

Hume Central Senior College VIC | Australia

01

Specifications

Client: DET Victoria
Year: 2011
Location: Broadmeadows, VIC
Budget: \$18m
Area:
Year Levels: 10- 12
Students: 675
Architect: Gregory Burgess

NB: This case study uses the combined title New Learning Environments | Rubida Research (NLE | RR) as the project was conducted prior to re-branding in 2010.

Photo 1| Plan Example
Source: JPE/NLE

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Overview

Hume Central Secondary College (HCSC) was developed as part of the Broadmeadows Regeneration Project in Victoria. This project encompassed the construction of a number of new schools. NLE | RR was appointed as the Educational Planner for 5 of these schools. HCSC, the only senior school development within the project, merged three existing secondary schools in the area across three campuses – two middle year facilities and one senior. NLE | RR in collaboration with Gregory Burgess Architects was responsible for the design of the senior 'Town Park' campus which would accommodate years 10 to 12.

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Process

The NLE | RR team established a consultation process between the DEECD, the design team and stakeholders from each of the three existing schools. Consultation spanned both disciplinary and trans-disciplinary teams, including consultation with the staff from Hume Valley School – a special needs school incorporating applied learning facilities for senior students on the HCSC campus. NLE | RR was heavily involved in the design up to documentation, when our role became that of design review. The design process involved extensive blocking and stacking exercises and timetable modeling to ensure that the spatial concepts would support both student numbers and curriculum requirements. A significant amount of visual aids such as hands-on space models and pedagogy space maps were used to facilitate discussion between educators and the design team.

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Outcomes

Removing Barriers to Inclusion

Extensive research revealed a need to transform those aspects of schooling that have traditionally aroused ideas of teacher-centred approaches related to control, authority and captivity into ones of opportunity, self-discovery and achievement. The *Broadmeadows Pedagogy Framework* accentuates a need to “actively build positive relationships and trust”, but more specifically it instructs educators to “teach students explicitly”. Explicit teaching not only tailors curriculum to the individual needs of the student, but it allows teachers to develop closer relationships with students with a deeper understanding of their circumstances and consequent needs. This has resulted in a design that supports:

- Equity and inclusivity
- Extensive, yet simple connections between spaces, people, resources and services
- Stimulating and engaging learning environments that empower the learner
- An 'adult' learning approach based on mutual respect and trust
- Personalised student-centred pedagogies
- Integrated information and communication technologies
- Outdoor learning.



Photo 2| Visual Connectivity across between spaces Classes
Source: NLE

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04

Outcomes

Deep Understanding

The spaces have been designed to achieve the 'Teaching for Deep Understanding' element of the *Broadmeadows Pedagogy Framework*, which is defined by the ability to "connect, extend and integrate learning experiences". This concept encourages learners to learn beyond their circumstances, showcase their current knowledge and have positive, motivational learning experiences to propel their desired pathway.

HCSC offers flexibility that encourages self-directed learning, team-teaching and trans-disciplinary activities. An increase in collaborative supports problem, project and inquiry-based learning. Informal and social learning encourages heterogeneous interaction to shape a 'community of learners'.

Community Connectivity

The campus was designed to respond to the surrounding public amenities including the Kangan Batman TAFE complex, which supports students on Vocational Educational and Training (VET) pathways. The campus is also designed as the 'School in the Park' taking advantage of the surrounding park spaces and the sports and recreational facilities this provides.

Outdoor Learning

Outdoor learning was also a priority at HCSC because of its potential to: remove associations of confinement; improve student relationships with natural environments; improve student health and well being; and extend the interior learning space. Both formal and informal outdoor spaces are not 'special occasion' options, but extensions of the indoor learning environment that extends into the upper levels through the use of generous outdoor terraces.

04

Outcomes

Distributed Resources

Distributed resources support resource-based learning, an approach that views the entire campus as a library. Resources were distributed across the levels to foster closer associations with specific learning spaces and encourage the use of resources in different ways. The resource nodes also offer their own learning settings to extend the surrounding spaces and provide alternatives for learners.

CDIO

Disciplinary and trans-disciplinary interaction is facilitated by the CDIO (Conceive, Design, Implement, Operate) approach to specialist spaces that sees students move through different spaces in accordance with different stages of a learning process – see www.cdio.org.

Reflective, Creative, Interactive

Functional zones have been applied to all HCSC spaces to ensure appropriate acoustics and degrees of visual privacy, and aid in the mapping of various methodologies. Reflective, Creative and Interactive zones are mapped to mark the inclusion of, and access to, appropriate facilities and resources and acknowledge how these needs vary for different learning activities.

