

**The Vision, Mission and Beliefs of UK Learning are set out below:**

**Our Vision**

To be the advocate for excellence in student learning environments

**Our Mission**

To be the primary advocate, resource and service organization that encourages, enables and equips the multi-varied/disciplinary professionals, educators, students, planners, designers, constructors, who use, design, build, equip and operate educational facilities in Europe

**Our beliefs and Aims are that:**

- Facilities have a direct impact on learning.
- An inclusive and collaborative planning process is essential for quality facilities regardless of the economic age in which we live.
- Diversity of global and professional perspectives is integral to discussions on learning and high quality learning environments.
- Advocacy on behalf of all learners is key to our mission.
- Learner and consumer dialogue should drive the design process.
- Technology is central to enable, motivate and inspire all aspects of future learning,
- There are standards by which to measure the effectiveness of facilities.
- Ongoing research evidence-based activity and post occupancy evaluation are essential to develop environments for effective learning.

Our current economic climate demands that we need to create more value from the levels of funding available for the much needed investment in our school facilities, learning environments and teaching and learning facilities. We believe it is important to ensure there is a clear focus on the needs of the user and the client in the design and remodelling of buildings for schools.

Through our membership we will promote an engaged and informed debate to avoid over-simplification of the standardisation process. This will ensure the critical vision, pedagogy and organisational culture that a school may wish to create to meet its current and future learning needs drives the design-deliver process and thus provides world class learning environments where all students thrive.

We recognise the extensive research and good practice that has been developed over the last ten years within Europe and internationally, demonstrating the importance of translating vision, values and organisational approach into teaching and learning outcomes that the effect the design of learning spaces.

We believe that by bringing together teachers, educators, design professionals, researchers and all those who value the importance of improving learning opportunities and life chances for young people, is the only way to develop effective, sustainable and stimulating future educational facilities.

We are proud that our membership represents a diverse community of professionals, including teachers, students, school leaders, architects, designers, economists, financial planners, administrators and construction professionals, and all those who experience and participate in the delivery of learning.

We recognise that it is the quality of learning and teaching and the strength of relationships and respect between all staff and all students that is central to successful schools, at a national, local and international level. Local business and commerce as well as parents, local community and voluntary groups are all now playing a new role in both thinking and delivering educational provision.

We acknowledge that today we have an opportunity to create effective learning environments that reflect the community's unique assets as well as address its needs; serve as a resource of education, health and human services to students and neighbourhood members alike, and strengthen community life and engagement.

We believe that by keeping the client and the learner at the heart of the design process with collaborative enquiry, research and professional stakeholder debate we will create 'great schools'.

The challenge now is even greater to ensure that the valuable experiences built up by a range of professionals in the UK and internationally that makes explicit the importance of good design to both remove barriers to learning and to enhance and improve learning outcomes, stay central to design of remodelled and new schools.