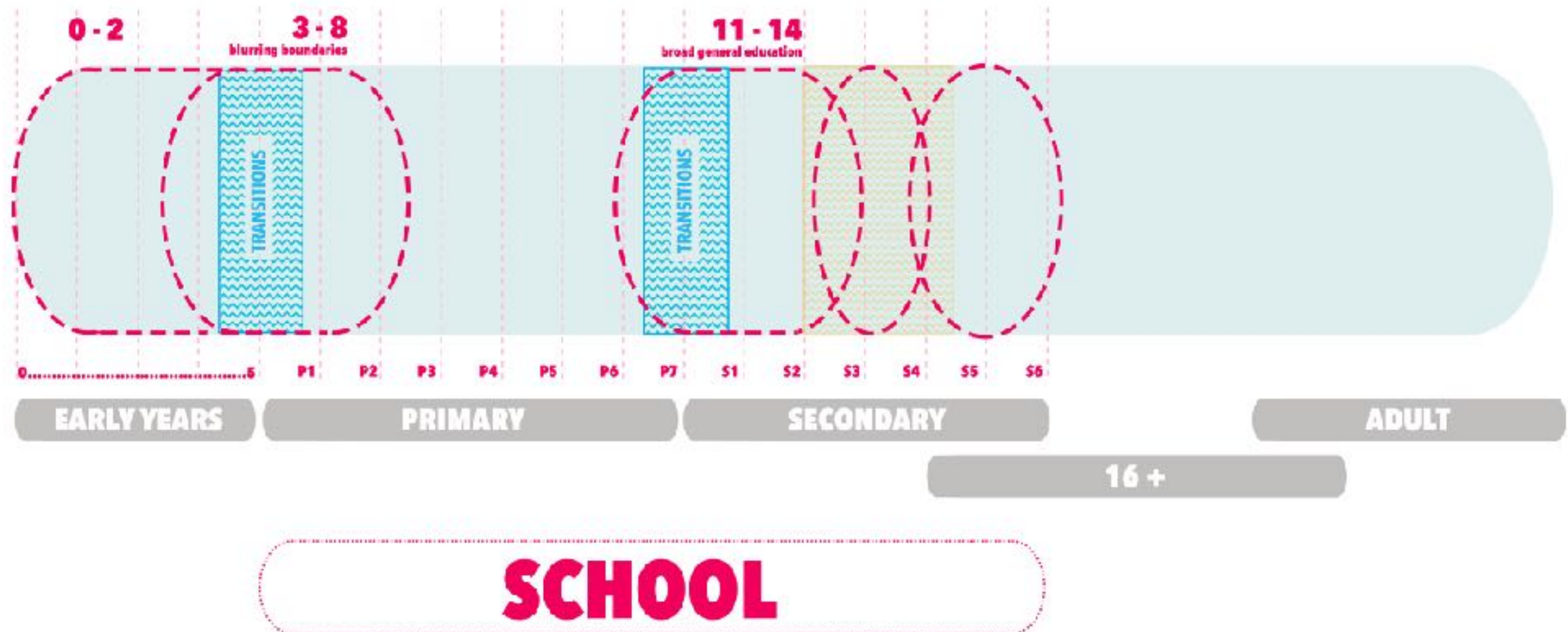
(13:45 - 14:45)

Existing model



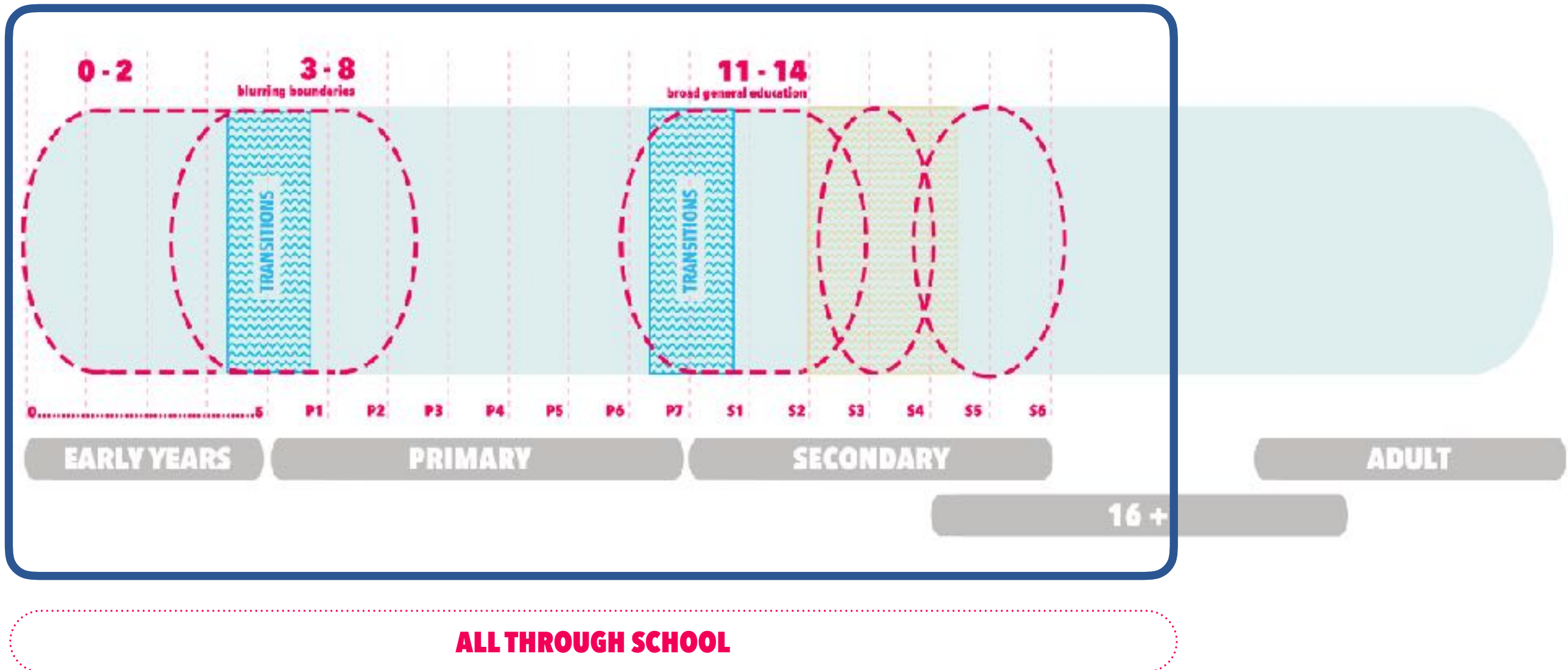
What is a school ?

Blended curriculums, blurred boundaries



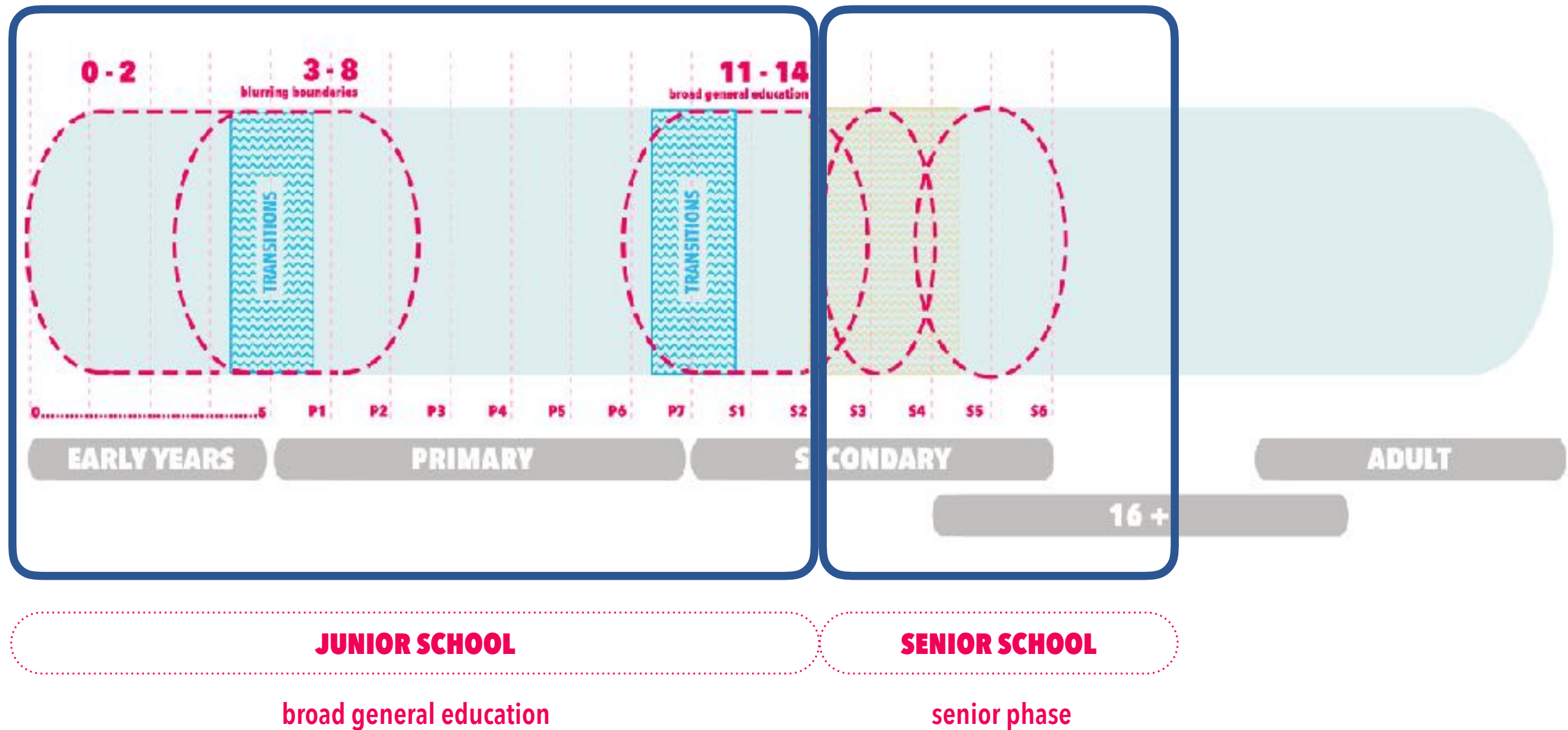
What is a school ?

Alternative models ?



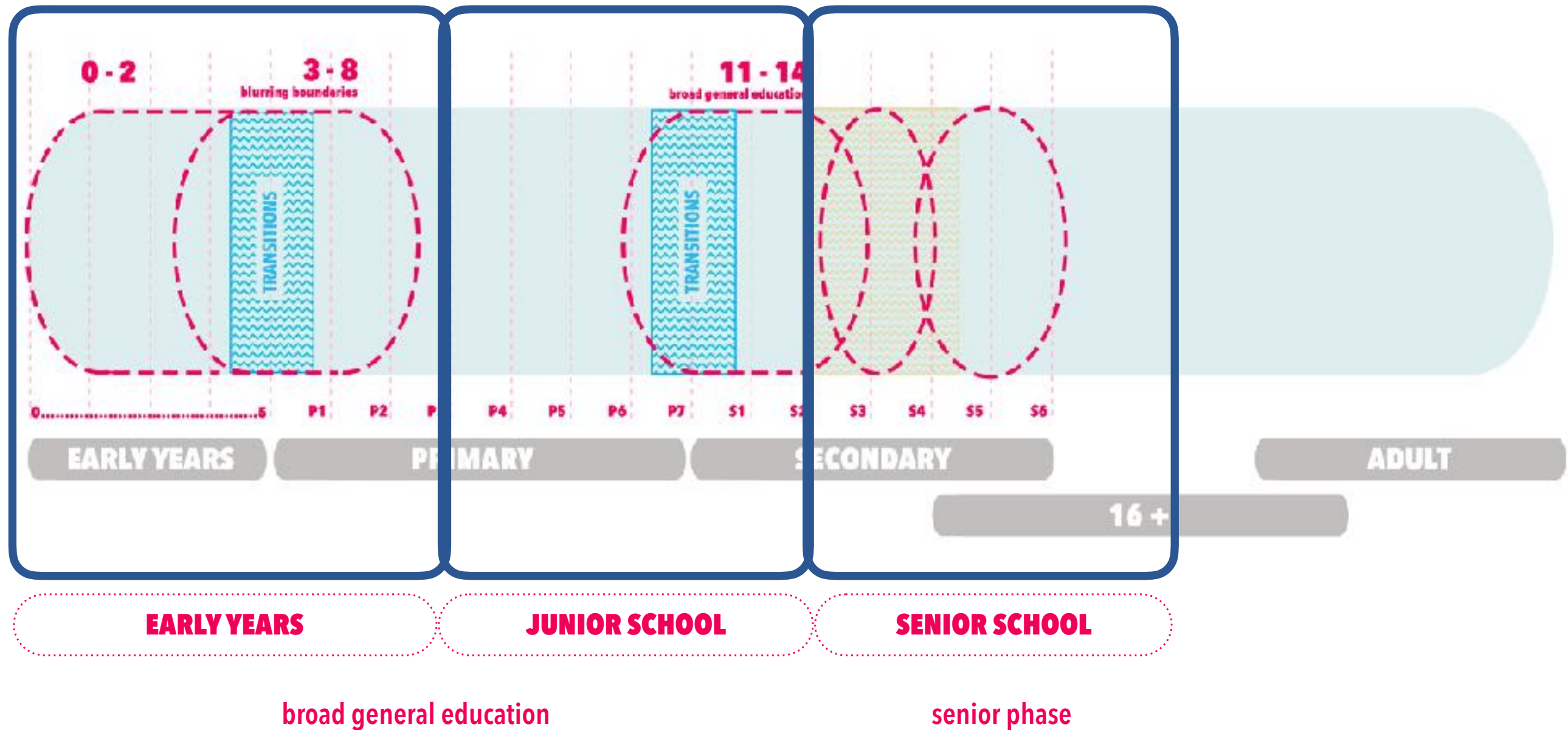
What is a school ?

Alternative models ?



What is a school ?

Alternative models ?



What is a school ?

Activities

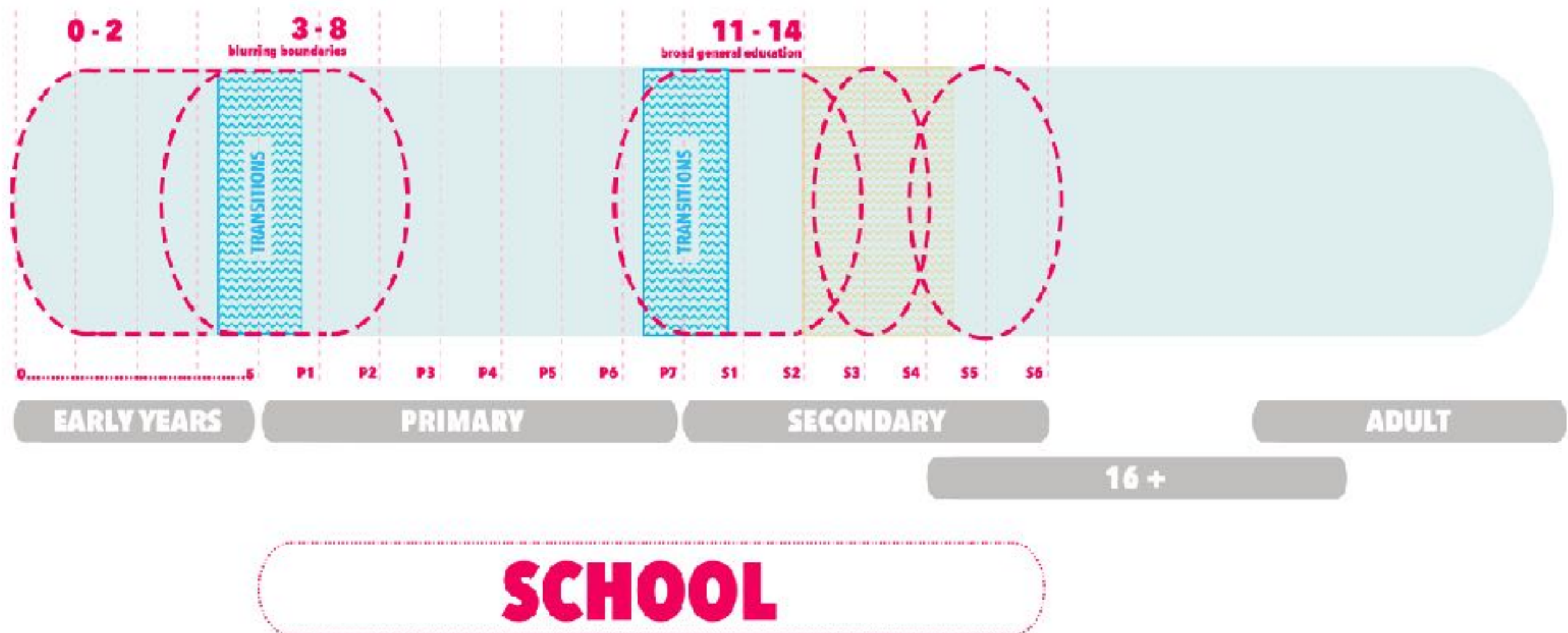
***Are the current school
constructs (nursery/primary/
secondary) the only solution ?***

***what impact would changing the status quo have on
delivery of education / transitions / learner
experience?***

15 minutes

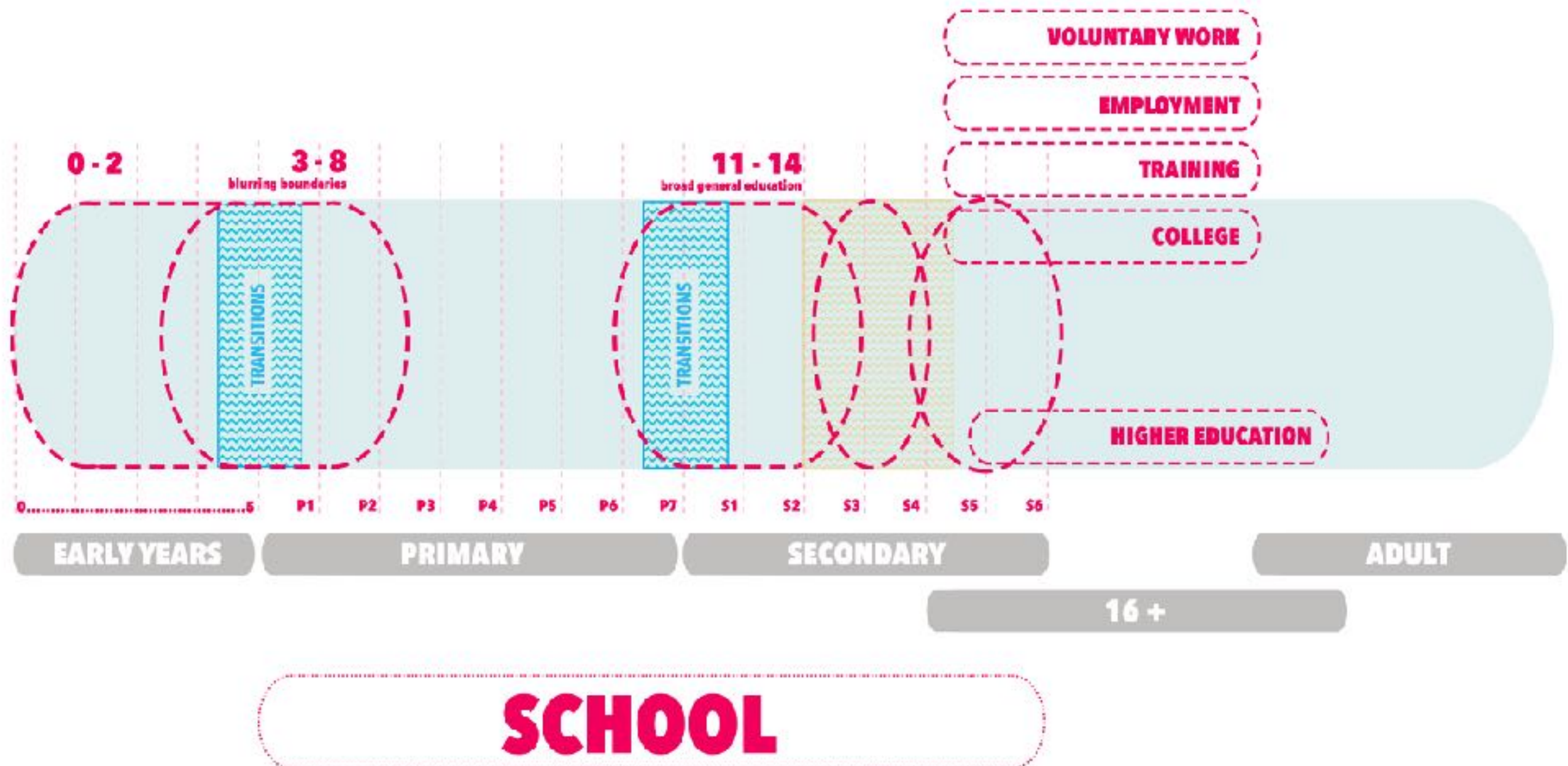
Your task...

Curriculum delivery



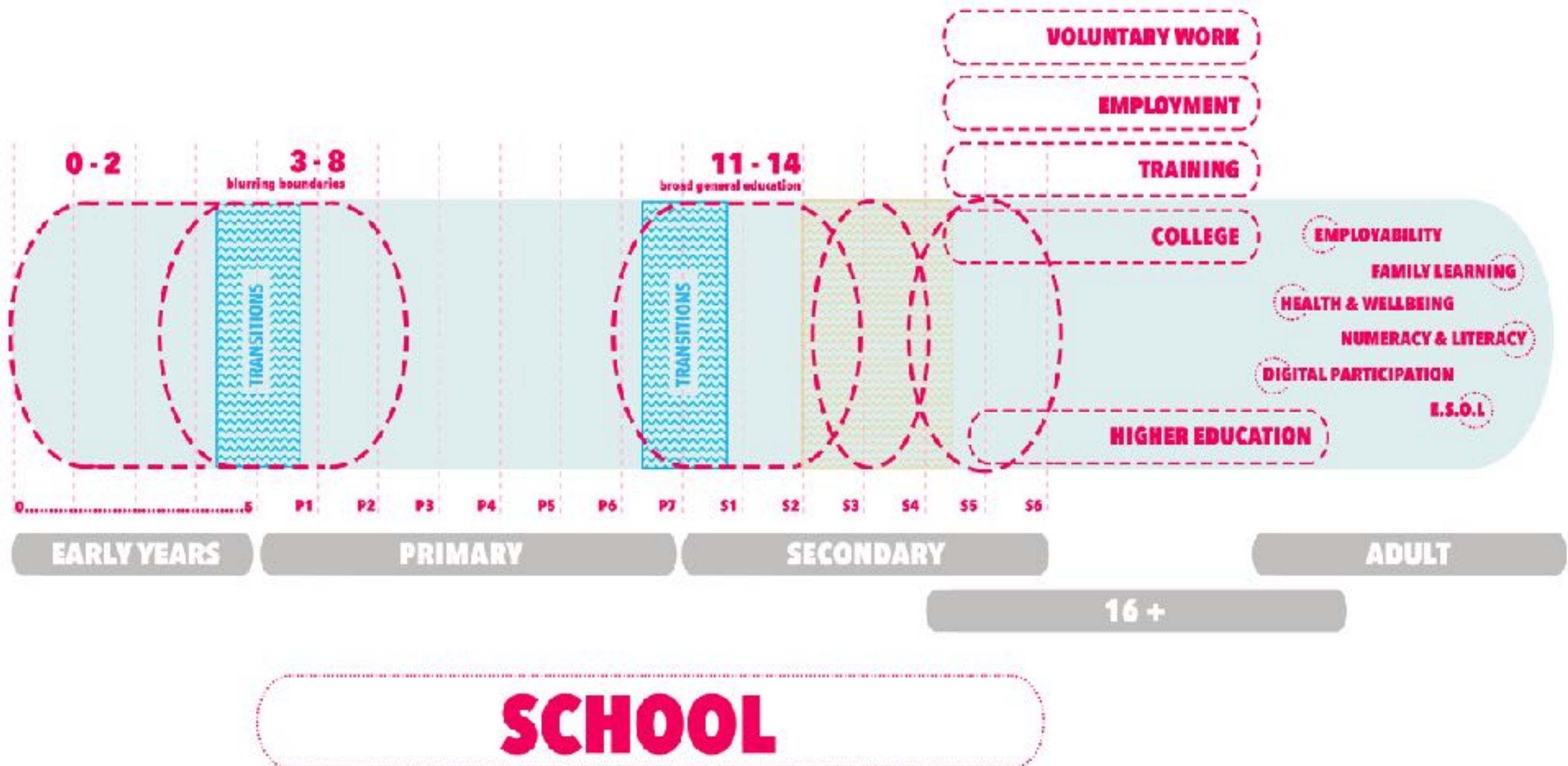
What is a school ?

16 + Pathways



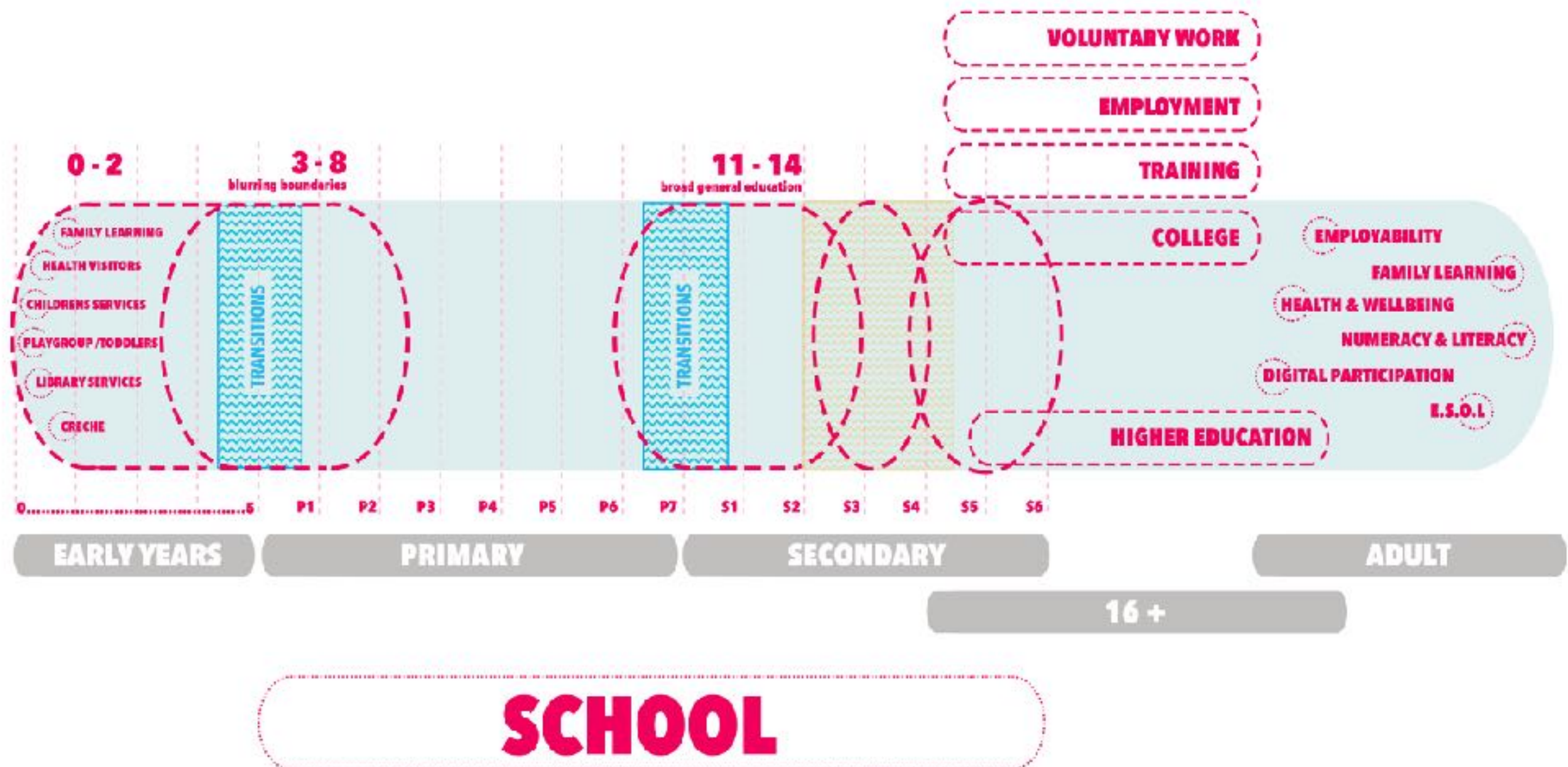
What is a school ?

Adult learning



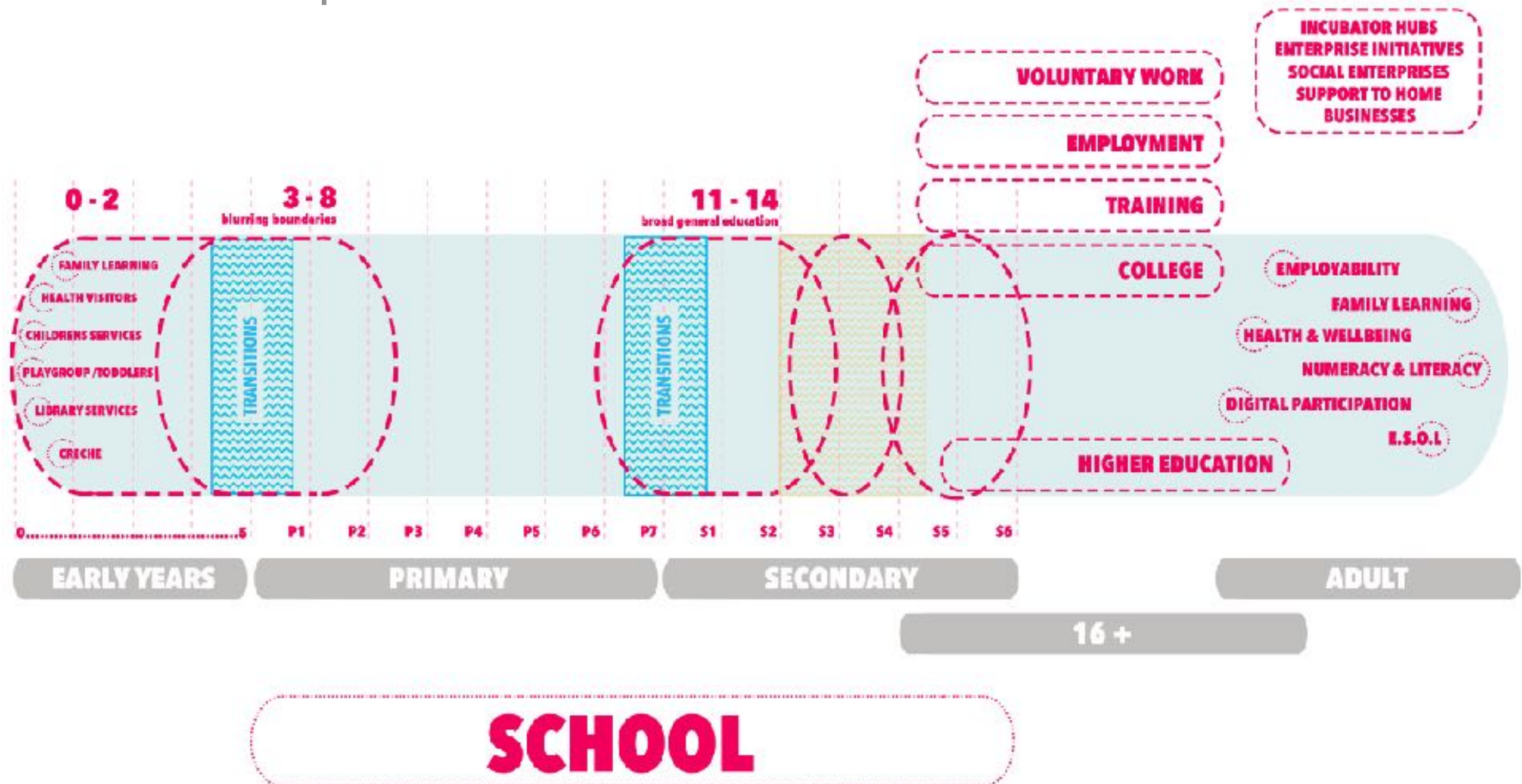
What is a school ?

Early years



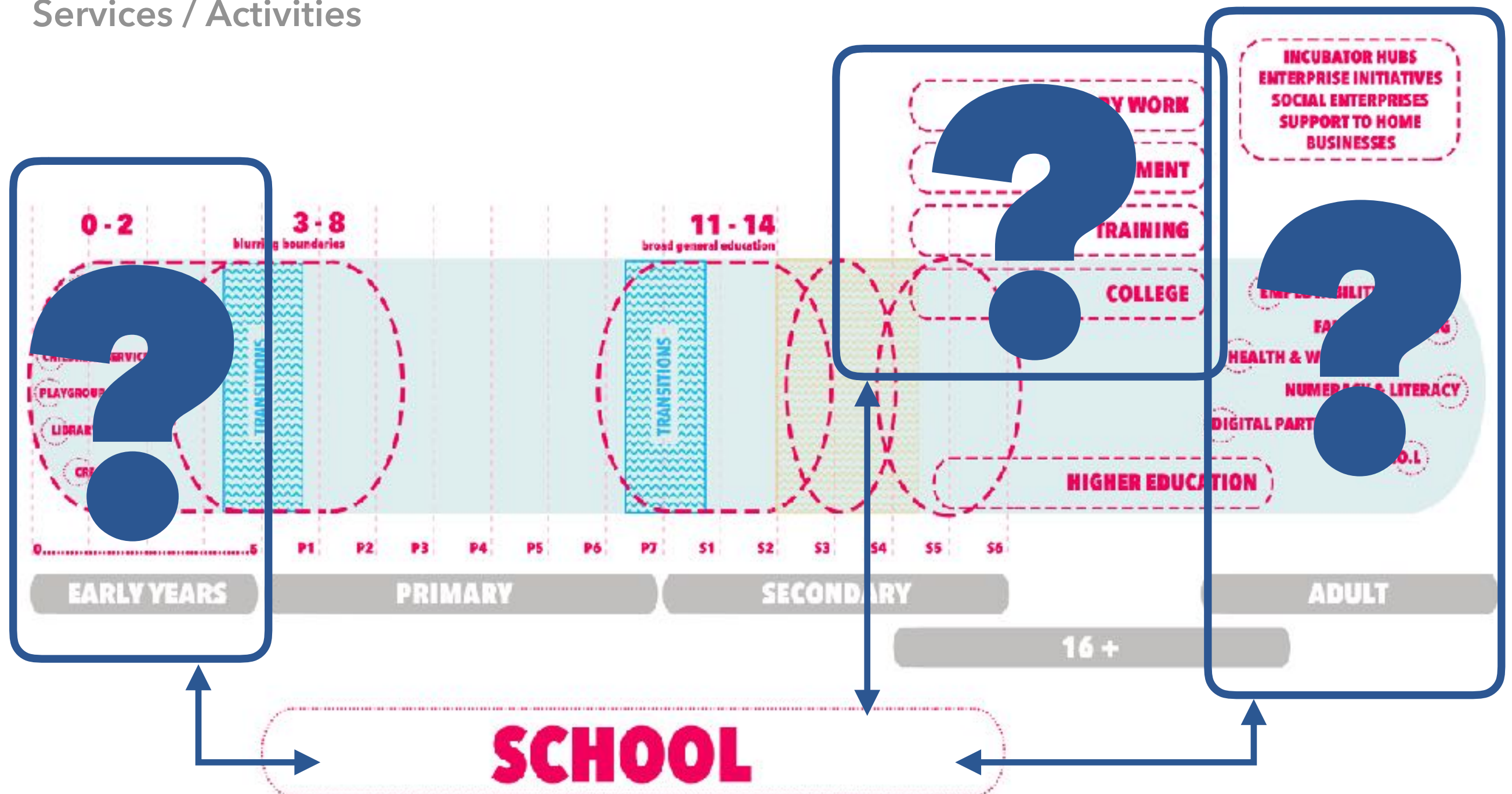
What is a school ?

Economic development



What is a school ?

Services / Activities



What is a school ?

Activities

***Considering your localities,
what other services / activities
should be delivered in the
buildings we call schools ?***

what is core ?

what is contextually driven ?

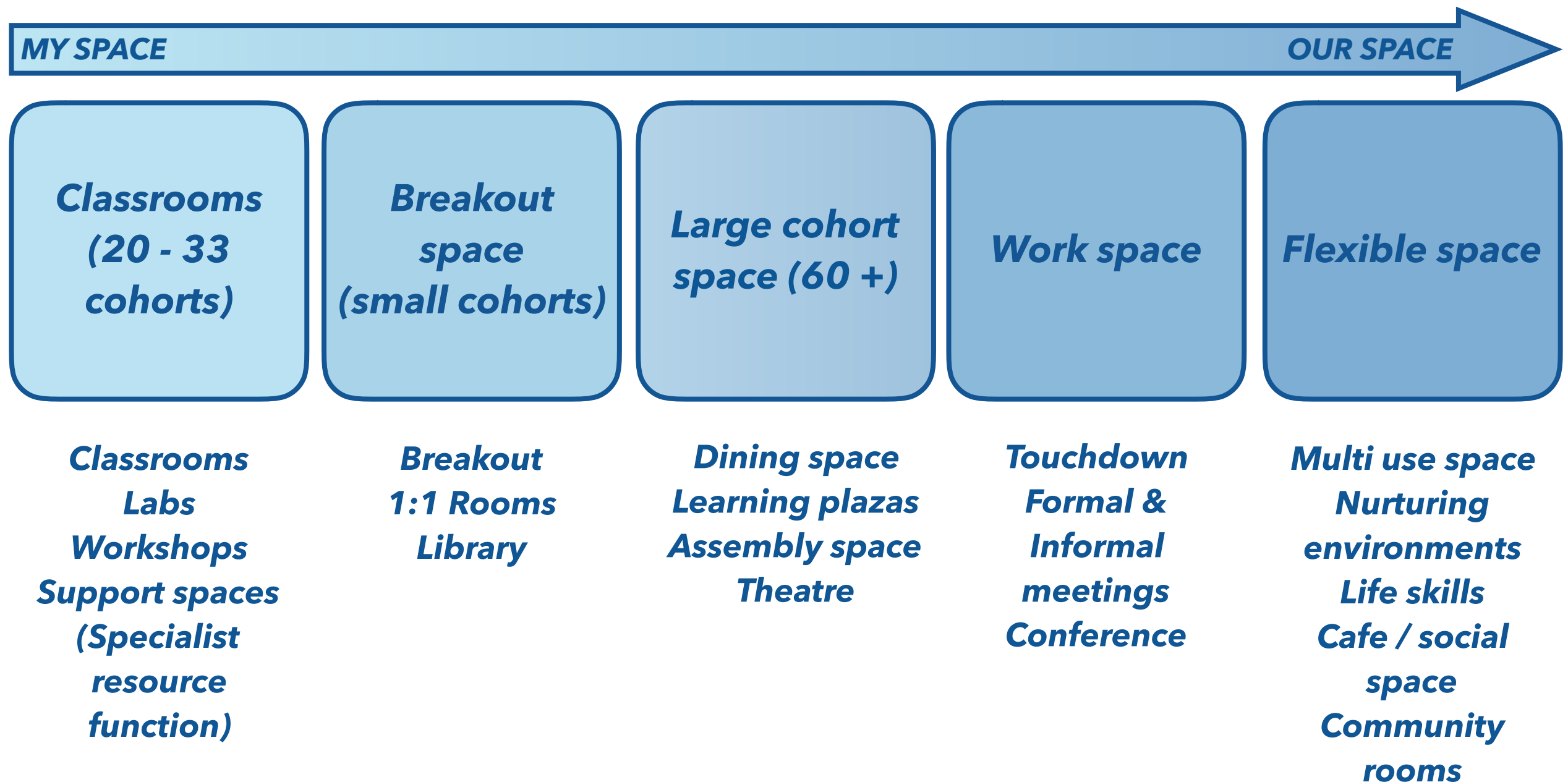
15 minutes

Your task...

6.0 Exercise 3 : My space to our space

(14:45 - 15:45)

Space typologies



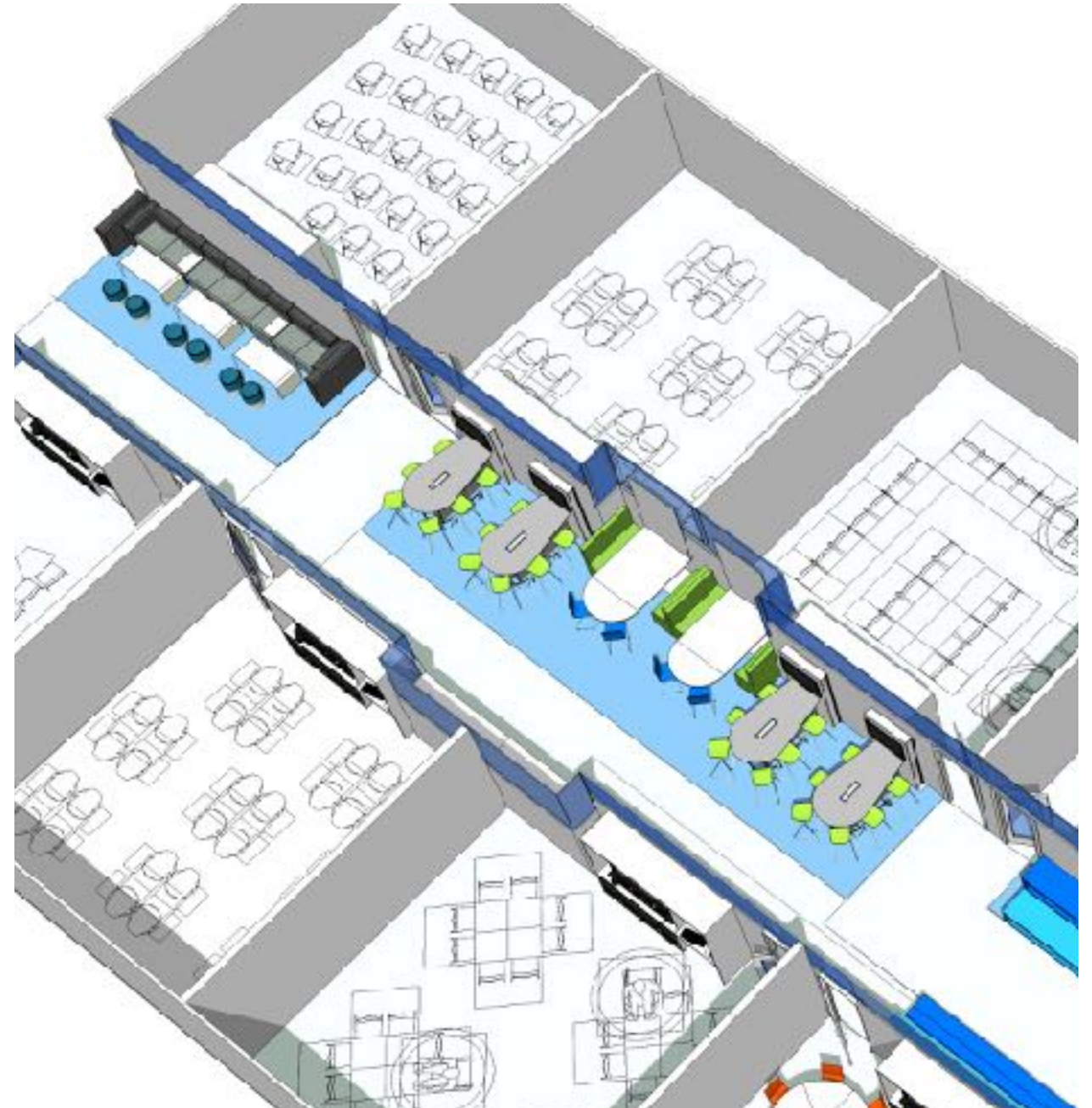
My space to our space...

Classrooms



My space to our space...

Breakout



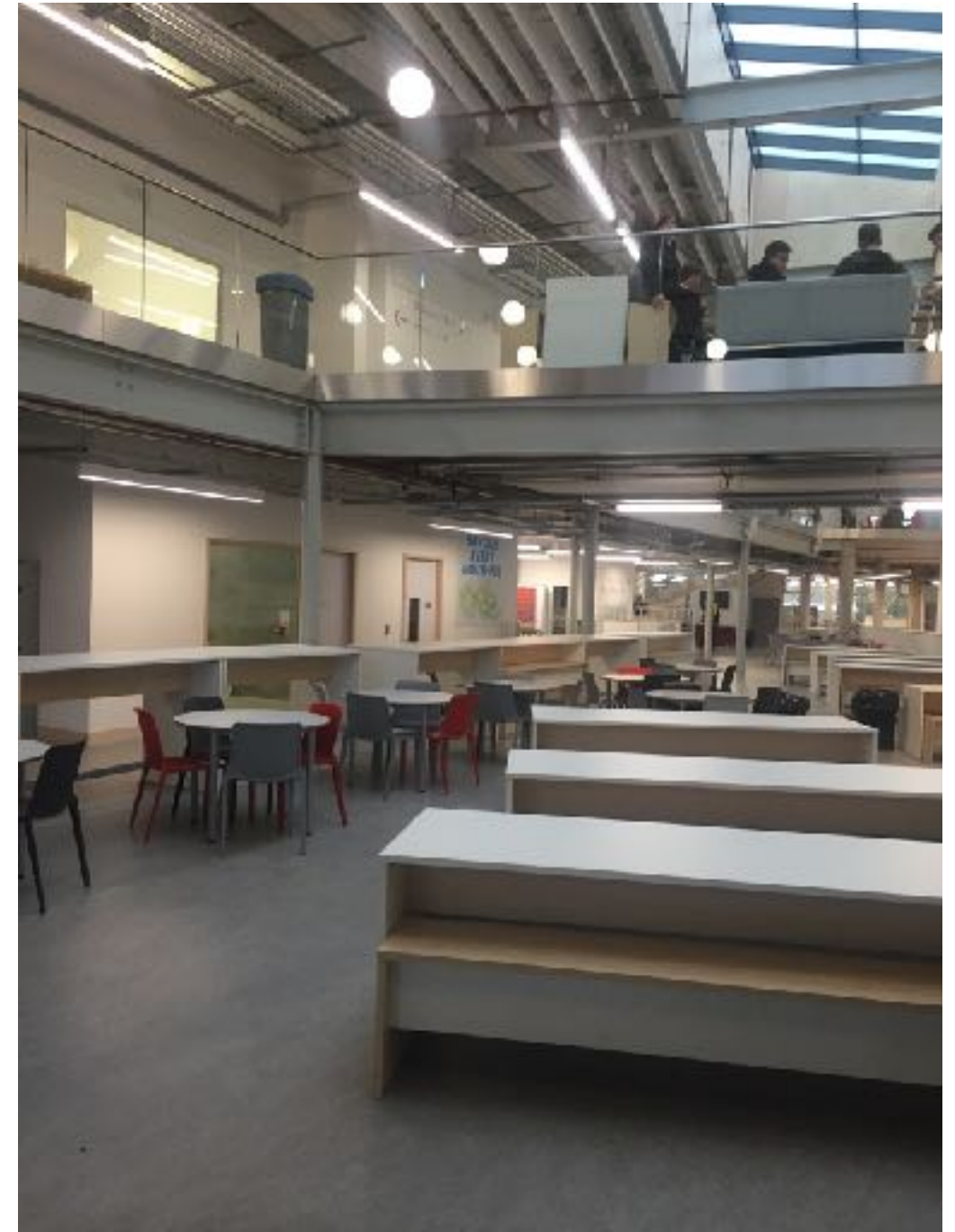
My space to our space...

Large cohorts : Learning Plazas



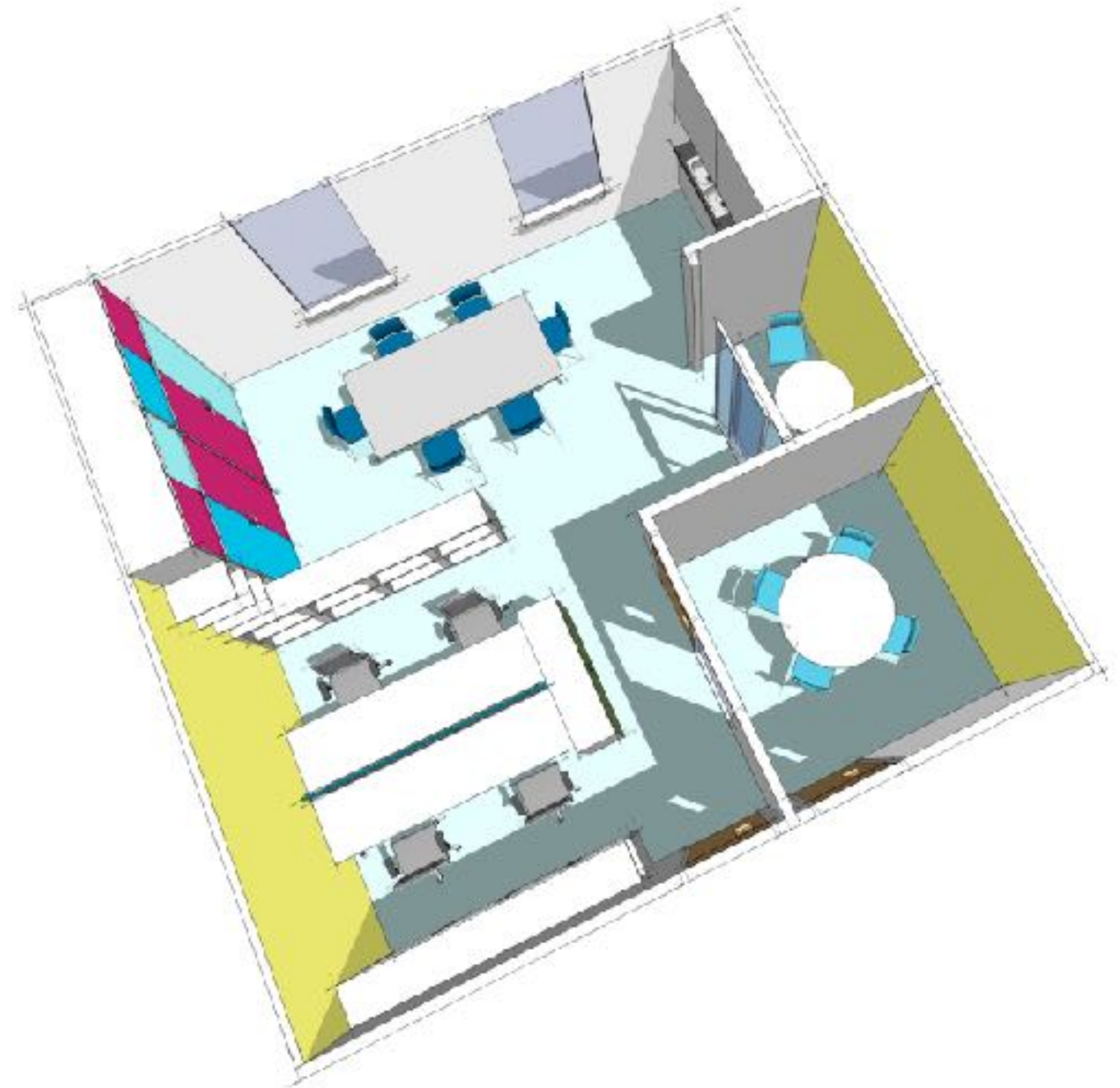
My space to our space...

Large cohorts : Dining / Social



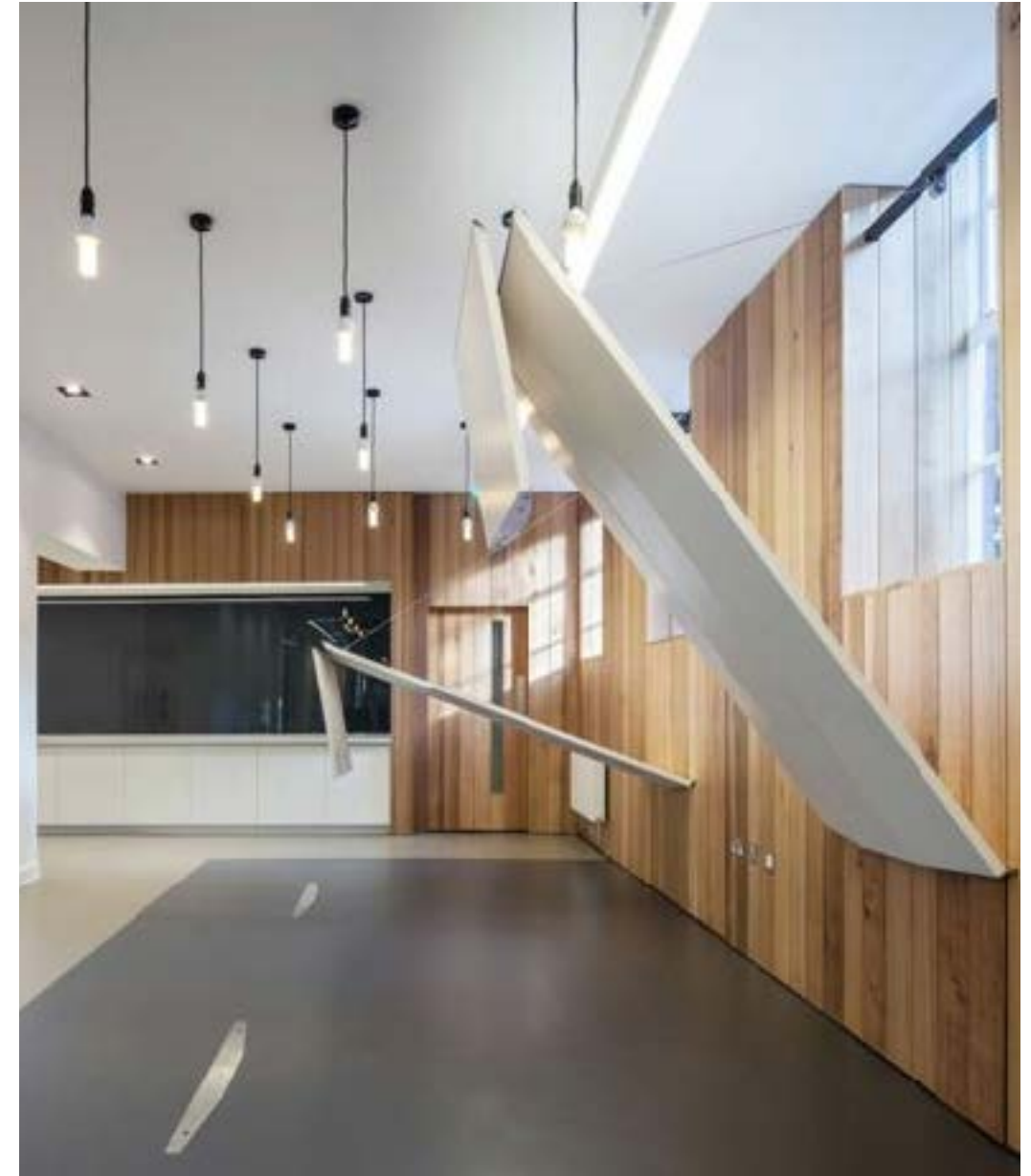
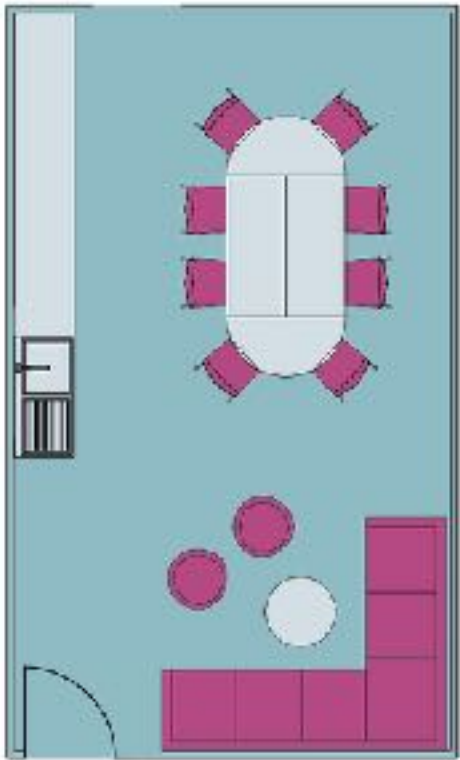
My space to our space...

Workspace



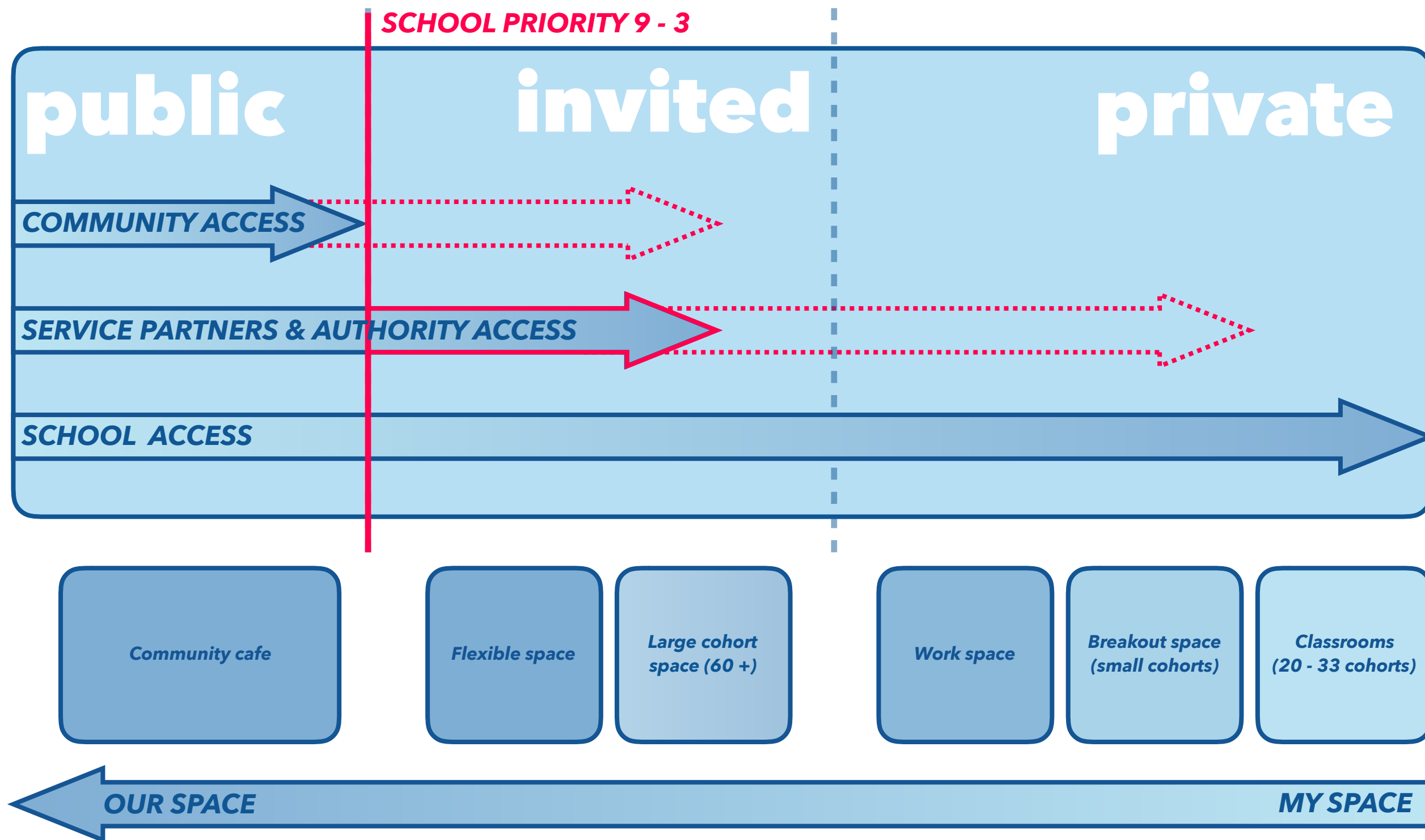
My space to our space...

Flexible space



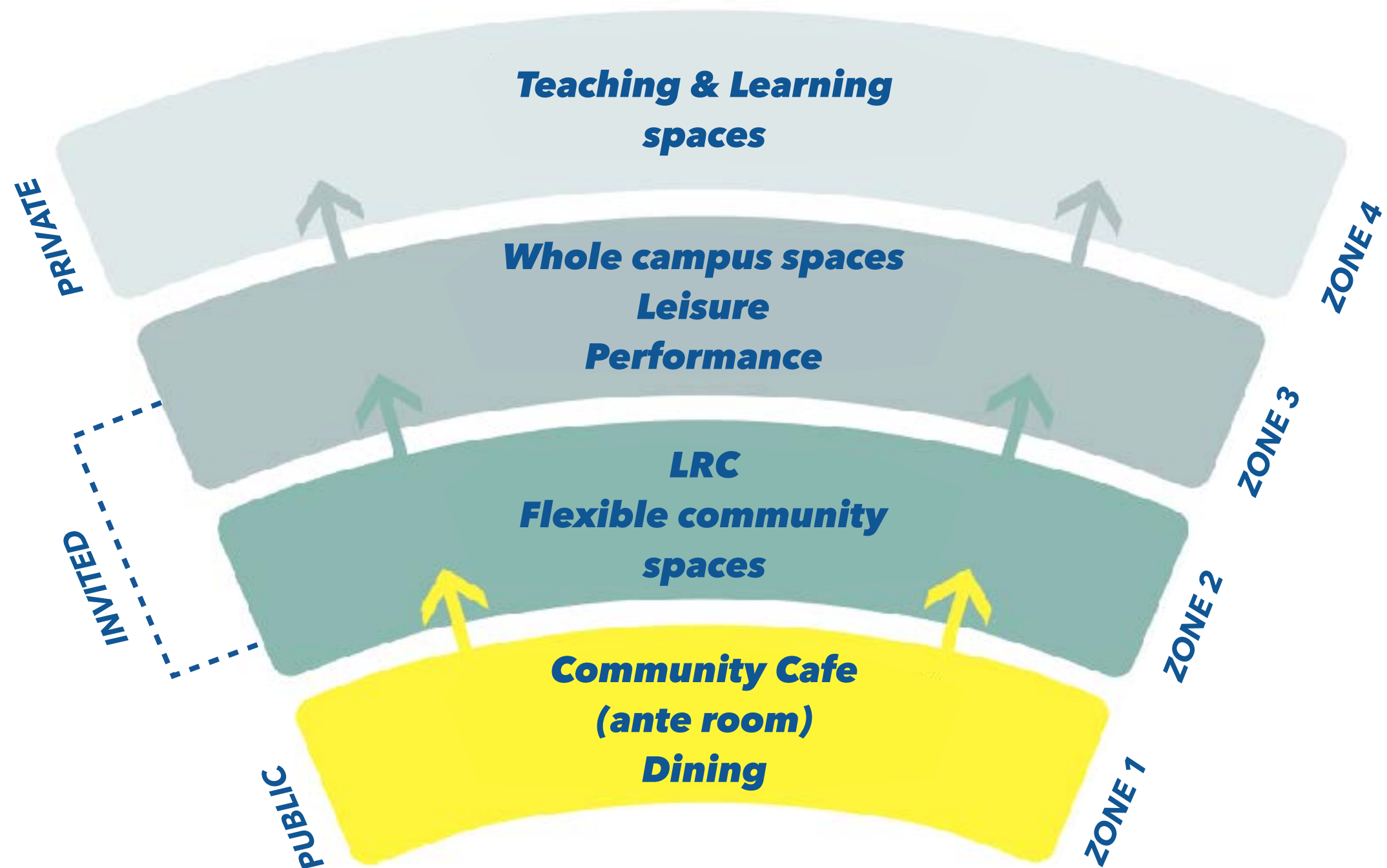
My space to our space...

Access : Status Quo



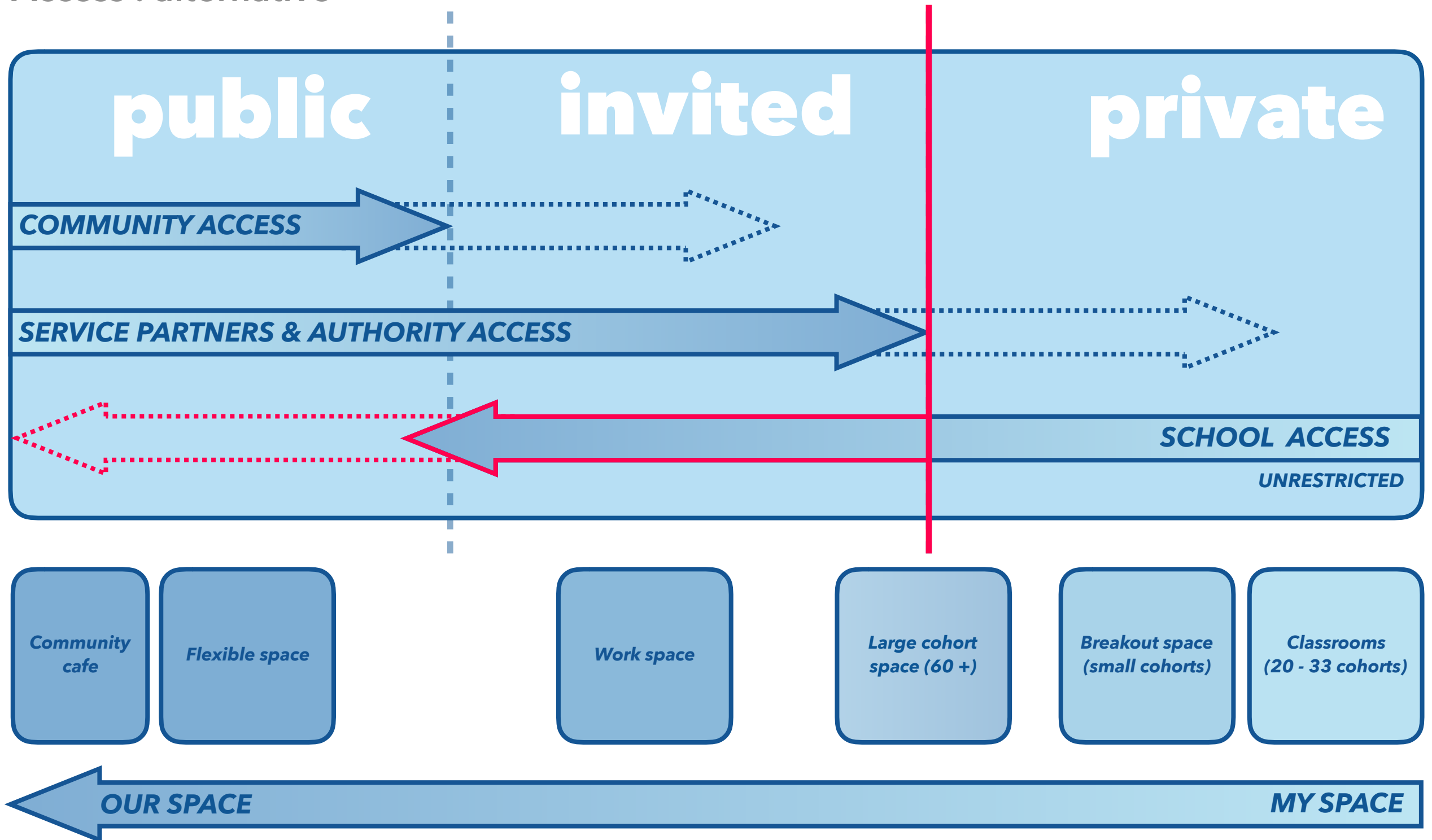
My space to our space...

Brechin Community Campus : Zoning



My space to our space...

Access : alternative



My space to our space...

Zoning

How can a strategy for sign in & security, as well as zoning be developed to provide equity of access for ALL users ?

What lessons can be learned from Brechin CC ?

Where should the secure line be drawn in all future projects ?

30 minutes

Your task...

7.0 Round up

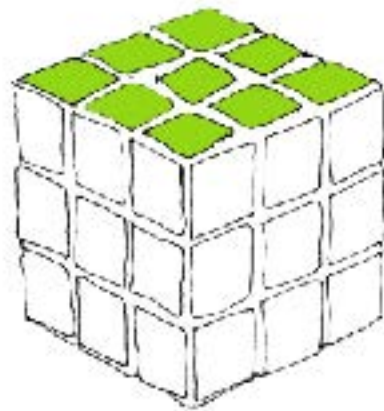
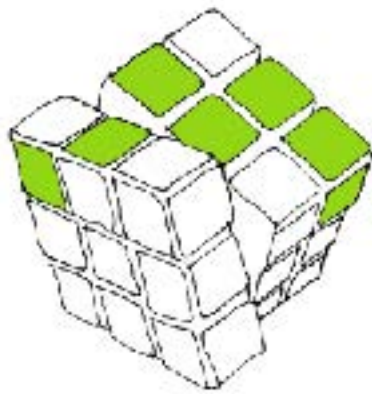
(15:45 - 16:00)

What we think you have said

fill in on the day

Vision...

thank you !



SPACE
strategies