

Purpose

This document provides information on how assessors consider effective teaching and learning and teaching and learning behaviour to occur in relation to spatial qualities of spaces.

Effective teaching and learning	Teaching and learning behaviour	Spatial qualities
Encourages the teacher to view teaching from the student's perspective and build meaningful relationships with students	<ul style="list-style-type: none"> The teacher moves around the room to access all students equally and equitably; The teacher and the students access the same educational technologies; The teacher is able to engage with students individually, in small groups or as a whole cohort; and Students feel valued and respected. 	<p>Spaciousness – to enable easy movement around the room.</p> <p>Accessible Educational Technology – for students as well as the teacher.</p> <p>Mobile Furniture – to enable quick and easy reconfiguration of the classroom.</p>
Is a social process whereby knowledge is socially constructed	<ul style="list-style-type: none"> Students engage with each other and with the teacher; and Students collaborative, interact and communicate with each other in many different ways. 	<p>Variety of furniture settings – to encourage different types of activities.</p> <p>Active Surfaces – for sharing ideas and experiences.</p>
Fosters a deep approach to learning that encourages student independence	<ul style="list-style-type: none"> Students can focus on learning activities during class; Students consolidate meaning through discussion with teachers and peers; Students manipulate the environment to suit their needs; Students move around the room to access appropriate resources; and Students may move around the room to communicate with other students. 	<p>Variety of furniture settings – to sit varying needs of each class and each student.</p> <p>Mobile furniture – to enable quick and easy reconfiguration by students.</p> <p>Students access to all features – in the room/precinct: no barriers.</p>
Promotes student activity and engagement with content; empowers students with choices and maintain interest through a variety of activities, resources and learning styles	<ul style="list-style-type: none"> Multiple students/groups access relevant technologies and resources simultaneously; Different students undertake different activities simultaneously; and Students share/record/save ideas and new knowledge for future reference 	<p>Accessible Educational Technology – internet enabled and in multiple numbers.</p> <p>Variety of furniture settings – to enable different activities.</p> <p>Active Surfaces – for capturing and sharing ideas.</p>

The Effective Teaching and Learning Spatial Framework

Effective teaching and learning	Teaching and learning behaviour	Spatial qualities
Is contextualised and relevant; teachers have an awareness of student prior learning	<ul style="list-style-type: none"> • Students undertake activities relational to their prior learning experience; • Different students work at different paces; • Different students undertake different activities simultaneously; and • Students access resources relevant to their needs. 	<p>Variety of furniture settings – to enable different activities.</p> <p>Accessible Educational Technology – for students as well as the teacher.</p>
Involves teachers continually evaluating how students perceive their learning situation, the learning approaches being adopted, as well as providing regular and targeted feedback to students, including formal assessment.	<ul style="list-style-type: none"> • The teacher moves easily and equitably around the room, observing and talking to students, individually and in small groups; and • The teacher scans the room to evaluate progress and identify students who need help. 	<p>Spaciousness – to enable easy movement around the room and to access all students.</p> <p>Active Surfaces – for viewing student progress and ideas.</p>

Ref: Evaluating Learning Environments – the effective teaching and learning spatial framework, J Dane pp 211-228