THE ROLE OF THE GUIDANCE COUNSELLOR
The primary goal of a school counselling program is to enhance and promote student learning through three broad and inter-related domains:

- academic development
- career development
- personal/social development
OUR CURRICULUM DOCUMENT
The Four Pillars
The guidance curriculum (Personal Development and Career Planning, K to 12) consists of structured developmental experiences presented systematically through classroom and group activities from kindergarten through grade twelve. The purpose of the guidance curriculum is to provide all students at all levels with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. While counsellors take leadership in the organization and implementation of the guidance curriculum, they act as a resource and as consultants to teachers for its successful implementation. The guidance curriculum is delivered through the following strategies:
CURRICULUM CONTINUED

- Classroom Activities: Counsellors offer leadership, act as a resource, may assist and/or team teach the guidance curriculum learning activities or units in classrooms, the guidance centre, or other school facilities.

- Group Activities: Counsellors conduct groups outside the classroom to respond to students’ identified interests or needs.
Individual Planning consists of activities that help all students plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. While counsellors offer leadership in this area, they work together with teachers to plan and direct the activities. These activities are generally delivered on an individual basis, or by working with individuals in small groups or advisement groups. Individual Planning is implemented through the following strategies:
Planning continued

- **Individual Appraisal:** Counsellors work with students analyzing and evaluating students’ abilities, interests, skills and achievement. Test information and other data are the basis for assisting students to develop immediate and long range plans.

- **Individual Advisement:** Counsellors and teachers work with students, using personal, social, educational, career and labour market information in planning personal, educational and occupational goals. The involvement of students, parents/guardians and the school in planning programs that meet students’ needs is critical.

- **Placement:** Counsellors and teachers assist students in making the transition from school to school, school to work or school to additional education and training.
Responsive Services consist of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counselling, consultation, referral, or information. This component is available to all students and is often student-initiated. While counsellors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for the successful implementation of this component. Responsive services are delivered through the following strategies:
Consultation: Counsellors consult with parents/guardians, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counselling: Counselling is provided on a small-group or individual basis for students who express difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counselling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken.

Crisis Counselling: Counselling and support are provided to students and their families who face emergency situations. Such counselling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.
Referral: Counsellors use referral sources to deal with crises such as suicide, violence, abuse and terminal illness. These referral sources may include those listed below:

- Mental Health Agencies
- Training and Employment Programs
- Vocational Rehabilitation
- Youth Services (ex: YTP)
- Family and Community Services
- Public Health & Sexual Health
- School Social Worker
- Addiction Services
Program Support consists of management activities that establish, maintain, and enhance the total school counselling program. This component is implemented through activities in the following areas:

- **Professional Development:** Counsellors need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, completing postgraduate course work, contributing to professional literature, and/or attending summer institutes.
PROGRAM SUPPORT CONTINUED

- **Staff and Community Relations:** This involves orienting staff and the community to the comprehensive school counselling program through such means as newsletters, local media, and school-community presentations.

- **Consultation with Teachers:** Counsellors need to consult with teachers and other staff members regularly in order to provide information, to support staff and to receive feedback on emerging needs of students.

- **Advisory Councils:** Serving on departmental curriculum committees, community committees or advisory boards constitute ways to support other programs in the school and community and to gain support for the school counselling program.
Community Outreach: Included are activities designed to help counsellors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labour market information. This may require counsellors to visit local businesses, industries, and family and community agencies on a periodic basis.

Program Management and Operations: This activity includes the planning and management tasks needed to support activities conducted in a comprehensive school counselling program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

Research and Development: School counselling program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work of counsellors.
ETHICAL STANDARDS

- Boundaries of Confidentiality
- Legal Obligations
PLANNING & ACCOUNTABILITY

- Monthly Calendars & Non-Guidance duties
School: Principal
District: Pam Miller
Department: Tammy Strong
THE FUTURE OF COUNSELLING

- Increased emphasis on MENTAL HEALTH
- Community Treatment Teams: Integrated Delivery Service Model
- School-based mental health services need to support the development of cognitive and academic skills
**School Mental Health Targets**

To provide school based mental programs and services K-12

- Fewer than 1 out of 10 New Brunswick children and youth identify their own behaviour as oppositional.
- 9 out of 10 New Brunswick children and youth identify their own behaviour as pro-social.
- 9 out of 10 New Brunswick children and youth feel connected to their school.
- Fewer than 2 out of 10 New Brunswick youth report being bullied.
- Personal Development and Career Planning Curriculum will include a mental fitness strand grades 3-5.
- The Department of Education in conjunction with all Anglophone school districts produce yearly reports detailing efforts to support the pillars of the School Mental Health Strategy.