

**APPLICATION FORM**

**Please complete parts 1, 2 and 3 of this form and sign the declaration on p.4.**

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| **PART 1: GENERAL INFORMATION** |
| Name of organisation/school:  |
| Landline phone number: | Email: |
| Website (if any): |
| Physical address:  |
| Postal address: Postal code: |
| Province:  |
| Name of Director/Principal: |  |
| Cell phone:  | Email:  |
| Name of potential co-ordinator of tutoring programme: |  |
| Background and educational experience (if any): |  |
| Cell number: | Email: |
| Name of second co-ordinator:  |  |
| Background and educational experience (if any): |  |
| Cell number: | Email: |
| Email address: |  |

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| **PART 2: PROGRAMME INFORMATION – Ready Steady Read Write** |
| *Answer this section if you are starting a new tutoring programme. If you have an existing tutoring programme, please answer the next section.* |
| Do you plan to run a programme during school or after school? |  |
| What language will your tutors use when they work with children? |  |
| What are the home languages of the children you will be working with? |  |
| What is the language of instruction at the school the children attend? |  |
| Do you have a suitable venue for lessons? |  |
| *Answer the following section if you have an existing tutor programme for young children.*  |
| Does tutoring take place during school or after school? |  |
| What language do you use for lessons? |  |
| What are the home languages of the children you work with? |  |
| What is the language of instruction at the school the children attend? |  |
| How long has the tutoring programme been running for?  |
| How many tutors do you have in your team? |
| Are the tutors volunteers or do they receive a salary or stipend? |
| Please list the number of children you work with in each grade. Grade R: \_\_\_\_\_; Grade 1: \_\_\_\_\_\_; Grade 2: \_\_\_\_\_\_; Other:\_\_\_\_\_\_\_\_. |

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| **PART 3: MOTIVATION FOR APPLYING** |
| **Please use the space below to write a short motivation letter. You can use the following questions to guide you:** * What motivated you to apply and how do you think your school/organisation might benefit from attending the training?
* Why do you want to learn about and implement the *Ready Steady Read Write* Programme and model of tutoring?
* What are the challenges that you foresee in getting this programme started? What could you do to address these challenges?
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**DECLARATION**

I confirm that the information in this application form is accurate and true. I am aware that the following needs to be in place in order to begin the Ready Steady Read Write Programme:

* The management team and/or principal must be supportive of a tutoring programme for young children (aged 5 to 8 years).
* There needs to be at least one part-time salaried person or a committed co-ordinator who has some experience in tutoring and is available for at least a year to set up and run the programme. This person must be willing to attend Wordworks training and to recruit, train and mentor tutors and manage administration and recordkeeping.
* There must be a suitable and secure venue for tutors to work with young children.
* There is already a team of tutors that will attend training and work with children for at least six months OR there are plans to recruit tutors that will attend training and work with children for at least six months.

As an individual, school or organisation, we are committed to:

* creating a supportive environment for children to learn and grow.
* following the model of one tutor working with two children once a week over at least 6 months.
* using the Ready Steady Read Write guidelines for tutors and following the lesson structure.
* implementing organisational/school policies and procedures around child protection.
* using the Wordworks’ learner assessment kit and recording test scores on summary sheets.
* sharing information about programme reach and learner assessment results with Wordworks.

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| Signature of Principal/Director: | Date:  |

Please send this form to isabella@wordworks.org.za or post to 2 Jacobs Ladder, St James, 7945.