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Reflective Journals

1. July 7th, 2013:

The Ethical Questions: Guidance:

I reflect upon the OSCA Ethical Guidelines for Ontario counselors focusing on the roles, expectations for professional competence and conduct.

2. July 11th, 2013

3. July 18th, 2013

4. July 25th, 2013

5. July 29th, 2013

What is Guidance?

"Counselors in any profession are united by their understanding and command of basic communication and helping skills." OSCA

Interesting Tidbit:

Upon learning that a colleague is using a standardized test for which he has no prior experience administering it or background. The counselor can suggest that he assist, since the counselor has been formally trained.

"Counselors are expected to seek opportunities to continue their own professional growth and to work towards the improvement of their profession." OSCA, p.7



Life-long Learning Expected.

I've often heard and read teacher materials directing us to seek professional development to continue to strengthen ourselves as professionals. It seems mind-blowing the number of resources made available for educators - especially in this age of networking and heightened accountability. There are very clear directives aimed at our profession and those who embrace Guidance as part of their career where they are responsible (and, ultimately expected) to make a "...strong commitment to ongoing professional development. Special emphasis is placed upon portfolio development, the free exchange of ideas and sharing of resources.

The entire document is organized very clearly, in that the expectations are presented in boldface. What I found quite interesting is the "Acceptable Cases" and "Unacceptable Cases" are presented in a way that leaves room for little doubt regarding the rules and expectations of those in the guidance profession. A counselor can go as far as sharing her expertise with a colleague if a teacher is not competent in handling teacher-student problems. I would need to read more concerning this matter as the actions of the counselor may seem evaluative. I'd also be interested to know if it is initiated by the teacher in question or if the counselor, upon learning that a teacher is in need of support in this area (i.e., behaviour or classroom management, student-management), is able to offer constructive criticism of the teacher's best practice.

Leadership, not just in the facilitation of guidance programming, but in school success planning is also a role assumed by the guidance counselor. A counselor has to be prepared to offer training to staff about the role of the counselor, specialized programming (e.g, The Real Game, Making My Way) and even be prepared to offer this training outside of the school building. One can see why several of my colleagues have ventured into the role of an administrator of a school!

Failure to attend headship meetings or even PD could result in serious consequences for the guidance counselor.