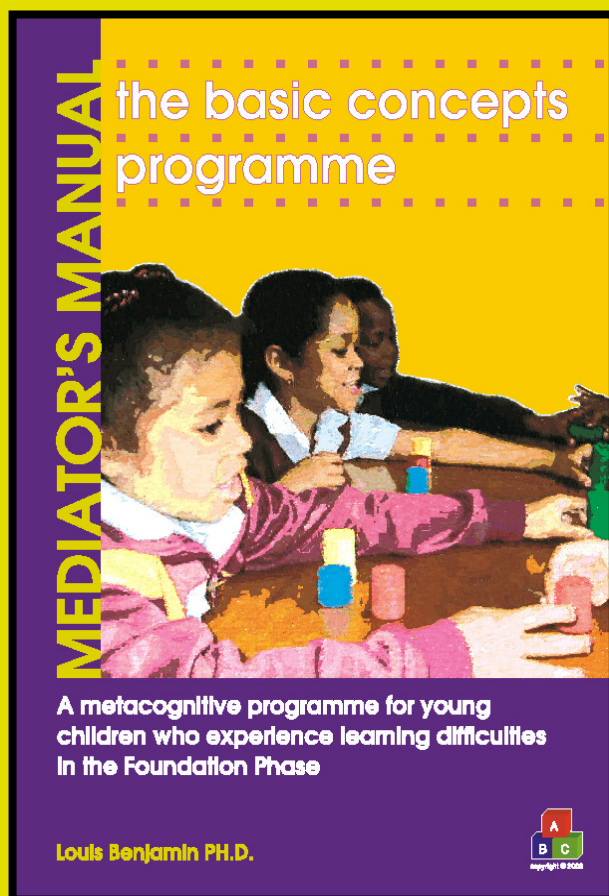


# THE BASIC CONCEPTS PROGRAMME

*A Metacognitive Programme For Young Children Who Experience Barriers Towards Learning In The Foundation Phase*



A Programme Developed By:  
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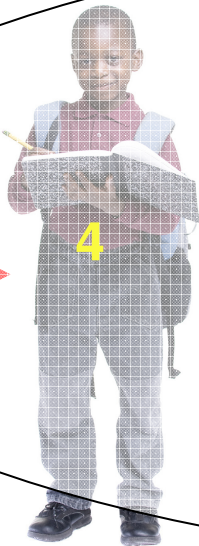


# How much support do these children/learners require?

## Pre-school phase



## School phase



# THE IMPORTANCE OF GRADE R AND THE ECD PHASE

***“ 90% of all brain development occurs by the age of five. If we don't begin thinking about education in the early years, our children are at risk of falling behind by the time they start Kindergarten.”***

Robert. L. Ehrlich

Foundation phase  
teaching is a highly  
specialized profession.



**Don't be fooled by the age of the kids!**

# HOW WOULD YOU TEACH THESE CHILDREN?



PHOTO 1



# HOW WOULD YOU TEACH THESE CHILDREN?



PHOTO 2



# HOW WOULD YOU TEACH THESE CHILDREN?



- These children look like they are thriving
- These children look alert
- These children seem engaged and interested
- The children seem content
- These children look like they are learning

In the same way?



**NO!!!**



- These children look like they experience some dev. difficulties
- These children look a little confused
- These children seem vacant/not present
- These children do not look like they are learning



# WHAT IS THE DIFFERENCE?

- Background
- Culture
- Religion
- Language
- Socio-emotional
- Socio-economic
- Physical and developmental
- Life experience
- Educational experience
- Material resources

## PREPARATION FOR SCHOOL LEARNING





30 4:48



# **Are There Special Ways To Teach So That Children Learn In Grade R?**

**Children who come to educational experiences with very different experiences need approaches which**

**reflect an understanding of these differences!**



# BASIC CONCEPTS PROGRAMME



## Three components:-

1. **Mediational Teaching**
2. Teaching Model
3. Common Core Conceptual Language



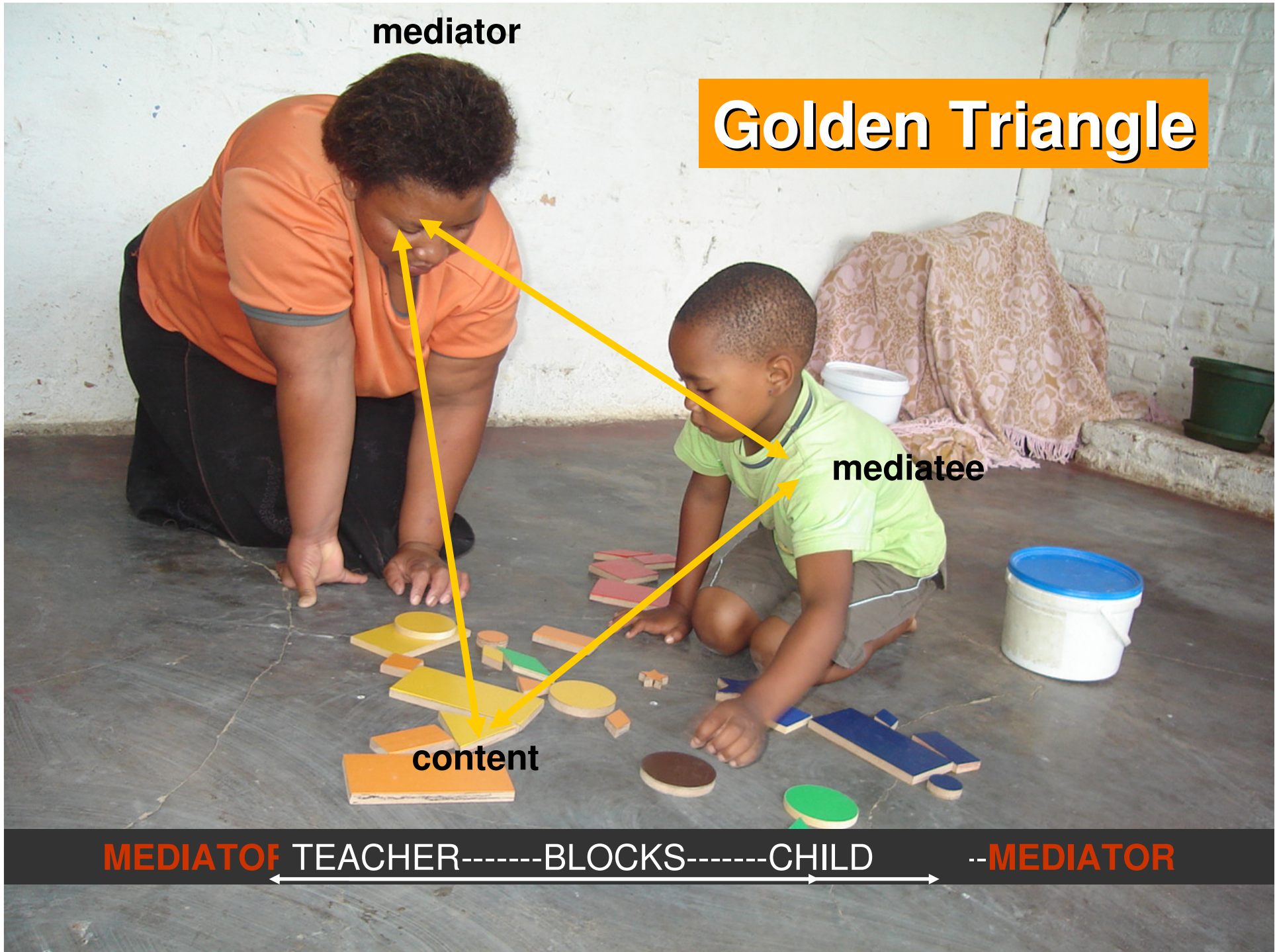
mediator

# Golden Triangle

mediatee

content

**MEDIATOR** TEACHER-----BLOCKS-----CHILD **--MEDIATOR**



# BASIC CONCEPTS PROGRAMME



## Three components:

1. Mediation Teaching
2. **Teaching Model**
3. Common Core Conceptual Language



# BASIC CONCEPTS TEACHING MODEL



**1a. SEEING**



**1b. NAMING**



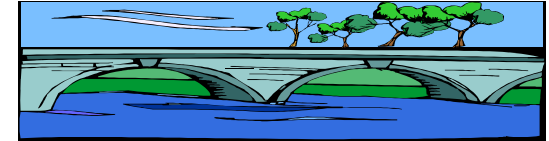
**2. IDENTIFYING**



**3. INTERNALISING**



**6. TRANSFERRING:**



**5. BRIDGING**

**4. APPLICATIONS**



# BASIC CONCEPTS PROGRAMME



## Three components:

1. Mediation Teaching
2. Teaching Model
3. **Common Core Conceptual Language**





# CONTENT OF THE BASIC CONCEPTS PROGRAMME

## HIGHER ORDER CONCEPTS

COLOUR

SHAPE

SIZE

POSITION

NUMBER

LETTER

## LOWER ORDER CONCEPTS

RED  
YELLOW  
GREEN  
BLUE  
BLACK  
BROWN

CIRCLE  
TRIANGLE  
RECTANGLE  
SQUARE  
DIAMOND  
STAR

BIG  
SMALL  
BIGGER  
SMALLER  
MEDIUM  
MIDDLE

LEFT  
RIGHT  
TOP  
MIDDLE  
BOTTOM  
UP  
DOWN

MORE  
LESS  
1,2,3,4,5  
1ST , 2ND  
 $3+4 = 7$   
 $7-4 = 3$

A,B,C,D,  
... X,Y,Z  
CAPTIAL  
SMALL  
LETTERS

# Are There Special Ways To Teach So That Children Learn In Grade R?

‘There is agreement that to have an understanding of developmental psychology, to be able to respond to the astonishing range of the exploratory young mind and to make those responses accessible whilst structuring and extending the next stage of development takes extraordinary talent. Yes, most definitely.’

*(2002, Tony Bertram and Chris Pascal)*



## TEACHER COMMENTS ABOUT THE BASIC CONCEPTS PROGRAMME

‘Two of my focus group learners are now able to use full, constructive sentences when speaking in class. They are able to identify and remember the concepts taught to them.’

‘I have a girl called Lifile Vahala who could not speak English at all. After implementing the BCP she has developed some English vocabulary and is eager to speak.’

‘Mu-ain was very slow to complete his work. He is eager to come onto the mat to do the BCP. His speaking and concentration levels have increased a lot.’

‘This has just boosted the learning in the class ... it makes the learning process fun for the learners. I can see ... the vast improvement in the intervention group.’

‘Three of my target group learners are now able to be placed in my second group. (Even with) their language problem they are now able to grasp concepts better.’

‘The learners developed confidence because at first they did not even want to talk in class, but now they can talk ... and also have a (better hand) grip ... (their) motor skills have developed ...’

‘Children respond and participate more freely in other discussions.’

‘My learners’ language has developed. Most of them have become confident and independent ... Learners who were extremely weak have greatly improved and have (moved) up to my first group. Their reasoning and thinking skills have improved.’

## TEACHER COMMENTS ABOUT THE BASIC CONCEPTS PROGRAMME

‘They are eager to work and they are more at ease to speak and help the slower learner.’

‘Learners’ minds have opened to perceiving things in detail.’

‘Learners started to interact more. Language started to improve ... they are confident to answer questions within the group and classroom.’

‘All learners in my class enjoy the programme. Stronger learners help or encourage slower learners. Learners are able to verbalize better. Programme helps with other learning areas.’

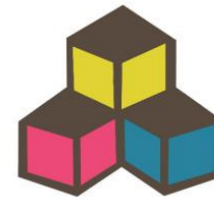
‘One of my Xhosa learners who could not speak a word of English has now acquired vocabulary through the BCP. I have seen some progress in reading and mathematics with some pupils.’

‘Learners who would never talk are now starting to participate (verbally). Introverted learners are now starting to participate in lessons.’

‘Some of my learners who are in the BCP ... it has helped them to speak ... Some didn’t want to speak, but now they can (and) they are so interested in the BCP.’

# For More Information Contact Dr. Louis Benjamin

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