



Institute of
Social and Policy Sciences
Informing Policies, Reforming Practices



Remedial Learning Programme

Trainer's Manual



Quaid-e-Azam Academy for Educational Development (QAED), Punjab

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This module, Pilot Remedial Learning Programme, has been developed under Girls and Out of School Children- Action for Learning – Bridging Technical Assistance for Governments (GOAL-BTAG), managed by the Institute of Social and Policy Sciences (I-SAPS) and implemented with the financial support of Foreign, Commonwealth & Development Office (FCDO).

The training module is designed to provide targeted support to students who are struggling with literacy and numeracy skills, thereby bridging the gap between their current and expected levels of learning. Through reinforcing foundational concepts and offering additional resources, the programme aims to empower students with the necessary tools to succeed academically, thereby contributing to their overall educational development and future success.

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PREFACE

Quaid-e-Azam Academy for Educational Development (QAED) is mandated with the mission to develop high quality professional development programmes for all teachers and education managers in Punjab. These include induction, pre-service, in-service and promotion linked mandatory trainings.

Pakistan is encountering a significant learning challenge, with a key issue being the lack of quality resources and guidance for teachers. Consequently, children continue to demonstrate unsatisfactory performance in foundational skills. The UK Government, via the Foreign, Commonwealth & Development Office (FCDO), has played a pivotal role in supporting education reforms in Punjab and Khyber Pakhtunkhwa.

The Bridging Technical Assistance for Governments (BTAG) programme serves as a 9-month precursor to the 5-year GOAL project. BTAG's approach goes beyond conventional methods, prioritising stakeholder collaboration, evidence-based decision-making, and transformative changes within the education system. The overarching vision is to empower children, especially girls and marginalized groups, enabling them to overcome educational barriers and make meaningful contributions to Pakistan's growth and development.

Consultations between the School Education Department (SED) and QAED with BTAG highlight the imperative to tackle learning deficiencies, with a focus on foundational Student Learning Outcomes (SLOs). There are limited mechanisms in place to offer remedial support to students in schools, thereby bringing them up to the requisite grade-specific proficiency levels. This can be addressed by providing remedial instruction and one-on-one guidance to enhance learning outcomes and establish robust academic foundations.

QAED, in collaboration with BTAG, will pilot a remedial learning programme by adapting The Citizens Foundation's (TCF) proven remedial learning programme for public schools. Remedial learning involves the re-teaching of concepts and skills, presenting the same material again, sometimes at a slower pace, to allow students additional time to process the information. It is strategic and targeted, involving the use of differentiated modes of instruction to meet the needs of all students.

QAED acknowledges and greatly appreciates the commendable contributions of all developers and reviewers in the development of this training module, as well as the continuous technical support provided by the BTAG team throughout the process.

I sincerely believe that this manual will impart the necessary knowledge and skills to teachers, enabling them to implement remediation in schools effectively, thereby addressing the needs of all children and enhancing the overall quality of education.

Muhammad Tajammal Abbas Rana

Director General QAED

List of Acronyms/Abbreviations

AFL	Assessment for Learning
GOAL-BTAG	Girls and Out of School Children- Action for Learning – Bridging Technical Assistance for Governments
SLO	Student Learning Outcomes
SP	Study Pack
TG	Teaching Guide

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INTRODUCTION TO THE PROGRAMME

BACKGROUND/RATIONALE

Learning loss, a well-documented issue exacerbated by disruptions to the academic calendar. Learning loss may be caused by school breaks or unforeseen events like teacher strikes, natural disasters, or political unrest, or sometimes it has no significant reason. The learner may not be able to achieve desired learning outcomes because the learner has not understood the Student Learning Outcomes (SLOs) well and it poses significant challenges to students' educational progress, underscoring the need for a comprehensive response that addresses the holistic development of students.

Considering these challenges, it becomes imperative to focus on remedial learning initiatives to mitigate the effects of learning loss. By targeting foundational Student Learning Outcomes (SLOs), such programs aim to bolster academic foundations and improve overall educational outcomes. Remedial instruction and one-on-one guidance play pivotal roles in this endeavour, providing tailored support to address specific learning deficiencies and enhance student performance. Remedial Learning is always important, whenever and wherever needed.

Drawing inspiration from successful remedial learning models implemented globally, including programs in Ghana¹, organizations like The Citizens Foundation (TCF) have developed innovative approaches to tackle learning gaps. Building on this momentum, Girls and Out of School Children-Action for Learning – Bridging Technical Assistance for Governments (GOAL-BTAG) aims to implement a tailored remedial learning programme, adapted from TCF's successful model, to address the specific needs of students facing challenges in literacy and numeracy.

Through this adapted programme, B-TAG seeks to offer targeted support to students struggling with reading and numeracy skills, thus bridging the gap between current and expected levels of learning. By reinforcing foundational concepts and providing additional resources, the programme aims to empower students with the necessary tools to succeed academically, ultimately contributing to their overall educational development and future success.

¹ Complementary Basic Education for Ghana
<https://www.crownagents.com/project/complementary-basic-education-for-ghana/>

OBJECTIVES OF THE TRAINING

At the end of the training, teachers will be able to understand how to:

- assess a student's current knowledge levels by using diagnostic assessment tool
- respect and value all students while fostering a positive classroom culture.
- support all learners by making the learning flexible² and by introducing differentiated instructional practices to implement the curriculum
- plan effective lessons for multi-level and multi-dimensional instruction
- adapt and demonstrate effective teaching strategies based on observations and diagnostic assessment results
- ensure active learning
- improve the metacognitive skills of students through formative assessment bridge the gap between students' current and expected knowledge levels

ASSESSMENT METHOD

Assessment for Learning (AFL) would be used to facilitate the learning. AFL strategies will be applied throughout to gauge the participants' learning. Participants may be answering questions, discussing in groups, peer assessing or self-assessing their work.

² "Learning flexible" refers to an approach to education that is adaptable and responsive to the diverse needs and preferences of learners. It involves creating environments and experiences that can be adjusted and tailored to accommodate various learning styles, paces, and preferences. In essence, it means designing learning activities and methods that can be modified to suit the individual needs of students, thereby promoting greater engagement and effectiveness in the learning process.

TRAINING SCHEDULE

DAY 1		
▪ Training Orientation ▪ Introduction to the Programme ▪ Remedial Learning and key Components of Remedial Learning		
SESSION 1		
TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	1. Registration 2. Recitation and Welcome 3. Introduction 4. Setting Norms of the Training 5. Expectations from the Training 6. Objectives of the Training 7. Agenda of the Training
10:00 – 10:15 am	Stretch Break	
SESSION 2		
10:15 – 11:15 am	60 minutes	1. Exploring Remedial Learning
11:15 – 11:30 am	Stretch Break	
SESSION 3		
11:30 – 12:30 pm	60 minutes	1. Need for Remedial Learning 2. Push-in and pull-out intervention
12:30 – 1:00 pm	Prayer	
SESSION 3 (Continue)		
1:00 – 2:00 pm	60 minutes	1. Benefits of Remedial Learning 2. 5-Ws of Remedial Learning 3. Reflective discussion & Conclusion

DAY 2		
▪ Diagnostic Assessment ▪ Phases of Remedial Learning Programme		
SESSION 1		
TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	1. Warm-up Activity (Reflection on Day-1) 2. Diagnostic Assessment 3. Conduct Diagnostic Assessment 4. 5-Ws of Diagnostic Assessment
10:00 – 10:15 am	Stretch Break	
SESSION 2		
10:15 – 11:15 am	60 minutes	1. Planning for Remedial Learning 2. Collaborative Lesson Planning
11:15 – 11:30 am	Stretch Break	
SESSION 3		
11:30 – 12:30 pm	60 minutes	1. Culture Setting and Student Profile Form 2. Explore Teaching Strategies and Reflective Practice
12:30 – 1:00 pm	Prayer Break	
SESSION 3 (Continue)		
1:00 – 2:00 pm	60 minutes	1. Monitor Student’s Progress 2. Reflective discussion & Conclusion

DAY 3		
- Practice Diagnostic Assessment - Demonstrate Mock Teaching Lessons		
SESSION 1		
TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	- Review Training Manual Day-1 & Day-2 - Practice conducting Diagnostic Assessment
10:00 – 10:15 am	Stretch Break	
SESSION 2		
10:15 – 11:15 am	60 minutes	Mock/Demo Teaching Preparation
11:15 – 11:30 am	Stretch Break	
SESSION 3		
11:30 – 12:30 pm	60 minutes	- Demonstration of Remedial Lessons - Post-remedial Assessment - Reflective discussion & Conclusion
12:30 – 1:00 pm	Prayer Break	
SESSION 3 (Continue)		
1:00 – 2:00 pm	60 minutes	- Demonstration of Remedial Lessons - Post-remedial Assessment - Reflective discussion & Conclusion

Instructions for Facilitators/Trainers

As a Facilitator You **SHOULD**³

1. Know the material before doing the workshop.
2. Exude confidence. (Be clear, enthusiastic, breath!)
3. Use humour, stories, and examples that directly relate to participants' work.
4. Select an appropriate activity that will meet the needs of your group and have lots of fun energizers/icebreakers on hand.
5. Have lots of visually appealing handouts and flip charts.
6. Determine needed supplies, room requirements, and chair setup.
7. Think through the exercise and visualize potential problems and pitfalls- one of the biggest is not allotting enough time for activities.
8. Clearly explain activity instructions and be prepared for questions.
9. Observe individual participation and involvement during exercises.
10. Be aware of individuals that may be experiencing discomfort or who are not participating.
11. Follow up the exercise with discussion.
12. Evaluate needs of the group, especially at the end of the day to see what you can change for the next day.
13. Evaluate the experience and write down notes for future trainings.
14. Respect the knowledge and experience of participants.
15. Draw on the collective wisdom of the group.
16. Build tolerance and patience for other people's views.
17. Actively involve everyone in the workshop.
18. Vary your activities so as to avoid boredom.
19. Present each theme or issue clearly.
20. Encourage people to ask questions.
21. Plan your sessions thoroughly.
22. Prepare some guiding notes.
23. Work out your time accurately and stick to it.
24. Make sure you have everything you need before the session starts.
25. Check what language participants wish to use in the workshops.
26. Use the language which is best understood by most of the participants.
27. Use familiar words, terms and examples.

³ Compiled from: Patricia Prendiville (2008): Developing Facilitation Skills. A Handbook for Group Facilitators; Kathy Takyama (2009): Tips on Effective Group Discussions; Civic Education and Community Mobilization Partners: Participation – Train-the- Trainer Manual; Bonner Curriculum: Facilitation 101: Roles of Effective Facilitators.

28. Be flexible. Adapt your workshop to meet the needs of the participants.
29. Always hang posters and/or newsprint on a flat steady surface. (Do not let them flap in the wind.)
30. Always summarise important points raised and drive towards consensus.
31. Allow participants to introduce themselves.
32. Be clear up front about expectations and intentions amongst participants and the facilitator.
33. Use inclusive language.
34. Ask for clarification if unclear about a participant's intent or question.
35. Treat participants with respect and consideration.
36. Develop an awareness for barriers for learning (cultural; social; experiential, etc).
37. Provide sufficient time and space for participants to gather their thoughts and contribute to discussions.
38. Provide opportunities for participants to pair-share.
39. Give attention to speakers.
40. Be aware of your body language.
41. Listen to your own body.
42. Accept responsibility for your reactions and responses.
43. Accept and acknowledge your errors and mistakes.

As a Facilitator You SHOULD NOT

1. Impose a solution on the group. (The facilitator clarifies issues, focuses discussions, brings out viewpoints, synthesises differences, and looks for underlying agreements. However, this does not mean he/she imposes a solution on the group.)
2. Downplay people's ideas.
3. Push personal agendas and opinions as the "right" answer.
4. Dominate the group.
5. Take up too much time yourself.
6. Read from a manuscript.
7. Tell inappropriate or offensive stories.
8. Make up an answer.
9. Over-analyse issues and behaviours.
10. Allow people to bully others in the group.
11. Talk a stance with one section of the group.
12. Develop favourites or favour one opinion within the group.
13. Talk (negatively) about a person in the group.
14. Tell too much about your personal experience and life.
15. Assume the demographics of your group (based on appearance).

16. Leave all your planning to the last minute.
17. Stand on a stage above the people. (Rather create a semi-circle facing a side wall. In the same way, if the workshop is taking place outside, allow people to form a semi-circle around you next to a wall or a surface where you can put up posters and/or newsprint.)
18. Bore your participants by giving long lectures. Remember adults learn best by doing.
19. Use unfamiliar jargon which no one understands.
20. Allow any one person to dominate the discussions or to intimidate others.
21. Be dogmatic about your own point of view. (Listen to others!)
22. Use certain conventions or language that will exclude certain groups from understanding the context of the discussion, or make them feel uncomfortable.
23. Assume participants all have the same expectations when the group first convenes.
24. Over-generalize behaviour or have stereotypical expectations of participants (tokenism).
25. Use (or allow others to use) disrespectful language or tone, or disrespectful non-verbal communication.
26. Convey a sense of self-importance or superiority.
27. Allow only the dominant or more verbal participants to take over the conversation.
28. Discourage alternate views or counter-arguments.
29. Try to be someone else (be yourself!).



- Training Orientation
- Introduction to the Programme
- Remedial Learning and key Components of Remedial Learning

SESSION 1

TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	1. Registration 2. Recitation and Welcome 3. Introduction 4. Setting Norms of the Training 5. Expectations from the Training 6. Objectives of the Training 7. Agenda of the Training

10:00 – 10:15 am Stretch Break

SESSION 2

10:15 – 11:15 am	60 minutes	1. Exploring Remedial Learning
11:15 – 11:30 am	Stretch Break	

SESSION 3

11:30 – 12:30 pm	60 minutes	1. Need for Remedial Learning 2. Push-in and pull-out intervention
12:30 – 1:00 pm	Prayer	

SESSION 3 (Continue)

1:00 – 2:00 pm	60 minutes	1. Benefits of Remedial Learning 2. 5-Ws of Remedial Learning 3. Reflective discussion & Conclusion
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Session 1: Training Orientation**60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- complete registration by filling out the provided registration forms
- begin the training process
- familiarize themselves with fellow participants
- establish norms for the training
- express their expectations for the training
- gain an understanding of the training objectives and the agenda for each day

**Material Needed**

- Training Attendance Sheet/ Participant Registration Form
- Training Folders
- Flip charts
- Markers
- PowerPoint Presentation
- Handout 1: Objectives & Overview of the Training

Activity 1: Registration**05 Min**

1. Welcome the participants as they arrive in the training room.
2. Distribute the training folder to each participant.
3. Instruct them to complete the Participant Registration Form and sign the daily attendance sheet. Offer necessary assistance.
4. Collect the completed forms from the participants.
5. Ensure registration of all latecomers using the same process outlined above.

Activity 2: Recitation and Welcome**05 Min**

1. Extend a warm welcome to the participants at the start of the training session.
2. Request a volunteer to lead the group in a recitation.
3. Notify the participants that they will now have the chance to introduce themselves to one another and gain an understanding of the training objectives and agenda.

Activity 3: Introduction
 **10 Min**

1. Inform the participants that now, we are going to play a game that will help us get to know one another. This game will require you to listen carefully.
2. Invite the participants to rise from their seats.
3. Inform the participants that in 1 minute, line up in Urdu alphabetical order by your first names.
4. After 1 minute, announce to the participants that it's time to assess if the line is correctly ordered alphabetically.
5. Ask the participants to quickly say their first names loud enough for all to hear. Make necessary corrections to the line.
6. When all the participants have spoken their first names, announce that in 30 seconds, line up in alphabetical order by your last names.
7. After 30 seconds, ask the participants to say their last names.
8. Tell the participants to go back to their seats.
9. Ask the participants to raise their hand if they recall at least 3 first names from this group.
10. Invite a few of the participants who have raised their hands to tell the group three first names they remember. Ask those participants to stand up whose names are spoken.
11. If time allows, repeat this step for last names.
12. Express gratitude to the participants for their enthusiastic involvement in the game. Inquire whether they think teachers could apply this activity with Grade-2 students.
13. Take 2 – 3 responses and move to the next activity.

Activity 4: Setting Norms of the Training
 **10 Min**

1. Inform the participants that we aim to foster a positive and enjoyable learning atmosphere over the next three days. We strive for an environment where everyone feels safe and at ease sharing experiences, asking questions, and engaging in various activities.
2. Divide the participants into four groups.
3. Ask the groups to discuss and agree upon suitable norms that they would like to follow in order to create a positive learning environment during the training. For example, one norm might be: no cell phone use during sessions.
4. Ask each group to write their agreed norms on a paper.
5. After 5 minutes, bring the groups back together.
6. Invite a volunteer from each group to share their agreed norms with the whole group.
7. Invite a volunteer to write 5 – 7 common norms on a chart and display the chart at a prominent place in the training room.

8. Make sure that all norms, especially the ones mentioned below, are listed and shared by all:

- **Punctuality:** *We will respect the schedule; we will always be on time for the start of each session. We will complete all activities, including the breaks, within the time provided for these activities.*
- **Use of phones:** *We will keep our mobile on silent mode. In case of urgency, we will attend call out of the training room.*
- **Maximum Participation:** *We will participate in all activities attentively with an objective to learn and contribute.*
- **Respect:** *We must respect each other and will be tolerant of different points of view.*
- **Raise Hands:** *We will raise hand in case we want to contribute. We will wait for our turn.*
- **Not Interject Others:** *We will not interject others while they are speaking.*
- **Not Pass Personal Comments:** *We will not pass personal comments.*

9. Inform the participants that by adhering to these agreed norms, we will cultivate a positive and professional environment for our work.

Activity 5: Expectations from the Training



10 Min

1. Begin by asking the participants, "What are your expectations from the training?" Encourage them to share their thoughts openly. For example, "I expect to gain insights into effective teaching strategies." Allow each participant to express their expectations, ensuring everyone has a chance to contribute.
2. Acknowledge the expectations shared by the participants and reassure them that the training will address many of these expectations. However, mention that some expectations may be beyond the scope of this specific training.
3. Emphasize to the participants that their expectations will be revisited at the end of the training day, allowing them to reflect on how their expectations have been met and any additional insights gained.
4. Divide the participants into small groups and provide each group with flip chart paper and markers.
5. Instruct each group to create a visual representation of their collective expectations for the training. They can use symbols, images, or keywords to illustrate their thoughts.
6. After 5 minutes of group discussion and brainstorming, allow each group to present their visual representation to the whole group.

7. Facilitate a brief discussion after each presentation, allowing participants to clarify and expand upon the expectations shared by each group.
8. Conclude the activity by summarizing the key themes and expectations identified by the participants.

Activity 6: Objectives of the Training

 10 Min

1. Inform the participants that it's essential to have a clear understanding of what we aim to learn from this training. One key objective is to recognize and tackle the underlying causes of students' challenges, offering extra support, instruction, and guidance to REMEDY these issues and enhance their academic performance.
2. Display the PowerPoint presentation (Objectives of the Training).
3. Inform the participants that as displayed on the screen, by the end of the training, teachers will gain an understanding of how to:

- *Assess students' current knowledge levels using diagnostic assessment tools.*
- *Respect and value all students while fostering a positive classroom culture.*
- *Support all learners by adapting instructional practices to address their learning difficulties.*
- *Plan effective lessons that cater to diverse levels and learning styles.*
- *Adapt teaching strategies based on observations and assessment results.*
- *Promote active learning and improve students' metacognitive skills through formative assessment.*
- *Bridge the gap between students' current and expected knowledge levels.*

4. Invite 3-4 participants to share their understanding of the training objectives.
5. Assure everyone that it's okay if they're not familiar with the training goals initially. This training offers an opportunity to learn new strategies to address students' learning difficulties.
6. Reassure the participants that by the end of the training, participants will acquire improved proficiency in addressing these challenges and effectively facilitating student learning.

Activity 7: Agenda of the Training

 10 Min

1. Inform the participants that at this stage, I will share an overview and the agenda with all of you so you can get an idea that how you are going to learn from this training.
2. Share Training agenda with Participants.
3. Display the PowerPoint presentation (Overview of the Training).
4. Inform the participants that:

- *Daily timing of training is set for 5 hours including a tea break and a prayer/lunch break.*
- *Every session is developed in a way to provide participants with necessary information and skills of remedial learning and use of supplementary materials.*
- *Day-1 is focused on Introduction to Remedial learning and its Components.*
- *Each day includes activities for next level training practice.*
- *The sessions provide the participants with opportunities to practice the activities reflect on their work and ask relevant questions.*
- *If there are any questions that are beyond the scope of this agenda, they will be added to the parking lot and addressed later.*

5. Ask if the participants have any questions.
6. Assure them that over these three days, let us work together to ensure that when we walk out of this room at the end of Day-3, each of us is fully prepared to implement the concepts practiced in this training as effectively as possible.

Session 2: Introduction to Remedial Learning**60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Understand the concept of remedial learning and its role in bridging the gap between a student's current level of knowledge and the expected knowledge level.

**Material Needed**

- PowerPoint Presentation
- Whiteboard or flip chart
- Markers
- Index cards or sticky notes
- Pen/pencil for each participant
- Handout 2a: Remedial Learning

Activity 1: Exploring Remedial Learning**60 Min**

1. Welcome the participants.
2. Introduce the topic "Remedial Learning".
3. Explain that the goal of the activity is to explore the concept of remedial learning and its significance in education.
4. Set up a "Definition Station" with large sheets of paper and markers. Divide the participants into small groups and assign each group a specific aspect of remedial learning to define.
For example, one group may define what remedial learning is, another group may define its goals and objectives, and a third group may define the importance of remedial learning in education.
5. Each group has 5 minutes to brainstorm and write down their definition on the large sheet of paper.
6. After all groups have completed their definitions, conduct a gallery walk. Each group visits the other groups' stations to read their definitions.
7. Encourage participants to discuss and compare the definitions they've read, noting any similarities or differences.
8. Reconvene as a whole group and lead a discussion based on the definitions provided.

Understanding Remedial Learning

9. Facilitate a brief presentation or discussion on the definition and significance of remedial learning.
10. Define remedial learning as the process of providing additional support and instruction to students who have fallen behind or struggled with specific concepts or skills.

As teachers, we have the privilege and responsibility of guiding our students along their learning journey. Yet, we also recognize that the path to academic success is not always smooth. Students may encounter hurdles, face challenges, or experience setbacks that hinder their progress. Today, we're going to focus on a powerful tool in our teaching arsenal: remedial learning.

Remedial learning is about recognizing that each student is on their own unique educational trajectory, and it's our role as educators to provide the scaffolding and support they need to thrive. Whether it's mastering foundational skills, overcoming learning barriers, or accessing tailored interventions, remedial learning offers a pathway to success for all students, regardless of their starting point.

Remedial learning is all about providing targeted support to students who may be struggling with certain concepts or skills. It's about recognizing that every student learns at their own pace and may need extra help along the way.

Throughout our session, we'll dive deep into what remedial learning is and how it can be applied effectively in our classrooms. We'll explore practical strategies and techniques that you can implement to help your students overcome learning challenges and achieve their full potential.

11. Highlight the importance of early identification and intervention in addressing learning gaps and promoting academic success.

Early identification and intervention are crucial in addressing learning gaps and promoting academic success. When we can identify and address these gaps early on, we prevent students from falling further behind and empower them to reach their full potential.

For example, imagine a student who is struggling with reading comprehension in the early grades. Without intervention, this student may continue to struggle, leading to frustration and disengagement. However, with timely remedial support, such as targeted reading interventions or one-on-one tutoring, we can help this student develop the necessary skills and confidence to succeed.

Remedial learning is about providing the necessary support and instruction to ensure that no student is left behind. By identifying learning gaps early and implementing targeted interventions, we can empower our students to overcome challenges and achieve academic success.

Group Brainstorming

12. Divide participants into small groups of 4-5 members.
13. Distribute index cards or sticky notes to each group.

14. On the whiteboard or flip chart, list different academic subjects or topics relevant to the participants' teaching context.
15. Instruct each group to brainstorm and write down specific learning gaps or misconceptions associated with each subject/topic.
16. Encourage groups to draw from their own experiences and observations in identifying common challenges faced by students.

Sharing and Analysis

17. Invite each group to share their findings with the larger group.
18. Facilitate a discussion on the common themes and patterns observed across different subjects/topics.
19. Encourage participants to reflect on the implications of these learning gaps for student learning and academic achievement.
20. Discuss strategies for addressing identified gaps through remedial learning approaches, such as differentiated instruction, personalized learning plans, and targeted interventions.

*Remedial learning is **re-teaching of concepts and skills that some students struggle with** in the classroom. Re-teaching means restating the same material, sometimes at a slower pace, so students have additional time to process the information."*

The goal of the remedial learning program is to bridge the gap between students' current and expected knowledge. Every grade level has desired Student Learning Outcomes (SLOs), and all students are expected to achieve these. The SLOs of the previous grade serve as prerequisite skills for learning new knowledge in the current grade. If these prerequisite skills are not taught in time, students may experience difficulties in learning the SLOs of the current grade. Therefore, it becomes the responsibility of the current teacher to help students bridge the learning gap so they can meet the expectations of their current class.

Action Planning and Reflection

21. Provide participants with time to reflect on their own teaching practice and identify areas where remedial learning interventions may be needed.

Pose the following question and give 2 minutes to think individually:

- How can teachers **diagnose** learning difficulties/challenges?
- What measures or **remedies** can the teachers take to address or resolve learning challenges?

Session 3: Key Components of Remedial Learning **120 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Know why some students require remedial learning
- Recognize the benefits of both push-in and pull-out interventions in remedial learning
- Reflect on key components of remedial learning

**Material Needed**

- Charts
- Markers
- PowerPoint Presentation
- Handout 2b: Why do some students need Remedial Learning?
- Handout 2c: What is push-in or pull-out intervention?
- Handout 2d: What are the Benefits of Remedial Learning?

Activity 1: Need for Remedial Learning **30 Min**

1. Begin by welcoming participants and explaining that the activity will focus on understanding the diverse learning needs of students and the role of remedial learning.
2. Emphasize the importance of recognizing and respecting the uniqueness of each student's learning journey.

Children develop in diverse ways, with each reaching milestones at their individual pace across physical, social, emotional, and cognitive domains. This means that not all children will achieve these milestones simultaneously. While some may swiftly acquire skills in self-expression and empathy, others may require more time. It's important to note that differences in developmental pace do not signify varying levels of intelligence; rather, they reflect the unique abilities of each child.

Furthermore, every child learns uniquely, so education should not adhere to a rigid structure but instead focus on tailoring teaching approaches to suit each child's learning style. For example, one child may thrive as a visual learner, while another may excel through auditory or kinesthetic methods. Additionally, some children grasp concepts quickly, while others progress more gradually. However, differing learning speeds do not equate to differences in intelligence; they highlight the importance of accommodating diverse learning rates and

preferences. Environmental and physical factors, such as prolonged school absences, financial challenges, and socio-economic disparities, can also impact a child's learning ability. It's essential to recognize that each child is distinct, possessing unique strengths, weaknesses, and interests. As educators, we must acknowledge and honour this individuality. While every child learns at their own pace, disparities may arise between what is taught in school and a child's actual understanding. In such cases, children may benefit from additional support and encouragement to bridge this gap. This is where remedial classes play a crucial role, providing invaluable assistance in addressing individual learning needs and fostering academic growth. Many children may struggle not due to a lack of intelligence but because they haven't yet developed the essential skills related to self-awareness and self-management. It's crucial for teachers to be able to identify these children who need support in developing these skills.

3. Facilitate an interactive discussion on the diverse learning needs of students. Encourage participants to share their experiences and observations regarding students' learning styles, strengths, and challenges.
4. Prompt participants to reflect on how they adapt their teaching approaches to accommodate different learning needs in their classrooms.
5. Divide participants into small groups and provide them with reflection questions related to their experiences with students who have needed remedial support.
6. Sample reflection questions:
 - How do you identify students who may need remedial support in your classroom?
 - What challenges have you encountered in providing remedial teaching to students?
 - What strategies have you found effective in supporting students with diverse learning needs?
7. Invite each group to share their reflections with the whole group. Encourage participants to listen actively and learn from each other's experiences.
8. Facilitate a brief discussion on common themes and strategies identified by the groups.
9. Lead a guided reflection on the importance of remedial learning in addressing the diverse needs of students. Emphasize that remedial teaching is not about labeling students but providing targeted support to help them succeed.
10. Summarize the key insights gained from the activity. Reinforce the idea that every student learns differently, and remedial learning plays a crucial role in supporting their individual learning journeys.
11. Thank participants for their active participation and contributions to the discussion.

Activity 2: Push-in and Pull-out Intervention
 **30 Min**

1. Explain to participants that the session will focus on implementing remedial learning through push-in and pull-out interventions.
2. Begin by asking participants if they are familiar with push-in and pull-out interventions. Encourage them to share their understanding or experiences.
3. Facilitate a discussion by taking 4-5 responses from participants regarding their knowledge of push-in and pull-out interventions.
4. Clarify any misconceptions and highlight key points.
5. Display the PowerPoint presentation on push-in and pull-out interventions. Provide an overview of each intervention method, emphasizing how push-in involves in-class support while pull-out entails separate instruction outside the classroom.

Push-in intervention involves supporting a struggling student inside the classroom. All the additional support and differentiated instruction happens in the classroom instead of somewhere else. On the other hand, ***pull-out intervention*** happens when students are pulled out of the general education classroom and taken to a separate setting for **small-group** or **one-on-one instruction**.

Before opting for remediation, a diagnostic assessment (details in day-2) will be carried out by the teacher.

If 70% or more of the students score below 40% in a particular topic in the Diagnostic Assessment, the teacher will opt for 'PUSH IN'. If fewer than 70% of the students score below 40% in a particular topic in the Diagnostic Assessment, the teacher will opt for 'PULL OUT'.

To calculate percentage use the following formula:

$$\text{Avg. percentage for each topic (\%)} = \frac{\text{No. of students that scored below 40\% in a particular topic}}{\text{Total no. of students}} \times 100$$

For both, remedial lesson plans are same, but ways are different. It is recommended to make groups of maximum of 7 students in a particular topic for pull out method.

6. Open the floor for any questions from participants regarding the intervention methods or guidelines.
7. Prompt participants to reflect on when they believe remedial teaching should be conducted based on their understanding of the recipients and settings. Take 4-5 responses and encourage thoughtful reflection.
8. Display the PowerPoint presentation on remedial learning and continue the discussion by reading the definition aloud.

Remedial learning is **re-teaching of concepts and skills that some students struggle** with in the classroom. Re-teaching means restating the same material, sometimes at a slower pace, so students have additional time to process the information – and – Remedial learning is **strategic** and **targeted**.

Remedial Learning is strategic because it identifies the most suitable remedial option for the student – push-in or pull-out interventions.

Remedial Learning is targeted because it targets those learners who don't perform well in assessments; who don't understand certain concepts and skills; also, those SLOs that are difficult to understand.

9. Emphasize that remedial learning is strategic and targeted, aiming to provide tailored support to struggling students through push-in or pull-out interventions.
10. Summarize the key points discussed during the session and thank participants for their engagement.

Activity 3: Benefits of Remedial Learning

 10 Min

1. Divide participants into three groups. Ensure each group has an equal number of participants.
2. Assign each group the task of discussing the benefits of remedial learning. Encourage them to consider both academic and socio-emotional benefits.
3. Provide prompts such as:
4. How does remedial learning help students academically?
5. What socio-emotional benefits does remedial learning offer?
6. How does remedial learning contribute to a positive classroom environment?
7. Ask each group to nominate a spokesperson to share one significant benefit of remedial learning identified during their discussion.
8. Encourage participants to listen attentively to each group's presentation.
9. Briefly summarize the benefits of remedial learning for the entire group.
10. Emphasize key points such as bridging learning gaps, creating a supportive learning environment, and boosting students' confidence and self-esteem.
11. Provide participants with additional time to delve deeper into the discussion and explore more benefits of remedial learning.
12. Encourage participants to reflect on how they can incorporate remedial learning strategies into their teaching practice to maximize these benefits for their students.

Activity 4: 5-Ws of Remedial Learning **30 Min**

1. Give handout Handouts 2a, 2b, 2c and 2d to the participants.
2. Instruct them to read each handout individually and highlight key points.
3. Ask participants to reflect individually on the key points they highlighted from the handouts.
4. Divide participants into three groups: Group A, Group B, and Group C.
5. Instruct participants to discuss the key points they highlighted with their group members.
6. Encourage them to share insights and interpretations of the information.
7. Have each group share one significant point from their discussions with the whole group.
8. Facilitate a brief discussion on each point shared.
9. Provide each group with a chart and markers.
10. Instruct them to create a 5-Ws poster about remedial learning (What, Who, Where, When, and Why) using the information from Handouts 2a, 2b, 2c, and 2d.
11. Encourage creativity and clarity in presenting the information.
12. Once the posters are completed, ask each group to display their poster on the wall for others to see.
13. Ask participants to examine each other's posters and note any differences in their responses to the 5-Ws.
14. Encourage brief discussions between groups to exchange insights.
15. Summarize the key points and ideas shared by participants during the activity.
16. Explain the purpose of the activity in deepening understanding of remedial learning.
17. Open the floor for any questions participants may have about the concept of remedial learning.

Activity 5: Reflective Discussion and Conclusion **20 Min**

1. Prompt participants to quickly discuss their understanding of remedial learning and its components in pairs or small groups.
2. Encourage them to share their insights and interpretations with each other.
3. Ask participants to individually think and write answers to the following questions in their notebooks:
 - What did I learn today?
 - Which activity I liked the most and why?
 - Which activity I liked the least and why?
4. Invite 2-3 participants to share their responses with the whole group.
5. Encourage them to articulate their thoughts and reasoning behind their preferences.

6. Review the key points of the session with the whole group.

Explain that remedial learning involves re-teaching concepts and skills that slow learners struggle with, providing targeted support to address learning gaps.

Differentiate between push-in and pull-out interventions, highlighting that push-in involves in-class support while pull-out entails separate instruction outside the classroom.

Emphasize the importance of early intervention and organized planning in remedial teaching to prevent students from falling behind permanently.

7. Open the floor for any questions participants may have about the concepts discussed during the session.
8. Address any queries or clarifications needed.
9. Thank participants for their active participation and contributions during the session.
10. Inform them that the next session will delve into the methodology of remedial learning, building upon the foundational concepts covered today.
11. Conclude the session by reiterating the importance of understanding and implementing remedial learning strategies to support student success.
12. Encourage participants to continue their engagement and exploration of remedial learning in future sessions.



DAY 2		
▪ Diagnostic Assessment ▪ Phases of Remedial Learning Programme		
SESSION 1		
TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	1. Warm-up Activity (Reflection on Day-1) 2. Diagnostic Assessment 3. Conduct Diagnostic Assessment 4. 5-Ws of Diagnostic Assessment
10:00 – 10:15 am	Stretch Break	
SESSION 2		
10:15 – 11:15 am	60 minutes	1. Planning for Remedial Learning 2. Collaborative Lesson Planning
11:15 – 11:30 am	Stretch Break	
SESSION 3		
11:30 – 12:30 pm	60 minutes	1. Culture Setting and Student Profile Form 2. Explore Teaching Strategies and Reflective Practice
12:30 – 1:00 pm	Prayer Break	
SESSION 3 (Continue)		
1:00 – 2:00 pm	60 minutes	1. Monitor Student’s Progress 2. Reflective discussion & Conclusion

Session 1: Diagnostic Assessment **60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Understand Diagnostic Assessment
- Conduct Diagnostic Assessment

**Materials Needed**

- Charts
- Markers
- Handout 3: Diagnostic Assessment Tools (English, Urdu, Mathematics)
- Handout 4: Remediation Result Compilation Form
- Handout 5: Topic-wise Monitoring & Tracking Form

Activity 1: Warm-up Activity **10 Min**

1. Inform the participants that we will be engaging in a warm-up activity called “Hot Potato.” The purpose of this activity is to recall topics from day-1. It will be a competition between two teams, with each correct response earning 5 points. The team with the highest score will emerge as the winner.
2. Divide the participants into two teams.
3. Instruct each team to create a list of 5 questions based on day-1, to be asked to the other team.
4. Begin the game by tossing a ‘hot potato’ (potato, ball/piece of paper) to one team.
5. Set a timer for 30 seconds.
6. The team catching the hot potato must quickly choose a question from their list and ask it to the other team. The other team has 15 seconds to answer.
7. If the team answers correctly, they earn 5 points. If not, the opposing team has a chance to steal the points by providing the correct answer.
8. After the question is answered or stolen, the team with the hot potato quickly selects another question and tosses the hot potato to the other team.
9. Continue taking turns until all questions are answered or until the timer runs out.
10. Once all questions have been addressed, tally the scores to determine the winning team.
11. Thank the participants for their active participation in this game.

Activity 2: Understand Diagnostic Assessment
 **10 Min**

1. Remind the participants about the importance of diagnostic assessment before remediation and its role in understanding students' current knowledge base.
2. Display the PowerPoint presentation titled "Diagnostic Assessment" and explain its key components and objectives to the participants.

The Diagnostic Assessment evaluates a learner's current understanding of the topics or Student Learning Outcomes (SLOs) to be covered in a specific grade. Its purpose is to provide a snapshot of students' current knowledge levels, allowing the teacher to make informed decisions about instructional strategies and approaches for teaching new content.

Diagnostic Assessments are commonly used in pre-remedial learning classes. This approach enables teachers to monitor students' progress by comparing pre- and post-test results, helping them identify areas where additional support may be needed.

Furthermore, Diagnostic Assessments help pinpoint areas that require further attention. This may include topics that the entire class struggles with collectively, or individual students who face challenges in specific areas.

3. Further explain to the participants that diagnostic assessment helps teachers assess students' current understanding of topics or Student Learning Outcomes (SLOs).
4. Emphasize that the goal is to identify areas where students may need additional support or remediation.
5. Encourage participants to share their experiences with using diagnostic assessment before teaching any topic or subject.
6. Prompt them to discuss when they used it, why they chose to use it, and how it benefited their teaching approach.
7. Take 4-5 responses from participants, allowing them to share their insights and experiences with using diagnostic assessment.
8. Summarize the key points discussed during the activity, highlighting the importance of diagnostic assessment in identifying learning needs and guiding instructional decisions.
9. Thank the participants for their engagement and participation in the discussion.
10. Remind them of the significance of diagnostic assessment in the remedial learning process.

Activity 3: Conduct Diagnostic Assessment
 **30 Min**

1. Briefly introduce the purpose of the activity: to familiarize participants with the Diagnostic Assessment Tools for English, Urdu, and Mathematics.
2. Distribute Diagnostic Assessment Tools (English, Urdu, Mathematics)

3. Display the PowerPoint presentation on the Diagnostic Assessment Tool for each subject.
4. Discuss the sections and marking criteria for each subject.

The diagnostic assessment tools are comprehensive evaluations designed to gauge a student's understanding of the Student Learning Objectives (SLOs) from the preceding two grades, specifically Kindergarten (KG) and Grade 1. These assessments are crucial in identifying areas where students may require additional support or remediation to bridge any gaps in their learning.

In the diagnostic assessment for Urdu and English, there are two main components: an oral section and a written section. The written part of the assessment is completed independently by the student, requiring them to respond to questions or tasks that assess their grammar skills, comprehension, and application of concepts. On the other hand, the oral section involves direct interaction between the student and the teacher. During this part, the teacher engages the student in conversation, asks probing questions, and observes their language proficiency, pronunciation, and ability to express ideas orally.

In the mathematics diagnostic assessment, students are presented with a variety of mathematical problems, ranging from basic arithmetic operations to more complex problem-solving tasks. These problems are designed to assess students' understanding of foundational mathematical concepts such as addition, subtraction, multiplication, division, patterns, shapes, and measurement.

Each subject assessment, whether Mathematics, Urdu or English, is allocated a total of 50 marks. These marks are distributed across the different components of the assessment, with varying weights assigned to different types of questions or tasks.

To ensure adequate time for completing the assessment tasks, a duration of 60 minutes is allotted to students. This timeframe allows students to work through the questions methodically, review their responses, and seek clarification from the teacher if needed.

5. Invite a volunteer to share their understanding of the diagnostic assessments for the three subjects.
6. Encourage participants to discuss among themselves how to conduct separate assessments for each subject.
7. Display the PowerPoint presentation on the Remediation Result Compilation Form.

After completing the Diagnostic Assessment for each subject, the teacher documents the students' names in the first column of the Remediation Result Compilation Form (English, Urdu, Mathematics). In the second column, the teacher records the corresponding Diagnostic Assessment Results, which are labeled as Pre-Remedial Diagnostic Assessment Results.

Following this initial assessment, the teacher conducts another diagnostic assessment after six weeks of remedial learning. The results of this assessment are recorded in the third column of the same form, identified as Post-Remedial Diagnostic Assessment Results. Subsequently, the teacher evaluates whether there has been any improvement in the students' scores by filling in the fourth column of the form.

If there is noticeable improvement in the Post-Remedial Diagnostic Assessment results, indicating that students have mastered the targeted concepts, they may resume regular classes. However, if the assessment scores show minimal improvement or continued struggle, the students will continue with an additional six weeks of remedial learning to further reinforce their understanding of the subject matter.

8. Explain how to record Pre-Remedial and Post-Remedial Diagnostic Assessment Results.
9. Discuss the criteria for determining whether students require push-in or pull-out remediation.
10. Display the PowerPoint presentation on the Topic-wise Monitoring & Tracking Form.

After conducting the diagnostic assessment, the teacher proceeds to complete the Topic-wise Monitoring & Tracking Form. This form serves as a comprehensive record of all the Student Learning Objectives (SLOs) assessed in the diagnostic assessment, spanning topics from the preceding two grades that are deemed crucial for mastering the SLOs of the current class. In this form, the teacher meticulously records each student's score for every topic assessed in the diagnostic assessment.

To reiterate the decision-making process based on the diagnostic assessment results:

If 70% or more of the students score below 40% in a particular topic, the teacher will choose the 'PUSH IN' intervention approach.

If fewer than 70% of the students score below 40% in a particular topic, the teacher will opt for the 'PULL OUT' intervention approach.

To calculate the percentage of students scoring below 40% in each topic, the following formula is employed:

$$\text{Avg. percentage for each topic (\%)} = \frac{\text{No. of students that scored below 40\% in a particular topic}}{\text{Total no. of students}} \times 100$$

11. Explain how to fill out the form to track students' progress on each topic.
12. Emphasize the importance of recording scores accurately to guide remediation efforts.
13. Allow participants to ask questions and seek clarification on any aspect of the diagnostic assessment process.
14. Refer to Handouts 4 and 5 for additional reference if needed.

15. Summarize the key points covered during the session.
16. Thank the participants for their active participation and engagement.
17. Encourage them to review the handouts and seek further assistance if required.

Activity 3: 5-Ws of Diagnosing



10 Min

1. Begin by distributing Handouts 3, 4, and 5 to all participants and ask them to read the handouts individually.
2. Instruct each participant to highlight key points or important information from the handouts.
3. Divide participants into three groups: Group A, Group B, and Group C.
4. Ask participants within each group to discuss the key points they highlighted from the handouts with each other.
5. Instruct the groups to collectively choose one significant point from their discussions to share with the rest of the participants.
6. Provide each group with chart paper or poster boards and markers.
7. Task the groups with creating a 5-Ws poster about diagnosing learning difficulties. The poster should include information extracted from Handouts 3, 4, and 5, addressing the following questions: What, Who, Where, When, and Why.
8. Once the posters are completed, hang them on the wall for everyone to see.
9. Ask participants to take a few minutes to review the posters created by the other groups and note any differences or additional insights.
10. Facilitate a brief discussion to summarize the key points and ideas presented on the posters. Clarify any misconceptions and reinforce important concepts related to diagnosing learning difficulties.
11. Open the floor for questions from participants about the concept of diagnosing.
12. Encourage discussion and provide additional explanations or examples as needed.
13. Conclude the activity by thanking participants for their engagement and emphasizing the importance of effective diagnosing in supporting students' learning needs.

Session 2: Phases of Remedial Learning Programme **60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Understand how to plan the remedial learning class by selecting SLOs/topics
- Determine the number of periods needed to teach each chosen topic

**Materials Needed**

- Charts
- Markers
- Handout 6: Teaching Guides (English, Urdu and Mathematics)
- Handout 7: Study Packs (English, Urdu and Mathematics)
- Handout 8: Planning for Remedial Learning

Activity 1: Planning for Remedial Learning **60 Min**

1. Explain to the participants that an essential skill for effective teaching is the ability to organize and sequence content into coherent lesson plans. This skill is crucial for engaging students and promoting effective learning.
2. Ask the participants how they currently plan their lessons. Encourage them to share their approaches and strategies.
3. Take 4 – 5 responses from the participants to understand the variety of methods used in lesson planning.
4. Divide the participants into groups of 4 - 5 individuals.
5. Instruct each group to brainstorm and list all essential details that should be included in a lesson plan.
6. Provide examples such as objectives, covered content, pre-existing student knowledge, required materials, and the relevance of the material to the overall lesson goals.
7. Allow 10 minutes for group discussion and brainstorming.
8. After the allotted time, invite each group to share 4 – 5 key points from their brainstorming session.
9. Encourage discussion and comparisons between group responses.
10. Discuss with the participants the differences in lesson planning between traditional classrooms and remedial settings.
11. Explain that in remedial classrooms, lesson planning is tailored for individual student needs while still aligning with the curriculum.
12. Emphasize the importance of flexibility and accessibility in lesson planning for remedial students.

13. Explain the initial phase of planning for remedial learning, which involves selecting Student Learning Objectives (SLOs) or topics and determining the required number of periods for each.
14. Display PowerPoint presentation (Teaching Guides and Study Packs) to provide insight into the Teaching Guides for English, Urdu, and Mathematics.

- *Lesson plans are developed based on the Student Learning Objectives (SLOs) outlined in the National Curriculum.*
- *Each lesson plan clearly states the topic and objective of the lesson, avoiding broad aims for various activities within a single day's lesson.*
- *The Teaching Guide maintains consistency across all lessons to provide structure and coherence for teachers.*
- *Each day typically consists of one period, and the number of activities or periods for lesson plans varies depending on the context and topic.*
- *Teachers have the flexibility to adjust the number of periods assigned for a particular SLO based on their instructional needs.*
- *Teachers can adapt the lesson plans by selecting activities from different periods to fit within their instructional time frame.*
- *For instance, activities from multiple days can be combined if necessary, while ensuring that critical learning objectives are met.*
- *The number of activities within a lesson is carefully considered to ensure that all essential activities can be completed within the allocated instructional time.*
- *Different strategies for assessing student understanding are embedded within each lesson to provide opportunities for informal assessment.*
- *Lesson plans include support and guidance for teachers to recognize and address the individual needs of students during instruction.*

Activity 2: Collaborative Lesson Planning



30 Min

1. Prepare guidelines for lesson planning, including key components such as objectives, activities, materials, assessment strategies, etc. These can be provided on printed handouts or displayed on a screen.
2. Divide the participants into small groups of 3-5, ensuring each group has access to a whiteboard or flipchart paper and markers.
3. Explain to the participants that they will engage in a collaborative lesson planning activity where each group will work together to create a lesson plan based on given criteria.
4. Provide the guidelines for lesson planning and explain each component briefly, ensuring everyone understands the expectations.
5. Assign or allow each group to choose a specific topic or subject area for their lesson plan.

6. Set a time limit for the activity, such as 10-15 minutes, depending on the complexity of the topic and components.
7. Instruct the groups to collaborate and brainstorm ideas for their lesson plan, focusing on each component outlined in the guidelines.
8. Encourage participants to be creative and consider different teaching methods, activities, and assessment strategies to effectively address the learning objectives.
9. After the allotted time, invite each group to present their completed lesson plan to the rest of the participants.
10. As each group presents, encourage them to explain their rationale behind their choices and how they integrated the key components into their lesson plan.
11. Facilitate a brief discussion after each presentation, allowing participants to ask questions and provide feedback on the presented lesson plans.
12. Facilitate a discussion with the entire group after all the presentations have been completed.
13. Encourage participants to reflect on the lesson planning process, highlighting any challenges they encountered and lessons learned.
14. Discuss the importance of effective lesson planning in promoting student engagement and achievement.
15. Conclude the activity by summarizing the key takeaways from the collaborative lesson planning exercise.
16. Thank the participants for their active participation and collaboration in creating lesson plans.

Session 3: Phases of Remedial Learning Programme (cont.) **120 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Understand Classroom Culture Setting and Student Profile Form
- Explore Teaching Strategies and Reflective Practice
- Monitor the students' progress after Remedial Learning
- Articulate their thoughts and feelings about the session.
- Discuss their understanding of the process of remedial teaching and share insights gained.

**Materials Needed**

- Charts
- Markers
- Handout 6: Teaching Guides (English, Urdu and Mathematics)
- Handout 7: Study Packs (English, Urdu and Mathematics)
- Handout 9: Culture Setting and Student Profile Form
- Handout 10: Managing Learning Environment
- Handout 11: Adapt and Apply teaching strategies
- Handout 12: Reflective Questionnaire

Activity 1: Culture Setting and Student Profile Form **40 Min**

1. Divide the participants into two groups: Group A and Group B.
2. Explain to each group that they will participate in a drawing challenge.
3. Show Group A a sample drawing and express high expectations for their artwork, saying, "I believe you can create amazing drawings!"
4. Show Group B the same sample drawing but express lower expectations, saying, "This might be challenging, but just do your best."
5. Set a timer for 5 minutes for the drawing challenge.
6. Provide each group with paper and drawing materials.
7. Allow both groups to start their drawing challenge.
8. After the time is up, collect the drawings from both groups.
9. Compare the drawings from both groups and discuss the results:
 - Did Group A produce more detailed or creative drawings compared to Group B? Why?

- How did the different expectations impact each group's motivation and performance?
 - What does this experiment tell us about the importance of setting high expectations for students?
10. Emphasize the importance of maintaining high expectations for students in creating a positive and supportive learning environment.
 11. Display the PowerPoint presentation (Classroom Culture Setting)
 12. Clarify to the participants that the objective of remedial teaching is to nurture a nurturing learning environment.
 13. Emphasize to them that within such an environment, students are prompted to openly articulate their challenges and pose questions without fear of criticism or judgment.

The aim of remedial teaching is to cultivate a supportive learning atmosphere wherein students feel comfortable discussing their challenges and seeking solutions. Students with learning difficulties often lack self-assurance and may display passivity in the classroom, hesitating to ask questions or share their perspectives. Therefore, remedial teachers should patiently encourage active participation among these students, fostering their interest in learning through enjoyable experiences.

This phase aims to create a space where students feel secure and empowered to engage fully. It's crucial that everyone feels valued and included in all aspects of classroom activities, allowing students to freely express their emotions and thoughts. The teacher plays a pivotal role in observing students' behavior, identifying their needs and emotions, and adapting teaching strategies and the learning environment based on observations and diagnostic assessment outcomes.

In a supportive learning environment, struggling students are encouraged to openly express their difficulties and ask questions without fear of judgment. Necessary guidance and support are provided to motivate active participation in finding solutions, empowering students to take ownership of their learning journey. This approach fosters a positive and inclusive classroom culture where every student feels heard, respected, and supported in their academic growth.

- *Set high expectations for students in remedial classes, as these expectations often drive their academic success.*
- *Students tend to fulfill the expectations set for them, whether they are high or low.*
- *High expectations empower students to achieve their best academically and emotionally.*
- *When teachers believe in their students' capabilities, it creates a positive and supportive learning environment.*

- *Maintaining high expectations fosters motivation and empowers students to reach their full potential.*
- *Teachers should communicate confidence in their students' abilities and uphold rigorous standards.*
- *Avoid referencing students' performance in diagnostic assessments to prevent demotivation.*
- *Instead of focusing on past performance, ask students how you can support their growth and success.*

14. Display the PowerPoint presentation (Student Profile Form)
15. Emphasize that the questions from the student profile form are crucial for understanding each child deeply.
16. Now divide the participants into groups of 4-5, depending on the number of participants.
17. Ask the groups to brainstorm all the essential details needed for fostering a positive classroom learning culture and environment.
18. Request a volunteer participant from each group to record the possible ways of fostering a positive classroom learning culture and environment on a chart.
19. After 10 minutes, gather 4-5 responses from the groups.
20. Reflect on fostering a positive classroom learning culture and environment using the information provided in Handout 10.
21. Inquire if the participants have any questions.

Activity 2: Explore Teaching Strategies and Reflective Practice



30 Min

1. Explain that teaching strategies are methods and techniques used by teachers to facilitate student learning.
2. Emphasize that teachers choose strategies based on the Student Learning Outcome (SLO) and learners' levels of expertise.
3. Highlight that within a single lesson, teachers may use multiple strategies with different intended outcomes.
4. Divide participants into groups of 4-5 members each.
5. Provide Handout 4: Teaching Guides (English, Urdu, and Mathematics) to each group.
6. Ask groups to identify and list teaching strategies mentioned in the handout.
7. Request a volunteer from each group to write down the identified strategies on a chart.
8. Allocate 10 minutes for groups to compile their lists.
9. Invite 4-5 groups to share their identified teaching strategies.
10. Use Handout 11 to facilitate a discussion on teaching strategies.

11. Emphasize the importance of understanding and selecting appropriate strategies for effective teaching.
12. Display PowerPoint presentation on Study Packs and Teaching Guides.

Within the Teaching Guide, teachers are presented with a variety of teaching strategies to enhance their instructional practices. While teachers are not obligated to employ every strategy outlined, it is crucial for them to possess an understanding of the available options and the anticipated outcomes. This awareness serves as a foundation for refining teaching methodologies and advancing instructional effectiveness. For example, after delivering the "introduction/anticipation" on the first day, the teacher can proceed to teach activities scheduled for subsequent days if suitable for the chosen skill. Ensure clarity in lesson plans regarding period allocation by incorporating both the "introduction/anticipation" and "consolidation" stages.

13. Inform participants that in this phase, teachers teach the topics/SLOs identified in the planning phase.
14. Emphasize that to conduct lessons effectively, teachers rely on Study Packs (SP) and lesson plans specifically designed for remediation purposes.
15. Explain the significance of these resources in planning and conducting remedial classes.
16. Provide examples of how teachers can adapt lesson plans from Teaching Guides based on class progress and student needs.
17. Highlight the role of reflection in assessing teaching effectiveness and improving student learning outcomes.
18. Distribute Handout 12: Reflective Questionnaire to each group.
19. Ask groups to select a specific situation to reflect on and answer the questions in the questionnaire.
20. Request a volunteer from each group to write down the group's reflection based on the questionnaire.
21. Allocate 10 minutes for groups to complete their reflections.
22. Invite 4-5 groups to share their reflections with the rest of the participants.
23. Encourage participants to ask any questions or seek clarification on teaching strategies and reflective practice.

Activity 3: Monitor Student's Progress



30 Min

1. Explain to participants that in remedial learning classes, monitoring student progress is crucial to ensure the effectiveness of the remediation process.

2. Emphasize that data acquired through monitoring is used for evaluation to assess whether re-teaching the topic helped the student learn the concept or not.
3. Divide participants into three groups.
4. Instruct each group to discuss how teachers can effectively monitor students' progress in remedial learning.
5. Encourage them to consider various strategies and methods for monitoring progress.
6. Ask each group to share one significant strategy they have identified for monitoring student progress.
7. Allow groups to present their ideas to the whole group.
8. Elaboration:

Provide further explanation on the phase of monitoring progress in remedial learning:

- *Explain that in this phase, students' literacy and numeracy skills are assessed, and their progress is gauged after remediation.*
 - *Describe the process of conducting end-line assessment/Post-remedial Diagnostic Assessment to determine if students still need remediation or can continue with the academic calendar.*
 - *Explain that separate assessments are carried out for each subject, including English, Urdu, and Mathematics.*
 - *Detail the structure of the diagnostic assessment, including its components such as oral and written sections and the marking criteria.*
 - *Highlight the importance of recording students' marks in the Remediation Result Compilation Form for evaluating their performance.*
- Ask participants if they have any questions or require clarification on the monitoring process in remedial learning.

Activity 4: Reflective discussion & Conclusion



20 Min

1. Begin by expressing optimism and gratitude to the participants for attending the training session.
2. Distribute paper or sticky notes and pens to each participant.
3. Ask the participants to take a few minutes to jot down their expectations for the training session. They can write one expectation per sticky note.
4. Once everyone has written down their expectations, invite them to share one expectation each with the group. They can stick their notes on a designated wall or board.
5. After all expectations are shared, facilitate a discussion by asking participants to reflect on whether the training met their expectations.

6. Encourage them to discuss any similarities or differences between their expectations and the actual content covered in the training.
7. Allow ample time for participants to share their thoughts and engage in open dialogue with each other.
8. Conclude the activity by expressing gratitude to the participants for their active participation and cooperation.
9. Reinforce the importance of their feedback in shaping future training sessions.



- Practice Diagnostic Assessment
- Demonstrate Mock Teaching Lessons

SESSION 1

TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	1. Review Training Manual Day-1 & Day-2 2. Practice conducting Diagnostic Assessment

10:00 – 10:15 am	Stretch Break
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SESSION 2

10:15 – 11:15 am	60 minutes	1. Mock/Demo Teaching Preparation
11:15 – 11:30 am	Stretch Break	

SESSION 3

11:30 – 12:30 pm	60 minutes	1. Demonstration of Remedial Lessons 2. Post-remedial Assessment 3. Reflective discussion & Conclusion
12:30 – 1:00 pm	Prayer Break	

SESSION 3 (Continue)

1:00 – 2:00 pm	60 minutes	1. Demonstration of Remedial Lessons 2. Post-remedial Assessment 3. Reflective discussion & Conclusion
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Session 1: Review and Training Practice **60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Review selected sessions of Day-1 and 2
- Practice conducting Diagnostic Assessment

**Materials Needed**

- Markers
- Pencils
- Charts
- Copies of Day-1 & Day-2 training manuals
- Handouts related to Day-1 & Day-2 content

Activity 1: Review Training Manual Day-1 & Day-2 **10 Min**

1. Divide participants into 4 groups, ensuring that each group has a mix of individuals with varying levels of experience and expertise.
2. Distribute copies of the Day-1 & Day-2 training manuals and handouts to each group.
3. Explain to the participants that their role is crucial in facilitating the next level of training with teachers.
4. Emphasize that they will deepen their understanding of the session content and practice facilitation during this session.
5. Inform participants that they will focus on identifying the training structure and practicing selected sessions from Day-2 of the remedial learning training for teachers.
6. Encourage participants to thoroughly review the content of Day-2 in their groups.
7. Remind them to pay attention to the session structure, key concepts, and teaching strategies presented in the manual.
8. As the groups work through the manual and handouts, move around the room to provide support and address any questions or clarifications they may need.
9. Allocate a specific amount of time for this activity, such as 20-25 minutes, depending on the complexity of the content and the size of the groups.
10. After the allocated time, gather the groups back together for a brief discussion.
11. Ask each group to share their key observations, insights, and questions about the Day-2 content they reviewed.

12. Record the main points shared by each group on flip chart paper to create a collective summary of the training manual review.
13. Facilitate a discussion on any common themes or challenges identified during the review process.
14. Conclude the activity by emphasizing the importance of thorough preparation and understanding of the training content for effective facilitation.
15. Express appreciation to the participants for their active engagement and encourage them to continue their preparation for the upcoming training sessions.

Activity 2: Practice conducting Diagnostic Assessment



50 Min

1. Divide participants into 4 groups, ensuring each group has a mix of individuals with varying levels of experience and expertise.
2. Provide each group with a set of Diagnostic Assessment Tools for English, Urdu, and Mathematics, along with copies of the Remediation Result Compilation Form and Topic-wise Monitoring & Tracking Form.
3. Instruct the groups to:

- *Record the students' names in the Remediation Result Compilation Form and Topic-wise Monitoring & Tracking Form.*
- *Practice conducting a separate assessment for each subject, focusing on essential topics/SLOs from the previous two grades. The diagnostic assessment comprises an oral and a written section, with a total of 100 marks.*
- *Work together to determine the marks obtained by each student in the diagnostic assessment and record them in the Remediation Result Compilation Form.*

4. After 20 minutes of practice, provide the groups with a hypothetical list of marks obtained by each student in the diagnostic assessment.
5. Instruct the groups to:

- *Record the marks obtained by each student in the diagnostic assessment in the Remediation Result Compilation Form.*
- *Use the Topic-wise Monitoring & Tracking Form to record each student's score for each skill from the specific section of the diagnostic assessment.*

6. Guide the groups to:

- *Calculate the total score of the class for each skill by averaging the percentage obtained by the students.*
- *Discuss any discrepancies or challenges encountered during the assessment and data compilation process.*

7. Facilitate a brief discussion to address any questions or concerns raised by the participants.
8. Conclude the activity by summarizing the importance of accurate data collection and analysis in the remedial learning process.
9. Thank the participants for their active participation and engagement in the activity.

Session 2: Mock/Demo Teaching Preparation **60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Plan and prepare for delivering remedial lessons effectively
- Plan and prepare for setting classroom culture
- Plan and prepare for applying teaching strategies effectively
- Plan and prepare for monitoring student progress and evaluating learning outcomes

**Materials Needed**

- White/black board
- Marker/chalk
- Flash cards
- Copies of Day-1 & Day-2 training manuals
- Handouts related to Day-1 & Day-2 content

Activity 1: Mock/Demo Teaching Preparation **60 Min**

1. **Group Formation:** Divide participants into three groups, each assigned to prepare and deliver a remedial lesson for English, Urdu, and Mathematics, respectively.
2. **Lesson Assignment:** Assign each group a different lesson plan relevant to their subject area. Ensure that each group receives a distinct lesson plan.
3. **Time Allocation:** Inform participants that they have 15 minutes to conduct their Mock/Demo lesson.
4. **Teaching Guidelines:** Emphasize that participants should adhere to all teaching steps outlined in the lesson plan.
5. **Planning and Classroom Culture:** Encourage participants to consider how they will plan and set up a positive classroom culture during their lesson preparation. Discuss strategies for creating a supportive learning environment where all students feel valued and included.
6. **Applying Teaching Strategies:** Prompt participants to identify and incorporate effective teaching strategies into their lesson plans. Encourage them to utilize a variety of instructional methods to engage students and facilitate learning effectively.
7. **Monitoring Student Progress:** Remind participants to plan for monitoring student progress during the lesson. Discuss methods for assessing student understanding and adjusting instruction based on student responses.

8. **Preparation Phase:** Instruct participants to collaborate with their group members to plan and prepare their assigned lesson. Encourage them to utilize resources such as handouts, study packs, and instructional videos to aid in their preparation process.
9. **Supportive Environment:** Remind participants that the objective is collective learning, and it's essential to support each other throughout the preparation phase.
10. **Facilitator's Role:** As participants engage in preparation activities, circulate around the room to provide guidance and assistance as needed. Offer clarification on any doubts or questions that may arise during the planning process.

Session 3: Mock/Demo Teaching Demonstration **120 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Practice delivering effective remedial lessons
- Practice setting a positive classroom culture
- Practice applying teaching strategies effectively
- Practice monitoring student progress
- Reflect on the process of remedial learning

**Materials Needed**

- White/black board
- Marker/chalk
- Flash cards
- Copies of Day-1 & Day-2 training manuals
- Handouts related to Day-1 & Day-2 content

Activity 1: Demonstration of Remedial Lessons **70 Min**

1. Explain to participants that they will now have the chance to demonstrate their prepared remedial lessons.
2. Emphasize that this exercise is aimed at practicing effective teaching strategies, setting a positive classroom culture, and monitoring student progress.
3. Allocate a designated area for each group to sit.
4. Ensure that each group has access to necessary materials, such as flip chart boards or whiteboards, for presenting their lessons.
5. Appoint a facilitator for each group. Their role will be to monitor time, assist group members, and observe the classroom culture during the demonstration.
6. Instruct facilitators to keep track of time as participants deliver their assigned lessons.
7. Encourage participants to actively engage in delivering their remedial lessons.
8. Remind them to focus on setting a positive classroom culture, applying appropriate teaching strategies, and monitoring student progress.
9. Circulate among the groups as they practice and observe their activities.
10. Take note of how effectively they deliver their lessons, set classroom culture, apply teaching strategies, and monitor student progress.

11. Inform groups when they have 10 minutes remaining to conclude their demonstration.
12. Prompt facilitators to observe how participants monitor student progress and evaluate learning outcomes during the demonstration.
13. Encourage them to provide feedback on the effectiveness of these aspects.

Activity 2: Post-remedial Assessment

 **30 Min**

1. Distribute a sample list of post-remedial diagnostic assessment results to each group.
2. Instruct the groups to record the marks obtained by each student in the Post-remedial Assessment on the Remediation Result Compilation Form.
3. Encourage participants to thoroughly review the assessment results and accurately document them in the provided form.
4. Allow time for groups to complete the task.
5. Inquire if the participants have any questions regarding the assessment process or the content covered during the session.

Activity 3: Reflective discussion & Conclusion

 **20 Min**

1. Begin by dividing participants into small groups, ensuring each group has a mix of experiences and perspectives.
2. Provide each group with a set of reflective questions based on the sections they have just practiced:

- *How do you conduct diagnostic assessments?*
- *What steps do you take to plan and prepare a remedial lesson?*
- *How do you establish a positive classroom culture?*
- *What teaching strategies do you apply to enhance the effectiveness of remedial classes?*
- *How do you monitor students' performance and progress?*

3. Allow the groups time to discuss and share their responses to each question.
4. Invite 2-3 volunteers from each group to share their insights with the larger group.
5. Prompt participants to further explore how the activities in these sections can contribute to improving students' literacy and numeracy skills. Encourage them to consider how similar strategies can be applied when teaching from textbooks.
6. Invite 2-3 additional volunteers to share their thoughts and ideas.
7. Summarize the key points and insights from the discussion, emphasizing the importance of reflective practice in refining teaching approaches.
8. Thank the participants for their active engagement and contributions to the session.



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Remedial Learning Programme

Trainer's Manual



Directorate of Professional Development (DPD) Peshawar, Khyber Pakhunkhwa

March 2024

Remedial Learning Programme Pilot has been developed under Girls and Out of School Children-Action for Learning – Bridging Technical Assistance for Governments (GOAL-BTAG), managed by the Institute of Social and Policy Sciences (I-SAPS) and implemented with the financial support of Foreign, Commonwealth & Development Office (FCDO).

The training module is designed to provide targeted support to students who are struggling with literacy and numeracy skills, thereby bridging the gap between their current and expected levels of learning. Through reinforcing foundational concepts and offering additional resources, the programme aims to empower students with the necessary tools to succeed academically, thereby contributing to their overall educational development and future success.

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PREFACE

Directorate of Professional Development (DPD) Peshawar, Khyber Pakhtunkhwa is mandated with the mission to develop high quality professional development programmes for all teachers and education managers in Khyber Pakhtunkhwa. These include induction, pre-service, in-service and promotion linked mandatory trainings.

Pakistan is encountering a significant learning challenge, with a key issue being the lack of quality resources and guidance for teachers. Consequently, children continue to demonstrate unsatisfactory performance in foundational skills. The UK Government, via the Foreign, Commonwealth & Development Office (FCDO), has played a pivotal role in supporting education reforms in Punjab and Khyber Pakhtunkhwa.

The Bridging Technical Assistance for Governments (BTAG) programme serves as a 9-month precursor to the 5-year GOAL project. BTAG's approach goes beyond conventional methods, prioritising stakeholder collaboration, evidence-based decision-making, and transformative changes within the education system. The overarching vision is to empower children, especially girls and marginalized groups, enabling them to overcome educational barriers and make meaningful contributions to Pakistan's growth and development.

Consultations between the Elementary & Secondary Department (ESED) and DPD with BTAG highlight the imperative to tackle learning deficiencies, with a focus on foundational Student Learning Outcomes (SLOs). There are limited mechanisms in place to offer remedial support to students in schools, thereby bringing them up to the requisite grade-specific proficiency levels. This can be addressed by providing remedial instruction and one-on-one guidance to enhance learning outcomes and establish robust academic foundations.

DPD, in collaboration with BTAG, will pilot a remedial learning programme by adapting The Citizens Foundation's (TCF) proven remedial learning programme for public schools. Remedial learning involves the re-teaching of concepts and skills, presenting the same material again, sometimes at a slower pace, to allow students additional time to process the information. It is strategic and targeted, involving the use of differentiated modes of instruction to meet the needs of all students. DPD acknowledges and greatly appreciates the commendable contributions of all developers and reviewers in the development of this training module, as well as the continuous technical support provided by the BTAG team throughout the process.

I sincerely believe that this manual will impart the necessary knowledge and skills to teachers, enabling them to implement remediation in schools effectively, thereby addressing the needs of all children and enhancing the overall quality of education.

Dr. Safia Noor
Director DPD

List of Acronyms/Abbreviations

AFL	Assessment for Learning
GOAL-BTAG	Girls and Out of School Children- Action for Learning – Bridging Technical Assistance for Governments
SLO	Student Learning Outcomes
SP	Study Pack
TG	Teaching Guide

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INTRODUCTION TO THE PROGRAMME

BACKGROUND/RATIONALE

Learning loss, a well-documented issue exacerbated by disruptions to the academic calendar. Learning loss may be caused by school breaks or unforeseen events like teacher strikes, natural disasters, or political unrest, or sometimes it has no significant reason. The learner may not be able to achieve desired learning outcomes because the learner has not understood the Student Learning Outcomes (SLOs) well and it poses significant challenges to students' educational progress, underscoring the need for a comprehensive response that addresses the holistic development of students.

Considering these challenges, it becomes imperative to focus on remedial learning initiatives to mitigate the effects of learning loss. By targeting foundational Student Learning Outcomes (SLOs), such programs aim to bolster academic foundations and improve overall educational outcomes. Remedial instruction and one-on-one guidance play pivotal roles in this endeavour, providing tailored support to address specific learning deficiencies and enhance student performance. Remedial Learning is always important, whenever and wherever needed.

Drawing inspiration from successful remedial learning models implemented globally, including programs in Ghana¹, organizations like The Citizens Foundation (TCF) have developed innovative approaches to tackle learning gaps. Building on this momentum, Girls and Out of School Children-Action for Learning – Bridging Technical Assistance for Governments (GOAL-BTAG) aims to implement a tailored remedial learning programme, adapted from TCF's successful model, to address the specific needs of students facing challenges in literacy and numeracy.

Through this adapted programme, B-TAG seeks to offer targeted support to students struggling with reading and numeracy skills, thus bridging the gap between current and expected levels of learning. By reinforcing foundational concepts and providing additional resources, the programme aims to empower students with the necessary tools to succeed academically, ultimately contributing to their overall educational development and future success.

¹ Complementary Basic Education for Ghana
<https://www.crownagents.com/project/complementary-basic-education-for-ghana/>

OBJECTIVES OF THE TRAINING

At the end of the training, teachers will be able to understand how to:

- assess a student's current knowledge levels by using diagnostic assessment tool
- respect and value all students while fostering a positive classroom culture.
- support all learners by making the learning flexible² and by introducing differentiated instructional practices to implement the curriculum
- plan effective lessons for multi-level and multi-dimensional instruction
- adapt and demonstrate effective teaching strategies based on observations and diagnostic assessment results
- ensure active learning
- improve the metacognitive skills of students through formative assessment bridge the gap between students' current and expected knowledge levels

ASSESSMENT METHOD

Assessment for Learning (AFL) would be used to facilitate the learning. AFL strategies will be applied throughout to gauge the participants' learning. Participants may be answering questions, discussing in groups, peer assessing or self-assessing their work.

² "Learning flexible" refers to an approach to education that is adaptable and responsive to the diverse needs and preferences of learners. It involves creating environments and experiences that can be adjusted and tailored to accommodate various learning styles, paces, and preferences. In essence, it means designing learning activities and methods that can be modified to suit the individual needs of students, thereby promoting greater engagement and effectiveness in the learning process.

TRAINING SCHEDULE

DAY 1		
▪ Training Orientation ▪ Introduction to the Programme ▪ Remedial Learning and key Components of Remedial Learning		
SESSION 1		
TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	1. Registration 2. Recitation and Welcome 3. Introduction 4. Setting Norms of the Training 5. Expectations from the Training 6. Objectives of the Training 7. Agenda of the Training
10:00 – 10:15 am	Stretch Break	
SESSION 2		
10:15 – 11:15 am	60 minutes	1. Exploring Remedial Learning
11:15 – 11:30 am	Stretch Break	
SESSION 3		
11:30 – 12:30 pm	60 minutes	1. Need for Remedial Learning 2. Push-in and pull-out intervention
12:30 – 1:00 pm	Prayer	
SESSION 3 (Continue)		
1:00 – 2:00 pm	60 minutes	1. Benefits of Remedial Learning 2. 5-Ws of Remedial Learning 3. Reflective discussion & Conclusion

DAY 2		
▪ Diagnostic Assessment ▪ Phases of Remedial Learning Programme		
SESSION 1		
TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	1. Warm-up Activity (Reflection on Day-1) 2. Diagnostic Assessment 3. Conduct Diagnostic Assessment 4. 5-Ws of Diagnostic Assessment
10:00 – 10:15 am	Stretch Break	
SESSION 2		
10:15 – 11:15 am	60 minutes	1. Planning for Remedial Learning 2. Collaborative Lesson Planning
11:15 – 11:30 am	Stretch Break	
SESSION 3		
11:30 – 12:30 pm	60 minutes	1. Culture Setting and Student Profile Form 2. Explore Teaching Strategies and Reflective Practice
12:30 – 1:00 pm	Prayer Break	
SESSION 3 (Continue)		
1:00 – 2:00 pm	60 minutes	1. Monitor Student’s Progress 2. Reflective discussion & Conclusion

DAY 3		
- Practice Diagnostic Assessment - Demonstrate Mock Teaching Lessons		
SESSION 1		
TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	- Review Training Manual Day-1 & Day-2 - Practice conducting Diagnostic Assessment
10:00 – 10:15 am	Stretch Break	
SESSION 2		
10:15 – 11:15 am	60 minutes	Mock/Demo Teaching Preparation
11:15 – 11:30 am	Stretch Break	
SESSION 3		
11:30 – 12:30 pm	60 minutes	- Demonstration of Remedial Lessons - Post-remedial Assessment - Reflective discussion & Conclusion
12:30 – 1:00 pm	Prayer Break	
SESSION 3 (Continue)		
1:00 – 2:00 pm	60 minutes	- Demonstration of Remedial Lessons - Post-remedial Assessment - Reflective discussion & Conclusion

Instructions for Facilitators/Trainers

As a Facilitator You **SHOULD**³

1. Know the material before doing the workshop.
2. Exude confidence. (Be clear, enthusiastic, breath!)
3. Use humour, stories, and examples that directly relate to participants' work.
4. Select an appropriate activity that will meet the needs of your group and have lots of fun energizers/icebreakers on hand.
5. Have lots of visually appealing handouts and flip charts.
6. Determine needed supplies, room requirements, and chair setup.
7. Think through the exercise and visualize potential problems and pitfalls- one of the biggest is not allotting enough time for activities.
8. Clearly explain activity instructions and be prepared for questions.
9. Observe individual participation and involvement during exercises.
10. Be aware of individuals that may be experiencing discomfort or who are not participating.
11. Follow up the exercise with discussion.
12. Evaluate needs of the group, especially at the end of the day to see what you can change for the next day.
13. Evaluate the experience and write down notes for future trainings.
14. Respect the knowledge and experience of participants.
15. Draw on the collective wisdom of the group.
16. Build tolerance and patience for other people's views.
17. Actively involve everyone in the workshop.
18. Vary your activities so as to avoid boredom.
19. Present each theme or issue clearly.
20. Encourage people to ask questions.
21. Plan your sessions thoroughly.
22. Prepare some guiding notes.
23. Work out your time accurately and stick to it.
24. Make sure you have everything you need before the session starts.
25. Check what language participants wish to use in the workshops.
26. Use the language which is best understood by most of the participants.
27. Use familiar words, terms and examples.

³ Compiled from: Patricia Prendiville (2008): Developing Facilitation Skills. A Handbook for Group Facilitators; Kathy Takyama (2009): Tips on Effective Group Discussions; Civic Education and Community Mobilization Partners: Participation – Train-the- Trainer Manual; Bonner Curriculum: Facilitation 101: Roles of Effective Facilitators.

28. Be flexible. Adapt your workshop to meet the needs of the participants.
29. Always hang posters and/or newsprint on a flat steady surface. (Do not let them flap in the wind.)
30. Always summarise important points raised and drive towards consensus.
31. Allow participants to introduce themselves.
32. Be clear up front about expectations and intentions amongst participants and the facilitator.
33. Use inclusive language.
34. Ask for clarification if unclear about a participant's intent or question.
35. Treat participants with respect and consideration.
36. Develop an awareness for barriers for learning (cultural; social; experiential, etc).
37. Provide sufficient time and space for participants to gather their thoughts and contribute to discussions.
38. Provide opportunities for participants to pair-share.
39. Give attention to speakers.
40. Be aware of your body language.
41. Listen to your own body.
42. Accept responsibility for your reactions and responses.
43. Accept and acknowledge your errors and mistakes.

As a Facilitator You SHOULD NOT

1. Impose a solution on the group. (The facilitator clarifies issues, focuses discussions, brings out viewpoints, synthesises differences, and looks for underlying agreements. However, this does not mean he/she imposes a solution on the group.)
2. Downplay people's ideas.
3. Push personal agendas and opinions as the "right" answer.
4. Dominate the group.
5. Take up too much time yourself.
6. Read from a manuscript.
7. Tell inappropriate or offensive stories.
8. Make up an answer.
9. Over-analyse issues and behaviours.
10. Allow people to bully others in the group.
11. Talk a stance with one section of the group.
12. Develop favourites or favour one opinion within the group.
13. Talk (negatively) about a person in the group.
14. Tell too much about your personal experience and life.
15. Assume the demographics of your group (based on appearance).

16. Leave all your planning to the last minute.
17. Stand on a stage above the people. (Rather create a semi-circle facing a side wall. In the same way, if the workshop is taking place outside, allow people to form a semi-circle around you next to a wall or a surface where you can put up posters and/or newsprint.)
18. Bore your participants by giving long lectures. Remember adults learn best by doing.
19. Use unfamiliar jargon which no one understands.
20. Allow any one person to dominate the discussions or to intimidate others.
21. Be dogmatic about your own point of view. (Listen to others!)
22. Use certain conventions or language that will exclude certain groups from understanding the context of the discussion, or make them feel uncomfortable.
23. Assume participants all have the same expectations when the group first convenes.
24. Over-generalize behaviour or have stereotypical expectations of participants (tokenism).
25. Use (or allow others to use) disrespectful language or tone, or disrespectful non-verbal communication.
26. Convey a sense of self-importance or superiority.
27. Allow only the dominant or more verbal participants to take over the conversation.
28. Discourage alternate views or counter-arguments.
29. Try to be someone else (be yourself!).



- Training Orientation
- Introduction to the Programme
- Remedial Learning and key Components of Remedial Learning

SESSION 1

TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	1. Registration 2. Recitation and Welcome 3. Introduction 4. Setting Norms of the Training 5. Expectations from the Training 6. Objectives of the Training 7. Agenda of the Training

10:00 – 10:15 am	Stretch Break
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SESSION 2

10:15 – 11:15 am	60 minutes	1. Exploring Remedial Learning
11:15 – 11:30 am	Stretch Break	

SESSION 3

11:30 – 12:30 pm	60 minutes	1. Need for Remedial Learning 2. Push-in and pull-out intervention
12:30 – 1:00 pm	Prayer	

SESSION 3 (Continue)

1:00 – 2:00 pm	60 minutes	1. Benefits of Remedial Learning 2. 5-Ws of Remedial Learning 3. Reflective discussion & Conclusion
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Session 1: Training Orientation**60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- complete registration by filling out the provided registration forms
- begin the training process
- familiarize themselves with fellow participants
- establish norms for the training
- express their expectations for the training
- gain an understanding of the training objectives and the agenda for each day

**Material Needed**

- Training Attendance Sheet/ Participant Registration Form
- Training Folders
- Flip charts
- Markers
- PowerPoint Presentation
- Handout 1: Objectives & Overview of the Training

Activity 1: Registration**05 Min**

1. Welcome the participants as they arrive in the training room.
2. Distribute the training folder to each participant.
3. Instruct them to complete the Participant Registration Form and sign the daily attendance sheet. Offer necessary assistance.
4. Collect the completed forms from the participants.
5. Ensure registration of all latecomers using the same process outlined above.

Activity 2: Recitation and Welcome**05 Min**

1. Extend a warm welcome to the participants at the start of the training session.
2. Request a volunteer to lead the group in a recitation.
3. Notify the participants that they will now have the chance to introduce themselves to one another and gain an understanding of the training objectives and agenda.

Activity 3: Introduction
 **10 Min**

1. Inform the participants that now, we are going to play a game that will help us get to know one another. This game will require you to listen carefully.
2. Invite the participants to rise from their seats.
3. Inform the participants that in 1 minute, line up in Urdu alphabetical order by your first names.
4. After 1 minute, announce to the participants that it's time to assess if the line is correctly ordered alphabetically.
5. Ask the participants to quickly say their first names loud enough for all to hear. Make necessary corrections to the line.
6. When all the participants have spoken their first names, announce that in 30 seconds, line up in alphabetical order by your last names.
7. After 30 seconds, ask the participants to say their last names.
8. Tell the participants to go back to their seats.
9. Ask the participants to raise their hand if they recall at least 3 first names from this group.
10. Invite a few of the participants who have raised their hands to tell the group three first names they remember. Ask those participants to stand up whose names are spoken.
11. If time allows, repeat this step for last names.
12. Express gratitude to the participants for their enthusiastic involvement in the game. Inquire whether they think teachers could apply this activity with Grade-2 students.
13. Take 2 – 3 responses and move to the next activity.

Activity 4: Setting Norms of the Training
 **10 Min**

1. Inform the participants that we aim to foster a positive and enjoyable learning atmosphere over the next three days. We strive for an environment where everyone feels safe and at ease sharing experiences, asking questions, and engaging in various activities.
2. Divide the participants into four groups.
3. Ask the groups to discuss and agree upon suitable norms that they would like to follow in order to create a positive learning environment during the training. For example, one norm might be: no cell phone use during sessions.
4. Ask each group to write their agreed norms on a paper.
5. After 5 minutes, bring the groups back together.
6. Invite a volunteer from each group to share their agreed norms with the whole group.
7. Invite a volunteer to write 5 – 7 common norms on a chart and display the chart at a prominent place in the training room.

8. Make sure that all norms, especially the ones mentioned below, are listed and shared by all:

- **Punctuality:** *We will respect the schedule; we will always be on time for the start of each session. We will complete all activities, including the breaks, within the time provided for these activities.*
- **Use of phones:** *We will keep our mobile on silent mode. In case of urgency, we will attend call out of the training room.*
- **Maximum Participation:** *We will participate in all activities attentively with an objective to learn and contribute.*
- **Respect:** *We must respect each other and will be tolerant of different points of view.*
- **Raise Hands:** *We will raise hand in case we want to contribute. We will wait for our turn.*
- **Not Interject Others:** *We will not interject others while they are speaking.*
- **Not Pass Personal Comments:** *We will not pass personal comments.*

9. Inform the participants that by adhering to these agreed norms, we will cultivate a positive and professional environment for our work.

Activity 5: Expectations from the Training



10 Min

1. Begin by asking the participants, "What are your expectations from the training?" Encourage them to share their thoughts openly. For example, "I expect to gain insights into effective teaching strategies." Allow each participant to express their expectations, ensuring everyone has a chance to contribute.
2. Acknowledge the expectations shared by the participants and reassure them that the training will address many of these expectations. However, mention that some expectations may be beyond the scope of this specific training.
3. Emphasize to the participants that their expectations will be revisited at the end of the training day, allowing them to reflect on how their expectations have been met and any additional insights gained.
4. Divide the participants into small groups and provide each group with flip chart paper and markers.
5. Instruct each group to create a visual representation of their collective expectations for the training. They can use symbols, images, or keywords to illustrate their thoughts.
6. After 5 minutes of group discussion and brainstorming, allow each group to present their visual representation to the whole group.

7. Facilitate a brief discussion after each presentation, allowing participants to clarify and expand upon the expectations shared by each group.
8. Conclude the activity by summarizing the key themes and expectations identified by the participants.

Activity 6: Objectives of the Training

 10 Min

1. Inform the participants that it's essential to have a clear understanding of what we aim to learn from this training. One key objective is to recognize and tackle the underlying causes of students' challenges, offering extra support, instruction, and guidance to REMEDY these issues and enhance their academic performance.
2. Display the PowerPoint presentation (Objectives of the Training).
3. Inform the participants that as displayed on the screen, by the end of the training, teachers will gain an understanding of how to:

- *Assess students' current knowledge levels using diagnostic assessment tools.*
- *Respect and value all students while fostering a positive classroom culture.*
- *Support all learners by adapting instructional practices to address their learning difficulties.*
- *Plan effective lessons that cater to diverse levels and learning styles.*
- *Adapt teaching strategies based on observations and assessment results.*
- *Promote active learning and improve students' metacognitive skills through formative assessment.*
- *Bridge the gap between students' current and expected knowledge levels.*

4. Invite 3-4 participants to share their understanding of the training objectives.
5. Assure everyone that it's okay if they're not familiar with the training goals initially. This training offers an opportunity to learn new strategies to address students' learning difficulties.
6. Reassure the participants that by the end of the training, participants will acquire improved proficiency in addressing these challenges and effectively facilitating student learning.

Activity 7: Agenda of the Training

 10 Min

1. Inform the participants that at this stage, I will share an overview and the agenda with all of you so you can get an idea that how you are going to learn from this training.
2. Share Training agenda with Participants.
3. Display the PowerPoint presentation (Overview of the Training).
4. Inform the participants that:

- *Daily timing of training is set for 5 hours including a tea break and a prayer/lunch break.*
- *Every session is developed in a way to provide participants with necessary information and skills of remedial learning and use of supplementary materials.*
- *Day-1 is focused on Introduction to Remedial learning and its Components.*
- *Each day includes activities for next level training practice.*
- *The sessions provide the participants with opportunities to practice the activities reflect on their work and ask relevant questions.*
- *If there are any questions that are beyond the scope of this agenda, they will be added to the parking lot and addressed later.*

5. Ask if the participants have any questions.
6. Assure them that over these three days, let us work together to ensure that when we walk out of this room at the end of Day-3, each of us is fully prepared to implement the concepts practiced in this training as effectively as possible.

Session 2: Introduction to Remedial Learning**60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Understand the concept of remedial learning and its role in bridging the gap between a student's current level of knowledge and the expected knowledge level.

**Material Needed**

- PowerPoint Presentation
- Whiteboard or flip chart
- Markers
- Index cards or sticky notes
- Pen/pencil for each participant
- Handout 2a: Remedial Learning

Activity 1: Exploring Remedial Learning**60 Min**

1. Welcome the participants.
2. Introduce the topic "Remedial Learning".
3. Explain that the goal of the activity is to explore the concept of remedial learning and its significance in education.
4. Set up a "Definition Station" with large sheets of paper and markers. Divide the participants into small groups and assign each group a specific aspect of remedial learning to define.
For example, one group may define what remedial learning is, another group may define its goals and objectives, and a third group may define the importance of remedial learning in education.
5. Each group has 5 minutes to brainstorm and write down their definition on the large sheet of paper.
6. After all groups have completed their definitions, conduct a gallery walk. Each group visits the other groups' stations to read their definitions.
7. Encourage participants to discuss and compare the definitions they've read, noting any similarities or differences.
8. Reconvene as a whole group and lead a discussion based on the definitions provided.

Understanding Remedial Learning

9. Facilitate a brief presentation or discussion on the definition and significance of remedial learning.
10. Define remedial learning as the process of providing additional support and instruction to students who have fallen behind or struggled with specific concepts or skills.

As teachers, we have the privilege and responsibility of guiding our students along their learning journey. Yet, we also recognize that the path to academic success is not always smooth. Students may encounter hurdles, face challenges, or experience setbacks that hinder their progress. Today, we're going to focus on a powerful tool in our teaching arsenal: remedial learning.

Remedial learning is about recognizing that each student is on their own unique educational trajectory, and it's our role as educators to provide the scaffolding and support they need to thrive. Whether it's mastering foundational skills, overcoming learning barriers, or accessing tailored interventions, remedial learning offers a pathway to success for all students, regardless of their starting point.

Remedial learning is all about providing targeted support to students who may be struggling with certain concepts or skills. It's about recognizing that every student learns at their own pace and may need extra help along the way.

Throughout our session, we'll dive deep into what remedial learning is and how it can be applied effectively in our classrooms. We'll explore practical strategies and techniques that you can implement to help your students overcome learning challenges and achieve their full potential.

11. Highlight the importance of early identification and intervention in addressing learning gaps and promoting academic success.

Early identification and intervention are crucial in addressing learning gaps and promoting academic success. When we can identify and address these gaps early on, we prevent students from falling further behind and empower them to reach their full potential.

For example, imagine a student who is struggling with reading comprehension in the early grades. Without intervention, this student may continue to struggle, leading to frustration and disengagement. However, with timely remedial support, such as targeted reading interventions or one-on-one tutoring, we can help this student develop the necessary skills and confidence to succeed.

Remedial learning is about providing the necessary support and instruction to ensure that no student is left behind. By identifying learning gaps early and implementing targeted interventions, we can empower our students to overcome challenges and achieve academic success.

Group Brainstorming

12. Divide participants into small groups of 4-5 members.
13. Distribute index cards or sticky notes to each group.

14. On the whiteboard or flip chart, list different academic subjects or topics relevant to the participants' teaching context.
15. Instruct each group to brainstorm and write down specific learning gaps or misconceptions associated with each subject/topic.
16. Encourage groups to draw from their own experiences and observations in identifying common challenges faced by students.

Sharing and Analysis

17. Invite each group to share their findings with the larger group.
18. Facilitate a discussion on the common themes and patterns observed across different subjects/topics.
19. Encourage participants to reflect on the implications of these learning gaps for student learning and academic achievement.
20. Discuss strategies for addressing identified gaps through remedial learning approaches, such as differentiated instruction, personalized learning plans, and targeted interventions.

*Remedial learning is **re-teaching of concepts and skills that some students struggle with** in the classroom. Re-teaching means restating the same material, sometimes at a slower pace, so students have additional time to process the information."*

The goal of the remedial learning program is to bridge the gap between students' current and expected knowledge. Every grade level has desired Student Learning Outcomes (SLOs), and all students are expected to achieve these. The SLOs of the previous grade serve as prerequisite skills for learning new knowledge in the current grade. If these prerequisite skills are not taught in time, students may experience difficulties in learning the SLOs of the current grade. Therefore, it becomes the responsibility of the current teacher to help students bridge the learning gap so they can meet the expectations of their current class.

Action Planning and Reflection

21. Provide participants with time to reflect on their own teaching practice and identify areas where remedial learning interventions may be needed.

Pose the following question and give 2 minutes to think individually:

- How can teachers **diagnose** learning difficulties/challenges?
- What measures or **remedies** can the teachers take to address or resolve learning challenges?

Session 3: Key Components of Remedial Learning **120 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Know why some students require remedial learning
- Recognize the benefits of both push-in and pull-out interventions in remedial learning
- Reflect on key components of remedial learning

**Material Needed**

- Charts
- Markers
- PowerPoint Presentation
- Handout 2b: Why do some students need Remedial Learning?
- Handout 2c: What is push-in or pull-out intervention?
- Handout 2d: What are the Benefits of Remedial Learning?

Activity 1: Need for Remedial Learning **30 Min**

1. Begin by welcoming participants and explaining that the activity will focus on understanding the diverse learning needs of students and the role of remedial learning.
2. Emphasize the importance of recognizing and respecting the uniqueness of each student's learning journey.

Children develop in diverse ways, with each reaching milestones at their individual pace across physical, social, emotional, and cognitive domains. This means that not all children will achieve these milestones simultaneously. While some may swiftly acquire skills in self-expression and empathy, others may require more time. It's important to note that differences in developmental pace do not signify varying levels of intelligence; rather, they reflect the unique abilities of each child.

Furthermore, every child learns uniquely, so education should not adhere to a rigid structure but instead focus on tailoring teaching approaches to suit each child's learning style. For example, one child may thrive as a visual learner, while another may excel through auditory or kinesthetic methods. Additionally, some children grasp concepts quickly, while others progress more gradually. However, differing learning speeds do not equate to differences in intelligence; they highlight the importance of accommodating diverse learning rates and

preferences. Environmental and physical factors, such as prolonged school absences, financial challenges, and socio-economic disparities, can also impact a child's learning ability. It's essential to recognize that each child is distinct, possessing unique strengths, weaknesses, and interests. As educators, we must acknowledge and honour this individuality. While every child learns at their own pace, disparities may arise between what is taught in school and a child's actual understanding. In such cases, children may benefit from additional support and encouragement to bridge this gap. This is where remedial classes play a crucial role, providing invaluable assistance in addressing individual learning needs and fostering academic growth. Many children may struggle not due to a lack of intelligence but because they haven't yet developed the essential skills related to self-awareness and self-management. It's crucial for teachers to be able to identify these children who need support in developing these skills.

3. Facilitate an interactive discussion on the diverse learning needs of students. Encourage participants to share their experiences and observations regarding students' learning styles, strengths, and challenges.
4. Prompt participants to reflect on how they adapt their teaching approaches to accommodate different learning needs in their classrooms.
5. Divide participants into small groups and provide them with reflection questions related to their experiences with students who have needed remedial support.
6. Sample reflection questions:
 - How do you identify students who may need remedial support in your classroom?
 - What challenges have you encountered in providing remedial teaching to students?
 - What strategies have you found effective in supporting students with diverse learning needs?
7. Invite each group to share their reflections with the whole group. Encourage participants to listen actively and learn from each other's experiences.
8. Facilitate a brief discussion on common themes and strategies identified by the groups.
9. Lead a guided reflection on the importance of remedial learning in addressing the diverse needs of students. Emphasize that remedial teaching is not about labeling students but providing targeted support to help them succeed.
10. Summarize the key insights gained from the activity. Reinforce the idea that every student learns differently, and remedial learning plays a crucial role in supporting their individual learning journeys.
11. Thank participants for their active participation and contributions to the discussion.

Activity 2: Push-in and Pull-out Intervention
 **30 Min**

1. Explain to participants that the session will focus on implementing remedial learning through push-in and pull-out interventions.
2. Begin by asking participants if they are familiar with push-in and pull-out interventions. Encourage them to share their understanding or experiences.
3. Facilitate a discussion by taking 4-5 responses from participants regarding their knowledge of push-in and pull-out interventions.
4. Clarify any misconceptions and highlight key points.
5. Display the PowerPoint presentation on push-in and pull-out interventions. Provide an overview of each intervention method, emphasizing how push-in involves in-class support while pull-out entails separate instruction outside the classroom.

Push-in intervention involves supporting a struggling student inside the classroom. All the additional support and differentiated instruction happens in the classroom instead of somewhere else. On the other hand, ***pull-out intervention*** happens when students are pulled out of the general education classroom and taken to a separate setting for **small-group** or **one-on-one instruction**.

Before opting for remediation, a diagnostic assessment (details in day-2) will be carried out by the teacher.

If 70% or more of the students score below 40% in a particular topic in the Diagnostic Assessment, the teacher will opt for 'PUSH IN'. If fewer than 70% of the students score below 40% in a particular topic in the Diagnostic Assessment, the teacher will opt for 'PULL OUT'.

To calculate percentage use the following formula:

$$\text{Avg. percentage for each topic (\%)} = \frac{\text{No. of students that scored below 40\% in a particular topic}}{\text{Total no. of students}} \times 100$$

For both, remedial lesson plans are same, but ways are different. It is recommended to make groups of maximum of 7 students in a particular topic for pull out method.

6. Open the floor for any questions from participants regarding the intervention methods or guidelines.
7. Prompt participants to reflect on when they believe remedial teaching should be conducted based on their understanding of the recipients and settings. Take 4-5 responses and encourage thoughtful reflection.
8. Display the PowerPoint presentation on remedial learning and continue the discussion by reading the definition aloud.

Remedial learning is **re-teaching of concepts and skills that some students struggle** with in the classroom. Re-teaching means restating the same material, sometimes at a slower pace, so students have additional time to process the information – and – Remedial learning is **strategic** and **targeted**.

Remedial Learning is strategic because it identifies the most suitable remedial option for the student – push-in or pull-out interventions.

Remedial Learning is targeted because it targets those learners who don't perform well in assessments; who don't understand certain concepts and skills; also, those SLOs that are difficult to understand.

9. Emphasize that remedial learning is strategic and targeted, aiming to provide tailored support to struggling students through push-in or pull-out interventions.
10. Summarize the key points discussed during the session and thank participants for their engagement.

Activity 3: Benefits of Remedial Learning

 10 Min

1. Divide participants into three groups. Ensure each group has an equal number of participants.
2. Assign each group the task of discussing the benefits of remedial learning. Encourage them to consider both academic and socio-emotional benefits.
3. Provide prompts such as:
4. How does remedial learning help students academically?
5. What socio-emotional benefits does remedial learning offer?
6. How does remedial learning contribute to a positive classroom environment?
7. Ask each group to nominate a spokesperson to share one significant benefit of remedial learning identified during their discussion.
8. Encourage participants to listen attentively to each group's presentation.
9. Briefly summarize the benefits of remedial learning for the entire group.
10. Emphasize key points such as bridging learning gaps, creating a supportive learning environment, and boosting students' confidence and self-esteem.
11. Provide participants with additional time to delve deeper into the discussion and explore more benefits of remedial learning.
12. Encourage participants to reflect on how they can incorporate remedial learning strategies into their teaching practice to maximize these benefits for their students.

Activity 4: 5-Ws of Remedial Learning
 **30 Min**

1. Give handout Handouts 2a, 2b, 2c and 2d to the participants.
2. Instruct them to read each handout individually and highlight key points.
3. Ask participants to reflect individually on the key points they highlighted from the handouts.
4. Divide participants into three groups: Group A, Group B, and Group C.
5. Instruct participants to discuss the key points they highlighted with their group members.
6. Encourage them to share insights and interpretations of the information.
7. Have each group share one significant point from their discussions with the whole group.
8. Facilitate a brief discussion on each point shared.
9. Provide each group with a chart and markers.
10. Instruct them to create a 5-Ws poster about remedial learning (What, Who, Where, When, and Why) using the information from Handouts 2a, 2b, 2c, and 2d.
11. Encourage creativity and clarity in presenting the information.
12. Once the posters are completed, ask each group to display their poster on the wall for others to see.
13. Ask participants to examine each other's posters and note any differences in their responses to the 5-Ws.
14. Encourage brief discussions between groups to exchange insights.
15. Summarize the key points and ideas shared by participants during the activity.
16. Explain the purpose of the activity in deepening understanding of remedial learning.
17. Open the floor for any questions participants may have about the concept of remedial learning.

Activity 5: Reflective Discussion and Conclusion
 **20 Min**

1. Prompt participants to quickly discuss their understanding of remedial learning and its components in pairs or small groups.
2. Encourage them to share their insights and interpretations with each other.
3. Ask participants to individually think and write answers to the following questions in their notebooks:
 - What did I learn today?
 - Which activity I liked the most and why?
 - Which activity I liked the least and why?
4. Invite 2-3 participants to share their responses with the whole group.
5. Encourage them to articulate their thoughts and reasoning behind their preferences.

6. Review the key points of the session with the whole group.

Explain that remedial learning involves re-teaching concepts and skills that slow learners struggle with, providing targeted support to address learning gaps.

Differentiate between push-in and pull-out interventions, highlighting that push-in involves in-class support while pull-out entails separate instruction outside the classroom.

Emphasize the importance of early intervention and organized planning in remedial teaching to prevent students from falling behind permanently.

7. Open the floor for any questions participants may have about the concepts discussed during the session.
8. Address any queries or clarifications needed.
9. Thank participants for their active participation and contributions during the session.
10. Inform them that the next session will delve into the methodology of remedial learning, building upon the foundational concepts covered today.
11. Conclude the session by reiterating the importance of understanding and implementing remedial learning strategies to support student success.
12. Encourage participants to continue their engagement and exploration of remedial learning in future sessions.



DAY 2		
▪ Diagnostic Assessment ▪ Phases of Remedial Learning Programme		
SESSION 1		
TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	1. Warm-up Activity (Reflection on Day-1) 2. Diagnostic Assessment 3. Conduct Diagnostic Assessment 4. 5-Ws of Diagnostic Assessment
10:00 – 10:15 am	Stretch Break	
SESSION 2		
10:15 – 11:15 am	60 minutes	1. Planning for Remedial Learning 2. Collaborative Lesson Planning
11:15 – 11:30 am	Stretch Break	
SESSION 3		
11:30 – 12:30 pm	60 minutes	1. Culture Setting and Student Profile Form 2. Explore Teaching Strategies and Reflective Practice
12:30 – 1:00 pm	Prayer Break	
SESSION 3 (Continue)		
1:00 – 2:00 pm	60 minutes	1. Monitor Student’s Progress 2. Reflective discussion & Conclusion

Session 1: Diagnostic Assessment **60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Understand Diagnostic Assessment
- Conduct Diagnostic Assessment

**Materials Needed**

- Charts
- Markers
- Handout 3: Diagnostic Assessment Tools (English, Urdu, Mathematics)
- Handout 4: Remediation Result Compilation Form
- Handout 5: Topic-wise Monitoring & Tracking Form

Activity 1: Warm-up Activity **10 Min**

1. Inform the participants that we will be engaging in a warm-up activity called “Hot Potato.” The purpose of this activity is to recall topics from day-1. It will be a competition between two teams, with each correct response earning 5 points. The team with the highest score will emerge as the winner.
2. Divide the participants into two teams.
3. Instruct each team to create a list of 5 questions based on day-1, to be asked to the other team.
4. Begin the game by tossing a ‘hot potato’ (potato, ball/piece of paper) to one team.
5. Set a timer for 30 seconds.
6. The team catching the hot potato must quickly choose a question from their list and ask it to the other team. The other team has 15 seconds to answer.
7. If the team answers correctly, they earn 5 points. If not, the opposing team has a chance to steal the points by providing the correct answer.
8. After the question is answered or stolen, the team with the hot potato quickly selects another question and tosses the hot potato to the other team.
9. Continue taking turns until all questions are answered or until the timer runs out.
10. Once all questions have been addressed, tally the scores to determine the winning team.
11. Thank the participants for their active participation in this game.

Activity 2: Understand Diagnostic Assessment
 **10 Min**

1. Remind the participants about the importance of diagnostic assessment before remediation and its role in understanding students' current knowledge base.
2. Display the PowerPoint presentation titled "Diagnostic Assessment" and explain its key components and objectives to the participants.

The Diagnostic Assessment evaluates a learner's current understanding of the topics or Student Learning Outcomes (SLOs) to be covered in a specific grade. Its purpose is to provide a snapshot of students' current knowledge levels, allowing the teacher to make informed decisions about instructional strategies and approaches for teaching new content.

Diagnostic Assessments are commonly used in pre-remedial learning classes. This approach enables teachers to monitor students' progress by comparing pre- and post-test results, helping them identify areas where additional support may be needed.

Furthermore, Diagnostic Assessments help pinpoint areas that require further attention. This may include topics that the entire class struggles with collectively, or individual students who face challenges in specific areas.

3. Further explain to the participants that diagnostic assessment helps teachers assess students' current understanding of topics or Student Learning Outcomes (SLOs).
4. Emphasize that the goal is to identify areas where students may need additional support or remediation.
5. Encourage participants to share their experiences with using diagnostic assessment before teaching any topic or subject.
6. Prompt them to discuss when they used it, why they chose to use it, and how it benefited their teaching approach.
7. Take 4-5 responses from participants, allowing them to share their insights and experiences with using diagnostic assessment.
8. Summarize the key points discussed during the activity, highlighting the importance of diagnostic assessment in identifying learning needs and guiding instructional decisions.
9. Thank the participants for their engagement and participation in the discussion.
10. Remind them of the significance of diagnostic assessment in the remedial learning process.

Activity 3: Conduct Diagnostic Assessment
 **30 Min**

1. Briefly introduce the purpose of the activity: to familiarize participants with the Diagnostic Assessment Tools for English, Urdu, and Mathematics.
2. Distribute Diagnostic Assessment Tools (English, Urdu, Mathematics)

3. Display the PowerPoint presentation on the Diagnostic Assessment Tool for each subject.
4. Discuss the sections and marking criteria for each subject.

The diagnostic assessment tools are comprehensive evaluations designed to gauge a student's understanding of the Student Learning Objectives (SLOs) from the preceding two grades, specifically Kindergarten (KG) and Grade 1. These assessments are crucial in identifying areas where students may require additional support or remediation to bridge any gaps in their learning.

In the diagnostic assessment for Urdu and English, there are two main components: an oral section and a written section. The written part of the assessment is completed independently by the student, requiring them to respond to questions or tasks that assess their grammar skills, comprehension, and application of concepts. On the other hand, the oral section involves direct interaction between the student and the teacher. During this part, the teacher engages the student in conversation, asks probing questions, and observes their language proficiency, pronunciation, and ability to express ideas orally.

In the mathematics diagnostic assessment, students are presented with a variety of mathematical problems, ranging from basic arithmetic operations to more complex problem-solving tasks. These problems are designed to assess students' understanding of foundational mathematical concepts such as addition, subtraction, multiplication, division, patterns, shapes, and measurement.

Each subject assessment, whether Mathematics, Urdu or English, is allocated a total of 50 marks. These marks are distributed across the different components of the assessment, with varying weights assigned to different types of questions or tasks.

To ensure adequate time for completing the assessment tasks, a duration of 60 minutes is allotted to students. This timeframe allows students to work through the questions methodically, review their responses, and seek clarification from the teacher if needed.

5. Invite a volunteer to share their understanding of the diagnostic assessments for the three subjects.
6. Encourage participants to discuss among themselves how to conduct separate assessments for each subject.
7. Display the PowerPoint presentation on the Remediation Result Compilation Form.

After completing the Diagnostic Assessment for each subject, the teacher documents the students' names in the first column of the Remediation Result Compilation Form (English, Urdu, Mathematics). In the second column, the teacher records the corresponding Diagnostic Assessment Results, which are labeled as Pre-Remedial Diagnostic Assessment Results.

Following this initial assessment, the teacher conducts another diagnostic assessment after six weeks of remedial learning. The results of this assessment are recorded in the third column of the same form, identified as Post-Remedial Diagnostic Assessment Results. Subsequently, the teacher evaluates whether there has been any improvement in the students' scores by filling in the fourth column of the form.

If there is noticeable improvement in the Post-Remedial Diagnostic Assessment results, indicating that students have mastered the targeted concepts, they may resume regular classes. However, if the assessment scores show minimal improvement or continued struggle, the students will continue with an additional six weeks of remedial learning to further reinforce their understanding of the subject matter.

8. Explain how to record Pre-Remedial and Post-Remedial Diagnostic Assessment Results.
9. Discuss the criteria for determining whether students require push-in or pull-out remediation.
10. Display the PowerPoint presentation on the Topic-wise Monitoring & Tracking Form.

After conducting the diagnostic assessment, the teacher proceeds to complete the Topic-wise Monitoring & Tracking Form. This form serves as a comprehensive record of all the Student Learning Objectives (SLOs) assessed in the diagnostic assessment, spanning topics from the preceding two grades that are deemed crucial for mastering the SLOs of the current class. In this form, the teacher meticulously records each student's score for every topic assessed in the diagnostic assessment.

To reiterate the decision-making process based on the diagnostic assessment results:

If 70% or more of the students score below 40% in a particular topic, the teacher will choose the 'PUSH IN' intervention approach.

If fewer than 70% of the students score below 40% in a particular topic, the teacher will opt for the 'PULL OUT' intervention approach.

To calculate the percentage of students scoring below 40% in each topic, the following formula is employed:

$$\text{Avg. percentage for each topic (\%)} = \frac{\text{No. of students that scored below 40\% in a particular topic}}{\text{Total no. of students}} \times 100$$

11. Explain how to fill out the form to track students' progress on each topic.
12. Emphasize the importance of recording scores accurately to guide remediation efforts.
13. Allow participants to ask questions and seek clarification on any aspect of the diagnostic assessment process.
14. Refer to Handouts 4 and 5 for additional reference if needed.

15. Summarize the key points covered during the session.
16. Thank the participants for their active participation and engagement.
17. Encourage them to review the handouts and seek further assistance if required.

Activity 3: 5-Ws of Diagnosing**10 Min**

1. Begin by distributing Handouts 3, 4, and 5 to all participants and ask them to read the handouts individually.
2. Instruct each participant to highlight key points or important information from the handouts.
3. Divide participants into three groups: Group A, Group B, and Group C.
4. Ask participants within each group to discuss the key points they highlighted from the handouts with each other.
5. Instruct the groups to collectively choose one significant point from their discussions to share with the rest of the participants.
6. Provide each group with chart paper or poster boards and markers.
7. Task the groups with creating a 5-Ws poster about diagnosing learning difficulties. The poster should include information extracted from Handouts 3, 4, and 5, addressing the following questions: What, Who, Where, When, and Why.
8. Once the posters are completed, hang them on the wall for everyone to see.
9. Ask participants to take a few minutes to review the posters created by the other groups and note any differences or additional insights.
10. Facilitate a brief discussion to summarize the key points and ideas presented on the posters. Clarify any misconceptions and reinforce important concepts related to diagnosing learning difficulties.
11. Open the floor for questions from participants about the concept of diagnosing.
12. Encourage discussion and provide additional explanations or examples as needed.
13. Conclude the activity by thanking participants for their engagement and emphasizing the importance of effective diagnosing in supporting students' learning needs.

Session 2: Phases of Remedial Learning Programme **60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Understand how to plan the remedial learning class by selecting SLOs/topics
- Determine the number of periods needed to teach each chosen topic

**Materials Needed**

- Charts
- Markers
- Handout 6: Teaching Guides (English, Urdu and Mathematics)
- Handout 7: Study Packs (English, Urdu and Mathematics)
- Handout 8: Planning for Remedial Learning

Activity 1: Planning for Remedial Learning **60 Min**

1. Explain to the participants that an essential skill for effective teaching is the ability to organize and sequence content into coherent lesson plans. This skill is crucial for engaging students and promoting effective learning.
2. Ask the participants how they currently plan their lessons. Encourage them to share their approaches and strategies.
3. Take 4 – 5 responses from the participants to understand the variety of methods used in lesson planning.
4. Divide the participants into groups of 4 - 5 individuals.
5. Instruct each group to brainstorm and list all essential details that should be included in a lesson plan.
6. Provide examples such as objectives, covered content, pre-existing student knowledge, required materials, and the relevance of the material to the overall lesson goals.
7. Allow 10 minutes for group discussion and brainstorming.
8. After the allotted time, invite each group to share 4 – 5 key points from their brainstorming session.
9. Encourage discussion and comparisons between group responses.
10. Discuss with the participants the differences in lesson planning between traditional classrooms and remedial settings.
11. Explain that in remedial classrooms, lesson planning is tailored for individual student needs while still aligning with the curriculum.
12. Emphasize the importance of flexibility and accessibility in lesson planning for remedial students.

13. Explain the initial phase of planning for remedial learning, which involves selecting Student Learning Objectives (SLOs) or topics and determining the required number of periods for each.
14. Display PowerPoint presentation (Teaching Guides and Study Packs) to provide insight into the Teaching Guides for English, Urdu, and Mathematics.

- *Lesson plans are developed based on the Student Learning Objectives (SLOs) outlined in the National Curriculum.*
- *Each lesson plan clearly states the topic and objective of the lesson, avoiding broad aims for various activities within a single day's lesson.*
- *The Teaching Guide maintains consistency across all lessons to provide structure and coherence for teachers.*
- *Each day typically consists of one period, and the number of activities or periods for lesson plans varies depending on the context and topic.*
- *Teachers have the flexibility to adjust the number of periods assigned for a particular SLO based on their instructional needs.*
- *Teachers can adapt the lesson plans by selecting activities from different periods to fit within their instructional time frame.*
- *For instance, activities from multiple days can be combined if necessary, while ensuring that critical learning objectives are met.*
- *The number of activities within a lesson is carefully considered to ensure that all essential activities can be completed within the allocated instructional time.*
- *Different strategies for assessing student understanding are embedded within each lesson to provide opportunities for informal assessment.*
- *Lesson plans include support and guidance for teachers to recognize and address the individual needs of students during instruction.*

Activity 2: Collaborative Lesson Planning

 30 Min

1. Prepare guidelines for lesson planning, including key components such as objectives, activities, materials, assessment strategies, etc. These can be provided on printed handouts or displayed on a screen.
2. Divide the participants into small groups of 3-5, ensuring each group has access to a whiteboard or flipchart paper and markers.
3. Explain to the participants that they will engage in a collaborative lesson planning activity where each group will work together to create a lesson plan based on given criteria.
4. Provide the guidelines for lesson planning and explain each component briefly, ensuring everyone understands the expectations.
5. Assign or allow each group to choose a specific topic or subject area for their lesson plan.

6. Set a time limit for the activity, such as 10-15 minutes, depending on the complexity of the topic and components.
7. Instruct the groups to collaborate and brainstorm ideas for their lesson plan, focusing on each component outlined in the guidelines.
8. Encourage participants to be creative and consider different teaching methods, activities, and assessment strategies to effectively address the learning objectives.
9. After the allotted time, invite each group to present their completed lesson plan to the rest of the participants.
10. As each group presents, encourage them to explain their rationale behind their choices and how they integrated the key components into their lesson plan.
11. Facilitate a brief discussion after each presentation, allowing participants to ask questions and provide feedback on the presented lesson plans.
12. Facilitate a discussion with the entire group after all the presentations have been completed.
13. Encourage participants to reflect on the lesson planning process, highlighting any challenges they encountered and lessons learned.
14. Discuss the importance of effective lesson planning in promoting student engagement and achievement.
15. Conclude the activity by summarizing the key takeaways from the collaborative lesson planning exercise.
16. Thank the participants for their active participation and collaboration in creating lesson plans.

Session 3: Phases of Remedial Learning Programme (cont.) **120 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Understand Classroom Culture Setting and Student Profile Form
- Explore Teaching Strategies and Reflective Practice
- Monitor the students' progress after Remedial Learning
- Articulate their thoughts and feelings about the session.
- Discuss their understanding of the process of remedial teaching and share insights gained.

**Materials Needed**

- Charts
- Markers
- Handout 6: Teaching Guides (English, Urdu and Mathematics)
- Handout 7: Study Packs (English, Urdu and Mathematics)
- Handout 9: Culture Setting and Student Profile Form
- Handout 10: Managing Learning Environment
- Handout 11: Adapt and Apply teaching strategies
- Handout 12: Reflective Questionnaire

Activity 1: Culture Setting and Student Profile Form **40 Min**

1. Divide the participants into two groups: Group A and Group B.
2. Explain to each group that they will participate in a drawing challenge.
3. Show Group A a sample drawing and express high expectations for their artwork, saying, "I believe you can create amazing drawings!"
4. Show Group B the same sample drawing but express lower expectations, saying, "This might be challenging, but just do your best."
5. Set a timer for 5 minutes for the drawing challenge.
6. Provide each group with paper and drawing materials.
7. Allow both groups to start their drawing challenge.
8. After the time is up, collect the drawings from both groups.
9. Compare the drawings from both groups and discuss the results:
 - Did Group A produce more detailed or creative drawings compared to Group B? Why?

- How did the different expectations impact each group's motivation and performance?
 - What does this experiment tell us about the importance of setting high expectations for students?
10. Emphasize the importance of maintaining high expectations for students in creating a positive and supportive learning environment.
 11. Display the PowerPoint presentation (Classroom Culture Setting)
 12. Clarify to the participants that the objective of remedial teaching is to nurture a nurturing learning environment.
 13. Emphasize to them that within such an environment, students are prompted to openly articulate their challenges and pose questions without fear of criticism or judgment.

The aim of remedial teaching is to cultivate a supportive learning atmosphere wherein students feel comfortable discussing their challenges and seeking solutions. Students with learning difficulties often lack self-assurance and may display passivity in the classroom, hesitating to ask questions or share their perspectives. Therefore, remedial teachers should patiently encourage active participation among these students, fostering their interest in learning through enjoyable experiences.

This phase aims to create a space where students feel secure and empowered to engage fully. It's crucial that everyone feels valued and included in all aspects of classroom activities, allowing students to freely express their emotions and thoughts. The teacher plays a pivotal role in observing students' behavior, identifying their needs and emotions, and adapting teaching strategies and the learning environment based on observations and diagnostic assessment outcomes.

In a supportive learning environment, struggling students are encouraged to openly express their difficulties and ask questions without fear of judgment. Necessary guidance and support are provided to motivate active participation in finding solutions, empowering students to take ownership of their learning journey. This approach fosters a positive and inclusive classroom culture where every student feels heard, respected, and supported in their academic growth.

- *Set high expectations for students in remedial classes, as these expectations often drive their academic success.*
- *Students tend to fulfill the expectations set for them, whether they are high or low.*
- *High expectations empower students to achieve their best academically and emotionally.*
- *When teachers believe in their students' capabilities, it creates a positive and supportive learning environment.*

- *Maintaining high expectations fosters motivation and empowers students to reach their full potential.*
- *Teachers should communicate confidence in their students' abilities and uphold rigorous standards.*
- *Avoid referencing students' performance in diagnostic assessments to prevent demotivation.*
- *Instead of focusing on past performance, ask students how you can support their growth and success.*

14. Display the PowerPoint presentation (Student Profile Form)
15. Emphasize that the questions from the student profile form are crucial for understanding each child deeply.
16. Now divide the participants into groups of 4-5, depending on the number of participants.
17. Ask the groups to brainstorm all the essential details needed for fostering a positive classroom learning culture and environment.
18. Request a volunteer participant from each group to record the possible ways of fostering a positive classroom learning culture and environment on a chart.
19. After 10 minutes, gather 4-5 responses from the groups.
20. Reflect on fostering a positive classroom learning culture and environment using the information provided in Handout 10.
21. Inquire if the participants have any questions.

Activity 2: Explore Teaching Strategies and Reflective Practice



30 Min

1. Explain that teaching strategies are methods and techniques used by teachers to facilitate student learning.
2. Emphasize that teachers choose strategies based on the Student Learning Outcome (SLO) and learners' levels of expertise.
3. Highlight that within a single lesson, teachers may use multiple strategies with different intended outcomes.
4. Divide participants into groups of 4-5 members each.
5. Provide Handout 4: Teaching Guides (English, Urdu, and Mathematics) to each group.
6. Ask groups to identify and list teaching strategies mentioned in the handout.
7. Request a volunteer from each group to write down the identified strategies on a chart.
8. Allocate 10 minutes for groups to compile their lists.
9. Invite 4-5 groups to share their identified teaching strategies.
10. Use Handout 11 to facilitate a discussion on teaching strategies.

11. Emphasize the importance of understanding and selecting appropriate strategies for effective teaching.
12. Display PowerPoint presentation on Study Packs and Teaching Guides.

Within the Teaching Guide, teachers are presented with a variety of teaching strategies to enhance their instructional practices. While teachers are not obligated to employ every strategy outlined, it is crucial for them to possess an understanding of the available options and the anticipated outcomes. This awareness serves as a foundation for refining teaching methodologies and advancing instructional effectiveness. For example, after delivering the "introduction/anticipation" on the first day, the teacher can proceed to teach activities scheduled for subsequent days if suitable for the chosen skill. Ensure clarity in lesson plans regarding period allocation by incorporating both the "introduction/anticipation" and "consolidation" stages.

13. Inform participants that in this phase, teachers teach the topics/SLOs identified in the planning phase.
14. Emphasize that to conduct lessons effectively, teachers rely on Study Packs (SP) and lesson plans specifically designed for remediation purposes.
15. Explain the significance of these resources in planning and conducting remedial classes.
16. Provide examples of how teachers can adapt lesson plans from Teaching Guides based on class progress and student needs.
17. Highlight the role of reflection in assessing teaching effectiveness and improving student learning outcomes.
18. Distribute Handout 12: Reflective Questionnaire to each group.
19. Ask groups to select a specific situation to reflect on and answer the questions in the questionnaire.
20. Request a volunteer from each group to write down the group's reflection based on the questionnaire.
21. Allocate 10 minutes for groups to complete their reflections.
22. Invite 4-5 groups to share their reflections with the rest of the participants.
23. Encourage participants to ask any questions or seek clarification on teaching strategies and reflective practice.

Activity 3: Monitor Student's Progress



30 Min

1. Explain to participants that in remedial learning classes, monitoring student progress is crucial to ensure the effectiveness of the remediation process.

2. Emphasize that data acquired through monitoring is used for evaluation to assess whether re-teaching the topic helped the student learn the concept or not.
3. Divide participants into three groups.
4. Instruct each group to discuss how teachers can effectively monitor students' progress in remedial learning.
5. Encourage them to consider various strategies and methods for monitoring progress.
6. Ask each group to share one significant strategy they have identified for monitoring student progress.
7. Allow groups to present their ideas to the whole group.
8. Elaboration:

Provide further explanation on the phase of monitoring progress in remedial learning:

- *Explain that in this phase, students' literacy and numeracy skills are assessed, and their progress is gauged after remediation.*
 - *Describe the process of conducting end-line assessment/Post-remedial Diagnostic Assessment to determine if students still need remediation or can continue with the academic calendar.*
 - *Explain that separate assessments are carried out for each subject, including English, Urdu, and Mathematics.*
 - *Detail the structure of the diagnostic assessment, including its components such as oral and written sections and the marking criteria.*
 - *Highlight the importance of recording students' marks in the Remediation Result Compilation Form for evaluating their performance.*
- Ask participants if they have any questions or require clarification on the monitoring process in remedial learning.

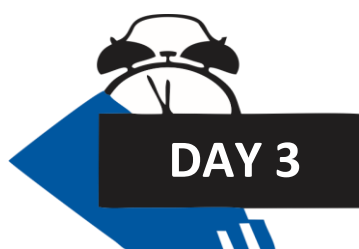
Activity 4: Reflective discussion & Conclusion



20 Min

1. Begin by expressing optimism and gratitude to the participants for attending the training session.
2. Distribute paper or sticky notes and pens to each participant.
3. Ask the participants to take a few minutes to jot down their expectations for the training session. They can write one expectation per sticky note.
4. Once everyone has written down their expectations, invite them to share one expectation each with the group. They can stick their notes on a designated wall or board.
5. After all expectations are shared, facilitate a discussion by asking participants to reflect on whether the training met their expectations.

6. Encourage them to discuss any similarities or differences between their expectations and the actual content covered in the training.
7. Allow ample time for participants to share their thoughts and engage in open dialogue with each other.
8. Conclude the activity by expressing gratitude to the participants for their active participation and cooperation.
9. Reinforce the importance of their feedback in shaping future training sessions.



- Practice Diagnostic Assessment
- Demonstrate Mock Teaching Lessons

SESSION 1

TIME	DURATION	Activity
9:00 – 10:00 am	60 minutes	1. Review Training Manual Day-1 & Day-2 2. Practice conducting Diagnostic Assessment

10:00 – 10:15 am	Stretch Break
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SESSION 2

10:15 – 11:15 am	60 minutes	1. Mock/Demo Teaching Preparation
11:15 – 11:30 am	Stretch Break	

SESSION 3

11:30 – 12:30 pm	60 minutes	1. Demonstration of Remedial Lessons 2. Post-remedial Assessment 3. Reflective discussion & Conclusion
12:30 – 1:00 pm	Prayer Break	

SESSION 3 (Continue)

1:00 – 2:00 pm	60 minutes	1. Demonstration of Remedial Lessons 2. Post-remedial Assessment 3. Reflective discussion & Conclusion
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Session 1: Review and Training Practice **60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Review selected sessions of Day-1 and 2
- Practice conducting Diagnostic Assessment

**Materials Needed**

- Markers
- Pencils
- Charts
- Copies of Day-1 & Day-2 training manuals
- Handouts related to Day-1 & Day-2 content

Activity 1: Review Training Manual Day-1 & Day-2 **10 Min**

1. Divide participants into 4 groups, ensuring that each group has a mix of individuals with varying levels of experience and expertise.
2. Distribute copies of the Day-1 & Day-2 training manuals and handouts to each group.
3. Explain to the participants that their role is crucial in facilitating the next level of training with teachers.
4. Emphasize that they will deepen their understanding of the session content and practice facilitation during this session.
5. Inform participants that they will focus on identifying the training structure and practicing selected sessions from Day-2 of the remedial learning training for teachers.
6. Encourage participants to thoroughly review the content of Day-2 in their groups.
7. Remind them to pay attention to the session structure, key concepts, and teaching strategies presented in the manual.
8. As the groups work through the manual and handouts, move around the room to provide support and address any questions or clarifications they may need.
9. Allocate a specific amount of time for this activity, such as 20-25 minutes, depending on the complexity of the content and the size of the groups.
10. After the allocated time, gather the groups back together for a brief discussion.
11. Ask each group to share their key observations, insights, and questions about the Day-2 content they reviewed.

12. Record the main points shared by each group on flip chart paper to create a collective summary of the training manual review.
13. Facilitate a discussion on any common themes or challenges identified during the review process.
14. Conclude the activity by emphasizing the importance of thorough preparation and understanding of the training content for effective facilitation.
15. Express appreciation to the participants for their active engagement and encourage them to continue their preparation for the upcoming training sessions.

Activity 2: Practice conducting Diagnostic Assessment

 50 Min

1. Divide participants into 4 groups, ensuring each group has a mix of individuals with varying levels of experience and expertise.
2. Provide each group with a set of Diagnostic Assessment Tools for English, Urdu, and Mathematics, along with copies of the Remediation Result Compilation Form and Topic-wise Monitoring & Tracking Form.
3. Instruct the groups to:

- *Record the students' names in the Remediation Result Compilation Form and Topic-wise Monitoring & Tracking Form.*
- *Practice conducting a separate assessment for each subject, focusing on essential topics/SLOs from the previous two grades. The diagnostic assessment comprises an oral and a written section, with a total of 100 marks.*
- *Work together to determine the marks obtained by each student in the diagnostic assessment and record them in the Remediation Result Compilation Form.*

4. After 20 minutes of practice, provide the groups with a hypothetical list of marks obtained by each student in the diagnostic assessment.
5. Instruct the groups to:

- *Record the marks obtained by each student in the diagnostic assessment in the Remediation Result Compilation Form.*
- *Use the Topic-wise Monitoring & Tracking Form to record each student's score for each skill from the specific section of the diagnostic assessment.*

6. Guide the groups to:

- *Calculate the total score of the class for each skill by averaging the percentage obtained by the students.*
- *Discuss any discrepancies or challenges encountered during the assessment and data compilation process.*

7. Facilitate a brief discussion to address any questions or concerns raised by the participants.
8. Conclude the activity by summarizing the importance of accurate data collection and analysis in the remedial learning process.
9. Thank the participants for their active participation and engagement in the activity.

Session 2: Mock/Demo Teaching Preparation **60 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Plan and prepare for delivering remedial lessons effectively
- Plan and prepare for setting classroom culture
- Plan and prepare for applying teaching strategies effectively
- Plan and prepare for monitoring student progress and evaluating learning outcomes

**Materials Needed**

- White/black board
- Marker/chalk
- Flash cards
- Copies of Day-1 & Day-2 training manuals
- Handouts related to Day-1 & Day-2 content

Activity 1: Mock/Demo Teaching Preparation **60 Min**

1. **Group Formation:** Divide participants into three groups, each assigned to prepare and deliver a remedial lesson for English, Urdu, and Mathematics, respectively.
2. **Lesson Assignment:** Assign each group a different lesson plan relevant to their subject area. Ensure that each group receives a distinct lesson plan.
3. **Time Allocation:** Inform participants that they have 15 minutes to conduct their Mock/Demo lesson.
4. **Teaching Guidelines:** Emphasize that participants should adhere to all teaching steps outlined in the lesson plan.
5. **Planning and Classroom Culture:** Encourage participants to consider how they will plan and set up a positive classroom culture during their lesson preparation. Discuss strategies for creating a supportive learning environment where all students feel valued and included.
6. **Applying Teaching Strategies:** Prompt participants to identify and incorporate effective teaching strategies into their lesson plans. Encourage them to utilize a variety of instructional methods to engage students and facilitate learning effectively.
7. **Monitoring Student Progress:** Remind participants to plan for monitoring student progress during the lesson. Discuss methods for assessing student understanding and adjusting instruction based on student responses.

8. **Preparation Phase:** Instruct participants to collaborate with their group members to plan and prepare their assigned lesson. Encourage them to utilize resources such as handouts, study packs, and instructional videos to aid in their preparation process.
9. **Supportive Environment:** Remind participants that the objective is collective learning, and it's essential to support each other throughout the preparation phase.
10. **Facilitator's Role:** As participants engage in preparation activities, circulate around the room to provide guidance and assistance as needed. Offer clarification on any doubts or questions that may arise during the planning process.

Session 3: Mock/Demo Teaching Demonstration **120 Min****Expected Session Objectives**

By the end of the session, participants will be able to:

- Practice delivering effective remedial lessons
- Practice setting a positive classroom culture
- Practice applying teaching strategies effectively
- Practice monitoring student progress
- Reflect on the process of remedial learning

**Materials Needed**

- White/black board
- Marker/chalk
- Flash cards
- Copies of Day-1 & Day-2 training manuals
- Handouts related to Day-1 & Day-2 content

Activity 1: Demonstration of Remedial Lessons **70 Min**

1. Explain to participants that they will now have the chance to demonstrate their prepared remedial lessons.
2. Emphasize that this exercise is aimed at practicing effective teaching strategies, setting a positive classroom culture, and monitoring student progress.
3. Allocate a designated area for each group to sit.
4. Ensure that each group has access to necessary materials, such as flip chart boards or whiteboards, for presenting their lessons.
5. Appoint a facilitator for each group. Their role will be to monitor time, assist group members, and observe the classroom culture during the demonstration.
6. Instruct facilitators to keep track of time as participants deliver their assigned lessons.
7. Encourage participants to actively engage in delivering their remedial lessons.
8. Remind them to focus on setting a positive classroom culture, applying appropriate teaching strategies, and monitoring student progress.
9. Circulate among the groups as they practice and observe their activities.
10. Take note of how effectively they deliver their lessons, set classroom culture, apply teaching strategies, and monitor student progress.

11. Inform groups when they have 10 minutes remaining to conclude their demonstration.
12. Prompt facilitators to observe how participants monitor student progress and evaluate learning outcomes during the demonstration.
13. Encourage them to provide feedback on the effectiveness of these aspects.

Activity 2: Post-remedial Assessment

 30 Min

1. Distribute a sample list of post-remedial diagnostic assessment results to each group.
2. Instruct the groups to record the marks obtained by each student in the Post-remedial Assessment on the Remediation Result Compilation Form.
3. Encourage participants to thoroughly review the assessment results and accurately document them in the provided form.
4. Allow time for groups to complete the task.
5. Inquire if the participants have any questions regarding the assessment process or the content covered during the session.

Activity 3: Reflective discussion & Conclusion

 20 Min

1. Begin by dividing participants into small groups, ensuring each group has a mix of experiences and perspectives.
2. Provide each group with a set of reflective questions based on the sections they have just practiced:

- *How do you conduct diagnostic assessments?*
- *What steps do you take to plan and prepare a remedial lesson?*
- *How do you establish a positive classroom culture?*
- *What teaching strategies do you apply to enhance the effectiveness of remedial classes?*
- *How do you monitor students' performance and progress?*

3. Allow the groups time to discuss and share their responses to each question.
4. Invite 2-3 volunteers from each group to share their insights with the larger group.
5. Prompt participants to further explore how the activities in these sections can contribute to improving students' literacy and numeracy skills. Encourage them to consider how similar strategies can be applied when teaching from textbooks.
6. Invite 2-3 additional volunteers to share their thoughts and ideas.
7. Summarize the key points and insights from the discussion, emphasizing the importance of reflective practice in refining teaching approaches.
8. Thank the participants for their active engagement and contributions to the session.



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