



South Slave Divisional Education Council

IDENTIFICATION

Department	Position Title	
South Slave Divisional Education Council	School Counsellor	
Position Number	Community	Division/Region
99-17177	K'atl'odeeche	Education / South Slave

PURPOSE OF THE POSITION

The School Counsellor provides students and families with information and support that encourages them to be emotionally and socially successful at home, at school and in the community, and works with the school team to ensure holistic supports for students within the school.

SCOPE

The School Counsellor reports to the Principal, and works closely with the Inclusive Schooling team at the District and School level, to provide a variety of individual, family, group and crisis counselling and referral services to support students and families. The School Counsellor works with the school team to create, establish, and promote preventative measures to promote positive mental health and help promote positive healthy lifestyles. The School Counsellor is familiar with many of the challenges facing students and families at home, school and in the community, and works with them to encourage full and healthy participation in school and in the community. The School Counsellor is also familiar with current research about the issues facing students and families and effective strategies and practices to address these issues. He/she will also be informed about community services, programs, and resources so that effective and efficient referrals and placements can be made when required.

The School Counsellor provides services and referrals to students, families and staff services that encourage emotional and social health and well-being. These support services may result

in some students and families experiencing more success at home, at school and in the community.

Operating in the fast paced school environment, the School Counsellor must be flexible and responsive to prioritizing needs. The incumbent will have exposure to clients who exhibit aggressive and explosive behaviours and may be expected to respond to crisis situations at any time throughout the school or community, and must be able to respond effectively and efficiently. The incumbent may experience feelings of frustration by the slow change made by the students and families they work with, and with the lack of available community services and supports.

RESPONSIBILITIES

- 1. Provide teaching and learning opportunities for students and the school community that support social and emotional well-being, academic and life skills development necessary for students to achieve competency and self-efficacy.**
 - Model, provide and teach skills and strategies for promoting healthy lifestyles.
 - Deliver evidence-based programming to whole class, small group, and individuals to promote positive mental health.
 - Support student learning in targeted groups for social/emotional learning
 - Promote and establish routines and practices, including the sharing of information, that support transitions:
 - Class to class
 - Elementary to high school
 - High school to post-secondary
 - School to work programming.
 - Keep abreast of research, current programs and provide staff training that support students in being full participants in school.
 - Identify and work with the school teams to identify barriers that prevent students from fully participating in school.
 - Promote and provide professional learning opportunities for school team members on positive mental health and issues related to student well-being.
 - Engage in collaborative planning with school teams to address school, class and/or small group specific issues.
- 2. Provide social supports that allow student opportunities to observe, experience, rehearse and internalize positive behaviours they have learned about and employ them in the real life setting of school.**
 - Model and reinforce school and classroom routines.
 - Model respectful and caring behaviours; build up trusting and non-judgmental relationships with students, families, and community.
 - Support, and implement territorial and school-wide programs and approaches:
 - Health promotion
 - Mental health initiatives
 - Bullying prevention programs

- Collaborate with community partners and agencies.
 - Celebrate student success and support attendance initiatives.
 - Implement and support peer mentoring and peer support groups within the school.
 - Support mentorship initiatives within the school community.
 - Promote inclusion of all students within the school community (GSA, HR, HR+).
- 3. Provide intervention supports and services and school and community partnerships to provide some students with more intensive supports, and to assist students and families in connecting with community agencies to help where needed to address specific challenges.**
- Plan and provide confidential counselling services to students (individual, small group), ensuring they are developmentally and culturally appropriate.
 - Liaise with families and provide family support.
 - Provide crisis counselling.
 - Provide equal and open access to all students and families.
 - Provide opportunities/modeling to promote conflict resolution skills.
 - Research specific challenges and strategies on request and recommend appropriate resources and activities to school staff.
 - Advocate for students and families.
 - Assist students, staff, and administrators to recognize the needs of individual students.
 - Refer students and families to community agencies and services when required.
 - Liaise with school nurse/health practitioners when necessary.
 - Participate in school team to develop strategies to support students.
 - Collaborate with community agencies and access community resources.
 - Assist and advocate for students who are marginalized.
 - Contribute to a warm and welcoming environment that promotes healthy communication between home and school and community and school.
 - Attend court on request.
 - Attend district meetings as required.
 - Attend school meetings as required.
 - Sit as a member of the school and district emergency response teams.
 - Sit as a member of the Safe and Caring school committee.
- 4. Work to ensure that decision-making processes, rules, procedures, and policies at all levels promote health and well-being and shape a respectful, welcoming, and caring environment.**
- Maintain and secure confidential, current, and accurate client files.
 - Maintain appropriate confidentiality on all communications and ensure limits to confidentiality are explained to all clients and families.
 - Provide activity reports to the Student Services Coordinator as requested.
 - Ensure adherence to the departmental directive on the Management of Information in the Student Record and Other Records Pertaining to Students for the creation, storage and transmission of student files.
 - Follow legislation relevant to practice including:

- *Child and Family Services Act*
- *NWT Education Act*
- Canadian Charter of Rights and Freedoms
- *Access to Information and Protection of Privacy Act*
- Adhere to either:
 - Canadian Counselling and Psychotherapy Association Code of Ethics and Standards of Practice, or the code of ethics and standards of practice administered by the counsellor's licensed registration body.
- Ensure familiarity with GNWT counselling documents.
- Ensure there is appropriate supervision and consultation in respect to counselling practices.
- Participate in district and school PD initiatives.
- Participate in PD activities that may be available through community partners or available in the community.
- Stay abreast of current research and best-practices and provide information on these topics to staff.
- Maintain the necessary education, training, and supervision to engage in their responsibilities, and limit their involvement to such competencies.

5. Performs other related duties as required during working hours.

- Attend school wide special events.
- Perform assigned duties during emergency drills and evacuations.
- Perform assigned supervision duties.

WORKING CONDITIONS

Physical Demands

No unusual demands.

Environmental Conditions

No unusual conditions.

Sensory Demands

In the provision of direct counselling, the incumbent will be required to use a combination of senses.

Mental Demands

The School Counsellor may be exposed to information about the situations that students and families discuss. Counsellors often experience vicarious trauma given the information they are exposed to from their clients and families. Being the sole School Counsellor in a school environment there may be situations where the incumbent faces decision-making without having a colleague in the building to discuss and weigh professional decisions.

KNOWLEDGE, SKILLS, AND ABILITIES

- Knowledge of child and family development.
- Knowledge of current counselling best practices and approaches.
- Knowledge of trans-generational impact of residential schooling.
- Knowledge of cultural factors that impact learning, school success and social/emotional development.
- Knowledge of social issues and community challenges experienced by students/ families.
- Knowledge of community resources and services.
- Knowledge of how to access community services and resources.
- Knowledge of current and acceptable counselling practices and strategies.
- Knowledge of universal supports to promote positive mental health and well-being.
- Knowledge of applicable Standards of Practice and Codes of Ethics for counsellors.
- Ability to practice in a non-judgmental, culturally sensitive, and empathetic manner.
- Organizational and time management skills.
- Ability to proactively stay abreast of emerging issues and concerns within the school community School Counselor Page.
- Written, verbal and listening communication skills.
- Ability to work independently and as part of a team.
- Negotiation and consultation skills.
- Analytical, decision making and problem solving skills
- Interpersonal, conflict management and resolution skills
- Computer skills
- Stress management skills
- Ability to work in a multi-cultural setting with young people, staff and parents
- Ability to maintain strict confidentiality in performing the duties of the School Counsellor.
- Ability to commit to actively upholding and consistently practicing personal diversity, inclusion and cultural awareness, as well as safety and sensitivity approaches in the workplace.

Personal Attributes include:

- Honest and trustworthy
- Empathetic to student and teacher needs and circumstances
- Positive and respectful
- Possess and uphold cultural awareness and sensitivity
- Flexible, dependable, self-motivated and demonstrate sound work ethic
- Act as a role model for teachers and students
- Reliable and able to work with minimum supervision
- Maintain a high level of commitment to benefits of literacy and education

Typically, the above qualifications would be attained by:

A post-secondary program relating to counselling children and families, as well as experience working in counselling and support programs for children and families.

Equivalent combinations of education and experience will be considered.

ADDITIONAL REQUIREMENTS

Position Security

- No criminal records check required
- Position of Trust – criminal records check required
- Highly sensitive position – requires verification of identity and a criminal records check

French language (check one if applicable)

- French required (must identify required level below)

Level required for this Designated Position is:

ORAL EXPRESSION AND COMPREHENSION

Basic (B) Intermediate (I) Advanced (A)

READING COMPREHENSION:

Basic (B) Intermediate (I) Advanced (A)

WRITING SKILLS:

Basic (B) Intermediate (I) Advanced (A)

- French preferred

Indigenous language: Indigenous Language - Not Specified

- Required

- Preferred