



NORTHERN CAPE DEPARTMENT OF EDUCATION



Education is a societal responsibility

LITERACY STRATEGY

FOREWORD



MEC for Education
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The Northern Cape Department of Education embarked on a bold initiative to develop and implement a progressive literacy strategy to enhance (reinforce) language and literacy skills in advancing the outcomes of the Action Plan to 2014: Towards the Realisation of Schooling 2025 and entrenching the objectives of the National Development Plan 2030.

The participation of our province in national, regional and international assessments which gauges competency levels in Mathematics and Languages gave a rather disturbing account of the literacy levels of our learners.

Given these realities, it is evident that progress need to be made in improving Literacy levels of our learners. The Northern Cape Department of Education has therefore deemed it necessary to develop a strategy to strengthen methodologies that teachers would otherwise find challenging in the dynamic environments of teaching and learning of languages in general and literacy in particular.

This strategy is aligned with the broader understanding of literacy as espoused in a United Nations Education, Scientific and Cultural Organisation (UNESCO) report that defines literacy as: "...the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential and to participate fully in their community and wider society" (UNESCO 2004b).

Unpacking this definition brings to the fore the crucial elements that literacy is key to enabling people to achieve their own goals and develop potential. In the hands of the enterprising teacher this strategy should be a key that unlocks the barriers to learners' inability to interact, manipulate, interpret and apply texts in all their manifestations.

As a systemic tool the strategy is an instrument whereby the performance of both teachers and learners will be effectively monitored, assessed and evaluated, to inform the realistic benchmarking of outcomes.

Furthermore the strategy is intended to bring on board the parent community in the schools by encouraging them to actively engage in the development of the literacy and numeracy skills of their children beyond what they are learning in the classroom.

Finally, the influence and impact of the strategy goes beyond just addressing issues of basic literacy and reading skills. It also has an effect on science and technology education which at the moment still remains out of reach. "Literacy is an inevitable tool for the mastery of other subjects and one of the best predictors of longer term learning achievement. Reading must be considered a priority area in efforts to improve the quality of basic education particularly for learners from disadvantaged backgrounds". (Education for All Global Monitoring Report 2005).

1. INTRODUCTION

1.1. Contextual Realities

In 2008, as part of the **Foundations for Learning Campaign**, the Department of Basic Education introduced a national standardised assessment system known as the Annual National Assessments (ANA), which the DBE identified as a strategic tool for monitoring and improving the level and quality of basic education, with a special focus on the foundational skills of Literacy and Numeracy.

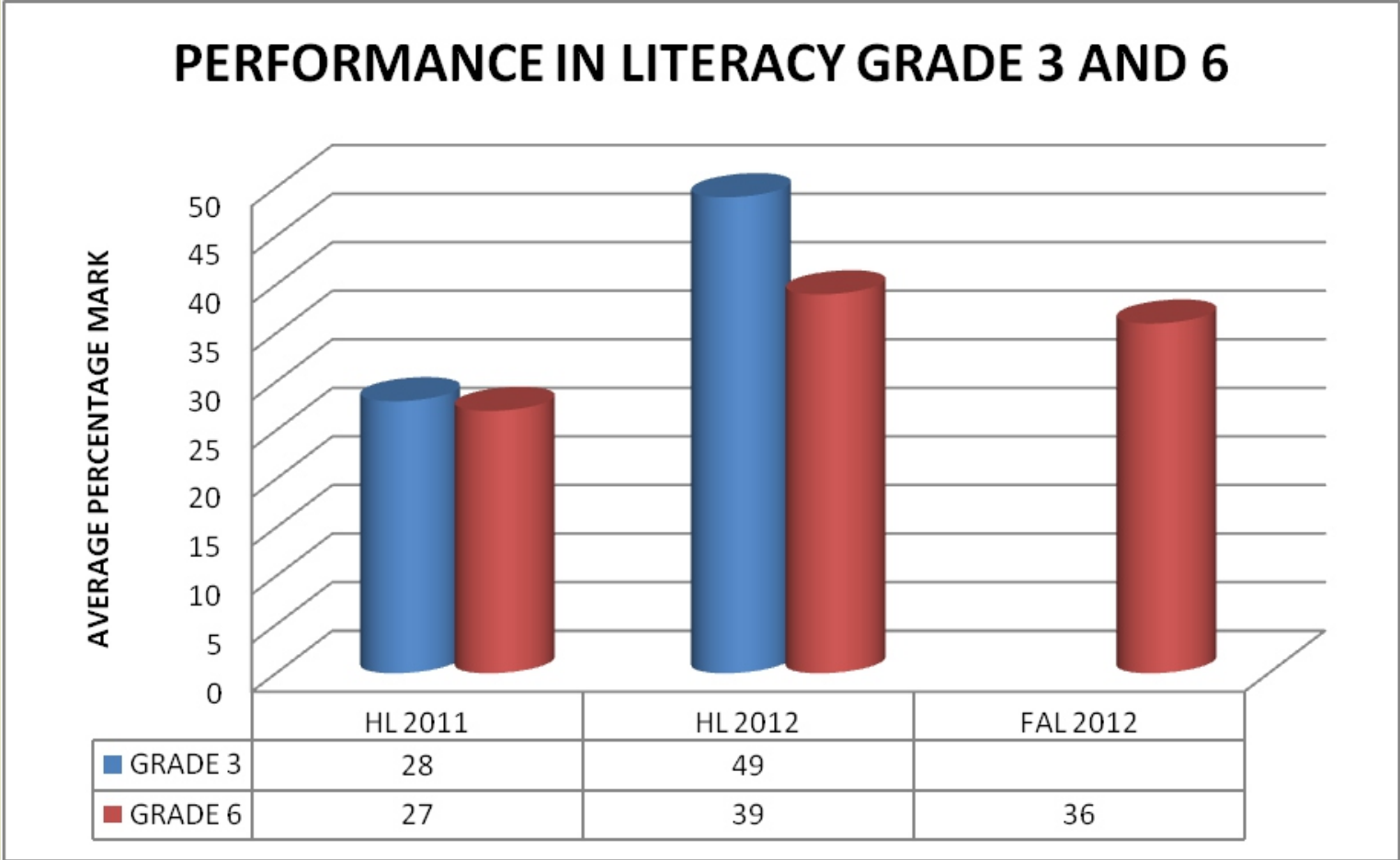
The aim of ANA therefore was to assess learners in Grades 1 to 6 in languages and mathematics in order to provide credible and reliable information for monitoring progress in learner performance. To date the achievement of learners in ANA has been very poor and results indicate that the average Grade 3 and Grade 6 child in South Africa is struggling with mathematics and has failed to master reading and writing.

This Literacy Strategy relies heavily on the results of the Annual National Assessments (ANA). The recent ANA results have confirmed that teachers and learners have not yet come to grips with the demands of high-performing schools systems.

1.2. Current Status of Literacy in the Province

The average percentage marks in Language over the past two years in ANA in Grades 3 and 6 are presented in Figure 1 below.

Fig 1: Performance in Literacy for grades 3 and 6



Although there is an improvement over the years, learners are still performing below the 50% mark in Literacy.

1.3. Qualitative item analysis on ANA results

In order to better understand the outcomes of the results, the Northern Cape Department of Education conducted a detailed analysis of the tests in Grades 1, 2, 4 and 5 in 2012.

The Department of Basic Education did a similar analysis in Grade 3, 6, and 9 in 2012.

The findings of the analysis identified similar weaknesses in the different phases as outlined below:

1.3.1 Foundation Phase

i) Low reading ability:

- Poor word recognition skills, cannot identify high frequency and common sight words
- Inability to read and follow instructions

ii) Poor comprehension skills:

- Cannot respond to recall, literal, reorganization, evaluative type comprehension questions.
- Cannot sequence events in a story
- Poor thinking and reasoning skills
- Cannot interpret informational texts e.g. duty list and pictographs

iii) Poor grammar skills:

- Lack of knowledge of the Use of tenses e.g. present , past and future tenses
- Poor understanding of Plurals
- Poor understanding of Punctuation e.g. use of capital letters
- Poor understanding of Punctuation marks e.g. full stop, apostrophe and question mark
- Poor understanding of Parts of speech e.g. use of correct verb tense.

iv) Poor writing skills (story or creative writing):

- Inability to generate ideas on a topic
- Inability to compose simple sentences
- Poor sentence construction and grammar usage

v) Illegible and poor handwriting

- Poor and incorrect letter formations
- Poor Spacing of words and letters.

1.3.2 Intermediate and Senior Phase

i) Nature of questions and instructions:

- Misinterpretation of questions
- Failure to follow given instructions:

EXAMPLE: **Rewrite the following sentence using the correct punctuation:** when is my brothers birthday.

- o Instead of punctuating the sentence correctly, most learners provided their brothers' birth date as an answer.
- Misunderstanding or lack of knowledge of key language concepts
 - o Rewrite the sentences below in the negative form
 - o Change the sentence below into the past tense

ii) English First Additional Language (EFAL)

- Poor mastery of EFAL by African learners

iii) Reading comprehension

- Inability to interpret texts – graphs, pictographs, advertisements, etc.
- Inability to answer questions using own words
- Inability to infer meaning
- Inability to sequence events in a read text or story

iv) Writing skills

- Most learners respond well on the writing of paragraphs and transactional pieces
- However, the following weaknesses have been identified:
 - o Incorrect format
 - o Insufficient planning and editing of drafts
 - o Poor grasp of writing skills, poor sentence and paragraph construction
 - o Lots of grammatical and spelling errors
- Inability to construct simple and complex sentences
- Inability to complete sentences using own words

v) Languages Structures and Conventions

- Poor knowledge of Language Structures and Conventions
- Questions around Language Structures and Conventions are problematic to learners in the IP and the SP
- ANA Grades 6 & 9 show that questions that require knowledge of Language Structures and Conventions are the most difficult and not accessible to these learners

vi) **Unique characteristics of language in the province**

The province is also unique in the sense that although it registers the use of four of the official languages, learners tend to speak a hybrid of English, Afrikaans and Setswana, or English, Afrikaans and IsiXhosa. This phenomenon complicates matters and the conceptual development of learners in the early grades is negatively affected.

In addition, many parents who are Setswana home language speakers tend to enrol at schools where the language of learning and teaching is English or Afrikaans and insist on this preference.

The following studies furthermore illustrate the very tardy improvement of literacy in the province.

1.4 Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) Study

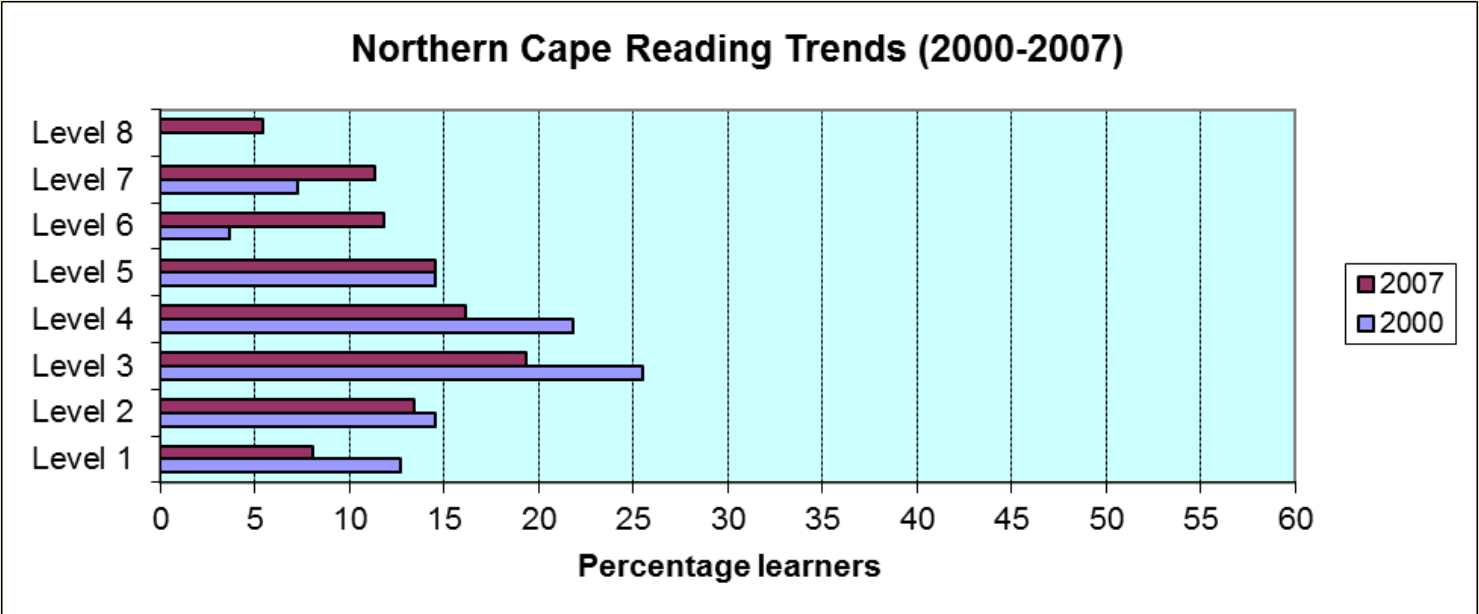
SACMEQ measures learner performance on a scale 0 - 1000 with a mean score of 500 and a standard deviation of 100. The Northern Cape achieved a score of 470.3 in 2000 and 505.6 in 2007 (an increase of 35.3 points).

1.4.1 SACMEQ Levels of performance

SACMEQ analyses performance according to levels that are defined by a hierarchy of clusters of skills that learners display in responding to test items. Each level is characterised by its set of skills. The skills at any one level are less complex in cognitive demand than skills in the next higher level. A learner who has the competencies/skills in a particular level is potentially competent in the competencies/skills at lower levels in the hierarchy.

Figure 2 illustrates that in the Northern Cape there has been a slight improvement in reading levels (level 4 and above). The improvement registered was 48.5% in 2000 and moved to 59.2% in 2007.

Fig 2: Northern Cape Reading trends (2000 – 2007)



1.5 Progress in International Reading Literacy Study (PIRLS)

1.5.1 PIRLS 2011 Performance compared to PIRLS 2006

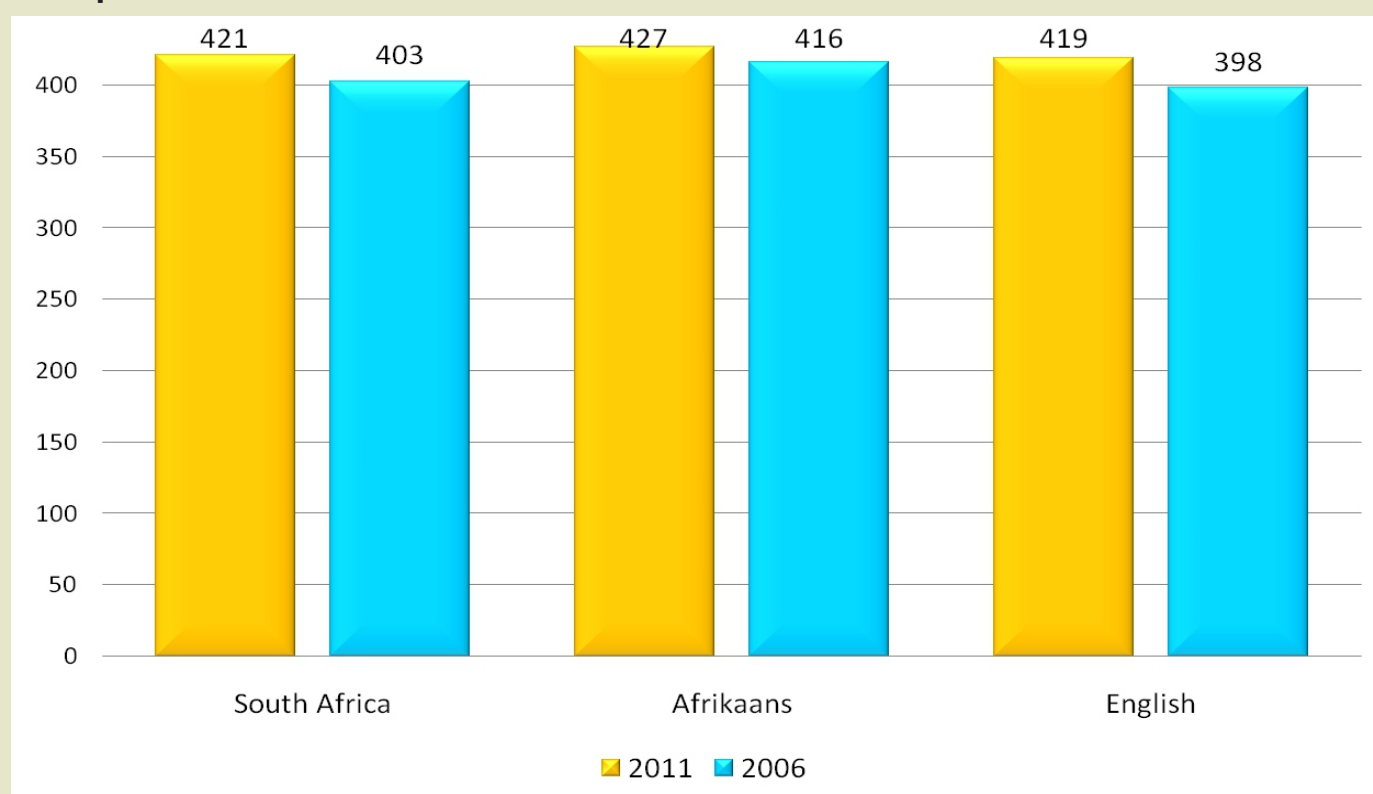
The poor performance of the province and the country in reading and writing is further illustrated in the 2006 and 2011 Progress in International Reading Literacy Study (PIRLS).

The achievement for Grade 5 Afrikaans and English learners as depicted in Figure 3 below shows that learners failed to master reading and writing skills as they performed below the international mean of 500 points.

Overall, learners writing the test in Afrikaans or in English achieved 403 points in PIRLS 2006, with a substantial increase in achievement to 421 points in the PIRLS 2011 study.

Statistically however, the results in 2011 are still not significantly different to those of 2006

Fig 3: Comparison of PIRLS results



Given the above realities, it is evident that progress need to be made in improving Literacy levels of learners in the province. The performance of learners indicates that there are internal and external factors that impede the successful implementation of intervention activities. The Northern Cape Department of Education has therefore deemed it necessary to develop a Literacy strategy to address these low levels of performance.

2. RATIONALE FOR THE NORTHERN CAPE LITERACY STRATEGY

A poor grasp of Literacy (language) is often postulated as one of the main reasons why learners perform so badly. Many learners are unable to come to grips with the demands of the curriculum when they enter high school; and this deficit stays with them until their Grade 12 year.

Even those who pass Grade 12 well enough to access higher education, find the academic life extremely challenging, according to various reports. In order to turn around the achievement levels of learners in all grades, then the strategy will have to start by improving Literacy achievement levels as part of a sustained programme of action over the next few years.

The strategy introduces systems, processes and procedures that will improve classroom practice and learner achievement in the short term and maintain improvement over the medium to long term. The strategy also addresses issues such as resourcing, school and district management, relevant support, accountability and intensive monitoring.

3. POLICY FRAMEWORK

3.1. NCS Grade R - 12

The National Curriculum Statement Grades R-12 (January 2012) represents a policy statement for learning and teaching in South African schools and comprises of the following:

- Curriculum and Policy Statements (CAPS) for each approved school subject;
- The policy document, National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and
- The policy document National Protocol for Assessment Grades R-12 (January 2012).

The National Curriculum Statements Grades R-12 (January 2012) replaces the two current national curricula statements, namely the

- Revised National Curriculum Statements Grades R-9, Government Gazette No. 23406 of 31 May 2002, and,
- National Curriculum Statements Grades R-9 and grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

The Curriculum and Assessment Policy Statements (CAPS) is a single, comprehensive and concise policy document and the building block for improving the teaching of Literacy.

3.2. National Protocol For Assessment (NPA)

The National Protocol for Assessment (NPA) Grades R -12 standardises the recording and reporting processes for Grades R – 12 within the framework of the National Curriculum Statement Grades R-12, which comprises of the following:

- Curriculum and Assessment Policy Statements for all subjects listed in the National Curriculum Statements Grades R-12;
- Policy document, National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statements Grade R-12 and;
- Policy document, National Protocol for Assessment Grades R-12.

The NPA provides a policy framework for the management of school assessment and focuses on assessment policy for both internal assessment comprising School-Based Assessment and Practical Assessment Tasks where applicable, and the end-of-year examinations.

3.3. National Policy Pertaining to the Programme and Promotion Requirements

The National Policy Pertaining to the Programme and Promotion Requirements (NPPPPR) determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement as stipulated in section 6A of the South African Schools Act, 1996 (Act. No 84 of 1996) which is applicable to public and independent schools.

4. VISION STATEMENT

The vision of the Literacy Strategy is to produce learners who are fluent readers, read to learn, read for enjoyment and enrichment.

5. GUIDING PRINCIPLES

The successful implementation of the Northern Cape Literacy Strategy is dependent on:

- Advocacy and motivational programmes at all levels of the system;
- Teacher Development and Support;
- Resourcing that is relevant and practical to teaching and learning;
- Evaluation, monitoring and support by all units;
- Research of current trends of teaching and learning practises;
- Co-ordination and Sustainability.

In addition, the following should underpin the development of literacy teaching and learning practices through:

- Equipping officials with the relevant skills to manage and deliver the strategy;
- Equipping teachers with the necessary skills and knowledge to teach Literacy effectively;
- Ensuring that parents are involved in the development of the Literacy skills of their children and;
- Ensuring that the SMTs will, through the Literacy Strategy, manage the implementation of CAPS in the classrooms
- Provisioning of resources (human and material) to support the development of Literacy skills.
- Integration of workbooks and textbooks in everyday classroom practice

6. PILLARS

The Literacy Strategy identifies and is premised on the following four (4) critical pillars which are central to the strategy, offers an enabling environment and gives greatest impetus to the successful implementation thereof:

6.1. Time on Task

The efficient and effective use of teaching time in accordance with policy in the delivery of the curriculum in the classroom has a direct bearing in improving learner performance. To build learners foundational skills is directly dependent on the amount of time they spend in class learning.

The achievement of the output goals 1-13 as outlined in the Action Plan to 2014 towards the realization of Schooling 2025 can only be reached if:

- Teachers are in school, on time, prepared and actively teaching. Teachers therefore, remain central to the success of the strategy.
- The time allocation of the different language components in the CAPS document is strictly adhered to.
- Learners attend school regularly and are in class during teaching and learning.

6.2. Curriculum Coverage

The Department of Basic Education diagnostic report of 2011 Matric Examinations revealed that learners at the level of grade 12 have a poor understanding of basic competencies taught in the earlier grades.

The report further highlights the content gaps learners have due to inadequate curriculum coverage in the early grades. It therefore stands to reason that, fundamental to the improvement of learner performance, is the amount of curriculum covered in the early grades. It is therefore vital that:

- Teachers plan and cover all the content per quarter as indicated in the CAPS document.
- The effective teaching methodologies are used in order to address diversity.
- Learners are exposed to different texts and writing genres as well as a text rich environment
- A variety of resources is used to enhance and consolidate teaching and learning e.g. workbooks, writing frames exemplars.
- The incorporation of the development of Language Across the Curriculum (LAC), is given the necessary attention.
- The teaching of English First Additional Language is given priority in the inception phase.
- Teachers understand that the implementation of CAPS is a **text-based approach to expose learners to how texts work and enable them to become competent, confident and critical readers, writers, viewers and designers of texts**. Readers will thus be in a position to incorporate all other skills whilst reading.
- Teachers **implement the Balanced Literacy approach which develops all four language skills (listening and speaking, reading and viewing, writing and presenting, language structure and conventions)** simultaneously in a balanced way using a variety of learning support materials and techniques such as;
 - o Phonemic awareness
 - o Word recognition (sight words and phonics)
 - o Vocabulary and fluency
 - o Sentence construction
 - o group and guided reading
 - o shared reading and writing
 - o reading aloud
 - o independent reading and writing
 - o comprehension
 - o language experience and writing
- Curriculum coverage is further strengthened through various activities that enhance learners' reading abilities, e.g. Reading Festivals, Readathon, etc.

6.3. School-Based Assessment

School-Based Assessment should be a continuous structured process of gathering information on learner competence in different ways (formal and informal).

It is therefore critical that learners are exposed to more regular assessments (monthly, common tests should be considered) as a means of enabling rapid response intervention and support where progress appears to be too low.

6.3.1 School-Based Assessment therefore has the function of:

- Ensuring that quality standards of the assessment tasks are set and evaluated through daily activities using Blooms/Barrett's taxonomies as encapsulated in the CAPS document,
- Ensuring uniform interpretation and application of these standards;
- Using assessment information to determine learners' achievement levels,
- Providing corrective action on areas of weakness through an improvement strategy
- Ensuring that the managing of assessment practices and the supporting of learners with special learning needs receives attention.

6.4. Parental Involvement

Schools are public institutions and belong to all parents. Parents should therefore play an important role and be accountable for ensuring that all children get the education they need and deserve.

- Schools should set up partnerships with parent associations and community based organisations to conduct Literacy and reading workshops to extend reading and writing and numeracy into the home and work environments.
- Community theatres, poetry and cultural activities in indigenous languages must be strongly encouraged and supported by parents.
- Non literate parents should be encouraged to organise themselves into reading/Literacy groups for ABET interventions.
- Parents must be actively engaged in the development of the Literacy and numeracy skills of their children beyond what they are learning in the classroom using the workbooks.
- Parents should be encouraged to register their children in community libraries.
- The programme of Assessment should be shared with parents to ensure they are well informed about curriculum coverage.

7. IMPLEMENTATION AND MANAGEMENT STRATEGY

There are a number of key issues associated with effective implementation of the strategy.

The policy, programme and resource materials 'message' must be closely aligned at all levels so that they are experienced by teachers as a single, **seamless communication about what to do, what is expected of them and their learners, and how to do it.**

The strategy will thus be advocated at all levels to create an acute awareness through a strengthened advocacy and marketing campaign, which will focus on road shows, information sessions with parents and the promotional campaigns using the media to highlight the Literacy Strategy of the Northern Cape Department of Education.

Teacher Development and Support will be prioritised exposing teachers to a variety of teaching techniques and methodologies as well as the utilisation of the Workbooks and Text Books. Teachers will be trained to teach English as First Additional Language and opportunities will be provided for them to be orientated in the Curriculum and Assessment Policy Statements. The province will also make provision for formal accredited courses for language teachers.

The Northern Cape Department of Education recognises that teachers must have the appropriate resources (graded readers, core readers and accelerated readers) to teach effectively. Each of the components of intervention needs to be understood as providing teachers with learning/capacity building opportunities. For example, the Provincial Common Papers and Annual National Assessment are sites for teacher learning; in this instance, the learning is about the curriculum standards and actual learner achievement levels.

The Literacy Resource Packages (Core readers, group readers, Big Books) need to be a site for teachers learning about teaching approaches generally, about timing, pacing, sequencing, phonemes, phonics, and the role of reading for learning.

In addition, adequate support for Learners with Special Needs will be provided for, with the appointment of two remedial teachers per primary school throughout the province. These teachers will assist with the diagnosis of reading problems and address barriers to learning.

The strategy will also improve Literacy in the Northern Cape, with the appointment of Reading Coaches.

This programme will be incrementally implemented over a period of time.

The coaches will provide a vital role in;

- Assisting with the development of reading skills
- Supervising and assisting learners with literacy homework
- Enabling access to learning for learners and to assist the teacher in the management of learners and the classroom.
- Work that should be carried out in the classroom or outside the main teaching area.
- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of learners' work
- Using strategies, in liaison with the teacher, to support learners to achieve learning goals (reading, writing and numeracy)
- Assisting with the planning of learning activities
- Administering routine tests and invigilate exams and undertake routine marking of learners' work
- Undertaking programmes linked to local and national learning strategies e.g. Literacy, numeracy,
- Participating in training and other learning activities and performance development as required
- Assist with the supervision of learners out of lesson times, including before and after school and at lunchtime.

Learners are further supported through the Tina Cowley Reading laboratories which are operating in Frances Baard and the John Taolo District. These laboratories create the opportunities for individualised learning and have proven to be extremely successful in raising learners' reading abilities to grade appropriate levels.

Provision has also been made for mobile libraries and wheelie wagons which give learners access to a variety of resources. Learners are also exposed to a variety of literacy festivals, e.g. Literacy Week.

In order to gain an understanding of the impact of the Strategy and provide further intervention, the province undertakes to commission research in key areas such as the implementation of the Early Grade Reading Assessment Tests, regular analysis of quarterly assessment and a study on the utilisation of Workbooks.

The province will also regularly evaluate, monitor and support the implementation of the strategy by closely interacting with reports on School-Based Assessment, classroom observation and the writing of provincial common question papers and the Annual National Assessments.

8. COORDINATION, ACCOUNTABILITY AND SUSTAINABILITY

The Literacy Strategy is a central vehicle by which the provincial government realises its Five Year Plan and the education goals enunciated by the Department of Education and the Presidency. Regular feedback and reporting will be done at all levels to ensure that performance is tracked and quality educational outcomes are assured. There will be inevitable overlaps between various directorates responsible for annual testing, curriculum development, LTSM provisioning, and teacher development. The management and coordination of the Literacy Strategy needs to take cognisance of potential overlaps.

It is important that the management of the strategy be seamlessly coordinated to promote overall coherence and alignment. A management framework that involves all levels will manage the strategy. The suggested roles and responsibilities are as follows:

8.1. Executive Management Team

The Executive Management Team will champion the Strategy and the Project Manager at Director level will manage the Task Team. All district teams will be managed by the director

8.2. Provincial Coordinating Task Team

Composition of team:

- Literacy Project Manager (Director)
- Library Coordinator
- Litnum Coordinator
- GET Coordinators: Languages and Mathematics
- Whole School Evaluation
- Inclusive Education
- Systemic Evaluation
- Provincial Strategy for Learner Attainment Coordinator
- ICT Coordinator

Responsibilities:

- Manage the overall implementation of the Literacy Strategy;
- Monthly monitoring of the progress in each district;
- Report to management on a monthly basis;
- Ensure that there is appropriate advocacy of the Strategy.

8.3. District Level

The district coordinating team will be managed by the District Director, Chief Education Specialist and a District Literacy Project Manager.

District Coordinating Task Team

Composition of team:

- Chief Education Specialist - District Curriculum
- Circuit Managers
- Deputy Chief Education Specialist - District Curriculum Coordinator
- District Literacy Project Manager (DCES)
- Literacy Coordinators (SES)
- GET Language Subject Advisors
- ICT Coordinator
- District ANA Coordinators

Responsibilities:

- Report to the District Director;
- Do a situation analysis of the Literacy needs of schools;
- Develop and coordinate the district Literacy action plans in line with the provincial strategic plan;
- Build capacity of teachers at schools;
- Monitor progress with regard to interventions in schools;
- Analyse assessment results;
- Share best practices between schools;
- Manage advocacy at district level.

Circuit Managers

Circuit managers are required to support the **Literacy Strategy** by ensuring that schools are well-managed and that principals create the necessary conditions to support good teaching and learning.

Circuit managers must give guidance and support to principals to ensure that:

- functioning timetables are developed and adhered to;
- teachers are at school at all times and on time.;
- class sizes are managed;
- staff receive professional development;
- a positive learning and teaching atmosphere is maintained in the classroom.

Circuit Managers must also observe teaching practice during their visits to schools.

District Literacy Team

The team must give on-site/cluster guidance to ensure that:

- appropriate time is spent on teaching Languages and Mathematics at the appropriate levels and in accordance with the CAPS;
- learners spend appropriate time on learning Languages and Mathematics;
- lessons are well-planned;
- appropriate resources are available and used;
- learners are correctly and appropriately assessed;
- there is full use of the knowledge gained from assessing the learners;
- teachers focus on teaching and supporting individual learners, not just the subject and whole-class teaching;
- classroom practice promotes good discipline;
- there is evidence of learner progression;
- the language needs of the learners are addressed;
- barriers to learning experienced by learners are addressed;
- school management teams, school support teams and parents/guardians receive regular and appropriate reports;
- a love for Language and Mathematics is evident in teachers and learners
- all aspects of the subject are comprehensively taught;
- the multi-lingual nature of classes is addressed;
- effective teaching methodologies are practiced, including large class teaching and multi-grade methodologies, where appropriate.

The team reports on a weekly basis to the Provincial Coordinating Team on the levels of implementation and to ensure that all challenges are met on time. The Provincial Coordinating Team will, therefore, be able to report regularly to the Executive Management Team on overall progress.

8.4. School level

Each school must establish a Literacy Committee

Composition of team:

- Principal
- Deputy Principal/Curriculum Head
- HoD
- Subject Heads (Languages and Mathematics)
- Languages and Mathematics Subject teachers
- SGB representative
- Remedial teachers
- Reading Coaches

Specific actions:

- ensure that the school adheres to the Provincial Literacy Strategy by reporting to District Literacy Committee;
- report to SGB once a term at SGB general meetings;
- undertake advocacy and awareness campaigns among parent groups;
- arrange training and support of staff;
- arrange for parental volunteers;
- monitor and evaluate lesson preparation, classroom management and teaching strategies;
- monitor the progress of learners.

School Implementation Plan for the Literacy Strategy

Each school is required to develop a Literacy Implementation Plan. The School Governing Body in consultation with the teaching staff and parents must develop the plan.

The Implementation Plan must:

- be a written plan that is made available to all role-players and stakeholders;
- work seamlessly with the School Language Policy;
- set goals for the levels of achievement Literacy to be obtained by the learners;
- indicate targets for raising Literacy levels as part of the school development plan;
- ensure that ongoing staff development in the teaching of Literacy and numeracy is incorporated in the school development programme;
- ensure that plans accommodate reading corners for each class and a fully functional library/media or resource centre is included in the school development plans
- designate a member of the school management team to have specific responsibility for language across the curriculum(LAC);
- determine ways in which Literacy is promoted within the school;
- ensure that data obtained from assessment is effectively utilized;
- determine teacher development necessary to achieve the goals;
- give consideration to family Literacy and indicate extra-curricular activities which support Literacy activities that will be implemented at the school.

9. RISKS AND MITIGATION

In any strategy that is as ambitious as the Northern Cape Literacy Strategy, which has as its target that 60% of learners will meet the minimum acceptable level of performance in Grades 3 and 6 by 2014, a range of potential risks are inevitable. The key is to identify those risks and develop strategies to mitigate them.

9.1. Funding

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

9.2. Time Availability

One of the major risks associated with the implementation of the Strategy relates to time available. There are clear national timeframes for implementation, including the comprehensive rollout of the textbooks, workbooks and teacher guides; hence, province and districts have to ensure the provision of adequate human and physical resources, e.g. transport.

9.3. Support and Participation

An initiative such as the Northern Cape Department of Education Literacy Strategy will require the commitment and buy-in of all stakeholders, both within and outside the Department. It is not sufficient that the Head Office directorates, districts, school leaders and teachers are fully committed; teacher unions, NGOs, private sector donors, local government and the wider parent community also need to support and participate. All must share the goals and purposes of the Strategy.

9.4. Competing Priorities, Integration and Alignment

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

The following implementation plan seeks to outline the key activities which will ensure that the Northern Cape Department of Education Literacy Strategy produces learners who are fluent readers, read to learn, read for enjoyment and enrichment:

ACRONYMS AND ABBREVIATIONS

ABET:	Adult Basic Education Training
ANA:	Annual National Assessments
CAPS:	Curriculum and Assessment Policy Statements
CBO:	Community Based Organisations
DBE:	Department of Basic Education
DSAC:	Department of Sport Arts and Culture
DWA:	Department of Water Affairs
ECD:	Early Childhood Development
EFAL:	English First Additional Language
EGRA:	Early Grade Reading Assessment
EMT:	Executive Management Team
FAL:	First Additional Language
FB:	Frances Baard
FET:	Further Education and Training
FP:	Foundation Phase
GET:	General Education and Training
HOD:	Head of Department
HRM:	Human Resource Management
JTG:	John Taolo Gaetsewe
LOLT:	Language of Learning and Teaching
LTSM:	Learning and Teaching Support Material
NCS:	National Curriculum Statements
NGO:	Non Governmental Organisation
NPA:	National Protocol for Assessment
NPPPPR:	National Policy Pertaining to the Programme and Promotion Requirements
PIRLS:	Progress in Internal Reading Literacy Study
SACMEQ:	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SANTS:	South African National Tutor Services
SBA:	School-Based Assessment
SGB:	School Governing Body
SMT:	School Management Team
SP:	Senior Phase
TIMMS:	The Trends in Mathematics and Science Studies

MISSION

To develop and deliver a quality, effective and efficient education system in the Northern Cape that is responsive to: Socio-economic development goals and targets of the province and country.

The building of a non-racial, non-sexist and prosperous Northern Cape, through social cohesion, nation building.

VISION

A transformed education system that reflects and advances the interests and aspiration of all the people of the Northern Cape.

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