

Innovative Learning Environments

Mosman Public School 2019

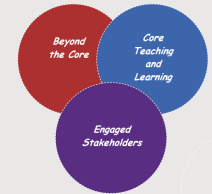


Mosman Public School - ILE

- * School Plan 2018-2020– linked to strategic directions
- * Professional learning (PL)
- * Evidence, research and external observations in DoE schools
- * Pedagogy and facilitation at MPS
- * Learning dispositions
- * Concept spaces
- * 8 modes of learning

There is no one single effective teaching method or strategy. Teachers need to be proficient in many teaching practices and, more importantly, be able to assess their impact on students and adapt their teaching practices to assist students if they are not responding or engaged. Effective teachers are highly proficient in assessing student needs and talents, evaluating their impact, intervening using multiple methods and providing feedback to students on their learning. – (NSW Government, “Great Teaching, Inspired Learning,” p. 6)

School Plan 2018-2020



Strategic Direction 1: Core Teaching and Learning

PURPOSE [WHY]

To work towards excellence in teaching and learning by using an integrated approach to quality teaching, curriculum planning and delivery, incorporating assessment which promotes excellence in meeting 12 months of growth in learning in a 12 month period.

IMPROVEMENT MEASURE/S

1. Students are within or beyond cluster entitlement [learning progressions TBC] & DoE: Increased proportion of students in the top 2 NAPLAN bands for writing, reading & numeracy.
2. 100% of teachers engaged and accountable in Spirals of Inquiry, and developing evidence of pedagogical enhancement through PDF processes.
3. Contemporary pedagogy evident in all learning spaces throughout the school [learning styles, student grouping, FWAP, technology].

DoE: Every student, teacher, leader, school improves every year.

DoE: All young people have a strong foundation in literacy and numeracy; deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.

DoE: Increased number of schools with high value-add.

PEOPLE [WHO]

Students will:

- understand, use and reflect on lesson goals, feedback and success criteria
- articulate the *where to next?* in their learning
- utilise the learning environment to best meet their learning needs & style

Staff will

- have a growth mindset to embrace a change in learning culture
- adapt pedagogy and learning environments to reflect contemporary learning styles
- be conversant with pedagogy, curriculum content and stage expectations through engaging in Spirals of Inquiry
- interpret and manipulate internal & external data sources to inform teaching & learning programs
- demonstrate CTJ in interpreting and reporting on student achievement

Parents will:

- engage with their child/ren in feedback based on their learning goals
- participate in formal / informal interviews with teacher about their child/ren's learning

PROCESSES [HOW]

PROJECT 1:

Curriculum, planning, assessing & reporting is high quality and consistent in delivery

PROJECT 2:

Collective efficacy to promote professional learning.



PROJECT 3:

Contemporary learning environments & practices

EVALUATION PLAN:

Evaluate NAPLAN & PLAN data
CESE liaison
Staff & Student survey

PRODUCT AND PRACTICES [WHAT]

Professional learning in current syllabus documents and the learning progressions, with particular focus on writing and problem solving.

All staff implementing responsive and collaborative programming practices with a balance of formative and summative assessment to direct teaching and learning and to provide immediate and quality feedback.

PLAN data up to date at the end of each term in all critical aspects of English and Mathematics to identify student strength and areas for development.

Spirals of Inquiry utilised to improve professional practice aimed at developing pedagogical knowledge and improved student outcomes.

Student work moderated through Consistent Teacher Judgement practices within grades/stages and across the school.

Working group to investigate flexible learning spaces through the futures unit and visits to lighthouse schools.

Staff professional learning on best practice using flexible learning spaces, grouping, technology.

Learning at school connected to home through relevant, digital opportunities [blogs, Edmodo, Seesaw].

Initial Professional Learning



- * Professional learning executive staff - Greg Liddell
- * Professional learning entire staff - Futures Unit
- * Core Teaching and Learning Team (CTL team) - departmental policy documentation, research, external visits



The role of teachers is evolving to support more student-centric approaches to better prepare learners for the future workforce, and new approaches to classroom design are supporting this shift. - (NMC/CoSN Horizon Report 2017 K-12 Edition)

Evidence and research

Reading and academic research supporting future-focused learning and teaching

Research	Summary
<u>Innovative Learning Spaces: Catalysts/Agents for change. OR just another fad?</u> 	<p>Innovative Learning Environments (ILEs) are not the cause of educational change, but an agent of change. In this chapter, Dr Wesley Imms of the University of Melbourne argues that successful ILEs rely on teachers embracing innovative pedagogies first, then using the advantages of flexible learning spaces to improve their impact.</p> <p>Attribution: Imms, Wesley, The University of Melbourne 2018</p>
<u>Learning Continua</u> 	<p>General capabilities materials and continua are presented to help teachers develop a shared understanding of the nature, scope and sequence of the general capabilities in the Australian Curriculum and to help teachers plan for students' development of the general capabilities in school and classroom learning programs.</p> <p>Attribution: Australian Curriculum Assessment and Reporting Authority</p>
<u>Clever Classrooms</u> 	<p>This report details evidence of the effect on users of the overall design of a physical learning space.</p> <p>Attribution: Barrett, P. Zhang, Y. Davies, F. Barrett, L. 2015</p>
<u>Taking a 'future focus' in education – what does it mean?</u> 	<p>This paper explains why the NZCER's Future-Focused Issues project has focused primarily on concepts specifically mentioned in relation to "future focus" in The New Zealand Curriculum: sustainability, enterprise, globalisation and citizenship. It introduces the notion of "wicked problems"- challenges characteristic of the 21st</p>



School
Planning and
Reporting



SAP PORTAL
(NEW)



SAP (Citrix)



Futures
Learning



ALAN



Scout



Education is different today

Concept space time lapse video

In the following video, 'Future schools classroom time lapse' (5 min 14 sec) shows the learning and teaching in quick time within our concept space at Australian Technology Park. This demonstrates how the learning themes can be complemented by pedagogy and technological and spatial elements.



<https://www.youtube.com/watch?v=WUJNEvvgjzs&feature=youtu.be>

Learning dispositions



- * The term 'learning dispositions', sometimes called 'habits of mind' or 'dispositions to learning', refer to the way in which learners engage in and relate to the learning process. Learning dispositions affect how students approach learning and therefore the outcomes of their learning.
- * Different research identifies different dispositions but there is consensus about the importance of the learning dispositions furthering skills, engagement and deep understanding.
- * Development of these dispositions is fundamental for students to develop an awareness of the way they learn and establish future-focused attitudes to learning, critical if they are to be able to become lifelong learners.
- * Some commonly identified learning dispositions that are particularly relevant when thinking about future-focused practices, include: persistence, flexibility, motivation, metacognition, problem solving

8 Modes of Learning



COLLABORATION

Learn with others



DISCUSSION

Talk about & share ideas



FEEDBACK & REFLECTION

Learn about my learning



GUIDED

Learn with an expert



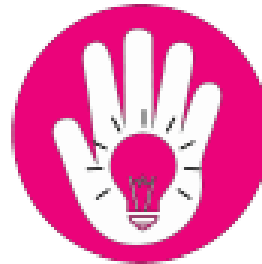
EXPLICIT

Learn from an expert



DEMONSTRATION

Present my learning



EXPERIENTIAL

Make, explore & investigate



INDEPENDENT

Learn by myself

Discussion

A place to talk about and share my ideas

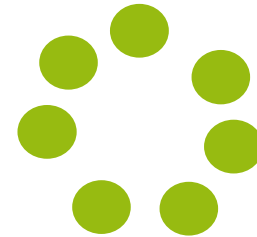
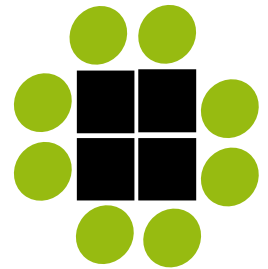
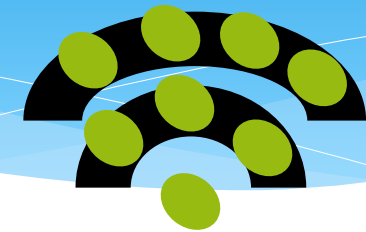


Learners and teachers:

- explore ideas
- share and develop opinions
- listen to stories and oral presentations
- discuss issues
- discuss texts

Spatial elements:

- Jenga
- Ottomans and other soft seating options
- Stools
- Beanbags
- Stable tables
- Cloud table or plectrum table
- Floor space



Demonstration

A place to present my learning

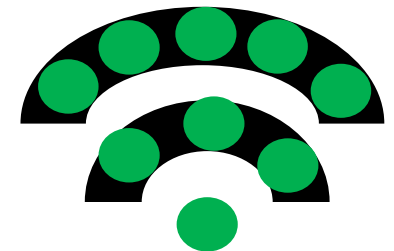
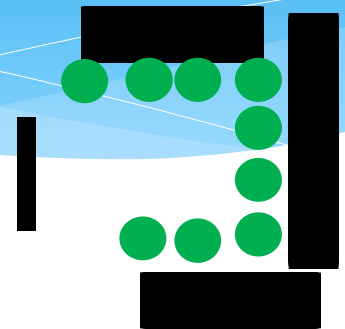


Learners:

- display
- exchange
- perform
- explain
- Demonstrate

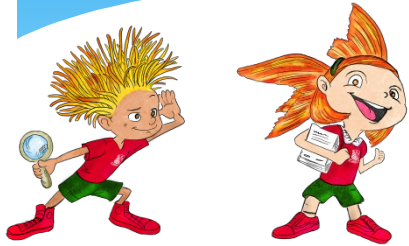
Spatial elements may include:

- Tiered seating
- Open floor space
- Tables and chairs
- Beanbags
- Ottomans
- Stable tables



Explicit instruction

A place to learn from experts

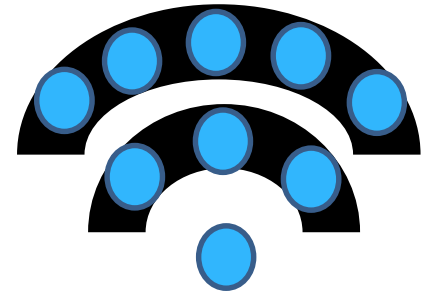
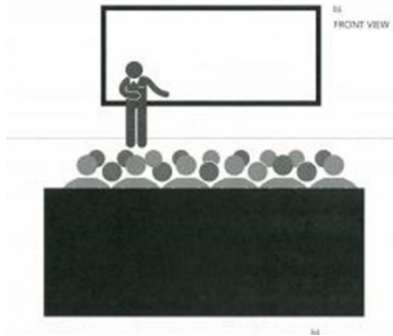


Learners and teachers:

- demonstrate
- model
- communicate ideas
- teach explicitly
- engage in virtual experiences

Spatial elements may include:

- Stools
- Ottomans
- Beanbags
- Stable tables
- Triangle tables and plectrum tables
- Floor space





Experiential Learning

A place to learn through making, exploring and investigating

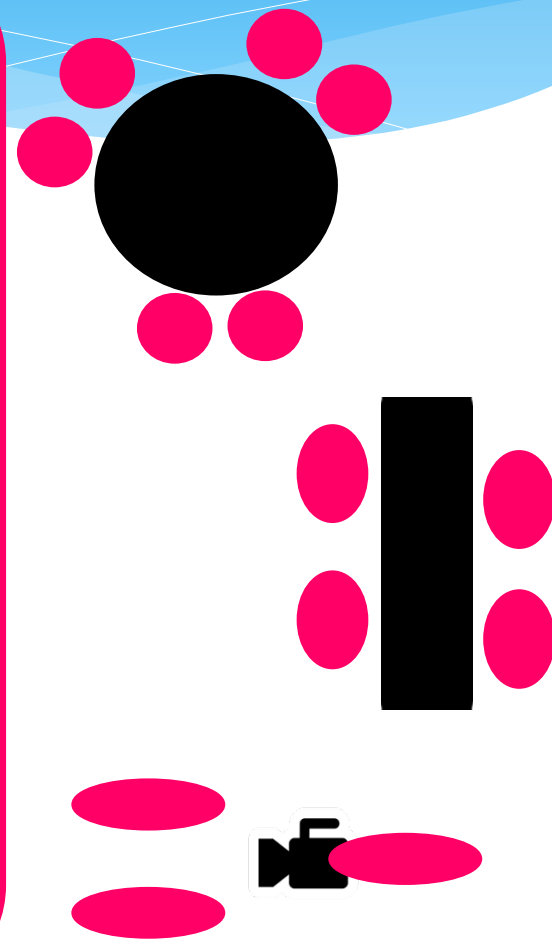


Learners and teachers engage in:

- hands on interaction
- generating ideas
- exploration
- experimentation
- evaluation
- prototyping
- building and constructing

Spatial elements may include:

- Cloud tables
- Stools
- Art tables
- Tables and chairs
- Floorspace



Independent Learning

learn by myself

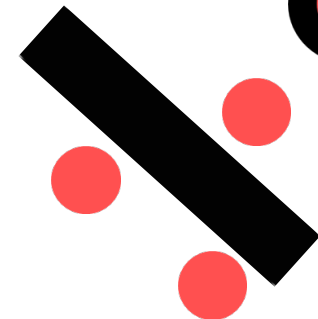
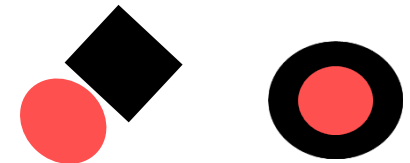
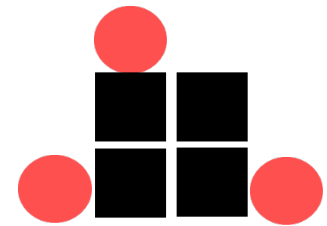


Learners and teachers:

- personally reflect
- enquire
- research
- consolidate learning
- practise and rehearsal
- project development

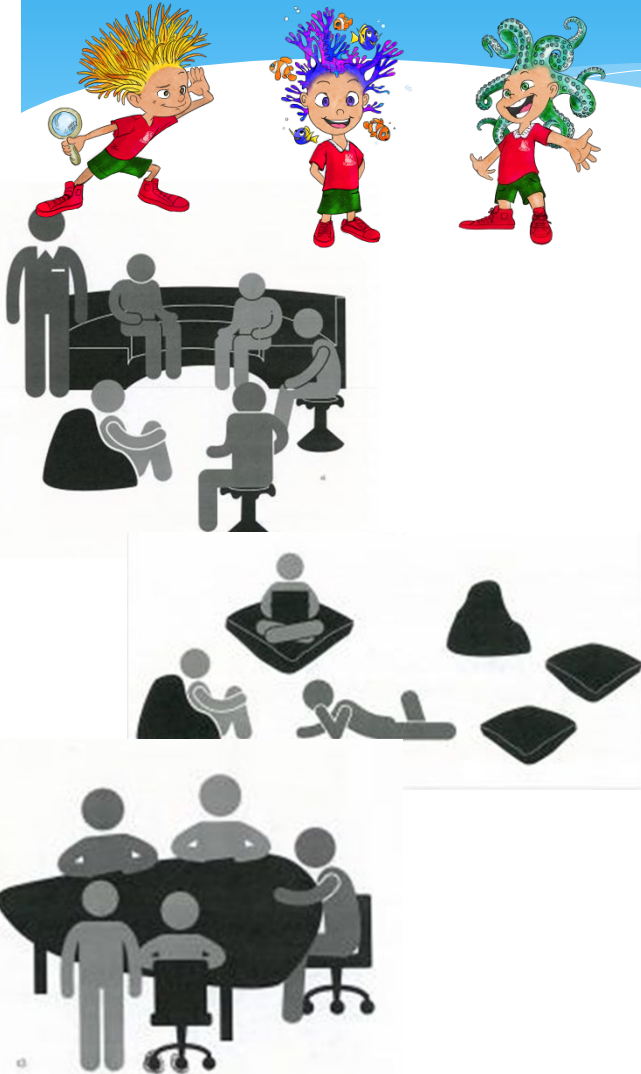
Spatial elements may include:

- Beanbags
- Ottomans
- Tables and chairs
- Standing tables
- Tiered seating
- Open floor spaces



Collaboration

A place to learn with others

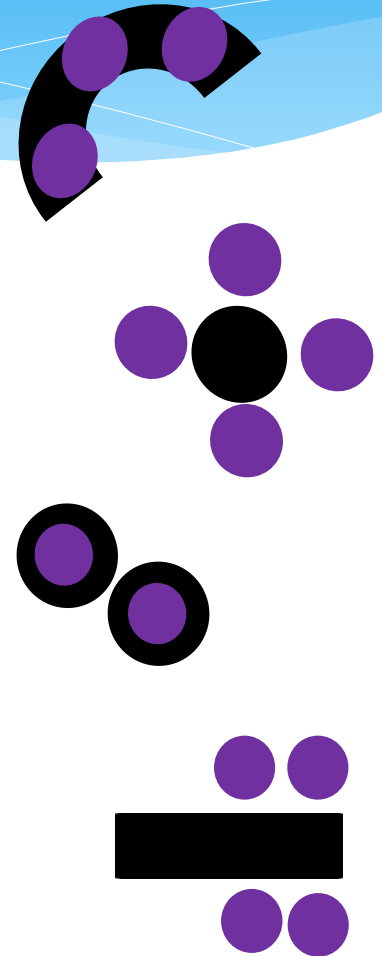


Learners and teachers:

- engage in structured collaborative activities
- collaborate spontaneously at point of need
- engage in games
- develop group projects

Spatial elements may include:

- Cloud and plectrum tables
- Writable surfaces
- Tall stools
- Beanbags and ottomans
- Floor space
- High benches



Guided Learning

A place to learn with a teacher

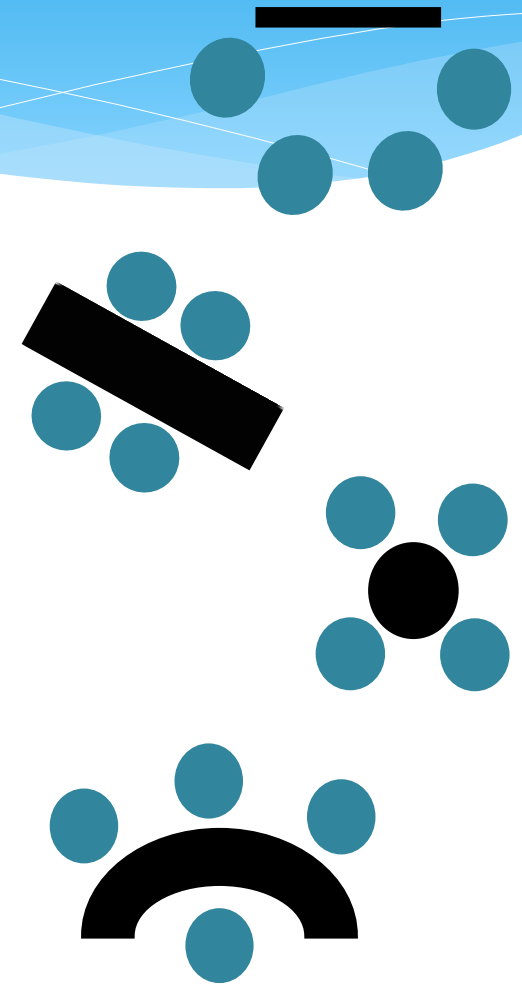


Learners and teachers:

- plan
- discuss
- make decisions
- collaborate in a quiet focused environment
- meet virtually
- differentiate learning

Spatial elements may include:

- Cloud tables
- Stools
- Floor space
- Triangle and plectrum tables



Feedback and Reflection

A place to learn about my learning

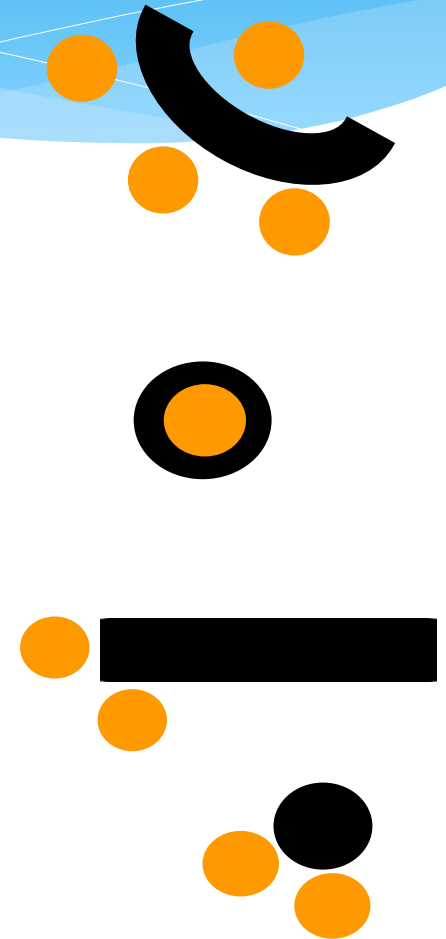


Learners and teachers:

- plan
- discuss
- make decisions
- collaborate in a quiet focused environment
- meet virtually

Spatial elements may include:

- Beanbags and ottomans
- Tables and chairs
- Stools
- Window lookouts



Moving Forward

- * Staff Development Day 2020 – whole school focus
- * External visits – continue to connect with schools who have a similar focus
- * Budget allocation – linked to our school plan
- * Ongoing professional learning / professional readings – whole school focus



Questions?

