

# Increase participation and build confidence

A suggestion for implementing the strategy 'Reduce barriers for year 1 to 8 students' from the Guide: [Curriculum accessibility](#)

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## **Includes:**

Utilise a peer-to-peer approach

Ask what can help?

Support motivation and resilience

Give students an authentic audience

Build confidence using multiple approaches

Useful resources

Inclusive Education

From

Guide: [Curriculum accessibility](#)

Strategy: [Reduce barriers for year 1 to 8 students](#)

Suggestion: [Increase participation and build confidence](#)

Date

13 October 2021

Link

[inclusive.tki.org.nz/guides/curriculum-accessibility/increase-participation-and-build-confidence-2](http://inclusive.tki.org.nz/guides/curriculum-accessibility/increase-participation-and-build-confidence-2)

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## Utilise a peer-to-peer approach

Students at Irongate School demonstrate how the older or more expert tuakana help and guide 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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## Support motivation and resilience

Provide students with strategies for "getting out of the pit" when they get stuck in their learning.



Video hosted on Youtube <http://youtu.be/kFwTqI0KICU>

[View transcript](#)

**Source:**

Chris Bradbeer (NZ)

<http://youtu.be/kFwTqI0KICU>

[Inclusive Education](#)

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## Give students an authentic audience

Creating opportunities for students to share learning beyond the classroom can boost confidence and increase participation in learning.



Video hosted on Vimeo <http://vimeo.com/44083456>

No captions or transcript

Source:

[School TV \(NZ\)](#)

<https://vimeo.com/44083456>

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## Build confidence using multiple approaches

Embed the following approaches in your practice.

- ✓ Ask the student how they learn best and get to know their interests and strengths.
- ✓ Foster tuakana-teina relationships, where an older or more expert tuakana (older child) helps and guides the younger or less expert teina (younger child).
- ✓ Identify and adapt situations where it may be embarrassing for a student to participate (for example, a student with dyslexia being expected to read aloud).
- ✓ Recognise successes and communicate them to home.
- ✓ Recognise avoidance strategies and provide support and encouragement.
- ✓ Build on the student's out-of-school programmes and activities.
- ✓ Make support options such as text-to-speech, timers and self-management tools available to students.
- ✓ Give ongoing prompts and positive feedback and provide the student with strategies to help when they get stuck.

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## Useful resources



John Hattie, visible learning Pt 2: Effective methods

Publisher: Mike Bell

[Visit website](#)



Multiple means of engagement – Managing fear so learning can occur

Publisher: The Edmonton Regional Learning Consortium (ERLC)

[Visit website](#)



Helping children to build self-esteem

Publisher: dysTalk Limited

[Visit website](#)

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