

Increase participation and build confidence

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

Includes:

Utilise a peer-to-peer approach

Ask what can help?

Give students an authentic audience

Build confidence using multiple approaches

Useful resources

Inclusive Education

From

Guide: [Curriculum accessibility](#)

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

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

Date

27 April 2024

Link

inclusive.tki.org.nz/guides/curriculum-accessibility/increase-participation-and-build-confidence-2

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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Ask what can help?



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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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

In this video Dr John Hattie talks about the impact of a teacher's mindset on student achievement. No captions or transcript available.

Publisher: Mike Bell

[Visit website](#)



Multiple means of engagement – Managing fear so learning can occur

In this collection of short videos about Universal Design for Learning, Dr David Rose and CAST colleague Grace Meo explain how engagement, goals, affective demands, and resources are connected. Collated by the Alberta Regional Consortia.

Publisher: The Edmonton Regional Learning Consortium (ERLC)

[Visit website](#)



Helping children to build self-esteem

In this video, Professor Amanda Kirby (UK) describes how to help children build self-esteem and confidence by giving specific positive feedback and building intrinsic motivation, through supporting students to set their own goals and identify steps to achieving them.

[Visit website](#)

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