



Section Five: Instructional Programs

510R – SCHOOL COUNSELING (REGULATIONS)

ROLE DESCRIPTION – SCHOOL COUNSELOR

1. **Major Responsibility:** To assist the school with the implementation of counselling services.
2. **Reporting Relationship:** The counsellor is responsible to the school principal.
3. **General Responsibilities**
 - 3.1 In cooperation with the school administration, define and articulate the philosophy and goals of the counselling services to teachers, students and parents to facilitate the development of an enabling school culture and empower students toward positive change.
 - 3.2 Ensure that students receive appropriate assistance in course selection and program planning.
 - 3.3 Use appropriate resources available to meet educational, career, personal and social needs of students and provide seamless preventive, developmental, remedial, and intervention services.
 - 3.4 Initiate and coordinate referrals to Student Support Services and community agencies to provide appropriate assistance to students and parents.
 - 3.5 Consult with and advise school personnel and parents on specific needs of students.
 - 3.6 Provide counselling to individuals and groups of students who have problems which inhibit their ability to learn and/or function within the school environment.
 - 3.7 Coordinate the development of life skills programs within the school (e.g. Career and Personal Planning curriculum, Family Life Education.)
 - 3.8 Collect, organize and maintain counselling information on students, as appropriate.



Section Five: Instructional Programs

- 3.9 Provide an ongoing assessment of the effectiveness of the school's counselling service.
- 3.10 Enhance students' educational achievement through goal setting, the development of Individual Behaviour Plans (IBPs), Individual Education Plans (IEPs) and similar activities.

4. Counselling Services

- 4.1 The counsellor facilitates students' insight into problems and the development/maintenance of coping strategies to promote personal, social, educational, and career development. The counselling role has *developmental, intervention and prevention* components. A balance among these components should be maintained.
- 4.2 Counselling may be individual and/or group work and may involve referral to school-based or district-based personnel, to specialized services or programs, or to community resources. Counselling may include:
 - 4.2.1 modelling effective interpersonal skills and establishing relationships with others based on mutual respect;
 - 4.2.2 assisting students to explore and examine their own feelings, beliefs and values, and the effects upon behaviour and relationships;
 - 4.2.3 helping students to understand, appreciate and practice effective communication, interpersonal and study skills;
 - 4.2.4 recognizing students at risk or in crisis, and offering preventive and intervention services;
 - 4.2.5 developing and practicing effective problem-solving and decision-making skills;
 - 4.2.6 assisting students to explore the relationships between personal goals, interests, skills, achievements, and career plans and options;
 - 4.2.7 providing students with current information regarding the world of work and post-secondary education, helping students to make career decisions and relating them to program and course selection;
 - 4.2.8 providing students with access to assessment tools and experiences to broaden their awareness of personal interests, skills, values and individual style;
 - 4.2.9 assisting and referring students to educational settings that best suit their learning and lifestyle requirements (e.g. Teen/Infant program, Storefront School, etc.);



Section Five: Instructional Programs

- 4.2.10 providing pre-exit counselling to students considering school withdrawal before completion of school graduation.

5. Consultation Services

School counsellors work with teachers, administrators, parents, community agency personnel, and other professionals to determine the most effective ways to structure school and student goals and procedures to enhance the social, emotional and career development of students. Consultation services may include:

- 5.1 assisting career prep coordinators to provide educators with the development and integration of career development curriculum into regular classroom instruction;
- 5.2 assisting career prep coordinators to provide professional development on career development education to school staff;
- 5.3 providing consultation to assist teacher advisors with the implementation of teacher/advisor activities and programs;
- 5.4 supporting and developing collaborative initiatives between schools, community agencies and post-secondary institutions;
- 5.5 working with career prep coordinators to develop community-based educational initiatives that increase students' career development awareness and capabilities (e.g. MS Infinity Conference, partnerships in education, etc.);
- 5.6 consulting with parents, teachers and administrators to clarify student expectations and goals;
- 5.7 mediating, as necessary, when stakeholders express unresolvable and differing viewpoints;
- 5.8 consulting with district and community resource personnel and making student referrals as appropriate;
- 5.9 consulting with administration regarding appropriate educational and social programs to meet student needs;
- 5.10 consulting with teachers of students needing specialized services;
- 5.11 working with school, district and community resource personnel to develop programs and services in areas such as human development, sexuality, substance abuse, or other topics included in the career and personal planning program;
- 5.12 consulting with community personnel to develop services and programs to meet the personal and educational needs of groups such as minorities and students with special interests and needs;
- 5.13 facilitating the integration of special needs students into the classroom;
- 5.14 participating as a member of the school-based team.



Section Five: Instructional Programs

“Together We Learn”

6. Coordination of Counselling Services

Working with administration, school, district and community personnel, the counsellor coordinates the provision of services to students, parents and teachers to meet the learning, personal, social and career needs of students. Coordination services may include:

- 6.1 coordinating with school-based teams services and educational programs for special needs students (e.g. case management, placement of students to appropriate educational programs, referral for assessment, etc.);
- 6.2 providing access to programs/services in the community that enhance school counselling and school curriculum (e.g. interagency meetings, career preparation programs, etc.);
- 6.3 with the career prep coordinators, organizing opportunities for students to explore personal career interests in the community (e.g. job shadowing, interactive field trips, etc.);
- 6.4 coordinating services to assist students with educational transitions (e.g. elementary to secondary school, secondary school to post-secondary training);
- 6.5 assisting with professional development regarding counselling issues (e.g. career and personal planning);
- 6.6 facilitating the organization of peer counselling and peer tutoring programs;
- 6.7 with the career prep coordinators, coordinating student access to current educational, work and leisure information (e.g. career centre, Choices software, post-secondary liaison, etc.);
- 6.8 providing access to learning and study skills programs that involve students, teachers, parents and/or community members;
- 6.9 liaising between home, school and ministerial/inter-ministerial organizations;
- 6.10 assisting with the implementation of services to encourage students to stay in school and/or return from school withdrawal;
- 6.11 assisting with the coordination of teacher inservice related to the implementation of life skills curriculum and community-assisted education, including training opportunities for teachers in the community (e.g. teacher internships);
- 6.12 coordinating access to training opportunities for parents to encourage active involvement in their child's educational development (e.g. Mother/Daughter Choices, parent presentations, STEP training, etc.).



Section Five: Instructional Programs

“Together We Learn”

7. Education Services

The counsellor contributes to the goals of the counselling program through informational, organizational and curricular means. Educational approaches may be with small groups of students or full classes. Educational services may include:

- 7.1 assisting in the development and implementation of a sequenced life skills curriculum in grades 4 to 12;
- 7.2 providing students with effective education before and after community-assisted learning opportunities;
- 7.3 teaching skills such as conflict resolution, problem solving, stress management, self assessment, and career/life planning;
- 7.4 organizing and presenting group sessions in specific interpersonal skills such as assertiveness and active listening;
- 7.5 assisting teachers to integrate learning processes into their classrooms to develop students’ skills for self-reliance (e.g. personal management, self-motivation, enterprise education, etc.);
- 7.6 conducting group training sessions in the skills required to seek/keep employment (e.g. information accessing skills, job application skills, etc.);
- 7.7 providing teachers with inservice opportunities that prepare them to integrate life skills curriculum into regular instruction;
- 7.8 promoting the use of reflective learning to develop personal assessment skills and the ability to create personal relevance from any experience;
- 7.9 acting as an agent for change in encouraging self and others to integrate current trends in career development education;
- 7.10 organizing and maintaining a self-help information resource centre;
- 7.11 providing resources, training and support to staff to implement components of the career and personal planning curriculum, and programs that address specific issues (such as substance abuse, child abuse, loss, loneliness and self-esteem);
- 7.12 providing professional development on counselling related issues to school staff;
- 7.13 providing information regarding innovative programs available from community resources.



Section Five: Instructional Programs

QUALIFICATIONS OF SCHOOL COUNSELORS

8. Personal Qualities

A school counsellor must:

- 8.1 possess the ability to form positive relationships with students, staff, parents, and other members of the community;
- 8.2 understand and use effective communication techniques and procedures;
- 8.3 be sensitive towards the attitudes, beliefs and reactions of others;
- 8.4 respect the personal integrity of others and honour their confidentiality;
- 8.5 recognize the effect and consequences of his/her counselling services;
- 8.6 possess the desire to continually evaluate his/her personal effectiveness and to enhance his/her professional development by regular professional development activities.

9. Professional Qualifications

Candidates applying for school counsellor positions must have:

- 9.1 a professional teaching certificate;
- 9.2 two years of successful classroom teaching experience;
- 9.3 a master's degree recognized by the College of Teachers in counselling psychology (or a related discipline with a focus in counselling); a minimum of four accredited courses in the following areas is recommended:
 - communication skills, interview techniques, consultation, and observation skills;
 - educational and career counselling;
 - conflict resolution;
 - group facilitation;
 - growth and development;
 - counselling theories;
 - relationship counselling;
 - standardized test interpretation.

10. Current Teaching Staff As Counsellors

Teachers currently assigned to counselling positions but not meeting the above criteria shall be allowed to remain in their current position, however, they shall not be able to post into a new position until the appropriate criteria are achieved.