



مدرسة الآفاق الحديثة ذ.م.م. NEW HORIZON SCHOOL W.L.L.

REMEDIAL TEACHING PROGRAMME

Students under Remedial Teaching Programme usually have one or more than one of the following learning difficulties:

- Poor memory
- Short attention span and are easily distracted by other things
- Relatively poor comprehensive power
- Lack of learning motivation
- Lack of self-confidence and relatively low self-expectation
- Weak in problem-solving power
- Fail to grasp information effectively and mix things up easily have difficulty in understanding new/abstract concepts fail to transfer knowledge to the related learning areas appropriately
- Need more time to complete assignments or tasks
- Apart from various learning difficulties, pupils may have different abilities and styles of learning. Some are better in visual learning while others are more competent in audio learning. Certain pupils have to learn through sense of touch or practical experiences.
- Remedial teachers, therefore, should design diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning.

OBJECTIVES OF REMEDIAL TEACHING

Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance, and each has his own in learning.

The aim of Remedial Teaching is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.

Throughout the teaching process, teachers should provide extensive training to develop pupils' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology.

Such training can lay the foundation for pupils' life-long learning, help them develop positive attitudes and values, as well as prepare them for future studies and career.

PRINCIPLES OF HELPING PUPILS WITH LEARNING DISABILITIES

Teaching preparation

Before preparing for their lessons, remedial teachers should identify pupils' diverse learning needs as soon as possible so that they may design appropriate teaching plans to facilitate pupils' effective learning.

Devise various learning activities

Since pupils have different characteristics in learning, teachers must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity since pupils may acquire the required knowledge and skills through diversified activities.

Design meaningful learning situations

Remedial teachers should specifically design meaningful learning situations, language environments (especially for English subject), games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in Learning.

Teaching approaches

Teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of students. Teachers may teach new concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points.

Provide clear instructions

Pupils with learning difficulties are less competent in understanding written language. Therefore, remedial teachers should give pupils short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity.

If necessary, they may ask pupils to repeat the steps of activities so that every pupil may understand the instructions.

Summarize the main points

At the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance pupils audio and visual memories. Teachers can guide their pupils to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning. Besides, guiding pupils to repeat the main points in verbal or written form is also an effective way of learning.

Enhance learning interest and motivation

Suffering from frequent frustrations in their work, pupils with learning difficulties may gradually lose their interest in learning.

Therefore, teachers should adapt the curriculum to meet the needs of pupils. With less pupils in the IRT, teachers can design interesting activities coupled with reward scheme to stimulate pupils' interest. It is most important to help pupils overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning.

Encourage pupils' active participation in class activities

Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning.

Focus on the learning process

Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample opportunities in class for pupils to practise and think what they have learnt, and allow them to solve problems by different means.

Show concern for the performances of individual pupils

Pupils may encounter different problems in their studies, therefore, teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualized remedial teaching before and after class, during recess or lunchtime, so that they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of pupils and deliver the correct concepts and knowledge

CURRICULAM ADAPATION

Remedial teachers should adapt the curriculum to accommodate the learning characteristics and abilities of pupils. They should set some teaching objectives which are easy to achieve to ensure that pupils may acquire the knowledge as desired after the completion of each module.

Teaching should not be directed by textbooks which should not be taken as the school curriculum. There is no need to cover all the contents in the textbooks as well. Schools can classify the teaching content into core and non-core learning aspects according to the teaching objectives and pupils abilities. Core learning aspects require in-depth studies and application whereas materials in the non-core or advanced learning aspects may be streamlined or appropriately selected for teaching.

Teachers are encouraged to adopt recommendations on cross-curricular teaching by linking up related teaching areas flexibly so that more time can be spared for effective activities and learning.

Teachers should make good use of all teaching materials. For example, they may select and use the materials in textbooks to meet the teaching objectives, or compile their own supplementary teaching materials. They may also design materials of different standards.

Materials from the internet, newspapers, magazines and references provided by the Education Department may help teachers design interesting and enjoyable activities to enhance pupils 'effectiveness of learning.

HOMEWORK POLICIES

Teachers should take note of the following points when designing homework for pupils:

- The homework should have clear objectives and can accommodate the level and needs of pupils;
- The form and contents of homework should be of a great variety so as to develop pupils' creativity, self-learning and collaborative skills;
- The homework should match the content taught in class;
- Teachers should give simple and clear instruction; assign appropriate amount of homework each day;
- Ineffective and mechanical drills should be avoided; and Teachers should make good use of the homework as a tool for evaluation and effective feedback to enhance the motivation and effectiveness of learning.

FORMULATION OF TEACHING PLANS

When formulating teaching plans, teachers are advised to take the following two aspects into consideration:

On the one hand, teachers should formulate practical teaching objectives that meet the learning characteristics and weaknesses of pupils so as to foster a sense of achievement.

On the other hand, teachers should decide whether the learning items should be taught in details or in brief. Moreover, the items should be classified into different levels and taught through small and simplified steps to facilitate comprehension as well as to strengthen pupils' confidence in learning.

With reference to the common difficulties encountered by pupils, teachers should set down the main points for remedial teaching and make adjustments promptly according to the performance of students.

Teachers should make a brief record of the learning aspects, teaching objectives/aims, key learning points, activities, use of teaching aids and evaluations for future reference.

TEACHING ACTIVITIES AIDS AND SUPPORTING MATERIALS

Teachers should design appropriate learning activities in line with the focus of teaching. On the basis of low starting point, small steps, diversified activities and instant feedback, teachers should encourage pupils to participate actively during the learning process to help master the skills and methods of collaborative learning.

Diversified teaching activities such as situational teaching, competitions, collation of information, discussion, oral reporting, games, topical research, production of graphs/figures/ models, role play, recording, visit and experiments may help pupils enhance their interest in learning, stimulate their thinking and reinforce the effectiveness of teaching.

ASSESSMENT & EFFECTIVE FEEDBACK

Assessment methods play a critical role in remedial teaching and learning as they provide essential information on the progress of the learner. Below are some of the assessment methods that are being used in current remedial teaching and learning:

1. **Diagnostic Assessment:** This assessment is used to identify the learner's strengths and weaknesses. It helps to provide a clear picture of the areas that require remedial teaching and learning.
2. **Formative Assessment:** This is used to monitor the progress of the learner on an ongoing basis. It helps to identify the areas where the learner may be struggling and the areas where they are excelling.
3. **Summative Assessment:** This assessment is conducted at the end of a learning period to determine the level of learning that has been achieved. It helps to assess whether the learner has met the learning goals and objectives.
4. **Observation:** This method involves observing the learners as they complete tasks. It provides valuable information on how the learner is processing information, the strategies they use, and the areas where they require additional support.
5. **Self-Assessment:** This method involves having the learners evaluate their own progress. It helps to develop their self-awareness and motivation to improve their learning.

Overall, the assessment methods used in remedial teaching and learning has been targeted and specific, focused on identifying specific learning difficulties and tracking progress towards remediation goals. This allows the teacher to adjust teaching plans and methods accordingly to improve the chances of successful remediation.

LIASON WITH PARENTS

In order to help pupils with learning difficulties, schools must liaise closely with parents. Apart from providing guidance on homework to their children, parents also handle pupils' problems either by the same way or similar ways in line with the requirements of the school and their schoolwork.

Some parents may have unrealistic expectation of their children's performance. In such cases, remedial teachers have to explain to the parents about the characteristics and abilities of pupils so that they may help their children to learn in a pleasurable manner.

On the contrary, some parents' expectation may be too low. Teachers must then keep in contact with parents to help them understand their children and to provide appropriate guidance to develop the pupils' potentials.

Strategies for Teaching Remedial Reading

1. Review (2-4 min.)

Give a quick review of the skills taught the day before, and connect it to the new information.

2. Teacher Modeling (5-10 min.)

Model the new concept with explicit, visual instruction. Think out loud.

3. Guided Practice (10-15 min.)

Guide students through concrete, hands-on practice that reinforces the new concept. This can be accomplished through dictation, the use of RLCs, and other group activities.

4. Summarize and Reflect (2-4 min.)

What have we learned? How can we use this?

5. Independent Practice (5-10 min.)

Students practice the skills learned, independent of teacher or peer guidance. This can be accomplished through RLCs, Student Workbook pages, and/or software lessons.

6. Application

Remind students to pay attention to words that follow the skill(s) taught as they read.