



NATIONAL COMPREHENSIVE LITERACY STRATEGY MARCH 2011

Contextual Framework

- *“Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning....*

(World Declaration on Education for All. ARTICLE I)

Ministry Initiatives over the Years

The major interventions include:

- The Social Sector Development Project (1992–1995) which focused on improved teacher instruction and community participation.
- The GOJ/IADB Primary Education Improvement Project II (PEIP II, 1994-1998):
 - Revision of the Primary Curriculum
 - Development of the National Assessment Programme (N.A.P)
 - Production of “High Interest” materials
 - In-service training of Resource Teachers
 - The GOJ/DIFID Jamaica All-Age Schools Project (JAASP, 1998-2002)
 - The GOJ/USAID New Horizons for Primary Schools Project (1998–2005) provided, among other things, technical support in Numeracy and Literacy Teaching and Learning in 72 schools.
- The GOJ/IADB Primary Education Support Project (PESP) through – development of Literacy 1-2-3
- The GOJ/USAID Expanding Educational Horizons Project aimed at raising Literacy levels of Grades 1- 4 students in 71 Primary Schools.
- Competency Shelters, offering specialized instruction to students at the upper primary in selected schools.
- The Grade 4 Summer Literacy Intervention which seeks to provide intensive instruction to students who did not achieve mastery on the first administration of the Grade 4 Literacy test.

Contradiction

National Assessment 2010	Results
Grade 4 Literacy	65%
Grade 6: Language Arts Communication Task	59%
	7

Contradiction

- *“...By far the most serious problem is students’ reading abilities. Deficient reading starts in the lower primary grades and continues to build, year-on-year. Poor reading abilities are concentrated among boys. By the time students reach grade 6, 30 percent of students read below their grade level. By Grade 9 a huge divide has occurred – large numbers of students, especially boys, cannot read or write, and because of their reading deficiency, they cannot learn the content of various subjects...”*

Source: Task Force on Educational Reform (2004)

Response

- **The Ministry of Education in 2009 articulated 2 policy directions:**
- **Universal Literacy at Grade Four by 2015 and**
- **The Competence-Based Transition Policy from the Primary to the Secondary Level**

Response

To support the policies the Ministry has moved to consolidate all its efforts in the:

“National Comprehensive Literacy Strategy 2010”

Response

Goal

The goal of the National Literacy Strategy is to consolidate all literacy interventions to inform a national comprehensive literacy programme.

Objectives

The Strategy is intended to:

- Define age-appropriate levels of performance in reading
- Institutionalise standards and benchmarks
- Provide In-service training in literacy methodologies and practices for teachers at the primary level

Response

- Set targets (national, regional and individual school) and hold teachers and school administrators accountable for literacy performance
- Monitor performance (along the chain of accountability)
- Build capacity within the Ministry of Education to support the literacy initiatives
- Foster partnerships with stakeholders to promote literacy
- Promote a National Public Education campaign to increase public and private sector awareness

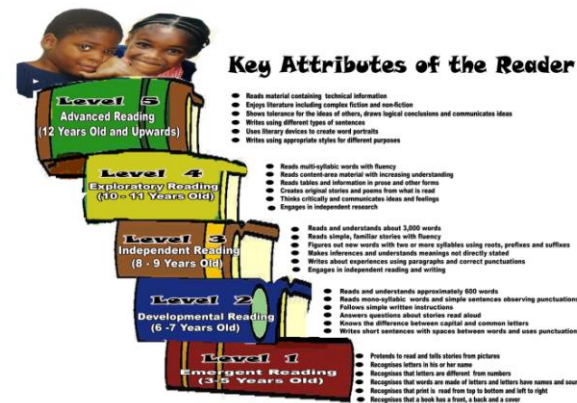
Pillars

The National Comprehensive Literacy Strategy is reinforced by 12 pillars:

1. Age-defined Taxonomy of Reading Competencies
2. Prescribed National Primary Curriculum
3. Defined Literacy Standards and Benchmarks
4. Standardized National Assessment Programme
5. Prescribed Mechanism for Transitioning to the Secondary Level
6. Sustained Parental Involvement
7. Structured Specialist Support to Classroom Teachers
8. Expanded Support for Special Education
9. Enforced System of Accountability
10. Structured Stakeholder Involvement
11. Targeted External Funding and Stakeholder Involvement
12. Targeted Literacy Campaign

Pillar 1

Taxonomy of Reading Literacy
Five Steps to the Top



Key Attributes of the Reader

- Reads material containing technical information
- Enjoys literature including complex fiction and non-fiction
- Shows tolerance for the ideas of others, draws logical conclusions and communicates ideas
- Writes using different types of sentences
- Uses literary devices to create word portraits
- Writes using appropriate styles for different purposes

Level 5
Advanced Reading
(12 Years Old and Upwards)

- Reads multi-syllabic words with fluency
- Reads content-area material with increasing understanding
- Reads fiction and information in prose and other forms
- Creates original stories and poems from what is read
- Thinks critically and communicates ideas and feelings
- Engages in independent research

Level 4
Exploratory Reading
(10-11 Years Old)

- Reads and understands about 3,000 words
- Reads simple, familiar stories with fluency
- Figures out new words with few or more syllables using roots, prefixes and suffixes
- Makes inferences and understands meanings not directly stated
- Writes about experiences using paragraphs and correct punctuation
- Engages in independent reading and writing

Level 3
Independent Reading
(8 - 9 Years Old)

- Reads and understands approximately 800 words
- Reads mono-syllabic words and simple sentences observing punctuation
- Follows simple written instructions
- Answers questions about stories read aloud
- Knows the difference between capital and common letters
- Writes short sentences with spaces between words and uses punctuation.

Level 2
Developmental Reading
(6-7 Years Old)

- Pretends to read and tells stories from pictures
- Recognizes letters in his or her name
- Recognizes that letters are different from numbers
- Recognizes that words are made of letters and letters have names and sounds
- Recognizes that print is read from top to bottom and left to right
- Recognizes that a book has a front, a back and a cover

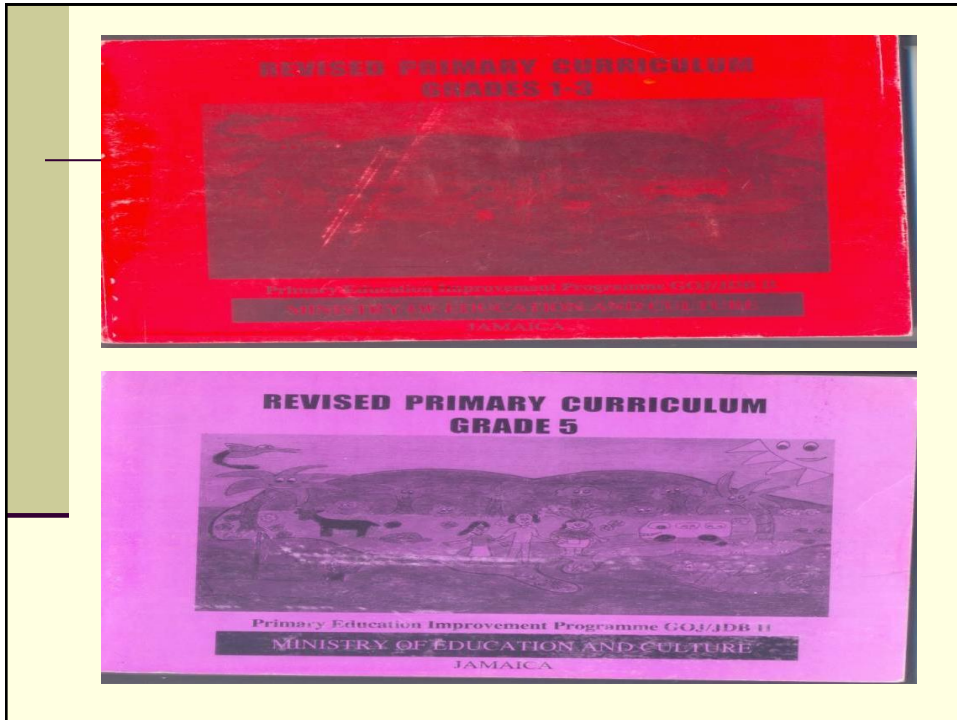
Ministry of Education
www.gov.sg

[Back](#)

Pillar 2

The curriculum model with its greater emphasis on problem solving and creativity skills as well as its recognition of accepted learning theories, comes at a time when there is a call for higher levels of student achievement and attainment. This call is forcing upon schools, the need to implement a strong curriculum Such levels must be benchmarked against the existing educational standards that are well defined and perceptively consistent with demands of a knowledge based learning environment.

Wesley E. Barrett 1999



Pillar 2

Literacy K, 1-2-3

Materials:

Provided Free of cost under the "Primary Text Book Programme":

- [Curriculum Guide](#)
- Teachers Guides
- Training Manual
- Companion Manual
- [Reading Books](#)
- [Audio](#)
- [Phonics Chart](#)
- [Activity Books](#)



Goldie, a golden yellow chick,
Larry, a chick with purple polka dots,



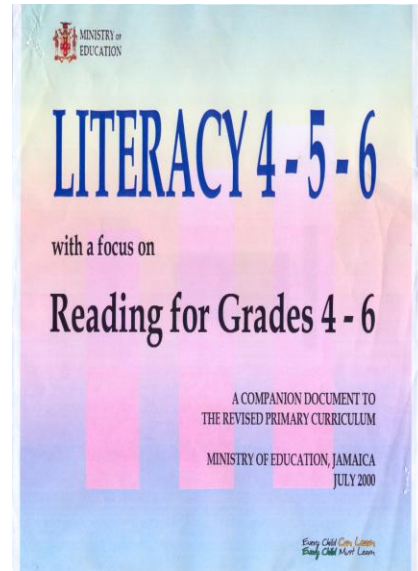
Pillar 2

Literacy 4-5-6

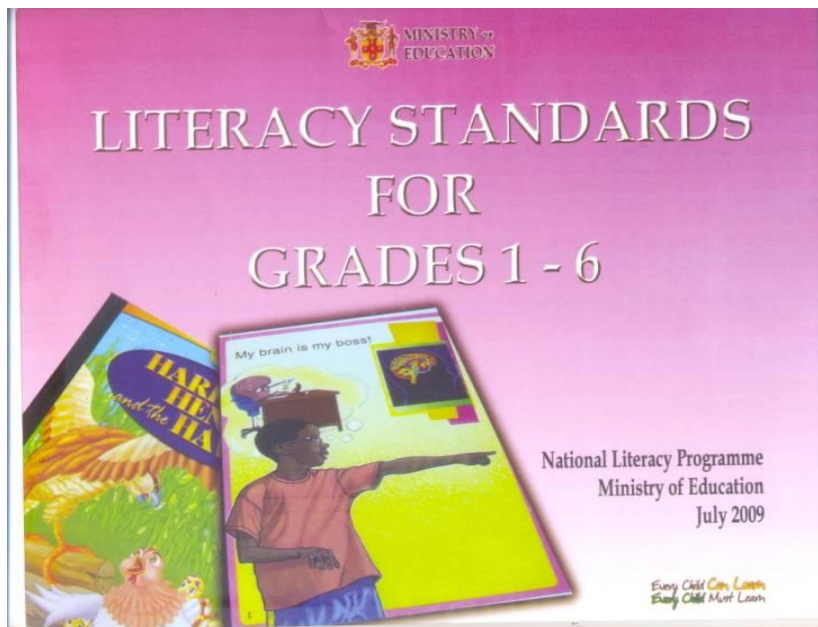
Materials:

Provided Free of cost under the "Primary Text Book Programme":

- [Curriculum Guide](#)
- Teachers Guides
- Training Manual
- Reading Books
- [Handbook for literacy Teaching & Learning](#)
- [Quick Reference Guide](#)
- [Literacy Standards](#) Grades 1-6



[Back](#)



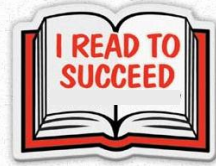
Pillar 3

Standards are defined as:

“Statements that explain what all students are expected to know and be able to do in different content strands by the time they complete primary schooling. Standards establish rights, consistency, public knowledge and principles for learning and teaching in schools.”

Literacy Standards:

- Students are able to use and apply a wide range of strategies in the reading process.
- Students read a wide range of texts to understand self and respond to the demands of society.
- Students engage in research activities on issues and interests by generating ideas and questions and by communicating their discoveries to a variety of audiences
- Students use elements of the writing process effectively and are able to employ a wide range of strategies to communicate to different audiences for a variety of purposes



Pillar 3

- Students apply knowledge of language structure and language conventions to create, critique and discuss print and non-print texts.
- Students engage in active listening for a variety of purposes.
- Students recognize and make distinctions between home language and language of texts to improve/ acquire language and literacy competencies
- Students will use media techniques to access, view, evaluate and respond to various texts and contexts.
- Students use spoken, written and visual language that varies in content and form different audiences and purposes

[Back](#)

Pillar 4

Standardized National Assessment Programme:

- Grade 1: Grade 1 Individual Learning Profile (GOILP)
- Grade 2: Grade 3 Diagnostic Test
- Grade 4: Grade 4 Literacy and Numeracy Test
- Grade 6: Grade Six Achievement Test



[Back](#)

Pillar 5

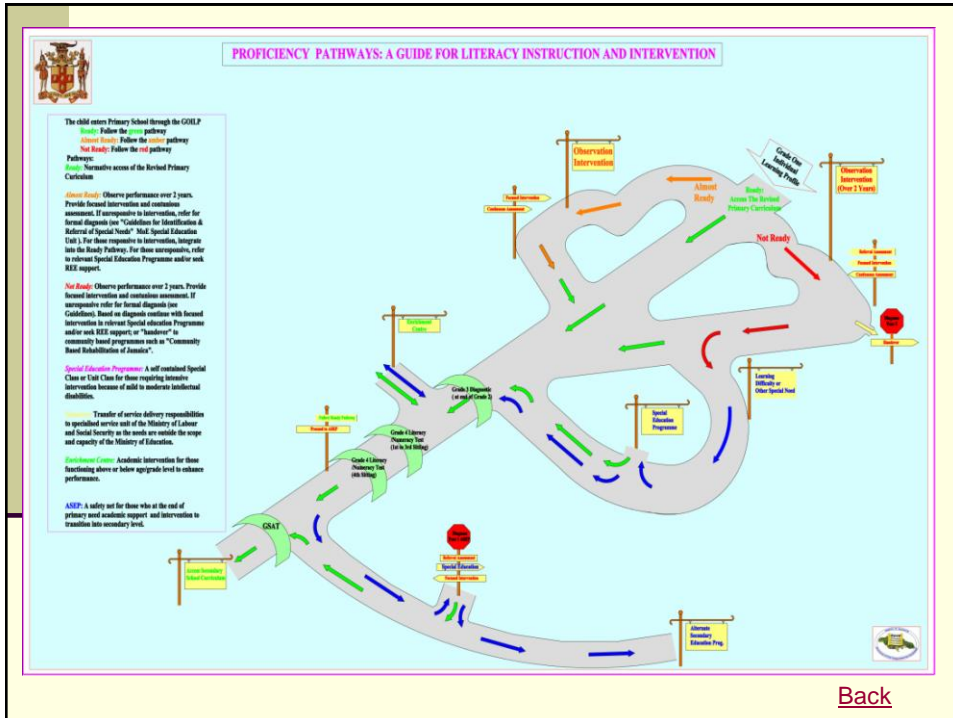
Competence-Based Transition

Policy:

- ❑ *Each child must be certified literate on the Grade 4 Literacy Test to be eligible to sit the Grade Six Achievement Test for transition to secondary level*
- ❑ *Each child will be provided with four (4) opportunities to be certified literate*

Every Child Can Learn ... Every Child Must Learn





Pillar 6

Parental Involvement: The Ministry of Education will establish the National Parent Support Commission (NPSC). The NPSC will be guided by the following:

- *“ All parents in Jamaica - by birth, adoption or guardianship - recognize and accept their duty to ensure that the rights of the child are always upheld, the best interest of the child is always promoted and the child is always loved and provided with opportunities and resources, within a safe, caring and nurturing environment, to achieve his/her full potential and ultimate fulfilment.”*



[Back](#)

Pillar 7

- The nature of the literacy landscape dictates that priority attention is directed to primary schools which consistently struggle with demonstrating effective literacy practices. In 2007, the Ministry of Education bolstered the literacy support to classroom teachers through the establishment of a National Literacy Team comprising Literacy Coordinators and Specialists.
- A critical responsibility of the National Literacy Team is to build capacity for on-going and sustained growth in literacy behaviours and maintaining the momentum and commitment for literacy endeavours. Currently the National Literacy Team operates out of the Core Curriculum Unit.

Pillar 7

- Under this arrangement:
- National Literacy Coordinators manage the implementation of the programmes and provide strategic direction at the policy level
- Regional Literacy and Regional Numeracy Officers facilitate effective implementation at the regional level
- Senior Education Officers and Territorial Education Officers build leadership and management capacity of school leaders (Principals and School Boards) to support literacy and numeracy development
- Literacy and Numeracy Teams in targeted schools (Principal, School-Based Literacy and Numeracy Coordinators) lead the development and monitoring of the School Improvement Plan
- Territorial Education Officers support Principals in effectively implementing and monitoring individual School Improvement Plans
- Literacy and Numeracy Teams, bi-annual training build the pedagogical content knowledge
- School Based Coordinators bi-monthly training prepare for effective facilitation of planning sessions

Pillar 7

- Field Officers and Coaches are required to:
 - Make scheduled bi-monthly (twice per month) visits to targeted schools, as well as, non-scheduled visits in response to information gathered from the six weekly assessment tools
 - The Model is designed to support all schools with focussed attention provided on schools with performance on nationally administered tests falling below the sixth decile.

[Back](#)

Pillar 8

- According to UNESCO and the WHO, 10 to 12 percent of each age cohort has a disability. Currently only 2,500 students are enrolled in Government and Government-aided Special Education programmes. This represents only 0.34 percent of the school population. Most of the others are in the mainstream education school system and are therefore at risk.
- In its 1994 study on "*Growing up Gifted in Jamaica*", the National Task Force on the Education of the Exceptionally Gifted reported that between 2.5 and 3.0 percent of Jamaica's population may safely be designated gifted and/or talented. However, less than 200 persons are identified annually.

Pillar 8

The Ministry of Education in an attempt to expand its focus on Special Education has embarked on the Enrichment Initiative. The Enrichment Initiative is a collaborative effort between the Ministry of Education and the Private Sector designed to facilitate improved performance outcomes in Reading and Mathematics at the primary and junior high level. The objectives of the Enrichment Initiative are to:

- ✓ provide academic intervention for low-performing students
- ✓ remediate performance deficits
- ✓ treat learning needs identified in students at risk for academic failure
- ✓ provide accelerated instruction for students functioning above their peers
- ✓ foster improved performance outcomes through diagnostic and prescriptive teaching strategies
- ✓ promote a collaborative approach to academic intervention
- ✓ encourage the learner to explore technology to access information and knowledge
- ✓ provide enriching learning and teaching experience of students and teachers
- ✓ challenge creativity and innovativeness in the learner and teacher
- ✓ create a life-long love of learning and the quest for information and knowledge.
- ✓ promote a collaborative approach among teachers and parents toward meeting learning goals

[Back](#)

Pillar 9

- ❖ ***Performance targets, set in the Ministry, are not cascaded throughout the system and this results in little or no accountability for performance at the various levels. The measurement of educational outcomes against inputs is rarely done as the prevailing culture favours monitoring of how inputs are deployed rather than whether targets are achieved. Performance indicators set out in the Ministry's Corporate Plan are, in most instances, vague.***
- ❖ ***In general, central MOEY&C and the regional offices have a weak management, information culture. In the absence of adequate information it is difficult to set targets and ensure accountability.***

Education Task Force Report 2004

Pillar 9

The Performance Proficiency Pathway and the School Accountability Matrix are two of the several components of the Ministry's accountability system implemented to ensure that system outcomes are achieved and employees at all levels of the system are accountable.

[Back](#)

Pillar 10

Structured Stakeholder Involvement:

This represents a coalition of three significant stakeholders:

- Parents through the NPTA and NPSC
- Private Partners such as those involved in the Enrichment Centres
- The Schools with support from the Ministry as guided by the National Comprehensive Literacy Strategy

[Back](#)

Pillar 11

External Funding:

The Enrichment Centres is a private sector supported initiative:

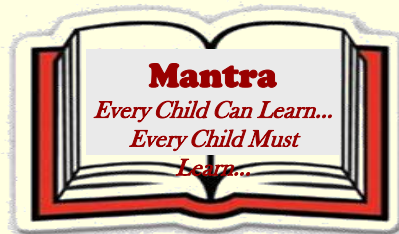
- Digicel Foundation - 12 centres at a cost of J\$33million
- LIME - 8 LIME constructed computer resource rooms to be converted to Enrichment Centres and a US\$50k pledged
- Pledge from Restaurants of Jamaica
- Prospects: Mutual Societies, Sagicor, PanCaribbean, PetroJam, JF Mills, Courts, Tru Juice, Grace Kennedy, Wysinco

[Back](#)

Pillar 12

The National Literacy Campaign:

It is generally believed that it is through the improvement of literacy that Jamaica will reduce some social ills, such as crime and violence, and improve parenting practices. Consistent with this, the Ministry of Education has embarked on a National Literacy Campaign to educate the nation about its various literacy initiatives, promote reading nationally and raise the literacy levels of children in primary and secondary schools.



Pillar 12

The campaign objectives are to:

- o develop a national understanding of literacy and promote the Ministry's Literacy Programmes
- o develop an awareness in stakeholders, of the Ministry of Education's literacy programmes
- o encourage families to read more, in order to increase their literacy skills
- o encourage parents to aid in the improvement of their children's literacy skills
- o garner stakeholder support and sponsorship of the Ministry's literacy programmes

The campaign will target Students, Parents and Communities, in partnership with Teachers, Parents, Media, Private Sector, Church, Publishers, Librarians/Libraries, Book Merchants, SDC, NYS, NCYD, ECC, NPTAJ, CBP NPSC Agencies/IDPs which promote literacy/reading.



Every Child can learn.....Every Child must learn

