

# Introduce new teaching and learning approaches prior to moving

A suggestion for implementing the strategy

'Involve students' from the Guide: [ILEs](#)

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**Includes:**

Transfer familiar systems

Build learner agency

Practice working collaboratively

Flexible timetabling at secondary school

Scaffold students to manage learning

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Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Involve students](#)

Suggestion: [Introduce new teaching and learning approaches prior to moving](#)

Date

21 January 2019

Link

[www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/introduce-new-teaching-and-learning-approaches-prior-to-moving](http://www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/introduce-new-teaching-and-learning-approaches-prior-to-moving)

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## Transfer familiar systems

Before we came into the ILE, we looked around for management systems and programmes that we could use in this environment that would help with the transition.

One that we found was called “The Daily Five” and that really helped with the transition because we had something that was familiar to the children coming in. They knew exactly how to do it and it just worked really beautifully coming in here as well.

**Gabrielle Nuthall, Halswell School**

Source: [Enabling e-Learning](#)

**Source:**

[Enabling e-Learning](#)

<http://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Transition-to-an-innovative-learning-environment>

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# Build learner agency

Set up systems that support students to manage their own learning before moving. Provide visual supports and structured choices for students needing support.

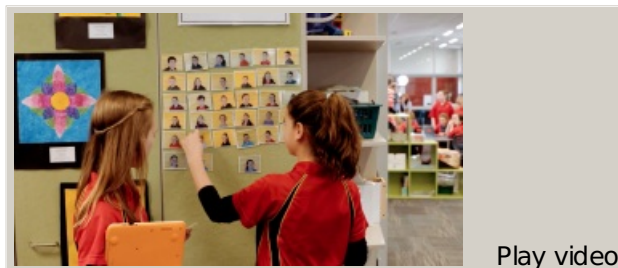
Source: [Enabling e-Learning \(NZ\)](#)

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Student-agency-in-an-innovative-learning-environment>



Play video

Video hosted on Vimeo <http://vimeo.com/146593157>

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## Practice working collaboratively



Source: [Adapted from Effective Learning in Classrooms](#)

Source:

[Adapted from Effective Learning in Classrooms](#)

<http://chriswatkins.net/wp-content/uploads/2015/07/Watkins-07-Effective-Learning-in-Classrooms.pdf>

[View full image \(527 KB\)](#)

Practise how to cooperate and work collaboratively. Identify what works for your students. Focus on noticing and responding appropriately to individual differences.

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# Flexible timetabling at secondary school

Students are given agency through a flexible learning system. They can add more time into the subject areas they need support with.

Source: [Parkland School Division \(US\)](#) [View transcript](#)

Source:

[Parkland School Division \(US\)](#)

<https://www.youtube.com/watch?v=eyyNmfgkD88>



[Play video](#)

Video hosted on Youtube <http://youtu.be/eyyNmfgkD88>

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# Scaffold students to manage learning

Daniel and his teacher talk about how using a “must-do/can-do” list and an iPad enables him to have ownership and control over his learning.

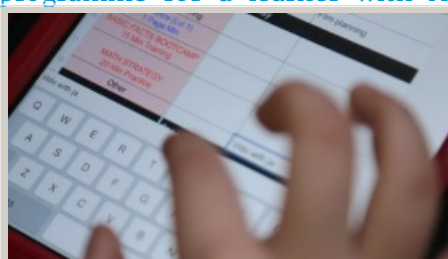
Source: [Enabling e-Learning \(NZ\)](#)

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Inclusive-classrooms/Universal-Design-for-Learning/Enabling-student-ownership-of-learning-by-providing-a-differentiated-programme-for-a-learner-with-ADHD>



Play video

Video hosted on Vimeo <http://vimeo.com/111165838>

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