

UEF/PEB/CAE
International Symposium 1999
Baltimore, Maryland, USA

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Purpose

To share experiences and investigate international developments in **Maintenance - Renewal - Invention** in relation to Educational Facilities

and

To provide recommendations for action to serve the Special, Immediate and Future needs of Urban Children

(To suggest strategies for action to serve the Special, Immediate and Future needs of urban communities)

*A REALITY CHECK
SOME IMAGES
REAL
INTERNATIONAL
EXPERIENCE*

WHAT WILL EDUCATION BE LIKE IN THE FUTURE?

Lifelong

Not only when you are a child but life long

Everyone will be a learner

Suddenly the educational service must respond to everyone, not only but certainly including the young

EDUCATION WILL MAKE THREE SPECIAL CONTRIBUTIONS

It will enable individual people to live full *and fulfilling* lives

It will be essential for the development of the community (society)

It will be essential for the invention, maintenance and renewal of good places in which to live

It will be essential for economic development (*including the development of education as a service industry in its own right*)

POWERFUL NEW LEARNING TECHNOLOGIES
WILL BE AVAILABLE *alongside conventional
teaching technologies*

EDUCATION WILL BE A TRADED SERVICE *as
well as free, public, compulsory and secular service*

THE CONTENT, ACCREDITATION AND
ASSESSMENT OF LEARNING WILL BE MORE
NATIONAL AND INTERNATIONAL IN OUTLOOK

EDUCATION WILL TAKE PLACE

IN THE HOME

IN THE WORKPLACE

IN THE INSTITUTION

ANYPLACE

ANYTIME

ON DEMAND

EDUCATION WILL BE MUCH MORE LEARNER
CENTRED

TEACHERS WILL BE ESSENTIAL

AND THEY WILL DO DIFFERENT THINGS

NEW PARTNERSHIPS WILL BE ESSENTIAL FOR THE EDUCATIONAL SERVICE TO BE APPROPRIATE TO THE SPECIAL, IMMEDIATE AND FUTURE NEEDS OF THE LEARNERS

NO LONGER A MONOPOLY

COOPERATION, COLLABORATION, PARTNERSHIP IF WE ARE GOING TO HAVE A CHANCE OF MAINTAINING, INVENTING AND RENEWING THE EDUCATIONAL SERVICE - INCLUDING THE PLACES IN WHICH PEOPLE (ESPECIALLY CHILDREN) LEARN

FIVE NEEDS FOR ANY COMMUNITY

Reintegration of the functions of the urban environment

live - learn - work - and play

The opportunity for accessing, processing and publishing their own new knowledge

A set of learning services including advice, brokerage and assurance but also a responsive local public learning service

A process for continuous improvement - invention, transfer, renewal

Connection and partnerships with other communities

WORK WITH OTHERS

Don't go it alone - no longer a monopoly

Identify the School as one part (perhaps the focus) of the Lifelong Learning Service

Recognise the links between education and economic development

Recognise the importance of inclusiveness - everyone involved all their lives

DEVELOP A 'SIGNATURE'

Identify a speciality as a point of difference

Build on existing strengths

Recognise how to operate in a global community
without losing the sense of being special/unique

Develop a way of contributing to the 'network'

MASTER THE TECHNOLOGIES

Maximise/Optimise the use of the new information
and communication technologies

Establish some form of the ICT Centre

Work with every partner you can find

Link with your speciality

Access, process and publish

A new role for the 'public school'

The Library of the Future

LEARNING IS A SOCIAL PROCESS

Recognise the purpose of technology

Create (Invent?) a facility in which people can engage in social processes

AIM FOR SUSTAINABILITY

Education is both a
publish investment
and a traded service

Try to think of the educational service as a business

Develop a business plan

Identify and quantify the tangible contributions of
the educational service to the economy of the
community

ENSURE THAT THE RANGE AND NATURE OF FIXED ASSETS ARE RESPONSIVE TO INEVITABLE AND RAPID CHANGE

Facilities are now more likely to

Include the home and the workplace

and to be

Dispersed

Leased

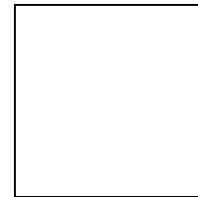
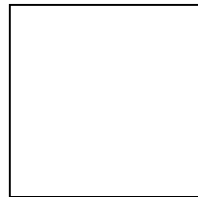
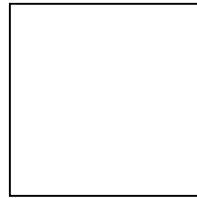
Shared

Part of the urban fabric

Open all hours

STILL RECOGNISABLE/ARCHITECTURAL

SET UP THE PROCESS OF CONTINUING IMPROVEMENT



The aim is for Education to contribute to making the community a better place in which to live - not simply a better school

SOME STRATEGIES FOR ACTION

INVENT - RE-ENGINEER - CREATE

not 'restore', 'repair', 'renovate'

try to work out WHY the plant is rundown, unloved, not working,... try to identify (together) what it is that is changed

the argument for reform is STRONGER today because

there is an acute sense of need - LLL

the technology is available

the models are emerging

the resources are available - but not for replacement