



# All Change

Thought Shower | April 2007

Bryanston Square

Male, youngish 50, reasonably fit, own house, teeth, hair and cars, seeks interesting opportunities. Variety of interests incl art, historic buildings, socialising and racing

All offers to St Clare House.



# Marcus Orlovsky

Born London

Brought up London / Paris

University of Bristol, Economics

Chartered Accountant, Touche Ross

Director of Recruitment, Ernst & Young

Boards: Manch/UMIST Industrial Society

Project Finance Director, Stanhope

Chairman, Home Control PLC

Director, Gresham Bell

Managing Director, Occam Green

Director, Bryanston Square

# Marcus Orlovsky

Built and raced cars at University

Underbidder Europe's largest Ferrari dealer

Recruited 5,000 people to E & Y

Developed 17 antique shops

Borrowed £5,000,000,000

Built software house; PLT

Team created Broadgate, Ludgate, Stockley Park

Involved in 350+ schools in UK

LazyTown

Creator not Manager

Too fat





# Bryanston Square

What we do:

Vision

Design management

Change management

Who for:

Schools

Authorities

Private Sector

Government

How:

Self funded social enterprise

(constantly ripped off)

Track Record

£3bn of building coordination

400 schools

Research, NCSL, Govt

# why

# What lies ahead?

**The likelihood is that a 10 yr old today will be working until they are 70 yrs old, and have a life expectancy of 90+**

- they will be making a living until the year 2070**
- may be drawing a living from 2070 to 2090**

**SO, what will their world be like**

- when they have children in 2030 or**
- when they are Heads in 2045?**

**...and what do we need to do to help them take advantage of the opportunities?**

**last 30 years**

# Family Cars

*Then and Now*



# Telephones

*Then and Now*



# Characters

*Then and Now*





# Shops

## Then and Now





# TV advertising

*Then and Now*





# Dubai

*Then and Now*





# roots





# *Piccadilly Circus 1875.....*





# UK: Secondary School Curriculum

## 1904 Regulations

### 1904 Regulations

English	13%
Mathematics	13%
Sciences	10%
Other languages	11 – 15%
Housewifery	5%
Manual work	5%
History	13%
Geography	13%
Drawing	5%
Physical education	5%

A black and white photograph of a street scene. In the foreground, a street lamp with a decorative top stands on the left. The background features a large, multi-story building with a classical architectural style, including a prominent portico with columns. A yellow banner with black text is overlaid across the middle of the image.

FOR INFORMATION PURPOSES PREVIEW ONLY



**1930s revolutions in mass manufacturing techniques: part finished products moving along production lines getting value added**

**schools become larger and work in year groups**



**1960s: the UK moves towards a service economy: expertise and hierarchy (no longer just a doctor)**

**schools start to develop departments & complex management structures**

*From 1864 to 2007 classrooms moved from this.....*





*...1904....*

*...1932....*





...1947....



***...1965.....***



.....2007.....



# *Piccadilly Circus 1875.....*





*London 2007.....*





# UK: Secondary School Curriculum

## *Comparison of 1904 and 1988 arrangements*

### 1904 Regulations

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Other languages	11 – 15%
Housewifery	5%
Manual work	5%
History	13%
Geography	13%
Drawing	5%
Physical education	5%

### 1988 National Curriculum

English	10%
Mathematics	10%
Combined sciences	10 – 20%
Modern languages	10%
Technology	10%
History	10%
Geography	10%
Art / Music	10%
Physical education	5%

With thanks to Mike Davies, Clacton High

## UK: background

### *Circumstances surrounding kids*

- Reducing number of kids walking, cycling, running to school
- Reducing number of catering facilities under school control
- Increasing health issues surrounding allergies, asthma and other respiratory illnesses
- Increasing gap between rich and poor
- Reducing size of families, less reliance upon parental groups: increasing and accelerating teenage pregnancies
- Large investment into new schools, hospitals and surgeries through public / private routes with large amount of KPIs
- Demographic timebomb in teaching profession with over 40% due to retire in next 10 years
- Increasing, and accelerating child obesity
- Increasing and accelerating viability of children being born
- Kids getting older, younger

## UK: background

### *Personalised learning observations*

- 5,015 accredited GCSE, A levels, vocational courses
- 11,000 courses at 167 Higher Educational Facilities in the UK: (142 universities, 45 other)
- 14,000 courses in 775 Universities in the European University Association
- Enormous number of career options & career portfolios
- Ease of travel: not about cost, more about time
- Increasing pace of change is a way of life
- ICT and access to data and communications, anywhere, anytime
- Increasing conflict between consumerism and sustainability
- OECD reports on UK and European education scenarios



# UK: background

## Array of accredited courses (Section 96)

	Total	Vocationally-Related Qualificn	National Vocational Qualificn	GCSE	Key Skills	NVQ Language Unit	Other General Qualificatn	Advanced Subsidiary Level	A Level	Other
Edexcel Ltd	954	350	147	78	24	119	14	53	51	118
Oxford, Cambridge & RSA Examinations	711	104	70	93	24	69	68	67	67	149
City & Guilds Assessment and Qualifications Alliance	668	211	320	0	24	64	10	0	0	39
Awarding Body Consortium	377	0	0	110	22	0	3	73	69	100
Welsh Joint Education Committee	226	211	1	0	0	0	7	0	0	7
Education Development International plc	185	1	0	55	21	0	8	33	31	36
City & Guilds/Construction Industry Training Board	159	27	52	0	24	48	0	0	0	8
Council for the Curriculum, Examinations and Assessment	127	7	120	0	0	0	0	0	0	0
NCFE	122	0	0	43	24	0	0	23	25	7
96 Other awarding bodies	102	51	0	0	21	0	18	0	0	12
<b>TOTAL COURSES</b>	<b>1,384</b>	<b>519</b>	<b>413</b>	<b>0</b>	<b>173</b>	<b>0</b>	<b>141</b>	<b>0</b>	<b>0</b>	<b>138</b>
	<b>5,015</b>	<b>1,481</b>	<b>1,123</b>	<b>379</b>	<b>357</b>	<b>300</b>	<b>269</b>	<b>249</b>	<b>243</b>	<b>614</b>



# UK: Most desired Graduate Employers 2005 / 6

*Times, Survey of 16,000 final year undergraduate*

- **PriceWaterhouseCoopers**
- **The Civil Service**
- **Accenture**
- **KPMG**
- **BBC**
- **Deloitte**
- **NHS**
- **HSBC**
- **Goldman Sachs**
- **Proctor & Gamble**

# Accenture



# Proctor & Gamble



# Retail co-locations

- Abbey
- Carphone Warehouse
- Costa Coffee
- All co-locating as synergies and same customer base

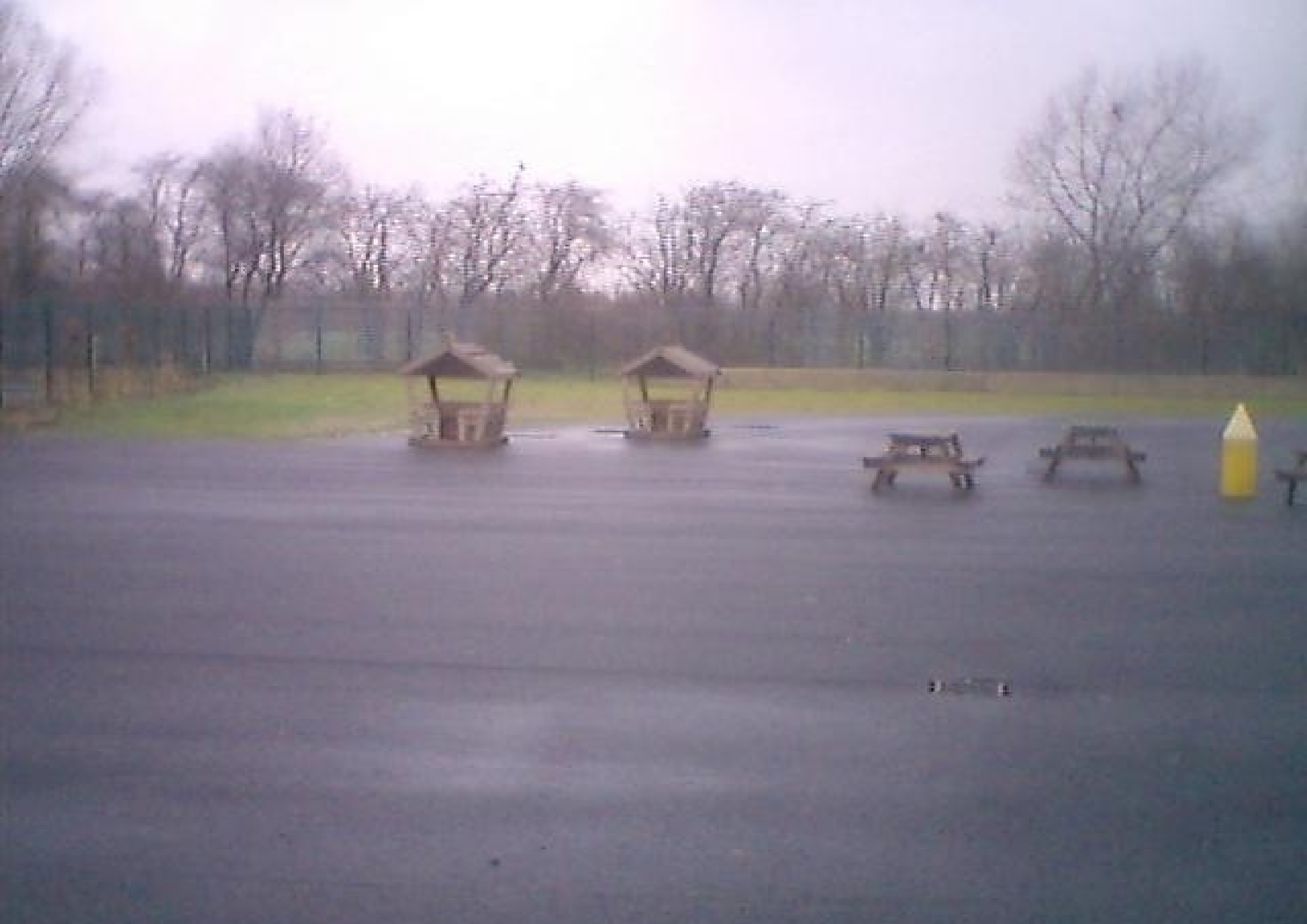






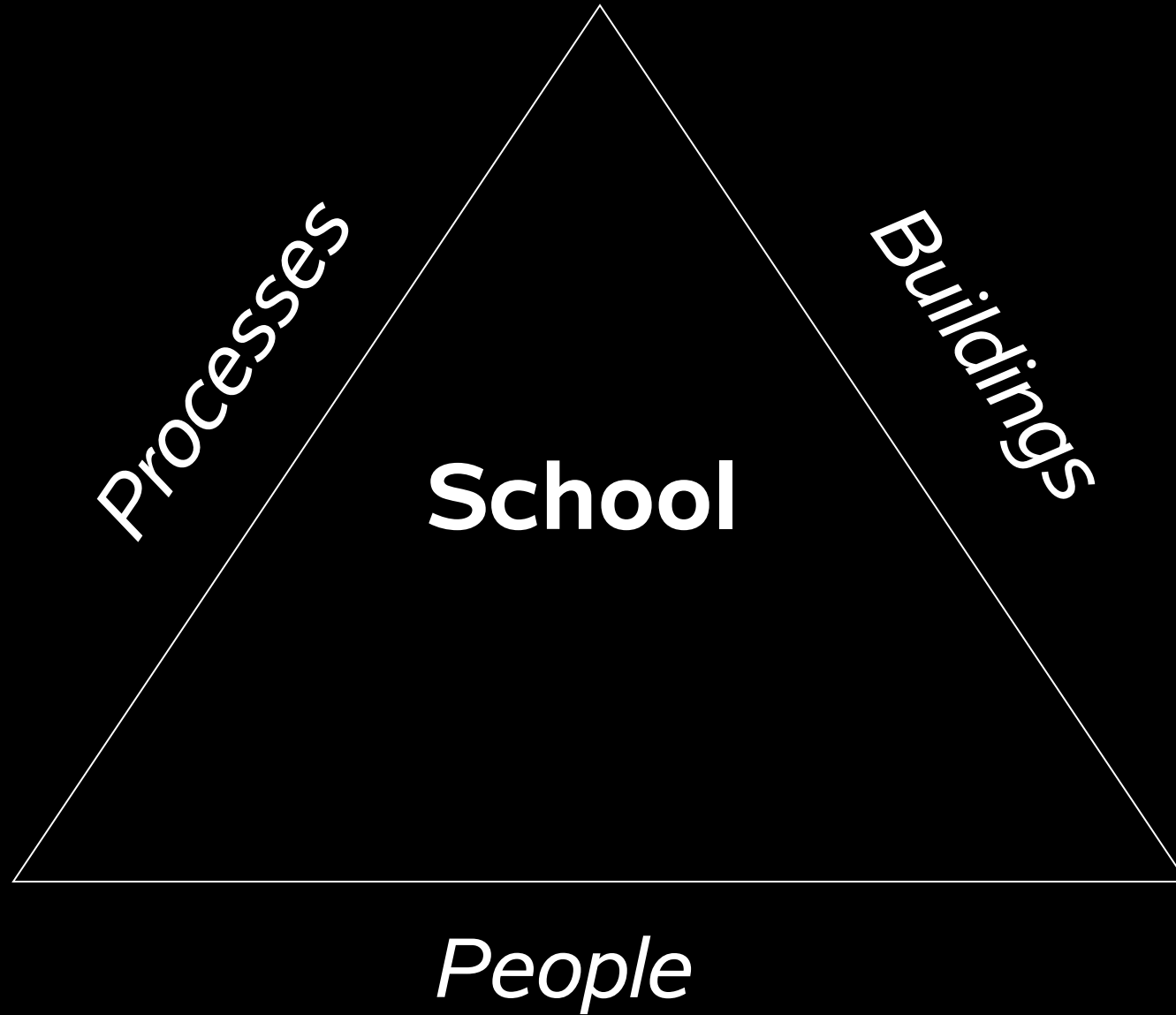




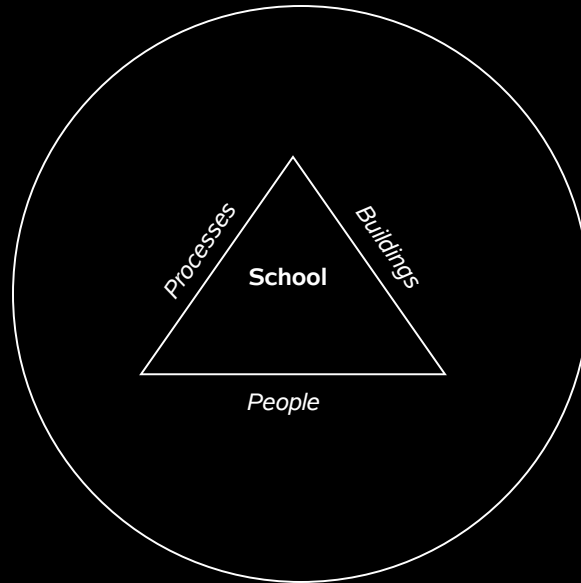




# model



*Society*



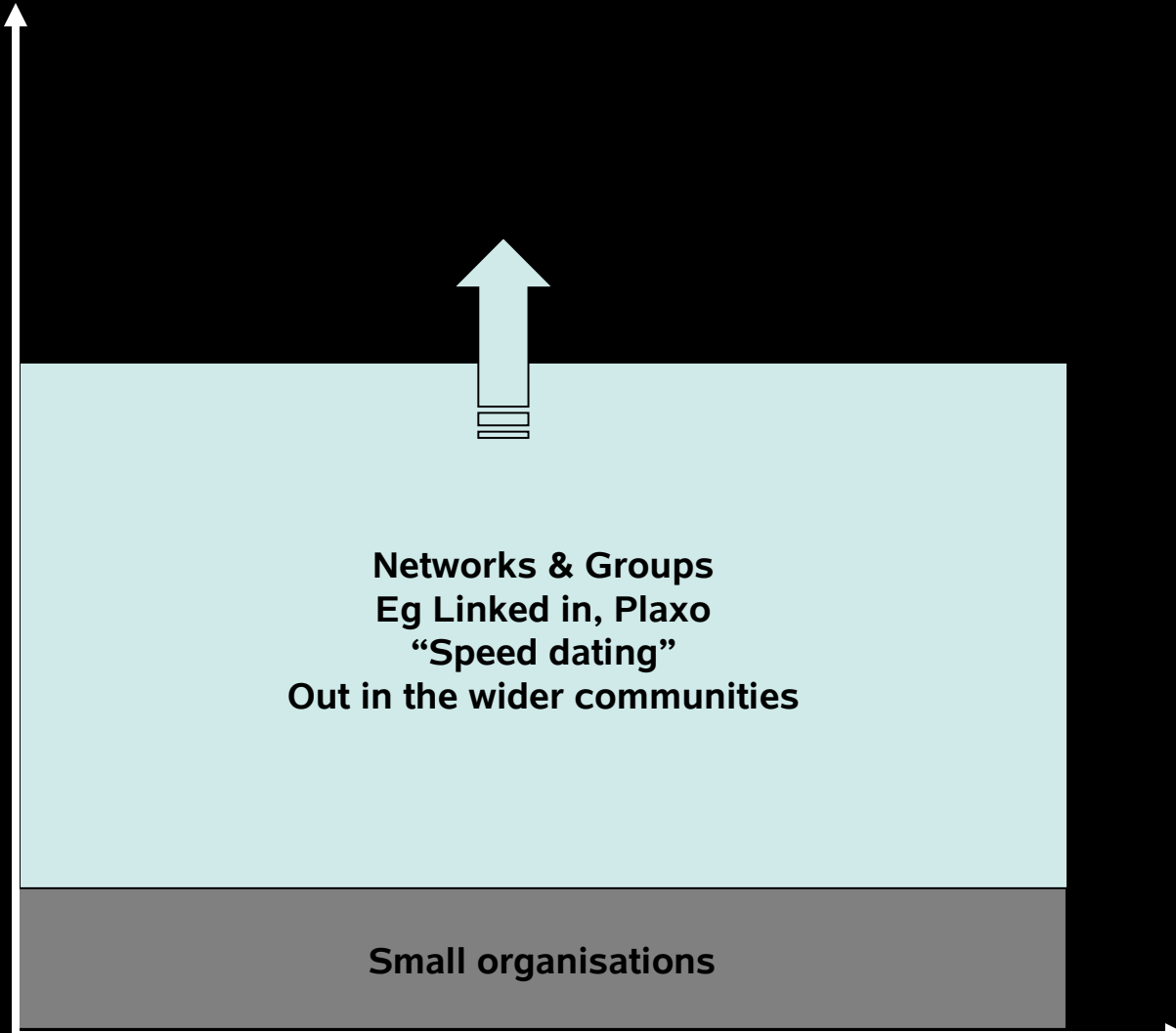
*Opportunities*



PARIS  
IN THE  
THE SPRING

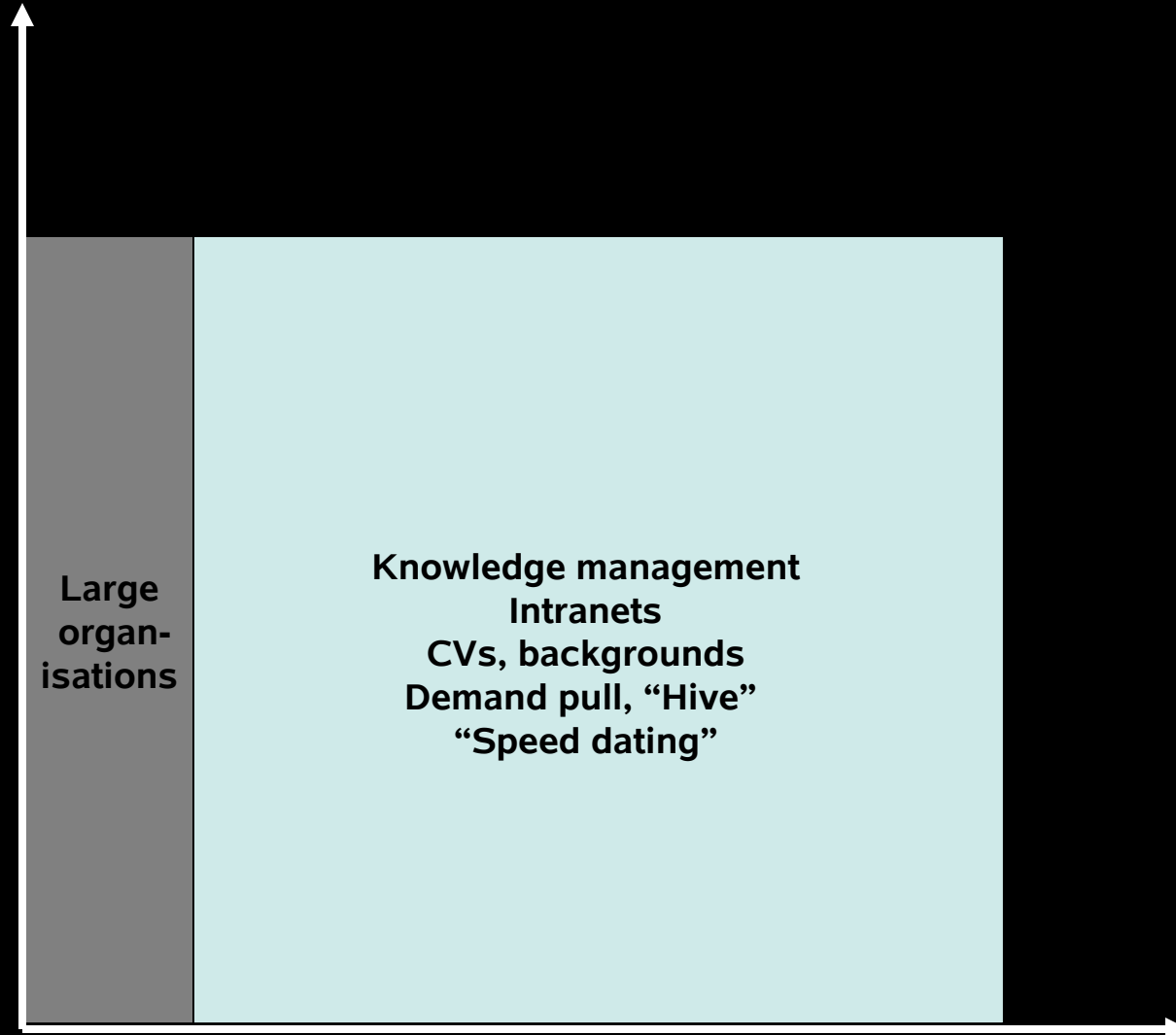
# resources

**People who know**



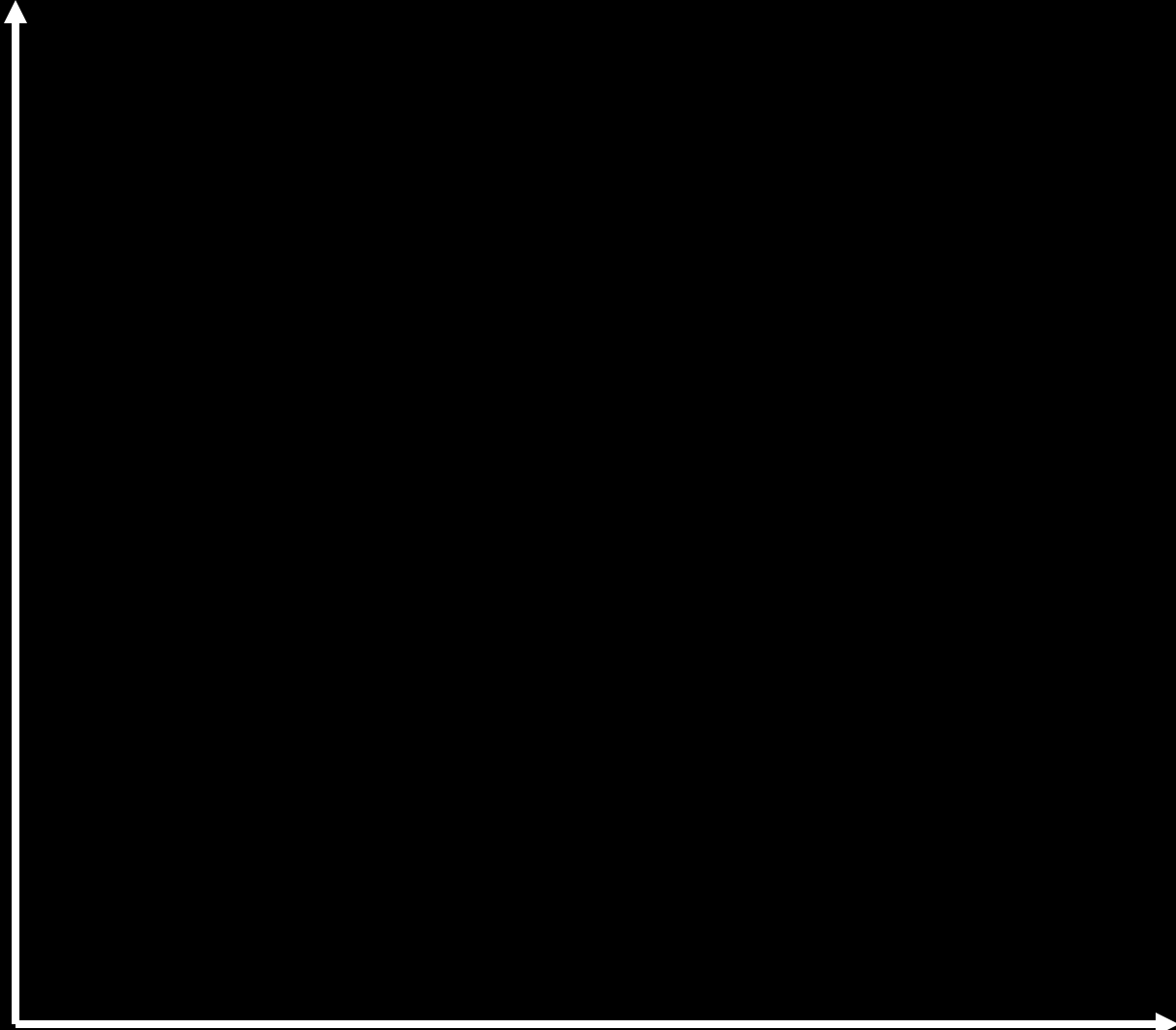
**People who  
know who knows**

**People who know**



**People who  
know who knows**

**People who know**



**People who  
know who knows**



# Resources

*The things we know or can do*

**Who here:**

- **Knows someone who makes an unusual living (sports person, comedian, writer)**
- **Knows someone who works from home but on an international scale**
- **Knows someone who finds their work really interesting and can't stop talking about it (and it *is* interesting)**
- **Knows someone who seems to know *everyone***
- **Knows someone who is absolutely brilliant in their field**
- **Knows someone who is well known**

**Is, or was, one of the above themselves.....**

# Resources

*The things we know or can do*

## Who here:

- **Runs a business outside of “work”**
- **Has recently renovated a house**
- **Is pretty good at ICT**
- **Is pretty smart when it comes to buying goods or services**
- **Is pretty good at raising money (social, personal, charities)**
- **Has experience of buying and selling (cars, houses, etc)**
- **Is pretty good at “getting things done”**
- **Is pretty good at generating ideas**

# outcomes

# WHAT DO YOU WANT FROM YOUR NEW SCHOOL?

EXCITEMENT

MODERN FACILITIES

ENVIRONMENTALLY FRIENDLY

OPPORTUNITY

EXCITING DESIGN

SAFETY

COMMON ROOMS

SOCIAL SPACES

BICYCLE PARKS

THEATRE

SPORTS CENTRE

EXTERNAL GARDENS

LIBRARY

COMPUTER ACCESS

GOOD FOOD

AFTER SCHOOL USE / CLUBS

ENTERTAINMENT

LEARNING

EVERYTHING

Great teaching by teachers.

610 swimming pool

Use for things!

Fun learning activities

Football pitch and gym! Football club

Shelter

I want good playing for the hall to reduce

CCTV everywhere

Quick easy access to food!

Swimming, football, netball

LESS HOME WORK

Not a boring building

Extensive decent furniture

Good lighting and class rooms

Proms / dances + discos

Class suitable for everyone

ES homework

Fun, netball, soccer (100%)

friendly teacher

As possible

DANCE MUSIC ACT

Varn and coloring colour

different lessons in different rooms

modern building

LO CARES FOR EVERYONE TO KEEP STUFF BY

Football rugby swimming cricket - 100% homework

Lockers

Garden area

Wifi











## What we don't want

**Industrial values**  
**Dull**  
**Uninspiring**  
**Anti-social**  
**Anonymous**  
**Impersonal**

**The equivalent to this  
is the call centre**





## How it could be...

**Bright**  
**Stimulating**  
**Creative**  
**Interactive**  
**Colourful**  
**Flexible**  
**Comfortable**





## Walls and lighting

Colour  
Mood  
Texture  
Change  
Inspiration  
Brand  
Variety





# Furniture

Flexible  
Variety  
Choice







bancor

Stand up and  
be counted



# Givens?

- **Dividing people up: horizontal, vertical**
- **Teaching or facilitating learning**
- **Behaviours**
- **Timetabling: Key stages & programmes, people**
- **Measurement**
- **Bells and timekeeping**
- **Formal or ad hoc**
- **Opening hours and service hours**
- **Customer service and relationship management**
- **Staffing numbers, types, mix, hours worked**
- **Quality standards and control**
- **Locations, collaborations, deals, “outsourcing”, finance**

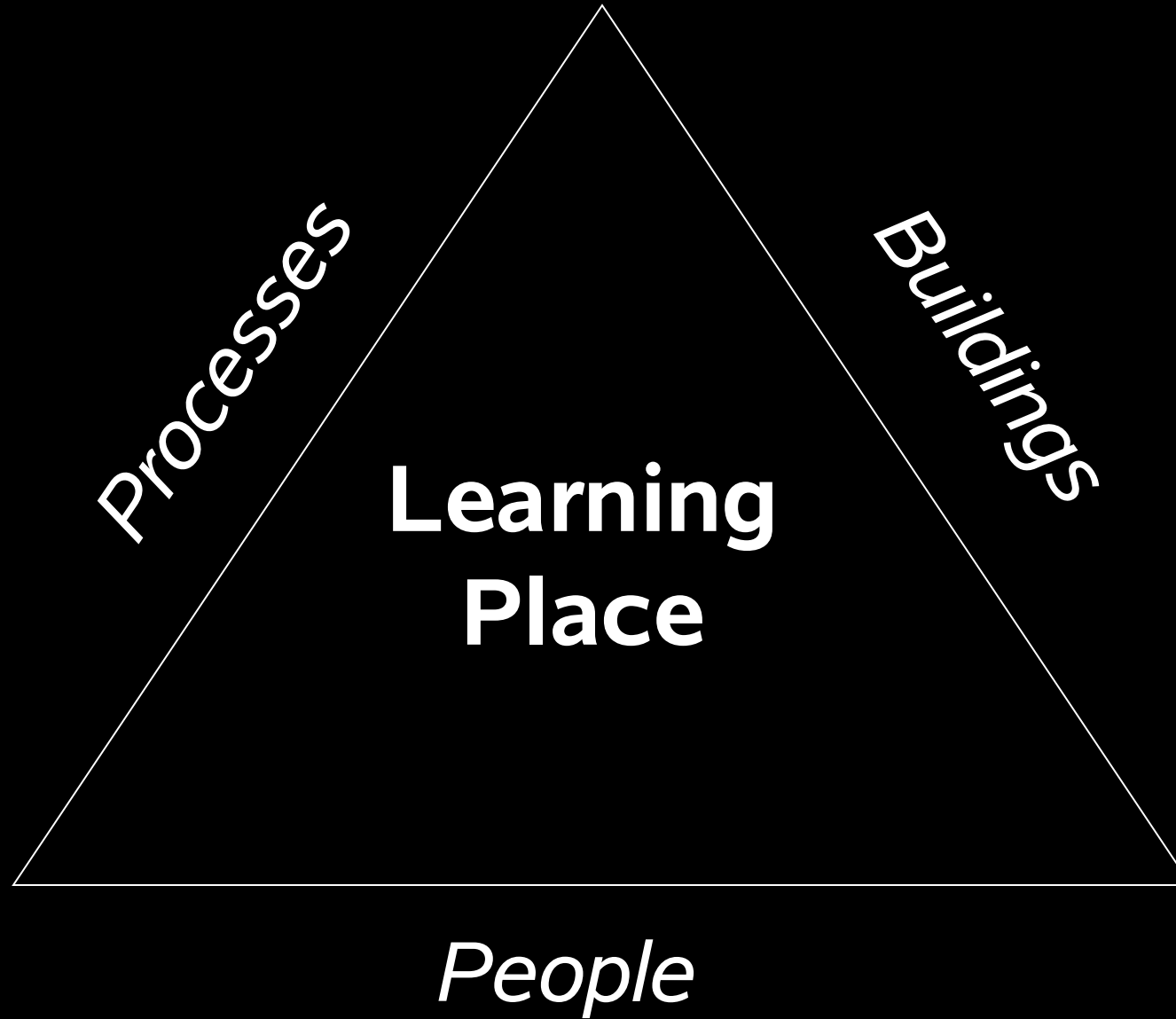
**think again**

**Are we running a  
school where 1,000  
pupils are educated...**

**...or a place where  
1,000 individuals  
discover their talents**

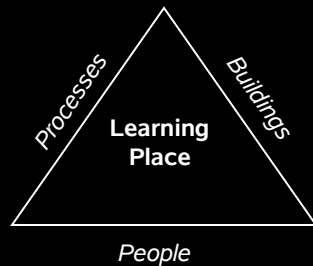






# The Ecosystem Changes

Now



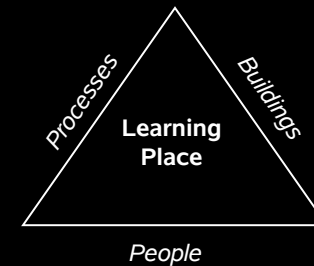
Eco system in balance  
 Activities driven by spaces  
 Processes driven by people and spaces  
 People driven by spaces and processes

Change



Managed change process  
 Benchmarking  
 Training  
 Involvement  
 Outcomes enhanced throughout process  
 Experimentation, preparation

Future

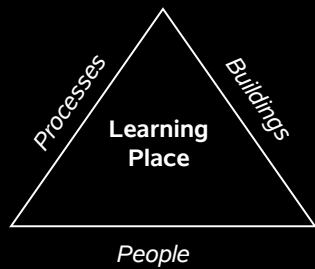


Eco system in balance  
 Spaces match activities  
 Processes match people  
 People attracted to spaces and processes

# Moving Ecosystems

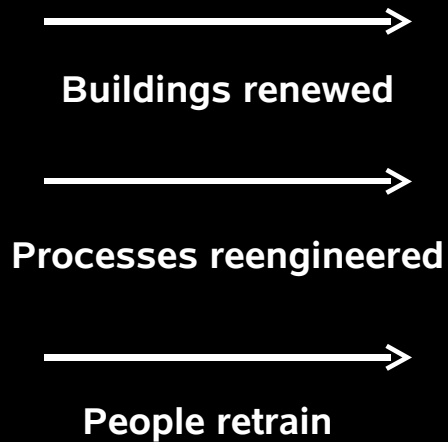
## Pathways and milestones

Now



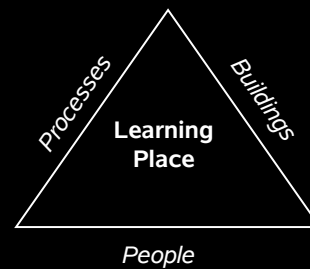
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Change



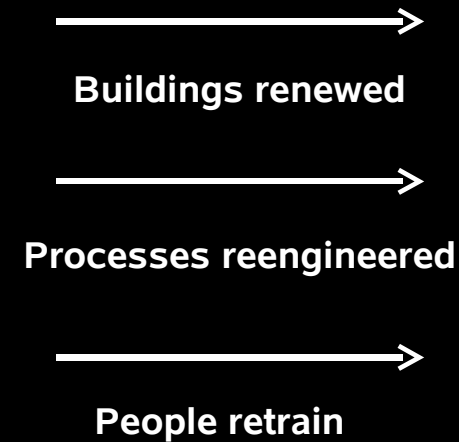
Change objectives  
 Objective 1  
 Objective 2  
 Objective 3  
 Objective 4

Milestone 1



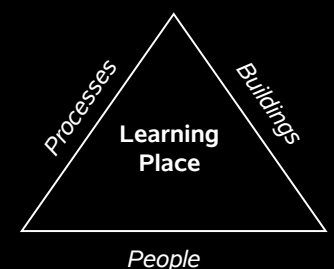
Eco system in balance  
 Measure 1  
 Measure 2  
 Measure 3  
 Measure 4

Change



Change objectives  
 Objective 5  
 Objective 6  
 Objective 7  
 Objective 8

Milestone 2



Eco system in balance  
 Measure 5  
 Measure 6  
 Measure 7  
 Measure 8

# Getting to the Future

Series of milestones and changes within an overall vision

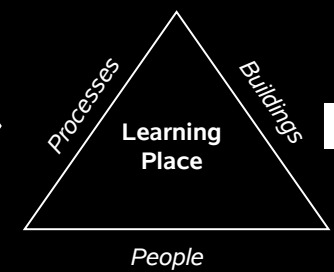
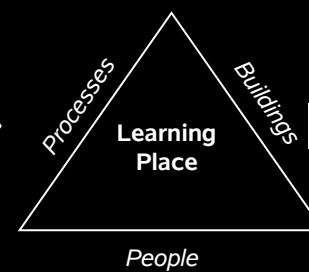
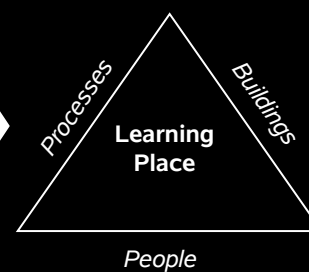
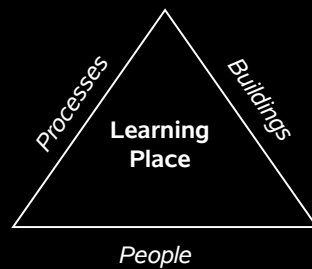
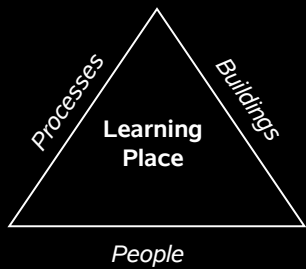
Now

Milestone 1

Milestone 2

Milestone 3

Milestone 4



Eco system in balance  
Activities driven by spaces  
Processes driven by people  
and spaces  
People driven by spaces and  
processes

Eco system in balance  
Measure 1  
Measure 2  
Measure 3  
Measure 4

Eco system in balance  
Measure 5  
Measure 6  
Measure 7  
Measure 8

Eco system in balance  
Measure 9  
Measure 10  
Measure 11  
Measure 12

Eco system in balance  
Measure 13  
Measure 14  
Measure 15  
Measure 16

# the temperature

**SOCRATES' TREE ADMIN**

User Name:

Password:

If you have forgotten your password click here to [contact us](#), [contact us](#).

**login**

Bryanston Square

Enriching the Learning Environment

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# SOCRATES' TREE

## introduction

Start Quiz or naire

### Changing your School.

There isn't a right or wrong way to design a new school, whether it be a new building, or a set of remodeled spaces or major refurbishment.

Each school has its own set of values, its own way of working, its own ethos. Sometimes this set of values is well understood by all, and is managed. In other places, this set of values is implied but not necessarily expressed openly. Testing and understanding these will lead to different priorities and design solutions. Designers will respond to your requirements as regards the activities you wish to have, the way in which you want people to feel and your desired way of working.

In order to commence the process, you need to understand what you and your stakeholders think it should be like and how you will manage the process of getting there.

We've created a number of themes which will help you to do this. On the following screens, we set out each theme as a continuum - a spectrum: a scale, going from one way of thinking all the way over the other side to the opposite way of thinking.

### Instructions for using Socrates' Tree

- Move between each screen, using the Continue and Back buttons. You can go backwards and forwards through the questions and change your mind if you want. You can also save your work to date.

Socrates' Tree Personal Details Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address http://www.thisissquare.com/socrates/PersonalDetails.aspx

# SOCRATES' TREE

## personal details


Name:  (required)

Email:  (required)

Venue:  (required)

Position:  (required)

<< Back **Continue** >>



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Windows taskbar: Lons, .com.net





Transforming Education



Delivering New Schools

Strongly Agree



Neutral

Strongly Agree

The need is for a transformation in education and the way in which it is delivered. The need is to change the way education is delivered and then work out what new buildings are needed.

The school stock is very poor and needs to be repaired or rebuilt without delay. The role is to meet the current needs and deliver the school building programme.



[Click here for more information on this question](#)

« Back

Add Comments

Continue »»

1 of 22





learning happens in classrooms



learning happens everywhere

Strongly Agree



Neutral

Strongly Agree

Everything should be centered around classrooms. The rest of the building is there to support these spaces and move people from one to the other efficiently.



[Click here for more information on this question](#)

It should be possible for teaching or learning to take place in every part of the school, circulation spaces included, so that every act of walking around the school is an opportunity to learn.

&lt;&lt; Back

Add Comments

Continue &gt;&gt;

16 of 22







## learning happens in classrooms

## learning happens everywhere

"children get enough learning in lessons, why would children want to learn during break and lunch as well?"

"Learning while you are wandering about does not happen. I have raised three sons and you need to take the mountain to mohammad and not expect the mountain to come to you. "

"Learning does happen everywhere but I know that lessons are rarely successful when carried out in an open space with others passing through. In an ideal world it would be but our target audience does not have the maturity."

Everywhere in the school is used as learning material, there are always displays & information on the walls, so creating a building where the places for display are predetermined & planned, would look better than stuff just being pinned to a fake wall that's made out of a bit of board from B&Q

All classrooms should be designed to enable a teacher to move tables to suit the grouping/ activity. Ideally they should be rectangular with no extra corners so the teacher has the view of the entire room. It should be designed with the view that whiteboards will be put in along a wall (taking into account the direction that sunlight enters the room).

It should take place everywhere unless it needs equipment to teach.

So we are not always in classrooms

I believe students' learning is enhanced with variety. Being stuck in the same classroom for a subject is very sterile, breaking out of the classroom occasionally can stimulate the subject content.

It would be great to see a student & a teacher discussing an issue other than discipline outside the classroom. If we can facilitate this we should do so. Why build expensive spaces connecting classrooms if they cannot be used for education?

It would be good if lessons were in other places than classrooms.

Decorating schools with children's work as opposed to expensive third party artwork / decoration.

stakeholders' comments from Socrates' Tree



learning happens in classrooms



learning happens everywhere



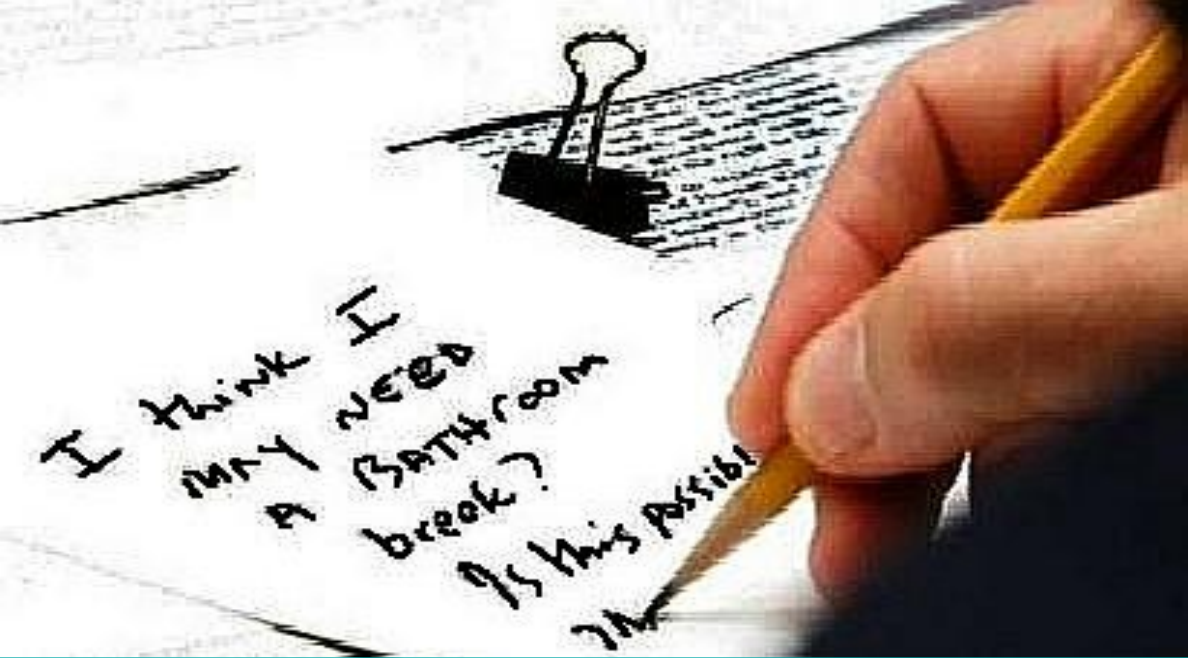
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It would be good if lessons were in other places than classrooms.



you should have gone before

when you gotta go, you gotta go

"people ask to go to the toilet to waste time!"

Secondary school students should not leave a classroom during a lesson unless it is really really necessary. It's disruptive and leads to those who want to exploit it doing so. However, good toilet facilities should be expected nowadays.

It depends on security.

A tricky one. Many children I know don't use school toilets at all because they are so horrible."

I think that if you hold it in then it's unhealthy so students should have convenient toilets or bathrooms that are suitable and that they can withstand the pressures of a school environment, maybe something like automatic air freshners, so that the toilets don't smell of urine etc or at least not all the time.

Let them tie a knot in it. I know I did when I was their age. Um, sorry, unfortunately some kids will take the mickey if they're allowed to go to the toilet whenever they feel like it. That said, the facilities in the school at the moment need a lot of upgrading.

So you don't have an accident in class.

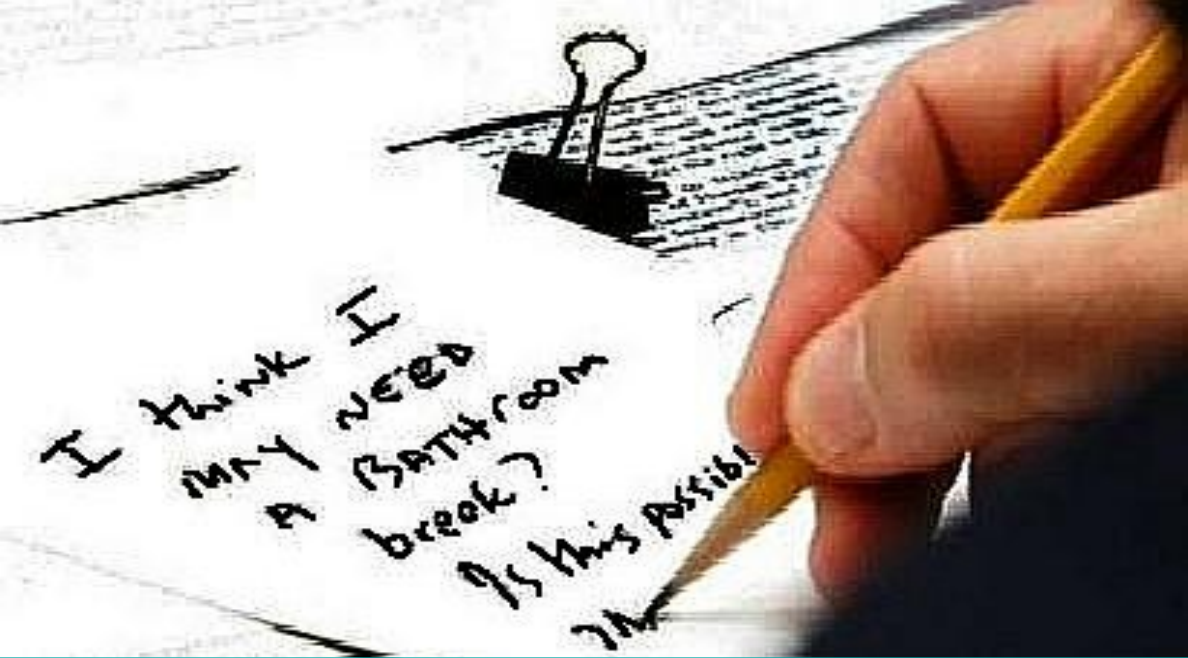
"Where else but a school would someone be prevented from using the WC when necessary? If there are grounds for believing that some requests are not genuine, have a class discussion about it, to encourage responsible behaviour."

"Good grief, are there places where children are still made to ask!? Children should also have access to water at all times and girls should not have to keep their pe teachers fully informed of their menstrual cycles! Teach respect by displaying a little.."

stakeholders' comments from Socrates' Tree

"personal discipline should be insisted upon - it will stand all pupils in good stead later in life. ill disipline is a modern day curse."





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# outcomes

**Are you a teacher...**

**...or a guide to the  
world of opportunities**

**..and how do you structure  
your time to maximise the  
opportunity to guide.....**

**It's all about design...**

**...in its widest sense**





too often the goal of  
“improving what’s  
there” prevents the  
creation of a truly  
special learning  
environment

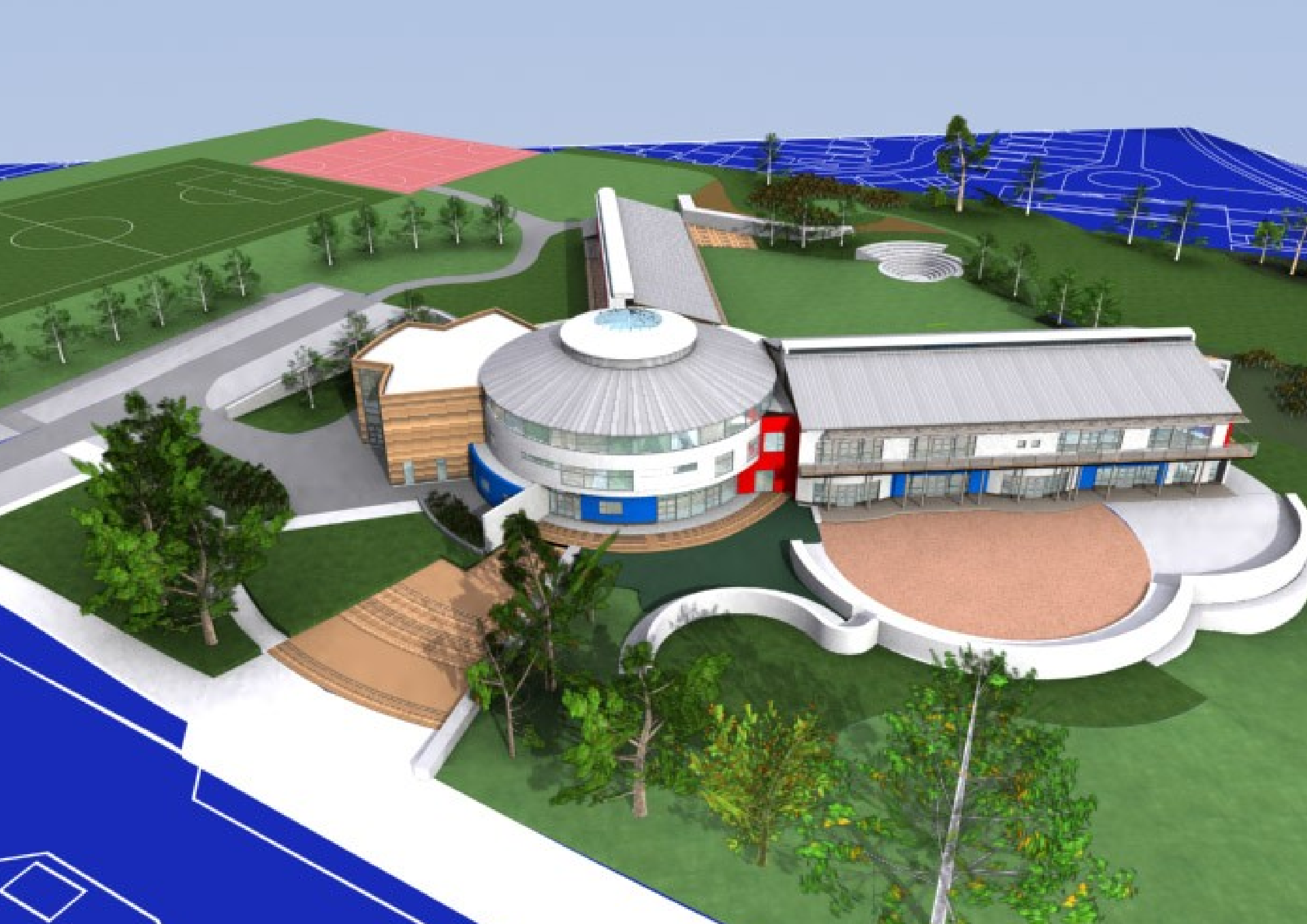






# Beyond the School

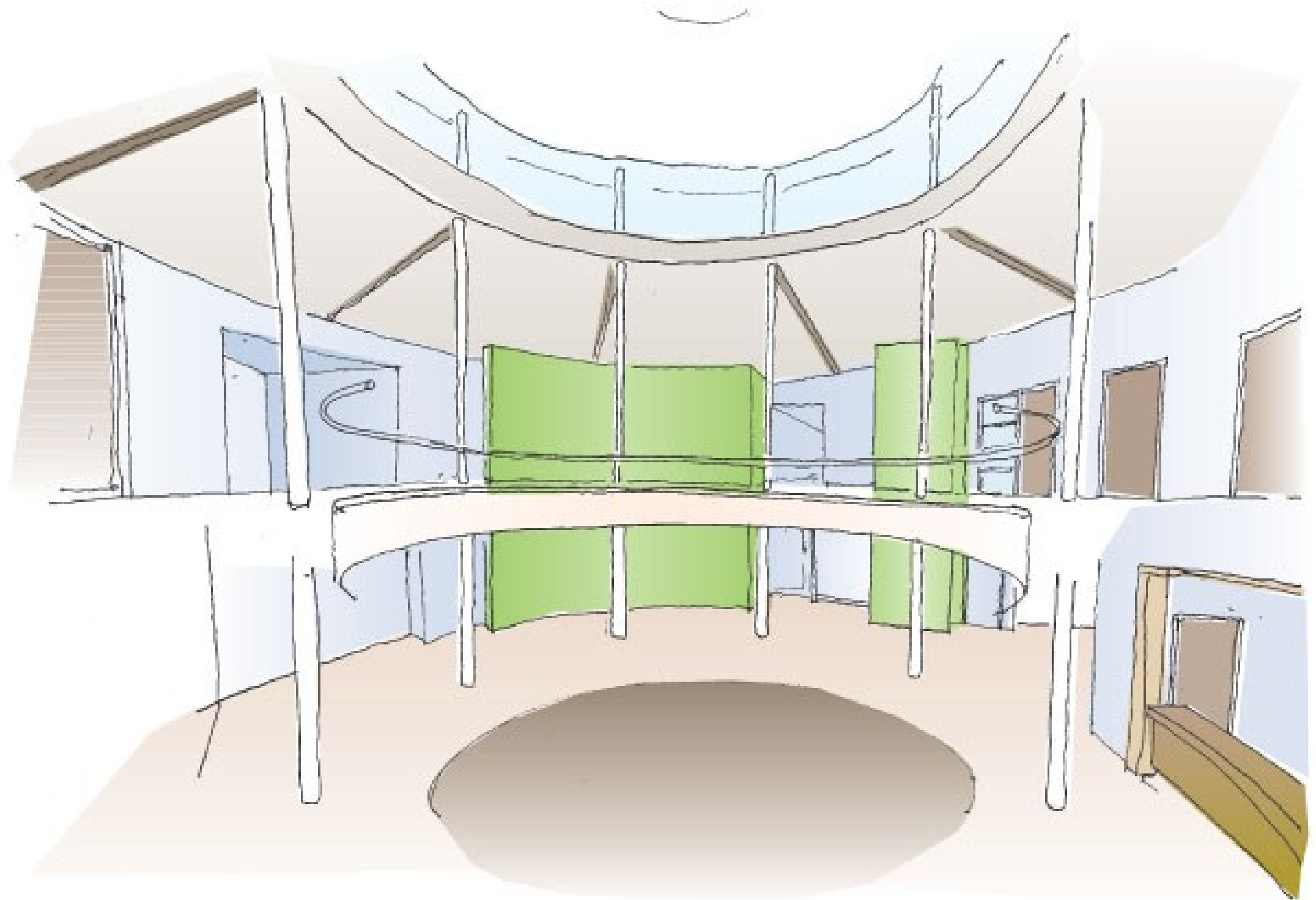
- **Parents and their aspirations: what happened to them at school; what do they want or expect of us?**
- **Teachers and their aspirations: what do they think they can achieve: what are the constraints?**
- **Peers: older children; past students – what are they thinking about, what are they doing? Alumni?**
- **Community at large; who, what, segmentations?**













Activities drive spaces...

Spaces influence emotions















KUNTASALI →













# benchmarks

Question:	Primary school % 'strongly agreeing'	Secondary sch % 'strongly agreeing'
I learn a lot at school	71%	18%
School is interesting	65%	12%
I enjoy school activities	65%	18%

Source: The power and potential of well being indicators .[Nottingham study] NEF 2004

# Beyond the School

- **Parents and their aspirations: what happened to them at school; what do they want or expect of us?**
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- **Peers: older children; past students – what are they thinking about, what are they doing? Alumni?**
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# responding



















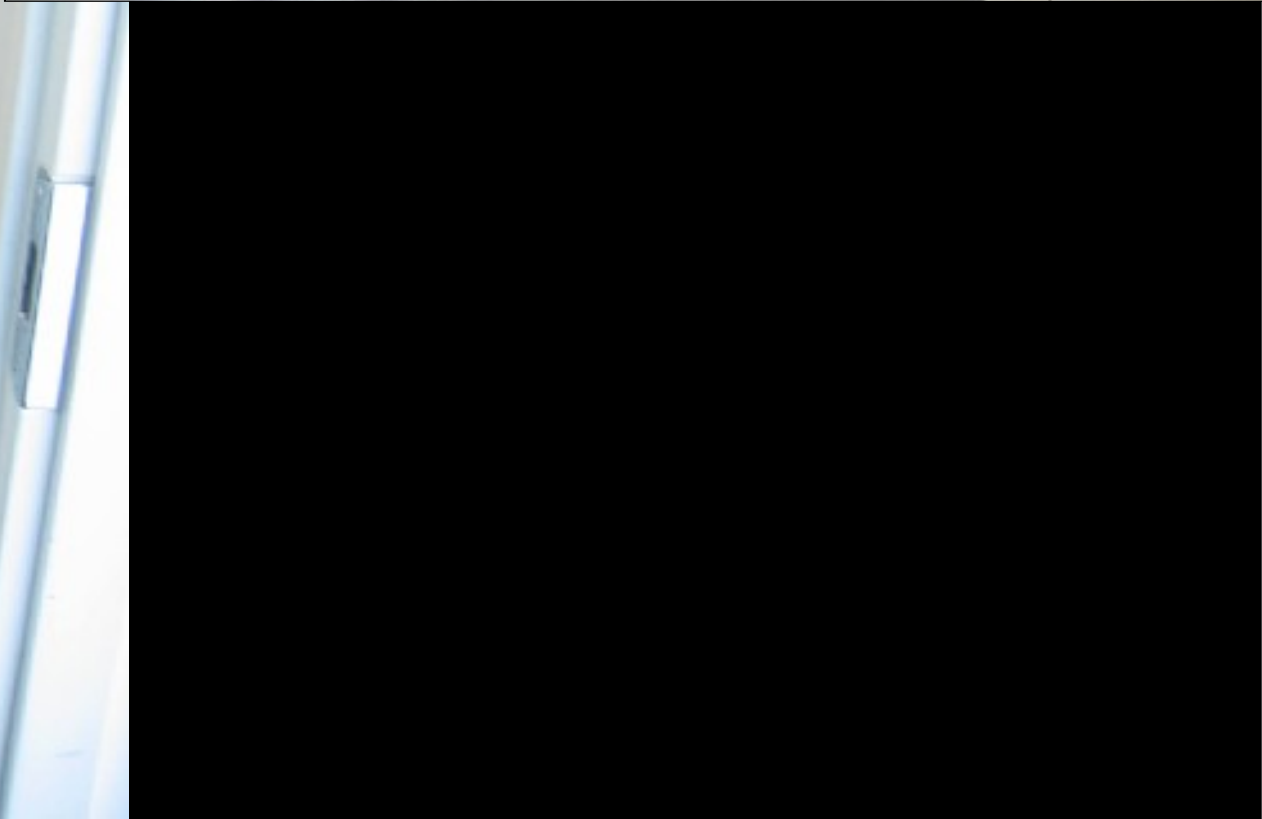














# change?



# Others who have undergone significant change

**Airlines: customer service price**

**Tickets: from paper to printed to virtual**

**Airports: to retail centres**

**Shopping: extended hours and Sunday trading**

**Shopping: high streets to malls to internet**

**Television BBC to multi channel to on demand**

**Motor industry to reliability and style**

**Communications: BT to mobile to Broadband**

**Recorded music: from acetate to vinyl to CD to online to global**

**General working environment: from job for life to proving worth**



Reception





The work  
you want,  
the help  
you need



welcome

welcome





## What would happen if...

- **Universities started using their own assessments, and abandoned reliance on A levels**
- **Major recruiters started using their own assessments and ceased to rely upon GCSE results**
- **School performance was measured on students' contributions to society or on their own assessment as to quality of advice and guidance**
- **Teachers worked in other organisations as well (University model)**
- **Students were guided and then chose what they wanted to do, and learning institutions provided that support**







HENKILÖKUNTA  
STAFF



































# Learning

- **How far ahead can one look?**
- **Entertainment vs learning (eg discovery channel)**
- **Do I cater for short attention spans or help people develop concentration skills?**
- **Am I passing facts, or the desire and skills to find out?**
- **Dealing with students' peer pressures: life in general**
- **Role models: what are they really thinking about?**

















# change?

# Constraints

- **How bold can I be?**
- **How much time can I put into this?**
- **How do I tune myself into seeing useful things all the time?**
- **How do I break free from the current straightjackets**
- **How do I feedback to the change team?**
- **Keeping going through the process: dealing with regulations, guidelines, obstructors and nay-sayers**

# Design in the wider sense

- **It's very difficult to design without an overall vision**
- **Thinking beyond current constraints**
- **What would it be like if we are successful now and into the future?**
- **Backtrack the future to today to create pathway**
- **Stakeholders: who are they, how to engage to test the vision**
- **Creating sustainable achievements vs flashes**



**evaluate....**

the **n**ow cafe



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TO FIRE EXIT ↑ IT

WET FLOOR











# The Brief

- Which users are we trying to attract, when and why and how might that change over time
- How do we want people to feel and connect
- Are there segmentations: younger, older, adults learners, teachers, morning, afternoon
- What activities do we want to take place – both managed and ad-hoc
- Which activities are likely to change, and how
- What services do we need and how might that change

...reference points

...the world around us













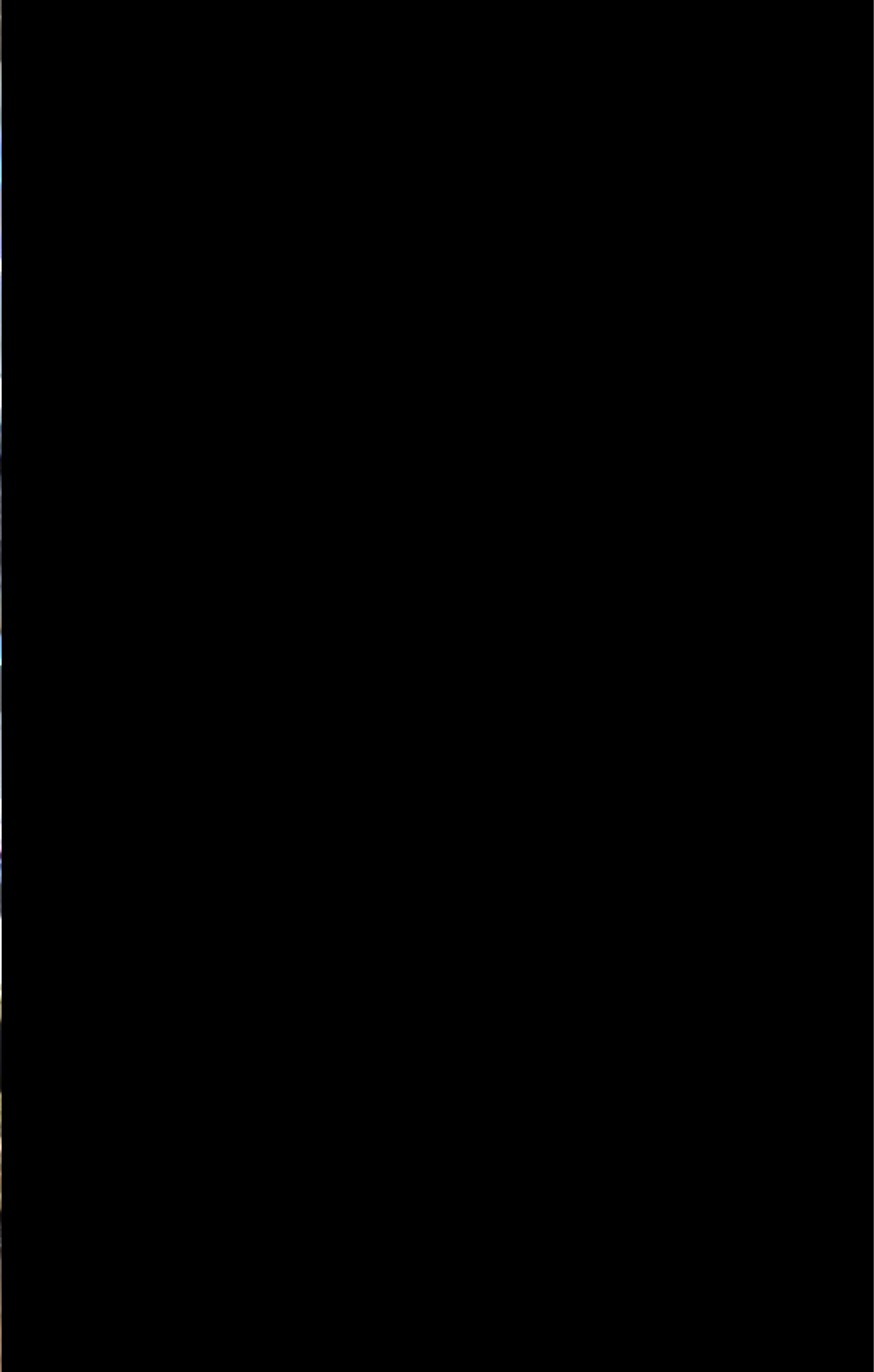












the reef







① Tickets and Travel Centre

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GATES

FLIGHT INFORMATION DISPLAY BOARD

Help you METRO

Please  
take  
care













John Lewis

CCO

large electrical boxes











# Stopping Off Points

## *Getting things moving*

- Analyse the key issues, without constraints
- Make your business issue into a live case study for a Business School, University, FE or HE College or professional training organisation
- Get the assistance from young professionals in major practices (how else can their managers see what they are capable of): eg lawyers, accountants, architects, engineers, planners, “find me”
- Link major issues into the curriculum wherever possible so as to be able to engage with more ideas from staff and students

**creating the  
platform for a  
sustainable  
future**







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