

Room 1 & 2 Classroom Upgrade

Karapiro School



What are we doing?

Upgrading Rooms 1 and 2

Adding 30m² of collaborative learning space to our existing spaces

MLE? ILE? Flexible learning spaces?

Why are we doing it?

Ministry of Education - Innovative Learning Environments

General learning spaces - flexibility	Acoustics	Insulation	Lighting	Information & Communication Technology
Communities of learners	Air Quality	Health & Safety	Sustainability	Furniture
Provision for the Arts & Science	Heating	Accessibility	Performing Arts	Technology
Student support spaces	Connection to the community & lifelong learning			Health & PE education
Teacher support spaces	Supporting Environmental, Science, Technology & Mathematics education			

<https://www.youtube.com/watch?v=zDZFcdGpL4U&feature=youtu.be>



RSA ANIMATE: Changing Education Paradigms

15,875,036 views

116K 1.5K SHARE SAVE ...

What about teaching & learning?

What we know about learning has increased dramatically over the last 20 years. MRI scanning that allows us to see inside the brain as learning occurs, and landmark studies such as John Hattie's Visible Learning (Hattie, 2008) mean that we now have a much better idea of how learning occurs.

As a result of these developments and others, we know that quality learning is a combination of the following elements:

- Personalised learning: no two individuals learn in the same way, nor do they bring the same prior knowledge to a learning experience. The way we learn is as unique as our fingerprint.
- Socially constructed learning (Johnson, 1981): the collaboration, peer-tutoring and reciprocal teaching that occurs when students work together results in a deeper understanding of the material being covered.
- Differentiated learning (Bloom, 1974): the prior knowledge we all bring to a task means individuals require different levels of challenge, pace, content and context.
- Learning that is initiated by students themselves (Ramey & Ramey, 2004): typically when a student initiates a learning experience or exploration, they learn more.
- Learning that is connected to the physical world and authentic contexts: children learn through interaction with others and the physical world (Malone & Tranter, 2003). Learning about pond ecosystems is more powerful if students visit a pond in addition to learning about them in a classroom or textbook.

Most of New Zealand's school buildings were built in a time when direct instruction was considered the only pedagogy that resulted in effective learning. "Factory-style" learning (where all students learn the same things, at the same time, in lock-step fashion) has largely disappeared from our classes. However the actual classrooms largely remain as they were originally designed, and still retain the suggestion of factory-style learning.

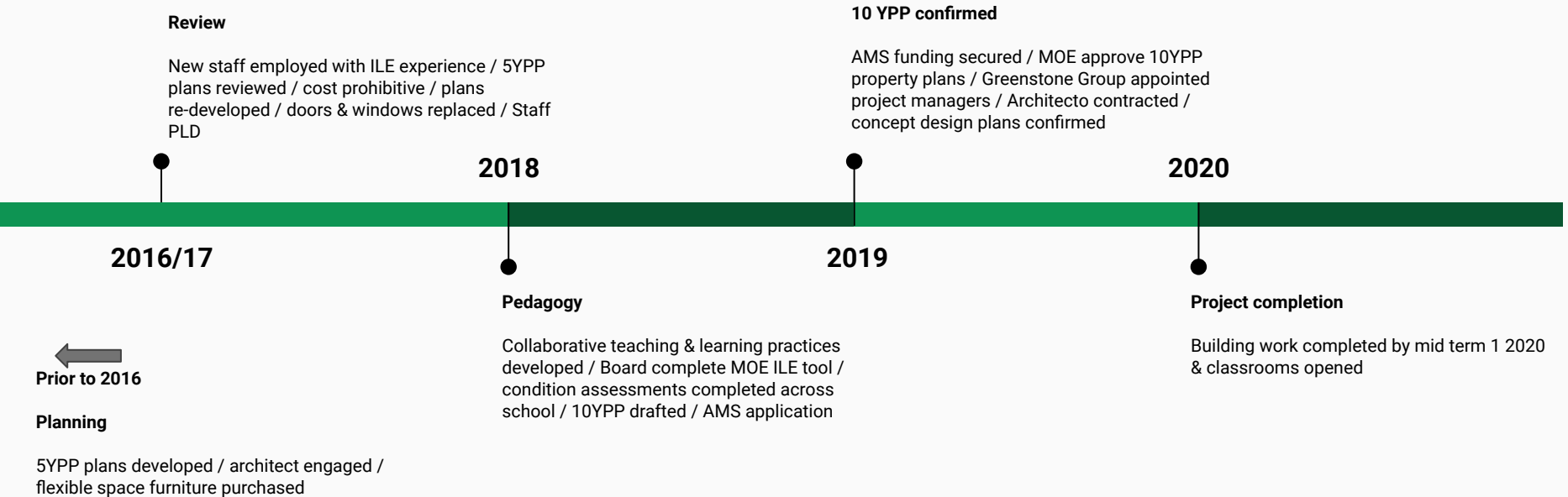
What about teaching & learning?

Features of modern learning environments

Modern learning environments that align better with what we know about the brain and student learning can facilitate traditional pedagogies such as direct instruction if needed, but they typically offer students and teachers much more:

- **Flexibility:** the ability to combine two classes into one for team-teaching, split a class into small groups and spread them over a wider area or combine different classes studying complementary learning areas.
- **Openness:** modern learning environments traditionally have fewer walls, more glass and often use the idea of a learning common (or hub) which is a central teaching and learning space that can be shared by several classes. They provide opportunities to observe and learn from the teaching of others and be observed in return. They also provide access to what students in other learning areas and level are learning, so that teaching and learning can be complemented and enhanced.
- **Access to resources (including technology):** typically a learning common is surrounded by breakout spaces allowing a range of different activities, such as reading, group work, project space, wet areas, reflection, and presenting. There is often a mixture of wireless and wired technology offering access as and when students need it, within the flow of their learning.

What does the journey to date look like?



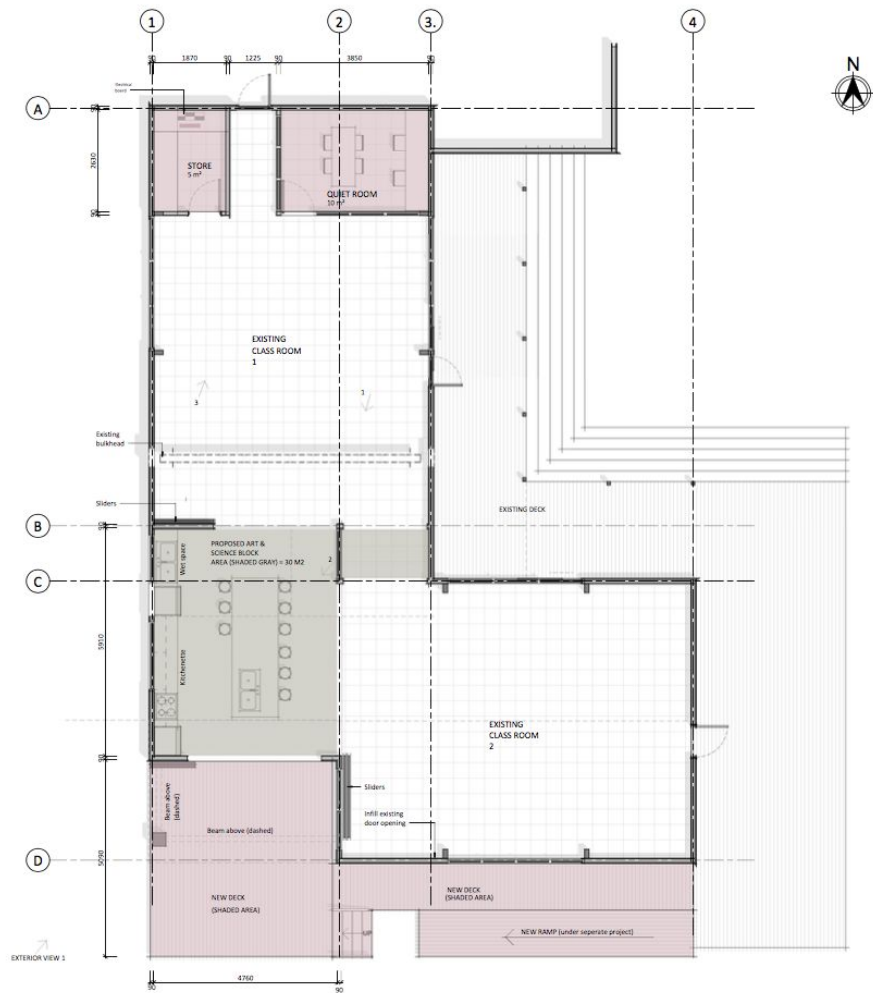
Funding

10 Year Property Plan MOE

Accelerated Modernisation

Scheme (AMS)





INTERIOR VIEW - 1
PAGE



INTERIOR VIEW - 2
PAGE



EXTERIOR VIEW - 1
PAGE



INTERIOR VIEW - 3
PAGE

Are there any
questions?



References

Bloom, Benjamin S. "An introduction to mastery learning theory." *Schools, society and mastery learning* (1974): 3-14.

Functional Magnetic Resonance Imaging
(http://en.wikipedia.org/wiki/Functional_magnetic_resonance_imaging)

Hattie, John. *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge, 2008.

Johnson, David W., et al. "Effects of cooperative, competitive, and individualistic goal structures on achievement: A meta-analysis." *Psychological Bulletin; Psychological Bulletin* 89.1 (1981): 47.

Malone, Karen & Tranter, Paul. "Children's Environmental Learning and the Use, Design and Management of Schoolgrounds." *Children, Youth and Environments* 13(2), 2003. Retrieved March 2013 from <http://colorado.edu/journals/cye> March 2013.

Ramey, Craig T., & Ramey, Sharon L. "How Children Learn And How Parents Can Help". Retrieved from the web <http://www.cdl.org/resource-library/pdf/how-children-learn.pdf> , 2004