



Central Okanagan Public Schools



Innovative Learning Environments

Collaborating to Innovate Teaching and Learning

WHAT COULD SCHOOL, TEACHING AND, MOST ESPECIALLY, LEARNING LOOK LIKE IN THIS RAPIDLY CHANGING WORLD?

The Organisation for Economic Co-operation and Development (OECD) is an international organisation that works to build better policies for better lives. Their goal is to shape policies that foster prosperity, equality, opportunity and well-being for all."

OECD The Nature of Learning: Using Research to Inspire Practice

"The OECD's Innovative Learning Environments (ILE) project is analyzing how young people learn and under which conditions and dynamics they might learn better."

CERI - Innovative Learning Environments. ©OECD 2012

Innovative learning environments enable students to thrive because learning is personalized, meaningful, and student driven. Innovative learning environments are created when educators shift the four elements of the pedagogical core based on the 7 OECD Principles of Learning and the WISE Recommendations.

OECD's 7 PRINCIPLES OF LEARNING

The learning environment recognises learners as its core participants, encourages their active engagement, and develops in them an understanding of themselves as learners.

Learners at the centre

The social nature of learning

The learning environment is founded on the social nature of learning and actively encourages well-organised collaborative learning.

The educators within the learning environment are highly attuned to the learners' motivations and the key role emotions play in learning.

Emotions are integral to learning

The learning environment is acutely sensitive to the individual differences among the learners, including their prior knowledge.

Recognizing individual differences

Stretching ALL students

The learning environment devises learning opportunities that demand hard work and challenge from all, but without excessive overload.

The learning environment operates with clarity of expectations using assessment strategies consistent with these expectations; there is a strong emphasis on formative feedback to support learning.

Assessment for learning

Building horizontal connections

The learning environment strongly promotes "horizontal connectedness" across areas of knowledge, skill, and subjects as well as to the community and the wider world.

OECD The Nature of Learning: Using Research to Inspire Practice



Students in the Central Okanagan

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Bringing the 7 OECD Principles to Life by Shifting the Elements of the Pedagogical Core



Fundamental to creating innovative learning environments based on the OECD's 7 Principles of Learning is examining the dynamics between the elements of the pedagogical core. By shifting the role of educators, the way we approach curriculum design, and the way we use resources and interact with the environment, we can dial up the role of the learner to empower them to be at the center of their own learning.

LEARNERS AT THE CENTRE

Recognising individual differences

The Role of Educators

Teachers:

- build strong relationships and foster a sense of belonging
- see themselves as learners, researchers, documenters, and collaborators
- make decisions based on current educational research
- model curiosity and deep thinking
- make thinking visible
- provide opportunities for students to explore their passions and grow their competencies
- build adaptive expertise

The Role of Learners

Students:

- contribute to creating a culture of belonging for all
- build their skills while actively exploring relevant learning
- make their thinking visible
- contribute to the collective knowledge of the group
- use their interests to guide learning
- set goals, collect evidence, and reflect on their progress to deepen learning
- engage in feedback cycles with peers
- see themselves as change makers
- take on leadership roles

The Environment and the Use of Resources

Environments are designed to:

- enhance and personalize learning
- support learner agency
- create safety and comfort
- include different learning spaces, including nature and the community

Resources:

- spark curiosity
- go beyond texts and the internet to include: experts, peers, images, videos, hands on materials, thinking materials, nature, community...
- are accessible to students and students have agency to use them to explore learning

The Design of Curriculum

The curriculum is designed to:

- be personalized to meet learners where they are at and help them grow
- be connected to the interests and passions of students
- be competency driven and concept based
- build toward big ideas
- connect subjects to each other and the world
- have students explore meaningful questions through inquiry based learning
- include a wide repertoire of learning approaches

The Core

Stretching ALL students

BUILDING HORIZONTAL CONNECTIONS

WISE RECOMMENDATIONS



The World Innovation Summit for Education (WISE) is an international initiative aimed at transforming education through innovation. The OECD's work on innovative learning environments identified "six particular domains of school and classroom-based activity" to support deeper learning.

Creative Public Leadership: How School System Leaders Can Create the Conditions for System-wise Innovation, Hallgarten, Hannon, and Beresford

REGROUPING EDUCATORS

Educators are:

- working with administrators to maximize collaboration time with colleagues
- co-planning, co-teaching, co-reflecting, and co-assessing
- conferencing with students individually and/or in small groups
- offering workshops to provide students with choices
- connecting with others across grade levels and subject areas and across schools
- working closely with non-enrolling staff to collaboratively meet each learner's needs

REGROUPING LEARNERS

Teachers purposefully and strategically group and regroup learners, within the classroom and/or in combination with other classes, in various ways to maximize learning for each learner.

Learners can be grouped in many ways, including:

- personal areas of interest
- skills they want to develop
- personal learning intentions
- individuals with a variety of strengths
- learning styles
- social emotional needs
- as a whole class or community

RESCHEDULING LEARNING

Educators are:

- reimagining their daily learning schedules, eliminating specific blocks of time, and being flexible to go at the pace of learning
- considering what good things they can give up to do even greater things
- finding ways to integrate and connect learning across subject areas
- taking the learning outside and connecting to learning partners in the community
- listening to students and connecting learning to student interests and needs
- bringing students from other classes and/or schools together

WIDENING PEDAGOGICAL REPERTOIRES

Educators are using a wide variety of pedagogical approaches, including:

- pedagogical documentation
- inquiry based learning
- place conscious learning
- making thinking visible routines
- design thinking
- story workshop
- math congress and challenge based math
- standards based and strengths based assessment
- setting intentions with learning maps
- using materials as thinking tools

AUTHENTIC, COLLABORATIVE PROFESSIONAL LEARNING COMMUNITIES

Educators are:

- engaging in ongoing dialogue with learning partners and connecting to learning networks
- collaborating in schools and across schools
- learners alongside their students, not experts
- researchers who are engaged in pedagogical documentation
- engaging in inquiry themselves as a part of their professional practice to collect data to determine their next steps
- modeling vulnerability as they learn and take risks with others
- developing their adaptive expertise
- giving each other feedback and contributing to the collective knowledge

PERSONAL & INQUIRY BASED LEARNING & LEARNER AGENCY

Educators are:

- creating environments where all students belong and feel safe to take risks
- using inquiry based learning to empower students and put them at the center of their own learning
- provoking student thinking to inspire wonders and develop curiosity
- providing opportunities for students to make their thinking visible
- providing opportunities for students to build collective knowledge while exploring their questions
- documenting to inform planning and to further learning

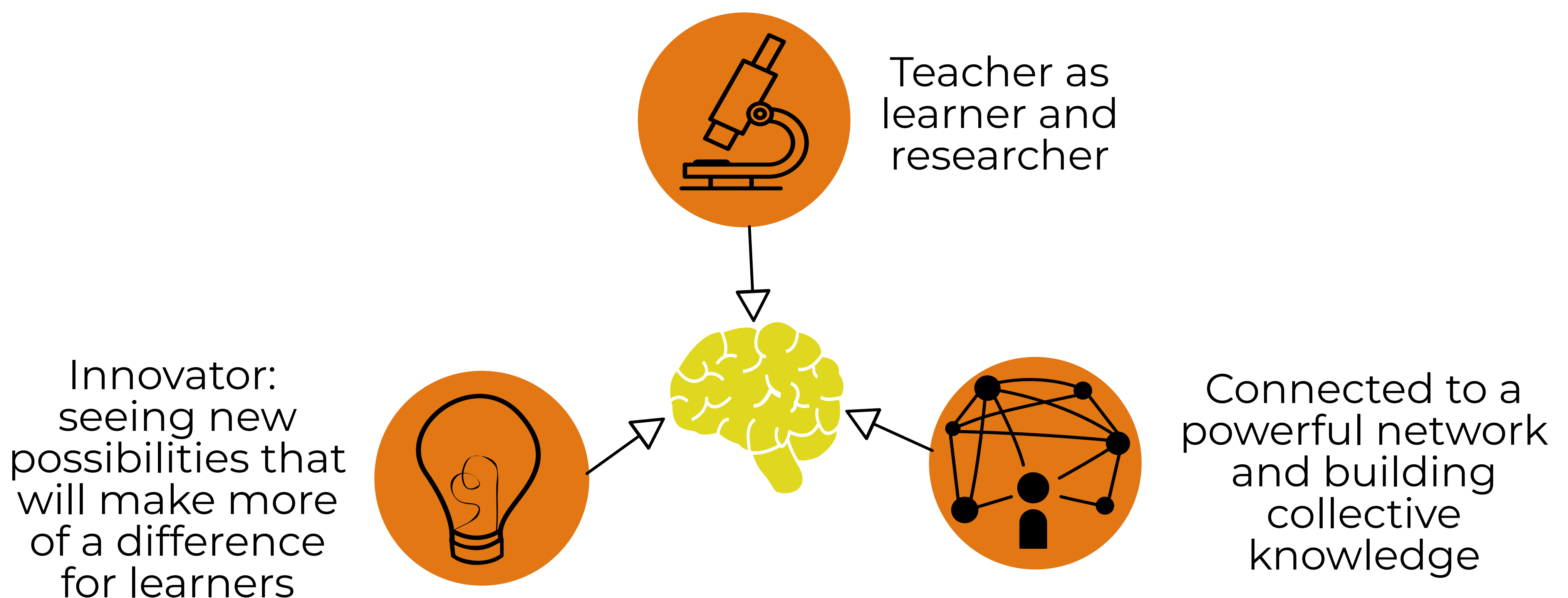
Find more information about inquiry and pedagogical documentation here:

<http://bit.ly/InquiryBasedLearning-ILT>

<http://bit.ly/PedagogicalDocumentationILT>

Innovative Mindset for Educators

Educators developing the adaptive expertise to transform their learning environments adopt an innovative mindset and have the courage and agency to continually seek the next steps in their learning journey. These educators approach their learning with vulnerability and curiosity.



"In order to transform learning, the most important cultural shift that must occur is the creation of cultures in schools where both adults and children are seen as learners who have deep agency and ownership over the learning that they do."

~Richardson and Dixon



Innovative Learning Environments (ILE)

There is no one way to create innovative learning environments. Some educators are choosing to work in community, within their own classrooms, or in any combination of the two. The ultimate goal of ILE is to shift the four elements of the pedagogical core to deepen learning for each student.

