



Good Practice Guide

Bridging the Gap with Migrant Students

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Bridging the Gap with Migrant Students

This guide groups activities together as they operate within three phases that are associated with the learning processes of migrant students ('pre-entry', 'getting started', 'keeping going'). Each of the activities is indexed to the learning need of the students. A distinction is made between those activities which directly involve individual students ('targeted interventions') and those whose focus extends beyond given individuals ('secondary interventions')

1. ASPIRATION RAISING / PRE ENTRY

1.1. Targeted Interventions

Student Need	Rationale	Importance	Approach	Staff Toolset	Timing
<i>Acknowledgement by university staff of students' special requirements.</i>	The learning experiences of individual migrant students are frequently characterised by recurring needs to	High	Personal informal discussions with Migrant Support staff at the time of enrolment.	Interviewing/ counselling skills.	To occur during the first week of enrolment.

	be in paid work, familial stresses that come from shared underemployment, and/ or underdeveloped proficiency with the English language.				
<i>Confidence with regard to the sustainability of their courses of study.</i>	The anxieties that normally accompany entry into university-level study are amplified by the material circumstances within which many migrant students must study.	Very high	Formal discussions with Migrant Support staff regarding the sustainability of the chosen course of study. Students without NCEA might be encouraged to enrol in the first instance for no more than 7 papers (4 in the 1 st semester, 3 in the 2 nd). An expectation is given that each student take one writing paper, one for their major, and one elective.	Assessment and interviewing skills.	To occur following enrolment and prior to the commencement of semester (perhaps through direct invitations to attend an interview on Course Advice days).

1.2 Secondary Interventions					
Student Need	Rationale	Importance	Approach	Staff Toolset	Timing
<i>To feel a sense of ownership of the learning experience.</i>	Many new migrant students come from ethnic backgrounds different from those that inform New Zealand university culture. This can create a barrier to the idea of university study.	High	Liaison and relationship building with new migrant communities, with the goals of understanding the learning needs which members of those different communities have, and of orienting the delivery of learning opportunities such that those needs are met.	Community development skills, academic programme development skills.	Ongoing and long term.

2. GETTING STARTED

2.1. Targeted Interventions

Student Need	Rationale	Importance	Approach	Staff Toolset	Timing
<i>Clear pathways for obtaining assistance.</i>	Students must be aware of the academic support available services for migrant students	High	Dissemination of information by Migrant Support staff to migrant students about services available Referral to specialist student services: Student Learning Support, Student Association.	Use of email/TXT/Phone. Use of website.	To occur during the first week of semester.
<i>Building of their academic confidence.</i>	The challenges migrant students face concern the circumstances in which they study as much as the intellectual issues they will face.	High	Direct engagement by Migrant Support personnel with migrant students who match the profile of those who are at risk of underachieving.	Interviewing/ counselling.	To occur from the first week of semester.

3. KEEPING GOING

3.1. Targeted Interventions

Student Need	Rationale	Importance	Approach	Staff Toolset	Timing
<i>For key support services to be visible and readily accessible.</i>	Students should be aware of the ongoing support that is available from Migrant Support Services and from associated support services on campus	High	Migrant Support staff direct students to appropriate support.	Publicity.	To occur from the first week of semester.
<i>For personalised services to be available.</i>	Students must be aware of what targeted services are available to them.	High	Support staff to approach students referred to them by migrant support personnel.	Interviewing.	To occur from the first week of semester.
<i>For returning students with a history of failure to feel supported.</i>	Students with a history of underachieving might benefit from feeling routinely support from academic staff.		On a weekly basis academic staff email migrant students designated to them with a history of underachievement.	Academic advice.	To occur from the first week of semester.

<i>For early assistance and support to be available with initial assignments.</i>	Failure at the point of the first assignment is a strong indicator of possible future underachievement.	Very high	Lecturers contact those migrant students who do not pass the initial assignment, referring them to Student Learning Support, Migrant Support Services, and/or to the Retention Office and Students Association for peer support and mentoring.	Prompt posting of assignment results.	To occur within the first month of semester.
<i>Academic support from peers.</i>	Migrant students who are at risk of underachieving may benefit from the support of peers within their classes and/or disciplines.	As required	Lecturers discuss with the Retention Office and/or Students Association the designation of either in-class peers or discipline-specific mentors to assist students identified to be at risk.	Low level in-class support and discipline-related mentoring by class representatives and 'Uni Guides'.	As required.

3.2. Secondary Interventions					
Student Need	Rationale	Importance	Approach	Staff Toolset	Timing
<i>Review of final grades.</i>	Academic units are able to identify those migrant students who are systematically	Very high	Designated staff member analyses final results, identifying those migrant students who have obtained GPAs of 2 or less. Those students within that group	Data analysis.	End of semester.

	underachieving through the review of final results at the completion of semesters.		who are returning are then referred to the Migrant Support Services, to the Retention Office and/or Students Association for peer support and mentoring.		
<i>Recognition of specific issues related to the learning needs of migrant students.</i>	A range of learning issues confronts migrant students whose first language is other than English.	High	Periodic work by academic units with specialist staff from learning support services is undertaken on teaching styles appropriate to the learning needs of migrant students.	Pedagogical reflexivity.	Periodic.