

# **Building a Student-Centred Advising Service**

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# Caveats



- **US advising structure** includes academic, social, emotional, well-being and university advising
- **US Curriculum**
  - - encourages breadth as well as depth
  - - encourages & provides extra-curricular engagement outside of classroom
  - - encourages discussion, active participation, teacher engagement
  - Classes include students from multiple years

— FYI: Grades 9-12=Yrs. 10-13

# What is a Student-Centred Advising Service?

## Our transition ...

ACADEMIC ADVISING + COLLEGE COUNSELING

ACADEMICS

COLLEGE

OFFICE OF **STUDENT** ADVISING

# **A Student-Centred Advising Service**

**INTENTIONAL: EMPOWERING STUDENTS TO PLAN AND BE RESPONSIBLE FOR THEIR OWN JOURNEY THROUGH HIGH SCHOOL:**

*With care and attention, deans, university advisors and advisors work with students, parent/guardian(s), teachers and coaches to help each individual student craft a balanced high school experience, which includes a rigorous academic plan, extracurricular and global engagement, opportunities for growth, and higher-education goals.*

*Excerpt : ASL Office of Student Advising philosophy*

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# A Student-Centred Advising Service

FOCUS ON PURPOSEFULLY EMPOWERING  
STUDENTS

+ EXCELLENT SCAFFOLDING FROM TEACHERS,  
ADVISERS AND SUPPORT STAFF

+ SCHOOL/ADMIN BUY-IN




=

STUDENT-CENTRED ADVISING SERVICE



# Why is this important?

- Empowering students to thrive = students who understand who they are, what they love, who can self-advocate clearly and powerfully
- Student Advising → University Advising
- Looking to the future - **21st Century Skills**

Learning Skills	Literacy Skills	Life Skills
<ul style="list-style-type: none"><li>▼ Critical thinking</li><li>▼ Creative thinking</li><li>▼ Collaborating</li><li>▼ Communicating</li></ul> 	<ul style="list-style-type: none"><li>▼ Information literacy</li><li>▼ Media literacy</li><li>▼ Technology literacy</li></ul> 	<ul style="list-style-type: none"><li>▼ Flexibility</li><li>▼ Initiative</li><li>▼ Social skills</li><li>▼ Productivity</li><li>▼ Leadership</li></ul> 

# What does the future look like?

*Transdisciplinarity was a major theme, referring to **the need for a strong disciplinary base but combined with breadth of knowledge of other areas**, with technology skills, and with creativity. Another theme was the **importance of human skills**, increasingly relevant in a world where machines do the routine work, and relevant also for **cross-disciplinary team work**. A third theme was the **need for flexibility and adaptability in the face of change**, and the **importance of the capacity to continue to learn, and be strategic about learning, over a lifetime**.*

From: [100 Jobs of the Future](#) 2019. (bold added)





# **ASL's Office of Student Advising (OSA)**

**4 Class Deans (Heads of  
Year)**

- travel with their class through  
high school & responsible for:

**Managing 120-140 students**

**Advisory Team of faculty**

**Grade-level Advisory  
Program**

**Course Scheduling**

**Managing parents**

# **ASL's Office of Student Advising (OSA)**

- **3 University  
Advisers**
  - **Registrar**
  - **Administrative Asst  
& Asst. Dir. External  
Testing**
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# **ASL's Office of Student Advising (OSA)**

## **OSA houses:**

- Advisory Program
  - University Advising
  - Study Abroad
  - WorkX
  - Clubs and activities  
(with Student Life)
  - NEST program
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# ASL's Office of Student Advising (OSA)

## ● Additional Supports

- Students with Learning Differences program
- School counselors (emotional/crisis)
- English as an Alternate Language (EAL)
- Health & Well-being program
- Director of Student Life
- Director External Testing



# The importance of space ...

- Placement and proximity – who and where?
- Is the space welcoming? For whom?



# The How ... student-centred

## ● Deans

- **Empowering groups:** student council work, clubs, social
- **Empowering the individual:** *“How are you going to fix this?”*
  - Build self-advocacy skills
    - Advisory - group and one-on-one work
    - Advisor + Dean team
    - SLD
    - In class e.g. Harkness Discussions
    - Reporting - student-directed
    - Conference periods / Teacher meetings
    - P/T/Student conferences

## ● Scheduling

- Student-centred workshops
- Annual self-reflections on learning
- Focus is on planning for next year and beyond.

## ● University Advising

- Presentations - student centered
- Website/MAIA access - limits on parents
- Individual meetings with students first, then students organize family meetings
- Focus/messaging: always on the student

# Building buy-in

- Support and alignment across division/school
- Support from administration
- Regular support meetings
- Consistent, visible messaging
- Parent education

# Starting early, message often

This is hard, constant work..

- Starts at the end of G8/ Yr9 with students and parents
- Consistency
- Progressive skill-building over 4 years
- Parent/guardian(s)



# **If we have done our jobs well, we have ...**

- Empowered students to own their own journey
- Helped students to understand themselves
- Helped students to grow their self-confidence
- Helped students to build self-awareness
- Helped students to foster good relationships
- Helped students to understand learning
- Helped students to grow and dream

# **Thank you & Questions**

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