



Guidance Counsellor

Position Summary:

School counsellors work collaboratively with staff, families, and community partners to enhance student learning and well-being. Guided by a comprehensive and developmental approach, they deliver inclusive services in the areas of personal/social, educational, and career development for all students from Kindergarten to Grade 12.

Through counselling, prevention, guidance education, and coordination, counsellors provide direct instruction, facilitate guidance activities, co-teach, and offer individual and group counselling. They participate in student support team planning and integrate guidance outcomes across the curriculum, ensuring responsive and proactive supports that promote the academic success, personal growth, and lifelong learning of every student.

General Accountability:

This position is accountable for providing comprehensive guidance and counselling services to students within the Park West School Division.

- School Guidance Counsellors are responsible for planning, implement, and evaluate a comprehensive school counselling program that is well-integrated with the regular school program and grounded in the four Sourcebook components: Counselling, Prevention, Guidance Education, and Coordination.
- The Guidance Counsellor is expected to perform duties related to student support, program development, and professional responsibilities, often independently or as part of a team.
- Maintain a high degree of confidentiality in all interactions and record-keeping.
- The performance of these duties will be in accordance with government and Division policies and procedures.
- The Guidance Counsellor must establish and maintain positive and productive working relationships with students, families, colleagues, and other community resources.



Focus of School and Divisional Guidance Programs:

In Park West School Division, comprehensive and developmental guidance and counselling services are:

- Planned and developed within an integrated curriculum.
- Based on regular, systematic identification of needs and the pursuit of identified learning outcomes to meet those needs. Needs-Based and Flexible: Informed by systematic needs assessments and able to shift between developmental/preventive and responsive/therapeutic approaches.
- Supportive of student learning in the dimensions of personal/social, educational, and career development for all students from Kindergarten to Grade 12.
- Inclusive and Equitable Service to all students, not only those with exceptional learning needs, and responsive to individual strengths, cultures, and circumstances.
- Flexible in providing a range of guidance and counselling services from a developmental/preventive focus to a responsive/therapeutic focus.
- Aligned to meet changing needs on a regular basis.
- Integral to school-based student support teams and broader community partnerships.
- Meet with students individually or in small groups to support personal, emotional, and social needs.

Insights from the Manitoba Sourcebook for School Guidance and Counselling Services

The *Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach* provides a foundational understanding of the school counsellor's role and services, which can significantly enrich the Guidance Counsellor job description.

School Guidance Counsellors provide a comprehensive range of services to support the academic, social-emotional, and career development of all students. Their work is organized around three levels of prevention:

- **Primary Prevention** – Plans and delivers proactive, school-wide programs to build student skills in social development, personal safety, wellness, and career or post-secondary planning.
- **Secondary Prevention** – Identifies and supports students showing early signs of difficulty through short-term counselling, early intervention, advocacy, and coordination or referral to outside services.
- **Tertiary Prevention** – Offers intensive, individualized counselling, crisis intervention, and collaborative planning for students with significant personal, social, or educational challenges, including those with IEPs, BIPs, or ITPs.



Specific Duties and Accountability:

Domain 1: Planning and Preparation

- **Demonstrates knowledge of counselling theory and techniques:** Possess a knowledge of counselling theory, techniques, and child/adolescent development.
- **Establishes goals for the counselling program:** Develop clear goals for the counselling program in consultation with students, parents, divisional supports and community agencies.
- **Plans the counselling program:** Plan and evaluate the counselling program using data and evidence to guide continuous improvement.
- **Develops a plan to evaluate the counselling program:** Maintain current knowledge of school, divisional, and community resources.

Domain 2: The Environment

- **Creates an environment of respect and rapport:** Create an environment of respect, trust, and rapport that supports positive student interactions.
- **Establishes a culture for productive communication:** Promote a culture of productive communication across the school.
- **Manages routines and procedures:** Effectively manage routines and procedures to ensure smooth operation of counselling services.
- **Establishes standards of conduct and contributes to student behaviour culture:** Establish clear standards of conduct and contribute to a positive school-wide behaviour culture.
- **Organizes physical space:** Organize physical space to be welcoming and conducive to counselling activities.

Domain 3: Delivery of Service

- **Assesses student needs:** Assess student needs comprehensively to inform individual and group plans.
- **Assists students and teachers in program planning:** Assist students and teachers with academic, personal/social, and career planning.
- **Uses counselling techniques:** Apply a broad range of counselling techniques for decision-making, problem-solving, and life-skills development.
- **Coordinates resources to meet needs:** Coordinate resources with school, divisional, and external agencies to meet identified needs.
- **Demonstrates flexibility and responsiveness:** Demonstrate flexibility and responsiveness to student, parent, and teacher input.



Domain 4: Professional Responsibilities

- **Reflects on practice:** Reflect systematically on counselling strategies and outcomes, using data to enhance practice and align with the developmental, comprehensive model in the *Manitoba Sourcebook*.
- **Maintains records and submits them in a timely fashion:** Maintain accurate, timely records and documentation.
- **Communicates with families:** Communicate proactively with families about the counselling program and individual progress.
- **Participates in a professional community:** Actively participate in school and division events and projects and maintain positive and productive relationships with colleagues.
- **Engages in professional development:** Participate actively in the professional community and in school/division initiatives. Engage in ongoing professional development and contribute to the profession (e.g., offering workshops or mentoring).
- **Shows professionalism:** Exhibit the highest standards of honesty, integrity, and advocacy for students. Demonstrate a leadership role with colleagues.