



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

17 August 2017



Personal interpretation of policy into lesson plans

- *Creative*
- *Inconsistent*
- *Addressed needs of achievers*



DOROTHY HEATHCOTE
'Mantle of the Expert'

Early work in educational development

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



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

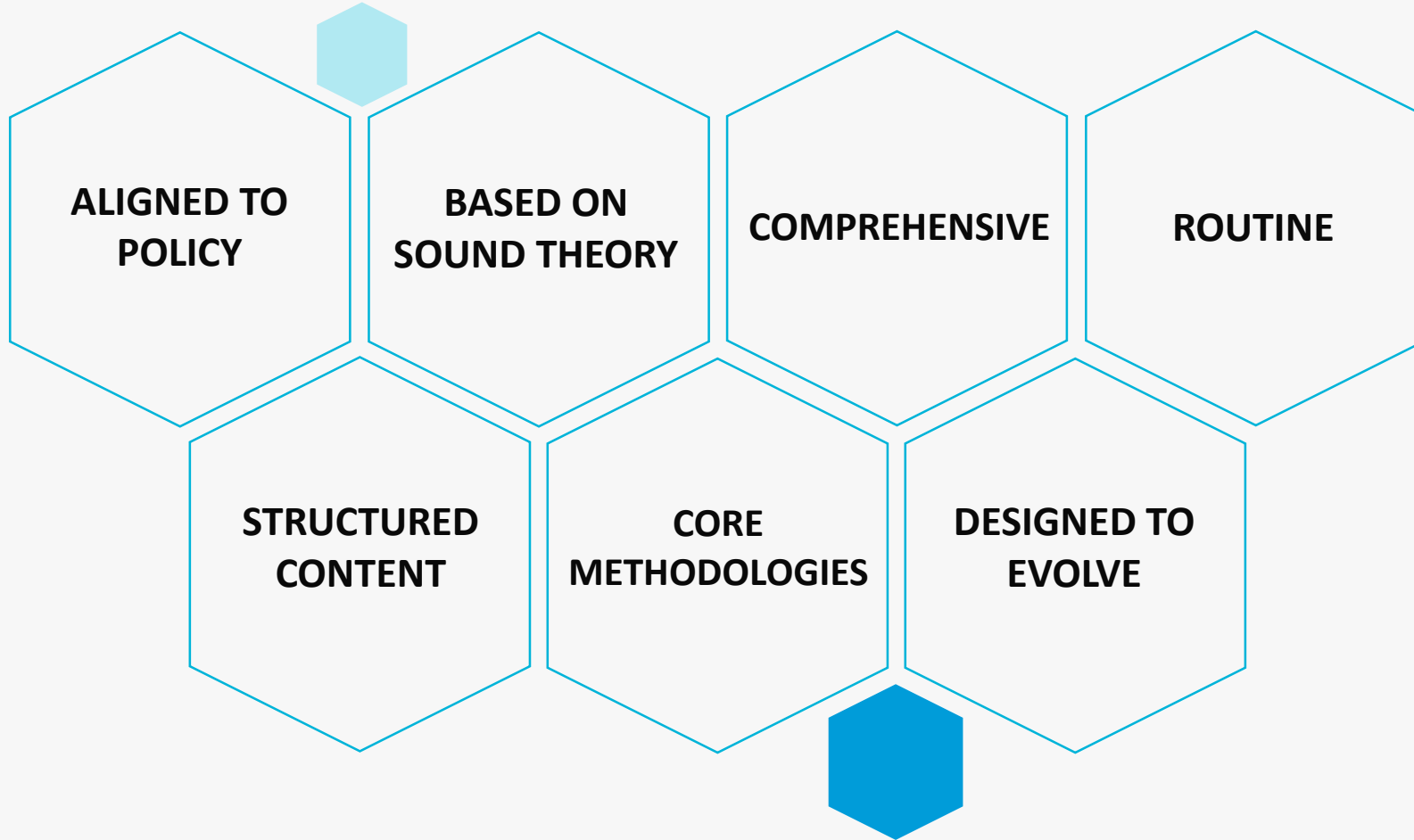


EARLY GRADE READING STUDY



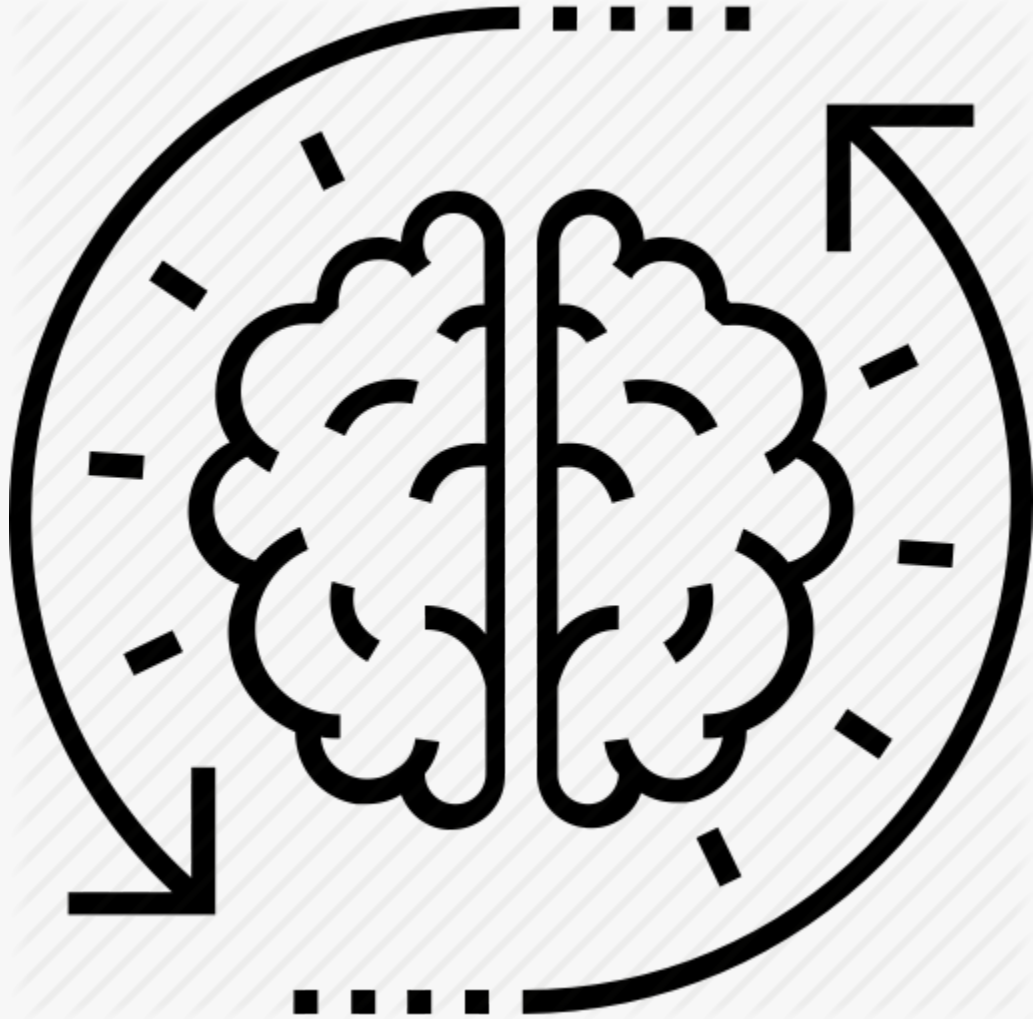
Foundation Phase Language

- *Many lessons learned*
- *Development of change theory*



CHANGE THEORY:

What makes a
successful
programme?



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

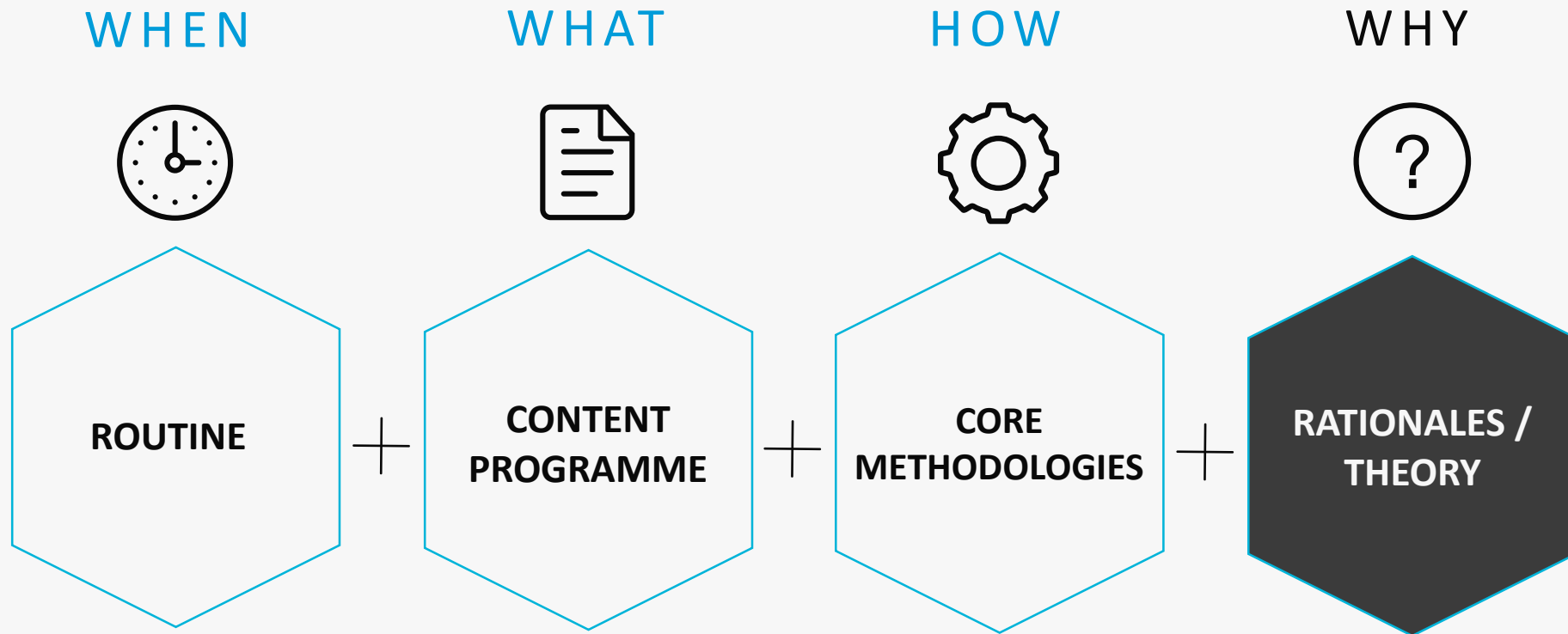
GROUNDWORK: RESOURCE MANAGEMENT

- *asset register*
- *make resources durable*
- *store safely*
- *collect own resources*



EGRS 1 & 2: PEDAGOGICAL APPROACH

Clearly define:



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*



CAPS GAPS & OPPORTUNITIES

PHONEMIC AWARENESS & PHONICS

- *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/*



CAPS GAPS & OPPORTUNITIES

READING & VIEWING:
SIGHT WORDS AND WORD FAMILIES

- *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*



CAPS GAPS & OPPORTUNITIES

READING & VIEWING:
GROUP GUIDED READING

- *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*



of learner support materials
ion of the newly introduced
Languages (IALL) which is being
Africa.

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and Afrikaans in an endeavour aimed

portunity to learn an African

to promote social cohesion in South
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mmunities and by many of their peers
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ugh the acquisition of an African

able in this series:

ve Grades 1 – 6
(languages)

Grades 1 – 3
(languages)

Grades 4 – 9
(Afrikaans)

es 1 – 3
(languages)

al Language Grades 1 – 6

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(L) workbooks Gr 1 – 2
(languages excluding English)

per term for Grade 1.
3 stories.

l the official languages excluding

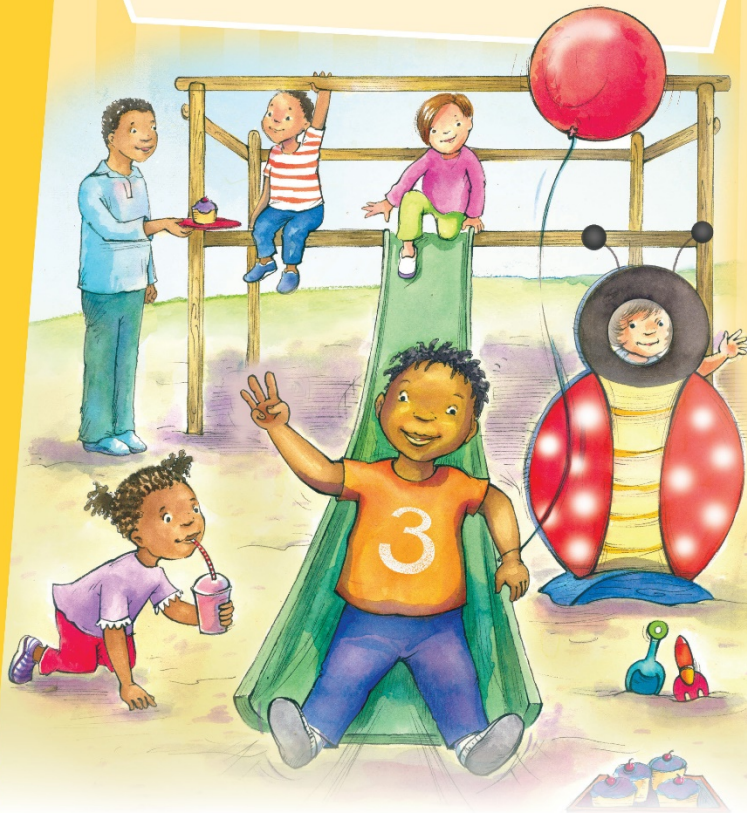
er term to accompany the IIAL
books.



Grade



A Big Book of little stories



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Book 1 – Term 1

ENGLISH

CAPS GAPS & OPPORTUNITIES

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

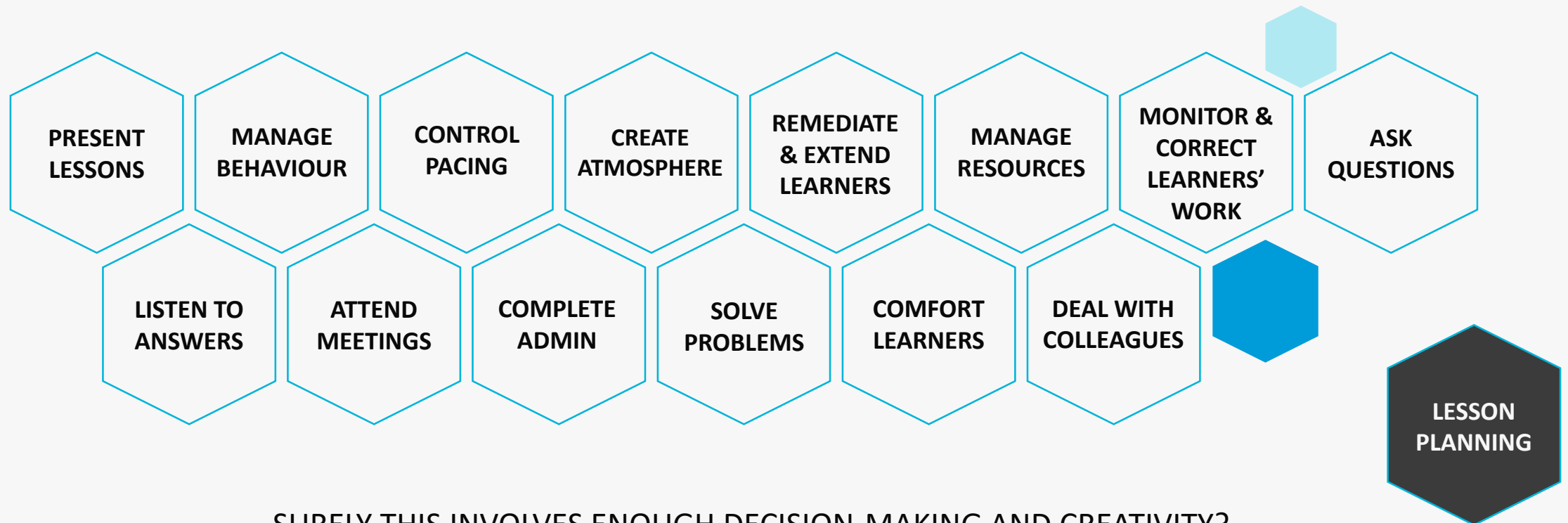
- *Grade 1 – link handwriting to phonics programme*
- *Unpack emergent writing progression and benchmarks*
- *Guidance for progression: year and grades*



CAPS

POLICY INTO PRACTICE

*Programme and lesson plan development is specialised, skilled and demanding work.
In addition, teachers must:*



SURELY THIS INVOLVES ENOUGH DECISION-MAKING AND CREATIVITY?



Let's reconsider the role of teachers!

THANK YOU