

## D225 Learning Spaces

# Board of Education Tour

## Details

*Who:* Board of Education Members

*Where:* Glenbrook South Principal Conf Room

*What:* Immersive experience within D225 learning space prototypes

*When:* May 8, 2018 7:45-8:00 Arrive at GBS in the Main Office and Receive Information Packet

## Tour Details

### Tour Group One - Rosanne

### Tour Group Two - Ryan

Classroom Visit One: 8:00-8:15 World Language  
**Prototype A Room 426:** Matt Bertke

Classroom Visit One: 8:00-8:15 Social Studies  
**Prototype E Room 224:** Nick Morley

Classroom Visit Two: 8:15-8:30 Social Studies  
**Prototype E Room 224:** Nick Morley

Classroom Visit Two: 8:15-8:30 English  
**Prototype H Room 280:** Katie Klahn

Classroom Visit Three: 8:30-8:45 English  
**Prototype H Room 280:** Katie Klahn

Classroom Visit Three: 8:30-8:45 World Language  
**Prototype A Room 426:** Matt Bertke.

Classroom Visit Four: 8:45-9:00 Special Ed  
**Prototype H Room 463:** No Class

Classroom Visit Four: 8:45-9:00 Special Ed  
**Prototype H Room 463:** No Class

## Design Drivers [Why behind the What]

### Learning/Pedagogy

### Well-Being

1. Supports teachers in student-centric environments that reflect HOW students want to learn
2. Encourage peer-to-peer teaching and learning
3. Provide for student and faculty comfort
4. Inspire the free exchange of ideas
5. Support diverse learning styles

1. Foster Optimism: creativity and innovation
2. Encourage Mindfulness: Fully engaged
3. Support Authenticity: Really yourself
4. Provide Belonging: Connect to others
5. Inspire Meaning: A Sense of purpose
6. Support Vitality: Get-up-and-go



## Background

*"Space tells us, without saying a word, without saying anything, it tells us what we are supposed to be doing, what we are allowed to do, and what we are not allowed to do. If you want to create social interaction and community, you have to create spaces that say, 'this is a community!'"*

Our journey in learning spaces began in 2015-2016 exploring the "What" through various manufacturers of furniture. This provided us a great opportunity to fail forward and reframe the conversation around "Why": behaviors, mindsets, and skills needed to design and meaningful use learning spaces. During the 2016-2017 academic year, we took the lessons learned from the previous year and explored the manufacturer that anecdotally emerged as the leader in the "what". This confirmed our interest in working with this organization because of their ability to work with us on the intersection of "why" and "what" including professional development, design, wellness, and active learning.

Beginning in the summer of 2017-2018, we immersed ourselves in understanding the breadth and depth of space design. This led to the formation of a learning space team of teachers, instructional supervisors, and instructional leaders. Using Design Thinking as the driving process, this group immersed in the study and design of spaces:

1. discovery work around the learning and well-being drivers that shaped a framework for designers and researchers to develop our prototype classrooms for this year
2. immerse two day exploration of human-centric environments: the intersection of wellness, people, space, and learning with some of the leading researchers and thinkers in neuroscience, creativity, psychology, design thinking, active learning, and wellness
3. Empathy building and ideation work leading to three rounds of prototyping
4. Testing phase of prototypes leading to final adjustments to designs for implementation

## Purpose not Preference

To return to the opening quote, we ask that you to think about the following questions on your tour staying grounded in questions of "why" and "purpose" over preference statements of "I like/dislike"

1. What is the body language of each classroom? Our classrooms? Our hallways? Our schools?
2. What do our spaces tell our students and staff about a) what they are supposed to be doing, b) what they are allowed to do, c) what they are not allowed to do, and d) what they are ENCOURAGED to do?
3. How do these spaces foster and support the 4Cs, social-emotional growth, mindfulness/focus, and both Identity and Mindsets development (school goals)?
4. How can we create spaces that promote the six dimensions of well-being: Mindfulness (fully engaged), Authenticity (really yourself), Belonging (connected to others), Meaning (sense of purpose), Optimism (fostering creativity and innovation), and Vitality (get up and go).
5. How well do our spaces create an energy and vibe that leaves students and staff healthier at the end of the day than at the start of the day?

