



SHINE LITERACY HOUR
OPERATIONS
MANUAL



SHINE LITERACY HOUR OPERATIONS MANUAL **CONTENTS**

The Shine Literacy Hour was conceived by Maurita Weissenberg in 2000.

Since then, many people have played a role in the development of its content, methodology and materials.

Special acknowledgment and thanks are due to Kathryn Torres, co-founder, and Elizabeth Nadler-Nir for their help in the development of the programme. Thanks are also due to the Shine Centre Managers and Shine Literacy staff who wrote the original Operations Manual. This latest resource was written and edited by Rebecca Hickman. We are particularly grateful to all the Chapter Managers and volunteers whose feedback and ideas have informed the content of the manual.



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www.shineliteracy.org.za

CHAPTER TOOLKIT CONTENTS

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CHECKLISTS (C)		
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Code	Name	Doc type*
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**Documents included in the Shine Literacy Hour Operations Manual CHAPTER TOOLKIT can be found within their corresponding tabbed section shown down the right hand side of each page. All the documents are in PDF format unless otherwise stated above. Word documents of the above files can be found in your Google Drive folder, unless otherwise stated above.*



1. ABOUT SHINE LITERACY

1.1 In a nutshell

Shine Literacy is a non-profit organisation that seeks to create a culture of reading in South African schools, homes, workplaces and communities, thereby improving literacy outcomes for young children from low-income communities. Working in partnership with teachers, volunteers and parents, our award winning, evidence-based programmes provide effective and sustained support to children as they learn to read and write, helping to foster a life-long love of books and learning.

1.2 History

In 2000, with a handful of volunteers, Shine Literacy opened its first centre in a primary school in Cape Town, providing weekly one-on-one support to children who were at risk of falling behind. Motivated by the remarkable progress we witnessed, we formalised our methods and materials so that the Shine Literacy Hour model could be used more widely.

1.3 The need

South Africa's literacy rates remain stubbornly low. Many children still fail to reach the minimum expected level for reading and writing, and international studies show that our results are worse than those of other low-income African countries. Grade repetition is high during the Foundation Phase, with associated costs for children's self-esteem and motivation to learn. Class sizes are large and many teachers lack support and resources.

1.4 Shine Literacy's theory of change

In South Africa, literacy levels are unacceptably low and too many children do not fulfil their academic potential at school. By delivering programmes that support literacy learning at home and school, we will help to increase children's access to quality literacy learning opportunities and resources, and to equip parents and communities to play an active role in promoting early literacy. This will result in more children reading and writing at an age-appropriate level, and ultimately in improved educational outcomes.

1.5 Shine Literacy's programmes

Shine Literacy runs a number of programmes in addition to Shine Chapters. You can find more about our other programmes on our website: www.shineliteracy.org.za

1.6 What are the Shine Values?

The Shine Values are:

- **Respect for Human Rights**
We believe that all people should be treated equally and with dignity as is reflected in the South African Bill of Rights.
- **Responsibility**
We are invested in our duty to improve the future of literacy in South Africa.
- **Integrity**
Our actions, methods, measures, principles and outcomes will be consistent, truthful and transparent.
- **Trust**
We aim to be sincere and truthful in all our working practices.
- **Collaboration**
We build partnerships with those who share a common purpose.

1.7 What is the Shine Ethos?

The Shine Ethos underpins everything we do during the Shine Literacy Hour. It describes the kind of warm, supportive learning environment that helps children to become happy and successful learners. In particular, it sets out the types of approaches, behaviours and techniques that Learning Partners should use in all their interactions with children. All Learning Partners should be familiar with the Shine Ethos, and a copy of it (**R6: The Shine Ethos**) should be displayed prominently on the wall of your Chapter.

The Shine Ethos states:

- **Each individual matters**
We believe that all people should be treated equally and with dignity as is reflected in the South African Bill of Rights.
- **Listen with respect and without interruption**
The quality of our attention profoundly affects the quality of other people's thinking.
- **Treat each other as thinking peers**
We learn from one another, regardless of age or qualification.
- **Ease creates, urgency destroys**
An environment that encourages children to work at their own pace facilitates learning.
- **Practice the art of appreciation**
Be generous and genuine with praise and words of encouragement.

1.8 What is the Shine Vision?

The Shine Vision states:

- **We will create a culture of reading in order to build a nation of readers.**

1.9 What is the Shine Mission?

The Shine Mission states:

- **We will create more reading opportunities for children.**
- **We take the lead in bringing together schools, communities and like-minded organisations, to spark dialogue and build strong, collaborative partnerships.**
- **We work directly with schools to develop approaches that are relevant, effective and sustainable.**



2. USING THIS MANUAL

2.1 Introduction

This manual is the essential guide to setting up and running a Shine Chapter. It is packed full of useful information, step-by-step guidance and practical ideas and tips. It comes with a toolkit that contains all the checklists, templates, forms and resources you will need to implement the programme successfully (accessible through the yellow tabs down the right hand side of each page).

A copy of the manual is given to all new Chapters once they have signed their Chapter Agreement. As Chapter Manager, we recommend that you start by reading through the whole manual in one go to help you get a proper overview of how Chapters work. You can then go back and work through the implementation sections one by one.

We may update the manual and toolkit from time to time and will let you know when we do this. We welcome your feedback. If you have any ideas on ways to improve the manual, please contact Shine Literacy's Social Franchise Manager.

2.2 The Chapter Toolkit

The Chapter Toolkit can be accessed via the yellow tabs located on the right hand side of this manual. Each tab contains thumbnails of documents in that section which can be accessed digitally by clicking on the relevant thumbnail. These documents are also in your Chapter folder on Google Drive.

There are six types of documents in the toolkit that each have an alpha-numeric code that indicates the category to which the document belongs, and the number assigned to it.

- C** These are **checklists** to help guide you through particular processes.
- T** These are a wide range of **tools**, policies and templates that you will need to run your Chapter. They include forms, registers, logs, records and guidelines.
- R** These are Shine Literacy Hour **resources** that will help you and your volunteers deliver the programme effectively.
- A** These are the different documents, forms and guidelines that you will need to conduct **assessments**.
- M** These are **communication tools**, such as model posters, flyers, information sheets, press releases, and letters that accompany the Communications Toolkit.
- QA** These are forms for Shine Literacy's **quality assurance** process.



A document that shows this symbol is available on **Google Drive**.

2.3 Understanding the different types of documents in the Chapter Toolkit

Most documents provided in the Chapter Toolkit will be marked in one of three ways to guide you on how they must or may be branded. Please always use the three-point guide below to help you get this right:

1. Shine Literacy logos

Any document or resource with the Shine Literacy logos at the top **must** be printed and used exactly as received. No other logo should be added. These documents will usually be provided as PDF files.





2. Shine Chapter graphic ('Shine Chapter')

Any document or resource which has the Shine Chapter graphic (below) on it may be co-branded. You may add the logo of your Chapter Partner or your school (with their permission), with the Shine Chapter graphic beneath or next to it. The Shine Chapter graphic **must** be included. The Shine Literacy logos may **not** be used on these documents.



3. (hand holding pencil) symbol in top left corner only

Any document that has the  symbol in the top left corner is a working document that will usually only be seen and used by the Chapter Manager and probably does not require any branding.

Final documents that you display or share, should have the  symbol and the document number removed. To do this, just go to the header part of the document, click on the symbol or number, then click on the box that contains it, and press delete.

2.4 Copyright

At Shine Literacy we want to share our methodology and materials as widely as possible, but it is important that this is managed so that the integrity of our programmes and brand can be maintained (see Chapter 3).

The contents of this Shine Literacy Operations Manual, 2020, including guidelines, checklists, templates and resources, may not be reproduced or shared except in the ways described in the Manual. Some of the documents are in Word format to allow you to add content to them as needed. However no parts of the Manual may be included in any other publication without the permission of Shine Literacy, the copyright holder.

To protect Shine Literacy's intellectual property, a copyright notice must be printed in, or on, all publications or other resources that will be shared with individuals and other organisations. It is usually printed at the front of the publication, and copyright notice style is: © 20xx Shine Literacy, Cape Town. If Shine Literacy will allow a publication to be reproduced or used in any other way by users outside of the organisation, a copyright statement of rights can be included to outline what Shine Literacy considers acceptable use of the publication. This statement is usually printed, in small print, below the copyright notice, else in a suitable blank area before or after the main text.

2.5 Brand guardianship

A Shine Chapter is an important ambassador for the Shine Literacy brand (we use the term brand to describe our visual identity, our programme and our reputation). This means that Shine Chapters have a responsibility to protect and promote the Shine Literacy brand.

Your main brand guardianship duties are as follows:

- **The Shine Literacy Hour**
The programme must always be referred to as ‘the Shine Literacy Hour’ – for example, in volunteer recruitment materials, in fundraising materials, in correspondence and information for school staff and parents, and in school communications (such as website and newsletter). Chapters are not permitted to use the Shine Literacy Hour programme and to call it something different.
- **The Shine Ethos**
The Shine Ethos is a crucial part of the Shine Literacy brand. It is your responsibility to make sure that the Shine Ethos is exemplified by the way your Chapter is run and by the conduct of your volunteers (see Chapter 1.7).
- Shine Literacy’s Messaging Framework (which can be found in Appendix 1 within the Communications Toolkit, see tab **M**) should be used to ensure that the right language is used to describe Shine Literacy and the Shine Literacy Hour.
- **The Shine Literacy logo**
 - may never be removed from documents and materials on which it is used, nor may its size or position be altered.
 - may never be added to documents and materials that you create without the permission of Shine Literacy.
 - must always be used and printed in accordance with Shine Literacy’s Brand Guidelines (see Chapter 3).

2.6 Co-branding

Co-branding shows a partnership between Shine Literacy and another organisation. When we co-brand, we lend our credibility to a smaller brand – or benefit from the credibility of a larger one.

When another organisation is the main funder of a programme or has partnered in a particular output, their logo should be included on key publications or materials pertaining to that programme or output.

There are some documents in the Chapter Toolkit that should have the Chapter’s own branding added to them. It may be appropriate to use a Chapter Partner’s logo or to add the school’s logo in some instances, for example, on marketing materials or correspondence. Use the guidelines outlined in Chapter 2.3 to help you understand which documents in the Chapter Toolkit can be co-branded.



When using your Chapter Partner’s or school’s logo on anything related to the Shine Literacy Hour programme, you must always add the ‘Shine Chapter’ graphic beneath or next to the logo (see logo above and guidelines in Chapter 3.3).

It may be appropriate to use wording in conjunction with donor logos in order to make it clear the nature of the relationship. For example: ***Made possible with generous funding from:***, ***With thanks to our funder:*** or ***Supported by:***.

Always make sure that you get the school’s written permission to use their logo. Also take care to consult and adhere to any Partner guidelines for using their logo. If you are in any doubt, please contact the Shine Literacy team.



3. SHINE LITERACY'S ORGANISATIONAL IDENTITY

3.1 Shine Literacy's organisational identity

The Shine Literacy organisational identity incorporates the basic guidelines for Shine Literacy and external service providers, partners and stakeholders. To gain maximum impact, these guidelines were established to ensure that we are consistent when we visually present Shine Literacy. It is important that every member of the team, external service providers, partners and stakeholders understand and use these guidelines so that our organisation's image and identity is clear, consistent and effective.

By maintaining a consistent and professional organisational identity we ensure that we are understood and that others see us as professional. This is important to ensure that, as the identity of Shine Literacy becomes easily recognisable, our important messages are easily received and understood.

3.2 Shine Literacy logo

The Shine Literacy logo uses black writing with a yellow star. In instances when it appears on yellow, the star becomes white as shown in the examples below.



3.3 Shine Chapter logo

Any document or resource that has the Shine Chapter graphic (right) on it, may be co-branded (see Chapter 2.6) by adding the logo of your Chapter or school (with their permission). The Shine Chapter graphic should be placed beneath, or next to it.



The Shine Literacy logo must not be used on any document or resource that has a Shine Chapter logo.

As a general rule:

- For cover pages or other materials where the logo will be printed in a reasonable size: The logo should be positioned in the centre at the top of the page and the rest of the page design should be worked around this.
- For multi-page publications, such as manuals: the logo should be displayed on both the cover and the title page. It is not necessary for it to appear on every subsequent page.
- For communication materials that are only for a particular programme (eg Chapters): it may be appropriate to use the programme version of the logo.
- For games and learning materials: While the packaging (including files and sleeves) will be marked with Shine Literacy's logo, it may sometimes make sense not to mark individual materials (such as games) where this interferes with the clear presentation and use of the resource. It may rather be appropriate to mark these materials with a small Shine Literacy copyright.

3.4 Discontinued logo

The boy logo served Shine Literacy well over the years. It does however take up a lot of vertical space. The decision has been made to simplify the logo and drop the image of the boy. This allows for consistency across print and digital platforms. All new materials must use the new logo.



3.5 Shine Literacy logo on a shape

The logo with yellow background may be used on different shaped devices. It can be a sticker (right) or perhaps overlaid on a photo. Make sure the logo has a space around it equal to the height of the star in the logo (below).



Minimum amount of space around the logo is equal to the height of the star.

3.6 Logo in limited colours

Sometimes the need arises to reproduce the logo in limited colours, such as black and white printing, or embroidery with a limited pallet.

Logo in black and white

Only to be used for one colour printing. Not to be used in electronic publications or on the web. Do not use the logo with a grey star or lettering.



When printing in black and white use the logo with a black star – do not change it to grey.

Logo in white

The logo may be used in white on yellow or white on black when one colour printing or embroidery is needed. The one colour option may also be used in footers. Use the primary logo on electronic media.



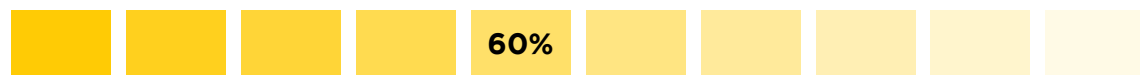
Logo in white on yellow, white on black and white with a yellow star (when needed in embroidery or other 2 colour uses.)

3.7 Shine Literacy: Colour

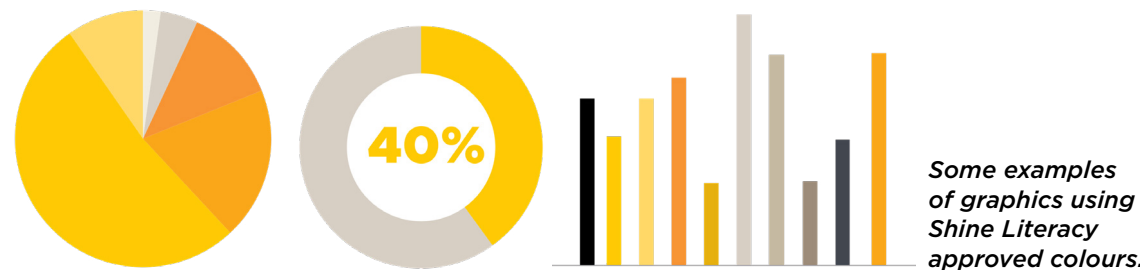
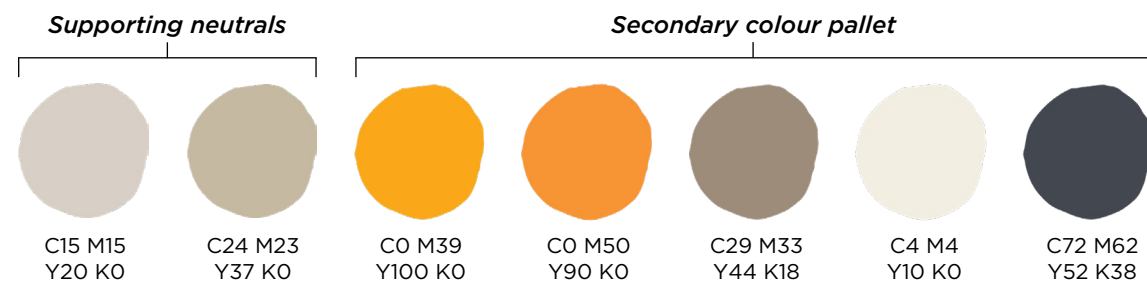
Primary colours: Shine Literacy uses two primary colours in its logo and all related designs. These are a specific **yellow** and **black**. The codes, or specifications, for these colours are listed on the colour samples below.



Tints: Tints of these colours may be used to aid a design. For example, when highlighting a text box, a 60% yellow background allows black type to read easily.



Supporting neutrals and secondary colours: There are two approved Shine Literacy neutrals and a designated secondary colour pallet for more complicated designs where, for instance, graphs and graphics are required. However, it is preferred that the yellow and black Shine Literacy colours are dominant.



3.8 Shine Literacy: Typography

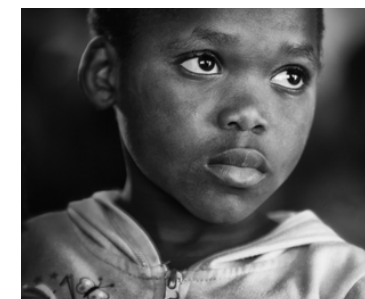
The Shine Literacy typeface is called **Gotham**. There is a similar alternative called **Metropolis** that is available free online at <https://www.fontsquirrel.com/fonts/metropolis>. In cases where special fonts aren't available, such as email newsletters, a sans serif font such as Calibri, Arial or Helvetica should be used.

3.9 Shine Literacy: Photography

✓ **Photos to use:** The mood and style of Shine Literacy photos is optimistic, caring, real, warm, human and passionate. A variety of photos are available from Shine Literacy's photo library.



✗ **Photos to avoid:** Refrain from using images of hopelessness or desperation, those that are overly posed or that use special effects and any generic pictures with vague meanings and concepts, see examples below.





4. SHINE CHAPTERS AN OVERVIEW

4.1 What is a Shine Chapter?

Shine Literacy's Centres and Chapters both deliver the Shine Literacy Hour in primary schools. Shine Centres are managed directly by Shine Literacy. Shine Chapters, on the other hand, are social franchises that deliver the Shine Literacy Hour but are run independently by individuals or organisations. The Chapters are an innovative solution for replicating our essential approach, helping us to reach far more children than we could on our own.

4.2 What is the Shine Literacy Hour?

During the Shine Literacy Hour, children in Grades Two and Three receive support from trained volunteers to help them improve their reading, writing and speaking skills. Children attend once or twice a week for at least one year. The volunteers are called **Learning Partners** and support the same children each week. Because they work with no more than two children at a time, they are able to provide a level of attention that is not always possible in the classroom.

The Shine Literacy Hour is divided into four parts – paired reading, shared reading, have-a-go writing, and word play and games. The programme uses a wide range of age-appropriate storybooks and readers. In addition, Shine Literacy’s specially developed games cover all the technical skills that children need to learn to read and write successfully.



The Shine Literacy Hour is divided into four parts.

4.3 What is the relationship between Shine Chapters and Shine Literacy?

The relationship between your Chapter and Shine Literacy, and our respective roles, are set out in the Chapter Agreement. The Agreement gives your Chapter permission to use Shine Literacy’s methodology and resources – and our brand as described in this manual. Shine Literacy then provides set-up assistance, training and resources, and ongoing support and advice. We also collect data from Chapters, including the results of diagnostic assessments, and we deliver a quality assurance process through annual support visits.

4.4 What is a Chapter Partner?

A Chapter Partner is an organisation that oversees and runs one or more Chapters. Chapter Partners might use some of their own systems to help co-ordinate their Chapters, but they must ensure that each Chapter is run in accordance with its Chapter Agreement and with this manual. They also have a special responsibility for ensuring the appropriate protection and use of the Shine Literacy brand alongside their own brand (see Chapter 1.5).

4.5 How does the Chapter Agreement work?

The Chapter Agreement is between the organisation setting up the Chapter, the school where it is based, and Shine Literacy. The Agreement helps to create clarity around the roles and responsibilities of each party. It also helps to ensure that the host school is fully supportive of the Chapter and understands what is involved. The Agreement is deliberately flexible and underpinned by trust and common goals.

The Chapter Agreement is between the organisation setting up the Chapter, the school where it is based, and Shine Literacy.



Chapter Partners overseeing more than one Chapter will need to sign a separate Agreement with Shine Literacy for each Chapter. The Chapter Agreement is re-signed every two years.



5. SHINE CHAPTERS AND CENTRES IN PRACTICE

5.1 What are the requirements for Shine Chapters/Centres?

Shine Literacy has developed a set of operating standards to help Chapter/Centre Managers and Chapter/Centre Partners understand the essential requirements of the model. These standards are set out in Appendix A. There are 10 key operating standards which all Chapters/Centres are expected to have in place. There are also further 'desirable' standards: If these are not yet in place, Chapters/Centres should be able to show how they are working towards them. We review these standards with you as part of our annual support visit.

5.2 Where are Chapters based?

Chapters are based in their host primary school. They generally have their own room, which is used solely for the purposes of delivering the Shine Literacy Hour. Ideally Chapters need their own room so that they can create literacy rich environments and display and store books and materials properly. It can be disruptive and cause logistical problems if Chapters do not have a dedicated room. It is also better for children if attendance at Shine Literacy is associated with going to the same safe and welcoming space each time.



5.3 When do Chapters operate?

Each Chapter decides on its operating hours. Some are open five days a week. Essentially, the Chapter needs to be open to provide enough sessions for the target number of children specified in the Chapter Agreement.

5.4 Who is responsible for volunteers?

The Chapter Manager is responsible for recruiting, training, inducting and supporting volunteers. Volunteers should sign an agreement which sets out their responsibilities and commitments. A template for the agreement is provided in **T3: Volunteer Agreement**. Chapter 7 gives more guidelines on managing volunteers.

5.5 How many volunteers does a Chapter need?

The number of volunteers you need will depend on the target number of children specified in your Chapter Agreement, and on how many hours each of your volunteers can offer. Some Chapters do not manage to find enough volunteers to provide Learning Partners for all the children who would benefit from attending. In these instances, you will need to use assessment results, and with the help of class teachers, choose children who should be prioritised.

5.6 What training do Chapters receive?

Chapter Managers must receive full Chapter Manager training (see Chapter 5.4), which is a three-day session, usually delivered individually.

All volunteers at Shine Chapters must attend Shine Literacy Hour Training **before** starting in their role as a Learning Partner (see Chapter 7.5). It is up to the Chapter Manager to ensure that all their volunteers are trained.

Shine Literacy sees training and skills development as an ongoing process rather than a one-off event. We therefore offer In-Depth Training sessions during the school year to help managers and volunteers to continue to deepen their skills and understanding (see Chapter 7.6).

5.7 What resources does Shine Literacy provide?

At a minimum, Shine Literacy will provide each Chapter with:

- a printed and digital copy of this manual and toolkit
- printed copies of the Shine Literacy Hour Handbook
- 5 full sets of literacy games and 5 additional Rainbow Packs
- 100 graded readers
- DVDs on have-a-go writing, word play and games, and paired and shared reading
- sufficient have-a-go writing books for the target number of children

We are unfortunately unable to replace any of these items if they are lost or damaged.

5.8 What other resources and equipment do Chapters need?

Chapters need tables and chairs in their room, and screens to help create individual learning stations. They also need some basic stationery and supplies — a full list is provided in **C5: Stationery and equipment**. The cost of the stationery should not be too high and you may want to fundraise to cover these expenses, or seek donations in-kind (see Chapter 11 for some ideas on this).

Chapter Managers will need to have access to a printer and photocopier (for instance, to print out the resources for Volunteer Kits and the paperwork for assessments). Ideally, when you sign the Chapter Agreement, the host school will agree that your Chapter can use the school's printer and photocopier.



5.9 What ongoing support does Shine Literacy provide?

Shine Literacy has dedicated staff supporting Chapters and you are welcome to contact them to discuss any issues or questions you have. You are particularly encouraged to do this in the early stages of setting up your Chapter when teething problems are most likely to occur.

We will also try to hold a biennial Shine Literacy Programme Indaba at which Chapter Managers and key stakeholders can come together to share experiences and learning, and to celebrate their achievements. Our quality assurance process (see Chapter 13) provides a further opportunity to give support and guidance to Chapters.

5.10 What practical support does the host school provide?

It will be up to your Chapter to agree with the host school what practical support they are able to provide. For instance, some schools give the Chapter access to a photocopier and printer. For the sake of clarity, these arrangements should be set out in your Chapter Agreement.

5.11 How do the Chapter and school work together on an ongoing basis?

Building and maintaining a strong relationship with the host school should be a top priority for all Chapters. It is important that the Chapter is not viewed as something 'separate' by the school but rather as a close and trusted partner. You will want to consider how to share information about the Shine Literacy Hour to help teachers develop a thorough understanding of the type of extra support their children are receiving. You will also want to consider how to ensure regular communication with the Principal, and processes for feeding back to class teachers. Chapter 12 has more ideas on this.

5.12 What are Hub meetings?

Shine Literacy helped establish Chapter/Centre Hubs – groups of Chapter/Centre Managers who provide support and encouragement to each other. The Hubs should meet quarterly and we suggest that they are convened by a nominated Chapter/Centre Manager on a rotating basis.

The specific aims of Hub meetings are to:

- help Chapter/Centre Managers feel connected and supported;
- provide an opportunity for Chapter/Centre Managers to share and learn from their experiences;
- create a space in which issues and challenges can be raised, and where collective problem-solving can take place;
- deepen good practice.

In terms of the last aim, Hubs may wish to invite speakers, or simply have focused discussions on particular parts of the Shine Literacy Hour or areas of practice.

Chapter/Centre Managers should report back promptly to their volunteers on new learning and ideas discussed at Hub meetings.

A suggested agenda for the meetings is provided in **T19: Model agenda for Chapter/Centre Hub meetings**, along with some ideas on how to run the meetings. Shine Literacy may sometimes ask you to include an additional item on the agenda that they would like your feedback on.

A short note of the meeting should be sent to Shine Literacy afterwards. This should simply capture the general themes of the discussion and key issues or ideas that emerged, including any matters that require support or input from Shine Literacy.

5.13 What are the reporting responsibilities of Chapters/Centres?

Shine Literacy Hour Schools must provide the results of diagnostic assessments in the templates provided by Shine Literacy (see Chapter 9). This enables us to track the success of the programme.

At the end of each term, Chapters must provide Shine Literacy with the total learning hours (using the figures in **T10: Child attendance register**) and total teaching hours (using the figures in **T15: Volunteer register**) for the past year. These figures are particularly useful for tracking the reach of the programme and are often of interest to donors.

5.14 What fundraising can Shine Chapters undertake?

Shine Chapters are encouraged to fundraise for their general programme resources and equipment, including books. You may also want to fundraise for a salary or stipend for the Chapter Manager position. However, Shine Literacy reserves the right to fundraise for certain key costs, including providing trainers for In-Depth Training, evaluating diagnostic assessments, and delivering quality assurance. Chapter 11 has some ideas on fundraising.

5.15 Who is responsible for child protection?

Because Chapters are run in schools during school hours, the school's usual policies and procedures around child protection apply to the Chapter Manager and to all volunteers. It is important that you understand these policies and procedures and your responsibilities under them. Shine Literacy's guidelines on child protection can be found in Chapter 10.

5.16 Who is responsible for health and safety?

The school's usual policies and procedures around health and safety will apply to your Chapter. You will need to find out about these during the process of setting up your Chapter and take any necessary steps to ensure compliance. This should include knowing what the school evacuation plan and procedure is, and finding out where the first aid point is and who the nearest qualified First Aider is.

5.17 Who is responsible for protecting personal information?

The school's usual policies and procedures around the protection of personal information will apply to your Chapter. You will need to find out about these during the process of setting up your Chapter and consider the steps you will need to take to ensure compliance. It is also important that volunteers understand the importance of child confidentiality and of not discussing the circumstances or progress of children outside of the programme.

Chapter Managers are also responsible for ensuring that volunteer and child contact details are stored securely and not shared without permission. It is recommended that you have password protection on your computer to ensure no data is accessible in the event of loss or theft.

5.18 Can we take photographs or film in our Chapter?

In order to take photographs or film, you will need the prior permission of the school, which forms part of the Chapter Agreement, and of anyone who is shown in the photograph or film. Chapter 10 has more information on this.

5.19 How does quality assurance work?

We will ask you to undertake an annual self-assessment against certain indicators, and will review this with you during our annual support visit. See Chapter 13 for more information on quality assurance.



6. THE ROLE OF THE CHAPTER MANAGER

6.1 The status of the Chapter Manager

The Chapter Manager is **not** employed by Shine Literacy. They are either independent or work for a Chapter Partner. However, a Chapter Manager — or a Chapter Partner — may decide to fundraise in order to provide a salary or stipend for the position.

6.2 Chapter Managers' overall responsibilities

The Chapter Manager has two main responsibilities:

- To co-ordinate the successful delivery of the Shine Literacy Hour at your school;
- To manage the Shine Literacy Hour in accordance with your Chapter Agreement and the processes and systems set out in this manual.

In addition, if you are operating without the support and oversight of a Chapter Partner, you will need to plan for the resource needs and sustainability of your Chapter.

6.3 Chapter Managers' specific responsibilities

Some of these responsibilities may be shared with the Chapter Partner, where one exists. **All Chapter Managers must:**

- co-ordinate the practical and logistical requirements of setting up and managing a Shine Chapter at your school;
- recruit, train, induct, manage and support volunteers to be effective Learning Partners;
- manage the day-to-day running of your Chapter and delivery of the Shine Literacy Hour;
- promote and protect the wellbeing of children attending the Chapter at all times and meet any responsibilities you have under the school's child protection procedures;
- maintain all records and forms, as described in this manual;
- facilitate Shine Literacy's diagnostic assessments;
- liaise with the Principal and other school staff as necessary to ensure good communication and a positive relationship between the Chapter and the school;
- comply with all relevant school policies, systems and standards;
- ensure an effective response to any particular issues or needs that arise in your Chapter;
- maintain confidentiality when working with personal information;
- maintain effective communication with Shine Literacy and share information and assessment results as required;
- monitor and support quality at your Chapter, and fulfil the requirements of Shine Literacy's quality assurance process;
- act as guardian of the Shine Literacy brand, and promote and model the Shine Ethos at all times;
- fundraise and procure donations in-kind, in order to meet the ongoing resource needs of the Chapter.

6.4 Chapter Manager training

Chapter Managers must receive full Chapter Manager training which covers how to set up and run a Chapter, as well as the Shine Literacy Hour methodology and how to run assessments. This training will also equip Chapter Managers to deliver the Shine Literacy Hour Training to their volunteers.

The training is a three-day session, usually delivered individually by the Social Franchise Manager to the new Chapter Manager. After receiving the training, Chapter Managers are required to spend some time at an existing Chapter observing the programme in action.



6.5 Does the Chapter Manager also act as a Learning Partner?

A central part of the Chapter Manager's role is supporting volunteers and promoting quality – and it is difficult to do this if you are also working with children. While Chapter Managers may occasionally need to step in to cover volunteer absence, we recommend that this is only done in exceptional circumstances and that, as a rule, you ensure you are always on hand to support and observe volunteers during the Shine Literacy Hour.



7. SETTING UP AND RUNNING YOUR CHAPTER

7.1 How do I go about setting up my Chapter?

Once you have signed the Chapter Agreement with Shine Literacy and your school, you are ready to start setting up your Chapter. Your first task will be to recruit volunteers (see Chapter 8). You will also need to secure stationery and equipment and organise your room.

We have produced three checklists to guide you through the process of setting up your Chapter, including the one-off tasks that are needed when you first start out, and the tasks that have to be undertaken every year.

The checklists are **C1: Setting up your Chapter**, **C2: Preparing for the new school year**, and **C3: Induction sessions and orientation week**. The checklists are largely self-explanatory, but some areas are explained in more detail on the following pages.

7.2 When should volunteers receive initial training?

Your volunteers will need to attend training before they can start volunteering. You should therefore set dates for Shine Literacy Hour Training as soon as possible, and recruit your volunteers well in advance of those dates.

7.3 Are Shine Literacy's diagnostic assessments compulsory?

Yes. Diagnostic assessments are a key part of the Shine Literacy Hour and are explained in more detail in Chapter 9. If you have not conducted these assessments, you cannot identify the children who should participate in the programme, match them with volunteers and develop a timetable. Assessments require early planning, particularly the first time round when you may not have your full complement of volunteers in place. Shine Literacy will try to send a staff member to support you the first time you conduct assessments.

7.4 How do I draw up a timetable?

In order to produce a timetable you will first need to find out from class teachers when children can be released to attend the Shine Literacy Hour. This may need to be a process of negotiation, using the information you have already gathered about when volunteers are available. You should also take into account at this stage the importance of pairing children of similar ability – so try to ensure that each session has appropriate pairs of children.

Once you know children's availability and you have paired them, you can start allocating volunteers as Learning Partners and filling in **T8: Timetable**. Depending on when your Chapter is running, you may need to delete some sessions and days in the template – or add additional sessions for some days. Once all volunteers have been notified of, and agreed to, their sessions, you can complete **T10: Child attendance register** and **T15: Volunteer register**.

7.5 Who is a Session Deputy?

We recommend that for every Shine Literacy Hour session, one volunteer is identified as the Session Deputy. This means that they will fill in for you if you are ill or absent. At the start of the year, Session Deputies will need to be shown how to unlock and set up the room, access resources and complete the register, as well as where to collect the children.

The timetable should show the Session Deputy's name in bold with the letters 'SD' next to it. There should also be a list of the names and phone numbers of Session Deputies on the notice-board – and you should keep a copy of this list at home.

7.6 What records do I need to keep?

There are various records that are important to maintain. We recommend that you have one file in which you keep all your main records for easy reference. You may also want to store your completed checklists at the back of this file.

Records to include:

For ongoing use:

- **T10:** *Child attendance register*
- **T15:** *Volunteer register*
- **T8:** *Timetable*
- **T1:** *Volunteer contact details and availability*
- **T5:** *Non-permissions for photography and filming*
- **T9:** *Resource and equipment inventory*

For reference:

- **T3:** *Volunteer Agreement*
- **T4:** *Parental permission letter*
- **T6:** *Child protection: Record of reading child protection policy*
- **T7:** *Child protection: Volunteer checks log*

Session Deputies should know where this file is kept. We recommend that you use a separate file for all paperwork relating to Shine Literacy's diagnostic assessments.

7.7 What is the purpose of a yearly wall planner?

Our Shine Centres have found that yearly wall planners are a useful way of alerting all volunteers to key dates – including school holidays, school events, planned absences and training dates. We recommend buying a wipe-clean wall planner that you can use year to year. Encourage the volunteers to check the wall planner regularly.

7.8 Do we need parents' permission for their child to attend the Shine Literacy Hour?

Yes. You need to obtain the written permission of all parents and caregivers for their child to attend your Chapter. A sample parental permission letter (**T4: Parental permission letter**) is provided in the toolkit. You can use the register (**T10: Child attendance register**) to keep track of responses.

7.9 What other information should we give to parents?

We have prepared two special leaflets for parents and caregivers. The first gives an overview of the Shine Literacy Hour (**M2: Shine Literacy Hour information sheet for parents**); the second introduces parents to take-home books and gives them guidance on paired reading (**M3: Shine Literacy take-home books information sheet for parents**). You should send these leaflets home with every child attending your Chapter at the start of the school year.

7.10 What are class visits?

It is a good idea to visit each Grade Two class at the start of the school year. Ask the class teacher if you can give a five-minute introduction to the children, telling them about yourself, the volunteers and what happens during the Shine Literacy Hour. This will help all children to understand what the Shine Chapter is and to embrace it as part of their school.

7.11 What is the 'Getting to know you' session?

The very first session of the school year is an opportunity for Learning Partners and their children to get to know each other. During the session, they should work through the sheet **R1: Getting to know you** and use this as the basis for a discussion where they each share a little bit about themselves. This time should also be used to explain to children what they can expect during Shine Literacy Hour sessions, and if there is time, volunteers may want to read a story or play a game.

7.12 What are Shine Literacy celebrations?

Shine Literacy celebrations are an annual event that honours the hard work and progress of the children. Celebrations take place during the last week that your Chapter is open in the school year. At each session, every child is presented with a Readers are leaders certificate (**T17: Readers are leaders certificate**). This should be signed by the Chapter Manager or Learning Partner. You may want to do other things to make the sessions extra special, such as playing games with the children and giving them an edible treat.

Don't forget to give your volunteers advance notice of the week during which Shine Literacy celebrations will take place – and write it on your wall planner too. Learning Partners should not buy gifts for their children but they may want to give them a special card.

Shine Literacy celebrations also provide an ideal opportunity to recognise the vital contribution of volunteers, either through personalised thank-you notes or certificates of appreciation. You may want to use **T16: Certificate of Appreciation**.



8. RECRUITING, TRAINING AND MANAGING VOLUNTEERS

8.1 How should I go about recruiting volunteers?

Recruiting volunteers is the first big practical challenge for Chapters. Your first volunteers are likely to be recruited through word-of-mouth and existing networks. However, you will probably need to consider other ways of boosting volunteer numbers – in particular, posters and flyers, open meetings and advertisements in local newspapers and newsletters. The Communications Toolkit provides further ideas and resources to help with this.

As you recruit volunteers, you will need to make a note of their contact details and when they will be available. You can use form **T1: Volunteer contact details and availability** to do this.

8.2 What are my responsibilities in terms of managing volunteers?

The Chapter Manager is the key link for volunteers and you should make sure that all volunteers have your email address and cell number. You will also need to undertake various practical tasks in order to effectively manage your team of volunteers. This includes ensuring all Volunteer Agreements are signed (**T3: Volunteer Agreement**), child protection measures are followed (**C4: Child protection**), and communication channels are clear. The different tasks are set out in full in three checklists – **C1: Setting up your Chapter**, **C2: Preparing for the new school year**, and **C3: Induction sessions and orientation week**.

8.3 What commitment must volunteers make?

We recommend that volunteers commit to being a Learning Partner for at least six months. In our experience, the relationship between the Learning Partner and the child is at the heart of the success of the Shine Literacy Hour. Children attending the Chapter often have disrupted home lives and benefit from stability in a learning setting. In some circumstances, Chapters may take on volunteers for shorter periods but this is not ideal. Volunteers who are only available for a short while should work with children who require less intensive support.

8.4 Should my Chapter have a volunteer policy?

Yes. A volunteer policy is a good way of establishing expectations up front, and a way of ensuring that all volunteers understand their responsibilities. We recommend that you use our template policy **T2: Volunteer Policy** as a basis for your policy and adapt it as appropriate. The policy should be printed on the reverse side of the Volunteer Agreement that all volunteers sign.

8.5 What is Shine Literacy Hour Training?

Shine Literacy Hour Training is the essential training for volunteers on how to deliver the Shine Literacy Hour. Volunteers should not start working with children until they have attended this training. The training lasts for about four hours and covers every aspect of the programme and explains the volunteers' responsibilities.

At existing Chapters, new volunteers should also observe at least one Shine Literacy Hour session in action before they start, giving them the chance to shadow a more experienced volunteer.

Chapter Managers will learn how to deliver Shine Literacy Hour Training during their Chapter Manager training. You will be given a manual, which contains a step-by-step guide on delivering the training, and a set of PowerPoint slides. For all new Chapters, the first Shine Literacy Hour Training session will be delivered by a Shine Literacy trainer to enable the Chapter Manager to see the training in action.

8.6 What is In-Depth Training?

In-Depth Training sessions help Chapter Managers and volunteers to deepen their skills and knowledge. Shine Literacy will let Chapters in the Cape Town area know about opportunities to attend In-Depth Training sessions during the year. Shine Literacy will co-ordinate with Chapters from further afield to arrange special training sessions. Chapter Managers should ensure that volunteers are given early notification of dates for In-Depth Training and encourage them to attend.

When Chapters host the In-Depth Training session, they will need to help with logistics and organisation. You should use checklist **C7: In-Depth Training sessions** for this purpose.

8.7 What is the Volunteer Kit?

The Volunteer Kit provides volunteers with resources and guidelines which help them to deliver their role effectively. Chapter Managers need to put the Volunteer Kits together using the resources provided by Shine Literacy. Each kit should contain one copy of each of the following:

- The Shine Literacy Hour Handbook
- Volunteer guidelines (**T12**)
- Volunteer frequently asked questions (**T13**)
- Volunteer Policy (**T2**)
- The Shine Ethos (**R6**)
- Sight words (**R4**)
- Letter sounds (**R5**)

If your Chapter is overseen by a Chapter Partner, you may also want to include a copy of the organisation's Code of Conduct or equivalent. Plastic envelope folders make good containers for the kit. The kits should be kept in the Shine Literacy room and remain the property of your Chapter.

8.8 How does volunteer induction work?

Induction sessions for volunteers should be held before they start volunteering. We recommend that existing volunteers attend these sessions too. The sessions are used to introduce volunteers to the school, to familiarise them with the lay-out of the room and where different resources are kept, and to tell them about key school policies and other responsibilities. **C3: Induction sessions and orientation week** sets out what should be covered during induction.

It is up to you to decide whether to attach the induction session to each volunteer's 'Getting to know you' session with their child (in other words, hold multiple induction sessions directly before each first session), or to hold one separate induction session for all volunteers at once.

8.9 How can I give effective ongoing support to volunteers?

A key role of the Chapter Manager is to ensure that volunteers are properly supported on an ongoing basis. This is important from the point of view of both promoting quality, and ensuring volunteer loyalty and commitment.

It is helpful to ask volunteers to routinely arrive at least 15 minutes before the start of their session so that there is time for a 5-10 minute 'check-in' when they can share issues and be briefed on any new information. You may also want to use five minutes of this time, to provide 'refresher' training by, for instance, looking at an aspect of the Shine Literacy Hour together.

It is up to you to decide on the particular processes that your Chapter puts in place to support and motivate volunteers, and to provide mechanisms for them to feed back and discuss concerns.

Some ideas are:

- writing a regular update email with news and developments at your Chapter;
- setting up a closed Facebook group where you can share ideas and experiences;
- holding an annual social event where all volunteers can meet each other informally;
- involving volunteers in special task groups – such as fundraising or recruitment;
- using a 'Tips and ideas' box in your Chapter to encourage volunteers to share their ideas (please send any contributions on to the Shine Literacy team as they will assist our learning).

8.10 What is the purpose of a volunteer register?

You should use a volunteer register to help you track attendance and any problems with reliability. Template **T15: Volunteer register** provides an annual register for each session. This will also enable you to calculate total teaching hours at the end of the year when reporting back to Shine Literacy.

8.11 How should I deal with volunteer absence?

Volunteer absence can be very disruptive – particularly for children who already have chaotic home lives and thrive on the stability that the Shine Literacy Hour offers. The importance of reliability should therefore be emphasised to volunteers from the outset.

If a volunteer is absent you may want to see if another volunteer is available to come in and cover for them. Alternatively, if the absence is last minute, you will need to work out with other volunteers whether groups can be re-organised or whether the children should miss that session. Where volunteers are repeatedly absent, you may want to consider whether it is appropriate for them to continue in the role.





9. THE SHINE LITERACY HOUR IN PRACTICE

9.1 How does the Shine Literacy Hour work?

The Shine Literacy Hour is divided into four parts - paired reading, shared reading, have-a-go writing, and word play and games. About fifteen minutes should be spent on each part, but there can be some flexibility according to the needs of the children. Guidelines and resources are provided for the effective delivery of each part. In particular, volunteers should ensure that they regularly refer to the Shine Literacy Hour Handbook.

9.2 How many children does a Learning Partner work with at a time?

Learning Partners usually work with two children at a time. However, children who are assessed as being 'At risk' should work with a Learning Partner on a one-on-one basis.

9.3 Does a Learning Partner always work with the same children?

We recommend that, where possible, Learning Partners always work with the same children. In our experience, the relationship between the Learning Partner and the child is at the heart of the success of the Shine Literacy Hour. Children attending the Chapter often have disrupted home lives and benefit from continuity and stability in a learning setting.

9.4 How are pairs of children chosen?

Chapter Managers should use diagnostic assessment results and discussions with class teachers to pair children of similar ability levels. It is more difficult for Learning Partners to deliver an appropriately pitched and paced session if their children are far apart in ability.

9.5 How often do children attend?

Children in Grade Two should attend two Shine Literacy Hour sessions each week. In our experience, children need this level of support because it helps to ensure that what they are learning is continually practised and reinforced. Chapters may decide that children in Grade Three only need to attend one session a week. If Chapters must choose between children attending twice a week or having more children on the programme, we recommend that they opt for the more frequent attendance.

9.6 How large are Shine Literacy Hour sessions?

Each Chapter decides how many children can attend any one session based on the size of the room, and how many volunteers have been recruited. You should take into account the fact that a child's experience of, and benefits from, the Shine Literacy Hour will be directly affected by how crowded and noisy the room is. It is also more difficult for the Chapter Manager to be on hand to assist, to build relationships with volunteers and children, and to monitor implementation if there are a lot of children in a single session.



9.7 Do all Shine Literacy Hour sessions run in the same way?

More or less. For step by step guidelines on how every session should be run, print a copy of **T11: How to run a Shine Literacy Hour session** and keep it handy – for instance, pasted into the front of your records file.

9.8 How is the room set up?

Learning Partners work at their own table with one or two children. Both the Learning Partner and the children need to have appropriate chairs and will preferably be able to sit side by side at the table. Screens or other dividers should be used to separate the tables and create individual learning stations. This helps to minimise distraction and promote concentration.

9.9 How should children's reading books be graded?

All paired readers should be graded according to difficulty using **T20: Paired reading colour coding**. This enables Learning Partners to select books of an appropriate level for their children, and gradually work upwards.

The initial resource pack you receive from Shine Literacy will already contain graded paired readers. These can be used as a reference point for any additional readers you get. Please use **pink, red, yellow, blue** and **green** stickers (in that order) to show the difficulty of the book, with pink being the easiest.

9.10 How should we monitor children's progress?

Children's progress is formally monitored through Shine Literacy's diagnostic assessments. However, you should also use informal methods to monitor children's progress on an ongoing basis.

At the end of every session, Learning Partners should write a short note on each child's progress at the back of their have-a-go writing book. This should include a reference to any specific areas that were focused on during the session (for example, 'We worked on /b/ and /d/ sounds', 'We practised how to write letters 'w' and 'm') and comment on how the child is doing (for example, 'Sipho was full of energy today and loved our shared reading time', 'Vuyo gets demotivated quite quickly when he cannot read a word'). It is important that as Chapter Manager you review these comments regularly. This will enable you to check that all children are making progress, and help you to identify any issues as they emerge.

Volunteers should be encouraged to discuss problems with you so that you can work together on a solution. Chapter Managers should make themselves available for this purpose at the end of every session. You may also find it useful to get into the habit of having a quick 'check-in' time before each session, to discuss the children's progress.



9.11 How do volunteers know at what level their children should start?

Children's diagnostic assessment results as well as guidance from the class teacher should be used to help each Learning Partner decide at what level their children should start. Most Grade Two children will start with pink books. If in doubt, start with the easiest books and games to help create a sense of competence in the children — but make sure that more able children move quickly to the books and games that are at their current level of ability, otherwise they may get bored. The Chapter Manager will need to assist volunteers with these decisions, and it may take two or three sessions before you feel that you have a good understanding of the ability and needs of each child.

9.12 Must the four parts of the Shine Literacy Hour be included in every session?

Shine Chapters should not deviate from the Shine Literacy Hour methodology. The structure and content of the hour have been carefully researched and refined over many years of implementation. We know that the approach works. By altering or adding to the Shine Literacy Hour you may unintentionally undermine the key ingredients of success.

However, we also recognise that every child is unique, and we appreciate that Learning Partners are often best placed to respond to the particular needs of the children who they are working with. It is natural that in most sessions, one part may over-run a little, or the Learning Partner might decide to spend a bit more time practising a skill that a child is struggling with. Learning Partners can also decide in which order to deliver the four parts. This kind of flexibility helps them to tailor the essential Shine Literacy methodology to suit the personality and needs of the children they are working with.

9.13 Can we use different resources and materials from those provided by Shine Literacy?

We ask you to use the resources and books that are provided or recommended by Shine Literacy. The Rainbow Pack in particular contains resources that you may want to use across more than one part of the hour — such as sight words and vowel cards.

We are always open to new ideas and suggestions. If you come across a new resource that you think will enhance the delivery of one or more of the four parts of the Shine Literacy Hour, you are welcome to try it out in a session. However, before making it a regular part of the programme, please let us know about it so that we can check if it is appropriate and fits well with the overall methodology.

9.14 Are have-a-go writing books compulsory for all children?

Yes. Have-a-go writing books are a key part of the Shine Literacy methodology. It is important that children have their own special book which charts their progress. Books should preferably be landscape and unlined.

Have-a-go writing books are also an important tool for Learning Partners to record comments each week, and to keep track of games and take-home books. The forms **R2: Take-home books record** and **R3: Games record** should be pasted into the back of the book.



9.15 What are take-home books?

Some Chapters provide storybooks and readers for children to take home. They are a great way of helping children to nurture their love of books and to improve their reading skills at home. Some of these books can be read by the children themselves, and some may need to be read to them by adults. Chapters sometimes collect take-home books by asking for donations of second-hand books or by encouraging nearby primary schools to do book drives.

A copy of **R2: Take-home books record** should be pasted into the back of have-a-go writing books to enable volunteers to track which books their children have borrowed.

We have developed some tips and advice for parents to help them with shared reading and paired reading at home. If your Chapter provides take-home books, we recommend that you send a copy of the relevant leaflet home to all parents (**M3: Shine Literacy Take-home books information sheet for parents**).

9.16 What should volunteers do if they have wider concerns about a child?

If a volunteer notices anything to do with a child that gives particular cause for concern, they need to notify the Chapter Manager immediately. This might include problems with hearing or sight, constant complaints of being hungry, or a sudden change in personality or behaviour. As Chapter Manager, you will need to decide the best response. For issues relating to vision and hearing, you may want to talk to the class teacher. If the matter is serious, you are welcome to consult with the Shine Literacy team and you will also need to ensure that you comply with the school's child protection policy (see Chapter 10).

It is important that volunteers understand their duty to report matters of concern, not only from the point of view of the wellbeing of the child, but also to ensure that you and the school meet your legal responsibilities in terms of child protection.

9.17 What about other questions that may come up?

Shine Literacy has produced a 'Frequently asked questions' resource to address the questions that are most commonly raised by volunteers about implementing the Shine Literacy Hour programme. We suggest that all Chapter Managers become familiar with this document and the guidance and tips given in it. All volunteers should be given a copy of this resource in their Volunteer Kit (**T13: Volunteer frequently asked questions**).





10. SHINE LITERACY'S DIAGNOSTIC ASSESSMENTS

10.1 Why do Shine Chapters need to conduct assessments?

Diagnostic assessments serve three important purposes:

- They enable you to identify the children who would most benefit from attending the Shine Literacy Hour and to pair them appropriately;
- They help you to track a child's progress and respond accordingly;
- They enable you and Shine Literacy to monitor the overall effectiveness of the programme.

10.2 What support does Shine Literacy offer with assessments?

- The Chapter Manager and Learning Partners will be trained by a Shine Literacy staff member on how to administer the assessments;
- A Shine Literacy staff member will assist with the assessment process the first time it is administered;
- A Shine Literacy staff member will guide the Chapter Manager on how to mark the assessments and capture the results.

10.3 When do assessments take place?

Assessment Type	Who will be assessed	When	Why
Wordworks Early Literacy Assessment	ALL Grade One children	End of Grade One year	Determines whether a child needs to attend the Shine Literacy Hour programme the following year.
Wordworks Early Literacy Assessment	ALL Grade Two children	Middle of Grade Two year	Indicates who has/has not progressed.
Grade Two Re-selection Assessment	ALL Shine Grade Two children	End of Grade Two year	Determines if a child needs further support from the programme in the following year.

10.4 Who is responsible for analysing and using the results of assessments?

Shine Literacy will analyse the assessment results through Salesforce and provide feedback to each Chapter. Shine Literacy may use these results to demonstrate the efficacy of the Shine Literacy Hour, and/or use results to report back to funders. You and/or your Chapter Partner may also use assessment results for your own fundraising purposes. Chapters are encouraged to share assessment results with the Principal and teachers at their school.

10.5 How should the results of assessments be used to prioritise children?

Shine Literacy will provide you with a guideline on which children to prioritise once the assessment results have been analysed. We strongly recommend that Learning Partners work with two children at a time, and for children to be paired together based on their assessment results, i.e. children of similar ability to be grouped together. The number of children being supported by the Shine Literacy Hour programme will then depend on how many Learning Partners you have at your Chapter.



11. CHILD PROTECTION

11.1 Who is responsible for child protection at Shine Chapters?

Anyone who works directly with children has a responsibility to help protect children from neglect and abuse. Special laws and processes apply to schools, and your Chapter will be governed by these. It is therefore important that you discuss your Chapter's child protection responsibilities with your school early on. It is particularly important that you take certain steps to ensure that only suitable adults are recruited as volunteers.

11.2 How do I find out what I need to do?

The school where you are running your Chapter should have a designated person responsible for child protection. They may have their own child protection policy or may use a provincial policy such as the Western Cape Education Department's Abuse No More Protocol.

You should request a copy of your school's child protection policy and procedures and/or the relevant provincial policy used by your school, and discuss it with the designated responsible person at the school to ensure that you are clear about your responsibilities. You may then want to produce a simple summary of the key relevant points for volunteers.

11.3 What do I need to remember?

Where you or a volunteer have reasonable grounds to conclude 'that a child has been abused in a manner causing physical injury, sexually abused or deliberately neglected', you must ensure that these concerns are immediately reported to the designated responsible person and the Principal at your school, so that they can follow the correct procedure for reporting the concerns 'to a designated child protection organisation, the provincial Department of Social Development or a police official.' We recommend that you keep a record of all communications including dates.

Childline provides advice for adults wishing to discuss any concerns about child protection. Their toll-free number is **08000 55 555**.

If you are in the Western Cape, there is a special Safe Schools hotline. It offers immediate and free advice on any issues relating to the safety of children. The toll-free number is **0800 45 46 47**.

11.4 What volunteer checks should be undertaken?

We recommend that Chapter Managers complete a **Form 29** (*Inquiry by employer to establish whether person's name appears in Part B of National Child Protection Register*) at the start of each year. Your school should have a copy of this form.

You can submit one Form 29 for all volunteers or a separate one for each volunteer. Separate forms may be easier because then each volunteer can complete it on their induction day. You should then give the form(s) and copies of identity documents, if required, to the school Principal (or designated responsible person), to send to the Department of Social Development (DSD). You should ask to be given a copy of the response(s) from DSD, and then keep them on file. This process should be repeated when new volunteers are taken on during the course of the year.

In addition, all volunteers should sign a Volunteer Agreement (see **T3: Volunteer Agreement**), which includes declarations that:

- they have never been convicted of a criminal offence involving a child;
- their name is not on the National Child Protection Register;
- they have read and understand their responsibilities under the school's child protection policy (or the relevant provincial policy) and the Chapter's Volunteer Policy.

You may want to use **T7: Child protection - Volunteer checks log** to help you track these different tasks.

11.5 What do volunteers need to know?

You will need to make sure that all new volunteers are told about their responsibilities under the school's child protection policy or provincial policy, and that they read the policy or the summary that you have prepared. It is a good idea to ask volunteers to sign a log showing that they have read the policy or summary (**T6: Child protection - Record of reading child protection policy**). They will need to read this before they can sign your Volunteer Agreement.

Shine Literacy has developed a simple summary of volunteers' child protection responsibilities that can be displayed on the wall of your Shine Literacy room - **T14: Volunteers' key child protection responsibilities**. You may wish to adapt or add to this document to bring it into line with your school's child protection policy.

11.6 Can we take photographs of children?

You may sometimes want to photograph or film your Shine Literacy Hour programme for publicity or fundraising purposes. To do this, you will first need the permission of the school, which forms part of the Chapter Agreement. In addition, you will need the permission of anyone who is shown in the photograph or film.

Parents and caregivers are asked to give permission for their child to be photographed or filmed when they sign the permission letter at the start of the year (**T4: Parental permission letter**). Volunteers are asked to give their permission in the Volunteer Agreement that they sign. You should keep a record of any parents and volunteers who do not grant permission, including any who fail to tick one of the boxes showing whether they give permission or not (use form **T5: Non-permissions for photography and filming**).

Volunteers should not photograph or film children for personal use/purposes.



12. FUNDRAISING

12.1 Do Chapters need to fundraise?

Shine Chapters are encouraged to fundraise for their general programme resources and equipment, as well as for readers and storybooks. You may also want to fundraise for a salary or stipend for your position as Chapter Manager. Shine Literacy reserves the right to fundraise for certain key costs, including providing trainers for In-Depth Training, evaluating diagnostic assessments, and delivering quality assurance processes.

12.2 What do we mean by fundraising?

We use the term fundraising to refer to any activities that are designed to secure resources for the Chapters. This might include one-off donations, proceeds from special events, long-term funding relationships, and donations in-kind (such as books and stationery).

12.3 Who should Chapters approach?

There are many individuals and types of organisations that you might want to approach for donations. We recommend that you use your existing networks and those of your volunteers as it always helps if there is already a relationship in place. Try not to take a scatter-gun approach but to focus your efforts on the most promising funding sources.

The following are some potential sources of funding and donations that you may like to consider:

- friends of volunteers
- local places of worship
- local Rotary Clubs
- nearby schools that are better resourced
- local businesses (try to identify those that are likely to have an interest in education)
- local branches of national businesses that may have CSI programmes
- shops and retailers for donations in-kind (e.g. stationery from CNA, books from Exclusive Books, equipment from Mambo's Plastics Warehouse).

12.4 Can we approach national or international funders?

It may be possible to approach national or international funders and donors (including businesses, foundations and trusts) – **but please check with Shine Literacy head office first.** This is because the donor may already be involved with Shine Literacy or we may be in the process of applying to them.

12.5 Can we use Shine Literacy's name and logo when fundraising?

Shine Chapters need to fundraise as independent entities. You can of course make clear that you are a Shine Chapter but you may not fundraise as 'Shine Literacy' or use the Shine Literacy logo. You should brand any fundraising letters or materials with your Chapter Partner's logo or school's logo, with the 'Shine Chapter' graphic next to, or beneath it.

12.6 How do we make the initial approach to funders who we don't know?

Conversations are always the best way to start funding relationships. We recommend that wherever possible you pick up the phone and arrange a face-to-face meeting. If the first approach needs to be more formal or you do not have a specific contact name, we have produced a draft introductory letter (**T18: Model fundraising letter**) that you may like to use.

12.7 What about events?

Events can be a great way of raising money and can also help to boost the profile of your Chapter and attract new volunteers. There are different kinds of fundraising events you may want to hold. You could organise a special cake sale or jumble sale as a stand-alone event or have a table/stall at an event being organised by the community. Or you could ask volunteers if they would be prepared to hold fundraising teas at their homes once a year.

If you have links to better funded schools, see if they are prepared to hold a book drive. Create a beautiful box that can be placed in their reception area for parents to leave new and pre-owned readers and storybooks.

You may also like to consider holding an open day for your Chapter where local businesses and community leaders are invited to come and see the programme in action. These will need to be closely co-ordinated with the school.

12.8 Other important tips

- **Have a budget and keep careful records of all spending.** Develop a simple annual budget for your Chapter that you can show to potential funders. On an ongoing basis, record in a table all expenditure and donations, and make sure that you keep all receipts, however small the sum, so that donors can see that you manage your finances properly.
- **Use your networks.** Successful fundraising is all about relationships.
- **Have a wish list.** This is a list of items and equipment that you need for your Chapter. It may include stationery, readers, storybooks, equipment and furniture. Make it as detailed as possible as it is good to give potential donors a choice.
- **Do your homework.** Spend time identifying local businesses and other organisations that are likely to have a particular interest in supporting an education initiative.
- **Be systematic.** Keep a record of all letters sent, conversations and meetings, as well as a database with contact details.
- **Say thank-you.** No matter how small or large the donation, it is essential to say thank-you promptly and sincerely.
- **Give recognition.** You may want to thank your main donors on your Chapter's page on the school website. Place '*Generously donated by xxx*' stickers in the front of all donated books.
- **Stay in touch.** Each year, send an update to all your past and present donors, telling them about how the Chapter is doing and your plans for the year ahead. You may also like to send them a copy of Shine Literacy's Annual Report.



13. BUILDING A SUCCESSFUL RELATIONSHIP WITH THE SCHOOL

13.1 Why it matters

A strong partnership with your host school is essential to the success – and sustainability – of your Shine Chapter. It is for this reason that the Chapter Agreement is tripartite, recognising that the school is at the heart of the relationship.

13.2 How can I develop a good relationship with the school Principal?

Principals are very busy people but they will always appreciate your efforts to communicate clearly, to share information and to give permission or guidance where appropriate. It is up to you to agree with your Principal on the best way to achieve good ongoing communication. You may decide that you want to meet once a term for a review and discussion, or the Principal may prefer to drop into the Chapter regularly for informal catch-ups. The important thing is that there is a clearly agreed communication channel that works for both of you.

From the outset, it is important that the Principal sees the Shine Chapter as an integral part of the school, not as a separate initiative that is simply using their building. This means that you as Chapter Manager must understand, and be sensitive to, the particular challenges and needs of the school, and the Principal's vision for addressing them. You also need to be proactive in weaving the Chapter's existence and activities into mainstream school life – for instance, ensuring that the Chapter has a presence on the school website (see **M8: School websites standard Shine Literacy wording**), writing articles for the school newsletter, or even offering to speak at a school assembly on the magic of books!

But above all, by behaving in a friendly, respectful and professional way at all times, you will help to ensure that the Principal feels they can work with you and trust you.



13.3 How can I develop a good relationship with class teachers?

Investing in effective working relationships with class teachers will pay real dividends for your Chapter and school. By offering consistent support, you will also play a part in helping teachers to feel recognised and appreciated in what is often a very challenging job.

Good two-way communication with class teachers will help to ensure that children's progress is carefully monitored and that support during the Shine Literacy Hour can be tailored to meet the child's needs. Knowing what is going on in the classroom may also give you ideas on how to temporarily adapt the content of the Shine Literacy Hour to complement the child's knowledge of a particular topic. Finally, as class teachers are trained and skilled professionals, they may be interested in some of the methods and activities being used in the Shine Literacy Hour.

At the start of the school year, find a time when class teachers can come to the Shine Literacy room and find out more about the Shine Literacy Hour and how children will be spending their time there. Ask each class teacher what the best way is to stay in touch during the course of the year and how frequently they would like to check in about children's progress. Ensure that some kind of agreed communication channel is established, even if it just a quick catch-up a couple of times a term.

We also recommend that you place copies of the information leaflet about the Shine Literacy Hour in the staff room, and hand copies to each class teacher whose children are attending (**M1: Shine Literacy Hour information sheet**). Again, it is important that you are friendly and respectful to class teachers. Listen to their views and ideas because they know the children's stages of development and their needs.

13.4 What are some possible pitfalls that I need to avoid?

Building good relationships with school staff is mostly common sense — being friendly, supportive and respectful.

There are a few pitfalls that you should take special care to avoid:

- Being critical, implicitly or explicitly, of the school's methods and effectiveness. It is essential that the Shine Chapter is not presented as a project to make up for a deficiency in the school.
- Taking credit for progress in children's literacy results. We expect that children who attend the Shine Literacy Hour will make good progress, but the central role of the class teacher and wider school should always be recognised and honoured.
- Advising class teachers or the Principal on how to teach literacy. Teaching staff should be treated as experts in their field. It is best not to share ideas or resources unless you are clearly invited to do so.



13.5 Some other tips and ideas

You are encouraged to come up with your own ideas for building an effective and productive partnership with your school.

Here are a few suggestions:

- Learn the names of as many school staff as possible – including support staff such as cleaners and caretakers.
- Always warmly greet teachers when you collect children from their class.
- Invite class teachers to drop in for 20 minutes to see the Shine Literacy Hour in action.
- Host an informal annual tea or breakfast in your Shine Literacy room for Foundation Phase teachers – and spoil them!
- Show support for the school by going to special functions such as prize-givings and fetes.
- Proactively seek the advice and input of the class teacher if you are having persistent challenges with a particular child.
- Offer to give a presentation on the Shine Literacy Hour at parent/staff meetings.
- Put a copy of Shine Literacy's Annual Report in the staff room.
- Ask if children's annual, Readers are Leaders, certificates can be presented to them by the Principal in school assembly.
- Invite class teachers and the Principal to social and 'thank you' events that you organise for volunteers.
- Always ask permission and notify the school office if you are inviting visitors on to the premises.



14. QUALITY ASSURANCE - ANNUAL SUPPORT VISITS

14.1 What is quality assurance?

Quality assurance is a standard process that helps us to monitor the quality and impact of Chapters' programmes and the degree to which the Shine Literacy Hour model is being delivered as intended.

14.2 Why does quality assurance matter?

The purpose of Shine Literacy's quality assurance process is to support Chapters to deliver the Shine Literacy Hour as effectively as possible and to recognise your achievements. The quality assurance process will also help us to identify which areas of the Shine Literacy Hour programme are working well, and where we may need to alter our model or materials.

14.3 How does Shine Literacy's quality assurance process work?

Your assessment of how your Chapter is doing will lead the quality assurance process. At Shine Literacy we believe that learning and development are processes that never stop. We like to focus on strengths and to think about how to build on them. We also think that the most effective solutions to any problems will often be those generated by the Chapters themselves.

Every Chapter will receive at least one annual support visit. This will be organised at a time convenient for both the Chapter and the Shine Literacy staff member who is visiting. The visit will create an opportunity for Shine Literacy to observe the Chapter's programme in action and to discuss progress with the Chapter Manager using the quality assurance indicators in your self-assessment form.

14.4 What do Chapter Managers need to do?

Before each annual support visit, the Chapter Manager will need to fill in form **QA1: Self-assessment form for Chapter Managers**. This form is to help you reflect on how things are going at your Chapter. It takes you through different aspects of the Shine Literacy Hour and Chapter management, so that you can see where you have made progress and notice any areas that you may need to work on.

You will also need to give a copy of form **QA2: Feedback form for school principals** to your Principal and ask them to complete it. And you will need to give a copy of form **QA3: Feedback form for volunteers** to three volunteers and ask them to complete it. (You should allow at least one week for these forms to be completed and returned to you.)

It would be very helpful if you could scan and email the complete set of forms to Shine Literacy before the annual support visit. If you are unable to do this, please have them ready at the start of the visit.

All forms will be sent to you when the date of the visit is arranged.

14.5 How does the annual support visit work?

The annual support visit should take place on a day (or two consecutive days) when two Shine Literacy Hour sessions can be observed. In addition, at least two hours need to be set aside for the Chapter Manager and Shine Literacy staff member to meet and review the completed forms and to agree on focus areas for the year ahead.

The aim is to reach a shared understanding of which standards are being met, and which might need more work – and to celebrate progress and success.

14.6 What happens if we are struggling to meet Shine Literacy's standards?

The purpose of the quality assurance process and the annual support visit is to provide support to enable all Chapters to meet our standards. It may be that your Chapter is facing particular challenges. If as a result of our annual support visit we think that you are in need of extra support, we will agree on specific actions and goals with you and visit again within six months to see how you are getting on.

14.7 Will you give an overall rating to our Chapter?

No. The various indicators in your self-assessment form will help us to understand how you are doing, but we do not believe that giving an overall rating is the best way to incentivise excellence. Ratings can be a good way of recognising achievement, but can also be demotivating, and we want our quality assurance processes to be firmly focused on support and encouragement. We also believe that, as with children, the best motivation is intrinsic – our internal drive to be the best we can be.



APPENDIX A

OPERATING STANDARDS FOR SHINE CHAPTERS

These are the key operating standards, which all Chapters must comply with:

- Diagnostic assessments of all children in the relevant grades are carried out.
- Grade Two children on the programme attend twice each week.
- All children are in groups of no more than two and work with the same volunteers each week.
- All volunteers have attended Shine Literacy Hour training.
- All volunteers have signed a Volunteer Agreement.
- All Learning Partners volunteer for at least six months.
- Parental permission forms have been received for all children.
- The room where the programme takes place is laid out and resourced appropriately.
- The school Principal and class teachers visit the Chapter regularly to discuss children's progress.
- Child protection responsibilities are understood and all records/systems are up-to-date.

The following standards are considered desirable. If they are not yet in place, Chapters should be able to show how they are working towards them.

- The Shine Chapter has a dedicated room.
- The Shine Chapter is open on three or more days of the week.
- Grade Three children are included on the programme.
- Take-home books are available for children.
- There are sufficient volunteers to support all the children identified as needing support.
- The Chapter Manager regularly attends Chapter Hub meetings (where available).
- The Shine Chapter is mentioned in school communications (e.g. website, newsletter).
- The Shine Chapter has sufficient funding and resources for the next 12 months.
- Children who are assessed as 'At risk' receive one-on-one support.



Store any file

Keep photos, stories, designs, drawings, recordings, videos, and more. Your first 15 GB of storage are free with a Google Account.

15. HOW TO USE GOOGLE DRIVE

15.1 Introduction

Google Drive is a free cloud storage service which allows you to store, synchronise and share documents. Shine Literacy has uploaded digital versions of all the relevant documents in this manual to Google Drive. In order to access them you must have a Google account (or a Gmail address) and the use of a computer or mobile platform. Setting up a Google account is easy and free and from there, you can sign in to Google Drive to access the Shine Literacy files.



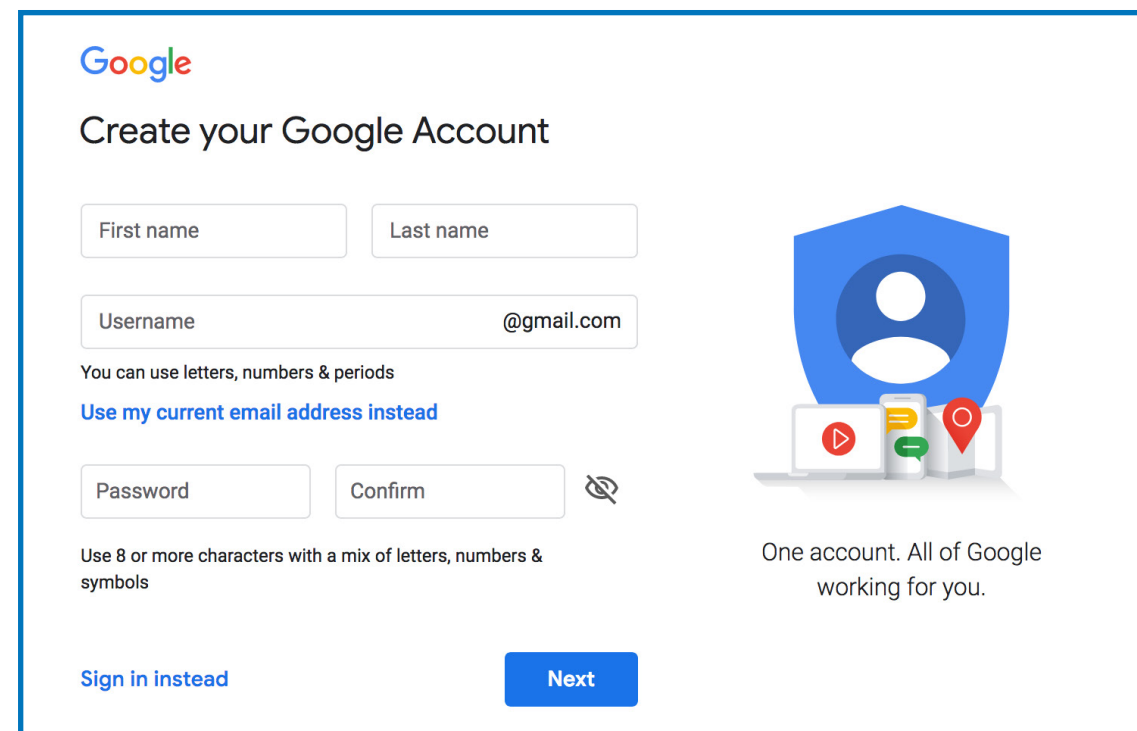
Any document in this manual showing the Google Drive symbol is available in digital form on Google Drive.

15.2 Setting up a Google account

Shine Literacy will issue your organisation with an @shinechapters.org.za email address and password. The purpose of this email address is to ensure programme continuity in the event that your chapter manager changes. This email address and password also allows you access to the Shine Literacy's chapter website which can be found at www.shinechapters.org.za.

It is useful to also have your own independent/personal Google account. To set up a Google account type in www.accounts.google.com/sigNup on any computer and you will be taken to the sign up box shown below. Type your **First name**, **Last name** and **Username** into the boxes as marked. The Username can be made up of your first and last name with a full stop in the middle. If that name is already taken, you will have to come up with another one unique to you, possibly by adding a number or your date of birth. This username followed by **@gmail.com** is now your email address and allows you to use Gmail.

You will also need a strong **Password** that uses a mixture of letters, numbers and symbols to keep your account secure. Write this down safely somewhere as you won't be able to access your account later without it. Type your password again in the **Confirm** box to make sure you've spelt everything right. Then click the **Next** button and follow the easy steps.

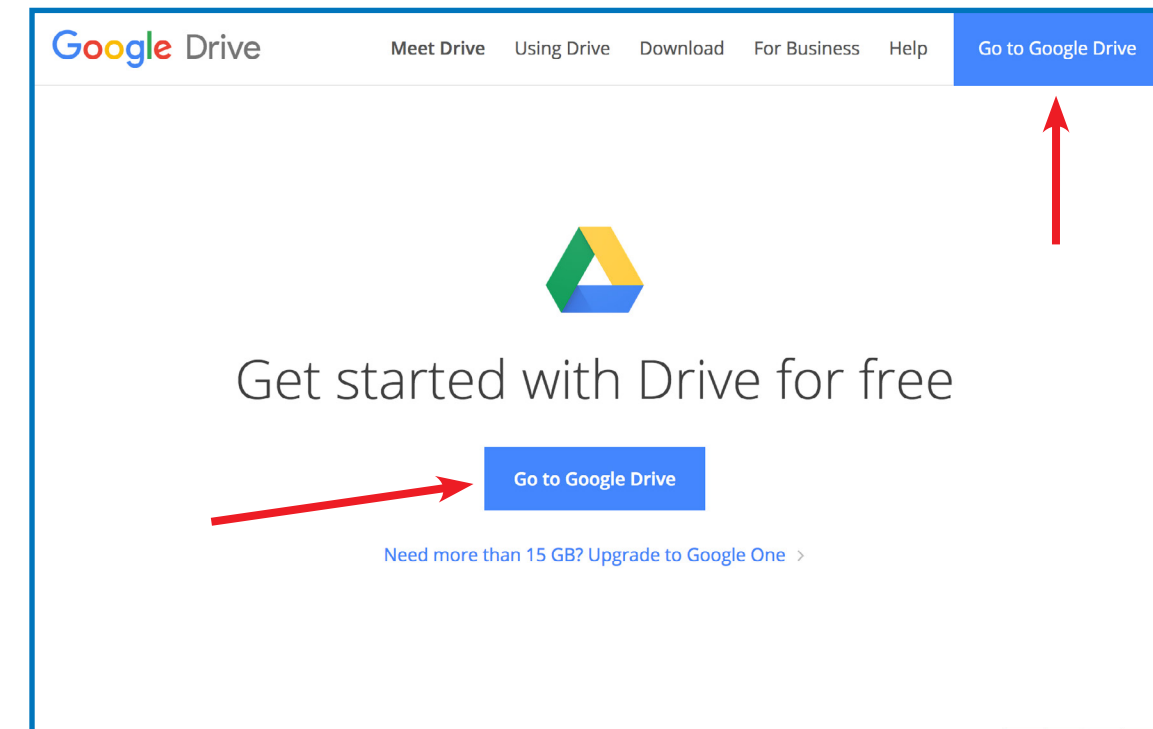


The screenshot shows the 'Create your Google Account' page. It features several input fields: 'First name', 'Last name', 'Username' (with '@gmail.com' pre-filled), 'Password', and 'Confirm'. A blue shield icon with a person silhouette is on the right. Below the fields, there are links for 'Use my current email address instead' and 'Sign in instead'. A blue 'Next' button is at the bottom right. A note at the bottom left says 'Use 8 or more characters with a mix of letters, numbers & symbols'. A graphic on the right shows a laptop with various Google service icons (Gmail, Drive, Maps) and the text 'One account. All of Google working for you.'

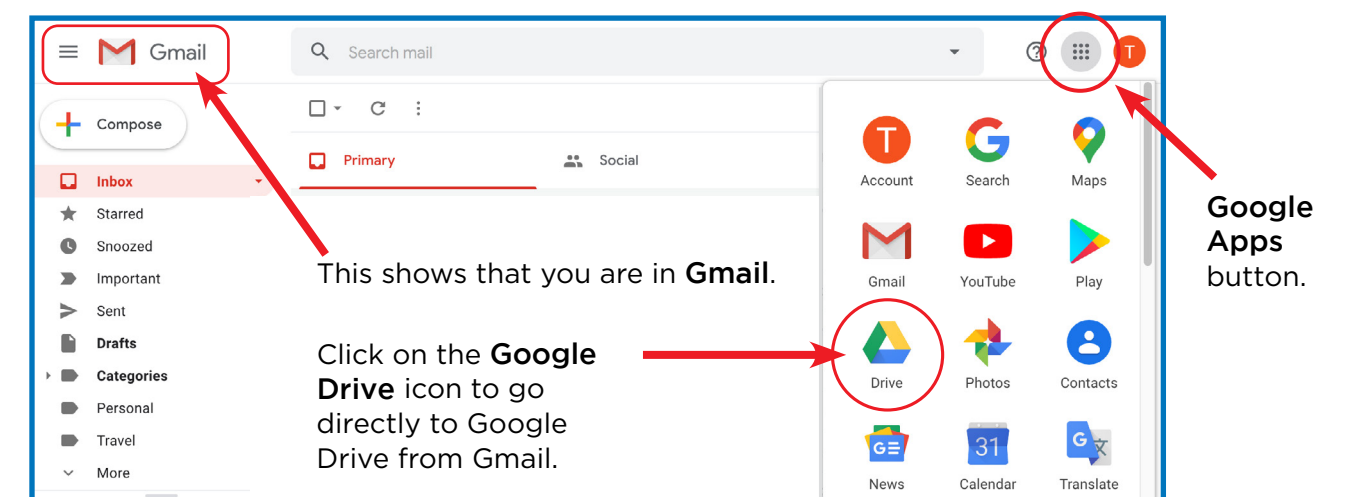
15.3 Signing in to Google Drive

You can sign in to Google Drive using the same user name and password as your Gmail account. If you stay logged in on that computer or mobile device you will not have to sign in every time.

Go to www.google.com/drive on any computer or mobile device and click either of the blue **Go to Google Drive** buttons to get started.

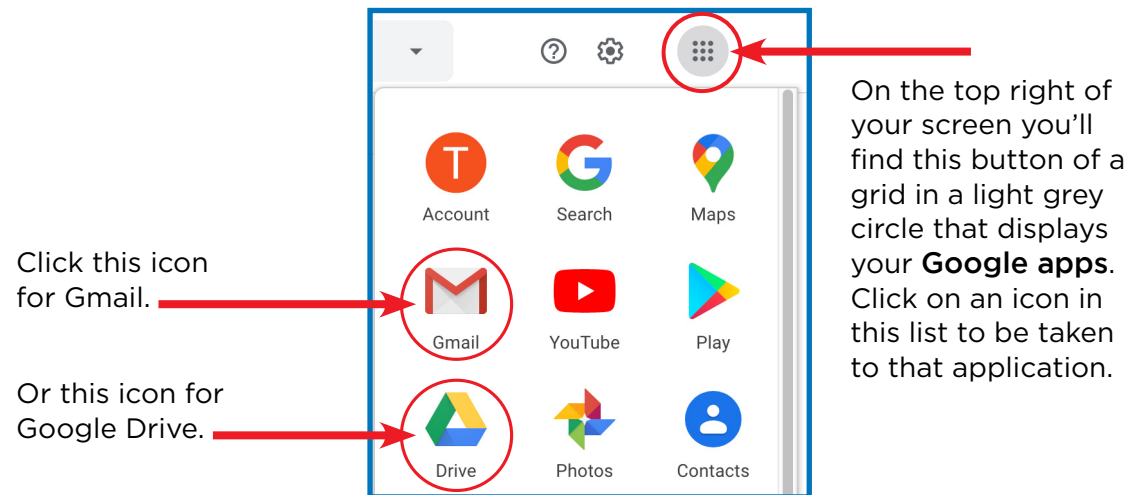


If you are already logged in to your Gmail account, you can go straight to Google Drive by clicking on the **Google Apps** button in the top right corner of your screen and then click **Drive** on the drop-down menu.



15.4 Navigating Google Drive

Google software is designed to be user-friendly and with a little practice you will be able to navigate your way around with ease. It is useful to remember that if you hover your cursor (arrow or pointing hand) over a symbol and wait for a few seconds the button's function will be displayed. There is also a Support button (question mark in a circle) where you can ask for help online – see below.



On the top right of your screen you'll find this button of a grid in a light grey circle that displays your **Google apps**. Click on an icon in this list to be taken to that application.

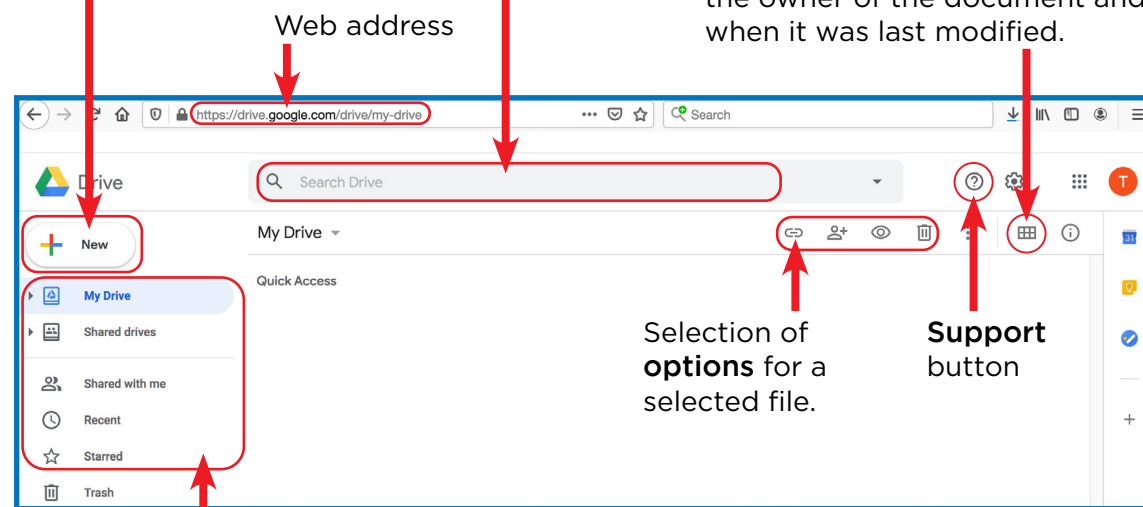
Click this icon for Gmail.

Or this icon for Google Drive.

The **New** button gives you a drop-down menu of options (see 15.5).

You can **search** through your documents and folders on Google Drive using the search bar at the top of the page.

Use this button to **change the way your files are displayed** – either in a grid or as a list. The grid shows each file as a preview of its first page. The list mode is useful as it shows the owner of the document and when it was last modified.

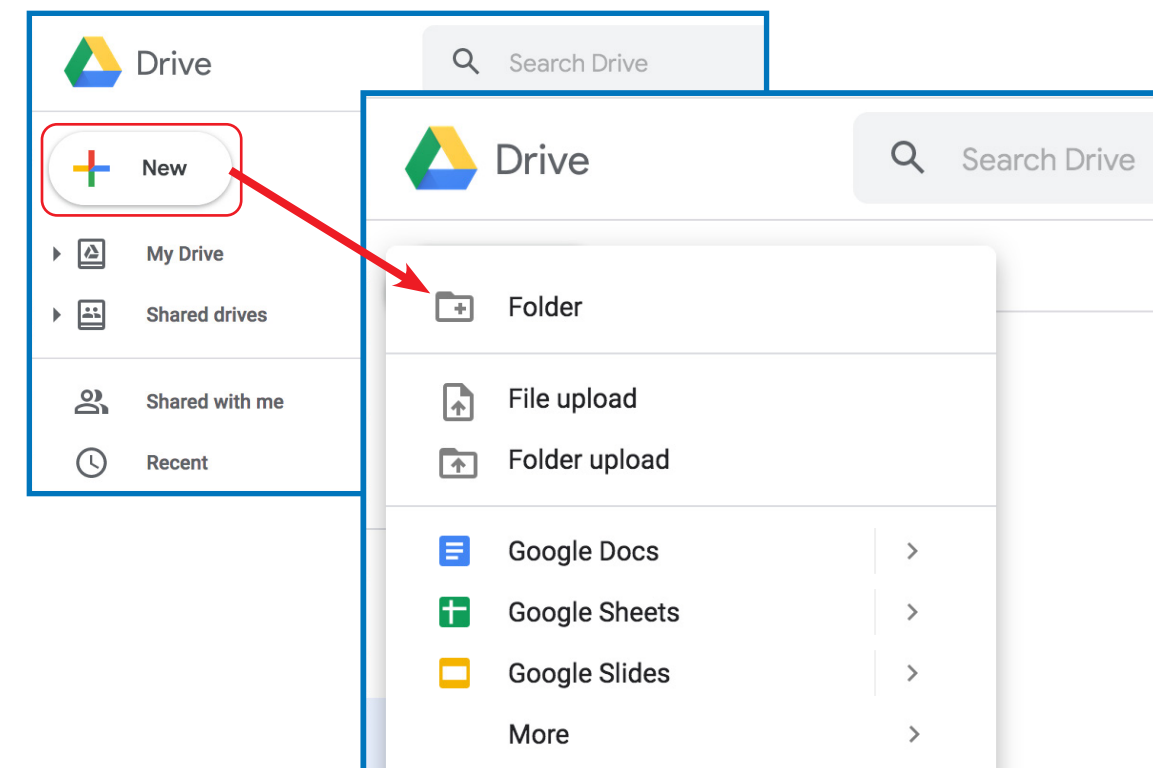


Use the **navigation bar** on the left to browse your files. **My Drive** is where all of your files and folders are stored. **Shared with me** are documents and files shared with you by other Drive users. **Recent** files are the files you have most recently edited and **Starred** files are the ones that you have marked as important. You can drag and drop files and folders around your Drive to organise them as you see fit.

15.5 Creating documents in Google Drive

Click the **New** button to bring up a menu that allows you to choose what type of document you want to create. You have several options and can add more by clicking **More** and then the **Connect more app** link at the bottom of the menu.

- **Folder** creates a folder in your My Drive into which you can organise your files.
- **File upload** or **Folder upload** allows you to upload a file or folder onto your Drive.
- **Google Docs, Sheets** or **Slides** will open a blank document in that application ready for you to work on. These documents save automatically as you work on them.



15.6 Sharing documents in Google Drive



Share This symbol on the menu bar at the top of My Drive gives you the option to share files with anyone who has an email address. By default, the document is private so you have to invite people to give them access. You can specify privileges to edit, comment or just see the file and can change these settings at any time.

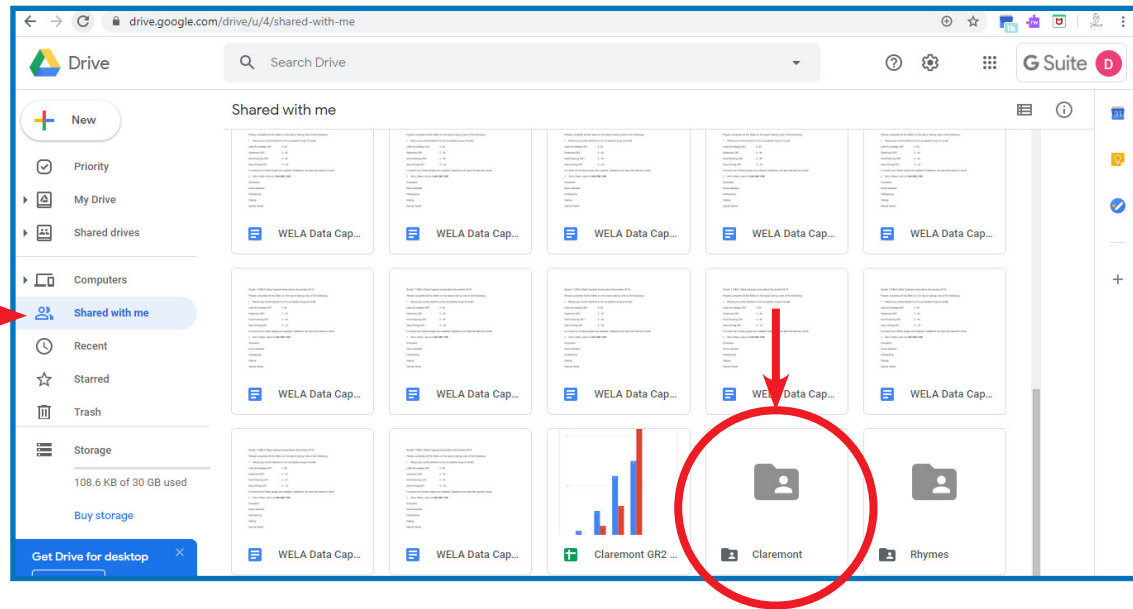


Link Click the link symbol on the menu bar to get a web link for the document you have selected. You can copy this link and send it to others so that they can access the file on their Google Drive.

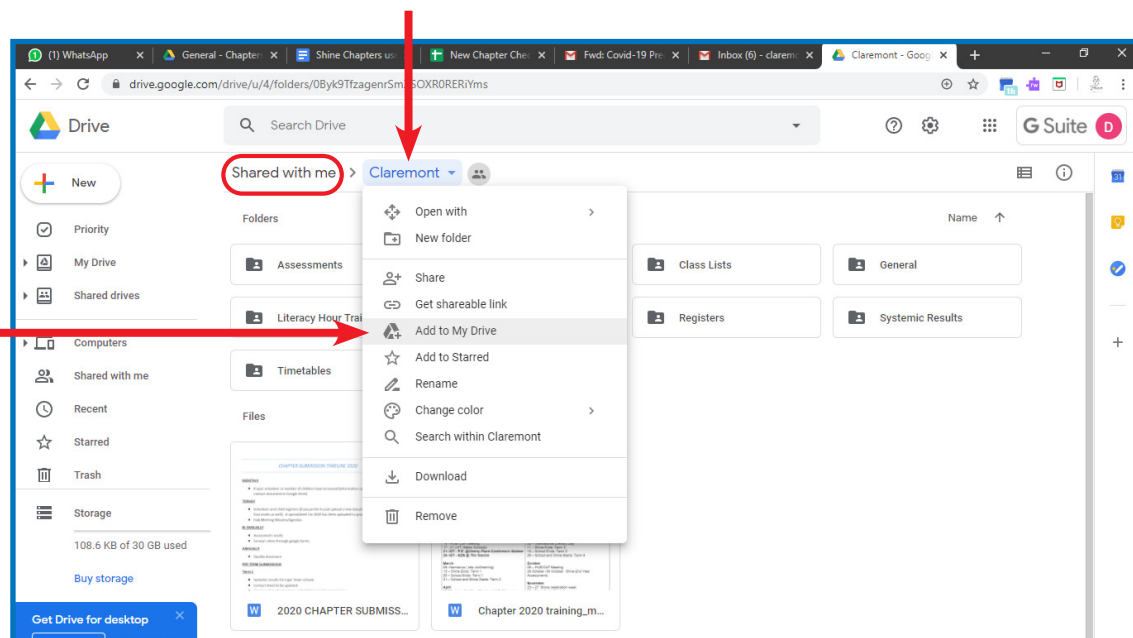
15.7 Accessing Shine Literacy documents in Google Drive

To access the Shine Literacy documents once you are signed in to Google Drive, click **Shared with me** on the left hand navigation bar (see 15.4).

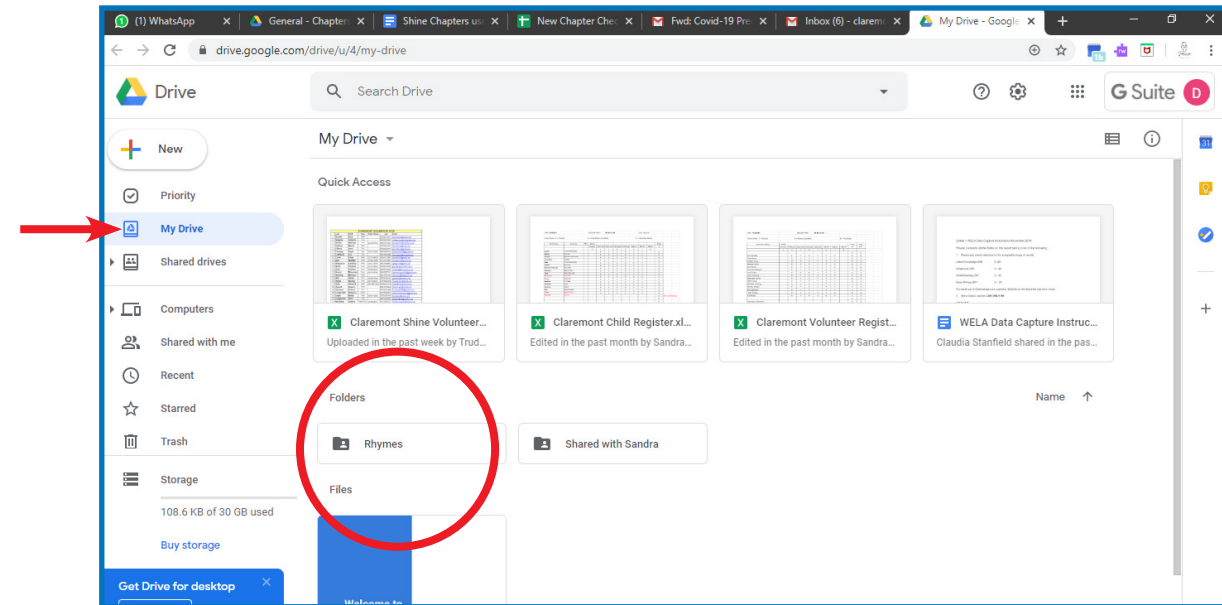
Click **Shared with me** and locate your school's folder – in this example, Claremont.



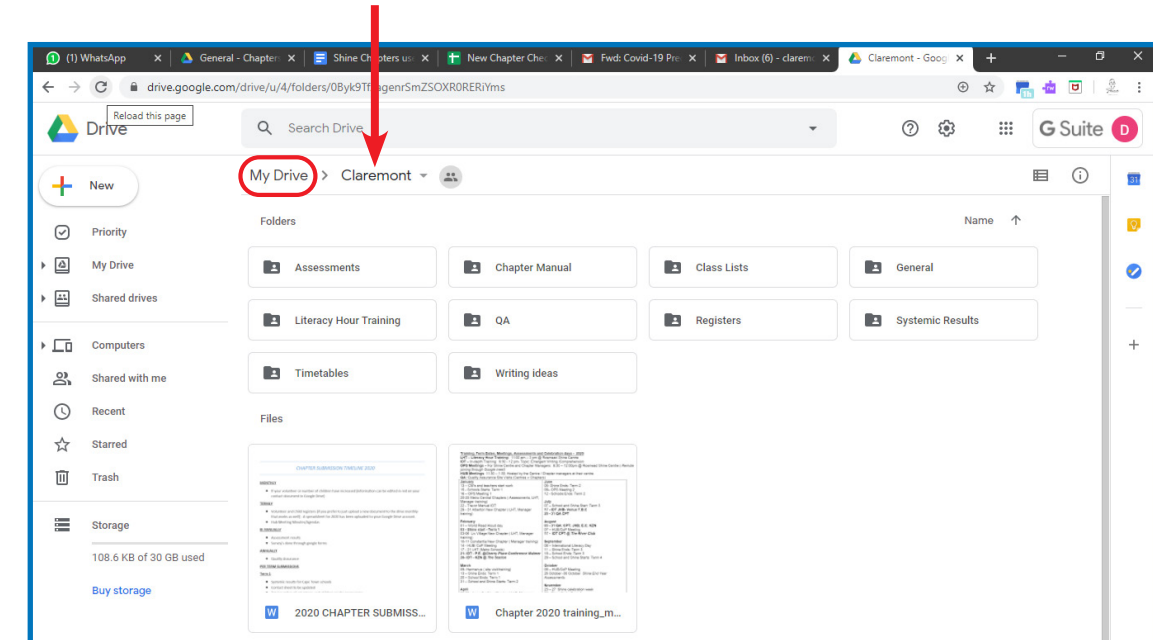
Hover the cursor over your school name at the top of the screen and click **Add to My Drive** from the drop-down menu. A message will appear that says 'added to my drive'.



If you now click on **My Drive** on the left hand panel, you will see that your school folder appears there.



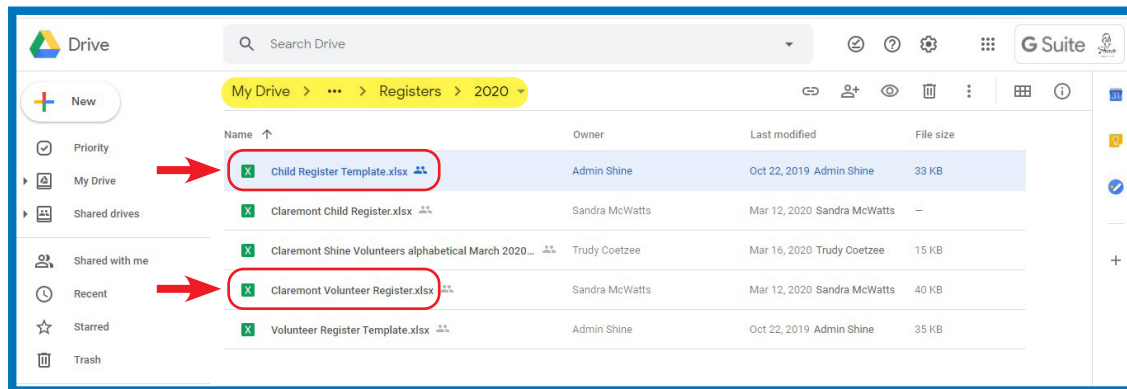
When you click on that folder it will open giving you access to all the documents relevant to your school. You can change between a list or grid screen display layout (see 15.4).



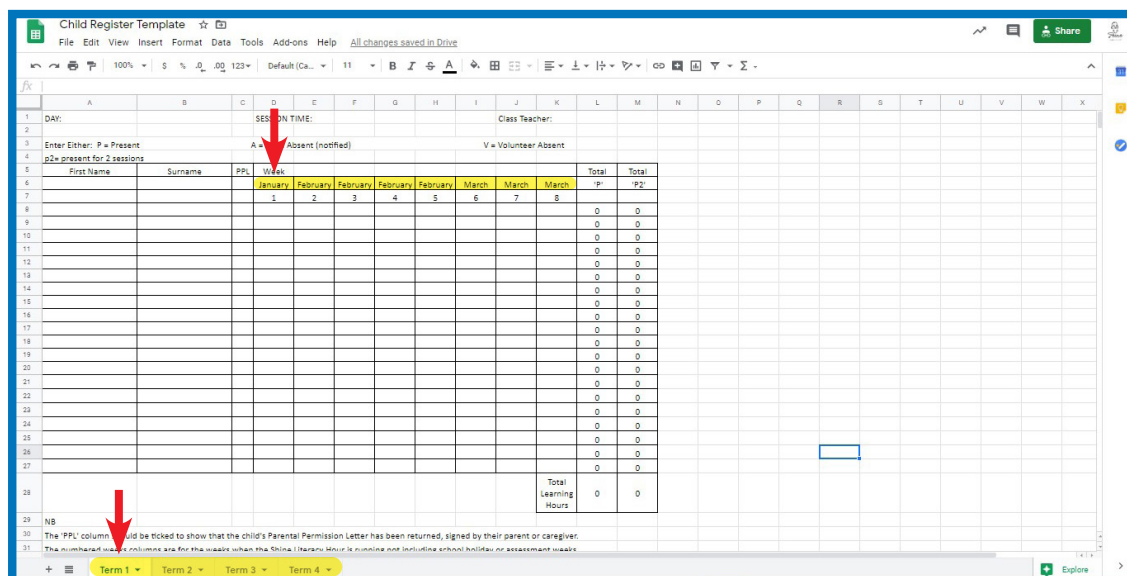
15.9 Shine Literacy child and volunteer registers

Shine Literacy Child and Volunteer registers enable us, and you, to keep track of learner and volunteer intervention hours. Shine children should have received 32 hours of intervention before they write their mid-year assessment and 64 hours of intervention in an entire year on the Shine Literacy Hour Programme. These registers will also inform you if a child or volunteer is frequently absent and therefore when it is time for you to intervene.

You are required to submit the child and volunteer registers every term. You have been provided with a Google sheets template to fill in to make this easier. Under **Registers**, look for the **Child Register Template** or **Volunteer Register Template** and click on it to make a new active document. It is important to note that the headings of any template in these folders **should not be changed** because this would affect the efficiency of a mass data upload on Salesforce.



In the tabs at the bottom of the sheet you will see that there is a new sheet for each term. Every year we update the template and each term we edit the months in the column headings. These sheets calculate the total hours the child or volunteer has attended the Shine Literacy Hour Programme. If a child is present for one session add a **P**, if they have attended two sessions fill in **P2**. The sheet will automatically add up the totals for you.



15.10 Getting technical help

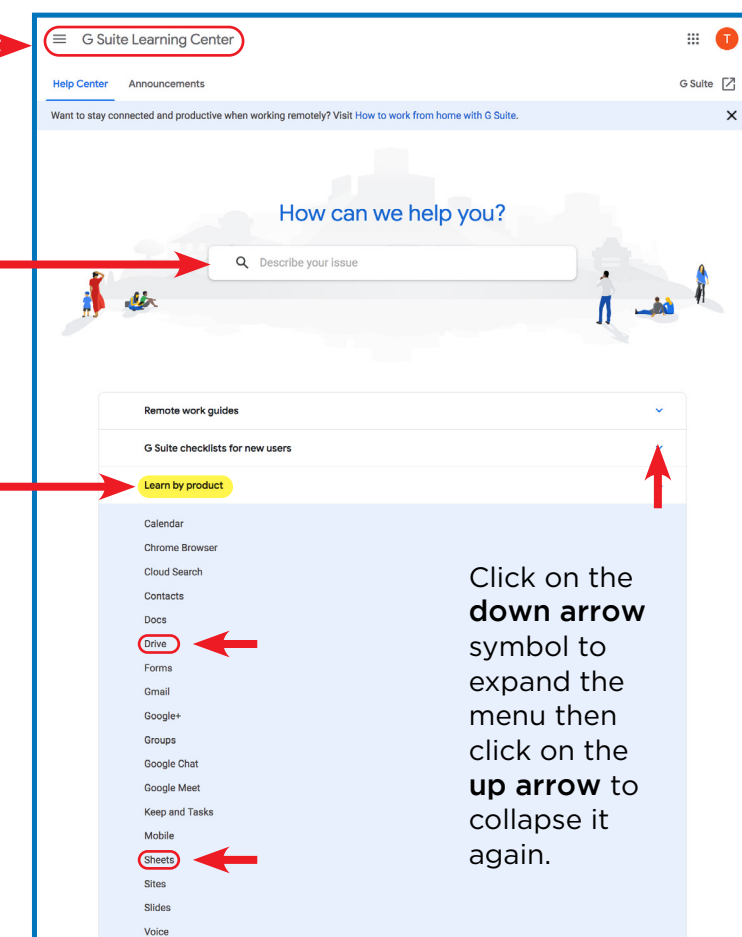
The web can provide answers to many of the queries you have. Open Google and type one or more keywords, also known as search terms, on the search bar. Press ENTER and a list of relevant websites that match your search will appear on screen. **WikiHow** calls itself 'the world's most popular how-to website' and provides a mass of easy and reliable information. Google has a dedicated support service called the **G Suite Learning Center** which can be found at support.google.com/a/users/?hl=en#topic=9797903. Once on that page, go to *Learn by product* where you will find a section on Drive which goes into more detail and includes useful information and cheat sheets.

For help from someone at Shine Literacy, write to info@shineliteracy.org.za or phone the Social Franchise Manager at the Shine Literacy office on 021 762 4320.

The G Suite Learning Center is a dedicated online help center from Google.

You can type a specific question in this space.

Or read up on the individual chapters in the *Learn by product* section for more information, training and tips. You can also read up on Google Sheets as Shine Literacy uses this program for their registers.





16. DISASTER MANAGEMENT

16.1 What is disaster risk management?

Disaster risk management is the application of disaster risk reduction policies and strategies to *prevent* new disaster risk, *reduce* existing disaster risk and *manage* residual risk, contributing to the strengthening of resilience and reduction of disaster losses.

Community-based disaster risk management promotes the involvement of potentially affected communities at the local level. This includes community assessments of hazards, vulnerabilities and capacities, and their involvement in planning, implementation, monitoring and evaluation of local action for disaster risk reduction.

In the context of Shine Literacy and our partner organisations, it is essential for us to be aware of the governmental strategies as well as policies that we need to put in place as an organisation in order for us all to remain compliant.

This Chapter is broken down into the following sections:

DISASTER RISK ASSESSMENT

1. Situations requiring a disaster risk assessment
2. Steps involved in a disaster risk assessment
3. Sourcing additional information when doing a disaster risk assessment

DISASTER RISK REDUCTION

1. Disaster risk management planning
2. Setting priorities
3. Scoping and developing a disaster risk plan and programme

RESPONSE AND RECOVERY

1. Integrated response and recovery
2. Communication systems
3. Implementation of recovery options

DISASTER RISK ASSESSMENT

16.2 What are situations that require a disaster risk assessment?

South Africa faces increasing levels of disaster risk. The country is exposed to a wide range of weather hazards, including drought, cyclones and severe storms that can trigger widespread hardship and devastation. In addition to this, in severe weather conditions, or during protests, some of our schools and informal housing settlements are often damaged by flood or fire.

In 2020, as a nation, we were faced with a global pandemic, COVID-19. It has caused the largest disruption of education in history, having already had a near universal impact on learners and teachers around the world, from pre-primary to secondary schools, technical and vocational education and training (TVET) institutions, universities, adult learning, and skills development establishments (*UN Policy Brief: Education during COVID-19 and beyond: August 2020:5*). This pandemic will change the way we as humans interact with each other for the foreseeable future.

16.3 What are some steps we can take to assess risk?

1. Identify possible hazards

- a. For example: school's on fire; we've lost funding for the project; we're about to lose all of our volunteers

2. Identify who might be in danger; hurt; abused; lose their job, etc.

3. Evaluate the risk

- a. For example: If the school were on fire, who is to be in charge; does the school have a fire drill; does one save people or possessions?

4. Prepare a plan for controlling the risks

- a. For example: draw up safety protocols; practice fire drills; how to evacuate a building; make an annual inventory of people and property on site and store these records off-site.

16.4 Sourcing additional information when doing a disaster risk assessment

The impact of Covid-19 on our school children calls for all stakeholders in education to take stock of our current projects and the systems we work in.

It is time to review, reimagine and even transform education going forward. There are already strong indications that the majority of children will be promoted to the next grade in 2021 not having mastered the skills needed for the previous grade. Unfortunately, even before Covid-19, the South African literacy levels were extremely low.

In a situation like this there are multiple players involved who will help you identify what information is necessary in order to make an informed decision. They can be listed as follows:

1. **Governmental decisions:** What has the Department of Education put in place in your school, city or province?
2. **School:** What decisions have the school made to be compliant with the D.O.E.?
3. **Organisational:** What decisions do you need to make in order to mitigate the damage caused by the pandemic?
4. **Stakeholders:** What is best for everyone who is involved with our programme (children, parents, volunteers)?

DISASTER RISK REDUCTION

16.5 What do we need to put in place in order to minimise the ripple effect of the disaster?

PLANNING PROCESS

The disaster recovery planning process should include the following steps:

1. Which problems might occur?

- a. List them, be specific

2. What would be their impact?

- a. Who would be affected – children, volunteers, school

3. Which problems are the most critical?

- a. Prioritise from most critical to least

4. How can I reduce the impact of the problems?

- a. What policies, processes, etc can I put in place that will guide the affected peoples

5. How will I apply this to the project?

- a. How can I implement this plan – create scenarios and solutions for them

6. How effective is our risk control?

- a. Test it – for example a fire drill

16.4 Response and Recovery

What COVID-19 has taught us is that we always need to be dynamically flexible in our thinking and our response to every scenario. By strengthening disaster preparedness for effective response at all levels. Use knowledge, innovation and education to build a culture of safety and resilience, while you are building a Culture of Reading.

We can do this by:

1. Integrated response and recovery

- a. Using whatever is available to you in order to make informed decisions

2. Communication systems

- a. Ensuring that everyone is kept up to date with what is happening at all times
- b. Are your newsletters informative and transparent? If we are experiencing the spirit of confusion or fear our stakeholders need to be informed of this in order for us to work together on solutions.
- c. Have you set up WhatsApp groups with the teachers, volunteers or parents and ensure that you will still be able to reach your beneficiaries?

3. Implementation of recovery options

- a. What do we need to put in place in order to ensure that once this disaster is over we are still able to recover and start our programmes again?

CHECKLISTS (C) 7 DOCUMENTS

C1

Setting up your Chapter

These tasks will all need to be done before your Shine Chapter opens. Some of these are one-off tasks when your Chapter opens for the first time, and some will need to be done every year. You may want to adjust or add to this list.

Task	Done (✓)
Chapter Agreement	
I have signed the Chapter Agreement with the school and Shine Literacy (remember, this needs to be done every two years).	
I have given a copy of the signed Chapter Agreement to the school.	
Recruiting volunteers	
I have checked the Communications Toolkit for ideas on recruiting volunteers and used the tools most appropriate for my Chapter.	
I have maintained a record of the contact details and availability of volunteers. (T2)	
I have created a Volunteer Policy based on T2. I have:	
✓ added the appropriate logo	
✓ made any necessary additions or changes	
I have created a Volunteer Agreement based on T3. I have:	
✓ added the appropriate logo	
✓ made any necessary additions or changes	
Training	
I have arranged Shine Literacy Hour Training for all volunteers.	
I have informed all volunteers of the dates for Shine Literacy Hour Training.	
Diagnostic assessments	
I have arranged dates for diagnostic assessments of children in Grades One and Two.	
I have facilitated the assessments according to the guidelines and templates provided by Shine Literacy.	
I have agreed with the class teachers which children will attend the Shine Literacy Hour (using the prioritisation criteria in Chapter 4 of the Chapter Manual).	
Resources and equipment	
I have arranged for the delivery of resources and games from Shine Literacy.	
I have procured all items on the Stationery and equipment Checklist (C3).	

C1: Setting up your Chapter
Word document

C2

Preparing for the new school year

These tasks will all need to be done before your Shine Chapter opens and at the start of every new school year, in the period January to February. You may want to adjust or add to this list.

Task	Done (✓)
Timetabling and registers	
I have agreed with class teachers which sessions each child will attend.	
I have completed the session timetable (T6) based on volunteers' availability and displayed it in the room.	
I have chosen a Session Deputy for every session in case I am absent or ill. (Their name is printed in bold on the timetable and with the letters SD next to it.)	
I have given a copy of the timetable to each class teacher and to the Principal.	
I have asked the School Secretary for key dates in the school calendar (such as Sports Day, school trips, etc.) and find these in on the yearly wall planner.	
I have created a child attendance register for each session (use T10).	
I have created a volunteer register for each session (use T13).	
Volunteers	
I have notified all volunteers of the date and time of their induction session.	
I have printed off a copy of the Volunteer Agreement (T3) for each volunteer, with the Volunteer Policy printed on the back.	
I have created a Volunteer Kit for each volunteer containing:	
✓ The Shine Literacy hour handbook	
✓ Volunteer guidelines (T2)	
✓ Frequently asked questions (T13)	
✓ Volunteer policy (T7)	
✓ The Shine Ethics (R6)	
✓ Light words (R8)	
✓ Letter sounds (R5)	
I have created a name badge for each volunteer to wear at every session (T21).	
Organising resources	
I have graded all the readers – using pink, red, yellow, blue and green stickers, using T20. Paired reading colour coding	
I have placed a label on all take-home books.	

C2: Preparing for the new school year
Word document

C3

Induction sessions and orientation week

The tasks below should be undertaken in the first week of the school year that the Chapter is open. You may want to adjust or add to this list.

Task	Done (✓)
Induction sessions	
Induction sessions have been held for all volunteers at which they are:	
✓ shown where all resources, books and games are kept	
✓ taken on a tour of the school	
✓ introduced to the Principal and Head of Foundation Phase	
✓ shown practical things like parking and which toilets they can use	
✓ directed to the notice-board where all new information is displayed	
✓ reminded about the Shine Ethics	
✓ told about child protection, health and safety (including evacuation plans), and child confidentiality	
✓ given the opportunity to ask any questions they have	
✓ given their Volunteer Kit	
I have notified all volunteers of their session times.	
I have completed all tasks required by the school's child protection policy and procedures and worked through C4: Child protection checklist.	
All volunteers have signed a copy of the Volunteer Agreement (T3) and I have filed copies of all the signed forms.	
I have kept a record of any volunteer who does not want to be photographed or filmed (use T5: Non-permissions for photography and filming).	
I have briefed Session Deputies on how to run a Shine Literacy Hour session, including practical information such as where the registers are kept. I have given each Session Deputy a copy of T11: How to run a Shine Literacy Hour session.	
Parental permission	
I have started collecting and filing the reply slips from Parental permission letters (T4).	
I am using T10: Child attendance register to track who has not returned parental permission letters and will send out another letter where necessary.	
I have kept a record of any parent or caregiver who does not want their child to be photographed or filmed, or who failed to tick either box (use T5: Non-permissions for photography and filming).	

C3: Induction sessions and orientation week
Word document

C4

Child protection checklist

Child protection policies and procedures may differ slightly between Chapters, but some tasks will be common to all Chapters. You can use the checklist below to cross-check that you have completed all your child protection responsibilities, adjusting and adding to the list according to the policies and processes of your school. (See Chapter 10 of the Chapter Manual for more information.)

Task	Done (✓)
To do when the programme is first set up	
I have found out who the designated child protection person is at my school.	
I have met with the designated child protection person at my school to discuss the child protection responsibilities of myself and my volunteers.	
I have read the child protection policy and procedures (or the relevant provincial policy) for my school.	
I have made any amendments needed to T14: Volunteers' key child protection responsibilities (to bring it into line with the school's child protection policy), then printed it off and displayed it on the notice board.	
To do every year – volunteers	
I have given all volunteers a copy of the school's child protection policy and procedures (or a summary of key points) to read.	
All volunteers have signed a copy of the school's child protection policy and procedures (or a summary).	
All volunteers have signed a copy of the volunteer agreement (T3) and I have filed copies of the forms.	
I have completed a Form 29 (Inquiry by employer to establish whether a person's name appears in Part 8 of National Child Protection Register) for all volunteers, and given it and certified copies of identity documents to the school Principal (or designated responsible person) to send to the Department of Social Development (DSD).	
I have used T7: Child protection - volunteer checks log to help me track these tasks.	
To do every year – parents and caregivers	
I have sent a copy of 14: Parental permission letter home to the parent/caregiver of every child attending the Shine Literacy Hour and collected and filed the reply slips.	
I have used T10: Child attendance register to track who has not returned parental permission letters and have sent out another letter where necessary.	
A record has been kept of any parents and caregivers who have withheld permission for their child's photo to be taken, or who failed to tick one of the boxes.	

C4: Child protection checklist
Word document

C5

Stationery and equipment checklist

Items	✓
STATIONERY	
Pencils (without eraser)	
Pens	
Scissors	
Pritt or other glue	
Pre-stik	
Cellotape	
Drawing pins (for noticeboard)	
Penic sharpener	
Stapler	
Staples	
Permanent marker	
Paper clips	
Plain white paper	
Self adhesive white labels (for take-home books, etc.)	
Name badges	
Letter arch files (for all forms and records)	
File dividers	
Plastic sleeves	
Coloured dot stickers (pink, red, yellow, blue, green)	
Wipe-clean yearly wall planner	
Plastic envelope folders for Volunteer kits	
EQUIPMENT	
Dividers/coverers for tables	
Box or stand for take-home books	
Notice-boards for walls	
Kettle and mugs	

C5: Stationery and equipment
Word document

C6

Posters and information to be displayed in the Shine Chapter room

Poster or information	Done (✓)
Posters provided by Shine Literacy	
R6: The Shine Ethics	
Shine Mission and Vision box framed posters	
Other information	
T8: Timetable	
Yearly wall-planner showing key school dates and training dates	
List of school term dates	
School evacuation map and procedures	
Notice with location of school First Aid point and who/where the nearest qualified First Aider is	
Names and phone numbers of Session Deputies	
T14: Volunteers' key child protection responsibilities	

C6: Posters and information to be displayed in the room
Word document

C7

In-Depth Training sessions

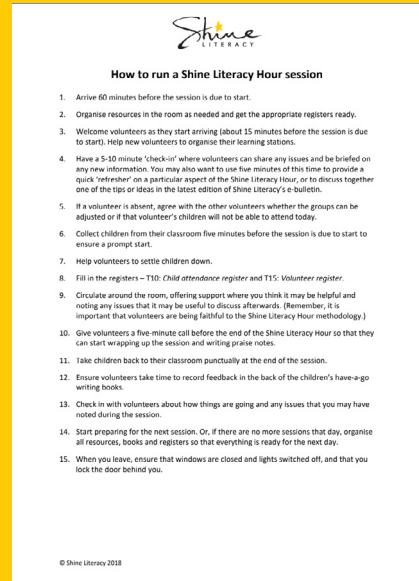
This list will vary depending on where the training session is held, and should be adapted accordingly.

Task	Done (✓)
Preparation	
I have booked an appropriate venue.	
I have notified all volunteers of the date, time and venue of the training session, and I have kept a record of the names of those who will be attending.	
I have sent clear directions to the venue to the Shine Literacy trainer, and arranged a time to meet them.	
I have prepared a registration sheet.	
I have bought/organised simple refreshments (tea, coffee, milk, biscuits).	
I have found out from Shine Literacy how the room should be laid out, and whether any particular equipment or resources are required.	
On the day	
I have brought:	
✓ kettle, cups, jug, etc. for drinks	
✓ refreshments	
✓ registration sheet	
✓ name badges	
I have laid out the room as requested by Shine Literacy.	
I have ensured that all volunteers sign in on the registration sheet.	
I have told all attendees where the toilets are and what the evacuation procedure is.	
After the session	
I have tidied the room and ensured it is how I found it.	
I have locked the venue and shut all windows, as required.	
I have ensured the registration sheet has gone with the Shine Literacy trainers who will send me a scanned copy.	

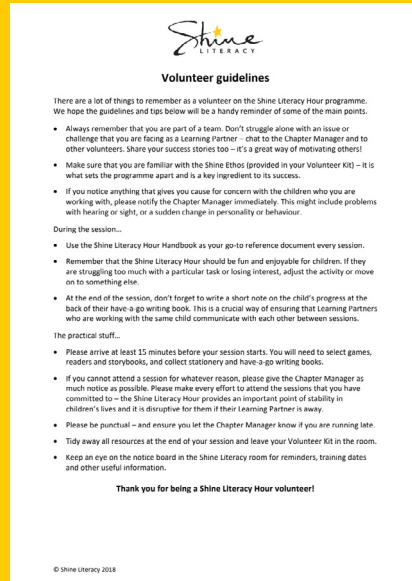
C7: In-Depth Training Sessions
Word document

“Reading gives us someplace to go when we have to stay where we are.”

TOOLS, FORMS AND TEMPLATES (T) page 2, 23 DOCUMENTS



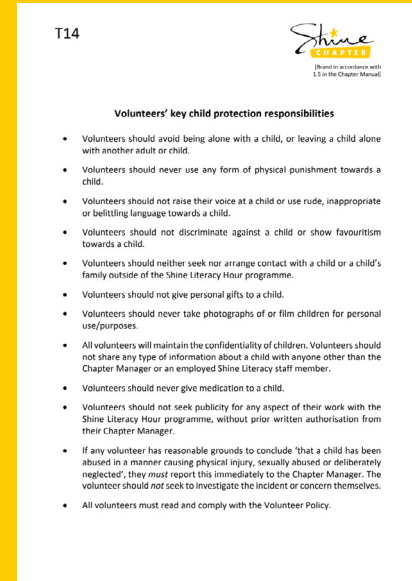
T11: How to run a SLH Session
PDF document



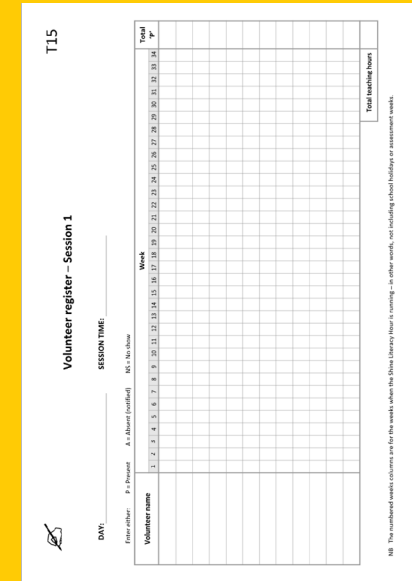
T12: Volunteer Guidelines
PDF document



T13: Volunteer Frequently asked questions
PDF document



T14: Volunteer key child protection responsibilities
Word document



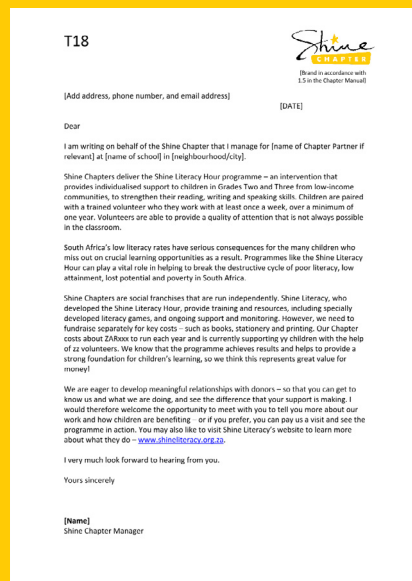
T15: Volunteer Register
Word document



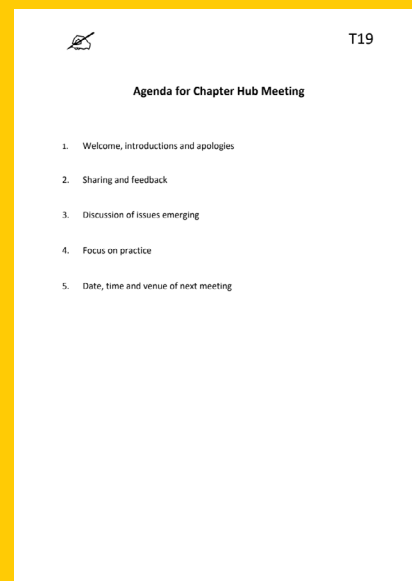
T16: Certificate of Appreciation
PDF document



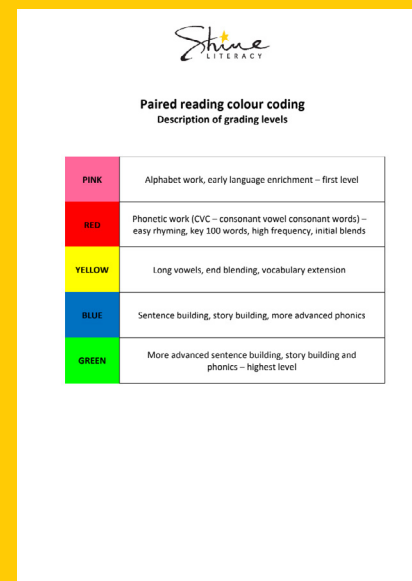
T17: Readers are Leaders certificate
PDF document



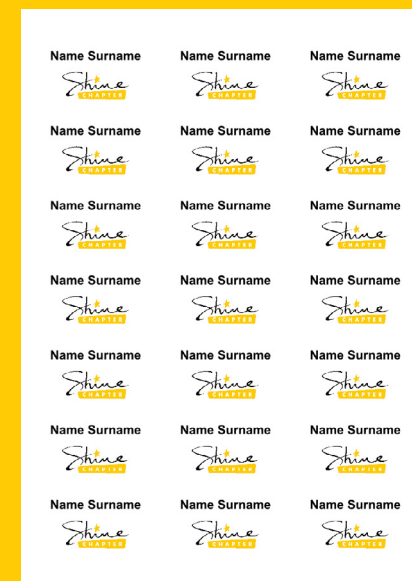
T18: Model Fundraising Letter
Word document



T19: Model agenda for Hub meeting
Word document



T20: Paired reading colour coding
PDF document

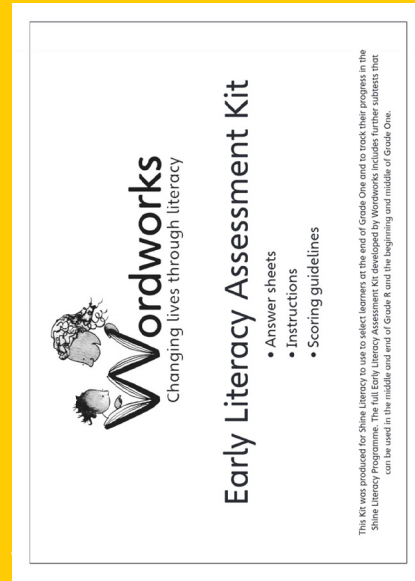


T21: Volunteer Name Labels
Word document

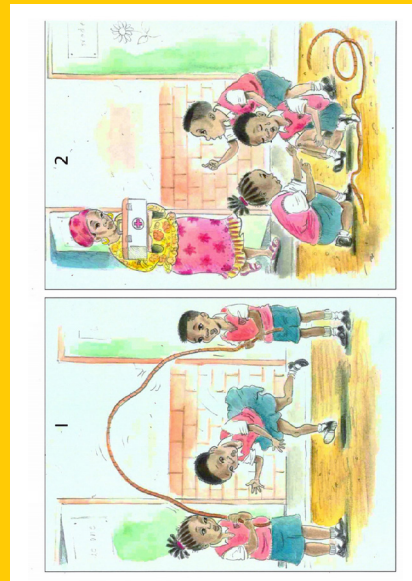
“Unless someone like you cares a whole awful lot, nothing is going to get better, it’s not.”



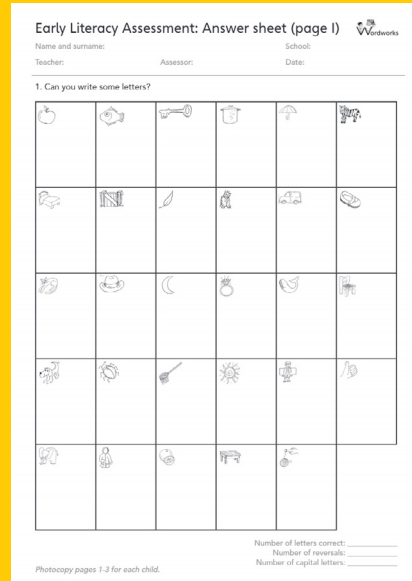
ASSESSMENTS (A) 12 DOCUMENTS



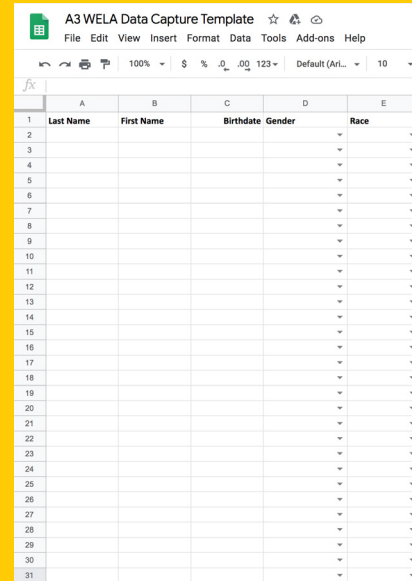
A1a: WELA Assessment Kit
Hard copy & PDF document



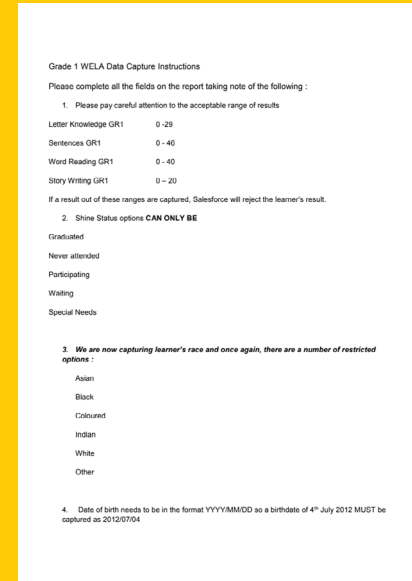
A1b: WELA Assessment Kit: Q2 and Q4 picture cards
PDF document



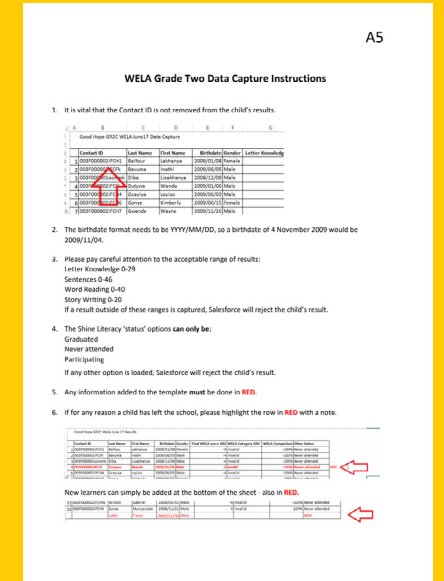
A2: WELA Child Answer Sheet
PDF document



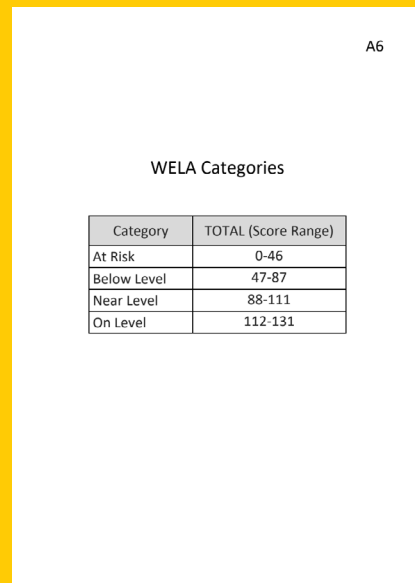
A3: Assessment Data Capture Template
Excel document



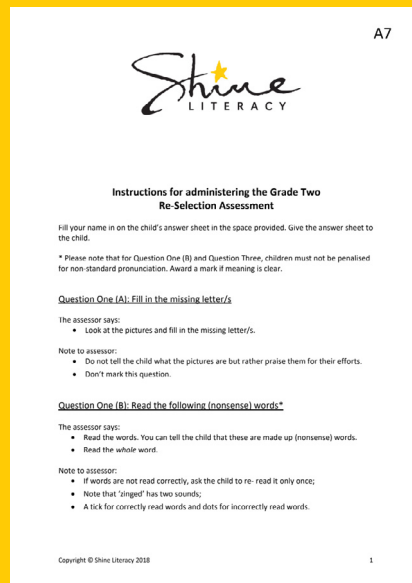
A4: WELA Grade One Data Capture/Upload Instructions
PDF document



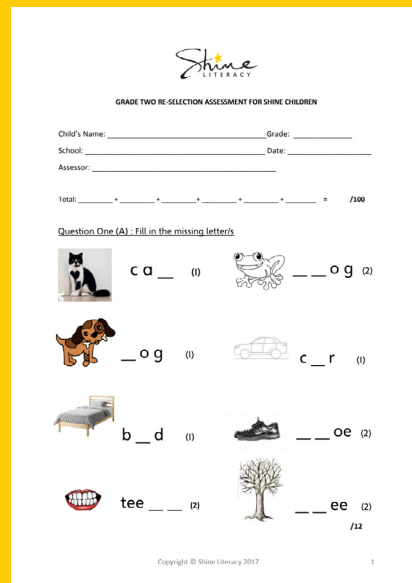
A5: WELA Grade Two Data Capture Instructions
PDF document



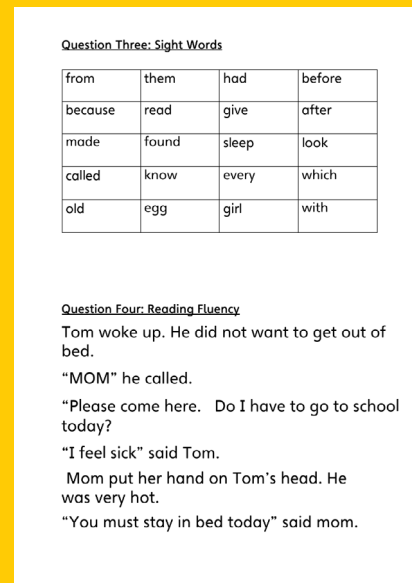
A6: WELA Categories
PDF document



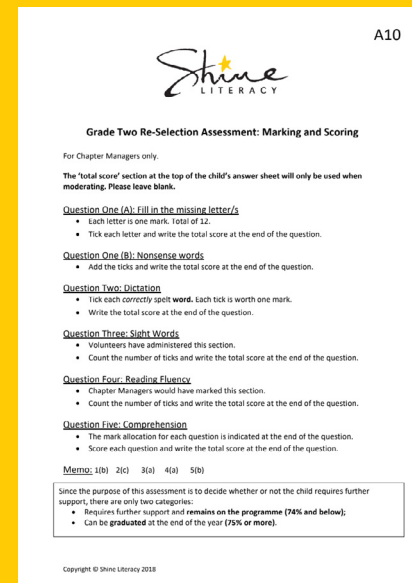
A7: Instructions for administering the Re-selection Assessment
PDF document



A8: Grade Two Re-selection Assessment Child Answer Sheet
PDF document



A9: Grade Two Re-selection Sight Words and Fluency
PDF document



A10: Instructions for Marking Grade Two Re-Selection Assessment
PDF document



A11: Grade Two Re-selection Assessment Template
Excel document

"If you don't like to read, you haven't found the right book."





COMMUNICATIONS TOOLKIT (M) 15 DOCUMENTS

Communications Toolkit for Shine Chapters

Introduction

There are many reasons why it is a good idea for Shine Chapters to communicate effectively with volunteers, parents, teachers and the wider community. By sharing information and raising awareness you can:

- attract new volunteers
- build support for the programme
- strengthen relationships with schools
- spread knowledge and good practice
- involve others in celebrating success

This communications toolkit will help you to achieve these things. It gives ideas and guidance on how to deliver simple communications activities. The accompanying resources provide you with practical tools and templates, as well as language and messages that you can use and adapt in your own communications.

The resources

- Shine Literacy Hour information sheets (M1, M2)
- Shine Literacy take-home books leaflet (M3)
- Volunteer recruitment poster (M4)
- Volunteer recruitment flyer (M5)
- Volunteer drop-in session poster (M6)
- Standard wording for local newspaper advertisements for volunteers (M7)
- Standard wording about the Shine Literacy Hour for school websites (M8)
- Press release template and guidelines (M9, M10)
- Logo colour specification (M11)
- Chapter logo graphics (M12 and M13)
- Communications checklist (M14)

Five top tips for your communication activities

- Use clear and simple language that will be understood by your audiences.
- Choose a channel or method that you know will reach the people you want to communicate with – you may need to research the first.
- Use the standard phrases and descriptions in Shine Literacy's Messaging Framework.
- Ensure that written communications are carefully checked for typos and other mistakes.
- Good distribution can make all the difference – spend time and effort on this.

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Communications Toolkit for Shine Chapters
PDF document

The Shine Literacy Hour

During the **Shine Literacy Hour**, children in Grades Two and Three receive support to help them improve their reading, writing and speaking skills.

Children work with trained volunteers once or twice a week, during the school day, for at least one year. The volunteers are called Learning Partners and support the same children each week. Because they work with no more than two children at a time, they provide a level of attention that is usually not possible in the classroom.

Structure

The **Shine Literacy Hour** is divided into four parts – paired reading, shared reading, have-a-go writing, and word play and games. This balanced approach combines the importance of reading for pleasure and developing spoken language, with specific skills such as letter knowledge, awareness of sounds in words, and writing.

- During **paired reading**, children begin by reading aloud with their Learning Partner. The Learning Partner gradually withdraws leaving the child to read aloud alone. Discussion about the book helps to increase enjoyment and understanding.
- During **shared reading**, children select a storybook for their Learning Partner to read to them. As with paired reading, discussion and reflection help to strengthen vocabulary, comprehension and thinking skills.
- During **word play and games**, games are used to encourage children to sound out words, read common sight words, write words and sentences, and build vocabulary and comprehension.
- During **have-a-go writing**, children create sentences supported by their Learning Partner, then use their letter sound knowledge to write them. The emphasis is on appreciating the overall sense of the writing, rather than correcting mistakes.

Assessments

A simple diagnostic assessment at the end of Grade One is used to select the children who will take part in the programme. Further assessments during and at the end of each year, enable children's progress to be carefully tracked.

M1: Shine Literacy Hour Information sheet
PDF document

The Shine Literacy Hour Information for parents and caregivers

During the **Shine Literacy Hour**, children in Grades Two and Three receive support to help them improve their reading, writing and speaking skills.

Children work with trained volunteers once or twice a week, during the school day, for at least one year. The volunteers are called Learning Partners and support the same children each week. Because they work with no more than two children at a time, they are able to give a high level of individual attention.

The main activities

The **Shine Literacy Hour** is divided into four parts – paired reading, shared reading, have-a-go writing, and word play and games. This balanced approach combines the importance of reading for pleasure and developing spoken language, with specific skills such as letter knowledge, awareness of sounds in words, and writing.

- During **paired reading**, children begin by reading aloud with their Learning Partner. The Learning Partner gradually withdraws leaving the child to read aloud alone. Discussion about the book helps to increase enjoyment and understanding.
- During **shared reading**, children select a storybook for their Learning Partner to read to them. As with paired reading, discussion and reflection help to strengthen vocabulary, comprehension and thinking skills.
- During **word play and games**, children play games with their Learning Partner, which involve saying the different sounds in words, recognising tricky words, and learning new vocabulary.
- During **have-a-go writing**, children create sentences supported by their Learning Partner, and then try to write them down. Spelling is not corrected as it is more important that children try to use the skills they are learning.

M2: SLH Information for parents and caregivers
PDF document

Shine Literacy take-home books YOU can help your child become a great reader!

Your child attends the Shine Literacy Hour and is allowed to borrow special take-home books.

Here are some tips and ideas on how to make the most of these books:

- Set aside a special time to look at the book together each day.
- If the book is easy to read, read it aloud together. Give lots of encouragement, be patient and praise your child's effort. (See the tips on the other side of this sheet on how to read aloud with your child.)
- If the book is more difficult, read the book to your child.
- Talk about the story together as this makes story-time more fun and interesting. By asking questions – like "Why do you think she's feeling happy?" or "What might happen next?" or "Which part did you like best?" – you can help your child to improve their thinking and language skills.
- Take time to explain words and ideas that your child may not understand.
- When your child is speaking or reading, listen carefully, try not to rush or interrupt them, and show that you are interested in what they have to say.
- Help your child to take care of their take-home book and to return it to school in good condition the next week.

By reading with your child, you are helping them to become a good reader and to develop a love of books and learning!

M3: Shine Literacy Take-home books
PDF document

Make a difference as a Shine Literacy volunteer

We are looking for volunteers to help run the Shine Literacy Hour at [add name of school] in [add name of neighbourhood].

Our volunteers give support to children in Grades Two and Three to help strengthen their reading, writing and speaking skills. Volunteers support the same children each week and work with one or two children at a time, during the school day. No previous experience is needed – we will give you training and ongoing support.

All you need is a love of children and one spare hour a week!

If you are interested in getting involved, please contact:
[Name] on [cell number] or [email]

"Unless someone like you cares a whole awful lot, nothing is going to get better, it's not." Dr Seuss

Shine Literacy is a non-profit organisation that seeks to improve literacy outcomes for young children from low-income communities in South Africa. Visit www.shineliteracy.org.za to find out more.

M4: Shine Literacy Volunteer recruitment poster
Word & PDF document

Make a difference as a Shine Literacy volunteer

We are looking for volunteers to help run the Shine Literacy Hour at [add name of school] in [add name of neighbourhood].

Our volunteers give support to children in Grades Two and Three to help strengthen their reading, writing and speaking skills. Volunteers support the same children each week and work with one or two children at a time, during the school day. No previous experience is needed – we will give you training and ongoing support.

All you need is a love of children and one spare hour a week!

If you are interested in getting involved, please contact:
[Name] on [cell number] [email]

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M5: Shine Literacy Volunteer recruitment Flyer
Word & PDF document

Make a difference as a Shine Literacy volunteer Special drop-in session to find out more...

We are looking for volunteers to help us run the Shine Literacy Hour at [add name of school]. Our volunteers give support to children in Grades Two and Three to help strengthen their reading, writing and speaking skills. No previous experience is needed – we will give you training and ongoing support. All you need is a love of children and one spare hour a week!

We are holding a special drop-in session for people who may be interested in getting involved:

on [add date], from [add time] to [add time] at [add school name and full address]

Come along and find out more!

Or contact [name] on [cell number] or [email address]

"Unless someone like you cares a whole awful lot, nothing is going to get better, it's not." Dr Seuss

Shine Literacy is a non-profit organisation that seeks to improve literacy outcomes for young children from low-income communities in South Africa. Visit www.shineliteracy.org.za to find out more.

WORDSCANCHANGEWORLDS

M6: Shine Literacy Volunteer drop-in session
Word & PDF document

M7

Newspaper advertisement for volunteers – suggested wording

The advertisement below can be sent to local newspapers, magazines and community newsletters to help you recruit more volunteers.

Follow these simple steps:

- Complete the advertisement with the details of your school, and select the title that you think will need appeal to volunteers in your community.
- Draft a short covering email to the newspaper, briefly explaining the background to the programme and the way in which it is helping local children (you could use some of the wording in the Messaging Framework at the end of the Communications Toolkit). Explain that the programme is run voluntarily and ask if they will print the advertisement for free.
- Then copy and paste the wording for the advertisement into a separate Word document and attach it to the email. (Or simply paste the wording into the body of the email, beneath your message.)
- If you decide to include your school's or Chapter Partner organisation's logo with the advertisement, make sure that you also include the Shine Literacy logo. You can request this from the Shine Literacy office. Attach the full logo files to the email – do not copy and paste the logo into the body of the email.
- Press send!

Make a difference as a Shine Literacy volunteer [add name of school]
An opportunity to help children in your community [add name of neighbourhood]
Can you spare an hour a week?

We are looking for volunteers to help us run the Shine Literacy Hour at [add name of school] in [add name of neighbourhood].

Our volunteers give support to children in Grades Two and Three to help strengthen their reading, writing and speaking skills. Volunteers support the same children each week and work with one or two children at a time, during the school day. No previous experience is needed – we will give you training, materials and ongoing support.

All you need is a love of children and one spare hour a week!

If you are interested in getting involved, please contact:
[Name] on [cell number] [email]

Shine Literacy is a non-profit organisation that seeks to improve literacy outcomes for young children from low-income communities in South Africa. Visit www.shineliteracy.org.za to find out more.

M7: Newspaper Advertisement for volunteers
Word document

M8

School websites – suggested content

All schools hosting a Shine Chapter should be asked to include a standard description of the Shine Literacy Hour programme on their website. The wording below can be given to your school's website administrator.

You will need to complete the details of your school before submitting the wording. However, please do not adapt this description as it has been carefully developed to provide an accurate and consistent summary of the Shine Literacy Hour.

If your Chapter is overseen by a Chapter Partner organisation, you may want to add a paragraph about your organisation at the end.

The Shine Literacy Hour

[Name of school] is proud to host a Shine Chapter. This means that we have a literacy centre that provides regular support to some children in Grades Two and Three to help strengthen their reading, writing and speaking skills. The programme is run by [name of Chapter Manager], supported by a team of volunteers.

Children attend once or twice a week during the school day, for at least one year. Trained volunteers support the same children each week and work with no more than two children at a time.

The carefully structured session is called the Shine Literacy Hour and is divided into four parts – paired reading, shared reading, have-a-go writing, and word play and games. The programme uses a wide range of storybooks and learning materials, including educational games which cover all the skills that children need to learn to read and write successfully.

If you are interested in volunteering for the Shine Chapter, please contact [name of Chapter Manager] on [contact number and email address].

Shine Literacy is a non-profit organisation that seeks to improve literacy outcomes for young children from low-income communities in South Africa. For further information about their programmes, including the Shine Literacy Hour, visit www.shineliteracy.org.za

M8: School Website standard Shine wording
Word document

PRESS RELEASE

[Add date] – FOR IMMEDIATE RELEASE

[Add headline]

[Add content here]

ENDS

For further information please contact [name] on [cell number] or [email]

Notes to Editors:

- This shows where the "to publication" part of the press release ends. Always include it at the end of the main body of the press release.
- Shine Literacy is a non-profit organisation that seeks to improve literacy outcomes for young children from low-income communities in South Africa. For further information about their programmes, including the Shine Literacy Hour, visit www.shineliteracy.org.za

M9: Press release template
Word document

PRESS RELEASE

[Add date] – FOR IMMEDIATE RELEASE

[Add headline]

[Add content here]

ENDS

For further information please contact [name] on [cell number] or [email]

Notes to Editors:

- "Notes to Editors" is where you can include more detailed background information. You should also state here whether interviews, images and/or photo opportunities are available.
- Shine Literacy is a non-profit organisation that seeks to improve literacy outcomes for young children from low-income communities in South Africa. For further information about their programmes, including the Shine Literacy Hour, visit www.shineliteracy.org.za

M10: Press release template and guidelines
PDF document

M11

Shine Literacy logo colour specification

FOUR COLOUR CMYK

0c 20m 100y 0k

PANTONS SPOT COLOUR

Pantone 116 Yellow

0c 0m 0y 100k

Pantone Black

M11: Shine Logo colour spec
PDF document

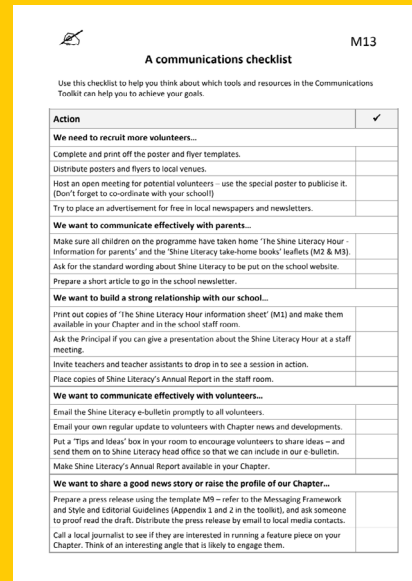




COMMUNICATIONS TOOLKIT (M) page 2, 15 DOCUMENTS



M12: Chapter Logo colour
PDF document



M13: Communications checklist
Word document



“Books are a uniquely portable magic.”

Stephen King



QUALITY ASSURANCE (QA) 3 DOCUMENTS

QA1

Shine Literacy Quality Assurance
Self-assessment form for Chapter Managers

The purpose of Shine Literacy's quality assurance process is to support Chapters to deliver the Shine Literacy Hour as effectively as possible and to recognise their achievements. Our quality assurance process will also help us to identify which areas of the Shine Literacy Hour programme are working well, and where we may need to alter our model or materials, or level of support.

Your assessment of how your Chapter is doing, will lead the quality assurance process. At Shine Literacy we believe that learning and development are processes that never stop. We like to focus on strengths and to think about how to build on them. We know that the most effective solutions to any problems will often be those that you generate for yourself.

This form is to help you reflect on how things are going at your Chapter. It takes you through different aspects of the Shine Literacy Hour and Chapter organisation, so that you can see where you have made progress and notice any areas that you may need to work on.

We will discuss your self-assessment with you during our annual support visit. We would therefore be grateful if you could be as honest and accurate as possible when you complete the form. If you are overseen by a Chapter Partner, you may want to discuss the form with them first.

You will need to complete all four parts of the form:

Part A – General information
Part A – Programme quality indicators (put an X in one box in each row – choose the box that you think is true for you and add any comments you have)
Part C – Operating standards indicators (tick all statements that apply to your Chapter and add any comments you have)
Part D – Other reflections or points for discussion

There are two more things you will need to do in advance of your annual support visit from Shine Literacy:

- Give a copy of the school feedback form (QA2), with an envelope, to the School Principal and ask them to complete it. (You should give them at least one week to do this.)
- Give a copy of the volunteer feedback form (QA3), with an envelope, to three volunteers and ask them to complete it. (You should give them at least one week to do this.)

It would be very helpful if you could scan and email the complete set of forms to Shine Literacy before the annual support visit. If you are unable to do this, please have them all ready at the start of the visit.

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QA1: Self-assessment form for Managers

PDF document

QA2

Shine Literacy Quality Assurance: Feedback form for School Principals

Shine Literacy has a quality assurance process to support us to deliver the Shine Literacy Hour as effectively as possible and to recognise the achievements of Chapters. The feedback of Principals is important. Please take a few minutes to respond to the questions below and then return this form to the Chapter Manager. Thank you.

Please share your views on the Shine Chapter and the contribution it is making to learning at your school. Please include here what you particularly value about the Shine Literacy Hour programme.

Are there any other feedback that you would like to give about the Shine Chapter or suggestions you would like to make?

Are you happy with the quality of communication between the Chapter and you and your staff? Are there any suggestions you would like to make?

How regularly do you visit a Shine Literacy Hour session?
Does the school provide any practical support to the Shine Chapter (e.g. photocopying)? Please give details.

Do you try to include news of the Shine Chapter in school communications like newsletters?

Signature of Principal: _____ Date: _____
Name of school: _____

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QA2: Feedback form School Principal

PDF document

QA3

Shine Literacy Quality Assurance: Feedback form for volunteers

Shine Literacy has a quality assurance process to support us to deliver the Shine Literacy Hour as effectively as possible and to recognise the achievements of Chapters. The feedback of volunteers is important. Please take a few minutes to respond to the questions below and then return this form to the Chapter Manager. Thank you.

Please share your views on what is going well at your Chapter and how you feel the Shine Literacy Hour is making a difference.

Please share your views on any areas where things could potentially be done differently in order to increase the impact and effectiveness of the Shine Literacy Hour programme.

Please add any other comments and suggestions that you have.

How long have you been a volunteer?
What training have you received in the last year?

Signature of volunteer: _____ Date: _____
Name of volunteer: _____
Name of school/Chapter: _____

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QA3: Feedback form for Volunteers

PDF document

“The more that you read, the more things you will know.
The more that you learn, the more places you’ll go.”