



Classroom Layout and Dynamics

‘Chameleon-Approach’





A Chameleon Approach

- to your classroom

An example:

Perfect Circles





A Chameleon Approach

- to your classroom

An example:

Debate Corners





A Chameleon Approach

- to your classroom

An example:

Back2Back





A Chameleon Approach

- to your classroom

An example:

Running Dictation



Where is the communication channel in this classroom?





A Chameleon Approach

- to your classroom

Communication (in general)

- Many barriers to communication. Do classrooms break these down or create more?
- Do typical classroom layouts encourage/ enable communication?
- Do classrooms inspire students?
- Do classrooms bring students out of themselves (whether adult or child)?





A Chameleon Approach

- to your classroom

Manipulate the use of classroom space to influence dynamics and affect behaviour in order to maximise learning potential

Movement:

- Students
- Teachers
- Furniture

By moving students, teachers and furniture, you are moving efforts, communication and thinking.





Challenges to Consider

- Room size and furniture
- Student numbers
- Rules & Regulations
- Norms v. Rules
- Noise, interruption, politics!
- Student resistance: pre-conditioning
- The purpose





A Chameleon Approach

- to your classroom

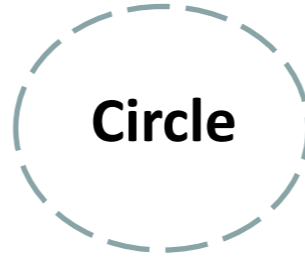
What does this approach achieve?

- Alters the dynamics
 - Engages, motivates, challenges
 - Opens channels of communication
 - Promotes group/ peer work
 - Softens the learning environment (lowers filters)
 - Improves the atmosphere
 - Appeals to multiple learning styles (more likely to)
- ...Improves learning potential

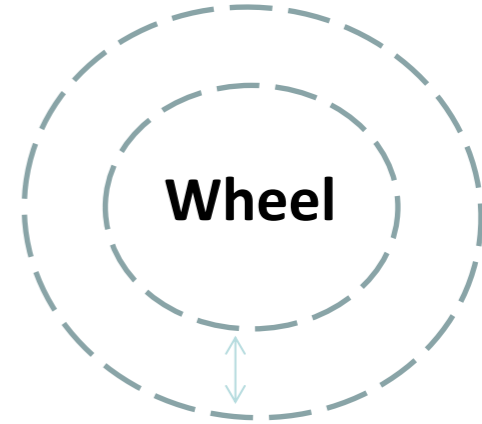




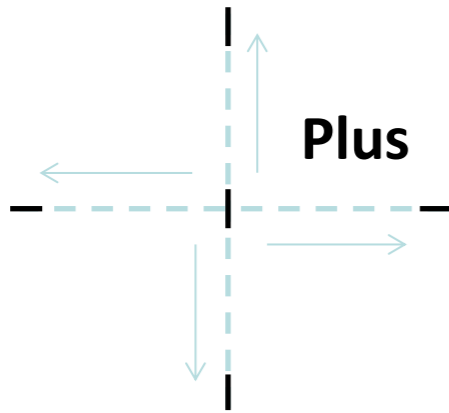
Horse shoe



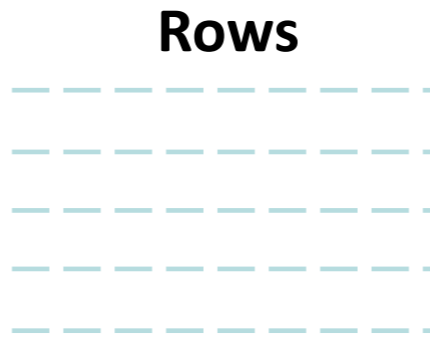
Circle



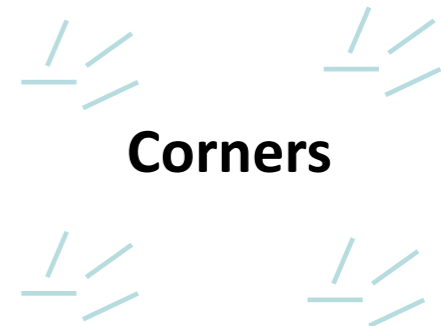
Wheel



Plus

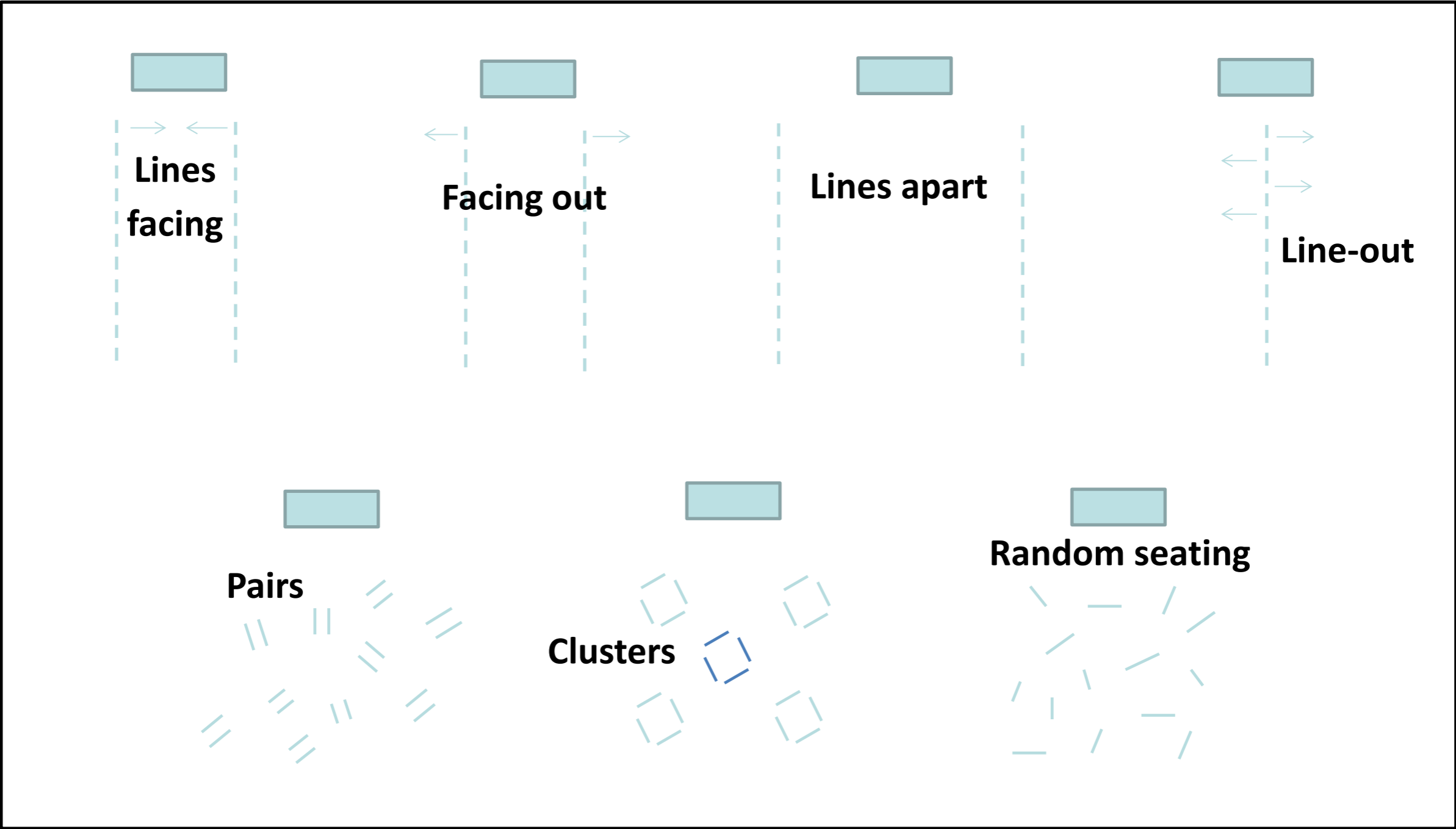


Rows



Corners







A Chameleon Approach

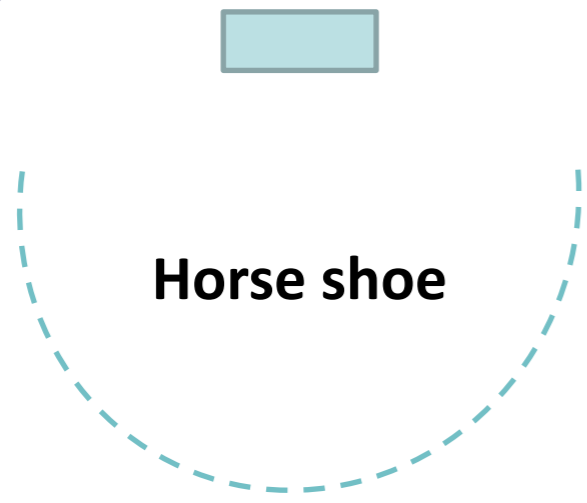
- to your classroom

An example:

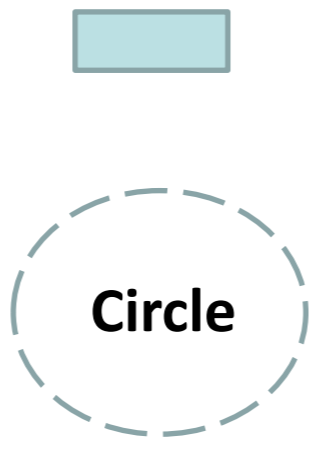
Lines Facing



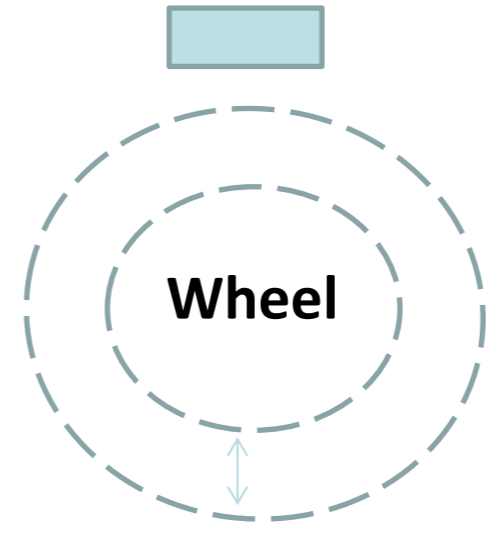
Choose & create your own!



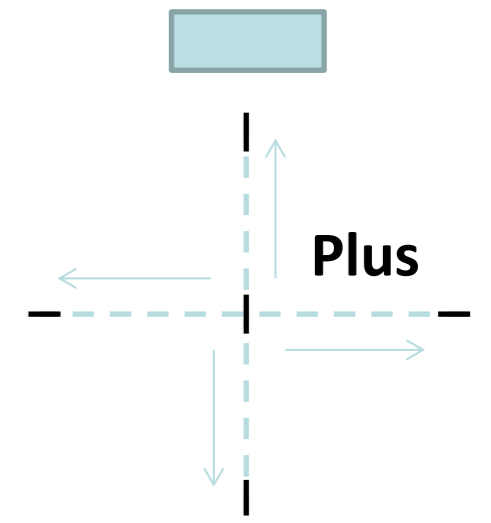
Horse shoe



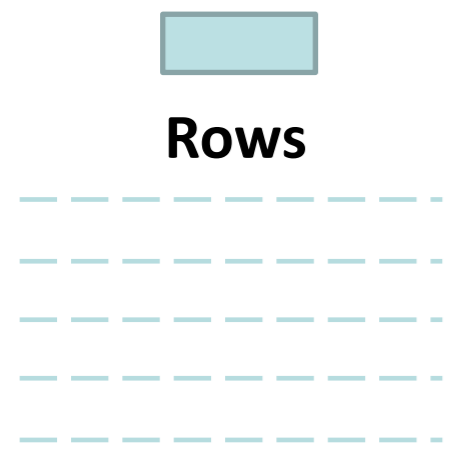
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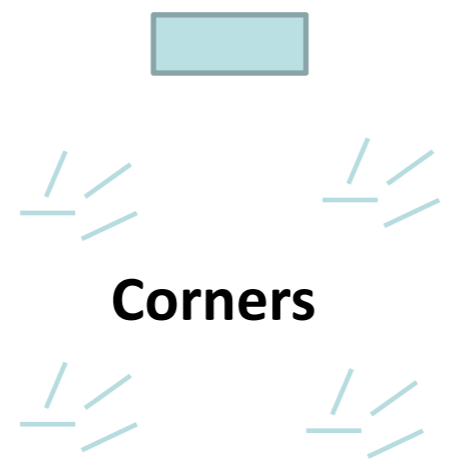
Wheel



Plus



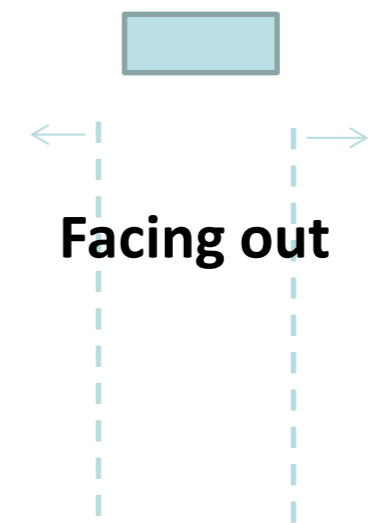
Rows



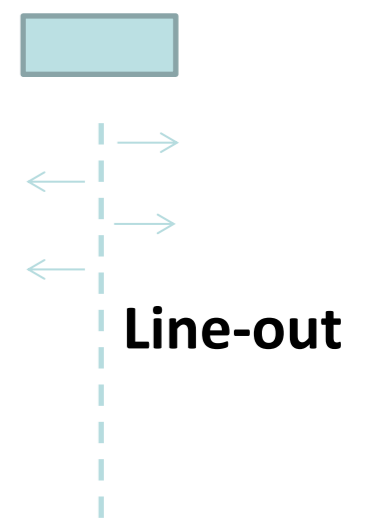
Corners



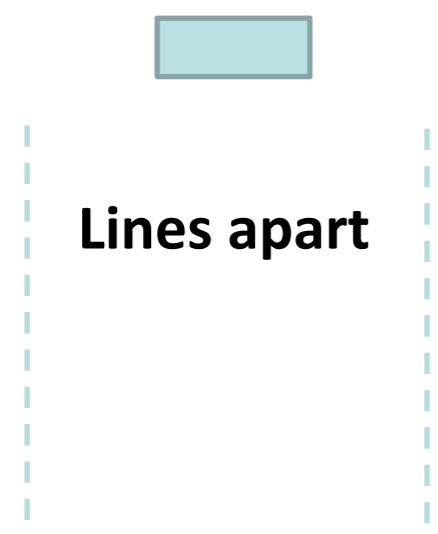
Lines facing



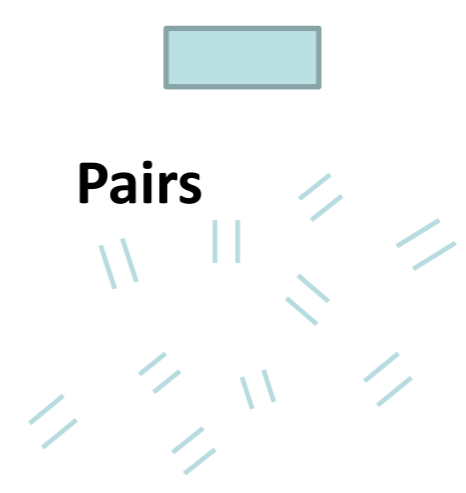
Facing out



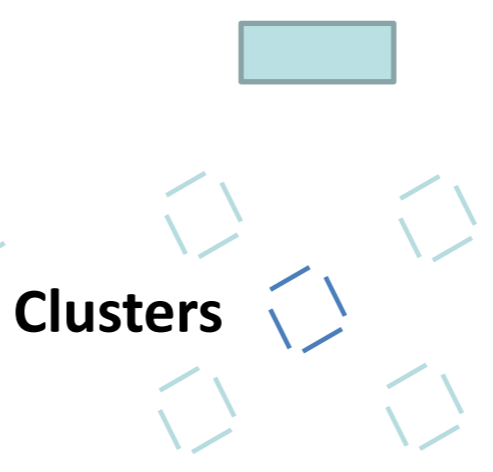
Line-out



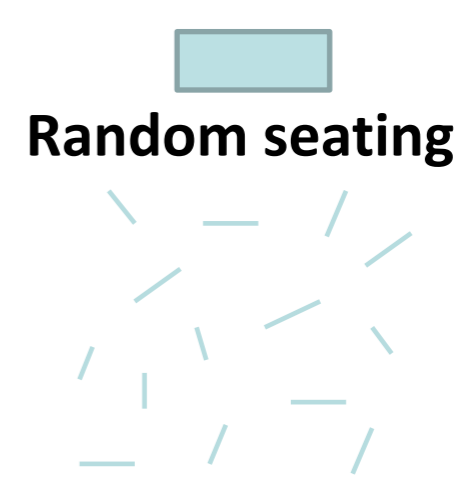
Lines apart



Pairs



Clusters



Random seating



Useful Sources

- The Developing Teacher (Duncan Foord)
- Teaching Today (Geoff Petty)
- In-house Research and Development

