

# Transition Journey Maps

Canberra, Australia - 22<sup>nd</sup> March 2017

## How do teachers perceive their transitions into ILEs?

### What were we looking for?

The aim of the workshop was to better understand the journey teachers go on when they transition to an innovative learning environment. Participants were involved in a 'journey-map' activity which encourages peer discussion around their formative early experiences, followed by individual reflections and perspectives on what they did, felt and thought when they transitioned into the new learning spaces. Because of the nature and focus of the workshop, we sought participants who had experience transitioning from a traditional space to a more innovative one.

### What did we find out?

Having spent approximately six months in the new learning space, participants felt mostly positive about the new space using words such as confident, energised, pleased, trusted, inspired, and challenged to describe how they were feeling. A number of participants sought evidence that whatever they were doing had an actual impact on student learning and outcomes. Additionally, participants had numerous tips and advice for new ILE users. These centred around the concepts of student centeredness, resistance, flexibility and collaboration.

*"Let go of your traditional knowledge of what schooling should look like. We are preparing students for the future. Don't predict the future, learn the future."*

### What does this mean for the project?

We started with the assumption that teachers go through multitude of experiences and emotions during the transition into innovative learning spaces. A consistent theme that seemed to emerge at every stage of the transition process is concerns around configuring the new space and the use of furniture in that space. A key consideration also is how students transition into the new spaces—how students were

using the space, how they were coping in the new space, finding the best use of space and fit for the students, and most importantly whether the new practices occurring in the new space had an actual impact on student learning and outcomes. Finally, two important considerations are the mind sets and professional development (or lack of) for teachers. Teachers were mostly excited by the possibilities at the beginning of the transition process to be more reflective on how they can continue to improve their practices as their journey progressed. The lack of professional development and/or best practices could be key to being able to ride the enthusiasm rather than have that drowned out by their lack of support.



*Visualising the process of changing teaching practice, from early traditional experiences and transitioning to innovative learning environments.*

Please refer to the full Technical Report, "In the real world...": Teachers perceptions of ILEs, available at: <http://www.ilet.com.au/publications/reports/>



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