WHAT'S INSIDE THE ONLINE

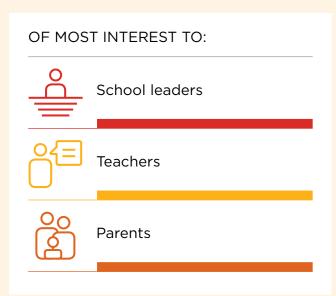
## Innovative Learning Environments (ILE) guide



inclusive.tki.org.nz/guides/ile

## Strategies and suggestions for developing ILEs that work for all learners

Click to view section on the TKI website









## 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

## Involve parents and whānau in the design process, to seek their ideas and address their concerns —

Seek parent perspectives

Work in partnership with families

Communicate regularly

Use a variety of communication methods

Engage with community at all stages



# Providing professional learning to support inclusive teaching practice before transitioning into the new space →

# 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 $\longrightarrow$

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 →

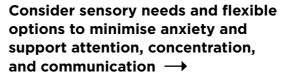
Reduce physical barriers

Future proof equitable access

Maintain predictable pathways

Support access and engagement

Design for ease of movement



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 (FLS) $\rightarrow$

#### Introduce students to the new space prior to moving to build familiarity and minimise challenging situations →

Prepare for change

Visit the new space regularly

Visual timeline

Practise using FLS prior to moving

#### Introduce new approaches to teaching and learning prior to moving into a FLS $\rightarrow$

Transfer familiar systems

Build learner agency

Practice collaborative learning

Flexible timetabling at secondary school

Scaffold students to manage learning

#### Involve students in the design of routines in a collaborative space ->

Involve students in making decisions

Partner with students

Establish routines

Support student agency





#### 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



