

TEACHING COUNCIL

NEW ZEALAND | Matatū Aotearoa

School Guidance Counsellors

Standards for the Teaching Profession Quality Practice Template Resource*

*based on the Practising Teacher Criteria Self-Assessment Tool, developed and reviewed by Guidance Counsellors

TE TIRITI O WAITANGI PARTNERSHIP			
Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.			
Elaboration of the Standard	Questions I might ask myself	Quality Practices linked to the Standard	Further examples of quality practices that create and use evidence
<p>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</p> <p>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</p> <p>Practise and develop the use of te reo and tikanga Māori.</p>	<ul style="list-style-type: none"> Do my aims, programmes and resources reflect the principles of Te Tiriti o Waitangi? What are the principles of culturally responsive practice (Tuakana/Teina/Ako) and do I use it in my practice? What is my knowledge around te reo Māori and ngā tikanga-a-iwi? What PLD do I need? Does my approach to meetings and hui reflect a Te Tiriti o Waitangi partnership? Does my intervention reflect the unique cultural and learning needs of the learner? Are my interactions respectful and culturally inclusive? Am I ensuring cultural safety? Can I undertake a cultural audit (refer Jill Bevan Brown’s work)? How do I understand my own world view and that of others in my school community? How do I value and understand learners prior knowledge? What appropriate agencies do I need to liaise with? 	<ul style="list-style-type: none"> Understand and use Māori pedagogy. E.g. Tuakana/Teina, peer mentoring, peer support, use of Matauranga Māori whanau inclusion (where appropriate) Understand appropriate and responsive cultural practices e.g. local protocols and pronunciation Consider how I seek to engage collaboratively with whānau Review how I determine whānau goals and aspirations for their tamariki /rangatahi /mokopuna? Review how I have used Māori ways of knowing when trying to understand the situation; for example, using Te Whare Tapa Wha Consider how whānau perspectives and explanations inform defining the target learning and behaviours Use interventions and strategies that reflect an awareness of Te Tiriti Work with Māori agencies in appropriate ways Demonstrate respect for the languages, heritages and cultures of both parties to Te Tiriti o Waitangi Use appropriate assessment/observation tools Check what components/aspects were included in the intervention to strengthen cultural identity and belonging Assist school to ensure learners from diverse backgrounds feel safe and valued members of the school Supporting the implementation of Ka Hikitia and other MOE initiatives to promote successful outcomes for Māori learners Seek and act upon guidance and support from Māori leaders/colleagues. Use knowledge of area from Māori historical experience. Seek feedback family/whānau feedback on practice– to understand more fully: <ul style="list-style-type: none"> How did the intervention affirm and enrich cultural identity and belonging for the mokopuna/ rangatahi / tamariki? How did the whānau engage and contribute to the process of measuring progress towards the intended outcomes? How did planning acknowledge and reflect Kaupapa Māori approaches, thinking? How is bi-culturalism reflected in approaches to all learners –how do I affirm Māori and provide leadership for others in that respect (see <i>Tātaiako</i>) 	<ul style="list-style-type: none"> articulation of own heritage and culture and enables others to foster, articulate and value their own. Participation in Whakawhanaugatanga at exec meetings pēpeha and whakatauki used in greeting new groups and facilitating meetings evidence of involvement with iwi, hāpu and whānau in determining, planning, delivering and evaluating the curriculum. Contact families of clients as is needed and work with them in a culturally sensitive way. Support Māori tikanga within the school and encourage students to participate. Support students to access Māori mentors and culturally appropriate mentors. pōwhiri, poroporoaki, karakia and other evidence of te reo Māori and tikanga Māori in a variety of media. Using these more frequently and becoming more confident Advocate for Māori students and access to Māori Tikanga and learning opportunities that reflect Māori tikanga. strategies/approaches used, Work within a Māori worldview where appropriate. Use a group/ external locus of control Ask Māori client how actions/ choices / values fit their Māori worldview resources created, sourced and used. Participate in Puawananga kaitiakitanga ie cultural supervision visit and participate with exec meetings on the Marae <p>Naturally Occurring Evidence Examples* Resources created as part of teaching practice Planning that shows quality practices Feedback that shows how it informs next steps teaching and learning Range of research and opinions from authorities supporting Guidance Counsellors’ work</p> <p>Ways in which students, families and whanau engage with the Guidance Counsellor</p> <p>*These are a few examples of the naturally occurring evidence that can be analysed, discussed and evaluated to inform the learning and practice of a Guidance Counsellor.</p>

PROFESSIONAL LEARNING			
Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.			
Elaboration of the Standard	Questions I might ask myself	Strategies that might help me	Further examples of quality practices that create and use evidence
<p>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</p> <p>Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.</p> <p>Engage in professional learning and adaptively apply this learning in practice.</p> <p>Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners including learners with disabilities and learning support needs; and wider education matters.</p> <p>Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem-solving and learning-focused collegial discussions.</p>	<ul style="list-style-type: none"> • How will ongoing professional learning and development enhance my professional practice? • Am I using appropriate resources to achieve my goals? • What constitutes evidence for me? • What evidence do I seek that my teaching and professional relationships are advancing the achievement, learning and well-being of all my learners? • What does critical inquiry and effective problem-solving mean to me in my practice? • What are my own beliefs and how do they influence who I am and what I do? • How does ongoing professional learning and development relate to our strategic plan? • What are my personal strengths and interests? Do I need to check/update my knowledge of content? • Did my PLD meet my priorities and those of my learners? • Do I seek rigorous feedback about my work/learning? • How can I contribute responsibly in a professional learning community? • Who are the members of my learning community? • How do I respond professionally to their feedback? • How do I ensure my appraisal, inquiry and reflections are a valuable and manageable part of my professional development? 	<ul style="list-style-type: none"> • Engage in an inquiry to support improved practice to build understanding of how my professional learning and development is improving my practice • Communicating personal and professional needs to the appraiser when establishing performance expectations, goals, next steps • Regular and ongoing review using the strategic plan, guidelines and appraisal documentation to identify ways can I gain the skills and knowledge necessary to address these priorities ▪ As part of appraisal, use self and peer reflection to inform future potential/needs, choices of professional development and professional supervision to maintain currency with new initiatives • Use of a variety of contextual data to develop new learning programmes. • Committing to successfully complete the required Guidance Counsellor qualification • Contributing to reviews and improvements for Guidance Counsellor service delivery • Participating in professional development that promotes consideration of emerging educational thinking and developments in the areas of learning and behaviour • Accessing current research (including ERO) and making this available to colleagues • Reflection on how aspects of PLD have been enacted and the impact on learning. • Belonging and being actively involved in a professional body. 	<ul style="list-style-type: none"> • Enquiry into the need for updated policy and practice around establishing management of Children “at risk” • Enquiry into aligning PLPA to the new educational standards and a development and trialling of the new GC school counsellor reflection tool. • Discussion with appraiser to highlight in going work load issues for guidance and the need for PD in the area of Managing Trauma • Strategic plan refers to making TC a safe place for students. Development of policy and tweaking of processes around reporting of “children at risk” . • Professional learning about the Standards for the Teaching Profession • Identify professional development pathway for the completion of EMDR training. • Review of “risk management” at TC • Participated in NZAC Professional Development day on Managing risk and ethical decisions in schools. • Accessing research and professional opinions from Privacy Commissioner on Limits to confidentiality in dealing with Health Services. • Paper shared with local GC group and GC conference at end of year. • Actively involved in national and local professional bodies for Counsellors. • Tweaking PLPA process with the new standards supported strategic practices in managing risk for students, training staff. <p>Naturally Occurring Evidence Examples*</p> <p>Resources created as part of teaching practice Planning that shows quality practices Feedback that shows how it informs next steps teaching and learning Range of research and opinions from authorities supporting Guidance Counsellors’ work</p> <p>Ways in which students, families and whanau engage with the Guidance Counsellor</p> <p>*These are a few examples of the naturally occurring evidence that can be analysed, discussed and evaluated to inform the learning and practice of a Guidance Counsellor.</p>

PROFESSIONAL RELATIONSHIPS			
Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.			
Elaboration of the Standard	Questions I might ask myself	Strategies that might help me	Further examples of quality practices that create and use evidence
<p>Engage in reciprocal, collaborative learning-focused relationships with:</p> <ul style="list-style-type: none"> learners, family and whānau teaching colleagues, support staff and other professionals agencies, groups and individuals in the community. <p>Communicate effectively with others.</p> <p>Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility.</p> <p>Communicate clear and accurate assessment for learning and achievement information.</p>	<ul style="list-style-type: none"> How do I establish and maintain relationships with: <ul style="list-style-type: none"> Learners Colleagues Whānau Agencies? What resources are available to me and who can best advise me? How do I collaborate effectively whilst maintaining appropriate client confidentiality? How do I engage with learners, whānau, hapū, iwi and Māori communities in open dialogue about teaching and learning? What strengths do I bring? (prior knowledge and experience) What are the needs of my learning community? How can I best contribute? Where can I best source that contribution? What does my learning community offer? <ul style="list-style-type: none"> Prior knowledge Skills Attributes Values Culture Will the approach I have chosen be inclusive and collaborative? How do I acknowledge and access the expertise that Māori parents, whānau, hapū and iwi offer? 	<ul style="list-style-type: none"> Reinforce close working relationships between school and parents, caregivers and whānau Engage in ethical, respectful, positive and collaborative professional relationships with learners, other professionals, whānau and carers, community Effectively build and manage positive relationships Negotiate the roles of other agencies Use appropriate skills, techniques and resources across a range of interactions to model desired behaviour Engage in ongoing effective professional dialogues with: <ul style="list-style-type: none"> Clinical Supervisor Cultural Supervisor Principal Peer Supervision Deans/pastoral staff professional association (e.g. Ethics Convenor) Promote and use of appropriate protocols for effective communication with whānau, hapu, iwi and members of the wider Māori community. ☒ Work in a leadership role to promote school improvement to support learners well-being Contributing to professional debates related to Guidance Counsellor practice and wider educational matters Ensure that procedures for making decisions are consistent with school and national policies and procedures. Support the professional growth of my Guidance Counsellor colleagues through consultation and collaboration Share relevant readings, research and PLD opportunities with colleagues Provide PLD for teaching and support staff Build school capability through frequent and wide ranging interactions with staff and school management Provide constructive evaluative feedback to teachers and the school for development purposes Effectively communicate with learners and whānau about ākonga achievement, learning and well-being. Promote and model use of a variety of contextual data e.g. ERO report, ākonga data, observations, professional learning conversations, feedback from learners. Consider how my involvement builds ākonga, family and/or teacher capability Support the school to cater for diverse learners Demonstrate positive outcomes for the learners I have been involved with 	<ul style="list-style-type: none"> Appointments with parent’s caregivers and whānau diarised. Attended workshops, seminars and meetings as relevant professional learning in my role. As GC portfolio leader, develop and model advocacy and leadership across a range of contexts. Contribute to professional and national debates. Tweaking of national policies and procedures on “risk Management” and Guidance counsellors who are registered teachers. Support Colleagues through peer supervision. Co-ordinate the local NZAC group to provide professional development opportunities. Share knowledge and debate, when invited, across the school on issues. Prepare BOT reports on stats and feedback from students and other learners e.g. teacher colleagues. Attempt to build teacher capability by discussing management of students with them. Student’s feedback on guidance services in overwhelmingly positive. <p>Naturally Occurring Evidence Examples*</p> <p>Resources created as part of teaching practice Planning that shows quality practices Feedback that shows how it informs next steps teaching and learning Range of research and opinions from authorities supporting Guidance Counsellors’ work</p> <p>Ways in which students, families and whānau engage with the Guidance Counsellor</p> <p>*These are a few examples of the naturally occurring evidence that can be analysed, discussed and evaluated to inform the learning and practice of a Guidance Counsellor.</p>

LEARNING-FOCUSED CULTURE			
Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.			
Elaboration of the Standard	Questions I might ask myself	Strategies that might help me	Further examples of quality practices that create and use evidence
<p>Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning.</p> <p>Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks.</p> <p>Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs.</p> <p>Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety.</p> <p>Create an environment where learners can be confident in their identities, languages, cultures and abilities.</p> <p>Develop an environment where the diversity and uniqueness of all learners is accepted and valued.</p> <p>Meet relevant regulatory, statutory and professional requirements.</p>	<ul style="list-style-type: none"> • What do I know about my learners, their: <ul style="list-style-type: none"> - Culture - Prior knowledge - Whānau connections - Learning strengths and needs - Special needs - Health needs - Strengths - Home situation - Peer relationships • What sort of behaviour should a focussed and engaged learner exhibit? • How does my practice foster trust, respect and cooperation with learners and colleagues? • What provision am I making for cultural difference and safety? • How will I know that the learners I work with are valued and have a sense of belonging? • Who is out there and how might they support me? • How will I build my capacity to provide and inclusive learning environment? • How does my practice promote an environment where learners feel safe to explore ideas and respond respectfully to their peers? • What are the evidenced based strategies that promote collaborative, inclusive and supportive learning environments? • How will I build a relationship/connection with learners? • Is the programme I have set up culturally and developmentally appropriate? • Am I aware of relevant, regulatory and statutory requirements for supporting the well-being of learners? • How do I manage the risks? 	<ul style="list-style-type: none"> • Seek feedback from learners on a regular basis • Explain why it is important for this learner to be targeting these changes • Support changes to learning and pastoral environment to cater for diversity at individual, class and school levels • Support teachers to build their capability in providing inclusive learning environments, e.g. Peer tutoring; cooperative learning; pastoral issues, restorative practice. • Create an environment where open, productive dialogue is valued. • Foster trust, respect and cooperation with and among learners • Seek and act constructively on feedback from learners and whānau. • Consider how this plan promotes positive social network, fosters inclusive teaching practices • Contribute actively to the continuing development of support systems for learners at risk • Use of relevant data e.g. <ul style="list-style-type: none"> ○ School records ○ Conversations with learners ○ Parent/teacher interviews ○ Assessments ○ Observations • Participate in processes that lead to informed changes in school management practices and positive school culture • Take all reasonable steps to promote learning environments that are physically, socially, culturally and emotionally safe across the school • Support the development and maintenance of environments which enhance learning by recognising and catering for the wellbeing and learning needs of a diversity of learners • Implement a range of inclusive evidence-based strategies • Assess risks to learners physical, cultural and emotional safety, consult on appropriate actions • Consider what factors have supported collaboration amongst the team working together for this learner • Understand and comply with relevant regulatory and statutory requirements • Involve others in developing a shared understanding of the situation and the way forward • Promote clearly defined confidential service • Set goals collaboratively with the learner/staff member 	<p>Negotiate goals of counselling and give student options ie referral</p> <p>Engage in ways that demonstrate understanding of confidentiality and limits</p> <p>Use peer support if student suggests</p> <p>Negotiate strategies/ programmes/plans with students that are adapted to individual needs</p> <p>Liaise with parents// teachers/ peers as is necessary and as student requests.</p> <p>Feedback from students collated and considered.</p> <p>Assess all students for risk ie suicidality, Provide a range of support ie emotional, physical (food) and cultural as needed.</p> <p>Work within clear processes around Oranga Tamariki Act and VCA and school rules and values.</p> <p>Use evidence based models of practice ie Narrative, solution focussed, Attend seminar on relevant topics, to meet student need</p> <p>Write for principal, policies and guidelines relevant to Guidance Counsellor roles e.g. "Safety of Students Policy"</p> <hr/> <p>Naturally Occurring Evidence Examples*</p> <p>Resources created as part of teaching practice</p> <p>Planning that shows quality practices</p> <p>Feedback that shows how it informs next steps teaching and learning</p> <p>Range of research and opinions from authorities supporting Guidance Counsellors' work</p> <p>Ways in which students, families and whanau engage with the Guidance Counsellor</p> <p>*These are a few examples of the naturally occurring evidence that can be analysed, discussed and evaluated to inform the learning and practice of a Guidance Counsellor.</p>

DESIGN FOR LEARNING Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.			
Elaboration of the Standard	Questions I might ask myself	Strategies that might help me	Further examples of quality practices that create and use evidence
<p>Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners.</p> <p>Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required.</p> <p>Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.</p> <p>Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.</p> <p>Informed by national policies and priorities.</p>	<ul style="list-style-type: none"> • How do I know my interventions are evidence based? • How do I access and use appropriate data to ensure my programmes of learning are effective and meet the needs of individual learners? • From the analysis of formal and informal assessment data, what are the priorities for my learners? • How is my inquiry informing my practice (i.e. planning, teaching and outcomes for learners)? • Can I clearly articulate the outcomes of the planned interventions? • How will I know if the intervention is working? • What other stakeholders are involved in planning? • What resources do I need to use and refer to? 	<ul style="list-style-type: none"> • Plan implement and evaluate, professional learning and development for colleagues around evidence based interventions. • Contribute to teaching as appropriate to school plans for supporting well-being of learners or other school purposes • Use evidence to consider the models of practice am I using and their effectiveness • Reflect on these questions: <ul style="list-style-type: none"> - What is the relationship between the target learning and/or behaviours and the referral learning and/or behaviour issues? - How does the plan attend to the ecology, antecedents and systems within the learning environment? - How have learners responded to this learning programme and what are my next steps? - What changes have I made to improve my practice and why? • Ensure valid and accurate achievement data is gathered, analysed and used to inform individual learners, small group and/or whole class planning and teaching. • Gather evidence of impact of intervention through observations, work samples, teacher feedback, and parent and learner feedback and review. • Undertake a detailed evaluation of learning programmes and their impact on learners, that takes into account learner feedback. • Analyse how effective the intervention was at meeting desired outcome • Actively engaging Māori learners through appropriate pedagogies, regular feedback and appropriate communication with whanau. • Where appropriate seeking out and validating the prior knowledge that Māori learners bring to their learning. • Identification of next steps and goals for learners. • Ensure the learning programmes enable Māori to learn and achieve success as Māori. 	<ul style="list-style-type: none"> • Policies and guidelines of practice are researched and discussed at guidance counsellor meetings. Best practise templates are discussed with the guidance counsellors and Principal. • Advocate for useful professional learning options e.g a course on “child protection” to understand the legal and ethical basis for the policies and practise • Engage in wider discussion with NZAC about managing risk in schools and consideration of the risk adverse environment (the VCR act) with the risk aware counsellors. • Changes to policy and the effect on the management of the student risk are evaluated through staff feedback, peer discussion and student feedback. • Discuss and make recommendations, meet with Oranga Tamariki and Guidance counsellors to consider any gaps. <p>Naturally Occurring Evidence Examples* Resources created as part of teaching practice Planning that shows quality practices Feedback that shows how it informs next steps teaching and learning Range of research and opinions from authorities supporting Guidance Counsellors' work</p> <p>Ways in which students, families and whanau engage with the Guidance Counsellor</p> <p>*These are a few examples of the naturally occurring evidence that can be analysed, discussed and evaluated to inform the learning and practice of a Guidance Counsellor.</p>

TEACHING

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

Elaboration of the Standard	Questions I might ask myself	Strategies that might help me	Further examples of quality practices that create and use evidence
<p>Teach in ways that ensure all learners are making sufficient progress, monitor the extent and pace of learning, focusing on equity and excellence for all.</p> <p>Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.</p> <p>Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners.</p> <p>Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.</p> <p>Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.</p> <p>Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.</p>	<ul style="list-style-type: none"> • What form of questioning techniques can I use to encourage learners to think critically? • How am I planning programmes and selecting appropriate strategies to best meet the needs of my learners? • How do I demonstrate knowledge of learners, their backgrounds, interests and identity? • How do I effectively gather appropriate data? • What assessment tools are available for me to use? • Is my decision making, supports and advice based on appropriate data? • Is my data gathered from a variety of sources? • Am I using data for pre-intervention and post intervention to demonstrate the effectiveness of the intervention? • Can I analyse information and data to evaluate my effectiveness? • What contexts do I use to support learners' success? • How can I promote learners' independence? • What information and data do I have already and what do I need to gather? • Do I provide learners the opportunity to reflect on their learning experiences? • How can I best support my learners to set themselves achievable goals? • How can I support learners to implement their personal goals? 	<ul style="list-style-type: none"> • Identify implement and evaluate a range of educational and management approaches to meet learners and school needs. • Develop written record of the intervention plan for the learner and evidence on which this plan was based and ask: <ul style="list-style-type: none"> ○ How does this plan focus on the learning of new skills for the learner if appropriate? ○ How has data been used to evaluate the progress made by the learner? ○ How do my planned interventions link to the NZ Curriculum especially the Key Competencies? ○ Have I structured into the plan opportunities for critical thinking? • Foster an environment where open, productive dialogue is valued. • Use a variety of teaching strategies that encourage meta cognitive skills. • Review current theories of learning. • Establish a realistic start point – what is the learner's prior knowledge/behaviour /situation/goals? How would a parent meeting contribute to this? • Set up opportunities for learners to co-construct meaning alongside their peers as they develop key competencies. • Have clear learning intentions so that teacher/learner can reflect on their learning. • Engage with research/PLD on critical thinking skills. • Foster a growth mindset amongst learners • Provide positive, constructive, specific feedback to learners. 	<ul style="list-style-type: none"> • Students are assessed at first session. Based on the needs and attributes of the student a plan of intervention is co-constructed. • This assessment can be informal in nature, following a HEEADSSS format, or where applicable can utilise formal standard psychological testing tools. Scores and recorded and a base line of data is established. • If the student is referred by a parent, then the role of the parent and communication is discussed. • Expected outcomes are made clear and are reviewed as the counselling progresses. • A range of models are used including IDT, Narrative, solution focussed and mindfulness based interventions. • Evaluate the pedagogy behind interventions to use "best fit" • Feedback is sought from students during and after the counselling using ORS scales. <p>Naturally Occurring Evidence Examples* Resources created as part of teaching practice Planning that shows quality practices Feedback that shows how it informs next steps teaching and learning Range of research and opinions from authorities supporting Guidance Counsellors' work</p> <p>Ways in which students, families and whanau engage with the Guidance Counsellor</p> <p>*These are a few examples of the naturally occurring evidence that can be analysed, discussed and evaluated to inform the learning and practice of a Guidance Counsellor.</p>