

The left side of the page features a series of vertical stripes in shades of orange, green, blue, and red. To the right of these stripes are several overlapping ovals in various colors: a large dark red one at the top, a smaller blue one below it, a yellow one below that, a small green one, and a small orange one at the bottom.

'DAY IN THE LIFE' NARRATIVES

October 2007

The 'Day in the Life' narratives help visualise what life will be like for different individuals as they progress through the Pathways for Change. This technique helps us towards a deeper understanding and appreciation of alternative futures. Different stakeholder perspectives, such as learner, educator and administrator, are all used to explore complementary views of the future school model. Fundamentally, the 'Day in the Life' narratives are a way of testing if a vision will work or not. These help examine a particular vision in more detail, by walking through how a learner and a teacher might experience the future school. Details can be checked from multiple perspectives in a coherent way.

- This approach helps us to discuss and debate questions such as:
- What skills and knowledge will learners need to attain in school?
- How will a 24-hour timeline for learning change the learning process, and student appetite for learning and teaching?
- What will each stakeholder (student, teacher, head teacher) want to achieve and be expected to achieve in a given day? What activities will they be performing, when and where?
- What will the learning environment look like, and how will it be used?

The approach also helps us to identify significant points of difference between the various school models.

It is important to reiterate that education will be a 24-hour experience and that students will use their whole learning experience as authentic 'schooling'. Students who currently are in clubs outside of school find it hard to marry these two educational perspectives. The school of the future is a companion to student learning and is always there to support learners.

The 'Day in the Life' narratives help us to see the learner from waking to sleeping, rather than limiting our view to how schools are different. Part of the challenge for the school of the future is to engage with all of the learning a student experiences, and to encourage the student to recognise the value in documenting or capturing high-quality learning experiences that happen outside of what would traditionally be regarded as school.

Narratives are used to share visions with a wider audience, helping them to engage effectively in the debate. This happens when people are able to appreciate and visualise the interactions and relations that take place between the learner, teachers, the learning environment and the wider community – from the local to international level.

Non-specialists can find 'Day in the Life' narratives easy to relate to, compared with change process models and scenario planning.

The following pages contain one example Day in the Life narratives

An Example 'Day in the Life' Narrative

List of Main Characters

Fahima

Fahima is a keen student in Year 8. She has a real passion for art and design-related study, an above average level of achievement and is heavily involved in the cultural life of her school. She dislikes sport and physical activity.

Artur

Artur is a recent arrival to Year 10. He arrived at school having been permanently excluded by another centre and passed through a re-orientation programme with the support of an inclusion team associated with the school. Keen to make a good start, he has developed a positive working relationship with Jeremy, from the inclusion team.

Jeremy

Jeremy is an inclusion team worker and mentor. Jeremy became Artur's main caseworker when he was identified as a

candidate to join the school, making home visits and establishing a positive working relationship from the start. He is particularly supporting increased participation and directed work for Artur, which have been issues in the past. Jeremy also works in catering and is well aware of Artur's strong interest in a possible career in either the leisure or hospitality industry.

Gladys

Gladys is Fahima's mentor and an art and technology teacher, teaching a popular packaging design course. She is concerned that Fahima is dodging sport-related activity.

Alan

Alan is Fahima's father.

Sabrina

Sabrina is a 'lifelong learner'. She left full-time education last year and is taking part in a work-based learning programme.

Early Morning

Before starting work in his catering job, **Jeremy** logs in to check on **Artur's** location on campus over recent days. He is keen to see whether **Artur** has begun to spend more time studying onsite, as agreed with his parents, and reduced the proportion of time spent working alone. He is pleased to see that, although arrival on-site first thing in the morning is still poor, in every other respect **Artur** is doing very well indeed. **Jeremy** could have chosen to be alerted if **Artur's** presence met a particular pattern, but he prefers to check for himself.

Fahima quickly reviews part of her previous packaging course unit online from home using the family computer system and hands in her assignment electronically, having made a few last minute changes. She has produced some great creative work, but made some quite major errors in the calculations and measurements needed. When she goes to collect her handheld device she finds that it has a fault, so in a hurry asks her father, **Alan**, if she can borrow his old one. Registering with it as her new device using her fingerprint and school smart-card, she heads off for her first class.

Gladys notes that there are now 42 students scheduled to attend her class on packaging today, four more than she expected. She is informed by the scheduling

system that a larger seminar room is available, near her usual venue. **Gladys** approves the recommendation, relieved she can concentrate on supporting a larger group in a room that can comfortably accommodate them.

Artur is in bed – he is not a good early riser. Fortunately, he does not have anything scheduled until mid-morning today.

Sabrina has arrived early at the office and checks the campus information system for any updates before starting work. Today is the deadline for presenting evidence of information-handling skills. She agreed with her tutor to submit a report based on her administrative duties at work, and makes a reminder to collate this today. Her other message reminds her a language session is taking place later in the evening, to substitute the regular one she could not attend last week.

Sabrina indicates interest in attending the session, but later realises it clashes with a drama group meeting at her old school, which she is still involved with. She also makes a note to check with her line manager that the material she wanted to submit as learning evidence is not confidential.



Mid-Morning

Artur has arrived at school, and heads to the administration area. This zone is normally off limits, but he is able to enter this morning and work unsupervised, as agreed. He is arranging part of a forthcoming award presentation as an assignment, and is taking part in a meeting to confirm the running order of the ceremony with the teachers involved and two younger students.

After the meeting, the three students go to a nearby free study area, which Artur found earlier and booked online. The group produces a draft of the documents they plan to make and distribute for the event. He shares his knowledge of how to use a software tool with the younger students. During the session, **Artur** identifies some content which the team can use to improve the document. His tutor will be pleased to hear about this contribution, so **Artur** asks his colleagues to countersign a record of the help he's given for his e-portfolio. **Artur** peer-assesses an aspect of their work in return. He makes a note in his profile to explain how he believes this demonstrates evidence of his progress, and what he thinks the next steps are. He is enjoying acting as a tutor for the younger students.

As **Artur's** group leaves the workspace, a group of teachers arrive for a campus leadership group meeting. This group is responsible for monitoring and adapting the range of opportunities available during the year. Colleagues from a similar group at a local vocational centre, and a local government officer, join the meeting through a conferencing service.

Today's agenda includes reviewing of the take-up of the activities recently offered, and considering the responses received to date: including feedback from evaluation, and learning

activities recorded. There have also been several requests made by the school community for changes and additions to services.

One discussion centres on a request from two people to offer more hands-on workshop activities, as an alternative to some popular seminars. Some of the group expresses reservations about reducing the availability of an over-subscribed opportunity on campus. However, the results of a recent pilot workshop show that, although it was more costly in employee time, the gains for the students who attended were significantly higher, and were reflected in the positive feedback received. The group agree to this change, but are aware that workshop space will be in greater demand, and in the medium-term some flexible work areas on the site will need to be reconfigured.

Fahima is on campus in the help desk office. On her way in she realised she had only limited access to services using her father's hand-held device, and called the help desk. They asked her to visit the office to register the device, so she can have full secure access to her services.

While putting out equipment ordered for classes in the technology area, the technician notes a change in venue for **Gladys's** session, and takes the trolley of example materials there. Fahima is alerted of the room change by her handheld device, as she arrives on campus.

Fahima attends **Gladys's** course session. It is popular with students, who work in groups to compare different types of packaging and discuss their responses. The course combines a high degree of learner participation with thought-provoking questions.

Mid-Morning - continued

In today's session, students are focusing on materials used for packaging and comparing cost implications. **Fahima** reports her group's findings to the whole class. Her friend records the presentation on a handheld device and gives Fahima a copy for her portfolio, plus the slides and visuals they prepared. **Fahima's** main target for the session was not to develop her presentation skills, but it was too good an opportunity to miss – she rarely has the confidence to speak in front of a big audience.

As she leaves the session, **Fahima** deletes her appointment for her scheduled volleyball session and calls into the art workshop instead. **Gladys** is alerted to the change in agreed schedule. The art workshop is **Fahima's** favourite space on campus: here, she works on tasks from all parts of the curriculum if she can find a reason. She finds it a really positive and comfortable space. **Fahima** makes some final touches to her self-portrait work; the teacher marks a piece with her and suggests she produces a report that reflects on and explains some of her techniques, rather than further refine the piece. They agree to add the report to her work plan. **Fahima** refers to her handheld device to check what work and evidence she needs to complete for this area of study. While she is using it she receives a suggestion to attend another volleyball session that evening or tomorrow, but declines these.

Fahima takes the opportunity to use a desktop computer with a larger screen and review some examples from last year's art class, which were selected as examples of good practice. She receives a message from a friend who has just finished a swimming lesson. They chat for a while and invite a third friend, who is offline at present, to join them at lunchtime to eat and then go with them to a drama event.

Artur buys a sandwich on the way to his mentoring meeting. Food is available throughout the school day, but greater variety is on offer during traditional meal times. His smart card is recognised at the food counter; the price of his sandwich is deducted from his card account balance by the payment system.

Artur has booked a room for his meeting, so he can conference with his tutor in privacy. He arrives before his interview and browses a wall screen for campus news. He is the only person in the immediate area, so a highly personalised set of news feeds that he has subscribed to is displayed. **Artur's** preferences include a profiled set of aims and interests corresponding to his student profile, and he has some authority to filter out some channels he dislikes. The feeds include notices, events, blog entries, and media galleries produced by and for members of the school community.

Sabrina wonders if she can use any of her portfolio from last year's creative writing course for her evidence submission. She did not complete the course before leaving school but thinks some of her work might be relevant to her current work.

She accesses her e-portfolio, which archives her completed work for life, and selects the creative writing course. Sabrina only has access to material which she was involved with, and does not have access to the work of others, or resources added after she left the course. Sabrina reviews the material and decides to go back to her original plan of using work-based evidence.

Lunchtime

Alan returns from lunch and sees **Fahima's** self-portrait on his desktop computer screensaver. He has subscribed to a feed of work she feels is her best, and that she wants to share with others. He receives notification that her credit for school expenses has dropped below the agreed level, and authorises a top-up payment.

Artur has an online review meeting with **Jeremy**, who is at work today. **Jeremy** is pleased with **Artur's** improved attendance and behaviour.

They review some evidence of progress that **Artur** wanted to share. He has been working on developing his skills to pursue a career in the leisure industry, but is concerned the evidence he has recorded does not adequately reflect his achievements. **Jeremy** suggests they meet on campus next week to explore this together. They can identify differences between his current profile and typical progress of students who have taken leisure-related courses.

The meeting goes well, and they spend so much time chatting informally they over-run. **Artur** realises he won't make it to a lecture at the catering department of the local college. Disappointed, he arranges to view a streamed version live. A digital agent acts on his behalf, negotiating access and updating relevant schedules and profiles. **Artur** realises he will also miss a meeting with two friends who are at the lecture, so he sends them instant messages to suggest meeting later in the evening.

Fahima joins her two friends for lunch in the cafeteria. Her handheld alerts her that an item she has chosen may contain traces of nuts: this information is held an RFID tag in the packaging. She has a nut allergy, but has agreed with her parents she can make her

own food choices.

After lunch, the three go to support their friends who are in a theatre group. As they arrive at the drama studio, their handhelds automatically make a small micro-payment for admission. This is credited to the school council, to help cover production costs. Many of the 20 people involved take part as a leisure activity. For others, this is one of their learning activities; the planned outcomes vary between individuals. Two students ask **Fahima** to give some feedback at the end of the show, which they will record to use later for their report. During the conversation **Fahima** is invited to attend a meeting that night, where she can audition for a part, or help in another way.

Gladys's lunch is interrupted, because of an incident on campus involving a student she supports. She uses her handheld device to indicate she is busy and cannot be disturbed, interviews the student to take a statement, then reviews CCTV and the student's location information. **Gladys** has been sent a notification of a change in **Fahima's** schedule that should have been agreed, but her 'busy' status means this has been given a lower priority for now.

Sabrina's manager has confirmed she can use data from her workplace as evidence for her portfolio. She submits three pieces of evidence to complete a large missing block of her skills profile, and requests a meeting with her school-based tutor and workplace mentor to plan her next steps.

Mid-Afternoon

Fahima uses a scheduled break to prepare for her mentoring meeting, at a desk in a 'quiet study' room. She reviews her profile on a large display screen, using a summary view to quickly action points from the last meeting and identify what she needs to do before her next meeting in two weeks.

Fahima now prefers to approach her meetings with a clear idea of what she would like to achieve; that way, she has a greater influence on her work programme. This has helped her look for opportunities where she can take on enjoyable tasks and work towards agreed objectives.

Although she does not like to admit it, **Fahima** has become aware of a pattern showing she is avoiding sport activities: more of these have appeared in her suggested programme. Numeracy-related activities have also been added, and Artur's as a high priority, which comes as a surprise to her.

Gladys begins her daily mentoring work and catches up with her messages. She notices Fahima missed another PE activity this morning, so adds this to her preparation for their scheduled mentoring session, and reviews the latest timetable suggested for Fahima. **Gladys** can review **Fahima's** portfolio in several ways: she can view progress within each area of learning; or choose a specific skill, and look across Fahima's entire academic career. Fahima's portfolio is more than a record of her learning; it also contains the objectives planned over several years, and her progress towards them between mentoring sessions. These different views help **Gladys** to identify some areas to consider, but do not constrain her decisions.

After completing her mentoring work, **Gladys** has time to review her own professional development: she is interested in offering a new course at a local primary school.

A local online resource for primary teaching, containing lesson plans and resources related to the course she intends to offer, helps **Gladys** refine her ideas. She posts a question to a related online community, which she has found to be responsive and helpful. In turn, she replies to a query from a colleague in another school.

Artur joins the live-streamed catering lecture and demonstration, using the campus connection to connect and register, using his smart card. He is inspired by the superb demonstration, and the fine-detailed holographic transmission can be reviewed later from different angles. He can take part in the question and answer session, and access the assignment set at the end of the lecture.

Artur highlights the session as one he would like to review again, and sees another partner college has a similar demonstration already available, which has been highly rated by other students with a profile similar to his.

Fahima arrives early for a statistics lesson. The wall displays deliver content best matching the learning preferences of learners in the immediate area. She takes part in a structured teacher-led session, and leaves with several small assignments to complete in the next few days.

Several students, like Fahima, attend the course regularly, as it matches their learning plan. Others join the group occasionally, booking sessions to meet specific goals. The teacher is aware that the majority of today's class need to develop their ability to interpret pie charts and bar charts, so focuses on this using worked examples and student participation.

Late Afternoon

Gladys and **Fahima** meet for a mentoring session in an interview room near the main foyer. They review progress and quickly agree on **Fahima's** learning programme for the next few weeks; this includes specific learning targets, deadlines, and activity choices. **Gladys** is concerned that Fahima is clearly avoiding sport; and discovers she is reluctant to take part without her group of close friends, preferring to work with them in the art area.

Fahima agrees to attend a Saturday afternoon volleyball event at local sports centre, plus some on-campus sessions. She accepts responsibility for making last-minute switches to avoid sports classes, and consequently loses the facility to reschedule her timetable.

They review **Fahima's** last assignment for **Gladys**. This, plus feedback from other work since their last meeting and changes in her skills profile during the past three months, helps to identify priorities for learning. They agree **Fahima** seems to show greater gains when she takes part in group-based activities, although her stated preference is to work alone, and discuss this at length. In common with her recently submitted packaging task, **Fahima** accepts and understands that she clearly needs to revisit some maths work that is actually at a lower level than her normal maths work – a combination of workshop and online work is agreed from the suggested programme and booked in. **Alan** has expressed willingness to do some coaching to support **Fahima** in this area in the past and it has proved successful, so that's added to the plan. By already having a good idea of the upcoming activities **Fahima** feels well able to influence her final programme and is pleased with the outcome.

Alan sees that he has a message waiting from **Gladys** and **Fahima**, but he is about to go into a meeting so leaves it for later.

Gladys checks her messages as she is about to leave and sees a message from her manager in the school leadership team. It is agreeing to her request to offer more practical-based activities for her design work as take up for the current one, largely discussion and theoretical work, has continued to increase. The results of a pilot smaller practical workshop last week show a greater impact for all those involved, compared to other sessions in their school and others. She replies agreeing to replace one of her seminars each week with two workshops instead. As she doesn't have any more appointments that require her presence on campus today, and indeed most of tomorrow morning, she will be able to work off-site. As she heads to the gym to unwind, she marks herself as unavailable on the messaging system.

Evening

As he is about to leave work to head for home, **Alan** skims the message with the result of **Fahima's** mentoring session. Although he agrees to the proposed support he is to give, he decides to wait until he has spoken to her tonight before responding. He is able to access a short summary of her portfolio, filtered to show key areas for improvement and the most recent pieces of evidence highlighted by **Fahima**. He is in a hurry because he has a class of his own tonight. He is learning Spanish and was notified this afternoon that a place was available with his tutor for a conversation class, due to a cancellation from another student. First, he eats with the family at home, and then gives **Fahima** a lift back onto campus again for the drama audition. They arrive at a campus that is only slightly less busy than the one **Fahima** walked into this morning. There are classes, meetings, interviews and recreational events happening everywhere. **Fahima** heads off to the drama area, **Alan**, checking his personal device, finds out where his conversation class is taking place.

Artur, having met his friends, is catching up with work from home. He knows that permitting assignments to pile up was one factor in his problems at his previous school. He is also aware that **Jeremy** regularly monitors his progress, so he has set aside 90 minutes of quality time to get on top of everything. Initially he looks at his work plan and anything marked as overdue, finding several half-finished and relatively simple things that simply need a few minutes to complete, submit, and request assessment. He then begins a longer piece that he has been putting off for some time, and finds it heavy going. He checks for the presence of any of his peer group who might be able to help online. **Artur** posts a couple of queries, and also requests access from his tutor to examples of similar work from other students. **Artur** learned that these groups of students with similar learning goals and profiles across the region are a tremendously useful resource whilst he was excluded from his previous school.

He continues to use it as a preferred place to sound out ideas. Whilst there, he helps another student with his work by sharing a link to a resource he found helpful himself six months ago. Again, by choice, **Artur** is able to add that record of an online conversation to his evidence of progress in working collaboratively with others. A little frustrated that he didn't quite finish everything, **Artur** leaves a message for **Jeremy** before taking some time to wind down.

Alan is with his usual Spanish tutor, but with two different students, as he has switched to a different group. They are also joined by **Sabrina**. Together they watch a news programme from today and complete some discussion exercises that reinforce their learning. Parts of the session are recorded for later use by the tutor for assessment and by the students for review. The group head down to the community lounge at the end of the lesson, where **Alan** waits for **Fahima** to return from her drama session. Even now people are still coming onto the campus, which will be in use well into the night.

Jeremy is at home giving some thought to a request to host a session at his workplace for some students from school, in part to look at health and safety, and in part as a careers guidance programme. He'd like to be involved, and having enjoyed mentoring is beginning to consider enrolling with the school on its trainee teacher development programme. He's a little nervous, but finally agrees. He already has clearance to work with young people alone or in groups and some evidence of teaching skills in his portfolio. **Jeremy** gives some thought to how this new opportunity might help him to have more useful experience. Although he does not consider himself to be a teacher as such, **Jeremy** is already an effective coach and mentor. He has substantial knowledge in his vocational subject area. Indeed, one of his sources of income is to work responding to questions and giving support on a pay-to-use expert teacher service.

Evening – continued

Fahima is late because her audition/ rehearsal went really well. Meeting the usual group of young people and adults involved in the school production, tonight they have access to the drama studio for a read through and rehearsal for two scenes that Fahima might be in. With a friend she records a short sequence that is eventually used on the show's promotional blog that will be seen by more than 2,000 people tomorrow; through the school news feed system.

Some other students are going through the results of a survey last week in which the student body was asked several questions about their preference for the organisation of the show. Only 64 people responded, but this is still going to be useful for the people who have chosen to use this work for their portfolio.

On their way home **Alan** talks to **Fahima** about the day and points out to her that, although she has signed up for the drama production purely for fun, she has shown some of the skills she is supposed to be working on this evening. They agree when they'll get together to look at some of her numeracy problems this week.

Night

Michelle does not have an early start at work tomorrow and has been enthused by her language session. She stays on site in a private study area before heading home to quickly practise and perfect some of her work, finding this the perfect time of day to really get stuck in. Fewer people are around now. Many parts of the campus are closed for servicing, but she feels safe working there and gets more done than she would have done at home.

Even after the last regular class is finished and the community lounge is emptying, there is still activity on campus. As well as security, cleaning and maintenance, there are people taking advantage of the low cost, off-peak access to services. These include the recording studio and gym, and some activity at the medical area, where the out-of-hours health response service for the area is based. Digital resources related to the school, on-site and at various other locations, are busy late into the night and from early morning. People communicate, access feeds and content, and publish resources and work without pause. Batch processes such as converting media for publication and database updates and automated scheduling make use of the processing power of the school's systems in the quietest part of the day.