

TIME (Together in My Education)
At home programme for Grade R and Grade 1
Report to the WCED @ Home meeting: 27 July 2021

INTRODUCTION

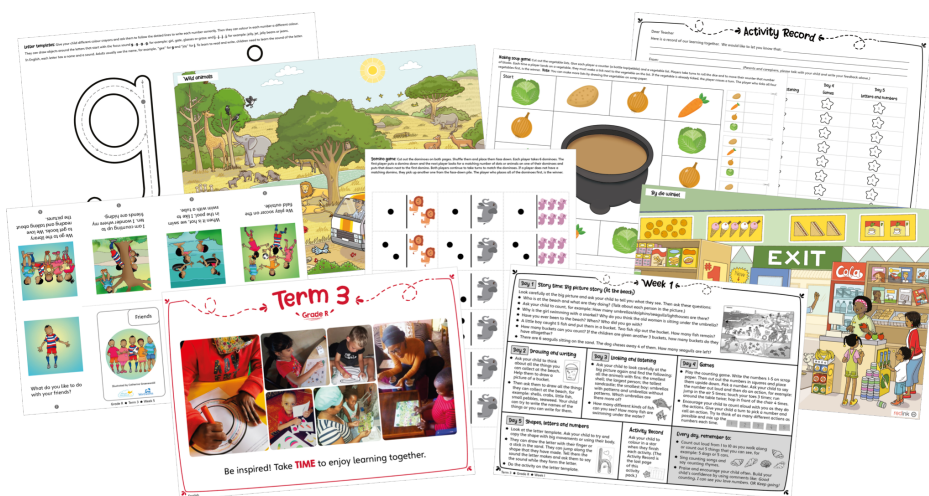
Before reporting on activities and findings of the last reporting period, it is useful to remind ourselves of the structure of the TIME project which has been set up to test the potential of implementation of an @ home programme at scale (funds for resources permitting @ R50 per learner per year). The 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 ready to go to print! 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



The last day for **Term 3 orders** was the 20th July.

<https://www.facebook.com/157184641065417/posts/4080289578754884/>



22h · 🌐

Grade R and Grade 1 children in families and from schools all over the Western Cape (and further afield) are enjoying the TIME (Together in My Education) language and maths activities at home.

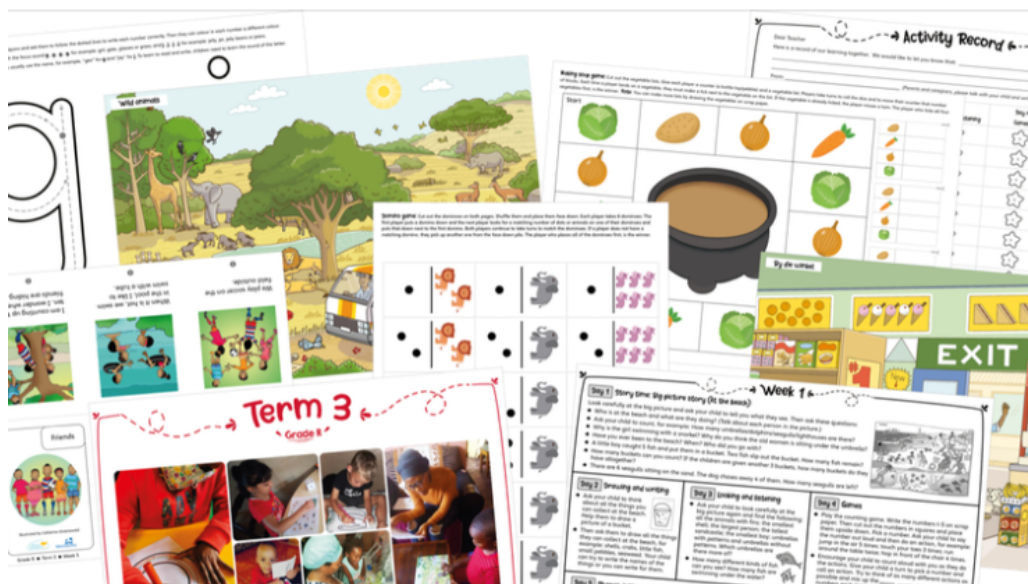
You have one day left to register to receive these beautifully designed and printed materials for Term 3, at a nominal cost.

Find out about the programme, and how to register here:

<https://www.homeliteracy.org.za/time/>

Register by 20 July!

#earlyliteracy #LiteracyChangesLives



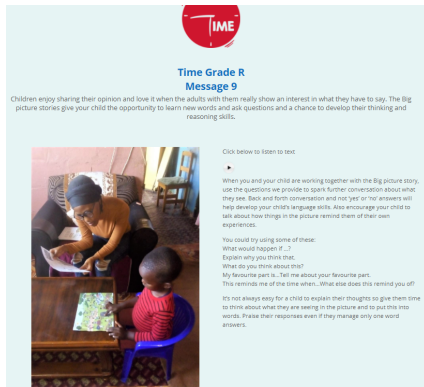
We have found that the number of printed packs is increasing term by term, from 40000 in Term One to 47000 in Term Two. In addition to the packs we print centrally, we are aware that a number of individual families, schools and projects are choosing to print independently.

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. 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://www.homeliteracy.org.za/time/>.



In the last 6 months, 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](#).



Supporting teachers to work with parents:

A new section of the TIME website has been developed to support tips for teachers who wish to support parents to use TIME at home.



Pamphlets to support schools

- To send to their Gr R and Gr 1 parents to advocate for TIME resources they will soon be receiving.
- To help your parents receive free TIME programme support messages
- Tips for TIME Parent workshops

Regular online sessions are run to assist partners and teachers to onboard parents with the Moya messaging system and for teachers who wish to arrange support sessions with parents.



2. COMMUNITY AND CIVIL SOCIETY INVOLVEMENT

We have set up **three WhatsApp chat groups with TIME partner organisations** to focus on different forms of programme mediation: (1) direct work with teachers (2) direct work with learners (3) direct work with homes. 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 at home.
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.

NEW! We are excited that **Symphonia** is now promoting TIME within their network of schools.

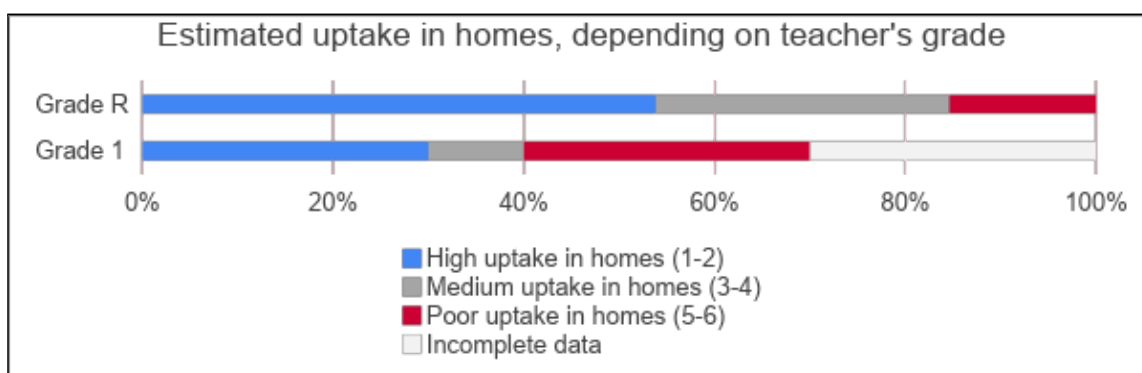
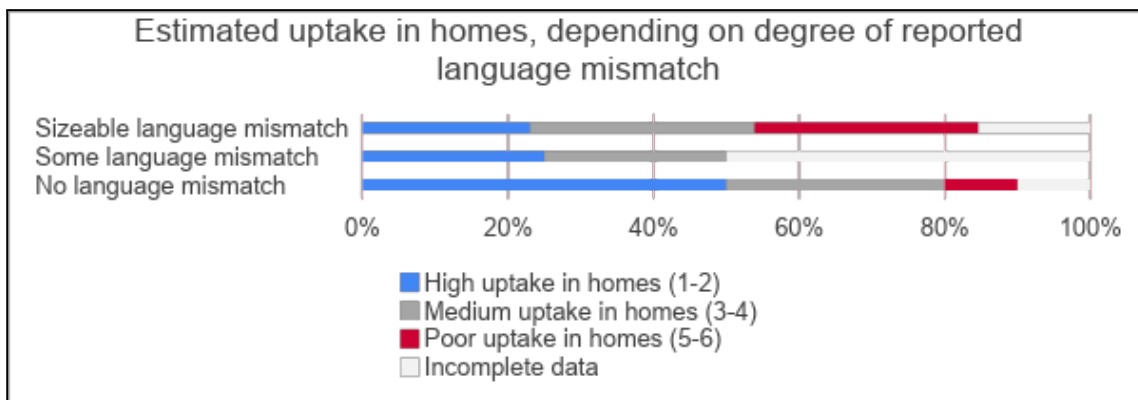
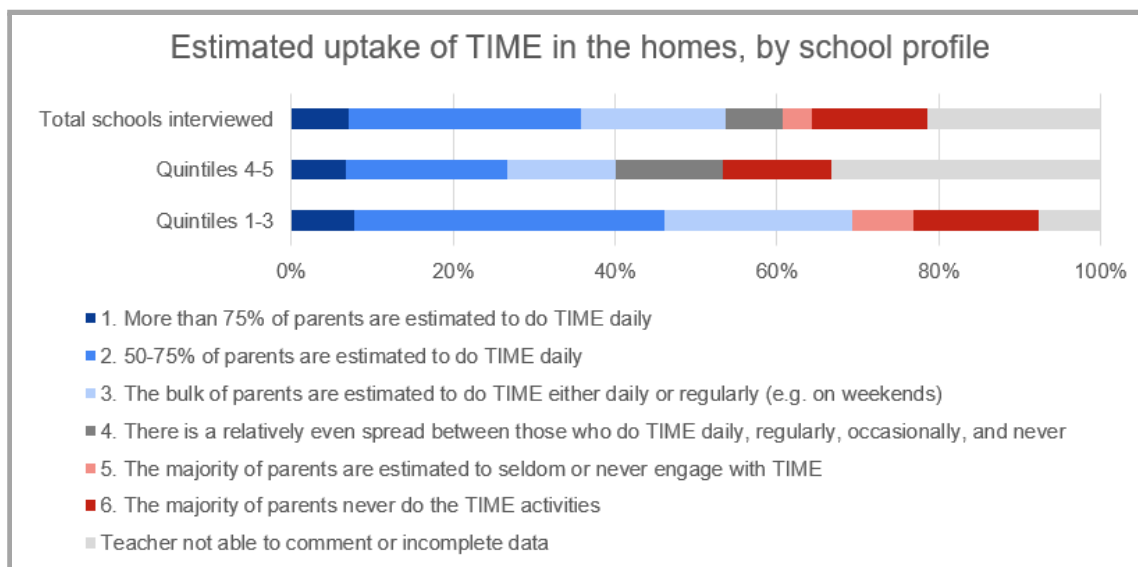
The screenshot shows a web browser displaying the 'A BETTER AFRICA' website. The navigation bar includes 'Places of learning', 'Educators', 'Organisations', 'Groups' (highlighted), and 'Countries & Places'. A search bar and 'Sign In' button are also present. The main content area features a large red banner for 'PfP Offers' and a blue banner for 'PARTNERS FOR POSSIBILITY'. Below these, there's a section for 'TIME - Together In My Education : PfP Offer Home'. The 'Together In My Education' logo is prominently displayed, along with the text 'Home learning programme for Grade R and Grade 1'. A 'Shortcuts' box on the right lists 'Primary Schools: Grade R & Grade 1', 'LoLT: English, Afrikaans, isiXhosa', and 'Registration [unclear] Term 3: 20 Ju'. The bottom of the page mentions 'Over 50 000 families have received TIME home learning resources for Terms 1 and 2 thanks to the participation of over 270 schools. FCD'. A red circular logo with 'TIME' is visible in the bottom right corner.

3. UPTAKE IN HOMES - WHAT ARE TEACHERS SAYING?

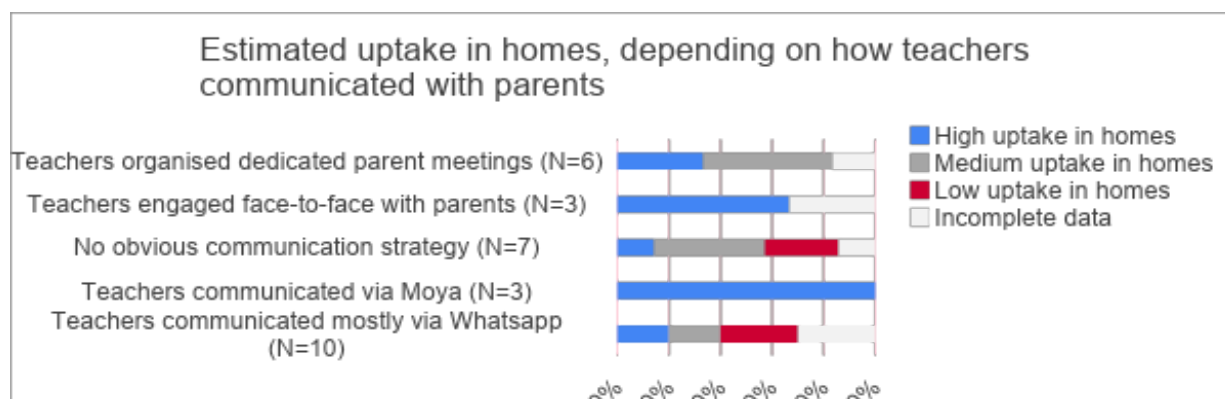
Before schools closed, we were able to conduct 29 interviews (one on one and focus groups) with 39 educators from 28 schools in 6 districts, divided evenly between Grade R and Grade 1 educators. We were interested in the **uptake of the programme in homes**

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)


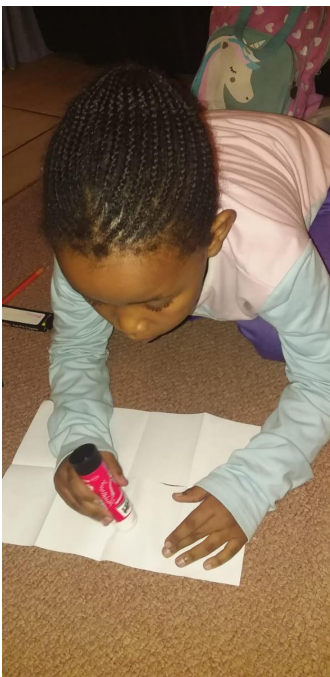
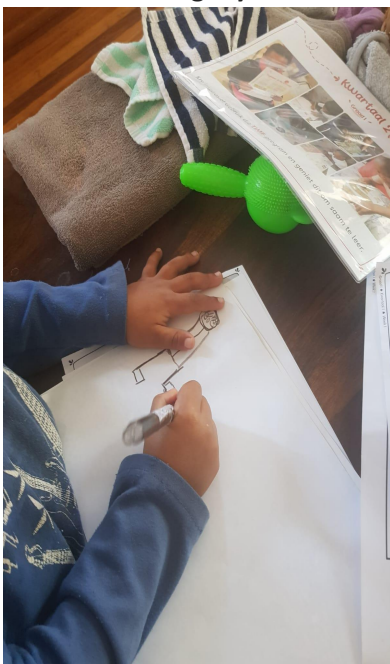

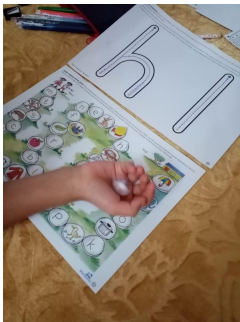
"The drawing skills of learners have improved and their counting has also improved. The learners' performance generally has improved." (Mokone Primary)




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 has been 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 continued to receive **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>

Listen here: [The parent of a Grade 1 learner at Sid G Rule Primary sent us the following feedback:](#)

"My husband and I finished school almost 40 years ago and we have a child [in Grade 1]. As young as she is, Wordworks and you make teaching seem so easy and enjoyable. We can only applaud you guys because we can now relate to our daughter being in Grade 1 and, coming from where we come from, it's a very big difference compared to what we've learnt in those years vs. what she learns today. I personally noticed that Kamika is more confident when it comes to counting and answering questions. She's an introvert and it's not easy to make her put up her hand and answer questions. Her sounds have improved tremendously. She's got the confidence of telling you what the sounds are, and she can even name a few words which start with a sound, which I never imagined in my life would happen so early at this age. She can tell you a story by just looking at the pictures, and it amazes me when I see how she has grown. Wow! I've only got praise for you guys, for inventing such an excellent programme. We started a little library corner in her room at home. She thoroughly enjoys reading those little books that Wordworks gave us and that we put in that corner as part of her library. I love to see how she has grown on various levels of her short life – whether it is educational, emotionally, psychologically etc. (...). We often play games that Wordworks introduced to us. It contributes a lot to our bonding time. The programme is highly inspiring and beneficial for our children. I wish we'd had Wordworks when I was at this age, really – I think I would have done so great at school. But thank you, and may you only go from strength to strength"