

THE BASIC CONCEPTS PROGRAMME

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



GRADE 1 RESULTS

**METRO CENTRAL EDUCATION
DISTRICT**

Western Cape Department of Education
(2009)

A Programme Developed By:
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BASIC CONCEPTS PROGRAMME (BCP)

METRO CENTRAL (2009)

BACKGROUND AND PURPOSE OF THE PROJECT

The Basic Concepts Programme was implemented by 20 Grade R practitioners in Metro Central in 2008. The programme was administered 4-5 times a week in small groups with all learners.

Educators were trained as mediators of the BCP and were mentored in their classes by trained Field Workers. The project aimed to assist educators to become more effective and to modify and enhance the language and cognitive functioning of their learners. This study attempted to determine the effect of the BCP on the scholastic functioning of these learners when they were in Grade 1.

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METHOD

- A random, representative sample of learners from the five participating schools was selected for this evaluative study.
- Learners who participated in the BCP in Grade R in 2008 were assessed in Grade 1. The learners' knowledge of basic concepts was assessed at the start of the year (slide 5) and their scholastic performance was assessed at the end of the year (slide 6).
- A battery consisting of the following norm- and grade referenced scholastic tests was administered :-

UCT Spelling Test

UCT Reading Test

Ballard Addition

Ballard Subtraction

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SAMPLE

SCHOOLS	*N (1)	**N (2)
Belthorn Primary	12	11
Primrose Park Primary	25	26
Vanguard Primary	23	21
Willows Primary	27	13
Heideveld Primary	58	54
TOTAL	145	125

NOTE

***N (1):** A sample of learners who participated in the BCP in Grade R in 2008 and were tested in Grade 1 (2009) at the start of the year (Results 1).

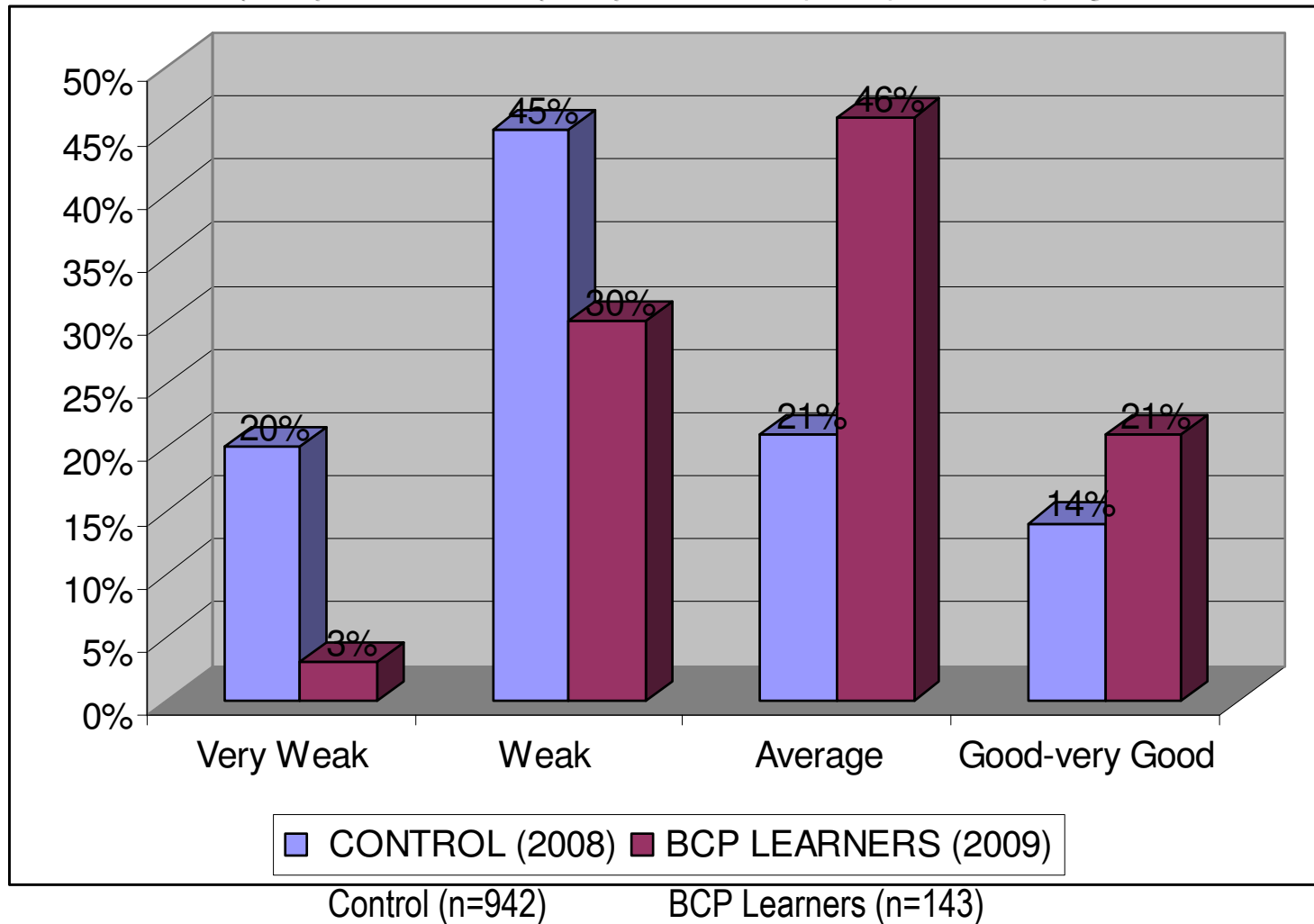
****N (2):** A sample of learners who participated in the BCP in Grade R in 2008 and were tested in Grade 1 (2009) at the end of the year (Results 2). These were the same group of learners who were tested at the start of the year.

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RESULTS 1: KNOWLEDGE OF BASIC CONCEPTS

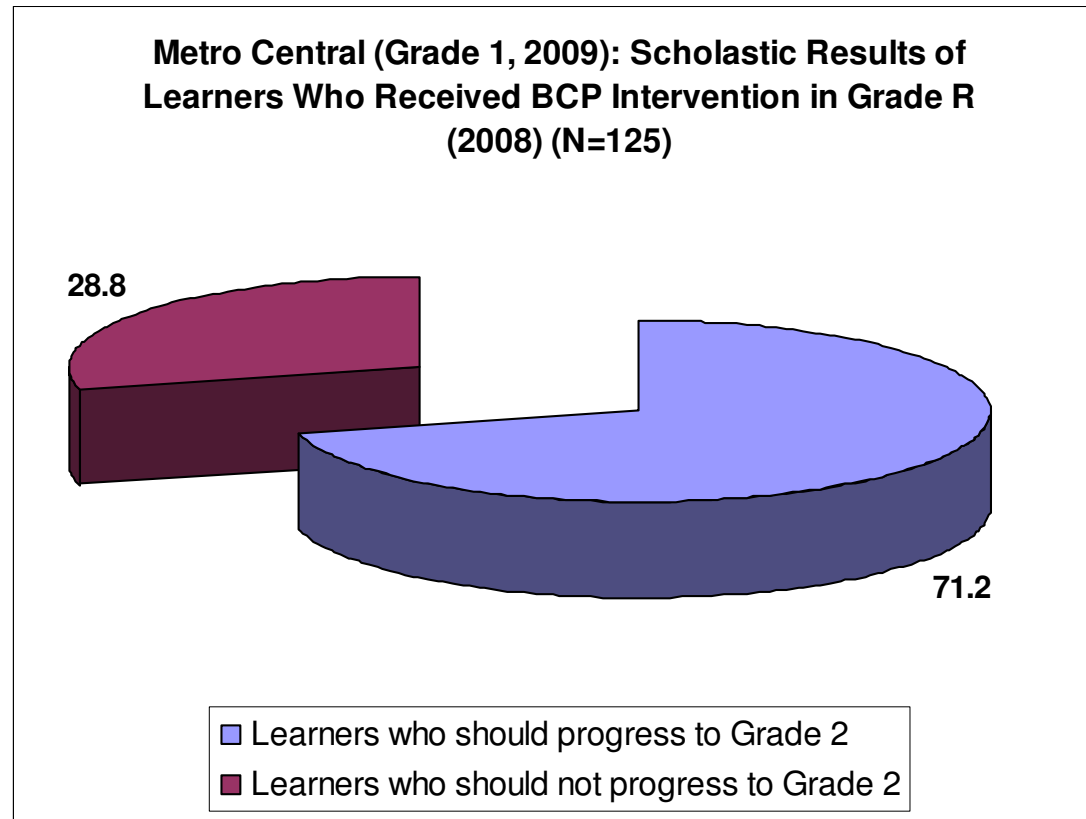
Test of Basic Concepts Knowledge: Comparing Grade 1s (2009) who participated in the BCP in Grade R (2008) and Grade 1s (2008) who did not participate in the programme



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RESULTS 2: SCHOLASTIC



■ This includes the following learners
 ■ This includes the following learners

N=125	■ Learners who are on or above Grade level		■ Learners who are on Grade 1, 4 th term level		■ Learners who are weaker, but might cope in Grade 2		■ Learners who should not progress to Grade 2	
	No	%	No	%	No	%	No	%
	6	4.80%	36	28.9	47	37.6	36	28.80%

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CONCLUSION

- The majority of learners (67%) who participated in the BCP in Grade R (2008) were found to be school prepared in 2009 as opposed to 35% in 2008.
- The majority (71.2%) of learners who participated in the BCP in Grade R coped with learning in Grade 1 and could progress (some with support) to Grade 2.
- These results suggest that the metacognitive intervention programme (BCP) implemented in Grade R was effective in developing and supporting the cognitive functions required for school learning.