

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

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](#)

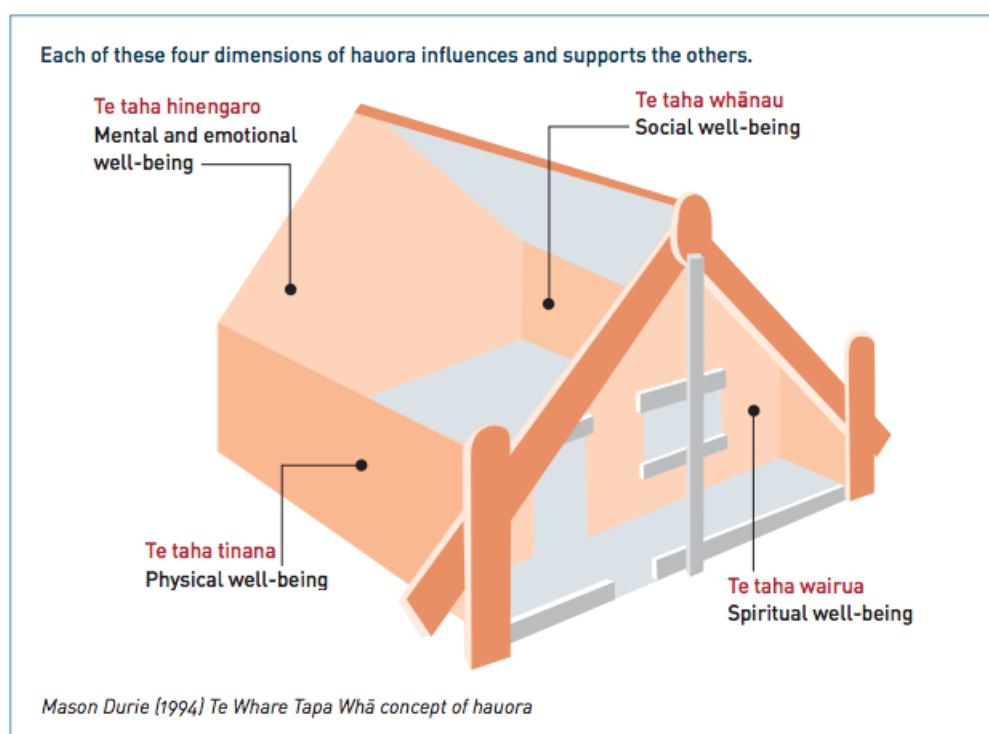
Date

28 June 2026

Link

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

<https://hpe.tki.org.nz/health-and-physical-education-in-the-curriculum/underlying-concepts/hauora/>

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

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

28 June 2026

Link

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

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>

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

28 June 2026

Link

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

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>

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

28 June 2026

Link

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

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

28 June 2026

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.

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.