

Journey Map

Phase	Type	Themes
<input type="radio"/> Early <input checked="" type="radio"/> Implementation <input checked="" type="radio"/> Consolidation	<input type="radio"/> Strategy <input checked="" type="radio"/> Tool	<input checked="" type="radio"/> Collaboration & teamwork <input checked="" type="radio"/> Curriculum <input checked="" type="radio"/> Design affordances <input checked="" type="radio"/> Design & process <input checked="" type="radio"/> Evaluation <input type="radio"/> Leadership & change <input checked="" type="radio"/> Pedagogy
		<input checked="" type="radio"/> Professional development & support <input checked="" type="radio"/> School structures & organisation <input checked="" type="radio"/> Spatial competencies <input checked="" type="radio"/> Student experience <input checked="" type="radio"/> Teacher experience <input checked="" type="radio"/> Technology <input checked="" type="radio"/> Time

What does this do?

The Journey Map is a design-thinking workshop that focuses on the journey educators go on when they transition into an innovative learning environment. Working in small groups, educators are involved in a 'journey-map' activity, which encourages peer discussion around their formative/early experiences, followed by individual reflections on what they did, felt, and thought when they transitioned into new learning spaces.

How can it help?

This workshop will help educators be explicit about their journey and learn from the experience of their peers. Insights gathered from the workshops can provide educators and school leaders information on how to implement and/or scale up successful strategies and tools that could support educators transitioning into innovative learning environments. The workshop can also help collect insights on how to maximise educators' intrinsic motivation to change and scaffold their transition into new learning contexts. Schools can conduct their own workshop for educators using the Facilitator Guide and resources provided.

An example in practice

This workshop was held at Charles Weston Primary School in Canberra, Australia, for educators in the region. During the workshop, one theme that emerged at every stage of the transition process were concerns around configuring the new space and the use of furniture in that space. Findings from the workshop indicate that a key consideration for the process is how students were transitioning into the new spaces, particularly whether the new practices in the new space had a measurable impact on student learning and outcomes.

Where can I find this?¹

The Facilitator Guide, including resources for the workshop, is forthcoming. Please contact the ILETC project for more information.

Further information about the workshop is available via https://minerva-access.unimelb.edu.au/bitstream/handle/11343/194339/TechnicalReport2_final_webopt.pdf?sequence=1&isAllowed=y

[Correct as at 27 April 2020].

1. All Spatial Transition Pathway 'Strategies and Tools' are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

