

# TALKING SPACES 2

## DISSOLVING BARRIERS

**Talking Spaces 2: Dissolving Barriers presents an opportunity for educators, designers, project managers and engineers to hear experts from across the professions discuss challenges faced and solutions found when providing and occupying new learning spaces. There will also be opportunities for the professions to be involved in workshops that raise issues about the design and occupation phases of new learning spaces.**

### AIMS AND OBJECTIVES

The program has been designed to encourage interdisciplinary conversations on learning spaces between teachers, designers and researchers. Educators will further their understanding of physical learning spaces in relation to pedagogies and architects/designers will further their understanding of the spatial needs of educators.

### INTRODUCTION TO THE PROGRAM

Three multidisciplinary panels will debate the physical, organisational and acoustic barriers to 21st century pedagogies. Each panel brings together expertise in education, design and research with time for questions from the audience.

### WHO SHOULD ATTEND

TALKING SPACES 2: Dissolving Barriers will interest educators, architects, landscape architects, designers, facility managers, and anyone interested in the intersection of physical space, learning, and young peoples' development.

### FEEDBACK FROM LAST YEAR'S SYMPOSIUM

- *It was fantastic to have architects/interior designers and teachers/educators working together – listening to each other and collaborating together.*
- *Catering was delightful. A great mix of speakers.*
- *The seminar as a whole was outstanding.*

## THURSDAY OCTOBER 28

### SESSION 1: DR KENN FISHER: LEARNING ENVIRONMENTS: WHAT WORKS? 9.20am

Recently returned from OECD workshops in Europe, Kenn Fisher brings an international perspective and many years of experience to the design and occupation of effective learning spaces. In this session Kenn will provide an interpretive interface between teachers and design professionals.

### SESSION 2: SNAPSHOT 1: DISSOLVING PHYSICAL BARRIERS 10.50am

What physical barriers restrict the ways learning can occur? Are there barriers between interior and exterior, school and community, or class to class that might be rethought to enable more effective learning communities? In this panel we hear from Esme Capp who is transforming learning at an inner city school, designer and researcher Mary Featherston and architect, Stephen Turner from Gray PukSand who has co-designed the BER templates with Hayball Architects.

### SESSION 3: SNAPSHOT 2: DISSOLVING ORGANISATIONAL BARRIERS 1.00pm

This panel considers the organisational barriers that are faced as schools transform their learning spaces and pedagogies. Jill Laughlin, principal of Camberwell High School discusses issues of change management in a conversation with designer Debbie-Lynne Ryan from the award winning architecture firm of McBride Charles Ryan and Elizabeth Hartnell-Young who leads the Research Division at DEECD.

### SESSION 4: WORKSHOPS 3.00pm

Three hands-on workshops will allow attendees to select one area to explore in greater depth. In the acoustic workshop there will be an opportunity to work with sound equipment. Architect Peter Malatt from Six Degrees and Barry Wiggs, principal of a school opening next year, will explore how studio spaces might allow different kinds of learning. The organisational workshop led by Dominique Hes will incorporate a technique called back-casting to envisage and plan for the future.

### SESSION 5: NEW LEARNING SPACES IN A UNIVERSITY SETTING 4.30pm

Peter Jamieson will introduce the new Learning Environments Spatial Laboratory (LESL) which has been recently completed on the Melbourne University campus to allow practitioners, trainee teachers and designers to experiment with space and learning.

### DISCUSSION OVER DRINKS

## Day 2: FRIDAY OCTOBER 29

### SESSION 6: SNAPSHOT 3: DISSOLVING ACOUSTIC BARRIERS 9.00am

Good acoustics are of great concern for teachers and families particularly those with children recognised as having auditory processing difficulties. In this session we hear from Peter Altidis, Melbourne's leading expert on auditory processing, along with an acoustic engineer, Amanda Robinson and Leanne Rose-Munro, a teacher who has recently started working with technology to support targeted hearing. Are open plan spaces failing acoustically? The issues are complex.

### SESSION 7: VISIT TO SCHOOLS 10.45am

Participants will travel (bus transport provided) to two schools which are practical examples of how barriers discussed over the symposium have been overcome to bring exciting and effective learning spaces to the students. There will be an opportunity to listen to staff from these schools tell of their journeys, and also to take part in a tour of each of the schools.

### SESSION 8: RAZING BARRIERS – 3 PHD STUDENTS PROVIDE A RESEARCH PERSPECTIVE 3.00pm

Drawing on their three research projects into learning and space along with a reflection on the day's site visits, Kellee Frith, Ben Cleveland and Ken Woodman will describe the barriers which they have observed in their case study approaches. Ken, an architect, is investigating the different understandings of the term 'flexibility, exploring how it manifests in learning space practice and how it may support student-directed learning through the creation of learning places. Ben, an educator, has been interested in the relationships between space, pedagogy and student engagement. Kellee's focus has been on the interior design of innovative school learning environments and the role that school interior design might play in sustainable pedagogical change.

### CLOSING SUMMARY AND DISCUSSION 4.15pm

Our symposium will finish with a reflection on the two days of presentations and a final discussion about strategies to dissolve barriers still being faced by educators, students, community and designers as the Building the Education Revolution reaches its final construction phase.

## THURSDAY 28TH OCTOBER

TIME	SESSION
8.30-9.10	Coffee and registration
9.10-9.20	Welcome Clare Newton
9.20-10.20	<b>Opening Speaker</b> <b>Learning Environments: What works?</b> Kenn Fisher
10.20- 10.50	<b>Morning Tea Break</b>
10.50-12.20	<b>Snapshot 1:</b> <b>Dissolving Physical Barriers</b> Teacher: Esme Capp Designer: Stephen Turner Researcher: Mary Featherston Facilitator: Ken Woodman
12.20-1.00	<b>Lunch Break</b>
1.00-2.30	<b>Snapshot 2:</b> <b>Dissolving Organisational Barriers</b> Teacher: Jill Laughlin Designer: Debbie-Lyn Ryan Researcher: Elizabeth Hartnell-Young Facilitator: Kim Dovey
2.30-3.00	<b>Afternoon Tea Break</b>
3.00-4.30	<b>Workshops:</b> <b>1. Dissolving Physical Barriers</b> Peter Malatt and Barry Wiggs <b>2. Dissolving Organisational Barriers</b> Dominique Hes <b>3. Dissolving Acoustic Barriers</b> Philippa Howard
4.30-5.00	<b>Guest speaker:</b> <b>The new Learning Environments</b> Spatial Laboratory (LESL) Peter Jamieson
5.00	<b>Drinks</b>

## FRIDAY 29TH OCTOBER

8.30-9.00	Coffee and registration
9.00-10.30	<b>Snapshot 3:</b> <b>Dissolving Acoustic Barriers</b> Teacher: Leanne Rose-Munro Designer: Amanda Robinson Researcher: Peter Altidis Facilitator: Dominique Hes
10.30-10.45	<b>Collect lunch boxes and move to buses</b>
10.45 -2.30	<b>School visits</b> 1. Derrimut Primary School 2. Williamstown High School
2.30-3.00	<b>Afternoon Tea Break</b>
3.00-4.15	<b>Discussion topic:</b> <b>Razing barriers: a reflection from research</b> Ben Cleveland, Kellee Frith, Ken Woodman
4.15-4.45	<b>Closing summary and discussion</b> Clare Newton & Kenn Fisher

