Spinning the web: How we foster successful connections among internal and external stakeholders

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Ko Te Tangata: For the People

- The University of Waikato: The top 1.1% in the world in the latest QS World University Rankings

- The University motto ‘Ko Te Tangata’ reflects our philosophy that we are in, of and for the community

- The University offers a unique university education experience through its connections within the region, the local community, the local iwi and through its many and extensive international relationships.
Pathways College Programmes

• Pre-degree programmes

• Connection and transition

• Support system and connectivity
  - comprehensive orientation programme
  - close relationships with various university support departments
The development of new ways of working that give privilege to innovation

We take pride in the measures we take through programme design and local and global networks to develop students as global citizens while enhancing their cultural and intercultural competence.
Te Ari Ki Angitu: Pathways to Excellence

- Partnership with secondary schools in Waikato regions
- Support and mentoring within the university
- Transport arranged by the university to facilitate access to campus
- University learning hubs and learning devices for the student participants
- Mixed class with international students
Te Ara Ki Angitu:
Pathways to Excellence
International connections

Large scale university agreements

• Some large-scale programmes represent powerful cross-sector networks. Some are conducted through agreement and arrangements between various government, community and education agencies in the pursuit of better outcomes for students.

• They represent the tailored solutions to meet specific needs.

• Collectively, they also represent a model of provision that can be bewildering in its complexity.
Game On English
## Feedback on programme

### Game On English & Rugby 2016-2017 Activities Evaluation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Evaluation Level</th>
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</thead>
<tbody>
<tr>
<td>Fonterra factory &amp; farm tour</td>
<td>Excellent</td>
</tr>
<tr>
<td>WMS guest lecture &amp; workshop</td>
<td>Excellent</td>
</tr>
<tr>
<td>Marae visit</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Day trip</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>HBHS training sessions</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>WRU training sessions</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Stadium Tour</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Orientation &amp; Welcome Ceremony</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
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Scores are based on a scale of 0-25, with 25 being the highest possible score.
Feedback on programme

Game On English & Rugby 2016-2017 _English Course Evaluation

- I enjoyed speaking and listening practice
- I learnt new vocabulary
- I liked the classwork materials
- I enjoyed my English lessons
- My English lessons were useful and interesting

- Strongly Agree
- Agree
- Do not agree
- Strongly Disagree
Government agencies

Multiple types of community engagement and collaborative arrangements with government organisations

The college and the university is responding to specific learning and professional development needs and can partner in the delivery of specialist services.
Vietnam Social Security Training Programme
English Opens Doors
English Opens Doors
NZ Development Scholars

• NZ Development Scholars Programme – collaborative cross-agency funding model

• A successful example of international connections and partnerships

• Continuously receive students and supply Academic English programme prior to their under or postgraduate studies
NZDS programme

NZDS Pass rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass Rate</th>
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</thead>
<tbody>
<tr>
<td>2017</td>
<td>100.00%</td>
</tr>
<tr>
<td>2016</td>
<td>100.00%</td>
</tr>
<tr>
<td>2015</td>
<td>96.00%</td>
</tr>
<tr>
<td>2014</td>
<td>88.00%</td>
</tr>
<tr>
<td>2013</td>
<td>100.00%</td>
</tr>
<tr>
<td>2012</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
Key Goals in mind

• Enhancing student experience and success

• Developing collaborative networks that are formal, stable and structured

• Harnessing the resources of key sectors
Recommendations

• A central framework that clearly articulates a broad direction of committing to international connections and includes local flexibility and adaptability is essential.

• Institutional networks that extend the capacity and flexibility of an individual institute to meet the learning and social needs of their students is vital. Develop collaborative networks that are formal, stable and structured to maximise the education, training opportunities for students in the network area.

• Incorporate mechanisms to share what has been learnt from innovative practice both in terms of what worked well and what did not across the community, education and government sectors.