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Did you know...

Inclusive Design considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference.

What are some strategies you have implemented for better inclusion?

What other strategies can improve this? What are some possible barriers?

Read more on:
Inclusive Design Research Centre



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**Did you know...**

The Salamanca Statement specifies: those with special educational needs must have access to mainstream educational settings, which should accommodate them within a child-centered pedagogy capable of meeting those needs.

How is this addressed in your current learning environment?

How has this changed over time? Discuss areas for further improvement.

Salamanca Statement,
UNESCO 1994



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Did you know...

Interactions *across racial and ethnic groups*, particularly in an academic setting, has been proved to provide important outcomes that will prepare students for living in a complex and diverse society.

What do you observe happening in your learning setting? Does it currently encourage interactions or create barriers?

Linking Diversity and Educational Purpose
- How Diversity Affects the Classroom
Environment and Student Development



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Did you know...

Universal Design for Learning (UDL) provides an educational framework that guides the development of flexible learning experiences for all.

Discuss various ways that you could design a learning task to accommodate different strengths.

How are learners' individual strengths being acknowledged?

UDL Guidelines, CAST:
udlguidelines.cast.org



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Did you know...

Culturally relevant, responsive or appropriate teaching refers to education that builds on the cultural knowledge, values and experiences which students bring to school.

What ethnicities make up your learners?

How are their backgrounds currently acknowledged in your pedagogy?

How are they enabled to educate their peers?

The Education Hub:
theeducationhub.org.nz



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**Did you know...**

Collaborative learning enhances the academic achievement of students. This supports students in reducing prejudice, as interaction skills are improved between learners from different backgrounds.

How can you design space or learning experience to encourage deeper levels of engagement and interaction?

What about promoting this within your peer groups?

Research about inclusive education in 2020 – How can we improve our theories in order to change practice?



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Did you know...

Neurodiversity is not a diagnosis. It is a broad term for neurological differences, though often used to describe various conditions which may impact learning abilities. 1 in 7 students are currently recognised as being neurodiverse.

How does your space support them in building relationships, self regulation, and a sense of belonging?

Describe these through specific scenarios.

Education Counts: Responding to Neurodiversity in the Education Context



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Did you know...

New Zealand and Australia are ranked in the top five nations by OECD to have the highest rates of ability grouping in schools.

Discuss the effects of ability grouping vs mixed ability grouping on learners in your learning space.

What have you implemented and observed? Describe any strategies, relevant spatial arrangements etc.

OECD - PISA 2018 results - Chapter 2, Selecting and Grouping Students



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DESIGNERS OF LEARNING



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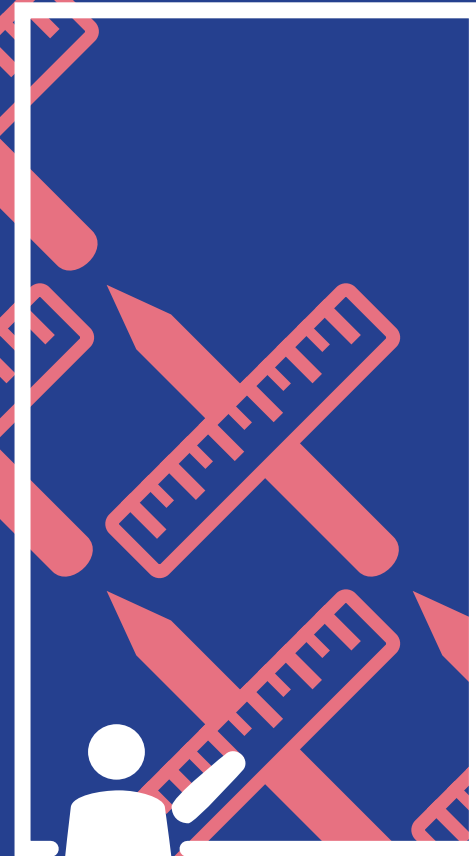
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Imagine you are...

Trying to teach a group of 20 learners, in an open plan area that can usually accomodate 60 people.

- ⌚ How would you teach in this space?
- ⌚ How could another group in this space impact you?
- ⌚ Who would be affected by this setting, and how would you address these issues?

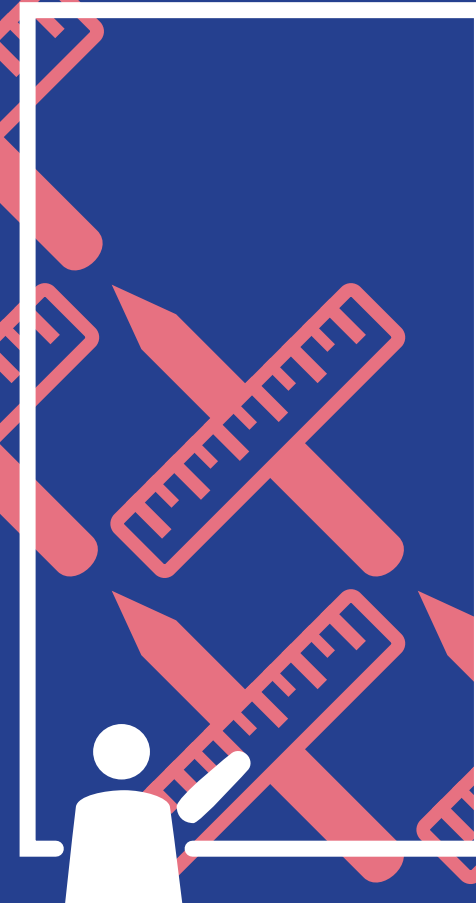


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**Imagine you are...**

Starting at a new school in a remote and culturally diverse community. You have the freedom to design the layout of your learning space.

- ⌚ What challenges would you encounter?
- ⌚ How would your design acknowledge and celebrate diversity?
- ⌚ How would your current cohort respond? And how would you gather all their voices?



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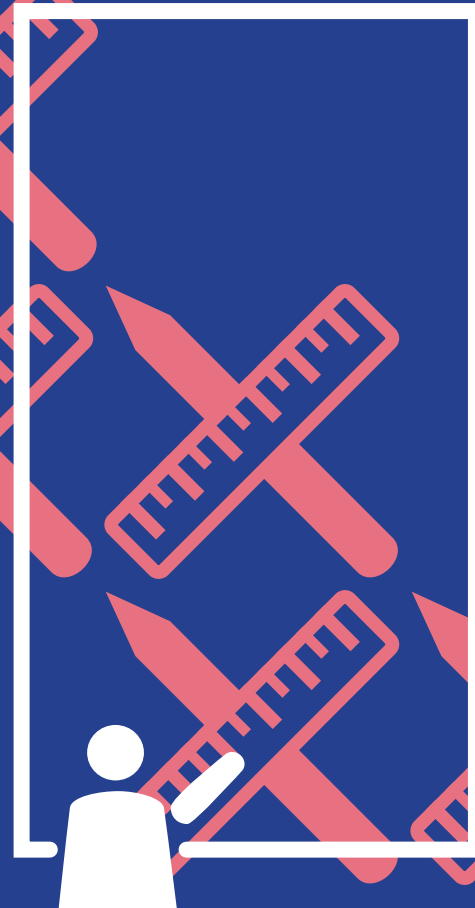


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Imagine you are...

Teaching a few subjects across various year groups, and trying to adapt your classroom or learning space to suit within the same day.

- ⌚ How does your current setting allow for this?
- ⌚ How are other schools addressing this? Discuss pros and cons
- ⌚ What are some designs with flexibility to suit your needs? What layouts are desirable?



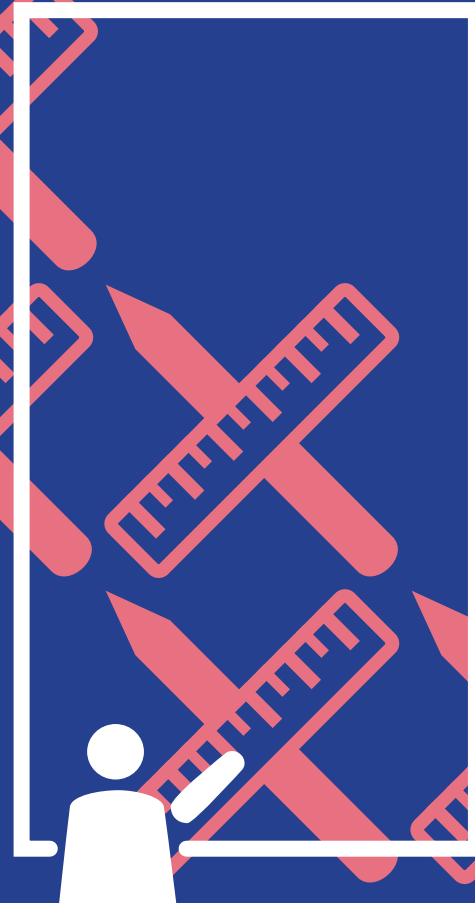
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Imagine you are...

Giving a tour to a prospective new family to your school, with a child that has severe physical limitations. They'd like the full range of learning opportunities as their peers.

- ⌚ What features would you promote here?
- ⌚ Which areas currently differentiate them from their peers?
- ⌚ How can you improve accessibility + inclusion in the near future? In the long term?



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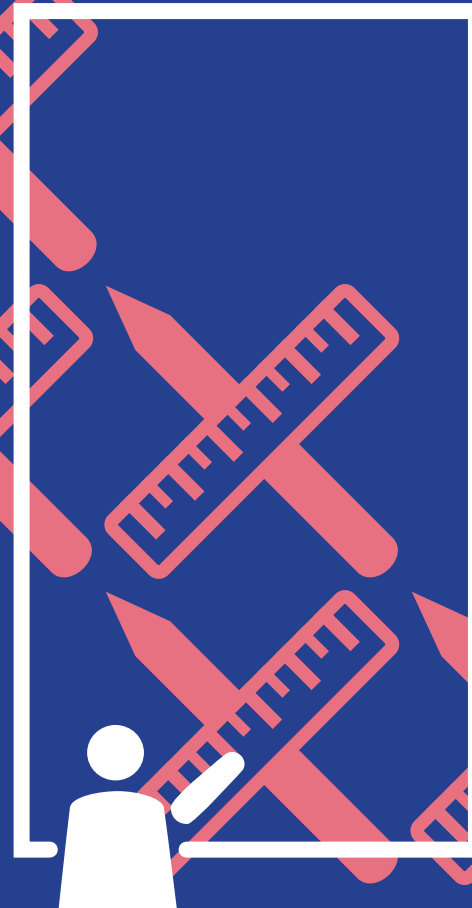
Imagine you are...

Given \$5000 to spend on enhancing your learning space. Consider amenities and outdoor spaces too. How would you spend the money to benefit:

- ⌚ Your current and future learners?
- ⌚ Your current and future colleagues?

Do your answers differ?

- ⌚ How and why? What ideas are currently actionable?

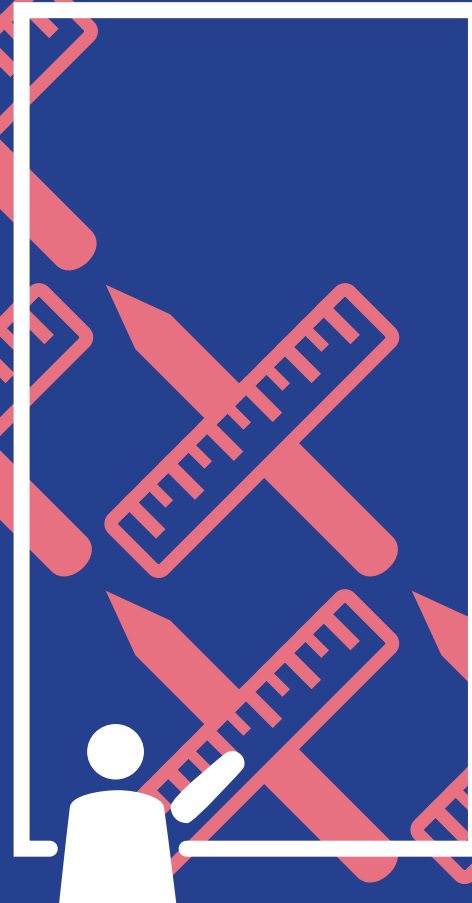


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**Imagine you are...**

Showing a new staff member to your learning space for the first time. Your objectives are behaviour management, flexibility for collaboration and universal access.

- ⌚ List 5 adjectives used to describe your space.
- ⌚ What objective seems to be prioritised here? Why?
- ⌚ How does this impact your learners? List a few different needs and ways they are addressed.



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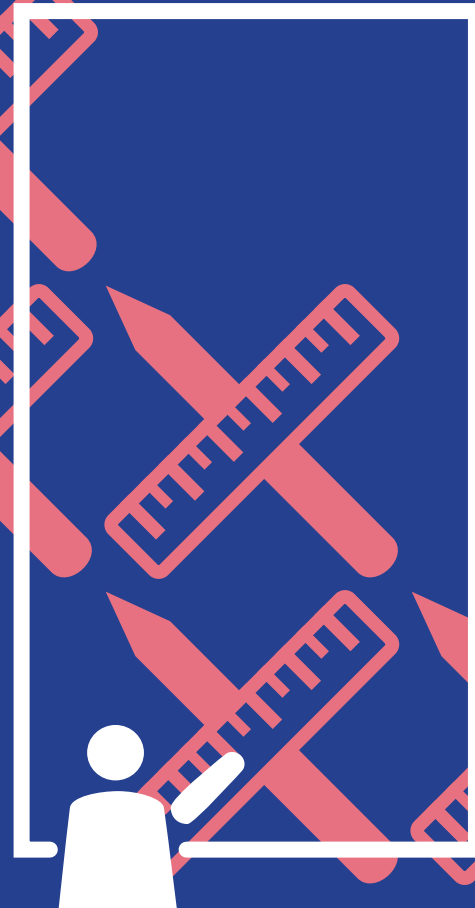


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Imagine you are...

Assigned to work with 30 students in a traditional classroom with linear desks and chairs. Consider this in relation to your course content and learner cohort.

- ⌚ Is this space suitable to your pedagogy? Why?
- ⌚ How can you make this more inclusive and collaborative?
- ⌚ Who benefits from these changes? What types of learners are least or most impacted?

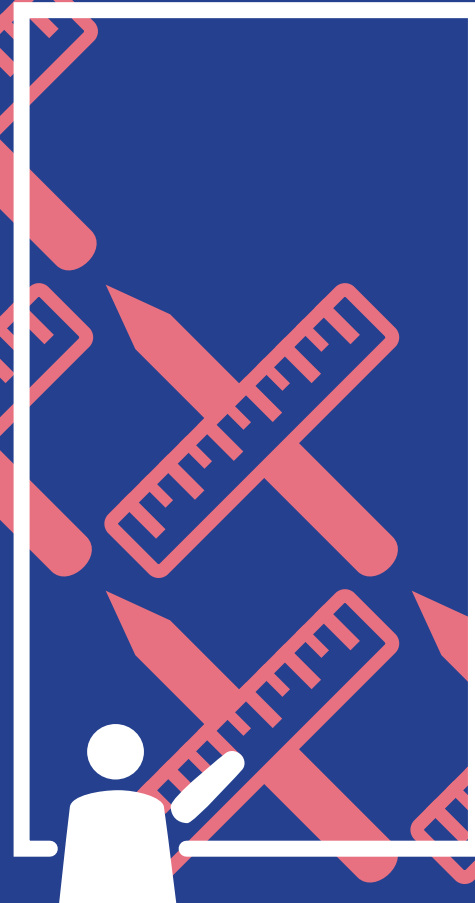


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**Imagine you are...**

Tasked with designing a new learning space. Consider natural and artificial light, colours, different types of class activities, and the flexibility of your design.

- ⌚ How does it stimulate your students' senses?
- ⌚ How does it enable, and encourage their participation?
- ⌚ Does it provide the same range of opportunities for all types of learners?



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Imagine you are...



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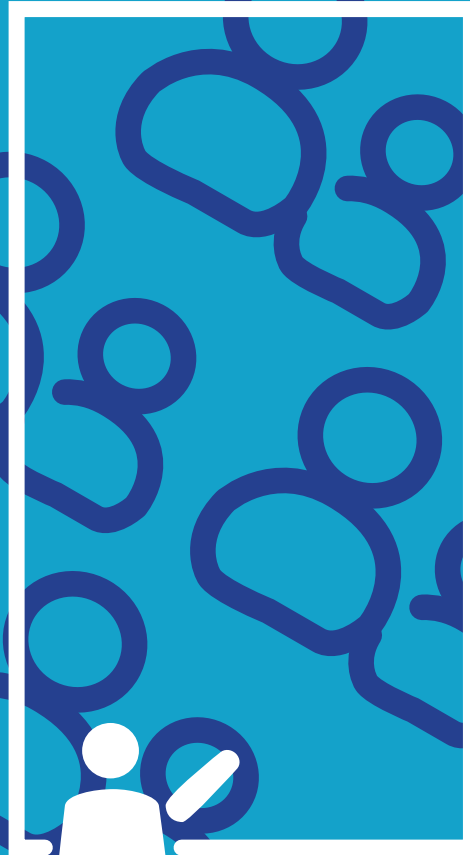
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What if...

You are a leader in a school. Recent feedback shows your staff are becoming overwhelmed by the diverse student population with various learning needs.

- ⌚ How will you address this at the next staff meeting?
- ⌚ How will you support your staff in the short term?
- ⌚ What are some long term strategies? Would these benefit you currently?



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**What if...**

There is a new student in your class who is disruptive and requires additional support.

- ⌚ In what ways would this affect other learners?
- ⌚ How would your approach to class management change?
- ⌚ How would you support their self-regulation? Can these strategies also support their peers and yourself?



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What if...

Your learner cohort is primarily Indigenous, yet you currently have no Indigenous staff members.

- ⌚ What are some issues that could arise?
- ⌚ How might you adapt in the short term?
- ⌚ What are some long term actions? How are they beneficial in other aspects?



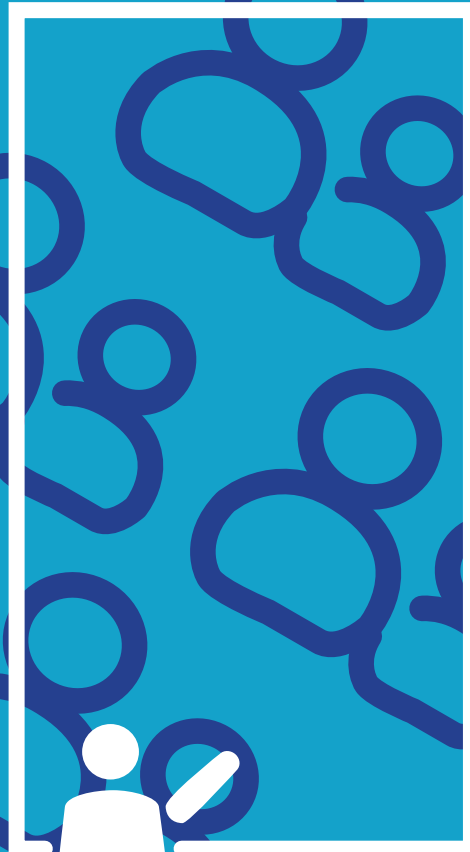
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**What if...**

You're approached by a student that tells you they would now like to be referred to as non-binary.

- ⌚ How can you make this student feel included?
- ⌚ How are current amenities and activities accessible to them?
- ⌚ What strategies can you implement to support them and their family?

Transcend - A Guide for Schools



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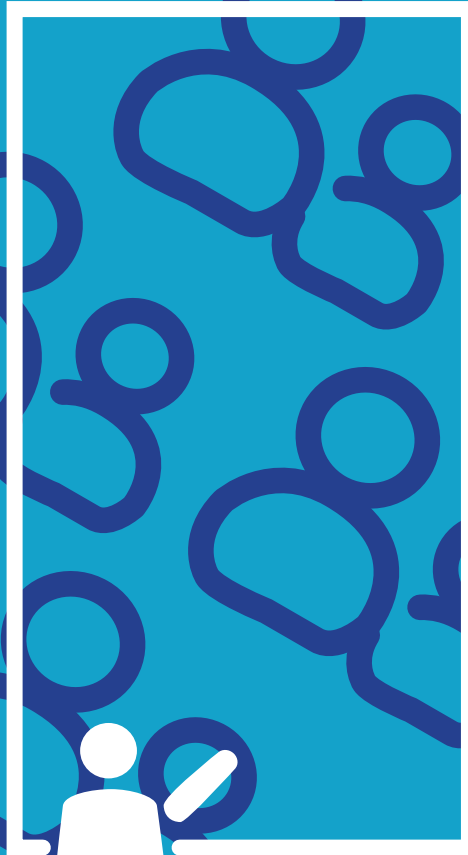
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What if...

You are a new student to the school. Through this perspective, identify areas that would make you feel excluded if you have:

- ⌚ Recently transferred from a rural community?
- ⌚ Recently transferred from a different country?
- ⌚ Communication barriers, visual or hearing impairment, sensory overload issues?

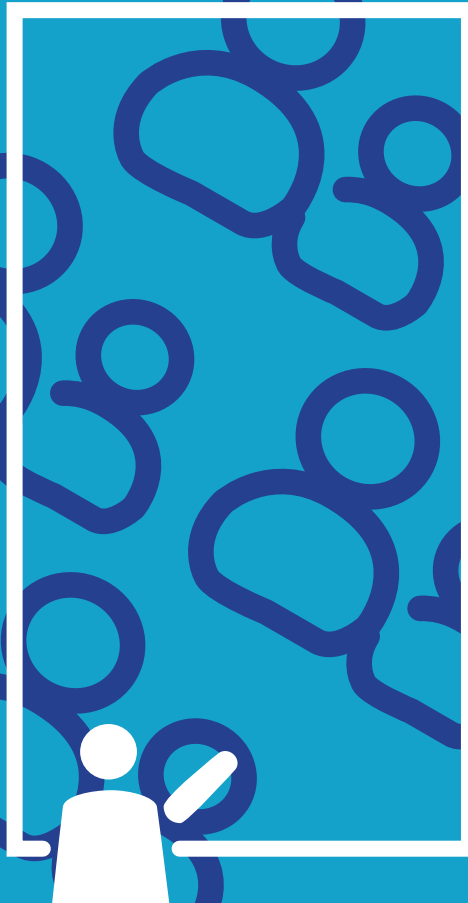


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**What if...**

You are unable to use any electronic devices for the week. How would you accommodate learners that relied on assistive technology?

- ⌚ What is required to prepare for this?
- ⌚ How would all learners be heard and engaged in this situation?
- ⌚ How would your design of space or activities assist over the week?



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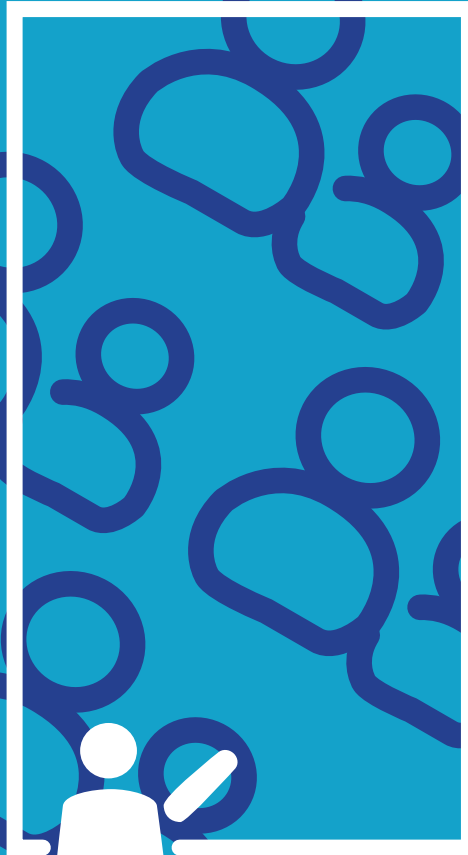
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What if...

A new student was assigned to your class that needed wheelchair accessibility and was also hearing impaired.

- ⌚ How would you adapt your physical space?
- ⌚ How would you adapt your teaching and learning programme?
- ⌚ Who else would benefit from these design changes?

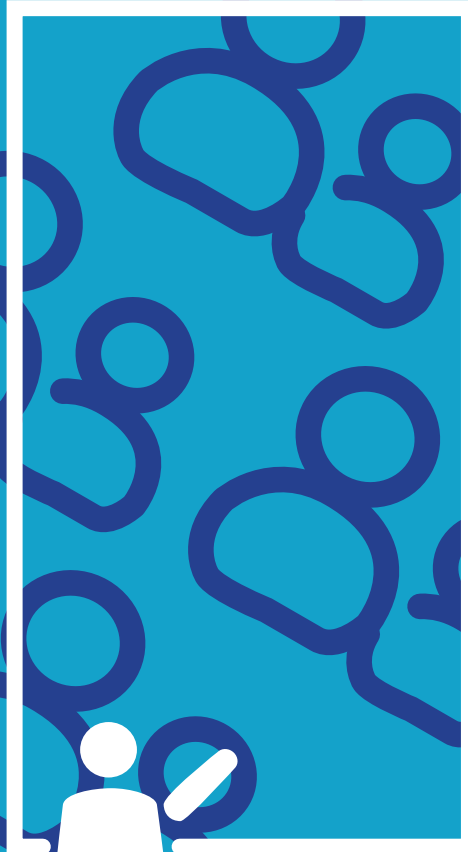


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**What if...**

You were asked to host 10 international students with limited English into your class for the term.

- ⌚ How can the class prepare for their arrival?
- ⌚ How can you create a strong community over this term?
- ⌚ How can your learning programme encourage collaboration across groups?



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What if...

Handwriting practice area with 10 horizontal lines. The first three lines are preceded by a clock icon, and the last three lines are preceded by a person icon.



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solid line



What if...

Handwriting practice area with 10 horizontal lines. The first three lines are preceded by a clock icon, and the last three lines are preceded by a person icon.

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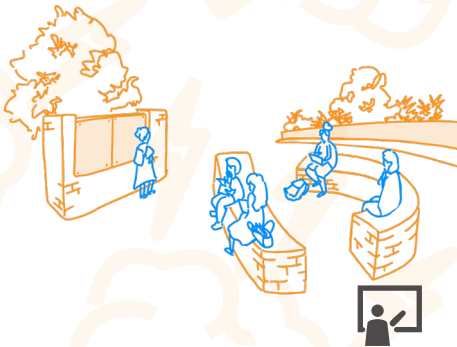
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How would you...

Bring your current class to an outdoor environment?

What challenges might this present? Consider needs for access, hearing aid etc.

How might this change the way you teach?

**How would you...**

Remodel this learning space for your learners who are:

- 5 years younger or older
- hyperactive and impulsive
- disengaged in the subject
- excelling in the subject
- feeling unsafe

How would these strategies help your current cohort?

Toward Inclusive Learning Spaces:
Physiological, Cognitive, and Cultural
Inclusion and the Learning Space
Rating System, *Educause Review*



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How would you...

Design a space for learners to stay focused & motivated?

Consider the different ways your students prefer to work.

Write down or sketch a few features, then interview your students:

- Would they like to be in it?
- What would they change about it?

Scope, Learning & Teaching: 2011



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**How would you...**

Create a system or process that regularly seeks student and whānau feedback on the usefulness of your learning environments?

How does your pedagogy and teaching programme change from a physical to an online or remote environment?

Whānau - Te reo language word with a number of meanings.

It translates to 'family', or 'birth' - of an idea or thought. Whānau is also used for close friends or associates, intended to be inclusive and build a sense of group unity.

Te Ara, New Zealand Government



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How would you...

Create an environment where all students' voices, opinions and ideas are valued and respected by their peers and teachers?

Does your learning space currently promote this?

Reflect on whether all your students are equally active and heard in class.

Brainstorm activities and layouts that promote social justice and awareness for this cohort.

Resilient Educator



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**How would you...**

Design a flexible outdoor, or semi-outdoor space that would allow your cohort to participate in physical activities.

How would your space allow for learners who do not want to participate but can still feel included and part of your class?

How might the size, height and density of your furniture and equipments impact this?



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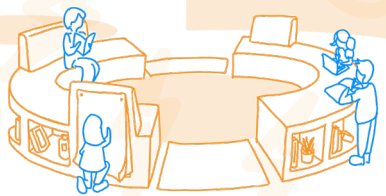


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How would you...

Utilise this space to practice JEDI?

How could this space hinder these practices?



Precedent:
Green Square Library, Sydney



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**How would you...**

Modify your learning space to minimise sensory overload? Consider lighting, smell, furniture, acoustics and classroom routines.

Who would benefit primarily from this?

How might everyone else benefit from this?



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How would you...



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How would you...



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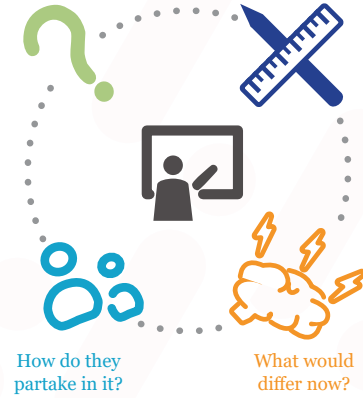


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Introduction

How does this
change your
perception?

How can you
reimagine
your space?



Research, spaces & personas
are all key players in building
our learning environments.
How do they come together,
and change?

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Let's Begin

Participatory Research is a
foundational strategy for better
equity, diversity and inclusion.

Here's a good starter - draw a
table in your notebook:

1	>>	2	>>	3

- 1) *Notes* - in workshop
- 2) *Reflections* - interview and
observe after this session - do
any of your conclusions *differ*?
- 3) *Actions* - based on these
reflections, what can you
implement?

The SAGE Handbook of Action Research,
edition 3, 2015



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Glossary

Social + Education Terms

JEDI

Justice, Equity, Diversity and Inclusion.

Discuss with your peers:

- how would you define these?
- how are they relevant?

Ability Grouping

Educational practice that involves assigning students to classes based on an assessment of their achievements.

Mixed Ability Grouping

The practice of assigning students to classes or groups randomly or on basis other than their assessments - such as friendship or interest.

Design Terms

Universal Access

Spaces that support movement and functional use of persons with disabilities.

Flexibility

Physical spaces serving more than one function, or adaptable to suit multiple uses.

Sensory/Sensorial

Environments designed to stimulate or kerk senses to control behaviour.



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Curious about further engagement?

The Designers for Learning card set is just one of our tools available for authentic engagement in learning environments.

Scan the QR codes below for more on:



Designers of Learning



Designers of Space



Learners /
ākonga



Whānau
(Community / family)

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