

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Design learning for all](#)

Suggestion: [Design responsive physical environments](#)

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Link

inclusive.tki.org.nz/guides/behaviour-and-learning/design-responsive-physical-environments

Design for all from the outset

A learning space will only work well for everyone if it is designed to do so. Design with ākonga, whānau and the wider team to consider multiple perspectives that may influence belonging, learning and behaviour.

Considerations might include:

- Flexible spaces which provide a variety of seating, desk and space options to support different types of teaching and learning.
- Honouring Te Tiriti and visibly valuing te ao Māori, for example, using te reo Māori, dual language texts, and Māori contexts and images.
- Making values and high expectations visible to students, for example, displaying the school values and ways to show those values.
- Sensory needs, such as lighting, noise, visual clutter, and sensory supports such as blankets, familiar objects, music, or soothing sounds.
- Valuing diversity, for example, visuals and resources that celebrate different ways of being.
- Gender and sexuality, for example signage, toilets and bathrooms.
- Mobility, for example, visual and physical pathways, smooth surfaces and ramps that promote ease of movement.
- Wellbeing and belonging, for example, use the Te Whare Tapa Whā model for supporting the physical, spiritual, emotional, social, environmental, and relational elements of hauora.

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