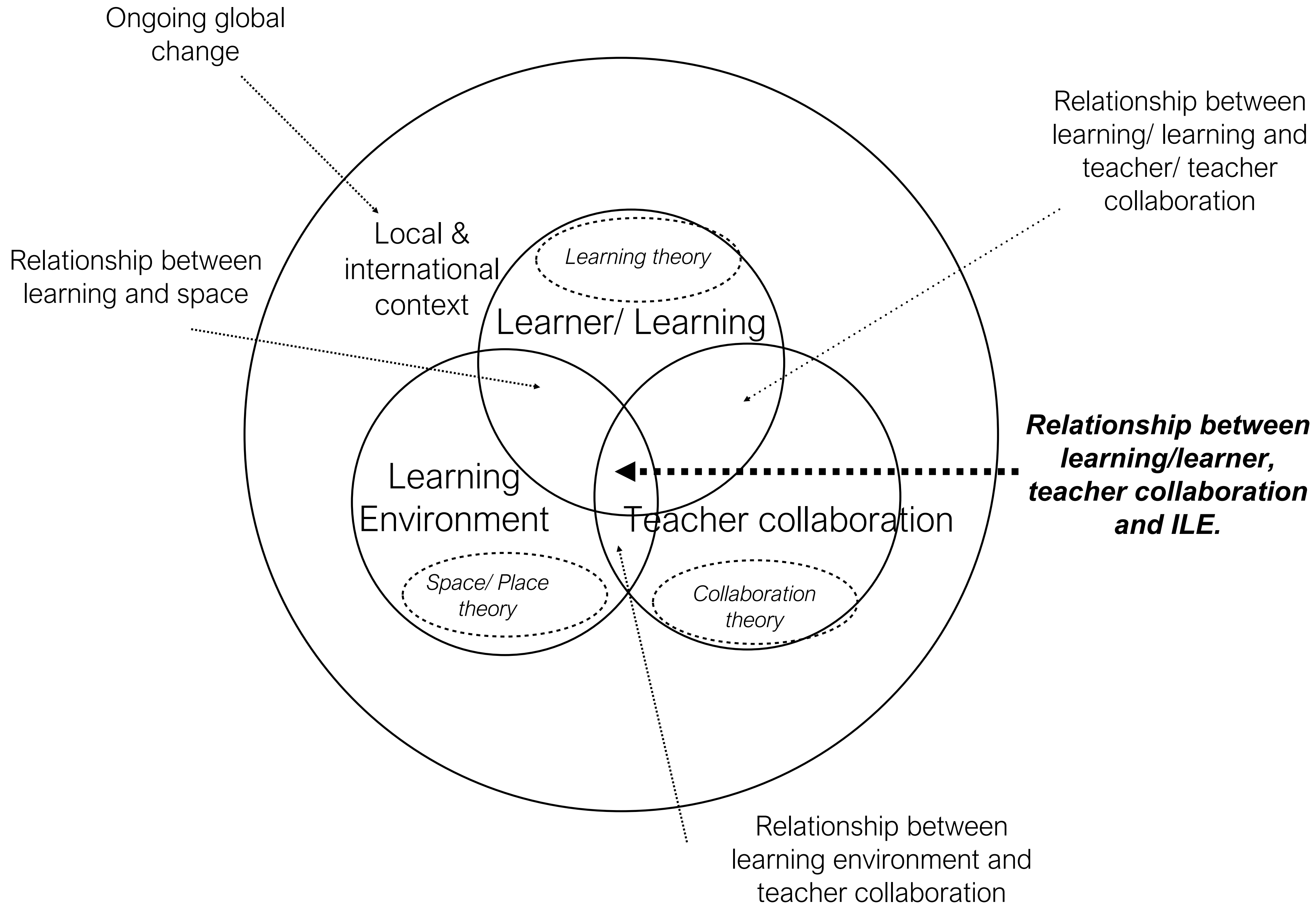


Enacting teacher collaboration in Innovative Learning Environments: Reifying pedagogical 'ownership'

Chris Bradbeer: University of Melbourne







Ownership:

Meaning and emotion associated with possession, the relationship between individual and object, and affective sensations when challenged (Pierce, 2001).

Phases of Research

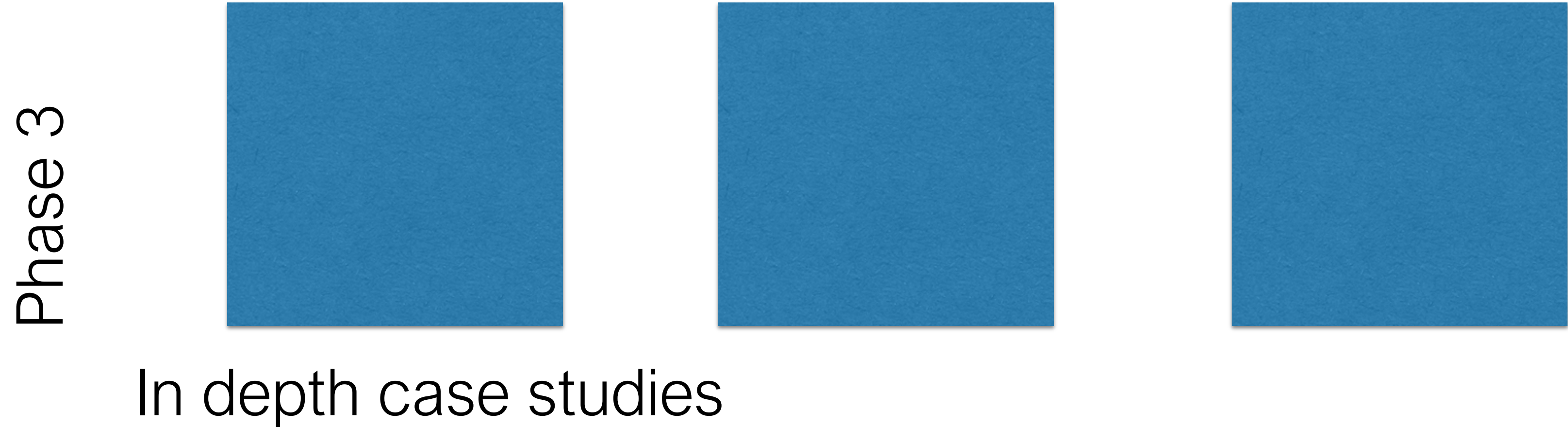
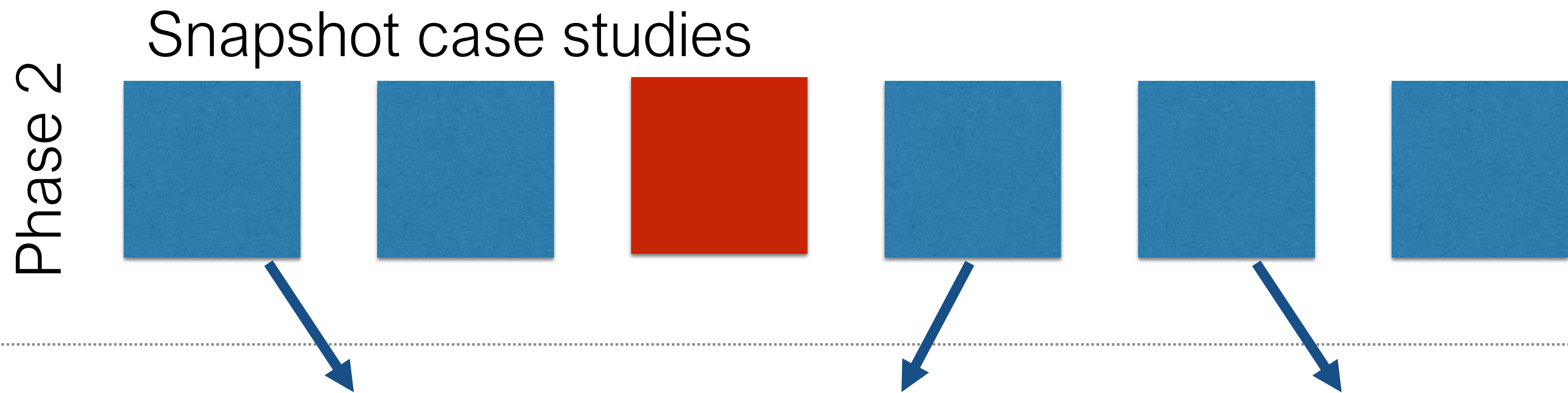
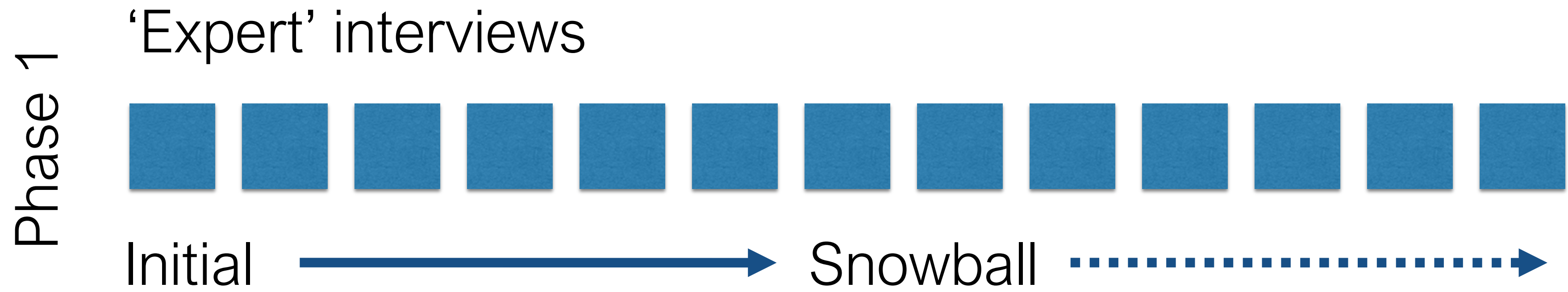


Table 1: Forms of relational ownership

Spatial ownership	Relational ownership	Responsibility
Teacher has own classroom	Teacher has own class of students	Teacher responsible for all students and decision making
Teacher has own classroom	Teacher has own class but some student movement between classrooms	Additional teachers responsible for learning e.g. students crossed-grouped with other teachers
Teacher has designated area for classroom in ILE	Teacher has designated 'class' within ILE	Predominantly responsible for cohort of students. Some sub-responsibility for others.
Fluid use of ILE space	Nominal 'class', perhaps for administrative purposes	Teacher has joint & negotiated responsibility for students in ILE

Table 2: Forms of relational ownership

Administrative	<ul style="list-style-type: none">• Registration• Collection of data• School events• Record keeping
Pedagogical	<ul style="list-style-type: none">• Grouping of student• Learning design• Assessment of achievement• Learning relationship• Monitoring of progress• Reporting to parents
Pastoral	<ul style="list-style-type: none">• Care• Communication with parents• Creating safe environment