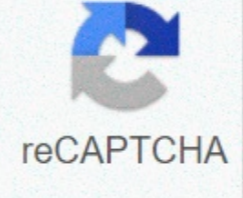




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School counseling philosophy

As a professional school counselor, I believe that: All students have dignity and value and are entitled to a hospitable, safe and mutually respectful learning environment. All students have the opportunity and the right to study and should be able to do so. Differences between the ethnic, cultural, racial, sexual and ability of all students should be assessed and taken into account in the planning, implementation and evaluation of the school counselling programme. School counselling services should be data-driven, dedicated and based on the development competence of students for all students. Successful student education requires active participation, cooperation, mutual respect and individual responsibility of students, teachers, staff, parents and community members. A comprehensive school counselling programme is an important and integral part of the overall curriculum designed to promote the growth of all students in academic, career and personal/social development. As a professional school counselor, I will: Be empathetic and compassionate. I recognize the uniqueness and personal value of each student, and appreciate their individual contribution to the school community. Engage in professional development and leadership to increase your competence with the latest educational trends and standards. Adhere to the professional school ethics advisory established by the American Association of School Counselors. Help and encourage all students to make full use of their potential and prepare all students to be ready for college, career, and community. By agreeing on its programming efforts to support the adoption, safe and respectful school climate. Be committed to introducing innovative, student-centered and school-oriented counselling services to best meet the needs of all students. Create an environment that meets the academic, social, emotional, creative, and physical needs of all people so that they can learn, continually improve, and respond to the challenges of an ever-changing society. Advocate for and support all students to become successful, responsible and contributing community members. Reflecting my philosophy of school counseling As I reflect on my personal philosophy of school counseling, the first thing I understand is how it continues to expand as I gain knowledge throughout this program. However, there are some things that have remained the same, and one of them is the desire I have to help students reach their maximum potential. This desire is at the heart of any good comprehensive school counseling program. According to and Saginak (2012), In general, school counselors should be able to provide advice through prevention and intervention efforts, advocate for diversity and equity in education, and use different and multicultural perspectives students for academic, professional and personal development (p. 3). Over time, my philosophy also changed the way I saw the role of a counselor as a head of the school. School counselors today have a lot to offer the school as a whole, and it is important that they participate in many decision-making processes. As the primary advocate for students, professional school counsellors serve as a bridge between students and their families and the school administration. I also feel a real need to reach out to students who have been labeled by others as unattainable and in danger. As a teacher, I understand the undeniable problems teachers in the classroom face when trying to pay individual attention to each individual student, and that's where school counselors can help regular educators. Being an effective school counselor requires special skills, personal characteristics and knowledge. Dollarheid and Saginak (2012) will say: The specific skills that school counsellors must demonstrate include individual and small group counselling; Skills in the individual, group and training program of the development of the class; and skills in multicultural counselling. School counsellors need to understand and address the challenges to the development and functioning of students, including assisting students in transition, as well as prevention and early intervention in mental health issues (p. 3). The best summary of my philosophy for school counseling is in my mission statement, which is to use data-based solutions to create equity in school in an attempt to remove the obstacles that keep students from achieving their highest success in all fields, helping to ensure they thrive socially and academically as they gain knowledge that will prepare them to seek higher education and eventually become a productive member of society. My philosophy and new trends in school counseling and education When exploring new trends in school counseling and education, I really wanted to determine where my philosophy fits into the new things that we see happening in modern schools. During my time in the classroom, I developed an actual desire to be part of the changes that occur in education. I see an urgent need for school leaders to set common goals and work together to achieve these goals. Public schools should start producing students who are ready for today's workforce. As a teacher, the personal needs that prompted me to seek this degree include struggling to balance the needs of individual students and a push to challenge the class as a whole to meet their maximum potential. No matter how strong seems to try, there are always those children who fall through the cracks. It's This, one area where I can leave an important mark on students' lives. When struggling students are identified, I will be able to step in and give students the individual attention they deserve and equip students to overcome what is preventing their learning. Today's schools are more accountable, leading to additional testing of high rates in schools across the country. With this step toward accountability, it is important school counselors also change their programs to reflect this change. According to Dahir and Stone (n.d.), accepting the call for accountability encourages school counselors to take responsibility for removing barriers to learning and academic performance and raising expectations for students for whom little is expected (p. 181). This idea of increased accountability was introduced not to punish school workers, such as school counsellors, but to provide evidence of the value of the work they do to improve the lives of students. My philosophy includes using evidence-based practices to support the strategies and activities that I use in my professional school counseling program, which will promote my commitment to students and to school. Another part of my philosophy, which is integrated with the emerging vision of school counselling, is the transition to consultants in leadership positions. In my philosophy of school counseling, the counselor is seen as a lawyer for students and their families. They serve as a line of communication between home and school. School counsellors are very knowledgeable and the skills they possess make them a vital part of the school policy-making process. Dollarhide and Saginak (2012) confirm: This view of leadership reflects the many elements of vision, growth and dynamic environmental interaction needed to evolve the school counseling profession and improve schools for all children. Examples of leadership include chairing the campus climate committee, working as a student group adviser, and working on the school's student affairs committee (p. 77). The first step is to be seen as the head of the school, which is a key component of my philosophy, for the school counselor to make his/her presence known, and this includes interacting with students, parents, administrators and community members. Those in the education profession will always look for ways to advance as we instruct and prepare our students, which includes school counseling. As these new trends and methods emerge it will be up to professional school counselors to be aware of these upcoming innovations and implement them in a comprehensive school curriculum in the words of Erford (2011). The 21st century school counseling in which traditional methods must be transformed to meet current and future challenges. Vocational school counselling should become a model that meets the needs of students in this rapidly changing society and meets the demands of school reform and accountability mandates by working as leaders and advocates in schools to remove barriers to student success (p.1). Six qualities of Comprehensive School Counseling Programs and ASCA National Model of Similarities and Differences with My Philosophy In Reading This Week we learned about the six qualities of integrated school counseling programs and the National Model of the American Association of School Counseling. The six qualities that make up an effective comprehensive school counseling program include: being holistic, systematic, balanced, active, imbued with an academic curriculum, and reflexive. I believe that my philosophy adequately addresses most of these qualities. However, I think there are some parts that need to be expanded in order to be fully thorough and in the best interest of all students and staff. The similarities I see between these six qualities and my philosophy of school counseling include holistic, systematic, proactive and reflexive. It is holistic in that I directly address being part of the academic, social and emotional success of the student. I understand the importance of working not only with students, but also with their families, friends and community members. Being active is also a key aspect of my philosophy. This is due to the consultant's willingness to oppose any obstacles to the development of students. Identifying obstacles and finding a way to remove them so that students can meet their potential is an integral part of the role of a school counselor. Being reflexive is one of the basic skills that I have taken from each of my courses in this program so far. Reflecting on our school counseling program allows us to assess the effectiveness of what we do. I think it's best to generalize how Dollarhide and Saginak (2012) described reflexivity by being accountable to our schools, our students and ourselves for information about the impact of our work on the lives of our students (p. 51). There are two qualities where I feel I need to improve my philosophy. These two qualities maintain balance and fully integrate the curriculum into my program. I don't see them as actual differences, but they definitely need to be a large part of my comprehensive school counseling program having a balanced program I think is the most difficult, and I believe that this is one area where I need to rethink my philosophy. I am it's a component that's a little lacking it is difficult to equally devote time to the core activities of a school counsellor, which includes counselling, counselling, leadership, coordination and advocacy (Dollarhide saginak, 2012, p. 51). Knowing that these responsibilities are an imperative part of the school counseling profession, I need to think more about how to balance them all. The remaining quality is pouring a counseling program into the curriculum. I think it will be easier to do once I become a professional school counselor, but now it is important to remember counselors are responsible for the success of academic achievement students as a class leader. It's part of my philosophy that all staff have a shared mission to promote the success of all students, but I think once I'm a school counselor, I'll need to meet with teachers at class level and find ways I can strengthen my curriculum by coming to my classes throughout the year. We also studied the Model of the American Association for School Counseling for a comprehensive school counseling program. The national ASCA model is very similar to the six qualities of integrated school counseling programs, as it should be. The national ASCA model consists of four themes. Dollarheid and Saginak (2012) explain: Topics are leadership, propaganda, cooperation and systematic change (p. 76). In addition to these topics, the model also provides school counselors with more information through its elements and flow. Model elements include the Foundation, Delivery System, Management System and Accountability, which give structure to the day-to-day work of a school counselor. Finally, the Model thread indicates the focus of the elements and how feedback moves through the program elements to ensure that the school counselor is at the highest efficiency (p. 76). My philosophy of school counselling very closely reflects the themes of the national ASCA model. The key components of my vision are leadership advocacy, collaboration and systematic change. However, the differences between my standard and the ASCA National model are present due to the elements of the model and the flow. The model elements that make up the body model, outline the structures that school counselors must have in place to do their job. To do this important work, school counselors must have a solid foundation, they must have management and delivery systems, and they must be accountable (Dollarhide saginak, 2012, p. 78). The elements provide a much deeper plan for the day-to-day operation of a comprehensive school counseling program. My philosophy is much broader and doesn't give everything and everything about how to exercise the role of school counsellors. The NATIONAL ASCA model provides clear examples of how to perform all the different activities expected from today's school counselors. The national ASCA model also offers a flow of information and data through four CSCP elements (Dollarhide saginak, 2012, p. 85). My philosophy does not describe how information moves during the day-to-day activities of school counselors. Now that I have had the opportunity to explore both the six qualities of comprehensive school counseling programs and the ASCA National Model, I see where I need to change my philosophy of school counseling, and areas that are aligned with the best-performing profession of effective integrated school counseling programs. In conclusion, Erford (2011) confirms: The comprehensive development school counseling program is an integral part of any K-12 education program, and effectively addresses development and prevention needs for several decades. It is responsible for supporting student performance and forms the basis for career and personal/social development (p. 44). Inquiries: Dahir, K.A., Stone, K. (n.d.). Not leaving behind the school counselor. (18), 177-182. Dollarheid, K.T. and Suginak, K.A. (2012). Comprehensive school counselling programs: K-12 delivery systems in action. Upper Saddle River, New Jersey: Prentice Hall. ISBN: 978013310617 Erford, B.T. (2011). Transforming the teaching profession (3rd River Saddle, N.J.): Pearson Education, Inc.

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