

NATIONAL ASSEMBLY

FOR WRITTEN REPLY

QUESTION 2309

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INTERNAL QUESTION PAPER: 30/2013

Mrs A T Lovemore (DA) to ask the Minister of Basic Education:

- (1) Whether an approved plan has been developed to address the shortage of libraries in schools; if not, why not; if so, what are the relevant details.
- (2) Whether the post provisioning norms will be amended to allow for the appointment of librarians and/or library assistants; if not, (a) why not and (b) what alternative procedure will be followed to ensure the appointment of trained staff; if so, what are the relevant details.
- (3) What mechanism(s) will she put in place to ensure that adequate and meaningful reading takes place in every grade?
- (4) Whether she or her officials are engaging with their counterparts in Higher Education and Training to ensure that teachers are trained to teach learners to read with full comprehension; if not, why not; if so, what are the relevant details? NW2757E.

RESPONSE:

- (1) An approved plan to increase access to library and information services through the establishment of centralized and classroom libraries has been submitted to Treasury for funding. A strategy has been developed with the Department of Arts and Culture for the provisioning of dual purpose library services to support schools which do not have access to library and information services.
- (2) (a) The post provisioning norms will not be amended to allow for the appointment of teacher-librarians (b) Library assistants will be employed through an Extended Public Works Programme (EPWP) and trained on basic library management skills through ETDPSETA which offers a recognized qualification in Library Practice. The personnel will serve schools within the same proximity over set days and the programme will be incrementally implemented over the years. *It is intended that*
- (3) Subsequent to the recommendations made in the National Reading Audit Report, the DBE developed a National Remedial Reading Plan as well as individual Provincial Remedial Plans. Provinces have been directed to develop Provincial Reading Strategies outlining details on how reading interventions from Grades R to

12 will be implemented. Provincial Literacy Promotion Strategies have been implemented and provinces are required to report on a regular basis on progress. Guidelines for parents, with information on how to help their children who are in lower grades with reading skills have been developed and distributed to communities. Learners will be exposed to Shared Reading and Group Guided Reading sessions at least two to three times a week and appropriately leveled reading texts will be provided to cater for differentiated reading levels and interests.

- (4) There is no engagement with Higher Education and Training Institutions for enrolment of teachers for accredited reading qualifications. The District and Curriculum advisors train and capacitate teachers' expertise and competence on the teaching of reading, as well as, mentor and coach reading programmes.