

# Introduction to Learning and Teaching in Innovative Learning Environments

## Support resource

### 3 hours professional learning in a flipped learning style

## Facilitator notes

### Learning outcomes

Participants will:

* Understand the positive impact of ILEs on student learning
* Explore the diverse nature and characteristics of student learning in innovative learning environments (ILE)
* Learn how to design evidence-informed learning for students in an ILE

### Overview

The professional learning will cover the following topics:

* Why should we innovate?
* What is an innovative learning environment?
* What does learning look like in an innovative learning environment?
* What can teaching look like in an innovative learning environment?

### Audience

Classroom teachers (K-12) and aspiring school leaders represent the target audience. This course is designed to support educators in all schools including traditional, new build and upgrades.

### Australian Professional Standards for Teachers

The following Professional Standards will be addressed:

**2.1.2** - Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

**3.1.3 -** Set explicit, challenging and achievable learning goals for all students.

**4.2.2** - Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

**6.3.2** - Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

## Course overview

### Section 1: case for change

* Video - Intro to ILE - 1: case for change
* Group activity: Graduate Profile – activity scaffold
* Individual activity: Goal setting

### Section 2: 7 principles of learning

* Video - Intro to ILE - 2: 7 principles of learning
* OECD seven principles – summary
* OECD 7 Principles - zoom in, zoom out scaffold
* Individual activity

### Section 3: learning modes

* Video - Intro to ILE – 3: learning modes
* Learning modes - summary handout
* Learning modes application – activity scaffold

### Section 4: teaching strategies

* Video - Intro to ILE – 4: teaching strategies
* Teaching strategies – summary - with blended learning
* Teaching strategies in action – think-square-share activity
* Teaching strategies in action – lesson plan activity – digital
* Teaching strategies in action – lesson plan activity - paper

### Preparing to facilitate the course

This course is designed to enable you to tailor the ‘Introduction to Learning and Teaching in Innovative Learning Environments’ course to meet the unique needs of your school.

The course is divided into four sections. Each section contains:

* One video, in which a SLEC facilitator presents a section of the course content to participants.
* Accompanying activities to enrich and embed understanding of course content. These are facilitated by you (or another professional learning leader within your school).

You may facilitate the whole course in a single session, which will take around three hours if you adhere to the time suggestions in this document. Alternatively, you may wish to facilitate each section (or groups of sections) separately, to fit better into your school’s timetable. Your SLEC advisor can support you as you develop a design for facilitating this course that best meets the needs of your school.

All the resources you need to facilitate this course can be found on SLEC’s website - <https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-courses//?????.html>. You will be able to view all videos and download all activity resources from this site.

To prepare to facilitate this course, you should:

1. Work with your SLEC advisor to create a plan to facilitate this course that fits into your school’s timetable and professional learning plans.
2. Access the website identified above.
   1. Confirm that you are able to view all videos and download all resources.
3. Do some pre-reading of key articles from the list titled ‘Top 5 Readings’ to ensure you are equipped with a good knowledge and understanding of innovative learning environments.
   1. You may choose to use the questions in the Reflection Task to guide your thinking about the articles you read.
4. Decide whether you will facilitate the activities online or using hard copy materials. To ensure a COVID-safe PL session, it is advised that participants engage with resources online using their own devices, to enable physical distancing.
   1. If you are going to use hard copy materials, print and photocopy all materials you need to facilitate each activity.
   2. If you are going to use digital copies, either ensure all participants have access to the MS Team or download all resources and share them with participants.
   3. Note: if you are going to use digital copies, consider using Google Jamboard instead of post-it notes. You can find out more about using Jamboard on the department’s Digital Learning Selector <https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.YDgki0plDMM.link>
5. Identify a room to facilitate the PL session that has a screen large enough for all participants to see, so they can view the videos.
6. Divide your participants into groups that will enable collaborative tasks.
   1. It is advised that the groups align with teaching teams where possible – teams of co-teachers, faculty groups, or stage groups are ideal.
7. Prepare your resources on the day of each session.
   1. Ensure you have all materials you need to facilitate each session.
   2. Connect your device to the presentation screen prior to the session and check the video and sound works.
   3. Explain the flipped learning format to participants at the beginning of the session.

### Pre-module facilitator resources

Participants engage with driving factors of Innovative Learning Environments drawn from research, policy, principles of learning and teaching, learning modes and pedagogical strategies. As this is an introductory course, there is no need for participants to engage in any pre-reading or work. The course aims to inspire participants and provide a base level of evidence in order to encourage change in understanding and practice in their learning spaces.

Facilitators need to be aware of, and have come to a deep understanding of, the research that underpins Innovative Learning Environments, such as that from the OECD’s (Organisation for Economic Co-operation and Development) seven principles of learning and the pedagogical basis for contemporary learning and teaching.

Facilitators need to be able to lead school teams to see the positive impact of innovative learning environments on student outcomes, guide teams through the evidence in research and inspire participants to consider concepts’ relevance to their own context and practice.

#### Top 5 readings:

OECD - Nature of learning: <http://www.oecd.org/education/ceri/50300814.pdf> and/or OECD - Education 2030: <http://www.oecd.org/education/2030/> (position paper)

WEF - Future of Jobs 2018: <http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf>

Google Skills - Future Skills: <https://www.alphabeta.com/wp-content/uploads/2019/01/google-skills-report.pdf>

Foundation for Young Australians: <https://www.fya.org.au/> Specifically “Report Card 2015” <https://www.fya.org.au/wp-content/uploads/2015/11/How-young-people-are-faring-report-card-2015-FINAL.pdf>

ILETC Report 4: <https://minerva-access.unimelb.edu.au/bitstream/handle/11343/216293/iletc_Technical%20Report%204_2018.pdf?sequence=2&isAllowed=y>

#### Reflection task:

* Use the plus, minus, interesting concept map to organise your ideas following reading the above 5 papers.

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| --- | --- | --- |
| **Plus**  Explain how this research can inspire and build confidence in participants during (and after) the PL session? | **Minus**  Describe any potential corns that may be raised in using the findings from this research with participants and how you will address any concerns raised. | **Interesting**  Describe opportunities for your facilitation or for participants that arise from the findings of the above research. |
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#### Additional recommended readings:

Other reports and case studies from the Innovative Learning Environments and Teacher Change ARC Linkage Project <http://www.iletc.com.au/>

SLEC resources – Project Based learning resource guide - [SLEC PBL webpage](https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/project-based-learning-resource-guide)

* Designing accessible resources - [SLEC accessibility webpage](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/models-of-teaching/contemporary-learning-and-teaching-from-home/learning-from-home--designing-accessible-resources)
* Learning Modes Literature review - [SLEC learning modes webpage](https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes)

## Course facilitation guide

### Section 1: case for change

#### Resources

* Video - Intro to ILE - 1: case for change.
* Graduate profile – activity resource (handout or online Jamboard).

#### Preparation

* Divide participants into groups, perhaps grade, stage or faculty.
* Provide graduate profile resource as A3 or share link to online Jamboard.

#### Activities

1. Watch the case for change video.
2. In groups, consider the potential skills, capabilities and characteristics students should have when graduating. This could be between grades, primary to secondary or from school.
3. Record these on the Jamboard or handout.
4. Groups share their top ideas and discuss the commonalities to generate a shared vision.

#### Optional follow-up activities

Consider doing a graduate profile where students identify their desired competencies for the future. Or alternatively, have caregivers and community members engage in a version of the activity to gain insights from the community.

### Section 2: 7 principles of learning

#### Resources

* Video - Intro to ILE - 2: 7 principles of learning.
* ‘The Nature of Learning’ (OECD, 2010).
* ‘Zoom in, zoom out’ activity handout.
* ONE of the school journey videos or written case studies listed on the website.

#### Preparation

* Set up a space to view the video or provide the link to participants.
* Divide participants into groups, perhaps grade, stage or faculty.
* Share all resources (including access to ONE school journey video or written case study).

#### Activities

1. View the 7 principles of learning video.
2. Read the ‘Nature of Learning’ document and discuss in groups.
3. Select a school journey to review and use the ‘Zoom in, zoom out’ activity handout to identify evidence of the 7 principles of learning in the school journey.
4. Groups share back identified concepts and alignment of 7 principles and discuss ways that different areas might be applied or transformed to suit your context.

### Section 3: learning modes

#### Resources

* Video - Intro to ILE – 3: learning modes
* Learning modes application activity handout OR
* Learning modes application activity Jamboard.
* Learning modes - summary handout

#### Preparation

* Set up a space to view the video or provide the link to participants.
* Divide participants into groups, perhaps grade, stage or faculty.
* Distribute the learning modes summary handout and chosen activity scaffold.
* If you are sharing a link to the Jamboard:
  1. Access the link on the website – this will enable you to make a copy of the Jamboard and this copy will be saved in your own Google Drive.
  2. Open the Jamboard from your own Google Drive.
  3. Select ‘Share’ and ensure that it is set to ‘Anyone on the Internet with this link can edit’.
  4. Select ‘Copy link’ and share this link with participants.

#### Activities

1. View the learning modes video (consider pausing after each to give time for recording of ideas or discussion).
2. Using the Jamboard or handout, participants record any activities or teaching strategies they have used that activate each learning mode.
3. Participants share and discuss potential skills, characteristics and lessons they might support.

#### Optional follow-up activities

* Consider the expectations for learners in each mode. Co-construct behaviours, actions, attitudes, goals for students in each mode.
* Introduce learning modes and develop class expectations with students to support a common language for the school around learning.
* Identify and map learning modes into existing programs to draw attention to existing practices and increase accountability and familiarity.

### Section 4: teaching strategies

#### Resources

* Video - Intro to ILE – 4: teaching strategies
* Teaching strategies summary handout

#### Preparation

* Set up a space to view the video or provide the link to participants.
* Divide participants into groups, perhaps grade, stage or faculty.
* Distribute the teaching strategies summary and chosen activity scaffold.

#### Activities

1. View teaching strategies video
2. Distribute teaching strategies summary document and assign a specific strategy to each group. Have them analyse, identify purpose, potential application, roles and responsibilities for students and teachers.
3. Each group presents their strategy, similar to a jigsaw activity, so that all participants have an understand of a range of strategies.

#### Optional follow-up activities

* Use a think, square, share activity to facilitate discussion of teaching strategies.
* Use the lesson plan handout to plan a lesson that incorporates one of the teaching strategies addressed in the summary handout.