

Gauteng Primary Literacy Strategy
2010-2014

6 March 2010

Gauteng Department of Education

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1 Background.

The MEC requested the development of a Strategic Plan for Primary School Literacy. This Strategic Plan is to be aligned to the GDE Five Year Strategic Plan 2009-2014, Gauteng Mathematics, Science and Technology Education Improvement Plan 2009-2014 and existing and emerging national and provincial policies and priorities.

1.1 Vision that underlies the Strategy

The vision that underlies the Strategy is derived from the wider vision and mission of the Gauteng Department of Education.

Ensuring every learner in Gauteng does well at school and leaves our institutions with the knowledge, skills and qualifications that will give them the best chance of success in adult life.

The Gauteng Department of Education has translated this vision into a mission statement with four core strategic goals:

- To ensure that Gauteng has effective schools and learning institutions
- To ensure that the GDE head and district offices provide relevant, coordinated and effective support
- To enable young people to make the transition from school to further education and/or work that provides further education opportunities
- To strengthen GDE's partnerships with all stakeholders, resulting in education becoming a societal priority.

The purpose of the Gauteng Primary Literacy Strategy, 2010-2014 is to convert the Gauteng Department of Education's vision and mission into simple and effective plan to be realised for the children of the province.

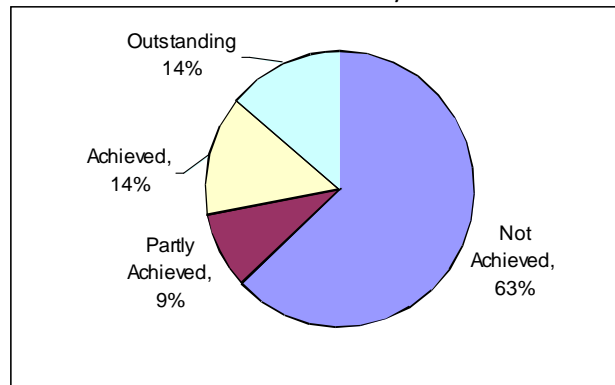
In simplest terms, the vision that animates this Strategy is stated as:

By the end of primary school, all Gauteng learners can read and write fluently for purpose and for enjoyment.

1.2 Current Realities of Primary Literacy Achievement in the Province

Over the past decade, the Gauteng Department of Education has gathered substantial evidence of patterns of literacy achievement in the province. Evidence has been gathered from the Department of Education's Systemic Evaluations in Grade 3 and Grade 6, as well as cross-national studies of literacy and mathematics including the Southern African Consortium for Monitoring Quality (SACMEQ II) and more recently the Progress in International Reading Literacy Studies (PIRLS).

Figure 1: Grade 6 Intermediate Phase Systemic Evaluation 2005



Source: Department of Education (2005)

Figure 1 provides the first and only major government study of the levels of primary literacy in the country. The study showed that only 28% of all Grade 6 learners in the sample were reading at levels that are required by the National Curriculum Statement. Almost two third of all children were marked at "not achieved" on the standardised test. The scores for literacy from both the Systemic Grades 3 and Grade 6, for all years consistently show that the majority of children, particularly Black children are not reading and writing at the levels required by the National Curriculum Statement.

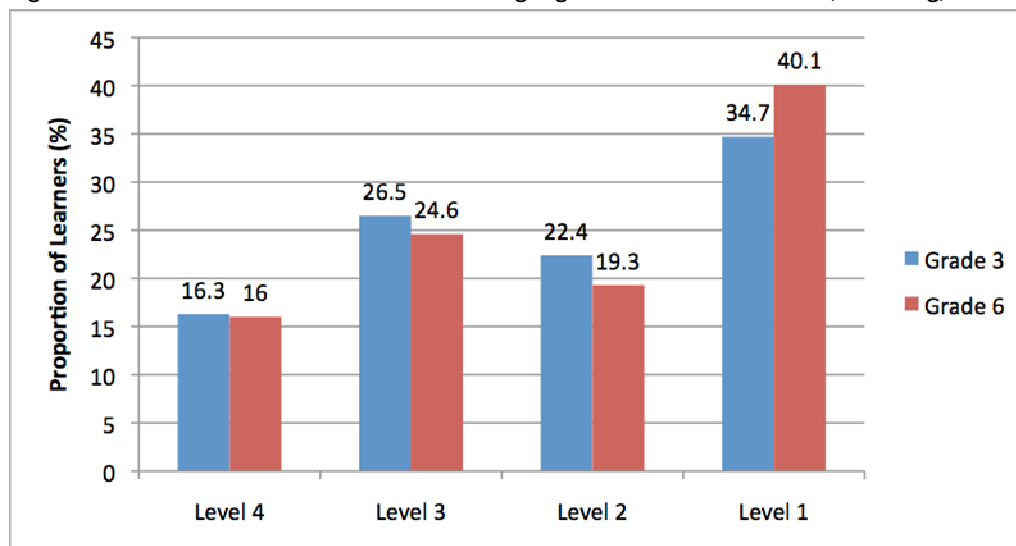
Table 1: Progress in International Reading Literacy Study, 2006

	Score	Reading Skills	International Median	South Africa Average
Advanced	625+	Advanced Reader	7%	1%
High	550-625	Competent Reader	41%	3%
Intermediate	475-549	Some basic proficiency	76%	7%
Low	400-474	Basic reading skills	94%	13%

Source: Howie (2008)

The Progress in the International Reading Literacy Study (PIRLS) 2006 shows that South African children are substantially behind international median scores, with only 13% of children scoring at low or above on the test compared to the international median of 94% (Table 1).

Figure 2: Annual National Assessments in Language Grade 3 and 6 Results, Gauteng, 2008



Source: Department of Education, 2008

The Annual National Assessment Results for 2008 are consistent with earlier studies, showing that over half of Grade 3 learners are either not achieving (level 1) or only partially achieving (Level 2). The situation appears to get worse by Grade 6 with six out of every ten learners not reaching the minimum curriculum standard in Language within the Gauteng province.

There are three alternative explanations for these study trends.

- Change in learner outcomes has occurred, but the measurement instruments are inappropriate or insensitive.
- Innovative policies have not been fully implemented, or will take longer to be institutionalised.
- Innovations in policy implemented thus far are ineffective, inappropriate or underdeveloped.

Given the wealth of evidence from multiple sources, it is unlikely the first explanation is valid. While substantial progress still needs to be made in developing high quality measures of literacy in South Africa, the existing studies have produced consistent results over time. There certainly is support for the second explanation. There is both scientific and anecdotal evidence that the new policies

have not been effectively implemented. Teacher development strategies and resource provisioning has been, at best uneven, if not seriously inadequate. However, even in those instances that the training has been comprehensive and resources have been provided, the learner achievement results have tended to be below expectation. The final explanation for the underachievement of Gauteng and South African primary school learners in literacy suggests that existing policies and programmes are less than fully effective. In order to address current weaknesses in policies and programmes, the Gauteng Department of Education has developed the Gauteng Primary Literacy Strategy, 2010-2014.

2 Policy Framework

2.1 National Curriculum Statement

The fundamental building block for improving teaching of literacy is the National Curriculum Statement (NCS), which remains the definitive policy statement about curriculum in South Africa. Building on the criticisms of Curriculum 2005, the National Curriculum Statement retained many of the core features of the early curriculum framework, but in a simpler and stronger form. The NCS retained the eight Learning Areas, the three Learning Programmes in the Foundation Phase, and the three distinct phases in the General Education and Training band, which are, Foundation Phase, Intermediate Phase and Senior Phase. Names were changed for learning areas such as Languages and Mathematics. The new curriculum policy provided greater conceptual progression, assessment standards, and guidelines for use of time.

2.2 Foundations for Learning Campaign

Launched in 2008, the Department of Education's Foundations for Learning Campaign was designed as a four-year campaign to improve the reading, writing and numeracy achievement of all South African children, particularly those learners that have not achieved the standards as prescribed in the National Curriculum Statement. The initial focus was to be on primary schooling – starting with the Foundation and Intermediate phases – with the intention to ensure that learners across the system acquire and sustain a solid foundation for learning. All primary schools were expected to increase average learner performances in Literacy and Numeracy in the Foundation Phase to no less than 50%. Performance milestones in Numeracy/Mathematics and English and Formal Assessment Tasks were specified for each school term. A strong emphasis in the Campaign was placed on teachers receiving sufficient resources to ensure that effective teaching and learning of Literacy and Numeracy take place. These resources were to include wall charts, number and phonic friezes, suitable apparatus for teaching concepts, textbooks, reading series, workbooks and writing materials. The five pillars of the Campaign were:

- Appropriate resourcing
- Teacher performance
- Regular and effective assessment
- Advocacy
- Monitoring and evaluation

What differentiated the Plan from earlier curriculum policies is that it provided far more direction to teachers. For example, it specified that all learners in primary school should read for at least 30 minutes per day in the primary schools in addition to a reading and writing focus time lasting 60 minutes. Writing and oral work would have an additional time depending on the grade level. Within this structured time frame, smaller sub divisions of time were suggested. The Campaign also suggested the minimum resources for each phase and provided a package of materials for a number of schools. In addition, the Campaign stated that every teacher must have a teaching plan, a record of work, and individual learner performance records. In addition to the Government Gazette on Foundations for Learning, the Department of Education produced documents that specified Literacy Lesson Plans per term and per grade, and an Assessment Framework outlining Quarterly Assessment Activities.

2.3 DBSA's Education Roadmap

One of the key policy developments in the past five years has been the development of the DBSA Education Roadmap. Drawing stakeholders from all sectors within education, the Roadmap sketched basic common principles to drive the system forward. These principles included:

- I. Teachers to be in-class, on time, teaching using textbooks.
- II. Improve the quality of quality of ECD and primary school through the Foundations for Learning Campaign
- III. Annual testing for Grades 3 and 6 learners
- IV. Ensure effective evaluation of teachers based on learner performance
- V. . . .
- VI. . . .
- VII. Develop a social compact for quality education, clarify 'non-negotiables' and mobilize communities
- VIII. . . .

2.4 *Report of the Task Team for the Review of the Implementation of the National Curriculum Statement*

This particular document has major implication for the Gauteng Primary Literacy Strategy, 2010-2014. Although key elements have yet to be gazetted as policy, it has been published as a Task Team Report to the Minister. The brief of the Task Team was to investigate the nature of the challenges and problems experienced in the implementation of the National Curriculum Statement and to develop recommendations for improvement. The high level recommendations emanating from that Report were as follows:

- a. There is a need for a coherent, clear and simple five year plan to improve teaching and learning across the system.
- b. There is a need for a single Curriculum and Assessment policy document for every subject by grade.
- c. The role of subject advisors as the main intermediaries between the departments and the teachers needs to be clarified.
- d. Teachers' administrative workloads need to be reduced to provide for more time for teaching.
- e. There is a need to simplify and streamline the assessment requirements.
- f. Reduce the number Learning Areas in the Intermediate Phase to six, add English as an additional learning area in the Foundation Phase.
- g. Centralisation of quality assurance and catalogue development to the Department of Education. Each learner from Grade 4-12 should have textbook for each learning area or subject.
- h. Teacher training should be subject specific and targeted only where needed.

2.5 *GDE Five Year Strategic Plan 2009-2014*

The core of the Strategic Priorities of the Gauteng Department of Education as stated in the GDE Five Year Strategic Plan 2009-2014 is that the Department is to:

Deliver quality education in the classroom every day.

2.6 *President's State of the Nation Address*

In the President's 2010 State of the Nation Address, the President made the following statement that directly informs the Gauteng Primary Literacy Strategy:

We have placed education and skills development at the centre of this government's policies. In our 2010 programme, we want to improve the ability of our children to read, write and

count in the foundation years. Unless we do this, we will not improve the quality of education.

Our education targets are simple but critical. We want learners and teachers to be in school, in class, on time, learning and teaching for seven hours a day. We will assist teachers by providing detailed daily lesson plans. To students we will provide easy-to-use workbooks in all 11 languages.

From this year onwards, all grade 3, 6 and 9 students will write literacy and numeracy tests that are independently moderated. We aim to increase the pass rate for these tests from the current average of between 35 and 40% to at least 60% by 2014.

Together, the national and provincial policy documents anticipate many of the goals, targets and features of the Gauteng Primary Literacy Strategy, 2010-2014 including: comprehensive testing for all learners in Grades 3 and 6, clear policy guidelines, provision of textbooks, learner workbooks, readers and teacher guides, specific training of teachers, and school and district level management development focused on learner achievement.

3 Guiding Principles and Approach to Literacy

3.1 Guiding Principles

3.1.1 Feasibility, Affordability and Manageability

Building on the principles of the MST strategy, the Gauteng Primary Literacy Strategy takes the principles of feasibility, affordability and manageability as non-negotiables. A key component of feasibility and affordability involves estimating the costs of the strategy in order to ascertain whether or not it can be considered. The costs of the strategy cannot exceed the provincial budgeted amount and other possible sources of funding available (Levin, 2001). Feasibility and manageability also take into account not only budget constraints but human resources, infrastructure and logistics constraints both in the schools and within the Gauteng Department districts and head office.

3.1.2 Provincial Partnerships

Over the past two decades various stakeholders, particularly from the NGO sector, have been actively involved in primary literacy work. In addition, local and education libraries play a decisive role ensuring access to books and other reading materials. The Gauteng Primary Literacy Strategy recognises that provincial partnerships need to be sustained and deepened. However, to ensure that the partnerships add value to the Gauteng Primary Literacy Strategy, much closer attention must be paid to alignment and coherence both in terms of resources allocation and approaches to the teaching of reading.

3.1.3 Dynamic Internal Monitoring and External Evaluation

As with the MST strategy, considerable attention needs to be paid to dynamic monitoring, evaluation and adaptation. The purpose of monitoring is to identify problems early on, and on a continual basis. Monitoring needs to take place at multiple levels of the system, and a strong feedback system needs to be developed to address serious weaknesses as they emerge. Evaluation is equally important; it involves external outcome evaluations to test the extent to which goals and

specific targets are achieved. This is critical for both internal organisational learning and building public trust in the strategy.

3.1.4 Emphasis on Alignment and Coherence

One of the key guiding principles that inform the Primary Literacy Strategy is alignment and coherence. All components of the strategy are aligned to initiatives emerging from the Presidency and the Department of Education (national). In particular, the Department of Education has undertaken to develop a five year curriculum plan linked to LTSMs and teacher development. In addition to vertical alignment between national and provincial government, the strategy also stresses coherence between components such as comprehensive evaluation, curriculum policy guidelines, textbooks and workbooks, teacher training and the work of external partners such as NGOs and library services. The coherence must not only exist at the policy level, but must be experienced as such by teachers in the workplace.

3.1.5 Teacher Learning

One of the most important principles of the Gauteng Primary Literacy Strategy is teacher learning. In order to improve learner achievement, we need to transform classroom practice. Sustained shifts in classroom practice are largely dependent on teachers learning new practices. Each component of the Strategy thus is designed in the first instance to offer teachers opportunities to learn aspects of the new practice. This includes learning from the school results on the Annual National Assessment, learning from the Curriculum Guidelines, and learning from the high quality learner workbooks and resource packages.

3.2 *The Simple Literacy Approach*

The Gauteng Primary School Literacy Strategy is informed by a Simple Literacy Approach. Drawing on the extensive research over the past twenty years, the Simple Literacy Approach is premised on the assumption of the importance of both 'decoding' and 'comprehension', -- word recognition processes and language cognition processes. This is sometimes referred to as a balanced approach, combining phonics and whole language. There is recognition in the Simple Literacy Approach that primary school children move from 'learning to read' to 'reading to learn' and 'reading for a purpose

and reading for pleasure'. Teaching primary school learners to be fluent readers requires that they have extensive and continuous access to books and other reading materials that are age- and language-appropriate and enjoyable.

The phonics component in the Simple Literacy Approach is essential. The teaching of phonics as a discrete set of activities must be taught daily in a way that is consistent with the design of the phonics programme to ensure correct pacing and progression. This component is critical during the 'learning to read' phase of literacy acquisition. It includes letter-sound correspondence taught in an appropriate incremental sequence (depending on the language of initial literacy), skills of blending phonemes and segmentation of words into constituent parts to aid spelling.

The phonics component of the primary literacy strategy must be informed by research evidence undertaken in South Africa, taking cognisance of the unique language contexts of both teachers and learners in the schools. The phonics component must be carefully planned to reinforce and build on previous learning. The phonic teaching can be reinforced by a range of other literacy activities, both oral and textual, both reading and writing, with an increasing emphasis on the use of a range of texts of increasing complexity. Comprehensive development of vocabulary is essential as a rich vocabulary underpins the development of reading and writing skills. Teachers need to ensure that all learners have mastery (reading and writing) of 4500 words in the First Additional language by the end of Grade 4 and considerably more in the Home Language. One of the most effective ways of developing vocabulary is through reading aloud to children. Reading aloud is also beneficial to the development of children's speaking and listening skills in both home and First Additional languages.

4 Four Pillars of the Gauteng Primary Literacy Strategy

The fundamental object of the Primary Literacy Strategy is to bring about real and lasting improvement in learner reading and writing across the system. The change literature (Levin, 2009) now consistently shows that this requires sustained effort to change classroom practices. Experience over the past two decades both in South Africa and internationally suggests that shifting and sustaining change in classroom practices is difficult. But a knowledge-base on large-scale sustainable change is emerging. This knowledge-base has a number of central features.

- Change requires a small number of ambitious but achievable goals and related targets.
- Adopted innovations must be evidence-based.
- Change requires multiple overlapping mutually reinforcing components that are tightly aligned and strongly coherent.
- Sustained change requires a combination of capacity building and accountability systems.
- Capacity building comes in different forms.
- Resources must be effectively used.
- All these features need to contribute to teacher learning.

The strategic approach in the Gauteng Primary Literacy plan for 2010-2014 is built on a careful analysis of weaknesses of earlier efforts to shift classroom practices. Interventions, programmes and plans in the past had multiple and even contradictory objectives and targets. The 2010-2014 has identified a limited number of targets related to primary school reading and have made them public. In the past, policies and interventions that had shown promise or had been implemented in other parts of the world but had not been rigorously field tested in typical South African schools were adopted with limited success. For the Gauteng Primary Literacy Strategy, only those interventions and materials that have been scientifically-proven (evidence-based) in the South African school contexts will be used.

The 2010-2014 Plan makes use of multiple overlapping mutually reinforcing components, all of which are tightly aligned, both in terms of their emphasis on classroom practice and in terms sequence and timing of their rollout. This will ensure that policies and interventions are experienced as coherent at classroom level. All the components are specifically designed to enable teachers to learn the new practices, the precondition for sustainable improvement in reading performance.

4.1 *Measuring literacy and raising expectations*

4.1.1 Annual Provincial/National Assessment, Grades 3 and 6.

One of the key elements of the Primary Literacy Strategy is the effective use of the Annual Provincial/National Assessment of literacy (and numeracy) for all Grade 3 and Grade 6 learners (and Grade 9). Building on the national systemic evaluation and provincial learner evaluations, the Annual Provincial/National Assessment will be used in the Strategy for the following purposes (see, Fuhrman, 1993):

- *Self-generated improvement.* By providing all schools with information on literacy attainment, schools have an important guide for their day-to-day functioning. The evaluation provides schools with a better understanding of actual demands of the NCS and the extent to which learners in their school are meeting them. The school evaluation results enhance the ability of the school by helping focus all key players at school level on the teaching of literacy.
- *System-generative improvement.* Annual comprehensive evaluation of literacy in Grades 3 and 6 assists districts and head office to constantly monitor and adjust the Strategy. In addition to assessing weaknesses in specific schools and districts, the comprehensive testing can also assist policy makers to address specific weaknesses or problem areas within the wider field of literacy. For instance, annual testing may reveal that learners' have specific weaknesses in creative writing or comprehension. This would permit curriculum specialists and policy-makers to adjust programmes to meet specific challenges.
- *Strong accountability.* In specific cases, the annual comprehensive assessment can provide information to districts and head office on schools that consistently fail to improve. This could trigger more directed strategies in these chronically under-performing schools.

4.2 *Strengthening the teaching of literacy*

4.2.1 Curriculum Outlines

Over the past five years, Department of Education and the provincial departments have provided far more directed guidance for teachers on the role and timing of the teaching of literacy in the primary school. The daily literacy hour has been used by many teachers to provide learners with structured dedicated lessons through Grades 1-3. The National Curriculum Statement and the Foundations for Learning provide clear sets of expectations of literacy attainment at the various stages in the primary school. Assessment standards have also clarified key issues related to assessment. The new Lesson Plans further assist in guidance both to the pacing and progression of the teaching of literacy in the primary school. The Lesson Plans were specifically designed for teachers who are currently not following a systematic programme (see below) and incorporate all the elements listed above. However, whether the Lesson Plans or an approved published programme is being followed it is critical that all of these components are clearly spelled out in a single, authoritative curriculum guideline from the province. This will eliminate possible ambiguities and contradictory signals received by teachers.

4.2.2 Provision of Workbooks

The provision of workbooks and parent guidelines will be rolled out the 2010. During this year, the Gauteng Department of Education will have the opportunity to assess the appropriateness, effectiveness and cost-feasibility of the workbooks and other packages of resources. During the first year, emphasis will be placed on dynamic monitoring and external evaluation of the intervention. The Gauteng Department of Education will make use of mentoring and school-based support models to support teachers in the use of these important resources.

4.2.3 Provision of Literacy Resource Packages, Textbooks, Workbooks, Readers and Teacher Guides

At the centre of the strategy to improve primary literacy achievement in Gauteng is the improvement of the teaching of reading and writing. Drawing on international experience, the focus here is on the selection and use of high quality textbooks, workbooks and readers for literacy for Grades R-7 in the target 790 schools.

Well-designed textbooks, workbooks and readers, in literacy resource packages, together provide teachers with a coherent approach to teaching that can be implemented at scale and relied upon to produce good results in various conditions at reasonable costs. These resource packages or programmes make use of systematic and planned approaches to instruction. The interlinked components, i.e. textbook, workbook, readers and teacher guides provide detailed guidance to teachers not only in the logical sequence of lessons, but provide linguistically and developmentally appropriate classroom activities. These include activities that introduce new knowledge, or consolidate learning through class tasks and provide appropriate homework assignments. The advantage of a single set of textbooks, workbooks, readers and teacher guides across the entire primary school is that it allows for consistent and planned progression.

The sets of materials or programmes that follow the Simple Literacy Approach would be required to fully integrate ‘decoding’ and ‘comprehension’, -- word recognition processes and language cognition processes.

One of the critical challenges relates to how the sets of teaching and learning materials relate to school language policies. At least two types of programmes will need to be utilized depending on the Language of Teaching and Learning Policy of the school:.

- Straight for Home Language programme Grades R - 7
- Straight for First Additional Language programme Grades R-7

However, very importantly, If learners are going to change their Language of Learning and Teaching (LoLT), for example with an early transition to another language after Grade 1 or a later transition after Grade 3, a programme will also be needed in the First Additional

Language (FAL). The latter must be rigorously followed alongside the home language programme to ensure that learners are not disadvantaged when the transition occurs.

4.2.4 Provision of Coaching to Support the Textbooks

Although the primary source of capacity building for improving the teaching of literacy will be carried by the aligned curriculum policy guidelines and the literacy materials, teachers will also participate in direct teacher training. What differentiates the teacher training approach in the 2010-2014 Plan is that it is focused on improving literacy achievement and on fidelity to the literacy materials being implemented. Given that top-down mass training and cascade models that have proven to be unsuccessful in the past, the Gauteng Department of Education will move towards mentoring and coaching approaches to capacity building, incorporating groups of teachers working closely with expert mentor/coaches around new teaching practices.

4.3 *Improving programmes of learner support in primary literacy*

Although the focus of Gauteng Primary Literacy Strategy is on shifting classroom practices, the Strategy recognises that to improve reading and writing for all children would require engagement both in and out of the classroom. The programmes of learner support extend the strategy to parents and to reading at home and in the community, coordinating activities of the various literacy NGOs currently working in the field, and aligning the classroom reading focus with enhanced links and support with library facilities, both in the school and in the community.

4.3.1 Homework and Parent Support.

The research literature on primary literacy clearly shows the central role of parental support in consolidating reading practices of children. This happens in a variety of ways: ensuring that a variety of printed texts are available in the home, modelling the value of reading for purpose and enjoyment, direct support to children in the 'learning to read' stage in their literacy development, and ongoing support of homework as children move into 'reading to

learn'. The Homework and Parent Support component of the Gauteng Primary Literacy Strategy, 2010-2014 involves a social advocacy campaign to inform parents of the centrality of supporting children's homework and reading with and to children within the home environment. In addition, teachers will need to show that focused literacy homework is being given, and monitored, on a daily basis, particularly in Grades 1-4.

4.3.2 Coordination and alignment of NGOs work in literacy.

There are currently a range of NGOS working in primary literacy within the province. Approaches to literacy and the scope of operations vary considerably. The objective of this particular component of the Strategy is to improve the coordination and alignment the work of literacy NGOs. All NGO's should work within the provincial document outlined in 4.2.1.

4.3.3 Linking in with community and education libraries.

To consolidate and institutionalise a culture of reading for primary school children, it is essential to ensure that all children have easy access to high quality books. To accomplish this, it will be necessary to establish, extend and improve primary school libraries, including basic infrastructure, library stocks, library management systems, and school librarian capacity. To ensure effective use of existing resources, stronger emphasis will be placed on coordination with local/community libraries, and with local government and provincial library services. This component lends itself to strong public/private partnerships.

4.4 *Improving the management of literacy teaching and learning*

If the core element of the Strategy is focused on changing classroom practice to improve literacy achievement, international change knowledge shows that the leadership and management of classroom practices, both to provide support and for the purpose of accountability, are key for sustaining change. For the purpose of this Strategy, generic management skills development would not be appropriate; rather management skills development needs to concentrate in three specific areas:

- Using assessment information to determine learners' literacy levels.
- Monitoring the use of textbooks, workbooks, and readers, and managing literacy resources.
- Implementing a systematic literacy programme following the Simple Literacy Approach.

4.4.1 District Curriculum Support Staff Training

The role of the district support team would be to monitor and intervene in the event that the key components of the strategy are not being implemented. These could range from books not being used in classrooms, to principals that have not put in place proper textbook retrieval systems.

4.4.2 School Management Team Training

The school management team training for the Gauteng Primary Literacy Strategy would focus on three primary areas:

- understanding the actual learner achievement levels in their schools and their schools' annual achievement target ,
- why, what, how and when to monitor the teaching of literacy in all classrooms, and
- how to establish and manage the school's literacy resources, i.e. textbooks, workbooks, readers, library books, and teacher guides.

5 Preliminary Costing

See attached in separate Excel file.

6 Outputs and Indicators

The following is a summary of activities of the Gauteng Primary Literacy Strategy, 2010-2014. The purpose of this section of the plan is to provide details of the inputs and actions, the specific output measures, outcomes, target indicators and budget.

1.1. Annual Provincial/National Assessment Grades 3 and 6.				
Inputs & Actions	Output Measures	Outcomes	Target Indicators	Budget
All learners in Grades 3 & 6 tested in literacy and mathematics	Percentage of learners in target grades writing the test. Percentage of schools that receive school reports on time. Percentage of parents that receive learner reports on time.	Improve percentage of all learners at or above minimum level to 60%	95% of all learners completed test. 100% schools get report card on test, xx% of parents received individual learner report card.	
Media Support for Testing	Number of Media Briefings	Media present a balanced and informed perspective on testing. Able to communicate to the public useful information about the tests.	100% accurate and useful information about the testing presented in the electronic and print media.	

2.1. Curriculum Outlines				
Inputs & Actions	Output Measures	Outcomes	Target Indicators	Budget
Distribution of the Curriculum Outlines	Signed receipt by all teachers of the Curriculum Outline	Teachers have as a reference the Curriculum Outline		
Training on the Curriculum Outlines	95% teachers attending training	Understand how to use the Curriculum Outline		Internal, no additional cost.

2.2. Provision of Workbooks				
Inputs & Actions	Output Measures	Outcomes	Target Indicators	Budget
Provision of Workbooks	Percentage of primary school learners with workbooks	All primary school learners have workbooks in each of the learning areas	100% of primary learners have workbooks in all learning areas	National budget. R2,7 billion set aside in 2010/2011 budget year.
Evaluation of Workbooks		Randomised Control Trials demonstrate cost-effectiveness of workbooks		

2.3. Provision of Textbooks, Workbooks, Readers and Teacher Guides				
Inputs & Actions	Output Measures	Outcomes	Target Indicators	Budget
Provision of Textbooks, Workbooks, and Teacher Guides	Percentage of primary school learners with literacy resource packages	Improved access to high quality literacy materials	100% access for all primary school learners for literacy	
Monitoring of the provision of Textbook, Workbook, and Teacher Guide	Number of times a times a classroom where new resources are used is visited per year	Use of resources	95% compliance	Internal function
Outcome Evaluation of the provision of textbook, workbooks and teachers		Randomised Control Trials of literacy resource packages		

guide				
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2.4. Provision of Coaching to Support of use of Textbooks				
Inputs & Actions	Output Measures	Outcomes	Target Indicators	Budget
Provision of training to support the use of the textbooks	Percentage of teachers that receive training	Teachers understanding how to use resources	90% trained	

3.1. Homework and parent support				
Inputs & Actions	Output Measures	Outcomes	Target Indicators	Budget
Social marketing campaign to support homework				
Social marketing campaign to support literacy in the home.				

3.2. Coordination and alignment of NGOs work in literacy				
Inputs & Actions	Output Measures	Outcomes	Target Indicators	Budget
Coordination and alignment of NGO working in the primary literacy area				

3.3. Linking in with community and education libraries				
Inputs & Actions	Output Measures	Outcomes	Target Indicators	Budget
Linking in with community and education libraries	Number and Percentage of Primary School Libraries	Extensive use of primary school libraries	790 primary schools have fully functioning and stocked school libraries and links to community libraries	

4.1. District Curriculum Support Staff Training				
Inputs & Actions	Output Measures	Outcomes	Target Indicators	Budget
Training of district curriculum support staff	Percentage of Training of district staff trained on GPLS	Better district management of primary literacy		

4.2. School Management Team Training				
Inputs & Actions	Output Measures	Outcomes	Target Indicators	Budget
Training of SMTs around the literacy strategy in their schools	Percentage of Training of SMT staff trained on GPLS	Better school management of primary literacy		

7 Implementation and Management Strategy

There are a number of key issues associated with effective implementation. First, the policy, programme and resource materials 'message' must be closely aligned at all levels so that they are experienced by teachers as a single, seamless communication about what to do, what is expected of them and their learners, and how to do it. Second, teachers must have the resources to do the work. This does not just mean that they have books in hand, but that the literacy resource packages are appropriate and effective. Third, teachers need multiple opportunities to learn the new approach. Each of the components of the intervention needs to be understood as providing teachers with learning/capacity building opportunities. For example, the Annual Provincial/National Assessment is a site for teacher learning; in this instance, the learning is about the curriculum standards and actual learner achievement levels. The literacy resource packages need to be a site for teachers learning about teaching approaches generally, about timing, pacing, sequencing, phonics, and the role of reading for learning. The training of teachers is primarily about teaching teachers how to learn from the literacy resources packages, how to use the educational opportunities provided by the Annual Assessment and the classroom resources to learn new practices.

The other critical insight from the change literature is the importance of acknowledging and accommodating teacher anxiety associated with this change process. If the strategy is specifically targeted at the 790 lowest performing primary schools, teachers might experience some negative emotions. The tendency in this instance may be to shift the blame either to the Department or to the learners. The key to effective management of emotions within the Strategy is to maintain a consistent, positive message.

7.1 Management and Coordination

The Gauteng Primary Literacy Strategy is a central vehicle by which the provincial government will realise its Five Year Plan and the education goals enunciated by the Department of Education and the Presidency. There will be inevitable overlaps between various directorates responsible for annual testing, curriculum development, LTSM provisioning, and teacher development. The Strategy will also overlap with the Matthew Goniwe School of Leadership and Governance in regard to school leadership training. The management and coordination of the Primary Literacy Strategy needs to

take cognisance of potential overlaps. Key to resolving potential conflicting responsibility is to have executive leadership within the Gauteng Department of Education take a leading role in the overall decision making and regular involvement in monitoring and responding to ongoing conflicting interests.

7.2 Line Management and Accountability

Two possible options are available for the day-to-day management of the Primary Literacy Strategy. The first option is to locate the Strategy within one of the key line directorates, e.g. Curriculum. This would have the advantage of embedding the Strategy in the Departmental structures and systems. The second option is to establish a custom-designed structure, within or at arm-length to the Department. The advantage with a custom-designed structure is that it has a single clear focus, and that it can ensure alignment between key components. The disadvantage of this approach is that the work of the Strategy may not get institutionalised or mainstreamed into the organisation.

It is recommended that a Project Team be established within the Office of the Chief Operating Officer. The team would consist of Primary Literacy Strategy executive manager, and four additional Strategy managers linked to the four pillars.

7.3 Gauteng Primary Literacy Strategy Advisory Committee

To ensure regular insights into the ongoing implementation of the Strategy, the GDE should establish an advisory committee for the Gauteng Primary Literacy Strategy. While the Advisory Committee will have no direct line-function or financial accountability, it will provide the leadership of the Strategy with insights into the ongoing implementation, and assist pre-empt implementation problems and bottlenecks. The composition of the Advisory Committee should include both literacy experts, financial and implementation experts, and classroom teachers.

7.4 Risks and Mitigation

In any strategy that is as ambitious as the Gauteng Primary Literacy Strategy, which has as its target that 60% of learners will meet the minimum acceptable level of performance in Grade 6 by 2014, a range of potential risks are inevitable. The key is to identify those risks and develop strategies to mitigate them.

7.4.1 Funding

Within the context of a range of competing priorities and declining state revenue, and given the size of the requested recurrent budget, consistent funding over the life of the project is a potential risk. One of the important ways in which this risk is mitigated is the incorporation of key items in the Strategy into the existing main programme budgets, particular in Programme 2.

7.4.2 Time Availability

One the major risks associated with the implementation of the Strategy relates to time available. There are clear national timeframes for implementation, including the comprehensive rollout of the textbooks, workbooks and teacher guides. This process is scheduled to begin in January 2011. The major threat or risk is that the materials cannot be adequately field tested prior to rollout. Given that this is the major expenditure item and it is central to the success of the Strategy, should the materials prove to be less than fully effective, the entire Strategy can be put in jeopardy. To mitigate this threat, in the event that it would not be possible to use 2010 to field test literacy materials, every effort should be made to review existing evidence related to the cost-effectiveness of literacy materials that may be procured.

7.4.3 Support and Participation

An initiative such as the Gauteng Literacy Strategy will require the commitment and buy-in of all stakeholders, both within and outside the Department. It is not sufficient that the Head Office directorates, districts, school leaders and teachers are fully committed; teacher unions, NGOs, private sector donors, local government and the wider parent community also need to support and participate. All must share the goals and purposes of the Strategy. The risk is when there is no or little commitment to the goals and purpose of the initiative. One approach to mitigate this risk is to develop what Barber (2007) describes as a 'guiding coalition'. This involves key leaders at various

levels – politicians, senior department officials, teacher unionists, NGOs, and business leaders – understanding and publically articulating the strategy in similar ways that reinforces a single message. This common understanding does require substantial effort on the part of the leading agency, the Department.

7.4.4 Competing Priorities, Integration and Alignment

In the context of a contemporary education system, the problem of innovation overload has become a routine risk. Competing priorities often distract attention at all levels in the system for political and executive leadership, to middle management, and all the way down to the classroom. To mitigate this threat, political and executive leadership in particular will need to prioritise. This may involve difficult decisions regarding particular projects or initiatives that may need to be delayed or downscaled so as not to distract the system from its priorities.

8 Rollout Plan

	2010												2011												2012												
Pillars and Activities	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	
1.1. Annual Provincail/National Assessment Grades 3 and 6.																																					
2.1. Curriculum Outlines																																					
2.2. Provision of Workbooks																																					
2.3. Provision of Textbooks, Workbooks, Readers and Teacher Guides																																					
2.4. Provision of Training to Support of use of Textbooks																																					
3.1. Homework and parent support																																					
3.2. Coordination and alignment of NGOs work in literacy																																					
3.3. Linking in with community and education libraries																																					
4.1. District Curriculum Support Staff Training																																					
4.2. School Management Team Training																																					
	2010												2011												2012												

	2013												2014											
Pillars and Activities	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
1.1. Annual Comprehensive Evaluation Grades 3 and 6.																								
2.1. Curriculum Policy Guidance.																								
2.2. Provision of Textbooks, Workbooks, Readers and Teacher Guides																								
2.3. Provision of Training to Support of use of Textbooks																								
3.1. Homework and parent support																								
3.2. Coordination and alignment of NGOs work in literacy																								
3.3. Linking in with community and education libraries																								
4.1. District Curriculum Support Staff Training																								
4.2. School Management Team Training																								
	2013												2014											

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