

# Cooperative and collaborative approaches

A suggestion for implementing the strategy  
'Enable access and participation in learning'  
from the Guide: [Behaviour and learning](#)

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## Includes:

- Use structured approaches
- Support cooperative learning
- Characteristics of effective groups
- Tuakana-teina in a primary school
- Self-assessment
- Useful resources

Inclusive Education

From

Guide: [Behaviour and learning](#)

Strategy: [Enable access and participation in learning](#)

Suggestion: [Cooperative and collaborative approaches](#)

Date

26 April 2024

Link

[inclusive.tki.org.nz/guides/behaviour-and-learning/cooperative-and-collaborative-approaches](https://inclusive.tki.org.nz/guides/behaviour-and-learning/cooperative-and-collaborative-approaches)

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## Use structured approaches

Using structured cooperative and collaborative approaches to support participation has multiple behaviour related-benefits for students.

- ✓ Reduces anxiety prompted by being put-on-the-spot.
- ✓ Reduces anxiety related to public speaking by providing a structure for participation.
- ✓ Creates opportunities for all students to participate.
- ✓ Supports more equitable participation and provides a structure for each person to have a voice.
- ✓ Often provides students with language for collaboration, for example, sentence starters.
- ✓ Provides opportunities to learn from and hear from peers.
- ✓ Helps students listen for key information and supports the synthesis and sharing of information with a wider group.

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## Support cooperative learning

Cooperative learning, ko te akoranga mahi tahi, reduces the competitiveness and perceptions of failure that may contribute to challenging behaviour.

Explore these group and team activities. Note all activities can be transferred to online contexts.

- [Group grid](#)
- [Rally drive](#) (could also be done with devices)
- [Freeze frames – coming alive](#)
- [Freeze frame text](#)
- [Jigsaw learning](#)
- [Numbered heads](#)
- [Photo analysis – 5Ws](#)
- [Pictionary](#)
- [Segment chart](#)
- [Think-pair-share](#)
- [Talking chips](#) to support equitable discussion

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## Characteristics of effective groups

Successful cooperative learning groups.

- ✓ Can be teacher-selected to ensure balance, inclusion, and productivity.
- ✓ Can be formed around students who need specific support.
- ✓ Are no larger than four students.
- ✓ Give students specific roles, for example, using [cooperative group role cards](#).
- ✓ Can be changed periodically. It can take students some time to build relationships. Think about changing groups to extend the relationships each student is building.

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## Tuakana-teina in a primary school

Using a tuakana-teina approach, the older or more expert tuakana helps and guides the younger or less expert teina.



Video hosted on Vimeo <http://vimeo.com/61992804>

Closed Captions

Source:

[Enabling e-Learning \(NZ\)](#)

<https://elearning.tki.org.nz/Teaching/Future-focused-learning/Digital-stories/Teaching-digital-stories-using-tuakana-teina>

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## Self-assessment

Are these strategies emerging, partly in place, or established in your practice?

Illustrate your response with examples from your own teaching.

- ✓ Teach and model social behaviours for group work.
- ✓ Teach students how to assume different roles within a group.
- ✓ Students know and can use strategies for managing disagreements in a group.
- ✓ Use a variety of established cooperative group structures (for example, the Jigsaw, Two Stay and Two Stray).
- ✓ Provide feedback about students' ability to listen, check others' understanding, and encourage others during group work.
- ✓ Provide opportunities for students to assume leadership roles and responsibilities.
- ✓ Provide specific guidance for when students are acting as mentors or peer tutors.
- ✓ Use a variety of strategies to encourage student responses (for example, individual questioning, group discussions, and reciprocal peer tutoring).
- ✓ Use wait time to allow students time to think and process.

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## Useful resources



### Cooperative learning

UDL-aligned resources that can be used by students. Includes student planning and reflection form and role cards.

Publisher: Goalbook

[Visit website](#)



### Think-pair-share and discussion templates

Discussion templates to support think-pair-share activities. Removes barriers to public speaking.

Publisher: Goalbook

[Visit website](#)



### Jigsaw

Introduction to the Jigsaw method.

Publisher: WETA Public Broadcasting

[Visit website](#)

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