**Reflection on Your Model of Academic Counselling**

1. Who does the counselling?

|  |  |
| --- | --- |
| *Dean* | ⃝ |
| *Form/tutor/whanau/homeroom teacher* | ⃝ |
| *Senior Management* | ⃝ |
| *Other?* |  |
|  |  |

1. How often does a student have a 2 way Academic Counselling session in a year?

|  |  |
| --- | --- |
| *1* | ⃝ |
| *2* | ⃝ |
| *3* | ⃝ |
| *4* | ⃝ |
| *4+* | ⃝ |
|  |  |

1. How often is there a three way conversation including parents, student, teacher in a year?

|  |  |
| --- | --- |
| *1* | ⃝ |
| *2* | ⃝ |
| *2 +* | ⃝ |
|  |  |

1. How are form classes structured?

|  |  |
| --- | --- |
| *Vertical* | ⃝ |
| *Horizontal* | ⃝ |
|  |  |

1. Does the Form/tutor/whānau/homeroom teacher (or Dean) retain their students each year or do they get a new class?

|  |  |
| --- | --- |
| *Retain* | ⃝ |
| *New Group* | ⃝ |

1. How do the 2 way counselling sessions fit into the timetable?

|  |  |
| --- | --- |
| *Form time* | ⃝ |
| *Assembly time* | ⃝ |
| *Additional* | ⃝ |
| *Period once a fortnight* | ⃝ |
| *Withdrawn from class* | ⃝ |
| *Full day allowed* | ⃝ |
| *Other?* |  |
|  |  |

1. How do the 3 way (Parent/Student/Teacher) conferences fit into the timetable?

|  |  |
| --- | --- |
| *Afternoons and after school?* | ⃝ |
| *Full day allowed* | ⃝ |
| *Other?* |  |
|  |  |

1. Does the school have a scripted academic counselling conversation?
2. How are teachers trained/supported to carry out Academic Counselling?
3. Are there different forms of counselling for Years 9-10 compared to Years 11-13 students?
   1. If so, how are they different?
4. What records are kept re: academic conversations? Who has access to these?
5. How are the sessions followed up – goals/targets etc.?
6. How do you measure the effectiveness of your school’s academic counselling?