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Shared and Agile Learning Space Design Toolkit

A dynamic tool building on collaboration and co-design of educational spaces, promoting innovative and sustainable learning that is accessible for all teachers and learners



THE SYMBOLS

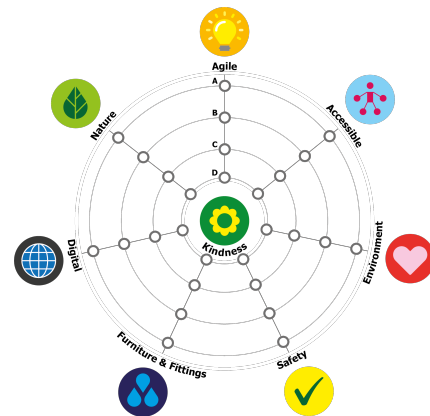
The aim of the symbolic tools is to make the design principles accessible to different stakeholders and users. The symbols were developed in collaboration with teachers and learners, educators and designers to promote exploring and testing learning spaces. There are three sets of symbols.

The **Learning Typologies** refer to different 'types' of learning that are fundamental to schooling. They provide symbols which signify different spaces: input-driven, scaffolded, independent, reflective, collaborative, experiential, celebratory, and so on. The symbols can be used to map out in meaningful ways how learning spaces promote different kinds of learning.

The **Learning Design Values** are the values that underpin design for learning in these spaces.






The **Learning Design Factors** are elements such as safety, accessibility and fixtures that must be considered when assessing, adapting and renovating learning environments. They raise awareness of what makes learning spaces designs suitable and fit-for-purpose, and remind users of the need to consider factors which are values-driven and promote equality for learning.

The symbols bring together the conceptual, physical and agile nature of learning space design. They provide a 'common language,' between educators, learners and designers, for discussing, collaborating and co-creating spaces and the learning that takes place within them.










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Learning Typologies

Name	Symbol	Meaning
Campfire (Focused, scaffolded input)		A place for learners to come together, listen to experts and learn from each other. A sharing space for problem-creating, goal setting and curriculum-making.
Cave (Independent, reflective learning)		A safe, reflective space to be alone and to reflect or to work independently, without interruption or distraction from others.
Watering Hole (Collaborative learning)		A more informal space to gather for learning from peers, exchanging ideas in small groups. A good place to get help and advice when we get 'stuck' or need inspiration. A problem-solving space .
Fields (Experiential learning)		Practice, specialist, and creative spaces. Places where we actively try out ideas, test things out, applying our knowledge and skills in the wider world, life spaces. A 'doing,' experimenting and moving space .
Journey to the Mountain Top (Celebratory, shared learning)		A place to celebrate and share learning with others. A place to feel proud. A wellbeing and 'feeling good' space.

Learning Design Values

Name	Symbol	Description
Kindness		Kindness is at the heart learning which encourages sharing and caring across all learning spaces.
Inclusivity		Prioritising inclusive learning spaces (including digital), where all learners feel safe and supported to be themselves.
Ownership		Ensuring the learner remains at the heart of decision-making about their learning spaces. Engaging learners in making informed, responsible decisions.
Sharing		Prioritising collaboration with both local and global communities, exploring shared learning in all indoor, outdoor and digital spaces with others across ages, cultures and capacities.
Sustainability		Prioritising physical (material), virtual, cognitive and socially sustainable solutions in our learning spaces based on a commitment to Global responsiveness.
Uncertainty		Embracing uncertainty in our learning spaces in order to develop skills, knowledge and capabilities to deal with and be positive about ambiguity and complexity in diverse contexts.
Wellbeing		Ensuring that our learning spaces promote mental, emotional, social and physical health and wellbeing for ourselves and others guided by 'well learning' principles.

Learning Design Factors

Name	Symbol	Description
Agile Spaces		Ensuring that learning spaces are flexible to support a wide variety of teaching and learning activities, with practical and creative spaces for collaborative and independent learning. This includes specialist, community, social, play and recuperative spaces.
Accessibility		Addressing the physical, intellectual and emotional needs of all learners.
Environment		Developing nurturing environments that promote physical and emotional health and wellbeing.
Safety		Prioritising safety in all learning spaces and ensuring that all learners feel safe and secure in their learning environments.
Furniture, Fixtures and Equipment (FF&E)		Ensuring the agile FF&E can support all learners and enhance indoor, outdoor and shared learning spaces.
Digital		Promoting critical understanding of fit-for-purpose digital and virtual shared learning spaces.
Natural Space		Connecting learning environments and natural space, bringing the outside in (e.g. biophilic design) and the inside out (e.g. outdoor learning).

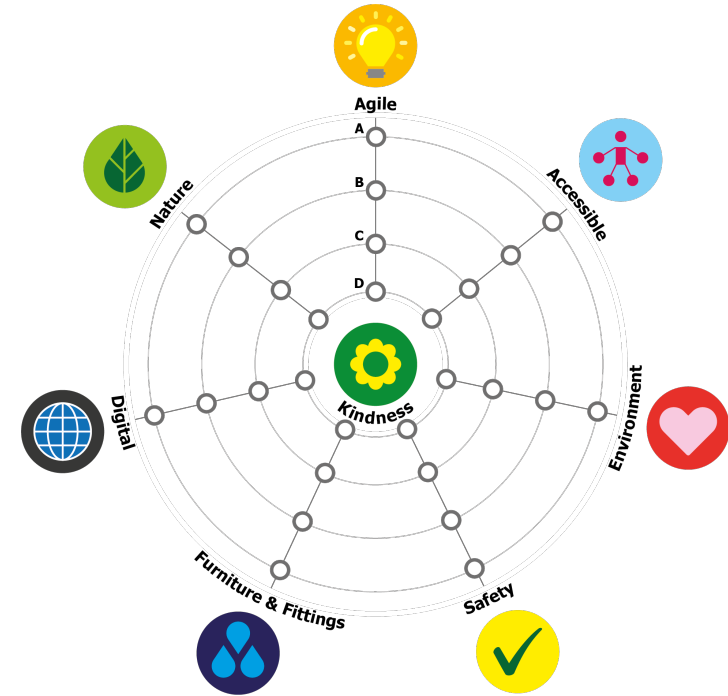
Assessment Wheel, Spatial Analysis and Visionary Workshops

The following assessment interventions use the symbolic tools to encourage educators to think about and evaluate their learning spaces and collectively identify areas for adaptation and improvement.

Assessment Wheel: Drawing on the Learning Design Factors, the Assessment Wheel (left) can be used by learners and teachers to evaluate any kind of learning space. It builds a collective understanding of the essential elements that make up fit-for-purpose and inspiring learning spaces. Assessing learning environments is a practical way to start conversations about the importance of space and its impact on learning. The wheel can also be employed by school management for suitability reporting, to ensure the design of spaces is aligned with Local Authority and Scottish Government regulations and priorities.

Spatial Analysis: An intervention that prompts educators to think spatially and carry out an initial analysis of their environment, documenting what they see, observe and think is working in their learning spaces. The spatial analysis acts as an audit of existing learning spaces using physical tools and symbols. For example, investigating if the learning space encourages different types of learning (using the Learning Typologies), and if it aligns with the learning design values and values of the institution (school, college, university, other).

Visionary Workshops: Workshops serving the purpose of capturing educator and learner ideas, needs and challenges in the learning space. They seek to promote a better understanding of an education site's ethos and character. Learners and teachers work together as a learning community to gather perceptions of learning spaces. They identify key issues and priorities, using the symbols to guide and focus discussion. Workshops provide spaces to talk collectively, identifying the pedagogic opportunities for development. An outcome of the workshops might be the drawing up a **Space Strategy**, outlining priorities with a plan of action and key issues understood by learners as well as teachers.



APPENDIX

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Campfire

Description

A place for learners to come together, listen to experts and learn from each other. A **sharing space** for problem-creating, goal setting and curriculum-making.

Key Considerations

How does the learning space provide opportunities for young people to learn together?

Prompt Questions for All

1. How does your classroom layout allow for learners to access direct support as a class, group and individually?
2. How does your campfire space inspire learners to come together and take on different learning roles – presenter, collaborator, contributor?
3. In what ways does your campfire space feel unique and different to other areas in your classroom?
4. How does this space allow for flexibility and provide opportunities for learners to meet their own needs in learning and wellbeing?

Voice of learning designers

"I think that it's good for us to share our imagination and inventions." (Pupil)

"Everyone is coming in and gathering together to hear and learn, and you can take turns to be the campfire. It could be a picture that everyone is looking at, it can be really anything." (Pupil)

Further reading and resources

- [How Good Is Our School \(HGIOS 4\) Quality Indicators 1.5 & 2.7 & 3.3.](#)
- [CIRCLE Document – Working Within an Inclusive Classroom \(pp. 9-30\)](#)
- [David Thornburg \(2007\) Campfires in Cyberspace: Primordial metaphors for learning in 21st Century](#)
- [Video – Holly Toyman: Campfires in Cyberspace](#)
- [Core Education – Caves, Campfires and Watering Holes](#)

Es and Os

LIT 0-02a / ENG 0-03a / LIT 1-02a / LIT 2-02a / LIT 3-02a / LIT 4-02a

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Cave

Description	A safe, reflective space to be alone and to reflect or to work independently, without interruption or distraction from others. A calm space where individuals can think, explore and do their own thing.
Key Considerations	How does the learning space provide opportunities for the learners to learn independently?
Prompt Questions for All	<ol style="list-style-type: none">1. How do learners work independently in the learning space?2. How does your classroom design allow for break out space for individuals who need space to reflect and self-regulate?3. How do you ensure the learners feel safe when using and accessing this space?4. How do you ensure that pupils can access appropriate resources in order to learn independently?
Voice of learning designers	<p><i>"If you ever feel like you need to get away and you need your own space, you don't want to be around a lot of people, you can go to a cave, you can read, you can draw, you can do anything you want. And it just makes you feel relaxed and calm and ready to learn."</i> (Pupil)</p> <p><i>"The cave reminds me of the need for safe spaces in the classroom, but also out with the classroom for pupils to have time on their own and to be able to reset and reregulate their emotional sense."</i> (Depute Head Teacher)</p>
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 2.4 & 2.6 & 3.1.• CIRCLE Document – Working Within an Inclusive Classroom (pp. 9-30) (p. 14)• David Thornburg (2007) Campfires in Cyberspace: Primordial metaphors for learning in 21st Century• Video – Holly Toyman: Campfires in Cyberspace• Core Education – Caves, Campfires and Watering Holes
Es and Os	HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a



Watering Hole

Description

A more informal space to gather for learning from peers, exchanging ideas in small groups. A good place to get help and advice when we get 'stuck' or need inspiration. A **problem-solving space**.

Key Considerations

How does the learning space allow for peer-peer learning through collaboration?

Prompt Questions for All

1. How does the learning space provide opportunities for collaborative learning?
2. What do the learners want from a collaborative space – how do they want to feel in this space?
3. How does the space encourage independence and rich learning?
4. Why is collaboration so important for learning?

Voice of learning designers

"In a learning environment you need a watering hole so that everyone can help each other." (Pupil)

"I say to [the learners], this is your drop, drop, drop of information, this is your watering hole, and then they can apply it with each other." (Teacher)

Further reading and resources

- [How Good Is Our School \(HGIOS 4\) Quality Indicators 2.2 & 2.7](#)
- [CIRCLE Document – Working Within an Inclusive Classroom \(pp. 9-30\)](#)
- [David Thornburg \(2007\) Campfires in Cyberspace: Primordial metaphors for learning in 21st Century](#)
- [Video – Holly Toylan: Campfires in Cyberspace](#)
- [Core Education – Caves, Campfires and Watering Holes](#)

Es and Os

HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a

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Fields

Description	Practice, specialist, and creative spaces. Fields are where we actively try out ideas, test things out, applying our knowledge and skills in the wider world, life spaces. A ‘doing,’ experimenting and moving space.
Key Considerations	How does the learning space allow for different types of learning activity – practical, individual, creative, problem solving? Exploration and specialised practice.
Prompt Questions for All	<ol style="list-style-type: none">1. How does the learning space provide time and space to be inquisitive?2. How does the learning space reflect the impact of pupil voice on their learning?3. How does the layout and furniture of the space encourage creativity – how can this be adapted to suit the needs of different learning situations?4. How are spaces beyond the classroom used to support and scaffold learning?
Voice of learning designers	<p><i>“Explore what you can do in your mind. Try out the skills that you thought you never had.” (Pupil)</i></p> <p><i>“It’s like that feeling of when you’re outside and you’re playing and you’re learning through that. Like you’re learning on your own through experimenting, it’s because it’s a bit more independent. You feel more like you’re teaching yourself in a way.” (Pupil)</i></p>
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 2.2 & 3.1 & 3.3.• CIRCLE Document – Working Within an Inclusive Classroom (pp. 9-30) (p.13)• David Thornburg (2007) Campfires in Cyberspace: Primordial metaphors for learning in 21st Century• Video – Holly Toylan: Campfires in Cyberspace• Core Education – Caves, Campfires and Watering Holes
Es and Os	LIT 0-26a / EXA 0-05a / EXA 1-05a / EXA 2-05a / EXA 3-06a / EXA 4-05a / EXA 4-06a



Journey to the Mountain Top

Description	A place to celebrate and share learning with others. A place to feel proud. A wellbeing and 'feeling good' space.
Key Considerations	How does the learning space reflect a Growth Mindset? Agency/pathways/progression/
Prompt Questions for All	<ol style="list-style-type: none">1. How do you make the learning journeys of all learners visible in the space?2. How do learners have ownership over the space?3. How do you want learners to feel in the learning space?4. To what extent does pupil voice impact on the design of the learning space to reflect the strengths and learning journey of individuals, groups and the whole class?
Voice of learning designers	<p><i>"We all achieve something, and that's the mountaintop. It feels good."</i> (Pupil)</p> <p><i>"When I'm planning, I'm thinking about when we come back to the mountaintop, what do I want them to have achieved, and how to get there. I work backwards, and that helps me refine so that there's space to be creative, rather than it just being all the adult."</i> (Teacher)</p>
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 1.2 & 3.2 & 3.3.• CIRCLE Document – Working Within an Inclusive Classroom – Motivation (p. 17)• David Thornburg (2007) Campfires in Cyberspace: Primordial metaphors for learning in 21st Century• Video – Holly Toylan: Campfires in Cyberspace• Core Education – Caves, Campfires and Watering Holes
Es and Os	EXA 2-03a / HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13



Kindness

Description	Kindness is at the heart of learning which encourages sharing and caring across all learning spaces.
Key Considerations	Caring; Compassion; Fairness; Understanding of others; Reflection
Prompt Questions for All	<ul style="list-style-type: none">• Why is kindness important in our learning spaces?• What does a kind learning space look like?• Can you give some examples of ways that kindness helps learning?
Voice of learning designers	<p>“We need to have a kind learning space so that everyone can work together and help each other.” (P7 Pupil)</p> <p>“If you have a kind learning space you’re gonna be happy to learn, and your learning’s gonna be a lot better.” (P7 Pupil)</p> <p>“If you have a good learning space then you have encouragement that can help you learn, and you can have all the kindness that you need to help you with your learning.” (P7 Pupil)</p>
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicator 3.1.• CIRCLE Document – Social, Emotional and Relationship Skills, pp. 61-65• Carnegie Trust (2019). Conversations with Young People about Kindness.• Curriculum for Excellence experiences and outcomes, Early Level: Being Kind
E’s and O’s	HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a



Inclusivity

Description	Prioritising inclusive learning spaces (including digital), where all learners feel safe and supported to be themselves.
Key Considerations	Respect; Equality; Social Justice; Understanding diversity; Valuing difference; Accessibility.
Prompt Questions for All	<ul style="list-style-type: none">• What do you think of when you hear the word ‘inclusive’?• How can we make sure our learning spaces are inclusive?• Why is it important to have an inclusive learning space?
Voice of learning designers	<p>“Being inclusive is a good thing when people are like having a really hard time and you would help them so they’re not upset.” (P6 Pupil)</p> <p>“Getting more like tables and seats so you can be like more in groups and like you can actually let them play.” (P6 Pupil)</p>
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 3.1 & 3.2.• CIRCLE Document – Working Within an Inclusive Classroom (pp. 9-30)
E’s and O’s	LIT 1-09a / HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

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Ownership

Description	Ensuring the learner remains at the heart of decision-making about their learning spaces. Engaging learners in making informed, responsible decisions.
Key Considerations	Listening, Actioning and Evaluating; Responsiveness; Responsibility for self and others.
Prompt Questions for All	<ol style="list-style-type: none">1. What does it mean to have 'ownership' in your learning spaces?2. Why is it important that you make decisions about your own learning?3. How do you make choices about your own learning?
Voice of learning designers	<p><i>"How can we design lessons that let learning happen independently, as well as with an adult, I think we have a lot of adult-led. So how does the design mean that we can shift across to child-led learning."</i> (Teacher)</p> <p><i>"Rather than it being, oh I once shared my ideas but I never saw the final product, actually saying look you share your ideas, people take them on board and we're listening to you. And then this is how we kind of take it forward."</i> (Teacher)</p>
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 1.2 & 3.3.• CIRCLE Document – Working Within an Inclusive Classroom (pp. 9-30)• Scottish Government (2019) Place Principle: An Introduction• Case Study: Planning Learning Spaces in practice – an Introduction
Es and Os	HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13



Sharing

Description

Prioritising collaboration with both local and global communities, exploring shared learning in all indoor, outdoor and digital spaces with others across ages, cultures and capacities.

Key Considerations

Multigenerational learning; Interculturality; Social Cohesion; Capital (social, linguistic); Empowerment.

Prompt Questions for All

- Why is it important to share learning and knowledge with other people?
- How does your learning space help you to share knowledge with others?
- How can we make sure our learning spaces allow us to share knowledge with people of different ages, cultures, and backgrounds?

Voice of learning designers

“You should be allowed to have at least one experience with [Shared Learning Spaces], because it does build your confidence up. Like talking to people through the screens, and talking to people when you’re doing a lesson. So all years should be at least allowed to try it.” (Pupil)

Further reading and resources

- [How Good Is Our School \(HGIOS 4\) Quality Indicators 1.3 & 2.7 & 3.3.](#)
- [CIRCLE Document – Social, Emotional and Relationship Skills, pp. 61-65](#)
- [Shared Learning Spaces, University of Edinburgh](#)
- [Scottish Government \(2019\) Place Principle: An Introduction](#)

E's and O's

LIT 1-09a / HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a

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Sustainability

Description	Prioritising physical (material), virtual, cognitive and socially sustainable solutions in our learning spaces based on a commitment to Global responsiveness.
Key Considerations	Life-cycle; Global awareness; Criticality; Community; Activism; Agency; Global Movements.
Prompt Questions for All	<ul style="list-style-type: none">• What do you think of when you hear the word ‘sustainability’?• What does a sustainable learning space look like?• Why is sustainability important in our learning spaces?• How can we ensure our learning spaces are sustainable?
Voice of learning designers	To be added
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 1.5 & 3.1.• CIRCLE Document – Working Within an Inclusive Classroom (pp. 9-30)• Scottish Government – Sustainable Development Goals• Scottish Government. Educational Outcomes of Learning for Sustainability: Literature Review• Eco Schools Website• Scottish Ecological Design Association (SEDA) – Design Guides
E’s and O’s	HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a / HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a



Uncertainty

Description

Embracing uncertainty in our learning spaces in order to develop skills, knowledge and capabilities to deal with and be positive about ambiguity and complexity in diverse contexts.

Key Considerations

Resilience; Flexibility; Problem-Solving.

Prompt Questions for All

- What does the word 'uncertainty' make you think about?
- Why do you think learning about responding to uncertainty might be important now and in the future?
- How can our learning spaces help us to learn about responding to uncertainty?

Voice of learning designers

To be added

Further reading and resources

- [How Good Is Our School \(HGIOS 4\) Quality Indicators 3.1 & 3.3.](#)
- [CIRCLE Document – Working Within an Inclusive Classroom \(pp. 9-30\)](#)
- [Rebekah Tauritz \(2016\). A Pedagogy for Uncertain Times.](#)
- [Lee S. Schulman \(2005\). Pedagogies of Uncertainty.](#)

E's and O's

HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a

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Wellbeing

Description	Ensuring that our learning spaces promote mental, emotional, social and physical health and wellbeing for ourselves and others guided by 'well learning' principles.
Key Considerations	Self worth and Self awareness; Safety; Cooperation and Competition; Activity; Relationships; Well learning.
Prompt Questions for All	<ul style="list-style-type: none">• What does the word wellbeing mean to you?• How can our learning spaces help us to feel safe, secure and good about ourselves?• Why is health and wellbeing important in our learning spaces?
Voice of learning designers	To be added
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 3.1 & 3.2 & 3.3.• CIRCLE Document – Working Within an Inclusive Classroom (pp. 9-30)• Scottish Government. 2020. Scotland's Wellbeing: The Impact of COVID-19.• Scottish Government. 2019. Scotland's Wellbeing: Delivering the National Outcomes.
E's and O's	HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

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Agile Spaces

Description	Ensuring that learning spaces are flexible to support a wide variety of teaching and learning activities, with practical and creative spaces for collaborative and independent learning. This includes specialist, community, social, play and recuperative spaces.
Key Considerations	Adaptable learning and work environments.
Prompt Questions for All	<ul style="list-style-type: none">• Does the shape size and flexibility of the space fully support learning and teaching, social and recuperative spaces for individual or group activities?• Can the furniture be configured to suit different learning typologies?• Can the learners move around the space freely to carry out different activities?
Voice of learning designers	To be added
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 1.2 & 1.5 & 3.3.• CIRCLE Document – Working Within an Inclusive Classroom (pp. 9-30)• Scotland’s Curriculum for Excellence – Putting learners at the heart of education• Scottish Futures Trust – Inspiring Learning Spaces
E’s and O’s	HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a



Accessibility

Description	Addressing the physical, intellectual and emotional needs of all learners. Prioritising accessible learning for diversity of disabilities.
Key Considerations	Space that accommodates varying degrees of auditory, cognitive, physical, speech, and visual disabilities.
Prompt Questions for All	<ol style="list-style-type: none">1. Are the learning spaces across the school accessible to all and do they fully support inclusion?2. What does 'designing with empathy' mean?3. What does 'diversity of disabilities' mean?
Voice of learning designers	<i>"It was really important that all learners were included and had that space within the class to feel included. I've noticed a huge difference in a few who do have barriers to learning, in that they have a space to either break out and to relax and to take a moment, or to go to another area and work with others. Those things just wouldn't be possible in a traditional layout, with fixed seating and fixed desks and things." (Teacher)</i>
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 2.1 & 2.4 & 3.1.• CIRCLE Document – Working Within an Inclusive Classroom (pp. 9-30)• Accessibility Scotland Website
Es and Os	HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a



Environment

Description	Developing nurturing environments that promote physical and emotional health and wellbeing.
Key Considerations	Climatic conditions such as air, light and acoustics. Visual (sensory) identity, social climate, the emotional and the physical aspects of the learning space.
Prompt Questions for All	<ul style="list-style-type: none">• Do the environmental conditions within the learning and social spaces support learning and teaching, socialising and recuperation in individual or group activities?• How can the learning environment improve communication?• How can the learning environment be inclusive to all?• How does the learning environment impact climate change?
Voice of learning designers	To be added
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 1.5 & 2.4 & 3.1.• CIRCLE Document – Working Within an Inclusive Classroom (pp. 9-30)• Hakon Heimer (2005). Topophilia and Quality of Life: Defining the Ultimate Restorative Environment• University of Essex – Why teenagers need to get more connected to nature• Placeness, Place, and Placelessness – Topophilia and Topophils
E's and O's	HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a



Safety

Description	Prioritising safety in all learning spaces and ensuring that all learners feel safe and secure in their learning environments.
Key Considerations	Security, cleanability, maintainability, air quality.
Prompt Questions for All	<ul style="list-style-type: none">• How can we ensure that spaces are safe and secure, do not impact negatively on learning and teaching, and support socialising and relaxation?• Are learning spaces easy to clean and maintain?• Are community spaces safe and secure and do not impact negatively on learning and teaching?• How does the air quality in your learning space impact your health?
Voice of learning designers	To be added
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 2.1 & 3.1.• CIRCLE Document – Posture & Mobility Skills (pp. 53-56), Dexterity and Manipulation Skills (pp. 57 - 60)• Emotionally Healthy Schools – Safe Spaces• Health and Safety Executive - Education• Arch Daily – How designing air quality may impact the outcome of your meeting• Scottish Ecological Design Association (SEDA) – Design and Detailing for Toxic Chemical Reduction in Buildings
E's and O's	HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a



Furniture, Fixtures and Equipment (FF&E)

Description	Ensuring the agile FF&E can support all learners and enhance indoor, outdoor and shared learning spaces.
Key Considerations	Supporting learning, promoting wellbeing, posture, ergonomics and movement. Aligned with the digital strategy.
Prompt Questions for All	<ul style="list-style-type: none">• Are there an extensive range of appropriate resources to allow a wide variety of teaching and learning to take place?• Do furniture, fixtures and fittings support socialisation and relaxation?• Do FF&E promote wellbeing, movement, ergonomics and inclusion for all learners and the community?• Can we repurpose existing space, furniture and equipment to improve our learning space (sustainable considerations)?
Voice of learning designers	To be added
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 1.5 & 2.4 & 3.1.• CIRCLE Document – Posture & Mobility Skills (pp. 53-56), Dexterity and Manipulation Skills (pp. 57 - 60)• Ergonomics 4 Schools• Zero Waste Scotland
E's and O's	HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a



Digital

Description	Promoting critical understanding of fit-for-purpose digital and virtual shared learning spaces.
Key Considerations	Technological advancements, infrastructure, wellbeing, ergonomics, agile considerations.
Prompt Questions for All	How can the furniture and fittings support safe and comfortable use of technology? Can the decoration of a space support digital technology advancement now and in the future? What is our current digital strategy and how can space support improving it?
Voice of learning designers	To be added
Further reading and resources	<ul style="list-style-type: none">• How Good Is Our School (HGIOS 4) Quality Indicators 2.2 & 3.3.• CIRCLE Document – Working Within an Inclusive Classroom (pp. 9-30) (p.11)• Scottish Government (2016). Enhancing Learning and Teaching Through the Use of Digital Technology• Microsoft Schools Blog• Google Workspace for Education• Apple and Education
E's and O's	TCH 0-01a / TCH 1-01a / TCH 2-01a / TCH 3-01a / TCH 4-01a / MTH 0-17a / MTH 1-21a / MTH 2-17c / MTH 2-21a / MTH 3-06a / MNU 3-09b / MTH 3-17c / MNU 3-20a / MTH 3-21a / MTH 4-06a / MNU 4-07a



Nature

Description

Connecting learning environments and natural space, bringing the outside in (e.g. biophilic design) and the inside out (e.g. outdoor learning).

Key Considerations

Natural outdoor space, Biophilic design, fostering an ecological identity.

Prompt Questions for All

- How can connecting learning spaces with nature improve wellbeing?
- How can connecting learning spaces with nature improve sustainability?
- What is biophilic design and what impact can it have on learning environments?
- Can nature help to foster a sense of community in your learning spaces?

Voice of learning designers

“It’s hugely important that buildings and spaces encourage the connection with nature through site, landscaping and material choice. These themes should be integral to the early site and design development and carried on into technical design and material choices. The building and individual spaces can encourage a sense of place which helps the user ‘ground’ themselves and benefit from the mental health and cognitive effects – calmness, increased concentration, focus, and so on.” (Architect)

Further reading and resources

- [How Good Is Our School \(HGIOS 4\) Quality Indicators 1.5 & 3.1.](#)
- [Curriculum for Excellence through Outdoor Learning.](#)
- [Play Scotland – Nature Play Leaflet](#)
- [Creating Positive Spaces: Biophilic Design Guide](#)
- [Oliver Heath Design – Biophilic Design: Connecting with Nature to Improve Health and Wellbeing](#)
- <http://richardlouv.com/>

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