

# Dear Architect

**A vision of our future school**



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NEW  
SCHOOL**  
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# About this Booklet

## Dear Architect,

We're pleased to present you with our design brief for personalised vocational learning at Walker Technology College.

Together with the service design consultancy, Engine we've developed a plan for learning plus loads of ideas about how we could make our plan a reality. We hope that by explaining our thinking and ideas to you, you'll be able to help us design the school that we need - enabling us to teach and learn in the ways that we want to. We've called our plan The Works at Walker.

## Our Building Schools for the Future project

In response to the way schools and schooling are changing, the government has created Building Schools for the Future (BSF) - A multi-billion pound scheme to rebuild or refurbish hundreds of secondary schools in England over the next 15 years. It is the largest school building project for over 50 years.

We are beginning our BSF process and set up an **OurNewSchool** project to help us engage our staff, students, parents, governors and the wider community in looking at how we develop

learning at Walker. Through this work we've been able to equip ourselves with the tools and ability to meet future challenges, beyond the refurbishment of the school.

We want to get the most out of the BSF money we've been given for our students, and to ensure that they become independent learners who are ready for the world of work.



# Welcome to Walker

"Like most schools, Walker faces some significant challenges. We're in an area of Newcastle where youngsters join us with a lot of learning to do and a lot of achievement to reach. Our job is to make sure they get the best possible deal that we can provide them with, which means they are better people and well equipped to join the population."

Dr. Steve Gater, Headteacher

"Walker has a tremendous amount of brand loyalty within the school. Generations of families will attend here and remain involved after they leave – we want to improve access for that close, active community."

"The house system is our strength in terms of student choice, student guidance and dissemination of information. The houses are pillars of the entire school."

Mike Collier, Deputy Headteacher

"The students get an excellent package – a curriculum focused on preparing them for the world of work and developing employable skills, tied in with a personalised learning agenda that listens to and understands each student's abilities and career aspirations."

"I think the main challenge for us is getting the vocational facility right for the learners, and also to be an open building for external staff, professionals and the community."

Kath Davidson, Assistant Headteacher,  
14 - 19 Provision



# Walker's vision

## Our School Ethos

**"An ethos of understanding and support for all pupils and a holistic response to student's needs."**

The student who leaves Walker Technology College will be in control of their own destiny. The education they receive will be the best in the city because our personalised package will prepare our students to face their next steps with confidence.

## To do this, we need to provide:

- **Flexibility** in our learning spaces and in our curriculum to respond to social, economic, technological and political change.
- **An inspiring introduction** to the world of work that develops employability and soft skills and a route to a career through connections with the local community and businesses.
- **A joined-up service** with consistent and constant guidance.
- **A support network** and environment that provides a fulfilling experience for staff, students, employers and the community.

## What we want our new school to offer

### Teaching and Learning

We fully understand that our teaching methods and styles must constantly develop to meet the needs of our learners in this rapidly changing society. As a school we are not prescriptive about how our teaching and learning will progress in the years ahead as we fear this may close our minds to exciting developments we have yet to encounter. We intend to offer a wide range of teaching styles and learning opportunities which address,

support and challenge all pupil's strengths, interests and preferences. Key to progress in this area will be the development of our Personalised Learning agenda.

Personalisation for us is tailored learning; it is designed to meet learners' personal, social and educational needs. We are moving towards placing each pupil and his or her learning needs at the heart of all that we seek to do. Our new buildings, facilities and

ICT provision will enable us to build a very detailed knowledge base of each pupil's strengths, needs and preferred learning styles, and should also be flexible enough to enable and support our planned teaching responses.

We believe that the transformation of our existing school building, including our new vocational learning block, 'The Works' needs to be flexible enough to accommodate these new changes in the long run.



**Steve Gater, Headteacher**  
"We're looking at a different way of schooling, and how a building and everyone around it will support that in the future."



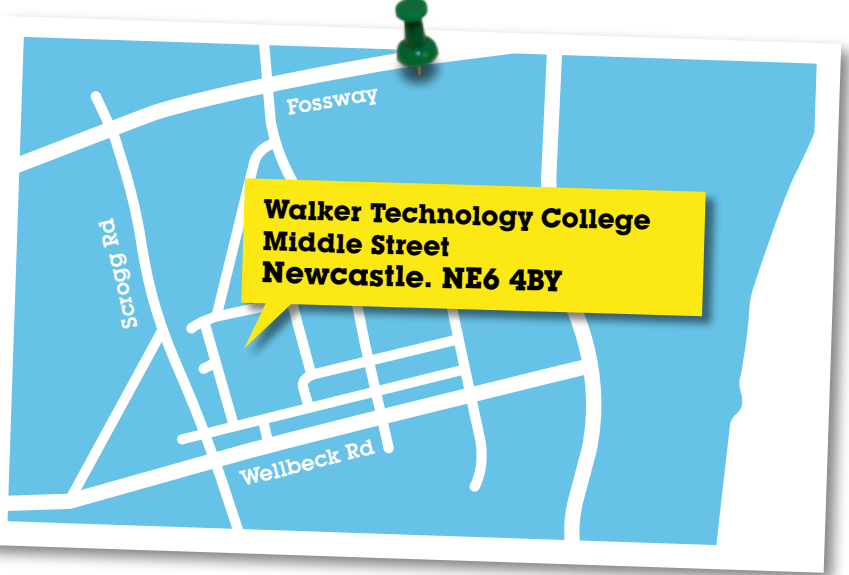
**Mike Collier, Deputy Head**  
"Walker needs to make itself future proof - ensuring the digital revolution permeates the classroom revolution is going to be a huge challenge."



**Kath Davidson, Assistant Headteacher, 14 - 19 Provision**  
"It's about getting learning right for the students but also the wider community."



**Tim O'Grady, Building Futures East**  
"BSF is a unique opportunity to embody in bricks and mortar a curriculum vision for young people."





# How we will deliver it

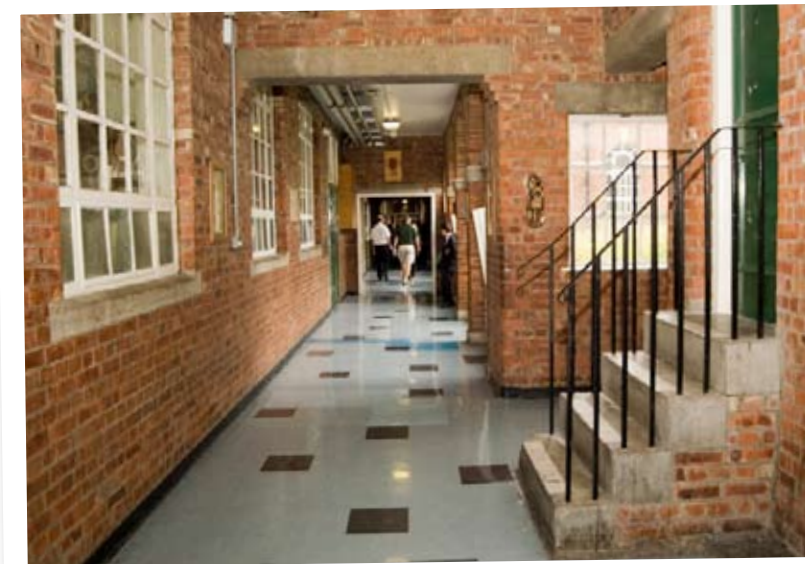
## Building Around People & Processes

- Personalised Learning involving all teachers and learning supporters in adopting a highly structured and responsive approach to the learning of each of our pupils.
- Teaching will continue to be more learner-centered, and focused upon developing active and curious learners who are capable of learning both independently and collaboratively.
- Teachers will be prepared and equipped to work in partnerships with pupils, taking full account of their preferences in both curriculum content and learning styles.
- Learners will be offered opportunities to be involved in challenging problem solving situations, both as individuals and as team members in order to help develop the flexible and entrepreneurial skills increasingly in demand in the workplace of the future.
- Teachers and learning supporters move between operating as members of subject teams, skill area teams, activity teams inter-school and multi-professional teams.
- Students being involved in learning situations and relationships with a range of non-teaches, both in and beyond school.
- Ensure all staff have a high level of awareness and command of ICT and related resources, and of their potential to enrich teaching and learning.
- We challenge and equip all staff to identify and develop new learning relationships with students, with each other and with a wide range of organisations beyond the school gates.
- **Encourage and equip school leaders and managers at all levels to respond creatively to emerging challenges and opportunities in education.**

## Our timetable

We are developing a much more varied and flexible timetable organisation. The school week will no longer be constrained by standard lesson units. Instead, learning sessions are likely to be created to last from one hour to a day or longer as the learning activity requires, and may vary during the course of the term and the year.

Learning will not be limited to the times of the traditional school day but will be accessible on an anytime and anywhere basis in response to opportunity, choice, activity and location. Timetabling will involve on-going collaboration with our partner secondary schools and our Local Authority as we seek to maximize our offering, particularly to the 14-19 cohorts.



# Our Future Facilities

We fully support the assertion in the Local Authority vision that environment impacts considerably upon behaviour. Our new facilities must not only enable but actively encourage total access for all.

We do not aspire simply to a well planned physical configuration of facilities but to an ethos, supported by thoughtful design, which signals welcome and self-worth to all who join us.

We believe our school can and will offer pupils a real sense of belonging and ownership and a conviction that they all have a contribution to make to the successful functioning of our school. This in turn will impact positively on standards of attendance, behaviour and achievement.

## We envision school facilities which:

- Give a sense of inclusion in which all can share.
- Can readily be adapted to accommodate a wide range of learning situations, activities and group sizes within the course of a normal day.
- Enable communities within the school to function and flourish.
- Offer learning opportunities in all locations.
- Can readily accommodate a wide range of child support agencies and other organisations and individuals whom we invite to enrich our curriculum.
- Develop distinct, attractive and welcoming House Areas which can support both formal and informal house activities. These should also offer good toilet facilities and lockers.
- Take the chance to develop a welcoming, highly attractive but equally efficient heart to the school which offers a clear impression of what's important to Walker TC on entry.
- Offer pupils much safer, less congested routes from the site.
- Improve corridors and stairs with more efficient and comfortable circulation, saving curriculum time and giving a greater sense of calm and security at busy times of day, particular to younger and more vulnerable pupils.
- Eliminate areas of crowding and constriction which can lead to detachment and withdrawal.



- Allow for improved natural light flow into key subject areas such as art and technology, which would undoubtedly enhance pupil performance and enjoyment in these lessons.
- Have upgraded dining and social areas, offering a much more positive student experience during what for them are important parts of the day. This would support the House efforts to develop a greater sense of identity and belonging.
- Departmental work areas which enable closely knit teams of teachers and learning supporters to work closely together towards common ends. We need facilities that apply our staff talents to best effect.
- Provide a purpose designed student pastoral support centre where pupils know they can access advice and support from a range of school and partner agencies in pleasant but reassuring surroundings. We are in total agreement with our LA's vision of seamless multi-agency work lying at the heart of the successful delivery of the Every Child Matters agenda, and of BSF as the vehicle which can help embed such an approach within our secondary schools.



# Who'll be using our school



## Pupils

- The school should give a sense that learning is enhancing, enjoyable, valuable and valued, helping students to become independent, self-directed and highly motivated learners, equipped to enter the world of work.
- Key aspect of this spirit is our quest to identify, recognize and showcase our pupils' needs and achievements in many ways.



## Staff

- The school should offer high quality training facilities and opportunities for all staff, including Continued Professional Development.
- Workforce is a driving factor in the transformation of education, and we want to ensure that our BSF initiative maximizes these benefits by equipping our staff with first class teaching and learning spaces which will enable teachers and

learning supporters to plan and deliver a wide range of strategies which make learning accessible and enjoyable to all pupils.



## Parents

- A forward looking and caring school to which parents can entrust their children with confidence.
- Welcoming and comfortable spaces in which to engage with staff and to attend school functions.
- Online access through MyLearning to up-to-date information about their children's performance and a real sense of involvement and partnership in supporting their educational progress.
- Opportunities to be involved and consulted upon the wider life in the school.



## Our Partners

- The school should build a close, trusting and valued working relationship with all those partner agencies which support the wellbeing of our pupils.
- The school needs to offer appropriate facilities onsite (in the Student Pastoral Support base for instance), where students can access them. We regard our partners as members of the Walker team, not as ancillaries.



## The Local Community

- Buildings and grounds which are designed in ways which offer ready access to areas of the school which can help meet the educational, sporting and social needs of the people in Walker.
- The welcoming school that signals that our community has an important stake in all that happens at Walker Technology College.

# Key Principles

## 1 Communities within a school

There are eight distinct communities in our school, including our new virtual community, which all co-relate.

## 2 An environment that promotes well-being

Any modification to the school needs to have a user-centered focus and promote the well-being of our pupils, staff and community customers.

## 3 Quality integrated vocational provision

The facilities provided highlight the growing demand for a work based learning environment with flexible and multi-functional areas to meet the changing employment opportunities and demands on the region.

## 4 Student Pastoral Support Centre

Given the levels of social and economic deprivation in the area, Walker needs distinct and carefully designed arrangements to cater for a diversity of needs. The centre will support the intellectual, social, physical and spiritual development of all students. It will often have outside agencies working as part of this; and should be planned alongside the home and community services provision.

## 5 Integrated Home and Community Services

A provision that houses all the services which have a strong and direct relationship to education. The provision needs to be a one-stop shop for students and parents.

## 6 Flexible learning environments

All learning environments need to allow for flexible usage.

## 7 Distinct specialist Arts and Technology College feel

The school design should put special emphasis on Walker specialisms: Arts and Technologies.

## 8 Excellent internal and external thoroughfares

Reducing or eliminating congestion and saving valuable time in the school day.

# OurNewSchool Project

We want to find new ways to help students become more independent learners who are ready for the world of work. About to begin our BSF project, we wanted to find out how best to spend our money to support this.

Through Dott 07, Engine brought a design led approach that explores local needs, issues, constraints and aspirations. Setting up a space in the school, we brought together a diverse design team from within the school, Local Authority and community.

With Engine we set up the **OurNewSchool** project at Walker.

OurNewSchool projects follow a four step plan to explore and design with the school - ensuring that whatever gets designed is appropriate and sustainable.

## Four clear steps:

### 1 Discovery

**Orientation, generating insights and identifying needs.**

Discovery is all about finding things out by listening and looking in different ways at what goes on in school. It's important in Discovery to involve as many people as possible and to keep asking 'why?'

### 2 Generation

**Having ideas, exploring opportunities, developing concepts.**

Generation is all about inspiring new ideas and exploring opportunities to improve a particular system in school. Our job here is to be creative and to help others to be creative too. This means asking questions that trigger ideas and visualising or even making models of them. You learn a lot about an idea simply by trying to make it real.

### 3 Synthesise

**Learning by doing, making decisions, building consensus, turning ideas into practical solutions.**

Synthesis means to bring things together. During this stage we decide which ideas are best and combine them into a final solution. We may produce a plan to rearrange how a space works, a new way of communicating with each other or a new way of using the school day. And we also create useful criteria to measure the success of our new solutions.

### 4 Enterprise

**Making it happen. Planning to make the solution sustainable.**

Enterprise is about making something happen and planning how to ensure that the solutions we came up with can be sustained by the school.

Enterprise is also about developing skills and handing over knowledge to people in order to implement new solutions. It's worth remembering how much has been learnt along the way. All this can be used again to tackle other design challenges, to come up with new solutions and try and make them happen in the future.



# 1. Discovery

**Orientation, generating insights and identifying needs**

The Discovery phase included all kinds of activities including mapping relationships to show how people work together and what's helping or hindering our people from doing so. We interviewed people, listed the 'touchpoints' that exist in the school, and charted people's journeys through a school day.

**1** We created a 'relationship onion' – a map of the relationships and links between staff, students, governors and senior staff – to understand the complex social system of the school and to highlight opportunities to make things work better.

**2** The design team at Walker and Engine immersed ourselves in a typical school day – trying to look at it with fresh, objective eyes, using tools to see things differently and to analyse what we saw.

**3** We developed a list of design challenges, ranging from re-arranging the location of subjects in the school to travelling off-site to study.



# 2. Generate

**Having ideas, exploring opportunities, developing concepts**

The student co-design team – a cross section of students at Walker – and the Senior Leadership Team were both vital in the development of ideas and planning how best to tackle issues around the school.

Workshops were run that identified the bigger causes of problems around the school and got everyone to think more creatively and holistically about how to solve them.



To find out more about our other design challenges

see

[www.ournewschool.org/walker](http://www.ournewschool.org/walker)



# 3.Synthesise

**Learning by doing, making decisions, building consensus, turning ideas into practical solutions**

The different strands of the project were reduced down to focus on vocational learning at Walker.

The prospect of a vocational learning building, coupled with our push to develop personalised learning led us to come up with the idea for visualising the re-design of a student journey through vocational learning at the school as a way to communicate our aspirations and practical ideas.

We ran prototyping sessions and asked questions to find out what staff, students and local organisations thought of the vocational provision in schools and how to improve it.



# 4.Enterprise

**Making it happen. Planning to make the solution sustainable**

Although the OurNewSchool team from Engine were not engaged to design our new buildings, they have helped us combine the experiences visualised in the student journey diagram with the spaces, services and interactions that would be necessary to support them.



## Tools we created

As the project developed, the OurNewSchool team were able to identify the various activities that we carried out and capture them as tools; ways of working together that we can use again and again. We now have some new tools to tackle similar problems in the future and to plan out our next steps. Here are a few of them:

### Speed dating icebreaker

A fast and fun exercise to help people get to know each other.

### What is good design?

A way of getting a shared understanding about what is meant by design.

### 'The same but different' tour

A group activity and an opportunity to develop a critical eye for the space around you.

### Taking the school apart

A small group activity that begins to look at the detail of how the school works.

**For more details see the end of this booklet or go to:**

[www.ournnewschool.org/walker](http://www.ournnewschool.org/walker)



# What we designed

## The journey from Year 7

For the first time, we wanted to think about what the journey for a student starting at the school would be like. What will students encounter, and how will they develop their independence? We designed and visualised the experience we want to create.



**"I found out that there are different learning styles"**



### L-2-L programme (Learning how to learn).

Lessons, tutorials and interactive computer games help students figure out their preferred learning style.

Year 7



**"Today mum and dad came into school to find out how they can help too"**



### Staff Skill Up.

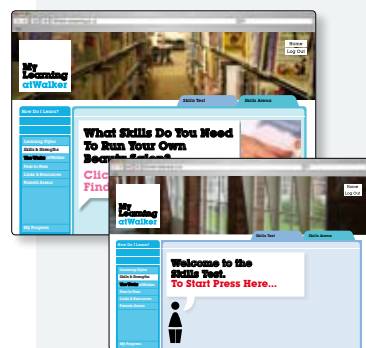
Staff get up to date with socio-economic trends and local career opportunities for young people. Staff can also subscribe to further professional training if needed.



Year 8

## How Do I Learn?

Helping students to develop their personal learning style.



### Spot your skills and strengths

A day event designed to help students discover their own skills, strengths and weaknesses with the aim to develop a personalised learning agenda for each student.

### Think vocational event & booklet

Walker's vocational learning scheme, available options and pathways are explained. The aim is to actively engage students from an early stage in the process of planning and creating their own professional futures.



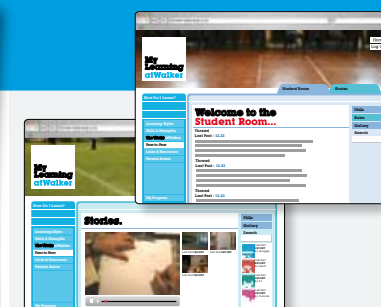
### Infotainment

Promotional materials on The Works at Walker provide students and community members with information on opening hours, current events, latest news, student stories and other links and resources.



### Parents involved

An evening event for parents to receive in-depth information about the educational options and pathways available to their children, equipping them with knowledge to best support their children through the process.



### P-2-P (Peer-to-Peer exchange network)

Students can access an online forum to share their experiences on vocational learning and career planning. Group discussions and meetings between older and younger students are also arranged.

**"I've just had a go at cooking in a professional kitchen"**



## Careers convention.

A day event for students, staff and parents to find out about Walker's 'Options Process'. Students choose the vocational courses they want to do and get up-to-date information on the world of work. Younger students can trial some vocational courses and learn from older peers.

Year 9

# What Am I Good At?

Helping students to build confidence whilst encouraging them to test and experiment with various learning options.

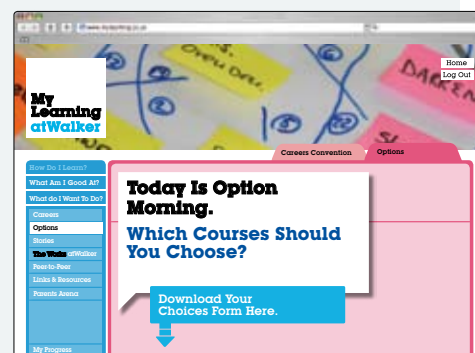
## Taster sessions

Each vocational department offers taster sessions to students. They are an opportunity for students to gain first-hand work experience and help decide what course to choose.



## Year 9 Option morning

Students choose their vocational course.



**"...all these possibilities!"**



## My career

A programme offered by Walker to help students figure out what type of career they want to pursue and how to start preparing for it.

Year 10

## Vocational courses

Vocational courses take place on and off-site. Students choose from courses, including Construction, Catering, Childcare, Hair and Beauty, ICT, Administration, Enterprise and Media. In addition to the courses, students will do a week's work experience.



## Evaluation

A one-to-one tutorial for students to evaluate their vocational experiences against their own course objectives. The 'MyLearning' site helps students monitor their progress through school.

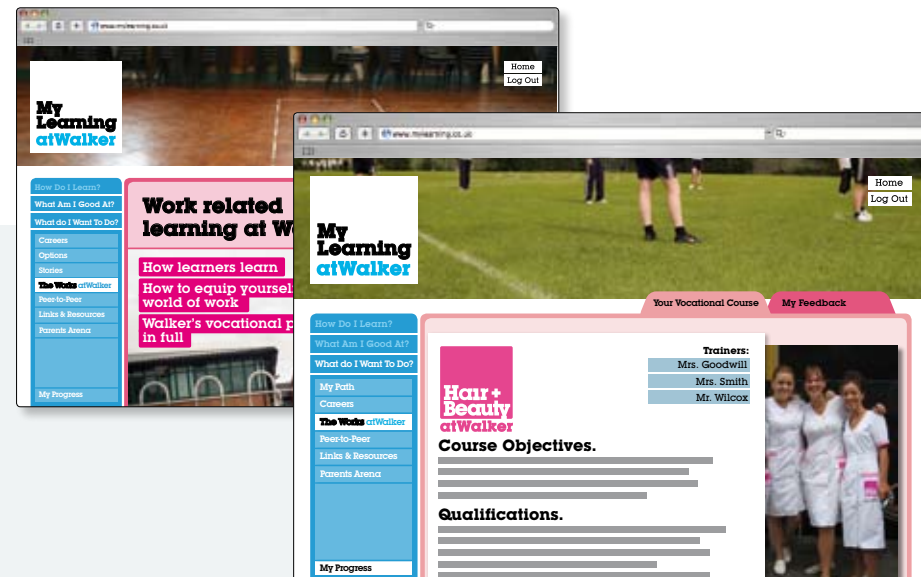




**“With the right qualifications, I could end up running my own business”**



**Year 11**



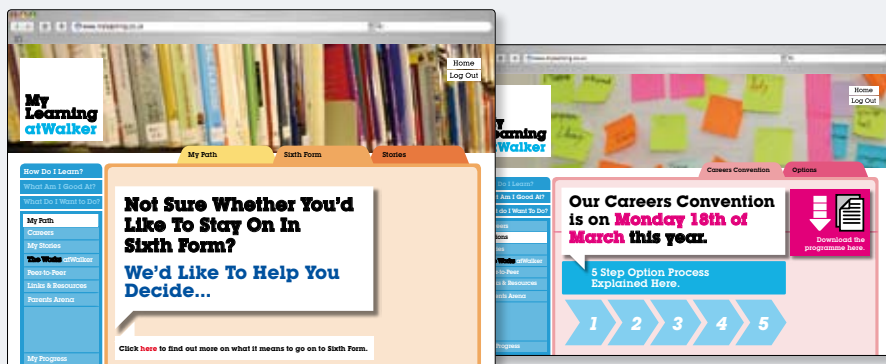
**Year 12**

## What Do I Want To Do?

Helping students to plan their future and figure out what they want to do.

### My path

Over a three-month period (January until April) Walker will help students to decide whether to stay on into 6th Form or try another vocational learning option. Taster sessions and peer-to-peer support are offered, as well as personal tutorials for students and their parents.



### Year 11 Option Session & Booklet

Students decide on which pathway to choose: go to 6th Form or leave school for an alternative training option.





**“I’ve just learned how to pitch my skills to an employer”**



**Business into school.**  
Meeting the experts



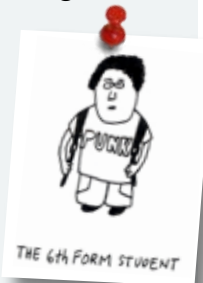
**Year 13**

## How Can I Plan My Career?

**Connecting students with potential future employers and assisting in writing applications and CVs.**

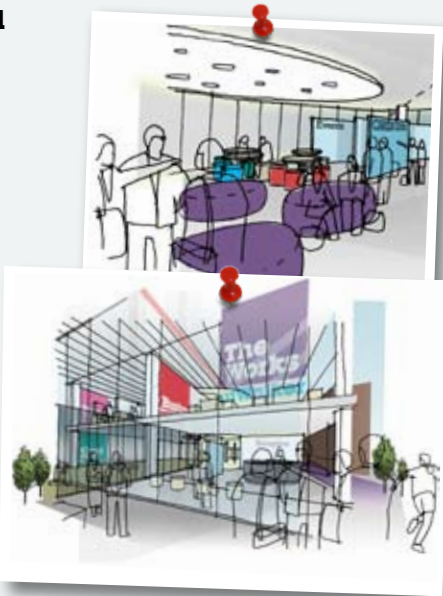
### **Sixth form**

Students stay on at school after the age of 16 to study for A Levels and Vocational Qualifications (VQs).



### **Business into school**

A day event for students, staff and business partners, who are invited to give presentations and offer information and advice. The event encourages dialogue between students and potential future employers, and takes place in the school's mini job centre. Older students pass their experience on to those in Year 8 and 9.



**“This is it. ‘Self-made man’ here I come”**

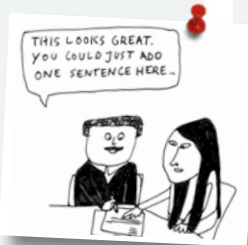


**Alumni meeting.**  
Younger students ask those who have left school about their experience

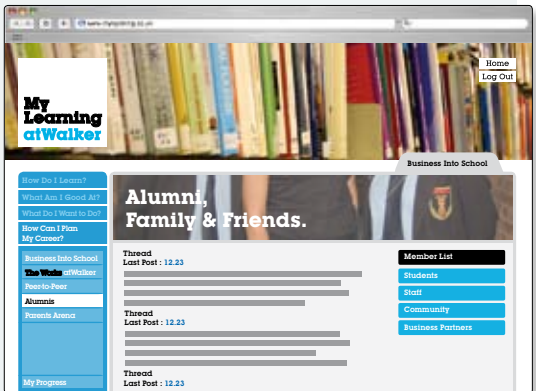
**A Levels & VQs**

## Stay In Touch.

**CVs & Applications**  
Partners give students feedback on their CVs and application letters.



**Alumni network**  
An online environment helping students, the school and local employers to keep in touch with each other. New students can benefit from the stories and experiences of alumni students.





# The Works at Walker

## Vocational learning and 'The Works'

Quality time will be found for vocational learning. All KS4 students will have a full vocational day each week to follow realistic and work-related training in our new vocational block 'The Works'. This will be staffed and supported by visiting trades people on part time contracts to make the training real. Post 16 vocational learning will take place on and off-site. There will be

opportunities for Vocationally Related Qualifications (VRQs) in service areas such as reprographics, site management and catering.

Primarily, 'The Works' will provide authentic but flexible facilities for vocational programmes which will remove the need to use, in some instance, areas which are clearly not fit for purpose.

### As a process, vocational learning develops young adults who are:

- Independent thinkers
- Prepared for the world of work or higher education
- Organised
- Trustworthy and responsible
- Emotionally intelligent
- Confident and mature
- Literate and numerate
- Able to make own career choices

## The Works and our new vocational facilities

### A proposition to students

- Access to virtual industry placements, online CV, training plans and options information.
- Industry recognised qualifications.
- Literacy and numeracy assessment.
- Skills and learning style assessment.
- A careers simulator.
- Careers interviews and mock employment and college interviews.
- Access to feedback from real professionals and experts.
- Experience through providing services in the community.
- Multi-agency working.
- Business conferences and meetings.
- Peer-to-peer learning exchange.
- Vocational and 6th Form taster sessions.
- Option day and clear, 5-step options process and support network.
- Learning about workplace professionalism.
- Careers convention.

### A proposition to trainers and other professionals

- Influence on curriculum development.
- Forge links with courses from which they can recruit future employees.
- Use of on site nursery for teachers and trainers.

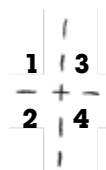
### A proposition to the community

- Services located locally including hair and beauty, a bistro, a local produce shop, and internet facilities.
- A venue for community group meetings.
- Adult education courses.
- Enterprise days.
- Parent's fairs.
- Activities and access to services for older people.

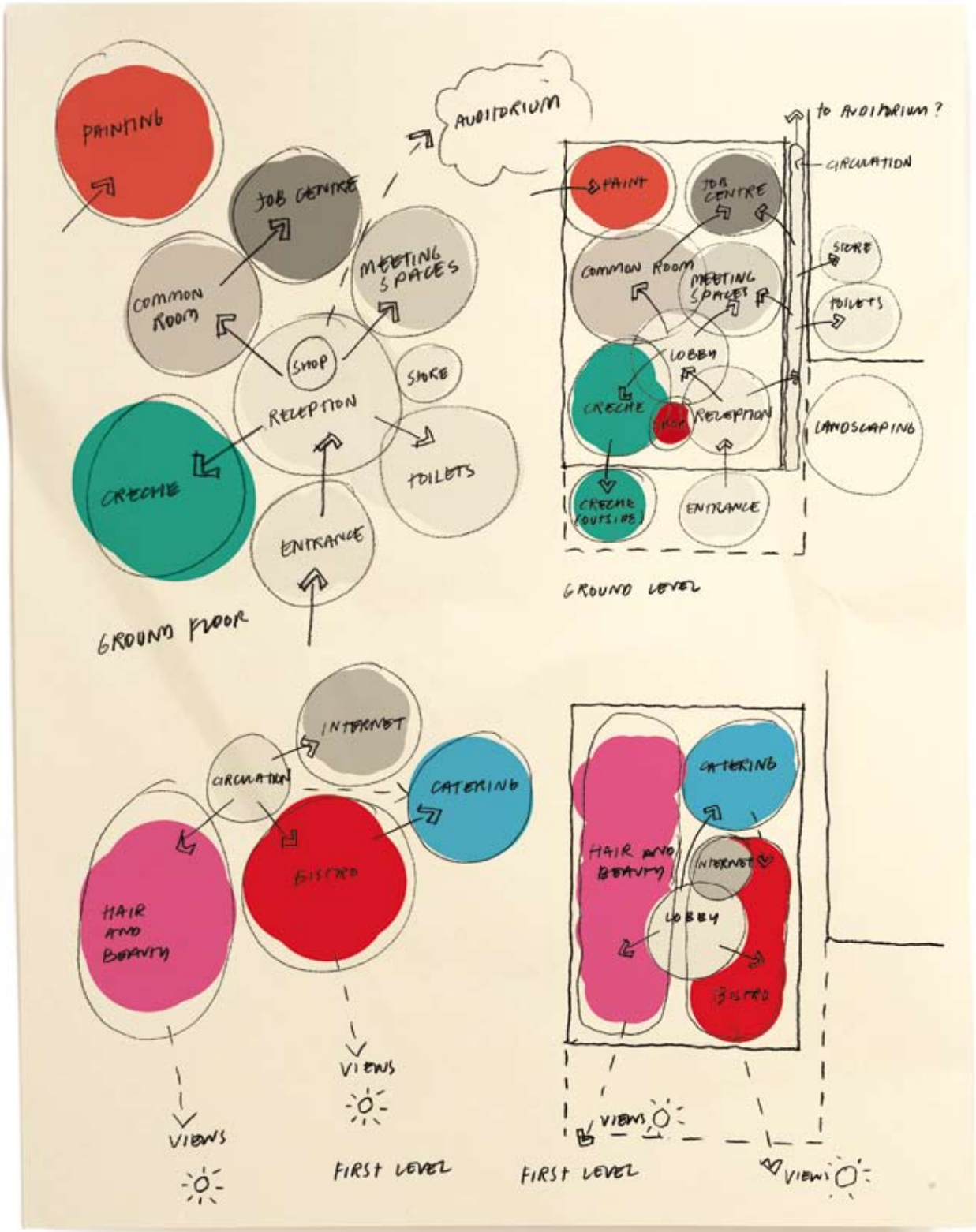
# The Works at Walker

## People who will be using 'The Works'

- Students** - Post 16, KS4 and KS3 from Walker and also other schools will develop a work ethic, access work related learning and develop professional relationships.
- Regional partners** supported by regional initiatives and funding will develop training opportunities and links with partners in the world of work.
- Providers** will deliver complete courses or modules and staff training.
- Businesses and tradesmen/women** through sponsorship and funding will provide access to workplaces and work experience and become potential employers.
- Adult learners** would use the vocational provision and attend classes and make use of extended services such as parenting, literacy and ICT classes.
- Elderly people** would come to the centre for socialising, courses, cooking and access to the internet.
- Local community members** - parents, individuals, groups and associations (e.g. WACAG) – would be regular customers for services at The Works, for example, Hair and Beauty, and adult learning classes.
- Staff** would deliver the classes, but would also learn and train, and use facilities such as the creche.
- Governors** would regularly check progress and may even trial sessions and services.
- Other training providers** who hire out facilities, for example, sports areas, Catering, Hair and Beauty or photographers and filmmakers, would use the school as a location.



- 1 Layout concept for the ground level of the new block.
- 2 Layout concept for the first level of the new block.
- 3 Connection with the main school on the ground level.
- 4 Connection with the main school on the first level.





# The Works at Walker

## 'The Works' Building

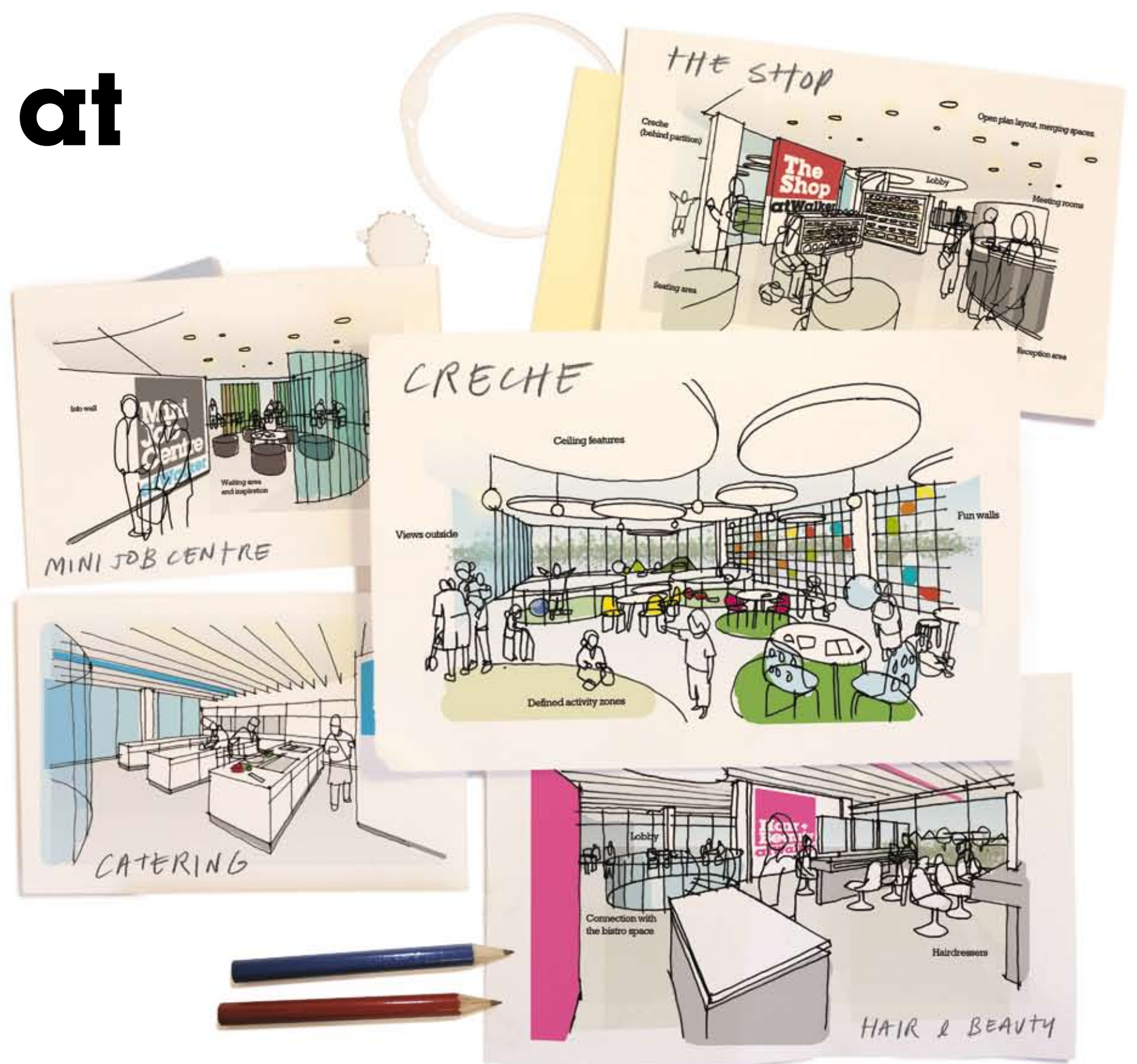
- A building with a strong identity and an inviting presence.
- Open, friendly, trusted and safe environment.
- Clear solutions to ensure the safety and security of those using the building.
- Shared use of facilities by school and community.

## Ground floor:

- Entrance.
- Reception.
- Shop (selling produce from Catering courses).
- Mini Job Centre and Career's office.
- Common room (allowing students to pin up their ideas and to exchange experiences, through films, photographs and stories).
- Childcare.
- Model workplaces for Painting and Decorating.
- Courtyard, maybe used as part of Bistro.
- Meeting rooms.
- Storage.
- Caretaking premises.
- Toilets.

## First floor:

- Community Bistro for staff, visitors and students and run, in part, by students as part of a franchised business with an external partner.
- Internet facility within the Bistro.
- Model workplaces for Catering.
- Model workplaces for Hair and Beauty.



# The Works at Walker online

## Online learning support at MyLearning.co.uk

We aim to develop an online curriculum served by a robust Virtual Learning Environment that can be sourced by students using wired or wireless technology in open spaces with less supervision. All pupils will have ready access to data which informs them of their current achievements and progress, which offers guidance and support in identifying how to progress

further, and in the setting and review of ongoing targets. Students should have their own laptop, being able to access Internet and MyLearning.co.uk at home, to enrich learning. ICT should become a genuinely routine aspect of all learning situations for our pupils regardless of where and when they occur. ICT will be used as a tool to support the personalised learning agenda – a powerful driver towards offering every pupil the opportunity to own, manage, enjoy and progress their own learning.

## Our new online learning support system should:

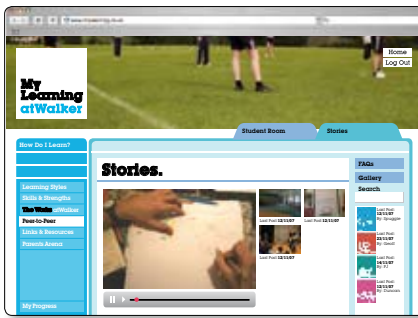
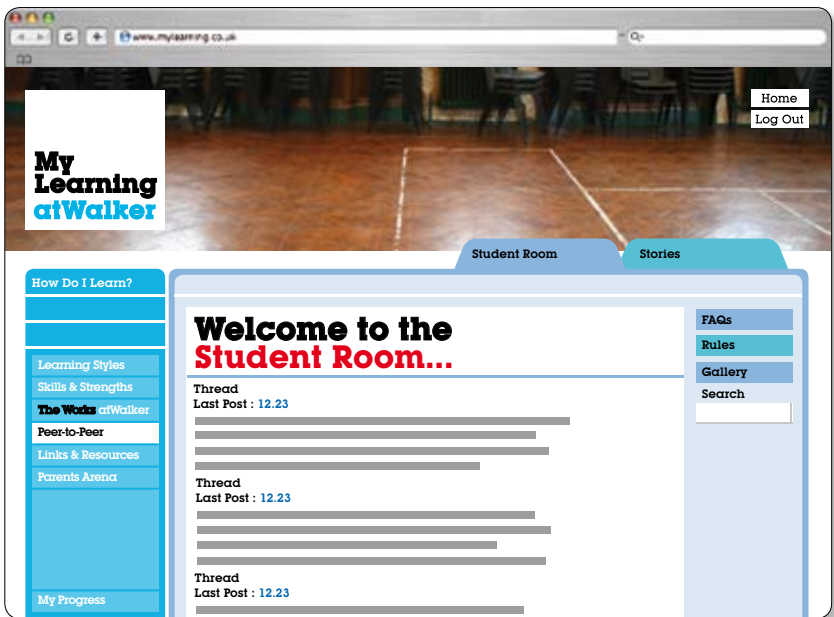
- Bring the world into our school and take our pupils' minds out into the world.
- Deliver our requirement for anytime and anywhere access to learning for pupils, parents and other partners.
- Support an assessment programme which identifies learning needs, learning targets, progress and achievement,

and which genuinely informs and supports teaching and learning.

- Provide comprehensive support in the management and functioning of the school, releasing our time, energy and imagination in the pursuit of improving teaching and learning.
- Serve as a powerful agent of inclusion amongst pupils, parents, staff and our wider community.
- Act as a valuable aid in identifying and helping to address pupils' special needs.

- Help drive and deliver Personalised Learning with its benefits of inclusion, achievement and satisfaction for all, and as a firm foundation for life long learning.
- Inform and empower us in our on-going mission of identifying and delivering change for the better.
- Enable learners to communicate with other learners and teachers.
- Enable learners to gain increased ownership over their own learning.

- Provide opportunities to research and apply subject information which is of personal interest, helping to advance personal learning skills.
- Make available a variety of learning paths and styles, suited towards personal strengths and preferences.
- Give students almost unrestricted access to their own work and performance as well as the school's resources.

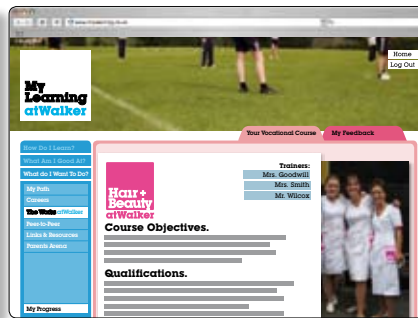


Peer to Peer Network. Learning Testimonials (How Do I Learn Phase).

Peer to Peer Network. Student Forums (How Do I Learn Phase).



Course Evaluation Page. My Progress (What Do I Want To Do Phase).



The Works at Walker Vocational Learning (What Do I Want To Do Phase).



Business Into School (How Can I Plan My Career Phase).



# What next?

## Dear architect...

The OurNewSchool process has helped us to become much more aware of what we want our future school to be like and how to articulate it.

We agree that our new school should be at the heart of the East End regeneration programme. It should help to put Walker on the regional and national map. There should be something about the building that is distinct from the many other PFI and BSF schemes nationally.

Staff and student well-being must be at the heart of the design. The new school must support easy behaviour management and safe supervision of students. There is tremendous brand loyalty in Walker to the school from its parents. Generations of families send their children to be educated here. The community deserves a facility they can call their own.

Whilst we readily understand that the future of education will hold many surprises for us, at Walker TC we are not content to simply wait and see what forms they may take.

As a response, Engine has helped us to put this booklet together. We hope that the visualisation of our plans and ideas will help us all to gain a shared understanding and spark more great, creative conversations. Hopefully, this booklet will be inspiring as well as informative as we begin to work together. We're really looking forward to it.

Yours sincerely,

The pupils, staff, parents, partners and community of Walker Technology College, Newcastle

# Tools

Through the project, a number of different tools were developed and deployed to help our thinking, plan ahead, get people involved solve problems and explore opportunities.

These tools are the legacy of the OurNewSchool project at Walker, and will continue to be used to innovate and ensure the school meets and surpasses challenges in the future.

Here are a few for starters:

## Tool 1: Speed dating ice breaker

**A fast and fun exercise to help people get to know each other.**

To work well as a team everybody has to feel comfortable to speak their mind. You have to feel that you can trust others in the team. Choose three simple getting-to-know-you questions that everyone can answer easily. In pairs ask each other each question – don't think too much before you answer. After 30 seconds everybody slides clockwise by one seat. Keep going until each person has spoken to each other person - or until things descend into chaos.

## Tool 2: 'The same but different' tour

**A group activity and an opportunity to develop a critical eye for the space around you.**

A good design team need to be able to question and understand how design influences the way a complex space or organisation like a school actually works. Taking a tour of an inspirational place that's the same but different can help the team to objectively evaluate your own situation and to trigger new ideas. We all took a tour of Dance City in Newcastle.

## Tool 3: Taking the school apart

**A small group activity that begins to look at the detail of how the school works.**

This builds on 'The same but different' activity and should probably be done around the same time. The aim is to use the same approach but to look at the school. Again in small groups the team deconstruct the school in the same way as they did after the tour using a 2x2 grid to list Spaces, People, Activities and Objects in the school.

## Tool 4: Relationship Onion

**A map of the relationships and links between staff, students, governors and senior staff.**

This exercise allowed us to understand the complex social system of the school and was used to spot opportunities for collaboration between teachers and also to see how the BSF process would be managed and involve a range of people.









Engine