



UNIVERSITY OFTM
KWAZULU-NATAL
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LABOUR MARKET
INTELLIGENCE PARTNERSHIP



EDGEWOOD CAMPUS



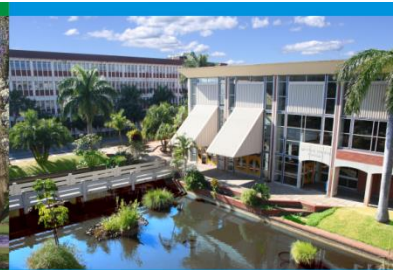
HOWARD COLLEGE CAMPUS



NELSON R MANDELA SCHOOL OF MEDICINE



PIETERMARITZBURG CAMPUS



WESTVILLE CAMPUS

UKZN INSPIRING GREATNESS

Reconfiguring the Post-school sector

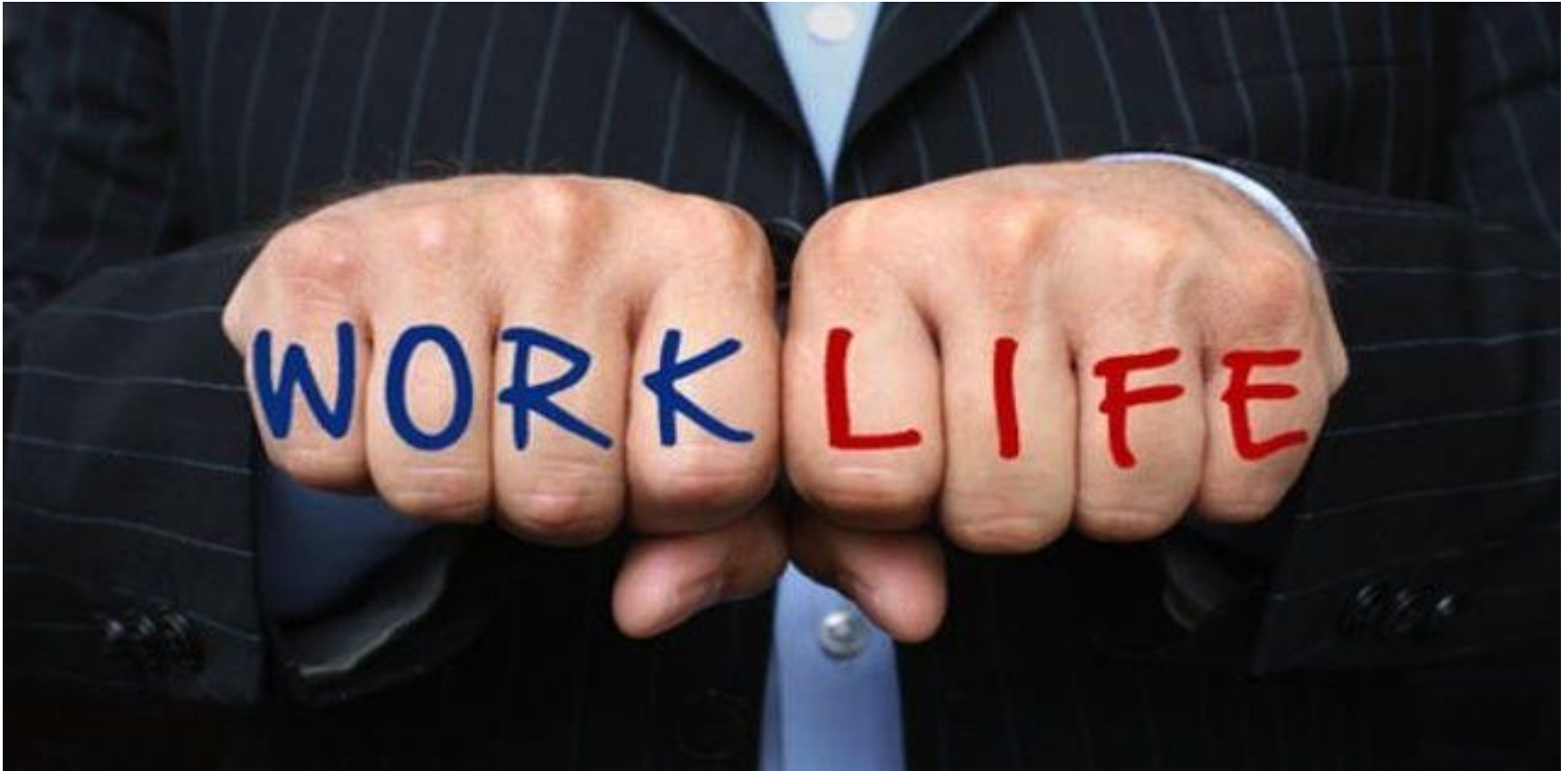
Project 2 ***Curriculum responsiveness and student employability***

UKZN School of Education

Project Leader: **Prof Volker Wedekind**

Project Manager: **Dr Adrienne Watson**

Living to work? ... Working to live?
Employability revisited



<http://goo.gl/ldpMCP> accessed 12 March 2014

“We [also] need to ensure that curriculums *(sic)* are fit-for-purpose and teach real workplace requirements.”

HDRC Technical Task Team

http://www.engineeringnews.co.za/article/task-team-slates-blockages-in-skills-development-pipeline-2014-03-03/rep_id:3182
accessed 4 March 2014

Task team slates 'blockages' in skills development **pipeline**



“Leaders need a workforce that has the resilience and agility to be able to adapt quickly to new and rapidly changing markets.”

Samantha Crous, 2013

<http://www.thehrportal.co.za/strategic-hr-cpd-career-development/surprising-new-trends-talent-management-2014>

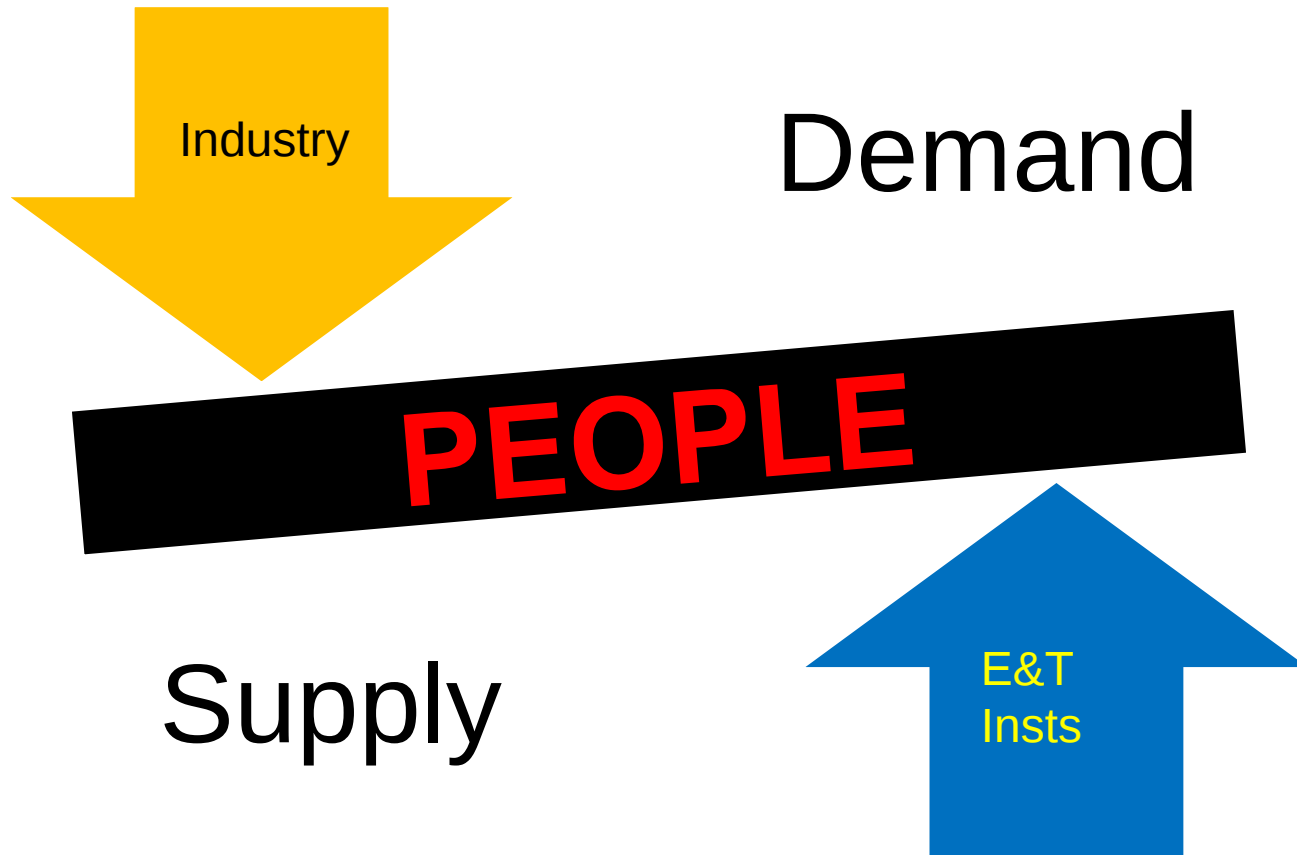
“Attracting and retaining talent has cost implications for an organisation and therefore it will make a huge contribution towards profitability if HR can successfully manage the talent planning process ... [and] align HR with organisational needs, to keep the bottom line in mind and make HR decisions that will contribute towards profitability”

<http://www.skillsportal.co.za/page/human-resource/1611729-Creating-value-through-people-strategies-and-capability#.Ufo8EpJmim4>

XXXX's Talent Strategy is driven by
the need to provide the business
with a constant and consistent
pipeline of skilled external
individuals to ensure continuity,
sustainability and profitability.

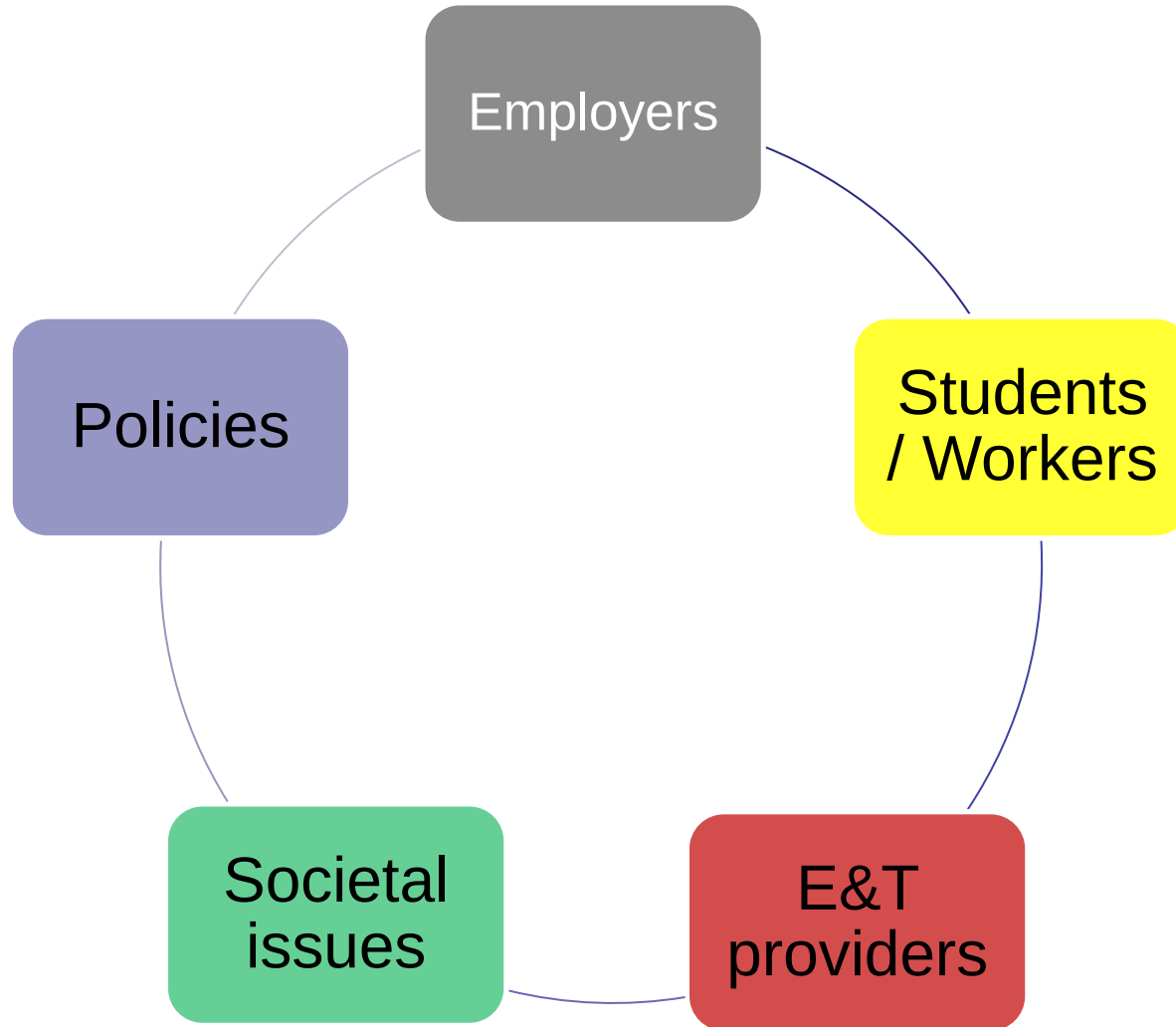
XXXX Graduate Recruitment Program Contract 2013/2014

“The skills pipeline”





But ... multiple drivers (stimuli) of employability



Harvard Study on Intergenerational Mobility: social, political, economic factors (Hendren, Chetty, Kline & Sage, 2013) <http://goo.gl/1JrUHk> accessed 29 July 2013

Income mobility showed a strong correlation with:

- Higher-quality K-12 education
- With better metrics of social capital
- With degrees of civic engagement
- With family structure

Structural and physical factors also played an important role:

- greater economic and racial segregation
- job searches and commuting more difficult for residents of poor regions > lower income mobility.

Theoretical Framework Overview

Curriculum Responsiveness and Employability for students, employees and work-seekers

Capabilities

*Sets of possible
functionings that
can be developed*

Holistic Competence

*knowledge of work
processes &
identification with
occupational
community of
practice*

Skills

*Productive of value
Expandable
Socially determined*



Increased participation in education: two competing purposes

1. Economic purposes

hard/soft skills

key attributes

core competences

talent

human capital

The bottom line

2. Ethics of social justice

concerned with unequal contextual conditions

Unequal social and political circumstances lead to unequal chances and unequal capacities to choose.

(Walker, 2010, p. 172)

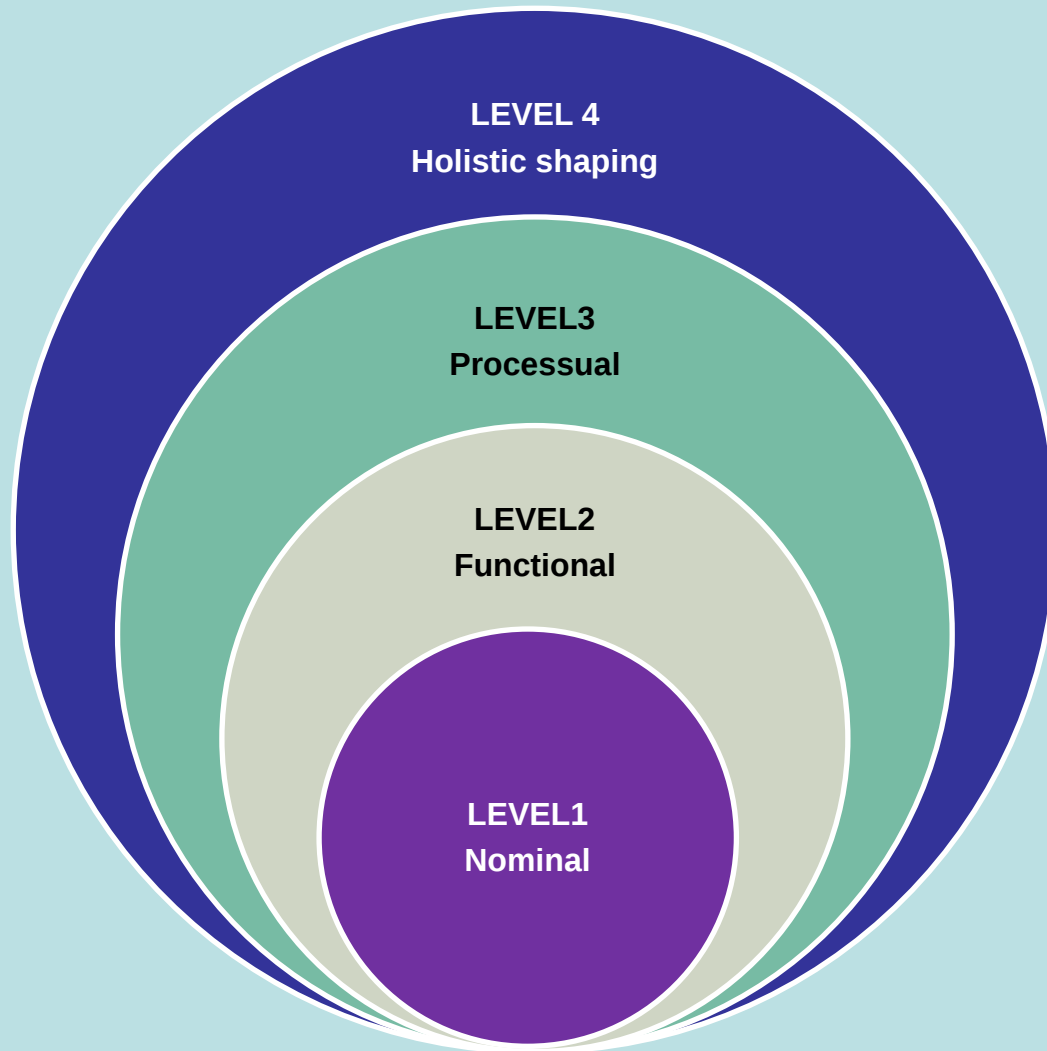
Pedagogy as capability outcomes

... would involve processes of the educational development of individuals in participatory and inclusive learning communities in which gaining knowledge and constructing successful learning identities went hand in hand (Walker, 2010, p. 176)

Rauner's Holistic Competence

Levels of competence are developed and applied through a student's/worker's engagement with a complete series of work processes and identification with an occupational community of practice.

Rauner's four levels of work process competence



Bernstein's recontextualisation and the
pedagogic device

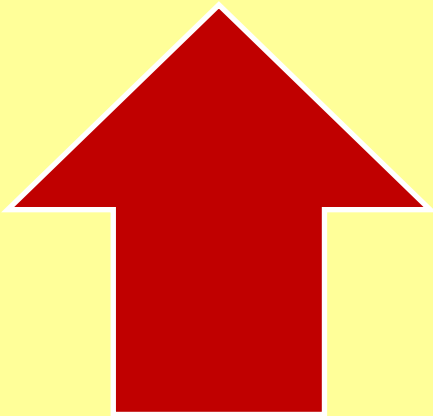
Engineering
Council of South
Africa

Centrality of disciplinary knowledge

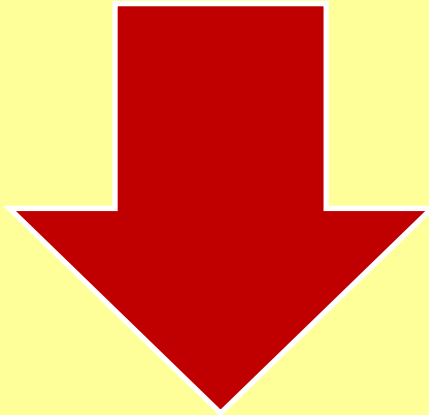
social realist

vs

social constructivist

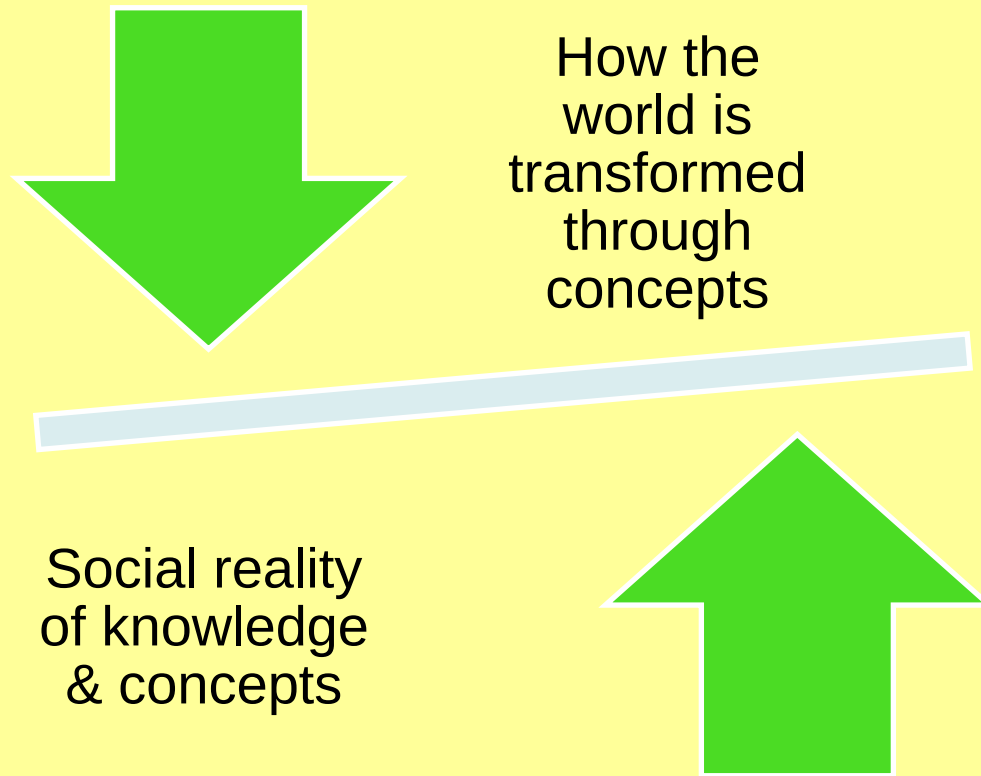


hybridity



insularity

Curriculum and curriculum responsiveness has to account for:



What is the central educational research issue?

Understanding the ideal conditions for the acquisition of knowledge

“We [also] need to ensure that curriculums *(sic)* are fit-for-purpose and teach real workplace requirements.”

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End of presentation

Thank you.