

# QUEBEC FEDERATION of PROTESTANT HOME and SCHOOL ASSOCIATIONS

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## STATEMENT REGARDING GUIDANCE IN THE SCHOOLS

### 1. AIMS AND PHILOSOPHY OF GUIDANCE IN THE SCHOOL SYSTEM

We believe that the aim of Guidance is to assist the student towards reaching his fullest intellectual, physical, emotional and social development.

We believe that this can be accomplished by suitable counselling which will help the student to -

- (a) recognize his real interests
- (b) appraise his abilities
- (c) evaluate and reconcile his social attitudes and standards
- (d) become aware of the available academic and vocational choices.

As a result of this opportunity for self-appraisal, the student should be able to make realistic decisions with respect to his planning for his future.

Recognizing that the school should be an agent for the child's self-realization as well as for his social development, the need for guidance as an integral part of the educational system becomes imperative in order to protect and support the child in his struggle to integrate these processes constructively.

It is important to bear in mind that at no time should any aspect of guidance be used as a punitive form of discipline. It has often been evident that disciplinary problems arise most frequently where there has been a lack of guidance.

We do not consider job placement to be a function of guidance services.

2. EDUCATION, TRAINING AND SUPERVISION OF THE GUIDANCE COUNSELLOR

We believe it is essential that the Guidance Counsellor be well informed about the educational system and therefore he must have teacher training and preferably teaching experience, however it is of primary importance that the Counsellor's training include graduate study in educational or clinical psychology.

We feel that if these training requirements are fulfilled then the danger of our children being poorly counselled will be eliminated.

We expect that the Counsellors in training will be supervised and finally certified by the Provincial Bureau of Guidance; and that subsequently provision will be made for continued communication between the Bureau of Guidance and the Regional School Boards with respect to -

- (a) academic and vocational information
- (b) in-service training programmes
- (c) bursaries, and scholarships for research or graduate work in Guidance.

Only in this way can the continuous professional growth of the Guidance Counsellors be ensured along with a high quality of service to the students.

3. GUIDANCE IN THE ELEMENTARY SCHOOLS

We feel it is imperative that a guidance programme be developed in the Elementary Schools. During these formative years it is important that the true potential of the child is recognized and nourished. At the same time certain deficiencies can be recognized through suitable diagnostic testing and steps can be taken towards remedial instruction.

It is well established that treatment of deficiencies at the elementary level is far more effective than at the secondary age level. There is evidence that in some instances there is a critical period in a child's life after which the child seems to become unreceptive to any form of guidance if he has not been introduced to it at the elementary level.

Although we are well aware that much guidance is now being given in our elementary schools, we feel that the load is too heavy for one senior administrator in the average elementary school.

We therefore advocate that a full counselling programme along with all possible means of assessment be made available to all elementary schools.

4. CONSULTING GUIDANCE SERVICES

We realize that on the Island of Montreal we are fortunate to have available the supplementary academic and vocational counselling services of many local agencies, i.e. - the National Employment Youth Service, the Jewish Vocational Centre, Y.M.C.A., and Service Clubs. We strongly recommend that the guidance department of each Regional School Board take full advantage of similar facilities existing within their Region. Where the facilities do not exist they should take steps to encourage their establishment in co-operation with the organizations referred to above.

5. WHAT DO WE EXPECT OF NEW TEACHER TRAINING WITH RESPECT TO GUIDANCE?

We expect that teacher training will provide -

- (a) an understanding of the function of guidance in the school.
- (b) the knowledge of the proper channels for referral.
- (c) the ability to detect unusual talents and deficiencies.

We expect every classroom teacher to feel an immediate responsibility for the children in his class and to consider himself a part of the school guidance team.

6. SHOULD GUIDANCE BE GIVEN ALL CHILDREN ON A ROUTINE BASIS?

We believe that every child at all grade levels should be introduced to the school guidance facilities on a routine

basis. This will result in all students regarding Guidance and Counselling Services as an integral part of their education.

7. THE RELATION OF THE GUIDANCE PROGRAMME TO PARENTS

We stress the importance of the recommendations of the Parent Report with respect to the desirability of close co-operation between the school authorities and the parents. We feel it is important for parents to fully understand the aims and methods of our educational system as determined by the professional educators. This can best be accomplished by a well organized guidance department.

It is our recommendation that the records and findings be kept in the confidential file of the professional guidance counsellor and principal, and that the recommendations regarding the progress of the child be related to both the parents and the child's teachers.

8. PHYSICAL REQUIREMENTS OF A GOOD GUIDANCE PROGRAMME.

- (a) In order to fulfill our previous recommendations we feel that it is inherent that sufficient space be allotted for counselling rooms that provide adequate privacy, testing rooms and office facilities.
- (b) We feel that a special career library is essential for every High School. It should include up to date career information and be easily available to all students.

9. RESEARCH IN GUIDANCE

We believe that research in guidance should be carried out to correlate and utilize the findings of experiments and experience with Quebec and other school systems, and that results should be made available to all guidance counsellors.