MOVING THE PHILIPPINE SCHOOL COUNSELING MODEL FORWARD

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President, School Counselors Circle, Inc.

13th Annual Convention
School Counselors Circle, Inc.
Century Park Sheraton Hotel 14 November 2013
Looking Back:
The Philippine School Counseling Standards Journey

- 2006: Strengthening Guidance Programs & Services through Standards
- 2007: International Competencies for Guidance Counselors
- 2009: On Becoming a 21st Century School Counselor; Preliminary Standards
- 2010: Putting Our Standards into Practice: Towards a National Model
- 2011: Keeping up with International Standards in Counseling; Publication of National Standards Book
- 2012: Framing New Directions in School Counseling: Implementing the National Standards for School Counseling
Rationale for a Filipino Model/Framework for School Counseling

• benchmarking
• ensuring continuity
• standardization
• guiding and directing practitioners in program design, implementation, and evaluation
• providing one direction/purpose
• direction setting in counselor preparation
• ensuring professionalism
Rationale for a Filipino Model/Framework for School Counseling

- guaranteeing equity in services in public and private schools
- providing structure that will inform the public about the importance of school counseling
- rationalize the nature of school counseling programs
- define counselor competencies necessary to run the programs
- make public school administrators recognize the counselors’ relevance in the school system
Components of a National School Counseling Model: Proposals

- Adapt the ASCA National Model, with innovations or modifications to suit the multicultural diversity of Filipinos. For example, emphasis could be placed on spirituality and family systems.

- ASCA Model components are sufficient and can be used as a baseline for the Filipino model. Framework should be value-oriented, with a section on citizenship and spirituality.
Components of a National School Counseling Model: Proposals

- Include:
  - the domains covered by the ASCA National Standards,
  - philosophy (how we respond to national development goals)
  - stakeholders’ roles
  - ethical standards
  - counselor competencies
  - evaluation of student competencies
  - accountability
OTHER DEVELOPMENTS

"Towards National Standards for School Guidance and Counseling Programs in the Philippines"
Seminar-Workshop sponsored by the Student Development and Placement Center,
University of San Jose-Recoletos and the Asian Psychological Services and Assessment Corporation
USJ-R, Cebu City, 14-15 May 2010
“Mapping School Counseling Programs to the National Standards”
- De La Salle University Office of Counseling and Career Services
14 February 2012
- Philippine Guidance and Counseling Association
16-17 May 2013
Roundtable Discussion with Professional Leaders
Bay Leaf Hotel Manila
May 14, 2013

Participants
Representatives of
PRB GC
PGCA
PAGCA
PACERS
SOC
A PHILIPPINE MODEL FOR STANDARDS-BASED SCHOOL COUNSELING PROGRAMS

LEADERSHIP

ACCOUNTABILITY

COLLABORATION

MANAGEMENT SYSTEM

DELIVERY SYSTEM

ADVOCACY

FOUNDATION

Administrator

Counselor

Parents

External Linkages

STUDENT

Family
Spirituality
Student Competencies
Counselor Competencies
The model centers around the student, who is the focus of the school counseling program.

The counselor works with other stakeholders (faculty and administrators, parents, and the community) to assist each student.

The model covers four areas identified by ASCA:

- FOUNDATION
- DELIVERY SYSTEM
- MANAGEMENT SYSTEM
- ACCOUNTABILITY SYSTEM

The outer edge of the model shows leadership, advocacy, collaboration, and systemic change as the driving forces for the model.
FEATURES OF THE MODEL:

The **Foundation** of the program consists of the Mission -Vision, which is anchored on Filipino values of Family and Spirituality, and the Student Competencies the program aims to develop.

The foundation leads to both **management** and **delivery** systems, which go together. Counselors use a variety of tools and strategies to manage their time and the program well. They deliver direct and indirect services to students and the other stakeholders.

The effectiveness of the delivery and management systems is measured by the **Accountability system**.

The accountability system gives feedback /provides evidence for the improvement of the management and delivery systems and the foundation.
Leadership:- School counselors act as leaders in bringing about needed changes in the school system.

- identify specific leadership roles/functions of the RGCs in the implementation/monitoring of the School Counseling programs/services

Advocacy- School counselors advocate for the enhancement of the school learning climate to effect/strengthen the academic performance of students (ultimate aim of school counseling)
Collaboration: School counselors work as a team with other stakeholders to reach common/shared goals.

• design collaborative programs and strategies for specifically identified populations in the school community

Systemic Change: School counselors take specific steps/procedure to draft and/or adopt to initiate and/or implement the needed changes in the school system with the end goal of improving the academic performance of all students
FLESHING OUT THE MODEL

FOUNDATION

- What family values do you want to emphasize in the school counseling program?
- What aspects of spirituality do you want to include in the school counseling program?
- What competencies do you want your students to develop as a result of your program?
- What counselor competencies do you need to develop in order to help your students attain these competencies?
## Student Academic Development

<table>
<thead>
<tr>
<th>STANDARD A</th>
<th>Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD B</td>
<td>Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary/post-college options.</td>
</tr>
<tr>
<td>STANDARD C</td>
<td>Students will understand the relationship of academics to the world of work and to life at home and in the community.</td>
</tr>
</tbody>
</table>

## Student Career Development

<table>
<thead>
<tr>
<th>STANDARD A</th>
<th>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD B</td>
<td>Students will employ strategies to achieve future career goals with success and satisfaction.</td>
</tr>
<tr>
<td>STANDARD C</td>
<td>Students will understand the relationship between personal qualities, education, training and the world of work.</td>
</tr>
</tbody>
</table>

## Student Personal-Social Development

<table>
<thead>
<tr>
<th>STANDARD A</th>
<th>Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD B</td>
<td>Students will make decisions, set goals and take necessary action to achieve goals.</td>
</tr>
<tr>
<td>STANDARD C</td>
<td>Students will understand safety, and survival skills.</td>
</tr>
<tr>
<td>STANDARD D</td>
<td>Students will understand their role in society</td>
</tr>
</tbody>
</table>

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Standards/Competencies/Indicators

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

aA:A1.1 Articulate feelings of competence and confidence as learners

aA:A1.2 Display a positive interest in learning

aA:A1.3 Take pride in work and achievement

aA:A1.4 Accept mistakes as essential to the learning process

aA:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A1.6 Identify their aptitudes, learning styles, cognitive strengths, and weaknesses

A:A1.7 Gain knowledge about their competencies

A:A1.8 Be aware of their responsibilities as students

(Salazar-Clemeña, 2010)
Proposed National Standards, Competencies, and Indicators for Student Career Development

<table>
<thead>
<tr>
<th>Standards/Competencies/Indicators</th>
<th>College</th>
<th>HS</th>
<th>Elem.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD A:</strong> Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C:A1 Develop Career Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aC:A1.1 Develop skills to locate, evaluate and interpret career information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aC: A1.3. Develop an awareness of personal abilities, skills, interests and motivations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aC:A1.4 Learn how to interact and work cooperatively in teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aC:A1.5 Learn to make decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aC:A1.6 Learn how to set goals</td>
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<td></td>
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<tr>
<td>aC:A1.7 Understand the importance of planning</td>
<td></td>
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<tr>
<td>aC:A1.8 Pursue and develop competency in areas of interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aC:A1.10 Balance between work and leisure time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C:A1.11 Identify career options relevant to their abilities and interests</strong></td>
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<td></td>
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</table>

(Salazar-Clemeña, 2010)
# National Standards, Competencies, and Indicators for Student Personal-Social Development

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</thead>
<tbody>
<tr>
<td><strong>Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PS:A1 Acquire Self-knowledge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aPS:A1.1 Develop positive attitudes toward self as a unique and worthy person</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>aPS:A1.2 Identify values, attitudes and beliefs</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>aPS:A1.3 Learn the goal-setting process</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>aPS:A1.4 Understand change is a part of growth</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>aPS:A1.5 Identify and express feelings</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>aPS:A1.6 Distinguish between appropriate and inappropriate behavior</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>aPS:A1.7 Recognize personal boundaries, rights and privacy needs</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>aPS:A1.8 Understand the need for self-control and how to practice it</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>aPS:A1.9 Demonstrate cooperative behavior in groups</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

(Salazar-Clemeña, 2010)
FLESHING OUT THE MODEL

DELIVERY SYSTEM

- What SERVICES do you need to deliver to help your students achieve the desired competencies?
  - Appropriate vs. inappropriate tasks
<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interpreting cognitive, aptitude and achievement tests</td>
</tr>
<tr>
<td>2. Organizing fora for parents, teachers and students relevant to</td>
</tr>
<tr>
<td>their needs</td>
</tr>
<tr>
<td>3. Assisting the school principal/dean/vice-dean with identifying</td>
</tr>
<tr>
<td>and resolving student issues, needs and problems</td>
</tr>
<tr>
<td>4. Counseling students with excessive tardiness or absenteeism</td>
</tr>
<tr>
<td>5. Administering cognitive, aptitude and achievement tests</td>
</tr>
<tr>
<td>6. Collaborating with other units in the school/college/university</td>
</tr>
<tr>
<td>to gather information on how to serve students better</td>
</tr>
<tr>
<td>7. Counseling students with disciplinary problems</td>
</tr>
<tr>
<td>Task</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>8. Assisting the administration in providing solutions to students’ concerns</td>
</tr>
<tr>
<td>9. Orienting faculty to guidance and counseling programs and services</td>
</tr>
<tr>
<td>10. Conducting conferences with parents on their children’s concerns</td>
</tr>
<tr>
<td>11. Networking with various sectors in the community to enhance delivery of guidance and counseling programs and services</td>
</tr>
<tr>
<td>12. Orienting all students to the guidance programs and services</td>
</tr>
<tr>
<td>13. Collaborating with teachers to present guidance curriculum lessons</td>
</tr>
<tr>
<td>14. Counseling students with personal-social, academic and career concerns</td>
</tr>
<tr>
<td>15. Conducting research relevant to the effective and efficient delivery of counseling programs and services</td>
</tr>
</tbody>
</table>
FLESHING OUT THE MODEL

MANAGEMENT

- How much time should you allot for direct vs. indirect services?
- What organizational/management tools and strategies can you use to facilitate service delivery?
FLESHING OUT THE MODEL

ACCOUNTABILITY

- What DATA do you need to gather and analyze to determine the effectiveness of your program?
FURTHER STEPS

• Getting endorsements
  - DepEd
  - CHED
  - PRB GC
  - PGCA (APO)
  - PACEERS
  - CDAP

• Initiating Changes
  - PAASCU
Your email is very timely because we are starting to revise our instruments. Thank you for letting us know about these new standards and trends. We are open to working with you in the revision of this area.

It will be great if we can talk and plan the next steps, especially because we have separate instruments for Elementary, H.S, Basic Education, Tertiary and Graduate School. I am sure those new standards will impact on all these instruments.

Chita V. Pijano
Executive Director
PAASCU
Who will own it?
Who will use it?
Philippine School Counseling Model

POWER OF ONE
THE POWER OF ONE

Bomshel

One person refused to sit on the back of the bus
  She changed the ride for all of us
  Oh, that's the power of one

Her diary found a light in the dark
  A young girl's hope touched millions of hearts
  Oh, that's the power of one

One grain of sand can turn the tide
One single spark can light the night
  One simple dream
  One gentle word
  One act of love from someone
  Can start a chain reaction
  It all begins in the heart
  And the power of one

While the other threw stones, He didn't judge
He moved the world with the strength of His love
  Oh, that's the power of one
THE POWER OF ONE

While the other threw stones, He didn't judge
He moved the world with the strength of His love
Oh, that's the power of one

One grain of sand can turn the tide
One single spark can light the night
One simple dream
One gentle word
One act of love from someone
Can start a chain reaction
It all begins in the heart
And the power of one
Oh

All the little things we do everyday
The smallest step can bring on a change
Oh, that's the power of one
THE POWER OF ONE

Cause one grain of sand can turn the tide
One single spark can light the night
One simple dream
One gentle word
One act of love from someone
Can start a chain reaction
It all begins in the heart
And the power of one
The power of one
The power of one
It's the power of one
Oh, it's the power of one
It's the power of one
Power of one
Yeah, yeah, oh, oh