

# INTENSIVE LEARNING CENTRE

## CONCEPT REPORT

This project is a collaboration between  
Corrective Services NSW (CSNSW) and the  
Designing Out Crime (DOC) research centre at UTS.  
2 November 2012





designing out crime  
RESEARCH CENTRE

## ENQUIRIES

Designing Out Crime Research Centre  
Level 3, 235 Jones St, Ultimo  
University of Technology, Sydney  
Postal address:  
PO Box 123 Broadway NSW 2007 Australia  
Email: [rohan.lulham@uts.edu.au](mailto:rohan.lulham@uts.edu.au)  
Telephone: (+61) 411 640 289  
Web: [www.designingoutcrime.com](http://www.designingoutcrime.com)

Report design: Lucy Klippan

# PART ONE

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1. context

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# 1. context

## BACKGROUND

### project

NSW Corrective Services (CSNSW) engaged the Designing Out Crime (DOC) research centre to provide design concept services to assist with development, design and construction of Intensive Learning Centres (ILC) for their correctional facilities. DOC compiled a UTS design team with expertise in architecture, industrial design, design thinking, environmental psychology and correctional environments. The central task for the design team is to respond to the design brief with a design concept that embodies the program principles and can be delivered by corrective services within the project parameters.

The basic project parameters for the ILC project are:

- the design intentions and requirements in the ILC design brief
- predominant construction method is prefabricated structures
- Corrective Services Industries (CSI) will manufacture the prefabricated structures
- UTS team will assist the CSNSW design specification and delivery team in developing final design and construction drawings, costs and implementation
- the overarching schedule for the project with a construction start date of January 2013 is detailed in Figure 1.

## INTENSIVE LEARNING CENTRES

The purpose of the ILC is to provide excellent 21st century learning opportunities for offender learners in custody. The focus is on supporting the development of skills in literacy, numeracy, ICT, communication and also vocational skills (such as small motors, horticulture etc.). The goal is to provide a supported, 'therapeutic' environment where intense, full-time collaborative learning takes place and ample opportunities for accreditation exist so that learners achieve a full Certificate qualification at levels I, II or III in 6-8 months. It is intended to prioritise young male adult offenders (aged 18-25) as the learning cohort.

## BRIEF

The ILC design brief (McGregor, 2012) is a visionary document that articulates the broad design intentions and requirements for the ILC. An excerpt from the brief is provided here with the full document in Appendix A.

"We need our Intensive Learning Centre to not look like traditional school. We need it to be the sort of place that will foster 21st Century learning skills that have been identified as desirable by employers such as:

- creativity
- critical thinking
- communication
- ICT literacy
- citizenship

- personal and social responsibility
- problem solving
- decision making

In many ways this is antithetical to the regime of containment and security of a prison, however it fits in perfectly with the focus on rehabilitation and throughcare. We need these young men to feel engaged with their space, their teachers and each other. We need them to want to come every day and be excited to learn. We also need the staff to be excited to work in this environment and to think creatively about providing integrated learning experiences rather than teaching literacy/numeracy discretely.

We need learners to feel connected with their families and wider communities to promote citizenship.

We need them to feel safe to learn. We need them to feel empowered and encourage them to take ownership of their learning.

We need their learning spaces to support this. We need them to be dynamic and agile – to be flexible and easily changed as the activity requires.

We don't believe a 21st century learning space has been built within a maximum security prison anywhere in the world, with the possible exception of Norway.

The ILC has the power to not only transform the culture of this centre, but also the lives of the learners who pass through it and the wider communities to which they return. We can't overstate how important we think having an engaging, innovative, dynamic yet safe building is to this overall process of rehabilitation."

## ILC PROJECT AUG 2012 - JAN 2013



FIGURE 1

# 1. context

## RESEARCH AND CONSULTATION

The design team engaged in research in a broad range of areas relevant to the project. This included site, program and architectural (systems & construction) research. An indicative list of the research and consultation from this project includes:

### site visits

- consult directly with CSNSW management, security, programs, teaching staff and inmates at each CSNSW site.
- ILC site selection, orientation and photographs

### site research

- climate
- orientation
- services plan

### consultation & co-design

- project and design workshop with CSNSW staff from both centres
- inmate/learner aspirations and design explorations facilitated by CSNSW teaching staff
- regular collaborative meetings with Fiona McGregor and Jeremy Hildreth

### indigenous

- Yunkaporta, Tyson (2102) Aboriginal Pedagogies at the Cultural Interface (see [8ways.wikispaces.com/file/view/draft+report.doc](http://8ways.wikispaces.com/file/view/draft+report.doc))
- over representation in prisons and characteristic indigenous inmates

### 21st century learning

- Hilary Cottam, Buschow Henley, Matthew Horne, Grace Comely et al, Learning Works: The 21st Century Prison, (The Do Tank, London, 2002), p8.
- Learning Spaces Framework: Learning in an Online World, [http://www.mceecdya.edu.au/verve/\\_resources/ICT\\_LearningOnlineWorld-LearningSpacesFWork.pdf](http://www.mceecdya.edu.au/verve/_resources/ICT_LearningOnlineWorld-LearningSpacesFWork.pdf)
- Stephen Heppell - <http://www.heppell.net/>
- Stephen Heppell's rule of three - <http://rubble.heppell.net/three/>

## technology

- laptops/tablets
- interactive technology for education
- Interactive whiteboard (IWB) technology

## architecture (archetypes, systems & materials)

- architecture supporting 21st education, creative industry and project based team work
- therapeutic environments
- models of correctional architecture (Farbstein et al)
- sustainable heating/ cooling systems
- aesthetic sampling and research

## REFRAMING ILCS

Central to DOC's approach to design is the process of frame creation. Typically DOC first identifies how a design problem is commonly understood or framed by the client. Once this understanding is established, the design team then explores the broader context of the problem to see if an alternative frame can be created. Alternative frames reveal new opportunities for resolving the problem and creating value.

In this light, this project is unusual, in that much of conceptual shift and frame creation has been articulated in the client's project brief. The brief provides a new frame for considering an educational centre in a maximum security prison. Rather than being described as a secure educational environment, it is framed as a 21st Century learning environment with core values of citizenship, creativity, critical thinking, problem solving and other key qualities consistent with obtaining employment and maintaining a life outside the justice system.

The DOC team in this project has sought to build on this new frame to explore how it can be extended and materialized in the design of the ILC. As the ILC program seeks to shift the broader culture of these correctional centres towards rehabilitation, DOC seeks to demonstrate the power and possibilities of design in this context.

The DOC design approach can be summarised as having the following characteristics in this project:

- a focus on articulating the 21st century learning centre frame through design
- a team-based approach that incorporates and values multiple disciplines
- a willingness to engage all stakeholders in a process of co-design
- an emphasis on the communication and creation of values in design
- a design research capacity and inclination that draws on diverse knowledge domains

## LEARNING AND SPACE

In addition to the themes, values and learning opportunities embedded into ILC centres, the design brief articulated a list of basic amenity requirements for learning spaces in each ILC. These requirements, listed below, provided an important basis for the development of the design concepts.

“**Basic requirements** (not in any order):

1. 4 classrooms – interactive whiteboards in at least 2 classrooms, so flexible walls between classrooms to allow IWBs to be shared. Rooms need to be as large as possible, to fit at least 10 large adult learners. They should have internet connectivity for IWB. One of the classes should have cabling for ICT development – either via 10 desktop pcs or ports for 10 laptops/tablets.
2. 1 learning enrichment space – a communal multipurpose area for learning resources, some ICT facility, class space and peaceful space for learners. This area could possibly be used by learners at lunchtimes.
3. Learner toilets
4. Staff toilets
5. Interview room
6. Education Officer office
7. Staff work room (for 4 teachers – with internet connectivity, pcs/laptops/ phones)
8. Staff meals area – with small kitchenette, microwave, fridge, kettle etc.
9. Learner meals/tea/coffee point – microwave, hot water for tea/coffee, fridge.
10. Outdoor space that can be used at lunchtimes or as learning areas
11. Excellent ventilation
12. Excellent natural light
13. More money spent on fixtures and furniture perhaps than the building, which may be more determined by security requirements such as straight lines of sight.
14. Space that can be easily reconfigured to be open, provide more quiet areas, be multipurpose and used for multiple purposes at the same time.
15. Flexible, comfortable furniture.
16. Library facilities accessible by inmates off the “main circle”.

McGregor (2012)

# site 1: mid north coast

## LOCATION AND SITE

The Mid North Coast Correctional Centre (MNCC) is 14 kilometres west of Kempsey on the NSW coast. Tall turpentine trees surround the MNCC and provide a welcome offset to the hard form of the facility, alleviating its dominance of the landscape. The MNCC's location on the mid-north coast ensures a climate with mild winters and summers with high rainfall.

The MNCC was commissioned in 2004 and has the capacity to accommodate approximately 500 residents. The hexagonal shape comprises medium and high security units for men. Outside the central area but still within the facility's perimeter are low security units for men (on the western flank) and women (on the eastern flank).

The ILC site within the MNCC is located to the west off the main circle, between the exercise yards of two living units. It is a relatively flat site with the dimensions shown on the following plan image. Operationally the intention is that all learners at the ILC will be housed in pod A and have access to the ILC through a gate from the exercise yard. Teaching staff access to the ILC is off the main circle as is access for general inmates attending the library.

The view to the west has a treeline that provides a positive relief from the fence.

Looking back east into the site in Figure 5, it can be seen that the rear of the site is bordered by two accommodation blocks. Our understanding is that an additional fence would need placed between the corners of the two exercise yards to fully enclose the space.

To the north and south, the site borders directly onto the mason fences of the exercise yards.

## LOCATION AND SITE



FIGURE 2



FIGURE 3

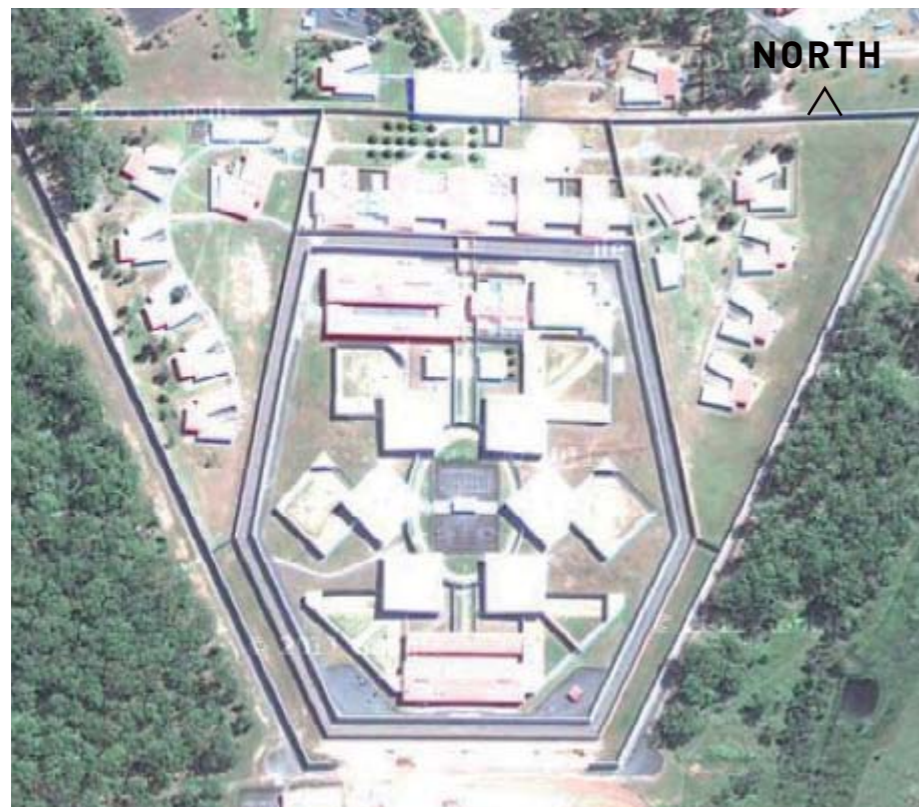


FIGURE 4



FIGURE 4

## KEMPSEY ANNUAL CLIMATE

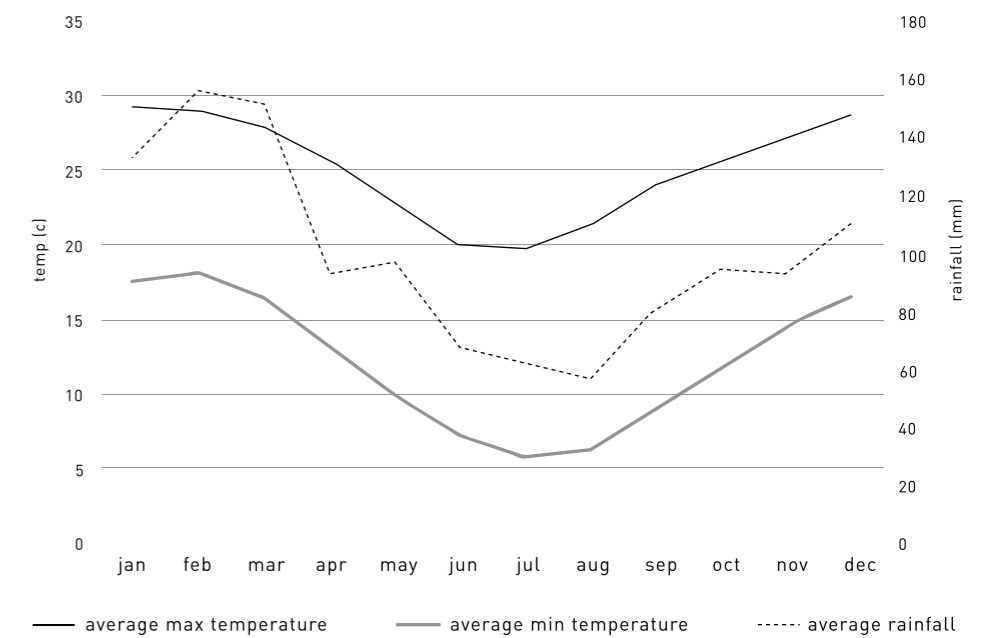


FIGURE 6

## site 2: wellington

Wellington Correctional Centre (WCC) is 7 kilometres east of the town of Wellington in the central west of NSW. A flat, dry pastoral landscape surrounds the WCC such that it accentuates the hard, angular form of the centre. The WCC's location in the central west ensures a climate with very hot summers, cool winters and relatively low rainfall.

The WCC was commissioned in 2007 and has the capacity to accommodate approximately 500 residents. The hexagonal shape comprises medium and high security units for men. Outside the central area but still within the facility's perimeter are low security units for men (on the western flank) and women (on the eastern flank).

The ILC site within the WCC is located to near the existing educational centre and adjacent to the exercise yards of a living unit, in a relatively flat area. ILC learners will access the ILC through a door from existing educational centre.

Figure 10 provides a view of the site to the west showing the living unit yard to the right of the space.

Figure 8 shows the view from the western edge of the site looking back towards the existing education units.

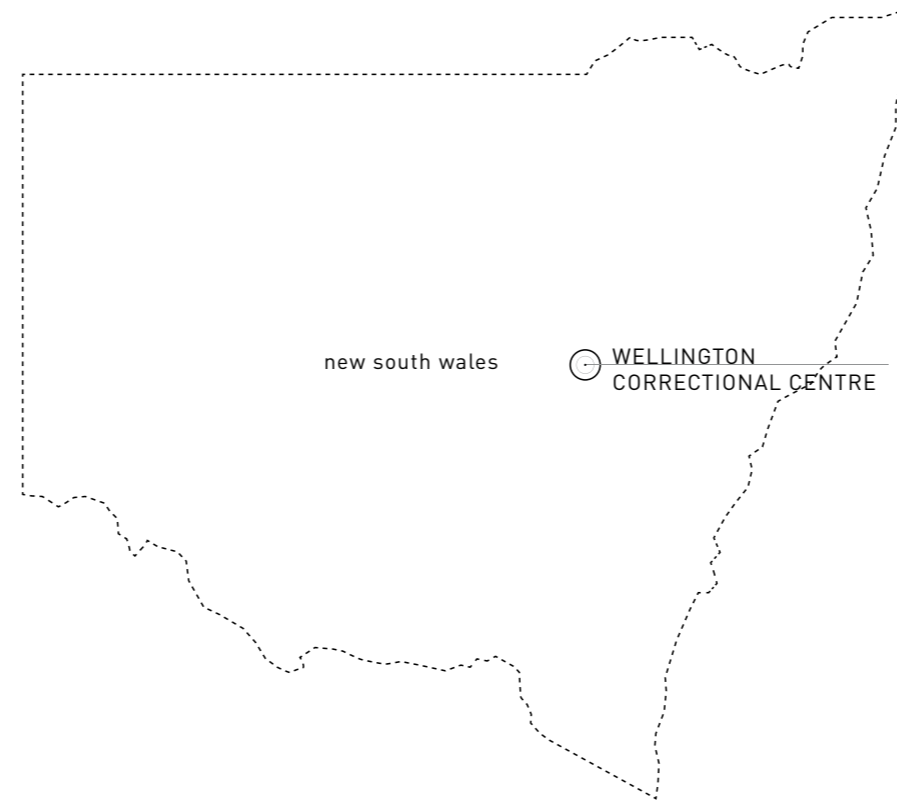


FIGURE 7



FIGURE 8



FIGURE 9



FIGURE 10

### WELLINGTON ANNUAL CLIMATE

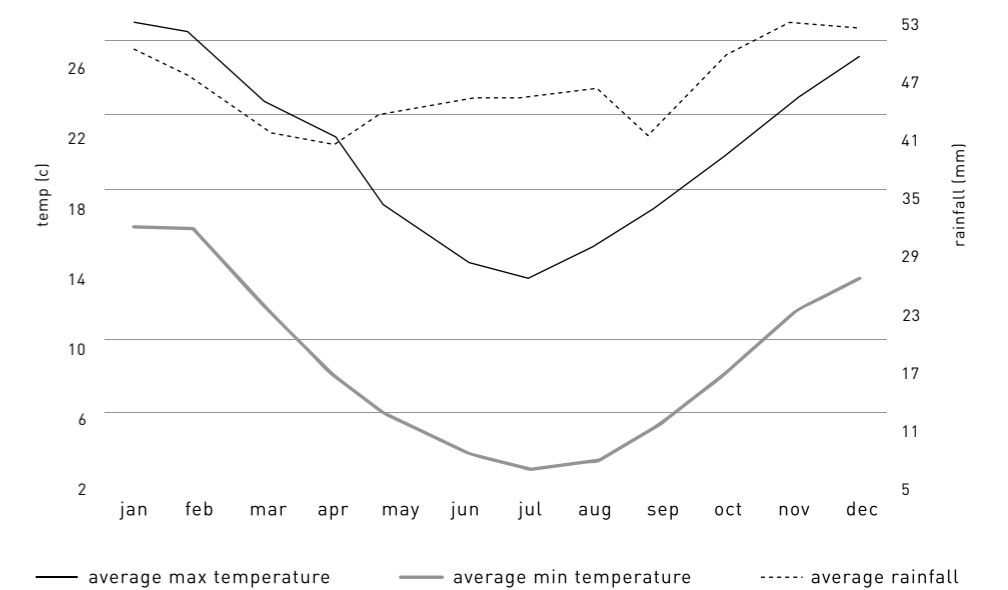


FIGURE 11



# 1. context

## SYSTEMS AND STRUCTURE

### construction methods and systems

A key requirement of the proposed ILC design is that learner and staff modules can be prefabricated by Corrective Service Industries (CSI) and transported to the site. Even at the conceptual stage it was crucial that the design team consider the requirements of prefabrication systems in the spatial and structural design of the modules. However, as there is limited detailed information on the specific fabrication capabilities of CSI, the designers are basing the module structure on typical modern prefabrication systems currently used in the industry. Specific consultation with Jeremy and relevant CSI staff on the feasibility of construction of the proposed concepts in this document will be undertaken on its broader release.

### transport & access to site

An additional requirement related to the use of prefabricated modules is their transport to the site. Transport costs increase substantially with module sizes that require police escorts and other safeguards. To minimise costs, the design team worked to ensure individual prefabricated modules have a maximum length of 12 metres maximum width of 3.5 metres and a maximum height of 3.9 metres.

### environmental systems

The ambient environment of the ILC modules in terms of temperature, air flow, lighting, acoustics and visual views will be fundamental to how these structures operate as effective learning spaces. In this conceptual stage the ambient environment was a prominent consideration in the orientation of the modules on the site, the structure of the modules in facilitating air flow and natural light, and in initial specifications of materials and heating/cooling systems.

### sustainability

The ecological sustainability and efficiency of the built structures was an important consideration of the client and a number of stakeholders. The ILC was suggested as having the capacity to promote and demonstrate the utility, environmental benefits and economic saving that could be made through the use of sustainable and smart building methods. In developing the design concept opportunities and avenues for improving the sustainability performance were explored. Modelling software for assessing the sustainability for different structures was used to inform the designers in the development of the design concepts.

# 2. framing learning spaces

## CREATING PATHWAYS

Throughout project discussions with CSNSW staff we have come to a common agreement that the architecture and design of the ILC will greatly influence the effectiveness of teaching and learning. The potential is greater than pedagogy alone - within the physical design there is also potential to respond to the project's broader philosophy and create spaces that foster personal and social development.

In ensuring an adequate level of sensitivity it has been valuable to clarify the intentions of the ILC and translate them into a coherent design approach. The ILC design brief outlines a list of desired qualities ranging from creativity and intercultural learning to therapeutic growth and 21st century learning skills. However it is the combination of these qualities that have been distilled into an overarching vision or conceptualization of what the ILC program and environment is intending to achieve.

New learners entering the program will be overwhelmed by the multiple levels of physical and personal barriers between them and the outside world. If the ILC is to provide a pathway through these barriers it is essential that the directions be clearly communicated and that learners are supported along the way.

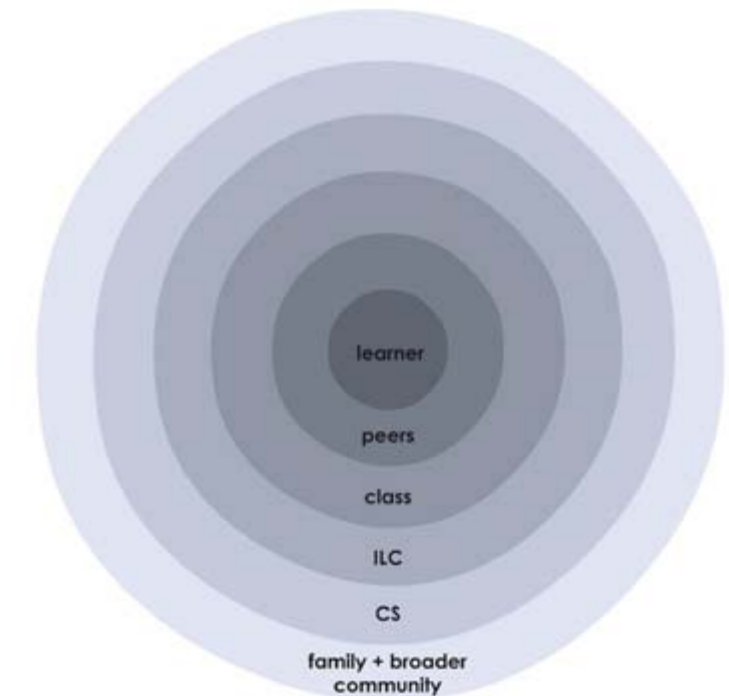
### Model learners – ILC staff

Within a 21st century learning environment teachers model learning rather than teach learning. ILC staff will be actively engaged in the process of learning with the adults attending the ILC. They model how to learn – they demonstrate the engagement with and joy of learning – and they learn from the learners.

Through engaging and developing positive relationships with learners around learning, staff are also creating the relationships essential to supporting the men to explore their 'best selves'. The design of the ILC seeks to create an environment that enables educational officers to build positive relationships

with their students around 21st century learning and around building their futures outside of custody.

Educational officers are also required to navigate through multiple barriers within the correctional environment both for their own learning and professional projects, and in understanding the individual challenges facing each of their students. Thus in considering the following framework, when we refer to learners we are referring to both inmate and staff learners.



HOW DO I GET OVER THERE?

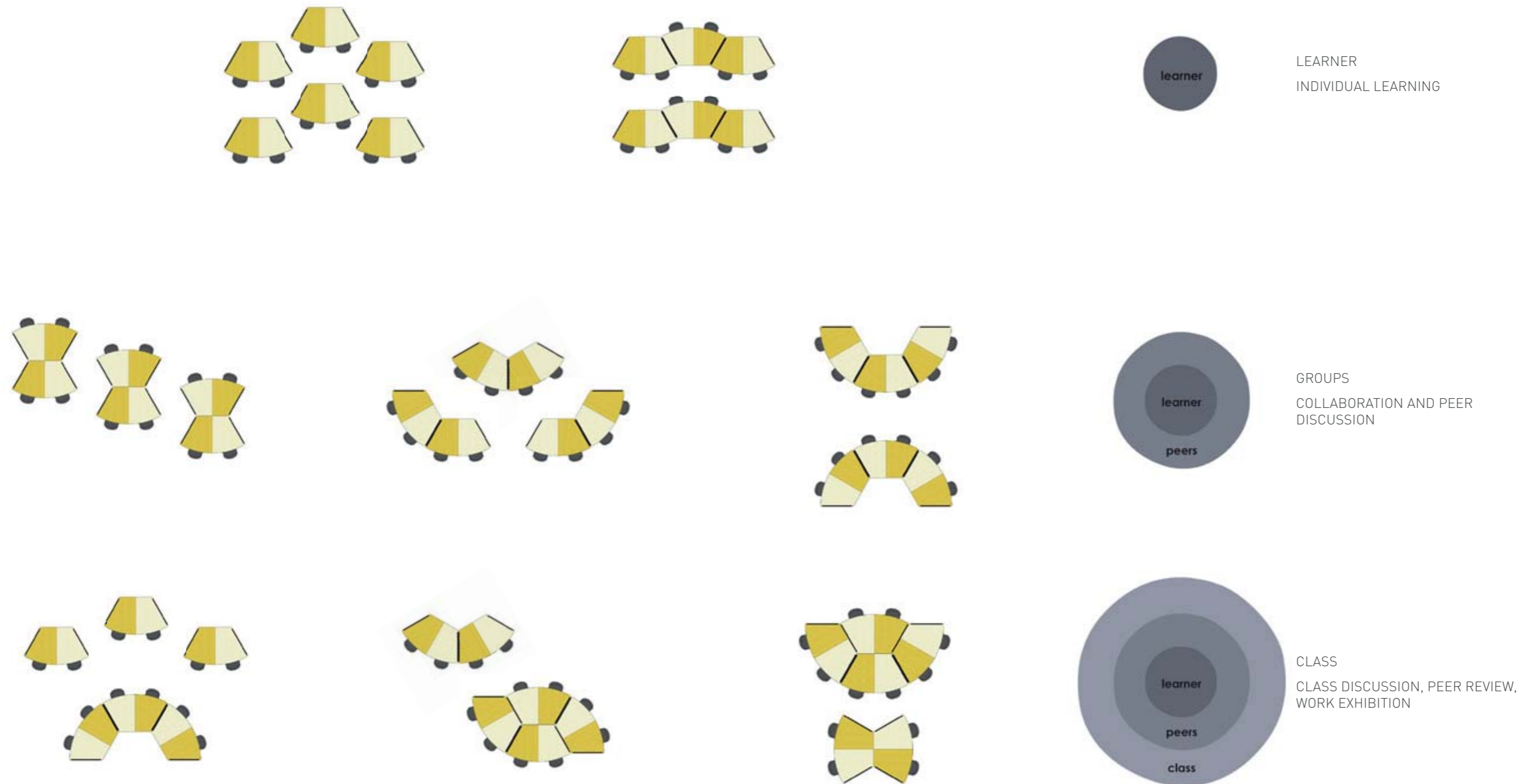
## THE FRAMEWORK

In keeping with this analogy we have developed a framework that reflects a series of boundaries standing between learners and the outside world. However, these have been re-framed into a series of communities that provide the potential for interaction and learning. In ensuring a supported journey through these levels it is important that the ILC (both in terms of space and curriculum) offers strategic connection with each community along the way.

## TOUCHPOINTS

A framework such as this offers a point of reference in designing a series of 'touchpoints' within the space that can offer connection to various levels of community. 'Touchpoints' may include, for example, a space that facilitates group work, an ILC meeting place or a phone connected to external lines. During the design process the framework can be applied as a key, assisting in programming behaviour within various spaces. For instance, in the hypothetical room below a series of planned spaces facilitate connection to various levels of community.

## 2. framing learning spaces



### INTERCONNECTION

Orchestrating these interactions will encourage a sense of interconnection and assist gradual social integration at various levels. No doubt there are already systems in place to manage this transition and detailing another rehabilitation program is beyond the scope of this project. However, perhaps there is potential to improve the communication and identity of this process in order to create a common language and develop facilities and curriculum to the same ideals.

### APPLYING THE FRAMEWORK

This framework has potential utility for conceptualising different facets of the ILC operations. These include as a

- A design guideline – as further detailed in this sub-section
- A curriculum aid – to ensure a coherent program based on personal and social development

- Learning map for teachers and learners – to communicate process and track progress
- A means through which to collate best practice

How can the framework assist in developing coherent facilities and curriculum?

If we consider the relationship the various surrounding communities have with one another we can begin to develop ways to strengthen these ties and establish

## 2. framing learning spaces

new connections. Below is a breakdown of each scale as well as examples of how this may be reflected within the program and facilities, we understand that some suggestions may not be feasible due to practical reasons however they offer a valuable point of discussion:

### LEARNER

How do you connect learners with themselves?

#### Intentions

- Build self-esteem
- Strengthen cultural identity
- Promote connection to family and country
- Provide access to desired learning
- Encourage independence and leadership
- Offer therapeutic healing
- Appreciate learner's ambitions and aspirations

#### Examples:

- Portfolio building
- The opportunity to personalise space, curriculum and learning styles
- Culture mapping
- Ample time and space for individual learning
- Private areas for one-on-one discussion
- Providing activities and outcomes beyond mainstream certificate

- Environments which provide cues of cultural acceptance – Aboriginal art, native planting
- Normality and familiarity in design of spaces and furniture (like a home not a prison)
- Interaction and sharing with family (offering parallel healing)
- Landscaping – plants to tend to, water, unpaved areas to stand on earth
- Personal ownership – storage space, plot in garden etc.
- Opportunity and space for creative expression and performance – murals, performance, exhibitions, storytelling etc.

### PEERS

How do you facilitate connection between peers?

#### intentions:

- Establish trust and supportive collaboration
- Facilitate group problem solving
- Encourage active learning
- Enhance social skills and interaction
- Build academic and emotional support network
- Intercultural exchange

#### examples:

- A range of break out spaces facilitating a variety of activities (both academic and social)

- Group assessments and peer review
- Mentoring program
- Non-academic group tasks (e.g. working bees, gardening, catering for BBQ) and spaces to facilitate these activities – access to garden shed, area to prep food etc.
- Huddle boards – smaller whiteboards to document group work.

### CLASS

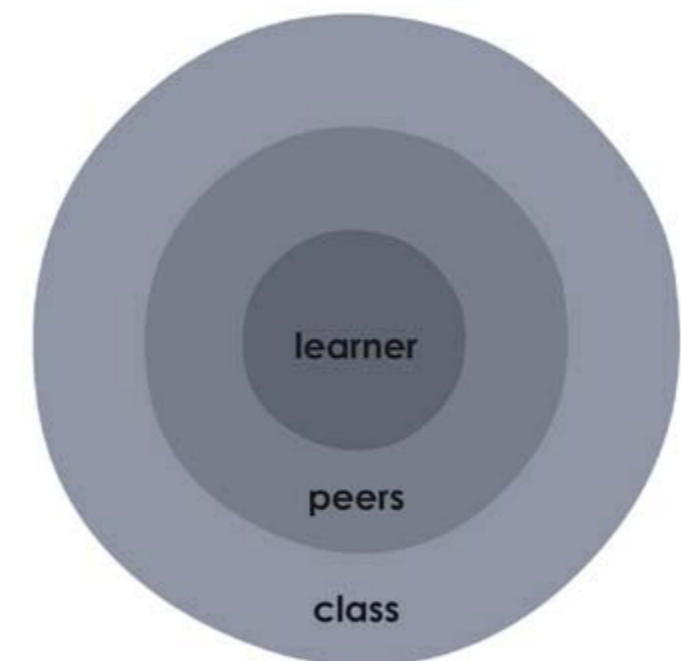
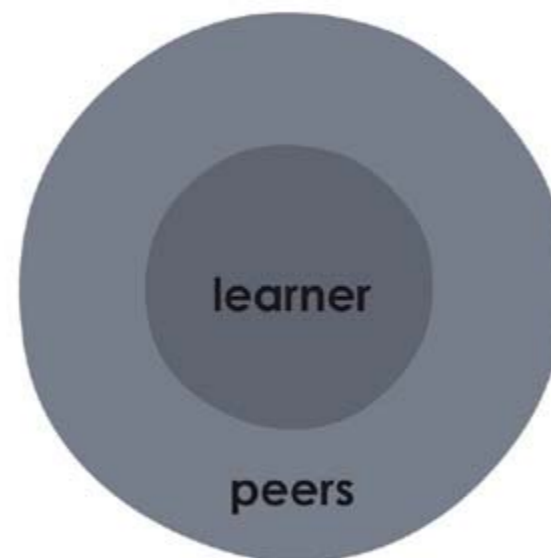
How do you connect the class as a whole?

#### intentions

- Build strong cohort with common goals
- Improve motivation and productivity
- Improve safety and security
- Establish routine

#### examples

- Peer support/big brother system
- Class projects (academic and social)
- Peer evaluation
- Intercultural exchange
- Yarn circle
- Hanging space to display projects



## 2. framing learning spaces

### ILC

How do you create a centre-wide community?

#### intentions

- Foster culture of engagement
- Develop sense of ownership
- Create an identity for the ILC
- Offer a 'beacon of light' within the Correctional Centre.
- Establish wider support network
- Foster relationships with teachers and education officers
- Support the Aboriginal belief that land accumulates energy. Accumulate collective positive momentum
- Communal sharing and healing
- Create the space/opportunity to self-reflect.

#### examples

- Welcome week / initiation
- Opportunity for each cohort to customise space after initiation (art, planting, infrastructure)
- Opportunity to leave something behind – add a tile at graduation ceremony for example
- Run internal events – exhibitions, BBQs, performances
- Assembly area – large yarn circle, story telling, assemblies, and performances

- Gardening
- BBQ area
- Graduation ceremony
- Staff areas integrated into the ILC, with approachable facilities. Interview room in staff area treated as an "Educational Hub" where learners can go for academic support
- Create visual environment that is in contrast to a Correctional Centre
- Reflective learning journal.

### CORRECTIONAL CENTRE:

How do you foster a relationship between the ILC and the broader Correctional Centre?

#### intentions

- Outreach - Allow other inmates to "have a taste" of the ILC
- Provide transparency and reduce discrimination toward learners
- Provide learners with connection to facilities and community throughout the correctional centre (CSNSW, CSI, visitors, rehabilitation programs)
- Create coherent treatment and communication throughout all areas

#### examples

- Open day/BBQ
- ILC exhibitions, open to other inmates
- Short courses/one day workshops

- Opportunity to carry out creative projects for other areas of the corrective centre – e.g. murals, graphic design of brochures, etc.
- ILC publication, engagement with Multiscreen TV or 'Prison radio', and space which can facilitate (quiet room can double as media/broadcasting room)
- Collaboration and pathways between education and trade industries
- Treatment framework with common language across CSNSW.

### BROADER COMMUNITY

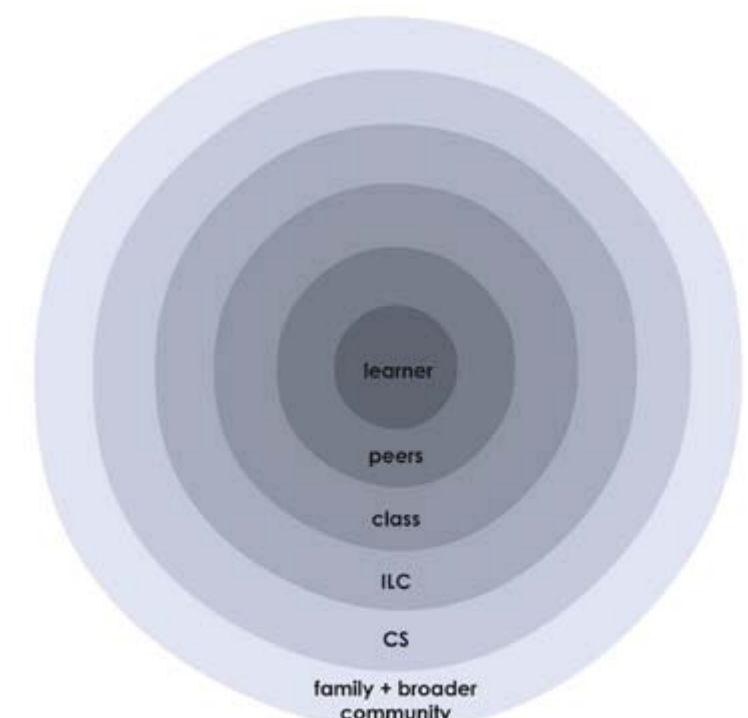
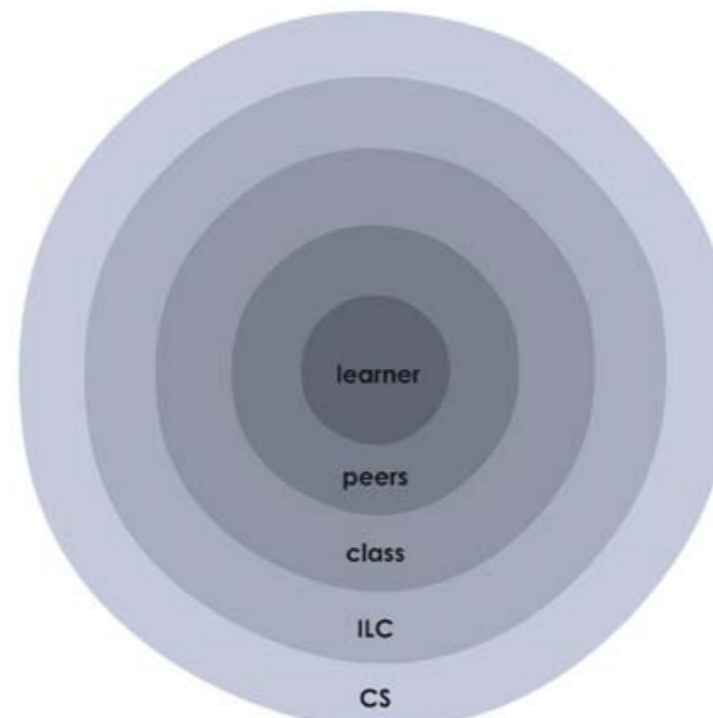
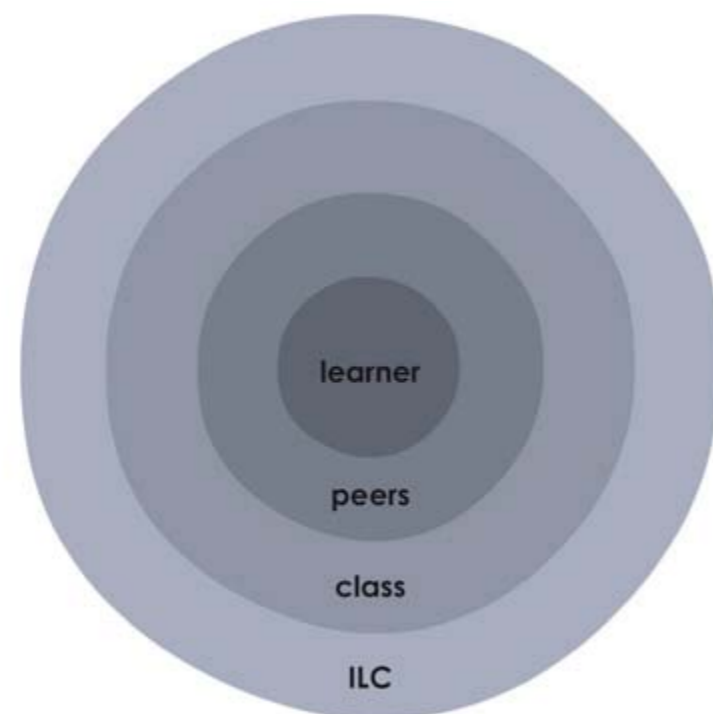
How do you connect learners and the ILC with the broader community?

#### intention

- Provide learners connection with "the outside world"
- Prepare for social integration
- Maintain links to family and country
- Begin to develop external support network
- Provide deeper understanding and 'real world' context to learning
- Curate ILC's identity and public perceptions – transparency will inform employers of prison education and may help to reduce fear of employing ex-offenders

#### examples

- Connect with past students who have succeed after graduation (guest teaching, video conferencing)
- Graduation ceremony for friends and family



## 2. framing learning spaces

- Work on projects for and with community
- Develop literacy program around letter writing
- Phone booths and video chat if possible
- Host annual exhibition in a local gallery
- Public talks and advertising campaigns to share ILC development
- Guest lecturers/story time with elders (visit or video conference)
- A future pathway program which is an extension of the learning framework
- Beehive/planting which attracts insects and specific birds
- Employment Portal.

### A LEARNING LANDSCAPE

Beyond a design guideline the framework could also be extended into a visual learning map to act as a communication tool within the ILC, offering learners the ability to track progress and clarify the path to citizenship.

As earlier discussed we appreciate that a learner's educational pathway is a much explored topic within Corrective Services NSW and it's not in our expertise to advise on such matters. However perhaps there is potential to improve the communication and 'identity' of this process in order to align it with a common framework.

This approach could offer learners:

- An approachable interface such as a "learning landscape" with a series of horizons to overcome.
- A visual means to customise learning and track progress – barriers removed or elements added in each level after tasks are completed; appealing to the natural urge to collect.



HOW DO I GET OVER THERE?

- A constant visual indication of their place within the broader community
- Provide ownership and learner engagement within the process
- Offer a common language between teachers and learners
- Shifts focus of their sentence from time based punishment to achievement based journey
- Provide additional means of assessing personal and social development against criteria which lay outside mainstream reward systems such as TAFE certificates (particularly useful for Aboriginal learners or those struggling to find value in mainstream reward)

### DIGITAL NETWORKS

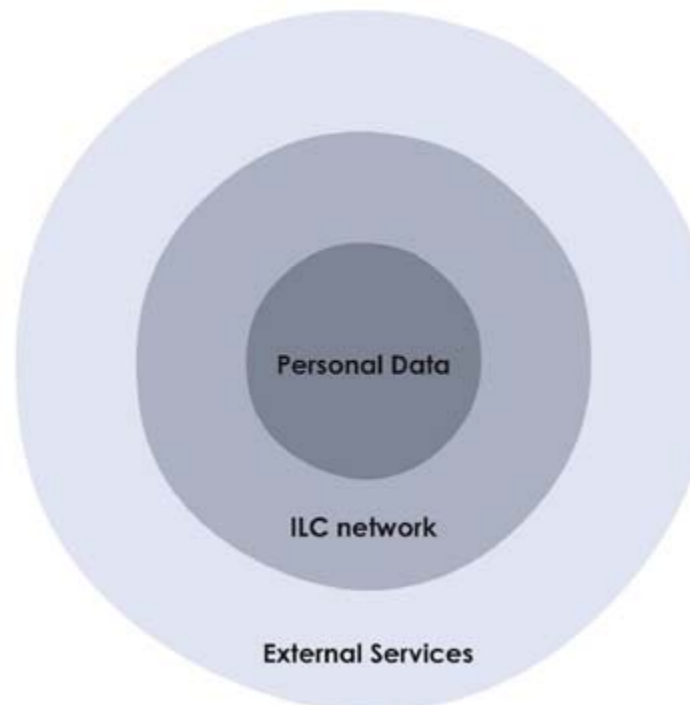
A similar approach could also be helpful in planning the digital services within the ILC and in ensuring support is provided at each level of community.

#### personal data

- E-portfolio and resume
- Personal digital library - learning maps, vocabulary lists etc
- Project work
- Personal files – ebooks, photos etc

#### ILC network

- Teacher resource and coursework database
- Online network site (like UTS online)
- Course documents (assessments, timetables, suggested reading)
- Drop folders



- Student messaging
- Online tutorials
- Discussion board
- Project results and evaluation

#### the broader network

- Video conferencing
- Share content with other ILCs
- Connect to external education facilities
- Health and welfare
- Cultural services
- Legal Portal
- Employment Portal
- RTA, Legal Aid, Department of Housing, Centrelink etc.

The development and integration of such a framework will be left to the discretion of CSNSW Educational staff, however for the sake of communicating design intent it will be utilized throughout this project to ensure an optimal sense of interconnection is achieved.

### LEARNING CULTURES

During discussions with inmates and CSNSW staff we have been asked to particularly consider the needs of Aboriginal learners. One non-Aboriginal inmate interviewee advised us to "make it culturally sensitive, for the Aboriginal guys...as much as they get everything". For an inmate in the same breath to show compassion and resentment towards Aboriginal cultural needs, it illustrates that a delicate balance must be found. We want Aboriginal learners to feel welcomed and represented within the space, however not to the extent that non-Aboriginal learners feel excluded.

A focus on knowledge and learning styles is often a successful place to start in bridging this gap. To avoid tokenism the ILC should move beyond "indigenised" spaces and content and instead develop a true cultural interface where both knowledge streams are recognised and learners are engaged in a dialogue between them.

"identity is not found but produced through the dialogue between Aboriginal and non-Aboriginal people, constantly defining and redefining each other through an ongoing interface" Harrison (2005)

Bringing the two knowledge systems together offers a level of innovation and critical thinking that is more engaging and relevant for all learners. This prepares everyone to operate creatively within the broader community without neglecting their cultural identity.

In creating activities or programs to explore the aboriginal side of knowledge it is important to recognise their process of learning as well as content. We found the following points particularly interesting in their potential to be represented within the space, especially as they offer practical approaches to learning which may also appeal to non-Aboriginal learners:

## 2. framing learning spaces

### STORYTELLING

Storytelling plays an important role in aboriginal learning. It contextualises knowledge in relation to personal and community narrative. A 'Yarn Circle' (a group sitting in a circle) is the most common place for storytelling. Yarn Circles also play an important role in group healing.

#### initial concepts

- Facilitate a class Yarn Circle in geometry of space or furniture – e.g. introduce new unit by sharing and exchanging real world experiences in a collaborative way (and then returning to reflect upon completion)
- Create a larger Yarn Circle outside for ILC gatherings – it can be utilised for assemblies, performance etc. Sandstone blocks or other organic low seating.

### VISUAL LEARNING MAPS

Aboriginal learners often absorb information by creating visual landscapes of information within their mind. Offering the opportunity to build physical learning maps can greatly improve the retaining of information. These can take many forms; timelines, mindmaps, collages etc.

#### initial concepts

- Provide area within classroom to hang visual learning maps, created individually or as a class to explore new topics.
- Maps can be documented and saved to personal data, developing a library of learning maps.
- This activity can also be a powerful tool in culture mapping and exploring identity

### HANDS-ON LEARNING

A visual hands-on approach to learning is often successful with Aboriginal learners, it offers the ability to apply knowledge to tangible reality.

#### initial concepts

- Carry out practical projects within ILC and relate vocabulary to tools and processes (Gardening project – store shed with symbol and written labels for tools for example)
- Workbenches to create physical experiments (small motors or learning physics through spaghetti bridges for example)
- Outdoor education games – counting with objects, painted number grids etc.

### FLOW OF INTERACTION

Learning through observation and repetition can be beneficial to create a flow of interaction which begins discussion as an entire class, then filters down into group work and individual learning before returning to entire class again.

#### initial concepts

- As individual learning is often through trial and error it is important to provide privacy in individual spaces to provide safety in experimentation
- Yarn circles and desk geometry can support this flow

### CONNECTION TO LAND

A visual and physical connection to land is paramount.

#### initial concepts

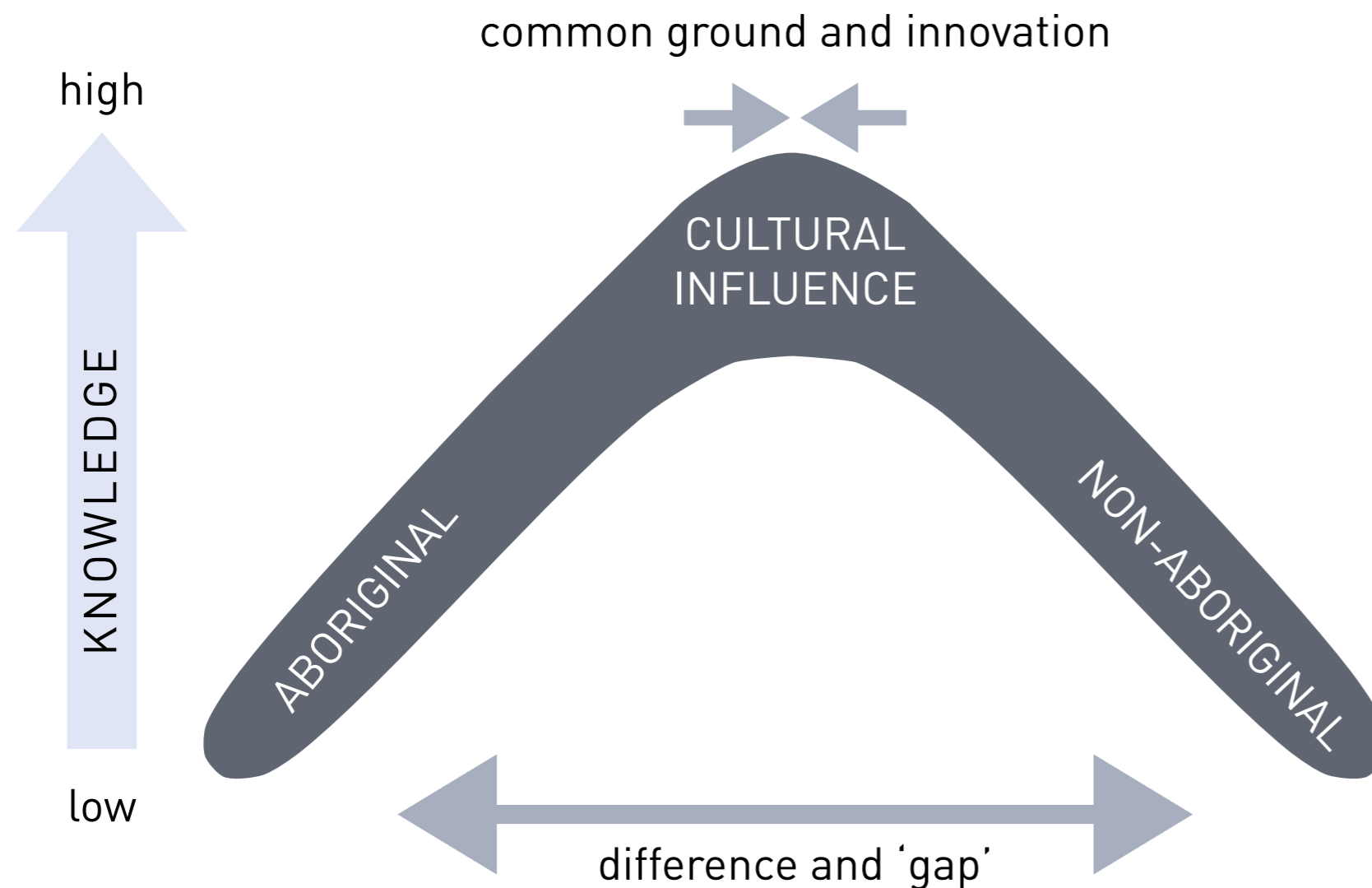
- Views from classroom
- Opportunity to engage in planting
- Outdoor work tables
- Unpaved areas to stand directly on earth

### SYMBOLS

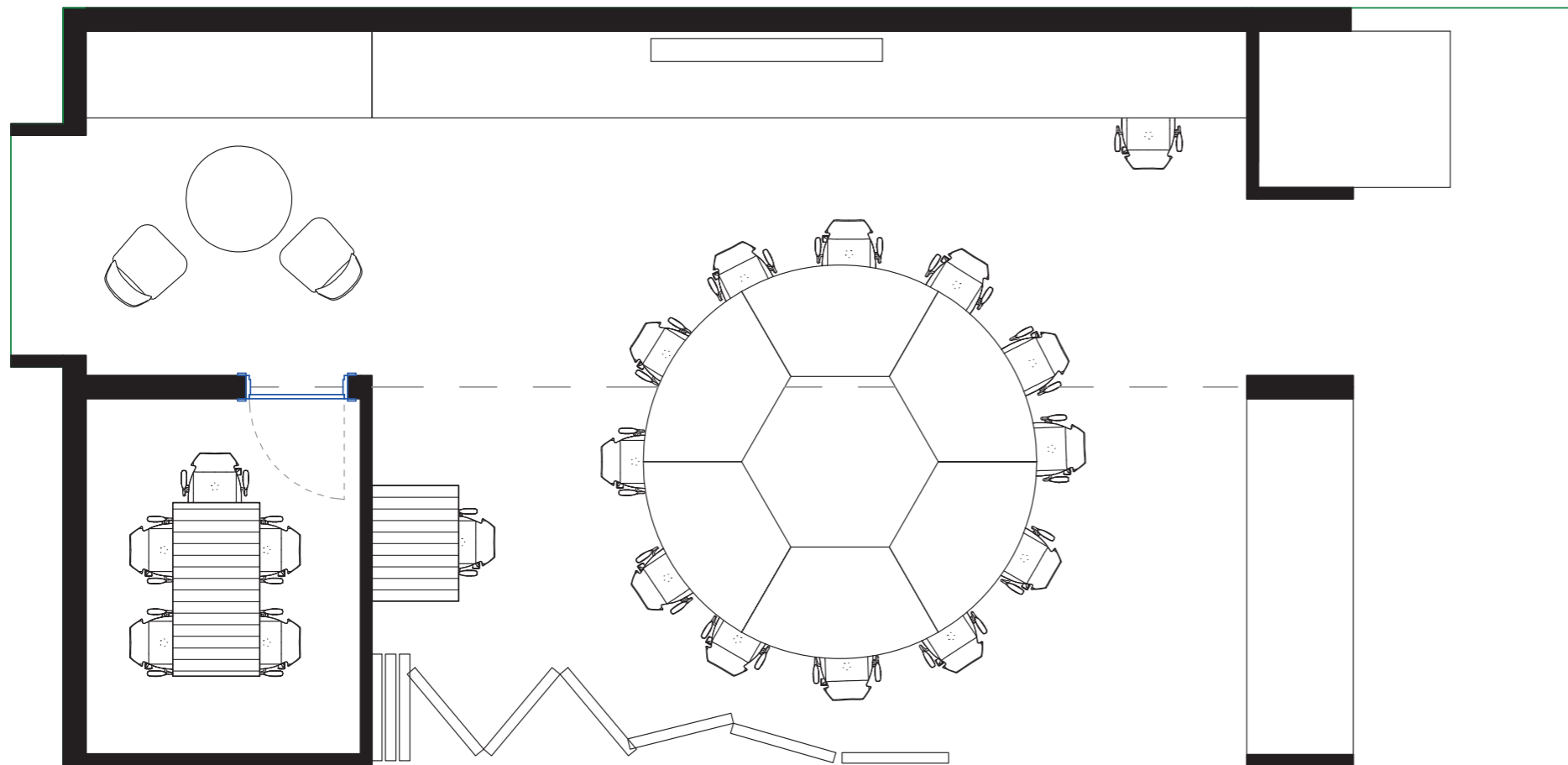
Symbols play a large role in Aboriginal communication, they also assist in all learning and create a visually stimulating environment.

#### initial concepts

- Four classrooms named after animal totems - symbols painted at the entrance of each building
- Symbols used to identify learner storage or other way finding elements
- Utilising symbols in physical literacy program (such as tool illustrations)



### 3. ilc concept articulation - learning module

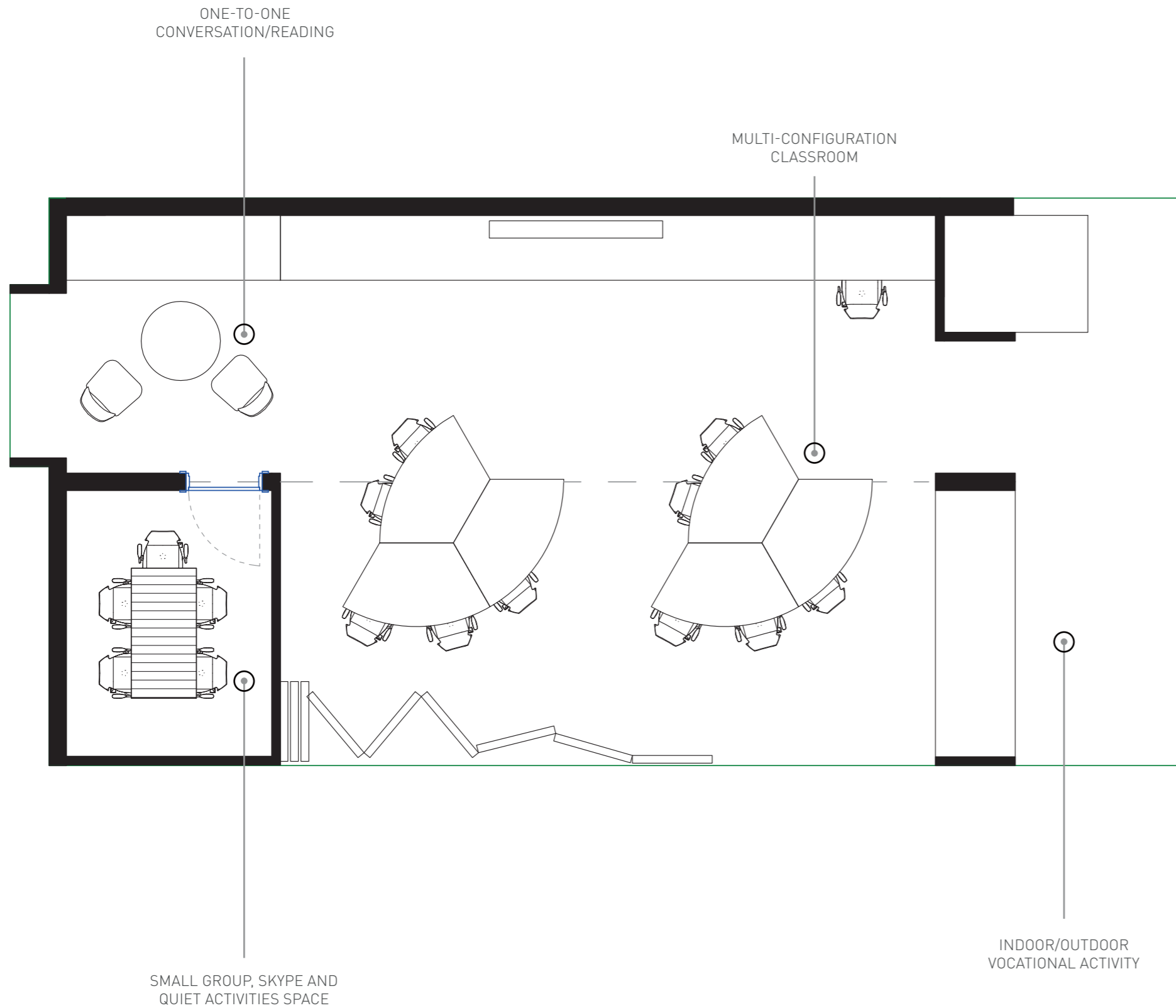


#### LEARNING MODULE

There are 2 sites on which the ILCs will be built, within the existing infrastructure of each prison. The respective staff of Wellington and Kempsey nominated the location within the prison. The DOC design team visited Wellington and Kempsey to gather information and consult with staff and inmates.

The same prefabricated learning module configuration is applied to both sites. Each site area is unique in plan but the concept of a collegiate community is the driving organisation of the modules. All learning spaces can open to a central communal focus point with the intent of establishing the ILC learning community.

# learning module



## MULTIFUNCTIONAL SPACES

The spaces in the learning module respond to the functions of the Learning Landscape identified earlier. A number of learning environments are established to respond to a multitude of scales and teaching methodologies from one to one discussion through to joint classes and further to the entire ILC being opened as single class.

Each learning module provides for:

- one to one conversation/reading
- small group, skype and quiet space activity
- multi configuration classroom, and
- indoor/outdoor vocational activity

The organisation of these spaces are strongly influenced by Stephen Heppell's 'Rule of Three' to class room design:

one: never more than three walls

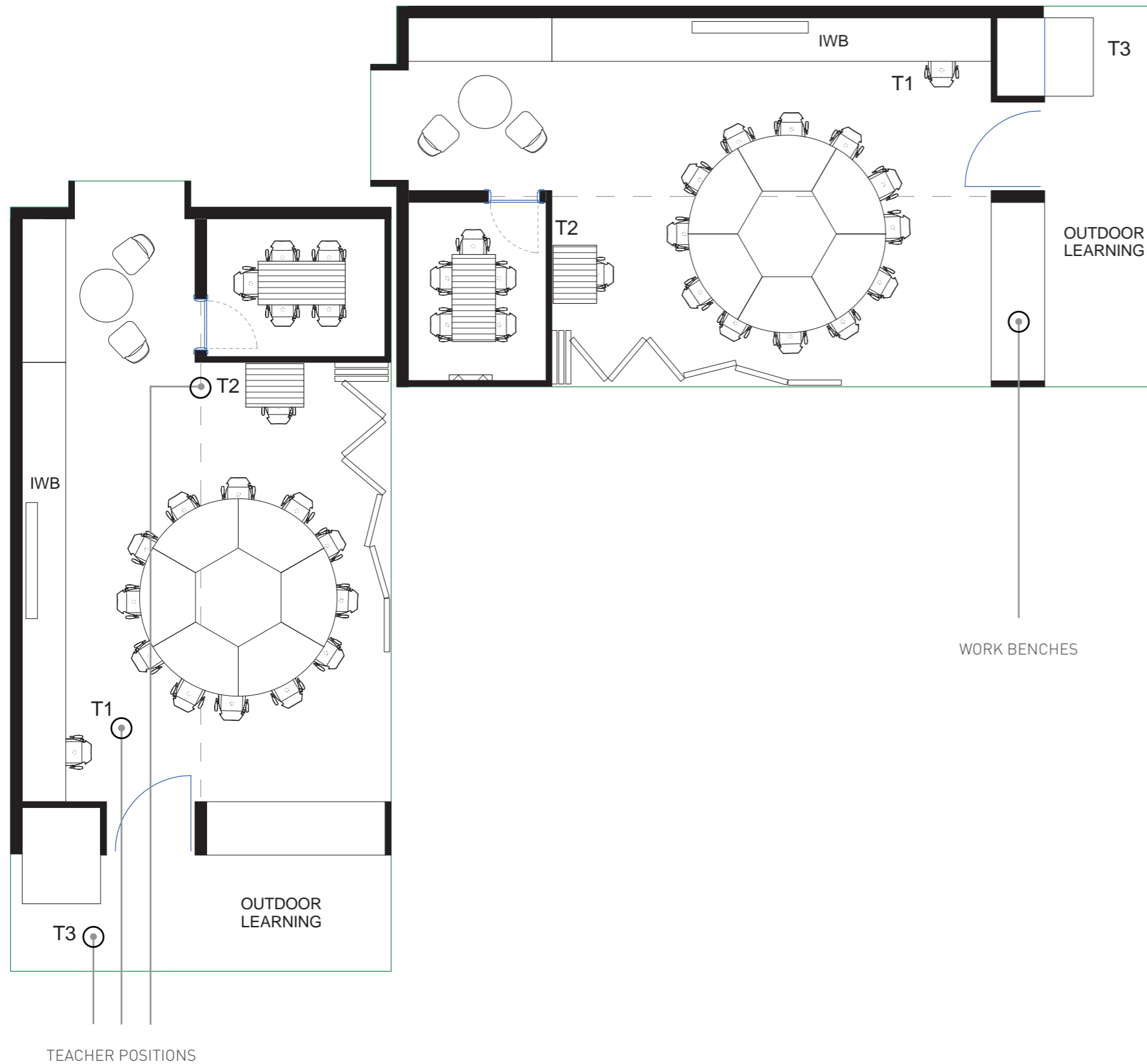
two: no fewer than three points of focus

three: always able to accommodate at least three teachers, three classes.

source: <http://rubble.heppell.net/three/> (30 Oct 2012)



# L configuration

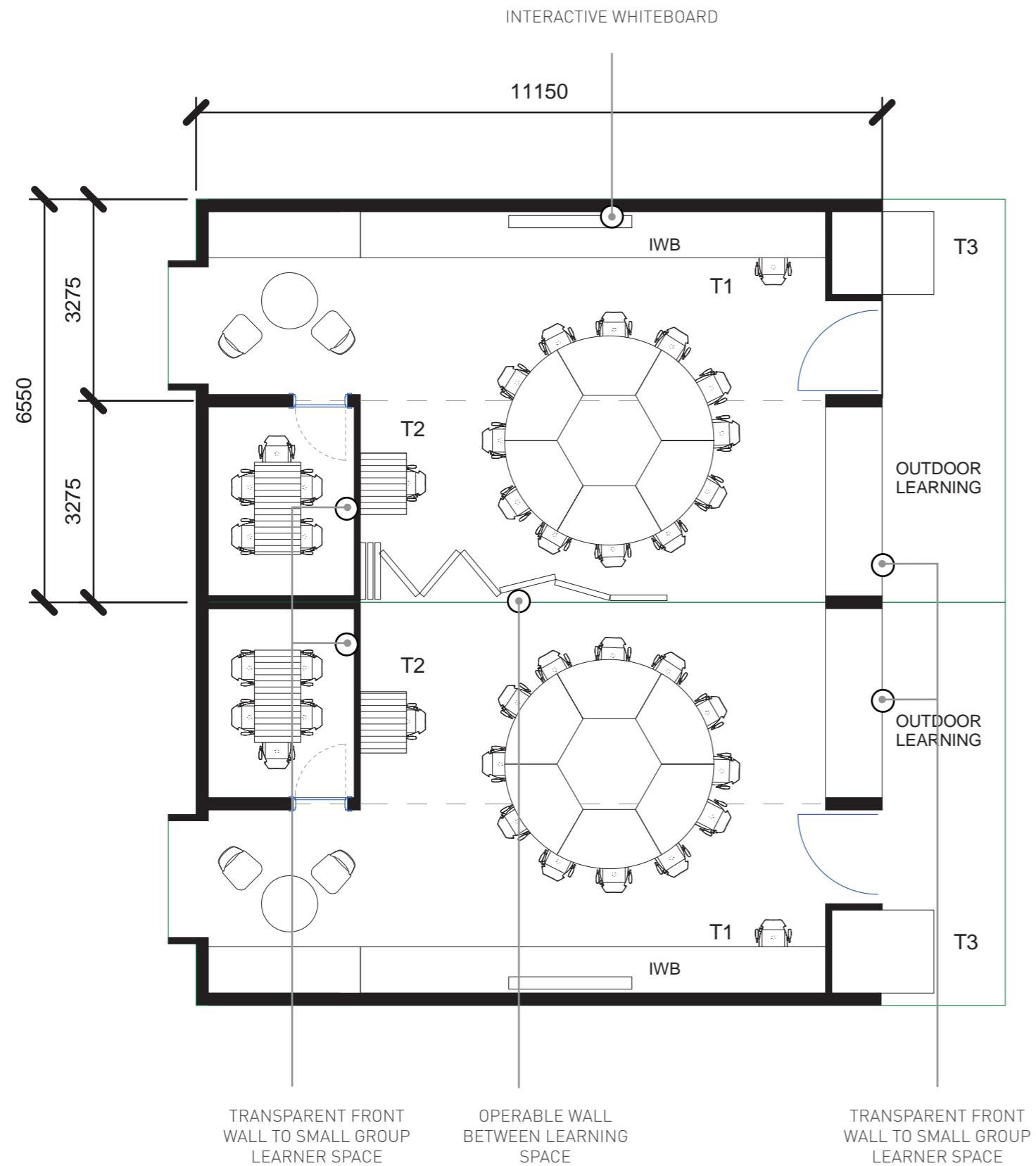


## CONFIGURATIONS

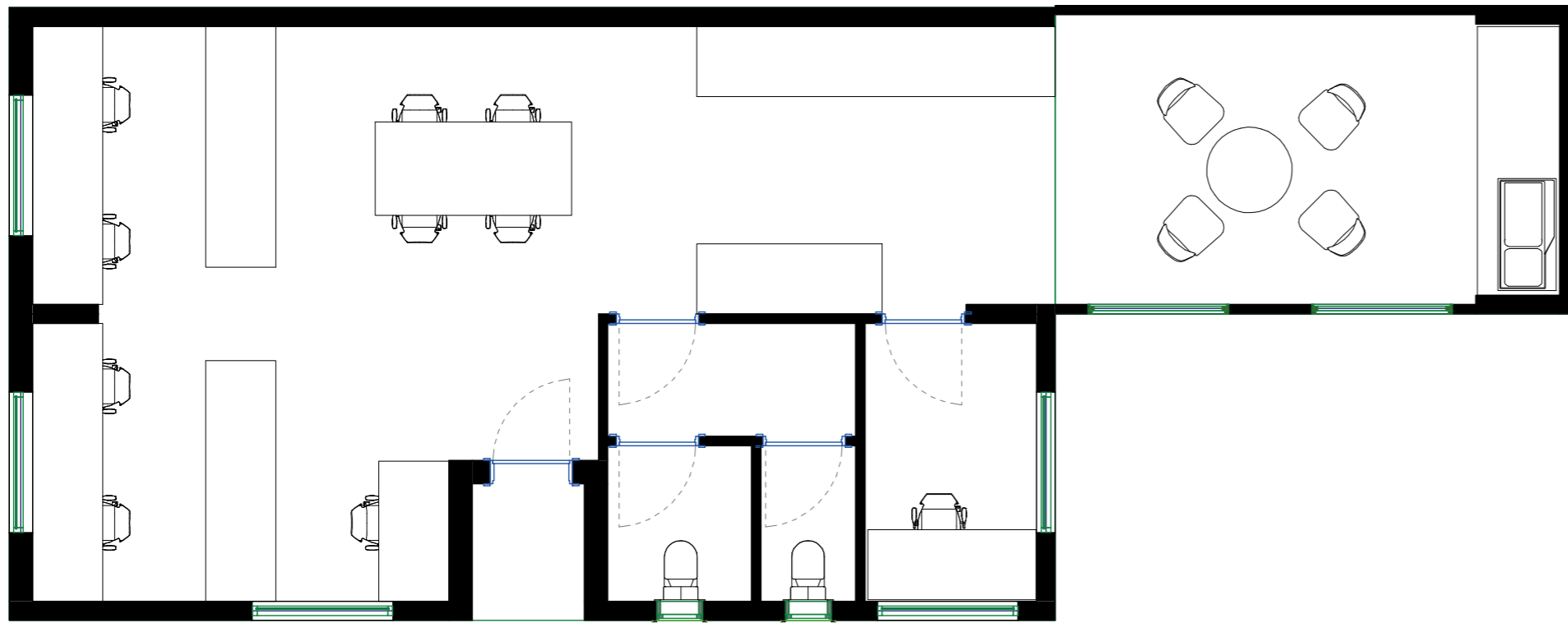
Each classroom has either the ability to open onto the next room through the use of operable walls in order to create a space for large groups of learners or for presentations, or to open onto a common covered area where one or two or more classes can undertake learning activities external to the classroom whilst still being connected to the internal space. The image to the left is the L-shaped module configuration, with the parallel module detailed on the next page.

The front of each learning module has a work bench with vertical retractable windows for students to gather for VET type classes. This facility sits between the interior and exterior of the learning module and is considered another learning space rather part of the module façade. It offers a strong peer environment as students stand at the bench with others to learn.

# parallel configuration



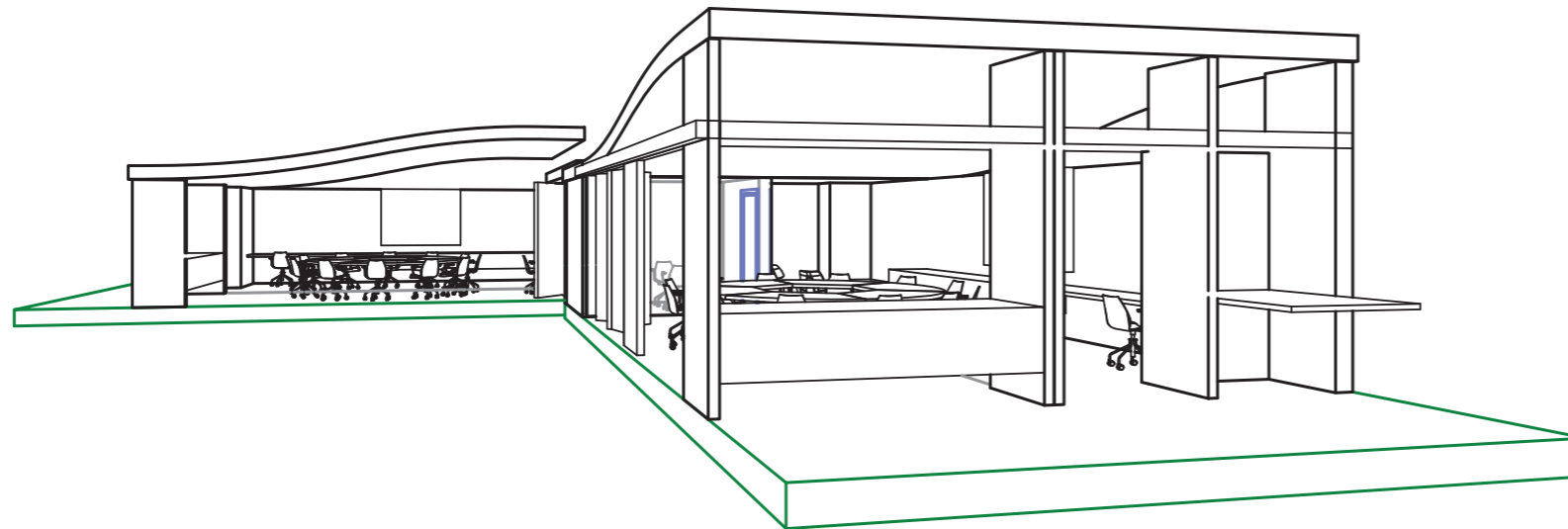
A number of teaching positions and rooms for different activity provide for an array of focus points. The three teaching positions allow for the educator to conduct their class from a number of locations depending on the activity. It is envisaged that each educator location will be configured to respond differently (T1 – desk beside an interactive whiteboard, T2 – a less formal pull up desk or fold out, T3 – bench work and outdoor education activities). Each educator location will have the same wall based controls for Data/Power/Lighting. Although the educator locations offer a number of ways a space could be configured or taught, it is conceivable that more than one of these positions could be used in combination at the same time depending on the method of delivery and how a class is organised.



## EDUCATOR MODULE

Using the same underlying structure as the learning space modules, the educator module includes individual and group work spaces for staff as well as lunch and toilet facilities. While requiring some additional resolution, the educator modules will also have a relaxed educator/ learner discussion spaces.

## perspective and roof form



### elevation

Whilst the plan of the learning module is rectilinear in its organisation, the elevation of the module incorporates a simple extruded curved roof form. The elevated section of the roof can be configured at 180 degrees along the axis of the module depending on its orientation to take advantage of access to sunlight and prevailing winds for light and ventilation. More significantly, the curve is used as a metaphor for a cloud. The intention is for the soft curved form to act as a gesture that identifies the learning environment from the rest of the rigour of prison architecture. The cloud is also the new technology for the holding of information in the new age of communication and is commonly thought of being up-there under which we all sit.

### light

There are a number of windows on each elevation that allow light access. The main source will be from the front façade of the learning module and from above via the elevated high windows.

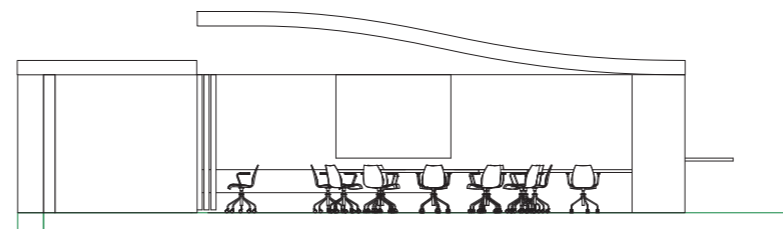
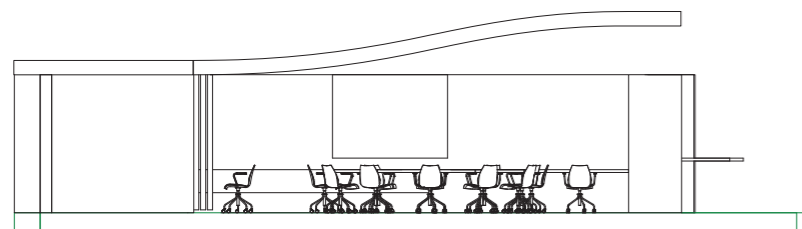
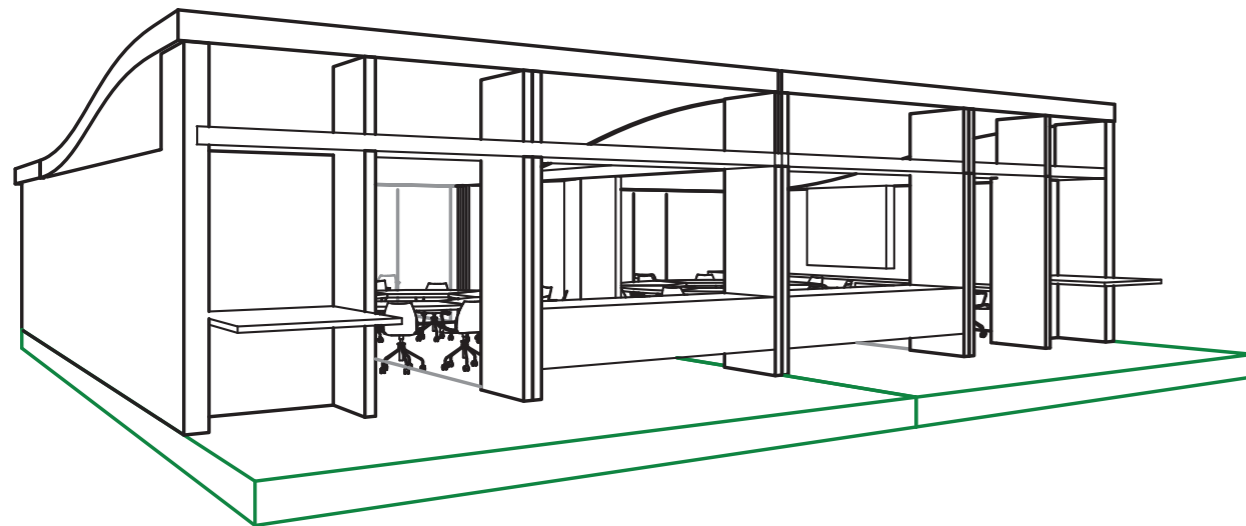
### thermal

the modules have not been thermally tested at this stage as the thermal conditions are specific to material. This discussion can happen in the next stage of design when DOC has an understanding of what materials are available. It is expected that this information will be identified in discussion with Corrective Services Industries.

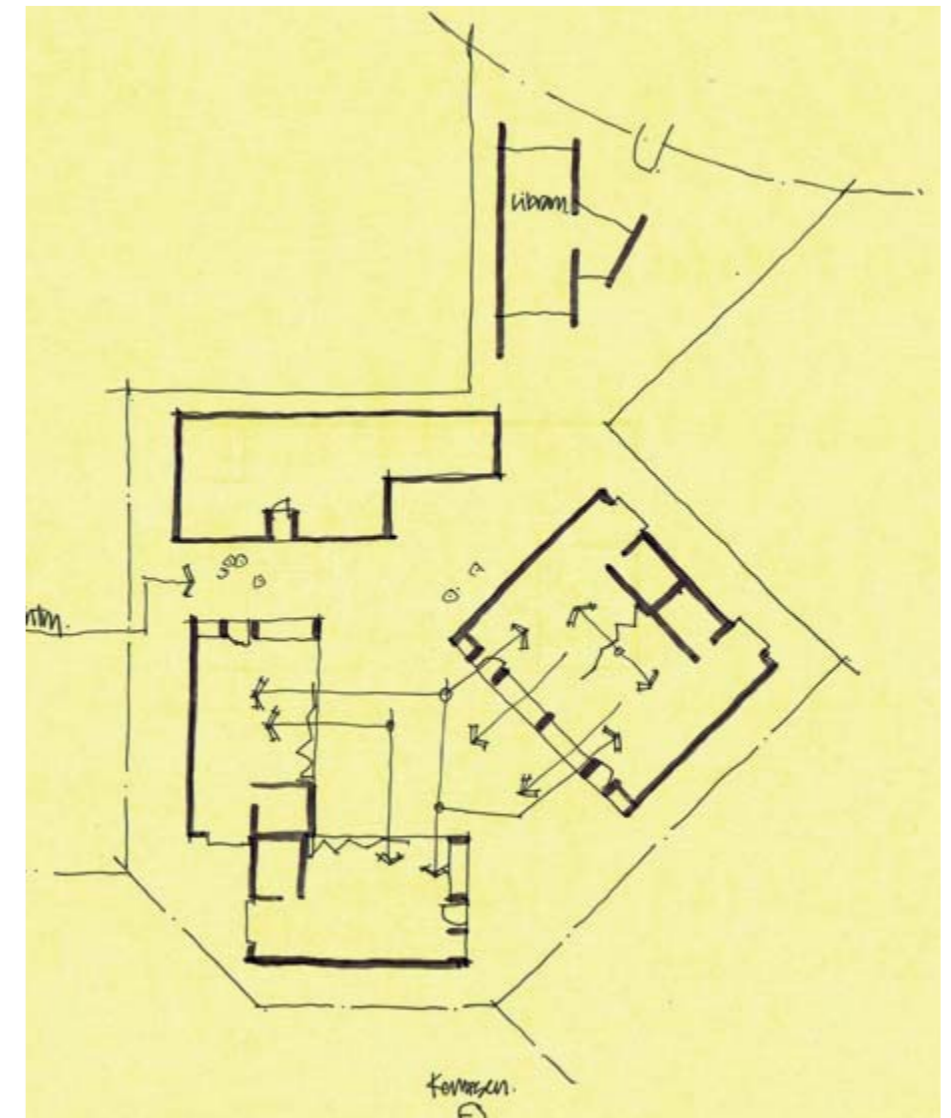
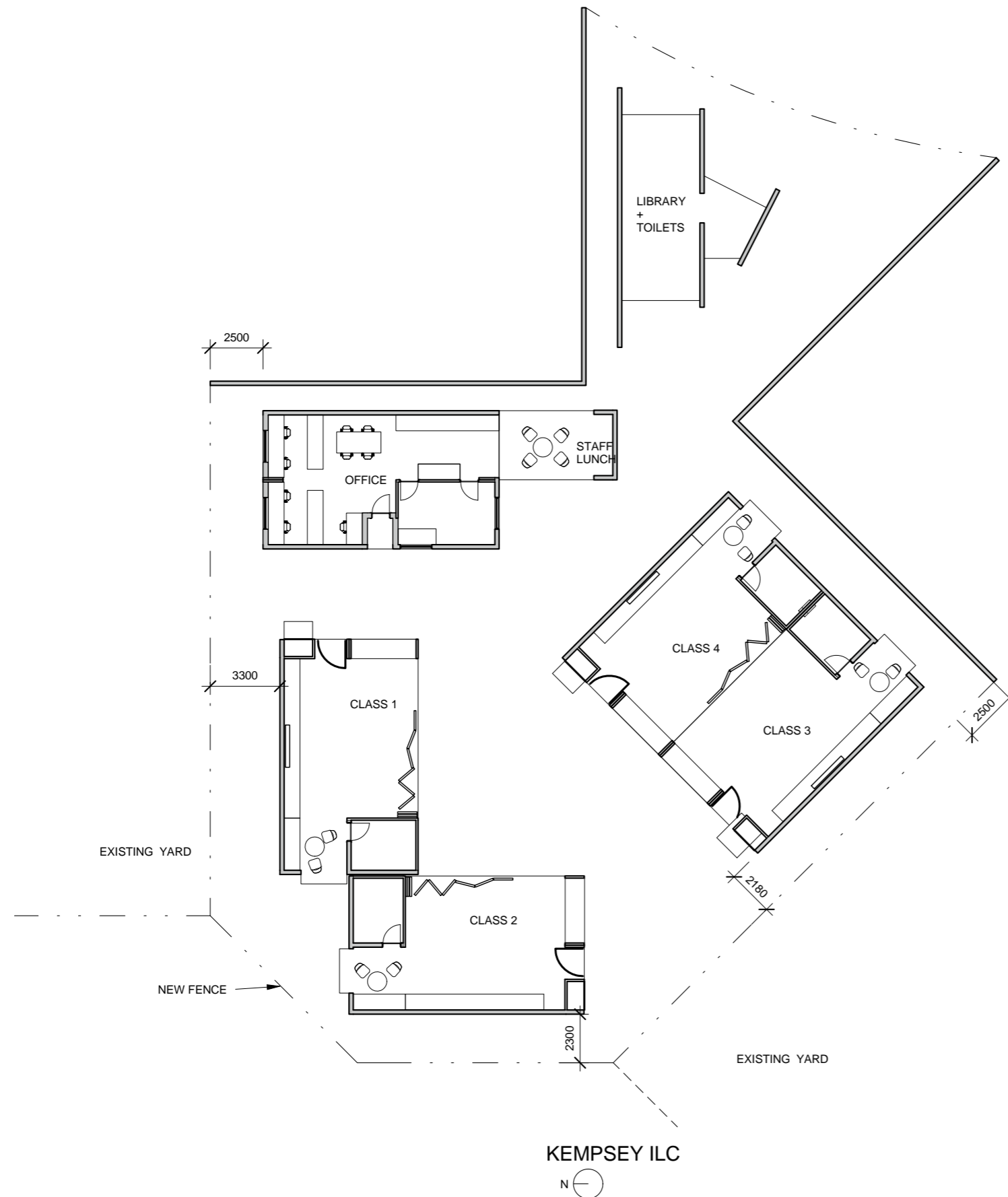
### construction

It is envisaged that the construction will be steel frame with timber infill on the typical CSI 400mm base subframe. Design development in conjunction with CSI will determine the final construction methodology.

The elevation of the staff module takes the same principles in terms of design concept and environmental performance as the learning module. The plan is rectilinear in organisation, but also takes the cloud metaphor as an environmental moderator and design concept. The intention is for the external architectural form to be no different that the learning modules. The idea is for the learning community to be engaging equally and the form of the buildings being the same indicates connection rather than differences. The one exception to this is the library at Kempsey that is at very early conceptual design.



# site 1 plan - mid north coast



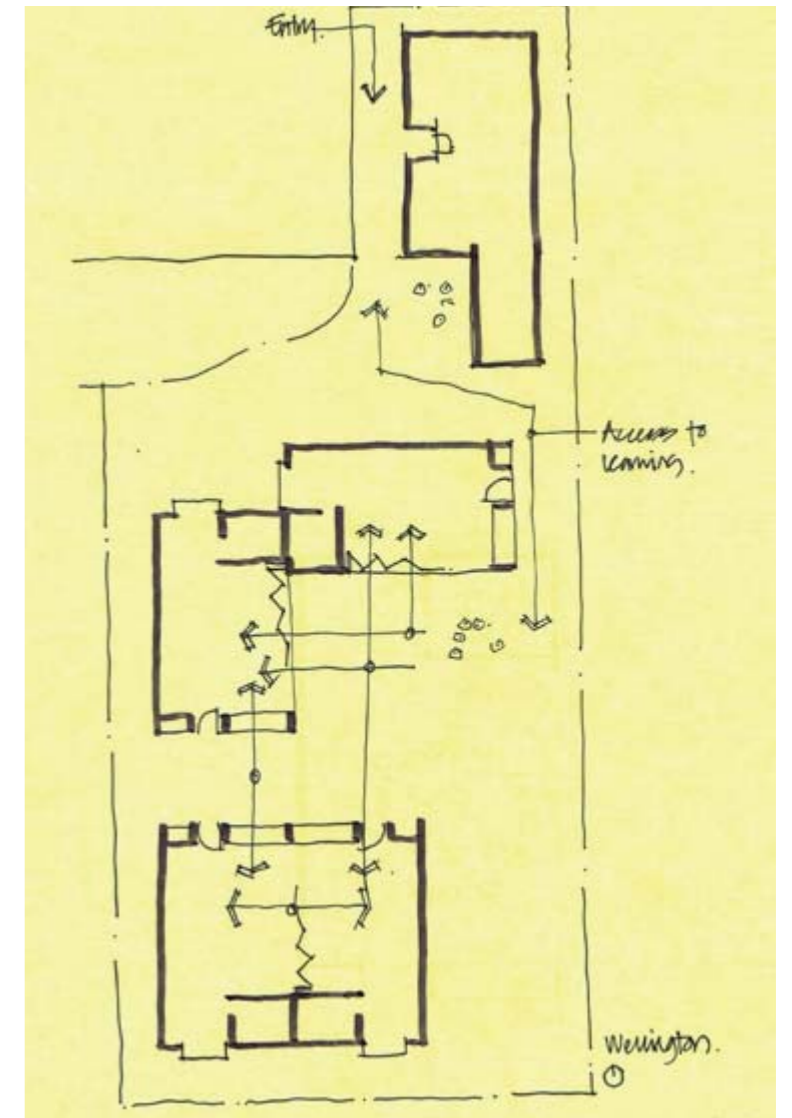
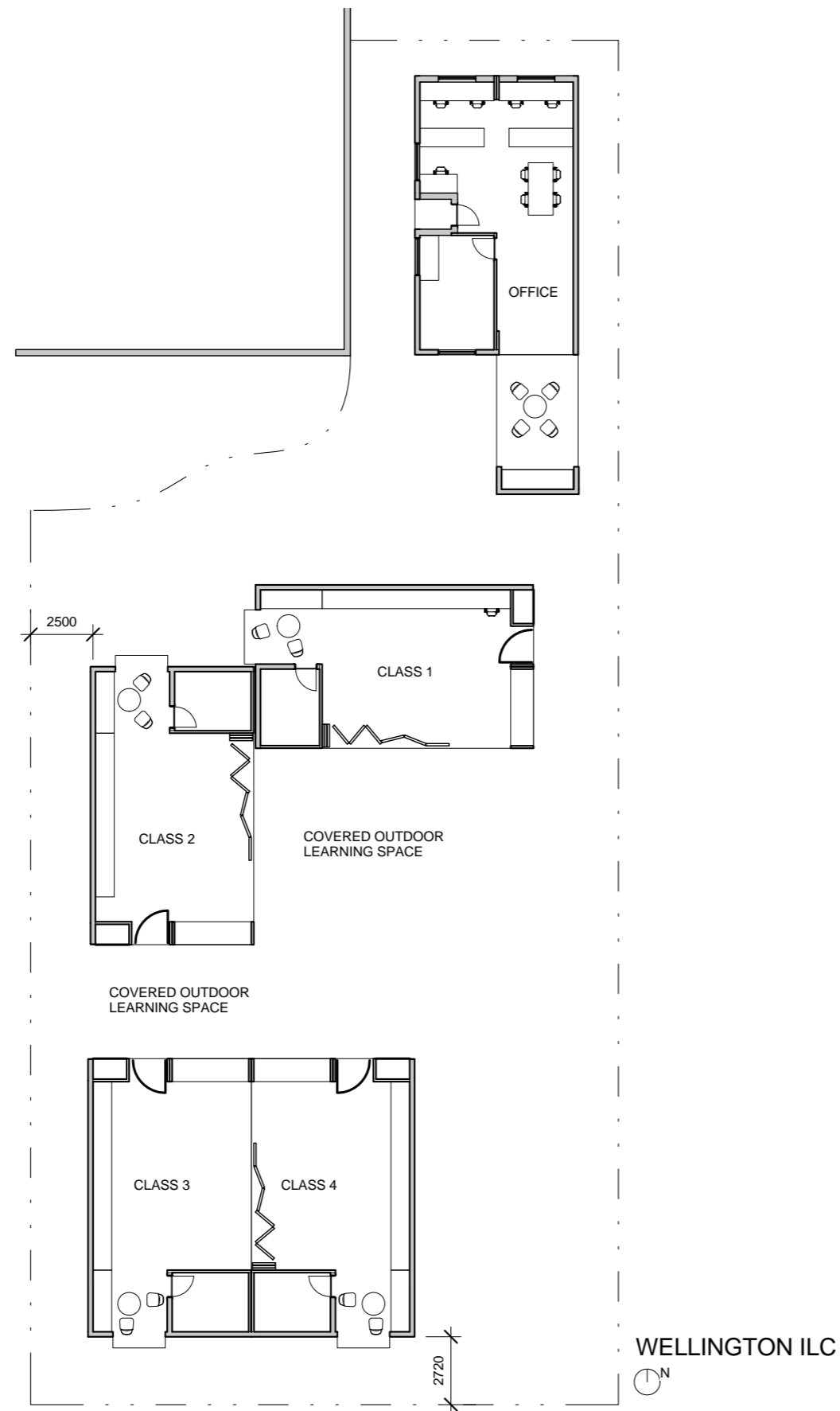
At the top of central space is the office that includes work spaces for each staff member, a staff meeting space and lunch room. It also includes a multi-function room and outdoor space for learner/ staff discussion.

The orientation of the L, parallel and office modules on the site creates an outdoor learning space that links the different classrooms and provides capacity for community.

A landscaped garden is located adjacent to the multi-function room to provide a sense of difference to the space when staff & learners are moving into the ILC and through to the learning spaces.

The library and additional toilets are located between the two living unit pods. This provides access to the library facilities for non-ILC inmates.

# site 2 plan - wellington

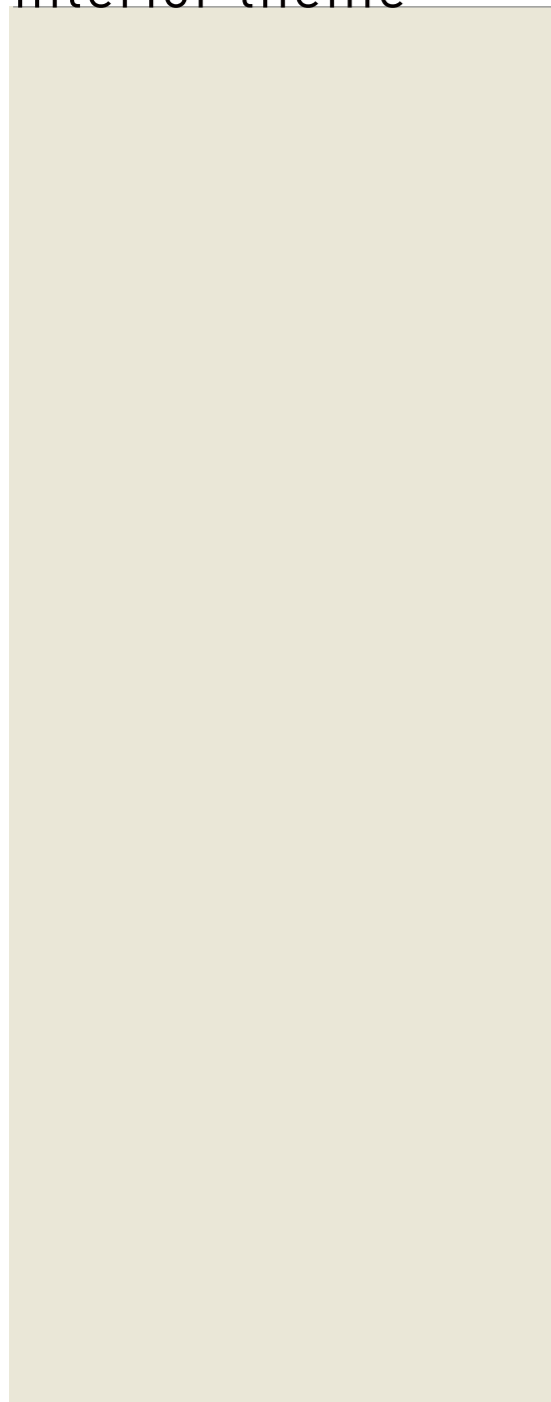


At the top of the Wellington site is the office that includes work spaces for each staff member, a staff meeting space and lunch room. It also includes a multi-function room and outdoor space for learner/ staff discussion.

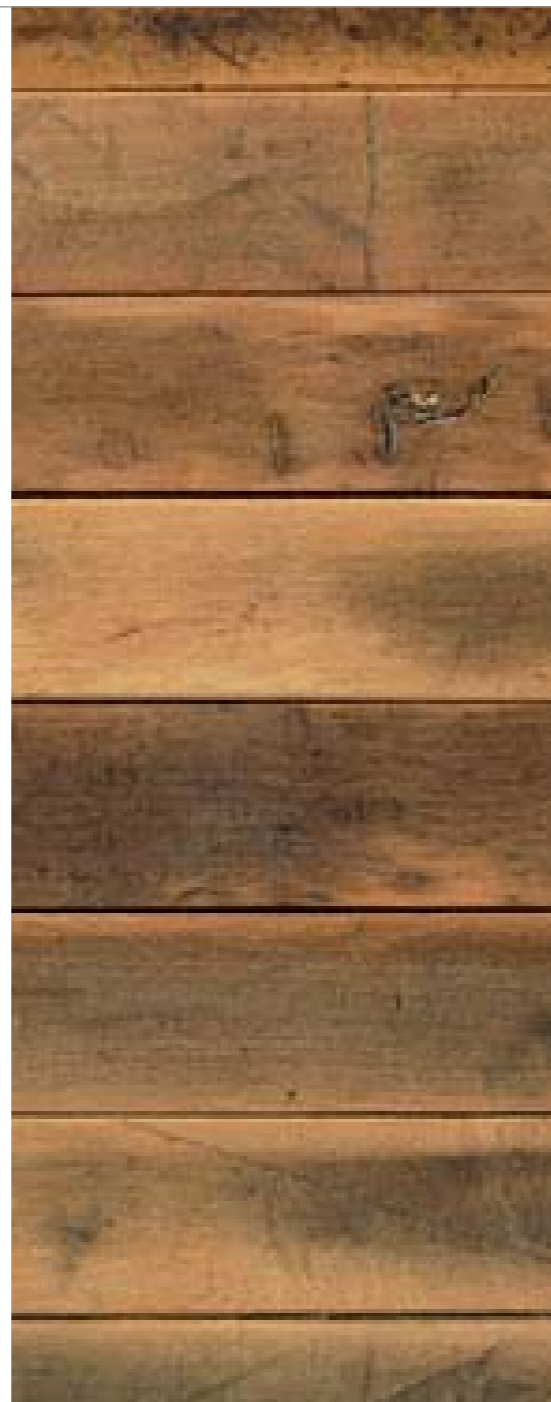
A landscaped garden is located adjacent to the multi-function room to provide a sense of difference to the space when staff & learners are moving into the ILC and through to the learning spaces

The orientation of the L and parallel modules on the site creates an outdoor learning space that links the different classrooms and provides capacity for community

## interior theme



OFF-WHITE



WOOD



TOUCH OF COLOUR



GREENERY

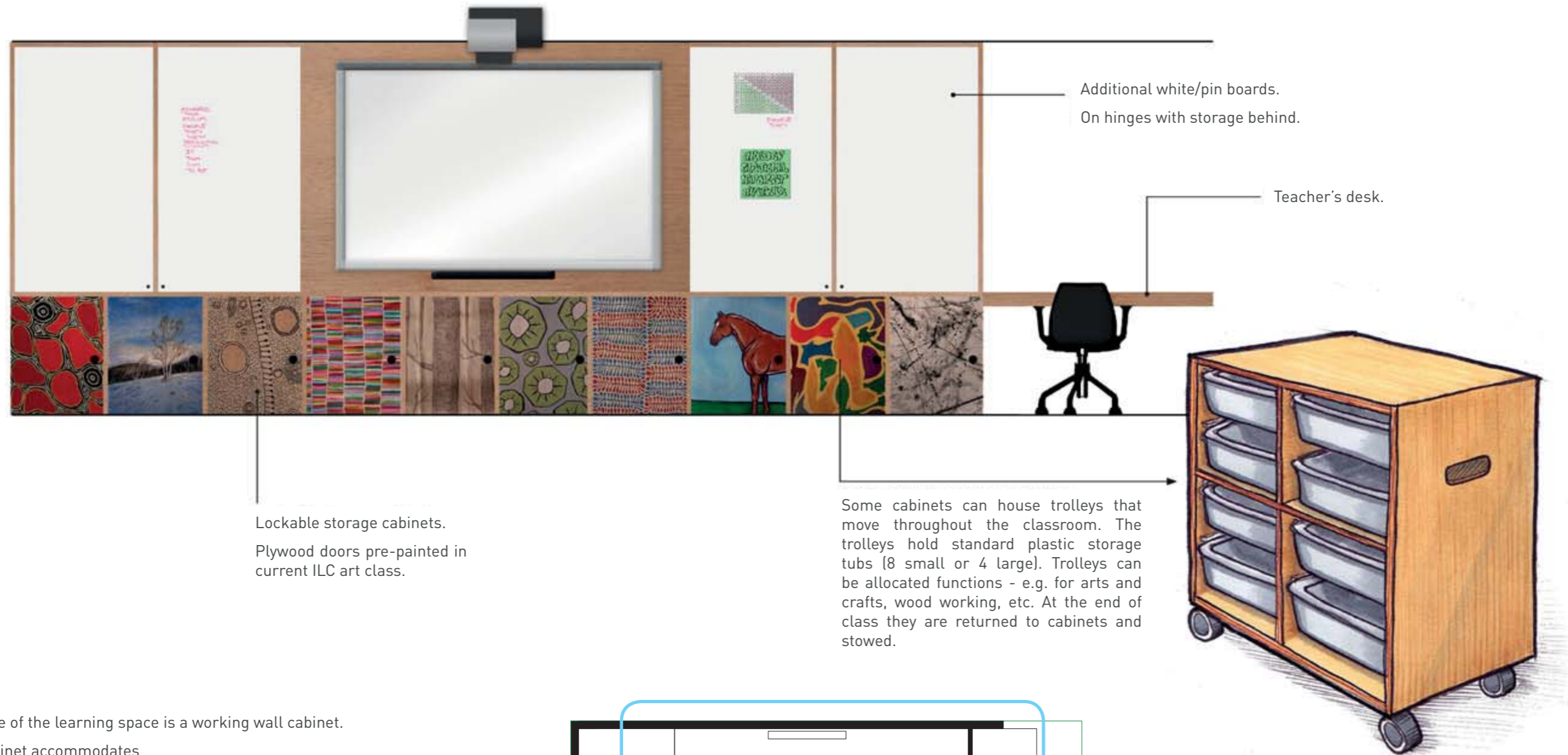
Key materials and aesthetics in the interior scheme are indicated in the theme boards above. Additional visual references to the interior aesthetic are provided in Appendix 1.

In support of creative and project based learning the interiors will feel open, relaxed and un-programmed. They will have a healthy balance between:

- Familiar (connect to outside world)
- Mentally stimulating (to improve concentration and inspire creativity)
- Culture (to welcome Aboriginal learners, provide warmth and nurture personal growth)

The intention is that the interiors feel like they have grown organically. This will provide a homely feel, reflecting the way people slowly fill their spaces in ad-hoc ways, Things may mismatch a little but all work together in easy harmony.

# working wall

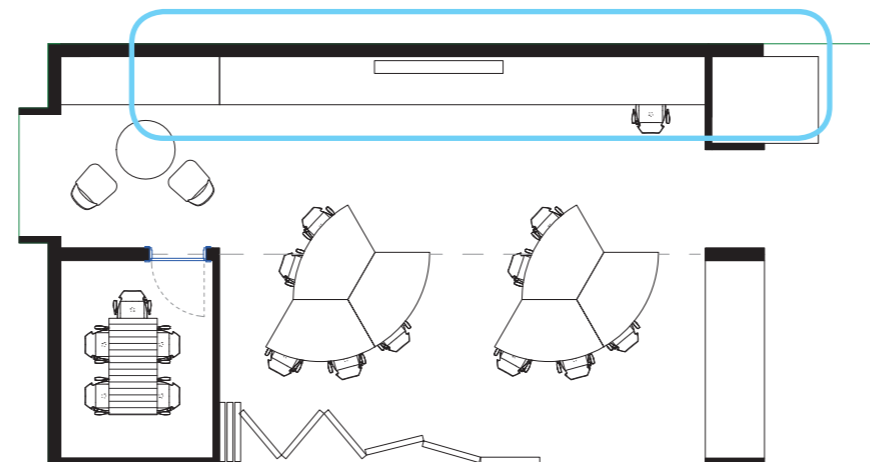


A feature of the learning space is a working wall cabinet.

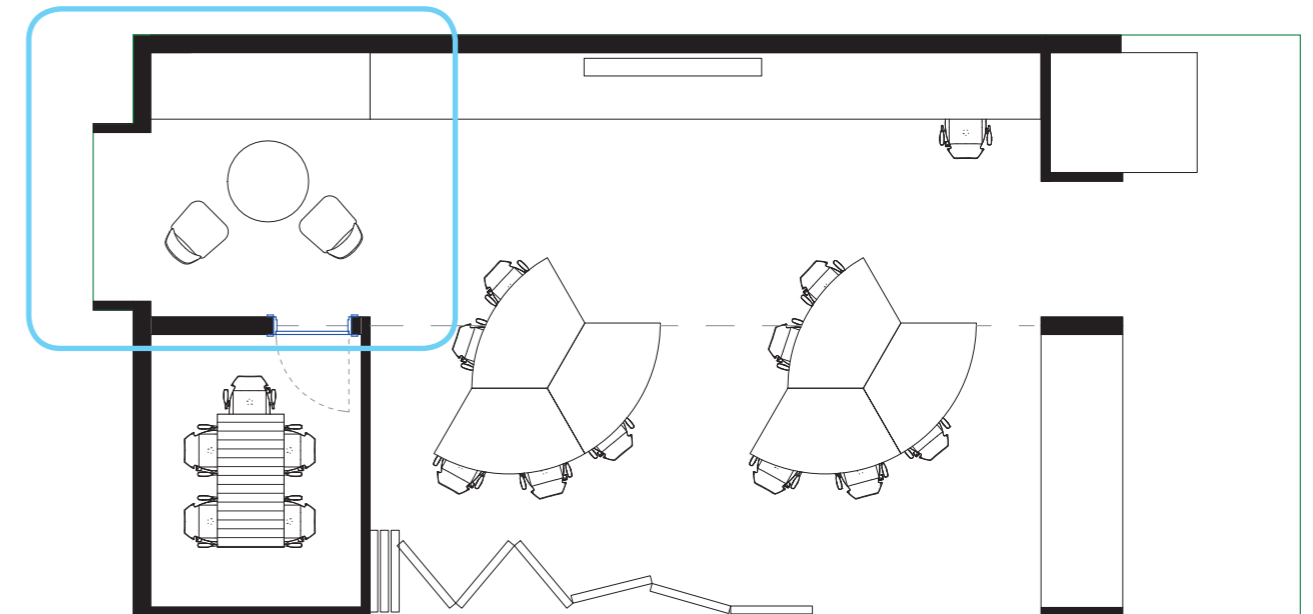
This cabinet accommodates

- the IWB
- interactive/writable surfaces (whiteboard/pinup/flipchart),
- a staff station near the space entrance; and
- a range of storage options

A feature is the moveable storage cabinets that slot into the structure and can be moved around the space as required





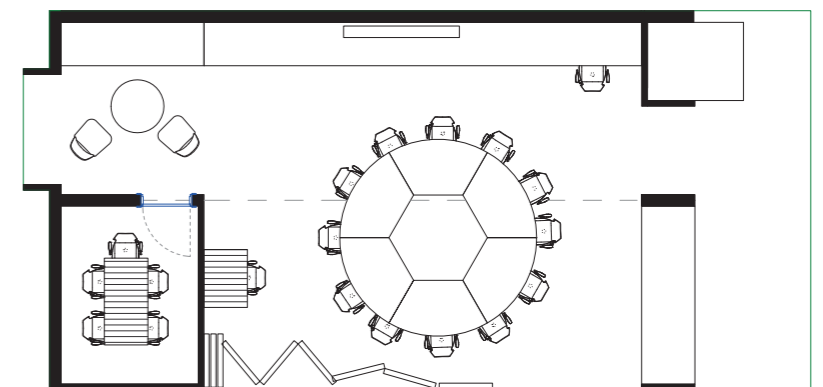
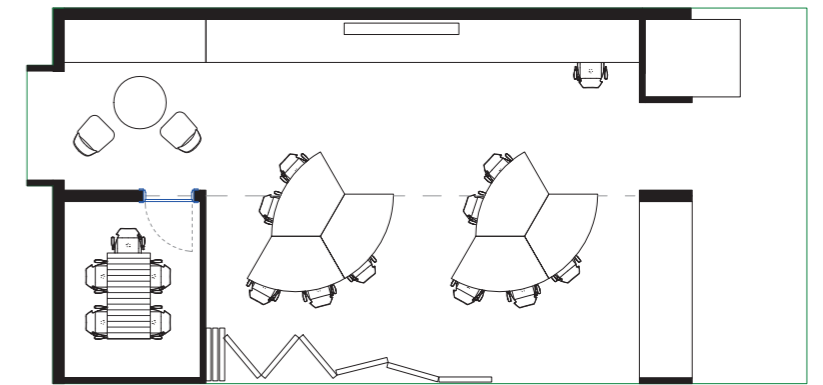
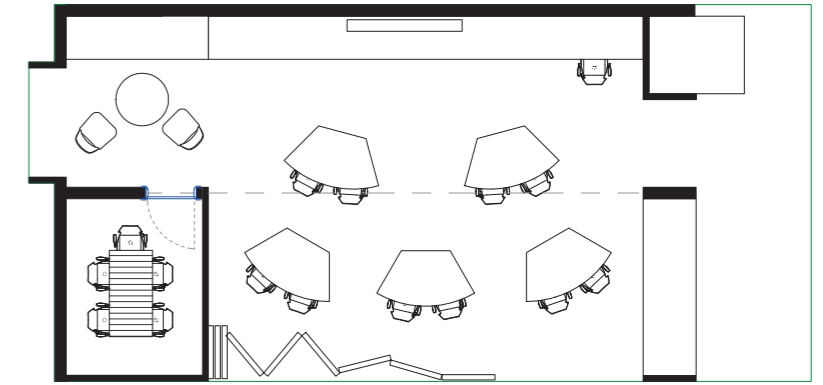


At the rear of the room is an area for more relaxed learning activities, reading by the window or informal interviews between teacher and learner. Seating is padded and at a lower height (400mm) than student chairs.

Features of this area include:

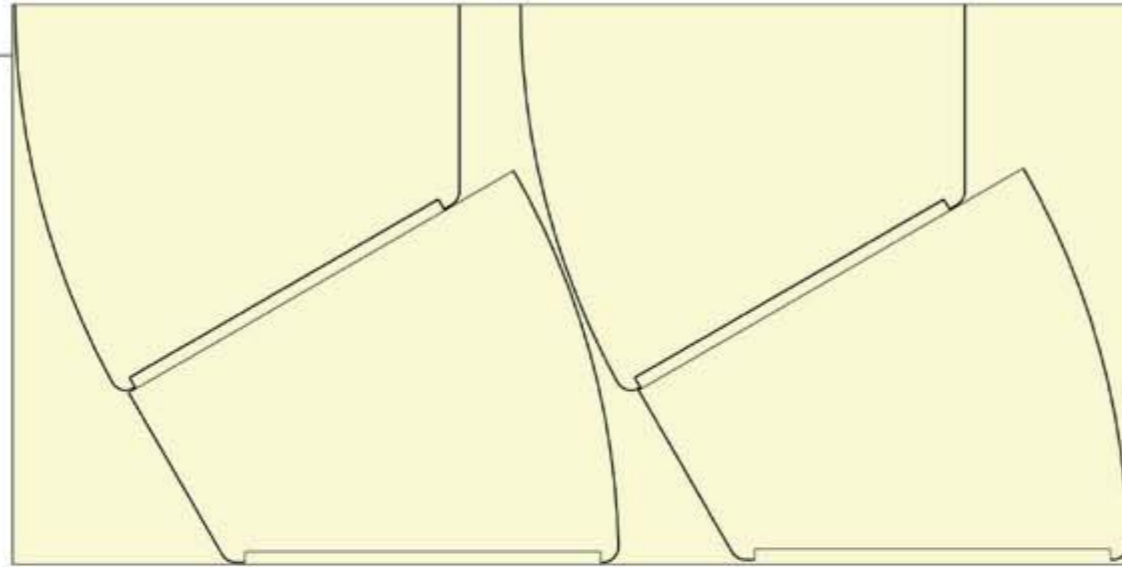
- In-built - plywood base, recycled canvass upholstery
- Low table - Reclaimed timber table top &
- Steel flatbar powder coated black base
- High density foam chairs – possibly upholstered in recycled truck canvas
- Flooring - recycled rubber (tyres) tiles
- [offers good insulation, acoustics and softer on feet than concrete]

# desks



This desk is designed to specifically to cater for the intentions of the ILC learning framework. The desk is designed to:

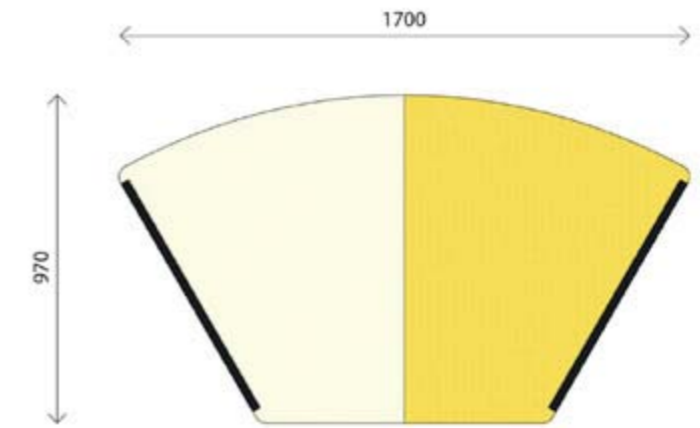
- facilitate connection at various levels of community by affording a large range of configurations
- create curvature within the room as well as adding subtle colour
- enhance adaptability of the space through the use of glides for easy manoeuvring and stacking functionality



25mm recycled plastic (PE) panel. Two table tops per sheet.  
Water jet cut or hand cut by CS with router jig



Steel RHS 50x25x2.0  
Powdercoated Black



# technology

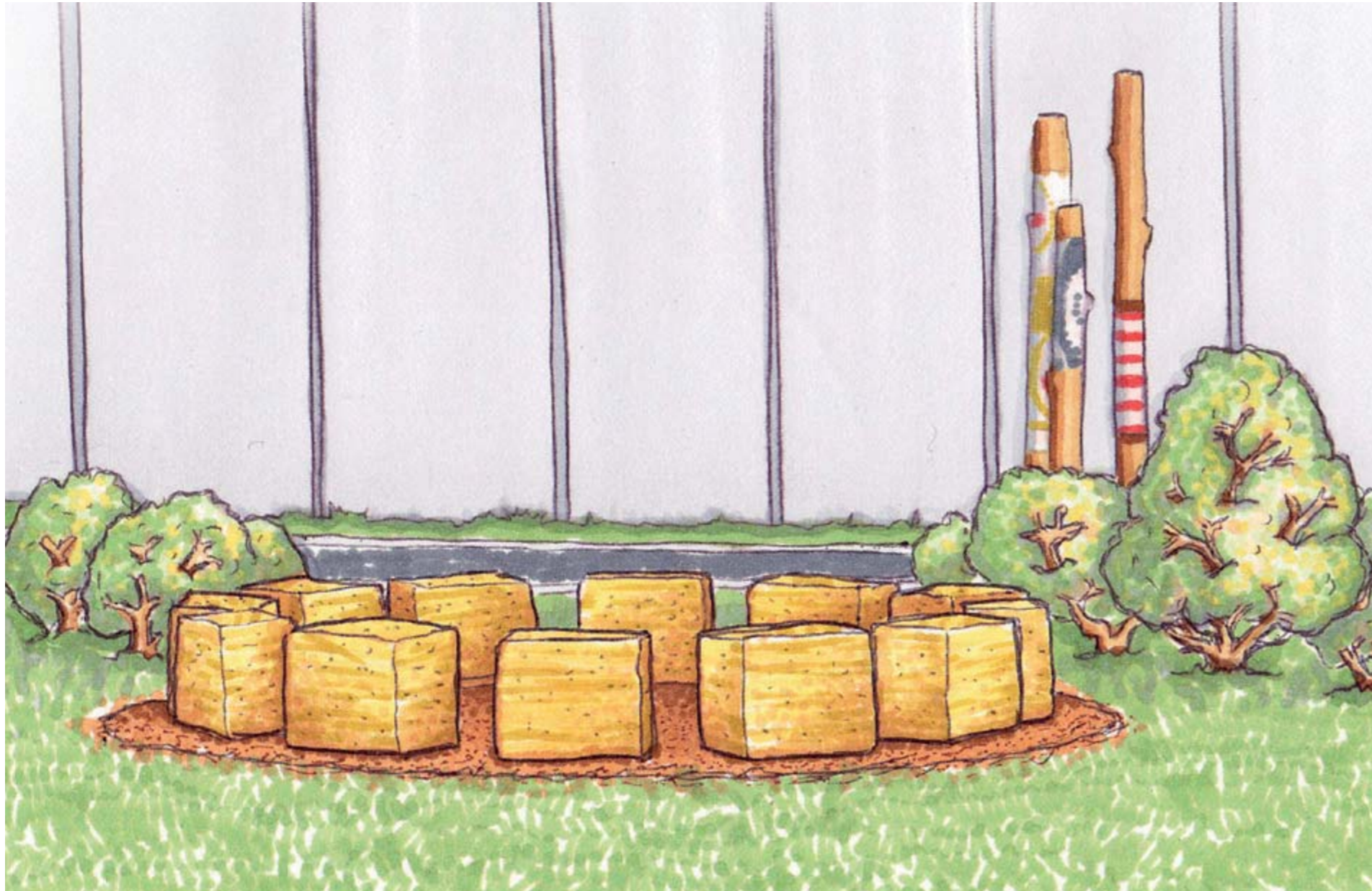


The interactive whiteboards specified for the ILC will introduce new, exciting and dynamic opportunities for learning.

For general computing we recommend that laptops rather than desktops systems are specified. Connected to an intranet through wi-fi and operating off battery power laptops provide the flexibility of use required for 21st century learning. Cost effective long charge life battery systems and laptop charging docks make this attainable.

Partly outside the current brief, two other pieces of technology we recommend for the ILC is an LCD screen for the small group learning space and livescribe pen. The LCD screen would enable the capacity for skype / facetime facilitated learning and collaboration with other communities. The livescribe pen has functionality that may be very useful for inmates wanting to build literacy – and as previously suggested this may extend beyond the ILC program.

## landscaping - yarn circle

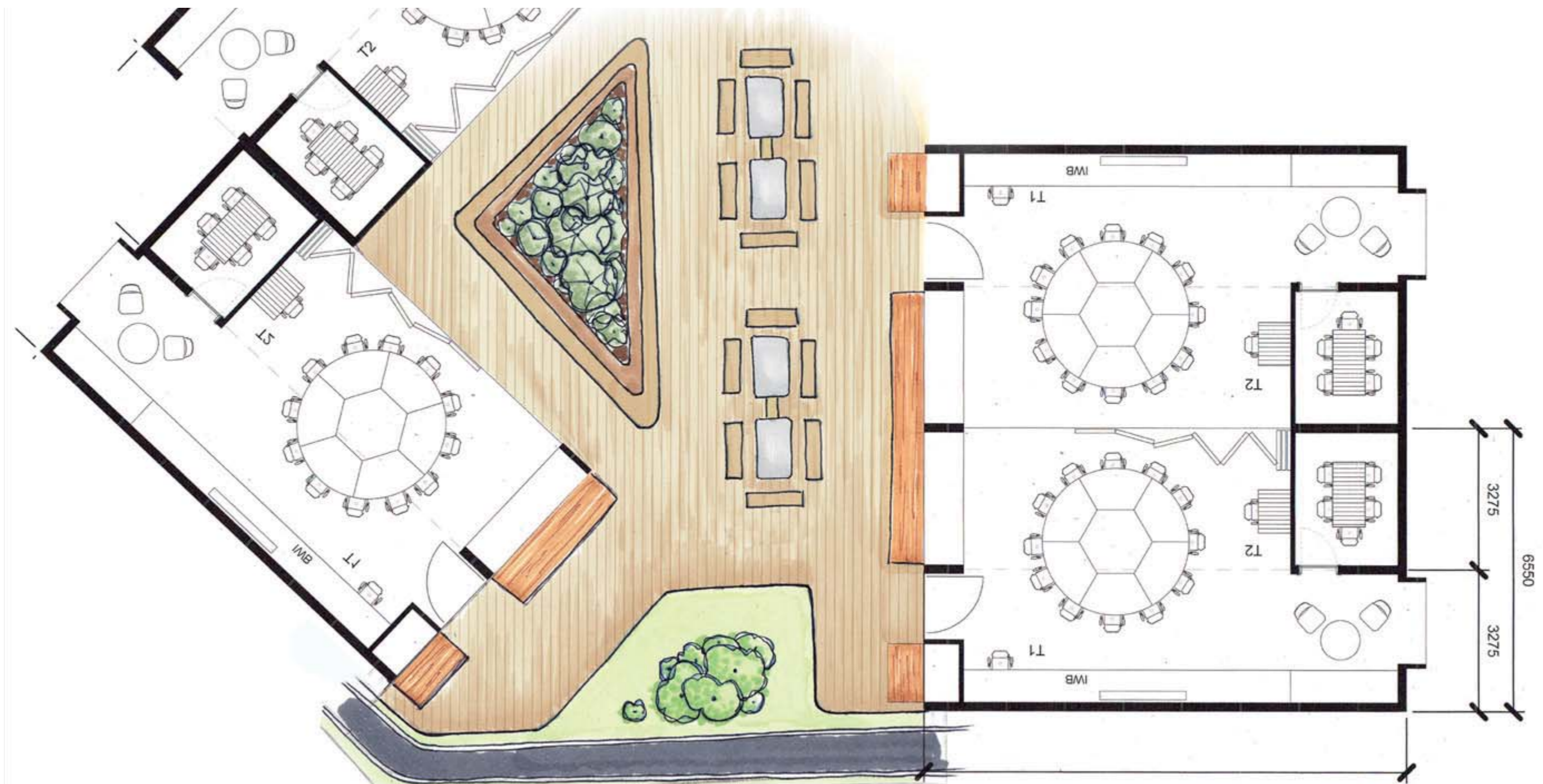


As discussed within the framework, story telling plays an essential role within aboriginal learning. Personal narrative contextualises information and greatly improves knowledge transmission and transformation. Such processes have been found to extend and have inter-cultural relevance to learning.

Leveraging off the concept of yarning, a circle of sandstone blocks (anchored to concrete footing to prevent removal) provides a focal point and serves as an important meeting place within the garden.

The space created is a relaxed and safe environment for group discussion and will nurture the therapeutic side of learning for all cultures. It can also be utilised for outdoor learning, class presentations, performance, assemblies and seating during lunchbreaks.

# decking



This image depicts the decking and landscaping scheme planned for the Kempsey site – with a similar scheme intended for Wellington. Decking links the classrooms providing interconnecting spaces for learning, Standing work benches protrude from and connect the individual classroom with the outdoor spaces.

A landscape structure consisting of a large triangular garden bed surrounded by bench seating provides the space with structure and a calm focus point. This landscape structure, and the garden bed at the bottom of the drawing, also provides boundaries and a sense of privacy for individual classrooms

Tables and seating provide the facility for staff and learners to undertake projects outside. Visual access from the classrooms to the tables enables a class of learners to use both indoor and outdoor space at the same time

## fencing



The fence frames the ILC and learners' views looking out from the space. It provides various opportunities for creating functionality and views consistent with a learning environment but not in conflict with the security function of the fence.

The above visualizations provide some aesthetic and functional treatments to the fence, which include:

- using it as an art canvas
- a border for landscaping
- a walking space for learners and a horizontal climbing wall (allowing learners to climb sideways, rather than upwards).

The concept portrayed in the top right image is that of allowing learners to paint and hang a fence post as a graduation ceremony or ritual. This provides a visual measure of success within the space and enables new learners to see the history of previous success and aspire to leave their mark. It resonates with the Aboriginal belief that land accumulates energy – these fixtures accumulate collective positive momentum within the ILC.

## 4. forward program

This project has a tight time frame to construction and delivery. There is also a requirement for collaboration and some transfer of responsibilities between the UTS project team and corrective service teams who will be involved over the next stages of this project. Due to these demands and complexities it is important that sufficient planning occurs around the project schedule and delivery. As such this section details some of the key tasks and considerations for planning the forward program for this project.

### KEY PROGRAM TASKS

The schedule provided below conforms to the agreed program dates but includes some additional program tasks. The key program tasks reflected in this schedule are further described in this sub-section.

### CONSULTATIONS

After approval from the client, the next stage of this project is consultation with key stakeholders around the design concepts detailed in this report. The key stakeholders who will need to be consulted include:

- teaching staff
- learners/ inmates
- centre staff
- security management
- CSI staff
- assets/ facilities management

We expect consultation to occur in the first week in November. Consultation with stakeholder not located in Sydney can occur by phone conference, video link or written comments. Based on the consultation feedback, an additional iteration of modifications to the design concepts will occur and submitted to the client for approval to proceed to the next stage

design delivery plans

Once there is agreement on the overall structure and content of the design concepts, we recommend that brief but specific design delivery plans be developed for each component of the project. The key project components that would require a plan are detailed in a following sub-section 'Design & planning

considerations'. Each delivery plan would include:

- team & roles
- stakeholders
- tasks & schedule
- map of design & approval process
- approx. budget

### DRAFTING INPUT - CLARIFY AND SPECIFY DESIGN FOR DRAFTING

After this report, the next delivery milestone is providing CSNSW drafting services with the relevant design information for the drafting of detailed structural plans for structures in the ILC. This includes information for the drafting of plans for the site, modules and potentially furniture. It will also require consideration of the fit-out and fixtures that interact with the structure

Currently the schedule for the ILC provides one month for clarifying and specifying the design for drafting. This is an extremely tight time frame considering the scope of the work and potential complexities. To meet this milestone it will require an intense period of work that includes the relevant professional and stakeholders. These may include:

- CSI staff
- UTS design team
- engineers
- drafting services
- prefabrication transport
- CSNSW assets delivery and management

### COSTING INPUT - SPECIFY MATERIALS AND PRODUCTS

The last delivery milestone outlined in the schedule is providing CSNSW assets with information required to complete costing for the project. This will require clear estimates about the type of materials used in the fit-out, fixtures,

furnishings for the modules and landscaping more broadly.

### FORWARD TASKS 2013

Due to the tight time frames for the project consideration needs to be given as to what design tasks could be moved to next year without impacting on the overall delivery and timing of the project. Broader time frames for some tasks may also enable inmate/ learner involvement in the design and construction phases adding additional value to the project.

Some design tasks that could be considered moved to next year (but are not limited to):

- Detailed specification of non-structural elements of fit-out
- Landscaping of site
- Specification of design and construction of decking
- Some of the design and construct furnishings
- Specifying of off-the-shelf furnishings
- Decoration and personalization design tasks

For many of these items it will be possible to provide per square meter or unit cost estimates that would have adequate reliability for estimating the overall costs for the project in December 2012.

### learner/inmate design and construction participation

Opportunities for involving future ILC learners in aspects of the design and construction of the learning environment have been emphasized by the client and stakeholders at the correctional centres. Involving learners in a meaningful way has the capacity to start to build a positive narrative and accumulation of energy around the ILC that is critical to its success. Learning can be embodied in the design and construction processes of the ILC and create a centre wide connection with the facility. Drawing on the expertise of corrections service industries in facilitating inmate involvement, the design team is keen to contribute and assist in any planning or project design that connects the design and construction team with the relevant stakeholders at each of the centres.

schedule	NOV12					DEC12					JAN13				
TASKS	NOV12					DEC12					JAN13				
consultation	■														
revise based on consultation		■													
design delivery plans		■													
specify design for drafting			■	■	■	< milestone drafting input									
specify materials for costing						■	■	< milestone costing input							
construction commence											■	■	■	■	■
forward tasks 2013											■	■	■	■	■



## team

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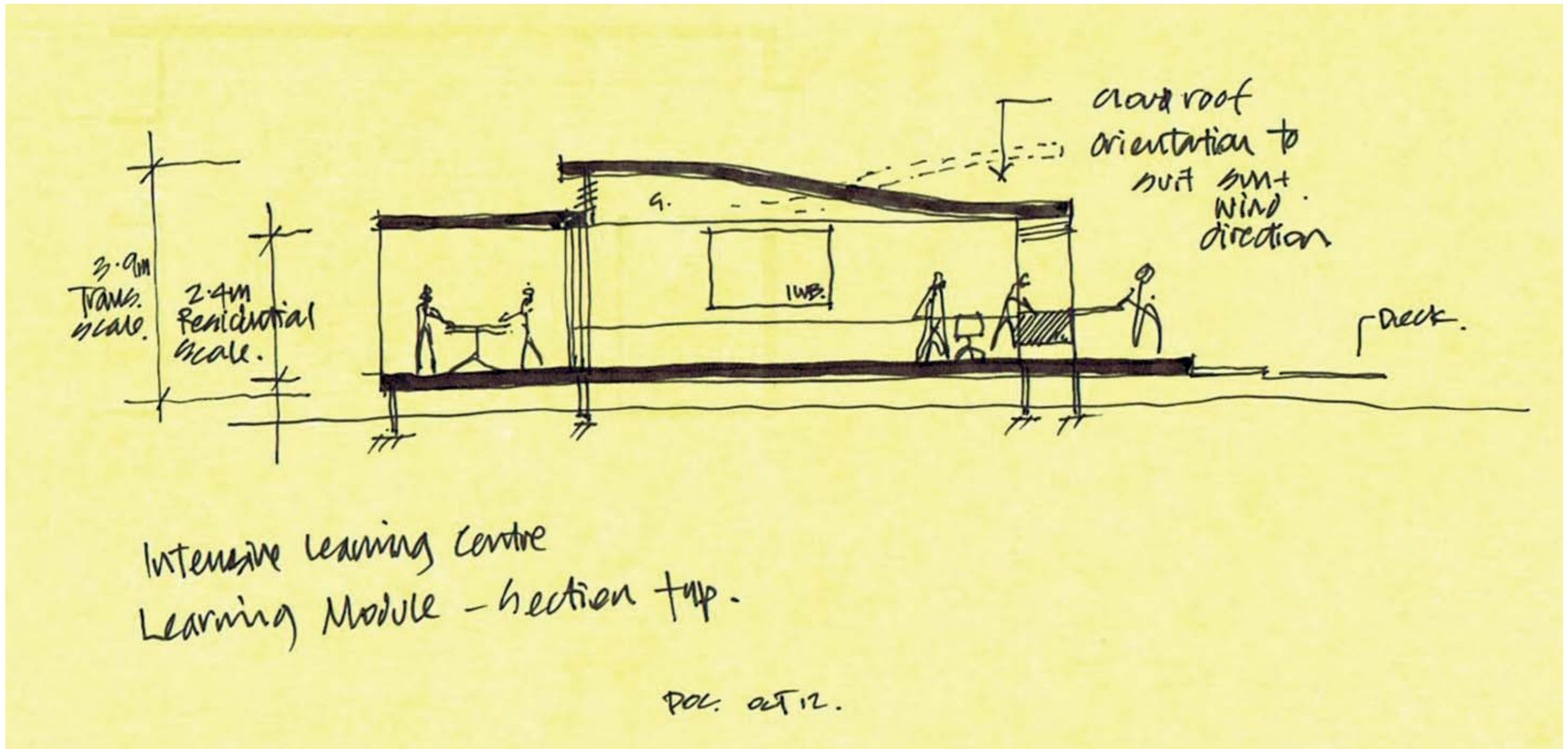
KEVIN BRADLEY  
TASMAN MUNRO  
ROHAN LULHAM  
DOUGLAS TOMKIN  
LUCY KLIPPAN



## 6. appendix

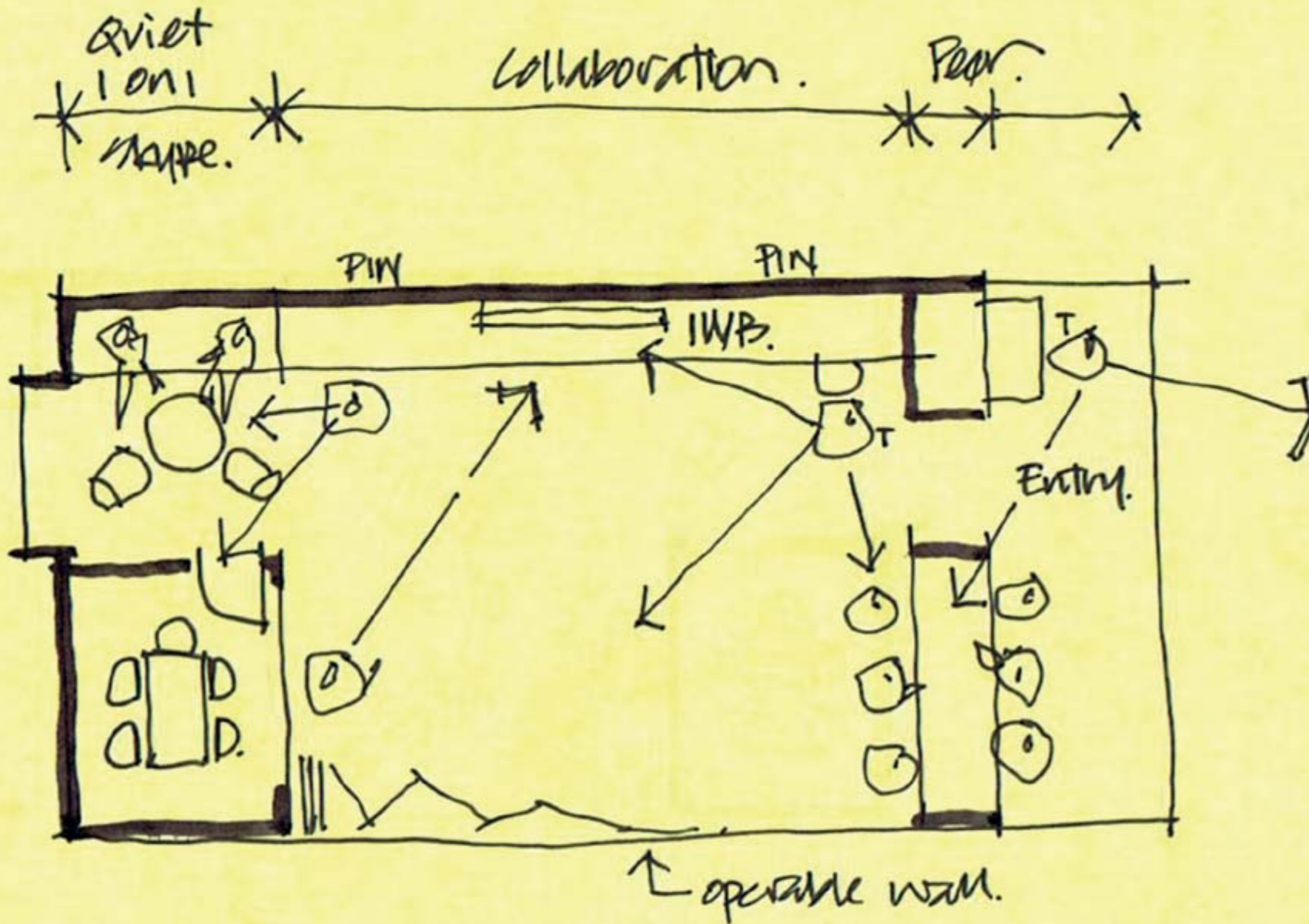
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appendix 1: learning module concept - sketch 1



(SECTION VIEW)

appendix 2: learning module concept - sketch 2



Intensive Learning Centre.  
 Learning module. — Educator positioning  
 2 walls. + multiple learning/teaching modes  
 Multi-scale. one person to every one (ILC).

Doc. 0012.

(PLAN VIEW)

appendix 3: references - interior spaces



REFERENCES

appendix 4: references - outdoor spaces



REFERENCES

## appendix 5: climbing wall



The climbing wall facilitates a large range of learning games, provides physical outdoor activity and encourages a healthy sense of competition. It can also be used for recreation on lunchbreaks.

Games can be run from the control panel to the right. Letters crossed off, rules written, scores recorded. Examples of learning games could include:

### LITERACY GAMES

#### alphabet

Circle the alphabet in the correct order. Circle all the vowels in different colour

#### categories

Circle all the words which are adjectives/Countries in Europe

#### wheel of fortune

Circle letters to guess a word.

#### word race

Two teams, climbers race to circle the letters of a given word, whilst their team members cross letters off in the control panel.

#### guess the topic

Pictures are drawn above handles, clues are written on folded pieces of paper and taped above grips, learners have to work their way through the clues like a treasure hunt.

### NUMERACY GAMES

#### numbers

Circle all the numbers in order

#### categories

Circle all the even/odd numbers, multiples of 9 etc

#### math relay

first two climbers race to circle an equation, they then tag their team member who has to circle the answer

#### numbers and colours

write the numbers 1-100, multiples of 5 on green grips, multiples of 3 on red grips etc.

### COLOUR GAMES

#### colour race

First team to circle all their colour wins

#### colour route

Climb a route using only one colour.

#### twister

All learners on wall. Teacher yells out "left hand on blue" etc. Last one to fall off wins.

# INTENSIVE LEARNING CENTRE

## CONCEPT REPORT



This project is a collaboration between Corrective Services NSW (CSNSW) and the Designing Out Crime (DOC) research centre at UTS.  
2 November 2012





# INTENSIVE LEARNING CENTRE

## THE COMPLETED PROTOTYPE

This project is a collaboration between  
Corrective Services NSW (CSNSW) and the  
Designing Out Crime (DOC) research centre at UTS.  
2 November 2012





designing out crime  
RESEARCH CENTRE

## ENQUIRIES

Designing Out Crime Research Centre  
Level 3, 235 Jones St, Ultimo  
University of Technology, Sydney  
Postal address:  
PO Box 123 Broadway NSW 2007 Australia  
Email: rohan.lulham@uts.edu.au  
Telephone: (+61) 411 640 289  
Web: [www.designingoutcrime.com](http://www.designingoutcrime.com)

Report design: Lucy Klippan

## Documentation of the Completed Intensive Learning Centre at Mid North Coast Correctional Centre.

Once the final concepts were detailed the ILC building modules and furniture were produced entirely by inmates within Corrective Services Industries. This was linked to Vocational Training and encompassed a wide range of processes from steel frame construction, plastering and painting, to panel cutting, steel fabrication, powdercoating and upholstery.

During this time Designing Out Crime partnered with CSNSW to oversee the implementation managing design amendments and meeting with teachers who concurrently developed a new curriculum for the space.





The ILC was officially opened by the Attorney General in April 2014



A plaque was laid and a BBQ followed



## OUTDOOR LEARNING SPACES

clockwise from top left

1. deck for assembly and morning tea
2. yarn circle
3. outside the classrooms
4. reading tables outside the library



## CLASSROOMS

clockwise from top left

1. classroom tables, individual and in circle configuration
2. working wall – interactive whiteboard, whiteboards, storage, art panels and teacher's station
3. soft seating area
4. students call it the 'chillax area'



Classroom in use



## INTENSIVE LEARNING CENTRE

### THE COMPLETED PROTOTYPE



This project is a collaboration between Corrective Services NSW (CSNSW) and the Designing Out Crime (DOC) research centre at UTS.  
2 November 2012

