BERGKAREE



OUR SCHOOL

Our Mission:
At our school, we are committed to providing a nurturing environment where each learner is empowered to progress at their own pace. Our aim is to develop resilient, self-motivated individuals with strong values who are capable of becoming lifelong learners who can set and achieve their personal and academic goals.

Our Vision:
Our vision is to create an environment where learners can reach their full academic potential and develop into resilient, self-driven individuals, grounded in Christian values.

Our Pillars

1



Mother tongue -teaching

We believe children learn best when they think, understand and grow in their native language.

2



Environment as third teacher

Our learning goes beyond books, we take learners outside the classroom to discover the world, solve problems and truly experience.

3



Christian values

Our school is founded on Christian principles and the fruit of the Spirit, which gives direction to our character and our community.

4



Every learner is unique.

We see the individual. With professional support and individual learning plans, we help each learner understand themselves and learn optimally.



WHY CHOOSING BERGKAREE IS THE RIGHT CHOICE

Christian Values

Our Christian faith guides every aspect of our day, because He is the core of our humanity; therefore, it influences everything we do. We welcome all Christian beliefs, but specifically focus on living like Jesus and seeing and living out his values and love in people.

Learner-centered teaching

We will have a maximum of 12 learners per class. Teachers work in small rotating groups with learners, depending on their skill level and individual needs.
We use dynamic groups that are divided according to children's ability and prior knowledge to ensure that they are not only reached at their level, but are also sufficiently stimulated and challenged so that they can develop and reach their potential. In doing so, we also ensure individual attention from the teacher to be attentive to the needs and interests of the learner.

Self-directed learning and goal setting

Unlike the traditional school system where teachers set goals, we enable learners to set their own achievable learning milestones, which improves their ability to plan and achieve larger goals. This skill enables them to successfully transition to higher and tertiary studies and become productive members of society.

Involved parent-teacher partnership

We believe in open communication channels and collaboration with parents. We maintain regular contact through newsletters, meetings and events such as a lunchtime activity and liaison session between parents, children and teachers to keep parents informed and involved in their child's development.

The development and stimulation of critical thinking, curiosity and eagerness to learn

Our goal is to nurture and further stimulate children's natural curiosity.

Together with a learner-centered approach, the goal is to ensure that our learners know who they are and how they want to live and that their curiosity, creativity, and interest in learning remain alive by receiving individual attention and having a voice in a safe, stimulating learning environment.

Furthermore, the development of critical thinking is central and they are encouraged to ask: Why?

We also focus on mastering human-centered skills that cannot be replaced by machines.



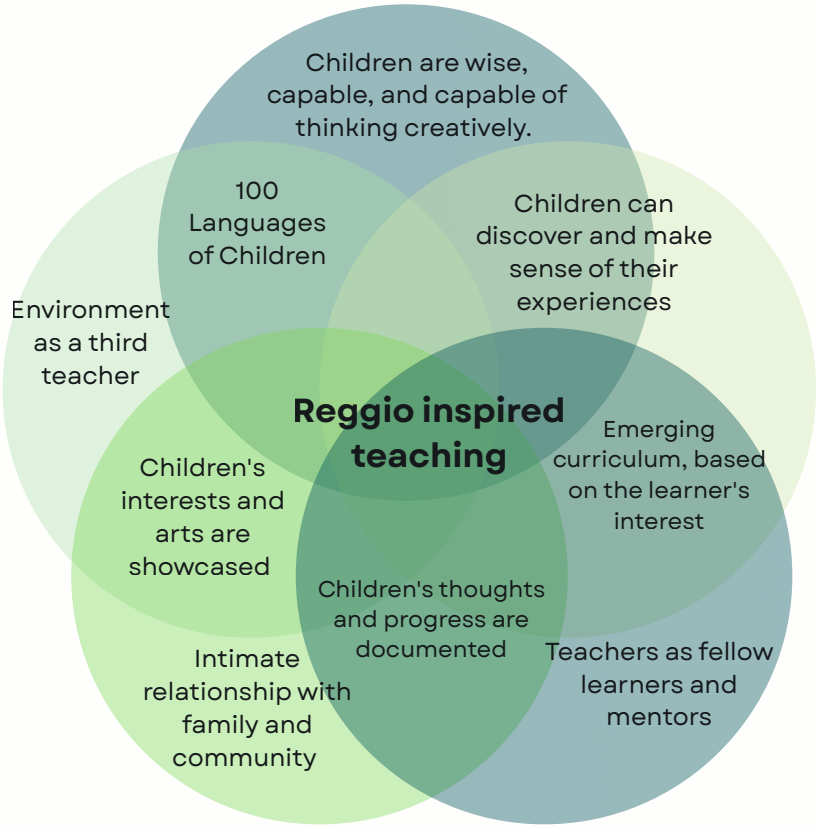
TEACHING MODEL

REGGIO EMILIA INSPIRED APPROACH

In the Foundation Phase, we will use a Reggio Emilia-inspired approach to teaching. The approach is based on the understanding that children come to our classroom with an impressive potential that needs to be tapped.

The Reggio Emilia approach focuses on a holistic and learner-centered approach to education. It emphasizes the importance of a rich and stimulating environment, where children are actively involved in their own learning process.

The key features of this approach that we endorse include:
Learner-Centered Learning: Children's interests and questions guide the learning process. Teachers observe and understand children's needs and interests and direct the curriculum accordingly.
Documentation: Ongoing documentation of children's work and progress, which is then used to monitor and plan their development.
Collaboration and Community Bonds: Collaboration between children, teachers, and parents is important. Shared projects and activities promote social skills.
Environment as a Third Teacher: The physical environment plays a key role. Spaces are designed to support creative exploration and learning. We go on regular excursions that align with the curricula or learners' interests.



EDUCATORS IN YOUR CHILD'S LEARNING SPACE













Learning facilitator

Learning Facilitator: She has her own class with 12 learners. The Facilitator rotates between learners and ensures that they complete their work and activities completely and correctly. She is responsible for managing the classroom, as well as for the social and emotional support of the learners. She is also known as the “classroom mom”.



Teacher

The teacher: She is responsible for a maximum of 30 learners. She rotates between classes and offers lessons in small groups of 5 learners. She handles the academic development of the learners by planning lessons and preparing worksheets and activities that they complete with the class facilitator.



Educational Psychologist

The educational psychologist is there to support and guide teachers, facilitators and learners. Each learner undergoes a screening process during which the psychologist identifies the learner’s unique brain profile. She also determines how well the body and brain work together.
Based on this information, she creates an individual learning plan for each learner. This helps ensure that the learner can reach his or her full potential and also develop the skills to regulate themselves effectively.

CURRICULUM

CAPS

GRADE 4 - 7

Who is The MOS Initiative?
The MOS Initiative (Mother Tongue in Independent Schools) is a private education organisation established in 2019. They are building a network of independent Afrikaans schools across South Africa with the aim of providing high-quality, affordable and future-oriented mother tongue education. They focus on developing learners into lifelong learners who are ready for a rapidly changing world.
Their teaching and learning process MOS follows an innovative and learner-centered approach where:
Education takes place in the learner's mother tongue (Afrikaans).
The focus is on critical thinking, creativity and digital skills.
Learners are prepared for the future and the world of work.
A love of learning is developed so that learners become lifelong learners.
The learning environment is inclusive, supportive and focused on each learner's full potential, with strong values such as Ubuntu, innovation and personal growth.
Opportunities for tertiary studies MOS schools use recognized academic standards and focus on skills that help learners to:
Successfully be admitted to tertiary institutions
Be ready for further studies and careers
Entering the future with confidence
Their system is specifically designed to make learners university-ready.

1. Grade 12 and recognition MOS high schools follow the IEB (Independent Examinations Board) curriculum, which:

offers an internationally recognized matriculation certificate
Providing access to universities and tertiary institutions
maintain a high academic standard
This qualification ensures that learners' matriculation is widely recognized and accepted.

THE CLASSROOM SPACES

THE ENVIRONMENT AS THIRD TEACHER

- Offers rich sensory experiences
- Support each child's unique needs and preferences
- Encourage collaboration and inquiry by providing quality resources and materials that enable young children to explore, discover, and solve problems.
- Supports the development of essential skills such as gross and fine motor skills, as well as numerical, language and communication skills
- Support a child's sense of worth, belonging, safety, security and competence through the exhibition of their work.





SUPPORT FOR LEARNERS WITH LEARNING CHALLENGES

More and more children in mainstream schools are being diagnosed with learning challenges such as ADHD and specific learning disabilities in reading, writing or math. We believe that every child deserves a learning environment where they are understood, supported and given the chance to succeed.



At our school, we support learners with neurodiversity-related disabilities, including Attention Deficit Disorder, Specific Learning Disorders, and Communication Disorders.

We deliberately and practically tailor our teaching to meet the diverse needs of our learners. This includes:
lesson planning that follows the curriculum, but also provides for individual support
extra time for reading and writing
visual schedules and step-by-step instructions
concrete learning aids such as blocks, counters and other hands-on aids
additional remedial support where necessary

Our goal is to create a safe, structured and nurturing learning environment where all children—including those with learning challenges—can grow at their own pace, feel valued and reach their full potential.



SCHOOL PRICES

School fees 2027		
	Monthly Fee (January to December)	**Annual Total**
Grade R	N$ 4,000	N$ 48,000
Gr. 1-3 Mainstream class	N$ 4,500	N$ 54,000
Gr. 4-7 Mainstream class	N$ 5,500	N$ 66,000
Gr. 1-3 Micro class	N$ 8,500	N$ 102,000
Grades 4 -7 Microclass	N$ 8,500	N$ 102,000

- **10% discount will be given on the second child's school fees and 20% per child more than two.**
- ***5% Discount if full year payment is made before 31 January 2026***
- ***8% Annual increase***

Registration fee 2027 One-time upon registration	
Grade R	N$ 4,000
Grades 1 to 3	N$ 4,500
Grades 4 to 7 and Microclass	N$ 5,500

Other Prices 2027	
Annual stationery	N$ 800
School shirts	N$ 250

Additional Costs 2027	
Books & Learning Aids (Depending on the grade)	N$ 1,000 to N$ 1,500
Equipment and Art/Science materials	Included in School Fees
School shirt	N$ 250

Important to know

No child will be considered for the following year if school fees have not been paid in full for the previous year.

If you go on leave or voluntarily keep your child out of school, the school fees are still payable for the month in question.

One month's written notice must be given if your child leaves school.

If your child leaves school from October, the full fees must be paid by December. School fees are payable for twelve months of the year and must be paid by the 5th of each month.

We only have a limited number of places available, so we encourage parents to submit their applications as soon as possible.

BECJOIN US NOW

HOW TO CONNECT

1

Complete the application form and email it to admin@bergkaree.com

2

Attend a family interview to discuss your child's needs and how we can support them.

3

Depending on the grade level, your child will need to complete an assessment.

4

Once your child has been admitted to the school, you will receive an enrollment package with all necessary forms and information to complete your child's registration.

BERGKAREE AKADEMIE

CONTACT US

+264 81 214 4399 | admin@bergkaree.com | www.bergkaree.com

V&A

QUESTION AND ANSWER

Q: What extracurricular activities do you offer?

As extracurricular activities, we currently only offer the STEAM and Gifted Minds programs, especially while our school is still small. We hope to start a small-school sports program, where all small schools team up to participate in different sports.

Q: How do you deal with behavioral problems?

Behavioral problems usually have a cause. When we address behavioral problems, we will first identify the cause and help the learner express their emotions in a socially acceptable way and resolve the problem in a constructive way. With the help of the parent and other experts in the field, we will be able to resolve most behavioral problems in a constructive way. It is very important to us that parents fully support our efforts as teachers in this process.

Q: How are parents involved in their children's education?

Parents (parental couple or at least one parent) will be expected to attend a lunchtime session with the child at school once a month. During this hour, the parent will do an activity with their child that ties into the week's work. Parents will receive guidance on how to support their child's work at home and problem areas and areas in which the child excels will be brought to the parent's attention by the teacher. The product of the parent-child activity will be displayed in the classroom with the child's work as a reminder of that individual contact time. Parents will also have the opportunity to see the documentation of the children's work that is on display and to discuss it with their children.

Q: How long and frequent are breaks?

We use the Finnish model, which involves a 15-minute break after every 45-minute lesson. During the rotation, learners get a 15-minute break, in which they can choose to read in the reading corner, play on the mat with open-ended toys, or even do something artistic in the studio. This approach is based on the idea that the environment is the third teacher, and that the activities that learners undertake are self-directed. In addition, there is still a 45-minute outdoor play time.

Q: Does your child need any electronic equipment?

Laptop requirement (from Grade 4):

From Grade 4 onwards, learners need a tablet to follow the online lessons comfortably. The device must have a stable internet connection, as well as a camera, headphones and microphone for online interaction.