

Effective Learning Environments





OECD NEWS ON EFFECTIVE LEARNING ENVIRONMENTS OCTOBER 2019



This e-newsletter aims to keep you informed about the activities, publications, research and events linked to Effective Learning Environments and the GNEELE. Further information can be found on our [website](#).



Call for case studies: Share your experiences in transforming learning environments

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CALL FOR CASE STUDIES: The OECD Secretariat is collecting case studies designed to explore how schools around the world are transforming from traditional teaching-led learning environments supported by conventional school building design to innovative pedagogical approaches supported by responsive spatial environments.

Government officials, architects, school principals are invited to submit a case study. If you have a good example that you think is worth sharing -however small or large- please submit it using our [online form](#). The form allows you to submit either a general summary or upload a more detailed case study, depending on your preference.





Current activities: school earthquake safety

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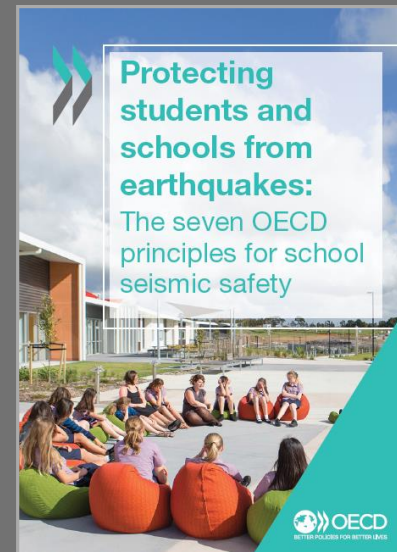
REPORT ON THE IMPLEMENTATION OF THE RECOMMENDATION OF THE COUNCIL CONCERNING GUIDELINES ON EARTHQUAKE SAFETY IN SCHOOLS

The Secretariat is drafting the 2020 Report on the Implementation of the Recommendation of the Council Concerning Guidelines on Earthquake Safety in Schools. The draft Report will be discussed in the 2019 GNEELE meeting before being approved via written procedure by the OECD Education Policy Committee and then submitted to the OECD Council in Q1 2020.

For the OECD Recommendation click [here](#)

For the 2015 Report click [here](#)

For the 2017 Brochure click [here](#)





New versions of the OECD School User Survey

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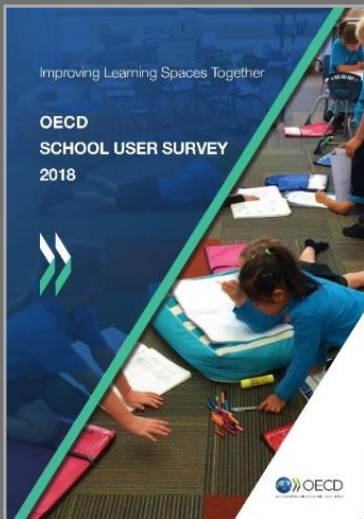
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THE OECD SCHOOL USER SURVEY IN EIGHT LANGUAGES:

Two new languages since June 2019: Korean and Russian



For English
click [here](#)



For French
click [here](#)



For Greek
click [here](#)



For Italian
click [here](#)





New versions of the OECD School User Survey_p.2

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THE OECD SCHOOL USER SURVEY IN EIGHT LANGUAGES:



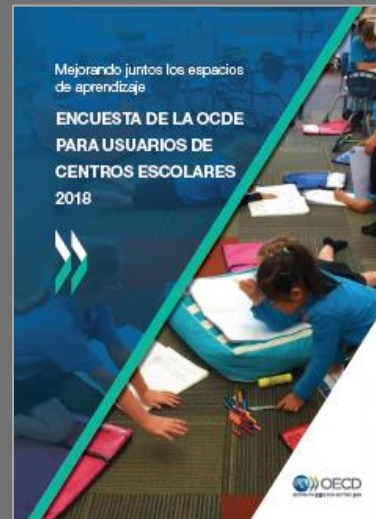
For Japanese
click [here](#)



For Korean
click [here](#)



For Russian
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For Spanish
click [here](#)





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Events for officials

_ GNEELE MEETING: The next meeting of the Group of National Experts on Effective Learning Environments will take place in Tokyo on **19-20 November 2018**. The meeting will be attended by the official representatives of the OECD member countries and observers.

For information about the meeting, please contact the OECD Secretariat [email to EffectiveLearningEnvironments@OECD.org].

_ EDPC MEETING: The 26th session of the Education Policy Committee [EDPC] meeting will take place in Paris on 19-20 November 2019.





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Looking for an intern

INTERN TO THE OECD EFFECTIVE LEARNING ENVIRONMENTS:

The OECD Effective Learning Environments project is looking for an intern for the first half of 2020. The intern must have a student status -as a Master's degree candidate- throughout the whole duration of the internship. A number of different academic backgrounds are welcome, ranging from architecture, engineering and urban planning to education, finance and public policy.

If you are interested or you know someone who is interested please contact EffectiveLearningEnvironments@OECD.org





News from OECD: publications

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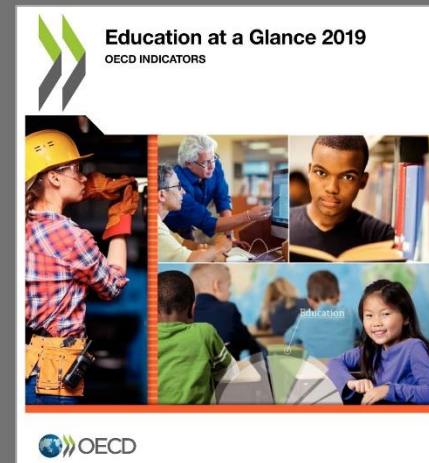
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EDUCATION AT A GLANCE 2019: OECD INDICATORS

Education at a Glance is the authoritative source for information on the state of education around the world. The 2019 edition includes a focus on tertiary education, as well as a dedicated chapter on Sustainable Development Goal 4.

[Read](#) and Share

[Buy](#) the print edition





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News from OECD: blogpost from Andreas Schleicher

WHY IT'S IMPORTANT TO KNOW YOUR CHILD'S FRIENDS AT SCHOOL (AND THEIR PARENTS)

Read the [blogpost](#) from Andreas Schleicher, where New analyses from the Programme for International Student Assessment ([PISA](#)) show that in schools where parents know their children's friends and their families, students do better in school, have more positive attitudes toward collaboration, and feel happier and safer at school.





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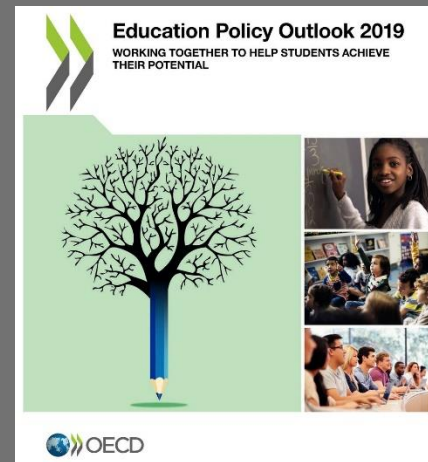
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EDUCATION POLICY OUTLOOK 2019: WORKING TOGETHER TO HELP STUDENTS ACHIEVE THEIR POTENTIAL

The Education Policy Outlook 2019 covers 460 education policy developments. It analyses the evolution of key education priorities and key education policies in 43 education systems over the past 10 years. It compares more recent developments with various education policies adopted between 2008 and 2014.

[Read](#) and Share





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News from member countries and partners

TRANSITIONS 18 CONFERENCES PROCEEDINGS

The University of Melbourne iletc* project published the proceedings from all 3 Transitions 18 conferences, the international symposia for graduate and early career researchers in Australasia, Europe and North America. The volume contains full papers by many of the presenters and includes chapters by the keynotes Julia Atkins, Phil Idle and the iletc project teams data collection during the Copenhagen and Phoenix events.

[Download](#) the proceedings

*iletc = Innovative Learning Environments and Teacher Change





News: past events

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_2ND EUROPEAN EDUCATION SUMMIT 2019: The European Commission for Education, Culture, Youth and Sport hosted the 2nd European Education Summit, in Brussels on 26 September. The second edition of the Summit entitled “Teachers first: excellence and prestige for the European Education Area” focused on the teaching profession. For more information click [here](#).

_TRANSITIONS 19: The University of Melbourne hosted “TRANSITIONS19” on 2-4 October in Melbourne, focusing on the interconnections between learning spaces, teaching practice and student learning. For more information click [here](#).





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_49TH ANNUAL MEETING OF THE INTERNATIONAL SOCIETY OF EDUCATIONAL PLANNING: The International Society of Educational Planning hosted their annual meeting on 15-18 October in Lisbon. For more information click [here](#).

_LEARNINGSCAPES 2019: The Association for Learning Environments [A4LE] hosted the “LEARNINGSCAPES 2019” conference on 4-6 October in Anaheim, California, to discover how ‘Co-Creation’ runs through the planning, design, construction, teaching pedagogies and operations of our learning environments across the world. For more information click [here](#).





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SUPPORTING KEY COMPETENCE DEVELOPMENT: LEARNING APPROACHES AND ENVIRONMENTS IN SCHOOL EDUCATION: The European Commission will host this event in Brussels, on 12-13 November, with the participation of the OECD Secretariat. The conference will discuss different learning approaches and environments in school education that support key competences development. For more information click [here](#).





Articles – presentations of school buildings

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ALFA OMEGA SCHOOL

Read the [dezeen article](#) about Alfa Omega School in Indonesia, which is shortlisted for the 2019 [dezeen Awards](#). The school is split horizontally into three layers and raised 2.1 metres above the swamp on concrete stilts. The lightweight bamboo upper floor is topped with a zigzag thatched bamboo roof, influenced by Javanese architecture.



Images credit: Eric Dinardi





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ACTON ACADEMY EAST BAY

Read the [presentation](#) of Acton Academy East Bay, an independent school near San Francisco, which was started by two parents who decided to open their own dream school. In Acton Academy East Bay every child is a hero and the school teaches children to use their superpowers for good.



Image credit: kurani US





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Articles – presentations of school buildings

BURNTWOOD SCHOOL

The [shortlist](#) for the 2019 RIBA Sterling Prize has been announced and no educational facility is included. In 2015, a new school had won the 2015 RIBA Sterling Prize, Burntwood School in Wandsworth, London.

Read the [presentation](#) of the school on RIBA's website.



Image credit: Timothy Soar





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THE WORLD ACADEMY AT KING ABDULLAH ECONOMIC CITY

Read the education snapshot [article](#) about the innovative space of The World Academy at King Abdullah Economic City in Saudi Arabia.



Images credit: Paul Ott





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NATRONA COUNTY HIGH SCHOOL

Read the [article](#) about Natrona County High School, located in the historic site of Natrona County High School in Casper, Wyoming. Originally designed to house both Casper College and Natrona County High School, the Collegiate Gothic-inspired complex was constructed between 1924 and 1927 and is listed on the National Register of Historic Places. The project included the renovation of the existing historic building and a new building.



Image credit: Jeff Amram,
Fred Fuhrmeister





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_**KINDER HIGH SCHOOL:** Read the [article](#) about Kinder High School for the Performing and Visual Arts in Houston, Texas.

_**PALO ALTO HIGH SCHOOL'S LIBRARY TRANSFORMATION:** Read the School Planning & Management [article](#) about Palo Alto High School and how the staff envisioned a library that would feature updated technology, natural light, and a more functional, open layout with clear sightlines and improved circulation patterns.

_**WALNUT GROVE ELEMENTARY SCHOOL:** Read the School Planning & Management [article](#) about a new Indianapolis elementary school that includes state-of-art learning spaces as well as a huge indoor slide.





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_THE HEIGHTS PUBLIC SCHOOL

Read the [article](#) about The Heights public school in Virginia, where the architects arranged the classrooms in a fan-shape to allow for a "cascading terraces".

Image credit: Laurian Ghinitoiu





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CARVER ELEMENTARY SCHOOL

Read the [article](#) about Carver Elementary School in Massachusetts, which replaced two separate academic buildings. The design –which supports students' individualised needs with flexible learning spaces- received the broad support of the community.



Images credit: Ed Wonsek





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ADELAIDE BOTANIC HIGH SCHOOL

Read the [article](#) about the Botanic High School in Adelaide, set within the parklands and adjacent to the Botanic Garden, Zoo, universities and associated buildings. Botanic High is a STEM focused and contemporary school in a beautiful parkland setting, combining science and nature in a connected learning environment.

Botanic High has been conceived as a vertical high school with an ‘active’ atrium as the central community heart between the repurposed and new buildings.



Image credit: Sam Noonan





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BRAEMAR COLLEGE MIDDLE SCHOOL: Read the [article](#) about the Braemar College Middle School in Australia, designed with respect for its natural surroundings.



Image credit: Emily Bartlett

JOPLIN EARLY CHILDHOOD CENTER: Read the [article](#) about the Joplin Early Childhood Center, part of a project to rebuild the city of Joplin. In May 2011, an F-5 tornado struck Joplin.



Image credit: Alistair Tutton





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THE TIUNDA SCHOOL

Read the article about the Tiunda School in Uppsala, a space for traditional and emerging learning.



Image credit: Mark Hadden and Nikolaj Jakobsen





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_POWHATAN MIDDLE SCHOOL: Read the [article](#) about the innovative learning in Powhatan Middle School in Powhatan, Virginia.

_PORTER-LEATH EARLY CHILDHOOD CENTER: Read the [article](#) about Porter-Leath Early Childhood Center, which provides a safe environment for disadvantaged community children of six weeks to five years.

_PROTOTYPE K-5 SCHOOL: Read the [article](#) about Prototype K-5 School of Rockford Public Schools, a space that brought children into the design process, located in Rockford, Illinois.

_GLASIR TORSHVAN COLLEGE: Read the [article](#) about Glasir Tórshavn College, located on the fjords of Faroe Islands.





Articles and reports from the World Bank

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LEARNING ENVIRONMENT AS THIRD TEACHER? EVIDENCE ON THE IMPACT OF SCHOOL INFRASTRUCTURE: Read the World Bank blog [post](#) about how school build environment becomes the second place where students spend the majority of their time, after home. It also becomes a “third teacher” if it is arranged to support learning.

INNOVATIVE LEARNING ENVIRONMENTS: THE ROLE OF ENERGY-EFFICIENT INVESTMENTS IN RUSSIAN PRESCHOOL EDUCATION FACILITIES: Read the World Bank [paper](#) presenting an example of an early childhood development facility intervention in the Khanty-Mansyisk region of the Russian Federation and its potential to produce efficiency gains in the region and the country overall.





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__ HARNESSING THE POWER OF DATA SO NO CHILD IS LEFT BEHIND:

Read the World Bank blog [post](#) about the database that brings together more than 400 publicly available household surveys for more than 100 low- and middle-income countries, aiming to identify and track inequalities for child-focused SDG indicators across health, nutrition, education and child protection.

__ LEVERAGING SOCIAL MEDIA TO DISSEMINATE STUDENT LEARNING

ASSESSMENTS RESULTS IN PARAGUAY: Read the World Bank blog [post](#) about the network of WhatsApp's groups used to communicate within and across school communities which is broadly used by both local education authorities and schools in Paraguay.





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THE PROMISE AND THE CHALLENGES OF VIRTUAL SCHOOLS:

Read the World Bank blog [post](#) about the challenges many countries face and how virtual schools may be a solution.

According to [UNESCO](#), there are 262 Million children out of school, mostly in low and middle income countries. And of those who are in school, too many are not learning, according to the [World Bank Global Development Report of 2018](#). There are many challenges, including a lack of schools, inability to go to school and not having enough trained teachers (and in some cases, having no teachers at all). A number of countries have sought answers to such questions through the development of ‘virtual schools’, where students learn all (or most) of the time online, outside of a physical school building.





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__A STUDENT-DRIVEN APPROACH TO EXPERIENTIAL LEARNING:

Watch the Edutopia [video](#) about how a Reggio Emilia–inspired school in Australia fosters students’ interests to spark curiosity and joy in learning.

__STARTING SMALL HELPS KEEP INNOVATION MANAGEABLE: Read the Edutopia [article](#) about how low-key testing of different ideas can improve the end result, whether a school is planning a new curriculum or a new use of space.

__CREATIVITY AND CRITICAL THINKING AND WHAT IT MEANS FOR SCHOOLS: Read the Nesta blog [post](#) about creativity and critical thinking.

Creativity is one of the most critical skills for the future. Without creativity, there would be no innovation. However, there is mixed evidence on how to develop it and whether it is transferable.



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Articles on acoustics and lighting

[_THE NOISY CLASSROOM:](#) Read the School Planning & Management [article](#) about how walls, ceilings and everything in between impact the way children hear. Poor classroom acoustics impact how a student understands speech, reads and spells, behaves in the classroom and concentrates in class.

[_SHINING A LIGHT ON SUCCESS IN THE CLASSROOM:](#) Read the School Planning & Management [article](#) about the dimension that architects can directly influence -“Environmental Design”- which includes sound, light, temperature, and seating design. The article argues that a one-size-fits-all approach is no longer deemed successful for most students.





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Read the Edutopia articles:

[ONE SCHOOL'S UNCOMPROMISING TAKE ON STUDENT CHOICE:](#)

Read the [article](#) about this Reggio Emilia-inspired elementary school, where children take the lead in structuring their schooling.

[CREATING A DEDICATED SPACE FOR REFLECTION:](#) Read the [article](#) about how creating a quiet spot in schools, where students can calm themselves in times of stress, helps them develop self-regulation.

[10 COMMON FLEXIBLE SEATING MYTHS:](#) Read the [article](#) about how a teacher who has been using flexible seating for over a decade responds to the concerns he hears most frequently from other teachers.





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Read the School Planning & Management articles:

BUILDING TRENDY K-12 SCHOOLS: Read the [article](#) that argues that school spaces are no longer designed to support one activity.

SCHOOL DESIGN IMPACTS TEACHER HAPPINESS AND EFFECTIVENESS, NEW RESEARCH FINDS: Read the [article](#) about a new survey by Corgan -a global architecture and design firm- that takes a look at how school design impacts teacher happiness and effectiveness in the workplace.





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Read the School Planning & Management articles:

PERFORMANCE SPACE: Read the [article](#) about performance venues in educational facilities which come in varying sizes, seating arrangements, flexibility, and functionality.

HARNESSING THE POTENTIAL OF OUTDOOR SPACES: Read the [article](#) about how to create outdoor spaces that are recreational, educational and engaging.

CREATING ORGANIC LEARNING ENVIRONMENTS THROUGH SUSTAINABLE DESIGN: Read the [article](#) about how to create buildings as organic environments that interact with their human inhabitants.





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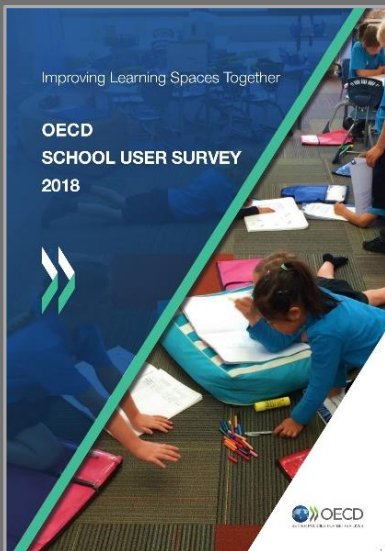
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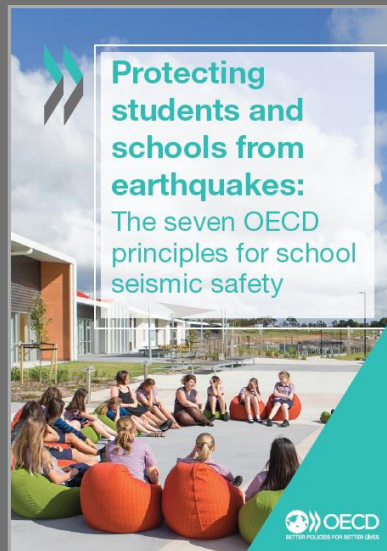
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EFFECTIVE LEARNING ENVIRONMENTS WEBSITE:

www.oecd.org/education/effective-learning-environments/



click [here](#)



click [here](#)



click [here](#)





Useful documents

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Follow the links to view the files:

[_OECD SCHOOL USER SURVEY: Improving Learning Spaces Together \[English\]](#)

[_OECD School User Survey infographic](#)

[_The blogpost of Andreas Schleicher](#)

[_Watch the launch event on 15 June 2018](#)

[_LEEP FIELD TRIAL REPORT](#)

[_LEEP INSTRUMENT DEVELOPMENT REPORT](#)

[_LEEP FRAMEWORK](#)

[_PROTECTING STUDENTS AND SCHOOLS FROM EARTHQUAKES: The seven OECD principles for school seismic safety](#)



OECD SCHOOL USER SURVEY

IMPROVING LEARNING SPACES TOGETHER

DID YOU KNOW?

7 538 The number of hours an average 15 year-old student will have spent inside school buildings

3 USER GROUPS

THE OECD SCHOOL USER SURVEY EMPOWERS



- 1 STUDENTS
- 2 TEACHERS
- 3 SCHOOL LEADERS

4-STEP CYCLE

CYCLE OF CONTINUOUS IMPROVEMENT



5 AREAS OF FOCUS

- 1 Physical environment and its use
- 2 Comfort and safety
- 3 Use of technology
- 4 Perceptions of learning environments
- 5 Overall satisfaction with the school facilities



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How to use the OECD School User Survey

The OECD School User Survey is available online in a PDF format for free in **8 languages** -English, French, Greek, Italian, Japanese, Korean, Russian and Spanish- and may be used by any interested actor. When using the Survey, the OECD recommends that:



Full **recognition** be given to the OECD as the original author of the Survey, if applied independently.



The Survey must be administered in its current format and layout. The OECD School User Survey has been designed as an **integrated tool** to collect information from all three user groups (students, teachers and school leaders). Therefore all three questionnaires should be used together, and with all of the questions rather than a selection. Please inform us if you do not intend to use the full Survey or would like to include additional questions.





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How to use the OECD School User Survey_p.2



The OECD **be informed** when the Survey has been completed and results collected. In the next 12 months, we are looking to compile a selection of case studies from those who have used the Survey in order to highlight the effectiveness of the tool for schools.



Requests for the right to **translate** the Survey into other languages be sent to the OECD publications team rights@oecd.org who will provide a free license to translate the Survey, and will request an electronic version of the translation. Please keep our team on copy as well EffectiveLearningEnvironments@oecd.org



OECD School User Survey: Partnership opportunities

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How can you get involved? **The OECD is looking for partners!**



Take the test!



Support efforts to translate the Survey into your national language.



Actively help with dissemination and awareness-raising among relevant audiences (e.g. countries, school principals, teacher unions, local government authorities, universities).



Provide feedback for the continuous improvement of the OECD School User Survey questionnaires.

Send your email to EffectiveLearningEnvironments@OECD.org





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OECD EDUCATION AND SKILLS NEWSLETTER: Read the latest issues online [[July](#), [September](#) and [October](#) 2019] that deliver the key education findings and policy directions emerging from recent OECD analysis in a single accessible free source.

ACCESS TO OECD ONLINE PUBLICATIONS: GNEELE member countries benefit from free access to OECD publications in the online OECD database [iLibrary](http://www.oecd-ilibrary.org/) [<http://www.oecd-ilibrary.org/>].

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_GROW THE NETWORK! Please feel free to forward this e-mail and e-newsletter to interested colleagues.

_CONTRIBUTE: You are invited to suggest content for the e-newsletter to EffectiveLearningEnvironments@OECD.org





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OCTOBER 2019

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