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Architects in Residence
Advance Briefing for
Architects and Teachers

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Advance Briefing for Architects and Teachers

Purpose of the Paper

The purpose of this paper is to provide a preparatory briefing for either:

- architects and teachers who may be preparing to work together on a school based project organised by a mediating agency;
- an individual architect and an individual teacher who may be preparing to work on a school based project as part of an individual initiative.

This initial brief will prepare architects and teachers for a first meeting

Approach to CPD

Context

RIBA and RIBA Trust (working with partners Arts Inform) have decided in principle to develop and test a CPD framework which aims to train architects to be able to work with teachers in primary and secondary schools on projects in support of delivery of the national curriculum, and thereby to increase awareness of the arts/design side of architecture and the built environment, especially as a career choice.

This in principle decision has been taken in the light of the report by Paul Roberts *Nurturing Creativity in Young People* published by DCMS and DFES (July 2006) and in the light of the trends within education suggesting the likely expansion of demand for practitioner partnerships between professionals such as architects and teachers in support of the school curriculum and in support of pupil and student contribution to design of school building programmes.

Joint CPD

It is intended that the architects taking part will be learning alongside teachers in preparation for managing a project and in that sense the CPD will be a joint training experience for architect and teacher together.

The preparatory training and the entire project which follows should be seen as valid CPD. The CPD programme itself should combine structured and

informal CPD, and blended styles and activities, and should draw on and exploit the RIBA CPD core curriculum to some extent.

Aim of the CPD

- To enhance the skills that architects bring to school design by developing an understanding of school organisation, educational language, curricular objectives, the roles and responsibilities of the teacher, and the needs of students;
- To enable specialist teachers to develop skills knowledge and understanding of how architecture and the built environment can contribute to their work;
- To enhance professional skills through partnership working;
- To enable architects to speak knowledgeably and enthusiastically about the built environment generally and architecture particularly as a career choice.

The RIBA recognises that this activity like other relevant community activity is valid CPD and can be claimed on that basis. Information about claiming can be found on www.architecture.com

CPD Certificates will be issued by RIBA to Architects and Teachers who have worked together on a practitioner partnership as part of an RIBA programme. Other organisations may wish to follow this practice. Examples of CPD certificates may be found on the website.

Basics

Remuneration

Architects may take part in school-based projects on different bases:

- *pro bono* as a contribution to the wider community;
- *quid pro quo* in order to increase through experience their understanding of school organisation as a contribution to the approach to school design;

- *per diem* on the basis of a daily rate determined by the practice or the promoter;
- *contractual* as an element of a wider commercial contract.

The basis of the financial relationship is a matter for agreement at the outset between practices and promoters or providers

Health and Safety

Every school should have a Health and Safety policy a section of which should cover procedures relating to visitors to the school or college.

The architect should be given that section prior to a first visit to the school.

If students accompanied by a teacher are to visit a site with the architect-including the architect's own office-the teacher must carry out a risk assessment exercise.

The architect should be aware of and consulted about this exercise.

Police Checks

Criminal Records Bureau (CRB) disclosure should be processed for anyone working with children and young people, or vulnerable adults. The role of the CRB is to reduce the risk of abuse by ensuring that those who are unsuitable are not able to work with children and vulnerable adults. (A disclosure certificate provides details of an individual's criminal record).

There are two types of disclosure. Standard Disclosure is appropriate for anyone with direct contact with children as long as it can be guaranteed that the individual will not have unsupervised access to children or vulnerable adults. If unsupervised access is likely, then Enhanced Disclosure is required.

Disclosure can be processed through LONSAS (London Schools Arts Service), a registered CRB umbrella body. For more information about the service, go to www.lonsas.org.uk/crb.

Strategic Framework

The Role of the Promoters

A number of national organisations promote programmes and projects at regional and local level. These could include Building Schools for the Future

(BSF) The Commission for Architecture and the Built Environment (CABE), Creative Partnerships, the Construction Industry Training Board (CITB) Department for Education and Skills (DfES).

A wide range of organisations promote architecture and the built environment programmes. Some national organisations, such as RIBA, V+A or the Royal Academy for example, run their own programmes.

The Architecture Centre Network (ACN) has a national office and a number of member organisations who provide architecture and the built environment education in different localities.

Regional and local initiatives involve varying combinations of players including RIBA Regions, Universities and local architects and planners.

The above selection of organisations is put forward as examples. The list is not exhaustive.

Clarifying the Mission

The different organisations involved in providing or promoting architecture and the built environment education may have different main aims and objectives from one another. These feed into different types of projects. Examples could include:

- marketing by creative and cultural organisations
- consulting students about school rebuilding programmes;
- encouraging students to enter the construction industry;
- encouraging student creativity across the curriculum;
- enabling students to experience and understand the function of modern design;
- promoting student understanding of the historic environment.

This is not an exhaustive list. The key point is that clarification of the overall mission of a project, as seen by the key players promoting it, is an important first step in project planning.

Formats

A built environment education project in terms of student time may take:

- a single day;
- a single day with advance classroom preparation and/or follow up;
- a series of successive days in workshop format;

- a series of days over a period of time which may vary between one term, two terms, an academic year.

The amount of architect's time requested will vary according to the length and structure of the project. Any of the above might appropriately be preceded by preparatory training

Budget

The budget for each partnership project is a matter for the promoter and provider.

The anticipated costs and how they are to be met should be clarified at the outset.

Student Needs

Student Achievement

A key goal of central government education policy is to raise the general standard of education and by so doing enable students to improve their levels of achievement.

A partnership project should help students improve their levels of achievement.

Student Satisfaction

A study by the National Foundation for Educational Research (*Arts Education in Secondary Schools: Effects and Effectiveness, Arts Council 2000*) emphasises the importance in terms of student satisfaction and achievement of:

- practical task based activities;
- performance, display, evaluation and symbolic celebration of what is produced;
- a praise culture.

These may be relevant factors in many architecture and the built environment projects.

Student Progression

The participation of an architect in a practitioner partnership makes possible the provision – as part of the project - for older students of information and encouragement for those interested in becoming architects themselves.

The inclusion in a first presentation by an architect of a brief section on the nature of the job he or she carries

out, how they first became interested in architecture as a career and where they trained makes a good starting point.

Other helpful elements could include:

- a visit by teacher and students to the architect's practice;
- support for development of student portfolio of work (for interviews) provision of printed careers advice from RIBA.

Meeting an architect in a school setting may be for many students their first encounter with the profession.

Making a Project Plan

Key elements

The architect and teacher within this framework will meet together to agree the project plan setting out the aims and objectives of their work together. Some key elements of a project plan are set out below.

Identifying Curriculum Focus

Architecture and the Built Environment exists as an organised body of knowledge and learning at university level and beyond. It is not a subject within the national curriculum.

In consequence, architecture and the built environment education for school students is usually fitted into the framework of a related subject which is part of the national curriculum. Since architecture is both an art and a science, it relates easily to the arts, geography and science subjects that are on the curriculum. It also fits well with subjects more associated with the humanities such as history, or citizenship. It can be linked with ICT either as a component of a project or as its main feature.

The teacher may wish to construct a project that supports the work that students are doing in a single subject. They may wish to organise a more complex project which takes a cross curricular or an interdisciplinary approach.

The identification of the curriculum focus of the project by the teacher as well as the age range and levels of ability of the students is a key early step in the process of project planning.

Aims, Objectives and Student Output

A key purpose of the first meeting between the architect and teachers is to agree the aims and objectives of the project.

Roles and Relationships

The relationship envisaged between architect and teacher within this CPD framework is that of practitioner partnership (Roberts 2006). Each side of the partnership will receive this initial briefing paper before meeting together. At the meeting, the partners will work on a written project plan, timetable and student brief drawing on the hand book provided by RIBA. They will then manage the project jointly while playing different roles within it.

The teacher's contribution could include:

- identifying the group of students and age group that will take part in the project;
- identifying the curriculum focus of the project;
- explaining the aim, objectives and student output from the school's perspective;
- explaining the students' aspirations and capacities;
- where appropriate suggesting a site;
- developing the project plan;
- developing the student brief;
- teaching the project during curriculum time.

The architect's contribution could include:

- support in identifying a site;
- support in designing a project plan, including aims and objectives and developing student briefs;
- hosting a visit to architect's practice;
- presentation to whole class or year group re role of architect and overall aim of project;
- escorted site visits;
- visits to schools for crits of ongoing student work;
- leading – in partnership with the teacher- student workshops;
- student work placements at the architect's practice;
- supporting preparation of work for exhibition.

The success of the project will hinge on the establishment from the outset of a successful partnership between two professionals from different disciplines and backgrounds

Evaluation

Arrangements for evaluation of the project should be agreed at the initial planning meeting