

# Prepare teachers for change

A suggestion for implementing the strategy 'Support inclusive teaching practices' from the Guide: [ILEs](#)

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**Includes:**

Identify teachers' needs

Support staff transitioning into an ILE

Questions to guide planning

Address staff concerns

Reflective questions

Useful resources

Inclusive Education

From

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

Strategy: [Support inclusive teaching practices](#)

Suggestion: [Prepare teachers for change](#)

Date

16 July 2019

Link

[www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/prepare-teachers-for-change](http://www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/prepare-teachers-for-change)

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## Identify teachers' needs

It was really important for us as a leadership team to ensure that we were meeting the needs of our staff. We were able to tailor our professional learning to where our teachers were at, at that point in time.

**Gavin Burn, Halswell School**

Source: [Enabling e-Learning](#)

**Source:**

[Enabling e-Learning](#)

<http://elearning.tki.org.nz/Leadership/Leading-e-Learning/Pedagogy-underpins-practice-in-an-innovative-learning-environment>

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# Support staff transitioning into an ILE

Tips for supporting staff transitioning into an ILE.

- Set a very clear vision around learning.
- Take all staff and show them how ILEs work elsewhere, so that they can form their own personal ideas about what they want the school to look like. Release “experts” to have discussions with staff.
- Go slowly to give everyone a chance to buy-in.
- Create a culture where there is freedom for teachers to explore – allow your teachers to be learners.
- Focus on building relationships.
- Provide opportunities for peer coaching.
- Support collaboration.
- Build a high trust culture.

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## Questions to guide planning

Use the principle of inclusion to guide curriculum policy and planning, classroom programmes, and teaching practice.

- ▲▲ What is our vision – what will an inclusive ILE environment look like in our school?
- ▲▲ How do we specifically address inclusion in our policies – how does this inform our practice in an ILE?
- ▲▲ What supports do we have (or need to put in place) to develop teacher practice so the needs of all learners are met?
- ▲▲ What systems, initiatives, and programmes in our school currently support our diverse range of learners – how will these work in an ILE?
- ▲▲ How can teachers collaborate to plan and assess learning for students in an ILE – what systems will work?
- ▲▲ What expertise is available within our community, for example, iwi, groups supporting specific learning needs?
- ▲▲ How are we working with parents and students to inform a plan that meets the needs of a wide range of learners?
- ▲▲ How can we build in flexibility to meet the needs of future students?

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## Address staff concerns

Halswell School addressed staff concerns around the upcoming changes, using the **Concerns Based Adoption Model** (CBAM), before introducing new pedagogical approaches.

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

[Closed Captions](#)

Source:

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

<http://elearning.tki.org.nz/Leadership/Leading-e-Learning/Pedagogy-underpins-practice-in-an-innovative-learning-environment>



Video hosted on Vimeo <http://vimeo.com/142809119>

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## Reflective questions

Questions to support discussion identifying areas of strength, and areas where support is needed.

What is the vision for your learners?

What is currently happening that will support your development of an ILE?

How might teaching and learning be different in an ILE?

How do teachers currently collaborate? How might this be different in an ILE?

What are teachers' beliefs about how individual children learn?

How is learning personalised for students? How will this work in an ILE?

How do you provide flexibility for students? What opportunities are there for students to engage and express themselves in a variety of ways?

How do learners receive quality, focused feedback? Are learners confident in giving and receiving peer feedback, based on co-constructed criteria?

Do Māori, Pasifika, and students from other cultures see themselves reflected in the curriculum? Is their prior knowledge valued and respected?

Do learners feel their teachers know their individual strengths, needs, and interests?

Are learners regularly engaged in quality, well-organised cooperative learning?

Are all learners stretched through engaging and challenging work?

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## Useful resources

Papers presented by experts in ILEs at the 2015 Terrains Symposium.



**Terrains 2015 – Mapping learning environment evaluation across the design and education landscape: Towards the evidence-based design of education facilities**

Publisher: LEARN, University of Melbourne

[Visit website](#)



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