

ILC DESIGN GUIDELINES

Recommendations for the design and planning of Intensive Learning Centres within CSNSW





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GLOSSARY

AEVTI Adult Education and Vocational Training Institute

CSI Correctional Service Industries

ILC Intensive Learning Centre

MNCCC Mid North Coast Correctional Centre



OVERVIEW

PURPOSE

The purpose of this design guide is to inform the design and construction of future Intensive Learning Centres (ILC) in Correctional Centres (CC) in NSW.

The guide documents and clearly conveys key learning from the recent design and research projects related to Intensive Learning Centres in NSW maximum-security prisons.

It is endorsed by the CSNSW Executive as a key guide for the project control groups and the design and construction teams responsible for new ILC facilities.

BACKGROUND

This guide draws heavily on the learning from the research, design, construction and evaluation of the MNCCC Intensive Learning Centre design prototype. The MNCCC Intensive Learning Centre prototype facility was:

- the first CSNSW learning facility purposefully designed to explicitly support the learning, desistance and security objectives of the program
- informed by a visionary design brief, the research literature on 21st century education and an extensive process of collaboration and research with staff, educators, managers and inmate learners across CSNSW
- subject to a comprehensive evaluation where the building was assessed against key performance and quality criteria

SCOPE

This design guide is intended as a resource that enables future ILC project control groups and design and construction teams to draw on learning from the ILC prototype and related projects.

The guide establishes a number of design principles, criteria and elements for future ILC facilities. This includes elements that have worked in the MNCCC, but also additional elements indicated through the evaluation and associated work.

The guide is necessarily top level in its description. In some cases additional information can be obtained in the ILC prototype concept or evaluation reports.

This guide should NOT be used in place of involving local staff and inmates in collaborative design processes essential for ensuring any new facility meets local needs.

“The central goal of the ILC program is to engage learners in a process of change where they develop the capabilities, knowledge and motivations supportive of desistance from crime.”

PROGRAM DISCUSSION

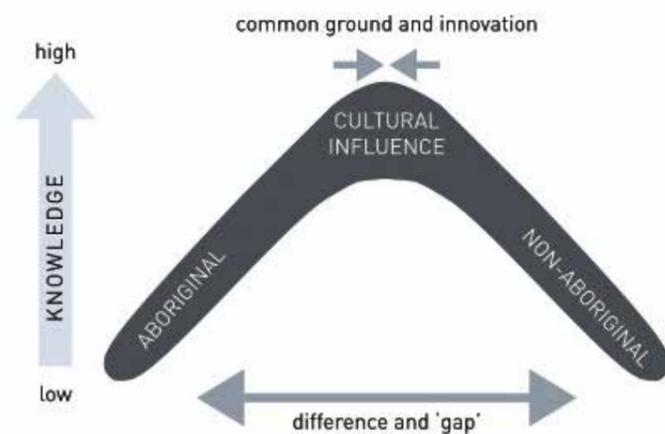
DESCRIPTION

The Intensive Learning Centre is a Learner-centred program built on the central question 'How can we design a program that will best maximise our learners' potential and best serve both our learners and the communities to which they return?'. Some of the core principles of the ILC learning program reflecting this ambition are detailed on page 8. The physical design of the ILC needs to respond to and provide opportunities for actioning these principles (see ILC Concept Report for more detail). Importantly, the learning program also needs to be developed and strive to utilise the opportunities embedded in the facility design.

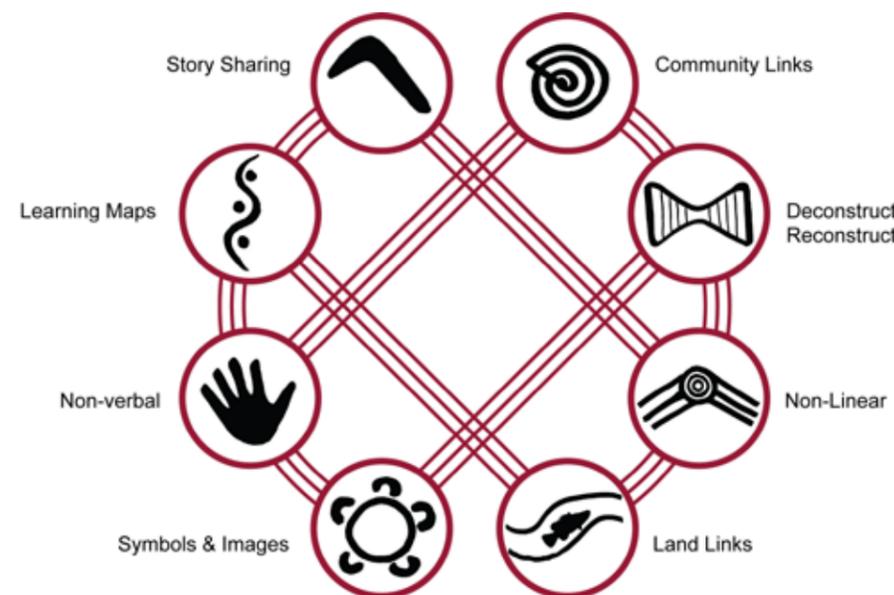
"The ILC program should maximise learners' potential and capabilities in ways that will best serve them in the communities to which they return"

KEY CONSIDERATIONS

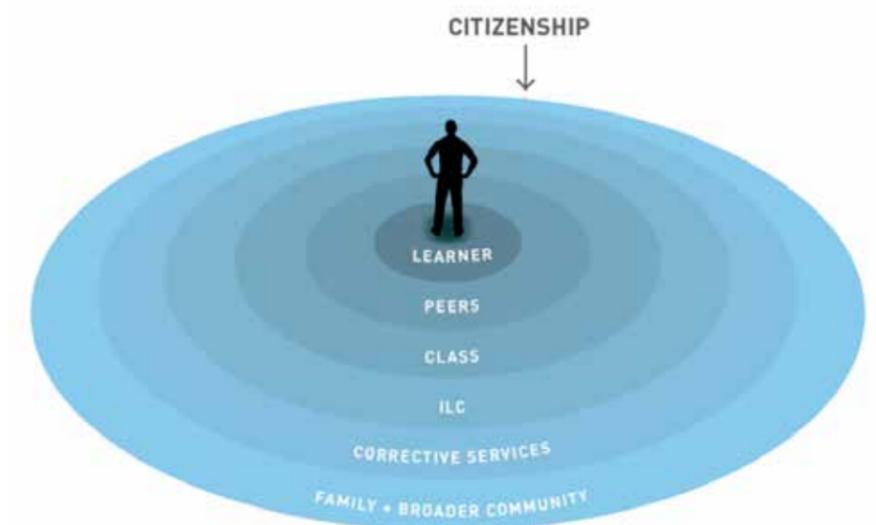
- Empower ILC educators and officers to innovate with their practice and curriculum through opportunities, support and professional development.
- Take a learner-centred approach - shifting the mind-set from the traditional view of teacher as point of knowledge - to where the teacher takes the role of learning facilitator/co-learner.
- Proactively embed technology wherever possible, using the interactive whiteboards and any other available technology such as laptops, iPads.
- Encourage a creative and collaborative space; work with the learners, teaching colleagues and officers to support integrated, project-based learning opportunities such as garden design/horticulture projects.
- Support a strengths based learning approach; identify and work with the strengths of each learner and group of learners to engage and support their progress, rather than focusing on learning deficits.
- Encourage learners to look beyond themselves and their immediate situation; support the consideration of fellow human beings and the creation of opportunities for learners to engage in supportive action within their restricted context.
- Provide support for continuity in learning within custody beyond the ILC; distance learning should be provided to enable sustainable release into the community.
- Create pathways for learning progression in order to ensure learners are not obstructed in their progress towards more advanced vocational or academic learning and can continue through certificate levels on offer at the ILC.



This model is derived from the 'Boomerang Matrix of Cultural Interface Knowledge'; it describes the importance of learning cultures within an ILC environment.



Models such as 8ways provide guidance in Indigenous pedagogy through story telling, symbology and learning connections with country and community.



The educational pathway a learner takes at an ILC should enable them to acquire citizenship by fostering relationships and connection with various levels of community.

LEARNING PROGRAM

- Create and maintain a social environment where people are safe and feel safe.
- Empower ILC educators to innovate with their practice and curriculum through opportunities, support and professional development.
- Establish and integrate both educator and officer roles in modelling and supporting the value of learning.
- Leverage technology and innovative contemporary teaching practice to offer a stimulating, flexible learning experience.
- Supportive learning relationships among educators, officers, peers, class groups and the ILC community is essential to the program.
- Embed the planning, aspiration, achievement and celebration of gaining nationally recognized certificates throughout and beyond the learning program.
- Engage learners in a process of change where they develop the capabilities, knowledge and motivations supportive of desistance from crime.
- Find a meaningful balance between the pedagogical needs of cultural groups who may be using the space.

DESIGN

- Encourage positive and minimize negative behavior through a range of design techniques
- Design should act to enable learning communities at various scales: individual, group, class and ILC wide interaction.
- Key materials and aesthetics should create a space that feels relaxed and familiar, but also mentally stimulating and culturally appropriate.
- Form connections with the natural environment: land, sky, vegetation; various physically and visually tangible means may enable this motive.
- Ensure the quality of the terms of temperature, airflow, lighting, acoustics and visual views; these aspects will be fundamental to how the structures operate as effective learning spaces.
- Consider the implementation of multifunctional spaces that cater to various functions of the learning space. A multitude of scales and teaching methodologies should be supported and encouraged by the design of the space.
- Ensure that designs are durable enough to withstand heavy daily use; materials, assembly and finishes should be resilient to natural damage as well as vandalism.
- Include sustainable design issues to reduce power and material consumption.

CONSTRUCTION

- Ensure that all modules of any proposed ILC design can be prefabricated by CSI and transported to the site. Consultation with CSI early in the design process should establish the feasibility of construction of proposed concepts.
- Consider involving future ILC learners in aspects of design and construction where practical and financially viable. Involving learners in a meaningful manner has the capacity to build positive relationships and create the foundation for a supportive, collaborative learning environment.
- Construction of ILC modules must be robust to industry standards and must withstand transport across long distances. Consider the dimensions of the modules carefully in conjunction with potential transport costs.
- Consider the ecological sustainability and efficiency of the built structures. ILC design and construction could act as a model in promoting and demonstrating the utility, environmental benefits and economic savings that could be made through the use of sustainable and smart building methods.

Within the ILC, participants are primarily thought of as learners, rather than inmates or criminals, and are actively encouraged to adopt this role.

PROCESS RECOMMENDATIONS

PLANNING AND PROJECT MANAGEMENT

- Workshop the Project Brief and Project Scope with accountable senior management and end-user stakeholders including Centre staff, teaching staff, and learner representatives.
- Establish a governance framework that clearly defines project milestones with associated communication, stop/go decision making, appropriate sign-off capacity, and authority for direction.
- Establish an appropriately structured Project Control Group that is representative of the interested parties in the project has representatives with the delegation to give direction
- Appoint a Client-Side project manager that has the skill set to oversee and report to the PCG on an ILC project from the conceptual stage to project handover.

BUILDING PROCESS

- Develop scope in conjunction with construction business units and construction delivery units so that deliverables are clear.
- Ensure that all equipment and systems are compatible with the existing correctional centre framework.
- Ensure that all site information is available before design and construction of ILC modules.
- Ensure there is a formal handover of the project to the centre. This includes testing all systems, and supplying manuals with associated engineering certificates, warranty details, operation booklets, as built plans, and fire egress information.
- Ensure that the Centre staff and future learners are included in the co-design process with a view to engage them with the greater community, as well as to consult them on the spatial organisation of classrooms on the site.

FURNITURE PROCESS

- Involve CSI early in the co-design process with the aim of resolving technical issues and preparing for ease of production; discuss production capabilities, logistics, design for batch production and safety.
- Create prototypes prior to production for evaluation of technical and functional performance by designers and clients.
- Maintain open communication between the design team and floorman in order to address production issues efficiently; a site visit from the design team during early furniture installation will provide opportunity for effective troubleshooting.
- For ease of production create clear, concise and technically resolved drawings, ensure adequate storage facilities and see to a definitive sign off at the end of each stage of production.



In early Co-design workshops discuss the capabilities and equipment of workshops



Storage can be limited within workshops. Completed units sitting on shop floor can create security and safety risks. Stagger production or develop storage plans early.



Box construction can quickly be cut on CNC machines. Efficiency is key, but it's advised to not make production too monotonous, variety and elements of complexity create opportunities to learn

DESIGN RECOMMENDATIONS

ARCHITECTURE

Description

The architecture design recommendations relate to the ILC buildings, the associated infrastructure within the facility and relationship to broader CC. Through its structuring of the size, configuration and relationships between spaces the ILC architecture provides for particular meanings, social interactions and amenity. The ILC architecture should reflect a modern, flexible adult learning environment where educators and learners can engage in a range of learning activities.

Objectives

- Provide a dynamic, engaging learning and teaching environment.
- Provide specific amenity for the needs of the single learner through to the collegial scale of the whole school.

- Promote positive social activity by including design features that promote connections to community.
- Provide a safe learning environment for learners and staff.

Design Recommendations

- Ensure that the Centre staff and future learners are consulted on the spatial organisation of classrooms on the site.
- Ensure good visual connections between the office and the ILC learning spaces.
- Ensure that the classrooms are organised for interaction between class groups.
- Consider the context of the existing operating facility and its multitude of infrastructure interfaces and connections when designing the ILC.

- Consider materials and building typologies that reflect the pedagogical aspirations of the ILC program.
- Develop with learners, inmates and staff: meanings or stories that can be embedded into the architecture through spatial arrangement, colour or fixtures.
- Consult and clarify early in the design process as to how the proposed ILC connects with existing systems, including fire egress systems.
- Ensure that all survey and services information is available before commencing design.
- Ensure that defects are identified at project handover and there is provision for rectification.
- Ensure that manuals for all installation items and warranties are provided at handover for inclusion with the Centre facilities management system.



The ILC facility should be designed to foster open communication, with classrooms arranged to encourage interaction between learners.



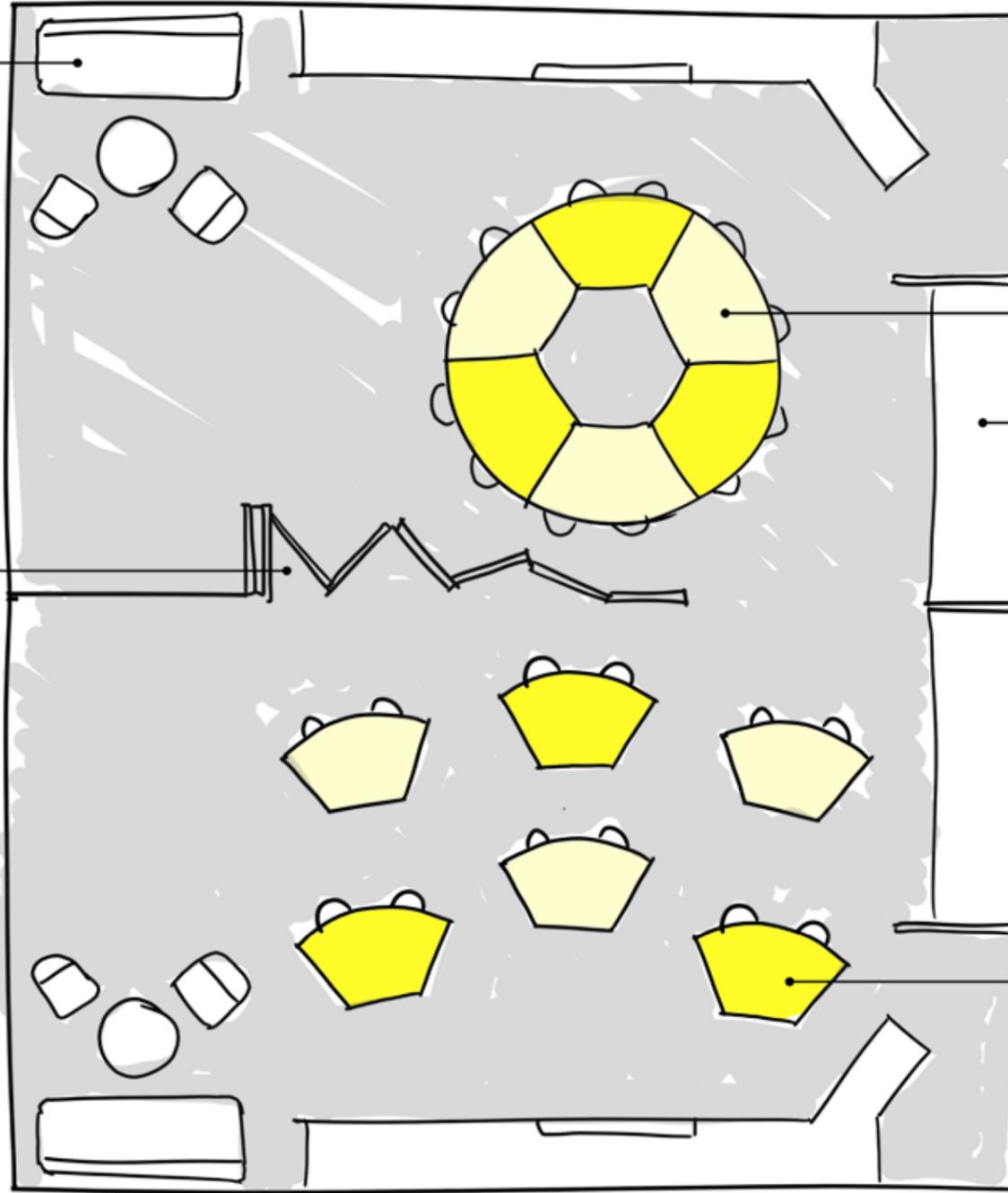
The profile and design of the modules can adhere to practical considerations whilst still invoking creative forms and innovation in function.



The general finish of the materials within the space should be of a high quality in order to invoke a professionalism in the function of the facility; appropriate, durable finishes must be ensured.

Provide areas for informal interaction in small groups or peer to peer

An operable wall between classrooms creates space for larger groups during graduation or larger workshops



Provide adequate space and furniture for discussion on class scale

Consider area for stand up peer to peer practical tasks such as art, small motors barista training, these areas can be provided either within the classroom or in adjoining project spaces

Provide space for individual privacy. consider personal space at desks and 'Chill Out' areas

DESIGN RECOMMENDATIONS

CLASSROOM SPACES

Description

The classroom spaces design recommendations relate to the interior learning spaces of the ILC, pertaining to their layout, usability and ambience.

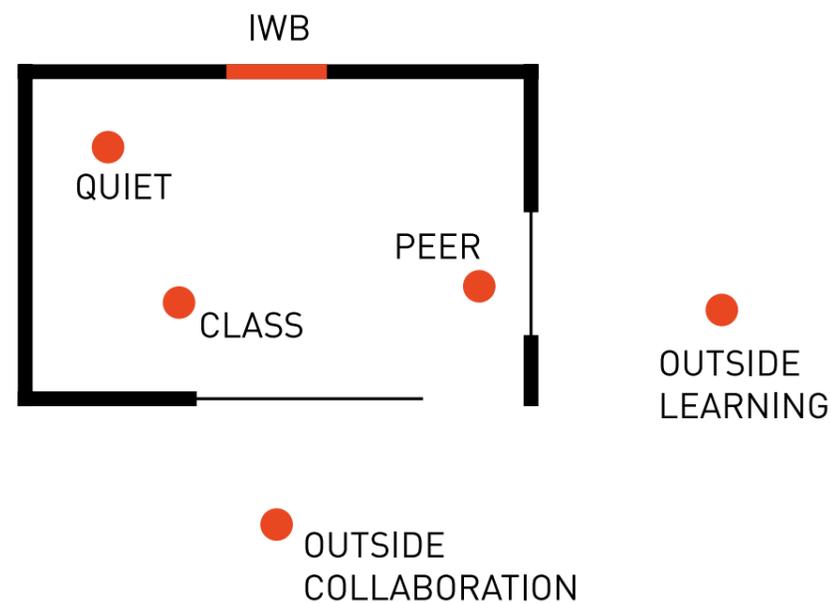
Objectives

- Create an environment which is conducive to teaching and learning by strengthening opportunities and reducing barriers
- Encourage a sense of belonging; support collaborative learning while situating inmates as learners within the space.
- Create a diverse and extensive learning landscape with flexible classrooms that accommodate various activity types.
- Provide a space that encourages a free flow of information and supports growth through learning.

Design Recommendations

- Create multifunctional spaces that respond to the needs of a multitude of class sizes and innovative, effective teaching methodologies.
- Utilise Heppell's 'Rule of Three' in designing the layout of the space.
- Aim for a professional and creative aesthetic: one that represents the best current, effective learning environments in the community.
- Provide areas in classrooms for learners to personalise and display their work in; supporting creative and project-based learning will create an inclusive environment.
- Place the educator desk close to the front door in consideration of possible threats from learners. Ensure easy access for staff to power outlets and interactive whiteboard connection points.

- Ensure the space has a comfortable ambience through the regulation of light, temperature, acoustics, airflow and views.
- Leverage technology to enable modern and relevant educational curriculums; enhance teaching methods by utilising interactive whiteboards and laptop stations.
- Consider the inclusion of a dedicated computer classroom to more effectively address critical computer literacy.
- Ensure adequate storage is provided for both educators and learners, with provision for secure educator compartments; consider the prevention of inmates hiding contraband.
- Consider elevated high windows in classrooms to maintain continuous natural light access whilst avoiding external visual distractions to the learning environment.
- Consider using recycled rubber flooring for its qualities of durability, easy maintenance and good acoustics.



Heppell's Rule of Three: never more than three walls, no fewer than three points of focus, able to accommodate three teachers/classes.



A 'working wall' including an interactive whiteboard, staff station and a range of storage options creates a modern, inclusive and interactive learning space.



Natural light helps to create a space that is not sterile, while the provision of areas for classwork to be displayed helps to create a supportive and collaborative environment.

DESIGN RECOMMENDATIONS

EXTERIOR SPACES

Description

The exterior spaces include the ILC entries, the walking track, the decking, the planting, seating areas, and the yarn circle.

Objectives

- Provide a safe and secure environment for learners and staff.
- Provide areas for formal and informal outdoor learning.
- Provide connections between the classrooms.
- Consider using vegetation to create areas of interest and respite; provide opportunity to connect with nature.
- Accomodate break time for learners and staff; provide a space for people to socialise, drink tea and move around.

Design Recommendations

- Ensure good visual connections between the office and the ILC learning spaces.
- Ensure that the Centre staff and future learners are consulted on the design of the spatial organisation of classroom and exterior spaces.
- Ensure that the exterior space and classrooms are organised for interaction between class groups.
- Ensure there is sufficient shade and weather protection for outdoor activities; space should be provided for assembly, graduation and class barbecues.
- Ensure there is sufficient seating for lunch and outdoor classes, as well as sufficient space for walking and exercise.

- Ensure resilient materials and finishes are used for external surfaces, particularly if decking is used.
- Consider using natural materials for areas of interest; safety, durability and security of these must be addressed through the use of counter sink security fasteners and the implementation of continuous maintenance plans.
- Seek appropriate horticultural advice for plantings; there must be adequate landscaping, climate specific planting and areas to grow vegetables.
- Provide storage for horticultural equipment.
- Ensure that the exterior space and classrooms are organised for interaction between class groups.
- Consider space and facilities such as BBQs to accommodate larger group gathering during graduation or workshops.



Differently coloured classroom modules create a system of identification within the space and help in spatially organising the rooms within the facility.



A yarn circle outside allows for informal classes as well as encouraging collaboration and fostering connections between learners and staff. Vegetation helps to create a space that less punitive.



Wooden decking in outside areas must be treated to ensure durability; alternate seating and shaded areas should be provided in exterior spaces.

DESIGN RECOMMENDATIONS

FURNITURE

Description

The furniture design recommendations relate to the furniture built and sourced by CSI for the various spaces of the ILC, with a focus on classroom interiors.

Objectives

- Provide furniture that supports program delivery.
- Provide comfort and safety within a variety of learning contexts.
- Ensure the design of objects that avoid creating unnecessary physical barriers and instead provide opportunities for a smooth, supported learning process.

Design Recommendations

- Allow for controlled interaction: personal space at learner desks is a key consideration, but desks should also afford group interaction.
- Aim for a professional and creative aesthetic: one that represents the best current, effective learning environments in the community.
- Vary seat and table heights within different areas so as to provide opportunities for a range of activities.
- Consider sharp edges, hiding of contraband, the removal of parts and throwing of objects. Security requirements can be met without creating a sterile design.
- Purpose designed computer tables are vital for desktop computers to be used in ICT rooms.
- Preference the use of materials with high surface density; consider warp of large MDF panels and avoid fine details such as edge laminating; upholstered items should have feet or vinyl bases and handles should be attached with mechanical fasteners.
- Pay careful attention to the installation of moving parts such as draws, castors and doors; they are more challenging to install but greatly impact the performance of a product.
- Ensure a high quality surface finish in order to greatly improve the appearance of the product; glue, pencil marks and dirt make items look unfinished.
- Ensure furniture can be easily moved to form different configurations.



Soft low seating within respite areas provides a welcome change to task seating. Large solid foam seats are comfortable and safe.



Co-design tables with discussion around pedagogy and practicality; discussion may lead to designs which encourage 21st century learning practices and prefer round table discussion amongst students.



Good design can be robust without looking too industrial. Solid timber and colour accents offer a domestic aesthetic.

DESIGN RECOMMENDATIONS

Description

The amenities design recommendations relate to the amenities building which would house the student toilets and kitchen.

Objectives

- Provide a safe and secure environment for learners and staff.
- Provide easy access for students to make drinks and collect lunch.
- Provide sufficient ablutions amenities for the learner group.

AMENITIES

Design Recommendations

- Ensure good visual connections between the office and the ILC Amenity block.
- Review design with Centre security unit to identify potential security issues at the point of design and construction before being transported to site.
- Ensure that equipment has the capacity for the ILC numbers of students; there should be consideration for storage of cups and milk as well as sufficient hot water distribution and provision of drinking fountains.
- Consider sharp edges, hiding of contraband, the removal of parts and throwing of objects; security requirements can be met without creating a sterile design.
- Consider visual privacy within toilets; urinals should be screened from front door.
- Storage facilities should be provided in the toilets for cleaning equipment, toilet paper and other maintenance supplies.
- Ensure that locks coincide with the Centre's door locks infrastructure.
- Ensure fire egress system coincides with the Centre's fire system.
- Preference the use of materials with high surface density and install fittings that are fixed and tamper-proof.
- Ensure fittings such as smoke alarms and towel rails are securely fastened.
- Consider facilities to cater for BBQ prep and clean up.



The kitchen service canteen should be centrally located within the ILC facility and should contain tamper-proof services providing basic refreshments for learners and staff.

DESIGN RECOMMENDATIONS

STAFF OFFICE

Description

The staff office is a space that ILC educators use to organise their classes and store teaching material. The staff office also acts as a lunchroom for teachers and houses an overseer.

Objectives

- Provide a safe and secure environment for staff.
- Provide an environment that support the teachers and provides a break from the ILC.
- Provide sufficient capacity for staff to undertake their teaching preparation.
- Provide sufficient capacity for ILC course material storage.

Design Recommendations

- Ensure ILC staff members and senior management are consulted on the capacity for which the office is to operate (staff, material, storage, preparation space).
- Consider the communications requirements of staff including phone, internet as well as emergency and loudspeaker systems.
- Ensure the siting of the office engages with the ILC and provides good line of sight to all areas of the ILC.
- Provide two entrances to the office, with one of the two exiting into a separate area for staff members only.
- Adequately sized workstations and ergonomic computer chairs are vital; Discussion with staff members should clarify requirements.
- Consider creating amenity for ILC clerks for distance learners.
- Efficient storage is vital, a combination of accessible storage around desks should supplement larger resource cupboards. Discuss an itemised storage plan with staff and consider additional items such as cleaning supplies, toilet paper, lunch, tea and coffee.
- Consider the provision of facilities within the office space; a photocopier and preparation table should be placed away from staff workstations, whilst a central meeting table should also be included in the space.
- Ensure that locks coincide with the Centre's door locks infrastructure.
- Ensure windows are not accessible by learners from outside the office
- Ensure fire egress system coincides with the Centre's fire system.



Secure drawers and cabinets form an integral part of the staff office; the environment allows for independent work as well as interaction with other staff members.



An adequately sized and conveniently placed meeting table encourages an environment of collaboration amongst staff.

DESIGN RECOMMENDATIONS

LIBRARY

Establishing a library space for the provision of reading material, some computer access, and one on one teaching is an important consideration for any new ILC. While library access is important to ILC learners, and represents another learning space, there is also the capacity for an ILC library to serve other parts of the Centre through appropriate siting. Some important considerations are to:

- Provide a safe and secure environment for staff and students
- Ensure the Centre and ILC staff are consulted on the capacity for which the library is to operate (staff, material, storage, preparation, computer space)
- Ensure the book racking systems are determined before design so that there is no clash with the windows or door locations.
- Ensure the siting of the library engages with the ILC and is accessible to other parts of the Centre

PHYSICAL PROJECTS SPACE

A physical projects space where learners can be engaged in vocational or recreation projects that support and complement the achievement of accredited learning is commonly requested. It would need to be versatile and accommodate a range of uses and activities such as horticulture, concreting, basic construction, model building etc. The space would further enable the development of an integrated and project based learning curriculum.

Considerations must include the safeguarding of all project participants; equipment installed in the space must adhere to standards, the space must be well lit and ventilated, adequate storage for tools must be provided with precautionary measures taken to avoid theft. The space should also be designed to foster collaboration while sight lines allow for secure supervision by staff.

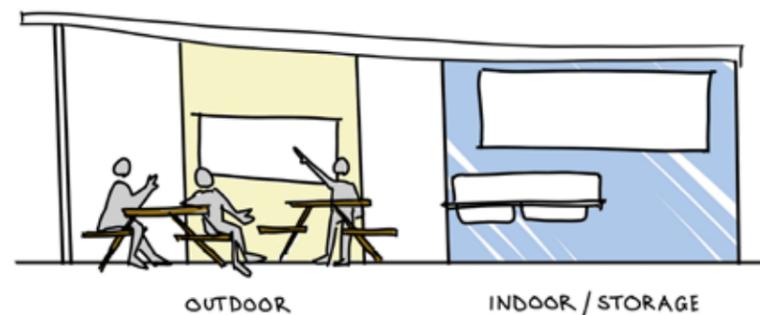
ICT / COMPUTER ROOM

ILC learners and educators identify the critical importance of computer skills for 21st century life and work outside of the prison. In this regard, ILC educators suggest a dedicated, purpose-designed computer room would contribute substantially to the impact and overall efficiency of the program. With current technology, desktops or laptops in general classrooms do not provide an efficient set-up for the intensive development of computer skills. Using a general classroom as a computer room has also meant the four learner groups do not have their own home classroom at MNCCC.

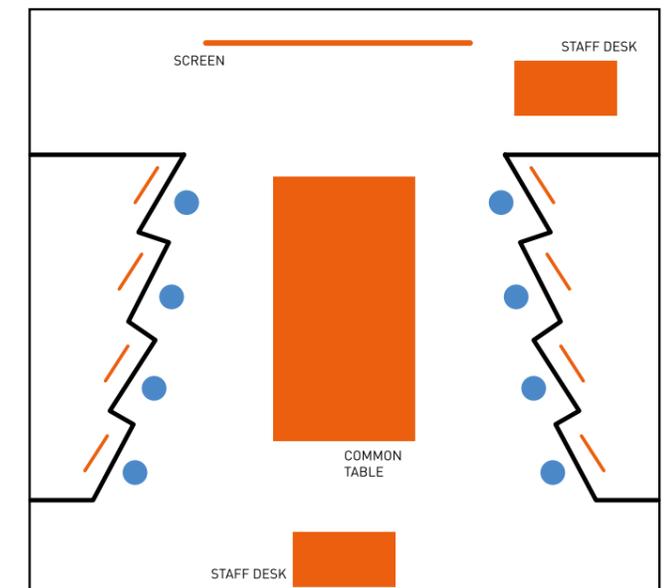
We provide below an ILC educator suggested ICT room layout. Key features include two educator desks with the rear desk enabling the educator to view all learner screens at a glance to identify those requiring assistance. The room also has function where educator can turn on/off learner screens when attention is required for instruction.



The library facility should be easily accessible from other areas of the ILC; an open layout, comfortable seating and adequate natural lighting help to create a safe and engaging reading and study space.



A Covered Outdoor Learning Area (COLA) or semi enclosed structure may compliment this style of learning.



A staggered desk layout in the ICT room helps to create a dynamic space, while an additional staff desk at the rear of the classroom allows for effective supervision.

SECURITY DISCUSSION

DESCRIPTION

- Security relates to ensuring the expectations and requirements for maintaining the good order and safety of the correctional facility are met in the ILC. The effective management of security is essential to achieving the ILC program's objectives.
- Security is proactively managed in the ILC through an active, relationship based supervision approach where positive, respectful relationships are critical to identifying and responding to security issues.
- Central to the ILC program is a social environment lead by staff that promotes and supports positive behaviour and relationships, while clearly and appropriately addressing negative behaviour.

DESIGN CONSIDERATIONS

- The ILC design should create a purposeful learning space with clear positive expectations, while also reducing opportunities for negative behaviour and security issues.
- Clear positive expectations are communicated by the design of an environment consistent with a modern, creative learning environment. In doing so, it is important to ensure the design is not overtly restrictive and institutional, but communicates an appropriate level of interpersonal value and trust.

Opportunities for negative behaviour should be minimised by:

- creating an open environment with good visual access between spaces
- using high density materials resistant to damage in the design of the buildings and furniture
- avoiding fixtures and features that can be removed, used to conceal contraband, or can be easily climbed

Throughout the building process from the development of the brief to handover, ensure design review processes are undertaken that include a specific focus on security.

In these reviews some important issues include:

- ensuring lock, key and security/fire systems are integrated with the broader CC security systems
- ensuring there is appropriate and efficient access to and from other parts of the facility in emergency situations
- consideration of the ILC site location with regards to the likely occupants of adjacent spaces such as exercise yards
- creation and maintenance of secure locations where staff can refuge or egress from the facility in the event of a major incident
- consideration of CCTV sight lines early in the planning process