

SECONDARY SCHOOL CASE STUDY

NAME OF SCHOOL

Riverside Christian College, Maryborough, QLD (Middle school year 6-9)

WHAT TYPES OF INNOVATIVE LEARNING ENVIRONMENTS DOES YOUR SCHOOL HAVE?

Traditional classroom environments, Traditional classroom environments with break-out spaces, Flexible classroom environments, i.e. classrooms with flexible walls, Open-plan classroom environments with flexible walls.

HOW WERE THESE ENVIRONMENTS DEVELOPED?

Redevelopment of existing school buildings and/or interiors.

WHAT HAS BEEN THE FEEDBACK FROM TEACHERS' ABOUT USING ILES?

A change in teaching pedagogy; better student behaviour; different areas for different teaching practices; flexibility; enhances collaboration, small group work and student movement; more room.

WHAT HAS THE FEEDBACK BEEN FROM STUDENTS?

All positive feedback – new spaces are inviting, relaxing, 'feels like home', choice of seating, comfort, movement.

HOW DOES TEACHING DIFFER IN ILES FROM TRADITIONAL CLASSROOMS?

Less teacher - more student focus, improved movement within room (teacher and students), enhances small group work & collaboration, more collaborative teaching, increase in student-centred learning.

DO THE ILES HAVE AN IMPACT ON STUDENTS' LEARNING/ENGAGEMENT/BEHAVIOUR?

Having a choice of seating is important for Middle School students, being able to move/change seating to keep growing adolescent bodies comfortable was a positive change for students.

Students seemed more engaged in their learning, behaviour problems reduced (better engagement, movement when uncomfortable, small group instruction/collaboration), supported use of cooperative learning structures (eg. Kagan philosophy)

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