



# 4.

## Information and Communication Technology (ICT)

### 4.1 The Lakes South Morang P-9 School

Good design demonstrates a seamless integration of technology in a manner that makes it accessible, practical and central to the learning experience. Designs should reflect the use of ICT in every setting and how the methodologies will be used to best support pedagogical practice.

A wireless network within the school is a good base for ICT integration. Portable technologies promote flexibility and convenience and reduce hazardous clutter in the learning environment.<sup>12</sup>

Interactive whiteboards, digital cameras, personal listening devices, mobile communication devices and the like are all used in the modern learning space and require recognition in design.

High-speed Internet access and reliable network provision contributes to the notion of social constructivism as students expand upon, share and authenticate their learning on a global scale.

All students are familiar and comfortable with ICT and their incorporation has consistent success in engaging students. Not only does this create a more positive learning experience, but it also enhances personalised learning, develops technological literacy, and is accessible by students of all abilities, cultures and interests thereby promoting inclusivity.<sup>13</sup>

<sup>12</sup> Rogers, V., Some efficient and effective classroom designs that accommodate technology for promoting learning, <http://www.coe.uga.edu/sdpl/sdplcontents/technology/technologyclassrooms.html>, 2005, p. 2.  
<sup>13</sup> MCEETYA, Learning in an Online World, [http://www.mceetya.edu.au/verve/\\_resources/pedagogy\\_strategy\\_file.pdf](http://www.mceetya.edu.au/verve/_resources/pedagogy_strategy_file.pdf), 2007, p. 4.



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## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The Lakes South Morang is a new P–9 school seeking to provide a wide range of educational programs for junior and middle school students.

Student well-being and community links feature in the school’s educational philosophy.

A ‘Learning Street’ connects the students and provides opportunity for team teaching and collaborative learning.

Transitions between junior and middle learning communities are subtle, but provide a progressive shift into self-directed learning. This is most evident in the separation of the Year 9 learning community.

### 4.1 The Lakes South Morang P–9 School, South Morang, Victoria

Figure 4.1: Open learning

Figure 4.2: Main entry

Figure 4.3: Sunrise at The Lakes South Morang

(Source: Images courtesy of Oaten Stanistreet Architects)



Figure 4.1



Figure 4.2



Figure 4.3

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## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)



### The Lakes South Morang P-9 School

#### Figure 4.4: Open learning

(Source: Image courtesy of Oaten Stanistreet Architects)

#### Figure 4.5: Learning street

(Source: Image courtesy of Oaten Stanistreet Architects)

#### Figure 4.6: Interactive whiteboard

Source: Image courtesy of Oaten Stanistreet Architects)

#### Theme 1 Context of the Project

The Lakes estate is situated in South Morang approximately 23 kilometres north of Melbourne, within the City of Whittlesea.

The projected long-term enrolment for the school in late 2007 was approximately 1070, including 451-75 students in Years P-6 and 576-600 students in Years 7-9.

The Lakes South Morang School (P-9) will be a new school comprising a junior and middle years precinct, built to service the neighbouring residential district.



Figure 4.4

#### Theme 2 Educational Philosophy

The school is to provide a wide range of educational programs for its junior and middle school population.

Some of the key issues addressed in the Master Plan include:

- The development of facilities and building structures that are able to be easily adapted or modified to respond to changing educational priorities and teaching styles
- the creation of educational facilities that address the needs of students while at the same time increasing the possibility that these facilities will be used by the community outside of school hours for a range of educational, recreational and cultural activities
- the development of a safe, secure and welcoming environment for students of all ages, which promotes their sense of well-being and connectedness.

#### Theme 3 Proposed Pedagogical Activities

The library component for both sites (P-4 and 5-9) will be distributed throughout the schools but still provide library resource areas for each site.

The adjacent native flora reserve will be used and potentially integrated into the school's curriculum.



Figure 4.5

#### Theme 4 Key Planning and Design Features

In the early years, the learning space provides a sense of belonging in the form of 'home rooms' that are connected by more open spaces for shared/collaborative learning.

These spaces are connected by a learning street where flexibility becomes integral to methodology.

The amount of shared learning space increases with age. The Years 5-6 and above learning neighbourhood show greater potential for team teaching and collaborative learning.

Each of the stage-related learning neighbourhoods includes performance space and access to indoor and outdoor learning spaces.

A 'rite of passage' is developed via the provision of a separate Year 9 learning neighbourhood. This also provides a more effective transition into the senior years as students have been gradually separated from the primary school community.



Figure 4.6

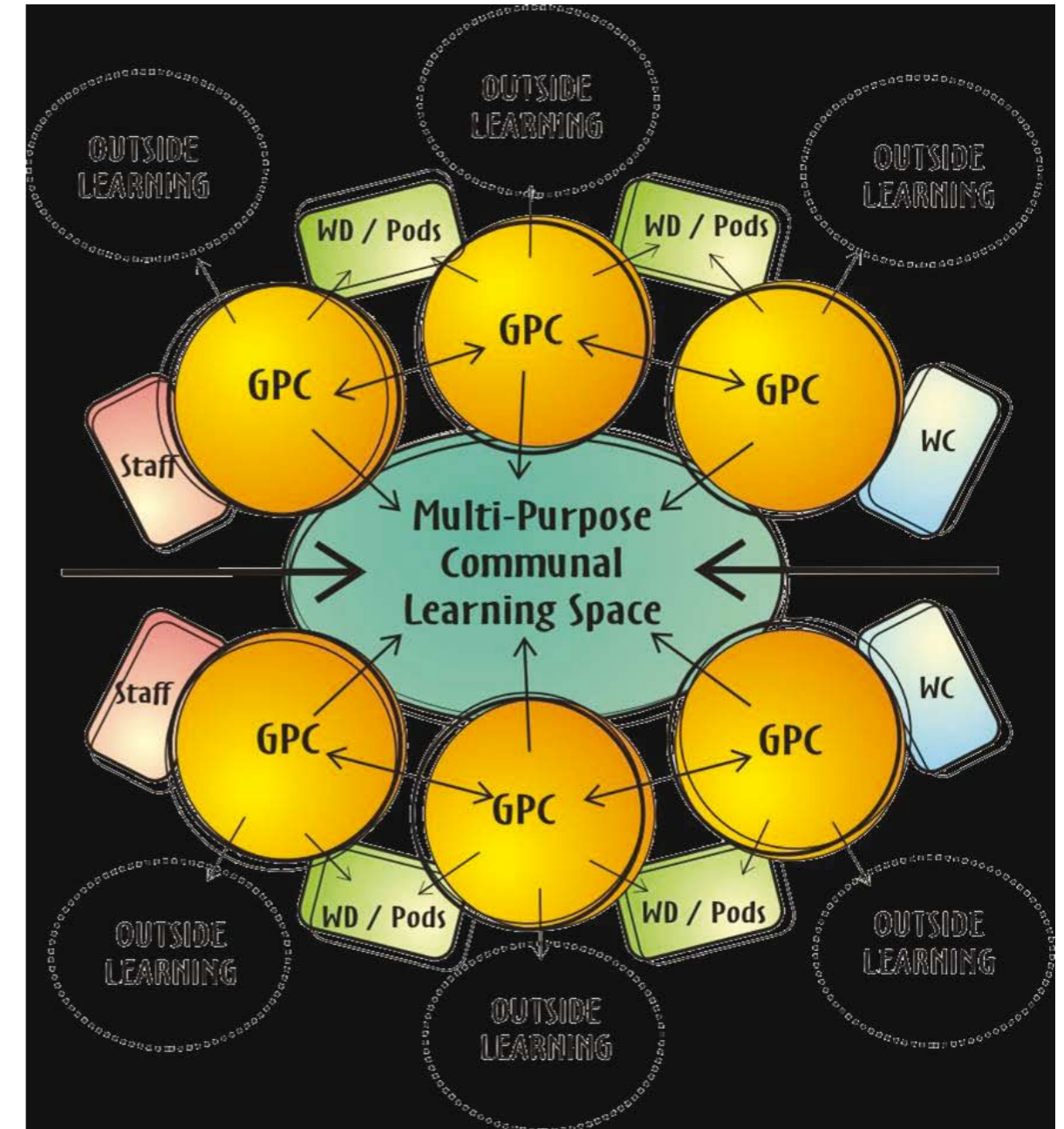
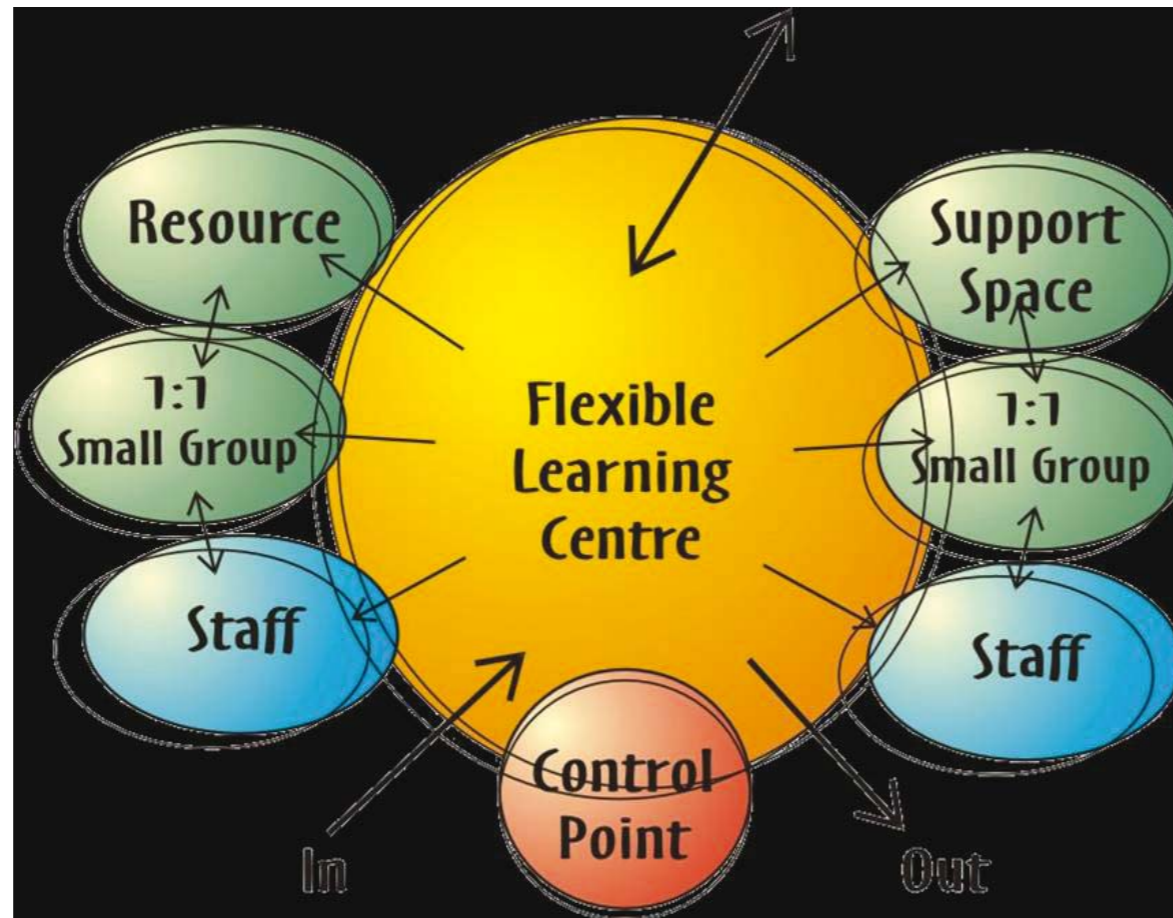
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## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

### The Lakes South Morang P-9 School

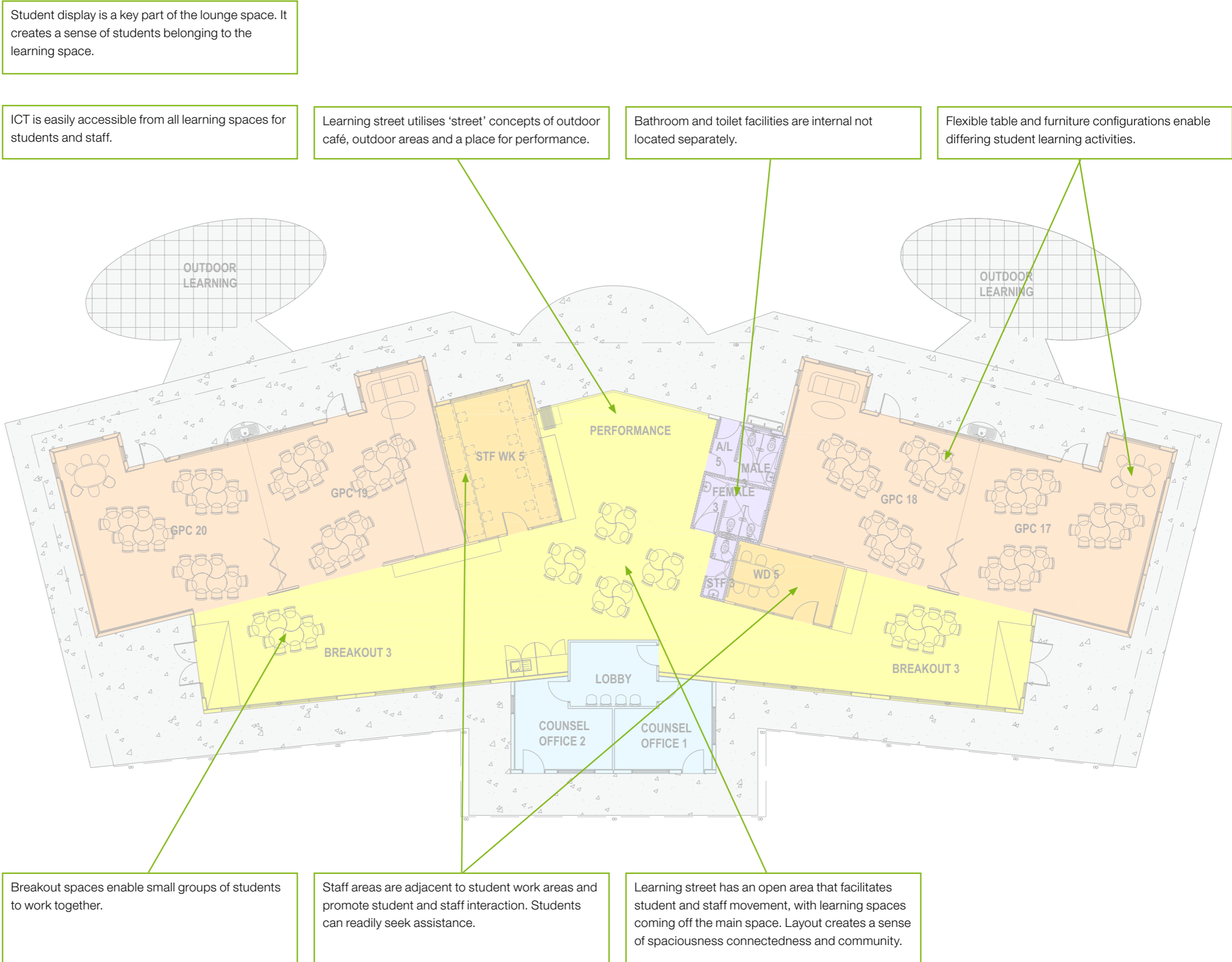
Figure 4.7: Flexible learning bubble relationships used in planning The Lakes South Morang P-9

(Source: Images courtesy of Oaten Stanistreet Architects)



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## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)



### The Lakes South Morang P-9 School

Figure 4.8: Site Master Plan

(Source: Images courtesy of Oaten Stanistreet Architects)

Location: South Morang, Victoria

Year Levels: P-9

Architect: Oaten Stanistreet Architects

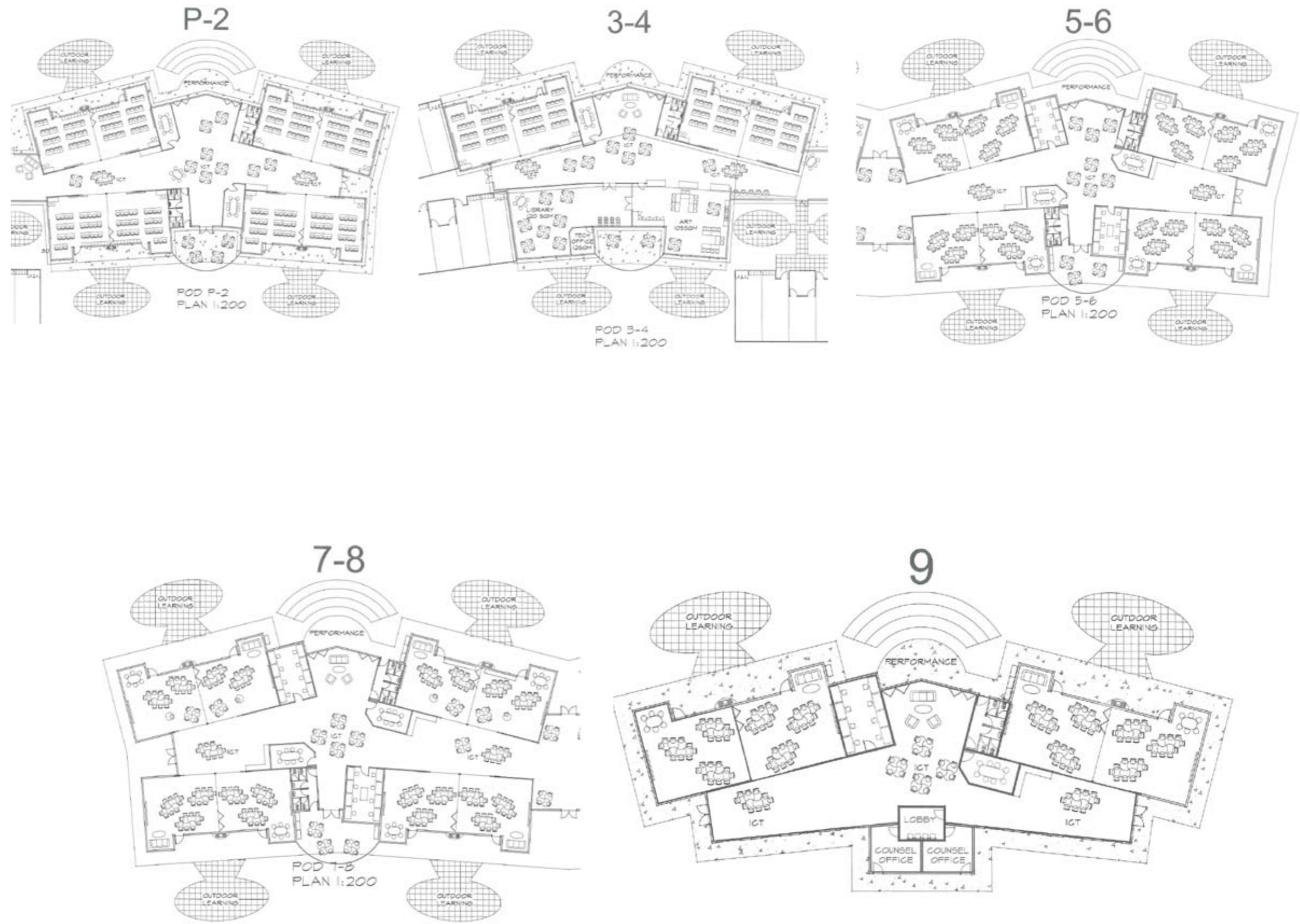
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## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

### The Lakes South Morang P-9 School

Figure 4.9: Learning environments for different age groups

(Source: Images courtesy of Oaten Stanistreet Architects)



Location: South Morang, Victoria

Year Levels: P-9

Architect: Oaten Stanistreet Architects

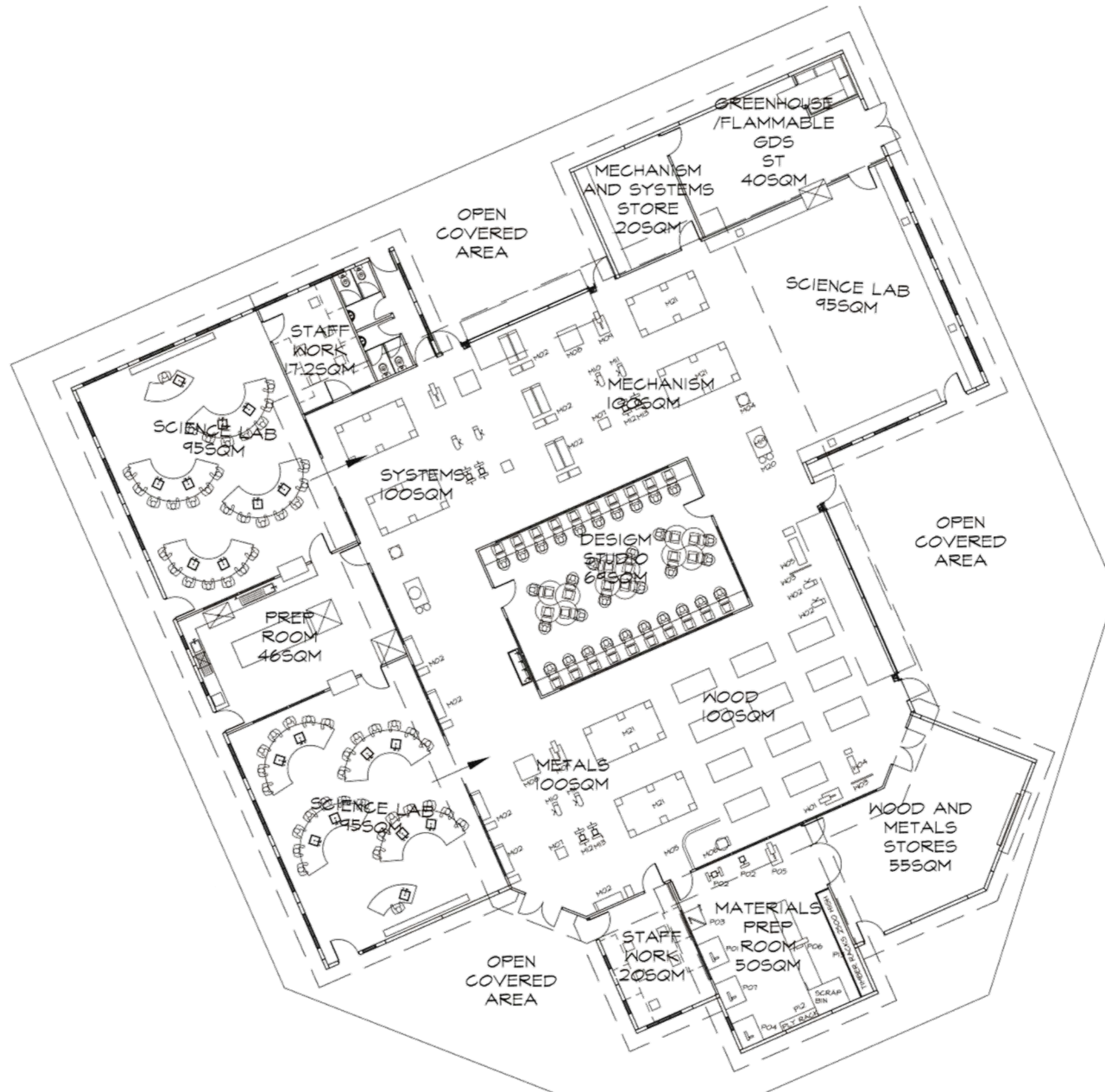
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## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

### The Lakes South Morang P-9 School

Figure 4.10 : Technology precinct

(Source: Image courtesy of Oaten Stanistreet Architects)



Location: South Morang, Victoria

Year Levels: P-9

Architect: Oaten Stanistreet Architects