

# Effective Learning Environments





# OECD NEWS ON EFFECTIVE LEARNING ENVIRONMENTS

## JUNE 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: Transforming learning environments

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**CALL FOR CASE STUDIES:** The OECD finalised the Analytical Framework for Case Studies Collection. This will guide the curation of a set of 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. Read the blog: [Share your experiences in transforming learning 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.





## OECD at the A4LE workshop in London

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### **DESIGNING SPACES FOR FUTURE FOCUSSED SCHOOLS:**

Joanne Caddy, OECD Senior Policy Analyst, gave a keynote presentation on “OECD Perspectives on the Changing Face of Education” at the workshop organised by the University of Westminster and Association for Learning Environments in London, on 14 June. OECD consultants Alastair Blyth & Julie Velissaratou gave presentations on the OECD School User Survey and Case Study work on Transforming Learning Environments. Maria Ustinova, World Bank, presented the Results of the OECD School User Survey in the Russian Federation Schools. The workshop brought together teachers, architects, researchers and students who worked in groups to create design responses to two spatial briefs focussed on primary and secondary schools.

For more info click on the A4LE website: <http://a4le.co.uk>





# New versions of the OECD School User Survey

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## THE OECD SCHOOL USER SURVEY IN SIX LANGUAGES:



For English click [here](#)

For French click [here](#)

For Greek click [here](#)

For Italian click [here](#)

For Japanese click [here](#)

For Spanish click [here](#)

**Expecting soon:**  
Russian and Korean





## Future activities

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### **\_REPORT ON THE IMPLEMENTATION OF THE RECOMMENDATION OF THE COUNCIL CONCERNING GUIDELINES ON EARTHQUAKE SAFETY IN SCHOOLS**

The Secretariat will draft the 2020 Report on the Implementation of the Recommendation of the Council Concerning Guidelines on Earthquake Safety in Schools, to be discussed in the 2019 GNEELE meeting before submission to the OECD Council. The report runs every 5 years, following the approval of the OECD Recommendation in 2005.

For the OECD Recommendation click [here](#)

For the 2015 Report click [here](#)





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## Future events for officials: save the date

**\_ 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](mailto: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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## Internship opportunity

### **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.

Please contact the team if you, or someone you know, is interested:  
[EffectiveLearningEnvironments@OECD.org](mailto:EffectiveLearningEnvironments@OECD.org)







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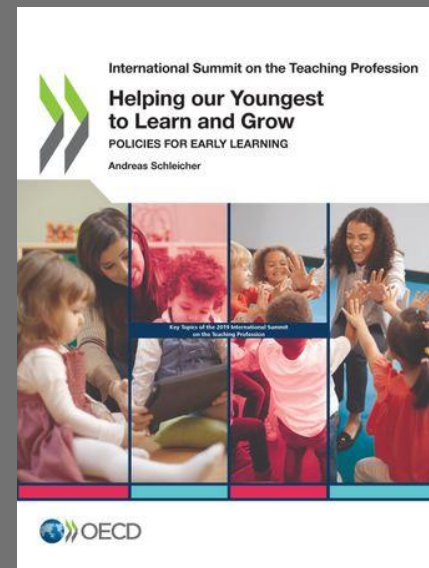
## News from OECD: publications

### **HELPING OUR YOUNGEST TO LEARN AND GROW, by ANDREAS SCHLEICHER**

This report was prepared for the International Summit on the Teaching Profession and discusses policies and practices that shape quality and equity in early childhood education and care. It examines how the work environment, including the educational background of staff, and the policies that shape teaching approaches affect the quality of the education provided to our youngest learners.

[Read](#) and Share

[Download](#) (for institutions with a subscription to OECD iLibrary)





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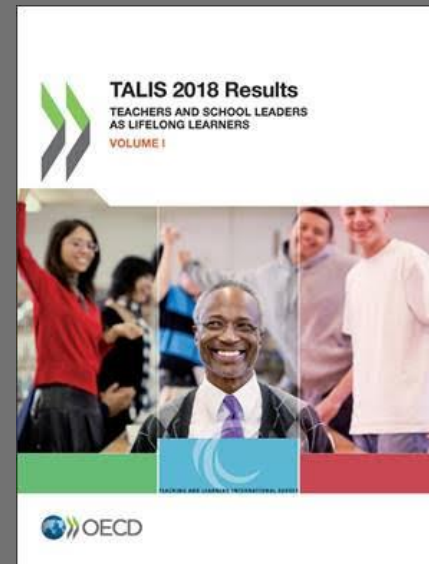
## News from OECD: publications

### **TALIS 2018 RESULTS: TEACHERS AND SCHOOL LEADERS AS LIFELONG LEARNERS**

Do teachers spend more time on actual teaching and learning in a typical lesson compared to previous years? Do they feel prepared to teach when they start teaching? What sort of continuous professional development programmes do they participate in and how does it impact their practice? Over the last ten years, TALIS has sought to answer these questions.

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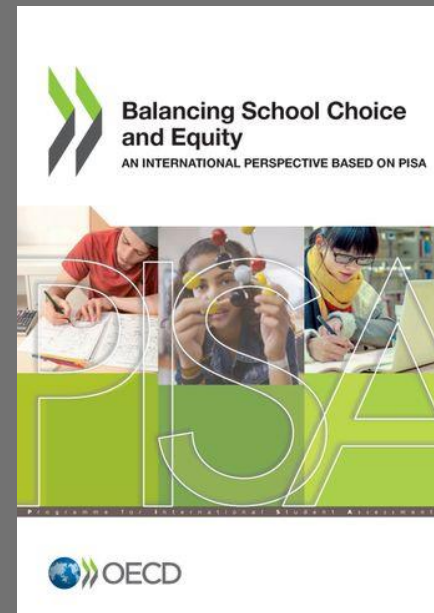
## News from OECD: publications

### **BALANCING SCHOOL CHOICE AND EQUITY: AN INTERNATIONAL PERSPECTIVE BASED ON PISA**

A new OECD report focuses on issues related to school choice, especially how certain aspects of school-choice policies may be associated with sorting students into different schools. A key question fuelling the school-choice debate is whether greater competition among schools results in more sorting of students by ability or socio-economic status.

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[Buy](#) the Book





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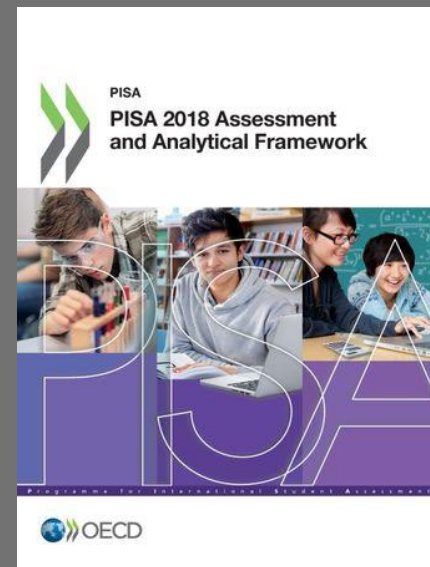
## News from OECD: publications

### PISA 2018 ASSESSMENT AND ANALYTICAL FRAMEWORK

This report presents the conceptual foundations of the OECD Programme for International Student Assessment (PISA). Like previous cycles, the 2018 assessment covered reading, mathematics and science, with the major focus this cycle on reading literacy.

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## News from OECD: publications

### **A FLYING START: IMPROVING INITIAL TEACHER PREPARATION SYSTEMS**

This report provides insight into key features of selected teacher preparation systems by analysing the information collected in the OECD Initial Teacher Preparation (ITP) study. The ITP study investigated the policy environments of the first phase of continuous teacher learning in seven countries: Australia, Japan, Korea, the Netherlands, Norway, the United States and Wales (United Kingdom).

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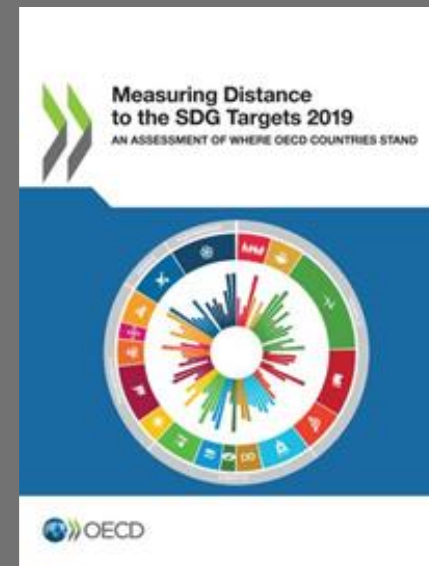
## News from OECD: publications

### **MEASURING DISTANCE TO THE SDG TARGETS 2019**

This OECD report was developed in order to assist member countries with their national implementation of the 2030 Agenda for Sustainable Development. It provides a high-level overview of strengths and weaknesses in performance across the SDGs and the 5Ps, helping countries navigate the SDGs' complexity and identify priorities within the broad 2030 Agenda.

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# News from OECD: the SDG Pathfinder

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## THE SDG PATHFINDER

The SDG Pathfinder is an open digital discovery tool, powered by the OECD, providing quick access to content related to the Sustainable Development Goals (SDGs). This tool applies an SDG lens to policy content from six international organisations.

Try the beta tool: <https://sdg-pathfinder.org/#/>





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## News from OECD: workshop on well-being

### **PUTTING WELL-BEING INTO POLICY ACTION** **INTERNATIONAL WORKSHOP, PARIS, 3-4 OCTOBER 2019**

The last ten years have seen major advances in the measurement of well-being and sustainability. But how are these metrics being used to inform policy decisions? And how could standard policy analysis tools be adapted to take well-being evidence into account more systematically? Join us to debate the challenges of more people-centred policy making.

Please contact [wellbeing@oecd.org](mailto:wellbeing@oecd.org) for more information.







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### **NEW ZEALAND: QUALITY LEARNING ENVIRONMENTS MODEL**

Throughout 2019, the New Zealand Ministry of Education is piloting a model to measure the quality of physical learning environments across 94 schools in four districts.

The model is focussed on three dimensions: asset condition; fitness for purpose; operational efficiency.



Image credit: Ministry of Education, New Zealand



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### **QUALITY LEARNING ENVIRONMENTS MODEL, p.2**

The Ministry of Education of New Zealand has developed a new condition assessment framework which aims to better support asset management at school, regional and portfolio levels.

As of 31 May, the Ministry has installed **211 data logger units** at 38 schools in the pilot to measure some of the aspects surrounding the “fitness for purpose” of internal environments. The data loggers will measure various elements that contribute to the overall functionality of internal environments.

For more information click [here](#)





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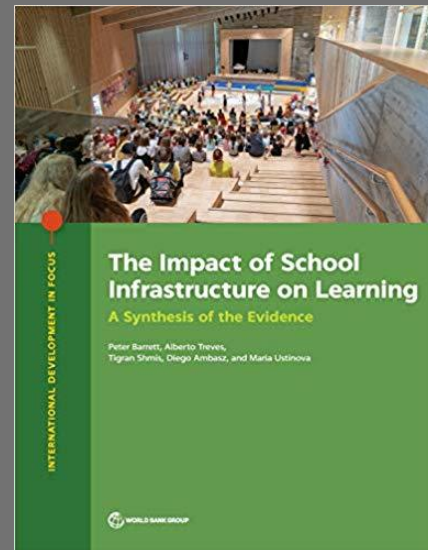
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### **THE IMPACT OF SCHOOL INFRASTRUCTURE ON LEARNING: A SYNTHESIS OF THE EVIDENCE**

This book published by the World Bank focuses on how school facilities can affect children's learning outcomes, identifying parameters that can inform the design, implementation, and supervision of future educational infrastructure projects. It reflects on aspects for which the evidence could be strengthened, and identifies areas for further exploratory work.

[Download](#) the book

[Buy](#) the book





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## News from member countries and partners

### **TEACHER TRANSITION SURVEY**

The iletc project of the University of Melbourne has released a new survey for teachers in Australia and New Zealand – the Teacher Transition Survey. The aim of the survey is to understand educators' perspectives on their transition from traditional learning spaces into more innovative learning environments. The survey asks about the types of spaces educators have worked in, the impact of physical spaces on their teaching and what is important in supporting them transitioning from traditional to more innovative spaces.

For additional information click [here](#)

To complete the survey click [here](#)





## News: future events

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**TRANSITIONS 19:** The University of Melbourne will host the “TRANSITIONS 19” conference on 2-4 October in Melbourne, to explore what is involved in making the journey from traditional to innovative spaces. The programme will feature the latest research, in-depth discussion and networking, as well as visits to local schools and showcase of ILETC project findings and resources. For more information click [here](#).

**LEARNINGSAPES 2019:** The Association for Learning Environments [A4LE] will host the “LEARNINGSAPES 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](#).





## Articles – presentations of school buildings

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### **GRAY PUKSAND ON THE DESIGN CHALLENGES OF PRAHRAN'S VERTICAL SCHOOL**

The [dezeen article](#) looks at how Prahran's 650-student school -being one of a crop of vertical schools in Melbourne and with an extremely limited amount of land- required a rethink of how to use space in a high school setting. The first concept was to create almost a Guggenheim Museum sort of circulation.



Image credit: John Gollings





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### **MEET THE SCHOOL WITH NO CLASSES, NO CLASSROOMS AND NO CURRICULUM**

Read the [article](#) about the Agora school in Roermond, Netherlands, a school borrowing its name from Ancient Greek. Agora is described as a blend of:

- a university - where you have knowledge,
- a Buddhist monastery - where you can think,
- a theme park -where you can play, and
- a communal marketplace -where you can trade and swap items.



For more info about the school click [here](#)





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## BUDDINGE SCHOOL

Read the [article](#) about how the teaching staff have helped to develop a creative and project-oriented learning environment at Buddinge School, north of Copenhagen. The refurbishment transforms four existing, traditional classrooms into a coherent, open learning landscape that invites active and varied teaching.







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### **NUDES USES STRAW BALES TO CREATE A BREATHABLE SKIN FOR PROPOSED SCHOOL IN MALAWI**

The designboom [article](#) presents a this new secondary school in Malawi. With the concept based on a ‘bottom-up’ design process, the scheme focuses on utilising local materials and embracing vernacular architecture to create a building that aims to fit within the East-African context and encourage community participation.

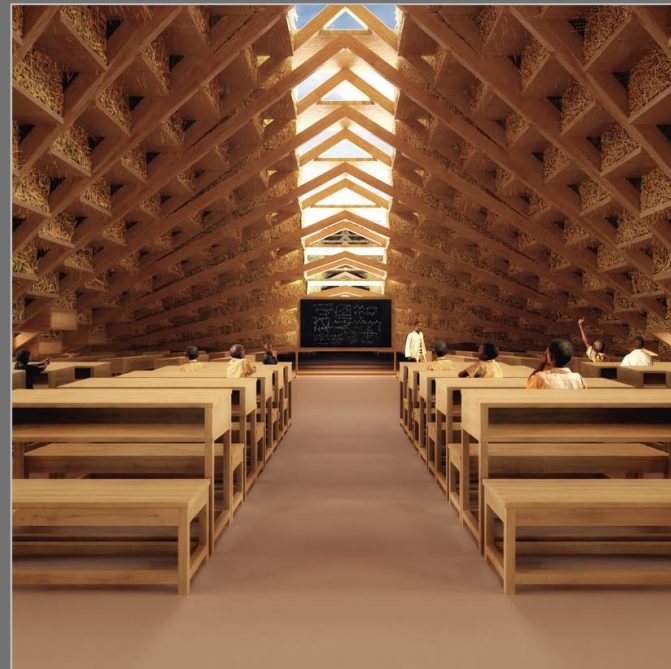


Image credit: NUDES





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### **NEW ZEALAND SCHOOLS HONOURED AT EDUCATION AWARDS**

Find out [about](#) the two schools in New Zealand that received awards in Educational Facilities Awards, run by Learning Environments Australasia:

- The Cathedral Grammar Junior School [Christchurch] by Andrew Barrie Lab and Tezuka Architects
- The Freemans Bay School [Auckland] by RTA Studio



Image credit: Patrick Reynolds; Simon Devitt





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## **ARCHITECTURE AND EDUCATION: 15 SCHOOLS DESIGNED BY BRAZILIAN ARCHITECTS**

In Brazil, school projects can vary widely from the private sector to the public sector, yet in both cases, it is possible to find high-quality solutions. Read the [article](#) presenting 15 schools designed by Brazilian architects.





## Articles – presentations of school buildings

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### **REEDS SPRING MIDDLE SCHOOL**

Read this [presentation](#) of Reeds Spring Middle School which utilises the surrounding nature for form and function [designed by Dake Wells Architecture].



Image credit: Gayle Babcock

### **MEADOW VIEW & TOKEN SPRINGS ELEMENTARY SCHOOLS**

Read this [presentation](#) of Meadow View & Token Springs Elementary Schools designed by Eppstein Uhen Architects to support the growing population.



Image credit: C&N Photography



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## Articles about design

**THE BEST METHODS FOR DESIGNING INNOVATIVE LEARNING ENVIRONMENTS:** Read the [blogpost](#) about what to do when you want to design your own innovative learning environments, taking into account that classroom design makes a difference to what gets accomplished in the room itself.

**SUSTAINABLE INTERIOR DESIGN:** Winston Churchill famously said, “We shape our buildings; thereafter they shape us.” Take a look at the School Planning & Management [article](#) about how it is time to really look at school facility design as one of the most important components to effective learning and improving education as a whole.





## Articles about design

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### **CEILING DESIGNED FOR LEARNING**

Read the [article](#) about how a map across the ceiling may serve as a learning tool for students in the Springmill Learning Center's new Earth Studies Room, a hands-on science and outdoor education centre housed in a once-vacant elementary school.



**PERSONALISATION: AN EVIDENCE BASED-APPROACH FROM PRINCIPLE TO PRACTICE:** An [article](#) on School Education Gateway argues for more personalisation in schools.





## Articles about design

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**\_DESIGNING FLEXIBLE SEATING WITH ELEMENTARY SCHOOL STUDENTS:** Read the [article](#) about what a veteran elementary teacher has learned from eight years of building a student-centered environment.

**\_DESIGNING TO REINVENT TEACHING & LEARNING:** Read the School Planning & Management [article](#) about the request of the teachers of one Midwestern high school: “Where do I put the chairs and tables in my classroom?”

**\_CREATING ORGANIC LEARNING ENVIRONMENTS THROUGH SUSTAINABLE DESIGN:** Read the School Planning & Management [article](#) about building schools that interact with the educational goals of sustainability.





## Articles about inclusion

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### **INCLUSION THROUGH THE LENS OF MYTHS AND ACTIONS:**

Inclusive schools are not a fact of life yet. Many hazardous educational myths still persist, alienating students and their families – but, on the bright side, educational actions are constantly setting the bar higher. Read the [article](#) on School Education Gateway.

### **LEARNING FOR ALL: THE ESSENTIAL ROLE OF TEACHERS IN INCLUSIVE EDUCATION:**

The World Bank shares a [blogpost](#) about how the central role of the teacher cannot be underestimated if we aim to provide universal and inclusive education for all.







## Articles about safety

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**\_PLANNING DISASTER RESPONSES:** Read the School Planning & Management [article](#) about the importance of a planning response that will be used when a disaster arrives, in order to keep students and faculty as safe as possible. The necessary steps in the planning process are described.

**\_SCHOOL SAFETY:** The Association For Learning Environments has created a new website dedicated to school safety and security. The editorial team has collected and verified numerous articles, resources and case studies to help facilitate and educate. For more information click [here](#).





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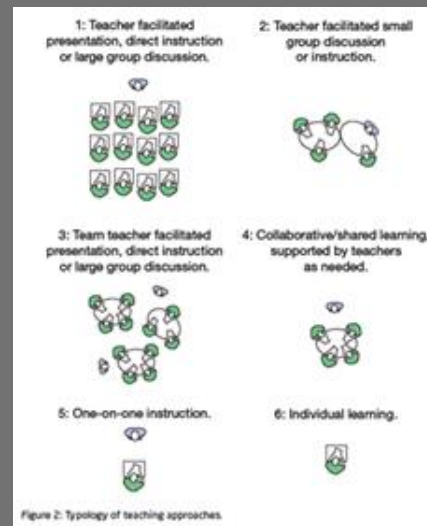
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## REPORT LOOKING AT THE IMPLICATIONS OF OPEN LEARNING SPACES, ACOUSTICS AND TEACHER PERSONALITY

Despite resistance to open plan classrooms in many countries, the movement towards innovative learning environments continues in parts of Europe, especially Scandinavia, Australia and New Zealand. Their definition (ILEs), is an ongoing discussion in itself and their success is dependent on many aspects. Read more from the Acoustics Bulletin [here](#).





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### HOW DOES FINLAND'S TOP-RANKING SYSTEM WORK?

The key to Finland's success is to view education not as a privilege, but a right. Read this [article](#) about the pillars of Finnish education.



Image credit: University of the Fraser Valley



Image credit: Lucelia Ribeiro



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**\_\_HOW CAN SCHOOLS SUPPORT THE DEVELOPMENT OF OUR DEMOCRACIES?** In many countries, political debate is becoming ever more polarised. Read the [article](#) on Eurydice website.

**\_\_HOW DATA IS FOCUSING EFFORTS TO EDUCATE GIRLS IN INDIA:** Read the [article](#) on the London Business School website about how educating girls is one of the best investments a country can make.

**\_\_TEACHER WELLNESS: COULD IT BE THE KEY TO BETTER STUDENT OUTCOMES?** Read the School Planning & Management [article](#) about how a number of factors are forcing teachers out of schools and taking their toll on education.





## New resources

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**\_ EDUCATIONAL FACILITY PLANNER:** The Association for Learning Environments has published this online [tool](#) that presents news, theories, and developments in the world of Learning Environments.

**\_ ARCHITECTURE, URBANISM AND EDUCATION: TOWARDS AN EDUCATIONAL DIMENSION OF SPACE, by Pablo Campos Calvo-Sotelo:**

This book represents the culmination of 30 years of dedicated research by the author to the architecture of education.





# Effective Learning Environments online

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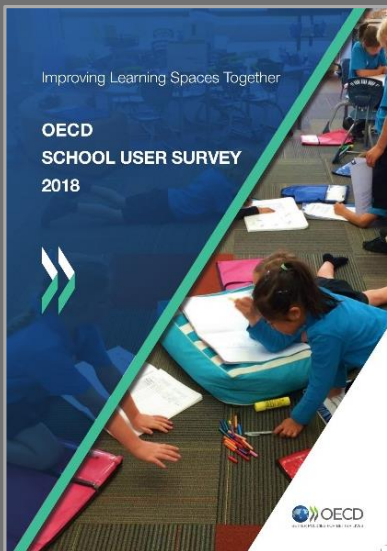
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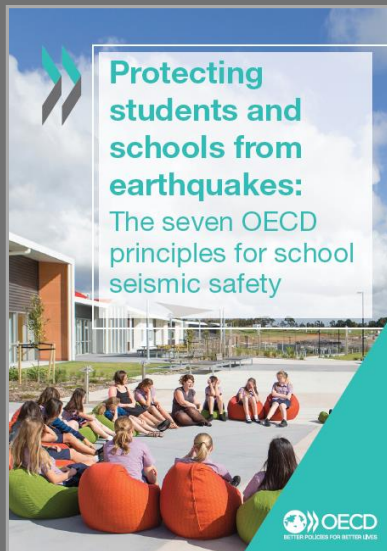


**EFFECTIVE LEARNING ENVIRONMENTS WEBSITE:**

[www.oecd.org/education/effective-learning-environments/](http://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 [English](#), [French](#), [Greek](#), [Italian](#), [Japanese](#) and [Spanish](#) in a PDF format for free 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 [pubrights@oecd.org](mailto:pubrights@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](mailto: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](mailto:EffectiveLearningEnvironments@OECD.org)





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**OECD EDUCATION AND SKILLS NEWSLETTER:** Read the latest issues online [[March](#), [April](#), [May](#) and [June](#) 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/>].

## **GET FREE EDUCATION REPORTS AND STATISTICS:**

- [www.oecd.org/edu/workingpapers](http://www.oecd.org/edu/workingpapers) for a series of education working papers
- [gpseducation.oecd.org](http://gpseducation.oecd.org) for more data on education and skills
- [www.oecd.org/education](http://www.oecd.org/education) for a selection of free downloadable OECD reports and data





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## Support the project!

**\_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](mailto:EffectiveLearningEnvironments@OECD.org)





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2, rue André Pascal - 75775 Paris Cedex 16 – FRANCE

\_ **CONNECT WITH US ON:**

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- YouTube: [www.youtube.com/EDUcontact](http://www.youtube.com/EDUcontact)
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# OECD NEWS ON EFFECTIVE LEARNING ENVIRONMENTS

**JUNE 2019**

**Effective Learning Environments**

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