

School Counseling

Providing educational, social/emotional, and career support to Junior High schools 'students through STE(A)M

StE(A)M on implementing road of interdisciplinary blended learning Summary

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2	Background	As an open schooling coordinator at Pindareio 2 nd Junior High school of Thebes I entitled to present this proposal, because there is an holistic need of Schooling counselors through STE(A)M policies to support student learning through three areas of development: educational, social/emotional, and career.
3	Descriptive title	School Counseling through STE (A) M. StE(A)M on implementing road of interdisciplinary blended learning
4	Abstract	<p>This policy is based on Life design as a new paradigm for career interventions. Kuhn (1996) describes a paradigm as a set of practices that define a scientific Discipline at any particular period of time.</p> <p>A Paradigm is a conceptual model that is widely accepted in a community of practice (like schools) and is usually prevailing view of best practice. Career interventions paradigm means general pattern of</p> <p>Practice that includes many specific examples. All above are also based on the premise that the majority of 21st century careers will require different skills: Science, Technology, Engineering, Art and Math skills. It involves project- and problem solving -based learning. Students are given a problem based on a counseling theme to solve as a team. While working together, they build problem-solving skills, research and form ideas, and practice presentation, collaboration and communication skills. Examples of activities include: workshops where there is dialogical process in the Story telling approach, individuals tell stories of their experiences and, by reflecting on those experiences at both objective and subjective levels, transformation occurs, informing the students' construction of their</p>

		<p>future stories with specialists through a career week every year on May. Through STE(A)M in all subjects we want to reach 14-16years old students. We will help them to discover their skills and focus on their development in order to choose the profession that is most suitable for them through STE(A)M paradigm as a set of practices that define a scientific/technologic/engineering/art/and mathematics Discipline .</p>
RESOURCES		<p>Resources</p> <ul style="list-style-type: none"> • Career counseling strategies file:///C:/Users/Dell/Downloads/Careercounselingstrategies-apracticalhandbook.pdf <ul style="list-style-type: none"> • Career guidance: new approaches -The School & Work Project file:///C:/Users/Dell/Downloads/Careercounselingstrategies-apracticalhandbook.pdf • STEAMulator https://steamulator.com/steamulator/#what-is-steam • EDUCATION POLICY OUTLOOK GREECE https://www.oecd.org/education/policy-outlook/country-profile-Greece-2020.pdf • Repository of STEM Jobs Profiles http://steamit.eun.org/category/stem-careers/ • Every Job is a STEAM Job: Why Your Child Will Use Tech in Their Future Career: https://ozobot.com/blog/every-job-is-a-steam-job-why-your-child-will-use-tech-in-their-future-career • STEAM Careers for the 21st Century https://artsintegration.com/2018/09/01/steam-careers-for-the-21st-century/ • Towards an equal future: Reimagining girls' education through STEM https://www.unicef.org/media/84046/file/Reimagining-girls-education-through-stem-2020.pdf

Goals

This section explains your policy's goals.

Table 2 – Goals		
1	General goal	<ul style="list-style-type: none"> • Career specialists who use STEAM in their work. Mentors from local, regional, national and global networks will inform students about the health professions, humanitarian, technological, financial jobs. A real career paradigm as a set of practices

		<p>that are defined as a STE(A)M Discipline.</p> <ul style="list-style-type: none"> For the whole school year, the students under the guidance of trained teachers will draw information from career programs. During these they build a career through short stories, when individuals are displaced from their current story, they begin processing their biographical narrative
	General goal description	<p>Educational development goals focuses: on study skills, using resources, academic strengths, and future educational planning.</p> <p>Social/emotional development goals focuses on socialization, self-esteem, relationships, chemical health and citizenship.</p> <p>Career practitioners and researchers are going to formulate career constructs to help students find out and negotiate life career changes without losing the Sense of self and social identity (Guichard, 2005). To assist students in building / designing their life for the 21st century, many career counsellors are now focused on identity rather than personality, adaptability rather than maturity, Intent rather than decide, and stories rather than scores. Career development goals focuses on career awareness, interests and skills, using resources, and connecting academic classes with future career decisions.</p>
3	Strategic goals	<ul style="list-style-type: none"> In relation to career, these Career counseling strategies focus in : <ul style="list-style-type: none"> - What really matters -How students through constructionism perspective emphasize flexibility , employability, commitment, emotional intelligence, and lifelong learning Through schooling counselors' advises finally activate a capacity building program on the STE(A)M approach for teachers & students , divided into five 2-hour workshops to be held by the end of the next school year

Section 3: Targets

This section explains who the final beneficiaries of the policy are and the benefits they will receive from its application. If the recipients of the actions are different from the final beneficiaries, it clarifies how they are functional to achieving the strategic objectives.

Table 3 – Targets

1	Beneficiaries	<ul style="list-style-type: none"> • Through STE(A)M in all subjects we want to reach 14-16 years old students. We will help them to discover their skills and focus on their development in order to choose the profession that is most suitable for their profile.
		<ul style="list-style-type: none"> • Matching the vocational guidance and career preparation through STE(A)M education may adequately address the design career life of the individuals' needs in the information society. <p>Overall only 20 per cent of teachers and principals say a school counsellor is at their school every day - only 4 per cent of secondary schools have a counsellor on site daily. On average, over one quarter of students wait more than four weeks to see a school counselor. Counseling is designed to facilitate student achievement, improve student behavior and attendance, and help students develop socially. Mental health professionals with master's degrees or beyond, school counselors both provide counseling and serve an educational role in and around schools.</p>
2	Recipients	<p>The American School Counselor Association (ASCA) recommends that schools have one counselor for every 250 students. A low counselor-to-student ratio is associated with a greater knowledge of options for postsecondary education and higher rates of college enrollment. In our secondary schools we have one counselor for 5 junior high schools almost for $5 \times 160 = 800$ students.</p>
3	Special needs	<p>As the school community changes (multicultural and heterogeneous) and the work pattern changes from stable to workforce to reflect the career needs of post-traditional societies, intervention strategies in secondary schools need to change as well. Guidance and training standards must now be replaced by a new example that addresses the full need for life planning of student's employees in companies (Duarte, 2009). Personalizing the course of life (Beck, 2002) requires knowledge of interventions that deal with the construction of the professional self and the achievement of an appropriate career choice. Maybe it's time for School counselors working in a virtual setting. They provide a school counseling program through the use of technology and distance (virtual/online/e-learning) counseling with the same standards and adherence to ethics as school counselors working in traditional school settings. School counselors work collaboratively with all stakeholders to ensure equity, access and success of all students whether virtual school counseling is offered synchronously or asynchronously.</p>

Section 4: The Value Proposal

The strategic goal of carrying out Schooling counselors and organizing five career workshops for teachers and students by the end of every school year may correspond to the next value proposition: "Guidance and paradigm that addresses the full life design career need of students future -the new methodology for organizing career experiences in workshops according to the STE(A)M approach."

Table 4 – Value Proposal		
1	Value proposal	High school counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize their full academic potential to become productive, contributing members of the world community. These values support that clients/students are: entitled to personal freedom; have responsibilities to others and responsibility for conducting their own affairs; have the right to have their individuality respected; and the right not to be dominated, manipulated, coerced or indoctrinated.
2	Results	“20 at least teachers of our schools are introduced to the STE(A)M educational approach and their applications in School counselling .” School Counselors monitor students' progress and according to their needs provide students with the necessary support, such as helping them to understand themselves and their needs , solving their problems, making realistic decisions, improving skills and their skills and to adapt themselves and their environment to an ever-changing social becoming.
3	Impact	Counseling provided by trained professionals can make a profound impact on the lives of individuals, families and communities. This service helps people navigate difficult life situations, such as the death of a loved one, divorce, natural disasters, school stress and the loss of a job. Provides support in advocating for their children's academic career and personal-social development. Supports partnerships in their children's learning and career planning. Ensures academic planning for every student. Ensures access to school and community resources. Through STE(A)M applications in school counselling services are provided through classroom lessons, individual and group counseling, and other methods. Parents are encouraged to contact their child's school counselor with any questions or concerns. “We finally aim to make our five-workshop program in an annual career week a stable presence in the Annual Education Plan of our schools.”

Costs

Table 5 – Costs	
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1	Cost structure	<p>Keep the entries in the below list that are appropriate for your policy:</p> <ul style="list-style-type: none"> • Labor(internal staff): ideal but there isn't in Greek Curricula & schools • External consultants: Deputies who cover the needs of at least 5 schools for a salary of about 780 euros per month from European programs (Totally they work for 9 months /year). • Administrative costs: school budget • Financial costs (interests on loans, etc.) • Travel & Accommodations: NO • Rental of premises: no • Furnishing: school infrastructure • Hardware-Software: school laboratory IT infrastructure • Miscellaneous services: Forms/copies etc from schools' budget (school committee of the municipality)
2	Funding opportunities	<ul style="list-style-type: none"> • A low budget of 100-200 euros is required, to cover the fee for a national keynote speakers. • Funds can come from the school's budget expenses or council of parents will afford • We can also use volunteers. • In Greece, education is provided free of charge at all three levels of education, primary, including two-year pre-school education, secondary and higher education, and is funded primarily through the state budget and resources of the Ministry of Education and Religious Affairs. • The Tipping point: This is the community of mentors of the Non-Profit Organization "The Tipping Point" that enables every pupil / student from all over Greece, to learn beyond the stereotypes, for new academic and professional paths, guided by those who already have them «walk ”successfully. • TTP empowers today's youth to consciously take their most critical once-in-a-lifetime decisions, ultimately preparing them for the workplace of tomorrow.

Action plan

Table 6 – Action Plan	
1	<p>Activities</p> <p>Activity Template s</p> <p>Title of Activity : STE(A)M Career work shops</p>

Appendix E
Activity Template

Title of Activity

Domains and Standards

Materials

Activity

Domains and Standards Materials: virtual school counseling is offered synchronously or asynchronously.

Activity Estimated Time: 2nd week of May

A1: Establishment, at county level, of the working group for the Guide for STE(A)M schooling counselors design in local development (listing conditions to be met by applicants, selection speakers, evaluation of offers, announcement of group composition)

A2: Organizing 5 workshops for drafting the Guide for curriculum design in local development

A3: Preparation of the thematic list of the training program for teachers & students (topic, duration, form of organization, criteria for evaluating students)

A4: Carrying out the training program for teachers (announcement, registration, request for event organizer for infrastructure ,accommodation, meals, training facilities, running the program)

A5: Establishment, at school level, of working groups for the local development curriculum, including representatives of the mentors schooling counselors.

A6: Organizing 3 workshops for curriculum design in local development

A7: Organization of 2 workshops for the design of tools for evaluation and monitoring of curriculum implementation in local development, which will be attended by members of the design working groups and representatives of school management

A8: Purchase the domain for the online resource library

A9: Selecting materials to upload, organizing them into an easily accessible and suggestive structure and uploading them to the online library in the web page.

Specific Suggestions

SCHOOL COUNSELOR TIME ALLOCATIONS

To achieve the most effective delivery of a school counseling program, a minimum of counselor time should reflect at least 85% in direct services to students, with a maximum of 15% of counselor time in indirect services to students. The time percentages are designed to be programmatic, not counselor specific, but each counselor also maintains a balance of services, even though they may have areas of expertise. School counselors are encouraged to allot times based on program priorities and needs. A time/task analysis is charted annually by each counselor (e.g., one day each week or one week per month – at least ten sample days) to determine total school counselor time spent in direct and indirect student services.

Follow-up the appendix form below to point out special questions for experts in the career week.

Appendix D

Examples of Organizing Theme Development and Classroom Activities

Planning Curricular Themes

In the space below, list 12 topics/themes (4 career, 4 academic, and 4 personal) that you believe form overarching themes important for students in your school. For example: career choices, study skills, understanding others, or community service.

School Counseling Curriculum Themes

C	C
C	C
A	A
A	A
P	P
P	P

Now, eliminate one theme from each of the 4 so that nine themes remain. Do they work for all grade levels in the building? If not, devising additional sets of nine for the other grade levels is advised. Once the themes are decided, the standards and competencies based on the specific grade level need to be categorized into each of the themes.

A curriculum based on the standards (there are nine standards) or the domains (academic, career, and personal) can be set up, but I have personally found that students respond more favorably to life themes rather than to academic or standards jargon. Once the themes and the curricular approach have been identified, the classroom activities that will assist students in meeting the standards need to be determined.

Risk management

Implementing a new policy is a very delicate process and is subject to different types of risk.

Competition

Table 7.1 – Risks/Competition		
1	Risk description	<ul style="list-style-type: none"> • Due to the pandemic there may be weaknesses for face-to-face career information labs so there is a need for remote virtual workshops. • Delaying the approval of speakers. • The lack of an IT specialist who will help the organization. • As public schools the lack of material and technical infrastructure that will support the organization's event. • Small number of offers, difficult selection, high workload for each member of the group, low quality results
2	Probability	1-2
3	Severity	3
4	Mitigation strategy	Redefining goals and reprogramming with flexibility.

Opposition

The implementation of a new policy implies a change within the context to which it applies. All changed processes generate opposition from some of the recipients. This opposition varies in intensity from mere inaction to adopt the change to unethical behind-the-scenes actions to block initiatives. Do not be under the illusion that it will not happen in your case. It always happens and is a major cause of failure to implement new policies. Therefore, it is essential to identify who could have reason to oppose the proposed policy and study possible countermeasures right away.

The trainee must fill in a table for each identified antagonist.

Table 7.2.a – Risks/Opposition		
1	Risk description	<p>For A4&A5: Carrying out the training program for teachers (announcement, registration, request for event organizer for accommodation, meals, training facilities, running the program).</p> <p>School counselors are encouraged to allot times based</p>

		on program priorities and needs.
2	Probability	1-2
3	Severity	2
4	Mitigation strategy	A time/task analysis is charted annually by each counselor (e.g., one day each week or one week per month – at least ten sample days) to determine total school counselor time spent in direct and indirect student services in depends on school’s classes. Resumption of the recruitment procedure and rescheduling of deadlines.

Miscellaneous menaces

Several external factors can jeopardize the implementation of a policy. They range from climatic and health factors (floods, earthquakes, pandemics, etc.) to political and social aspects. Through their work in classroom, group and individual settings, school counselors work to create supportive relationships with all students and to identify students’ social/emotional needs (ASCA, 2019). Through these interactions as well as through consultation with school staff, school counselors may become aware that a student could be at risk for suicide by report from the student, the student’s peers or school staff. School counselors are acutely aware that if they are placed on notice by any of these means, they must always notify parents/guardians about this risk. The exception is when the parent/ guardian’s abuse or neglect is the expressed reason for the student’s suicidal ideation. In these cases, the school counselor must contact child protective services.

Table 7.3.a – Risks/External Menace		
1	Risk description	<p>For A6: Organizing 3 workshops for life career design in local development.</p> <p>Risk: Organizational difficulties (availability of financial and space resources), difficulties due to pandemic or natural disasters in the school’s area.</p> <p>For A7: Organization of 2 workshops for the design of tools for evaluation and monitoring of curriculum implementation in local development, which will be attended by members of the design working groups and representatives of school management.</p> <p>Risk: Organizational difficulties (availability of financial and space resources, disposability of representatives of school management or external speakers)</p> <p>For A8: Purchase the domain for the online resource library with personal career stories .</p> <p>Risk: The funds needed to purchase the domain are unavailable at the allotted stage</p>

		<p>b. Probability 2</p> <p>c. Severity 3</p> <p>d. Mitigation strategy</p> <p>Identifying alternative sources of funding Risks</p>
2	Probability	2
3	Severity	3
4	Mitigation strategy	<p>Reconsidering and redesigning</p> <p><i>Positive Identity</i></p> <ul style="list-style-type: none"> • <i>Personal power</i>: Young person feels he or she has control over "things that happen to me." • <i>Self-esteem</i>: Young person reports having a high self-esteem. • <i>Sense of purpose</i>: Young person reports that "my life has a purpose." • <i>Positive view of personal future</i>: Young person is optimistic about her or his personal future.