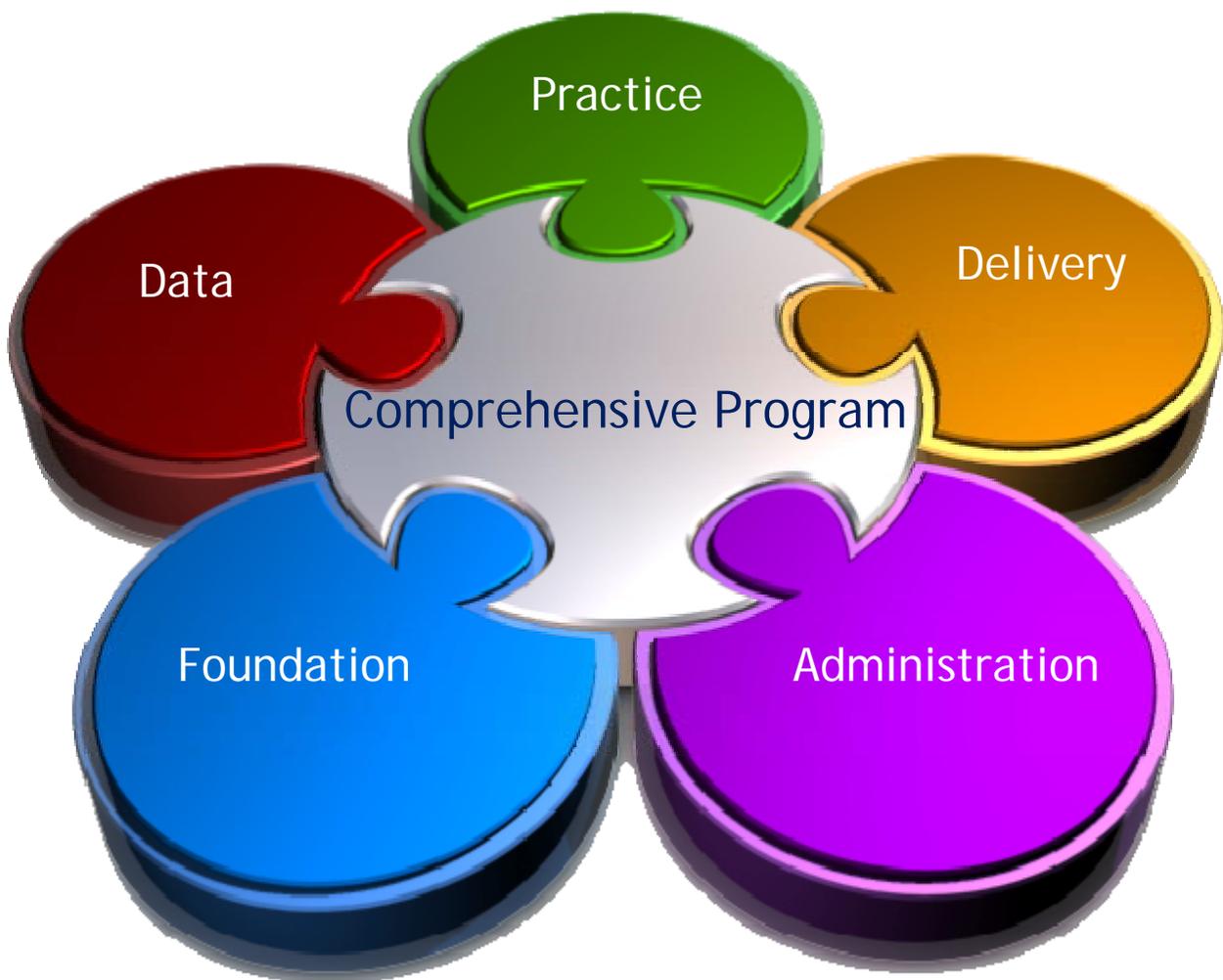
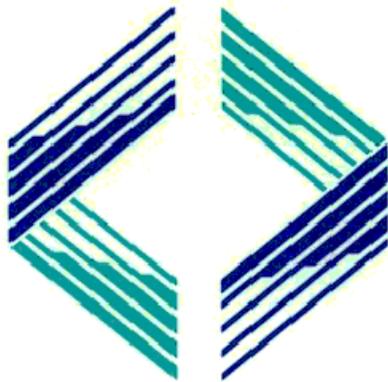


Creating Successful Futures:
OSCA's Guidance and Career Education Model



Developed by the Ontario School Counsellors' Association



The graphic on the cover represents the interconnectedness of all the components of a comprehensive Guidance and Career Education program – equal in scope and importance.

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With thanks to Richard Wong - Executive Director of **ASCA** for permission to use the American School Counselor Association model and materials referenced in Appendix A.

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Guiding Documents

Creating Successful Futures: OSCA's Guidance and Career Education Model

The Ontario School Counsellors' Association (OSCA) provides leadership and support in Guidance and Career Education for Teacher-Counsellors and students in Ontario.

Improvement in education in Ontario is based on the belief that all students can learn and succeed. Supporting this belief are the four pillars of: Program and Pathways, Community Culture & Caring, Numeracy and Literacy. Guidance and Career Education is fundamental to the growth and development of all students, specifically in the areas of Program and Pathways, Community Culture & Caring.

The OSCA Guidance Program Model supports the school's, the Board's and the Ministry's improvement plans and priorities as the Guidance Team works collaboratively with administrators, student success teachers, special education, and classroom teachers to assist students as they progress from K to 12. A comprehensive Guidance and Career Education Program must include activities related to student, interpersonal and career development as outlined in Ministry Policy.

OSCA believes that Guidance and Career Education programs and services should be comprehensive in scope, preventative in design, developmental in nature and an integral part of the total educational program.

The OSCA Guidance Program will include the foundation, delivery system, data management and accountability required in a comprehensive Guidance and Career Education program. In addition it provides definition to the roles of teacher-counsellors. In the context of a comprehensive Guidance and Career Education program, Teacher-Counsellors are at the core of leadership within their schools. Using the five Core Leadership Capacities from Ontario's Leadership Framework as a key focus allows for the development of a timely and focused program plan. The capacities include:

- 1. Setting goals**
- 2. Aligning resources with priorities**
- 3. Promoting collaborative learning cultures**
- 4. Using data**
- 5. Engaging in courageous conversations.**

This guidance framework embeds the components of the School Improvement Plan for Student Achievement (SIPSA) and Board Improvement Plan for Student Achievement (BIPSA) through collaborative and collegial leadership and conversations with student achievement at the centre. As in the School Effectiveness Framework (SEF) the Guidance and Career Education program framework's key purpose is to promote:

*“inquiry focused on student learning, achievement and well-being that informs the determination of SMART goals and effective teaching/**counselling** (our addition) and learning practices/strategies”*

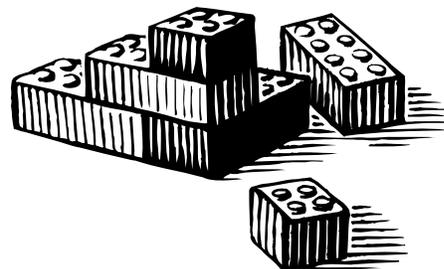
SEF p.1

As Teacher-Counsellors we have a unique position which allows us to:

- build capacity around guidance and career education curriculum and program,
- inform and monitor guidance and career education improvement and accountability,
- facilitate communication as a key part of the School Improvement Team (SIT),
- Communicate, foster bonds and build relationships within our school community, our family of schools, parents/guardians and other stakeholders.... and
- act as advocates for student voice in our schools.

Teacher-Counsellors are leaders in the development of an effective program that ensures that all students understand the concepts related to life long learning, interpersonal relationships (including responsible citizenship), and career planning; develop learning skills, social skills, a sense of social responsibility; and the ability to formulate and pursue education and career goals and apply this learning to their lives and work in the school and the community. (Choices Into Action 1999)

Teacher-Counsellors take the lead in gathering and analyzing data related to the student achievement and the acquisition of guidance and career education competencies and communicate this with staff, administration, students, and parents/guardians.



Exemplary Teacher-Counsellors:

- place students at the centre of all decision making
- follow an effective program model;
- work in collaborative teams;
- adopt a culture of continuous through data collection and reflective thinking and appropriate planning for all students

A comprehensive Guidance and Career Education program ensures that the Teacher – Counsellor spends the majority of their time in direct contact with students while focusing on program delivery through guidance curriculum, individual student planning and responsive services.

The Core of the Framework

Standardizing the practices of an entire program and curriculum is an enormous undertaking, but for Teacher-Counsellors it is necessary. Guidance and career education requires a focused identity, resulting in a unifying philosophy.

The **Ontario School Counsellors' Association** (OSCA) has taken on the challenge of producing a provincial document that reflects the integrity and importance of the work Teacher-Counsellors perform and integrates with the Ministry priorities for student success.

This framework is organized into three areas: **Foundation, Program Delivery, and Data Management and Accountability**. A brief description of these areas follows below and will guide the development of an OSCA provincial model document.

Foundation:

The foundation provides the **what** of the program, discussing what every student will know and will be able to do. These can be divided into student development, interpersonal development, and career development. Choices Into Action pg. 8-10

CIA, the original K to 12 document, is referenced in “**Growing Success 2010**” which outlines the learning skills and work habits, in Grades 1 to 12, that all students need to develop so that they can create their success at school and in future. OSCA believes that CIA is a foundational document informing many of the initiatives currently in place and in development.

“The learning skills and work habits described for Grades 1 to 12 align closely with the goals and areas of learning of the guidance

and career education program (outlined in the policy document **Choices Into Action, 1999**, pp. 6–7) (our bold) and build on effective practices currently in place in many Ontario schools and classrooms. The goals of the guidance and career education program are to enable students to:

- understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning;
- develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals; and
- apply this learning to their lives and work in the school and the community.” Growing Success p. 14.

Student Development

- learning skills, preferences, and strategies (e.g., memorizing, working independently, assessing themselves, managing their time)
- setting goals and monitoring progress
- adapting to change
- lifelong learning

Interpersonal Development

- self-management
- getting along with others
- social responsibility

Career Development

- self-assessment
- exploring and obtaining information about education, training, and careers
- understanding of the value of all pathways and which is most appropriate for a chosen occupation.
- work, society, and the economy
- awareness of opportunities
- education and career decisions
- employability skills

Beliefs and Philosophy:

A philosophy is a set of principles [usually a set of “we agree” statements] that guides the program development, implementation and evaluation. OSCA is providing members/schools with a template in these dimensions of an effective guidance program. It is important that all personnel involved in managing and implementing the program achieve consensus on each belief or guiding principle contained in the philosophy.

Mission:

A Mission statement describes the program's purpose and provides the vision of what is desired for every student. A Guidance and Career Education program's mission statement aligns with the school, the board and Ministry policies and improvement plans.

Competencies:

Competencies are knowledge, understanding and applications that are observable and can be transferred from a learning situation to a real-life situation and that involve the production of measurable outcomes. Competencies are indicators that a student is making progress toward the goals of the Guidance and Career Education program. They are developed and organized into content areas of student development, interpersonal development, and career development.

Delivery System:

Guidance and Career education **program** delivery consists of structured developmental lessons, workshops and seminars designed to assist students in achieving required competencies. It is presented systematically through classroom and group activities, K to 12. The purpose of the Guidance and Career Education program is to provide all students with the knowledge and skills appropriate to their developmental level. The program is organized to help students acquire, develop and demonstrate competencies within: personal development, career development and interpersonal development.

The Guidance and Career education **curriculum** consists of the following 7 courses: GLS/GLE - Learning Strategies; GLD2O - Discovering the Workplace; GLC2O - Career Studies; GWL3O - Designing Your Future; GPP3O - Leadership and Peer Support; GLN4O - Navigating the Workplace. It is recommended that the Guidance and Career Education Department oversee the planning, implementation and delivery of each of these courses.

Individual Student Planning:

Student planning consists of Teacher - Counsellors coordinating ongoing systemic activities designed to assist all students in establishing personal goals and developing future plans through the developmental transition periods. Individual student planning includes: assessment of personal strengths, education and career directions, learning skills, financial planning, social and emotional development, including recommendation for appropriate follow up. A variety of methods would be used including large and small groups, workshops, lessons and individual counselling.

Responsive Services:

Responsive services within the school Guidance and Career Education program consist of activities to meet the immediate need of students. These needs or concerns may require a combination of counselling, consultation, referral, peer counselling or information. There is a systematic and consistent provision for the referral of students who are dealing with issues beyond the scope of the Guidance and Career Education program and the Teacher-Counsellor.

Systems Support:

System support consists of management activities that establish, maintain and enhance the total Guidance and Career Education program. The systems support includes: professional development; consultation; collaboration with school and community groups; participation on school, Board, Ministry and OSCA committees; public relations; marketing; and program management and operation activities that establish, maintain and enhance the total school Guidance and Career Education program.



Data Management and Accountability:

The management system addresses the **when** [calendar and action plan], the **why** [use of data] and **on what authority** [ministry priorities and resources] the program will be implemented.

Analysis of data drives the program. Monitoring students' progress ensures each student acquires the identified competencies. Monitoring may be systemic by board or specific to school site, grade, class or individually, depending on site and student need. The process includes recording verification of the completion of the competency on a form (planning folder, portfolio, computer disc or other document) and measuring student improvement over time.

Accountability answers the question: “How are students different as a result of the program?”

Data is necessary to determine where the Guidance and Career Education program is now, where it should be and where it is going to go. The Guidance and Career Education Program Improvement Plan reflects on the data and consists of a focus, strategies, and indicators of success, timelines, responsibilities, status updates and revisions. Action plans are determined by data analysis resulting in SMART goals and strategies to improve student achievement, student engagement, school climate and effective pathway planning. Result reports, which include process, perception and results data, ensure programs are carried out, analyzed for effectiveness and changed and improved as needed. Sharing these reports with stakeholders serves as an advocacy for the students and the program. Immediate and long-range results [impact over time] are collected and analyzed for program improvement.

Action Plans:

Two types of action plans, guidance and career education curriculum action plans and closing the gap action plans are described in the OSCA Model. Their use ensures that a plan is in place for how the program intends to reach every student. Guidance and Career Education program plans include: the competency addressed; description of guidance lesson activity; curriculum or materials to be used; time in which the activity is to be completed; the person[s] responsible for the delivery; and the means of evaluating student success. Closing the gap action plans also describe the data driving the assessment of the effectiveness of the activities. The OSCA Model provides a guide to Teachers-Counsellors and administrators for determining the time their program needs to spend in each of the four components of the delivery system.

Calendars:

Once school calendars determine the amount of time to spend in each area of the delivery system, a master calendar is developed and published to ensure that students, parents or guardians, teachers and administrators know what is scheduled. This will assist in planning and will ensure active participation in the program. Calendars ensure planned activities are accomplished.

Conclusion and Next Steps

The next section of this document outlines the indicators of success for building a comprehensive Guidance and Career Education program in your school. This is an organic document which will continue to evolve based on Teacher – Counsellor feedback, Ministry priorities, and consultation with other stakeholders. OSCA will continue to develop additional resources that will align with the core components of the framework.

