



ENLIGHTEN EDUCATION TRUST



FOUNDATION PHASE ENRICHMENT PROGRAMME FUNDERS MANUAL 2018

PROJECT OBJECTIVE

The Foundation Phase Enrichment Programme was developed by an occupational therapist to improve basic school readiness skills, literacy (reading and writing) and numeracy levels in the foundation phase.

We strive to empower learners, parents and teachers in their communities.

PROJECT FOCUS

The programme consists of a variety of activities designed by an occupational therapist to meet some of the needs of foundation phase learners over a period of time. The programme is carried out by facilitators at various schools in the Overberg.

Consultant occupational Therapist Tracey Le Roux



Facilitators



Colleen Roberts



Leonie Wolmarans

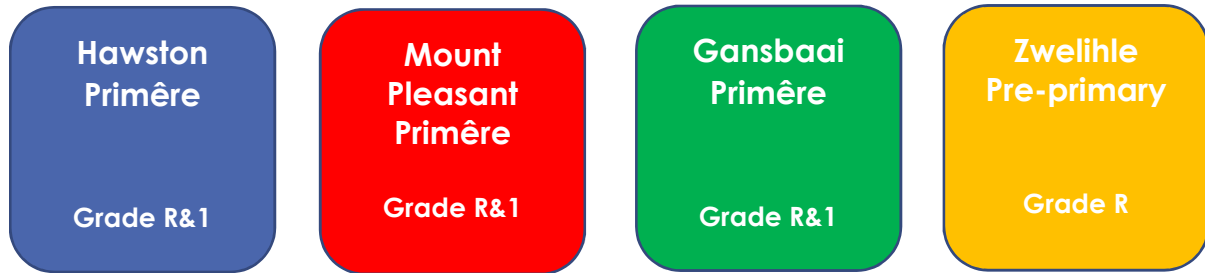


Lidia Milne



Alime Kulupel

The project is currently offered in four Schools in the Overberg.



From January 2018 to June 2018 we worked with a total of 131 learners,
(58 in grade R and 73 in grade1)

PROJECT STRATEGY

Teachers are responsible for identifying learners who would benefit from the enrichment programme.

Each learner undergoes a brief evaluation for accurate placement within the programme with their reason for referral.

Each learner then takes part in an activity based programme that is designed to improve the foundation skills needed for reading, writing and/or numeracy. The programme includes visual perception, fine and gross motor skills.

This is done through occupational therapy based intervention, focusing on children in Grade R and 1 who are underperforming.

Evaluation of the learner's progress is made by comparing performance on standard tasks at the beginning and end of the intervention period.

The programme supports CAPS policies.

The aim of the programme is to ensure the foundations are laid for learners to obtain required skills in:

Writing

Reading

Numeracy

Fine motor skills

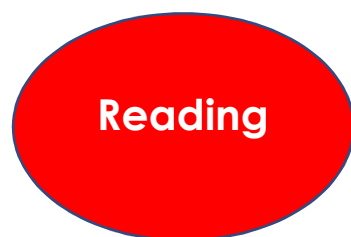
Gross motor skills

Visual perception

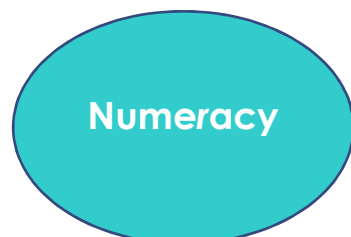
To obtain these skills we work on the following:



Letter formation
Fine motor skills
Visual perception



Auditory perception
Language skills
Blending
Sight words
Reading



Spatial perception
Number concept
Basic numeracy
Sequencing & sorting

**Fine
Motor skills**

Scissor cutting
Hand strength & dexterity
Tripod dexterity
Wrist exercise
Touch perception

**Gross
Motor skills**

Midline crossing
Bilateral Coordination
Core stability
Shoulder girdle stability
Hand-eye coordination

**Visual
Perception**

Form perception & constancy
Figure-Ground Perception
Visual closure
Visual memory & visual sequential memory
Jigsaw puzzles



Parent Workshops

Parent workshops take the form of a brief lecture, followed by a hands-on workshop experience at various stations in the venue. Parents can try out the activities using household objects and ready available resources that can easily be replicated at home.

Teachers are trained to present the activities at each workstation, and are responsible for advertising the workshop and choosing the activities to be presented.

The programme facilitators will provide all the materials for the workshops, will train the teachers and set up the venue. It is also best if one of the teachers deliver the brief lecture. The facilitators will be present for the duration of the workshop to provide support and direction.

We also invite local professionals to talk to the parents, for example, a social worker or occupational therapist.



Core Values

In addition to core skills the programme is designed to prepare learners for the next phase in their education by boosting their skills and overall self-confidence. Facilitators aim to give learners a positive attitude towards their abilities and competence in the following areas.

Auditory & communication skills

Physical abilities

Perceptual skills

Self-motivation & self-discipline

Self-respect & respect for others

Attitude of trust & compassion

Positive view of their own identity

Broader view of their individual potential

Project Success

Meeting the needs of learners in the foundation phase.

Relationships with headmasters, teachers & support staff.

Support of WCED

Interaction with parents.

Committed team

Comprehensive working manual

One-on-one instruction

The programme name reflects that it meets the needs of any learner in the foundation phase who needs support and enrichment in reading, writing and/or numeracy. Currently the programme is presented in Afrikaans and isiXhosa.

Good working relationships with schools (headmaster, teachers and support staff) are imperative for the success of the project. It takes time and effort but we have achieved that at all the schools where we work.

We have compiled detailed working manuals for the programme so it would be relatively easy to roll out the project to other schools if necessary.

There are many social problems in the communities in which we work. Some of the learners who are referred to us because they are not coping with classwork, are also struggling because of emotional and psychological issues. The counsellor and social services are very overworked and we often struggle to secure adequate support for our learners. Many of them are devoid of personal hygiene, nourishment or adequate care from their parents. Most of them don't have much support at home and very few live in a traditional family setting. They live with extended family members in overcrowded conditions. They are exposed to drug and alcohol abuse, gangsterism, physical abuse and abject poverty.

Initially, when they are referred to our programme, most of them are intimidated, shy and overwhelmed. The fact that they are singled out as "special", treated with care and respect, in a relaxing and non-threatening environment, even for only 30 minutes a week, makes a significant difference in their lives. They grow in confidence before our eyes and develop a willingness to try new things, which makes what we do all worthwhile! It is difficult to quantify the impact the programme has on the learners because it isn't always measureable in academic terms. We do believe that every learner we see, benefits from being in the programme in some way, however big or small. Without funders none of this work would be possible.

