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

Feature Presentation

Effective Re-teaching - Anne Bellert

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

Dr Anne Bellert.

## Students’ Participation

| Who | Participation determined by formative assessment results  
|     | 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  
|     | Small flexible groups, pairs or individual |
| What | Perceived as ‘Take 2’ or ‘second chance’  
|     | Receiving direct instruction in concepts, facts and rules, procedures and/or skills, including basic academic skills  
|     | Guided practice for accuracy  
|     | Independent practice for fluency  
|     | Some peer activities  
|     | Short achievable tasks with a tangible outcome  
|     | Correct and accurate demonstration of learning through re-assessment  
|     | Successful learning by virtue of effort and task persistence |
| When | As close to the initial instruction lesson as possible  
|     | Within the regular learning environment as part of regular routines  
|     | Not as homework or extra work  
|     | Not instead of more desirable learning activities available to other students |
| How | High level of engagement  
|     | Participate by listening, thinking and doing (practice activates)  
|     | Produce an artefact as demonstration of learning (oral, written or otherwise recorded responses or skill demonstration)  
|     | Demonstrate performance of the instructional goal |

## Teacher Considerations

| Who | The class teacher or collaborating teacher  
|     | The most experienced / effective teacher for the specified content (e.g. the teacher whose class achieved highest on the formative assessment task)  
|     | The teacher who knows the students and can best adapt the instructional approach to be responsive to student learning needs |
| What | A planned sequence of instruction and practice of relatively short duration, presented differently to initial instruction  
|     | Same instructional goal as initial lesson, focusing on one or several components  
|     | Utilising enhanced, extended, or augmented teaching and learning activities  
|     | Teacher-led direct instruction, featuring appropriate cognitive and meta-cognitive strategies to scaffold student learning  
|     | 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 |
| When | After high quality initial instruction and formative assessment  
|     | After reflection on the validity of the assessment data and the parts of initial teaching that were not effective for this group of learners  
|     | Before students practice errors or experience repeated failure |
| How | Fast-paced with opportunity for student interaction  
|     | Teacher-led direct instruction, not enquiry, discovery or problem-based learning  
|     | High expectations for student participation, engagement and achievement  
|     | Learning presented in small increments with opportunity for success at each step  
|     | Utilising evidence-based strategies |

Excerpt from: