



## INTRODUCTION

The Educational Vision and Educational Specifications were created through a process which sought to create a strong concept for future learning at Wayland High School by engaging school stakeholders and community members in an intense dialogue that ran for several months in multiple venues.

## ROLES + RESPONSIBILITIES

The dialogue was developed through a series of facilitated workshops with specific goals and differing participants. The workshops ranged from several hours to all-day sessions.

### FUTURES TEAM

A Futures Team was created to take primary responsibility for developing the Educational Vision. Comprised of teachers, students, school administrators, parents, school committee members, and representatives from businesses and the community, the Futures Team met for six all-day workshops. They undertook homework assignments between workshops. The Futures Team had 57 members.

Their charge was to create concepts of the future Wayland High School. Considerations included school organization, success for students, relationships among teachers, effective learning experiences, and connections to the community.

Futures Team members then created the “specification” of the new building, reflecting the concepts of the Educational Vision. The team established the number and types of spaces needed in the new building. For selected spaces they developed detailed requests for furnishings, equipment, finishes, and services needed. They diagramed spaces and established needed adjacencies to other spaces. They also developed an overall planning diagram to meet educational and social needs.

WAYLAND HIGH SCHOOL		REVISED SCHEDULE															
		DEC				JAN				FEB				MAR			
EVENT	WEEK OF	29	5	12	19	26	2	9	16	23	29	5	12	19	26		
Tour Building	29th Dec																
All Staff Workshop 1	5th Jan																
Community Meeting	5th Jan																
Futures Team Workshop 1	5th Jan																
Futures Team Workshop 2	5th Jan																
All Staff Workshop 2	26th Jan																
Futures Team Workshop 3	26th Jan																
Futures Team Workshop 4	26th Jan																
Student Focus Group	2nd Feb																
All Staff Workshop 3	2nd Mar																
Futures Team Workshop 5	2nd Mar																
Futures Team Workshop 6	2nd Mar																
Complete Ed Specs	Early Mar																
Start Design	Mid Mar																
Report to School Committee	TBD																

FRANK LOCKER Educational Planning

# Project Organization



### **HIGH SCHOOL TEACHER/STAFF MEETINGS**

As a parallel process three meetings were held with all faculty and staff invited. They worked in small group teams and whole group discussions to address many of the same educational issues as the Futures Team. Approximately 1/3 of teachers and staff were also on the Futures Team, constituting 1/2 of that group. This strategy of parallel, interrelated workshops had several advantages:

- It gave all teachers and staff a voice in conceiving the future Wayland High School.
- It opened the possibility that futures concepts from within the school might not align with those of the Futures Team, which included a high percentage of non-high school participants. If that had happened a process of resolution would have been developed
- It was time effective, allowing all high school educators to participate. This number (80 +/-) could not have been accommodated in traditional workshop settings

### **COMMUNITY MEETING**

An evening meeting was held at the beginning of the process to solicit community hopes and concerns for the project.

### **STUDENT FOCUS GROUP**

A representative group of 25-30 students from all grade levels was assembled to discuss their experiences at WHS. In a lively two hour meeting, they expressed opinions on topic as varied as internet learning and “Why come to school?” A questionnaire was developed after the meeting to better solicit student opinions.

Approximately 2/3 of the Focus Group participants responded to the questionnaire.

### **ADMINISTRATIVE REVIEW TEAM**

The Space Needs drafts developed by the Futures Team were referred to an administrative review team headed by the principal. Charged with reconciling differences in the Space Needs requests of the Futures Team, and in rationalizing requests to better align with Massachusetts School Building Authority guidelines, the administrative review team consulted with department heads and others. Several iterations were required before the draft Educational Specification was completed.

### **ARCHITECTS**

Representatives from the Architect participated in all steps of the process. As it was wrapping up, they reviewed draft Space Needs spreadsheets and brought experience to the space rationalization and reconciliation process.

### **SCHOOL BUILDING COMMITTEE**

The Educational Planner reported progress of the Futures Team to the School Building Committee at several points in the process.

### **SCHOOL COMMITTEE**

The School Committee is the final decision maker for both Educational Visioning and Educational Specifications. The concepts contained within this report will be submitted to the Committee for final sanction, or for debate that might lead to changes.

### **COLLABORATIVE CONCEPT DESIGN**

In an effort to maintain continuity in the overall process and assure that the essential ideas of the Vision and Specifications were translated into building form, the Educational Planner worked with the Architect to collaboratively develop design concepts.

## **EDUCATIONAL VISION**

The Vision statement was compiled by the educational planner primarily as a record of the outcomes of the Futures Team deliberations, but also as a reflection of the teacher/staff meetings, student opinions, and community comments. The “Guiding Principles” section, perhaps the document’s most important component as a roadmap for the future, is literally as developed in the Futures Team workshop.

## **EDUCATIONAL SPECIFICATIONS**

Initial concepts of the Futures Team were reviewed and rationalized by the administrative review team and department heads. These were conceptually reviewed by the School Building Committee, and refined in numerous iterations involving the educational planner, architect, principal, and school superintendent.