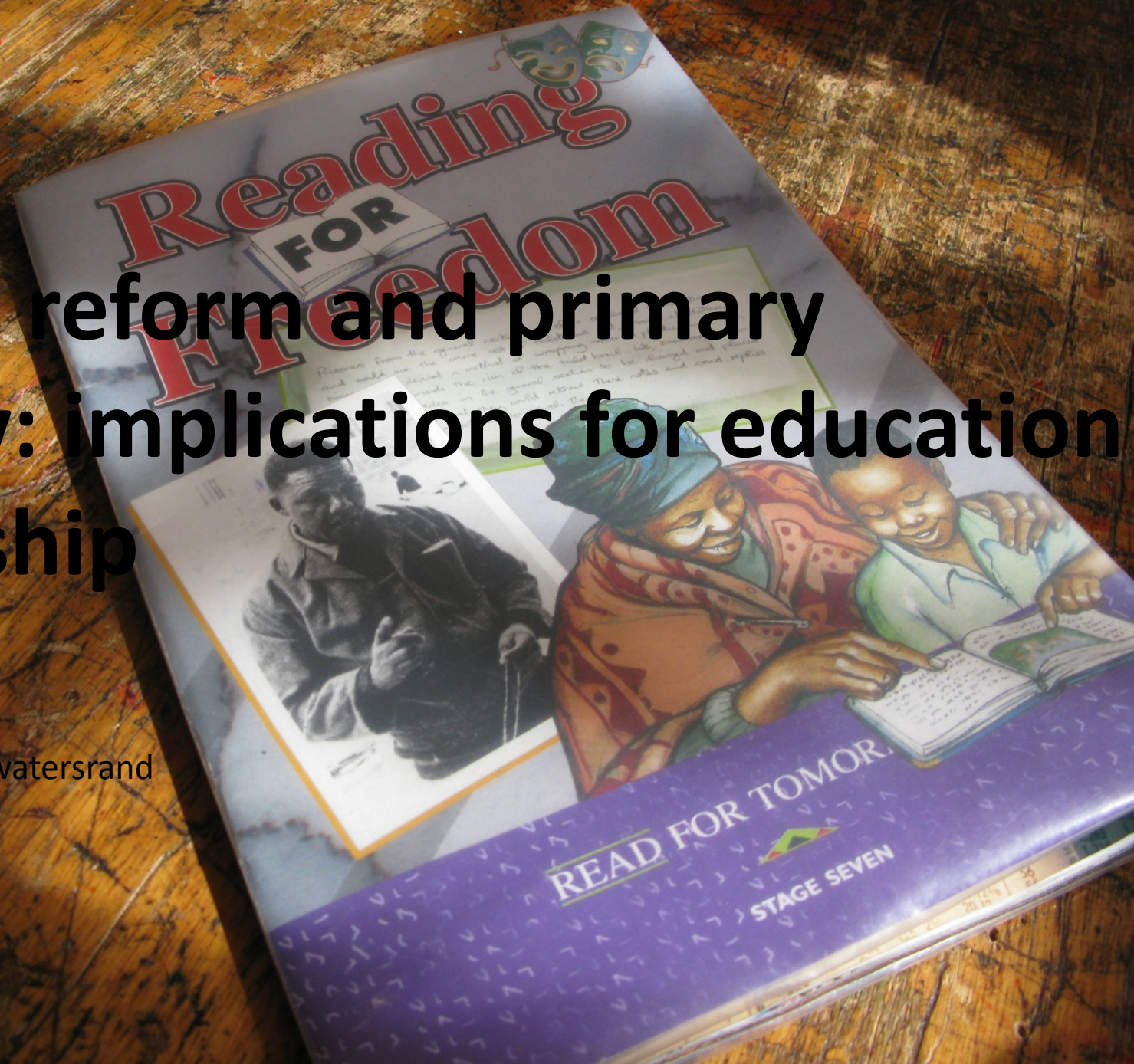
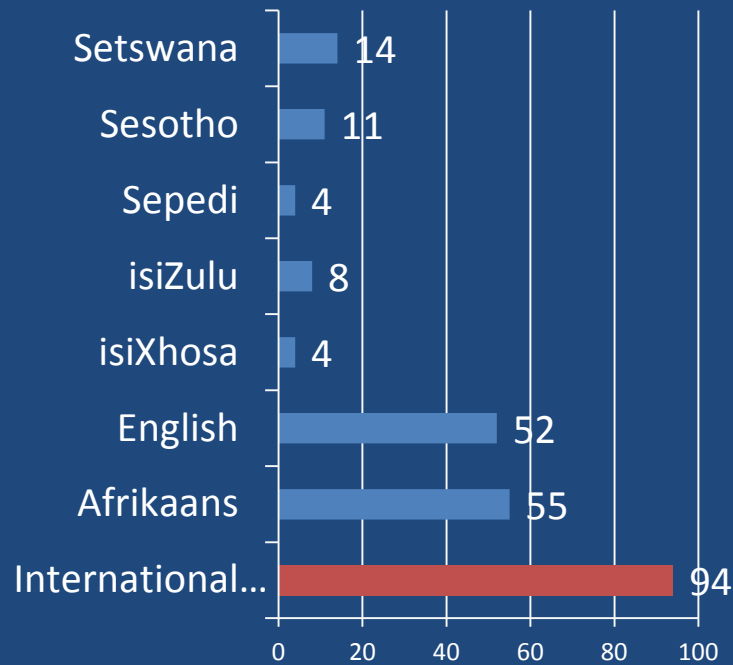


System reform and primary literacy: implications for education leadership

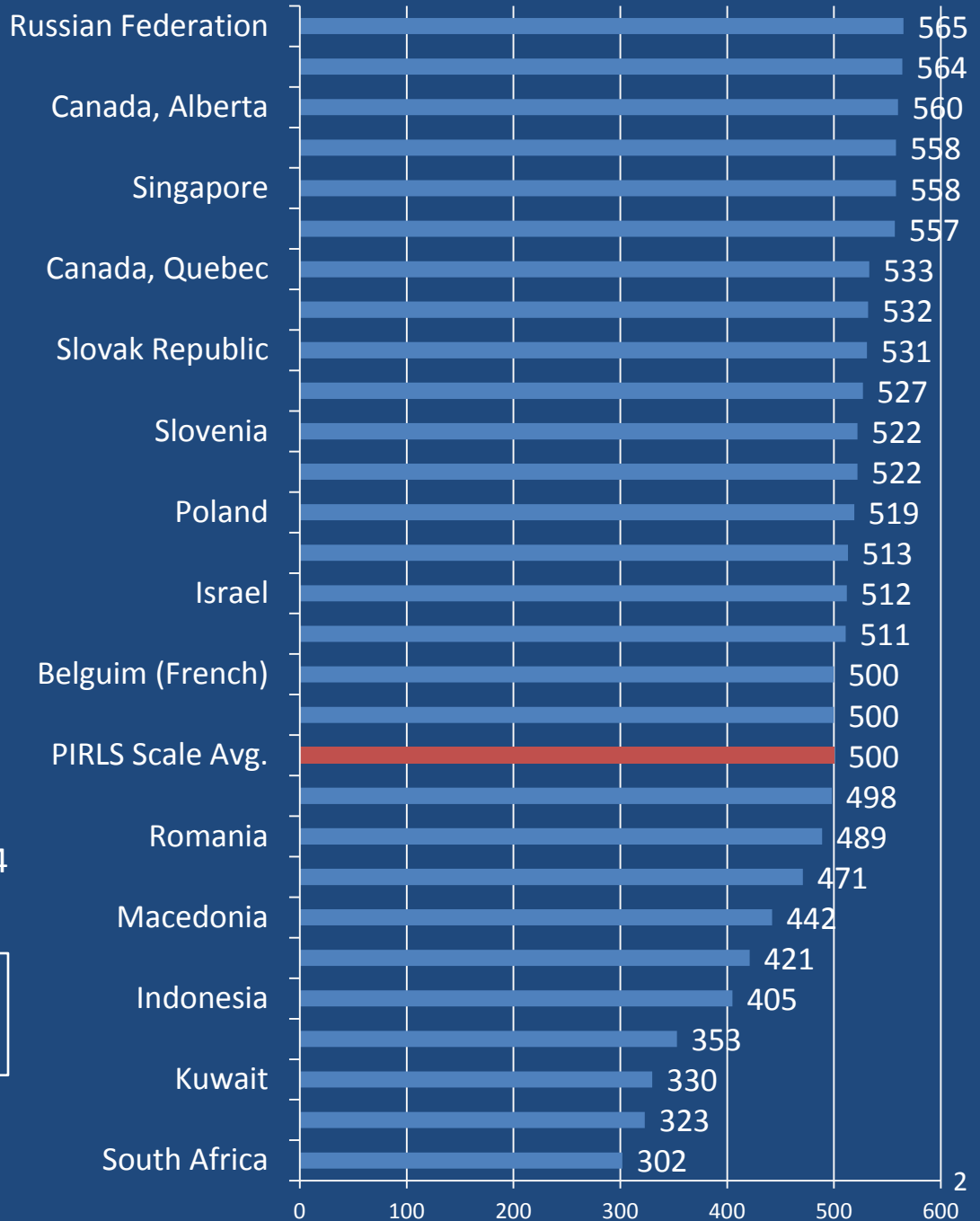


Brahm Fleisch
University of the Witwatersrand

PIRLS, 2006

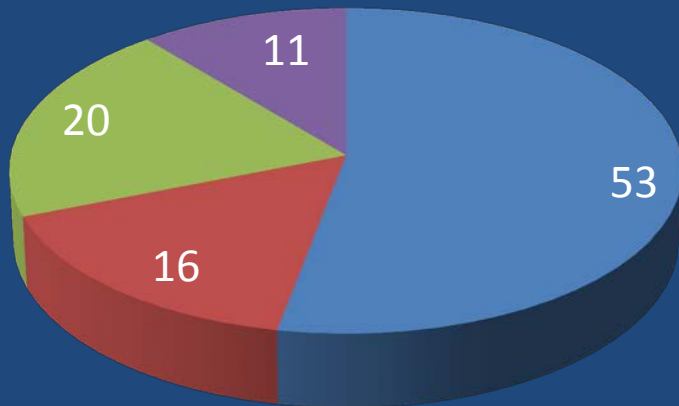


Percentage of Learners at or above
Lowest Reading Benchmark

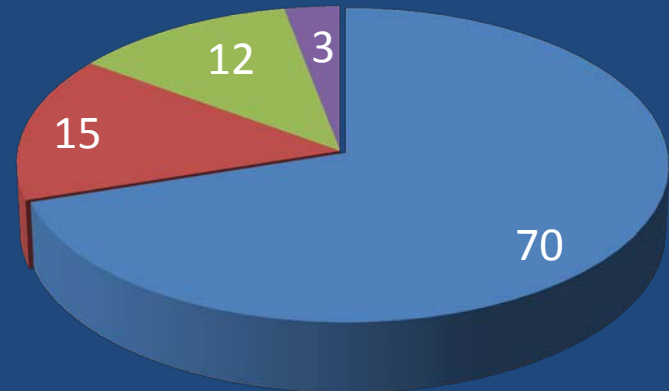


Annual National Assessment, Verification 2011

Grade 3 Literacy



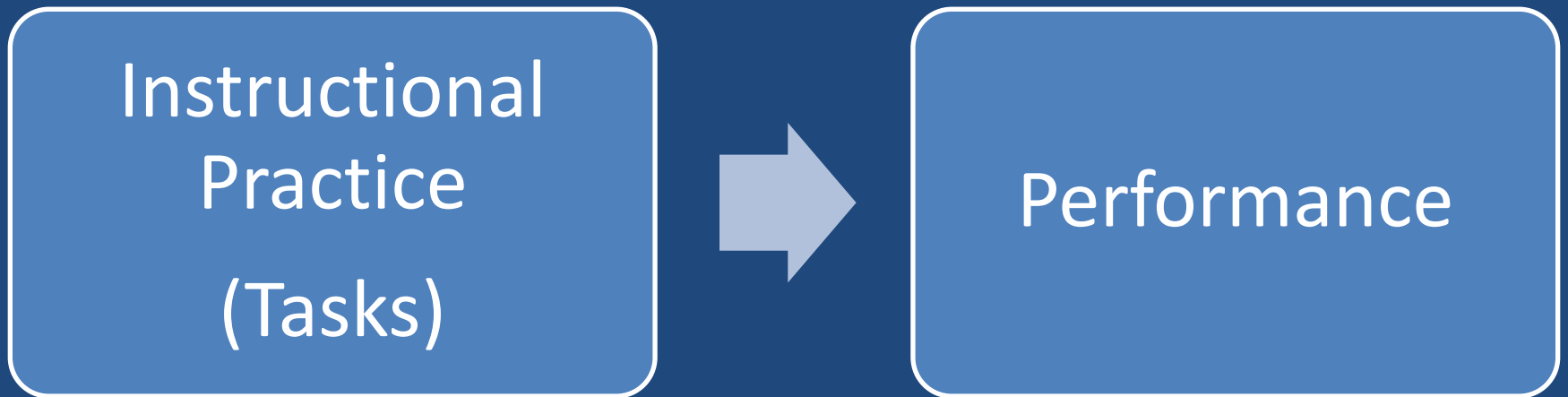
Grade 6 Language



Acceptable Level of Performance	
Grade 3 Literacy	31%
Grade 3 Numeracy	17%
Grade 6 Language	15%
Grade 6 Mathematics	12%

- Not achieved
- Partially achieved
- Achieved
- Outstanding

Assumption



Change Knowledge

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Cohen, D., Spillane, J (1993). Policy and practice: the relations between governance and instruction. Designing Coherent Education Policy: Improving the System. S. Fuhrman. San Francisco, Jossey-Bass Publishers.

Cohen, D. R., S; Ball, D (2003). " Resources, Instruction, and Research " Educational Evaluation and Policy Analysis **25**(2): 119-142.

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Standardized Tests used as a Catalysis

- Change strategies often triggered by international test results or national attention generated on the weaknesses of the education system

Focus on Literacy and Numeracy

- Basic knowledge and skills in reading, writing, and mathematics, and the natural sciences
- Narrowing of the curriculum, deemphasises on arts and other subjects

National Targets

- Political identification of national numerical targets attached to the political cycle

External Assessment and Accountability

- Sources of educational change are external innovations brought from the corporate world through legislation and national programs.

Prescriptive Curriculum

- Tightly prescribed curriculum aligned to daily lessons with detailed scripting

Standardized Learning Materials

- Provision of centrally procured and educative learning materials to all learners

Professional Development

- This takes a variety of forms from conventional short-course, just-in-time training to site-based coaching.

Four Pillars of the GPLMS Strategy

1. *Measuring literacy and raising expectations*

- 1.1 Annual National Assessments
- 1.2 Common Assessments

2. *Strengthening the teaching of literacy & maths*

- 2.1 Lesson Plans
- 2.2 Provision of Resources:, i.e. Graded Readers, Phonics & Workbooks
Catch-Up Programme
- 2.3 Training & Instructional Coaches

3. *Improving programmes of learner support*

- 3.1 Homework Assistants
- 3.2 Parent Support Programme Support
- 3.2 Strengthening book collections in schools.

4. *Improving the management of teaching and learning*

- 4.1 District Officials
- 4.2 School Management Teams

- Implementation 2011-2014
- Initial literacy only, 2012 incorporated mathematics
- Grades 1-7.
- 832 underperforming primary schools
- ~12 000 teachers
- ~700 000 learners
- Funded out of the provincial budget
- GDE lead, contracts with outside NGO service providers
- Support from McKinsey & Co

Basic Model of Change

