

Proposed Planning Principles – Linking Pedagogy and Space (2005)

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Source article:

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Curriculum Context

- 1.01 Fisher works from the *principles* which drive the Victorian curriculum.
- 1.02 He identifies five generic teaching and learning activities through which the *attributes of successful learners* are developed during junior, middle and senior secondary school.
- 1.03 He then outlines the *key pedagogical approaches* which enable students to develop skills and competencies.

Pedagogy and Space

- 2.01 Pedagogical activities require specific spatial qualities to be effective. Each curriculum principle requires specific pedagogical approaches to support that principle. The five core learning activities through which these pedagogies are applied have direct implications for learning settings design.
- 2.02 As for 2.01.
- 2.03 Multi-modal learning settings should be collocated and clustered to allow students to move around the various learning environments to suit the particular learning task.
- 2.04 Fisher describes the spaces (student home base and individual pod) which support selfdirected learning for individuals involved in research work.
- 2.05 Spaces that support small group (teacher and student) collaborative and cooperative learning activities.
- 2.06 Spaces for larger group presentations (demonstrations and performances) and displays (showing concept development, work-in-progress and finished products).
- 2.07 Technologically enhanced, activity-rich settings (project spaces, labs and studios) with access

to services and resources.

2.08 Informal learning settings: outdoors and breakout spaces including verandahs, canteen and library.

2.09 Teacher meeting and time out spaces; storage areas for supplies, tools and equipment

Planning Principles

3.01 *The learning* hub: multiple learning settings are clustered so that individuals and groups have easy access to a range of pedagogical settings.

3.03 Various learning settings are clustered around a common space/common learning hub,

3.04 and are able to access shared learning studios.

3.05 Fisher presents three distinct clusters of learning possibilities: instructional learning; practice- based learning; self-directed and informal learning.

3.08 Cluster options: potential options for clustered learning settings .

Case Studies (8)

Fisher employs a coherent thematic framework for identification and analysis of the distinctive features of each of the eight schools.