Inclusive Education

Design for flexible use of space

A suggestion for implementing the strategy 'Design for all from the outset' from the Guide: **ILEs**

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**Includes:**

- Design adaptable spaces
- Enable student choice
- Caves, watering holes, and campfires
- Using larger spaces
- Design outside spaces
- Useful resources
Design adaptable spaces

Source: Maryland Learning Links
Source: Maryland Learning Links
https://marylandlearninglinks.org/resource/udl-in-your-classroom/

Design spaces that support flexible teaching approaches that meet the sensory, mobility, learning, and cultural needs of all students.

Expand the hotspots on the High School Classroom simulator.
Enable student choice

Students at Halswell School describe how they use different spaces and why they choose to work in them.

Source: Enabling e-Learning (NZ)
http://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Year-3-4-learning-in-an-innovative-learning-environment

Video hosted on Vimeo http://vimeo.com/146585775
Caves, watering holes, and campfires

Stephen Collis describes physical and virtual spaces, which provide flexibility. Students can re-arrange them to meet their needs.

Source: Enabling e-Learning (NZ)

Source:
Enabling e-Learning (NZ)

Video hosted on Vimeo http://vimeo.com/158086569
Using larger spaces

Larger, open learning spaces provide the flexibility to work in different groupings.

- Students can learn collectively and can easily come together in larger groups for activities such as kapa haka and waiata.

- Open learning spaces support tuakana-teina relationships between students and teachers.

- Students can work in separate spaces that are quiet and have low stimulus.

- Multiple groupings within open learning spaces support different teacher locations within the room and increase discursive teaching practice, which is linked to higher Māori student achievement.

- Orient spaces to receive good sunlight – natural light is linked to increased student achievement and Tamanui-te-rā (the sun) is important in the whakapapa of Māori culture.
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From
Guide: Planning innovative learning environments (ILEs)
Strategy: Design for all from the outset
Suggestion: Design for flexible use of space
Date
20 January 2019
Link
www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/design-for-flexible-use-of-space

Design outside spaces

Create visual and tactile landmarks to support student orientation when working and moving in and around outdoor spaces.

In your design, consider:
- coloured or tactile pathways for moving between buildings
- sculptures or cultural artifacts to act as keys to locations and spatial mapping of areas
- safe spaces where students can seek support from a peer or an adult
- using clear, high contrasting signage to identify buildings
- naming and attaching visuals to buildings, so that students can easily identify spaces.
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Useful resources

W.S.C. – Becoming a 'new' school
Publisher: Western Springs College
Visit website

Flexible learning spaces: How the design of spaces can help student achievement
Read time: 3 min
Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga
Download PDF

The impact of physical design on student outcomes
Read time: 94 min
Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga
Download PDF
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