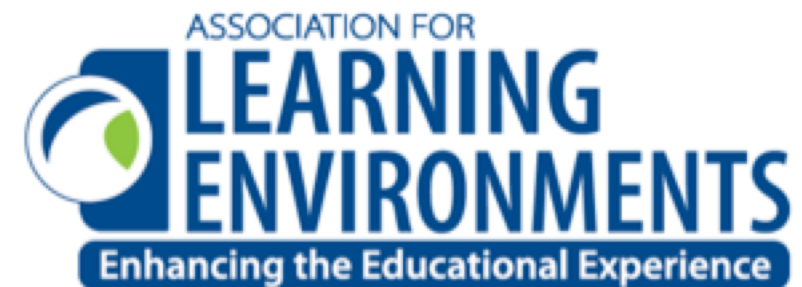


Brand-new & shiny! Now what? Educators' "Spatial Commissioning" Workshops & Results

A4LE October 4-6, 2019 Anaheim, CA

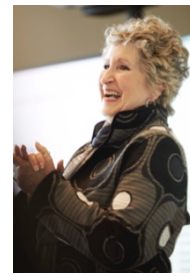




Sheila Hammond

Principal

Ecole Salish Secondary School



Lennie Scott-Webber

PhD, NCIDQ, AIA Affiliate

Principal

INSYNC: Education Research + Design



Noah Greenberg

AIA, LEED AP

Principal

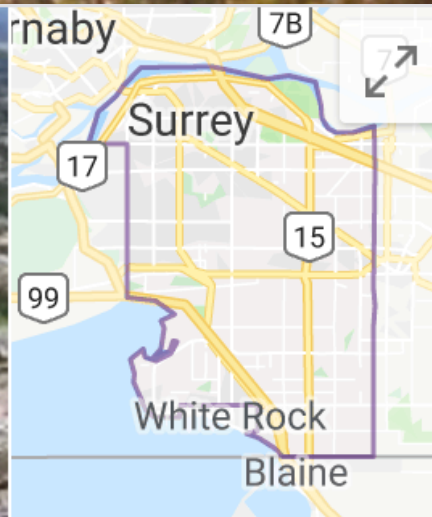
DLR Group



Did the interior design based on Research-Guided Principles

KMBR Architects the building design

Surrey, BC: **Overview**

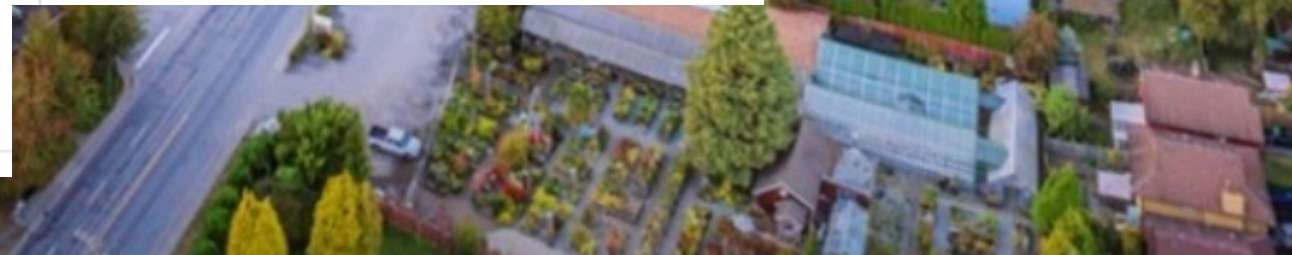


Surrey is a city in British Columbia, Canada. It's part of the Metro Vancouver area and lies between the Fraser River and the U.S. border. In Peace Arch Provincial Park, a white arch marks the international boundary between Canada and the U.S. On Boundary Bay, the Ocean Point Shoreline Walk curls along Crescent Beach. Migrating birds gather at Blackie Spit. The Historic Stewart Farm is a late-1800s pioneer home.

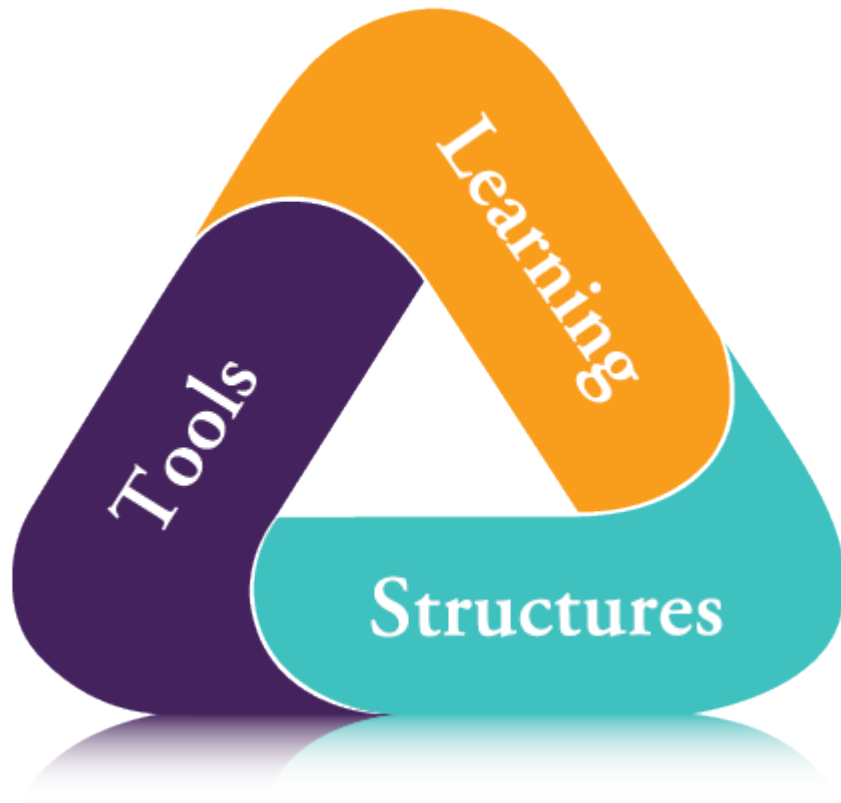
Surrey

City in British Columbia, Canada

One of the fastest growing cities in BC



Surrey School District's Vision: **Learning by Design**



Learning

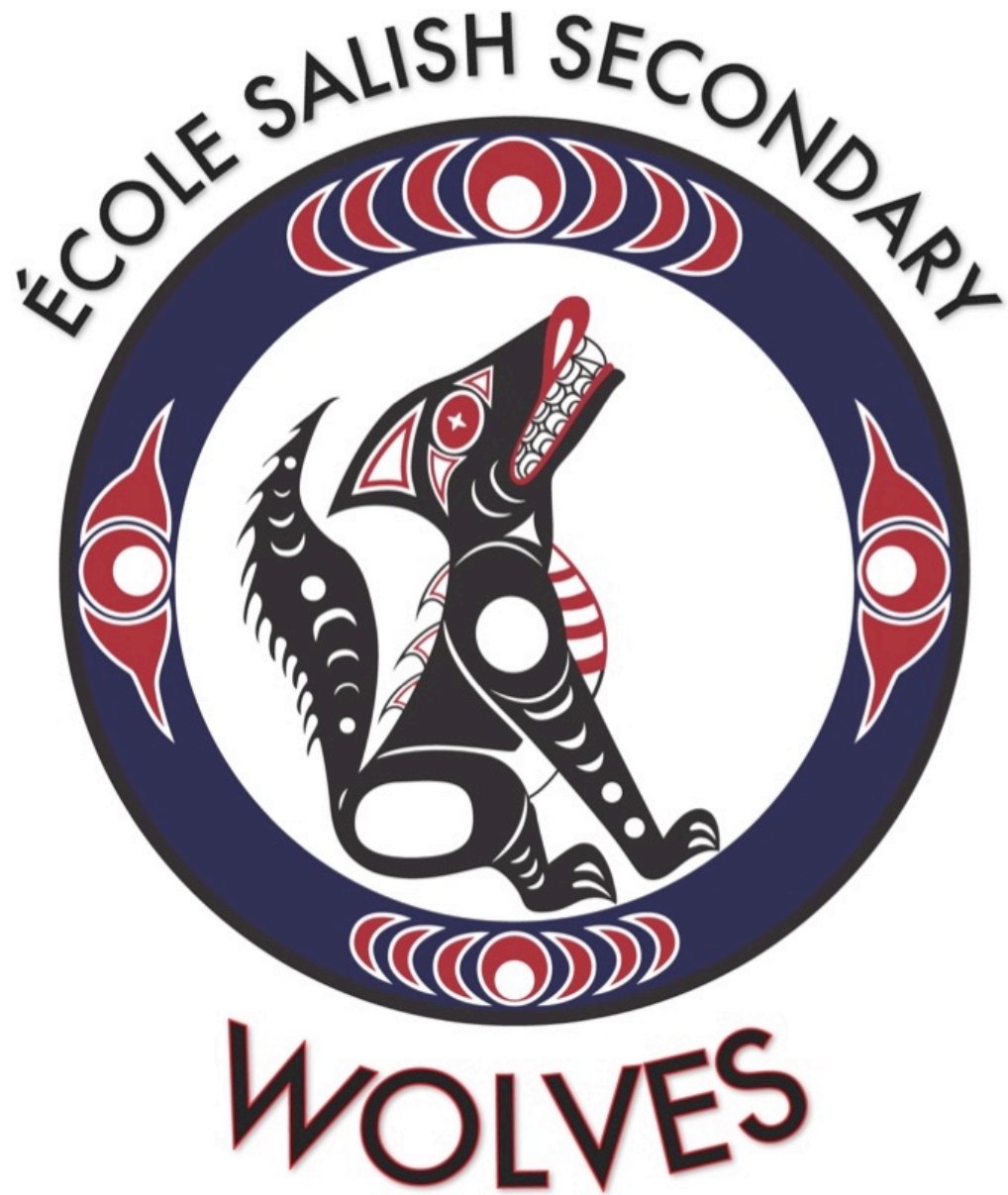
Honours diverse cultures and traditions.

Structures

Time, physical space, access to information, and connection to community provide the flexibility to support powerful learning.

Tools

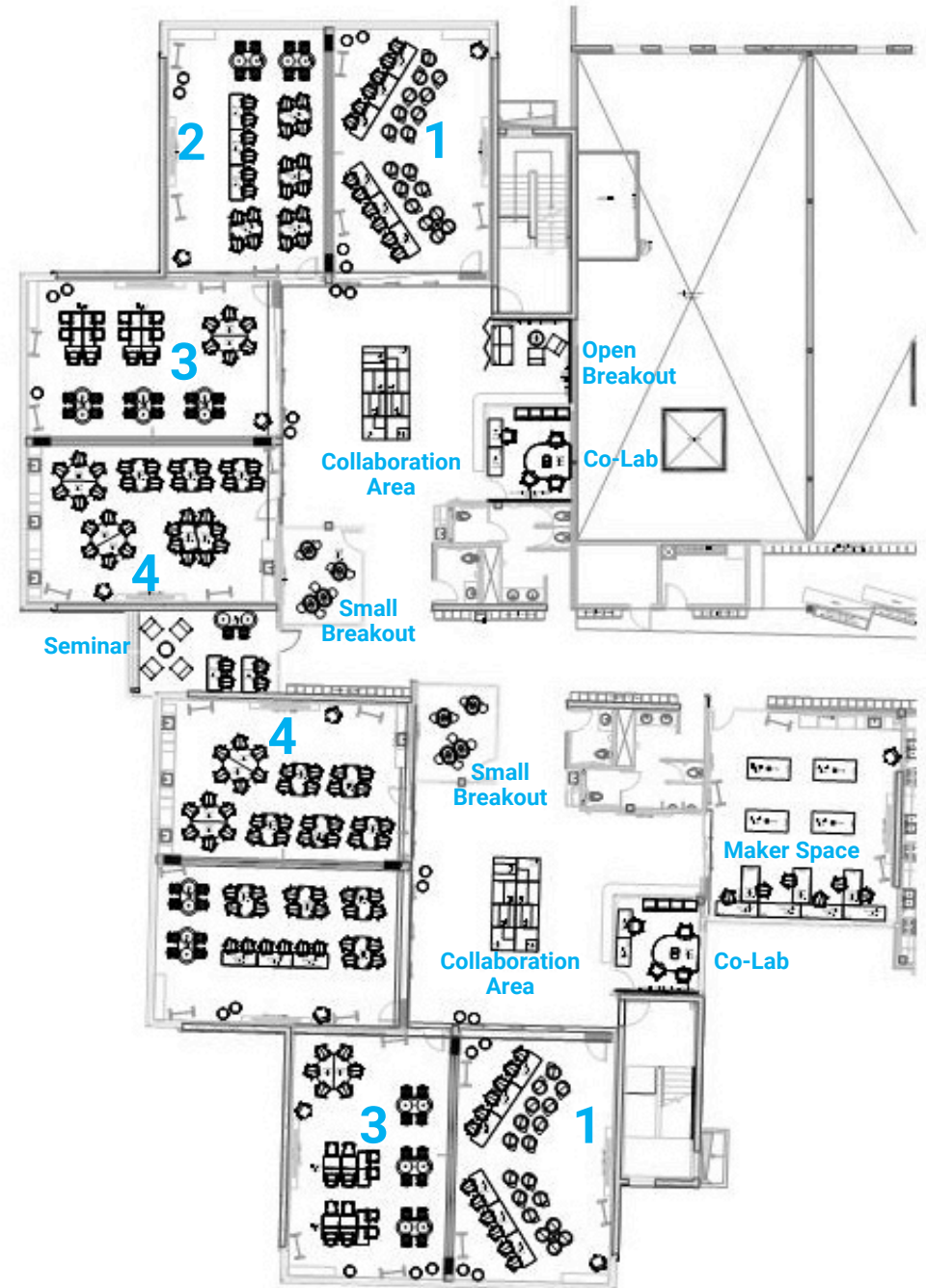
Enable digital citizenship, support access to information and demonstrations of learning.



**First 21st Century
School Design for
Surrey, BC**

All New: Now What?

New Principal
All new educator hires
New building design
First “21st century building”
Interior design to support active learning
Research-guided design principles for interiors
How can teachers ‘learn’ to navigate?



Typical Learning Suite



Gathering Room



Learning Commons



CANADA

10 provinces

- British Columbia
- Alberta
- Saskatchewan
- Manitoba
- Ontario
- Quebec
- Newfoundland and Labrador
- Nova Scotia
- New Brunswick
- Prince Edward Island

3 Territories

- Nunavut
- Northwest Territories
- Yukon



Small Breakout



Learning Pods

Workshop: **Pedagogy of Place© / Professional Development**



CRITICAL THiNKING METHOD

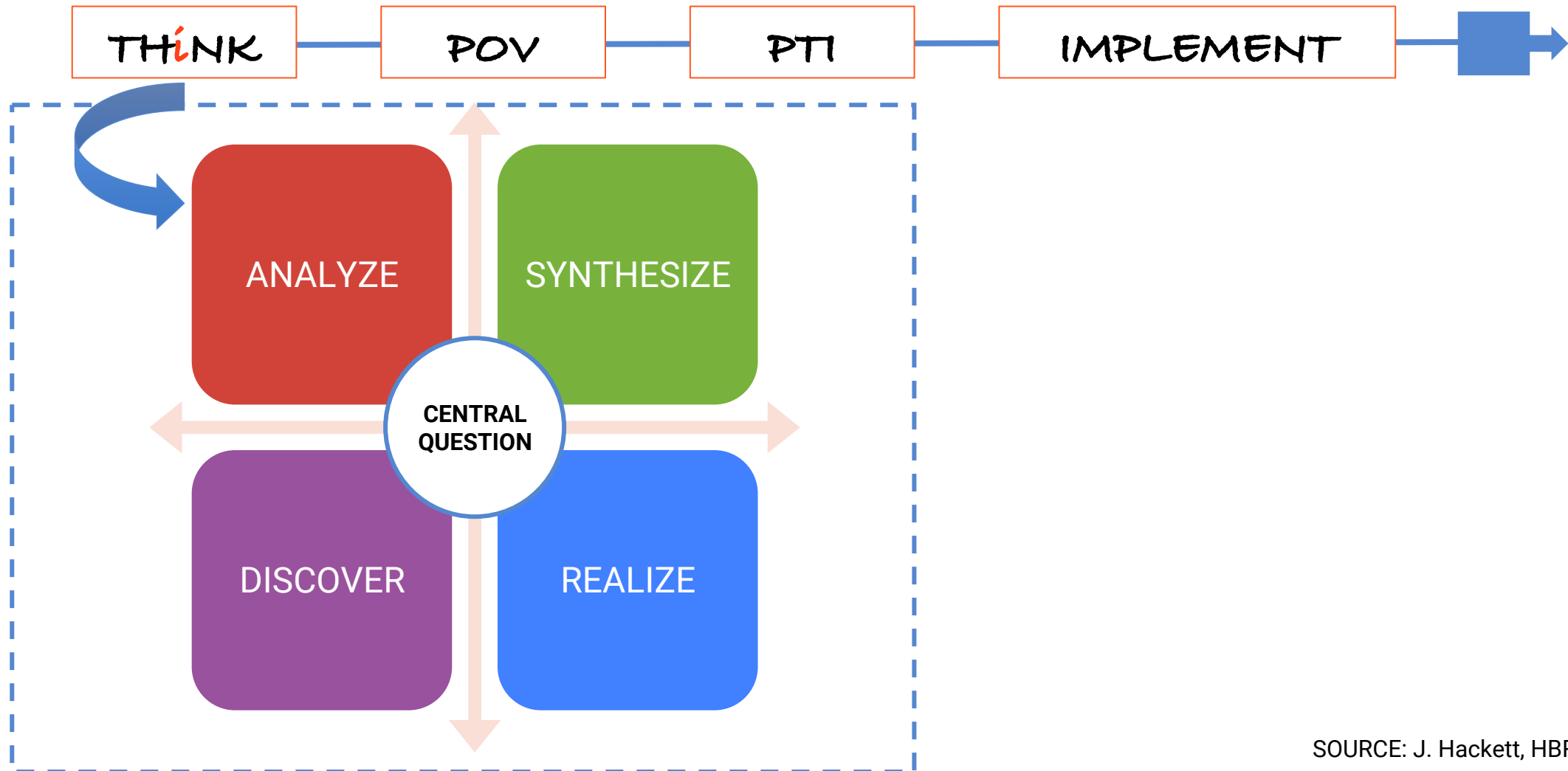


why this workshop?

To assist teachers as leaders of learning to understand how to balance “doing” with “thinking”; find a common language using the Critical Thinking Methodology.

By Using the....

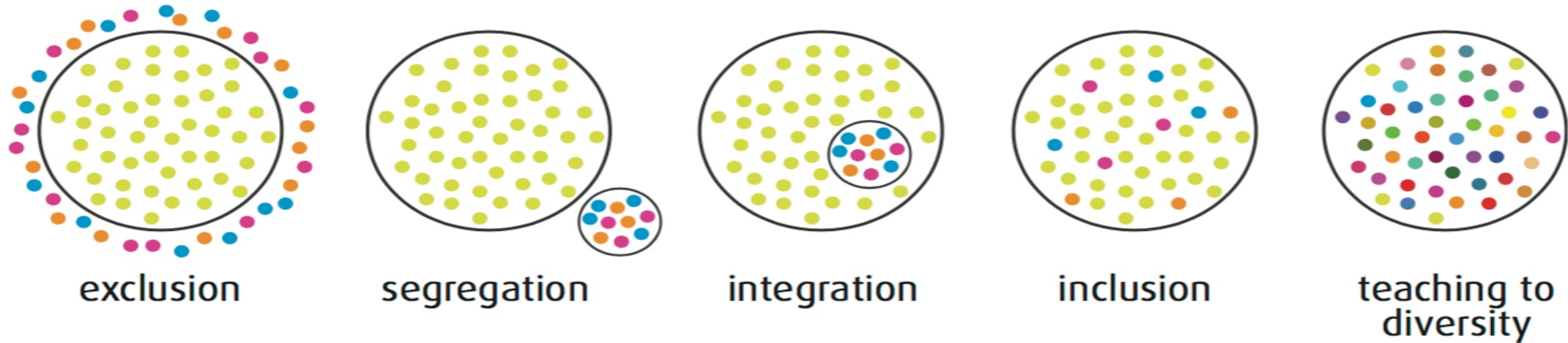
CRITICAL THINKING METHODS' THiNK FRAMEWORK



SOURCE: J. Hackett, HBR, 2007

FOCUSED ON THE OPPORTUNITY [CENTRAL QUESTION]

How might we collegially develop a co-teaching and learning culture focused on an active- content-enriched, inclusive learning experience for ALL learners, with the motivation to have each individual learner 'own' his / her own knowledge and be academically engaged successfully in his / her learning processes?



why
did you come here
[Salish]?

- Something new
- Hard to change, easier when you start fresh
- Works with the new curriculum

SPECIFICALLY THE PROCESS INCLUDED...

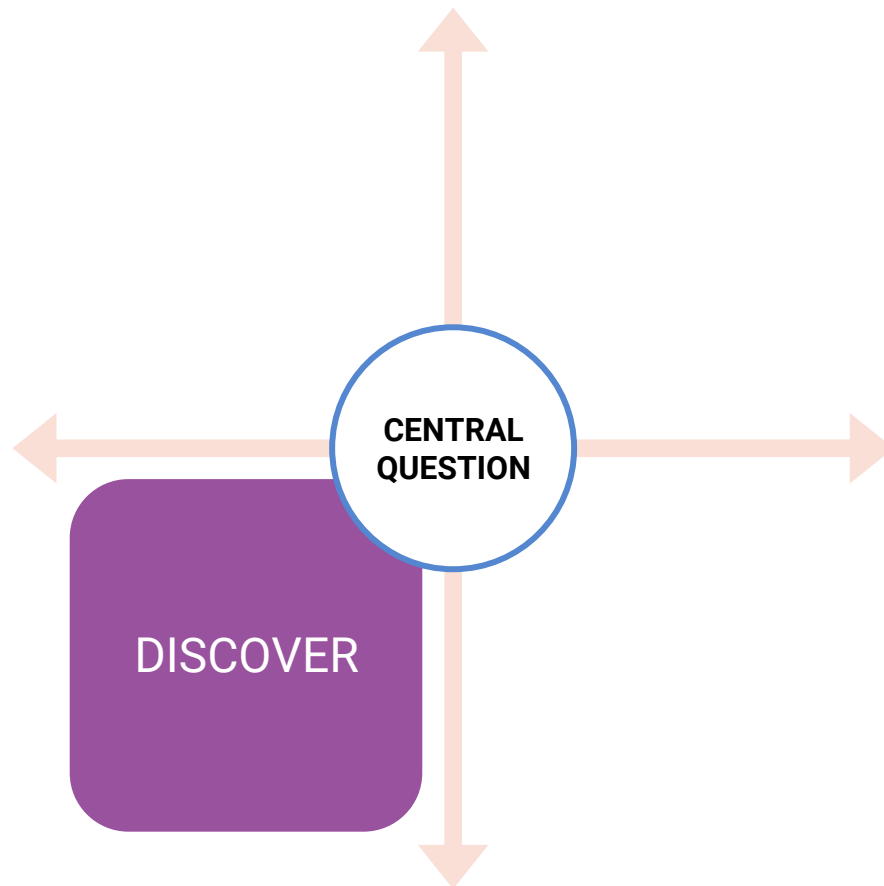
- Reading the pre-workshop DISCOVERY articles and come prepared to add and question
- Pondering and sharing
- Using the Central Question to frame ongoing objectives and goals
- Applying appropriate analysis activities
- Engaging in insightful synthesis activities to derive key insights
- Roll playing the solution against 'user' desirability
- Maximizing the creativity of the team
- Leveraging the diversity of the membership of the team.

CRITICAL THINKING METHOD

THiNK FRAMEWORK

GOAL

- **You were asked to Ponder**
...to read 'homework' information and recognize the purpose and the challenge of the Central Question deeply on your own.



THiNK

©INSYNC 2015

SHARING THOUGHTS / WORKING THROUGH ISSUES...

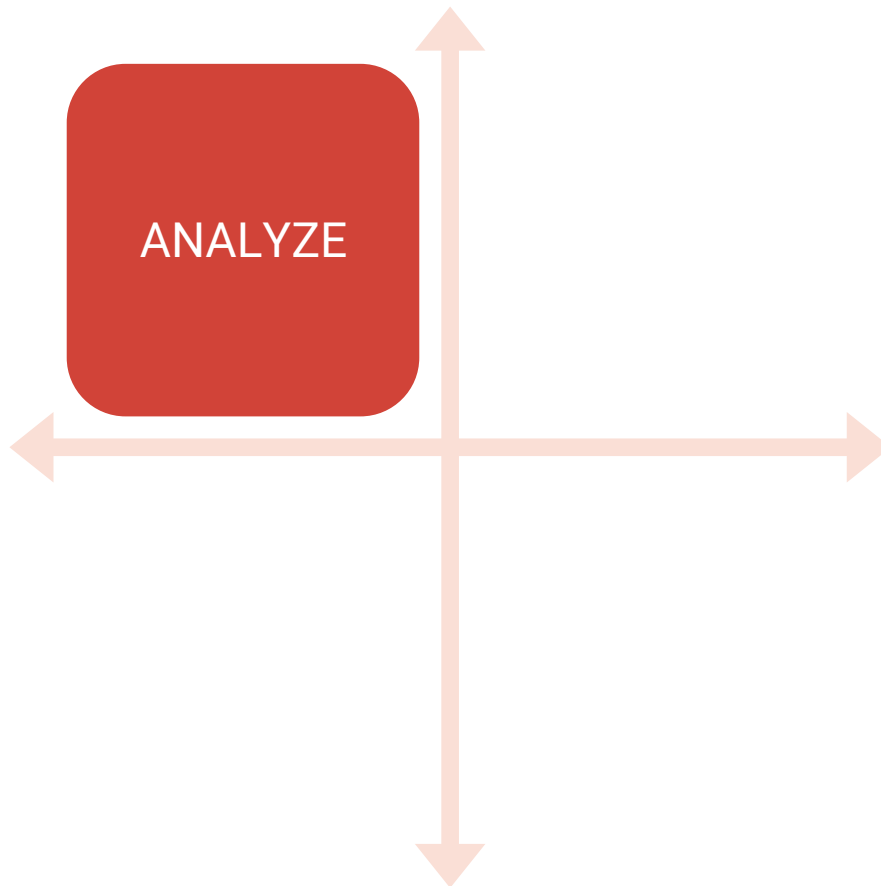


Modeling the active learning experiences through teaching as facilitators of learning processes

CRITICAL THINKING METHOD

THiNK FRAMEWORK

GOAL



- A small group session
- Ideas began to emerge
- Thoughts shared and explored via a post-it-note review/ expression process
 - ✓ Share Small Group Findings
 - ✓ Document these as a summary of the research, conclusions and possible options
 - ✓ Share in whole group

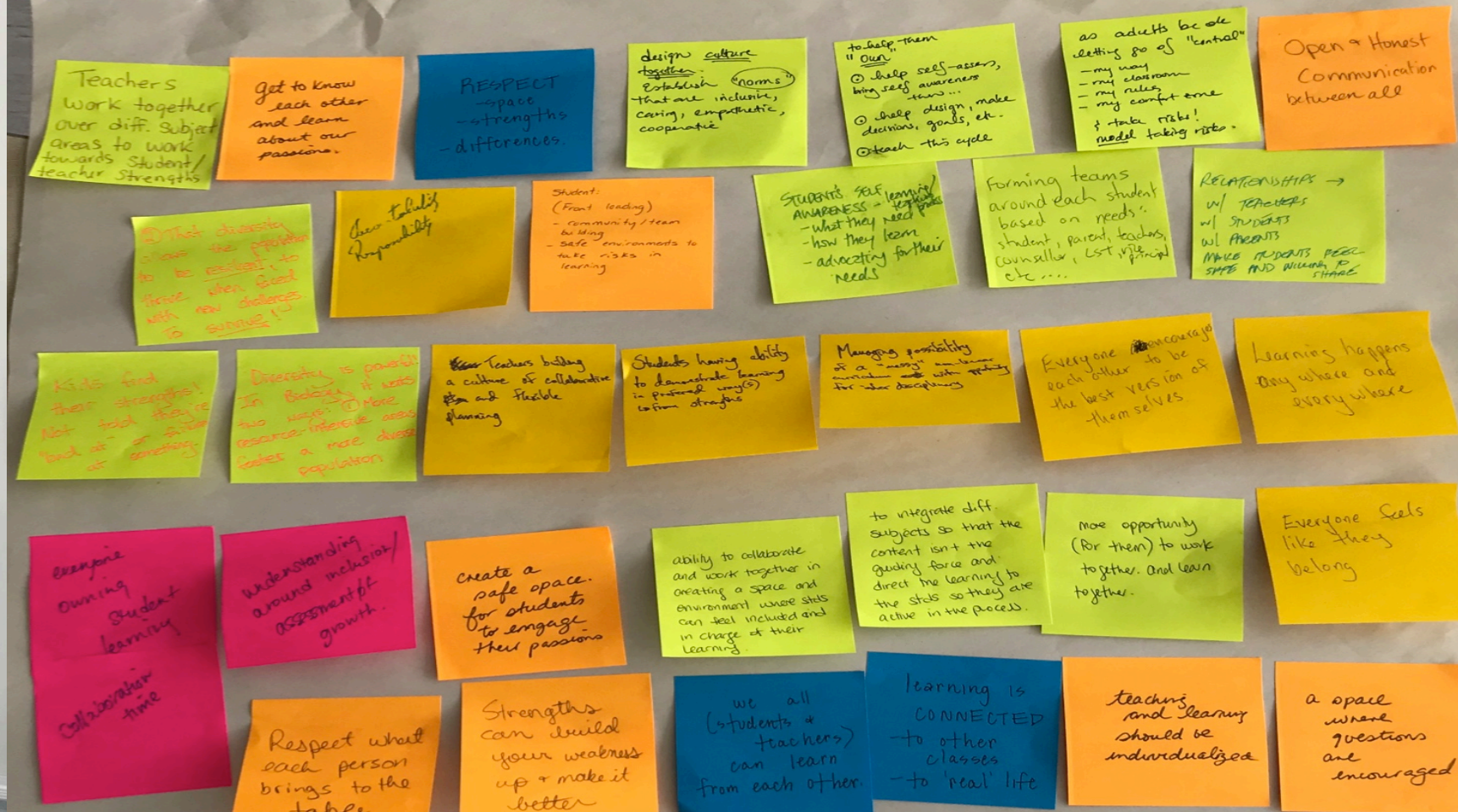
THiNK

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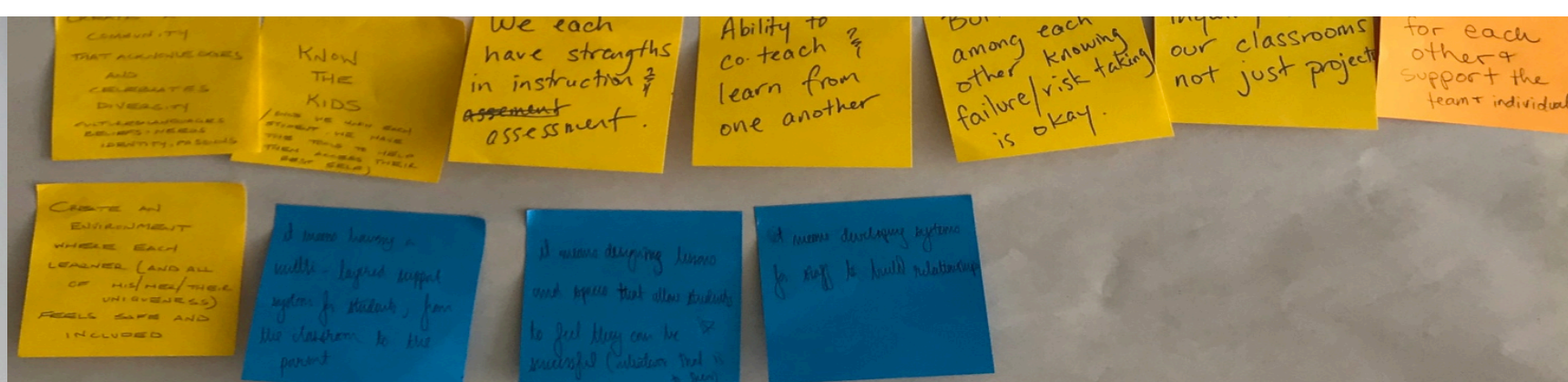
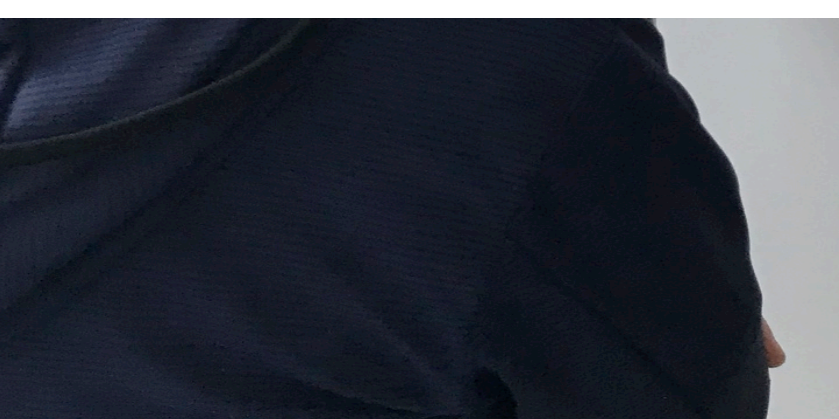


WORKING HARD / CHALLENGING THE STATUS QUO





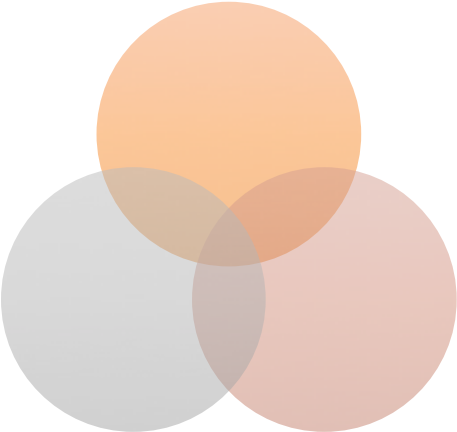
FINDING THE WORDS



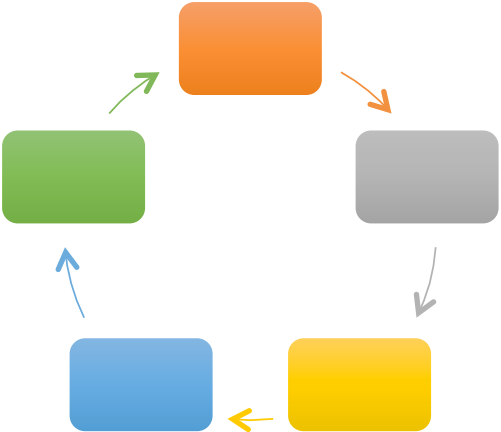
[illegible]

DIAGRAM IDEAS

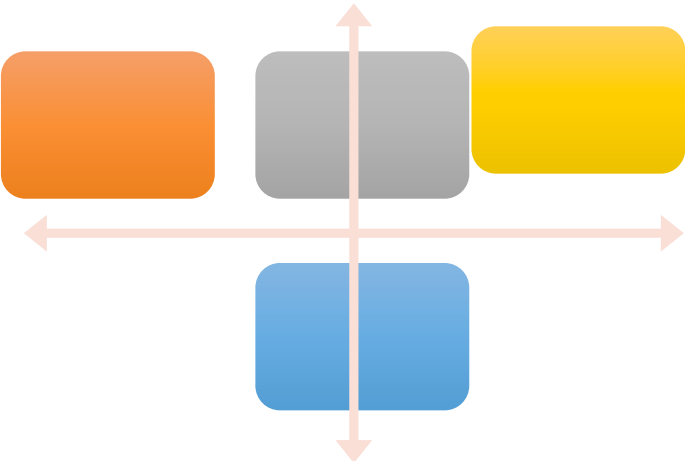
VENN



CYCLE

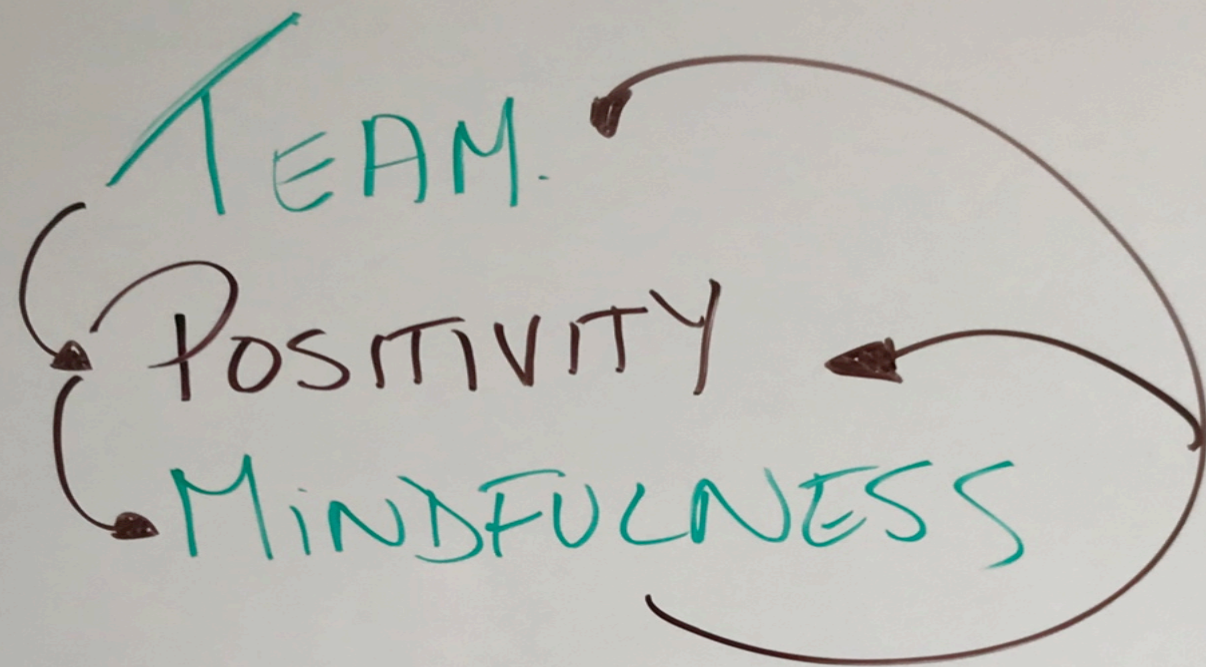
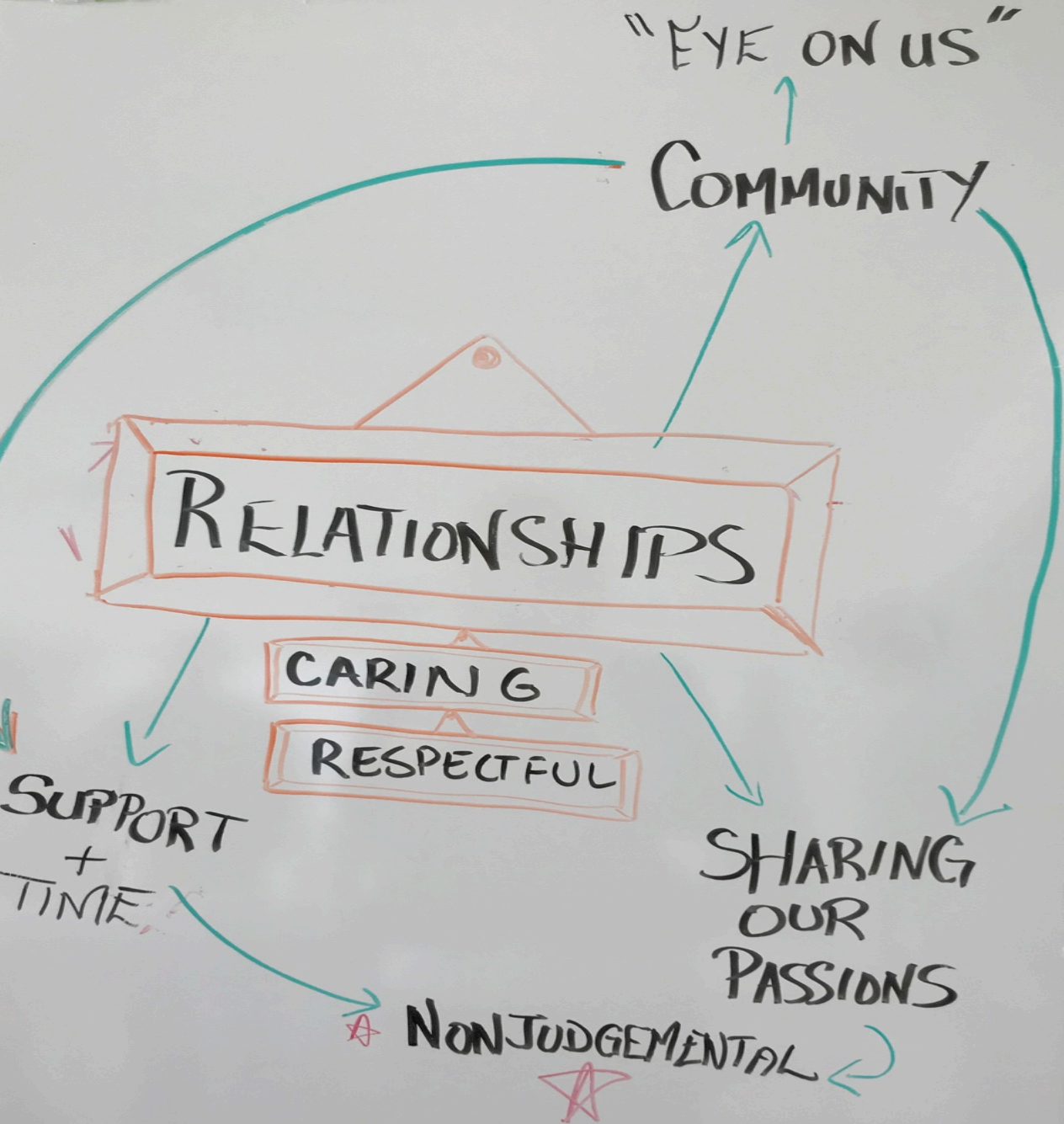


2X2

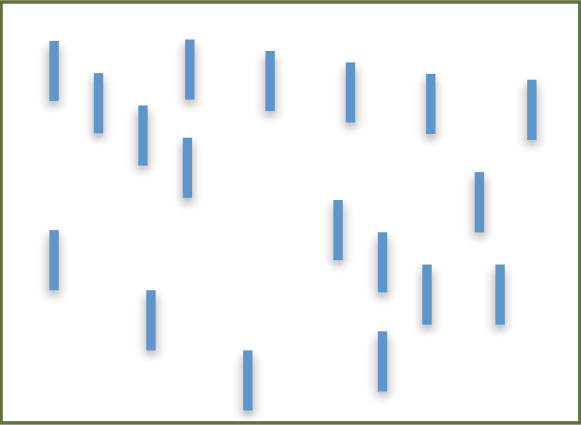
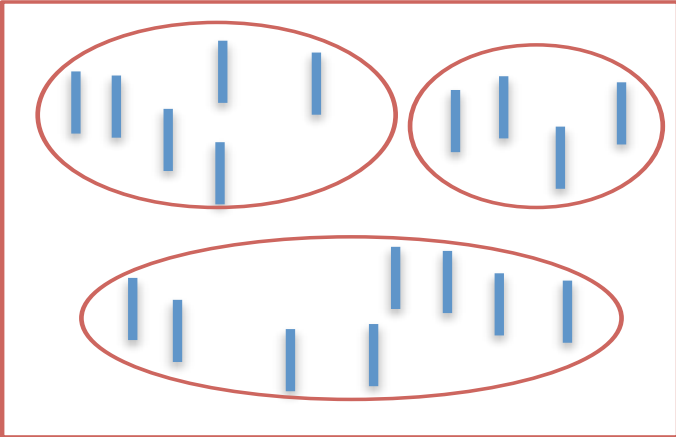
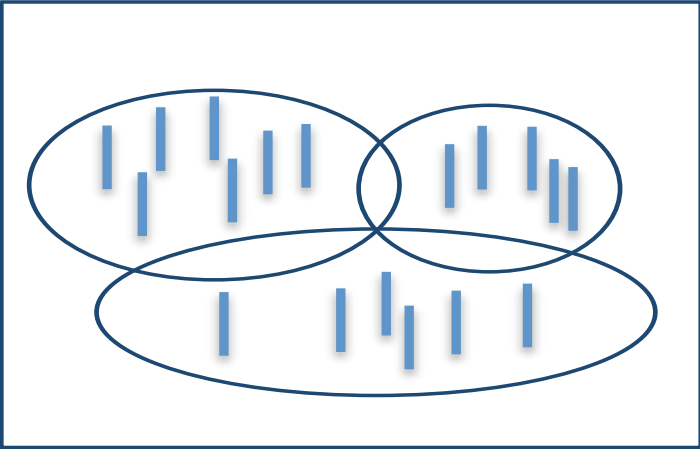


MIND MAP





MOVED FROM D TO A NOW TO S / GETTING TO INSIGHTS.

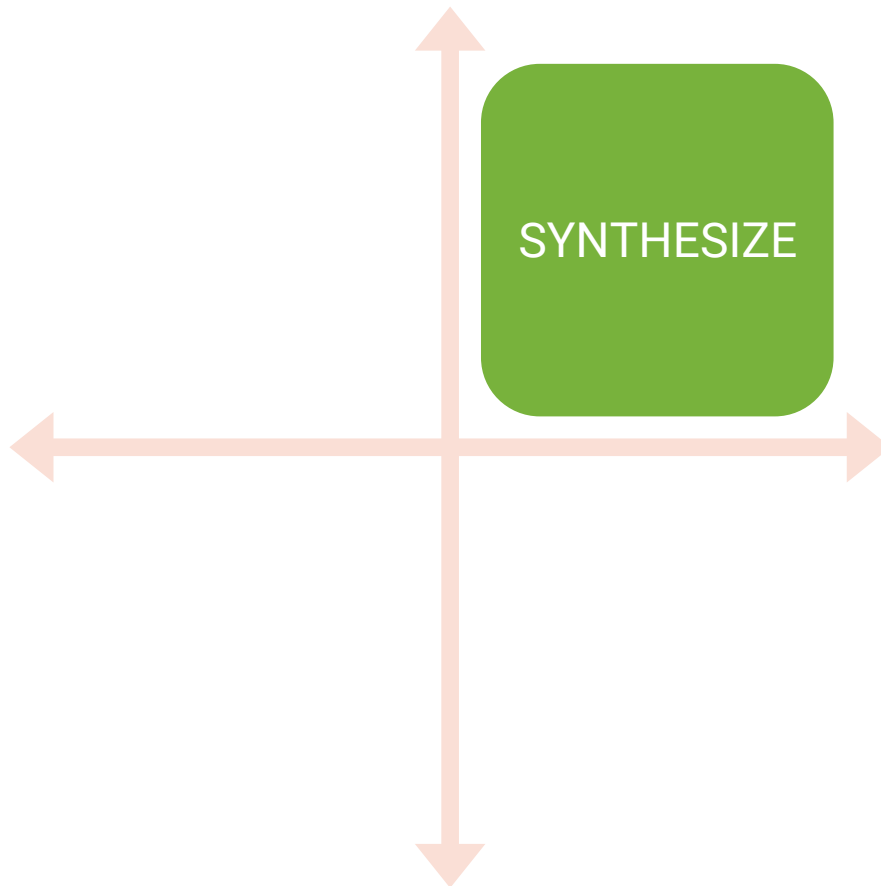
DISCOVER	ANALYZE	SYNTHESIZE
		
Data & Information	Patterns	Insights
What did you learn from the data? Not your interpretation of information.	Repeated observations or many data sets that are related and validate one another. Not your interpretation	So what? Regarding the patterns. Can you do something of value to address the patterns?

THiNK

CRITICAL THINKING METHOD

THiNK FRAMEWORK

GOAL

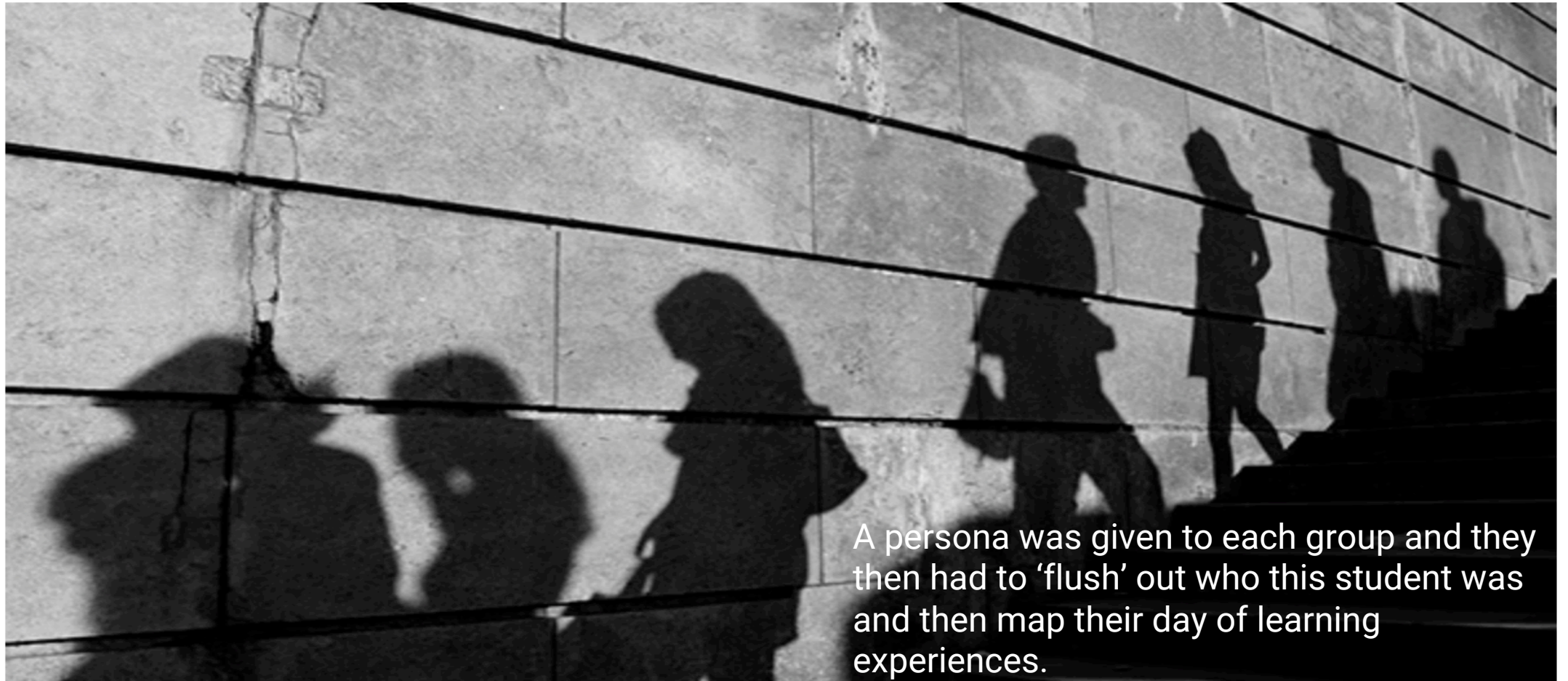


- Use the DISCOVER & ANALYZE segments' findings to influence SYNTHESIS segment
- Participate in 'Day-in-the-life-of' student exercise
- Questions:
 - ✓ How might this information change the way we execute our teaching strategies?
 - ✓ How might lesson designs, instructional delivery, and learning tools look like to support this student day?
 - ✓ What does teaching and learning look like in specific settings?
 - ✓ How do we use the new classroom designs?

THiNK

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DAY-IN-THE-LIFE-OF A STUDENT

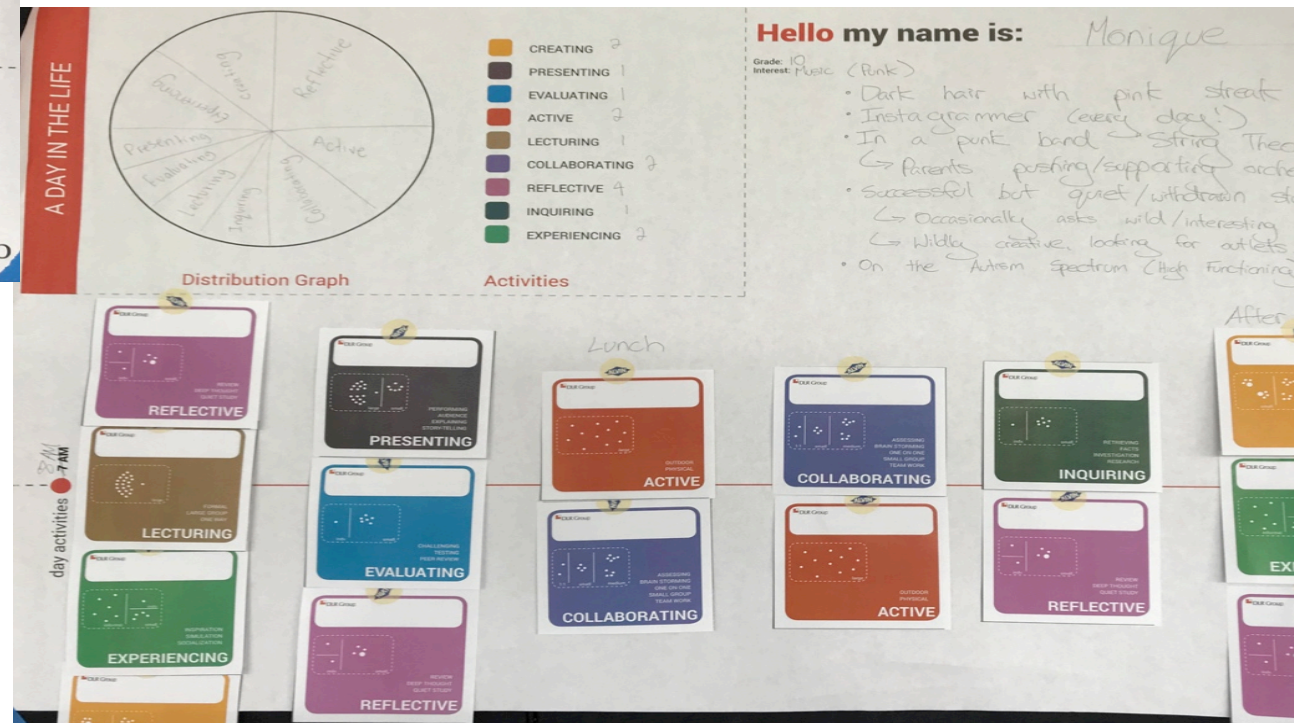
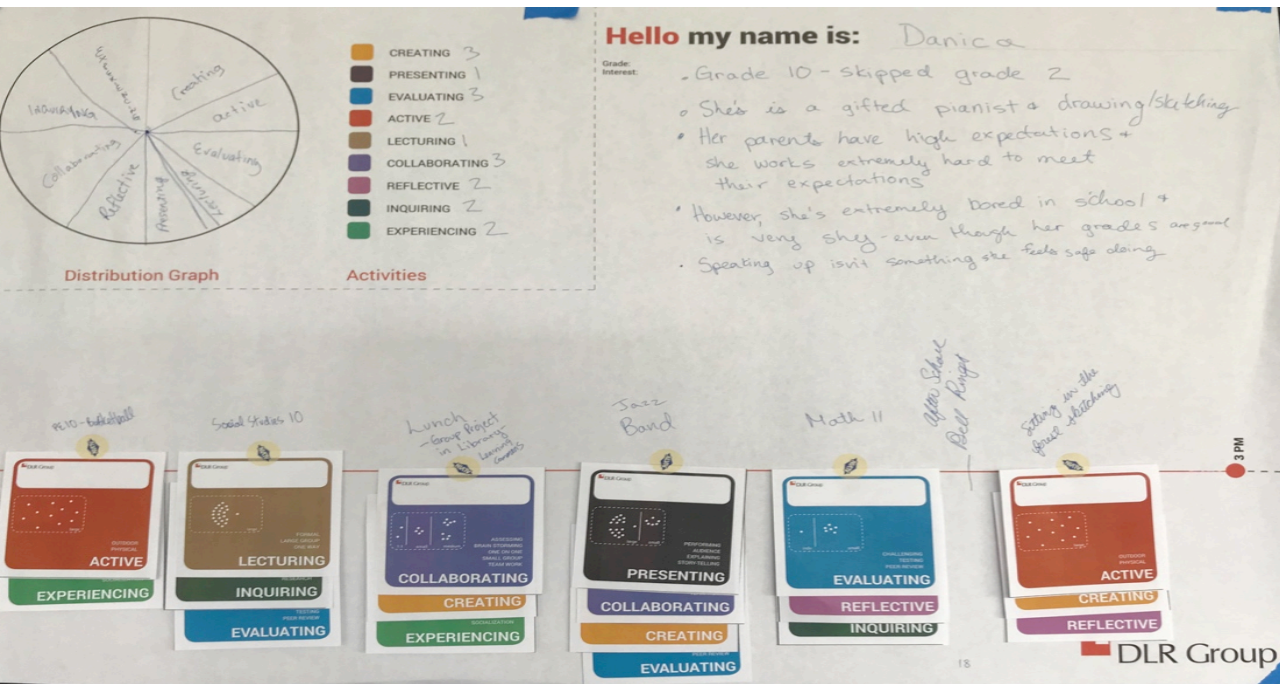


A persona was given to each group and they then had to 'flush' out who this student was and then map their day of learning experiences.

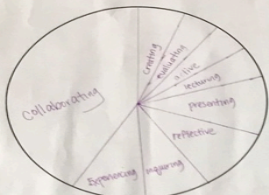
DAY-IN-THE-LIFE-OF A STUDENT



OBSERVATIONS ON EXERCISE...



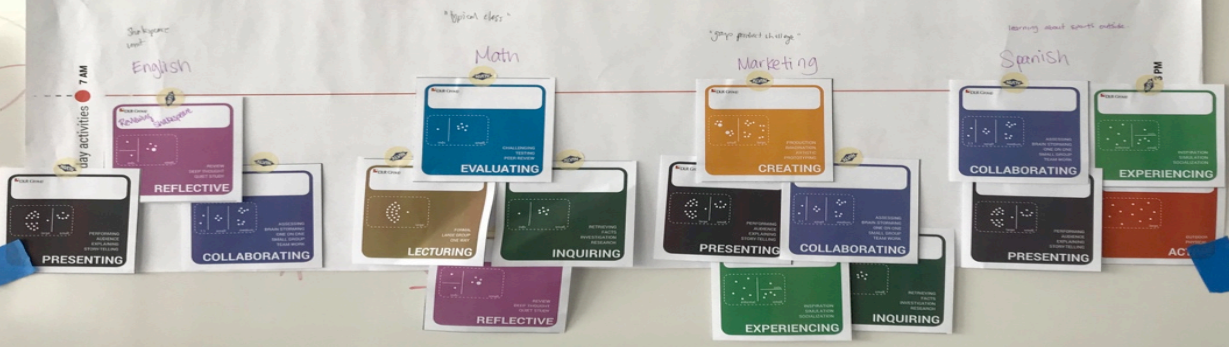
A DAY IN THE LIFE



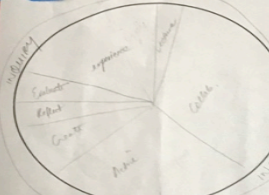
- CREATING
- PRESENTING
- EVALUATING
- ACTIVE
- LECTURING
- COLLABORATING
- REFLECTIVE
- INQUIRING
- EXPERIENCING

Hello my name is: Araceli

computer science
business
entrepreneur
works freelance
pitching her products to Dragon's Den.
likes technology
Strong social media presence



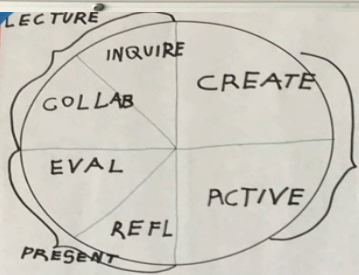
A DAY IN THE LIFE



- CREATING
- PRESENTING
- EVALUATING
- ACTIVE
- LECTURING
- COLLABORATING
- REFLECTIVE
- INQUIRING
- EXPERIENCING

Hello my name is: HAN

- I am from Germany
- I am 14 year old boy
- English is not my first language
- I am an exchange student
- I live with a homestay family
- I love all sports.

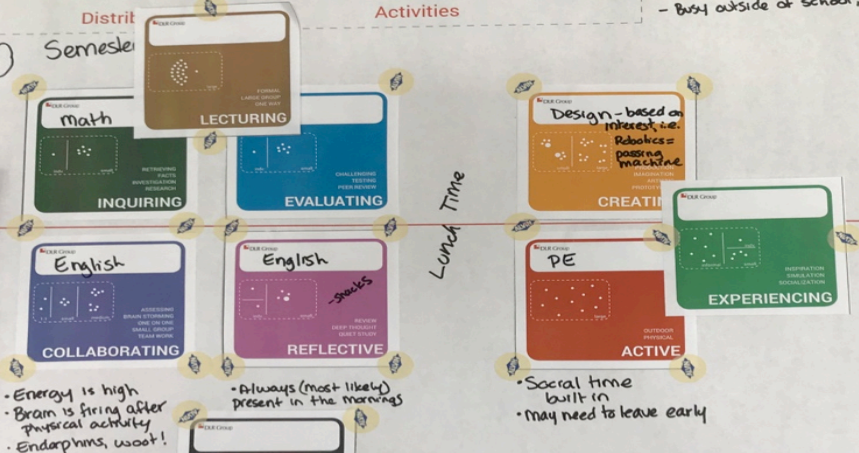


- CREATING
- PRESENTING
- EVALUATING
- ACTIVE
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- REFLECTIVE
- INQUIRING
- EXPERIENCING

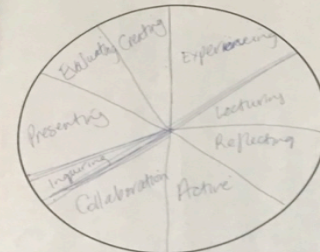
Hello my name is: Jairo

Grade: 9
Interest: Hockey ! Goal: attain hockey scholarship

- Plays school + community hockey; main focus in life
- Highly skilled
- Rushes school work, but manages his time to complete tasks
- Connected with school community
- Skills: time management, collaboration, self-regulation, soccer
- Goal-oriented; growth mindset
- Needs formative feedback
- Works on a team -> belonging
- Busy outside of school, may be tired



A DAY IN THE LIFE

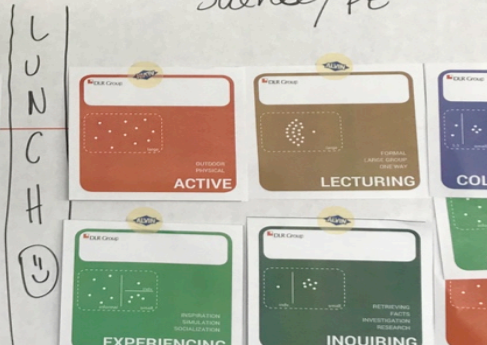
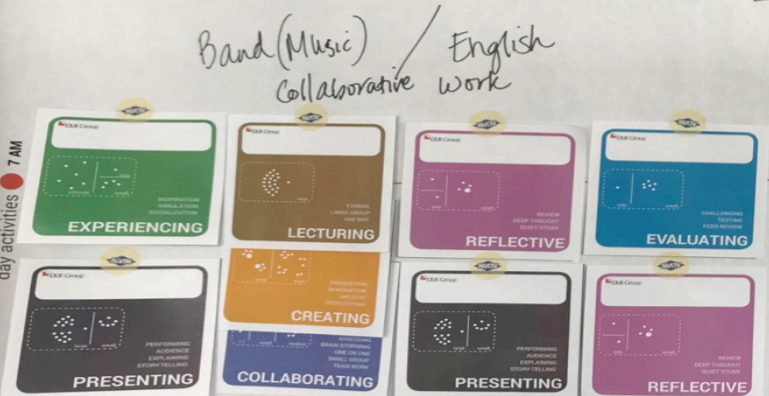


- CREATING
- PRESENTING
- EVALUATING
- ACTIVE
- LECTURING
- COLLABORATING
- REFLECTIVE
- INQUIRING
- EXPERIENCING

Hello my name is: FRANK

Grade: 9
Interest: Music - guitar
likes to skateboard; often at park
Reading - graphic novels
- fantasy
- Sci-fi

Youngest of 4 siblings
family is homeless
oldest brother dropped out of school to support family
gaps in learning
7th school in 3yrs
1 parent



OBSERVATIONS

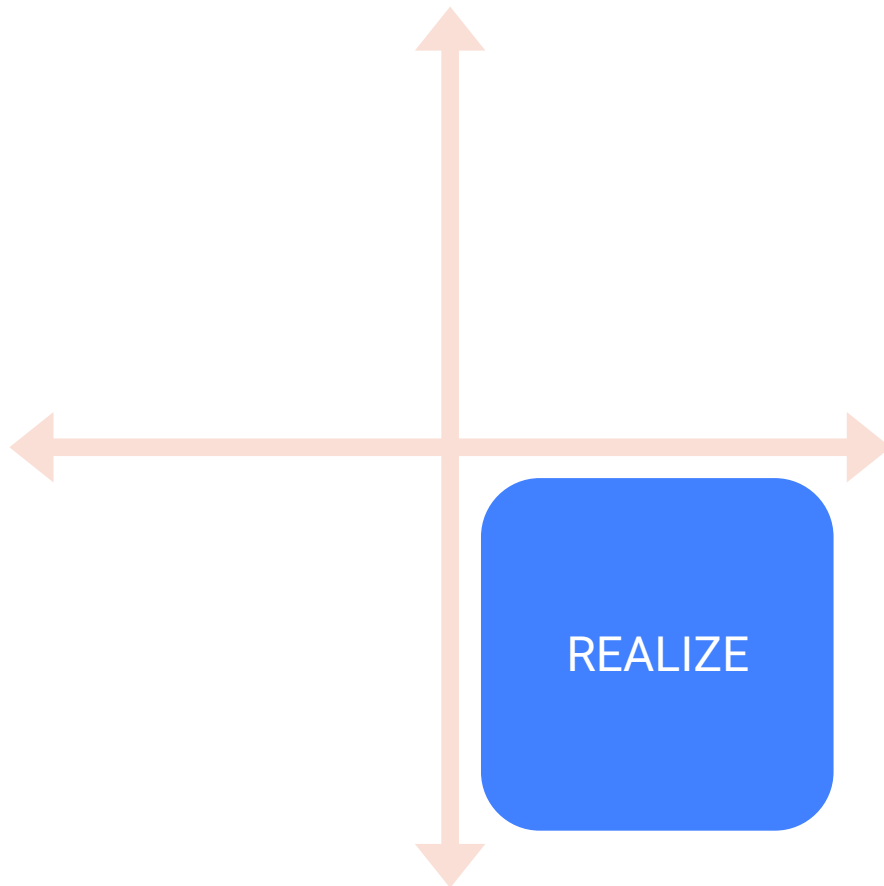
From facilitators' perspectives: Overall group is just at the beginning stage of 'owning' the idea of active learning principals and teaching strategies. This exercise highlighted the lack of awareness and real preparation needed to:

- (a) co-teach
- (b) understand what working in this kind of culture will ACTUALLY mean, and
- (c) use space as a tool integrating the learner's experience as part of the teaching and learning strategy for a day/a week/a year....
- (d) It also became known that some early adopters were mostly ready to go; but many are not and are really struggling with what this new situation will mean for them – lots of coaching needed and many checks.

CRITICAL THINKING METHOD

THiNK FRAMEWORK

GOAL



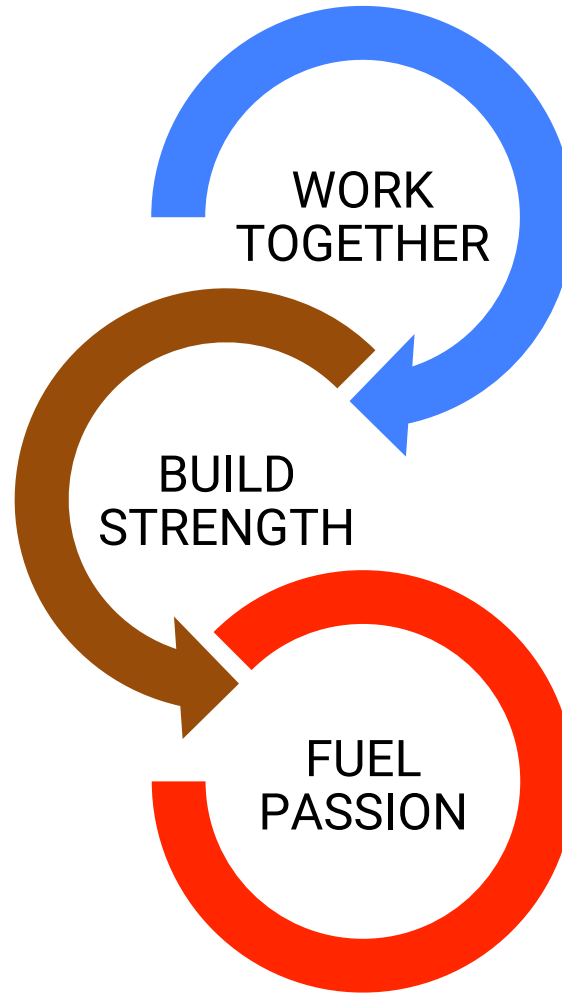
- We begin to develop in the **REALIZE** segment our synthesis of the Central Question – small group
 - ✓ Design...
 - 3 practices you KNOW you are excited to utilize in the new learning culture
 - 2 practices or areas you want to LEARN more about
 - 1 practice you WONDER if you will stop doing because of the new learning environment
 - How would we describe our desired 'future state' for the school as it relates to this opportunity?

THiNK

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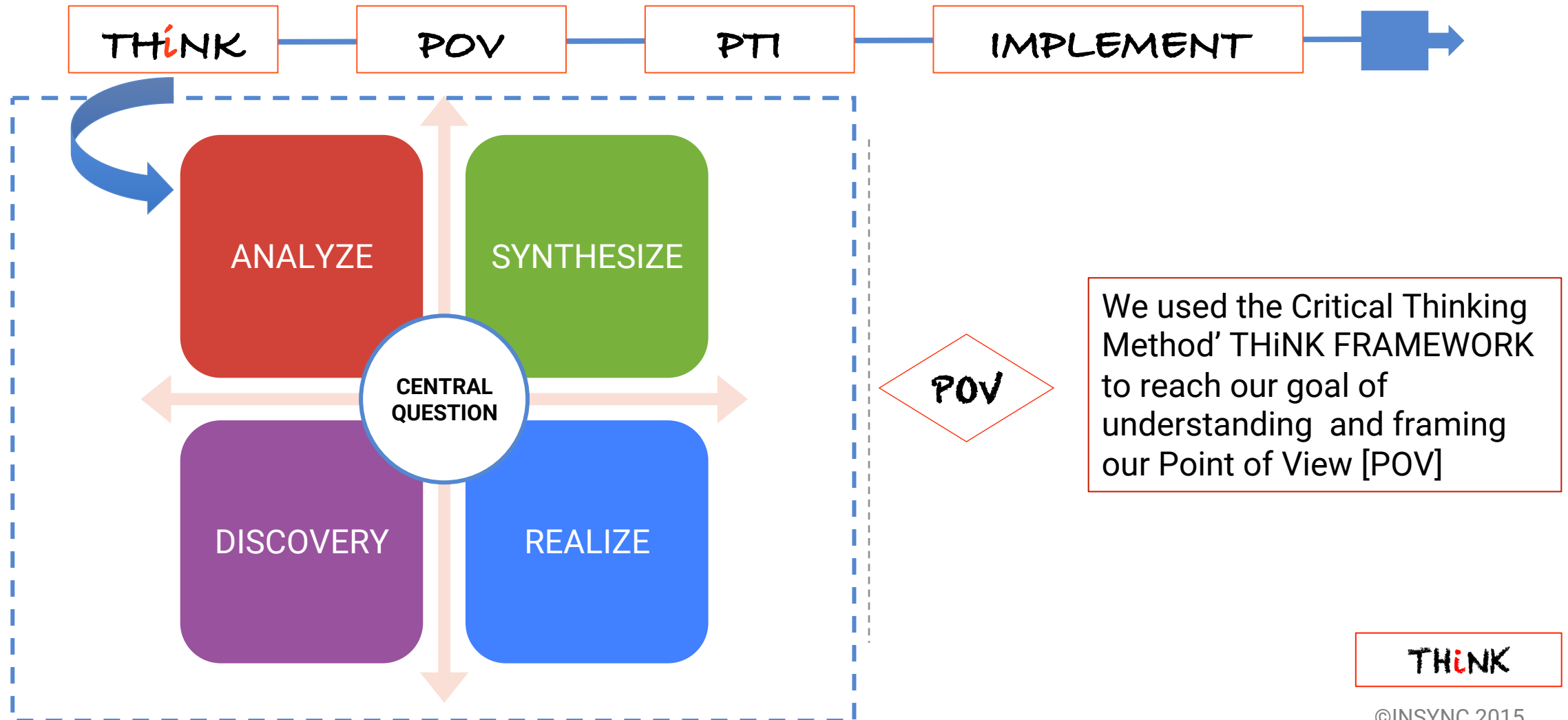
POINT OF VIEW [POV]:

Language and ethos for moving forward



By Using the....

CRITICAL THINKING METHODS' THiNK FRAMEWORK



THiNK

Learning Pod





Learning Pods – Various Configurations



Learning Pods – Various Configurations

Life at Salish Secondary





THANK YOU!



THANK YOU

