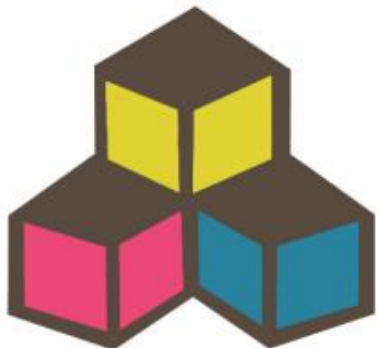




Basic Concepts
Building Thinking - Harnessing Potential
unlimited

Basic Concepts Expo

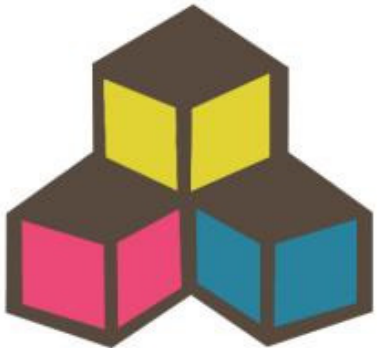
Learning, Sharing, Expanding



24th August 2013

BASIC CONCEPTS PROGRAMME

Addressing current
educational challenges



Estimated Number of Words Children Hear By Age 3

Socio economic status	Size of vocabulary at age 3	Number of words heard per hour
<i>Professional</i>	<i>1100</i>	<i>2153</i>
<i>Working Class</i>	<i>750</i>	<i>1251</i>
<i>Poverty</i>	<i>520</i>	<i>616</i>

**Poor Kids Hear 30 Million
Fewer Words By Time
They Reach 4 Years**
(Thomas Boyce, University of California, Berkeley)

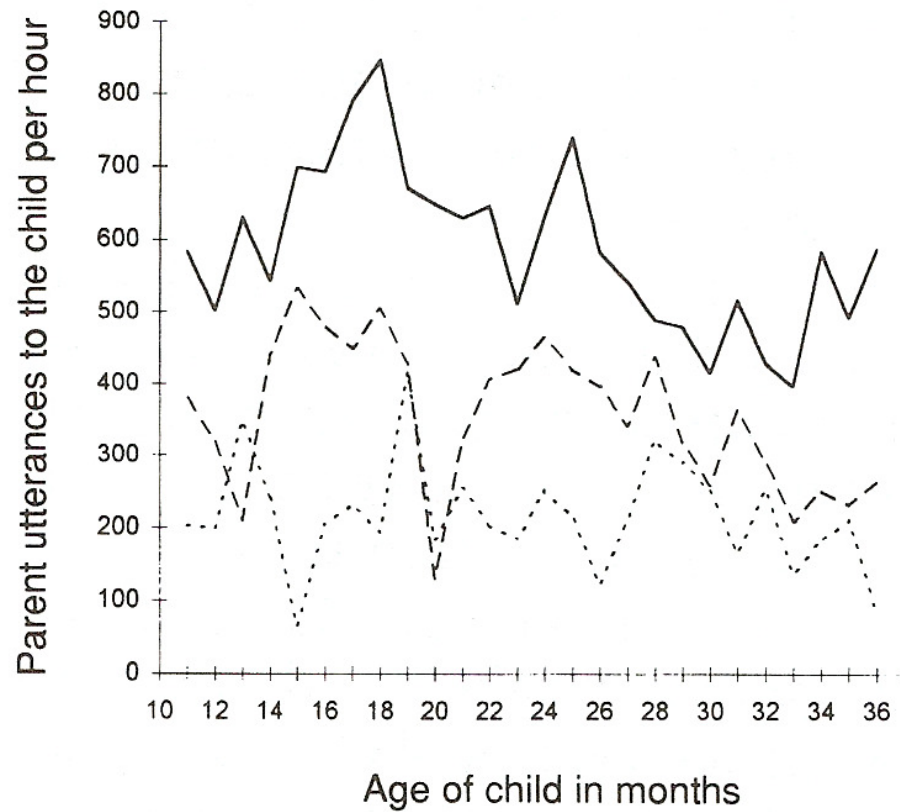
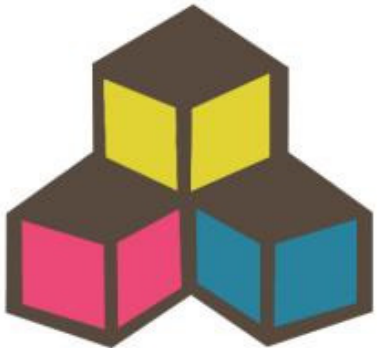
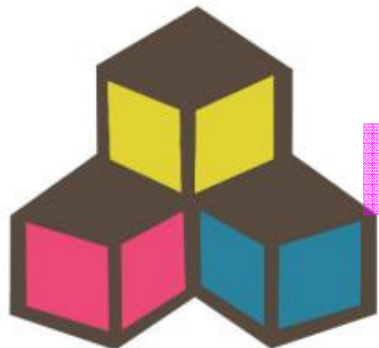


Figure 3. A parent in a professional, a working-class, and a welfare family. Although the amounts varied from month to month, individual parents provided consistently different overall amounts of language experience to their children. (See Appendix B for detailed explanation of this figure.)



“We saw virtually all the professional families preparing their children for symbolic problem solving from the very beginning of their children’s lives. We saw them devoting time and effort to giving their children experience with the language of diversity and symbolic emphasis...we saw them using responsiveness and gentle guidance to encourage problem solving, we saw them providing frequent affirmative feedback to build confidence and motivation required for sustained independent effort.”

Hart and Risely, 1995



Mediated Learning

Vocabulary Learning

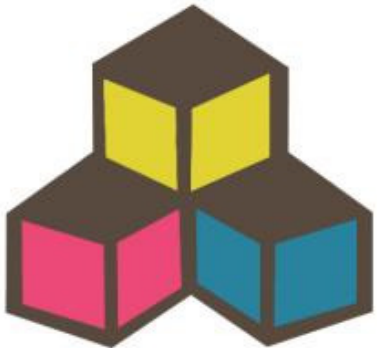
Mediated Learning

Mediated Learning

Concept Learning

“But we saw only ***one third***
of the *working class families*
and ***none*** of the *welfare*
families similarly preparing
their children.”

Hart and Risely, 1995



BASIC CONCEPTS TEACHING MODEL



1a. SEEING



1b. NAMING

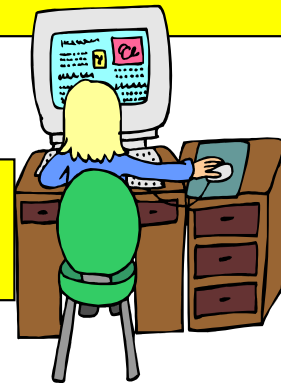
2. IDENTIFYING



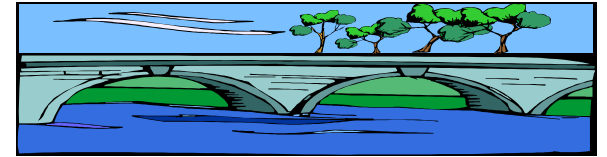
3. INTERNALISING



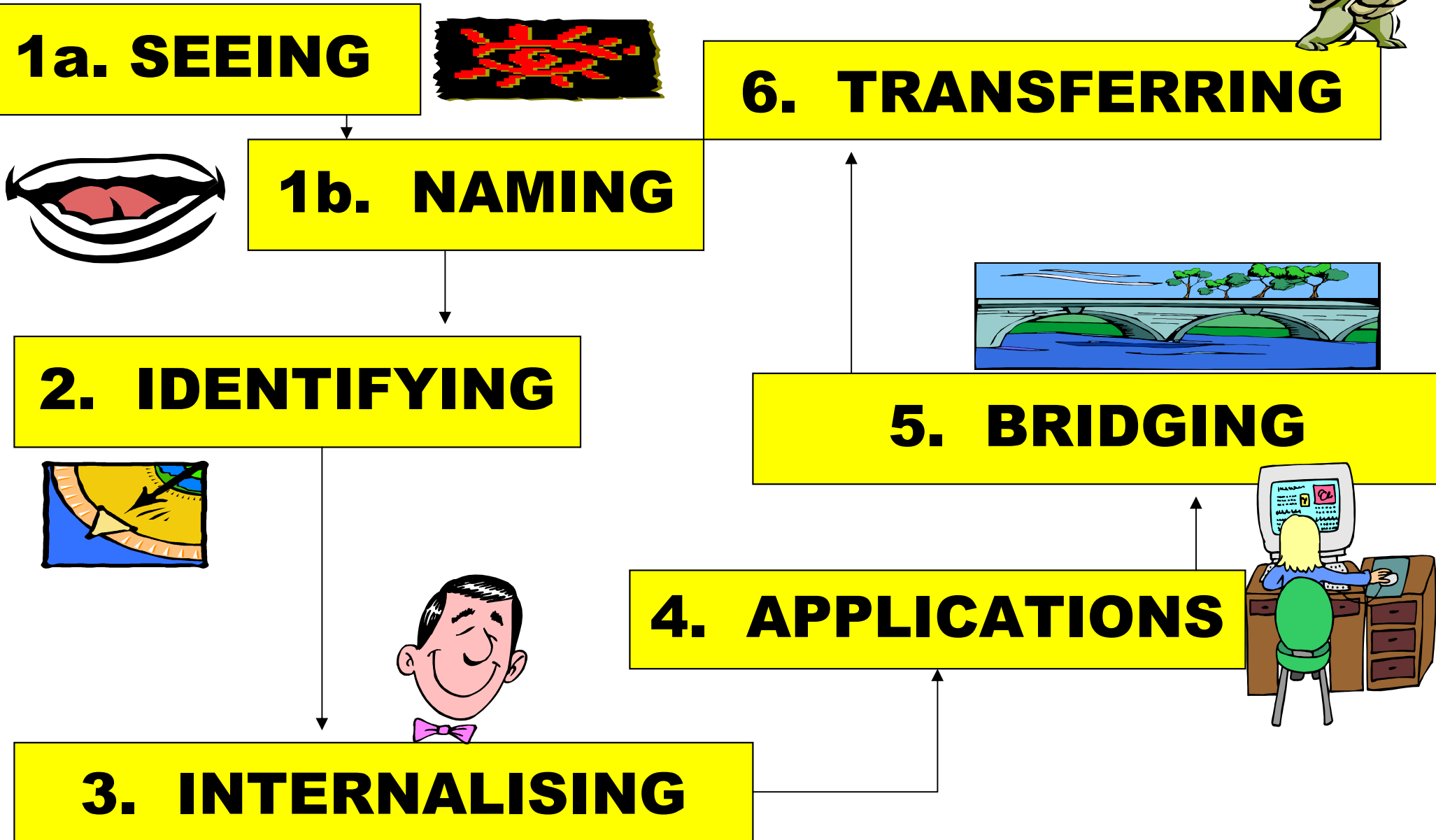
4. APPLICATIONS



5. BRIDGING



6. TRANSFERRING



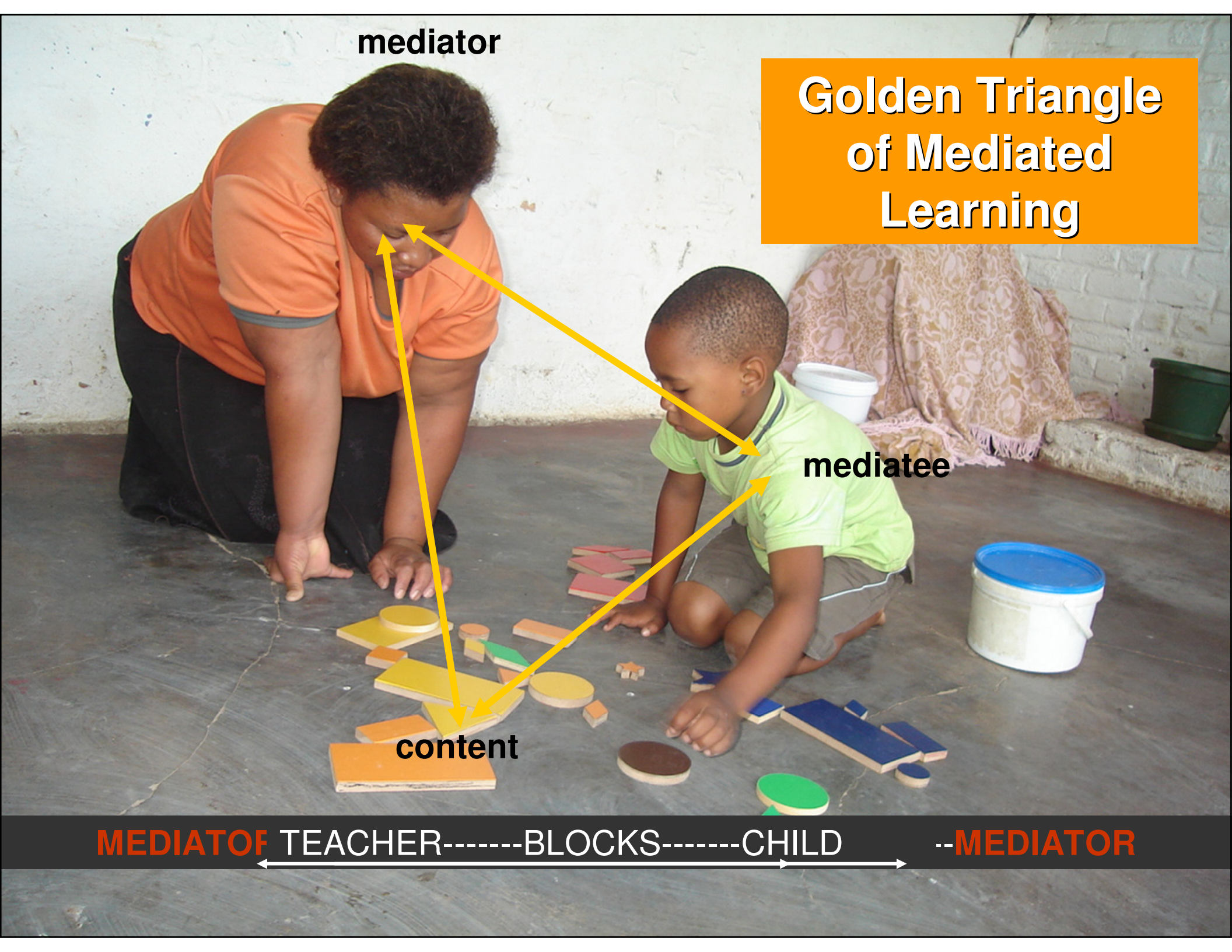
mediator

Golden Triangle of Mediated Learning

mediatee

content

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



CONTENT OF THE BASIC CONCEPTS PROGRAMME

HIGHER ORDER CONCEPTS

COLOUR

SHAPE

SIZE

POSITION

NUMBER

LETTER

LOWER ORDER CONCEPTS

RED
YELLOW
GREEN
BLUE
BLACK
BROWN

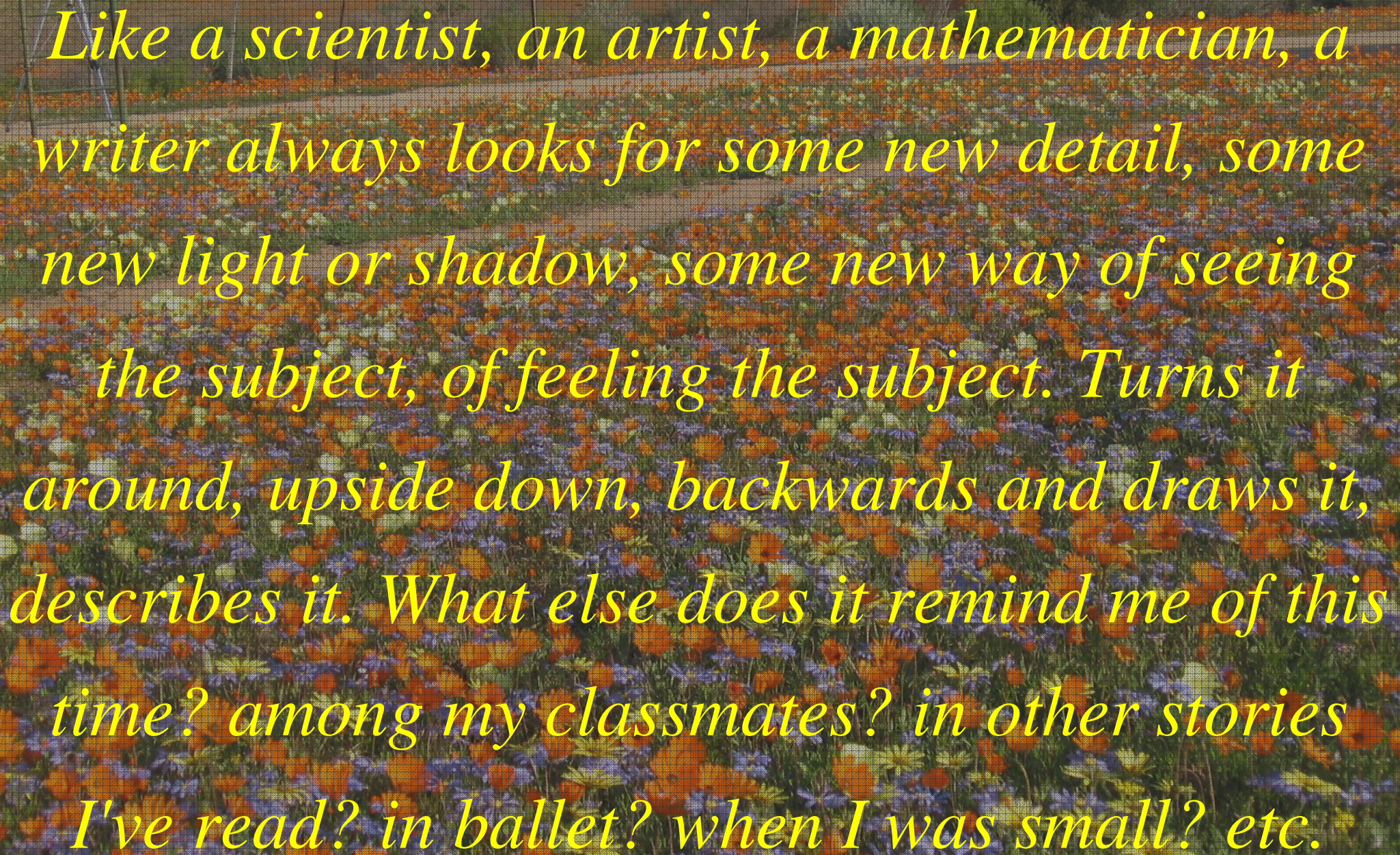
CIRCLE
TRIANGLE
RECTANGLE
SQUARE
DIAMOND
STAR

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



Like a scientist, an artist, a mathematician, a writer always looks for some new detail, some new light or shadow, some new way of seeing the subject, of feeling the subject. Turns it around, upside down, backwards and draws it, describes it. What else does it remind me of this time? among my classmates? in other stories I've read? in ballet? when I was small? etc.

Basic Concepts Programme

Grade R in Namaqua District

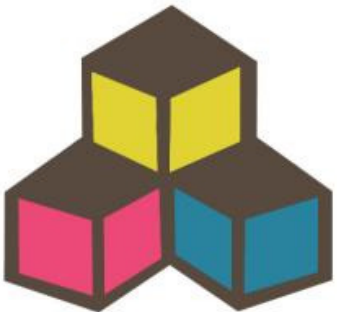
Symbolic problem solving

Language of diversity

Gentle guidance

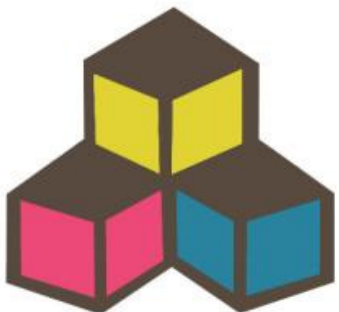
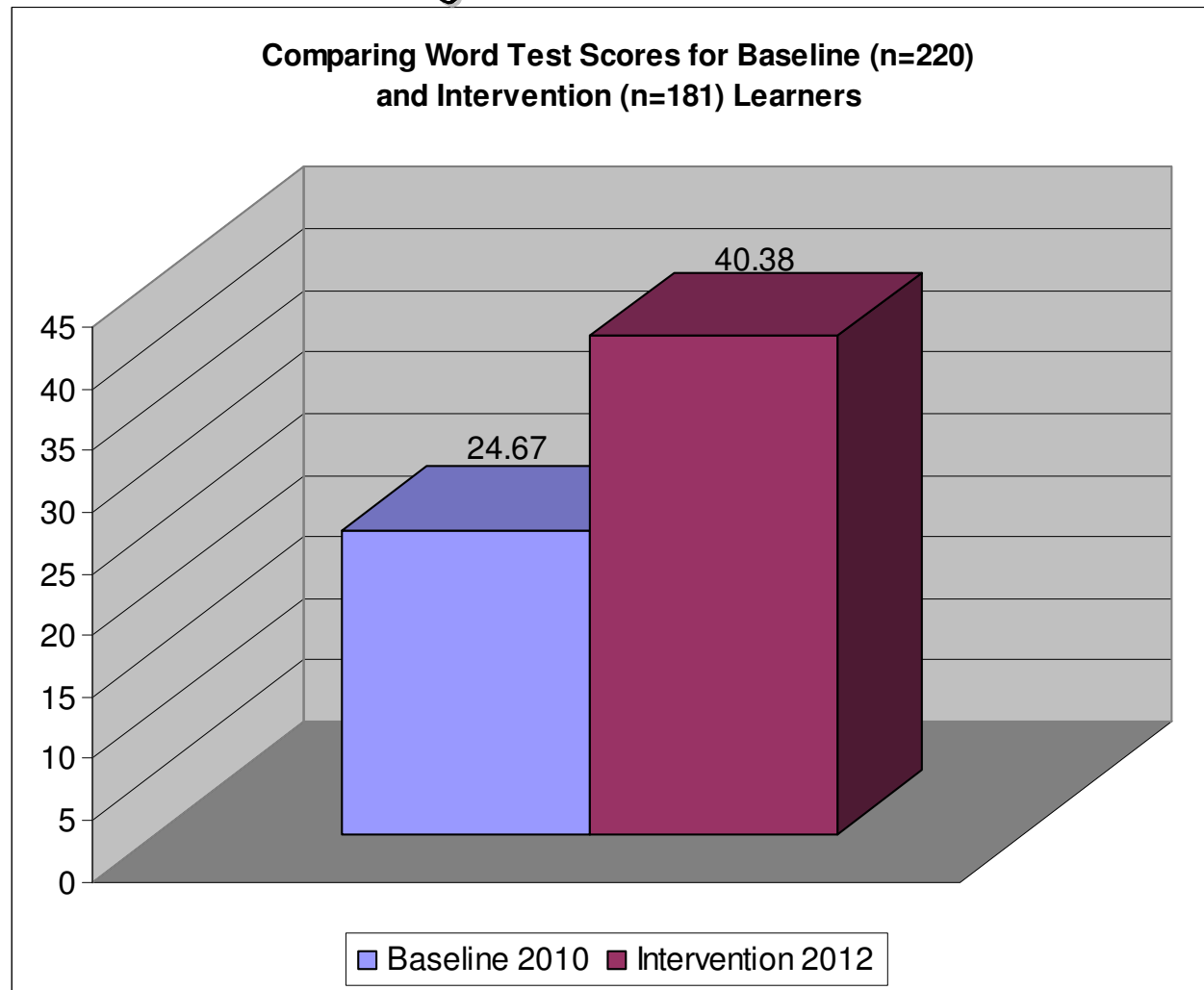
Responsiveness

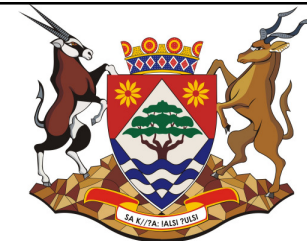
Affirmative feedback





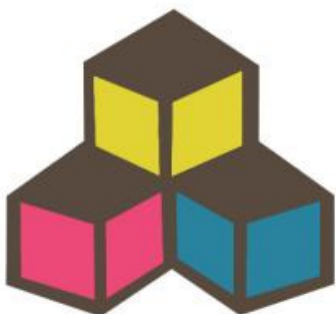
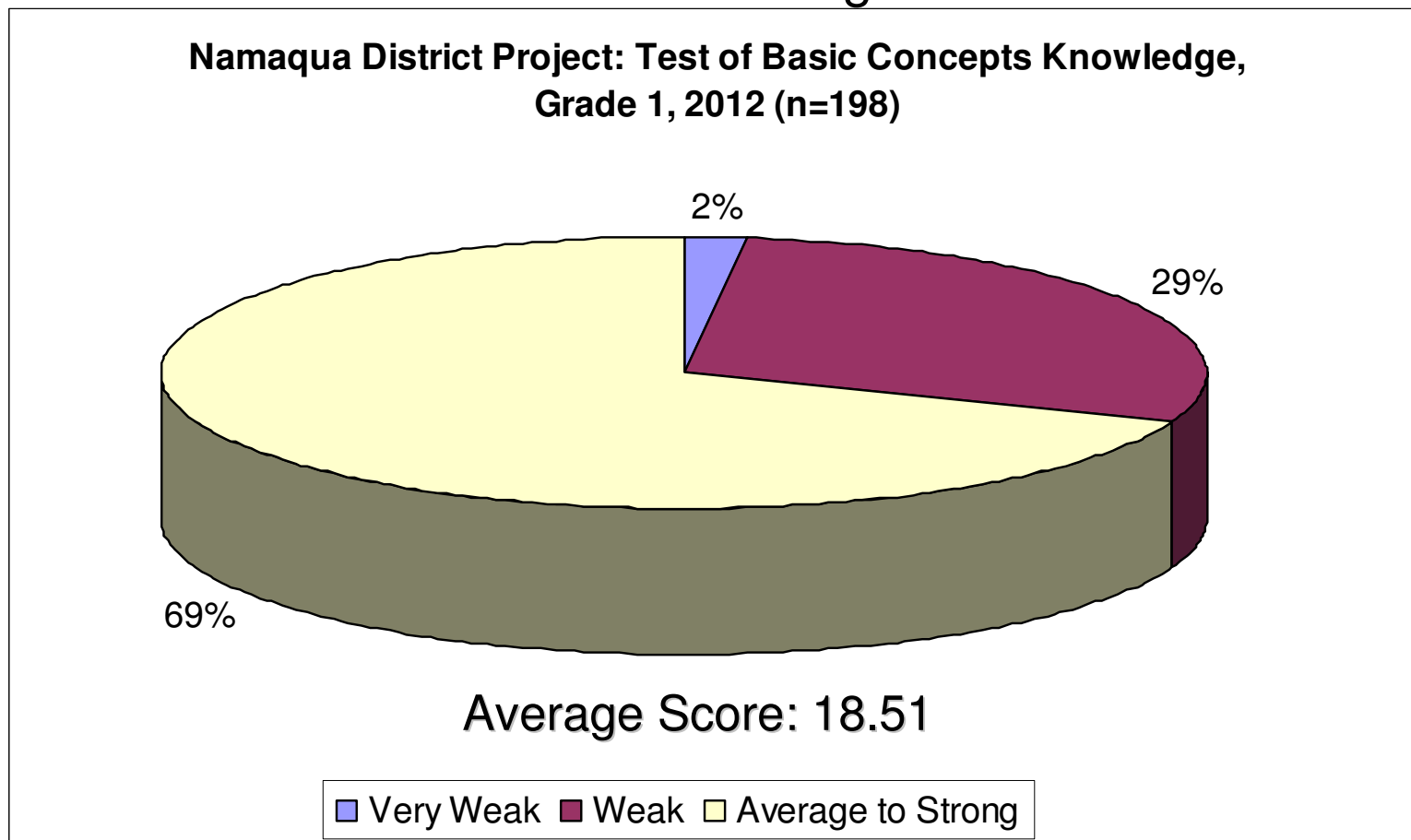
Project Results



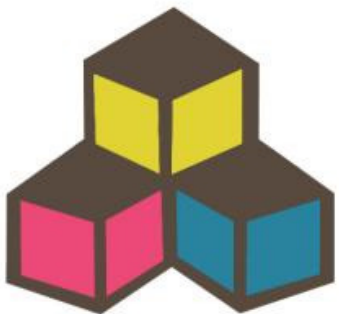
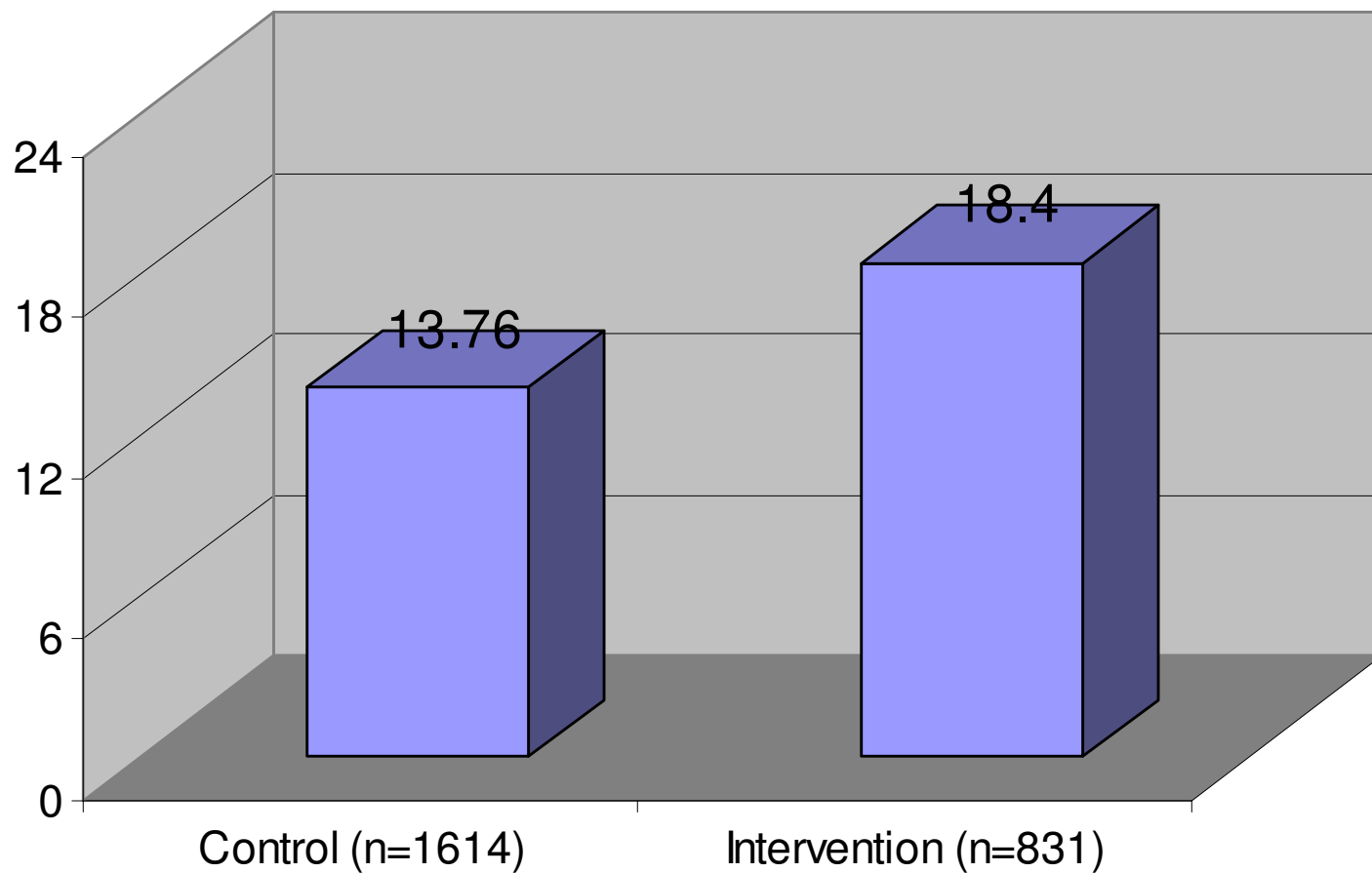


SUCCESSSES OF THE PROJECT

Learner Results Following Intervention



Test of Basic Concepts Knowledge: Summary of data (2008 - 2012)



KEY:

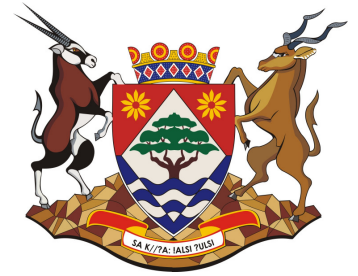
Very weak: 0-10

Weak: 10-17

Average: 18-20

Strong: 21-24

NAMAQUA DISTRICT DEPARTMENT OF EDUCATION



Teacher Feedback

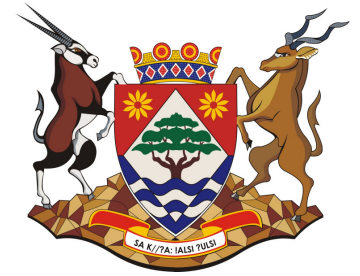
HAS THE BCP MADE A DIFFERENCE TO YOUR LEARNERS?

'Yes, their talking, thinking and their vocabulary (have improved) and they are more inclined to explain themselves. They express themselves well but they still have room for improvement.' (T28)

'Yes, they can think and reason and think beyond what is asked them ... they can provide an explanation.'
(T10)

'Yes, they speak in full sentences and they notice differences they look in detail and can makes linkages independently things which they see.' (T30)

NAMAQUA DISTRICT DEPARTMENT OF EDUCATION



Teacher Feedback

HAS THE BCP MADE A DIFFERENCE TO YOUR LEARNERS?

Yes, they speak better and often in full sentences and they have an imagination ... they can use their imagination and they can draw pictures of things they might not have seen. They remember things for longer. (T1)

'Yes, definitely. Their confidence has improved and can work independently. Their vocabulary improved and used the conceptual language of the programme.' (T12)

'Yes a lot, they are more advanced and the younger ones are also better ... just from listening. Their language has developed ... even though they come from difficult situations ... no one talks to them ... it nice to see that they can do it.' (T34)

Conceptual understanding is limited

Poor language and vocabulary

Motor planning is poor

Low self confidence

Learner becomes confused when given instructions

Basic Concepts Programme

?

?

?

?

THE NATIONAL QUALIFICATIONS FRAMEWORK 0-4

What is of concern is that there is no upfront acknowledgement that special circumstances demand a special awareness when working with young children.

We are aware of the critical importance of language development particularly for 0-4yrs – this is a time when children from lower socio-economic circumstances are at a significant disadvantage.

Even if children seem to be developing normally – their cognitive development will not be normal if they have not acquired the necessary language, knowledge and thinking skills required for formal learning.

Meeting 1/3

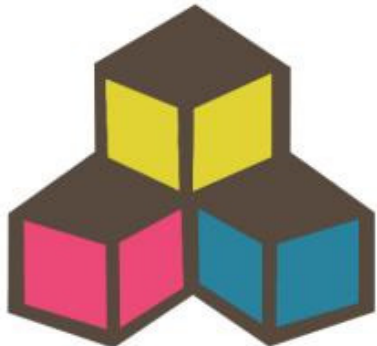


Basic Concepts
Building Thinking - Harnessing Potential
unlimited

Speed meeting, sharing and discussions in small groups

1. Get into groups of 8
2. Briefly Introduce yourself and where you are from (5min)
3. Think in pairs: Explore what BCP means to you: 2 ideas per pair. (5min)
4. Pairs share one idea with their group & if time permits share another idea (5min)
5. Show at least 4 ideas on a sheet of newsprint (do this during step 4)
6. Share business card with colleagues

20minutes



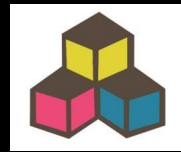
EXPO DAY
24th August 2013

BCP EXPO DAY

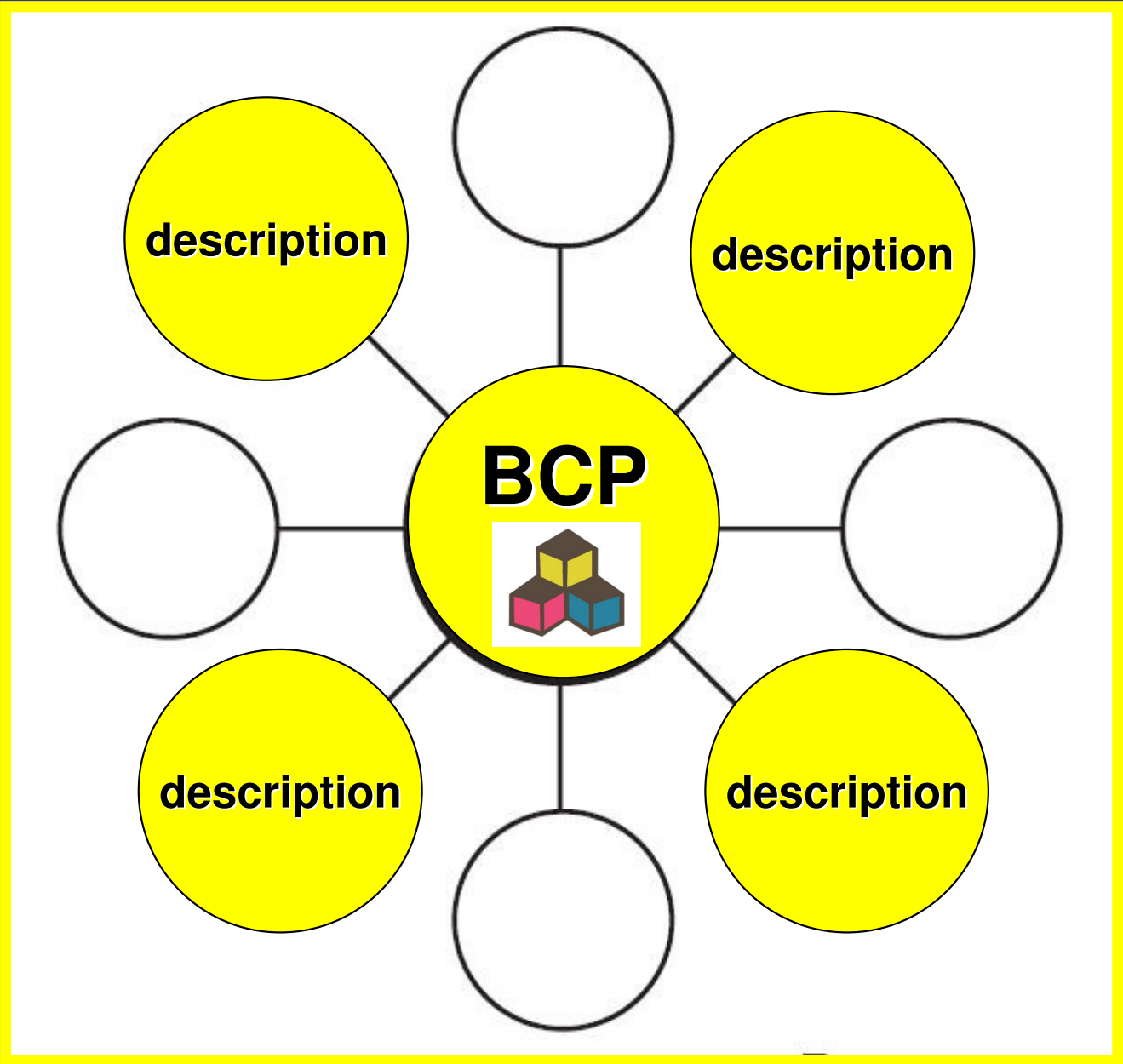
What has influenced you.

Share your
thoughts/ideas/
experiences

BCP



BCP EXPO DAY





Basic Concepts
Building Thinking - Harnessing Potential
unlimited

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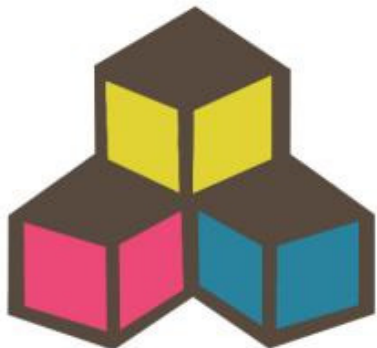
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Ms Rabia Edries: BC Consultant and Project Manager