

Te Pakiaka Tangata Strengthening Student Wellbeing for Success

**Guidelines to Assist New Zealand Secondary
Schools and Wharekura in the Provision
of Good Practice in Pastoral Care,
Guidance and Counselling**

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Hauora

E tipu ai te pakiaka tangata,
me whakatō he purapura wairua.

Whakahaukūtia te whenua ki te waiora pūmau kia puta
ai ko te Hauora.

For the roots of humanity to grow well,
spiritual seeds must first be sown.

Irrigate with the enduring waters of life,
and Hauora will result.

The most precious gift we are given is life itself.

Our duty is to nurture and care for this
precious inheritance.

Our children are the leaders of the future.

By caring for them and fostering their learning,
we assure future life for all.

Te Marautanga o Aotearoa¹

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Foreword

**Tawhaitia te ara o te tika,
te pono me te aroha, kia piki ki
te taumata tiketike.**

Follow the path of integrity,
respect, and compassion;
scale the heights of achievement.

Research tells us that wellbeing, or lack of it, has a clear influence on student learning. When our young people feel safe and supported in their school environment they are more engaged and ready to learn.

To enable every student to achieve to their highest potential, it is essential that effective services to support student wellbeing are in place in schools and in the wider community.

These guidelines are the result of an Education Review Office (ERO) evaluation of the provision of guidance and counselling in secondary schools. They bring together what we know already works well in our schools to help all schools make more effective use of current resources to provide safe, quality pastoral care, guidance and counselling.

These guidelines also emphasise the importance of greater collaboration between social and health agencies, schools, family, whānau and community agencies, and the need for strong links between supports and services.

I would like to thank the specialist staff and experts from the New Zealand Association of Counsellors, Post Primary Teachers' Association, New Zealand School Trustees Association, New Zealand Secondary Principals' Council, Secondary Principals' Association of New Zealand, ERO and Netsafe, for contributing their experience and knowledge to these guidelines.



Iona Holsted

Secretary for Education



Introduction

For all secondary schools and wharekura, high educational achievement must go hand in hand with effective support for student safety and wellbeing. The provision of effective pastoral care, guidance and counselling supports student success by helping them to overcome barriers to achievement. It assists with reducing psychological distress, enabling greater engagement, increasing retention in education and improving achievement. It also plays a significant role in reducing suicide risk among young people.

Schools and wharekura are expected to take account of:

- » the key competencies outlined in the **New Zealand Curriculum 2007**,² particularly those on “managing self”, “relating to others” and “participating and contributing”
- » the guiding principles of **Te Marautanga o Aotearoa**³
- » the **Health and Physical Education Curriculum** objectives⁴
- » the **Sexuality Education Guide**⁵
- » the **New Zealand Suicide Prevention Strategy 2006-2016**, Ministry of Health⁶
- » the **Preventing and Responding to Suicide Resource Kit for Schools**, Ministry of Education⁷
- » the Bullying Prevention and Response: A Guide for Schools, Ministry of Education (2015)⁸
- » any other relevant legislation or regulations including:
 - » **section 77 of the Education Act 1989**,⁹ which requires that the principal of a state school “shall take all reasonable steps to ensure that (a) students get good guidance and counselling”
 - › Clause 5(2)(a) of the Sixth Schedule to the Education Act 1989, which includes schools’ responsibility for student wellbeing – board of trustees’ (boards) objectives in governing the school include ensuring the school is a physically and emotionally safe place for all students and staff
 - › **section 1A of the Education Act 1989**, which promotes the development in each child and young person of these abilities and attributes:
 - I. Resilience, determination, confidence, and creative and critical thinking
 - II. Good social skills and the ability to form good relationships
 - › **National Education Goal 2**:¹⁰ “Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement”
 - › **National Administration Guideline 1(c)**:¹¹ “On the basis of good quality assessment information, identify students and groups of students
 - a) who are not achieving
 - b) who are at risk of not achieving,
 - c) who have special needs, and
 - d) aspects of the curriculum which require particular attention”
 - › the **Education (Pastoral Care of International Students) Code of Practice 2016**,¹² which prescribes the required outcomes schools and their agents need to deliver for their international students.



How did these Guidelines come about?

The Education Review Office (ERO) evaluated the current national provision of guidance and counselling in secondary schools.¹³

This was one of the initiatives of the Prime Minister's YMHP, which aims to improve mental health outcomes for young people aged 12-19 years with, or at risk of developing, mild to moderate mental health issues. The evaluation included three online surveys of school leaders, guidance counsellors and students.¹⁴ The survey findings, and the observations completed during the study, found that a growing number of secondary school students are seeking out guidance and/or counselling support at school. Guidance and counselling provision was reported to be working well in only 61% of schools and wharekura.

One of ERO's recommendations to the Ministry of Education was that guidelines be developed to lift the capacity of pastoral care, guidance and counselling provision and to ensure the efficacy and consistency of these services.

Te Pakiaka Tangata Strengthening Student Wellbeing for Success (the Guidelines) are a response to this recommendation. They outline professional practice expectations and standards for every secondary school and wharekura, assisting them to further strengthen their students' safety, wellbeing and achievement

The Guidelines are evidence based, strategic and practical. They draw on the research and evaluation publications of ERO, a range of New Zealand researchers,¹⁵ and on the experience and knowledge of a wide range of stakeholders from around the country.

Who has developed them?

The Guidelines have been developed through a Working Group collaboration between Ministry of Education specialist staff and experts from these organisations: NZAC, NZPPTA, NZSTA, NZSPC and SPANZ. The Guidelines also draw on a range of key supporting documents, listed in section 1.3, and on the practical experience and knowledge of a wide range of stakeholders and guidance specialists consulted through the development process. See the Acknowledgements section in this document for more details about the contributors.

Who are they for?

These Guidelines are designed as a whole of school document. They are designed to assist boards, school principals, senior leadership teams (SLTs), teaching staff, deans, non-teaching staff and school guidance counsellors at a secondary school or wharekura in the role they all play in the pastoral care of their students. Different sections are relevant to each of these groups.

These Guidelines contain material which will help external agencies offering student wellbeing services at schools. They should also be helpful to parents and school communities wishing to know more about what they can expect from their secondary school to ensure that students' wellbeing (hauora) is supported.

What is their purpose?

The purpose of the Guidelines is to outline practice principles, ethics and values for the safe, quality provision of pastoral care, guidance and counselling in secondary schools and wharekura (schools). They are designed to help schools achieve consistently good practice and, consequently, to ensure student safety, wellbeing and achievement. From these Guidelines, each school can develop its own plan for providing high-quality pastoral care, guidance and counselling for their students, and for integrating this care into its own culture.

How to use these Guidelines

The Guidelines will be useful whenever good pastoral care, guidance and counselling practice is a relevant consideration. This will be when:

- » reviewing school charters, policies and procedures to ensure a whole-school approach to student wellbeing and achievement
- » consulting with students, staff, the board, parents, whānau and caregivers, and the wider school community
- » planning and reviewing the school's pastoral care, guidance and counselling strategies to support student wellbeing and achievement
- » providing support for the pastoral care network and the work of the guidance and counselling team
- » selecting and appointing staff to the guidance team
- » responding to situations that arise that need relevant legal obligations to be very clear, eg, an abuse disclosure and the resulting child protection, confidentiality and privacy issues
- » supporting the guidance counsellor in the role of child protection leader, drafting, implementing and/or reviewing the current child protection policy and ensuring that related policies and practices align
- » managing a traumatic incident and prioritising initiatives to support student and staff wellbeing and safety
- » resolving disagreement or confusion over differing pastoral care, guidance and counselling roles or expectations
- » addressing concerns that arise about services provided by external agencies.

The structure of the Guidelines

The Guidelines contain information about a range of matters that are likely to be of interest to all who are involved in providing pastoral care to students. There are 13 sections, as outlined in the Contents of this document. The guide is intended to relate specifically to different roles and responsibilities and has been structured as discreet sections to support those using it to easily access information relevant to their role.

The section titles signal the relevance of different sections to various stakeholders, which is done by indicating areas of interest related to their role. Links are provided in the document to relevant websites, other resources and useful contacts. A reference section provides the source links for statements made in the Guidelines. The Appendix: Practical resources provides further links to relevant information.

Note: Where the word 'school' is used it is inclusive of secondary schools and wharekura.



TE PAKIAKA TANGATA | STRENGTHENING STUDENT WELLBEING FOR SUCCESS

Section 1

THE PRIORITY OF STUDENT
WELLBEING - HAUORA

1.1 Defining student wellbeing

The term 'student wellbeing' includes the physical, mental and emotional, social and spiritual dimensions of a student's health. Although the concept of wellbeing is recognised by the World Health Organization (WHO)¹⁶ there is no universally accepted definition.

Wellbeing - hauora

The Ministry of Education's Te Kete Ipurangi (TKI)¹⁷ offers a useful definition of wellbeing - hauora in its section on 'Underlying Principles of Health and Physical Education in the New Zealand Curriculum', which is based on Professor Mason Durie's model of Te Whare Tapa Whā (Durie 1994).¹⁸

Wellbeing

The concept of wellbeing encompasses the physical, mental and emotional, social and spiritual dimensions of health.

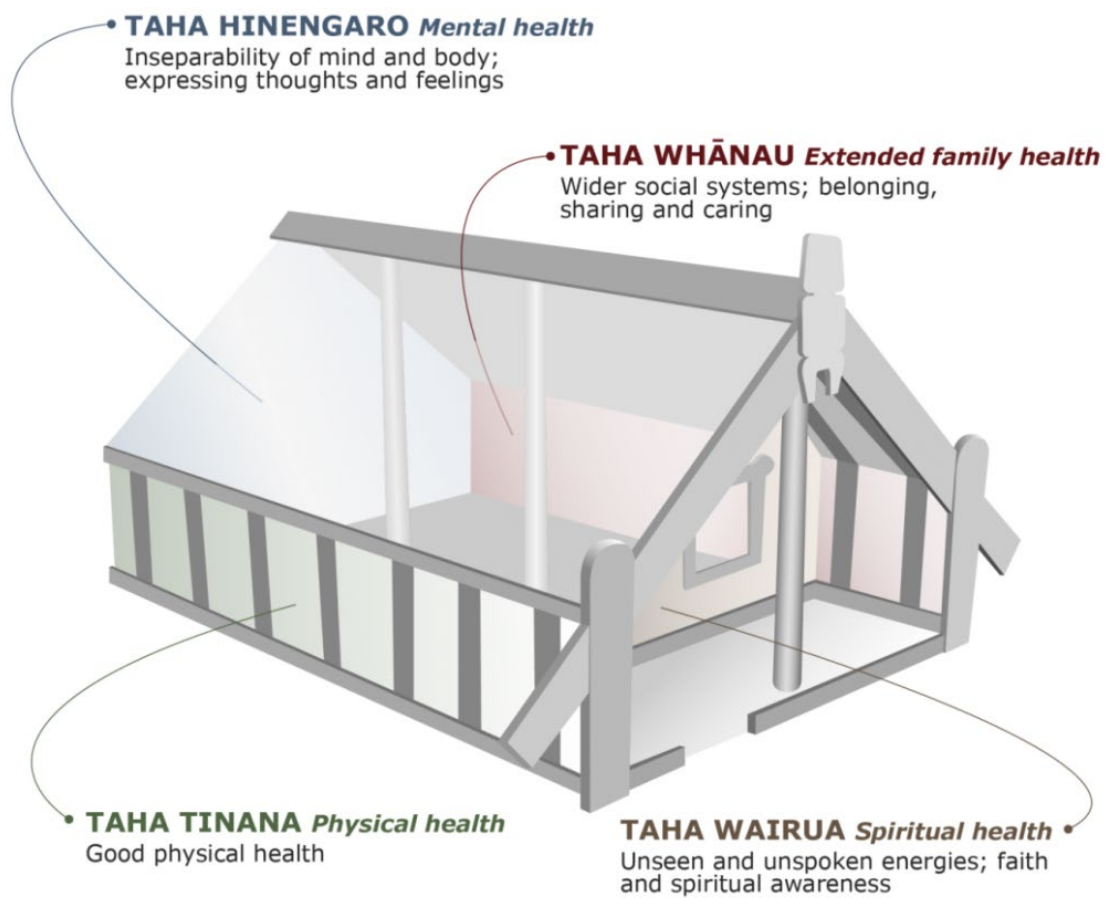
Hauora

Hauora is a Māori concept of health unique to New Zealand, which holistically encompasses all aspects of a young person. It comprises taha tinana, taha hinengaro, taha whānau and taha wairua. Each of these four dimensions of hauora are interconnected:

1. *Taha tinana - physical wellbeing*
The physical body, its growth, development, and ability to move, and ways of caring for it.
2. *Taha hinengaro - mental and emotional wellbeing*
Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.
3. *Taha whānau - social wellbeing*
Family relationships, friendships and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.
4. *Taha wairua - spiritual wellbeing*
The values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness. For some individuals and communities, spiritual wellbeing is linked to a specific religion; for others, it is not.

This definition is taken from an Australian scoping report as a synthesis of the international wellbeing literature:

"Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state characterised by predominantly positive feelings and attitudes, positive relationships at school, self-optimisation and a high level of satisfaction with learning experiences."



1.2 What do we know about student wellbeing?

New Zealand and international research shows that student wellbeing, or a lack of it, has a clear influence on student mental health and learning. To enable every student to achieve to their highest potential, it is essential that effective services to support student wellbeing are available both in schools and the wider community. This following quote is taken from an Australian scoping report highlighting the association of wellbeing and supporting students to develop resources to manage life challenges.

“The enhancement of student wellbeing is emerging as an important approach to the development of students’ social, emotional and academic competence and a significant contribution to the ongoing battle to prevent youth depression, suicide, self-harm, anti-social behaviour (including bullying and violence) and substance abuse.”²⁰

*Scoping Study into Approaches to Student Wellbeing – Final Report (2010).
Australian Government Department of Education and Training*

Many of the challenges adolescents deal with are becoming increasingly complex.²¹ The challenges that students experience often originate or are affected by circumstances outside the school and relate to wider issues in society. ERO has identified the causes of the most significant difficulties currently affecting youth in New Zealand secondary schools as:

- » household poverty
- » family dysfunction
- » poor mental health
- » relationship issues
- » significant family difficulties
- » bullying
- » drug and alcohol misuse.²²

Schools are in a unique position to work with other agencies and the wider community to help improve and support young people’s wellbeing. Within an unstable and uncertain world, schools have the potential to be places of safety, stability and security where young people can experience connection and belonging that supports their development.

“In 2014 in New Zealand, a family violence incident was investigated by NZ Police every 5½ minutes. Fourteen percent of young people report being hit or physically harmed on purpose by an adult at home in the last 12 months.”

New Zealand Family Violence Clearing House: www.nzfvc.org.nz

“New Zealand’s youth (15-19 years) suicide rate was the highest among the 37 OECD countries.”

UNICEF Office of Research – Innocenti Report Card 14 (2017)²³

“The Youth 2012 Survey,²⁴ involving 8,500 NZ secondary school students, tells us:

- » 42% of students reported that they belonged to more than one ethnic group.
- » 29% of students liked school a lot (26% of males and 32% of females), 61% liked school a bit or thought school was okay (64% of males and 59% of females) and the remainder (10%) did not like school.
- » 27% of students reported that adults (like teachers, coaches and other adults) at their school care about them a lot.
- » 90% of male students and 92% of female students reported that people at their school expect them to do well.
- » Most students (87%) felt safe at school all or most of the time. However, 9% of students said they had been afraid that someone at school would hurt or bother them in the past year and 6% reported being bullied at school weekly or more often.
- » Around four out of every 100 students reported in the survey that they were either transgender (1.2%) or that they were not sure of their gender (2.5%).
- » 23% of boys and 22.2% of girls binge drink.
- » 50% of students use alcohol and 14% use cannabis.
- » One in six girls (16.2%) and one in 12 boys (8.6%) show significant depressive symptoms.
- » 40% of transgender students had significant depressive symptoms and nearly half had self-harmed in the previous 12 months.
- » 29.1% of girls harm themselves (up from 26% in 2007) and 17.9% of boys harm themselves (up from 15.5% in 2007).
- » 6.2% of girls and 2.4% of boys had attempted suicide.
- » 29% of students live in more than one home.
- » 69% of students were worried that parents did not have enough money for food.
- » 25% of girls had been touched in a sexual way or made to do unwanted sexual things.”

Youth'12 Survey Overview: The Health and Wellbeing of
New Zealand Secondary School Students in 2012 (University of Auckland 2013)

The findings of ERO

ERO states that the desired outcomes for student wellbeing are:²⁵

- » Students have a sense of belonging and connection to school, to whānau, to friends and the community.
- » Students experience achievement and success.
- » Students are resilient – have the capacity to bounce back.
- » Students are socially and emotionally competent, are socially aware, have good relationship skills, are self-confident, are able to lead, self-manage and are responsible decision makers.
- » Students are physically active and lead healthy lifestyles.
- » Students are nurtured and cared for by teachers at school, have adults to turn to who grow their potential, celebrate their successes, discuss options and work through problems.
- » Students feel safe and secure at school; relationships are valued and expectations are clear.
- » Students are included, involved, engaged, invited to participate and make positive contributions.
- » Students understand their place in the world, are confident in their identity and are optimistic about the future.

Schools with good wellbeing practices

In its 2016 publication *Wellbeing for Success: Effective Practice*, ERO reports:

“The schools with good wellbeing practices had common themes in their approach to promoting wellbeing for all students and responding to specific wellbeing concerns and issues. The motivation to do better was underpinned by the desire for school to be a good place for students. All the schools focused on improvement for wellbeing.

The following themes were clear in the talk, actions and approaches to wellbeing in the schools with effective practice:

- » We can do better.
- » Improvement focus.
- » Recognising the need for a balanced focus on wellbeing and achievement.
- » Providing layers of support.
- » Systems, people and initiatives ‘wrap around’ students.
- » Making implicit school values, explicit.
- » Using restorative practices.
- » We want the best for all our students.

These schools have carefully developed a culture of wellbeing. They recognised the need to plan for wellbeing in the curriculum. Students in these schools had opportunities to show leadership and have their opinions heard and acted on. Each school had the right systems, people and initiatives to fit their culture and need.”²⁶

ERO’s evaluations have informed several significant resources for schools to improve and support student wellbeing. Schools will find *Wellbeing for Success: Effective Practice*²⁷ (March 2016) and *Wellbeing for Success: A Resource for Schools*²⁸ (March 2016) very helpful as they seek to apply the key practice principles.

Between 2013 and 2016 ERO published these reports related to student wellbeing:

- » [Guidance and Counselling in Schools: Survey Findings](#) (July 2013)
- » [Improving Guidance and Counselling for Students in Secondary Schools](#) (December 2013)
- » [Wellbeing for Success: Draft Evaluation Indicators for Student Wellbeing](#) (November 2013)
- » [Wellbeing for Children’s Success at Primary School](#) (February 2015)
- » [Wellbeing for Young People’s Success at Secondary School](#) (February 2015)
- » [Wellbeing for Success: Effective Practice](#) (March 2016).
- » [Wellbeing for Success: A Resource for Schools](#) (March 2016)

These reports have significantly helped to inform these Guidelines, along with other important supporting documents. Links to further supporting documents are provided in section 1.3.



1.3 Supporting documents used to inform these Guidelines

- » [The School Guidance Counsellor: Guidelines for Principals, Boards of Trustees, Teachers and Guidance Counsellors](#)
(NZAC/PPTA 2015 revised edition)
- » [Information for School Guidance Counsellors on Changes in Registration, Certification and Authorisation \(LATs\)](#)
(NZPPTA 2015)
- » [Code of Ethics: A Framework for Ethical Practice](#)
(NZAC 2014 update)
- » [Preventing and Responding to Suicide – Resource Kit for Schools](#)
(Ministry of Education 2013)
- » [Updated Evidence and Guidance Supporting Suicide Prevention Activity in New Zealand Schools 2003-2012](#)
(Ministry of Health 2013)
- » [Bullying Prevention and Response: A Guide for Schools](#)
(Ministry of Education 2015)
- » [Privacy in Schools: A Guide to the Privacy Act for Principals, Teachers and Boards of Trustees](#)
(The Privacy Commission with Kathryn Dalzeil 2009)
- » [Sharing Personal Information of Families and Vulnerable Children – A Guide for Inter-disciplinary Groups](#)
(The Privacy Commission with the Office of the Commissioner for Children 2016)
- » [Vulnerable Children Act 2014](#)
- » [The Vulnerable Children’s Act Requirements](#)
- » [Education Act 1989](#)
- » [Positive Behaviour for Learning Resources](#)
(Ministry of Education)
- » [Health and Safety Practical Guide for Boards of Trustees and School Leaders](#)
- » [The New Zealand Disability Strategy \(2016-2026\)](#)
(Office for Disability Issues)
- » [Education \(Pastoral Care of International Students\) Code of Practice 2016](#)
- » [Harmful Digital Communications Act 2015](#)
- » [Whaiora: Māori Health Development](#)
(Mason Durie, Oxford University Press 1998).

TE PAKIAKA TANGATA | STRENGTHENING STUDENT WELLBEING FOR SUCCESS

Section 2

UNDERSTANDING PASTORAL CARE, GUIDANCE
AND COUNSELLING IN A SCHOOL ENVIRONMENT

2.1 Defining pastoral care

The pastoral care of students at a secondary school is, in broad terms, the shared responsibility of all staff and adults in the school community, including parents. Pastoral care is often used as an aspect of the work of deans, guidance counsellors and other staff involved in supporting student wellbeing. Each staff member has a part to play in respecting and caring for students. Their pastoral role is to guide, enable and empower students to use good information to make well-considered positive choices for themselves, educationally and in life.

In 2017, the WHO²⁹ revised the health advice they provide to schools. They state that “a school that constantly seeks to strengthen its capacity to promote healthy living, learning and working conditions” is providing early intervention to reduce long term risk. This means that the WHO urges schools to consider making a commitment to enhancing the social, emotional, physical and moral wellbeing of all members of their school community. Moreover, the promotion of such positive health promoting outcomes and wellbeing is seen to be dependent on six overlapping and interactive components:

- » Engagement with health and education community leaders
- » Providing a safe and healthy environment
- » Curriculum teaching and learning
- » Access to health services
- » Policies and practices that intend to improve wellbeing
- » Improving the health of the school community.

These documents can provide more information about the importance of pastoral care in schools:

- » World Health Organization. (2017). Health promoting schools: An effective approach to early action on noncommunicable disease risk factors.
www.who.int/healthpromotion/publications/health-promotion-school/en/
- » Cross, D., & Lester, L. (2014). Pastoral care: A 10-step plan. Teacher. Australian Council for Educational Research.
www.teachermagazine.com.au/article/pastoral-care-a-10-step-action-plan

2.2 Defining guidance and counselling

School guidance counselling is a specialist role undertaken by those professionally trained in counselling theory and practice. It involves a trained professional forming a relationship with a student to support them with identity development, enhance their resiliency skills, and develop the resources to manage their relationships with others in their life. The term ‘counsellor’ or ‘counselling’ will be used in these Guidelines to refer to a school guidance counsellor.

Effective counselling seeks to empower the student to develop their coping skills and make positive changes in their lives. It includes working with individuals, groups and families/whānau, and working at the interface between students and others around them who may influence their lives (see sections 6, 7 and 8).

Guidance activities of a counsellor within a school may include developing, helping and/or supporting the delivery of skill development programmes, as well as providing specialist advice to staff and the community and making referrals. Guidance and counselling activities may also include providing mediation between students, as well as between students and staff.

2.3 Counselling and the New Zealand Curriculum

Research confirms that the five key competencies of the New Zealand Curriculum may be engaged during a student’s counselling experience as solutions are developed with the student.³⁰ The competencies are: thinking, using language symbols and texts, managing self, relating to others, and participating and contributing. The counselling room may therefore contribute to students’ learning of these competencies.

2.4 Where does career guidance fit in?

Career development is an important part of a school's pastoral care and guidance provision. In secondary schools, and some intermediate and middle schools, career development professionals work in parallel with guidance counsellors and the wider pastoral care networks in the school to ensure students get the support they need in all areas of their life, including career choices.

Career guidance and counselling has its own specialised system within the school, including good practice guidelines and benchmarks. These Guidelines complement the Ministry's good practice guide for career guidance and counselling, *Career Education and Guidance in New Zealand Schools*.

The principal of a secondary school is required to ensure all students are provided with appropriate career information, advice, guidance and education to prepare them to join the workforce or undertake further training when they leave school. Students need to learn strategies that will equip them to plan and manage their learning and career pathways, at school and beyond.

"Learners can become much more engaged in education and highly motivated about the future with a clear understanding of themselves and how they might live and work when they leave school."

Careers Information, Advice, Guidance and Education (CIAGE) in Secondary Schools (ERO 2012)

These Ministry of Education, ERO and Careers New Zealand publications contain more information about careers guidance in schools:

- » *Career Education and Guidance in New Zealand Schools* (Ministry of Education 2009)
<http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education>
- » *Career Education Benchmarks: A Set of Quality Benchmarks for Career Education Programmes and Services in NZ Secondary Schools* (Careers New Zealand 2014)
www.careers.govt.nz/resources/planning/career-development-benchmarks/secondary/
- » *Careers Information, Advice, Guidance and Education (CIAGE) in Secondary Schools (ERO 2012)*
www.ero.govt.nz/assets/Uploads/Careers-Information-Advice-Guidance-and-Education-CIAGE-in-Secondary-Schools-August-2012.pdf
- » *Background Careers Information, Advice, Guidance and Education (CIAGE) in Secondary Schools (ERO)*
www.ero.govt.nz/publications/careers-information-advice-guidance-and-education-ciage-in-secondary-schools/background-careers-information-advice-guidance-and-education-ciage-policy-and-practice/



2.5 The pastoral care, guidance and counselling team

Secondary schools have a team of staff responsible for coordinating and promoting pastoral care within the school and wider community. The team may have a variety of names, such as the guidance and counselling team or network, or the pastoral care team. Classroom and subject teachers (or kaiako) can also contribute to the health and wellbeing of students.

Different roles each contribute specialist skills and knowledge and the roles and functions will vary across schools (see sections 3.7 and 3.8). The roles most commonly represented, as resources and capacity allow, are:

Guidance counsellor

School guidance counsellors are specialised education professionals. They assist students to deal with a variety of personal, social or behavioural issues that have the potential to put a student's wellbeing, learning and school achievement at risk. The nature of any interventions will differ depending on that student's issues and circumstances. Guidance counsellors may also assist staff by helping them to develop strategies to support student behavioural and pastoral care issues (see section 6).

Form teacher/whānau teacher/class tutor

Traditionally, form teachers have overseen matters such as students' uniforms and school attendance. However, the duties of these 'anchor' teachers are now a mix of pastoral care, academic and administrative support. Along with classroom teachers, form teachers build relationships and engage with students as individuals, as well as assist students to access appropriate sources of extra support as needed. They can explain aspects of the school processes and expectations to students, their families and whānau. Students will see these teachers more often, and in some schools form teachers provide primary pastoral care (see sections 5.1 and 5.2).

Dean

Deans are experienced teachers who are responsible for all students within a year or a vertical group. They hold an overview of all aspects of their students' wellbeing, participation, engagement and achievement. Deans are the integrated link, for students, between senior management and classroom teachers. The role of a dean includes facilitating support for students and liaising with families. They provide leadership responsibility and support to teachers in providing student pastoral care alongside the guidance counsellor(s) and wider pastoral care team (see sections 5.1 and 5.3).

Multi Agency Support Services in Secondary Schools Service (MASSiSS)

MASSiSS is a school based community social work service which offers early and responsive social work interventions to young people and their families/whānau from specific low decile secondary schools, where problems have been identified which put young peoples' education, safety or wellbeing at risk. The social worker is part of a broader social support team within the school and works with other members of the team to ensure the best possible social, health and wellbeing outcomes for young people accessing the service. MASSiSS is located in schools, providing an opportunity for young people and their families/whānau in need of extra support to easily link with it. This setting has the advantage of:

- » making social work support visible and accessible to students
- » being a site where most young people are regularly seen
- » having an existing infrastructure to support the delivery of holistic and coordinated services
- » allowing problems to be identified early, as staff in schools often have knowledge of the circumstances of the young person and their family/whānau.

MASSiSS social workers are employed by non-government organisation (NGO) social service providers and are funded through Oranga Tamariki. They work collaboratively with school staff as part of the school community (guidance counsellors, nurses, youth workers and Resource Teachers Learning and Behaviour (RTLb)), but remain independent of the school's student disciplinary process. This is to ensure social workers are able to maintain professional independence to allow them to advocate for students and their families/whānau if there are issues for them at school. See the MASSiSS guidance here: www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/service-guidelines/massiss-guidelines-2016.pdf

Youth Worker in Secondary Schools (YWiSS)

Youth workers are funded by Oranga Tamariki and employed by an NGO social service provider. They work as mentors for referred students in Years 9 and 10 who are disengaging, or at risk of disengaging, from school. Their aim is to improve student wellbeing, school engagement and achievement. They start personalised, timely interventions focused on problem solving, skill building, social competence enhancement, resilience development, making positive choices, and accessing appropriate extra help and support resources when required. YWiSSs collaborate closely with guidance counsellors and pastoral care teams to help ensure the best possible educational, social, health and wellbeing outcomes for students. See Oranga Tamariki's Youth Workers in Secondary Schools (YWiSS) Service Specifications (2016) document here: www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/service-guidelines/ywiss-c-c-model-2016.pdf

See the Arataiōhi website for the **Code of Ethics for Youth Work in Aotearoa New Zealand:** www.arataiōhi.org.nz/code

Resource Teachers Learning and Behaviour (RTLb)

RTLb are funded by the Ministry of Education to work together with teachers and schools to find solutions to support students in Years 1 to 10 with learning and/or behavioural difficulties. RTLb both support and upskill teachers to better meet the needs of their classroom students and they work closely with guidance counsellors.

See <http://rtlb.tki.org.nz/>

School nurse

School nurses provide health services within an education context, actively promoting and supporting adolescent health and wellbeing. They work closely with guidance counsellors and provide a broad range of nursing services including personal health consultations, first aid, health assessments, health education and promotion, home visits, referrals to other health providers, and assistance with the development of whole school health plans. School nurses can be school-employed, District Health Board (DHB) funded public health nurses or Primary Health Organisation (PHO) employed nurses. They may also be connected to a local Youth One Stop Shop service (YOSS). See the Ministry of Health report on School Nurses in New Zealand Secondary Schools (2009):

[www.moh.govt.nz/notebook/nbbooks.nsf/0/88934e0e86fb3e27cc25757d007ab6de/\\$FILE/nursing-services-in-nz-secondary-schools-summary-may09.pdf](http://www.moh.govt.nz/notebook/nbbooks.nsf/0/88934e0e86fb3e27cc25757d007ab6de/$FILE/nursing-services-in-nz-secondary-schools-summary-may09.pdf)

He taonga rongonui te aroha ki te tangata.
Goodwill towards others is a precious treasure.

2.6 Who will lead the team?

The pastoral care network involves the whole school and it will depend on good leadership and support from senior management. The pastoral care team is multi-disciplinary with designated specialist roles and is made up of leaders and specialists in the school, including those listed in section 2.5. It may be that the most senior guidance counsellor leads this team.

2.7 Defining good practice

Good practice is understood to mean a consensus about the approaches, values, ethics or methods that experts consider are the most effective for a specific purpose, in a specific context. Good practice is judged on the basis of practice based evidence, which is expressed as specific recommended practices or general principles or rules of thumb, such as creative approaches or well-established norms. These Guidelines relate to good practice in providing pastoral care, guidance and counselling for students in New Zealand secondary schools and they:

- » draw from ERO's evaluations and best practice examples (see section 1.3), evidence based research and expert experience³¹
- » consider the needs of all the stakeholders involved
- » consider all the relevant legal requirements
- » aim to ensure quality pastoral care, guidance and counselling provision
- » aim for consistently positive outcomes for all stakeholders
- » respect and acknowledge the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand
- » respect and acknowledge the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of tangata whenua
- » acknowledge New Zealand's role in the Pacific and as a member of the international community of nations (National Education Goals, NEG 10).³²

2.8 Legal and ethical responsibilities to provide pastoral care, guidance and counselling for students

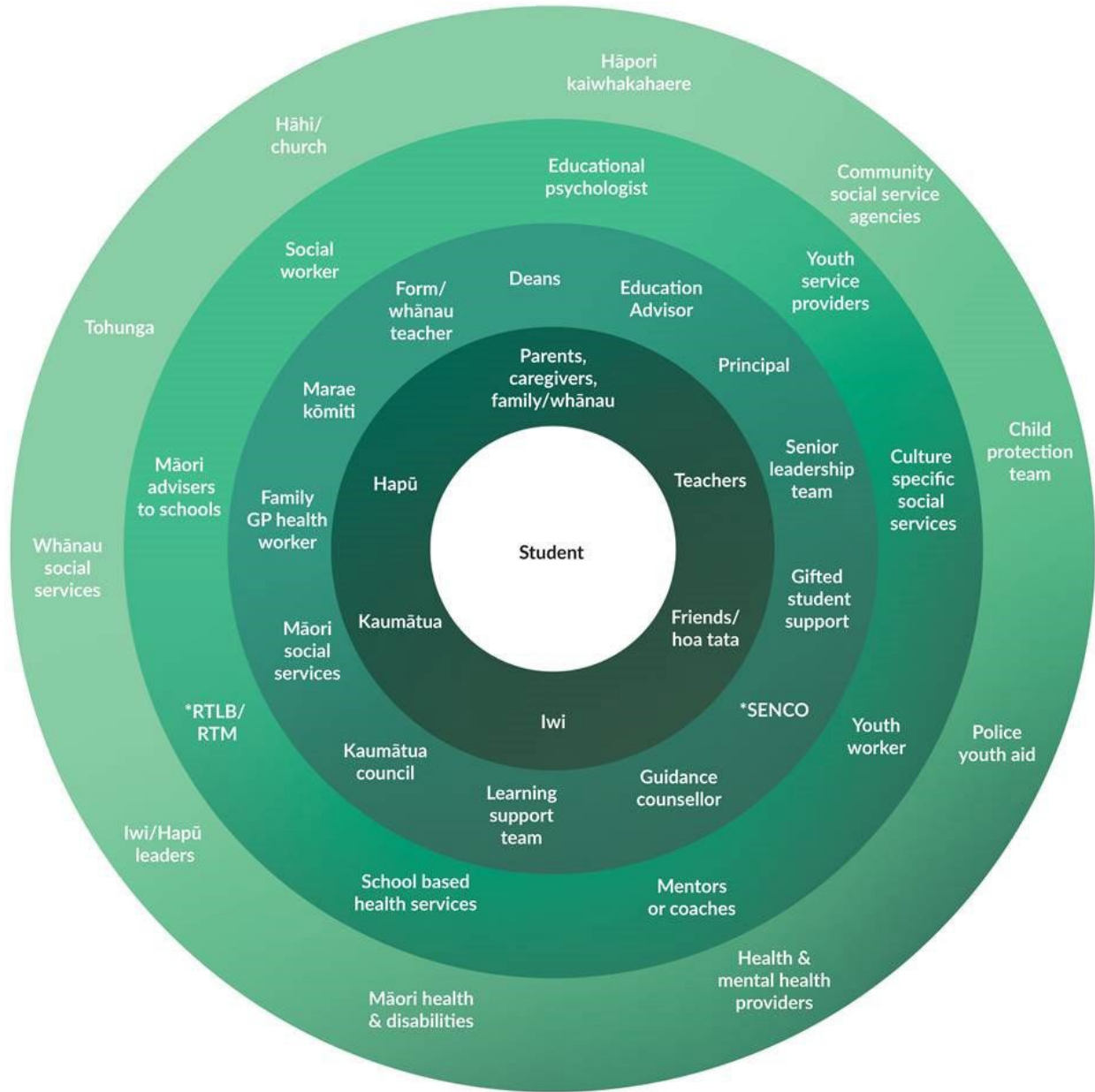
Providing effective guidance and counselling for students is an important part of schools' pastoral care of students, and assists them to fulfil their ethical and legal obligations as stated in the Introduction to this document.

2.9 The circle of care

In a school community, there are people in many different roles who can provide a 'circle of care' for students, as needed. A school pastoral care, guidance and counselling team is one layer of care. It is vital to have well-functioning, collaborative relationships between this team and a student's teachers, senior leaders, family, whānau or caregivers, relevant education support specialists and external community supports. It is also vital to invest in such key relationships and networks.

Unlike counselling, guidance is the shared responsibility of all the professional staff of a school. It needs a mindful, collaborative team approach. The better a staff team can collaborate to provide guidance, using their complementary roles and skills, the better a student's wellbeing can be holistically supported and enabled.

The following diagram illustrates a model of student wellbeing support. It is based on the *Manitoba Education, Citizenship and Youth Circle of Care* model,³³ which places the student at the centre and surrounds them with layers of care. For these Guidelines, the circle of care concept builds on ERO's adaption of this model for New Zealand schools.³⁴



*SENCO – Special Educational Needs Coordinator or Head of Learning Support
 *RTL – Resource Teacher of Learning and Behaviour
 *RTM – Resource Teacher of Māori

This diagram should be considered as 'fluid' in its application and it highlights the need for a team approach to support students' safety and wellbeing. Roles and responsibilities of individuals or groups within the circle will vary and depend on the needs of the young person.

A student's personal circle of care will therefore be unique, reflecting their age, stage, culture and ethnicity, world view, family circumstances and current situation. It will also reflect the capacity and resources of their school and their community. The diagram can serve as a reminder of what extra supports can add value to a student's school experience, health and wellbeing outcomes. Improving the connectedness and integration of available supports has a greater impact on youth wellbeing.

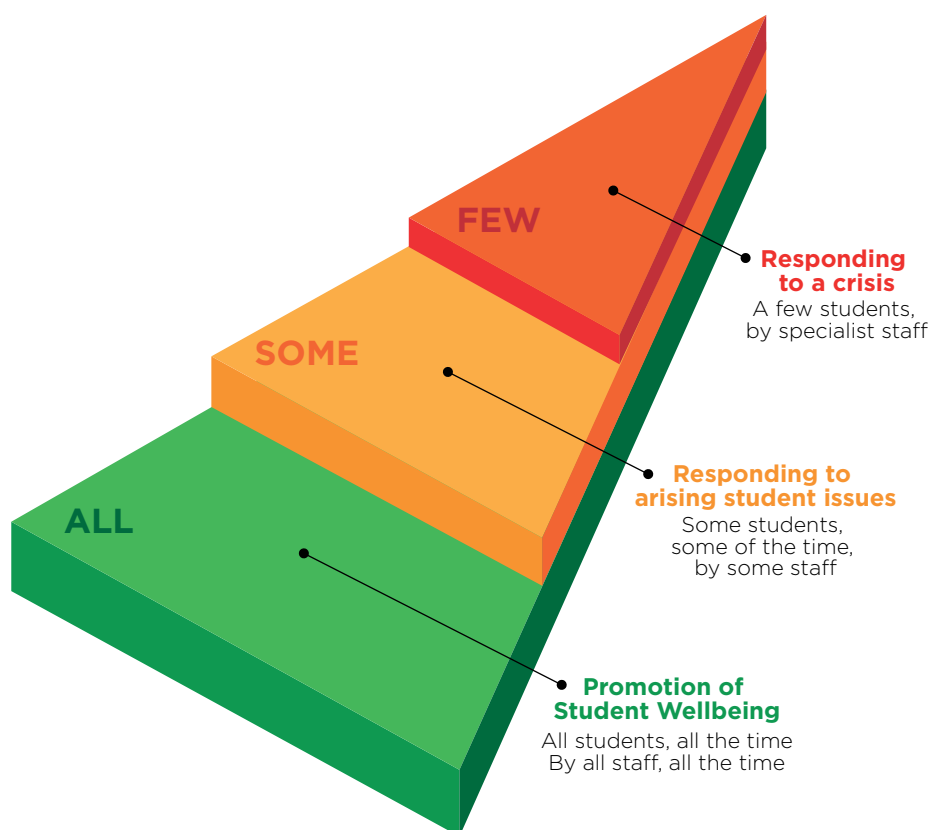
2.10 Responding to different student support needs

In every school, different students require differing degrees of guidance, support and counselling. The diagram below, modified from the Positive Behaviour for Learning (PB4L) school wide model, illustrates the ways schools can actively promote wellbeing and respond to student need at the level it is needed. This approach can assist a school to plan strategically, and to respond to whatever needs arise, by recognising the importance of having excellent systems of team communication, collaboration, assessment and referral in place.

A foundation principle in providing pastoral care, guidance and counselling is the need for differing kinds of support to match differing levels of need.

“Students move in and out of vulnerability through their school years. They don't need to be defined by one difficult period of their lives. They do need to have different guidance and counselling options available to them to cope with whatever their personal and school life brings.”

Lorraine Mullings, Guidance Counsellor, Motueka High School



Secondary schools' promotion of student wellbeing and responding to student need

At any one time, the whole school (all students) should have their wellbeing supported and enabled and this level requires the greatest investment. At this level, school wide and inclusive programmes work well proactively, eg, for bullying prevention, restorative practices, peer support, PB4L, orientation for new students and mentoring. In-class curriculum based learning opportunities, such as developing emotional literacy and building up resilience, will all play an important part along with initiatives that promote inclusion, connection and belonging.

A larger number of students may need extra targeted help some of the time with issues as they arise, eg, with a bullying situation or exams.

In general, it will be a small number of students who are the most vulnerable and in crisis at any one time. This minority will require the greatest amount of individualised intervention and support for their complex needs. They will also require the most skilled people to help them. In some cases, they may need counselling, one-to-one mentoring, as well as referral to external agencies for health issues.

The pastoral, guidance and counselling team are involved in all aspects of pastoral care found in the inverted triangle. Guidance counsellors are likely to be actively involved in a variety of ways including preventative work, delivering wellbeing programmes, helping to develop their school's traumatic incident plan, assessing the level of need of individual students, and triaging and working with urgent crisis cases.

"I felt rubbish. Most days I thought about ending my life. I sometimes thought... if only they knew. My marks took a dive. I didn't care. My teachers said I wasn't trying. Every day was a nightmare. One day I just saw the counsellor's door and walked in. It was a relief to tell. He helped me through depression, which I didn't know I had, and with some stuff that was happening at home. It was good he was there that day."

James, Year 13³⁷

2.11 International students

When international students come to study in New Zealand, their school is responsible for ensuring they are well educated, informed, safe and properly cared for.

To enrol international students, a school must be an approved signatory to the [Education \(Pastoral Care of International Students\) Code of Practice 2016](#).

The code of practice prescribes the required outcomes schools and their agents need to deliver for their international students. These include outcomes relating to safety, wellbeing and support. In some cases, there are extra requirements for students under 18 years and for those under 10 years.

The New Zealand Qualifications Authority (NZQA), as the code administrator, ensures education providers follow the code of practice. To assist schools, the NZQA has information about the code, including guidelines and a toolbox to provide examples and to share best practice, at: www.nzqa.govt.nz/providers-partners/education-code-of-practice/.

An [International Student Wellbeing Strategy](#) (the Wellbeing Strategy) was launched in June 2017. This government strategy complements the obligations of schools under the code of practice.

The Wellbeing Strategy provides an outcomes framework for those government agencies that have a role in international student wellbeing. It will help them to work together to identify emerging issues and to develop initiatives to solve them.

The Wellbeing Strategy has four broad outcome areas that cover the whole international student experience, both inside and outside the classroom: economic wellbeing, education, health and safety, and inclusion.

2.12 Digital technology

Increasingly, young people's behaviour crosses the digital and physical world, mixing communication from different sources and media in a way that has become their social norm.³⁸ Crossing the online-offline boundary often takes young people into ambiguous situations in which risky online content is shared and discussed, and may become influential in their behaviour and social relationships.³⁹

Young people's vulnerability to risk and to its consequences can be influenced by a range of factors such as age, gender and the cultural context.⁴⁰ Research shows that online and offline risks are closely linked; those who are more at risk offline are also those who are more likely to experience harm as a result of online risks.⁴¹ The online environment also has its own distinct characteristics.

Adults and young people typically participate in the online environment in very different ways. Their views of the online experience also differ around the perception and management of online risk. NetSafe (2010)⁴² has found that adults may never find out about the challenges that young people experience online because this activity is often hidden from adults.

Staff members who are involved in pastoral care in schools develop an understanding of young people's online as well as offline worlds. This understanding could inform the planning and delivery of pastoral care and include ways of supporting students as they navigate online and offline challenges.

There is an important relationship between a risk existing and whether harm results. The EU Kids Online Survey⁴³ noted that:

- » predictors of risk are not predictors of harm
- » some children are more vulnerable across offline and online risks
- » patterns of online use can be linked to patterns of online risks and harm.

Promotion and protection

The digital environment is a rapidly changing and harmful space. To mitigate potential harm, it is important to equip young people with the skills and resources to safely navigate the pressures of this environment in their lives. Schools and boards can do this through [digital citizenship](#) policies and procedures.

A UK study by the National Society of the Prevention of Cruelty to Children (NSPCC 2012) revealed that sexting behaviour reflects wider societal sexual pressures. The study recommended that schools should provide opportunities for discussion with young people about relationships, pressures and coercion as part of the school curriculum. It also suggested that teachers need support to facilitate these types of discussions.⁴⁴

Responding to incidents – legislation and support

An increasing number of online incidents spill over into schools and impact on the learning environment. In some cases, personal harm and distress may be of a serious nature. Under [NAG 5](#), schools are required to support those affected.

Legislation provides a pathway for redress if needed. Section 11 of the Harmful Digital Communications Act 2015⁴⁵ allows the professional leader of a school (or their delegate) to bring proceedings on behalf of students who have suffered serious emotional distress from digital communications if they consent to the professional leader doing so.

Schools should contact Netsafe immediately for further advice. More information is available here: [Harmful Digital Communications in Schools](#).

Netsafe **0508 NETSAFE** (0508 638 723)

www.netsafe.org.nz

queries@netsafe.org.nz

Online incidents that occur and have an effect on students can be complex, time consuming and challenging for schools. To support schools and staff in responding to these incidents, Netsafe has created a guide that supports what the first steps might be. It moves from understanding what has happened, to assessing severity, what to do and what not to do, through to resolving the situation. Six guiding principles help staff through the initial stages:

1. Minimise student/staff distress or harm.
2. Maintain student/staff safety.
3. Focus on the behaviour – not the technology.
4. Follow school processes for student consent and confidentiality.
5. Apply at all times the school's usual disciplinary or behaviour management practices.
6. Assume the responsibility and authority to act even if the incident has taken place outside of school.

Resources for schools

[Digital Technology: Safe and Responsible Use in Schools](#)

The Netsafe website and guiding principles

[Digital Citizenship in Schools](#)

The Netsafe White paper

[From Literacy to Fluency to Citizenship](#)

Information for young people about online safety

[Staying Safe Online Guide](#)

Advice to young people about what to do when they are aware of, or experiencing, harmful behaviours online

[Reporting Advice for Young People on Harmful Digital Communications](#)

A quick reference guide to help schools support affected students

[Responding to an Online Incident Involving Students](#)

Netsafe provides resources and tools for school leaders and educators

www.netsafe.org.nz/resourcesschoolleaderseducators/

Netsafe and the Ministry of Education have produced guidelines for schools – Digital Technology: Safe and Responsible Use in Schools (February 2015)

<https://education.govt.nz/school/managing-and-supporting-students/student-behaviour-help-and-guidance/searching-and-removing-student-property/digital-technology-guide-for-schools/digital-technology-safe-and-responsible-use-in-schools/>

TE PAKIAKA TANGATA | STRENGTHENING STUDENT WELLBEING FOR SUCCESS

Section 3

POSITIVE SCHOOL APPROACHES
AND PRACTICES

3.1 A culture of wellbeing and a holistic approach

In schools where student wellbeing is very well supported, there is a culture of commitment to the holistic wellbeing of all students.⁴⁶ Staff members recognise that student wellbeing relates to all the interconnected parts of a young person, as discussed in section 1.1. These schools demonstrate a strong ethos of care and respect for all in the school community. All staff members share an understanding of their school's pastoral care approach, including guidance and counselling, its importance and their own place in it. They also know that student wellbeing is critical to students' successful learning and achievement.

“Effective guidance and counselling requires a whole-school ethos of care, a shared understanding about the school's approach, and strong leadership. An ethos that we all look after each other – that's imperative for student wellbeing and student learning.”

Deirdre Shaw, Group Manager Evaluation Services, ERO

ERO found that these schools featured:⁴⁷

- » strong leadership
- » strategic resourcing of people, time and space
- » people with the professional training and capacity to help students manage their problems or refer them to expert help
- » clear expectations around pastoral care, guidance and counselling practice
- » good relationships and communication, both internally and externally.

ERO found that student wellbeing is indicated in a school or wharekura when:

- » a culture of wellbeing is seen in the school's values and daily practices
- » all learning, teaching and the curriculum integrate student wellbeing
- » systems, people and initiatives support effective responsiveness to student distress.⁴⁸

The Wellbeing@School student survey is a great way for school leaders to find out how the children and young people at their school really feel.

Bullying is often hidden from adults, with school staff often only seeing and hearing a small percentage of what's really happening. A school might appear okay when there is actually an underlying problem. Local and international research tells us that bullying is a serious problem in our schools. The best way to find out how students genuinely feel about the environment at a school is through an anonymous student survey, such as the Wellbeing@School survey. See <https://wellbeingatschool.org.nz/about-ws-tools>

Gathering data, especially from students, is important to determine the level and type of bullying that occurs and whether existing efforts are working. It also helps in getting a full picture of what's going on, rather than relying on how things appear on the surface, and it can also suggest areas of focus.

The Wellbeing@School survey has been specifically designed to help schools identify how different aspects of school life contribute to a safe and caring environment that deters bullying. Gathering data also provides a baseline for checking outcomes over time.

You can sign up for the free Wellbeing@School survey and toolkit at <https://wellbeingatschool.org.nz/registration> or find out more here <https://wellbeingatschool.org.nz/about-ws-tools>

3.2 Obligations of the Treaty of Waitangi

As one of the guiding documents for education in Aotearoa New Zealand, Te Tiriti o Waitangi guarantees tino rangatiratanga (self-governance) for tāngata whenua (indigenous people), while acknowledging the governance of the Crown and outlining provisions of equity and equality to all.⁴⁹ The principles outlined in the Treaty may be relevant to the pastoral support provided to students as follows.

*Quality in Action/Te Mahi Whai Hua*⁵⁰ states that school management and educators should implement policies, objectives and practices that “reflect the unique place of Māori as tāngata whenua and the principle of partnership inherent in Te Tiriti o Waitangi.”

Respect for Te Tiriti o Waitangi should be demonstrated through a school’s policies and approach to the promotion of student wellbeing/hauora and to the provision of guidance and counselling for students. This would include the provision of cultural consultation and supervision, where appropriate, for the guidance counsellor and/or guidance team (see section 7.9). This quote from the former Child Youth and Family unit outlines the importance in seeking cultural consultation and cultural supervision:

“It is essential to ensure that the aspirations of all cultures are respected and explored within the supervisory relationship and that services are delivered through culturally responsive, effective and acceptable practices.... Cultural supervision is a formal relationship between the cultural supervisor and the supervisee for ensuring that practice is culturally responsive to the values, protocols and practices of that particular culture. Cultural supervision does not replace professional supervision.”

Child, Youth and Family⁵¹

Guidance counsellors can contact their [local NZAC branch](#) to access cultural supervision (see sections 3 and 4 in the Appendix 4).

Māori mental health models

Respect for Te Tiriti o Waitangi also includes promoting Māori mental health models and community agencies where more appropriate service delivery for Māori is possible.

Relationships with mana whenua

It is essential for a school to build and maintain relationships with mana whenua (local tribal authorities). This should be in a way that allows dialogue and sharing of resources. Schools should also support iwi to be a meaningful stakeholder and participate in providing pastoral care, guidance and counselling.

Self-awareness

All school staff and the board should be aware of their own cultural world views and reflective about their identity and position. Cultural influences shape our values, perceptions, attitudes and actions. The idea that cultural influences shape our values is very important for guidance counsellors and practitioners who are working with students and whānau who may be culturally different from them.

Local history

Staff should also be aware of historical processes that may have impacted on whānau, hapū and iwi in their rohe (area). The use of te reo Māori and tīkanga should be encouraged to tautoko (support) the language and identity of the student as reflected in [The Māori Education Strategy: Ka Hikitia – Accelerating Success 2013-2017](#).⁵²

**Whakananua to matauranga ki
te wehi o tou Atua
hei korito e toko ake ai te tino
tamaiti Māori.
E mau ki to Māoritanga
kei horoia te tuhi mareikura.**

**Infuse your knowledge with
the wisdom of your God
as a nucleus to promote the
perfect (Māori) child.
Hold fast to your Māoritanga
lest all that is important is washed away.**

3.3 Culturally-responsive practice

Student outcomes can be positively enhanced when schools use culturally-responsive approaches with all students and their families. Culturally-responsive practices should reflect the diversity of the student population and be inclusive of all identities, ethnicities and needs. Schools use the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for students.⁵³

“Schools can use culturally-responsive approaches to strengthen relationships and develop caring schools and classrooms, as well as think about and manage student behaviour.”

Wellbeing@School – Respect for Culture⁵⁴

Wellbeing@School – Respect for Culture recommends that ways of working could include:⁵⁵

1. Focusing on key culturally-responsive practices:

Engaging in professional learning to explore what key documents might mean for school practice, such as:

- › [Ka Hikitia – the Māori Education Strategy](#)
- › [Tātaiako: Cultural Competence for Teachers of Māori Learners](#)
- › [Pasifika Education Plan](#)
- › Building a stronger focus on culturally-responsive ways of working, eg, through:
 - › taking part in leadership or professional learning initiatives, such as [Kia Eke Panuku: Building on Success, He Kākano](#), or using the home-school partnership modules
 - › building culturally-responsive teaching practices as described in [Tātaiako: Cultural Competence for Teachers of Māori Learners](#) and the [Effective Teaching Profile from Te Kotahitanga \(Bishop & Berryman 2009\)](#)
 - › building practice in the areas suggested within resources such as the [Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis \(Alton-Lee 2003\)](#).

Building a stronger focus on culturally-responsive ways of addressing behaviour concerns, eg, through:

- › using approaches such as restorative practices (Margrain & MacFarlane 2011; MacFarlane 2007; Berryman & Bateman 2008) or the Hikairo Rationale, a Māori approach to behaviour management (MacFarlane 2007)
- › exploring the use of kaupapa Māori or other culturally-focused programmes for at-risk students, eg, see [Conduct Problems: Effective Programmes for 8 to 12-year-olds, Ministry of Health 2011](#)

2. Improving consultation and partnership processes:

- › ensuring family and whānau of students from the main cultural groups attending a school are included on teams that work to improve student health and wellbeing
- › consulting whānau and iwi about the aspirations and goals they have for their young people and their views on how to work together to enhance students' wellbeing
- › consulting with other community groups (eg, Pacific, Asian, Middle-Eastern, migrant and refugee families and their community organisations) about their aspirations and views on how to enhance students' wellbeing (see also section 4.3 The Educultural Wheel, and section 9.1 for a culturally-responsive practice self-review tool for boards).

3.4 Young people with diverse identities and backgrounds

Refugee and migrant students

Before their arrival in New Zealand, refugee students have likely experienced trauma and loss that will impact on their sense of safety and wellbeing. The challenge of resettlement and a new culture will put extra strain on these young people while they adjust to their new and unfamiliar environment. Extra supports will be required to make this adjustment, to access the curriculum, and participate and achieve with (and alongside) their peers.

The Ministry has produced a handbook to support schools to enrol and welcome students from refugee backgrounds to the school:

Refugee Handbook for Schools

<https://education.govt.nz/school/student-support/refugee-background-students/>

Extra support is also available to migrant and refugee students and their schools through local Ministry of Education offices. Contact details for the Ministry's Refugee and Migrant Support can be found [here](#).

LGBTQIA+ students

Young people who identify as LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Intersex, Asexual and other diverse sexuality and gender) are the least likely to ask for help and are at greater risk of a number of negative health and wellbeing outcomes than other youth. Positive learning environments, peer support and access to health and social care can all be protective factors. Supporting students who identify as sex, gender or sexuality diverse (SGSD) means developing a school culture where all students are included, visible and valued. The Ministry has developed a guide for school leaders to better support the inclusion and wellbeing of SGSD students. The guide provides strategies for schools on inclusive practices in policy, curriculum, consultation, home-school partnerships and social support. Strategies and resources can be found on the TKI website: www.inclusive.tki.org.nz/guides/lgbtqiqa

Disability

The vision of the New Zealand Disability Strategy (NZDS) is for this country to be a place where disabled people have an equal opportunity to achieve their goals and aspirations, and all of New Zealand works together to make this happen. This requires schools to provide equal opportunities for all students to actively participate in all aspects of schooling and achieve their goals, which includes having access to counselling. Within the Strategy, the provision of access to an inclusive education will be a core competency for teachers and other educators. Learning opportunities for every student, including those with disabilities, should enable progression and encompass social skills and friendship development. Learning environments should create a sense of belonging where disabled students are valued and provided with opportunities for participation (Outcome 3: Health and Wellbeing) and positive identity development (Outcome 1: Education). Like all students, disabled students will want to choose how they are identified, eg, by their ethnicity or culture rather than by their disability.

New Zealand Disability Strategy (2016-2026): www.odi.govt.nz/nz-disability-strategy/

Young people in the care of Oranga Tamariki

Students in care will likely have experienced trauma in their lives. This may result in difficulty forming positive relationships with peers and adults, have an impact on their wellbeing and academic performance, and place them at a greater risk of disengagement.⁵⁶ Young people in care may require extra support to attend school, engage, learn and achieve in education.

The Ministry has produced [Supporting Children in Care: A Guide for Educators](#) (available in English and te Reo Māori), which provides tips for educators to support wellbeing and be responsive to young people in care (see section 2.10 Responding to different student support needs).

3.5 Strong leadership

Effective strong leadership recognises professional expertise and provides clear guidelines and expectations about staff roles, including the roles of specialist staff such as guidance counsellors.

Strong leaders lead by example, demonstrating their commitment to enhancing student wellbeing through effective pastoral care. They keep well informed about what is happening in their school and wider community, including the challenges the school and its students are facing or may face. They recognise the expertise and experience of each staff member, and support their professional development. They acknowledge and celebrate the things that go well and help the rest of the school community to understand how to reinforce good practices and remedy ineffective ones. Strong leaders support the creative initiatives of staff and students. Initiatives that have a wellbeing focus and that are likely to deliver effective support to particular groups of students should be encouraged (see section 10.1).

Strong and proactive leadership from the board, principal and leadership team makes it more likely that a school's strategic vision, goals, values and kaupapa on student wellbeing will closely relate to effective pastoral practice.

3.6 Strategic planning and resourcing

A commitment to support every student's wellbeing and achievement requires a coherent effort across the whole school. Student wellbeing and achievement can only occur when it is incorporated into a school's planning (including resourcing) and strategy, from the charter and strategic plan, goal-setting, checking, reporting, budgeting and appointing staff, to policies and procedures that will give effect to all strategic goals.

It is essential that the strategic goals recognise both the need to promote and support student wellbeing and the role of providing sufficient guidance and counselling to achieve them.

“At Wellington Girls College we focus less on excellence and more on wellness. The whole school openly discuss wellness and we set expectations clearly that staff will factor this into any initiatives and changes. We have taken a systemic approach and have included student and staff wellness in our strategic plan. Our school has several pastoral initiatives such as a wellness committee, a website for parents, a wellness day, improved transition pathways and administrative support for our deans.”

Julia Davidson, Principal Wellington Girls College & Woolf Fisher Fellowship recipient (2016)

3.7 Ongoing review and evaluation

Each school will have different pastoral care, guidance and counselling priorities reflecting the school's vision, values, strategic planning and curriculum design. Priorities will be evident in the way a school responds to issues, crises or traumatic incidents. It is, therefore, essential for each school to regularly review the effectiveness of its pastoral care, guidance and counselling services and to have an agreed and effective review process in place, which includes reporting to the board.

Consideration of these questions adapted from ERO's (2015) report on improving guidance and counselling in secondary schools may assist schools:⁵⁷

- » What priority, as a school, do we place on promoting the wellbeing of our students?
- » What are the key problems facing our students?
- » How well have we documented and encouraged a shared understanding of our school's approach to pastoral care, guidance and counselling, and student wellbeing?
- » How well do we resource, or can we access, the appropriate expertise, professional learning and development (PLD), resources, and programmes (both within and outside the school or wharekura) to respond to students' needs?

- » How well do our internal and external communications and relationships foster a shared understanding about pastoral care, and guidance and counselling, and the importance of placing students at the centre?
- » How will we measure the effectiveness of our pastoral care system and guidance counselling in promoting positive wellbeing outcomes for our students?
- » How useful are the measures we use to determine the effectiveness of our provision of pastoral care and guidance and counselling. Do they include direct feedback from a range of students and parents, whānau and caregivers? How might these measures be improved through links to teacher appraisal?

ERO's *School Evaluation Indicators (2016)* can also assist schools and wharekura in this process.⁵⁸

3.8 Maximising an interdisciplinary team approach for guidance and counselling

Providing good quality services requires staff collaboration, drawing on the expertise of many. Time invested in strengthening the culture, processes and functionality of an interdisciplinary team is also an investment in student wellbeing. An interdisciplinary team is a group of professionals from different fields, or with different roles, who work in coordinated ways to achieve a common goal. Using such a team approach to providing pastoral care, guidance and counselling in a school maximises the benefits of sharing knowledge, skills, competencies and capacity. It is an approach that promotes role interdependence while also recognising and actively respecting individual roles and autonomy. Outcomes can be significantly improved when a team genuinely works well together, addressing tension points and making the most of each other's strengths.

“Recognise, acknowledge and utilise specialist knowledge and skills within the team, using the strengths of a trans-disciplinary approach.”

Brian Coffey, Director of the Office for Disability Issues

The leader of an effective interdisciplinary team sets clear expectations of a collaborative, mutually respectful team style. A positive team culture helps foster professional trust, as well as good communication. Protocols and processes, such as the referral process, will work best when they are well understood by all. It is important that the team leader, and the whole team, understand and recognise the professional obligations of guidance counsellors about the confidentiality of student client information (see section 4.4).

Team member feedback can be invaluable for improving the quality of care and support offered to students. Meetings need to be regular and the team should have a clear, agreed purpose and method of operating. The team needs to be flexible enough to meet more often, as required.

**Ma tini ma mano ka rapa te whai.
By many, by thousands, the work will be accomplished. Unity is strength.**



Mangere College is a low decile school in South Auckland, which takes a multidisciplinary integrated team approach to providing social support services to meet the needs of their students. The college is one of eight schools that participated in a project in the 1990s that was aimed at raising achievement in multicultural schools. The project provided the resourcing to develop initiatives to meet the health and pastoral needs of their students. This resourcing enabled the school to employ a nurse, a community liaison officer and a receptionist, and acquire purpose-built facilities, through a partnership with the Counties Manukau DHB. A social worker was also contracted through the Ministry of Social Development. The result was a 'one-stop-shop' approach that provides a range of services similar to those normally available through centres for health and social services in the community.

At Mangere College weekly meetings of the wider pastoral care team – the student needs committee – are held. The committee includes the deputy principal, head of learning support, deans, social worker and the counsellor. They discuss, in a holistic way, the behaviour, learning, social and emotional challenges of students who have come to the attention of staff and agree on a plan of action. This includes deciding who will follow up and how. Referrals are made from the SNC to the student services team if there are risks and more complex situations identified.

The student services team includes the guidance counsellor, social worker and nurses. The members of this multidisciplinary team, led by the counsellor, have consulted the literature on teamwork approaches and discussed at length their own roles and the relationships among these, as well as the codes of ethics that relate to each profession. As a result the team members have a clear vision, shared values and understanding of their respective roles. They have invested in and created over time a culture of teamwork that allows for effective collaboration. There is a clear purpose and defined success criteria by which the performance of the team is assessed. As members of the team undertake continuing professional development opportunities, new ideas become incorporated into the way they work.

Each week the team holds a shared case meeting where they consult on the high risk and complex cases. They work through a joint ethical decision making process that draws on the perspective of each member to decide what interventions are to be put in place. Referrals to external services are also agreed upon and actioned as a result of the meeting. They believe that as a team they make fuller assessments that lead to a strong plan of support.

3.9 Collaborative staff relationships and good communication

Relationships thrive when understanding and communication is two-way and ongoing. The better the relationships are at work the more productive people are in their roles and the more satisfaction they feel. Collaborative relationships can only work when people have regard to other's needs and perspectives. To work effectively and efficiently through complexities and/or challenges, mutual trust, respect and communication is essential, together with willingness to support each other and compromise at times.

Having well-understood processes in place to manage tensions and conflict gives teams of professionals an advantage. Building effective relationships and mutual understanding amongst staff of one another's roles is therefore vital.

Waiho i te toipoto, kua i te toiroa.
Let us keep close together, not far apart.

3.10 High standards of professional practice

As professionals, all school staff have a responsibility to act in an ethical way and to encourage their colleagues to do likewise. School staff have a collective and an individual obligation to maintain a high standard of conduct. Teaching and non-teaching staff who provide pastoral care and guidance to students in a school environment, in any capacity, need to display an active commitment to the professional ethics, values and codes or standards of practice relevant to their roles, as well as an understanding of their legal responsibilities. They have an obligation to help maintain a high standard of conduct. This includes the importance of working within the boundaries of their role, knowledge, training and authority (see sections 1.2 and 2.8), which:

- » keeps the school's standards of work and professional conduct and ethics high
- » protects the wellbeing of students and staff
- » maintains the work and reputation of the school
- » gains and maintains students' trust, giving them confidence to continue to seek support
- » encourages families, whānau and caregivers to have confidence in the professional integrity of the staff, board members and school.

As the governing body of the school, the board supports the principal and SLT to lead and model this behaviour. Every board should itself have a code of conduct for incoming trustees. A suggested template for boards is available as [part of NZSTA's School Policy Framework template](#) on the [NZSTA website](#).¹

The board is also legally responsible for ensuring that the school's child protection policy and procedures meet all legal and regulatory requirements, and are properly documented and implemented by the principal and staff. This includes Police safety checks for contractors or volunteers, where appropriate. A model child protection policy is available as [part of NZSTA's School Policy Framework template](#) on the [NZSTA website](#).

Volunteers and other adults

Anyone associated with the school in a volunteer capacity (such as coaches, parent helpers or representatives of community organisations) should be made aware of the school's expectations of them and be provided with all relevant policies and procedures, including those that relate to the wellbeing of students in their care. They should also understand that while they are working with the school they are expected to maintain its ethical standards. It may be necessary to have to have conversations and/or more formal agreements with volunteers about such expectations, including Police safety checks, where appropriate.

To ensure safe interactions with students, staff should work within the limits of their role and authority and be mindful of the potential for risks to arise due to a 'power imbalance' that exists between the teacher and student. Teachers must accept that it is their responsibility to ensure the relationships are respectful and safe.

School or wharekura staff may be required to be aligned to a professional association or network that relates to their role as a condition of their employment. When that is the case, boards may be required by the terms of the relevant collective agreement to reimburse the staff member the cost of the subscription to the association, or may otherwise agree to do so (see section 7).

Guidance counsellors are able to be members of one of the following:

- » New Zealand Association of Counsellors (NZAC)
- » New Zealand Psychological Society (NZPsS).

See section 8 for guidelines about the high standards of practice needed for guidance counsellors.

¹ Individual board members may also volunteer at the school outside of this role. In these cases, the person has the status of a parent rather than a board member, although the board will still expect them to behave in a way that is consistent with its high standards of behaviour and code of conduct.

Other specialist staff are able to become members of these professional associations or networks:

- » Youth workers – Professional Association for Youth Workers (Arataiōhi)
- » Social workers – Aotearoa New Zealand Association for Social Workers (ANZASW)
- » Nurses – Nursing Council of New Zealand (NCNZ).

Teachers are required to have registration and a current practising certificate, or a Limited Authority to Teach (LAT), issued by the Education Council. This means they have professional obligations, such as regular appraisal to provide evidence that they are meeting professional standards and ethical obligations (see section 6 in the Appendix). They can also be subject to complaints about their conduct or performance through school and Education Council processes.

The Education Council Code of [Professional Responsibility and Standards for the Teaching Profession](#).⁵⁹

This provides a set of values and expectations that certificated teachers should apply to situations with careful reflection. It is a guide to help teachers make ethical decisions, recognising that questions of ethics may not always have straightforward answers (see section 6 in the Appendix).

Leadership teams should support their staff to access regular opportunities to learn and develop their professional skills and knowledge, including on topics related to promoting and supporting student wellbeing (see PLD in sections 4.8, 7.11 and 12.4).

Professional supervision is essential for those staff who regularly provide counselling (see section 7.9).

3.11 Clear information-sharing, referral and support process pathways

Student wellbeing is everyone's responsibility. It is essential to have well-defined processes and procedures in place that are expressed in plain language, understood well, and followed by all staff and other adults (eg, sports coaches, parent helpers) for:

- » when students disclose information that indicates a threat or lack of safety (this may result in a possible notification of concern to Oranga Tamariki)
- » referring students for assessment or specialist services, both within the school and externally
- » responding to traumatic incidents.

When senior staff remind people often of these process and procedures, and the expectation that they will be followed by all staff, the pathways are more likely to be respected.

All staff should also be aware of their legal responsibilities relating to student disclosures about privacy, confidentiality and the Vulnerable Childrens Act 2014 (see sections 4.2 to 4.5).

“Every school needs to have systems that help create the conditions for staff and students to work effectively together. Everyone appreciates simple, clear goals and effective processes. School systems provide and effectively communicate the ground rules for everyone. They ensure a measure of consistency in approach and action across the school.”

Kiwi Leadership for Principals: Areas of Practice⁶⁰

3.12 Use of external wellbeing service or programme providers

Because of the diversity and complexity of the issues experienced by students it may be necessary to involve outside agencies and community groups, including iwi/hapū organisations. External support providers can add significant value to the level of student wellbeing.

A school's guidance counsellor is often the person who is usually best placed to:

- » make the initial assessment of a student's needs and the most appropriate referral, if required
- » make the initial contact with, and referral to, appropriate agencies and groups to help solve specific issues for students or, if requested, for staff
- » liaise between the agency/group and the school
- » support students and parents in maintaining the agency/student/family relationship
- » work with agency and community group personnel to ensure that help is ongoing and appropriate
- » ensure the help provided by agencies and community groups outside the school setting is delivered in a way that upholds respect for the diversity of students' backgrounds and needs.

“Ultimately schools operate within a wider network of educational, community and external supports. The improved wellbeing of students requires a coordinated response across the education, health and social sectors.”

Deirdre Shaw, Group Manager Evaluation Services, ERO

In consultation, schools have a responsibility to determine which external provider (agency or individual) will best meet their students' needs. It is good practice to develop a Memorandum of Understanding (MOU) with an external agency to support the school's pastoral care or guidance programme. However, when choosing an external wellbeing service or programme provider, schools should consider:

- » their level of qualifications, expertise and specific experience
- » the nature of their evidence based approach to practice
- » their level of cultural understanding and safety
- » their record of reliability, as provided by referees
- » their recording processes and possible future access to school records
- » the availability of suitable facilities for them to use, either within or outside the school
- » that any MOU with covers the safety and wellbeing of students, the wider school community, and the external wellbeing service or programme provider themselves.

Schools could also seek evidence of:

- » a safety check, including evidence of a Police clearance (see feature box below)
- » their having a well-established child protection policy in place
- » their membership or links to a professional association or network relevant to their role, requiring commitment to binding ethics, good practice codes and a complaints process.

Health practitioners, including mental health practitioners working in schools, must comply with the Health Practitioners Competence Assurance Act 2003. This provides a framework for the regulation of health practitioners to protect the health and safety of members of the public, by providing for mechanisms to ensure they are competent and fit to practice their professions.⁶¹

See more information and a helpful case study in sections 2 and 3 of the Appendix.

3.13 Use of volunteers

Section 78C of the Education Act 1989 requires the board or management to undertake Police vetting on all teaching, non-teaching and unregistered employees and of every person who is to work at the school during normal school hours.

Schools should apply the same care and responsibility to selecting and supervising volunteers as they would to choosing an employee. Volunteers do not need to be safety checked under the Vulnerable Children Act 2014 or Police vetted under the Education Act 1989. Your school and kura can choose whether to safety check your volunteers (or complete components of a safety check), and this may be guided by your own child protection and/or health and safety policies.

The Vulnerable Children Act 2014 requires all people who are paid by government-funded organisations to work with children to be safety checked and to have this updated every three years.

This also applies to people working with children as part of an educational or vocational training course who are paid or not paid, such as trainee teachers having practicum experience.

For information on the required process see:

www.education.govt.nz/school/running-a-school/vulnerable-children-act-2014-requirements-for-schools-and-kura/

See *Creating a Safe School: A Guide to Writing a Child Protection Policy*, which was developed by Child Matters

www.childmatters.org.nz/file/Policy/creating-a-safe-school-guide.pdf

3.14 Empowering peers, and students' families, whānau and caregivers

Students commonly go to their friends, and to family, whānau and caregivers, for personal support. It is important that schools provide information on how these people/communities can provide support to a young person, including encouraging them to access school pastoral care, guidance and counselling services. Schools should consider how they can offer regular peer support training programmes, curriculum content on ways to support others, and parenting education and/or support opportunities. They should also decide how to make this available, known and accessible.

The Common Ground website, an MSD initiative to support youth mental health, provides helpful content and engagement suggestions for schools, families, whānau and friends “to support young people to manage hard times and enjoy happier lives.” See www.commonground.org.nz

**O o’u Paolo ou te malu ai.
It is my people that give me shelter.**

Samoan proverb/saying

TE PAKIAKA TANGATA | STRENGTHENING STUDENT WELLBEING FOR SUCCESS

Section 4

PRINCIPLES OF GOOD PASTORAL CARE

All staff play a role in providing pastoral care to students and supporting them to develop to their full potential. It might be in an informal manner, in the context of a school learning activity, or when a student speaks to a trusted staff member to gain support and advice.

For this reason, it is essential that all staff are committed to maintaining high standards of professional practice (see section 3.9). They must also understand their school's processes relating to student wellbeing, as well as their legal requirements, their obligations to respect confidentiality and privacy, and the circumstances in which they have a responsibility to disclose confidential information.

“... young people spend close to half their waking hours in school and inevitably the quality of experiences with teachers and peers in that setting will affect emotional wellbeing.”

Patton et al⁶²

It is also important for staff to recognise that a school's guidance counsellors have extra confidentiality obligations that relate to their profession and to their professional association's code of ethics (see section 7.2).

Students have also given feedback that they value having a person to talk apart from their teachers:

“We have a legit system where everyone knows we have counsellors and where it's openly talked about in assemblies and health classes. We already know as students we can go to our teachers but sometimes we might just want to go to someone outside of the situation – a counsellor.”

Female, Year 13 (ERO 2013 survey of guidance and counselling activities in schools)⁶³

4.1 Legal requirements

All schools are legally required to:

- » Apply their school's child protection policy and disclosure protocols if they believe a student has been or is being abused in any way, or neglected, or allegations have been made.
- » Support better identification of child abuse and neglect, as the Vulnerable Children Act 2014⁶⁴ requires school boards and their contracted and funded providers to have child protection policies in place. If a student discloses any kind of abuse or neglect to a staff member, the school's child protection policy should automatically be activated and followed through. See the feature box below for reporting abuse protocols and guidelines.
- » Have a specifically trained person who can deal with any allegations of abuse and support children and other staff through the process. The designated person for child protection is usually the guidance counsellor, as they are responsible for ensuring the procedure for reporting child abuse is effective and timely. If a member of staff has a child protection concern, they must inform the designated person as soon as possible. It should be decided whether a specific form is used, printed on coloured paper, or whether a digital notification is made so that concerns can be identified easily.
- » Apply the Privacy Act 1993, which includes following the 12 information privacy principles that provide safeguards around the collection and disclosure of personal information (see section 4.4).

Child protection policies need to be living documents that are at the heart of the organisation's day-to-day operations and management.

Children's Action Plan: 2015, p37

Keeping students safe from abuse – reporting abuse

To assist schools to protect the safety of students from abuse, the following documents provide policy development guidelines, sample safety plans and examples of their application, planning and reviewing checklists, a free training opportunity, and information about the Vulnerable Children Act 2014 and its obligations.

Vulnerable Children Act (2014): A Practical Guide for Early Childhood Education Services, Ngā Kōhanga Reo, Playgroups, Schools and Kura (Ministry of Education) (see section 6)

Safer Organisations, Safer Children: Guidelines for Child Protection Policies to Build Safer Organisations (Children's Action Plan (CAP) 2015)

[Working Together Training – Free One Day Seminars](#) for education staff (the seminars are a partnership between Oranga Tamariki and Child Matters).

School plans should be reviewed every three years and updated as needed.

Students also have views on counselling keeping them safe:

"Ensure that every student is feeling positive and safe at school and at home."

Male, Year 10 (ERO 2013 survey)

"It can save someone's life."

Female, Year 10 (ERO 2013 survey)

"Help people in bad times of their life when they don't really want to be alive, and support any student when they are going through a rough patch if it's at home, school, relationships, bullying... and the list goes on."

Female, Year 13 (ERO 2013 survey)



4.2 General principles of good pastoral care by staff

All staff should respect students and steer them in the right direction, enabling and empowering them to use good information to make well-considered, positive choices for themselves, educationally and in life.

When providing pastoral care to students, the eight principles below should guide school and wharekura teaching and non-teaching staff. These principles were developed by the working group and should also be complemented by any practice ethics, codes or guidelines that are relevant to their profession and role.

1. Treat all students with equal dignity, respect, courtesy and fairness.
2. Take all reasonable steps to keep a young person safe and protected from harm.
3. Maintain a consistently high standard of professional conduct.
4. Support every student's wellbeing and advocate for their best interests.
5. Respect the privacy of students and hold in confidence information they have shared with you, unless they volunteer their consent to share information with certain people. However, if the initial information they have shared indicates a risk to their own or another person's safety (eg, suicidal thinking, abuse or neglect), or that they have been harmed, then you have a responsibility to respond and share the information appropriately (see point 6 below).
6. If abuse, neglect or suicidal thinking has been disclosed by a student, immediately follow your school's reporting policy and protocols. Any suspicion of risk or harm should be made known to the guidance counsellor straightaway so they can then assess the level of risk and whether anyone else needs to be informed to keep the student safe. It is helpful to keep information about reporting procedures easily accessible.
7. Recognise and respect the boundaries of your role and do not exceed your authority or capability when supporting a student.
8. Understand and respect the different roles of the school pastoral care, guidance and counselling team in your school, and when and how to refer students to them.

A sense of belonging at school, good advocacy and positive teacher-student relationships and learning environments are all protective factors that support mental health and wellbeing during the transition to adulthood.⁶⁵

Findings of the Youth Mental Health
Project Evaluation May 2017
Social Policy Evaluation Research Unit (Superu⁶⁶)



4.3 The Educultural Wheel

Effective and safe learning environments are those that have inclusive cultural values and principles that permeate their structure and pedagogy. Such practice is built on respectful and reciprocal relationships and fosters a 'culture of care'⁶⁷ across classrooms and throughout the school.

The Educultural Wheel⁶⁸ (Macfarlane 2004) is an inclusive school wide and classroom based model of care that fosters a sense of belonging for all and is responsive to the needs of diverse learner groups. It is intended that all members of the school community share responsibility for maintaining an ethic of care (manaakitanga) that provides a strong foundation for wellbeing and learning. The concepts featured in the box below show the model of effective classroom strategies that foster culture, wellbeing and belonging.

Pūmanawatanga: the school, classroom morale and teacher attitudes

Whanaungatanga: promoting wellbeing through a collective identity, effective relationships and whānau partnerships, group sharing and recognising achievement, eg, through form time, assemblies and community gatherings

Manaakitanga: encompasses respectful communication, reciprocity, kindness and commitment to an ethic of care

Rangatiratanga: achieved through teacher effectiveness in and outside of the classroom

Kotahitanga: unity, bonding and restorative approaches to repairing harm or wrongdoing.

Suggested strategies and practices that incorporate these concepts can be found in the diagram on the following page. Further strategies can also be found within 'Tātaiako Cultural Competencies for Teachers of Māori Learners'⁶⁹ (see section 2.9).

The Educultural Wheel



Macfarlane, A. (2004) *Kia hiwa rai Listen to Culture: Māori students' plea to educators*. Wellington: NZCER

Reproduced with permission from NZCER Press

Mount Roskill Grammar School has created a culture that supports wellbeing and academic achievement through applying the overarching values of manaakitanga and whanaungatanga:

- » **Manaakitanga:** through uplifting, fostering and nurturing the mana of each person
- » **Whanaungatanga:** through fostering relationships and cherishing diversity, seeking the support of parents, families and whānau and making good connections between people.

This philosophy is student centred and underpins learning, policy and practice. It uses a relational approach ensuring all students have agency and an active voice in learning and pastoral support structures through an inquiry and co-construction process. Students are encouraged to be aspirational and staff approaches are strengths based. Teaching and learning is collaborative and encompasses a 'teaching as inquiry' model. Teachers access the student voices to check on what is working and they support student agency in the planning and learning pathways.

Citizenship, relationships, responsibility and restorative approaches are embedded within the school culture and pastoral structure, which is known as 'the Roskill way'. Student Services consists of an interdisciplinary team of receptionists, four counsellors, three nurses, a GP and a physiotherapist. The service delivery model is based on the recommendations from the Youth 2012 evaluation⁷⁰ of the effectiveness of school based health services. The study identified that a warm and inviting waiting area and proactive and responsive staff promote easier access to health care. Making use of social media to book appointments and communicate were all indicators of better service engagement as reported by students.

Counsellors and students jointly run a number of co-constructed, proactive and preventative health programmes within the school. These help to foster the community philosophy of connectedness, support and to build respectful reciprocal relationships.

Over 200 students are trained as peer mediators by the Peace Foundation, as well as organisations like Rainbow Youth, Youthlaw, Human Rights Advocates and SHINE. Their role is to be 'ambassadors of social justice' standing up for kindness, respect and justice for all students. They provide confidential restorative mediations, as well as watching out for bullying and harassment within the school environment and helping students to get the support they need. The Leadership Through Peer Mediation (2017)⁷¹ research assessed the impact of peer mediators in nine secondary schools. They found positive effects of the programme on students, teachers and school environments. Student leaders also promote messages of inclusion and community, especially around mental health as part of the 'Live4Tomorrow' programme. Their aim is to destigmatise mental health and promote help seeking behaviours in their student population. Students are trained by the community organisation ZEAL.

With support from the Auckland DHB and [Bodysafe](#), senior students are trained to lead in the Peer Sexuality Support Programme to teach about relationships and sexuality and promote respectful relationships and sexual consent. These students run an annual consent awareness week. Students and staff of the school diversity group also meet regularly to promote a school culture that is safe and inclusive for community members with diverse sexual and gender identities.

Transition pathways are well planned and considered. Mount Roskill Grammar School has good relationships with its feeder primary schools. They also interview and get to know each of the students who are enrolled to start in Year 9. The counsellors co-facilitate an interactive workshop with all Year 9 core classes on manaakitanga during the first term. They have found that this approach facilitates the referral process and students feel more comfortable approaching them. Students are familiarised with how to access the student support centre and are given an explanation of confidentiality and the limitations of maintaining confidence.

Two approaches are used to identify those students who need extra support. Counsellors invite students to complete the online Travellers questionnaire, and youth-health trained nurses conduct a psycho-social health assessment (HEEADSSS) with each Year 9 student. Those identified as high risk are invited to participate in the small-group resiliency building programme called Travellers.⁷² The aim of this counsellor-facilitated programme is to enhance connectedness and support students to develop the skills and resources to adjust to life challenges. Over 80 students each year participate in this programme at Mount Roskill Grammar School. An evaluation of the programme was undertaken by the New Zealand Council for Educational Research (NZCER).⁷³

4.4 Understanding privacy obligations

It is important for all staff to understand their obligations to protect the privacy of students, staff, families and whānau. For example, people need to know what will be done with their personal information but privacy is not absolute. New Zealand privacy laws make allowances to protect other social interests such as ensuring safety, preventing crime, or that courts get the right information to make their decisions.

The Privacy Act 1993 governs personal information about individual people and how agencies collect, use, disclose, store and give access to individuals. Twelve information privacy principles are found in the Privacy Act, which schools must follow as law ⁷⁴. They act as a guide to help schools and other agencies make the right decisions about the collection, storage, use and disclosure of personal information. Schools should develop privacy policies and procedures in line with the 12 information privacy principles of the Privacy Act:

- » Only collect personal information that is needed
- » Get it directly from the person it's about, where possible
- » Be open with people about what's going to be done with it
- » Collect it legally and fairly
- » Keep it secure
- » Let a person whose information it is see it if they want to
- » Fix it if the person whose information it is thinks it's wrong
- » Ensure that it's accurate before using it
- » Dispose of it when it's no longer needed
- » Use it only for the purpose for which you got it
- » Only disclose it if you have legal authority to do so
- » Only use 'unique identifiers' where this is clearly permitted.

For further detailed guidance and information on privacy obligations within schools see section 1 of the Appendix.

For questions relating to privacy and students and/or schools:
The Privacy Commissioner's Office: www.privacy.org.nz/contact

Phone 0800 803 909

Ask a question at: www.privacy.org.nz/further-resources/knowledge-base/

For questions about privacy and technology, including phones and social media:
Netsafe **0508 NETSAFE** (0508 638 723) www.netsafe.org.nz queries@netsafe.org.nz

4.5 A helpful flowchart – Sharing personal information of families and vulnerable children

When working within an interdisciplinary team, it is important that the whole team understands and recognises the professional obligations of guidance counsellors about the confidentiality of all student information.

The Office of the Privacy Commissioner has developed an infographic (The Escalation Ladder) that clearly lays out information sharing considerations.

Sharing Personal Information of Families and Vulnerable Children – A Guide for Interdisciplinary Groups
www.privacy.org.nz/assets/InteractiveEscalationLadder/Escalation-Ladder-FINAL-HiRes.pdf

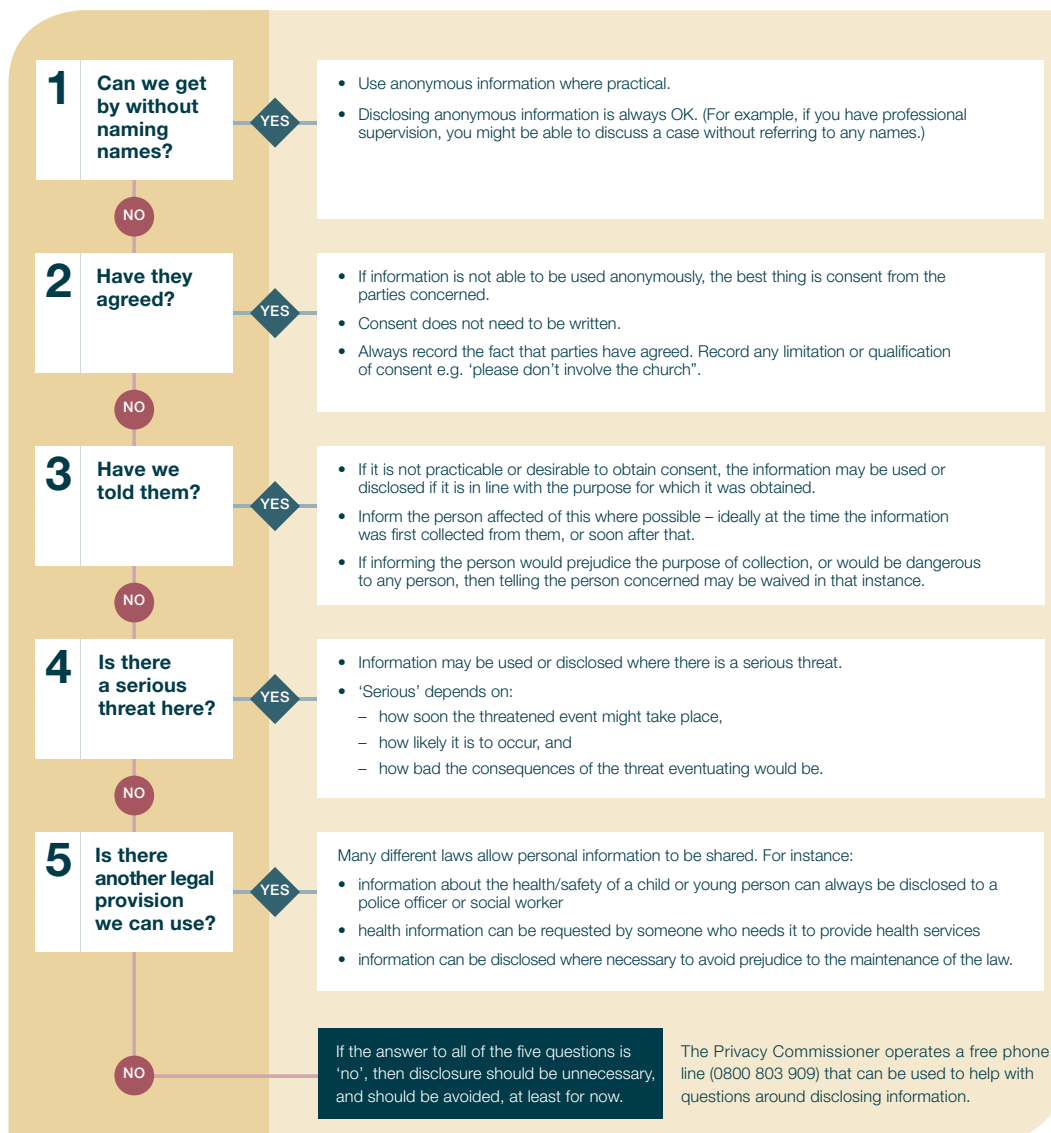
The Escalation Ladder

Sharing information involves both the collection and disclosure of personal information. Deciding which laws apply and what information to share can be complicated, but there are some guiding rules.

How to use the Escalation Ladder

Work through from question 1 to question 5 and stop when you can answer 'yes'. If the answer to all of the five questions is 'no', then disclosure should be unnecessary and should be avoided, at least for now.

Remember that the proportionality principle always applies – you should only provide as much information as is reasonably necessary to achieve your objectives.



4.6 Understanding the difference between confidentiality and privacy

The Privacy Act requires organisations and agencies (including schools) to be open about their purpose for using and disclosing information, keeping information safe (ie, not disclose it to anyone except those who are entitled to access it), and giving access to the person concerned on request.

Confidentiality is the obligation of confidence between a client and counsellor, requiring the counsellor to keep the client's information safe (ie, not disclose it) unless disclosure is necessary to keep someone safe.

Confidentiality regarding an individual's personal information is described in this extract from the Privacy Commissioner:

“Confidentiality is the duty to protect and hold in strict confidence all information concerning the person who is the subject of the professional relationship. Confidentiality is an obligation often associated with professions such as teachers, counsellors, lawyers and doctors. There are times when confidential information may be disclosed, but those occasions are limited.”⁷⁵

These occasions should be indicated in a school's child protection plan and the protocols can detail examples of when it will be appropriate to disclose personal information.⁷⁶ They will be those occasions when a risk or threat to the student's own or another person's safety is indicated (eg, suicidal thinking, abuse or neglect), or when they have been harmed.

4.7 Providing appropriate spaces for guidance and counselling

ERO found that schools and wharekura with the most effective models of good guidance and counselling practice housed guidance and counselling staff in appropriate spaces that facilitated private communication and made it comfortable for students to seek help.

“Guidance counsellors today often use electronic files and databases. Access to a computer, Wi-Fi and confidential phone lines are essential tools for their practice, as is a private, youth friendly, inclusive space where students can feel safe and at ease enough to engage.”

Sarah Maindonald, Guidance Counsellor

ERO noted one co-educational school that gathered all key elements of pastoral support together in a one-stop-shop all-under-one-roof approach.⁷⁷ In that space the combined services included:

- » guidance counsellors
- » social workers
- » nurses
- » attendance administration staff
- » careers staff
- » year level deans
- » spaces for visiting external agency specialists.

This student services building is centrally located in the heart of the school. It is not linked to the 'official' public front of the school where the main office and SLT offices are attached to the staffroom.

4.8 Staff wellbeing and self-care

For staff to be effective and responsive in supporting student needs, wellbeing in schools should begin with staff wellbeing, as it enhances their ability to care for their students. Relationships of mutual respect among staff contribute to their wellbeing, as does a positive school climate. Staff also model healthy relationships for students and, amongst other things, this idea forms the cornerstone of bullying prevention and response policies and restorative practices.

In any work environment, workplace stress is a complex and challenging issue for both employers and employees to manage. It is helpful for the community to acknowledge staff pressures and stress in a supportive way.⁷⁸ Self-care can play a key role in helping to deal with stress. Staff also have a responsibility for their own professional self-care, particularly during periods of high stress, eg, when supporting a young person through emotional difficulties, complex situations, or after a traumatic incident. Sustained and high levels of stress can have a negative effect on staff health and wellbeing which may adversely affect their work with students or colleagues. It is important that a stressed staff member seeks out the support of colleagues and/or the staff member who oversees their role. They should also speak with their principal to consider ways stress could be decreased or consider taking leave. Counsellors may also seek extra supervision (see sections 8.9 to 8.10). Staff can also access [Employee Assistance Programmes](#) for practical assistance and further support in the workplace.

When managing a traumatic incident, school leaders should consider how they can minimise further risk to student and staff wellbeing. The Ministry of Education is available to work closely with the school to manage traumatic incidents to reduce any possibility of further harm to others and assist the school to continue day-to-day operations. *Traumatic Incidents – Managing Student and Staff Wellbeing* is a guide for school leaders and boards to help minimise risk after a traumatic incident (see section 12).

“People work more effectively and are more engaged when they are healthy and happy. Boards and principals need to ensure that their staff have everything they need to do their job – including a safe and healthy work environment. The law requires it, common sense requires it, and apart from that, it’s just the right thing to do.”

Employment Adviser, NZSTA

The Health and Safety at Work Act 2015,⁷⁹ and associated regulations, makes it clear that an employer must ensure staff health and safety. Importantly, it defines health as including mental health. Although the Act does not explicitly refer to stress, the definition of ‘health’ includes mental health and is included in the wider definition of hazard, which the Act states is:

“...hazard includes a person’s behaviour where that behaviour has the potential to cause death, injury, or illness to a person (whether or not that behaviour results from physical or mental fatigue, drugs, alcohol, traumatic shock, or another temporary condition that affects a person’s behaviour).”

To comply with the Act, boards and senior staff should ensure a range of initiatives are in place to manage workplace stress, including:

- » having health and safety policies and procedures that identify and manage workplace stress, including workplace stress on a hazard register
- » keeping an eye on and checking stress indicators
- » providing training techniques for identifying and dealing with stress for employees and managers

implementing a culture where employees are encouraged to report workplace stress without fear of retribution or inadequacy.

4.9 Professional learning and development (PLD)

Whāia te mātauranga hei oranga mō koutou.

Seek after learning for the sake of your wellbeing.

In recognising the roles and responsibilities of all staff in promoting student wellbeing, schools should encourage and enable regular access to relevant PLD opportunities. Any professional development should aim to enhance knowledge and skills related to understanding and supporting student wellbeing.

PLD may be provided both within and outside the school, eg, by reading, attending relevant workshops, or seeking mentoring from others more experienced in the school. For specialist staff, or for those with pastoral responsibilities such as deans and form teachers, schools need to access the most appropriate and relevant PLD to promote student wellbeing.

He Kupenga Ora – Wellington Secondary Schools Wellbeing Network was developed at the end of 2014 by a secondary schools reference group and 10 secondary school principals with support from the Ministry of Education. The network was developed in response to increasing concerns about student mental health and managing student needs within the school environment.

The aim of the network is to build capability, support inclusion and provide opportunities for staff with pastoral leadership responsibilities. The purpose is to share good practice strategies and develop effective ways of supporting staff to support students. Community groups that work with young people and their families are also part of the network. Membership offers opportunities for developing better relationships between schools and agencies. The network collaborates to share information, expertise, resources and opportunities for professional development.

Each of the 10 secondary schools is committed to taking turns to host and facilitate network meetings. During the meetings they share information, expertise and resources and invite community experts to share research and practice knowledge. The first session focused on *Preventing and Responding to Suicide* and involved a workshop that included the Regional Suicide Postvention Co-ordinator, Ministry of Education, Capital & Coast Child Adolescent Mental Health Services (CAMHS), Central Regional Health School, Ngā Hau e Whā Wellington RTLB Cluster and the New Zealand Police. Subsequent sessions have focused on youth mental health support services. The Ministry of Education and CAMHS teamed up to discuss traumatic incident responses which resulted in one school reviewing their policies, processes and systems.

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Section 5

ROLE OF FORM/WHĀNAU TEACHERS
AND DEANS

5.1 Teachers with pastoral leadership responsibilities

Form or whānau teachers (known in some schools as tutors or mentor teachers) and deans have roles that require them to be observers and listeners, continually checking their students' levels of wellbeing and academic progress. They are often the first teachers that students go to for support or guidance. They are usually also the key link between the school's administration/senior management and the student. They are also likely to be the link between the student's family, whānau or caregivers and school leadership team. These teachers' roles in a school's pastoral care system are therefore pivotal to supporting student wellbeing and their specific tasks are defined by each school or wharekura.⁸⁰

At times, tension between a particular student's disciplinary and pastoral care needs can be challenging to manage. It can be helpful to prioritise student needs by having other staff follow through on a disciplinary process if a student's pastoral care needs attention.

5.2 Form/whānau teachers

In general, a form/whānau teacher's duties are a mix of pastoral care, academic and administrative tasks. Building relationships and engaging with students as individuals with their own identities, strengths, weaknesses and needs is a significant part of their role. This is very important in supporting the challenging transition of Year 9 students from primary to secondary school.

Traditionally, form/whānau teachers check the uniform and attendance of students in their form class. They encourage students to take an active part in school life, can explain aspects of the school process and advocate for students with other staff, as required. They may also assist students to access student support. Form teachers are typically responsible to the dean of their form students' year group, and their role complements that of a dean (see section 2.5).

5.3 Deans

Deans are experienced senior teachers who are also responsible for all students within a year level (vertical system). They oversee all aspects of their students' wellbeing, participation, engagement and achievement. A dean is the integrated link between senior management and classroom teachers for students. The role of a dean involves facilitating support for students and liaising with families. They provide leadership to teachers for student pastoral care (see section 2.5.)

Secondary schools in New Zealand differ in the structure of their pastoral and curriculum responsibilities. Some adopt a horizontal system, with a dean supporting one year group through entry at Year 9 through to Year 13. Other schools systems allocate deans to specialise only within the same year level so that they support a new cohort of students each year. Other schools have adopted a vertical system, with students across all year levels supported by one teacher from year to year.



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Section 6

ROLE OF THE SCHOOL GUIDANCE COUNSELLOR

6.1 What is a school guidance counsellor's role?

A guidance counsellor is both a qualified counsellor and a specialised education professional. Through skilled counselling processes, counsellors assist students to deal with personal, social or behavioural issues that put their wellbeing, learning and educational achievement at risk. If time and resources allow, counsellors may also assist staff and, in special circumstances, families, whānau and caregivers.

The counsellor assists the school to fulfil its obligations and legal responsibilities to its students (see Introduction to this document) and their role in a school can be broad.

As trained professionals, counsellors are members of a professional counselling association and are therefore bound by a code of ethics and practice and a formal complaints process (see sections 7.2 and 7.3).

Many guidance counsellors are registered teachers. Some do some classroom teaching as an adjunct to their counselling role, eg, lessons on sexuality as part of the school's health education programme. Some guidance counsellors have positions that combine a counselling role and a subject-teaching role. Regardless of whether a guidance counsellor has classroom teaching as part of their role, it is still significantly educational.

Having dual roles can potentially present complexities, such as role conflicts, and these need to be identified and managed intentionally, eg, when a teacher's classroom student then also becomes their counselling client. While this is not ideal, the roles must be carefully managed and explained, making the two differing roles very clear to the student(s) involved.

"Being very kind and understanding and not jumping down a person's throat."

Male, Year 10 (ERO 2013 survey)

"Listening to the person who is in trouble and discussing with them options on what to do next rather than just telling them."

Female, Year 12 (ERO 2013 survey)

6.2 Who can call themselves a school guidance counsellor?

Although many different people can offer pastoral guidance support to students, counselling is a specialist therapeutic service. For the safety and wellbeing of students, it is preferred that any professional working in a school as a counsellor is, or is working toward, being qualified in counselling through a recognised tertiary training provider. They should ideally be a member, or provisional member, of a relevant professional association, bound by a code of ethics and formal complaints process. They must also be receiving regular professional supervision and PLD. Ideally, they should also be qualified teachers with classroom experience employed by the school, and not a volunteer.

6.3 Impact of guidance counselling on student wellbeing and academic success

Guidance counsellors aim to promote both student wellbeing and education outcomes. Research shows that:

"... the enhancement of student wellbeing is emerging as an important approach to the development of a student's social, emotional and academic competence and a significant contribution to the ongoing battle to prevent youth depression, suicide, self-injury, anti-social behaviour (including bullying and violence) and substance abuse."⁶²

The research has also highlighted the benefit of school based counselling services:

"Participation in counselling is associated with large reductions in psychological distress. Counselling is a skilled way of helping young people with personal and developmental difficulties. It aims to give young people opportunities to: discuss difficulties in a confidential and non-judgemental atmosphere; explore the nature of their difficulties; increase their self-awareness; develop a better understanding of their difficulties; develop the personal resources needed to manage their problems; develop strategies to cope with change."

Evaluation of the Welsh School-based
Counselling Strategy: Final Report (2011)⁸³

Students have also given feedback that they value being able to talk about their problems and in a non-judgemental environment:

"Don't judge people, and let them speak. Guide them to figure out the issue, not tell them what is wrong or what is the issue. Allow them to voice their feelings in a safe, confidential place where no outside things can affect what they say."

Female, Year 13 (ERO 2013 survey)

"You can get help with these issues and not tackle them on your own."

Male, Year 10 (ERO 2013 survey)

"Be someone I can trust and that respects me, and understands what I am going through, and helps me get through with my problems."

Female, Year 12 (ERO 2013 survey)

"Letting someone help you out with your problems makes you feel better and gets some weight off your shoulders."

Female, Year 11 (ERO 2013 survey)

The values and the five key competencies of the New Zealand Curriculum (thinking, using language symbols and texts, managing self, relating to others, and participating and contributing) are all part of a student's counselling experience. This is because during the counselling process solutions are developed together. Counselling also serves as a significant contributor to student learning.⁸⁴

"[There are] many and varied ways school counsellors routinely help the adolescent incorporate these key competencies into daily life in and outside the classroom. That contribution, by the very nature of the counsellor's role, typically intersects with times of great vulnerability and great potential for growth for the adolescent. This role is thus both profoundly therapeutic and educational and requires skills in both areas... The days of seeing the school counsellor as some kind of peripheral add-on to the central thrust of the school is hopefully over as we give expression to a more seamless curriculum under a unified set of values and competencies within a system that still creates room for schools to express and honour the character of their own communities."

School Counsellors' Contribution to the Key Competencies of the New Zealand School Curriculum, Colin Hughes⁸⁵

It can be challenging for schools in remote locations to attract guidance counselling staff. It is very important for staff in isolated schools who are fulfilling guidance roles to access regular supervision from a qualified guidance counsellor. They should also engage in counselling training or be working actively towards this.

The Ministry of Education is piloting specialist mental health services in Communities of Learning | Kahui Ako which aim to trial ways of increasing school's access to mental health services for students. This intervention will pilot the provision of specialist mental health services in selected Communities of Learning | Kāhui Ako to support the early identification of potential mental health issues, and coordinate on-location access to mental health care so that students have fast, easy access to the support they need. This pilot will be developed together with the Ministry of Health and rolled out in early 2018. See: <http://education.govt.nz/ministry-of-education/specific-initiatives/mental-health-social-investment-initiatives/>

6.4 Working with students

A guidance counsellor's key tasks and responsibilities when working with students in a range of contexts can include:

- » using their skills, knowledge and therapeutic approaches to assist students to:
 - › be listened to, in privacy and with confidentiality
 - › safely get through moments of crisis and manage ongoing risk, which may include online aspects
 - › externalise their issues and explore their impact
 - › find solution-focused strategies to use
 - › co-construct therapeutic goals and plans
 - › identify their strengths
 - › learn key emotional competencies, including building positive relationships
 - › strengthen their sense of self and self-esteem
 - › build resilience and develop capabilities
 - › source key information, other services and resources relevant to their situation
 - › be advocated for, when needed
 - › be encouraged, motivated and empowered
 - › reduce barriers to learning
- » screening of students early to identify mental health or wellbeing issues and manage risk around complex issues, eg, assessing suicide risk, depression, self-injury or abuse
- » playing a key role in planning, consulting about and helping to implement programmes and services to enhance student wellbeing, such as behaviour management, peer mediation, bullying prevention or truancy services
- » playing a significant role in collaborating with senior staff in crisis preparedness initiatives and the development of a traumatic incident plan
- » playing a significant role in supporting students and staff during and after a traumatic incident or emergency crisis, and advising senior leadership as response plans are made and checked (note: an online incident can also be a traumatic incident)
- » promoting awareness of different cultures and respect for diversity
- » supporting families, whānau or caregivers to communicate well with their young person when appropriate, and identifying ways to support them
- » liaising with external agencies to arrange specialist referrals, if required.

This work aims to support best possible educational and social outcomes for all students. The guidance counsellor is pivotal in establishing and maintaining a safe and inclusive school culture that recognises and celebrates diversity. The guidance counsellor does not discipline and punish students as this could compromise the counselling relationship.

The School Guidance Counsellor Guidelines for Principals, Boards of Trustees, Teachers and Guidance Counsellors, known as The School Guidance Counsellor Appointment Kit (2015), NZPPTA and NZAC, p9⁸⁶

Students have given positive feedback about the qualities of school guidance counsellors:

"Be approachable and the kind of teacher kids trust and feel they can joke around with - someone they can relate to and be themselves around."

Male, Year 12 (ERO 2013 survey)

"Let them know that you will stand by their side."

Male, Year 12 (ERO 2013 survey)

"They were friendly and I could trust them to keep my personal issues confidential."

Female, Year 12 (ERO 2013 survey)

6.5 Working with the principal and the senior leadership team (SLT)

The key professional relationship for a school guidance counsellor is with the principal and SLT. The whole of section 12 covers the expectations of both sides of this important relationship.

6.6 Working with staff

Through their work and expertise, school guidance counsellors regularly interact with other staff members. This extract from *The School Guidance Counsellor Appointment Kit*⁸⁷ outlines the role they can play:

"A major task for the counsellor is the sharing of expertise to support all staff in their guidance and teaching roles. An allied task is to generate support from staff for students whose individual needs may have become apparent through counselling or other guidance activities.

Guidance counsellors work closely with deans, form tutors and administrators with pastoral responsibilities in the school. The guidance counsellor's position is most effective when staff work with them in a collaborative and consultative way, while recognising that confidentiality and autonomy of therapeutic decision-making are central to the guidance counsellor role.

On matters of safety, the guidance counsellor should have a leading role. The guidance counsellor helps to establish a safe and inclusive climate in the school, free of intolerance, harassment and bullying.

Work may include:

- › *Providing a professional and confidential counselling service for all staff.*
- › *Providing opportunities to resolve issues in student-teacher relationships.*
- › *Where appropriate and within the bounds of confidentiality, sharing information with staff so students are effectively supported.*
- › *Taking a specialist role and acting as a resource person in the development of pastoral care programmes.*
- › *Assisting with the review and implementation of the school's guidance policies.*
- › *Assisting teachers to develop appropriate strategies to meet the individual needs of students.*
- › *Working with staff in contributing schools to help with the transition of students from primary to secondary school.*
- › *Assisting staff to access guidance resources.*
- › *Providing staff with professional development in areas such as mediation, listening skills, interview skills, restorative practices and conflict resolution."*

**He hono tangata e kore e motu; ka pa he taura waka e motu
Unlike a canoe rope, a human bond cannot be severed.**

6.7 Working with families, whānau and caregivers

A further extract from *The School Guidance Counsellor Appointment Kit*⁹⁸ outlines the role school guidance counsellors can play in liaising with and supporting students' families, whānau and caregivers:

"Guidance counsellors are well placed to be a resource person for families and should be available to families, whānau and caregivers in both a counselling and consultative role. This work aims to ensure the best educational and social outcomes for their children. Work may include:

- » *Providing a professional and confidential counselling service for families/whānau/caregivers.*
- » *Supporting families in times of crisis.*
- » *Assisting families with setting appropriate rules and boundaries for their children's behaviour.*
- » *Sharing information about adolescent development while acknowledging the tensions, challenges and rewards of living with teenagers.*
- » *Sharing family concerns with staff where appropriate.*
- » *Facilitating parenting courses.*
- » *Working with families, whānau and caregivers to seek appropriate referrals to specialist agencies."*

In some circumstances, school guidance counsellors may also provide counselling, support and advocacy before and/or after a board meeting about disciplinary matters.

It is important that reasonable steps are taken to ensure that students have access to guidance and counselling support if a stand-down or suspension occurs (section 17A (1) of the Education Act 1989).

Refer to:

Guidelines: Legal Options and Duties – for principals and boards on stand-downs, suspensions, exclusions and expulsions. See www.education.govt.nz/assets/Documents/School/Managing-and-supporting-students/Stand-downs-suspensions-exclusions-and-expulsions-guidelines/SuspensionLegalGuideWEB.pdf

Good Practice Guidelines – for principals and boards on stand-downs, suspensions, exclusions and expulsions. See www.education.govt.nz/school/managing-and-supporting-students/student-behaviour-help-and-guidance/stand-downs-suspensions-exclusions-and-expulsions-guidelines/

6.8 Meeting legal requirements

Like any staff member, a guidance counsellor is bound by the law about the privacy of student, family or staff information. They also have an increased obligation to respect confidentiality as part of their ethical obligations and their position of trust. As a result, there may be instances when they must decline a request for information from other staff, including boards or external agencies (see section 7.4 and section 1 of the Appendix).

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Section 7

GOOD PRACTICE GUIDELINES FOR SCHOOL
GUIDANCE COUNSELLORS

All guidance counsellors may be required to align with a professional association, so they will be bound by professional values and ethics and codes of professional practice (see section 4.10).

The following statement of values (7.1) and ethical principles (7.2) is quoted from the NZAC code of ethics and practice.⁸⁹

7.1 Core values

“Counsellors are expected to embrace the following core values of counselling as essential and integral to their work:

- » respect for human dignity
- » partnership
- » autonomy
- » responsible caring
- » personal integrity
- » social justice.”

7.2 Ethical principles

The following principles, which are expressions of the core values in action and form the foundation for ethical practice, also quoted from the NZAC code of ethics and practice.

“Counsellors will:

- » act with care and respect for individual and cultural differences and the diversity of human experience
- » avoid doing harm in all their professional work
- » actively support the principles embodied in the Treaty of Waitangi
- » respect the confidences with which they are entrusted
- » promote the safety and wellbeing of individuals, families, communities, whānau, hapū and iwi
- » seek to increase the range of choices and opportunities for clients
- » be honest and trustworthy in all their professional relationships
- » practice within the scope of their competence
- » treat colleagues and other professionals with respect
- » arrange for regular and ongoing supervision with competent supervisors who should be either NZAC members, or members of another professional body with a Code of Professional Ethics.”

Working in a school context, guidance counsellors should understand and respect the principles and requirements of the school’s charter, the law, the Treaty of Waitangi and the Suicide Prevention Action Plan.

7.3 Codes of ethics and practice to ensure good counselling relationships

A school guidance counsellor should be a member of a professional association. These links connect to the codes of ethics and practices of two of the main associations:

- » New Zealand Association of Counsellors (NZAC)
www.nzac.org.nz/code_of_ethics.cfm
- » New Zealand Association of Psychotherapists (NZAP)
www.nzap.org.nz/handbook/code-of-ethics

These codes cover the following types of topics of counselling practice:

- » the counselling relationship - responsibilities to the client
- » confidentiality
- » responsibility to colleagues and the profession
- » relationship with employers, funding agencies and the wider community
- » professional supervision
- » counsellor education
- » speaking, writing and researching about counselling practice
- » working with groups
- » counselling and electronic communication
- » mediation.

7.4 Privacy and confidentiality

Guidance counsellors must meet their professional and legal obligations to protect their clients' privacy and the confidentiality of their personal information. Privacy of information is addressed by the Privacy Act (see sections 4.4, 4.5 and 4.6). Confidentiality is the obligation of confidence between a client and their counsellor, requiring them to keep the information secret unless necessary to keep someone safe.

It is important for the principal, other school staff and the board to understand these obligations and the information boundaries that must be honoured by a guidance counsellor.

This quotation from the New Zealand Association of Counsellors' (NZAC) Code of Ethics and Practice⁹⁰ outlines a guidance counsellor's confidentiality obligations, as well as the exceptions to these:

“Extent of confidentiality

(a) Counsellors will treat all communication between counsellor and client as confidential and privileged information, unless the client gives consent to specific information being disclosed.

(b) Counsellors may discuss, in supervision, information received in counselling as part of the normal management of confidentiality.

(c) Counsellors should take all reasonable steps to communicate clearly the extent and limits of the confidentiality they offer clients. Any agreement between the counsellor and client about confidentiality may be reviewed and changed by joint negotiation.

(d) Counsellors will protect clients' identities when information gained from counselling relationships is used for purposes such as counsellor training, research or audit.

(e) Counsellors will respect confidences about the clients of colleagues.

(f) Counsellors should establish procedures to ensure the ongoing management of client confidentiality in the event of the counsellor's death.

Exceptions to confidentiality

- (a) Counsellors will only make exceptions to confidentiality in order to reduce risk.
- (b) When counsellors need to pass on confidential information, they should provide only the minimum of information necessary and only then to those people to whom it is absolutely necessary.
- (c) Exceptions to confidentiality occur when: there is serious danger in the immediate or foreseeable future to the client or others, the client's competence to make a decision is impaired, legal requirements demand that confidential material be revealed, responding to a complaint about counselling practice.
- (d) Wherever possible, the decision to make an exception to confidentiality is made: after seeking the client's co-operation, unless doing so would further compromise the safety of the client or others, after consultation with a supervisor.

Confidentiality and the law

- (a) Counsellors are encouraged to seek legal advice about their rights and obligations under the law, when the counsellor's work with clients involves contact with the legal system.
- (b) When issued with a search warrant or subpoena to give evidence in Court, or other legal processes, counsellors should pursue the status of privileged communication, in accordance with the client's wishes, until all legal avenues have been exhausted."

7.5 Counselling is provided in an appropriate youth friendly space

To respect students' privacy, and to ensure they feel comfortable and safe, counselling should be provided in appropriate youth friendly spaces. As discussed in section 4.7, the environment needs to:

- » be welcoming and youth friendly (not too formal)⁹¹
- » be easy to access
- » be kept at a comfortable temperature
- » have a private waiting area, away from main school thoroughfares
- » be sound-proof
- » have natural light, but be privacy-protected by using blinds/sheer curtains etc
- » have comfortable seating, as sessions often take half an hour to an hour
- » have a toilet nearby
- » have water and tissues provided for clients.

7.6 Relationships with the school community

Guidance counsellors should ideally prioritise time for building and maintaining healthy, and collaborative relationships with their school colleagues, especially with the principal and SLT. Respect for each other's roles, effective communication and mutual trust are very important (see sections 3.3 and 3.9).

They should also aim to create and maintain positive, respectful relationships with students and their families, whānau and caregivers (see section 3.14).

Guidance counsellors are encouraged to ensure the board, principal, SLT and staff clearly understand what their counselling role entails and the legal and ethical boundaries they are required to respect. At times, they may also need to clarify these to parents and caregivers (see sections 7.1 to 4.6).

“In leading the team there are complex tensions that arise between leadership, managerial and administrative demands, whilst simultaneously being aware that I am the only person employed as a counsellor, so I can't lose sight of my responsibility for counselling students.”

Kathryn Barclay, Guidance Counsellor, Mangere High School

In special circumstances, such as stand-downs, suspensions and exclusions, or after a sensitive disclosure to a staff member, it is essential that there is clear understanding of the law, ethics, expectations and processes relating to information sharing. Some circumstances can be very emotionally charged and such clarity can make moving forward easier including facilitating resolution.

Refer to section 6.7 for website links to two relevant documents.

7.7 Relationships with other schools

Pastoral care and guidance counselling teams should look for opportunities to collaborate with other schools or Communities of Learning|Kāhui Ako to promote and improve student wellbeing.

7.8 Relationships with the community and external agencies

Guidance counsellors should ideally actively maintain a network of key relationships with relevant community and external agencies, including iwi/hapū organisations. This enables them to readily access referral pathways and support options for a diverse range of student issues and needs. The work may include:

- » liaising with and referring to appropriate agencies and groups to help solve specific issues for students, staff or their families
- » acting as liaison person between the agency/group and the school
- » supporting students and parents in maintaining the relationship with the agency
- » working with personnel from the agency or community group to ensure that help is ongoing and appropriate
- » ensuring the help provided by agencies and community groups outside the school setting will be delivered in a way that is respectful of the diversity of each student's background and needs.

Group supervision and professional development for guidance counsellors

The Capital & Coast CAMHS team host monthly meetings and supervision sessions for secondary school guidance counsellors. The original aim of the group was to increase liaison between CAMHS and secondary schools and to provide consultative support to guidance counsellors.

Each month the agenda alternates between professional development sessions, presentations and group supervision that incorporate a reflective framework. Group supervision is provided, as well as individual supervision.

For the past 12 months the group has been in operation it has used a flexible attendance structure, with up to nine participants in attendance.

They have covered the following topics in professional development sessions: distress tolerance (eg, self-injurious behaviour, high anxiety); emotional regulation; gender identity; and 'Te Haika', which is the central point in Wellington for triaging referrals to CAMHS. The team hopes that greater collaboration with schools will enhance the transition pathway and the experience of young people accessing both education and mental health services.

7.9 Professional supervision

Regular counselling supervision is a professional obligation for all guidance counsellors.

The purpose of professional supervision is for counsellors to reflect on and develop or enhance effective and ethical practice. Supervision also serves as a monitoring purpose regarding a counsellor's work. Supervision includes personal support, mentoring, professional identity development, and reflection upon the relationships between individual people, theories, practices, work contexts and cultural perspectives.⁹²

Professional supervision is a partnership. It is a contractual, collaborative and confidential process based upon informed consent. Supervision may involve individual or group supervision, and can be in person or via telephone, emails or letters. It may be live or based on personal recall, notes, videotapes, audiotapes or transcripts.⁹³

*The NZAC Guidelines for Professional Supervision of School Guidance Counsellors (2016)*⁹⁴ given in this link support safe and ethical practice of counsellors within the specific contexts of schools: www.nzac.org.nz/supervision_guidelines.cfm

Similar supervision requirement statements are also available from the professional associations listed in section 3.10.

*The NZAC Guidelines*⁹⁵ are to be read in conjunction with the NZAC supervision policy (www.nzac.org.nz/policy.cfm) and the NZAC code of ethics (www.nzac.org.nz/code_of_ethics.cfm).

Counsellors shall arrange for regular and ongoing supervision. Supervisors should be either NZAC members, or members of another professional body with a code of ethics acceptable to the NZAC national executive. See NZAC Code of Ethics, 9.1.

Other points to consider are:

- » A guidance counsellor should have regular professional supervision with a supervisor who is a member of an appropriate professional association, bound by a code of ethics and subject to a complaints procedure.
- » In supervision, a guidance counsellor will:
 - › examine their current practice, including discussion of specific cases
 - › evaluate safety assessments and planning, and associated professional decisions
 - › ensure ethical concerns are explored and clarified
 - › explore and address ways that the personal and professional life of the guidance counsellor impacts on work with clients.
- » Supervision should be regular, ongoing, and for about one hour per fortnight during the school terms for a full time guidance counsellor, pro-rated for part time staff. Other forms of supervision can include facilitated group supervision and peer supervision. This requires a clear contractual agreement about how supervision is provided for each practitioner. Group or peer supervision can be an extra form of supervision, but does not usually replace one-to-one professional supervision, particularly for inexperienced counsellors. The school must be support the supervisory needs of the counsellor and make the appropriate budgetary arrangements.
- » Requiring a counsellor to engage in regular supervision is important, not only for the wellbeing of their clients but also for that of the counsellor. Stress from the demands of counselling work could be deemed to be a hazard under health and safety legislation and the employer must take every step to eliminate or minimise such a hazard.
- » The supervisory relationship is regarded in the same light as the counselling relationship and shares the same ethical principles. From time to time a school principal may ask the supervisor to share information. Such sharing of information must be done with due regard to the provisions of the code of ethics (see section 7.3) and the wishes of the counsellor. For a member's annual NZAC practising certificate to be renewed, a guidance counsellor's supervisor must verify the number of hours of supervision that have occurred and the professional development undertaken.

- » Supervision would usually be provided by a senior, experienced practitioner with specific training in supervision and membership of a professional association such as the NZAC, NZAP or the New Zealand Psychologists' Board.
- » To ensure safe practice and accountability, professional supervision is an expected work related activity and expense, which is usually paid for by the school (94.8%, NZAC School Counsellors Survey 2011).
- » Full time counsellors would usually undertake professional supervision within their normal working hours, ie, not outside of 8am to 5pm.

7.10 Self-care

Counsellors should take responsibility for their own professional self-care, particularly during periods of high stress. Extra professional supervision should be sought, as needed (see section 7.9).

7.11 Professional learning and development (PLD)

Regular PLD opportunities for guidance counsellors can support improved knowledge and practice, upholding requirements of their professional association and, if relevant, their ongoing certification as teachers. Guidance counsellors should be supported by senior leadership to seek regular opportunities for PLD. This might include personal reading, mentoring and attending workshops or training.

They should use their school's agreed policies and procedures to access such PLD opportunities or speak with the principal. One key resource to assist best practice development is the Educational Council's School Guidance Counsellors Practising Teacher Criteria Self Reflective Tool (2015). This resource will assist guidance counsellors and their appraisers to use the Practising Teacher Criteria to identify and discuss the practices that meet the Council's requirements and expectations. It can be used for guidance counsellors who are fully certificated teachers, provisionally certificated teachers or guidance counsellors who hold a Limited Authority to Teach (LAT). See <https://educationcouncil.org.nz/content/self-assessment-tools-school-guidance-counsellors>

7.12 Trainee counsellors on placement

Trainee counsellors on placement at a school must have access to support and supervision at all times. How this is arranged must be reflected in the placement contract and agreed to and signed by the school and counsellor. This is to support and protect the wellbeing of both the students and the trainee.

7.13 What good guidance counselling practice looks like in a secondary school

ERO (2013)⁹⁶ found that good counselling is:

- » respectful of student privacy and safety, and the counselling and waiting rooms are based in an appropriate private space away from other general school activities, but ideally near other student wellbeing services, such as health nurses
- » a friendly, welcoming, youth friendly, non-judgemental service
- » culturally-responsive and respectful of diversity
- » has the students' trust and they regularly use the service
- » allows students to use an easy to access, confidential appointment system
- » a useful service so staff regularly refer students for assessment and support.

Students have noted the value of the counselling room:

"The guidance counsellor's room is nice and warm and they make you feel welcome and sometimes provide you with food."

Female, Year 12 (ERO 2013 survey)

Other aspects related to a counselling service are:

- » qualified counselling staff are members of a professional association, bound by a code of ethics and formal complaints process, and who receive regular professional, external supervision, paid for by the school
- » all students and all staff understand the guidance counsellor's role
- » staff know and use protocols for student referral to a counsellor
- » the service is well resourced by the board of trustees and the counselling staff are well supported.
- » there are clear expectations of the guidance counsellor's practice by senior management
- » there are clear expectations of the senior management's role by the guidance counsellor
- » staff respect the guidance counsellor's professional obligation to maintain confidentiality, except in exceptional circumstances of risk
- » positive relationships are in evidence between the guidance counsellor, principal, senior management, staff and trustees
- » there are positive relationships with students, families, whānau, caregivers and the community, and with relevant external agencies and services
- » there are reliable, effective information and communication pathways internally and externally to stakeholders
- » the priority of student wellbeing is promoted through the school's vision, values and policies, and in the delivery of the school curriculum
- » the role of the guidance counsellor is consistently acknowledged and promoted.

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Section 8

PASTORAL CARE, GUIDANCE AND COUNSELLING
WITH MĀORI STUDENTS AND WHĀNAU,
PARTICULARLY IN WHAREKURA

He mihi mahana ki a koutou ngā kaiako, kaimahi, kaiwhiriwhiri o Aotearoa i te mahi whakahirahira ki te hāpai te wairua o ngā rangatahi i ngā kura.

8.1 Tikanga considerations

In some respects, guidance counselling may seem to be a western approach to therapy and healing. It is often individualised, sitting with a therapist in a room. In other respects, a counselling approach is possibly what wise mātua and whaea, kuia and kōroua have always done for healing practices within whānau, hapū and iwi. To provide counselling that is effective and responsive to students and whānau, considerations of tikanga are critical.

Whakawhanaungatanga, wairuatanga which embraces tupuna, and manaakitanga are fundamental to working effectively with Māori students and whānau. They are useful concepts working with people generally, as they honour interconnectedness to our family and ancestors and also acknowledge our need to feel comfortable in a therapeutic environment. Some counselling models have developed in Aotearoa to reflect the unique heritage of tangata whenua. Many communities of practice incorporate mātauranga (knowledge) Māori to some degree in a number of settings – health, education, social work, youth work, counselling and pastoral care. Tikanga based models include:

- » Te Whare Tapa Whā⁹⁷
- » Pōwhiri model⁹⁸
- » Tihei wā Mauri Ora⁹⁹
- » Te Wheke.¹⁰⁰

8.2 Working in a Māori setting

The following are some things to consider when working in a Māori setting. They are the beginning of a conversation.

Taha wairua: When working in a Māori setting it is important to consider taha wairua. What this may look like in a kura kaupapa Māori, kura ā iwi, bilingual unit, whānau class or kura auraki may differ. There may be inclusion of karakia, waiata and whakataukī in hui or counselling sessions. However, identity is fluid and diverse. It is important to understand the various presentations of what being Māori is in Aotearoa today. The counsellor may be working with a Māori child who is adopted into a Pākehā family, a whāngai child within a Māori whānau, a child who has been raised primarily within te Ao Māori with te reo Māori as their first language, a child who is Māori/Pākehā, Māori/Pasifika, or of another multi-ethnic heritage, or a child just starting their journey to explore their identity.

There may be issues of loss and grief around identity to consider. Expectations of knowledge of te reo and tikanga Māori may trigger worry and stress. It's important not to make assumptions about familiarity with cultural knowledge or identity. It is also necessary for the counsellor to appreciate the impact of the historical context of the iwi of the rohe they are working within. This includes familiarity with significant maunga, awa and wāhi and the kawa of the mana whenua.

He oranga ngākau, he pikinga waiora.
Positive feelings in your heart will enhance your sense of self-worth.
*Te Aho Matua*¹⁰¹

If working in a kura kaupapa Māori, it will be important for the counsellor to become familiar with *Te Aho Matua* as a guiding philosophy, as well as the values framework for practice within the kura. How this 'kawa o te ako',¹⁰² and the centrality of the wellbeing and identity of ākongā is expressed within the particular kura, will need to be clarified with the tumuaki, kaumātua and senior staff/board of the kura. *Te Aho Matua* contains six sections, all of which are relevant to take account of in the delivery of guidance and counselling. *Te Aho Matua* expresses the values and principles of significance in kura kaupapa in depth and needs to be read in its entirety.¹⁰³

At times it may seem that functions of the board, management and whānau in a kura kaupapa differ from English-medium schools in a way that is distinctly Māori. The team may not operate within a traditional hierarchical structure with the defined roles often observed in English-medium schools, instead operating in a flat structure. Potentially, this might create tensions around communication and expectations. It is therefore important to have these roles described clearly at the beginning of pastoral care and/or professional relationships, and in job descriptions.

For the accountability of guidance counsellors and other pastoral team members in a kura, regular clinical and cultural supervision is essential. To identify further support, counsellors and other professionals can consult with their tumuaki or within their kura, or they can contact their local professional association for assistance. All practitioners should attempt to build relationships with mana whenua associated with their kura and whānau, and request support from Māori leaders in the kura to guide them towards appropriate support pathways.

Taha hinengaro: It is important to understand physical contact and affection is common within kura settings. How will counsellors manage this in their mahi? Will they hongī? Harirū? What if a client's expression of emotion is different from the counsellor's? How will the counsellor frame interactions to be culturally appropriate taking account of differences in, eg, cultural distance physical contact? If a counsellor is unsure about such matters, conversations with senior leaders in the kura, mana whenua and a cultural supervisor are essential. It is also important to find ways to be authentic.

Taha tinana: For the physical and holistic wellbeing of Māori students and whānau, provision of kai is an expression of manaakitanga and will support engagement. Physical environment is also important to consider, making the counselling environment inclusive and comfortable in a way that Māori students and whānau feel welcome (see section 4.7).

Taha whānau: Making space for processes of whakawhanaungatanga is an essential place to start in the development of relationships with students and whānau. It builds comfort, trust and connectedness which are necessary before other topics are introduced. The value of including whānau in its broadest sense is that the resources available to a student for awhina and support may increase. The concept of tuakana/teina and using this within a whānau and kura can be of huge benefit. However, this must be balanced with the need for confidentiality.

If there is a conflict about confidentiality obligations, it is important for the counsellor or care professional to consult with their cultural and clinical supervisor. The student remains at the centre of the mahi, while acknowledging the role of wider whānau/whanaunga.

The provision of pastoral care, guidance and counselling requires building relationships with mana whenua in ways that allow dialogue, the sharing of resources, and support for iwi as a meaningful stakeholder. To ensure the service is delivered in a culturally appropriate way, it is advisable to ask for support in this process from the tumuaki/senior leaders in the kura, Māori staff, kaumātua and/or a cultural supervisor. This is very important where a counsellor is working with students from a number of iwi, or iwi to which the counsellor may personally belong.



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Section 9

ROLE OF SCHOOL BOARDS OF TRUSTEES

9.1 An overview

The board is responsible for the governance of the school and is accountable to its parents, the community and the Crown for student progress and achievement. The board:

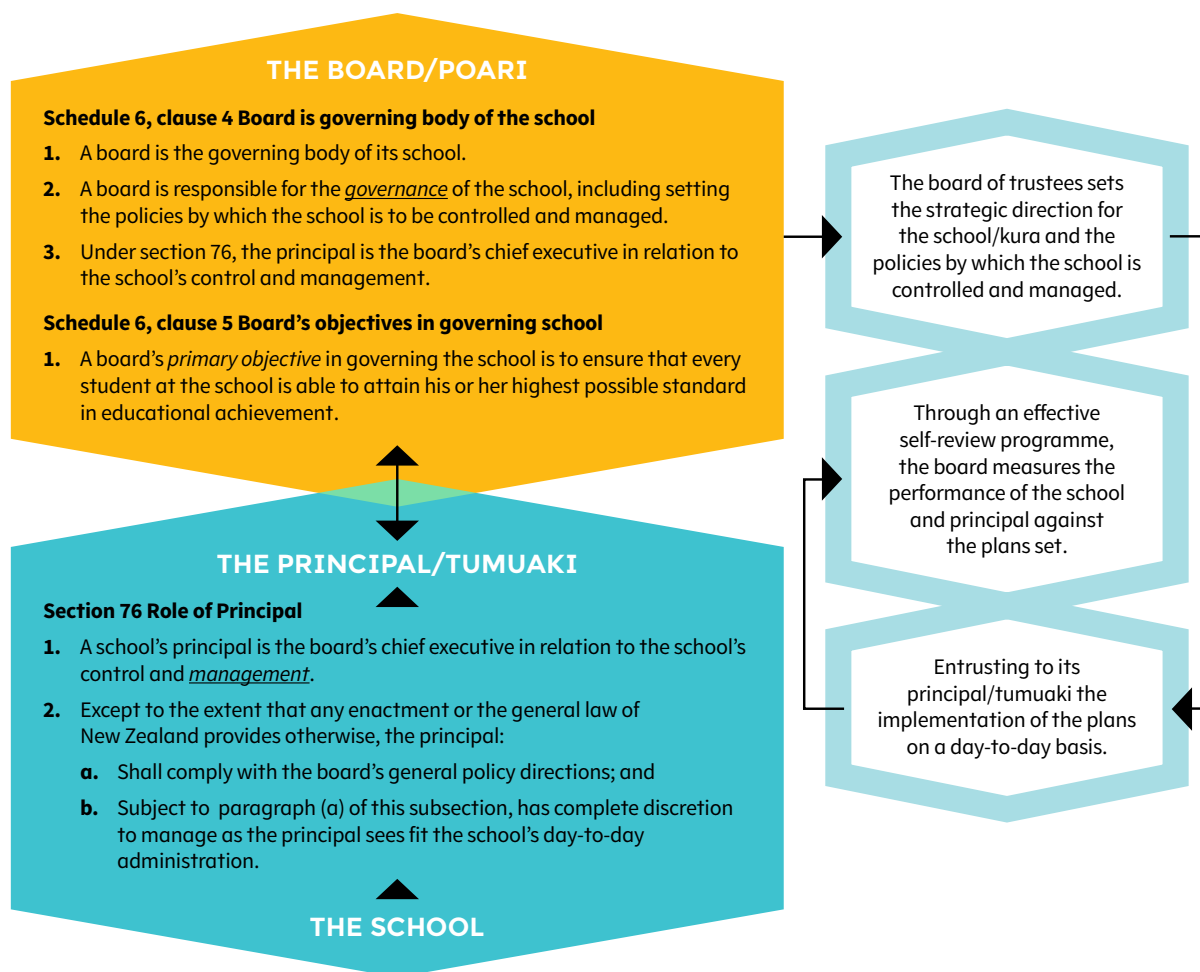
- » sets the vision for the school or kura
- » ensures the school or kura complies with legal and policy requirements.

The board does this by employing the principal (who is also a member of the board) to manage the day-to-day administration of the school. The board works in partnership with the community, principal, teachers, support staff (including pastoral care and counselling staff) and the government to ensure that every student is able to attain his or her highest possible standard in educational achievement.

The diagram shows the board's primary connection to what goes on in the school by way of day-to-day administration is through the principal. This means that the board's relationship with the guidance counsellor and all other staff is primarily through the principal.

The NZSTA offers boards several helpful resources to clarify expectations and legal obligations, and to support their roles. A further resource is also available to assist boards to review culturally-responsive practice in English-medium schools: 'Hautū: Māori Cultural Responsiveness Self Review tool for Boards of Trustees'. See www.nzsta.org.nz

THE EDUCATION ACT 1989



9.2 Stewards of student wellbeing

As part of their overall responsibilities, the board is required to provide a safe physical and emotional environment for every student (Clause 5, Schedule 6, Education Act 1989).¹⁰⁴ In any school, students come from diverse backgrounds. Many cope with life situations that are unknown to others but can negatively affect their capacity to engage, learn and achieve in their school life. These experiences may be long term or of relatively short duration. Some students will come to school preoccupied by the impact of current distress, trauma or fear. This can “often sabotage their ability to hear and understand a teacher’s positive messages, to perform well academically, and to behave appropriately.”¹⁰⁵

Recognising the link between student wellness and students’ academic achievement, and as stewards of their wellbeing, an effective board will:

- » ensure the school’s vision and values reflect the needs and aspirations of students and the wider community
- » demonstrate a clear focus on improving the wellbeing of all students and promoting equitable outcomes, particularly for students whose physical or emotional wellbeing puts them at risk of not achieving positive educational or life outcomes
- » promote school policies and processes that support students’ continued attendance and engagement at school over punitive ones such as suspension or exclusion
- » work with the principal and staff to actively seek students’ perspectives about their wellbeing.¹⁰⁶

9.3 Legal requirements of boards

The board is legally and ultimately responsible for everything that happens in the school. The legal responsibilities of boards and principals are prescribed in the Education Act 1989.¹⁰⁷ The board is responsible for having systems, policies and procedures that ensure all legislative, regulatory and contractual requirements relating to their activities and function in a schools are complied with.

Clauses 4 and 5 of the Sixth Schedule to the Act provide:

“4 Board is governing body of school

(1) A board is the governing body of its school.

(2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.

(3) Under section 76, the school’s principal is the board’s chief executive in relation to the school’s control and management.

5 Board’s objectives in governing school

(1) A board’s primary objective in governing the school is to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

(2) To meet the primary objective, the board must—

(a) ensure that the school—

(i) is a physically and emotionally safe place for all students and staff; and

(ii) is inclusive of and caters for students with differing needs; and

(b) have particular regard to any statement of National Education and Learning Priorities issued under section 1A; and

(c) comply with its obligations under sections 60A (in relation to curriculum statements and national performance measures), 61 (in relation to teaching and learning programmes), and 62 (in relation to monitoring of student performance); and

(d) if the school is a member of a community of learning that has a community of learning agreement under section 72, comply with its obligations under that agreement as a member of that community; and

(e) comply with all of its other obligations under this or any other Act.”

Other documents that provide more detail about what this entails include the National Education Goals (NEGs), the National Administration Guidelines (NAGs), the New Zealand Curriculum for English-medium schools and Te Marautanga o Aotearoa for Māori-medium schools.

It has been well established that poor student wellbeing is a barrier to educational achievement. Pastoral care, guidance and counselling are key tools to remove this barrier. It is the board’s responsibility to ensure this is integrated into the school charter and strategic plan, and sufficient resources are allocated so the goals and targets set in the strategic plan can be met. The board also reviews the annual budget to ensure that it is consistent with meeting these targets, before approving it.

9.4 School disciplinary procedures (stand-downs, suspensions, exclusions, expulsions)

The board also decides when a student will be excluded or expelled from the school (principals decide initially if a student is suspended). Issues may arise when a counsellor or another staff member who has been involved in supporting a student is asked to provide information to the board for a disciplinary hearing.

Section 17A (1) of the Education Act 1989 states:

“When a student is stood-down or suspended from a State school, the principal must take all reasonable steps to ensure that the student has the guidance and counselling that are reasonable and practicable in all the circumstances of the stand-down or suspension.”

Boards need to understand and respect the professional obligations of a counsellor. They must maintain confidentiality about a student’s situation, unless the student gives consent to share this information or there is evidence of current risk to the student’s or another person’s safety and wellbeing (see section 7.4 and section 1 of the Appendix).

Refer to section 6.7 for website links to two relevant documents.

9.5 Board of trustees/guidance counsellor relationship

Board members need to understand, acknowledge and respect the professional confidentiality obligations of a guidance counsellor.

It is suggested that boards and principals take advantage of their guidance counsellor’s specialist knowledge by using them to help develop school policy and practices relating to the school’s student wellbeing, safety, guidance and counselling.

It is reasonable for a board to expect an annual report from a guidance counsellor or pastoral care team. The report can provide data on the number and profile of students using the school’s counselling service and other pastoral care amenities, in a non-identifiable way. Counsellors can identify the main issues students are seeking support for and the current trends affecting the whole school community. They can also report on the student wellbeing programmes being delivered, or the initiatives planned or underway, and how they can evaluate their effectiveness. The report might be included in the school’s annual report. For examples of good reporting to the board see the ERO’s December 2013 publication *Improving Guidance and Counselling for Students in Secondary Schools*.¹⁰⁸

The NZAC and the PPTA have produced guidance for schools about the role of the guidance counsellor:

[The School Guidance Counsellor: Guidelines for Principals, Boards of Trustees, Teachers and Guidance Counsellors](#). NZAC /PPTA (2015 revised edition)

Other references in these Guidelines about boards of trustees are:

National Administration Guideline 5(a)

Who are they for?

How to use these Guidelines

Section 3: Positive school approaches and practices

3.2 Obligations of the Treaty of Waitangi

3.5 Strong leadership

3.7 Ongoing review and evaluation

3.10 High standards of professional practice

Section 4: Principles of good pastoral care

4.1 Legal requirements

4.8 Staff wellbeing and self-care

Section 6: School guidance counsellor's role

6.7 Working with families, whānau and caregivers

6.8 Meeting legal requirements

Section 7: Good practice guidelines for school guidance counsellors

7.4 Privacy and confidentiality

7.6 Relationships with the school community

7.7 Relationships with other schools

7.9 Professional supervision

7.13 What good guidance counselling practice looks like in a secondary school

Section 8: Pastoral care, guidance and counselling with Māori students and whānau, particularly in wharekura

Section 10: Role of the principal and senior leaders

10.3 Supporting your school guidance counsellor's effectiveness

Section 11: The principal/guidance counsellor relationship

11.2 What can the guidance counsellor expect of the principal?

Section 12: Traumatic incidents – responding as a team

12.5 Having a policy and plan in place in advance

Case study: pregnancy and termination

Extra resources:

[Health and Safety Practical Guide for Boards of Trustees and School Leaders](#)

[Tackling Bullying – A Guide for Boards of Trustees](#)

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Section 10

ROLE OF THE PRINCIPAL AND SENIOR LEADERS

10.1 Leading collaboratively to enact the school's vision, values, goals and priorities

Principals and senior leaders should lead collaboratively to develop and enact a school's vision, values, goals and priorities for equity and excellence.¹⁰⁹ They should ensure these are reflected in all key school documents, including:

- » strategic planning, goals and targets
- » the underpinning principles for school wide systems such as guidance and counselling, pastoral care, transitions and learning pathways
- » the underpinning principles for policies, procedures, the development of new initiatives and the ending of inefficient ones
- » the physical environment, eg, signage and classroom expectations and contracts
- » partnership agreements with external agencies.

Strong and proactive leadership makes it more likely that the school's strategic vision, goals, values and kaupapa about student wellbeing will closely connect to actual practice. Values and student wellbeing approaches should be embedded in everything the school does, both internally and externally, with success checked and improvements made as needed.

To provide leadership that creates conditions that foster genuine student equity and excellence, ERO recommends¹¹⁰ school leaders should:

- » be role models for others through their ethical commitment to wellbeing
- » establish clear goals and expectations that ensure organised, well aligned, coordinated and supportive environments for student wellbeing
- » recognise and respond to the wellbeing needs of adults in the school
- » provide clear school wide guidelines for implementation of wellbeing strategies, interventions and programmes so teachers can respond with a sense of agency and autonomy based on the needs of their students
- » ensure the collaborative decisions made by leaders, teachers and support staff to improve student wellbeing are supported by pastoral care teams and guidance counsellors and follow effective practice guidance (resources can be accessed from the [Bullying Free NZ](#) website such as the Ministry of Education's *Bullying Prevention and Response: A Guide for Schools*¹¹¹ and Preventing and Responding to Suicide: Resource Kit for Schools)¹¹²
- » actively promote students leading change that improves wellbeing.

ERO recommends that leaders build relational trust and effective participation and collaboration at every level of the school community.¹¹³ To achieve this they should:

- » establish a high level of coordination between pastoral care processes and curriculum
- » regularly review the usefulness of processes and procedures associated with traumatic or critical incidents with the school community, and evaluate the response to each incident
- » promote and model restorative principles and practices that reflect a holistic view of each student and enhance wellbeing and learning.

The Wellbeing@School student survey is a great way for school leaders to find out how the children and young people at their school really feel (see section 3.1).

10.2 Having key processes in place

Principals and senior leaders should ensure policies, systems, protocols and procedures relating to pastoral care and guidance and counselling that support student wellbeing are not only in place, but are well understood, respected and followed by all staff. All staff should be aware and reminded at least annually of their responsibilities imposed by their role under legislation and the appropriate referral pathways in the school.

Schools should have well-defined processes and procedures for dealing with traumatic experiences in the school community (see section 12).

10.3 Supporting your school guidance counsellor's effectiveness

Supporting the guidance counsellor is an investment in improving student wellbeing outcomes. Schools are encouraged to use the following or similar self-review questions to assess how they currently support the guidance counsellor and their role, with a view to making improvements in student welfare.

- » How well do you, your staff, board, students and school families/whānau and caregivers understand the role of your guidance counsellor? (see section 6)
- » How do you regularly acknowledge the value of guidance counsellors within the school to students, staff, senior leadership, the board and school families/whānau and caregivers?
- » Does the person providing counselling for students have a formal validated counselling qualification?
- » Are they a member of NZAC, or a related professional association, and bound to a professional code of ethics and practice?
- » Have you provided them with a clear job description with a realistic scope? Is this reviewed annually? Are clear roles and boundaries well understood between guidance counsellor(s), other pastoral care staff, deans, senior school leaders and staff?
- » Are there well-understood and communicated protocols established for sharing student information with staff, parents and whānau, and external agencies, when appropriate?
- » Have you ensured the counselling environment facilitates privacy, confidentiality, safety and accessibility?
- » Do you fund regular professional supervision from a qualified external supervisor for your guidance counsellor(s)?
- » Are there regular meetings between senior leadership and the senior pastoral care team including the guidance counsellor(s)?
- » Are your guidance counsellor(s) involved in helping to develop policy relating to student wellbeing including bullying, suicide prevention and sexual harassment?
- » Do you enable and fund regular PLD opportunities specific to counselling, so they keep up with good practice, youth trends, and developments in relevant research and therapies?

10.4 Professional learning and development for staff (PLD)

Principals and senior leaders should take a strategic approach to PLD for all their staff. PLD should build professional capability and collective capacity in guidance and counselling, as well as understanding and knowledge about student wellbeing.

ERO recommends¹¹⁴ systematic processes for induction, PLD and performance management to support all leaders and teachers. This is to ensure they have the skills to effectively support student wellbeing, including those to:

- » identify distressed and vulnerable students
- » contribute to strategies to improve student wellbeing
- » check the outcomes of strategies and actions to improve student wellbeing
- » make timely referrals to the counsellor and, when appropriate, to external agencies
- » maintain and support their own wellbeing.

10.5 Relationships with guidance counsellors and other guidance providers

Building and maintaining good relationships with the guidance and counselling staff in the school is critical to a senior leader's ability to manage student wellbeing concerns effectively, particularly those of a sensitive nature. Staff can work best in their roles with the trust, protection, backing and support of senior management.



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Section 11

THE PRINCIPAL/GUIDANCE COUNSELLOR
RELATIONSHIP

A good relationship between the principal and the guidance counsellor can maximise the effectiveness of a counsellor.

Please note: *In some instances, members of a school's or wharekura's SLT may have delegated authority to manage the relationship with the guidance counsellor.*

The guidelines in this section are adapted from NZAC's *School Guidance Counsellors Appointment Kit* (2015).¹⁵

11.1 What can the principal expect of the guidance counsellor?

Professional training

The principal can expect the guidance counsellor to:

- » Be qualified as a counsellor, or in the process of being trained. Ideally, they will also be a trained and certificated teacher.
- » Undertake a counselling qualification if they are new to the role, or to have demonstrated their commitment by having already begun training. Be a member, or a provisional member of a professional body, eg, the NZAC. This ensures that they are working within the ethical guidelines of that body (see section 7.3).
- » Give priority to networking with fellow counsellors and to attend further training opportunities, both locally and nationally.

Casework

The principal can expect the guidance counsellor to:

- » Have their practice regularly supervised by a person who is a member of a relevant professional association. This person should be agreed on by the counsellor and the principal. The agreed supervisor should be able to demonstrate appropriate qualifications, experience and suitability.
- » Have well thought-out boundaries in their case work.
- » Keep an appointment system for clients that balances a student's educational progress with their guidance needs.
- » Be prepared to counsel staff, as time and resources allow, or to refer on to an external counsellor.
- » Advise of suicidal students at a significant risk level and agree on their management at school.
- » Keep notes securely and of a sufficient standard to be useful and credible.
- » Account for their practice by reporting on analysed statistical data, student outcomes, details of programme delivery, community contact, referral agencies, board reports, etc.

Community

The principal can expect that the guidance counsellor:

- » Is familiar with local hapū and iwi and knows the contacts for referral and cultural supervision, when appropriate.
- » Has identified ethnic groups in the school, and is knowledgeable about their issues and familiar with their support networks.
- » Is familiar with and knowledgeable about local referral agencies, their strengths and weaknesses, and is aware of and uses support networks, both formal and informal.
- » Is proactive in the school and parent community, as resources allow.

Advocacy

The principal can expect that the guidance counsellor will be:

- » An advocate for students and (as and when appropriate) identifies issues and system improvements that could strengthen the school's responsiveness.
- » Available for counselling and support before and/or after board meetings about disciplinary matters.

Trainer and evaluator

The principal can expect that the guidance counsellor:

- » Is skilful as an analyst and evaluator, and acts as a barometer able to identify issues and themes in the staff, student and parent communities.
- » Has well-versed communication and mediation skills and can offer training to staff and students in guidance/pastoral matters.
- » Will play a lead role should the traumatic incident plan be started.
- » Is aware of and sensitive to risk management dilemmas that can happen in secondary schools.

11.2 What can the guidance counsellor expect of the principal?

Policy and role

The guidance counsellor can expect that the principal will:

- » Provide a full job description and an appropriate and clearly described appraisal process.
- » Clearly enunciate and communicate the guidance philosophy of the school, together with the policies and strategies in place to action it.
- » Ensure that school policies support the unique role of the guidance counsellor as a specialist member of the staff (eg, a policy that explains counselling is a confidential service for students), and that they are well communicated to parents and the community.
- » Welcome input into policy making that affects the guidance system.
- » Not require them to attend board meetings about disciplinary matters, as this would compromise their role and threaten their confidentiality.

Casework

The guidance counsellor can expect that the principal:

- » Trusts them and their judgements, at least until proved otherwise.
- » Will understand that the guidance counsellor is bound by ethical considerations unlike those of teachers, and ensure confidentiality and the issues around this are mutually understood before a crisis occurs.
- » Understands that neither codes of ethics nor the law provide answers to ethical dilemmas (see section 13.1 for Ten steps to ethical decision making).
- » Will consult with them on safety issues involving suicide risk, traumatic incidents and child protection issues, as they may hold relevant information not known by the wider team.
- » Will shield and protect them from parents/whānau/caregivers who have reportedly abused their children and who are aggressive to, or wanting to retaliate against, the guidance counsellor.

Communication and consultation

The guidance counsellor can expect that the principal will:

- » Meet with them regularly and communicate openly within the bounds of ethical considerations.
- » Discern that the outcomes of working with clients who are self-referred and those who are referred by other staff members may be different.
- » Consult them in matters regarding individual students about whom they may have useful information.
- » Appraise their performance, although this will be done (at least in part) by a fellow professional counsellor/supervisor. In the case of guidance counsellors, “the appropriate standards are applied in the context of their student case work” (STCA, Appendix H). The Education Council’s website includes material to assist schools and counsellors with using the Practising Certificate Criteria for Guidance Counsellors: www.educationcouncil.org.nz/content/self-assessment-tools-school-guidance-counsellors
- » Endeavour not to put them in a position that might jeopardise the work done with students (some grounds duties, timetabling, etc).
- » Make available a sufficient budget to pay for supervision, association subscriptions, etc.
- » Provide counselling rooms and waiting areas conducive to protecting client privacy.

“Some of the difficulty lies in the fact that many administrators don’t know about school counsellors’ ethical requirements. ‘Collaborative ethics’ means constant effective communication. It entails having the hard discussions before crisis occurs. It means educating each other on the boundaries, both legal and the ethical, affecting school counsellors’ professional relationships with the students. Most importantly it means mutual respect from both sides and building a collaborative relationship.”

Rhonda Williams, ASCA School Counsellor Magazine 2009¹⁶

11.3 When the relationship gets into difficulties

To avoid tensions, a sharing of ethical standards, understanding of privacy and confidentiality obligations and ongoing discussions between principals and counsellors are paramount.

If tensions and relationship breakdowns do occur:

The principal should:

- » help solve the problems directly by talking with the counsellor
- » encourage the counsellor to speak with their supervisor
- » use this document as a point of discussion
- » consider whether the expectations of each other match up.

The guidance counsellor should:

- » speak to their supervisor
- » help solve the problems directly by talking with the principal
- » use this document as a point of discussion
- » consider whether the expectations of each other match up.

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Section 12

TRAUMATIC INCIDENTS - RESPONDING AS A TEAM

12.1 Definition of a traumatic incident

A traumatic incident is one that may involve exposure to, or the aftermath of, frightening or threatening events eg, natural disasters, accidental or non-accidental death or serious injury, an outbreak of a serious infectious disease, a crime, a fire, violence or vandalism.

Traumatic incidents in New Zealand education settings “are sudden, unprecedented events.” They have been broadly defined¹⁷ as events that:

- » cause sudden and/or significant disruption to the operation or effective operation of an education provider and/or community
- » have the potential to affect a significant number of young people and/or staff
- » create significant dangers or risks to the physical and emotional wellbeing of children, young people or other people within a community
- » attract media attention or a public profile for the education provider because of these incidents.

12.2 Unique dynamics of a crisis environment

People will respond to a traumatic event in different ways. Some students and staff may experience obvious shock and distress while others may feel numb or detached. Post-traumatic stress reactions can be experienced physically, mentally, emotionally, spiritually and behaviourally. While some students or staff may experience intense reactions immediately, others can experience symptoms days, weeks or many months later. A planned response helps lessen the impact and support recovery.

A school or wharekura is expected to have a written policy about emergencies and traumatic incidents and how the wellbeing of students and staff will be managed. Clause 5(2)(a) of the Sixth Schedule of the Act states that “the board must ensure that the school is a physically and emotionally safe place for all students and staff.” The policy will give the school community the overview of traumatic incident management as well as the processes and procedures for a school crisis management team (CMT) to follow.

The Ministry of Education has specially trained staff who can assist boards, principals and senior SLTs prepare policies and assist with emergency and traumatic incident planning. A range of practical information and resources to assist schools to prepare for and deal with emergencies and traumatic incidents is available at: www.education.govt.nz/school/student-support/emergencies/

It is recommended that school leaders and pastoral teams work collaboratively to develop a crisis response plan. When the plan is in place, it is recommended that it is regularly reviewed and updated by staff who have been designated a part of the CMT, which includes counsellors. It is also recommended that key staff are familiar with the response action plan and know what to do if there is a traumatic incident. Pre-planning will assist the team to respond efficiently and effectively when needed, with team members fully understanding the parameters of their roles (see sections 3.8 and 10.5).

12.3 Working in different roles as a team

The Ministry of Education's *Traumatic Incidents: Managing Student and Staff Wellbeing* (2016)¹¹⁸ is a guide for school CMTs. It describes the CMT as a well-coordinated team within the school that can be activated and be functional immediately after notification of a traumatic event. A key to supporting the recovery process is to get things back to predictable, day-to-day school routines and structures as soon as possible. With this in mind it is important that the membership of the CMT doesn't impact on the ability to get on with things as usual. Using the skills and knowledge of key people enables such a team to be as strong as possible.

Guidance counsellors play a key, expert role at every stage in the development and implementation of a crisis plan, including assessing and identifying risks and planning appropriate responses with the team. The primary role of a guidance counsellor is to support the emotional wellbeing of students. For this reason, it is not recommended that guidance counsellors lead a CMT.

Consultation with a guidance counsellor in the initial stages of crisis management planning or traumatic incident response is essential as they hold information about student risk that may not be known to others on the crisis management team (CMT), or to the Ministry of Education team that may come into a school.

Sarah Maindonald, School Guidance Counsellor and Portfolio Holder for School Guidance Counselling, NZAC

In partnership with school CMTs, the Ministry of Education traumatic incident teams are available to work closely with school staff to manage the incident and to reduce any risk of further harm to others. Schools can contact 0800 TI Team (0800 848 326) for traumatic incident team support.

12.4 Crisis management team's role

The CMT initially assesses the circumstances of the crisis or traumatic event (eg, what happened, how many will likely be affected and to what degree they will be affected) and then set up systems:

- » that support school continuity and the return to regular routines and structures
- » to identify and support children, young people and staff who are vulnerable
- » that will provide immediate crisis intervention in the form of psychological first aid such as having easy access to:
 - › factual, accurate, timely information about the event or incident
 - › opportunities to clarify and understand information about the event or incident
 - › activities (age and culturally appropriate) to support this understanding
 - › information on psychological needs and mental health issues
 - › information on coping strategies
 - › resources for assistance, if needed
 - › community support.

The CMT should meet regularly throughout the day to plan next steps and agree on actions as events unfold. Collective decision making acts as a safeguard, as does keeping full records of all decisions made.¹¹⁹

12.5 Having a policy and plan in advance

Leadership, pastoral care, guidance and counselling teams can refer to the Ministry of Education resource [Preventing and Responding to Suicide: Resource Kit for Schools](#) for advice on responding as well as possible to a suicide, or suicide attempt, linked with their school community. This resource kit also advises schools on how to use the [New Zealand Suicide Prevention Action Plan 2013-2016, Ministry of Education, Action 2.3](#).

The school leadership can also use policy/protocol training and PLD to develop staff knowledge and skills to enable them to respond confidently when a student or any other member of the school community may be suicidal.

12.6 Responding to suicide

- » Leadership, pastoral care, guidance and counselling teams, should use the Ministry of Education resource [Preventing and responding to suicide: Resource kit for schools](#) to be able to respond as well as possible to a suspected suicide, or suicide attempt, linked with their school community (such as a student, staff member, family member). It also advises how to use the [New Zealand Suicide Prevention Action Plan 2013-2016, Ministry of Education, Action 2.3](#).
- » Leadership should use thorough policy/protocol training and PLD to develop staff knowledge and skills to enable them to respond confidently when a student, or any other member of the school community, may be suicidal.

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Section 13

COMMON ETHICAL DILEMMAS

From time to time, school staff including guidance counsellors must work in situations that present ethical dilemmas. Such situations can arise regularly for those working in pastoral, guidance and counselling in a school, eg, when a counsellor and others disagree on a privacy issue.

The following *Ten steps to ethical decision making* will assist all those within a school who are contributing to the pastoral care, guidance and counselling of students. They have been adapted by Eric Medcalf from *A Practitioner's Guide to Ethical Decision Making* by Holly Forester-Miller and Thomas Davis, American Counseling Association.

13.1 Ten steps to ethical decision making

1. Identify the problem.
 - a) Why does it seem to be a problem?
 - b) Who are the parties involved?
 - c) Where do the conflicts lie: within you; between you and others; or between others?
 - d) Is this just an ethical problem or are there other dimensions, eg, practice, clinical, legal?
2. Apply your code of ethics, paying attention to core values and principles. Is your situation referred to specifically? If not, how can you use the values and principles to come to a conclusion?
3. Are there any laws, employer policies or other rules that you need to consider?
4. Determine the nature and dimensions of the dilemma – tease out the various elements, asking:
 - a) Which of your personal values and practice principles are involved?
 - b) Are there any cultural issues?
 - c) Which ethical principles are involved? Are there any clashes? If so, which are most important?
 - d) Consult colleagues, a supervisor, your professional association if necessary, and/or your employer?
5. Generate potential courses of action. Brainstorm, preferably with someone else who has no investment in the outcome. Beware of 'either/or' situations – use this as a trigger to think outside the square.
6. Consider the potential consequences of all options for all parties involved (including yourself).
 - a) What is the potential for harm?
 - b) What is the potential for benefit?
7. Evaluate the selected course of action.
 - a) Would you recommend the same action to a colleague?
 - b) Would you do the same thing with someone else?
 - c) What would your action look like to the 'person in the street'? Would it stand scrutiny in a public arena, such as the press?
 - d) After evaluating, do you need to think again?
8. Implement the course of action.
 - a) What support do you need?
 - b) Might others need support if they are affected adversely?
9. Evaluate the consequences.
 - a) Follow up with the parties involved as to whether the consequences were what you expected.
 - b) Were there any unexpected effects?
10. Acknowledge your learning from this in discussion with your supervisor and/or colleagues.

13.2 Helpful resources to support ethical decision making

SLTs and pastoral care specialists including counsellors would benefit from having a range of up to date resources readily available for reference, such as:

- » Crocket, Kathie, Agee, Margaret & Cornforth, Sue (Eds.). (2011). *Ethics in practice: A guide for counsellors*. Dunmore Publishing.
- » Ludbrook, Robert. (2012). *Counselling and the law: A New Zealand guide (2nd ed.)* Dunmore Publishing.
- » Snook, Ivan. (2003). *The ethical teacher*. Dunmore Publishing.

13.3 A useful case study illustrating an ethical dilemma

The following case study is intended as an example only. Every situation is unique, with its own dynamics and considerations, so examples can't determine practice in all situations. However, this case study is intended to demonstrate the application of the *Ten steps to ethical decision making* in section 13.1.

CASE STUDY: Pregnancy and termination

The situation:

A Year 11 girl visited the guidance counsellor to talk about her relationship with her boyfriend of five weeks which had quickly become a sexual relationship. While she was enjoying the relationship, she wanted to talk to a counsellor about her discomfort around how fast it was moving. During the counselling session, she disclosed that she had taken no contraceptive precautions and was worried that she might be pregnant. She was referred to sexual health nurse, who visited the school once a week, to get a pregnancy test. The test subsequently confirmed that the student was pregnant.

The counsellor continued to see the student and explore her options. During this process, a referral to a doctor was made and the sexual health nurse continued to have contact with her.

This was a careful and complex process requiring the counsellor to explore ethical and moral questions, as well as practical issues relating to support. The counsellor worked with the student to explore how her parents might be brought into the picture and how she saw the potential role of the father. The student was adamant that she wanted an abortion and did not want the father, her parents or anyone else to know about her pregnancy, apart from the professionals involved and her best friend, who now accompanied her to counselling.

1. Identify the problem:

- » Health and wellbeing of the student.
- » Her autonomy and legal rights.
Note: that if she is under 16, under section 22F of the Health Act and rule 11(4) of the Health Information Privacy Code, a parent of a child under 16 may request access to their child's health information (treated as a Privacy Act access request), but disclosure does not need to occur if it would be contrary to the child's wishes or interests.
- » The counsellor is working in a school, as opposed to a clinic, and confidentiality issues and their role must be viewed within the school context.

a) *Why is it a problem?*

- » The parents of the pregnant girl could complain to the school and the Ministry of Education that they had not been informed of their daughter's pregnancy.
- » Physical changes in the young person would mean confidentiality was limited and peers may not maintain confidentiality either.
- » Because of the controversial nature of the issue, the principal and the board may be more sensitive to parental reactions and possible media response.

b) Who are the parties involved?

- » Guidance counsellor, student, friend, sexual health nurse, doctor.

c) Where do the conflicts lie?

- » Student's legal right to make this decision autonomously may conflict with the father of the unborn/ the family's/school's (dean's/principal's/class teacher's) belief that they have a right to know this is happening.
- » Medical safety – if anything goes wrong during the pregnancy and/or termination, who will look after the physical/medical needs of the student?
- » Employer (principal/board) may have an expectation that they be informed.
- » School policies and general understandings may conflict with the student's legal rights and counsellor ethics (termination issue in a Catholic school/contraceptive advice in an Islamic school).
- » A guidance counsellor's personal values conflict with a student's choices and rights, potentially causing them an internal conflict that threatens their professionalism. This is a situation that would require a referral.

d) What are the legal issues?

The legal position supports the young person's right to confidentiality unless there is serious and immediate risk of harm to the client, and the right for a young person under 16 to seek an abortion when she has "Sufficient age and understanding to make an informed decision" (Contraception, Sterilisation, and Abortion Act 1977).

2. Apply a code of ethics: (using the NZAC code of ethics)

The core values of counselling are:

- » respect for human dignity
- » partnership
- » autonomy
- » responsible caring
- » personal integrity
- » social justice.

Under 6.1 (a) of the code of ethics (extent of confidentiality) counsellors shall treat all communication between counsellor and client as confidential and privileged information, unless the client gives consent to specific information being disclosed.

3. Are there any laws, employer policies or other rules that need to be considered?

School guidance policies of a board or of special character schools (religious base) may have policy or general understandings about these issues that need to be considered.

4. Determine the nature and dimensions of the dilemma – tease out the various elements:

- » Which of your personal values and/or practice principles are involved?
- » Are there any cultural issues?
- » Which ethical principles are involved? Are there any clashes? If so, which are most important?
- » Consult other counsellors, supervisor and, if necessary, your professional association.

5. Generate potential courses of action, for example:

Where the counsellor has established a relationship of trust with the principal, the counsellor may warn them if there is a potential safety issue for the client or the counsellor. In that meeting:

"Without revealing the identity of the student, the counsellor may share information about the decision making process and answer questions the principal has about relevant issues. For example, legal information and the role of other allied health practitioners involved which informs decision making (Ludbrook 2012, p144), and the right for a young person under 16 to seek an abortion when she has "Sufficient age and understanding to make an informed decision." (Ludbrook, p349)

The counsellor emphasised that professional responsibility was being shared by three different professions and that the work done was both careful and competent, including the requirement for any clinic undertaking the abortion to offer specialist counselling to the client.

The approach that is illustrated above seeks to be true to the ethics of counselling confidentiality, while maintaining effective communication with the principal who has ultimate responsibility for the school.

6. Consider the potential consequences of all options for *all* parties involved (including yourself)

- a) What is the potential for harm?
 - » If student confidentiality is breached, this may be a risk to their mental health, including self-injury, depression/suicidal risk, and in some cases family violence.
 - » The family may pressure student to either maintain the pregnancy or terminate (refer to *Gillick* case law and principles).
- b) What is the potential for benefit?
 - » Appropriate support and information is available for a student who is experiencing increased vulnerability and fragility. Provision of a safe and secure space for the student to learn and reflect on their own decision making without having to preference the voices of others, which can be overwhelming.

7. Evaluate the selected course of action

- » Would you recommend the same action to a colleague?
- » Would you do the same thing with someone else?
- » After evaluating, do you need to think again?
- » Do you (counsellor) need to ensure you have adequate support in this process, ie, backlash from community, angry parents/colleagues?
- » Is there adequate support from school policies around these practice issues?
- » What would your action look like to 'a person in the street'? Would it stand scrutiny in a public arena, such as the press?

8. Implement the course of action

- » What support do you need? Extra supervision session?
- » Might others need support if they are affected adversely? Triggers for others in the situation?

9. Evaluate the consequences

- » Follow up with the parties involved as to whether the consequences were what you expected (ongoing checking/support of the key parties involved).
- » Were there any unexpected effects?

10. Acknowledge your learning from this in discussion with your supervisor and/ or colleagues

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Appendix

PRACTICAL RESOURCES

1. Understanding privacy in a school environment

All schools must have a privacy officer responsible for handling all privacy issues and ensuring that it complies with the Act. Staff should know who this person is.

The Office of the Privacy Commissioner suggests that a school, including individual staff, should automatically consider the privacy principles when considering the following functions:

- » Collecting personal information, including photos of students
- » Storing personal information, eg, private details, personal reports or achievement records
- » Use of personal information, including photos of students
- » Disclosure of personal information
- » Access to and collection of personal information
- » Use of cameras, phones and devices, or other personal image collecting technology at school and for school purposes.

Schools should make students (and their caregivers as appropriate) aware of what information is being collected, for what purpose, and why and how it will be stored. They should also ensure students are aware of their rights to access the personal information the school has stored. Finally, they should ask permission to 'use' personal information, particularly if it is going to be used for a purpose other than the one it was first collected for.

If a student or their family/whānau believes that privacy has been breached, they can make a complaint to the Privacy Commissioner. The Commissioner can choose to investigate the complaint, decline to take the complaint further, or refer the complaint to another more appropriate body.

See sections 4.4 and 4.5 for a helpful summary diagram, Sharing Personal Information of Families and Vulnerable Children, prepared by the Privacy Commissioner.

[Privacy in Schools: A Guide to the Privacy Act for Principals, Teachers and Boards of Trustees](#) (The Privacy Commission with Kathryn Dalzeil 2009)

For questions relating to privacy and students and/or schools:

Office of the Privacy Commissioner: www.privacy.org.nz/contact

Phone 0800 803 909

Ask a question at: www.privacy.org.nz/further-resources/knowledge-base/

For questions about privacy and technology, including phones and social media:

Netsafe 0508 NETSAFE (0508 638 723) www.netsafe.org.nz queries@netsafe.org.nz

2. When external youth specialists are needed

Maximising collaborative, integrated and effective practice between community based health and wellbeing providers and secondary schools to achieve the best outcomes for young people.

Young people's health and wellbeing issues and concerns can be complex. Supporting adolescent students requires time, focus and often the specialist skills and experience of appropriate external professionals.

Several important and challenging developmental tasks occur during adolescence, including the development of autonomy and identity. Exploring and developing these is a multifaceted process. Some young people may struggle with this developmental stage, especially if they are also dealing with other difficult life issues, including those relating to their school experience. They may start to experience significant challenges to their psychosocial development and wellbeing. Negative behavioural patterns may arise, often masking the emergence of poor mental health, eg, they may be facing increased anxiety, depression, eating disorders, low self-esteem, self-injurious behaviour or suicidal ideation. The more serious levels of negative behaviour may lead to suspension from school, referrals to alternative education, or to exclusion. Short term outcomes for this population of young people with complex needs can result in their complete disengagement from education.

Providing the right intervention at the right time can reduce the risk of behaviour escalation and disengagement from education. To achieve better outcomes for a challenged student and their family, secondary schools can identify and access appropriate external support services. As suggested in section 3.11 of these Guidelines, it is essential to have a well understood, safe and systematically followed process for selecting specialist external service providers. Schools need to support young people with complex needs well by ensuring that referral and transference to such services is as seamless as possible. It is also important that the young person and their family/whānau are active participants in the process, understanding their options and the different roles people play, and why.

The relationships schools can build and maintain with local, relevant and appropriate health and social service providers add great value to their work with challenged students. When schools have good relationships with external health and social service providers, response times to individual student needs are minimised. Relationships built on trust ensure all supports are working holistically and consistently to produce positive outcomes for a young person and their family/whānau. Having established relationships also helps achieve a timely response if a young person presents with suicidal ideation requiring immediate risk assessment and an appropriate response.

YOSS (Youth One Stop Shops),¹²⁰ CAMHS, CYF and MSD Youth Services are examples of external services. YOSS, eg provides free health and social services within some communities and can do so within secondary schools. One example of a YOSS is Kāpiti Youth Support (KYS). It provides nurse led clinics, social support programmes, LGBTIQIA+ support programmes, and MSD's Youth Service mentoring support. The referral of young people to MSD's Youth Services can come through school deans or guidance counsellors. Youth Service specialist staff teams will work alongside the student to maintain their place at school or to establish positive alternative education pathways and/or employment.

External providers can enhance the support secondary schools offer students. Inviting them to regularly attend school pastoral meetings will help ensure clear communication about who is doing what, greater collaboration, shared care and seamless support for a young person. In times of transition, communication is very important, such as when a student is going into Year 9 or when leaving school. It is also vital when youth are under care and protection.

The *Pathways to Resilience* research, undertaken by Professor Robyn Munford and Professor Jacqui Sanders at Massey University, provides helpful examples of collaborative practice between secondary schools and external providers. The PARTH orientation suggested by Munford and Sanders (2016) includes Perseverance, Adaptability, Relationships, Time and Honesty. It is an approach that providers can integrate into their everyday practice and is transferable to the school setting. For more information see www.youthsay.co.nz

A helpful case study:

The following case study took place over an 18-month period and highlights that a collaborative inter-disciplinary approach can achieve positive outcomes for young people. A pseudonym has been used to protect privacy.

Jack, a 13-year-old male student in Year 9, was referred to the social support programme at a YOSS by the school pastoral team at one of the local colleges. He presented with complex needs including:

- » alcohol and drug issues
- » family history of depression and alcohol misuse
- » criminal activity (known to Youth Justice)
- » not going home at night
- » negative peer relationships
- » risky sexual behaviours
- » family violence
- » service disengagement
- » truancy.

Jack was unable to be placed in a group programme due to disruptive behaviours and because he was uncomfortable interacting in groups. The college and the YOSS social worker jointly agreed on a referral to CAMHS where he received a diagnosis of Autism Spectrum Disorder (ASD), along with Attention Deficit Hyperactivity Disorder (ADHD).

The 'team around the young person' included the secondary school pastoral team, YOSS, CAMHS and the Resource Teacher for Learning and Behaviour (RTLB service). A plan was put in place to reintegrate Jack back into education. To assist in the process, Interim Response Funding (IRF) was applied for by the college to access teacher aide support. Jack was 'stood down' and referred to an alternative education option while CYF undertook an assessment due to the escalation of conflict within the family home. This led to a Family Group Conference (FGC).

After a serious incident, the Police and Multi Systemic Therapy (MST) intervened and the Ministry of Education approved IRF. It was agreed with the college that Jack would temporarily continue his learning at a space offsite with an experienced teacher aide. This was to ensure his emotional safety due to negative repercussions after the serious incident.

Intensive Wraparound Support (IWS) was approved to provide support at the college and in the community. A plan was put in place for Jack to reintegrate into mainstream education and to address the needs he presented with. Support from his social worker contributed to his involvement in community activities. The school contributed by differentiating the curriculum to include his strengths in more practical activities. This led to a shared interest with a trusted family member. Using a strengths based approach, it was agreed by the team that Jack could complete his community service requirements by carrying out activities within this new area of interest.

The team identified that he was ready to return to school on a reduced timetable, with teacher aide support as part of his Individual Education Plan (IEP), which was under regular review. Intensive Support was gradually faded out after several months due to the amount of progress being made. He is now attending school full time with no teacher aide. He has also had continued involvement in community activities. Jack now feels hopeful about his future and has made career plans.

3. Schools connecting with their community – a useful checklist

Strong partnerships with community support providers enhances a school's ability to provide care for its students. This list is to serve as a guide and a prompt when a pastoral care team or counsellor looks outside the school community for support or expertise, to complement their work with students within the school.

It is recommended that every school develops and maintains its own directory of contacts and uses a process for the annual updating of that list.

Who in our own community or region is available to support us when issues affect our students or others in our school community?

Health – PHO, medical centres, youth clinics, sexual health clinics, public health, local hospital, emergency department or after hours, health condition specific agencies or support groups

- » Youth One Stop Shop (YOSS)
- » Mental health – CAMHS, suicidality, depression, self-injury, eating disorders, anxiety, trauma
- » Suicide – prevention initiatives, bereavement support
- » Talking therapies – counsellors, psychologists, psychotherapists
- » Marae and hāpu and iwi links, such as Māori youth/health/mental health/ whānau support services
- » Cultural centres and leader links, support services
- » Church/faith based support services
- » Disability support
- » Addictions – drug, alcohol, gambling, pornography/sex
- » LGBTQIA+ support
- » Youth groups/programmes
- » Law – youth law
- » Local government youth services
- » Government youth support services
- » School career planning/guidance service
- » Local youth training options
- » Government youth employment services
- » Youth mentoring
- » Life skills development
- » Food bank
- » Budgeting skills
- » Teen parent support
- » Behaviour management specialists
- » Violence prevention
- » Conflict resolution
- » Grief and loss support
- » Young carer support (sharing care of a family member with illness or disability)
- » Local community centres
- » Community based youth/family organisations
- » Parent education
- » Police, youth aid
- » Victim support
- » Refugee support or local network
- » Migrant support or local network
- » Local trusts that support community and social service initiatives
- » Literacy/tutoring/remedial education
- » Before and/or after-school programmes
- » Alternative or regional health school options
- » Correspondence school

You could use these tools to source this information for your database:

- » www.familyservices.govt.nz/directory/
- » Your local community/social services directory (provided by local government)
- » Your local Citizens Advice Bureau www.cab.org.nz 0800 367 222
- » Your local library.

4. Student diversity – helpful links and resources

Youth development

- » **Weaving Connections: Positive Youth Development in Aotearoa**
https://ir.canterbury.ac.nz/bitstream/handle/10092/6132/12627719_2011%20Positive%20Youth%20Development%20in%20Aotearoa.pdf;sequence=1
- » **Youth Pathways and Transitions**
www.youthsay.co.nz/massey
- » **Arataiohi**
 Arataiohi compiles research and resources relevant to people working with young people in Aotearoa.
www.arataiohi.org.nz/resource-centre?

Engaging youth in decision making

- » **Wellbeing@School Self-Review**
 The Wellbeing@School website is designed to support schools to engage with the whole school community in a process of self-review. It provides practical evidence based tools, resources and a free student survey. www.wellbeingatschool.org.nz/front
- » **The whole-school approach: embedding student wellbeing**
 Bullying-free NZ have produced videos that discuss Aotea Colleges whole school approach to wellbeing. <https://vimeo.com/237027284>
- » **Aotearoa Youth Voices Toolkit** (Ministry of Youth Development)
 A practical guide filled with tools and ideas on how young people can participate in decision making. www.myd.govt.nz/resources-and-reports/publications/aotearoa-youth-voices-toolkit.html
- » **Keepin' It Real – A Resource for Involving Young People in Decision Making**
www.myd.govt.nz/documents/working-with-young-people/youth-participation-in-decision-making/keepin-it-real.pdf
- » **Youth Participation in Decision-Making Action Plan** (Ministry of Youth Development 2009)
 Use this Action Plan to plan how to involve young people in decision making and to make a list of things to think about when completing your project plan.
www.myd.govt.nz/documents/resources-and-reports/publications/myd2135-youth-participation-action-plan-v6-lr.pdf
- » **Pasifika Youth Participation Guide**
 Leva have produced this guidance to support organisations on how to effectively engage and work alongside Pasifika young people. They suggest a co-design approach to developing solutions.
www.leva.co.nz/resources/pasifika-youth-participation-guide
- » **Listening2Kids**
 The Office of the Children's Commissioner has produced practical advice and a number of resources about how to include the voice of young people in decisions, policies and actions.
www.occ.org.nz/listening2kids/

Inclusive education

- » **Inclusive Education** (Ministry of Education)
www.education.govt.nz/school/running-a-school/inclusive-education/
- » **Inclusive Education: Guide for Schools** (TKI)
www.inclusive.tki.org.nz/
- » **Inclusive Practice in Secondary Schools – Ideas for School Leaders PDF** (Ministry of Education 2014)
www.education.govt.nz/assets/Documents/School/Inclusive-education/InclusivePracticeSecondarySchoolsForSchoolLeaders.pdf
- » **The Inclusive Practices Toolkit – Wellbeing@school**
www.wellbeingatschool.org.nz/inclusive-toolkit

Disability and health

- » **Guides for Schools on a Wide Range of Disability and Health Conditions Impacting Teaching and Education**
www.inclusive.tki.org.nz/guides/all-guides/
- » **Youth Health Care in Secondary Schools: A Framework for Continuous Quality Improvement**
Ministry of Health (2014)
www.health.govt.nz/publication/youth-health-care-secondary-schools-framework-continuous-quality-improvement-0
- » **Bridging the Gap: Young People and Substance Use**
A resource to increase knowledge for professionals who are working with young people and to assist them to help solve issues related to alcohol and other substance use.
www.matuaraki.org.nz/resources/bridging-the-gap-young-people-and-substance-use/711
- » **Alcohol and Other Drug Education Programme: Guide for Schools**
www.health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Alcohol-and-other-drug-education-programmes
- » **The Substances and Choices Scale (SAC)**
A newly developed alcohol and other drug screening and outcome measurement instrument for young people to complete with a health professional.
www.werryworkforce.org/sacs
- » **Alcohol and the Teenage Brain**
Nathan Mikaere-Wallis discusses the effect of alcohol on the development of young people.
www.vimeo.com/148331985
- » **Family Planning Courses, Guides and Resources for Schools**
www.familyplanning.org.nz/
- » **Te Reo Hāpai – The Language of Enrichment**
A Māori language glossary for use in the mental health, addiction and disability sectors.
www.tepou.co.nz/resources/te-reo-hapai--the-language-of-enrichment/809

Behaviour

- » **PB4L – Positive Behaviour for Learning**
Assists teachers and schools to help solve problem behaviour, improve student wellbeing and increase educational achievement. (TKI)
www.pb4l.tki.org.nz/
- » **PB4L – Restorative-Practice** (TKI)
www.pb4l.tki.org.nz/PB4L-Restorative-Practice

Transition

- » **ERO: Transition from Primary to Secondary School**
www.ero.govt.nz/publications/evaluation-at-a-glance-transitions-from-primary-to-secondary-school/6-transition-from-primary-to-secondary-school/
- » **Youth Services**
A mentoring service for 16 and 17 year olds to assist in the transition from secondary education on to future pathways.
<http://youthservice.govt.nz/about-youth-service/your-future-your-choice.html>
- » **National Transition Guidelines: For Transitioning Students With Special Needs from School Life to Adult Life**
www.education.govt.nz/school/student-support/special-education/national-transition-guidelines-for-students-with-special-education-needs/national-transition-guidelines-for-specialist-educators-schools-and-parents/
- » **Youth Pathways and Transitions**
www.youthsay.co.nz/massey

Cultural awareness and responsiveness

- » **Te Reo Hāpai – The Language of Enrichment**
A Māori language glossary for use in the mental health, addiction and disability sectors.
www.tepou.co.nz/resources/te-reo-hapai---the-language-of-enrichment/809
- » **TKI – Cultural Diversity. See all TABS – about, tools, examples, resources**
www.nzcurriculum.tki.org.nz/Principles/Cultural-diversity
- » **TKI – Developing an Inclusive Classroom Culture**
www.inclusive.tki.org.nz/guides/developing-an-inclusive-classroom-culture/
- » **Te Aho Matua o Ngā Kura Kaupapa Māori**
www.educationcounts.govt.nz/publications/91416/105966/79522/he-pitihanga-te-aho-matua
- » **Supporting Māori Students (TKI)**
www.inclusive.tki.org.nz/guides/category/maori-students/
- » **Counselling Māori People in New Zealand [Aotearoa]**
Durie, M., & Hermansson, G. (1990). International Journal for the Advancement of Counselling, 13(2), 107-118.
www.researchgate.net/publication/226870625_Counselling_Maori_people_in_New_Zealand_Aotearoa
- » **Counselling Māori Clients: He Whakawhiti Nga Whakaaro I Te Tangata Whaiora Māori**
Hirini, P. (1997). NZ Journal of Psychology, 26(2), 13-18.
www.psychology.org.nz/wp-content/uploads/NZJP-Vol262-1997-2-Hirini.pdf
- » **Guidelines for Cultural Safety: The Treaty of Waitangi and Māori Health and Wellbeing in Education and Psychological Practice (NZ Psychologists Board 2009)**
www.psychologistsboard.org.nz/cms_show_download.php?id=83
- » **Changing Māori Educational Experiences**
In this video, Russell Bishop talks about incorporating culturally-responsive pedagogy - “what’s really important is the pedagogy in the classroom needs to be based upon being responsive to the culture of the child.” www.tekotahitanga.tki.org.nz/Videos/Interviews/Changing-Maori-educational-experiences
- » **Supporting Pasifika Students (TKI)**
www.inclusive.tki.org.nz/guides/supporting-pasifika-students/

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- » **Mental Health and Wellbeing of Pasifika Young People** (Leva 2016)
www.leva.co.nz/library/leva/mental-health-and-wellbeing-of-pasifika-young-people
 - » **Samoan Students Dance to the Beat of New Zealand Assessments** – video, EDtalk
Filimanaia Akata Galuvao points out that many students are experiencing three contrasting cultures: as children of New Zealand Samoans, as students of New Zealand culture, and as members of a suburban teenage culture. While they bring a pool of knowledge to assessments, it is different and removed from the knowledge that they are expected to achieve in standardised tests.
www.edtalks.org/#/video/samoan-students-dance-beat-new-zealand-assessments
 - » **Why Cultural Diversity Matters** – video, YouTube
This talk was given at a TEDx event. Michael Gavin, Associate Professor of Human Dimensions of Natural Resources at Colorado State University, discusses the importance that history, language and tradition have in the preservation of culture, including examples from te reo Māori.
www.youtube.com/watch?v=48RoRiOddRU
 - » **Managing Diversity to Achieve Ethnic Inclusion in Multi-Ethnic Secondary Schools**
Manjula Handjani, M. (2014). Unitech.
www.unitec.researchbank.ac.nz/bitstream/handle/10652/2376/Manjula%20Handaji.pdf?sequence=1
 - » **Māori Models of Mental Wellness**
McNeil, H. (2009). Te Kaharoa, 2(1).
www.aut.researchgateway.ac.nz/handle/10292/3325
 - » **English for Speakers of Other Languages: Refugee Handbook for Schools**
Details strategies for schools to create a safe and supportive environment to help the transition of refugee students into education in New Zealand.
www.education.govt.nz/school/student-support/refugee-background-students/

Sex, sexuality and gender

- » **Bodysafe NZ**
A secondary school programme that promotes health, respectful relationships and prevent experiences of sexual harm and violence. www.bodysafe.nz/
- » **Youth '12: Fact Sheet about Transgender Young People**
Results from the New Zealand Adolescent Health Survey (Youth'12). Journal of Adolescent Health, 55, 93-99.
<https://cdn.auckland.ac.nz/assets/central/about/news-events-notices/news/2014-news/1UOAYouth'12%20transgender%20young%20people%20fact%20sheet.pdf>
- » **Rainbow Youth**
Queer + gender diverse helpful information.
www.ry.org.nz/queer-trans/
- » **Making Schools Safer for Trans and Gender Diverse Youth**
Tips for schools staff, friends and families (InsideOUT 2016).
www.insideout.org.nz/trans-resource/
- » **Starting and Strengthening Rainbow Diversity Groups**
www.insideout.org.nz/starting-and-strengthening-rainbow-diversity-groups/
- » **Inside Out:** Teaching resources that meet New Zealand Curriculum and Health Curriculum objectives.
www.insideout.ry.org.nz/
- » **Sexuality Education: A Guide for Principals, Boards of Trustees and Teachers**
www.health.tki.org.nz/Teaching-in-HPE/Policy-guidelines/Sexuality-education-a-guide-for-principals-boards-of-trustees-and-teachers

- » **Takatāpui: Part of the Whanau**
This resource is for takatāpui (intimate companion of the same sex), their whanau and communities, sharing stories and information about identity, wellbeing and suicide prevention.
<http://shop.mentalhealth.org.nz/product/838-takatapui-part-of-the-whanau>
- » **Mental Health Foundation**
A number of resources and guidelines are available on the website.
www.mentalhealth.org.nz/get-help/resources/search/?topic=59&topic_only=1
- » **Supporting the Inclusion, Safety and Wellbeing of LGBTIQA+ Students**
The Ministry of Education provides strategies and suggestions for schools that can be found on TKI.
www.inclusive.tki.org.nz/guides/lgbtqa
- » **Preventing Adolescent Relationship Abuse and Promoting Healthy Relationships (2017)**
A paper published by the Family Violence Clearinghouse.
<https://nzfvc.org.nz/issues-paper-12-preventing-adolescent-relationship-abuse>

Youth mental health

- » **Mental Health 101**
Mental health and wellness training, tips and resources. www.mh101.co.nz/
- » **Help for the Tough Times**
Mental health resources for schools to download.
www.hpa.org.nz/what-we-do/mental-health/mental-health-resources-for-schools
- » **Common Ground**
A website and social media platform providing helpful content and engagement for school families, whānau and friends concerned about the mental health of a young person they know.
www.commonground.org.nz
- » **SPARX: A Free Online Tool for Young People**
SPARX is a self-help e-therapy tool that teaches young people the key skills needed to help deal with depression and anxiety.
www.health.govt.nz/our-work/mental-health-and-addictions/youth-mental-health-project/youth-mental-health-project-initiatives/sparx-free-online-tool-young-people
- » **Preventing and Responding to Suicide: Resource Kit for Schools**
A guideline developed by the Ministry of Education about preventing and responding to suicidal behaviours. It includes checklists, tools and prompts for creating a positive, safe school environment. It is available alongside other useful resources about handling emergencies and traumatic events in schools. www.bit.ly/1OAtKfN
- » **Travellers**
An early intervention programme run through schools, by trained school staff, through Skylight. It is for Year 9 students, designed to help support young people experiencing change, loss, the early stages of emotional distress, and successful transition to secondary school. www.travellers.org.nz
- » **Bullying Prevention & Response**
The Bullying Free NZ website hosts resources, useful contacts and examples of bullying prevention strategies and programmes. It also contains a guide for schools providing practical advice on how to prevent bullying and respond effectively when it does occur. www.bullyingfree.nz
- » **Wellbeing @ School**
Provides schools with several tools to support them to review their environment and create a safe and caring climate that deters bullying. There are two surveys (one for primary students and one for intermediate and secondary students). There is also a self-review process that schools can use to promote inclusive practices for all students. www.wellbeingatschool.org.nz

- » **Check & Connect**
A long-term education-focused mentoring service for secondary students who are beginning to disengage from school. Mentors work with the students over two years to develop their skills in problem solving, self-regulation and self-motivation. www.pb4l.tki.org.nz
- » **Lifehack**
Developed through the Social Media Innovations Fund, which is part of the Prime Minister's YMHP, to support innovative use of social media technology to improve youth mental health and emotional wellbeing. www.health.govt.nz/our-work/mental-health-and-addictions/youth-mental-health-project/youth-mental-health-project-initiatives/lifhack-youth-approach-wellbeing
- » **The Lowdown**
Information about youth depression. www.thelowdown.co.nz
- » **Guidelines for Mentally Healthy Schools: A Resource to Assist Schools in the Implementation of Mental Health Promotion Initiatives in the School Community**
Mental Health Foundation (2001)
www.mentalhealth.org.nz/assets/ResourceFinder/guidelines-for-mentally-healthy-schools.pdf
- » **Māori Models of Mental Wellness**
McNeil, H. (2009). Te Kaharoa, 2(1).
<http://aut.researchgateway.ac.nz/handle/10292/3325>
- » **Mental Health and Wellbeing of Pasifika Young People** (Lava 2016)
www.leva.co.nz/library/leva/mental-health-and-wellbeing-of-pasifika-young-people
- » **Te Reo Hāpai - The Language of Enrichment**
A Māori language glossary for use in the mental health, addiction and disability sectors.
www.tepou.co.nz/resources/te-reo-hapai--the-language-of-enrichment/809
- » **Self-harm - The Mental Health Foundation**
www.mentalhealth.org.nz/get-help/a-z/resource/49/self-harm
- » **Position Paper for Guiding Response to Non-suicidal Self-injury in Schools**
www.selfinjury.bctr.cornell.edu/perch/resources/position-paper.pdf
- » **Youth Wellbeing Study**
New Zealand based resource produced by Victoria University.
www.youthwellbeingstudy.wordpress.com/
- » **The Cornell research Programme on Self-injury and Recovery**
Resources to help you better understand self-injury.
www.selfinjury.bctr.cornell.edu/
- » **Self-Injury Outreach and Support**
The website provides resources and a section for schools about self-injury.
<http://sioutreach.org/>
- » **Self-Injury: Simple Answers to Complex Questions**
This publication was authored by clinical experts from Alexian Brothers Behavioral Health Hospital's Center for Self-Injury Recovery.
www.alexianbrothershealth.org/abbhh/ourservices/self-injury-book
- » **Aunty Dee**
A free online tool designed to help Māori and Pasifika young people who need help working through problems. www.auntydee.co.nz/home

- » **Chur Chur Bro – Self Help Care Website for Rangatahi**
This website is a bilingual mental health self help care resource for Rangatahi Māori.
<http://toromai.co.nz/chur-chur-bro>
- » **ReachOut**
Australian youth mental health information service offering a variety of apps and tools.
<http://reachout.com/>
- » **Mental Health Foundation of New Zealand**
This website hosts information and mental health apps and resources.
www.mentalhealth.org.nz/home/site-search/?query=youth&x=0&y=0

5. Helpful books and research about pastoral care, guidance and counselling in schools

- Adolescent Health Research Group. (2008). *Youth '07: The health and wellbeing of secondary school students in New Zealand: Results for Māori people*. Auckland: University of Auckland. Retrieved from: www.moh.govt.nz/notebook/nbbooks.nsf/0/215990078e1bcfbccc25756e006b12a0?OpenDocument
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Wepa, D. (Ed.) (2004). *Cultural safety in Aotearoa New Zealand*. Auckland: Pearson Education New Zealand.

Youth Wellbeing Study (2014-2017) Wellington: Victoria University. www.victoria.ac.nz/psyc/research/youth-and-wellbeing-study/resources

Supervision

Baxter, R., & Mayor, T. (2008). *Supervision scrapbook: For youth workers*. Wellington. Retrieved from: www.yoss.org.nz/user/file/29/Supervision%20Scrapbook%20by%20Rod%20and%20Trissel.pdf

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6. The Education Council's Code of Professional Responsibility and Standards for the Teaching Profession¹²¹

The code of professional responsibility and standards (the code) is applicable to all certified teachers and lays out a set of professional behaviours and aspirations that are expected of the profession. The new standards replace the existing code of ethics and will be fully implemented by 1 January 2018. In the meantime, schools and teachers are encouraged to transition to the new code. The code sets out high standards of ethical behaviour and expectations of an effective teaching practitioner.

The professional interactions of teachers are governed by four values that underpin the code:

- » **Whakamana:** empowering all learners to reach their highest potential by providing high-quality teaching and leadership
- » **Manaakitanga:** creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity
- » **Pono:** showing integrity by acting in ways that are fair, honest, ethical and just
- » **Whanaungatanga:** engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.

Application of the code shall take account of the requirements of the law as well as the obligation of teachers to demonstrate commitment to Te Tiriti o Waitangi by understanding and acknowledging the status of Māori as tangata whenua. The code outlines four key areas:

1. Commitment to the teaching profession.
2. Commitment to learners.
3. Commitment to families and whānau.
4. Commitment to society.

The Education Council *code of professional responsibility and standards for the teaching profession* is available here: <https://educationcouncil.org.nz/content/our-code-our-standards>



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