

Learning Environments Symposium day (11th October 2019):

Final reflections

Input into building design:

- How does the MOE design buildings and are there educational experts in the process – what experts inform this? Who has input? Who decides who has a say? e.g. education psychologists e.g. of maths blocks
- How does the system flow with respect to the design of buildings?
- Some schools 100% input into the space wanted – other schools seem to have no choice about space design. Space for teachers to express themselves in and be inspired to teach
- Educational lens useful for understanding ILEs?
- Role of SLT and BOT in ILEs?
- Student and parent voice?
- Child development and metacognitive aspects and neuroscience findings?
- Integrated into the design - what research is out there, research on implications of this and implications of involving educators
- How do the different elements come together?
- Internal and external values – what level of investment in the outdoors space?
- Do we need to think about the flow between external and internal spaces, and views of students?
- Kaupapa Maori schools – think about the whole site – mountain, river etc... work with the community and how this translates to built and environmental space.
- Some schools investing in iwi development – how much does this broader vision contribute to teaching and learning?
- Need to understand better how to draw on what we know about Maori processes architecture and design and learning spaces to inform mainstream learning spaces
- Specialist teacher voice needs to be considered (what would be good for science and technology teacher – H&S)
- Equipment may be a problem – planning for ease of movement (simple things like pens in some spaces, data projectors)
- Students with specialist assessment conditions – the design needs to take account/provide for space where can they be to read with the individual as reader-writer for exams
- Where all exams are conducted? Issue with where will exams be conducted in ILEs?
- Good design with physical needs – such as access but know that we need to think more broadly
- If teachers have a say in the shape/resourcing of particular learning spaces - what if that teacher leaves and another teacher doesn't like it? Is this a reason for keeping teachers at a distance from the design process? Does that mean that learning spaces are for people who are

never actually using it? (As if it always has to be 'vanilla' in case the next teacher doesn't get it)

Perceptions and uses of space:

- Students with special educational needs – what are these spaces like for them? Are we developing more 'white' spaces – what about culturally responsive spaces?
- Quality to do with feeling - what criteria might be applied to some of the questions we have?
- De-privatisation of practice and surveillance of students – thinking what this means for students, learning and design; what of teenagers and privacy

Research-practice:

- Join the dots and develop networks between the different universities, practitioners, interest groups and the Ministry working in ILE
- Researchers to academics to MOE to practitioners – more conversation and cross-fertilisation
- Design - what research is out there, research on implications of this and implications of involving educators
- Bridge the gap between research and practice – student and teacher voices heard.. input into what and how research
- MOE to set up partnership research –
- Having a say as a practitioner - More participatory research
- Most research has been qualitative – what about quantitative - but what/how would we measure – what of older metrics; use UK and USA and Australia – what is the NZ unique perspective - especially Kura and consultation; what can schools learn from wider consultation; what does success look like in different contexts?
- [one attendee] – has a PhD looking at student special needs and ILEs
- Could we develop a framework and map what we DO know so far? Scope what NZ research is done, What is currently happening, e.g. what do we know about ..transitions, teacher preparation, history
- ITE research and professional learning

Transition and change management:

- Change management – schools being redeveloped – time needed to prepare students, teachers and the community for change
- How does communication with parents happen? When and how?
- Thinking about parents – show me research that shows single cells classroom were bad/ were good? Issues of parent understanding – which links to what counts as success.
- How do all the diff elements come together to influence learning? Educate the educators – e.g. we assume teachers know how to collaborate

- Change management – transition – not enough time is given to the process of preparing for change – the absence of resourcing for good quality PLD for this

Ideas for a themed section of New Zealand Journal of Educational Studies (NZJES)?

De-privatising practice? Need more around this?

Possible meeting with Minister (and key staff?) to discuss key issues and research interests raised above. To be arranged through MP Jamie Strange