

Differentiated Learning in an Innovative Learning Environment

Phase	Type		Themes
<input type="radio"/> Early	<input checked="" type="radio"/> Strategy	<input type="radio"/> Collaboration & teamwork	<input type="radio"/> Professional development & support
<input checked="" type="radio"/> Implementation	<input type="radio"/> Tool	<input checked="" type="radio"/> Curriculum	<input type="radio"/> School structures & organisation
<input checked="" type="radio"/> Consolidation		<input type="radio"/> Design affordances	<input checked="" type="radio"/> Spatial competencies
		<input type="radio"/> Design & process	<input checked="" type="radio"/> Student experience
		<input checked="" type="radio"/> Evaluation	<input checked="" type="radio"/> Teacher experience
		<input type="radio"/> Leadership & change	<input type="radio"/> Technology
		<input checked="" type="radio"/> Pedagogy	<input type="radio"/> Time

What does this do?

Differentiated learning is the idea that there are diverse learners who differ from one another in terms of their cognitive abilities, background knowledge and learning preferences. The understanding the range of ability levels and learning needs of students can be used by educators to create or adjust their learning spaces to more closely align with and accommodate the particular needs of a particular cohort of students.

How can it help?

Educators can put the idea of differentiated learning into practice by creating opportunities for their students to use the learning space in a way that is effective and meets their individual needs.

An example in practice

The Australian Science and Mathematics School support differentiated learning by providing a range of spatial configurations within the learning spaces. Once students have been assigned a task, they are given the choice of where they can complete the task. This can include working at a desk, at the computer hub, or while sitting on beanbags. Students can also choose whether they wish to work collaboratively in a space designed for this purpose or independently in their preferred space.

Where can I find this?¹

Example of two schools that have engaged in differentiated learning through their classroom design space:

North Melbourne Primary School in Victoria, Australia:

<https://www.northmelbourneps.vic.edu.au/learning/flexible-learning/>

Summit Preparatory Charter High School, California, United States:

<https://www.edutopia.org/video/flexible-classrooms-making-space-personalized-learning>

[Correct as at 29 April 2020].

To learn more about differentiated learning in learning spaces, see T0023 - A Day in the Life of a Student Workshop.

1. All Spatial Transition Pathway 'Strategies and Tools' are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

LEARNING ENVIRONMENTS

Flexible Classrooms: Making Space for Personalized Learning

How you arrange your seating can be an asset for differentiating instruction. Summit Prep uses different seating configurations for independent work, collaborative work, mini lessons, and large-group discussions.

By [Emelina Miner](#)
February 14, 2017



[View transcript](#)

How you arrange your seating can be an asset for differentiating instruction. Summit Preparatory Charter High School in Redwood City, California, uses different seating configurations for independent work, collaborative work, mini lessons, and large-group discussions.

Through scaffolded guidance from their teachers—which includes a personalized learning platform, daily goals, and a culture of formative assessment—students understand how they learn best and what resources they need, enabling them to choose and set up the seating arrangement that works best for them each day.

Summit uses furniture with wheels—trapezoidal and rectangular tables and soft

