

Exploring Radical Visions for Tomorrow's Schools
... and How to Make Them Work.

Imagine!

Vienna 2010

Vienna, Austria, 20-22 September 2010



<http://www.gbl.tuwien.ac.at/imagine2010/>

The conference is organised by the OECD Center for Effective Learning Environments (CELE) and OECD Center for Educational Research and Innovation (CERI), the Austrian Federal Ministry for Education, Arts and Culture, and Vienna University of Technology.

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Day 1 20 September 2010

08:30	Registration and morning coffee		
09:15	Welcome	15	Representative, TU Vienna Representative, Ministry for Education, Arts and Culture, Austria
09:30	Aims of conference	10	Richard Yelland , Head, OECD Centre for Effective Learning Environments
09:40	Presentation of conference format and projects for Creative Workshops	20	Christian Kühn , Professor of Architecture and Design, Technical University of Vienna, Austria
Part I. Radical Visions			
10:00	Visionary Panel 1: Exploring Radical Visions	60	David Istance , Senior Analyst, OECD Centre for Educational Research and Innovation, Alastair Blyth , OECD Centre for Effective Learning Environments, Charles Fadel , Global Education Research Lead, Cisco Systems, United States, Valerie Hannon , Director of Strategy, Innovation Unit, UK, John Worthington , Co-Founder, DEGW, UK (Facilitator)
11:00	Coffee break	30	
Part II. Exploring Concepts			
11:30	Exploring Concepts 1	15	Martin Culkin , School Principal, Dandenong High School; Richard Leonard , Architect responsible for Educational Projects, Hayball, and Julia Atkin , Social Researcher, Australia
11.45	Exploring Concepts 2	15	Jens Guldbaek and Hanna Bohn-Vinkel , Co-founders, LOOP, Denmark
12:00	Exploring Concepts 3	15	Eunah Park , Consultant, OECD Learning for Jobs Project
12.15	Creative Workshop Round 1: Exploring Concepts		
13.00	Lunch	75	
14.15	Exploring Concepts 4	15	Reto Ammann , CEO and owner of SBW House of Learning, Switzerland 45
14.30	Exploring Concepts 5	15	Katie Salen , Executive Director, Institute of Play, New York, United States
14.45	Exploring Concepts 6	15	Odd Eiken , Executive Vice President, Kunskapsskolan Education AB, Sweden
15.00	Creative Workshop Round 2: Exploring Concepts	45	Participants are invited to contribute to the discussion of another core issue of school design
15:45	Coffee Break	30	
Part III. Financing Change			
16:15	Visionary Panel 2: Financing Radical Visions	60	Laura Cameron , Executive Director, Capital Planning Sector, Alberta Education, Canada, Ian Hawkesworth , Policy Analyst, OECD Directorate for Public Governance and Territorial Development. Third Panalist n.n. , John Worthington , Co-Founder, DEGW, UK (Facilitator)
17:15	Summary of Day 1 & Setting the Agenda for the Workshops on Day 2	30	Christian Kühn , John Worthington , David Istance
20:00	Conference Dinner		

Day 2 21 September 2010

08:30	Registration and morning coffee		
09:30	Introduction	15	John Worthington , Co-Founder, DEGW, UK
Part IV. Making Visionary Design Work in Policy and Practice			
09:45	Visionary Panel 3: Making Visionary Design Work in Policy and Practice	75	Sam Cassels , Design Advisor for „The Schools Programme“, Architecture and Design Scotland, UK, Ian Yorston , Head of Digital Strategy, Radley College, UK, Konrad Osterwalder , Rector, United Nations University, New York, United States, Frauke Burgdorff , Director, Montag Stiftung Urbane Räume gAG, Germany, John Worthington , Co-Founder, DEGW, UK (Facilitator)
11:00	Coffee break	30	
11:30	Creative Workshop Round 3: Making Visionary Design Work in Practice	90	In the workshops, participants will further develop ideas and concepts from day one.
13:00	Lunch	75	
14:30	Creative Workshop Round 4: Making Visionary Design Work in Practice	90	Continuation of morning workshops
16:00	Coffee break	30	
16:30	Summary of Conference	60	Interviews and discussions with the teams: John Worthington, Co-Founder, DEGW, UK
17:30	End of Day Two and Perusal of Creative Projects		

Day 3 22 September 2010

09:30 Excursions to four educational facilities in Vienna, 9:30 to 14:00.

1. Allgemein bildende höhere Schule (AHS) Heustadelgasse

1220 Wien, Heustadelgasse 4
henke und schreieck Architekten - Wien (A) - 2002
<http://www.henkeschreieck.at/>

2. Höhere Bundeslehranstalt für wirtschaftliche Berufe und Tourismus

am Standort Bernoullistraße / Wintzingerodestraße, 1220 Wien
AMP-Architekten, Johannes Daniel Michel - Ludwigsburg (D) - 2010
<http://www.amp-architekten.de/tourismusschule-wien/>

3. Bildungscampus am Nordbahnhof, Ganztagesvolksschule und Kindergarten

1020 Wien
Kaufmann Wanas ZT GmbH, Oliver Kaufmann - Maximilian Wanas - Wien (A) - 2010
<http://www.kaufmannwanas.com/index.php?page=97>

4. Kindergarten Schukowitzgasse

1220 Wien, Schukowitzgasse 87/2
kirsch ZT gmbh, Architekt Clemens Kirsch - Wien (A) - 2010
<http://www.ckirsch.at/kindergarten-1220-wien.html>

Method and Structure

The conference will include two short rounds of Creative Workshops on Day One (45 minutes each) and two longer rounds of Creative Workshops on Day Two (1 1/2 hours each).

Each workshop will address a theme or „radical vision“, supported by real-life project(s).

Workshops will follow the concept of „dialogue mapping“, in which the starting point for each workshop is a general theme (e.g. „Outdoor Learning“) and a challenging, provocative scenario (e.g. „Let's plan schools from the outside in, starting with the outdoor facilities and regarding classrooms and halls as inevitable additions“), based on the idea of a „radical vision“ for tomorrow's schools.

These scenarios will be explored in so-called „knowledge cafés“ in the cupola or dome of the TU, which is a 500 m² open space.

Overview of Workshop Themes

WS 01 Breaking Down the Walls (schools without classrooms)

The standard, instructional model of teaching is often associated with the standardised box-like classroom. Breaking down physical walls is considered as a way to break down the mental walls that keep teachers and students in traditional institutional settings. But didn't we experience a similar trend in the late 1960s and early 1970s that was far from successful? Which aspects do we have to take into account beyond the simplistic analogy of "open spaces" and "open minds"? Are there hybrid models? And which layouts can be regarded as proven and tested typologies for schools without classrooms?

Facilitator: Richard Leonard, <http://www.hayball.com.au>

WS 02 Thinking Green (energy questions, low energy buildings)

Sustainability has become a global issue. To cope with the needs and demands of a sustainable world, designers will have to combine the mentality of gardeners with the precision of space-craft-engineers. Still much of the current effort in renovating schools at least in central Europe is mainly oriented towards reducing energy consumption through better insulation. But isn't a "green school" much more than that? And do we really have enough long-term experience with minimum-energy-schools to justify large investments into high-tech solutions?

Facilitators: Irene Prieler, Michael Wildmann, grundstein architekten, <http://www.grundstein.cc/>

On Day One, there will be two brief rounds of 45-minute workshops, and 10 workshops in each round. Participants can choose to participate in a different workshop in each round. Each workshop will be led by a facilitator. Using existing case studies presented by the facilitator and others - and harnessing the rich ideas and experiences of the audience - each group will work to identify the burning questions and key issues related to the scenario.

On Day Two, there will be two 90-minute workshops in which participants will use the questions and key issues identified in the previous day to propose workable solutions. Participants can select the workshop in which they will participate."

WS 03 Micro Environments (small interventions, flexible learning spaces)

The underpinning metaphors of the industrial era were efficiency, uniformity and meeting standard specifications. The school buildings of the industrial era with their identical classrooms precisely reflect this idea. Learning environments for today's knowledge society require a different metaphor of spatial organization that might not be easily found within our current concept of schools as a series of "rooms" equipped with "furniture". The idea of "micro environments" could offer an alternative conceptual model that aims at supporting individual and group learning and teaching experiences through architectural arrangements on an intermediate level. Can we already define typologies of "micro environments" serving different learning and teaching models? How flexible should these environments be? Which materials should we use to construct them? And who should design them?

Facilitators: NN

WS 04 Building for Change (adaptability in a changing world)

The school is an essential component of a diverse and complex knowledge economy, and it must respond to its changing needs and demands. But how can a school constructed today most effectively serve the needs of learners in 30 years time? What can we learn from experiences with refurbishing structures over the last 30 years? What dimensions of change are there?

Facilitator: Thomas Zinterl, Zinterl Architekten ZT GmbH <http://www.zinterl.at/>

**WS 05 Community Connection
(schools as part of a greater network)**

The ideal of the school as a vibrant multi-functional centre of social life has been around for decades. But does this idea of the "centre" actually reflect the needs of the community? Wouldn't it be possible to regard every building in the community as a potential place for learning, thus creating strong communities of life-long learners. While schools would still play a central role, community resource centres, public buildings, leisure centres, public parks and other community spaces could be used as tools in the development and implementation of the community's educational programme. Which strategies could provide a successful cooperation between the different players involved? And how far could this de-centralisation of learning go?

Facilitators: Peter Zoderer, **feld72 architekten zt gmbh**, <http://www.feld72.at>, Erik Meinharter, **PlanSinn GmbH**, <http://www.plansinn.at>

**WS 06 Designing (for) Diversity
(organizing school spaces for heterogeneous groups)**

As we are witnessing a progressive segmentation of society, the school as an institution is without doubt one of the major agents in this process. Its potential is manifold: It may actively deepen this segmentation, it may try to overcome it by standardizing, or it may provide an atmosphere that recognizes difference. How does the design of schools reflect these different positions to diversity? Can we design for inclusion, providing an atmosphere that supports a variety of social and ethnic backgrounds? Does this lead to neutral structures, or to loose assemblies of small, highly specific environments?

Facilitator: Gabu Heindl, **GABU Heindl Architektur**, <http://www.gabu-wang.at/>

**WS 07 Outdoor Learning
(exterior spaces for learning)**

"Outdoor education" broadly refers to a range of organized activities which take place in a variety of ways in predominantly outdoor environments. Although this usually means to leave the school's premises for field trips etc., some principles of outdoor learning – e.g. becoming aware of being part of a greater ecosystem, experiencing physical freedom, testing one's comfort zone – may well be re-imported into the spaces outside the educational facility or even into the facilities themselves. Shouldn't we make schools wild?

Facilitator: Karin Schwarz, **ÖISS** www.oeiss.at, Alice Größinger, **idealice**, <http://www.idealice.com/>

**WS 08 Burning Down the School
(fire regulations, safety, security)**

Although the natural disasters such as fire and flood are universal threats, the reactions of educators and legislators

differ considerably from country to country. Safety regulations have become increasingly influential on school design in recent years, often conflicting with other goals like ease of access, flexibility and continuity of space, which are required for pedagogical innovation. Tight budgets in the public sector have aggravate these conflicts. Is there a rational way of managing these conflicts of interest? Is it really necessary to keep security standards that high?

Facilitators: Dietmar Feichtinger **Architectes**, **Project Architect:** Rupert Siller, www.feichtingerarchitectes.com

**WS 09 Value for Money
(questions of funding, standards)**

In many countries, the public sector is experiencing massive budget cuts. Competition for resources is becoming stronger, and even if education is less affected, its efficiency and effectiveness will be strongly questioned. On what grounds are decisions on investments in educational infrastructure actually based? How much square meters of school are necessary for a child? Do we need quality standards, or should we delegate decisions to local stakeholders? Will new models of procurement like PPP lead to better quality?

Facilitator: Ian Hawkesworth, **Manager of the OECD's network of senior officials responsible for Public-Private Partnerships**

**WS 10 Expanding Virtually
(IT support for learning)**

We have been waiting for the virtual world to transform education for a decade. In reality, in most schools computers and digital white boards have been added to the existing infrastructure but what evidence have we seen of change? Has ICT been integrated into our existing styles of teaching and learning? Or are we still at the beginning of a revolution? What will the influence of new patterns of social interaction through ICT be on the program and layout of the buildings we use for education? Might we end up in a world without schools?

Facilitators: David Istance, **senior analyst at the OECD's Centre for Educational Research and Innovation (CERI)** Jörg Hofstätter, **OVOS**, www.ovos.at

Reto Ammann

CEO and owner of SBW House of Learning. SBW House of Learning is a Swiss entrepreneurial provider of education that has offered high quality, innovative learning throughout the whole educational spectrum from kindergarten to high school, including international schools since 1980. We believe strongly in encouraging self - driven learning, in developing respectful behaviour, in gaining confidence in success, all these within a well -organized learning environment.

Julia ATKIN

Named as one of Australia's Smart 100 - a list of 100 people in 10 fields making a difference to Australian society through innovation – Julia Atkin has been researching how people learn for over 30 years. Here awards include Apple Distinguished Educator, 2000-2004, Fellow of the Australian College of Educators and the Sir Harold Wyndham Medal 2000 in recognition of the contribution her work has made to the learning of teachers and the children of Australia.

Hanna BOHN VINKEL

Co-founder of LOOP, a consultancy specialising in school development which provides strategic analysis, project planning and project management for the public sector and private clients, Hanna Bohn Vinkel has much experience in implementing development processes in the public sector. A teacher by training, she has worked with educational development, establishing and leading partnering teams focusing on communication and group psychology.

Frauke BURGDORFF

Since 2006, Frauke Burgdorff has been Director of Montag Stiftung Urbane Räume gAG –The Montag Foundation Urban Spaces - in Bonn, Germany. Research projects at Montag Stiftung involve education experts, planners and architects working together with the community to develop innovative and practical designs for educational architecture. From 2002 until 2005, Frauke was Managing Director of Europäisches Haus der Stadtkultur, Gelsenkirchen, and between 2000 and 2002, she was Project Manager at the EuRegionale 2008 in Aachen.

Laura CAMERON

Executive Director of the Capital Planning Sector of Alberta Education, Laura Cameron and her team are responsible for overseeing the planning and funding of school capital projects throughout the province as well as Education's oversight of P3 projects for school infrastructure. A Certified Management Accountant by training, Laura has been in her current role with Alberta Education since July of 2008. She has been with the Government of Alberta for over 12 years, having worked with the departments of Health & Wellness, Government Services and Service Alberta.

Sam CASSELS

With 25 years of experience helping clients in more than 100 public and private sector organisations make well informed strategic decisions about their investments in design, Sam Cassels is currently Architecture and Design Scotland's (A+DS) Design Advisor for 'The Schools Programme' (see www.smarterplaces.org). He has an academic background in architecture and economics.

Martin CULKIN

A teacher and principal in secondary schools in the state of Victoria, Australia, for more than four decades, Martin Culkin has been leading the merger of three secondary schools into one school of 2 100 students in the suburb of Dandenong. Culkin has a strong belief in collaborative team teaching and student inquiry learning. He has worked to develop new curriculum and pedagogies to engage students more effectively and improve educational opportunities. He holds a Commerce Degree and a Masters in Business Administration.

Odd EIKEN

A senior policymaker and former politician in Sweden, Odd Eiken is currently Executive Vice President of Kunskapsskolan Education AB, which runs 33 non-government schools in Sweden. Kunskapsskolan is founded on the principle that students take responsibility for developing their own educational programme in a setting of their choosing, with support from teachers. A graduate of the Stockholm School of Economics, Eiken was Secretary of State for Education in the Ministry of Science and Education in Sweden between 1991 and 1994.

Charles FADEL

Global Education Research Lead, Cisco Systems, USA, and BIAC Education Committee Vice-Chairman, Charles Fadel is a Cisco board member at the Partnership for 21st Century Skills, of which Cisco was a founding member, and Innovate/Educate, an organisation dedicated to advocacy of Science, Technology, Engineering and Math (STEM). He has consulted with a wide variety of education ministries/boards and has worked on education projects with more than 30 countries and states.

Jens GULDBÆK

Co-founder of LOOP (see above), Jens Guldbæk is qualified as an architect, project developer, project manager and in economics. He has worked as a manager in several public administrations, and was responsible for a number of radical change processes. In the municipality of Gentofte, Guldbæk was director of a major innovative school project, which was the driving force behind the shaping of particular Hellerup School.

Valerie HANNON

Director of the Innovation Unit in the United Kingdom, Valerie Hannon leads the work on Education and Children's Services, and has a strong interest in the work in local government and the third (non-profit) sector. Valerie has been a Director of Education in a large county Local Authority (Derbyshire). She has worked in a broad range of Local Authorities, and was an advisor to the Local Government Association. Before joining local government, she was a senior research fellow in the University of Sheffield and led on education policy for the Equal Opportunities Commission. Her teaching experience was in secondary schools. She is a former USA Harkness Fellow.

Ian HAWKESWORTH

Manager of the OECD's network of senior officials responsible for Public-Private Partnerships – a network bringing together the public sector expertise in setting up and managing large PPP investments in order to share best practices and information exchange - Ian Hawkesworth leads OECD country system reviews and is responsible for the International Budget Practices and Procedures Project. Ian previously worked as Head of Section and Advisor at the Ministry of Finance in Denmark. Ian holds degrees from The London School of Economics and the University of Copenhagen

David ISTANCE

A senior analyst at the OECD's Centre for Educational Research and Innovation (CERI), David Istance heads the long-running "Schooling for Tomorrow" programme and the new "Innovative Learning Environments" project. He has been responsible for a significant body of OECD work on education including Education Today: The OECD Perspective (2009), Trends Shaping Education (2008), High Quality Education and Training for All (1992) and Education and Equity in OECD Countries (1997). Between 1991 and 1997, he was at the Universities of Cardiff and Swansea and he remains an Honorary Research Fellow in the School of Social Sciences, University of Cardiff.

Christian KÜHN

Dean of Architecture and Building Science at the Vienna University of Technology since 2008 and professor at the university since 2001, Christian Kühn has been Chairman of Architekturstiftung Österreich (Austrian Architecture Foundation) since 2000. He was Chairman of the Curriculum Commission (Architecture) at the Vienna University of Technology from 2001 to 2006 and Board member of ÖGFA (Austrian Society for Architecture) between 1995 and 2000.

Richard LEONARD

Director in charge of educational projects at Hayball, a Melbourne-based architecture, interior and urban design practice, Richard Leonard has guided many significant school projects including the multi-award winning Dandenong High School, Camberwell Girls Grammar and Wallan Secondary College projects. In consulting to the Department of Education in Victoria, Richard has contributed to a number of their key programs including the Building the Education Revolution, Public Private Partnerships and the Rural Replacement Programs.

Konrad OSTERWALDER

Born in Switzerland with an academic background in theoretical physics, Konrad Osterwalder was an associate professor at Harvard University before being appointed professor of mathematical physics at the Swiss Federal Institute of Technology, Zurich, in 1977. In 1995, he was appointed rector of the Swiss Federal Institute of Technology, and in September 2007, he joined the United Nations University as its fifth rector.

Eunah PARK

Currently a consultant in the OECD Learning for Jobs project, which is part of the OECD Policy Review of Vocational Education and Training (VET), Eunah Park is completing her post-graduate studies in technological education at Korea University. A former trainee at the OECD Centre for Effective Learning Environments, she has worked as a research assistant at the Higher Education Policy Research Institute in the Ministry of Education, Science Technology in Korea, where she was involved in a research project on "Ubiquitous based high-tech future school design" undertaken with the Korea Education & Research Information Service (KERIS).

Katie SALEN

Katie Salen is a game designer, Professor of Design and Technology, and Director of the Center for Transformative Media at Parsons the New School for Design. She is also the Executive Director of a non-profit called the Institute of Play that is focused on games and learning, as well as the founder and Executive Director of Design of Quest to Learn, a new 6-12th grade public school in New York City. The school uses a game-based learning model and supports students within an inquiry-based curriculum with questing to learn at its core. Katie is co-author of Rules of Play, a textbook on game design, The Game Design Reader, and editor of The Ecology of Games: Connecting Youth, Games, and Learning, all from MIT Press.

John WORTHINGTON

Since co-founding DEGW in 1973, John Worthington has pioneered methods of adapting urban and space planning techniques to meet the needs of emerging knowledge-based economies. He is particularly interested in how the changing needs of complex organisations are translated into a programme of practical action for design. From 1992-7, John was Director of the Institute of Advanced Architectural Studies and Professor of Architecture at the University of York.

Ian YORSTON

Head of Digital Strategy at Radley College in the United Kingdom, Ian Yorston has previously been Head of Science, Head of Physics and Head of Careers at Radley. An inspector for the Independent Schools Inspectorate, a School Governor and occasional advisor to ISC on ICT matters, Ian has visited schools and lectured all over the world on Change and on the Future of Education. Prior to Radley, he spent 10 years in the Royal Air Force including 3 years as an Electronic Warfare Officer. He has a much-visited weblog, www.unreasonableman.net.