**Some self-review indicators for Academic Counselling**

For each page select as many indicators that you think would be good for your school - or invent your own.

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|  | **Teacher performance/knowledge** |
| 1 | I can use the schools’ SMS to access and interpret data for an academic counselling session. |
| 2 | I feel confident to assist my students with target setting for academic achievement. |
| 3 | I feel confident assisting students to set SMART goals for self-management / key competencies. |
| 4 | I complete academic counselling tasks within the given time frames. |
| 5 | I record all session and outcomes of sessions in the appropriate place- eg. SMS, Shared drive. |
| 6 | I follow up on all outcomes of AC sessions as appropriate- ie. Teacher referrals, resits, extra tutoring etc. |
| 7 | Before having subsequent session, I prepare all the data required to have a successful session - real time data, subject teacher comments (if necessary) etc. |
| 8 | During the session I check all previous personal goals / academic targets in the session and work with the student to reset these until the next session. |
| 9 | I follow up with extra informal sessions for those students who require it. E.g. students tracking for endorsements and students requiring more guidance. |
| 10 | I feel confident in my knowledge of NCEA to advise students and guide them to make appropriate choices for them. |
| 11 | I feel confident in my ability to advise student about appropriate subject choices. |
| 12 | I know, or know the process for career pathway advising and how to find out information for my students. |
| 13 | I have a good working relationship with the students in my group. |
| 14 | I feel confident that I am tracking and monitoring my students in a timely fashion. |

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| **Your own Indicators** |
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|  | **Student performance/knowledge** |
| 1 | My AC students are actively engaged with their data. |
| 2 | My students actively seek endorsements. |
| 3 | My students can verbalise the academic requirements to succeed in their year level. |
| 4 | My students set appropriate academic targets. |
| 5 | My students set appropriate personal self-management goals. |
| 6 | My students feel comfortable and confident to approach me about their learning and progress. |
| 7 | My students actively seek out re-sits where necessary. |

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| **Your own Indicators** |
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|  | **Whānau Involvement** |
| 1 | I feel comfortable contacting homes of my students when required. |
| 2 | I have a good working relationship with the whānau of my students. |
| 3 | My whānau always attend PSTs. |
| 4 | I pass on any referrals, to subject teachers, from families, in a timely fashion. |
| 5 | The whānau usually contact me with concerns, queries about their child’s learning. |

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| **Your own Indicators** |
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|  | **School Systems** |
| 1 | I have adequate time to complete my academic counselling within timetable. |
| 2 | I feel supported by senior management for AC. |
|  | I have had adequate training to be an effective counsellor. |
| 4 | I have adequate information from subject teachers to conduct effective AC sessions. |
| 5 | The timing of the AC was good within the school calendar. |

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| **Your own Indicators** |
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|  | **Student Review - Academic Counselling** |
| 1 | My teacher has good knowledge of what I need to succeed this year. |
| 2 | I feel confident going to my academic counsellor for advice on my academic learning. |
| 3 | My family feels confident to approach my academic counsellor if they have any queries about my learning. |
| 4 | I am happy with the amount of time I have for academic counselling. |
| 5 | My academic counsellor helps me to have a clearer picture of my subject options, career pathways etc. |
| 6 | My academic counsellor helps me set appropriate academic targets and personal goals. |
| 7 | My academic counsellor follows through on decisions/action plans made in counselling sessions and PST conferences. |
| 8 | I follow through on decisions/action plans made in counselling sessions and PST conferences. |
| 9 | I try to find out from my subject teachers how to achieve endorsements. |

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| **Your own Indicators** |
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