IN-CAMPUS OFFICE

TeSTED

INTERDISCIPLINARY
TEAM & **SPACE**

FOR **AVOIDING**
STUDENT **DROP-OUTS**

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The in-campus office is a dedicated physical space designed to provide comprehensive support for students at risk of dropping out of courses within the Vocational Education and Training (VET) environment.

This full operating office brings together interdisciplinary teams to effectively address the multifaceted challenges faced by these students. The office encompasses four specific functions that collectively aim to enhance student retention and success.

In summary, the in-campus office plays a vital role in supporting students in the VET environment by addressing the diverse and complex challenges that may lead to course dropout. Through its multidisciplinary approach, the office strives to foster student resilience and success.
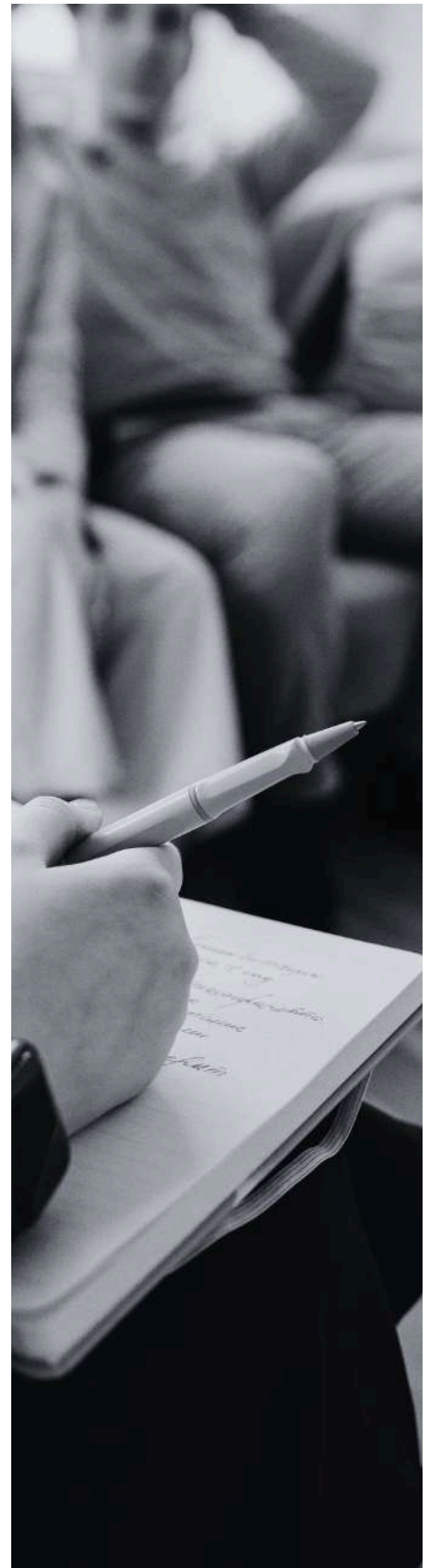
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FUNCTION 1
GENERAL INFORMATION

The office serves the first contact point for students, offering essential information regarding academic programs, resources, and institutional policies. By providing clear and accessible guidance, the office ensures that students are well-informed and equipped to navigate their educational pathways.

FUNCTION 2
PEDAGOGICAL SUPPORT

Understanding that academic challenges often intersect with mental health issues, this function focuses on offering pedagogical strategies and psychological resources. Trained staff are available to provide personalized counselling, tutoring, and mentorship, fostering an environment conducive to learning and personal growth.

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FUNCTION 3
SOCIO-ECONOMIC SUPPORT

Socio-economic factors significantly impact student success, therefore one of the functions is to provide support related to financial aid, scholarships, and job placement opportunities. By connecting students with available resources, the office aims to mitigate economic barriers that may hinder their educational progress.

FUNCTION 4
ADMINISTRATIVE SUPPORT

Lastly, the administrative support aims at facilitating the process of dealing with bureaucratic challenges. Whether it involves course registration, appeals, or other administrative matters, staff are available to assist students in navigating these processes efficiently.

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The interdisciplinary team within the in-campus office is structured to encompass a diverse range of professional expertise, ensuring a holistic approach to avoid student support.

The composition of this team is vital for addressing the various challenges that students may face, particularly those at risk of dropping out of their courses.

Each of the four designated professional sectors brings unique skills and knowledge that contribute to the overall effectiveness of the office and each group is connected to the afore-mentioned functions:

GROUP 1   EDUCATORS, TEACHERS, TUTORS

This group provides essential academic support and guidance, fulfilling the first function of the office, which focuses on general information.

Members of this group are responsible for helping students navigate their educational programs, understanding course requirements, and accessing appropriate learning resources.

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GROUP 2 PEDAGOGISTS, PSYCHOLOGISTS

Representatives from this sector are crucial for the second function, which emphasizes pedagogical and psychological support. Their background in pedagogy or psychology enables them to address the emotional and mental health needs of students.

They can provide counseling for those experiencing stress, anxiety, or other issues that may affect their academic performance.

GROUP 3 SOCIAL EDUCATION WORKERS

This group plays a significant role in the third function, which focuses on socio-economic support and opportunities. Social education workers and social workers bring expertise in identifying and addressing socio-economic barriers that students may encounter.

They can connect students with financial resources, social services, and community programs, ensuring that all students have equitable access to support systems that facilitate their educational journey.

As it is not common that educational centers count with in-house social workers, this is a function that could be externalized by creating a support network of social workers that can participate in an intervention when needed.

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GROUP 4   SCHOOL ADMINISTRATIVE STAFF

The final group encompasses professionals dedicated to administrative support and consultation, fulfilling the fourth function of the office.

With backgrounds in human resources and administration, these individuals are well-equipped to assist students with administrative processes, such as course registration, academic and bureaucratic issues.

In summary, the interdisciplinary team of the in-campus office should consist of at least one representative from each of the four professional groups.

This collaborative approach ensures that students receive individualized support throughout their educational experiences, effectively addressing the multifaceted challenges that contribute to course dropout.

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ARRANGEMENT OF IN-CAMPUS OFFICE

Objective:

To create a physical and virtual space that fosters collaboration among experts from four distinct groups, thereby enhancing interdisciplinary engagement and innovation.

The in-campus office is a space and a team that strive towards a common objective: avoiding students drop-outs.

Characteristics of the In-Campus Office:

The In-Campus Office should be understood as a project → a unique effort that brings concrete results in a specific period.

To ensure that the in-campus office can be adapted to different settings, it is understood as a collaborative effort that can take place both, online and offline.

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ARRANGEMENT OF IN-CAMPUS OFFICE

Physical Space	**Location**: The office should be situated in a central area on campus to ensure easy accessibility for all team members. **Design**: The space should feature open-plan layouts to facilitate interaction, alongside designated private areas for focused work. It may also include flexible meeting rooms equipped with state-of-the-art audio-visual technology to accommodate different group sizes. **Amenities**: Adequate resources such as high-speed internet, whiteboards, teleconferencing equipment, and comfortable seating arrangements should be provided to encourage collaboration and brainstorming.
Online Space	**Online platforms and tools** should be used to complement the physical office, enabling remote participants to engage effectively (Zoom, teams, SharePoint etc.). This platform should allow for video conferencing, document sharing and collaborative tools (e.g., virtual whiteboards). Online forums and communication channels (such as Slack or Teams) can be established to ensure continuous interaction among team members, regardless of their physical location.

05 TEMPLATE 1 - SMART OBJECTIVES

Establish Clear Goals: Initiate projects by collectively defining clear, achievable goals that resonate with all disciplines involved.

SMART Objectives Template for Annual Planning

Objective 1: Decreasing the rate of unexcused absence from school by 15%.
Aspect: □ Attendance □ Behavior □ Performance in class □ Other

S	**Specific**	S – is the goal **specific**? (What will it do? Who will carry it out? What tasks should be done? What do we need to complete this step?)	This objective will eliminate some of the early signs of dropping out.
M	**Measurable**	M – is the goal **measurable**? (How will we know it has been achieved? How will progress monitor? How will we measure outcomes?)	We can measure the reasons, cases of absence and number of students.
A	**Achievable**	A – is the goal **achievable**? (By when? What could get in the way of its completion? How will we overcome them?)	We can shape appropriate intervention means during the school year.
R	**Relevant**	R – is the goal **relevant** to our general expectations?	The objective derives from the school strategy to combat dropping out.
T	**Time Bound**	T – is the goal **time bound**? (How often will this task be done? By when this goal will be accomplished?)	We can establish weekly and monthly frames for applying measures and monitoring results.

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TEMPLATE 4
INTERDICIPLINARY TEAMS

Foster Open Communication:
Create an environment where all members feel comfortable sharing ideas and feedback. Regular check-ins can help maintain alignment and address any concerns early on.

Encourage Mutual Respect:
Acknowledge and appreciate each member's expertise. It is essential to foster respect among disciplines to enhance collaboration.

Utilize Diverse Skill Sets:
Encourage team members to leverage their unique skills and perspectives for innovative problem-solving. This may involve forming sub-groups based on specific project needs.

Establish common knowledge about drop-outs: If an interdisciplinary team has the same vision about drop-outs, it will be easier to cooperate. In that sense, it is important to foster learning about the topic. You can use the TeSTED Moodle to

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TIPS & TOOLS

To foster a team spirit and raise awareness around the topic of dropouts, we recommend organizing Team-Building Activities. Workshops or social events that promote team bonding.

These activities can enhance relationships and trust among team members, ultimately improving collaborative efforts. However, it is essential to also implement Feedback Mechanisms and to be open to receive feedback on the collaborative process and be willing to adapt practices to optimize effectiveness.

All of these tools are open source / free to use:

- Meeting scheduling - DOODLE

- Task management - Trello

- Community engagement - Slack

- Interactive presentations - Mentimeter

- Interactive materials for students - MagicSchool

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INTERVENTION STRATEGY

The intervention strategy relies on a lot in interdisciplinary work, which starts with the teacher as an observer of behavior and a responsible for constant monitoring of student performance.

For this purpose, the Tested Project offers has created an intervention strategy consisting of 5 main steps, which can be adapted to the context of each school and education center.

STEP 1

Monitoring & behavior tracking

WHO: Group 1 (Teachers and educators)

The Self-Assessment Tool, which can be used regularly to detect if some student is at risk of dropping out:

TeSTED Self-assessment Tool

LOG IN HERE

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STEP 2
Information sharing with In-campus Office

WHO: Group 1 and 2 (Teachers, educators, pedagogists, ect)

In regular meetings of the in-campus office, the cases of students at risk will be highlighted.

Discussions should be held at least once a month so the office can plan strategies to avoid drop-outs.

Strategies can include actions to raise awareness on the topic and to discuss the potential drop-outs priority cases. If there are any students facing a delicate situation, an individualized case meeting will be arranged.

TEMPLATE 2: MEETING MINUTES	TEMPLATE 3: EVENTS CALENDAR	TEMPLATE 5: BROCHURE

STEP 3

Intervention through case handling mechanism

WHO: Group 1, 2, 3 and 4 (Teachers/educators, pedagogists, administrative staff and social workers)

The whole in-campus office will be responsible for preparing a personalized strategy for the student at risk.

This process is supported by the **Case handling mechanism**, which provides teachers with a set of tools like reporting templates, flowcharts and information on potential support networks.

Templates can be used to ensure all aspects of the student's situation are reviewed, such as academic performance, emotional well-being, and social integration.

LINK TO THE CASE HANDLING MECHANISM: HERE

Student At-Risk Reporting Template

1. Basic Student Information

- Student Name: _____

- Date of Birth: _____

- Class/Program: _____

- Teacher Name: _____

- Date of Report: _____

2. Risk Indicators

(Please check all that apply)

- [ ] Academic Performance:

  - [ ] Decline in grades

  - [ ] Incomplete assignments

  - [ ] Failing exams/tests

Template Month Student Progress Report		
Basic Student Information	Student Name	
	Class/Program	
	Teacher Name	
	Date of Report	
	Date of Initial Referral	
Summary of Initial Concerns	(Provide a summary of the issues identified during the initial reporting stage)	
Intervention Plan Summary	Outline the intervention strategies put in place to address the student's needs	
Individual Support Plan (ISP)	Academic support	
	Counseling or emotional support	
	Socio-economic support	
	Family involvement	
	Other	
Description of the actions taken		
Evaluate the progress made in different areas over the last 6 months	Academic Performance	[ ] Significant improvement [ ] Moderate improvement [ ] No improvement [ ] Declined

STEP 4
Archiving cases

WHO: Group 1, 2 (Teachers/educators and pedagogists)

Closing Meetings aim to gather final feedback and evaluate the overall impact of the intervention. This includes documenting lessons learned and best practices, which can inform future cases.

Using the **Cases Library Template (Template 6)**, the team can record cases stories in an anonymized way to build a foundation for knowledge-sharing within the team and with partner organizations.

Case Documentation
For Teachers Handling Dropout Risk Scenarios

Background Information	
Age of the student	
Gender of the student	
Course of enrolment	
Years of enrolment	

Identifying Risk Behaviours for dropping out

Behaviour 1	
Occurrence	
Duration	
Results	

Behaviour 2	
Occurrence	
Duration	
Results	

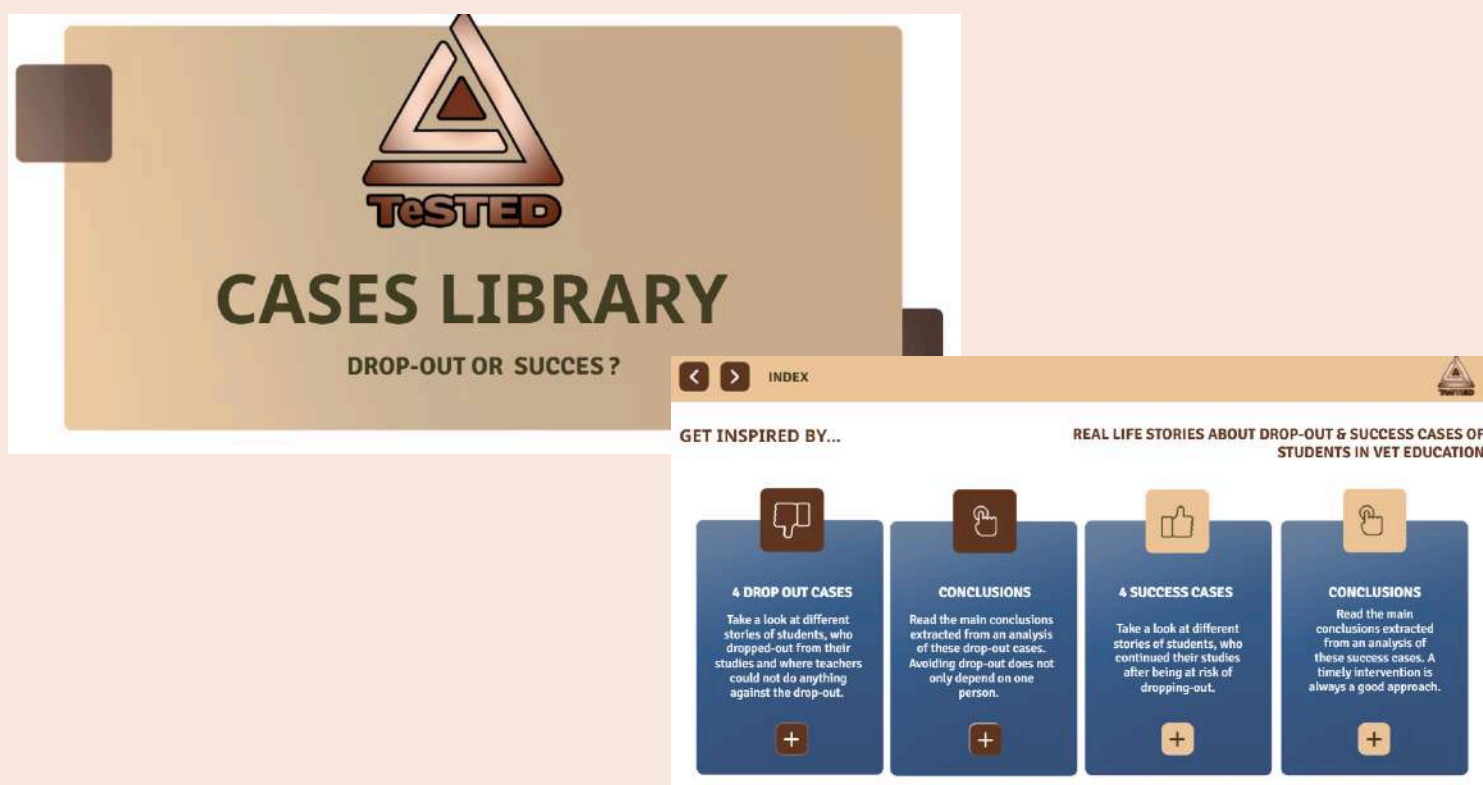| Behaviour 3	
Occurrence	
Duration	
Results	

Reflective Summary

How did the behaviour affect students' performance over time?

How did the educational centre approach the issue?

End of the Story: Dropout or Success?

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TeSTED success and dropout cases library

ACCESS HERE

CASES LIBRARY

DROP-OUT OR SUCCES?

INDEX

GET INSPIRED BY...

REAL LIFE STORIES ABOUT DROP-OUT & SUCCESS CASES OF STUDENTS IN VET EDUCATION

4 DROP OUT CASES
Take a look at different stories of students, who dropped-out from their studies and where teachers could not do anything against the drop-out.

CONCLUSIONS
Read the main conclusions extracted from an analysis of these drop-out cases. Avoiding drop-out does not only depend on one person.

4 SUCCESS CASES
Take a look at different stories of students, who continued their studies after being at risk of dropping-out.

CONCLUSIONS
Read the main conclusions extracted from an analysis of these success cases. A timely intervention is always a good approach.

CASE STUDY 3. DROP-OUT CASE

ALEX

KEY FACTS

Age: 16 years
Gender: Male
Course: VET Restaurateur course
Year of enrollment: 2021
Year of drop-out: 2023

PROBLEMATIC

Behaviors that could show that the student was at risk of dropping out:

1. Low school attendance - often misses classes, especially before lunch. He shows up to lessons late or doesn't show up at all.
2. Discipline and behavior problems
3. Lack of motivation and interest in the learning process.

Time of occurrence: 2022-2023

Duration: 6 months

Results: School dropout

BEHAVIOUR ANALYSIS

A (Antecedent): Social and family factors: problems in the family, lack of support from parents and unfavorable social conditions

B (Behavior): The student engages in negative activities, has conflicts with teachers and classmates, complains about learning material, exhibits aggressive behavior and violates school rules/e.g. often leaves the classroom without permission.

C (Consequence): Completely decommitted and uninformed about course content and inability to follow-up.

HOW WAS THE END OF THE STORY?

Regardless of the efforts to prevent the student from dropping out, he continues to show even greater indifference to the learning process and does not attend the course, which leads to dropping out of the course.

He then had limited opportunities to generate income from work, as the was heavily relying on insecure, low-paying jobs. Lack of qualifications is a serious obstacle to finding a well-paid job.

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OVERVIEW OF MATERIALS

In-campus office templates:

- Template 1: SMART Objectives

- Template 2: Meeting Minutes

- Template 3: Events calendar

- Template 4: Interdisciplinary Teams guidelines

- Template 5: Brochure for students

- Template 6: Cases Library Template

DOWNLOAD HERE

Links to oher project materials:

- Self-assessment Tool

- Psychometric test Template

- Case Handling mechanism (Templates & Tools)

- Cases Library

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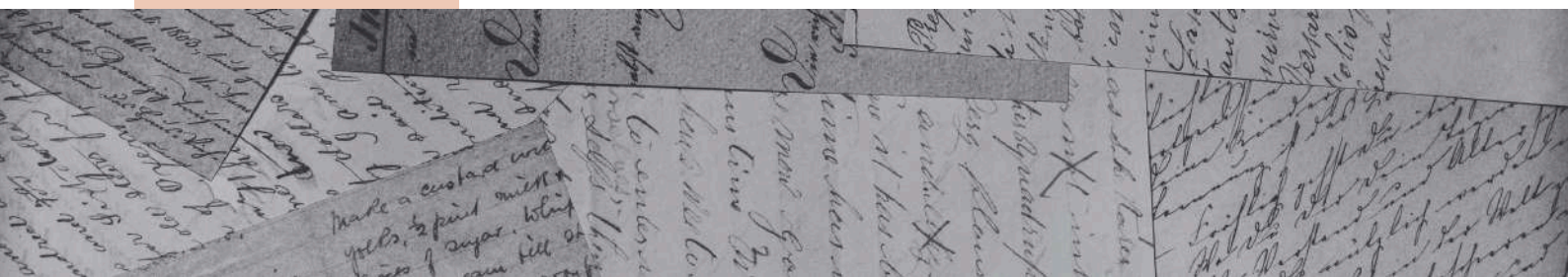
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