BUILDING MORE ON LESS: A COMPARATIVE STUDY FOR INNER-URBAN SCHOOLS

High Rise Schools in Victoria and South Australia

- Richard Leonard, Hayball Architects
- Deb O'Riley, Department for Education and Child Development
CBD HIGH SCHOOL – SOUTH AUSTRALIA

CELEBRATING COLLABORATIVE LEARNING
Questions? Questions?

▪ what sort of education do we want to see in future?
▪ what sorts of learning relationships do we want to foster?
▪ what competencies do we want learners to develop?
▪ what tools, resources support are available to us to assist learning?
NEW CBD SCHOOL ANNOUNCEMENT

▪ 2019 - New CBD high school to open due to changing demographics

▪ Capacity for 1,250 students

▪ School will be based in a refurbished building on Frome Road (Reid Building) with additional extensions to achieve functional requirements

▪ Nestled between Park Lands, the Botanic Garden, Adelaide Zoological Gardens and Botanic Park

▪ Special focus on Science, Technology, Engineering and Maths (STEM), with Science and Health Science as a feature
WHAT DO YOU NEED TO ACHIEVE COLLABORATION?

- A Common Purpose
- Effective Leadership
- Willing Participation and Teamwork
- A Diverse Group
- A Plan for Achieving the Goal
- Ongoing Communication
- Trust and Respect
ONE STEP FURTHER - CRITICAL COLLABORATION

Once team members are comfortable they can effectively:

▪ Achieve free flow thinking
▪ Challenge each other
▪ Push each other to think outside the square / go beyond the norm
▪ Work together to consider different ways
▪ Team members may not agree – but the process is always respectful and constructive
STAKEHOLDERS

- Over 200 people contributed to the design
- Developed a virtual school community

Project Team

- DECD Principal Reference Group
- DECD Educator Reference Group
- CBD Stakeholders
- Student Reference Group
- Best Education Practice Site Visits
KEY EDUCATION DRIVERS

▪ The new CBD School is a technology rich, inter-disciplinary and contemporary learning environment that engages all learners.

▪ With a strong focus on Science, Technology, Engineering and Maths (STEM), and the areas of Science and Health studies as a feature, the school develops innovative and creative learners.

▪ The school has strong leadership and is well connected to its exciting Adelaide CBD and Park Lands setting.
PEDAGOGY VISION - contemporary learning approaches

The school’s educational program will:

- Foster students as innovative and creative learners
- Provide young people with a range of experiences, thoughts, ideas and perspectives that can enrich decision making processes and outcomes
- Foster the school as a community of learners
- Afford the student with mobile, digital technology seamlessly integrated to enable them to shape and engage with their learning environment
DESIGN PRINCIPLES

▪ Learning on display, visual connectivity to the Park Lands
▪ Elevated recreation and outdoor learning spaces
▪ Adaptive reuse of the existing Reid building with physical connectivity to the Park Lands
▪ Active atrium as the heart of the school
▪ Reception, gallery, lecture space, library and café – open to the public
▪ The building as a tool for learning
THE DESIGN
DESIGN VISION – new generation learning

- Integrated ‘learning landscapes’ – where learning opportunities are enhanced with greater connectivity between formal and informal learning spaces, as well as effective indoor and outdoor linkages

- Contemporary learning environments empower and enable students to take greater responsibility for their learning through choices and control over what they do to learn, where and when they do it, and who they engage with on the task
Teaching & Learning

- Student Directed Learning
- Self Organizing
- Multi Mode Teaching & Learning
- Interdisciplinary Curriculum
- Dynamic Learning Community
- 21st Century Pedagogy
- Innovation / Creativity
- Enquiry / Research
- Teachers as Learners

Built Form

- Flexible Learning
- Learn Anywhere
- Spaces to Support Collaboration & Innovation
- Learning on Display
- Technology Integration
- A Sustainable Responsive Building
- High Bandwidth Infrastructure
- Responsive to Site
- Series of Distributed Learning Communities
- Integrated Learning Landscape

Precinct & Community

- An Active Contributor to the Cultural & Education Precinct
- Extending Learning Activities into the Precinct
- Bringing Experts into the School
- The Wider City as a Learning Resource

National & Global

- International Networks
- Research Partners
- Sister Schools & Universities
- Launch Pad for Local, National & International Visitors
- Benchmark Learning Environment
- World Leaders in Teaching & Learning
BUILDING SECTION FOR 1000 STUDENTS
MULTI DISCIPLINARY TEACHING AND LEARNING
LEARNING SPACES
EDUCATOR SPACES
Australia and New Zealand

examples
The proposed Arthur Phillip High School and Parramatta Public School designed by Grimshaw and BVN. Image: Courtesy Grimshaw
Sandridge College

/ a school with an entrepreneurial philosophy
“Schooling is not a practice for the real thing... it is an internship for entrepreneurial thinkers and social impact change agents in the here and now.”
• “As part of a collective of start-ups, not-for-profits, EdTechs, creatives and artisans; our students will be immersed in the world of their futures here and now.

• Through its unique integrated environment, the Kensington campus directly connects our students with those who are doing, creating, designing, testing and actioning the learning that our students are exploring...

• Via the ‘activator program’, our students can experience learning through the lens of real world practice, receiving real world feedback and seeing real world relevance to learning”.
A New Kind of School – A New Kind of Campus

“In partnership with Impact Investment Group, Sandridge is embarking upon a significant innovation in education with the development of a Porous School:

• Our students will spill outside their learning studios; interacting and collaborating with the values driven and inspired futuremaker tenants that are resident across the site.

This is true innovation in education. A collaborative partnership for positive social impact:

• This interconnected dynamic space will allow our students to undertake experiential learning in a realistic and practical sense with innovators, commercial enterprises and social entrepreneurs (through our ‘activators’) at a whole new level.

As with all activators in our Junior School, this interaction with activators will always be conducted in a highly supervised way”.
Ao Tawhiti Unlimited Discovery School
South Melbourne Primary School
Melbourne, Australia

an integrated model of school and community
South Melbourne Primary School

- 525 Students
- 6 levels
- 5,150 Square Metres
- 44 Early Learning Centre Children
integration
- yours
- mine
- ours
What are the things that this community will not have, that the school might provide?

- Meeting spaces
- Birthday party spaces
- Open space
- Recreation spaces
- Children’s playground
- Art spaces
- “Men’s shed”
- Bicycle workshop
- Storage
- Toy library
pedagogy meets space
SCHOOL SPATIAL TYPOLOGIES

Traditional school plan
separate box-shaped classrooms
opening off long corridors

Traditional Teaching & Learning
single classrooms

Open Plan
large, open, undifferentiated spaces

Personalised Traditional 
& Inquiry
linked classrooms

Classroom spaces
linked to
shared communal space

Personalised Traditional & Inquiry
diverse, discrete, purposeful settings

Multi-option space made up
of many diverse, discrete but
connected spaces

Source: Mary Featherston
Learning Communities

Access to learning courtyards

Neighbourhood 1
75 students
3 Teachers

Studio

Neighbourhood 2
75 students
3 Teachers
Learning Community

Legend
- Early Learning Centre
- School Use
- School Outdoor Learning
- Community/School Shared Facility
- Community
- External
- Vertical Piazza
Whole School Community

Legend
- Early Learning Centre
- School Use
- School Outdoor Learning
- Community/ School Shared Facility
- Community
- External
- Vertical Piazza
Early Learning Centre

Legend
- Early Learning Centre
- School Use
- School Outdoor Learning
- Community/School Shared Facility
- Community
- External
- Vertical Piazza
Shared Community & School Facilities

Legend

- Early Learning Centre
- School Use
- School Outdoor Learning
- Community/ School Shared Facility
- Community
- External
- Vertical Piazza
Urban Porosity

Legend
- Early Learning Centre
- School Use
- School Outdoor Learning
- Community/ School Shared Facility
- Community
- External
- Vertical Piazza

Indoor Show Court

Shared Library

Maternal Child Health Centre

School Administration & Offices

Art
Vertical Piazza
external learning
External learning courtyards
Taxonomy of External Learning Settings
key lessons: inner urban schools

1. Design driven by pedagogy
2. Collaboration: architects / educators
3. Education vision $\rightarrow$ education brief $\rightarrow$ architectural brief
4. Inter-disciplinary
5. Learning cohorts: communities & neighbourhoods
6. Community hub
7. Efficient use of community infrastructure