Literacy lessons learnt from parents after attending a seven-week Home-School Partnership Programme

Authors:
Dawn Cozett
Janet Condy

Affiliations:
Faculty of Education, Cape Peninsula University of Technology, South Africa

Corresponding author:
Dawn Cozett, dawn.cozett@westerncape.gov.za

Dates:
Received: 22 June 2015
Accepted: 27 Mar. 2016
Published: 30 June 2016

How to cite this article:

Retraction notice published:
http://dx.doi.org/10.4102/sajce.v6i1.474

Copyright:
© 2016. The Authors. Licensee: AOSIS. This work is licensed under the Creative Commons Attribution License.

Read online:
Scan this QR code with your smart phone or mobile device to read online.

Introduction

The purpose of this study was to determine how five parents from my 2010 and five parents from my 2011 Grade R class, who came from a low-income area in Cape Town, could be empowered through a Home-School Partnership Programme (HSPP) to assist their children at home with literacy. The learners in my class were from a culturally different background from my own. So for me to gain a deeper understanding of my parents’ cultural values and aspirations when interacting with the HSPP literacy programme, I elected to frame my study within the work of Paulo Freire. I believed that the purpose of education was to make the oppressed passive. The man/child are taught a question, but to accept. Qualitative data were gathered in a case study research design, using focus group interviews and semi-structured questionnaire together with footage from a local broadcasting studio. The results show that the parents, who were seriously unable to assist their learners with literacy skills at home, were keen to change and to assist their learners a better life opportunity. This descriptive research is an example of how the home, the school and the community can collaborate in a meaningful and sustained way, especially in poverty-stricken areas where unemployment is rife.

The results show that the parents, who were previously unable to assist their learners with literacy learning in their homes, were keen to change and to assist their learners a better life opportunity. This descriptive research is an example of how the home, the school and the community can collaborate in a meaningful and sustained way, especially in poverty-stricken areas where unemployment is rife.
Theoretical framework

This research project was conducted in a poverty-stricken environment. Freire (1970) believes that ‘classes’ have different ideological cultural values and aspirations. I came from a middle-class suburb some distance from the school where I taught, so I was unfamiliar with the community where my learners lived. In essence, I was from one class and the learners were from another (Au 2004). So for me to gain a deeper understanding of my parents’ cultural values and aspirations when interacting with the HSPP literacy programme, I elected to frame my study within the work of Paulo Freire (Freire 1970). His work explores how it is to be human and what it means to connect and live with the ‘other’.

For Freire, class remains an important factor in his understanding of oppression. He believed the purpose of education was to make the oppressed passive. The oppressed are taught not to question, but to accept. This minimises the oppressor’s creative power. Freire (1996) suggests that education becomes oppressed when it is prescribed:

> Every prescription represents the imposition of one individual’s choice upon another, transforming the consciousness of the person prescribed to, into that which conforms to the prescriber’s consciousness. (p. 29)

Because Freire considers literacy to be much more than just the ability to read, and regards literacy as the ability to read ‘the word and the world’, literacy is a social term that enables people to interpret the world. The term ‘social literacy’ enables parents to recognise themselves as teachers of a broader kind of literacy. Shor (1999) furthered this discussion by suggesting that literacy is a social activity which uses language inside a larger culture. Giroux (2011:5) agrees with Freire (1996:57) that students should read texts as objects of interrogation rather than passively receiving them through a culture of pedagogical conformity that does not encourage questioning. Critical literacy is understood as ‘learning to read and write as part of the process of coming conscious of one’s experiences as historically conditioned within specific power relations’ (Shor 1999). Giroux (2011:154) states that Freiran pedagogy fosters in students the opportunity to read, write and lead by engaging in a culture of questioning, which demands more than just competent rote learners.

The banking concept of education, as stated by Freire (1996:53), regards education as an act of depositing: students are the depositories and the teacher is the depositor. Gilbert (2012:119) equates the banking concept as funnelling knowledge into pupils’ heads. The banking concept (Freire 1996:55) disguises the efforts of the humanist to turn women and men into automatons. Automaton conformity prevents self-direction, critical thinking and autonomy in action. It encourages disconnected knowledge. In terms of the ‘banking system’ of learning, the narrative educator talks and the learner listens. The learner listens, memorises and repeats without any real insight or understanding of what they learn. The learner is treated as a ‘tabula rasa’ or an empty vessel that needs to be filled. The educator chooses the content and context of the study and learners adapt to it. Learners are passive and accept the world as oppressors portrayed to them. The learner is in the world, but not with the world. The learner is not making the knowledge of the oppressor (educator), who does not care to have the world revealed or transformed. This approach stifles growth and development (Freire 1996:58).

Literature review

This literature review begins with a brief discussion on what it means to teach in a culturally responsive manner. As this research is based on the outcomes of the HSPP, a brief discussion of what the programme includes will be provided. Discussions on supporting literacy learning at home, language learning, and a discussion on emergent reading writing will conclude this section.

Teaching in a culturally responsive manner

Au (2004:404) states that often teachers end up working in classrooms with students from culturally different backgrounds from their own. These teachers want to teach values, cultures and behaviours that reflect those of their learners. The purpose of culturally responsive teaching is to build academic achievement, not just to build self-esteem or cultural identity, although these may be positive outcomes of this approach. It is important for learners from diverse backgrounds to acquire academic skills, as they need to be able to compete in the larger society. People are judged on how well they can speak, read and write in English. In culturally relevant teaching, teachers are mindful of teaching students in a manner that respects their values and home cultures (Au 2004).

In this study, the parents of the Grade R learners valued the principal of Ubuntu, which ‘recognises the African philosophy of humanism, linking the individual to the collective … It is a way of life, ways of treating others and ways of behaving’ (Sotuku & Duku 2014:29). This HSPP valued these principles by nurturing relationships between parents and learners, parents and teachers and parents and the school. The programme specifically set out to develop the parent’s self-esteem, self-confidence, as well as thinking and reasoning skills. They were motivated to create caring and reliable relationships with their children (O’Carroll 2014).

The Home-School Partnership Programme

O’Carroll (2014) director of WordWorks, states that the HSPP is a volunteer programme including parents, grandparents and caregivers to support learning in the home environment. The programme (Appendix 1) is conducted in high-poverty areas, where high levels of unemployment, drug abuse and gang violence are prevalent. Freire (1996) suggested that in these oppressive environments, learners are taught not to question, but to merely accept. Rote learning is encouraged where the educator talks and the learners listen and repeat without any real insight.
However, the HSPP strives to achieve three outcomes: it fosters a culture of learning among families, to assist parents of young children with after-hours learning activities, and it nurtures constructive relationships between schools and families. The seven-week, user-friendly and fun course aims to equip participants with critical literacy skills, practical ideas and builds confidence necessary to support their children’s learning at home. Participants are shown skills of how to: talk with babies and children, share stories and books, sing songs and play games with sounds, facilitate pretend play, point out print, provide opportunities for drawing and support early writing in English, Afrikaans, isiZulu and isiXhosa (O’Carroll n.d.).

Supporting literacy learning at home

Parental relationships that support literacy in the home environment form the necessary grounding for early childhood development (ECD). In many instances, parents and caregivers are not aware of the impact that these literacy activities have on their children’s learning. The role of the family and the family environment itself has an effect on young children’s emergent literacy development. Caregivers and teachers, together with families, help to create a basis for emergent literacy by providing literacy-related activities. For many years in South Africa, as Hickman and O’Carroll (2013) state, there has been a misconception that learning to read and write begins when children start formal learning. The brain of an infant is impressionable; it is able to absorb and learn different skills, including language learning during the early years. Zeece and Wallace (2009) emphasise that literacy development starts at birth.

Swick (2008) accentuates the importance of high-quality parent-child relationships. Through consistent and loving interactions with their parents, children learn about the goodness. This forms the basis upon which parents and children can train each other to form better relationships and interacting with the environment. Parents therefore need to construct a sense of security and love. This is highly influential in influencing children’s growth and learning. Mui and Anderson (2008) continue this argument by stating that homes and families are influential sites for early literacy learning. Mui and Anderson (2008:240) further state that reading and writing are central in children’s daily lives. In many instances, parents and caregivers are not aware of the impact that these literacy activities have on their children’s learning.

Family members, other than parents and mothers, as according to Mui and Anderson (2008) can also support the learning of young children. According to Comrie (2009) states: ‘parents are encouraged to involve older brothers and sisters or other family members in reading and telling stories to young children’. Interaction supports the older siblings’ reading and sense of responsibility. Mui and Anderson (2008) state that, at times, literacy learning occurs in the context of playing ‘school’. Older children feel it their responsibility to help prepare their younger siblings for school entry or the next grade. Immediate family members and extended families need to support younger children to develop basic literacy skills. Mui and Anderson (2008) state ‘that the value of older children assisting their younger siblings is that they benefit each other’ explain (2008):

The older children in various ways present information to the younger children, teaching the important literacy knowledge while at the same time they are enhancing and reinforcing their own literacy (2008).

Mui and Anderson (2008) explain that because of the increasing rate that grand parents and significant others adults play in the everyday learning of children not always being raised by their biological parents, the important role of such persons should be acknowledged. The guidance and support that parents and/or caregivers offer to young children is considered critical. Zeece and Wallace (2009) agree that young children’s literacy and language abilities depend on support provided.

Not all parents are comfortable and confident enough to assist their children in an overt role. Therefore, suitable support programmes should be made available so that parents do not feel pressured to perform in the company of others. Otto (2008) and de Coulon, Meschi and Vignoles (2011) are that parents may face unemployment, having to work away from home and/or hold an unstable job with low wages. The amount of time spent together could be affected by these factors. In a South African context, where many Grade R learners come from low-income families, it is important to recognise the factors which contribute and prevent successful literacy achievement.

According to Grisham-Brown (2008), children’s growth and the way they learn are influenced by those who care for, and educate, them. To give children, from socio-disadvantaged backgrounds, a better chance of learning to read and write successfully, as stated by O’Carroll (in Comrie 2009), foundations for learning must be laid before the start of formal schooling. Teaching children to read and write should therefore be an on-going process. Imitation is a powerful form of social and cognitive education. Children’s peers, older children and senior members of the community, such as parents or teachers, can all use this instinct to initiate a way of leading or directing children. The HSPP promotes participatory democracy in communities, which, according to Amasa and Thokazani (2011:132), ‘increases individual freedom by enabling learners to be their own master and increases the feeling that learners belong to their own community’.

Language learning

At the time data were collected for this research project, the Revised National Curriculum Statement (2002) (RNCS) was
being used. Hence, I will refer to this document. In the Grade R curriculum (RNCS 2002:13), oral language is the foundation and the primary means of communication. Language inspires imagination and creativity; it eventually provides and promotes many of the goals of science, technology and environmental education. It develops the critical tools necessary for becoming responsible citizens. The RNCS (2002:13) requires that learners entering Grade R and Grade 1 to have a high proficiency in their home language. These learners should have developed their home language through a variety of interactions with others in the context of care, nurture and play. The focus should be on listening for information and enjoyment, communicating confidently and effectively in a wide range of situations, reading picture books and learning songs and rhymes, drawing pictures and being able to use vocabulary appropriately. The learners will be able to understand concepts such as identity, number, size and colour (RNCS 2002:16).

Emergent reading and writing

Zeece and Wallace (2009:36) state that literacy development begins at birth and is highly connected with success at school. Girard et al. (2013) posit that emergent literacy is the skill and knowledge that precede formal reading. Emergent literacy supports the development of decoding and reading comprehension. Children interact with their environment by means of their five senses from birth. Their sensory motor experiences of touch, smell, taste, sight and hearing enable them to explore their environment.

When young children become aware of environmental prints such as product labels, clothing, magazine designs and advertisements, they realise that print makes meaning. Comrie (2009:9) describes this experience as children making a big ‘jump’ from noticing real concrete objects to those same objects being represented by written symbols. Children, as described by Neumann, Hood and Neumann (2008), can be asked to trace letters in words with their fingers while the word is being sounded out phonetically. Girard (2011) offers insight into early word-play; sound and rhyme. For example, set the stage for teaching phonological awareness. Learning the concept that letters correspond to sounds is a big step to their names provides the foundation for reading. Girard (2011) explains that pre-writing skills are best learned when children are allowed to observe and convey their thoughts. Cabel, Tortorelli and Cabel (2008) expound that young children who are exposed to pre-writing experiences are provided with a rich foundation for formal writing. A foundation for literacy learning provides an understanding of writing on a page from left to right, drawings and sound awareness. Children begin to represent salient sounds or the sounds that are obvious to figure out how writing works in an informal manner. Children often represent salient sounds or the sounds that are the most prominent because of the way they feel in the child’s mouth. When a child has the ability to identify salient sounds in words and matches them to a letter, it indicates that the child has begun to sound out the words she wrote phonetically, for example, by labelling a picture of a tiger with a ‘T’.

This section can be discussed further’s theory of the oppressed and what it means to the different ideological cultural values and aspirations. Throughout the literature review, attention was given to literacy development in the home and discussed what it means to teach in a culturally responsive manner. Understanding of the HSPP were described, the importance of supporting literacy learning at home, how it is linked to the RNCS policy document and finally a brief discussion on emergent reading and writing skills.

Methodology

A case study methodology was used to conduct an in-depth investigation into what ways parents of my Grade R learners were empowered by attending a seven-week literacy intervention programme. Case studies, as stated by Cohen, Manion and Morrison (2008:253) can ‘establish cause and effect observe effects in real contexts, recognising that context is a powerful determinant of both causes and effects’. The context of this research project was unique, and hence, the study reports on the ‘complex dynamic and unfolding interactions’ of the literacy gains.

I opted for a convenient sample of parents, as this group was easily accessible (Cohen et al. 2008). It was convenient for me to approach the Grade R parents as I saw them in the morning when they brought their Grade R children to school and in the afternoon when they collected their children after school.

The school selected for this study is located in a low-income area in Hout Bay near to a small fishing village and surrounded by two mountains. The parents speak predominantly Afrikaans and English. Many parents from this community would insist that their children be taught in English even though their home language is Afrikaans. The school falls within ‘quintile one’ group of public schools, which means it is ‘no-fees’ school. The no-fee policy exempts certain schools from charging fees, based on poverty levels of the area they serve (James 2001). However, at this school, the Grade R learners pay an annual fee of R350.00 and this allows the learners to be fed daily by the Provincial Feeding Scheme. This is a Department of Basic Education (DoBE) initiative that supports the learning programme at the school and in the Western Cape.

The sample consisted of five parents who had children in my Grade R class in 2010. During February and March 2010, these five parents attended a seven-week HSPP, which I conducted in English. The following year, during May 2011, I had to find another five parents to be interviewed.
These parents attended the same HSPP in 2010 but were interviewed to add more depth to the findings. The first sample group did not display sufficient responses to the required study and it therefore lacked depth (Creswell 2009).

I asked open-ended questions in a series of focus group interviews, which were crucial to this research programme (Creswell 2009). In 2010, I conducted interviews after each week of the seven-week HSPP. During February and March 2011, e.tv videoed the HSPP over a period of four weeks, and I have transcribed and reproduced a video clip from that filming. On the final evening of the HSPP, I invited the parents to complete a semi-structured questionnaire.

During the time of inductive data analysis, I used eight different coloured pens to code the text of the interviews, semi-structured questionnaires and the video recording. The codes were Personal Development was coded in red, ECD was coded green, Building collegiality in the community was coded yellow, Developing skills was coded purple, Time management was coded blue, Strengthening relationships was coded blue, Positive self-esteem was coded orange, and finally Future hope was coded turquoise. When categorising these classifications, some codes were discarded (Henning, Van Rensburg & Smit 2007). Eventually, the codes were categorised into five more frequently occurring classifications according to the theoretical framework and the literature review.

Triangulation, as explained by Cohen et al. (2008), refers to the strengthening of reliability in a study, when different methods of data collection produce substantially the same results. To ensure triangulation, I compared the transcriptions of the interviews, questionnaires and video recording, which generated considerably similar findings as explained in the data analysis above. The more the data collection methods displayed similarity with each other the more confident I became and this strengthened my research study.

Participation was voluntary. Participants who participated in the HSPP were assured of confidentiality and anonymity (Henning et al. 2007). I have used initials (LB, GG, and AG) when discussing the names and findings. Permission to conduct this research project was obtained from the WCED and my university. A letter of permission was received from the principal of my school where the study was conducted. In addition to this, I was given permission to use the video clip, which was aired on the final evening of the South African Heroes campaign.

**Findings**

In an attempt to answer the research question ‘In what ways have parents of Grade R children, who attended the HSPP, been assisted with improving literacy learning in their homes?’, five classifications were identified on a regular and consistent basis. They include: parents’ personal development; understanding of ECD; building collegiality in the community; developing skills to assist children with initial literacy at home; and parents learning to manage their time. In the examples of the findings, the exact words that the parents used are shown. For the sake of authenticity, the grammatical structure of their sentences has not been changed.

**Parents’ personal development**

In this study, the aim of the HSPP intervention was that parents would begin to understand initial literacy principles. The participants were able to reflect on the important role they play in their young children’s development. They also realised that their actions had an effect on their family and the community.

The HSPP had brought families together in that they were reading together: older siblings wanted to be part of the reading. Comrie (2009) encouraged the involvement of both brothers and sisters in reading and telling stories to younger siblings. Parents had taken on the responsibility of assisting their children at home with story-telling and going to the library. Some of the interviewees had this to say:

- ‘I am no longer the same. At first I would say ‘not now’ but now I want to do things.’ (FM)
- ‘It brings the family together.’ (LB)
- ‘It makes you a better parent.’ (SD)
- ‘If I can’t take him to the library, then my husband takes him.’ (JA)
- ‘Last year my wife was telling stories, but then she say no and you know it’s not only for your wife to tell the stories so I took that part from my wife. And so now I’m the one who tell the stories to the child and she enjoy the stories.’ (LB)
- ‘… having fun with my children … You see, it’s more fun and exciting and uhh because books in the shops are very expensive, so it’s best to make books at home …’ (LW)
- ‘I am proud to be a mother …’ (JA)

Participants indicated what they enjoyed doing during the programme and how this improved their relationships with their children. Most of the participants indicated that they needed programmes such as the HSPP to assist their children before they went to school. This helped build a better relationship with their child. They mentioned that the programme was empowering and interesting. One response was as follows:

- ‘The connection that I used to have with my child was not so good at first but now we understand each other.’

It seemed that parents felt good about the change that was happening in their families. Parents realised that the programme gave them ideas to assist their children with learning in a fun way. While many parents felt that they were being equipped to assist their young children, some indicated that they needed a programme to focus on helping older children and children who were experiencing difficulties with their school work. LB had the following to say:

- ‘I think, how many years I waste because I just send my eldest daughter to school and uhh I come back and I just leave her by the
Parents had a more optimistic outlook for their children's empowered and understood early childhood education. About assisting their children at home. Some participants felt how young children learnt. It made them more confident. Many parents said that they had a better understanding of the alphabet:

- ‘The programme draws you closer to your child … and I don’t shout at her so much like before.’ (LB)
- ‘I like to play language games with my child… I can see the improvement … last year she was struggling a bit with her English and uhh you can see through the games and more …’ (LB)
- ‘… open it to the broader community …’
- ‘… involve the community of IY.’ (Imizamo Yethu – an informal settlement in the Hout Bay area)
- ‘Meeting with other parents, sharing our vision and mission in for our kids …’
- ‘Sharing during the sessions gave the parents a chance to discuss and support each other. During the interviews, the parents were asked whether they shared the information they had gained over the seven weeks with other participants:
  - ‘I enjoyed being surrounded by lots of people and the teachers and things I learned in a short period of time …’ (JW)
- ‘Yes, with all my friends and my neighbours coming to me.’ (LA)
- ‘I can’t stop telling them what a privilege it is to be in an education programme like this.’ (LB)
- ‘I will say to the parents it’s nice to do this and then it opens up your mind …’ (JW)
- ‘we normally didn’t greet, we just past each other… but now it’s exciting, we say “hi”. We communicate about what happened in the class and outside …’ (FL)

One parent shared during an interview session that, prior to the HSPP, she would normally just walk past people. Ever since the HSPP, she now greeted and had conversations with people that she met at the HSPP:

- ‘Meeting with other parents, sharing our vision and mission in for our kids …’

There were two participants who mentioned in the semi-structured questionnaires that they enjoyed being part of the group. One participant wrote concerning the importance of sharing the vision and mission that you have for your child:

- ‘The programme helps me to spend time with my child.’ (LW)

Building collegiality in the community

During the HSPP, we encouraged the parents to think about ways they taught their young children and what effect it had on their own development. The most significant response was that ‘the parents and teachers developed trust amongst each other’. This encouraged good relationships between myself and the parents. We discovered that we could learn from one another.

There were two participants who mentioned in the semi-structure questionnaires that they enjoyed being part of the group. One participant wrote concerning the importance of sharing the vision and mission that you have for your child:

- ‘The programme helps me to spend time with my child.’ (LW)

Building collegiality in the community

During the HSPP, we encouraged the parents to think about ways they taught their young children and what effect it had on their own development. The most significant response was that ‘the parents and teachers developed trust amongst each other’. This encouraged good relationships between myself and the parents. We discovered that we could learn from one another.

There were two participants who mentioned in the semi-structure questionnaires that they enjoyed being part of the group. One participant wrote concerning the importance of sharing the vision and mission that you have for your child:

- ‘The programme helps me to spend time with my child.’ (LW)

Building collegiality in the community

During the HSPP, we encouraged the parents to think about ways they taught their young children and what effect it had on their own development. The most significant response was that ‘the parents and teachers developed trust amongst each other’. This encouraged good relationships between myself and the parents. We discovered that we could learn from one another.

There were two participants who mentioned in the semi-structure questionnaires that they enjoyed being part of the group. One participant wrote concerning the importance of sharing the vision and mission that you have for your child:

- ‘The programme helps me to spend time with my child.’ (LW)

Building collegiality in the community

During the HSPP, we encouraged the parents to think about ways they taught their young children and what effect it had on their own development. The most significant response was that ‘the parents and teachers developed trust amongst each other’. This encouraged good relationships between myself and the parents. We discovered that we could learn from one another.

There were two participants who mentioned in the semi-structure questionnaires that they enjoyed being part of the group. One participant wrote concerning the importance of sharing the vision and mission that you have for your child:

- ‘The programme helps me to spend time with my child.’ (LW)

Building collegiality in the community

During the HSPP, we encouraged the parents to think about ways they taught their young children and what effect it had on their own development. The most significant response was that ‘the parents and teachers developed trust amongst each other’. This encouraged good relationships between myself and the parents. We discovered that we could learn from one another.

There were two participants who mentioned in the semi-structure questionnaires that they enjoyed being part of the group. One participant wrote concerning the importance of sharing the vision and mission that you have for your child:

- ‘The programme helps me to spend time with my child.’ (LW)

Building collegiality in the community

During the HSPP, we encouraged the parents to think about ways they taught their young children and what effect it had on their own development. The most significant response was that ‘the parents and teachers developed trust amongst each other’. This encouraged good relationships between myself and the parents. We discovered that we could learn from one another.

There were two participants who mentioned in the semi-structure questionnaires that they enjoyed being part of the group. One participant wrote concerning the importance of sharing the vision and mission that you have for your child:

- ‘The programme helps me to spend time with my child.’ (LW)

Building collegiality in the community

During the HSPP, we encouraged the parents to think about ways they taught their young children and what effect it had on their own development. The most significant response was that ‘the parents and teachers developed trust amongst each other’. This encouraged good relationships between myself and the parents. We discovered that we could learn from one another.

There were two participants who mentioned in the semi-structure questionnaires that they enjoyed being part of the group. One participant wrote concerning the importance of sharing the vision and mission that you have for your child:

- ‘The programme helps me to spend time with my child.’ (LW)
Two parents recommended that, through the HSPP, South African youth can benefit:

‘… SA youth rainbow nation’
‘… build a strong nation …’

One of the interviewees mentioned that more parents should be attending programmes such as the HSPP:

‘… if more parents can attend these classes, it will make a big difference …’ (LB)

Parents exhibited enthusiasm to collaborate as a community; they gradually but observably learnt to encourage others to participate in the HSPP programme. They were eager to share their experiences with others in the community and extend this programme to the local informal settlement. This supports Mui and Anderson’s (2008) idea that homes and families are influential sites for literacy learning. These parents developed ambitions beyond their own private concerns and began to widen the scope of their concern to the altruistic desire for others to succeed as well; they wanted to see children of other parents in the local community succeed. This broadening of interest was demonstrable from the findings and one of the most significant results of the intervention as a whole.

Developing skills to assist children with initial literacy at home

The banking concept, according to Freire (1996:54) ‘minimises creativity’. He refers to the students accepting the passive role imposed on them and that they do not develop as critical conscious beings. In this study, the HSPP allowed the parents an opportunity to ask critical questions and to start asking advice on how to teach literacy skills to very young children at home. Reading stories to the children, drawing a picture or spending time interacting with the children taught parents by practice what to do.

Many of the parents, had been previously marginalised and did not know how to implement the literacy suggestions because they themselves had not been read to as children (Freire 1996). Many of them read the stories with excitement, encouraging drawing or spending time interacting with their children. These parents neither knew how to spend time with their children nor how to turn that time into an informal learning experience (Au 2004). During an interview, one of the parents became excited when she explained the manner in which she was reading to her children and the questions that she asked them:

‘… would the book stay in front of them while we lay in bed and I read to him. While I read, I asked them what they think would happen next … It was so exciting.’ (LB)

As the programme developed, the parents began to experience a sense of achievement when they made little books. Once they folded and cut their pages, they were excited to make more books at home with their children. This activity was followed by a discussion on the importance of making your own books and what children could learn from this experience. At the end of this session, participants were given homework which was to make their own books. The following week they had to show their books to the whole group. This increased their sense of independence and usefulness (Cabel et al. 2011). The parents mentioned that making your own books was economical:

‘… because books in the shop are very expensive, it’s best to make books at home and like to make books.’ (LB)
‘… it’s good, if you carry books wherever you go, you carry kid in the taxi or on a plane …’ (JW)

The making of books became a fun activity for parents and their children (Chohan 2011). One of the parents, however, mentioned in the semi-structured questionnaire that she struggled with the cutting and folding of the little books. It seemed that it turned out that this became a fun activity:

‘The best part is when you struggle to cut and to fold it [the page] and then you get a laugh, that’s the best part.’ (MS)

Instead of watching television aimlessly or being exposed to violent acts in the community, parents and children were having fun through learning language (Au 2004; Freire 1996). They were able to laugh together and laugh at themselves. Parents became hopeful since they became aware of the importance of listening to their children. They had been the passive skill of making their own books and realised why language development was significant in their children’s growth. Parents learned how to make their own puzzles. This statement from one parent who seemed hopeful and eager to exercise what he had learned through the programme.

‘… you showed us how to make puzzles and hum that makes me excited …’ (LB)

It seemed that once the parents understood the importance of language learning and what their children were able to learn through having books and puzzles available, they were more than eager to further their skills in these areas. It became evident that this project disrupted Freire’s (1996:54) notion of ‘minimising creativity’.

Parents learning to manage their time

Throughout the seven-week HSPP, the parents were encouraged to adjust their schedules in order to make time for their children. The situation of family life changes continuously. At first, most of the parents did not seem to understand the importance of time management or of making time for this course. However, later in the programme, they began to see the significance of planning their time.

During the interviews, two of the parents indicated that they did not always have time to do what they were taught during the programme. One parent did, however, mention that she did ‘Maths and that she read with her child’:

‘… now that I have the little one, I do not have much time to make little books.’ (JW)
‘… because there’s not always time for that [playing language games], but we do the maths and the reading …’ (GB)
One of the fathers, who was interviewed, stated he realised that he had to change the ways he spent his time at home. His role was to assist his wife with their child:

‘Daddy’s must be there to help his wife with the child. He mustn’t just sit with the newspaper or in front of the TV [television]. Help the wife, help the child and so you can make a better life with your child.’ (LB)

In two of the final semi-structured questionnaires, parents commented that one of the things they enjoyed about the programme was how they spent time with their children. It seemed that the HSPP assisted parents to use their time more effectively (Au 2004). The two phrases that substantiate this point are:

‘... how to help my child ... and spend time.’

‘... know [note], I'm spending more time with my kids ...’

Other parents, in their semi-structured questionnaires, mentioned their ideas of how they used their time to assist their children with learning language. Parents showed that they understood that there were different ways for their children to learn. They commented by writing the following statements:

‘... because my daughter is a slow learner, I can help her a lot with her schoolwork through play ...’

‘to teach my children things that I never done, like routine ...’

‘... the games, reading books and how to teach my children to read and write ...’

‘... by listening and hearing ...’

Many of the parents who attended the programme realised that they might have made a good choice in registering to participate in the seven-week HSPP. The parents committed themselves to the seven weeks. This organising of their time was beneficial to them and their families. One of the participants was a grandmother who committed her time to attend the seven-week programme. The mother related in the e.tv interview that she did it for the sake of her granddaughter, so that she could assist them at home. This woman realised the important role that she played as a grandparent and the difference that she could make towards her grandchildren’s future lives.

Discussion

The purpose of this study was to determine the efficacy of the HSPP and how parents of Grade R learners were empowered to assist their children at home with learning literacy. The HSPP is undeniably an attributably a successful intervention for a critical situation in South African education, gaining literacy (Au 2004). It is an attainable and realistic programme endorsed in the South African Constitution. Every child has the right to be taught, to be literate. This research project provides evidence that these parents were empowered to assist their Grade R children with literacy learning in the home environment.

The reality of re-structuring an entire educational organisation after the disruption and crippling after effects of Apartheid has proved far greater than expected (Freire 1996). The implementation of a fair and egalitarian educational option for all has been arduous and expensive. Inevitably, despite the best, often heroic, efforts of dedicated educators, many communities have not benefitted directly or materially in accordance with the ideals of the new constitution (Au 2004). The DoBE envisages the provision of quality education for all children in an educational training system that respects and responds effectively to diverse learning needs of every child.

The findings in this research project indicate that the home, school and community cannot work in isolation from each other. The parent must experienced socio-economic hardship as well as social and political unrest (Freire 1970). Therefore, it is important that today universal education includes adults as well as children (UNESCO 2014). A learning family refers to parents creating a home that is rich in learning resources by using inexplicable or re-usable material. A learning street describes good use of vocabulary, print-rich signs and notices. A learning community illustrates a community with neighbours sharing books and grandparents telling their stories to the children at school or at home. Forming this kind of partnerships increases children’s self-esteem, motivation, academic skills and independence so that they can achieve successfully and develop their full potential.

This study had certain limitations. Only parents of Grade R learners from one school were involved. The study only investigated the impact that the HSPP had on literacy learning. Nevertheless, it is possible that its findings may be generalised by analogy (naturalistic generalisation) to similar contexts. Future research plans include a broadening of our research base to include schools offering the HSPP in a variety of contexts.

A few recommendations are suggested. The DoBE continue to recognise the importance of the principles and practices of social and environmental justice and that they incorporate such principles and practices into curricular development. Schools can offer programmes, such as the HSPP, which empower and teach parents to become more aware of what they are able to offer their children and participate in informal literacy activities at home. Especially in Quintile 1 schools, it is recommended that school management bodies create opportunities to develop partnerships with their parents. The focus of these partnerships would be to extend the parents, and ultimately children’s, early literacy and numeracy experiences in a creative and fun-filled manner. Schools, teachers and families could work collaboratively and be guided by the needs of the child to develop successful and resourceful learning experiences. As far as the research design is concerned and in terms of depth, it is recommended that the sample size be increased for a deeper understanding of the process. In preparation for interviews, it would be better to provide the participants with a printed copy of the interview questions before the time, to prepare themselves. This would help the language differences.
Conclusion

Despite the UNESCO’s (2014) report and Van der Berg et al.’s Grade R study both of which found that the poor quality of Grade R education may be because of the lack of parental support, the findings of the HSPP research project provided evidence that the programme increased parent’s self-esteem, motivation and literacy skills. They were more able to participate in literacy skills and debates with their children in the home environment. They became mindful of the necessity that their children needed better opportunities that reflected their own culture and values to speak, read and write in English so they could compete in the larger more competitive society.

The parents involved in this study had been early school leavers and marginalised. They had been taught not to ask question but to accept and this limited their creative powers. They were now passionate about bringing change into their families, helping their children avoid the failure which they had experienced. The HSPP showed the parents that they could be liberated by asking questions and being critical in an anxiety-free environment. They learnt to plan their lives, read to their children with expression, made books, puzzles, played games, sang, danced and explored while listening and speaking. The HSPP, though small, is one way of ameliorating some of the inherited damage from the past and bringing about change in a practical, practical and affordable manner. They now have a sense of direction and want a better life.

Acknowledgements

Competing interests

The authors declare that they have no financial or personal relationships which may have inappropriately influenced them in writing this article.

Authors’ contributions

D.C. wrote this article from her master thesis. J.C. was D.C.’s supervisor and refined the final draft.

References


Appendix 1
The HSPP seven-week literacy programme includes focusing on:

- parents as their children’s first teacher;
- language learning and how young children learn best;
- drawing and have-a-go writing;
- strategies to support early reading and writing, including listening games;
- developing children's big and small muscles and knowledge of body in space;
- early maths using the world as our classroom; and
- summing up the programme, certificates and celebrations.

RETRACTED