

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

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

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 →

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


Success for All
every school • every child


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TE TĀHUHU O TE MĀTAURANGA

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 (FLS) →

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 →

- 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



Involving parents and whānau 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

