

# Flemington Primary School

## Learning Neighbourhood / flexible learning spaces

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### 1. Rationale

The new Flexible Learning Space reflects current DEECD research and knowledge of 21<sup>st</sup> century teaching and learning practices. The aim for this new building is to improve student learning outcomes. Decisions about learning space design must serve to support and enhance current and emerging pedagogies and new technologies.

We aim to move towards a constructivist learning environment that engages students in the construction of knowledge; and as previously articulated, we are educating children for a future which may not yet exist; for jobs and skills still to be invented; to be able to think, learn and re-learn. This approach complements the needs of the middle years students in years 5/6.

To support students learning for the future, the Ministerial Council for Education, early Childhood and Youth Affairs and the Department of Education and DEEWR have adopted the Mayer Key Competencies which state that 21<sup>st</sup> century learners will be able to:

#### **Collecting, analysing and organising information**

*The capacity to locate information, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.*

#### **Communicating ideas and information**

*The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.*

#### **Planning and organising activities**

*The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.*

#### **Working with others in teams**

*The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.*

#### **Solving problems**

*The capacity to apply problem solving strategies in purposeful ways both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve an outcome.*

#### **Using mathematical ideas and techniques**

*The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.*

#### **Using technology**

*The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.*

## 2. **Aims**

- To prepare students for their future by incorporating flexible and self-directed learning including use of emerging technologies.
- To improve student engagement
- For our students to become confident in using/applying a range of problem solving skills
- To offer any place, anywhere, anytime access to online learning.
- To personalize and differentiate the curriculum for individuals.
- To increase student connectedness to others
- To locate, analyze and construct knowledge obtained from a variety of sources

## 3. **Implementation**

*The focus is not only on teaching knowledge, but to enable students to be independent lifelong learners.*

*In order to support this change, a highly experienced ICT teacher has been appointed to work with the team to support the implementation of the technology and pedagogy.*

*Mr Phil Cristofaro is currently working for the Western Metropolitan Region as an Ultranet and ICT Coach and brings many years of expert practice to our school.*

In 2012, the Grades 5 & 6 children will work in an innovative, structured but student oriented learning space where all teachers will:

- share the responsibility for teaching every child;
- develop a shared plan for curriculum allowing for individual teachers to take responsibility for specific curriculum areas;
- teach in small, focussed groups based on individual student learning goals
- utilize a rich information and communication technology environment where each student will have their own portable computer and understand and comply with the CyberSafety protocols.
- work with a supportive timetable where students are in the learning neighbourhood for 21 hours every week with fixed and shared specialist allocation allowing for structured, continuous periods of learning
- share and contribute to a common assessment document enabling daily notation on student achievement and progress based on individual learning goals for each teaching area
- use discrete spaces for small group, individual and flexible learning
- Communicate regularly with parents on student progress and achievement, using the digital assessment tools, the Ultranet and student portfolios as well as Learning Neighborhood newsletters.

An information evening will be held early in February to introduce parents to the learning environment, to clearly articulate the curriculum, approach and expectations and to answer questions. Students will be able to show parents the activities and learning approaches experienced at that time.

#### **4. ICT Hardware, Software and Infrastructure**

- Each student will have access to a purchased, leased or school owned personal learning device {iPad, tablet, netbook, laptop computer}
- An innovative Xirrus wireless array will provide instant and high speed wireless access throughout the building
- Interactive whiteboards throughout the learning spaces to display, engage and communicate to students providing visual scaffolding to learning
- furniture, technologies and storage will support flexible learning not fixed by time and space.
- Our school based technician Danh will have additional time to maintain the network, hardware and software.
- The school is committed to the integration of WEB 2.0 tools such as wikis and blogs to support learning for real purposes and effective communication with all stakeholders and learning communities.
- We will enhance literature through multi-literacies which may include animation, podcasting, filmmaking and the interactive TV to support group editing.

#### **5. Classroom Expectations**

- Relevant and appropriate digital learning will be integrated into all classroom planners and practice.
  - Cyber Safety understandings will be explicitly taught and form part of a revised ICT agreement for all students. Rights and responsibilities for ICT use will be paramount.
  - Students will regularly publish materials to the Ultranet
  - Teachers will identify student current strengths, set priorities for improvement, negotiate learning goals with students then plan developmental strategies
  - Teachers will continue to supervise students to ensure they maintain a safe learning focused environment
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- **Evaluation**

We will evaluate the effectiveness of the learning environment annually seeking feedback from students, teachers and parents and incorporating up to date research from DEECD