Future Schooling (Part 1)
Bringing together the key elements for whole school transformation

Stephen Harris
Exploring Innovation, Learning and Sustainability
‘Life is either a daring adventure or nothing at all.’

Helen Keller
If, as educators, we are not prepared to initiate significant transformation now, in order to best meet current known contexts, then we have already failed the next generation and those to come.
**Education 2030**

“We are transitioning from a teaching model to a learning model. Teaching requires experts. Learning only requires coaches. With increasing online assets in place, we are moving quickly into the new frontier of a teacherless education system.”

<table>
<thead>
<tr>
<th>Jobs Going Away</th>
<th>New Jobs Created</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Coaches</td>
</tr>
<tr>
<td>Trainers</td>
<td>Course designers</td>
</tr>
<tr>
<td>Professors</td>
<td>Learning camps</td>
</tr>
</tbody>
</table>

http://www.futuristspeaker.com/2012/02/2-billion-jobs-to-disappear-by-2030/
Transformation

"the only way to approach a period when one cannot predict what the future holds is to experiment and act inventively and exuberantly via diverse adventures in living"

C.S Hollings
We have already gone through this hourglass in history (1994), when a paradigm shift occurred and yet many have not realised this.
Learning has already democratised to the point that no longer can we control what students learn.
From teaching to learning; from teacher to teams; from passive to active; from batch to personal; from management to engagement; from control to empowerment.
we exist in networks
2015+3+2+6+6+3=
ACTION
CHANGES
THINGS
Future Schooling (Part 2a - NBCS)
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Who is NBCS?
What is SCIL?
Some quick info about us
we learn from others; we hold high expectations; we question everything
At NBCS:
enable a multi screen day (BYOD+)
view the process of learning through a
‘business-oriented’ lens
(i.e. constant improvement)
constant questions: what can we
change in order to promote
better learning?
seek to create ‘professional’
spaces for learning
view the experience of
authenticity as critical
SCIL founded 2005
Sydney Centre for Innovation in Learning
‘lead the change’
Sydney Centre for Innovation in Learning (SCIL)
coalition of the willing
enabling strategy
future-focused
accelerator
unclear
It’s all about the pedagogy!
Not the spaces.
SCIL spatial awareness - 5 significant dimensions
- physical space
- virtual space
- pedagogic space
- emotional space
- relational space
Rhythm & Blues Music Studio @scil
How might schools develop the capacity of students to be ready for a changing world?

How might architectural design strengthen the sense of community?

Project Barcelona 2015 @scil
The Zone on TEN National News @scil
campfires – 1 to many
working together – watering hole
cave – individual work
experiment – sandpit
anywhere, anytime – digital space

Adapted from David Thornburg
School as a sequence of professional spaces

SCIL Building
Rhythm & Blues
dY & dX
Design Centre
The Zone
visible learning
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Helen Keller
Project Barcelona
2013-2015
The Gateway
Manhattan
The Treehouse
The City
Project Barcelona

Relationship
Community
Connection
Learning
Project Barcelona

mini city as the metaphor
CONTEXT
THE BRIEF

GLASS, HEIGHT, SPACE, GREEN ELEMENTS, LIGHT SPACE CONVERGE OUTDOOR WITH INDOOR
GROUND-BREAKING: REINVENTING EXISTING SPACE
INNOVATIVE...& SEND A MESSAGE
RESOURCEFUL: NOT WASTING EXISTING FACILITIES
CUSTODIANS OF THE EARTH: SUSTAINABILITY PRINCIPLES
COMMUNITY: HIGHLY INTUITIVE SPACE THAT SUGGESTS RELATIONSHIP
BEING RATIONAL: BUILDING UPON WHAT'S HERE,
BEING TRANSPARENT: NBCS/SCIL PRIORITY IN ARCHITECTURAL FORM
PIONEERING SPATIAL DESIGN, INNOVATIVE INTERIORS,
IMAGINATIVE FURNITURE
BUILD FROM THE IMAGINATION, NOT THE KNOWN
DEVELOP DESIGN THAT WILL ENABLE 21ST CENTURY MULTIMODAL LEARNING
VISION TO PROVIDE AN ACTIVE CANOPY WHICH REACHES OUT TO PROTECT, CONNECT, ENERGIZE AND INSPIRE A LEARNING EXPERIENCE UNLIKE ANY OTHER
Visit Us

www.scil.com.au
learn@scil.com.au