

Conclusion

This monograph has elaborated the moves towards increased professionalisation, accountability and ethical practice with which NZCGA/NZAC has been involved during its twenty-five years of existence. Lobbying and consulting with government and other agencies regarding policy changes that affect counselling and its clients, including school counselling, has continued unabated by NZAC. The Association has recently encouraged the Ministry of Education to consider re-introducing the guidance-time allowance, separate from curriculum and management allowances in secondary schools. However, if the guidance-time allowance is separated from the global allowance, it becomes vulnerable to not just reduced funding, but to being removed altogether. NZAC noted that with an increased clamour from intermediate and primary schools for counsellors, any central allocation of guidance time, could see an allocation to intermediates and primaries "at the expense of the secondary education provision" (*NZAC Newsletter*, 2000, 20 (5): 9). Discussions have been held with PPTA over this issue and also about workload. At their annual meeting with ERO, NZAC discussed whether their 1998 policy on the NEG and NAGs had ever been distributed to ERO field teams. NZAC were concerned that ERO teams either ignored or did not seem to appreciate the guidance counsellor's position. At this meeting, NZAC discussed Teacher Registration for school counsellors, the new Education Council and NZAC's complaint procedure with respect to its potential relationship to teacher de-registration. NZAC "encouraged ERO to target checking suicide prevention strategies in schools" (*NZAC Newsletter*, 2000, 20 (5): 9).

After almost ten years in existence for its most recent Code of Ethics, in consultation with the Association's members NZAC's Ethics Committee embarked on a complete revision (see NZAC AGM papers, 2002, 'Code of Ethics Being submitted for adoption at June 2002 AGM'). The code was no longer adequate since it did not reflect the current socio-political context, e.g. Internet counselling, social justice and the Treaty of Waitangi issues, counsellors' record keeping, some agency's (e.g. the Family Court) requirements that conflicted with NZAC ethics, and confidentiality was not sufficiently detailed (*NZAC Newsletter*, 2000, 20, 3). Although close examination of the new code is outside the time-frame of this monograph, it is important to indicate the changes and continuities in the ongoing narrative about ethical practice in counselling in New Zealand.

The current policy changes and professional issues indicate that the story of professionalisation of school guidance counselling in New Zealand has opened a new chapter with exciting possibilities, but also some dangers. Ethical practice continues to be an essential component of being a school counsellor and NZAC requires that all its members uphold the Code of Ethics. My argument remains, that guidance counsellors must reflect upon their practice, their ethics, and their professional identity, and that this is a crucial task for any activity that involves support for others. School counselling must remain radically self-reflective, with an impetus for change, experiment and challenge from within the profession. It needs to hold a mirror to itself as it examines the power relationships of the structures with which it is involved. School counselling, dealing mainly with the problems of teenagers as they grow up, needs awareness of the working of power-knowledge, which constitutes it as an agency of governmentality within schools. I have suggested that school counsellors ought to be aware of the philosophical foundations and understandings of their chosen profession, its developing history and its professionalisation, and they must be aware of the ways in which counselling has been positioned in relation to the prevailing moral and political systems. My aim has been to encourage further reflection on the way school counselling is involved in the moral constitution of youth and the politics and policies that affect youth. Foucault reminds us that we must learn to take "care of the self" before we can care for others. This remains one of the basic premises of counselling.

Abbreviations

ACC	Accident Compensation Commission
BoT	Board of Trustees
CYP&F Act	Children, Young Persons and Their Families Act
CYPS	Children & Young Person's Service
DSW	Department of Social Welfare
ERO	Education Review Office
FTTE	Full Time Teacher Equivalent
ITO	Industry Training Organisation
MRG	Ministerial Reference Group
NAG	National Administration Guidelines
NCEA	National Certificate of Educational Achievement
NEG	National Education Goals
NPM	New Public Management
NZAC	New Zealand Association of Counsellors
NZAP	New Zealand Association of Psychotherapists
NZASW	New Zealand Association of Social Workers
NZCER	New Zealand Council for Educational Research
NZCGA	New Zealand Counselling and Guidance Association
NZEI	New Zealand Education Institute
NZPsychS	New Zealand Psychological Society
NZQA	New Zealand Qualifications Authority
PMS	Performance Management System
PPTA	Post-Primary Teachers Association
PR	Position of Responsibility
RTLb	Resource Teacher: Learning and Behaviour
STCEC	Secondary Teachers Collective Employment Contract

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