

exchange.

Learning Environments Australasia 16th Annual Conference
Sunday 29 May - Wednesday 1 June 2016
Melbourne Convention and Exhibition Centre

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MASTERCLASS WITH YONG ZHAO (Optional)

Entrepreneurship-oriented Education: A New Education Paradigm

Wednesday 1 June 2015, Melbourne Convention and Exhibition Centre, 2.00pm - 3.30pm (lunch provided)

Professor Yong Zhao proposes a new paradigm of education. Yong Zhao will discuss the triad model of education to prepare global, creative, and entrepreneurial talents that include: personalized curriculum/educational experience, product-oriented learning, and the globe as the campus. Professor Zhao will also discuss the implications for designing school facilities that support this paradigm of education.

Notes:

- Places for this Masterclass are strictly limited and attendance applications will be processed on a first-come first-served basis.
- You need to register for this separately in the relevant section of the Registration Form

Online Registration here

MOST LIKELY TO SUCCEED

Film & Q & A with Film Director, Greg Whiteley

Sunday 29 May 4.00pm

Tickets are available for the Sunday night session only \$55.00

One of the most important education documentaries in recent years, "Most Likely To Succeed" will be shown including a **Q&A session** with its director, **Greg Whiteley**, who is joining us in Melbourne for the conference.

sponsors

Learning Environments Australasia 16th Annual Conference

The Association for Learning Environments is an international, non-profit organisation with the sole mission to improve the places where people learn.

The A4LE believes that:

- Facilities impact the learning, development and behaviour of the facility user;
- The planning process is essential for quality facilities;
- Sharing and networking improves the planning process; and
- There is a standard by which to measure.

In our region, Learning Environments Australasia provides the key professional forum for dialogue between educators, administrators, suppliers, manufacturers and designers to improve the quality of learning spaces and the effectiveness of the teaching and learning that occurs within them. As an affiliate of the world-wide organisation, our members include individuals, educational institutions and corporations throughout South-east Asia, Australia, New Zealand and the South Pacific.

Learning Environments Australasia is proudly sponsored by:

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Learning Environments Australasia 16th Annual Conference

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message

from the Learning Environments Australasia Chair

On behalf of Learning Environments Australasia I welcome you to our 2016 regional conference.

This year, we return to the fair city of Melbourne where in 2001 our very first conference was hosted at the University of Melbourne's Graduate School of Education. Since that event, we have experienced a steady trajectory of transformation in education, both in philosophical and design approaches, across our region generally and most particularly in the State of Victoria. Today, education design and pedagogy are inextricably inter-twined in an exciting dynamic of possibilities, innovation and collaboration.

In this conference, you will certainly see, experience and participate in that innovation. You will be inspired by exceptional speakers, challenged in thought-provoking workshops and be immersed in some of the State's most innovative education settings. Most importantly, you will share many opportunities to exchange your experiences with colleagues from across our region.

Our Melbourne conference team has prepared an exciting and provocative programme around the theme of "exchange".

The theme both assumes change and promotes exchange and it provides a superb springboard to challenge, explore and share ideas in contemporary education and design.

Learning Environments Australasia has been at the forefront of change in education environments in the region. Supported by thought leaders in industry and government, within education authorities and in schools, our organisation thrives in its sole mission to improve the places where students learn.

So I encourage you to support us in that mission and to join with your colleagues and "exchange" with us in Melbourne. It will be a great place to strengthen relationships, make valuable networking connections, to learn and to share expertise.

Through the generous support of our friends, members, partners and sponsors, Learning Environments Australasia is delighted to make this opportunity possible.

I look forward to seeing you all in Melbourne.



A blue ink handwritten signature of Richard Leonard.

Richard Leonard
Chair
Learning Environments Australasia





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This belief has driven our team, for over half a century, to study how children learn – from a behavioral, ergonomic and cognitive perspective – to develop furniture that is flexible, adaptable and stimulating.

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To find out more about our innovative range of educational furniture visit woods furniture.com.au or call 1800 004 555.

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welcome

from the Conference Chairs

It is with great pleasure that we welcome you to Learning Environments Australasia's 16th Regional Conference, to be held at the Melbourne Convention and Exhibition Centre in Melbourne from Sunday 29 May to Wednesday 1 June 2016.

The 16th Regional Conference will provide a dynamic forum for designers, educators and others involved in the design and use of educational facilities to participate in deep conversations about the past, present and future of learning environment design and occupation.

As the conference theme 'exchange' suggests, the event will be set up as a marketplace for the exchange of ideas. Driving this exchange will be an array of highly regarded keynote speakers, informative site visits and thoroughly enjoyable social networking events. The site visits will be held at some of Melbourne's leading educational organisations, including early learning centres, primary and secondary schools and universities. In addition, a collection of interactive workshops will support delegates to explore emergent issues at the intersections of education, space, technology and community.

In consultation with members, a range of themes have been devised by our organising committee to enable delegates to pursue issues that are of particular interest. For example, the theme 'community & school' will support delegates to explore schools as networks of people - and resources - and encourage them to investigate the role of the built environment in supporting such interactions. Delegates' explorations of these themes will be seeded by our keynote speakers, explored through thematically aligned site visits and interactive workshops, and consolidated through conversations at the networking events.

Learning Environments Australasia is a professional association with the sole mission to improve the places where people - students - learn. Our members are individuals, institutions and corporations who are actively involved in planning, designing, building, equipping, maintaining and occupying early learning centres, schools, universities and other places of learning.

The State of Victoria has been recognised as a world leader in the design of contemporary learning environments by organisations such as the OECD. We look forward to you joining us to find out what all the fuss is about and to exchange ideas and stories with enthusiastic Learning Environments Australasia members and other delegates.

We would especially like to thank the following conference committee members who have assisted in bringing this program together:

Paul Hede, Sarah Hobday-North, Gerard Hogan, Lisa Horton, Sandy Law, Richard Leonard, Vicki Leo, Dev Mistry, Leanne Rose-Munro, Laurence Robinson, Wayne Stephens, Lisel Thomas, Ken Woodman.

See you in Melbourne!



A handwritten signature in black ink, appearing to read 'Jo Dane'.

Jo Dane
Conference Chair



A handwritten signature in black ink, appearing to read 'Ben Cleveland'.

Ben Cleveland
Conference Chair

program

Learning Environments Australasia 16th Annual Conference

Sunday 29 May 2016

2.00pm - 4.00pm	Registration Trade Exhibition Opens
4.00pm	Conference Opening Welcome to Country Opening Address & Introduction of Maxine McKew by Conference Chairs Jo Dane and Ben Cleveland
4.30pm	Film <i>Most Likely to Succeed</i>
6.00pm	Q & A Greg Whiteley <i>Film Director</i>
6.45pm	Exchange @ MCEC Drinks in the foyer
7.45pm	Free Evening

Monday 30 May 2016

7.30am	Registration continues
8.45am	Address by Learning Environments Australasia Chair Richard Leonard
9.00am	Keynote 1 The Future of Learning in Space and Time Professor Richard Elmore <i>Gregory Anrig Research Professor, Harvard Graduate School of Education, USA</i>
10.00am	Morning tea with Trade Exhibitors
10.45am	Keynote 2 The Learning Assemblage: Place and Education Professor Kim Dovey <i>Professor of Architecture and Urban Design, Melbourne School of Design, University of Melbourne</i>
11.45am	The Mayfield Project 2016 A collaborative, cross disciplinary research project exploring the future of school presented by the Mayfield Project participants
12.15pm	Exchange and Lunch with Trade Exhibitors
1.00pm	Site Visits A Depart from MCEC <i>You need to register for these in the relevant section of the Registration Form</i>
5.00pm	Buses drop off delegates @ MCEC
6.00pm	Networking @ Ms Collins , 425 Collins Street, Melbourne
8.00pm	Free Evening

program

Learning Environments Australasia 16th Annual Conference

Tuesday 31 May 2016

8.15am - 8.45am	Learning Environments Australasia Special General Meeting of Members
9.00am	Keynote 3 Focusing on What Matters: Realising a Vision for Learning Sarah Martin <i>Principal, Stonefields School, New Zealand</i>
10.00am	Morning tea with Trade Exhibitors
10.45am	Interactive Workshops Session A <i>You need to register for these in the relevant section of the Registration Form</i>
11.30am	Move to next workshop
11.40am	Interactive Workshops Session B <i>You need to register for these in the relevant section of the Registration Form</i>
12.30pm	Exchange and Lunch with Trade Exhibitors
1.15pm	Site Visits B Depart from MCEC <i>You need to register for these in the relevant section of the Registration Form</i>
5.00pm- 5.30pm	Buses return to MCEC
6.30pm	Buses depart from MCEC
7.00pm	Pre-dinner Drinks @ the Melbourne Town Hall
7.30pm- 11.30pm	Masquerade @ the Melbourne Town Hall

The past cannot
be changed. The future
is yet in your power.

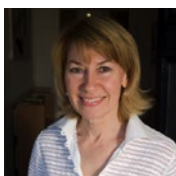
- Hugh White

Wednesday 1 June 2016

9.00am	Keynote 5 Exchange: Influencing and Implementing Change Jude Horrill <i>Director, Jude Horill Consulting</i>
10.00am	Morning tea and Sponsors Raffle Draw
10.45am	Keynote 4 Counting What Counts: Education Outcomes that Matter Dr Yong Zhao <i>Professor, University of Oregon, USA & Professorial Fellow, Victoria University, Australia</i>
11.45am	Q & A with Maxine McKew, Richard Elmore, Jude Horill, Sarah Martin, Yong Zhao and Greg Whiteley
12.45pm	2017 Singapore Conference Promotion
1.00pm	Conference Closing by International Chair Scott Layne (<i>except for delegates attending Masterclass with Yong Zhao</i>)

presenters

Learning Environments Australasia 16th Annual Conference



Conference MC
Maxine McKew
Journalist and Former Politician

Maxine McKew is an Honorary Fellow of the Melbourne Graduate School of Education based at the University of Melbourne. She is the author of two books, *Class Act*, a study of success in turnaround Australian schools, and *Tales from the Political Trenches*, a political memoir.

Maxine's background is in journalism and for many years she was a familiar face to ABC viewers as the anchor of *Lateline* and the *7.30 Report*. She made the switch to politics in 2007 and defeated Prime Minister, John Howard, in the seat of Bennelong. She served in the Federal Parliament from 2007-2010. She now lives in Melbourne where she is a member of three boards: State Library of Victoria, Per Capita, and the John Cain Foundation.



Q & A with the Director
Most Likely to Succeed - Movie
Greg Whiteley Film Director

Greg Whiteley's first film, *New York Doll*, premiered at the 2005 Sundance Film Festival and was nominated for the Grand Jury Prize. His second film *Resolved*, won the Audience Award at the Los Angeles Film Festival in 2008 and was nominated for two Emmys®. Whiteley's third outing, *Mitt*, was selected as the Opening Night Film at the 2014 Sundance Film Festival. He was born in Provo, Utah, and raised in Seattle, Washington. He lives now in California with his wife Erin and two kids, Henry and Scout.

About his latest movie - Most Likely to Succeed

Arguably one of the most important education documentaries ever made, *Most Likely To Succeed* was critically acclaimed at the 2015 Sundance Film Festival. The film presents an historical narrative of the current US school system against a backdrop of a high school in San Diego that has shunned conventions. The film questions the types of skills students need to develop in school to help them succeed at university and transferring qualifications into jobs. High Tech High enables kids to learn in project-based teams on multidisciplinary topics; there are no text books, no tests, no cells & bells. The issues raised in the film are just as relevant to the Australian context, causing the audience to question what types of educational environments are most likely to succeed in the 21st Century.



Keynote Presenter The Future of Learning in Space and Time
Professor Richard Elmore Gregory Anrig Research Professor, Harvard Graduate School of Education, USA

Richard Elmore is Gregory Anrig Research Professor at the Harvard Graduate School of Education, where he has been on the faculty since 1990, teaching courses in politics, policy, strategy, organizational studies, and instructional improvement. His publications include *School Reform from the Inside Out* and *Instructional Rounds* (coauthor). His current work includes consulting on leadership and instructional improvement with Generation Ready, a professional development, coaching, and consulting organization, and with Fielding/Nair an international architecture and design firm on the design of innovative learning environments for adults and children. He is currently involved in learning design and development projects in China, Mexico, and Chile, as well as the United States. He has an active arts practice in photography, drawing, and painting.

ABSTRACT: Some things we know about the future of learning, some things we don't. Among the things we know, with some degree of certainty, are that learning has already escaped the bounds of institutionalized education; that decisions about what is worth learning, and how, are increasingly in the hands of individuals, not in the hands of public authorities; and that networks are far more efficient structures for the transmission of learning than hierarchies. Among the things we don't know are how to address the social concerns that arise from the separation of learning from institutionalized schooling; how learning in its newer forms can promote or undermine social cohesion and collective goals; and how to design purposeful solutions to the challenges posed by the future of learning. How can we merge our knowledge of physical design of learning spaces with our knowledge of learning as an individual and social activity to develop powerful new environments for learning?



The Learning Assemblage: Place and Education
Professor Kim Dovey Professor of Architecture and Urban Design, University of Melbourne

Kim Dovey is Professor of Architecture and Urban Design at the University of Melbourne. He has published widely on social issues in architecture, urban design and planning. His books include *Framing Places* (Routledge, 2008), *Fluid City* (UNSW Press 2005), *Becoming Places* and the forthcoming *Urban Design Thinking* (Bloomsbury). He currently leads a series of research projects on place identity, informal settlements, transit-oriented development and creative clusters.

ABSTRACT: In this presentation Professor Dovey will explore the relationship between concepts of place and practices of learning - where do we learn most and why? Learning may have a little to do with place, or a great deal. The argument is that a place is a dynamic assemblage of people and spaces. Multiplicity, adaptation and self-organization are key characteristics of a successful learning assemblage. It is not only people who learn or fail to learn but also buildings, schools, cities and institutions.

presenters

Learning Environments Australasia 16th Annual Conference



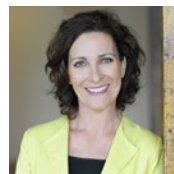
Focusing on What Matters:
Realising a Vision for Learning
Sarah Martin Principal, Stonefields
School, New Zealand

Sarah is currently the Foundation Principal of Stonefields School in Auckland, which opened in 2011. She is an enthusiastic, passionate, forward thinking educator with a real commitment to improving outcomes for all learners. She has held leadership roles in a number of schools. As both a teacher and leader, she has a particular strength in collectively building change momentum, enabling collaborative high functioning teams, future visioning, embracing student voice and re-imagining what learning matters.

ABSTRACT: Today, the exchange of ideas about what is taught, how it is taught and where learning best takes place is challenging accepted theories of education and established norms in schools. Embracing collaborative practices, digital tools and the affordances of new learning spaces has led to the abandonment of many aspects of traditional schooling at Stonefields School in Auckland, New Zealand. Thinking forward has become a way of being.

At Stonefields School, courageous teachers work collaboratively to pursue opportunities to challenge past practices, inquire and 'make stuff better' for learners. Through conscious leadership work, contemporary practices have been developed through the mobilisation of people through actively establishing effective teams, listening sincerely to learners' voices and growing community engagement.

This presentation will delve into the highs and lows of what has been a 'strategically organic' journey in establishing a new school, and in so doing explore the many forms of exchange that have aided the process. The role of space, as 'built pedagogy', will also feature, as spatial interventions at the school have played a significant role in the creation of a school for today - and tomorrow.



Exchange: Influencing & Implementing Change
Jude Horrill
Director, Jude Horrill Consulting

Jude is a senior executive with over 20 years' experience in change and transformation management and communications, marketing, team leadership and business coaching roles in organisations across Australia, New Zealand and Asia Pacific. Jude has industry experience in technology, shared services, operations, financial services, education, environmental services, tourism and broadcast media.

Passionate about change programs, she has managed large scale programs such as core banking conversions, company restructures, mergers and acquisitions, off-shoring, integrations, technology implementations, and cultural change. For Jude, inspiring and leading change starts with the self. A consultant, mentor, coach and speaker in the change space, she currently runs her own company and consults to a variety of industries.

ABSTRACT: The conference theme of exchange and the associated change assumptions are relevant and important for all of us. Constant change is not only here to stay but is the new normal, and the pace at which we need to implement it is picking up. So where do we start and what approaches should we take to enable sustainable change when faced with implementing change? This presentation will cover:

- Specific challenges for schools
- Strategies for outcomes
- Space as a change agent
- Summary action planning



**Counting What Counts:
Education Outcomes that Matter**
Dr Yong Zhao Professor, University
of Oregon & Mitchell Professorial
Fellow, Victoria University

Yong Zhao currently serves as the Presidential Chair and Director of the Institute for Global and Online Education in the College of Education, University of Oregon, where he is also a Professor in the Department of Educational Measurement, Policy, and Leadership. He is also a professorial fellow at the Mitchell Institute for Health and Education Policy, Victoria University, Australia.

ABSTRACT: In this presentation, Professor Yong Zhao discusses how technology and globalization have redefined the value of human knowledge, skills, and qualities. As automation and globalization make traditional lines of jobs disappear, traditionally valued knowledge, skills, and qualities are losing their relevance while new knowledge, skills, and qualities are required to succeed in the new age. Consequently, we must reconsider the value of educational outcomes that have driven school curriculum, pedagogy, and assessment – and the spaces where learning takes place.



The Mayfield Project

The Mayfield Project is a collaborative research program coordinated by Learning Environments Australasia. Its purpose is to support passionate, young professionals working in the education and design sectors in research activity that links educational practice and the built environment.

Established in memory of the late John Mayfield, the project aims to raise awareness of new ways to plan, design, deliver and manage learning environments. John had a great capacity to bring people together to share ideas, and was never thwarted by barriers of language, culture, nationality or geography. The program holds to these ideals, engaging young professionals in cross-disciplinary research and networked collaboration.

In 2016, project participants from Australia, New Zealand, and for the first time Singapore, will come together for a three day incubator workshop in the lead-up to the conference. Facilitated by NoTosh, participants will workshop issues concerning the future of education, challenging each other in an exchange of ideas.

The findings of the project will be presented by the research team on the Monday of the conference. We look forward to seeing the outcomes of this exciting program, which we hope will cause the rest of us to question established practices and engage in further debate about the issues raised.

The 2016 Mayfield Project is coordinated by Peter Moeck, Lisa Horton and Lynette Julian.

workshops

@ MCEC

A1

How Do We Change all Our Schools and Not Just the New Ones into 21st Century Learning Environments? How Existing Spaces can be Re-purposed to Work in New Ways

Maxine McKew

B1

How Do We Change All Our Schools and Not Just the New Ones into 21st Century Learning Environments? Enabling Educators to Teach Differently in Existing Spaces

Maxine McKew

It may be easier to apply contemporary pedagogy in new schools and purpose built learning environments, but all is not lost. There are ways to turn all our schools, and not just the new ones, into 21st Century learning environments.

This panel discussion, chaired by Maxine McKew, will involve keynote speakers and other design and education experts. The first session will look at how existing spaces can be re-purposed to work in new ways. The second session will focus on what enables educators to teach differently in existing spaces. Both sessions will address issues relevant for both designers and educators.

A2/B2

48x48x48: A Collaborative Placemaking Workshop

Jessica Christiansen-Franks, Managing Principal,
CoDesign Studio

Designing schools in collaboration with the school community leads to better outcomes, but effective engagement can be difficult, and may become a time and resource burden on designers.

The '48x48x48' placemaking tool provides an easy and innovative strategy for involving communities in the design process. The tool enables participants to consider short, medium and long term strategies for community-led change. Collaborative placemaking is an ideal technique for the time or resource poor.

This interactive workshop format will give participants:

- An overview of collaborative placemaking case studies
- An understanding of the 48x48x48 tool
- Experience in creative engagement techniques.

A3/B3

Do You Hear What I (Should) Here? Optimising Spaces for Acoustics and Inclusion

Leanne Rose-Munro, Learning Space Advisor, Monash University & **Amanda Robinson**, Associate Director, Marshall Day Acoustics

The fundamental purpose of learning spaces is to facilitate speaking, listening, collaboration and learning. But some spaces do not have optimal acoustic conditions, with noise generation and reverberation excluding many learners. By equipping participants with basic acoustic knowledge and tools, we will demonstrate how spaces can be optimised to their full potential.

Participants can send a picture of a learning space beforehand, with comments on how the space 'sounds', and what it's like to speak, listen and collaboratively teach and learn in. The presenters will help you get the most from your space.

A4/B4

The Spatial Implications of Anywhere Learning

Andrew Douch, Education Technology Consultant, Evolve Education

"Classroom" and "teaching space" were once synonymous terms. Not anymore. Now more teachers are taking advantage of online teaching spaces to expound core subject material "anywhere, anytime" and are using face-to-face class time differently. In order to design for tomorrow's classes, we need to re-imagine the activities teachers and students will be engaged in within classrooms.

The flipped learning model in practice. Participants will watch a video prior to the workshop and use the precious workshop time to discuss it:

- Significant trends in the use of technology in education
- How technology is influencing how teachers and students are using classroom space
- Implications of technology shifts for the design of learning spaces.

Great things are done by
a series of small things
brought together.

- Vincent Van Gogh

workshops

@ MCEC

A5/B5

Integrating Schools and Community Facilities: An Obstacle Course or Treasure Hunt?

Lee Callum, Program Executive Director - Community Hubs and Partnerships, Department of State Development Queensland, with partners from other States

Integrated planning of schools and community facilities can lead to many benefits, but the path to success often feels like an obstacle course.

This interactive workshop will use posters that draw on both national and international research and case studies to both showcase successful integration projects and processes, and highlight a broad range of benefits realised through partnerships between the community, business and three levels of government.

Participants will be led on a treasure hunt based on these posters to explore, reflect on and identify ways of working to successfully implement an integrated planning approach for schools and community facilities.

A6/B6

Designing for the Personalised and Social Learning Needs of Students: The Psycho-social Implications of Learning Environments

Dr Kenn Fisher, Associate Professor in Learning Environments, Melbourne School of Design, University of Melbourne

This intimate workshop (maximum 30 participants) will explore human environment inter-relationships in learning spaces. The presenter will offer an interactive overview of the emerging body of evidence examining how pedagogy, space, technology and curriculum can shape student learning outcomes. The workshop format will include part presentation, group activities and contingent facilitation focusing on workshop findings. Case studies, scholarly journal articles and other evidence will be presented and evaluated. Pre-reading material will be issued prior to the conference.

Learn how evidence-based design can accommodate the dualities of individuals and groups; extroverts and introverts; reflection and collaboration; and restorative and active spaces.

A7/B7

Then and Now: Evolving Pedagogy and Place

Jens Guldbæk & Mie Guldbæk Broens, Loop.bz, Denmark

The difference in emphasis on learning in contrast to teaching means changes for almost everything we know about a school's set up and organisation. This has consequences for what educational buildings need to cater for.

Explore international experiences and case studies from schools around the world and reflect on the difference between teaching and learning and how to support learning through working with the physical space.

The groups will be managed so you meet new people and the discussions will be organised around you sharing your knowledge and experiences with one another.

A8/B8

Maker: Introduction to Inventing with Electronics

Nadine Parkington, Founder, Maker minds/Think Nimble

Ignite your creativity and open your mind to technology.

Utilising LittleBits - a simple and accessible electronics platform - you will create your own inventions integrating Lego and arts and craft. Through some quick challenges you will be an expert in no time. Participants will be provided with a design brief, and working together will sketch design an invention and draw from all the materials on hand to build and prototype.

When done, your invention will be presented to the other teams. Participants will also have the opportunity to photograph and film their creation to share with the maker community if they wish.

A10/B10

Learning Outdoor: Adapting School Landscapes for Better Play, Learning and Wellbeing

Mary Jeavons, Director, Jeavons Landscape Architects

The qualities of the outdoor environment have a powerful effect on the wellbeing of students, staff and families. Research suggests that natural 'green' environments offer many benefits that could be harnessed for play and learning. Although outdoor learning is frequently mentioned in school design, in practice outdoor spaces are rarely funded, designed or maintained adequately to maximise their potential. This workshop will generate deep conversation about the importance of the outdoors in schools, its potential as a play, teaching and learning tool, about design, about funds, and about maintaining fragile 'green' landscapes under constant heavy use.

A9/B9

Future-Focused Education: Leadership in Modern Learning Environments

Mark Osborne, Senior Advisor Future-focused Education, CORE Education, New Zealand

Many new learning environments promote and support a range of pedagogies, including 'delivering', 'applying', 'creating', 'communicating' and 'decision-making'. They support strengths-based teaching and can offer greater flexibility, openness and access to resources. Educators can be part of a robust, continuously improving community of practice, where inquiries are shared, interventions devised collaboratively and reflections based on both self and peer observations. However, these opportunities may not be realised if there is a misalignment between the learning space, curriculum, pedagogy, assessment and technology.

In this workshop you will learn about building leadership capability and adjusting pedagogical practice to use new spaces to their full potential.



site visits

Tour Number 1

Site visit is proudly sponsored by Forbo.



FLOORING SYSTEMS

Theme: Then & Now
Evolving Pedagogy and Place

Sites: The University of Melbourne

Designers:

- PTID
- Architectus
- John Wardle Architects & NADAAA in collaboration

While 'creative precincts' are not uncommon, **StudioFive** has been collaboratively designed with the intention of facilitating improved pedagogic practices in a tertiary arts precinct.

The design, as it has evolved, is an innovative response to how the arts can and should be taught. It is also a reflection of the complexities of working closely with educators with quite mixed concepts of the learning environment.

Similar in concept yet diverse in design, the **Learning Environments Spatial Lab** has been created to challenge the thinking and professional practice of educators, designers, facility managers, clients, end users and students about the design, educational use and the impact on occupants of formal and informal learning environments. It is a facility dedicated to exploring improved design and pedagogical practices across all educational sectors and is intended to guide the development of future projects at the University of Melbourne and across all educational sectors.

In response to challenging the design of traditional lecture style teaching spaces **The William McMahon Ball Theatre** is a hemicyclic amphitheatre, which encourages face-to-face discussion and debate, engages a wide range of learning approaches and sustains current pedagogical thinking in higher education.

Designed to support both discipline-based and inter-professional education, the **Melbourne School of Design** supports the activities of over 2,000 students



Studio 5



Learning Environments Spatial Lab



William McMahon Ball Theatre



Melbourne School of Design

and a large cohort of researchers with teaching rooms, computer labs, workshops and a library brought together around a vast atrium studio workspace. Underpinning the philosophy of education for six professions is the need to introduce students to an understanding of how their specialisation intersects with and is supported by the other professions. The atrium is ringed at several levels by desks and workstations at which students can become aware of the work of others. The philosophy of 'transparency and connectivity' extends to ensuring the building is public, welcoming students and faculty across the campus to walk through and observe work-in-progress and to inspect the outcomes in the gallery spaces on the ground floor.



Tour Number 2

Theme: Work & Learn
Workplaces as Learning Spaces

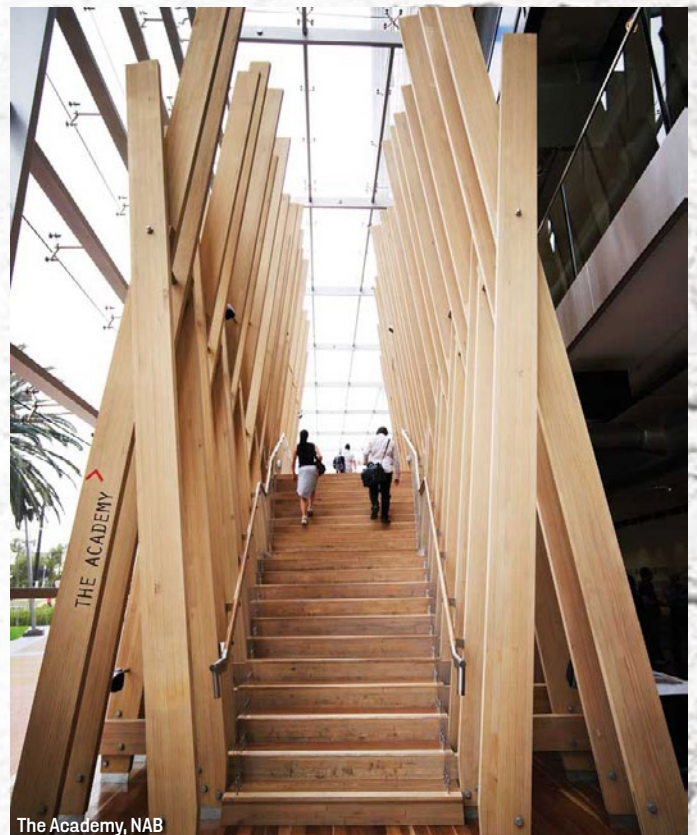
Sites: Docklands

Designers:

- BVN
- Woods Bagot

The Academy at NAB establishes a new model for the corporate sector in fulfilling their social responsibility aspirations. The design team, in conjunction with responsive environment artists and sonic specialists, worked collaboratively with NAB to create The Academy. It is a publicly accessible space, symbolising NAB's belief in the potential of its employees and the communities that NAB support. The space is dedicated to employee training, development, and community engagement. The Academy has become a common ground, a place for genuine exchange, collaboration, and engagement. It is a show piece for NAB's learning approach, culture, and was designed to create 'experiences' not just spaces.

Located in Melbourne's Docklands, **The Village** is an innovative space for NAB's business customers and community partners to connect with clients, work between meetings, and learn from leaders. Opened in February 2014, The Village is a professional yet relaxed environment that was conceived to help NAB's clients achieve their goals and realise their potential. The Village is the result of a long relationship between NAB and the designer, with this workplace providing NAB with an opportunity to affect organisational change and achieve business efficiencies.



The Academy, NAB



The Village, NAB Hub

site visits

Tour Number 3

Theme: Time & Space
Unlocking the Timetable

Sites: Swanston Academic Building, RMIT
Elizabeth Blackburn School of Sciences,
The University High School

Designers:

- Lyons
- Clarke Hopkins Clarke



Swanston Academic Building



Elizabeth Blackburn School of Sciences

The **Swanston Academic Building at RMIT** is a world-class learning and teaching facility in the heart of Melbourne's CBD. Its sustainable and innovative design has been praised by students, staff and visitors, and has won several prestigious global awards since the opening in July 2012. The facility demonstrates RMIT's commitment to design excellence, its unique world leading vision of a 'generation next' vertical campus, and demonstrates new ground in learning space innovation and timetabling.

The **Elizabeth Blackburn School of Sciences** is an exemplar of a tertiary-style, high school learning environment that encourages students to learn independently in a science-

rich environment. This tour will explore how curriculum and timetable analysis lead to efficiencies in teaching, new learning methodologies and what can be achieved with a proactive group of stakeholders willing to challenge the status quo. It will also discuss how the design of the school supports independent and experiential learning, collaboration and mentoring programs with partners The University of Melbourne, Bio21 Institute and The University High School. Ongoing research into teaching techniques by the Masters of Teachers Program and PhD students from The University of Melbourne will also be explored.



Tour Number 4

Royal Children's Hospital site visit is proudly sponsored by Marshall Day Acoustics.

MARSHALL DAY
Acoustics 

Theme: Time & Space
Unlocking the Timetable

Sites: Growing Wild, Melbourne Zoo
Royal Children's Hospital

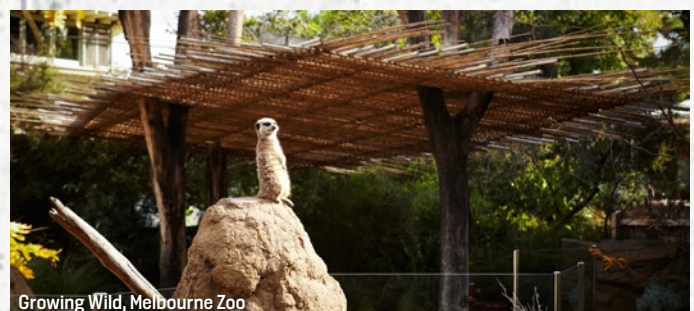
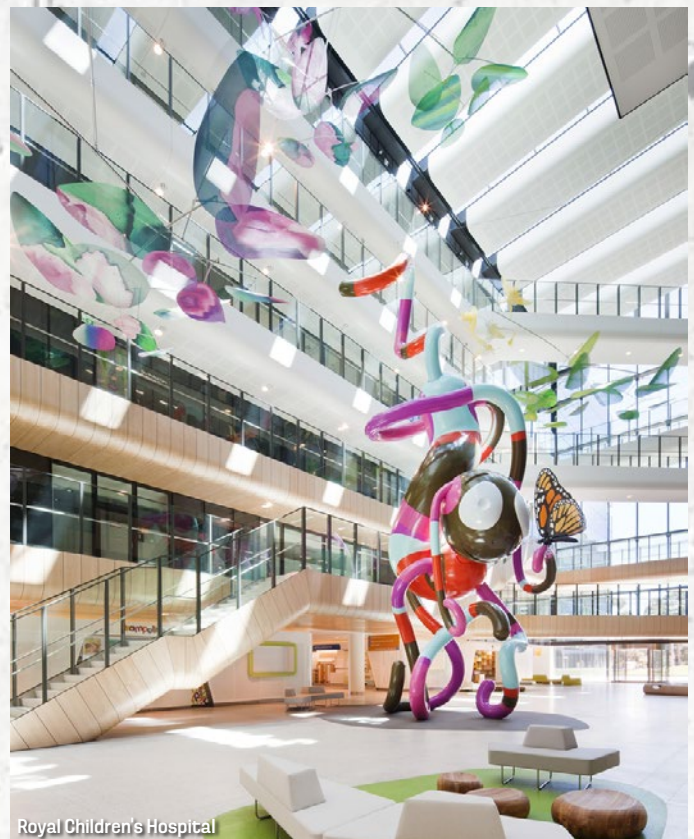
Symbols: Early Learning Centre, Public Place

Designers:

- Billard Leece Partnership and Bates Smart
- Jeavons Landscape Architects in collaboration with Clarke Hopkins Clarke and Arterial Design

The **Royal Children's Hospital in Parkville** incorporates the latest evidence-based design principles to enhance healing outcomes. Inspired by its site and surrounds, bringing the outside in calms and soothes the occupants. The environment seeks to create a family centred design approach responding to the emotional needs of children. The lived experience in the environment enhances patient experience and recovery rates. Learning happens everywhere at the Royal Children's Hospital; evidence of learning opportunities can be seen from many viewpoints.

The **Growing Wild** precinct at Melbourne Zoo is a play and learning space aimed at connecting children and their families with and through the medium of nature. It is a series of interactive spaces designed for children aged eight years and under, their families and carers. By immersing them in a playful way with animals and plants, encouraging hands on engagement, and backing this up with fun playful educational experiences, Growing Wild aims to build a committed community for whom conservation action will become second nature throughout their lives. The design evokes the atmosphere of the diverse natural habitats of animals and invites children to play alongside the creatures such as meerkats, giant tortoise, bush turkeys, reptiles and insects. Learning happens in spaces and places that teach children and their carers the tenets of our natural living world.



site visits

Tour Number 5

Theme: Theory & Practice
A Constant Dialogue and Process of Innovation

Sites: Preshil, The Margaret Lyttle Memorial School
Enterprise Centre, Camberwell High School

Designers:

- Kevin Borland
- Hayball



Preshil, The Margaret Lyttle Memorial School is considered to be Australia's longest operating 'progressive' school. More than 80 year old, it has enjoyed a long history of educational and architectural innovation. The primary school campus, Arlington, includes seven buildings designed by renowned Melbourne architect Kevin Borland. This radical and playful series of buildings won the RAIA bronze medal in 1972 and give expression to Borland's personal motto that 'architecture is not for the faint hearted'. Borland famously designed the buildings in collaboration with the students, whom he saw as his clients. The result is a series of extraordinary spaces that challenge and charm. Unexpected twists, such as secret trapdoors, mezzanines and cubby spaces encourage children to explore and develop their physical, spatial and creative skills. While many schools departed from the open-plan spaces of the 1970's, Preshil has celebrated them since they were built, demonstrating an enduring alignment between educational philosophy and space, and making little of the threshold between indoor and outdoor spaces to encourage teachers and students to realise the potential of this wonderful rambling campus.

At **Camberwell High School** students are encouraged to take an active role in their own learning. Innovative approaches to learning encourage every student to achieve their potential and pursue their passions and interests as learners. Students are encouraged to think through problems and develop creative solutions to real world challenges. This learning process enables students to develop deep understanding, helping develop a sense of responsibility, both academically and personally within the community. In 2013 the **Enterprise Centre** was opened. Replacing a set of relocatable classrooms, the project brought the school's learning landscape principles to life, providing a facility designed to support the growth of independent and interdependent learners. The 'E' Centre is home base for the Year 9 community of learners and is a dynamic space, designed to provoke inquiry and is the result of a highly collaborative process that brought together the strengths of students, educators, designers and planners. Collaboration between the school, the education consultant and the design team was critical for the creation of an environment which in the words of a Year 9 student "is a new way of thinking about learning".

Tour Number 6

This site visit is proudly sponsored by Interface Flor and AES



Theme: Community & School
Connecting Beyond the School Gates

Sites: Officer Education Hub

Designers:

- Clarke Hopkins Clarke

This education and community hub is a network of people more than a cluster of buildings. This site visit interrogates the impact of community engagement and debates where a school's boundaries really lie.

Officer Education Hub includes a specialist school and secondary school, integrated to operate as a single community resource. **Officer Secondary College** incorporates a community hub 3-court stadium, performing arts and community rooms developed as a joint venture with Cardinia Shire Council. Together these spaces form a welcoming community focal point. The **Officer Specialist School** is gently and strategically placed with the intention of promoting awareness and acceptance of people of all abilities. The intersection of space, place and pedagogy enhance inclusion of all who frequent the site.

The architectural and pedagogical design of the schools and community hub exemplify how school facilities can be shared and co-funded by external organisations and community groups to maximise the intent of the brief, in this case community connectedness, exemplar education and involvement in life-long learning. The Officer Education Hub has increased opportunities for inclusion of a diversity of students and adults in these innovative and welcoming community and school-based learning environments.



Officer Secondary College



Officer Secondary College



Officer Specialist School



site visits

Tour Number 7

Theme: In & Out
Learning Landscapes

Sites: Greenways Centre, Mentone Grammar School
Meditation and Indigenous Cultural Centre,
Bentleigh Secondary College

Designers:

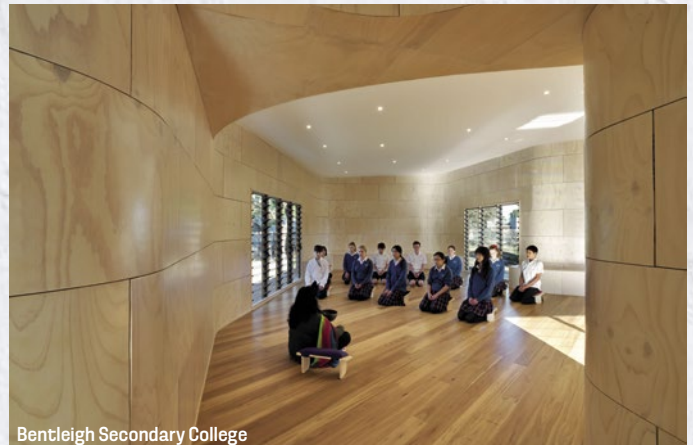
- Kneeler Design
- DWP Suters

The **Mentone Grammar Greenways Centre** is an autonomous Year 9 campus housed in a reinvented 1970s auditorium located within the existing school grounds. The variety and flexibility of both indoor and outdoor learning and social spaces are a response to the rigorous educational programme designed to engage and stimulate the Year 9 cohort. The tiered indoor learning spaces within the existing building are physically and visually linked to external learning spaces. These connected environments include the central enclosed courtyard, student run entry café and deck with herb gardens, performance deck, outdoor learning with wet area benches, remote landscaped rooms and orchard gardens.

The **Meditation and Indigenous Cultural Centre at Bentleigh Secondary College** focuses on the school's innovative educational needs and creates an environment to support them. The building's functional design supports the school's mindfulness meditation program, indigenous and environmental curriculum. Both internally and externally, the entire building provides locations for this unique education to take place.



Greenways Centre, Mentone Grammar School



Bentleigh Secondary College



Tour Number 8

Theme: In & Out
Learning Landscapes

Sites: St Macartan's Primary School
Woodleigh School

Designers:

- Law Architects in collaboration with Sam Cox Landscapes



St Macartan's Primary School



Woodleigh School

Educational experiences at **St Macartan's** are based on 'real life' context and hands-on learning. The kitchen/garden program involves all students, teachers and parent volunteers, providing the medium for teaching life skills such as growing your own food, cooking together and sharing a meal with others. Much of the curriculum is distilled through exploration of the grounds, which are uniquely landscaped to support a myriad of engaging fun learning activities, while developing a sound understanding of environmental sciences and conservation. The design of the integrated indoor-outdoor learning environments truly support and enable teachers, students and the broader school community to work collaboratively with a sense of moral purpose.

At **Woodleigh** the 'Homestead' brings social learning spaces together with more traditional learning environments and provides enormous flexibility when it comes to setting up a

variety of learning experiences. The challenge was to provide modern high tech learning spaces which blended into the natural environment and complemented the bush site. This has been achieved through a mix of texture, surfaces and finishes incorporating timber, rammed earth, iron and natural light. Teaching and learning is dynamic and flexible as the environment responds iteratively to a vast combination of learning activities. Students are consistently invited into the natural world, capitalising on learning opportunities the entire time students are on site. Several measures have been incorporated into the design and installation of heating, cooling, and power systems which have resulted in reducing the project's CO2 emissions by up to 58 per cent, a learning experience embraced by the whole school community as conservation and developing globally responsible citizens are core educational values at Woodleigh.

site visits

Tour Number 9



Theme: In & Out
Learning Landscapes

Sites: The Harbour Family and Children's Centre
Froebel Early Learning Centre

Designers:

- Hassell
- Steffen Welsch Architects



Froebel Early Learning Centre

Completed in 2009, the **Harbour Family and Children's Centre** immediately established a benchmark for childcare facilities in Australia, showcasing Gowrie Victoria's vision for outdoor play as a fundamental aspect of early childhood development. The positioning of the rooftop garden as the project's centrepiece, enveloped by the building, invites the outdoor space into all rooms clearly articulating this aspiration. The play space is designed as a garden for exploration - a diverse and tactile series of nature-based play spaces that provide a flexible canvas for outdoor learning.

Froebel Early Learning Centre was created by converting an inner city derelict school into a childcare facility and kindergarten. To meet design brief and regulations, the architects designed 'rooms within rooms' and utilised the internal volume to create additional area. The centre itself is part of a bi-lingual primary school campus within a popular residential area. Interaction of children, parents and educators with both school and local communities drove the outdoor concept and design. Smart insertions into the building, logical and functional external space allocation and sensitive landscape detail allow for meeting and interaction at varying levels.



The Harbour Family and Children's Centre

Tour Number 10

This Site Visit is proudly sponsored by Woods Furniture



Theme: Theory & Practice
A Constant Dialogue and Process of Innovation

Sites: Princes Hill Primary School

Designers:
■ Mary Featherston

As a single stop tour, this visit will provide delegates with the opportunity to explore the site in depth through interactive discussion and presentation involving educators, designers and students.

As with most schools, **Princes Hill Primary** is an accumulation of temporary and permanent buildings spanning many decades. Undergoing gradual refurbishment, these buildings and surrounding external environments are developing into more convivial, creative and functional environments for young people and their teachers.

School leadership believes that effective design grows out of an understanding of a school's educational philosophy and the way that that is interpreted in learning, teaching and organisation. Every aspect of design - spatial organisation, furnishings and loose resources - can then contribute to a holistic, supportive environment.

Over the past six years the school community has been steadily adopting and adapting an educational approach which is now referred to as 'Collective Inquiry'. Essentially this approach sees learning as social, and that the role of school education is to link children's 'informal' knowledge - from their everyday lived experiences - to the rich fields of disciplinary/ 'formal' skills and knowledge.



The educational experience of Princes Hill Primary School is a constantly evolving and participative project that learns from the ideas and experiences of others. During this in-depth site visit delegates will explore the relationship between educational, socio-cultural theory and practice, and see how this has translated into purposefully designed spaces and settings through multiple stages of refurbishment.

site visits

Tour Number 11

This site visit is proudly sponsored by Sebel



Theme: Then & Now
Evolving Pedagogy and Place

Sites: Dandenong High School

Designers:

- Hayball



Dandenong High School

As a single stop tour, this visit will provide delegates with the opportunity to explore the site in depth through interactive discussion and presentation involving educators, designers and students.

Established in 1919, **Dandenong High School** is one of the oldest, largest and most culturally diverse schools in Victoria. A coeducational secondary school, Dandenong High has an enrolment of approximately 2,000 students, encompassing 77 nationalities and 83 different language groups.

In 2007, the school commenced a long journey of redevelopment, starting with the redefinition of its curriculum, its pedagogy and, finally, the facilities that would support its new education model. Over several stages of

development, the school has now evolved into a national and international exemplar, recognised for its innovative educational approach and multi award winning buildings.

At Dandenong High School, student learning is structured around a collaborative teaching and learning model based in seven identical House buildings; each containing purposefully designed learning spaces. These spaces allow for diverse and innovative learning experiences to take place, with a strong emphasis on collaborative learning.

This site visit will elaborate on the school's evolutionary journey, explaining their innovative pedagogical approach and discussing how the facilities have been designed purposefully to support their curriculum and have since evolved over time.



Tour Number 12

Theme: Now & Next
Reimagining Space

Sites: The Learning Project, Caulfield Grammar School

Designers:

- Hayball

As a single stop tour, this visit will provide delegates with the opportunity to explore the site in depth through interactive discussion and presentation involving educators, designers and students.

In 2013, a collaboration between school and architect began at Caulfield Grammar School. Through master planning three of the schools metropolitan campuses, it became evident that a new pedagogy was emerging, strongly grounded in research and developed through extensive staff visioning and professional learning over a period of many years.

Questions were asked about what learning would look like at Caulfield Grammar School in the next five, 10, 20 and even 50 years, and how the spaces might evolve beyond the existing classrooms and collaborative areas to support this. This questioning led to the development of **The Learning Project**: a series of prefabricated, relocatable buildings that would enable exploration of the theory, practice and settings that can support multi-modal learning. The project was done as a prototype space prior to the implementation of a Master Plan of capital works.

A series of highly connected and varied settings create learning and working spaces for up to 90 students with 6 staff - who work and learn together collaboratively. The project is influencing the way new building projects are approached at the school. As a prototype, The Learning Project is a vehicle for change, enabling the school and design team to evolve spaces and settings whilst conducting research and post-occupancy evaluation.

This in-depth site visit will explore the development of the project brief, settings, spaces and construction methodology. Additionally, the rigorous research and evaluation being undertaken by the Learning Environments Applied Research Network (LEaRN), at the University of Melbourne as part of the Evaluating 21st Century Learning Environments ARC Linkage Project will also be explored, providing participants with insights into the new learning environment evaluation techniques being developed by the research team.



The Learning Project, Caulfield Grammar School

site visits

Tour Number 13

Theme: Local & Global
Technology and Global Connectedness

Sites: Swinburne University Advanced Technology Centre, Swinburne Secondary College

Designers:

- H2O Architects
- Fred Buono Architects

Swinburne University is a large multi-sector and multi-campus institution with a stated mission to operate as a pre-eminent entrepreneurial university within the Asia Pacific, thriving on new ideas, innovation and knowledge and building on its inter-sector heritage to create value for its stakeholders. The Advanced Technologies Centre consists of 19,000 square metres of floor space for teaching and research. The development is conceived as a single facility with four distinct elements configured within two separated ten level towers. A Nanoplasmonics Facility is accommodated in a basement that occupies the entire site. The ground level is transparent and incorporates an elliptically shaped, glazed auditorium, while an Engineering Testing Laboratory is deliberately located facing the street to showcase Swinburne to the public. Designed as a mixed mode facility, it operates with natural ventilation for approximately 35 per cent of the year. The building has been awarded a five star Green Star Rating. Underpinning the design, a pedagogical brief that stretched the educator and designer's imagination, pushed the boundaries of industry partnerships and brought the world a little closer to a shared collaborative global learning platform. As a consequence tertiary staff are responding to change with creativity and enthusiasm, the students are captivated in their learning effort and attainment.

Swinburne Secondary College is a Year 11 and 12 College that has a strong creative arts focus. The campus is the smallest secondary college campus in Victoria, accommodating up to 500 students. While visually

competing with its neighbor Swinburne University, the students at this unique secondary college thrive in the innovative, creative and aspirational environment. The 'sculptured' mini-university style building promotes student-centered, unstructured learning through discovery and collaboration - it is a 'cool' artistic place to be. With a strong emphasis on community connectedness through the creative arts, an eclectic mix of young and adult learners is warmly welcomed from the street into the campus, day and night. The artistically expressive lighting of the buildings at night has been designed to extend the college's artistic image to the community, as well as to provide a safe and stimulating night environment. Many of the college facilities such as the small cottage theatre, art gallery and auditorium regularly host college and local art shows and productions. In addition community creative arts groups such as local brass bands, live theatre and children's arts groups frequent the facility 'after school hours'. This building truly promotes the notion of life-long learning for all.



Swinburne University Advanced Technology Centre

Tour Number 14

Theme: Them & Us,
Architects and Educators Working Together

Sites: Suzanne Cory High School
Wyndam Vale Primary School

Designers:

- Brand Architects
- Haskell Architects



Suzanne Cory High School



Wyndam Vale Primary School

Suzanne Cory High School is a select entry school. While academia takes centre stage, it is recognised that learning happens everywhere and takes many forms. An Agora and connected outdoor learning gardens are well frequented by the occupants of the site. The learning of environmental sciences is enhanced by the fact that students can relate to a design that enabled the school to earn a 5 Green Star Rating. Boosting the quality of both the indoor and outdoor environment has helped lift student and community expectations, demonstrating the importance of considering outdoor landscapes for teaching, learning, engagement and wellbeing.

Wyndam Vale Primary School's design and pedagogical brief included a school that supported 21st Century interdisciplinary learning across a broad curriculum, and one that provided a civic presence in a residentially dominated area.

This was to be done before a principal had been appointed! So what was the approach? A project reference group was established, made up of planning committee members from local schools, a project manager, an educational consultant and the architectural team. Key to the success of this process was understanding the specific needs of the local community within which the new school sat, and thus identifying the key learning objectives for the future student body, including interdisciplinary learning, which was interpreted as student's creating and translating ideas that make linkages to real life experiences. The school showcases spaces for student's different ways of thinking, solving problems and communicating. Inclusion and diversity are celebrated in the pedagogy and design, facilitating the use of a range of technologies to plan, analyse, evaluate and present student and teacher learning activities. A true collaboration between Them & Us.

site visits

Tour Number 15

Theme: Community & School

Connecting Beyond the School Gates

Sites: Our Lady of the Southern Cross Primary School

Manor Lakes College & Special Development School

Designers:

■ Baldasso Cortese

■ Brand Architects

Today's pedagogies focus on learning with and through others in a community of learners. Learning is about engagement; students do not see their teachers as 'the holders of knowledge to be imparted' but as the conduit that opens up possibilities for learning through a connected world. The spaces at **Our Lady of the Southern Cross Primary School** have been designed to capture partnerships in learning, which are fostered with community groups, experts in the student's field of inquiry and service agencies. The learning environments are dynamic, challenging, all-encompassing and link to real life experiences. New technologies, processes and ideas are explored in spaces that allow these experiences to unfold.

Manor Lakes P-12 College extends on the notion of "It takes a village to raise a child". The child was first placed at the centre of the learning process, then the design developed to reflect the pedagogical brief including situating the **Special Development School** (SDS) at the heart of the project.

The primary and secondary schools concentrically wrap around the SDS like a sibling protecting the youngest and most vulnerable. The integration of mixed ability students into all-encompassing facilities has far reaching benefits. While the school enrolment and the site are huge, there is an intimacy in the scale of the buildings and spaces, which ties it to its suburban environment and contributes to a strong sense of community and inclusion.

The school shares its site with a council library/community hub and sports facilities, further enhancing its pivotal role in this developing neighbourhood. An example of architects and educators from mainstream and specialist settings, along with local government, working together to interpret a positive way forward for a rapidly growing community of people who are to be included in lifelong learning facilities.



Our Lady of the Southern Cross Primary School



Manor Lakes



Tour Number 16

Theme: This & That
Interdisciplinary Learning

Sites: Marian College
Catholic Regional College

Designers:

- Minx Architecture
- Henderson & Lodge



The design warehouse, food technology facility and edible garden at **Marian College** provides pathways for girls to explore opportunities within the Design and Technology curriculum. This integrated hands-on approach to learning provides a myriad of ways for students to transfer and contextualise the learnings from multiple faculty areas while embedding, deepening and further exploring new knowledge and ideas. The pedagogy is supported by wet and dry multi-materials, gallery, exhibition, gathering and catering spaces enabling interdisciplinary learning. Hands on experience and exposure to real life practice by merging traditional key learning areas is central to the design warehouse and food technology concept.

At **Catholic Regional College** it is recognised that choosing a career is a challenging task. Different jobs satisfy people in different ways and for most people there is not one right job, but several jobs they are capable of doing and would gain satisfaction from. Whatever job or career path is chosen,

there is a need to base decisions on a good understanding of the individual, the world of work and knowledge of the training/education pathways. The design of Catholic Regional College connects strongly with the pedagogical brief, which strives to provide exemplar educational experiences and outcomes. The two story facility seamlessly integrates into the existing Student Services building, tying effortlessly into the College's existing fabric via a central courtyard, bounded by the Administration wing. The facility features three new training kitchens, multimedia rooms, timber framing workshops and machinery, and a multipurpose theatre with retractable seating.

All facilities house exciting commercial enterprises which are run by students and open to the general public. These include: Quatrefoils Restaurant, Sydsigns (Signmaking Shop), CRC Bakery and Patisserie (Bakery), Frames @ CRC (Picture Framing Shop) and The Crate Theatre. A truly innovative and inspirational site to visit.

social functions

Learning Environments Australasia 16th Annual Conference

Exchange @ MCEC Drinks

Venue: MCEC Level 1
Foyer Melbourne Rooms 1 & 2

Date: Sunday 29 May 2016

Time: 6.45pm - 7.45pm

Dress: Smart casual

Cost: Included in full registration

Extra Ticket: \$40.00 per person

Provided: Drinks and Canapés

Includes the Film "Most Likely to Succeed"

Networking @ Ms Collins

Venue: Ms Collins, 425 Collins Street,
Melbourne

Date: Monday 30 May 2016

Time: 6.00pm - 8.00pm

Dress: Smart casual

Cost: Included in full registration

Extra Ticket: \$85.00 per person

Provided: Drinks and Canapés

Masquerade @ Town Hall

Venue: Melbourne Town Hall,
corner Collins Street &
Swanston Street, Melbourne

Date: Tuesday 31 May 2016

Time: 7.00pm - 11.30pm

Dress: Lounge suit / evening wear
(BYO Masquerade mask)

Ticket: \$154.00 Incl GST
(not included in Full Registration)

Provided: Drinks and Three Course Meal

Entertainment: Live music and dancing

This evening includes presentation of the Association for Learning Environments Australasia Region Awards.





HARVEST
The Harvest Foundation Dinner

HARVEST
The Harvest Foundation Dinner

EVENT PROGRAMME

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EVENT PROGRAMME

general information

Learning Environments Australasia 16th Annual Conference

Melbourne Convention & Exhibition Centre 1 Convention Centre Place, South Wharf

Getting to the Melbourne Convention and Exhibition Centre.

Free WIFI @ MCEC

Connecting To M Connect

Connecting to the wireless network varies depending upon the device being used. Please follow the below steps:

1. Select the M Connect wireless service as you would normally using your device.
2. Open your preferred internet browser (such as Safari, Firefox or Internet Explorer).
3. The M Connect log in page will appear in your browser
4. Read the terms and conditions page and choose 'agree' in order to connect.
5. Click the CONNECT NOW button.
6. Commence using M Connect.

Airport Transfers

Skybus +61 3 9335 2811

Starbus (03) 8378 8700

Taxi Tullamarine Airport to Hilton South Wharf -
Approximately \$70.00

Special Diets

Delegates with special requirements should ensure details are included on the registration form in the "special diet or other requirements" section. Special dietary requirements must be advised in advance, as special meals cannot be arranged without seven days' notice to the venue.

During the breaks, please look for the "special diets" table.

What to Wear?

Dress for the conference is smart casual. Dress for the Conference Dinner is lounge suit / evening wear.

Weather

Melbourne has a reputation for its changeable weather.

A tip for any visitor is to be prepared for anything - take an umbrella and wear layers that can be worn or removed as needed. A winter coat or jacket is also recommended.

As the conference is in late autumn / early winter, the temperatures are likely to be quite cold, 7°C - 14°C on average.

Program Disclaimer

The speakers, topics, and times are correct at the time of publishing; however, in the event of unforeseen circumstances, the organisers reserve the right to alter or delete items from the Conference Program.

Privacy Policy

The name, position, organisation/school and email address of everyone that registers for this conference will be incorporated into a delegate list that will be made available to all delegates and Learning Environments Australasia sponsors. By completing this registration form, you acknowledge that the details supplied by you may be used by these organisations. Should you not wish your details to be used for these purposes, please tick the Privacy Policy box on the registration form.

Conference Partners' Policy

We respectfully remind you that partners accompanying delegates are not eligible to attend conference sessions and do not qualify for refreshments and lunches during the day unless they have registered. Any partner wishing to attend events not previously selected and paid for in his or her registration may do so at the Conference Registration desk. We would be pleased to accommodate any requests where possible.

Cancellation Policy

Registration cancellations will not be accepted unless made in writing. Cancellations made before **Friday 6 May 2016** will be refunded less 25% of the Conference Registration fee, to cover administration costs. No registration refunds will be given after this date.

Registration and Accommodation Changes Policy

Registration and accommodation changes will not be accepted unless made in writing. Changes made within 14 days of the event may incur costs due to specific hotel and venue policies.



contact

& booking information

Conference Manager

Please refer any registration queries or mail your registration to:

Ros Christie or **Jude Prentice**

**BCC Management P/L, Level 1, 370 Bay Street
Port Melbourne Victoria, 3207 Australia**

Mob: 0400 964 696 **Ph:** +61 3 8679 5460

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Online Registration here



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CPD Points - Architects

Delegates can claim once (1) informal CPD point for each hour of attendance in an activity or presentation at the Conference.

This year assessment tasks will be available. Successful completion of a task converts informal CPD points to formal points.

CPD points can also be obtained by delegates for presenting at the Conference and the time undertaken for preparation of material.

Please check with your local Registration Board to confirm maximum number of points that can be attained in any single activity or presentation.

All things must **change**
to something new,
to **something different.**

- Henry Wadsworth Longfellow

A FILM SCREENING

MOST LIKELY TO SUCCEED



“AN ABSOLUTE MUST-SEE FOR ANYONE WITH AN INTEREST IN EDUCATION’S PLACE IN THE 21ST CENTURY, AND OUR KID’S FUTURE”

‘The feature-length documentary Most Likely to Succeed examines the history of education, revealing the growing shortcomings of our school model in today’s innovative world.’

‘Directed by acclaimed documentarian Greg Whiteley, the film has been named “among the best edu-documentaries ever produced” by Education Week, and called a “smart and engaging look at education in the 21st century” by The Hollywood Reporter. Film Threat stated that “this film should be a required course for all parents and educators.” Most Likely To Succeed is an official selection of many of the America’s top film festivals, including the prestigious 2015 Sundance Film Festival and Tribeca Film Festival.’

BROUGHT TO YOU BY:



■ 4pm, Sunday 29 May 2016

Melbourne Room 2, Melbourne Convention & Exhibition Centre

■ Tickets are available for the Sunday night session only

Cost \$55.00

**The philosophers have
only interpreted the world,
in various ways. The point,
however, is to **change it.****

- Karl Marx

[Online Registration](#)

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