THE MAYFIELD LOOP

TEACHING & LEARNING RESOURCE

Overview

Version 1.1

Learning Environments Australasia:
THE MAYFIELD LOOP – TEACHING AND LEARNING GUIDE

Purpose of this Guide

This guide supports teachers and leaders to trial the Mayfield Loop with their school. The aim is to:

- Adapt questions to school context and potential building works project purposes.
- Support teachers to facilitate reflection with students.
- Link user experience with design intent.
- Feed insights back into both the school's practice and the growing Mayfield dataset.

The aim is to shift from one-off evaluations of learning environments to a culture of continuous, collaborative reflection. If another category or line of questioning emerges as relevant, add it, test it, and let us know.

School Leaders and Teachers' Role

As a leader/teacher, you bring a unique lens to the process:

- **Facilitator:** create a safe, engaging entry point for reflection for staff and students.
- **Translator:** link sensory/emotional feedback to pedagogy within the space.
- **Learner:** treat each session as experiential learning.
- **Advocate:** demonstrate that lived experience and design are symbiotic.
- **Participant:** acknowledge how you feel in the space too. Your sensory responses are valuable data.

Preparing Materials with the School

Before you begin, ask yourself:

- What do I already know about the school's culture and priorities?
- Which spaces are most valuable to test (e.g. classrooms, shared zones, circulation)?
- Which user groups do I need to involve this time (students, staff, leaders)?
- What level of facilitation is appropriate; should I run the session, or support teachers to lead with students?

Consider within the school:

- How can we make participation safe and accessible to meet the needs of the users?
- How should results be shared with the students, staff, the school community?
- What resources can we access (floor plans, photos, site maps)? Simple visual references help students and staff orient their responses. If possible, load these into the Classroom Toolkit to make it more user-ready.

Collecting the contextual data

To make feedback useful beyond a single session, always ensure the following context is captured:

- School
- Space type tested (classroom, library, circulation, outdoor, whole campus)
- Purpose (Master planning / Briefing / Post-occupancy Evaluation / Refurbishment / Minor adjustments / General Touchpoint / Teacher Professional Learning / Wellbeing lesson / Curriculum-linked lesson)
- User groups involved (Students / Teachers / Leaders / Other)
- Number of users in total
- Date of session
- Facilitator (architect, leadership-led, teacher-led)

Contextual data for users to provide

- **Time of day** → morning / midday / afternoon / evening
- **Temperature** → hot / comfortable / cold
- **Light** → bright / dim / mixed
- **Air quality** → fresh / stuffy / breezy
- **Noise** → quiet / moderate / loud

Core Questions

These build a shared dataset across all contexts. They are quick, sensory, and comparative.

- **Emotional Pulse:** Are you content learning in this space today? Y/N. Why?
- **Agency:** Do you feel you can adapt this space to suit your needs? Y/N. Why?
- **Positive Learning:** Where do you feel most able to concentrate or learn well? Why?
- **Friction:** Where do you find it hardest to focus or learn? Why?
- **Active:** Where do you feel most energised or playful? Why?
- **Rest:** Where do you feel most calm or at ease? Why?
- **Avoidance:** Is there anything in this space you avoid? (touching, sitting on, looking at, or being near) Why?
- **Change:** If we could change one thing about this space, what would it be?
- **Keep:** What should never change here?

Adapting the Questions

The toolkit provides core questions, but you may need to adjust these depending on the project type and user group.

- **Primary students:** use visual, playful metaphors (stickers, “cactus or velvet” icons).
- **Secondary students:** add more open questions.
- **Teachers:** focus on pedagogy, flexibility, and day-to-day use. Questions about reconfiguration, transitions, supervision.
- **Leaders:** link to long-term priorities, culture, and values.

Keep questions short and clear. Aim for 8 –10 per session.

Curated Add-On Questions (by project purpose)

1. Masterplanning / Strategic Planning

- Which spaces best capture who we are as a school? *(Identity)*
- Which areas of the campus no longer support how the school works or learns? *(Change)*
- Where are the strongest assets we should carry forward? *(Keep)*
- What will students and teachers in the future need that isn’t here now? *(Future)*

2. Refurbishment / Renewal

- Which existing spaces still support learning well? *(Keep)*
- Which spaces most urgently need to change? *(Change)*
- What character or strengths should we carry forward? *(Identity/Keep)*
- What should this refurbished space make possible for future students and teachers? *(Future)*
- Which spaces feel welcoming to everyone? Which don’t? *(Inclusion)*

3. Minor Adjustments to Existing Spaces

- Where do transitions clog or flow? *(Change)*
- What small workarounds have students/teachers invented? *(Identity-as-practice)*
- What small adjustment could improve comfort or usability right now? *(Future in the immediate sense)*
- Which spaces feel welcoming to everyone? Which don’t? *(Inclusion)*

4. New Development (Briefing Stage)

- What kinds of activities should a new space support that current spaces don't? *(Future)*
- What qualities from existing spaces should be carried into new ones? *(Keep)*
- What should we avoid repeating in a new design? *(Change)*
- If this new space told our story, what would it say about us? *(Identity)*

5. Recently Completed Facility (Post-Occupancy)

- Which spaces are being used differently than expected? *(Change/Identity)*
- If we built this again, what would you keep the same? *(Keep)*
- If we built this again, what's the one thing you'd change? *(Change)*
- What possibilities should this building unlock in the future? *(Future)*
- Does this space feel different at different times of day or year? *(Seasonal)*

6. Touchpoint / Ongoing Reflection

- Which space feels different this week? (better or worse) *(Change)*
- What small adjustment has made the biggest impact recently? *(Keep/Change)*
- Where do you feel most yourself? *(Identity)*

7. Teacher Professional Learning

- See resources below

8. Curriculum Aligned Lessons

- See resources below

If another category or focus emerges, add it. The tool is designed to evolve.

Feeding Back to the School

After each session, prepare a 1–2 page Insight Snapshot:

- What's working (calm areas, flexible use, valued qualities)
- What's tricky (stress points, sensory discomforts, misalignments)
- Quick wins (small operational or furniture tweaks)
- Design implications (ideas for the next project or brief)
- Visual overlay (heatmap or annotated plan) *show examples in guide*

This closes the loop for participants and demonstrates that their perspectives matter.

Feeding Back to Mayfield

Your role also helps refine the tool itself. Please record:

- Which prompts landed well, which were confusing or skipped
- Any age-group differences in comprehension
- Contextual data you wished you had
- One visible change that your session directly triggered
- New prompts that emerged organically.

Submit your notes and snapshots to the Mayfield team to support collective learning.

Principles to Keep in Mind

- We are all learning. Differences and contradictions are insights.
- Privacy first. Use plain-language consent, anonymise all data.
- Small scale is fine. A class, a staff group, even 15 minutes of reflection can be valuable.
- Share back insights. Even minor changes build trust and momentum.
- Be iterative. Each session is a test that improves both the tool and your practice.

Good luck and have fun testing the Mayfield Loop!

The Mayfield Loop as Teacher Professional Learning

1. First, use the ***core questions*** to run a session with teachers as the leaners
    a. This should be within the professional learning environment (e.g. classroom, hall, staffroom).
    b. Include floorplans/site plans/photos as appropriate.
    c. Include additional questions depending on context.
2. Then, staff should consider a learning environment in which they teach to consider space and pedagogy, using these questions.
3. Lastly, staff consider the teaching resources and how this can be adapted to their teaching context in the design of a lesson/unit of work. Ideas are shared with the professional learning group.
4. The professional learning facilitator compiles a 1-page overview of the session with feedback to be provided to the school and Mayfield.

Mayfield Loop Professional Learning Resources

Downloadable Resources
• Mayfield Loop Core Questions • Teacher Professional Learning Overview • Teacher Professional Learning PowerPoint • Insights Snapshot (can be used iteratively – feeds back to Mayfield)
Other Resources
• Post-it notes • Paper • Pens/pencils • Floor plan/image(s) of learning space • Core Questions/markers • Paper/shared electronic document

The Mayfield Loop Curriculum

STEM Alignment Summary: Mayfield Loop Unit & Lesson Plans (Years 3–10)

Overview

A classroom ready unit of work including two lessons (approx. 40-50 minutes each) which integrates the Mayfield Loop to help students evaluate and redesign a learning space. This integrates STEM thinking, real-world problem-solving, and student voice. This unit has been mapped to the Australian Curriculum based on STEM key aspects (Key aspects of STEM | V9 Australian Curriculum), but can be adapted to suit different contexts and year levels or expanded to create a STEM design project. This unit is well suited to STEM classrooms/a STEM challenge as it has been designed to:

- Address real, authentic problems
- Use data to inform decisions
- Integrate Science, Technologies, Maths, and HASS
- Build general capabilities
- Produce tangible, meaningful solutions
- Encourage innovation, empathy, and ethical design

Lesson 1: Evaluating Our Learning Space

This lesson is designed to be a formative exercise with feedback to inform the next iteration of the Mayfield Loop.

Students:

- Observe and analyse their environment
- Use sensory and emotional data
- Map learning zones
- Identify strengths and challenges

STEM Focus:

- Systems thinking
- Data interpretation
- Human–environment relationships
- Scientific observation

At the conclusion of the lesson, an “insight snapshot” should be produced to be fed back to Mayfield and used in the following lesson(s), if applicable.

Lesson 2: Designing a Better Learning Space

This lesson follows lesson 1 and introduces a design challenge. This is optional but can be expanded to create a summative assessment.

Students:

- Use insights from Lesson 1
- Generate design ideas
- Create a concept sketch
- Justify decisions using evidence
- Present their proposal

STEM Focus:

- Design thinking
- Engineering principles
- Measurement & spatial reasoning
- Sustainable design
- Collaboration & communication

*Additional lessons may be developed to continue the design challenge or create a STEM design project, as determined by the school/teacher.

Mayfield Loop Curriculum Resources

Downloadable Resources

• Mayfield Loop Core Questions
• Unit Plan Curriculum Mapping Document
• Lesson Plans:
  • Lesson 1: Evaluating Our Learning Space Using the Mayfield Loop*
  • Lesson 2: Designing a Better Learning Space (+ extension)
• Student Worksheets:
  • Worksheet 1: Evaluating Our Learning Space Using the Mayfield Loop
  • Worksheet 2: Designing a Better Learning Space
• Assessment Rubric (Lesson 2 + extension)
*Insights Snapshot (can be used iteratively – feeds back to Mayfield)

Other Resources – see lesson plans