

PRIMARY SCHOOL READING IMPROVEMENT PROGRAMME

South Africa becomes a nation of active readers. A condition necessary for improved learner achievement, active citizenry and democracy



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



TABLE OF CONTENTS

DBE + ETDPSETA + NECT =
Helping teachers improve
the teaching of reading



01 Laying the foundations
for a reading society

02 Why a reading
programme?

03 The PSRIP in
summary

04 Inputs

06 Impact

07 Strengthening subject
advisory systems

09 Improving the quality
of teaching

11 The quality of
learning



LAYING THE FOUNDATIONS FOR A READING SOCIETY



In support of the sector skills plan of the ETDPSETA, and the strategies of the DBE, the Minister and the Director General encouraged the DBE to design a national reading programme with the NECT. The programme would aim to improve the quality of teaching and learning in public schools. The ETDPSETA provided the funding for the initiative. This collaborative planning culminated in the Primary School Reading Improvement Programme (PSRIP).

By November 2016, Subject Advisers from 51 districts across the country had agreed to start a journey of helping thousands of teachers to teach reading better, regularly and with passion.

To date, the practice-based PSRIP has benefitted 11 721 teachers and 263 Foundation Phase EFAL subject advisers and more than half a million learners.

Subject Advisers and Teachers have received structured training over three sessions, coupled with materials that teachers will use daily throughout the year.

This SACE endorsed professional development programme is relevant to the daily needs of teachers and learners.

NECT
+ NDP =





WHY A READING PROGRAMME?

- Reading is the basis for learning across the curriculum. It increases life opportunities and contentment.
- In this regard The NECT supports the South African Book Development Council which promotes five broad strategies:

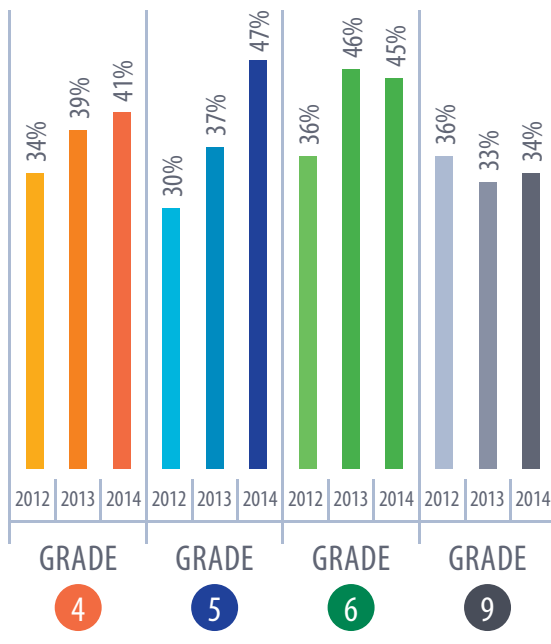


LEARNERS need help transitioning from MOTHER-TONGUE learning to English in GRADE 4

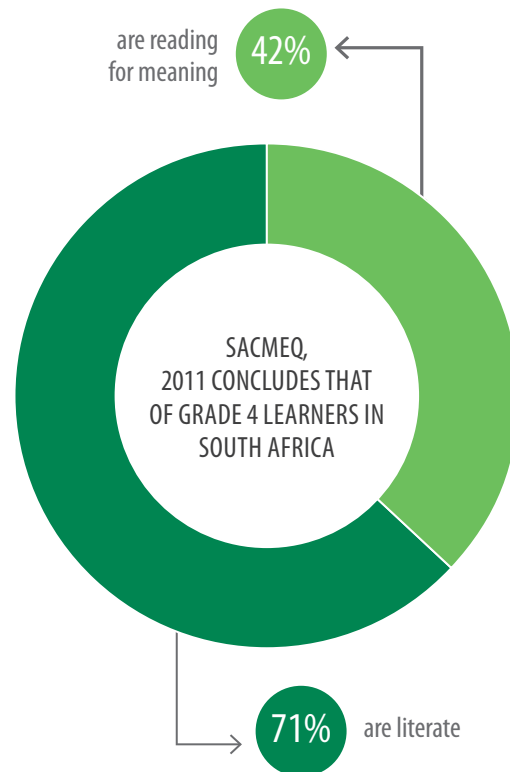


Teachers need **TRAINING AND DEVELOPMENT** in the teaching of reading to incorporate **METHODOLOGIES** and **ROUTINES** into their teaching

The ANA results for EFAL demonstrate a need to address foundational learning in Grades 1–3



ANA RESULTS: EFAL – 2012, 2013 AND 2014





THE PSRIP IN SUMMARY

WHAT



A fast-paced, high-impact reading development and support programme, endorsed by SACE

HOW



Structured training support, materials provision and classroom support

WHEN



October 2016 to December 2017 (13 months)

WHO



11 678 TEACHERS



263 SUBJECT ADVISERS

more than

500 000 LEARNERS



WHERE



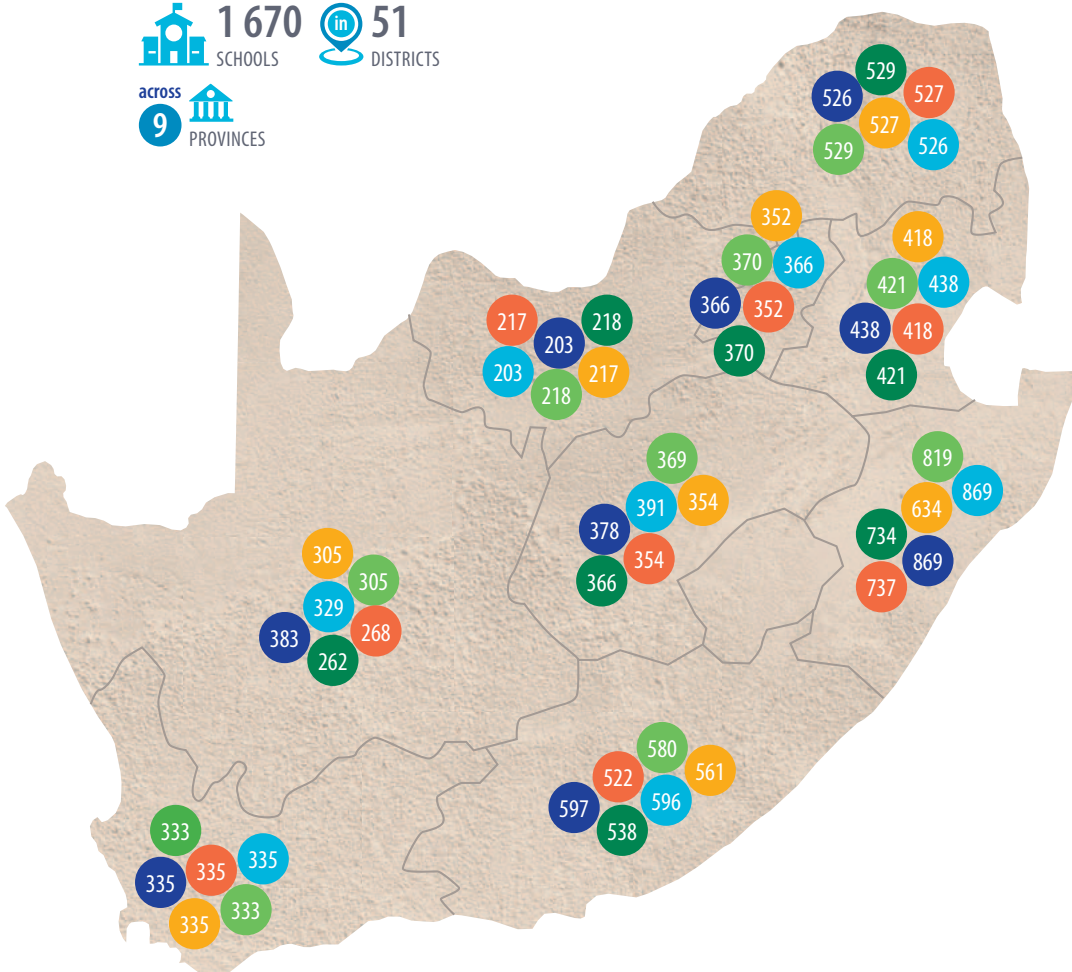
1 670 SCHOOLS



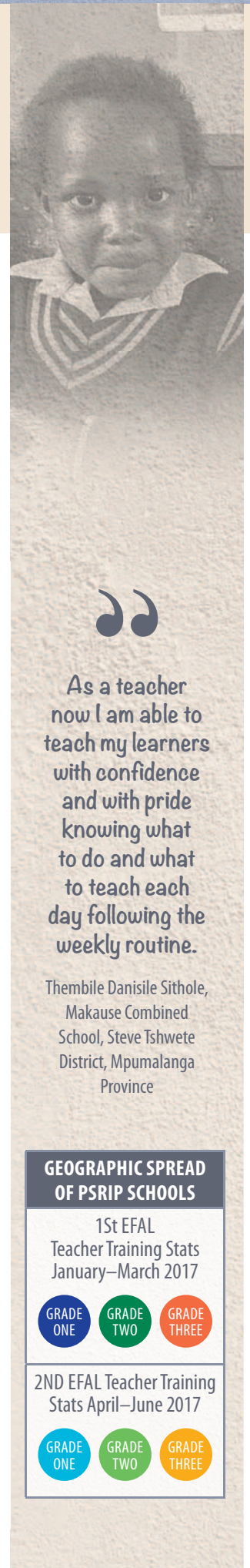
51 DISTRICTS



across 9 PROVINCES



* Statistics are based on the actual number of teachers who attended the training sessions and signed the attendance registers.



As a teacher now I am able to teach my learners with confidence and with pride knowing what to do and what to teach each day following the weekly routine.

Thembile Danisile Sithole, Mause Combined School, Steve Tshwete District, Mpumalanga Province

GEOGRAPHIC SPREAD OF PSRIP SCHOOLS

1st EFAL Teacher Training Stats January–March 2017



2ND EFAL Teacher Training Stats April–June 2017






INPUTS




Materials supplied to a total of 11 721 teachers over three quarters


	2017 Quarter 1	2017 Quarter 2	2017 Quarter 3
	Term 1	Term 2	Term 3 & 4
Materials supplied	11 617	11 721	10 022




LESSON PLANS




RESOURCES



TRACKERS

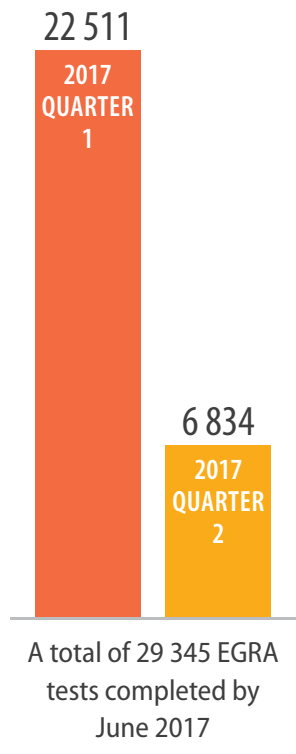
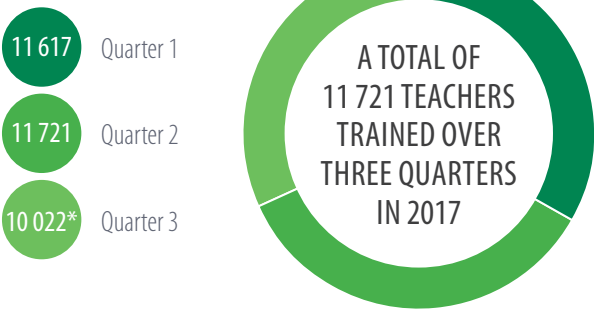
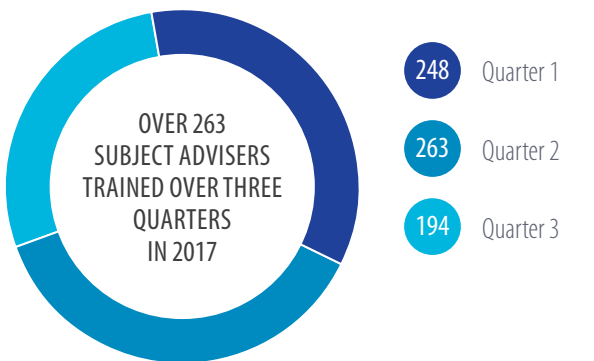
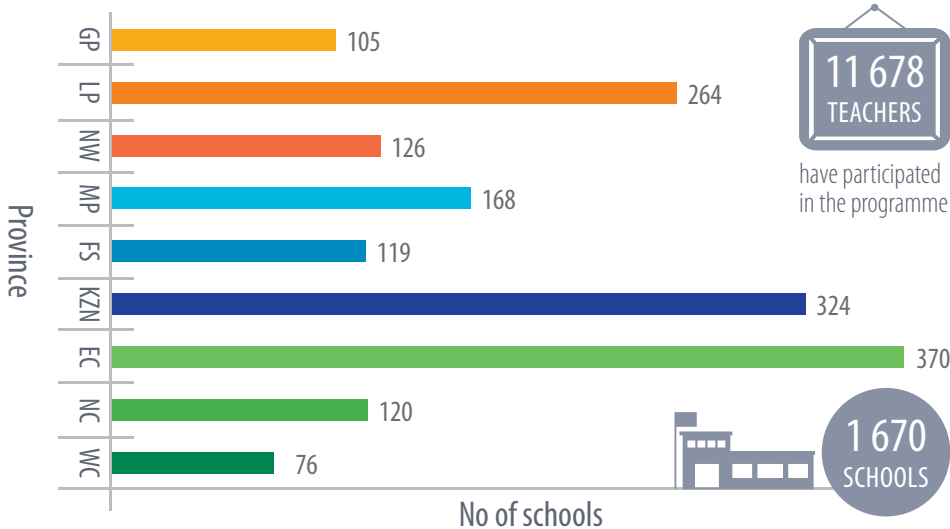


TRAINING MODULES

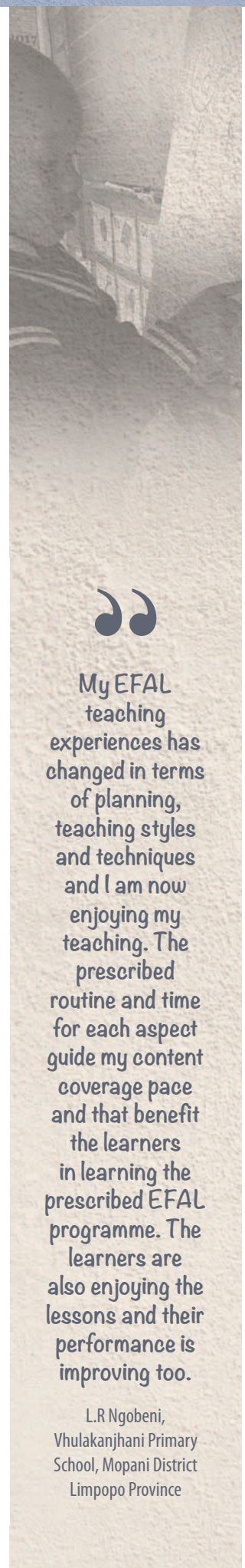


TEACHER SUPPORT

PARTICIPATION OF SCHOOLS BY PROVINCE IN THE PSRIP



*Western Cape not trained in cycle 3



My EFAL teaching experiences has changed in terms of planning, teaching styles and techniques and I am now enjoying my teaching. The prescribed routine and time for each aspect guide my content coverage pace and that benefit the learners in learning the prescribed EFAL programme. The learners are also enjoying the lessons and their performance is improving too.

L.R Ngobeni,
Vhulakanjhani Primary School, Mopani District
Limpopo Province

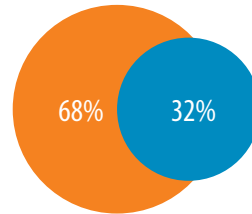


IMPACT



30 PERCENT
January and July 2017

The 263 FP EFAL Subject Advisers have participated in the programme, this constitutes 68% of the total of 364 nationally












PERSON WHO READS TO LEARNER AT HOME

- Subject Advisers currently supported
- Subject Advisers not supported

Nine strong collaborations formed

To achieve project targets, collaborative relationships have been established across a variety of stakeholders and interested parties, these include:

 <p>Establishing a PSRIP strategic operations team, comprising members from the DBE, ETDPSETA and the NECT 8 OFFICIALS</p>	 <p>Establishing a PSRIP technical coordination Team, comprising members from the NECT and officers from the relevant DBE directorates: Teacher Development; Curriculum; LTSM and Governance 19 OFFICIALS</p>	 <p>Formalising avenues for coordination and information sharing at provincial and district levels – these are led by PSRIP EFAL Curriculum Advisors 9 PROVINCES</p>
 <p>Including Union Partners at national and provincial levels in training and planning activities 5 UNIONS (1. NAPTOSA, 2. NATU, 3. PEU, 4. SADTU, 5. SAOU)</p>	 <p>Establishing strong Monitoring and Quality Assurance mechanisms which include internal monitors and external evaluators</p>	 <p>Developing relationships and agreed strategies with District Managers, Circuit Managers, Chief Education Specialists and Governance Coordinators</p>
 <p>Obtaining approval from SACE for teachers to be awarded 15 CPTD points for participation in the PSRIP</p>	 <p>Sharing information with school managers on the PSRIP approach</p>	 <p>Working closely with teachers to improve the quality of teaching and learning at classroom level</p>



The success of this programme makes it easy to keep it alive and running. I will offer ongoing visits and support to make sure that teachers implement. I will also share good practises with other teachers and schools who are still struggling, to motivate them. I will run PLCs and ask model schools to assist, and show them how to implement correctly!

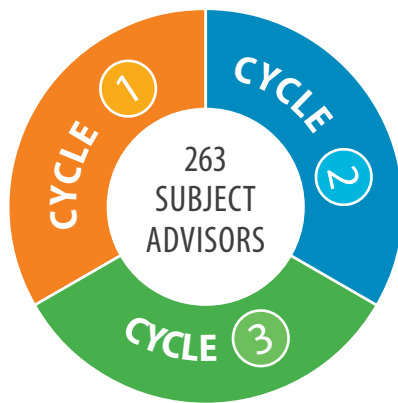
A.H. Oosthuizen,
Thaba Mofutsanyana
Free State Province



STRENGTHENING SUBJECT ADVISORY SYSTEMS

Foundation Phase EFAL Subject Advisers are central to the successful National Programme. Subject Advisers work under the coordination of 19 Provincial Coordinators (two per province) and, on average, support 40 teachers each on the delivery of the programme.

Approach



C1 ORIENTATION

- Subject Advisers provided with orientation of structured Foundation Phase EFAL Reading Toolkit
- Completion of pre-training activity










C2 REFLECTION AND DEEPENING

- Reflection on implementation issues and deeper understanding of core methodologies and routines to teach reading
- Completion of post-training activity

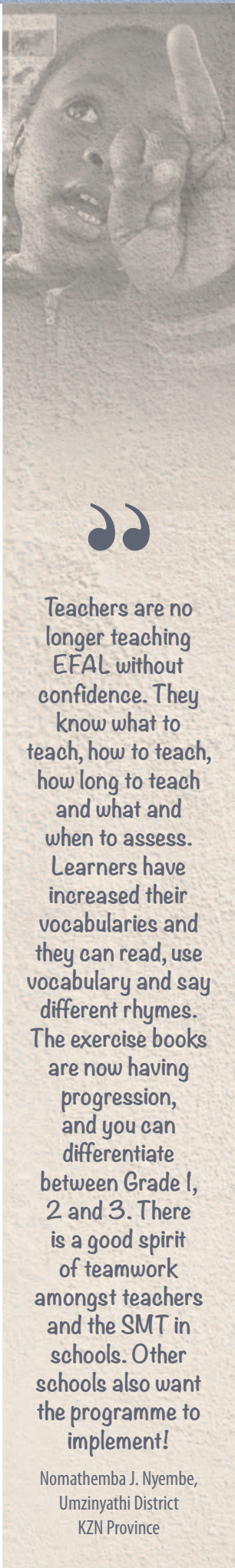
C3 DISRUPTING TRADITIONAL TEACHING PRACTICES

- Subject Advisers provided with orientation of structured Foundation Phase EFAL Reading Toolkit
- Completion of pre-training activity

Impact

-  92% of subject advisers have indicated that the training workshops provided them with new knowledge and skills
-  24% Subject Advisers scores were 24% higher than the scores attained in the pre-training activity
-  Improved understanding of the contents of CAPS and the methodologies associated with the teaching of reading
-  Additional focussed teacher training at district level
-  Increased classroom support visits for teachers
-  Collegial stance on the issue of teacher training and support
-  Enhanced understanding of the complexities involved in teaching children to read
-  Deeper understanding on how to use the EGRA instrument to assess learner competence in EFAL
-  Subject Advisers have a clearer understanding of how to give meaningful developmental feedback to teachers

TEACHER PROFESSIONALISATION



Teachers are no longer teaching EFAL without confidence. They know what to teach, how to teach, how long to teach and what and when to assess. Learners have increased their vocabularies and they can read, use vocabulary and say different rhymes. The exercise books are now having progression, and you can differentiate between Grade 1, 2 and 3. There is a good spirit of teamwork amongst teachers and the SMT in schools. Other schools also want the programme to implement!

Nomathemba J. Nyembe,
Umzinyathi District
KZN Province

Lessons learnt

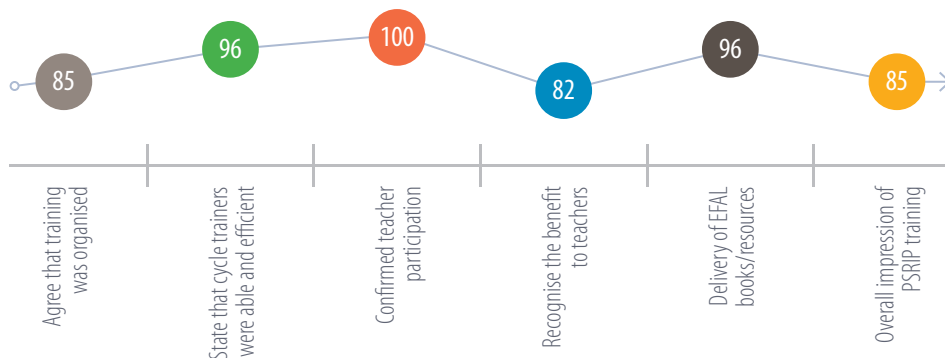
Through engagement with the programme and multiple cycles of high quality training.

Subject Advisors:

- 01 Have gained a better understanding of the CAPS structure and requirements
- 02 Are better equipped and motivated to deliver quality training to teachers
- 03 Have progressed in their knowledge and understanding of language and literacy teaching and learning
- 04 Are more motivated and committed to visiting schools and supporting teachers
- 05 Have a clearer understanding of how to give meaningful, developmental feedback to teachers
- 06 Have developed a greater camaraderie with their colleagues, the DBE and NECT
- 07 English phonics knowledge and knowledge of grammatical structure and usage remains limited
- 08 Must develop a deep, internalised vocabulary of metalanguage
- 09 Also need to be able to help teachers build learners' writing skills so that learners can achieve the expected levels of writing in each Grade

SUMMARY OF RESPONSES (%)

Provincial Co-ordinator recognize the value of the PSRIP. The values below indicate their response regarding the programme and training (%)

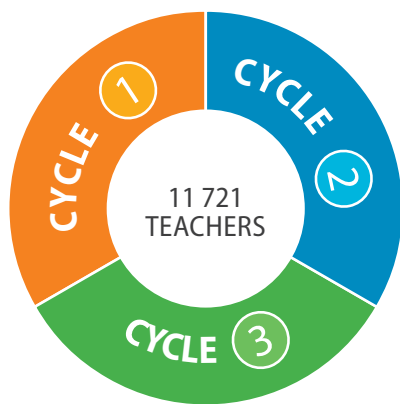




IMPROVING THE QUALITY OF TEACHING

Following Subject Adviser training, teachers have been trained by Subject Advisers at district-level. Training has taken place at a total of 92 sites across the 51 districts.

Approach



C1 ORIENTATION

- Training led by subject advisors with the support of NECT
- Teachers provided with orientation of structured Foundation Phase EFAL Reading Toolkit
- Completion of pre-training activity
- Toolkit provided

C2 DEEPENING

- Deepening the understanding of core methodologies and routines to teach reading.
- Completion of post-training activity
- Toolkit provided

C3 DISRUPTING TRADITIONAL TEACHING PRACTICES

- Focus on shifting teachers' practices from a traditional repetitive methodology to a more insightful meaning-driven pedagogy
- In addition to training, Subject Advisers provide teachers with classroom-based support
- Toolkit provided

Impact



Improved understanding of the structure and contents of CAPS



Improved knowledge and understanding of the methodologies associated with the teaching of reading



Improved and expanded classroom management strategies



Teachers who are more confident to speak, read and write in English



Teachers who are more confident to teach EFAL



Increased curriculum coverage by the learners



Greater individual participation by learners



Teachers who are better equipped and motivated to manage the EFAL resources effectively



Teachers who are more sensitised to the need to create safe learning spaces and to allow learners opportunities to speak, read and write individually



Teachers who are more open to the idea of allowing children to learn through making mistakes



Teachers who are more open to the idea of encouraging learners to use invented spelling

KEY MESSAGE

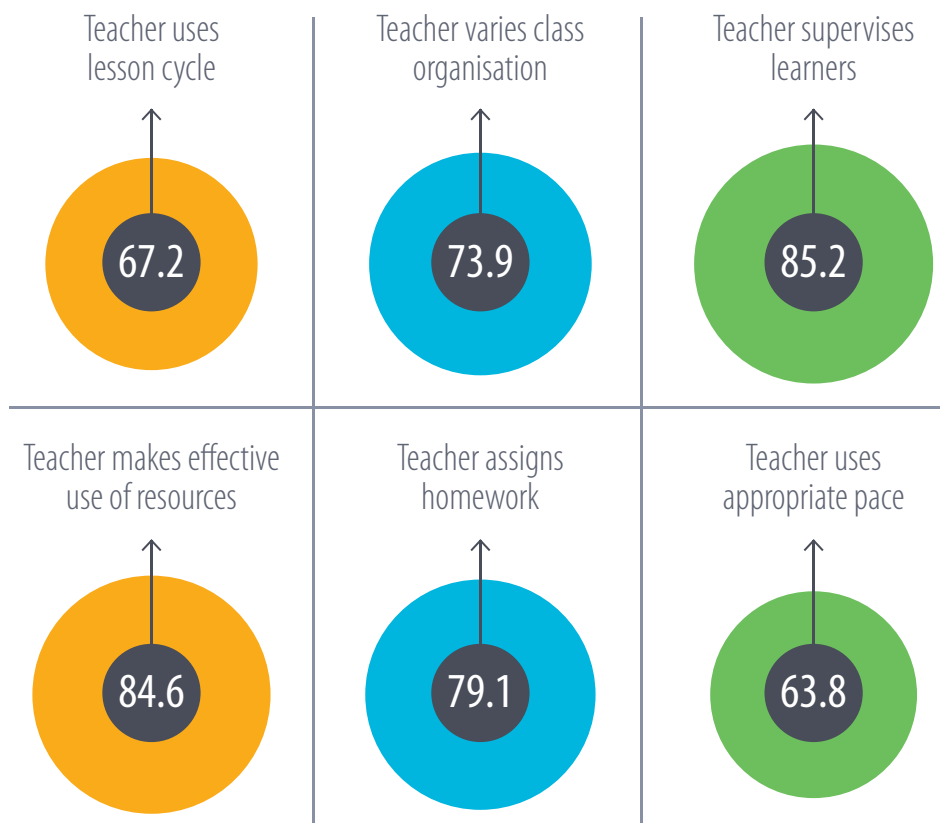
High level of engagement and support from teachers and advisors achieved in a very short time period – teachers see the benefits, they are committed to change



The weekly routine is designed in a user-friendly manner leading the teacher to desired goals daily. Learner vocabulary has increased since they engage in question of the day activities.

Johanna Shalati Baloyi
Nkangala District
Mpumalanga Province

EFAL TEACHER PRACTICES IN OBSERVED CLASSES (%)



Lessons learnt

- 01 English phonics knowledge remains limited
- 02 Knowledge of grammatical structure and usage remains limited
- 03 Teacher's own writing skills and confidence in writing need to be developed
- 04 Knowledge and understanding of classroom management needs to be further deepened and expanded
- 05 Teachers need more exposure to standards of excellence in learners' speaking, reading and writing in EFAL
- 06 Teachers adopt and mimic good practice that is seen and discussed in videos – video training is highly effective
- 07 Knowledge and understanding of remediation strategies and the management of these strategies remains limited



THE QUALITY OF LEARNING



Learners are final intended beneficiaries of the programme, but the focus of the PSRIP is equipping teachers to provide a better experience of teaching and learning.

The programme has equipped classrooms with the relevant resources required to support the programme. Learners benefit from these in the context of the delivery of a robust curriculum.

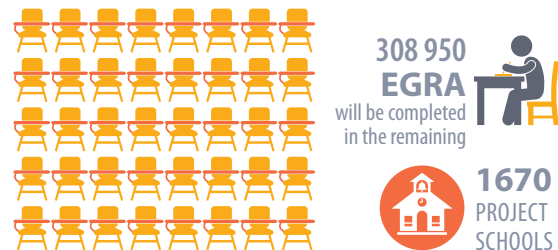
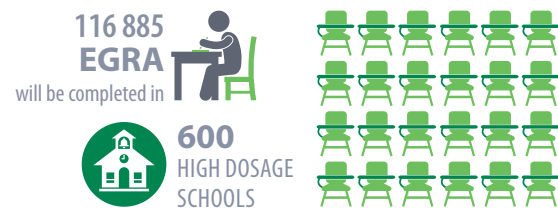


EGRA

The Early Grade Reading Assessment (EGRA) is the point at which the programme engages most directly with learners. The EGRA evaluates learners' competency in phonics, word recognition, decoding, fluency and comprehension.




Traditionally, EGRA is used by outside evaluators to assess learner performance. In the PSRIP, teachers are administering EGRA internally and submitting EGRA data to the DBE via the participating districts so as provide information for targeted intervention:

EGRA findings will be used to shape future programme design and delivery.



Impact

It is too early in the programme to ascertain the degree of impact at the level of learning, but initial monitoring and evaluation activities indicated that:

-  Learners are benefitting from reading anthologies and big books provided as part of the programme resources
-  There is evidence of increased curriculum coverage in the classrooms
-  Learners have more written work in their workbooks and that these activities often develop out of reading exercises and activities

What we have learnt

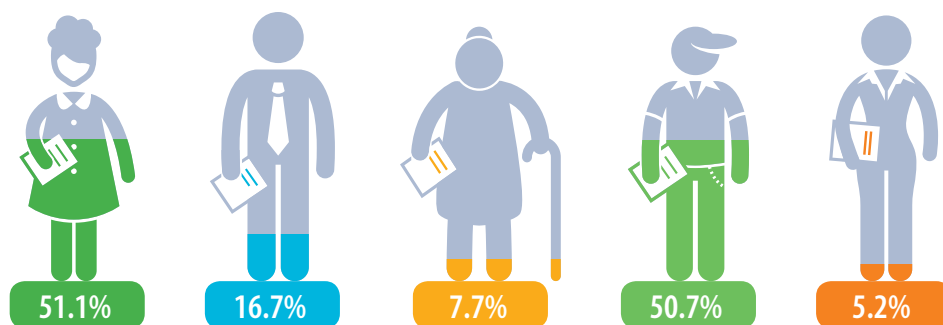
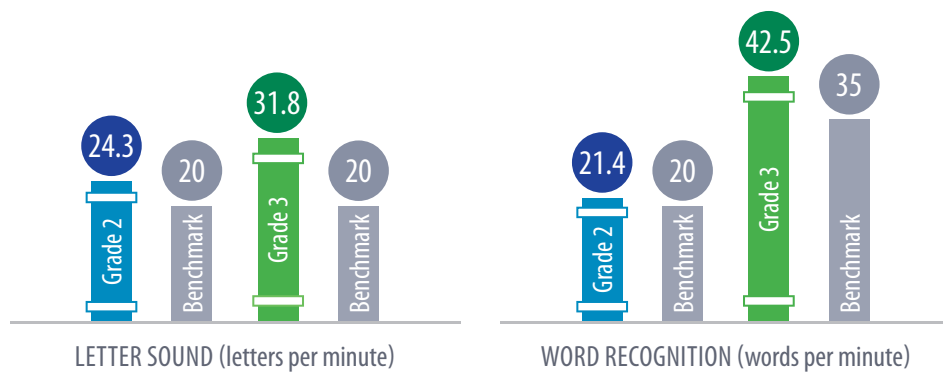
- 01** Learners respond well to routine and structure, and enjoy the repetition of familiar activities
- 02** Learners are capable of learning more sophisticated, challenging vocabulary when it is taught and practised in an authentic context (the question of the day, rhyme or song, shared reading)
- 03** Learners require far more access to a variety of reading texts, as well as to opportunities to read
- 04** Learners with possible barriers to learning need additional opportunities to read along with the teacher



I like it because it has boosted my confidence exceptionally.

M. Lediga
Capricorn District
Limpopo Province

On at least two indicators, children are scoring above the benchmarks set by DBE:
1. Oral reading
2. Word recognition



WHAT DO WE NEED TO IMPROVE: Parent involvement in supporting reading at home

PERSON WHO READS TO LEARNER AT HOME

- Mother
- Father
- Grannies
- Brother/sister
- Other



Through EFAL I have learnt to teach English with confidence and my learners have started to respond positively towards the language. I have also learned to give my learners opportunities to speak English.

Lindy Mailule
Mvuso Primary School,
Middleburg, Mpumalanga
MPUMALANGA Province

I love the richness of the programme in terms of the content, the assessment, the core methodologies, in fact everything about it. Teachers and we advisors are very much empowered, and we are able to transfer the skills we have gained to other subjects. Most of the teachers are confident to teach EFAL. Learners are definitely speaking and understanding more. I will support these teachers by all means.

Duma R.S.
Umlazi District
KZN Province

The approaches have really simplified our work as foundation phase teachers. It terms of resources it helps us to save time. The programme has brought us closer to the policy document than before.

Matlala Moganeng
Joseph Motsetsi Primary school,
Rakgoadi, Limpopo Province

This programme has empowered me as a subject advisor with so much knowledge to share, not only with teachers who are piloting this programme, but with all teachers. Teachers have improved in their speaking of English, but most of all, learners are speaking, reading and writing – therefore covering all the skills that are required by CAPS.

Matlala Moganeng
Joseph Motsetsi Primary school,
Rakgoadi, Limpopo Province





PRIMARY SCHOOL READING IMPROVEMENT PROGRAMME

South Africa becomes a nation of active readers. A condition necessary for improved learner achievement, active citizenry and democracy

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