

Terry White



Qualifications

B.Phil., M.Ed, F.R.S.A

Learning-Lead Design Advisor

*Executive Director and Chair
of Association for Learning
Environments UK*

Associate editor:

*Teaching and Learning –
LearningSpaces Magazine*

‘If: the vision, pedagogy, learning and organizational approach are fully articulated and owned by clients and stakeholders; and that these are shared with design professionals: then outstanding facilities that are fit for purpose and sustainable, are delivered on time and on cost.’

‘As our learning-led design advisor, Terry has been invaluable in helping us to ensure that our approach to learning and teaching and our organisational model have been central to the design and development of our new facilities.’

*– Gary Spracklen,
Head of Prince of Wales School,
Dorset*

Thinking beyond the box.

An advocate for innovation, excellence and fitness for purpose in the design and implementation of future learning.

Terry has extensive leadership experience in Schools and Community Colleges as a Headteacher and Principal.

He has a passion for excellence in the design of schools and environments for learning and he is committed to sharing good practice both in the UK and through International study visits and conferences. He works with learners, teachers and designers to develop an effective design brief and to ensure that appropriate new behaviours-for-learning are developed in new learning spaces.

He has worked in both the public and private sectors of education, advising Local Authorities, Academies and Schools, Architects, Federations, Academy Sponsors, Industry and Universities.

He was a Director of WSP Buildings and Management Solutions and a founding director of both Edunova and Nova Co-Design. He develops integrated Education Consultancies to support and promote innovation and change within the Education sector, in the UK and abroad.

He has been the lead Educational Design Advisor on many successful BSF schemes and has developed and delivered the design brief for over 25 academies, schools, UTCs and pathfinder projects in the current Academy Programme.

He is an Executive Director of UK learning and the Association for Learning Environments and works on their Global Steering Group and adjudicates on the International School of the Future Programme (Schools Next).

Over recent years his work has focused on Learning-Led Design in order to ensure that there is a strong emphasis on learning, teaching and the improvement of educational outcomes, when building and remodeling schools and academies through integrated design solutions. He has developed training and leadership programmes to support all staff and students through both the process of change and defining the new behaviours that are essential for future learning. He is currently working with the Plymouth School of Creative Arts and other schools on such projects, facilitating and implementing new organisational approaches and designs for their current learning environments.

Professor Stephen Heppell writes the following testimonial about Terry White

**Stephen Heppell:
A testimonial for
Terry White**

‘Terry combines valued attributes in one wise head...Terry’s insights, experience, honesty, wisdom and communication skills are ever more needed.’

Felipe Segovia Chair of Learning Innovation at Universidad Camilo José Cela, Madrid.

Chair in New Media Environments, CEMP, Bournemouth University.

“Building better learning is vastly complex. The experience needed to do it really well is both scarce and hard to accumulate: to gain the respect of learning professionals, talk with an authentic vocabulary that architects and engineers recognise, weigh the alternative losses from value engineering, understand the huge importance of furniture and fittings, realise the potential impact of current and emerging technologies on design, understand the congruent pedagogies that match the best designed opportunities, and most of all to be properly ambitious for the children whose better learning is being built, needs a lifetime of experience and a hunger to learn more every day.

Terry White combines those valued attributes in one wise head, one of a bare handful around the world who do so. Perhaps most usefully of all, he manages to communicate this valued input in a measured, accessible way. I've worked with him, on and off, well back into the last century because I value what he brings uniquely to projects, from the vast ambitious ones, to the micro-design challenges. What we are now learning about the detailed environmental conditions for optimal learning, from light levels and temperature, to CO2 and sound, is a good example of the new knowledge Terry constantly evaluates, absorbs, understands, applies and communicates so well. He doesn't stop!

Today, as around the world we see the challenge of rapid population changes, tighter funding for education, new pressure for learning to deliver changing outputs and a hunger for new approaches, Terry's insights, experience, honesty, wisdom and communication skills are ever more needed. Probably we will need to clone him eventually!

He is, simply, a wise and likeable, scarce, indispensable ally”

Selected Recent Projects



JCB Academy

Terry helped determine the vision and organisational model for JCB and to integrate this into the design and conversion of the old mill building and the adjacent new building .The delivery of high quality technical and vocational programmes was essential. The importance of ensuring that the vision and ethos for learning was applied across the whole campus for a new project to ensure both new and existing buildings are developed together to meet learning outcomes. The importance of community and real business engagement in the development and delivery of the curriculum for current and future skills and workforce needs.



Hereford Academy

An 11-18 academy specialising in science, health and sport; and offers students a pioneering approach to learning and individual support. The building design has reflected an integrated approach to curriculum design and progression for students in years 7, 8 and 9. The curriculum in years 9, 10 and 11 is also tailored to meet individual academic and vocational pathways and applied learning through business partnerships.



St Barts Academy

This school was founded in 1466 and has a long tradition of academic excellence and serving the needs of its local community in Newbury, Berkshire. It is an 11 to 18 school of 1.600 students. The new buildings bring the five school houses and specialist teaching facilities around a central courtyard at the heart of the school .Terry worked as the educational design advisor for the complete project and worked with the leadership team and staff to support transition into the new building.

Recent Projects Continued



Kettering Science Academy

An all through academy and part of the Brooke Weston partnership. The primary and secondary school were designed to share the same campus with strong links to demonstrate progression from primary to the secondary phase. The approach to learning and teaching in the academy was to move towards project based learning and more independent study for students. The design reflects this strongly with faculty and curriculum areas being self-managing off a central courtyard open area.



Dartmouth Academy

Dartmouth Academy is an all-through Academy that has used evidence-based innovation in its pedagogy and curriculum design to create the right environment for learners in its care to progress. The design of the whole campus through both remodelled and new building needed to reflect the importance of a staged progression throughout the full Academy experience from reception through to 6th form.



IPACA

An ambitious and exciting academy with a distinctive education vision. An 'all through' academy for students from 4-19. A 'stage not age' environment, where our learners move on through the Academy when they are ready to succeed. Structured through a 'schools within schools' model.