

case study vic-01 . belmont high school

theme 1 context of the project in relation to state, school or discipline trends in teaching and learning	theme 2 educational philosophy	theme 3 specific proposed pedagogical activities	theme 4 key planning + design features	theme 5 evaluation of strengths & weaknesses
<p>Driven by Middle Years pedagogical reform at the school based on local and international research, and an analysis of school data.</p> <p>The project is aligned to, and complements the DET's focus on the Middle Years, student engagement and improved learning outcomes. In particular, the project has developed in the context of initiatives flowing from the 'Blueprint', incl. the LSF, Teacher Professional Leave and eLearning, as well as the Schools for Innovations and Excellence Program.</p> <p>A Master Plan for the redevelopment of the school is currently underway, enabling Belmont to plan for the construction of new, discrete Middle Years Learning Centres, (and a Middle Years Precinct).</p> <p>This flexible new environment can cater for the individual learning needs of students and for teacher professional growth through the teaming of teachers in the classroom.</p> <p>Facilities are ICT pervasive and based on the notion of it being accessible anytime/anywhere and will provide opportunities for indoor/outdoor learning.</p>	<p>The Personalisation of Learning will be a strong focus of the Middle Years Learning Centres.</p> <p>A shift to teaching students rather than subjects will be facilitated by Principal and Complementary teachers.</p> <p>The new curriculum will stress the importance of linking student learning through a thematic and interdisciplinary approach that promotes higher order thinking.</p> <p>The curriculum will enable time to learn by moving away from the traditional 50 minute lesson.</p> <p>Ongoing improvement in pedagogical practice will occur as a result of teachers working in small, interdisciplinary teams and will be further greatly enhanced by the requirement that teachers work in pairs during Core Learning time.</p> <p>Making teaching and learning more transparent is a further key philosophy of the program. This increased openness will be another impetus for pedagogical reform.</p>	<p>Personalisation of Learning, underpinned by the development of Individual Personal Learning plans.</p> <p>A curriculum facilitated electronically will provide the capacity to cater for individual student learning needs.</p> <p>Learning will be inquiry based.</p> <p>The pairing of Principal Teachers with Complementary teachers provides the necessary discipline based expertise across the core curriculum and reinforces the importance of teams. (Principal Teachers will be responsible for over 60% of the learning time for students in their class.)</p> <p>The teaming of teachers in open and flexible learning spaces, within buildings that have no corridors, will allow teachers to group students according to need and promote increased transparency in the process of teaching and learning.</p> <p>ICT will be embedded in the learning process.</p>	<p>Four newly constructed buildings to house Middle Years students in Years 7 and 8.</p> <p>Each building will have four flexible learning spaces separated by operable walls. These walls aim to provide ownership and connection of students to private spaces, but also to allow learning to occur in more open areas.</p> <p>The absence of corridors, together with staff areas located in the centre of the buildings aims to encourage more transparent teaching and learning.</p> <p>The use of large areas of glass enables student access to rooms during non-class time, minimising issues of supervision.</p> <p>Students will use class sets of laptops mounted on trolleys.</p> <p>The facility will be ICT rich.</p> <p>The gardens and outdoor furniture will allow and encourage learning to spill beyond the classroom walls.</p> <p>It aims be a model of effective Middle Years reform.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> - The buildings and other resources have evolved from the need to renew teacher pedagogical practice and the identification of essential elements of this pedagogical reform. - The process has been driven by a group of committed and passionate teachers from within the school. - The masterplan creates a clustered precinct and therefore new identity and sense of ownership for the middle years. - Central outdoor learning area provides opportunity for gathering groups of various sizes. - Increased 'transparency' between teaching and learning though centralised and accessible staff areas. <p>Weaknesses:</p> <p>At the time of writing, the new program has been underway for 8 weeks. Weaknesses have been difficult to assess at this early stage.</p>

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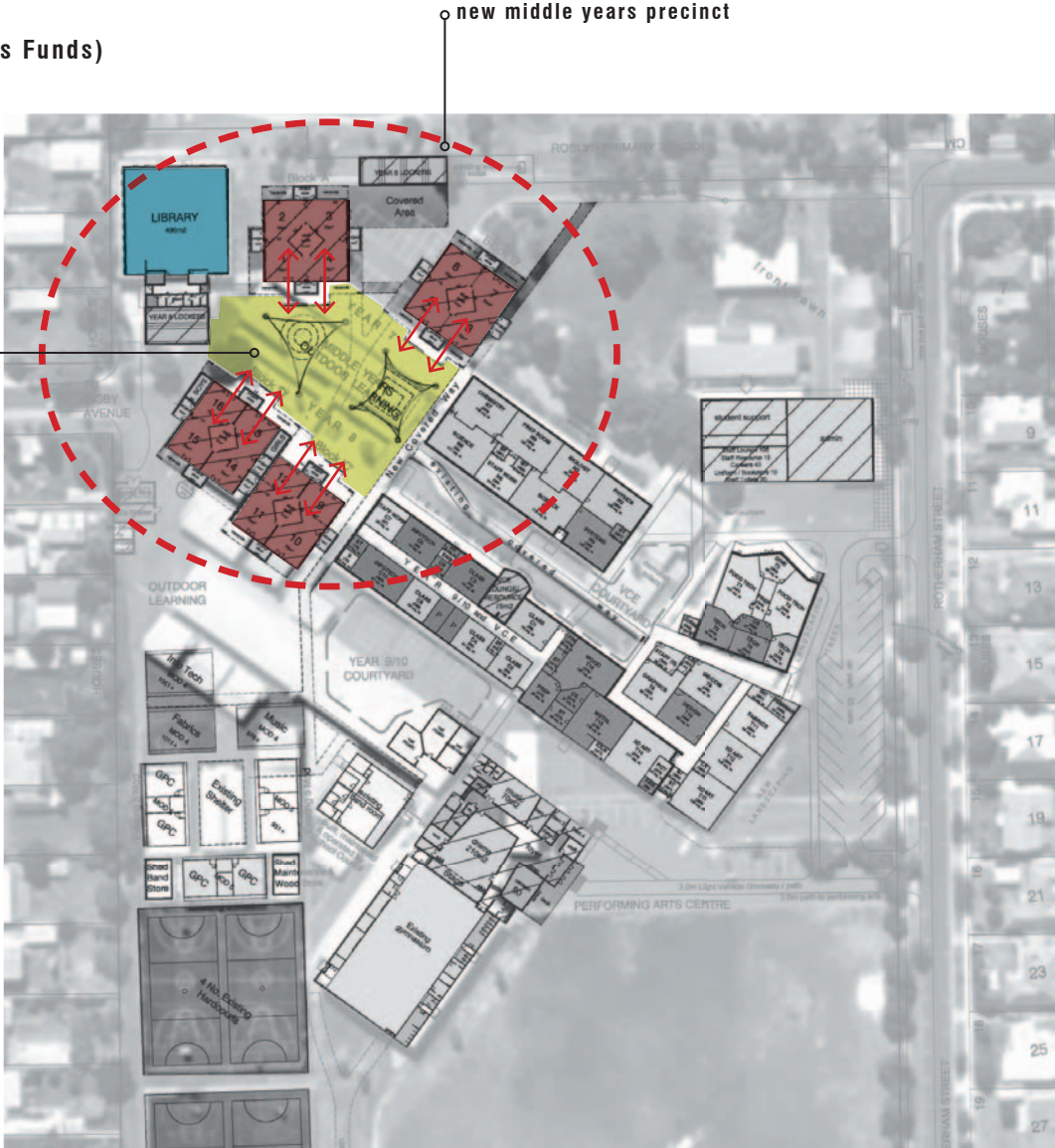
constructed : Planned for construction august 2005. Tender Stage.
location : Geelong Victoria
architect : Patrick Architects
population : 400 Middle Years (1100 students total)
building area : 1200m² (not including outdoor learning)
building cost : AUD\$1,202,822 total (AUD\$520,000 Leading Schools Funds)
year levels : year 7 and 8



courtyard =
outdoor room




outdoor rooms for
group gathering,
informal learning
and socialising




belmont high school masterplan 2003 - not to scale

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general learning =
project space + wet areas



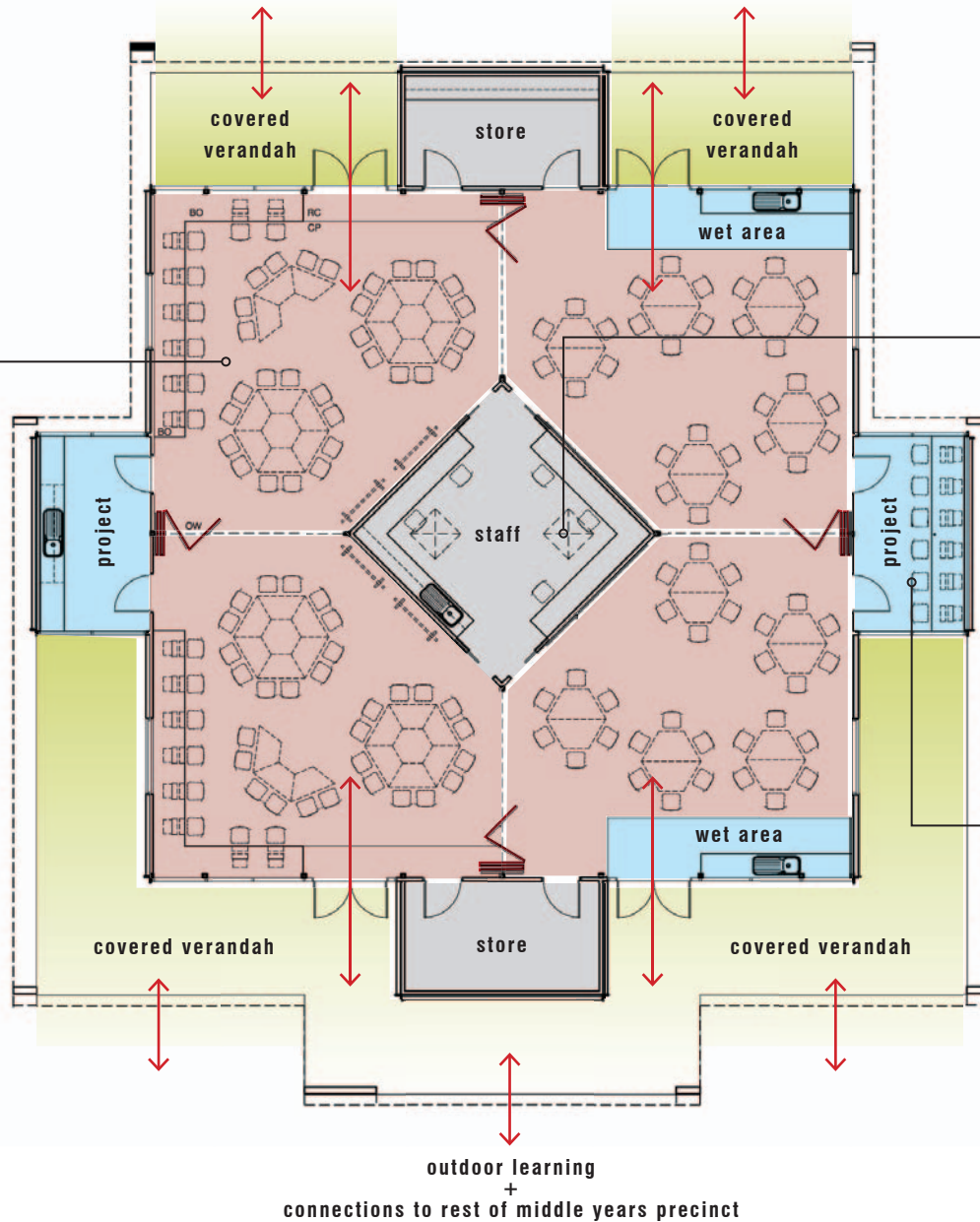
+
group learning



+
student home base



multi-modal learning settings with flexible partitions and integral wet areas



staff areas =
collaboration incubator




+
resources, supply + store



collaboration zones and resources

project zones =
specialised focus labs



computer labs + quiet specialist areas for concentrated study

middle years learning centre block A+B - not to scale