



SD10 District Counsellor – Desired Skills and Experiences

We seek an innovative and passionate District School Counsellor who provides a continuum of preventative, developmental, remedial, and intervention service and programs, and facilitates referral to community resources. The role includes assistance to provide universal supports for students as well as group and individual support, school-based consultation, co-ordination and education. Strengths in collaboration, co-planning, and co-teaching are an asset, and the ability to differentiate to meet the needs of all learners in an inclusive classroom environment **is vital**. Knowledge of the revised BC curriculum is key. For a more comprehensive list of roles and responsibilities, please contact **Lorna Newman, Director of Learning** at lorna.newman@sd10.bc.ca

1. Required characteristics/ strengths specific to the role of District Counsellor include: Current knowledge and ability to support students in social, emotional, and behavioural needs

- expertise in specific social, emotional, and behavioural needs
- expertise in recognition of symptoms and indicators related to specific areas of need and concern e.g. anxiety, depression, family change, trauma, suicide, child abuse, grief, loss, anger management etc.
- expertise in a wide range of preventative and remedial social development strategies, interventions, and programs e.g. WITS, FRIENDS, Kids in the Know, Second Step, Integrated Case Management (ICM) etc.
- proven ability to facilitate, coordinate and implement tiered services for students through consultation with classroom teachers, school based teams members, school administrators and district staff
- possess exceptional organizational and time management skills, including the ability to manage a schedule involving 3 school sites
- strong, confidential advocate for student needs
- adhere to CCPA standards of practice

2. Strong Personal and Interpersonal Skills

- demonstrates empathy, good listening skills, strong communication and mediation skills
- demonstrates ability to work collaboratively with school staff and community partners
- demonstrates ability to develop positive relationships with children and youth

3. Training and Education

- Masters Degree in Counselling Psychology recognized by the Teacher Regulation Branch Teacher Qualification Service or a related discipline with a focus on counselling including coursework in: social and emotional development, nature and assessment of behavior disorders and mental illness, individual and group counseling processes,
- Clinically supervised counselling practicum / internship
- Function-Based Assessment (FBA) and Level B Assessment to assess social, emotional needs and use results to determine suitable supports and interventions is an asset

4. Experience

- Minimum of 3 years successful classroom teaching experience preferably at the elementary level
- Successful counseling and/or related experience

5. Additional qualifications and related skills

- Possess excellent oral and written communication skills, interviewing skills, conflict resolution skills, and mediation skills
- Able to write professional reports and maintain confidential counselling records
- Recent threat and risk assessment training; critical incident and crisis response training