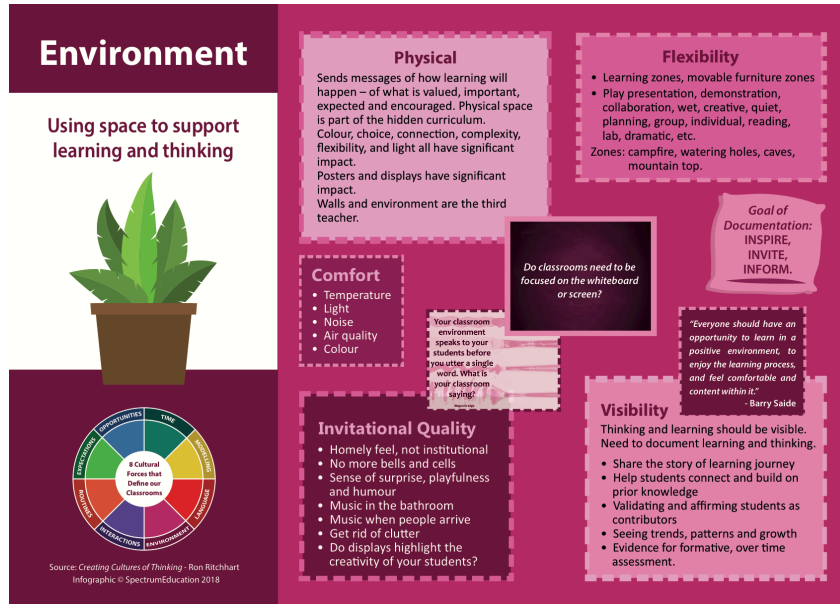


# Environment



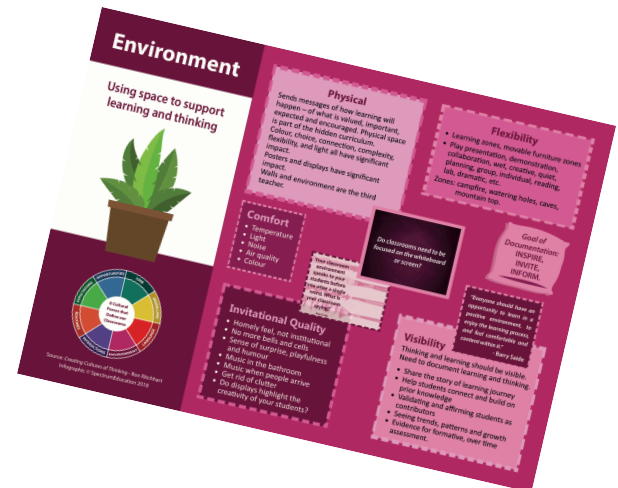
## What does your classroom environment say about what you value?

- Action, collaborative, engaged, motivated, excited! Hands on! Minds on!
- Learning process is visible
- Children's work are being displayed
- Learning Wall
- Topic Wall
- Long Term Learning
- Classroom provides different learning styles- value their choice
- Meaningful to the students-purposely displays
- Flexibility-all furniture is mobile added wheels
- Choice of learning tasks- timetabling
- Comfortable learning environment
- Student's ownership- how much control is shifted to the students
- Include students voice to determine layout of display
- 

- Keeping walls interesting (sense of humor, quotes)
- Invitational quality
- \*an area to leave unfinished work
- Skill based as opposed to knowledge based. Need to value the "emotional" security of a space.
- Displays based on Children learning-not just final product ( e.g. process)
  - \* Allow students choice
  - \*Displays with WALTs
  - \* Collaboration
- Walls show student work and student created posters
- Children can move to where they feel comfortable learning
- QR codes of 'process' of work that is displayed shows the concept of learning vs. work (expectations posters)
- Open door policy
- Represent Culture- images
- Heuristics
- Relevant to children as opposed to teacher

# Environment

- Collaborative learning- space to group children
- Classroom culture
- Celebrating- a celebration of what children learned/achieved
- Metacognition
- Mastery
- The journey growth
- Children's work- value all that learn within it and their contributions
- Value learning- however that happens
- No clutter, Tidy, Organized- so we don't waste time and have tools to learn
- Freedom of ideas
- School values- 4C'S F.P.S.
- Learning
- Focused atmosphere
- Diversity
- Relationship with students(interactions)
- Organized play-routine interactions
- Children's learning/voice(language)
- Responsibilities(expectations)
- Diversity
- An evolving space
- Value-thumbs up/ thumbs down
- Independent-comfort/safe
- Appropriate noise level
- Routines/rotation
- Reflection
- Respect
- Flexible/changing/adaptable
- Friendly environment(interaction)
- Lifestyle
- Happiness
- Safe
- Bright
- High expectations
- Community aspect



- Welcome/non-threatening inclusive-cultural responsive
- Different learning- needs/ styles
- Purposely displays reflecting learning
- The tools required for a range of learners
- First impression
- Care code values
- Enviro-school
- Valuing inclusiveness-everyone's work is displayed
- Cultural inclusiveness
- \*new quiet time out spaces
- \*children choose what to display to represent them
- \*make their own sign labels for their own work
- Valuing art work- whole school
- Easy access for independent use-what is current/relevant
- what we're proud of
- Clean, tidiness, pride in the environment

# Environment

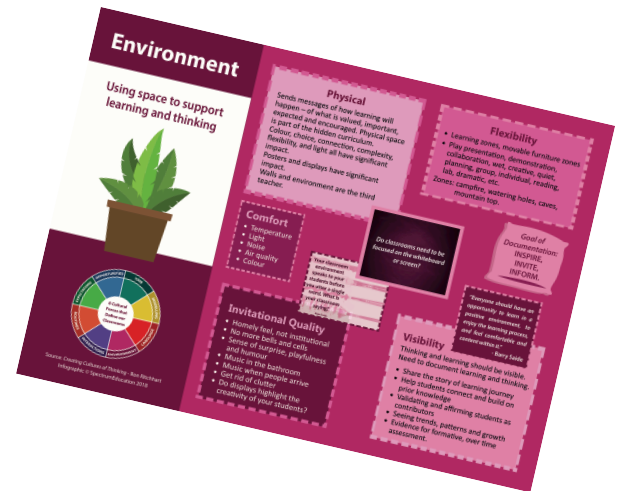
Does your classroom need to be focused on the white board or screen?

What could be the main focus of your classroom?

- No!
- Students-needs (hauora) learning
- Flexibility/Transformation-flexible learning spaces
- Interaction-a variety of different spaces for different learning needs
- Cooperation
- Inside and outside flow
- Vision and Values
- Culture/Diversity
- Teaching styles
- Community Understanding- organized classroom
- Migration (whole)

## Hui Area

- Seating
- \*collaborative/interactive
- \*any space that caters learning
- \*children-their thinking/learning
- Collaborative area(mat)
- Current learning displays  
balance/online/interpersonal
- \*learning through play
- \*variety of learning spaces
- \*invent spaces using existing layout
- \*be creative
- \*use outdoor spaces-withdrawal/independent
- \*change space use dependent on topic-  
students setting out their own spaces



- Of course not!
- not necessarily
- \*topic learning areas
- \*word wall
- \*growth mindset charts
- \*task board
- Allowing Flexibility Environment

The students!

Students to be main focus.

- students ideas/work
- student goal space

- Learning areas with equipment in that space to ease transition times
- Using language symbols
- Catering student needs-at time
- Links to key competencies
- The people
- Student driven
- Walls and floor
- Inside your eyelids
- Ceiling
- Glitter and ball
- The journey
- Outdoor
- Community
- Culture
- Personal vision

# Environment

- People within
  - Children centered
  - Goals for subject
  - Flexible
  - Quality/authentic- teaching+ leading
  - Events throughout the year
  - Incidental teaching- based on topics/projects/goals
  - Kids learning needs
  - Main focus- the kids
  - Classroom-learning space
  - Celebrations-current display of children's work
- At times, children needs to see these dependent on what they are doing
- different learning areas/learning steps
  - examples of learning
  - learning process(not just finished 'products')
  - informing
  - creativity
  - mat area(hub)
  - safety(safe place)
  - arrangement of furniture ( to suit individuals)
- (Speaks of classroom learning styles e.g. group of desk us desk in rows)

- No but it depends on the flexibility of the equipment or space
- \*No main focus needed-learning takes place all inside the room/outside
- \*Mat space-room for learning circle
- Adult friendly- can move around
- Collaborative space ( thinking space)
- Own learning space ( adaptable for different learners )
- Not fixed- move around as necessary – make it fluid
- Independent space



- Communication areas-focused on each other/groups- different area around the class. Routine? Changes throughout the day.
  - Spaces for different learning styles-individual need to move
  - \*does not need to be focused on white board or screen
  - \*evidence of learning and progress (written by the students) – all stages (planning/ drafting)
  - \*photos of students doing...
  - \*variety of learning spaces
  - \*students-working/groups
  - \*flexibility in focal points
  - \*the children
- No. Let children help. Set up class. Know where everything is.
  - No not the whiteboard or screen
- People/children sense of belonging and ownership of environment
  - Positive, friendly, welcoming, inspiring, exciting
  - Well-being- able to feel comfortable to share, take risks, make mistakes, ask questions
  - Temperature enough for kids- not too cold/ not too hot
  -