



The Cathedral School

transitioning to team-teaching in Townsville.

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If there's one thing The Cathedral School learnt when moving from single cell to a collaborative teaching model, it was not to be afraid if things needed to be adapted along the way.

The teaching staff had plenty of help and support when it came to imagining and designing their spaces. Flexible learning expert Dr. Julia Atkin helped facilitate the initial planning stages. Once teaching staff agreed on what their philosophy of a flexible learning space actually was, they were ready to start

planning their move to collaborative teaching in their new environment.

One of the biggest challenges for the school was the age range of the students. Within years 3, 4 and 5 heights of students can differ dramatically - space and design had to be carefully considered with plenty of table height options and seating to complement.

In the initial stages the team-teaching process was constantly being reviewed and refined via feedback from the students, with teachers adapting lessons to better suit their learning.

**"I like that there are a lot of places
that suit your learning."**

Nicola - Year 6.



To read the full story, and watch the video on this case study, and others visit www.furnware.com/articles





Educators have the flexibility to combine or split groups of learners as needed.



Being able to move around with devices influenced the classroom design.



Students are responsible for choosing where they learn best.

"I like that I'm able to move around and I can move somewhere else if I'm being distracted."

Louise - Year 6.



A quiet working space with less distraction.



There's plenty of space to work alone or collaborate in smaller groups in the new space.

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