



# *Innovative Learning Environments*

*Greystanes Public School &  
School Learning  
Environments and Change*

# Acknowledging the past

- *Open space learning is not new*
- *What was the problem then?*
  - *Designs of these space lacked inclusion of aspects that would impact on learning and teaching*

*“As noted in many of these studies, too often classroom architecture may be open but that is no guarantee that the principles of open teaching are present.”*

*(p. 88, Hattie, 2009)*

# Acknowledging the past

- *Open space learning is not new*
- *What was the problem then?*
  - *Designs of these space lacked inclusion of aspects that would impact on learning and teaching*
    - » *Opening up two or more traditional spaces*
    - » *Functional aspects were omitted*
    - » *Teachers were not necessarily prepared*
    - » *Disconnect between design and educational purpose*

*(Young, Cleveland and Imms, 2020)*

# Acknowledging the past

*The limited research found students had:*

- *Greater self-concept*
- *Increased creativity*
- *More positive attitudes towards schools*

*(Giaconia & Hedges, 1982)*

# What have we learnt?

- *More research has been conducted (e.g., Bolstad, 2006; Bolstad et al., 2012; Fletcher et al., 2017)*
- *Innovative Learning Environments and Teacher Change*
- *More than just 'open spaces'*

# What are ‘innovative learning environments’?

## OECD 2013:

- *“Organic, holistic concept that embraces the learning taking place as well as setting”*
- *Blend of “learning approaches, experiences and settings”*
- *Problem- and project- based learning*
- *Wider community partnerships*
- *Authentic learning*
- *Technology-rich learning*
- *Formative assessments of student learning*
- *Encouragement of learner voice and agency.*

# *The Department of Education's approach*

## *Detailed consultation with SME*

- *Technologies*
- *Effective lighting*
- *Air temperature*
- *Acoustics*
- *Operational*
- *Colour schemes*
- *Biophilic design*
- *Movement and flow between indoor and outdoor spaces*

*All integrated into previous, current and will be integrated into future school designs.*

# The Department of Education's approach

## Why?

- *Up to 16% positive variation to student learning outcomes (Barett et al., 2015)*
- *Specifically, improvement to:*
  - *Learner wellbeing*
  - *Sense of belonging*
  - *Increased learner engagement (Kariippanon et al., 2018).*

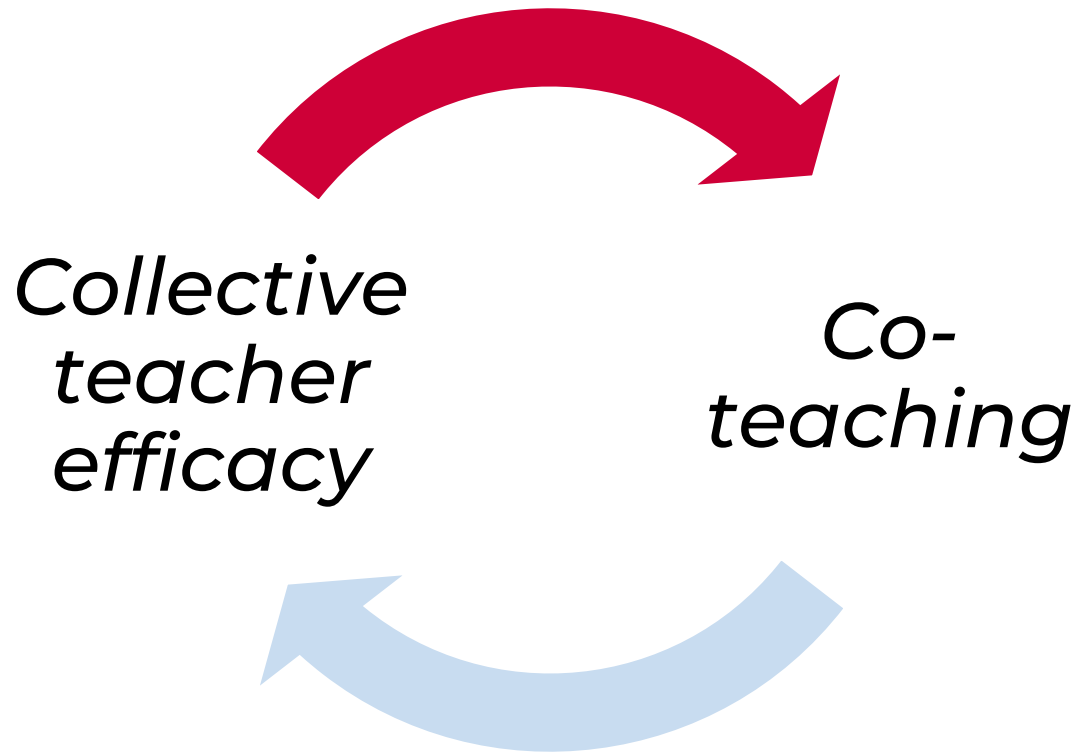
*Carefully designed ILEs can see students “... significantly outperform like-ability peers in a range of key academic subjects.” (p. 39, Byers et al., 2018)*



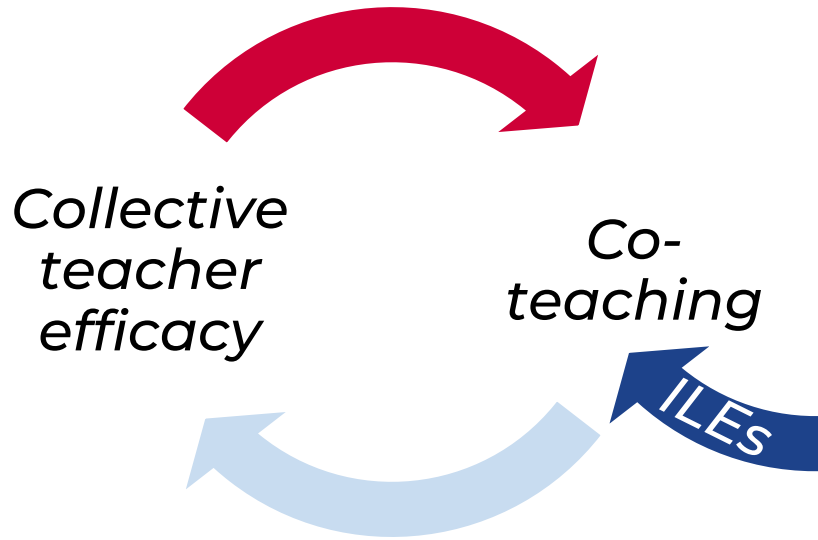
## Practices in ILEs

- *Teacher → improved learning outcomes (Hattie, 2009)*
- *“Spaces are themselves agents of change and changed spaces will change practice.” (JISC, 2006)*
- *Innovative learning and teaching work hand-in-hand with innovative learning environments (OECD, 2013)*
- *Practices that are more apparent in ILEs are (as per OECD, 2013):*
  - *Student-centred pedagogies*
  - *Learning occurring anytime and anywhere*
  - *Increase in self-regulation, collaboration, student autonomy, interaction and engagement*
  - *Increased teacher-learner partnerships*
  - *Increased safety*

# Collective teacher efficacy & co-teaching



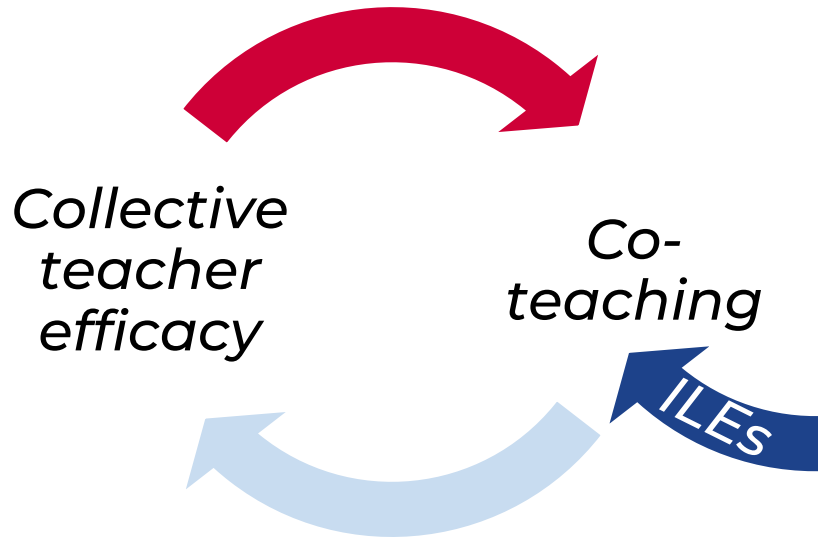
# Collective teacher efficacy & co-teaching



*From:  
Traditional  
teacher-led  
instruction*

*Benade, 2019*

# Collective teacher efficacy & co-teaching

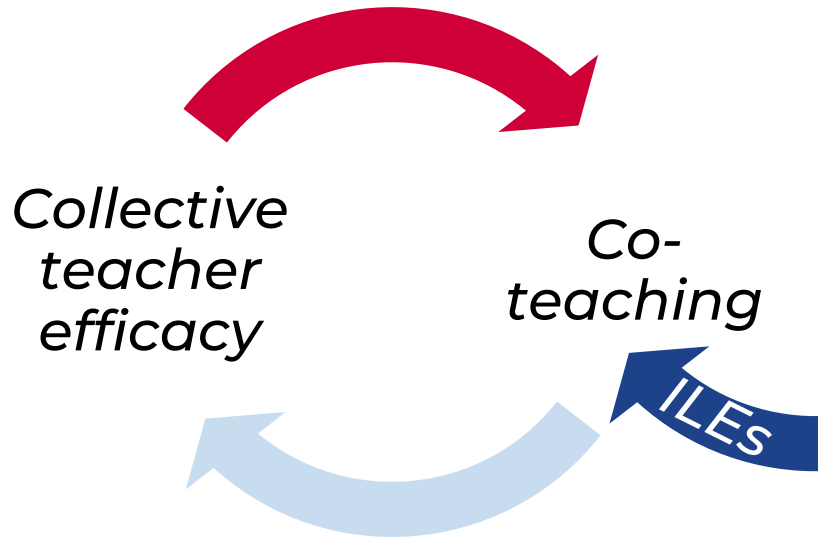


To:  
Learner and learning centred

Pedagogically fluent and diverse

Benade, 2019

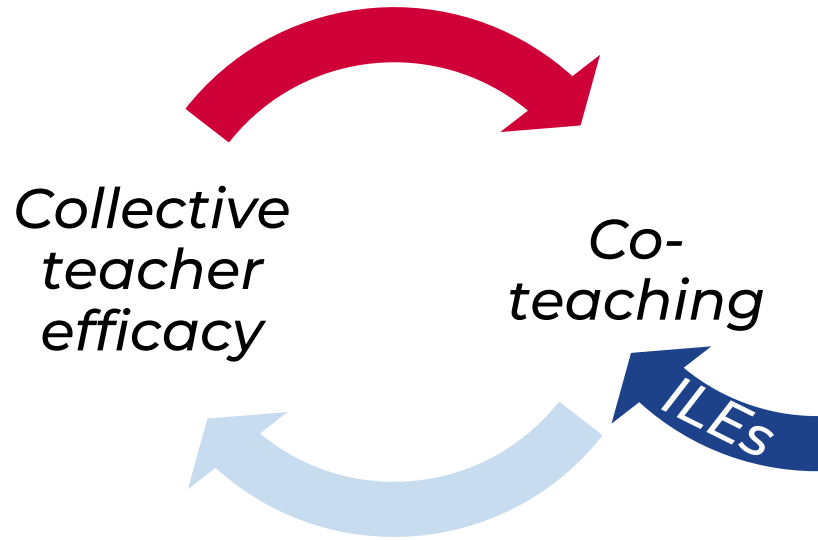
# Collective teacher efficacy & co-teaching



*From:  
Single  
teacher  
presentations*

*Benade, 2019*

## Collective teacher efficacy & co-teaching



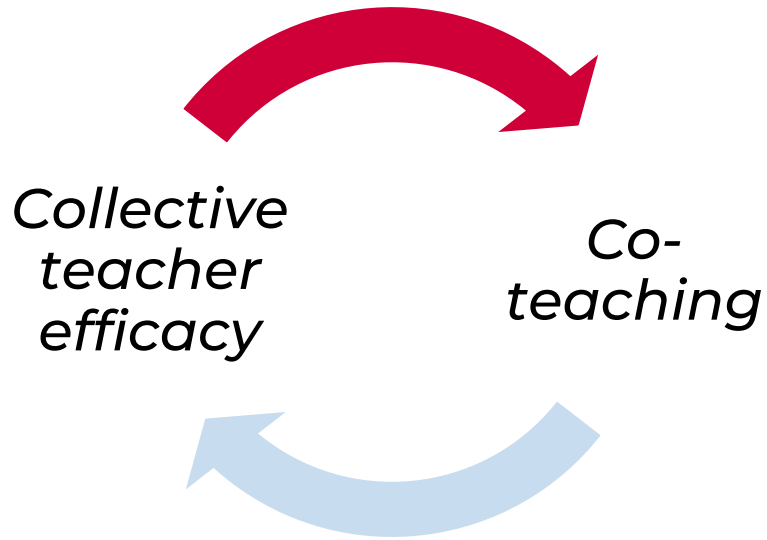
To:  
Collaborative,  
dispersed and  
facilitative styles

Often in teams

Multiple students  
in shared,  
common learning  
spaces

Benade, 2019

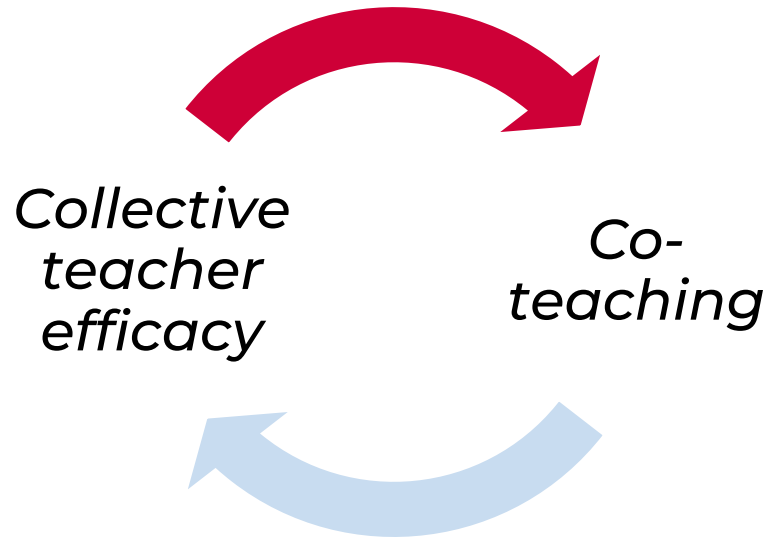
## Impact of CTE



- *More likely to overcome challenges*
- *More likely to produce intended results*

*Donohoo et al., 2018*

## Impact of CTE



*Cognitive activation practices are more common*

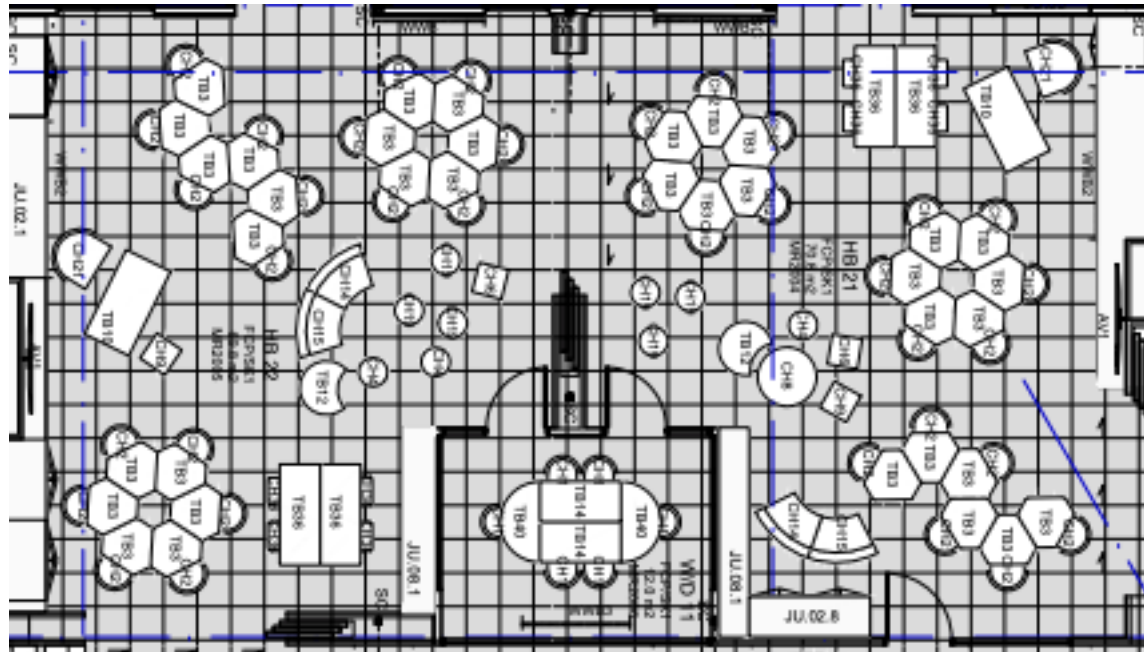
OECD, 2018



# The Greystanes PS's approach

*How has all these learnings been applied in context?*

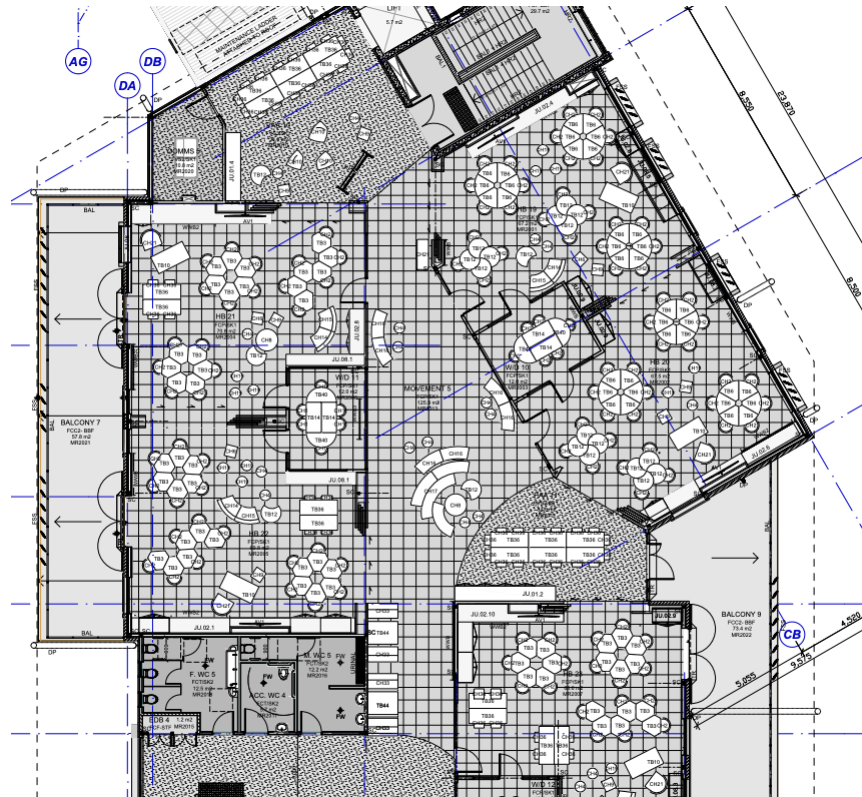
*Active learning, different grouping configuration, flexibility to employ a wide-range of pedagogical approaches*



# The Greystanes PS's approach

*How has all these learnings been applied in context?*

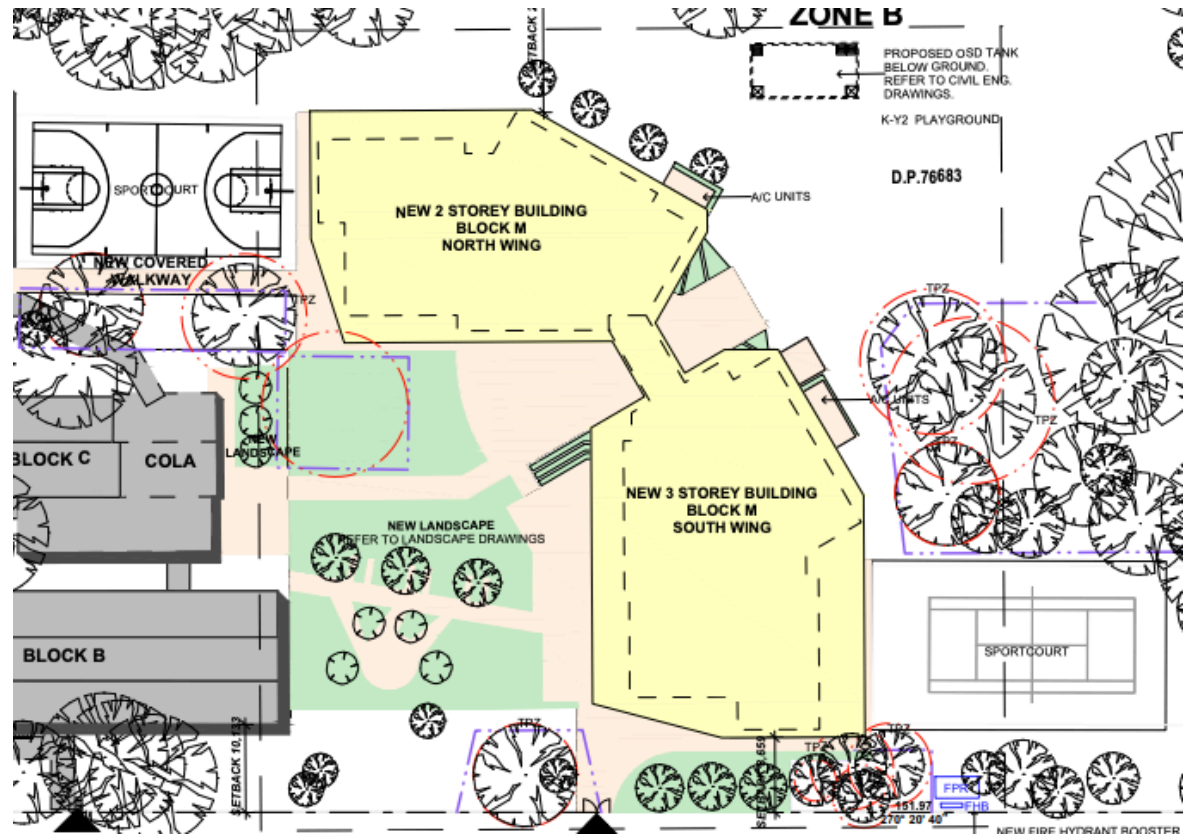
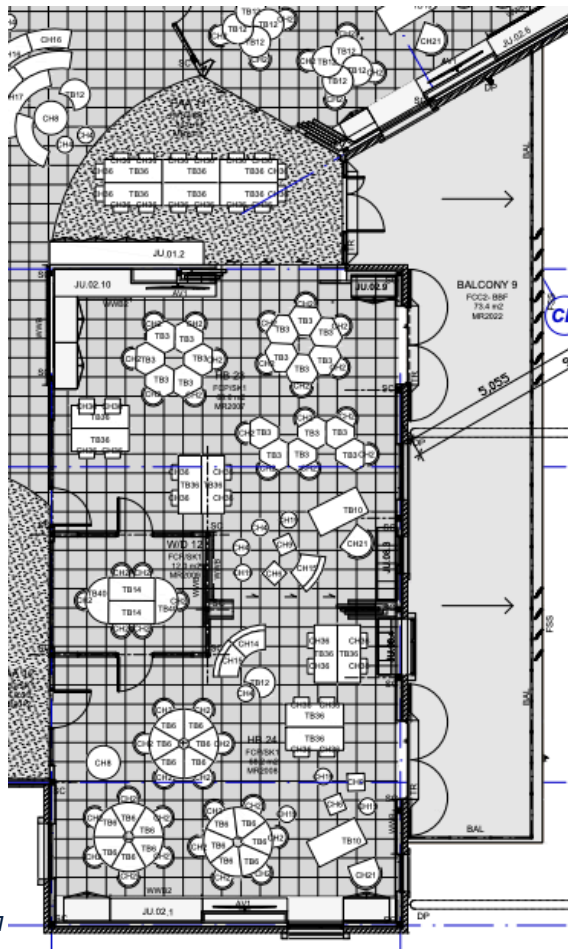
*Resource rich and are specially purposed spaces*



# The Greystanes PS's approach

*How has all these learnings been applied in context?*

*The use of indoor and outdoor spaces*



## *Greystane PS's innovative learning environments*

- *All learning environments are ecological, rather than functional (Damsa et al., 2019)*
  - *Spaces of actions*
  - *Re/co-constructed by the learners*
  - *Allows learners to relate and engage with all available resources.*
- *Educational Readiness Planning*
  - *Integrated Professional Learning Model*
- *Stage 3 Lighthouse*

# COLLABORATIVE TEACHING PRACTICE

RECORDED WITH  
SCREENCAST  
MATIC  
**GREYSTANES PUBLIC SCHOOL**

# More information

## Greystanes Public School

<https://greystanes-p.schools.nsw.gov.au/>

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## School Learning Environments and Change

<https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change>

<https://www.schoolinfrastructure.nsw.gov.au/>



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SINSW's ILE fact sheet

