DEVELOPING A SCHOOL-WIDE INNOVATIVE LEARNING ENVIRONMENT:
THE JOURNEY SO FAR

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EXECUTIVE SUMMARY

This report considers the literature regarding innovative learning environments alongside the journey of implementation in Campion College, a Year 7 to 13 College in Gisborne, New Zealand.

Implementation of innovative learning practices in the College escalated from 2016 with the construction of flexible learning spaces for 70% of the College classrooms. This report shows that the introduction of these spaces alongside collaborative teaching, digital citizenship and cross-curricular, inquiry-based learning in Years 7 to 10 has significantly increased the percentage of students achieving at or above academic expectations.

PURPOSE

The purpose of this report is to review the literature regarding innovative learning environments as it relates to the development of an innovative learning environment in a Year 7-13 College and the impact this initiative has had on student achievement.

BACKGROUND AND LITERATURE REVIEW

Campion College is a Year 7 to 13, Catholic integrated co-educational College situated in Gisborne, New Zealand with a maximum roll of 512 students.

From 2011 Campion has been exploring ways to increase learner agency and the interplay between the Catholic character of the college and the development and needs of students in 21st Century learning. Research findings such as 'Supporting future oriented learning and teaching' (Bolstad, Gilbert et al. 2012), OECD research on the nature of learning (2010) and innovative learning environments (2013), Robinson's work on leader-centred learning (2011) and Hattie's Visible Learning (2012, 2017) have been the basis of the changes to the College curriculum since 2013.

By 2014 the College had adopted the OECD's (OECD 2013) seven principles of an innovative learning environment (ILE):

1. Make learning and engagement central (including self-regulation);
2. Ensure learning is social & collaborative (encourage group work);
3. Be highly attuned to learner motivations & emotions;
4. Be sensitive to individual differences;
5. Be demanding for each learner but without excessive overload;
6. Use assessments consistent with learning aims, with a strong emphasis on formative feedback;
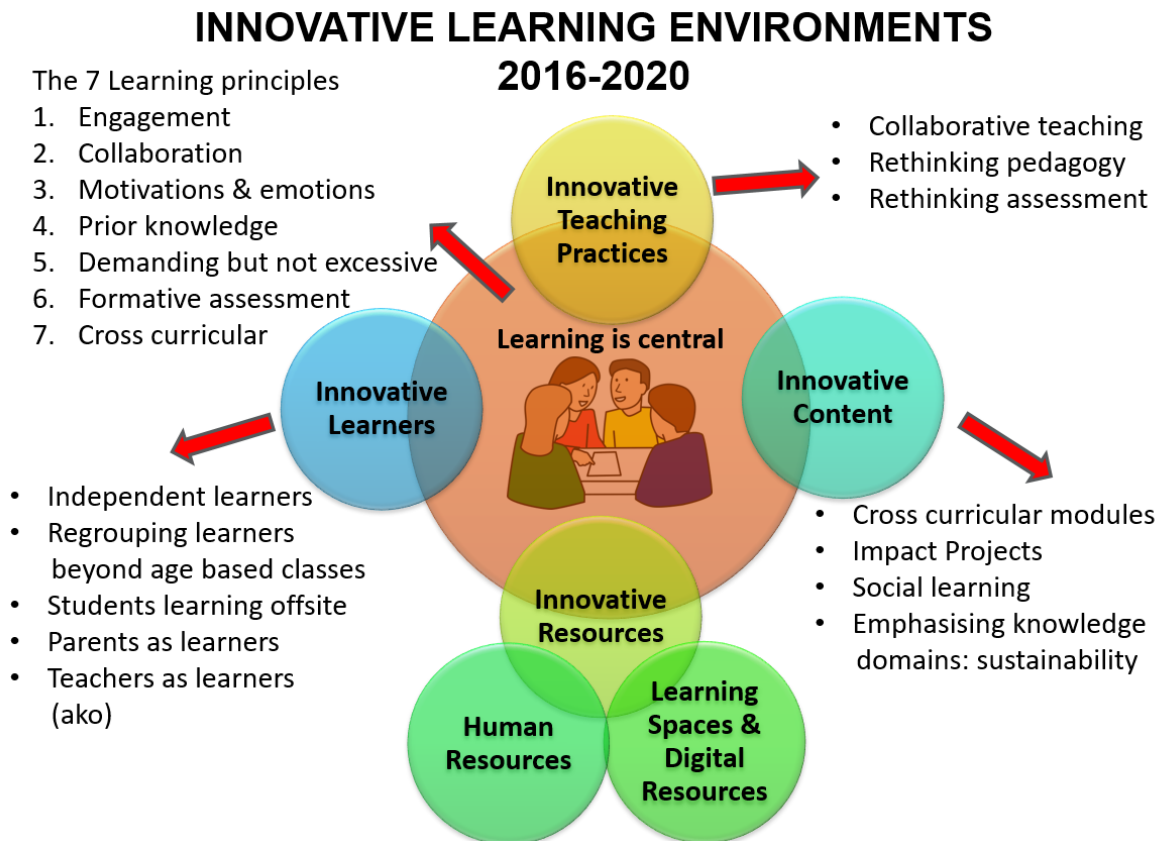7. Promote horizontal connectedness across activities & subjects.

In making learning and engagement central we focused on developing four areas that lead to deep learning (Robinson 2011). These are:

1. Provide a safe and orderly environment;
2. Promote behavioural engagement - students attend and participate in school;
3. Promote emotional engagement - students like some of their teachers, classes or activities;
4. Promote cognitive engagement - students think about what is to be learned, plan how to complete learning tasks and check their own work.

Following an earthquake assessment in 2014, the college was given the choice between strengthening the traditional classrooms or rebuilding what is now known as flexible learning spaces (FLS). We chose to move to the FLS environment and we upgraded 70% of our teaching spaces.

To help manage the changes envisaged we adopted the OECD's (OECD 2013) four core pedagogical focus areas: innovative learners, innovative learning content, innovative teaching practice and innovative resourcing (figure 1). These interweaving focus areas were expressed through: digital resourcing of staff and students (2014); major building works (2016); cross-curricular, multi-level, inquiry-based learning (2017) and collaborative teaching practice (2017).   In 2020, students in Years 7 - 10 were fully immersed in the new pedagogy.

Figure 1 - Four pedagogical focus areas of ILE

INNOVATIVE LEARNING ENVIRONMENTS 2016-2020

The 7 Learning principles
1. Engagement
2. Collaboration
3. Motivations & emotions
4. Prior knowledge
5. Demanding but not excessive
6. Formative assessment
7. Cross curricular

Innovative Teaching Practices

- Collaborative teaching
- Rethinking pedagogy
- Rethinking assessment

Innovative Learners

Learning is central

Innovative Content

- Independent learners
- Regrouping learners beyond age based classes
- Students learning offsite
- Parents as learners
- Teachers as learners (ako)

- Cross curricular modules
- Impact Projects
- Social learning
- Emphasising knowledge domains: sustainability

Innovative Resources

Human Resources

Learning Spaces & Digital Resources

These four areas are all interrelated. We did not change one aspect at a time as change in one area directly impacted on other areas. The challenge was to introduce change in all four areas concurrently to embed the deliberate pedagogical shift. Consequently, our experience is of a disruptive change process which has placed significant demands on the community, staff and students.

We were well supported by our Board of Trustees. The board adopted the vision, approved extra resourcing when required, publicly promoted the changes, and held to the concept. The leadership team were all strongly committed to the change. The phrase, 'hold the line' became our mantra during the change process.

Innovative Learners

We began the move to an innovative learning environment with the development of a graduate profile for our students. This makes visible the aspirational attributes that we wish our students to possess. The development was heavily influenced by the Catholic Character of the College, especially the strong focus on social justice. We aim for our students to:

- be developing as disciples of Christ;
- become committed, self-managing, resilient learners who strive for academic excellence;
- show compassion for others;
- become community focused students who promote stewardship of the Earth;
- be active participants in the wider community;
- continue to grow in leadership through service to others.

The graduate profile guided our further changes. It determined the nature of the curriculum we wanted to offer, which in turn determined the resources and teaching practices that we needed to develop.

Innovative learning content

Since 2008, Campion College has focussed on personalizing learning for students. A number of initiatives have been introduced over the years to give students greater ownership of their learning. Examples of this include:

- **Longer lessons**. 100-minute lessons were introduced in 2009 to encourage deeper learning. This has had a number of minor variations over time.
- **Semester Courses**. The introduction of a semester system in 2010 enabled students the option of completing a full-year course (2 semesters) or a half-year course (one semester) of any and all subjects. Students choose courses based on the topics within a subject that interested them.
- **Impact Projects**. We trialled 'Tutorial Fridays' - where no new concepts were introduced - and 'Focus Fridays' - where a different NCEA standard was offered. Both initiatives were designed to provide flexibility in the timetable to facilitate off-site learning and increase student engagement. Following confirmation of proposed building works for the College and visits to other schools in 2015, these trials were merged into school-wide Impact Projects in 2016.
- **Gold Cards**. Year 12 and 13 students can obtain a 'gold card' that allows them to move on and off-site during study blocks and in negotiated class times, usually when they are undertaking independent work. To qualify for a gold card a student must be able to demonstrate consistent high-level work habits, good attendance, participation in extracurricular activities, and leadership through service.

We recognised that further personalisation for students would be enhanced through improved digital capacity and by breaking down the siloed nature of the curriculum, classrooms and timetables.

Impact projects offered the means for the curriculum, year levels and timetables to be more integrated with flexibility that could be driven by student choice. The concept of impact projects first evolved out of the introduction of interest-based learning in years 7 & 8 in 2012. Students could choose a topic of interest to them ranging from 'Bending it Like Beckham' - an investigation into the physics of why a football curves and can they replicate it - to the ethics of a local tourist attraction on the local economy. By 2014, this was moved to Fridays to coincide with the off-site flexible learning initiatives being developed in Years 11 to 13, so that students had greater access to the teaching expertise available over the whole school.

We found that some students flourished with this freedom of the curriculum (Hamilton 2019 p. 8).

> *"Kind of like ownership because it's mostly on you and not on the teacher for what you're doing and it's your responsibility to guide that project"*. Interview Student D

> *"Impact projects really do help because it's not about what the teacher tells you to do, it's what you tell yourself to do and it's like self-motivation, getting it done"*. Interview Student A

> *"If you have a genuine passion in the project you are doing it can motivate you to take your learning to a higher level. It can have an impact on the wider community. It develops independent learning more than other classes"*. Survey Student 10

While others struggled with the loss of their usual routine.

> *"If you don't like what you're doing you get distracted and drift off and go and do other stuff because of the teachers not there saying you can't do that"*. Interview Student A

> *"Because we aren't for the projects we don't really try because we know we will get nothing for it so a lot of seniors will use the project time to do other subject internals and study because we know that those will benefit us"*. Survey Student 13.

The loss of traditional reading, writing and arithmetic time added to the concerns from some teachers. Adjustments were made to the programme which resulted in the teaching staff having more direction over the programme being offered by focussing the topics around themes that the students could undertake. The themes gave a greater structure for some students but they also resulted in some students not being able to learn from their area of passion as the structure often brought curriculum restraints.

In 2017 Campion began construction on six new learning centres. This enabled us to develop a cross-curricular modular approach to learning for students in years 7-10. Students were given a selection of modules to choose from. The modules focused on the New Zealand curriculum. Each module assessed two learning areas. For example, Place Perspectives combined Technology and Mathematics, using architecture to explore geometry, measurement and technological processes. By 2018, cross-curricular learning modules had replaced single subject options.

During 2018 the use of the SOLO (Structure of Observed Learning Outcomes) (Briggs and Collis 1982, Hattie and Zierer 2017) was introduced as a means for students and teachers to better describe the learning progression.

By 2019 we had introduced a trimester curriculum for Year 7 to 10. Students in Years 7 and 8 were combined and students in Years 9 and 10 were combined. Students in Years 9 and 10 could choose three modules per trimester while tracking that they had a balanced curriculum. Students in Years 7 and 8 had a home room module and could choose two further modules per trimester. Numeracy and literacy were separate compulsory courses. Each 85-minute module was repeated four times per week. The module topics were put on a two-year rotation.

While attempting to retain the best of traditional instruction, the modules and impact projects focussed on:

- Personalising learning
- Cooperative learning
- Inquiry based learning
- Project-based learning
- Problem-based learning
- Design-based learning
- Academic service learning
- Digital citizenship

Innovative resourcing

Our innovative resourcing included a property upgrade of classrooms to the flexible learning spaces concept, College-wide use of digital technology and the development of a teaching practice profile.

Flexible Learning Spaces: In 2015 we received approval to build six flexible learning spaces (FLS) to replace 16 existing standard classrooms. Core Education helped us develop our thinking around creating an innovative learning environment through whole-staff workshops. We adopted Thornburg's (2004) 'Caves, campfires and watering holes' model which describes different learning areas within the spaces.

We started building in 2016 with completion in February 2018, where 70% of our teaching spaces were now within the flexible learning spaces (FLS) framework. Our FLS are centred around a large communal area where there is room for 70 students to be engaged in activities, surrounded by multiple break-out spaces. The break-out spaces can be reconfigured with movable glass walls from 2 - 4 spaces containing up to 25 students. There is also a teacher resource and work area in each FLS that looks out onto the central learning area. Good ventilation, noise absorption, sight lines, learning transparency and a strong connection to the outdoors and openness are key features of teaching and learning in our FLS. Two of the FLS are back-to-back and can be fully opened to each other.

Digital Fluency: Digital technology offers the opportunity for students to move at their own pace, not that of the class. It encourages students to learn anywhere, anytime, not just in-school, during school hours. Curriculum expertise becomes distributed and is no longer the sole province of the classroom teacher. Digital learning is rewindable and revisitable, for example using in-class recordings, YouTube and websites.

Prior to 2013 we had two dedicated computer rooms with desktop computers. In 2013, we began supplementing these with a pod of desktop computers in all classrooms. The pods, however, had limitations and could not support our evolving vision of personalised learning.   To better support this learning we introduced wireless throughout the College and a Bring Your Own Device (BYOD) policy. BYOD also had its own limitations including: students bringing differing devices with a variety of software; limitations of some devices such mobiles and tablets; the size of laptops being too big to carry around; the cost to the family.

By 2016, we removed the computer rooms and most pods and focussed on BYOD. In 2017 we became a google school. This mostly solved the problems that arose from students having different software on their devices. Staff were able to begin using the google suite almost exclusively.

In 2018 we joined the Tairawhiti Manaiakalani cluster. Joining Manaiakalani further reduced the variation amongst devices and simplified the technical support required within the school. The professional development provided by Manaiakalani meant that staff became more comfortable with the google suite and chromebooks. Following Manaiakalani's guidance the College moved away from google classroom and focused upon Hapara as our primary teacher-student interface.

Teaching Practice Profile: While many teaching practices can have a positive effect on some students in the class, there are specific practices that are known to be more significant and meaningful than others (OECD 2010, OECD 2013, Hattie and Zierer 2017). When we introduced the changes at Campion to explicitly promote an innovative learning environment we were conscious that teaching practice was a significant and challenging area to alter.

We identified nine teaching practices that we felt were instrumental in promoting the innovative learning environment we had envisaged. These were:

1. Demonstrate leadership supportive of the ethos, values and vision of the College;
2. Demonstrate a collaborative approach to teaching and learning;
3. Be passionate about making a positive impact on the learning of all students;
4. Show sensitivity to the emotions & motivations of all learners;
5. Encourage agency in all learners;
6. Encourage the development of metacognitive thinking in all learners;
7. Build learning on the prior knowledge of each learner;
8. Set challenging yet achievable tasks for all learners;
9. Provide constructive feedback & feedforward for all learners.

These nine areas are interrelated. However, we have initially focused on three areas. These are: demonstrating leadership that is supportive of the ethos, values and vision of the College, demonstrating a collaborative approach to teaching and developing metacognitive thinking in all learners.

Leadership supportive of the vision: Teaching is values rich - we teach who we are. If a teacher does not believe in the new direction of the school and is not receptive to the changes, discussion and professional development are seldom effective. We found that belief *can* change over time if the teacher sees the benefits in student achievement, but time can also cement the more traditional view when lack of student engagement is seen as evidence to not continue with the changes.

What the teacher says and does in the classroom and in the wider community can have a significant impact on the way the College is perceived. When the teacher's world view is different than the strategic direction of the College, their attitude and comments regarding the changes increase the risk that students and the community will lose confidence in either the College as a whole or in the individual teacher, depending on how the teacher is perceived by the students and the community. Disconnect between the College and the teacher can undermine; the changes being introduced by the College; the students' confidence in the quality of the teacher or; the credibility of the teacher's colleagues. These are all harmful outcomes.

In order to focus the thinking of staff around the need for change, we engaged Core Education in 2014 and in 2016. Core Education concentrated mainly on the 'why' of change. The intent was that if teachers do not fully understand and support the 'why' there is a greater risk that they will fall back into traditional practices when the going gets hard.

In 2017 one of the teachers studied our change process for her Master's Degree. Part of the study focussed on the views of teachers on the way the changes were introduced at Campion. Teachers recognised that "long term preparation and theory based professional development had been provided and as a result teachers unanimously reported being on board with the changes being introduced. However, teachers were critical of the professional development offered as they were looking for more practical strategies that could be used in the classroom situation. Teachers also felt that there was expertise within the College that, if tapped into, could help address the challenges and concerns being experienced in the collaboratively taught programmes" (O'Donnell 2018 p. 61).

In response to this we timetabled a weekly one-hour professional development time for teachers. Staff volunteer to run workshops demonstrating good teaching practice within an ILE. In-school expertise is celebrated and shared, encouraging greater consistency in best practice.

Collaborative Teaching: Teaching can become a very isolated profession. In a conventional teaching environment there is no other adult interaction during the course of the lesson. Isolation means that best practice can often go unnoticed and lost to other teachers. It also means that teaching practice that does not constructively engage students can go unnoticed. Collaborative teaching attempts to remove the professional isolation and have all teachers in the school teaching as well as the best teachers on their best days.

At Campion, good collaborative teaching practice involves a group of teachers working together, utilising the strengths of every teacher in the group, to positively influence the learning outcomes of every student. We aim for at least one year's growth for one year's input. One year's growth is based on the SOLO taxonomy and sets the overall goal for each student from where they are currently at and is formalised after discussions with the student and their parents. A major part of collaborative teaching is being able to have professional discussions on what works and what does not work and how to improve it.

In 2017, O'Donnell (2018) found teachers in the College identified the following benefits of collaborative teaching.

- Ongoing informal professional development. Teachers were learning from other teachers in the areas of behaviour management and curriculum expertise without having to set up formal meetings or observations

- The teaching programme was of a higher standard because it was collaboratively planned and developed and trialled by other members in the group in comparison to being planned and developed individually.
- Improved planning when others suggested ways of approaching the topic that they had not considered. This stimulated new ideas and creativity.
- Increased collegial support and a stronger sense of community among teachers across the College.
- Increased self-reflection on the teaching programme and this occurred naturally through learning conversations with other teachers.
- Greater and more consistent use of digital technology that enabled and promoted collaboration to occur in a timely and convenient way.

The initial barriers to collaborative teaching and some of the actions that have been introduced in response include the following.

- **Workload** was an issue for many teachers. This improved as the popular modules began to be repeated and as teachers refined their techniques.
- **Timetable.** Student choice in modules resulted in late timetable changes and sometimes teachers were moved from one module to another. Moving the timelines earlier for module selections and introducing teacher-only days just prior to teaching the modules has helped address some of this source of stress.
- **Meetings.** While teachers recognised that planning meetings were important and needed, the more cross-curricular classes they had, the more overwhelmed the teacher became. We now have weekly meetings for each timetabled line from 3.30-4.30pm Tuesday to Thursday.
- **Class size.** Even though the class numbers remained at an approximate 1:25 ratio, the fact that there were 50-70 students gathered together in one space created behaviour issues in some classes. Teachers sometimes reverted to creating classes within classes and effectively teaching single cell classes within the collaborative spaces as a coping mechanism. This has improved with experience.

The opportunity for collaborative teaching is a definitive advantage of an innovative learning environment. "Innovative learning environments allow teachers to work together: to co-teach using each other's strengths and best ideas. The role modelling, professional learning and collegial support that becomes possible when collaborating leads to significant improvements in the quality of teaching and therefore outcomes for students" (York-Barr et al., 2007) .

Metacognitive Thinking: Developing meta-cognitive thinking is fundamental to student agency. The aim in meta-cognitive development is for students to be able to understand how they learn and how they can further progress in their learning. Metacognitive thinking needs to be explicitly taught. The tool we have used to embed this is the SOLO taxonomy (Briggs and Collis 1982, Hattie and Zierer 2017). SOLO

identifies both the surface and deep features of learning. When a student has competency in both areas they have a conceptual understanding of the material being learned.

To develop SOLO within the College we introduced it into assessment practice in 2018 and we based all Year 7 to 10 school reporting on it from 2019. School reports are used as the tool to develop consistency of practice. Our reporting of SOLO was based on the national curriculum levels with most students in years 7 & 8 focussed on Level 4 and most students in years 9 & 10 focussed on Level 5.

The understanding of SOLO is developing as consistent practice amongst teachers. Students are beginning to show an understanding of it also, although most are not yet using it as a tool to actively promote their learning. Parental understanding is still developing.

A review of the literature on innovative learning environments found that the same principles as outlined in the OECD (2013) report continue to be promoted as best practice in innovative learning environments. Since our initial work on ILE, there has been greater clarity around the skills to be emphasised for 21st Century learners. These are generally expressed as variations of the following 6C's:

1. Character education — honesty, self-regulation and responsibility, hard work, perseverance, empathy for contributing to the safety and benefit of others, self-confidence, personal health and well-being, career and life skills.
2. Citizenship — global knowledge, sensitivity to and respect for other cultures, active involvement in addressing issues of human and environmental sustainability.
3. Communication — communicate effectively orally, in writing and with a variety of digital tools; listening skills.
4. Critical thinking and problem solving — think critically to design and manage projects, solve problems, make effective decisions using a variety of digital tools and resources.
5. Collaboration — work in teams, learn from and contribute to the learning of others, social networking skills, empathy in working with diverse others.
6. Creativity and imagination — economic and social entrepreneurialism, considering and pursuing novel ideas, and leadership for action.

One of the biggest challenges to people understanding and adopting an innovative learning environment is that our assessment practices do not easily measure the skills that are promoted in 21st century learning. This remains an ongoing problem.

At Campion we asked the question that if the changes that we had introduced had led to improved student engagement then is it reasonable to assume that this would in turn lead to an increase in academic achievement? We set out to see if there had been any academic effect of the changes we had introduced in Years 7 to 10.

METHODOLOGY

Assessing students and evaluating change

Students in Years 7 to 10 at Campion are assessed against the New Zealand Curriculum levels and awarded an Overall Teacher Judgement (OTJ). The 'percentage of students achieving at or beyond the level expected' is an important metric for the college and monitored on a yearly basis. Although we want to know whether 'at or beyond the level expected' is increasing, this evaluation is made difficult by changes in how teachers make their judgments. From 2015-2018 two (**T**owards and **A**t) and three (**B**eginning, **D**eveloping, **C**onsolidating) curriculum sublevels were used. In 2019 the four-point SOLO taxonomy was introduced for all subjects (**U**nistructural, **M**ultistructural, **R**elational, **E**xtended Abstract). In addition, when Impact Projects were introduced in 2016 they were assessed on a 1-5 scale, with 3 being the expectation for all year groups.

To overcome these difficulties, as shown in Table 1, we transformed the OTJs for all subjects from their 2, 3 and 4 point scales into a two point scale describing the grade as either 'below' or 'at and above' the level expected of that year group.

*Table 1 - Curriculum and SOLO levels expected*

Curriculum Level	2 sub levels	3T	3A		**4T**		**4A**		**5T**		**5A**			6T		6A	
	3 sub levels	3B	3D	3C	**4B**		**4D**	4C	**5B**		**5D**	5C		6B		6D	6C
SOLO	4 sub levels	3U	3M	3R	**3E**	4U	**4M**	4R	**4E**	5U	**5M**	5R	5E	6U	6M	6R	6E
Year group expected level					**Y7**		**Y8**		**Y9**		**Y10**						

On initial observation it may appear that there is a misalignment of SOLO with the other curriculum scales. This reflects an initial misunderstanding of the SOLO scale and the decisions made to deal with that misunderstanding. Some staff initially thought progression through SOLO had to be linear and students needed to pass through successive scales rather than understanding progress could be nonlinear - e.g. student reasoning can go from 3M direct to 4U without passing through 3R and 3E. This misalignment not only complicates our interpretation, it also suggests the possibility of manufacturing an effect. However, although excluding 2019 would increase validity, it would not reflect the complex realities of teacher development and meaning-making with new forms of assessment. We kept the 2019 data in our analysis to enrich this case-study, reflect the use of assessment data within the college, and accept that this limits the claims we make.

At or above expected level is a scale variable ranging from 0 to 100 %, with the SAS Shapiro-Wilk Test confirming non-parametric statistics are appropriate (W=0.892, df = 1575, p < 0.001). The SAS Wilcoxon Test on Ranks were performed on 'At or above expected level', disaggregated by cohort, gender and ethnicity. Table X in the appendix contains the results comparing the 2018-2019 distributions with the 2015-2018 distributions and Table Y contains the results comparing the various subgroups e.g. Female with Male, Maori with non-Maori.

FINDINGS

As shown in the graph below the percentage of students performing at or above the expected level was significantly greater in 2018-2019 (med = 83.9%) than in 2015-2017 (med = 73.7%, Z = 6.20, r = 0.157, p < 0.001).

Students at or above expected level by Cohort
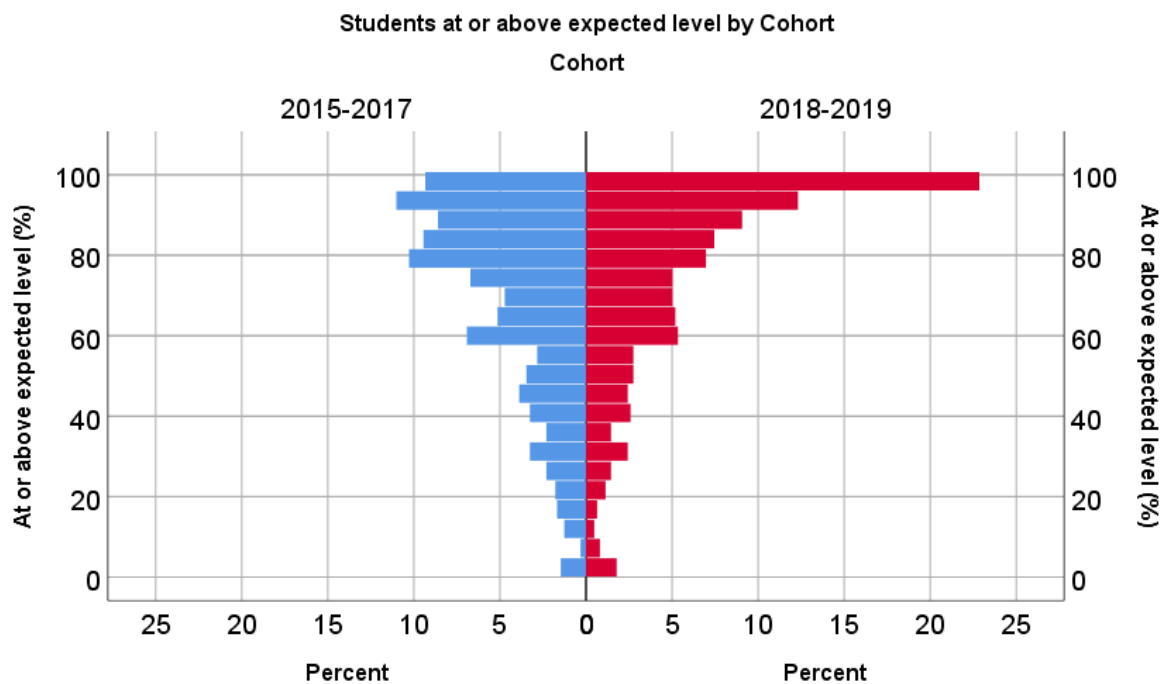
This improvement is consistent across both genders. The percentage of females (med = 90.0%) and males (med = 75.0%) at or above expected levels in 2018-2019 is significantly higher than for females (med = 81.3%, Z = 5.19, p = 2E-10, r = 0.185) and males (med = 65.8%, Z = 3.99, p = 7E-07, r = 0.142) in 2015-2017. However, as illustrated in graph y, the improvement for males and females is remarkably consistent with the moderate gender gap - as expressed by r - in 2015-2017 (Z = -8.41, p = 4E-17, r = -0.2723) being maintained in 2018-2019 (Z = -6.76, p = 1E-11, r = -0.2721).

Students at or above expected Level by Gender by Cohort
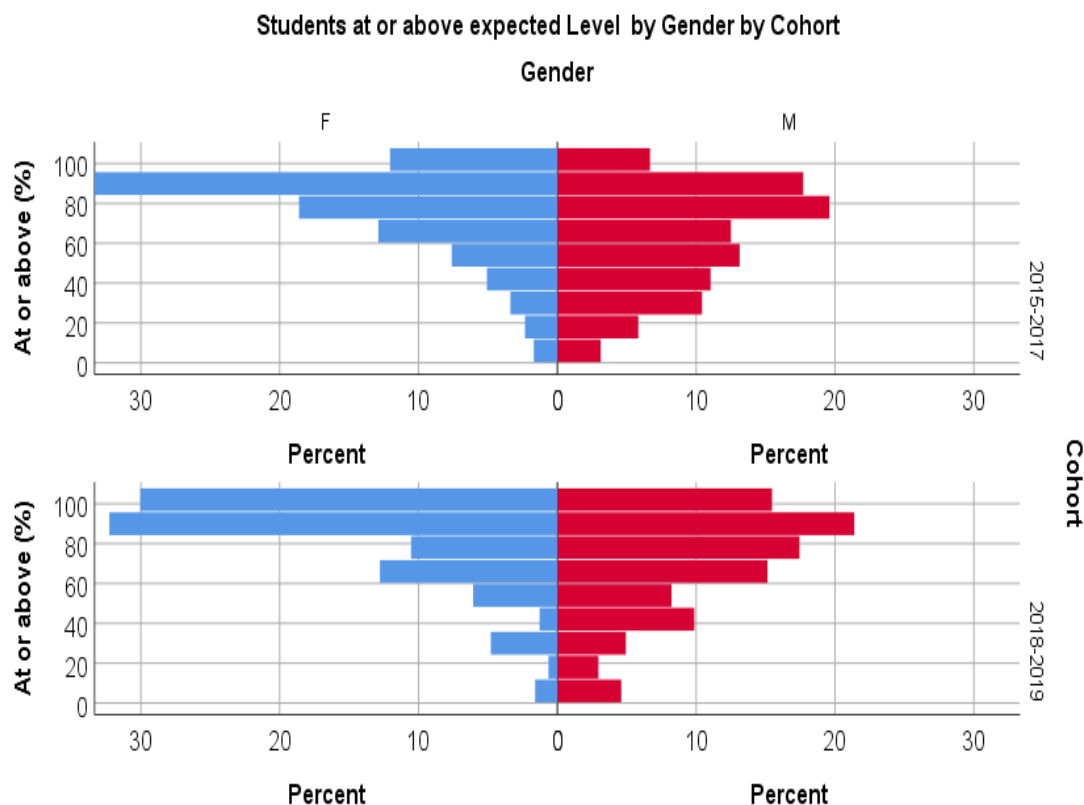
The improvement in 2018-2019 is consistent across all ethnicities with significant improvements where numbers are large enough. However, unlike the gender differences, ethnicity was only significant in the 2015-2018 cohort for Maori, Europeans and Asians and in 2018-2019 have disappeared for all but Maori (table X in appendix for details). Furthermore, the amount of variance (r^2) explained by ethnicity is negligible. For example, in 2015-2017, Maori (med = 72.7%) were achieving at a lower rate than non-Maori (med = 76.9%) and this difference was highly significant ($Z = 2.71$, $p = 0.007$, $r = 0.088$). Similarly, in 2018-2019 Maori (med = 81.2%) were still achieving at a significantly lower rate than non-Maori (med = 84.2%, $Z = 2.01$, $p = 0.044$, $r = 0.088$). However, although both differences are statistically significant ($p < 0.05$), being Maori only accounts for around 0.7-0.8% (r^2) of the 'At or above' distributions and thus ethnicity is of little importance in our student outcomes.

Students at or above expected level by Maori by Cohort

Maori
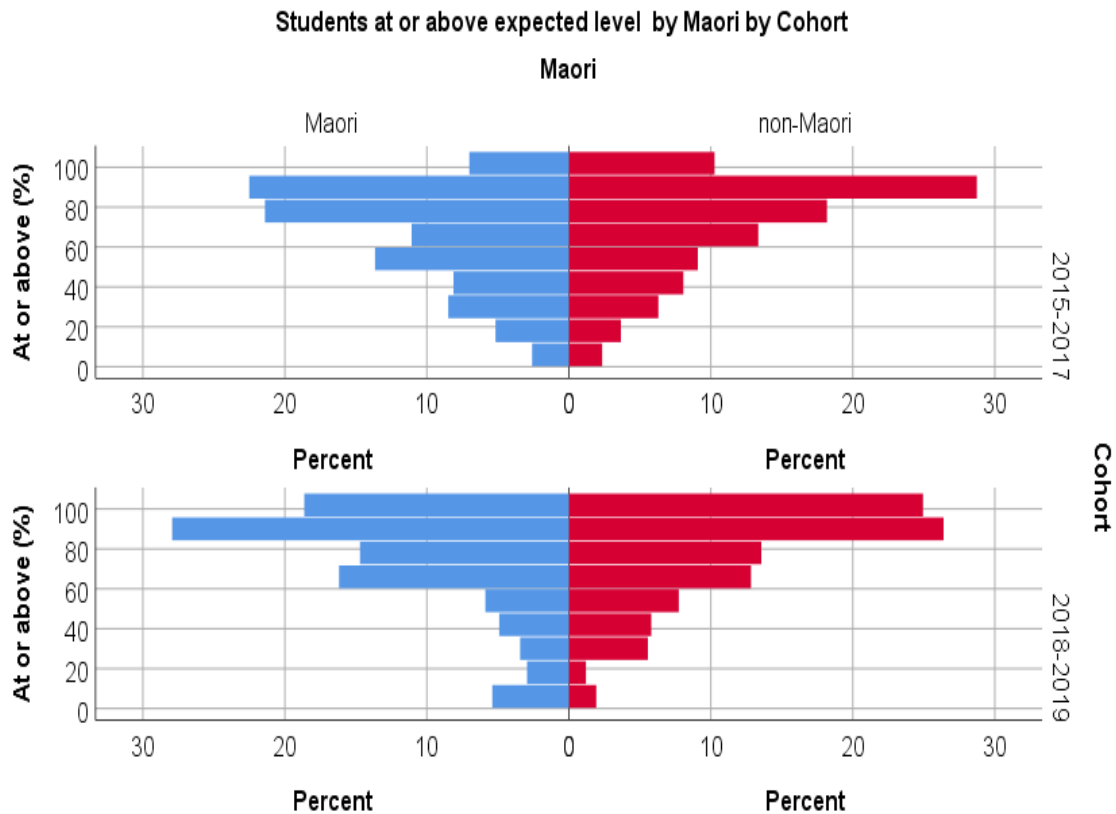
We also need to exclude the possibility that the 2018-2019 cohorts were inherently more able when they entered Campion in Year 7. Maths PATs were chosen as they were used consistently on enrolment from 2013-2019, whereas Reading and Writing have varied between PAT, STAR and e-asTTle over this period. An SAS analysis of the variance (Anova) in the Year 7 PAT Maths scores showed that there were no significant differences in the mathematical ability of students entering Campion from 2013 to 2019 (F (5, 428) = 0.70, p = 0.6202).

Table 2 - Maths PAT Scale Scores Summary Statistics

year	2013	2014	2015	2017	2018	2019
N	51	69	72	90	81	71
Mean	47	48.4	45	47.9	45.9	47.4
Std Dev	11	10	13.4	12.1	15.4	13.9

The improvement in the percentage of students at or above the expected level cannot be dismissed merely as reflecting an improvement in the mathematical ability of the cohorts entering Campion.

Therefore, bearing in mind the previously mentioned limitations in the measure, we can tentatively conclude that the introduction of cross-curricular, inquiry-based learning has significantly increased the percentage of students achieving at or above expectations.

IMPLICATIONS and BENEFITS

The rebuild of the College provided a physical presence that signalled the pedagogical changes, however, if we were planning this degree of change again, there are a number of steps that could have been introduced before the rebuild. We could have finalised our assessment and reporting practices at an earlier stage. We could have placed greater urgency around our College-wide use of digital fluency and we could have developed our curricula more consistently in line with enquiry learning and academic service learning.

While the rebuild of the College does not lead to improved outcomes for students per se, it did make it easier to hold to the vision once in place. In reality, once built, there is no easy way to go back.

CONCLUSIONS

The principles behind creating an innovative learning environment have not significantly changed over time. Many of the teaching strategies are not new. They have existed over time as best practice. Some have been advocated for over a century by educationalists such as Dewey, Piaget and Yygotsky. The difference is that the conditions for these ideas to flourish did not previously exist; now they do.

Our tentative findings are that the changes that have been introduced into the College over the past five years have led to a significant improvement in the percentage of Year 7 to 10 students achieving at or above the expected curriculum levels.

The process of change may seem more coordinated in hindsight than it felt in practice. Change on multiple fronts, as experienced at Campion, required an ability to know when to adapt our initiatives and when to 'hold the line'.

Our advice for any existing school that is looking to make the shift to an innovative learning environment is to be very clear on the 'why' of change, know which areas can be adapted and when 'to hold the line'. The change process is messy despite detailed planning. Hold on tight and enjoy the roller coaster ride ahead.

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