**Guidelines for Senior Leaders on Using Data in Academic Conversations**

**Being Prepared**

* Schools need robust processes surrounding the academic conversations process so that up-to-date data are provided, that will meet deadlines and be useful for all those involved in AC and PSTs.
* Teachers must be prepared and able to access the data (including literacy and numeracy achievement, credit tracking/totals, progress towards UE etc.)
* Students must be prepared – they should know the curriculum levels and what their asTTle scores or NCEA performance mean in relation to these. Students should be able to converse with their parents about their student achievement data.
* Students and teachers need to be prepared to discuss goals (SMART goals) and targets focused on academic achievement in both two way and three way conversations. These should be reviewed on a regular basis (termly).
* AC is seen as a partnership with every one having a part to play.
* Data must be evidence based – use qualitative and quantitative data from the school SMS.
* Teachers need to have a wide understanding of NCEA and asTTle data.
* Teachers should prepare a summary of useful data before the two way and three way conversations.
* Teachers know when/what to refer to elsewhere in the school.

**Timely Data**

* Qualitative and quantitative data in the SMS must be up-to-date.
* Effective academic counselling relies on all teachers providing timely detailed information – by entering data on a regular basis into the SMS, and giving relevant, evidence based, commentary on student performance to colleagues.
* In three way conversations achievement data is used to inform parents. This should be data the student has seen in advance of the three way conference.

**Difficult Conversations**

It is important not to avoid the difficult conversations that may be necessary with some students in two way academic counselling conversations. You may wish to have another staff member, such as a dean, support you in instances where a student’s data might indicate a less than desirable picture of performance. You need to be honest but also build student confidence.