**Alstonville Public School student designed learning spaces**

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| 120 | 2 | 21 |
| Students | Collaborative Learning Spaces | Teachers |

Throughout 2019, the school had extensive renovations across the school, with all 16 classrooms refurbished and rejuvenation of outdoor learning areas. Staff and students identified two large spaces that were being underutilised for learning, the library and original hall. The school will redevelop these spaces to suit the student centred and collaborative learning pedagogies that engage students in their learning every day.

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| **Why?** | **How?** |
| Students at Alstonville Public School develop skills and apply their knowledge in real world projects, with a focus on developing ‘General Capabilities’ to ensure students are equipped for learning throughout their lives. Project based learning is used to develop learning that matters and the school is a NSW DoE Primary STEM Action School.  The school has a strong focus on developing student agency and empowering student voice in their learning, leadership and school community. As such, students are at the centre of the redesign of learning spaces. | The school worked collaboratively with a School Learning Environments and Change (SLEC) advisor to co-design learning that would enable students, staff and parents to engage in the design of the spaces. The school community participated in SLEC’s ‘Flexible Learning Space by Design’ professional learning, which was co-facilitated by the school leadership team and SLEC advisor.   |  | | --- | | **“Students took on the role of designers and architects to restructure the learning areas, so they would allow all students to use each of the 8 learning modes in isolation, or in a multimodal manner.”** | | Kate Moore, Principal, Alstonville Public School | |

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| **How?** | **Student-centred design process** |
| ‘Flexible Learning Space by Design’, a SLEC professional learning course, underpinned the design process. 20 teachers, 120 Year 3-6 students and 15 parents participated in the course. This process took place in four sessions spread out over a number of weeks. Initially the SLEC advisor introduced the department’s eight learning modes to students and teachers in a brief workshop to focus attention on how the design of learning spaces supports student flexibility in engaging different learning modes.  The remaining sessions were focused on design process and included students presenting learning space research to the group to support the design. | Prior to the initial whole group workshop, students collaboratively completed research to discover, ‘What does our community need for successful learning in these spaces?’ Students collected evidence through surveys of the school community and observations of the current use of the spaces. Students visited the local community preschool to learn about play based learning environments, and a group of 12 students travelled to Sydney to visit Google to see a flexible work space in action and newly built schools to understand how space supports learning in these settings.  Students remained at the centre of this process, collaboratively designing prototypes for the refurbishment of these two areas in the school. |

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| **Intended outcome – Live Ideas Space** | | **Intended outcome – Information Exchange Hub** | | | |
| When the redevelopment of the existing Library into the Live Ideas Space is complete, it is intended to be an active learning environment for all students. The Live Ideas Space will include breakout rooms designed specifically for student collaboration in learning and flexibility in engaging multiple learning modes. Digital technologies, including robotics equipment will be stored and used in this space, as well as green screen media production and Makerspace rooms for student use. The purpose is for students to have access and choice in using all available technologies and space to support student learning and creation of projects. | | The original hall will be redeveloped into the  Information Exchange Hub, which will house the  school’s library and provide access to  technological tools and flexible learning spaces for  classes to use. The outdoor spaces surrounding  this building are vacant and are not purposefully  used. The redevelopment of two outdoor spaces  adjacent have been included in the final design.  The intended outcome is that the use of the  library will be invigorated, with all students active  in using the Ideas Exchange Hub to build their  skills and knowledge across the curriculum. | | | |
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| **“We learnt about the learning modes and also how furniture and the way buildings are designed can affect the way you learn.”**  Lochie, student, Alstonville Public School |
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**Student research**

The Year 5 research group discovered that these learning spaces would need to have furniture that is be able to be moved around so that different learning modes can be used. The survey data showed that students at Alstonville Public School would like comfortable seating, calming colours with interesting walls, some moveable tables, spaces to brainstorm and learn in groups, more technology and spaces to be able to record audio or video without other sounds.

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| **“Students have been working to synthesise information and collaborate on developing their design ideas and communicate these to the whole group.”**  Cassie Marsh, Assistant Principal, Alstonville Public School |  | |
| **Lessons Learnt** | | | **Project finalisation** | |
| The project was intended to be student centered and in this respect it was successful. This was due to the high level of student agency and understanding of the design process through STEM learning that has been developed at the school over the past 3 years. Students are confident, comfortable and agile in working collaboratively with peers to achieve a goal and this was observed throughout this design process.  SLEC provided a well-researched and effective professional learning workshop that required minor changes to suit the student and parent audience. Teachers and students have continued to use the learning modes and details about inclusive learning space design in their classroom setup and daily practice. | | | The school intended to have the project finished by the end of the 2020 school year. They worked with NSW Department of Education Assets Management Unit and draftsmen to start the process. | |