

Enabling Places for Living, Learning and Common Enterprise

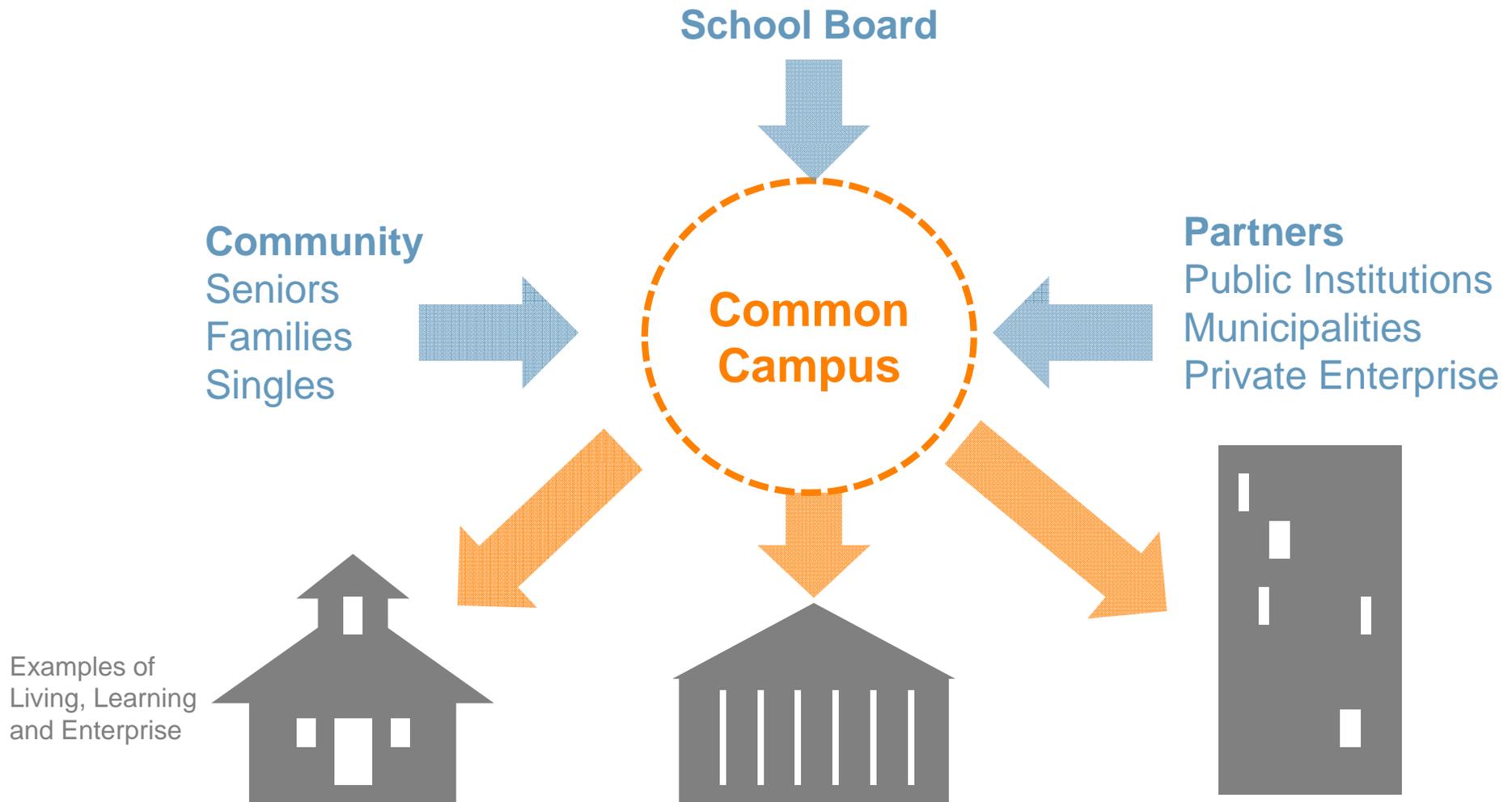


Perspective

Focuses on the essential role of learning in generating and sustaining quality of life for people and society; that is, serving each person's need for belonging, competence and self-determination by providing places of learning which are relevant, of interest to, and accessible by all members of communities and neighbourhoods.

Purpose

To enable school boards, in collaboration with the communities they serve, to revitalize their properties and facilities as dynamic, purposeful places of high quality living, learning and enterprise



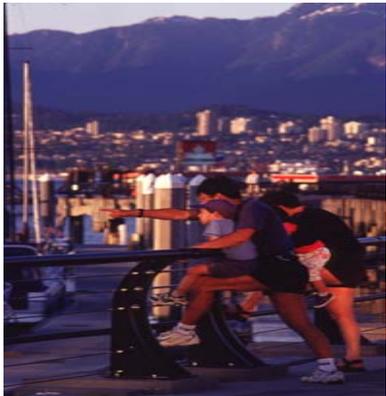
Principles



- Access to Learning = Quality of Living



- Lifelong Learning and Well-Being are fundamental to sustainable, prosperous communities



- Places of Learning and Living are Best Created *by* the Community *for* the Community
- Viable Opportunities exist to Revitalize Properties as Community Assets

Neighbourhood Centres of Learning and Development

Places for :

An early childhood learning centre; activity and engagement for adolescents; parenting centre; child care; health services; settlement services; public library; community police; arts and culture; recreation / fitness; adult learning; lifelong learning!

(Ref. Vancouver Board of Education Facilities Review, 2009)

Designing Places for Living, Learning and Common Enterprise Enables School Boards To:



Repurpose former schools through adaptive reuse strategies that provide new community services where they are needed most



Renew existing schools by upgrading environmental systems and facilities to support modern approaches to teaching and learning



Re-imagine new learning centres and community-centred schools that are designed for learning, living and common enterprise

Neighbourhoods of Learning Within a Network of Learning: A District – Wide Vision



- A cluster of 2 or 3 “families” of secondary schools and the elementary schools,
- Each offering their own complement of programs and facilities to reflect their local community.
- Link these communities via common access to the variety of programs and facilities in a larger, common *Neighbourhood of Learning*.
 - Build upon: existing foundational education programs and existing community resources and partner agencies;
 - Include school community consultations and input in developing *Neighbourhood of Learning* processes.
- Link all *Neighbourhoods of Learning* within a district-wide *Network of Learning*: on-line services, access to galleries, museums, libraries, science centres, post-secondary campuses, health, social service and settlement services, etc.

Centres of Blended Purposes and Enterprise



Centres of blended purposes serve a given set of enterprises, namely, combinations of retail / market interests plus residential spaces, open / green “commons” and places for meeting / learning activity.

Flexible & Alternative Approaches to Providing School Infrastructure in Alberta

Provincial initiative to seek cost-effective and creative ways to provide school infrastructure that meets 21st Century learning needs

- Existing inventory of 2,100 schools/600,000 pupils and growing;
- 2007 initiative to build 18 new schools, or 12,000 pupil places by 2010 and another 14 schools by 2013 – it is the largest initiative of its kind in Canada;
- Large-scale investment programs in other countries to adapt a Design-Build-Finance-Maintain concept under Alberta's P3 arrangement;
- Province advanced \$125 million of the Phase 1 \$634 million contract spanning 30-year period;
- Contractor is required to meet pre-defined service, building performance and environmental standards and their holdbacks to ensure compliance.

Ontario's Initiative – Building Together

Ontario's Ministry of Infrastructure released 'Building Together – Jobs and Prosperity for Ontarians' in July:

- Despite increased funding, infrastructure renewal needs continue to outpace investment;
- Makes greater use of IO to procure the province's infrastructure;
- Develops asset management plans that would build on and consolidate existing requirements;
- Adopts a 10-year infrastructure plan and examine alternative means of funding infrastructure;
- Working with all levels of government to address the challenges and align public services with demographic change;
- "School boards are looking at innovative ways to make the best use of assets" (pg 39).

Centres of Blended Purposes – Canadian Examples

North Central Shared Facility

Central Green- the "heart" connecting students, community members and professionals



The proposed new facility in Regina's North Central Neighbourhood builds on the vision developed by the community, and will be a "first" for Regina in two important ways:

- the first time such a wide range of community services have come together to build and manage a facility devoted to one urban community; and
- the first time that learning experiences will take place within shared community spaces.

The facility's tenants will be much more than neighbours – they'll be working partners in program delivery.

Partners

- Albert Branch, Regina Public Library
- City of Regina
- North Central Community Association
- REACH
- Other community agencies
- File Hills Qu'Appelle Tribal Council (observer)
- Government of Saskatchewan
- Ministry of Education
- Ministry of Corrections, Public Safety and Policing
- Regina Catholic Schools
- Regina Police Service
- Regina Public Schools
- Regina Qu'Appelle Health Region
- Service Canada
- Scott Infant and Toddler Care Centre

Regina Trades and Skills Centre, Saskatchewan, Canada



The Regina Trades and Skills Centre (RTSC) was initiated in February 2007 as part of a larger goal of revitalizing Regina's inner city neighborhood and, through a new approach, to better engage the youth in learning and the labor market. Through project based learning, students encounter "real world" experiences and learn practical trades, technical services and skills that they can use to begin work in their selected field. The facility has been designed with maximum flexibility to support the diversified types of instruction at the school. Its conceptual construction details have also been carefully considered to result in a minimum LEED Silver Standard.

Regina Trades and Skills Centre, Saskatchewan, Canada

Floor Plan

Featuring learning studios and labs, learning breakout areas, health and office suites, manufacturing, auto and construction clusters, demonstration platforms, a simulation theater, child care, a recycling center and a central learning commons.



Regina Trades and Skills Centre, Saskatchewan, Canada

Workstations



With this system solution by VS Furniture and the more innovative yoga ball chairs, flexibility and movement are encouraged in workstations. In the individual workstations students, teachers or staff have the ability to change the table and chair height positions from sitting to standing increasing productivity and mental outlook, and in the group collaboration table a highly affordable seating option is utilized that is both fun and appealing to students, and at the same time good for physical fitness.

In Australia, the Victorian Government's *Building Futures* funding initiative has spawned a number of projects with Fielding Nair International involvement as Planning and Design Consultant. There has been growing recognition in Victoria that school stock built in the 1950s and 60s has exceeded its useful life and that reinvestment in school buildings must contribute to a marked improvement in student learning.

Building Futures



Broadmeadows Regional Concept Map

Broadmeadows Learning Network - Preliminary concepts, subject to community approval

Broadmeadows Regeneration Project. Broadmeadows, an outer suburban centre in Melbourne's north, is the site for several school redevelopment projects that will revolutionise this region. On either side of a major railway line, projects involving both primary (Prep to grade 6) and middle (years 7-9) schools are on target to begin construction in 2008. This is a major collaboration between the consolidating schools themselves (2 schools and an English Language Centre on the Blair Street site and 7 schools on the Dimboola Road site), FNI, and project architects Kneeler Design (for the Blair Street site) and Hassell (for the Dimboola Road site).