

THE MAYFIELD LOOP

SPACES FOR LEARNING: REFLECTING ON ENVIRONMENTS THROUGH THE MAYFIELD LOOP

Professional Learning Session

Facilitator: [Your Name]

Duration: 90 minutes

Session Overview & Standards

Purpose: Reflect on how space influences learning and teaching.

Learning Objectives:

- Reflect on learning environments
- Analyse teaching spaces
- Identify spatial supports and barriers
- Adapt pedagogy and resources
- Share insights for school-wide improvement

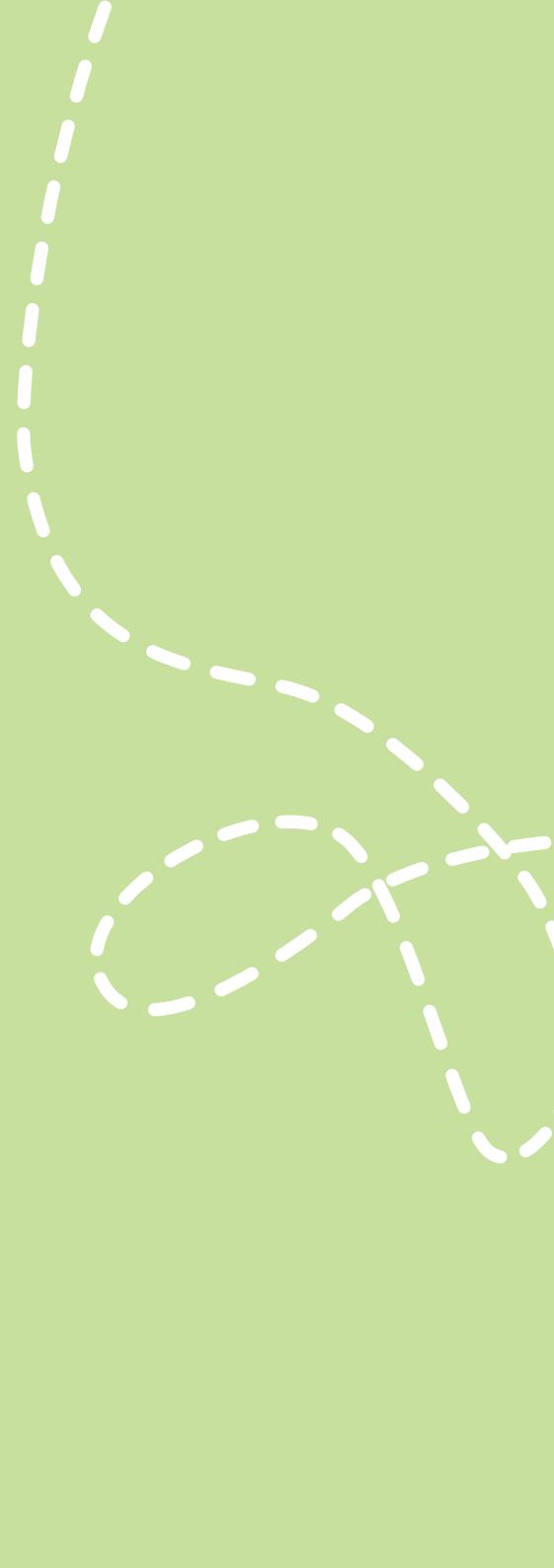
APST Links: 3.4, 3.6, 5.4, 6.2



Why Space Matters

“Space is not neutral—it shapes how we feel, think, and learn.”

- Prompt: Think of a space where you learned best. What made it work?



The Mayfield Loop

Nine Reflective Prompts:

- **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?

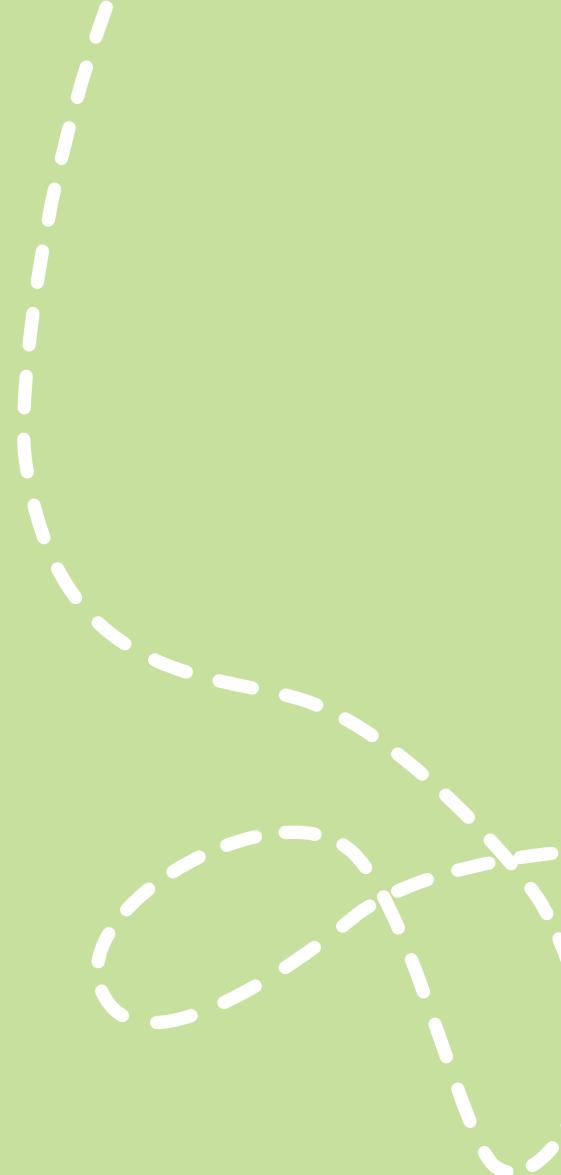
Reflection Activity: Experiencing the Space

- Use the Mayfield Loop questions to reflect on this professional learning space.
- Move around and observe where you feel most focused, playful, calm, or distracted.
- Use the markers to “map” these observations on the floorplan/images provided.

Group Discussion: Patterns and Insights

In small groups, discuss:

- What supports learning and wellbeing?
- Where does friction occur?
- How might this relate to your students?



Applying Insights to Your Teaching Space

- Use the same questions to reflect on your classroom or learning environment.
- Identify one element to KEEP and one to CHANGE.

	Emotional Pulse	Spot lesson timing/conditions linked to smooth vs. strained sessions.
	Agency	Gauge ease of reconfiguring furniture/technology; note obstacles to autonomy.
	Positive Learning	Seat/zone planning; routines that protect focus; micro-layout tweaks to improve conditions.
	Friction	Disruption hotspots; supervision blind spots.
	Active	Map where engagement peaks; adjust group work layouts.
	Rest	Map zones where behaviour de-escalates; adjust seating and micro-layouts to sustain calm.
	Avoidance	Spot underused corners, desks, or tools → links avoidance to disengagement.
	Change	Barriers to teaching flow (AV placement, visibility, storage).
	Keep	Reliable layouts, flexible zones, effective tools.

Mini Design Activity

- Sketch or describe how you might reconfigure your space to support movement, focus, and inclusion.
- Consider zones for active and calm learning.

Sharing & Synthesis

- Each group shares one insight and one actionable idea.
- Record collective findings for school-wide reflection.

Reflection & Next Steps

Reflect individually:

- What action will you take in your own space?
- How could you use the Mayfield Loop with students?

Thank You & Feedback

Please share “insights snapshot” feedback via the link provided.

Your insights will inform school-wide planning and the Mayfield Project.