



*Whyalla  
Secondary  
School*

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**Dear  
Architect...**

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# Calling all designers...

What's in store if you work with us?

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## Dear Architect

Why is our letter to our designers so important?

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## A common language of space

Space is never just about the physical environment - it's about how we change the way we learn, teach and work, too.

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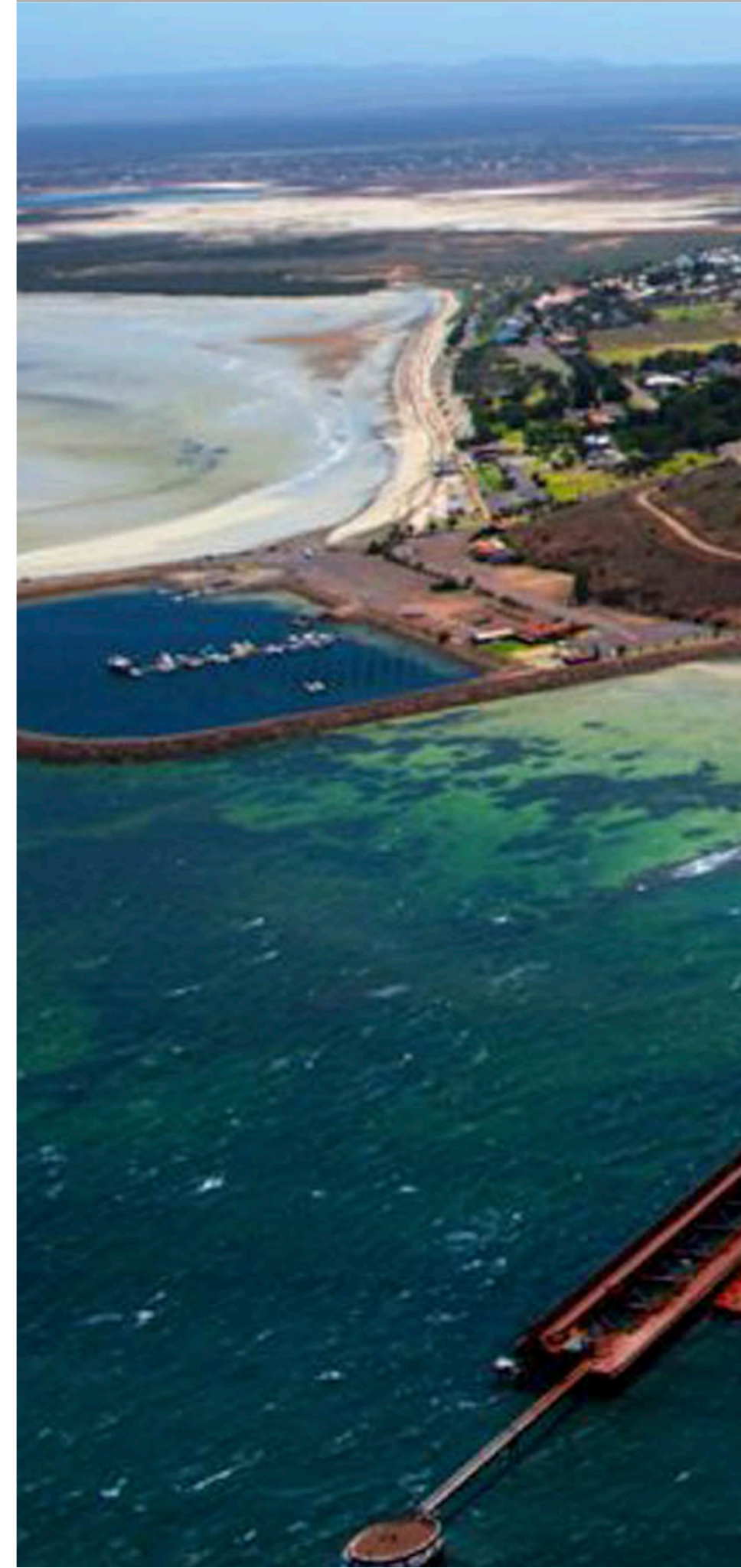
## A vision for 2022

Our teachers and students have strong ideas of what secondary education in Whyalla looks like.

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## Three things to remember with your designs for learning

What have our prototypes shown us about our future learning environment?







## Dear Architect...

Each partner in the design process - teachers, students, parents and architect alike - is limited by their own knowledge of what is possible in space design, in learning and what external inspirations might influence their attitude to future educational possibilities.



A student whose prior design experience might be limited to Minecraft will find unexpected inspiration for space design when we bring in their personal passions on music, film or sport.

A teacher whose prior teaching and learning experience has been limited by the types of space in which (s)he has taught, will find it harder to envision a new type of teaching or learning if the space were totally different.

And the time that is spent understanding how a learning community wants to grow will affect how deeply an architect really 'gets' what might be possible here in Whyalla compared to their last job.

We spent time working with the youngest students through to those who are about to leave the school. We spent evenings with staff and parents, and workshopped with teachers to explore the kinds of approach they would like to take.

We were inspired by the journey undertaken by Walker Technology College in England, with their original "Dear Architect" brief (<http://bit.ly/2pRVxR2>). It doesn't tell designers what kind of space to design, but rather represents the conclusion of a journey to explore the kind of teaching and learning the school community wants to see.





Crucially, we did not just ask people what kind of learning environment they wanted to see. Instead, we asked them what they wanted to do, hear, say, think and feel.

We're doing really well already. But we have a culture where we always try to become better. To make it as clear as possible what we want, without 'playing' at being architects, we sought to answer two big questions:

“In what ways do we aspire to learn (even if we're not quite there yet)?”; and

“How might we design a space that amplifies those practices, a space that helps rather than hinders our ongoing efforts to become even better?”

## WHAT'S WRONG WITH JUST FOLLOWING THE TRIED AND TESTED PATH?

Until now, prototyping the complexity of a whole new school environment has been tough. So, architects and school communities have done little more than guess at what might work, based on prior experiences and untested ideas for the future.

We want to reinvigorate our learning spaces. But we also know that there are some traps we'll need to be careful to avoid in the process:

- the involvement of the community gets restricted to a few workshops or surveys, where we get asked for our wishlists and ideal worlds, the assumption being that anyone knows what they want, need or what is possible;
- the use of traditional processes that are largely based on what has been done in teaching and learning, not what the school aspires to do in the future with its teaching and learning;
- new spaces end up feeling more like a “marketisation” of the school for its brochure, rather than an amplification of the teaching and learning approaches that the school has chosen;
- the new design gets based on what the teachers and architects have seen elsewhere, leading to an incrementally different school rather than a school



that feels genuinely unique (because it hasn't been designed from the blueprint of another school);

- the architect's understanding of the school's approach to the teaching and learning is limited by the capacity of the staff and students to express the secret sauce of the school in a meaningful, jargon-free way.

## **SO WHAT HAVE WE DISCOVERED? WHAT DO WE WANT?**

There are three key things we've learned as a community, which we cover in much more detail later on:

### **Inspirational, filled with opportunity**

We want inspiration on every corner: let's become a destination for creativity, sports, science and lots more besides.

### **A positive footprint**

We are proud of our heritage and try to instil the values of our area in every student: steely, vibrant and plenty of grit.

### **A community that connects**

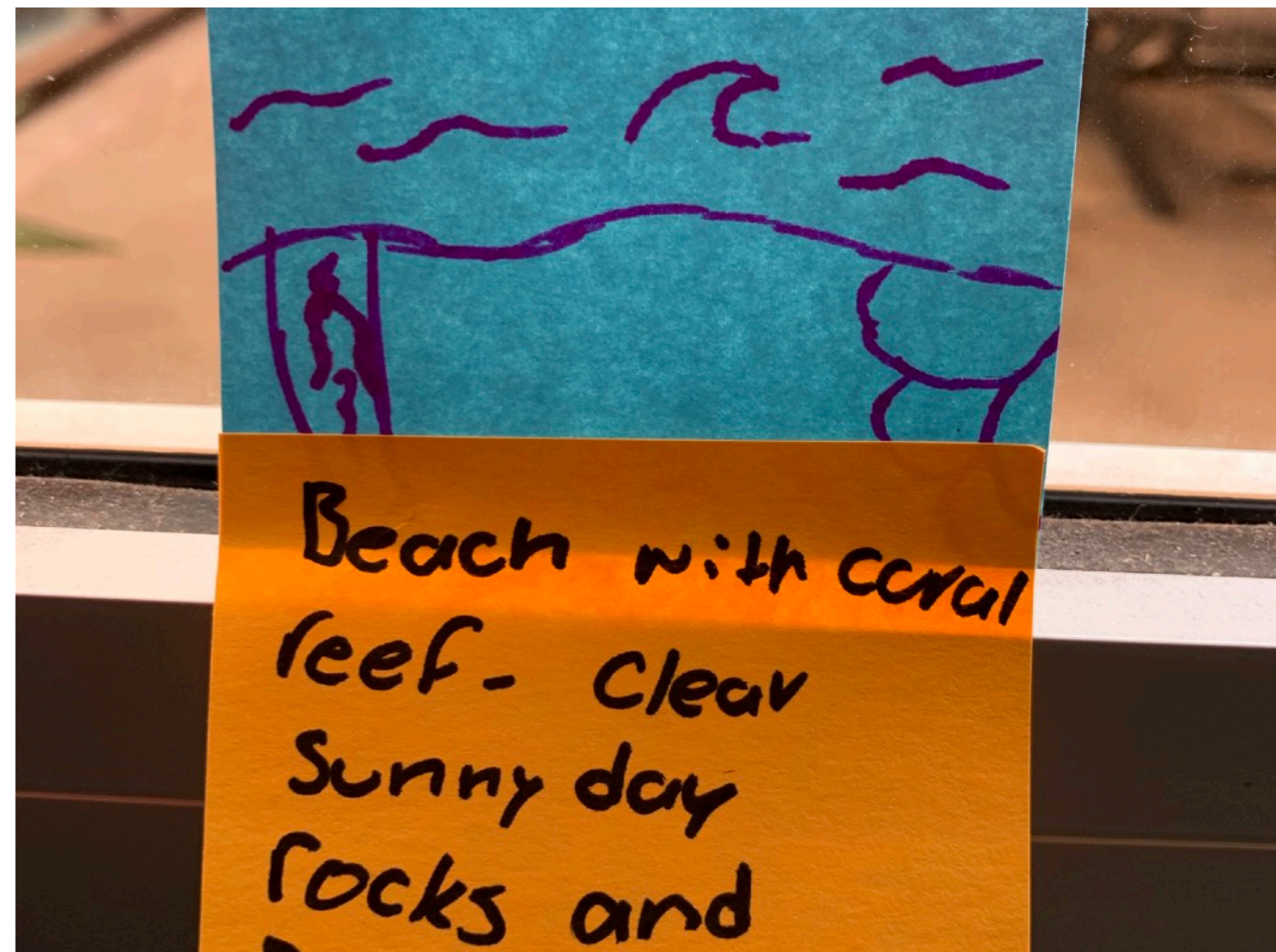
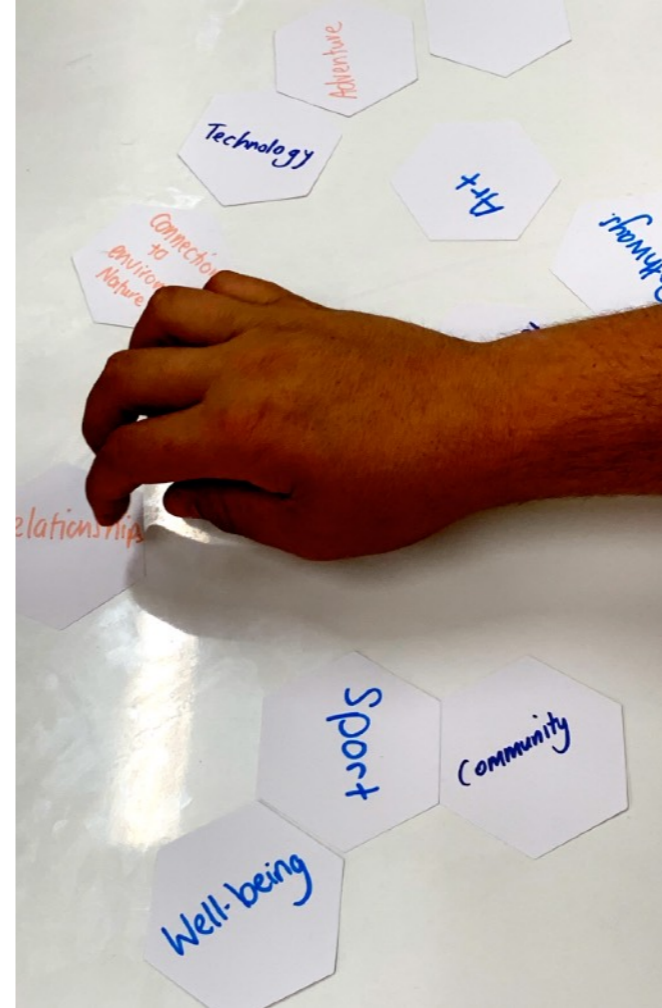
We love to connect with each other. Our school should make it easier for us to bump into new ideas, new learning and new people.



# A common language of space

Classroom? Learning Lab? Outdoor learning? There are so many words to describe where so many things take place. It can get in the way of designing something that actually helps us do what it is we want to do.

So we borrowed a common language to help us talk about the things we do and the spaces in which we do those things. The ways we enjoy learning all fall within Seven Spaces of Learning.





## Quiet Spaces,

where students undertake solo activity without distraction or breaking of their sense of 'flow'.

## Group Spaces,

where natural affiliations come together collaboratively.

## Publishing Spaces,

where we put our ideas up for anyone to see.

## Performing Spaces,

where we adopt roles that are not our usual ones, or where we prototype ideas before committing.

## Participation Spaces,

such as markets, events and meetings, where those who are not part of the same 'group' might come together

## Data Spaces,

such as sensors and displays that feed us data, in order to help us better use data. For example, environmental data might nudge our choices in energy use, while other data helps work out whether students are engaged or not.

## Watching Spaces,

where the space is set up for most people to view and listen, rather than participate.

When we tried to spot those seven spaces of learning in our various school campuses, we could see some attempts at activities that varied the day beyond 'watching spaces', but the activities were being shoe-horned into spaces that don't really fit the job well enough.

Small studio spaces allow for teams to generate and test their ideas in a concrete collaborative way, and they feel like spaces where students can think big. But each studio-like area is hard to find, and sometimes used as a more traditional watching space by the teacher who 'owns' that space. Where they do exist, they are in specific classrooms, rather than a whole-school resource, available on an as-needed basis.

Sound and acoustic design really are a huge issue, especially for students, when it comes to their learning space. Key in the redesign of our learning spaces is the creation of space where children can be both loud and noisy, as well as work quietly and calmly.

Project Nests are temporary structures on which we can make our thinking visible over a number of days or weeks, but not any longer, as a "spatial memory" for a group of students or teacher team working on a complex project. More and more, we want students and teachers working on more complex projects, but we don't really

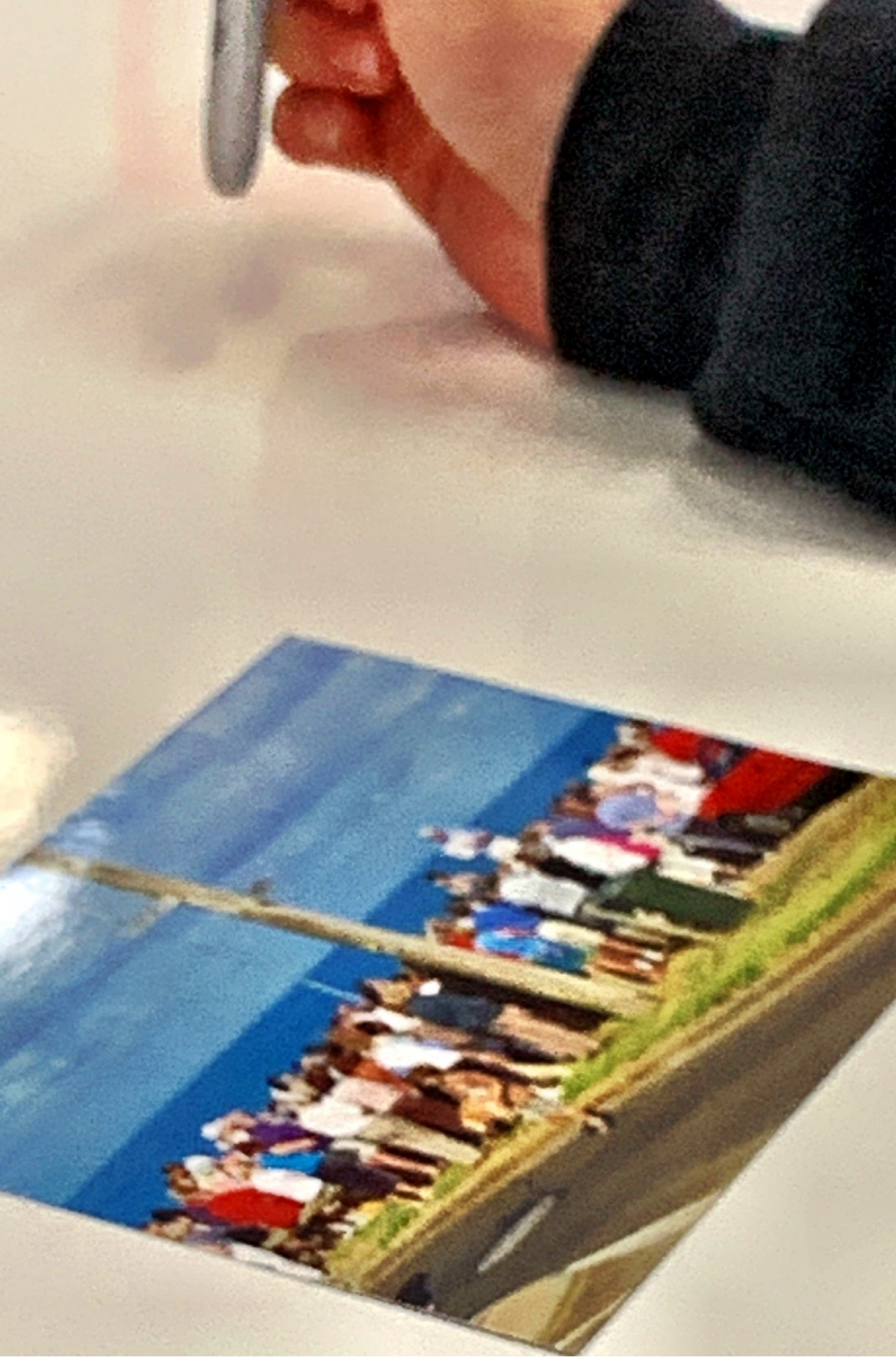




have the flexibility to create 'new walls' inside our classrooms, or in shared spaces like the library. It's all a bit permanent - our rooms have four walls, of which few are really usable by students. Most classroom walls don't have much student thinking on them at all. It's almost as if no-one owns the space.

And while the Seven Spaces inspire great ideas for how students might learn in different ways, they also provoke questions about the way teachers teach. The spaces outside each classroom are places that can enrich student learning. Encouraging teachers and students to feel empowered to make more use of corridors and the great outdoors needs a helping hand from spaces that prevent students getting pulled off task, or which make it hard for the teacher to call students together into a quick plenary.





## A vision for 2022

Whyalla has a near-century of rich educational history, from the first “institute” opening in 1920 by Mr Delprat who, even then, recognised the need for STEM and interdisciplinary learning. We need to continue to honour and respect this legacy - it’s made us who we are. But we want to paint a picture of how we might continue evolving to meet the needs of students for the next decades to come.

We asked today’s students and staff in Whyalla what kind of learning they’d like to see in a few years from now. We asked teachers for their vision of future learning, based on what’s possible with today’s resources. Everyone agreed: this was an experience worth designing. Here, we bring together the collective vision of students and teachers for the new Whyalla Secondary School.



Before people even get to school, we can see people travelling there like ants to an ants nest.

Some are driving, some are riding their bikes but, students often prefer to walk so they can look around. The Whyalla Secondary School building pops out of the landscape like a beacon on a hill, yet it's artfully integrated into the surrounds.

As people get closer, school mates and teachers say 'Hi!' as they ride or scoot past - lots of people like to ride, skate or scoot because there's a safe place to lock their bikes, skateboards and scooters away. No matter how one travels to school, it's easy - the car-parking is ample and secure with separate spaces for staff, parents and students.

## EVERYONE IS WELCOME

Rather than an admin assistant, our school has a concierge - sometimes it's a student, who can help you know where to go.

They're not hiding behind a desk that makes it feel like you're interrupting when you need something. Everyone is automatically signed in and out on campus through their phone so no one worries about taking the roll. Not only are phones allowed; they're compulsory.





Everyone loves to hang out in the cafe before school because it feels cosy and intimate and smells like coffee. One can even get Krispy Kreme donuts there. Students work there part-time and they get paid for it! Not everyone goes to the cafe though. There are also other places to eat - Thai, Mexican and Indian and they're spread around the campus so you don't have to line up for ages. If you bring your food from home, there's spaces to heat-it-up or make your own warm drinks - this is a "Buddy Zone" where you can make new friends. Some people also hang out in the outdoor tables and chairs, some are playing ping-pong and others are in the library.

Lockers are popular for dropping off my heavy-stuff on the way to and from classes. They're conveniently located and a god-send for growing spines.

When you enter the school, there's a lot of people but it's not crowded because there's space for people to gather together and chat. There's a buzz in the air but it's not noisy. The building feels grand which doesn't make people feel overwhelmed; it makes them excited with anticipation. The space does more than welcome, it draws in. If skipping was more acceptable, that's how most people would be entering in. As one wanders through the entrance, there's shared legacies from all of the old schools as well as "where are they now" images of past students. It makes us proud of everything we've achieved.

It's easy to find where you need to go and there's a sense of achievement as students graduate each year - not just as the calendar ticks over, but physically in the space. Even if you weren't sure where you need to be, it's friendly here and everyone is happy to ask and answer questions.

If you're wanting to get straight into your work or study, there are a mix of communal and discipline specific work spaces to go - encompassing peaceful (sound-proof), secret spaces for solo working and co-working spaces for collaborative discussions. These spaces are highly visible and resources that are needed to assist in work or study are visible and easily accessible.

There's one social place for staff to gather together - and everyone feels welcome there. On lovely days, staff sit outside to eat and chat (and maybe have a beer on a Friday afternoon) and on days where the weather isn't so conducive, there's heaps of comfy space for staff to hang-out together.

There are heaps of accessible toilets and they're not scary places. There aren't troughs (except in the Ag. area) and the cubicles are fully enclosed. The taps are sensed and hands-free so it's cleaner and water isn't wasted.

We are proud of our learning and our multi-purpose theatre is just the space for sharing with our community. Whether it be a musical, a film or a Learning Expo, this





space is easy to set-up for guests and large gatherings alike.

## **SCHOOL: AN ADVENTURE**

A gallery of colours fills the senses as you look around our school and these can even be seen from the street because there's no big door closing the school off from the outside world.

Music plays in common areas and through the corridors. It's only instrumental or "elevator" music but it makes the spaces feel cheerful. There's a radio station that students

run in their lunchtimes that is beamed across campus. Once a week, there's a podcast, too. It's made by students and is one of the best around. Bells have never been heard in school and it's hoped there never will be... unless it's an emergency.

Sometimes, learners don't want to stop what they're doing because the bell tells them to. Sometimes, another few minutes to get the best thinking out.

As people wander through the corridors, it feels like an adventure because there aren't any straight corridors; they twist and turn. There are even some secret passageways. Visitors can see into learning spaces and see people actively engaging with their learning, in groups or on their own. The buzz of their conversations is audible and it even looks fun. If one wandered in, no one would notice because they're so captivated by what they're doing.



There's student work around the place; paintings, films and tech devices made in STEM. These spark the next round of ingenuity.

There's also inspirational quotes around the place that uplifts everyone. These change all the time so it's fun to check out what's new. Sometimes it feels like our school is a gallery or museum, but more interesting.

Each learning space is colourful and lit with a blend of natural light and dim-able down-lights. In classrooms, there's no gross or sterile scents - one day it smells of lavender and another it smells of fresh laundry. There are a lot of windows in learning spaces, any one walking past can catch a glimpse of the learning.

Walls are interesting at our school - they're flexible enough to move but also, each class has a wall space to put their thinking and to see how it grows. Students can compare their thinking in Maths with another class' thinking in science. It's constantly changing so it's always a provocative way for a lesson to kick-off.

There are resources to get our hands busy and our minds busy. We no longer say "I learn best in Art because

it's hands-on," because all our learning is like that. We recognise that time and space to play with concepts is crucial.

We often get to go and visit places outside of Whyalla, but when we can't; we use technology to bring the world to us.

Looking out the window is delightful - there's nature outside; gardens and plants. Learning often spills out there, too.

## THE OUTDOORS IS INDOORS

We love our country and the outback. We protect it, and create an ecosystem that protects what's important to our region: flora, fauna and, above all, culture. Our region is significantly influenced by the Barngarla indigenous culture and diversity.

There's nature all around - inside and outside the building. Even when people are inside, it feels like they're outside because natural materials have been used - wood and stones.

We often go outside not just because we need it for creativity but it allows us to make learning real. Whether it's team-building activities on camp, grabbing veggies from the STEM garden for Food Tech or Maths in the Bush

"I wanted to do some collaborative work, but moving the tables was too difficult so I didn't bother."



School- for us, hands-on experiences on country (Jackson-Barrett, E. M., & Lee-Hammond, L., 2018) makes learning stick.

Breakout spaces are everywhere. Nooks provide students with individual spaces where they can set up shop and feel relaxed as they make sense of their work. They can bring together what they're learning in the different classes they have into one place, and create projects of their own that put it all to work.

In the wellbeing space, there's misting that calms everyone down and fluffy carpet that makes people want to take their shoes off. People often like to walk that way when it's really hot outside because it cools them down. There's even an indoor butterfly garden.

Many people enjoy the agriculture space. It's opening-up doors to the history of Whyalla and bringing back more farming. You can also learn life-skills there - bills, washing clothes, budgeting, etc. Our agriculture is on the frontier of horticulture in Whyalla - "salt-bush" doesn't even enter our vernacular.

"I feel most creative in the classroom because there's stuff all over the walls - student work. We have sayings on the walls to inspire us."

## ACTIVE LEARNING FOR LIFE

There are lots of different ways to learn within our school spaces. People can collaborate together around circular desks with chairs, stand-up at a smart stand-desk, have a candid discussion in a booth or chill-out solo in a cave space both inside and outside.

Wobble boards are there for every student. They're free to do all their learning the way that suits them best. It's really personalised, and when you walk into a space you can tell who owns the area. There are house boards that show who's at work ("In flow" signs let you know whether you're entering a project in midflow or one that's nearing completion).

It's hard to find the teacher on the first glance because they choose where they learn, too, but, usually they're wandering through the students and giving feedback. There's spaces to create learning, too. Teacher's often create flipped-videos in the media studio just as often as students create films in there.

Part of actively learning at our school is a culture of questions. It's expected that we all ask questions, much more than simply answer them. The weight of our



questions demonstrate how deeply we've thought about the learning.

It may not be obvious from a quick glance but our students have a lot of choice in how and what they learn. There aren't many worksheets anymore because students have discovered more creative ways to learn.

There's the buzz of chatter in our learning spaces because we're bouncing ideas off each other. The teacher isn't the only reference point, students harness the expertise of their classmates, too.

[We love our sport and our sporting facilities show that - it's the best in the country.](#)

There are indoor and outdoor spaces for sport so it doesn't matter what the weather is like. We work hard and get sweaty in sport but there are change-rooms and showers so the migration back to class is more comfortable.

Break-times are great but there's a problem; there's almost too much to do. One could play dodge-ball, work-out in the gym, play soccer, basketball, watch a movie, go to drama club or D&D group. People have suggested some of these clubs be offered after school, too so the school community can get to more of them.





## BEYOND TYPICAL SCHOOL

Without having to go into classrooms you can see what's going on with our students. You also see teachers' and parents' learning, too - everyone is a learner, learning together in this school. A lot of what you see is learning based in contexts that are not the classroom: there's workplace learning and projects based on challenges that actually exist and affect our students. WASP and other pathway options are available and easy to access.

Learning takes place beyond the traditional school day. For example, older students come to school later, and stay later, too, because it suits them best. Students can access 1:1 tutoring outside of traditional school hours.

A lot of learning happens when we're not at school. Teachers prepare Flipped Learning videos and podcasts for students to access. Novels and other study material is openly available to take home if required.

Dreaming about the future is encouraged. Career advice isn't cornered-off in a darkened office. We know what our options are because we frequent both the Uni and the TAFE (and they come to us, too).

And our former students come back regularly to mentor and coach today's students to help them understand how they can use what they're doing in their work, in Whyalla and beyond. Their bios are up in the entrance and we can contact them to access expert advice.

# 3 Things That Matter

If you read nothing else, read this:



## Inspirational, filled with opportunity

We want inspiration on every corner: let's become a destination for creativity, sports, science and lots more besides.



## A positive footprint

We are proud of our heritage and try to instil the values of our area in every student: steely, vibrant and plenty of grit.



## A community that connects

We love to connect with each other. Our school should make it easier for us to bump into new ideas, new learning and new people.

## A summary of needs

When we asked students, parents and teachers what they wanted more or less of, these were the key points to bear in mind:

### CREATE

- A Trade School
- Huge sporting complex
- Hospitality learning - Industrial kitchen & restaurant
- Accessible space for all
- Sensory and Wellness spaces
- Flipped Learning
- Self-directed & motivated learners
- Open learning spaces
- Spaces to learn outside
- Attractive gardens
- Small intimate spaces
- Lockable storage for teaching resources
- Opportunity
- Sustainability

- Resource availability & visibility
- Break-out spaces
- Solar power
- Subject pathways
- Storage
- Vocational options
- Gardens
- Collaboration
- Privacy
- Hands-on learning
- Creativity
- Openness

### REDUCE:

- Wasted space
- Tech issues
- Reports
- Miscommunication
- Wasted resources
- Groups

### ELIMINATE:

- Rubbish and waste
- Meetings
- "Old" school personas

### RAISE:

- Multi-purpose space
- Teacher prep space





## **Inspirational, filled with opportunity.**

We want inspiration on every corner:  
let's become a destination for  
creativity, sports, science and lots  
more besides.

There are limited pathways for students right now. Students sometimes feel like they have to be “squished” into something that doesn’t really fit them. Experts are often not invited to schools because staff are embarrassed at the state of them. But also, the skills of experts in the community, TAFE and University aren’t harnessed because there are too many hoops to jump through to make it happen. And it’s hard to arrange video conferences with experts when the internet is patchy.

We want to create fresh opportunities for our students, so that instead of feeling like ‘school’ it feels like a university for life. Whatever you’re curious about, our school will find a pathway for you to investigate that further. We know we’re not just at school to choose a career, we’re here to solve the real challenges in our world, whatever that means to us.

We want to have access to experts, not just from our community, but from around the world, with people beating a path to our campus to take part in inspiring projects. As well as people coming from far and wide, we want to have access to some regular experts, too - people who are practically part of the fabric. The Barnarla Community could work with us in the Bush School to understand and cultivate bush tucker. We’d like to have the kinds of space that allow trade school experts (including those in the world of hospitality) to

give students apprenticeships while they’re still at school. Our Agriculture and Horticulture experts are second-to-none, and we have the chance to revive lost farming practices from our area and co-create new ones with our students. Our access to technology and the internet need to amplify our ability to connect with experts to enhance our knowledge, test an idea or receive real-world feedback.

Teachers have had a hard time motivating students. It’s hard to think about doing more hands-on learning: resources aren’t easily accessible and there have been few opportunities to give students a chance to learn how to take on more responsibility. But the students all love “creative” subjects like art, where they can “express themselves”. And they’re very keen on “hands-on activities” such as STEM, where they can make things from what they’re learning. Students get frustrated when practical sessions are cancelled.



We are active learners. We learn best when we do things that engage our hands and our minds. Everytime we learn something, there's an opportunity to make something, experiment with something or dissect something. We need to create the kinds of environment where students can take on much more responsibility in learning. Imagine moving away from certain lessons being categorised as "practicals" because every lesson has become practical. Imagine an environment and teaching approaches that mean creativity isn't something reserved for art. We want learners to look forward to learning and stay motivated, without feeling that lessons need to be 'entertainment'. We want learning to be challenging and involve students more, to the point where no one really wants to go to recess.

To achieve this, student ideas not only count, they need to be integral to the success of our school. The SRC is just one arm of the multitude of ways that students drive initiatives. Students contribute to designing curriculum, creating new learning pathways, developing community connections and creating strategy and policy.

#### CREATE

- Librarian role
- Trade school experts
- Agriculture school
- Bush School
- Open classrooms
- Student idea forums
- Hospitality learning areas
- Access to experts
- Opportunity
- Pathways
- Vocational Options
- Internet
- Computer access
- Hands-on learning
- Creativity
- Self-motivated learners
- Active learners

#### REDUCE:

- Bureaucracy for harnessing outside experts

#### RAISE:



## A positive footprint

We are proud of our heritage and try to instil the values of our area in every students: steely, vibrant and plenty of grit.

Connection to country means caring for country. Our current spaces make it harder for people to really care for country. Today, it sometimes feel like people don't care about the rubbish they throw on the ground. There aren't even recycling bins when you need them. Some days it feels like rubbish is everywhere at our school.

We want a school that makes it easy to steward our country well. "Waste" shouldn't really exist at our school; the word itself should become taboo.



We want to use or reuse resources wherever we can.

We want the kind of place where no-one litters, because it's not who we are and it's easy for people to dispose of any waste they have. In an ideal world, though, the rubbish trucks would often skip our school because there's just no waste here.

We also want to be really conscious of our energy use. Today, energy is used without much thought. Projectors are often left on, along with the lights. The lights have to be on, even on sunny days, because so many windows today are covered in decade-old posters. Let's change that so that there are really large windows in classrooms, oriented to let in as much sunlight as possible. Let's flood our classrooms with light so that we don't feel the need to put the lights on, but let's make sure that when we need to use a projector, we can see it crisp and clear. When it comes to using technology, let's make sure we only use it when it really makes a difference to our learning. That would mean that, sometimes, teachers don't even switch the projectors on, or even bring their laptop to class. Let's save every scrap of energy we can.

And we can do it. Each year, Whyalla has over 300 days of sunny, clear days. We want to use that sunlight to power our school. Let's have solar panels and battery storage for solar energy. And over time, we want to create transdisciplinary studies where students create

new, innovative modifications to enhance the reach of solar in our school and beyond, into the community.

Rain shouldn't affect us negatively, and we shouldn't let it run off into the rivers and out to sea, like it can do today. We'd like our new spaces to have great ways of collecting water so that our gardens and agricultural areas get an extra drink.

We want to cultivate the unique ecosystem of Whyalla right here at school. Our local Barngarla community can continue teach us the old ways to look after our country so that it beautifies our school and town.

## CREATE

- Solar Power options
- Battery options
- Water cycling during storms
- Bush School
- Vegetable and Butterfly Gardens
- Agricultural School
- Horticulture classes

- Unused tech
- Unused resources
- Waste

## ELIMINATE

- Rubbish

## RAISE

- Recycling
- Wifi and access to tech
- Natural light & Large windows

## REDUCE

Our country teaches us so much when we can get outside to learn. But at the moment, going outside for learning just doesn't happen because it's too hot, or too dusty, or just too inconvenient. And horticulture, agriculture, or marine biology don't exist as areas for study in school, with no links to TAFE or UniSA to partner on teaching in those areas.

So we'd like every classroom to have easy access to a sheltered, outdoor area: imagine not even having a door to open so that learning could naturally spill outside.

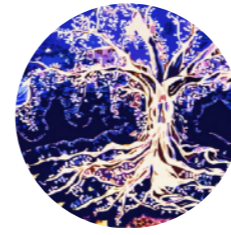
We'd like to get to a point where getting out into the bush is part of our learning in all subjects. Imagine learning areas opening up to a Barngarla Bush School, with butterfly gardens and a vegetable garden. How that would change the approach in subjects when students can explore, wonder, draw conclusions and cultivate nature through and across disciplines.

For those who want to spend more time outdoors, we imagine a specialist agriculture school and horticulture classes. Often these learning sessions could be conducted together to maximise expertise and minimise

duplication. Marine biology might be held on and off campus in collaboration with Uni SA.

We want to see our students go out into our community with amazing expertise and innovation in natural sciences, making Whyalla even more beautiful.





## A community that connects

We love to connect with each other. Our school should make it easier for us to bump into new ideas, new learning and new people.

Everyone is welcome at our school. We want to make it easy for everyone to access everything our school has to offer and to collaborate together. At the moment, many people can't access spaces because of lack of lifts or incorrect inclines on ramps or lack of toilet facilities - it makes going to school harder than it needs to be. And spaces aren't large enough to move desks into groups. Forget discussions: it's just too loud to concentrate. When students want to do experiments in Science, they physically can't do it collaboratively. The only secret spaces are the toilets, for students and staff.

So we want spaces that are bigger and doorways that are larger to accommodate wheelchairs and to allow for more collaborative work. No matter what challenge groups are working on, we need lots of visible spaces to post early ideas and our thinking, to facilitate great conversation. We also need quiet spaces where there's a need for a private conversation on the phone or video conference. But we need other quiet spaces for groups to make a film, for example.

One of the things we like to do together is play sport. It's the main hobby in Whyalla. Right now, we don't have great facilities to do that. There are not a range of facilities to enable different sports and, when it rains, we can't do sport at all.

We don't just play together on the sports field. We want to collaborate more, and have the kinds of spaces that make that easy. At the moment, both students and staff aren't sure what space is shared, collaborative or perceived as 'belonging' to a certain group. It's hard to branch out and connect with new people when you're not sure where you're "allowed" to go. We want to change that. Imagine a school where people don't "own" particular spaces, where friends hang out with each other in lots of different places. Imagine sitting

somewhere new, and it not feeling like you're in someone else's "spot".

It's not just students who need collaborative spaces. Teachers need the right kinds of space to work together and bounce ideas off each other.

This is incredibly important because we're bringing together teams from existing different communities. Currently, staff may not even know the other staff from other faculties. Some teacher prep areas are currently set up for silence, and not suitable for any talking at all. Not only that, staffrooms don't even fit all staff: some staff have to have their breaks outside the main break times if they want to use the staffroom.

Sometimes, it's great for staff to collaborate in disciplines and sometimes we need to make it easier for transdisciplinary teams to get together and pick up their planning from where they last left off. There are amazing insights that can be uncovered when an English teacher and a Design Technology teacher have ideas that collide. We also need a staffroom that can hold everyone, at the same time, for teacher community celebrations and meet-ups.

We want to create an environment that encourages a friendly vibe, where people look each other in the eye, and communicate with each other with candid kindness. We need to make sure that the learning and social



environment doesn't provide space for negative or bullying behaviour.

Currently, it's a challenge to know what resources we have, and so people often don't think to use the ones we do. Worse, resources are often re-purchased only for someone to find the originals a few months later. There are whole rooms of unused and cluttered "stuff".

We want to move towards systems that help us use and reuse resources, where everything is organised and flows in our school. We want to see the resources we might need and access the resources we use frequently easily. Resources that need to be repurposed are stored thoughtfully and added to a databank. Everything feels spacious because it's organised for efficient access. Anything not used in the previous twelve months is repurposed on campus, given to the TAFE for repurposing or repurposed in a feeder school over the Summer Break.

It's hard for teachers to plan hands-on works-in-progress tasks when there's nowhere to store these. Teachers would "love to have student thinking on the walls" but there isn't space when multiple classes use the spaces.

## CREATE

- Collaborative Lab Experiment areas
- Wet areas
- Library
- Staff room for all staff
- Amazing sporting facilities
- Visible Secret Spaces
  - Intentional spaces to store resources
  - Criteria for on-site storage
  - Student printing
  - Entry ID through phone
- Undercover outdoor spaces
- Sporting/Art facilities
- Teacher prep room size (to fit more collaborators)
- Flexible spaces
- Collaboration

## REDUCE

- Storage that's not useful
- Meetings
- Wasted Space
- Storage clutter
- Wall space for posters

## ELIMINATE

- Rooms too small either for numbers or size of students
- Spaces that make it hard to spot and stop bullying
- Clutter

## RAISE

- Indoor Breakout Spaces
- Accessibility
- Wider door-ways
- Lifts
- Accessible toilets
  - Secure and visible storage
  - Wall space for storing thinking
  - Visibility of resources
  - Storage
  - Reuse of resources
  - Wall / storage space for student work
- Wet areas
- Multi-purpose spaces

So we want to create learning environments where, even with six or seven groups passing through in a day, everyone is able to store their thinking and their works-in-progress, in a visible way. We want to see our thinking. Imagine learning spaces where the only thing you see on the walls is student, group or class work-in-progress.

Keeping things organised is not about keeping things clean. It's about creating the kind of environment where students can take more of a lead in their learning, and teachers find it easier to team teach, collaborate on planning or share ideas. Technology is a key part of doing this. If it doesn't add value to our learning or help us connect then we shouldn't use technology, just for the sake of it. We want students to have ease in printing to multiple locations or sharing their work on screen. And we want to get rid of inefficient things that get in the way of actual learning: for example, how might we replace school roll with an automatic checkin to campus through an app on our phones.

In general, the Whyalla community greet everyone, make eye-contact with everyone and are rarely on their devices. But students want to see an even more inclusive community where bullying can't happen.

Connection in our community is our life-blood. We want everyone in our community to be greeted, engaged and valued - just like our grandparents do at the local shops. We need the kinds of spaces that help us talk more to each other, ask questions, clarify assumptions and show we're listening to each other. We want to have the kind of place where no-one has to sit alone, unless that's the way they want it.

At the moment, parents don't always feel welcome, and some think it's not really necessary for them to come into the school. And anyway, there's not really anywhere for them to go. Imagine if parents, staff and students were able to start the day with a coffee and a chat in the school cafe. A cafe is a great leveller, and where we've seen this in other schools, you often see students sitting with staff and parents having a chat. The start and end of the school day set the scene for learning in school and at home.

Not all students have access to technology at home, or the time to access technology after school due to their sporting commitments, so creating technology spaces which are accessible when they're needed is a must.



The connection with home today has reporting at its heart, but the process is really onerous for staff and feels like a double-up of feedback.

Let's rethink how we communicate, so that there are lots of ways to communicate and connect at our school. Where possible, let's aim for connection using a form of triage. When something happens or if we want to share good news, let's make contact as soon as possible.

Our first focus should be face-to-face connection. We'd rather meet over a coffee and chat than in a sterile office.

Next, we might pick up a phone to talk over an issue for as long as you need. And we'll always call before we email.

Lastly, if we've not managed to get in touch in the first two ways, or if we just want to follow up on things, we'll use technology. But impersonal emails should be the last resort.

Technology can provide the means for students to stay in touch if they're absent or dive deeper into their learning. If they want to revise, teachers post learning plans and flipped learning materials online to access. Technology does allow for easy access to reporting, too. Reporting shouldn't feel onerous for the teacher, or a drag for the student. It should be a fabulous compilation of feedback available online, anytime.

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