



# MODEL GRADE

## CLASS LAUNCH



## INTRODUCTION AND BACKGROUND

The department has been increasing access to Grade R in public schools and community based sites since 2001 in line with the ECD White Paper. The diagnostic report conducted indicated that the phasing in was focusing more on access while quality was lacking behind.

The concept of Model Grade R classes aims to improve the quality of implementation and use the concept to show case best practices in Grade R classes. These would also be used to standardize the understanding of quality implementation across and serve as resources to a cluster of schools in each district.







## WHAT IS A MODEL GRADE R CLASS?

A Model Grade R class is a safe and secure child friendly environment that will enable children to develop to their fullest potential. All ECD Centres should follow a well-structured teaching and learning programme in line with the Curriculum Assessment Policy Statement which aims to develop learners holistically by instilling positive values, attitudes and skills which learners will use through life.

A Model Grade R class is also characterized by good leadership and team work that demonstrate best teaching and learning practices.

The principals and teachers especially in the foundation phase in Model Grade R classes play an important role. They should mentor and support others who are struggling and maintain good practice in their classes.

The teachers in Grade R Classes should be experienced and willing to improve their qualifications to the required minimum which is the Diploma in Grade R Teaching (ECD Level 6 qualification) by 2019 as well as attend regular in- service training offered in the district and the province.

**Model Grade R classes are aimed at providing concrete examples of quality in Grade R provisioning.**

This includes amongst others the following:

- \* Qualified practitioners with a minimum of a level 6 qualification,
- \* The maximum of 30 learners in a class,
- \* The class that follows philosophy and implementation of the Curriculum Assessment Policy Statement,
- \* Child centred activities,
- \* Attractive and conducive learning environment,
- \* Age appropriate teaching and learning methods,
- \* The school should be willing to be a model for use as an outreach to demonstrate best practice and mentor a minimum of five neighboring schools/ sites at a time to assist in improving their quality.

## Location

The class should be located at a public or registered independent school or at community based site.



## Space

- There is enough indoor space for the children to move around easily.
- Children are able to move from one area to another within the class with ease
- Children are able to climb, run around, swing, and play with balls or hoops easily outdoors.
- Both indoor and the outdoor space are safe and secure for the children.
- The indoor and outdoor space is bright and welcoming for children.
- The indoor learning environment should have Art, Fantasy, Book, Numeracy, Discovery, writing, quiet areas.



## Daily Programme

There must be a visible well-structured programme that provides a range of different activities for children during the day. The programme must take into account the diverse needs of the children.

## Play

The resources in the class are able to provide opportunities for the children to learn through play.



## Assessment

Teachers assess and record the child's development on a regular basis and report to parents formally at least once a quarter.

This is a record of the child's work that demonstrates the development of the child.



## Involvement of parents

There must be active involvement of parents in the programme and overall management of the Grade R class.



## How will the model sites be used?

The model Grade R will be used by range of different role-players at different levels of the system (national, provincial, districts and schools).

It is envisaged that model classes be used by provincial and district officials to:

- Model good practice and be used as resource for improving and sustaining quality.
- Identify excellence in existing sites in Grade R classes.
- Use as centers of excellence to mentor practitioners that need support.
- Be used as yardstick for measuring quality.
- Be used as an outreach in each district.



## ROLES AND RESPONSIBILITIES OF ROLE PLAYERS AT VARIOUS LEVELS

To sustain the concept of developing model Grade R classes, officials at different levels of the system will have to work collaboratively with clear distinct roles and responsibilities



# THE IMPACT OF A MODEL GRADE R CLASS

The development of model sites should be seen as a responsibility of all sections of the department.

This will improve the quality not only in the implementation of the curriculum but in all other areas like governance, financial management, infrastructure etc.

The concept must lead to improve in the management of the school with a special focus on Grade R as part of the foundation phase.



Model Grade R classes should be sustained to provide quality provisioning and lay the solid foundation for learning for all young learners in the province.



The concept supports the Northern Cape Literacy Strategy, Strategy for Learner Attainment and will ultimately improve the Annual National Assessment and National Senior Certificate results in the province.

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