

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

Useful resources

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](#)

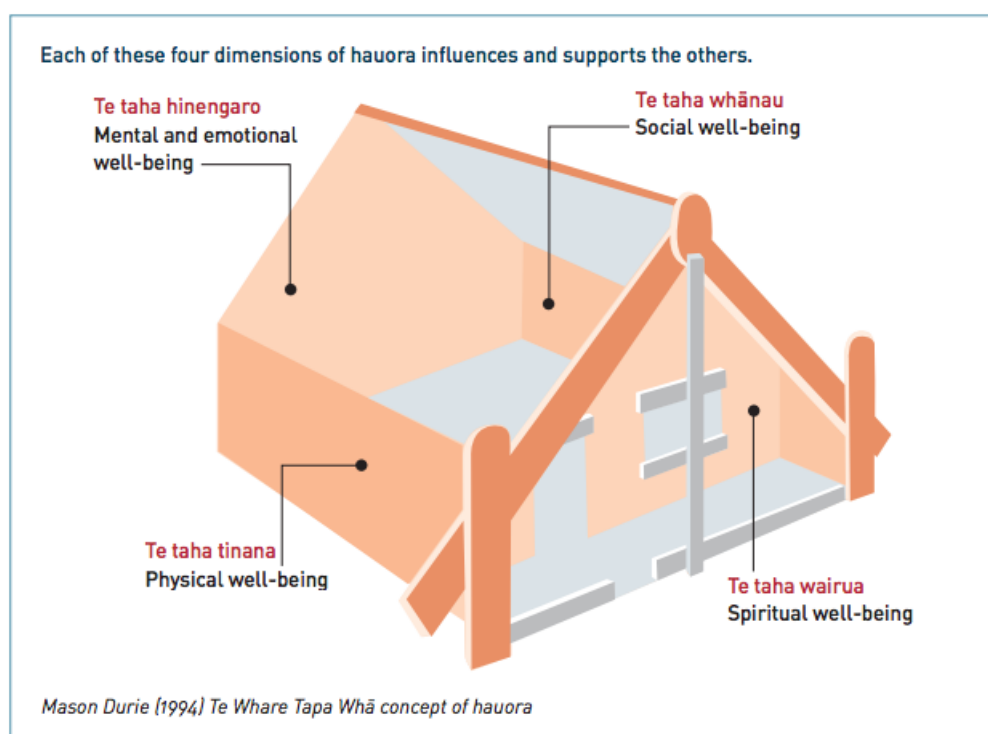
Date

23 January 2019

Link

www.inclusive.tki.org.nz/guides/planning-innovative-learning-environments-iles/support-wellbeing-and-belonging-consider-the-impact-of-emotions-and-motivation

Plan for wellbeing



Source: [Health and Physical Education Online](#)

Source:

[Health and Physical Education Online](#)

<http://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999/Underlying-concepts/Well-being-hauora>

[View full image \(74 KB\)](#)

Consider the Te Whare Tapa Whā concept of hauora when designing your FLS. Provide support for the physical, spiritual, emotional, social, environmental, and relational elements that determine the well-being of individuals and groups.

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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.

Source: [Not In Our Town \(US\)](#)

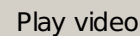
Closed Captions

Source:

[Not In Our Town \(US\)](#)

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=SZgikbSKmnc)

[v=SZgikbSKmnc&index=2&list=PLW9qJNolXHkYlbiNMaGucA8CCMSrDSESK](https://www.youtube.com/watch?v=SZgikbSKmnc&index=2&list=PLW9qJNolXHkYlbiNMaGucA8CCMSrDSESK)

 Play video

Video hosted on Youtube <http://youtu.be/SZgikbSKmnc>

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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](#)

Source:

[Springboards 2 practice: Enhancing effective practice in education
http://moeinclusive-uat.cwp.govt.nz/assets/inclusive-education/resource-documents/Springboards-2-Practice-Belonging-C.pdf](http://moeinclusive-uat.cwp.govt.nz/assets/inclusive-education/resource-documents/Springboards-2-Practice-Belonging-C.pdf)

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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.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#)

Closed
Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)
<https://vimeo.com/album/2950799>

 Play video

Video hosted on Vimeo <http://vimeo.com/186357831>

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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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Useful resources



Wellbeing for success: A resource for schools

Read time: 34 min

Publisher: Education Review Office | Te Tari Arotake Maturanga

[Visit website](#)



Wellbeing for children's success at primary school

Read time: 54 min

Publisher: Education Review Office | Te Tari Arotake Maturanga

[Download PDF](#)



Wellbeing for young people's success at secondary school

Read time: 51 min

Publisher: Education Review Office | Te Tari Arotake Maturanga

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