



# LEADERSHIP FOR LITERACY

## *Case study school B(L): Raw case study notes*

### ***Name of study:***

Leadership for literacy or officially “Succeeding Against the Odds: Understanding resilience and exceptionalism in high-functioning township and rural primary schools in South Africa”.

### **Funder:**

Economic and Social Research Council [grant  
ES/N01023X/1]

Data submission: February 2019



**B(L) PRIMARY SCHOOL**  
**Ekurhuleni**  
**CASE STUDY REPORT**  
**DATA COLLECTORS: J G & N M**

Data collection occurred over three days 12-14 June 2017. Summary information of interviewees are provided in Table 1 in appendix.

## **1. SCHOOL BACKGROUND AND CONTEXT**

Confirm quintile of school & Language policy

**B(L)** is situated in Ekurhuleni. It is a quintile 3, no-fee paying school with LOLT isiZulu at FP and English at IP. About 10% of learners do not have isiZulu as HL – mostly learners from Zimbabwe or Mozambique. The HL of all teachers is isiZulu.

General state of school from School observation

The school is surrounded by formal housing with a relatively busy main street and intersection nearby. On the first day of our visit, a group of learners walking to the school were knocked down nearby by a taxi. One of the learners involved was a former learner in the school, this caused a disruption in the school. The DP spent the first day out of the school attending to this incident. It has an attractive garden in the front and entrance to the school is monitored and all vehicle visitors have to sign in. The school buildings are a mixture of brick buildings and prefabs, and are relatively well-maintained with no visible buildings in disrepair. The staff room was disorganised and does not appear to be used as such. There is a very recently completed new block with two classrooms, one of which is a computer centre, called the KM Centre. This centre is critical to the identity of the school as a full-service school (FSS), meaning they provide support for the full range of learners with special needs, including learners with disabilities, who are integrated into the mainstream school. The KM centre's programmes offer both remediation and enrichment, but in English and Maths only. As a full-service school, the school has access to support services from social workers, nurses, psychologists and therapists, and has an onsite LSE, who provides individual support to learners with special needs. They all meet at a FS forum once a month in the district, and are supported by a district service provider.

This status of being a FSS has established a very particular ethos in the school – all educators are sensitive to learners that may have special needs, and there are established and frequently used procedures for assessing learners for remedial classes or referring them to the LSE (*see later section on remediation for more details*). References to learners with 'barriers to learning' or learners with 'special needs' permeated conversations with all the interviewees. The entrance to the school has a wheelchair ramp, although we did not observe any learners with physical disabilities. It is the only full-service school in the district. Its status as a full-

service school means that all learners deemed to have special needs in the district are referred to them, and they admit such learners throughout the year.

#### **Description of learner SES**

The school has a morning feeding programme sponsored by K, so everyone in the school, including teachers, have K's cereal for breakfast! We saw teachers having cereal, not learners. The K's boxes are to be seen everywhere, including storage containers for books. We also observed lunch being served, as well as a range of vendors selling lunch and snacks during break on a large open space at the back of the school. Learners were all kitted out in school uniforms, and Grade R students neatly and warmly dressed. Does not appear to be a wealthy surrounding community.

#### **No. of learners and teachers**

It is a large school with an enrolment of 1416, and a teaching staff of 44 (staff-student ratio of 1:32). There are no governing body posts.

#### **Total school budget**

The total budget of the school is R1 914 068 – although the principal said it may have to be adjusted down, because it included income from fees for Grade R (R172 800), which they are anticipating they may no longer be allowed to collect.

#### **Ethos of Remediation**

This status of being a FSS has established a very particular ethos of remediation in the school. Part of the portfolio of one of the DP is Remedial, and she co-ordinates a School Based Support Team (SBST). Teachers may refer struggling learners to the SBST, who then do a first assessment of the learner. This team assesses learners to determine their special needs, and may recommend learners for remedial class or to the LSE for special needs to get individual support. Part of the purpose of this team is to identify social problems and take action in this area rather than learning problems that require referral to the LSE.

Every class has learners who have been identified as learners with special needs. These learners are marked out on every class list, so if any teacher goes into a classroom, they can identify the learners with special needs. Although learners are integrated into the classroom, they have a 'pull-out' system for English, Zulu and maths, where these learners are pulled out of class for remedial classes, or to the LSE or to the KM centre for these subjects.

The license for the KM centre has been paid for by the district for this year after the school had paid for it previously and shown positive results from its use. The school motivated for the GED to pay the licence, and they first reviewed learner performance results before agreeing to fund at R15000 per month in 2016 and only partially in 2017. Now the school is desperate to raise funds in 2017 to cover the license fee in order to continue using the programmes in 2018. All the interviewees

expressed confidence in the value of the programmes for both remediation and enrichment. The programmes include a 'Profiler' that assesses a learner's reading ability in English and is then able to direct the learner to particular exercises. Through a phone app, teachers are also able to view this profile of a learner, and track what exercises they are doing. A visit to the centre confirmed that it is used daily, with a 'visitor's roster, showing which learner is coming at what time for what exercise. The support educators present at the centre, consult this roster to determine whether learners need to do exercises independently or whether they require assistance or support from one of the 'support' teachers. DP2 is one of these 'support' teachers who work individually with learners. The centre is in a newly built block, so is very clean and organized, with 6-8 available workstation computers.

## **2. SCHOOL PERFORMANCE**

Identify school as High or Low performer in matched pair

**B(L)** is the low performer in the matched pair with B(H).

Recap results on performance of G3 & G6 reading tests

60% grade 3 learners tested in English in Feb, read at slower than 40 words per minute, meaning they read so slowly they can't understand what they are reading. In G6, the average learner got only 23% on the comprehension test.

However, curiously, in the questionnaire, B(L) was coded as an A, meaning Grade 3 okay and Grade 6 poor. Interviewees were asked whether this surprised them.

Both deputies and the G3 & G6 Teachers were not surprised by this. DP2 commented that learners in the district were referred to their school because of reading difficulties, and so would expect a similar result in G4. The DP2 also indicated that the establishment of the school as a FSS fairly recently meant that the older learners were only recently diagnosed while the learners in the FP have received support earlier at a critical learning stage so the expectation is that the current Grade 3 learners would perform better than the Grade 6 learners who have larger gaps. However, the G2&3 HOD was surprised, and said she expected only 20% to be struggling at G6, since the LSE has programmes to support English.

## **A. MATERIAL RESOURCES**

### **A3. MATERIAL RESOURCES: TEXT**

Are there clear management practices in place for procurement and retrieval of texts – is it clear who is in charge of these processes? How are decisions made to select to select textbooks, readers and books? What criteria are used?

The procedure for procurement was described consistently by all interviewees. The school has a LTSM committee, co-ordinated by DP 2. Teachers make selections based on both the national catalogue, as well as catalogues from publishers who do marketing directly at the school or at district events. Teachers look through sample books and make decisions. Many of these sample books were seen in the G3 teachers' classrooms. Sometimes the whole school cluster agrees on the same title. They submit request to HODs and they pass this onto the LTSM committee who then gets approval from the SGB. They have a strict three-year book title cycle, and will only order top-ups during this time and not change titles. Criteria used for selection is driven by details and presentation of content and its attractiveness and appropriateness for learners and also includes criteria related to accommodating visually impaired learners – so pictures and font size is also a consideration. Process is the same for FP and IP.

DP2: *“Teachers evaluate the content to see if it will benefit learners; they also consider font size for learners who are visually impaired, and look at the pictures in the book; the book is chosen to see how they will accommodate learners with challenges”* She also said that *‘they no longer use M Publishers, due to the font’*.

The SGB has never rejected requests, but DP2 has rejected requests when it is not for books (e.g. request a heater!), or when there is available stock that teachers have not taken account of, or when the title has not gone through a three-year cycle. They do sometimes order just two Teacher Book and Learner book copies of a new title, so that teachers can use it and decide whether they want to purchase for their class when cycle up, or just keep as an additional teacher's recourse. Learner books in all subjects are used as textbooks by learners, and only the DBE workbooks are used as workbooks.

Since the school does not have a library, they have used the library budget to purchase additional readers, which are placed in classrooms. The total LTSM budget (G1-7) is R773 670, of which 25% is for textbooks and 10% for library. 35% of budget is for school stationery.

**Do procurement practices differ between FP and IP?**

Procurement practices do not differ between FP and IP. According to the IPHOD, teachers do a 'needs analysis' and top up orders or recommend books they saw at workshops. He also attends workshops where publishers display books, or they visit the school. He says it is 45% top-ups and 55% new material. In terms of criteria used he says *‘experienced teachers know what are the good books. None of teachers' recommendations have been denied’*.

Are there sufficient resources, especially books, to make a programme of reading feasible? Sufficient refers to language range, graded reader range, variety. Are the texts utilized?

Readers, textbooks and Learner books were very visible in the Grade 3 classrooms, but organization of books on bookshelves and cupboards varied across the classrooms. Teacher M (G3T2) had 3 open bookshelves (with 3 shelves) and a closed cupboard (with two shelves), and Teacher N (G3T1) had one bookshelf and a cabinet. One of teacher M's bookshelves contained two boxes of jumbled up books which she said was just for her use. They included story books and textbooks, in both Zulu and English.

The way data was collected for this, total actual counts difficult to do, but definitely more than 100 graded readers in each Grade 3 class. In both classes there was a range of levels and titles of both English and Zulu graded readers available to learners, and they all looked well used. For Zulu, they use the Vula Bula series for graded reading – stars 1 to 6. In English they use the *New Height Series* Level A-Level C and the *Sound Like* series for Grade 3, Level A-C.

Apart from readers, there are lots of other text books, learner books and teacher's guides on the shelves. Many of these appear to be sample books from publishers as there are only one or two copies, and many appear to never have been opened.

### Readers in Grade 3 Classrooms

	G3T1 (M)	G3T2 (N)
<b>Total number of isiZulu readers</b>	359	343
<b>Total number of titles isiZulu</b>	24	30
<b>Total number of English readers</b>	321	103
<b>Total number of titles English</b>	31	7
<b>TOTAL all Readers</b>	<b>680</b>	<b>446</b>



In Grade 6, only one classroom observation was undertaken, as the other Grade 6 teacher did not have a class. The latter, Teacher P, is the English teacher for all Grade 6s, and she temporarily shared the HOD office. She has nine different titles of English readers stored there, with a minimum two copies of each book. She selects from these to take to class, and learners were given their books to take home. In Teacher Na's (Zulu teacher for all G6) class there are two cupboards with about 50 English and Zulu books, that are very disorganized and books spread over the teacher's table. There are about 90 Zulu readers and 108 Zulu learners books that are clearly in use. There are also two anthologies of Zulu poetry, 3 books on Zulu proverbs and 1 Zulu dictionary and 2 Zulu novels – these look like the teacher's reference. The rest are random textbooks and teacher guides in different subjects, in both Zulu and English. There was also one Grade 3 English reader in the cupboard.

### **Readers in Grade 6 Classrooms**

	<b>G6T1 (N - isiZulu)</b>	<b>G6T2 (P-English) (no classroom)</b>
<b>Total number of isiZulu readers</b>	115	
<b>Total number of titles isiZulu</b>	8	
<b>Total number of other isiZulu texts</b>	115	
<b>Total number of English readers</b>	20	36
<b>Total number of titles English</b>	4	9
<b>Total number of other English texts</b>	60	

### ***Feasibility of a programme of reading***

In Grade 3 there appears to be a sufficient range of titles and levels of both English and Zulu readers to make a programme of reading feasible. Teacher M (G3T2) described her 'routine' for teaching reading in both HL and EFAL, starting with reading aloud from a Big Book or chart, then using flash cards with words from the story to explain meanings, then ask questions about the story, then shared reading (teacher reading first then learners read same text aloud), then questions about story again, then group reading within ability groups, then pair reading, then individual reading. She named pictures, posters and flash cards as the resource she uses to teach language as well.

Teacher N referred to her graded readers and mentioned *Masihambisane-ibanya & Isegelo so limi* as the two main readers for G3 HL. In addition to this, she said there are simpler readers, vula bula books, with 16 titles for struggling learners. The titles include *uphi uzinizi? Isitole se zingubo and ilanga no moya*. These books don't have levels, and the same books are used in Grade 4 for struggling learners.

Teacher M wrote down more titles for G3 HL: *Sidlala ungice, Liphukile ifasitela (vula bula); Isaqathe esikhulu (vula bula); Masihambisane, Hawu Mnu Nkawu, Isekelo Siqobo*. She said she has the full series for all the graded readers.

Both G3 teachers follow the phonics programme on the ATP from the district, and both named the graded readers they used, for which they had the full series. Neither described this in detail, but Teacher M did comment that phonics are very important to 'know the sound of letters, not just knowing the alphabet'. Teacher N said that Teacher M teaches phonic lessons for her as 'she has more depth of knowledge on the fundamentals of reading'.

For remediation, Teacher M stays with learners after school, and if they do not improve, she refers them to the SBST who will refer to LSE if necessary. If learners improve 'they are pulled out of LSE and teacher supports them again, and also lowers expected standards for these learners.' Teacher N said if a learner can't read, she 'starts with identifying vowels and alphabet, then the easy reading series.' She also referred to learners being 'pulled out' for the LSE.

Teacher M made no mention of the use of DBE workbooks, but Teacher N said she used DBE HL workbooks the most for teaching language because, 'I lack experience, started teaching G3 in 2016' and because 'there is no other learner workbook'. However, she did not think it was a 'good resource' because it had very little activities so the teacher was required to create additional activities. She gave as an example, a single comprehension with a simple written exercise. She was more complementary of the EFAL workbook because it had more activities and was related to the 'Sounds Like Fun' reader. It also caters for learners with barriers, but does not differentiate enough: "It has more activities, but it is too easy. It caters to a large extent for learners with barriers but does not differentiate enough. The workbook would have a 'complete the letter exercise' only. No challenging exercises".

In Grade 6, there is one reader, *isiZulu Soqobo*, that Teacher N identified as the set-work for HL. The *isiZulu Soqobo* Learner book stored in the cupboard with the reader, is actually based on the pre-OBE version of reader text, which came out with CAPS. So, Learner book and reader do not match up. This makes feasibility of a reading programme very limited. There is also very little other reading material available to learners in class, and no library available. The assertion by DP1 that there are classroom libraries in every class, does not obtain in Teacher N's class. The set-work book is also stored in the cupboard, so learners do not get to take home and read. Teacher N says they read it together for 2 hours a week in class. He commented that this reader was difficult for learners and that he actually wanted to change the reader this year, but there was a problem with the order. His preferred book is a reader, *Masihambisane*, that was used by the previous isiZulu teacher. Teacher N does not use a DBE workbook as a resource.

For EFAL, Teacher P said there is no set-work, but there is a selection of English short story books that learners rotate amongst themselves to read at home. To check if they are reading it at home, learners are requested to complete a book review form,

with questions like: 'what did you like, lessons learnt, recommendations and characters'. This is done every week by learners. Teacher P also reported that her best resource are the DBE workbooks because they have short stories, grammar and all other types of text.

DP2 mentioned that she did not think that the individual classroom libraries had enough books because of space constraints. She said she has reading books which she keeps in a store room which teachers collect, use and then return. She also said that the school was raising funds to build a library.

#### **A4. MATERIAL RESOURCES: TIME**

**Indicators of time:** time-table slots for reading; actual reading time; format of reading time.

#### **Key Questions:**

Is time structured in a way that provides clear allocation for reading instruction with detailed formats for teaching reading?

#### **Time allocation**

According to FPHOD: *'On Tues, Wed and Fri from 8-8.30 is reading for all grades. Learners can read anything, text in the classroom or something they bring from home. Sometime it is group reading and sometimes individual reading; learners can also read books from reading corners in the classroom when they finished reading'*.

Time for reading is structured in time-table, and every morning after breakfast from 7.45-8.00 is reading time. On time-table, in Grade 3, reading is allocated for a total of 20 periods of 30 mins, with 10,5hrs for HL and 9,5hrs for FAL. According to G3T2, 15 mins of literacy period is spent on reading.

G3T2: *"From 7.45-8.00 is reading, and learners bring something to read or the teacher reads to them"*. G3T1: *"There is group guided reading 3 times a week and listening and speaking happens every day. A range of topics is done, e.g. what is the weather, what's happening in the news. But the time allocation for EFAL is not sufficient, there are still learners who can't read. Actually, it's not time, but it's having different strategies for supporting and providing exposure for learners. The listening and speaking are not sufficient, you can read to them and they understand but can't read for themselves"*.

In G6 HL, reading is not taught explicitly. According to Teacher N, reading only happens *'as part of reading a story. They read 1 story a week as part of a two week cycle and this is part of language teaching'*. Teacher P however says reading is taught explicitly in EFAL: *'Learners complete individual reading weekly. Based on how they perform, they are moved to different groups where more complex text may be used'*.

Is this time used?

No way of knowing without observation, but was referred to by almost everyone. DP1 referred to time for reading, when commenting on the main thing needed to improve reading outcomes:

Q: What do you think is the ONE MAIN thing that needs to be done to improve reading outcomes in the school?

DP1: *Time, give time to reading, everyone, even at home, even parents must read for learners. The problem is no reading is going on in the home.*

Is time allocated for reading sufficient for grade? How does it compare to curriculum expectations?

Time allocation not consistent across classes.

Is there any monitoring of time spent on reading?

No direct mentioning of monitoring reading. The FPHOD has only observed a FP teacher teaching reading for IQMS, but she says she lets learners read to her when she is standing in for a teacher. Her feedback after IQMS was about how teachers plan their lessons, rather than specifically on reading instruction.

## **B. HUMAN RESOURCES**

### **B5. HUMAN RESOURCES: READING SPECIALIST**

**Indicators:** identification of reading specialist; recruitment of teachers

#### **Key Questions:**

Is the management and structuring of staff in the school in any way related to the promotion of reading instruction?

There appears to be specialists in some areas, notably remedial education, but in general not. Primary role of management is to make sure there is compliance with curriculum and departmental requirements.

#### ***Management structure 1 – Deputy Principals***

The school has two deputies – DP1 for Curriculum, DP2 for Admin/ LTSM/ Remedial. Both deputies were interviewed, and differences in responses were interesting, in that they raise questions about criteria used for such senior appointments, how 'job descriptions' are defined, and what authority rests in these positions.

DP1 has been teaching for 20 years, he has only been in management for 4 years, he teaches Grade 7 technology and has a B.Ed Hons in Law and policy. DP1 described his portfolio as '*dealing with curriculum issues*', and what he meant by this was, that

he was the 'messenger' from the department for all policy circulars relating to curriculum issues, such as learner achievement, promotion of learners, learner progress reports. He also reported to parents on learner performance and represented educators for report backs to the principal. He described his job as being '*sure there is synergy and common language amongst us*'. This limited job description was indicative of how little authority he actually commanded over curriculum content matter.

For example, he claimed to work directly with teachers in choosing readers and the correct textbooks although he does not manage the process, but when asked about what reading series was used in the school or Grade 3 he could not give a title. He could also not describe any phonics programme in the school, deferring to the English department. He was also woefully off the mark in identifying levels of reading skills, pitching 'knowing letters of the alphabet' at Grade 1, and 'Determining the author's perspective' at Gr2/3. When asked to identify the best teacher of reading in the FP, he identified Mrs. M, because she once gave him books for the assignment that he was doing for his own studies on teaching reading, and says that it showed the work that she does, and it is through her that he learnt method of teaching reading. He offered no description of this method. There was no indication that he provides any kind of curriculum leadership in the school. DP1 himself suggested that it is the HODs who give guidance to teachers, describing them as '*the pillars of the school*' and who '*do the spade work*' with respect to identifying learners with barriers to learning.

DP2 has been teaching for 17 years, and in management for 12 years, having been HOD for Languages (Zulu & Engl) G4-G7 for seven years before that at the school. She did a B.Ed Hons in Special Needs at NWU. She is also a 'supporter' for remedial and enrichment in Zulu and English across Grades 1-7. She develops individual support plans for Zulu and English for a multi grade class of 8 learners that she teaches. In the KM centre, she also supports 130 learners with EFAL, and provides individualized support to 138 learners in Zulu only across grades.

DP2 spoke with much more authority about her extensive portfolio, which included co-ordinating the School Support Based Team for learner support, enrichment & remedial, doing the performance management of all support staff in the school, submitting detailed monthly reports to the District on all school activities, conducting INSET training for teachers for differentiating learners as well as assisting teachers to adapt tests for remedial learners<sup>1</sup>. For example, as co-ordinator of the LTSM committee, DP2 scrutinizes requests from teachers before submitting them to the principal. She has rejected requests that are not for books (e.g. heaters), and also where top-ups are requested that do not match with retrieval figures or in-school stock. She could describe more than one book series used in the school, and described the G3 reader, *Isizulu Siqobo*, as having '*interesting stories, stimulating pics, good font size, and has a complimentary learner book, so stories are consistent*'. Responding to the questions of 'who is the best teacher at teaching reading in the FP

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<sup>1</sup> She also co-ordinated our visit to the school, arranging our interviews with HODs and teachers.

and IP', DP2 first named the HOD for GR&1 because *'her learners can read independently in isiZulu in 3 months'*. Then she mentioned a G4 Zulu teacher and G6 EFAL teacher, remarking that *'there are many good teachers, but those that can reach difficult learners stand out'*.

DP1 claimed that teaching maths needs specialist teachers, but that all teachers can teach reading effectively, because *'for reading you must just understand words, vowels and consonants and other subjects are taught in English, so English is also not difficult'*. In contrast, DP2 said specialization is needed to teach both maths and reading. First, she said that texts must be read in every subject, including maths, so all teachers must be able to teach reading for their subject, but *'for learning the basics [of reading] you need to know where to start and how to organize phonics and which letters of the alphabet should be emphasized first. You don't start teaching b,d,p,q,c,x first. We teach them last after learners have mastered the others.'*

In response to the question of whether G3 and G6 teachers are formally trained for what they are teaching, DP1 claimed that *'they don't employ people who are not qualified, especially those dealing with inclusion'*. DP2 however, named two G3 teachers who were not formally trained in FP, but who have received subsequent in-service training on FP since appointments. She also identified the G6 maths teacher as someone who was not formerly trained in the subject. He was teaching maths at another school before his appointment, but was not formerly trained in maths.

Asked about the phonics programme in the school, DP2 showed us a file with several phonics worksheets from different sources, including phonics for remedial education, and said that teachers implement different strategies based on learner needs.

The contrasts between the two Deputy Principals, suggests two different kinds of authority figures. DP1, whose portfolio is Curriculum, is the bureaucrat, dealing with circulars from the department, and ensuring compliance, while DP2, whose portfolio includes LTSM and Remedial, is the specialist, and hence much more engaged with the full-service ethos of the school. She has specialist knowledge about remedial education, teaches a remedial class and supports teachers with strategies for differentiating learners, and advises teachers to use criteria for selection of texts that do not pose barriers to learning, like considering pictures and font size of text for visually impaired learners.

### **Management structure 2 – HODs**

The school has 5 HODS, with the following areas of responsibility:

1. GR&1
2. G2 & 3
3. G4 & 5
4. G6
5. G7 (appointed in June 2017)

The HODs were all previously teachers in the school. According to the principal, key criteria for selection of HOD is experience of teaching in the phase and knowledge of the curriculum – *‘they must know what to look for in a teacher’s file’*.

The FPHOD (G2&3) has 18-years experience teaching in the FP. She teaches remedial classes only in G2 & G3 for isiZulu. She teaches 40 out of 200 G3 learners. Learners are taken out of class for remedial lessons. She will also be going on training to use the KM centre for further remedial teaching. She claimed that there is no remediation for English in the remedial classes, saying that *‘they don’t struggle in English – if they can read in isZulu they can read English’*.

As HOD she describes her portfolio as *‘making sure that teachers follow the curriculum’*. She says she checks learner books and is responsible for recommending learners for promotion and moderates question papers to see if it is good enough for learners. She also checks on times for submissions of schedules and collects marks for all learners and submits them to the department for approval. And she instructs administrators to make photocopies of worksheets selected by teachers. She only observes teachers for IQMS, and not often.

While having a specialized focus on teaching only isiZulu remedial class, she was insistent that *‘most learners that can read isiZulu can read English. There is a difference but once a learner knows the Zulu word, with the use of pictures it’s easier to translate (to English). If a child reads in one language, he or she can read everything’*. She was thus surprised to hear that 60% of their G3 students on the ESRC tests read so slowly in English that they can’t understand. She said she would have expected only 20% of learners to be struggling. She also said that there is no difference between teaching maths and teaching reading – all teachers can teach it effectively.

The IPHOD (G6) has only been teaching for 4 years and been HOD for 1 year. He teaches two G5 English classes, and previously also taught G5 English and Zulu and G7 technology. But he is currently the G6 HOD. When asked whether G6 learners read set-work books in FAL or HL, he was not sure, saying *‘there may be a FAL reader in all classes, but not sure and don’t know title’*. When asked about reading assessments in G6, he responded that all assessments in English come from the Platinum English Book. The IPHOD identified ‘Mrs P’ (G6T2) as the ‘best teacher’ in reading. And although he claimed that he observes teachers regularly for IQMS, he has never observed ‘the best teacher’. Mrs P confirmed that he has never observed her teaching. In fact, she claims that she has trained and supported teachers rather than the HOD. She delivered a workshop as a leader teacher on how to teach reading, and when she goes to workshops, she comes back and trains the other teachers. She was chosen as a ‘leader teacher more than 5 years ago and is still a ‘leader teacher’, which she says is the same as a HOD, but the HOD includes

administration. When the IPHOD was asked about what training the G6 teachers have had for teaching reading, he said none, commenting that *'most teachers don't have a problem in teaching language'*. In contrast, G6T2 described a workshop on phonics in the first term of 2017 by the district, and a workshop on spelling Bee in term 2. The IPHOD's proposal for improving reading outcomes in the school is to introduce 'audio-reading' so that learners *'can continue to refer to how words can be read'*.

From the interviews with these two HODs it appears that HODs are appointed primarily for their readiness to take on administrative responsibilities rather than any demonstrated expertise in reading instruction. It is clear that G6T2 is the more expert reading teacher, who also has 20 years teaching experience. The appointment of this IPHOD in this context is puzzling. He is very young and inexperienced, does not demonstrate deep insights into curriculum or teaching practices and at times seems out of touch with what teachers are actually doing in classes.

**Is there a reading specialist that everyone can identify in the school or at each grade?**

Different people mentioned for different kinds of 'expertise' or support they can provide (see table of responses). Mrs M (G3 teacher) mentioned by three respondents and Mrs (G6FAL) mentioned by four respondents. The assessments of these teachers as 'the best' are based on both the performance of their learners, and also the teaching methods these teachers have shared or been observed doing. However, when dealing with learners struggling to read, most respondents refer generally to the referral system set up at the school, where learners are referred to the SBST, co-ordinated by DP2, and then referred to LSE for further support. There appears to be general confidence in this system to help learners struggling, not only with reading, but other learning barriers as well. Interestingly, no-one mentioned the names of the LSE teachers. Mrs P was the only one who described specific strategies that she herself uses to assist struggling learners.

**How much autonomy is exercised in recruitment of teachers?**

According to the principal, HODs are appointed through posts advertised in the government gazette. The DBE does short-listing and the school governing body does the interviews and holds all the power for final appointments. The principal sits on the interview and provides questions and advice, but does not score candidates. According to the principal, her role is to ensure a fair process. The principal said, that if it were up to her, she would only have appointed 4 out of the current 7 senior posts (DPs and HODs).

**Are teachers identified, recruited or deployed based on specialized skills?**

There appears to be some attempts at this with the appointment of DP2 as the co-ordinator of the SBST. She has a remedial education qualification and appears to be an experienced remedial educator, and continues to teach only remedial classes. In

intermediate phase, there also appears to be specialization of teachers, with HL, FAL and maths specialist teachers.

However, teachers are mostly recruited or deployed based on experience in a grade or phase rather than identified specialized skills. According to DP1, the HOD's are the 'pillars of the school', and also senior teachers, who he says pass on their experience and 'good teaching methods'. For English, he says they have paired senior and new teachers, as mentors to the new teachers. The result he says has been progress amongst learners in English on ANAs.

## **B6. HUMAN RESOURCES: PROFESSIONAL QUALIFICATIONS**

**Indicators:** level of qualifications; institutions studied

### **Key Questions:**

Do the levels of qualifications of principals and HODs suggest requisite expertise to manage reading instruction in the school?

The qualifications of DP2, FPHOD and IPHOD, suggest that there is some matching of qualifications with expertise in managing reading instruction. DP2 did B.Ed Hons in Special Needs and is regarded as the remedial education specialist in the school. She also teaches remedial class. The FPHOD did a BA (specializing in learners with barriers) and also takes G2 and G3 learners for remedial education. The IPHOD has a B.Ed in Languages and teaches G5 English. The Principal has a BA from Unisa, but did not specify a specialization in remedial education, although she too teaches a remedial class. In contrast to the apparent matching of qualifications and expertise above, DP1, who has the curriculum portfolio, has a B.Ed in Law and Policy and teaches Technology. IPHOD is the only one to obtain initial teacher education at university. All the rest obtained degrees or diplomas from Colleges of Education.

Do the levels of qualifications of teachers, and the institutions at which they studied, suggest requisite expertise to teach reading? None apparent

Although the G6 teachers are specialist subject teachers, the specialism is not reflected in the qualifications they received. G6T1 has a B.Ed in SEN/FET Technical subjects, but is the HL isiZulu teacher for G6, while G6T2 has an FDE in Commerce, but is the English teacher for G6. G3T2 did a HDE specialising in languages, while G3T1 has a BA specialising in Technology and Social Science. G6T1 is the only one to obtain initial teacher education at university. All the rest obtained degrees or diplomas from Colleges of Education. **SEE TABLE**

## **C. SYMBOLIC RESOURCES**

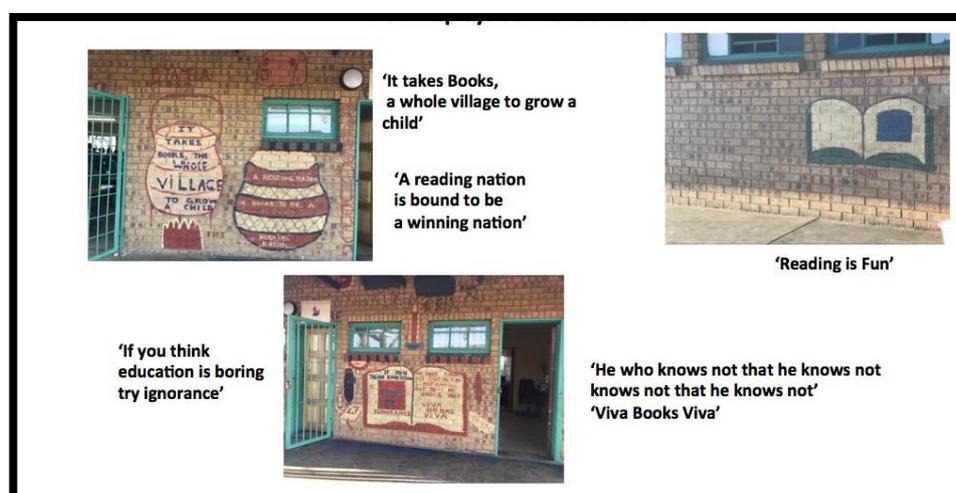
## C7. SYMBOLIC RESOURCES: KNOWLEDGE AND PROMOTION OF READING

**Indicators:** understanding reading instruction; promotion of literacy in the school; awards/competitions?

### Key Questions:

Is there a culture of reading in the school, deriving from an importance placed on reading and on staff's own reading practices and expertise?

There appears to be a commitment to foster a culture of reading through encouraging learners to read at assembly and every morning, and some wall displays, as well as the reading and spellathon competitions referred to by the IPHOD. But whether this is achieved is hard to say without some further observation.



Is expertise in reading available in the school reflected in understandings of structuring reading curricula and scaffolding reading instruction across grades?

Not evident (see table) – matching reading skills with grade levels inconsistent across all interviewees, and management structure of Grade HODs rather than Phase HODs also suggest grade silos. There is also no streaming of classes in the school, although teachers do sometimes group learners into ability groups for reading.

Are there any incentives offered to learners to read?

Grade 3 learners are invited to read at assemblies in isiZulu or English. According to DP1, this is an opportunity to read aloud and with expression. FPHOD also referred to this practice, and said prizes for reading includes chips. The teacher selects the learner, and learner chooses the text to read, which can be anything. The IPHOD also referred to a school-based reading competition in English. The G6 teacher chooses the 'best readers' from each class and they compete against each other. The teacher selects the text for them to read, mostly classroom-based text. They also participate in the inter-school spellathon, first within class and then within grades. Words are provided by DBE.

What is the broad understanding of reading instruction in the school? How shared and coherent is this understanding?

There appears to be some shared language that resonates with official curriculum discourses with respect to the form of reading instruction, with references to 'group guided reading, individual reading, phonics, and paired reading' (see table). Group reading and pair reading appear to be strategies primarily embraced to promote peer to peer learning. While there are references to understanding vocabulary particularly, and the need to get word pronunciations correct through phonics, there was little reference to reading with understanding. Even with the competitions that are described, it is as if reading is just a performance that learners have to get right ie they must be able to put letters together to form words, and then 'perform' the words'.

In response to the question of whether there is any difference between teaching maths and reading (see table), only three out of eight respondents said that specialized skills are needed for teaching reading. DP2 described for example what was needed for teaching the basics of reading: *'You need to know where to start and how to organize phonics, which letters of the alphabet should be emphasized first. We don't teach b,d,p,q, c and x first. We teach them last after learners have mastered the others.'* G6T2 said that she did not think that FP teachers had the required skills to teach reading in English. She pointed out particularly the influence of mother-tongue of teachers as a barrier to teaching proper pronunciation in English: *'Mother tongue of teachers has an influence, e.g Sepedi/Ndebele pronouncements of English. This especially disadvantages learners in pronunciation and spelling'*.

For the rest of the respondents teaching reading is understood as something that comes 'naturally' from knowing how to read yourself. This is captured by G3T2: *'You don't need to be trained for languages. As long as you can read yourself, strategies just come naturally. Reading is the same in every language. There is only one way of introducing reading even in English and the same in isiZulu. Everything starts with phonics (a,e,i,o,u) then blending. The different strategies are only affected by differentiation and class size'*. In contrast, this teacher seemed to understand why teaching in Maths required specialist skills, she indicated that general teachers can teach Maths in Grade 1 but that Grade 3 needed learners to grasp concepts and problem-solving strategies that required higher skilled training.

## **D. STRATEGIC RESOURCES**

### **D8. STRATEGIC RESOURCES: FINANCES**

**Indicators:** budget income and expenses

**Key Questions:**

Is there any indication that budget is used strategically for reading and reading instruction?

No, for example, textbooks is 25% of LTSM budget, while stationery for learners is 35% of LTSM expenditure. Library resources constitutes only 5% of LTSM budget expenditure.

What takes up biggest proportion of budget expenditure?

LTSM G1-7. Total expenditure is R773 670. This is followed by Municipality services, which amounts to R352 793.

Does budget reflect a pro-active management or one that is limited to recommended departmental provisions and allocations?

There are attempts to divert allocated funds. For example, the principal said that because there is no central library, they use the library allocation to buy readers.

How much of the budget is spent on books?

35% of total budget on LTSM, and of this 25% on textbooks. Total is R193 457. Library allocation is an additional R38 683.



The image contains three photographs of financial statements from a school. The leftmost document shows a 'STATE SUBSIDY' table with a total of R1 914 068 (inc Gr) and a total income of R2 208 468. The middle document shows a 'TOTAL INCOME' table with a total of R2 208 468. The rightmost document shows a 'TOTAL EXPENDITURE' table with a total of R773 670, including Textbooks at R193 417 (25%) and Stationery Learners at R270 784 (35%).

Category	Amount (R)	Percentage
State subsidy	1 914 068	(inc Gr)
Total Income	2 208 468	
Grade R Fees	172 800	
LTSM Expenditure	773 670	
Textbooks	193 417	25%
Stationery Learners	270 784	35%

### **Fundraising**

The school is planning a big fundraiser in Sept and hoping for corporate sponsorship to help them raise the R1m target. Last year, the school raised R121 600. The principal said the funds raised will be used for classrooms: *'four new classrooms were donated, but we need to augment with funds to complete them'*. DP2 said the funds will be used to build a library, kitchen and staffroom, and also to pay license for KM centre.

### **D9. STRATEGIC RESOURCES: READING PROGRAMMES & ASSESSMENT**

**Indicators:** Reading assessment practices, reading specific programmes,

### **Key Questions:**

Are there programmes and practices in the school that are geared towards the improvement of reading instruction and outcomes?

Only current programme is 'Drop all and Read', which is implemented every morning after breakfast from 7.45-8.00. References to past programmes included READ that ran for two years (2008-2009) and GPLMS for three years. Both of these were departmental initiatives. READ introduced them to Big Books and did some teacher training. DP2 was very complimentary about READ, saying they introduced good strategies for reading and interesting books with short stories and good assessments. The FPHOD claimed that some teachers resigned to go and work for READ for money. DP2 claimed that READ was phased out by the unions – *'they got kicked out physically from schools for requiring strict adherence to their programme'*. Interestingly DP2 agreed that some good teachers were recruited by READ but said none were from this school.

With GPLMS, trainers came three times a week and did model teaching in classrooms in 1 Grade per day. According to the FPHOD, they *'demonstrated a culture or practice of teaching'*. DP2 claimed that GPLMS was phased out when caps were introduced. This she says was also *'affected by politics – each Minister comes with a new programme without looking if the previous programme worked'*. The IPHOD said that he was still using some lesson plans and strategies from GPLMS, like 'pre-reading, reading and post-reading' strategies. G3T1 highly praised GPLMS as the core training she received for teaching reading. The biggest strengths were modeling lessons, training on all materials delivered including posters and providing continuous feedback and coaching. She mentioned that older teachers did not necessarily like being corrected but she did not mind as this happened in tertiary fairly recently.

**What is the nature and duration of these programmes?**

'Drop all and Read' is implemented every morning after breakfast from 7.45-8.00 for all Grades. Learners can read anything from the classroom, or text from home.

**How is reading assessed in the school?**

According to DP2, the SBST use a 'learner profiler' to assess reading ability in EFAL. The profiler is on a tablet with screening tools for syllabication, verbs, reading, rhyming, dyslexia and language structure. This profiler gives an indication of learners' abilities. The goal is for it to happen at the beginning of the year, but did not happen so still busy with it. Tablets were purchased from the LTSM budget (stationery for learners). The assessments from the 'profiler' is used to refer learners for English remediation to the KM centre. Teachers have access to this profile of each learner, and use it to keep track of their progress with KIP remediation tasks.

A provincial common assessment (PCA) is written for G3 and G6 for maths and English, including a comprehension test. G3T1 said that she prefers the school assessments to the PCA because the *'the PCA does not allow for differentiation. Although it caters for all the in terms of the range of questions, it only has a few questions for learners with barriers.'* The PCA is received every term and marked by the teachers, and a sample sent to the district. G3T1 added that *'all learners write*

*the same test, but after marking, those that have failed badly are guided through the question paper (second attempt) with teachers reading the questions to learners. For those that still fail, they are referred to the SBST'.*

In class, teachers use rubrics from department for assessing reading speed, pronunciation, confidence, comprehension and grammar. According to G3T1, informal observations and comments are made especially for struggling learners, and they are given more opportunities to read. Formal reading assessments are kept for all learners.

At G6 the PCA consists of comprehension, poems and other areas. According to G6T2, 'the assessment is very similar in content and range to the DBE workbook'. Like G3, the PCA is marked by teachers, and G6T2 said they also develop a second assessment administered to only those who can't complete the PCA – *'this is for differentiation. It tells you where your learners are'*. G6T1 described rubrics developed by the district used to assess individual reading. Rubric looks at speed, voice, pronunciation. Teachers use their own text for assessment, but the same text is used for all G6 classes, and is done twice a term. According to G6T1, *'the standard no of words to be read is 250 in a text, this is CAPS specification. However, speed is measured by stuttering'*. Each teacher has an assessment book with each learner's score on the rubrics, as well as comments for learners struggling. These are submitted to HOD every term.

**Are assessment results used for further interventions?**

Assessment mainly used to recommend learners to remedial classes or to LSE for special needs or the KM centre for English and maths. Results from the 'learner profiler' are also used to track learner progress.

#### **D10. STRATEGIC RESOURCES: COLLABORATION & PROFESSIONAL DEVELOPMENT**

**Indicators:** professional development programmes; collaborations; classroom observations

#### **Key Questions:**

Have there been opportunities for professional development or collaboration amongst teachers around reading instruction?

At G3 level some indications of collaborative or exchange teaching, but not at G6, given that they are specialist teachers. G3T2 said that G3T1 teaches some of her phonics lessons and in turn, she teaches some of G3T2's maths lessons. This was done as internal arrangement between themselves.

Both G3 teachers referred to district workshops they had attended on how to teach reading. But it seems that training received from GPLMS coaches and READ facilitators had a much greater influence. According G3T2, the GPLMS coach, *'modelled lessons, did workshops on how to conduct group guided reading, how to*

*introduce phonics, how to use and deliver lesson plans and strategies.’ G3T1 described training she has received, from GDE and Read as learning ‘how to teach reading, where to start, how to ask questions and test learners’ understanding, how to relate reading and teaching language structure’.*

How much sharing of practice is evident/reported? Do teachers watch each other teach? Are they doing the same things in classrooms across the same grade?

There seems to be a lot of sharing of practices at G3 between the two G3 teachers. The two teachers have an arrangement where G3T2 (M) teacher’s phonics lessons for G3T1 (N), and in turn, G3T1 teachers maths in G3T2’s class.

G3T1 (N) has only been teaching for 4 years, and she describes being observed by Mrs M as part of her induction, and G3T2 (M) also reports having observed her. G3T1: *‘Mrs M would model lessons for me. I would also come to her class and observe her weekly. Week 1 would be Mrs M modeling, then week 2 will be me delivering and receiving critique. This was done weekly in 2013 and 2014. It was very useful’.* She also said this the same process and support she got from GPLMS coaches and so was used to feedback and critique.

G3T2 (M) described observing N and giving her feedback: *‘we discuss how lesson went, was every child reached, were all learners involved, questioning techniques, concentration of learners, teaching tools like pictures’.* G3T2 said she is also observed 3 or 4 times a term by Mrs M, the HOD (GR&1) and DP2. She says they give her positive comments and advice on how to present lessons and she has learnt to improve her own teaching practice.

In contrast to the descriptions of classroom observations by the two teachers, the FPHOD said she only observed teachers for IQMS and this was not often.

The IPHOD claims to have observed lots of teachers, especially new teachers, for IQMS, but does regularly observe the ‘best teacher’. He says *‘IQMS is the most productive way to do this when the teacher says they have a problem. He prefers to observe before providing feedback’.* He looks at lesson presentation, whether teacher facilitates reading by reading together first, then looks at how learners respond and whether the material is suitable for learners. He identified ‘Mrs P’ (G6T2) as the ‘best teacher’ in reading. And she confirmed that he has never observed her teaching. In fact, she claims that she has trained and supported teachers rather than the HOD.

What support/expertise is available to teachers for teaching reading?

It seems that all teachers make extensive use of the SBST to refer learners who are struggling with reading or other ‘barriers to learning’. There are also teachers who only teach remedial education, including the principal, DP2 and the FPHOD. It is not clear though to what extent, the learning support given in these remedial classes are shared amongst teachers. While the KM centre has specific programmes to support

reading in English, it is not clear to what extent all teachers have engaged with these programmes, other than the ones who actually support learners in the centre.

#### **D11. STRATEGIC RESOURCES: STRATEGIC LEADERSHIP**

**Indicators:** target setting; use of results; problem solving

##### **Key Questions:**

Does management demonstrate strategic leadership of reading instruction in the school through their use of reading results, target setting and interventions?

Results and assessments are routinely used for placing learners in remedial classes or sending to LSE. The 'learner profiler' for English assessment is used to track learner progress, and identify those that need LSE. DP2 commented for example, that in G3, there are 18 learners who can't read, but they want to see the rest of the class being able to read.

The remedial 'pull out system' seems to be widely used at every grade for maths, HL and EFAL. DP2 explained that, in addition to the 'learner profile' to assess learners they also analyse the quarterly learner schedule of results. From the results they compile a list of learners who received support and were identified for remediation. Then they discuss these results with teachers and ask them to justify what support was given and if not, why not. DP2 showed fieldworker this list for IP, and said they were still busy with FP. Results are also used to look at how many learners are performing above a certain percentage.

To what extent does the principal and deputy provide a 'container' for effective reading instruction?

The designation of the school as a 'full service' school, is taken seriously by the Principal and DP2 in terms of providing support to all learners with learning barriers. This mean specifically that the school not only makes an effort to identify such learners and identify what their barriers to learning are, but also identifying in most cases the teachers that can provide remedial support. This includes a special LSE, as well as other educators in the school. Hence, the principal, DP2 and the FPHOD all take remedial classes, with one on one instructions for some learners. This remediation is mostly focused on reading instruction, although maths support is also provided. None of the respondents we spoke to however provided maths support. The school is determined to hold onto the support provided through the KM centre by fundraising particularly to cover the cost of the license for the KM programme. The Principal mentioned that they are even considering opening up the centre to learners outside the school and charging them a fee to use, to generate income that way. The use of the KM centre is seen as beneficial not only for remedial support, but also because it is also the only resource that they have for learners who need enrichment support.

While there is this focus on remedial education in the school, and they have a 'pull out system' where learners leave classes to go to remedial classes, there are also efforts to get learners sufficiently up to speed, especially in terms of reading ability, to be integrated back into the mainstream class. The roll out of 'learner profile' assessments at the beginning of the year, using the KM programme assessments, is also a way of getting all teachers to focus on assessing learners' reading ability, and identifying the support they need. One of the G3 teachers spoke about them getting apps on their phones that will allow them to access these learners' profiles at any time, and track learner progress. The principal and DP2 seem to have and hold an overall picture of how many learners at which grades are getting support, either through the LSE, KIP or remedial classes. If there is any 'container' they provide, then it is a 'container' for remedial support, especially for reading in English and isiZulu.

### **IMPLICATIONS FOR QUANT STUDY**

-Draw out some of the aspects of the qual study that would feed into the October instrument. What can/should be measured and how? What should not be attempted?

#### ***Some issues that are emerging:***

- Has the full service status of this school negatively impacted on 'aggregated' performance of the school – should we be explicitly be asking to exclude learners on the 'remedial' or LSE lists for testing?
- When we are looking at strategic leadership and senior positions in the school, are we distinguishing functionality sufficiently between bureaucratic and specialized functions?
- The responses to descriptions of GGR in some places felt too general, and was wondering if more specific questions can't be posed about what distinguishes say two readers in same series at two different levels and describe the reading abilities of groups that they would give it to. This ought to give a sense of the criteria they use to make those assessments of assigning readers and determining groups. Such a question could be posed with pics and sample texts of the two readers to compare.
- The counting of books exercise seemed very onerous and time consuming, especially where books were not organized systematically in classrooms. It may be more useful, to focus this counting exercise specifically on graded readers, and learner textbooks, and then an estimate of other readers in the class, rather than attempting to write down all the titles as we did. It seems that teachers also keep lots of their own 'resources' in the classrooms, which include single textbooks or workbooks that they have obtained as samples from exhibitions. Writing down all the titles of the latter seemed a waste of time.

**Table 1 – Interviewees and Qualifications**

Date	Name	Position	Education & Qualifications	Teach	Experience – T & M	Residence
12 June	Mrs. L V	Principal	< DELETED FOR ANONYMITY REASONS >	Remedial class – 6 learners per class all grades, but most G6	T- 20 M - 28	Ekurhuleni
12 June	Ms M S	HOD – G6 (~IPHOD)		G5 English (2 classes) Also taught G5 English & Zulu; G7 Technology	T – 4 M - 1	Ekurhuleni
12 June	Mr. B N	Teacher – G6 (~G6T1)		G6 Zulu (3 classes – only teacher for Zulu in G6)	T - 4	Ekurhuleni
13 June	Mr. D L T	DP 1 - Curriculum		G7 Technology	T-20 M-4	Ekurhuleni
13 June	Mr. D S	HOD G2-3 (~FPHOD)		G2 and G3 learners with barriers, 2 or 3 times a week (31 G2 and 40 G3 Ls). Also taught G1&2; G4-6 isiZulu; G4 EMS & SS	T-18 M-2	Ekurhuleni
13 June	Ms R P	Teacher – G6		G6 English (3	T-20	Ekurhuleni

		(~G6T2)		classes – only teacher for EFAL in G6)		
14 June	Ms T N	Teacher – G3 (~G3T1)		G3	T -4	Ekurhuleni
14 June	Ms N M	Teacher – G3 (~G3T2)		G3	T – 21 Was HOD for 2 yrs (2012- 2013)	Ekurhuleni
14 June	Mrs. M M	DP 2 – Admin/SLMS/ Remedial		Supporter for multi-grade Remedial and Enrichment across all grades; individualized support for Zulu and EFAL – 130 for EFAL and 138 for Zulu	T-17 M-12	Ekurhuleni

**Table 2 – Comparison of Matching Reading skills to Grade levels**

	<b>Correct answer is...</b>	DP1: Curriculum (T)	DP2: Admin & Remedial (M)	FP(G2&3) HOD	Gr3 teacher1 (N)	Gr3 teacher2 (M)	Gr 6 FAL English teacher2 (P)	Gr 6 HL isiZulu teacher1 (N)
Knowing letters of the alphabet	<b>R</b>	1	1	1	1	1	1	<b>R</b>
Knowing letter-sound relationships	<b>R</b>	1	1	1	1-2	1	1	1
Reading words	<b>R-1</b>	<b>1</b>	<b>1-2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Reading isolated sentences	<b>1</b>	<b>1-2</b>	2	2	2	<b>1</b>	<b>1</b>	<b>1</b>
Reading connected text	<b>1</b>	2-3	3	2	2	2	<b>1</b>	3
Identifying the main idea in the text	<b>1</b>	2-3	4	2	<b>1</b>	2&3	<b>1</b>	3
Locating information within the text	<b>1</b>	2-3	4	3	<b>1</b>	2	<b>1</b>	4
Comparing a text with personal experience	<b>1</b>	2-3	4-5	3	2	2	<b>1</b>	4
Making predictions about what will happen next in a text	<b>4 +</b>	1	<b>4</b>	3	1	2&3	1	5
Making generalisations and drawing inferences based on a text	<b>4 +</b>	2	6	3	1	3	1	5

Describing the style or structure of a text	<b>*4 +</b>	2-3	6-7	3	2	3	2	6
Determining the author's perspective or intention	<b>*7+</b>	2-3	5-7	3	2	3	1&2	6

## Who would you say is the best at teaching reading? Who can help with a struggling learner?

### Responses:

<b>DP1 (curriculum)</b>	<p>At FP - Mrs M – she gave me an assignment on looking at how reading is taught – the books showed the work that she does in her classroom. It is through her that I learnt my method of teaching.</p> <p>At IP – Mrs P (G6) and Mrs M (G4). They are both English teachers. I can see from the assessment of learners’ performance. At G4 results have been going up and Grade 6 results talk for themselves.</p> <p>If struggling with a learner, get help from HODs and senior teachers. The HODs are the pillars of the school and senior teachers and senior teachers pass their experience and ‘good teaching methods’.</p>
<b>DP2 (remedial &amp; LTSM)</b>	<p>At FP – Mrs M – she is the HOD for GR&amp;1. Learners that have been taught by her can read in three months in isiZulu. This motivated him to become HOD. For EFAL, is Mrs N, because of her results.</p> <p>At IP – Mrs M, teaching isiZulu in G4. Based on her results. There are many good teachers but those that can reach difficult learners stand out.</p> <p>Also, Mrs P (G6) for EFAL – she is similarly good.</p> <p>If teacher struggling with a learner, he or she comes to me, because the HODs are new. I co-ordinate the SBST and we then refer learner to LSE for support. The SBST will have a conversation with the teacher and point out the exact need of the learner and whether this should be an LSE referral or if the learner should be taken to the KM centre or if department screening should take place.</p>
<b>FPHOD</b>	<p>At FP – Mrs M – she’s the best, random children in her class can read and learners results in Zulu also show this. She sets the exam papers for Zulu, and she has many years’ experience teaching Grade 3.</p> <p>If struggling with a learner, goes to the HOD. The HOD shows different strategies. In maths for example, recommends different visualization techniques. HOD tells them to start from scratch – first letter sounds, then vowels</p>
<b>G3T1 (N)</b>	<p>Mrs M – she does not see herself as the best. She is my mentor. She teaches my class phonics.</p> <p>If struggling with a learner go to Mrs M (DP2) – she specializes in reading and writing. She has good strategies, she is a SBST teacher. The SBST takes over once the teacher has made all the effort. SBST provides guidance as well as programmes for reading, writing and how teachers should remediate.</p>
<b>G3T2 (M)</b>	<p>Don’t want to say, ask DP or HOD.</p> <p>If struggling with a learner, refer to the SBST, who will identify learners for LSE. When learners improve, they are pulled out of LSE support and then teachers support them, and also lower the expected standards for those learners.</p>
<b>IPHOD</b>	<p>Mrs P G6 English teacher – Her learners are excellent in the reading competition and spellathon every year.</p> <p>Struggling learners are referred to LSE teachers. They are there to support learners, there are two from the district.</p>
<b>G6T1 (N) (HL)</b>	<p>Have not seen anyone teaching reading, so do not know.</p> <p>Two years ago, I went to Mrs M for assistance when a learner couldn’t read. She first gave the learner a reader, then she worked with the learner, and there was some improvement with the learner. She was in the class next door, that’s why I went to her. Now I still collect readers from G3 teachers and then ask learners to read the book by the next day. I use this for assessment but note in the rubric that it was easier material. It generally helps them to bridge the gap.</p>

<b>G6T2 (P) (FAL)</b>	<p>Me (P). The methods I use are working, and it boosts self-esteem of learners. I created a debating team and organized a debating competition with another school. Mixed G6&amp;G7 learners. In the final there were 6 learners who represented the school. Criteria was confidence and language command.</p> <p>I also assist other teachers. I explain the content, structure and how to deliver the topic.</p> <p>For struggling learners, I use specific strategies in class – words come from sounds; differentiate the sounds from the words. Know figures of speech. Use classroom objects, or objects from home to understand nouns and verbs. Use texts, objects and pictures.</p>
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### Do you think all teachers can teach maths and reading effectively?

#### Responses

<b>DP1 (curriculum)</b>	<p>Not maths, because in maths you must know the content.</p> <p>Reading yes, because for reading you must understand words, consonants. English is not difficult to teachers because they teach each subject in English. Maths is more difficult to some.</p>
<b>DP2 (remedial &amp; LTSM)</b>	<p>No. Maths needs a teacher with different strategies. You therefore need to be versatile and well trained, especially to reach diverse learners beyond the prescribed methods. I don't want to play with learners.</p> <p><b>Not for learning the basics of reading.</b> You need to know where to start and how to organize phonics, which letters of the alphabet should be emphasized first. We don't teach b,d,p,q, c and x first. We teach them last after learners have mastered the others. But teachers must read texts in every subject, even maths, therefore all teachers must be able to teach reading for their subject.</p>
<b>FPHOD</b>	<p>Yes, there is no difference between teaching maths and reading.</p>
<b>G3T1 (N)</b>	<p>Not maths, because it depends on the topic, and there are difficult topics such as division and sharing. They are the same thing but must be introduced differently, so that makes it difficult. Maths is about drawing objects, so anyone can teach it, but G2 &amp; G3 need specialist. G3 requires subject teaching to prepare for G4, even the strategies that learners are expected to use for problem solving, is not drawing.</p> <p>For reading yes. You don't need to be trained for languages. As long as you can read yourself, strategies just come naturally. Reading is the same in every language. There is only one way of introducing reading even in English and the same in isiZulu. Everything starts with phonics (a,e,i,o,u) then blending. The different strategies are only affected by differentiation and class size.</p>
<b>G3T2 (M)</b>	<p>Yes, there is no difference. The way FP teachers have been trained makes them to teach both effectively.</p>
<b>IPHOD</b>	<p><b>No, you need specialist skills for maths and reading.</b> According to my observation we need specialists who have</p>

	studied this in university. This applies to the three core subjects of maths, HL and FAL. You have more insight when qualified. Teachers must have a background in English or language to teach reading. Teachers must know how to get learners to acquire the language.
<b>G6T1 (N) (HL)</b>	Yes, there is no difference. If you are prepared, you can teach almost anything. Preparation means reading the text first and understanding it. In maths this means working out the sums first. In isiZulu it means knowing what the words mean.
<b>G6T2 (P) (FAL)</b>	Yes, for basic operations addition and subtraction. The specialization should happen from G6. <b>For reading no.</b> Mother tongue of teachers has an influence, e.g Sepedi/Ndebele pronouncements of English. This especially disadvantages learners in pronunciation and spelling. There should be specialization from G1 in teaching languages, especially in English. Different teaching methods also have an effect, you can distinguish learners' ability by their teacher. I don't think FP teachers have the required skills.

### Reading practices in G3

<b>FPHOD</b>	Learners can read anything – text in the classroom or from home. Read in groups or individually. There are reading corners in every classroom from Grade R, where learners are encouraged to read when done with current work. Group guided reading - learner led reading groups. One learner reads then others repeat. Then individual reading, then group reading – stand as a group and read, no guide. Teacher works with a specific group up front while others working on other tasks. This includes the use of sight words in class, on the boards/walls where the phonics are broken down. Phonics programme from the district for the term. Groups are mixed up. Purpose of group guided reading is to become an independent reader through peer to peer learning. You listen to someone else pronounce words.
<b>G3T1 (N)</b>	Follows CAPS and ATP phonics programme and graded readers. Daily reading in ability groups, and group rotates. Fluent readers are 8 in a group and weaker learners are 4 in a group. The teacher reads and the full group repeats. On Wednesdays, learners read independently. The learners are called to the front to read, about 15 learners per week. Slower learners take longer to read. Paired reading takes place 3 times a week, with monitoring by teacher. The class is structured in rows, row 1 is best, row 2 better and row 3 are struggling. In EFAL individual reading is not done often, mostly paired reading so that there is peer to peer learning. EFAL is a language not used at home, so GGR helps to introduce new words, pronunciation and to break down words into letter blends – this is done as part of pre-reading in double or single consonants. In HL, the purpose of GGR is for training – its showing learners how to use their bodies for expression and action, but it is also similar to EFAL.
<b>G3T2 (M)</b>	Start with flash cards from the story you going to read, so when you read learners understand words. Then go to Big Book and read story aloud, then ask questions. We also do shared reading – teacher reads then learners read, also from Big Books. Ask questions, who, why, when, where of the story. We do group reading – ability groups, and teacher reads with one group at a time and they read together. Then we do paired reading – sometimes same ability or different ability, read

	with teacher, and then individual reading, learners read to teacher – almost daily, about 5 learners per day. When learners read together, they must respect punctuation marks, and they mustn't go ahead of others in the group, they must assist each other. Learners motivate each other and respect each other. When in same ability group they read the same level text, but in mixed ability group they read the lower level text so that one can assist the other.
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## Reading practices in G6

<b>IPHOD</b>	Use CAPS to tell you what to do. Section called 'Reading', 'Listening and Speaking' – Teacher reads and learners answer, then learners read aloud individually or in groups or as a whole class. Teachers can also use own strategies e.g. use newspaper instead of workbook, or C-wrapper. Teachers are flexible as long as CAPS aligned.
<b>G6T1 (N) (HL)</b>	Read for 2 hours a week. Teacher reads aloud, then learners read silently, then the whole class, then I choose random learners to read. Each learner reads at least twice for the year for assessment. They have a set-work book, isiZulu soxobo, which is shared between two learners. This reader is too difficult for learners. The readers languages, questions and explanations are too difficult for learners to understand. Want to replace with M, but couldn't order this year, but will for 2018.
<b>G6T2 (P) (FAL)</b>	Share listening, speaking, spelling and tone of reading and comprehension. For remediation practices, e.g. mixing b & d, I move from G6 to foundation level, and find a book that has those words with pics and ask learners to do extended words with those letters. Then refer learners to SBST, who will refer learners to KM centre. 12 learners have been referred. Learners complete individual reading weekly – based on how they perform they are moved to different groups where more complex texts are used.

## Best advice given for teaching reading?

### Responses

<b>FPHOD</b>	Best advice given was that 'teachers must start from known to unknown e.g. make sure the child knows the alphabet, because if child knows the alphabet, they can spell word'.
<b>G3T1 (N)</b>	Best advice received was, if you starting with a group, start with fewer learners, and look at their mouths to see if they are lip syncing or actually reading. Learners sometimes read the pictures and not the text. Observation is very important. If I can see what learners are doing, I can help them.
<b>G3T2 (M)</b>	Best advice received was to differentiate learners, because if you teach them together you will not be able to see where learners are struggling.
<b>IPHOD</b>	Best advice to teach reading is that 'you need to know reading levels of learners, for example, in Grade 6 if learners can't

	pronounce a word. You need to know learners, some read better individually, or in a group or in class. Knowing learners allows you to for example, pair learners with peers who can provide motivation and help each other – ‘each one, teach one’ in this instance.
<b>G6T1 (N) (HL)</b>	Best advice given was, be prepared to know the words in the text including finding out the meaning of words. This avoids wasting time.
<b>G6T2 (P) (FAL)</b>	Best advice received, reading makes our learners clever. You can do anything. Reading builds your confidence. This explains why learners should read.

### Coverage in G3 DBE workbooks & Exercise books

	<b>G3T1 (M)</b>	<b>G3T2 (N)</b>
<b>DBE Workbook (HL)</b>	105	102
<b>DBE Workbook (FAL)</b>	74	74
<b>Exercise book (HL)</b>	91	88
<b>Exercise book (FAL)</b>	70	66
<b>Extended text HL (workbook &amp; exercise book)</b>	7	7
<b>Extended text FAL (workbook &amp; exercise book)</b>	7	6

### Coverage in G6 DBE workbooks & Exercise books

	<b>G6T1 (N - isiZulu)</b>	<b>G6T2 (P-English)</b>
<b>DBE Workbook (HL)</b>	76	
<b>DBE Workbook (FAL)</b>		99
<b>Exercise book (HL)</b>	73	
<b>Exercise book (FAL)</b>		97
<b>Extended text HL (workbook &amp; exercise book)</b>	8	

<b>book</b>		
<b>Extended text FAL (workbook &amp; exercise book</b>		<b>12</b>