

# Successful Learning Conference, 2016.

## Refining Practice in a Changing Landscape: Effective Re-teaching.

### Feature Presentation

#### Effective Re-teaching - Anne Bellert

The image displays a grid of nine screenshots from a Blendspace site, numbered 1 through 9. Each screenshot shows a different resource related to effective re-teaching, including PDFs, educational leadership articles, and videos.

- 1 Enter label**: Enter description/notes. Bellert AJLD 15 Effective Re-teaching Post Print.pdf
- 2 Educational Leadership**: SCROLL DOWN. Marzan... EDUCATIONAL LEADERSHIP. Art and Science of Teaching - Revising and Matching
- 3 Reteach and Enrich: HL**: YouTube Vail School Dist... (Video thumbnail)
- 4 From Testing to Teach...**: Goertz, Olah & Rigg... research Report. From Testing to Teaching: The Use of Incentive Assessments in Instructional Instruction
- 5 Educational Leadership**: SCROLL DOWN. Guskey... EDUCATIONAL LEADERSHIP. Art and Science of Teaching - Revising and Matching
- 6 Montgomery County...**: Instructional cycle. Retea... (Screenshot of a presentation slide)
- 7 Enter label**: Bellert, 2015, Table 1, Eff... Effective Re-teaching Bellert 2015 Table 1.pdf
- 8 Educational Leadershi...**: Guskey (2008) The Rest o... Guskey.pdf
- 9 Targeted teaching: ho...**: Grattan Institute (Screenshot of a webpage)

#### Blendspace Site

(resource repository, put this link in your browser)

<https://www.tes.com/lessons/Qeze1q7kO9LiTg/effective-re-teaching-anne-bellert>

## Refining Practice in a Changing Landscape: Effective Re-teaching.

Dr Anne Bellert.

	<b>Students' Participation</b>	<b>Teacher Considerations</b>
<b>Who</b>	<ul style="list-style-type: none"> <li>-Participation determined by formative assessment results</li> <li>-Those who don't know it, don't know it well enough, or can't proficiently do it AND who are likely to learn during re-teaching</li> <li>-Small flexible groups, pairs or individual</li> </ul>	<ul style="list-style-type: none"> <li>-The class teacher or collaborating teacher</li> <li>-The most experienced / effective teacher for the specified content (e.g. the teacher whose class achieved highest on the formative assessment task)</li> <li>-The teacher who knows the students and can best adapt the instructional approach to be responsive to student learning needs</li> </ul>
<b>What</b>	<ul style="list-style-type: none"> <li>-Perceived as 'Take 2' or 'second chance'</li> <li>-Receiving direct instruction in concepts, facts and rules, procedures and/or skills, including basic academic skills</li> <li>-Guided practice for accuracy</li> <li>-Independent practice for fluency</li> <li>-Some peer activities</li> <li>-Short achievable tasks with a tangible outcome</li> <li>-Correct and accurate demonstration of learning through re-assessment</li> <li>-Successful learning by virtue of effort and task persistence</li> </ul>	<ul style="list-style-type: none"> <li>-A planned sequence of instruction and practice of relatively short duration, presented differently to initial instruction</li> <li>-Same instructional goal as initial lesson, focusing on one or several components</li> <li>-Utilising enhanced, extended, or augmented teaching and learning activities</li> <li>-Teacher-led direct instruction, featuring appropriate cognitive and meta-cognitive strategies to scaffold student learning</li> <li>-Exit assessment/s being parallel form of the whole-class formative assessment task, or a different assessment task that allows students to demonstrate successful learning</li> </ul>
<b>When</b>	<ul style="list-style-type: none"> <li>-As close to the initial instruction lesson as possible</li> <li>-Within the regular learning environment as part of regular routines</li> <li>-Not as homework or extra work</li> <li>-Not instead of more desirable learning activities available to other students</li> </ul>	<ul style="list-style-type: none"> <li>-After high quality initial instruction and formative assessment</li> <li>-After reflection on the validity of the assessment data and the parts of initial teaching that were not effective for this group of learners</li> <li>-Before students practice errors or experience repeated failure</li> </ul>
<b>How</b>	<ul style="list-style-type: none"> <li>-High level of engagement</li> <li>-Participate by listening, thinking and doing (practice activates)</li> <li>-Produce an artefact as demonstration of learning (oral, written or otherwise recorded responses or skill demonstration)</li> <li>-Demonstrate performance of the instructional goal</li> </ul>	<ul style="list-style-type: none"> <li>-Fast-paced with opportunity for student interaction</li> <li>-Teacher-led direct instruction, not enquiry, discovery or problem-based learning</li> <li>-High expectations for student participation, engagement and achievement</li> <li>-Learning presented in small increments with opportunity for success at each step</li> <li>-Utilising evidence-based strategies</li> </ul>

Excerpt from:

Bellert, A. (2015). Effective re-teaching. *Australian Journal of Learning Difficulties*, 20 (2), 163-183.