

School Counselling Programs



Although specific school staff members most often implement School Counselling Programs, everyone has a role in the support of children, youth and families. The more that everyone understands and appreciates their own roles and the situations faced by children, youth and families, the more effective any support or intervention will be.

The Honouring the Spirit of Our Children (2004)

documents provide information about the history of school counselling positions, as well as models and suggestions for future school counselling practice. The model presented is based on the Goals of Schooling (*Our Students, Our Future: An Educational Framework, 1991*)

The model can be used in a variety of ways – to assess children, youth and families; to coordinate support and interventions; and to assess programs and services. This model helps identify what is required by individual students or groups to be more successful. School Counselling Staff may use this model as a referral so that they have the information from teachers who are concerned about a child or youth in your class.

The model for each child, youth or family may look very different. The purpose is to identify areas in which there is a lack of attention or activity and to provide accessible suggestions of how to support or intervene in that area. For example, we know that if a person is hungry or tired, it is very difficult to concentrate or problem solve. Ensuring that physical goals are attended to may mean that a child or youth is less disruptive and more successful in the classroom, the school and the community.

Honouring the Spirit of Our Children: a Handbook for School Counselling Programs in the NWT (2004) provides practical information about counselling practice and tools to support and intervene with children, youth and families. There are links to websites that provide additional information about each tool.