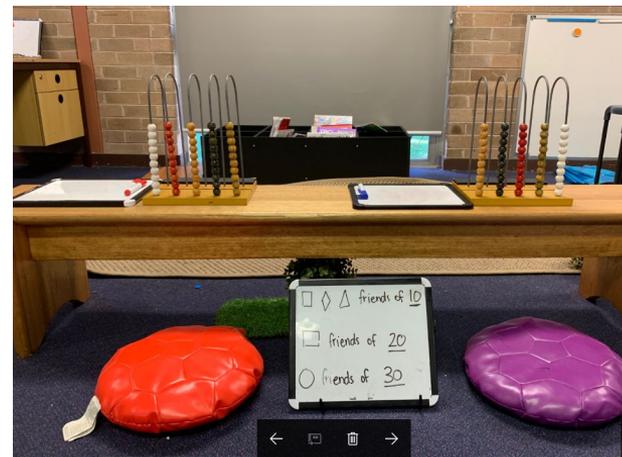


# Innovative Learning Environments at MPS

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Sam Crowley**



# Early Stage 1



# We did our research!

## HOW?

How does flexible learning spaces provide students with more opportunities? How does this impact our teaching?

→ STUDENT VOICE

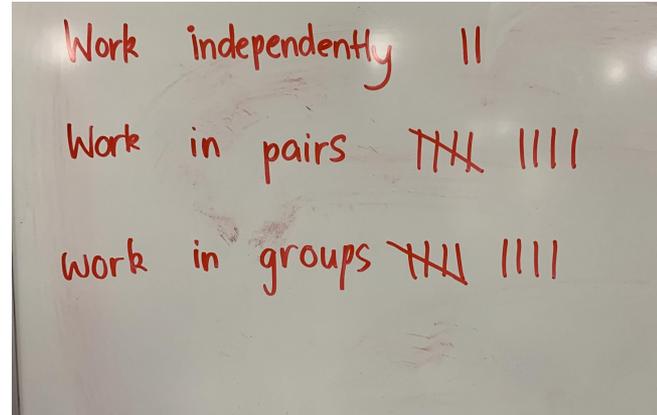
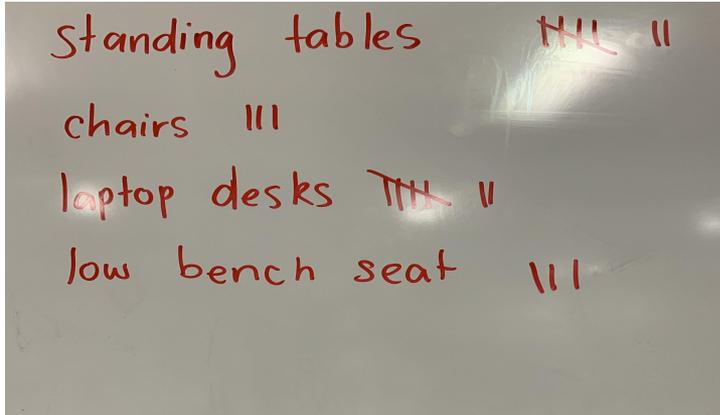
It **EMPOWERS** students to make decisions about their own learning within a powerful, rich classroom.

→ Engage with **LEARNING CULTURE**  
promoting inquiry based learning within the classroom..



# STUDENT VOICE

- — — Students were given a survey about which learning spaces they enjoy working in.
  - Standing
  - Seated on a chair (in open spaces or closer to the walls)
  - Lower tables with crate seats
  - Small laptop desks
  - Low long island bench
  - Working with 2, 4 and 6 people in a group.





# Stage 1

Flexible spaces in the classroom to promote regulation and create safe work spaces in the classroom for varied lessons.

## Classroom Learning Spaces

Based on David D. Thornberg's *Campfires in Cyberspace*, adapted by Emily Fintelman and the students of 4/5F

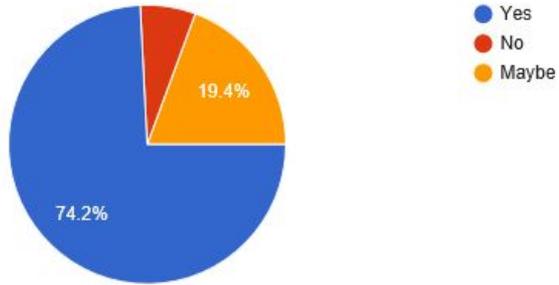


# Student voice

Google forms to ask for feedback on optimum learning style and co-constructing their learning space.

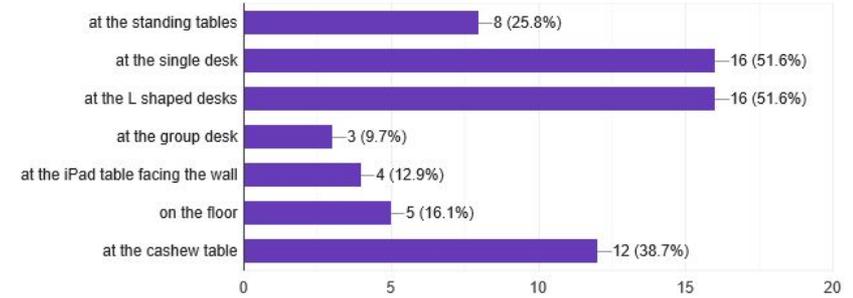
## Do you like the new arrangement of our classroom?

31 responses



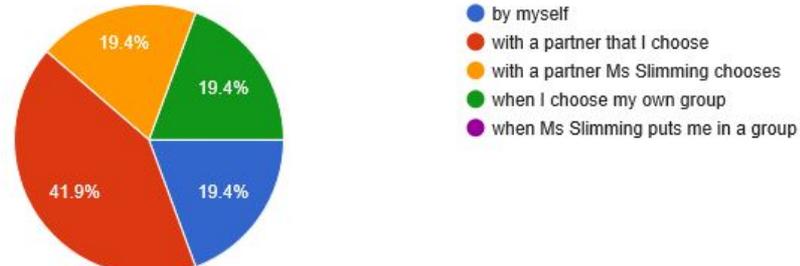
## Where do you like to work? You can pick more than one answer.

31 responses



## How do you work best?

31 responses



Choose a working spot that helps you to do your best.



# FLEXIBLE SEATING EXPECTATIONS

Use all furniture and materials with care.



If a spot isn't working for you, move without being asked.



Put materials back when you are finished with them.



Any teacher can move anyone at any time if they are not being respectful or responsible.



# Various learning spaces in a classroom

Safe spaces e.g. reading corners, individual desks.



# Promoting collaborative learning and student choice

Examples of furniture that promotes collaborative learning include floor lap desks, reading table, grouped tables.



I like asking my friends questions and we can help each other out.

-Year 2 student

# Furniture options in the classroom

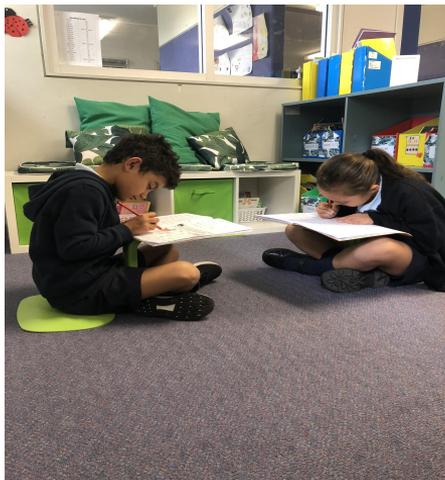
I learn best when I'm comfortable.



I like working at the single desks because I work best by myself or with a partner.



I like the standing table for writing and the lap desks for literacy groups.



-Year 1 student

# Student voice

Q: What have you noticed about the changes in furniture in your classroom and what do you like?



Year 1



Year 2

# Innovative Learning Environments in Stage 2

Our journey

Professional Learning  
takeaways

Where to next?



# Innovative Learning Environments in Stage 2

Professional learning takeaways:



Collaboration



Discussion



Guided



Feedback &  
Reflection



Explicit



Demonstration



Experiential



Independent



# Innovative Learning Environments in Stage 2

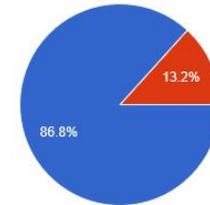
So how did we implement it?

- surveyed the students
- invited parents into the classroom
- trial and error with seating arrangements
- changed the way we created learning experiences

‘I like that I can choose where I want to sit.’

Do you prefer to sit where you like or have an assigned seat by your teacher?

68 responses



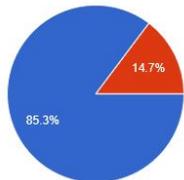
● Have choice on where I sit  
● Have an assigned seat given to me by my teacher



‘I like the option to choose if we can stand, sit at a desk or on a stool’.

Would you like choice on how your classroom would look like?

69 responses



● Yes  
● No

# Innovative Learning Environments in Stage 2

Where to next?



## Stage 3



By Stage 3, students are more independent with their learning. Therefore, Stage 3 classrooms have been created around this logic as well as including zones that assist with collaborative learning, conferencing and 'quiet' spaces.

Teachers collaboratively worked with their students to set the classrooms up through surveys and class discussions.



Stage 3 teachers have utilised their classrooms so that every space is being used.

The spaces can be flexible enough that if it is not working, it can be changed.

There is no 'dead' space!

# INSPIRING SPACES

powered by edtechteam



- 1 Consider Space as a "Third teacher"**

Parents, peers, and space are the three teachers of children. Create spaces that have their own unique ability to contribute to learning. - from the Reggio Emilia approach


- 2 Think Flexibility and Agility**

Create environments that can be reshaped quickly to meet a wide variety of learning conditions.


- 3 Promote Movement**

Kids learn better when they are active. Design classroom environments that promote movement.


- 4 Add Color**

Move beyond beige. Adding color is an easy and affordable way to make spaces more interesting and engaging.


- 5 Reclaim Space**

Where is there underutilized space in your classroom that can be repurposed to support learning? Think about adding to available space by removing your desk or file cabinets.


- 6 Remove Clutter**

Is your classroom visually overwhelming? Reduce the amount of materials on classroom walls to prevent over-stimulation.


- 7 Add Writable Spaces**

Is your classroom writable? Consider adding writable surfaces on walls and desks or provide individual whiteboards for brainstorming and problem-solving.


- 8 Create Digital Spaces**

Connect students to a "classroom in the cloud" to add another dimension to what you do in your physical spaces.


- 9 Use the Perimeter**

Focus on the perimeter of your classroom where wall meets floor. Add a genius bar along one wall where kids can stand or sit on high chairs to collaborate.


- 10 What is the Invitation?**

How does your space invite learners into an experience? Design your space so that when learners enter, the space informs them of the intent of the learning about to occur.



 ENTER THE CHALLENGE.  
[edtechteam.com/InspiringSpaces](http://edtechteam.com/InspiringSpaces)

# Different Space = Different Learning



**Conference Area**, this allows for students and teachers to discuss in small groups their work, feedback, assessing, reading and discussions.



**Research zones**, independent zones for quiet research tasks.

# Different Space = Different Learning



**Collaborative areas**, this allows for group work to maximise their learning and share.



# Different Space = Different Learning



**Quiet zones**, for those who would like to work quietly away from others and at the same time, relax.

