

Sydney / Wednesday 18 October 2017

Design Speaks

Old School / New School

2017 Program

A forum about the future of education design



Design Speaks Symposia 2017:

Presenting Partner



Program Organizer



Old School / New School 2017:

Major Partner



Program

Old School / New School brings together influential architects, designers, educators and social change leaders to discuss issues, share their experiences and speculate on possible futures for education design.

Venue: Warrane Theatre, Museum of Sydney

Date: Wednesday 18 October 2017

8.45 am	Arrival and seating		
9.00 am	Welcome from Cameron Bruhn, Editorial Director, Architecture Media		
9.15 am	KEYNOTE ADDRESS Heinrich and Ilze Wolff Directors, Wolff Architects (South Africa) wolffarchitects.co.za		T. C. Beirne School of Law Presented by Sarah Derrington Academic Dean & Head of School, T. C. Beirne School of Law, University of Queensland (Brisbane) law.uq.edu.au
		1.00pm	Lunch break
10.00 am	KEYNOTE ADDRESS Wang Weijen Principal, Wang Weijen Architecture (Hong Kong) wwjarch.com	2.00 pm	KEYNOTE ADDRESS Elizabeth Hartnell-Young Honorary Fellow, Melbourne Graduate School of Education (Melbourne) education.unimelb.edu.au
10.45 am	Morning tea	2.45 pm	KEYNOTE ADDRESS Morten Schmidt Partner, Schmidt Hammer Lassen Architects (Denmark) shl.dk
11.15 am	PEDAGOGICAL CASE STUDIES South Melbourne Primary School Presented by Ann Lau Director, Hayball (Melbourne) hayball.com.au	3.30 pm	KEYNOTE Q&A
	Brighton Grammar School Presented by Ross Featherston Headmaster, Brighton Grammar (Melbourne) brightongrammar.vic.edu.au	3.55 pm	Closing comments from Cameron Bruhn, Editorial Director, Architecture Media
	Arthur Phillip High School and Parramatta Public School Presented by Andrew Cortese Partner, Grimshaw (Sydney) grimshaw.global	4.00 pm	Closing drinks
		5.00 pm	Event closes

02

Keynote Address



HEINRICH AND ILZE WOLFF: "THE COLLECTIVE"

Radical propositions for new educational environments are best established through cycles of conversation and provocation. This keynote address will share how ideas were developed and advanced for private and public educational buildings. The importance of collective thinking is established through human relations before the design process starts. In architecture, the importance of the collective is expressed by exaggerating spaces for the collective as the central ordering device of the buildings. In the context of limited resources, such exaggeration is necessary to give the buildings a character that people can be proud of.

In the context of the recent democratisation of South Africa, the educational buildings of Wolff Architects have an instrumental purpose to be active participants in the transformation of society.

Left: Inkwenkwezi Secondary School in Cape Town, South Africa. Courtesy of Wolff Architects.



ABOUT HEINRICH AND ILZE WOLFF

Directors, Wolff Architects (South Africa)
wolffarchitects.co.za

Heinrich Wolff is an architect and project manager with over 20 years experience. His work has received many awards, including the Daimler Chrysler Award for Architecture (2007), the Lubetkin Award (2005) and in 2011 he was elected as the Designer of the Future by the Wouter Mikmak Foundation. He has held several academic appointments, including as a visiting professor at the ETH Zürich (2014–2015), Università Iuav di Venezia (2013), Washington University in St. Louis (2015) and has been an adjunct associate professor at University of Cape Town.

Ilze Wolff is an architect and scholar with experience in design, teaching and heritage consulting. She received a MPhil in Heritage and Public Culture from the African Studies Unit at University of Cape Town. Ilze co-founded Open House Architecture in 2007, a transdisciplinary research practice which she continues to direct parallel to Wolff.

03

Keynote Address



WANG WEIJEN: "COURTYARD, LANDSCAPE AND COMMUNITY"

This lecture will explore the use of courtyard, landscape and community in school projects designed by Wang Weijen Architecture in Hong Kong, China and Taiwan, including several post-earthquake campus reconstructions. By incorporating existing trees, water and topography, these projects explore how school typology can be integrated with landscape, nature and the day-to-day life of communities. It also demonstrates a series of design explorations on re-inventing traditional courtyard typology for contemporary high-density campuses. They not only establish an innovative system of semi-outdoor open spaces for multi-leveled school buildings, but also generate micro-climatic conditions of thermal comfort through shading and cross-ventilation in the hot-humid weather of South China.

*Left: Chinese University of Hong Kong's Shenzhen Campus.
Courtesy of Wang Weijen Architecture.*



ABOUT WANG WEIJEN

Principal, Wang Weijen Architecture and Professor in the Department of Architecture at the University of Hong Kong (Hong Kong)
wwjarch.com

Wang Weijen (FHKIA, HKIUD, AIA) is design director of Wang Weijen Architecture, professor and director of the Center for Chinese Architecture and Urbanism at the University of Hong Kong. He was the head of department at the University of Hong Kong from 2012 to 2016 and visiting professor at University of Montreal, MIT and Taiwan Jiaotong University. He is also the editorial director of the Hong Kong Institute of Architects' journal *Occupy*, chief-curator of the 2007 Hong Kong Biennale of Architecture and Urbanism and associate at Textile Arts Council San Francisco from 1987 to 1994. With research focused on typology and transformation of Chinese architecture and cities, his writings and designs have been published in *Domus*, *Mark*, *Stradt Bauwelt* and many others, including books *Refabricating City: A Reflection* (Oxford University Press), *Regenerating Patio: Studies of Macau Historical Urban Fabric*, as well as design monograph *Urban Courtyardism*.

Keynote Address



ELIZABETH HARTNELL-YOUNG: “DESIGNING FOR LEARNING”

What makes a successful learning space for teachers and students? How can physical and virtual spaces promote the development of knowledge and skills and cater for individual differences? Would some school spaces be more successful if teachers and students played a greater role in their initial and ongoing design? But where are the times and spaces for teachers and students to have their voices heard?

Drawing on her research and consultation experience with teachers, students and architects in Australia and England, Elizabeth will share strategies and findings and consider professional development opportunities relating to these questions.

ELIZABETH HARTNELL-YOUNG

**Researcher and Honorary Fellow, Melbourne Graduate School of Education,
The University of Melbourne (Melbourne)**

Elizabeth is an activist, researcher, writer and presenter with experience in schools and higher education. She is currently an honorary fellow in the Melbourne Graduate School of Education at the University of Melbourne. Her interest in physical and virtual spaces has led her to research the use of technologies and new learning spaces during periods of rapid development in these fields in England and Australia. A keen learner who has completed several massive open online course, she also supports professional learning for educators. At the Australian Council for Educational Research, she led the registration, development and online provision of post-graduate courses, while she previously managed a large portfolio of projects relating to teaching and learning as Director of Research and Evaluation in the Victorian Department of Education and Early Childhood Development.

In 2017, horrified by the continuing low proportion of women receiving Australian Honours, she co-founded Honour a Woman, aiming to achieve gender equality in the awards.

05

Keynote Address



MORTEN SCHMIDT: "THE FUTURE OF EDUCATION: DESIGN AS A PLATFORM FOR SOCIAL INTERACTION"

The schools, colleges and university buildings by Schmidt Hammer Lassen Architects embrace the Scandinavian architecture tradition through the creation of joyful, healthy, light-filled and dynamic spaces conducive to contemporary ways of learning and teaching. Adaptability and flexibility are central to the functionality of these projects as well as stimulating senses for both practical and theoretical learning. As communication and information flow is now dependent on rapidly evolving digital technologies, the buildings must be prepared for the future – for new technologies and the resulting new ways of learning. Schmidt Hammer Lassen Architects' buildings are designed to get people together and provide places for interaction and socialising, planned to provide meeting places and to provide routes for "paths to cross." Schmidt Hammer Lassen Architects believes in creating space for human interaction, instilling the feeling of belonging and community, which can also be a source of pride. Morten Schmidt will present some of SHL's educational designs drawing parallels to his approach to designing libraries of the future.

Left: Render of Utrecht University of Applied Science. Courtesy of Schmidt Hammer Lassen Architects.



ABOUT MORTEN SCHMIDT

Founding Partner, Schmidt Hammer Lassen Architects (Denmark)
shl.dk

Morten Schmidt is the co-founder of Schmidt Hammer Lassen Architects. Together with his fellow partners, he has created a leading international and award-winning architecture practice. Morten has been acting partner for several of the firm's international projects, such as the award-winning City of Westminster College in London. Recent projects include new learning facilities for the RWTH Aachen University in Germany and the University of Applied Science in Utrecht, the Netherlands.

Morten Schmidt holds a diverse portfolio of work and expertise in the planning and design of major cultural and educational facilities across the globe, bringing an innovative, rational and clear design leadership to the practice's projects.

Morten is an international lecturer and has lectured at venues in Ottawa and Melbourne, Shanghai, Berlin and London.

Pedagogical Case Study



SOUTH MELBOURNE PRIMARY SCHOOL DESIGNED BY HAYBALL

Victoria's first vertical school rises to a height of six storeys and its key innovation is the unprecedented integration of shared school and community facilities. As well as a government primary school for 525 students, the project includes an early learning centre, maternal and child health centre, multi-purpose community rooms and indoor and outdoor multi-purpose sports courts.

On a compact inner urban site of 5000 square metres, the school will be located in the Fishermans Bend Urban Renewal Area in Melbourne, which is growing by 3000 residents per year. The project demonstrates forward planning of community infrastructure by local and state governments, with the shared facilities forming a mutually supporting complex of excellent and wide ranging services for an emerging local community in one of Australia's largest urban renewal areas.

Left: Render for South Melbourne Primary School. Courtesy of Hayball.



ANN LAU

Director, Hayball (Melbourne)
hayball.com.au

Ann has extensive experience on civic, cultural, institutional and urban design projects, and has designed spaces for education, exhibition and cultural exchange, and public space. She brings 20 years of experience in architecture, interior design and urban design on projects in Australia, Europe, Singapore and China and working for prestigious design practices in Melbourne, Beijing and the Netherlands.

An astute and versatile designer, Ann pushes the boundaries of traditional typologies with dynamic, sensitive and integrated solutions that combine high-quality design with commercially feasible project outcomes. Working with a range of clients including institutions, government authorities and private developers, her design leadership demonstrates a critical engagement in the development of strong placemaking and community-focused urban design that is integrated with high-quality architectural outcomes.

07

Pedagogical Case Study



BRIGHTON GRAMMAR SCHOOL

Brighton Grammar is an independent Anglican school for 1300 boys from early learning to secondary education in Melbourne's bayside suburb of Brighton. When headmaster Ross Featherston designated wellbeing as one of the school's key strategic priorities, it was clear that a physical space was required to support the new priority. A small former chapel existed on the grounds and was the obvious place for a wellbeing facility.

From the beginning, architecture firm ClarkeHopkinsClarke worked with staff and stakeholders to define what was required. Core to the brief was a design that induced a sense of calm and presence. The design also needed to accommodate diverse activities, including assemblies, meditation, workshops and functions.

Fully funded by donors, the \$900,000 centre is now used by all boys from three to eighteen years old, as well as the community. There is a pronounced shift in attitude when students enter the space. Brighton Grammar is the only Victorian boys' school to have implemented such an extensive and multifaceted health framework, to which the Wellbeing Centre is vital.

Left: Brighton Grammar Wellbeing Centre designed by ClarkeHopkinsClarke. Photography: Rhiannon Slatter.



ROSS FEATHERSTON

Headmaster, Brighton Grammar School (Melbourne)
brightongrammar.vic.edu.au

When Ross Featherston was appointed headmaster of Brighton Grammar School in January 2014, he immediately put wellbeing on the agenda as one of the school's strategic priority areas. Ross had witnessed the benefits to students of including positive psychology and other wellbeing disciplines at Geelong Grammar, where he had previously taught.

Ross is passionate about developing a positive male culture. He believed that having a space that could be a focal point for the school's wellbeing program would amplify its importance in the minds of the boys, staff and parents.

Before joining Brighton Grammar, Ross held a wide range of leadership roles in teaching and learning, and pastoral care, at Geelong Grammar, including director of the international baccalaureate program, head of humanities and head of history, as well as senior rowing coach and assistant coach of the First XVIII. He has also taught at Carey Baptist School and Melbourne Grammar School.

Pedagogical Case Study



ARTHUR PHILLIP HIGH SCHOOL AND PARRAMATTA PUBLIC SCHOOL DESIGNED BY GRIMSHAW

The integrated redevelopment of Arthur Phillip High School (APHS) and Parramatta Public School is a landmark education project for New South Wales and Australia. Designed by Grimshaw/BVN/Six Ideas, APHS will be New South Wales' first public vertical school and a prototype space for a future-focused learning curriculum.

The seventeen-storey high school consists of six stacked communities or "homebases," designed for maximum flexibility and re-configurability and interspersed with formal and informal learning spaces for project-based and STEAM subjects.

Developed on the existing school site and adjacent to Parramatta Square, the schools are central to the urban renewal of Parramatta as Sydney's second CBD. Offering expansive, landscaped open space, mixed-use facilities and retained heritage, the precinct is intended to be a critical piece of social infrastructure for one of Sydney's most socially and ethnically diverse populations. Combined, these facilities will establish a new community of learning for the future.

Left: Render of Parramatta Public School. Courtesy of Grimshaw.

ANDREW CORTESE

Partner, Grimshaw (Sydney)
grimshaw.global

Andrew Cortese is a managing partner of Grimshaw. He established their Sydney studio in 2010, with an agenda for innovation in practice and projects and leads conceptual design and strategy across the practice.

Andrew's work explores the transformative potential of architecture and planning, at all scales, through the frame of human ecology, the functional relationship of human experience to spatial and built environments, and the initiation of social, cultural and natural agendas within organisations and economies.

Under his leadership, the Sydney studio has focused on projects of state significance, urban renewal and transport infrastructure, new learning environments, performative master planning, and the habitats of tall buildings. Current projects include UNSW Science and Engineering Laboratories, the USYD F23 Administration, the Martin Place Metro USP for Macquarie Bank, a new workplace tower at 210 George Street and the renewal masterplan for Bennelong Point (SOH).



Pedagogical Case Study



T.C. BEIRNE SCHOOL OF LAW

The Forgan Smith Building west wing has been reimagined to suit contemporary needs of the T.C. Beirne School of Law and Walter Harrison Law Library. The adaptive re-use strategy transformed the restrictive central corridor and cellular room layout through strategic demolition and addition of new parts that support contemporary teaching and learning environments.

The school's vision – to be inspirational, inquiring and international – has underpinned this new approach, with the resultant identity characterised by its historic building fabric and contemporary interiors.

This completely reimagined interior, tailored as a memorable and enabling setting for the teaching, learning and research of law forms a part of the highly emblematic Great Court set of buildings, and has the capacity to represent both law and the university in the international arena.

*Left: The Forgan Smith Building at University of Queensland.
Courtesy of Sarah Derrington.*



SARAH DERRINGTON

Academic Dean and Head of School, T.C. Beirne School of Law,
University of Queensland (Brisbane)
law.uq.edu.au

Professor Sarah Derrington is academic dean and head of the T.C. Beirne School of Law at the University of Queensland and a practising barrister specialising in shipping and maritime law. She has been published in leading international journals in the field of marine insurance and carriage of goods by sea and, with James M Turner QC of the English Bar, co-authored *The Law & Practice of Admiralty Matters*, now in its second edition. She serves on the boards of the Australian Maritime Safety Authority, the Australian Maritime College, and the Australian National Maritime Museum. She is a fellow of the Australian Academy of Law and the Nautical Institute and is a titular member of the Comité Maritime International.

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