



Basic Concepts
Building Thinking - Harnessing Potential
foundation

BASIC CONCEPTS ADVOCACY PROJECT

PHASE 2: FRANCES BAARD (2020-2021)

REPORT 4

As a result of Covid-19, the scheduled in-person training in Frances Baard district could not proceed, and we rapidly needed to find alternative methods of training. We therefore began to implement an online group-based training and have scheduled a comprehensive online training programme for the year. The 12 training sessions (2 sessions per domain) will be spaced out over the year allowing adequate time for implementation inside the classroom.

- Name of trainers and facilitator/s:

Louis Benjamin (trainer)

Gill Brand (facilitator)

- Date and Time:

Session 7: 31 August, 14h00-15h30

Session 8: 01 September, 14h00-15h30

- Foci of the sessions:

➤ Key identifiable features of the BCP during the administration of the programme as well as within the classroom environment

➤ Main focus was on the conceptual domain of Position

- Register with names, including all officials:

[Click here to access the GOOGLE SHEET](#)

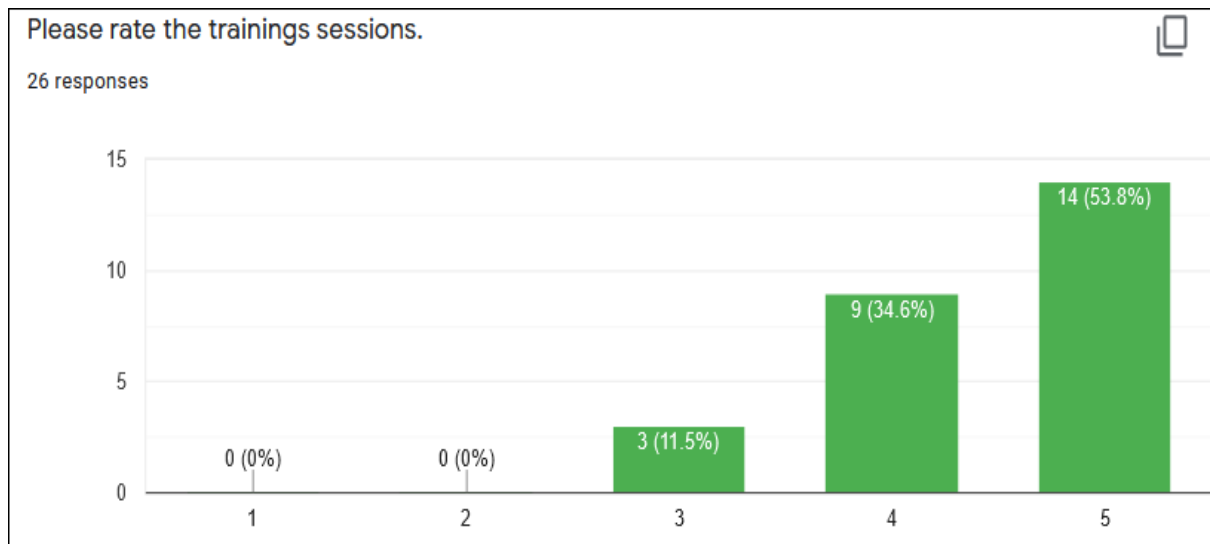
- Attendance Statistics:

| Session | Date | Present | Apologies | Absent |
|---------|--------|----------|-----------|---------|
| 7 | 31 Aug | 47 (85%) | 0 (0%) | 8 (15%) |
| 8 | 01 Sep | 47 (85%) | 0 (0%) | 8 (15%) |

****Number of catch-up views of the recorded session: Session 7 = 25 & Session 8 = 12**

- Evaluation of training: 55% of attendees drawn from all of the teacher clusters (#6) responded.

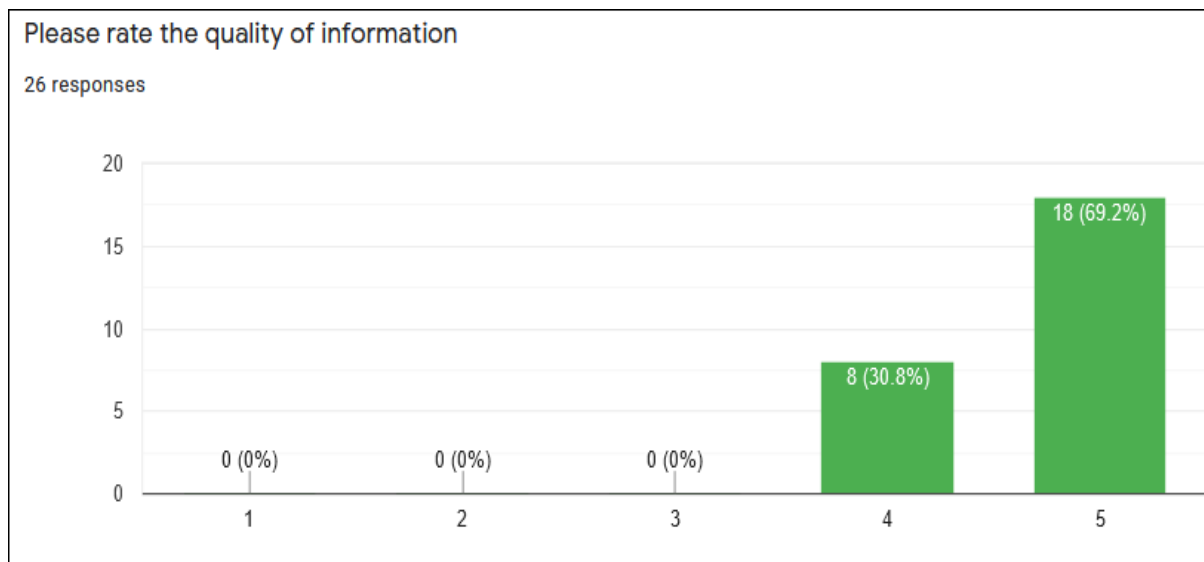
i) Rate the training sessions: -



Scale: 1= very poor / 2 = poor / 3 = average / 4= good / 5= excellent

89% of the teachers rated the overall training as either *excellent* (54%) or *good* (35%), while three teachers (11%) rated the session as *average*.

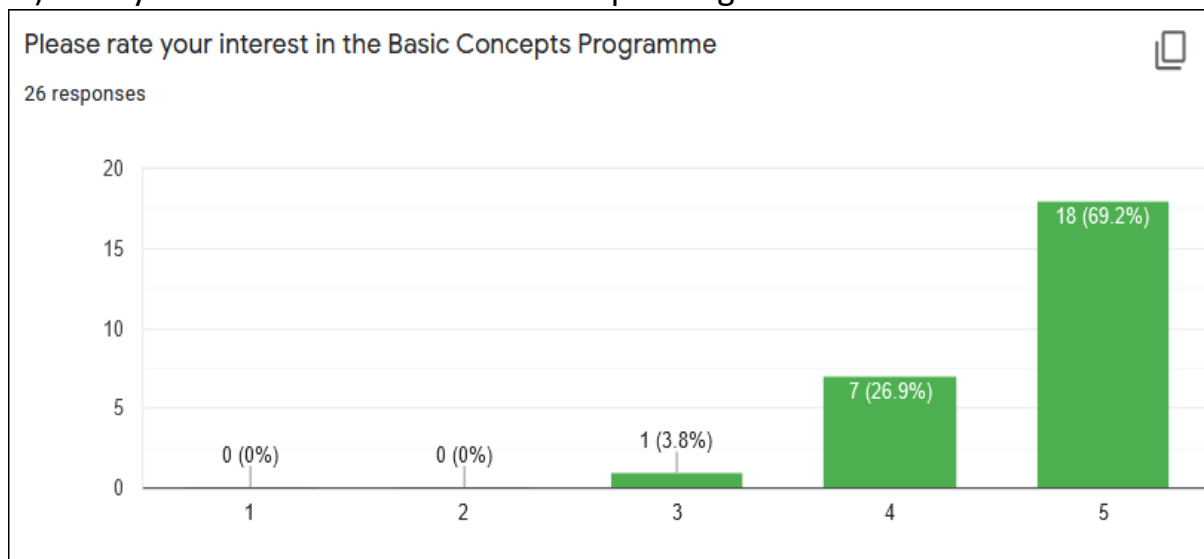
ii) Rate the quality of the information presented: -



Scale: 1= very poor / 2 = poor / 3 = average / 4= good / 5= excellent

100% of the teachers rated the quality of the information as either *excellent* (**69%**) or *good* (**31%**).

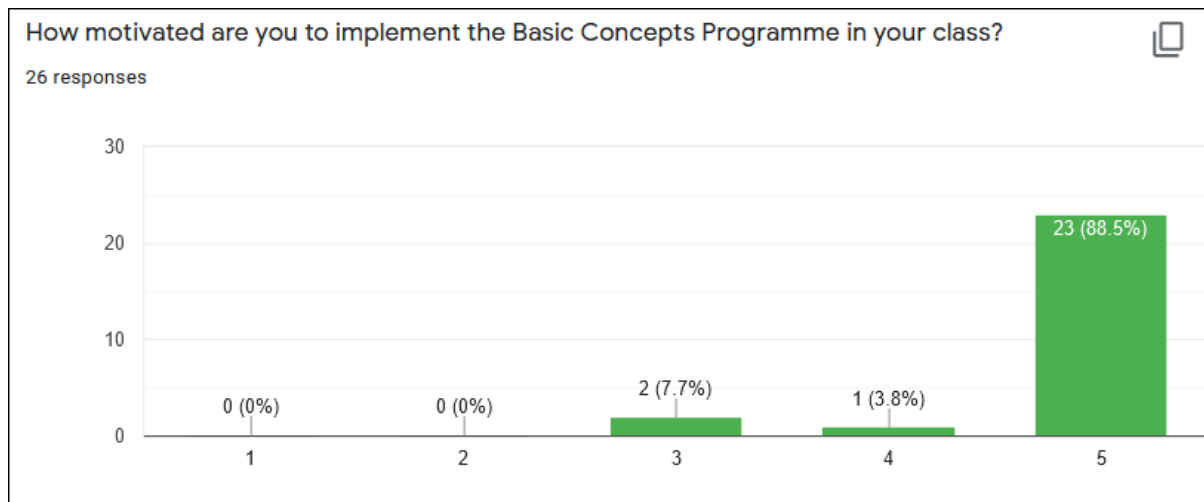
iii) Rate your interest in the Basic Concepts Programme:-



Scale: 1= very low / 2 = low / 3 = average / 4= high / 5= very high

96% of the teachers rated their interest in the Basic Concepts Programme as either *very high* (69%) or *high* (27%), while one teacher (3%) rated her interest as *average*.

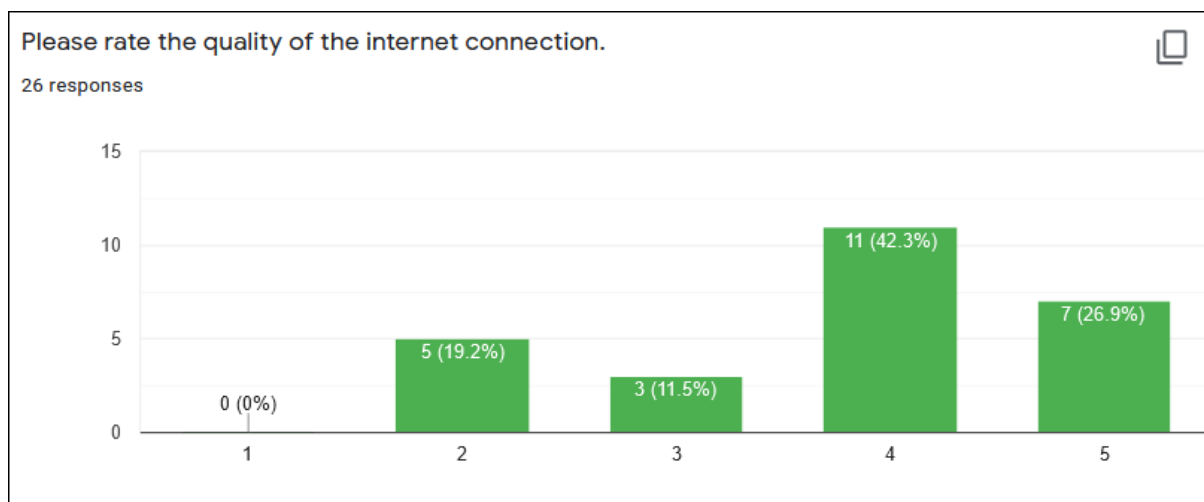
iv) Rate your motivation to implement the BCP in your class: -



Scale: 1= very low | 2 = low | 3 = average | 4= high | 5= very high

92% of the teachers rated their motivation to implement the BCP as either *very high* (89%) or *high* (4%), while two teachers (8%) rated their motivation as *average*.

v) Rate the quality of your internet connection:-



Scale: 1= very poor | 2 = poor | 3 = average | 4= good | 5= excellent

69% rated their internet connection as either *good* (42%) or *excellent* (27%), **12%** rated their connection as *average* and **19%** rated their connections as *poor*.

- General Comments: -

i) The overall feedback from the teachers about the training was highly positive. The following verbatim qualitative comments were made about the current training sessions:-

'The training was exciting and very informative and I can't wait to start with my class activities.'

'The session was very well presented. Very interesting. I learnt so much. I just wish this corona could end so we can interact with each other and share our ideas with each other face to face. Thank you guys you are awesome at what you are doing. Keep up the good work. God bless.'

'The training is understandable, enjoyable and motivates us to implement what we have been taught...'

'The training is really great. I can already see how well prepared our learners will be (for learning in Grade 1).'

'Thank you for allowing us to watch from home. That is so perfect for me!'

'The sessions are great I have learned about the steps (of the concept teaching model)... when teaching children and how to give them more time to speak and ask questions.'

'It was very interesting to learn about position and (now equipped) with the skill and knowledge... will make it easy to implement. ☺ God bless you and thank you.'

'If we as the practitioners could also see recorded demonstrations of the process... like how we do it in class will help to motivate us even more.'

ii) The attendance at both position training sessions was excellent (85%). In addition, we also had 37 views of the recorded sessions. This would bring the participation levels at these sessions to over 100%! These were the best and most consistently attended training sessions since the start of the year.

iii) The training sessions again focussed on a new conceptual domain for this group of project teachers. This is the 4th conceptual domain to be

introduced; the last two conceptual domains are still to be introduced before the end of the year.

iv) The teachers were sent training materials (training notes, A3 laminated small group activities as well as associated workbook templates) before the current training sessions.

v) While most of the participants rated the internet connections as satisfactory (81%), there were 5 teachers (19%) who did seem to experience significant problems. The recordings of the sessions might also be helpful for this group of teachers.

vi) The overall levels of interest in the BCP and motivation to implement the programme remain high (96%).

- Conclusion

This was both a very successful and well attended training. We were very pleased with the positive feedback received from the teachers. There was a tremendous improvement (23%) in the attendance at the live training sessions since the previous training. We however also received more critical comments from teachers about the online training sessions. As much as they have proven very helpful under the current circumstances, they have also been frustrating for some teachers because of the lack of immediacy and the difficulty with involving teachers actively during the sessions. We were also asked by a few teachers if there could be more demonstrations with learners for them to see how the process might unfold. These comments from teachers are valid and raise legitimate difficulties of the online training format. The virtual format is limited compared to our interactive, experientially designed training sessions where live demonstrations with learners are

much easier to run. We as the project team are also aware that the support component after the training sessions has been limited because of the COVID crises. These support sessions in the past have been critical with helping teachers to start a new domain. We will however try to address some of these shortcomings in the future training sessions and also find ways of bringing learner demonstrations of the domains to the teachers.