

Ngā Aronga Matua
Dimensions

Te Whakakite
Visioning

Te Ārohitanga
Scoping

Te Whakamaheretanga
Planning

Te Whakatinanatanga
Implementing

Te Toitūtanga
Sustaining

 <p>Hei painga mātāuranga Educative purpose (establishing the "Why?")</p>	<p>Does the school/kura/centre have a current vision and shared understanding of educative purpose? Have you engaged with your students, whānau and community around your vision and educative purpose? Does it anticipate the needs learners will have in 5 years? 15 years?</p>	<p>What processes supported you in reaching agreement among the community about the vision, mission and educative purpose of the school/kura/centre?</p>	<p>Is there a clear articulation and a collaborative understanding of the school/kura/centre's vision and educative purpose about learning? Is it referenced throughout the planning process?</p>	<p>Is the school/kura/centre's educative purpose revisited as the development occurs, and referred to regularly as decisions are made?</p>	<p>How is the educative purpose of the school/kura/centre regularly reviewed and communicated to ensure it is widely acknowledged/owned?</p>
 <p>Te whakawhanaunga ki te hapori Community engagement</p>	<p>Where is the key drive for the ILE coming from? How does it reflect the needs of the community and all students?</p>	<p>Is there a clear consultation plan in order to engage and capture the voice of all key stakeholders and wider learning community? (e.g. whānau, early childhood centres, local iwi, external agencies, community networks).</p>	<p>Are you using a comprehensive approach (e.g. surveys, focus groups, canvassing) to capture the voice of the whole school/kura/centre community and using this to inform the planning process? How will the action plan be implemented and actioned on?</p>	<p>Are all stakeholders informed of how planning decisions have been made, and can see how their feedback has been taken into account?</p>	<p>Is there a plan for an ongoing cycle of consultation with the school/kura/centre community? In what way does the ILE enable and support the learning of the whole community?</p>
 <p>Te whakamānawa ahurea, te whakamana i te Tiriti Cultural responsiveness and Treaty based partnership</p>	<p>How does the vision for your ILE development reflect the: 1. bicultural heritage of Aotearoa, NZ and that of your local iwi/hapū? 2. unique cultural diversity of your community? How has your community contributed to this?</p>	<p>How will you reflect your commitment to upholding the mana of Te Tiriti o Waitangi in the design and use of your ILE? How will you engage with the various cultural groups and leaders in your school community to ensure their participation in the ILE design?</p>	<p>How will the ILE design reflect the cultural narrative of your school community, iwi? How will you ensure Māori as tangata whenua are empowered during the planning process? How will you ensure all voices and opinions are equitably represented in the planning process?</p>	<p>How will the final design of your ILE: 1. reflect your cultural narrative and aspirations of the local iwi/hapū? (including names for buildings, artworks, signage etc.) 2. have tātaiako values reflected in spaces 3. reflect your culturally diverse community.</p>	<p>How will you ensure your ILE continues to reflect the cultural narrative and aspirations of the local iwi/hapū as well as your culturally diverse community? How is this communicated with all stakeholders? How will new members to your school community learn and connect to the cultural identity of your school/kura?</p>
 <p>Te arotake me te arotake-whaiaro Evaluation and self-review</p>	<p>Has a clear vision been established? How do you know that it is accepted by all your community? Does it provide a platform for all the dimensions listed above?</p>	<p>How have you successfully scoped across all dimensions to successfully move through to planning? How are you challenging and critiquing current practice in order to improve and transform? Who is helping the process of transitioning?</p>	<p>Does the plan for the ILE meet expectations developed in the other dimensions?¹ Does it remain true to the vision? Can it be achieved within the budget, timeframes and current capacity of the staff? Has it provided specific actions and next steps to move to implementation?</p>	<p>What is the evidence that the connection between what you planned and envisioned is being delivered after implementation? How are you continuing to challenge and critique practice in order to improve and transform?</p>	<p>What processes and systems are in place to ensure evaluation and self review are regularly discussed and that next steps are implemented? Does this process include ākonga and whānau?</p>
 <p>Kanohi kitea, hoahoa tāiao, toitū te whenua Civic presence, environmental design and sustainability</p>	<p>How will you want your school/kura/centre to be profiled in the community? Whose views have been considered? How might the local environment, weather, landscape, community resources and history influence its design?</p>	<p>What profile does/will your school/kura/centre have in the community and what assets and resources do you currently make use of? Are there particular areas of sustainability and environment that are issues in the current context? How does any long term outdoor plan support this?</p>	<p>How will the physical presence and environmental design features of your buildings reinforce your desired profile in the community and its local context? Does the design give thought to natural light, energy efficient lighting, heating, use of water, and sustainably sourced materials?</p>	<p>How does the use of colour, signage and environmental planting enhance the profile of your buildings? What logistical considerations are required to effectively use assets and resources that reflect environmental sustainability?</p>	<p>How will you use evidence to assess and improve your use of community assets and resources? What systems will you use and how will you gather data on sustainability, energy and water use to improve efficiency? Have you considered having a cultural narrative written by your local iwi to support your design?</p>

Ngā Huataua Whānui | Big Ideas

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 <p>Te whakaako me te ako Teaching and Learning</p>	<p>What are the pedagogical beliefs and practices that underpin teaching and learning in the school/kura/centre? Does the community agree on what is fundamental to learn?²</p>	<p>What are the current pedagogical practices in the school/kura/centre? Are these consistent with the beliefs about effective teaching and learning? Which may need to change?</p>	<p>Are the pedagogical beliefs and practices articulated and used to inform learning space design? How might these be prototyped in your current context?</p>	<p>Does the actual design of learning space enable the pedagogical aspirations of staff, ākonga and whānau? In what ways are staff supported and given scaffolds in order to build capacity and capability?</p>	<p>Is there a regular process of review to ensure that pedagogical beliefs and practices remain enabled in this space when staff leave etc?³ What is in place to continue to build the capability and leadership of ākonga within the ILE?</p>
 <p>Te hoahoa tāiao ako Learning space design</p>	<p>What are your understandings about the relationship between pedagogy and space? What other models are you looking at to ensure thinking takes account of what is possible? Have you involved students and whānau in the vision for design?</p>	<p>How are the current learning spaces configured? How are they used? In what ways do they, and their use, aid or hinder effective learning and teaching?</p>	<p>Do the designs reflect current thinking about flexibility, openness and 'fit for purpose'? Is there a team set up to review the designs? How might prototypes be used to 'practice' with? Have you considered mobility, sensory, learning, gender and cultural needs of all students?</p>	<p>Does the actual use of space match the design intention? What modifications/iterations may be necessary? Have you involved the students and whānau in the decision process and addressed their concerns?</p>	<p>Is there an ongoing review of how learning spaces are used and the impact on student outcomes, with an opportunity to rearrange them as required? In what ways do the learning spaces demonstrate sufficient flexibility and openness to allow ubiquitous learning?</p>
 <p>Ngā taputapu me ngā rawa Furniture and equipment</p>	<p>What furniture 'works' to achieve your vision, and what doesn't? Why? Have you involved students and whānau in the vision for design?</p>	<p>Are you aware of the range of alternatives that are now available? Can you try some out? Is there an inventory list of all current furniture and equipment?</p>	<p>Will furniture and equipment enable flexibility or standardise practice in the ILE? Consider flexibility, adaptability, robustness and durability.</p>	<p>Is furniture and equipment adaptable to emergent need and does it enable flexible use of the learning space? Are learners and/or teachers able to initiate these changes?</p>	<p>Is there an ongoing process to review the use of and impact on student outcomes made by furniture and equipment, with the opportunity to change and adapt as appropriate? Does this inform a regular replacement process? Can this be included in future planning?</p>
 <p>Ngā Hangarau Matihiko Digital Technologies</p>	<p>What is the vision and rationale for how digital technologies can be used to support teaching and learning fostering inclusive access for all students? What evidence do you have to support this thinking?</p>	<p>How is your vision going to be supported by the digital technologies you have? What else do you need to successfully implement your vision?</p>	<p>How do we critique and review to ensure we are being flexible and adaptable in the way we use digital technologies to meet the needs of all learners in all contexts.</p>	<p>How are the digital technologies that are implemented supporting the collaboratively agreed learning needs, well being and pedagogical approaches?</p>	<p>How does all technology use ensure the principles of ubiquity, agency and connectedness are met? How does the infrastructure and professional development support ubiquitous learning within the school community?</p>
 <p>Ngā ākonga Learners</p>	<p>What are your beliefs about a learner-centred approach to learning? What needs to be different for learners in the digital age? Whose views have you considered?</p>	<p>Who are the learners that the proposed ILE is being designed for? Are their needs identified? Where is their 'voice' in the process? How is equity and inclusion for all learners currently addressed?⁴</p>	<p>How are the ideas and needs of learners incorporated into the planning process? Is the design adaptive to their needs and ambitions? Have you considered the conditions needed for learner agency, equity, relationships and inclusion for all?⁵</p>	<p>How does the design of the ILE give learners agency in the way they learn and interact? Have you considered the implications of the change on learner needs, relationships and inclusion?</p>	<p>How will learners continue to be a part of the design and development of the ILE? Do students have a clear voice and 'the power to act' in the ILE? Are they empowered to be agents in their own learning within a ubiquitous space?</p>

Ngā Āhuatanga | Elements

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 <p>Te hautūtanga haere ake nei Change leadership</p>	<p>Does the whole school/kura/centre community understand why there is a need to change? Can this process be led internally or do you need an external facilitator?</p>	<p>Who are the leaders in the school/kura/centre currently? Is there anyone with specific experience in change leadership? Design and building/project management?</p>	<p>Is there a clearly articulated plan for change that is communicated to all stakeholders, that identifies roles and responsibilities, and is adaptive to change? Have you identified and considered a specific timeline that reflects the needs and abilities of all stakeholders?</p>	<p>Have you chosen the right systems, structures, tools and support to enable people to implement the change? Is the process iterative? Can stakeholders 'see' their contributions to it?</p>	<p>What processes do you use to review the effectiveness of the change, and make recommendations for improvement?</p>
 <p>Ngā Kōtuinga Ako Ngaioatanga Professional Learning Networks</p>	<p>How is the potential of being part of a professional learning network in different ways with different people understood and realised in your school/kura/centre?</p>	<p>What relationships currently exist with other individuals/groups/community that have established effective professional learning networks? How can these deepen and have a greater impact on teaching and learning? Do staff see value in professional relationships and being a part of their own professional learning network?</p>	<p>What processes do we have for identifying professional learning networks? How will we procure these networks? What are our strengths we can offer, and what should we utilise from our networks?</p>	<p>Is your professional learning network being used practically to provide the depth/breadth of learning experiences for all students, and for accessing peer review of your ILE process?</p>	<p>What process will we use to ensure our ongoing needs are met via networked provision? How will you sustain these relationships? Are you utilising your Kāhui Ako connections effectively?</p>
 <p>Te ako, te whanake ngaioatanga Professional learning and development</p>	<p>Is there a shared understanding of what makes for effective PLD, and why this is important for staff working in an ILE?</p>	<p>Have you completed a review of current staff needs, competencies and aspirations? Where are the gaps and what strengths exist? What PLD process or external support will ensure staff will be able to work effectively in an ILE?</p>	<p>Is there an effective PLD plan in place? Does it reflect the different needs of staff? Are there suitably qualified/experienced people available to lead this?</p>	<p>Are all staff participating in PLD to prepare for teaching in the ILE? Is this underpinned by a practice of professional inquiry?</p>	<p>How is the review process informed by the reflections of staff, students and community to ensure the iterative ILE development, and is it linked to setting personal and school/kura/centre PLD goals?</p>
 <p>He ahurea mahi ngātahi Collaborative culture</p>	<p>What does collaboration and a collaborative culture look like in an ILE? Why is it important? How can it be created? Is there a shared understanding of this in your community?</p>	<p>What examples of collaborative activity currently exist within your school/kura/centre? How will staff, whānau and students be involved in the process of building collaboration?</p>	<p>What protocols and strategies need to be developed to support collaboration? How can the built environment be organised to promote collaborative activity ahead of individualism?</p>	<p>How will collaboration be practiced, supported and maintained? By students? By teachers? Are collaborative approaches modeled in all of the ways learning occurs and teaching is done?⁶</p>	<p>How are collaborative approaches used as a matter of course in all aspects of the ILE? How are students, teachers and parents empowered to participate in collaborative ways? How are learners a part of their own learning support network within the ILE?</p>
 <p>Te tahua pūtea Finance / funding</p>	<p>What funding will be available for new development? Where from? What opportunities are there for partnerships?</p>	<p>Where is funding currently committed to and is it a priority? Does this need to be evaluated? What supplemental and ongoing costs are involved? Where is there potential for savings or reallocation?</p>	<p>Has consideration been given to funding required for all aspects of the ILE, including ongoing resourcing and operational costs?</p>	<p>Is the development of the ILE being completed within budget? Is there contingency for unexpected omissions or emergent opportunities?</p>	<p>Are there processes in place to ensure there is funding for repairs, maintenance, replacements and renewals?</p>

Ngā Aronga Tautoko | Support Dimensions

¹ERO School evaluation indicators

²OECD: Schooling Redesign - Towards Innovative Learning Systems

³OECD: The Nature of Learning

⁴TKI: Inclusion Education guide for planning an ILE

⁵CORE Education 10 Conditions for Learner Agency

⁶CORE Education: Collaboration Framework

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.



The matrix uses a progression across the columns to illustrate the growing level of maturing in terms of development and implementation. The phases in this progression are:

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.



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.

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

Call or email us
to find out more!

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CORE EDUCATION
Tātai Aho Rau