

EFFECTIVE TEACHING STRATEGIES

HELPFUL APPROACHES

1. Instruction broken down into steps.
2. Short activities sequenced by teacher.
3. Clear, immediate feedback and praise.
4. Supervision and help.
5. Whole-class and/or groups settings.
6. Avoid Interruptions.
7. Ensure wait time for all students to formulate an answer
8. Convergent questions – one correct answer.
9. Calling on non-volunteers or calling on students according to set patterns.
10. Staying with student until question is answered.
11. Short and specific paper and pencil activities.
12. Specific praise for good performance.
13. Material covered thoroughly.

Woolfolk, A. Teaching Basic Skills: Are you Helping or Hindering Low Achievers? Educational Psychology (4th Edition) Englewood Cliff, Prentice Hall 1990

KEEPING PUPILS ALERT

- Voice variations – pitch, volume, speed
- Facial expressions
- Movement - hand gesture
 - body movement
- Use a multi-sensory approach (V.A.K.T.)
- Direct questions randomly – if a teacher calls on a student before asking a question, or acknowledges the first volunteer, the remaining students may stop thinking about the question. Vary the order of questioning or use a checklist of names. Most questions should elicit correct student answers. We need to vary our questions to suit the skill of the student.
NB teachers answer 2/3rds of their own questions!
- Increase teacher enthusiasm
- Attend to the majority first
- Beware of the *black plague* (worksheets), *laminated seat work* (learning centres)

Those students who have the least adaptive capacity may be asked to make the most adjustment as they move from class to class ie one year they're called on frequently because the teacher thinks they need to be active to learn but the next year they're hardly called on because the teacher doesn't want to embarrass them.

PRESENTATION/TEACHING STRATEGIES

1. State goals/objectives of the lesson.
2. Vary activities within the lesson or reduce the length of the session.
3. Use a multi-sensory approach.
4. Link auditory instructions with visual cues.
5. Teach new vocabulary.
6. Provide clear, legible worksheets.
7. Distribute notes.
8. Summarise key learning.

REPHRASING QUESTION WORDS

Where – at what place

When – at what time (of the day, year)

Who – which person, character

Why – for what reason

How – in what way

Melzer, L. et al (1996) Strategies for Success. Austin, Texas; Pro-Ed

SUGGESTIONS FOR MEETING THE NEEDS OF FIVE DIFFERENT STUDENTS

	Success	Social	Dependent	Alienated	Phantom
Type of information Needed from teacher					
a) Substantive explanation of content	Very high	Very high	High	High	High
b) Procedural directions	Low	Low	High	Moderate-high	Moderate-low
c) Socialising, emotional support, humour	Very low	Low-moderate	Moderate	Moderate (establish private rapport)	Low

Type of task needed

a). Reading skills required	High	High	Low	Low	Moderate
b) Task difficulty level	Very high	High	Low-moderate	Low-moderate	Moderate
c) Abstractness level	High	Moderate	Low initially	Low initially	Moderate
d) Cognitive level	High	Moderate	Low-moderate	Low-moderate	Moderate

	Success	Social	Dependent	Alienated	Phantom
e) Degree of structure (specificity about what to do and how to do it)	Low	Moderate	High	High	Moderate
f) Opportunity to make active, overt responses	Not important	High	High	High	Moderate
g) Opportunity to make choices	Moderate (stress on enrichment)	Moderate (stress on choices to work with others)	Low	Moderate (stress on relevance)	Low
h) Interest value of task to student	Not important	Moderate	Low	High	Low
i) Length of task	Long	Short	Moderate	Moderate	Long

Type of response demanded

a) Written	High	Low	High	Moderate	High
b) Oral	Low	High	Low	Low	Low
c) Physical	Low	Moderate	Moderate	High	Low

	Success	Social	Dependent	Alienated	Phantom
Individual vs group settings					
a) Individual	High	Low	High	High	High
b) Group	Low	Moderate	Low	Low-moderate	Low
Emphasis on competition	High	Moderate	Low Initially	Low	Moderate
Type of feedback from teacher					
a) Personal praise	Low	Low	Moderate	Moderate (private)	Low
b) Personal criticism	Low	Low	Low	Very Low	Low
c) Praise of good work	Low	Moderate	Moderate	Moderate (private)	Low-moderate
d) Criticism of poor work	Moderate	Moderate	Low	Low (but communicate demand)	Low-moderate

Source: Adapted from T. Good and C. Power (1976): *Designing Successful Classroom Environment for Different Types of Students*. *Journal of Curriculum Studies*, 8, 45-60

T Q L R

T Tune in
Am I really listening?

Q Question
Do I understand what the teacher is saying?

L Listen
What are the main points?

R Review
Did I understand what the teacher said?

REPHRASING QUESTION WORDS

1. Explain why the skill is important and necessary.
2. Demonstrate/model the skill.
3. Provide
 - visual cues
 - memory joggers
4. Focus on one skill at a time and provide guided practice eg role play.
5. Use a skills coach as a reference point
 - model
 - remind
 - affirm eg ticks on a chart, counters in a box, record sheets

1	2	3	4
5	6	7	8
9	10	11	12

RESOURCES AND REFERENCES

RESOURCES AVAILABLE FROM SERU

Title	SERU Cat Number
Classroom Instruction That Works	34.0437.01.01
A Practical Reader in Universal Design for Learning	34.0972.01.01
Great Teaching with Graphic Organisers Primary	34.0952.01.01
Success with Inclusion 1001 Teaching Strategies& Activities that really Work	34.0970.01.01
Visible Learning into Action	34.0975.01.01
101 Reading Activities: A Multisensory Approach	36.0218.01.01
Multisensory Teaching of Basic Language Skills	18.0100.03.01
Engaging Learners: Complex Learning Difficulties & Disabilities	34.0459.01.01
Sparking Student Creativity	25.0210.01.01