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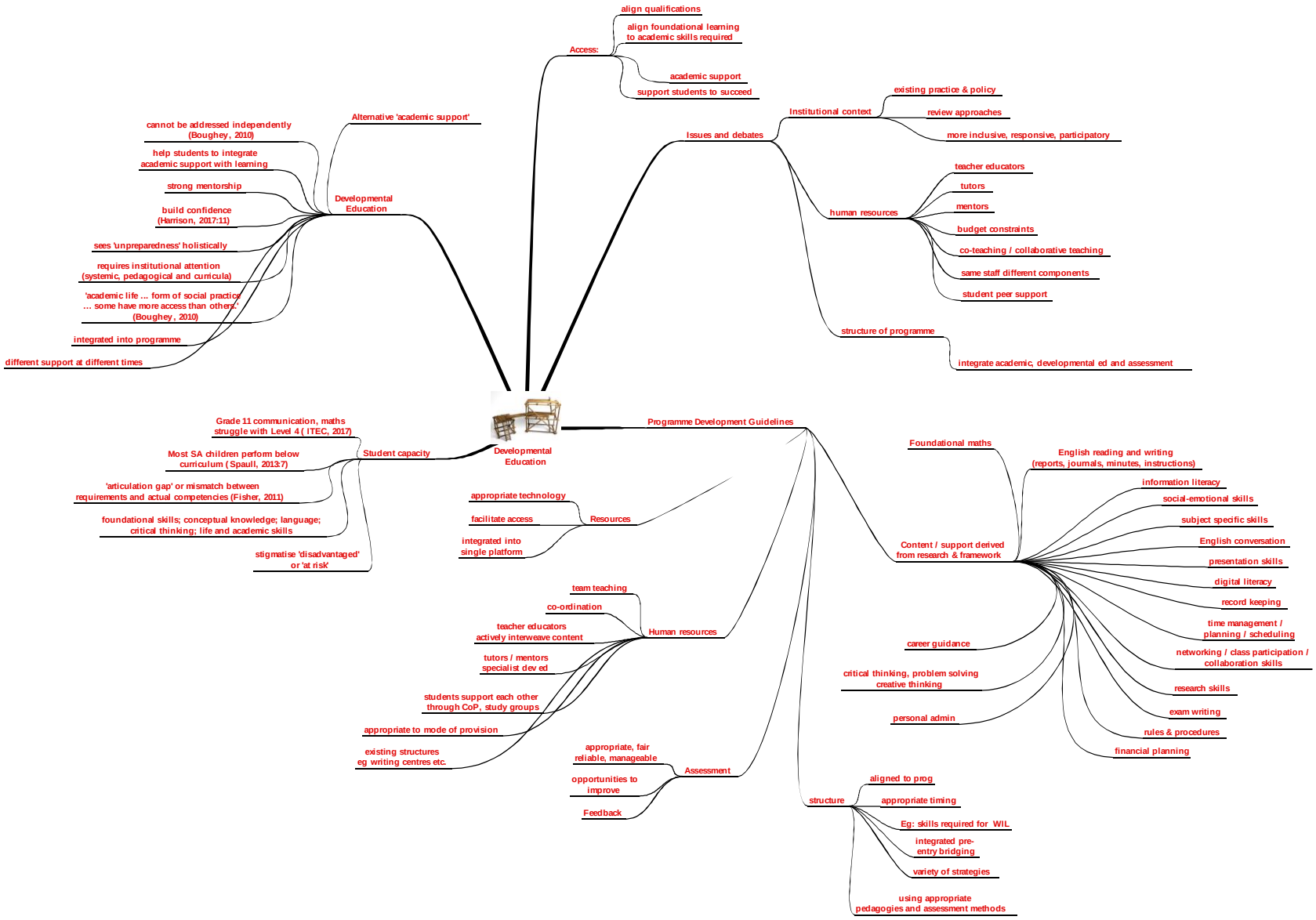
PIECCE Birth to Four Programme Framework

Developmental Education Chapter 5 Summary



Developmental Education Chapter 5 Summary

1. Access

a. align qualifications
b. align foundational learning to academic skills required
c. support students to succeed
d. academic support

2. Student capacity

a. Grade 11 communication, maths - struggle with Level 4 (ITEC, 2017)
b. Most SA children perform below curriculum (Spaull, 2013:7)
c. foundational skills; conceptual knowledge; language; critical thinking; life and academic skills
d. 'articulation gap' or mismatch between requirements and actual competencies (Fisher, 2011)
e. stigmatise 'disadvantaged' or 'at risk'

3. Issues and debates

a. Institutional context
    i. existing practice & policy
    ii. review approaches
    iii. more inclusive, responsive, participatory
b. human resources
    i. teacher educators
    ii. tutors
    iii. mentors
    iv. budget constraints
    v. co-teaching / collaborative teaching
    vi. same staff different components
    vii. student peer support
c. structure of programme
    i. integrate academic, developmental education and assessment

4. Developmental Education

a. Alternative 'academic support'
b. cannot be addressed independently (Boughey, 2010)
c. help students to integrate academic support with learning
d. strong mentorship
e. build confidence (Harrison, 2017:11)
f. sees 'unpreparedness' holistically
g. requires institutional attention (systemic, pedagogical and curricula)
h. 'academic life ... form of social practice ... some have more access than others.' (Boughey, 2010)
i. integrated into programme
j. different support at different times

5. Programme Development Guidelines

a. Content / support derived from research & framework
    i. Foundational maths
    ii. English reading and writing (reports, journals, minutes, instructions)
    iii. information literacy

iv. social-emotional skills
v. subject specific skills
vi. English conversation
vii. presentation skills
viii. digital literacy
ix. record keeping
x. time management / planning / scheduling
xi. networking / class participation / collaboration skills
xii. exam writing
xiii. research skills
xiv. career guidance
xv. critical thinking, problem solving, creative thinking
xvi. personal admin
xvii. financial planning
xviii. rules & procedures

b. structure
   i. aligned to prog
   ii. appropriate timing Eg: skills required for WIL
   iii. integrated pre-entry bridging
   iv. variety of strategies
   v. using appropriate pedagogies and assessment methods
c. Assessment
   i. appropriate, fair, reliable, manageable
   ii. opportunities to improve
   iii. Feedback
d. Human resources
   i. team teaching
   ii. co-ordination
   iii. teacher educators actively interweave content
   iv. tutors / mentors specialist dev ed
   v. students support each other through CoP, study groups
   vi. appropriate to mode of provision
   vii. existing structures eg writing centres etc.
e. Resources
   i. appropriate technology
   ii. facilitate access integrated into single platform

Summary of key issues / questions raised

Key issue	Questions raised	What does this mean in practice in my institution?
What is Developmental Education?	What does an alternative view of 'academic skills' as developmental education imply for our approach to programme design and pedagogy?	1. What do we already do? 2. What is non-negotiable? 3. What do we want to do / change? 4. What does this mean in practice? 5. What is possible now? 6. What is possible short to medium term? 7. What is nice to have but not feasible yet? 8. How is this affected by the mode of provision in my institution (face to face, blended, fully online)
Access		
Student capacity	How do we shift from a deficit approach to a more inclusive, responsive and participatory one?	
Issues and debates	What implications does this have for the institution/s?	
Programme Development Guidelines	How does a more integrated approach impact on programme structure and human resources?	