



# **NEASC Internal Reflection 2020 - 2021**

## **Learning Principle 9**

### **Learning Space & Time**

**ENGAGE INSPIRE INNOVATE** CREATING A BETTER WORLD THROUGH EDUCATION

## Learning Principle 9: Learning Space & Time

The design of learning spaces and the structuring of learning time are driven and shaped by the learning community's intended learning Impacts.

### Judgment:

VIPS Learning Communities are Working on it... (Building; establishing the 'how')  
We have made greater progress in some aspects of this phase than in others.



## Future Design: Where do we want to be? What will our learners be doing?

### March 2020 to date

As a result of the development of our approaches to Learning Space and Time, our learners will:

1. participate in the development, design and structure of stimulating learning environments;
2. further develop academically and personally from effective learning space and the structure of learning time



## Future Design: Where do we want to be? What will our learners be doing?

### Pre-Covid, prior to March 2020

Our school:

- 1.is appropriately staffed to fulfill our vision and mission via our school values and learning goals;
2. ensures effective use of school resources to promote students' achievement;
- 3.ensures all learning areas, including technology facilities, are of high quality and used to facilitate high quality learning and teaching, as well as to promote students' achievement;
- 4.ensures effective performance development and management, as well as CPD opportunities, facilitate high quality learning and teaching, resulting in improved student outcomes.



## The Current Reality: Where are we now? What are our learners currently doing?

### March 2020 to date

- Timetabling and the deployment of staff ensure that students' learning experiences are maximised. The careful organisation of lessons and activities means that staff are able to provide smooth transitions across the school day.
- Time and resources, including the use of learning technologies are used creatively to improve the opportunities for learning.
- Learning platforms, displays and student portals provide ample information regarding day-to-day events and this contributes to the effective management of the school.
- Regular two-way communication with parents and students supports the organisation of school activities and this results in little disruption to the delivery of the curriculum.



## The Current Reality: Where are we now? What are our learners currently doing?

### March 2020 to date

- Specialist staff, including those working in early years and those supporting students with special educational needs, are being deployed effectively. This helps ensure that students benefit from bespoke curricular opportunities (music & movement; health and wellness; visual arts, creativity & innovation), personalized pastoral care, all within a low teacher:student ratio.
- The premises and facilities are of good quality and include spacious, modern and accessible areas for learning. Investment has led to variety and breadth in resources and learning spaces and this helps students' engagement as well as curriculum breadth and balance.
- The introduction of a 1:1 device program (Chromebooks) for grades 1-11 and the opening of the new girls' extension fully demonstrate our commitment to high quality learning space and resources.



## The Current Reality: Where are we now? What are our learners currently doing?

### Pre-Covid, prior to March 2020

- The school's daily operations run efficiently and effectively. Students enter a welcoming learning environment in which all staff and almost all students are well aware and respectful of the school's vision, mission and values, routines and requirements.
- Relationships, interactions, and communication are a reflection of our core values, being modeled by school's leadership, staff, students and parents.
- Timetabling is well-managed and ensures the effective use of resources. Information boards and displays provide ample information regarding school operations, contribute to the effective management of the school, and are focused on student learning.
- The school's procedures and routines are effective and efficient.



## The Current Reality: Where are we now? What are our learners currently doing?

### Pre-Covid, prior to March 2020

- The school is appropriately staffed to fulfill the vision and mission of the school. Almost all staff members are suitably qualified and benefit from extensive personalized professional development that is well matched to the school's priorities and has had a very positive impact on the quality of learning and teaching.
- The school responds very well to shortages to ensure continuity of learning for all students. All staff are provided ample opportunities for training, which has led to improvements in teaching.
- VIPS is well equipped with high quality, modern resources. A range of specialist facilities are designed to allow access for all. Almost all learning areas are of high quality and are used frequently to promote students' achievements.
- The environment is conducive to teaching and learning. A range of resources, relevant to the curriculum requirements as well as teachers' and students' needs, promotes effective teaching and learning





## Learning Plans - How will we close the gap? What will be our major actions?

### March 2020 to date

1. Ensure that learning principles are driving the design and structure of the learning environment.
2. Ensure that time, space and furniture have been reconfigured so that learning can occur anytime and anywhere.
3. Further develop broad support across the learning community for these increasingly flexible ways of making learning happen.



## Learning Plans - How will we close the gap? What will be our major actions?

### Pre-Covid, prior to March 2020

A wide range of high quality resources, well matched to the curriculum requirements, teachers' and students' needs, promotes very effective teaching and learning.

