



The innovative learning model

Sharing key messages

Use evidence-based communication initiatives to contribute to community discussion about the changing face of our schools.

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Introduction

Grow Waitaha is a collaboration of four education providers that support schools and communities on behalf of the Ministry of Education and Mātauraka Mahaanui to achieve their vision for education in post-earthquake Canterbury. Grow Waitaha has successfully supported schools to create new learning environments or upgrade existing facilities to enable learner-centered teaching methods; to help students engage in our rapidly changing world.

Grow Waitaha has developed this guide to support educators to have conversations about transformational change in our education system.

For clarity around the use of language and concepts, Grow Waitaha refers to the following definitions to support the points presented in this guide:

Innovative learning environment (ILE)

An ILE is an environment where the National Curriculum is being expressed in the way it is intended. It is capable of evolving and adapting as educational practices evolve and change – thus remaining future focused. This reflects the fact that education needs to keep pace with the world we are preparing young people for. An ILE is about much more than property. An ILE is a learning ecosystem.

Source: [Innovative learning environments](#). Ministry of Education (n.d).

Flexible learning spaces

Flexible learning spaces consist of multiple spaces for many types of individual and group-based teaching and learning practices. These spaces also enhance and enable innovative learning environments, where student-centred learning and collaborative teaching practices are at the core of a school's educational vision.

Source: [The impact of physical design on student outcomes](#). Ministry of Education (2016).

Flexible learning spaces are an infrastructure element of an ILE.

Quick Guide

10 key messages to share with your community about an ILE and flexible learning spaces

An ILE is set up to provide a holistic approach to learning that reflects the international Centre for Educational Research and Innovation (OECD) guide: [The Nature of Learning](#); to ensure our young people are confident, connected, actively involved, lifelong students ([NZ National Curriculum](#)).

1. An ILE refers to the learning ecosystem within a school and flexible learning spaces refers to the infrastructure element of an ILE.
2. An ILE is designed to keep pace with changes in education as it evolves to be more collaborative and learner-focused.
3. An ILE places the student at the centre of their learning; promoting [learner agency](#) and voice.
4. An ILE reflects an inclusive culture in which all students can be socially and educationally involved in a way that meets their individual needs.
5. In an ILE students are educated comprehensively in core subjects in the New Zealand Curriculum.
6. An ILE focuses on collaboration and capacity building, ideally drawing on the strengths of individuals and teams, in and out of the school; to better meet the needs of a diverse range of students.
7. An ILE offers versatility and flexibility of spaces that can be easily re-configured or adapted to suit a range of learning needs.
8. An ILE is designed to keep pace with advances in technology; with learning spaces that are future-focused and adaptable.
9. An education brief should be co-constructed with students, whānau and local iwi to develop an ILE – based on the needs, strengths, and interests of its learning community. It describes desired learning practices to guide the design of flexible learning spaces.
10. Effective approaches to teaching and learning occur in a range of spaces. Quality teaching is a key determiner of student outcomes.

About this guide

The key aims of this guide are to:

- + **enhance understanding of an ILE, including its flexible learning spaces.**
- + **explore the reasons for developing flexible learning spaces to enable an ILE.**
- + **explore some of the current conversations around ILEs and flexible spaces.**
- + **avoid a binary (two-sided) debate; to create constructive discussions that value everyone's perspectives and experiences.**
- + **provide schools with key messages and supporting resources to communicate effectively with whānau and the wider community about the opportunities an ILE presents.**

This guide is presented in three parts:

1. Key messages

Use key messages to engage with various stakeholders about an ILE with flexible learning spaces.

2. Initiatives for stakeholder groups

Find ideas on how to work with various stakeholders to discuss and support understanding around the changing face of schools and education.

3. Frequently asked questions (FAQs)

Use responses to FAQs to help explain change to various stakeholders. There are links to related research, blogs, stories, and videos under each FAQ to suit the needs and interests of various stakeholders.

1. Key messages

Developing key messages that are clear, concise, and evidence-based helps to effectively engage with various stakeholders. Share relevant key messages through a range of forums including community hui, school assemblies, open days, newsletters, and social media.

Reasons for change

- + An ILE builds on the strengths of traditional teaching and learning.
- + An ILE is research-based. It endeavours to improve learning opportunities and outcomes for students. Refer to the reference list in the following report:
[The impact of physical design on student outcomes](#). Ministry of Education.
- + An ILE reflects the education sector's developing understanding of the nature and science of learning. Refer to:
[The Nature of Learning](#). Centre for Educational Research and Innovation.
- + An ILE aims to better prepare our students for a rapidly changing world so they will thrive now and in their future.
[Preparing students for a rapidly-changing world](#). University World News.
- + Effective schools have always been innovative, in order to find ways to meet the individual needs of a diverse range of students.
- + Education change reflects the rapid acceleration of workplace change, including the consideration of employment aspiration.
[Workplace Changes Are Accelerating: Why And What Millennials Should Do About It](#). Forbes.
- + Higher quality facilities that provide more flexible and personalised options reflect the positive value placed on students, and their learning.
- + New Zealand schools need to prepare students to compete in a global market for work, that includes jobs that may not currently exist.
[Preparing students for jobs that don't exist](#). International Society for Technology in Education (ISTE).
- + An ILE offers a learner-centred, self-directed approach in which students have the opportunity to co-design their learning and develop their passions and interests.
- + An ILE focuses on amplifying the strengths of students rather than fixing their weaknesses.

Distraction and noise levels

- + An ILE is designed and built using new technologies specifically to reduce noise. This includes the the AS/NZS 2107 acoustic codes for education spaces.
- + Teachers monitor the noise level in any learning space and have strategies to manage it.
- + Learner agency and self-directed learning does not mean that students are left to their own devices. They are supported to develop self-management skills and learning is adapted to suit the skill level and maturity of each student.
- + Flexible learning spaces include quiet break-out areas for small groups and individuals. This supports different learning styles and requirements.

Teaching

- + An ILE builds on the strengths of traditional teaching. The greatest variation in student outcomes does not depend on the school or the space but the quality of the teacher.
- + An ILE supports students to be self-regulated and have a say in their learning.
- + An ILE encourages collaboration for teachers and students. Staff have a collective responsibility to ensure all students experience wellbeing and success in the school. Students have access to a range of expertise.
- + Collaborative teaching lends itself to diverse thinking, and ideas to build capacity and lift the effectiveness of a team.
- + Teachers meet regularly to discuss the needs and strengths of students. They work together to solve problems and share ideas.
- + School leaders and teachers are encouraged and supported to learn. New learning builds teachers' on-going capacity to support student wellbeing and success.
- + Teachers individually and collectively inquire and reflect on their approach to teaching and learning. This is to unpack what is going on for students and address aspects of their own practice.
- + Teacher aides are an important factor in the support, wellbeing, and success of students who require their support.
- + An ILE often has the equivalent of home-based teachers to support groups of students. Home-based teachers can be responsible for developing a more individualised relationship with students and their whānau in these groups.

Spaces

- + Innovative teaching and learning is not about the spaces but about the teaching and learning that takes place in those spaces.
- + Flexible learning spaces enable collaboration amongst teachers; drawing on the strengths of the team to meet the needs of a diverse range of students.
- + Flexible learning spaces can provide teachers with diverse ways to meet needs and adapt learning opportunities for all students.
- + Schools and communities design their own spaces to suit their preferred ILE.
- + Each school should co-construct their own education brief with students and whānau – based on their needs, strengths, and interests. The brief also reflects the school's vision for future focused teaching and learning.
- + The education brief describes preferred learning practices and this guides the design of the learning spaces.
- + The furniture in flexible spaces caters for different learning preferences and requirements. This can also help to create an informal, fun, and relaxed atmosphere, intended to support student wellbeing and learning.
- + The greatest variation in student outcomes does not depend on the school or the space but the quality of the teacher.

The New Zealand Curriculum (NZC) Te Marautanga o Aotearoa (TMOA)

- + Students are educated using the New Zealand National Curriculum. The national curriculum can support teachers and students to co-design a range of robust and authentic learning opportunities.
- + Key competencies in the New Zealand Curriculum (NZC) are an important focus of an ILE. These are the capabilities people have, and need to develop, to live and learn today, and in the future.
[Key Competencies](#). The New Zealand Curriculum Online.
- + [Te Marautanga o Aotearoa](#) (TMOA) – the Māori medium perspective of the NZ National Curriculum can inform or underpin an ILE.
- + Assessment in an ILE is consistent with the aims of the NZC, with a strong emphasis on formative feedback and assessment for learning.

An innovative learning environment is an environment where the National Curriculum is being expressed in the way it is intended. It is capable of evolving and adapting as educational practices evolve and change – thus remaining future focused.

[Innovative Learning Environments](#).
Ministry of Education.

2. Initiatives for stakeholder groups

Engaging and educating all stakeholder groups is a critical element of an effective communications strategy. Establishing initiatives for each stakeholder group helps to define exactly how to communicate key messages and support understanding around the changing face of schools.

Boards of Trustees (BoT)

- + Provide detailed messaging for BoT to engage with their community.
- + Provide research-based responses to support evidence-based discussions.
- + Ensure the BoT has ownership of its school-wide approach to teaching and learning (and how this informs an education brief – if required).
- + Involve the BoT in the development of the school's vision and values: to inform the design of and practice in an ILE.
- + Use FAQs (next chapter) to answer questions from staff, parents, or media.
- + Provide strategies to engage with stakeholders to inform the design for a future-focused ILE and its ongoing use/development.

Teachers

- + Provide detailed messaging for teachers to be able to engage with various stakeholders about an ILE, including the use of flexible learning spaces.
- + Provide teachers with research and examples of positive learning stories coming out of ILEs.
- + Involve teachers in the development of the school's vision and values: to inform the design of and practice in an ILE.
- + Use FAQs (next chapter) to answer questions from various stakeholders.

Students

- + Involve students in the development of an ILE so they have ownership over the space and the way it supports their learning.
- + Involve students in the development of the school's vision and values: to inform the design of and practice in an ILE.
- + Encourage students to provide feedback and share their experiences in different ways about their learning environment and their learning.
- + Use the school communication channels to celebrate success with students.
- + Use FAQs (next chapter) to answer questions from students and parents.

Whānau

- + Organise parent evenings and other less formal opportunities to engage in discussions about an ILE and its flexible learning spaces.
- + Involve whānau in the development of the school's vision and values: to inform the design of and practice in an ILE.
- + Invite 'ambassador whānau' who have experienced success with an ILE to take part in conversations and share stories about this with stakeholders and the media.
- + Use the school's communications channels to share student and whānau voice, positive stories, research, articles, educator posts, and examples of successful outcomes.
- + Use FAQs (next chapter) to answer questions from parents and whānau.
- + Pro-actively and positively engage with whānau who have negative feelings about an ILE and its flexible spaces. Listen to their reasons why.

Media

- + If possible build a relationship with key journalists in your area.
- + Proactively engage with the local media to share positive stories about the school, including teaching and learning approaches, and successful outcomes for particular students.
- + Invite media to major events to help celebrate success.
- + Identify the appropriate media outlet for different stories. A story of national significance could be broadcast on TV, while a story about the school fair would be better placed in the community newspaper.
- + If your school has regular media contact or wants more media exposure, consider developing a media plan and look at media training for a school 'spokesperson'.
- + Use FAQs (next chapter) to answer general questions from the media.

3. Frequently asked questions

This guide includes a series of questions that are commonly asked about ILEs and provides answers and useful links that you can share with your school and wider community.

Why have we changed to this ILE?

- + An ILE is evidence-based to offer more opportunities and better outcomes for a wider group of students and prepare them for a rapidly changing world.
- + An ILE is learner-focused, in which teachers support students to identify and develop their strengths and interests.
- + An ILE helps students build knowledge, but also teaches them to understand how they are learning and aims to develop a life-long love of learning.
- + Collaborative teaching and learning in an ILE provides a diverse range of stakeholders with opportunities to plan, problem solve, and design better solutions for learning.
- + An ILE is a culturally responsive and inclusive space that recognises the importance and impact of positive personal and cultural identity. This supports students' identity, wellbeing, and achievement.
- + The variability of an ILE provides teachers with the capacity to individualise the learning environment, providing students with what they personally need for learning.
- + An ILE supports an inquiry approach that engages and challenges students in areas of personal interest to them.

Useful links

[The Nature of Learning](#)

This OECD publication identifies seven principles for successful learning based on decades of research. It answers the question: what should schooling, teaching, and most especially, learning, look like in this rapidly changing world?

[The impact of physical design on student outcomes.](#)

This Ministry of Education commissioned literature review brings together existing research and supports a national conversation about learning spaces and their place in 21st century teaching and learning.

[Future focused learning](#)

Future focus is one of the Principles of the New Zealand Curriculum.

[NZC Update – Future-oriented learning and teaching](#)

This NZC Update looks to the future in education. It outlines key themes that will underpin future-oriented learning for young New Zealanders. It is based on a [research report](#) by NZCER.

[Taking a “future focus” in education—what does it mean?](#)

In this NZCER working paper, Rachel Bolstad identifies three ways of thinking about what students will need to prepare them for their future.

[Building core capabilities for life](#)

This five minute video from the Centre for the Developing Child, Harvard University, outlines the importance of developing core capabilities from early childhood into adolescence and adulthood.

[The digital blue yonder - what's on the digital horizon for education and how might we harness it?](#)

In this blog, Claire Amos talks about change and the future of New Zealand education in a digital age.

This ILE is just an experiment, isn't it?

- + An ILE is not a random experiment, but part of a global shift in education. This is happening in schools around the world.
- + Traditionally, schooling was designed for industrial times. An ILE is designed to prepare students for a digital age of information.
- + An ILE uses inclusive design and practice, underpinned by the science behind learning – to meet the needs of all students and provide equal opportunities to learn.
- + An ILE reflects the education sector's developing understanding of the nature and science of learning.
- + An ILE is a recent iteration of a range of educational initiatives and changes that have been happening for years. The education landscape will continue to evolve as people's understanding about the nature of learning grows.
- + The fact that there isn't years of data to support an ILE yet isn't a proof-point they don't work. Educators are endeavouring to measure learning outcomes and student success in a more holistic way; relying less on using standardised methods of gathering data.
- + There is a growing body of anecdotal evidence from students, teachers, and whānau to suggest that students are engaged and demonstrating deep learning outcomes. This is also reflected in the quality of their work.

Useful links

[The 7 Principles of Learning](#)

This NZC blog post explores the Seven Principles of Learning from the OECD report and provides supporting resources to help you dig a little deeper.

[Guy Claxton – Learning to learn](#)

In this video, Professor Guy Claxton talks about strategies for teachers to help students develop skills and competencies that will enable them to become lifelong students.

[Dr. Julia Aitken: Spaces and resources – Part 1](#)

In this short video Dr Julia Aitken discusses the thinking and research behind ILEs.

[Creating authentic learning experiences at Rangiora High School](#)

This short video explains what learning looks like when students are offered authentic learning experiences.

The New Zealand education system is not the only country undergoing education reform. These articles offer global examples:

- + [Australia](#)
- + [UK](#)
- + [Finland](#)
- + [Singapore](#)
- + [USA](#)

[Universal design for learning](#)

Universal design for learning (UDL) is a framework to improve and optimise teaching and learning for all based on scientific insights into how humans learn.

[Innovative learning environments: where's the evidence?](#)

Educator Mark Osborne suggests that when teacher pedagogy and physical learning environments are aligned there are significant gains to be made in achievement.

[The Innovation Experiment: How Do We Know These New Learning Models Work?](#)

This EdSurge article explains how Two Rivers Public School is using a student inquiry approach with excellent results.

What is collaborative teaching?

- + Collaborative teaching or team teaching, involves educators working together to lead, instruct, and mentor groups of students.
- + Collaborative teaching provides teachers with different options to support a range of students. Some of these options include being able to lead, support, assist, or teach simultaneously.
- + Collaborative teaching enables students to interact and build connections with more than one teacher in a flexible space. Students have access to a range of expertise.
- + Collaborative teaching builds capacity and accountability, and lifts the effectiveness of the team.
- + Collaborative teaching provides mutual support and assistance for planning and implementing lessons, assessing students' progress, sharing professional concerns, and addressing students' learning needs.

Useful links

[Collaboration – So much more than parallel play](#)

This blog post explores what collaboration really looks like.

[Teacher collaboration – Spreading best practices school-wide](#)

This short video explains how teacher collaboration fosters a supportive professional culture, lessens teacher conflict, and provides students with school-wide best practices.

[Best practices – Collaborative teams](#)

This video describes how collaborative teams can work together to improve instructional planning.

[Dr. Julia Atkin: Collaborative teaching and learning - Part 2](#)

In this video Dr. Julia Atkin talks about the benefits of teachers working collaboratively.

[Collaborative teaching advantages](#)

This presentation discusses the many advantages of collaborative teaching on student learning and teacher development.

[A collaborative approach to teaching in Rakahuri](#)

In this video, staff and students discuss collaborative teaching and learning in Rakahuri – the flexible learning space at Rangiora High School.

[Play-based learning in action at Halswell School: Part 2](#)

This video describes how teachers at Halswell School are providing voice and choice for students to inspire learning.

[Collaborative approach to teaching and learning](#)

In this short video teachers and students from Canterbury describe what collaborative teaching looks like.

What's wrong with traditional classrooms? They worked well for me.

- + As the world changes and technology becomes increasingly advanced, students will need different skills to be prepared for, and help shape their future.
- + An ILE with flexible learning spaces enables teachers to deliver personalised learning experiences that engage a diverse range of students effectively. The focus is on individualised learning rather than conforming.
- + Flexible learning spaces and multiple teachers gives students multiple options as to how they learn and are supported to learn.
- + An ILE does not mean that the effective tools used in the traditional classroom are no longer used. Teachers still use direct teaching approaches where required. Students should be supported with a substantial amount of teacher input as they develop skills to be more self-managing in their learning.
- + A lot of discussion seems to focus on the single cell classroom versus flexible learning spaces and not about the teaching that happens inside spaces to meet the individual needs of all students.

Useful links

[Innovative learning environments – Ministry of Education](#)

This website offers information, school stories, student reflections, advice, and resources about ILEs.

[The adaptable mind](#)

This video explores the question, what are the skills we need to flourish in the 21st century?

[The next generation of jobs won't be made up of professions](#)

This article argues that to prepare for the future, we need to shift from thinking about jobs and careers to thinking about challenges and problems.

[OECD experts take stock of 'leading edge' NZ school environments](#)

This article explains how OECD experts visited Waitakiri School to review their ILE.

[Learner agency at Hobsonville Point Secondary School](#)

In this video, learn how teachers work with students to help them develop a sense of ownership and responsibility.

[7 things that happen when students own their own learning](#)

This short presentation explains what happens when you empower your students to own their learning.

Isn't this just another version of the failed experiment in the 1970s?

- + The 1970s attempts with larger classrooms or 'open plan learning' was a completely different model to an ILE. An ILE is about much more than property. (An ILE is a learning ecosystem)
- + A report on Open Plan Education in New Zealand, published in 1977, shows that the project was not the failed experiment as it is now remembered. In fact, 83% of principals who headed schools that also had traditional classrooms favoured open plan. It also showed that a large majority of schools reported achievement at the same or higher levels as the traditional classroom.

The report identified that teachers in the 1970s did not receive the appropriate support or training around collaborative teaching and how to use the available spaces most effectively to suit a diverse range of student needs.

- + The 1970s model was not supported by digital technology. Increased access to digital technologies can enable more inclusive and personalised learning pathways through the curriculum.
- + The focus in the 1970s was on the open plan spaces to support learning. The primary focus in an ILE is on individualised and authentic learning. Flexible learning spaces are just one element of an ILE that supports this approach.

Useful links

[The key components to creating effective collaborative teaching and learning environments](#)

This thesis by Neil O'Reilly (former principal of Waitakiri School) reviews the "open plan" system, citing research that shows that the open plan team teaching approach of the 1960s - 1980s had significant benefits for students (see pages 14-22).

[NZ Educators casualties of flawed opinion piece](#)

In this blog, Claire Amos, New Zealand educator, responds to a parent's concern about ILEs.

[Are modern learning environments effective?](#)

This blog explores both the benefits and challenges of modern learning environments and concludes that teaching students to be independent and self directed needs to be a key focus.

[Digital technologies - Inclusive Education](#)

This website provides strategies, guides, and resources to support the use of digital technologies to stimulate interest, provide relevance, support creativity, and create collaborative learning experiences for all students.

[Open-plan in New Zealand](#)

A blog post by New Zealand educator Chris Bradbeer outlining a Department of Education report on Open Plan Education in New Zealand Primary Schools, published in 1977.

- + [Request a copy of this report.](#)

Is my child still learning the core subjects?

- + An ILE still includes all the core subjects of the New Zealand Curriculum.
- + Students still acquire the necessary skills in reading, writing, and maths. Some students require more teacher support and guided activity to build skills in certain subject areas and scaffold their learning.
- + Students can work on a range of 'projects'. These can be based on their own passions, driven by inquiry, integrated across subject areas, collaborative or individual. Projects can incorporate core subjects, such as reading, writing, and maths.
- + An ILE recognises the importance of a student's background and interests and draws upon their innate curiosity to want to find out more. This approach intends to engage students in subjects they may have otherwise shown no interest in.

Useful links

[Project based learning](#)

This section of the Enabling e-Learning website explains project based learning.

[STEAM](#)

This section of the Enabling e-Learning website explains how the STEAM curriculum (science, technology, engineering, arts and mathematics) enables core subjects to be taught in innovative ways.

[Passion projects](#)

This video describes how year 9 students at St Hilda's Collegiate work throughout the year on their passion project with support from a mentor in the local community.

[Future focus in the social sciences](#)

In this video, secondary teacher Richard Brudvik-Lindner explains how he uses a future focus to help students think about their learning in a different way, resulting in improvements in achievement and engagement.

[Education for Enterprise – embedding enterprise in the curriculum at Kerikeri High](#)

In this video, Kerikeri High School Enterprise Co-ordinator Chris Bell talks about engaging with real life projects that give students meaningful learning experiences and involve the community.

Do the kids spend too much time on their devices under a student centred approach?

- + An ILE integrates digital technology into learning programmes, ensuring all students have the opportunity to become 'digitally capable' and better prepared for future workplace opportunities.
- + An ILE also integrates digital technology into learning programmes to ensure all students have equitable access to learning opportunities.
- + An ILE should have a balance between a high-tech and low-tech approach in its learning programme, with both approaches supporting diverse and individualised learning needs.
- + Used effectively, digital technologies can support learner agency, personalised learning, connection, collaboration, and self-regulation.
- + Teachers can use different apps, online resources, and hardware to enhance traditional ways of teaching and engage students.
- + An ILE uses digital technologies to allow for greater connection between whānau, teachers, and students. Whānau has greater capacity to view and comment on their children's learning at any time.

Useful links

[Benefits of using technologies in the classroom](#)

Teachers and students at Finlayson Park school share how using technologies is benefitting student learning in the classroom.

[Universal design for learning stories](#)

This selection of stories from the Enabling e-Learning website shows how students and teachers use digital devices to meet needs and support learning, creating "on-ramps" for success.

[A checklist for today's teachers](#)

This checklist for teachers created by Sylvia Duckworth and reproduced by Teachthought illustrates the benefits of digital tools for personalising learning.

[Universal design for learning](#)

Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all, based on scientific insights into how humans learn.

Aren't the children just on Facebook and YouTube on their devices?

- + Schools' infrastructure is constantly improving to keep up to date with advances in digital technologies. This includes incorporating features such as online moderation. Teachers are able to monitor internet use and block particular sites.
- + In education today, developing digital fluency is a focus. As a part of this, teachers and students are encouraged to be effective digital citizens. Digital citizenship promotes a balance of protective and purposeful activity online, so students can manage online activity safely and responsibly; and become confident and capable users of digital technologies
- + Digital fluency is important for today's students. Skills necessary for critical thinking about, and engagement with, a growing plethora of online information are emphasised.

"In the years ahead, digital fluency will become a prerequisite for obtaining jobs, participating meaningfully in society, and learning throughout a lifetime."

Resnick, 2002, p. 33 via [White, 2013](#)
- + Effective digital citizenship is underpinned by individual and collective (school and community) values to support responsible, purposeful and safe use of digital technologies and the internet.
- + There are a range of organisations and tools to support schools, parents, and students to develop effective digital citizenship so they have the skills and strategies to access online spaces safely and purposefully. Some of these include:
 - + [Netsafe](#)
 - + [Enabling eLearning](#)
 - + [Network 4 Learning](#)
 - + [Commonsense Education](#)
 - + [Digital Life Skills - Vodafone](#)

Useful links

[Digital citizenship](#)

This section of the Enabling e-Learning website explains digital citizenship and offers support, stories, and links to help schools encourage the development of digital citizenship skills.

[Self-regulation: The other 21st century skill](#)

This blog post explores what it means to be a self-regulated learner for both the teacher and the student.

[Amy – Making maths easy for everyone](#)

This website is an example of artificial intelligence that is already with us.

[Netsafe](#)

Netsafe is an online safety platform for all New Zealanders.

[Network 4 Learning \(N4L\)](#)

N4L supports and grows collaboration among schools, teachers, and students to ensure the latest technology creates opportunities for students.

[Commonsense Education](#)

This website has programmes that addresses real challenges for teachers and students to help schools navigate cyberbullying, internet safety, and other digital dilemmas.

[Digital Life Skills - Vodafone](#)

This website offers 'Digital Parenting' resources to help parents to get more involved with the technology that their children use.

[Digital Fluency: skills necessary for learning in the digital age](#)

This paper examines the skills that will be required for the 21st century that will need to be embedded in a future-focused curricula.

Will students with sensory challenges cope in a big space with 100 students?

- + Catering for students with sensory challenges in schools happens through a culture of respect, the use of flexible spaces and seating arrangements, technology, relationships, and communication. Relationships are critical because having an in-depth understanding of the student's needs allows teachers to further refine the learning environment to cater for those needs.
- + UDL is a tool that uses the science behind learning to design curriculum and environments that cater for everyone from the outset.
- + In an ILE, Special Education staff or Resource Teachers of Learning and Behaviour (RTLBs) will still be able to provide additional advice to support students with more complex needs.
- + The rapidly evolving acoustic technology and the 2016 acoustic codes for classrooms keeps the noise to acceptable levels and protects students with sensory challenges.
- + Teachers monitor sound levels in a traditional space and in an ILE to manage the noise level.

Useful links

[School culture determines blended learning success](#)

This blogpost describes the different kinds of learning spaces that can be created in a large building to give students choice about the environment in which they work.

[GRi11 documentary: Learning in a MLE](#)

In this video, students from College Street Normal School explain how they created their new room and how they use the spaces.

[Dr. Julia Atkin: Spaces and resources – Part 2](#)

In this video, Dr. Julia Atkin talks about redesigning spaces to enhance learning activities

[Designing an environment to support teaching and learning](#)

This video describes how the new build at Rangiora High School was designed to provide a range of learning spaces to suit all students.

[Planning an innovative learning environment](#)

This guide provides strategies and suggestions for developing ILEs that work for all students. It focuses on supporting schools that are planning a new build or building modifications.

Has the Ministry of Education forced this on our school?

- + While the Ministry actively encourages schools to consider and adopt innovative learning practices, new schools are designed and developed according to an education brief that is ideally co-created by the board, the staff, students, whānau, local iwi and community.
- + Informed by the education brief, the architect designs an ILE to put a school's vision for learning into practice.
- + As stated in previous answers to questions, the Ministry has based decisions on many factors Refer to *1. Key messages: Reasons for change*, p. 5 of this guide).

Aren't the big buildings just saving money for the Ministry?

- + The Ministry has spent more money on the rebuild programme than it would have cost them to repair earthquake damage and reinstate existing school properties.

Useful links

[Innovative learning environments – Ministry of Education](#)

This website offers information, school stories, student reflections, advice, and resources about ILEs.

[Flexible Learning Spaces: The Impact of Physical Design on Student Outcomes](#)

This report by the Ministry of Education is designed to inform and assist schools and their communities when they make decisions about redeveloping or rebuilding their property.

[A different class: It's learning, but not as we know it](#)

This article explores the changes made to Marlborough Boys' College both in terms of building design and pedagogical approaches.

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