



THEBE
FOUNDATION

Thebe Foundation Literacy progress update

Term1 2025

Executive Summary



The LITNUM programme is implemented in 16 schools, in Gert Sibande-9 schools and Nkangala- 7 schools. It aims to improve learner performance in numeracy and literacy from Grade R to Grade 4. Its main goal is to empower schools with quality literacy and build a solid foundation.

The programmes target is to have 80% of learners achieving 80% and above by the end of 2025;

Literacy skills and gaps that are addressed in the LITNUM programme



- Planning according to CAPS (Curriculum coverage-ATPs)
- Use of resources
- Teacher pedagogy- use of literacy methodologies
- Continuous assessment of learners
- Classroom environment
- Integration of technology in teaching

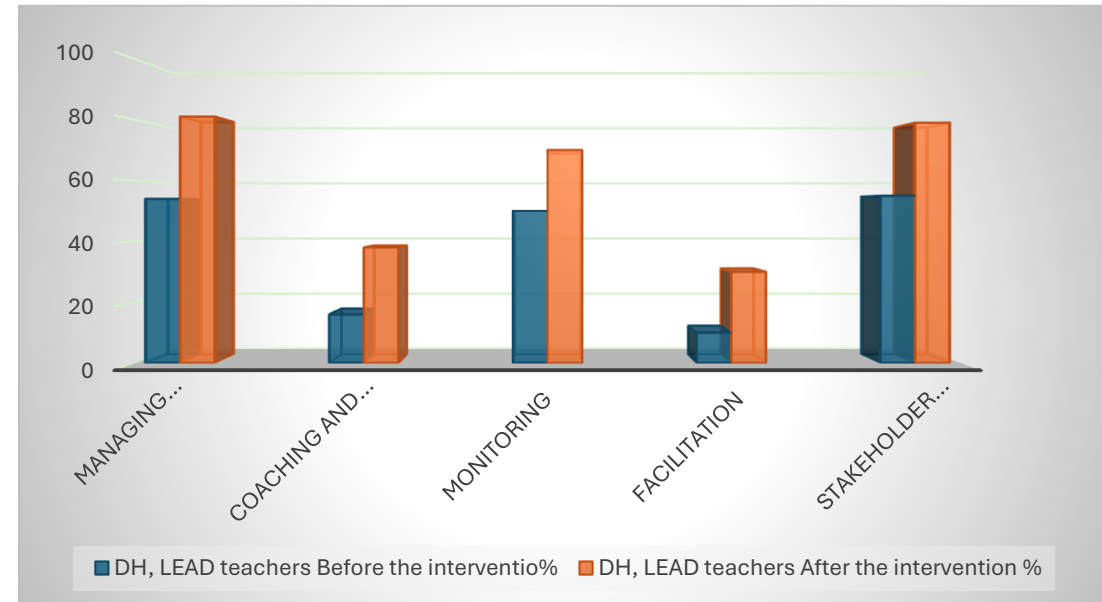
Outcome 1- % of Departmental Heads and Lead teachers implementing Leadership strategies

DHs are responsible for effective functioning of their phases and ensuring that all curriculum activities are well managed. Together with lead teachers they have a duty of mentoring, coaching and professional development facilitation and engaging with other stakeholders like parents , to ensure quality teaching and learning.

Comment

DH and Lead teacher scores on the inception of the programme were very low on coaching and mentoring of teachers. Since 2024, term 3 they have had an ongoing coaching and mentoring sessions to date. There has been improvement of 28% of DHs and Lead teachers practicing the skill.

Managing the phase, monitoring and stakeholder engagement has also improved



Literacy workshop

HOD and Lead teacher forums

Coaching for quality performance

- Why do they need to coach their teams/individual teachers
- How do you coach a team- phase meetings, how do you coach individuals
- Giving feedback and its importance
- Ego states- transactional analysis
- Teacher behaviour- Iceberg model



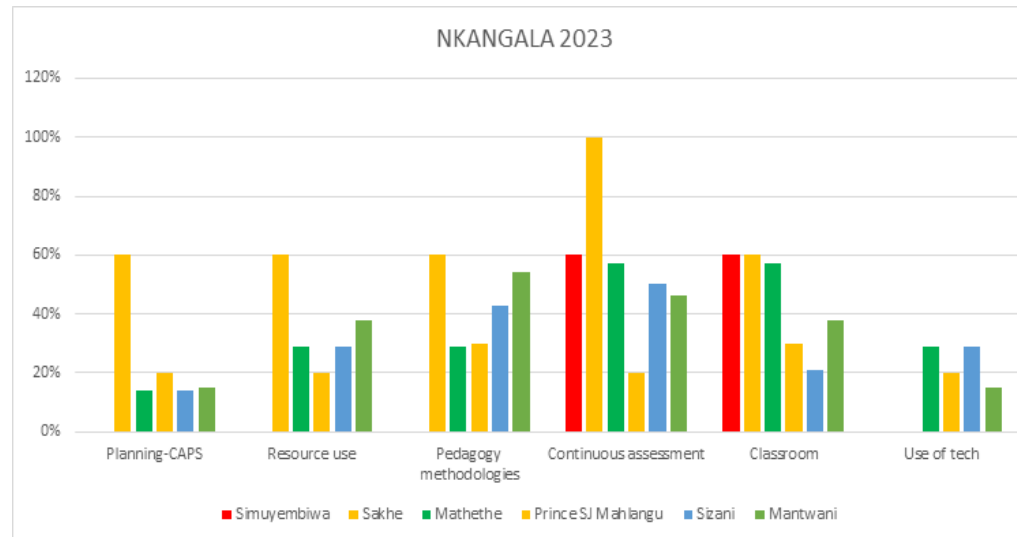
Nkangala

Outcome statement 2 Teachers demonstrate improvements and proficiency levels in teaching literacy

To ensure that teachers engage in providing quality teaching which will foster purposeful progression in learning.

Comment

At the inception of the Programme most teachers struggled with literacy methodologies, the use of resources and the integration of technology in the classroom. Continuous assessment was also low in 2023 and the classroom environment



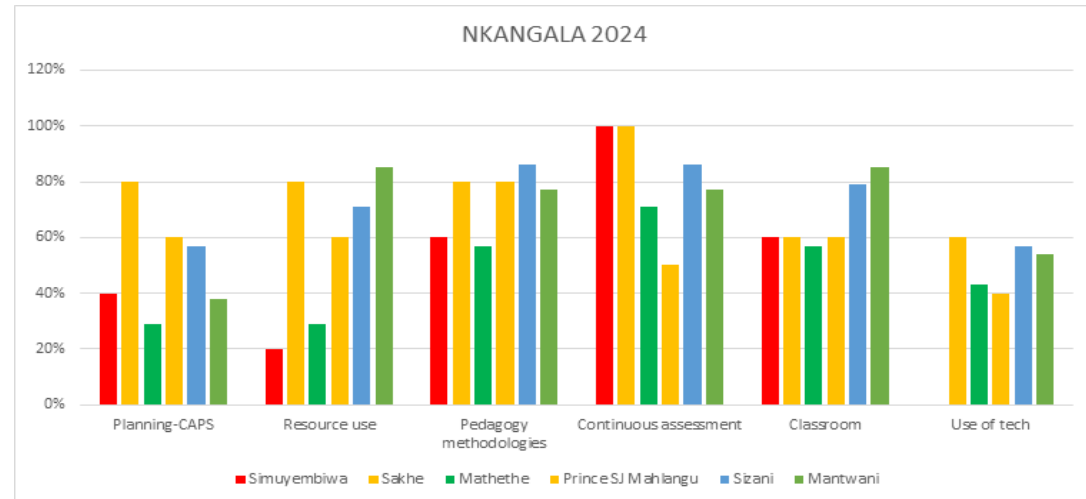


Outcome statement 2 Teachers demonstrate improvements and proficiency levels in teaching literacy

To ensure that teachers engage in providing quality teaching which will foster purposeful progression in learning.

Notable achievement

There has been an improvement in the use of resources and the implementation of literacy methodologies, with an improvement at Sizani, Sakhe and Prince SJ. Teachers have started integrating technology in their teaching as compared to 2023 .



Gert Sibande

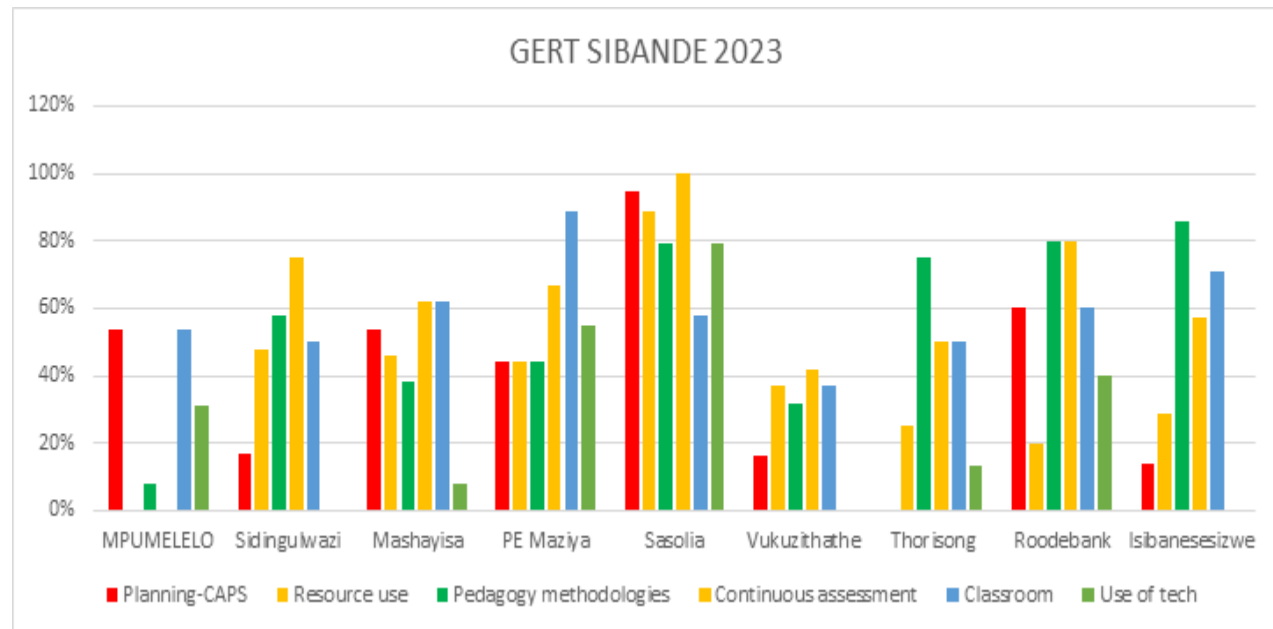
Outcome statement 2 Teachers demonstrate improvements and proficiency levels in teaching literacy

To ensure that teachers engage in providing quality teaching which will foster purposeful progression in learning.

Comment

There were still schools where teachers were not using technology in their classroom, this was before they were trained in digital literacy.

Planning according to CAPS was still a challenge in 2023



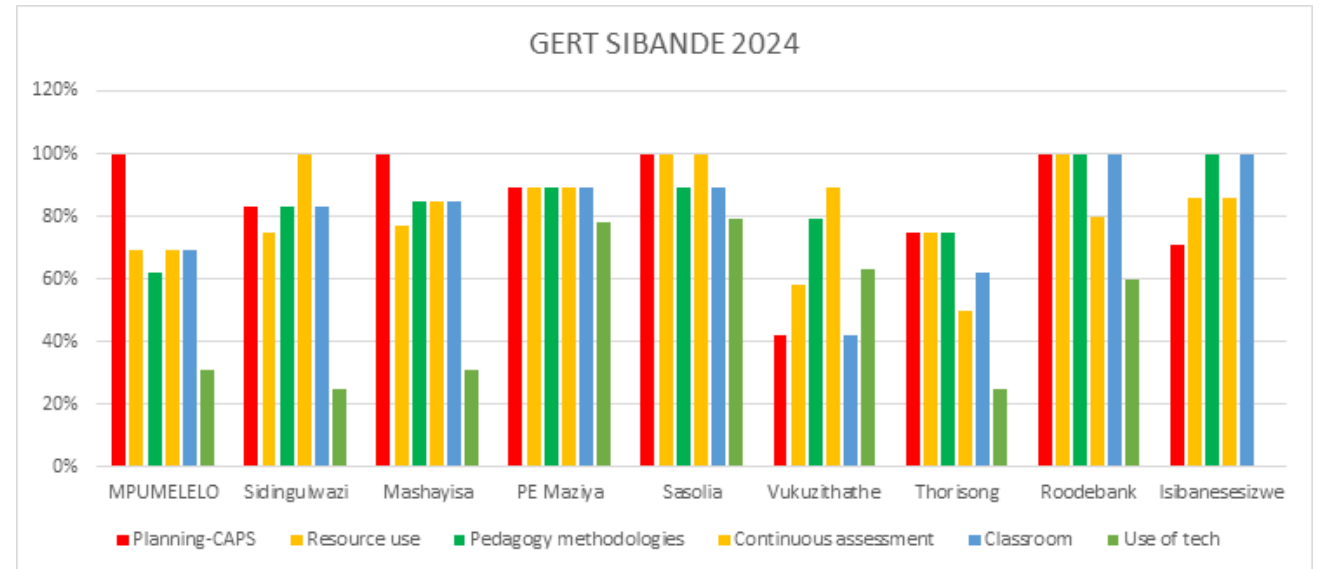
Outcome statement 2 Teachers demonstrate improvements and proficiency levels in teaching literacy

To ensure that teachers engage in providing quality teaching which will foster purposeful progression in learning.

Acievement

All schools have improved in all the skills and Sasolia, with 80% of teachers integrating technology in their lessons and a school like Sidingulwazi where teachers did not use technology at all in 2023, there are at least 23% of teachers who integrate tech in their teaching.

Teachers implement literacy methodologies and are using resources which have been provided



Literacy workshops

Grade R

Toy making workshop

- To help learners use real objects in class
- Help them with self-expression using puppets
- Help them with language development as they play using toys





Literacy workshops

Foundation Phase

Struggling readers

- Identifying struggling readers
- Minor conditions like laterality- midline crossing problem and activities which the teacher can give to overcome the problem
- Signs to look out for with struggling readers



Literacy workshop



- **Grade 4**
- **Comprehension strategies**
 - How comprehension happens
 - Decoding words
 - making connections
 - reflecting- asking questions
 - reading between the lines
- Comprehension strategies
- Using the Resource file to teach and practice comprehension strategies

Digital literacy



- To improve the educators' digital literacy skills
- **Topics covered**
 - -Online cyber security
 - -Google educational applications
 - Utilising AI (Chat GPT) for teaching
 - Practical training on projector set up

Resource provision

Grade R

Classroom set up packs

Big books

Grade 1-3

Classroom set up packs

Big books and readers

Library resources/independent readers for
Grade 3

Grade 4

Library Resources/Independent readers

Teachers' Literacy Resource files

