Innovative Learning Environments (ILE) guide

Strategies and suggestions for developing ILEs that work for all learners

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OF MOST INTEREST TO:

School leaders
Teachers
Parents

Understanding pedagogy as integral to ILEs
Understand what defines an innovative learning environment
An ILE as an ecosystem
The pedagogical core
Learner needs inform practice
ILEs and flexible learning spaces

Investigate what underpins the shift in pedagogy
Equity and diversity
Universal Design for Learning (UDL)
Seven principles of learning
Evidence-based approaches

Understand student-centred design
Pedagogy drives the design
Place the learner at the centre
Design for all learners
Identify student needs
Personalise learning through flexible design

Investigate the rationale for more flexible learning spaces
Why plan for flexibility
Designing for diversity
Adaptable spaces enable inclusion
Supporting learning

Using a collaborative process to develop an inclusive ILE
Articulate how your school vision is supported by an ILE
Values inform your approach
Include parent and community voice
Plan for the future

Establish a planning team that includes a wide representation of voices
Build a diverse team
Seek student and teacher voice
Establish a reference group
Consult widely
Access community knowledge

Develop a cycle of planning and reflection that involves and engages all stakeholders
Break your project into phases
Tools to evaluate, plan, and monitor
Investigate needs
Seek parents’ perspectives
Support collaboration

Provide opportunities to discuss and reflect on beliefs about teaching and learning, and the National Curriculum within an ILE
Use the principle of Inclusion
Identify teachers’ needs
Prepare teachers for change
Address staff concerns
Reflective questions

Identify, trial, and evaluate approaches to teaching and learning in an ILE
Trial new approaches
Develop collaborative teaching practices
Identify and establish learning programmes
Develop systems for sharing
Build inclusive practice

Build teacher understanding of potential barriers to learning and wellbeing, and ways to ease cognitive stress and overload
Ask students what can help
Consider student perspectives
The role of emotions in learning
Monitor student overload
Understand the affective network
Develop systems for monitoring and evaluating student learning within a collaborative teaching model

- Using collaborative tools
- Using Google spreadsheets
- Using your SMS to share data
- Providing learning pathways

Build confidence and capability in using technologies to support personalised learning

- The Spiral of Inquiry framework
- Use e-learning mentors
- Support student ownership
- Reduce barriers to learning
- Support first languages

Develop staff understanding of learner differences to support inclusive, innovative approaches

- Recognise learner differences
- Understand the need for flexibility
- Know your learners
- Identify barriers to learning
- Plan for diversity

Designing and configuring flexible learning spaces to support the full participation and engagement of all students

Consider new approaches to learning and flexible use of space

- Design adaptable spaces
- Enable student choice
- Caves, watering holes and campfires
- Working in different groupings
- Outside spaces

Consider te ao Māori and other cultural perspectives to ensure a respectful design that supports protocols and practices

- Culturally located learning spaces
- Visibly value students’ cultural backgrounds
- Spaces for whānau
- DeafSpace
- Strengthen design through partnership

Consider gender and sexuality perspectives to support the design of a safe and socially inclusive environment

- What makes a safe school?
- Safety policies
- Design safe, accessible personal spaces
- Understand threats to wellbeing
- Questions for reflection

Consider mobility needs and flexible options to support equitable access, navigation, and full participation

- Reduce physical barriers
- Future proof equitable access
- Maintain predictable pathways
- Support access and engagement
- Design for ease of movement

Consider sensory needs and flexible options to minimise anxiety and support attention, concentration, and communication

- Create calm spaces
- Tools for releasing tension
- Plan lighting to create comfortable spaces
- Support listening and communication
- Provide a range of sensory supports

Consider the impact of emotions and motivation, and options to support wellbeing and belonging

- Plan for wellbeing
- Create a safe environment
- Avoid highlighting difference
- Reduce anxiety
- Create structure

Involving students in planning and preparing for transition into a flexible learning space

- Provide regular opportunities for parents and whānau to discuss the move and what it means for them and their child
- Identify community needs
- Communication approaches
- Parent workshops
- Provide a virtual tour
- Communicate regularly

Introduce parents and whānau to new learning approaches and routines prior to moving into a flexible learning space

- Engage parents early on
- Make learning visible
- Create a factsheet
- Teach parents to use online tools
- Partner with parents

Welcome contributions of support, expertise and resources from your parent and whānau community

- Listen to families
- Value parental knowledge
- Utilise parent expertise
- Work with local iwi