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
**Elaboration of the Standard**

Demonstrate commitment to tangata whenuataanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.

<table>
<thead>
<tr>
<th>Questions I might ask myself</th>
<th>Quality Practices linked to the Standard</th>
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<tr>
<td>Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.</td>
<td>Understand and use Māori pedagogy. E.g. Tuakana/Teina, peer mentoring, peer support, use of Matauranga Māori whanau inclusion (where appropriate)</td>
<td>articulation of own heritage and culture and enables others to foster, articulate and value their own. Participation in Whakawhanaugatanga at exec meetings</td>
</tr>
<tr>
<td>Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi.</td>
<td>Understand appropriate and responsive cultural practices e.g. local protocols and pronunciation</td>
<td>pēpeha and whakatauki used in greeting new groups and facilitating meetings</td>
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<tr>
<td>Practise and develop the use of te reo and tikanga Māori.</td>
<td>Consider how I seek to engage collaboratively with whānau</td>
<td>evidence of involvement with iwi, hapū and whānau in determining, planning, delivering and evaluating the curriculum.</td>
</tr>
<tr>
<td>Do my aims, programmes and resources reflect the principles of Te Tiriti o Waitangi?</td>
<td>Review how I determine whānau goals and aspirations for their tamariki /rangatahi /mokopuna?</td>
<td>Contact families of clients as is needed and work with them in a culturally sensitive way.</td>
</tr>
<tr>
<td>What are the principles of culturally responsive practice (Tuakana/Teina) and do I use it in my practice?</td>
<td>Review how I have used Māori ways of knowing when trying to understand the situation; for example, using Te Whare Tapa Wha</td>
<td>Support Māori tikanga within the school and encourage students to participate.</td>
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<td>What is my knowledge around te reo Māori and ngā tikanga-a-iwi? What PLD do I need?</td>
<td>Consider how whānau perspectives and explanations inform defining the target learning and behaviours</td>
<td>Support students to access Māori mentors and culturally appropriate mentors.</td>
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<td>Does my approach to meetings and hui reflect a Te Tiriti o Waitangi partnership?</td>
<td>Use interventions and strategies that reflect an awareness of Te Tiriti</td>
<td>pōwhirihiroroporoaki, karakia and other evidence of te reo Māori and tikanga Māori in a variety of media. Using these more frequently and becoming more confident</td>
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<td>Does my intervention reflect the unique cultural and learning needs of the learner?</td>
<td>Work with Māori agencies in appropriate ways</td>
<td>Advocate for Māori students and access to Māori Tikanga and learning opportunities that reflect Māori tikanga.</td>
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<tr>
<td>Are my interactions respectful and culturally inclusive? Am I ensuring cultural safety?</td>
<td>Demonstrate respect for the languages, heritages, and cultures of both parties to Te Tiriti o Waitangi</td>
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<tr>
<td>Can I undertake a cultural audit (refer Jill Bevan Brown’s work)?</td>
<td>Use appropriate assessment/observation tools</td>
<td></td>
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<tr>
<td>How do I understand my own world view and that of others in my school community?</td>
<td>Check what components/aspects were included in the intervention to strengthen cultural identity and belonging</td>
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<tr>
<td>How do I value and understand learners prior knowledge?</td>
<td>Assist school to ensure learners feel safe in backgrounds feel members of the school</td>
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<tr>
<td>What appropriate agencies do I need to liaise with?</td>
<td>Supporting the implementation of Ka Hikitia and other MOE initiatives to promote successful outcomes for Māori learners</td>
<td></td>
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**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

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Ways in which students, families and whanau engage with the Guidance Counsellor

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<td>Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.</td>
<td>• How will ongoing professional learning and development enhance my professional practice?</td>
<td>• Engage in an inquiry to support improved practice to build understanding of how my professional learning and development is improving my practice</td>
<td>• Enquiry into the need for updated policy and practice around establishing management of Children “at risk”</td>
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<td>• Am I using appropriate resources to achieve my goals?</td>
<td>• Communicating personal and professional needs to the appraiser when establishing performance expectations, goals, next steps</td>
<td>• 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</td>
<td>• Enquiry into aligning PLPA to the new educational standards and a development and trialling of the new GC school counsellor reflection tool.</td>
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<td>• What constitutes evidence for me?</td>
<td>• 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</td>
<td>• Use of a variety of contextual data to develop new learning programmes.</td>
<td>• Discussion with appraiser to highlight in going work load issues for guidance and the need for PD in the area of Managing Trauma</td>
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<td>• What evidence do I seek that my teaching and professional relationships are advancing the achievement, learning and well-being of all my learners?</td>
<td>• Committing to successfully complete the required Guidance Counsellor qualification</td>
<td>• Participating in professional development that promotes consideration of emerging educational thinking and developments in the areas of learning and behaviour</td>
<td>• Strategic plan refers to making TC a safe place for students. Development of policy and tweaking of processes around reporting of “children at risk”.</td>
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<td>• What does critical inquiry and effective problem-solving mean to me in my practice?</td>
<td>• Contributing to reviews and improvements for Guidance Counsellor service delivery</td>
<td>• Accessing current research (including ERO) and making this available to colleagues</td>
<td>• Professional learning about the Standards for the Teaching Profession</td>
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<td>• What are my own beliefs and how do they influence who I am and what I do?</td>
<td>• Participating in professional development that encourages self-reflection and reflection on my performance</td>
<td>• Reflection on how aspects of PLD have been enacted and the impact on learning.</td>
<td>• Identify professional development pathway for the completion of EMDR training.</td>
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<td>• How does ongoing professional learning and development relate to our strategic plan?</td>
<td>• Committing to successfully complete the required Guidance Counsellor qualification</td>
<td>• Belonging and being actively involved in a professional body.</td>
<td>• Looking for ways to challenge and support the implementation of learning and achievement strategies for all learners.</td>
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<tr>
<td>• What are my personal strengths and interests? Do I need to check/update my knowledge of content?</td>
<td>• Contributing to reviews and improvements for Guidance Counsellor service delivery</td>
<td>• 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</td>
<td>• Ways in which students, families and whanau engage with the Guidance Counsellor</td>
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<td>• Did my PLD meet my priorities and those of my learners?</td>
<td>• Participating in professional development that promotes consideration of emerging educational thinking and developments in the areas of learning and behaviour</td>
<td>• Use of a variety of contextual data to develop new learning programmes.</td>
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<td>• Do I seek rigorous feedback about my work/learning?</td>
<td>• Accessing current research (including ERO) and making this available to colleagues</td>
<td>• Engage in an inquiry to support improved practice to build understanding of how my professional learning and development is improving my practice</td>
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<td>• How can I contribute responsibly in a professional learning community?</td>
<td>• Reflection on how aspects of PLD have been enacted and the impact on learning.</td>
<td>• Communicating personal and professional needs to the appraiser when establishing performance expectations, goals, next steps</td>
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<td>• Who are the members of my learning community?</td>
<td>• Belonging and being actively involved in a professional body.</td>
<td>• 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</td>
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<td>• How do I respond professionally to their feedback?</td>
<td>• 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</td>
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<td>• How do I ensure my appraisal, inquiry and reflections are a valuable and manageable part of my professional development?</td>
<td>• Participating in professional development that promotes consideration of emerging educational thinking and developments in the areas of learning and behaviour</td>
<td>• Engage in an inquiry to support improved practice to build understanding of how my professional learning and development is improving my practice</td>
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**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

Ways in which students, families and whanau engage with the Guidance Counsellor

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### PROFESSIONAL RELATIONSHIPS
Establish and maintain professional relationships and behaviours focused on the learning and well-being of each learner.

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<td>Engage in reciprocal, collaborative learning-focused relationships with: learners, family and whānau teaching colleagues, support staff and other professionals agencies, groups and individuals in the community.</td>
<td>- How do I establish and maintain relationships with: Learners Colleagues Whānau Agencies?</td>
<td>- 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: Clinical Supervisor Cultural Supervisor Principal Peer Supervision Deans/pastoral staff professional association (e.g. Ethics Convener)</td>
<td>- Appointments with parent’s caregivers and whanau 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.</td>
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Communicate effectively with others. Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. Communicate clear and accurate assessment for learning and achievement information.

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**LEARNING-FOCUSED CULTURE**

Develop a culture which is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.

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| Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. | - What do I know about my learners, their:  
  - Culture  
  - Prior knowledge  
  - Whānau connections  
  - Learning strengths and needs  
  - Special needs  
  - Health needs  
  - Strengths  
  - Home situation  
  - Peer relationships | - 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.  
  - 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 | Negotiate goals of counselling and give student options i.e referral  
Engage in ways that demonstrate understanding of confidentiality and limits  
Use peer support if student suggests  
Negotiate strategies/programmes/plans with students that are adapted to individual needs  
Liaise with parents/teachers/peers as is necessary and as student requests.  
Feedback from students collated and considered.  
Assess all students for risk, suicidal. Provide a range of support i.e. emotional, physical (food) and cultural as needed.  
Work within clear processes around Oranga Tamariki Act and VCA and school rules and values.  
Use evidence-based models of practice i.e. Narrative, solution focused, Attend seminars on relevant topics, to meet student need  
Write for principal, policies and guidelines relevant to Guidance Counsellors e.g. "Safety of Students Policy" |
| Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. |  |  |
| Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. |  |  |
| Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety. |  |  |
| Create an environment where learners can be confident in their identities, languages, cultures and abilities. |  |  |
| Develop an environment where the diversity and uniqueness of all learners is accepted and valued. |  |  |
| Meet relevant regulatory, statutory and professional requirements. |  |  |

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## Design for Learning

Elaboration of the Standard

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner’s strengths, interests, needs, identities, languages and cultures.

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| Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. | - 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? | - 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:  
  - 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. | - 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 Tamaki and Guidance counsellors to consider any gaps. |

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.

Design and plan culturally responsive, evidence-based approaches which reflect the local community and Te Tiriti o Waitangi partnership in New Zealand.

Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.

Informed by national policies and priorities.

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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**

- 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.
- Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.
- 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.
- Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning.
- Teach in ways which enable learners to learn from one another, to collaborate, to self-regulate, and to develop agency over their learning.
- Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

**Questions I might ask myself**

- 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?

**Strategies that might help me**

- 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:
  - 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.

**Further examples of quality practices that create and use evidence**

- 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 HHEADSSS 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.

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