

Inclusive Education

From

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

Understand: [Understanding pedagogy as integral to innovative learning environments](#)

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[www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/understanding-innovative-learning-environments](http://www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/understanding-innovative-learning-environments)

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## Understanding pedagogy as integral to innovative learning environments

The curriculum places learners at the centre of teaching and learning. Universal Design for Learning (UDL) principles are a foundation for developing an ILE that meets the needs of all learners.

### Definition of an ILE

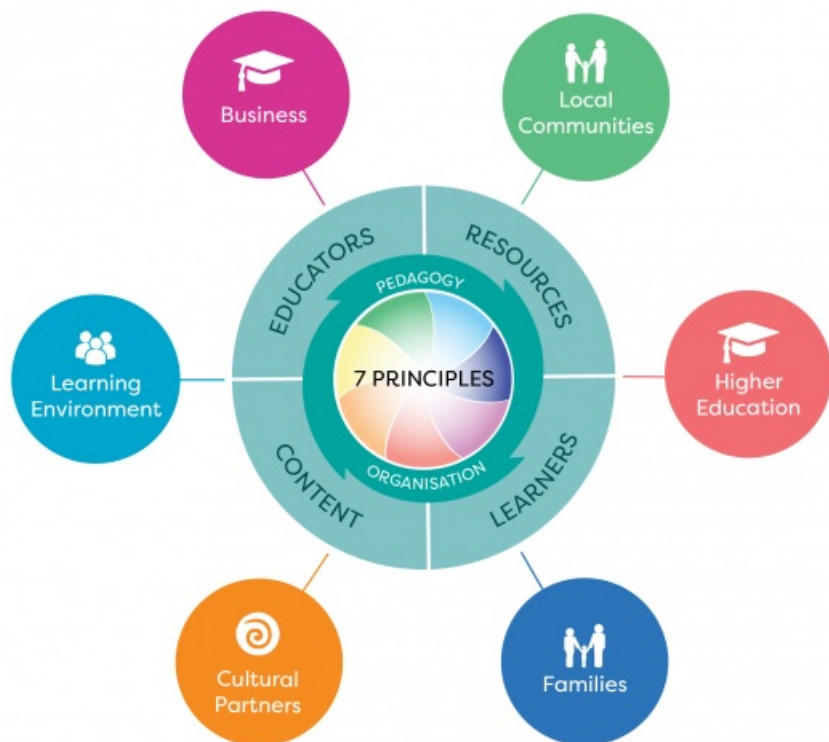
An ILE is an ecosystem that includes learners, educators, families/whānau, communities, content and resources. It is a holistic concept. It is future focused – capable of adapting as educational practices evolve and change.

In mid-2015, the [Ministry of Education](#) adopted the OECD's terms:

**Innovative Learning Environments** to refer the learning ecosystem

**Flexible Learning Spaces** to refer to the infrastructure element of an Innovative Learning Environment.

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An ILE is an ecosystem that includes the activity and outcomes of learning. It includes the physical, social, and pedagogical context in which learning occurs.

Seven principles – All of the [seven principles of learning](#) should underpin the design of ILEs, including planning, relationships, and activities.

Pedagogy and organisation – Learners, educators, content, and resources form the pedagogical core of an ILE.

Partners – Planning in collaboration with teachers, students, and your school community is fundamental to developing your ILE.

Source: [Adapted from OECD by Ministry of Education](#)

Source:

[Adapted from OECD by Ministry of Education](#)

[https://read.oecd-ilibrary.org/education/innovative-learning-environments\\_9789264203488-en#page151](https://read.oecd-ilibrary.org/education/innovative-learning-environments_9789264203488-en#page151)

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# ILE Pedagogy

An ILE includes the physical, social, and pedagogical context in which learning occurs. As you plan to include **all** learners from the outset, consider the following.

## 1. Universal design for learning (UDL)

UDL is a research-based framework that informs planning and delivery of the curriculum with the needs of all learners in mind from the outset. Identify potential barriers to learning. Plan teaching approaches and a classroom/school design that is inclusive of all, creating a learner-centred environment. Use the [Universal Design for Learning guide](#) for further support.

## 2. Equity and diversity

Diversity encompasses everyone's variations and differences, including: culture, background, learning needs and preferences.

Equity has two related dimensions:

1. Fairness – ensuring personal and social circumstance (such as gender, socio-economic status, or ethnicity) are not an obstacle to achieving educational potential.
2. Inclusion – students' identities, languages, abilities, needs, and talents are recognised and affirmed, and their learning needs are addressed to ensure an agreed standard of education for all.

## 3. Seven principles of learning

To be effective for 21st century learning, the OECD recommends all [seven principles of learning](#) should be present.

Identify:

how the principles will be enacted in your ILE

what professional development is needed

how you can design a space to support them.

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## Seven principles of learning



All 7 principles should be present for an ILE to be effective.

Identify how they will be enacted in your ILE, how this informs your design of the space, and what PLD is needed.

Source: [Adapted from OECD by Ministry of Education](#)

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[Adapted from OECD by Ministry of Education](#)  
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## Student-centred design

Use UDL principles to inform an inclusive design. Plan an environment that recognises students as the core participants and supports:

- learner agency – support students to understand their needs as learners, encourage active engagement and ownership of learning
- personalised learning – recognise and plan for students to learn in different ways, be sensitive to individual differences and prior knowledge
- inclusion – consider the infrastructure, technologies, and teaching approaches that enable all students to participate and achieve in an environment that meets their needs
- the social nature of learning

Three Christchurch schools share their learning environments that meet the needs of diverse learners.

Source: [Ministry of Education | Te Tāhuhu o te Mātauranga](#)

Source:  
[Ministry of Education | Te Tāhuhu o te Mātauranga](https://www.youtube.com/watch?v=81)  
<https://www.youtube.com/watch?v=81>



[Play video](#)

[View transcript](#)

Video hosted on Youtube <http://youtu.be/81OKS8Mv-8M>

# The rationale for flexible learning spaces

Flexible learning spaces refer to the infrastructure element of an ILE. Access and choice for all learners is an important consideration when planning inclusive spaces. A FLS should:

- enable collaborative approaches
- be easily configured and used in different ways to enable a range of teaching and learning approaches across the day
- have quality acoustics, lighting, technology, heating, and air quality to support learning.

## Be clear on your purpose

Peel everything back to see the "why", so options for change become clear.

The "why" is important – there can be many versions of "what" you build.

There has to be a clear purpose for each learning space – a general purpose space ends up being everything and nothing.

Plan for deep understanding of the rationale behind your space – this takes time.

### Waimairi School case study

Source: [Ministry of Education | Te Tāhuhu o te Mātauranga](#)

Source:  
<http://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/School-property-design/Flexible-learning-spaces/Case-Study-Waimairi-School-WEB.pdf>

## Plan for diversity

Design flexibly. Spaces must be adaptable and future-proofed. Consider the types of spaces and design with specific learner's needs in mind. For example, how are students who are deaf or hard of hearing, have ASD, vision impairments, or physical disabilities included in spaces for:

- social and collaborative learning
  - student-directed/teacher-directed learning
  - independent work
  - project work
  - direct instruction?
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## Useful resources

### Flexible learning spaces: How infrastructure can support innovative learning

This website provides information on creating flexible learning spaces and optimising spaces for learning in New Zealand schools.

[Visit website](#)

### Flexible learning spaces: Making spaces work for everyone

This factsheet offers things to consider for students that require additional physical or learning support, and also helps schools create flexible learning spaces with Māori and Pasifika learners in mind.

Publisher: SET-BC (Special Education Technology British Colu

[Download PDF](#)

### Flexible learning spaces in schools

Information about upgrading schools to become flexible learning spaces on the Ministry of Education website includes definitions of a variety of different types of learning spaces, along with links to school case studies.

[Visit website](#)

### Design standards for school property

All school building projects must comply with legal and Ministry design standards, and should follow best practice standards for school building projects.

[Visit website](#)

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