**Main Points of the Academic Counselling DVD**

**Why?**

* Academic Counselling lifts achievement.
* Students lack knowledge of prerequisites for tertiary study and do not understand the implications of their option choices.
* Students and families lack the information required for educational planning.
* There can be an absence of meaningful engagement between home and school about academic goals and learning plans.

**Research has found that**

* Academic success is greatest when there is a ready access to current and relevant student data for teachers, students and families.
* Successful students usually have a significant adult in their school life.
* If students are only just passing, there is a high likelihood of failure in the first year of tertiary education.
* Students need to be well prepared to succeed in the first year of tertiary study.

**Elements of the Starpath Model**

* Centralised longitudinal data systems data on each individual student.
* This data is the basis of individualised academic counselling where each student meets with a significant adult that has all the data for that student.
* Parent student teacher conferencing (PST’s) to discuss progress and targets that have been discussed in Academic Counselling.

**Types of Data in student profiles**

* Academic data.
* Demographics.
* School Process data.
* Parent Meeting data.
* Attendance data.
* Subject teacher data - prediction and tracking and informal running records and comments.

**PLD for Academic Counselling**

* Time needs to be allocated for this.
* Need broad NCEA knowledge – pathways, available subjects, progressions and prerequisites.
* Specific NCEA knowledge – achievement standards, credit distribution across a range of courses and credits needed for endorsements.
* University Entrance - teachers need to be informed for the requirements across a range of university courses, so as to plan and monitor a student’s school achievement.

**Models of Counselling**

Years 9/10

* Can be in groups rather than individual counselling.
* They learn the language of academic counselling – internals, externals endorsements, etc.
* They are introduced to goals/target setting - why do we set goals?

Years 11/12/13

* Small group and individual counselling.
* Students should be becoming familiar with how NCEA works.
* Students can identify personal strengths and weaknesses and are beginning to make informed choices and set realistic goals.

**Counselling Involves**

* Tracking data enabling quality conversations between counsellors and students and target setting.
* Identifying where students want to be.
* Finding out what they have to do to get there.
* Identifying options for their pathways.
* Target setting - setting short, medium and long term goals.

**Benefits**

* Remarkable change in student achievement.
* There should be no students in the 70-80 credit range.
* There is a marked change in attendance at Parent Student Teacher Conferences when they meet one teacher, rather than the ‘speed dating, five minute model’.
* Parents operate from an informed position about their child’s progress.
* Parents trust and contact the counsellor more frequently and feel confident to ask more in depth and informed questions about the data.
* Relationship with the academic counsellor through counselling can strengthen the relationship with parents.
* There are major shifts in the way teaching staff and students relate.
* It makes a significant difference to achievement as students are more aware of their academic progress.
* The conversations become better, the better quality data you’ve got.
* The students like having a significant adult in their school life - Whānau culture.
* Teachers have experienced increases in professional satisfaction and motivation because of closer links with the students they are responsible for monitoring.
* Teachers have experienced greater collaboration with colleagues.

 **Elements of an Academic Counselling Session**

* Begin in a positive way to (re)establish the relationship.
* Set the agenda - purpose and content.
* Share the gathered data gathered prior to the meeting.
* Encourage self assessment in comparison with teacher estimation.
* Listen carefully/reflectively.
* Neutral response to possible conflicts.
* Re-establish focus when necessary.
* Encourage self-management.
* Address pastoral issues only in regard to academic performance.
* Encourage high expectation in achievement goals.
* Encourage self-monitoring of student progress.
* Feed-forward into long term goals.
* Check that current pathways match goals.
* Emphasize importance of suggested interventions.
* Take a leadership role by giving explicit instructions.
* Review discussion confirming decisions made.
* Conclude positively.