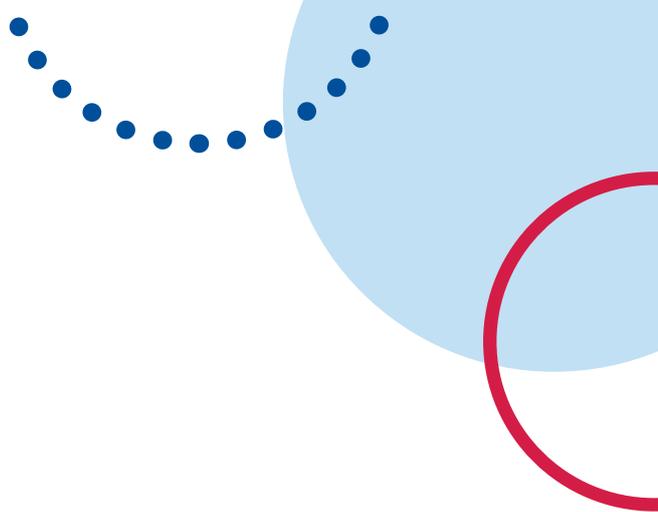NSW School Counselling Service

Professional Practice Framework

NSW GOVERNMENT

Developed by the NSW Department of Education

Implementation document for the School Counselling Service Professional Practice Framework Policy
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Introduction

The NSW Department of Education is committed to the professional excellence of staff. It is vital that the school counselling service comprises a highly qualified workforce with the knowledge and skills to support student learning, wellbeing and mental health.

The school counselling service includes staff working within schools as a school counsellor, school psychologist, senior psychologist education (SPE) /district guidance officer (DGO), leader psychology practice (LPP) and staff working in corporate roles whose core business relates to the school counselling service. This also includes school counsellors in training (SCiTs) and masters of professional psychology (MoPPs) scholarship recipients in their internship year. The PPF was implemented from 1 January 2021 and applies to all staff within the school counselling service.

The school counselling service Professional Practice Framework (PPF) describes the capabilities required by school counselling staff to guide their professional practice and growth throughout their careers.

The PPF identifies what is expected of school counselling staff within four interconnected domains of psychological practice that are not mutually exclusive. They are:

- Professional Practice
- Relationships and Collaboration
- Assessment
- Intervention

Within the PPF there are three Capability Stages – Foundation, Established and Advanced which provide benchmarks of professional growth and development for psychological practice. All school counselling staff are required to work toward and maintain Established Certification. Advanced Certification is voluntary. The Capability Stages do not align to particular roles in the department, but rather, to specific capabilities. It is therefore intended for use by all roles within the school counselling service as a document to guide professional development and aspirations.

For school counsellors SPEs/DGOs and LPPs the Australian Professional Standards for Teachers' (the Standards) Standard Descriptors are also included in the PPF from page 14 as a guide for school counsellors SPEs/DGOs and LPPs and principals. Achievement of any Capability Stage of the PPF does not equate to accreditation at Proficient Teacher with NSW Education Standards Authority (NESA). To become accredited as a proficient teacher, school counsellors are required to follow the NESA procedures.

The *Transitional Arrangements for Existing School Counselling Staff (2020)* have been developed for existing staff employed prior to January 1 2021 and outlines the changes, impacts and transitional arrangements in relation to:

- Registration as psychologists with the Psychology Board of Australia (PBA)
- Access to Band 3/Advanced Certification
- Standards Based Remuneration
- Professional Practice Framework
- NESA teacher accreditation

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Purpose of the Professional Practice Framework

- Define the essential components of effective psychological practice for school counselling staff

- Support school counselling staff to recognise their current and developing capabilities, professional aspirations and achievements

- Identify the attributes, knowledge and skills which constitute the capabilities of the profession

- Provide behavioural descriptors for each capability

- Support school counselling staff to reflect on their own practice, set professional development goals and demonstrate psychological expertise

- Facilitate effective peer and supervisory feedback regarding the delivery of psychological services

- Facilitate an efficient, streamlined and transparent approach to assist principals, senior psychologists education and leaders psychology practice to provide effective supervision and support

- Inform induction processes for new school counselling staff

- Support outcome-based training and tailored professional development

- Sustain a positive and collaborative performance and development culture

- Support school counsellors to make associations between the professional capabilities outlined in the PPF and the Standards at the Proficient level.

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Organisation of the Professional Practice Framework

Diagram 1: The four Domains

The PPF consists of four domains: Professional Practice, Relationships and Collaboration, Assessment and Intervention. Each domain contains focus areas with capabilities separated into three Capability Stages: Foundation, Established and Advanced (see Diagram 1 and Table 1). Each capability has been referenced by letters and numbers. For example, in the Professional Practice Domain, Focus area 1, Capability 1 at Established Capability Stage, the reference is PE1.1.

Within each Focus area the Standards for Proficient teacher are identified at the Established Capability Stage.

Table 1: Domains and Focus Capabilities

Domain	Focus area
Professional Practice	Legal and ethical frameworks
	Scientist-Practitioner approach
	Inclusive practice
	Reflective practice
Relationships and Collaboration	Value and respect for all people
	Working in and across teams
Assessment	Evidence based assessment
	Reporting
Intervention	Evidence based intervention
	Evaluation and reporting

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Capability Stages

The three Capability Stages and outcomes are described in Table 2. Progression through the Foundation and Established stages is capability specific, with some capabilities being attained earlier than others across the stages. Within each focus area, the capabilities illustrate what school counselling staff should know and be able to do at each of the three Capability Stages.

School counselling staff may choose to pursue Advanced Certification as a career development opportunity. To be eligible to apply, school counselling staff must have general registration as a psychologist or meet the transitional arrangements of the *School Counsellor Band 3 PBA Registration Clause*[1] and demonstrate satisfactory performance in two consecutive Performance & Development Plan (PDP) cycles. In addition, school counsellors are required to be accredited as a Proficient teacher with NESA to access the Advanced Capability Stage unless they are covered by the School Counsellor Band 3 NESA Teacher Accreditation Clause[2].

Table 2: Capability Stages

Capability Stage	Outcomes
Foundation	Has the qualifications and capacity to apply psychological knowledge and skills with support.
	Has an understanding of psychological theory and practice in the school context and capacity to apply with support.
	Regularly engages in supervision and peer consultation and uses feedback to review and develop psychological practice.
	Engages in professional learning and applies new learning with support.
	School psychologist: Minimum provisional registration as a psychologist, including NSW Department of Education scholarship recipients.
	School counsellor: Working towards provisional registration as a psychologist, including NSW Department of Education retraining scholarship recipients.

1   *School Counsellor Band 3 PBA Registration Clause*
    School counsellors who were employed before 1 January 2021 and at this date have qualifications that are older than 10 years and do not hold general PBA registration will be able to seek certification at the Band 3/Advanced Certification. Satisfactory performance on 2 consecutive PDP cycles and proficient teacher accreditation with NESA is required.
    School counsellors who do not begin registration before their qualifications are older than 10 years and are unable to obtain registration without further study, are not covered by the School Counsellor Band 3 PBA Registration Clause and cannot apply to access Band 3/Advanced Certification.

2   *School Counsellor Band 3 NESA Teacher Accreditation Clause*
    School counsellors recruited or employed in the school counselling service post 2004 and before 1 January 2021 and who have never held proficient teacher accreditation, may apply for Band 3/ Advanced Certification without having proficient teacher accreditation. This includes psychology sponsorship recipients whose sponsorship was awarded before 1 January 2021 and graduates of The University of Sydney Master of Teaching (School Counselling) program.

Capability Stage	Outcomes
Established*	Demonstrates knowledge and understanding of psychological theory and practice in the school context and ability to apply this independently.
	Applies psychological expertise and works independently to support student wellbeing and mental health.
	Active member of learning and support and wellbeing teams and works collaboratively with internal and external stakeholders.
	Reflective practitioner who regularly engages in supervision and peer consultation. Proactively seeks and uses feedback to evaluate and develop psychological practice and expertise.
	Determines own professional learning needs and engages in ongoing professional learning to incorporate into practice.
	School psychologist: Hold general registration as a psychologist.
	School counsellor: Hold a minimum of provisional registration with the PBA with anticipation that they are actively working towards attaining general registration as a psychologist. Please note this requirement does not apply to school counsellors covered by the *School Counsellor PBA Registration Clause*[3] and district guidance officers (DGOs).
Advanced	Demonstrates exemplary knowledge and skills and provides leadership in the development, application and evaluation of programs and interventions.
	Models exemplary practice and skilled in mentoring school counselling staff and those undertaking training.
	Leads processes to improve student wellbeing and mental health.
	Demonstrates the ability to supervise school counselling staff, including provisional psychologists.
	Provides leadership and support to colleagues in planning and delivering professional learning.
	All school counselling staff are required to hold general registration as a psychologist. This requirement does not apply to school counsellors covered by the *School Counsellor Band 3 PBA Registration Clause* or DGOs.
	School counsellors are required to be accredited as a Proficient teacher with NESA, unless they are covered by the School Counsellor Band 3 NESA Teacher Accreditation Clause.

*Conditionally Established: This is a minimum two term time period for school counsellors, or a six month time period for school psychologists, employed after 1 January 2021 through merit selection who hold general registration with the PBA but who have not yet worked within the NSW Department of Education. At the end of the time period performance will be reviewed against the Established Capability Stage capabilities. School counselling staff will be certified as Established or given a six month or two term extension to their Conditional Established status and then reviewed. School counselling staff not reviewed as satisfying the requirements of the Established Capability Stage at the second review will be assessed in consultation with relevant directorates of the Department of Education.

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3 *School Counsellor PBA Registration Clause*
   School counsellors who were employed before 1 January 2021 and at this date do not hold PBA registration will not be required to obtain PBA registration. Existing school counsellors in training (SCITs) completing the Graduate Diploma in School Counselling are covered by the School Counsellor PBA Clause.

Attaining Certification within the Professional Practice Framework

All school counselling staff are expected to be or working toward Established Certification. Transitional arrangements are in place to facilitate recognition of the skills and experience of members working within the existing system. These are contained within *Transitional Arrangements for Existing School Counselling Staff* (2020) and reading this first may help to clarify PPF certification procedures.

From 1 January 2021, school counselling staff who are not yet Established are required to follow the certification procedures outlined in the Guide to Established Certification. The senior psychologist education (SPE)/district guidance officer (DGO) in consultation with the leader psychology practice (LPP) and base school principal (or delegate) will determine the outcome of applications for Established Certification. School counselling staff who choose to apply for Advanced Certification will need to follow the certification procedures outlined in the Guide to Advanced Certification.

Maintaining Certification within the Professional Practice Framework

Maintenance of PPF certification requires school counselling staff to demonstrate how their practice continues to meet the PPF Capability Descriptors. In this process the practice supervisor[4] for a school counsellor or school psychologist is the SPE or DGO. The practice supervisor for a SPE or DGO is the leader psychology practice (LPP) and the practice supervisor for the LPP is the principal psychologist.

From 1 January 2021 school counselling staff are required to:

- Complete one PDP annually with their practice supervisor and base school principal. The PDP will need to include a selection of PPF capabilities.
- Maintain PBA registration as a psychologist unless a school counsellor is covered by the *School Counsellor PBA Registration Clause* or the *School Counsellor Band 3 PBA Registration Clause*. Certified copies of academic transcripts can be requested to verify meeting this clause.
- Provide evidence of engaging in at least 20 hours of relevant professional learning activities relating to psychological practice and 10 hours of consultation activities with practice supervisors and peers each calendar year. This includes staff who do not hold registration as a psychologist.

School counselling staff with Advanced Certification will also need to submit a one page summary at the end of the PDP cycle showing how the capabilities at the Advanced Capability Stage identified in the PDP have been demonstrated. A minimum of 3 examples of practice must be described that show the impact of practice on students and colleagues.

School counselling staff provide a signed copy of the completed PDP to the practice supervisor and base school principal to store securely.

School counsellors, SPEs/DGOs and LPPs who are maintaining their Proficient Teacher Accreditation with NESA will also include references to the Standards in the same PDP and will need to follow the guidelines for teacher Professional Development.

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4   The term practice supervisor in this document refers only to the supervisor within the Department of Education. Specifically this is the senior psychologist education, district guidance officer and leader psychology practice.

School counselling staff at the Foundation Capability Stage should be working towards Established Certification and may include both Foundation and Established Capability Descriptors in their PDP.

Members of the school counselling service who are employed after 1 January 2021 will be required to demonstrate satisfactory performance against the Established Capability Stage over two consecutive PDP cycles before they are eligible to apply for the Advanced Capability Stage.

Temporary and Casual School Counselling Staff

School counselling staff working on a temporary contract where they work for on average one day per week and no less than 42 days across the school year are required to attain and maintain certification with the PPF.

School counsellors working casually with PBA registration will be required to maintain their PBA registration and the associated Continuing Professional Development requirements. Existing school counsellors working casually covered by the *Casual School Counsellor PBA Clause*[5] or who were employed as DGOs will not be required to seek registration with the PBA.

School counsellors covered by the *School Counsellor PBA Registration Clause* who are working on a temporary contract or as a casual school counsellor for on average one day per week and no less than 42 days across the school year need to complete a PDP and provide evidence of engaging professional learning and consultation activities. This will be completed on a pro-rata basis. For every 42 days worked each calendar year evidence of 4 hours of professional learning relating to psychological practice and 2 hours of consultation activities with practice supervisors and peers will be required.

Proficient Teacher Accreditation with NESA for school counsellors working casually is optional.

From 2021, currently employed school counsellors who choose to work casually or on a temporary basis will be required to maintain their PBA registration unless they meet the school counsellor PBA registration clause.

School counsellors who left the school counselling service before 1 January 2021 and no longer hold PBA registration are eligible to undertake casual and temporary work.

Casual staff members who have not worked within school counselling in the last 12 months will complete the Conditionally Established Progress and Review Form (Appendix 1 *Guide to Established Certification*) with their practice supervisor. This form should be completed regardless of the anticipated number of days worked in the school year.

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5   *Casual school counsellor PBA Clause*
     Existing school counsellors working in a temporary or casual capacity who meet the School Counsellor PBA Registration Clause will not be required to obtain registration with the PBA

Registration with the Psychology Board of Australia (PBA)

From 1 January 2021 school counsellors who do not meet the *School Counsellor PBA Registration Clause* are required to maintain their registration with the PBA. District guidance officers (DGO) will not be required to obtain registration with the PBA.

All school psychologists must maintain their registration status with the PBA. From January 2021 all newly recruited school counselling staff will be required to hold registration with the PBA.

If a school counselling staff member's registration status has temporarily lapsed, they must inform their practice supervisor and base school principal immediately. The PBA currently allows up to 30 days for registration to be renewed after the expiry date. In line with this, PPF certification will remain active for a maximum of 30 days whilst registration is renewed by PBA. If registration is not renewed within 30 days the school counselling staff member may not be able to fulfil the requirements of their role and may be directed to take leave pending resolution of their registration status.

If a school counselling staff member is no longer able to hold active registration with the PBA, they must inform their practice supervisor and base school principal immediately. Depending on the reason that registration is suspended/revoked, this matter may be referred to Employee Performance and Conduct (EPAC) and/or Human Resources for appropriate action.

NESA Accreditation

Proficient Teacher accreditation and maintenance with NESA is optional for school counsellors, SPEs/DGO's and LPPs unless they are seeking certification at Band 3/Advanced Certification. School counsellors, DGO's/SPEs and LPP's who are covered by the *School Counsellor Band 3 NESA Teacher Accreditation Clause* are not required to attain or maintain teacher accreditation for Advanced Certification.

If a school counsellor, SPE/DGO and LPP has been certified at Band 3/Advanced Certification and does not maintain their Proficient Teacher Accreditation, they will need to inform their base school principal and practice supervisor. The school counsellor will then revert to Established Certification of the PPF and the Band 2.3 salary.

A school counsellor, SPE/DGO and LPP who has been certified at Band 3/Advanced Certification and has their Teacher Accreditation suspended or cancelled by NESA will no longer meet the requirements for Advanced Certification. Depending on the reasons for suspension or cancellation, the staff member's certification within the PPF and Salary Band will be reviewed in consultation with relevant directorates of the Department of Education and NESA.

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Leader Psychology Practice and Senior Psychologist Education / District Guidance Officer

LPPs and SPEs/DGOs are classified as promotional positions and are not paid in accordance with standards based remuneration.

For their own capability development LPPs and SPEs/DGOs may wish to seek Advanced Certification from 1 January 2021. SPEs/DGOs and LPPs applying for Advanced Certification must also hold NESA Proficient Teacher Accreditation unless covered by the *School Counsellor Band 3 NESA Teacher Accreditation Clause*. Achievement of Advanced Certification will have no impact on the employee's existing salary.

DGOs who meet the requirements for Advanced Certification (excluding registration with the PBA) may seek Advanced Certification from 1 January 2021.

LPPs and SPEs/DGOs who can no longer satisfy any of the requirements for Advanced Certification under the PPF will immediately revert to Established Certification of the PPF. There will be no impact on the employee's existing salary.

Supervision within the School Counselling Service

School counselling staff are appointed to a base school and are administratively responsible to that principal. Where they provide a service to schools other than their base school, they are responsible to those schools' respective principals for service planning and delivery.

The school counselling service has an organisational structure (see Table 3) that provides clinical practice and administrative supervision to support and build the capacity of all school counselling staff.

Table 3

School Counselling Staff Member	School Counselling Service Practice Supervisor
School Counsellor School Psychologist	Senior Psychologist Education and/or District Guidance Officer
Senior Psychologist Education and/or District Guidance Officer	Leader Psychology Practice
Leader Psychology Practice	Principal Psychologist
School Counselling Corporate Staff	Senior School Counselling Corporate Staff

School counselling staff engage in individual supervision with their practice supervisor each term. The frequency and duration of supervision sessions are negotiated based on individual need and professional goals.

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Group supervision occurs within SPE and/or DGO school counselling teams. There is a dedicated staffing allocation of 0.05 for fulltime staff to participate in group supervision.

Other examples of supervision within the school counselling service include:

- Individual school counselling staff consulting with peers for peer supervision/consultation.
- School counselling staff supervising staff on professional placements and/or practicums, for example school counsellors in training (SCiTs) and masters of professional psychology students (MoPPs).
- Supervision for school counsellors and school psychologists to become registered as a psychologist with the PBA.

Performance Procedures

From 1 January 2021, the PPF will apply to all school counselling staff and will be used to support, improve and enhance staff performance at all Capability Stages.

In circumstances where there are concerns regarding the performance of school counselling staff, the base school principal and practice supervisor should continue to implement the performance and development procedures. The matter may be referred to Professional and Ethical Standards (PES) and/or Human Resources for appropriate action.

School counselling staff with Advanced Certification may at any time choose to revert to the Established Capability Stage by emailing their intention to do so to their base school principal and practice supervisor. Choosing to voluntary relinquish Advanced Certification will result in a reduction to salary to Band 2.3.

School counselling staff supported through a formal improvement program will have their performance assessed against the PPF capabilities.

Leave of Absence

School counselling staff need to take a Leave of Absence (LOA) from the PPF if they are on full time leave and not working within the school counselling service or are working within another role within the department that is outside the school counselling service. The minimum period for LOA is six months and the maximum period is five years. Extensions to a LOA from the PPF beyond 5 years will be considered on a case by case basis.

Staff on a LOA will not be required to maintain their certification against the PPF during the leave period. Staff are strongly encouraged to consult with the PBA and NESA to explore what the impact of the LOA may have on their registration and accreditation.

When resuming work within the school counselling service, staff will be required to hold active registration as a psychologist unless they meet the *School Counsellor PBA Registration Clause* or the *School Counsellor Band 3 PBA Registration Clause*. School counsellors will also be required to resume their teacher accreditation if they are have Advanced Certification unless covered by the *School Counsellor Band 3 NESA Teacher Accreditation Clause*.

To take a LOA school counselling staff are required to:

1. Discuss their intention to take full time leave with their practice supervisor and base school principal.
2. Complete and email the LOA form (Appendix 1) to professionalpracticeframework@det.nsw.edu.au

Professional Practice (P) Domain Capability Descriptors

Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
1. Knowledge and application of key legal and ethical guidelines including NSW Department of Education policies and procedures, and legal requirements and ethical guidelines governing the psychology profession.	**PF1.1** Has knowledge of relevant ethical-legal guidelines, such as the APS Code of Ethics, child protection policy, and relevant NSW Department of Education policies and procedures. With specific reference to: ■ informed consent principles ■ confidentiality and information sharing ■ privacy legislation ■ maintaining professional boundaries ■ practicing within limits of competence ■ continuing professional development ■ record-keeping and file storage including Online School Counselling Records (OSCR) ■ use of technology, electronic media and online platforms within psychology **PF1.2** May need to seek consultation from supervisor and require guidance when applying ethical and legal guidelines and NSW Department of Education policies and procedures.	**PE1.1** Understands and applies relevant legal-ethical guidelines and policy including telepsychology, which underpin all facets of professional practice. **PE1.2** Aware of appropriate sources of legal-ethical advice and how to access them. **PE1.3** Seeks consultation and supervision for complex ethical and legal issues.	**PA1.1** Applies comprehensive knowledge of legal-ethical guidelines and relevant Department of Education policies and procedures to support complex case management. **PA1.2** Models and provides sound advice to stakeholders in interpreting and applying relevant guidelines, policies, procedures including telepsychology. **PA1.3** Initiates consultation and supervision for complex ethical and legal issues.	**7.1.2** Meet codes of ethics and conduct established by regulatory authorities, systems and schools. **7.2.2** Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. **1.6.2** Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements. **4.5.2** Incorporates strategies to promote the safe responsible and ethical use of ICT in learning and teaching.

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Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
2. Knowledge and application of the scientist-practitioner approach in all aspects of work including in: ▪ Therapeutic approaches ▪ Assessments ▪ Interventions ▪ Organisational and leadership skills	**PF2.1** Identifies evidence-based theoretical frameworks and models that guide their psychological practice with children and young people. **PF2.2** Seeks to increase knowledge of evidence-based therapies and intervention frameworks and their applicability. This can include seeking knowledge from reputable institutions and experts, and engaging in supervision. **PF2.3** Participates in regular professional learning activities to keep skills and knowledge current.	**PE2.1** Seeks information from published peer-reviewed literature to evaluate the evidence-base for techniques and approaches. **PE2.2** Critically evaluates and actively questions efficacy of different approaches, theories and models. **PE2.3** Adjusts clinical practice in response to findings and inclusive practice.	**PA2.1** Proactively and independently evaluates published peer-reviewed literature and summarises the evidence-base for techniques and approaches. Disseminates key findings to peers. **PA2.2** Provides training and peer supervision on implementing scientist-practitioner approach in clinical practice. **PA2.3** Develops professional learning for school counselling colleagues to advance the skills and knowledge of the service.	**1.2.2** Structure teaching programs using research and collegial advice about how students learn. **6.1.2** Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs. **6.2.2** Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities. **6.3.2** Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice

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Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
3. Practice and professional learning takes into account the diversity of all people, including, social, cultural and linguistic diversity, Aboriginal and Torres Strait Islander cultures, abilities and disabilities, gender and sexuality, family circumstances and geographic location.	**PF3.1** Understands the principles and importance of inclusive practice. **PF3.2** Respects the centrality of culture for all people, including Aboriginal and Torres Strait Islander people. **PF3.3** Reflects on own perspectives and assumptions and how they may impact practice. Draws on the support of their supervisor in this process. **PF3.4** Demonstrates an openness to diversity and a readiness and interest in learning about diverse perspectives. **PF3.5** Consults with colleagues and professional and local resources to develop a deeper understanding of diversity factors impacting on the lives of students and their families. **PF3.6** Understands how and when to use an interpreter.	**PE3.1** Works with sensitivity to the historical, social and cultural context of students, families, school staff and other stakeholders and understands ways in which this may influence school counselling practice. **PE3.2** Provides an inclusive, supportive and culturally appropriate environment which encourages students, families, colleagues, and other professionals to feel safe to share information. **PE3.3** Adapts communication and practice respectfully and appropriately to meet the individual needs of students. **PE3.4** Demonstrates awareness of own perspectives and biases and how they may impact practice. **PE3.5** Works competently and appropriately with an interpreter. **PE3.6** Independently seeks professional learning to further skills and knowledge in inclusive practice.	**PA3.1** Models effective and inclusive practice with individuals and groups from diverse backgrounds. **PA3.2** Provides training and support for school counselling colleagues to further develop inclusive practice and sensitivity to the historical, social and cultural context of students, families, school staff and other stakeholders. **PA3.3** High level skills in working with interpreters. **PA3.4** Continually and actively seeks to update own knowledge and skills in inclusive practice.	**1.3.2** Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds. **1.4.2** Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students. **1.5.2** Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities. **2.4.2** Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

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Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
4. Knowledge and application of reflective practice in day-to-day practice	**PF4.1** Has some knowledge of reflective practice techniques and actively seeks to expand knowledge in this area. **PF4.2** Reflects on own practice in preparation for, and during, supervision sessions. **PF4.3** Is working towards adapting practice in response to reflection with the support of supervisor. **PF4.4** Uses reflective practice with support from supervisor to determine professional learning needs.	**PE4.1** Has undertaken professional learning in reflective practice techniques and applies this knowledge to their own practice. **PE4.2** Plans for reflection using a well-developed framework as part of regular case work. **PE4.3** Independently reflects and adapts practice as a result of reflection. **PE4.4** Participates actively in peer consultation to develop own and others' professional knowledge and skills. **PE4.5** Determines own professional learning needs identified through reflective practice.	**PA4.1** Models and supports school counselling colleagues to develop their knowledge and effective application of reflective practice techniques and theories in day-to-day practice. **PA4.2** Provides leadership and support to colleagues in planning professional learning in response to their own reflective practice.	**6.4.2** Undertake professional learning programs designed to address identified student learning needs.

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Relationships and Collaboration (R) Domain Capability Descriptors

Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
1. Respectfully encourages and recognises the unique contribution of all stakeholders to the shared focus of student wellbeing.	**RF1.1** Uses professional, respectful and non-stigmatising language in all communications. Actively avoids labelling and value judgements. **RF1.2** Demonstrates openness and is sensitive to different viewpoints. **RF1.3** Identifies the needs and shared perspectives of students, parents/carers and other stakeholders, using inclusive practice. **RF1.4** Seeks support and feedback to develop skills in working respectfully with stakeholders.	**RE1.1** Builds strong relationships with various stakeholders. **RE1.2** Works with school and/or other DoE staff to provide appropriate opportunities for students, parents/carers and others with relevant expertise to be involved in contributing to student-centered goals. **RE1.3** Demonstrates openness and is responsive to the perspectives and concerns of multiple stakeholders using inclusive practice. **RE1.4** Seeks continued professional learning, peer consultation and supervision to enhance skills in working respectfully with all stakeholders.	**RA1.1** Assists school counselling colleagues to build strong relationships with various stakeholders. **RA1.2** Actively supports others to question assumptions when appropriate. **RA1.3** Demonstrates a high-level capacity to identify and respond to complex concerns of multiple stakeholders' needs and interests using inclusive practice. **RA1.4** Initiates opportunities for students, parents/carers and other stakeholders to contribute to student centred needs and goals **RA1.5** Models and supports school counselling staff to promote respectful and collaborative work practices.	**4.1.2** Establish and implement inclusive and positive interactions to engage and support all students in classroom activities. **7.3.2** Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.

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Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
2. Adapts communication for different situations to ensure that respect and collaboration is always demonstrated.	**RF2.1** Recognises own reactions in contentious and rapidly evolving situations. **RF2.2** Approaches contentious and/or rapidly evolving situations in an inclusive, respectful, open and student-centred manner. **RF2.3** Seeks supervision to develop evidence-based conflict resolution skills within a professional context.	**RE2.1** Flexibly applies knowledge of evidence-based theoretical approaches and methodologies to contentious and/or rapidly evolving issues in schools in a student-centred and inclusive manner. **RE2.2** Manages competing demands in response to dynamic events in a way that shows respect and values others. **RE2.3** Provides advice and support for colleagues when needed.	**RA2.1** Models and expertly applies evidence-based problem-solving skills in a student-centred and inclusive manner. **RA2.2** Collaborates with colleagues in analysing and managing contentious and/or rapidly evolving situations when needed.	**4.3.2** Manage challenging behaviour by establishing and negotiating clear expectations with students, and address discipline issues promptly, fairly and respectfully.
3. Establishes visibility in the school community	**RF3.1** Establishes visibility in the school through introductory meetings with staff and student groups. **RF3.2** Is approachable to all stakeholders.	**RE3.1** Establishes and maintains visibility in the school, for example through presentations to students, parents and/or staff.	**RA3.1** Maintains visibility of school counselling service through engagement with the school community and among local service providers.	**7.3.2** Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.

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Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
4. Works as a member of various teams to improve the learning and wellbeing outcomes of students.	**RF4.1** Is aware of and participates in key school-based and local teams that support student learning and wellbeing. **RF4.2** Contributes a psychological perspective in the collaborative planning, implementation, evaluation and review of student learning and wellbeing, with supervisor support.	**RE4.1** Contributes psychological expertise within multi-disciplinary teams in the collaborative planning, implementation, evaluation and review of student learning and wellbeing. **RE4.2** Understands, refers to, and works with a broad range of services and stakeholders available to support students. Includes in-depth knowledge of the processes and personnel in several of the services liaised with frequently. **RE4.3** Supports school staff to develop their understanding of the referral processes of the local Department of Education and non-Department of Education stakeholders, and their roles in supporting students. **RE4.4** Seeks and provides consultation and skill development within or across teams in relation to areas of specific knowledge or expertise.	**RA4.1** Takes a leading role in multi-disciplinary teams in the collaborative planning, implementation, evaluation and review of student learning and wellbeing. **RA4.2** Assists colleagues to plan and implement processes to review and improve team systems. **RA4.3** Initiates, develops and implements programs to support skill development in response to an identified need within or across school counselling teams.	**4.2.2** Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks. **4.4.2** Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.

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Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
5. Works as part of a team to support the management of serious incidents.	**RF5.1** Works with the guidance of the supervisor as part of a school response team to support serious incident management. **RF5.2** Is able to reflect on personal reactions to supporting serious incident response, with supervisor support.	**RE5.1** Demonstrates the ability to work collaboratively with colleagues to support school-wide response to serious incidents. **RE5.2** Demonstrates the ability to provide direct psychological support and advice to students and school communities and external agencies in response to serious incidents. **RE5.3** Recognises personal reactions to serious incidents and manages these as needed.	**RA5.1** Advises and actively supports the psychological responses to serious incidents in schools. **RA5.2** Works in partnership with school executive staff and mental health organisations to prepare schools for serious incident and postvention responses. **RA5.3** Builds the capacity of school counselling colleagues to plan and provide evidence-based responses to serious incidents.	**4.4.2** Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.
6. Collaborates with external agencies.	**RF6.1** Is developing knowledge of key local organisations and referral pathways that support student mental health and wellbeing.	**RE6.1** Demonstrates knowledge of available services and develops collaborative collegial relationships with key agencies that support student mental health and wellbeing. **RE6.2** Makes appropriate referrals to relevant external agencies	**RA6.1** Takes an active role in developing relationships and long-term collaborative partnerships with key local organisations that provide support services for schools, students and their families.	**7.4.2** Participate in professional and community networks and forums to broaden knowledge and improve practice.

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Assessment (A) Domain – Evidence Based Capability Descriptors

Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
1. Referral and hypothesis generation	**AF1.1** Indicates by their approach to referral question that they understand that assessment is a process involving gathering and interpreting information from multiple sources (e.g. family, developmental, academic and medical histories, standardised assessment tools, observation and interview). **AF1.2** Collects background information about the student across home, school and other settings (e.g. medical) using inclusive practice with guidance from supervisor. **AF1.3** Gathers background information in an inclusive and respectful manner. **AF1.4** Forms hypothesis in relation to referral question, background information and knowledge of child development, with support and guidance from supervisor	**AE1.1** Independently collects background information about the student across home, school and other settings. **AE1.2** Forms hypothesis in relation to referral question, background information, and knowledge of child development. **AE1.3** Seeks additional professional learning to develop enhanced data collection skills and knowledge when required. For example, to work with students from Aboriginal or refugee backgrounds.	**AA1.1** Elicits comprehensive and relevant background information and applies extensive knowledge of theoretical frameworks to develop strong case formulations. **AA1.2** Supports school counselling colleagues in comprehensive data collection and hypothesis generation, particularly with complex presentations. **AA1.3** Provides peer consultation to assist school counselling colleagues to critically engage with referral questions (e.g. by challenging internal biases).	**1.1.2** Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning. **1.2.2** Structure teaching programs using research and collegial advice about how students learn. **1.3.2** Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.

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Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
2. Knowledge and use of evidence based assessment methods including electronic methods	**AF2.1** Selects and uses valid assessment methods and tools appropriate to the referral question and the specific needs of the student(s) with guidance from supervisor. **AF2.2** Follows standardised procedures to administer at least three standardised performance-based cognitive and achievement assessment tools. **AF2.3** Follows standardised procedures to administer at least three informant standardised rating scales. **AF2.4** Understands the psychometric properties (validity and reliability) of individual assessment tools. **AF2.5** Employs structured and semi-structured clinical interviews with the guidance of supervisor. **AF2.6** Seeks additional support to competently use assessment tools through professional learning and/or supervision.	**AE2.1** Independently selects and uses valid assessment methods and tools appropriate to the referral question and the specific needs of the student(s). **AE2.2** Follows standardised procedures to administer a range of standardised performance-based cognitive and achievement assessment tools. **AE2.3** Follows standardised procedures to administer a range of informant standardised rating scales. **AE2.4** Critically evaluates the psychometric properties of individual assessment tools, and their utility on a case-by-case basis. **AE2.5** Independently administers structured and semi-structured clinical interviews. **AE2.6** Generalises skills to learn new tests and assessment methods. Seeks additional learning to competently use assessment tools through professional learning and/or supervision.	**AA2.1** Demonstrates extensive knowledge and skill in using valid, reliable assessment methods and tools appropriate to the referral question and the specific needs of the student. **AA2.2** Provides advice and support to school counselling colleagues to further develop their assessment skills **AA2.3** Models administration of assessment tools to further develop assessment skills of school counselling colleagues. **AA2.4** Works with colleagues to develop skills in critical evaluation of the psychometric properties of assessment tools. **AA2.5** Models administration of structured and semi-structured interviews to mentor and support school counselling colleagues.	**5.1.2** Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

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Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
3. Formulation and interpretation	**AF3.1** Draws upon major theoretical frameworks, and consults peers or supervisors in applying these during case formulation. **AF3.2** Seeks support from supervisor to synthesise assessment results/findings. **AF3.3** Formulates and produces clear interpretation with support of supervisor.	**AE3.1** Synthesises assessment findings including test results and background information in order to formulate interpretations. **AE3.2** Uses research-based texts when conceptualising and formulating cases, such as complex or uncommon presentations. **AE3.3** Differentiates between normal variability in results and clinically significant presentations.	**AA3.1** Draws on extensive knowledge of theoretical frameworks to synthesise and interpret assessment results. **AA3.2** Actively and continuously seeks the most recent peer-reviewed literature to guide case formulation, assessment and interpretation. **AA3.3** Provides professional learning to colleagues on theoretically sound and evidence-based assessment interpretations.	**5.3.2** Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning. **5.4.2** Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

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Assessment (A) Domain – Reporting Capability Descriptors

Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
4. Communication of assessment results and interpretations	**AF4.1** Accurately summarises and describes results of individual assessments and communicates this clearly in a report as well as verbally. **AF4.2** Writes clear, well-written reports tailored to the needs of the audience, with the support of the supervisor.	**AE4.1** Integrates data from assessment to clearly communicate results and interpretations to stakeholders via written reports and verbal feedback, tailored to the needs of the audience. **AE4.2** Provides psychoeducation regarding assessment results and interpretation in relation to specific cases to parents/caregivers and teaching colleagues.	**AA4.1** Assists school counselling colleagues to produce professionally written assessment reports tailored to the needs of their audience. **AA4.2** Applies comprehensive psychological knowledge to provide psychoeducation to teaching and/or school counselling colleagues about the principles of assessment results and interpretation.	**5.2.2** Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals. **5.5.2** Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.
5. Recommendations	**AF5.1** Makes recommendations based on interpretation of assessment results, empirical research and evidence with support of supervisor. **AF5.2** Maintains contact with teacher/s and other stakeholders to determine success of recommended measures.	**AE5.1** Makes recommendations based on interpretation of assessment results, empirical research and evidence, and collaborative discussion between the assessor, student and key people in their life e.g. parent, teacher, school executive staff. **AE5.2** Maintains communication with relevant stakeholders to evaluate and revise recommended strategies.	**AA5.1** Models high-level psychological knowledge to assist school counselling colleagues in developing practical, relevant, research and evidence-based recommendations. **AA5.2** Supports school counselling colleagues and school teams in reviewing and evaluating the efficacy of implemented recommendations.	**5.5.2** Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

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Intervention (I) Domain – Evidence Based Capability Descriptors

Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
1. Knowledge and selection of evidence based interventions, including electronic platforms with: • individuals • targeted groups • whole school	**IF1.1** Has knowledge of one or two evidence-based interventions. **IF1.2** Developing skills in using assessment and formulation to select appropriate interventions, within an inclusive practice framework. **IF1.3** Uses knowledge of typical developmental milestones and implications of developmental stages when selecting appropriate interventions, with support from supervisor. **IF1.4** Can identify when these interventions are (or are not) indicated for different presenting issues and student background factors (e.g. learning and developmental disabilities, family circumstances). **IF1.5** Has basic knowledge of underlying theory and treatment mechanisms that predict therapeutic gains for established evidence-based counselling intervention techniques.	**IE1.1** Demonstrates knowledge of a range of evidence-based interventions. **IE1.2** Uses assessment and formulation to select interventions that are appropriate for different presenting issues and student developmental and background factors, within an inclusive practice framework. **IE1.3** Describes underlying theory and treatment that predict therapeutic gains for evidence-based counselling interventions.	**IA1.1** Supports school counselling colleagues in using assessment and formulation to select appropriate evidence-based interventions to optimise therapeutic outcomes for students. **IA1.2** Provides professional learning and/or peer supervision to colleagues on evidence-based interventions and their suitability to the identified student needs.	**2.1.2** Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities. **2.2.2** Organise content into coherent, well-sequenced learning and teaching programs. **2.3.2** Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. **3.1.2** Set explicit, challenging and achievable learning goals for all students. **3.2.2** Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

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Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
2. Implementation of interventions	**IF2.1** At the outset of the counselling relationship, clearly articulates the limits of confidentiality and what to expect from the counselling process. **IF2.2** Establishes rapport as part of the therapeutic process. **IF2.3** Competently delivers 1-2 established evidence-based therapeutic interventions. **IF2.4** Adjusts therapeutic interventions to account for developmental and other factors, with support from supervisor. **IF2.5** Participates in delivering systemic preventative and early intervention initiatives for targeted groups within schools.	**IE2.1** Competently delivers established evidence-based therapeutic interventions for individuals and small groups. **IE2.2** Adjusts and individualises interventions to account for developmental and other factors, in order to optimise intervention, engagement and outcomes. **IE2.3** Reviews and adapts intervention based on ongoing assessment of intervention efficacy and reflective consultation with colleagues. **IE2.4** Designs and/or implements classroom and school-based interventions in collaboration with colleagues.	**IA2.1** Skilfully delivers and adapts evidence-based interventions tailored to student needs. **IA2.2** Models high level psychological knowledge and skills and assists school counselling colleagues to analyse and review the efficacy of interventions. **IA2.3** Provides leadership to school teams in the design and implementation of targeted and whole-school interventions.	**2.5.2** Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement. **2.6.2** Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful. **3.3.2** Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking. **3.4.2** Select and/or create and use a range of resources, including ICT, to engage students in their learning. **3.5.2** Use effective verbal and non-verbal communication strategies to support student understanding, participation

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Intervention (I) Domain – Evaluation and Reporting Capability Descriptors

Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
3. Evaluation of Interventions	**IF3.1** Evaluates interventions through use of practical data-gathering strategies. **IF3.2** With support, uses knowledge of research methods to conduct pre-and post-intervention measurements at individual and group levels. **IF3.3** Employs standard methods to evaluate individual sessions and client progress for example, outcome and session rating scales. **IF3.4** Adjusts intervention strategies in response to outcome data and in response to supervisor feedback.	**IE3.1** Independently uses knowledge of research methods to collect and evaluate pre-and post-intervention data at individual, group and whole school levels. **IE3.2** Uses established and practical quantitative and qualitative tools to measure outcomes. Adjusts interventions in response to outcome data.	**IA3.1** Mentors and supports colleagues in collecting data at individual, group and whole school levels to inform and evaluate interventions.	**3.6.2** Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

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Focus Area	Foundation	Established	Advanced	Associated Proficient Teacher Standards
4. Reporting of Interventions	**IF4.1** Communicates intervention progress/results to student. **IF4.2** Maintains regular and ongoing case notes of intervention progress and outcomes, incorporating formal evaluation results. **IF4.3** Interprets outcomes and recommendations arising from intervention for relevant stakeholders, such as parents, with support from supervisor. **IF4.4** Summarises intervention outcomes in a written report for the student's file and relevant stakeholders, with support from supervisor.	**IE4.1** Uses evaluation results therapeutically with students (e.g. to show their progress towards positive change). **IE4.2** Interprets outcomes and develops further recommendations or treatment plans where appropriate. **IE4.3** Summarises intervention outcomes in a written report for the student's file and relevant stakeholders.	**IA4.1** Assists colleagues in writing succinct case notes and psychological reports detailing interventions and therapeutic outcomes.	**3.7.2** Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

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School Counselling Service Professional Practice Framework

Leave of Absence Record

All staff are required to follow the regular Department of Education procedures when applying for leave.

School counselling staff who have been approved to take more than 6 months full time leave from their role in the school counselling service will complete this form as a record of their leave of absence from the Professional Practice Framework.

School Counselling staff who leave the Department of Education School Counselling service after 1 January 2021 and return to the service within 5 years will retain their previous certification status or be certified as Conditionally Established.

The Certification status of school counselling staff taking a leave of absence for more than 5 continuous years will be considered on a case-by-case basis.

Part A

School Counselling Staff member	Employee ID
Position	Employment Status
Base School	PPF Certification
Base School Principal	PBA Registration Status
Practice Supervisor name	Practice Supervisor role

Part B

Please provide the details of any continuous leave you have taken from your role in the school counselling service for 6 months or longer since 1 January 2021.

Leave period   **Details**

to

to

to

Part C

Current leave period   to

A new form will need to be created if your period of leave extends beyond the dates recorded above.

School Counselling Staff member

Signature   Date

After discussing with the Practice Supervisor, the School Counselling staff member taking leave will provide a completed and signed copy of this form to their Practice Supervisor and email to professionalpracticeframework@det.nsw.edu.au with subject title: Leave of Absence Record.

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We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

Say hello