



Tuesdays in the Trenches

A NASCEE Literacy Presentation Series
23 July 2024

Ron Chanetsa – Penreach Asifundze 2.0

Programme Manager





PENREACH



We are organised to help shape the optimal educational landscape for all South African children. We do this through our expertise and experience and provide tools and support at various levels within the educational eco-system.

We create systems and partnerships that are effective, built for purpose, and flexible enough to close the gaps for children aged 0 to 18 from marginalized communities and under-resourced schools.

We have a track record of 30 years and an annual reach of just under 400 000 learners.

Our focus remains on building capacity for sustainable improvements in education, and our interventions have been refined to include the following, sometimes overlapping, programmatic areas:

PENREACH COURAGEOUS LEADERSHIP DEVELOPMENT EARLY CHILDHOOD DEVELOPMENT

SCHOOL READINESS INITIATIVE

ASIFUNDZE

PENREACH SHALAMUKA STEAM CENTRE

BURSARIES

SPORTREACH & ARTREACH

PENREACH ACADEMY

CONTACT INFORMATION

Visit www.penreach.co.a / email partners@penreach.co.za / call 013 758 9000

MP – Ehlanzeni District 30 core; 70 peripheral schools : GP – JHB Central District, Soweto 20 schools : LP – Sekhukhune **District, Steelport 10 schools Total = 130 schools**



Provincial and district engagement as per MoU

- Training of trainers/SAs
- Facilitate and engage with Cis in department workshops
- Conduct systematic engagements with SAs, Circuit Managers etc.

ACTIVITIES

ASSESSMENTS

- Primary School Reading Improvement Programme (PSRIP)
- Provide district with feedback

ORAL READING FLUENCY (**READ-A-THON EGMA (JUMPTRACK) EGRA**



DEPARTMENT HEAD (DH) FOCUSED ACTIVITIES:

Training:

- Intervention workshops
- Quarterly Cluster Workshops base on site visit feedback/baseline/EG **PSRIP**
- **Teacher Development Workshops**
- Curriculum reading strategy and methodology
- **Coaching:**
- Weekly onsite coaching

Resources:

- Charts/Print-rich classrooms
- Access vs provision

COPs/PLCs (KM):

1 CoP per quarter



TEACHER FOCUSED ACTIVITIES:

Training:

- Intervention workshops
- Quarterly Cluster Worksho based on site visit
- **PSRIP**
- **TDW**
- Curriculum reading strateg and methodology
- Coaching:
- Weekly onsite coaching

Resources:

- Charts/Print-rich classroom
- Access vs provision

COPs/PLCs (KM):

• 1 CoP per quarter **MP Flame Summit**

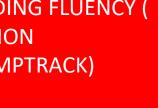


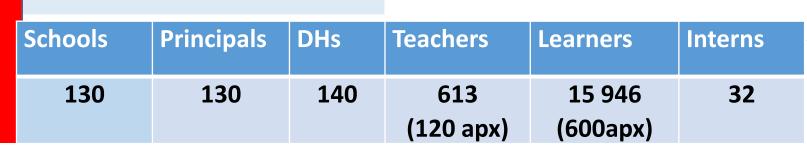
INTERN/ITE FOCUSED **ACTIVITIES**:

- Remediation
- Literacy promotion/readi ng activities
- Mathematics practice
- Professional development
- Data collection
- Work readiness



Foundation Phase stakeholders are empowered to actively support and promote a culture of reading, ensuring that learners continue to develop and enhance their basic reading skills.





Asifundze summary

	Description	Detail
1.	Process overview:	 Foundation Phase (Gr1-3) intervention Triple cocktail – Classroom resources; Lesson Plans; Professional Development hj
2.	Aim / Objectives / Goals:	 Enhanced reading pedagogy and curriculum delivery skills by teachers, with improvements in instruction and learning outcomes Increased ability of Department Heads to manage teacher implementation of correct coremethodologies of teaching language and monitor teachers for efficiency, curriculum implementation and need for assistance Increase access to reading resources in class Increased reading time and reading activities Increased competent and value-adding interns
3.	Target audience / Beneficiaries: (Learners / teachers / school managers / district and provincial officials)	 Department provincial and national personnel Department Heads Teachers Interns Foundation Phase Learners Parents
4.	Dosage:	 Colour-coding of schools into RED,AMBER, GREEN determines number of hours and dosage per school Quarterly workshops DH quarterly workshop
5.	Footprint	 Mpumalanga Province – largely in Ehlanzeni District Gauteng – Soweto Limpopo – Ngwabe district







Asifundze Partners

Partner	Donors	Government	NGOs
Departments of Education in Mpumalanga, Gauteng and Limpopo		٧	٧
Global Teachers Institute (GTI)			V
E-cubed			V
Jumpstart			V
Ubuntu Maths Institute			V
Nelson Mandela Institute (NMI)			V
Khanyisa Inanda Community Projects (KICP)			V
Care for Education			V
Get It Done Foundation	V		V
Book Dash			V
Biblionef			V
Literature Association of SA (LiTASA)			V
Trans Africa Concessions (TRAC N4)	V		
Zenex	V		
National Reading Coalition (NRC)		V	



Performance Indicators



Key Performance Indicators	Key Performance Indicators		
% improvement in children achieving a 50% plus result in HL	# of Newly Qualified Teachers (NQT) in GID schools registered on Penreach e-learn platform		
% improvement in children achieving a 50% plus result in EFAL	# of NQT completed Comprehension Accross The Curriculum (CATC)		
% improvement in children achieving a 50% plus result in Maths			
# of teachers attending PSRIP workshops	# of DH trained on Curriculum Management		
# teachers teaching according to daily and weekly routines (ATP)	# of DH monitoring knowledgeable of correct methodologies of teaching language		
# teachers using Scripted Lesson Plans	# of DH implementing reading initiatives		
# teachers using planning and tracking tool			
# of schools with functional PLCs	# of print rich classrooms		
# of teachers participating actively in PLCs	# of classrooms with Reading Corners/trollies/shelves		
# of teachers with basic ICT skills	# of teachers using online and or digital resources		
# of interns recruited and orientated			
# of interns attending reading workshops	# of schools implementing special reading time (DAAR/DEAR)		
# of interns attending professional develoment workshops	# of schools observing national/international literacy events (like Nelson Mandela Month, National Literacy Day)		
# interns with enhanced literacy and reading pedagogy and skills	# of schools that have a SGB/parental Involvement meetings on FP reading and literacy		
# interns receiving onsite coaching, mentoring and support			
# of interns absorbed in the education sector			





Evidence of Impact

- Learner Assessments and Test Scores (EGMA and EGRA)
- Classroom observation
- Implementing of strategies
- Learner workbooks
- Feedback forms (School visits and workshops)
- Workshop/meeting attendance and participation rates
- Interns who pursue studies in education/take education career path
- Parental involvement



