DETAILS OF THE EGRS PEDAGOGICAL INTERVENTIONS INCLUDING REFLECTION ON CAPS: GAPS AND OPPORTUNITIES

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Personal interpretation of policy into lesson plans

- Creative
- Inconsistent
- Addressed needs of achievers
Early work in educational development

- Worked directly with teachers
- Creative
- Enjoyable
- No impact whatsoever

DOROTHY HEATHCOTE
‘Mantle of the Expert’
Foundation Phase
Language

• Many lessons learned
• Development of change theory
CHANGE THEORY: What makes a successful programme?

- Aligned to policy
- Based on sound theory
- Comprehensive
- Routine
- Structured content
- Core methodologies
- Designed to evolve
CHANGE THEORY: How do we implement the programme?

• Adopt programme
• Level 1: Aim for compliance
• Level 2: Deepen understanding
• Level 3: Move to independence
• Frame in growth mindset
CHANGE THEORY: What are the factors that influence success?

- Buy-in from all stakeholders
- Regular high quality training
- Ongoing coaching (support)
- Monitoring (accountability)
- Celebrate and share successes
EGRS 1 & 2: PEDAGOGICAL APPROACH

GROUNDWORK: CLASSROOM ENVIRONMENT

- best use of space and resources
- print rich – meaningful, learners’ work
- organised
EGRS 1 & 2: PEDAGOGICAL APPROACH

GROUNDWORK: CLASSROOM MANAGEMENT

- preparation
- transitions
- rules and management routines
- atmosphere
EGRS 1 & 2: PEDAGOGICAL APPROACH

GROUNDWORK: RESOURCE MANAGEMENT

- asset register
- make resources durable
- store safely
- collect own resources
Clearly define:

**EGRS 1 & 2: PEDAGOGICAL APPROACH**

**WHEN**
- Routine

**WHAT**
- Content Programme

**HOW**
- Core Methodologies

**WHY**
- Rationales / Theory
EGRS 1 & 2: PEDAGOGICAL APPROACH

CHANGES TO PEDAGOGY OVER TIME

1. Greater repertoire of phonemic awareness & phonic activities
2. Shared reading – emphasis on critical thinking
3. Group guided reading – emphasis on teaching
4. Group guided reading – care around group allocation
5. Writing – use of strategies to scaffold writing process
6. Writing – include benchmark examples
7. Vocabulary – illustrations and review activities
8. All disciplines – shift to individual participation
EGRS 1 & 2: WHERE TO FROM HERE?

GENERAL PROGRAMME DEVELOPMENT REQUIRED

1. *Further refine all lesson plans – particularly instructions*
2. *HL: greater repertoire and progression of phonemic awareness & phonic activities*
3. *HL: develop shared reading programme around complex texts*
4. *Develop scheme of graded vocabulary*
5. *HL: align L&S tasks more tightly to Writing tasks*
EGRS 1 & 2:
WHERE TO FROM HERE?

REFINE PROGRAMMES & TRAINING FOR MULTIPLE YEAR INTERVENTIONS

Develop more:

• benchmarked examples
• structured remediation activities
• structured extension activities
• demonstration videos
• classroom management videos
• Unpack complete programme
• Formalise time and activities for phonemic awareness (developmental)

• Reconsider African language phonics approach
  • Syllabic, syllables always break after vowel
  • Useful reading strategy
    ✓ Phoneme /b/
    ✓ Phoneme + vowel /ba/ /be/
    ✓ Digraph + vowel /tsa/ /tse/
• African languages – all words can be decoded
• High frequency words – automaticity
• Strategy – consider word families in different way

• Root word / prefixes / suffixes
  ✓ kwala – write (Setswana)
  ✓ mokwalo – handwriting
  ✓ mokwadi – writer
  ✓ lekwalo – letter
• Management is challenging
• Even when properly implemented – not enough contact
• Ideal mode: listen to individual learners – daily
• Employ and train reading assistants
• CAPS - benchmark reading speed / fluency in African languages
• CAPS – include benchmarks for EFAL
CAPS GAPS & OPPORTUNITIES

READING & VIEWING: SHARED READING

• Clarify approach in activities – not just preamble
• Exposure to complex plots / storylines
• Specify texts well above learners’ reading level
• Explicit emphasis on:
  ✓ vocabulary and language
  ✓ critical thinking skills
Reading & Viewing: Reading Materials

- Policy - prescribe texts for Foundation Phase
- School budget priority: non-negotiable
- Graded readers: multiple sets in HL and EFAL
- Shared reading: big books and anthologies
- Independent reading: class libraries in HL and EFAL
CAPS GAPS & OPPORTUNITIES

WRITING & PRESENTING

- Grade 1 – link handwriting to phonics programme
- Unpack emergent writing progression and benchmarks
- Guidance for progression: year and grades
Programme and lesson plan development is specialised, skilled and demanding work. In addition, teachers must:

- Present lessons
- Manage behaviour
- Control pacing
- Create atmosphere
- Remediate & extend learners
- Manage resources
- Monitor & correct learners’ work
- Ask questions
- Listen to answers
- Attend meetings
- Complete admin
- Solve problems
- Comfort learners
- Deal with colleagues

Surely this involves enough decision-making and creativity?
Let’s reconsider the role of teachers!

THANK YOU