

Support group work and collaborative learning

A suggestion for implementing the strategy

'Identify areas to build TA understanding and confidence' from the Guide: [Teacher aide practice](#)

Includes:

- Encourage students to share ideas
- Give feedback and feedforward
- Support pairs by stepping back
- Support peer-to-peer interactions
- Facilitate student participation

Inclusive Education

From

Guide: [Supporting effective teacher aide practice](#)

Strategy: [Identify areas to build TA understanding and confidence](#)

Suggestion: [Support group work and collaborative learning](#)

Date

17 April 2024

Link

inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/support-group-work-and-collaborative-learning

Encourage students to share ideas



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Ministry of Education | Te Tāhuhu o te Mātauranga

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Give feedback and feedforward

When providing feedback and feedforward, encourage teacher aides to:

- ✓ address feedback towards the specific goal the student is working on
- ✓ give feedback at the time
- ✓ be consistent; use the same framework or rubric to give ongoing feedback
- ✓ be specific – effective feedback is concrete, specific, and useful. For example, rather than saying “Great job”, say, “You used xxx strategy to solve that problem correctly.”
- ✓ frame comments so they are stated positively – state what the student has done well, and then one manageable thing to work on next.

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Support pairs by stepping back



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Support peer-to-peer interactions



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Facilitate student participation

Teacher aides should:

- ✓ encourage students to ask their peers, a buddy, or a partner when they need help
- ✓ encourage students to share their understandings. For example, “Amy, can you show Sonia how you solved that problem?”
- ✓ wait and prompt students only if they are off task
- ✓ wait and prompt students only to ensure everyone has a turn, when students are working in a group with specific roles.

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