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# JOURNEY MAP

## FACILITATOR GUIDE



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### Journey Map: Facilitator Guide

ILETC (2020). Journey Map: Facilitator Guide. Melbourne: University of Melbourne.  
<http://www.iletc.com.au/publications/> or <https://doi.org/10.26188/12654605>

ARC Linkage project (2016-2019)

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This research is supported by Australian Research Council's Linkage Projects funding scheme (project LP150100022). The views expressed herein are those of the authors and are not necessarily those of the Australian Research Council.

### Acknowledgments

We would like to acknowledge the co-designers of the workshop: Allison Edwards, Dion Tuckwell and Professor Lisa Grocott from WonderLab, Monash University, in collaboration with the ILETC project, directed by Associate Professor Wesley Imms. The workshop has been adapted as a professional development tool by Dr Marian Mahat, author and developer of the facilitator's guide. We would also like to thank the Australian Science and Mathematics School (South Australia), the Anglican Church Grammar School (Queensland) and Woodleigh School (Victoria) for their feedback and support in trialling the workshops with their teachers.

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# OVERVIEW

## WHAT IS IT?

The Journey Map workshop focuses on helping teachers better understand the journey they go on when they transition into an innovative learning environment. Participants complete a 'journey-map' activity, which encourages peer discussion around their formative teaching experiences. This is followed by individual reflections on what was done, felt and thought when transitioning into new learning spaces. With an emphasis on the social learning that comes from sharing concrete experiences, this workshop helps participants be explicit about their journey and learn from the experiences of their peers. Due to the nature and focus of the workshop, participants who have prior experience transitioning from a traditional space to one more innovative will gain the most benefit.

## HOW DID WE COME UP WITH IT?

The Journey Map workshop was developed using design thinking principles that engage stakeholders directly with ambiguous prompts yet tangible materials. These workshops usually move participants between divergent, expansive thinking exercises and convergent, solution-oriented modes of thinking. As a participatory method, design thinking presents a technique for co-creating with the community, ensuring skills and behaviours evolve with the needs of the community by taking into account the ever-changing perspectives of diverse individuals involved through open collaboration.

The workshop begins with the assumption that teachers can reflect on their practices by capturing the experiences and emotions they go through during the process of transitioning from a learning space considered to be traditional, to one that is more innovative. Assessing the journey through a psycho-emotional lens encourages participants to be very open about the anxiety and excitement they might have felt at different stages of the transition.

## HOW WILL IT BENEFIT YOU?

The design thinking workshop is about believing teachers can make a difference by using an intentional process to get to new, relevant solutions that create positive impact. Specifically, information gathered from the workshops can provide teachers and school leaders:

- successful strategies and tools, gathered from their peers, that could support teachers as they transition into innovative learning environments;
- successful strategies and tools that could be scaled up throughout the entire school. In some cases, strategies and tools are selected by consensus and forms part of the annual operational plan for the school; and
- information on how to maximise teachers' intrinsic motivation to change and scaffold their transition into new learning contexts.

## WHAT DOES SUCCESS LOOK LIKE?

Teachers come away from the workshop feeling that they are not alone in the issues that they grapple with on a day-to-day basis. It evokes deep empathy and understanding of needs and motivations of teachers as they transition into innovative learning environments. The workshop is collaborative in nature, consequently strategies and tools emerge from teachers' collective knowledge and from multiple perspectives. Teachers also leave with a sense of optimism—that they can create change and the confidence that new and better things are possible, and with permission to fail but learn from their mistakes.

## WHERE CAN I GET MORE INFORMATION?

For more information about the workshop, please see:

Mahat, M., Grocott, L., & Imms, W. (2017). "In the real world...": Teachers' perceptions of ILEs. ILETC phase 1 teacher workshops. Melbourne: University of Melbourne, Retrieved from: <http://hdl.handle.net/11343/194339>



# FACILITATOR'S CHECKLIST

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## TIME

Allow a minimum of two hours for this workshop.

## WORKSHOP VENUE

Prepare an area that can accommodate whole group interaction as well as tables and chairs for small group collaboration of 3-5 participants during the activity.

## PARTICIPANTS

Due to the nature and focus of the workshop, participants who have prior experience transitioning from a traditional space to one more innovative will gain the most benefit. Participants are organised into groups of 3-5, preferably where group members are currently not working together, for example across year levels, disciplines etc, or have not met before. It is recommended to have a maximum of 4-5 groups per facilitator.

## MATERIALS TO PURCHASE

- Sticky notes (50x40mm) in 4 colours
- Pens
- Dices
- Game counters/token

## PREPARATION

Code	Item <sup>1</sup>	Format/Preparation	Quantity
JM01	Journey Map Board Game	A3 single-sided print	One per group
JM02	Individual Challenge Cards	A4 double-sided, cut to size	One set per group
JM03	Systemic Challenge Cards	A4 double-sided, cut to size	One set per group
JM04	Journey Map Reflective Activity	A3 single-sided print	One per person
JM05	Words of Wisdom	A4 single-sided print	One per group
JM06	Action Plan	A4 single-sided print	One per group/person (depending on aims)
JM07	Dice	To purchase	One per group
JM08	Game tokens	To purchase	One per person
JM09	Sticky notes (50x40mm) in 4 colours	To purchase	Groups of 5 sheets x 4 colours per person
JM10	Pen	To purchase	One per person

<sup>1</sup> The resources (refer to codes on each resource) are supplied at 1:1 scale and should be printed at 100% of the original page size (refer to codes on each resource). The 'Choose paper source by PDF page size' on PC and 'Scale to fit paper size' on OSX in Adobe Acrobat will automatically print multiple page sizes automatically. For more information, please visit <https://helpx.adobe.com/acrobat/kb/print-mixed-page-sizes-acrobat.html>

# STEP-BY-STEP GUIDE

As the facilitator, think of what you would like your participants to get out of this. It could be one or a combination of objectives including: strategies for individual teachers using innovative learning environments, scaling up successful strategies at whole-school level, or as a reflective exercise for teachers to transform and scaffold their transition into new learning contexts.

The following steps provide a 'script' that you could follow when running the workshop. It also provides the recommended time and the required resources for each step. You can amend it to suit the audience and/or objective that you have developed prior to the workshop.



## BEFORE THE WORKSHOP

[10 mins]

JM01, JM02, JM03, JM06, JM07, JM08, JM10

- » Decide your overall aims for the workshop – what you would like participants to get out of it.
- » Place sticky notes (5-10 pieces of each colour) onto the Journey Map Reflective Activity (JM04) template for distribution in step 2.
- » Distribute and lay out the workshop materials (JM01, JM02, JM03, JM07, JM08) and on the tables. One set per group. The challenge cards (JM02, JM03) are placed on the space provided on the boardgame (JM01).
- » Place pens (JM10) on the side of the table.
- » Welcome participants and direct them to their groups/tables.

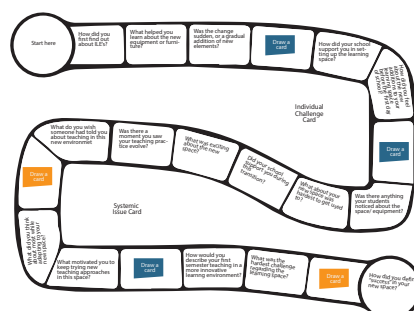


## STEP 1: DISCOVER

[30 mins]

JM01, JM02, JM03, JM07, JM08

We are going to share experiences during the initial stage of preparing to use and getting used to teaching in a new space by playing a board game. Start in groups of 3-5 members, with each member selecting a token. Each group will need a timekeeper for this game (use a mobile phone to keep time). To play, roll the dice, move your token along the spaces and respond to the prompt on the space (for up to one minute). If you land on an 'Individual Challenge' space, pick a card and answer the question on the Individual Challenge card. You can then move the number of spaces indicated on the card. If you land on a 'Systemic Issue' space, pick a card and answer the question on the Systemic Issue card. Everybody gets to move the number of spaces indicated on the card. The rationale here is that a systemic issue requires collective action to be successful. The first person to reach the end must answer the last question before winning.



## STEP 2: REFLECT

[30 mins]

JM04, JM09, JM10

The journey map divides the transition journey into more innovative learning environment into five distinct phases. Using the supplied sticky notes, individually reflect on what you were doing, feeling and thinking, as well as a major obstacle for each stage of the journey. For example, "I first found out about the move in an email by the principal". Please feel free to add multiple sticky notes for each stage. Spend about 20 minutes on this and then share and discuss your responses within the group.



### Tip for facilitators:

- » Remember to place sticky notes (5-10 pieces of each colour) onto the Journey Map Reflective Activity (JM04) template before distributing to participants.



### Discussion prompts:

- » What was hardest to get used to?
- » Name one major obstacle and how you overcame it.





## STEP 3: IDEATE

[30 mins]

JM05, JM10

Write a letter to a fellow teacher who is about to start teaching in an innovative learning environment, outlining the following: What strategies you used to teach in the new space? Major obstacles you had to overcome (if any)? What do you wish you knew coming into this?. If time allows, read a few amongst your group and discuss.



### Discussion prompts:

- » What were some common strategies and/or barriers?
- » What was the one thing you'd wish you knew coming into this?



## STEP 4: EVOLVE

[30 mins]

JM06, JM10

Name up to three strategies that could be implemented or scaled up. Develop an action plan that includes timelines, resources required and desired outcomes.



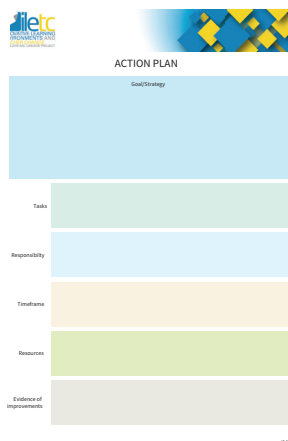
### Tip for facilitators:

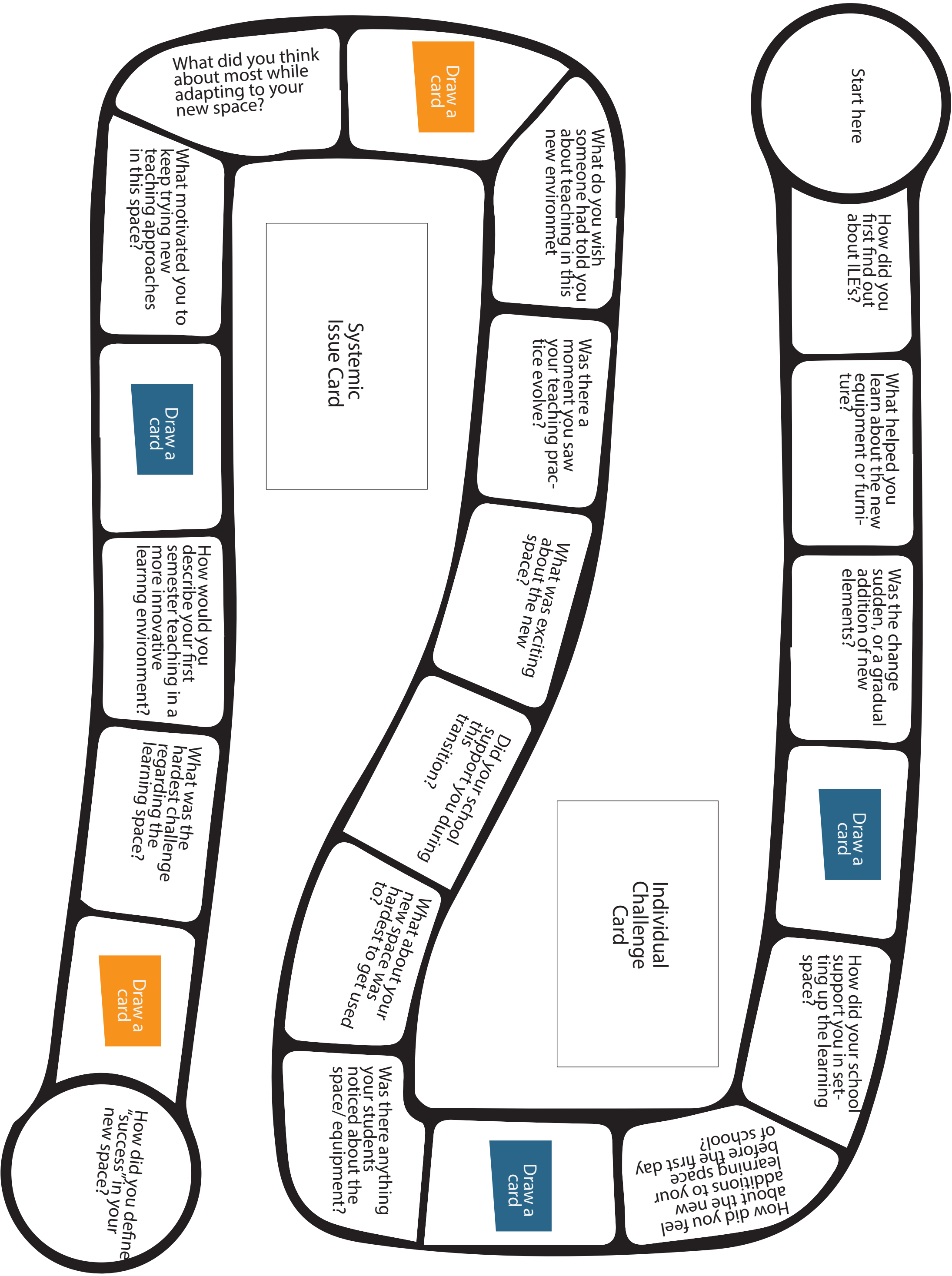
- » Distribute the Action Plan (JM06). Depending on the aims you developed prior to the workshop, this could be an individual or group activity.



### Discussion prompts:

- » What are some of the challenges for implementation?
- » What does success look like?







Did you see a change in how students use the space? (+2 spaces)

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Did you reflect about how a lesson went, and make changes for next time? (+2 spaces)

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Did the space inspire you to reexamine your beliefs about teaching and learning? (+2 spaces)

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Did you view students as partners in learning new ways of teaching in the space? (+3 spaces)

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Have you shared any stories about your classroom with other teachers? (+1 space)

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Did you look into how other teachers used similar learning spaces/elements? (+2 spaces)

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Did you adapt lesson plans to take advantage of a new element of your space? (+3 spaces)

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Did you tailor the lesson delivery to your new space? (+2 spaces)

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When you felt like you needed help or support, did you take appropriate action? (+3 spaces)

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Did you continually seek to evolve your practice or did you stick with what worked? (+3 space)

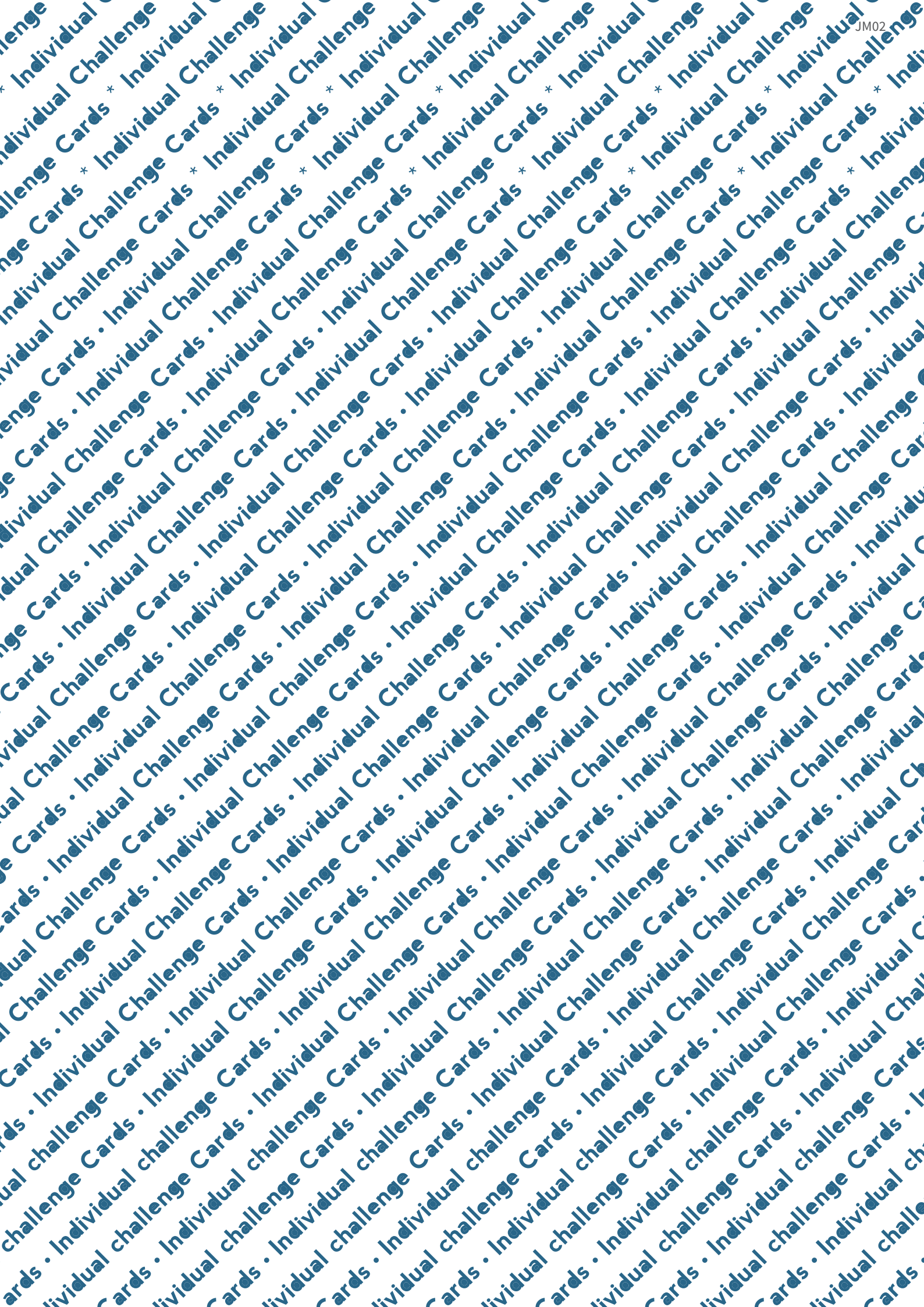
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Did you take the time to arrange furniture how you wanted it? (+1 space)

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Did you question the relevancy of current evaluation standards? (+2 spaces)

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Did your school support  
this transition?

(If YES, Everyone+2 spaces)

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Did your school's  
evaluation methods  
match the learning you  
were observing?

(If YES, Everyone+2 spaces)

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Did your school  
communicate with parents  
about WHY there were new  
changes?

(If YES, Everyone+2)

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Did your school provide  
hands on training to help  
you prepare?

(If YES, Everyone+2)

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Did you have someone to  
go to with questions or  
ideas about using the  
space?

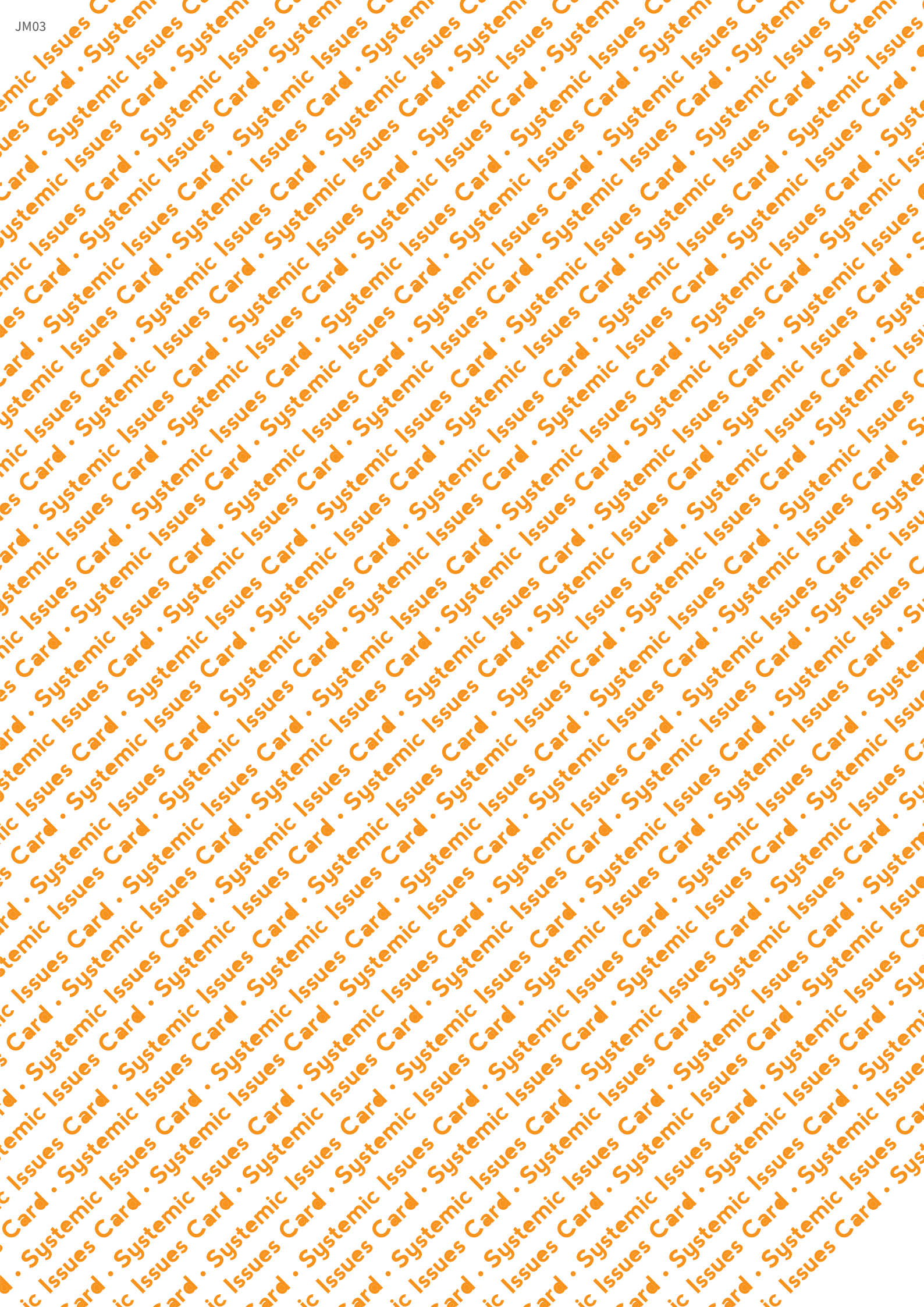
(If YES, Everyone+2)

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Did you feel like students  
at the school responded  
positively to the changes?

(If YES, Everyone+2)

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## My transition to a more innovative learning environment

Describe your journey by writing down at least one note about what you were doing, thinking and feeling during each stage of your transition.

Point out any *major* obstacles and feel free to describe what caused it and how you overcame it.

## I was doing

# I was feeling

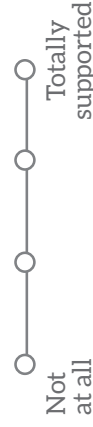
# I was thinking

## A major obstacle was

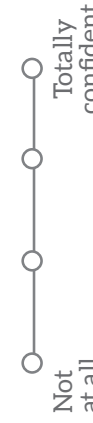
Did the potential of the new space outweigh the effort required to transition?

Yes/No

How much did your school support you?



How confident were you feeling?



## What was hardest to get used to?



How comfortable do you feel now?

## When I first heard about

## To prepare for using

## The first day of using

## As I gained familiarity

## By the end of the semester

## Words of Wisdom:

Write a letter to a fellow teacher who is about to embark on the transition to using a more innovative learning environment.

What you want them to look out for?  
What you want them to know?



# ACTION PLAN

	Goal/Strategy
Tasks	
Responsibility	
Timeframe	
Resources	
Evidence of improvements	

