The Starpath Project

Academic Counselling

Pathways and opportunities to learn

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5 Key DUACTS Elements

Strategies for improvement

Data Utilisation

Target Setting

Evidential Database

Tracking & Monitoring

Academic Counselling

P-S-T Conference

The Starpath Project aims to:

Increase achievement at NCEA levels 1-3 for Māori and Pacific students, and for other students from low socio-economic communities.

Increase participation and success at degree-level tertiary study for Māori and Pacific students, and for other students from low socio-economic communities.

Academic Counselling

- 2 way conversations between a student and their counsellor
- 3 way conversations between a student, their whanau and the teacher
- Entails using up-to-date achievement data to make evidence-based decisions in relation to student academic goals.
- Assists students to identify their areas of difficulty and develop strategies to improve their academic performance.
- Provides individualised information and support regarding coursework expectations, academic prerequisites and learning and study skills.
- Checks learning pathways have them on track for qualifications they may seek and subjects they are choosing keeps that pathway open

Why is Academic Counselling important?

- Students and parents/caregivers might not always have the knowledge necessary to carry out effective educational planning on their own.

- Students may not understand the prerequisites for tertiary study, particularly for degree-level qualifications

- Parents/caregivers, as well as students, may lack a comprehensive understanding of the NCEA system and its implementation in schools, and often do not fully appreciate the implications of particular choices.

- It addresses equity issues for all students, as the programme is individualised, differentiated and responsive to student needs.

Teacher Knowledge

- Broad NCEA knowledge – pathways, available subjects, progression, prerequisites

- Specific NCEA knowledge – achievement standards and credit distribution across a range of courses, credits needed for endorsements

- School mechanisms and support services re NCEA

- UE requirements –for a range of university/tertiary courses

- Knowledge of the student and their background
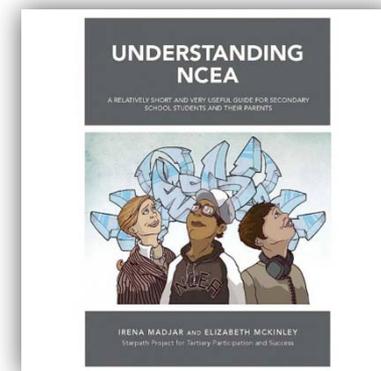
Teacher skills

- Relationship building skills (with students and parents/whanau). AC is reliant on supporting / trusting teacher/student relationships.

- Ability to differentiate for different students needs

- Use of culturally appropriate communication strategies

- Be able to understand and analyse achievement data

- Be able to provide feed-back and feed-forward

- Be able to guide student in setting realistic targets/goals

Benefits

- AC motivates students to lift academic achievement

- AC is individualised, differentiated and responsive to student needs.

- AC is effective in picking up and motivating the "middle band" students who have the potential to do well academically, but who might need clearer goal setting and closer monitoring to achieve their full potential.

- AC ensures that students are enrolled in the right courses for their educational and career paths

- AC ensures that every student's goals and aspirations are known to at least one teacher in the school.

Academic Counselling Checklist

- Start in a positive way to (re) establish the relationship

- Set the agenda

- Check last sessions targets/goals have been achieved - note it in file

- Share academic data gathered prior to the meeting and note strengths and weaknesses

- Make a plan to address weaknesses and (re) establish SMART targets/ goals for the next session

- Review the plan

- Document the session, identifying and dating the next steps for follow up

- Finish positively

What data do you need?

- Total credit target - calculated from the longitudinal data (EDB) – From your SAM (Student Achievement Manager)

- Some form of current credit tracking - on SMS / Record of Achievement- (how many credits achieved out of how many offered and endorsements)

- Traffic Lights – estimations of number of credits the student will achieve, by subject, out of the total offered by teachers and by student. These are coded by red, amber and green

- General subject teacher comments with recommendations - sent via SMS

- Students' short, medium, long term goal sheets - (incorporating Key Competencies for juniors) and/or Learning journal / Learning log

- Career intentions – check on track with subject options and pathways to University
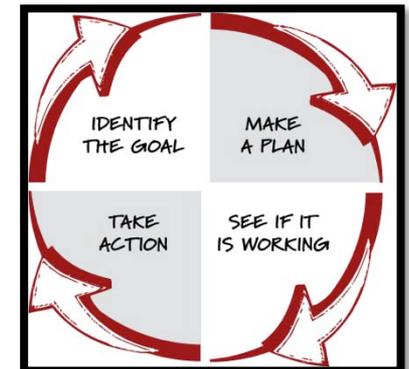
Effective timely data is a must

- Effective Academic Counselling cannot occur without a sound database of student achievement data

- This database must be 'Up to date' real-time data

Documentation

Follow Up!

- The main points of each counselling session should be documented for ongoing reference in an agreed place.

- Notification of any short term goals requiring a learning intervention should be forwarded to the relevant member of staff eg. HOL or class teacher

- Before the next session, a check should be carried out that this was done and the effects of the intervention noted

37 DAYS UNTIL NCEA!
REMEMBER FAILURE TO PLAN = PLANNING TO FAIL

IDENTIFY THE GOAL   MAKE A PLAN
TAKE ACTION   SEE IF IT IS WORKING

Concluding comments

Key Principles

- Regular timetabled meetings

- 2-way or 3-way talk

- Data-based

- Individualised

- Achievement-focused

Key Content

- Goals or targets – short, medium and long term

- Achievement – past, current, future

- Subject Choices – past, current, future

- Any factors impacting achievement

- Document follow-up – teacher, student, family