

2021 has seen the Cottage turned into a learning hub for year 5/6 students. All 3 classes will utilise the space in a flexible learning model, inclusive of ICT and a hybrid approach to accessing content and learning activities.

### **What is a flexible learning space?**

Consistent with current trends in education and building off known structure of Latham's double classes, the classroom environment will provide opportunities for students to have choice in their learning environment. The internal walls will be opened to provide an open planned space with variety of workspaces. These will include standing tables, traditional workspaces, lap desks and low tables, couches and ottoman sharing spaces, reading areas and the adaptability of some quieter spaces as needed. The cottage also has significant advantages to utilise breakout spaces to learn in the outdoors, as well as opportunities for a kitchen and wet area set up as art, science, and a variety of maker spaces.

Students will learn and have input into the processes for utilising, borrowing and packing away resources. This will also include where personalised resources will be stored and accessed from. Given that this will be a shared learning space, resources such as pencils, pens, textas, glue etc. will be located within learning spaces and shared amongst the students.

### **What is a hybrid approach to learning?**

Students will be allocated a Chromebook on a 1:1 basis. Learning opportunities will be designed to allow personalised learning, to help build time management and study skills as the students attend to scheduled content and assignments. There will also be opportunities and expectations about the attendance in workshops where teachers will provide additional teaching and support to the level of need required. The intent is to allow students to discover what works best for them and adapt their day around their preferred learning, heading towards an 80/20 model where once they are finished students can explore passion projects of their own choosing.

Teachers will be working closely with students both 1:1 and in small and large groups to ensure that allocated work is being completed and that students understand what they are learning and why they are learning it. We will continue to utilise visible learning structures such as learning intentions and success criteria, so students are aware of expectations. This regular check in and workshop time will ensure students are supported and extended as required.

### **Who manages communication?**

As you have experienced in the past, Seesaw will be utilised to share learning as well as provide friendly reminders and messages. There will be noticeboards for students, so they are aware of priority work and workshop times and locations as well as posts online for them to check on.

Whilst teachers and students will be in a collaborative learning space, they will still have a 'homeroom' teacher. The class roles are still in effect and each teacher will be responsible for managing communication, absences and reporting with families for their class of students as well as providing any personalised plans. Parents will be able to email that teacher direct with any important information or alternatively the executive teacher, however should one of the teachers be unavailable, due to the close nature of the classroom, you can speak with any of the teachers on

5/6 and this information will be relayed. Should a more private space be required for conversations or meetings, an alternate venue will be used, such as an executive office or intervention learning spaces. Allocating a specific time or making an appointment for these conversations is preferable.

### **How will student needs be met?**

Teachers will be working collaboratively to continually analyse data and collect evidence on student learning. This will ensure workshops provided meet the needs of the students. The benefit of the learning space and model is that personalised learning can be implemented easily due to the nature of the day, timetable and availability of teachers and learning support assistants in the space.

Through conferencing and individual check ins, students will be able to discuss their preferred learning environments and build strategies to manage the space, noise, people, and changes throughout the day. Latham teachers and executive will continue to work through any challenges presented and support both the academic and social/emotional needs of the students.

### **How will logistics work at the beginning and end of the day?**

We are still working on a model and the most effective transition model regarding personal belongings. Bags will be placed in areas outside the building and students are encouraged not to bring personal valuables to school. Phones and other such items are to be dropped off at the front office in the morning as per school policy. Snack and break time procedures will need to be finessed with the students, however there are multiple exit and entry points to avoid congestion.

The cottage comes with its own toilets, so there will be minimal time moving about the school as these are available just outside the main doors.

Morning will look similar to previous years; they will be able to drop off their bag near the cottage in allocated spaces then move around to the back of the school playground to be supervised prior to the bell. In the afternoons students will depart from the cottage area, so feel free to pick up from any of the surrounding areas, but we ask that the alleyway between the cottage and toilets be kept clear so that there is room to transition.