

Editorial

This issue begins with three articles that together form a special section on counselling and counselling-related work in schools. Over the years, a number of articles about counselling, guidance, and pastoral care in schools have been published in this Journal. The Journal archives are a valuable source of information about the history of guidance and counselling in New Zealand schools and about many aspects of the complex and skilled work undertaken by counsellors in this setting. The Education Review Office is currently undertaking a review of school guidance counselling, and it is timely that the articles here add to our current understandings of the relevance of counselling and the work of counsellors in schools. Further articles about school counselling will also be published in the next issue.

The current issue opens with an article that demonstrates connections between the work of school counsellors and the implementation of *The New Zealand Curriculum* with its focus on values and key competencies alongside learning areas and learning for life. The qualities of counselling relationships and the nature of counselling processes enable students to explore, discover, develop, practise, and strengthen key competencies as they address the concerns and difficulties that bring them to counselling. As the authors demonstrate, the language of *The New Zealand Curriculum* has much in common with the language of counselling, and the structure of the *Curriculum* in fact brings guidance counsellors to the heart of the core purpose of schools.

In the second article the results of a recent survey of school guidance counsellors are reported and discussed. Initiated by the School Guidance Counsellors' Advisory Group, the online survey was developed to ascertain the current provision of guidance counselling in schools as well as the employment conditions of school guidance counsellors. This information was sought in order to inform the Advisory Group's decisions about its future activities. Information from this survey can be read alongside the results of preceding surveys and related articles to gain a picture of the background to the current circumstances in which school guidance counsellors are practising.

A different perspective on the contribution that counselling can make to schools is offered in the third article, in which Maria Kecskemeti asks whether counselling skills

have a place in teachers' work. Relationship skills form an important aspect of the core competencies under *The New Zealand Curriculum*. When the author investigated the use of "a stance of not-knowing" for educational rather than therapeutic purposes, she found that teachers were enthusiastic about its potential for building relationship skills in their work with students. As she states, the purpose of her article is to encourage discussion among school counsellors and teachers about their respective roles and contributions to students' learning.

The final two articles in this issue invite readers to consider the significance of the Treaty of Waitangi for counsellors, and the implications of its significance enacted in supervisory relationships. Given the injunction in the NZAC *Code of Ethics* that counsellors honour the Treaty of Waitangi, Alastair Crocket explores the meaning of the Treaty for counselling practice. While arguing that its meaning cannot be finally decided, he offers valuable perspectives from the history of the Treaty and from a comparison of the Māori and the English versions, as well as exploring Treaty principles and biculturalism as vehicles for meaning to guide counsellors in applying the Treaty in practice.

Counselling supervision is one context in which the principle of partnership is applied, as practitioners strive with the help of their supervisors to practise with all clients in the most ethical and effective ways. The final article focuses on the implications of cultural difference for supervision, reporting the results of a qualitative investigation of supervision as cultural partnership in the experiences of a group of counsellors/supervisors. Incorporating interviews as well as written material from participants, this research invites readers into further reflection regarding their own experiences of cultural difference in supervision. The threshold metaphor may be meaningful for many.

Margaret Agee and Philip Culbertson