

# Into the great wide open: Navigating teacher opportunity, autonomy and structure in a collaborative Innovative Learning Environment

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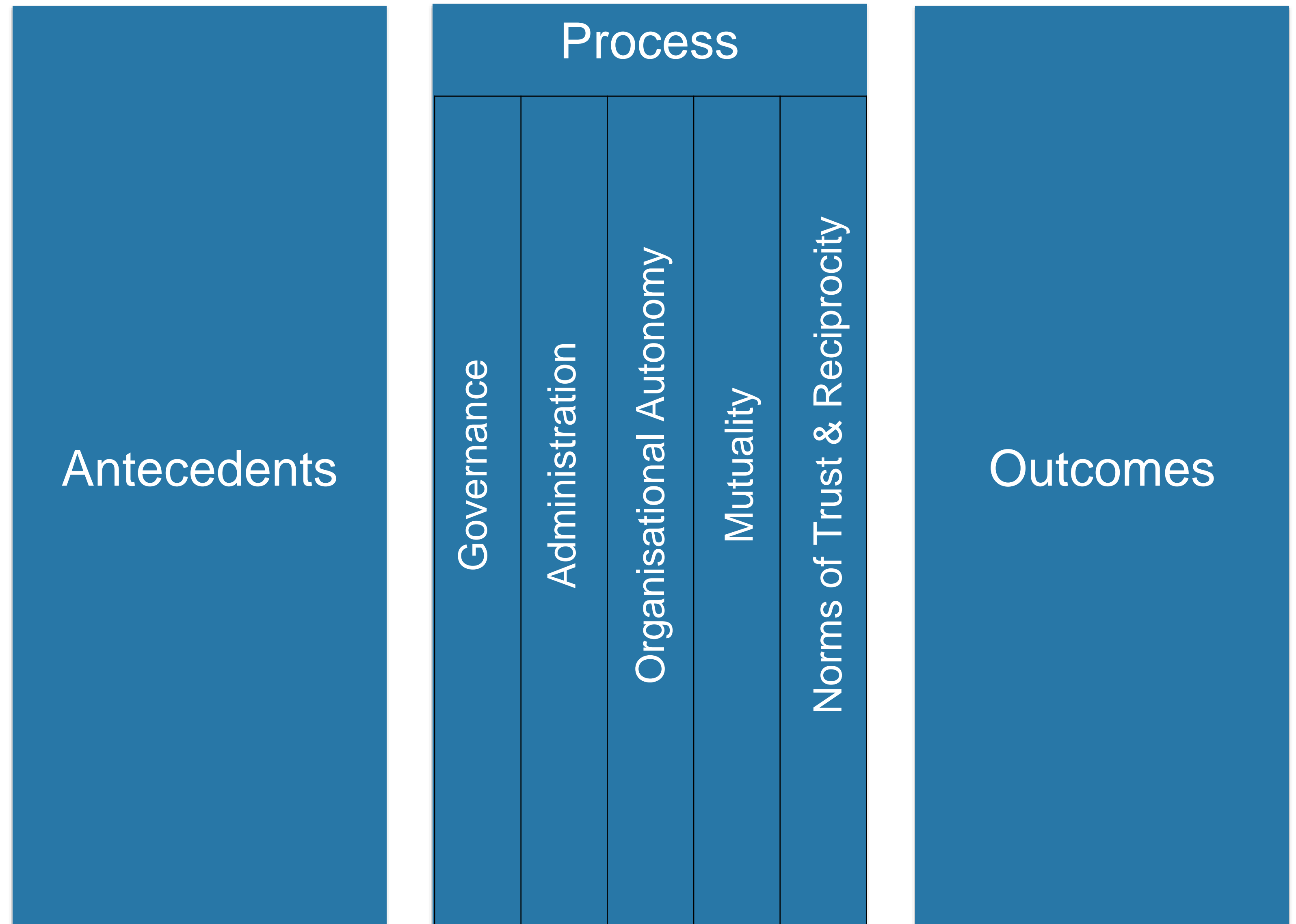


# Collaboration

“A process through which parties who see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible” (Gray, 1989, p. 5)

# The Antecedent-Process-Outcome Framework

(adapted from Thomson & Perry, 2006)



# Phases of Research

Phase 1

'Expert' interviews



Initial

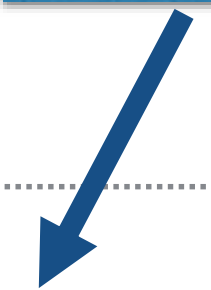
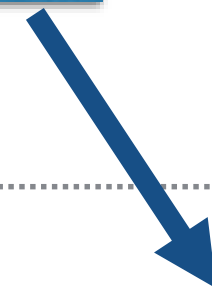
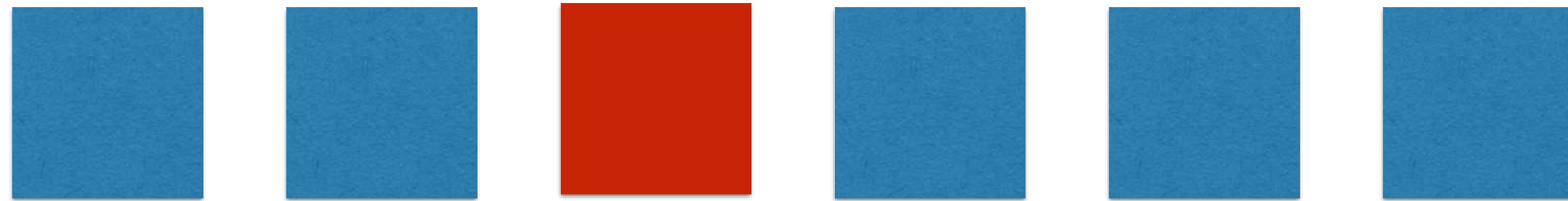


Snowball



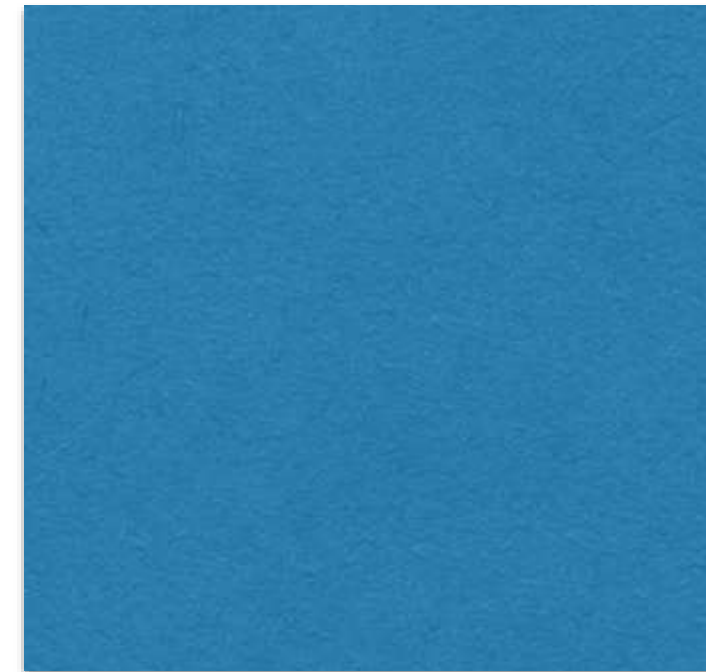
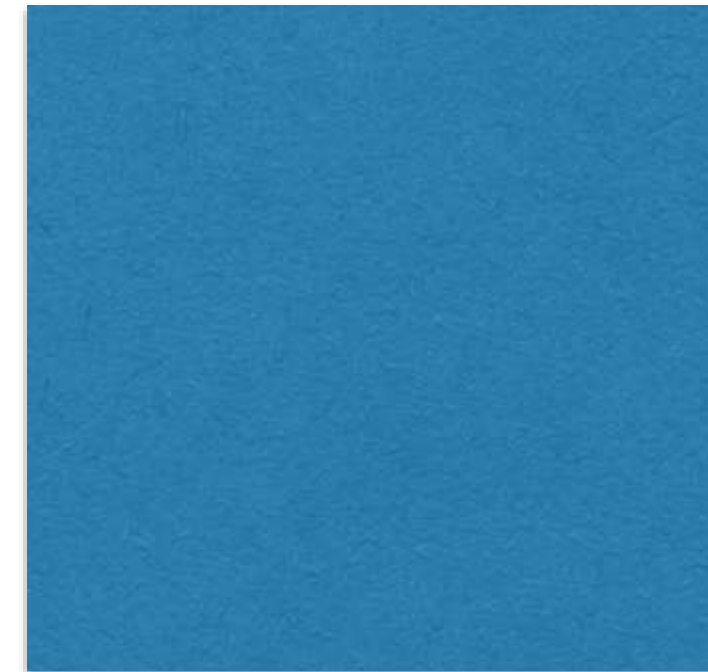
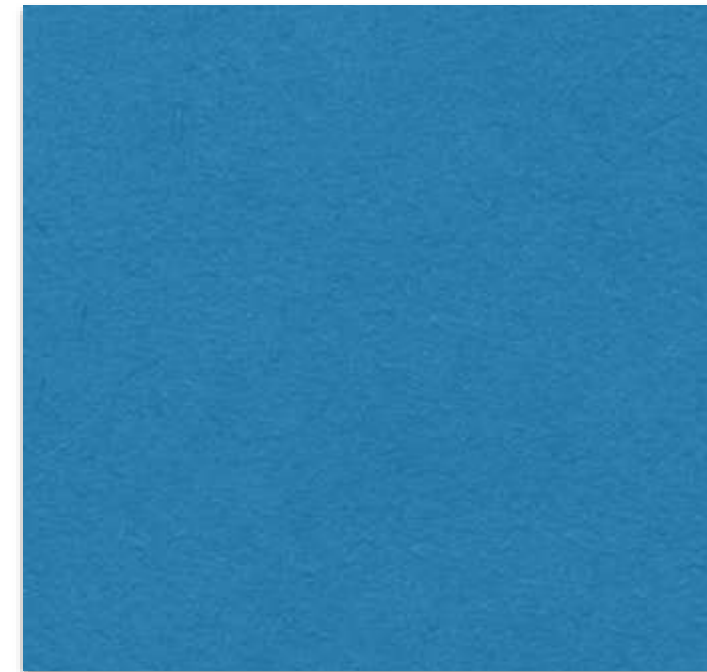
Phase 2

Snapshot case studies



Phase 3

In depth case studies



## Case-study: Whio community -Treeside Intermediate'

### Context

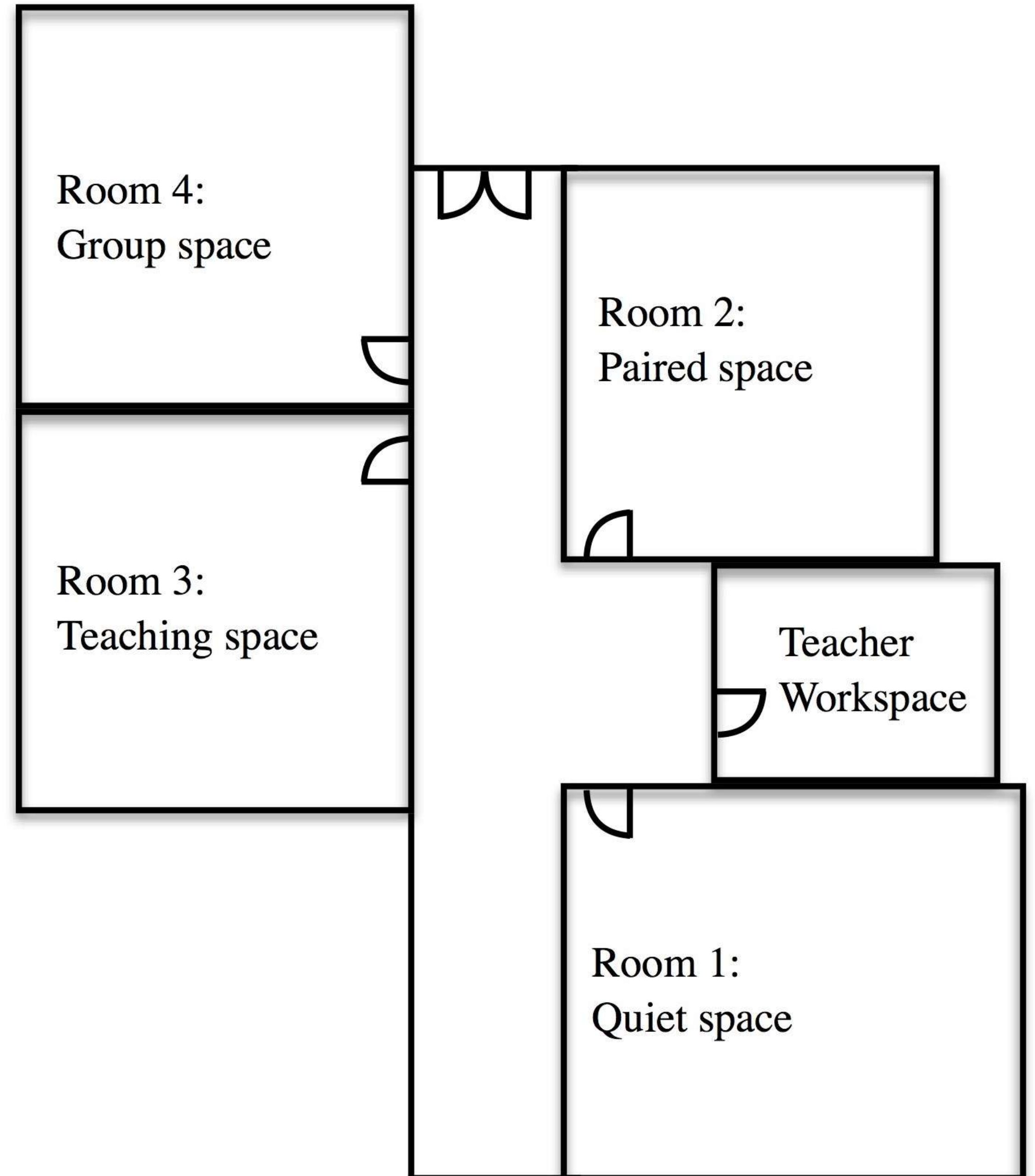
- Suburban - well-established
- 290 students (Year 7&8)
- Mid socio-economic

### School Space

- 1976 build
- Recent refurbishment
- 3 'communities'

### Learning Environment

- 94 students
- 3 teachers
- 1 teacher aide



## Case-study: Whio community -Treeside Intermediate'

### Pedagogical practices

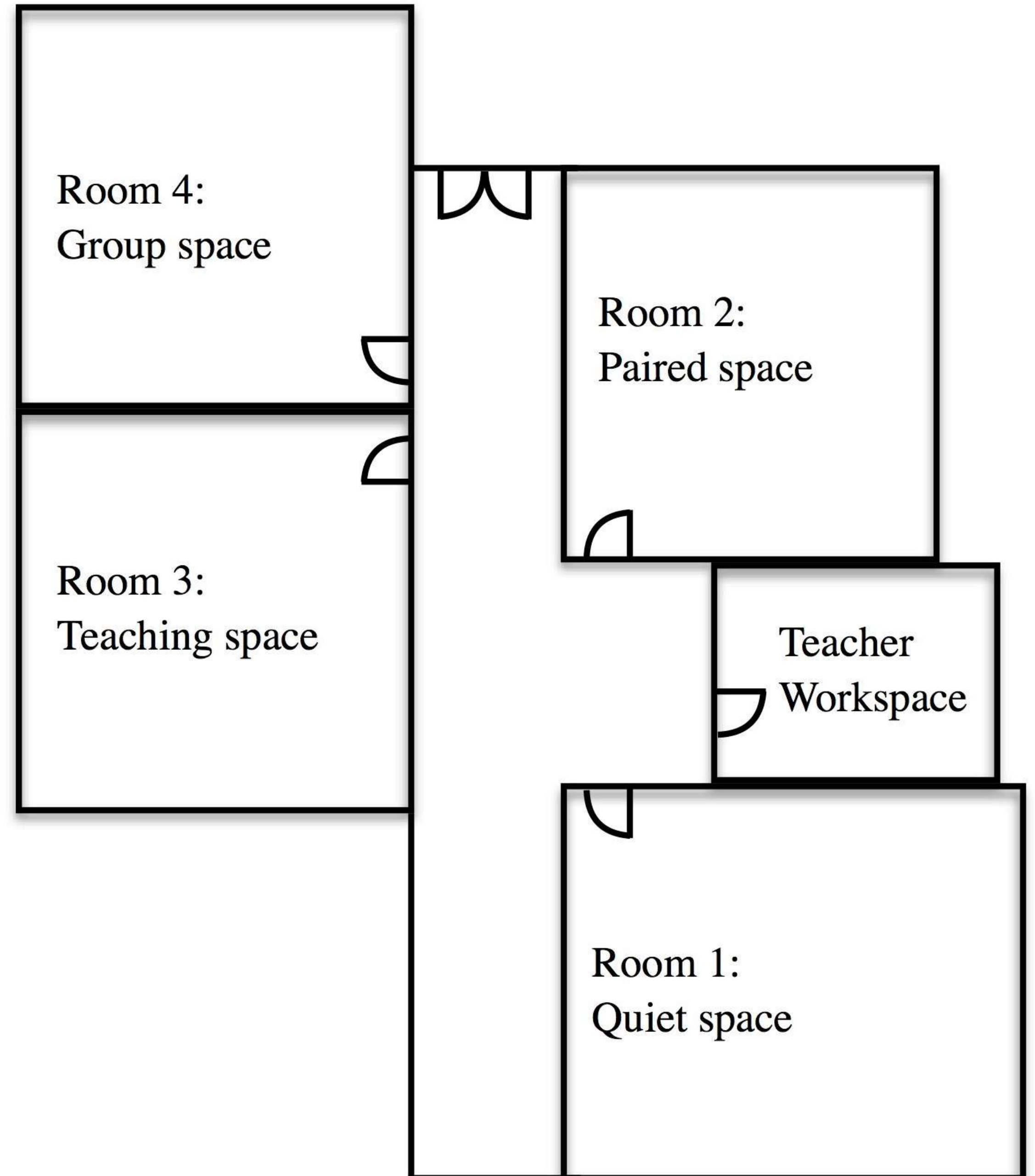
- Task management
- Self-management
- 'Learning coach'

### Spatial practices

- Mobility
- Designated usage
- Spatial limitations

### Collaborative practices

- Shared decision-making
- Temporal structures
- Online



## Case-study: Whio community -Treeside Intermediate'

### Heritage structures

- Language - values
- Timetabling
- Student allocation

### Modified structures

- Ability groups
- Use of learning taxonomy
- Removal of teacher desks

### Novel structures

- 'Roaming' Learning Coach
- Spatial differentiation
- (A)synchronous collaboration

