Te Whakaiite Visioning

- What are the pedagogical beliefs and current design tools and learning in the school being taught? Does the school community understand where the school is functional to learn?
- Are your current learning spaces purposeful? Are they designed to support thinking and learning? Could they be more effective?
- Are you and your team currently supported in the learning environment?
- Why are the learners the leaders? What is the learning environment for the learners?
- What are the ideas and needs of learners and learning relationships and inclusive for all?

Te Whakamaheretanga Planning

- Are you planning the learning environment and teaching practices that are inclusive for all?
- How will you plan for the learning environment within the current context?
- How are the ideas and needs of learners and learning relationships and inclusive for all?
- What logistical considerations are there to support your design?

Te Whakamaheretanga Implementing

- Is your professional learning network flexible or standardise practice in the current context?
- How are you continuing to challenge and critique practice in order to improve and develop your professional learning network?
- How are you planning the learning environment and teaching practices that are inclusive for all?
- What are your current learning spaces purposeful? Are they designed to support thinking and learning? Could they be more effective?

Te Whakakino na te whakamaheretanga Te Toitūtanga Sustaining

- What is the scope and purpose for your digital technologies in the learning environment? How could these be used to support learning?
- Are you planning for your cultural and collaborative ways?
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- Are you planning for your cultural and collaborative ways?

Ngā Aronga Matua Dimensions

- Does the school have a vision of what is happening in the community and what is happening within the school?
- How do you want to support your students in their learning experiences?
- What are the ideas and needs of learners and learning relationships and inclusive for all?
- What are the ideas and needs of learners and learning relationships and inclusive for all?

Te Whakakino na te whakamaheretanga Planning

- What do you want to achieve through the implementation of the ILE?
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Te Whakakino na te whakamaheretanga Sustaining

- Is there a plan for the ongoing cycle of professional learning and development?
- How do you plan to support learners and teachers to be successful in their learning?
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He wharau ma te mahi awhi Whakarongo

- What is the role of the school in relation to the community and the school?
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Te Whakakino na te whakamaheretanga Planning

- What are the ideas and needs of learners and learning relationships and inclusive for all?
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Te Whakakino na te whakamaheretanga Sustaining

- Is there a plan for the ongoing cycle of professional learning and development?
- How do you plan to support learners and teachers to be successful in their learning?
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Te Whakakino na te whakamaheretanga Scoping

- What are the ideas and needs of learners and learning relationships and inclusive for all?
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- What are the ideas and needs of learners and learning relationships and inclusive for all?

Te Whakakino na te whakamaheretanga Sustaining

- Is there a plan for the ongoing cycle of professional learning and development?
- How do you plan to support learners and teachers to be successful in their learning?
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What is the matrix?

The ILE matrix provides a framework to guide boards of trustees (BoT), school leaders and others in their thinking about how to plan for and implement innovative approaches to learning spaces, to create a learning environment that supports the teaching and learning you desire.

The overview the matrix provides reveals what should be considered as school leaders consider any new learning space development, whether that involves building a new school from scratch, or simply re-developing or re-purposing some existing learning spaces.

The framework is designed to provide multiple entry points for engaging with it, depending on the area of concern/need or place in the transition process. It is structured to show the areas of development and growth and provide a pathway for thought and action that can be used as a basis for staff and community engagement.

Using the matrix will assist with developing coherence in all aspects of the planning, implementing and reflecting of an ILE, across all areas of the school. This helps create the connection between learning space and pedagogical practice, with the aim being to ensure a school has thought about and is purposefully designing their learning spaces to support what they are seeking to achieve with their teaching and learning.

How the matrix is structured

The framework is divided into three sections and any of the elements within each section can be used as a start point for exploration and development of an action plan. They are designed to help breakdown the framework into discrete and manageable areas to focus on and explore. Considering each one separately can also allow for different areas to be allocated to different people to lead, depending on their strengths, roles and interests.

The three areas are:

- **Big Ideas:** exploring the big picture concepts of creating innovative learning environments.
- **Elements:** the different elements of an ILE to consider.
- **Support Dimensions:** exploring the things that support effective ILE’s.

How to use the matrix

There is no predetermined way to use the matrix. As a framework it is designed to provide multiple entry points depending on your local context and the particular areas you need to focus on.

Any lens could be used when creating thinking or actions resulting from the matrix. For example, a BoT might begin with the process elements, to ensure the context for change is appropriately prepared. A principal and school leaders might begin with the teaching and learning areas before moving to look at the learning space design as a way of ensuring the use of space is informed by a shared pedagogical practice. Some of the framework dimensions could be used by students to feedback on their learning environment.

**How to use the matrix**

| Visioning | exploring the bigger question of ‘why’, and exploring what’s possible. |
| Scoping | doing the homework on what needs to be done before making a commitment to planning. |
| Planning | detailed planning of all aspects, including buildings, curriculum, professional learning etc. |
| Implementing | making it happen, ensuring alignment, meeting milestones etc. |
| Sustaining | ensuring the outcome will endure and continue to support innovative learning well into the future. |

Other support for ILE’s and learning from the matrix...

CORE Education has a number of ways to support you and your school as you transition to an Innovative Learning Environment:

- Online courses
- Workshops
- Facilitation for transition and support
- Work with a CORE consultant.