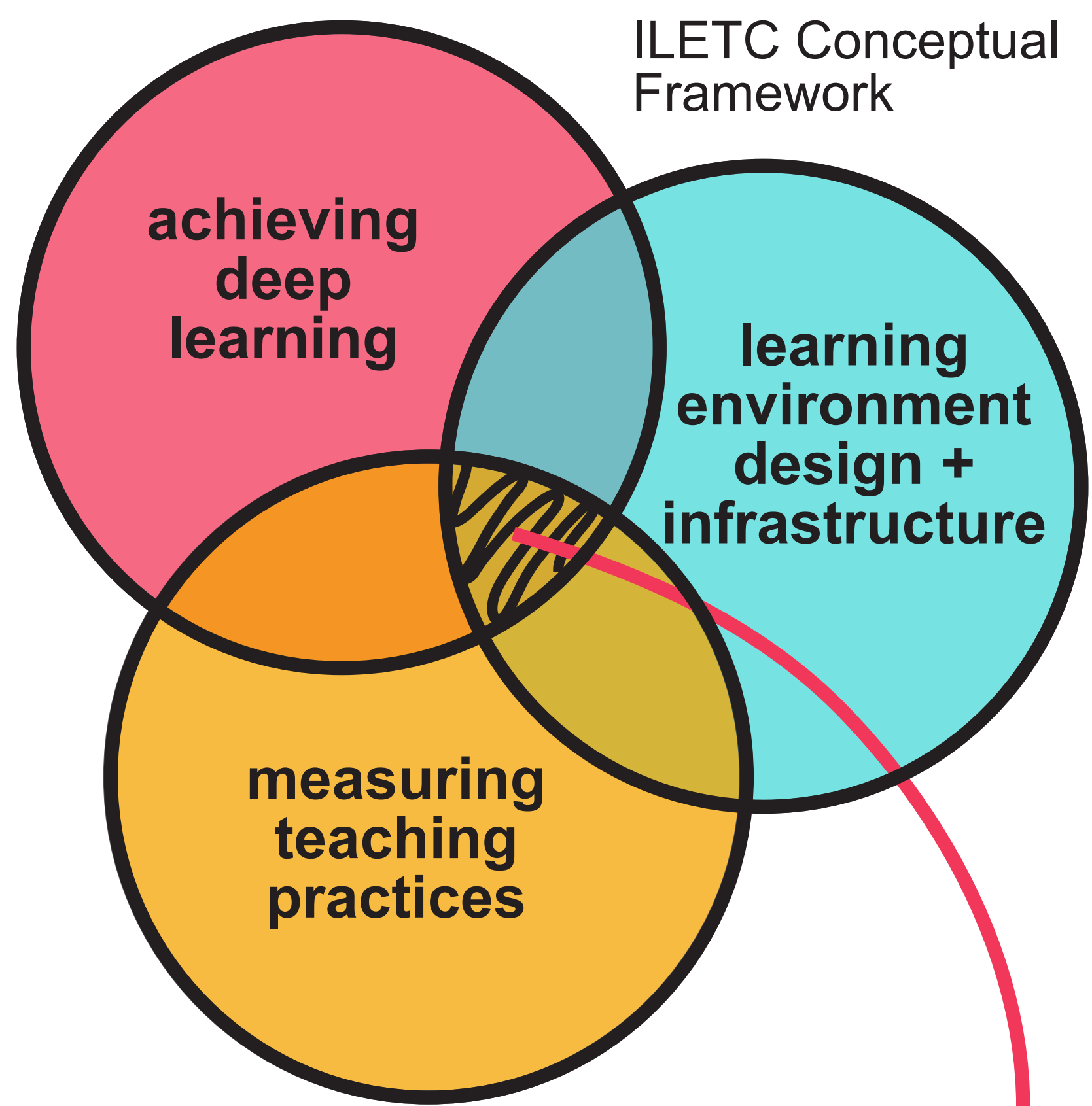


Innovative Learning Environments & Teacher Change: What Characterizes a Successful Transition?

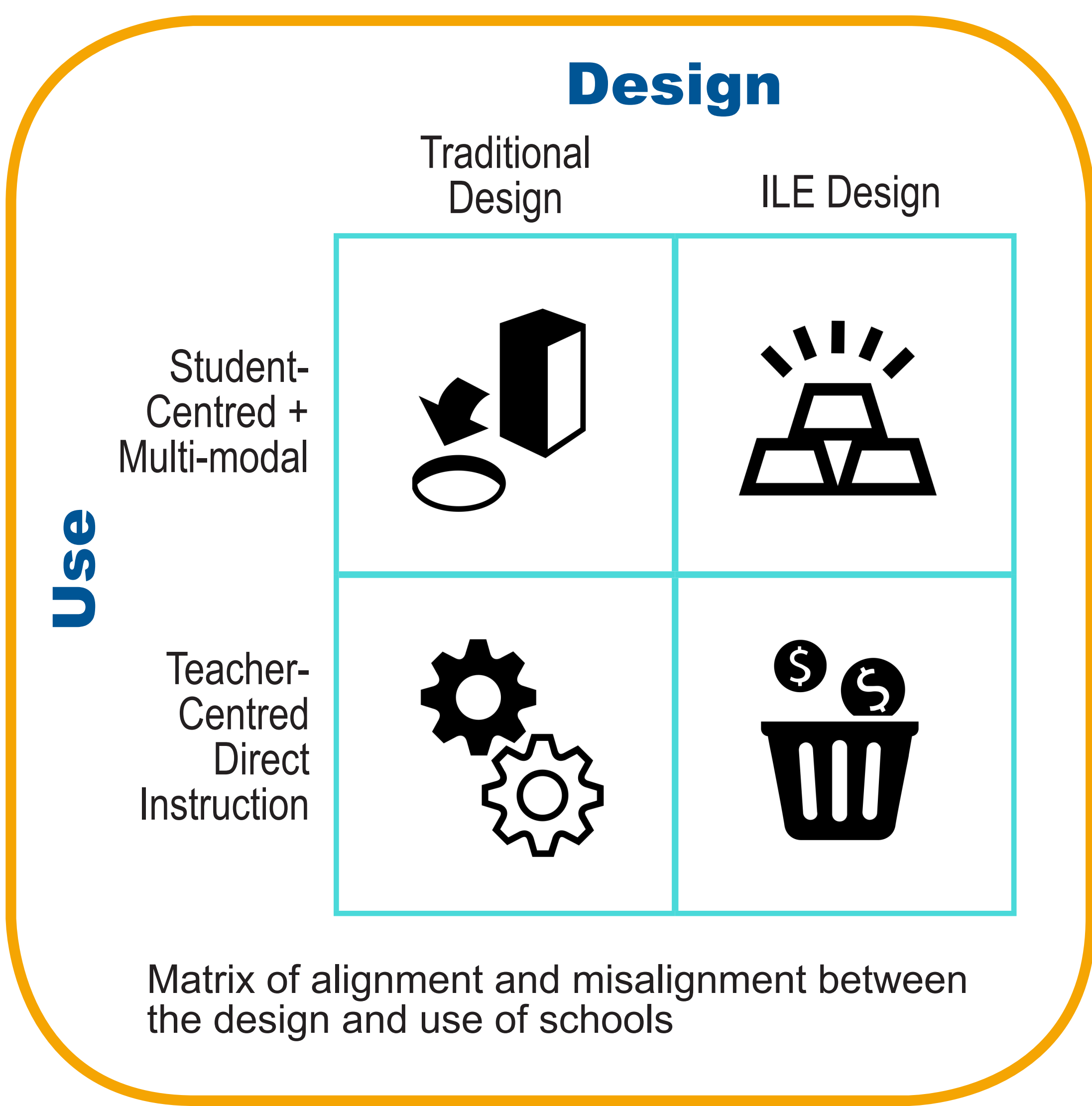


“Can altering teacher mindframes unlock the potential of innovative learning environments?”

This research is part of Innovative Learning Environments and Teacher Change (ILETC), a four-year ARC Linkage project.

Australia’s Building the Education Revolution infused \$16.2 billion to complete 24,382 buildings and infrastructure projects at 9,526 different schools throughout Australia (DEEWR, 2010). This resulted in an influx of innovative learning environments (ILEs), characterized as having **multi-modal**, **technology-infused**, and **flexible layouts**.

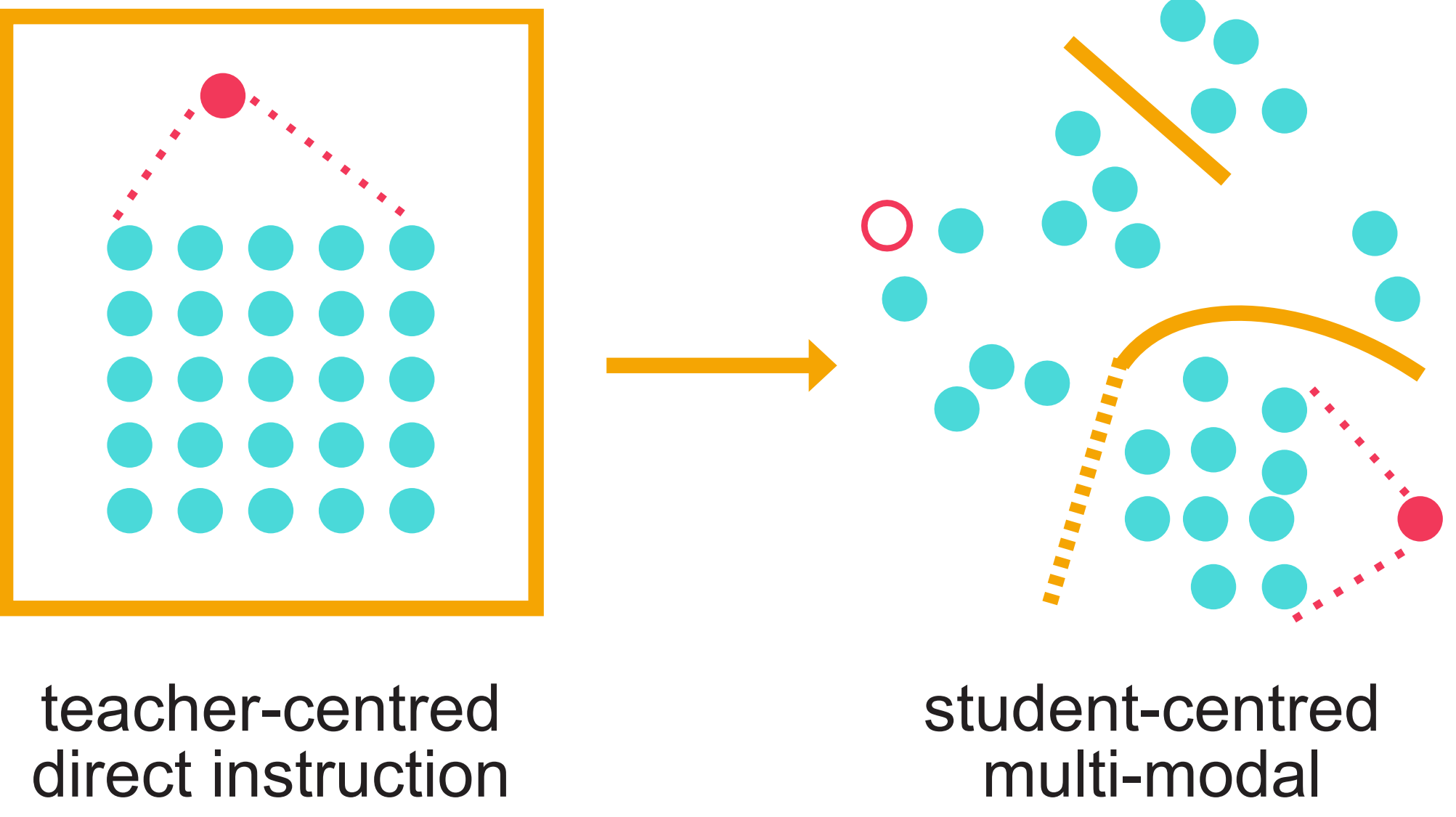
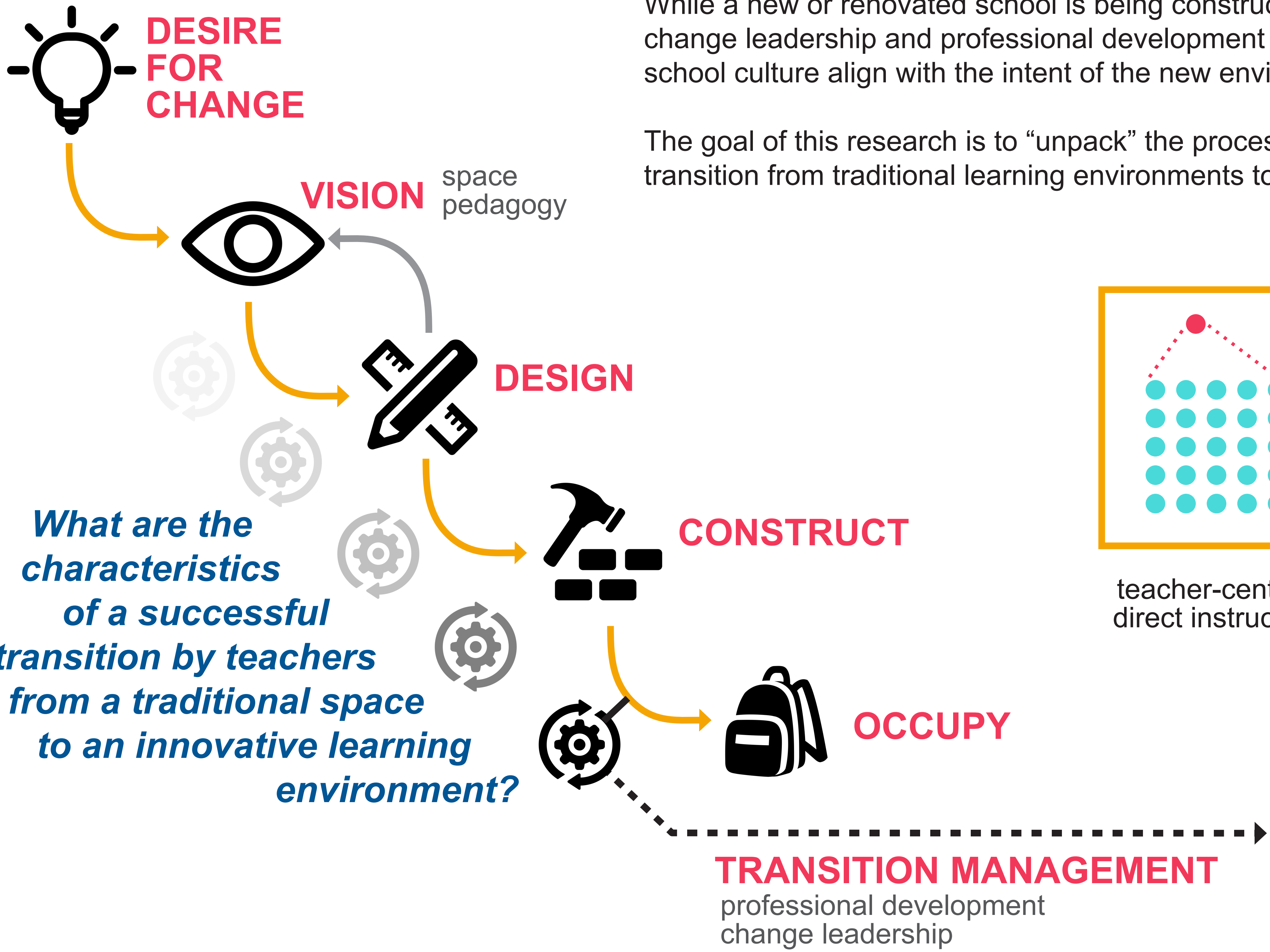
However, in many of these facilities, there is a disconnect between their pedagogical intent and subsequent reality. This misalignment results in wasted capital investment and missed teaching and learning opportunities.



An Opportunity

While a new or renovated school is being constructed, there is an opportunity to utilize change leadership and professional development to ensure teacher practices and school culture align with the intent of the new environment.

The goal of this research is to “unpack” the process schools have taken to successfully transition from traditional learning environments to ones more innovative.



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DEEWR. (2010). *Building the education revolution: National coordinator's implementation report February-September 2009*. Canberra, Australia: Department of Education, Employment and Workplace Relations.