INTERVENTIONS 101

by:

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Many of the learning activities in the school that children are engaged with in the classroom often require the child to hold in mind some information while doing something that for them is mentally challenging. Various activities by which learners with short term memory struggles, and most often fail to complete them properly because they have lost from memory the crucial information needed to guide their actions. In conclusion, the benefits of being learned in an utmost intention may not happen to children and this may decelerate the cognitive learning of learners in the school.

Meanwhile, the retention of memory of the learners is another challenge by which teachers should face and solve because this may lead to their poor comprehension on instructions, problem solving and sequence analysis. As a consequence, the child will often not engage properly with the normal pace of ongoing classroom activities. Oftentimes, the problem may appear in attentive behavior of the learners, when in fact they have simply forgotten what it is what they have to do.

However, every year, educators are inundated with demands to implement new instructional interventions, all promising to improve pupil’s learning. This provoking challenge may however push school leaders and curriculum planners to find solution to this growing problems that the learners are facing. Researches and implementation of different teaching and learning approaches may catalyst the solutions to battle against all odds in the classroom situation.

Classroom teachers most often are goal – oriented and they always look for a chance at any model in teaching and learning process which is grounded in a behavioristic model. Most teachers seem to reject the notion that learning can be broken down legitimately into small bits and pieces and presented to the learner as a sequential and systematic fashion.
Mastery learning has been considered as one of the best intervention programs by which learners are focus on the positive approach in learning. In many aspects of teaching and learning instructions the core elements of mastery learning also provide the foundation for many innovations and interventions that teachers are implementing in classrooms today.

According to Bloom, 1971 and Zimmerman, et.al, 2008, mastery learning uses differentiated and individualized instruction, progress monitoring, formative assessment, feedback, corrective procedures, and instructional alignment to minimize achievement gaps. This strategy is based on Benjamin Bloom’s Learning for Mastery model, which focuses on differentiated instructional practices as strategies to escalate student achievement and performance on learning. Mastery learning uses feedback, corrective procedures, and classroom assessment to inform instructions, this is somehow a result from the principles of effective strategy in teaching and learning process. Focusing on changing content, this strategy endeavors to improve the process of mastering the lesson being taught to the students.

References:

http://info.k-12leadership.org/4-dimensions-of-instructional-leadership