

PROFESSIONAL DEVELOPMENT
DECISION-MAKING TO SUPPORT
UNDER-25 STUDENT SUCCESS
RESOURCES FOR TEACHERS

1

ORIENTATION AND WHAKAWHANAUNGATANGA

Building positive student relationships



This resource is for you if you want to:

- ✓ Ensure students build positive relationships at the beginning of their programme
- ✓ Provide students with a holistic, purposeful and safe welcome to the organisation, their programme, and each other
- ✓ Ensure students meet and discover all of the support people and resources

Starting the course with positive relationships between learners, teachers and other support staff is highly important for Under-25 students. Throughout the first two to four weeks of a course, use a number of activities and approaches to:

- Establish a sense of group and connectedness
- Know the learner
- Work alongside your students
- Link education and practice

Establish a sense of group and connectedness

Establishing a sense of group and connectedness is important for Under-25 students as it helps to embed the principles of peer support, encouragement and belonging.

Activity: Name games

- A student states their own name then passes a ball to the next student to repeat their name and add their own. Repeat until a long list of student names is being repeated.
- Students each select an additional word that rhymes with their name. Or, the word is linked to the programme they are studying.
- Students identify their second given name, the origins of this name and why their family chose it.
- Students introduce each other by name, sharing one thing they learnt about their peer that day.

Activity: Visualised map of New Zealand and places outside New Zealand

This activity identifies where students are from. Create a space where an imaginary map of New Zealand can be agreed. The students move to where they believe best represents where they come from. Students discuss and negotiate how they have found their place or origin and relationships with where other students are from. Students from outside New Zealand have a dedicated space. Students then introduce themselves:

- Hi, I am (name) ...
- I come from (place) ...

- One thing I like about where I am from is ...
- I came to this course because ...

This exercise allows students to connect with their place, whānau and iwi and acknowledges diversity. It enables the students to physically move around, greet and talk to each other as well as confirm their choice of course. It could be used to lead into a goal-setting exercise.

Know the learner

Activity: Who am I?

Students are given a sheet of A4 paper and asked to draw around their non-dominant hand. They cut out the shapes and write in each of the fingers:

- their favourite food
- where they are from
- their favourite music
- what they hope to get out of the course
- their name.

Students are asked to introduce themselves, then, as a symbolic community, all the hands are placed joining on a bigger piece of paper.

Activity: Goal setting

This activity begins in a large group. Create an open, safe environment by teaching staff sharing their own authentic stories of education and apprenticeship and/or training, including struggles and successes.

Students are next encouraged to work in smaller groups and to answer the two questions on the following page. These questions will also assist the teaching and support team to identify entry motivation and engagement perspectives.

- Why did you come here/choose this programme?
- Where do you want to get to in the future?

Students can tell their stories then meet individually with teaching staff and learning advisors to complete formal goal-setting interviews or templates, discussing their challenges and developing individual learning plans to address these. These are records that can be revisited with feedback on progress, in further individual sessions, at least once each term.

Work alongside your students

These activities are designed for students to negotiate, problem solve and demonstrate a range of communication and other skills that help them build relationships with their peers as they work together.

Activity: Burger build

This activity is designed to facilitate a shared lunch, which requires discussion about budget, supply of key ingredients and access to a barbeque. The reflective and competitive aspect is useful for Under-25 students as they negotiate and share the range of tasks involved; and they get to consume their creations.

Ask students to get into groups of four. Then:

- give the brief (competition, criteria for best burger, reflections about team work) to complete the task with a simple recipe that they can adapt
- ask students to allocate roles, select a head chef/ leader and agree on jobs as a team
- choose and prepare ingredients to complete task
- eat burgers.

The teacher judges the burgers against the set criteria. Students provide feedback on how the activity went for them as a team and how their burgers tasted. The teacher also debriefs the activity by relating it to their programme, including:

- which skills were used
- how team work is linked to industry and graduate outcomes
- the importance of safety, building projects together and manaakitanga.

During this activity, the teaching and support staff are able to observe interactions and skills and engage with students as a basis for goal setting.

Activity: Campus tour

During a general tour, students are introduced to key support staff and services and are given opportunities to ask or answer key questions about the programme and the campus and to report back as a group when they return to class.

Activity: Walk and talk

Prepare a template for students to work in pairs to carry out a 'name the photo' exercise to help them orientate to their new place of learning/organisation. Photos can be of (parts of) buildings, key landmarks, artworks, services signs, and places of cultural significance. This activity helps learners get to know the physical environment and services, and assists with orientation. It provides opportunities for conversation and meeting other students.

Link education and practice

Activity: Visits to vocational, industry and applied learning areas

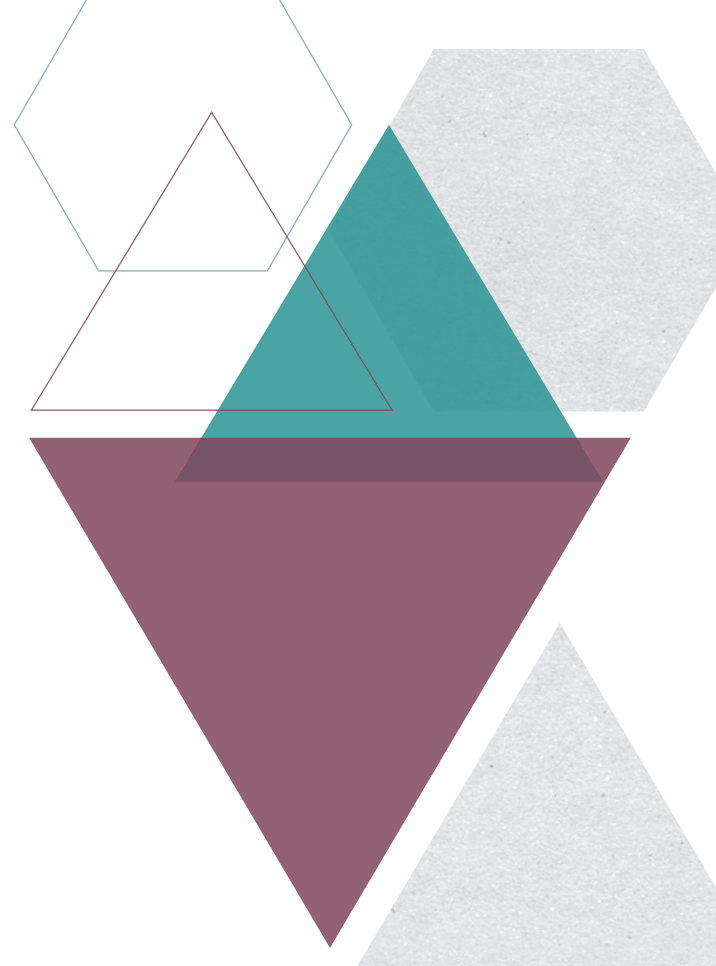
Visits to industry and workplace settings and sites of significance to the programme can be arranged during the first two weeks. Afternoon visits can be good to break up class time. Most programmes will have a key industry setting and contacts or a service environment that enables students to see and experience the connection to their study.

Develop a structured print or electronic tool to maximise learning from industry visits with a resource combining key questions, photographs and space for personal reflections for the student to complete. Using different types of questions beginning with 'why', 'what' and 'how' helps support students in recording the discussions and links this learning with real practice settings. This activity can be done in pairs, groups or individually.

Example

Construction students could visit an innovative, culturally and/or ecologically significant building site (e.g. Te Whare o Tūhoe). Local historical buildings offer opportunities to consider aspects of the language used in construction such as the built environment, design, and construction products. The print or electronic resources facilitate learning and encourage students to take photos to assist recall when these topics are addressed in class.

Using different types of questions beginning with 'why', 'what' and 'how' helps support students in recording the discussions and links this learning with real practice settings. The choice of buildings for this visit can also ensure students appreciate the importance of unique Aotearoa New Zealand construction.



About this resource

This work was supported through the Ako Aotearoa National Project Fund 2012. This resource is one of eight developed as a result of the study by Honeyfield et al (2016). *Research Report: Professional Development Decision-making to Support Under-25 Student Success*. These resources, the research report and a literature review can be downloaded at www.ako.aotearoa.ac.nz/projects/professional-development-improve-outcomes-under-25-learners. The resources are also available for purchase at www.shop.ako.aotearoa.ac.nz.

Publisher

Ako Aotearoa – The National Centre for Tertiary Teaching Excellence
PO Box 756
Wellington 6140

Published

December 2016

ISBN 978-0-947516-32-1 (online)

ISBN 978-0-947516-33-8 (print)



This work is published under the *Creative Commons 3.0 New Zealand Attribution Non-commercial Share Alike Licence (BY-NC-SA)*. Under this licence you are free to copy, distribute, display and perform the work as well as to remix, tweak, and build upon this work non-commercially, as long as you credit the author/s and license your new creations under the identical terms.

