
Philosophy of Inclusion

Manitoba Education, Citizenship and Youth is committed to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

Preface

“Never doubt that a small group of thoughtful committed people can change the world. Indeed, it’s the only thing that ever has.”

Margaret Mead

School staff members work together to increase opportunities for success in the lives of learners. School counsellors provide education, guidance, and counselling to students through collaborative and consultative approaches that include direct instruction, guidance activities, team teaching, group and individual counselling, student support team planning, and other guidance-related activities.

Comprehensive guidance and counselling programs and services are inclusive. They are intended to help all students realize their full potential regardless of physical, social, emotional, educational, and other challenges.

Purpose

The purpose of this document is to support school counsellors in the important work they do in Manitoba schools. Specific information related to scope of activities, areas of service delivery, comprehensive and developmental guidance-related learning outcomes, and curriculum connections is provided, reflecting the breadth and depth of guidance and counselling-related activities in today's schools.

The document is designed as a source of information to assist schools in meeting the specific guidance and counselling needs of their students.

Intended Audience

This resource has been developed for school counsellors, teachers, and administrators in schools from Kindergarten to Grade 12.

Background

Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach is a collaborative response to provide practical resources to help school counsellors to plan, deliver, and monitor guidance and counselling services.

Key areas that are addressed in the document include

- scope of activities for school counsellors
- the rationale for a comprehensive and developmental guidance and counselling approach
- description of the service delivery model
- distinguishing guidance education from counselling
- record keeping, reporting, and information sharing
- data-informed decision making
- professional growth and cultural awareness

Organization of the Document

Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach (hereafter referred to as the *Sourcebook*) is divided into eight chapters.

Chapter 1 describes the foundation of guidance and counselling services, including a history of the profession in Manitoba, the role and function of school counsellors, and an overview of comprehensive and developmental services.

Chapter 2 discusses the scope of activities of school counsellors.

Chapter 3 focuses on the variety of counselling formats commonly used in school settings (component 1 of school guidance and counselling services).

Chapter 4 highlights the role of school counsellors in prevention activities (component 2 of school guidance and counselling services).

Chapter 5 offers information related to guidance education and connecting learning outcomes to compulsory curricula (component 3 of school guidance and counselling services).

Chapter 6 provides information on consultation, coordination, and planning (component 4 of school guidance and counselling services).

Issues related to information sharing, notetaking, and record keeping are discussed in **Chapter 7**.

The final chapter, **Chapter 8**, focuses on professional growth and the importance of cultural and personal history in counselling.

The *Sourcebook* ends with extensive appendices containing samples of curricular connections, codes of ethics, sample templates, and helpful resources.

Definition of Terms

The following terms are used within this document:

Circle of Care: A consensus model for coordinating multi-system support for 24/7 service plans for students with complex needs.

counselling: Therapeutic, healing processes that address developmental needs.

guidance education: Information giving and instruction that increases awareness, skills, and knowledge. The majority of learning outcomes for the guidance education component are located in a variety of Manitoba curricula.

individual assessment: Also known as an individual inventory or appraisal, conducted by school counsellors, often taking the form of an informal checklist, observation chart, or interview.

individual education plan (IEP): A global term referring to a written document developed and implemented by a team, outlining a plan to address the individual learning needs of a student. The IEP includes other more specific forms of plans such as a behavioural intervention plan (BIP) and an individual transition plan (ITP).

prevention:

primary prevention: Intervention focused on preventing a problem from occurring.

secondary prevention: Intervention focused on early indicators of problems.

tertiary prevention: Intervention focused on minimizing the immediate consequences of an existing severe problem.

specialized assessment: An individualized assessment conducted by qualified practitioners across a variety of domains and specific learning contexts to provide additional information on the exceptional learning needs of students. This type of assessment requires a referral to the practitioner.

student services model: A multidisciplinary approach to providing a variety of services to enhance success for all students. Membership varies from school division to school division, but typically includes a student services administrator, school administrators, behaviour specialists, resource teachers, school counsellors, and clinicians.

student support team: A group of educators within a school who work together to address the specific requirements of students with exceptional learning needs in a particular school.

Sidebars and Graphics

This document uses sidebars and a variety of graphics to direct the reader.



Additional information on this topic



Reference to other Manitoba Education, Citizenship and Youth resources—these may be resources found online or in print.



Ethical Consideration



Reminder/Note



Consultation/Referral

Introduction

Today's schools are part of a global community that is constantly evolving. Keeping pace with the world is essential to fully prepare our students for the world in which they will become adults. To effectively meet the needs of all students in Manitoba schools, it is essential that the foundation of guidance and counselling services is both developmental in approach and comprehensive in nature. As students mature and develop, the program must keep pace with their social, emotional, behavioural, and cognitive changes and the relation of those changes to educational, career, and worldwide societal changes.



The comprehensive and developmental guidance and counselling program is school-wide and designed for all students. It is not restricted to students with exceptional learning needs.

Comprehensive and developmental guidance and counselling services are

- planned and developed within an integrated curriculum
- based on regular, systematic identification of needs and the pursuit of identified learning outcomes to meet those needs
- supportive of student learning in the dimensions of personal/social, educational, and career development for all students from Kindergarten to Grade 12
- responsive to the unique and specific needs of all students
- flexible in providing a range of guidance and counselling services from a developmental/preventive focus to a responsive/therapeutic focus
- aligned to meet changing needs on a regular basis
- integral to a team approach for student support

At the school level, the guidance and counselling program is flexibly designed to meet the needs of all learners. School counsellors also work within the student services delivery model of a school division.

School division plans, student services plans, and school plans include guidance and counselling services and programs. These plans include provisions for regular, systematic identification of needs and priorities, specification of expected outcomes, descriptions of activities, and identification of success indicators. Guidance and counselling programs and services should be aligned to changing needs on a regular basis.

Guidance and counselling are a shared responsibility of all staff. A team approach should be employed, wherein all staff members have specified roles to play. School counsellors play a key role in planning and implementing programs and services.

