

Guidance Counsellor – Schools *

| | |
|--|--|
| Position ID: | COUN/COUNZ plus school ID |
| Classification: | <i>Registered Teacher or Registered Teacher/Registered Psychologist: School Counsellors and Special Education Consultants (Teachers)</i> <i>Registered Psychologist: School Counsellors and Special Education Consultants (SOF)</i> |
| Agreement: | Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland (as amended from time to time) |
| BCE Service/Function: | Learning Services |
| Location: | School Based |
| Reports To: | School Principal |
| Expenditure Approval Authority: | N/A |

* The Guidance Counsellor role operates in accordance with the principles espoused in the Brisbane Catholic Education document, *Educational Partnerships in Schools and With Schools*, and the *Guidance Counsellor Terms and Conditions of Employment* for Brisbane Catholic Education.

THE ORGANISATION

Brisbane Catholic Education

Brisbane Catholic Education (BCE) is committed to high quality teaching and learning for more than 76,000 young people enrolled in our schools and colleges from Prep to Year 12. Our community of over 140 schools is centred on Christ and our mission is to teach, challenge and transform through our service, support, and leadership for Catholic education in the Archdiocese of Brisbane.

The Brisbane Catholic Education Strategic Plan 2021 – 2025 sets out the priorities, strategies and key performance indicators that focus efforts to achieve our vision. This vision for the future is that of a faith filled learning community creating a better future. Brisbane Catholic Education inspires students who are engaged, successful learners who are hope-filled and positively contribute to our world through the strategic priorities of: *Catholic Identity; Learning and Teaching; Wellbeing; People and Culture; and Diversity and Inclusion.*

Brisbane Catholic Education Office

The Brisbane Catholic Education Office (BCEO) operates on the principles of subsidiarity, shared wisdom, and collaboration. BCEO is comprised of three service areas of Strategy and Performance, Learning Services and Corporate Services and functional areas (Catholic Identity and Legal Counsel) that report directly to the Executive Director.

College or School

School/College details and description:

BCE school website link

Role Overview:

Guidance Counsellors are registered professionals who as a member of an interdisciplinary team, work with school and BCEO Learning Services staff to enhance student wellbeing and learning. They are appointed to provide guidance counselling services to students, parents/guardians, and school communities in primary, secondary and/or P-12 school contexts.

The Guidance Counsellor role:

1. has a focus on fostering the education, development, mental health and wellbeing of all students, including those considered at-risk and those with identified needs.
2. applies guidance counselling skills through direct and indirect processes and through systemic, whole-school and individual interventions - thus contributing to equitable educational access, participation, and outcomes for all students.
3. is responsive to the diverse needs of contemporary Catholic schools operating in partnership with members of the school community as an integral part of the educational endeavours of that community.
4. requires a contextualised school response involving comprehensive knowledge of school issues as well as an awareness of the unique character of each school and the range and depth of available school resources.

Experience in both education and psychology is seen as highly desirable for the Guidance Counsellor role in BCE schools. It follows that currently BCE requires prospective applicants to have the following:

- current full registration with the Queensland College of Teachers and/or the Psychology Board of Australia. Dual registration is desirable
- relevant postgraduate qualifications in Guidance Counselling or Psychology.

PURPOSE & SCOPE OF POSITION

To work collaboratively with parents/guardians and school communities to promote and foster the engagement, progress, achievement, and mental health and wellbeing of all students, through the provision of a comprehensive guidance counselling service that enables student learning and quality teaching. Reporting to the Principal or delegate, and working across the role, the Guidance Counsellor will:

- facilitate proactive and preventative practices and initiatives that promote social, emotional, and educational development and the mental health and wellbeing of all students in partnership with parents/guardians and school communities.
- manage counselling, consulting and referral services for students (with personal, social, emotional, career and transition pathways, and educational needs) with a focus on prevention, intervention, and student learning.
- provide psycho-educational and other assessments. Guidance Counsellors must meet qualifications, experience and training requirements as stipulated by BCE.
- ensure BCE protocols and quality processes for student protection, educating students with disabilities, student behaviour support, the containment of critical incidents and mandatory record keeping are implemented in their practice.

MAJOR RESPONSIBILITIES

The major responsibilities detailed below are not prescriptive nor exhaustive of all the activities in which the role holder might engage. A duty statement will be developed between the Principal and the Guidance Counsellor in accordance with the Guidance Counsellor terms and conditions of employment to address the specific context of the school.

- Adhere to and support the vision, mission and values of Brisbane Catholic Education and the achievement of Brisbane Catholic Education's strategic priorities and collaborate with others in support of the ethos and mission of the Catholic school to bring about the integration of faith, life, and culture.

- Contribute to and/or coordinate processes, that support the individual planning for students such as Enrolment Application and Support Process (EASP), Education Adjustment Program (EAP), Education Support Plan (ESP) and Nationally Consistent Collection of Data (NCCD) and other relevant processes.
- Develop and/or provide early intervention and prevention approaches which are implemented directly or indirectly, to address the emerging needs of at-risk students and are aimed at reducing the likelihood of long-term negative outcomes for these students.
- Develop appropriate support, intervention, response strategies and referrals which take into account the diversity of students and their families and their educational, behavioural, cultural, and psychosocial needs of students and liaise with, refer to, and work collaboratively with other agencies and professionals as required.
- Collaborate and liaise with external mental health professionals who provide long-term support for students with complex mental health needs.
- Assess and identify the level of need of students in crisis and provide appropriate interventions and referrals for students to external health professionals as required.
- Maintain data, monitor and analyse trends, and provide reports as requested or required, associated with student wellbeing and engagement to collaboratively support student needs.
- Assist students at points of transition, including enrolment, primary to secondary, senior schooling, and post school transitions.
- Work collaboratively with school teams to support students in situations of suspension, exclusion and restorative practices.
- Assess, coordinate, administer and use a variety of assessments, student observations and broad data sets to inform decision making around student learning and wellbeing, which could include specialised assessments of cognitive, academic, behavioural, emotional, vocational, social, and adaptive functioning.
- Work with school stakeholders to interpret reports from other professionals as part of the school's process of providing appropriate and effective supports for students to enhance positive student outcomes.
- Collaborate with staff and others to conduct action-based research on a whole of school, year level, or individual basis, for students, staff, or the school community.
- Provide Professional Learning to staff as required to support BCE initiatives (e.g., bullying and harassment, personal, social, and emotional learning, disabilities, Positive Behaviour for Learning).
- Provide specialised support and advice in response to student protection issues, student behaviour support, critical incidents, and risk management.
- Provide specialised career counselling services to support students in transition and pathways planning.
- Maintain accurate, mandatory up to date records of student confidential, personal, and sensitive information that complies with BCE policy, procedures, and legal requirements, including the Confidential Guidance Counsellor System (CGCS), the ENGAGE Student Support System, Power BI, and the Student Protection Case Management System (SPCMS).
- Ensure privacy, confidentiality and informed consent whilst balancing the need to inform others and respond appropriately in compliance with BCE processes to requests or communications from legal counsel, including subpoenas or court orders.
- Maintain standards of practice that are consistent with registration boards and membership of professional associations and participate in continuing professional development and maintain awareness of current research by attending conferences, other professional activities and by professional reading.

ORGANISATIONAL REQUIREMENTS

In all aspects of the role, the role holder will commit to and enliven Brisbane Catholic Education values of:

| Excellence | Integrity | Justice | Hope |
|--|---|--|--|
| <i>Inspired by our Catholic tradition, strive for excellence</i> | <i>As witness to the Good News of Jesus Christ, act ethically</i> | <i>As people of faith, foster respectful relationships, advocating for and empathising with those at the margins</i> | <i>Empowered by the Spirit, embrace the future with confidence</i> |

The role holder adheres to Brisbane Catholic Education policies and practices. The role holder ensures compliance with workplace health and safety legislation, Archdiocesan and BCE policy and procedures. The role holder models and fosters a commitment to the safeguarding of children and promotes a culture where student protection is the responsibility of everyone. The role holder's performance is measured against organisational and individual key performance indicators (KPIs) determined by the Learning Services Executive, and the designated Principal.

QUALIFICATIONS EXPERIENCE AND CAPABILITIES

Qualifications:

- Relevant postgraduate qualifications in Psychology and/or Master of Education - Guidance and Counselling (Including study in the areas of psychoeducational assessment, counselling, and mental health)
- Current full registration with the Queensland College of Teachers (QCT) and/or the Australian Health Practitioner Regulation Agency (AHPRA). Dual registration is desirable.
- Eligibility to work within Australia for the period of this appointment.

Work Experience:

- Demonstrated experience and performance in a similar role that includes working with children and young people in an educational, child protection, or counselling environment.

Required Role Capabilities:

- A commitment to and understanding of the purpose and mission of the Catholic Church and Catholic schools.
- Capability and experience in counselling children and young people using evidence-based interventions.
- Capability and experience in cognitive, emotional and behavioural assessment of children and young people.
- Capability and experience in identifying and developing activities to address academic outcomes and transition and pathways planning of students.
- Capability and experience in providing support and advice in response to student protection issues, critical incidents, and risk management.
- Capability and experience in the selection, administration, interpretation, and report writing for psychoeducational and/or psychosocial assessments.
- Well-developed written and oral, communication, time-management, and interpersonal skills, including demonstrated ability to work collaboratively and liaise with key stakeholders to enhance outcomes for children and young people.
- Intermediate to advanced skills in Microsoft Office applications and digital technologies necessary to demonstrate the required range of skills and tasks.
- Commitment to the requirement to maintain standards of practice that are consistent with registration boards and membership of professional associations, detailed below:

Maintain standards of practice that are consistent with registration boards and membership of professional associations.

1. Qualify for membership of appropriate professional associations and maintain registration with appropriate professional authorities as follows:

| Guidance Counsellor | Membership and Registration Requirements |
|---|--|
| Registered Teacher | <ul style="list-style-type: none"> • Qualify for membership of appropriate professional associations such as the Queensland Guidance and Counselling Association (QGCA); and • Maintain registration with the Queensland College of Teachers (QCT). |
| Registered Psychologist | <ul style="list-style-type: none"> • Qualify for membership of appropriate associations such as the Australian Psychological Society (APS); and • Maintain registration with Australian Health Practitioner Regulation Agency (AHPRA). |
| Registered Teacher and Registered Psychologist | <ul style="list-style-type: none"> • Qualify for membership of appropriate professional associations such as the Queensland Guidance and Counselling Association (QGCA) and/or Australian Psychological Society (APS); and • Maintain registration with appropriate professional boards with the Queensland College of Teachers (QCT) and AHPRA. |

2. Recognise that the guidance and counselling relationship operates within the parameters of privacy, confidentiality, Code of Conduct, and a professional Code of Ethics.
3. Adhere to all Brisbane Catholic Education (BCE) policies and procedures including those specific to the Guidance Counsellor role.
4. Attend professional learning opportunities provided by BCE.
5. All Guidance Counsellors are required to participate in regular individual and group supervision and mentoring activities for clinical and technical supervision with the Education Officer - Student Wellbeing, to ensure the provision of ongoing professional support and development, and to ensure quality assurance of professional practice.

| Guidance Counsellor Registration | Additional Supervision Required |
|---|--|
| Registered Teacher | Those aspects of the guidance and counselling program associated with the administration, interpretation and report writing for psycho-educational assessments are under the supervision of a registered psychologist (Education Officer - Student Wellbeing, Lead Education Advisor – Student Wellbeing). |
| Registered Psychologist | Those aspects of the guidance counselling program that are delivered in classroom settings are provided under the supervision of a registered Teacher. Delivery of group programs is negotiated with the Principal or delegate to determine the need and the level of risk associated with the activity. |
| Registered Teacher and Registered Psychologist | No additional supervision required. |

BCE Capabilities:

Focusses direction

- Understands and follows instructions, identifies, and contributes to improving the immediate work routine, procedures and practices

- Flexible and proactive in responding to changes
- Understands and resolves minor technical/procedural aspects of the work requirements and how own work supports others through analysing processes
- Focuses on working efficiently, seeking feedback to inform progress and provides input to improve processes and outcomes
- Takes the initiative to deliver work responsibilities, collaborates, supports, and works together to achieve the team or unit goals
- Schedules, prioritises, reviews activities, processes, or events, to deliver results efficiently within timeframes and role expectation

Create collaborative cultures

- Seeks to understand individual differences, including needs, beliefs, abilities, and values
- Cooperates, collaborates, and works to achieve team goals, shares information, helps out if required and acknowledges the teams' effort and outcomes
- Adapts to a diverse environment, acknowledges, and seeks the contributions from others, works collaboratively with others and gains ideas and perspectives from different sources
- Encourages an environment that builds trust and rapport with others
- Provides a supportive and safe environment, including cultural safety
- Working collaboratively within a team environment, sharing, and transferring knowledge to achieve planned outcomes

Deepens Catholic identity

- Demonstrates commitment to Catholic Identity and lives its principles as part of a faith-filled community
- Supports and participates in the organisation's Catholic Identity priorities
- Contributes to building the communal aspects, which reflect Catholic principles
- Engages in further learning through professional reading to deepen an understanding of the principles of a Catholic worldview and understanding of Catholic personal and social responsibility

Deepens learning

- Identifies issues and problems and makes suggestions to improve the process.
- Identifies personal development needs and seeks and accepts feedback and information from a range of sources
- Shares knowledge to support team capability development
- Identifies and improves on own areas of capability for development
- Seeks information to consolidate knowledge and inform thinking and recommendations for improvement from diverse sources
- Manages own work to achieve goals and meet deadlines

Secures accountability

- Focuses on achieving work priorities efficiently, process improvement and timely delivery of quality service and support
- Identifies expertise gaps and takes on board feedback from others to inform personal development goals
- Actively participates in the performance and development process
- Identifies and provides feedback on issues and problems to supervisor
- Uses resources efficiently and is aware of the cost of the resources

- Focuses on achieving short-term work priorities efficiently, identifies process improvement and timely delivery of quality service and support
- Takes responsibility for own actions and others, proactively addresses health, safety responsibilities, risks, and BCE policies
- Understands risks and acts or escalates the risk as appropriate
- Understands the safeguarding requirements to protect the organisation and children are supported by Catholic teachings
- Identifies expertise gaps and takes on board feedback from others to inform personal development goals