**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.
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| **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*.
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| **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.
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| **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.
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| **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.
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| **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.
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