

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 Foundation Phase

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 curriculum
- Materials distribute resources for languages and mathematics

Theory of change

Teachers

& FCD

practitioners

trained



Me Governance and management structures

Information

sessions with

HODs

Implementation partners (onboarded)

Communication & advocacy plans

Training of teachers & Training of ECD trainers

Materials development and versioning & classroom kit design



OUTCOMES

OUTPUTS

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

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

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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

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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

Programme



Targeted learners enrolled in Grade R 130,000 per academic year **4,000 Grade R teachers** in public ordinary schools





500 Grade R practitioners in registered ECD Community based centres across 15 districts in Gauteng Province

86 teachers at 35 special needs schools

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 and registered ECD centres that offer Grade R (in 2024)



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



Hold informatio sessions for 1386 Foundation Phas Departmental Heads



Train 4500 Grade R teachers and practitioners



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 completedIntervention plans integrated into GDE plans
- Evaluation and monitoring plan developed
- Advocacy and communication
- Material development versioning and programme management (ongoing)



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



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

PARTNERS





FUNDERS











TECHNICAL PARTNERS



