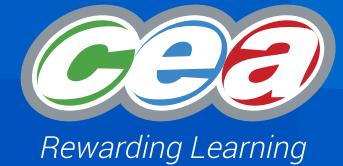


# Foundation Stage

## The Learning Environment: A Research-Based Intervention



St Comgall's Primary School, Bangor  
Practitioner: Julie-Anne Mullally

### Baseline

#### Professional Responsibility: Leading Change for Purposeful Impact and Improvement

Reimagining the learning environment to empower pupil-driven learning

#### Pedagogical Leadership Informed by Research

The influence of Reggio principles utilising the learning environment as the third educator

### Impact of the intervention

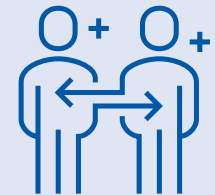
#### Children have:

- Autonomy and accountability in their learning
- Opportunities to deepen their TS&PC
- Choice and challenge in their surroundings
- Opportunities to self-regulate in a calmer, decluttered environment
- Greater support and awareness of emotional health and wellbeing



#### Teachers and Assistants:

- Nurture a holistic approach to teaching and learning
- Share openly with each other and the children in the planning process
- Deepened their understanding of educational approaches and impactful practice
- Tracked and observed the impact of change



#### Middle Leader:

- Identified areas for improvement in current practice in line with the School Development Plan
- Researched and developed more informed pedagogy using the Reggio approach
- Became a more efficient, reflective practitioner
- Modelled, led and promoted reflection and improvement to staff
- Encouraged staff creativity, collaborative learning, problem-solving and innovation
- Evaluated impact for stakeholders



#### Senior School Staff:

- Worked in partnership with Middle Leader to identify area for improvement in line with the School Development Plan
- Identified and provided resources needed for the project, including time, money and staff
- Reviewed and tracked progress and impact against School Development Plan priorities
- Provided support and encouragement

