



THE MAYFIELD LOOP

TEACHING & LEARNING RESOURCE

Teacher Professional Learning

Version 1.1





MAYFIELD LOOP: TEACHER PROFESSIONAL LEARNING OVERVIEW

Why evaluate our learning spaces?

In recent years, there has been growing recognition that the design of learning spaces alone does not guarantee meaningful pedagogical impact. Research consistently shows that the effectiveness of new or modernised learning environments depends less on architectural form itself and more on how teachers and students engage with, adapt to and reflect upon these spaces (Byers, 2023; Mulcahy et al., 2015). Yet, in many schools, learning spaces are still planned and evaluated through the eyes of architects or designers, rather than through the lived experience of those who use them daily (Robinson, 2016; Weyland, 2017).

Central to shifting this paradigm is the use of tools and processes that foreground authentic evaluation and participatory reflection. For example, methods such as diamond ranking (Woolner & Cardellino, 2021) and School Design Tools (Robinson, 2016) enable educators and students to articulate needs and perceptions in ways that directly inform design and teaching practice. At the heart of these approaches lies the idea of moving beyond architectural determinism towards an evidence-based understanding of how space and pedagogy interact in practice (Byers, 2023; Fisher, 2016).

Importantly, involving students in evaluating and co-constructing their learning environments aligns with broader pedagogical shifts towards student voice, agency, and democratic participation (Baroutsis et al., 2016; Aldridge & Blanchet, 2022). Research highlights that when students contribute to discussions about their spaces, learning becomes more meaningful, classroom engagement increases, and a sense of belonging and ownership is fostered (Mulcahy et al., 2015; Bertram, 2016). Moreover, understanding and acting upon students' feedback about comfort, flexibility, inclusion and emotional impact (Bertram, 2016; Fisher, 2016) can help teachers adapt spaces in ways that better support wellbeing and curriculum delivery.

This professional learning invites you to explore and trial a student learning environment evaluation tool – the Mayfield Loop – as an integral part of your teaching practice. By implementing such a tool, we aim to:

- Develop a shared, evidence-informed language for discussing space and pedagogy;
- Centre student perspectives in decisions about classroom design and use;
- Reflect on and adapt teaching strategies to better align with the affordances and constraints of our learning environments.

In doing so, we position teachers not just as recipients of design decisions, but as active researchers and co-designers of spaces that truly serve educational goals and student needs.

Mayfield Loop Pilot

The aim is to explore how teachers might pilot the Mayfield loop as a tool in their own context through considering:

- How to adapt prompts for students and staff.
- How to capture sensory, emotional, and functional experiences.
- How to close the loop, ensuring feedback doesn't just sit in a file, but informs real change.

To begin to make learning environments not just designed for students and teachers, but shaped with them, based on lived evidence rather than design assumptions, shifting the focus from measuring what a building is, to understanding what it does and more importantly, how it feels to those who learn and teach within it. Additional resources are provided, including curriculum mapping and examples on how to facilitate integration of the tool within the classroom through lesson plans and teaching resources.

AITSL Standards

Use of the Mayfield Loop resources aligns to the following Australian Professional Standards for Teachers:

- 3.4 Select and use resources
- 3.6 Evaluate and improve teaching programs
- 5.4 Interpret student data
- 6.2 Engage in professional learning and improve practice

Professional Learning Objectives

By the end of the session, teachers will:

1. Reflect on their own experiences of learning in professional spaces using the Mayfield Loop questions.
2. Analyse how physical environments influence learning behaviours, agency, and inclusion.
3. Apply insights from the reflection to their own teaching environments.
4. Evaluate and adapt resources to design a lesson or unit integrating space and pedagogy.
5. Collaborate to share findings and contribute feedback to whole-school learning environment development.

References

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