**Good Practices for Student Profiles and Academic Counselling**

This is a summary of notes discussed at previous Starpath workshops. These are ideas that may be useful for you and your school when developing your student Learner Profiles for each student so as to have effective learning conversations.

These suggestions cover how they intend to gather data, what they intend to gather and issues that may need addressing to conduct successful Academic Counselling sessions. Academic Counselling sessions are defined as two-way conversations between the student and the counsellor, whānau teacher, form, tutor or dean, depending on your school’s system.

There are also some notes around conducting effective PST Conferences.

These are not a comprehensive list, but just what was discussed. Please refer to the templates on the Starpath wiki for more ideas

**Learner Profiles - academic data:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Yr 7/8** | **Y9/10** | **Y 11** | **Y12** | **Y13** |
| **AsTTle**  Reading  Writing Mathematics | **AsTTle**  Reading  Writing Mathematics | NCEA L1  Literacy  Numeracy | NCEA L1/2  Literacy  Numeracy | NCEA L1/2/3  Literacy  Numeracy |
| **Star/ Probe/ PAT/ GLOSS/ JAM/**  **MidYis** | **Star/ Probe/ PAT/ GLOSS/ JAM/**  **MidYis** | Other NQF  Target Graphs | Other NQF  Target Graphs | Other NQF  Target Graphs |
| Assessments offered overall  Assessments offered to date  Assessments actioned to date | Assessments offered overall  Assessments offered to date  Assessments actioned to date | Credits offered overall  Credits offered to date  Credits achieved to date | Credits offered overall  Credits offered to date  Credits achieved to date | Credits offered overall  Credits offered to date  Credits achieved to date |
| Any pre entry data from previous schools | Any pre entry data from previous schools | Endorsements  Subjects  Overall | Endorsements  Subjects  Overall | Endorsements  Subjects  Overall |
|  |  |  |  |  |
| Simple career Information | Simple career Information | Career/ Tertiary Targets | Career/ Tertiary Targets | Career/ Tertiary Targets |
|  |  |  |  |  |
| Attendance | Attendance | Attendance | Attendance | Attendance |

* Outside the classroom achievements e.g. Science Fair, Awards - Australian Maths, English, Science
* ESOL achievements
* Streaming/Banding
* Year 10 Diploma information
* International Qualifications - CIE etc.

**Other Data:**

|  |  |
| --- | --- |
| **Personal Information** | **Career Aspirations and Goals** |
| * Photo and contact information * Ethnicity/cultural connectedness * Attendance data * Behavioural data * Strengths/weaknesses * Pastoral data - family issues- sensitive | * Career goals/aspirations - linked to subjects required for these, indicating pathway to achieve these aims. * Gateway Programmes |
| **Red Flags** | **Extra Curricular Activities** |
| * Warning flag about particular parents - child safety issues/teacher safety issues * Learning Support/RTLB/ORRS funding/ESOL * Conditions - ADHD, Asperger’s, Autistic Spectrum, dyslexia, dyspraxia, hearing, visual | * Responsibilities/service - e.g. Prefect/librarian * Community Service * Teams - sporting and cultural * Leadership * Interests and hobbies |
| **Notes - Academic Counselling** | **Academic Goals and targets** |
| * Previous achievements with % success rate * Up to date current attainment * Endorsement tracking – monitoring potential attainment * % Success rate = no of credits/no of credits attempted * SMS entries of previous meetings with AC mentor- notes * Short term/long term personal goals and steps to achieve them - reviewed regularly (at least once a term) with references to ***Key Competencies*** from NZ Curriculum Document. | * Goals – Academic targets for the year. * Self identified and teacher identified obstacles and/or weaknesses to achieving goals with possible solutions |