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Elmwood Normal School 3334

Elmwood Normal School Education Infrastructure Brief

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Approvals

This document required the following approvals:

Name	Position	Sign	Date	Version

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Contents

Introduction

The purpose of this project brief is for the Ministry to document their project requirements, and for schools to document their vision for delivering education in their school, and how property can support that vision.
This brief is to be provided to the architect and their project team for Ministry funded project that involves new buildings or structural alterations to existing buildings. Design and detailed planning of property developments at schools must:

· Align with the Ministry's property objectives
· Reflect and support the character and values of the school
· Enhance the delivery of the curriculum
· Cater for the evidence-based teaching practices that have been shown to improve outcomes for students.

This document is one part of a suite of briefing documents that the project design team will use as the basis for their Project Design Proposal, and upon which compliance with the Ministry's property objectives can be assessed. Refer to the Designing Schools in New Zealand – Requirements and Guidelines for an overview of the relationship between these documents and detailed information about the Ministry's design principles.

 The **Project Brief** has two sections:

· **Education Brief** – sets out the school's vision for teaching and learning for the future and how that translates into physical spaces to enable and support the pedagogy. This should be completed by the school with support from the Ministry as required. This document will be provided to the Design Team after their engagement has been confirmed.
· **Property Brief** – sets out key property related parameters and constraints Associated with the site. This will be completed by the Ministry and will form part of the Design Team's Agreement for Consultant Services.

Ministry property objectives

The Ministry's investment objectives for property are set out in The New Zealand School Property Strategy 2011-2021.

Designs for education buildings must be:

· **Efficient** in form and operation. They should be of consistently high quality, regular shape, and efficient to construct and maintain.
· **Durable**, resistant to wear and tear, and must not require extensive maintenance.

· **Cost effective** over the whole life of the building, while providing the high levels of amenity required of flexible learning and support space.

Precedence of documents

Should any ambiguity or contradiction occur between the Design Guidance Suite documents on individual aspects of briefing, then Designing Schools in New Zealand – Requirements and Guidelines takes precedence over the **Project Brief**, and within the Project Brief the **Property Brief** takes precedence over the **Education Brief**.

Where any ambiguity or contradiction is identified this should be referred to the **Ministry Project Lead** for confirmation of the appropriate resolution. This resolution should be clearly documented.

Project description

Ministry of Education to write

A

Education Brief

Elmwood Normal School

Navigators: Steve Edwards EA
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The Education Brief takes the format of:

· Heading
· Purpose
· Questions to be answered
· And in some instances an exemplar answer

To complete this section, please answer the questions in full, explaining anything you feel relevant to school practice. Please bear in mind the Education Brief is about people undertaking activities, not about buildings.

Once you have completed your Education Brief, please delete any highlighted areas.

Refer to the Ministry's Designing Schools in New Zealand – Requirements and Guidelines publication prior to completing this brief.

Executive Summary

Manaaki whenua, Manaaki tangata, Haere whakamua
(Care for the land, care for the people, Go forward)

The purpose of this project brief is to outline Elmwood Normal School (ENS) project requirements to the Ministry of Education, in ways that emphasise our school core values and vision that is enacted through our *Teaching and Learning the ENS Way* framework (TLENS). In keeping with the whakatauki (proverb) above, our school community's vision is "Inspiring today's learners to be successful in tomorrow's world", within flexible learning environments that celebrate our unique cultural heritage. Therefore, our school site does not support the development of a large barn-like structure as this is not reflective of our shared vision. We require the flexibility to:

- Enable our ākonga/children to fulfil their potential and reflect our *Graduate Student Profile* (GSP);

- Deliver our TLENS framework, reflective of our community's shared vision and values around core curriculum (with a special emphasis on Ngā Toi / the creative arts);

- Design creative 'learning settings' that can be utilised by ākonga, kaiako/teachers (including specialist teachers) and our community partners (Elmwood Players, Orchestra etc);

- Allow for individual, small group, large group learning for tuakana-teina opportunities (whereby older ākonga can interact, mentor and learn alongside younger ākonga);

- Allow creative learning through access to specialised facilities, when the need arises, rather than when the facilities can be timetabled or accessed;

- Allow learning to be a work in progress, i.e., having the ability to leave work out and have ākonga and kaiako come back to it;

- House specialist equipment in any area of the school; and

- Keep up-to-date with advances in technology.

We have undertaken extensive consultation with our staff and school community to inform this Project Brief and this evidence is available on request. Our school community strongly values Ngā Toi (the creative arts) and quality, inclusive learning connections and relationships in ways that are enacted and celebrated, not just espoused. As a Normal School we have professional partnerships with Initial Teacher Education (ITE) providers, such as University of Canterbury's College of Education (UCCE) and the New Zealand Graduate School of Education (NZGSE). Our teachers and school leaders have specific professional responsibilities for modelling quality teaching and mentoring teacher trainees on

practicum assessments. Consequently, it is imperative that flexible and purposeful spaces are developed that enable our kaiako to be lead learners; undertaking collaborative inquiry on shared puzzles of practice based on our TLENS and school values. We also need spaces that enable kaiako to undertake practice analysis based on best evidence, observation for inquiry purposes and collaborative mentoring and coaching; particularly as kaiako work with each other and teacher-trainees (as reflective of our Normal School status). We do not envisage 90 ākonga working together in one space, rather we require classroom areas and physical spaces that enable:

- targeted teaching to take place;

- micro community areas to develop, room for ākonga to break out and space for mentor teachers, teacher trainees and other professionals to work together to support quality teaching and learning practices; and

- the protection of the unique cultural heritage of our school – including special flora.

This project brief outlines the current state related to the teaching and learning at ENS In particular our brief outlines how we envisage teaching for future-focused learning and our specific requirements to support continuous development.

1. Our vision/mission statement

Feature	
Mission statement	"Striving to be the best we can be"
Vision statement	"Inspiring today's learners to be successful in tomorrow's world"

2. Our values

The Elmwood school community has developed five values that are an integral part of everyday teaching and learning at our school. We value;

- **Motuhake / Independence**
- **Mahi tahi / Collaboration**
- **Hiranga / Excellence**
- **Auahatanga / Creativity**
- **Whakaute / Respect**

In developing these values we have considered what they mean for our student-learners, for us as teachers and leaders of learning, as well as for our wider school community and their relevance to the New Zealand Curriculum Framework (NZCF) and Initial Teacher Education (ITE). Our thoughts, words and actions reflect these values. They are actively promoted and expected of all people within our community. Our values meet our vision as they aim to `inspire today's learners to be successful in tomorrow's world'. For the sake of clarity, each of the five values has been further broken down into what we consider to be the fundamental principles (Table 1).

Table 1. Our deeply held <u>values</u> at Elmwood Normal School.

Schools values/principles	Meaning
Excellence/Hiranga - we strive to do our best	Excellence is about being positive and enthusiastic in our learning; giving our best effort to every opportunity or challenge we face. It involves taking risks, aiming high, and persevering to overcome challenges. To achieve excellence we need to focus on quality and strive for accuracy. Celebrating our own success and that of others is part of showing excellence. • **Risk-Taking:** Action, activity or behaviour that, precipitated by careful consideration, involves putting oneself into potentially uncomfortable situations. Students need to be able to take that bold leap forward with their thinking and with their actions in order to further themselves as learners. Risk-taking epitomises the forward thrust of human growth and change. • **Resilience:** The set of attitudes that allows one to overcome personal setbacks and persevere. Through adversity and criticism, students learn to identify faults in what they have done, and plan future actions accordingly. Instilling resilience in our learners is crucial if we are to appropriately equip these students for a world in which failure is a part of everyday life. • **Effort:** The amount of work that a student is willing to bring to a task or experience. While academic achievement may vary due to factors out of a child's control, effort is something that a student has power over and that can tip the scales back in their favour. The desire to achieve and to improve is essential for a successful and fulfilling life.

Creativity/Auahatanga - we think in innovative ways	Creativity involves being innovative, using our imagination to seek new ways to do things, and developing original ideas. We seek to be curious and continually ask questions about the world we live in. • **Problem Solving:** Using a variety of methods to find solutions to problems. Starting with the identification of a problem, children will work together to solve challenges in authentic situations. We aim to create a problem solving culture by helping students to comprehend what is being asked of them and to ultimately understand that the process is more important than the answer. Being flexible and adaptable are key components of problem solving for our students. • **Self-Expression:** The ability to express one's own personality, opinions, feelings and ideas. This may take various forms such as through art, music, or drama, but is certainly not limited to the arts curriculum. Self-expression is the assertion of individual traits. • **Innovation:** Innovation is the ability to generate a new idea or modify an existing idea in order to maximise efficiency. At Elmwood, this means placing value on originality, exploration, lack of preconceptions, and using imagination to reconceptualise things that already exist in the world. Exploration, discovery, curiosity and experimentation are necessary components of not only innovation, but also of a well-functioning society.
Respect/Whakaute - we care for and value ourselves, others, and the environment.	Respect is the process of honouring someone or something by exhibiting care, concern or consideration for their needs or feelings. It includes encouraging and supporting others, understanding how others feel, showing empathy and considering how we need to respond to others. Respect involves us celebrating diversity by showing sensitivity and consideration of other cultures and abilities. Respect includes actions towards sustaining our environment and the global planet and being a global citizen. • **Caring**: Students need to feel cared for, supported and safe. Students will in turn care for, be kind to and support themselves, their peers, teachers, community and the environment. They will care for others' well-being and safety, both emotional and physical. At the heart of being caring is the ability to feel empathy and put yourself in another person's shoes. • **Social Conscience**: Realising the importance of instilling a social conscience, and how we best we can develop a student social conscience. Teaching that inspires children to care about their environment, and the wider environment that doesn't immediately affect them. They are able to care for and work with others for no apparent gain to themselves. With consideration of Bronfenbrenner's ecological model, as the child develops, the net of their social conscience widens to include global issues. • **Valuing Diversity**: Students need to develop a positive view of diversity and culture. They will celebrate and be proud of differences. Through valuing diversity, we learn to expect and accept differences in others. Children should challenge prejudice and recognise stereotyping where it is present. Teachers will actively engage students from diverse backgrounds, utilising their differing perspectives, experiences and skills.

Collaboration/Mahi tahi - we work with others to create inspiring learning	To collaborate effectively we work together, involving all members; utilising individual strengths to make joint decisions. We aim to `support, encourage, challenge and grow not just ourselves, but others as well.' `We think and work together in ways that spark new thinking and original ideas that are more powerful than the sum of individual ideas'. In this way, we benefit from the ideas, opinions and knowledge of the collective whole. • **Communication:** Exchanging news, ideas, thoughts and feelings by writing, speaking or any of the many other mediums of communication. Students connect people and places and, in doing so, create and share meaning. Students should develop the skill in order to actively listen to others. • **Collective Effort:** The effort of the group to intellectually work together to achieve a common goal. There must be group protocols for the children to be able to effectively work together. Actively teach children how to collaborate - ask questions, listen, negotiate. Teachers need to model listening, paraphrasing, artful questioning and negotiation. Teachers should also strive to provide authentic experiences in which to work collaboratively. • **Community:** Community is essential to the sharing and celebrating of ideas. Building a community of learners is not simply limited to the four walls of a classroom, but also needs to involve the wider school, and Elmwood community. This means inviting parents/experts within the community into classrooms.
Independence/Motuhake - we take responsibility for our own learning	The ultimate aim of any teacher is to instill attitudes and skills in their students that will allow them to develop into adults capable of looking after themselves. We want our children to be able to seek out challenges, show resilience and to develop their own ways of doing things. This is not to say that we should allow students to do anything they want, but instead to teach them skills such as decision making, taking responsibility for their own learning, and critical thinking, which in turn will allow them to forge their own path through life and be confident, successful members of society. • **Agency:** Students own their own learning. This means students have choice in designing their tasks: the way in which they demonstrate knowledge or skills. Where possible, students select the task and content, in that these are merely vehicles for acquiring/practising/demonstrating skills or understandings. • **Responsibility:** Students are progressively more responsible for multiple aspects of their learning including, but not limited to: physical materials; workflow; behaviour; selecting partners for collaboration; digital citizenship; managing themselves in a variety of learning spaces and environments; and leading collaboration by example. • **Critical Thinking:** Students work with a flexible but analytical mind to acquire deep understanding of issues or material they encounter. They gather and examine sources of information with a view to discerning the value and reliability of that information, how it contributes to their broader understanding of the subject at hand and whether or not they agree with the statements made, conclusions drawn, or opinions expressed.

These core values underpin our **TLENS framework** (Table 2) and our **GSP** (Table 3).

Table 2. Teaching and Learning the ENS Way (TLENS)

Wellbeing - *hauora*   Confident

We believe ...	So we will … *facilitate self-efficacy and growth mindset*	So our Year 6 leavers will …
Emotions are integral to learning.	Help children learn to recognise and manage their emotions.	Recognise and **regulate** their **emotions.**
Self-efficacy enhances accomplishment and personal wellbeing.	Support children to experience personal success and to know and utilise their own strengths and talents.	**Believe** in themselves and their abilities.
Motivation increases the initiation and persistence of activities.	Help children become aware of their motivation systems and how they influence their learning experiences. Be passionate, motivated and optimistic role models.	Express **optimism** and be **motivated.**
In order to succeed we must be prepared to fail - perseverance.	Coach children that it is okay to fail and then try again `fail forward, fail fast'.	Show **perseverance** - keep on going in the face of difficulties, learning from mistakes.
Resilience is essential for great accomplishment.	Provide suitable and extensive scaffolding to build resilience.	Be **resilient** - bounce back from adversity, adapting to challenges and change.

Environment - *manaakitanga*   Actively involved

We believe ...	So we will … *foster a supportive, creative and inclusive environment*	So our Year 6 leavers will …
School experiences should be challenging and inspiring, emphasising creativity and `doing' rather than listening.	Provide rigorous, enriching `hands-on' opportunities and experiences. Make school a fun and enjoyable environment for active learning.	Be **inspired** to actively participate in and initiate 'hands-on,' challenging learning opportunities and experiences.
Creating an environment where everyone feels safe to take risks is of paramount importance.	Provide a positive, safe environment where children feel they can take learning risks.	Be a **risk-taker** - willing to try new things and challenge oneself in order to achieve a goal.
When we have a sense of belonging, our self-belief and achievement is enhanced.	Create an inclusive and equitable learning community where every person feels that their contribution/voice is valued.	Feel **valued** and have a positive sense of belonging, in order to display excellence.
We all need to be proactive citizen who contribute positively to the well-being of our local and global environment.	Invest time in teaching and modelling to children the `why' behind being environmentally aware, proactive, global citizens.	Be **environmentally aware** - expressing care and concern about the wellbeing of their environment, showing this in their actions.

Learning - *akoranga*   Lifelong learners

We believe ...	So we will … *have a learner centred ethos*	So our Year 6 leavers will …
Knowing *how to learn* is a fundamental competence, being reflective is the key to learning how to learn (metacognition).	Encourage reflective thought and action before, during and after the learning. Help students think about their own learning more explicitly (metacognition).	Be **self-aware** and **reflective** - know themselves as a learner, know how they learn best and can talk about the learning process.
Students learn best when they have agency and control over their own learning (self-regulation).	Act as a `learning facilitator' and advance learner agency by supporting children to take control of their own learning. Differentiate learning, planning for and providing a range of pathways to address all students' needs (provide student choice and personalised learning). Seek student voice.	Be **self-directed** - display independence and self-regulation through managing distractions, setting personal goals and planning actions that enable success.
Effective learners are flexible and resourceful, searching for the right approach rather than the right answer.	Be flexible ourselves, adopting appropriate teaching roles to support children's individual learning goals. Coach children to use a range of thinking tools and strategies.	Be **flexible** and **resourceful** - able to access support and use a range of thinking tools and strategies to help them.
Complex problem-solving requires open-minded, creative thinkers.	Encourage a willingness to be open to new ideas. Promote creativity as a valued quality, providing opportunities for creative thinking and giving feedback on the creative process.	Be a **creative problem-solver** - open to new ideas, seeking creative ways of solving complex problems.
Learners need to engage with 'authentic learning' in order to make connections to prior knowledge, see real-world relevance, and apply meaningful-learned knowledge and skills flexibly in different situations - 'adaptive expertise'.	Use children's prior knowledge and experiences to assist with the assimilation of new learning. Provide authentic rich learning tasks and sufficient opportunities to engage with, practice, and transfer new learning. Support children to understand what they are learning, why they are learning it and how to use their new learning.	Be an **adaptive expert** - make connections and see real-world relevance, transferring what they have learned across different contexts.
Everyone is a lifelong learner.	Model being passionate about learning by continuously learning ourselves. Design opportunities that stimulate the children's curiosity and require them to critically evaluate the material and approaches they use.	Be **curious** and inquisitive, striving to continually learn through questioning, **thinking critically** and testing ideas.
Purposeful formative assessment drives next steps and give us insight into learning (assessment for learning).	Use formative assessment in order to ensure continuous improvement. Provide specific, regular and meaningful feedback to enhance 'deep personalised learning' and learner agency.	Be equipped with core academic knowledge and skills - **literate and numerate.**

Relationships *- whanaungatanga*   Connected

We believe ...	So we will … *build warm, respectful relationships*	So our Year 6 leavers will …
Effective learning relationships are grounded in the principle of reciprocity (<u>ako</u>).	Facilitate reciprocal teaching and learning relationships. Promote the social nature of learning. Promote rich dialogue between ourselves and our students.	Be an **interdependent learner** who listens to others, knowing when to lead and when to follow.
Clear, open communication is essential for successful relationships to thrive.	Be open and honest with each other, our students and our parent community.	Be an **effective communicator**, capable in a range of contexts and communication modes.
Validation of culture, identity and other people's perspectives, is necessary for understanding issues in communities.	Practice culturally responsive practices valuing diversity as an asset. Recognise and cater for learner diversity through having a sound knowledge of our learners'; culture, strengths, weaknesses and life outside of school, using this knowledge to inform teaching and learning.	Be **culturally aware** - show an eagerness to share own, and explore others cultural learning experiences, displaying empathy and respecting other people's perspectives.
Collaboration is fundamental to how we all learn.	Demonstrate commitment to collaborative teaching and learning practices. Model and foster collaborative learning opportunities. Actively teach children how to collaborate - asking questions, listening, negotiation, paraphrasing.	Possess the necessary skills to **collaborate** successfully with others to complete a task.
Positive, inclusive relationships are a key component of productive learning environments.	Engage in appropriate, inclusive professional relationships. Be committed to sharing and developing our practice for benefit all learners.	Form positive, **inclusive** relationships with a range of people, treating others with respect, gratitude and **kindness**.

Table 3. Our Graduate Profile (GSP)

Our Graduate Profile

An Elmwood Normal School graduate is equipped for success in tomorrow's world.

Attributes of an Elmwood graduate …

Wellbeing	*Relationships*
● emotionally intelligent	● interdependent learner
● self-belief	● effective communicator
● optimistic and motivated	● collaborator
● perseverance	● culturally aware
● resilient	● inclusive and kind
Confident	Connected
Actively involved	Life-long learner
Environment	*Learning*
● inspired	● self-aware and reflective
● valued	● self-directed learner
● risk-taker	● resourceful, flexible thinker
● environmentally aware	● creative problem-solver
	● adaptive expert
	● curious, critical thinker
	● literate and numerate

These attributes are developed from Year 0-6 through our school curriculum in

order for our students to display …

3. The

Independence   Creativity   Collaboration   Respect

character of   our school

Elmwood Normal School (ENS) is a decile 10, U6 State Contributing Normal School that has a long history and tradition as a 'much loved' central city school in Merivale, Christchurch. It was established in 1882 in a single room off to the side of Merivale Anglican Church to cater for the overcrowded local school, St Alban's School. It was moved to the current location in 1887 and was renamed Elmwood School in 1908. Because of its proximity to Christchurch Teachers' College and its stable roll, it was established as a Normal School in 1954 to replace the original Normal School situated in Cranmer Square. As a Normal School, Elmwood has specific responsibilities towards the teaching profession (locally and nationally). These responsibilities require our school to ensure high quality teaching practices based on best evidence research. This commitment is best realised through our unique teaching and learning framework (TLENS).

3. 1 Special Characteristics

We have particular characteristics that are important to emphasise. These unique aspects of our character include our Normal School status, our commitment to culturally responsive and inclusive education, our dedication to Ngā Toi/the Arts, future-focused teaching and learning and our special and unique rākau/trees. These characteristics are each explained in more detail as they are particularly relevant to our project requirements:

3.1.1 Our Normal School Status

As a Normal School, Elmwood has a contractual obligation through the Education Act to maintain a professional partnerships with Initial Teacher Education (ITE) providers such as UCCE and NZGSE. "Normal" is from the French word Normale – meaning 'model' or 'teaching' and consequently our school regularly hosts trainee teacher interns for teaching practicum assessments. We have unique responsibilities for hosting and mentoring teacher trainees enrolled in ITE institutions and who desire to enter the teaching profession. Due to our partnership with ITE institutions (UCCE and NZGSE) there is an expectation that our teachers will provide exemplary teaching practices to model for those in training. This requires all our Associate Teachers to be directly involved in intensive collaborative work such as trainee mentoring and supervision; including modelling, coaching, practice analysis, observation and feedback on a daily basis. This expectation is a performance management dimension for all of our teaching staff. Our teaching and learning strategic direction aligns with the training programmes offered at UCCE and NZGSE. We are increasingly contacted by ITE providers to accept more teacher trainees and we are at maximum capacity. During

teaching practicums we host many teacher trainees and their Visiting Lecturers. This means we require classroom areas and physical spaces that enables targeted teaching to take place in ways whereby teachers can observe teacher-trainees as well as private spaces in which to give feedback. This creates a high demand for private meeting spaces whereby observations are fedback to trainees. Currently we do not have designated spaces for these meetings or for our teacher trainees to store their own teaching and learning materials. This means that private meetings between teacher trainees and their Visiting Lecturer for practicum evaluations are often held in our staff room. At times this has been a very stressful experience for our teacher-trainees. It is imperative that we have safe, private areas for these conversations to take place. We envisage that the redevelopment would provide more flexible arrangements for private meeting spaces as well as micro community areas to develop. This is imperative for ensuring our mentor teachers, teacher trainees and other professionals can work together to support quality teaching and learning practices. Please refer to Sections 9.2 and 10 for more detail.

3.1.2 Our commitment to culturally responsive and inclusive education

Our current school population consists of 15 ethnicities. Approximately 7% of the school identify as Māori or Pasifika and 12% as Asian. We celebrate the languages, cultures and unique identities of all of our students, whilst ensuring our commitment to bi-cultural education through the teaching and learning of te reo Māori and tikanga Māori. Our TLENS framework reflects the values embodied in Te Tiriti o Waitangi and our partnership focus with our Māori students and their whānau. We ensure diverse opportunities for Māori students to celebrate and succeed 'as Māori', through cultural, social and educational programmes. We have begun strengthening our relationship with Te Runanga o Ngāi Tahu to ensure stronger educational links for our Ngāi Tahu ākonga and whānau. An iwi representative is currently working with us on a whānau hui to grow these connections.

Many places, features and structures within the Elmwood neighbourhood/school zone have cultural, historic, spiritual or other special significance, both Māori and non-Māori; Puari (Pa site in central Christchurch), Ōtākaro (Avon River), Wairarapa Stream (Glistening Waters), and Millbrook Reserve. Market Square (Victoria Square), Pilgrims Corner (Little Hagley Park) and Mill Island were all resting and/or trading posts for Māori and early European settlers. On our school site we house the St Andrew's Cross War Memorial, and several significant rākau/trees that are referred to in more detail in section 3.1.4. These areas all combine to give us a connection to the past and create a unique character for our school neighbourhood. Through our curriculum and classroom programmes we aim to support our ākonga and community to gain an increased awareness and acknowledgement of the spiritual and historic significance of these places, in order to grow our collective sense of belonging and pride as we come to value our unique cultural heritage.

Hauora, whanaungatanga, manaakitanga and akoranga are embedded within our TLENS framework and guide our commitment to ensuring culturally responsive and inclusive learning environments. The school has in place a programme to address the educational and emotional needs of ākonga, whose first language is not English. The school employs an ESOL tutor who devises a programme of work to meet the individual needs of each child.

The programme of work maybe delivered individually or with small groups of ākonga who have similar needs. During the first few days of their time at ENS the children are taken for an orientation course. Ākonga with specific english language needs are assessed within 14 days of their enrolment and are placed in classes according to current class sizes, gender balance, other ESOL ākonga, social/emotional needs of the child and other factors.

We identify four main areas of need for ākonga with special education needs (SEN). These are:

- Cognition and learning,
- Communication and interaction,
- Social and emotional health, and
- Sensory and physical.

We have two dedicated Special Education Needs (SEN) coordinators who sit on the Senior Leadership team. They take a strategic overview of all forms of support designed to ensure that the needs of all pupils with SEN are met and that they are supported to make progress. *"Children identified as needing additional help are provided with well-organised, targeted learning support programmes. Highly experienced teacher aides participate in regular and appropriate training to enable them to assist children's learning needs. The board are given detailed information about the progress of each intervention."* (ERO 2016). The Board of Trustees makes a significant annual allocation of resources to support the funding of the Learning support programme.

ENS has formed close associations with outside agencies in order to support our SEN ākonga. In particular Van Asch Deaf Education Centre provides direct support and guidance for the kaiako of our four hearing impaired ākonga. Our kaiako are supported by Resource Teachers of the Deaf who collaborate with kaiako and whānau/families to plan and analyse ākonga progress through Individual Education Plans. Up to date evidence of ākonga progress, along with kaiako observations and reflections of practice are important to these hui / meetings. An essential consideration in this project brief is the need to provide audio induction loop systems, also called audio-frequency induction loops or hearing loops, that are an assistive listening technology for ākonga with reduced ranges of hearing. A hearing loop consists of a physical loop of cable or an array of loops of cable that are placed around designated areas. This will be an important consideration for our rebuild project, since we are increasingly enrolling ākonga with hearing impairments.

Our kaiako also work collaboratively with Resource Teachers of Learning and Behaviour (RTLB) who provide itinerant specialist support to ākonga and kaiako, and work with whānau in order to improve educational outcomes for ākonga with moderate learning and/or behavioural difficulties. The accessing of MoE Special Education services for our High needs ākonga through RTLB intervention has enabled our ākonga to trial Auditory Processing Disorder (APD) hearing devices, access assistive technology and have MoE in-class support. Professional partnership and liaison with RTLB has meant targeted interventions to support ākonga with ASD, APD and Dyslexia, as well as ākonga identified with Specific Learning Disabilities. These professional partnerships are important to ENS and our desire

to empower all of our learners to succeed. Ongoing support and monitoring for ākonga working long term within level one of the curriculum will require capacity and capability building to provide continued inclusive education in the future. All future physical spaces also need to be easily accessible for ākonga who use wheelchairs and / or have particular mobility needs.

3.1. 2 Our dedication towards Ngā Toi / The Arts

Another unique feature of our school is our dedication towards creativity through Ngā Toi / the Arts curriculum within our school. The benefits for our ākonga being actively involved in Ngā Toi are innumerable. Not only do we provide experiences in all areas of Ngā Toi within the classroom, we also make available a range of extension opportunities for all ākonga to develop their creativity, confidence and self-expression, enabling them to be better equipped to learn generally/across all curriculum areas and reach their full potential.

Music and Performing Arts play a very important part of life at Elmwood and our outstanding provision here enables ākonga to learn from others and nurture their creativity and confidence. They experience the benefits that evolve from continued dedication and practice, whilst developing their skills of collaboration as they work with others towards the common goal of creating amazing performances for others to enjoy.

Our school community places a high value on developing a variety of creative skills within Visual Arts as we recognise the importance they play in the means of communication and self-expression. Within all classrooms the ākonga at Elmwood have the opportunity to explore and practice a broad range of skills and techniques. They are also given the opportunity to develop aesthetic appreciation through looking at and talking about the art works of others. We value the importance of ākonga developing a sense of pride and belonging through seeing their artworks displayed to a high level around the school. Displays of children's work can be seen in our reception areas, all classrooms, in corridors and the library.

As well as providing valuable learning within classrooms, our school provides extensive opportunities for extension within Ngā Toi / the Arts:

1. We have a specialist music kaiako and a dedicated music room that enables our orchestra, chamber groups and choirs to practice and perform on a weekly basis. Our extensive and expensive orchestra equipment is housed within this secure space to ensure valuable equipment is protected, yet accessible. Our highly sought after itinerant music programme provides tuition in violin, clarinet, cello, piano and guitar from Year 3-6.
2. Ākonga in Years 3-4 have the opportunity to join our Junior Choir which currently has 110 members. Ākonga in Years 5-6 have the opportunity to join the Senior Choir. These choirs are large, exemplary, and often perform to the school and school community.

3. All ākonga from Year 1-6 have the opportunity to learn dance under the tutelage of a specialist dance kaiako.
4. Our enthusiastic kapa haka groups have gone from strength to strength. We currently have junior, middle and senior school kapa haka groups with over 200 ākonga being taught by a specialist kapa haka kaiako, and enjoying being part of the revitalisation and retention of te reo and tikanga.
5. All ākonga from Year 3-6 have the opportunity to explore the Visual Arts in a designated art room with tuition from a specialist art kaiako for two full days per term as part of their classroom timetable. This allows ākonga to become immersed in their learning within in a highly motivating and creative environment, with a vibrant kaiako, and with visually stimulating inspiration all around them.

All of these groups have regular opportunities to perform for our school community at various events including Celebration Assemblies and our bi-annual school production.

Our school culture and celebration of the arts curriculum and performing arts is also valued and supported by the wider Christchurch community. Therefore, we require flexible, creative learning and performance spaces. Our school auditorium is highly valued and used for larger productions, but we also need to ensure we have smaller, flexible performance spaces for specialist kaiako to work with smaller groups of ākonga. A particular need is to ensure an adequate and dedicated space for our orchestra and choir to practice and perform. This includes the ability to lock precious and valuable musical instruments away in large storage (but easily accessible) units/cupboards.

3.1. 3 Future focused teaching and learning

At Elmwood we recognise that what we are teaching the ākonga now, contributes to our long-term vision; *'inspire today's learners to be successful in tomorrow's world'*. We focus on learning that matters for now and also learning that looks to the future.

We acknowledge that technology is an integral part of everyday life for our ākonga and technology is rapidly changing our lives. Information and learning tools are also changing the way we teach and learn. Learning through the use of technology encourages learning 'anytime, anywhere', creativity, collaboration, critical thinking, and global connections. Our Board of Trustees recognise the importance of digital technology and is invested in continuing to provide resources and teacher professional learning to equip our ākonga to be agentic and future focused. Our teaching and learning spaces need to enable ākonga and kaiako to be connected. See section 12 for more details. To assist with developing inquiring minds, and the assimilation of rich inquiry skills and knowledge, we need to ensure all ākonga have ample opportunities to have agency over their learning and to develop our school values - creativity, collaboration, independence, respect and excellence.

3.1.4 Our special rākau/trees

We have a number of significant and protected rākau on site and our school emblem is reflective of this. We also have a dedicated native garden, planted with rākau that are

significant to our school community. This garden was planted in 2007 as part of our 125 year Jubilee celebrations and this dedicated, outdoor space is well utilised by our ākonga. In addition, ENS has a well established planting of Tī Kōuka/cabbage trees. These are much valued and treasured rākau for the Māori of Te Wai Pounamu; the growth pattern of the tī kōuka mirrors the concept of whakapapa and the connectedness of tribal and local history. We consider ourselves kaitiaki/guardians for these taonga/treasures. These rākau and gardens are much loved by our ākonga and school community and will need to be protected/considered in the project brief.

4. School timetable

The school opens at 8:30am and ākonga can access the school buildings at this time. Prior to this ākonga play in the school grounds. The teaching day concludes at 3:00pm. We want our ākonga, their whānau and the wider community to see the school as their space too. We realise this through making spaces accessible and welcoming for community members in different ways. For example, The Elmwood Grind Café was established in 2016. This has become a welcoming space where community can connect with each other as they enter school. The cafe is open every morning before school and also at sporting events and Fun Days. Year 6 ākonga have the opportunity to assist in the cafe on a rostered basis. These opportunities build valuable leadership skills and learning for ākonga, such as customer service, money handling, ordering and team work. This ensures that the ethos behind the cafe is aligned to our school vision and values.

Our wider school grounds and buildings are used extensively outsides of these times by sports groups and for extra curricular music, art and language lessons. An on-site Outside of School Care And Recreation (OSCAR) programme supports families requiring after school care (from 3pm-6pm). Whole school Celebration Assemblies take place every third Friday in the auditorium. These student-led celebrations of learning take pride of place in the life of the school community. Each syndicate team in turn coaches their ākonga to run these assemblies. Whānau, friends and other community members are warmly welcomed. Generally 100-140 parents attend. We view the process of working towards these celebrations as an important part of our children's social, emotional and educational development. We use these assemblies as another opportunity to celebrate the diverse languages, cultures and identities of ENS, whilst enabling ākonga, kaiako and whānau/community to use, learn and celebrate te reo Māori and Māori tikanga. They are important cultural events that celebrate teaching and learning within the wider school community. Therefore, we require flexible performance assembly areas that can accommodate the wider school community.

The school timetable is identified below.
8:30am - Entry to buildings
8:55am -10:40am Formal Classes begin Block 1 (numeracy / literacy)
10:40am -11:00am Morning tea break

11:00am -12:30pm Second learning block (numeracy / literacy)

12:30pm -1:25pm Lunch break

1:25pm -3:00pm Third learning block (other curriculum areas including kapa haka, choir, sport).

Priority is given within the morning learning blocks for numeracy and literacy. For further information on how we met National Curriculum requirements please refer to the next section. Our term dates follow standard Ministry dates. Our ākonga do not currently have personalised timetables for any part of the day, but this is an area that we intend to explore as we strengthen our work on learner agency.

5. Our curriculum

Our school vision and GSP are supported through our TLENS. Our school is focused on enabling our ākonga to develop key competencies through the development of the dispositions identified in our vision, values, our TLENS framework and our GSP. We have undertaken significant curriculum professional development and learning (PLD) activities to support the enactment of effective pedagogies. PLD activities include our kaiako and leaders, and also teacher trainees who come to ENS on their practicum placements. Key features of our learning environments and school curriculum are:

Learner-centred and Personalised
Elmwood learners sit at the centre of our curriculum framework. This is true for our ākonga and for us (teachers and leaders) as adult learners. We seek the learner's voice and respond to their individual differences, needs, aptitudes and interests whilst ensuring our commitment to meeting the New Zealand Curriculum Framework and professional standard requirements. Future-ready students need to exercise their own agency. Our curriculum aims to develop self-regulated learners who are aware of themselves as learners and who understand how to think as they work through the learning process. This focus on improving learner agency is currently the focus of our whole-school collaborative inquiry work.

Creative and Inspiring
Our learning environments place creativity at the heart of learning. We believe school experiences should be challenging and inspiring, emphasising creativity and `doing' rather than listening. Creativity is not seen as an event or a product (although it may involve either or both), but a process or state of mind involving the serious play of ideas and possibilities. We aim to provide all ākonga with a broad and balanced entitlement to learning that promotes creativity as a valued quality. We foster creativity through helping our ākonga to develop their self-efficacy, imagination, resilience and self-regulating skills. We support learners to take learning risks in safe environments, develop strategies for solving complex problems and to be 'comfortable' in messy/complex and unpredictable situations.

Social and Collaborative
We recognise the importance of the social nature of learning. This applies for our ākonga and for us as adult learners (teachers and leaders). We believe that the Elmwood learner thrives in a socially interactive learning environment. Learners participate in collaborative

learning opportunities (including co-operative group work, ability-based and social groupings) benefiting a diverse range of learners. We explicitly teach the skills of collaboration so that the ākonga are able to communicate effectively with a variety of learners, across a range of contexts.

Inquiry and Concept-based Learning
Our Pākiki (inquiry) curriculum promotes inquiry as a state of mind across all curriculum areas. We guide and support our ākonga to develop inquiry skills and inquiring attitudes through providing relevant, real-life inquiry learning, scaffolding the learning, and gradually removing the scaffolding as they develop their skills and independence.

Active inquiry learning through our integrated curriculum is divided into six identified Key Concepts: Communities; Cultural Identity; Change; Environment and Sustainability; Design and Innovation; and Systems. Concept-based learning is driven by 'big ideas' and subject-specific content. Each concept is linked to the learning areas of Science, Social Studies and Technology. These are the major learning areas of the duration of each Inquiry with the other learning areas (e.g., The Arts, Health) providing guidance for integration across the curriculum. As ākonga move through the school they revisit the six key concepts through different contexts. This enables them to make connections and transfer their learning across to new situations, leading to a deeper level of understanding.

A key professional learning and developing focus is collaborative inquiry into improving learner agency (for kaiako and akonga) in ways that align to our strategic vision and inform our TLENS framework.

6. Teaching and learning structure

As indicated earlier, TLENS presents an important framework for ensuring progress towards the enactment of our vision. Consultation with our kaiako has emphasised their desire to increase and improve their own opportunities to learn from each other across the school to strengthen the analysis of evidence around student progression towards valued competencies as expressed in our GSP. Self-regulated learning, creativity, collaborative skills and adaptive expertise will be necessary for our kaiako and ākonga given the future of increasing ambiguity. Self-regulated learning is the process of taking control of and evaluating one's own learning and behaviour. Collaborative skills are the behaviours that help two or more people work together and function well in the process, such as teamwork skills, collaborative problem-solving, communication and conflict resolution skills. Adaptive expertise has been described as a broad construct that encompasses a range of cognitive, motivational, and personality-related components, as well as habits of mind and dispositions. These skills, behaviours and/or dispositions are becoming increasingly important for a future that is uncertain, increasingly global and ever changing, so education needs to ensure ākonga and kaiako can expand their literacies, their creativity, and problem-solving abilities (Earl & Timperley, 2016; Timperley, Kaser, & Halbert, 2014). Agreement on valued student progressions becomes the basis of teachers' collaborative work, whilst data and evidence is

shared openly across the school community and used to identify highly effective practices and target resourcing.

To achieve these teaching and learning aspirations we require highly flexible, physical environments. The current layout of our school hinders our teacher's ability to create more flexible learning environments. We require more adaptable spaces, greater floor space to meet the needs of our learners along with ensuring adequate standards for light, acoustics, heating, temperature, insulation and air quality. Kaiako will be planning and teaching collaboratively so there is a need for flexible learning spaces for large groups and smaller subsets. We also require 'break-out' spaces for small group work, and private spaces for professional discussions. It is possible that future school-management groups will choose to operate in more vertically-integrated learning groups, but we anticipate that we will still need the flexibility of reverting to the more traditional one-teacher-per class mode when required.

7. School leadership and management

Our leadership approach is collaborative and focused on best evidence of 'what works' to ensure quality teaching and learning for diverse learners. Recent consultation with our kaiako has emphasised their desire to improve their collaborative expertise, aligned to the school's vision for teaching and learning. Through the consultation process, staff revisited the values of our school and TLENS and brainstormed how the physical, social and cultural environments can best support the development of these. Feedback from the staff meeting re-emphasised the value of relationships for reciprocal learning and collaboration at ENS. Staff also revisited some of the latest research on best teaching practice and particularly the importance and relevance of collaborative expertise for enhancing teaching and learning (Hattie, 2015).

Best evidence research highlights the need to ensure teachers' and leaders' collaborative expertise and evaluative thinking focuses jointly on student progression and future-focused learning, through new assessment and evaluation tools processes. This includes developing a shared understanding of progress across different curriculum areas; ensuring one year's growth for one year's input as this is key to accelerating progress (Hattie, 2015). Evaluative capability is also highly dependent on the quality of relationships, collaboration, and shared accountability towards improving practice and outcomes for all learners and has direct implications for PLD activities (Bryk et al, 2015). As Coburn and Turner argue, "…noticing data, interpreting it, and constructing implications for action - are typically influenced by interaction and negotiation with others. Who one interacts with matters." (2011, p. 179). This means our physical school environment and school culture needs to support and strengthen collaborative expertise, for the benefit of children and their learning needs.

7.1 Collaborative Learning Teams

Kaiako are also increasingly planning collaborative learning activities that involve flexible groupings of ākonga. Such activities include self-directed learning (where students have significant choice in learning), collaborative learning groupings whereby ākonga work

together with peers, and contribute to classroom assessment and evaluation activities. As stated earlier our school's vision is "Inspiring today's learners to be successful in tomorrow's world". A key PLD focus is centered on improving learner agency in ways that align to our teaching and learning framework - TLENS. Therefore we require flexible working spaces that enable kaiako and learners to collaborate, using small meeting rooms with individuals as needed.

8. Community Connections

As indicated earlier, our school has a number of strategic partnerships with ITE providers. This means that we host teacher trainees and Visiting Lecturers who conduct in-class observations and assessments of trainee teachers as part of teaching practicums.

In addition, the wider community recognises ENS as an important creative arts space. For example, the 'Elmwood Players' is an amateur theatre-based performing arts group in Christchurch, that has a contractual agreement with our school for regular use of our Auditorium. This arrangement came from an agreement with the BoT and Elmwood Players in 1995 to jointly fund (along with the Ministry of Education) the building of the current auditorium. This resulted in the Board (community) funding 80% and Ministry of Education the remaining 20% of this building project. This wonderful community asset is not only well used by the school, but also by the wider school community. It's essential that the auditorium is protected and can still be used throughout the building project.

We also have an after school programme, OSCAR that operates within the school between 3-6pm. This programme is increasingly used by parents/caregivers and access to a space for OSCAR will be important for project planning.

9. Linking pedagogy to space

It is essential that our physical environment supports our school community; our vision, our values, and our aspirations for realizing our GSP and enacting our teaching and learning framework (TTLENS).

9.1 Overall configuration of the school

All learning spaces (indoor and outdoor) need to reflect our school values by providing opportunities for ākonga to work independently, creatively and collaboratively with different adults acting as learning facilitators. We highlight the following quote, which specifies our key requirements: flexible teaching and learning spaces that are supportive of children's learning.

Flexible teaching and learning spaces are those *"that support inclusive pedagogies. In these spaces, students can work independently, in small groups, or as large groups depending on the context for learning and task requirement. Students may be learning in the main teaching space, a project or presentation space, a break-out space, or outside the classroom. Learning may be teacher-facilitated, student-initiated, co-constructed, or driven by personal inquiry"* (Rohan, 2017).

Therefore, our school endeavours to develop and enhance a strong sense of belonging and access for all across our school site. It's important that our physical space enables this connectedness and accessibility, and that there are no physical barriers preventing our ākonga from using all spaces (indoors and outdoors). Learning spaces should connect in ways that encourage indoor and outdoor flow. It is important that our inside and outside learning and play spaces are open to each other, and that there is an easy and identifiable link to the central reception area. An open, (multi-purpose) flexible whakawhanaungatanga (relationship building) space that allows for parent and student groups to gather together would be of great benefit in order for tuakana-teina relationships to flourish. We envisage that such a space would be in a central area in the school. This would enable partnerships with and between whānau and the school to further grow and develop, and for the pumanawatanga (pulse, morale, tone) of our school to continue to be strengthened.

We require flexible teaching and learning spaces that enable and encourage collaborative learning, but also allow for smaller or larger groups. At ENS we do not have a standard model of teaching group. Collaboration could be between two classes one year and four the next. It is vital that provision can be expanded and contracted to accommodate the needs of different cohorts as well as future expansion.

Key aspirations to enable the implementation of our shared vision, values and TLENS are;

1. **Relationships** - build warm, respectful relationships.
2. **Learning** - have a learner centred ethos.
3. **Environment** - foster a supportive, creative and challenging environment**.**
4. **Well-being** - facilitate individual and collective wellbeing, self-efficacy and sense of belonging.

9.2 Linking the key aspirations of the school to space

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

1. Relationships – *whanaungatanga*

Waiho i te toipoto, kaua i te toiroa. "Let us keep close together, not wide apart."

Build warm, respectful relationships grounded in the principles of reciprocity and collaboration. We wish to create *"learning environments founded on the social nature of learning and actively encourage well-organised co-operative learning"* (OECD, 2010). The **remodelling of existing, and building of new learning spaces and outdoor areas** will support us to achieve this aspiration**.**

Aspirations	What does this mean?	How will we achieve the aspiration?	What space will be required to enable the aspiration?
Build warm, respectful relationships	Collaboration is fundamental to how we all learn	- Facilitate reciprocal teaching and learning relationships. - Model and foster collaborative learning opportunities, promoting rich dialogue between ourselves and our students - Actively teach children how to collaborate - Demonstrate a commitment to collaborative teaching and learning practices.	- Flexible classroom spaces that can be opened and/or closed that cater for a range of collaborative activities; group work, whole class, thus enabling all learners to relate to others and effectively collaborate. -Classrooms grouped around shared common spaces - Breakout spaces that will enable relationships based on reciprocity to thrive; teina-teina (peer to peer) and tuakana-teina (teacher to child). It is imperative that teaching and learning spaces also accomodate the needs of our teacher-trainees and Visiting Lecturers as they undertake practicum requirements. - Teacher spaces that encourage teachers to work collaboratively and enable them to operate effectively from any location in the room. -Visible transparency eg. glass dividers between learning spaces, additional breakout spaces so that teachers and other professionals associated with the school can conduct private meetings.
	Validation of culture and other people's perspectives, is necessary for understanding and supporting all individuals in a community.	- Recognise & cater for learner diversity through having a sound knowledge of all learners' use this knowledge to inform teaching /learning - Guardian/ako groups where each teacher is responsible for a core group of students in the hub. - Practice culturally responsive practices valuing diversity as an asset	- Flexible, open classroom spaces that enable teachers to be able to cater for a diverse range of learners. - Spaces for homerooms/guardian/ako groups that enable groups of 20 - 30 children to be together in order for them and their whanau to develop a core relationship with one specific teacher. - Central, prominent display spaces for special displays of student achievement, local art, culture etc
	Positive, inclusive relationships are a key	- Be committed to sharing and developing our practice for the benefit of all learners, now and in the future - Foster professional relationships	- Design that reflects community diversity, respects and values different cultures. - Withdrawal/meeting spaces within each learning space to mentor student teacher interns.

| | component to productive learning environments | with colleagues and ITE providers.

- Foster open, regular opportunities for engaging and communicating with our parent community. | - Teacher work spaces to plan collaboratively with other teachers, prepare class materials etc.

 - Buildings and facilities that bring the parent community into the school e.g. whanau /ENSCA /CAFÉ kitchen space. |

2. Learning – *akoranga*

Ko te ahurei o te tamaiti arahia ō tātou māhi "Let the uniqueness of the child guide our work."

Enable quality teaching and learning programmes that promote learner agency and *"place the learners at the centre of the learning environment"* (OECD, 2010).   The **remodelling of existing, and building of new learning spaces** will support us to achieve this aspiration**.**

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
Have a learner-centred ethos	Students learn best when they have agency and control over their own learning.	- Combine teachers and students within a learning cluster to enable curriculum delivery to be learner-centred and focused towards the interests of all. - Teachers act as a `learning facilitator' and advance learner agency by supporting children to take control of their own learning. - Differentiate learning, planning for and providing a range of pathways to address all students' needs (provide student choice/personalised learning). - Work one-on-one to encourage reflective thought and action, helping students think about themselves as learners, how they learn best and how to plan action to enable success.	- Student-centred, agile learning spaces. - Flexible shared spaces that enable students to have choice over where to work and who to work with based on the type of learning they are doing (develop agency over the way they learn). - Flexible classroom designs that support a variety of teaching/learning activities; independent work, small collaborative groups etc. - Break out areas where children can work independently, with peers or one-to-one with teacher/assistant. - Access to ICT within the spaces that allows for effective e-learning to take place enabling ubiquitous learning.
	Effective learners are flexible and resourceful	- Be flexible ourselves, adopting appropriate teaching roles to support children's individual learning goals. - Incorporate diversity and flexibility to the curriculum through various delivery methods.	- Flexible classroom spaces that can be opened and closed and cater for a range of collaborative teaching and learning activities (group work, whole class activities) thus enabling all learners to access the curriculum through various delivery methods. - Access to ICT that enables all learners to access the curriculum through various methods.
	Learners need to engage with authentic learning to make connections to prior knowledge,	- Provide authentic rich learning tasks and sufficient opportunity to engage with, practice and transfer new learning. - Continue to develop a curriculum that supports the ethos of our TLENS framework.	- Direct access to open outdoor spaces/ `sandpit' areas for children to be able to engage with `hands-on' experiences/experiment, explore. - Designated space/s to support the practical aspects of Science, Technology and Art requiring specialised equipment or furnishings, thus enabling

	see real-world relevance, and apply knowledge and skills flexibly in different situations.	- Use children's prior knowledge to assist with assimilation of new learning. - Teaching programmes that respond to local needs & circumstances, enabling greater student ownership, relevance and interest with their learning	creativity and innovation to thrive. Specifically; iLab, Music suite and Art room (as currently exists). - 'Wet rooms' and kitchen facilities in each learning hub for project making/wet work/baking etc. - Ability to future proof indoor and outdorr spaces by not limiting optionality.

3. Environment - *manaakitanga*

Manaaki whenua, manaaki tangata, haere whakamua "Care for the land, care for the people, go forward."

Foster a supportive and inclusive environment that challenges and inspires our learners to be curious, critical thinkers. Encourage and enhance creativity, design and innovation through authentic 'hands-on' learning experiences. The **remodelling of existing specialist learning rooms and outdoor learning spaces** will support us to achieve this aspiration.

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
Foster a supportive, creative and challenging environment	School experiences should be challenging and inspiring, emphasising creativity and `doing' rather than listening.	- Provide enriching, `hands-on' opportunities and experiences - Make school a fun and enjoyable environment for active learning. - Discovery - play-based learning programme (junior school). -Support students to be curious, striving to continually learn through questioning, thinking critically and testing ideas. - Support students to develop strategies for solving complex problems and to be 'comfortable' in messy/complex situations. - Design opportunities that stimulate the children's curiosity and require them to critically evaluate their material/approaches.	- Designated specialist space/s to support the practical aspects of Science, Technology and Art requiring specialised equipment or furnishings, thus enabling creativity and innovation to thrive. Specifically; iLab, Music suite and Art room (as currently exists). - Provision for the practical aspects of the curriculum e.g. food, materials and electronics technology in a multi-purpose space. - 'Wet rooms' and kitchen facilities in each learning hub for project making/wet work/baking etc. -Open, adaptable spaces that enable opportunities for experiential learning both indoors and outdoors (connected indoor/outdoor flow).
	Creating an environment where everyone feels safe to take risks is of paramount importance.	- Provide a positive, safe environment where learners feel they can take learning risks.	- Currently private meetings between teacher trainees and their Visiting Lecturer for practicum evaluations are held in the staff room as we have limited private spaces. It is imperative that we have safe, private areas for these conversations to take place.
	Be environmentally aware - members of our community	- Invest time in teaching and modelling the `why' behind being environmentally aware, proactive	- Landscape zones that support sustainability and 3 R's: reduce waste, reuse resources,recycle materials - Energy efficient systems throughout the school.

	will express care and concern about the wellbeing of the environment, showing this in their actions (proactive citizens).	global citizens. - Make students aware of local, national and global environmental issues and encourage commitment to solving these where possible. - Connect the learning to the outdoor spaces	- Outdoor spaces that celebrate our cultural diversity with an emphasis on NZ flora. - Various landscape zones to encourage different types of play. - Direct access to open outdoor spaces from the classrooms.

4.   Wellbeing - *hauora*

Mauri ate pono "Believe in yourself."

Strengthen individual and collective wellbeing (OECD, 2017) and a community sense of belonging. Create spaces that enable us to connect to each other and to the land. The **development of a central pumanawatanga ('heart' of the school/community hub)** will assist us in achieving this aspiration.

Aspirations	What does this mean?	How will we achieve the aspiration	What space will be required to enable the aspiration?
	Emotions are integral to learning.	- Help children learn to recognise and manage their emotions. - Creating an environment where everyone feels safe - Homerooms/guardian/ako groups where each teacher is responsible for a core group of students. - Provide suitable, extensive support and scaffolding to build resilience.	- All areas designed with the safety of the occupants from external threats (children and staff) being given high priority. - Interconnecting areas that provide internal access to administration area and bathrooms etc. - A central pumanawatanga ('heart' of the school/community space) that enables children and parent community to come together at various times throughout the day/year.
Facilitate individual and collective wellbeing, self-efficacy and sense of belonging.	Self-efficacy enhances accomplishment and personal wellbeing	- Support children to experience personal success and to know and utilise their own strengths/ talents. - Coach students to develop their self-efficacy, resilience and self-regulating skills. - Provide daily opportunities for physical activities, sending clear messages about the importance of being physically active in order to enhance health and wellbeing. - Use formative assessment in order to ensure successful accomplishment and continuous improvement. - Provide specific, regular and meaningful feedback to enhance deep personalised learning.	- Central spaces for displaying children's work throughout the school in order to celebrate learner success. - Shared spaces to be used for presentations or performances to support our dedication towards Ngā Toi. - Provision for the health and physical aspects of the curriculum (multi-purpose indoor space). - Outdoor areas for a range of physical activities. -Private spaces for student-teacher conferencing and teacher-trainee Associate Teacher conferencing (as per practicum requirements). - Break out spaces where teachers can work with children for one-to-one assessment/conferencing.

	Motivation increases the initiation and persistence of activities	Be passionate, motivated and optimistic role models. Help students become aware of their motivation systems and how they influence their learning experiences.	- Breakout spaces to enable teachers to work one-on-one or with small groups. - Spaces for student-teacher conferencing and other professional conferencing as needed.
	When we have a sense of belonging, our self-belief and achievement is enhanced.	- Create an inclusive and equitable school community where every person feels that their contribution/voice is valued and that they can participate to their full potential. - Foster open, regular opportunities for engaging and communicating with our parent community. - Creating homerooms/guardian/ako groups where each teacher is responsible for a core group of students.	- An open, welcoming entrance to the school with enough space for multiple groups to gather. - A central pumanawatanga ('heart' of the school/community space) that enables children and parent community to come together at various times throughout the day/year. - Outdoor landscaped spaces or learning areas for student learning and/or social interaction near the classrooms.

10   Description of each space (the vision for the future)

Space	Activities	Description
General learning space (*existing two storey)	● Self-directed learning ● Creative activities / construction / modelling / investigation ● Buddy grouping ● Peer teaching and learning ● Small group teaching ● Large group teaching ● Individualised learning ● Collaborative teaching and learning ● Active project-based learning ● Informal student presentation ● Quiet reflective activities ● Targeted teaching/learning of specific skills ● Scaffolded teaching/learning ● Teacher modelling/observations for ITE interns ● Shared meeting place / time for learners to come together ● Circle time / class meetings ● Preparation - copying, printing, laminating, cutting etc ● Sensory/quiet space which eliminate external distractions	● Uplifting and inspirational – spaces that are motivating and uplifting for pupils and teachers ● Bright and airy with ample natural light and protection from glare and heat that won't require closed blinds. ● Sustainability on display as educational tool – ie materials, energy use display etc. ● Healthy spaces that are well heated and ventilated. ● Covered/protected outdoor space to allow use of outdoor areas in a range of weather conditions. ● Spaces that are flexible (can be opened up and closed down) to create a range of sizes* with sliding glass dividers. ● Corridors become part of classrooms* ● Space for children's belongings that does not encroach on the learning area. e.g. a veranda for bags. ● Individualised, sound-proofed/sensory deprivation spaces to support diverse learners. ● Kitchen facilities / wet areas ● Indoor/outdoor flow with outdoor areas that can be used while others are indoors ● A range of flexible furniture that enables a variety of room layouts, and a range of group sizes and collaborative activities (e.g. moveable boxes that

		can double as seats, risers/can be made into stage, drama space.) ● Storage for resources / equipment eg. paper, reading books. ● Natural lighting but with the ability to block out sun if necessary. ● Good quality acoustics and heating. ● Different types of technology / devices for both learners and teachers e.g. data projectors, large screen TV's, whiteboards ● Clever and ample storage spaces for children's belongings eg. multipurpose furniture/seating with storage for book boxes. ● Breakout spaces with integrated furniture. ● Staff workspace adjacent to learning spaces with the ability to print,prepare resources. ● Small pods of book collections throughout the communal learning spaces. ● Secure lockable spaces for teacher belongings and personal teaching material. ● Considerabl use of soft wall linings so the spaces carry student work and teaching/learning resources. ● Adequate storage space to accommodate the belongings of teacher-interns. ● Ability to see across the learning space for supervising ākonga. ● Ability for spaces to enable occupants to be completely secure/safe from external threats eg. solid external walls (not floor to ceiling windows).
Admin space / Entrance Way	● Main entrances to the school ● Community interactions ● Meeting places/offices ● Reception area ● Medical ● Cafe ● Private meetings places for - staff, parents, lecturers and teacher interns.	● An uplifting space that expresses the ambition the school has for its pupils, staff, and trainee teachers ● A sense of arrival and welcoming. ● Attractive public face to school. ● Welcoming and visible in ways that reflect Elmwood's unique history, cultural narrative and community e.g. colour and design. ● Easily accessible from all learning hubs / visible from Aikmans and Leinster road entrances. ● Colourful, planting, signage - invites you in. ● Display area of student work and celebrating successes. ● Meeting rooms of various sizes. ● Open and airy space - high ceilings. ● Acoustics, heating and lighting considered. ● Gallery- historical photos, trophy cabinet. ● Entrance with double doors for warmth in winter. ● Good lighting, including in Medical Room. ● Reception desk to be more user friendly. ● Private workroom/copying/laminating space. ● Heating and cooling systems in individual offices.

		● Intercom system throughout entire school.
Hall/ auditorium (existing)	● Assemblies/Hui for 500+ ● Performances e.g. Kapa Haka, Orchestra, Dance ● PE and Sport activities e.g. PMP Basketball, Netball, Jump Jam ● Exhibitions ● Teaching and Learning ● Community usage ● Lunchtime activities	● Floor markings ● New kitchen ● Retractable seating/ceiling ● Air-conditioning
Toilets		● Toilet location - not in sun / easily accessible. ● Hand washing separated by wall… so toilets private but handwashing can be seen through (glass) wall to avoid loitering. ● Unisex shower. ● Toilet facilities for staff. ● Toilets easily accessible and appropriate size for both junior & senior pupils. ● Disabled toilet - decent size and accessible ● Accessible from inside the learning spaces (not external access).
Library/ Information Learning centre	● Intergenerational reading experiences - parents, children,peers,teachers ● Whanau space for gathering / meeting ● Lunchtime activities for children to gather together eg. chess, construction, craft etc. ● Research and experimentation with ideas and activities ● Augmented reality app use ● Creative responses to literature using multimedia materials ● Book clubs/discussion opportunities ● Students looking after the collection eg. librarian activities ● Listening to music, eAudiobooks, ● Lego (Lego wall) ● Quizzes ● Parent Education Evenings	● Calming, relaxing and comfortable with natural light and well ventilated. ● A dedicated space that is centrally located for whanau groups to gather together. ● Soft surfaces for noise control, comfort when seated. ● Flexible furniture that is also easily maintained and cleaned (think extended use to babies/preschoolers and adult whanau). ● Interactive displays. ● Accessible resources. ● Linked to outdoor space for reading. ● Separate work space for the librarian. ● Presentation space with tiered setting. ● Quiet spaces for children to work e.g. booths, pods, eggs. ● Mindfulness zone.
Specialist spaces (science,art, music, technology)	● Film - green screen recording. ● Recording audio/music ● Space for Itinerant Music teachers ● Performance ● Experiments - teacher modelling, as well as student experiments. ● Food technology ● Robotics ● Agriculture/Greenhouse ● App building/coding	● A multi-purpose, flexible space that can be configured for different sized groups for various specialist subjects. ● Equipment storage purpose built in cupboards for resources e.g. music instruments, science & technology equipment. ● Appropriate flooring for different areas - wet spaces vs. comfort. ● Kitchen facilities for food technology. ● Natural lighting but with the ability to block out

	- Makerspaces - hard materials - Art and graphics - Virtual reality experiences	sun if necessary. - Good quality acoustics and heating. - Consideration given to how students will access view of teacher modelling e.g. tiered seating. - Access to taking the learning outdoors. - Furniture flexible in use and easily moved e.g. table on top, which could tilt up and be a whiteboard underneath. - Consideration given to materials of equipment - e.g. stainless steel table/bench tops for kitchen and science areas. - Soundproofed recording studios/rooms. - Variable surface heights for users/learners. - Cubby holes/hooks for children's belongings. - Ability to see across the learning space for supervising ākonga.
Outdoor spaces	- Field - big enough to have full game of hockey, soccer etc + multiple classes - A variety of sports - Drama / music performances - Eating areas - multi level - Learning across the curriculum eg, gardening, science, arts, health - meditation, well-being, mindfulness, reading, plays, art activities, independent working	- Multiple spaces for informal learning. - Multiple surfaces e.g. Astro-turf, grass, concrete. - Flexible goals/line markings for a variety of sports. - Outdoor space (deck/amphitheatre) to allow for learning through performance. - Playground equipment approp. for all year levels - Quiet reflective spaces. - Undercover spaces - used as extra learning spaces and eating areas. - Areas, with great planting around them / nice garden area including a sandpit. - Landscaped spaces with permanent seating for student learning and/or social interaction near the classrooms. - Productive garden, composting, worm farm etc. - Toilets accessible without going into classrooms - Student play spaces easily visible. Children not playing around back of buildings - Lots of shade - if the time outside for learning and eating is increased, consideration to variable shade. - Covered areas for wet weather play - Sand pit, water play areas, mud kitchen - Blackboard drawing walls - Large natural items for climbing, rearranging. Wooden play/obstacle areas - More natural bush/garden space - Nature materials - tree rings, insect information and gathering equipment. - Learning games painted on safe surfaces. - Appropriate signage. - Rain-shelter for children before and after school.
Staffroom	- Meetings (staff, parents) - Staff relaxation - Professional development	Comfortable, practical, relaxed, modern and attractive - a social space that contributes to well-being.

	● Gathering space for ITE students	● Couches / coffee tables, heat pump etc. ● Garden courtyard area - private space. ● Meeting room for staff meetings - flexible ● Soundproof admin area. ● Catering for student teachers - large space. ● Kitchen space more suitable for a number of staff members in - more than one entry, an island, microwaves under island. ● Lockable cupboards. ● Kitchen area in teaching space for children and teachers/room for many people to work at once.
Resource spaces / Storage	● Reading books storage ● Resource storage ● Computer storage ● Photocopying/laminating - including coloured card/paper ● Printing ● Art resources stored ● Sports equipment ● Staff lockers ● Science ● Technology hub	● Attached to teaching spaces/specialist rooms for easy access. ● Archive room for historic photos etc. ● Reading books for appropriate levels stored near/within the general learning spaces. ● Sliding/moving shelves for books, resources etc ● Separate storage for PE /Sports equipment. ● Student access to printers from personal devices ● Access to power for charging stations. ● Ample shelving and cubbies-very clearly labeled ● Secure, lockable cupboards for specialist equipment e.g. science / technology.

11   Furniture and equipment (F&E)

Furniture, fittings and equipment needs to support teaching learning in flexible environments. They need to be able to be flexible and versatile so that they can be creatively used for more than one purpose and in different ways by different users.

Apart from teacher laptops, equipment will rarely "belong" to a single user, rather it will be available for users as and when they are needed.

Some storage needs to permanently fixed, whilst other items need to be able to be moved to create flexibility in spaces. Storage for students bags need to be outside the learning spaces, in corridors or in sheltered and protected outside areas.

12   ICT

As stated elsewhere in this document the use of digital technologies to support teaching and learning is a critical component of our programme. The use of ICT's in learning needs to be flexible, adaptive and purposeful.

As technologies change in the future it is crucial that the architecture of our IT network remains robust enough to support 1:1 access and sufficient bandwidth in our network connection to accommodate general usage as well as the movement of large multimedia files.

We envisage that the "SnupLite" upgrade that was completed in March 2014 will require significant upgrading in its hardware and architecture to accommodate this.
The current fibre connection, while able to cope with data movement currently, will be insufficient in the near future.

More specifically we require:
- Provision for 600 devices to be simultaneously connected to the network
- Sufficient secure storage / charging stations in each learning space
- Large screen TV's / projectors located strategically to enable the "right tool to be used for the right job"

References:

Bryk, A.S., Gomez, L. M., Grunow, A., & LeMahieu, P.G. (2015). *Learning to improve: How America's schools can get better at getting better.* Harvard Education Press.

Coburn, C. E. & Turner, E. O. (2011). Research on Data Use: A Framework and Analysis, *Measurement: Interdisciplinary Research and Perspectives*, 9(4),173-206, DOI: 10.1080/15366367.2011.626729

Earl, L & Timperley, H. (2016). Embedding evaluative thinking as an essential component of successful innovation. Centre for Strategic Education Seminar Series #257, September, Victoria: Australia.

Hattie, J. (2015). *What Works Best in Education: The Politics of Collaborative Expertise.* London: Pearson.

OECD, (2010). *The nature of learning. Using research to inspire practice; practitioners guide from the innovative learning environment project.* Paris: PISA, OECD Publishing.

OECD. (2018). *The future of education and skills, education 2030: The future we want.* Paris: PISA, OECD Publishing.

Rohan, T. (2017). *Teaching for positive behaviour. Supporting engagement, participation, and learning.* Wellington: New Zealand Ministry of Education.

Timperley, H., Kaser, L. & Halbert, J. (2014). *A framework for transforming learning in schools: Innovation and the spiral of inquiry.* Victoria, Australia: Centre for Strategic Leadership.

B.

Property Brief

ELMWOOD NORMAL SCHOOL
[Property Brief is to be completed by the Ministry of Education]

1   Purpose

The Property Brief sets out relevant project parameters and key information relating to the site, buildings and infrastructure.

2   High level information

School name	
School ID	
School type	
Decile	
School contact person	
Region	
Ministry of Education Project Lead (Delivery Manager)	
External Project Manager	

Designer	
Development type	
Construction budget (excl. fees and contingency)	
Planned start date	
Planned end date	
Roll as at [date]	
Build Roll	
Master Plan Roll	
Surge Requirement (transportable teaching spaces)	
School ethnicity composition as at [date]	International XX% European XX% Asian XX% Maori XX% Pacifika XX% Other XX%
Ministry of Education Lead Infrastructure Programme	Christchurch School Rebuild Programme

Note that the Build Roll[1] is the roll that this particular project must accommodate. The Master Plan Roll[2] is the roll that the Master Plan must be designed to accommodate, and for which site infrastructure should be designed. The Surge Requirement identifies the number of additional transportable learning spaces that may need to be located on the site to account for exceptional temporary requirements.

3   Project scope

The scope of this project as noted in the Master Planning and/ or Design RFP includes:

[Identify any scope items not set out in the Background and Project Description on page 6 which are relevant.]

4   Roles and responsibilities

This is a table summarising the roles and responsibilities of the parties within the project. *[Name the contracting parties. For example, the design and build consortium, architect etc.*

An example table is shown below. Commentary also needs to include project specific details about procurement approach, Design Control Group (DCG) and Project Control Group (PCG) makeup, responsibilities, frequency of meetings etc. Project specific requirements must be established and documented.]

Schedule of Responsibilities for Key Project Participants

Responsibility:

P= Prime C= Co-ordination   A= Approval   L= Liaison   O= Observation

Process / Role	Ministry/Board of Trustees	Project Manager	Contractor	Quantity Surveyor	Lead Design Consultant
1.0 Project Participants	A				
Selection	A	P/C	L	L	L
Scope of Work/ Services	A	P	L	L	L
Contractual Arrangements	A	P	L	L	L
Conditions of Engagement	A	P	L	L	L
Appointment	A	P	L	L	L
Contractual Relationship	A	P	L	L	L
Communications Systems	A	P	L	L	L
2.0 Ministry Objectives					
Risk Assessment	A	P/C	L	L	L
Project Deliverables	A	P/C	L	O	L
Procurement Strategies	A	P/C	L	L	L
Delivery Methods	A	P/C	L	O	L

4.1   Project Structure

[An example Project Structure Chart is shown below. It should be replaced by an appropriate graphic relevant to the specific project. Project specific requirements must be established and documented.]
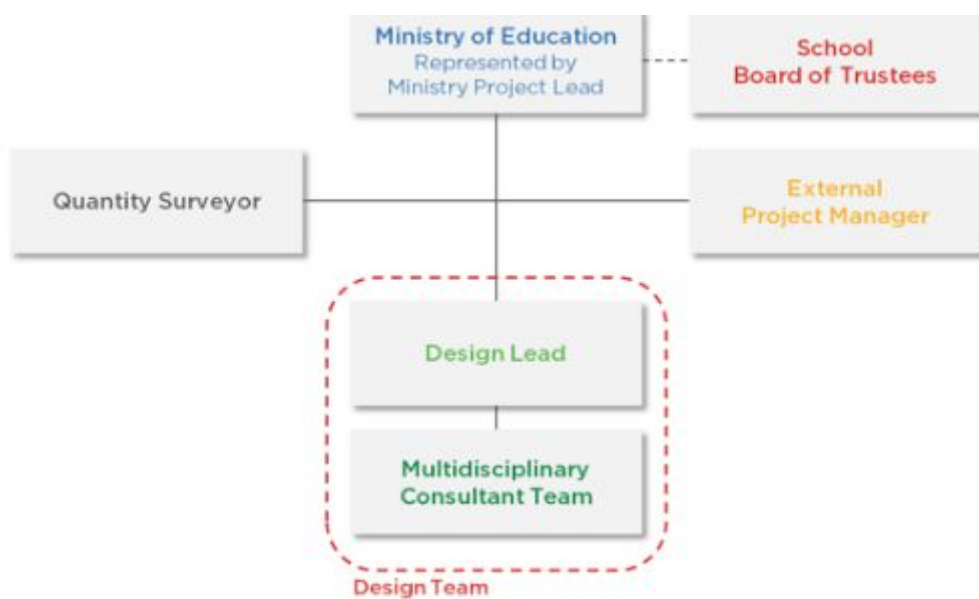
5   Project programme

The planned programme milestones for this project as noted in the Master Planning and/ or

Design RFP are set out below:

[Dates entered below are to be in accordance with overall master programme deliverables, depending on the type of procurement all the deliverables may or not be required. If not required then note this in the box as not required.]

Deliverables	Required	Date deliverables required
Master Planning	[Y/N]	Date or N/A
Preliminary Design		Date
Developed Design		Date
Detailed Design		Date
Construction Commence		Date
Handover		Date

The Design Team will be expected to meet all statutory compliance requirements, Resource and Building Consent requirements.

6   Project handover documentation required

At the completion of the project and as a prerequisite to the completion of Ministry Handover processes the Design Lead shall provide the Ministry and the School with a Building Owner's Manual in electronic format containing the following:

· A brief description of project including reference photographs of the completed project.
· Full set of construction drawings and specifications amended for variations which occurred during the course of the contract, from all disciplines.
· List of consultants engaged on the contract.
· List of contractors and subcontractors engaged on the contract.
· Copies of all warranties and guarantees issued for the project.
· Copy of consents issued on the project including Outline Plan Approvals, Resource Consents, Building Consents or any waivers issued for any of the above.
· Copy of any Producer Statements issued by consultants, reviewers or contractors on the project.
· Copy of Codes Compliance Certificate(s) issued on the project.
· Finishes and colour schedules for the project.
· All structural and geotechnical reports (including drawings and calculations).
· All review reports undertaken for the project (e.g. accessibility or acoustics assessment reports).

7   Compliance documents

This brief is based on the following documents:

Document Title	Version Number	Date Referred To
Designing Schools in New Zealand – Requirements and Guidelines	V1.0	September 2015
Structural and Geotechnical Guidelines for School Design	V1.1	29 June 2015
Weather-tightness and Durability Requirements		August 2014
Fire Safety Design Requirements for Schools		July 2008
Fire Alarms Specification SF1		February 2006
Information and Communications Technology (ICT) Cabling Infrastructure: Policy and Standards for Schools	V4.0	May 2014

8   Project information

8.1   Site information

[Enter site address.]

8.2   Existing Building Information

[Complete box with the latest up to date available data.]

A list of existing building blocks is provided in the table below. The Ministry of Education's Property Information System (PMIS) block numbers are referenced on the attached annotated site plan. Further information on existing blocks that includes age, building types, envelope materials and record repairs/upgrade projects can be found by accessing PMIS online through the following web address: http://pmis.minedu.govt.nz/

PMIS Block Number	PMIS/ Ministry Block Name	School Block Name	Comments

8.3   Special considerations

Cultural significance

[Provide any information on any known cultural significance or school engagement with mana whenua – if none available, please indicate as 'unknown'.]

Historical significance

[Provide any information on any known historical significance, if none available please indicate as 'unknown'.]

Special needs

[Provide any information on any special needs requirements on site, if none available please indicate as 'unknown'.]

9   Roll projections

See Section 1 of this document for an explanation of roll types.

Roll Numbers [to be verified by Network via Memorandum of Understanding document]	
Current Roll (enter year)	
Build Roll	
Master Planning Roll	
Surge Requirements	[number of transportable classrooms]
Satellite Capacity	
Technology Capacity	

The total gross area for the school based on a build roll of [enter build to roll number] is [enter gross figure]gross ([enter net figure] net). This is made up as follows:

[Add in table from school impact assessment from data analyst.]

Table 1 Build Roll (Roll Spread and School Entitlement)

School Roll - Build Roll			
	Non MI roll	MI Roll	Total Roll
Year 0	0		
Year 1	0		
Year 2	0		
Year 3	0		
Year 4	0		
Year 5	0		
Year 6	0		
Year 7	0		
Year 8	0		
Year 9	0		
Year 10	0		
Year 11	0		

School Entitlement - Build Roll	
Classroom TS (excl gym)	0
Gymnasium TS	0
Classroom area	0
Gymnasium area	0
Library area	0
Administration area	0
Resource area	0
Hall / Multi-purpose area	0
Total net area	0
Total gross area	**0**

Year 12	0		
Year 13 +	0		

* MI is Maori Immersion

Total school roll	0

ORS high	
ORS very high	

Outside technology roll	

Table 2 Master Plan Roll (Roll Spread and School Entitlement)

School Roll – Master Plan Roll			
	Non MI roll	MI roll	Total roll
Year 0	0		
Year 1	0		
Year 2	0		
Year 3	0		
Year 4	0		
Year 5	0		
Year 6	0		
Year 7	0		
Year 8	0		

School Entitlement – Master Plan Roll	
Classroom TS (excl gym)	0
Gymnasium TS	0
Classroom area	0
Gymnasium area	0
Library area	0
Administration area	0
Resource area	0
Hall / Multi-purpose area	0

Year 9	0			Total net area	0
Year 10	0			**Total gross area**	**0**
Year 11	0				
Year 12	0				
Year 13 +	0				

* MI is Maori Immersion

Total school roll	**0**

ORS high	
ORS very high	

Outside technology roll	

10   Project budget

[Complete table below – ensure that this has been crossed referenced with information that was provided to the school as part of their formal visit letter. Add in lines if there are additional budget provisions, e.g. satellite units. Make sure this aligns with the Design Team RFP.]

Budget – GST Exclusive	
Construction budget	
Less already allocated	
Available for construction	

Budget includes: Escalations, demolition costs, landscaping, site works, infrastructure upgrades, temporary accommodation, staging costs.

Budget excludes: Consultants fees, design contingency territorial authority fees, furniture and equipment and construction contingency.

11   Ministry approvals, design review and weathertightness review requirements

11.1   Project specific review requirements

This project will require the following Ministry sign-offs, design and weather-tightness reviews. This table does not include sign-offs that are standard to the building construction industry (for example, compliance reviews from the Building Consent Authority).

[Complete table below – ensure that it reflects the design stages and reviews required for this project.]

Stage	DRP submission required	Weathertightness review	Ministry sign-off required
Master plan – Bulk and Location	YES		YES
Preliminary Design	YES		YES
Developed Design	YES		YES
Detailed Design		YES	YES
Handover			YES

11.2   Design reviews

One step of the Ministry approval process is submission of plans to the Design Review Panel (DRP). The purpose of the DRP is to develop a consistent approach towards school property design and associated outcomes. These reviews support the Ministry's 'controlled gateways' approval process and the goal to optimise the quality of its property portfolio.

The DRP is a small group of experienced specialists (including engineers, architects, quantity surveyors) who access the selected design information and undertake high-level independent project reviews. The DRP reviews projects at certain milestones, depending on the risk profile of the project. The requirements for this project are outlined in the table above.

A DRP submission requires the formal submission of documents five working days in advance of the scheduled review. The DRP will convene and a report will be issued within 10 working days following the review session. The DRP does not approve projects or the completion of a milestone. The DRP report is part of the documentation required for submission for milestone sign off by the Ministry.

11.3   Weathertightness review

A comprehensive weathertightness review undertaken by the Ministry's designated expert consultants will be required at the detailed design stage.

11.4   Staged Ministry sign-offs

Staged Ministry sign-off will be required for each of the stages set out above by the Ministry Project Lead. DRP reviews and weather-tightness reviews listed above will be prerequisites to the staged sign-off as will be the completion of the Ministry's Design Compliance Checklist (DCC).

Ministry approval and formal sign-off are required to progress to each of the project stages. Deliverables and reporting requirements for these approvals are set out in the Designing Schools in New Zealand – Requirements and Guidelines.

12   Data available

This section exists to document the existing reports about this site that are being provided to the Design Team. Commentary is not necessary.

12.1   Technical overview – key issues
[Provide a high level summary of the various reports that have been undertaken – information from executive summary level. If no information or report available please note as 'no information available'.]

Item	Reports Available	Comments
Infrastructure services and roading		[Note if any report has been completed and any high level budgetary estimate provided for like for like replacement as at.....]
Weathertightness		[Note if any report has been complete, which block and any high level budgetary estimate provided for weathertightness remediation work.]
Seismic		[Note from site executive summary blocks that require strengthening and any other high level info to note.]
Geotechnical		[Enter the geotechnical category noted in the geotechnical report – GC1 – 4.]
Other		[Note any other reports.]

12.2   Other data

The Ministry has a data base of existing engineering reports and other data that relates to the site. A list of the information being provided to the Design Team is provided in the

following table:

[Enter all available reports and documentation that will be provided to the master planners that MoE have available for release – if unavailable, please note as 'nil' or 'unavailable'. Recommend that data is sent to master planner/PM via Dropbox.]

Subject Area	File Name	Author
Up to date aerial image		
Site plan		
Geotechnical assessments		
Structural assessments		
Insurance reports or details		
Infrastructure report		
Condition assessments		
ILE compliance assessments		
Weathertightness assessments		
Any site plans, services Plans held on the MOE PMIS		
Hardstand reports		
Floor level surveys		
Damage assessment report– canterbury		
Other		

Appendix A: Project and Site Constraints

Table

The Project and Site Constraints Table Template is available for download from Education.govt.nz.

[This table should be completed as far as is possible by the Ministry Project Lead prior to issuing to the Design Teams for RFP Submissions and will then become the responsibility of the successful project team to complete for staged Ministry sign-offs.]

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[1] Also known as the Initial Roll.
[2] Also known as the Projected, Final, Design, or Ultimate Capacity Roll.

Table

Elmwood Normal School Education Infrastructure Project Brief

Elmwood Normal School Education Infrastructure Project Brief