

# SACPPA Conference: Learning Space, Teaching Space

August 25 – 27, NOVOTEL, BAROSSA



NEW LEARNING ENVIRONMENTS PTY LTD

RUBIDA RESEARCH

[www.rubida.net](http://www.rubida.net)



# Masterplanning and procurement: place, space & pedagogy

Introduction

The Planning and Design Process

Collaborative Design

Key Masterplan Issues

Educational basis

Planning Principles



# Introduction to Rubida

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## **Dr Kenn Fisher & Ana Sala-Oviedo**

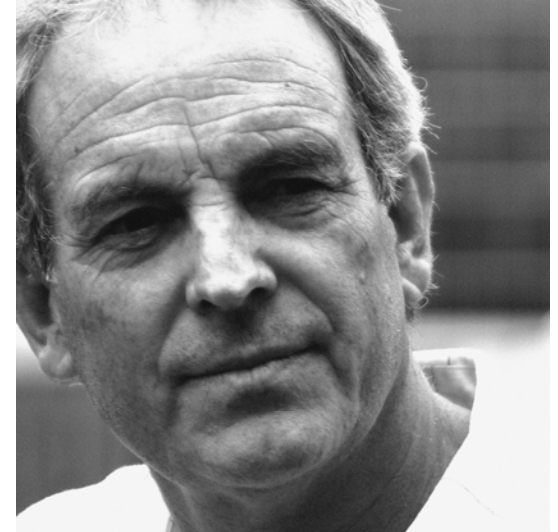
Space, place and pedagogy through the lens of critical theory

### **Team**

Emma Marshall & Lizzie Davis fuse architectural and educational perspectives

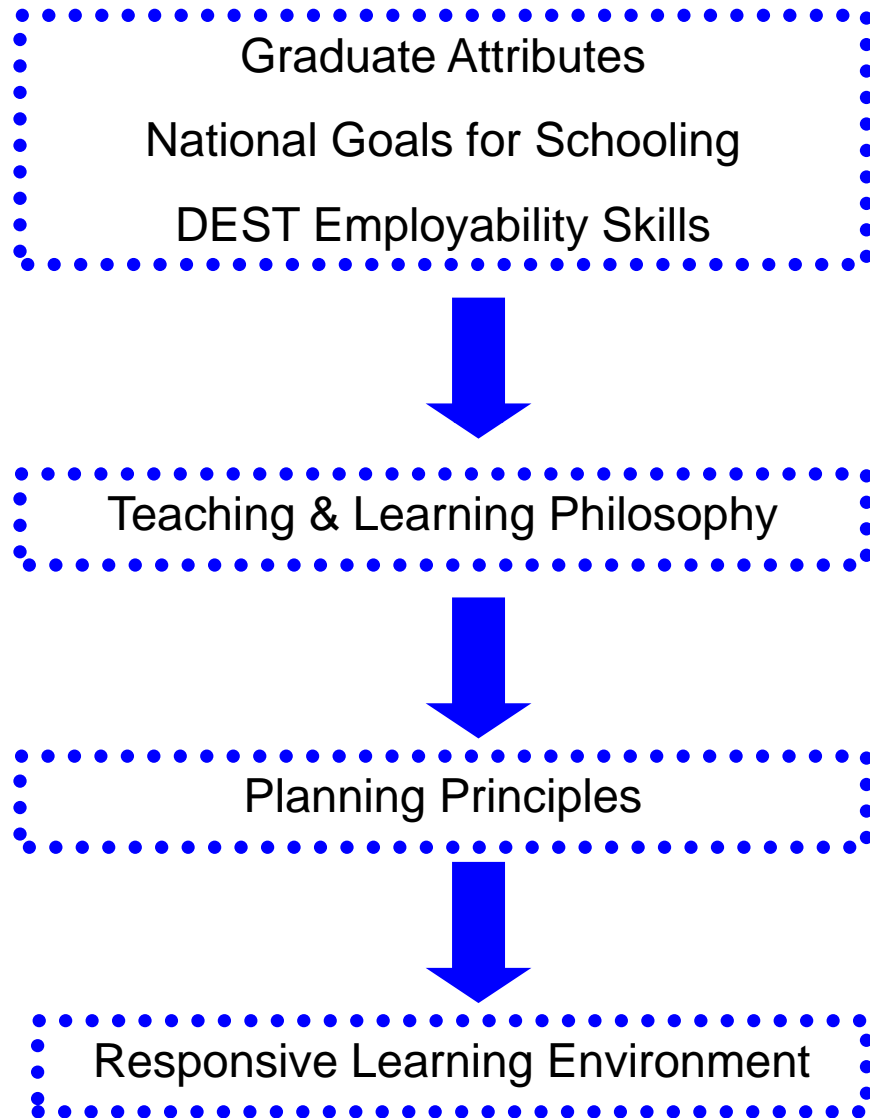
Rubida Research aims to create new learning environments through:

- Research based on the alignment of pedagogy & space
- Interaction with educators, students and communities at all levels
- Interaction with design teams
- Providing a link between educators, designers and research
- Learn more about us at [www.rubida.net](http://www.rubida.net)



# The Planning and Design Process - Example

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## INPUTS

## Leadership Team

## OUTPUTS

### PHASE 1: Strategy

- Local Community Context
- School Board(s)
- State Requirements
- Federal Imperatives



School Vision



- Mission
- Objectives
- Goals
- Strategies
- Actions

- START
- POLT
- VELS
- Good Practice



Curriculum Plan



- Group sizes
- School Organisation
- Age and Stage
- Community Engagement

- Curriculum Plan
- Pedagogy
- ICT
- Furniture
- Outdoor learning



Educational Brief



- Schedule of Accom.
- Room types
- KPI's
- Organisational Structure

### PHASE 2: Brief & Planning

- Building Code
- DEECD Technical Spec.
- Security
- ICT
- ESD
- Functional Requirements



Architectural Brief



- Room Data Sheets
- Functional Requirements
- Affinities and Relationships
- Materials and Finishes
- Landscape
- Performance Reqs.

- Community Context
- Existing Conditions
- Site
- ESD
- Functional Requirements



Masterplan



- Site Analysis
- Site Plan
- Landscape
- Building Footprint
- Circulation and Traffic

## INPUTS

## Leadership Team

## OUTPUTS

### PHASE 3:

### Design & Build

- Staff Workshops
- Students
- Best Practice
- Prototypes



Sketch Plan



- Initial Floor Plans
- Furniture Layouts
- Building Organisation
- Circulation

- Teaching needs
- ICT
- Furniture
- Security
- Outdoors



Design  
Development



- Detailed Furniture
- Outdoor Learning
- 1:100 plans
- 3D perspectives

- Cost Plan
- Technical Specification
- Tender Documents
- Site Supervision



Document &  
Build



- Working Drawings
- Equipment Spec
- Technical Spec
- Quality Assurance

### PHASE 4:

### Commission

- Practical Completion
- Procurement of ICT & Furniture
- Moving
- Establishment



Commission



- Defects Liability
- Operation Manuals
- Warranties
- Professional Devt

# The Collaborative Design Process

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The design process has now become a highly collaborative event, in which communication between experts in different fields is the key for the success of the design.

- **School – teachers, staff, students**
- **Community**
- **Architects**
- **Engineers: Services, fire, sanitary, civil and structural, etc**
- **ESD**
- **Landscape**
- **Cost Planners**
- **Educational Planners**

# Key Masterplan Issues

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**1. Information – one can only know what one knows – case studies, present innovations, explore options, visit places...**

**2. Stakeholder consultation;**

**3. Educational Brief development;  
Educational Planning Principles**

**4. Urban Design Principles**

**5. Statutory planning regulations**

## **Site:**

- traffic (inc pedestrian, fire access, delivery etc);
- landscape (hard and soft);
- services (fire, sanitary, civil and structural, etc)
- building footprints;
- boundaries and edges; etc

## **Buildings:**

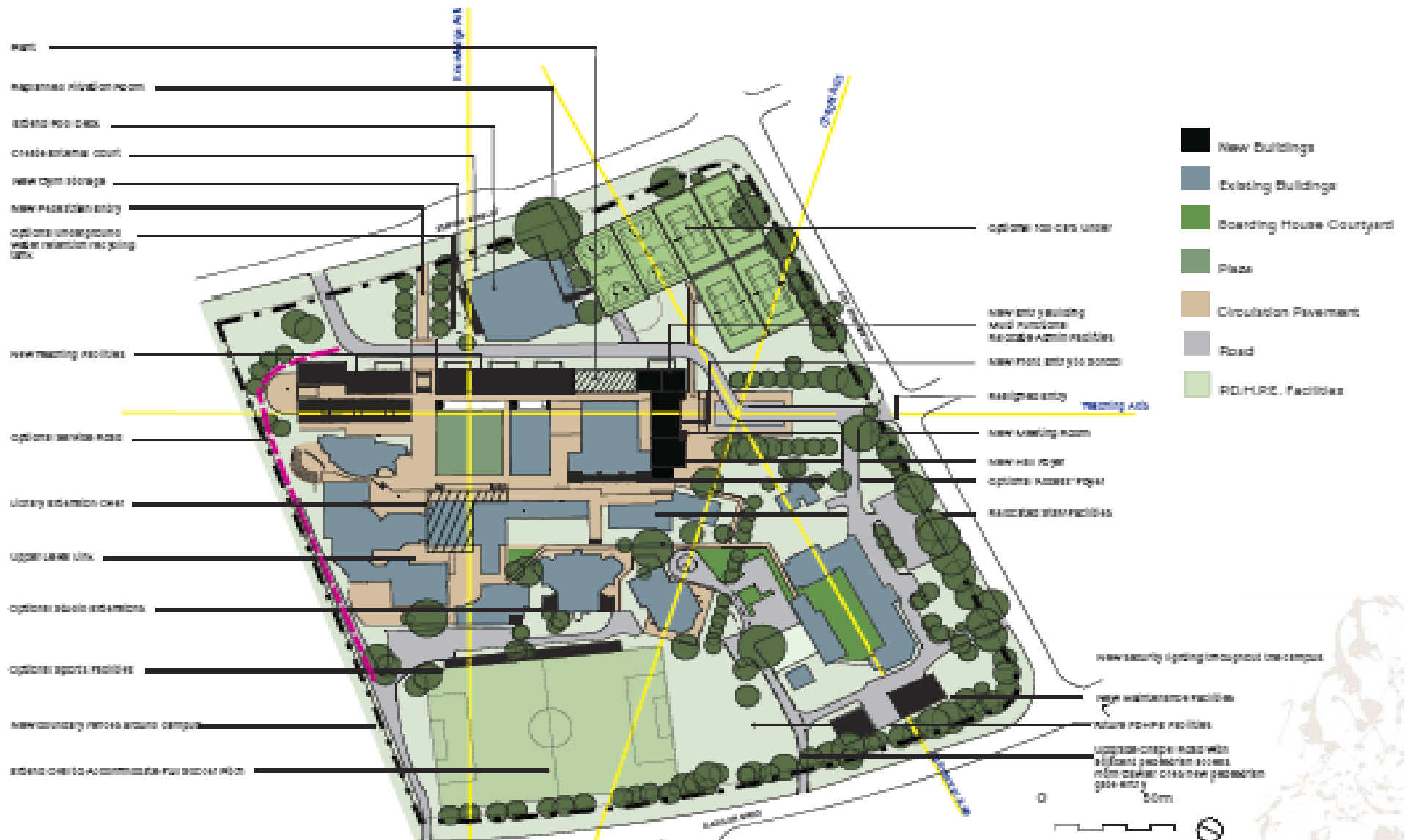
- connections
- morphology;
- materials and textures;

## **Educational Philosophy**

- vision
- mission
- goals and strategies
- teaching and learning
- community links
- Etc,



# Case Study: Process - CCGS



# Example of Graduate Attributes (CGGS)

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Graduates are:

- Confident
- Ambitious
- Resilient
- Socially competent
- Academically capable

with:

- a strong sense of self
- a strong sense of justice
- respect for others
- enthusiasm for life
- cultural awareness
- well developed values and beliefs

who is:

- able to reason and make wise choices
- striving for her personal best
- ready for leadership
- imaginative
- spiritually alive
- a global citizen



# National Goals for Schooling

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the ability to analyse, problem solve, communicate effectively, plan and organise;

capacities which include self-confidence, optimism, self-esteem, and commitment to excellence;

the ability to exercise judgment, responsibility and rational decision making; the capacity for active and informed citizenship; employment related skills and positive attitudes to lifelong learning;

confidence in their ability to use new technologies creatively and productively;

the capacity to make a contribution to sustainable environmental development;

to have the knowledge, skills, attitudes needed to maintain a healthy lifestyle;

to understand the value of cultural diversity.

# 2007 Employability Skills (DEST)

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**Communication skills** that contribute to productive and harmonious relations between employees and customers

**Teamwork skills** that contribute to productive working relationships and outcomes

**Problem solving skills** that contribute to productive outcomes

**Self-management skills** that contribute to employee satisfaction and growth

TEACHING &  
KNOWLEDGE

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**Planning and organising skills** that contribute to long-term and short-term strategic planning

**Technology skills** that contribute to effective execution of tasks

**Life-long learning skills** that contribute to ongoing improvement and expansion in employee and company operations and outcomes

LEARNING &  
SKILLS

**Initiative and enterprise skills** that contribute to innovative outcomes

# What are the **CEO** educational objectives?

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## **Holistic Learning**

Developing the learner as a 'whole' being

## **Personalised Learning**

Learner context, capital & learning style, & tailoring pedagogy to suit

## **ICT Rich**

Understanding potential uses of ICT, current/ emerging technologies, ICT for learning, teaching & management

## **Trans-disciplinary Learning**

Connections between old & new experiences & knowledge, & between different areas of knowledge

## **Stage-related Learning**

Different needs at different stages

## **Active Learning**

Question existing ideas, go beyond understandings, develop new skills

## **Critical Reflection**

Reflection on what is being taught/ learnt, conditions that enhance/ diminish teaching & learning processes

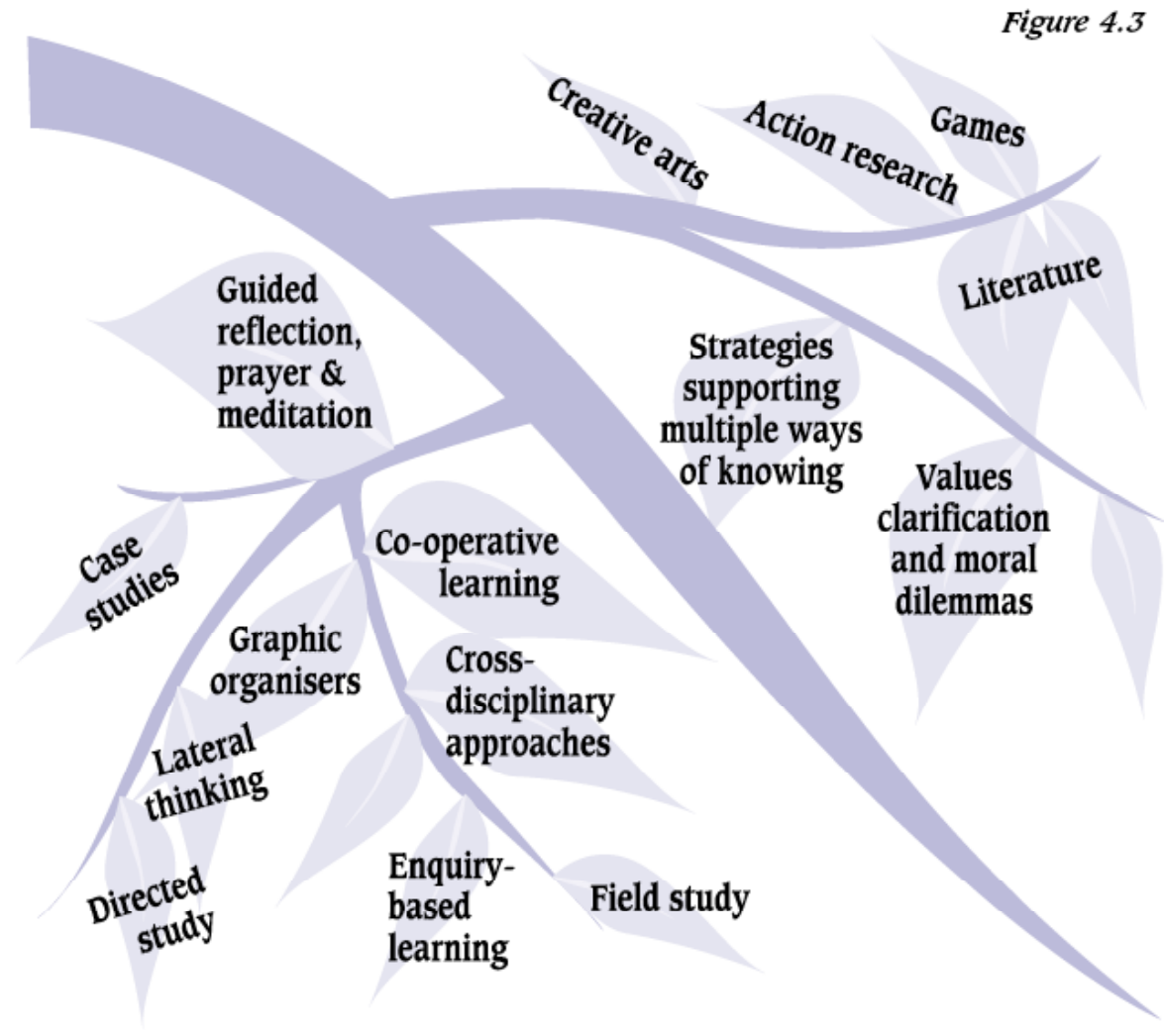
## **Problem& Enquiry-Based Learning**

Developing a range of thinking & learning styles which enable learners to experience & integrate different ways of knowing

# What are the **CEO** educational objectives?

Other noteworthy ideas:

- A general atmosphere of safety, support, respect, enthusiasm and challenge
- Responsiveness to 'the teachable moment'
- Students working individually and in groups as well as within the whole class



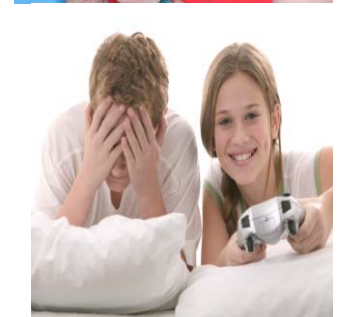
Source: Treasures New & Old



# Future Trends (JISC & LDU - Bob Hunter, 2007)

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- Refurbishment projects need to build in **contingencies** for future changes
- **Expect the unexpected**
- Provide wired networking and permanently fixed desktop computers, which will **increasingly be supplemented** by wireless networking and mobile devices
- **Provide power access**
- Consider the growing importance of **open** and **social** spaces
- Reflect the trend to more **student-centred, collaborative** and **group learning**
- Acknowledge access to online services from **outside the traditional** institutional boundary
- The use of learning technologies **will continue to grow**



# Planning Principles

From an Educational Planning Perspective

# Example of Planning Principles (CGGS) - Key Themes

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**COMMUNITY:** *School as a centre of meaningful relationships between the School, teachers, students, parents and the wider community*

**PEDAGOGY & SPACE:** *The School's built environment is flexible and adaptable*

**NEW PEDAGOGIES:** *The School values and supports teaching practices that enhance learning*

**HOLISM:** *The School promotes the holistic development of each individual*

**TECHNOLOGY:** *The School uses technology, with appropriate pedagogy, to enhance student learning*

**DIVERSITY:** *The School should be flexible and responsive to the learning needs of all students*

**LIFELONG LEARNING:** *The School provides students with learning opportunities which aim to develop the intellectual tools and learning strategies required for lifelong learning*

**ENVIRONMENTALLY SUSTAINABILITY:** *The capacity to make a contribution to sustainable environmental development*



## Timeline

- Projects to commence in August 2009 (subject to Development Application approval)
- New buildings and Central Quadrangle to be completed by the start of the 2011 school year
- Chapel completed by July 2010
- Boarding House refurbishment – lift and minor works in the courtyard to commence in December 2009 and be completed by April 2010.

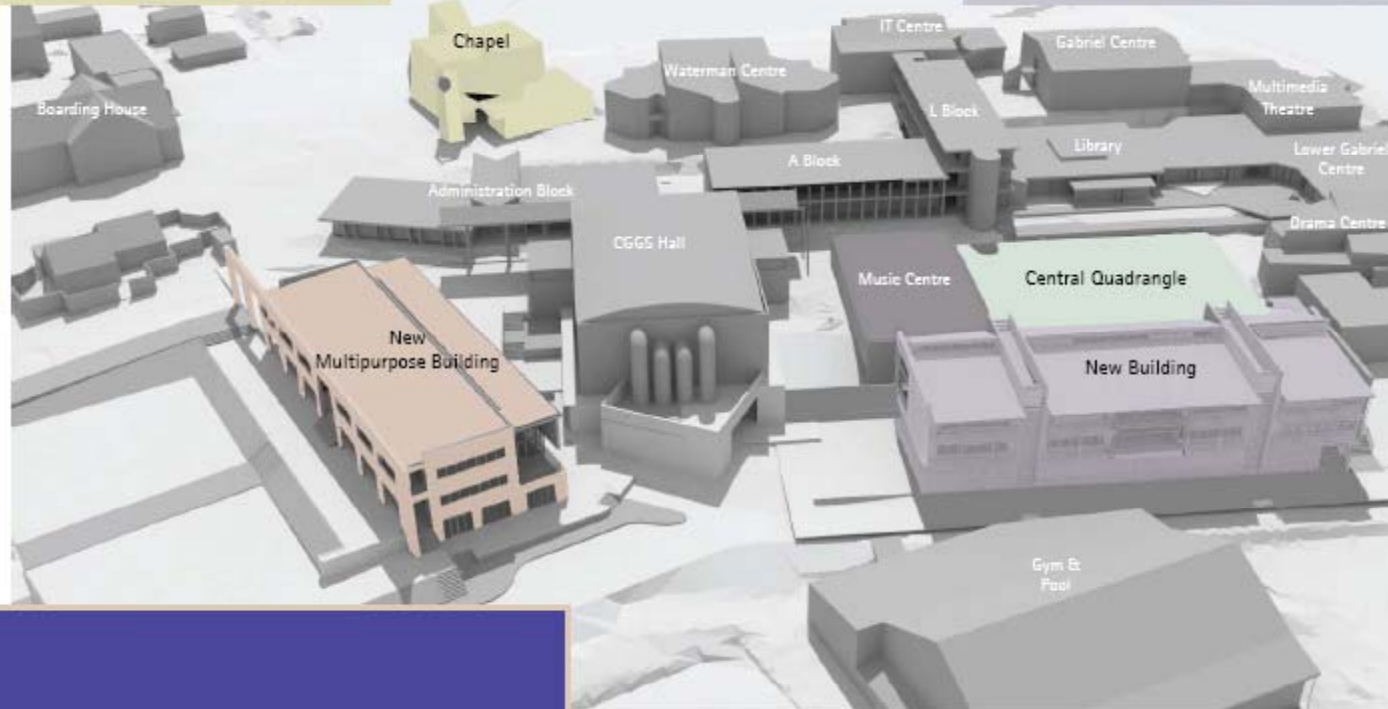


## The Chapel of the Annunciation

- New glass doors and windows opening to the new courtyard on the eastside of the Chapel
- New wall to shield the courtyard from the carpark
- New landscaping

## Melbourne Avenue Alignment

- New entry and exit point to the School
- Traffic flow
- Carparking
- Landscaping



## New building to replace D Block

- Flexible teaching and learning spaces
- Emphasis on indoor/outdoor connection
- Innovative space utilisation
- Socialisation focus
- Undercover carparking
- Emphasis on an environmentally sustainable building
- IT spaces

## Central Quadrangle

- Development of the 'Heart of the School'
- Socialisation focus
- Green space

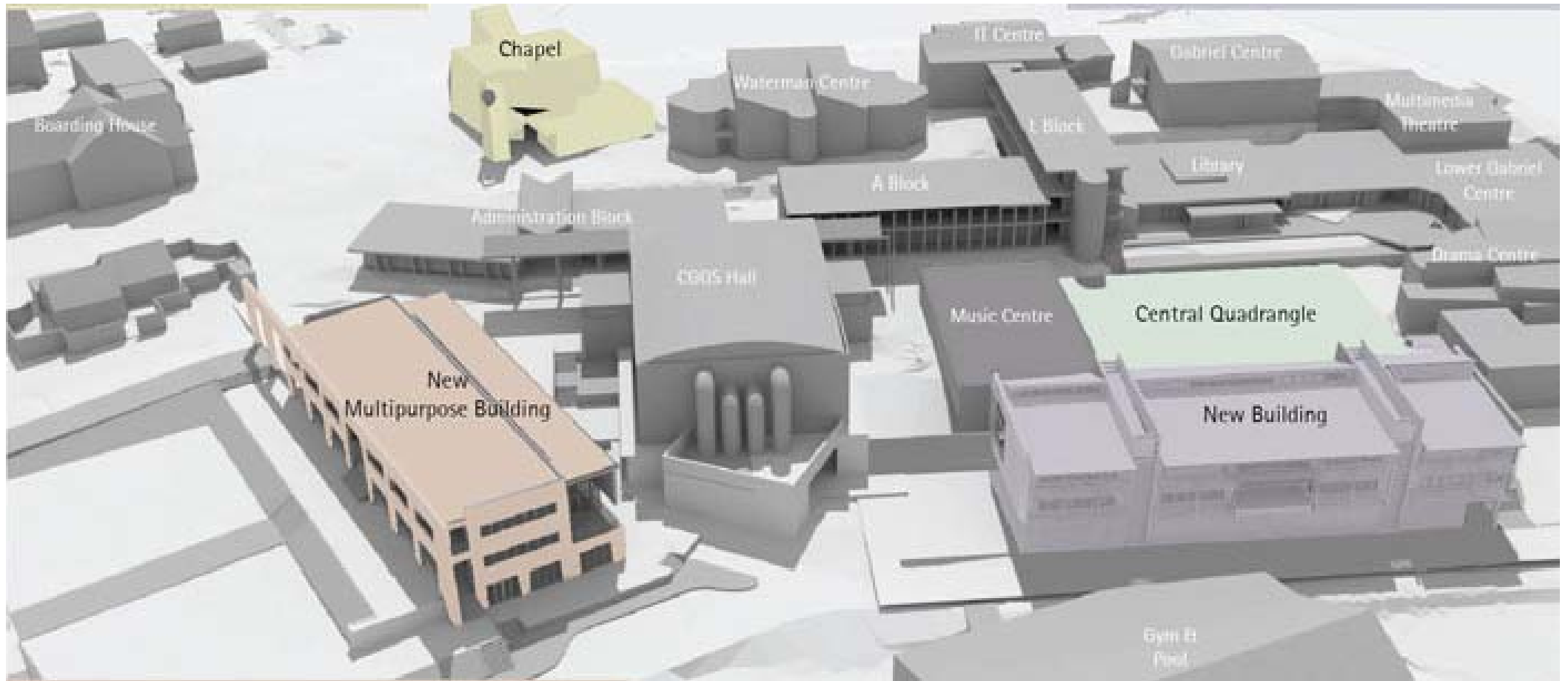
## Other Senior School Projects

- Boarding House refurbishment
- Landscaping
- Shade
- Carpet



## Multipurpose Building

- Entrance and Reception areas
- School Shop
- House Rooms
- Administration
- Landscaping
- Emphasis on an environmentally sustainable building
- Disabled access
- Indoor/outdoor connection
- Multi use space in forecourt
- Connection to the Hall



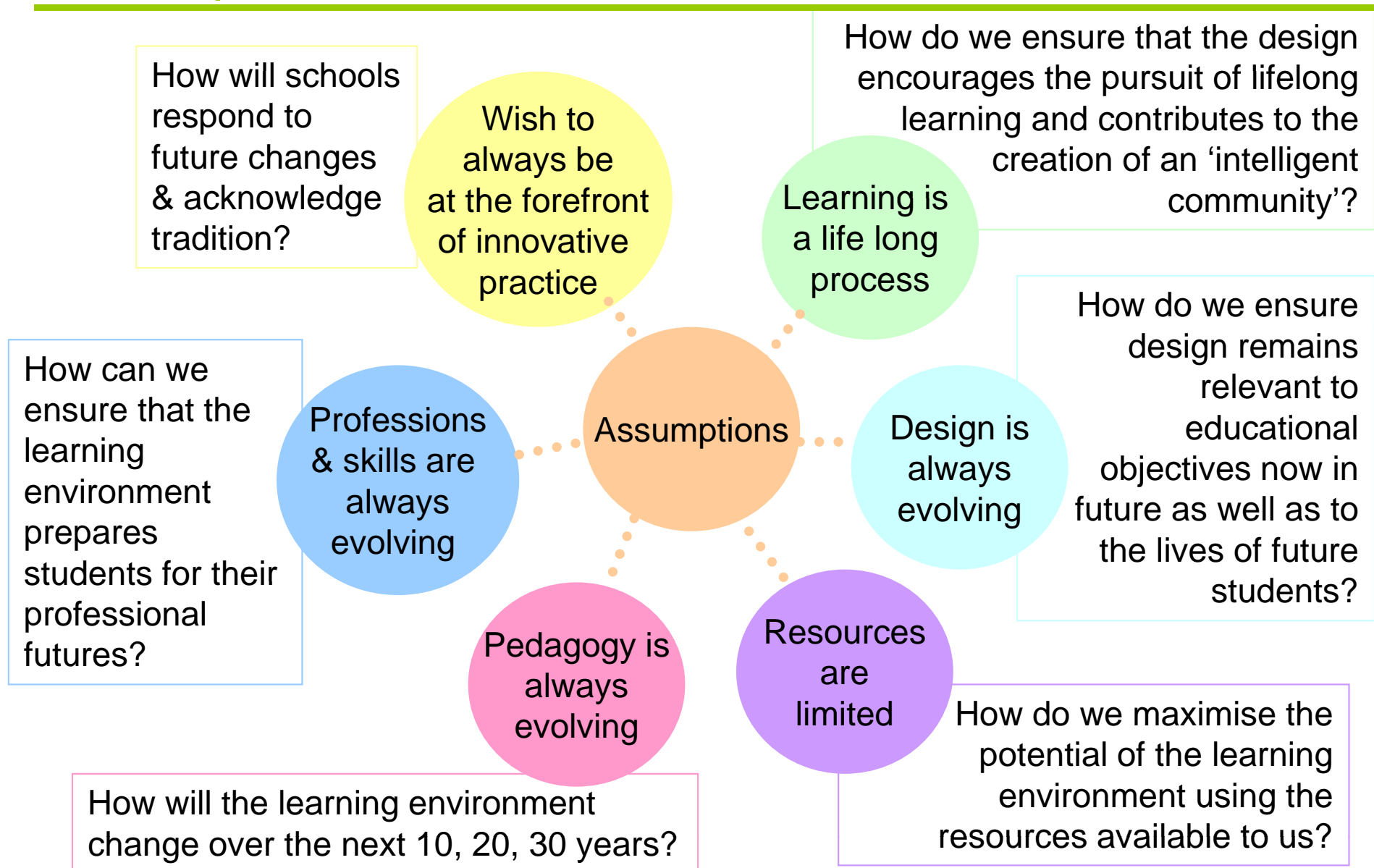
# Planning Principles are important because...

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- They encourage learning communities to **explore, understand and reassess their teaching & learning philosophies** in relation to space & environment
- They encourage learning communities to consider the ways in which the physical environment and the presence of the facility **impacts upon students, teachers & the wider community**
- They **create a dialogue & a common language** between the learning community & the design team
- They help to **guide and justify choices** in relation to design
- They ensure that the design process remains focused on the main objective, which is to **enhance the learning experience for students and improve student outcomes**



# Planning Principles are based on several key assumptions...



# General Planning Principles for all 21st Century Learning Environments

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## PRINCIPLE

## IMPLICATION

The learning environment should **enhance teaching and learning** and accommodate the needs of all learners

Research & implement best practice pedagogy & a thorough professional development strategy

The learning environment should serve as a **centre of the community**

Understand your context

The learning environment should result from a planning and design process that **involves all community interests**

Communicate & collaborate

The learning environment should provide for **health, safety and security**

Understand the effects of the physical environment on student well being, review the implications of liability & duty of care

The learning environment should make **effective use of available resources**

Evaluate, prioritise & explore all options

The learning environment should be **flexible and adaptable**

Maintain a futuristic perspective

# Case Study: Planning Principles : Meadows Community School

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Key planning principles responding to educational philosophy

- **Community Hub** and Early Learning Centre contributes to a village environment which underpins family, social and educational philosophy of the school
- **Entrance** from both street frontages provides connections to community
- The school becomes an **icon** via architectural expression and raises expectations
- **Sustainable**
- **Understanding disadvantage and poverty** – hand up not hand out
- Creating **age appropriate indoor/outdoor** learning spaces for personal growth through integrating formal and informal learning

# Community Hub & Early Learning Centre as Heart of the School

## Educational Philosophy

The Community Hub and Early Learning Centre contributes to a village environment which underpins family, social and educational philosophy of the school.

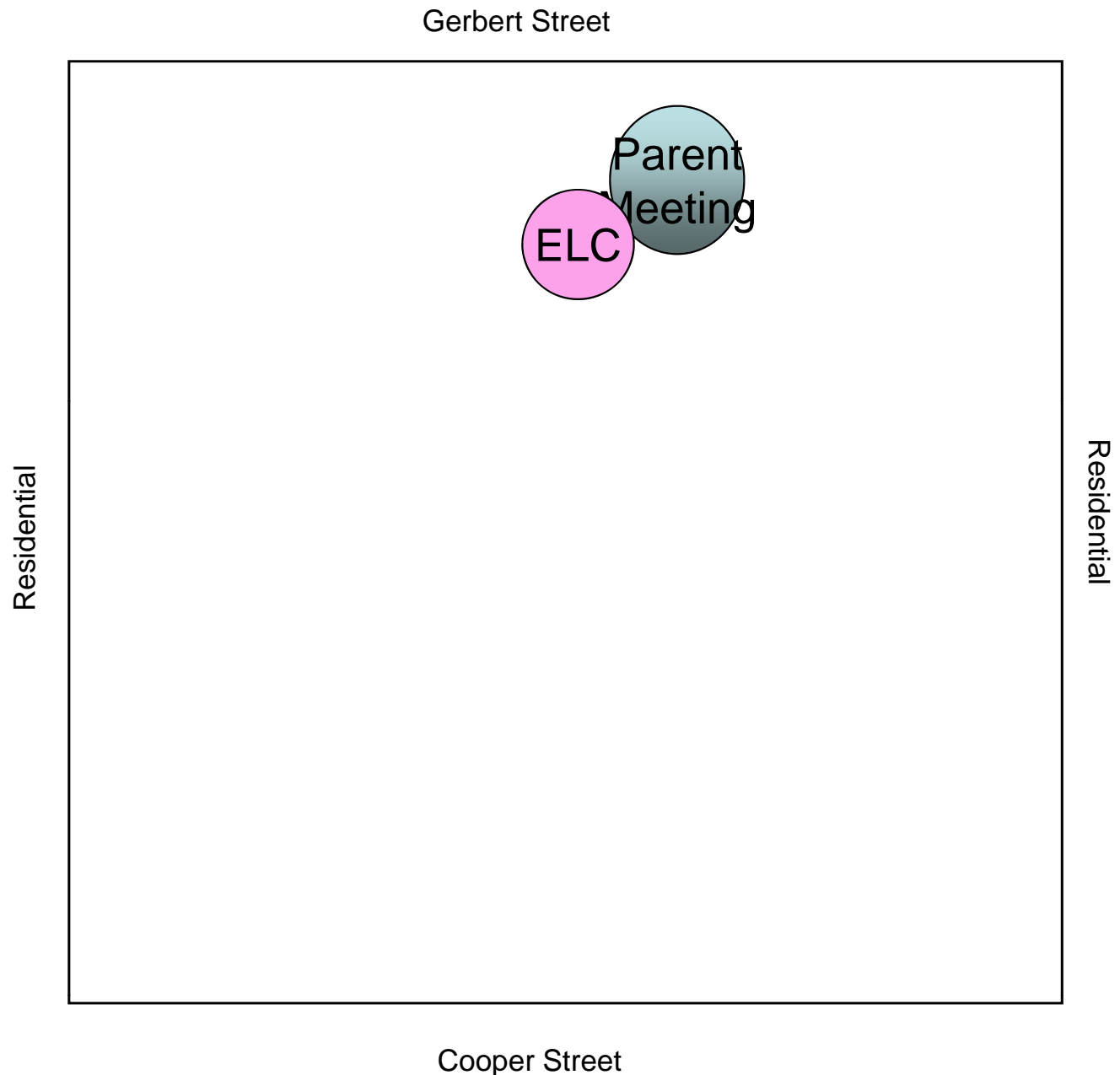
It provides a transition for young students entering the early years of schooling

## Planning Principle

Locate the ELC close to good public access.

Provide links to P-1-2 and to kitchen and staff common room

Access for families to refreshment facilities and meeting spaces



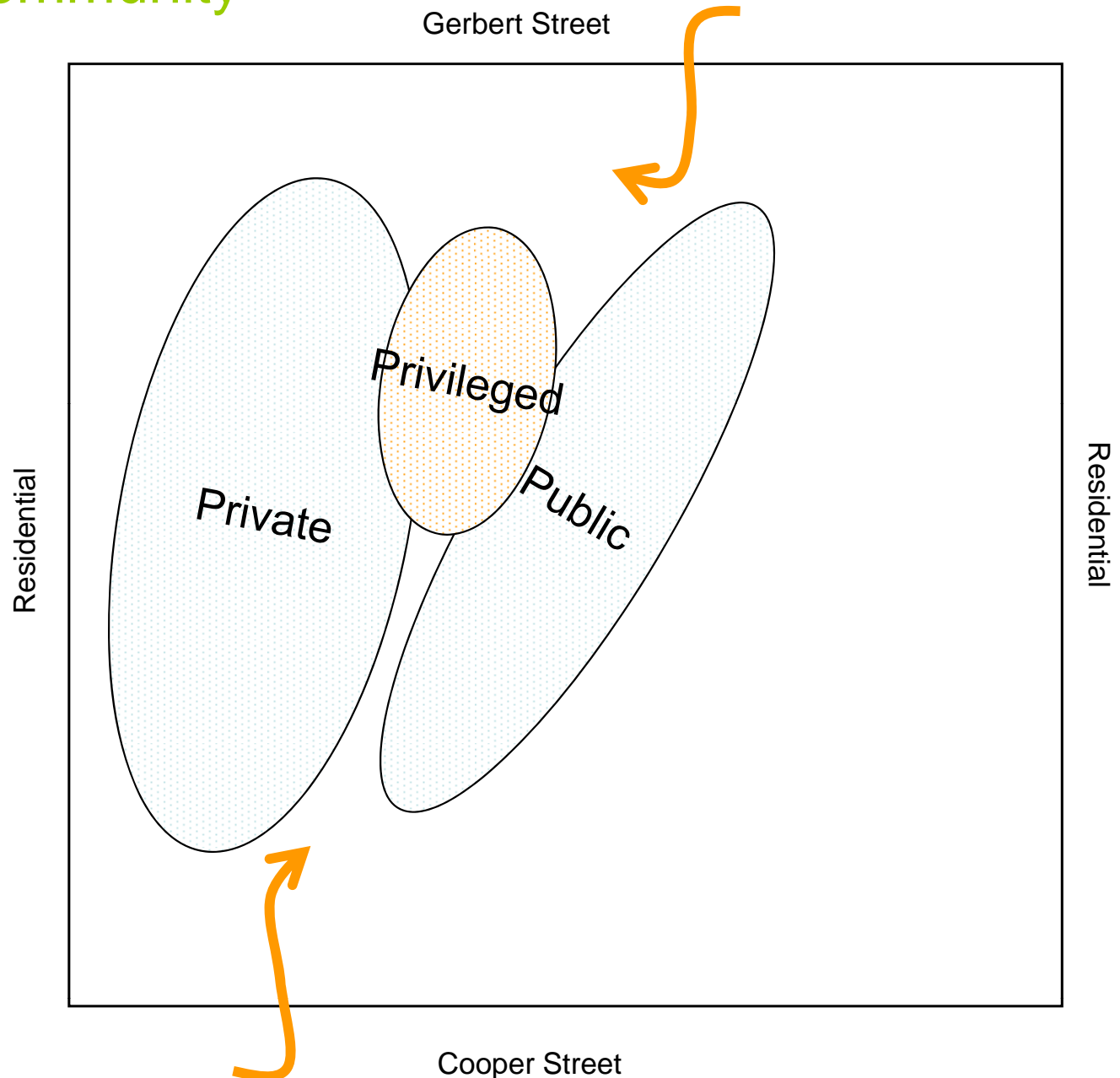
# Connections to community

## Educational Philosophy

- The Meadows Community School serves a diverse cultural and disadvantaged socio-economic community.
- It also acts a social hub, shared resource and literacy centre for all residents in the neighbourhood

## Planning Principle

- Entrance from both key street frontages provides strong connections to community



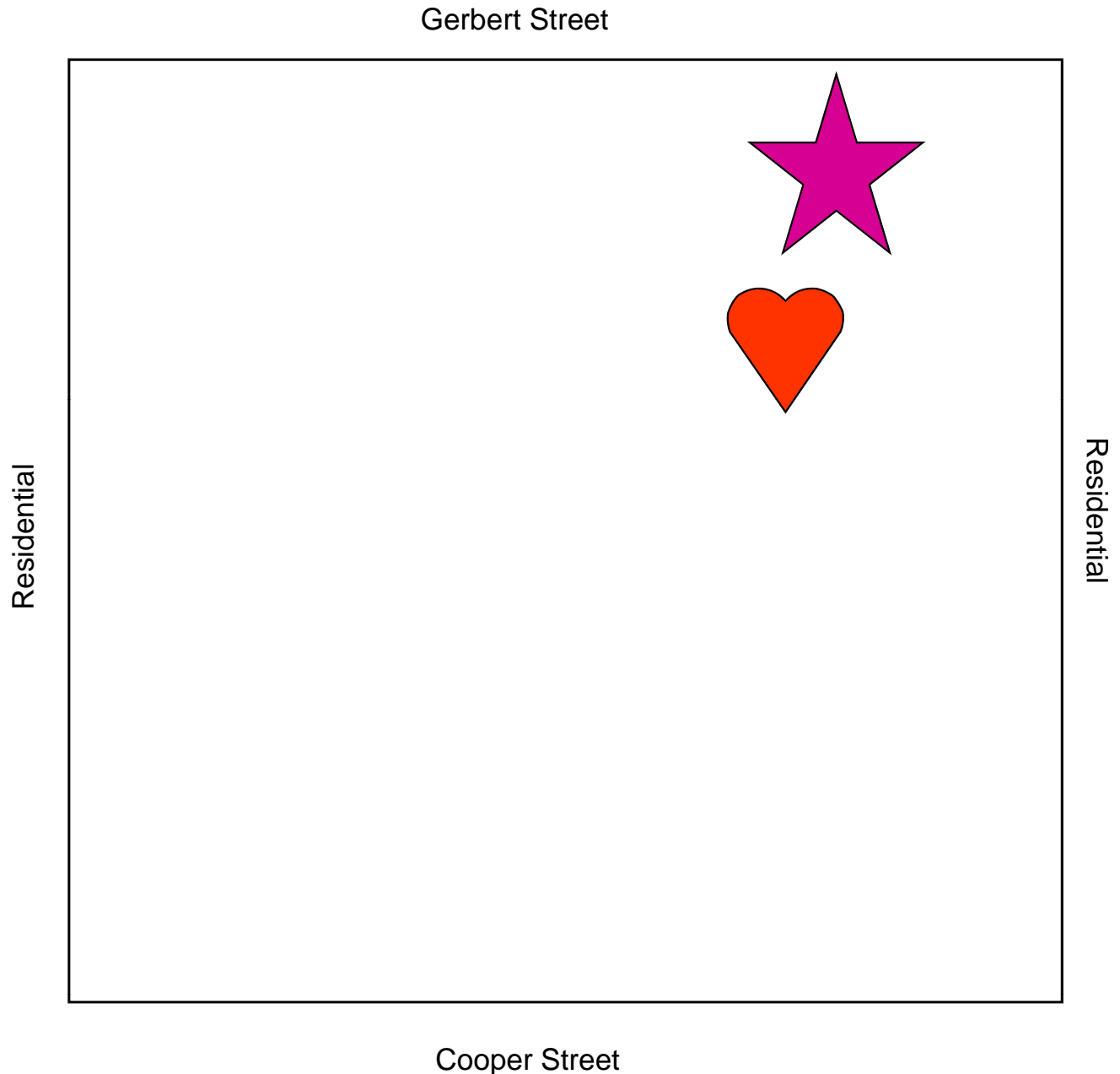
# Architectural expression

## Educational Philosophy

- The surrounding areas are lacking in civic institutions.
- The school will symbolically and physically support an ethos of aspiration and achievement

## Planning Principle

- The school becomes an icon via architectural expression and raises expectations





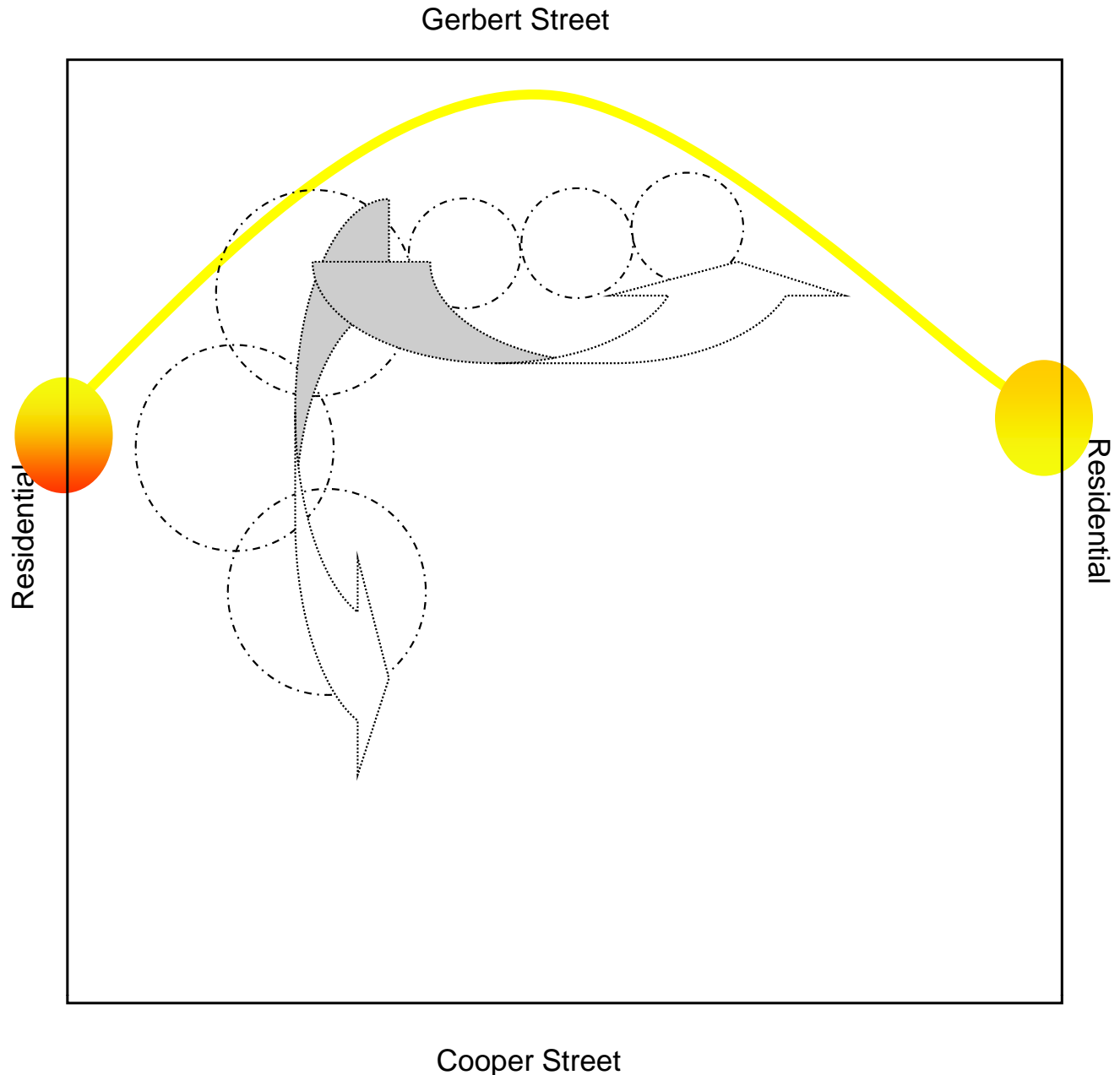
# Sustainable

## Educational Philosophy

- The School already uses the physical environment to demonstrate sustainable practices.
- The new school should extend these concepts through landscape and architecture

## Planning Principle

- Use of passive methods:
  - Cross ventilation
  - Solar orientation
  - Green spaces
  - Insulation
  - Water retention/reuse
  - Thermal mass



# Understanding disadvantage

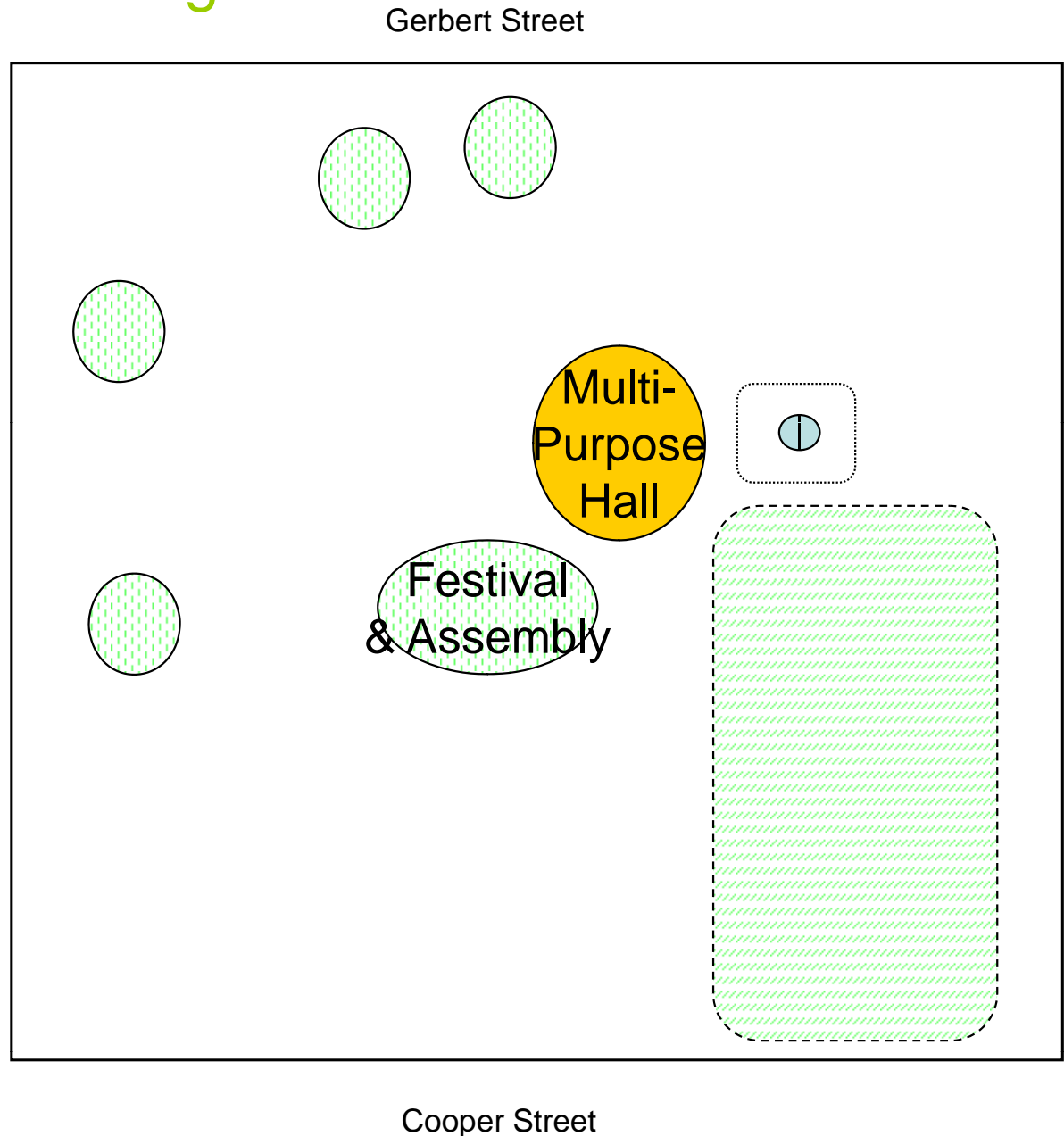
## Educational Philosophy

- Understanding disadvantage and poverty
- Hand up not hand out
- Critical to changing the cycle in the region.
- The MHUB is a key concept in this strategy

## Planning Principle<sup>1</sup>

- Design for 'good teaching' and engaged learners
- Connections to community - authentic learning
- Variety of coordinated and stimulating learning spaces
- Welcoming spaces to entice families to engage in their children's learning
- Performance spaces, meeting & display - build esteem for students & families.

Residential



1. Haberman, M. (1991). Pedagogy of poverty versus good teaching. *Phi Delta Kappan*, 73, 290-294

# Variety of learning settings – age appropriate

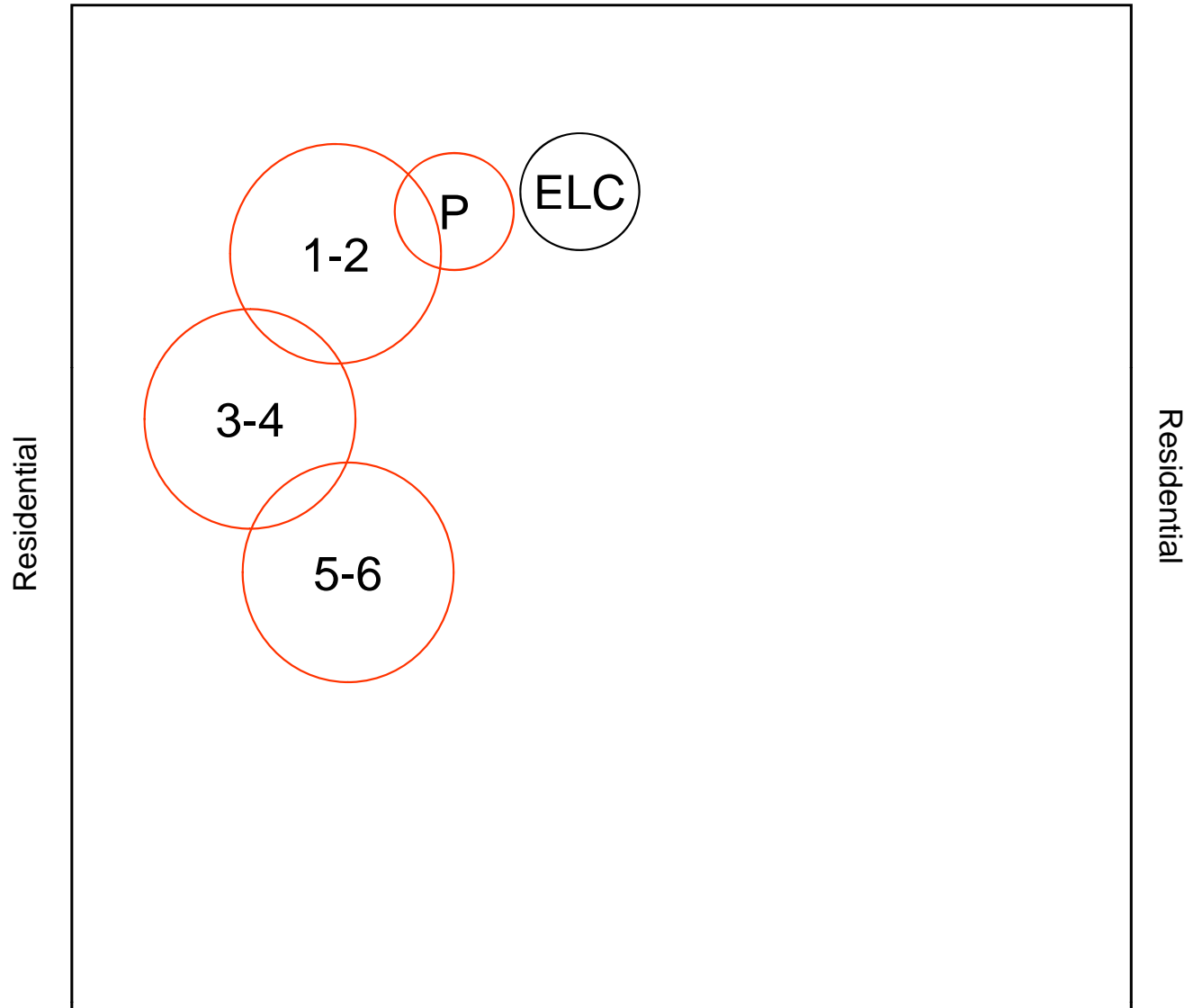
Gerbert Street

## Educational Philosophy

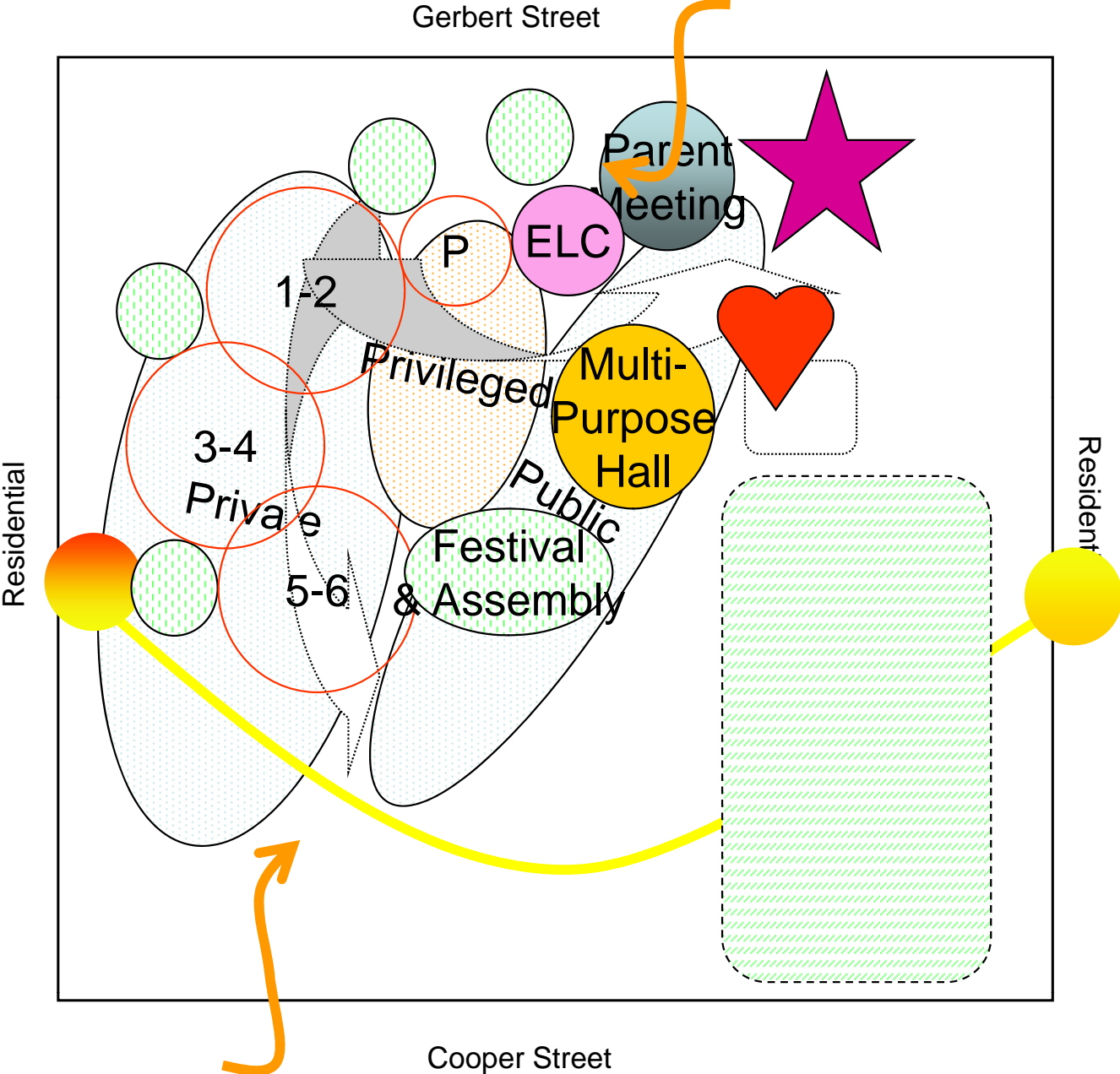
- Students display different behaviours and capabilities at different ages
- They also exhibit variations with age groups, suggesting the need for differentiation

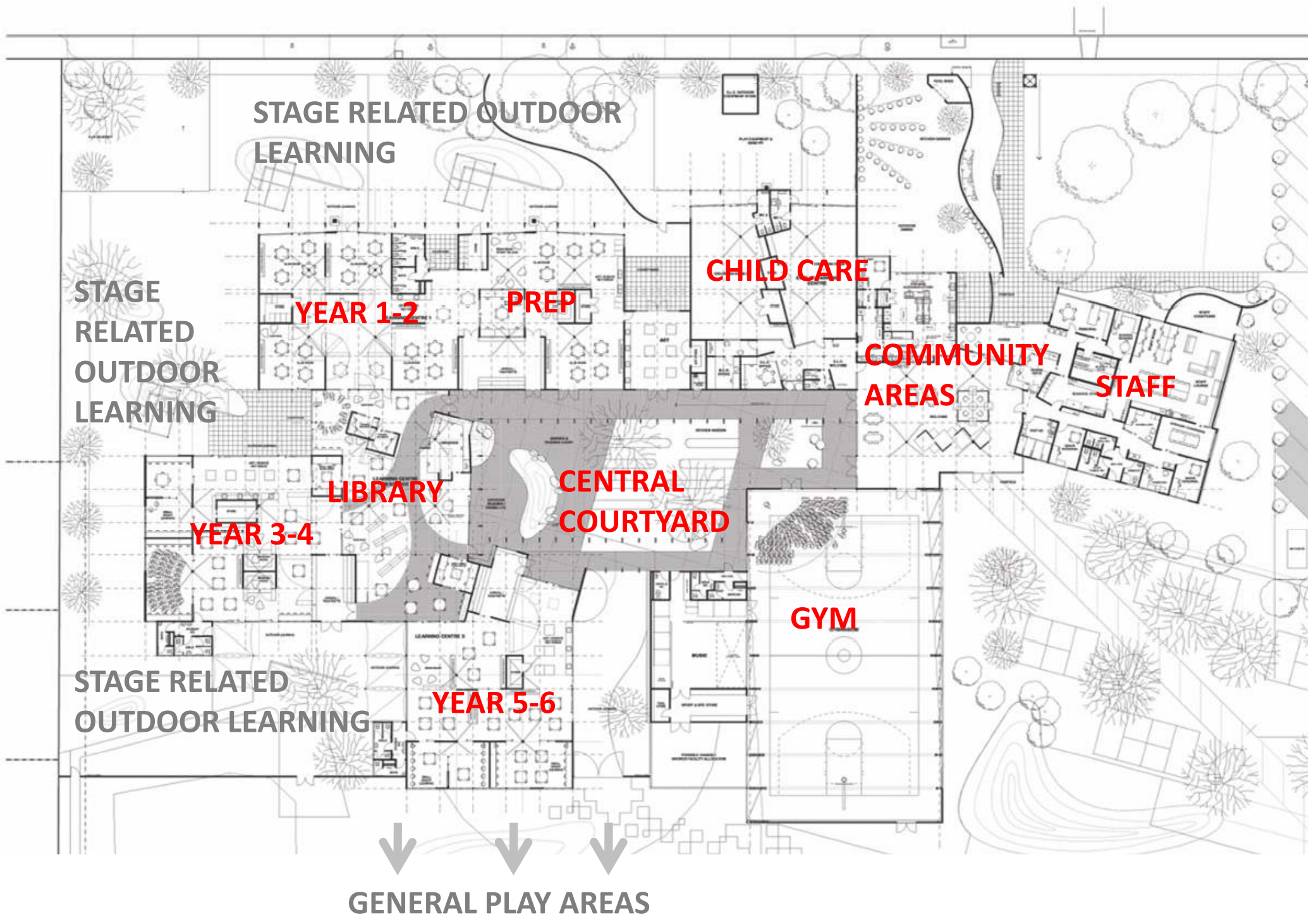
## Planning Principles

- Creating age appropriate indoor/outdoor learning spaces for personal growth
- Integrating formal and informal learning



# Planning Principles - combined







# MEADOWS COMMUNITY SCHOOL



COWLAND

ORTH

ARCHITECTURE  
INTERIORS  
DESIGN

COWLAND NORTH

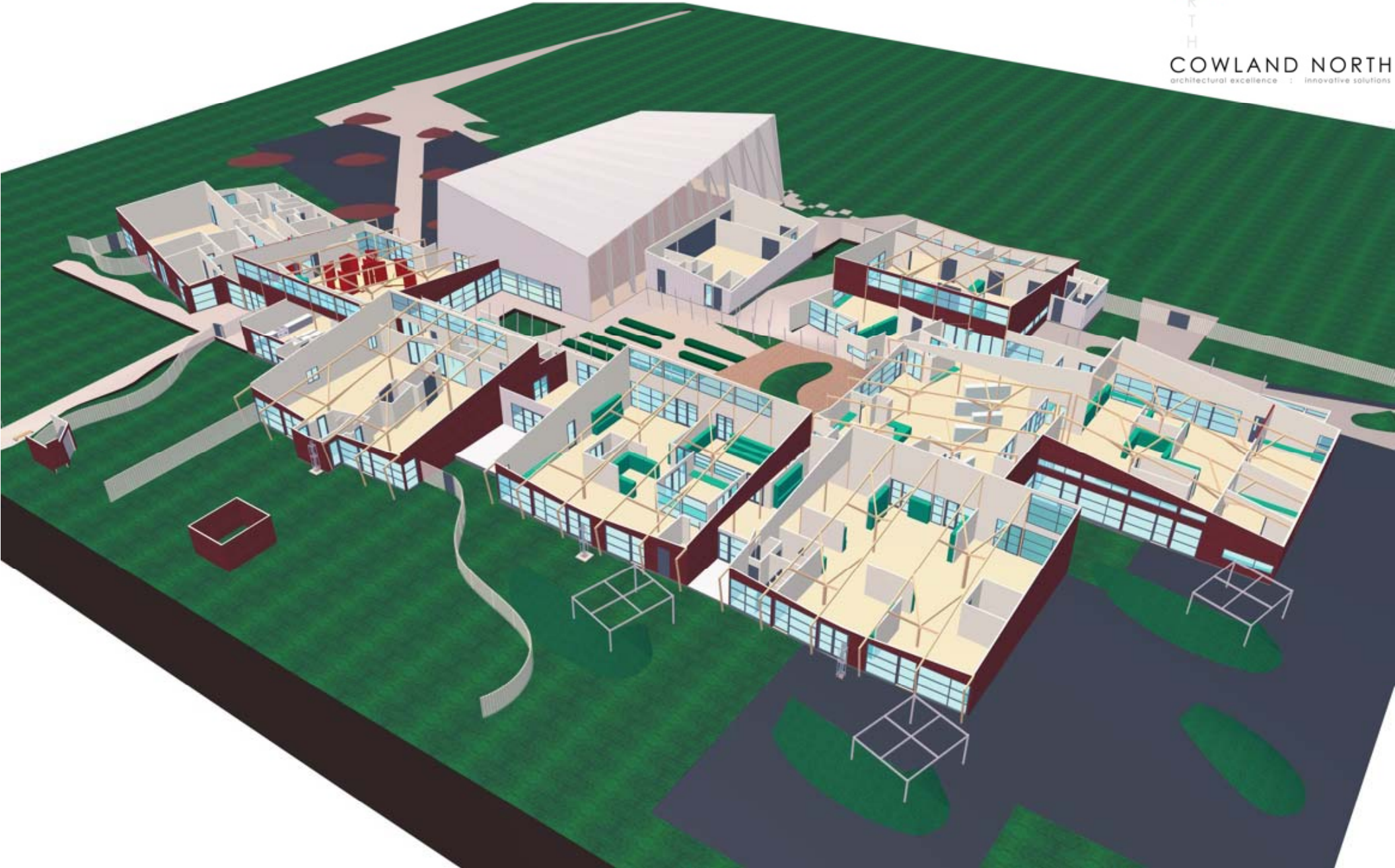
architectural excellence : innovative solutions





# MEADOWS COMMUNITY SCHOOL

**COWLAND NORTH**  
ARCHITECTURE  
INTERIORS  
DESIGN  
COWLAND NORTH  
architectural excellence : innovative solutions







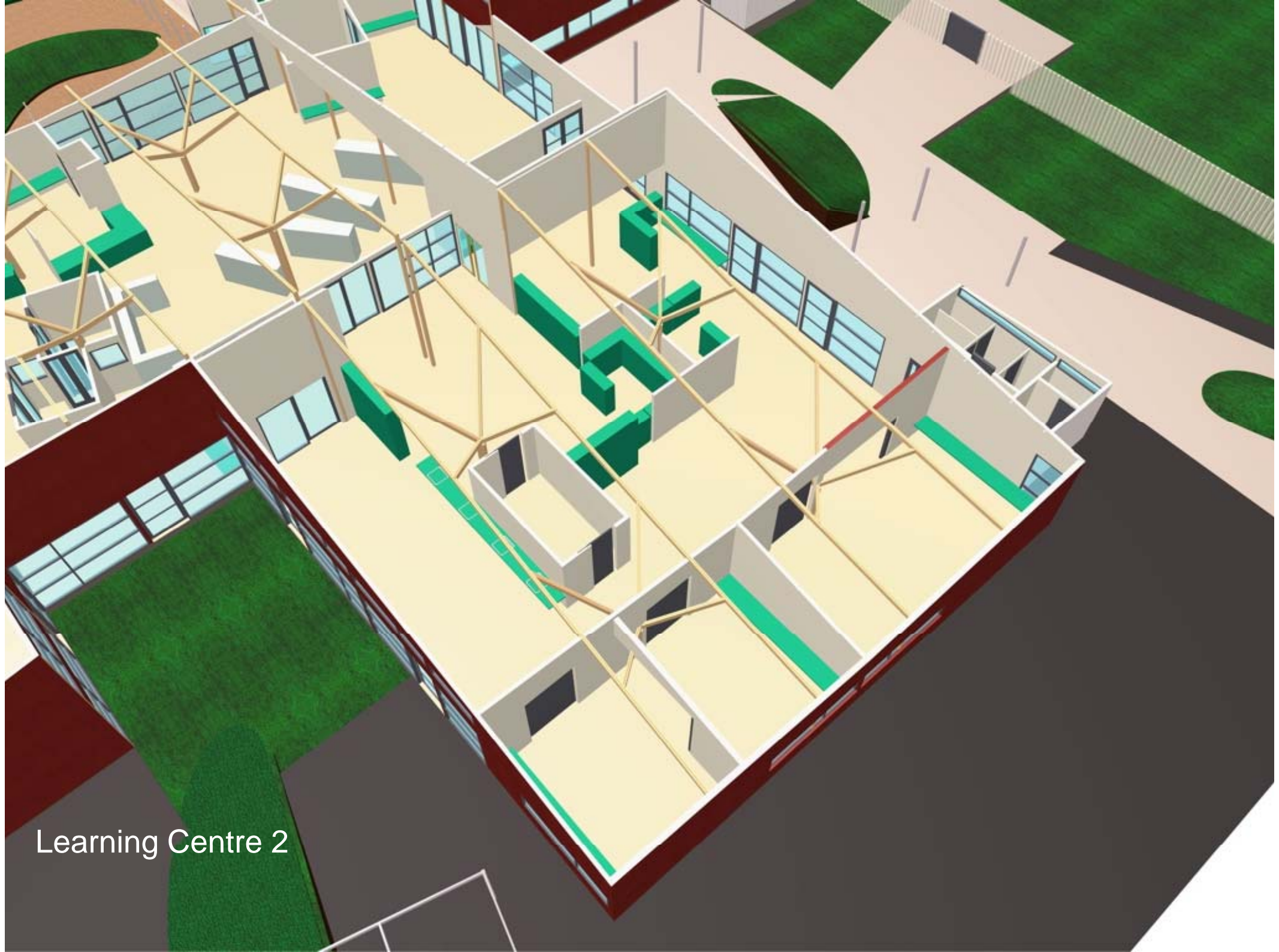
Learning Centre 1





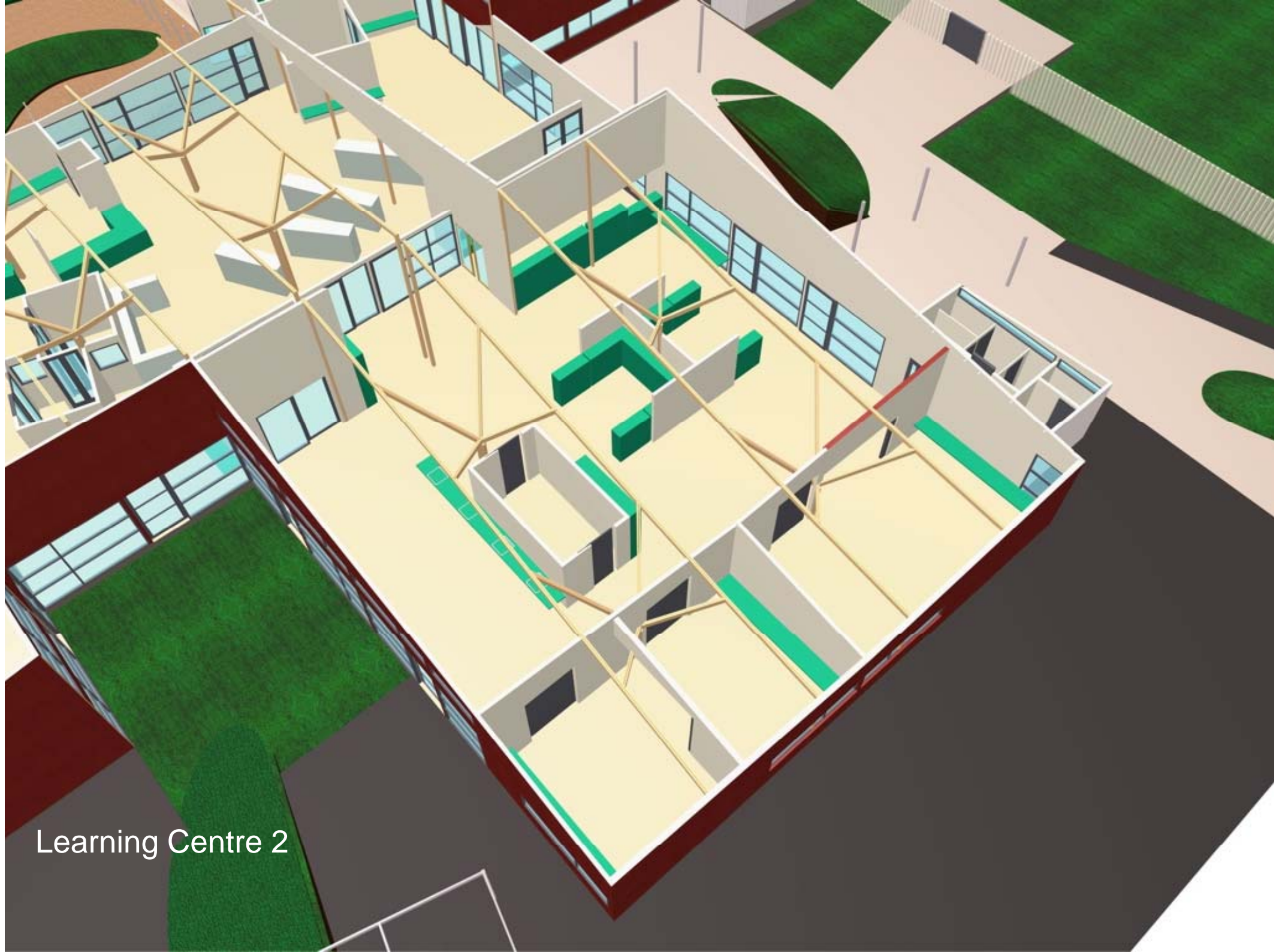
Learning Centre 1





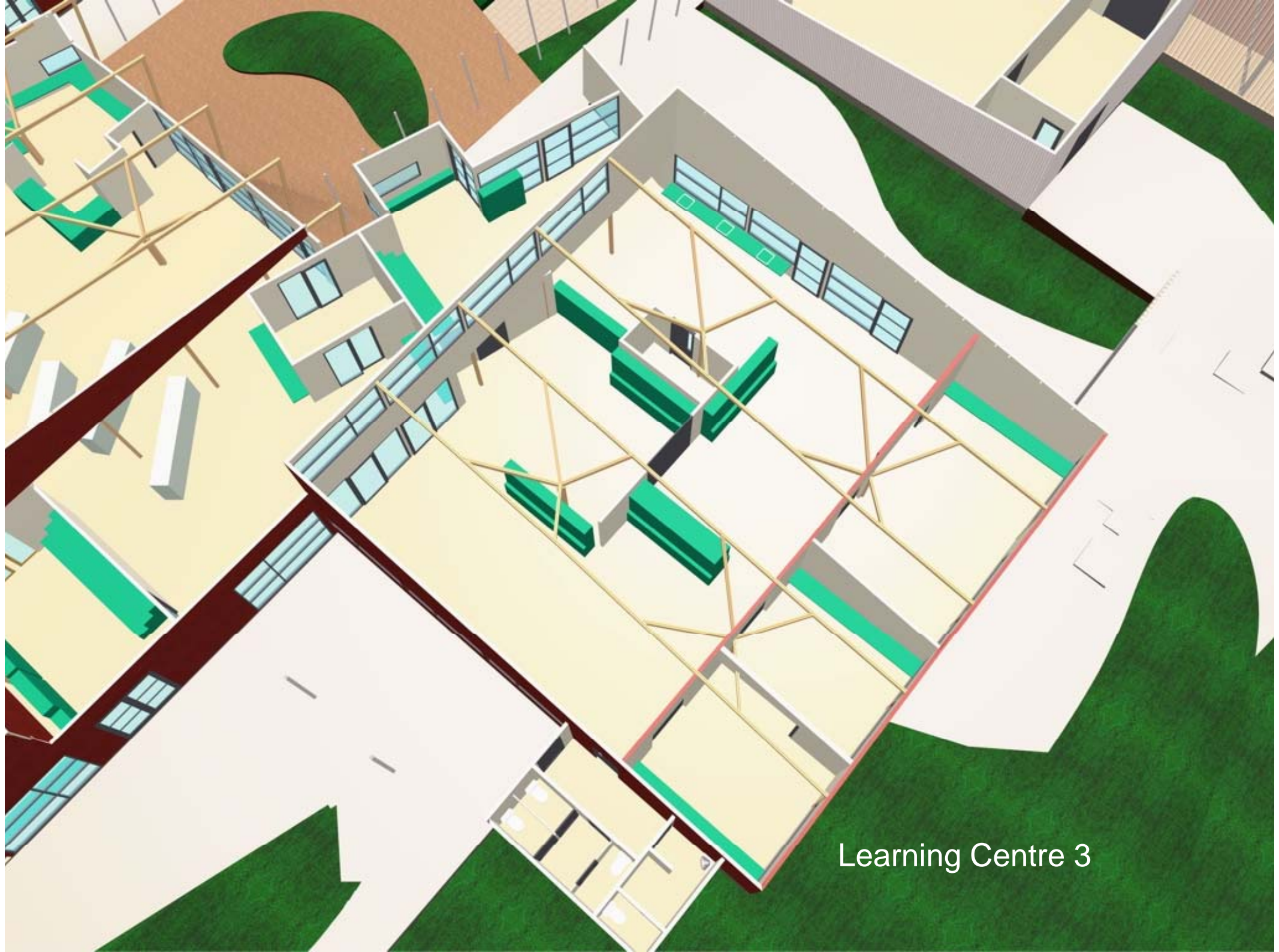
Learning Centre 2





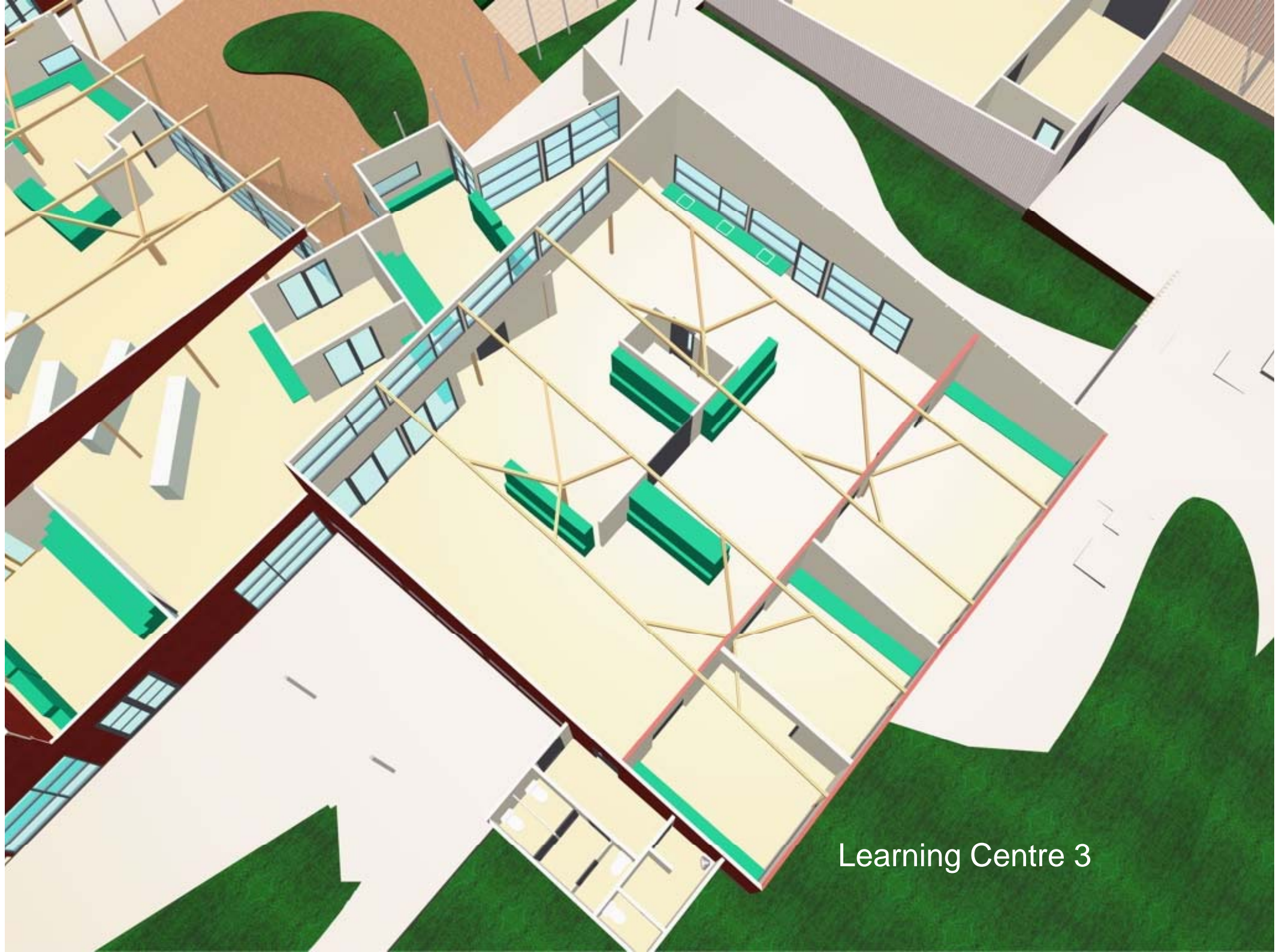
Learning Centre 2





Learning Centre 3





Learning Centre 3

# Group Exercise

**Please refer to the sheets in your tables**

**We will only refer to one Example**



## THEME: COMMUNITY

*The school as a centre of meaningful relationships between the School, teachers, students, parents and the wider community*

### ISSUES & CONCEPTS

Help meet a community's leisure, recreational, and wellness needs

Encourage more active parental involvement in school activities.

Support relationships with local businesses that are productive to students and supportive of the local economy

Promote participation by members of the community in a variety of ways, including mentorships, apprenticeships, and other learning opportunities based on work and service

### SPATIAL IMPLICATION

Be accessible to people of all ages

Establishing a school parent resource centre, for example, sends a powerful message that parents are welcome and encouraged to take part in their children's learning.

Contain shared public spaces that are accessible year round, but are zoned: public/privileged/private

Be places where creative space configurations expand school use

Serve as visible symbol of community pride

## PLANNING PRINCIPLES

INSERT 1 PRINCIPLE PER GROUP

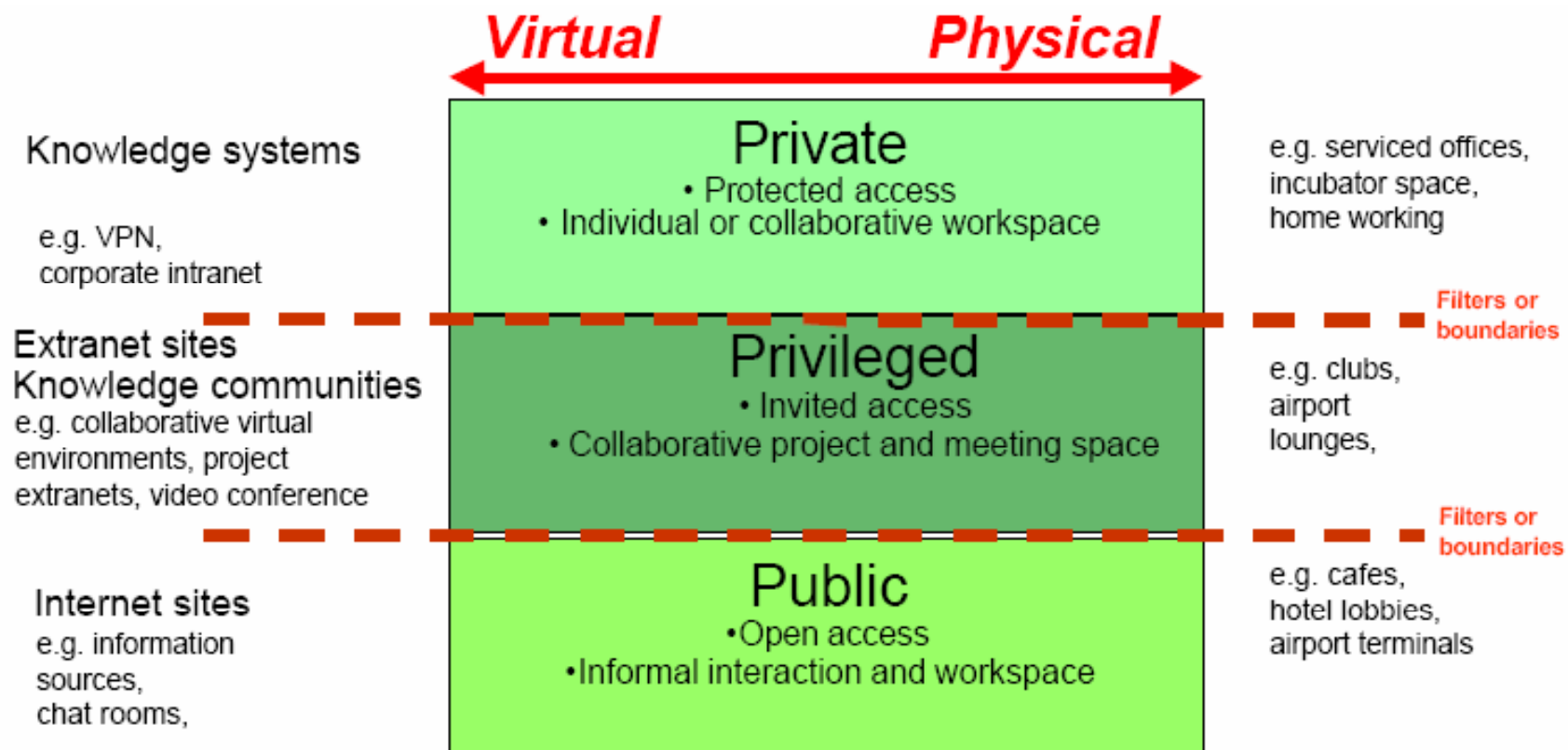
# THEME: COMMUNITY - COMMUNITIES OF PRACTICE

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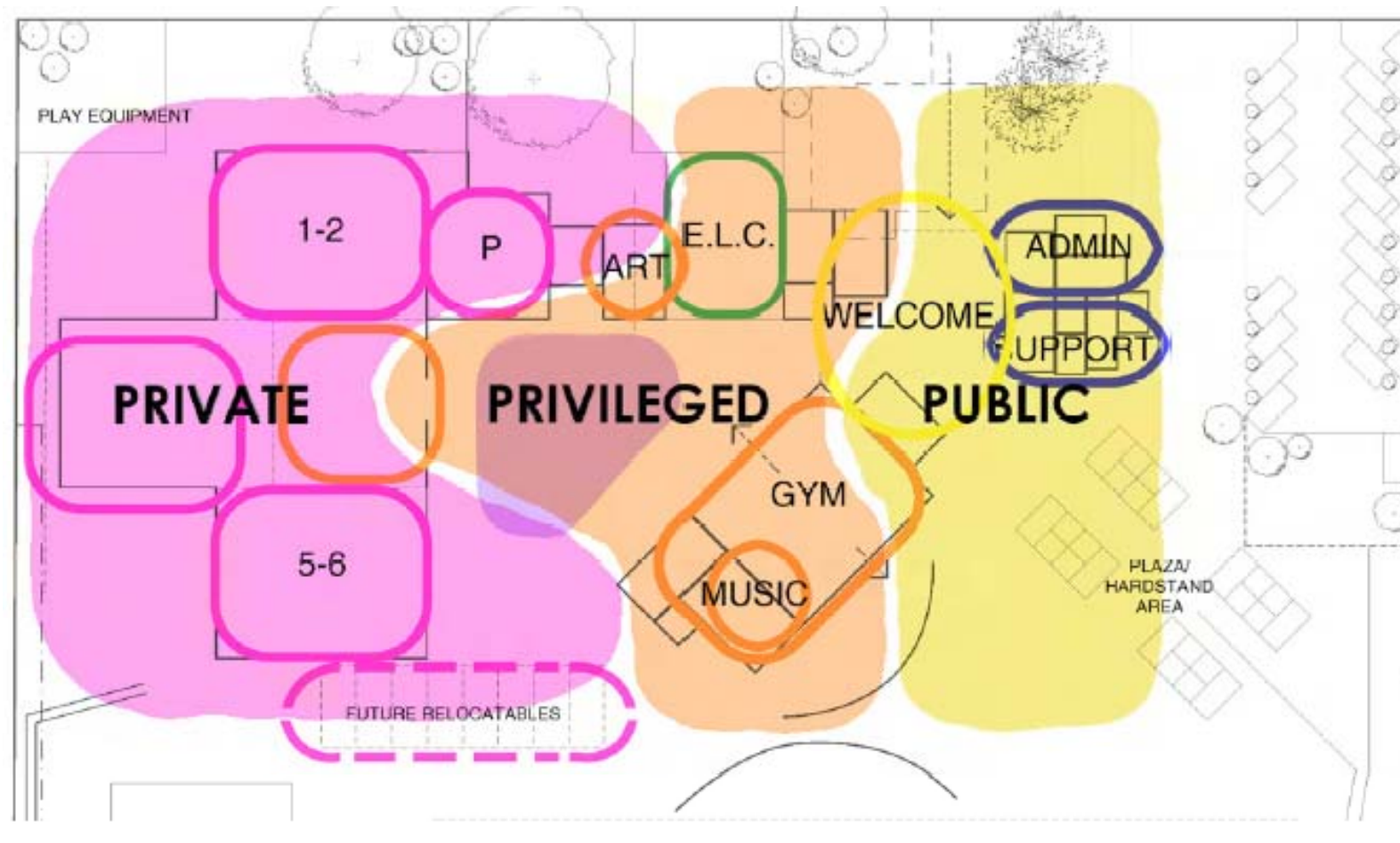
# THEME: COMMUNITY - ZONING (public, privileged, private)

Three zones are applied to **regulate access** to different areas. This ensures the **safety** of the building's inhabitants and enables the removal of internal barriers.



# THEME: COMMUNITY - ZONING (public, privileged, private)

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Cowland North Architecture Interiors Design + Rubida Research

# THEME - PEDAGOGY & SPACE

REFER TO SHEET: DISCUSS,  
RECORD, RESPOND, RANK

*The School's built environment is flexible and adaptable*

## ISSUES & CONCEPTS

As community needs evolve, as new educational programs and strategies are developed, and as new technologies are incorporated into the teaching and learning process, the demands on schools are changing at an unprecedented rate.

Flexible, open structural systems that allow spaces to be reconfigured over time will best accommodate change

The best school designs allow for spatial flexibility

A thorough educational rationale is consistently updated and applied

## SPATIAL IMPLICATION

Spaces are driven by pedagogical rather than operational drivers

The space does not respond to any one modality of learning, but to many.

The space is zoned accordingly to ensure appropriate acoustic properties.

Spaces respond to specific pedagogical functions as well as the curricular needs of the school learning program

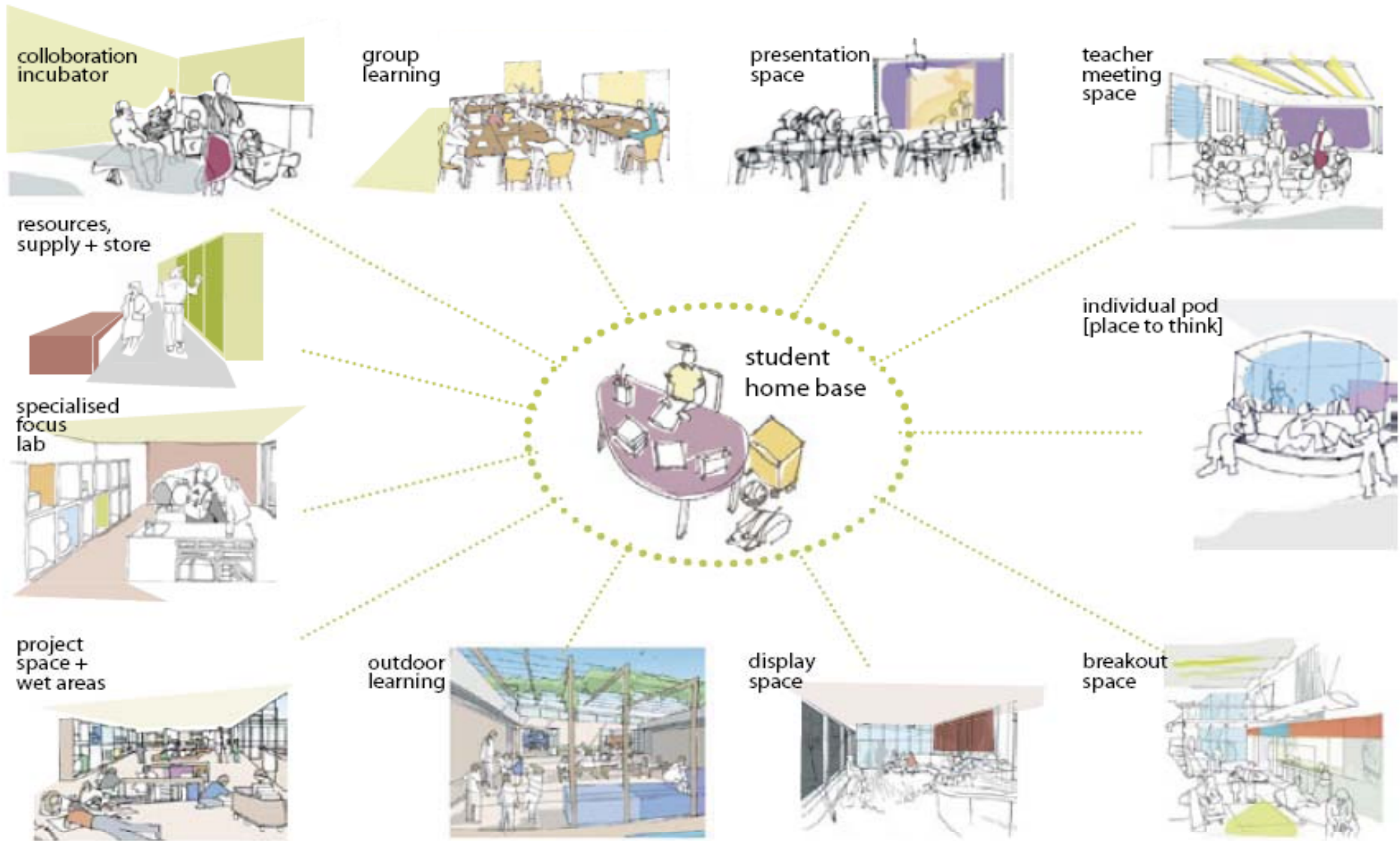
The space is a true representation of the educational philosophy & ethos of the school

## PLANNING PRINCIPLES

INSERT 1 PRINCIPLE PER GROUP



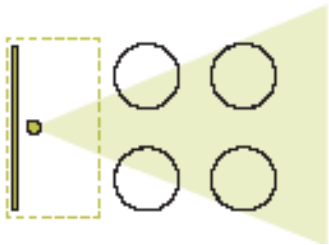
# THEME: PEDAGOGY & SPACE - a range of spatial responses



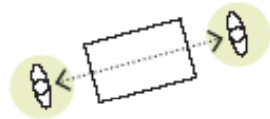
# THEME: PEDAGOGY & SPACE - a range of learning settings

pedagogies

Delivering



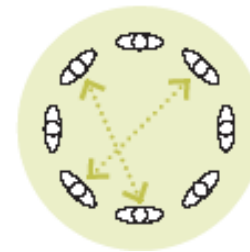
Applying



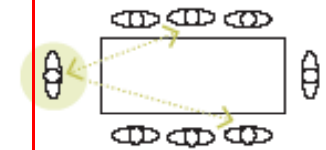
Creating



Communicating



Decision making

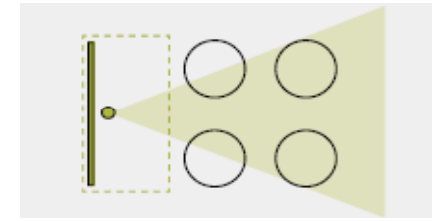


spaces

# THEME: PEDAGOGY & SPACE - learning settings & modalities

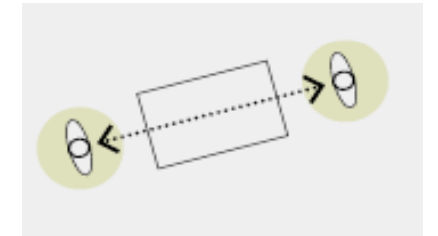
## delivering

- instructor controls presentation
- focus on presentation
- passive learning



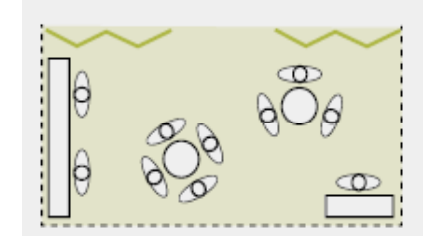
## applying

- controlled observation
- one-to-one
- informal
- active learning



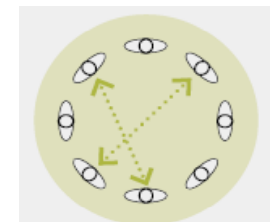
## creating

- multiple disciplines
- leaderless/egalitarian
- casual/active learning
- research



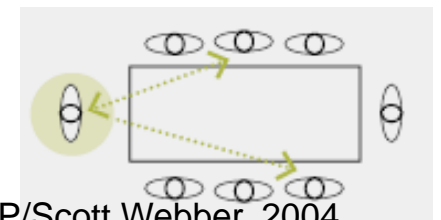
## communicating

- knowledge is dispersed
- impromptu delivery
- organise information



## decision making

- information is shared
- leader sets final direction
- semi-formal to formal
- make decisions

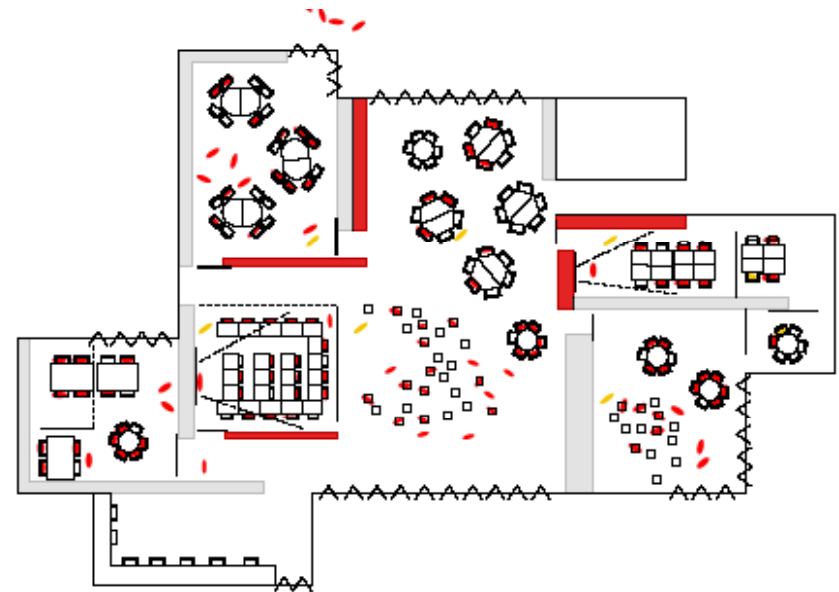
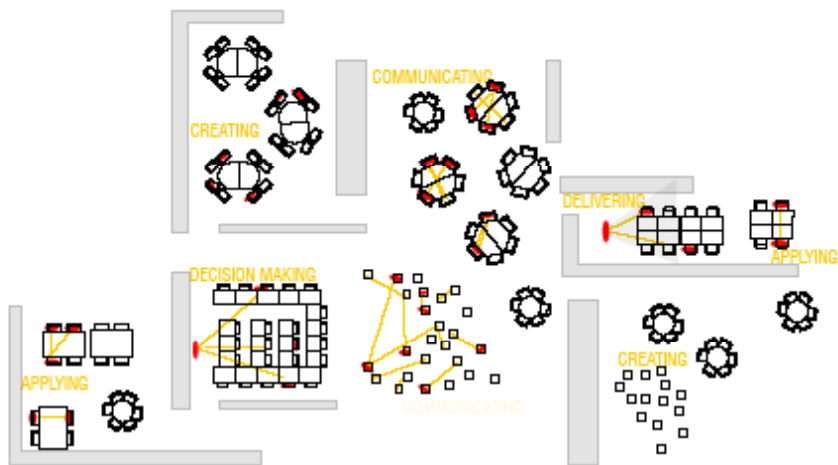
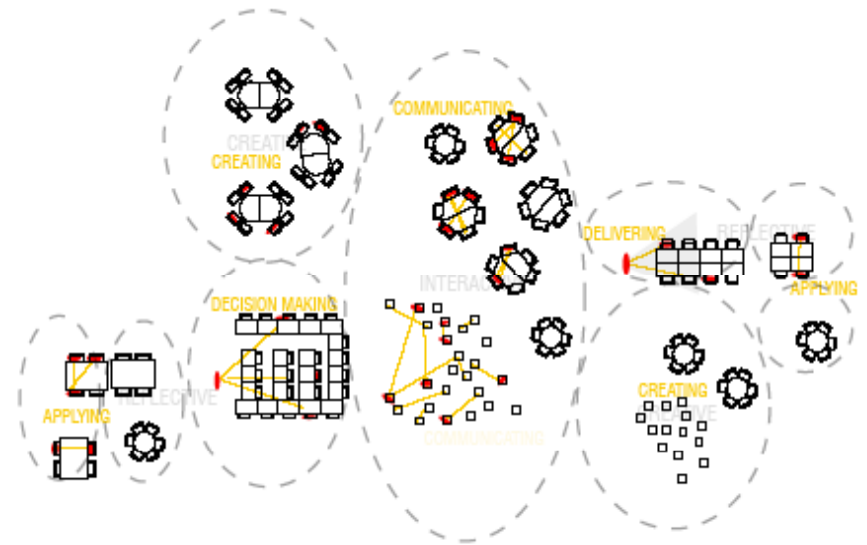
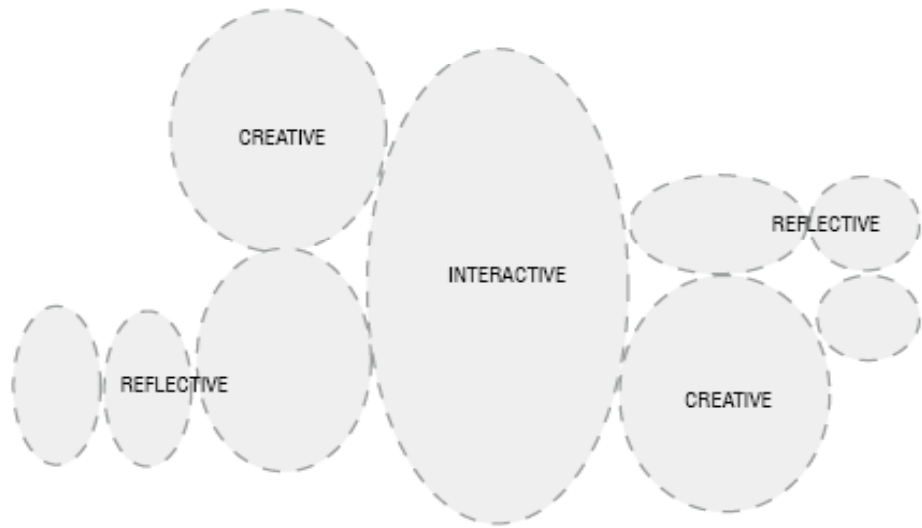


# THEME: PEDAGOGY & SPACE - zones (reflective, creative, interactive)

	Summary	Dictionary definition (Shorter Oxford)	Pedagogy	Spatial principles/ alternatives	Furniture arrangements
QUIET ↑ ACOUSTIC DIVISION ↓ NOISIER	<b>Reflective</b> <ul style="list-style-type: none"> <li>• <i>One or two persons</i></li> <li>• Quiet</li> <li>• Acoustically &amp; visually private</li> </ul>	<ul style="list-style-type: none"> <li>• Meditative, thoughtful</li> <li>• Reflected back to oneself</li> <li>• To throw or cast back again</li> <li>• To turn one's thoughts back on or fix the mind or attention on a subject</li> </ul>	<ul style="list-style-type: none"> <li>• Personal space</li> <li>• Individual quiet working</li> <li>• Computing, reading</li> <li>• Small group 1-3 students</li> <li>• Literacy or collaborative work</li> </ul>	<ul style="list-style-type: none"> <li>• Space for max <b>students = 10</b></li> <li>• Acoustically and visually separated</li> <li>• Small screened meeting spaces or rooms</li> <li>• Edges of spaces with benches</li> </ul>	<ul style="list-style-type: none"> <li>• Benches on walls</li> <li>• Bean bags</li> <li>• Lounges</li> <li>• Cloth covered foam blocks</li> <li>• Movable desks</li> </ul>
	<b>Creative</b> <ul style="list-style-type: none"> <li>• <i>Small groups</i></li> <li>• Some noise</li> <li>• working independently</li> <li>• Some separation from other larger groups</li> </ul>	<ul style="list-style-type: none"> <li>• To bring into being</li> <li>• To cause to exist</li> <li>• To produce, to originate</li> <li>• To make, form, constitute</li> </ul>	<ul style="list-style-type: none"> <li>• Space for processing information</li> <li>• Space for making things in small groups</li> <li>• Problem, project, resource – based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Space for max 1 x 25 <b>students = 25</b></li> <li>• Resource and technology rich</li> <li>• Flexible arrangements</li> <li>• Links to outdoors</li> <li>• Some access to non specialist wet spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Round tables for 4-6 persons</li> <li>• Chairs on casters</li> </ul>
	<b>Interactive</b> <ul style="list-style-type: none"> <li>• <i>Larger groups</i></li> <li>• Potentially very noisy</li> <li>• working interactively</li> <li>• Little separation between groups as they are interacting</li> </ul>	<ul style="list-style-type: none"> <li>• The interval between</li> <li>• To act on each other</li> <li>• To act reciprocally</li> </ul>	<ul style="list-style-type: none"> <li>• Space for more social and interactive learning</li> <li>• Team teaching</li> <li>• Larger groups</li> <li>• Open space</li> </ul>	<ul style="list-style-type: none"> <li>• Space for max 3 x 25 <b>students = 75</b></li> <li>• Flexible furniture for large groups</li> <li>• Less acoustic and visual separation</li> <li>• Links to outdoors</li> <li>• Specialist wet spaces/ studios shared with other larger groups</li> </ul>	<ul style="list-style-type: none"> <li>• Round tables for 4-6 persons</li> <li>• Views to multiple data projectors</li> <li>• Access to multiple pinup spaces</li> <li>• Wet areas along walls near door to outside</li> </ul>

Figure 12: Pedagogical Zones

# THEME: PEDAGOGY & SPACE - applying the zoning concept



# THEME - NEW PEDAGOGIES

*The School values and supports teaching practices that enhance learning*

## ISSUES & CONCEPTS

New models include such strategies as cooperative, project based, and interdisciplinary learning.

Students move about, work in groups of various sizes, and be active

Increased emphasis on learning styles and the special needs of each student

“Keeps abreast of current educational research and is open to innovative practices”

current research and practice emphasize new educational models that are characterized by active student participation rather than passive listening and watching

## SPATIAL IMPLICATION

The learning environment is student centred where students can access teachers, peers & resources as required

The learning environment reflects the increasingly collaborative nature of learning

The learning environment can cater to the personalised learning experience

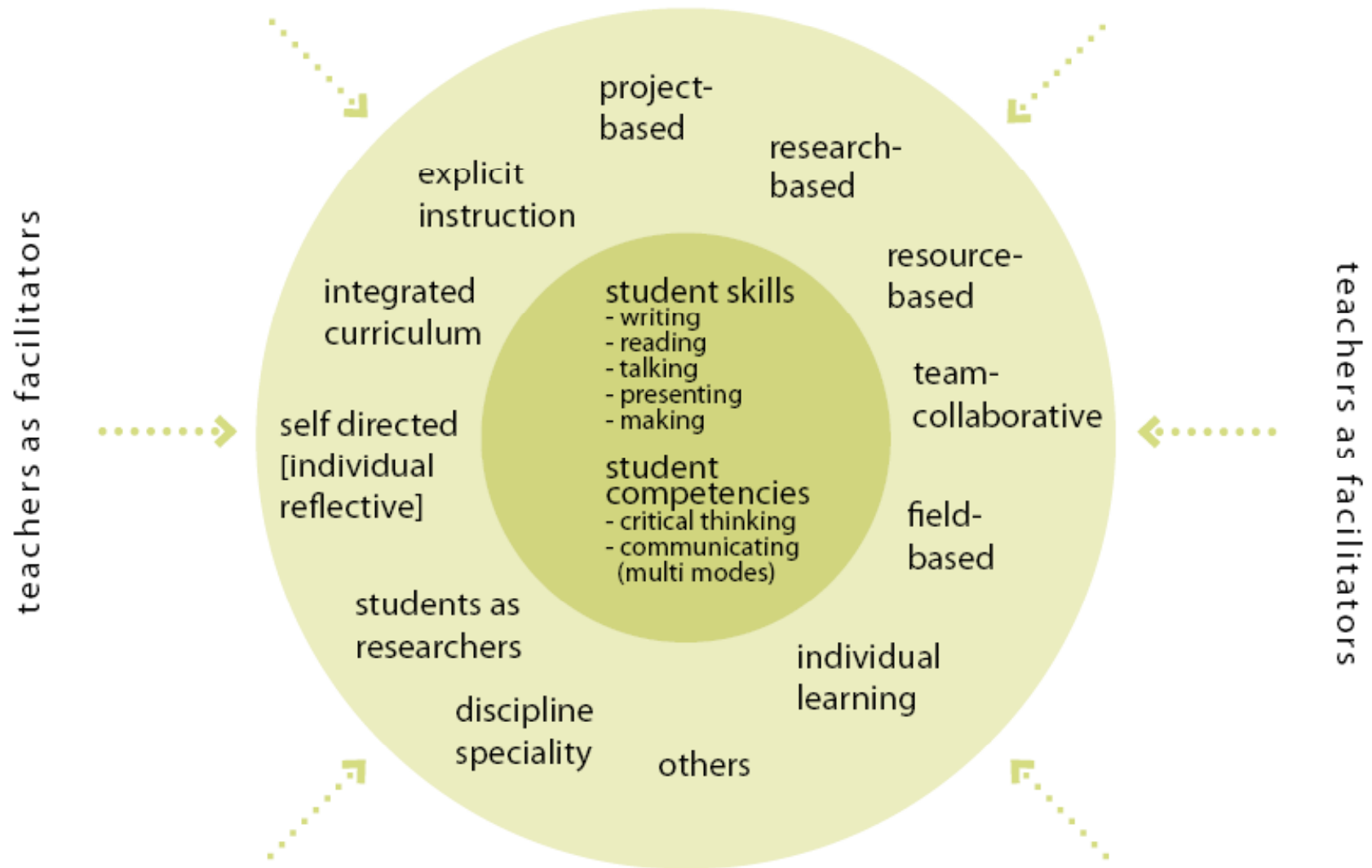
Increased emphasis on skills based learning - authentic learning opportunities & spaces that support the learning process

## PLANNING PRINCIPLES

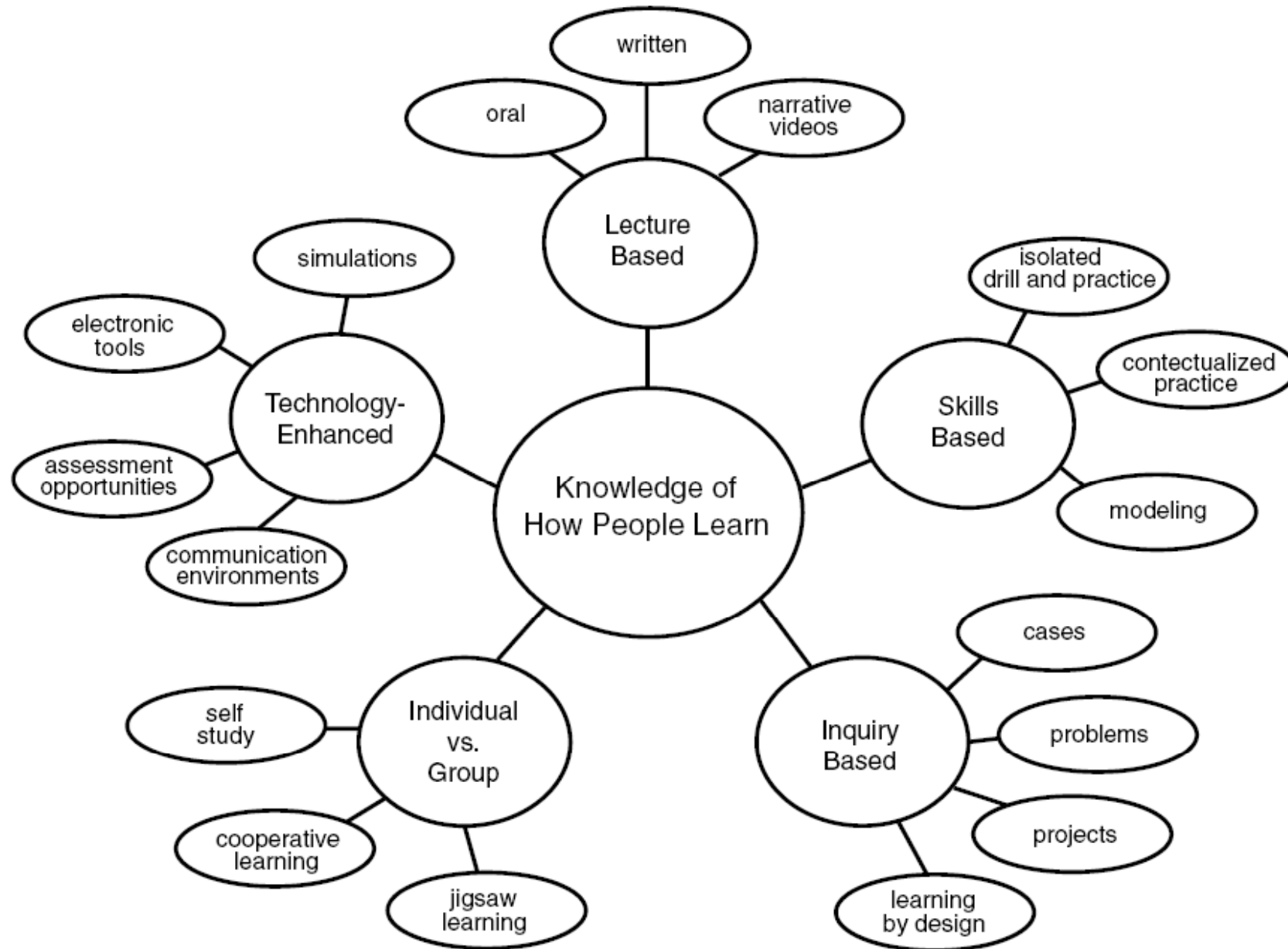
Insert 1 principle per group



# THEME: NEW PEDAGOGIES - student centred learning

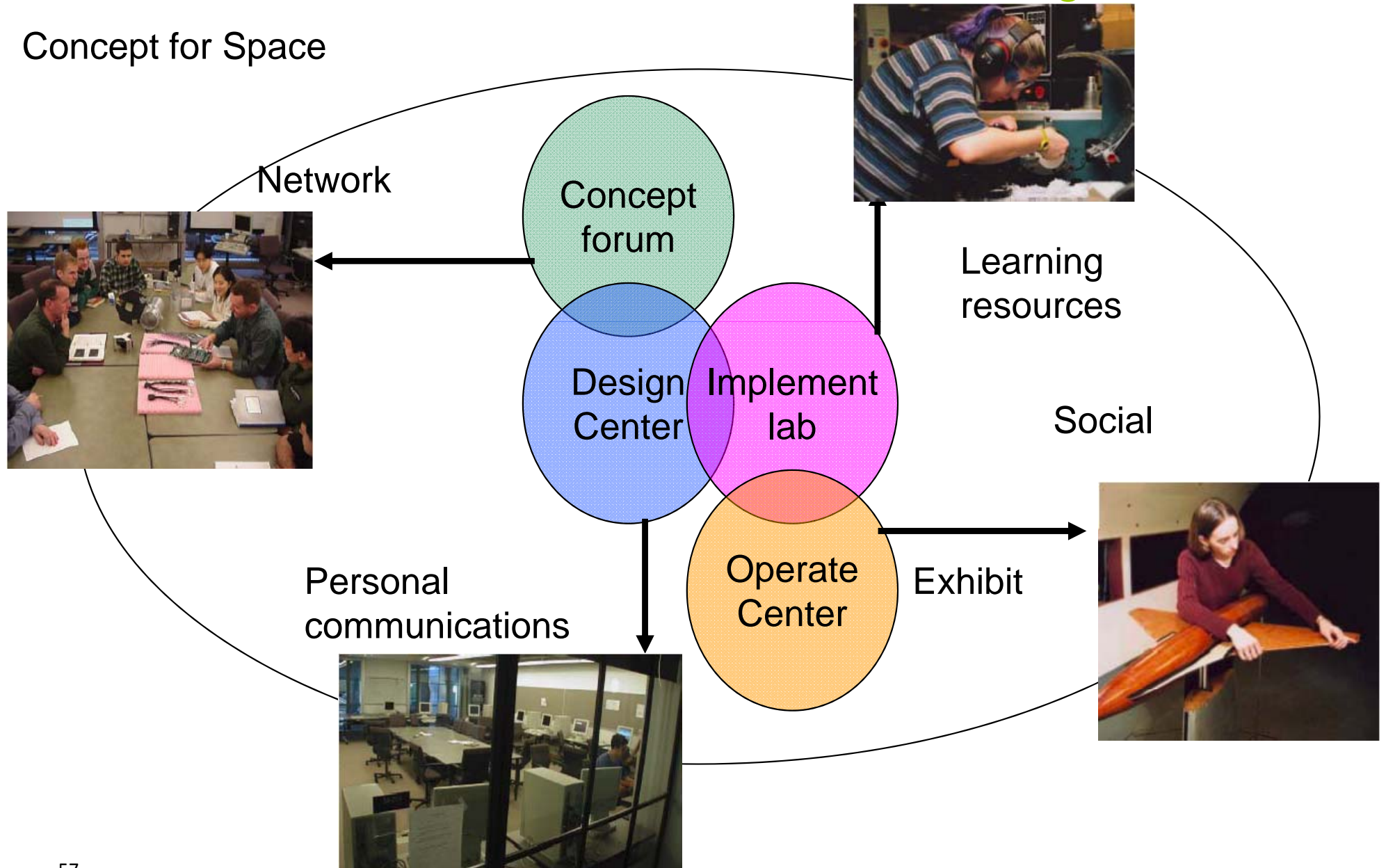


# THEME: NEW PEDAGOGIES - How people learn



# THEME: NEW PEDAGOGIES - [www.CDIO.org](http://www.CDIO.org)

Concept for Space

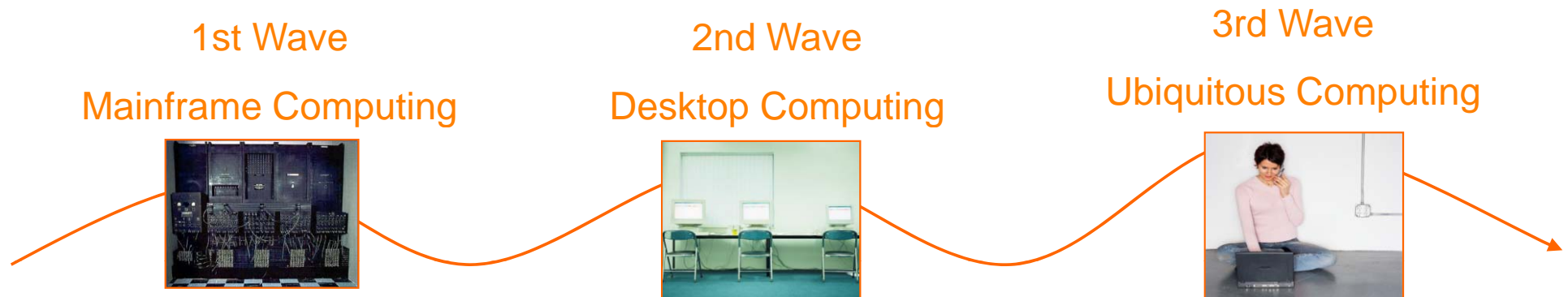


# THEME: TECHNOLOGY - third wave computing (Mark Weiser)

Ubiquitous computing names the **third wave** in computing, just now beginning. First were mainframes, each shared by lots of people. Now we are in the personal computing era, person and machine staring uneasily at each other across the desktop. Next comes ubiquitous computing, or the age of **calm technology**, when **technology recedes into the background** of our lives.

Ubiquitous computing is roughly the **opposite of virtual reality**. Where virtual reality puts people inside a computer-generated world, ubiquitous computing **forces the computer to live out here in the world with people**. Virtual reality is primarily a horse power problem; **ubiquitous computing is a very difficult integration of human factors, computer science, engineering, and social sciences**.

Mark Weiser



# THEME: TECHNOLOGY - Designing for the Digital Native



## **Digitally literate**

Use variety of IT devices

Surf the Net

Experimental

## **Multiple media literacy**

Comfortable in visual rich environment

Able to weave together images, text, sound

Visual interfaces, streaming media, gaming

## **Always connected**

Mobile phones, laptops, PDA, IM, web cams, wireless, blogs, email, wikis, chat, gaming

## **Immediacy**

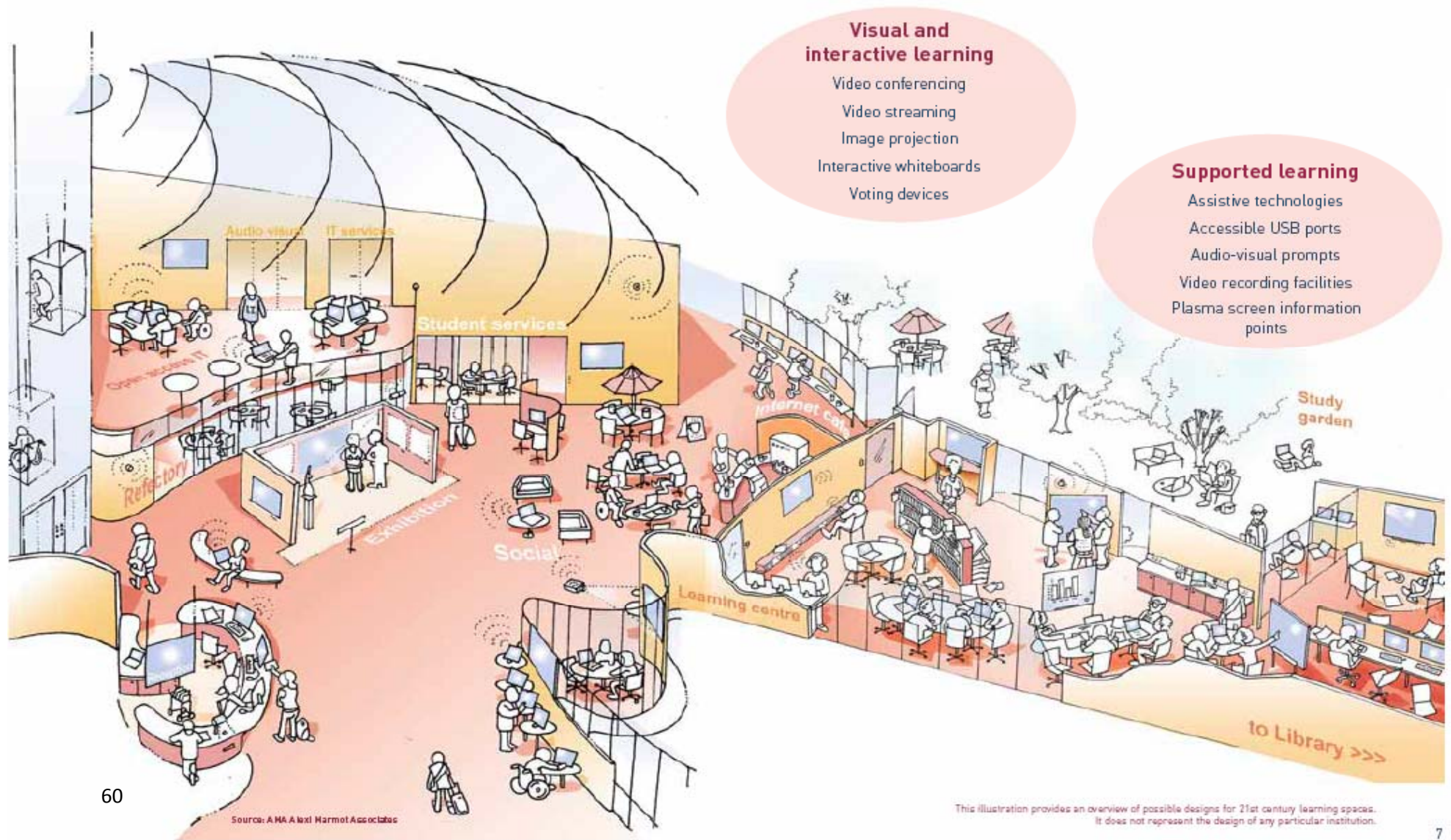
Expect information, communication, entertainment to be 24/7

Immediate responses & instant gratification

High expectations



# THEME: TECHNOLOGY - visual, interactive & supportive ICT





## THEME: COMMUNITY

*The school as a centre of meaningful relationships between the School, teachers, students, parents and the wider community*

### ISSUES & CONCEPTS

Help meet a community's leisure, recreational, and wellness needs

Encourage more active parental involvement in school activities.

Support relationships with local businesses that are productive to students and supportive of the local economy

Promote participation by members of the community in a variety of ways, including mentorships, apprenticeships, and other learning opportunities based on work and service

### SPATIAL IMPLICATION

Be accessible to people of all ages

Establishing a school parent resource centre, for example, sends a powerful message that parents are welcome and encouraged to take part in their children's learning.

Contain shared public spaces that are accessible year round, but are zoned: public/privileged/private

Be places where creative space configurations expand school use

Serve as visible symbol of community pride

## PLANNING PRINCIPLES

INSERT 1 PRINCIPLE PER GROUP

# THEME - PEDAGOGY & SPACE

REFER TO SHEET: DISCUSS,  
RECORD, RESPOND, RANK

*The School's built environment is flexible and adaptable*

## ISSUES & CONCEPTS

As community needs evolve, as new educational programs and strategies are developed, and as new technologies are incorporated into the teaching and learning process, the demands on schools are changing at an unprecedented rate.

Flexible, open structural systems that allow spaces to be reconfigured over time will best accommodate change

The best school designs allow for spatial flexibility

A thorough educational rationale is consistently updated and applied

## SPATIAL IMPLICATION

Spaces are driven by pedagogical rather than operational drivers

The space does not respond to any one modality of learning, but to many.

The space is zoned accordingly to ensure appropriate acoustic properties.

Spaces respond to specific pedagogical functions as well as the curricular needs of the school learning program

The space is a true representation of the educational philosophy & ethos of the school

## PLANNING PRINCIPLES

INSERT 1 PRINCIPLE PER GROUP

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## PLANNING PRINCIPLES

Insert 1 principle per group



## THEME - TECHNOLOGY

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*The School uses technology, with appropriate pedagogy, to enhance student learning*

### ISSUES & CONCEPTS

Use of innovative IT

Use of personal ICTs

Anytime, anywhere learning -  
increased mobility and decreased  
size

The impact of technology in all  
realms of existence - Virtual Church  
(Luscombe)

### SPATIAL IMPLICATION

Ubiquitous internet access

Responses to personal ICT use -  
power access, internet access

Designated labs for special function  
e.g. CISCO, but not for general  
computing

Thank you



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