

Creating Activity-Based Learning Environments

We all want to nurture creativity, curiosity and independence in our young people, and our learning spaces need to facilitate this. Globally, the explosion of technology is transforming the way we work, think, communicate and live. Yet the way we do education has not caught up with this rapid change. We customise our homes, appearance, technology - so why not our classrooms?

Big Picture Education (BPEA) has teamed up with **Places Created for Learning (PCL)** to innovate spaces for personalised learning in schools. Big Picture Education is a network of educators who work across Australia to revitalise schools using a distinctive, internationally-recognised design that maximises student engagement, both inside and outside the classroom. Places Created for Learning is an evidence-based design practice that specialises in creating activity-based learning environments.

"This initiative is about educators and architects working together deeply to re-imagine personalised learning spaces for the modern era. It's about creating inviting and adaptable spaces that will nurture new and diverse ways of learning, for students and teachers alike." - Big Picture Co-Founder and CEO Viv White



What is... BIG PICTURE EDUCATION?

The Big Picture design for learning is based on research that shows we learn best when we are personally motivated. Putting students at the centre of decisions around what, how and when they learn is the key to nurturing the next generations of engaged, independent learners. It's vital that our classrooms and school environments support these diverse ways of learning.



Who is... PLACES CREATED FOR LEARNING?

Peter Lippman founded Places Created for Learning in 2016. Peter is an educational facility planner with a background in architecture, teaching and environmental psychology. Peter's spatial design framework is grounded in evidence-based pedagogical research.

SCHOOL VISITS AND CONSULTATION

BPEA and PCL are now working together to reach out to **all schools**. We offer consultations, staff workshops, as well as planning and design services tailored to individual schools. Our work has so far been well-received in schools Perth, Western Sydney and the Newcastle region. If you would like to discuss your own school's needs with Viv or Peter, please contact us using the details overleaf.

Viv and Peter work collaboratively with schools to customise new learning spaces that are responsive to students' diverse needs.

Past designs have involved concepts such as:

- ❖ individual learning hubs
- ❖ 'maker spaces'
- ❖ collaboration areas
- ❖ hang-out spaces that enhance creativity and co-operative learning

These spaces are designed with students and their advisors in mind, so that teachers and students can flourish academically and socially.



Staff Room: Yule Brook College, Perth, Australia. The room was planned with a central gathering area for explicit teaching. Once this part of the lesson is complete, students then have a choice in where to work in the classroom.








Amphitheatre seating designed for Skapaskolan (Grade 4-9 School), Huddinge, Sweden, in one of their demountable classrooms. The design was conceptualised as a way to differentiate learning areas in an open classroom environment.



Level 2-New Building

Legend:

-  Homebases are collaborative learning environments. These spaces support both didactic teaching, group work and independent learning (Lippman, 2010).
-  Maker Spaces are defined learning areas where learners develop practical skills in design and technology, art, and science.
- Conceptual Framework for the Complementary Learning Zones
Complementary spaces are purposefully designed learning zones that enhance learning by enabling learners to choose how they want to work, where they want to work, and with whom they want to work.
-  Group Rooms/ Withdrawal Rooms are shared / scheduled private rooms that may support up to six people.
-  Niches are complementary spaces that extend the Homebase. These are areas where a group of 4 or 5 learners come together and share their knowledge. Each Homebase has a niche area.
-  The Nexus is a vertical complementary space that connects the Learning Nodes. This is learning zone that affords both formal learning opportunities for staff and students. Furthermore, this learning zone supports large group, small group, and independent transactions on the tiered area, as well as learning opportunities around and underneath it.

Get in contact below to discuss how your school's learning environment can be enhanced

