

**A**

**Education Brief**

**Hagley Community College**

## 1. Our vision/ mission statement

Our **mission** is, '**lifelong learning that is accessible to all**'. The beliefs which underpin our mission are that education should be available to all and that we should do our utmost to create opportunities for lifelong access to secondary learning for adolescent and adult students.

Our **vision** is that captured in our whakatauki: *ka puāwai te koru, ka puāwai te tangata: as the koru opens, so too does the person*. That whakatauki is about inspiring our students' futures and transforming their lives. We believe that effective engagement in learning is based on the relationships we build with each of our students and on each student's wellbeing. We do this so that, like a koru opening, each student will achieve to their full potential, will develop the personal values and competencies critical to successfully learning, living and contributing in society, and will transition successfully from Hagley to further learning, training or employment.

## 2. Our values: trust, respect, integrity, personal responsibility

Enacting Hagley's values brings our mission statement to life. Our values - **trust, respect, integrity and personal responsibility** - are based on the relationships we build with each of our students. Those relationships are the foundation of student wellbeing and learning. It is very clear how important those relationships are, as positive and supportive working relationships were identified as the highest ranked item [identified in 75% of responses] in the 2016 community survey data about what aspects of Hagley are most appreciated as we move towards our redevelopment.

It is **how we work with students that sets Hagley apart**, valuing them as individuals: that is the Hagley way. Hagley's informal friendly atmosphere, where everyone is on a first name basis and there are no uniforms, was identified in the survey as a highly appreciated aspect [identified in 75% of responses]. We have a strong focus on making Hagley a turangawaewae for the many new students who start new each year. In our large Year 12 and 13 senior college, adolescent and adult students are comfortable working alongside each other in the same classes.

What does our major focus on **student wellbeing** mean for our students? They feel that staff notice them, that staff are interested in them and care about their learning, they feel that they are experiencing success. We foreground the key principle that positive emotions and feeling confident are critical for effective learning. One comment offered in the survey captures the essence of this approach: "The synergy of all that Hagley is just makes it a great place for learning and building the self-confidence and self-esteem of students." (see Section 6) )

Our values have been **developed collaboratively** with involvement from all parts of our school – our board, staff, students, parents, whānau - so that everyone is informed about them and connected to them. We are aware of the importance of giving prominence to our values,

particularly in the actions of our staff and students and how they interact with each other every day.

In demonstrable ways across the College, it is clear that **we value Māori culture, identity and language of all our students**. Hagley's values are underpinned by the concepts of whanaungatanga (relationships), turangawaewae (a place to stand) and rangatiratanga (self determination). We are committed to Māori achieving success as Māori and to our bicultural partnership in Aotearoa / New Zealand. We acknowledge the centrality of the teaching and learning relationship, that high quality teaching is the most important influence on education for Māori as well as for learners from all backgrounds and that incorporating culture into learning leads to success.

In recognising the unique position of Māori culture, Hagley actively works to raise the achievement of its Māori students, together with the achievement of students from all backgrounds.

Hagley is a **vibrant community drawn from diverse ethnic, cultural, educational and socio-economic backgrounds, gender orientation and age**. People at Hagley relate to one another in open, inclusive and cooperative ways. Difference is valued and respected. Students prize being accepted as individuals. We affirm inclusive practice and an atmosphere where everyone belongs. We are committed to being culturally responsive. We encourage staff, students, families and our wider communities to value and support the richness of culture and experience that the 56 different nationalities currently enrolled at Hagley bring.

### 3. Our strategic goals

Our goals focus on our students' high levels of engagement and achievement; on achieving equity in educational opportunity; on developing transferable learning skills critical for developing learners who live, learn, work and contribute as active members of their communities; and on ensuring success for Māori as Māori. Our goals place an emphasis on the growth and improvement of our Hagley staff as a critical step in order to achieve our student-centred goals. Our goals also reflect our mandate and responsibility to act as a designated character school, meeting the needs of learners of all ages across our region.

Each year, we undertake a collaborative process to review and set our goals so that everyone feels informed and connected to them.

Our **goals** are:

- Increase student engagement and achievement.
- Enable students to effectively transition to further learning or their chosen pathways.
- Build Hagley's bicultural partnership.
- Enact Hagley's values.
- Build Hagley as a strong self reviewing school.
- Build Hagley's role as a designated character school to meet regional and national education needs.

## 4. The aspirations we wish to achieve through our redevelopment (details 12.2)

Our five key aspirations are that Hagley/Te Puna Wai O Waipapa is:

- a place that enhances a **strong sense of safety and connection** with each other
- a place **whose effective teaching practices and use of spaces are flexible, collaborative and enhance learning and wellbeing**
- a place that **embraces and reflects its biculturalism**
- a place that provides adolescent and adult students across Christchurch **access** to a relevant secondary education designed to meet their individual needs and goals
- a place that **embraces and reflects its diversity**.

## 5. The character of our school

**What makes the school individual? How can decisions about property development reflect and enhance the particular character of this school?**

Hagley is a school with a 158 year old history, which makes it nearly as old as Christchurch itself. **Our mission statement, *life long learning accessible to all, is no new thing***. It has been with us a long time, back to the school that Charles Fraser founded in 1858 for those students who could not otherwise access learning within mainstream education. Our whakapapa begins with the Christchurch Academy in 1858, then Christchurch High School in 1864, West Christchurch School in 1873, West Christchurch District High School in 1904, Christchurch West High School in 1936, Hagley High School in 1966 and then in 1991, Hagley Community College, Te Puna Wai O Waipapa – our place now.

The school Charles Fraser established in 1858 was to offer “a broad curriculum that allows students across Christchurch City to access a relevant education designed around their individual needs”. Those words are taken from the original mandates for education at the school (1858 and 1873). Fittingly, they are republished in our gazetted designated character statement in 2016. Those words are as relevant now as they were 158 years ago.

Hagley offers over 2,200 full and part time adolescent and adult students across Christchurch access to a relevant secondary education designed to meet their individual needs and goals across our region. Students come from all over our city to attend Hagley. As an indication of how broadly we serve the Christchurch region, our 2017 Year 9 cohort of 125 students is drawn from over 40 schools.

Hagley is a unique educational institution in New Zealand that has continued to introduce and develop a broad range of innovative practices. This also is not new, as innovation and adapting to meet diverse educational needs in this city have driven Hagley’s development over the last 50 years. It is therefore essential that our redevelopment continues to foster this ability to evolve and adapt.

We recognise that we are **a part of a 158 year old legacy of education**. Our role is as kaitiaki, or guardians on behalf of those who have preceded us, and those who will follow us. We are stewards of this place Te Puna Wai O Waipapa and what it stands for, charged with preserving our unique character, as well as enacting and passing on Hagley's mission statement and values.

## 5.1. Special characteristics of the school

### **Are there any special characteristics of the school provision and why?**

Hagley has defining special characteristics which have been re-affirmed during our wide consultation with staff, students, parents, caregivers and whānau in developing this brief.

We reflect and welcome the **diversity of our student population**: age, race, religion and gender. It is critical that we embrace diversity in the widest possible sense, including support for students who are questioning and establishing their gender identity. Inclusiveness of diversity is clearly valued by all parts of our community in survey data about what aspects of Hagley are most appreciated [identified in 65% of responses]. We offer an environment that enhances students' and staff's feelings of safety and connection with each other, in order to minimise social isolation and increase a sense of belonging.

As a **designated character school**, we act as a **regional re-start hub** across the greater Christchurch network for students, particularly those of post-compulsory age, who have experienced barriers that have prevented them from successfully engaging in learning.

**Our gazetted designated character statement** sets out that we provide students with a significantly different learning environment achieved through delivery models not offered in conventional high school settings. We offer a unique education for students who would not otherwise access learning within mainstream education. We offer a broad curriculum that allows students across Christchurch City to access a relevant education designed around their individual needs. Students who demonstrate a willingness to be adaptive, flexible, and work collaboratively with Hagley will be given preference for enrolment. Our designated character is lived out:

- By ensuring the Board, staff, students and the culture of the school is one that values trust, respect, integrity and personal responsibility
- By being open for instruction between the hours of 8.40am – 9pm to enable access to education by adult students
- By providing innovative learning programmes which:
  - include core curriculum, specialist pathways and collaboration with other regional groups
  - provide for full time and part time students who are based both on the Hagley campus and in collaborative learning experiences across the city
  - are for both adolescents (secondary students) and adults
  - provide for disengaged adolescent and adult learners, students with previously limited aspirations and for those who now want to engage with learning but are finding it difficult to do so.

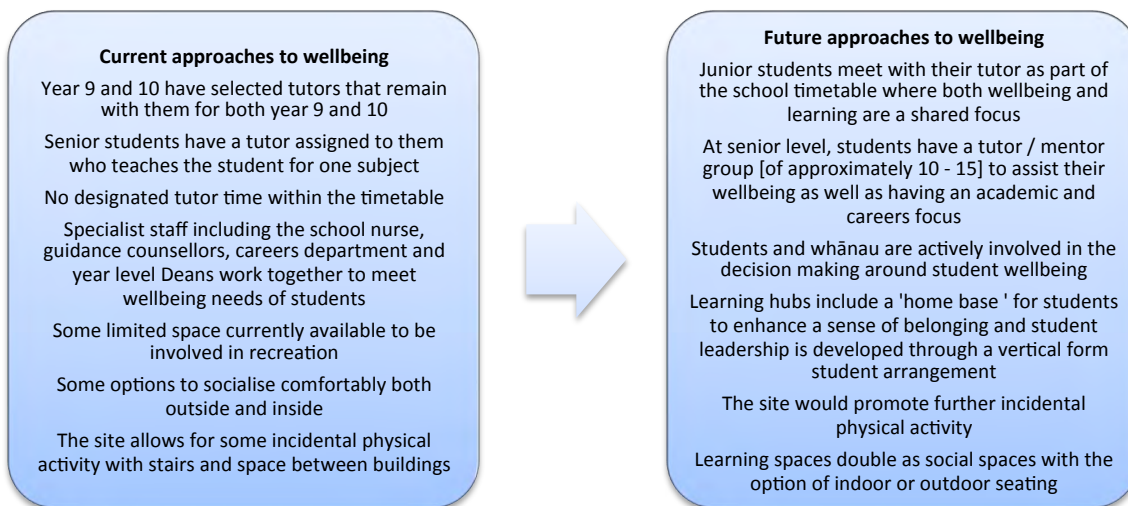
### Summary of other special characteristics set out in other sections of this brief:

- Our 'T' structure, with a comparatively small Year 9 to 11 cohort, then a very large Year 12 and 13 cohort, with a total roll of over 2,200 part and full time students
- 1,000 [approximately 45% of our total roll number] new enrolments annually with courses of varying durations from a few days to a full academic year
- No uniform, all staff and students on a first name basis
- Large English language learner programmes for approximately 350 adult and adolescent students [for whom English is a second language] and a long term commitment to learning and support for refugee and migrant people over the last three decades
- 700 learners studying outside conventional school hours in our After 3 programmes
- Many full time specialist 'schools' and tertiary pathways programmes, including a partnership with the University of Canterbury and other external providers
- An on-site preschool (8am-5pm Monday-Friday)
- Hosting the Itinerant Teachers of Music for the Canterbury region [Forte]
- Van Asch deaf education satellite unit
- The Hagley Adult Literacy Centre
- A unique central city location overlooking Hagley Park.

## 6. Student wellbeing

As emphasised in our values described in Section 1, our approach to teaching and learning is centred on **student wellbeing**. This starts with our teachers taking an active and personalised interest in each student and in their learning. The **student wellbeing team** plays a major role in shaping the experience a student has at Hagley, developing and leading a coherent vision of student wellbeing based on the belief that engagement is centred on students' wellbeing and involvement in their learning. Our wellbeing team - counsellors, health services, deans, tutors, careers staff, administrators, and their services - are promoted so that students are aware of and feel encouraged to use them. There is increasing flexibility in how wellbeing services are provided to connect with and support all students, both at Hagley and in their own family settings.

In future, there is significant potential for the wellbeing team to be co-located. However, while the counselling team may be in close proximity to the wellbeing team, we wish to ensure the counselling team continues to be located in a confidential and private space.



## 7. School timetable

### Unique Structure of school

Hagley’s strategies for organising its curriculum are due to its **unique structure and enrolment patterns**. At most high schools, students start at Year 9 and progress year by year in age group cohorts. A small group of Hagley students follow this pattern. We have an oversubscribed junior college which, as part of our designated character school status, we keep deliberately small at 125 students each at Years 9 and 10.

Our school consists of a wide variety of learners. Students completing post-compulsory education can choose to **study full time or part time**. This means that the Hagley College head count numbers around 2200 students, however our full time equivalent (FTE) roll ranges between 1300 to 1400 students. The following table displays the number of Hagley students who study full or part time, and whether these students were aged under 19 years [adolescent learners] or over 19 years old [adult learners].

Studying	Aged under 19 years	Aged over 19 years	Total
<b>Full Time</b>	738	210	<b>948</b>
<b>Part Time</b>	311	943	<b>1254</b>
<b>Total</b>	<b>1049</b>	<b>1153</b>	<b>2202</b>

Figures correct as at May 2016.

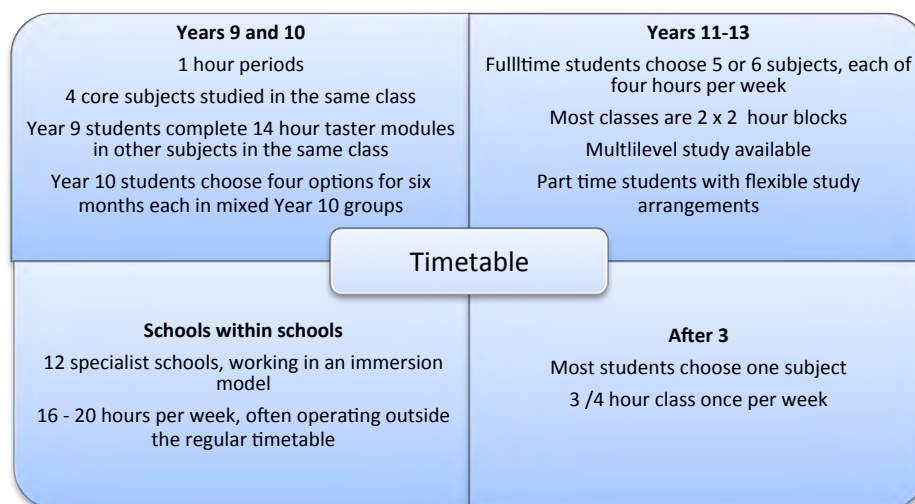
We have a **very large senior college**. Over 1,000 new students enrol into Hagley each year, with many enrolling in January and February. Duration of programmes varies widely from a few days, to a university semester, to full year length. Study choices are diverse: short term programmes like Catch Up College, full year evening programmes, full time specialist schools, full or part time study in Hagley’s day programmes. Students are aged both under and over 19.

The following diagram sets out **Hagley's structure** and indicates why Hagley is far from a conventional secondary school:



## Current timetable/student arrangement summary

[for the four major student groups within Hagley]





Hagley is **open for learning from 8:40am until 9pm** during weekdays and for some programmes during weekends. Day time classes are available to both adolescent and adult students, while evening classes are available to students aged 16 and over. Learning occurs in a very wide variety of spaces, from traditional classrooms, to open spaces, purpose-built spaces, outdoor spaces and off-site locations. Extra-curricular activities (particularly in sport and performing arts) take place in break times, at the end of the school day, in evenings and at weekends.

The regular school day begins at 8:40am and ends at 2:45pm. Break times are from 10:30-11am and 12-12:45pm. Classes begin at 10am on a Wednesday to allow for staff professional development.

**Year 9 and 10 Students:** Classes operate in one hour blocks for Year 9 and 10 students. Classes cover the full range of subjects derived from the learning areas in *The New Zealand Curriculum*. Literacy and numeracy are addressed in regular timetabled classes, primarily in English and Mathematics, respectively. In addition, Year 9 students participate in 10 module-based, 8 week introductory courses for an hour a week each, in areas such as Drama, Film, Te Reo Māori, Music, and Art. In Year 10, students choose up to 4 option subjects, each studied for one hour a week for 20 weeks.

**Year 11-13 Students:** Our day time timetable primarily operates in two hour blocks.

TIMETABLE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	8:40	Option 3	Option 1	10am Start	Option 2
10:30					
11:00	Option 4	Option 5	Option 4	Option 4	Option 5
12:00					
12:45	Option 2	Option 5	Option 5	Option 3	Option 1
2:45					
AFTER 3					
3:00	Option 7	Option 8	Option 8	Option 7	
5:00	Option 9	Option 10	Option 11	Option 12	
9:00					

- Year 11 students select six subjects to study each week, for four hours each (Options 1-6). All students are required to study English, Mathematics and Science. Year 12 and 13 students have several options for day time study. They can select from a diverse range of subjects to study each week, for four hours each. Alternatively, they are able to choose specialist courses [such as Cuisine, Fashion, or Animation as well as many others], which generally run for 20 hours a week and emphasise ‘real world’ project based learning. Here, students are able to immerse themselves in what they are passionate about. Our tertiary pathways programmes have grown significantly over the last decade. The Certificate in University Preparation runs two days a week across university semesters, with shorter term Catch Up College also running throughout the year and in particular in January and February.

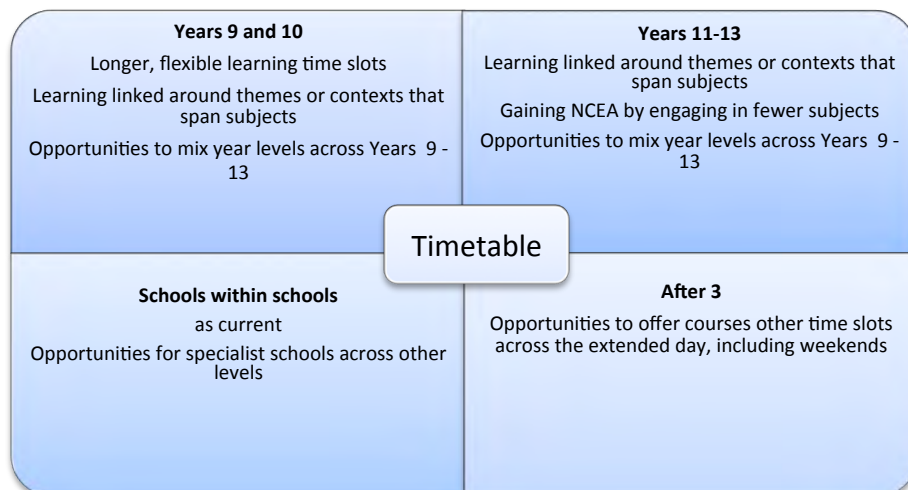
- Individualised timetables are available for students with particular needs, such as mental health issues, special learning needs, physical disabilities or simply for students who have already completed prior learning..

**After 3 classes** offer pathways to further learning, often to transition students in to programmes at Hagley, or career and learning options beyond Hagley. They are primarily offered for three to four hours on a weekday evening (between 5 and 9pm), and attract over 700 students each year. A wide variety of other courses are available, including Art, Hospitality, Design, Business studies, Performing Arts, 10 different languages, as well as English, Mathematics and Science and university preparation.

**School term dates** follow standard Ministry of Education dates. However, some parts of the school begin earlier in mid-January each year – Summer School (for students needing up to 8 additional Level 2 credits); Catch Up College (for students who missed University Entrance by 10 or fewer credits); and the Hagley Theatre Company.

Annual events occur as in any high school, such as prize-givings and camps. There are also many performances and shows throughout the year presented by specialist courses, including from the Theatre Company, Dance Company, School of Fashion, Jewellery Design, School of Music and others.

### Future timetable/student arrangement summary

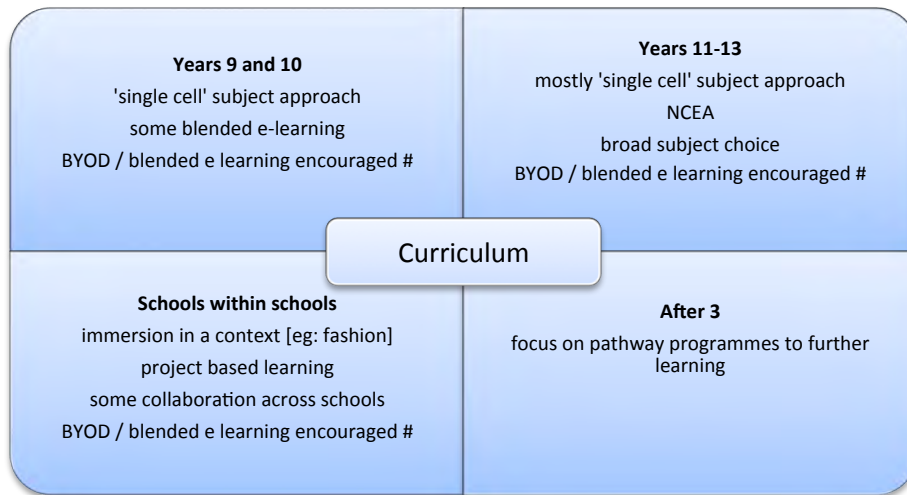


- The future development of the **Metro Sports** complex (within close walking distance of the school) may have advantages for both our day time physical and outdoor education classes, but also for extra-curricular activities. It is hoped that our proximity will afford us easy access to state of the art facilities.

## 8. Our curriculum

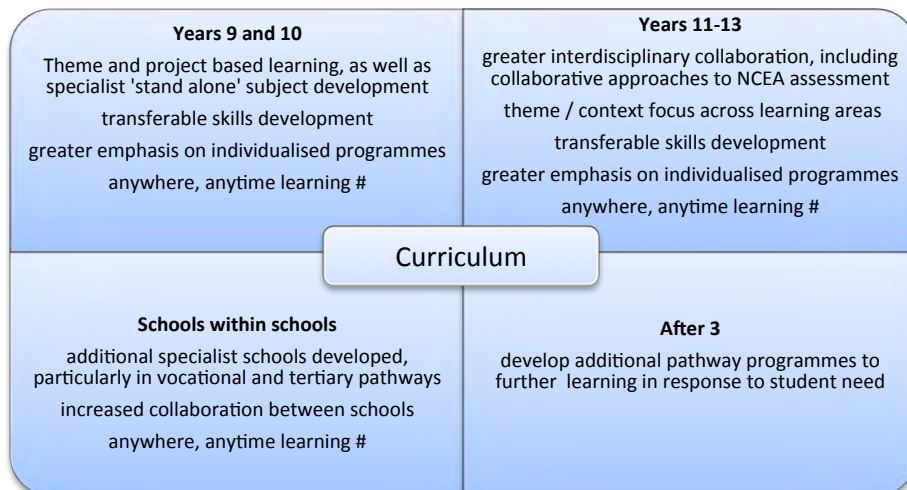
**Explain how the curriculum is accessed and delivered for all students. Are any changes proposed in future?**

### Current curriculum summary



# Currently, voluntary BYOD take-up is backed up by approximately 700 college owned devices available for student use. Over half of these are portable devices. There is a mix of dedicated computer rooms , computers dedicated to specialist courses (mostly desktop computers) and devices assigned to faculties (mostly portable devices).

### Future curriculum summary

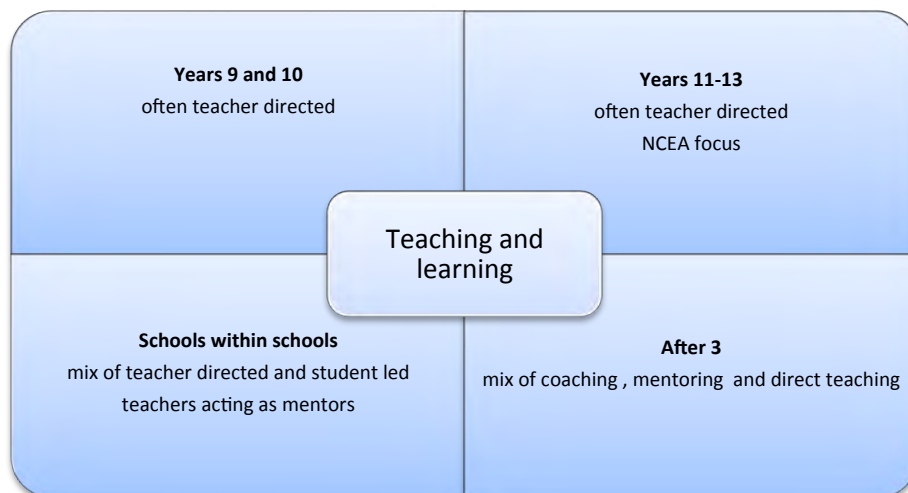


# The future would see student wide BYOD implementation across Years 9-13 and across those schools within schools with lower technical needs. This would be supported by college-owned computers to support specialist courses and portable devices to aid in 1:1 anytime/anywhere access throughout courses.

## 9. Teaching and learning

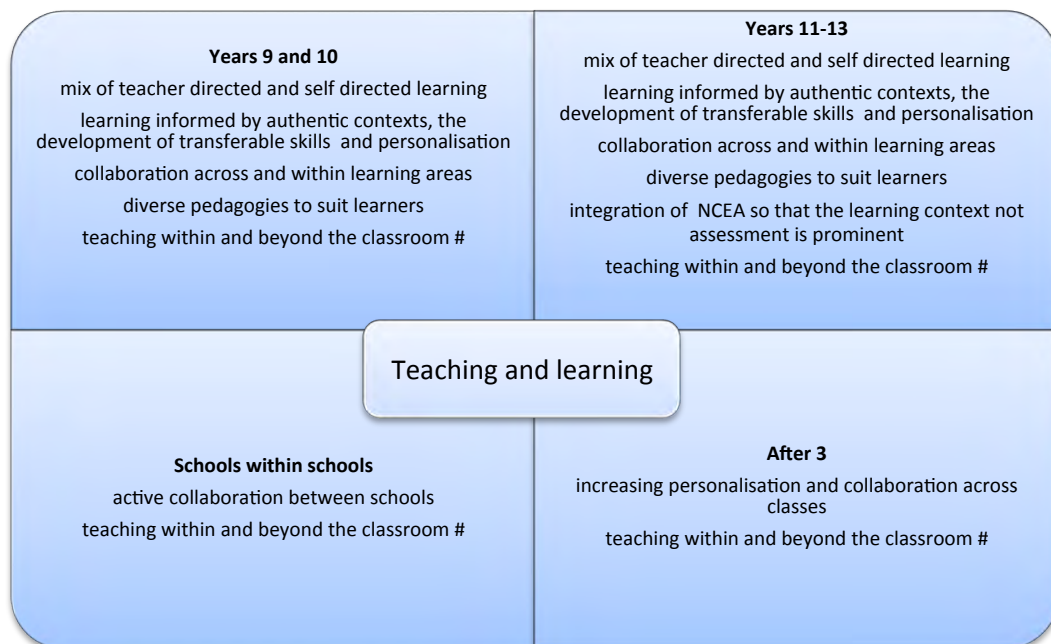
**Explain how learning and wellbeing are organised and changes proposed for the future**

### Current teaching and learning summary



- The **Learning Support team** offers a diverse range of support services to support the broad range of learning needs. Learning support staff work collaboratively to build positive working relationships with students, their whānau and staff across the college. A range of support is offered, using diagnostic and other assessment to help identify students at risk in their learning and monitor their progress. Scaffolded, personalised teaching and learning strategies are used to keep students successfully learning. Learning Support provides academic dean and specialist literacy teacher support within and beyond class settings. It develops individual and class learning profiles, provides special assessment conditions and is involved in the accurate placement of students into programmes of learning.

### Future teaching and learning summary



# We wish to explore the potential for developing online offsite programmes across all four groups.

- At all levels but particularly at Years 9 and 10, we will be emphasising students building transferable skills: the ability to work effectively with others, to work effectively on their own, to think things through, to question, to know how to dig into information, to communicate, to be creative, to be resilient, to self-manage, to make a contribution. Our hub configurations, described in Sections 11 and 12, will foreground the development of these skills.
- We acknowledge how the use and design of spaces is critical to building effective relationships as the foundation for teaching and learning. We wish to create **spaces outside the classroom where students can connect informally and easily with each other and with teachers**, as another vital conduit to build relationships and for learning.
- Spaces need to be developed which encourage **teachers across learning areas to plan and share collaboratively**, to undertake collaborative professional learning, to develop pedagogy collaboratively and to increase social cohesion among our diverse staff.

In order to achieve these future developments, we would like to create three hub configurations, as outlined in Section 11 [Linking pedagogy to space] and Section 12 [Description of spaces].

## 10. School leadership and management

### Explain how the school is managed

A student-centred focus is prominent in how Hagley is managed. The experience a student has at Hagley, their wellbeing and their learning are central to all staff's work and focus.

Three major teams are at the forefront of our work, each headed by a deputy principal: student wellbeing, student learning and staff wellbeing. These three teams are supported by the principal's team. All four teams work closely together and their work continually overlaps. The four teams keep in close touch with the Board of Trustees through monthly meetings, reporting and discussions.

The wellbeing team [Section 6] is closely linked to the **student learning team**, which plays a major role in leading curriculum design, development and delivery across the College. It includes our heads of learning areas and subject leaders, and is closely integrated with the learning support team. Our **staff wellbeing team** fosters an environment where staff are happy, safe and valued. Hagley is very responsive to its staff. Professional learning and reflective practice are highly prioritised as key ways of improving outcomes for our students.

Their work is underpinned by how we manage and develop our **student data systems** working closely with staff across the College, directors, subject leaders and support staff, to improve data management as well as conduct and scrutinise data analysis including surveying students and community.

**School wide self review** is central to Hagley's improvement processes and operates at multiple levels within Hagley.

## 11. Community connections

### Explain how the school links with, supports and is supported by its community.

#### Links with whānau and whenua

Te Puna Wai O Waipapa welcomes whānau and encourages them to attend hui and communicate with kaiako. We have held five hui in 2016: parent conferences, meeting and asking whānau what they would like for their tamariki, understanding NCEA and labour market awareness. These hui draw a group of whānau that enjoy meeting each other as well as learning important features of their tamariki education. The te reo and tikanga courses have grown and in 2017 will be at Years 9-12. There are several After 3 courses in te reo from beginners to advanced, draw adult learners from our community. We also offer programmes in te reo for kaiako. Ao Māori has certainly grown in the last five years. Future community involvement is inspiring and offers increasing understanding of tikanga for kaiako and ākonga.

We have been gifted by Ngaī Tahu both the **cultural story of central Ōtautahi and our name, 'Te Puna Wai O Waipapa'** [the freshwater spring of the Waipapa area]. There were natural

springs on this site and Māori in the area came to collect water. In many respects, the role of our place now is similar, with people in our region coming here for what Te Puna offers now as a regional hub.

### **Links with refugee and migrant communities**

Hagley has a large number of connections with educational and community based organisations and we wish to increase those levels of collaboration. We foster and encourage access for diverse communities within our region, including refugee and migrant communities. Hagley is recognised for its significant and successful commitment to learning and support for refugee and migrant people over the last three decades. Hagley is the recipient of two New Zealand Diversity Action Awards in 2010 and 2014.

Hagley already hosts groups including English language learners during the day, evenings as well as at weekends, first language maintenance programmes in Farsi (Persian), Russian, a large homework centre for primary, intermediate and secondary students from all over Christchurch, among other programmes for migrants and former refugees. It has strong relationships with the Canterbury Migrant Centre, the Canterbury Refugee Council, PEETO [The Multi-Cultural Learning Centre], Christchurch Resettlement Services and Pegasus Health.

### **Hagley Preschool**

Hagley's preschool has been on-site for over 40 years and is also an important partner in our redevelopment in providing early childhood education for tamariki of students, staff and our community. It operates from 8am to 5pm Monday to Friday throughout school terms and holiday periods. It is important that the preschool is included in planning the redevelopment. Our full time Early Childhood Education programme completes training placements at the Hagley Preschool and other ECE Centres in the city.

### **Tertiary Pathways Programmes**

Many of our full time specialist schools have long term connections across our community. These schools are successful because they have a clear purpose and focus, often emphasising 'real world' project based learning; they have charismatic programme leadership; and they are nested within strong faculty structures. As indicative examples of how these specialist schools work, our Theatre and Dance Companies draw audiences from across Christchurch throughout the year, as well as perform in a range of settings outside Hagley. The Theatre Company takes shows on tour to primary schools and has also developed extensive community connections, contracting external performance work for groups including Red Cross, NZ Police, Otago Medical School and Ara. Our School of Fashion competes in external competitions, as does our School of Music with its strong connections into tertiary courses at Ara. Hagley Pre-Health students complete placements in various health care institutions, and also pathway into Ara.

**UC@Hagley**

Hagley's partnership with the University of Canterbury has resulted in several tertiary pathway programmes which serve learners across the region, including the academic communication skills component of the Certificate in University Preparation, Catch Up College to complete University Entrance, and the newly introduced pre-tertiary courses to ensure students have the skills necessary to progress successfully in these undergraduate university courses.

### **Van Asch**

Van Asch Deaf Education Centre has had a satellite unit at Hagley since 2008. This learning context provides deaf and hard of hearing students a unique opportunity to belong to a community of both deaf and hearing learners. This provision caters for up to 12 students Year 11 and above. Because of Hagley's designated character status, young adult and adult learners are welcomed and fully included in the programmes fitting well with Van Asch's ability to provide deaf education up to 21 years old. While the Van Asch satellite unit is currently housed in a converted classroom in the main building, an agreement is in place between the MOE, Hagley and Van Asch that they will be accommodated in a purpose built facility in the redevelopment.

**The Hagley Adult Literacy Centre** has been sited at Hagley for two decades and focuses on developing learners' skills for employment of further education. Its programmes involve intensive literacy and numeracy classes both onsite and offsite in the community and in the workplace, community group tutoring, workplace literacy, youth guarantee programmes and English language learning classes.

### **Forte Music**

The Forte Itinerant Music Teachers (ITMs) are based at Hagley. This professional body of twenty-eight qualified and registered secondary school music teachers are dedicated to the delivery of specialised music programmes to schools. This collaborative model is actioned through a transfer of staffing hours from the user schools to Hagley College. The Forte staff offer weekly music lessons to individuals, small groups and ensembles. In 2015, the ITMs contributed to the musical development of approximately 2000 students from schools across the region. Forte Itinerant music teachers offer music programmes across the region via face to face tuition and distance learning through video conferencing from beginner to advanced levels. These programmes enable students to achieve at the top level of NCEA performance standards and inspire students to love music through instrumental and vocal experiences. It is important that students learning in the Forte programme at Hagley as well as in Hagley music classes have access to performance as well as practice spaces through our redevelopment. Such spaces need to be carefully located and acoustic attenuation issues addressed, due to implications for other learners.

**It is important that through Hagley's redevelopment, these links with external providers and partners continue.**



## 12. Linking pedagogy to space

**Consider the aspects of pedagogy described above and how these translate into the types of spaces required in the school.**

### 12.1. Overall configuration of the school

There are some limiting factors in ILE design and Hagley is no different to many other schools. Hagley has areas which are protected for environmental or historical reasons, such as the trees facing Hagley Avenue and our 1924 main building. Being a central city school, Hagley is also limited in its physical footprint. The school has a large number of single storey relocatable classrooms, generally relocated around the perimeter of the school grounds which is not an effective use of Hagley's limited space. In its redevelopment, the school's footprint must be maximised.

In 2016, a mapping of the college has been undertaken to review current usage and to identify where opportunities exist for more development. Repurposing appropriate existing spaces to create flexible areas for varied learning, social and recreational purposes include the redevelopment of our main library space, as well as a section of our café with linked indoor and outdoor areas that can also be divided off for use for meetings, various teaching and learning purposes, as well as be used as a café area.

To summarise how we would like to link pedagogy to space in our redevelopment, using three hub configurations:

#### **Large learning hub for 150 students [described further in 13.1]**

- Large adaptable multi-purpose learning space, positioned prominently at the front of the school, accommodating 150:
  - For:
    - Varying sized group based student learning
    - community use [particularly refugee and migrant communities]
    - for mihi whakatau and pōwhiri, assemblies, performances, displays, cultural celebrations, as an indoor student space for socialising, recreation and to connect informally and easily with each other and with teachers
    - student home base
    - whole staff professional learning.
  - Co-located next to this multi-purpose learning space:
    - a **multi-user space for 50** and a **multi-user kitchen [kīhini]**, both of which can be used by students, whānau, communities including refugee and

migrant groups, and staff. The kitchen can also act as a kīhini and thereby support the use of both the large and small spaces as a whareniui.

- In a similar fashion to how Hagley facilities are currently used, this multipurpose learning hub will be used across our extended school day from 8.40am to 9pm during the week, as well as weekends and school holiday periods.
- An **akomanga** [a teaching area for te reo] should be in close proximity to the multipurpose learning space and kīhini.

### **Studio based learning hub for 200 - 250 students [described further in 13.2]**

- Creative design process [with 10 linked spaces] shared across multiple integrated learning areas
- Project based learning approaches to meet needs of diverse learning areas including technology, art, science and other learning areas
- Central multi-purpose space can be used for teaching and learning, meetings, discussion, presentations, displays, events, collaborative activities and ‘maker spaces’
- Cross curricular collaboration so that teachers and students can easily work with each other
- Individual class based activities, with larger combined groups brought together for diverse purposes
- Student home base

### **Generic [non specialist] learning hubs for 60 – 80 students [both new purpose built as well as re-modelled hubs] [described further in 13.3]**

- Learning hubs where 60 to 80 students can learn together in self directed theme or context based environments.
- Hubs might have one central space with break out areas.
- These learning hubs could serve diverse purposes, with integrated approaches across multiple learning areas. Performance based learning might be a focus in one hub, while students working in another hub might be engaged in project based learning, investigating questions such as sustainability and citizenship thus training students for richer public engagement in decision making.

### **Links between hubs and features of all three hub configurations**

- These new hubs could be located in close proximity both to each other and to specialist areas to enhance theme-based learning and other appropriate learning connections.

- Learning hubs would integrate indoor and outdoor learning spaces and give students the opportunity to engage with the outdoors and the environment.
  - Consideration of staff support spaces is required.
- 
- The hubs will also be used as home bases for students where teachers will act as academic coaches and mentors, working with students one on one, helping them to set goals, learn to learn, develop transferable skills and explore their own individual expertise as creative thinkers.

### **Principles in developing these spaces:**

#### **Entrance foregrounding our bicultural commitment**

We want our place, Te Puna Wai O Waipapa, to make prominent our commitment to biculturalism and our welcome to tangata whenua and manuhiri. This commitment should be evident in how the school is experienced by manuhiri, as well as kaiako and ākonga as they enter our site: for example, manuhiri should be able to be welcomed in a whareniui close to the front of the school.

#### **Hagley's unique location**

Decisions about the property development that enhance the particular character of the school must also take into account its unique location. We are fortunate that our frontage has a beautiful outlook over Hagley Park. New developments should maximise this most fortunate positioning. Several learning areas already use Hagley Park and our redevelopment must enhance this.

#### **Information Technology**

Our students, teachers and support staff will need access to Information Technology resources from all our spaces, inside and outside across the estate. To support this, the technology Infrastructure throughout our buildings and grounds must reflect the need to easily change and adapt as technology changes, for example having easy access to cabling. With a high reliance on access to technology resources we need to maintain our support to users by in-house IT staff. Additionally, we rely on access to high quality audio visual technology from all classrooms and meeting spaces.

#### **Access and flow**

There is provision made for more effective walk on and drive in access onto the Hagley site. With the bulk of our students aged 16 and over, many drive to school and vehicle parking is at a premium, even though we actively encourage our staff and students to use other forms

of transport. Health and safety is a significant concern in regard to parking and vehicle movement on our site. This needs to be mitigated in our redevelopment. Equally, ease of navigation and movement around our site is also an important consideration. Easy access is required for disabled students, as is locating and accessing key student wellbeing services such as our counsellors.

### **Sustainability**

Both in its current practices and its redevelopment, Hagley will maintain appropriate environmentally sustainable practices. We foster among students and staff collective responsibility for our environment. Our buildings and grounds must reflect this commitment to environmental sustainability. We would like to take advantage of passive heating, reusing water runoff and building from environmentally sustainable materials wherever possible so that our commitment to the environment in our pedagogy is reflected in our class and space usage.

## 12.2. Linking the key aspirations of the school to space

**The following table sets out the school’s long term aims, provides a commentary of the current state, sets out the aspirations for each long term aim and provides a discussion on what these mean and how they will be achieved. The final column in the table considers the space required to enable and support the achievement of the long term aim.**

Our five key aspirations are that Hagley/Te Puna Wai O Waipapa is:

- a place that enhances a strong sense of safety and connection with each other
- a place whose effective teaching practices and use of spaces are flexible, collaborative and enhance learning and wellbeing
- a place that embraces and reflects its biculturalism
- a place that provides adolescent and adult students across Christchurch access to a relevant secondary education designed to meet their individual needs and goals
- a place that embraces and reflects its diversity.

**1. A place that enhances a strong sense of safety and connection with each other.**

Aspiration	What does this mean?	How will we achieve the aspiration?	What space will be required to enable the aspiration?
<p><b>We offer an environment that enhances students' and staff's feelings of safety and connection with each other.</b></p>	<ul style="list-style-type: none"> <li>We minimise social isolation and increase a sense of belonging in how we interact with our students and in the design of the spaces students use.</li> <li>We focus on our students and staff feeling that that is their place: feeling good about themselves and feeling comfortable about being at Hagley.</li> </ul>	<ul style="list-style-type: none"> <li>We foreground the key principle that positive emotions and feeling confident are critical for wellbeing and for learning. It is clear how important relationships are in realising this principle. For our students, that means that they feel that staff notice them, are interested in them and care about them and their learning. [Positive and supportive working relationships were identified as the highest ranked item - identified in 75% of responses - in our 2016 community survey data about what aspects of Hagley are most appreciated as we move towards redevelopment.]</li> <li>We ensure our wellbeing team [counsellors, health services, deans, mentors, administrators] and their services are effectively promoted so that students are aware of and feel encouraged to use them. The location of these services is therefore important, both for ease of access and for confidentiality.</li> <li>There is flexibility in how wellbeing services are provided to connect with and support all students, both at Hagley and in their own family settings.</li> <li>We are aware and responsive to the diverse needs of our students in regard to their feeling safe and connected. Some Hagley students are introverted or have emotional and mental wellbeing issues, with a significant proportion of newly enrolled Year 12 and 13 students in this group.</li> <li>Students who do not cope well with larger more open classroom configurations need the security of small learning areas.</li> </ul>	<ul style="list-style-type: none"> <li>Learning, social and recreational spaces that are welcoming and encourage people to spend time there.[13.1, 13.2, 13.3]</li> <li>Indoor and outdoor spaces where students can connect informally and easily with each and other and with their teachers as a vital conduit to build connections. [13.2, 13.3]</li> <li>Our wellbeing team is appropriately and prominently located [6].</li> <li>Ease of access and flow around our site are conducive to wellbeing. All people on our site, including disabled students, are able to easily orientate themselves and find their way around our campus. Parking as well as vehicle and pedestrian movement is configured to ensure efficient design and for health and safety. [13.6]</li> <li>Appropriate toilet and changing areas are created [13.4] [13.5]</li> </ul>

**2. A place whose effective teaching practices and use of spaces are flexible, collaborative and enhance learning and wellbeing.**

Aspiration	What does this mean?	How will we achieve the aspiration?	What space will be required to enable the aspiration?
<p><b>We focus our use of spaces and our pedagogies on improving outcomes for our diverse range of students.</b></p>	<ul style="list-style-type: none"> <li>• Personalisation and differentiation are critical in our approaches to curriculum delivery and to ensure equitable outcomes for all students.</li> <li>• How we deliver the curriculum enhances student agency, student choice about the direction and mode of their learning, as well as provides variety in students' learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• We achieve the vital balance between teacher guided learning, as well as student directed, more independent learning. It is not an 'either, or' scenario. Good teaching must strongly scaffold learner processes and skills students need. It is not leaving students to work it out for themselves.</li> <li>• We are flexible in our pedagogy. As well as time spent on direct teaching, time for self directed and project based learning, discussion, and for working with others; time to think, create, time to succeed - and not to succeed - and to learn from both types of experiences.</li> <li>• We create environments that de-privatise teaching practice as a strategy to improve the effectiveness of teaching and learning outcomes for students.</li> <li>• We use spaces flexibly for a combination of social, recreational and learning purposes. [Survey responses about priorities in our redevelopment have indicated we should focus on improvements in facilities for recreation, particularly for students in Years 9 to 11].</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching spaces, and in particular learning hubs, where students engage in learning informed by authentic contexts, the development of transferable skills and personalisation [13.1, 13.2, 13.3]</li> <li>• Spaces throughout the school, and in particular in learning hubs, where teachers plan and share collaboratively, undertake collaborative professional learning, develop pedagogy collaboratively.</li> <li>• Small spaces for multiple purposes, including meetings with students and whānau as well as quiet, individual work spaces.</li> <li>• Visual connection between areas. While such configurations should be a feature of new buildings, it is also desirable that alterations could be made to achieve this successfully in existing buildings.</li> <li>• Flexibility to change the size and configuration of spaces</li> <li>• Spaces which accommodate our diverse community connections, including our tertiary pathways programmes, refugee and migrant communities, our preschool, Van Asch satellite unit, the adult literacy centre, and Forte ITM music. [11]</li> </ul>

<b>3 A place that embraces and reflects its biculturalism.</b>			
<b>Aspiration</b>	<b>What does this mean?</b>	<b>How will we achieve the aspiration?</b>	<b>What space will be required to enable the aspiration?</b>
<p><b>Our place, Te Puna Wai O Waipapa, makes prominent our commitment to biculturalism and our welcome to tangata whenua.</b></p>	<p>This commitment is evident in how Te Puna Wai O Waipapa is experienced by manuhiri, as well as kaiako and ākonga, when they first come to our place, in their interactions with others and in the spaces they use within Hagley.</p>	<ul style="list-style-type: none"> <li>• We use te reo and tikanga in daily practice. This is evident in kaiako and ākonga being confident in using common phrases and greetings on an everyday basis. Te reo is part of school occasions when kaiako and ākonga come together. We hold expectations that kaiako develop their practice in te reo and tikanga.</li> <li>• We reflect our associations with this place, 'Te Puna Wai O Waipapa' [the freshwater spring of the Waipapa area], which is the name gifted by Ngāi Tahu. There were natural springs on this site and Māori in the area came to collect water. In many respects, the role of our place now is similar, with people in our region coming here for what Te Puna offers now as a regional hub.</li> </ul>	<ul style="list-style-type: none"> <li>• Indoor and outdoor spaces which reflect our bicultural identity and also our link to this place, Te Puna.</li> <li>• Manuhiri are welcomed in an appropriate space in Te Puna. [13.1]</li> <li>• Throughout the school, there is clear bicultural signage, imagery, whakatauki and other appropriate elements, including appropriate planting. [13.6]</li> </ul>



**4 A place that provides adolescent and adult students across Christchurch access to a relevant secondary education designed to meet their individual needs and goals.**

Aspiration	What does this mean?	How will we achieve the aspiration?	What space will be required to enable the aspiration?
<p><b>We develop and introduce a broad range of innovative programmes in response to the diverse educational needs in the Christchurch region.</b></p>	<ul style="list-style-type: none"> <li>We enhance our role as the secondary school through which adolescent and adult learners, who previously may have not considered further learning or tertiary study as options, have opportunities which lead them to successful transitions from secondary into tertiary learning or into other chosen pathways.</li> <li>We take up opportunities to build partnerships with diverse communities in Christchurch and within the education network.</li> </ul>	<ul style="list-style-type: none"> <li>We actively develop our programmes and delivery models in response to students’ needs, interests and goals.</li> <li>We continue to develop our partnerships with diverse providers, including Forte ITM music, Hagley Adult Literacy Centre, Van Asch, the University of Canterbury, the Hagley Preschool, and migrant / refugee communities. The development of the hub configurations is central to this process.[11]</li> <li>We take up opportunities both regionally and nationally to lead and participate in research and to create new knowledge and practice about teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple alternative and flexible configurations which provide for the development of new programmes as well as to host other providers who use the Hagley site. [13.1, 13.2, 13.3]</li> </ul>

## 5 A place that embraces and reflects its diversity.

Aspiration	What does this mean?	How will we achieve the aspiration?	What space will be required to enable the aspiration?
<p><b>We reflect and welcome the diversity of our student population: age, race, religion and gender.</b></p>	<ul style="list-style-type: none"> <li>We embrace diversity in the widest possible sense, including support for students who are questioning and establishing their gender identity. [Inclusiveness of diversity is clearly valued by all parts of our community in survey data about what aspects of Hagley are most appreciated - identified in 65% of responses].</li> <li>Hagley continues to make a significant and successful commitment to learning and support for refugee and migrant people, as it has done over the last three decades. We host 56 ethnicities in the school with a best practice whole family literacy approach to education and settlement.</li> </ul>	<ul style="list-style-type: none"> <li>We welcome people of diverse ethnic, cultural, educational and socio-economic backgrounds, gender orientation and age. We affirm inclusive practice and an atmosphere where everyone belongs.</li> <li>We value and encourage cultural and ethnic diversity through celebrating difference as part of everyday College life, as well as highlighted in events and festivals that represent our learning communities. Our commitment to diversity is evident in the strength and development of our English language learning, diversity support and first language programmes.</li> <li>We welcome engagement with our diverse communities and encourage them to use Hagley as their place for learning, for language maintenance, to promote social inclusion and build capacity.</li> <li>We maximise and welcome access to all our programmes for our diverse learners, particularly English language learners at all levels, with curriculum materials and approaches designed to facilitate access.</li> </ul>	<ul style="list-style-type: none"> <li>A hub for refugee and migrant communities, with spaces for learning, with flexible spaces for various agencies and groups to work with students and families. There should be spaces which can act as a cultural performance venue and a community centre for refugee and migrant people. This could occur in a proposed large multi-use hub. [13.1]</li> <li>Appropriate gender neutral toileting and changing facilities are provided for students who identify as both genders, or neither male or female. [13.5]</li> <li>Our signage embraces and reflects our diversity. [13.6]</li> </ul>

### 13. Description of new and / or redeveloped spaces

Space	Activities	Description
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<p>13.1 <b>Large adaptable multi-purpose learning hub</b> [to accommodate 150 students]; with a second separate smaller co-located multi-user space [50]; a kīhini [kitchen] and in close proximity to an akomanga [teaching and learning space for te reo]</p> <p>NB: the new, purpose built hub configurations described in 13.1, 13.2 and 13.3 should be located in close proximity both to each other and to specialist areas to enhance theme-based learning and other appropriate learning connections.</p>	<p>All three spaces [the larger and small spaces, as well as the kīhini] complement each other and all be used for the following activities:</p> <ul style="list-style-type: none"> <li>• Group based student learning or varying group sizes where diverse student groupings can be combined for a variety of teaching and learning activities including: <ul style="list-style-type: none"> <li>• explicit teaching</li> <li>• demonstrations</li> <li>• presentations</li> <li>• structured and free form collaboration</li> <li>• creative, investigative or construction activities</li> <li>• meetings and group activities</li> </ul> </li> <li>• Community use [particularly refugee and migrant communities]</li> <li>• For mihi whakatau and pōwhiri, assemblies, performances, displays, cultural celebrations</li> <li>• An indoor student space for socialising, recreation and to connect informally and easily with each other and with teachers</li> <li>• Whole staff professional learning.</li> </ul>	<p>These are three separate spaces which can be used independently and simultaneously by different groups of learners, community and staff; as well as combined for single purpose uses:</p> <ul style="list-style-type: none"> <li>• Large adaptable multi-purpose space, positioned prominently at the front of the school, accommodating 150 [Ideally, we would like to have our full Year 9 and 10 group of 250 students learning together in this space]</li> <li>• Co-located next to this multi-purpose learning space: <ul style="list-style-type: none"> <li>• a multi-user space for 50 and a multi-user kitchen, both of which can be used by students, whānau, communities including refugee and migrant groups, and staff. The kitchen [kīhini] can support the use of the other spaces as a whareniui.</li> <li>• toilet areas</li> <li>• an akomanga [a teaching area for te reo] should be in close proximity to the multipurpose learning space and kīhini</li> </ul> </li> <li>• Unobtrusive infrastructure to support the flexible use of technology, particularly students' own devices</li> <li>• Appropriate range of furniture options to support flexible configurations for diverse group sizes and activities</li> <li>• Acoustics: <ul style="list-style-type: none"> <li>• learner/teacher voices and audio sources clearly audible throughout the space</li> <li>• effective suppression of noise generated by multiple collaborative groups working within the area</li> <li>• effective control of noise intrusion to and from adjoining areas</li> </ul> </li> <li>• Visibility: <ul style="list-style-type: none"> <li>• Sunstrike and internal / external glare managed</li> <li>• Controllable lighting ( including window coverings to support different activities</li> <li>• Line of sight vision of activity from at least one adjacent area for passive supervision</li> </ul> </li> <li>• Temperature and ventilation: <ul style="list-style-type: none"> <li>• Suitable ventilation and temperature control to support a range of different activities, from very passive to very active, and a range of different group sizes</li> <li>• Plan for largest and smallest number of people, sitting or moving around, on hottest and coldest days.</li> </ul> </li> <li>• Appropriately ventilated storage areas for staff and community groups</li> <li>• Floor coverings supporting a range of uses, including sitting on the floor without footwear</li> <li>• Staff support areas</li> </ul>
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<p>13.2 <b>Studio based hub</b> [to accommodate 200 – 250 students]</p>	<ul style="list-style-type: none"> <li>• Creative design process shared across multiple integrated learning areas</li> <li>• Project based learning approaches to meet needs of diverse learning areas including technology, art, science and other learning areas</li> <li>• Central multi-purpose space can be used for teaching and learning, meetings, discussion, presentations, displays, events, collaborative activities and ‘maker spaces’</li> <li>• Cross curricular collaboration so that teachers and students can easily work with each other</li> <li>• Individual class activities, with larger combined groups brought together for diverse purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• An indicative 10 learning spaces which: <ul style="list-style-type: none"> <li>• can each accommodate a minimum of 25 students with visual and physical links to each other</li> <li>• have the capacity to accommodate art, technology and science specialisms</li> <li>• link to a central multi-purpose space</li> <li>• link indoor and outdoor learning spaces</li> </ul> </li> <li>• Appropriate range of indoor and outdoor furniture options, with some covered outdoor seating to support flexible configurations for diverse group sizes and activities</li> <li>• Unobtrusive infrastructure to support the flexible use of technology, particularly students’ own devices.</li> <li>• Display of learning resources and student work: <ul style="list-style-type: none"> <li>• Distributed and focal display areas</li> <li>• Ready physical and visual access by all members of the audience e.g. height of the display appropriate to age group, wheelchair access</li> <li>• Sufficient space between display items to bring attention to individual items and avoid visual clutter</li> <li>• Surfaces that support display</li> </ul> </li> <li>• Acoustics: <ul style="list-style-type: none"> <li>• learner/teacher voices and audio sources clearly audible throughout the spaces</li> <li>• effective suppression of noise generated by multiple collaborative groups working within the area, as well as noise generated by equipment</li> <li>• effective control of noise intrusion to and from adjoining areas</li> </ul> </li> <li>• Visibility: <ul style="list-style-type: none"> <li>• Abundant natural light</li> <li>• Sunstrike and internal / external glare managed.</li> <li>• Controllable lighting ( including window coverings) to support different activities</li> <li>• Line of sight vision of activity from at least one adjacent area for passive supervision</li> </ul> </li> <li>• Temperature and ventilation: <ul style="list-style-type: none"> <li>• Suitable ventilation and temperature control to support a range of different activities, from very passive to very active, and a range of different group sizes.</li> <li>• Plan for largest and smallest number of people, sitting or moving around, on hottest and coldest days.</li> </ul> </li> <li>• Appropriately ventilated storage areas for staff and community groups</li> <li>• Staff support areas</li> </ul>
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<p>13.3 <b>Generic learning hubs</b> [new and re-modelled] [to accommodate 60 – 80 students]</p>	<ul style="list-style-type: none"> <li>• Learning hubs where 60 to 80 students can learn together in self directed theme or context based environments.</li> <li>• These learning hubs could serve diverse purposes, with integrated approaches across multiple learning areas. Performance based learning might be a focus in one hub, while students working in another hub might be engaged in project based learning, investigating questions such as sustainability and citizenship thus training students for richer public engagement in decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Hubs have a central space with break out areas</li> <li>• Linked indoor and outdoor learning spaces, with spaces designed to accommodate various student groupings and sizes as well as quiet individual work spaces. Explicit consideration of how the physical spaces/design can support actual learning activities.</li> <li>• Small spaces used for particular purposes, such as practice areas for a performance based learning to control noise intrusion to adjoining areas</li> <li>• Appropriate range of indoor and outdoor furniture options, with some covered outdoor seating to support flexible configurations for diverse group sizes and activities</li> <li>• Unobtrusive infrastructure to support the flexible use of technology, particularly students' own devices.</li> <li>• Acoustics: <ul style="list-style-type: none"> <li>• learner/teacher voices and audio sources clearly audible throughout the spaces</li> <li>• effective suppression of noise generated by multiple collaborative groups working within the area, as well as noise generated by equipment</li> <li>• effective control of noise intrusion to and from adjoining areas</li> </ul> </li> <li>• Visibility: <ul style="list-style-type: none"> <li>• Abundant natural light</li> <li>• Sunstrike and internal / external glare managed.</li> <li>• Controllable lighting (including window coverings) to be able to support different activities</li> <li>• Line of sight vision of activity in the setting from at least one adjacent area for passive supervision</li> </ul> </li> <li>• Temperature and ventilation: <ul style="list-style-type: none"> <li>• Suitable ventilation and temperature control to support a range of different activities, from very passive to very active</li> <li>• Suitable ventilation and temperature control to support a range of different group sizes.</li> <li>• Plan for largest and smallest number of people, sitting or moving around, on hottest and coldest days.</li> </ul> </li> <li>• Staff support areas</li> </ul>
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13.4 <b>Outdoor recreation area</b>	<ul style="list-style-type: none"> <li>Outdoor recreation space, particularly for Year 9 – 11 students</li> </ul>	<ul style="list-style-type: none"> <li>2 hard surface areas suitable for various social and active recreational activities.</li> </ul>
13.5 <b>Changing and toilet areas</b>		<ul style="list-style-type: none"> <li>Gender neutral toileting and changing facilities appropriately located throughout the school</li> </ul>
13.6 <b>Flow around the College: walkways; vehicle access and parking; signposting</b>	<ul style="list-style-type: none"> <li>Walkways</li> <li>Signage</li> <li>Car parking spaces separated from walkways around the school.</li> </ul>	<ul style="list-style-type: none"> <li>A Hagley campus which is welcoming, safe and with effective pedestrian and traffic flow. It includes: <ul style="list-style-type: none"> <li>Walkways [considering width] and signage to improve efficient and safe movement around our site, including easy site access for disabled students</li> <li>All signage in Te Reo Māori and English.</li> <li>Health and safety is a concern in regard to parking and vehicle movement on our small site, which needs to be mitigated in our redevelopment.</li> <li>Suitable lighting and access for navigating on the school site after hours</li> </ul> </li> </ul>

## 14. Furniture, fittings and equipment

Mana whenua and the cultural narrative are reflected in fittings.

A range of flexible furniture options which encourage collaborative and self directed learning, as well as offering students choices in the most comfortable and appropriate furnishings to suit the learning activities they are engaged in. Most furniture must be flexible enough to easily move and to re-arrange to suit a range of purposes. It must also be both practical and comfortable for multiple uses e.g. using a laptop, reading, taking part in group discussion.

Adequate storage [see Section 13]; permanent storage for furniture that is used less often or articles that need extra security, as well as dynamic/temporary storage areas where furniture that is not needed can be moved aside for short periods of time.

Provision should be made for sufficient and unobtrusive cabling and power sockets that supports the flexible use of technology within a variety of learning space configurations. This provision needs to take account of ease of access to cabling, wiring and wall sockets so that this hardware can be changed as and when repairs and upgrades are needed. Access to spaces dedicated to infrastructure management (switches, electricity distribution etc) need due consideration in any building redesign. Appropriate wall displays, whiteboard as well as display screen provision also needs to be included.

All furniture, fittings and finishes must be easy to clean, extremely durable and able to handle hard wear.

## 15. ICT

### **Hagley's ICT strategy is based on these principles:**

- Reliability – Hagley's ICT infrastructure must be reliable, providing a positive learning and user experience
- Flexibility – The model must allow for flexibility in terms of usage and access to resources
- Coherence – Hagley needs to ensure the infrastructure is coherent by implementing practices, processes and technologies that wherever and whenever possible work together, and of course fit with the overall vision and the reliable technology that is already in use
- Affordability and sustainability – Hagley needs to be able to afford the infrastructure it provides without limiting other important areas of its commitments, and be able to sustain the level of monetary and resource commitment to upkeep the infrastructure over a number of years.
- Planning - it is essential that upgrades or enhancements to the current infrastructure are planned and led by educational/business requirements, whilst allowing room for evaluative and innovative practices that may never meet with widespread implementation.
- Management and support - any new Infrastructure needs to be managed and supported by a professional team of staff who are well resourced and focused on improving the overall service. (For Hagley, this translates to a team of in-house dedicated ICT Services professionals who will need to be able to offer the high level of support they already provide in any building redesign.)

### **ICT Use in the School**

#### **Current situation**

Hagley supports network access from every building and most outdoor areas. Voluntary BYOD take-up is backed up by approximately 700 college owned devices available for student use. Over half of these are portable devices. There is a mix of dedicated computer rooms , computers dedicated to specialist courses (mostly desktop computers) and devices assigned to faculties (mostly portable devices).

#### **Future situation**

Network access would be available from every part of the school, indoor and outdoor. There will be student wide BYOD implementation. This would be supported by college-owned computers to support specialist courses and portable devices to aid in 1:1 anytime/anywhere access throughout courses.



