

THE BASIC CONCEPTS PROGRAMME

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



GRADE 1 RESULTS

METRO SOUTH EDUCATION DISTRICT

Western Cape Department of Education
(2009)

A Programme Developed By:
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BASIC CONCEPTS PROGRAMME (BCP)

METRO SOUTH (2009)

BACKGROUND AND PURPOSE OF THE PROJECT

The Basic Concepts Programme was implemented by 18 Grade R practitioners in Metro South 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 a trained Field Worker. 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 * five of the 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

* The two Afrikaans schools were not tested at the end of year because of the small number of Afrikaans learners.

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SAMPLE

SCHOOLS	*N (1)	**N (2)
Cascade Primary	10	8
Imperial Primary	11	10
Steenberg Primary	9	6
Thomas Wildschutt Primary	8	8
St Clements Primary	3	2
TOTAL	41	34

NOTE

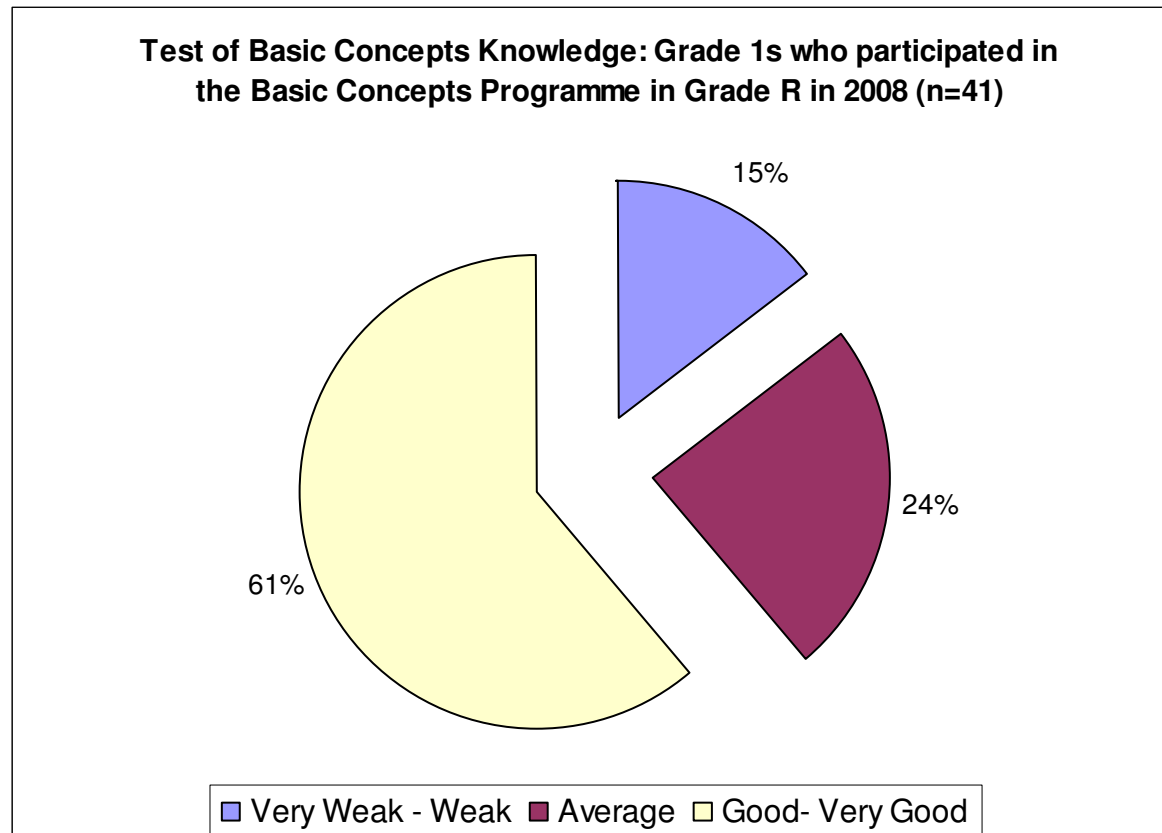
***N (1):** A sample of learners who participated in the BCP in Grade R in 2008 and were tested in Grade 1 (2009) at the start of the year (Results 1).

****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

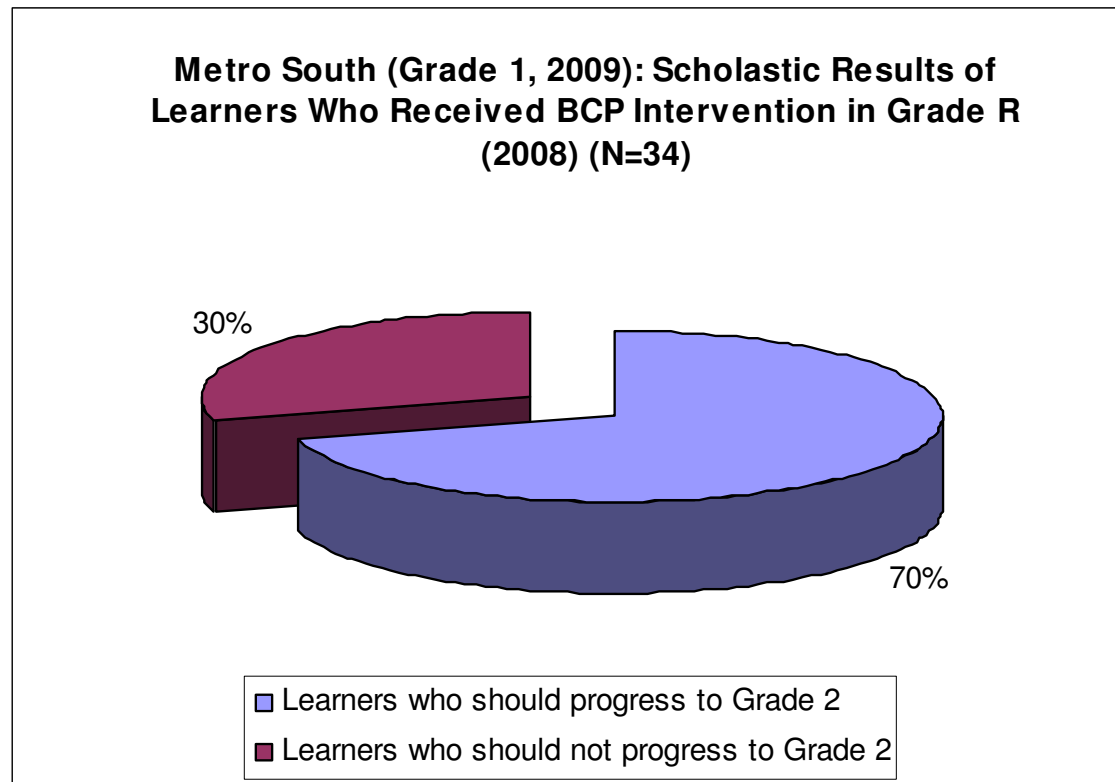


The results indicate that 85% (n=35) of the learners' who participated in the BCP in Grade R were prepared for school learning in Grade 1.

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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	%
	8	23.5%	8	23.5%	8	23.5%	10	29.5%

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CONCLUSION

- The majority of learners (85%) who participated in the BCP in Grade R (2008) were found to be school prepared in 2009. Data from Metro Central in 2008 found that only 35% of learners in 2007 were school prepared.
- The majority (70%) 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.