MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

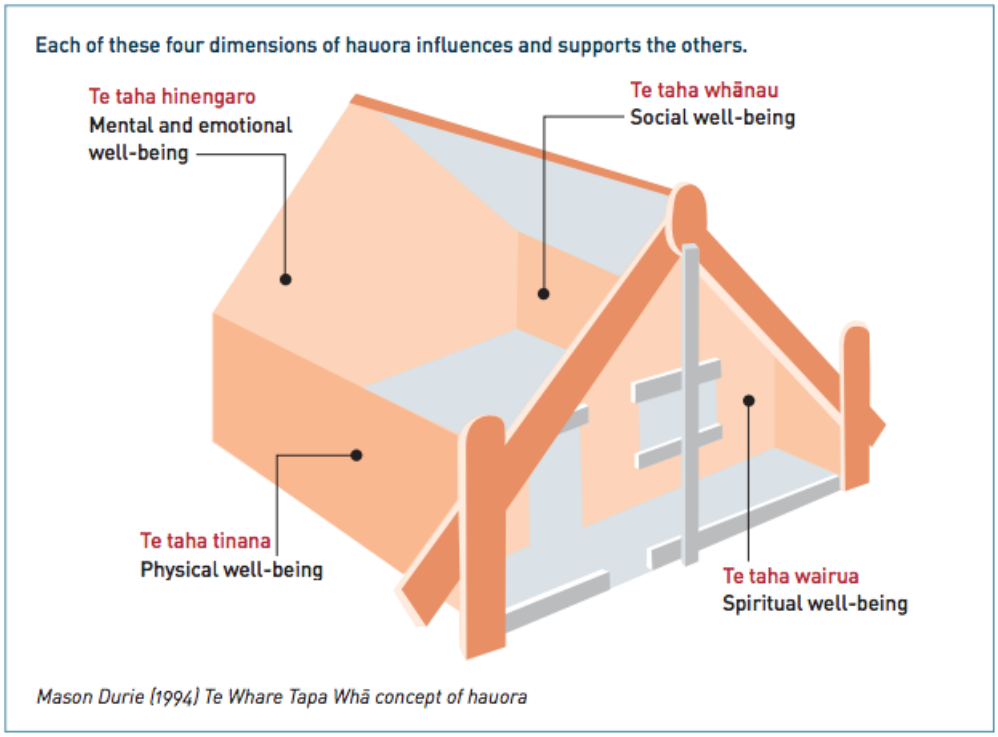
Support wellbeing and belonging, consider the impact of emotions and motivation

A suggestion for implementing the strategy 'Design for all from the outset' from the Guide: ILEs

Includes:

- Plan for wellbeing
- Create a safe environment
- Highlighting difference is risky
- Reduce anxiety
- Create structure

Plan for wellbeing

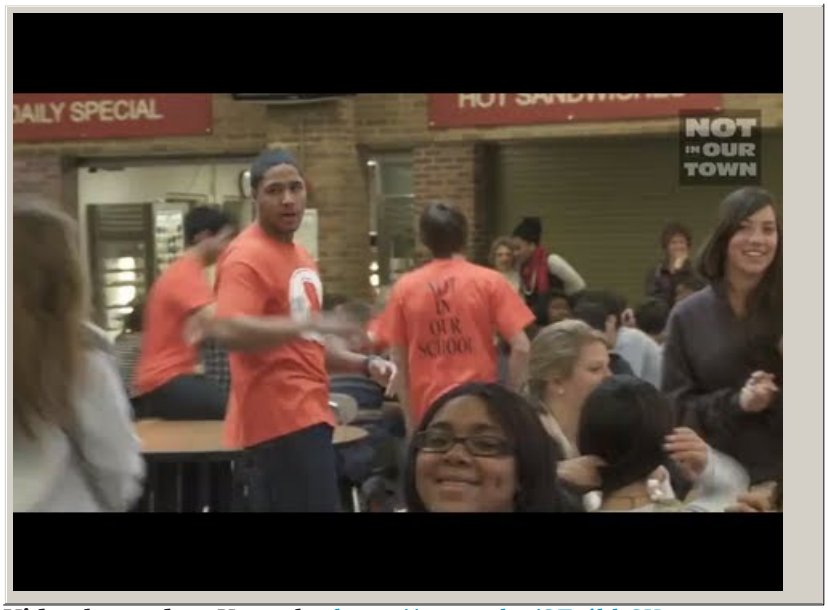


Source:
Health and Physical Education Online
https://hpe.tki.org.nz/health-and-physical-education-in-the-curriculum/underlying-concepts/hauora/

View full image (74 KB)

Create a safe environment

In a US high school, students mapped their school, identifying spaces where bullying took place. Consider using this approach to inform your design.



Video hosted on Youtube http://youtu.be/SZgikbSKmnc
Closed Captions

Source:
Not In Our Town (US)
https://youtu.be/SZgikbSKmnc

Highlighting difference is risky

Children and parents describe structural arrangements in the school or classroom that highlight difference as a thing that contributes to some students being seen as different, and bullied.

Source:
Springboards 2 practice: Enhancing effective practice in education
https://inclusive-live-storagestack-assetstorages3bucket-3uty0hejzw6u.s3.ap-southeast-2.amazonaws.com/public/inclusive-education/resources/files/Springboards-2-Practice-Belonging-C.pdf

Reduce anxiety

Support student wellbeing and lessen the stress of moving into new spaces by transferring specific furniture or items of importance to the learner.

Video hosted on Vimeo http://vimeo.com/186357831
Closed Captions

Source:
Ministry of Education, inclusive education videos (NZ)
https://vimeo.com/album/2950799

Inclusive Education
From
Guide: Planning innovative learning environments (ILEs)
Strategy: Design for all from the outset
Suggestion: Support wellbeing and belonging, consider the impact of emotions and motivation
Date
25 April 2024
Link
inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/support-wellbeing-and-belonging-consider-the-impact-of-emotions-and-motivation

Create structure

Organise the environment to minimise students' cognitive load. Reduce student anxiety by providing familiar supports.

Include students in the design process and agree support for students' specific needs so they can work more independently and regulate their emotions.

- Provide landmarks so students can orientate themselves to areas within the school.
- Use colour to highlight learning areas and draw attention to important information.
- Use colour, visuals, and words to label organisation systems within the learning space.
- Develop spaces with a consistent layout.
- Enable students to personalise areas.
- Design spaces that allow for quiet withdrawal.

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