

The Standards of Practice for Guidance Counsellors

The Standards of Practice for Guidance Counsellors provide an overarching framework of principles that describe the knowledge, skills and values that guide the professional practice of all guidance counsellors in the Newfoundland and Labrador education system. Together with the school-based needs assessment, the Standards of Practice guide the development of yearly comprehensive school guidance plans. As such, they are not synonymous with roles and responsibilities of guidance counsellors, or expectations for specific practice in their day to day work. The Standards of Practice guide professional judgment and actions, foster a common understanding of what it means to be a member of the profession, outline competencies expected of guidance counsellors, and guide professional growth plans.

Standard 1 Comprehensive School Guidance Program

The guidance counsellor, in collaboration with the guidance advisory committee *, will develop an annual comprehensive school guidance program which outlines the implementation of interventions that promote the holistic development of the student.

Standard 2 Education System

The guidance counsellor understands the overall education system, and engages in the planning and managing of tasks to support the learning and development of students.

Standard 3 Student Development

The guidance counsellor understands the diversity of human growth, development, behaviour and learning, and promotes the holistic development of the student.

Standard 4 Diversity

The guidance counsellor understands the dimensions of human diversity and the possible influence they may have on child/adolescent development.

Standard 5 Comprehensive Assessment

The guidance counsellor understands the assessment process and its implications for student learning.

Standard 6 Counselling

The guidance counsellor possesses knowledge and skills necessary to establish and facilitate individual and group counselling.

Standard 7 Career Development

The guidance counsellor understands that career development is a lifelong process. He/she develops programs and interventions to promote the career development of all students.

Standard 8 Crisis Intervention

The guidance counsellor participates in the development and implementation of a response plan for possible [crisis situations](#).

Standard 9 Ethical Responsibilities

The guidance counsellor understands the ethical requirements in providing a comprehensive school guidance program.

Standard 1 Comprehensive School Guidance Program

The guidance counsellor, in collaboration with the guidance advisory committee, will develop an annual comprehensive school guidance program which outlines the implementation of interventions that promote the holistic development of the student.

Knowledge:

The guidance counsellor knows and understands:

- 1.1 the importance of proactive measures in creating a safe, caring and inclusive learning environment.
- 1.2 the process of planning, developing, and implementing a school guidance program.
- 1.3 the necessity for short and long term goals and objectives in a school guidance program.
- 1.4 the importance of collaboration in the development and implementation of the school guidance program.
- 1.5 how to collect and collate data relevant to student and school community needs.
- 1.6 their role in student achievement, both academic and developmental.
- 1.7 the importance of time management and scheduling to the success of a school guidance program.
- 1.8 the importance of communicating the school guidance program to the entire school community.

Application

The guidance counsellor:

- 1.1 implements proactive measures that provide opportunity for students to achieve at their maximum potential.
- 1.2 collaborates with colleagues on the guidance advisory committee in the design, implementation, monitoring, and evaluation of a comprehensive school guidance program that meets the identified needs of the school community.
- 1.3 uses the school development process to develop the comprehensive school guidance program.
- 1.4 implements and evaluates specific strategies designed to meet program goals and objectives.
- 1.5 uses available resources in implementing a comprehensive school guidance program.
- 1.6 prepares and communicates a calendar reflecting appropriate time commitments and priorities within a comprehensive school guidance program.
- 1.7 orients staff and school community to the comprehensive school guidance program.
- 1.8 provides resource information to students and the school community.

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Standard 2 Education System

The guidance counsellor understands the overall education system, and engages in the planning and managing of tasks to support the learning and development of students.

Knowledge:

The guidance counsellor knows and understands:

- 2.1 Department of Education, district and school policies, guidelines, and practices such as:
 - Inclusive Education
 - Safe and Caring Schools Policy
 - Service Delivery Model
 - Coordination of Services
 - Comprehensive School Guidance Program
 - Public Examination Accommodations Policy
 - District Evaluation Policy.
- 2.2 how to access other government departments' and community agencies' policies, guidelines, and practices to support the learning and development of the students they serve.
- 2.3 how to engage with agencies outside of the education system.
- 2.4 the educational supports and resources available for students.
- 2.5 the importance of collaborating with parents/guardians.

Application:

The guidance counsellor:

- 2.1. implements department, district and school policies, guidelines, and practices that support the comprehensive school guidance program.
- 2.2 promotes practices that help students and families feel welcomed and appreciated in the school community.
- 2.3 serves on school committees and teams relevant to his/her role, such as the service delivery team.
- 2.4 uses other government departments' and community agencies' policies, guidelines, and practices to support the learning and development of the students they serve.
- 2.5 consults with service providers outside of education in the coordination of services.
- 2.6 supports and collaborates with parents/guardians in decision making.
- 2.7 partners with teachers in the delivery of student programming as outlined in the comprehensive school guidance program.

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Standard 3 Student Development

The guidance counsellor understands the diversity of human growth, development, behaviour and learning, and promotes the holistic development of the student.

Knowledge:

The guidance counsellor knows and understands:

- 3.1 theories of child and adolescent learning, development, behaviour, personality, transition and family systems.
- 3.2 counselling theories and interventions as they relate to the developmental stages of the student.
- 3.3 the principles and strategies that enable students to develop to their maximum potential.
- 3.4 the relationship of learning to the world of work, family and community life.
- 3.5 that a student's physical, social, emotional, ethical, and cognitive development influences learning.
- 3.6 that human behaviour is influenced by situational and environmental factors.
- 3.7 how to access information on how medication affects the academic, cognitive, physical, social, and emotional behaviour of students they serve.
- 3.8 direct/indirect intervention strategies appropriate for students.
- 3.9 exceptionalities as defined by the Department of Education.

Application:

The guidance counsellor:

- 3.1 applies appropriate psychological theories related to student learning, development, behaviour, personality, transition and family systems.
- 3.2 applies appropriate counselling theories to individual and group practices.
- 3.3 facilitates individual, group and classroom programs which address the needs outlined in the comprehensive guidance program.
- 3.4 applies principles and strategies to facilitate the holistic development of students.
- 3.5 works collaboratively with parents/guardians, educators and outside agencies to support students' physical, social, emotional, ethical, and cognitive development.
- 3.6 applies his/her knowledge of the impact of medication on the academic, cognitive, physical, social, and emotional behaviour of students.
- 3.7 applies knowledge of exceptionalities as a member of the service delivery and program planning teams.

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Standard 4 Diversity

The guidance counsellor understands the dimensions of human diversity and the possible influence they may have on child/adolescent development.

Knowledge:

The guidance counsellor knows and understands:

- 4.1 what constitutes the dimensions of human diversity including:
 - ability
 - culture
 - family systems
 - gender
 - gender identity
 - race
 - sexual orientation.
- 4.2 the influence of diversity factors on relationships, learning and behaviour.
- 4.3 Department of Education and district documents related to human diversity.
- 4.4 his/her own cultural perspectives and biases.
- 4.5 the impact of bias and stereotyping in the school community.
- 4.6 that experiential and linguistic differences may result in learning difficulties and apparent exceptionalities for students.
- 4.7 the characteristics and educational needs of students with exceptionalities.

Application:

The guidance counsellor:

- 4.1 demonstrates and promotes respect and inclusion for all.
- 4.2 is sensitive to the needs of, advocates for, and supports families, students, and staff from minority and marginalized groups/sectors.
- 4.3 utilizes recommendations outlined in Department of Education documents such as:
 - *ESL Students and Students from Diverse Cultures: Guidelines for Comprehensive Assessment (April 2012)*
 - *MyGSA: Equity and Inclusive Education Resource Kit for NL, Grades 7-12*
 - *Service Delivery Model for Students with Exceptionalities*
 - *Guidelines for Comprehensive Assessment.*

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Standard 5 Comprehensive Assessment

The guidance counsellor understands the assessment process and its implications for student learning.

Knowledge:

The guidance counsellor knows and understands:

- 5.1 the *Guidelines for Comprehensive Assessment* established by the Department of Education.
- 5.2 *ESL Students and Students from Diverse Cultures: Guidelines for Comprehensive Assessment*.

Application:

The guidance counsellor:

- 5.1 adheres to the assessment guidelines established by the Department of Education.

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Standard 6 Counselling

The guidance counsellor possesses knowledge and skills necessary to establish and facilitate individual and group counselling.

Knowledge:

The guidance counsellor knows and understands:

- 6.1 legislation related to child protection, children and youth.
- 6.2 provincial, district and school policies and guidelines.
- 6.3 the theory and process of various individual and group counselling approaches.
- 6.4 various prevention and intervention methodologies.
- 6.5 current research and literature related to counselling practices.
- 6.6 the importance of maintaining a therapeutic and trusting relationship with a student.
- 6.7 how student diversity may have an impact the counselling relationship and process.
- 6.8 the importance of referring to appropriate community resources, when necessary.
- 6.9 the social, emotional, and mental health factors which have an impact students.
- 6.10 the important role of parents/guardians in the life of children and youth.
- 6.11 the importance of maintaining confidential and accurate case notes.

Application:

The guidance counsellor:

- 6.1 reviews current research literature and legislation.
- 6.2 reviews current department and district policies and guidelines.
- 6.3 uses established counselling theory and applies it to the developmental needs of the individual or group.
- 6.4 uses development and counselling theories to design and implement comprehensive school guidance program.
- 6.5 facilitates the development of long- and short-term goals for individual and groups.
- 6.6 exhibits flexibility in adapting counselling techniques to students from diverse backgrounds.
- 6.7 demonstrates skills in developing therapeutic relationships, goal setting, intervention strategies, and evaluation of counselling outcomes with students.
- 6.8 uses a counselling referral process for service delivery.
- 6.9 makes referrals to appropriate professionals when necessary.
- 6.10 demonstrates appropriate skills in working with parents/guardians.
- 6.11 maintains confidential and accurate case notes.

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Standard 7 Career Development

The guidance counsellor understands that career development is a lifelong process. He/she develops programs and interventions to promote the career development of all students.

Knowledge:

The guidance counsellor knows and understands:

- 7.1 the ongoing process of career development for students from K-12.
- 7.2 career counselling theories.
- 7.3 career development theories and decision-making practices.
- 7.4 the integration of personal, family, school, and community experiences in facilitating students' career choices.
- 7.5 curriculum as it relates to the career development of the students that they serve.
- 7.6 the importance of the transition process within the Kindergarten to Grade 12 school system, as well as to post-secondary, employment and the community.
- 7.7 how to access labor market information and job trends.
- 7.8 the use of technology in career planning.
- 7.9 career assessment tools.
- 7.10 how to access supplementary community career resources.

Application:

The guidance counsellor:

- 7.1 ensures that career development is part of the school guidance program.
- 7.2 supports student awareness, exploration, orientation and preparation for career development and decision making.
- 7.3 collaborates with educators and other agencies to promote successful transitions.
- 7.4 assists students to identify and understand their interests, abilities, and aptitudes.
- 7.5 assists students to set realistic career goals through career planning (e.g. develop a high school and post-secondary plan)
- 7.6 engages parents in the process of career development and goal setting.
- 7.7 provides consultation and resources to teachers for infusing the curriculum within career development activities.
- 7.8 collaborates with government, post-secondary, community, business and industry to promote opportunities to learn about careers .
- 7.9 administers and interprets assessment tools such as interest inventories, aptitude batteries, personality inventories and self-assessment tools to help students with educational and career decisions.
- 7.10 guides students in the location, interpretation, evaluation, and

	integration of career resources. 7.11 supports students in the completion of post-secondary applications, scholarships and related forms.
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Standard 8 Crisis Intervention

The guidance counsellor participates in the development and implementation of a response plan for possible crisis situations.

Knowledge:

The guidance counsellor knows and understands:

- 8.1 the theory and techniques needed to implement a school-wide crisis plan.
- 8.2 intervention strategies to meet the needs of the individual, group, school or community in crisis.

Application:

The guidance counsellor:

- 8.1 collaborates with others to provide direction to the individual, group, school and/or community in a crisis situation.
- 8.2 collaborates with others to implement interventions to assist students and their families in a crisis situation.
- 8.3 collaborates with others to connect with appropriate school and community professionals in a crisis situation.

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Standard 9 Ethical Responsibilities

The guidance counsellor understands the ethical requirements in providing a comprehensive school guidance program.

Knowledge:

The guidance counsellor knows and understands:

- 9.1 the importance of keeping current with research and assessment tools and techniques.
- 9.2 the information contained in the Diagnostic and Statistical Manual of Mental Disorders (DSM) pertinent to the students they serve.
- 9.3 the need for confidentiality and protection of students' rights.
- 9.4 that informed consent for assessment is required from a student of legal age or from a parent or legal guardian of a younger student.
- 9.5 that confidential information should not be transferred to other agencies or professionals without informed consent.
- 9.6 comprehensive assessment reports are the property of the school district, and should be kept in a secure area.
- 9.7 the importance of keeping concise, accurate and objective meeting and case notes.
- 9.8 the ethical responsibilities associated with providing a comprehensive school guidance program.
- 9.9 the Newfoundland and Labrador Teachers' Association (NLTA) Code of Ethics.

Application:

The guidance counsellor:

- 9.1 applies current research in providing a comprehensive school guidance program.
- 9.2 applies information contained in the Diagnostic and Statistical Manual of Mental Disorders (DSM).
- 9.3 maintains confidentiality and protects students' rights.
- 9.4 ensures informed consent is obtained for comprehensive assessment.
- 9.5 ensures informed consent is obtained before sharing information to other agencies or professionals outside of education.
- 9.6 ensures comprehensive assessment reports are stored in a secure location.
- 9.7 maintains concise, accurate, and objective meeting and case notes.
- 9.8 acts in an ethical manner when delivering a comprehensive school guidance program.

