



Inclusion and Integration through Innovation

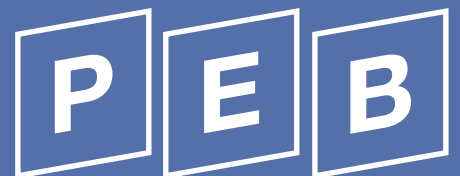
The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

Auckland, New Zealand, 17-20 August 2008

Organised by OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education



Programme





Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17-20 August 2008

Welcome: Sunday 17 August 2008

17.00 – 19.00	Powhiri – Ngati Whatua – Welcome by Nicholas Pole , Deputy Secretary Special Education, Ministry of Education, New Zealand – Welcome by Abdussamet Arslan , Vice President, OECD/PEB, Deputy Undersecretary, Ministry of National Education, Turkey – Tangatawhenua
---------------	--

Day 1: Monday 18 August 2008

Welcome and introduction

8.00 – 8.30	Coffee on arrival
8.30 – 8.45	Service options, design and policy environment in New Zealand Chris Carter , Minister of Education, New Zealand
8.45 – 9.00	Amiria Reriti , Conference Chair Hannah von Ahlefeld , Analyst, OECD Programme on Educational Building (PEB)

SESSION 1: Innovative learning environments for all learners – The context

9.00 – 9.30	United Nations Convention on the Rights of Persons with Disabilities: Implementation and monitoring measures Mike Gourley , President, Disabled Persons Assembly, and Senior Advisor for People with Disabilities, Sports and Recreation, New Zealand
9.30 – 10.00	A school to delight the senses: Hazlewood Special School in Glasgow Gordon Murray , Gordon Murray and Alan Dunlop Architects, United Kingdom (Scotland)
10.00 – 10.30	Trends in education Nicola Meek , CEO Secondary Futures
10.30 – 11.00	Coffee break

SESSION 2: Facilitating access to education – School case study focus – Design and technology

11.00 – 11.20	General introduction to barrier free issues, and launch session: Access issues in educational facilities in New Zealand schools Jula Geobel , Barrier Free Trust, New Zealand
11.20 – 11.40	Case studies in special educational facilities in Finland Kirsi Lindroos , Director, International Co-operation and Development, Department of Education and Science Policy, Ministry of Education, Finland
11.40 – 12.00	Design implications of universal access policies for all learners in schools in France Jean-Marie Schléret , President, National Observatory for Safety in and Access to Schools and Universities, France
12.00 – 12.20	Technology for all learners, New Zealand Charles Newton , School Principal, Nayland College
12.20 – 12.30	Question and answer
12.30 – 13.45	Lunch

Hilton Hotel

SESSION 3: Improving social participation – Pathways for change

13.45 – 14.05	Re-thinking the design of learning environments that afford social participation Peter Lippman , JCJ Architecture, New York, United States
14.05 – 14.25	A pathway to better social and individual life through spaces of learning: The role of school architectural design in adolescents identity formation Neda Abbasi , Faculty of Architecture, Building and Planning, University of Melbourne
14.25 – 14.45	Creating safe environments for all learners – WHO award winning school Graeme Barber , School Principal, Woodend School, Christchurch
14.45 – 15.05	From Ordinary to Inclusive: Developing inclusive schools in South Africa Liteboho Mphutlane , Architectural Sciences, CSIR Built Environment, Pretoria, South Africa
15.05 – 15.15	Question and answer
15.15 – 15.45	Coffee break

SESSION 4: Auckland area – Challenges and opportunities to planning a schooling network in a dynamic environment

15.45 – 16.05	An introduction to the Auckland area Bruce Adin , Regional Manager, Ministry of Education, New Zealand
16.05 – 16.25	Innovation unleashed – Using partnerships between business, government and the community to foster innovation and contribution of people with disabilities in Auckland Minnie Baragwanath , Strategic Disability Advisor, Auckland City Council
16.25 – 16.45	Megan Bowden , School Principal, Oteha Valley Primary School
16.45 – 17.05	To be confirmed
17.05 – 17.15	Question and answer
17.15 – 17.30	Wrap-up by Chair Registrations for coaches for school visits, 19 August
17.30 –	Free time. Each participant is free to make his/her own dinner arrangements



Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17-20 August 2008

Day 2: Tuesday 19 August 2008

SESSION 5: School visits

8.00 - 8.30	Coffee on arrival	
8.30 - 9.00	Learning environments for diversity; education for Maori, Ngata Memorial College: Meeting the educational needs of an ethnically diverse student population Apryll Parata , Deputy Secretary Group Maori, Ministry of Education, New Zealand, Former School Principal, Ngata Memorial College	
9.00 - 16.00	School visits (itinerary forthcoming) – coaches depart at 9.15 from the Hilton Hotel	By coach
18.00 - 21.00	Gala dinner, Hilton Hotel (optional), with Pasifika and Maori theme	

Day 3: Wednesday 20 August 2008

SESSION 6: Evaluating existing design to ensure quality learning environments of the future for all

8.00 - 8.30	Coffee on arrival	
8.30 - 8.50	Impacts of learning environments on the development and social inclusion of young people with special needs Errol Cocks , Professor of Human Services, Curtin University of Technology, Australia	
8.50 - 9.10	Education Facilities Effectiveness Instrument (EFEI) for facilities for learners with special needs Bruce Sheerin , Senior Policy Analyst (Property), Ministry of Education, New Zealand	
9.10 - 9.45	Group Discussions Participants will divide into 5-6 groups to discuss the evaluation criteria discussed above plus reflecting on the field trips • Which aspects of these schools work in my country/region/city? If not, why not? If so, why? • What lessons can be learned to build on best practices in the future? Report back: Post top 3 "lessons learned" in foyer to be considered/viewed during coffee break	RQMTS
9.45 - 10.15	Coffee break	

SESSION 7: More innovative schooling case studies – Access, inclusion, safety, services and technology

10.15 - 10.35	Ensuring physical access for all in schools in Greece Speaker to be confirmed, Greece	
10.35 - 10.55	Developing special needs units in mainstream schools and a new special school in Ireland Niall Lowther , Architect, Professional & Technical Unit, Department of Education and Science, Ireland	
10.55 - 11.15	Establishing Parkside School : A case study for inclusion and integration in Pukekohe, New Zealand Judith Nel , School Principal, Parkside School	
11.15 - 11.35	Addressing issues of physical access in schools in Japan Takeshi Isoyama , Senior Researcher, Educational Facilities Research Center, and Masanobu Noguchi , Specialist, Facilities Planning Division, Department of Facilities Planning and Administration, MEXT, Japan	
11.35 - 11.55	Speaker to be confirmed	
11.55 - 12.15	Question and answer	
12.15 - 13.15	Lunch	Hilton Hotel

SESSION 8: Working together to create meaningful learning environments – Collaboration in action

13.15 - 13.55	Mawson Lakes Community: A case study in effective partnerships and urban development Kelvin Trimper , Director, Education and Community Development, Delfin Lend Lease, Australia	
13.55 - 14.25	Buildings, how to, process, engaging others and partnerships Viv Maidaborn , CEO New Zealand CCS Disability Action, CEO Lifetime Design	
14.25 - 14.45	Raising awareness and understanding of diversity (Inclusion) in planning practices – Community development focus Margherita Coppolino and Monica Ferrie , Department Planning and Community Development Melbourne, Australia	
14.45 - 15.15	Sport and recreation to create social cohesion, Special Olympics, working with the community and sharing lessons Chris Gunn , Regional Manager, Sport Opportunity, Halberg Trust	
15.15 - 15.30	Question and answer	
15.30 - 16.00	Wrap up and thanks Official close (Maori farewell)	



Inclusion and Integration through Innovation

The Role of 21st Century Learning Environments in Promoting Social Participation and Access to Education for Learners with Special Needs

An international conference organised by
OECD Programme on Educational Building (PEB) and New Zealand Ministry of Education

17-20 August 2008



*D*esign plays a crucial role in providing an effective learning environment for all students. The role of infrastructure in improving inclusion in education is even more important for learners with special needs – students with multiple and mild to severe disabilities, students with learning and behavioural difficulties, and students from diverse backgrounds, arising primarily from socio-economic, cultural or linguistic factors.

*T*here are significant implications for design in many policy developments concerning educational provision for these students. In many countries, for example, design must respond to policies that favour the inclusion of students with special needs in regular classrooms, rather than in special schools. In other countries, design must facilitate policies that promote increasing linkages between special educational facilities and regular educational settings. In addition, design must address the needs of students from different ethnic and linguistic backgrounds, and those who have suffered as a result of conflict.

*T*o investigate these and other issues, the **OECD Programme on Educational Building (PEB)**, in co-operation with the **New Zealand Ministry of Education**, is organising an international conference on innovative learning environments for students with special needs.

*T*he conference addresses how current planning and design of educational facilities contributes to the provision of a quality education for all learners, in a range of regular and special school settings at pre-primary, primary and secondary levels.

Venue

Hilton Hotel, Auckland, New Zealand

Conference language

The conference will be held in English.

Who should attend

- Policy makers in national, regional or local governments.
- Facility managers, planners, architects and educators.
- Disability sector representatives.
- Researchers.

Registration details

EUR 295 (NZD 595)	For representatives of OECD countries participating in PEB and associate members
EUR 345 (NZD 695)	For participants from countries or organisations that are not PEB members or associate members.

Participants' fees include:

- Attendance at the conference.
- All seminar documentation.
- Coffee breaks and lunches.
- School visits/workshops

Please register at www.oecd.org/edu/facilities/specialneeds

Accommodation

Accommodation is available at the Hilton Hotel, the conference venue. Participants are invited to book rooms at the Hilton via the Web site www.hilton.com/en/hi/groups/personalized/AKLHIHI_GOECA/index.jhtml. It is located five-minute's walk to Auckland's CBD and the Viaduct Village and offers views across Auckland Harbour.

