



# Kelburn Normal School



ISSUE 2

JULY 2016

**Kelburn Normal School is embarking on an exciting journey to transform our campus to meet our vision for teaching and learning, now and into the future. This newsletter aims to inform and update our school community on the redevelopment project.**

## Property Meeting

Thank you to those who attended the community meeting on the 19th of May. The Board of Trustees and teachers have been working hard alongside the Ministry of Education to ensure that we create the best possible environment for our children to learn and our teachers to teach.

We are aware that there is a lot of information to absorb, and that the community will have many questions. This newsletter aims to give more information to address questions raised to date. For more information, please contact us at: [property@kelburnnormal.school.nz](mailto:property@kelburnnormal.school.nz). We will continue to update you throughout the project. The previous newsletter and project information can also be found on the [school website](#).

“Where students learn creatively and strive for excellence, preparing for lifelong learning”

Kia auaha te ako o nga akonga me te whai i te iti kahurangi mo te akoranga turoa

## Innovative Learning Environments (ILE's)

Most of today's schools were built between the 1950s and 1970s. The way that teachers teach and students learn has been developing since then.

An [ILE](#) is the complete physical, social and pedagogical context in which learning is intended to occur. Having the right property, and flexible learning spaces in particular are an important part of creating an ILE. If you haven't already, please have a look at the [ILE website](#).

## Teaching and Learning at Kelburn Normal School

At the community meeting, Danielle Sanders, Charles Bisley, and some of the teaching team, talked about how the teachers and children have already been developing a powerful learning culture, corresponding to an ILE, where learning is personalised and where there are flexible ways of learning together. The flexible learning space in the new school will enable the teachers to develop this culture further and enhance social learning and relationships. At the same time, the teachers have been blending the use of digital technology into this culture, and this process will carry on in the new spaces.

Children will have their home groups which will retain their sense of belonging and the learning studios will be ideal for coming together in a greater variety of larger groups for activities and projects. These include, discovery time, drama, Makerspace, science projects, inquiry etc. They will also be able to work in smaller groups or one to one for more targeted teaching. Having the flexible learning spaces means they will be able to break off into ability and interest-based groups for integrated studies.

The children and teachers will have an environment consistent with KNS's successful method and practice of teaching, or pedagogy. This pedagogy is open-ended and designed to adapt as learning practices advance.

A few people have asked about training teachers for transitioning to the new teaching environment. Over the past two years, especially in their teaching as inquiry, the teachers have been developing a pedagogy and a learning culture that will migrate well into the ILE environment. This professional development is ongoing. The new environment will be better for all teachers insofar as it develops the professional learning community where they already work together and learn from each other.



## The Design Process

The School has been working in partnership with the Ministry of Education on the property project since 2012. The project was created to address a range of building and site issues at the school, and provide an exciting new learning environment for students where KNS can deliver its unique and creative way of teaching.

A Project Control Group (PCG) has been set up to manage the project, from master plan to completion. The PCG meets regularly and includes representation from the school, the Board of Trustees, the Ministry, and design consultants.

The Project Control Group worked through a number of master plan options throughout 2014 and 2015. These options were based on redeveloping the existing main buildings to meet the requirements of ILE and to incorporate the Junior School (Ngaio) into the main school campus. There were many challenges to overcome during this phase and some tough decisions to make. The 'H' shape of the buildings and existing structural walls that couldn't be moved, presented significant design constraints. No extra floor area could be added as we were already over our space entitlement. Despite these challenges, the designers presented plans that would meet both the school and the Ministry's requirements.

At the end of 2015, due to the cost and advantages of rebuilding in comparison to redeveloping, the Ministry's [Design Review Panel \(DRP\), a design quality assurance process,](#) recommended completely rebuilding the main school buildings rather than redevelop the existing buildings. [Associate Education Minister Nikki Kaye announced that \\$8.5M would be invested for the project.](#)

This was good news for the school as it gave us the opportunity design a new learning environment and also provide assurance that building issues such as seismic strengthening and weather tightness would be conclusively addressed. Another huge benefit is that the school will gain much more play space and outdoor learning areas for the children — this is very exciting as it is something that KNS has hoped for since its beginnings in 1914! Finer details such as the surfaces of the play spaces, will be worked through in the developed design phase. There is also great advantage that the children can remain in their classrooms during the construction and not be disrupted with relocations.

The existing administration block and the hall will remain where they are. The scope of work to these buildings will become clearer as we work further through the next design stage.

As well as utilising the furniture and equipment that the school already has, KNS will receive additional funding in accordance to the Ministry's rebuild policy.



## The Glen

In late 2015, the decision was made that the Ministry of Education land on Glen Road would need to be sold to support the funding required for the new facilities.

This will enable the school to develop play space nearer to the school (and its facilities) that is able to be monitored more easily. Having all play space in close vicinity will mean it will be better utilised and provide a safe environment for the children.

It will not be sold until after the project is completed so that we can use it during the construction phase.



## Design Aspects

The new building design incorporates the core elements for property such as; Accessibility, Air Quality, Heating, Healthy and Safe, Lighting, Insulation, Sustainability and Acoustics.

As the design uses a lot of glass and open spaces, the teachers are looking forward to using a range of creative ways to display student's artworks such as, hanging displays, standing panels and wall areas within the break out spaces.

Wet spaces with a linoleum floor and sinks for art will be included within the learning studios. Other practical details such as the location of bag storage and coat hooks etc. will be worked through in the developed design phase.

Unisex toilet blocks will consist of self-contained rooms and each will include a hand basin. There will not be gaps under doors or cubicles so that privacy can be maintained.

Feedback received about the number of toilets in the plans and toilets for new entrants, has been passed on to the designers who will also ensure that the toilet blocks meet all building standards.

## Impacts of the Rebuild

Discussions between the school, the Ministry and the main contractor on how to minimise and manage noise, will be an important part of the build process. Site Specific Health & Safety Plans and Traffic Management Plans will be in place prior to construction. Consultations with properties neighbouring the school will also be an important part of the process.

Safety is the first priority. The school, the Ministry and the main contractor will be working together to ensure play spaces are available and safe.

The existing teaching block is some distance away from the new build site which is an advantage in relation to noise and safety.

The cottage that houses the After School Care and Holiday Programme, will need to be removed to make way for junior play space.

## The Library

A single library has not been included as part of the design plans. The Ministry of Education space entitlement formula does have an allowance for library space, but as part of the overall net school area that will be built and funded by the Ministry, as determined by the design roll. A traditional separate library space is possible in the design, but as this would result in a reduction in teaching and learning space, the school has decided to prioritise the flexible use of spaces for personal and social learning.

Therefore, it is anticipated that both the Junior and Senior Areas will have their own library space within the learning studios which complements an Innovative Learning Environment. The books will be more age appropriate and more accessible to the students. You may like to read this interesting article on [Libraries and Modern Learning Environments](#).

The teachers have visited other schools that have implemented an innovative learning environment, and seen examples of this set-up working well. The school is really excited about this as it will mean that instead of a 45 minute weekly visit to the library, students and teachers will have fictional and non-fiction books readily available in their learning studio at all times.

We all understand though that a library is not just about books! We also want to create quiet, cosy places for learning and reading when required, and for students to have somewhere to go to have some independent space. Although the library will be incorporated into the learning studios, it will not be one big open space. The detailed design and the scheduling of the spaces, as well as furniture will help create the library atmosphere.

Finer details such as access to the library spaces during lunch hours, and how the librarians will work in these spaces, will be worked through as the project progresses. It is important to remember that we are creating flexible learning spaces — and that means that internal spaces can be altered in the future if a more traditional library is required.



## After School Care

The After School Care and Holiday Programme will be able to use a dedicated space at the back of the hall during their operational hours. Other groups will be able to use this space outside of those hours.

The After School Care will relocate to the back of the hall from the first week of the July school holidays. This will enable another part of our school community — The Visual Resource Centre — to have some working space while they complete renovations in their own building.

This also means good news for the school as four of the prefabs currently taking up precious playground space, will be removed during the July holidays.

## Space

Space for the new school is allocated according to the design roll. The Ministry and the school used historical and projected demographics to agree the design roll.

The new building will easily accommodate 300 children within the space entitlement of 13 flexible teaching spaces. The school is zoned and expected to manage roll numbers.

While the existing main building has a larger overall measurement, there are many areas that are unable to be used effectively as teaching space.

The new teaching block will be built according to the design roll and the PCG has worked hard to maximise usable space through efficient and flexible design.

## Next Steps

The next stage of the project will be the developed design phase during which the school will discuss finer details like furniture, screens, storage, bag hooks, power points etc. with the design team.

The rest of 2016 will be used to complete the design so that tenders can be obtained in early 2017.

We anticipate that construction will commence in early 2017 and completed before term 1 starts in 2018.

The existing building demolition and resurfacing of play spaces will be carried out in the first half of 2018.