

ZENLIT THE EXPERT READING TEACHER MATERIALS: 2015-2017

Prim TEd

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The Zenex Foundation Literacy Project

COMING UP





Some background information

- What was the Zenlit Project?
- What was the underlying theory of change?

Content of Zenlit materials

Differences between pre- and in-service programmes

Finding traction, mediating knowledge

| COMMON CLASSROOM PRACTICES RESEARCH IN SOUTH AFRICA 2004-2015 | | OUTCOMES |
|--|---|--|
| <p>Whole class teaching (little or no differentiated teaching)</p> <p>Whole class choring</p> <p>Collective teaching/learning</p> <p>Little attention to meaning</p> <p>Little or no attention to higher order skills (literal meaning)</p> <p>Little or no explicit instruction</p> <p>Little and ineffective feedback</p> <p>Low expectations</p> <p>Teaching reading from the blackboard</p> <p>Teacher reads a line and learners repeat it</p> <p>Very little time spent on reading</p> <p>No/little reading homework given</p> <p>Print poor classrooms</p> <p>Few books in classrooms</p> <p>Slow pace of teaching</p> <p>Poor time management in classrooms</p> <p>Minimal and ineffective assessment, lacking rigour</p> <p>Very little writing done in classrooms</p> | <p></p> <p></p> <p></p> <p></p> | <p>Children in primary school who can hardly read and write</p> <p>Passive, dependent learners</p> <p>Children who struggle with higher order thinking</p> <p>An education system producing mainly semi-literate and semi-numerate children;</p> |

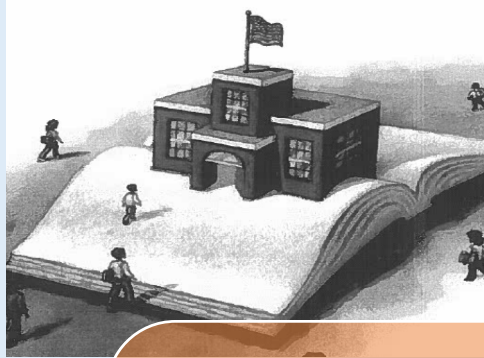


TEACHER
CONTENT KNOWLEDGE
PEDAGOGIC CONTENT
KNOWLEDGE
CURRICULUM KNOWLEDGE



CURRICULUM
COVERAGE
PACING
TIME ON TASK

QUALITY TEACHING
AND LEARNING



SCHOOL
FUNCTIONALITY
ACADEMIC/LITERACY
LEADERSHIP

CLASSROOM
ROUTINES &
PRINT RESOURCES



ZenLit Implementing Partners



Literacy Experts



THE ERA TEAM



Johann Mouton



Lauren Wildschut



Rhoda Goramucheche



Luleka Sonjica (EC)



LuIama Mbatha (KZN)



Kevin Wildschut (WC)



kzn education

Department:
Education
KWAZULU-NATAL



Province of the
EASTERN CAPE
EDUCATION



Western Cape
Government

Education



elet

Environment and Language Education Trust



MOLTENO

INSTITUTE FOR LANGUAGE AND LITERACY
EST. 1974



READ



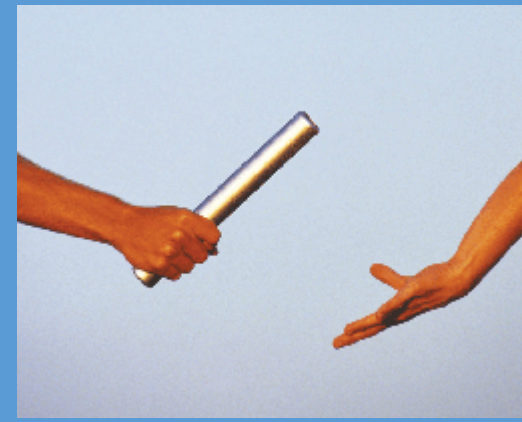
new
leaders
foundation

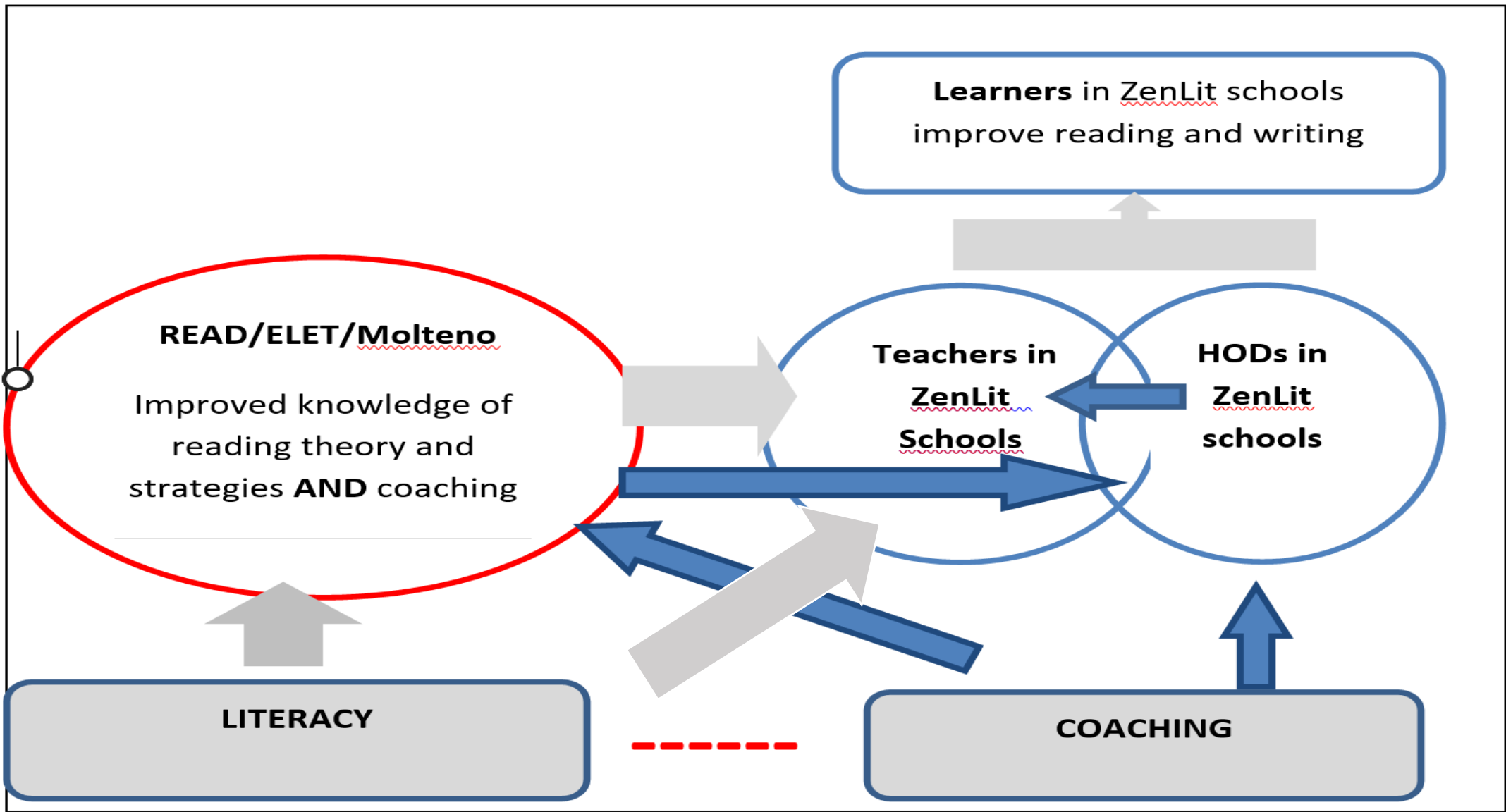


MAIN FEATURES OF THE ZENLIT PROJECT WORKING WITH FOUNDATION PHASE TEACHERS 2015 - 2017

- A pilot study in three provinces – KZN rural, EC urban, WC urban
- 11 x 2-day workshops,
- Teacher materials (guides and handouts), book cases and book resources, laminating machines
- Intensive coaching - 1 coach per 3-4 schools
- HOD training in 2nd and 3rd year (New Leaders Foundation)

PASSING THE BATON
Worked with the whole FP for
three years 2015-2017





CORE COMPONENTS of PROJECT

PRINT-RICH CLASSROOM

- Reading corner
- Theme table
- Word walls
- Bilingual labels

alphabet charts
Posters relating to reading/literacy
Story gloves, etc

PLANNING/ CLASSROOM ROUTINES

- Planning and organisation
- Creating an environment conducive to learning
- Self-regulation, instilling a growth mindset
-

READING

- Decoding (phonemic awareness, phonics, ORF)
- Comprehension (strategies, text structure, discussion, comprehension)
- Response/Motivation (enjoyment, engagement)

READING ACTIVITIES

- Shared reading
- Group guided reading
- Paired reading

Read alouds

Independent reading

VOCABULARY

- Raising awareness
- Providing incidental and explicit word experiences
- Teaching vocab strategies

Being systematic and organised

ASSESSMENT AND EVALUATION


ENABLING CONDITIONS

Understanding how children learn to read in HL and FAL; the components of reading

Setting up a print-rich environment

Planning, organising and managing teaching and learning

Establishing classroom routines



TEACHING READING IN HL AND FAL

Phonological awareness & phonics

Oral reading fluency

Reading comprehension

Vocabulary development


Shared reading

Group guided reading

Paired reading

Read Alouds

Independent reading



ASSESSING LEARNERS' PROGRESS

Assessing the different components of reading

Planning for assessment

Benchmarks and progression

Assessment for planning

Supporting learners with difficulties

Using assessment to evaluate teaching

The Expert Reading Teacher: Course materials

These materials were designed to teach Foundation Phase teachers how to teach reading. They are high quality materials developed by academics in collaboration with teachers. This collaboration resulted in materials that are highly structured, using a systematic approach to the teaching of reading. The materials address various aspects of the reading process, including language concepts and vocabulary building. They are written in English, but include a comprehensive list of literacy concepts explained in three languages, namely, English, isiXhosa and isiZulu.

 [DOWNLOAD ALL COURSE MATERIALS \(ZIP, 96MB\)](#)

Introductory module

A: Reading Literacy

B: Enabling Conditions for Literacy Development

C: How to Teach Reading

D: Assessment

E: Learners with reading difficulties

F: Planning

The expert reading teacher

Reading is the most important skill that learners need throughout their school career. The ability of learners to read fluently and to understand what they read starts in the Foundation Phase. The purpose of these teacher materials is, therefore, to help Foundation Phase teachers become expert reading teachers. It describes what expert reading teachers know and do and their typical values and attitudes. It helps teachers to understand what is meant when we talk about an expert reading teacher.

 [Module](#)

 [Classroom Activities](#)



 [All Intro Module Materials](#)

INTRODUCTORY MODULE

The expert
reading teacher



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MODULE A1

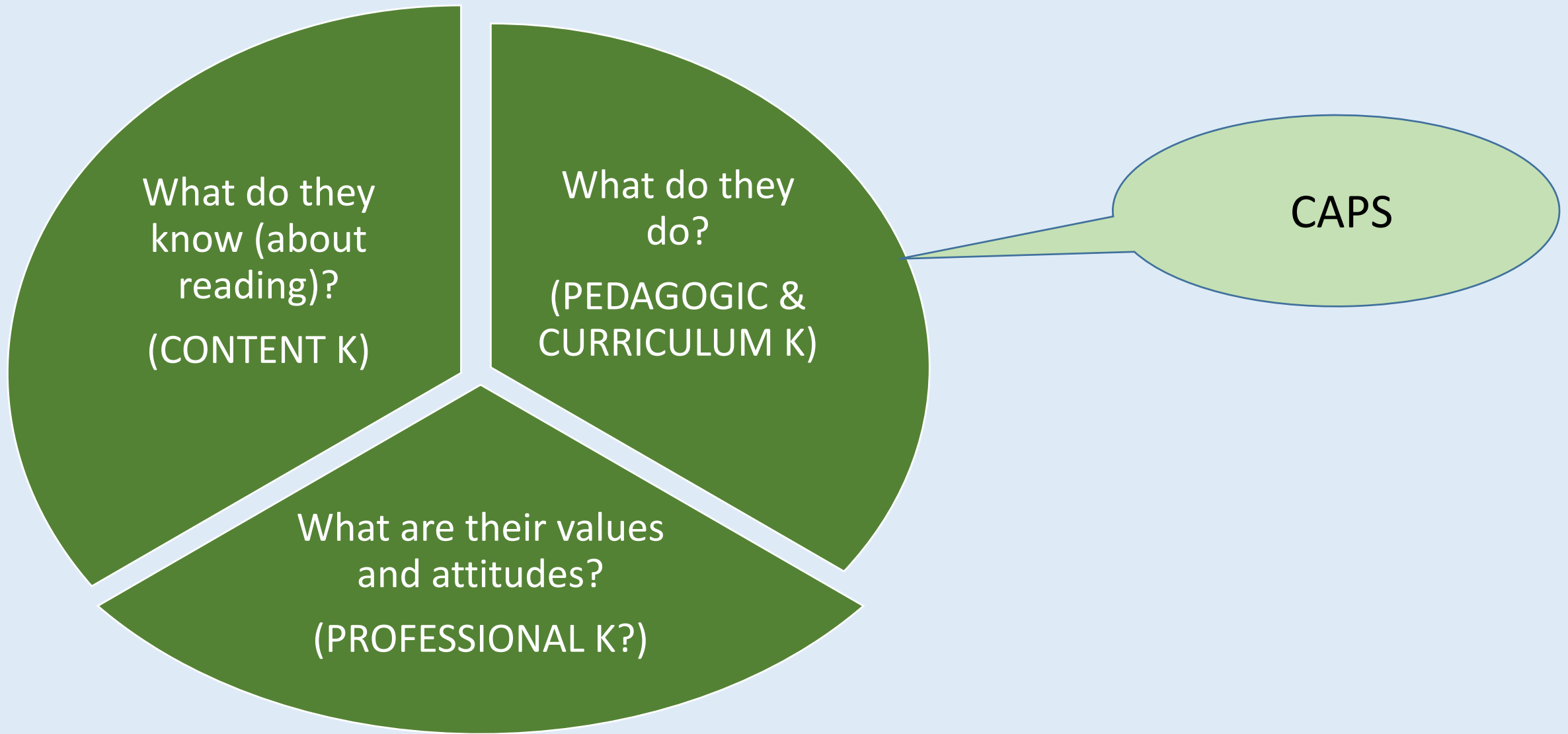
Reading:
important things
to know about it



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THE MATERIALS

WHAT DO SUCCESSFUL READING TEACHERS LOOK LIKE?



MODULE B1

Setting up the classroom



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MODULE B2

Managing resources



Differences between pre- and in-service programmes

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MODULE B3

Managing learning



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THE MATERIALS

READING CORNERS - opportunities to read, promote a value system

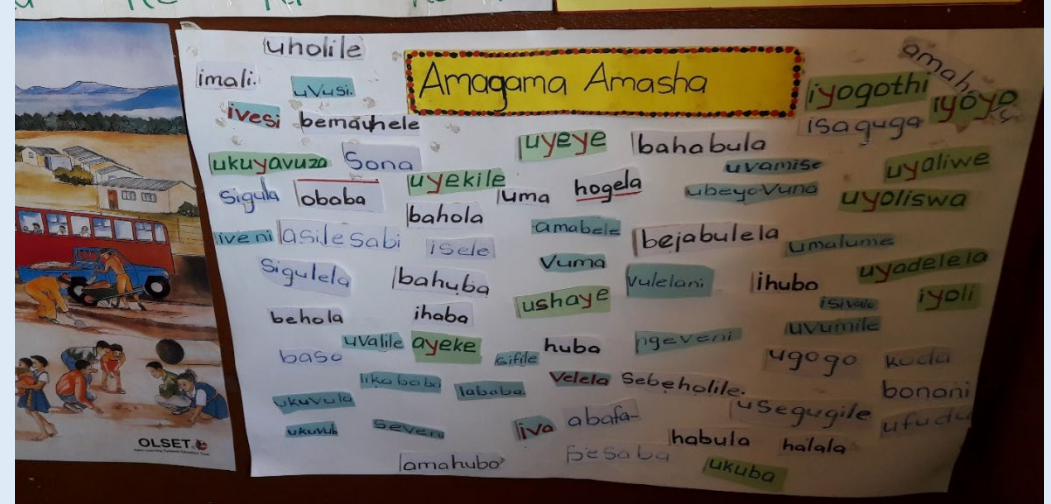
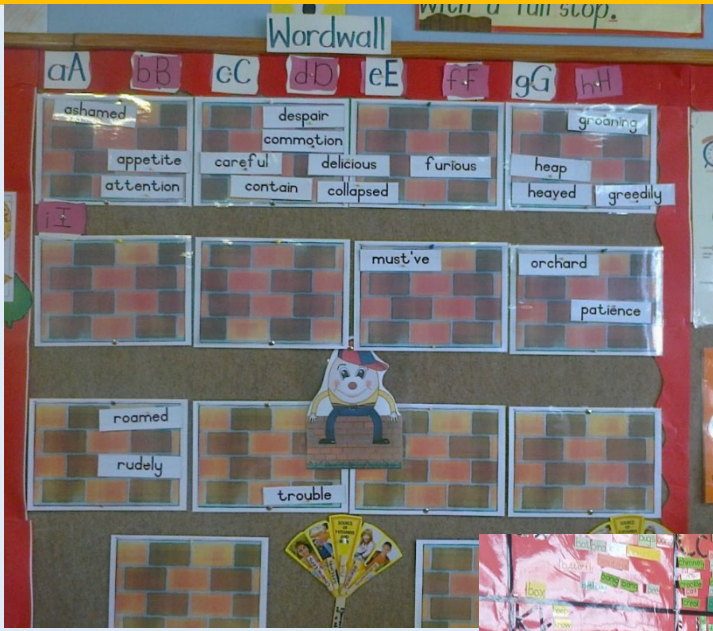
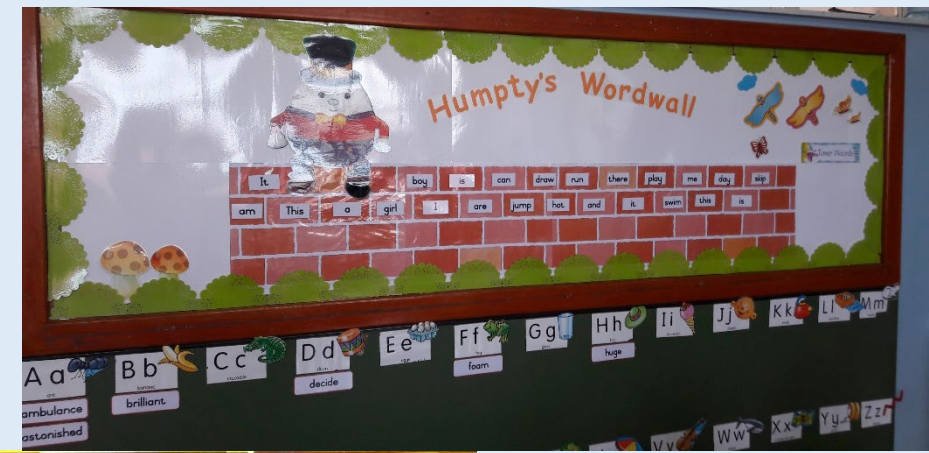


THEME TABLES -

promote vocabulary, stimulate interest, thinking and reasoning



WORD WALLS - promote vocabulary



READING GLOVES -

embodied learning; familiarity with genre, support comprehension, higher order thinking



MODULE C1

How to teach reading: **Decoding**



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MODULE C2

How to teach reading: **Comprehension**



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MODULE C3

How to teach reading: **Response, Motivation and Extensive reading**

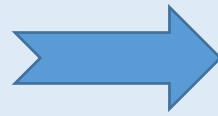


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THE MATERIALS

CLASSROOM ROUTINES

provide boundaries and structure, support self-regulation, raise expectations, enable learning



GROUP GUIDED READING

identifying cracks, modelling good reading, providing practice opportunities



PAIRED READING

provides practice opportunities



MODULE D1

The Principles of Assessment



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MODULE D2

Assessing different components of reading



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MODULE D3

Progression in Assessment



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MODULE D4

Planning for Progression and Assessment



THE MATERIALS

THE *WHEN*, *HOW* and *WHAT* OF ASSESSMENT IN THE ZENLIT PACKAGE

TEACHER SELF-EVALUATION OF LITERACY ACTIVITIES (WITH COACHING SUPPORT)

- **Print rich classrooms**
(Classroom observation schedule)
- **Management of resources**
(Self-evaluation checklist)
- **Classroom routines**
(Self-evaluation checklist)
- **Decoding**
(Self-evaluation checklist)
- **Comprehension**
(Self-evaluation checklist)
- **Struggling learners**
(Self-evaluation checklist)

TEACHER APPLICATION OF ASSESSMENT ACTIVITIES (ERA & COACHES' OBSERVATIONS)

Baseline assessments (and summative assessments)

- Phonemic awareness
- Letter-sound knowledge
- Word reading
- Oral reading fluency (ORF) and Oral Reading Comprehension
- (formal assessments and informal rubrics)
- Reading comprehension
(Formal assessments and informal rubrics)

MODULE E1

Struggling learners: Challenges they face



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MODULE E2

Factors to consider when drawing up a support plan for struggling learners



ZFNFX

THE MATERIALS

MODULE F1

Introduction to Planning



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MODULE F2

Planning for the Year, Term, Week and Day

Grade 2B Time table

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|----------------|----------------|---------------|--------------------------|---------------|
| 07:50 - 8:00 | | Assembly | | | |
| 08:00 - 8:30 | Reading | Reading | Reading | Reading | Reading |
| 08:30 - 9:00 | Mathematics | E-FAL | Phy-Education | Phy-Education | Phy-Education |
| 09:00 - 9:30 | Mathematics | E-FAL | Phy-Education | Phy-Education | Phy-Education |
| 09:30 - 10:00 | Mathematics | Mathematics | Home Language | Home Language | Home Language |
| 10:00 - 10:30 | Mathematics | Mathematics | Home Language | Home Language | Home Language |
| 10:30 - 11:00 | Creative Arts | Mathematics | Home Language | Home Language | Home Language |
| 11:00 - 11:30 | Beg. Knowledge | Beg. Knowledge | Mathematics | Home Language | Mathematics |
| 11:30 - 12:00 | Home Language | Creative Arts | Mathematics | Home Language | Mathematics |
| 12:00 - 12:30 | Home Language | Creative Arts | Mathematics | Home Language | Mathematics |
| 12:30 - 12:45 | | | | | |
| 12:45 - 13:15 | Home Language | Home Language | E-FAL | Mathematics | Beg. Know |
| 13:15 - 14:15 | E-FAL | Home Language | Home Language | Mathematics | Creative Ar |
| 14:15 - 14:30 | | Home Language | | Mathematics | |
| 14:30 - 15:30 | | Marking | | Cleaning and preparation | |

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MODULE F3

Assessment for Planning



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THE MATERIALS

TEACHERS NEED THE ABILITY TO ...

- See the year in its entirety, set goals and plan time so that learners can achieve the end of year benchmarks (be aware of **allocated time** and **engaged time**)
- Plan for baseline assessments at the beginning of the year and summative assessments at the end of the year
- Draw up a weekly plan/timetable that provides:
 - A clear sequence for reading activities each day (PLANNING DOWN)
 - Progression across the week for each activity (PLANNING ACROSS)
- Select appropriate resources
- Organise space and time:
 - organise children into groups and put in place the necessary routines to move children from one place to another in the classroom
 - plan transitions from one reading activity to another
- Plan for differentiated learning and teaching

THE DISPOSITION TO ...

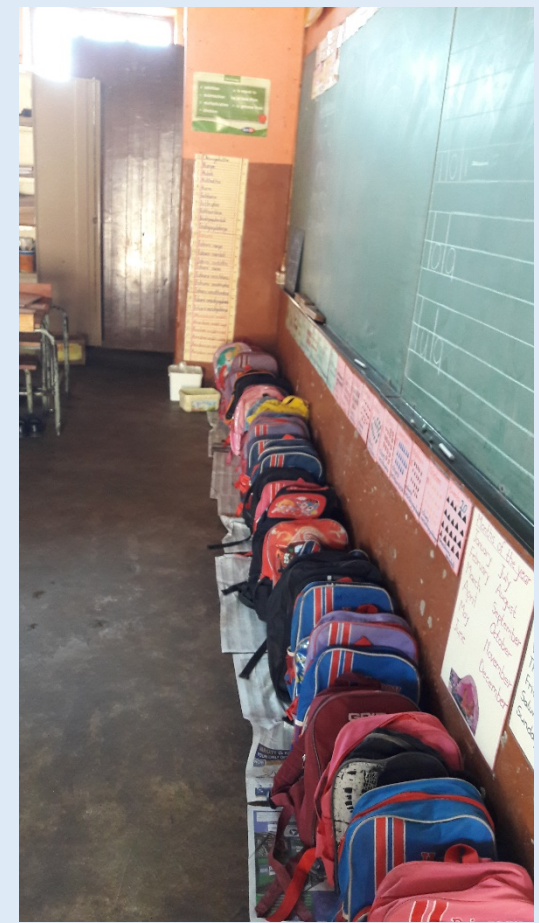
- Act purposefully
- Manage time effectively
- Take responsibility for children's learning
- Reflect on the outcomes of teaching and learning and use this to plan forward
- Take ownership of the planning process

PLANNING AND ORGANISATION -

provide structured learning environments, enable learning, create expectations, support self-regulation



| | Group Guided Reading | Paired Reading | Reading Corner | Activity Basket |
|-----------|----------------------|----------------|----------------|-----------------|
| Monday | | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| Thursday | | | | |
| Friday | | | | |



CAPS LITERACY FRAMEWORK

Things teachers can control

Things teachers can control

ENABLING FACTORS THAT SUPPORT LITERACY

PRINT-RICH CLASSROOMS

ROUTINES PLANNING

MOTIVATION
LEARNER SELF-REGULATION

CLASSROOM LITERACY PRACTICES

SHARED READING

PHONICS

GROUP GUIDED READING

READ ALOUD

GROUP WORK

LISTENING & SPEAKING

PAIRED READING

INDEPENDENT READING

Vocabulary
Language
Thinking skills

WRITING

DOES THE LOGIC MAP GET US TO OUR DESTINATION?

1. High quality PD programme

2. Increased teacher knowledge

3. Improved classroom practices

4. Improved learner performance

Even if PD packages have high-quality features, there is no guarantee that they will work.

- Contention around sequence of Steps 2 and 3; if Step 3 comes first, then Step 2 may be “a dividend earned later” (Walpole & McKenna 2015)
- In California, significant gains in teacher knowledge, but classroom practice did not solidify or extend the knowledge (Goldschmidt & Phelps 2010). (Step 2 happened)
- In a large scale Grade 2 study in the USA, teacher knowledge improved, teachers taught more explicitly, but no difference were found in learner outcomes between interventions and control (Garet et al. 2008). (Step 2 and 3 happened, but not Step 4)

DIFFERENCES BETWEEN PRE-SERVICE AND IN-SERVICE TRAINING

both imply a theory of change

PRE-SERVICE

- More structured learning – a 4-year degree programme
- formal assessment is normal
- Students are formally expected to read and learn
- Can be quite theoretical –tends to focus more on content knowledge related to pedagogy in general
- More contact time
- Lecturer acts as coach
- Some form of work integrated learning
- Student progress is monitored and evaluated

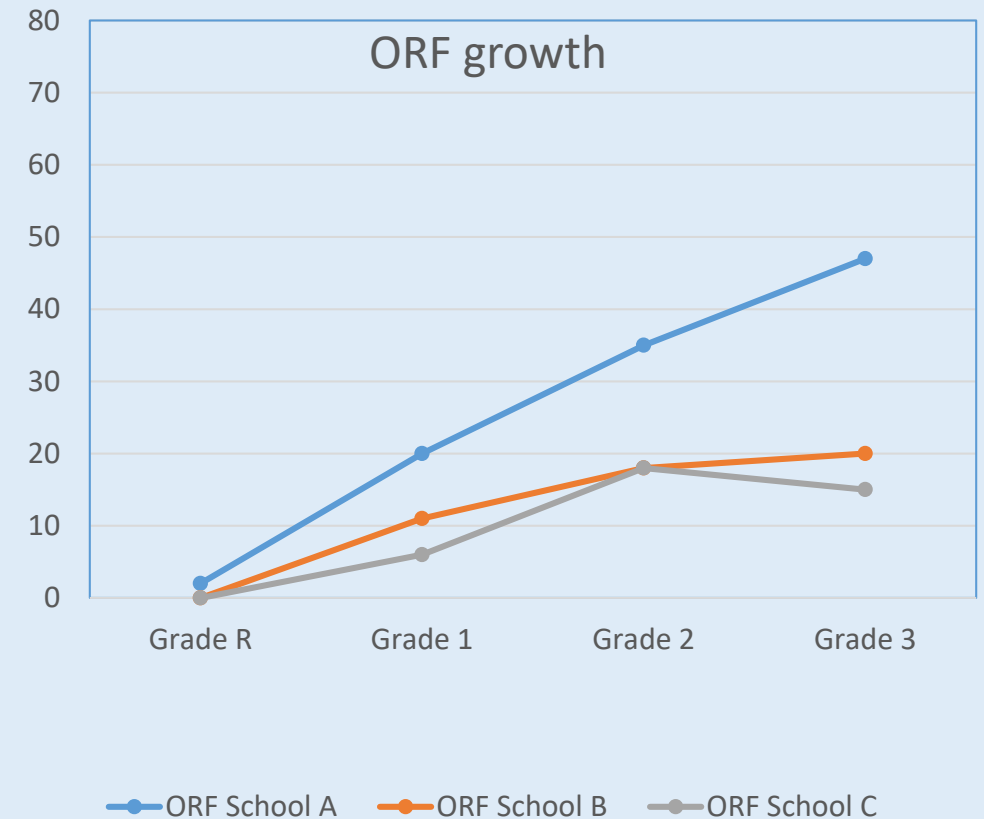
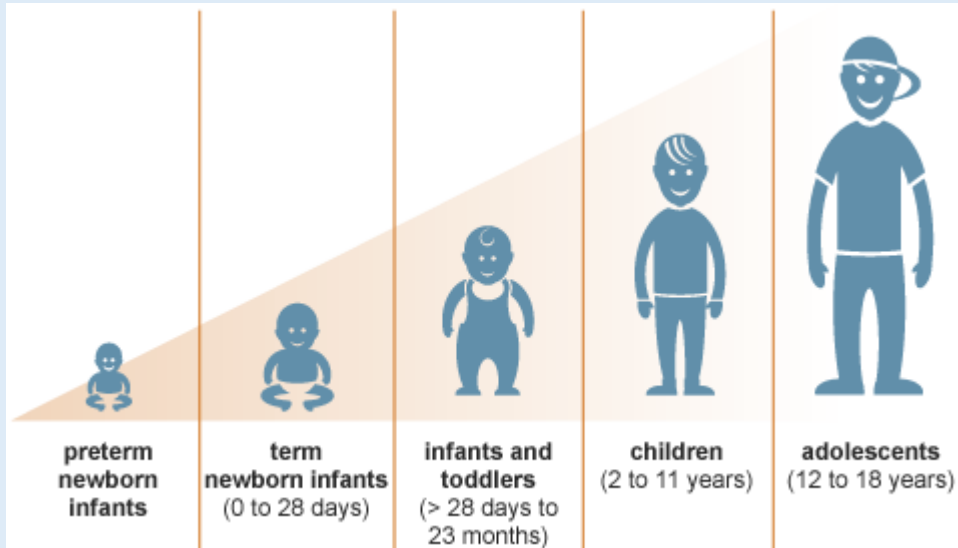
IN-SERVICE

- A 'quick fix' – cascade model via a limited number of workshops
- Focus more on praxis – seldom any formal assessment
- Resistance to formal reading and learning are not formally part of expectations
- More pragmatic – tends to focus more on curriculum and pedagogic content knowledge
- Limited contact time
- Coaches support teachers
- Coaches visit teachers in classrooms
- Increasingly, they have an M&E component

GETTING TRACTION - LESSONS LEARNED

- Interrelatedness between theory and praxis, **content knowledge** and **pedagogic content knowledge**

ASSESSMENT RESULTS NOT JUST SCORES: NORMAL GROWTH, BACKSLIDING AND PLATEAU EFFECTS



SHARING ZENLIT 2016 ASSESSMENT RESULTS

Teachers and HODS sat at their school tables








1. How well are your learners reading in Zulu compared to the Zenlit mean results in KZN?
2. How can we use these results to help us pass the baton and set appropriate high standards (benchmarks)?
3. HODS to set up a reading and assessment plan for the year and report back (after tea)

| Prov X | School Y | Grade 1 | | Grade 2 | | Grade 3 | |
|--------|---|----------------------|----------------------------|---------------------|----------------------------|---------------------|----------------------------|
| | | Prov | School | Prov | School | Prov | School |
| | | | | | | | |
| | Phonemic awareness % | 31.7 | 28.2 | 50.7 | 40.5 | 59.5 | 37.4 |
| | Letter sounds score Min – max | 18.9 0- 70 | 16.3 0-31 | 36.1 0-96 | 23.5 0-46 | 35.7 0-93 | 21.9 0-55 |
| | Word reading score | 12.7 | 10.8 | 25.9 | 20.8 | 55.2 | 42.2 |
| | ORF score Min – max | 11.3 0-36 | 7.8 0-13 | 30.8 0-58 | 22.9 0-54 | 36.1 0-79 | 21.4 0-46 |
| | Oral Reading comprehension % | 12.6 | 8 | 51.3 | 36.1 | 31.7 | 13.3 |

SHARING ZENLIT 2016 ASSESSMENT RESULTS

Teachers and HODS sat at their school tables

Carefully examine the literacy results from your school and then answer the following questions.

| | | |
|----|--|--|
| 1 | <p>What kind of baton is being passed from grade to grade in each component?</p> <p>Is there a plateau/levelling off effect? </p> <p>If so, in which component and between which grades?</p> <p>Is there any backsliding? </p> <p>If so, in which component and grade?</p> | <p>    </p> <p>No <input type="checkbox"/> Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/> Yes <input type="checkbox"/></p> |
| 2 | <p>For each grade and component, how does your school perform compared to the KZN average/mean score? Are you above (+) or below (-)?</p> | <p>   </p> |
| 3a | <p>Which components need the most attention in Grade 1?</p> | |
| 3b | <p>Which components need the most attention in Grade 2?</p> | |
| 3c | <p>Which components need the most attention in Grade 3?</p> | |

DID IT BRING ABOUT CHANGES?

- Baseline assessments were done by many teachers across schools
- A much stronger sense of passing the baton, being part of a team
- Greater awareness of the need to take responsibility (what happens in my class has repercussions in the phase)
- Greater phase interaction
- HODs using learner data in phase meetings
- Some teachers used a notebook during GGR (started doing informal formative assessments)