

## **PAIA Request on National Reading Sector Plan Activities - Progress on implementation:**

### **1. Strengthening the capacity of the Sector and Tracking learner performance in reading outcomes:**

- a) **Early Grade Reading Assessment:** Distributed 9917 Early Grade Reading Assessment (EGRA) toolkits in all the Home Languages and EFAL distributed to quintiles 1-3 schools across the country in all nine Provinces.
- b) Video to demonstrate how to implement EGRA in classrooms.

#### **c) Costed model for a reading coaching programme:**

The DBE, in partnership with UNICEF, appointed DNA Economics to analyse the financial implications of scaling up the EGRS programme across all nine provinces as part of the Reading Improvement Plan activities. The aim was to find out the costs of scaling-up the structured learning programme with the support of on-site coaching. The final report and costing tool provided estimates of the total funds needed to implement a structured learning programme with integrated materials, teacher training and coaching in Home Language and English as a First Additional Language (EFAL) in all 9 provinces for Grades 1 to 3.

#### **d) Ongoing in-classroom support offered by Subject Advisors, reading coaches and DHs is implemented with the aim of improving reading classroom practices**

After scaling up the effective in-classroom support package of lesson plans, integrated materials and coaching to the North West districts of Ngaka Modiri Molema and Dr Kenneth Kaunda in 2019 and 2020, the same programme was extended over a three-year (2021-2023) in 140 non-fee paying primary schools in the Dr Ruth Segomotsi Mompati district of the North-West Province. With support from UNICEF, the Danish Hempel Foundation and the North West Department of Education, the programme provides high-quality teacher professional development support, including structured lesson plans through the EGRP App, onsite teacher training in Setswana Home Language and English First Additional Language four times a year, and Learner Teacher Support Material (LTSM). In addition, the programme trained 41 Departmental Heads (DHs) from 40 schools to act as

internal literacy coaches for teachers and provided them with coaching support and additional knowledge on key areas.

**e) Finalise the development of the coaching course on reading**

The core of the first Early Grade Reading Study (EGRS I) that was implemented in 2015-2017 and scaled-up as the RSP, was a comparison of the cost-effectiveness of three (3) promising intervention models to improve reading outcomes in learners' Setswana home language in the Foundation Phase. Of the three intervention models evaluated, the on-site specialised coaching intervention clearly emerged as the best alternative. In addition to the programme implementation through RSP in North West, the development of an accredited on-site coaching programme is one of the core components of institutionalising this approach and standardizing the skills, content and modus-operandi of this intervention. The development of the course commenced in February 2019 and concluded in December 2020. Efforts were made to secure suitable accreditation for the new Foundation Phase language-coaching course. A desktop review was conducted to investigate three (3) accreditation options and to recommend a way forward. It was decided that the course will be university accredited to retain the quality. The University of Johannesburg (UJ) was identified as the university that will offer the course. Documents for the Short Learning Programme (SLP) were submitted to UJ, and it was agreed that the course would be offered as an SLP by UJ from 2021.

- f) **Extension of play-based learning in the Foundation Phase:** The Department of Basic Education, UNICEF and the LEGO Foundation have an ongoing collaboration on making play based learning central to early learning in early childhood development programmes and the Foundation Phase of basic education (Grades R to 3). One such programme is the Foundation Phase Initiative (FPI or Six Bricks), which provides an opportunity to use manipulatives in the Foundation Phase through play-based learning to encourage educators to use different teaching styles to strengthen learning through play. Key outcomes of the **programme** are to improve and sustain teaching and learning through play based learning as well as provide educators with the tools and support to implement new approaches in their classrooms.

To date, over 27, 000 foundation phase educators have been directly trained on the FPI in approximately 4, 000 schools across four provinces including Gauteng, Free State, Eastern

Cape and Limpopo. The programme has also orientated over 10, 000 Provincial, District, Circuit and SMT official on the FPI and play based learning to date. In 2023 and 2024 the programme will be extended to the rest of the provinces in the country, ensuring that every foundation phase educator is trained on the FPI and all foundation phase children get the benefit of play based learning in the classroom.

## **2. Teacher Development and Support:**

### **a) Primary School Reading Improvement Programme (PSRIP)**

Subject Advisors are trained centrally on programme methodology and approach. They then return to their provinces where they train and support a cohort of teachers. Subjects Advisors and teachers each receive a full set of Structured Learning Programmes that contain a policy-compliant package of resources to support the teaching of reading. These include management documents, planners and trackers, lesson plans, posters, charts, reading books (FP) and reading texts (IP).

Since 2019, the programme has upskilled the following numbers of beneficiaries across all nine provinces:

	<b>Subject Advisors</b>	<b>Teachers</b>	<b>Notes</b>
2019	281	9121	
2020	266	8549	Disrupted by Covid-19 and training moved online
2021	284	7676	
2022	183	1642	
2023 –	162	2800	This programme is current and numbers shown are targets

In addition to the PSRIP capacity building programme, Foundation Phase Departmental Heads (in 6 628 primary schools across 34 education districts) underwent professional development training on how to use DBE workbooks effectively and systematically to improve foundational literacy skills in the early grades.

### **b) Reading Champions:**

Young people were appointed, trained and placed in schools to support teachers and learners to improve reading outcomes in the lower grades. The table below provides a

breakdown of the number of Reading Champions who were trained and places in schools, as part of the Presidential Youth Employment Initiative:

Province	Phase 1	Phase 2	Phase 3	Phase 4 (Target)
EC	5389	4823	4476	5256
FS	435	954	1566	1446
GP	2521	2753	3486	2976
KZN	5243	3039	2911	7828
LP	3360	2611	3048	4920
MP	1103	1643	734	2068
NC	3069	621	197	628
NW	1501	1554	1545	1958
WC	665	320	1800	2008
<b>TOTAL</b>	<b>23286</b>	<b>18318</b>	<b>24 756</b>	<b>29 088</b>

### 3. Direct Learner Support and Provisioning of Learning and Reaching Support Materials (LTSM):

a) The DBE developed state owned resources, including graded readers in 11 African Languages. These graded readers have been made available on the DBE website. Below is the link with graded readers:

[https://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials\(LTSM\)/GradedReadersandBigBookHL.aspx](https://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)/GradedReadersandBigBookHL.aspx)

b) Furthermore, the DBE developed National Catalogue and forwarded to provinces, districts, circuits and schools. This National Catalogue has graded readers that are procured for schools from publishers.

[https://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials\(LTSM\)/LTSMNationalCatalogue.aspx](https://www.education.gov.za/Curriculum/LearningandTeachingSupportMaterials(LTSM)/LTSMNationalCatalogue.aspx)

c) In addition, the following resources were developed and distributed to schools:

- 1 188 digitised storybooks created (adapted from anthologies in Structured Learning Programmes)
- Links distributed to 37 076 Foundation Phase teachers
- Developed 189 Home Languages titles in 9 languages (Provided 1 000 000 full colour copies in Languages of Learning and Teaching to each recipient school (105 copies to each school).
- Provided guidelines to SMTs, teachers and parents.
- Lesson plans in ten African Home Languages were provided to a total of 1008 Foundation Phase teachers in 112 schools.
- 230 000 reading books provided to 650 schools to create classrooms libraries (Grade 1 – 6).
- Development and provision of hard copy guides to SMTs and teachers; and guides to parents on home reading.

#### **d) Remote Digital Learning Support (Broadcast Lessons):**

Television and Radio lessons were broadcast to support learners during the lockdown. Below are some of the broadcast schedules.



tswelopele May



March Tswelopele



NOVEMBER 2022

OVHD Tv schedule (01 DBETV Schedule V2.p; TSWELOPELE DBE TV

#### **4. Reading across the Curriculum:**

Guidelines and activities that target Grades 4-9 teachers and learners that are aimed at exemplifying the incorporation of language concepts in daily teaching and assessment of content subjects were developed.