

# Together In My Education

## July 2022 report

### to the WCED @home learning forum

Prepared and presented by





**Learning together at home**



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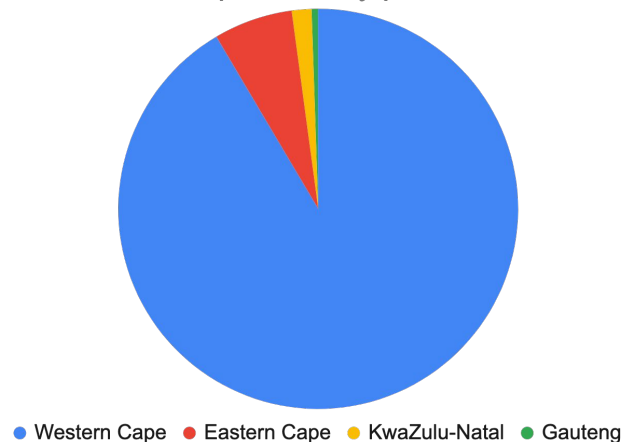


# TIME partners in 2022

TIME materials are distributed through the following categories of implementation partners.

No. of WCape partners per term	Term 1	Term 2
Schools and ECD centres*	219	205
Organisations	13	13
Education districts	8	8
<b>Total</b>	<b>240</b>	<b>228</b>

TIME partners by province



\*Over **50** schools received Term 1 TIME packs through Wordworks' funding on the basis of a pending district printing procurement process, which did not materialise, unfortunately resulting in these schools not receiving Term 2 packs. An additional 42 schools received Term 2 packs through the YearBeyond @Home Learning Project.



# TIME partners in 2022

These Western Cape-based organisations use the TIME with their own networks of schools, ECD and community centres.

## NGO & Government Project Partners

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>● Beautiful Gate SA</li><li>● Bethesda Community Centre</li><li>● Bitou 10 Foundation</li><li>● Capespan We Care</li><li>● Darling Outreach Foundation</li><li>● Foundation for Community Work</li><li>● Literacy Bridge</li></ul> | <ul style="list-style-type: none"><li>● Little Seeds (Diaconia &amp; Badisa)</li><li>● Mellon Educate</li><li>● Ordinary People</li><li>● Principals Academy Trust</li><li>● Reading Room, The</li><li>● Shine Literacy</li><li>● YearBeyond @Home Learning Project</li></ul> |
|--|---|





Appie



Bahana



onhge



AVocado

saythan

**Emergent writing – we encourage children to ‘have a go’**





# Materials development

Based on user feedback, TIME print materials were adjusted for 2022 as follows:

- The guidance for each week's activities is now offered in language combinations (E; E/A and E/X) to facilitate access for parents, caregivers and tutors whose children are being taught in a different language to that used at home.
- QR codes were included to enable direct access by parents, caregivers and tutors to online tips, videos and additional resources across languages.



In 2021, three quarterly packs were developed and shared. In 2022, a fourth pack will be developed so that an activity pack is available per school term. As with all the other packs, Wordworks will provide the early language and literacy content and RED INK the early mathematics content.



# TIME materials







**Grandmother helping with TIME activities at home – cutting builds fine motor skills – the matching cards will be used for language-rich games**



# Teacher feedback on parent/child impact

**"How much work goes into all the resources and knowing that parents have easy access to education for their children."**

**"Awesome resource for parents and a link to school and community."**

**"The stories that is presented so nicely on the app."**

**"The take home pack is very inviting and I am sure parents of all educational levels will be able to assist their children at home."**

**"Parents will be able to see their learners progress while they help their learners with the activities provided to them."**

**"The importance of TIME program as it assists kids and parents feeling the gaps caused by COVID."**





**Rainbow numbers –  
learning formation  
through multi-sensory  
activities**



# Materials printing and dissemination

Wordworks arranged for a bulk print run each quarter.

\*Note that in Term 1 Wordworks sponsored printed materials for over 50 schools that did not continue to receive materials in Term 2.

\*\*In Term 2, the Year Beyond after-school programme joined the print run.

Wordworks ensures printed packs reach Western Cape partners and schools (via districts).

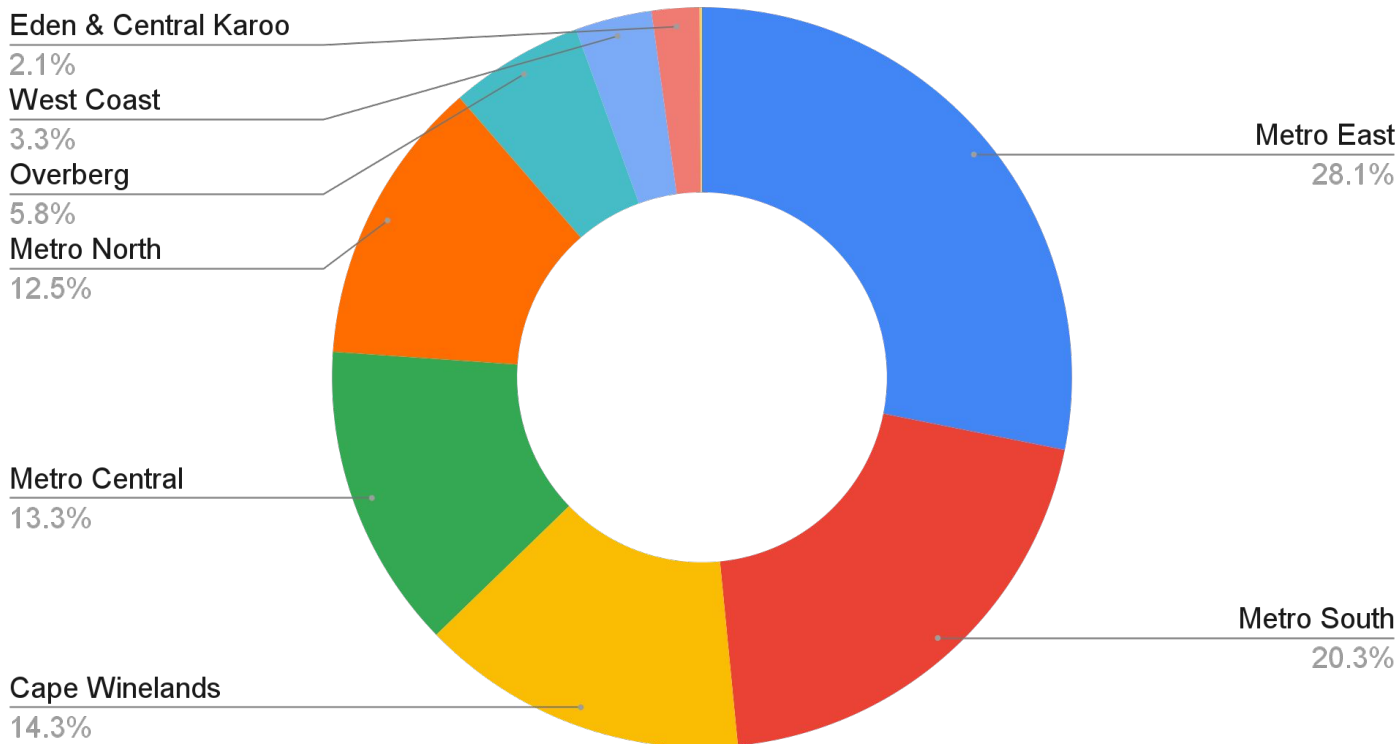
Bulk print cost (%) to:	Term 1	Term 2
*Wordworks (sponsored/donated)	58%	28%
Other NGOs combined	18%	8%
Shine Literacy	9%	9%
Principals Academy Trust	9%	8%
Wordworks' network of schools	5%	9%
Public purchases	1%	1%
**Year Beyond	0%	37%
<b>Total %</b>	<b>100%</b>	<b>100%</b>
<b>Total printing spend</b>	<b>R421,915.00</b>	<b>R478,580.00</b>

	Term 1	Term 2
Packs to district officials, teachers, tutors	1 824	1 777
Packs to families via schools*	36 450	25 679
Packs to after-school programmes at schools**	75	18 805
<b>Total packs distributed</b>	<b>38 349</b>	<b>46 261</b>

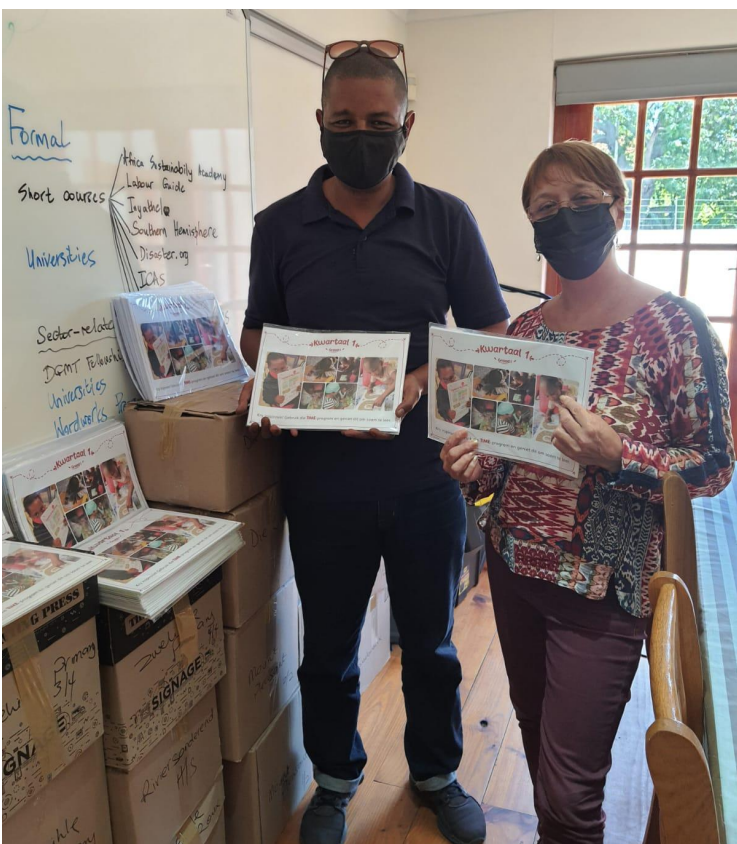


# Materials printing and dissemination

TIME packs distributed in Terms 1 and 2 per district







**Overberg District collecting TIME materials from the Wordworks office**

**“To my understanding it [ordering, invoicing and payment processes] went well and was easily done by our grade head and HOD.”**

**“Everything was clear and affordable.”**

**We are learning to manage large scale distribution – almost always smoothly**

**“We had some payment hiccups on our side...”**



# Models of use: How TIME is being rolled out

## Model 1

### Schools and class teachers activate the take up of TIME

- Districts encourage and support schools and assist with distribution of materials
- Schools decide to use the TIME programme
- Schools receive materials and class teachers ensure activity packs go home
- Some class teachers:
  - encourage parents/caregivers to use the packs at home
  - provide guidance and support to parents (messages, meetings, workshops)
  - check in on children's use of the activities, affirm children's achievements
  - integrate activities into classwork on occasion to motivate children



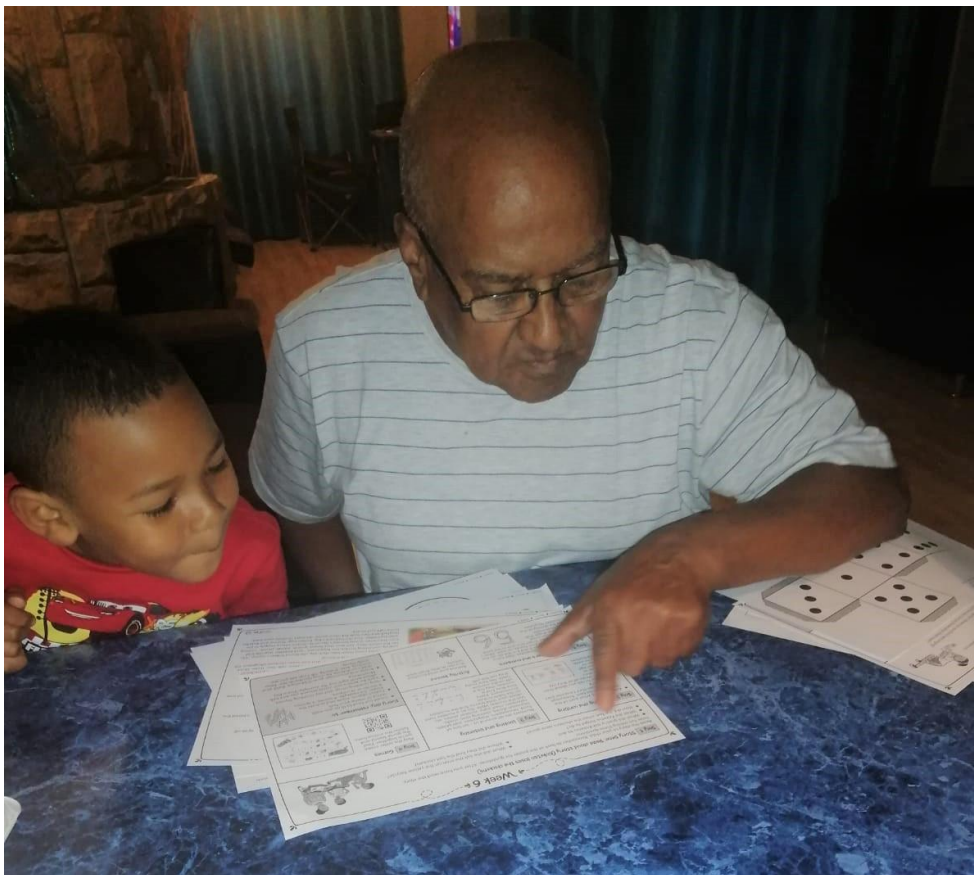


Weekly planners help  
parents/caregivers  
facilitate TIME activities



Parent workshops – preparing  
their TIME materials





**This grandfather works out the activity instructions as his grandson looks on eagerly – how lovely to have all this time together!**





**Learning together – the Big Picture Story is full of things to count and discuss, questions to ask and stories to tell**





# Wordworks' support to districts, schools & teachers

Wordworks offered over **30** hours of online orientation and support to a total of **450** participants.

Session date	Focus	Session length in minutes	No. of repeat sessions (to accommodate language groupings)	Participants per session			
				English sessions	Afrikaans sessions	isiXhosa sessions	Total
10 February	TIME orientation for schools	105	3	Breakdown not available			<b>64</b>
17 February	TIME orientation for schools	105	3	Breakdown not available			<b>143</b>
24 February	TIME orientation for community facilitators & schools	90	1	44	N/A	N/A	<b>44</b>
3 March	TIME orientation for community facilitators & schools	90	1	12	N/A	N/A	<b>12</b>
5 May	TIME orientation for Overberg & Cape Winelands schools	90	3	14	19	14	<b>47</b>
12 May	TIME practical tips	90	3	49	5	26	<b>80</b>
26 May	TIME practical tips	90	3	27	3	5	<b>35</b>
9 June	TIME practical tips	90	3	6	3	16	<b>25</b>
<b>Totals</b>			<b>1890</b>	<b>152</b>	<b>30</b>	<b>61</b>	<b>450</b>



# Wordworks support to districts, schools & teachers

Wordworks offered teachers WhatsApp and email encouragement

Date	Focus	No. of recipients
21 January	Support for ordering TIME materials	860
15 February	Guidance for accessing support messages via QR codes	758
22 February	Tips for introducing TIME to parents	754
1 March	Tips for distributing TIME materials for maximum benefit	752
8 March	Tips to start TIME activities in class to get the ball rolling at home	752
15 March	Reminding families to use the activity record	752
5 April	Encouraging teachers to show an interest in children's TIME activities	767
3 May	More tips for distributing TIME materials for maximum benefit	782
10 May	Tips for encouraging accessing support messages via QR codes	782
17 May	Encouraging teachers to refer to TIME activities in their daily routine in class	851
24 May	Tips for encouraging parents to repeat TIME activities to boost their child's confidence	851
7 June	Reminding teachers to encourage and praise children for their TIME progress	851



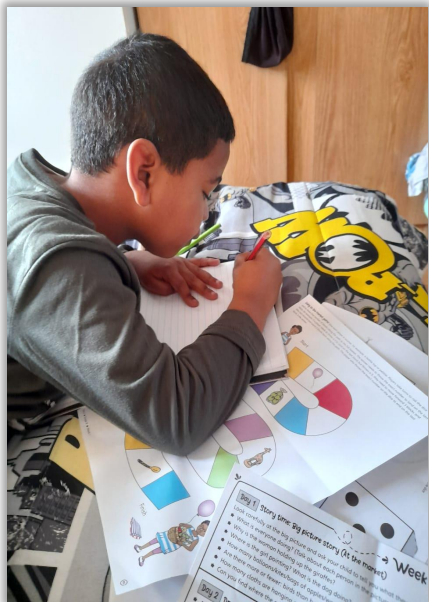
Show interest in TIME

Talk to your children about the TIME activities they enjoyed last term.

What was their favourite story?  
What was their favourite game?  
Which activity did they enjoy the most?  
Which family member did they most enjoy working with?

Remind them that there will be more fun TIME activities this term.





**Building learning routines at home**



**TIME activities build confidence to learn new things**



# Feedback

**"I found the workshop very valuable especially with the praising and encouraging and also the parental involvement factor."**

**"The presentation was very well presented as well as very informative."**

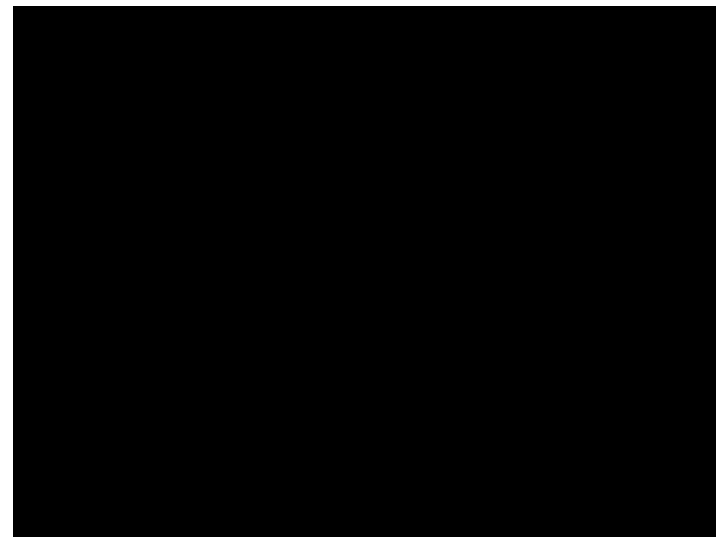
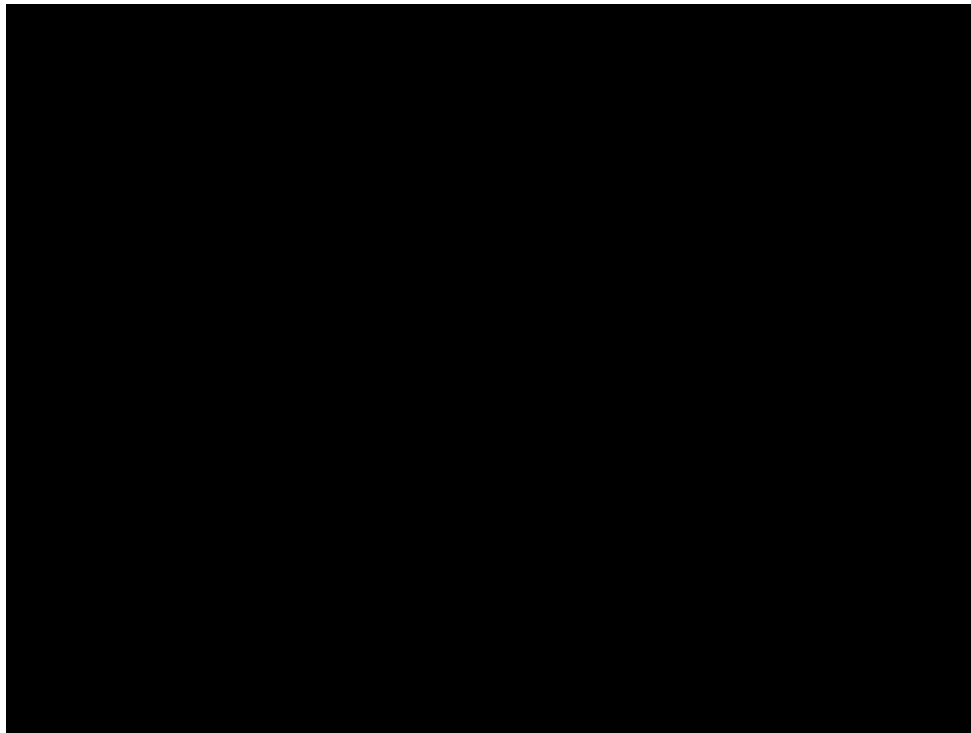
**"It's always an advantage to be mentored and guided with ideas."**

**"I liked the fact that we were enlightened by both presenters that TIME is a very good programme for teachers and parents. We need to call parents in order to explain on how to access this programme via their smartphones. Educators are responsible to monitor the implementation of this program at home by creating a WhatsApp group for parents"**

**"Patience with the learners and parents. Positive reinforcement. Activity record will help me keep track. Relationship between parent and learner and between educator and parent."**



TIME activities can be enjoyed by  
younger siblings too



Changing elements of an activity  
keeps it interesting and fun





# Models of use: How TIME is being rolled out

## Model 2

### After-school programmes activate the take up of TIME

- After-school programmes run by government and/or NGOs decide to use the TIME programme
- Tutors are trained to use the TIME programme with young children
- Tutors:
  - work with single children, pairs or small groups of children
  - focus only on TIME activities or include TIME in a longer session which includes other stories, creative and physical activities
  - may encourage children to take TIME packs home and to do activities with their parents and caregivers in the days before the next session.





The Valley Primary School



Darling Outreach Foundation



Bitou 10 Foundation

TIME in after-school programmes

**TIME materials at work in after-school programmes**





Using TIME  
activities in  
communities –  
learning  
anywhere,  
anytime –  
@ home  
YeBoneers  
hard at work





# Wordworks' support to after-school programmes

Wordworks has offered a programme of contact training, and online orientation and support sessions to the Year Beyond after-school project, as well as M&E support to the project team.

Session date	Focus	Session length in minutes	No. of repeat sessions (to accommodate language groupings)	Participants per session			
				English sessions	Afrikaans sessions	isiXhosa sessions	Total
2 March	TIME Year Beyond mentor contact training	240	1	23	0	0	23
19 May	TIME orientation for Year Beyond schools	90	3	6	12	7	25
2 June	TIME orientation for Year Beyond schools	90	3	4	42	27	73
Totals		780		33	54	34	121





**TIME activities provide opportunities for good conversation**

**Lots of praise and encouragement makes learning possible!**



**Drawing is brain work and prepares children for writing**





# Feedback

**"The whole programme was explained very clearly, thank you! Already thinking of guiding the FP teachers to have an art lesson to decorate the jelly boxes for 'My Little Book Library'! The learners will love it!"**

**"Really easy way to get parents involved in their children's education"**

**"Wat vir my van waarde was dat uit hierdie program dat die ouer soveel betrokke en deel van die kind se leer ontwikkeling is."**

**"The packs helps us a lot, a big thanks to WCED. The children are enjoying the works and the stories"**

**"Die maklike maniere hoe leerders selfs buite die huis en klaskamer kan leer, en dat leer nie stop in die huis nie maar ook in die gemeenskap."**



# TIME research

Based on research carried out in 2021, Wordworks has embarked on a **two-year longitudinal study** funded by the DG Murray Trust.

	<b><i>Pre-year 1 (2021)</i></b>	<b>Year 1 (2022)</b>	<b>Year 2 (2023)</b>
System review: Province, districts and NGOs or other actors	<i>Engagements with Western Cape education department at provincial &amp; district levels</i>	Document the journey of WCED and districts since 2021	WOSA approach and implementation systems... What roles can there be for districts, NGOs, schools, youth?
Schools in the Western Cape	<i>Engagements with teachers and some HODs</i>	Document the school's commitment including principals, HODs and Grade R teachers	(minimal liaising with school management)  Grade 1 teachers
Families in the Western Cape		Brand-new families starting Grade R	Following these families into Grade 1
Children in the Western Cape		Grade R children (impressions from teachers, caregivers and direct observations from field workers)	Following these children into Grade 1 (impressions from teachers, caregivers and direct observations from field workers)

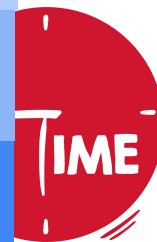
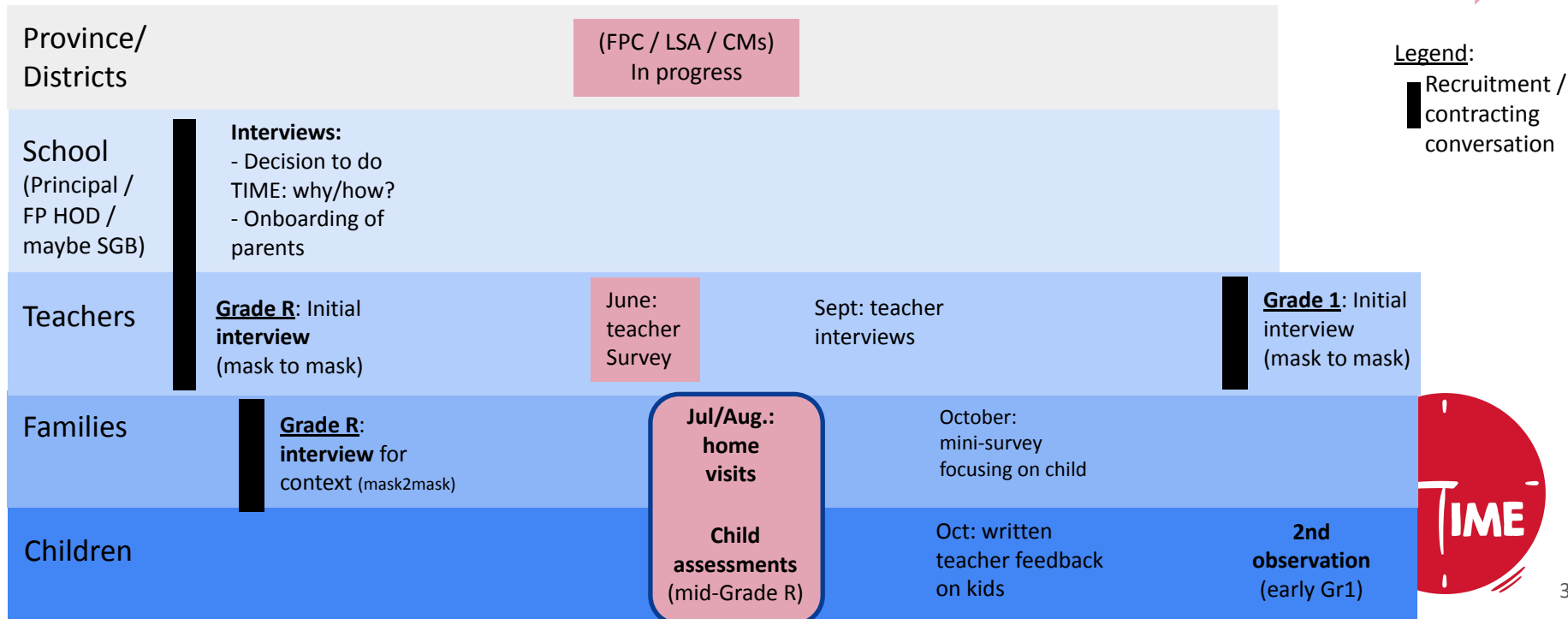
The study involves **11** schools and follows a sample of **36** children and their caregivers as they progress through Grade R and Grade 1.

Research also focuses on the systems in which TIME operates – schools and education departments.

The findings will be shared in a series of learning briefs.



# TIME research: 2022 study timeline



# TIME research: learning sprint 1

Key questions for learning sprint 1:

- 1a) What motivated the schools to sign up for TIME?
- 1b) How did schools take the decision?
- 1c) How did schools fund the packs?
- 2) How did schools onboard the parents?



# TIME research: learning sprint 1

## Research question 1a: What motivated the schools to sign up for TIME?

### Finding 1a.i) The 'learning gaps' post-COVID

- A major concern for schools, especially Foundation Phase / Home language
- TIME one of multiple strategies

### Finding 1a.ii) The need to align with parents

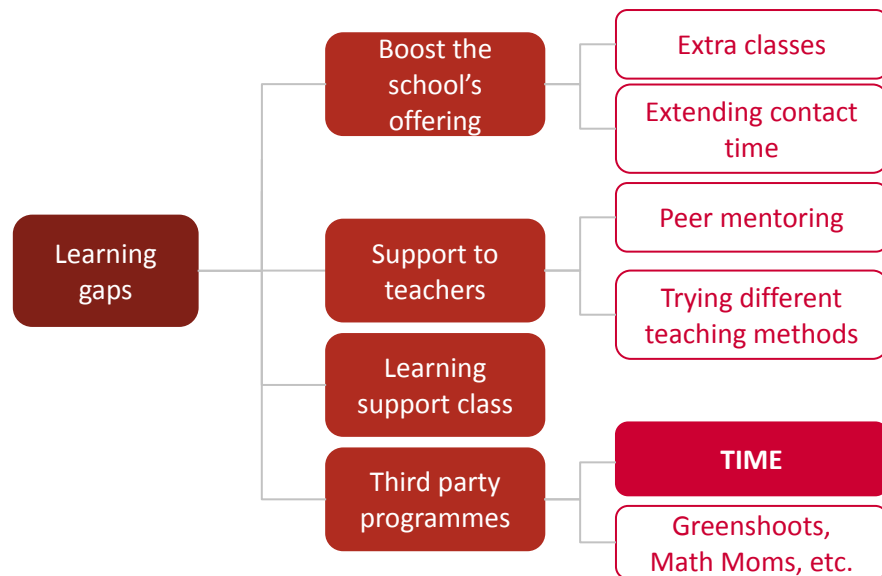
- TIME helped strengthen the connection between teachers and parents.
- Align the parent's support at home and the work happening in class

### Finding 1a.iii) Attractive TIME materials

- Very positive feedback by teachers
- Many use the materials in class

### Finding 1a.iv) Wordworks' reputation and education district encouragement

- Wordworks' programmes well received
- Education district usually seen as supportive – in some cases even catalysts of the decision



TIME: one way  
to address the  
gaps



# TIME research: learning sprint 1

Research question 1b: **How did the schools take the decision?**

## **Finding 1b.i) Decision taken or suggested by the Foundation Phase team**

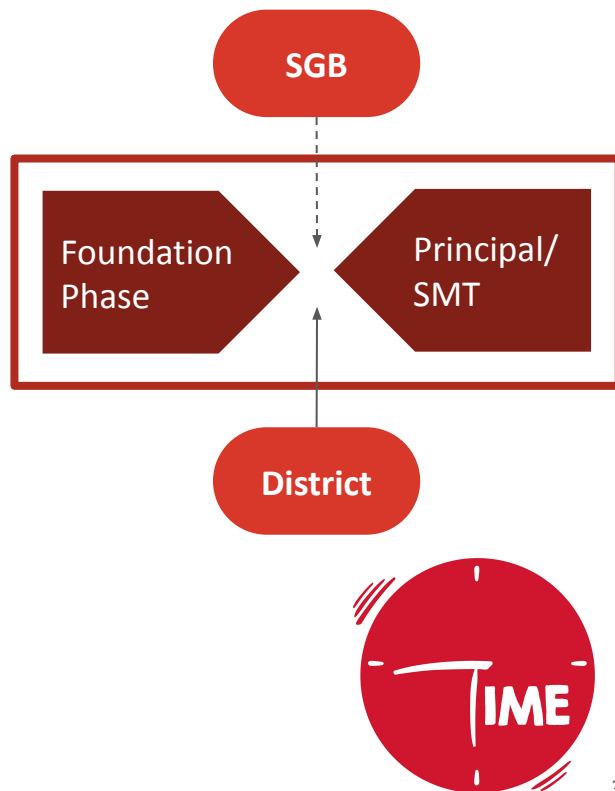
- Mostly: FP HOD ==> SMT / Principal
- Otherwise: SMT/Principal ==> Grade R & 1 teachers

## **Finding 1b.ii) There are large variations in the role played by SGBs in the decision**

- Four schools have involved their SGBs (or at least the chair) in the decision
- Three schools have not consulted the SGB
- Unclear for the other four

## **Finding 1b.iii) The decisions were not exempt from confusion**

- Confusion about the Wordworks programmes (“we thought it was HSP”)
- Confusion about the process (recommit, then place the order)
- Confusion about cost implications





# TIME research: findings

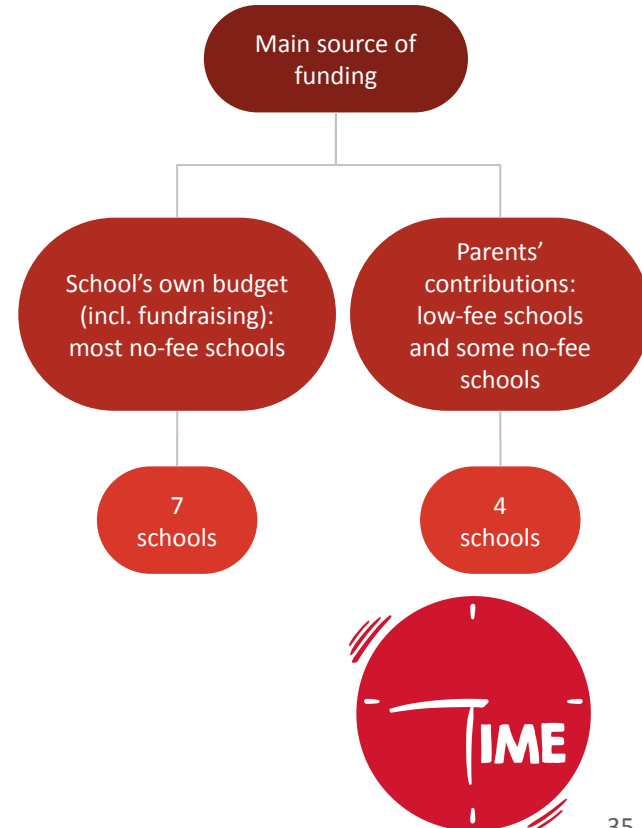
## Research question 1c: How did the schools fund the packs?

### Finding 1c.i) Financial constraints seemed particularly challenging for low-fee schools

- Most schools in sample are no-fee schools (even in NQ4 & NQ5)
- Only 2 schools raise fees – they have struggled in the past 2 years
- No-fee schools less constrained financially

### Finding 1c.ii) Schools found various ways of dealing with the funding challenge

- Four schools are asking parents to pay
- Others using the school's budget:
  - 3 mentioned explicitly the Norms & Standards / LTSM budget
  - Several will do fundraising



# TIME research: findings

## Research question 2: How did schools onboard the parents?

**Finding 2i) Some schools have deployed a number of strategies to ensure that all parents were on board; but WhatsApp is the preferred means of communication**

- Some schools have used only WhatsApp communication (no parent meeting held)
- Some have held meetings with disappointing attendance
- Some use multiple approaches

WhatsApp was found to reach **between 50% and 100%** of families

- lower reach in rural schools
- intermediate in township schools

**Finding 2ii) Pre-existing good relationships with parent community facilitate onboarding**

- Most schools in the sample have stronger-than-average relationships with their parents / communities
- (One factor: Wordworks' HSP parent programme)

**Finding 2iii) From year to year, schools seem to be getting better at eliciting the parents' buy-in.**

- Schools learning the lessons from 2021
- Stronger commitment to tracking Activity Records this year





**Hopscotch is fun and builds gross motor and counting skills – this family has found a way to make ‘outdoor’ play possible**



# Thank you

Prepared and presented by

