

## 1.2.3 (First Half)

### Unit V [Organization experience: Issue and concerns]

#### Guidance

##### Definition of Guidance

**Ruth Strang:** "Guidance is a process of helping every individual, through his own efforts, to discover and develop his potentialities for his personal happiness and social usefulness."

**Knapps:** "Learning about the individual student, helping him to understand himself, effecting changes in him and in his environment which will help him to grow and develop as much as possible - these are the elements of guidance."

##### Nature and Characteristics of Guidance

- Guidance is a form of assistance given by a matured and experienced person to a less matured and inexperienced person.
- It involves the promotion of an individual's ability in self-direction.
- It helps an individual to recognise and use his inner resources to set goals, to make plan to workout his own problems of development.
- It is an organized programme.
- It consists of specialised services-testing, counselling educational and vocational information, placement and follow up.
- It is not a one for all activity but a continuous life long process.
- It is a programme meant for all.

##### Aims of Educational Guidance

- Help to ensure that choice of education and career will be of greatest possible Benefit to the individual and to society;
- Be targeted particularly at young people with special needs for guidance in relation to choice of education, training and career,

- Take into account the individual's interests and personal qualifications and skills, including informal competencies, previous education, work experience, as well as the expected need for skilled labour and self-employed businessmen,
- Contribute to limiting, as much as possible, the number of dropouts and students changing from one education and training programme to another,
- Contribute to improving the individual's ability to seek and use information, including IT-based information and guidance, about choice of education, educational institution and career.
- Be independent of sectoral and institutional interests.
- The last objective is to raise the quality level guidance, including an improvement in counsellors' qualifications and competencies.

### **Objectives of Educational Guidance**

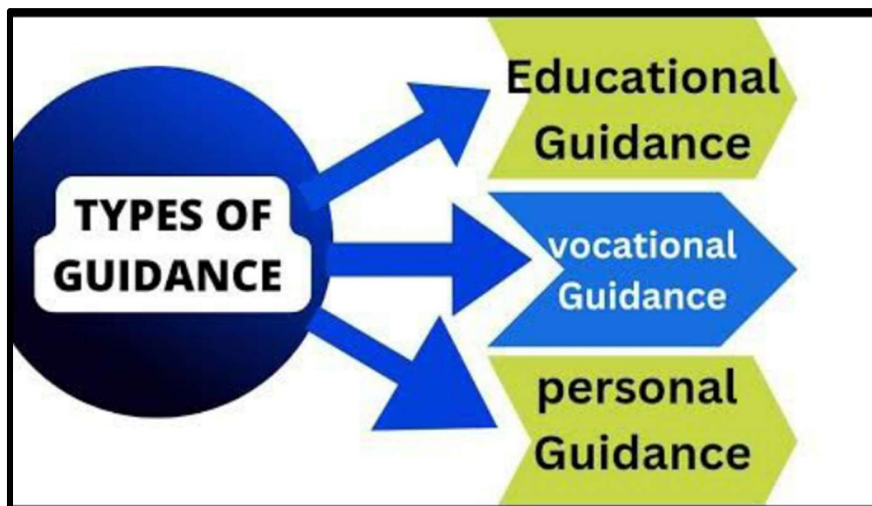
- To assist the pupil to understand him/herself Let understand his/her potentialities, strength and limitations. To help the child make educational plans coraist with his?
- To enable the student to know detail about the subject and courses offered To assist the student in making satisfactory progress in various school
- To help the child to adjust with the schools, its rules,
- Regulations, social life connected with it.
- To help the child in developing good study habits.
- To help the child to participate in out of class educational activities in which he can develop leadership and other social qualities

### **Need and Importance of Guidance**

- Self understanding and self direction: Guidance helps. in understanding one's strength, limitations and other resources.
- Guidance helps individual to develop ability to solve problems and take decisions.
- Optimum development of individual
- Solving different problem of the individual.
- Academic growth and development
- Vocational choices and vocational adjustments, vocational maturity

### **Principles of Guidance**

1. **Individual Development:** People vary greatly in their physical, mental, social, and emotional development.
2. **True Function Principle:** Guidance helps the individual. (a) To develop and adopt meaningful and realistic behavioural goals.
3. **Cooperation Principle:** No one can be forced to follow instructions.
4. **Continuity Principle:** Guidance should be viewed as a continual process of service to an individual at various periods of his life.
5. **Elaboration Principle:** Curriculum materials and instructional processes should be developed in accordance with the guideline points.
6. **Expert Opinion Principle:** Specific and significant guidance difficulties should be directed to those who have been educated.



### **Role of the Teacher as Guidance Worker**

- Using personal relationships
- Building self-esteem and competence
- Individualising instruction
- Guiding daily learning
- Sharing educational goals with students
- Discussing common problems

- Following up student needs

## **Mental Health**

### ● **What is Health?**

World Health Organization (WHO) definition of health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity".

### ● **Mental Health**

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

### ● **Overview of Mental Health and Mental Illness**

#### **World Health Organization (WHO) definitions**

- Health: a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.
- Mental health: a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.

#### **Importance of Mental Health**

- Helps in the development of desirable personality
- Helps in proper emotional development
- Helps in proper social development
- Helps in proper moral development
- Helps in proper aesthetic development
- Helps in actualizing one's potentialities
- Helps in seeking proper adjustment

- Helps in seeking goals of life
- Helps in progress of the society
- Helps in prevention of mental illness

### **Assessing Mental Health**

#### ● Appearance

##### ➤ Posture

- Anxiety-sitting on edge of bed, tense muscles, frowning, restless, pacing (Hyperthyroidism?)
- Depression - sitting slumped in a chair, slow walk, dragging feet

##### ➤ Body movements

- Normal – voluntary, deliberate, coordinated, smooth and even
- Anxiety - restless, fidgety
- Depression - apathy, slow movements
- Schizophrenia - bizarre gestures, facial grimaces

##### ➤ Dress

- Eccentric dress occurs with schizophrenia or manic syndrome

##### ➤ Hygiene

- Note change from previously well-groomed appearance to one that is disheveled - depression
- Obsessive compulsive disorder - meticulously dressed and groomed

### **Assessing Mental Health**

#### • Cognitive Function

- Orientation person, place, time
  - Disorientation occurs with dementia, delirium –

- Attention - give orderly instructions and ask pt. to perform.

- Memory short and long term

- Abstract reasoning

- Problem solving and reasoning abilities

- Must keep in mind patient's education level

- Thought Processes and Perceptions

- Thought process - Logic. How a person thinks.

- Thought content – what a person think.

- Perception

- **Ways in which teachers can support children's mental health**

While you work together only with the school's support team to devise strategies that can help the student address their challenges, offer a listening ear. You can also offer a supportive environment for the student, letting them know they're not alone, suggests Dr Kakkar. You can also do the following:

**1. Foster a positive environment** – Create a welcoming classroom where students feel safe and valued. This will help to promote a positive atmosphere for mental well-being of students.

**2. Build relationships** - A teacher-student relationship is very important as educators help in the development of children. So, form strong teacher-student relationships. This will encourage open communication and trust, and if children are facing any problem they will come to you for help.

**3. Encourage expression** - Provide opportunities for students to express their thoughts and emotions through discussions, art or writing.

**4. Teach coping skills** - In school, you can introduce techniques like deep breathing, mindfulness and problem- solving to help children manage stress and emotions. These techniques are great for adults and can work wonders for children too.

**5. Set realistic expectations** - It is good to have expectations, but let them be realistic ones. Establish achievable goals so that there is no excessive academic pressure on children. This will also help to reduce anxiety, says the expert.

**6. Promote social skills** - Teaching is not just about telling students to open their books and go to chapter 1, paragraph 5 and line 2. You can also teach teamwork, empathy, and conflict resolution to enhance interpersonal relationships.

**7. Recognize efforts** - It might be doing well in a class test or extracurricular activities, but you should acknowledge and praise students' efforts and achievements to boost their self-esteem.

**8. Provide routine and structure** - adults have a routine that they follow in their daily lives, and so should children. Maintain consistent schedule for them to create a sense of stability and predictability.

**9. Offer support services** - You can connect students with school counselors or mental health professionals whenever you think it's needed. Students might refuse to meet them, but as a teacher you can convince them.

**10. Educate about mental health** - Educators can raise awareness about mental health in school. They can integrate discussions about mental health into the curriculum to reduce stigma around mental health.

But remember, while teachers can play a crucial role, mental health concerns should also be addressed by mental health professionals and parents.

## Co-curricular Activities

### ● **Concept of Co-curricular Activities**

Before discussing the importance and need of co-curricular activities, let us be clear about the concept of co-curricular activities.

Four decades ago it was comparatively easy to define co-curricular activities because all of them were organized and promoted largely by students themselves, with relatively little assistance from teachers and administrators. Equipments were meager, little official recognition was given and no credit was allowed for participation.

These activities were really extra curricular.

Today, it is difficult to define co-curricular activities because all teachers have some definite responsibilities for their organization; many full time professional teachers are employed, school Today, it is difficult to define co-curricular activities because all teachers have some definite rooms, time, equipment and materials are provided; their relationships with regular curricular activities are regarded as vital; credit for participation is allowed and recognition is also given.

In short, we can say that according to modern education thinkers, curriculum is not only teaching and learning in classroom. It also includes work in library, laboratory and workshop, participation in games and sports in playground and numerous informal contacts between teacher and pupils in these places. In these informal contacts there are very many activities, one of which is co-curricular activities. It is a part of curriculum of the institution.

- **Types of Co-curricular Activities**

Co-curricular activities are categorized under seven headings:

1. Literary Activities
2. Physical Development Activities.
3. Aesthetic and Cultural Development Activities.
4. Civic Development Activities
5. Social Welfare Activities
6. Leisure Time Activities
7. Excursion Activities

In the following chart you will find different activities under the main heading.

### **Types of Curricular Activities**

- **Literary activities:**

Debates and discussion, subject-wise club, School Magazine, Dramatics, Study Circle, Story Writing, Seminar, Recitation, Kavi Summellan, Library Work.

- **Physical development activities:**

Games, Indoor and Outdoor Athletics, Mass Drill, Parade, Scouting, NCC, ACC.

- **Aesthetic and cultural development:**

Music, Dancing, Drawing, Painting, Sculpture, Dramatic, Exhibition, Fancy Dress, Folk Dance, Folk Songs, Variety Programme.

- **Civic development activities:**

Cooperative bank, cooperative store, assembly, students' council, canteen, celebration of religious, national and social festivals, organizing of school panchayat, mock parliament.

- **Social welfare activities:**

Social Study Circle, Social Services on Special occasions like Fairs, Festivals, Professions, Cultural Programmes, Assembly, Scouting, or Guiding, First Aid and Red Cross, Social Survey.

- **Leisure time activities:**

Stamp Collection, Coin Collection, Collection of Copies, Photography, Reading, Needlework and Knitting.

● Excursion activities:

Picnic, Visit to Museum, Zoo etc., Visit to Exhibition.

## **Need and Importance of Co-curricular Activities**

Looking at the list of various types of activities, the question will arise in your mind is how do these activities help us in achieving the objectives of education. Also what is the need and importance of these activities? Let us first discuss the advantages. Curricular activities have a number of values like educational value, development of social spirit, character training education for leadership, worthy use of leisure time or recreational value, team spirit, development of civic virtue, physical development, improved discipline, aesthetic development and development of cultural values. Let us discuss them one by one.

### **Educational Value**

These activities have great "educational" potential. All classroom teaching is theoretical. Practical knowledge can be imparted through co-curricular activities.

- Excursions and tours provide first hand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc.
- Language and expression improves through debates and recitations.
- Teaching of History gets vitalized by dramatisation. Practical lessons in civics can be given through student self-government.
- School magazines teach students the art of writing forcefully and effectively. Celebration of functions develops organizational capacities and leadership qualities in students.
- Projects provide direct learning opportunities.

### **Psychological Value**

These activities as the name suggests meet the psychological needs of the students, mainly with reference to social demands of the pupils. They help in expressing personal behavior and provide a vehicle for creative thinking.

**a) These Activities act as Agent for Sublimation of the Instincts**

Co-curricular activities are a means of channelizing students' instincts into healthy and fruitful channels e.g. instinct of curiosity can be fruitfully channelized by library, stamp and coin collection etc. The instinct of gregariousness can be directed through self- government, social service and other group work.

### **b) Emotional Health**

A student is a bundle of innate urges or drives. It is natural for him/her to be curious, to show off, to master, to be loyal and to be sympathetic. Co-curricular activities provide valuable opportunities in which these drives may be capitalized for educational benefit. But fortunately or unfortunately, they may not come up to the required expectation e.g. some students who are backward in studies develop inferiority complex and find school life disgusting and can get emotionally, unbalanced. Such activities provide a means of emotional adjustment for students.

### **c) To Increase the Interest of Students**

A student who gives his time and effort to his school is, therefore, more interested in it, because of his contributions e.g. the athlete talks about school spirit.

### **d) Recognition of Individual Differences**

By providing a number of co-curricular activities, we can ensure the expression of potential capacities of each individual e.g. writing, public speaking, dramatics, painting, different games and sports, organization of functions etc. which provide training in different aspects of personality of students. These activities, thus, cater to aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation.

## **Development of Social Value**

Social cooperation is recognized as one of the important demands of citizenship. It is difficult to teach through school subjects like Languages, Mathematics or Social Sciences. By participating in group activities, students learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Students learn to appreciate the relationship of an individual to the social group. Through team activities, students learn social cooperation. They develop group spirit, "we" feeling, belongingness, unity and ability to be co-operative.

## **Development of Civic Value**

In group activities students learn the value of doing one's duty. For example, students' self-government in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. These activities train the students for good citizenship. Co- curricular activities offer many opportunities for the development of self-discipline e.g. NCC and ACC. They develop

in students a spirit of toleration of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace.

Secondly, the school is a miniature society and the activities of the school should have direct relations with the activities of the society.

Qualities like initiative and leadership are not always developed in a classroom. On the playground, students get opportunities to develop leadership qualities like initiative, decision-making, judgement, tolerance etc. These qualities are required for a democratic society. Many girls and boys have little practice in controlling themselves and in directing their own affairs. They have not developed the ability to do these things. As a result, when they are placed in settings that demand self-direction, they are lost. Co-curricular activities provide numerous situations in which students may gradually get increasing responsibilities for their own direction. The settings for developing these carry-over values must be definitely provided. A school must be a workshop in democracy.

The traits and qualities of leadership are developed in students, when they organize these activities by themselves under the guidance of teachers. Students learn to plan, organize and execute the plan that has been developed. This develops in them initiative, planning, thinking and power of independent judgment.

These activities provide excellent moral training. Through these activities are learnt the importance of obeying the law, rules and regulations, love for truth and above all, these activities develop moral consciousness by providing moral experiences. For example, a boy in charge of finances has to act honestly. On the play field, one has to show sportsman spirit.

## **Physical Development Value**

While games, sports and athletics directly contribute to physical development of students, other co-curricular activities also indirectly contribute to it. These activities provide a **useful** channel for the growth and development of the body.

## **Recreational Value**

Lack of ability and training in proper utilization of one's leisure time is one of the major defects in our present system of education. By providing and organizing various activities, we provide wholesome opportunities to our students, rather than to spend their spare time in undesirable activities e.g. Movies, TV, idle talk etc. Hobbies developed at the secondary school stage become life long habits.

## **Cultural Value**

Some co-curricular activities are of tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, for example, activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture, foster cultural tastes and awaken cultural interests among students. Student would appreciate/learn all these. Though our language, religion, culture, food habits, dress etc. are different but we are one, and that we are human beings of the same universe.

Thus, co-curricular activities will help in developing national and international understanding.

We can conclude by saying that co-curricular activities cater to the development of a child's entire personality, draw out the latent powers of children of different temperaments, supplement academic work, develop social and civic sense. Without these activities students would be mere book-worms.

## **Role of a Teacher in Organising Co-curricular Activities in School**

- **As a Planner**

The teacher must be a good planner and should plan out all the activities to be performed in a year, preferably in form of a chart.

- **AS a Leader**

**The teacher should give the student opportunity to exhibit their leadership qualities and this opportunity should be given in rotation.**

- **As an Innovator**

In order to break monotony of activities, a teacher should try to introduce some novelty (new programme) gradually.

- **As a Director**

As a director teacher should see that the programmes selected by the students are constructive. The programs or activities should be scrutinised for their educational relevance.

- **As a Manager**

The teacher has to be an effective manager in order to plan, organize, coordinate, direct, record, evaluate and control activities.

- **As a Recorder and Evaluator**

A teacher has to keep a record of all activities undertaken in the academic year. The record must consist of names of participants and winners. The program should be evaluated periodically.

- **As a Decision Maker**

As far as possible a teacher should be democratic methods for taking decisions regarding organizations of activities. Care should, however, be taken that style of decision making is democratic.

- **As an Adviser**

The role of a teacher is to advise students as and when it is required. Teacher should not impose upon and compel students to accept his ideas.

- **As a Motivator**

At times, students are reluctant to participate in some co- curricular activities. In such circumstances, the teacher must motivate them to participate in such activities.

- **As a Communicator**

The teacher should be able to communicate well regarding the program and its objectives very clearly and well in advance.

- **As a Coordinator**

The teacher has to coordinate resources, time and activities. He should also coordinate effectively amongst students, colleagues, principal, management and community in order to have an effective program.

## **BRAINSTORMING**

### **WHAT IS BRAINSTORMING?**

- Brainstorming is a group activity technique. It is designed to generate lots of ideas for solution of a problem.. The underlying principle is that the greater the number of ideas generated, the possibility that a quality solution will be found.

- Brainstorming is a commonly used tool by academics researchers and business teams.

## Brainstorming

‘The action or process of making a concerted attempt to solve a problem, usually by a group discussion of spontaneously arising ideas.’

The Oxford English Dictionary

### What are the 4 types of brainstorming?

Type	Characteristics	Applicable Scenarios
Brainstorming Individual	Personal reflection, uninterrupted thought, deep thinking, independence from group dynamics.	Deep thinking tasks,, initial stages of idea generation, Developing novel concepts.
Group Brainstorming	Collaborative, diverse input, real- time feedback, social interaction.	Projects requiring collective intelligence, idea development sessions, problem-solving with a team
Structured Brainstorming	Sequential stages, clear techniques, use of analytical tools like SWOT, Affinity diagrams	Situations with a defined problem, cross-functional team alignment, orderly exploration.
Unstructured Brainstorming	Laissez-faire, no predefined rules, encourages breaking from norms	Creative endeavors, innovative sessions, environments where the goal is to foster original ideas.

### 7 Challenges of Brainstorming

1. Preventing it from becoming just a chat session
2. Keeping students from competing with each other
3. Staying at surface level
4. Getting "buy-in" of students whose ideas are not acted upon
5. Getting quiet or independent students to participate

6. Helping groups move forward if they find themselves "stuck"
7. Reaching consensus

### ❖ **Rules of Brainstorming**

- **Defer Judgment:** Creative spaces are judgment-free zones-they let ideas flow so people can build from each other's great ideas.
- **Encourage Wild Ideas:** Embrace the most **out**-of-the-box notions. There's often not a whole lot of difference between outrageous and brilliant.
- **Build on the Ideas of Others:** Try to use "and" instead of "but," it encourages positivity and inclusivity and leads to tons of ideas.
- **Stay Focused on the Topic:** Try to keep the discussion on target. Divergence is good, but you still need to keep your eyes on the prize.
- **One Conversation at a Time:** This can be difficult-especially with lots of creative people in a single room-but always think about the challenge topic and how to stay on track.
- **Be Visual:** Use colored markers and Post-its. Stick your ideas on the wall so others can visualize them.
- **Go for Quantity:** Crank your ideas out quickly. For any 60-minute session, you should try to generate 100 ideas.

### ❖ **Advantages of Brainstorming**

- No one person can dominate the discussion
- Every idea is important and equal for purposes of group evaluation
- New ideas can be inspired by other ideas
- Two or more ideas can combine to create a better idea
- A large number of ideas can be generated in fewer than 10 minutes
- Supports the family attitude of our yearbook staff

### ❖ **Disadvantages of Brainstorming**

- The "right idea" may not come at the "right time"

- Group conventions may sidetrack or inhibit original ideas (hence it is best to have each individual generate ideas before hand)
- The team may be distracted by a misdirected focus
- Certain team members may dominate the discussion
- Other than encouraging "unconstrained" thinking and "out of the box" ideas, there is very little direction or process to actively stimulate new ideas (we'll cover some tools for systematic innovation to address this)

### ❖ **Purpose of Brainstorming**

- To find innovative solutions to problems
- To leverage creativity and motivate to higher plateau of thinking
- Create the opportunity for expression of uncultivated ideas
- To draw from the diversity of job skills, responsibilities, personalities, education's and backgrounds

## **Class Grouping**

### • **Within-Class Grouping**

- ❖ Mostly used in the elementary grades Frequently used for math and reading Most positive effects are slightly greater for lower achieving students than for higher achieving students
- ❖ Is especially helpful in upper elementary grade level sand in teaching math.

### • **Planning Mixed-Ability Grouping in Classrooms**

- Creating a culture classroom students are supportive of each other
- Give students clear guidance and expectations about how they should work together; but will not do the work for them
- Different students can be in the supporting role at different times.

### ❖ **Grouping Terms**

- Intra-Class; Grouping inside the same whole class

- Across Class; Grouping across different classrooms (commonly leads to tracking)
- Across Grade; Grouping across classes of different grades (commonly leads to tracking)
- Heterogeneous; Grouping students of mixed ability together
- Homogeneous; Grouping students of same ability together
- Flexible; Creating options during grouping
- Cooperative; Structuring group work, so focus is on group learning and product, not individual

## **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 practice 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.