



**“When can we go again?”
JUNIOR OPEN HOUSE EVALUATION REPORT**

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OVERVIEW

In 2003, the Heritage Lottery Fund awarded Open House a grant of £252,000 for Junior Open House. Junior Open House aimed to introduce London's schoolchildren to the city's architectural heritage through visits to buildings and workshops with practicing architects. Junior Open House included visits to 50 different buildings of historic and architectural buildings between 2004-2005. Over 4000 schoolchildren participated in the programme.

Evaluation Aims:

Open House has undertaken ongoing and extensive evaluation throughout the course of Junior Open House. This report was commissioned in addition to this existing in-house evaluation to help advise on the next stage of the programme and to fulfill the following key aims:

- To focus on the experience of teachers and pupils who participated in the Junior Open House programme.
- To establish further 'lessons learned' from the programme
- To help Open House identify further opportunities to utilise London's architectural legacy as a learning resource for young people
- To assist The Heritage Lottery Fund for their final assessment of Junior Open House
- To contribute ideas for next steps for the growing OH education programme

Additional expectations for the evaluation and research:

To dig deeper than existing quantitative evaluation has in order to find out what people have kept hold of from the experience of JOH

- Open House know that teachers want continued contact and programmes – the evaluation should find out why this is and what it is that they want

- Open House want to know how they can leave an effective legacy that gives participants tools to continue to use architecture as a learning resource

EVALUATION METHOD

The evaluation method was broken down into the following three phases:

Phase 1: Contextualisation

We analysed existing evaluation material selected by JOH (e.g. evaluation forms) to gain an overview of the project, in particular, the experience of teachers and young people.

Phase 2: Case Study research

We focused on two case studies, one involving a primary school and one with a secondary school. We chose Beckford Primary School's visit to the Wellcome Trust building with Hopkins Architects and St Ignatius School's visit to Camden Arts Centre with Tony Fretton Architects.

The interviews we carried out (in person where possible) were with:

Case Study 1: Beckford Primary School / Wellcome Trust / Hopkins Architects*

Anna Gray (Design & Technology Co-ordinator, Beckford Primary School)

Debbie O'Brien (Class Teacher, Beckford Primary School)

Aikiri Paing (Hopkins Architects)

Eleanor Lanyon (Outreach Officer for the Wellcome Trust library)

William Schupbach (Wellcome Trust librarian and "Open House champion")

Richard Lydon (Project Volunteer)

*Unfortunately, because the teachers were interviewed out of school hours students were unavailable

Case Study 2: St Ignatius School / Camden Arts Centre / Tony Fretton Architects

Catherine Alder (Head of Art, St Ignatius School)

Eleanor Farrington (Education Coordinator, Camden Arts Centre)

William Bird and Martin Mech (Year 9 Students at St Ignatius School for Boys)

Simon Jones (Tony Fretton Architects)

Ivan Larbi (Project volunteer)

Phase 3: Survey interviews

We conducted nine shorter interviews with teachers from a cross-section of schools in order to assess experiences and learning legacies. These were all conducted by phone. We interviewed the following teachers:

- Louise Brady (D&T Teacher, Highlands School)
- Bridget Elton (Head of D&T, Overton Grange School)
- Dr Moses Olagunju (Head of D&T, Bow School for Boys)
- Ros Davey (John Betts Primary School)
- Melanie Mercer (Flora Gardens Primary School)
- Richard Ellison (Goodrich Community Primary School)
- Rabinder Kaur (Benning, Bygrove Primary School)
- Carol Ellis (Gwyn Jones Primary School)
- Jim Shearly, Head Teacher (Debohun Primary School)

SUMMARY

Based on these interviews and on the wider contextual material, we found that the key benefits of JOH projects are:

- Young people and teachers working with architects and visiting sites of interest offers enormous educational benefits and enables them to look at their built environment differently
- The INSET sessions are extremely valuable in terms of long term investment in teachers' awareness and enthusiasm for architecture

- Working with architecture can connect the participants to a wide variety of links to the curriculum

Key issues we identified were that:

- The roles and responsibilities of the teacher, architect and volunteers should be clearly defined
- The mode of communication with participants should be streamlined
- Both teachers and architects prefer well structured workshops with the students as this results in a more productive session
- Follow-up work and sessions in schools is difficult to maintain but teachers are keen to try and make their work with architecture fit into the wider schemes of learning

We recommend the follow key steps in order to enable teachers to continue to work with architecture both in collaboration with and independently of JOH:

- Development of the JOH website into a more user friendly resource for teachers and students with lesson plans and further information would be welcome in schools
- An annual high profile student architecture competition would encourage more teachers and students to get involved in Open House.
- Open House should recognise and promote their role as brokers and facilitators in the process of teachers working with architects and as a gateway to up to date information on architecture and the built environment for schools.

REPORT ON FINDINGS

The overwhelming response from our interviews was that experiences of Junior Open House were positive and important. The key benefits outlined include:

Benefits for Students:

The opportunity to go on a visit

- Several teachers emphasised that the chance to leave school and go on a visit in and of itself has enormous benefits.
- Students gain new life skills and bond as group more effectively
- They also get to see a new part of the city and new architectures.

'I think it's the appreciation of the city they live in, seeing it for the first time and seeing it forever now.' (Ros Davey, John Betts Primary School)

'The children will be able to apply ways of looking, for example, why the architects used particular materials.' (Richard Ellison, Goodrich Community)

The opportunity to meet architects

- This provided an introduction to potential career opportunities and new examples of modes of working
- Also offered role models outside of the school and beyond their usual frame of reference
- The experience of working with an architect on workshop activities at the school was also seen as crucial.

'...the [architects] who come and talk to them address them in a different way than we do and they make assumptions about what they know which is really important because it gets them thinking.' (Bridget Elton, Overton Grange School)

'When the architects came in the kids who I thought weren't very creative were all of sudden very creative and that came out of nowhere. It gave them some inspiration and motivation in their ideas.' (Louise Brady, Highlands School)

Broadened horizons and learning outcomes

The experience of JOH offered new ways for students to learn and gave them skills in problem solving and citizenship by having to think more carefully about the relationship between the built environment and the function of social spaces. There were also connections made to science and technology by learning about the construction of buildings and types of materials used. It also offered them a new relationship to their surroundings and new tools to engage in the built environment.

'The project stretched them, and gave them a new vocabulary.' (Rabinder Kaur Benning, Bygrove Primary School)

'It improved their observational skills, and it gave them good ideas.' (Jim Shearly)

Students from St. Ignatius school when asked if they would like to work with architecture again stated:

'Yes, but I wouldn't like it as a job. It was definitely fun, I enjoyed every minute. It was worth it. We liked going on the trip and making models. [The building gives you] inspiration – even if it was the same place we'd pick up different things. In history in the first year, we learnt about hierarchy. Doing this project we were thinking that we could change the school, it made us feel important in a way.'

Benefits for Teachers:

Inspiring INSET sessions:

- gave teachers confidence and ideas for working with architecture and the built environment.

- the sessions were very popular and inspirational with all of the teachers we spoke to

'It was the best INSET I've been on.' (Ros Davey)

I'd have been much too scared without the Inset session. They suddenly made me realise that architecture, instead of being something obscure, was a really relevant subject. (Carol Ellis, Gwyn Jones Primary School)

Connected to their own passions and interests:

- Many of the teachers explained that they had originally got involved because they like architecture.
- There was a sense in which teachers love London and feel that their pupils are entitled to know about it too
- JOH enriched their lives and enhanced their awareness of the built environment

New resources and opportunities:

- Teachers emphasised that JOH had played a part in expanding their ideas and offered them opportunities for professional development
- Helped them link their subject to industry and the 'real world'

'It's about...making our subject as current as possible, and integrating it into my own professional development.' (Dr Moses Olugnju, Bow School for Boys)

'It's given me a new way of teaching and getting enjoyment out of it, rather than the usual boring things all the time – to me as well as to the children. I was totally involved in it.' (Ros Davey)

Enjoyment gained from students' responses

- The teachers' enthusiasm and joy in the project was inseparable from their pleasure in the children's delight and learning

'You see them being enthused by something and it's such a wow for teachers because it doesn't happen all that happen – it really inspires them.' (Bridget Elton, Overton Grange)

When asked what they thought the participating schools got out of the experience, Ivan Larbi, a volunteer who attended the workshop with students and architects at Camden Arts School stated:

'It was a real eye-opener. They found out a lot about architecture as a profession and the materials, the plans and the sections. It was an all boy class who were very engaged with it.'

Curriculum links and learning outcomes:

- Making models to explore problems (Primary and Secondary levels)
- Understanding building for a purpose
- Adding Creativity to Design & Technology (Primary)
- Class work was useful and productive when related to something tangible and familiar, like a building or pavilion in the school grounds
- Works well when the visit / workshop is part of a larger scheme of work (not an isolated activity) and could be followed-up in class.
- Potential for cross-curricular links: Architectural projects succeed particularly well when they are understood as cross curricular (most feasible in primary schools as cross-curricular working is difficult at secondary level unless a few teachers are on board)

Benefits for Architects and Building Representatives:

- Architects found it useful to reconsider the use of their buildings by general public and young people

'Potentially as an architect, after the building is finished you can forget a lot of the things that have changed, for instance, the basement being filled in, the windows gone'. (Simon Jones, Tony Fretton Architects)

- Architects offered new experience of working with children and young people and conveying their working process to a different age group.

'I think it's also very important to see that in explaining about architecture to children... that they maybe able to understand now what goes into a new building, and to appreciate the process involved in achieving the finished result'.

(Simon Jones, Tony Fretton Architects)

- Architects also had opportunity to work with teachers and learn about approaches to teaching D&T
- Building representatives appreciated the fact that the project was presented as a package.

'I certainly learnt something – the teachers are so stretched that they like it all packaged'. (Eleanor Lanyon, Outreach Officer, Wellcome Trust Library)

- Experience of working with an architect and seeing the way that children engaged with them.

'[The students] were really struck by the plans and the architect himself. They were really interested in model-making and drawing something that is then built and the plans really helped and talking to an architect – that was quite key to the success. For me, that's the one thing that really struck me – that interest from the students in what you do and how you come up with ideas and how it all works.' (Eleanor Farrington, Education officer, Camden Arts Centre)

KEY ISSUES IDENTIFIED

Roles and responsibilities

One of the issues that emerged from the interviews was that the coordination of the visit and the workshop could have been easier if roles had been clarified from the outset. These seemed particularly key for the participating architects

but also some teachers commented that they did not know how much of a role the building representative would take in during the tour.

- Role of architect and building representatives during tour of building. This should be clarified with both parties prior to the visit.
- Role of volunteers – perhaps should be made more responsible for the co-ordination of the visit e.g. Have phone numbers and make sure group arrives on time etc. (Obviously this depends on abilities, experience and inclinations of individual.)
- When building owner would like to know what happened afterwards in school / further collaboration with school – School should be made aware of this

Communication

It became clear through our interviews that communication between schools, architects and building representatives could be improved. No one was concerned that there was not enough information, rather that it could be limited to key details and also provide more of a scope of what each party can expect. Many teachers in particular commented that JOH were very good at keeping on their case and contacting with follow up.

- Architects commented that they would have liked more detailed information on the needs and interests of the group they are working with. JOH should ensure that architects have all the information they need on the students – particularly as many have not worked in schools before.
- Some teachers and architects commented that JOH produces too much paper and that they would like material to be more condensed. JOH could streamline its paperwork – perhaps making more documents available to download from its website.
- Perhaps it would be useful to encourage more direct contact, also between architect, school and building representative. It would be useful to ascertain contact preferences from the outset.
- It seems clear that JOH worked best when the department and school were behind it. Would be good to find ways for teachers to promote JOH

and the subject of architecture to the whole school and to encourage feedback to the other staff.

Preparation

The extent of preparation possible prior to visits from the teachers' perspective was dependent on their level of motivation and time available. Almost all teachers we spoke to felt that they were told which their building was too late to do extensive preparation. As this timescale is reliant on building representatives it is difficult for JOH to shift this timeframe however, there are some resources and approaches suggested that could help teachers and architects to prepare for visits and workshops.

- Need for clear objectives in preparation - a template form could be emailed to teachers and architects to fill in outlining their needs and the facts about how many students etc.
- Teachers felt that there was not sufficient time for producing new schemes of work at Primary level - JOH could propose it and put it on their website
- Detailed background information for Secondary groups on buildings and how to approach them (images, ideas, historical information etc.) could all be put on JOH website.
- A generic introduction to architecture (especially contemporary architecture) designed for young people could be produced
- Preparedness and commitment of architect - encourage them to bring in before and after plans, models or photographs of models, etc.

Wider issues within school system

Many teachers asserted that the organisation of the trip and the level of input required is a lot of work and few of them felt that they would be able to do something of this kind independently or more than once a year. A key issue seems to be the need for backing and encouragement from senior management.

- Limited financial and staff resources to cover classes during trips (particularly in secondary schools) – This would obviously be more

possible if architecture was built into curriculum (Catherine Alder at St Ignatius' School gave examples of possible schemes of work which could be addressed through the curriculum such as the effects of technology on architectural design, natural disasters and architecture, eco-friendly architecture).

- Transport to central London was really difficult for secondary schools. While information about free transport through Transport for London was given to schools by JOH some schools had to pay to reach the buildings or use buses. There needs to be improved awareness of the options for free transport in schools. to include underground / Get sponsorship for school travel
- From the interviews it is clear that many of the teachers would find it difficult to continue the level of engagement with visits and workshops with architects because of the time involved and difficulty with staff cover.

'Arranging trips, however much they're paid for and organised by someone else, takes a lot of time and work. I'm not sure if I can afford the time with what I've got to do. I might try it with an older year... All the paper work and collecting money is a lot of hassle. What was fantastic about this year is having architects come in to the classroom... If I could just do that that would be fine!' (Louise Brady, D&T Teacher, Highlands School)

INSET sessions

As described above, the INSET sessions proved incredibly useful and productive for teachers who were keen to attend them each year. Some teachers identified the following issues:

- Timing of Inset could be shifted to start a bit earlier particularly for Primary Schools. The teachers from Beckford Primary School, for example, noted that the INSET session went on too late and that there was quite a lot of waiting around.
- INSET sessions are crucial to building up confidence of Primary and Secondary School teachers.

'It brings it to the front of your mind, when we go on visits to the local church, past local housing, we are using the buildings and all the information we have learnt. It certainly does increase those skills amongst the teachers.' (Jim Shearly, Head Teacher, Debohun Primary School)

Suggestions for architecture as a learning resource

The teachers interviewed suggested a number of tools that would help them to do follow up work with architecture in school.

Sponsored Competition

- Teachers felt that it was crucial that the project is given status and visibility within the school. The teachers we spoke to strongly supported the competition element.
- Perhaps a prize could be established and funded from a specific source. This could be an incentive for teachers to get involved, come to the INSET and to use the website at school.
- JOH could research what the rules and practicalities of managing a prize would be.

Website as key resource

- Teachers asserted that JOH's resources and packs were extremely useful and helped them to prepare for trips and develop follow-up work in class.
- Many teachers emphasised that they would like to find more on the website and that there could be more student-friendly information and resources available there.

Open House Website

The suggestions from teachers for the website included:

- Schemes of work / lesson plans
- Tools such as maps, history and bibliography for further research and information
- Case studies of past / upcoming JOH projects (e.g. Goodrich School and St. Ignatius) with photographs of projects. Choose examples from DT / Art and Design, and cross-curricula points of view.
- Videos of young people interviewing architects (presenting good role models)
- A steering group / subcommittee of teachers (and an architect?) to advise on the website
- The website to be written with teachers and pupils in mind
- Transfer INSET resources to website - maybe the InSet could be kept going longer?
- List of key architectural firms (with links to their websites and projects) that the schools could visit.
- Biographies of architects
- Glossary of terms
- Link content to current issues of planning and regeneration in London and wider urban change
- List / maps of interesting buildings by areas
- Downloadable worksheets with ideas for students which will help them to photograph buildings, to capture the larger view and the key details
- Links to other relevant sites
- 'Noticeboard' for teachers?

CONCLUSIONS AND RECOMMENDATIONS:

London is an incredible resource and through JOH, Open House have found a way to harness architecture in the city as a tool for learning for young people and, perhaps much more than that, as a way in which they can experience the world in a new way. It is clear that this experience has transferable outcomes way beyond the classroom. The very fact that all the teachers and students we spoke to were keen to work with JOH again is a testament to the success of its format and the lasting impact of the experiences gained.

It is clear that the schools and architectural firms would like JOH to carry on its brokering role by putting architects and teachers in touch with one another.

‘The school would like to be involved again in JOH. But it’s difficult for the school to sort out architectural experts again – JOH has an important brokering role. I am not sure we have the expertise to do it.’ (Jim Shearly, Head Teacher, Debohun Primary School)

JOH could develop a learning resource, building on their existing website for the long-term use of students and teachers. It is evident however, that the impact of students meeting and talking to an architect and going to visit interesting sites is an invaluable aspect of learning not just about architecture, but many other aspects of the curriculum and working life . We would also to propose the following key approaches for Open House’s future work with schools that could enable schools to work more independently as well as strengthen JOH’s role in relation to the curriculum more widely.

- JOH should advocate for architecture to become part of the curriculum

- JOH should fundraise for the development of the website and develop strategy for its maintenance as an ongoing resource to enable teachers to work with architecture throughout the year
- JOH to investigate the feasibility of brokering school / architectural firm relationships all year round
- JOH to investigate sponsorship for the student architectural model competition
- JOH could take an active role in advocating for and developing ways in which young people can actually effect the design of their built environment

APPENDIX A – Case Study Interviews

CASE STUDY – WELLCOME TRUST BUILDING

Teacher, Architect, Volunteer, Representative from the building

QUESTIONS FOR TEACHERS:

Anna Gray, Design & Technology Co-ordinator, Beckford Primary School

Debbie O'Brien, Class Teacher

1. What were your motivations for getting involved in Junior Open House?

DO'B: Anna sold it to me, it didn't fit in with what I was doing in the curriculum but sometimes it's nice to do something different.

AG: As D&T co-ordinator, it's important that the children see the process behind the design; it's the enrichment – if you've been to visit an interesting building. Also we've got this great resource in London – all these amazing buildings.

DO'B: Our children haven't seen many things in London.

2. What were your expectations of Junior Open House?

AG: To provide the children with a chance to work with architects. They were meeting a professional, it was one professional to another, 'this is how I do it', it was a first introduction to the adult world.

3. Were they met?

DO'B: Yes, the children enjoyed it and they got a lot out of it. The competition was great, the repetition, the time scale; we knew how long it was.

AG: Some volunteers were more experienced at working with children than others.

There were a lot of forms, we need the information earlier, and for events in the summer term we need dates before the end of spring term.

We need more direct contact, but we had two or three letters a week, plus emails and calls, it's too many.

In the INSET we were told that 'it would work like this', but it didn't quite happen like this. Which building you got, influenced what you got. The Wellcome Trust put a lot of stuff in themselves.

Letters, information, overload! It's important that organisations are aware of school hours, they should ask people for their contact preferences (email, etc).

4. If so could you explain how? (what specific teaching tools have you gained)

DO'B: My own knowledge has improved – about design and building and purpose, and my knowledge about what the children know about buildings. Some parts of the curriculum are set, but this isn't going to be like that.

AG: I discovered that the idea that the architect can have ideas through scrunching up a tube ticket, that's something the children do, making models out of paper, foil, etc., it's thinking in 3-D.

It's thinking about how you bring into school someone who has no experience of schools but who can communicate their skills and enthusiasm to the children.

DO'B: I had to explain to the children what an office was, and what people do in an office.

5. Was there something that was particularly relevant about the Wellcome Trust building?

DO'B: The Wellcome is new! There was the office thing, what people did in offices; there was a plaza where you could have coffee. We went in a glass office where we had a presentation, we saw two-way glass walls, it was a really good experience. The kids were very well behaved because they were so motivated.

We learnt about the whole building being designed for a purpose – we've brought this back to school. The Head Teacher came and talked to the class about the new building that has just been put up in the school playground. She showed the children the plans, how they matched the bricks, etc. Then we did a project designing a theatre for the playground. We asked the children questions, like 'what would you need?'

6. Have you already or do you feel able to use architecture/the built environment in programmes for learning in the future?

AG: It's nice to have a resource, for example the Design Museum. The session there is not great but the building is interesting.

If Junior Open House is going to happen every year you would incorporate it into the curriculum.

7. What would make it possible for you to work independently – without the presence of Junior Open House? If not could explain what you would need in order to do so?

AG: The Design & Technology theme is 'Structures', so if it doesn't happen it's a case of the motivation of the teachers, whether they feel they have enough knowledge. The Wow factor helps!

8. Would you like to work with Open House again? If so, how?

DO'B: Yes, it's refreshing to do something different.

AG: Junior Open House sheets are very good. The follow-up is good, with good

questions and teaching activities.

9. Are there any aspects you would like to do differently?

AG: timing – just to know when and where earlier – I thought the architects weren't particularly well briefed when they came into school. They were okay on the tour, but they need more training. The paperwork could be streamlined. I got everything I needed at the INSET session except the dates.

The things that could be changed: the INSET session was too late, it went on till 6.00pm – 9.00am to 3.30 is ok but if you've been working all day, then 1pm to 4.00pm or 2.00 to 5.00pm. There was a lot of waiting around – half an hour for signing-in time. 1.30pm is the earliest possible starting time for Beckford School [for twilight session?].

10. Are there any resources or additional information from Junior Open House that you would find useful in order to continue working with architecture?

AG: The ideas that we were given in the INSET – if the full pack was given to every teacher in the school that would be good.

DO'B: I visited the Open House website but I found it difficult to navigate. I was looking for information on the competition, and I was looking for what other schools had done but I could only find information about last year's winner. It would be useful if Junior Open House could give us a web link or email link. There could be buildings on the website – pictures and biographies of architects. It could be more child friendly, it could show photographs, or have photographs on a disc.

There could be something on 'buildings for a purpose', children could look at sports centres, offices, etc. something that shows that its part of the broader thing – the children think about the form rather than the function.

11. What is the personal legacy of the project for you? (e.g. what have you held on to?)

AG: I still have a marble from the DNA sculpture. And an enthusiasm for architecture that I didn't have before. It's about opening your eyes – the kids

hadn't had these experiences before.

12. What is the legacy of the project on the children that participated in Junior Open House?

D.O'B: They are more aware of the city they live in, and more aware of the wider world around them. They made models and took photographs and put them on display, improved their language skills, and learnt what an architect does.

AG: The enthusiasm of the people who work for Junior Open House is contagious and kept everything going. They were so nice to us when they came to the school.

13. Any other comments?

DO'B: I enjoyed it and look forward to doing it again.

QUESTIONS FOR ARCHITECTS:

Aikiri Paing, Hopkins Architects

1. What were your motivations for getting involved in Junior Open House?

I really did believe in the ambition in that people and students should be aware of the built environment and should have opinions, and have a say, know about it, respect where they are living, and one day be proud of it.

2. What were your expectations of the project?

I didn't have any. I didn't know what it was about, I just volunteered to help out. I assume that next time [I will know more]. I was curious. I knew about Open

House and that people become more aware. I did Open Up but that is a different way of structuring. The first time I did it I was very disappointed. I felt I was not prepared enough. Initially I thought I had a passive role but then I took a more leading role. I didn't have the skill, for example to go through the little book.

3. Were they met?

For the first experience... but afterwards I took the teachers around – they were very good.

I guess for Open Up I was very prepared but they ran out of time. I thought they were going to talk about 'Structure'. I was told it was this, but they were design students. I could answer the questions but ...

4. Did you feel your role was clearly articulated prior to your participation in the project?

No. I attended the INSET sessions at the school – Haverstock.

To be honest I did not know the role.... It didn't make it clear. I was expecting to go back to workshops which I thought would be very useful, but I suppose they ran out of time. There were some good ideas in the INSET but the roles weren't crystallised for me.

I didn't meet the teachers at the INSET. I had one brief conversation with a teacher who called me beforehand, that was nice but it didn't really clarify things. Junior Open House were very good trying to call me.

It needs to be really clear, so an email saying: 'This is your role, the students are...' 'This is the group, their interests are this...' etc'

I understand from looking at the pamphlet, this is the project, this is their building, this is how the project is going to be made to happen in the workshop,

5. What did you learn from working with teachers and primary / secondary students?

It was very enjoyable. The way they do things is very different. The questions they ask are different and valid. You need to be more on the alert with students. Maybe if the teachers, who are more structured, forwarded a list of the group

and areas they wanted one to cover that would help.

6. Do you think Junior Open House is an effective model of harnessing architecture and the built environment within primary and secondary education?

Yes, very, very good. It's good that it's there and that it started.

7. What is the personal and or professional legacy of the project for you? (e.g. what have you held on to from it?)

I qualified using that building, so it's important for me.

I asked the question again, stressing Junior Open House.

It's just that I believe that it's important that young people experience architecture... it's an extension of going to the theatre, to an art gallery. Most people don't appreciate or look after their built environment. Sometimes you get caught up in the building and the client, and you don't think about the general public.

8. Would you like to work with Open House again?

Yes.

9. If so, how?

It was fine, I was prepared but not for the situation in which I found myself.

10. Any other comments?

Everyone worked really hard but the structure of it needs to be clearer.

There was too much paperwork from Junior Open House; sometimes there were doubles, and promotional stuff.

I know it's hard to arrange, and it's difficult to get hold of architects but [a message] saying, 'this is the list of students, and their interests, and this is what they want to know about', two nights before, an email is probably best.

QUESTIONS FOR BUILDING OWNERS:

Eleanor Lanyon: Outreach Officer for the Wellcome Trust library

William Schupbach: Wellcome Trust librarian “and Open House champion”.

1. What were your motivations for getting involved?

My colleague William has had a relationship with Open House from when we were in the old building. He looked after the first year of Junior Open House. The Trust as a charity has an outward focus in the work that we fund – having such a nice building we wanted to share it. This building was opened a year ago – by the Queen.

2. What were your expectations of the project?

It was just to be involved in something that’s bigger than just us, to take a different slant on the work that we usually do [in the library]. And by getting involved in Junior Open House we are broadening our audience.

3. Were your expectations met?

Yes, in that it happened. But alternatively we tried to maintain the relationship with Junior Open House, but we had no further contact with the school that came, we had four postcards with comments, but we would have liked to have had more – to have had a response from the whole class. It would have been nice to see how what they did on their visit here fed into what they were learning at school.

4. What do you think the participating schools got out of the visit?

EL: The groups that came here certainly got something out of coming to see the building.

William Schupbach, the librarian also involved with Open House, arrives and

joins the conversation.

WS: The Junior Open House staff and the teachers themselves said that this building is ideal for Junior Open House visits, with its exposed structure, spaces to talk, the clear view of a function of a building, being able to see office work going on...

EL: There was an aspirational aspect to it. There was a chance for them to have a glimpse into a different future. They really liked the building; one child said it was 'built with care'. Another said he would like to work here when he grows up. It helps to broaden their horizons.

WS: Another feature of the Junior Open House organisation which does improve the experience... we had three architects from Hopkins, including an African Caribbean woman, a Korean woman and a Chinese man, good role models.

5. How did working with children/and architects impact your view of your own building?

EL: It encouraged me to think about the building as a whole, rather than just the bits I use regularly. I also learnt new things about the design from the architect.

6. What is your personal legacy of the experience of working with Junior Open House?

EL: It's an awareness of what's going on outside one's building.

WS: It's the legacy for the organisation, that it's shown to be for the public benefit. It has enhanced the organisation's image with the local public and enabled us to exploit an asset. It has had an effect within the organisation – it's made it more open.

EL: On a very strategic level, it has demonstrated what the library can do for the organisation that other departments can't.

WS: Originally this was going to a high security building but Open House has helped the organisation to open up to the outside. We have softened them up a bit though Junior Open House – it has opened those doors, and made the contacts.

I haven't had much to do with schools or teaching so it was very useful to see what was happening in the borough [Camden]. I was very heartened, the children were very well behaved, and it's encouraging to see how good the education is.

The main thing was the opportunity to show the building to this particular audience and to give out information about our parent body.

EL: I certainly learnt something – the teachers are so stretched that they like it all packaged.

Also that children didn't know what an office was. The teacher said that she had to explain it beforehand.

I had arranged for the kids to have disposable cameras but some went missing the night before the visit. So I gave goodie bags with glass balls in them to everyone in the group (we had some extra ones left over from the hanging sculpture) but I have had no word from the school.

7. Would you like to work with Junior Open House again?

EL: Yes, we are hosting the Open Up awards in March.

We are hoping that we are going to get more groups coming next year. In 2008 we are opening up another building [also being designed by Hopkins Architects].

WM: if Junior Open House wanted to arrange group visits at other times we'd be receptive. We'd like to encourage them to ask us.

EL: We have hosted two Junior Open House INSET days. It's the teachers with

a little more imagination that come. INSET maximises the results.

8. If so, how?

EL: We're open to suggestions!

9. Is there anything you would like to do differently?

EL: I would like more communication with the architect and teacher so the children get the most out of it.

During visits, it might be better to ask the children specialised questions, for instance about the air conditioning [EL explained how the hot air rose and was drawn in and heated the water...] or about steel versus wood, questions that help to focus students' minds, [instead of] more obvious ones like 'how does this building work?'

I felt that my role was quite tricky because when the architect turned up I wasn't sure whether the architect was going to take the group round or I was, or whether I was just the chaperone. I had no contact with architect beforehand. Another thing, I realised that the architect didn't know a lot of things about the building. She took the kids to see the sculpture at the end of the building – and told them things that were quite wrong – but I didn't know whether I should correct her. The other architect for Open Up was much better informed.

One of the volunteers wasn't quite sure of his role, I didn't know, either he'd been quite useless but he had worked for a huge catering organisation so he knew about things like catering points, so he sort of redeemed himself.

WS: I was glad to have an additional adult presence and it was useful to have the Junior Open House volunteer to hand out information

EL: For one of the groups I didn't think the architects had been given enough information about what they were going to do. I think that it's great but the real value-added is the architect going into school to lead the workshop.

10. Any other comments?

WS: The first teacher came round after work earlier in the week and established the route and decided what each of them would be doing. Especially if they are a local school this should be possible.

EL: The Junior Open House workbooks were very professional, very good; they asked questions that focussed children's minds.

The kids said that the best thing was the disposable cameras and second, the sculpture. [We discussed the children's photographs] I had intended to show them our photographer's pictures of the building – because some are quite abstract.

WS: We could have a 'workbook' – it could be just a couple of sheets of A4, maybe we could work with teachers.

The teachers had looked at the Wellcome Trust website, one teacher had asked the children questions and prepared them beforehand.

QUESTIONS FOR VOLUNTEERS:

Richard Lydon

1. What were your motivations for getting involved?

I just wanted to do something further. I normally do just the Open House weekend and I want to get involved further with the Junior Open House project.

2. Was it what you expected? (e.g. the nature of the work and the project as a whole)
I didn't really know what to expect, as it was my first time doing it.
3. What is the legacy of the project for you personally?
It's helped pupils to understand more about architecture generally, and that particularly buildings. For Junior Open House especially, I just like volunteering particularly as I had done it before.
4. What do you think participating schools got out of the experience?
I think it's the same as the legacy question.
5. How did the children respond to the building? Did they enjoy exploring?
Yes, they were very enthusiastic about it. They were looking around the building with the architect who built the building, also a representative from the Wellcome Trust.
They were looking at bit of the building and occasionally looking for things for themselves as well.
6. How did the architect, the teacher and the children interact with each other?
They got on fine – no pauses or anything like that. The teacher asked the children a lot of questions. They thought carefully about the answers they gave to the teacher. They talked about various aspects of the building.
7. From you experience, do you think the project could have been done differently in any way?
I'm not sure if it could be done differently. If I did it again I could give a better answer.
8. Would you like to work with Junior Open House again?
I'm going to do the Open House weekend later in the year, and probably with Junior Open House, depending on work.

9. Any other comments?

No, not really.

CASE STUDY – CAMDEN ARTS CENTRE

Teacher, architect, two students, volunteer, building rep

QUESTIONS FOR THE TEACHER:

Catherine Alder, Head of Art at St Ignatius School,

1. What were your motivations for getting involved in Junior Open House?

It was just because we teach a perspective project in Year 9. I'm interested in architecture and it fits in with what we're doing. It's good for boys. They tend to lose interest in art in Year 9 and it seems a good way to keep boys interested in art and design.

Also it's about getting them to go out, to engage with real architects and go to architectural offices. It's been good having female architects come in to talk to the boys, as it's seen as a man's profession. It's good; it involves positive role models.

2. What were your expectations of Junior Open House?

Linking architecture in with schools, making architecture accessible to teenagers. The prize giving gives it some kind of weight. The boys can see the end product.

3. Were they met?

Yes, and exceeded. When we went to the Diespeker Wharf buildings, the architects were fantastic; they gave us drinks, pads, pencils, a pack of the Powerpoint presentation, and a press pack about the building and its history. *Imagination* gave us a book. The teaching packs were excellent and well put together.

The other buildings were more interesting than Camden Arts Centre. Especially *Imagine*. At Camden Arts Centre the pictures on the walls were explicit, not

suitable. We had to vet what rooms they went into. Maybe the exhibition confused them, as we had to keep making sure they were looking at the space.

Just learning about the role of the architects and the different considerations was important. And about the complex issues tied in with building design. The model-making workshops were valuable; we were making working models rather than just a finished piece. The storyboards were a good idea. That was about generating ideas. The architects were good; they brought lots of images and other things with them.

4. Have you already or do you feel able to use architecture/the built environment in programmes for learning in the future?

We've done it before. But this is more exciting. Junior Open House gives you the contacts, which are invaluable to get the architects into the school. The funding is vital; we couldn't afford to bring architects in to the school ourselves.

5. How relevant was it that it Camden Arts Centre was an art space?

It wasn't really that relevant because we were looking at building design. Just knowing that it was an exhibition was interesting. Some of them had never been to an art gallery before so that was quite useful. We were thinking more about the materials used and about old buildings – how it had been restored and developed.

6. Has the visit to Camden Arts Centre expanded the students' understanding of art and the ways it is experienced?

7. *Have you already or do you feel able to use architecture/the built environment in programmes for learning in the future?*

We do this already through Year 9 schemes of work.

8. What would make it possible for you to work independently – without the presence of Junior Open House? If not, could explain what you would need in order to do so?

We would like architects who were willing to come into the school and to show you round their buildings. But Junior Open House being a charity gives [the project] status in the school.

We took two boys to the prize giving, which was very special (it was very last minute so we couldn't take more). We also did a presentation in the school assembly and had pictures and articles about the project in the annual school magazine. And I put up articles and a display in the front entrance to the school. For the Open House weekend, I usually do a display to encourage the boys to go out on their own – to show that anybody can go.

9. Would you like to work with Open House again? If so, how?

Along the same lines, it's really successful.

10. Are there any aspects you would like to do differently?

Maybe spend longer at the building – we only had two hours at the building. It would be better to have a whole day (we would arrive at about 11am and leave at 2.30pm). The school uses Transport for London's free transport scheme for school trips, but we are only allowed to use buses not trains, [the school is far away from central London] and on this occasion the buses took a very long time.

11. Are there any resources or additional information from Junior Open House that you would find useful in order to continue working with architecture?

They have got a hardback book, '*Buildings of London*' on contemporary architecture, something like this on a website or something that could be downloaded would be useful. Either this, or a version for young people.

I would like an architecture INSET for art teachers that gave a general overview – for adults. I went to an INSET session, which was good – there was a lot to feed back into your teaching.

Even some general cards, things that can be used [by the students] to research any building, would be helpful. Such as,

‘Choose a building, draw a section, find, research, when, where, what materials, etc.’

‘What [building/s] is this country famous for?’

‘Architect X – research another building designed by him/her?’

‘What are/were the costs?’

‘What are/were the uses?’

A card featuring an architect, for example, Norman Foster – and some cards about the new Wembley stadium, and the Gherkin – kids love the Gherkin.

Something like, ‘imagine you are interviewing Norman Foster on his design for the new Wembley stadium for a newspaper article...’

A whistle stop history of architecture would be useful, and worksheets about the development of technology and its influence on buildings.

Resources for workshops that are multicultural, which cover the world, and include tepees, etc. would be good.

I would like something about the effects of technology on architectural design, about national disasters and architecture, buildings that are eco-friendly, use solar energy, renewable energy – little lessons that keep the students interested.

Redesigning the building – taking a section – ‘look at the doorways – choose – draw them – think about the different styles’.

The project works well for us because it’s a scheme of work, every year.

Sometimes it can be quite light hearted – making a building into a hat

Lots of them haven’t got much confidence in their skill level in drawing or painting – but give them a few boxes and they love it.

12. What is the personal legacy of the project for you? (e.g. what have you held on to?)

It’s developing my interest and understanding in architecture and the built environment, and making it more high profile in the school.

13. What is the legacy of the project on the children that participated in Junior Open House?

It's being involved, going out, having professional people take an interest in what they are doing. Even by going on a train, they are out of the cocoon that is school.

Female models are good. But it would be particularly good to have an African Caribbean architect who was a woman.

14. Any other comments?

I think I've said everything.

QUESTIONS FOR STUDENTS:

William Bird and Martin Mech are two Year 9 Students at St Ignatius School for Boys. *I had asked the teacher if I could interview one or two students. I was expecting the students to have been to Camden Arts Centre but they had visited Diespeker Wharf's offices.*

The two boys were extremely enthusiastic and talked at the same time (it was not possible to interview them separately because time was short). They had brought their models to the meetings room. Their class had been asked to think about a specific area just outside the entrance to the school and to design something for that space. In addition to incorporating a design for a building for the First Year's 'Quiet Space', one of them had created a 'pavilion' with a circular glass roof with a fountain coming up through the middle of it, and the other had a covered area for pupils to relax where the roof could roll back. One of the boys had put the existing features of the site, including the walls of the school buildings, into his model. They had really understood about using the existing site and its permanent features – they told me another boy had designed a slide which came off one of the roofs, went round the tree and descended to the site.

1. What do you remember about Junior Open House?

The people who helped show us around, who pointed out things – architectural stuff – they were architects.

I liked one of the buildings made of lots of glass, it was at the edge of the water so it made a good effect.

When we were shown into the building the water went up to your waist – it was held back by glass walls, it made you feel really weird because you could see everything but you couldn't feel it.

It was an old marble factory before – they had kept things like the railway, cutting things. They had these massive doors/windows that slide – and made a glass box. It was a presentation room and for meetings. They took us around the whole place, what people were doing, models, plans, and a massive map with pins showing all the places in London where they were building things.

2. Was the building what you expected?

We expected an older style building. We had been told that it was an old converted factory. I thought we would be able to run up and down. But we didn't know what kind of factory it was; we thought maybe they made cakes or clothes.

3. Do you remember participating in a classroom workshop? Did you enjoy the classroom work in response to the building? What did you do/create?

I remember two workshops. When they came to us we looked at the First Year 'Quiet Place' and we were asked to incorporate elements and features from Diespeker Wharf into the design, like glass in the buildings. Sometimes they asked us to think about things that were contrasted – brick and glass, opposites like plastic and steel.

They brought materials. Familiar things and also things we hadn't used before like spray glue, and special cellotape (which is quite expensive).

They said we should incorporate things into the site, they brought a lot of paper clippings, to boost our ideas, glass walls are cool, you can slightly see.... They said our ideas [should be] related to the site.

The architects asked us to think about how we use the space and what is there

already, and to incorporate new things and old things, opposites.

4. What were the best / strongest elements of the workshops and visits?

5. Were there any difficult / boring / weak elements of the workshops and visits?

Most of it [the building] was really exciting; the way you were positioned, it kept us guessing – when you walked round the corner, you came out of a modern building then in the middle you saw an old stone bridge.

They were really helpful.

6. Did you enjoy meeting and working with an architect? Why/Why not?

Yes, I just thought that architects just draw all the time. We saw architects at work on the computers and models.

7. Would you like to work with buildings and architecture again?

Yes, but I wouldn't like it as a job. It was definitely fun, I enjoyed every minute. It was worth it. We liked going on the trip and making models. The building gives one inspiration – even if it was the same place we'd pick up different things.

In history in the first year, we learnt about hierarchy. Doing this project we were thinking that we could change the school, it made us feel important in a way.

8. What would you like to do differently if you could do it again?

It was okay the way it was.

9. Any other comments?

No.

QUESTIONS FOR ARCHITECTS:

Simon Jones, Tony Fretton Architects

1. What were your motivations for getting involved in Junior Open House?

We were asked by Junior Open House if someone would be available to talk to a group at Camden Art Centre. I was the only person left in the office who had worked on that job.

I had done Open House stewarding. It's an excellent organisation – one that enables people to go around and see buildings that aren't usually open to the public. It's important also that they're contemporary.

So I've a lot of sympathy and interest in Open House.

2. What were your expectations of the project?

They were pretty much what happened. There would be a class of children that I'd attempt to lead on a tour around the building. I was not sure how interested or attentive they'd be. I was made aware that the visit might have been linked to some activities – and some drawing.

I didn't do the follow-up workshop. This was my choice and the office's choice – it was a very busy time on site.

3. Were they met?

Yes, the children were very good. I was surprised. I've done a few things before, but not for Junior Open House.

Apart from showing people round, I'd brought along drawings from the project. At the end of the tour, we had gone into the meeting room and I had shown the children plans that had been made before and after the development. I showed them sections and elevations – it proved to be popular. They asked a lot of questions: What does the architect do? How much do they earn?

I printed out a set of drawings and photographs, which I took of the original model of the building.

I recall that the teachers were surprised at how provoked the children were by seeing the plans, that they had asked so many questions, and that they had responded so enthusiastically.

The exhibition featured a lot of 'graphic' photographs and drawings. We

focussed on the ground floor because that was where most of the [building and structural] work was done. There were inappropriate works in the central gallery upstairs, so we only saw one gallery space.

4. Did you feel your role was clearly articulated prior to your participation in the project?

Yes, I seem to remember going to an evening where the aims of the project were explained. It was very good, very helpful: we were told about teaching skills, not touching a child, how to talk clearly, and because a child appears not to be listening it doesn't mean they aren't, although one might be confronted by a lot of blank faces they might be taking it in. There were two or three teachers in the session, but not one from the school I took round the building.

5. What did you learn from working with teachers and primary / secondary students?

I learnt a bit about how to talk to a large group of children and how to maintain their attention. Potentially as an architect, after the building is finished you can forget a lot of the things that have changed, for instance, the basement being filled in, the windows gone.

I think it's also very important to see that in explaining about architecture to children, in children being able to make these visits, that they maybe able to understand now what goes into a new building, and to appreciate the process involved in achieving the finished result.

When we were talking about the entrance of the building with the group, I pointed out a pillar that had been cut into; you could see the saw marks. We discussed this in some detail.

I talked about how the ground floor had had supporting walls, and we had removed them and put in steel beams – I pointed out that they could 'read' the old structure – and work out where the walls were by looking at where the new beams were.

We also talked about the requirements of the building and the attempt to make sure that the building could be accessed by all people – in wheelchairs or

buggies – and that everyone could come through the same door and use the same lift. They didn't have to come in by a separate entrance.

6. Do you think Junior Open House is an effective model of harnessing architecture and the built environment within primary and secondary education?
Yes.

7. What is the personal and or professional legacy of the project for you? (e.g. what have you held on to from it?)

It's quite rewarding to see children excited about a building you've been involved in, it's encouraging to see children taking a developing interest in architecture as a result of Junior Open House.

I printed out a photograph of the original model of the building (which I made). I prepared myself for the project: I printed out old survey drawings, and I printed out the new drawings.

8. Would you like to work with Open House again?

Yes, I would

I was asked if I would do the follow-up workshop but I couldn't – it's difficult. (There are competing demands from the office)

9. If so, how?

On a similar basis.

10. Any other comments?

One thing that could have been better was someone from Junior Open House coming along to be an intermediary. He didn't arrive until very late in the proceedings, about an hour and a half late. He arrived just as the session was finished. The teachers were somewhat uncertain of how the session was going to work. Camden Arts Centre staff were very helpful. Usually the people who work with Junior Open House are very good. There was a slight uncoordinatedness about it. The Junior Open House person could have alleviated some of the work that Camden Arts Centre had to do. Because they

[the education staff] are used to working with children, they took the group to a studio room and sat them down. I also think the Camden Arts Centre person came round with the group and they were very good.

I got quite a lot of printed information, and papers before the event. I realise that Junior Open House is a charity, but I didn't really need it. If it's a charity with limited funds, there are better ways to spend the money, it's potentially helpful but actually surplus to what is required.

The meeting beforehand put me in touch with the schoolteacher. I rang them, which was very helpful; the teacher was also very good at helping on the day. There were forty kids, [I queried this] well, at least thirty, the teachers were pretty good.

[Simon said he arrived on time at the building and waited in the foyer for the group, but was not aware for some while that the school group had already arrived and were waiting in the meetings room.

He also said that he took the group to look at the outside of the building – he tried to talk to the group about the building while standing on the corner of the Finchley Road while the traffic thundered down.]

QUESTIONS FOR VOLUNTEERS:

Ivan Larbi, Volunteer

1. What were your motivations for getting involved?
I'd been helping out at Open House and doing research with Catherine. I'd helped out before.
2. Was it what you expected? (e.g. the nature of the work and the project as a whole)
Yes, it was tricky. I only managed to get there half way through. The other projects were more hands-on workshops. The architect was very good with the kids and very open. They were early teens – which is what I was expecting.
3. What is the legacy of the project for you personally?
I don't really know – it forms part of the picture, it's a good thing that it happens. It adds to the breadth of building programme, it's hard to know.
4. What do you think participating schools got out of the experience?
It was a real eye-opener. They found out a lot about architecture as a profession and the materials, the plans and the sections. It was an all boy class who were very engaged with it. The teachers were also interested, teacher, pupil, architect, a simple clear way of seeing things.
5. How did the children respond to the building? Did they enjoy exploring?
I'm not sure.
6. How did the architect, the teacher and the children interact with each other?
Very well, through conversations with the group, the architect was very fluent and straightforward, he had a very good manner, he was not too aloof or dismissive, and the teachers were very receptive to that. I was very impressed by him and the fact that teachers were very engaged.
7. From you experience, do you think the project could have been done differently in any way?
No, I think perhaps, for that particular age group it was the right thing. If it was a different kind of building, for instance, the Gherkin it would have been different.

Because it was small kind of construction, because the architect had worked on it, he had made the model...

8. Would you like to work with Junior Open House again?

Yes, certainly. I stay in touch with Catherine.

9. Any other comments?

No, I thought it was a very good thing. It is a good complement to Open House's other work. It meets Open House's mission statement.

QUESTIONS FOR BUILDING REPRESENTATIVE

Eleanor Farrington, Education Dept, Camden Arts Centre

1. What were your motivations for getting involved?

It was organised before I started – it was in place for schools to book on to and the booking was made through me with the school. What happened was that an architect came along from the architecture firm and they led the talk and the discussion rather than myself and that was in place and planned before I arrived.

I thought that it was really really effective because the architect went round the whole building and explained what it was like before and threw a lot of questions out to the students about the changes that were made and why they were made. And that generated a lot of comments and questions along the way from the students. The thing that they also really liked about it was that following that we all gathered in the meeting room which is a really nice space, we all gathered around the table and Simon Jones (the architect) had brought the original plans of the building with him and they were really excited by that.

The thing that really engaged them was the architect himself and what getting an understanding of what an architect does. The students seemed to be really really fascinated by that and how long the job took and the plans and models – that added a really nice dynamic to the visit that they met this architect and they were asking them lots of questions – you could tell they were quite curious.

2. How did they respond to understanding the art gallery as an architectural space?

They seemed quite comfortable and familiar with the gallery space as an idea – I got that impression that some of them might have come before. Simon was very good at articulating what a gallery was and how they maintained that through their design. The ground floor had all the public facilities and he emphasised the importance of it being a public space.

3. Difference in experience between the primary and secondary school

He pointed out the different textures in the materials and they spotted really old features as opposed to new materials and new features and he was quite good at generating questions and looking at things like that around the building.

4. What were your expectations of the project?

The one thing for me was that I didn't know how the architect would be in terms of his experience of working with children but he was really good.

I met him prior to the visit and we planned out how they would be taken around – the plans he bought we photocopied and they took them away with them. We worked together slightly to plan before.

5. Did you have any planning time with the teacher before the visit?

We had some contact with the school before the visit but it was quite straightforward in terms of establishing our expectations and their expectations. The teacher that I met was really keen on architecture and you could tell that they were helpful at getting the group excited at what they were seeing.

6. Have schools come back to look specifically at the architecture?

They haven't come back specifically for that reason but in the visits that we always incorporate an element on the space itself and the environment that people are working in. We like to tailor our visit to what people want to do when they're here we like to present it as a working space. People often like the architecture when they're here and they ask about it. We try to point out the changes in the building.

7. What do you think the participating schools got out of the visit?

The thing that really struck me was how interested the students were in the architecture and that they were quite confident in asking questions and I think that was because the tour was quite informal. The other thing that struck me was that they were really struck by the plans and the architect himself. They were really interested in model-making and drawing something that is then built and the plans really helped and talking to an architect – that was quite key to the success. For me, that's the one thing that really struck me – that interest from the students in what you do and how you come up with ideas and how it all works.

8. *How did working with students and an architect impact your view of your own building?*

It was really good for me because I'd only just started working there and it was great to get some more understanding about the design process. On top of that the building and the idea of the space is really important when we're planning how we're going to involve young people or children and how they fit into the space or use the light from the windows and all those elements are really integral to the projects and workshops that we do.

One thing I've been talking with Oliver about is to have a plan and some information about the building itself that could be a lot more accessible to visitors to have to hand – particularly in terms of the orientation of the space.

9. What is your personal legacy of the experience of working with JOH?

For me, it was the idea that the building has its own history but also how the building has changed over time and to look at the ways you can make links with

people involved in that process. Like we've got an over 60s group that come in and they talk about the building as it was and you've got an opportunity to talk about it as it was before. There's people who are linked into how the building has been used. It's helped us to think about how you explain the building. We have learnt a lot about it through local knowledge and history and people who visit the building. But it was through Open House that I realised that dynamic of having the architect there and teaching about the building.

10. Would you like to work with JOH again?

Yes – I think it was quite successful and it's a different reason to come rather than just seeing an exhibition and it's another way that people can engage and be interested.

11. Is there anything you would like to do differently?

I tell what was good – the packs were really helpful particularly for the younger groups and that seemed to be quite effective and straight away they had physical stuff that was theirs and that's important to get people to feel more confident in that space as a public place.

12. Have you worked with the school again?

They've been in since to see an exhibition but I haven't spoken with them recently. We do contact them and get info from them the teachers.

Louise Brady, D&T Teacher, Highlands School

1. What were your motivations for getting involved in JOH?

The school has a development plan and part of that is to make links with industry so we have to get professionals in and take kids out into industry. I'd had the Open House information at the same time as I'd heard about the development plan. I'm interested in architecture and I thought it would be an interesting thing for all of us. Plus we have an extra year for GCSE (start with Year 9s) and our Head is up for us doing whatever we want with them. So I could run that project as I wanted to.

2. Were your expectations of JOH met?

Yes

3. *Have you already or do you feel able to use architecture/the built environment in programmes for learning in the future?*

I ran that project – whether I'd run that project again I'm not sure. I'd run it differently next time. I got them to do an architectural model which apparently is not good (with AQA) it's more relevant for them to make products in response. I just wanted to get them used to model making.

[Through doing JOH] I found ways to open their eyes a bit more and got them to be more aware of what they're inside and why things look the way they look.

4. If not could explain what you would need in order to do so?

Not time to work with architecture more in the classroom – it's not really a big part of what they need to learn on the course. But when they're designing anything I can refer them back to architecture.

5. Would you like to work with Open House again?

I'm not sure about that. I've done it for the last two years. Arranging trips, however much they're paid for and organised by someone else, takes a lot of time and work. I'm not sure if I can afford the time with what I've got to do. I might try it with an older year – might have a year off (as year current 10s went last year). All the paper work and collecting money is a lot of hassle. What was fantastic about this year is having architects come in to the classroom.

6. If so, how?

If I could just do that that would be fine!

7. Are there any aspects you would like to do differently?

The only thing was that when they're on the visit it would be good to have an activity for them to do planned – it would have been nice if OH had provided some find and seek questions about the building. I posed questions to them before they went on the trip. I went round the building with the facilities management person and they didn't know much about the building. We had a tour and re-grouped and the architect had a book about the architect who had designed the building and she described the job of the architect and the kids sketched before they left.

8. *Are there any resources or additional information from JOH that you would find useful in order to continue working with architecture?*

Some simple question and answers – highly visual – multiple choice, why is it that certain choices are made.

9. *What is the personal legacy of the project for you? (e.g. what have you held on to?)*

A physical thing is the pod images – the architects bought them with them. The architects bought laminated colour images of them and I now have them on my wall. Finding out that the kids that I thought weren't creative suddenly were that was surprising to see what they did with it

10. *What is the legacy of the project on the children that participated in Junior Open*

House?

When the architects came in the kids who I thought weren't very creative were all of sudden very creative and that came out of nowhere. It gave them some inspiration and motivation in their ideas. They said they might come back to help the kids with model making and they didn't.

They know what architecture is – they have more knowledge and understanding of what architecture is as a profession. Getting kids out of school is good – whatever it is offers them lots of new life skills.

Bridget Elton, Head of Design and Technology, Overton Grange School

1. What were your motivations for getting involved in JOH?

We've done it three times now. It's very much me. The dept is fine with it. It's me – I'm interested in architecture – I go to OH weekend. It was the first time I'd used architecture in the classroom as it's not in the curriculum.

2. What were your expectations of JOH?

I thought it would broaden the students' horizons and give them something that they were unlikely to have without that as most of them wouldn't go and visit buildings with their parent. I thought there would be some students who would really enjoy it and get a lot out of it. Also, that they would find it an interesting thing to do - trying to relate design to the world outside of school.

The buildings we visited have been so varied – I always try and visit them beforehand (but I don't always know far enough in advance). We went to the Science Museum to the Welcome Wing and although I'd been to the museum before I wasn't able to see it beforehand. It makes it a lot easier to see it beforehand.

The most successful visit was this year (to City Hall) for a number of reasons:

A. I visited before hand

B. I thought specifically about what I wanted them to get out of it

C. I made up a booklet specifically for the building we visited. (based on Open House's booklet)

D. I had stuff prepared for them to do and I got them to think of what the building might be like before they went.

3. Were your expectations met?

On the whole, yes. I've changed the way we do it – this year is different from the past. We've taken a whole year group in two groups 50 students twice on two Occasions that has had a lot of positive features. But we decided this year not to do this again. We found that there were some students that got a lot out of it and a lot who thought it was okay. And there were a few that really didn't get much out of it. Mainly because we were too ambitious by taking the whole year group so we weren't able to attend to all of their needs. It's the kind of activity that's easier with more motivated students – mixed ability needs more of a framework from the teacher. Because it's not in the NC we didn't have the resources to do more classroom work and it takes time out of our regular projects. We're not able to tailor it sufficiently for the less able students.

In terms of resources from OH, they are quite open ended. The booklets are very open and a lot of students are not so keen on thinking for themselves so it's not so appropriate.

This year we decided to take a group of more able students that I selected. I also made an announcement in assembly to get others for the few remaining places. We had a fantastic time and they were really motivated and got a lot out of it. It's not say you can't do it with a year group – but you need to be able to put more resources in to it to do that.

4. Have you already or do you feel able to use architecture/the built environment in programmes for learning in the future?

Not really and I haven't tried – the curriculum is so full and it's really not a possibility as far as I'm concerned. I know OH are trying to enter into the debate and get architecture into the NC and I'm not sure about that ... I haven't formed

an opinion on that yet. I like it as it is know. This is a problem generally with the NC that you can't continue programmes in your own class time because you're relying on resources from outside the school. There's a danger of us having to rely to heavily on those external resources. But schools have always and should be looking outside of schools for things like what OH do because you can't educate students without looking outside of the school.

5. If not could you explain what you would need in order to do so?

(Didn't think it was possible with current teachers pressures are under.)

6. Would you like to work with Open House again? If so, how?

Yes!

7. Are there any aspects you would like to do differently?

Yes – I'd like them to get it together a bit earlier – it always works on the day but it would be good to know where you're going to go sooner – you find out 2 weeks before hand and it becomes a real rush to get free transport.

By only having 2 / 3 weeks notice it makes it very difficult to do as much preparation as I'd like. I would like to know 6 weeks in advance. But I know that it all works on goodwill and I think JOH is fantastic and it must be a nightmare to organise the whole thing!

8. Are there any resources or additional information from JOH that you would find useful in order to continue working with architecture?

Not really. The website with the A to Z of buildings on it is a little bit opaque and it's written in architectural language. It meant that I couldn't use that with the students. I'm not quite sure who that site is written for – not suitable for students. It's good to have the buildings there. But in general I'm very happy with the way it goes at the moment.

9. What is the personal legacy of the project for you? (e.g. what have you held on to?)

It's a really great experience for the kids. You see them being enthused by something and it's such a wow for teachers because it doesn't happen all that often – it really inspires them. And when a parent tells you how much they enjoyed it and the students want to stay late and work more on it, it's great.

10. Do you see any potential for cross-curricular projects from your experience of JOH?

Yes – there is, but it's hard to initiate that – it has to come from within the school. I think it only works when you've got two teachers in different departments who decide they want to work together. It could be that something comes from outside and helps but the pressure on time and completing your own scheme of work mean that it's quite hard to do.

11. What is the legacy of the project on the children that participated in Junior Open House?

They have their horizons' broadened – I think quite a few of them think they don't like modern buildings and then when they go and see them they realise that they do like them. They get to see a little bit of the world. For instance seeing the people in the building. Also, the people who come and talk to them address them in a different way than we do and they make assumptions about what they know which is really important because it gets them thinking.

12. Any other comments?

So far, JOH have focused on key stage 3. I think if they want to do the more specialized stuff they should push it into key stage 4 and even 6th form – you'd get a more sophisticated level of engagement and teachers could place it more into the curriculum. For instance a graphics course can include architectural models. At sixth form, product design would be good.

Open house have learnt a lot and have developed their resources accordingly. The booklets they provide make a huge difference – didn't have them at the beginning. I would prefer them as word files if possible as they're currently pdfs.

But overall the resources they provide are a really good basis to start from they're never going to suit everyone.

The Inset is really good – I've gone every year and I always enjoy it and you always get good ideas. The afterwards stuff – in the past we haven't really done much follow up – because it's in the middle of our projects it's difficult to do that. For the most recent project, I had the kids once a week during tutorial time afterwards and I had them for a double period out of their normal lessons and we got the architect of the building came to the school (OH arranged all this) then we ran a workshop with the students and we chose what the focus would be. David the architect extended that and the students really enjoyed that and then the following few weeks we carried on working on the competition in those sessions and then about 15-16 out of 22 students carried it on in their own time and at home. It's the first time we've had a designer come to the school and it worked really well.

It's really good and I'm very grateful!

**Dr Moses Olagunju, Head of Design & Technology, Bow School for Boys
(Secondary)**

1. What were your motivations for getting involved in JUNIOR OPEN HOUSE?

We need an industrial, commercial, contact outside the school to open up to our students things related to the national curriculum. It helps them to see how things are done in the commercial and industrial sector, to know why they are done; it's the relevance with real life situations that makes the learning more interesting.

2. What were your expectations of JUNIOR OPEN HOUSE?

It was about interacting with professionals and other individuals. And with Junior Open House. It's about knowing what they need to learn, and preparing them for future work.

3. Were they met?

Yes, because after the visit, they were able to improve their designs. After the guided tour they could modify their designs, and improve them in accordance with the buildings visited. There were a lot of ideas and themes to base their ideas on. It was an [incentive?] to think more widely and deeper.

4. If so could you explain how? (what specific teaching tools have you gained)

In addition to the areas I have mentioned, I can now refer them to things they have seen, it makes it fresher and they are appreciative. The students found it more stimulating.

5. Ask something particular about the space they visited...

(they visited the Channel Four building in 2005)

We looked at joints, at mechanical motion, plus basic structure – what they saw fits straight into the [building module]. It fills a niche [in the course] for the students. They learnt how the different forces they learnt about in science, applied in engineering.

6. Have you already / Do you feel able to use architecture and the built environment in programmes for learning in the future? *What would make it possible for you to work independently – without the presence of JUNIOR OPEN HOUSE? If not could explain what you would need in order to do so?*

When the students go out on visits like this, it enables them to look beyond the school's four walls.

7. Would you like to work with Open House again? If so, how?

Yes, with graphics students, we could provide new opportunities. The reason

why we couldn't do a lot of follow-up is that it's difficult to arrange cover for a class (the school is very small so there are not many staff, there are problems if students miss their other lessons).

8. Are there any aspects you would like to do differently?

It's difficult, not a single teacher is available to cover. It's the curriculum and staffing.

9. Are there any resources or additional information from JUNIOR OPEN HOUSE that you would find useful in order to continue working with architecture?

I would like to have more follow-up visits by the architect who was on the visit, for example, if four classes were involved – it would mean team work – the students would be divided up into smaller groups and one student who has been on the trip could work with a group of students who weren't able to go.

The travelling is the problem. We were told we had to travel by bus not tube, there's free travel only on buses. We can't take the whole day off. The Open House visit needs to be integrated – so that the students can produce drawings, etc. The visit was less than two hours but we covered a lot of areas. We had a quick video show in the beginning, before splitting into groups.

We got there late because of the transport. Even the proposed workshop I declined because of the staffing situation in the school [one teacher in the department was away.]

10. What is the personal legacy of the project for you? (e.g. what have you held on to?)

There were pre-meeting sessions which I could not attend, we need adequate notice, and a choice of dates. [he didn't attend the Inset].

Everything I've just said, plus website stuff. Enough notice and options.

How to plan, what to plan. We have limited resources, we have to do things strictly because of the national curriculum: the sort of skills and learning that are required in terms of the national curriculum, for example technical and graphical drawing.

Pupils can learn from the Junior Open House scheme, it's about plugging the school into what's current, what's happening in London.

11. What is the legacy of the project for the children that participated in Junior Open House?

The students enjoyed the day out, they see how things work – they were interested in the lift in particular, and they see things that they never would see otherwise. They keep saying to me, 'when can we go again?' They were thrilled. It's a legacy for me and them.

For me personally, it's meeting people, organising the trip, doing things in line with my own practice, making our subject as current as possible, and integrating it into my own professional development. It's ongoing, it's about how materials are used, it's easy for the students to relate to the things in a building like this [C4]. They can see that it's the skills that happened before and are still happening.

12. Any other comments?

I was impressed with how the structure was suspended, a considerable part of the building was made of glass. It was intriguing to the students, plus they went in part of the building that was used for TV interviews, and they could ask why and how something happened the way it did...

I'm satisfied with the organisation and the follow-up. Junior Open House is doing a great job.

Ros Davey, John Betts Primary School

Ros's class visited the Ismaili Centre in South Kensington. Ros couldn't go herself, and a supply teacher accompanied the class.

1. What were your motivations for getting involved in JUNIOR OPEN HOUSE?
I had a very arty class – they were very much into art. One of the things we did was to look at local buildings I thought the Junior Open House project would be educative, stimulating and enjoyable.
The INSET was brilliant. I was inspired.
It made them more aware of the city they live in.

2. What were your expectations of JUNIOR OPEN HOUSE?
I didn't quite know what to expect from the INSET – but what they said they would do they did.

3. Were they met?
Yes, and the children and the parents really enjoyed it – three parents were architects and they came into the class and talked to the children. The school architect also talked to the children.
The project made them take notice, made them look up, not down

4. If so could you explain how? (what specific teaching tools have you gained)
The people who came to the school and did the workshop were excellent. I hadn't really thought about things in that way. At least two children said they would like to be architects when they grow up.
[and teaching tools?]
I'm not an art teacher or an artist but they showed me how easy it was to use very little material, very cheaply, [paper and straws] and produce something amazing. I could run a workshop myself now. It made me confident enough to tackle something like that

5. What was particular / significant about the space you visited...?
Our building was the Ismaili Centre – I did not actually go myself, but the children came back and told me about it, and they took photographs, and wrote about it. Some of the designs they have done since have been influenced by it.

I went to the building on the Saturday before the visit, so I could prepare them. I did a lot of preparation.

The children walked around like architects, they know all about things like elevations. When the school architect came he was very impressed with the group. They are full of imagination; sometimes they can just go off with an idea.

6. Have you already / Do you feel able to use architecture and the built environment in programmes for learning in the future?

Yes, definitely. But I was disappointed when I thought we couldn't do it again this year. I think every Year 5 child ought to do it – it can include everyone.

There is plenty there for everyone. The whole of the Juniors can do it.

It's my Art and DT for a whole term, it involves writing, computer skills, researching, creating a portfolio of their own, art and design, maths, measuring, drawing to scale, language, vocabulary and more. We are bringing it into sculpture, something that's collapsible, that can be used by everyone, their own little theatre in the playground, they have to think about safety issues.

7. Would you like to work with Open House again? If so, how?

Yes, the same thing. I hope I will be doing it again this year.

8. Are there any aspects you would like to do differently?

No, but one thing – the architect who was supposed to take the children round the Ismaili Centre didn't turn up. If we hadn't had three parents who were architects it could have all fallen apart, especially having a supply teacher – there could have been problems.

At the INSET at Somerset House we were surprised because at the beginning they took us out and made us look at things in a particular way. I suddenly realised that I could do that.

9. Are there any resources or additional information from JUNIOR OPEN HOUSE that you would find useful in order to continue working with architecture?

A little pack, suggesting resources that can be used. You get to the point of making a structure then you come to a stop, we need more ideas, and plans. Junior Open House could put some lessons or ideas, maybe on the website, with links and suggestions. Teachers haven't always got the time. But I like doing the research.

The Junior Open House website didn't give you much idea. I just googled around.

Open House could direct people to sites (this is a suggestion not a criticism).

10. What is the personal legacy of the project for you? (e.g. what have you held on to?)

I am having Continuing Professional Development – building on your skills all the time. It's given me a new way of teaching and getting enjoyment out of it, rather than the usual boring things all the time – to me as well as to the children. I was totally involved in it – you don't just take a back seat and let Junior Open House do it, it's stimulating on an adult level. You go on lots of INSET and they don't inspire you, this one did because it was so accessible you can do it on the buildings round here – you wouldn't have to go very far, you could do it here.

They were crafty – to find out which your building was you had to go to the INSET (but then they didn't tell you which building it was!). But they did take us out for a drink afterwards – it was the best Inset I've been on.

11. What is the legacy of the project on the children that participated in Junior Open House?

I think it's the appreciation of the city they live in, seeing it for the first time and seeing it forever now. And doing this at nine or ten is wonderful.

12. Any other comments?

If I hadn't been asked again I would have done something on my own with buildings again, because you think that everybody should be into the city they live in – this is a perfect way to do it – it opens their eyes.

Melanie Mercer, Flora Gardens Primary School

(It was really difficult to hear her quite a lot of the time)

1. What were your motivations for getting involved in JOH?

The school wanted to give the children a broader understanding of the curriculum through working with artists from the community, so that the children were working with the people who actually do it, who are doing it in real life. It enabled the children to build on their technical skills, using tools and equipment. Through this project they did maths, measurements, science, structuring[?], geography, language, and they followed their maps to the sites. Year 3 and 4 worked with Bennetts Associates (a practice with a strong environmental emphasis). We looked at new building on old buildings, and we looked at the contrasting materials and building methods. Year 5 went to the Great Eastern Hotel and had a magnificent time. They were allowed to jump on the beds. (!)

Year 6 went to the London Coliseum which was great. They reinvented the Coliseum back in the classroom. The whole of Key Stage 2 – ie four classes – was working together on architectural projects which was great.

2. What were your expectations of JOH?

I can't really remember ... I was Design and Technology co-ordinator, it was about structural understanding through maths and language. I was blown away – in the Inset – I got a lot more out of it than I expected. The curriculum

experience was a more creative experience, rather than just a design and technology experience.

I thought it would just be a day thing but we ended up spending a whole week on it.

3. Were they met?

Yes

4. Have you already or do you feel able to use architecture/the built environment in programmes for learning in the future?

I think that would happen when the opportunity arose. If I was given the opportunity to write schemes – which is very time-consuming – I would do it. (I was the only teacher to go on the Inset session.) When we go to visit churches and other buildings, it will influence what we think about.

A different teacher will do it [JOH] this year.

5. If so could you explain how? (specific teaching tools have you gained)

It is about using a wider community. I learnt how important it is that children go and see [professionals] in action in real life.

6. If not could explain what you would need in order to do so?

7. Would you like to work with Open House again? If so, how?

Yes, I'd like to keep it quite similar to last year. There was hiccup with the materials. Some of the architects weren't happy with some of the resources. The teachers and the architects need to communicate. Teachers are pressed for time and too many telephone calls had to go through JOH. Rather than all the calls going through Open House, maybe we could communicate with the architects directly.

8. Are there any aspects you would like to do differently?

The children who went to Great Eastern Hotel saw wonderful drawings. The architect had brought all their plans with them, including the elevation plans

before they built the buildings.

9. Are there any resources or additional information from JOH that you would find useful in order to continue working with architecture?

Resources, maybe the architect could produce elevation plans for children, something children could understand, a way of looking at architecture for children. It could be either on the internet or CD Rom.

10. What is the personal legacy of the project for you? (e.g. what have you held on to?)

The whole process from start to finish was a great eye-opener.

11. What is the legacy of the project on the children that participated in Junior Open House?

The children got so much enjoyment out of it. They were able to be so creative.

12. Any other comments?

I look forward to doing it again!

NOTES: 4 classes in the school took part in JOH but only one teacher (Melanie Mercer) attended the Inset session.

Richard Ellison, Goodrich Community Primary School

1. What were your motivations for getting involved in JOH?

To be honest, it sounded a very interesting and original idea. We went to a very good Inset training day, which was very motivating for me as an adult. More than anything, it was that it was different and original. As a teacher you grab

anything you can – and it's new and inspiring for the children too. It's the wow factor. Design and architecture, it's the end product – where the things go. It starts in primary school [ie model-making, measuring, etc]. Experts can explain anything to the children.

2. What were your expectations of JOH?

Basically to stimulate and interest the children in architecture, to give them a way towards a visual vocabulary, a way of evaluating buildings, inspiration, problem solving, understanding process, making models, taking measurements, scale, cross curricular, linking, reinforcing things, in school, putting things in a different context.

The architectural kits have an aspect of aesthetics, as well as material, strengths, maths, and the human side. [When we went on the visit] the children were fascinated, for instance they asked, "why are all the shutters down?" and then we were able to have a discussion about the reasons why. (The people in the buildings were responding in a way which might not have been anticipated by the architects, ...)

3. Were they met?

Yes, they were. I think for me, I should have realised that London is an incredible resource – our daytrips, etc. are an extension of this.

We saw the wonderful exhibition, underground in Liverpool Street near the ice rink, of models of how London might be in the future.

It was very exciting for the school to get an award. The whole class did a presentation in assembly, when we also saw projections of earlier things from 2004.

4. Have you already or do you feel able to use architecture/the built environment in programmes for learning in the future?

Yes, we used it for the Playground Shade Project. One of the governors had initiated this project. When the architects came in we showed them the children's plans, then we worked with the architects, we looked at how the sun moved, and we measured the spaces...

In the history topic, we looked at buildings, and we used the vocabulary that had been used in our discussions about modern buildings.

5. If so could you explain how? (specific teaching tools have you gained)

Watching the architects explaining and teaching was valuable. Using the specific vocabulary, for example, side elevations. When we are drawing plans and designing buildings, we are reinforcing language skills. It's about language progression in school.

6. If not could explain what you would need in order to do so?

7. Would you like to work with Open House again? If so, how?

Yes. By going to the buildings, interacting with architects in school and at the buildings, and seeing the models, you discover more that can be done with model making. Making the model means that you see that you have to make changes to your building.

The more the children get involved in a project at design and technology level and the more children can have hands-on – that's good.

Prizes are important. To be in a competition, it's very stimulating.

The quality of the materials was excellent. Children were shown good quality materials, such as packs, books, silvery bags, and magnifying glasses.

8. Are there any aspects you would like to do differently?

In terms of the needs of the children, I would like as much as dialogue as possible between the children and architects. It would be good to ask the children what possibilities there are, to give them input into the choice of buildings. It might make a great difference.

Having conversations with architects meant that we did things in advance, we knew what we needed to have to have done before they came in – we were at the best stage for the visit, everything was in progression. Getting all the practical bits right is crucial.

9. Are there any resources or additional information from JOH that you would find useful in order to continue working with architecture?

Yes, probably. On our whiteboard we could attach a child-friendly website, showing other schools' projects, buildings visited, a virtual tour of a building, a film and pictures. When doing design and technology, I download other schools' projects.

A book would be useful for pupils, a more child-friendly introduction to architecture, a summary on the web, in booklets or books. That would be good. Architecture for children – a booklist would be useful.

The architects were lovely, really generous, they brought architectural magazines and lots of photocopies of plans. The children made a display of places we visited, and added photographs and drawings cut out of the magazines. One architect brought in a laptop and showed the children slides which they enjoyed.

We had article on our playground project featured in the Times Education Supplement – that was lovely.

You can apply the ideas from the project to anything, classroom layout, shelving, the playground. It was very exciting, it came together well for us

10. What is the personal legacy of the project for you? (e.g. what have you held on to?)

Inspiration and new expertise. Bits and pieces. Personally I enjoyed seeing London. I

went to Open House days, it's very exciting having access to great buildings that I couldn't usually get into. I'm personally interested in art and architecture.

It reinforces and opens up learning outside the Classroom which is very important. We went on lots of trips last year, in terms of motivation and excitement having other adults talking to children is valuable. Free transport has made a big difference.

11. What is the legacy of the project on the children that participated in Junior Open House?

For the children, an approach to looking at buildings, an understanding of the

career of architecture, how the architects assess buildings, an introduction to architecture. The children will be able to apply ways of looking, for example, why the architects used particular materials. Structuring the interactions is very important. The log book was very useful.

12. Any other comments?

Rabinder Kaur Benning, Bygrove Primary School

1. What were your motivations for getting involved in JOH?

It was the possibility of working with architectural people who knew about the structure of buildings. It was about working with the professionals. And also that there would be opportunities for children to ask questions about design and structure.

2. What were your expectations of JOH?

They were about working alongside an architect – throwing ideas about – and having an end product

3. Were they met?

Yes.

4. Have you already, or do you feel able to use architecture/the built environment in programmes for learning in the future?

Yes, I feel better about it, it's just understanding about the way an architect looks at things, a structural understanding. I picked up a lot. And about half to three-quarters of the children began to understand.

5. If so, could you explain how? (what specific teaching tools have you gained)

I was building upon what I could do already. Through Design & Technology I took the programme on. My husband is an engineer and he helped a bit.

I'd like to look at different structures, about strengths and weaknesses, to think about bridges – look at materials

6. If not, could you explain what you would need in order to do so?

More resources are always good.

[I asked if she would do it on her own, ie without JOH] It's not impossible – but we'd like to have people with expertise, with first-hand experience, so that the children can ask questions.

7. Would you like to work with Open House again? If so, how?

Definitely. I'd like to do it again this year. This time around with Open House itself – if with an architect, then more time with the professionals, so we could discuss how it would work, we could try things out in advance and prepare better.

8. Are there any aspects you would like to do differently?

Not really. It worked well, the whole process was good.

9. Are there any resources or additional information from JOH that you would find useful in order to continue working with architecture?

Basic information about structures would be useful. Perhaps a leaflet that provides information about structures themselves, and about what architects look for in a unique design – what they aspire to. A CD Rom showing things in 3-D something visual. Both the teachers are very visual, so we would like resources for the children, and for the teachers so they can prepare things.

10. What is the personal legacy of the project for you? (e.g. what have you held on to?)

It's mostly the way the children were able to be creative about it, about the range of resources and the way they could work in small groups, and the end products. Junior Open House enriched the school material. It was exciting for me, it was a change, it makes you look at buildings differently.

11. What is the legacy of the project on the children that participated in Junior Open House?

For the children who participated fully [ie were motivated by the project], it was

an opportunity to talk to architects, and to make an end product. The project stretched them, and gave them a new vocabulary.

12. Any other comments?

[if no JOH in 2006, would you do it yourself...?] I haven't really thought about it, but I suppose I could, new schemes of work will be needed...

Carol Ellis, Gwyn Jones Primary School

1. What were your motivations for getting involved in JOH?

It was about extending the curriculum of Year 6. We haven't had an architectural input before, so for staff and pupils it's a new and interesting subject. We like to feel that we have quite a broad curriculum at the school, so it fits in with that, especially opportunities in the arts curriculum. We are a school that responds positively to projects that we are offered.

I don't have a class, I do a range of roles, including 'Curriculum Enhancement'. When I am thinking about extending the curriculum [taking on a project like JOH], it is vital to have a keen class teacher involved.

2. What were your expectations of JOH?

I know a little about September Open House, I had visited a few Open House buildings myself. I thought at the beginning we would be doing that, I hadn't appreciated that there would be a tie-up with the curriculum.

3. Were they met?

Yes, and exceeded. I hadn't expected things like a workshop back at school, or to work so closely with architects. It was extended beyond my original expectations. The details were very clear about how the programme would work.

4. Have you already or do you feel able to use architecture/the built environment in programmes for learning in the future?

Yes, but not personally [because she does not have a class]. It has increased confidence in the teachers and the classroom assistant, both in the use of materials and the fact that you can introduce a subject like architecture, which is something we had never thought about before.

5. If so could you explain how? (what specific teaching tools have you gained?)

Our yr 6 have always done part of the DT module topic of 'shelters'. The building we visited was the Old Vic. It was fantastic. The school is very much involved in music and drama so it was very good for us. We sat on the stage!. I couldn't have foreseen how we could have used the Old Vic into the topic of 'shelters', [the pupils used to go into the woods and build structures out of branches, etc]. It has enabled us to have a broader picture, a broader view. We hadn't thought of bringing elements of a building into something like a shelter. We are continuing the project, introducing elements from the buildings and using architectural terms we have learnt about.

6. If not could explain what you would need in order to do so?

We are definitely doing this already, with the resources and the packs from Open House. We are confident about this now – we have ideas that we wouldn't have come up without the project. Personally, the Inset session has made me more aware of architecture and buildings.

7. Would you like to work with Open House again? If so, how?

Definitely, we have returned the forms [for 2006]. Perhaps we should look at architecture in order to cover another part of the curriculum – possibly the art module.

8. Are there any aspects you would like to do differently?

I don't think so.

The timing is very good for Year 6 after the SATS exams. The Inset session in April gives us plenty of time to plan.

9. Are there any resources or additional information from JOH that you would find useful in order to continue working with architecture?

No. Because I knew I would be discussing this with you, the staff who participated in the project got together and we had a chat at lunchtime, we all liked the project, we particularly liked all the hands-on practical stuff.

10. What is the personal legacy of the project for you? (e.g. what have you held on to?)

We had the most amazing Inset at Somerset House, going around Somerset House with an architect was lovely. We were also fortunate to have the run of the Old Vic. (Our children are used to travelling up to London to visit things and it is easy for us to take them out).

11. What is the legacy of the project on the children that participated in Junior Open House?

Our Year 6 children have gone, but we had a wonderful morning when Sally came into school. The continuity of the personel was a specially good aspect of the project. First the teachers met Sally (JOH in-house architect]. Then we went to the building where the children met Sally, then Sally came to the school for the workshop. We used pipe cleaners and straws. We had them in the school already but we hadn't realised what interesting things you could do with them! The children were hugely enthusiastic.

The Inset session was fabulous because we went out for a meal afterwards. The whole approach was so lovely, we appreciated their personal investment. The opportunity to focus completely was valuable. I'd have been much too scared without the Inset session. They suddenly made me realise that architecture, instead of being something obscure, was a really relevant subject.

12. Any other comments?

For me it was a real introduction to architecture. What's really stuck out for me is the people involved.

Jim Shearly, Head Teacher, Debohun Primary School:

1. What were your motivations for getting involved in JOH?

Particularly that the children learn best by doing, by being involved, being 'hands on'.

2. What were your expectations of JOH?

Never having done architecture before, I was very open, I hoped the children would enjoy it. I wanted the children to ask questions, and to make observations.

3. Were they met?

Yes, the children did enjoy it, half of the children are on free school meals and they don't go on cultural visits with their parents. There's a novelty factor if nothing else!

4. Have you already or do you feel able to use architecture/the built environment in programmes for learning in the future?

It's hard to say. Certainly it's helped them when looking around the local area. The school would like to be involved again in JOH. But it's difficult for the school to sort out architectural experts again – JOH has an important brokering role. I am not sure we have the expertise to do it. [The experience] affects one or two teachers. But it helps when you're doing other studies, it skills-up teachers.

5. If so could you explain how? (specific teaching tools have you gained)

It's a lot to do with looking at clues that buildings offer, and being able to have a better eye for different styles.

6. If not, could you explain what you would need in order to do so?

Some of the things were useful, the workbooks were good. Some activities worked really well, others.... I can't remember. In terms of other help you would be having someone who knew more about the subject – someone with a trained

eye, and the appropriate vocabulary, that's very important with children, to broaden language experience.

7. Would you like to work with Open House again? If so, how?

Yes, it would be nice. They are a nice keen bunch [the JOH team]. Similar sort of thing, the insider's view. We were very lucky to get inside the Treasury. It was a unique experience, which one couldn't organise oneself.

8. Are there any aspects you would like to do differently?

The principle is good. But if we knew more about it, we would be able to prepare the children better for making models. The three architects were a bit surprised at the children. They [the architects] all made a great effort.

(Not all the teachers went to the original Inset, as the school took on additional projects later).

9. Are there any resources or additional information from JOH that you would find useful in order to continue working with architecture?

It's hard – probably if we got resources that could help prepare children better. We have interactive whiteboards, so maybe a CD Rom introducing the children to what they are going to do would help.

10. What is the personal legacy of the project for you? (e.g. what have you held on to?)

All the staff involved enjoyed the buildings. It really enforced the value of that kind of experience. It brings it to the front of your mind, when we go on visits to the local church, past local housing, we are using the buildings and all the information we have learnt. It certainly does increase those skills amongst the teachers.

11. What is the legacy of the project on the children that participated in Junior Open House?

They enjoyed it, you can talk about it, the children remember things. It improved their observational skills, and it gave them good ideas when making their model buildings. When doing similar tasks they were asking for stuff the school hadn't got [they were asking for the materials that were used in the workshops]

12. Any other comments?

We did enjoy it. JOH staff worked really hard to make it work, that was really important. The buildings were very well chosen.