



Nurturing seedlings

HOW WE SUPPORT UNDERACHIEVING STUDENTS



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Rationale

- Improve the English language and academic success of underachieving students
- Increase students' sense of self-efficacy and self-regulation
- Increase student engagement and the uptake of services
- Improve student retention and transition into degree studies



Intervention Programme

- 1) Systematic monitoring
- 2) Individual coaching
- 3) Collaboration of support services



Systematic Monitoring

- What literature says about monitoring
 - systematic and purposeful observation
 - involves giving feedback about the progress (Phil, 2007).



Systematic Monitoring

- Attendance and academic report system
- Monitoring approach





Individual Coaching

- What literature says about coaching
 - to help individuals regulate and direct their interpersonal and intrapersonal resources to better attain their goals
 - to facilitate the coachee's movement through the self-regulatory cycle.

(Grant, 2001)

Individual Coaching



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- Coaching approach





Collaboration of support service

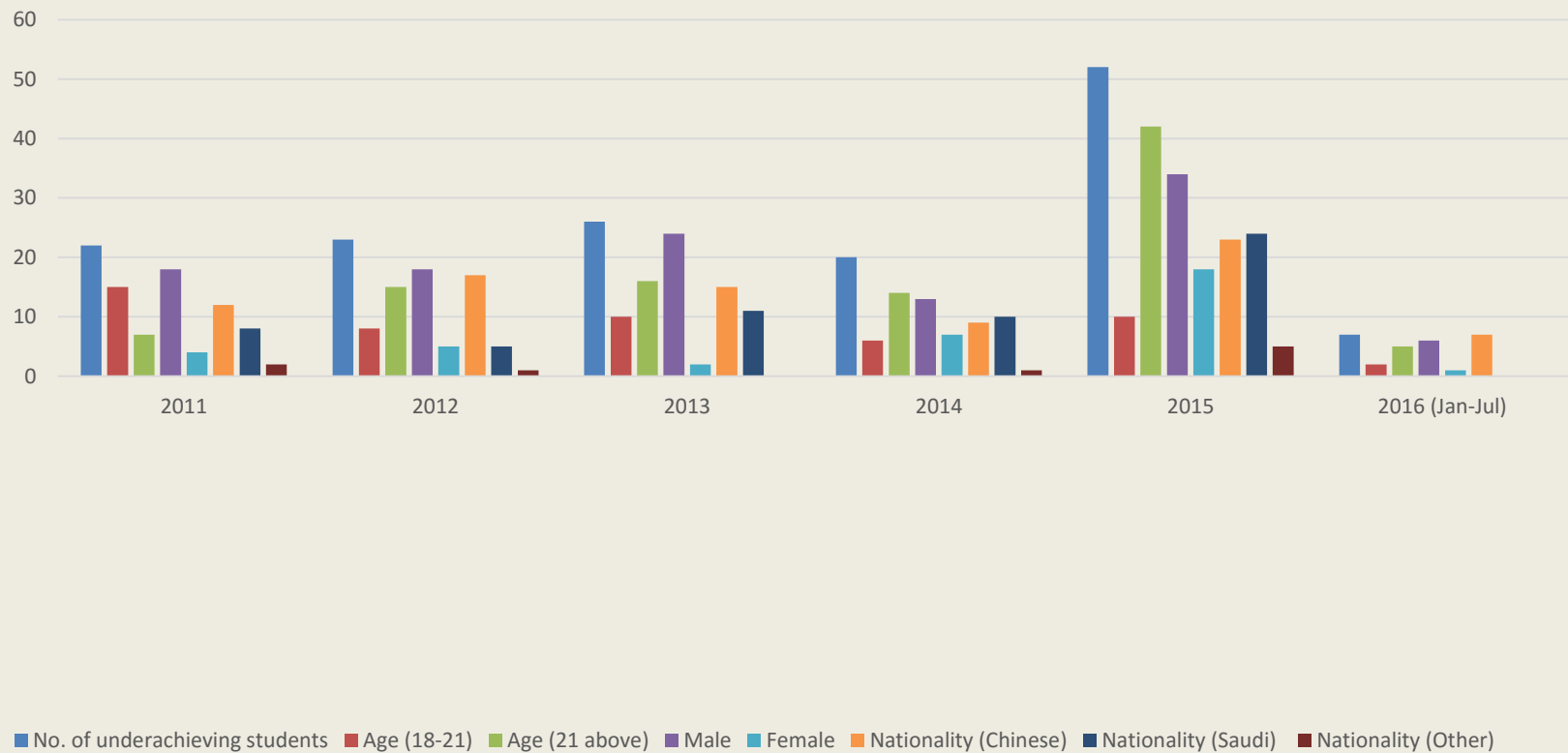
- Tailored academic support
- Disability support and counselling services
- Student wellbeing and safety





The Study

Pathways College Intervention Programme 2011 – 2016





Case study: student A

- Enrolled into English programme in March 2010.
- Had been observed/identified as having Aspergers spectrums and had significant difficulties socially and with learning by that time.
- Formed attachment with certain teachers and student advisor.



Case study: student B

- Enrolled into English programme in March 2012 as a Saudi Arabian Scholarship student.
- Failed Level 5 and was under pressure to meet English requirements within the time frame to study Foundation programme.
- Needed to look after his twin brother who just came to New Zealand for English study at that time.



Case Study: student C

- Was a shy young lady who joined the English programme in January 2013.
- Found it very hard to cope with the tertiary learning requirements within the university context.
- Failed Level 6 and lacked confidence to move onto the Bachelor of Tourism as planned.

The study



Year	2011	2012	2013	2014	2015	2016 (Jan-Jul)
Total no. of Students	530	604	489	532	727	177
No. of underachieving students	22	23	26	20	52	7
Passed	13	16	15	12	35	6
Failed	7	5	9	7	13	1
Withdrawn (IC)	2	2	2	1	4	
Targeted Programmes (Undergraduate)	8	13	10	5	14	3
Targeted Programmes (Postgraduate)	1	1	3	8	19	1
Targeted Programmes (Foundation/Other)	13	9	13	7	19	3
Percentage of Passing (Monitored students)	65%	76%	63%	63%	73%	85.70%



Reflection on achievements

- More engaged students in class
- Increased academic success
- Increased transition into university studies
- Increased student uptake in services
- Building of a community



Reflection on future improvement

- More community involvement
- Develop a buddy/mentor system
- More time for actual use of the English Resource Centre
- More resources to assess/evaluate impact of the intervention
- Resources and cost of support vs. results and outcomes



References

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