

Design for flexible use of space

A suggestion for implementing the strategy
'Design for all from the outset' from the
Guide: [ILEs](#)

Includes:

Design adaptable spaces

Enable student choice

Caves, watering holes, and campfires

Using larger spaces

Design outside spaces

Useful resources

Inclusive Education

From

Guide: [Planning innovative learning environments \(ILEs\)](#)

Strategy: [Design for all from the outset](#)

Suggestion: [Design for flexible use of space](#)

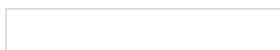
Date

20 January 2019

Link

www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/design-for-flexible-use-of-space

Design adaptable spaces



Source: [Maryland Learning Links](#)

Source:

[Maryland Learning Links](#)

<https://marylandlearninglinks.org/resource/udl-in-your-classroom/>

[View full image \(2.4 MB\)](#)

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](#).

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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 \(NZ\)](#)

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Year-3-4-learning-in-an-innovative-learning-environment>

 Play video

Video hosted on Vimeo <http://vimeo.com/146585775>

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Caves, watering holes, and campfires

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

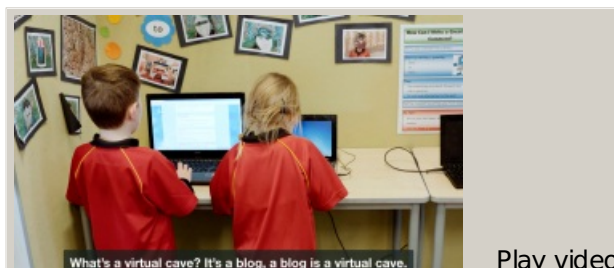
Source: [Enabling e-Learning \(NZ\)](#)

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<http://elearning.tki.org.nz/Teaching/Innovative-learning-environments/Learning-spaces-Different-spaces-and-their-purposes>



Video hosted on Vimeo <http://vimeo.com/158086569>

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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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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

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