Victorian School Design
Acknowledgements

Development of this document occurred in consultation with the Design Support for School Project Group and the offices within the Department of Education and Early Childhood Development.

Special thanks to all the school staff who generously provided their time, the architects who provided images and the work of Rubida Research.
The Victorian Government is building a world-class education system to invest in young Victorians and our state’s future. The Victorian Schools Plan will see every school across the state rebuilt, extended or renovated by 2017.

This investment in infrastructure has created an exciting challenge for the design of our schools. Student outcomes are strongly influenced by the design of learning spaces. To engage children in their learning they require spaces to learn, spaces to share and spaces to play. A supportive learning environment can be enhanced through building design that reflects the diversity of the school community and enables student and teacher interaction.

It is important that we recognise the role of design in achieving high quality teaching and learning programs in our schools. This resource illustrates best practice in school design and highlights some key design challenges for our school sites and buildings.

Bronwyn Pike MP
Minister for Education
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These designs recognise that the organisation of a school has a significant influence on its capacity to deliver a contemporary education. Organisational factors include the size and flexibility of student groupings; the way in which students and teachers work together; teachers’ professional relationships and professional learning arrangements; the breadth, depth and flexibility of curriculum choices and pathways opportunities; and the number and nature of student transitions.

The physical spaces in schools should be designed to match the teaching and learning required for a modern curriculum. The Principles of Learning and Teaching that underpin the Victorian Essential Learning Standards have significant implications for the design of schools and their learning spaces and this link between curriculum, design and pedagogy is reflected in the early chapters.

The Department’s vision for education begins with the learning needs of every child. It is becoming more widely recognised that students’ learning outcomes are strongly influenced by their learning environments. The Effective Schools Model that the Department has adopted provides the conceptual framework and context for developing stimulating learning environments that are conducive to the quality of teaching and learning. How learning spaces are designed, the quality of teaching and the richness of curriculum all contribute to how students are engaged in learning and become willing and enthusiastic learners.

Figure 1.1: Effective schools model
(Source: http://www.softweb.vic.edu.au/blueprint/es/)

This document provides a portfolio of designs that includes both educational and architectural features. This portfolio will feature a range of designs and photographs that will change or be supplemented over time.

Good design also places a strong emphasis on flexibility, with spaces capable of supporting different styles of learning. For example, promoting self-directed learning as well as collaboration and project work requires learning spaces that encourage individual and teamwork, as well as space for individual learning. Different pedagogical approaches and the different ways that children learn need to be represented in the design of new learning environments.

Connecting learning with the community, beyond the confines of the classroom or school requires facilities that bridge the gap between community and school. It also requires information technologies that enable new ways of learning and link students to the broader community and to the world.

It is crucial that the schools we design:
• promote individualised learning
• create settings for innovative teaching
• realise the potential that new technologies can bring to learning
• be environmentally sustainable and responsible and
• support community engagement.
INTRODUCTION

Victorian Essential Learning Standards (VELS) Educational Principles

Learning for all
Pursuit of excellence
Engagement and effort
Respect for evidence
Openness of mind

Principles of Learning and Teaching
1. The learning environment is supportive and productive
2. The learning environment promotes independence, interdependence and self-motivation
3. Students’ needs, backgrounds, perspectives and interests reflected in learning program
4. Students are challenged and supported to develop deep levels of thinking and application
5. Assessment practices are an integral part of teaching and learning
6. Learning connects strongly with communities and practice beyond the classroom

Students will need to create a future that:
• is sustainable
  Understand the interaction of social, economic and environmental systems
• is innovative
  Skills to solve new problems, different approaches and new solutions
• builds stronger learning communities
  Build common purposes and values – mutual responsibility and trust in diverse socio-cultural community

curriculum addresses
Living in a complex, rapidly changing, rich in ICT and globally influenced world
Demands higher order knowledge and understanding

Attributes of a successful learner (P–12)

• Developing fundamental knowledge, skills and behaviours in literacy and numeracy, and other areas including physical and social capacities that underpin all future learning
• Organise ideas and use language with peers
• Master basic literacy and numeracy skills
• Awareness of other groups, cultures and times
• Persistent and prolific in certain skills
• Participate in discussion about ideas and beliefs
• Express informed opinions
• More complex thinking – apply problem-solving strategies
• Participate in/lead small group activity
• Learn more deeply through more extended projects
• Individual sense of identity – consider more complex ideas
• Interest in learning is more independent/congruent with personal goals
• Participate in a variety of physical activities
• Understand affects of risk taking
• An expanded curriculum program provides the basis for in-depth learning within all domains in the three learning strands
• Students progress beyond the foundations and their literacy and numeracy becomes more developed
• See themselves as young adults – independent thinkers, use formal methods of enquiry
• Seek to apply learning to the world outside school
• Set personal health and fitness goals, undertake activities to achieve them
• Develop greater independence of mind and interests
• Seek deeper connections between their learning and the world around them and explore how the learning might be applied in the world
• Experience learning in work and community settings as well as the classroom
• Begin to develop preferred areas for their learning
• Personalised learning and the application of specialised knowledge and preferred areas of learning
• Develop pathways into further learning and/or employment

Frameworks:
1. Essential Learning Standards
   physical, personal and social learning
   health and physical education
   interpersonal development
   personal learning
   civics and citizenship

   discipline-based learning
   the arts
   English
   languages other than English
   the humanities (economics, geography and history)
   mathematics
   science
   interdisciplinary learning
   communication design, creativity and technology
   information and communications technology
   processes

   VCE/VET
   VCAL

Figure 1.2: Teaching and Learning Principles

Figure 1.3: Curriculum Frameworks
1.1 Linking Pedagogy and Space

From the Preparatory Year through to Year 12, the Department of Education and Early Childhood Development (DEECD) Principles of Learning and Teaching (PoLT) are used to underpin teaching practice.

The PoLT consist of six principles that address the need to ‘build consistent, comprehensive and improved pedagogical approaches within and across schools’.

While the PoLT address teacher practice, the Victorian Essential Learning Standards (VELS) govern the curriculum for students in the Preparatory Year through to Year 10 in government schools. The VELS are used as a framework for curriculum planning, assessment and reporting. They are designed to prepare students for their participation in the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) or Vocational Education and Training (VET) in the senior years and for future life.

In the early planning stages it is important to establish the relationships and learning and teaching that the school wishes to maintain as well as new approaches that the school wishes to implement. This is then incorporated into an educational plan, whereby the most effective practices both current and intended are combined to create a new shared whole school/community vision.

This concept can then be translated into a process map in which links begin to form between each of the learning spaces and their purpose. Here the core principles of the planning phase are developed visually and it is possible to identify how, when and why the different spaces might be used. To aid this process three zones are applied: Reflective, Creative and Interactive. The zones are mapped to assist in the development of a conceptual template.

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**INTRODUCTION**

**Key pedagogical approaches**
A range of pedagogies will be used according to subject matter and essential learning. These pedagogies will target and support improved student learning outcomes and enhanced student understanding.

Students are at the centre of learning standards.

**Process map for linking pedagogy and space**

*current pedagogical practice*
- ‘tried and true’ methodology
- Established relationships
- Successful programmes and school initiatives

*student learning*
- Victorian Essential Learning Standards
- Principles of Learning and Teaching Assessment Advice, Blueprint for Government Schools

*intended pedagogical practice*
- Updated use of ICTs
- Social and Shared Space emphasis
- The creation of learning communities

*Links to stages of learning*
- Links to specialist and resource spaces
- Purpose
- Equipment and Facilities
- Pedagogical Zones
- Learners’ Characteristics

*Links to outdoors*
- Space allocations
- Outdoor Education
- Environmental Learning

*Links to the community*
- Community Engagement
- Service Learning
- Industry Partnerships

**Figure 1.4**

Key pedagogical approaches
(Source: Dr Kenn Fisher, Linking Pedagogy and Space)

**Figure 1.5**

Process map for linking pedagogy and space
(Source: Dr Kenn Fisher, Linking Pedagogy and Space)
More generally these zones indicate acoustic division; the intended pedagogical activities in the reflective zone, for example, they will involve independent or one-on-one learning of a calm and cognitive nature such as reading or researching, but may also be creative.

Conversely, it is intended that the Creative and Interactive zones may be filled with the ‘buzz’ of collaboration and exploration, but also provide the opportunity for quiet or reflective learning.

The learning spaces created within these zones are flexible and provide numerous options depending on the ages and stages of learners, the activity, the number of students and the facilities, equipment and resources required.

### Zonal Definitions Chart

<table>
<thead>
<tr>
<th>Summary</th>
<th>Attributes</th>
<th>Spatial Principles/Alternatives</th>
<th>Furniture Arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflective/Creative</strong></td>
<td>• Working independently and reflectively</td>
<td>• Personal learning spaces</td>
<td>Lounges</td>
</tr>
<tr>
<td></td>
<td>• 1–3 students</td>
<td>• Independent, quiet working areas</td>
<td>Comfortable seating</td>
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<td></td>
<td>• Quiet</td>
<td>• Space for reflection</td>
<td>Movable tables</td>
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<tr>
<td></td>
<td>• Acoustically and visually private</td>
<td>• Small groups of 1–3 students</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Technology access</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Located in ‘eddy spaces’</td>
<td></td>
</tr>
<tr>
<td><strong>Creative/Interactive</strong></td>
<td>• Making, forming, constructing, creating</td>
<td>• Space for processing/gathering information</td>
<td>Round tables for 4–6 students</td>
</tr>
<tr>
<td></td>
<td>• Small groups of 3–5 students</td>
<td>• Space for learning activities in small groups</td>
<td>Movable chairs</td>
</tr>
<tr>
<td></td>
<td>• Working interdependently/ collaboratively</td>
<td>• Problem, process and inquiry-based learning</td>
<td>Storage for student work and resources</td>
</tr>
<tr>
<td></td>
<td>• Some separation from other larger groups</td>
<td>• Technology access</td>
<td>Display and projection space</td>
</tr>
<tr>
<td><strong>Interactive</strong></td>
<td>• Acting reciprocally</td>
<td>• Accommodation for a maximum of 25 students in groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Larger groups – multiple classes</td>
<td>• Resource and technology rich</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Potentially very noisy</td>
<td>• Flexible arrangements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Working interactively</td>
<td>• Links to the outdoors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Little separation between groups as they are</td>
<td>• Some access to non-specialist wet spaces</td>
<td></td>
</tr>
<tr>
<td></td>
<td>interacting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The summary and attributes for each zone are as follows:

**Reflective/Creative**
- Working independently and reflectively
- 1–3 students
- Quiet
- Acoustically and visually private

**Creative/Interactive**
- Making, forming, constructing, creating
- Small groups of 3–5 students
- Working interdependently/collaboratively
- Some separation from other larger groups

**Interactive**
- Acting reciprocally
- Larger groups – multiple classes
- Potentially very noisy
- Working interactively
- Little separation between groups as they are interacting
Figure 1.6: Acoustic division of zones

Acoustic Division of Zones

Reflective Creative Interactive

Noise Level

Quiet Noisier

Reflective Areas

Creative Areas

Interactive Areas
INTRODUCTION

1.2 The Consultation Process

From the early stages of design, the learning community for whom the school is being created must be involved. School council, teachers, students and members of the community (including from business and industry) can provide valuable knowledge throughout the design phase, which will result in a well-established connection by the time the school is functional.

Successful school design is achieved through a clear understanding of the educational needs and vision, and translation of these requirements into creative and responsive learning settings. The requirements and other inputs are harvested during consultation that should embrace the staff, students and the wider community.

Consultation must be well managed and transparent and it should involve all key stakeholders in the project working collaboratively. It is a critical phase in which all planning and design is founded.

Schools and communities can build their knowledge and understandings during this process by being exposed to innovative and functional designs, best-practice research and concepts.

Teachers, students and community members should be provided with a thorough understanding of the design concepts. Those who utilise the space must know its intended uses and how the space can be best used to achieve desired outcomes. Professional learning to support the effective use of the new environment and the linkage between pedagogy and space is an essential part of the change process.

The concepts linking pedagogy and space should be applied consistently throughout all phases of design to maintain links between space and purpose. These links will improve the interpretation of language between design and pedagogy, resulting in a shared understanding of how the initial spatial concepts and the learning and teaching methodologies are integral to achieving the school’s vision.

Accordingly, the consultation process itself should be considered, structured and nurtured carefully. The process can be supported through a variety of techniques and procedures including:

- clear articulation and analysis of the school’s vision
- establishment of a collaborative, varied and multiskilled planning group
- inclusion of critical or alternative views
- regular planning meetings and discussions
- review of current projects (by site inspections or research)
- one-on-one interviews (i.e. with key staff, authorities or other key stakeholders)
- design workshops and focus groups (to ‘brainstorm’ ideas, review planning options and to develop the Project Brief)
- participatory and interactive forums and sessions
- iterative review of the Project Brief and the design responses
- clear identification of key decisions and sign-offs.
INTRODUCTION

Figure 1.7: The collaborative process

My community
My connections
My home

My education
My dreams
My future

My family
My expectations
My culture

My profession
My creativity
My expertise

My work place
My success
My knowledge

My resources
My relationships
My experience
A key to success is the focus on consistent and ongoing professional development of teachers and their involvement in cooperative planning in relation to all elements of the school’s program ... schools must heavily invest in this approach to achieve success for students and for teachers.

The Victorian Essential Learning Standards (VELS) define what students should know and be able to do across the different stages of schooling. The VELS also focus on learning for understanding and on developing students who can apply their knowledge beyond the classroom. The Principles of Learning and Teaching (PoLT) P–12, provide a basis for selecting the appropriate teaching practice, reviewing that practice and identifying key areas for improvement.

Effective schools have cultures that value continuous learning and encourage the establishment of the school as a learning community, informed by learning from each other and sharing of best practice on effective teaching and learning.

For school communities that are embarking on the development of new schools, modifications to existing facilities or regeneration proposals, professional learning plays a key role in engaging staff in the vision for the new facilities and the pedagogical activities that will occur within the learning and teaching spaces.

Many of the new learning environments described in this document are premised upon the use of a range of pedagogical approaches to learning – the engagement of small and large groups of students, individualised learning, peer to peer learning, explicit teaching, the embedded use of Information and Communication Technology (ICT) and project-based and inquiry-based learning.

What does this mean for the design of new school facilities?

- Involving all staff in defining the characteristics of effective learning and what teaching practices can best support the achievement of this learning.
- Deciding the best way that these practices or methodologies can be delivered and the type of environment in which the learning can take place.
- Identifying and supporting any changes in teaching practice and the ways students engage in their learning that may be influenced by the design of the learning spaces.
- Monitoring and reflecting on practice over time to ensure that it is meeting the intentions outlined in the educational rationale.

**Resources**


1.4 School Design Preconditions

There are a number of elements that contribute to school design well before plans are created. Before identifying the mechanisms for successfully creating good school (or part school) designs a series of pre-conditions need to be addressed:

1. Transformational rather than incremental change is to be pursued, informed by the latest research about effective teaching and learning.

2. As outlined in section 1.2, the consultation process is vital to the success of the school. The often unheard voices of students and teachers need to be acknowledged to ensure designs meet expectations and requirements, but also to facilitate the eventual transition into the new learning spaces. The ease with which this can be achieved is dependent on student and teacher involvement. Their participation in all design phases can lessen the transitional impact as concepts, methodologies and features are progressively exposed in context. A broad involvement and engagement of parents and the community is also important.

3. The recognition of good design. Supporting, seeking, facilitating and celebrating good design should be evident through the whole process. By design quality, we mean aspects that go beyond function such as buildings and spaces that are engaging, diverse and inclusive; culturally rich and poetic; and beautiful or inspiring.

4. Designs must be based on the unique pedagogy and curriculum of each school. Each school should have a clear educational rationale from which a clear and concise brief is drawn, supported by a master plan.

5. Adequate budgets, programs and processes. Designs need to take account of the available level of resources and life cycle costs. Processes need to include time to properly develop the brief and the design in detail. Design facilitation and feedback techniques are also integral to building system design capacity.

6. Appropriately qualified designers and assessors are to be used. Individuals and groups should be identified who understand education and current pedagogical directions, or who have shown commitment by participation in education conferences or awards. A design team will be selected based on their demonstrated capacity in delivering high-quality design outcomes. Panels, interviews and best-practice exemplars will assist in this process.

7. The procurement and construction process will also support good design.

8. Those involved on the project should be prepared to accept some risk to achieve innovation. This may include the appointment of a design champion.

9. Schools will be encouraged, educated and empowered to demand innovative solutions.

10. Designs should encourage idealistic benchmarks not just minimum standards.

11. Extensive adoption of Ecologically Sustainable Development (ESD) measures to be integrated along with student awareness/involvement in sustainability through links to school pedagogy and design will be encouraged.

In developing proposals for new or modernised school building or facilities, schools must follow the stages outlined in the Building Futures process.

In order to facilitate this process, the Department has identified a number of school design exemplars. The exemplars have been chosen to demonstrate key aspects of design that, when linked to the school vision and context, promote the creation of best practice learning and teaching environments.
INTRODUCTION

These are:

- Stage-appropriate learning environments – the school environment reflects the core principles of learning and teaching and the pedagogy and design elements necessary to support the attributes of a successful learner.
- Multiple uses for specialist facilities – more flexible use of specialist resources can be achieved through innovative design.
- Specialist community use – the relationship between schools and their communities can be fostered by school designs that accommodate the joint use of facilities by community users, community access to ICT and training facilities and the availability of meeting and interview rooms for use by specialist providers.
- Community/Cultural context – the design of school facilities should reflect the community context in which the school is located and incorporate into the internal and external design a recognition of the importance of community and cultural heritage (for example, in schools with Indigenous students, the culture of that Koorie community should be acknowledged with a community meeting place and other features agreed by that community).
- Information and Communication Technology (ICT) – ICT is integral to new school design and should support the latest technologies and provide the capacity for new developments over the life cycle of the school.
- Ecologically Sustainable Development (ESD) – school buildings and their environments can play their part in minimising the use of material resources (energy and water), minimising waste and avoiding pollutants using recycled materials, and protecting and enhancing habitats and wildlife.
- Special features – such as the use of indoor/outdoor learning spaces, furniture, display spaces, location of staff work areas and student home bases.

These elements are important in fine tuning the design elements to reflect the educational rationale underpinning the school design.
1.5 Key Aspects of the Case Studies

This document provides examples of schools that cover one or more of the key aspects highlighted by the Design Support Project Working Group. These design essentials must be wholly or partly represented if the individual project is to be deemed an example of innovation in school design. These elements represent the direction of school design and their presence demonstrates the implementation of a collaborative, well-researched design process.

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## Linking principles to place

... pedagogical activities require specific spatial qualities to be effective. Each principle requires specific pedagogical approaches to support that principle, and these pedagogies are applied through the five core activities or modes. These modes have direct implications for learning-settings design.

![Figure 1.8: Linking principles to place](Source: Department of Education and Early Childhood Development, [http://www.sofweb.vic.edu.au/facility/pdfs/linking_pedagogy_and_space.pdf](http://www.sofweb.vic.edu.au/facility/pdfs/linking_pedagogy_and_space.pdf))

<table>
<thead>
<tr>
<th>Principle</th>
<th>Pedagogical Approach</th>
<th>Pedagogical Activity</th>
<th>Implications for Building Design</th>
</tr>
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<tbody>
<tr>
<td>The learning environment is supportive and productive</td>
<td>Learner-centred pedagogies with multiple learning settings co-located</td>
<td>Delivering</td>
<td>Design reflects community diversity, respects and values different cultures</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Students have access to teachers</td>
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<tr>
<td>The learning environment promotes independence, interdependence and self-motivation</td>
<td>Peer-to-peer learning, integrated problem and resource-based learning</td>
<td>Applying</td>
<td>Breakout spaces are provided to allow individual student work</td>
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<td></td>
<td></td>
<td></td>
<td>Furniture is suitable for cooperative learning</td>
</tr>
<tr>
<td>Students are challenged and supported to develop deep levels of thinking and application</td>
<td>Integrated, problem and resource-based learning</td>
<td>Creating</td>
<td>Access to ICT, multimedia supports authentic learning</td>
</tr>
<tr>
<td>Students’ needs, backgrounds, perspectives and interests are reflected in the learning program</td>
<td>Theory linked to practice, problems integrate both aspects, resources used continually and creatively, integrated curriculum delivery</td>
<td>Creating</td>
<td>Quiet spaces</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Multipurpose rooms that enable students to work on different subjects over longer periods of time, encourage integrated curriculum</td>
</tr>
<tr>
<td>Assessment practices are an integral part of teaching and learning</td>
<td>Continuous assessment, utilising a pedagogy of assessment</td>
<td>Communicating</td>
<td>Teacher spaces that encourage cross-disciplinary teams of teachers working with groups of students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spaces for student–teacher conferencing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intranet facilities enable ongoing monitoring of student progress by students and parents</td>
</tr>
<tr>
<td>Learning connects strongly with communities and practice beyond the classroom</td>
<td>Project and resource-based learning on practical problems</td>
<td>Decision making</td>
<td>Buildings and facilities that bring the community into the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ICT facilities that support curriculum links to professional and community practice</td>
</tr>
</tbody>
</table>
Linking pedagogical activities to spatial settings

... categoric pedagogical practices have associated space types.

Figure 1.9: Linking pedagogical activities to spatial settings
(Source: Scott-Webber)

<table>
<thead>
<tr>
<th>Pedagogical Activity</th>
<th>Pedagogical Attribute</th>
<th>Process Steps</th>
<th>Behavioural Premise</th>
<th>Spatial Icon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivering</td>
<td>Formal presentations</td>
<td>Prepare and generate presentation</td>
<td>Bring information before the public</td>
<td><img src="image1" alt="Spatial Icon" /></td>
</tr>
<tr>
<td></td>
<td>Instructor controls presentation</td>
<td>Deliver to an audience</td>
<td>Instructor lead</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus on presentation</td>
<td>Assess understanding</td>
<td>Knowledge is in one source</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Passive learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying</td>
<td>Controlled observation</td>
<td>Knowledge transferred via demonstration</td>
<td>Learner-centred</td>
<td><img src="image2" alt="Spatial Icon" /></td>
</tr>
<tr>
<td></td>
<td>One-to-one</td>
<td>Practice by recipient</td>
<td>Apprentice model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master and apprentice alternative control</td>
<td>Understanding achieved</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating</td>
<td>Multiple disciplines</td>
<td>Research</td>
<td>Innovation or knowledge moved from abstract to a product</td>
<td><img src="image3" alt="Spatial Icon" /></td>
</tr>
<tr>
<td></td>
<td>Leaderless</td>
<td>Recognise need</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Egalitarian</td>
<td>Divergent thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distributed attention</td>
<td>Incubate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Privacy</td>
<td>Interpret into product/innovation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Casual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating</td>
<td>Knowledge is dispersed</td>
<td>Organise information</td>
<td>Share information</td>
<td><img src="image4" alt="Spatial Icon" /></td>
</tr>
<tr>
<td></td>
<td>Impromptu delivery</td>
<td>Deliver</td>
<td>Provide quick exchange</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Casual</td>
<td>Receive and interpret</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active learning</td>
<td>Confirm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making</td>
<td>Knowledge is dispersed</td>
<td>Review data</td>
<td>Make decisions</td>
<td><img src="image5" alt="Spatial Icon" /></td>
</tr>
<tr>
<td></td>
<td>Information is shared</td>
<td>Generate strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leader sets final direction</td>
<td>Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Situation is protected</td>
<td>Implement one course of action</td>
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<td></td>
<td>Semi-formal to formal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Passive/active learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Linking pedagogical activities to spatial settings... categoric pedagogical practices have associated space types. Figure 1.9: Linking pedagogical activities to spatial settings (Source: Scott-Webber)