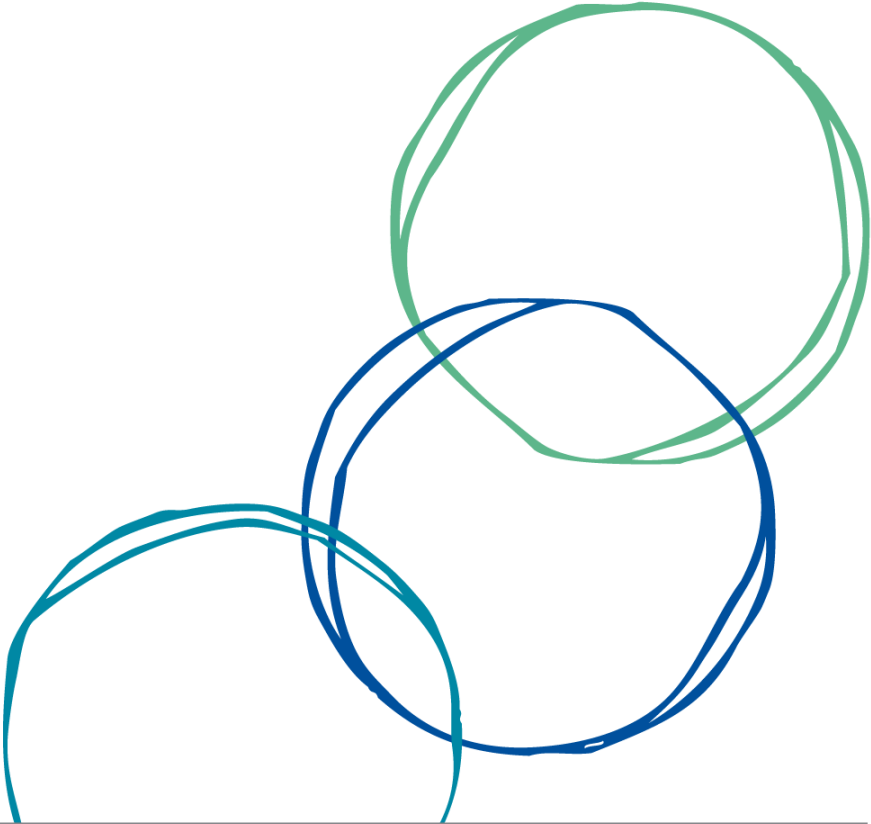


CLOSING THE LOOP



Lauren Haas
Brookfield Multiplex
Brett Pollard
HASSELL

13 November 2014



The Cost of Building

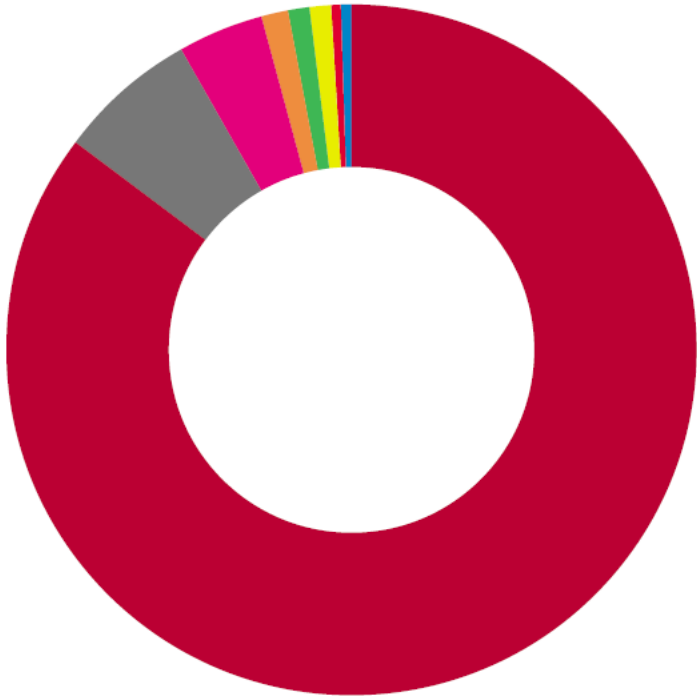


Offices – 25 Year Building & Operating Costs – Ex Salary

- Building – construction 44%
- M&E services – running & maintenance 26%
- Furnishings and furniture – capital cost 8%
- Building – maintenance 7%
- Cleaning, security etc 7%
- M&E services – depreciation 5%
- Furnishings and furniture – maintenance and depreciation 3%

CABE 2006

The Value of People



Offices – 25 Year Building & Operating Costs – Incl Salary

- Salaries of occupants 85%
- Building – construction cost 6.5%
- M&E services – running and maintenance 4%
- Furnishings and furniture – capital cost 1.25%
- Building – maintenance 1%
- Cleaning, security etc 1%
- M&E services – depreciation 0.75%
- Furnishings and furniture – maintenance and depreciation 0.5%

CABE 2006

The Value of Wellness



VS

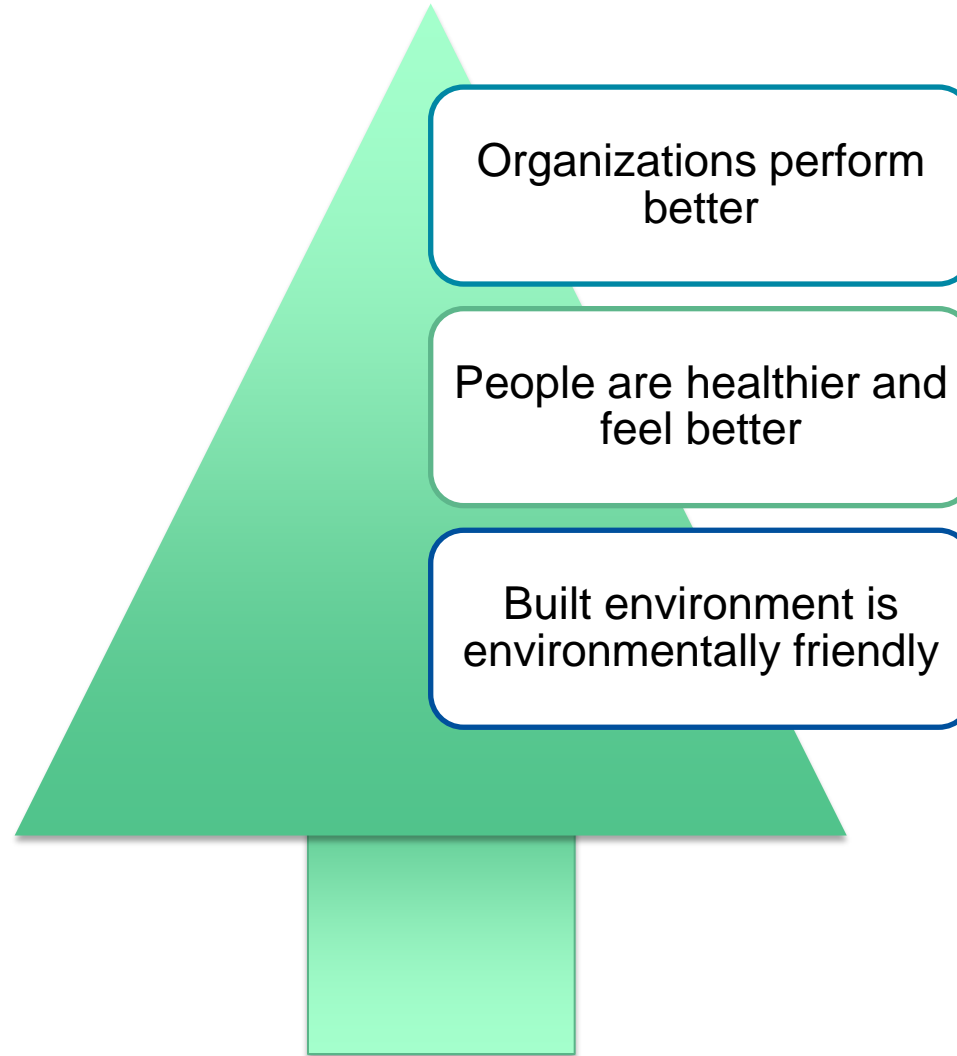


**Survive – focus on
avoiding illness**

**Thrive – focus on
wellness**

Triple Bottom Line

Environmental, Social & Economic



The Challenge For Industry

Traditional “Green” Measures

- First Cost
- Operations / FM
- Annual & Peak Energy
- Spatial Churn
- Technological Churn
- Salvage / Waste

High Performance Measures

- Occupancy Turnover
- Individual Productivity
- Organisational Productivity
- Individual Health
- Staff Attraction
- Staff Retention
- Cultural Shift

The Challenge For Industry

“

The bottom line on human experience is that we are systematically under-investing in the most valuable aspect of buildings, occupant experience. As a result, we know less than we should about human experience in built environments. In turn, we have less evidence to demonstrate that green building practices enhance human experience. This feeds a cycle where we under-invest in high performance projects, because we lack data on the performance of high-performance projects.

(Nelson 2010) USGBC Green Building & Human Experience, June 2010

”

One Shelley Street – Example

Environmental Value - 55% energy reduction, 50% water savings, 35% paper

Social Value - perceived productivity increase of 15%

Financial Value - significant savings on special efficiency, fit out and technology churn

Building a Global Evidence Base

The Business Case For Green Building



Workplace Productivity

- 3% increase in productivity through individual temperature control
- Up to 11% productivity increases from improved ventilation
- Up to 23% increases from lighting design
- Up to 18% increases through daylight and operable windows.

- 8.5% reduction in length of hospital stays
- Faster recovery rates in rooms with views of nature
- 22% reduction in need for pain medication when patients are in rooms with bright sunlight
- Up to 40% increase in sales due to daylighting
- Increased school attendance by 3 days per year
- 5-14% improvement in test scores
- 20-26% faster learning rates.

Health, Wellbeing & Productivity in Offices

The next chapter for green building
Executive Summary



Eversheds, London, Woods Bagot



Research Impacting Industry



Learnings from the Cochrane Collaboration

- Trusted Evidence
- Informed Decisions
- Better Health

Vision: a world of improved health where decisions about health and health care are informed by high-quality, relevant, accessible systematic reviews and other synthesised research evidence.

Project Objective

The three-year **Closing the Loop** project will connect the wealth of evidence that exists for high-performance buildings with building project decision makers.

Project Objective

It will inform decision makers on how best to capture better occupant health, wellbeing and productivity, as well as low carbon outcomes, through industry relevant, evidence based outputs and tools.

Project Partners



MOU Partners



WORLD **GREEN** BUILDING COUNCIL



**Sustainable Buildings
and Climate Initiative**

Promoting Policies and Practices for Sustainability

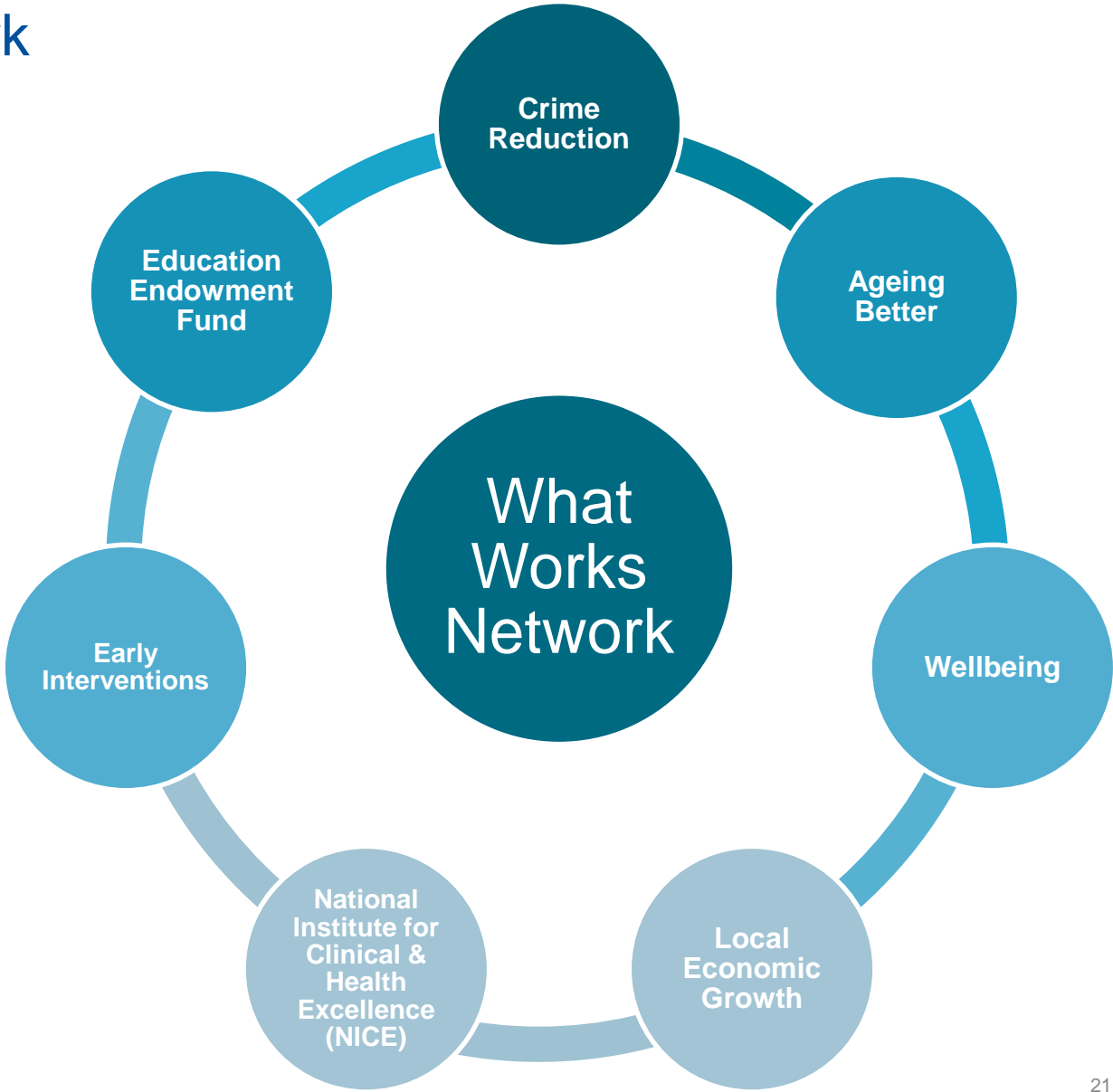
What Works Network



What Works Network

Established by the UK Cabinet Office in early 2013, the What Works Network aims to “***ensure evidence is at the heart of decision making***” across a range of social policy areas.

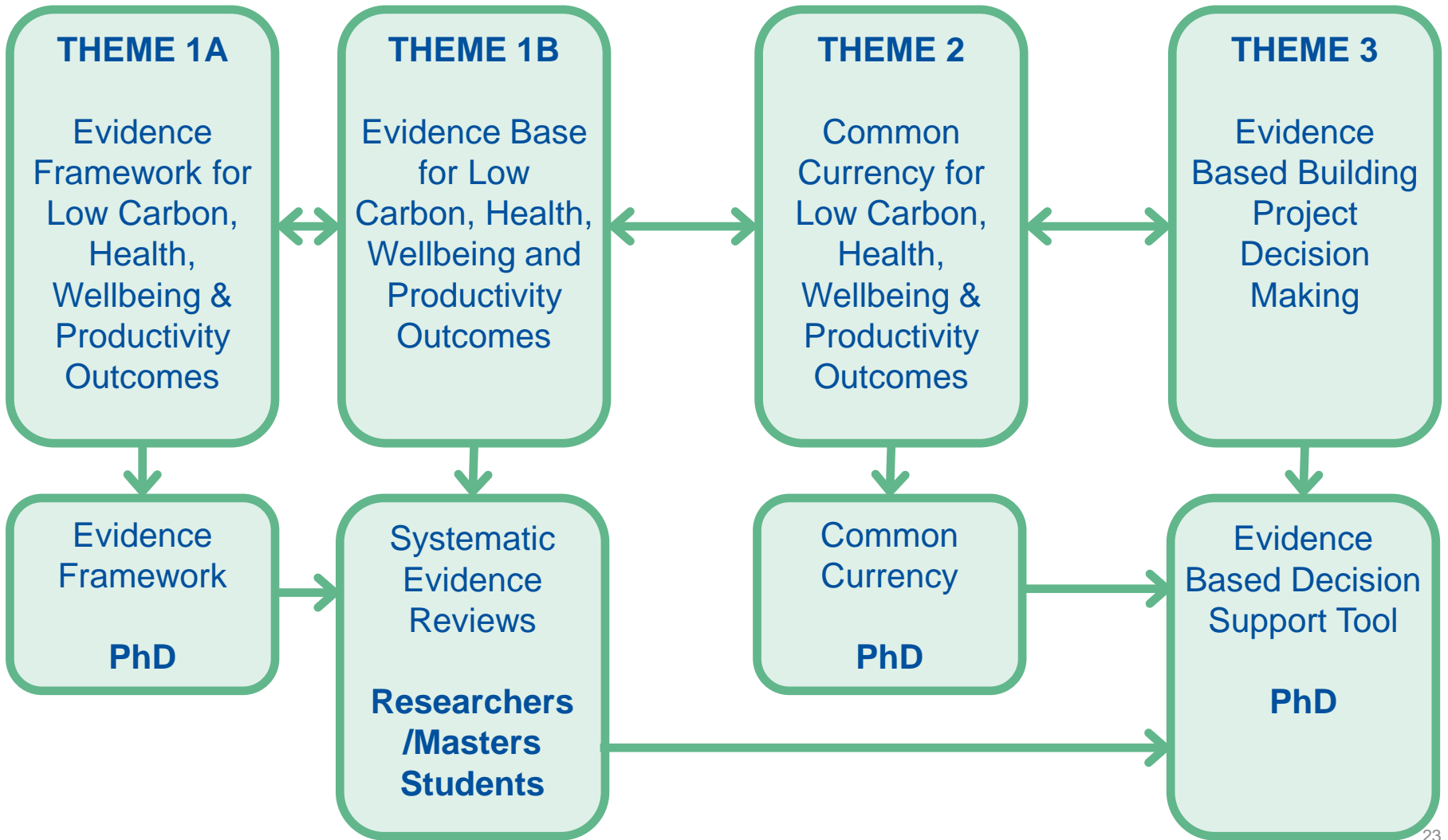
What Works Network



Role of What Works Centres

- _Generate a summary of evidence synthesis
- _Translate the evidence
- _Share the evidence
- _Promote good evidence

Closing The Loop Framework



Toolkit
About the Toolkit
Using the Toolkit
Pupil Premium Calculator
Videos and Case Studies
Evidence Briefs

Toolkit Filter Filter icon












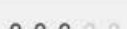
Sort By
A-Z

Average Impact ?


Cost ?
 £ £ £ £ £

Evidence ?

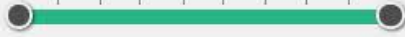

Categories ?
 Primary
 Secondary
 Classroom strategies
 School organisation
 Targeted interventions


Toolkit Info	+ Pupil Premium Calculator	Latest Updates	Downloads
Arts participation	£ £ £ £ £		+2 months
Aspiration interventions	£ £ £ £ £		0 months
Behaviour interventions	£ £ £ £ £		+4 months
Block scheduling	£ £ £ £ £		0 months
Collaborative learning	£ £ £ £ £		+5 months
Digital technology	£ £ £ £ £		+4 months
Early years intervention	£ £ £ £ £		+6 months
Extending school time	£ £ £ £ £		+2 months
Feedback	£ £ £ £ £		+8 months
Homework (Primary)	£ £ £ £ £		+1 month
Homework (Secondary)	£ £ £ £ £		+5 months
Individualised instruction	£ £ £ £ £		+2 months ²⁴


- Toolkit**
- About the Toolkit
- Using the Toolkit
- Pupil Premium Calculator
- Videos and Case Studies
- Evidence Briefs

Toolkit Filter 🔍















Sort By
A-Z ▼

Average Impact ⓘ


Cost ⓘ
 £ 

Evidence ⓘ


Categories ⓘ
 Primary
 Secondary
 Classroom strategies
 School organisation
 Targeted interventions

Toolkit Info	+ Pupil Premium Calculator	🕒 Latest Updates	📄 Downloads
Collaborative learning	£ 		+5 months
Homework (Primary)	£ 		+1 month
Individualised instruction	£ 		+2 months
Learning styles	£ 		+2 months
Phonics	£ 		+4 months
Reading comprehension strategies	£ 		+5 months
Setting or streaming	£ 		-1 month

- Toolkit**
- About the Toolkit
- Using the Toolkit
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- Videos and Case Studies
- Evidence Briefs

Toolkit Filter

Sort By: A-Z

Average Impact:

Cost: £ £ £ £ £

Evidence:

Categories:

- Primary
- Secondary
- Classroom strategies
- School organisation
- Targeted interventions

Phonics

Moderate impact for very low cost, based on extensive evidence.

£ £ £ £ £

+4 months

Download Approach

What is it?

Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to teach learners the relationship between these sounds and the written spelling patterns or graphemes which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

How effective is it?

Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.

For older readers (above Year 5) who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as reading comprehension and **Meta-cognition and self-regulation**. The difference may indicate that children who have not succeeded using phonics approaches previously require a different approach once they have reached Year 6 or Year 7, or that they have other difficulties related to vocabulary and comprehension which phonics does not target. However, it may be that older pupils initially received poor-quality phonics teaching and they haven't been given a good opportunity to learn phonics so far. It is therefore important to carry out careful diagnosis of the reasons why an individual pupil is struggling before deciding on an approach.

Qualified teachers tend to get better results (up to twice the effectiveness of others), suggesting that their expertise is a key component of successful teaching of early reading.

How secure is the evidence?

There have been a number of studies, reviews and **meta-analyses** which have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities or after a word is known). However, the evidence here is less secure and it is probably more important to match the teaching to children's particular needs and systematically teach the sound patterns with which they are not yet confident. A recent evaluation of an intensive 10-week programme, **Switch-on Reading**, that taught phonics showed that the average positive impact of phonics programmes can be replicated in English schools.

Videos & Case Studies

Toolkit Talks: Phonics



0:00 / 0:45

Related Projects

- + GraphoGame Rime
- + REACH
- + Butterfly Phonics
- + Units of Sound
- + Rapid Phonics
- + Fresh Start
- ✓ Switch-on Reading
- + Success for All

Programmes

Training

Good CPD Guide 26

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Sort By

A-Z ▼

Average Impact ⓘ



Cost ⓘ



Evidence ⓘ



Categories ⓘ

- Primary
- Secondary
- Classroom strategies
- School organisation
- Targeted interventions

References: Phonics

Full references

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Summary of effects

Study	FSM effect size	Overall effect size
Camilli, Vargas & Yurecko, 2003		0.24
Ehri, Nunes, Stahl & Willows, 2001	0.66	0.41
Galuschka et al. 2014		0.32

Project Status

- _identifying partners
- _scoping PhD areas
- _finding PhD students

Thank you

To find out more, contact:

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