

2016 Exhibition of School Planning and Architecture

Caulfield Grammar School
Category: New Construction

Caulfield, Malvern + Wheelers Hill
Melbourne, Victoria



The Learning Project is a bold initiative that demonstrates the interplay between action that is knowledgeable and knowledge that is actionable. This collaboration between educators, architects and researchers is an important first step in setting new standards for the design of truly innovative learning environments. The project consists of a series of similar installations deployed across 3 campuses to test a wide variety of spatial arrangements, designed to catalyze innovation in teaching and learning practice. This project is unique in its scale, scope and reach -it does more than deliver a beautiful learning environment, it seeks to get at the very heart of good design for learning from both an instructional and architectural perspective.

By engaging with formal research to evaluate its impact and creatively utilizing pre-built portable construction, the Caulfield Grammar Learning Project makes a significant contribution to the development of theoretically informed, practice oriented, architectural design for learning.

*The impact of the project has been resounding for both staff practices and student responses. As one student commented:
"this is the best building I've ever had for my learning". (Year 6 student)*

Caulfield Grammar School – Site Plans



Caulfield



Malvern



Wheeler's Hill

The Learning Project was delivered across three separate campuses of the Caulfield Grammar School. Each campus presented different student cohorts (Wheelers Hill being K-12, Malvern being K-6, and Caulfield being 7-12) yet the primary objective of the exercise remained the same: to provide a series of similar installations deployed across 3 campuses to test a wide variety of spatial arrangements, and designed to catalyze innovation in teaching and learning practice.



The Learning Project

Community Environment



The rationale behind the Learning Project was to help transition a very traditional school towards more contemporary teaching and learning practices. The school's requirement was to construct new learning spaces to enable staff to choose the environment that best suits the learning needs of the particular lesson or moment within a lesson. In short, to prototype innovative teaching and learning practices across its three campuses and to involve the students as part of an evolutionary and experiential process.

Accordingly, the "community" to which the Learning Project is directly targeting is the teaching staff of the school and its students.

Community Environment



The Learning Project engaged the community and created a sense of ownership by:

- Involving 25 staff in the design process
- Adopting a central staff/student lounge with twitter feed screens linking other campuses
- Making staff and student spaces transparent and indivisible

The Learning Project took advantage of the assets available within the community by:

- Utilising the input of key teaching staff in the design process
- Visiting with staff exemplary school projects to inform the design
- Engaging the project into a formal education research program

Community Environment

Pinboard Walls

For the display of student work + learning resources

Working walls

For brainstorming, storyboarding + discussion of ideas



Mobile Furniture

Allowing agile adaptation of space

The steps

Raised platform and steps for whole group gathering, instruction + presentation. Also supports performance reading + relaxing

The Learning Project fostered community use/joint-use/partnerships by:

- Involving staff in the design process from across all curriculum areas
- Designing the spaces as interdisciplinary studios, owned by all
- Providing engaging learning settings for students from ages of 5 to 18 years

The Learning Project provided economic development/community redevelopment by:

- Utilising full off-site, pre-fabricated construction methodology
- Adopting a portable building typology (the buildings can be re-positioned)
- Adopting a “try before you buy” prototyping approach to inform future permanent developments

Community Environment



Chalkboard Wall

Courtyard

Protected outdoor learning space for independent study + small group work. Translucent roof sheeting to maximise natural light into courtyard

Visual connection

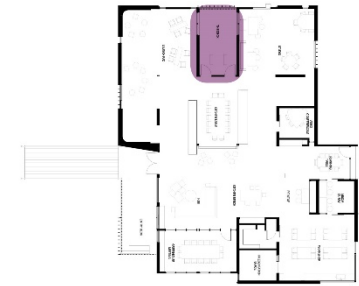
To both launch pad and collaborative studio adjacent to the courtyard

Small Group Setting

Outdoor table + benches for small group meetings + individual work

Grass Hill

Provides a relaxed environment for a small number of students working independently, studying, reading + relaxing



The Learning Project reflects the unique needs of the community by:

- Providing a wide variety of innovative learning settings
- Encouraging contemporary teaching and learning through a multi-modal model
- Catering for the full student range in the school from ages 5 to 18

The Learning Project celebrates the unique attributes of the community by:

- Offering a diversity of settings to provide students and staff with real choice in the way they work both individually and collaboratively
- Catering for the full student cohort from ages 5 to 18
- Promoting inter-disciplinary opportunities for teaching and learning

Community Environment



Workshop

Creative project space for 16 students

Print station

Resource storage + print station for staff + student use

Greenhouse

Meeting space for formal meetings, seminars + targeted teaching

Secure storage

Staff storage for student files + personal belongings

Kitchen bench

Set down space for staff enabling staff to staff and staff to student discussion

Lounge

Informal gathering, instruction, presentation + discussion. Also supports independent study, reading + relaxing

The Learning Project serves as a center of the community by:

- Establishing a central prototype facility for staff as a vehicle for pedagogical change
- Creating a base for a culture of collaborative practice and learner independence
- Forming a place that provides a common and shared vision for the evolving pedagogy

The Learning Project connects students to their community by:

- Creating a hub as a base for a “Community of Learning”
- Providing seamlessly inter-connected network of innovative learning spaces
- Establishing a place promoting social and collaborative relationships between students and staff

Learning Environment



The Learning Project evolved through the master planning of the three metropolitan campuses at Caulfield Grammar School. Early in the process it became evident that a new pedagogy, strongly grounded in research and developed through professional learning, was emerging at the school. Questions were asked about what learning would look like at the school in the next five, ten or even fifty years, and how the spaces would evolve beyond the existing classrooms and collaborative zones to support this.

The design response to such a challenging and exciting brief has seen the creation of a series of highly purposeful and connected learning settings, each designed to support a particular learning activity. The adjacencies, size and connectedness of these settings was explored throughout the collaborative design process to ensure the project maximized opportunities for a multi-modal, learner-centred pedagogy to be supported.

Learning Environment



Interactive
surface table

Collaborative studio

Open learning studio to facilitate independent + interdependent group work. Diverse range of settings + technology available



Writable walls

Presentation nook

Large screen + Apple TV to facilitate seamless connection with student devices for information sharing

The Learning Project reflects the desired learning program by:

- Providing four distinct zones; Launch Pad, Collaborative Studio, Workshop and Hub, combining to contain purposeful settings for up to 93 students and 6 staff
- Creating an environment centred around the concepts of collaboration, diversity, democracy and negotiation
- Maximising opportunities for students to demonstrate their learning authentically

Learning Environment



Display cabinet

Exhibition of student work

Media cubby

Enclosed space for media production and recording using ipads + other mobile devices

Workshop ceiling

Acoustic baffles + drop down power outlets to provide flexibility for multiple uses and additional acoustic treatment for noisy activities



Storage + display

Pinboard for display of student work, resource + personal storage for students + staff

Pitstop

Small group collaborative planning

Workshop

Adjustable height tables and stools to enable a range of working styles. Creative wet studio for collaborative projects and group work using a range of media

The Learning Project supports a variety of learning styles and methods for delivering instruction by:

- Providing a total of 33 unique learning settings, each created with bespoke resources, furniture and technology supporting a particular learning activity
- Tailoring settings to learning activities, ensuring the highest quality experience for students and staff
- Providing spaces for each and every type of learner and learning specific to the Caulfield context

Learning Environment



Workshop

Creative project space for 16 students

Print station

Resource storage + print station for staff + student use

Greenhouse

Meeting space for formal meetings, seminars + targeted teaching

Secure storage

Staff storage for student files + personal belongings

Kitchen bench

Set down space for staff enabling staff to staff and staff to student discussion

Lounge

Informal gathering, instruction, presentation + discussion. Also supports independent study, reading + relaxing

The Learning Project supports a “learning anywhere, anytime” philosophy by:

- Recognising the social nature of learning and creating an environment which supports and values the human connections and relationships
- Providing a series of highly connected and purposeful spaces which facilitate the seamless flow of students as they navigate the space
- Delivering a design where every space is a learning space

The Learning Project enable all learners to be successful by:

- Supporting students in their learning as individuals within a community of learners
- Valuing all languages and expressions of learning, from the written word to performance and production
- Providing multiple collaborative settings to promote peer to peer learning and staff and student interaction

Learning Environment

Visual connection

To lounge + central hub spaces

Working Walls

Pinboard for the display of student work + learning resources



Kitchen table

Central, protected meeting space for democratic discussion, direct instruction + collaborative group work

Physical Connection

To launch pad, studio + meeting nook beyond

The Learning Project supports future changes in Educational delivery systems by:

- Being an evolving prototype, actively defining the future of teaching and learning spaces and practice at Caulfield Grammar
- Contributing to the ongoing dialogue around collaborative practice and the environments that best support learning
- Providing a platform for staff and students to test and evaluate changes in curriculum, pedagogy and space

Physical Environment



An authentic prototype, the Learning Project provides a distilling unique physical attributes within each of the school's three campuses by establishing a hub for innovative teaching and learning.

The Learning Project explores purposeful spaces over flexible ones, where users of the space will intuitively understand the activities the settings are designed to support. By limiting the flexibility of some spaces, the quality of the experience for the user is increased as the lighting, acoustics, furniture and resources available are appropriate to support the learning activity being undertaken.

Physical Environment



Storage + display

Pinboard for display of student work, resource + personal storage for students + staff

Workshop

Creative project space for up to 16 students engaging in creative activities, making + doing

Pitstop

Small group setting with writeable table top to assist in collaborative planning for projects

The Learning Project relates to the learner/user by:

- Providing a rich variety of student-centric settings and affordances
- Embracing the collaborative and social aspects of learning through spatial offerings
- Providing multiple opportunities for learners to choose the settings that best support their own needs

The Learning Project supports the learning environment/activities by:

- Adopting a rigorous, considered approach to the development of varied and purposeful settings tuned to contemporary teaching pedagogies
- Providing cross-disciplinary opportunities through inter-connected spaces and settings
- Building-in 33 exceptional features to enhance innovative teaching and learning

Physical Environment



The Learning Project demonstrates sustainability by:

- Adopting a prefabricated, relocatable construction typology
- Incorporating simple, lo-tech environmental features such as cross-flow ventilation and orientation
- Most importantly, establishes sustainability for the “adult learners” – the teaching staff – in by providing an interactive and varied trial settings for teaching and learning practices

The Learning Project demonstrates appropriate use of materials, systems and other building elements by:

- Adoption of a factory built, prefabricated construction delivery model
- Use of a modular, portable building typology and simple steel framed structure for future flexibility
- Extensive use of light-weight timber cladding externally

Physical Environment

Media cubby

Enclosed space for media production + recording using ipads + other mobile devices

Resource storage

Equipment + resources for creative workshop space



Planning, production + editing

Standing height work bench + pinboards to support storyboarding + collaborative planning of visual + digital presentations

Pitstop

Small group setting with writable table top to assist in collaborative planning for projects

Workshop

Creative project space for 16 students

The Learning Project relates to the existing site and the greater environment by:

- Location of a Learning Project facility on each of the three campuses of the school
- Providing a focus on each campus for innovative teaching and learning
- Positioning the facility on each campus as for all-of-school access

The Learning Project inspires both internally and externally by:

- Providing a diversity of student-centric settings
- Seamlessly inter-connected a network of spaces and affordance to promote the “flow of learning”
- Incorporating an indoor/outdoor learning setting

Physical Environment

Pinboard Walls

For the display of student work + learning resources

Working walls

For brainstorming, storyboarding + discussion of ideas



The steps

Raised platform and steps for whole group gathering, instruction + presentation. Also supports performance reading + relaxing

Open Studio

Large flat floor area providing flexibility to adapt for different learning activities

Working wall

For the interactive projection of student + staff media facilitating presentation + discussion

The Learning Project successfully achieves the Vision and Goals by:

- Providing a multi-modal learning environment that promotes transition to contemporary teaching and learning pedagogies
- Exciting staff and students to embrace and explore different ways of collaborative teaching and learning
- Presenting the school with a fast-delivery, modular, portable, innovative and scalable facility model

Planning Process



A highly collaborative and engaging process of workshops and site visits enabled the design response to the ambitious Learning Project brief to take place over approximately six months. With the project ambassadors from Caulfield Grammar exploring concepts around redesigning learning activities, curriculum, time and pedagogy, the design team focused on rapid response to these explorations, tailoring workshops and the presentation of ideas to best represent and communicate the spatial implications of such complex concepts.

The shared commitment to develop new understandings, document all stages of the project and learn together through testing and evaluating ideas has further strengthened the working relationship between the school and design team. The planning process and the buildings themselves have become the tools by which we are learning together as architects and educators, to develop a common language and ensure future projects at Caulfield Grammar School will provide the highest quality learning experience for the students.

Planning Process



The planning process for The Learning Project involved:

- 24 Key Staff, 8 from each campus, who worked with the design team and as the conduit back to the three Campus communities
- School Leadership, including the Principal, Head of Teaching & Learning and the three Heads of Campus
- Modular Construction team and consultant engineers

The planning process for The Learning Project affected the Learning Environment by:

- Creating a highly collaborative working environment, uniting the design and school teams into one Learning Project Team with a shared vision and goal
- Creating a highly collaborative planning and design process, which modelled the type of teaching and learning being planned for
- Exploring design solutions through the use of diagrams, drawings, virtual and physical modelling enabled a kind of prototyping of ideas that the project brief demanded

Planning Process

/ STUDIO

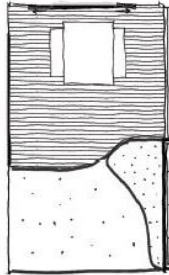
10/ Deck 2 + Courtyard

Purpose
Protected outdoor learning space for independent or small group work. Also supports relaxing and reading.

Group Size
Up to 8 People

Furniture
Fixed table, 2 bench seats, raised grass hill.

Technology + Resources
Writeable walls



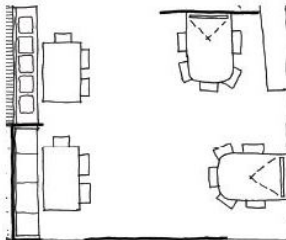
11/ Collaborative Studio

Purpose
Open learning studio to facilitate collaborative group work and space for students to work independently.

Group Size
Up to 24 People (4 Groups of 4-6)

Furniture
2 fixed standing height benches, 8 stools, mobile screens, fixed bench / nook seating, 2 mobile tables and 6 chairs

Technology + Resources
2 LCD Screens to standing height benches, Writeable Walls, Tables and Pin Up Space



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/ STUDIO

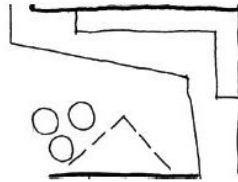
12/ Presentation Nook

Purpose
Semi screened space for small group discussion and presentation.

Group Size
Up to 10 People

Furniture
Carpeted Seating Steps, 3 upholstered ottomans

Technology + Resources
LCD Screen, Writeable Walls and Pin Up Space



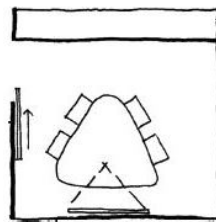
13/ Video Conference Pod

Purpose
Enclosed meeting space for student led collaborative learning, including video conference / skype and media.

Group Size
4 - 6 People

Furniture
Fixed Plectrum Table with 4 chairs

Technology + Resources
LCD Screen, Writeable Walls, Controlled Lighting and Blinds



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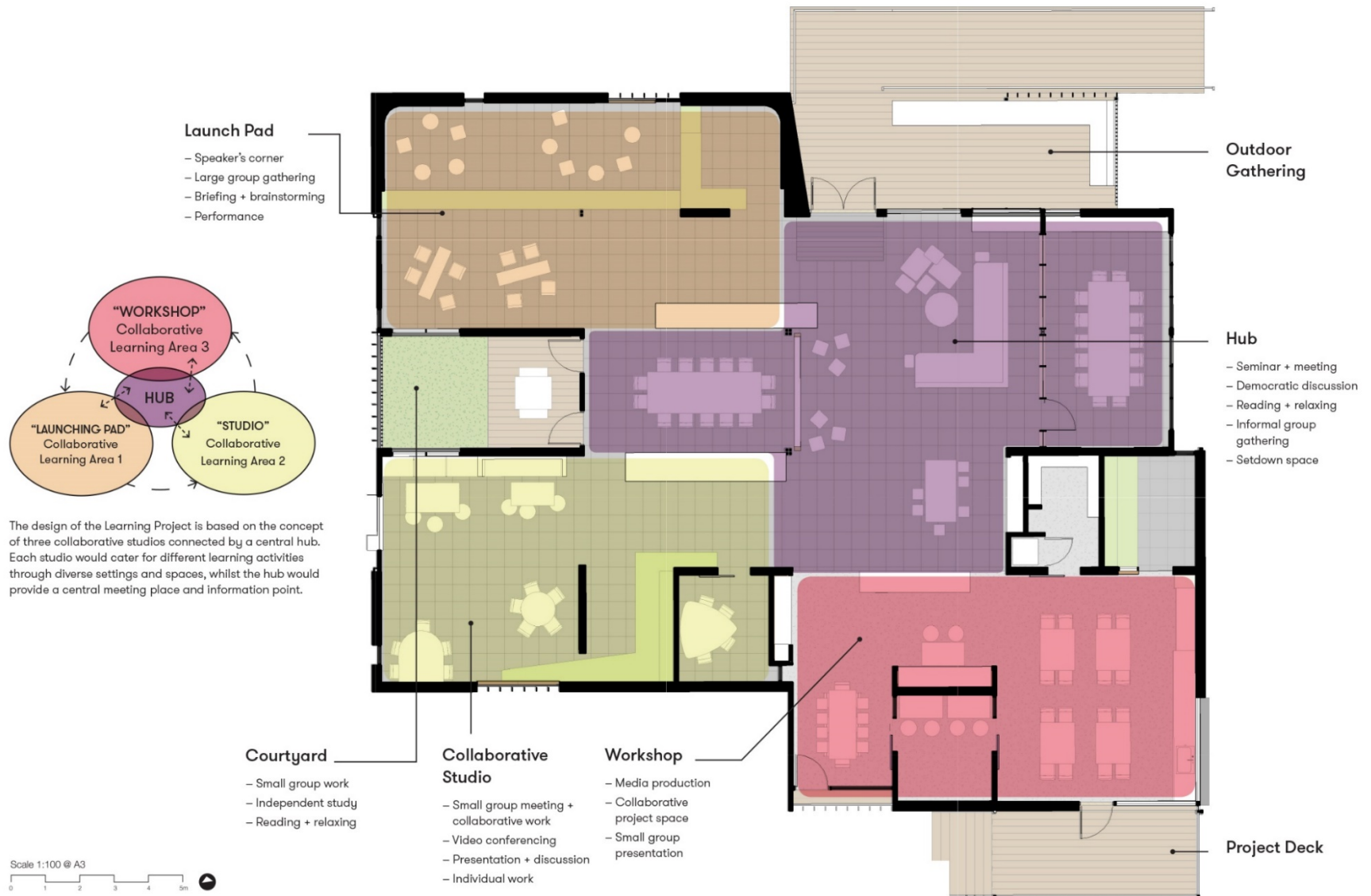
The planning team for The Learning Project continued to be involved through design, construction and post occupancy by:

- Using physical models of the space to undertake curriculum planning during the design and construction phases of the project
- Continuing to utilise the spaces for professional learning programs, often running alongside students using the learning spaces
- Undertaking formal observation and evaluation of pedagogical practices and their relationship to the spaces created through Melbourne University's Graduate Research Program

The methods used throughout the process to ensure alignment of the environment to the vision and goals were:

- Co-creation of the project vision and goals and clear communication of them to the broader school community
- Collective site visits to exemplar facilities with the project team
- Rigorous documentation of the pedagogical and design intent for each and every learning setting and space within a document called "The Learning Project Design Guide"

Floor Plan



Planning Process

Mar 2013	Master-Planning Process initiated with Leadership & Design Teams
Apr 2013	Leadership & Design Teams visit exemplar facilities - Melbourne
Apr 2013	Leadership & Design Teams visit exemplar facilities - Sydney
May 2013	Learning Project initiated by Leadership Team
Aug 2013	Leadership & Design Team Meeting to discuss possible refurbishment sites
Aug 2013	Leadership & Design Team Meeting to discuss new, relocatable construction opportunities and site locations
Sep 2013	Project & Design Team Workshop; exploration of learning experiences for students across both primary and secondary schools
Oct 2013	PCG Meeting 1: Review of Learning Experiences & Settings Brief
Oct 2013	Project & Design Team Workshop; confirmation of learning experiences & exploration of spaces & settings
Oct 2013	PCG Meeting 2: Presentation of Concept Design Work
Nov 2013	Project & Design Team Workshop; presentation of developed design work, including physical model of spaces
Nov 2013	PCG Meeting 3: Review & Approval of detailed Architectural and Interior Design Work
Nov 2013	Project & Design Team Workshop; Design Sign Off and feedback on curriculum planning undertaken with physical models of spaces
Mar 2014	PCG Meeting 4: Approval to proceed to tender
Apr 2014	PCG Meeting 5: Start up meeting with appointed contractor
Apr 2014	PCG Meeting 6: Developed Design Review
May 2014	PCG Meeting 7: Cost Review
May 2014	Leadership & Design Teams visit Contractor Workshop
May 2014	PCG Meeting 8: Documentation & Program Review
May 2014	Project & Design Team Workshop; Audio Visual and Technology design & specification
Jun 2014	Project & Design Team Workshop; Joinery Design Review
Jun 2014	PCG Meeting 9: Joinery Review with appointed contractor
Jul 2014	PCG Meetings 10 & 11: Program Status Reporting
Aug 2014	Site Preparation on all 3 sites
Sep 2014	Installation on all 3 sites
Oct 2014	Occupation

Team Definitions

Project Team: 24 Teaching & Learning Staff from across three Caulfield Grammar School Campuses

Leadership Team: School Principal, Heads of Campus & Business Manager

Design Team: Architects & Interior Designers

Project Control Group (PCG): Representatives from Project, Leadership & Design Team with Project Manager

Project Data

Submitting Firm:	Hayball
Project Role:	Architect, Interior Design, Masterplanning
Project Contact:	Richard Leonard
Title:	Director
Address:	4/135 Sturt Street, Southbank
City, State or Province, Country:	Melbourne, Australia
Phone:	+61 (03) 9699 3644

Other Firm:	N/A
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Construction Firm:	Precom
Project Role:	Lead Contractor
Project Contact:	Jason Sceberras
Title:	Development Manager
Address:	219 Colchester Road
City, State or Province, Country:	Kilsyth, Victoria, Australia
Phone:	1300 734 544

Project Details

Project Name:	The Learning Project
City:	Melbourne
State:	Victoria
District Name:	Caulfield, Malvern, Wheelers Hill
Principal:	Rev. Andrew Syme
Occupancy Date:	October 2014
Grades Housed:	From Prep to Year 12
Capacity (Students):	93
Site Size:	N/A
Gross Area:	410sq.m / 4413 sq.ft.
Per Occupant (gross):	4.4sq.m / 47 sq.ft.
Design and Build?	No
Site Development:	N/A
Building Construction:	\$1,200,000.00 AUD (typical price)
Fixed Equipment:	\$60,000.00 AUD Furniture & Equipment (typical price)

View the following YouTube for the full story of the construction and delivery of the Learning Project!
<https://www.youtube.com/watch?v=W0TCHCH3uSU>