



Australasia

# re:Activate

generating a city of learning

---

Connecting, Developing and Designing

13<sup>th</sup> - 15<sup>th</sup> May 2020

---

Christchurch, New Zealand

# CONTENTS

---

Sponsors .....	3
Message from the Learning Environments Australasia Chair .....	5
Message from the co-conveners .....	6
Pre-Conference Event: Queenstown Schools' LENZ Tour 2020 .....	7
Programme .....	8
Speakers .....	11
re:Activate Sessions .....	14
Site Tours .....	20
Social Events .....	37
Accommodation .....	38
Registration Fees .....	39
General Information .....	40

**re:Activate**  
generating a city of learning  
Christchurch 13<sup>th</sup> - 15<sup>th</sup> May 2020



# SPONSORS

---

## PLATINUM SPONSORS



## GOLD & AWARDS SPONSOR



## BRONZE SPONSORS



## CONFERENCE APP SPONSOR



## COFFEE CART SPONSORS



## LANYARD & NAME TAG SPONSOR



## SITE TOUR SPONSOR

## TRADE DISPLAY SPONSORS





## Creating CO<sub>2</sub> Neutral Learning Environments

Designed to reflect the natural rainforest and jungle habitat of the Orangutan and drill Monkey, the Munich Hellabrunn Zoo renovation is an experience, not just a space. Interactive learning is guaranteed, and attention is paid to the endangered species habitat. Marmoleum being natural and produced CO<sub>2</sub> neutral was the material of choice.

Reduce your carbon footprint and embodied energy naturally. Every m<sup>2</sup> of Marmoleum installed in Australia contributes to restoring native vegetation and habitat. Choose most consciously.

[www.forbo-flooring.com.au/education](http://www.forbo-flooring.com.au/education)

creating better environments

Carbon Neutral  
CHARITABLE FUND

CO<sub>2</sub>  
marmoleum®

# MESSAGE FROM THE LEARNING ENVIRONMENTS AUSTRALASIA CHAIR



Learning Environments Australasia is a non-for-profit organisation of over 900 architects, educators, designers and planners from Australia, New Zealand and Singapore. We enhance the educational experience by innovating and improving the places where people learn.

*Re:Activate generating a city of learning* is the 20th annual Learning Environments Australasia conference and is curated by our NZ chapter. As the peak body advocating for quality learning environments, our conference will showcase a vast array of learning environments from early childhood, primary and secondary schools to universities, as well as the urban fabric required to re:Activate a city - Christchurch

This year's conference themes of connecting, developing and designing, will provide a cohesive overview of the re:Activate approach as we gather together as an Australasian Region, once again inviting people from all over the world, to meet and deepen our shared understandings, possibly change mindsets, and grow as a community of people dedicated to making quality learning environments for all.

The conference will delve into the following three themes:

## Hono | Connecting

To connect is about building relationships through shared experiences and working together to provide people with a sense of belonging in a learning space.

## Whakawhanake | Developing

To develop or improve on something either existing or new can be simple or complex, however, we hope for positive outcomes for all concerned.

## Whakarārangi | Designing

To design for a specific learning setting while aligning to the special character or cultural needs of the people who will go on to work, live and grow in a learning space.

I look forward to welcoming you to Christchurch!

---

Chris Bradbeer  
Chair  
Learning Environments Australasia

# MESSAGE FROM THE CO-CONVENERS

---

It is with great pleasure that Christchurch, New Zealand, hosts the 20th Annual Association for Learning Environments Australasia Conference.

The 20th Annual Learning Environments Australasia Conference theme is:

**re:Activate generating a city of learning**

**Connecting | Developing | Designing**

**Tūngia te ururoa, kia tupu whakaritorito te tupu o te harakeke.**

*(Clear away the old and redundant plants so the good may grow vigorously).*

As designers of educational experiences and learning environments we are altering our expectations and practice to reflect how education is shifting to respond to our ever changing world. We are all aiming to enhance the educational experience for learners, teachers, leaders and the associated communities, to improve outcomes for our learners and create learning opportunities never thought possible in the past.

This conference has set a goal of reactivating people, to push the boundaries of building design to expand learning opportunities, to think beyond the norms we have created over the last hundred plus years in education. Our school communities want educators and designers to create learning opportunities and learning spaces that enable people to grow and learn in the best way possible for them and we need to do this as a collective. We know that this conference will be challenging the past and extending thinking for a more diverse, inclusive and engaging future.

As co-conveners we hope that delegates will;

**Connect** and experience the context of this major shift in recent history, and connect with the strong cultural narrative that have informed the re:Activation in Ōtautahi Christchurch.

**Develop** their knowledge of how to improve existing spaces or build new spaces to reach better outcomes for all, with diversity and inclusion at the centre.

**Design** learning environments and educational experiences in the future that contextualise the culturally significant aspects of the learning community they are serving to meet better outcomes for our learners.



As co-conveners we have invited leading thinkers, designers, educators, strategists and academics from across various sectors, countries, disciplines and professional backgrounds. We also have invited three young speakers who have a message from Generation Z to share with you all. Together we envision the conference will provide a diversity of perspectives and generate conversations that will last beyond 2020.

Our Learning Environments New Zealand team have also put together a pre-conference Queenstown Schools' LENZ Tour 2020, on Monday 11th May, this includes a winery lunch. You will need to book quickly as there are limited spaces available.

We are all part of a community of professionals working together to enhance the educational experience to improve outcomes for learners through quality learning environments. As part of that community please join us as we, the people of New Zealand, host a unique opportunity to see the widest range of recently built learning environments in Australasia and possibly the world. We hope you will be reactivated in your own profession to open your mind and extend your thinking about what learning looks like in 2020 and beyond.

Nau mai haere mai, we look forward to seeing you at re:Activate 2020.

---

**Jacque Allen & Carmel Wade**



# PRE-CONFERENCE TOUR

## QUEENSTOWN SCHOOLS' LENZ TOUR 2020

Learning Environments New Zealand invite you to join them for a tour of recently completed Queenstown schools, set in the incredible, natural landscape of the Remarkables Mountains.

We will pause on our scenic drive, between school visits, to enjoy a delicious wine-matched gourmet lunch at a local winery.

At each school on the tour there will be the opportunity for discussion and question time, and networking with other professionals.

Discount for LEA members available. Educationalists can also receive the discount by using their school email account when registering. Spaces are limited to this one off event in 2020.

[\*\*REGISTER NOW!\*\*](#)

### Monday 11th May 2020

8:30am	Bus pick in Queenstown township
9:00am	Remarkables Primary School
10:30am	Wakatipu High School
12:20pm	Lunch at Akarua Wines & Kitchen by Artisan
1:40pm	Shotover Primary School
3:30pm	Queenstown Airport drop off, before heading back to town



# re:Activate PROGRAMME

## Tuesday 12th May 2020

5.00pm	Pre-Conference Registration opens at Transitional Cathedral
6.00pm	Welcome Reception – The Art of Recovery, Transitional Cathedral
8.00pm	Evening concludes

## Wednesday 13th May 2020

7:30am	Registration Opens
8:30am	Pōwhiri: Conference Welcome
9:00am	<b>Keynote 1 - Kia Ārahi i te Waka. Navigating: the Narrative</b> Liz Brown, Deputy Assistant Vice-Chancellor Māori, University of Canterbury
10:00am	Morning Tea with Trade Exhibitors
10:30am	Day 1 – Site Tours
1:30pm	Lunch with Trade Exhibitors
2:20pm	<b>Voices of Generation Z</b> Alexia Hilbertidou, Takunda Muzondiwa and Josiah Tualamali'i

### re:Activate Sessions

You will need to select one workshop to attend from the below options:

3:30pm	<b>W1A: Successful transitions into ILEs</b> , Mark Osborne, Leading Learning Ltd
	<b>W1B: Smart learning and smart working in the age of digital disruption</b> , Ambrose d'Hauteville, Steelcase Education
	<b>W1C: Designing learning space</b> , Karyn Gray and Jono Broom, Haeata Community Campus
	<b>W1D: Design framework for connecting learning, wellbeing and flourishing</b> , Professor Jill Franz, Queensland University of Technology (QUT)
	<b>W1E: Designing for inclusion and wellness: reframing the planning of learning spaces</b> , Scott Alterator and Ben Cleveland, University of Melbourne
	<b>W1F: Stakeholder engagement and collaboration: The building blocks for a robust project brief</b> , Jane Hill, Director, Chow:Hill Architects
	<b>W1G: Creating spaces through the eyes of the Pacific</b> , Savanah Hunt, Victoria University of Wellington,
	<b>W1H: Grow Waitaha: School and system transformation</b> , Cheryl Doig, Grow Waitaha
	<b>W1I: You got to know when to hold 'EM (The Kenny Rogers approach to opening a new school)</b> , Liz Weir, Rawhiti School
	<b>W1J: Pōkai Ōtautahi: Walk &amp; talk</b> , Liz Brown, University of Canterbury

4:30pm	Trade Drinks
--------	--------------

5:30pm	<b>Keynote 2 - Change Attitudes, Change the World</b> Mike King ONZM, Mental Health Advocate This session will be open to the public. Please invite your colleagues to join for this session.
6:45pm	Conclusion of day one

## Thursday 14th May 2020

8:30am	LEA Members Update
9:00am	<b>Keynote 3 - Carsten Auer</b>
9:45am	<b>Keynote 4 - Julia Atkin</b>
10:20am	Morning Tea with Trade Exhibitors
10:45am	Day 2 – Site Tours
1:30pm	Lunch with Trade Exhibitors

### re:Activate Sessions

You will need to select one workshop to attend from the below options:

2:30pm	<b>WA2: In spite of everything...</b> Justin Evatt and Meiling Honson, Jasmax <b>W2B: Prototyping innovative learning settings; Designing educational facilities for change,</b> John R. Dale and Richard Leonard, Harley Ellis Devereaux (HED) with Hayball Architecture - Interior Design -Urban Design <b>W2C: Sport: A medium for connecting, engaging and blurring the boundaries between campus life and community,</b> Brett Diprose, Warren and Mahoney Architects <b>W2D: Leading change in innovative learning (pedagogy, practice and environments),</b> Del Costello and Steve Saville, Cognition Education <b>W2E: Growing learner capacity to work successfully in flexible spaces,</b> Daniel Birch and Lisa Squire, Hobsonville Point Primary <b>W2F: Listening, testing, proposing – stakeholder-driven design at Mount Aspiring College,</b> Matthew Webby, Athfield Architects Limited <b>W2G: The search for connectedness in students' lived experience of space,</b> Dr Anglela Page, Jo Anderson, Leon Benade and Jennifer Charteris, Auckland University of Technology and University of New England <b>W2H: MakingSPACE: Strategies and protocols to activate collaborative environments,</b> Fiona Young and Dion Tuckwell, Hayball Architecture and Monash Uni <b>W2I: Pōkai Ōtautahi: Walk &amp; talk,</b> Liz Brown, University of Canterbury
3:30pm	Afternoon Tea with Trade Exhibitors
4:00pm	<b>Keynote 5 - Saba Ghole</b> Co-Founder & Chief Creative Officer, NuVu Studio
6:30pm	Conference Dinner & LEA Awards Ceremony, Christchurch Art Gallery Theme: "Paint the Town Red"
11:00pm	Evening concludes

## Friday 15th May 2020

9:30am	Conference Welcome
9:40am	<b>Keynote 6 - Benefits of Inconvenience</b> Takaharu Tezuka, Tezuka Architects
10:30am	Mayfield Presentation & 2021 Conference Promotion
11:00am	Light Brunch with Trade Exhibitors
11:30am	<b>Keynote Speaker 7 - DREAM BIG ACHIEVE MORE:</b> Creating an Awesome Life through Bending Perceptions Cam Calkoen, Dream Big, Achieve More
12:35pm	Official Close of the 2020 Conference
1:30pm	LEANZ hosted after party

### Thank you to our Platinum Sponsors

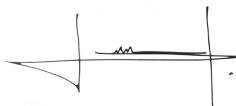




# Introducing the JUMPER Air

Designed by one of the most influential architects and designers  
of the present day.

**JEAN NOUVEL**



Tough and adaptable, the JUMPER Air is also active, lively and versatile. With its dual-walled ergo-dynamic seat shell manufactured from recycled polypropylene the JUMPER Air is not just a chair for today, but for future generations to come.

The new JUMPER Air range provides functional benefits in every detail.

The JUMPER Air is a chair for **every body everywhere**.

# re:Activate SPEAKERS



## Terry Williams

### Conference Master of Ceremonies

MC Terry Williams is a people engagement expert. From being a results-oriented senior manager with dozens of staff and million-dollar-budgets to running his own comedy and training companies, Terry understands how people are different and what influences their behaviour. A trainer / facilitator for over 25 years, he's also the author of 'The Brain-Based Boss', 'Getting Better Buy-In' and 'The Guide: How to kiss, get a job & other stuff you need to know.' He's a columnist for 'Employment Today' magazine.

Terry's interesting fact, that either starts conversations or stops them, is that he's also a professional stand-up comedian, for festivals, conferences and corporates, and most recently on cruise ships. When it comes to wrangling professional audiences, he's got a varied range of tools and experience to make any event effective, memorable and enjoyable. More at [www.terrywilliams.info](http://www.terrywilliams.info)

## Liz Brown

*Deputy Assistant Vice-Chancellor Māori, University of Canterbury, New Zealand*

Ko Nuku Mānia te maunga

Ko Orakaia te awa

Ko Te Waihora te hāpua

Ko Ngāi Tahu, Ngāti Māmoe me Waitaha ngā iwi

Ko Moki te marae

Ko Taumutu te wāhi

Ko Liz Brown tōku ingoa.

Liz has worked in education across a number of fields, as a primary school teacher, a tertiary lecturer, and for the Ministry of Education.

She is the Chairperson of Mātauraka Mahaanui, a Ngāi Tahu mandated advisory board to the Ministry of Education, focussed on the regeneration of education in Greater Christchurch. Mātauraka Mahaanui has a team of people supporting the inclusion of cultural narratives in the design of Early Childhood Centres and schools, as well as in the curriculum.

She has held governance roles, as Te Taumutu's representative on Te Rūnanga o Ngāi Tahu, Ngāi Tahu representative's on the CPIT Council, and is a member of Te Waihora Co-Governance Board. Liz is also the Chairperson of Te Taumutu Rūnanga. Liz is currently the Deputy Assistant Vice Chancellor Māori at the University of Canterbury.

**ABSTRACT:** Narratives are central in how we, as humans, organise our society, and they give us a common framework of meaning. Cultures are kept alive through narratives; the use of metaphor and habitual practice over time create a scaffold of how one should behave. The ambiguity of metaphor within narratives allows their meaning to fit different contexts and different times.

This presentation will explore the wider narratives of Aotearoa New Zealand, specific narratives of Te Wai Pounamu South Island, and Ōtautahi Christchurch and the importance of these narratives in the rebuilding of Ōtautahi. These narratives have helped to bring the indigenous voice to the forefront in structures, buildings and schools within the region.



## Mike King ONZM - Change Attitudes, Change the World

Mental Health Advocate, New Zealander of the Year 2019

Mike King has for years been known as the iconic Kiwi entertainer, but that role has changed dramatically since the conception of his hugely popular radio show “The Nutters Club”. The show evolved from Mike’s own experience of mental illness and addiction and has become a huge success. The aim of the show is to ‘forever change the way people feel, think, talk and behave in relation to mental health’.



These days Mike is better known for his work as a prominent mental health educator and motivational speaker with the work he does under his charity and with his conference speaking. Mike’s aim is to reverse the population trends of depression and suicide by effecting a positive social change. Mike works with all levels within an organisation to help with mental health and safety in the workplace. His message tells of how he overcame drug and alcohol addiction, and his continued battle against depression.

It is accessible and pertinent to all staff and often helps companies identify anyone who may be struggling and in need of further assistance. Mikes accolades include being awarded 2019 New Zealander of the Year.

**ABSTRACT:** How can we better each other’s lives by how we connect with one another? Mike will share his stories on how our attitudes can make a difference and how we need to let people around us know that we are safe people to come to by taking care in what we think, say and do.

---

## Carsten Auer

Director, Architectus  
Auckland

Carsten Auer is a Director of Architectus. He leads the Christchurch studio and has been heavily involved in the design and delivery of key inner city regeneration projects including the Hine Pāka Bus Interchange, Tūranga (in association with Schmidt Hammer Lassen Architects) as well as master planning for the Innovation Precinct and East Frame. Carsten is a current member of the Christchurch City Council Urban Design Panel.



**ABSTRACT:** Tūranga, Christchurch’s new central library reflects the desire for a new place based and culturally responsive architecture to reflect the cities unique cultural identity and heritage. The new library combines a rich tapestry of indigenous concepts of knowledge sharing, ancestry and cultural relevance with western approaches to physical and digital information dissemination as well as place making. Julia Atkin.

## Saba Ghole

Co-Founder & Chief Creative Officer, NuVu Studio

Saba Ghole is an architectural-urban designer turned education-technology entrepreneur. As Co-Founder and Chief Creative Officer of NuVu, an innovation school for middle and high school students based in Cambridge, MA, Saba leads the school’s agenda of creativity and experimentation.



Students at NuVu collaborate with experts on projects such as new medical devices, interactive games, and brainwave-generated art. Saba received her Masters in Urban Design at MIT. Saba’s urban design experience has included work on innovative educational projects such as the Central Los Angeles HighSchool #9 while working at Coop Himmelb(l)au and the Princess Nora Bint Abdulrahman University in Riyadh while working at leading architecture firm Perkins+Will.

Saba is passionate about creating interactive art that raises social awareness and strengthens community through inclusive urban space. Her art pieces Pulse and Bloom and Grove are two of the largest biofeedback-art installations of their kind and have been featured widely. Saba is an INK Fellow, TEDxSanJoseCA speaker, and Affiliate at the Berkman Klein Center for Internet and Society at Harvard.



## Takaharu Tezuka - Benefits of Inconvenience

Tezuka Architects, President

Takaharu Tezuka is a Japanese architect, President of TEZUKA ARCHITECTS and Professor of Tokyo City University. Earned B. Arch., Musashi Institute of Technology (1987) and M. Arch., University of Pennsylvania (1990). After worked in London for Richard Rogers Partnership Ltd., Takaharu Tezuka established TEZUKA ARCHITECTS (<http://www.tezuka-arch.com/>) in Tokyo with his partner, Yui Tezuka, in 1994.

With spatial designs skillfully integrated with the outside environment, their designs range from private houses to community buildings. Tezuka Architects' most important works are Roof House, Fuji Kindergarten, Woods of Net, Sora no Mori Clinic, Muku

Nursery and Tomioka Chamber of Commerce.

Their awards include The Best of All OECD/CELE 4th Compendium of Exemplary Educational Facilities (2011, Fuji Kindergarten); AR Award 2004 the Architectural Review (Echigo-matsunoyama Museum of Natural Science); Prize of Architectural Institute of Japan for Design (2008, Fuji Kindergarten); Japan Institute of Architects Award (2008, Fuji Kindergarten) (2015, Sora no Mori Clinic); Global Award for Sustainable Architecture 2017, UNESCO; Moriyama RAIC International Prize 2017 (Fuji Kindergarten), Royal Architectural Institute of Canada (RAIC); and World Architecture Festival 2018, School Completed Buildings Winner (Muku Nursery School). Their work was exhibited at the Carnegie International (2013) and the Venice Biennale of Architecture "Freespace" (2018). The publications include Takaharu + Yui Tezuka Architecture Catalogue 1-3. TOTO Publishing, and Tezuka Architects: The Yellow Book, Edited by Thomas Sherman & Greg Logan, Jovis, 2016. His TED talk (2014), which presented Fuji Kindergarten, has more than 5.1 million views from all over the world (as of January 2020).

[http://www.ted.com/talks/takaharu\\_tezuka\\_the\\_best\\_kindergarten\\_you\\_ve\\_ever\\_seen](http://www.ted.com/talks/takaharu_tezuka_the_best_kindergarten_you_ve_ever_seen)

**ABSTRACT:** As our society gets advanced more, our life gets more convenient. The convenience helps our daily life, yet there are things we are going to lose. We used to be required to improvise to overcome some inconvenience every day. These were important opportunities for our children to learn. On the flat rubber coated ground, there is nothing to worry for children to run. It is easier for the schools and parents, yet this planet is not flat. We humans are designed to run up and down obstacles and children need to be trained before they get out from the safe zone. They need to get used to the bacteria as we are living in a symbiotic balance. The number of the bacteria inside of our body exceed that of our body cells. This bacteriological balance is controlled by the immune system in the relationship to the bacteria coming into our body. When we lose the balance in the extreme clean environment, the immune system starts causing coup d'état, which is called an allergic reaction. We as humans are designed to be part of nature.

---

## Cam Calkoen - DREAM BIG ACHIEVE MORE: Creating an Awesome Life through Bending Perceptions

Dream Big, Achieve More

Many Inspirational Speakers have become so because of a life changing event; lost limbs in accidents, reformed drug addicts, been in a gang and/or prison, beaten.... what they go on to do from it inspires them to become change agents through motivational speaking. Cam Calkoen was born with Cerebral Palsy, his life has been "normal" for him since birth and his life would have carried on in whatever direction he choose to take it.

While not always knowing what he wanted to be he always knew what he wanted to do, to live a life where he could travel, entertain and connect. Striving towards achieving "normality" was never an aspiration for Cam even though this is what doctors, health professionals and educators would frequently compare him with. To achieve what he wanted to do Cam choose to extend himself way out of his comfort zone and go on to achieve excellence in the two things doctors said he would never be able to do (running & speaking), this gives him a message to deliver which hits the sweet spot between familiar and novel. Through taking risks, doing what's different and celebrating what makes him HIM, Cam delivers a unique message that inspires people to believe things are possible way beyond their thinking.

**ABSTRACT:** Born with Cerebral Palsy, Cam and his parents were told that he would forever be dependent on others. At this point he and his family had the same choice that everyone of us have, focus on what one can't do and what society expects or dream big, achieve more, and create an awesome life. Cam chose the latter and turned "he can't" into "he can" becoming an athletic gold medalist, charitable fundraiser, social entrepreneur, and an inspirational speaker. How? Why? because he believed he could. This belief was generated through an education that stretched from the launch of "tomorrows schools" when he started primary school in Napier, through to Ponsonby Intermediate under the leadership of Iain Taylor and Rangitoto College under the guidance of the late Allen Peachey, schools and names that have left their mark both on New Zealand's education system and Cam.

Speaking throughout the world Cam tributes a lot to educators who looked to create an experience rather than simply "tick a box". He's experienced a cross-section of educators as a student, an adult and founder of the Carabiner Youth Mentoring Program, his anecdotal keynote will wow, woo, challenge and ultimately inspire us build dreams.



## Alexia Hilbertidou

Founder and CEO GirlBoss NZ, Voices of Generation Z

Alexia is the founder and CEO of GirlBoss NZ - a 13,500 strong army of young women who are determined to achieve gender equality in their lifetimes.

Dismayed by the under representation of women in leadership roles Alexia founded GirlBoss when she was just 16. Encouraging young women to embrace STEM (Science, Technology, Engineering and Maths), leadership and entrepreneurship, GirlBoss is now New Zealand's largest organisation for young women. Its members are shrugging off the statistics and preparing themselves to take their seats at the table - the boardroom table that is.

At 17, Alexia was the youngest person to lead a research project at the New Zealand Treasury - and at 18 - she was selected to seek new stars and planets on the NASA SOFIA mission.

She was named the most influential young leader under the age of 25 at the Westpac Women of Influence awards and recently returned from Buckingham Palace where she received the Queen's Young Leader medal for services to the Commonwealth. She is the youngest Commonwealth citizen to ever receive this honour.

**ABSTRACT:** She's joked with the Queen, flown with NASA, had lunch with Jamie (Oliver), tea with Teresa (May) and rubbed shoulders with David (Beckham). Described by the NZ Herald as the Headmistress of Gen Z, 20 year old Alexia Hilbertidou will share insights from her leadership journey as the founder of Girlboss NZ - the school project which has become NZ's largest organisation for young women. Through her jaw dropping, name dropping stories Alexia proves that you are never too young (or too short) to create change.



## Josiah Tualamali'i

re:Awakening our Pacific Connections

Josiah Tualamali'i is a 24 year old Samoan New Zealander who grew up in Ōtepōti & Ōtautahi. He started on his journey as one of the co-founders of the Pacific Youth Leadership and Transformation Trust which empowers Pacific Youth Voice in all worlds. Drawing on his own lived experience and cultural understandings and youth development experience, in 2018 he was one of the people appointed by the Government to the Mental Health and Addictions Inquiry to review all systems and supports. He is a board member of Pacific wellbeing NGO Le Va, philanthropic community trust the Rātā Foundation, and the Psychotherapy Board of Aotearoa.



**ABSTRACT:** Aotearoa has a special inheritance as a Pacific country, however as well known Pacific academic Damon Salesa has said "New Zealand's Pacific Future is already here" despite this not being well understood or, acknowledged. Pacific peoples ways of knowing and being embedded in learning, and environment design builds belongingness and community in a way we don't see in mainstream approaches. Josiah is keen to explore this with us.

## Takunda Muzondiwa

Bringing Culture to Curriculum

There is a lot of power in a spoken word, and even more so coming through the lived experience of former Head girl of Mount Albert Grammar School and current first year Auckland University student, Takunda Muzondiwa. Following her participation in the annual national Race Unity

Speech competition in 2019 Takunda's performance continues making waves nationally and globally having gained over a million views.

Through spoken word poetry Takunda speaks about the challenges faced by her and other members of the diaspora as they struggle to maintain a strong connection to their culture. Through spoken word, Takunda expresses the confusion about her own cultural identity, feeling her Zimbabwean culture beginning to fade.

Through her words, Takunda is determined to speak up and bring awareness to the systemic ways in which cultural erasure is enforced and encourage people to take action to prevent this.

**ABSTRACT:** Throughout my life my family has never been the type to stay in one location for a particularly long time. Which for me meant I reluctantly was faced with the challenge of having move schools one too many times for my liking. However, with that experience I was able to make one primary observation about each new school environment I found myself in. I noticed how many times teachers found it difficult to relate to students whom shared a different cultural background to them.

Following this presentation from Takunda Muzondiwa you will have a better understand of why it is so important for educators to engage in culturally responsive educational practice for the development of their students. It's no secret that the more students feel they belong in an educational context the better they perform.



# re:Activate SESSIONS

**Wednesday 13 May 2020**

You will need to select one workshop to attend from the below options:

## **W1A: Successful transitions into ILEs**

**Mark Osborne, Leading Learning Ltd**

Just as challenging as getting the design and build of an ILE right is the process of helping the educators transition into the space successfully. This workshop will explore the key elements that support an effective transition into new ILEs, particularly from a middle and senior leadership perspective. Mark will draw from his PhD research on change leadership in ILEs to identify key success factors through the preparing, implementing and sustaining phases of an implementation. Key areas of focus will include building readiness for change, minimising levels of stress, supporting shifts in practice, developing positive team dynamics, working with resistance to change and sustaining progress. A must for educators and others who are interested in exploring or moving into new ILEs.

## **W1B: Smart learning and smart working in the age of digital disruption**

**Ambrose d'Hauteville, Steelcase Education**

As digital transformation rapidly presents new challenges to all sectors, what can K-12 and Higher Education learn from the world of work, and what can the world of work learn from education? Ambrose d'Hauteville from Steelcase will share some key workplace and cultural trends, with a focus on the physical environment and smart 13.

## **W1C: Designing learning space**

**Karyn Gray and Jono Broom, Haeata Community Campus**

At Haeata we staff spaces rather than groups of students. The spaces are a central component in our learning design and we are continually evolving and developing further the use of purposeful space to provoke learning.

In this session we will share with you some of the ways we use space differently at Haeata and also share some of the emerging research finding from the Plans to Pedagogy project we are working on with Melbourne University.

## **W1D: Design framework for connecting learning, wellbeing and flourishing**

**Professor Jill Franz, Queensland University of Technology (QUT)**

To design learning environments that promote health, inspiration and joy reflects appreciation of the interconnection of wellbeing, learning and flourishing. It also acknowledges as significant the role of the spatiality and materiality of learning environments as well as of the role of designers, teachers and students as co-creators. In response to the absence of a design framework that considers these aspects in a coherent and embodied way, this presentation describes emerging research by the author that proposes such a framework. As will be explained, the framework was informed by previous experiences involving the evaluation of school learning environments as well as exhaustive research of salutogenic design, wellbeing, and contemporary pedagogy. Central to this framework is an understanding of wellbeing as flourishing which it is argued has the potential to connect education and design through its underpinning notions of capability and existential possibility; the latter also providing exciting opportunities for exploring through participatory design how learning environments can be more atmospheric and, as such, affectively meaningful for students and teachers.

## **W1E: Designing for inclusion and wellness: Reframing the planning of learning spaces**

**Scott Alterator and Ben Cleveland, University of Melbourne**

The interactive session will present key insights for reframing the planning and design of learning environments for inclusion and wellness. Participants will reflect on their own settings in light of these insights.

Inclusive school agendas are proliferating around Australia and internationally. This means school systems are increasingly focused on achieving equity and offering a diversity of experiences for all students. In this context, school architecture is poised to play a leading role in the response to shifts in thinking about 'inclusion' in educational settings.

With these shifts comes demand for new knowledge. While legislation and social policy actively seek to embed inclusivity in design and social structures (Forlin et al., 2013), barriers to inclusion are well documented and combine both material and socio-cultural factors (Slee, 2011). Empirically-derived knowledge about how best to align policy and practice in SEN learning spaces is required (desperately).

This session will report on the findings of the project Learning Spaces and Special Educational Needs (Learning Environments Applied Research Network, University of Melbourne). The research draws from the perspectives of students, parents, carers, educators and system leaders.

## **W1F: Stakeholder engagement and collaboration: The building blocks for a robust project brief**

**Jane Hill, Director, Chow:Hill Architects**

International studies point to inadequate briefing as a fundamental contributor to poorly performing buildings; brief misalignment having wide ranging impacts upon time, cost and quality, and ultimately putting student learning outcomes at risk. The task of 'getting the brief right' therefore poses a significant project challenge for designers, project leaders and educationalists alike. Faced with a blank sheet of paper and rapidly evolving tertiary context, how does a project team best approach the development of this critical foundation document?

This session proposes that the solution lies in collaborative and creative stakeholder engagement. Taking time at the front end of a project to ask, listen, test and iterate with a broad range of participants and perspectives has proven essential to comprehensively understanding the questions and project challenges - prior to offering design solutions in terms of square metres, space planning or aesthetics.

Drawing on research, project case studies, failures and wins, this session will share learnings and insights on effective collaborative engagement at the front end of design, the building blocks for a robust project brief.

---

## **W1G: Creating spaces through the eyes of the Pacific**

**Savanah Hunt, Victoria University of Wellington**

The Pacific is an essential quality of the identity of Aotearoa New Zealand. In addition to our own growing Pasifika population, we have close and important historical, cultural, sporting and economic ties with our regional neighbours.

Spatialised Pacific values have potential to improve connection of people with place in the built environment. However, when faced with including and working with Pacific concepts, there is no formal framework to guide either design or engagement processes.

This paper examines the current status of Pacific architecture and urban design in Aotearoa today.

It assesses current literature and case studies to question how Pacific values can be translated in the New Zealand context. The paper discusses focus group findings that consider influences such as materiality, climate and cultural traditions as bearing upon the design and quality of collective space. Te Aranga Design Principles are examined as a precedent for indigenous knowledge mobilisation and as means to instigate a similar process resulting in a framework for designing with and for the pacific diaspora. This approach will help develop spaces that improve human social, cultural and emotional connections in spaces and engender belonging. These aspects will be shown to be fundamental to the design of learning spaces.

---

## **W1H: Grow Waitaha: School and system transformation**

**Cheryl Doig, Grow Waitaha**

In post-earthquake Christchurch schools have seen significant change including merges, closures, repairs, rebuilds and new school development. Grow Waitaha works alongside each school to help them navigate their design briefs and masterplanning by focusing on the needs of each school and community. It supports them to develop a future focused vision for their schools, to consult widely and to explore nine elements of school transformation that can truly make a positive impact. Cultural sustainability and local, place based learning is at the heart of this ongoing work.

Grow Waitaha is a Ministry of Education initiative in partnership with Matauraka Mahaanui and four providers who work together in a uniquely collaborative way. It seeks to transform education across the great Christchurch area, with learners at the centre of change. For more information visit [www.growwaitaha.co.nz](http://www.growwaitaha.co.nz)

## **W1I: You got to know when to hold 'EM (The Kenny Rogers approach to opening a new school)**

**Liz Weir, Rawhiti School**

Rawhiti is an extraordinary school. We are an MLE - in more ways than one. We exist because an extraordinary thing happened on Feb 22nd 2011 - a Moving Land Experience – otherwise known as an earthquake. As part of the Ministry of Education Reshaping Education programme the decision was made to merge the three primary schools in New Brighton. As any child will tell you - 3 into 1 does not go. The three school communities were hurting. They did not want their beloved schools to close. They did not want any more disruption to their lives. They did not want a new school. Design for the new school needed to start asap. The new school needed a name, a vision, some values, a learning model. What do you do when everything needs doing? Let us share with you how we took 3 communities, operated on 2 sites and created 1 school that now belongs to the New Brighton Community.

---

## **W1J: Pōkai Ōtautahi: Walk & talk**

**Liz Brown , Deputy Assistant Vice-Chancellor Māori University of Canterbury**

Out of the rubble of post-quake Ōtautahi has risen the weaving of Ngāi Tahu narratives and aspirations into the fabric of the city, under the guidance of Matapopore.

Led by Mātauraka Mahaanui, this walk & talk is a chance to learn about the innovative ways our culture, heritage and identity is being embedded and celebrated in the city centre.

The tour will explore many of the exciting anchor projects' infused with indigenous iconography and kōrero, including Tākaro-ā-Poi, Tūranga and Market Square.

Please note: This tour is subject to weather conditions, has limited spaces and will start at Tākaro-ā-Poi (Margaret Mahy Playground).

# re:Activate SESSIONS

**Thursday 14 May 2020**

You will need to select one workshop to attend from the below options:

## WA2: In spite of everything...

Justin Evatt and Meiling Honson, Jasmax

The Western Springs College Redevelopment project is a collaboration with Western Springs College, a co-educational secondary school and Nga Puna O Waiorea, a Te Reo Maori immersion kura that operates as a “School within a school” and TAPAC a professional Performing Arts facility, all operating and collaborating on one campus.

This is the Ministry of Education’s single largest school redevelopment project. The masterplan allows for over 80% of the teaching and learning areas moving into new facilities.

The School was originally built on a landfill site over a quarried lava flow in a sensitive ecological area. A key requirement of this project was to mitigate the costs, long-term settlement and safety issues associated with being on a landfill site. Undergoing a total school rebuild in the middle of an operational campus required a connected response and collaboration from all involved - the school, the designers, the build team and the community.

The need to substantially rebuild the school generated the opportunity to completely redefine its approach to teaching and learning. The challenge of working with an already successful school as it shifts from a traditional cellular pedagogy to an almost completely open and fully collaborative Innovative Learning Environments (ILE) to align with future curriculum and pedagogy.

Early on in the design process we engaged with user groups, held sustainability workshops, pedagogy workshops, carried out furniture proto-typing, held workshops with vision groups and students to establish key objectives. As the different faculties began exploring new relationships with each other, the conversation around adjacency and who would be best to be close by to who else? Which connections are critical, where are the surprises were all discussed and explored.

The campus masterplan was designed around connecting the green spaces in the heart of the campus to the adjacent Meola and Motions Creeks, the life giving waters surrounding the school, a reminder of the ancestors and the people who once occupied the area.

## W2B: Prototyping innovative learning settings; designing educational facilities for change

John R. Dale and Richard Leonard, Harley Ellis Devereaux (HED) with Hayball Architecture - Interior Design - Urban Design

Globally, schools across all sectors are transitioning towards contemporary teaching and learning practices and constructing new environments to support these pedagogies. The shared challenge we face as designers is to re-imagine these environments from the traditional, familiar classroom to highly connected and diverse learning landscapes supporting a range of activities – and to design to permit further growth and evolution. For educators, this reimagining of the physical environment sits alongside a reimagining of professional practice and classroom dynamics, a significant change for both educators as individuals and leaders inspiring change within their school communities.

Open Building advocates the creation of a resilient building stock supporting adaptation over time while facilitating decision-making on multiple levels. In the context of educational facilities, this means creating spaces that accommodate change as the pedagogies being explored and the communities around them evolve. This presentation / workshop explores decision-making strategies designed to support a longer and more dynamic vision about educational space and highlights some recent school projects from across the United States and Australia that embody the principles of resilient, adaptable learning environments particularly well. The workshop explores prototyping, collaborative, collective decision making and strategic design that facilitates change and innovation over time.



## **W2C: Sport: A medium for connecting, engaging and blurring the boundaries between campus life and community**

**Brett Diprose, Warren and Mahoney Architects**

La Trobe Sports Park at La Trobe University, Melbourne, has been designed as the first purpose-built facility of its kind in Australia. The sprawling campus integrates academic research and teaching functions with world-class playing facilities for professional, state and community clubs.

The design response was built around a ‘hubbing’ strategy that co-located high-performance sports science facilities, teaching and research spaces and indoor multi-court playing facilities in one main building. This resulted in a reduced building form across the site and significant efficiency gains through shared operations and services. Crucially, it also transformed the Sports Park into a place with a lively, energetic heart. From elite athletes to social players, people from all tiers of the sporting world are brought together through their shared love of sport.

Pro Vice Chancellor for Research and Development at La Trobe Professor Russell Hoye says the Sport Park creates “a unique integrated environment”.

“These facilities will transform the student experience, enabling our undergraduate students to undertake their integrated learning experiences on campus with our sports partners and extensive range of user groups accessing the sports park.

The building has the highest Green Star rating of six.



## **W2D: Leading change in innovative learning (pedagogy, practice and environments)**

**Del Costello and Steve Saville, Cognition Education**

As many schools continue to transform learning to meet the global demand for soft skills and collaboration many are creating flexible learning spaces in response to this or schools are presented with a new build as part of property upgrades or roll growth. When this happens the school leaders are left grappling with change management issues that involve taking their staff through new ways of teaching and learning.

Questions about best practice to meet learning needs, working in collaborative or co-teaching structures or collectively identifying how students learn best in these spaces need to be explored and contextualised for schools to realise their vision for learning and meet community expectations.

This workshop will unpack the Cognition Education Innovative Learning Framework, this will provide participants with a base language for teachers, leaders and whanau to work with around the key aspects of innovative learning pedagogy and practice. Using this framework will enable educators to implement change management elements required to lead a team through a time of change.



## **W2E: Growing learner capacity to work successfully in flexible spaces**

Daniel Birch and Lisa Squire, Hobsonville Point Primary

A workshop based on tools you can use with staff, students and parents to gain the necessary skills need to understand how to make best use of space.

## **W2F: Listening, testing, proposing – stakeholder-driven design at Mount Aspiring College**

Matthew Webby, Athfield Architects Limited

In the space of seven years, Mount Aspiring College in Wanaka, New Zealand has grown from a stable roll of around 650, to one pushing 1100 and with no signs of slowing down. In 2017, Athfield Architects were engaged by the Ministry of Education to create and implement a plan to address this growth. From the outset it was identified that in-depth and wide-ranging consultation would be key to fully understanding the aspirations for the future while maintaining the unique identity of the school.

This session will explore how Athfield Architects engaged with voices from a wide range of stakeholders using an iterative ‘Listening, Testing, & Proposing’ process. Through workshops and hui including students, staff, school leadership, iwi and community stakeholders, this approach was used to both gain an understanding of the collective desires for the school; and allow meaningful input by these stakeholders into the design. Listening is used to develop an understanding of aspirations before pen is put to paper. Testing is used to explore and provoke in order to tease out the real brief. Proposing is used to put forward more concrete ideas to get collective buy-in before progressing to the next level of detail.

## **W2G: The search for connectedness in students' lived experience of space**

Leon Benade, Jennifer Charteris, Dr Angela Page and Jo Anderson, Auckland University of Technology and University of New England

Our interactive session addresses the work of architects, educational designers, educational leaders, teachers, boards of trustees and other stakeholders.

Our session will explore positive relationships, a sense of peace and wellbeing, and a feeling of belonging that are facets of ‘school connectedness’. Connectedness is an important element in the Christchurch context where disruption, change and even trauma have been present over the last few years. In this presentation and interactive session, we signal the centrality of belonging in the learning spaces of ILEs. The research team draw on various case studies to present a student focused lens on how the implications of the lived experiences of young people in flexible learning spaces can indicate what will support connectedness. At the heart of our analysis is the recognition that Space is a socially produced, relational construct and cannot just be seen as a ‘container’ for objects and people to work and thrive in.

We share data from students in Australia and Aotearoa who have elected to speak about their experiences of learning in ILE spaces. Taken together, the lived experiences of these students in ILEs highlight a need to consider the impact of spatial configurations on students’ sense of connectedness that support spaces where children feel that they can belong and learn.

## **W2H: MakingSPACE: Strategies and protocols to activate collaborative environments**

Fiona Young and Dion Tuckwell, Hayball Architecture and Monash Uni

Emerging research shows higher numbers of affordances are perceived by both teachers and architects in Innovative Learning Environments (ILEs) than may be found in traditional classrooms. Yet, researchers note that offering ILEs alone will not bring about significant changes to teacher practice in schools. Supporting teachers to take advantage of the affordances of learning spaces that offer ‘variety and choice’ through multiple activity settings is important in eliciting pedagogical change.

A shift in focus from what action possibilities should be afforded through the designs of new learning spaces, to how teachers can best take advantage of ILEs to support deep learning has brought the need to find ways of encouraging teachers to think critically about the relationships between pedagogy and space.

We report on studies conducted with teachers at two secondary schools - both seeking to transition into ILEs. These studies drew out deep understandings of current practices at each school, with participants determining strategies which they planned, enacted, and reflected upon - empowering them in the process of change. Data emerging from the study informed the development of a set of tools designed to support teachers in their pedagogical use of ILEs to support collaborative and student deep learning.

## **W2I: Pōkai Ōtautahi: Walk & Talk**

**Liz Brown , Deputy Assistant Vice-Chancellor Māori University of Canterbury**

Out of the rubble of post-quake Ōtautahi has risen the weaving of Ngāi Tahu narratives and aspirations into the fabric of the city, under the guidance of Matapopore.

Led by Mātauraka Mahaanui, this walk & talk is a chance to learn about the innovative ways our culture, heritage and identity is being embedded and celebrated in the city centre.

The tour will explore many of the exciting anchor projects' infused with indigenous iconography and kōrero, including Tākaro-ā-Poi, Tūranga and Market Square.

Please note: This tour is subject to weather conditions, has limited spaces and will start at Tākaro-ā-Poi (Margaret Mahy Playground).

**Interface®**

**LOVE CARBON.  
AND NEVER LET IT  
GO TO WASTE.**

At Interface, we know that carbon doesn't have to be the enemy. We're revolutionizing our manufacturing processes and how we run our business, to go beyond carbon neutral to negative - and help to reverse global warming.

Learn to Love Carbon at [interface.com/carbonnegative](http://interface.com/carbonnegative)

# SITE TOURS

## TOUR 1 - EDUCATING DIVERSE LEARNERS

On this tour, you will see three schools, two of which have been designed to cater for learners with diverse needs. Halswell School is residential, for students experiencing learning, behavioral and emotional needs. Students live at the school for a period of time. Waitaha School relocated and opened a newly built school in 2017. They offer education programmes for students with special needs aged 5 -21 years. Waitaha shares a site with Lemonwood Grove school which also is featured on this tour. Lemonwood Grove is a brand new mainstream school with an emphasis on play based learning.



### HALSWELL RESIDENTIAL SCHOOL

Architect: Baldasso Cortese Noordanus

Type: Mixture of New Build and Refurbishment

Halswell Residential College is the only co-educational school in NZ for students with learning or intellectual disabilities and complex and/or challenging behaviours from Year 3-13. Many students have sensory needs and are highly reactive. The students stay up to 2 years at this school learning pro-social behaviours, leading up to transition back into the mainstream school.

### WAITAHA SCHOOL

Architect: Dennis Chippendale from S & T Architects

Type: New Build

Waitaha School is a state funded special school, it's new premises opened in 2017. They offer education programmes for school students with a range of disabilities and learning needs, aged 5 – 21 years. The new spaces are collaborative and flexible. Waitaha shares a site with Lemonwood Grove School which provides many opportunities for the schools to collaborate together. Find out more about how they do this [here](#).



### LEMONWOOD GROVE SCHOOL: TE URU TARATA

Architect: Stephenson and Turner Architects and Mark Newdick Landscape Architects

Type: New Build

Lemonwood Grove School is a new Year 1-8 full primary school that fully embraces collaborative teaching and learning. The school shares a site with Waitaha School. Children are grouped according to stage rather than age and they have embraced a play-based learning approach.

# SITE TOURS

## TOUR 2 - INNER CITY CONTRASTS

The schools we will visit in the inner-city are very diverse contrasting the country's oldest independent high school with the city's only vertical high school. Cathedral Grammar is a private preschool and primary school (years 0-8) with award winning classroom and playground design. Christ's College is a private boys' school, founded in 1850. Ao Tawhiti moved into their new premises in 2019, a year 0-13 state school with a vertical inner-city campus.



### CATHEDRAL GRAMMAR JUNIOR SCHOOL

Architect: Andrew Barrie Lab and Tezuka Architects

Type: Mixture of New Build and Refurbishment

Cathedral Grammar is an independent Anglican School. The school has a preschool (3-4 years), junior school (years 1-3), girls' prep school and boys' prep school (years 4-8). Their classrooms were designed by Tezuka Architects and Andrew Barrie Lab. The rooftop playground has received an award for its innovative design. Cathedral Grammar is only one of two choir schools in the Southern Hemisphere.

### CHRIST'S COLLEGE: MILES WARREN BUILDING

Architect: Wilke+Bruce Architects

Type: Mixture of New Build and Refurbishment

Founded in 1850, Christ's College is an independent Anglican school for boys from Year 9 - Year 13. Located centrally in Christchurch City, the school is a well known landmark with historic buildings as well as newly designed and built spaces. The Miles Warren Building contains three brand new interconnected three-storey buildings with roof-top plant space and a single level basement located in the central building, with 16 teaching spaces, a staff centre and meeting room facilities.



### AO TAWHITI UNLIMITED DISCOVERY

Architect: Stephenson and Turner

Type: New Build

This brand-new school opened in 2019. It is a 4-storey vertical school catering for Years 1-13. It is a special character state school with a focus that the child is central in directing his or her own learning.

# SITE TOURS

## TOUR 3 - CATHOLIC SCHOOL TOURS

On this tour you will see three Catholic schools, one boys secondary, one girls secondary and a newly formed primary school. The primary school was formed after a merger of two schools (on one school's site). All have a long history of serving their local communities and having strong values based education programs.



### ST THOMAS OF CANTERBURY

Architect: IKON Architects

Type: Mixture of New Build and Refurbishment

St Thomas of Canterbury College is a college for year 7 to 13 boys. It has a diverse population of students. They have implemented large scale change in the junior curriculum with a specific focus on student agency and engagement. Their new building comprises of 17 classroom spaces and a new Social Enterprise and STEM space.

### ST FRANCIS OF ASSISI

Architect: Opus

Type: Mixture of New Build and Refurbishment

St Francis of Assisi was established after the amalgamation of two schools post quake. It strives to be an innovative, Catholic, learning community that inspires and empowers learners to succeed. The school uses innovative instructional practices using digital technology. The building interiors incorporate modern learning environments but retain flexibility to create smaller multiple learning spaces.



### VILLA MARIA: CATHERINE MCAULEY CENTRE

Architect: Hamish Shaw Architects

Type: Award Winning Chapel

Villa Maria College, was opened in 1918. It is a state integrated Catholic girls school for years 7-13, founded by the Sisters of Mercy. The chapel is a new \$2.5 million project which encompasses elements of the Sisters of Mercy and cultural narrative. The internal garden courtyard is a unique feature, as is the simplicity in the design of the exterior.



# SITE TOURS

## TOUR 4 - ROLLESTON SCHOOLS

Rolleston is one of the fastest growing areas of New Zealand and has seen significant growth since the Christchurch earthquakes. Five new schools have been built since 2010. On this tour, you'll see a brand new high school, and two primary schools. All feature innovative learning environments and a high level of collaborative teaching practice. These schools strongly reflect their cultural narratives as part of their design.



### ROLLESTON COLLEGE: HOROEKA HAEMATA

Architect: ASC Architects

Type: New Build

Rolleston College opened in 2017 beginning with Year 9 students and adding a year group of students each year. It will eventually cater for 1800 students. It is a school that pushes the educational boundaries. The school is one of a small number of PPP (Public - Private- Partnership) schools, i.e. the Ministry of Education do not own the buildings.

### LEMONWOOD GROVE SCHOOL: TE URU TARATA

Architect: Stephenson and Turner Architects  
and Mark Newdick Landscape Architects

Type: New Build

Lemonwood Grove School is a brand new primary school that opened in 2017. It has a focus on collaborative teaching and learning in its innovative learning environments and has a strong, student led curriculum. The design has been based on Dr Julia Atkin's research.



### CLEARVIEW PRIMARY: TE KURA O MARAM

Architect: Opus Architecture

Type: New Build

Clearview Primary opened in 2010 and has experienced rapid growth. They have had two stages of build as well as refurbished relocatable buildings to cater for roll growth while additional schools are built in the area.

# SITE TOURS

## TOUR 5 - CO-LOCATED SCHOOLS

As a result of the earthquakes two large single sex schools relocated from their original sites to a shared co-located site (11.5 hectares) in May 2019. This tour will include the challenges and opportunities of setting up a co-location. Each school while maintaining its own separate teaching spaces also enjoys the benefits of combining shared areas in order to deliver efficiencies of scale that each school alone could not have provided e.g. a 750 seated auditorium. The schools are able to offer the students completely new experiences. An outdoor “hard technology” area allows students to undertake large projects including building garden sheds or decks for example.



### SHIRLEY BOYS HIGH SCHOOL

Architect: John Sofo of ASC Architecture

Type: New Build

Shirley Boys shifted to their new co-located site in May 2019. Their learning is teacher directed. The teachers work collaboratively in a power of two in years 9 and 10. Shirley Boys blends their learning with technology.

### AVONSIDE GIRLS' HIGH SCHOOL

Architect: John Sofo of ASC Architecture

Type: New Build

Avonside Girls are developing their pedagogical practices in order to fully utilise their new flexible learning spaces. A multi-level timetable operates in the senior school to enable students to study at an appropriate level in a particular subject.

# SITE TOURS

## TOUR 6 - NEW BUILD PROGRESSION: PRIMARY SCHOOLS

On this tour, you will see three new schools, built since the Christchurch earthquakes. Halswell School was one of the first new school builds, replacing a damaged school, while Ararira Springs and Knightstream School are new schools built to meet changing population growth in their areas. You will see reflected in the different designs the difference in thinking about education delivery over the last 5 years that has occurred in the city.



### HALSWELL SCHOOL

Architect: Brewer Davidson

Type: New Build

Halswell school first opened in 1864 and has been completely rebuilt following the 2010 Christchurch earthquake. Opening in 2015, their innovative learning environments have been designed to support 21st century teaching and learning.

### ARARIRA SPRINGS: TE PUNA O ARARIRA

Architect: Design Group

Type: New Build

Ararira Springs Primary School opened in 2019 another brand new school to meet population growth, this time in the small satellite town of Lincoln. Their stage one build provides teaching spaces for 400 students with infrastructure for 750 students. The unique design provides open, innovative learning spaces designed to enhance collaborative teaching and learning.



### KNIGHTS STREAM TOUR: MINGIMINGI HAUTOA

Architect: Design Group

Type: New Build

Knights Stream School opened in 2018 to cater for population growth in Halswell. It caters for children from years 1 to 8 and will initially have space for 450 students, with the capacity to expand to up to 700.

The new spaces allow for the teachers to work collaboratively. The school embraces the rich diversity in cultures the students bring with them.

# SITE TOURS

## TOUR 7 - MĀORI MEDIUM

This tour is a special visit to two schools who deliver the curriculum in the Māori language. Te Waka Unua is a brand new mainstream primary school with a bilingual unit. TKKM o Waitaha is a fully Māori immersion school that caters for Years 0-13. You will be welcomed on to the school with a powhiri (a welcome ceremony).



### TE WAKA UNA

Architect: Wilson and Hill

Type: New Build

Te Waka is a new school which opened in 2015 after the merger of Woolston and Phillipstown School on the Woolston site. The school has a large Pasifika and Māori population. There are 6 Māori bilingual classrooms, an integrated Samoan Enrichment Programme and mainstream classrooms. There is a mixture of band new classrooms and refurbished spaces.

---

### TE KURA KAUPAPA MĀORI O TE KURA WHAKAPUMAU I TE REO TUTURU KI

Architect: WSP Opus

Type: The school will have refurbished prefabs

Waitaha is a full-composite Te Reo Māori language immersion school based in Christchurch. The school has refurbished relocatable blocks from the University of Canterbury into spacious flexible learning spaces. Students learn through a mixture of traditional and innovative teaching practices.



# SITE TOURS

## TOUR 8 - INDEPENDENT (PRIVATE) SCHOOL TOUR

This tour will take you to three independent schools that all offer boarding facilities. St Andrew's College, a private co-ed school Yr 0-13 , with a preschool has completed extensive building projects including an award winning Chapel. St Margaret's is a private girls school Yr0-13 with a co-ed preschool. They have a range of learning spaces in their new Winchester Precinct. Rangi Ruru is a private girls school Yrs 7-13. The library (Gibson Centre) and science building are of particular interest because of their innovative designs.



### ST ANDREW'S COLLEGE

Architect: Architectus (Chapel)

Type: Mixture but new Chapel

Since 2009 the campus has undergone a significant transformation, with major new construction projects being the Spiro Science and Mathematics Centre, two new boarding houses, Gym 1, High Performance Health and Fitness Centre, Dance Studio, Centennial Chapel, the Preparatory School Junior Department and Pre-school, and Innovation and Information Centre. The new chapel is award winning. The school has an internationally recognised pipe band and a new Band Centre opened in 2016.

### RANGI RURU

Architect: McIldowie Partners Lab (Melbourne) and Upton Architects

Type: New Build

The Gibson Centre (Library and Information) and Science Centre have been designed with best practice teaching and learning in mind and a commitment to personalised learning.

The science centre opened in 2014 and is likened to a giant science experiment. Incorporated in the design are displays of how systems work such as water use, solar power and energy efficiency. A living green wall, weather stations and a seismograph ensure a vibrant learning environment that is constantly evolving.



### ST MARGARET'S

Architect: Athfield Architects

90% of St Margaret's buildings are less than 10 years old, with clean lines that reflect the Southern Alps and braided rivers of our region and a textural palette of natural cedar and matte concrete, enhanced by pale green glass, touches of red, and provocative sculptural installations. Natural light floods the campus and the classrooms, bringing a fresh open sense to the learning spaces. St Margaret's has a modern 800-seat Charles Luney Auditorium at the centre of the campus and the historic 70-seat St Mark's Chapel nestled among the heritage Boarding Houses.



# SITE TOURS

## TOUR 9 - EASTSIDE EARLY ADOPTERS

While most schools in Christchurch are innovative in their practice, Haeata is a brand new community campus catering for Years 0-13 learners who self-direct their learning, they view themselves as pioneers in Education. Watākari School was one of the first schools built post-quake and was teaching collaboratively in large open spaces. The East of Christchurch was the area that had the largest disruption from the quakes and a lot of the area was 'red zoned' which meant the land was deemed unsuitable for housing.



### HAEATA SCHOOL

Architect: John Sofo of ASC Architecture

Type: New Build

Haeata School was built as a Public Private Partnership School. It is the amalgamation of 4 schools that were open before the Earthquakes. There are two learning communities (hapori), years 0-7 and years 8-13. There is also a bilingual unit. Haeata are at the forefront of personalised collaborative learning, it pushes the boundaries of traditional thinking about schools.

---

### WAITAKARI SCHOOL

Architect: ASC Architecture

Type: New Build

Waitākari School was created in 2014 following the merger of Burwood School and Windsor School and built on the Windsor School site. The Kaupapa panels outside the main entrance honour the proud history of Burwood and Windsor Schools. The learning studios are large and have break out spaces and specialist spaces.



# SITE TOURS

## TOUR 10 - NEW PRIMARY BUILDS IN THE EAST

Travelling to the East where the Earthquakes caused significant damage we will visit Rawhiti school which is a brand new school created from the merger of three former schools post quake. It was opened in 2015. Marshland School used to be a smallish country school, it moved premises to a new subdivision and increased its role size considerably. Both schools teach collaboratively.



### RAWHITI SCHOOL

Architect: John Sofo from ASC Architecture

Type: New Build

Rāwhiti School exists because of the earthquakes that devastated the eastern suburbs of Christchurch in 2011, resulted in the merger of three of the local primary schools in 2015. The teaching pedagogy incorporates the principles of trauma-informed practice, Mindfulness, and the Calming and Coping strategies devised by Dr Kathleen Liberty. They operate a Concept Curriculum that has strong links to their local environment. Other schools have visited Rāwhiti to get good ideas about school landscaping.

### MARSHLAND SCHOOL

Architect: Stephenson & Turner

Type: New Build

Marshland School moved into its new site in January 2016 in the new Prestons subdivision. The student roll has steadily increased since 2015 when it was around 200. With Stage 2 of the school build, they are now able to cater for 500 students and have the infrastructure for 650 students in the future. Each learning hub joins on to a large purpose built technology area or Maker space. All of the learning hubs are configured as 2-year level groups within each hub, teachers are working collaboratively in teams between 4 and 6 teachers.



# SITE TOURS

## TOUR 11 - HORNBY SCHOOLS

Travelling to the West of Christchurch is the suburb of Hornby. On this tour we will visit primary and secondary schools. South Hornby Primary school was completely rebuilt on a new site not far from the original site. Hornby Primary has refurbished rooms (and a bilingual unit). Hornby High is being almost completely rebuilt with stage one and two complete. A feature of the school is a technology ‘learning street’ and their connected curriculum and radical timetable changes for years 7-9.



### SOUTH HORNBY SCHOOL

Architect: Opus

Type: An established school moved to a new site and new set of buildings

In September 2017, the school was relocated into a brand new, purpose built learning environment. This process enabled the school to transform its curriculum, pedagogy, vision and values and teaching and learning programmes to reflect the cultural narrative, vision for teaching and learning and physical environment.

### HORNBY HIGH SCHOOL

Architect: Stephenson and Turner

Type: Rebuild

Hornby High School has almost completely rebuilt. The new spaces have encouraged the teachers to try new teaching and timetabling techniques.

In 2020 they are implementing new learning structures for their junior (Year 7-9) students. The technology learning street has a communal learning space for technology subjects and the breakout spaces have specialisations housed in them.



### HORNBY PRIMARY SCHOOL

Architect: Stephenson and Turner

Type: Rebuild and relocation of buildings

Hornby Primary School is a contributing school (Year 0-6) sharing boundaries with Hornby High and Early Childhood Centres. The school also operates a level 2 Bilingual Unit, consisting of a Year 2-3 and Year 4-6 classes. The classrooms are similar to single cell classrooms with opening doors between the classrooms. Teachers plan collaboratively but mostly deliver separately due to the layout of the rooms.

# SITE TOURS

## TOUR 12 - MAINSTREAM INCLUSIVE PRACTICE

The Port Hills lie to the South of Christchurch. Cashmere Primary sit on the lower levels of the hills and has a new two story classroom block where the teachers teach collaboratively. They also have refurbished classrooms. Beckenham School is on the flat and they are rebuilding most of the school in large learning spaces that can cater for teachers working collaboratively. Beckenham has strong inclusive education practices and they share the site with Ferndale Special School. Cashmere are developing their curriculum to have a stronger focus on wellbeing and inclusivity.



### CASHMERE PRIMARY SCHOOL

Architect: Stephenson and Turner

Type: Refurbishment and brand new classroom block

Cashmere Primary Te Pae Kererū's new buildings allow for collaborative practice to take place. Teachers are working collaboratively in teams of 4-5. Their new building is called Kāramu which is a native plant on the hill, each floor has a kitchen and quirky nooks for students to study.



### BECKENHAM PRIMARY SCHOOL

Architect: Stephenson and Turner

Beckenham Te Kura o Pūroto is state, co-educational, full primary school catering for school Years 1 to 8. The school hosts an attached satellite class of Ferndale School for moderately disabled children. This provides a range of positive opportunities and outcomes for both Ferndale and Beckenham students, teachers and whānau. Ferndale and Beckenham are joined by a sliding door which allows for natural inclusive practices. Beckenham's learning spaces are the equivalent of 4-5 classrooms.

# SITE TOURS

## TOUR 13 - NORTH TOWNS

Heading north of Christchurch we will visit two schools in small towns. Rangiora Township is a satellite town of Christchurch with 18 000 people. The high school has its own farm and they have built one of the biggest learning spaces in NZ which is the equivalent to 27 learning spaces. Pegasus is a new township that started establishing buildings approximately 14 years ago and is still under construction. The small school at Waikuku closed and relocated to Pegasus and the school was the first net zero energy school in New Zealand.



### RANGIORA HIGH SCHOOL

Architect: Jasmax

Type: New Build

The New Building at Rangiora High (Rakahuri) marked a significant milestone in the redevelopment of Rangiora High School to support the delivery of innovative teaching and meet the future needs of its community. This project provided the school with 27 new innovative teaching spaces that replace ageing facilities and extend the school's overall capacity. The Junior programme is focussed on a collaborative model where teachers from four learning areas plan collaboratively and paired teachers deliver the learning programme.



photo by Kristy Ballard

### PEGASUS BAY SCHOOL

Architect: Jasmax

Type: New Build

Pegasus Bay School is New Zealand's first net zero school, it makes the same energy as it uses through its use of solar panels. Waikuku School relocated to Pegasus which is a new town and the school opened in 2014. There are some innovative design features such as a tree hut in the junior room.

# SITE TOURS

## TOUR 14 - SEAVIEW SCHOOLS

Heading to the very East of Christchurch is the suburb of Sumner which has recently opened some new classrooms and have redefined what a school library could be. Lyttelton School is a merger of two schools post quake. They have worked with their local performing arts community to share a performing arts space.



### SUMNER SCHOOL

**Architect: Opus**

Sumner School is a seaside school Years 0-8. They have recently opened new and redeveloped teaching spaces. The school has a new administration, library and “wellness centre” that flank the new entrance and connected with large timber arches. The wellness centre is more than a library and represents the heart of the school where students and the community belong equally and opens out to edible gardens and has a small kitchen for the preparation of food and catering for small events.

### LYTTELTON SCHOOL

**Architect: John Sofo of ASC Architecture**

Lyttelton School was one of the first schools to open post-quake.

They are a merger of two schools that were closed after the quakes. It is a two storied building on a sloped site. The learning is personalised. In a first for New Zealand, the separate hall is shared with the local professional theatre company – outside school hours, the hall transforms into the Lyttelton Arts Factory (LAF) venue, with retractable seating and additional cabling infrastructure.



# SITE TOURS

## TOUR 15 - TERTIARY BUILDING INNOVATIONS AT UNIVERSITY OF CANTERBURY

University of Canterbury has had to rebuild most of their campus. There are a range of exciting new spaces, the tour will take you to the Engineering Precinct, Rehua and the Rutherford Regional Science and Innovation Centre.



### REHUA BUILDING

Architect: Athfields

Type: New Build

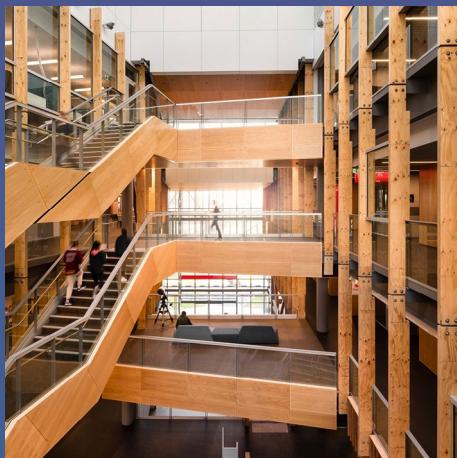
Rehua Building houses the College of Education, Health and Human Development, Business, Law and centre for Entrepreneurship. A seven story building with a variety of rooms, cultural function space, a light-filled atrium connecting the north and south blocks and a 'makerspace' to create, invent and learn in.

### ENGINEERING THE FUTURE (CETF)

Architect: Warren and Mahony

Type: New Build

Every wing of the engineering precinct was rebuilt or completely refurbished. The space includes state of the art facilities including a structural engineering laboratory, opened 2017. Depending on timetabling we may get to see the Firelab in action.



### RUTHERFORD REGIONAL SCIENCE AND INNOVATION CENTRE

Architect: Jasmax

Type: New Build

Rutherford Regional Science and Innovation Centre which opened in 2018 brings together many scientific disciplines that were housed in different buildings. This transparency is innovative and encourages questions to be asked and answers to be found in ways they otherwise couldn't have been in traditional 'siloed' departments. Shaped like an X-Chromosome the building is state of the art.

# SITE TOURS

## TOUR 16 - INNOVATIVE CIVIC ATTRACTIONS

A visit to the award winning library Tūranga and to the award winning child-designed biggest children's playground in the Southern Hemisphere. Innovations and originality in civic spaces with strong cultural narrative references.



### MARGARET MAHY PLAYGROUND

Architect: Opus International Consultants

Type: New Build

Named after New Zealand's beloved children's author Margaret Mahy, it was one of the first anchor projects in the city's rebuild. The playground reflects the diverse landscape of the Port Hills. The design team combined inspiring and colourful elements, creating a 130 m 'story arc' pathway using elements from the stories of local children's writers. You will have fun exploring water play, slides, climbing nets and small artworks.



### TŪRANGA LIBRARY

Architect: Architectus in partnership with Schmidt hammer lassen

Type: New Build

Tūranga is the largest library in the South Island and pushes the boundaries of what is a library. The cost of the award-winning library was \$92.7m and opened in October 2018. Visitors enter Tūranga in Cathedral Square through a large welcoming foyer designed to be an extension of the public open space of the square. This ground floor "urban carpet" acts as a link to the neighbouring Performing Arts Precinct and Convention Centre, with a cafe, retail space and an area displaying new technology. The first floor has a 200-seat community arena, exhibition space, and areas for families, children and youth. Children love the 'Harry Potter' staircase.

The top three floors house the bulk of the library's digital, specialist and print collections along with meeting, recreation and activity areas. The structure consists of large post-tensioned concrete walls with viscous dampers to provide a low damage structural system along with a steel moment resisting frame structure to the perimeter.



# SITE TOURS

## TOUR 17 - TERTIARY BUILDING INNOVATIONS ARA (POLYTECHNIC)

ARA has recently opened two new state-of-the-art new buildings. Kahukura the new Engineering and Architectural Studies Building, located on the Madras Street Campus has used many sustainable building innovations. Manawa – is the new Nursing, Midwifery & Medical Imaging dual location building with the CDHB and University of Canterbury located on Antigua Street in the new Health Precinct.



### MANAWA BUILDING

Architect: Sheppard & Rout

Type: New Build

Manawa enables Ara to build on existing health sector relationships and expand the current nursing and allied health programmes, taking full advantage of innovations in health and education. Students will have access to high tech simulation environments and facilities and will work alongside professionals and potential employers.

### ARA KAHUKURA

Architect: Jasmax

Type: New Build

ARA Kahukura building is the new engineering and architectural studies building, designed around innovative and flexible learning work spaces for students and staff.

Kahukura is a Māori word that refers to chiefly cloak, a rainbow and the ancestor of the Port Hills which the building looks towards. Kahukura opened in September 2017.

‘Kahukura’ has been designed to use and visually display building and sustainability techniques so that architecture students can learn from the building itself.



# SOCIAL EVENTS



## Welcome Reception Event

(Cost included in Full Registration)

Join us at the Transitional Cathedral where we will welcome you to Christchurch and hear from our special guest Peter Young, one of New Zealand's leading documentary makers, directors and producers. Peter has a strong connection to the land and people who live and work on it. Peter recently completed and released the feature documentary *The Art of Recovery* which tells the story of post-quake Christchurch. We will screen a shortened version of the documentary and Peter will speak about the land and the people of Christchurch, this will be an opportunity for delegates to understand the context in which the conference is set in.

**Venue:** Transitional Cathedral,  
234 Hereford St, Christchurch  
**Date:** Tuesday 12 May 2020  
**Time:** 6:00pm – 8:00pm  
**Dress:** Smart Casual  
**Guest Ticket:** \$75.00  
**Provided:** Light canapes and beverages

## Conference Dinner & Regional Awards

(This function is an additional cost)

Join us for the Conference Dinner where we will announce the winners of the Learning Environments Australasia Awards for Excellence in Education Facility Design. This is an opportunity to celebrate with new friends and old as we welcome you to one of Christchurch's most impressive spaces, The Christchurch Art Gallery.

**Venue:** Christchurch Art Gallery, Cnr Worcester Boulevard and Montreal Street  
**Date:** Thursday 14 May 2020  
**Time:** 7:00pm – 11:00pm  
**Dress Code:** Cocktail Attire OR match the conference dinner theme  
**Theme:** “Paint the Town Red” in support of the people of Canterbury  
**Tickets:** \$155.00  
**Provided:** 3-course meal, beer, wine and non-alcoholic drinks  
**Sponsored by:** Interface

# ACCOMMODATION

**Christchurch 13<sup>th</sup> - 15<sup>th</sup> May 2020**

All pricing is GST free and in Australian Dollars

---

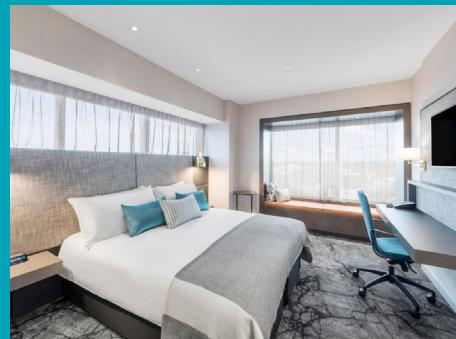
## Crowne Plaza

764 Colombo Street | NZ

**Deluxe Room including breakfast for one person \$230 per night**

Located in Central Christchurch, overlooking the historic Victoria Square and the iconic Avon River. A short stroll to Town Hall, Christchurch making it a perfect location for your stay.

Each room has been carefully designed to make the most of the city views. All rooms are equipped with Bluetooth and Wi-Fi streaming high-definition entertainment.



---

## Rendezvous Hotel

166 Gloucester Street | NZ

**Guest Room including breakfast for one person \$180 per night**

Rendezvous Hotel Christchurch is 9.7km from the Christchurch International Airport, and close to major attractions including Cathedral Square & Christchurch Art Gallery. Breakfast is available daily at Straits Cafe or take advantage of the room service and devour a delicious meal in the comfort of your own room.



---

## Breakfree on Cashel

BreakFree on Cashel 156 Cashel Street | NZ

**City Urban Room for one person \$149 per night**

**City Urban Premium Room for one person \$179 per night**

**Breakfast Daily \$19**

BreakFree on Cashel is ideally situated, within walking distance of many of the city's main attractions. With its unique urban ambience and bold decor, you'll be impressed with this hotel's level of integrated technology.

BreakFree on Cashel has an onsite restaurant and bar serving modern, local and Western cuisine. Full buffet breakfast is available daily at the hotel at an additional cost.



# REGISTRATION FEES

All registration and social function prices are in Australian Dollars and are GST Free.

Registration Type	Early Bird Register & pay on or before 31/03/20	Standard Rate Register & pay on or after 1/04/20
<b>Learning Environments Australasia Member</b> All members of A4LE are eligible for this rate.	\$900	\$1,100
<b>Non-member</b>	\$1200	\$1400
<b>Student Registration</b> Student Registration is valid for those enrolled in full-time study. ID required.	\$675	\$675
<b>Young Professional</b> Organisations or schools that purchase two full priced registrations, can bring up to two. Young Professionals aged 30 or under.	\$675	\$675
<b>Educator Special*</b> Registered Educators working in a School or University are eligible to purchase, valid until 31 March 2020. ID required.	\$900	\$1400
Social Events		
<b>Welcome Reception Ticket</b> (One ticket included with conference registration).	\$75	\$75
<b>Open to the Public Keynote: Mike King</b> (Included with conference registration). Keynote Presentation on Wednesday 13th May at 5:30pm. <i>Profits from the Public Keynote go to Mikes Foundation: iamhope.org.nz/</i>	\$20	\$20
<b>Conference Dinner Ticket</b> (NOT included with conference registration).	\$155	\$155

# GENERAL INFORMATION

## Venue

Christchurch Town Hall  
86 Kilmore St, Christchurch, 8013

## Getting to Christchurch Town Hall

Kilmore street is a one-way street heading west. There is no onsite parking at the Christchurch Town Hall, however there are several public car parks you can view a carpark [map here](#). There is a drop off zone in front of the building on Kilmore Street.

### By Bus

The following transport lines have routes that pass near Christchurch Town Hall; Bus - 29, Bus - 95, Bus - B. To plan your trip please visit the [Metro website](#).



### By Taxi & Ride Share

Taxis and Ride share vehicles are able to use the drop off zone in front of the main doors. To find a Taxi at the conclusion of the day stand on Victoria Street outside Christchurch Casino.



### Christchurch Airport

Christchurch International Airport is New Zealand's second largest airport. Christchurch Town Hall is a short 15 minutes' drive (9.8 km) from the airport and several transport options are available from outside the terminal including rental cars, taxis, shuttles and buses.



## Dietary Requirements

If you have any dietary requirements please detail them when you register. We require 7 days' notice to ensure your dietary requirement can be catered for. At the conference, keep an eye out for the special diets table or ask one of the friendly venue staff for assistance.

## Internet

All conference delegates, event attendees can access complimentary WIFI whilst at the venue. WIFI login details will be available via the conference App.

## Weather

The average temperature for Christchurch in May is between 4 and 14 degrees.

---

## Conference Manager

BCC Management, 122 Cremorne Street, Richmond VIC 3121  
P: +61 03 8679 5460 | E: [info@bccm.com.au](mailto:info@bccm.com.au)

### Terms & Conditions

*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 ACT: In registering for this Conference, relevant details will be incorporated into a delegate list for the benefit of all delegates and may be made available to sponsors (subject to strict conditions). By completing a 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 box on the registration page.*

*CANCELLATION POLICY: Registration cancellations will only be accepted if made in writing. Cancellations made before 1 July 2020 will be refunded less 25% of the Conference Registration fee, to cover administration costs. No registration, function or accommodation costs will be given after this date.*





# re:Activate

generating a city of learning

---

Connecting, Developing and Designing

[www.bccm.eventsair.com/2020-learning-environments-australasia/](http://www.bccm.eventsair.com/2020-learning-environments-australasia/)