

Guidance counsellors

In 2018:

- 20% of elementary and 26% of secondary schools report that the most time-consuming part of their guidance counsellors' job is providing one-on-one counselling to students for mental health needs.
- Among secondary schools with guidance counsellors, the average ratio of students to guidance counsellors is 396:1. In 10% of schools, this average jumps to 826:1.
- 31% of elementary schools in the Greater Toronto Area have guidance counsellors, more than triple any other region in the province.

Guidance counsellors are a staple of secondary school staff in Ontario, and virtually every school reports having at least part-time guidance staff. But guidance counsellors' roles vary between schools, depending on student needs, staffing, and board/school priorities.

According to the Ontario School Counsellors' Association (n.d.), the mission of a guidance counsellor is to support students' well-being and growth in three areas:

- Personal development
- Interpersonal development
- Career development

In many of Ontario's education policies, the role of guidance staff is cited as helping students with transitions and academic programming. For example, the 2013 career and life planning policy document, *Creating Pathways to Success*, states that "guidance staff play a strategic role in the development and implementation of the [Pathways] program..." (Ontario, 2013a, p. 4). Guidance counsellors also play a key role in *Specialist High Skills Majors* (Ontario, 2016c), cooperative education, and other forms of experiential learning (Ontario, 2000, p. 44).

However, guidance counsellors have responsibilities beyond helping students determine their career paths. Guidance personnel are referenced as core members of the in-school support team in the 2010 progressive discipline document, *Caring and Safe Schools* (Ontario, 2010, p. 58). They are also expected to respond to student mental health issues, according to the 2013 mental health and well-being document, *Supporting Minds* (Ontario, 2013b pp. 93-95).

Students' mental health needs: A challenge for guidance staff

In 2018, many secondary school principals report that the mental health needs of their students are a huge challenge for guidance staff.

This year, schools were asked to rank their guidance counsellors' roles, from most to least time-consuming:

- Providing one-on-one counselling to students for mental health needs
- Supporting planning and academics (e.g. All About Me, Individual Pathway Plans, course selection with students, school applications)
- Collaborating with teachers, professionals, paraprofessionals (e.g. social workers, psychologists, child and youth workers)
- Providing behaviour-related interventions (e.g. classroom disruptions, bullying)
- Facilitating experiential learning opportunities (e.g. co-ops, internships, Dual Credits) (for secondary schools only)
- Coordinating special education accommodations (for secondary schools only)

Predictably, the majority of schools report that their guidance counsellors spend more time supporting students with academic and transition planning than any other task. However, supporting students' mental health needs was ranked second highest. Twenty-six percent of secondary and 20% of elementary schools indicate that the most time-consuming part of the guidance counsellor's role is providing one-on-one counselling to students for mental health needs (See Figure 2.1).

This is consistent with data from 2016, when 25% of secondary schools indicated that the most time-consuming job for guidance staff was supporting student mental health issues (People for Education, 2016, p. 12).

In 2017, People for Education reported that 40% of secondary schools had regularly scheduled access to a psychologist⁴ (People for Education, 2017, p. 6). In the same year, half of secondary school principals reported that they did not have sufficient access to psychologists to adequately support students. When resources such as psychologists and social workers are limited, the role of guidance counsellors may be stretched to fill gaps.

“Mental health needs are increasing at an alarming rate and we do not have access to the professional services to truly help these students.”

**Secondary school,
Kawartha Pine Ridge DSB**

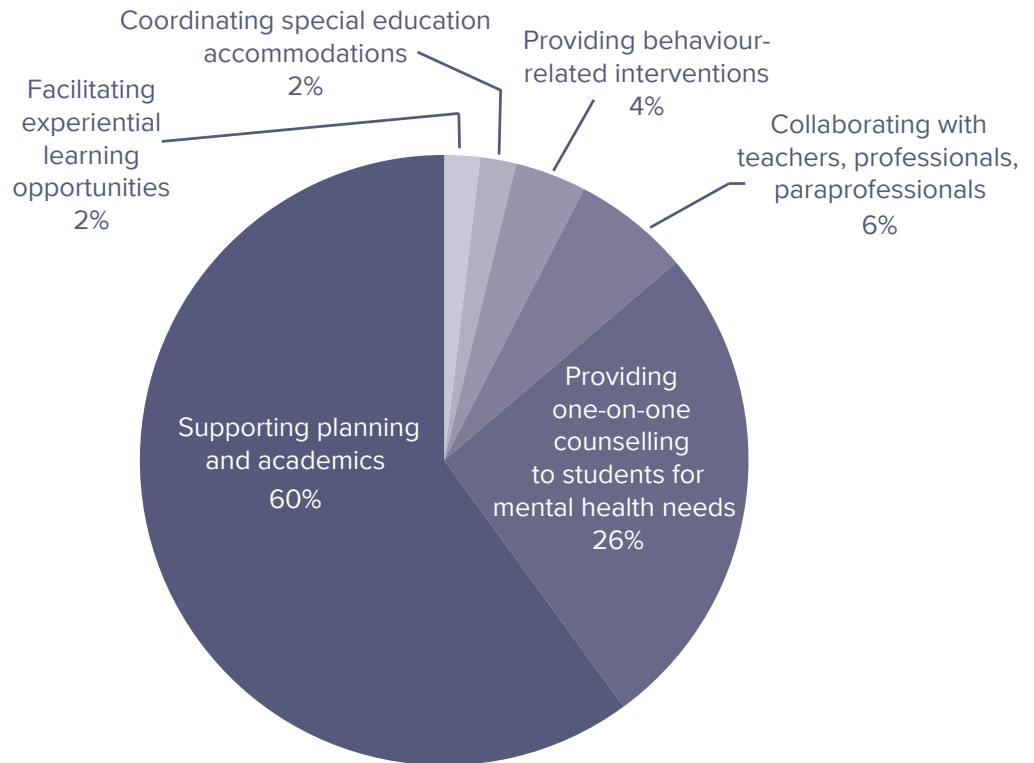
“Even though we have a social worker, the needs are so great that our Guidance counsellor often takes on that role as well.”

**Secondary school,
Wellington Catholic DSB**

4. In this document the term “psychologist” includes registered psychologists and registered psychological associates, as well as supervised non-registered psychology service providers in schools.

Figure 2.1

The most time-consuming task for guidance counsellors in secondary schools



“We have very limited support at elementary. Many of the roles listed [in the survey question] above become duties of school administration.”

Elementary school,
Simcoe Muskoka Catholic DSB

Per pupil amounts in funding formula limit support for guidance staff

School boards receive funding for secondary school guidance counsellors at a rate of one full-time teacher for every 385 students (Ontario 2017a, p. 26-29). This ratio is reflected in this year’s results: among secondary schools with guidance staff, the average ratio of students to guidance teachers is 396:1. However, in 10% of secondary schools this average increases to 826:1.

In 2018, only 14% of elementary schools have guidance counsellors, and the majority are part-time. In elementary schools that include grades 7 and 8—where students are preparing to transition to secondary school—only 20% have guidance counsellors, and the majority are part-time. Among elementary schools with a guidance counsellor, they are scheduled for an average of 1.5 days per week. Principals comment that the current staffing levels are not sufficient.

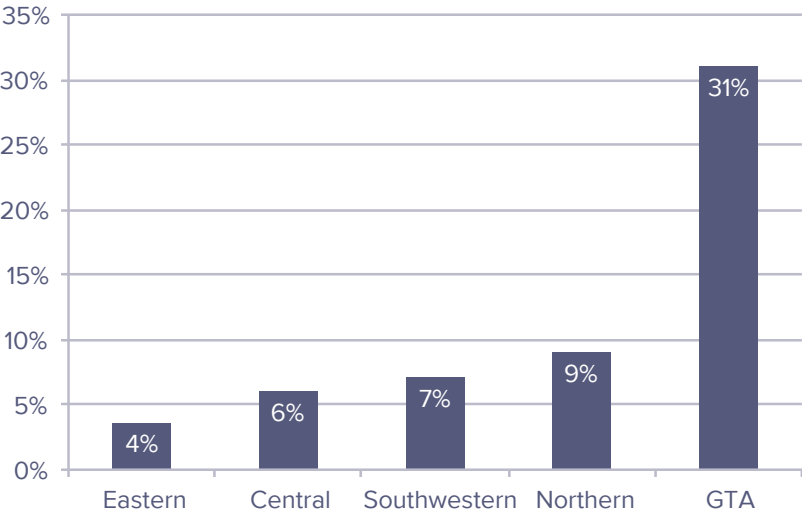
The Ontario Student Trustees' Association (OSTA-AECO) 2018 "Student Platform" included a recommendation that the student to guidance counsellor ratio for elementary schools should match the ratio for secondary schools, and that the ratio of students to guidance teachers should be narrowed at both levels (OSTA-AECO, 2018, p. 5). People for Education has also recommended funding changes, in particular to support guidance counsellors for students in grades 7 and 8 (People for Education, 2018c).

These efforts have had an impact. In 2018/19, the province will begin to implement changes to funding for guidance counsellors for students in grades 7 and 8 so that they will be funded at the same rate as guidance counsellors in secondary schools (Ontario, 2018a, p. 23).

Regional discrepancies

Because funding for guidance counsellors is provided on a per pupil basis, access to guidance counsellors in elementary schools varies markedly across the province. In the Greater Toronto Area (GTA), 31% of elementary schools have guidance staff, compared to an average of 6% across the rest of the province (see Figure 2.2).

Figure 2.2
Percentage of elementary schools with guidance counsellors, by region



Recommendations

Guidance counsellors can play a key role in students' lives. They support students in planning transitions, seeking help for mental health issues, learning to act as advocates for themselves in connection with special education needs, and developing educational pathways that will lead to long-term success. Many principals report that guidance counsellors are “pulled in too many directions,” or are challenged by the number of students they are expected to support.

People for Education recommends that the province:

- Evaluate current education policies that may include guidance counsellors, in order to rationalize Ontario's guidance programs and create greater alignment across these policies.
- Continue to implement changes to the funding formula so that schools with grades 7 and 8 have guidance counsellors at a ratio of 384 to 1.
- Clarify the role of both elementary and secondary school guidance counsellors in a way that recognizes both the breadth of their responsibilities and their relative scarcity in Ontario schools.
- Explore cost-effective ways for guidance staff support to be expanded in small towns and rural areas, to ensure students in these areas have equitable access to guidance counsellors.