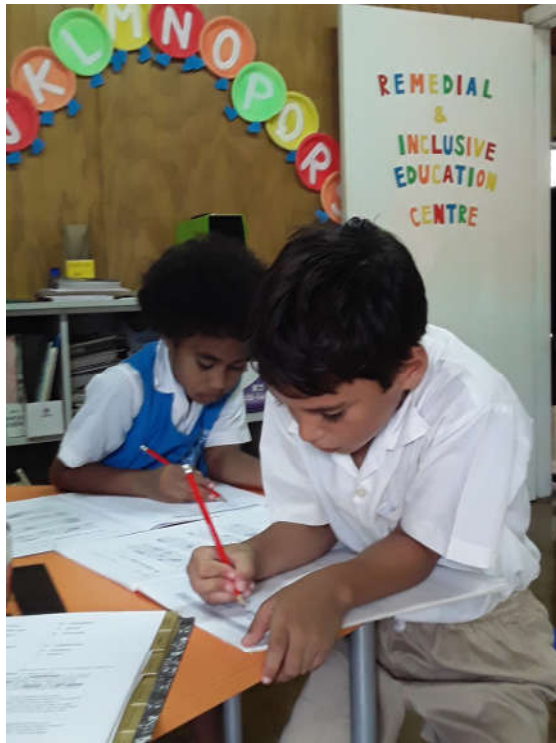




COOK ISLANDS
Ministry of Education
Maraurau o te Pae Api'i

SURVEY OF REMEDIAL PROGRAMMES IN SCHOOLS 2019



2019-2020

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Introduction

The place of Remedial Programmes in The Cook Islands Curriculum Framework

The Cook Islands Curriculum enables all schools to foster achievement and success for all learners. The school curriculum will provide learning opportunities and programmes to enable all students to achieve the learning outcomes to the best of their ability. Every school will provide teaching approaches, supported by high quality resources, that are appropriate to students' abilities and aptitudes, and that challenge them to strive to their full potential in all fields of experience and endeavor.

The principles of The Cook Islands Curriculum Framework apply equally to all schools to every aspect of the curriculum. The principles give direction to learning and teaching. "All schools are required to express the principles in their learning and teaching programmes" (CI Curriculum Framework, 2002). The nine principles of The Cook Islands Curriculum are as follows:

- fosters achievement and success for all learners
- reflects the unique nature of the Cook Islands including cultural and spiritual beliefs and values
- recognizes the primary importance of language in the delivery of the curriculum. It promotes the use of an effective bilingual approach.
- encourage students to be life-long learners and to take responsibility for their own learning.
- promotes relevant, meaningful, and useful learning. It emphasizes the need for students to have a broad and balanced education.
- provides for a coherent progression of learning and enables that progress to be measured against clearly defined achievement objectives.
- provides the flexibility to meet the needs of individual students, local conditions, and change.
- recognizes the importance of an integrated approach to learning.
- provides equity of educational opportunity, recognizing that students have different ways of learning and learn different things at different rates.
- recognizes the Cook Islands place in the wider world including its special relationship with New Zealand and its role in the Pacific.

Purpose Statement

The purpose of this report is to examine the development and implementation of remedial programmes in schools, and to determine the extent of support systems the Ministry of Education has on offer schools.

Importance of Study

The information will be of value to Ministry of Education to identify ways to further develop new programmes and/or support existing remedial strategies already existed in schools.

Results from the evaluation are expected to be utilized for remedial programme related discussions.

Literature Review

Remedial learners have often faced years of failure and many students with high learning needs fear the loss of respect from their peers and teachers. All this usually leads to student's low self-esteem and a lack of confidence.

A number of recent studies have indicated that an intervention in the early stages of children struggling can improve the learners progress.

According to N., Pam M.S. (April 28, 2013), remedial programmes are not the same thing as special education. Special education is designed to meet the ongoing needs of students with disabilities to help them make progress in school. Whereas the remedial programmes are designed to close the gap between what a student knows and what he/she is expected to know.

Research conducted by Georgia Department of Education Remedial Education Program Guideline, (p9, 2018) suggested that students meet the requirement to be on remedial education programme when student information shows:

- Low performance in reading
- Low performance in mathematics
- Inability to verbally express ideas or to write or dictate a meaningful sentence

Recent studies by (Remedial-Education-Program-Guidance-2017-2018) continued stating that remedial educational program is an instructional program designed for students who have identified deficiencies in reading, writing, or mathematics.

According to a literature on ‘Remedial programs: what you need to know’ by ‘The Understood Team’, suggested that when evaluating remedial programmes for students, be aware that not all remedial programmes are effective. Solid remedial programmes:

- Are research-based, using proven teaching methods
- Teach step-by-step without skipping over content
- Are conducted at the student’s pace
- Offer regular reviews and practice exercises to reinforce learning and practice applying new knowledge
- Include a way to assess what the student has learned and whether he’s ready to move ahead
- Teach learner the material in a different way from the way he was taught the first time around
- Offer small group instruction to provide for more individual attention

The literature by ‘The Understood Team’, indicates that an effective remedial programme is taught by teachers with special training in remedial programmes. The Japari School research stated that “remedial education is definitely not more worksheets. It is the use of practical, hands-on where possible, auditory and visual stimuli”.

Methodology

In reporting the findings, Review Officers refers to the categories of primary schools and secondary schools. The following school types are included in each category.

Table 1: School Categories

Secondary schools	years 9-13
Primary schools	ECE-year 6 ECE-year 8
Area schools	ECE-year 13
Tertiary Institute	vocational courses at senior levels

A total of 18 schools participated in the study. There were 9 primary schools, 1 secondary, 1 Tertiary Institute, and 7 Area schools. The 18 schools comprise of 13 composite schools mostly found in the primary and Area schools.

Schools were determined based on 2019 review schedule rather than demographic selection. Review officers visited 17 schools from Term 1 to Term 4, 2019, and one other non-reviewed school voluntarily participated in the study. The study group does not reflect the national percentages in terms of roll number and school locality.

The survey included a set of 5 questions designed to identify existence of remedial programmes in schools and systems and processes in place to assess learners who need remedial support.

The methodological approach used for this inquiry on remedial programmes in schools comprised of qualitative methods. The data collection consisted of semi-structured interviews with principals, teachers, teacher aides and volunteers.

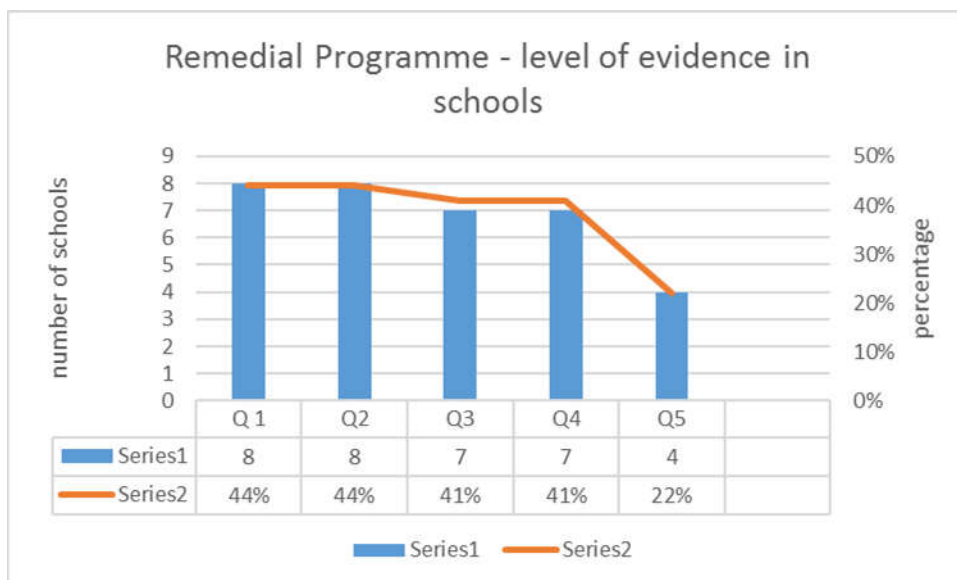
This survey sought to answer five key questions:

- 1) What existing remedial programmes evident in schools.
- 2) What systems and processes are in place to identify and assess learners who need remedial/intervention support.
- 3) What resources and support systems developed by schools to support their remedial/intervention programmes.
- 4) What actions, at a learner /teacher level, that address the needs of these learners.
- 5) Are there new remedial programme opportunities available.

Findings

The table 2 below shows that less than 50 percentage of schools have existing remedial programmes developed and implemented. This has raised some concerns to be further investigated.

Table 2: Remedial Programme graph



The information collected shows that out of the 18 schools, about 44% (total of 8 schools) indicated that they have an existing remedial programmes implemented. From this data, 5 primary schools and of most of whom have composite classrooms, 1 secondary school, and 2 Area schools and 1 of whom has composite classrooms mostly at the primary level.

Findings revealed that of the 44% of schools that have existing remedial programmes implemented, they too have a system and process in place to identify learners who requires remedial or intervention support.

Surprisingly, of the 8 schools with existing remedial programme, only 7 schools indicated of having available resources and support system already in place to enhance their remedial programme. Similarly, they have taken actions, at a learner/teacher level in addressing the needs of their learners.

As shown in Table 2, less than a quarter of the schools clearly indicated that they have planned for new remedial programme opportunities.

Discussion

The curriculum principles are expected to be the foundation of curriculum decision-making at each school. They are intended to be used for planning, prioritizing and reviewing of school's curriculum. When the principles are used well, schools will put students at the centre of teaching and learning.

The findings from the 2019 school review reports highlight that many schools are not designing a school curriculum that reflects The Cook Islands Curriculum Framework principles of *providing the flexibility to meet the needs of individual students, providing*

equity of educational opportunity and recognizing that students have different ways of learning and learn different things at different rates.

This report finding also indicate particular concern regarding the principles *of providing for a coherent progression of learning, the need for students to have a broad and balanced education and encouraging students to be life-long learners and to take responsibility for their own learning.*

All the principles are closely interconnected and together provide a framework for a coherent classroom planning and remedial programmes. Schools that are not enacting the principles are not likely to be able to successfully improve the progress of remedial learners.

The implementation of remedial programme in schools is strongly encouraged and Ministry of Education support for improvement in this particular area is critical to the success of our education system. Remedial programme offer a more individualised basic skills instruction than full class instruction. It enhanced the goals of the Education Master Plan 2008 – 2023, *providing equitable access for all learners to quality learning and experience through a range of successful programmes that meet individual needs.*

Implementing a remedial programme also support the goals outlined in the CIAG 1 in the areas of curriculum, assessment, barriers to student achievement and Inclusive Education.

In schools where the remedial programmes were evidently integrated in school's curriculum indicate:

- classroom differentiated planning are ongoing, contextualised and adaptive to meet the student's needs.
- school has inclusive and responsive practices to support students with learning needs and are engage with Ministry of Education advisors for further assistance.
- school-wide achievement information on literacy and numeracy are used to identify students who are underachieving and whose progress needs to be further supported.
- teachers and teacher aides have a shared commitment and responsibility to students' progress.
- remedial students are connected and engaged in learning programmes and classroom activities.
- teachers create own remedial resources
- some monitoring of students' progress
- some reflection of students' progress carried by teacher and teacher aides.

In these schools the curriculum focused on meeting the diverse needs and interest of all learners in the school. Remedial programmes were in place for students with learning needs. The remedial programme in these schools were expected to address students reading, mathematics, or writing deficiencies.

Schools with limited evidence of remedial programmes in their curriculum found to have:

- a clear lack of understanding from the principal's role to see the importance of having a remedial programme in the school.
- principals indicated the lack of teacher capacity and capabilities to develop and deliver the remedial programme.
- lack of external professional learning development to support staff in this area.
- school lack of new initiatives other than what they have already in place such as grouping, one on one and attending special class for reading.
- teacher aides and volunteers are being used to cover this specialized area

School leaders and Ministry of Education advisors plays a vital role in leading learning and ensuring that schools consider the remedial programme when making decisions about classroom planning, teaching priorities and programme review. The focus should be on supporting schools and teachers to implement remedial programmes that provide learners with:

- a broad and deep curriculum that caters for students' interests, strengths and learning needs.
- learning that fosters students' independence, self-responsibility and engagement.

Limitation:

We recognize the main limitation of this study is its design.

- Difficulty in assessing the quality and effectiveness of remedial programmes due to lack of historical data and review of programme.
- Difficulty in identifying effective remedial resources that are beneficial and making a successful acceleration in students' performance.
- Ineffective monitoring system of students who has been through the support process, very little documented evidence to show progress in achievement.

Recommendation:

At the Ministry level:

- develop a Remedial Education Programme (REP) scheme
 - supported by allocation of funds and qualified personnel to enhance school remedial programme
 - schools submit REP mid and end of year student achievement progress to Ministry of Education for analysis
- teachers working with remedial children should have special training in remedial programmes
 - build professional capabilities and collective capacity
 - grow highly trained teachers to deliver quality remedial programmes
 - provide effective ongoing professional learning opportunities and support for teachers
- provide teachers access to modern tools and learning resources (refer appendix) such as
 - Quick 60 Literacy Program
 - 7Plus Literacy Program
 - 5Plus Literacy Program
 - DIMIC Maths Program
- provide ongoing monitoring and evaluation to determine the impact of professional learning on improving teachers practice and promoting children's learning and development.

At the School level:

- strong links and correlation between the principles and curriculum design
- classroom planning and remedial programmes make reference to the principles
- schools to submit mid and end of year achievement progress reports to Ministry of Education of students on Remedial Educational Programme (REP).
- self-review of remedial programme

Conclusion

The research findings indicate that in most schools, leaders and teachers have not considered the importance of incorporating remedial programmes as a high priority in their schools and classroom curricula. What was clear from the report was that, many schools identified the lack of teacher capacity, and understanding how to develop and implement the programme has been their challenges.

Remedial programmes strongly evident in primary schools and mostly in composite classrooms.

Overall, the implementation of the remedial programme in 2019 was not well evident in many schools. Many schools without a focus on the principles in their curriculum had not accessed external professional to help them understand the significance and the priorities they should consider when developing their school curriculum in relation to remedial programmes.

Ministry of Education has a critical role and obligation to improve learner outcomes across the education system.

Acronyms

ECE: Early Childhood Education

CITTI: Cook Islands Tertiary Training Institute

CIAG: Cook Islands Administration Guidelines

REP: Remedial Educational Programme

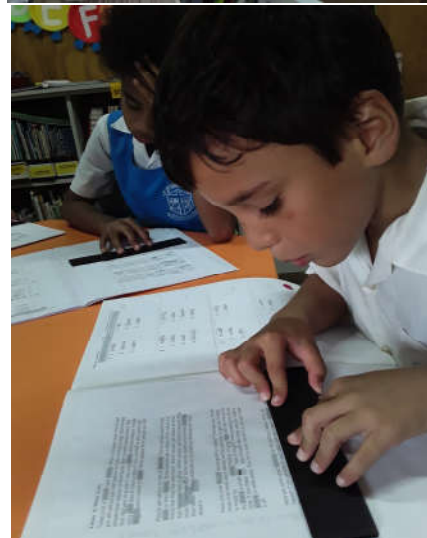
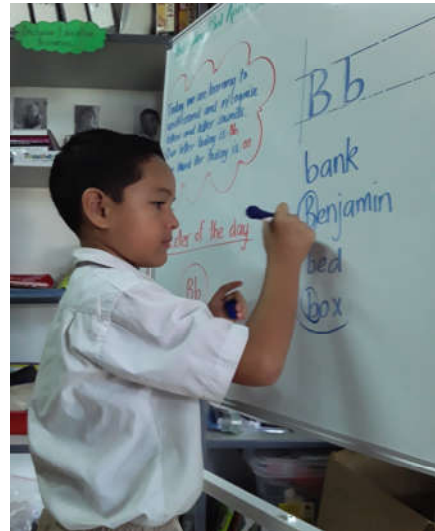
Primary Schools – Year 1 to Year 6, ECE to Year 6, ECE to Year 8

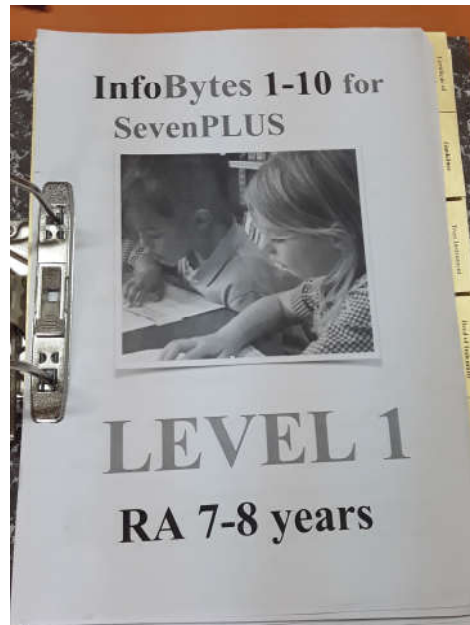
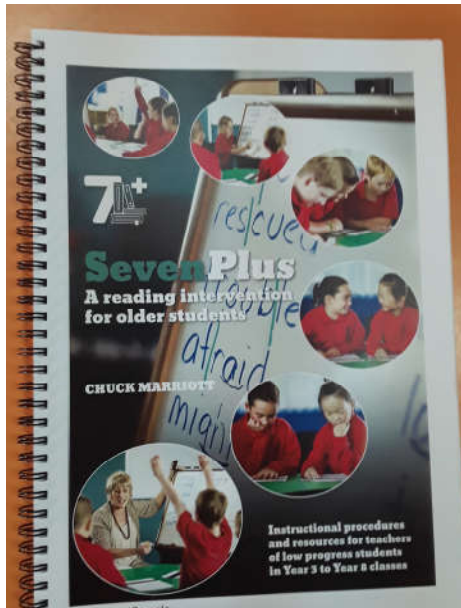
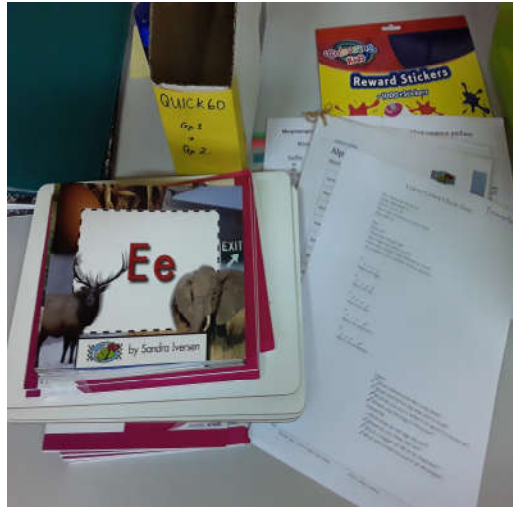
Secondary Schools – Year 7 to Year 13, Year 9 to Year 13

Area Schools - mostly found in the Pa Enuu, a school that consist of both primary and secondary students.

Appendix

Suggested effective remedial teaching strategies and resources





Acknowledgement

Ministry of Education would like to express our great appreciation to St Joseph School for the opportunity to take valuable photos of their remedial programme.

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