

GRADE R MATHEMATICS AND LANGUAGE IMPROVEMENT PROGRAMME

Objectives

- Improve quality of teaching and learning Mathematics and Home Languages
- Gauteng Department of Education Strategic Goal #1 is Early Childhood Development
- Seamless transitioning from Grade R (GR) to Grade 1 and the entire

Trainers

(Subject

Advisors) trained

in system

90% of learners achieving 50% proficiency in literacy and numeracy at the end of Grade 1 in line with the goals of the National Development Plan

Purpose

- Grade R & FP (Foundation Phase) Subject Advisors implement curriculum and improve pedagogical practices
- Grade R Heads of Department & School Management Teams improve monitoring and support for Grade R teachers/practitioners
- Grade R Teachers & Practitioners improve competency in

Training of

trainers

Materials - distribute resources for languages and mathematics

Theory of change

Teachers

& FCD

practitioners

trained



Governance and

Information

sessions with

HODs

Implementation partners management (onboarded) structures

Training of

teachers

& advocacy plans

Communication

Materials

development **ACTIVITIES** and versioning & classroom kit design

OUTCOMES

OUTPUTS

If Grade R learners receive instruction in their home language, & classes have materials for L&M

And SAs & HODs are adequately equipped to support Grade R teachers to implement the curriculum

And Grade R Teachers apply skills learnt from the Subject Advisors (SAs) and HODs to improve pedagogical practices

Grade R teachers have and apply knowledge and pedagogical competencies; and implement the Grade R L&M Grade R curricula

GDE integrates Grade R curriculum management and implementation into their management planning and budgeting systems

LONG TERM OUTCOMES

Grade R learners will be adequately prepared for Grade1

Grade R M&LIP embedded in the GDE

IMPACT NDP (National Development Plan) Goal

90% of learners in GR achieve 50% in literacy and numeracy at the end of Grade 1

Fundamental conditions of success Grade R educators have the necessary resources, support and competencies to implement the curriculum; and foundation for emergent literacy are in place for learners entering Grade 1

Design summary



Develop open source **Mathematics and Home Languages** training materials in 11 languages



Provide materials and classroom resources in all official languages including a maths kit to Grade R teachers in all public schools.



Train 190 **Foundation Phase** subject advisors as teacher trainers (10 as master



Departmental Heads





The **innovation of the programme** is that both Home Languages and Mathematics materials developed by technical partners and quality assured by GDE, are available as open source in all eleven languages under a Creative Common licence. The materials' use can be requested from **JET Education Services** (www.jet.org.za).

Training dosage model



- · Once-off 5-day in-person block training at the beginning of training for each component (maths and language)
- · In-person quarterly sessions held for eight hours on a Saturday covering content for the whole term

Online quarterly sessions convened for two **hours** to optimise system support

11 training sessions held one Saturday per month for eight hours, including one day over school holidays

Programme timeline



- Governance and management structures set up
- Partnership agreements signed
- Material development in all official languages
- Intervention design completed
- Intervention plans integrated into GDE
- Evaluation and monitoring plan developed
- Advocacy and communication
- Material development versioning and programme management (ongoing)



- Mop Ups
- Refresher training
- Special need training in home language
- Special need training in Maths

Programme



130,000

per academic year

4,000 Grade R teachers in public ordinary schools



86 teachers at 35 special needs schools





- Stakeholder engagements Secure Phase 2 funding
- Set up working groups
- · Competencies design and planning, procurement for implementing partners, and governance structures

Phase 2: Jan. 2020 -Dec. 2020

- Implementation
- Monitoring
- Advocacy
- · Update design and theory of change
- Independent and external evaluation
- Programme implementation



PARTNERS

















TECHNICAL PARTNERS



FUNDERS

PROJECT MANAGEMENT