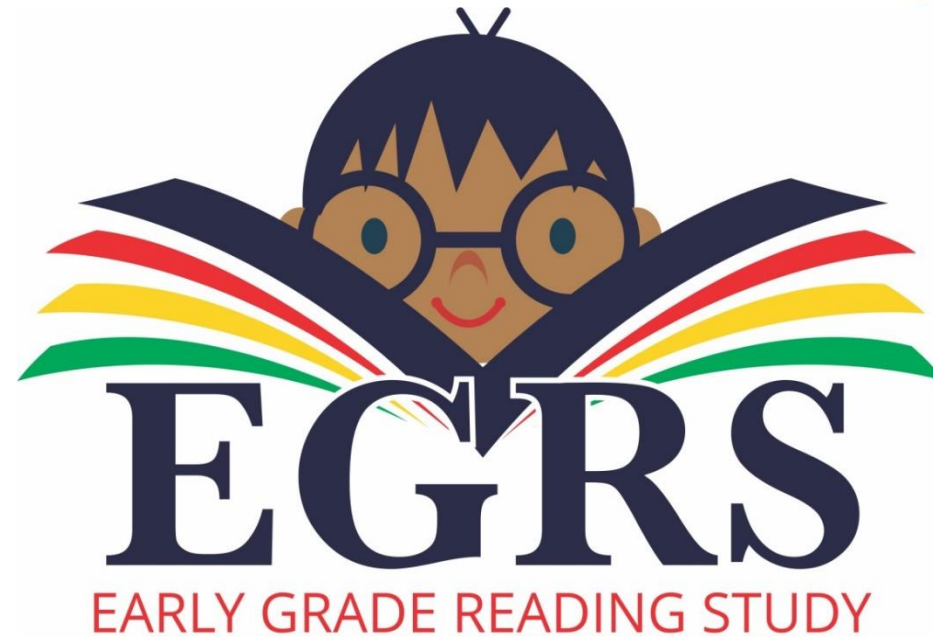


Every child is a National Asset



Re aqa motheo

Lesson Observation Study: 16 August 2017

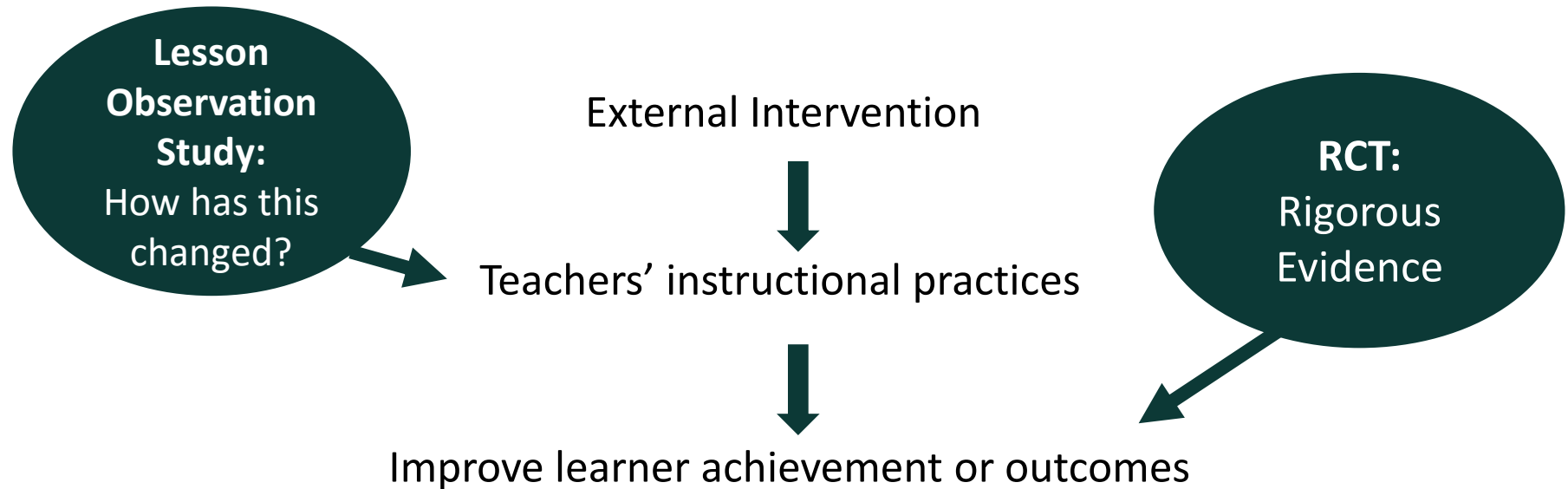
Dr J Kotzé



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

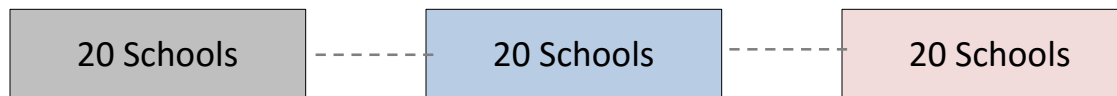
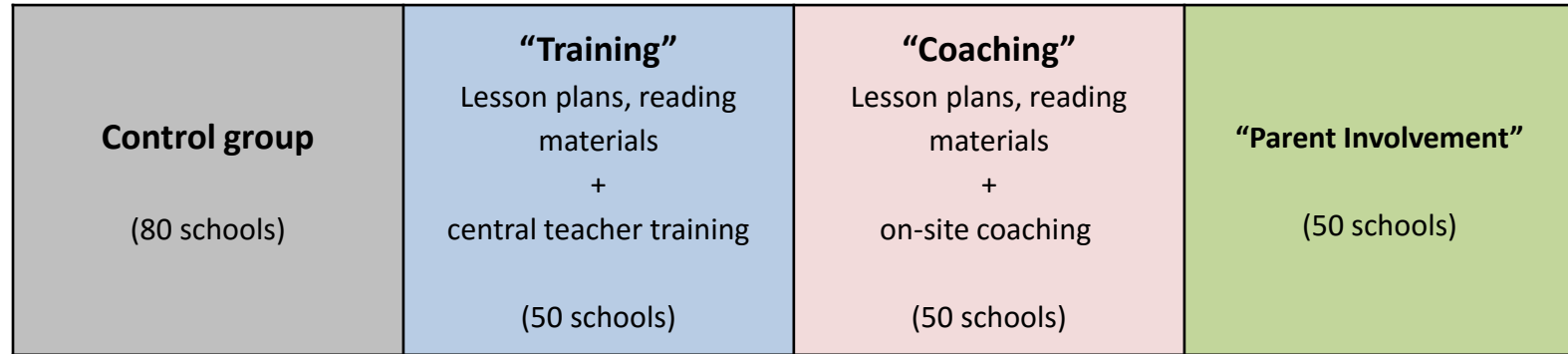


Purpose



To determine the **specific mechanisms** through which the interventions work

Study Design: Sample



- 6 urban schools
- 5 high-performing schools
- 5 low-performing schools
- 4 schools with high learning gains

Study Design: Sample

		In RCT	In LO Study
School Characteristics	Urban	30.9%	36.7%
	Quintile 1	48.7%	41.7%
	Quintile 2	28.3%	25.0%
	Quintile 3	23.0%	33.3%
Teacher Characteristics	Average teacher age	48.320	46.519
	Average teacher experience	17.086	16.880
	Average teacher FP experience	14.446	14.137

Good representation of the schools in the study

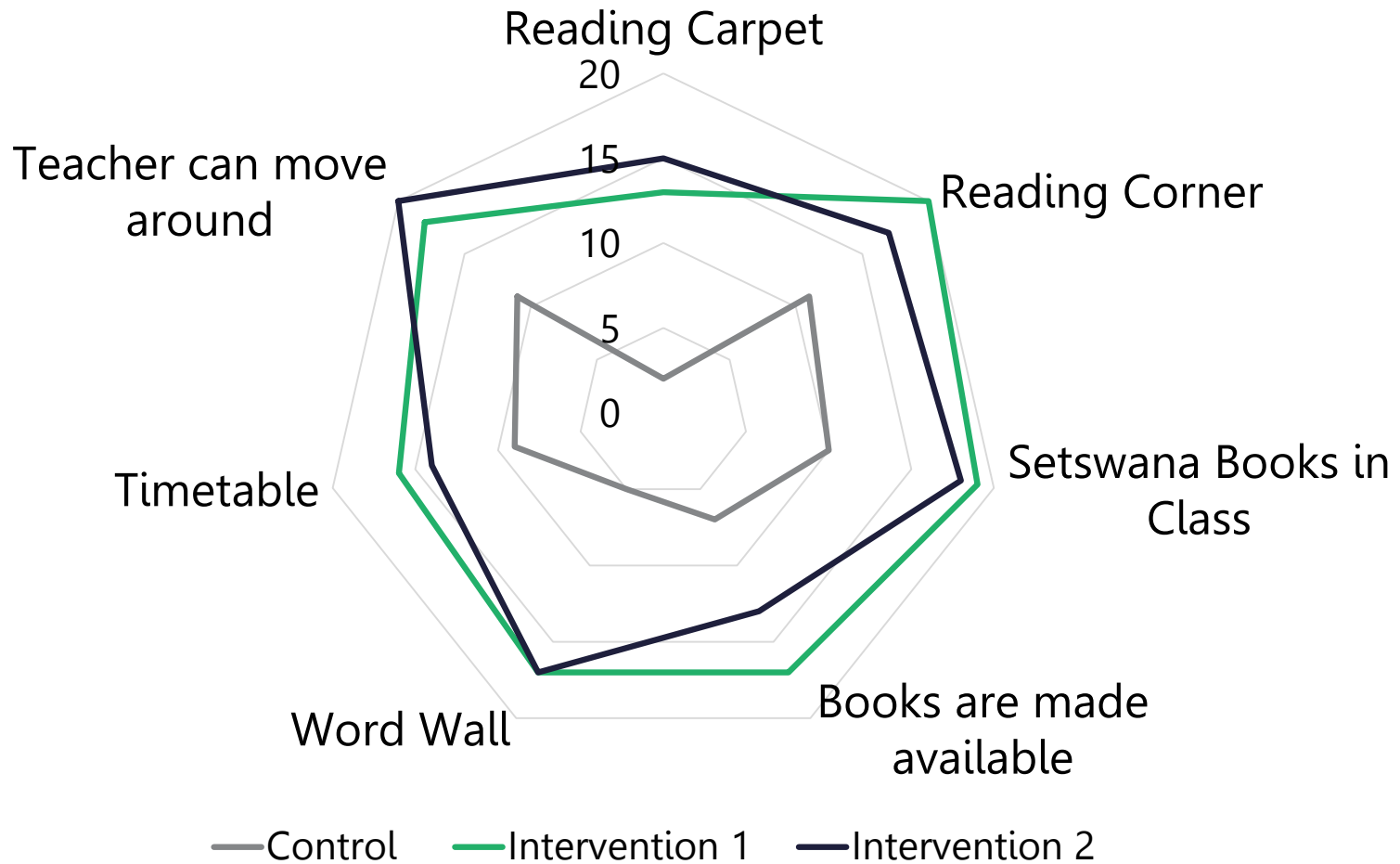
Study Design: Instruments

- Instruments developed by Dr Cheryl Reeves
- Comprise of three instruments
 - **Lesson Observation**
 - **Document Review**
 - **Teacher Interview**
- Challenges in developing the instruments:
 - Teachers do not cover all of the topics and skills in one lesson
 - This is particularly the case in the intervention schools.
 - Trade-off with instrument length

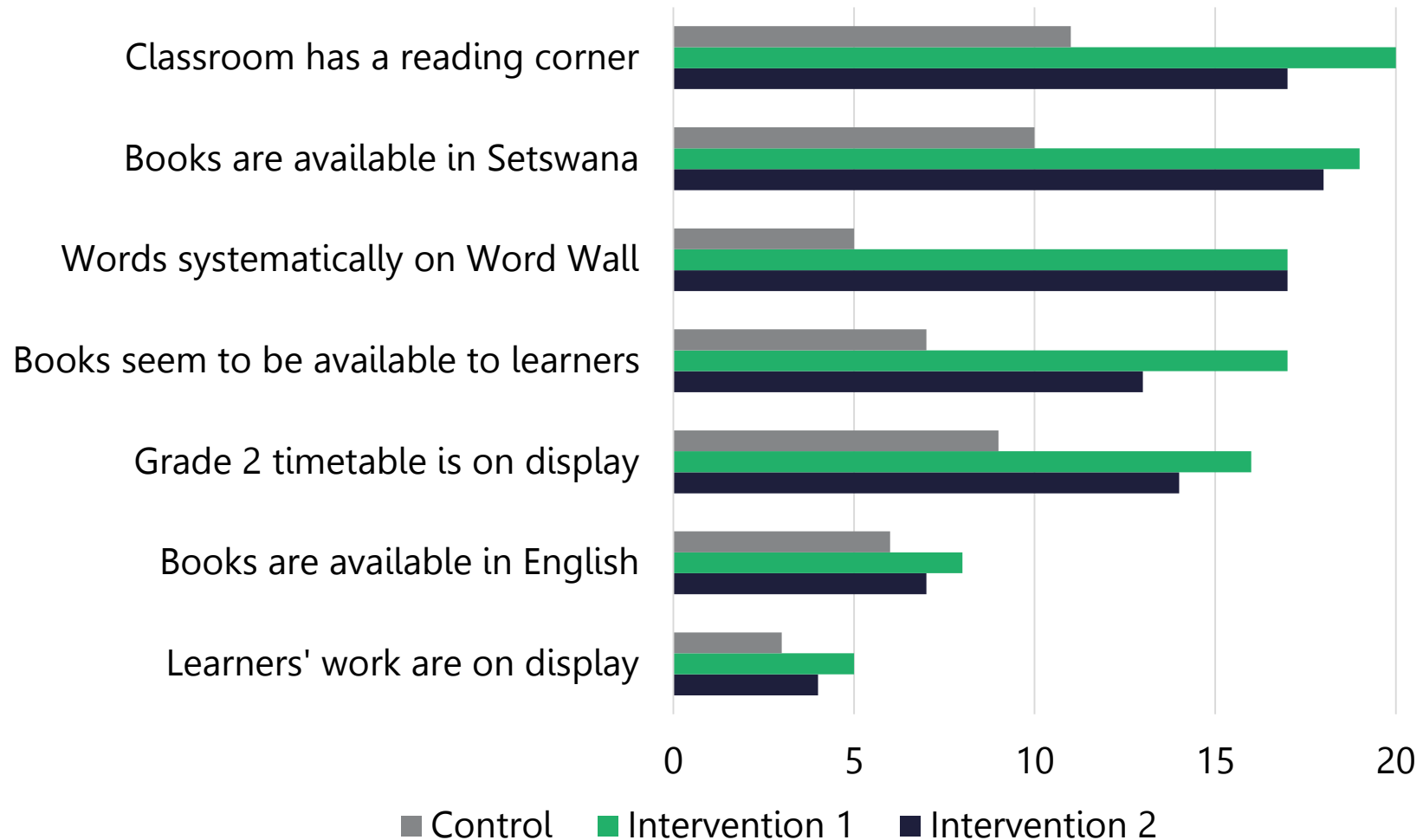
Fieldworkers

- Concern: The **quality of fieldworkers**.
- Fieldworkers were recruited using the following minimum criteria:
 - At least a **Bachelor's degree in Foundation Phase teaching**
 - **Fluency** in reading and writing in English
 - Valid driver's license and regular driving experience
- Preference was given to individuals who:
 - Have completed or are busy completing their **post-graduate studies** in Foundation Phase teaching
 - Have **research experience**
 - **Proficient in Setswana**
- **Six** fieldworkers were recruited

Teaching and Learning Environment



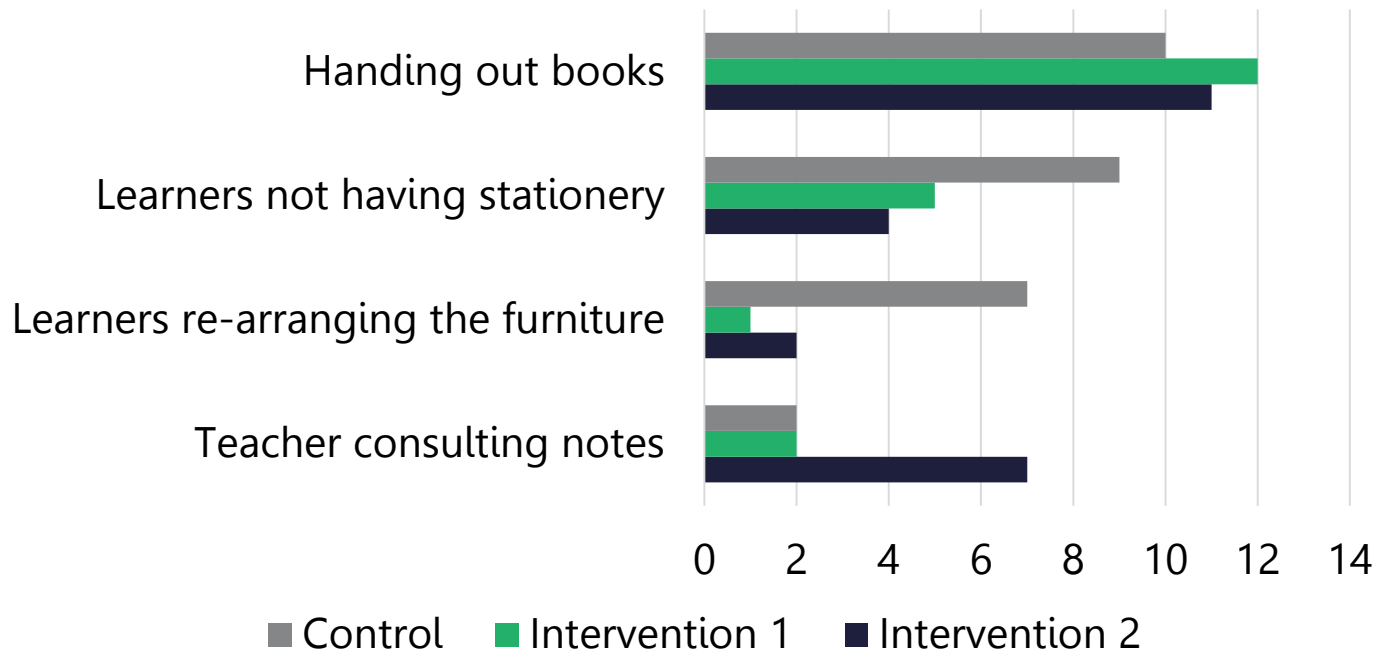
Print-Richness in the classrooms



Print-Richness in the classrooms

	That have on display		
	C	T1	T2
<i>Days of the week</i>	9	17	13
<i>Words matched to pictures</i>	9	14	15
<i>High frequency words</i>	5	16	16
<i>Patterns for cursive writing</i>	4	16	16
<i>Months</i>	8	14	13
<i>Phonics charts</i>	9	13	13
<i>Alphabet frieze</i>	9	9	14
<i>Number word chart</i>	9	12	9
<i>Birthday chart</i>	6	11	11
<i>Weather chart</i>	3	8	7
<i>Learners' names</i>	3	6	5
<i>News board</i>	3	2	5
<i>Signs</i>	1	3	3

Classroom Management



No time was lost due to learners not being involved:

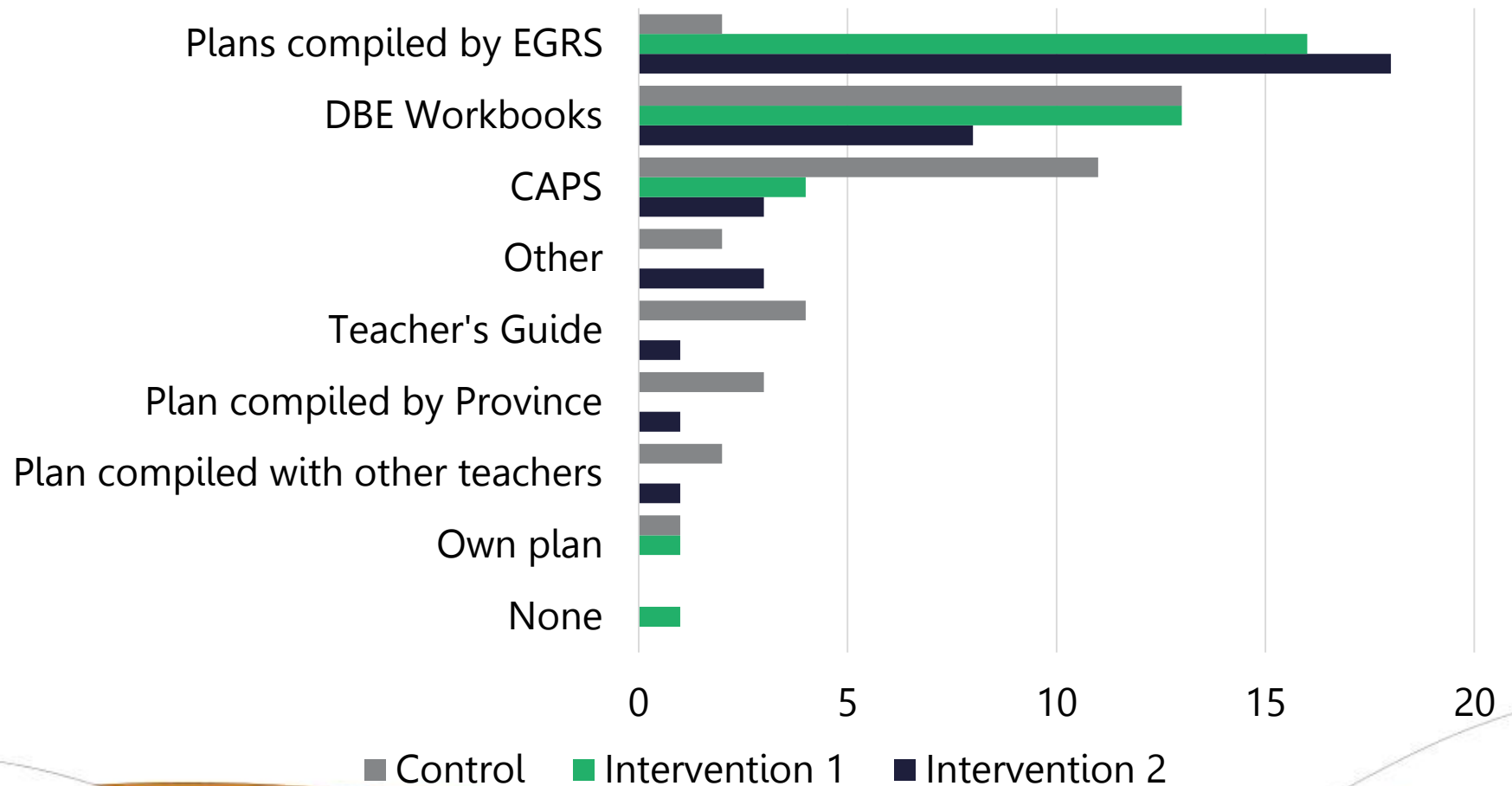
90% of intervention 2

75% of intervention 1

55% of the control

Lesson Planning

In the control schools, only **half** of the work plans observed included **specific lesson plans**



Curriculum Coverage

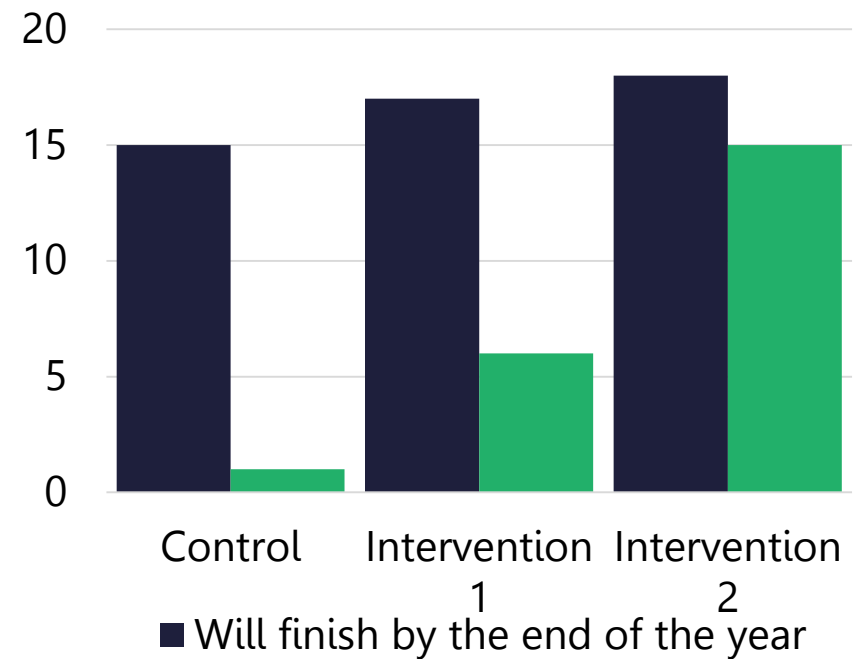
Clear Differences: Tracking Implementation of Lesson Plans

- Rarely observed in Control schools
- Not often in Intervention 1 schools
- 75% of Intervention 2 schools

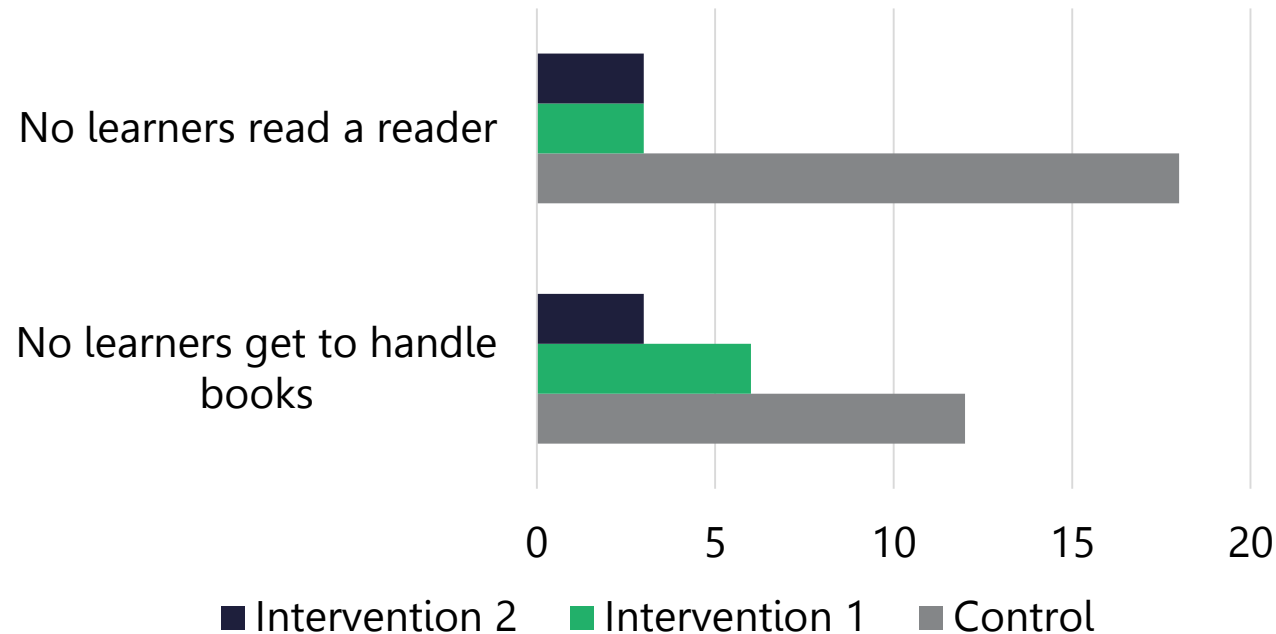
Confidence in covering the curriculum:

- All teachers were quite confident

Workbooks only corroborated this in Intervention 1 schools



Opportunities to handle books



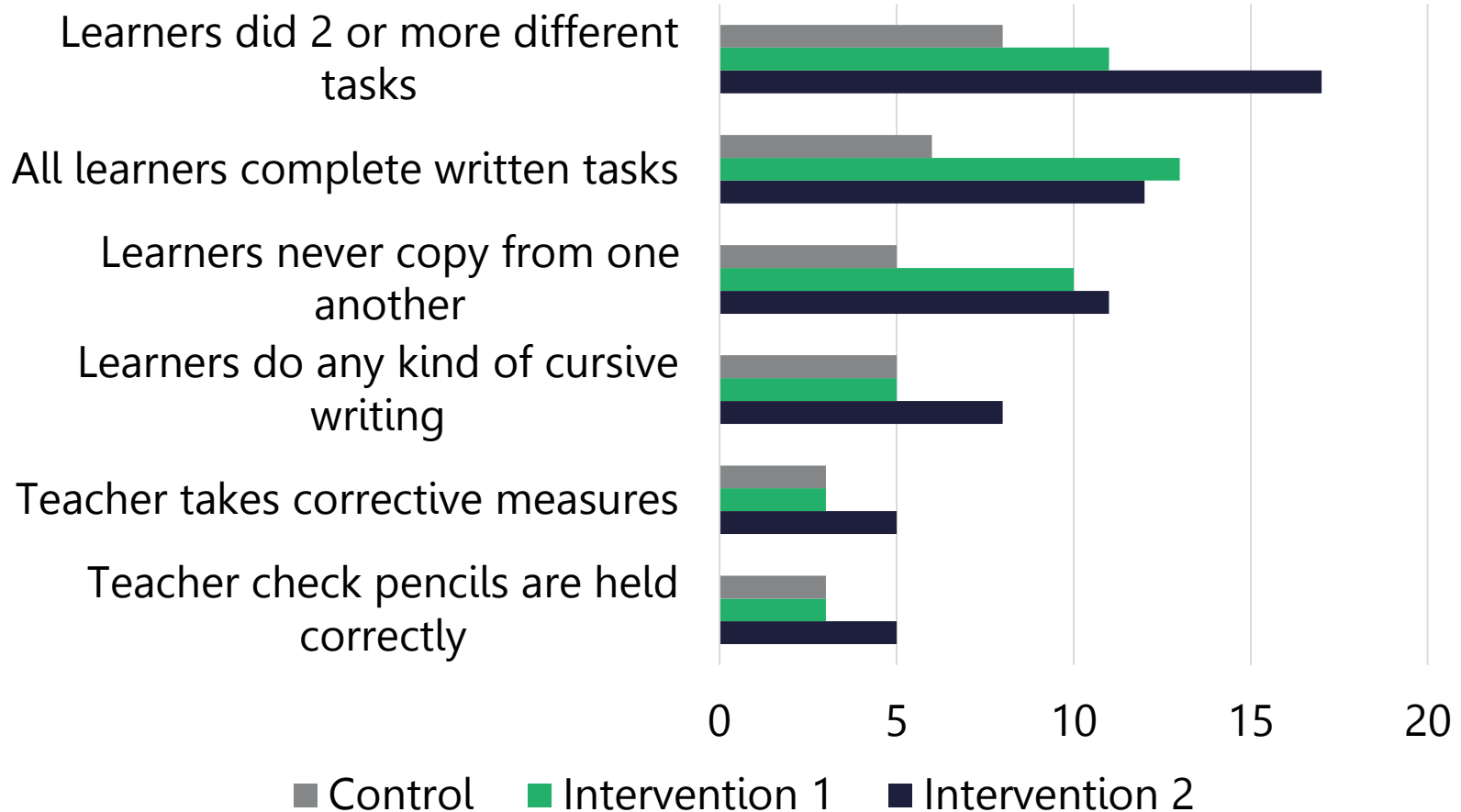
The EGRS interventions have been successful not only in providing classrooms with the necessary readers, but specifically in **teaching and motivating teachers to make use of these resources** to promote reading among their learners.

Literacy and Language Development

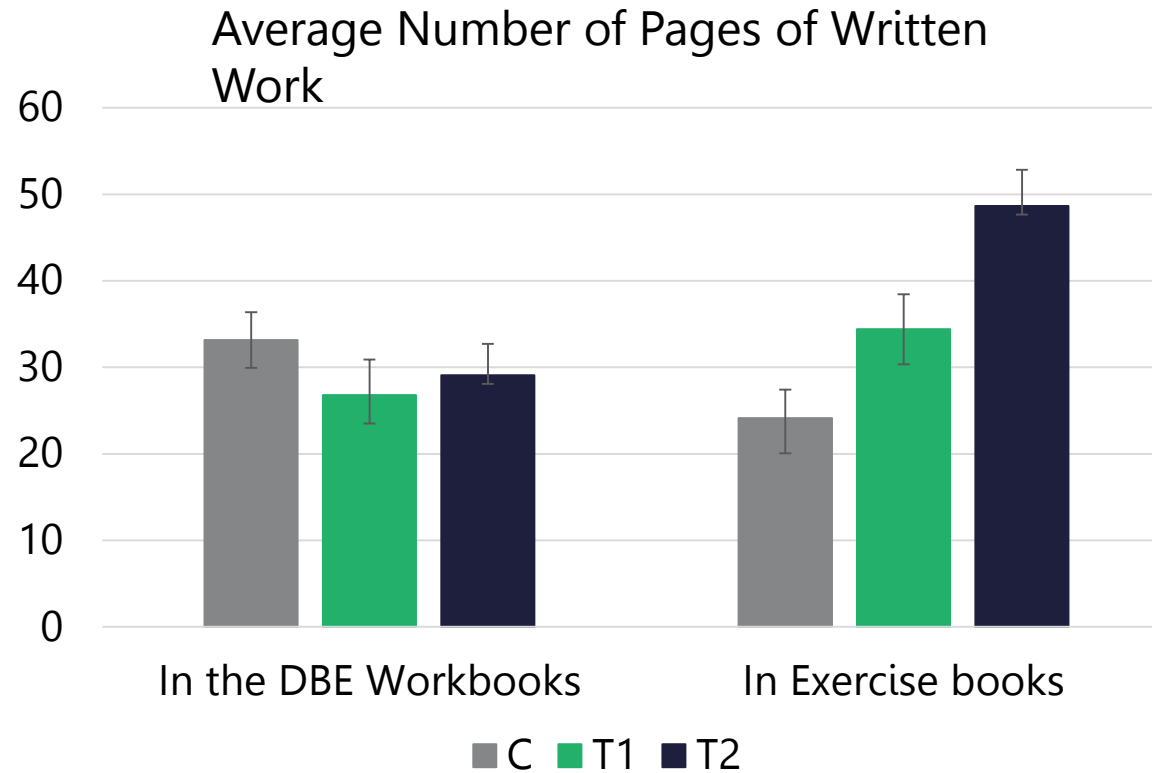
- At the heart of Home Language Curriculum
- One specific activity used for this is Shared Reading
- Across all schools teachers were observed:
 - Demonstrating care for books
 - Read with intonation
 - Encouraging learners to read
 - Promoting word recognition
- In Intervention 2 schools specifically:
 - Use LTSM to develop concepts about print
 - Encourage learners to answer open ended questions
 - Vocabulary Development
- BUT Overall: **Teaching practices around reading of extended texts was weak**



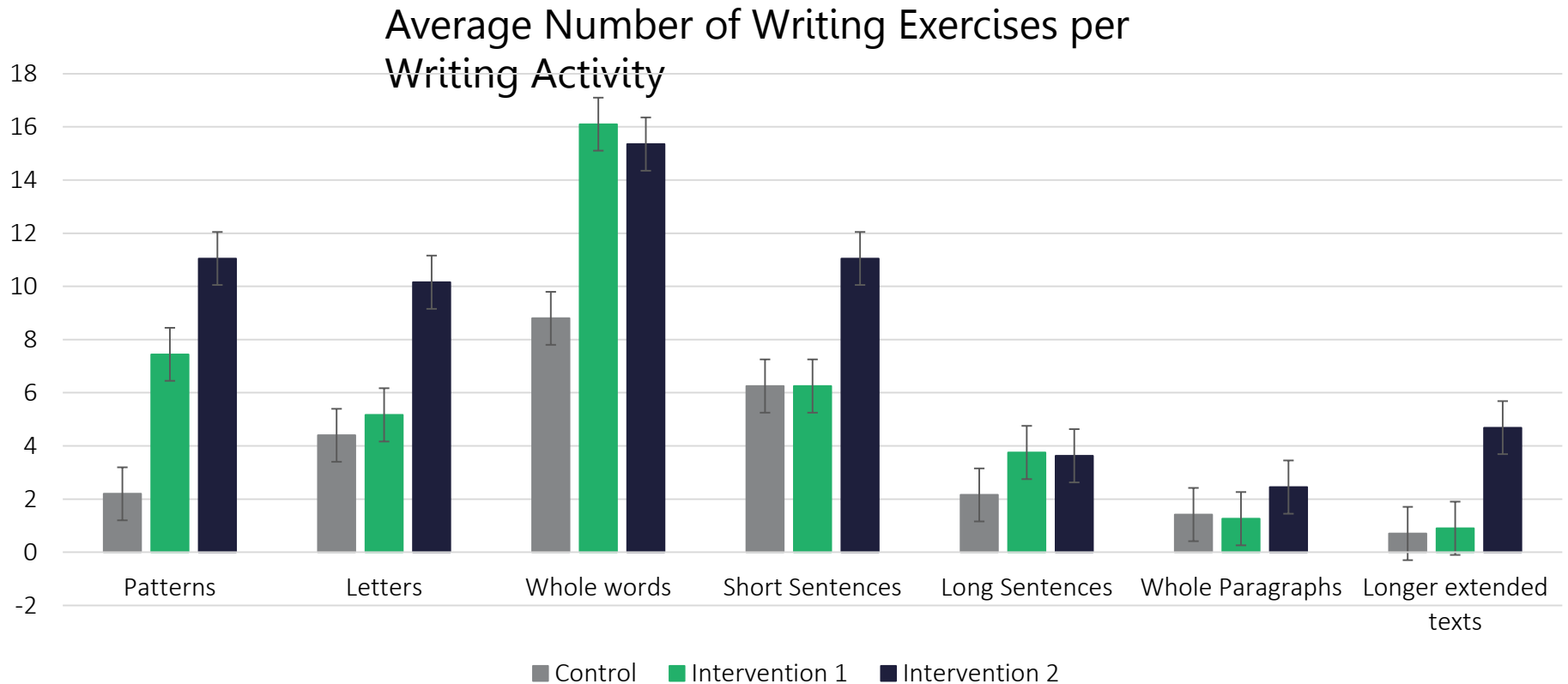
Opportunities to write



Opportunities to write



Opportunities to write



EGRS lesson plans demands **much more writing** from learners than what the teachers have been used to

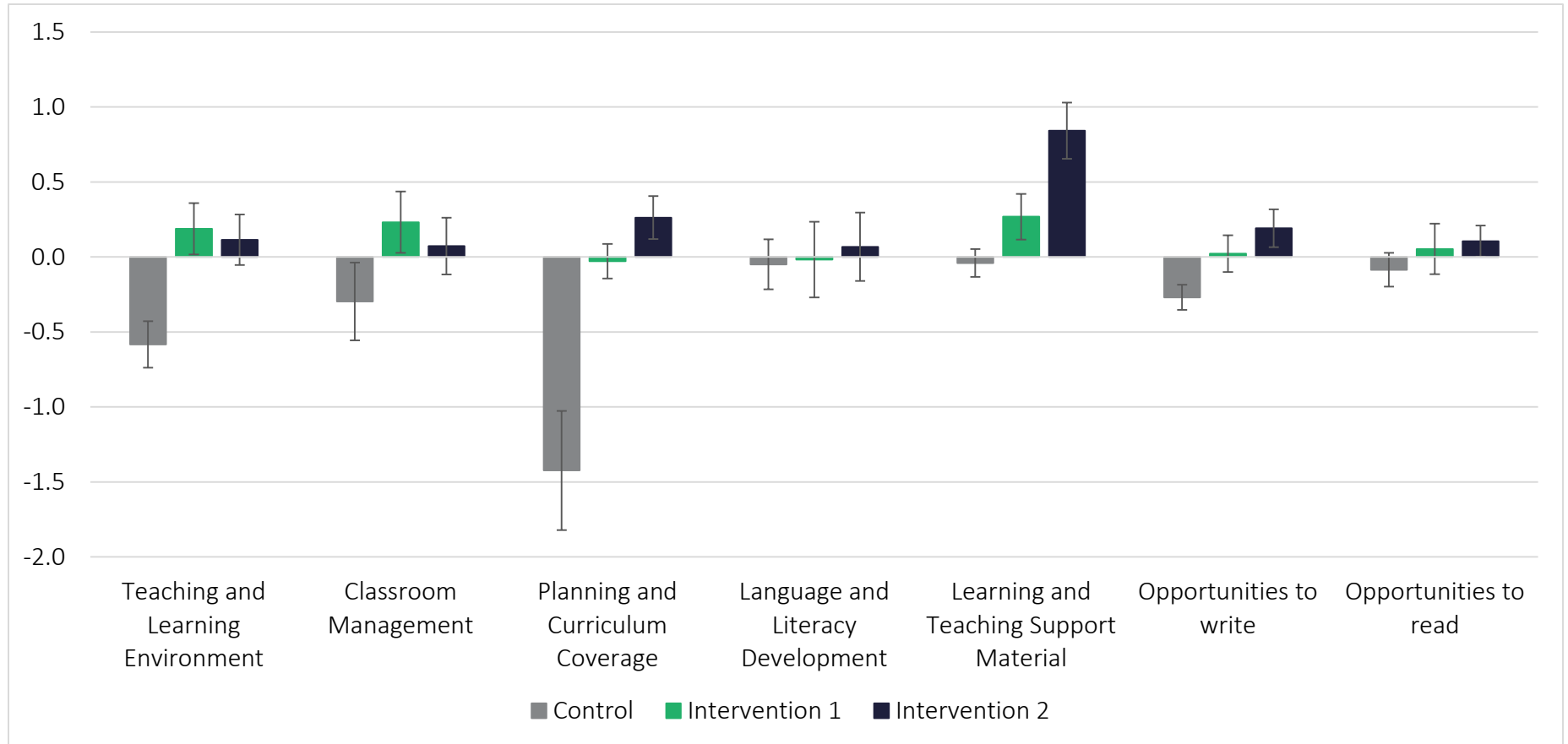
Opportunities to read

- Prevalence of individual guided reading was **very low** across all three groups of schools
- Across all classrooms, learners were seldom given opportunities to read individually
- It seems that the main reading activity in classrooms, regardless of the sampled group, was that of **learners reading aloud together**
- **Group guided reading:**
 - Was **more likely** to be observed in **intervention** classrooms
 - But, teachers are particularly struggling with differentiating between different ability groups

Support received

- Teacher reported that **someone observed** her HL lesson in 2016:
 - 50% Control teachers
 - 50% Intervention 1 teachers
 - 90% Intervention 2 teachers
- **Feedback** they received after lesson observed was **useful**:
 - < 50% of Control and Intervention 1 teachers
 - 85% of Intervention 2 teachers

Theme differences



Main Success Factors

- **Improved Classroom management:**
 - Less teaching time lost
 - Less learners uninvolved
 - Opportunities for group-guided reading
 - More writing exercises covered
- **Specificity of lesson plans**
 - Beneficial in translating the CAPS curriculum into daily lessons
 - For example spelling and vocabulary development
 - Increased prevalence during lessons
 - Personal Dictionaries



Main Success Factors

- Reading coaches played a critical role:
 - In providing teachers with a more **in-depth understanding** of the enactment of the methodologies – shifting deep practice
 - As signalled through the Group-guided reading
 - In supporting and motivating teachers in **persisting** with the implementation of the programme
 - Specifically in helping the teachers to do more of the practices in which they are already familiar
 - High frequency words
 - Writing exercises
- **Much more writing**

Thank you

