

## Inclusive Education

From

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

Strategy: [Support inclusive teaching practices](#)

Suggestion: [Identify barriers to learning and wellbeing, and ways to ease cognitive stress and overload](#)

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24 January 2019

Link

[www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/identify-barriers-to-learning-and-wellbeing-and-ways-to-ease-cognitive-stress-and-overload](http://www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/identify-barriers-to-learning-and-wellbeing-and-ways-to-ease-cognitive-stress-and-overload)

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# Understand the affective network

Some learners are highly engaged and motivated by spontaneity and novelty, while others are disengaged, even frightened by those aspects, preferring a predictable routine.

To create environments that are safe for all learners, teachers need to:

- develop a pedagogical understanding and sensitivity to learner differences in order to challenge learners without ridicule or demotivating them

- ensure the physical or online space where learning takes place contributes to student learning and well-being rather than creating stress

- adopt approaches that enhance students' motivation to learn – this includes: using student interest and expertise, providing authentic contexts for learning, and utilising technologies.

To build further understanding, explore the videos and supporting resources from the Alberta UDL Summer Institute 2011 relating to the UDL principle of **multiple means of engagement**.

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