

Introduce new teaching and learning approaches prior to moving

A suggestion for implementing the strategy
'Involve students in transition to new space'
from the Guide: [ILEs](#)

Includes:

- Transfer familiar systems
- Build learner agency
- Practice working collaboratively
- Flexible timetabling at secondary school
- Scaffold students to manage learning

Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Involve students in transition to new space](#)

Suggestion: [Introduce new teaching and learning approaches prior to moving](#)

Date

28 June 2026

Link

inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/introduce-new-teaching-and-learning-approaches-prior-to-moving

Transfer familiar systems

Before we came into the ILE, we looked around for management systems and programmes that we could use in this environment that would help with the transition.

One that we found was called “The Daily Five” and that really helped with the transition because we had something that was familiar to the children coming in. They knew exactly how to do it and it just worked really beautifully coming in here as well.

Gabrielle Nuthall, Halswell School

Source:

[Enabling e-Learning](#)

<https://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Transition-to-an-innovative-learning-environment>

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Build learner agency

Set up systems that support students to manage their own learning before moving. Provide visual supports and structured choices for students needing support.



Video hosted on Vimeo <http://vimeo.com/146593157>

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<https://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Student-agency-in-an-innovative-learning-environment>

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Practice working collaboratively



COLLABORATION



COOPERATION

Source:

Adapted from [Effective Learning in Classrooms](#)

<http://chriswatkins.net/wp-content/uploads/2015/07/Watkins-07-Effective-Learning-in-Classrooms.pdf>

[View full image \(527 KB\)](#)

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Flexible timetabling at secondary school

Students are given agency through a flexible learning system. They can add more time into the subject areas they need support with.



Video hosted on Youtube <http://youtu.be/eyyNmfgD88>

No captions or transcript

Source:

[Parkland School Division \(US\)](#)

<https://www.youtube.com/watch?v=eyyNmfgD88>

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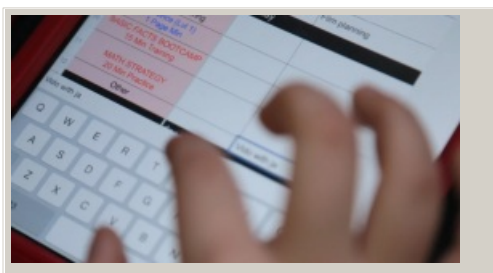
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Scaffold students to manage learning

Daniel and his teacher talk about how using a “must-do/can-do” list and an iPad enables him to have ownership and control over his learning.



Video hosted on Vimeo <http://vimeo.com/111165838>

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<https://elearning.tki.org.nz/Teaching/Inclusive-practice/Universal-Design-for-Learning/Enabling-student-ownership-of-learning-by-providing-a-differentiated-programme-for-a-learner-with-ADHD>

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