

TIME (Together in My Education)
At home programme for Grade R and Grade 1
Report to the WCED @ Home meeting: 17 August 2021

INTRODUCTION

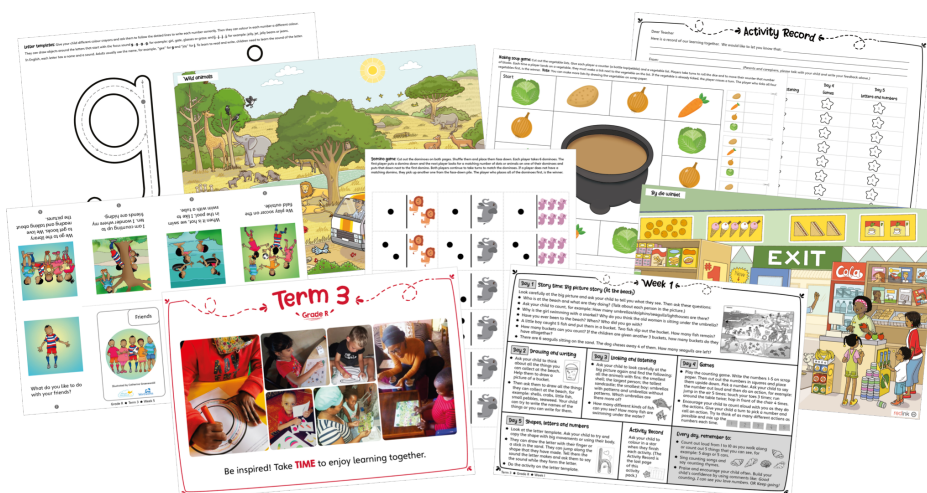
Before reporting on activities and findings of the last reporting period, it is useful to remind ourselves of the structure of the TIME project which has been set up to test the potential of implementation of an @ home programme at scale (funds for resources permitting @ R50 per learner per year). The intervention is based around a core offering – the standard and universal provision of materials to participating homes, and of cell phone messages to participating teachers. In addition, the project invites and supports additional mediation from districts, schools, teachers and community.

ACTIVITY REPORT

1. PROGRAMME MATERIALS, MESSAGES AND SUPPORT

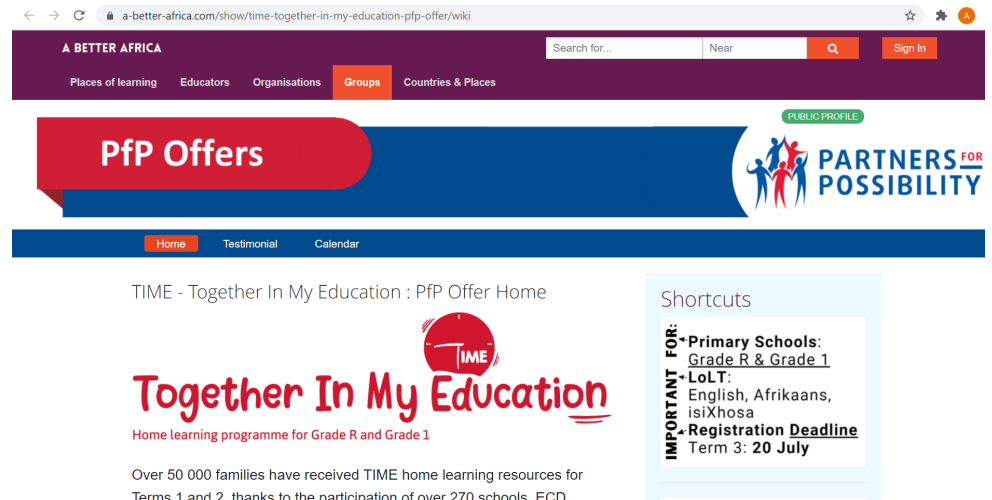
The TIME Term 3 materials are expected to go into schools **at the end of August** (delayed due to a serious Covid outbreak at the printer) They include

- **9 weekly activity cycles**, each based on a new story
- A weekly learning routine: 5 twenty–thirty minute activities
- Activities develop language, mathematics and life skills
- Promote engagement, games, physical play, contextual learning, creative expression
- Guidance provided to caregivers
- Star chart activity record goes back to class teacher
- Packs in Afrikaans, English and isiXhosa



We have found that the **number of printed packs is increasing** term by term, from 40 000 in Term One to 47 000 in Term Two. In addition to the packs we print centrally, we are aware that a number of individual families and projects are choosing to print independently. We were pleased that after we promoted this possibility on social media, **19 schools requested print pdfs** in order to print the materials for their parents.

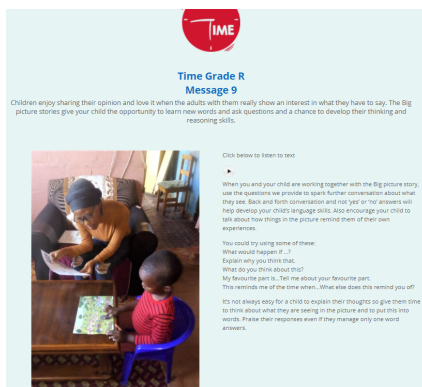
We are particularly excited that the **WCED 100 Schools Project** has decided to use the TIME materials, printing the packs through departmental procurement processes, using TIME's open source print pdfs and specifications and that **Symphonia** is now promoting TIME within their network of schools. We have been invited to make a presentation on the 26th August.



While we do not have the exact numbers yet, we project that **close to 50 000 packs** will go out to homes in Term Three.

TIME – online

Activity packs and support are all made available online as open source materials on the **WCED learning portal** as well as on the **TIME data free website** <https://wwhomeliteracy.org.za/time/>.



In the first 6 months of the year, there have been **72 323** visits to the TIME page on our home learning website, with **31 817** visits to the TIME Activity Packs page - [TIME Activity Packs](#) and **5 153** visits to the [Time Support Messages](#).



Materials and workshops for teachers to support their work with parents

- A **new section of the TIME website** has been developed for teachers who wish to support parents to use TIME at home. Advocacy pamphlets focussed on support for parents and using the Moya data free platform to access support messages are downloadable from the site.
- In **Term Two**, seven online sessions were run to assist teachers to onboard parents with the Moya messaging system.
- In **Term Three**, online sessions are now focussed on assisting teachers who wish to arrange support sessions with parents. Teachers/schools/organisations are encouraged to **attend ONE of these dates** so that they are fully prepared to assist parents to use the TIME materials in their homes.

WORKSHOPS FOR TEACHERS FOCUSING ON SUPPORTING PARENTS TO DO TIME AT HOME

Date	Day	Time	Link to Workshop
5 Aug '21	Thursday	14:30–15:30	https://meet.google.com/zup-yrji-xhd
12 Aug '21	Thursday	14:30–15:30	https://meet.google.com/rvt-nozc-qjt
19 Aug '21	Thursday	14:30–15:30	https://meet.google.com/mmx-rnhv-cvk
26 Aug '21	Thursday	14:30–15:30	https://meet.google.com/fbv-qhvw-irp
2 Sep '21	Thursday	14:30–15:30	https://meet.google.com/czq-nqyz-azh
9 Sep '21	Thursday	14:30–15:30	https://meet.google.com/rze-brbs-fon
16 Sep '21	Thursday	14:30–15:30	https://meet.google.com/hgr-ihch-txc

In the two sessions held to date **a total of 200 teachers** attended the sessions.

- *"We do understand the program better after this afternoon session. Thank you for a great presentation. Everything that we needed to know. It was clear and useful."*
- *"I appreciate the workshop and did not know that we could provide the packs during a 'workshop' for parents but will do so in future."*
- *"It's helped us to encourage parents."*

Professional Learning Communities (PLCs)

We are pleased that Lorelle Meyer, ECD advisor in District East has invited us to do 15 minute TIME presentations at **3 ECD PLCs** on 19, 23 & 24 August. We would welcome any other invitations of this kind.

100 Schools Project

It is anticipated that the 100 schools will receive their TIME materials towards the end of August, with printing and delivery arranged by the WCED. We have been working closely with Project Manager, Deneen Grobler and District Foundation Phase coordinators, to set up **10 workshops** for the schools involved in the 100 schools project across the 8 Districts. The TIME workshop will include the following:

- An orientation to the TIME Programme
- Explaining the TIME materials
- Using the MOYA messaging platform to receive support messages data free
- How teachers can support parents to use the TIME materials

WORKSHOPS TO ONBOARD TEACHERS OF 100 SCHOOLS

District	Dates	Language of presentation
East	17th August	isiXhosa
East	17th August	English
Cape Winelands	18th August	English
South	23rd August	isiXhosa
Overberg	24 August	English
North	25th August	isiXhosa
North	25th August	English
Central	30th August	isiXhosa
West Coast	1st September	English
Eden Central Karoo	7th September	English

2. COMMUNITY AND CIVIL SOCIETY INVOLVEMENT

The following **ten organisations** continue their vital support for TIME in the Western Cape.

1. **Wordworks** facilitates mentor groups and runs online support sessions for teachers at the **160 schools** where it has sponsored TIME materials, involving the Gr R and Gr 1 teachers, the Foundation Phase Department Head as well as the Learning Support Teacher.
2. **Shine Literacy** supports teachers to make sure the materials are distributed and used effectively at the **45 schools** that it has sponsored with TIME.
3. **The Principal's Academy** Teacher Specialist Support Programme provides mentoring support to the Foundation Phase teachers at the **21 schools** that it has sponsored with TIME. Mentors support teachers to run parent workshops and help keep parents on track with weekly TIME activities
4. The **YearBeyond WCED @HomeLearning** partnership programme works in eight hubs linked to **32 schools** supported by five partner organisations in the Winelands and West Coast. The NGO partners are Hope Through Action (working with SCORE), Khula Development Group, Love to Give, Bonnievale 418 and MathMoms. Using TIME and other materials, the YeBoneers work with learners at school, in the community, and in home visits.
5. **The Bitou 10 Foundation** works in Plettenberg Bay in **four schools** supplied with the TIME materials.
6. **Capespan** incorporates TIME into their Storybox sessions as an intervention at The Valley Primary, a farm school. The volunteers send the activities home with the children to consolidate at home.
7. **Project Playground** has included TIME in their after school educational programme in Langa.
8. **The Breede Centre** uses TIME with Grade R's at their after school programme in McGregor.
9. **Mosaic Community Developments** use TIME in their after school programme in Mbekweni.
10. **The Foundation for Community Work** has provided TIME materials to their home visitors who see each family once a week when they explain how to use the materials until the next visit.

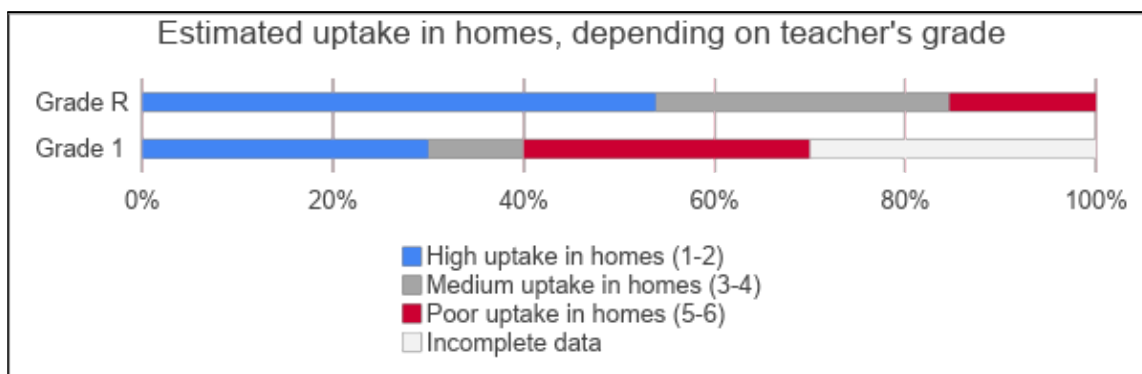
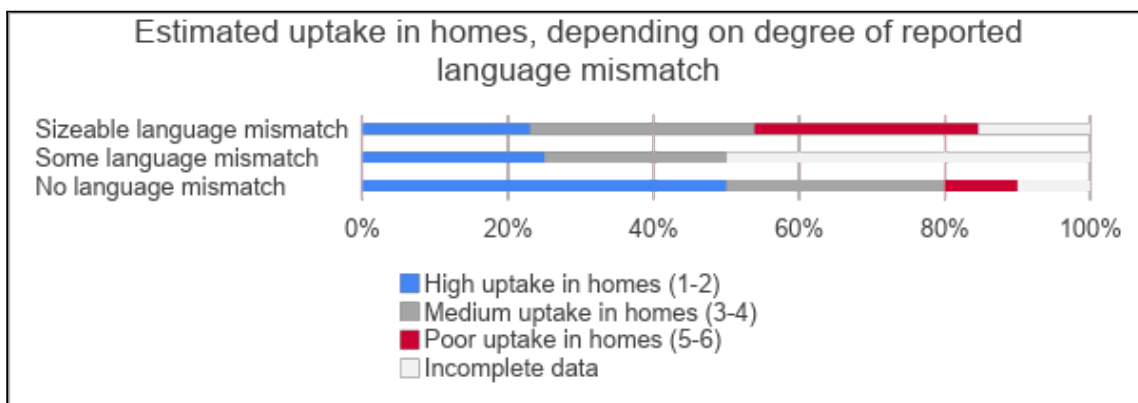
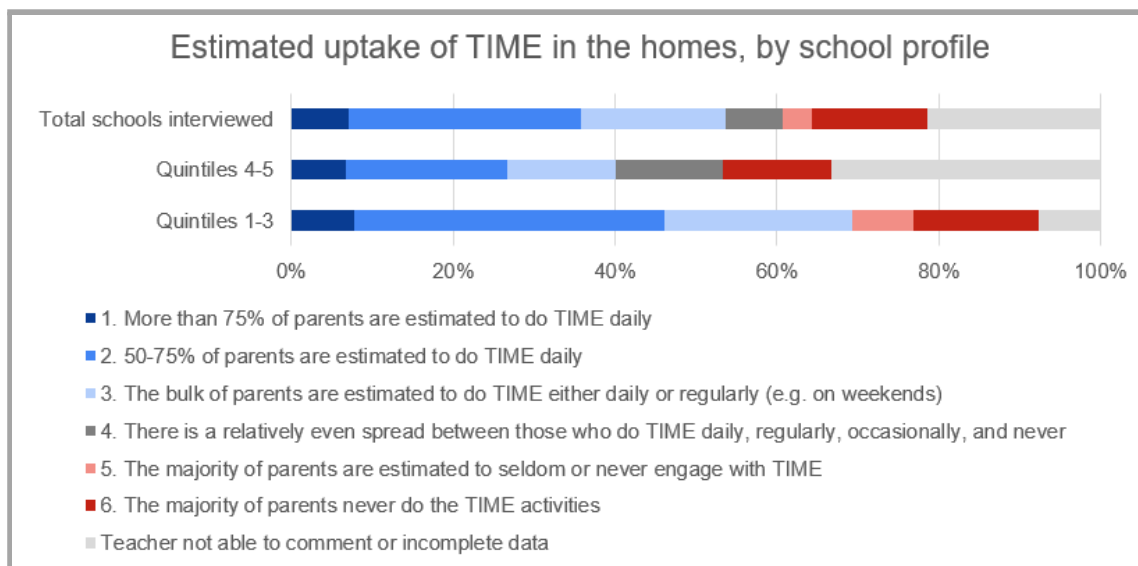
We were glad to be invited to share our learning about working with parents and caregivers at the **After School Community of Practice** on the 29 July and look forward to sharing our @ home programmes and materials with the national **LITASA** conference on 3rd and 4th of September.

3. UPTAKE IN HOMES - WHAT ARE TEACHERS SAYING?

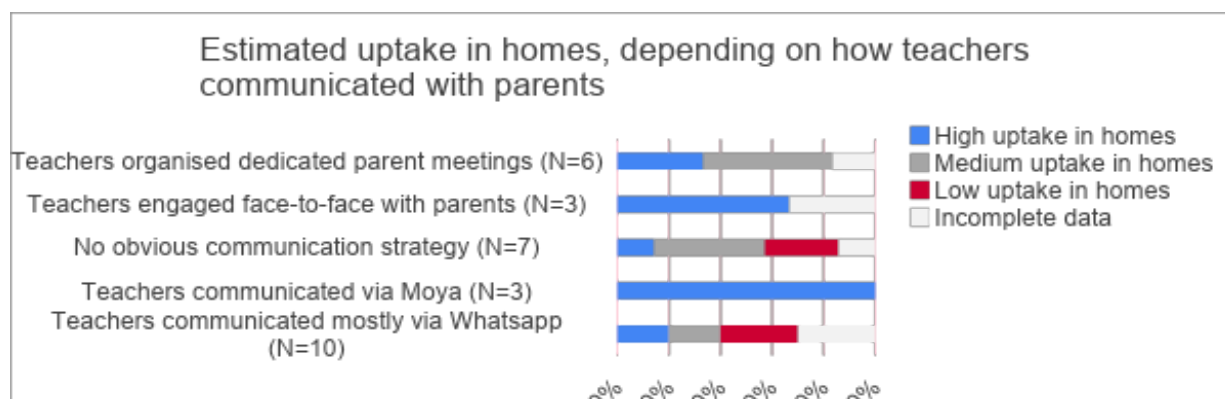
Before schools closed for the extended mid year vacation we were able to conduct 29 interviews (one on one and focus groups) with 39 educators from 28 schools in 6 districts, divided evenly between Grade R and Grade 1 educators. We were interested in the **uptake of the programme in homes**

Factors that seem to influence the uptake of TIME in the home

There seems to be a stronger uptake in **lower quintile schools**, in **Grade R** (as opposed to Grade 1 where homework is prescribed) and in **homes where the parent/ caregiver can speak the LOLT**.



There also appears to be a stronger uptake in schools where **teachers made a conscious effort to promote the TIME materials** with their parent community.



Schools need to affirm the value of parents doing the TIME activities

*“Some may think that the teacher should do it [TIME] in class. But if they [parents] do it, it makes more of a difference because I have to teach to 36 children and **they can focus on one child**. So I feel as a school, we need to focus on **showing the parents how valuable** their engagement with the children can be.” (Sid G Rule)*

Also, interestingly, teachers say that having a home learning programme to offer parents has itself led to an increase in parental involvement.

*“Few parents were involved before TIME. **Now, they cooperate** with the school very well.” (Cravenby Primary)*

*“Before TIME not all parents responded to an invitation to a school. But **during TIME, parents co-operate a lot**.” (Mokone Primary, Langa)*

4. IMPACT ON CHILDREN - WHAT ARE TEACHERS SAYING?

We thought it might be too early to ask about the impact of the programme, but out of the 29 interviews, in 6 interviews teachers said they were beginning to see impact / or saw impact in a few children and in **19 teachers felt confident that there was indeed a positive impact** on children who did the programme. The following comments were unprompted - we used a very open-ended question to ask for teachers' experience of the programme's impact on children and later collected their responses into themes.

General impact

- *"Children this year are far better than last year's ones when it comes to reading because now parents have something to offer to their children"* (Entshona Primary)
- *"2021 Grade R learners are much better than 2020 in understanding sounds, numbers, and stories."* (Sobambisana Primary)
- *"Children are showing interest and they are more open now, they talk about what activities they enjoyed most."* Sosebenza Primary

Socio-emotional

- **Children are more confident / more spontaneous; they talk more** (Ebenhaeser, Kerria, SidG Rule, Chumisa, Sosebenza)
- **Children are more interested in class / more concentrated** (Kerria, Ummangaliso)
- **Children are better at following a routine or following instructions** (Kerria, Sid G Rule)
- **Children have a better bond with parents** (Sid G Rule)

Early language and mathematics skills

- **Improvement with sounds / phonics** (Heinz Park, Kerria, Nuwerus, Sobambisana, Van Cutsem combined)
- **Improvement with reading** (Cravenby, Entshona, Kerria)
- **Improvement with stories** (Heinz Park, Sobambisana)
- **Improved language / vocabulary** (Chapel Street, St Mary's)
- **Improvement with letter formation** (Heinz Park)
- **Drawing skills** (Mokone)
- **Improvement with numbers and counting** (Heinz Park, Mokone)
- **Improvement with mathematics in general** (St Mary's)

"There is a huge improvement in the children's vocabulary, when they speak you can hear improvement." (St Mary's RC Primary)

"Teachers can see the phonics improving, the reading is improving." (Kerria Primary)

"I have seen an improvement with reading especially during shared reading." (Cravenby Primary)

"The children love the dice a lot and are showing improvement in numbers." (Heinz Park Primary)

"The drawing skills of learners have improved and their counting has also improved. The learners' performance generally has improved." (Mokone Primary)




The programme also helps weak learners

"I have a set of twins in my Grade R class. At the beginning of the year, they were very weak. I called the parent in and showed her the TIME resources; I explained what the parent should do. I have seen very positive results. It is evident that the parent is doing her utmost at home" (Grade R teacher, Eldene Primary)

5. TIME AT HOME

It was a long holiday - with children at home for weeks and of course, we have all hoped that the TIME materials have been used to ensure **positive learning experiences** for young children. We have no way to measure this statistically, but thanks to District officials, NGO partners, teachers - and ultimately to parents and caregivers - we have received **dozens of photographs and videos every day** which take us inside homes across the province. What a privilege! Here are just some

<p>Colouring my tortoise</p> 	<p>Cutting and sticking</p> 	<p>Drawing myself</p> 
<p>Building and using my dice</p> 	<p>Playing board games</p>  <p>Playing the letter snake game</p> <p>Watch</p>	<p>Building vocabulary before playing the game</p> <p>Watch</p> <p>Practising letter sounds on the alphabet chart</p> <p>Watch</p> <p>Practising letter sounds on the poster</p> <p>Watch</p>
<p>True or false? Learning to listen!</p> <p>Watch</p>	<p>What is my favourite food?</p> <p>Chatting with dad</p> <p>Watch</p>	<p>Counting and jumping</p> <p>Watch</p>

<p>Repeating patterns</p> 	<p>Practising letter formation</p> 	<p>Practising number formation</p> 
<p>Building vocabulary with animal cards Watch</p> <p>Playing memory game with animal cards Watch</p>	<p>Making my own little book Watch</p>	<p>Reading my little book Ek kan Watch</p> <p>Reading the little book Iphi ikati yam? Watch</p> <p>Reading my little book Waar is my kat Watch</p>
<p>Learning to look Watch</p>	<p>Looking and describing Watch</p>	<p>Looking and counting Watch</p>

A parent of a Grade 1 learner at Van Cutsem Combined School in the Cape Winelands gave the following feedback:

"[The TIME programme] has made a difference because we chat more now. I am more interested in his work now. It has improved [my] relationship with his teacher as well because [we] communicate more. [My child] is more diligent in going to school. Homework is the first thing he welcomes me with when [I come home] from work. [He] likes to tell stories in a relaxed way. [He] can also follow the instructions very well now. He is now more talkative, playful and free."

A parent of a Grade 1 learner at Mokone Primary School in Metro Central gave the following feedback:

"[My child] is always next to [me] asking [me] to do the activities... She even invites her classmate in the neighbourhood to come and get TIME support from [me] as well."