

Urban renewal and change in Port Adelaide

Field work investigating the redevelopment of Port Adelaide

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Two classes of year 10 students who have chosen Geography as a year Option subject have been investigating the processes and challenges involved with the redevelopment and change of a previously "run-down" and underused urban area. Alexandra and Graeme give an overview of the field work completed by their classes, including documentation completed by students and the assessment tasks.

The classes began by learning about the redevelopment of the Pyrmont-Ultimo area of Sydney. These are 2 waterfront suburbs which were the core of the shipping and cargo industry in the early part of the twentieth century.

They had gone through earlier redevelopments in the 1920's but containerisation and changing work structure had begun to catch up with them by 1980 and they were very rundown areas with poor quality housing and environment.

The areas are very close to the CBD and were ripe for some kind of redevelopment. The students examined what the situation had been in 1980 and the processes that were at work.

They then looked at the plans for the redevelopment and examined the relative successes and failures of the final outcome.

This was based on information in the text book *Heinemann Australian Explorations - Stage 5 Geography*, and use of the internet to search the local council papers for details of the scheme and the outcomes. There is a lot of information available about this particular program.

This background knowledge was necessary for them to be able to investigate the plans and processes taking place in Port Adelaide which has undergone similar changes.

It was interesting to note the general attitude to the area was fairly negative, although many students had not been to the area in a long time and they were reflecting their parents and peers opinions rather than any qualified opinion.

Note: on reflection, we feel that next time we complete this field work it would be useful to conduct a short questionnaire for each student before going and then on their return to see if their opinions had shifted.

Aims

- For students to visit an area uncommon to them and to gain some insight into the issues surrounding the area
- To use maps to find their way around a location
- To appreciate the delicate balance between the character of an area and the needs of the population
- To use qualitative indices in analysing urban areas
- To collect evidence of urban renewal.

Prior preparation

A field booklet was prepared for each student which contained:

- A map of the area
- A series of 5 qualitative indices to be completed at 5 different locations within the Port Adelaide area. (Dale St, The Minories, Harts Mill, The Woolsheds, The heritage area centred on Lipson St)(these will be used in further analysis back in the classroom) See example below adapted from different sources.
- Brief information about the heritage and history of the area
- Brief information about the plans for redevelopment including an annotated map
- Space for students to take notes.
- A history trail where student had to collect the answers to a series of questions. They would do this independently in small teams.

The teaching space of the SA Maritime Museum was booked for students to access the speakers. This included the provision of a data show. This was an outstanding facility and is highly recommended to any one visiting the Port.

Two different speakers were organised to give an over view of two perspectives of the development.

1. A representative of the government consortium who outlined the aims of the development as set out by the government in a 20 minute presentation. This included explaining how the develop-

ment was going to benefit the area and the city as a whole.

2. A representative of the council who was able to give an over view of the history of the area and spoke about the value of the heritage and character into the future.

Itinerary

- 8.30am: Leave school and drive to Port Adelaide
- 9.30am to 10.45am: Bus to visit the 5 different sites where students briefly debussed and completed the qualitative indices.
- Brief break and recess
- 11.00am: SA Maritime Museum teaching space to listen to the two speakers with time for questions.
- 12.30pm: Make way to Fisherman's Wharf for 30minute cruise of the waterfront area looking at the development from the river. The class was split into 2 groups and while one completed the Dolphin Cruise the other was completing the history trail and had lunch. Groups swapped over half way through.
- 2.15pm: Bus Back to school arriving at 3.15pm.

Data was recorded by the students using the form on the following page.

Assessment

Task:

Using the notes and data you collected from the day trip to Port Adelaide write up your field work. This is to be presented as a neatly formatted report addressing the criteria below.

Report Format:

- Title page
- Brief Introduction to Port Adelaide.
- Brief History of the area
- Map of the areas visited showing the 5 broad divisions of land use in the area. (We provided an Arc View base map for this)
- Presentation of your indexes in two types of graphical form with some brief explanation of what your graphs show
- Your completed History Hike
- A written analysis of the two sides of the argument for Port Adelaide as presented by the two speakers on the day. You need to consider the history versus redevelopment debate. Give a detailed explanation of the advantages and disadvantages of each side.
- Present your own considered opinion on the work being done in the Port. What is your opinion of the redevelopment? Your answer must be fully explained and justified.

Students were expected to consolidate all their data on a single Excel spreadsheet in order to produce figures that could be analysed. This formed the basis for their construction of the graphs.

They were expected to critically analyse the debate between urban renewal and the maintenance of heritage and whether the two were mutually exclusive or complementary.

The task was well done and the students had some interesting observations and opinions. Many were surprised at the results of the indices across the class.

Reflection

The timings on the day were fairly accurate and the speakers were able to keep to their 20 minutes while providing a very precise and interesting overview of the two perspectives. Both speakers used PowerPoint which was appreciated by the students.

There was time at the end for questions and it was pleasing to hear the insightful analysis by the students.

On the day our students were unable to go on the Dolphin cruise due to a problem with one of the boats, but It would be a really beneficial part of the day as the itinerary of the cruise can be up to the teacher and the area looks very different from the water.

The Maritime Museum was really helpful in organising this excursion and actually helped us to make contact with the necessary people. The Education Officer there couldn't do enough for us and the cost of the facilities was very reasonable at \$3 per student.

We will run this trip again. Hopefully we can access some speakers or we will present the material to the class ourselves. There is a vast amount of information on the net about the redevelopment.

We emphasised to the classes that in 10 years time the area will probably be unrecognisable and they will be able to tell their own children about what it was like in 2006.



Heritage building on the Port Adelaide wharf

Index of upkeep

	None	Little	Some	Much
Deterioration of Building walls	0	1	3	7
Paint Peeling/rusting	0	2	6	9
Displaced roof material	0	2	5	9
Broken glass in windows	0	2	3	7
Lack of ownership/empty	0	1	6	10
Roads/ entry poorly maintained	0	1	2	5
Weeds and litter	0	2	4	8
Old poorly maintained Signage	0	1	3	5

Atmosphere of the area

Look around you and consider the atmosphere or 'feel' of the area. Be honest but you may find some things appear negative and some appear positive.

Good	Score							Bad
	Good +3	+2	+1	0	-1	-2	Bad -3	
Interesting								Boring
Attractive								Unattractive
Varied								Monotonous
Like								Dislike
Welcoming								Hostile
Historic								Modern
Well maintained								Neglected
Open								Enclosed

Street furniture and pollution survey

Feature	Penalty Points	Maximum Score
Landscape Quality Trees and well kept grass areas Few trees and /or unkempt grass areas No trees or grassed spaces	0 4 4	8
Derelict land Some Small area Large area and major eyesore	0 4 10	10
Litter and vandalism No litter and no vandalism Some litter or vandalism Very untidy and lots of vandalism	0 4 8	8
Industrial premises All residential Some industrial premises Mainly Industrial premises	0 5 10	10
Traffic Flow Normal residential traffic Above normal residential traffic Heavy vehicles and through traffic	0 3 6	6
Noise Low level noise (normal residential St.) Quite noisy (some heavy traffic) Very noisy (traffic and machinery)	0 2 5	5
Air pollution No offensive smells or visible pollution Offensive smells and/or visible pollution	0 10	10