

Unit 7: Guidance and Counselling

AIM

The aim of this unit is to enable new inspectors to achieve a better understanding of the meaning and scope of guidance and counselling so that they can support headteachers and teachers more effectively.

LEARNING OUTCOMES

By the end of this unit, the new inspectors will be able to:

- define and understand the rationale of guidance and counselling
- identify circumstances that require guidance and those that require counselling
- apply guidance and counselling skills
- gain awareness of societal trends that justify the need for guidance and counselling in the school system.

CONTENT SUMMARY

- 7.1 What is Guidance and Counselling?
- 7.2 Justification for Guidance and Counselling
- 7.3 Counselling Skills
- 7.4 Counselling Services
- 7.5 Conflict Resolution
- 7.6 Discipline, Guidance and Counselling
- 7.7 Current Trends, Guidance and Counselling
- 7.8 The Place of Guidance and Counselling in the School Curriculum

7.1 WHAT IS GUIDANCE AND COUNSELLING?

Activity 7a

In groups, define guidance and counselling. State clearly the differences between the two.

Key Information

- Guidance is a service provided by someone knowledgeable about the issue/topic raised. Inspectors might provide guidance to headteachers who have asked for information on e.g. administrative procedure or school development planning.
- Counselling is a service provided by one person to enable another to think through or analyse for himself/herself what the causes of a certain problem might be. A counsellor does not offer advice but enables the person being counselled to consider all aspects of a situation and to arrive at alternative solutions and actions which will improve the given situation.
- An example will illustrate the difference. An inspector might give a headteacher guidance as to a range of personnel management skills to enable the headteacher to deploy and motivate staff. The same inspector might provide a counselling service for a headteacher when an uncomfortable position has arisen and there is conflict between the headteacher and a member of staff.

7.2 JUSTIFICATION FOR GUIDANCE AND COUNSELLING

Activity 7b

- In groups, list circumstances that you think give rise to the need for counselling for headteachers, teachers and students.
- Suggest how inspectors can prevent such circumstances.

Key Information

There are many things that headteachers and teachers in new posts have to deal with. Appropriate guidance at critical moments of change can greatly enhance their strategic planning and stress management. Good guidance can often alert headteachers and teachers to potential problems, turbulence or changes ahead. This means that in order to provide effective guidance inspectors need continuously to update their own knowledge and skills.

But society is dynamic and so headteachers and teachers (and students too) are constantly subjected to various pressures and influences. When problems arise then, it can be helpful to offer some counselling as part of the inspector's support role. By exercising counselling skills and not offering advice or solutions, an inspector can facilitate the headteacher or teacher to reach a greater understanding of the problem and a strategy for coping with it.

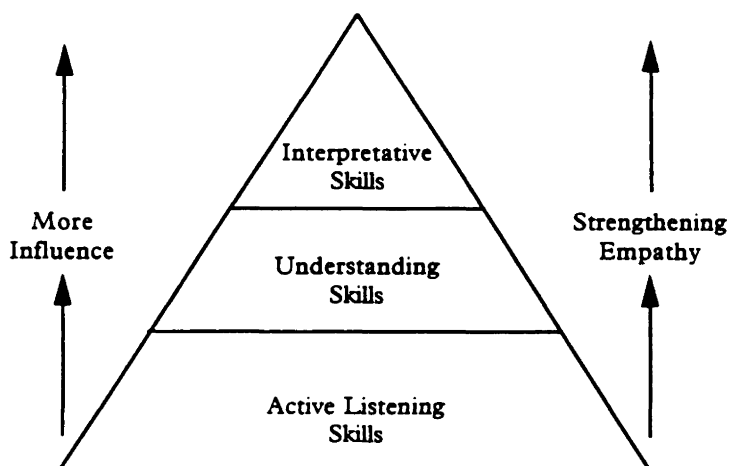
7.3 COUNSELLING SKILLS

Activity 7c

In groups, list what you regard as counselling skills.

Key Information

Linda Ali and Barbara Graham designed a pyramid of counselling skills as follows:



The Skills Pyramid

Counselling Skills are classified in three categories as described in the model on page 40. They are all essential and interrelated in an effective counselling process. The following are the skills, each with the possible behaviour. Please note that the word 'client' applies to headteacher, teacher or pupil.

LISTENING	UNDERSTANDING	INTERPRETATIVE
• Observe client's behaviour • Listen to client's words • Listen to client's feelings • Listen to the silence • Breaking silences • Listen to what client hears	• Restating • Paraphrasing • Summarising • Questioning	• Challenging • Being specific • Self disclosure • Effective provision of information

Activity 7d

In pairs, create a real life situation which requires counselling and allows you to practice counselling in turns. Both persons think of a real issue or problem in their professional lives.

In turns, describe the issue to your partner who will then counsel you. The process of counselling should assist you to open up and understand the nature of the problem.

When you are the counsellor, try to use expressions which give room for your partner to open up (The expressions can be traced to the pyramid of skills):

- Did I understand you when you said ...?
- What did you do when ...?
- How did you feel when ...?
- Let me try to summarise what you are saying ...?
- What do you think you could do about ...?

7.4 COUNSELLING SERVICES

Activity 7e

In groups, identify situations in the school system when counselling services should be provided. In each situation, suggest who should provide the services.

Key Information

Counselling is not a one-off affair. Counselling services might have to be provided on a regular basis or over a long period of time.

7.5 CONFLICT RESOLUTION

Activity 7f

Examine the case study below and suggest a resolution using the guidance skills:

A headteacher falls into a disagreement with the Board of Governors over a school development plan. The head's priority is teachers' houses, whereas the board prefers classrooms.

Trainer's Note

You could add more flesh and turn the case study into role play.

Key Information

In conflict resolution, the inspector should listen to both parties and help resolve the conflict as objectively as possible. There is a need to be very knowledgeable of the facts of the situation and government policy and procedures.

7.6 DISCIPLINE, GUIDANCE AND COUNSELLING IN THE CURRICULUM

Key Information

Many teachers, including headteachers, claim ignorance when they get caught up in acts of misconduct. It is through guidance that teachers and headteachers may be saved from common acts of misconduct. If misconduct occurs, then counselling will be appropriate.

Activity 7g

In groups, list common acts of misconduct and suggest a guidance and counselling programme that you think would help to reduce them.

7.7 CURRENT TRENDS, GUIDANCE AND COUNSELLING

Key Information

Current world trends show that the world has suddenly awakened to issues relating to:

- the environment
- HIV/AIDS
- population growth
- gender sensitivity

Those are areas of real concern to the global village and there is no way our education systems can sideline them.

Activity 7h

In groups, discuss how the issues cited on page 42 affect schools. Show how guidance and counselling can be used to ease the situation.

7.8 THE PLACE OF GUIDANCE AND COUNSELLING IN THE SCHOOL CURRICULUM

In an education system that is examination-centred, it is common for non-examinable subjects like guidance and counselling to take the back stage. The point that is often missed is that a well planned and executed guidance and counselling programme enhances performance in examinable subjects. It is through guidance and counselling, especially career guidance, that products of the education system are helped to fit appropriately into society.

Activity 7i

In groups, suggest where in the school curriculum, guidance and counselling should be placed. What steps should be taken to ensure that the subject is not sidelined?

PERSONAL ACTION PLAN

Reflect on your own guidance and counselling skills and make a note in your Personal Action Plan of any action you feel you should take to improve or refine them.

REFERENCES

- Ali, Lynda and Graham Barbara (1996) *The Counselling Approach to Careers Guidance*, Routledge, London
- Lindhard, Niels et al (1989) *Guidance in the Classroom*, Maskew Miller, London, Cape Town