**Academic Counselling - implementation questions**

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| **What preparation by the academic counsellor needs to be done before good academic conversations can occur?** |
| * Have a good understanding of the student and their needs - holistic – family makeups and cultural knowledge and/or needs. * Gather and **understand** all data - Get NCEA achievement records of learning. * Decide what outcomes to aim towards achieving - have academic questions ready and have an idea of the focus of the conversation - goals. * Have had Professional Development in staff meetings of the process, teacher packs, protocols to follow etc. * Have a good understanding of the student and their needs - holistic. * Know the order in which the academic counselling is to occur - have a structure. |
| **What are some barriers and possible solutions to good academic conversations between whanau teachers and students?** |
| * **Not having up to date real time data** - the data must be up to date for realistic goals to be set for the student- teachers to ensure this is done- deans to follow up- set deadlines. * **The time of day and where the meeting is in relation to others** - maybe at the end of the day- teacher fatigue, parents having to leave work to get there- stress factors. * **Teacher preparation for meetings is inadequate** - ensure adequate professional development is undertaken and that there is support where and when needed. Teacher buy in is needed for this to succeed. * **Not understanding NCEA** - send out newsletters, have meetings, talk to the parents, have a copy of *Understanding NCEA*. |
| **Frequency, feedback and follow up of counselling sessions?** |
| * Twice a term for 9/10s. * Every 3-4 weeks for seniors. * Each time a credit update is given to the students by subject teacher. * Feedback for specific questions or queries should be done within a week. * Some need to be more frequently monitored than others. |
| **Professional development for whānau teachers to conduct effective AC** |
| * **Shared understanding of what is academic counselling?**   **Purpose?** Why do we do this?  Establish the need for effective counselling for the student to achieve their potential - need buy in by teachers.  What methodology is used?   * Non traditional data used by diverse groups – e.g., ESOL and Special Needs. * Shared experience of academic counselling - pros and cons. * **PLD on how to share personal data** - red flagged students - home difficulties, medical issues etc. * Knowing the ‘Who to go to’ for things I don’t know. * Understanding that teachers have levels of academic counselling - not expecting that ’one size fits all’ - mentoring a possibility by more experienced teachers to newbies. * PLD on reading and interpreting data- e asTTle and NCEA. * PLD on engagement with students and having good learning conversations. |
| **What questions or topics would you not ask in an academic conversation?** |
| * Stay within the boundaries of professional ethics. * Anything negative - putdowns, blaming- student, parent or teacher. * Avoid making excuses for the teachers. * Be careful of the wording of touchy subjects - it is important to word them in a non-threatening way. * Teachers’ personalities or ability to teach. |
| **What else besides academic data needs to be discussed?** |
| * Leisure time usage. * Emotional wellbeing at home and at school if necessary. * Career pathways - where do they see themselves in 5/10 years’ time? * Extra-curricular - time management. * Interpersonal skills- strengths? Areas for development? * Dreams goals- long/ medium/short term- how to get there? * Attendance- if an issue. * Community service. * Areas of success and interest- engagement out of school. * How parents can support their child’s learning. * Admin issues - check and update student details - phones etc. * Possible catch up, tutoring sessions offered. |