

Learning Spaces in Australia and New Zealand

What types of learning spaces, teaching and learning are prevalent in Australian and New Zealand schools?

What were we looking for?

Within the participating educational jurisdictions (Australian Capital Territory, Catholic Diocese of Parramatta, New South Wales, Queensland and New Zealand), we wanted to find out principals' perceptions of (1) the types of learning spaces in their schools; (2) the types of teaching approaches observed in those spaces; (3) the degree to which teachers in those spaces utilised progressive 'mind frames'; and (4) the degree to which students engaged in 'deep' as opposed to 'surface' learning in those spaces.

What did we find out?

Across a sample of 822 schools (response rate of 13.4%), (1) traditional classrooms were the dominant classroom type, amounting to approximately 75% of all spaces; (2) the dominant teaching approach was characteristics of teacher-led pedagogies; (3) participants from schools with a higher prevalence of traditional classroom spaces reported a lower assessment along the teacher mind frame continuum, with the reverse in more flexible learning spaces; and (4) students in traditional classrooms exhibited less deep learning characteristics, with the opposite in more flexible learning environments.

What does this mean for the project?

One of the aims of the survey is to build evidence of the current state of play in terms of ILEs—how many of them are in use, of what type are they, are teachers perceived to be using them as planned, and are students learning in the ways that were expected? This is the first time data of this kind are available for Australia and New Zealand, or elsewhere for that matter. Results indicate that less than a quarter of all spaces in participating schools are considered to be innovative. However, significant investments are continually being made to deliver alternative learning spaces such as ILEs, and the ILETC project is well-positioned to provide strategies to equip teachers to realise the potential of such spaces.

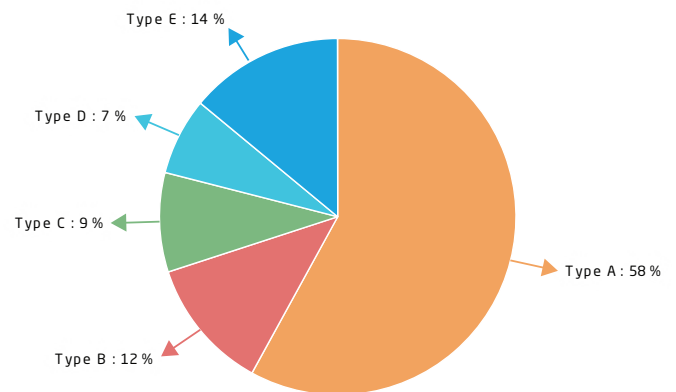


Figure 1 (top): Dovey and Fisher's (2014) learning spaces types, as adapted in Imms, Cleveland, and Fisher (2016).

Figure 2 (above): Types of learning spaces (n=822).

Please refer to the full Technical Report, Type and Use of Innovative Learning Environments in Australasian Schools, available at: <http://www.iletc.com.au/publications/reports/>



Australian Government
Australian Research Council



Want to know more?
Email Joann Cattlin: info@iletc.com.au
www.iletc.com.au