

Brighton Secondary College

Location

Victoria, Australia

Enrolment

Year 7 – 12, 1200+ students

Space Type

Types B and E

School Profile

Established in 1955, Brighton Secondary College is a government secondary college situated in Melbourne, Victoria. The college caters for over 1200 students from Years 7 to 12. A recent redevelopment of their buildings now reflects future-focused teaching and learning, with flexible learning spaces incorporated throughout the school. The aim of the redevelopment is for Brighton Secondary College to prepare their students for 21st century skills, including creativity, collaboration, critical thinking and communication.



Their Spatial Transition Journey



Brighton Secondary College recently demolished their 60-year-old North Building, and replaced it with their 'New North Building' to reflect 21st century teaching and learning. The New North Building comprises of open and breakout spaces. The flexible learning spaces aim to increase collaboration of students and educators, and to promote the use of open learning spaces by asking students and educators to reflect on how to effectively implement teaching and learning practices within these spaces.

The transition to flexible open learning spaces from traditional classrooms was a dramatic shift for educators and students alike. To help with the adjustment to the new space, feedback was requested from staff and students. Students were asked to reflect on the space and what furniture they would prefer in the breakout spaces. The aim was to encourage student involvement in the process and to increase the likelihood they will utilise the space once it has been completed. Additionally, students were asked how they would use the open learning spaces and how they will learn in these spaces. This helped educators understand the needs of students and to adjust their teaching practices accordingly.

Using a staff survey, the school received feedback from teachers about the open spaces. They found that teaching staff preferred their 'closed' traditional classrooms and did not use open spaces. In response to the feedback, Brighton Secondary College encouraged their Key Learning Area (KLA) teams, consisting of Mathematics, English and Humanities teachers, to use the breakout spaces. The Professional Learning Team (PLT) also worked with individual staff members to help support the transition of educators from tradition to open learning spaces.

More information

Please contact Leisa Higgins (hig@brightonsc.vic.edu.au) or visit the school's website at <https://brightonsc.vic.edu.au/>. All Spatial Transition Case Studies are available from iletc.com.au.

