



What Works Hub
for Global Education



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Early Grade Reading Series: Implementation Guidelines

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Implementation Guidelines

- To provide **comprehensive guidelines**, with specific examples of effective early grade reading programmes in South Africa.
- Overview of **methods and approaches** in implementing structured pedagogy.
- Share **good practices and challenges** insights into South Africa's journey in evidence-based implementation.

Daily Lesson Plans & Learning and Teacher Support Materials (LTSM)



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Daily Lesson Plans and LTSM

- Align Lesson Plans to the official government Curriculum
- Incorporate the full spectrum of recommended teaching methodology, especially small group and individual activities.
- LTSM: Inclusion of culturally relevant reading and learning materials
- Include suggestions and practical guidelines on classroom management techniques and practices

LTSM

- Graded readers
- Big Books
- Posters
- Worksheets & writing frames
- Phonic friezes
- Posters
- Teacher guides
- Curriculum trackers



Daily Lesson Plans and LTSM: Lessons

Structure: Is essential in resource-limited contexts, helping teachers plan curriculum coverage, allocate time for activities and skills in each lesson.

Delivery: Daily lesson plans need to be delivered to teachers on time.

Technology: Providing the SLPs on tablets did not appear to affect the impact of the intervention.

Teacher development:



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In person teacher training

- ❑ Teacher training is an approach in which training is carried out when it is needed, as opposed to advance training.
- ❑ A quarterly just-in-time training approach was employed in all cases.

Lessons

- ❑ The Just in Time Training approach was most effective it ensures that teachers receive immediate, consistent, ongoing and standardised support.
- ❑ A trade-off is faced when deciding on the training length. Generally, 1-2 days per term is effective.



Coaching:

Coaching

- ❑ **In-person on-site** coaching by external professional coaches.
- ❑ **Virtual coaching** by external professional coaches.
- ❑ Departmental head (DH) coaching **internal school-based**

Lessons

- ❑ Coaching is most effective if it is **in-person on-site at the school and** performed by an **externally hired and trained specialist coach**.
- ❑ **Development of coaching norms and standards:**
Coaching is not a traditional profession.
- ❑ None of the **existing roles in the education system naturally** lend themselves to a coaching role.



Challenges

- ❑ Strikes, Go-slows and Service Delivery Failures: Teacher strikes represent another form of disruption that has hindered implementation efforts, with South Africa experiencing numerous such instances.
- ❑ COVID 19: The biggest disruption experienced in the course of implementing the research programmes was in 2020 with the COVID-19-related school closures.
- ❑ High teacher-to-learner ratios prevalent in South Africa pose significant challenges to the effective implementation of methodologies

Policy Lessons

- ❑ Obtaining commitment, at the highest political level.
- ❑ Developing and Implementing an Improvement Plan for Early Grade Reading
- ❑ Keeping Early Grade Reading on the DBE's agenda
- ❑ Investing in research and testing more cost-effective solutions



Who we are – Strategic Partners



Who we are – Consortium Partners



Where we work

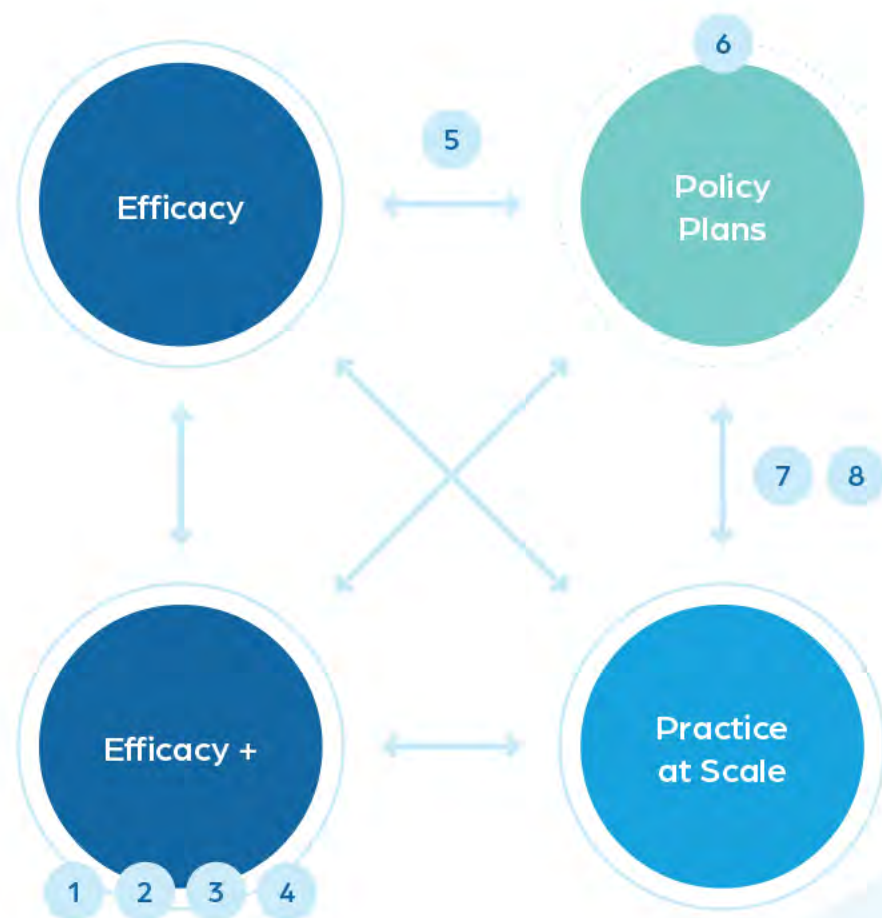
India
Pakistan
Rwanda
Tanzania
Botswana
Bangladesh
Ghana
Kenya
Nigeria
Sierra Leone
South Africa



What Works Hub for Global Education intellectual framework



Areas of Advance



**Measurement:
implementation;
cost; learning**

- 1 Adaptive testing
- 2 Evidence generalization
- 3 Testing scalable models
- 4 System spillovers
- 5 Evidence take-up
- 6 Policy-maker decision-making
- 7 Regulation and incentives
- 8 Bureaucratic delivery mechanisms
- 9 Measurement: implementation; cost; learning

Our Pillars



Evidence Translation

Making best existing evidence clear and available to governments so they can use it effectively

(evidence synthesis, curation and translation.)



Evidence Use

Supporting evidence generation and use by governments for policy design and implementation

(education labs, strengthening individual and institutional capacity.)



Implementation Science

Research supporting governments in real time to implement evidence-based reforms at scale.

(Catalyse new focus on implementation within education research.)



There is an urgent need to ensure all children learn foundational skills. Research studies have increasingly provided evidence on which interventions work.

The next frontier: quality implementation at scale with governments to unlock learning for millions of children.



Vision

The What Works Hub for Global Education is researching how to implement education reforms at scale, while supporting governments to do it. Our vision is to work with governments as they implement evidence-based reforms at scale to better understand how successful implementation happens and improve learning outcomes for girls and boys.



Mission

The What Works Hub for Global Education will produce new evidence and collaborate across the education sector to promote its uptake and use in the implementation of reforms to improve foundational learning at scale. The Hub will focus its attention on reaching and benefiting all children, including marginalised learners, such that they have access to quality education and achieve foundational learning skills, enabling their lifelong learning and the opportunities this affords for them and their communities.



Academic Vision

The What Works Hub for Global Education aims to forge a new intellectual community on implementation science. The academic researchers in the Hub have a history of sparking intellectual movements and have launched disciplines or sub-disciplines in the past.



Delivery

To achieve the vision and mission of the What Works Hub for Global Education, partners will deliver work structured around three Pillars as well as crosscutting activities that will drive forward our collective ambitions.

