

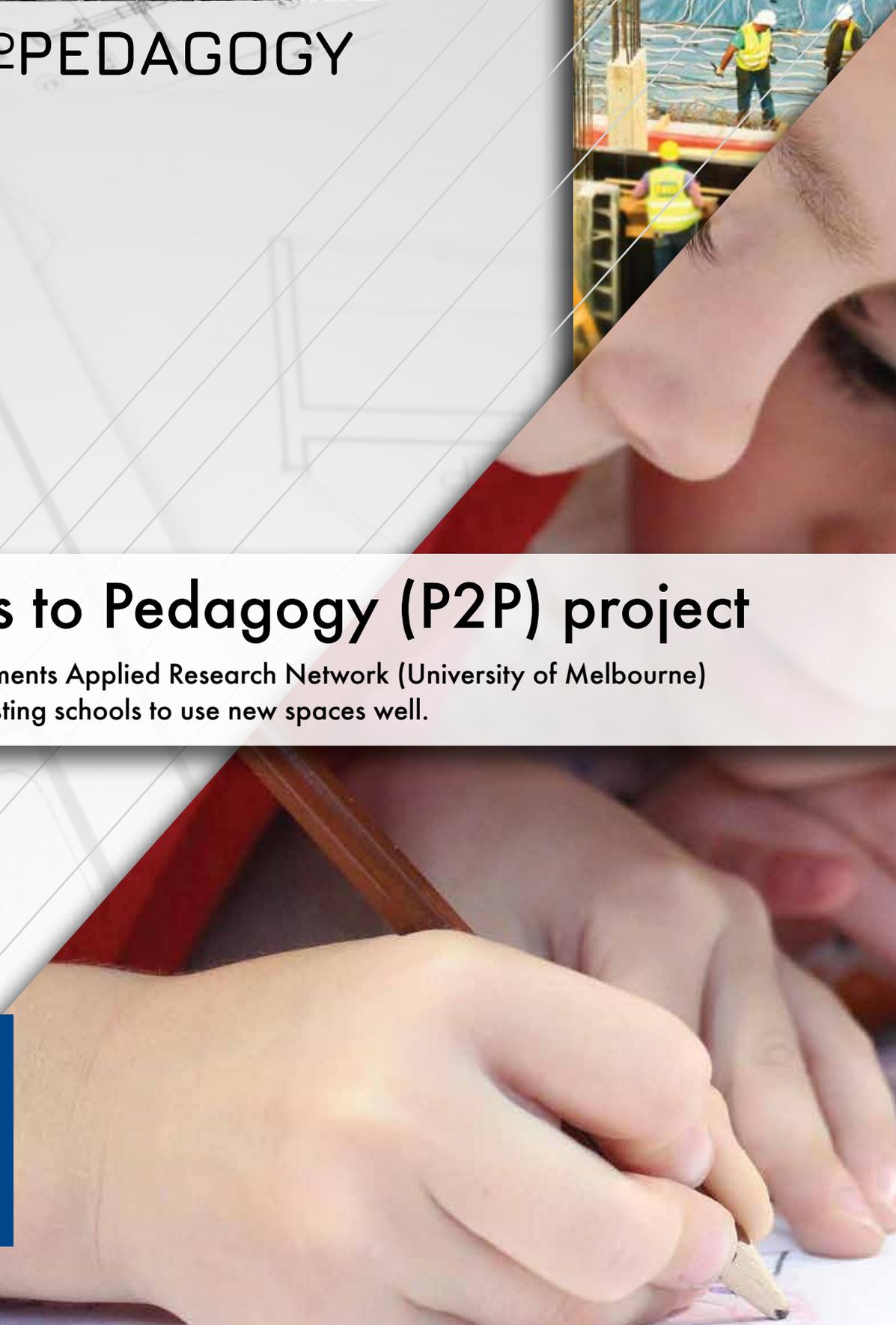
P2P

PLANS 2 PEDAGOGY



The Plans to Pedagogy (P2P) project

A Learning Environments Applied Research Network (University of Melbourne) partnership for assisting schools to use new spaces well.





Context

Teachers and students in Australian and New Zealand schools need help when transiting from traditional to ‘innovative’ learning environments (ILEs). This includes:

- Building school capacity to participate effectively in the **conceptualisation and design of new builds**;
- Developing strategies to **prepare teachers to adapt their pedagogies** to make the most of their ILEs;
- **Working with students** to build understanding of how these spaces increase their learning possibilities;
- Using **good evaluation** to ensure effective long-term student and teacher inhabitation of these spaces.

The University of Melbourne’s *Learning Environments Applied Research Network* (LEaRN), a collaboration between its Faculties of Education, Architecture and Medicine, has developed considerable expertise in these areas¹. *Plans to Pedagogy* (P2P), lead by A/Professor Wesley Imms, is a research collaboration between LEaRN and schools to use this expertise to develop staff and student capacity for ‘good ILE use’.

Approach

The *Plans to Pedagogy* project partners LEaRN academics with a dynamic teacher/administration team. Programs are designed and implemented to suit each school’s

particular needs. P2P helps staff access the latest thinking on good spatial design and use, and support on how to use this knowledge in schools. It facilitates the building of spatial competencies in teachers and students alike, to ensure they get the most out of their ILEs.

P2P provides schools with packages of tools to promote ‘good ILE use’. It runs a suite of workshops as the mechanism to get this done, and provides ongoing personalized support. A P2P Network of schools has been built across Australia and NZ, developing P2P into a long-term ILE collective. P2P participants are linked to other major research initiatives being run by LEaRN, including the Innovative Learning Environments and Teacher Change (ILETC) project, and a number of annual public events such as Transitions, and Talking Spaces.

P2P trains schools to evaluate their strategies, and assists them to publish the knowledge they create from the project. Where possible, P2P assists staff to study toward a higher degree (Masters or PhD) through their participation in this project².

1 See www.research.unimelb.edu.au/learnetwork , www.iletc.com.au , and www.e21le.co

2 This approach takes some negotiation, but when achieved it has proved highly effective for long term capacity building in schools

Implementation

The project will run over a minimum three-year period, with the option for schools to negotiate an extension.

- The project begins with LEARN assisting each participating school to develop a specialised research and training agenda, suited to their particular need.
- P2P brings each school team leader to Melbourne bi-annually for two-day intensive workshops. These networking events train the leaders on LEARN ILE tools and evaluation methods, and also provide opportunities to assess and refine individual research programs.
- P2P sends a LEARN expert to each school bi-annually to run specialised ILE and research workshops with their 'spatial learning team'. This structured support is aimed at building a high level of school capacity in using ILEs well.
- P2P facilitates additional activities, such as attendance and possible presentations at LEARN events such as Transitions and Talking Spaces, and participation in emerging professional development events.
- P2P builds a close and profitable research partnership between participating schools and the University of Melbourne, through LEARN. Through skilled and enthusiastic collaboration by teachers in schools, LEARN has trialed this model with success³; it now wishes to share this expertise.

A three-phase approach has been refined by LEARN through various research projects undertaken over the past decade. Schools choose to be involved in the phase/phases most appropriate to their context.

- Phase 1 is concerned with envisaging their spatial needs, working with architects through this process, matching spatial design to a school's educational vision, and working with teaching groups preparing for occupation of the new build;
- Phase 2 has a focus on maximising the effectiveness of ILEs during occupation, and exploring new pedagogies and learning approaches as students and staff transition into new facilities;
- Phase 3 is concerned with long-term inhabitation and the alignment of ongoing pedagogical development with the build's intended purpose. It also explores how spatial affordances can be modified.
- An evaluation and publishing agenda is common across all three Phases.

A broad research plan provides a framework to refine individual school research protocols, addressing specific school needs.



South Melbourne Primary School, Hayball Architecture.
Diana Snape photography.

3 See http://issuu.com/anglicanchurchgrammarschool/docs/churchie_s_new_generation_learning_?e=25566505/3853171

Method

The activities developed by school teams in discussion with LEARN will constitute a mixed method research design. Sampling, data collection and data analysis strategies are developed with schools individually.

Quantitative tools provide a range of descriptive and inferential results capable of generalization. These are often used to argue a case for a particular classroom design or pedagogic approach. Qualitative tools are intended to help teachers and students develop personalized strategies for using ILEs well.

The focus is on helping teachers gather sound evidence, and disseminate this to school communities to inform the development of improved learning and teaching cultures.

Material support

Melbourne University's LEARN team provides:

- Administration of the project, through a dedicated LEARN Project Reference Group, a Chief Investigator, a Leading Researcher, and specialist Research Assistant expertise;
- Research specialists in this field to assist schools develop bespoke research plans;
- Learning space experts (architects and teachers) to mentor school leaders and teams through P2P;
- Packaged LEARN tools, with training and support for their use in schools;
- Travel and accommodation for bi-annual school

leader workshops;

- Support for publication of outcomes as appropriate for schools' needs;
- Support to build a P2P Network amongst the participating schools;
- Access to annual LEARN events such as Transitions and Talking Spaces.

Schools provide:

- A dedicated school 'team leader';
- A school 'spatial learning team' (we suggest this is kept to a small number of highly motivated people);
- Support for bi-annual school-based workshops with LEARN experts and the participants listed above;
- Support to develop and implement P2P learning space activities that are felt to be necessary by the school team;
- A commitment to publish outcomes, as appropriate.

Contact

If you would like any further information about the project, or have any specific enquiries, please contact:

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Pegasus Primary School, Jasmx Architecture. Stephen Goodenough photography.



Marist College, Y2 Architecture. Leon Schoots photography.