DISRUPTION DOWN UNDER: NEW SCHOOLS FOR A CHANGING WORLD

1 OCTOBER 2016
FROM LEARNING PLACE TO WORKPLACE
FROM WORKPLACE TO LEARNING PLACE
“As educators we are closeted and have a minute
perception of the world outside the school gate. To see an
innovative workplace, such as Challenger, gave us the
opportunity to reflect on how to effectively prepare our
students to work in a world beyond the classroom.

It was inspirational, engaging,
collaborative, future thinking and creative -
if only our schools could look like that!”

Mrs Jenny Exton, Head of Middle Years, Northern Beaches Christian School
As schools seek to better align their educational approaches with current and future societal circumstances, the environments in which students learn should be configured in ways that reflect broader societal cultures and contexts.

If schools are to support students to become life-long learners who are capable of exhibiting agility and adaptability in the workplace and in their everyday lives, then students need to be educated in environments that are consistent with the wider cultures in which they reside.

“You know, the trouble with all this school change stuff is that there’s never enough time to do it effectively. Well let me tell you now that there is never going to be any more time, so if we don’t start redesigning it, then we’ll be complaining about the lack of it forever.”

Michael Fullan
CHANGING ROLE FOR ARCHITECTS

MASTER → FACILITATOR
1. Collaboration is the currency
2. Ethical framework
3. Innovation is implicit
4. Corporate responsibility is manifest
5. Sustainability is non-negotiable
6. Local is global
7. Creative industries network, not just architects
HOW WE WORK: TRANSLATIONAL
HOW WE WORK: COLLABORATION

ALISTAIR BLYTH
OECD

STEPHEN HEPELL

VICKI STEER

TAKAHARU TEZUKA
TEZUKA ARCHITECTS

TOM BARRETT
DIALOGIC LEARNING

DENICE SCALA

EWAN MCINTOSH
NOTOSH

YONG ZHAO

MATT ESTERMAN
TEACHMEET
LEARNING FROM OUR WORKPLACE
WHERE WE ARE NOW: BVN IN THE U.S.

PRODUCT

NEW BUSINESS
SCALABLE KIT OF PARTS
FUNDING NOT FEES

STRATEGY

WORKPLACE CONSULTANCY
REPOSITIONING EXISTING BUILDINGS
EDUCATION / LEARNING SPACES

DESIGN

WORKPLACE
EDUCATION
WHERE WE ARE NOW: BVN IN THE U.S.
WHERE WE ARE NOW: BVN IN THE U.S.
WHERE WE ARE NOW: BVN IN THE U.S.
we have almost been in NYC for 1 year...
WHAT WE HAVE LEARNT FROM WORKPLACE
TRANSFORMATIVE:
THE ARCHITECTURE OF WORK CULTURE

EDITORIAL
BVN Donovan Hill Principals: Nina Titchkosky, Abbie Galvin and Bill Dowzer who introduces Transformative: the architecture of work culture

HISTORY
Andrew Metcalf

CONVERSATION
Rosemary Kirkby and James Grose

FUTURE: INFORMATION FLOW BEYOND THE HIERARCHY
Robin Hanson

FUTURE: WORKPLACE 2052
Lauren Anderson
IT’S ALL ABOUT...

CHOICE
IT’S ALL ABOUT...

the rise and power of the individual...death of the corporate as we know it
WHAT'S MINE IS YOURS
THE RISE OF COLLABORATIVE CONSUMPTION
Rachel Botsman and Roo Rogers
One of the basic human requirements is the need to dwell, and one of the central human acts is the act of inhabiting, of connecting ourselves, however temporarily, with a place on the planet which belongs to us and to which we belong. This is not, especially in the tumultuous present, an easy act (as is attested by the uninhabited and uninhabitable no-places in cities everywhere), and it requires help: we need allies in inhabitation.
LIVING IN A COMMUNITY IS ENDEMIC
Prolonged sitting increases the risk of diabetes, heart disease and obesity, regardless of the amount of time spent being physically active (Neville et al. 2010).
IT'S ALL ABOUT PEOPLE
a new ‘eco-system’.....................
From the inside out
1. Ask the users
- School
- Community support
- Corridors
- Music
- Drama
- Clubs
- Students
- Uniform
- Technology
- Laptops
- Whiteboard
- Marks
- Together as one
- Library
- Gym
- Grass
- Parking
- Games
- Pool
- Cafeteria
- Classrooms
- Dance
- Drama
- Clubs
- Uniform
- Music
- Drama
- Library
- Gym
- Grass
- Parking
- Games
- Pool
- Cafeteria
- Classrooms
2. LEARNING IS THE NEW CURRENCY
3. DIVERSITY PROMOTES CHOICE AND EMPOWERMENT
4. DENSITY IS GOOD
5. BELONGING IS KEY
6. CAPITAL IS SCARCE
7. INTERCONNECTIVITY = MORE THAN JUST A STAIR
8. ALL BUILDING PROJECTS ARE PEOPLE PROJECTS
9. REUSED BUILDINGS PROVIDE PERSONALITY
CASE STUDIES
There are 180 NSW schools over capacity, Department of Education figures show

James Robertson
Published: August 29, 2016 - 9:16FM

More than one-third of NSW schools are full and 180 are stretched beyond their capacity, a NSW parliamentary inquiry has heard.

Documents obtained under freedom-of-information laws and released at a budget estimates meeting on Monday show many of the state's schools are already full-to-bursting, just as the department braces for a major surge in enrolments in the coming decade.

Comparing the number of teachers to classrooms, a measure used by the department to measure a school's capacity, more than 800 public schools across NSW are operating at 100 per cent capacity or more.

That represents 37 per cent of the state's schools. Some 180 schools, or more than 8 per cent, are stretched beyond their limits, the department's figures show.

This includes several schools in inner Sydney such as Orange Grove Public School, where teachers outnumber spaces by more than 50 per cent. At Bondi Public, it is 40 per cent.

Shadow Education Minister and former school principal Jihad Dib said teachers in high schools were having to use spaces such as metalwork shop rooms to teach English.

"It's a huge amount of pressure on schools and teachers are being forced to find spaces outside of classrooms," Mr Dib said.

He said that students at over-capacity schools in regional areas were most affected by overcrowding and had to travel longer distances to alternative schools.

But in a budget estimates hearing on Monday the Education Minister, Adrian Piccoli, denied that schoolchildren were crammed like "battery hens".

"We have announced in this year's budget an investment of an additional billion dollars in the school system," Mr Piccoli said.

Fairfax Media recently revealed that NSW schools are facing a widening budgetary crisis driven by overcrowding. On its own estimates, the department needs an additional $1 billion in funding by 2031.
“The largest missing piece of urban infrastructure holding back American cities.................SCHOOLS”

Spencer Levy
Americas head of research, CBRE
“The reuse of existing building stock is the fundamental issue facing our cities”

Rob Adams
City of Melbourne
RE-USE & ADAPTATION
OUR LADY OF THE ASSUMPTION
CATHOLIC EDUCATION OFFICE SYDNEY
LINDFIELD LEARNING VILLAGE SYDNEY
THE TEAM

FIONA YOUNG
EDUCATIONAL
SPECIALIST

STEPHEN
HEPELL

MEREDITH
ASH
DEC

JOHN RAE
DEC

STELLA
DE VULDER
PUBLIC
RELATIONS

BILL DOWZER

MATT
ESTERMAN
EDUCATOR

SUE LOWE
DEC

STEPHANIE
MCCONNELL
DEC
THE CONSULTATION: WORKSHOPS

THE FUTURE OF EDUCATION IS IN LINDFIELD

LOCAL SCHOOLS WORKSHOP

2 DAYS ONSITE CONSULTATION

LAUNCH MM

1 2 3 4 5 18 AUG

9 JULY

RELEASE 3X EDUCATIONAL MODELS

CLOSE MM

AFTERNOON TEA AND SITE TOURS
Welcome to Lindfield's School of the Future: A Learning Village.

The Department of Education and Communities is seeking your input in redeveloping the former UTS Kirling site in Lindfield as an innovative centre of learning. Leave feedback for the Department's consideration.

Sign Up with Email

Important Announcement:

PROJECT UPDATE

Any questions?

Do you have any other questions or comments about this project?

Lindfield’s School of the Future: A Learning Village is on Facebook.

To connect with Lindfield’s School of the Future: A Learning Village, sign up for Facebook today.

Sign Up Log In

Lindfield’s School of the Future: A Learning Village

The first stage of the consultation is now complete and a report will be prepared and submitted to the DEC. There will be a further consultation on stage 2.

Lindfield’s School of the Future: A Learning Village

The UTS building from an accessibility perspective.
# THE PRINCIPLES

## LEARNING PRINCIPLES

- **Pre-school to year 12 and beyond** which will minimise the impact of stage breaks between schools and which allows links with universities and further learning.

- **Vertical school structures** - Facilitating schools within schools to foster engagement, a sense of belonging and which support wellbeing.

- **Stage not age** - Allowing learners to move to progressively more advanced study according to their rate of progress rather than age.

- **Project Based Learning** - Where students explore real life questions which link outcomes across the NSW Board of Studies curriculum.

- **Global Digital Citizenship** - Which connects students with their own learning, other learners, the local community and the broader global community.

- **Use of data to inform learning** - Empowering students to understand their own learning progress through making thinking and learning visible.

## BUILDING AND SITE PRINCIPLES

- **Integrity** of site / building maintained.

- **Activated** learning by maximising spatial occupation opportunities.

- **Well-being** through community home bases, access to nature, healthy eating and fitness.

- **Networked** with local businesses, communities and other schools.

- **Sustainable** building methods, materials, transport and servicing.
CORE ELEMENTS

- P-12
- Home Bases
- University + Research Partnerships
- Community + Parent Engagement
- Induction Unit for New Students
- Student Voice
- Special Needs Enabled
- Tech-Rich
- NSW Syllabus

YEARS
10, 11 & 12

YEARS
10, 11 & 12

YEARS
10, 11 & 12

YEARS
10, 11 & 12

YEARS
10, 11 & 12

YEARS
10, 11 & 12

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YEARS
5, 6, 7, 8 & 9

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YEARS
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KINDERGARTEN
YEARS
1 & 2

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PRE-SCHOOL
CORE ELEMENTS

- P-12
- Home Bases
- University + Research Partnerships
- Community + Parent Engagement
- Induction Unit for New Students
- Student Voice
- Special Needs Enabled
- Tech-Rich
- NSW Syllabus

MODEL 1
GLOBAL FOCUS

- Bi-lingual/multi-lingual
- Residential
- Alternative start and finish times
- Global projects

It would be great to have a public school in the area that emphasized the importance of cross-cultural competence and learning other languages. This would help students appreciate different kinds of people and ways of thinking, as well as prepare them well for their future careers.

Rebecca W, Mindmixer (consultation website)
Design a curriculum around innovative projects to solve community problems enabling deep learning and sharing of cross generational expertise.

Sue B, Mindmasher (consultation website)
This generation needs more critical and creative thinking, business sense and entrepreneurial skills than any, and they are not in the curriculum!

NP, Mindmixer (consultation website)
First of all, many thanks to the team who put together these proposed models. It is gratifying to see so many voices represented in the report. I think the core elements are good and cover the ‘big picture’ questions about how the school will operate differently. However, I don’t see the 3 models as mutually exclusive--in fact, they are complementary. (E.g. local projects could become global (combining the ‘community’/‘global’ models & social enterprise covers entrepreneurial/community.)
**Question 2**

**Which components do you like?**

<table>
<thead>
<tr>
<th>Component</th>
<th>Likelihood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community values eg. volunteering, adult learning</td>
<td>90</td>
</tr>
<tr>
<td>Local projects as learning projects</td>
<td>87</td>
</tr>
<tr>
<td>Real-life learning, school as a workplace</td>
<td>82</td>
</tr>
<tr>
<td>Global Projects</td>
<td>78</td>
</tr>
<tr>
<td>Alternative start &amp; finish times</td>
<td>71</td>
</tr>
<tr>
<td>Bi-lingual/Multi-lingual</td>
<td>63</td>
</tr>
<tr>
<td>Start-up companies on campus</td>
<td>47</td>
</tr>
<tr>
<td>21+ courses (Higher Ed)</td>
<td>46</td>
</tr>
<tr>
<td>Maker space projects</td>
<td>42</td>
</tr>
<tr>
<td>STEM focus</td>
<td>30</td>
</tr>
<tr>
<td>Residential</td>
<td>14</td>
</tr>
</tbody>
</table>

My ideal school would be a combination of the three proposed models. Global citizenship, community participation and entrepreneurship are all equally important in my view.

I support all three models and believe they could be running simultaneously in all houses. As well as allowing some children to move at a faster pace I would love to see a focus on providing time and resources to those who go at a slower pace than the average.

This is thrilling. Build it deep, high, and wide. Any and everything to create human balance.
CORE ELEMENTS

- All through School
- Home Bases
- Stage not Age
- Project Based Learning
- Individualised Learning
- HSC over three years
- Community & Business Links
- Emerging Technologies
- Teachers as Researchers
- Integral University and Research Partnerships
- Induction unit for new students
- Contemporary Leadership Development
- Links with Communities of Schools
- Multi-lingual

HOME BASE 1

HOME BASE 2

HOME BASE 3

HOME BASE 4

HOME BASE 5

HOME BASE 6

RESEARCH

MACQUARIE PARK EDUCATION OFFICE

INDUCTION UNIT/CONFERENCE CENTRE

SPECIALIST SPACES

ADMIN

LIBRARY

AUDITORIUM

GYMNASIUM

OUTDOOR PLAY AREA

SHARED SPACES
Plan transforms U into innovation.

Height of Excellence in education

Proposed school starts a trend

Trendsmap Sydney
@TrendsSydney
#lindfieldsofis now trending in #Sydney
#lindfieldsof trendsmap.com/au/sydney

Sydney, New South Wales

Have Your Say

What are your ideas for the site/Comment
on Facebook

Fix up with Shed

Do you have a broken
towel? Do you need
something repaired?
Learn how to fix it on
your own and help
yourself with these
instructive videos at
fixitshed.com.

Learn to grow

As you learn to grow
your own food,
organically but do not
remove the start seed
material. A workshop
will be held on
Saturday, August 17
at 10:30am. The
workshop will be
open to all parents
and children.

In addition to the
workshop, there will
be a demonstration
of how to grow
vegetables and fruits
organically.

BNN
HIGH RISE
AMP 50 BRIDGE STREET SYDNEY
3XN ARCHITECTS IN COLLABORATION WITH BVN
480 QUEEN STREET BRISBANE
HIGH RISE HIGH SCHOOL SYDNEY
GRIMSHAW ARCHITECTS IN COLLABORATION WITH BVN
"What about me?"

"A high school for 2000 students? How could you even feel like an individual?"
THE PROPOSITION

“A high school for 2000 students? How could you even feel like an individual?”

“What about me?”

SCHOOLS WITHIN A SCHOOL

STAGE NOT AGE LEARNING

PROJECT BASED LEARNING

ARTUR PHILLIP HIGH RISE HIGH SCHOOL
PARRAMATTA PUBLIC SCHOOL
SYDNEY AUSTRALIA
THE PROPOSITION: SCHOOLS WITHIN A SCHOOL

“What about me?”

“A high school for 2000 students? How could you even feel like an individual?”

ARThUR PHILLIP HIGH RISE HIGH SCHOOL
PARRAMATTA PUBLIC SCHOOL
SYDNEY AUSTRALIA
Dandenong High School, Victoria, Australia

Receiving a study score of 40 or more is a remarkable achievement, placing a student in around the top 9 percent of scores for that study.
THE PROPOSITION: SCHOOLS WITHIN A SCHOOL

Graduation Rates

University Offers

Mark Oliphant College, Adelaide, Australia
THE PROPOSITION: SCHOOLS WITHIN A SCHOOL

Stanley Park High School
London, UK

Leigh Academy
UK

Vitra Telefonplan
Stockholm, Sweden

Vitra Telefonplan
Stockholm

Mesterfjellet
Norway

New Line Learning
Kent, UK

ARThUR PHIlLIP HIGH RISE HIGH SCHOOL
PARRAMATTA PUBLIC SCHOOL
SYDNEY AUSTRALIA
THE PROPOSITION: STAGE NOT AGE LEARNING

Improvements in student behaviour in stage not age model - Lampton school, UK
Info courtesy of Prof. Stephen Heppell
THE PROPOSITION: STAGE NOT AGE LEARNING

Dandenong High School
Victoria, Australia

The Island of Portland Aldridge Community Academy (IPACA), UK

Kunskapsskolan
Sweden

Discovery 1
Christchurch, New Zealand

Hellerup Skole
Copenhagen, Denmark
THE PROPOSITION: PROJECT BASED LEARNING
THE PROPOSITION: PROJECT BASED LEARNING

A day in the life: Current Students

A day in the life: Future

ARThUR PHILLIP HIGH RISE HIGH SCHOOL
PARRAMATTA PUBLIC SCHOOL
SYDNEY AUSTRALIA
THE PROPOSITION: PROJECT BASED LEARNING

Australian Science and Mathematics School
Adelaide, Australia

High Tech High
California, USA

High Tech High
California, USA

Homewood School
Kent, UK

Brooklyn Generation School
New York, USA

Lumiar Institute (Escolas Lumiar)
Sao Paulo, Brazil
Parramatta Public School
1000 students

Families

K
1-6

1-6

FAMILY

NEST
LEARNING ZONE

* No of Learning Zones vary between 2-5 per Nest.
DOUBLE BAY LIBRARY SYDNEY