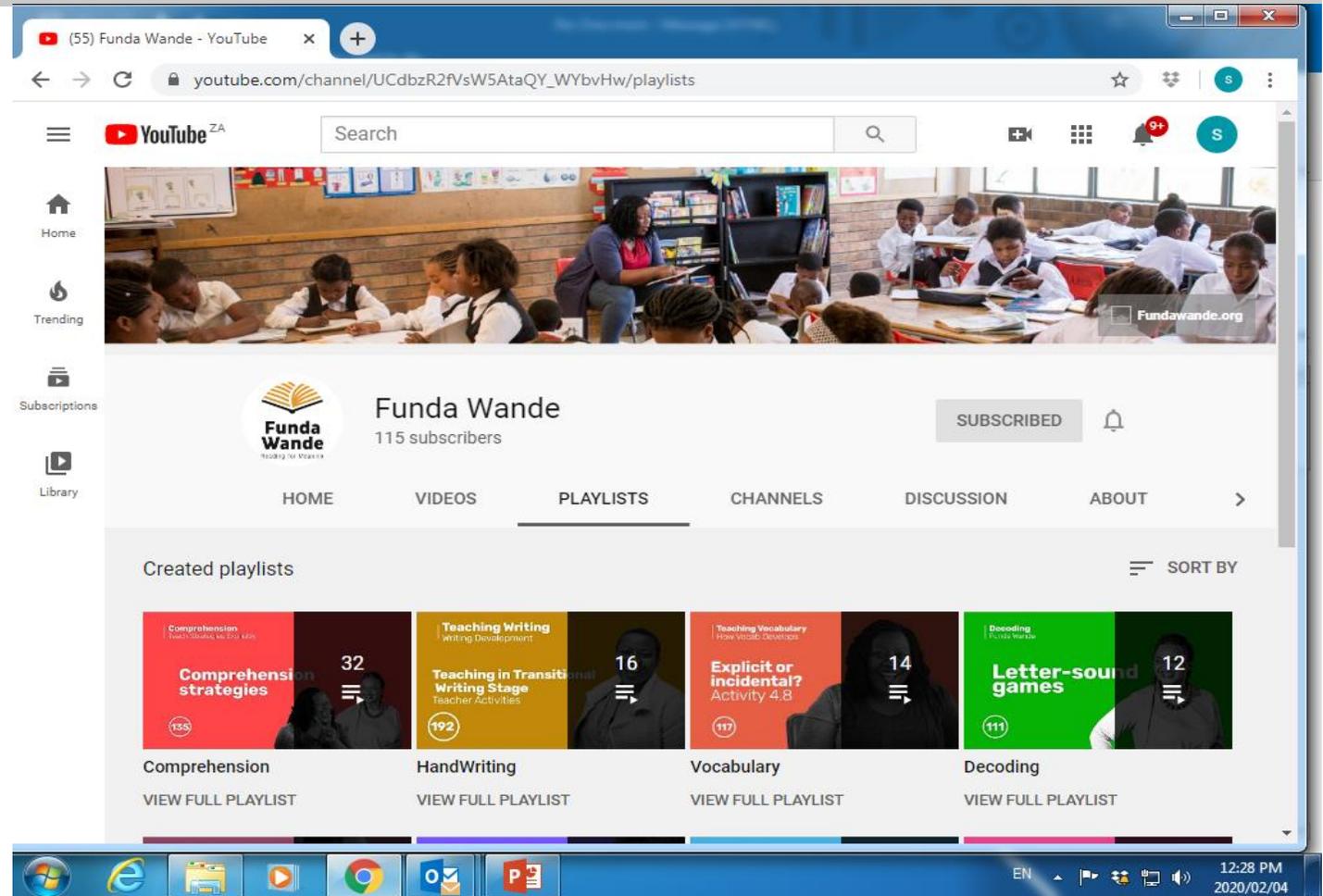


Using Funda Wande resources in teacher education programmes

Sarah Murray and Clare Verbeek
(Rhodes University/Funda Wande)

The resources: 1. Videos

- Available on You Tube at the following link:
- https://www.youtube.com/channel/UCdbzR2fVsW5AtaQY_WYbvHw



The screenshot shows a web browser window displaying the YouTube channel page for 'Funda Wandé'. The browser's address bar shows the URL: [youtube.com/channel/UCdbzR2fVsW5AtaQY_WYbvHw/playlists](https://www.youtube.com/channel/UCdbzR2fVsW5AtaQY_WYbvHw/playlists). The channel page features a header with the YouTube logo, a search bar, and navigation icons. Below the header is a banner image of a classroom. The channel name 'Funda Wandé' is displayed with 115 subscribers and a 'SUBSCRIBED' button. The 'PLAYLISTS' tab is selected, showing four created playlists:

Playlist Name	Video Count	View Full Playlist
Comprehension strategies	32	VIEW FULL PLAYLIST
HandWriting	16	VIEW FULL PLAYLIST
Vocabulary	14	VIEW FULL PLAYLIST
Decoding	12	VIEW FULL PLAYLIST

The Windows taskbar at the bottom shows the time as 12:28 PM on 2020/02/04.

2. App

- Available on internet at this link:
- <https://funda.fundawande.org>
- There is a video at this link explaining how to access the Rhodes Course App:
- <https://www.youtube.com/watch?v=L0bE1HEuoGA>
- It is also on your flashstick



Booklet versions of the App

- PDFs of booklet versions of the App are available on the Funda Wande website at this link:
- <https://fundawande.org/learning-resources>



Additional resources aimed at teachers and learners

- Anthologies (Grades 1-3) (**Molteno, Zenex**)
- Lesson plans
- Booklets (handwriting, group guided reading, etc.)
- Vula Bula Big Books (**Molteno, Zenex**)
- Posters (**DBE**)

Available at this link:

<https://fundawande.org/learning-resources>



All resources are freely available

- All resources are open-source and freely available
- Videos are available in isiXhosa with English subtitles; Sepedi videos in production
- Lesson plans, anthologies currently available in isiXhosa and English



Why videos?

- Bring the FP literacy classroom into the lecture theatre/training venue
- Make it possible for students to see what new methods look like; what effective literacy teaching looks like in the average SA classroom
- Enable students to see interactions between teacher and learners around text
- Can be frozen in time and repeated
- Provide a focus for discussion and reflection
- Videos vary in length between short videos (under a minute) and longer videos (e.g. 15 min Group Guided Reading lesson on the mat)

Let's watch a video



CAPS Reading Activities
Funda Wande

Gradual Release

Part 2: I do, We do
You do

98



Why an App?

- The majority of FP teachers are not familiar with the literacy activities in the CAPS
- Lack of capacity in teacher education to respond effectively at scale
- We need to reach large numbers of teachers in a cost-effective way



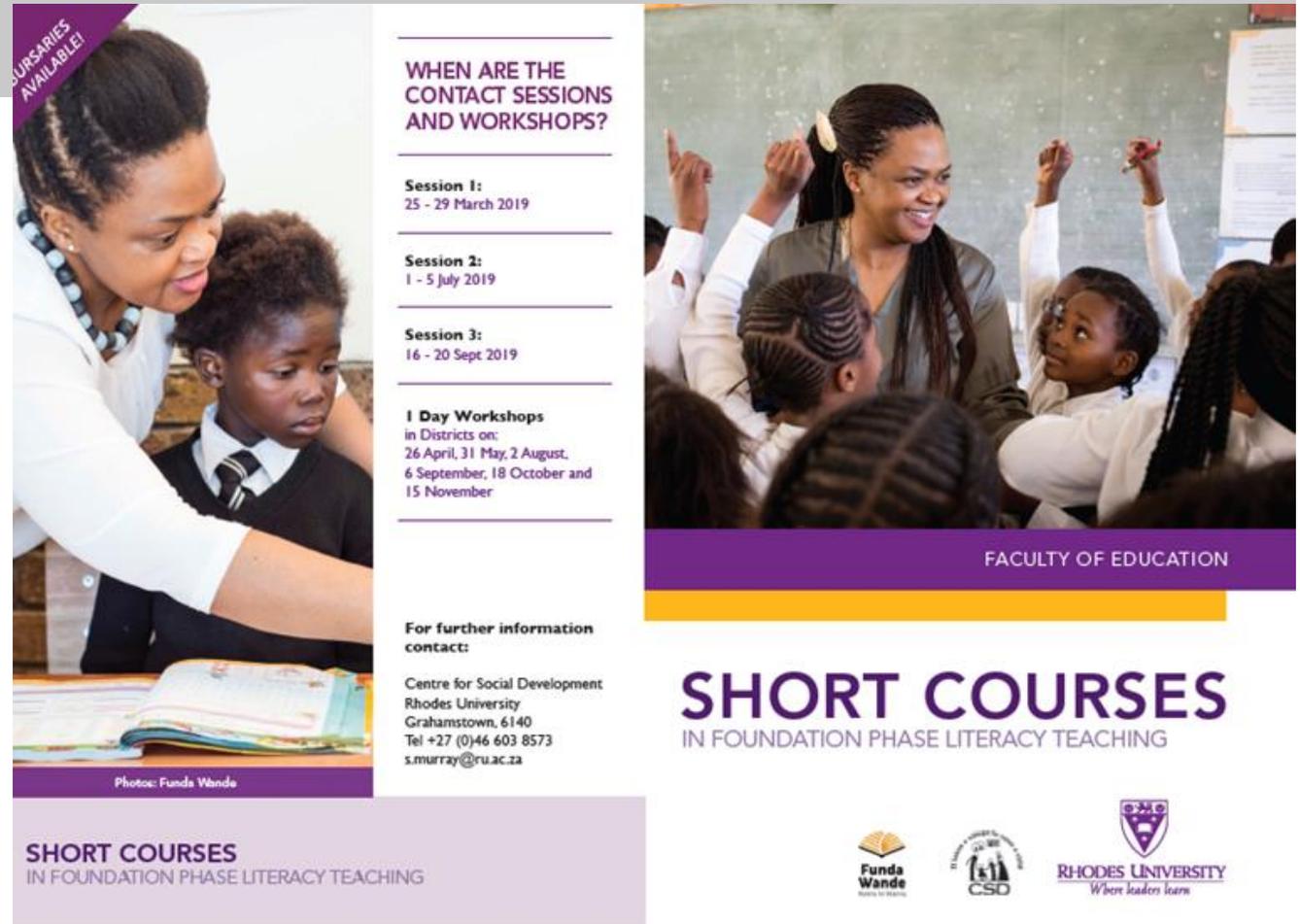
What's in the App?

- Organised in modules aligned to Rhodes Advanced Certificate in FP Literacy Teaching – currently Year 1 modules on App
- Contains:
 - Instructional text and videos
 - Examples of resources
 - Activities
 - Further readings
 - Assessment

Modules in Year 1 of Advanced Certificate in FP Literacy Teaching	
Module 1	CAPS Reading Activities
Module 2	Emergent Literacy
Module 3	Teaching Decoding
Module 4	Teaching Vocabulary
Module 5	Teaching Comprehension
Module 6	Teaching Writing & Handwriting

Programmes in which the resources have been used

- Short Courses in FP Literacy Teaching (aligned to Advanced Certificate)
- Module of first year undergraduate course in BEd FP Teaching programme



COURSES AVAILABLE!

WHEN ARE THE CONTACT SESSIONS AND WORKSHOPS?

Session 1:
25 - 29 March 2019

Session 2:
1 - 5 July 2019

Session 3:
16 - 20 Sept 2019

1 Day Workshops
in Districts on:
26 April, 31 May, 2 August,
6 September, 18 October and
15 November

For further information contact:
Centre for Social Development
Rhodes University
Grahamstown, 6140
Tel +27 (0)46 603 8573
s.murray@ru.ac.za

Photo: Funda Wande

SHORT COURSES
IN FOUNDATION PHASE LITERACY TEACHING

Funda Wande

CSD

RHODES UNIVERSITY
Where leaders learn

FACULTY OF EDUCATION

SHORT COURSES
IN FOUNDATION PHASE LITERACY TEACHING

Short courses

- Contact sessions
 - Built around the videos: watch, observe, discuss and report back
 - Additional practical activities
 - Computer Literacy
- Between sessions
 - Students work through App
 - Meet in District for an Assessment Workshop
- Assessment
 - Individual and group assignment
 - Online test

Experience a discussion about a video

- Watch video 36 (2:41 mins)
- Discuss in groups
 - What kind of text is Permie reading?
How could this link to Life Skills?
 - What do you notice about the way Permie reads it?
 - How does she interact with the children? How do they respond?
How does Permie respond to the children?
 - How does this develop learners' comprehension of the text and support their engagement?
- Report back



Experience a discussion about a video 2

Focusing attention of a reading strategy in GGR

- Watch Video 81 (2:04 mins)
- Discuss these questions in your groups:
 - What strategy is Permie teaching her learners?
 - Why is it important?
 - How does she do this? How does she provide feedback to her learners?
 - How would you describe Permie's relationship with her learners? How does this support the feedback process?



Discuss how you could use the following video with your students?

- Watch the video and then discuss how you could use it with students:
 - Would you use this video with your students? Why?/Why not?
 - If you did, what would you focus on?
 - What questions would you ask?
 - In what creative ways could you use the video?



What did the Short Courses look like in practice?



**12 Short Courses
in Foundation Phase
Literacy Teaching**

Module in BEd (FP Teaching) – Year 1

Week	Monday 10.30-11.15 Tutorial	Monday 11.25-12.10 Lecture	Tuesday 14.15-15.00 Lecture	Wednesday 15.10-15.55 Lecture	Friday 9.35- 10.20 Tutorial
1 2-6 Sept	No tut	Introduction to the course How to access the App. Give out tut readings (Pretorius & Murray; Chall)	What is reading?	What do children learn about reading before they go to school?	Discuss Pretorius & Murray (2018)
2 9-13 Sept	Discuss Pretorius & Murray (2018) & Chall (1983)	What is emergent literacy? What is emergent reading? Give out tut reading (Roskos et al 2003)	What is emergent writing?	Learning through play in Grade R	Discuss Roskos et al (2003)
3 16-20 Sept	Discuss Test et al (2010)	Consolidating language with after-story activities/Assessing children's oral language. Give out assessment rubric/Give out tut reading (Murray 2019)	Heritage Day	Phonological awareness and phonemic awareness	Discuss Murray (2019)
5 30 Sept – 4 Oct	Discuss Murray (2019)	Blending syllables and segmenting words. Give out tut reading (Byington & Kim 2017)	Letter formation activities	Using games to consolidate letter sound knowledge	Discuss Byington & Kim (2017)
6 7-11 Oct	Discuss Byington & Kim (2017)	Emergent writing – Shared writing	Writing words	Assessing letter-sound knowledge	TEST
7 14-18 Oct	Visit from an experienced Grade R teacher: Ms Jenny Hodgskiss, Coordinator part-time BEd (FP), CSD		Preparing for the exam	Feedback on test Preparing for the exam	Tutorial: Preparing for the exam

Lecture 2

Lecture 2 – What is reading?

- Watch Video 44 What is reading and how does it develop? The 3 components of reading (3:18 minutes)
- In your groups, discuss the following questions and be prepared to report back:
 - What are the 3 components of reading?
 - What is **decoding**? Why is it important in learning to read?
 - What is **comprehension**? Why is it important in learning to read?
 - What is **response**? Why is it important in learning to read?
- For further information, read:
 - Pretorius, E. & Murray, S. (2018). Reading: Important things to know about it. Johannesburg: Zenex Foundation. Pages 3-38 – The 3 components of reading – Decoding, comprehension & response (Available on RU Connected)

Lecture 3

Lecture 3 - What do children learn about reading before they go to school?

- Watch Video 47 What is reading and how does it develop? Reading and writing before school (6:20 mins)
- In your groups, discuss the following questions and be prepared to report back:
 - What are the 5 things that learners have some knowledge of before they come to school? Which components of reading do each of these belong to?
 - How do children gain this knowledge before they come to school?
 - What knowledge of reading and writing did you have before you came to school? How did you learn this? Share with your group members

Reading for tutorial 1

TUTORIAL 1 - 6 September

- Pretorius, E. & Murray, S. (2018). The expert reading teacher. Johannesburg: Zenex Foundation. Pages 14-22. (Copy provided for tut)

Questions

- What do we mean when we say that 'reading is a social practice'?
- What is a community of practice?
- What do we mean when we say that children are emergent biliterates?
- What do you think children know about literacy before they come to school? What do they learn outside of the classroom? What have you learned about this from your TP this year?
- Do you think it is important that teachers recognise what children bring to school with them? How could they do this?
- What are the things the Grade R teacher should do to develop children's emergent literacy?

Pretorius, E. & Murray, S. (2018). The expert reading teacher. Johannesburg: Zenex Foundation. Pages 14-22.

MODULE A:

UNIT A1: The expert reading teacher

Expert noun someone with special skills or knowledge about a subject e.g. an expert on reading
Expert adjective having these skills or knowledge e.g. an expert teacher



ZENEX
FOUNDATION

Copyright © 2014 The Zenex Foundation. All rights reserved. Copies may be made for educational use only, with acknowledgement, for further information about the Zenex Foundation and other projects, see www.zenexfoundation.org.za
Development and writing: Elizabeth J. Pretorius and Sarah Murray
Project Management: Lauren Fox

01

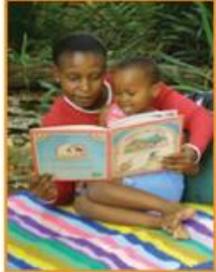
2.2.3 How children learn to read – the processes involved

Emergent literacy

Social practice
compound noun a habitual activity that shapes everyday life and is familiar to members of a community of practice

Community of practice
compound noun a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly

Expert reading teachers understand that reading is both a skill that has to be learned and a **social practice** that is part of our everyday lives. Children who grow up in highly educated families are surrounded by print – magazines, books, newspapers, forms, bills, advertising leaflets, cell phones, laptops, and so on. They see their family members reading for real purposes every day and their parents read them storybooks. They are part of a **community of practice**. These children learn to value reading from an early age and they acquire a lot of knowledge about print. They know, for example, that print carries meaning, that it represents words, that we read from left to right, and so on. Because their parents read them storybooks, they associate reading with enjoyment and pleasure. They know how to hold a book, they know that stories have characters, settings and plots, and they may recognise a few words in print and pretend to read. We call this knowledge emergent literacy.

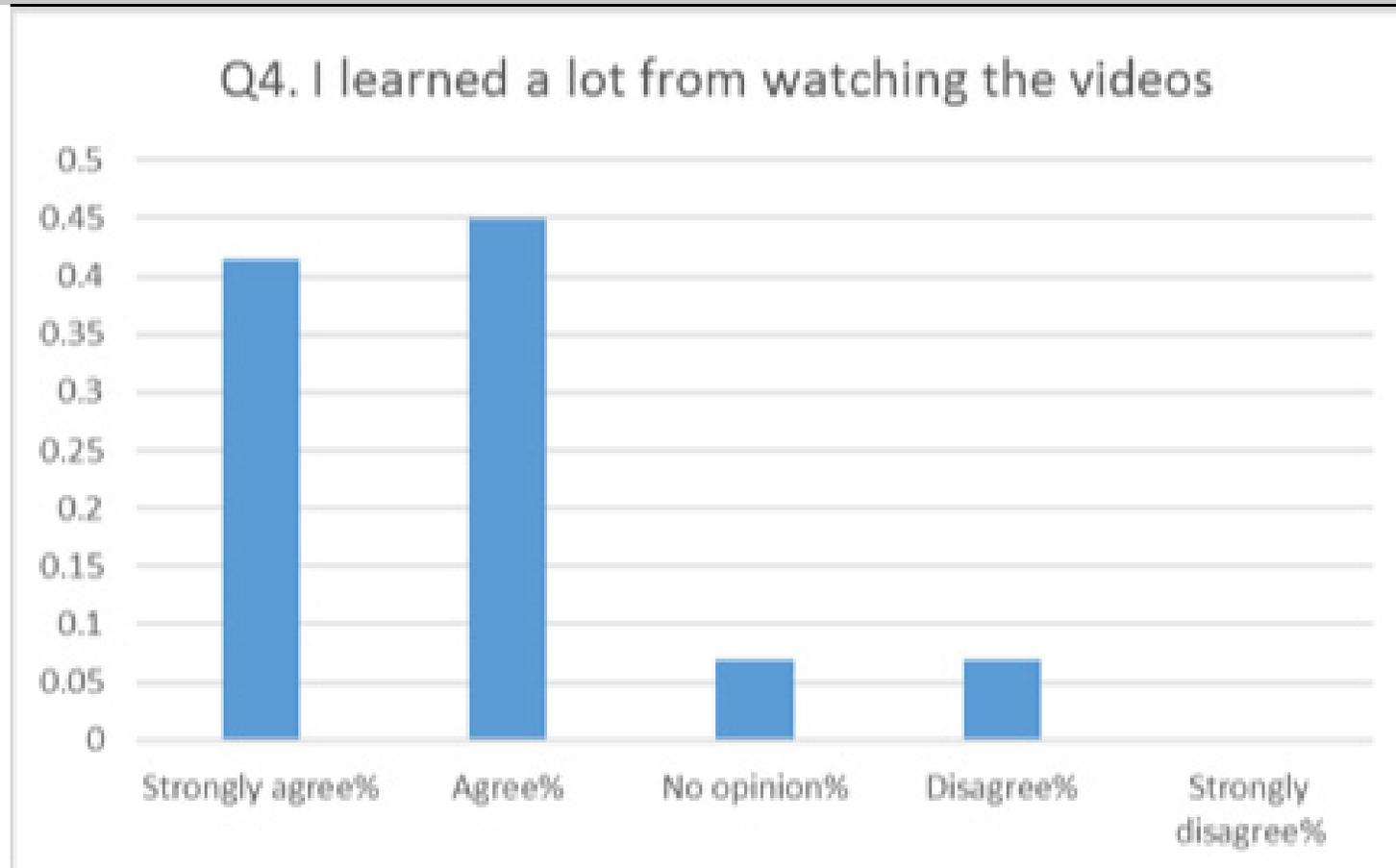


Even children who come from homes where levels of literacy are not high, are exposed to print. For example, they see road signs, car number plates, advertisements, signs in shops, labels on food, and so on. However, these signs are usually in English, which for most children is an additional language. These children start to make sense of print in their additional language, for example, they learn to recognise words like STOP.

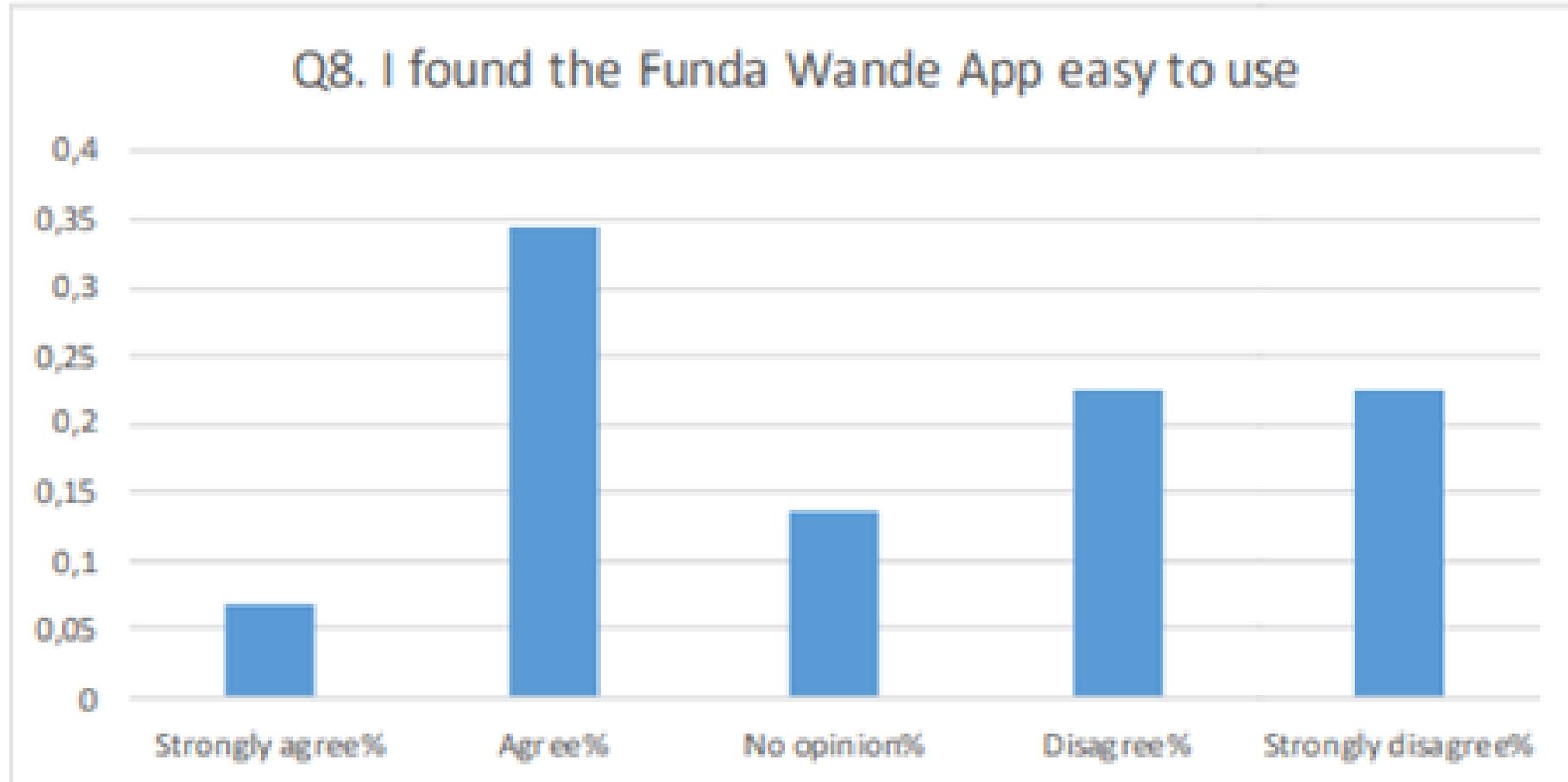
Student evaluation of Module

- Online questionnaire using a 5 point scale (strongly agree, agree, no opinion, disagree, strongly disagree)
- 58 out of 60 students responded
- Course perceived as interesting, relevant to students' needs, pitched at right level
- Students felt they learned a lot from watching videos
- Mixed views on App – almost half the class (44%) found online difficult to access, especially on cell phone. 45% said they didn't use it. 65% preferred to use the booklet version.

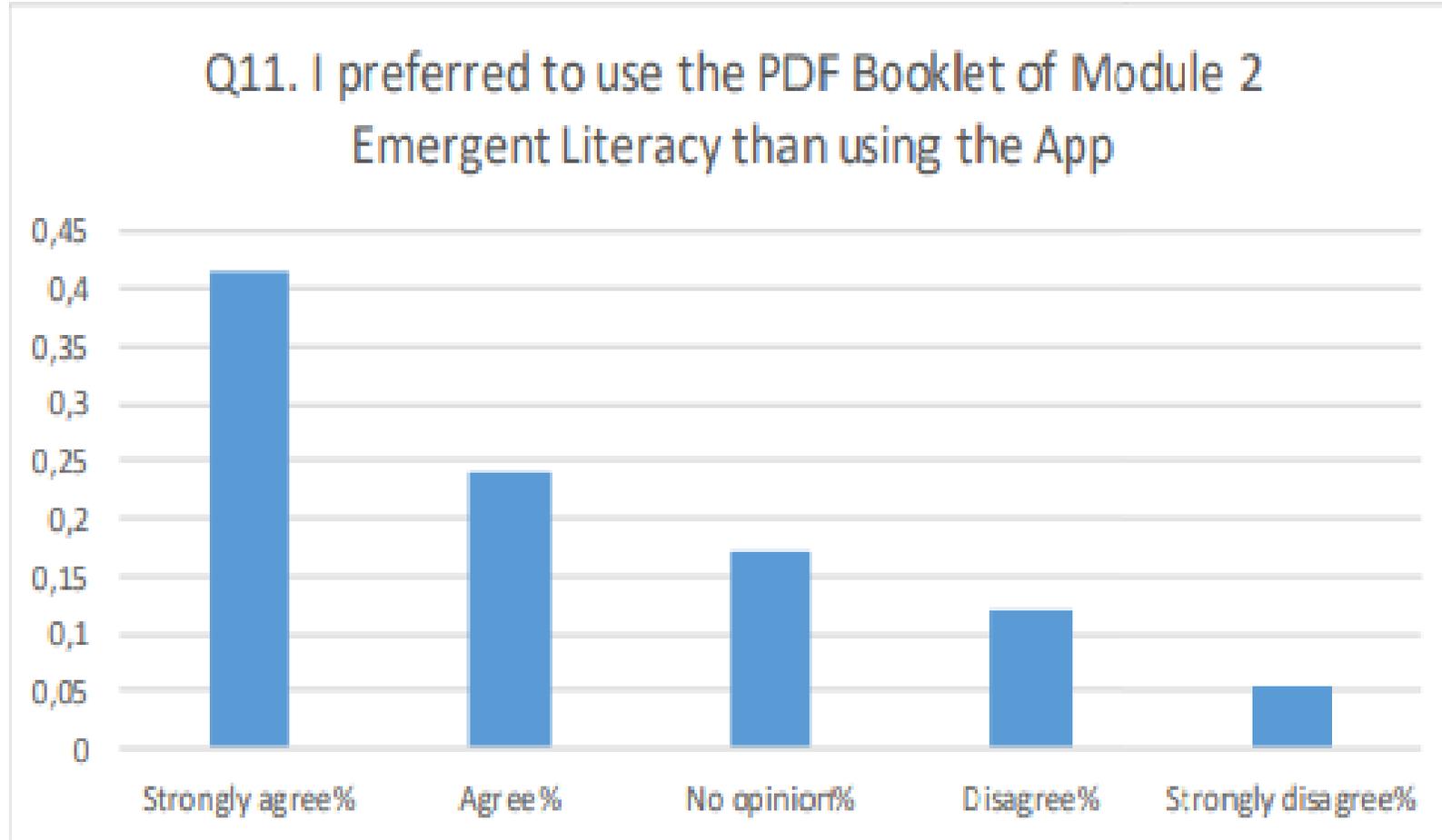
Question 4 – I learned a lot from watching the videos



Question 8 – I found the Funda Wande App easy to use



Question 11 – I preferred to use the PDF Booklet of Module 2 Emergent Literacy than using the App



Evaluation by lecturer

Positive aspects

- Expose students to computer-based learning and use of video
- Bilingual; isiXhosa is the FP LoLT in most schools in Eastern Cape
- Aligns with narrative of decolonizing the curriculum and 21C trends – videos can stimulate students to think creatively

Problematic aspects

- Videos not typical of large classes in E Cape
- Not enough time in lectures to discuss videos; problems with technology in lecture theatre
- Student absenteeism – could access content on App or You Tube

Evaluation by lecturer cont/d ...

- Most valuable videos
 - 161, 167, 70 – all show interaction between teacher and learners, and active learning
- Will he use the videos again?
 - Yes, they are suitable for all 4 years of the BEd FP
- Suggestions
 - Reduce the number of videos viewed to provide more time for discussion
 - Provide more contextualization – Where do the videos come from?
 - More critical engagement with theory, links to readings

Critical feedback on our resources

- We welcome more critical feedback on our resources