



Guidance Teacher

Administrative Procedure 2.B.140

Board Governance Policy Cross Reference: 1, 2, 3, 4, 12, 13, 16

Provincial Reference: Manitoba Sourcebook for School Guidance and Counselling Services.

Administrative Reference: 3.B.80 Counsellor Guidelines for Ethical Behaviour

Date Adopted: December 2014

Date Amended: August 2022

PHILOSOPHY

Evergreen School Division believes in a system that fosters respect, caring and good communication within and outside the school division. The major goals and tasks of the employees of the division are to honor these values in the daily interactions with staff, students, and the public and to assist in the development and implementation of a quality education system. Confidentiality is an expectation of these positions of trust in our public school system.

GENERAL RESPONSIBILITIES

Under the direction of the Principal, and in consultation with the Divisional Student Services Department, the guidance teacher's (formerly referred to as guidance counsellor) primary responsibility is to provide Tier 1 support to promote student learning in the areas of personal/social, educational and career development. As an experienced teacher, the Guidance Teacher provides direct instruction to students and supports colleagues with planning for student needs, especially relating to socio-emotional learning and behaviour.

Guidance Teachers are required to develop a comprehensive guidance education plan and implement a Multi-Tiered System of Support to improve student achievement and behaviour.

As a member of the school student services team, the Guidance Teacher is responsible for identifying students who are at-risk for not meeting academic and behavioural expectations, to design and implement plans to address the needs of struggling students, and to collect results data based on the effectiveness of the interventions.

Specific Responsibilities and Duties:

1. Primary responsibility is Tier 1 support (**see addendum**)
2. Make recommendation to Classroom Teachers re: student behaviour/classroom management
3. Provide students with guidance education curriculum to address universal personal/social, educational and career development

4. Analyze academic and behavioural data to identify struggling students
5. Identify and collaborate on research-based intervention strategies that are implemented by school staff
6. Create evidence-based intervention plans for students in conjunction with School Psychologist
7. Evaluate academic and behavioural progress after interventions
8. Revise interventions as appropriate
9. Consult with and/or refer to divisional and community services as appropriate
10. Collaborate with administrators about RTI design and implementation
11. Support parents?
12. Other related duties as assigned.

EMPLOYMENT REQUIREMENTS

1. Manitoba Teaching Certification or eligibility for certification from the Province of Manitoba
2. Minimum of 5 years of exemplary teaching experience (preferably at a variety of levels)
3. Knowledge and experience in Student Services would be considered an asset
4. School Counsellor's certificate or Resource certification, or ability to obtain in within three years

Skills/Qualifications:

1. Knowledge and understanding of Behaviour Management Models: Positive Behaviour Interventions and Supports, Restitution, Conflict Resolution
2. Knowledge and experience in planning for behavioural change (including collecting and analyzing behaviour data)
3. Knowledge and understanding of developmental processes and including well being, resiliency development ? (not using the word trauma? Feeling like something related to socio-emotional development is required here
4. Experience implementing a Multi-Tiered Support System
5. Knowledge and experience in developing and implementing a Comprehensive School Guidance Education Program
6. Experience working in a Professional Learning Community
7. Skills in data analysis and interpretation;
8. Ability to collect, organize, and interpret data on the progress of children progressing through intervention;
9. Exceptional ability to form positive relationships with students, staff, parents and other agencies

Personal skills essential to the position:

1. Commitment to achievement for all students;
2. Demonstrated analytical and problem-solving skills;
3. Strong time-management and intrapersonal skills
4. Demonstrated interpersonal and collaborative skills;
5. Excellent verbal, written and technology skills;
6. Dedication to ongoing professional learning;

SKILLS / QUALIFICATIONS

In addition to counselling skills, helpful specialization skills include:

1. Knowledge and understanding of resiliency development
2. Knowledge/awareness of Mental Health topics/concerns
3. Restitution training
4. Conflict resolution skills
5. Understanding of Universal Design for Learning (UDL)
6. Record keeping
7. Data collection and analysis

