



Counselling

Prospectus

Student Counselling Prospectus

Welcome to the Student Counselling Services at ICS, the global home of **#themonalisaeffect**. We believe that our school is unique in Jordan, both with our highly personalised curriculum and our expert pastoral care.

This booklet is intended to guide and assist current and prospective students on the services provided by the counselling team at the International Community School. However, if you do have any further questions, we are more than happy to answer them personally.

School Mission

The International Community School provides a personalised, high quality education, drawing on the best of British and international practice. We will continue to nurture and invest in an inclusive and diverse learning community of happy, confident and creative global citizens.

School Vision

ICS is a school where every child can thrive.

www.ics.edu.jo

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Amman, Jordan



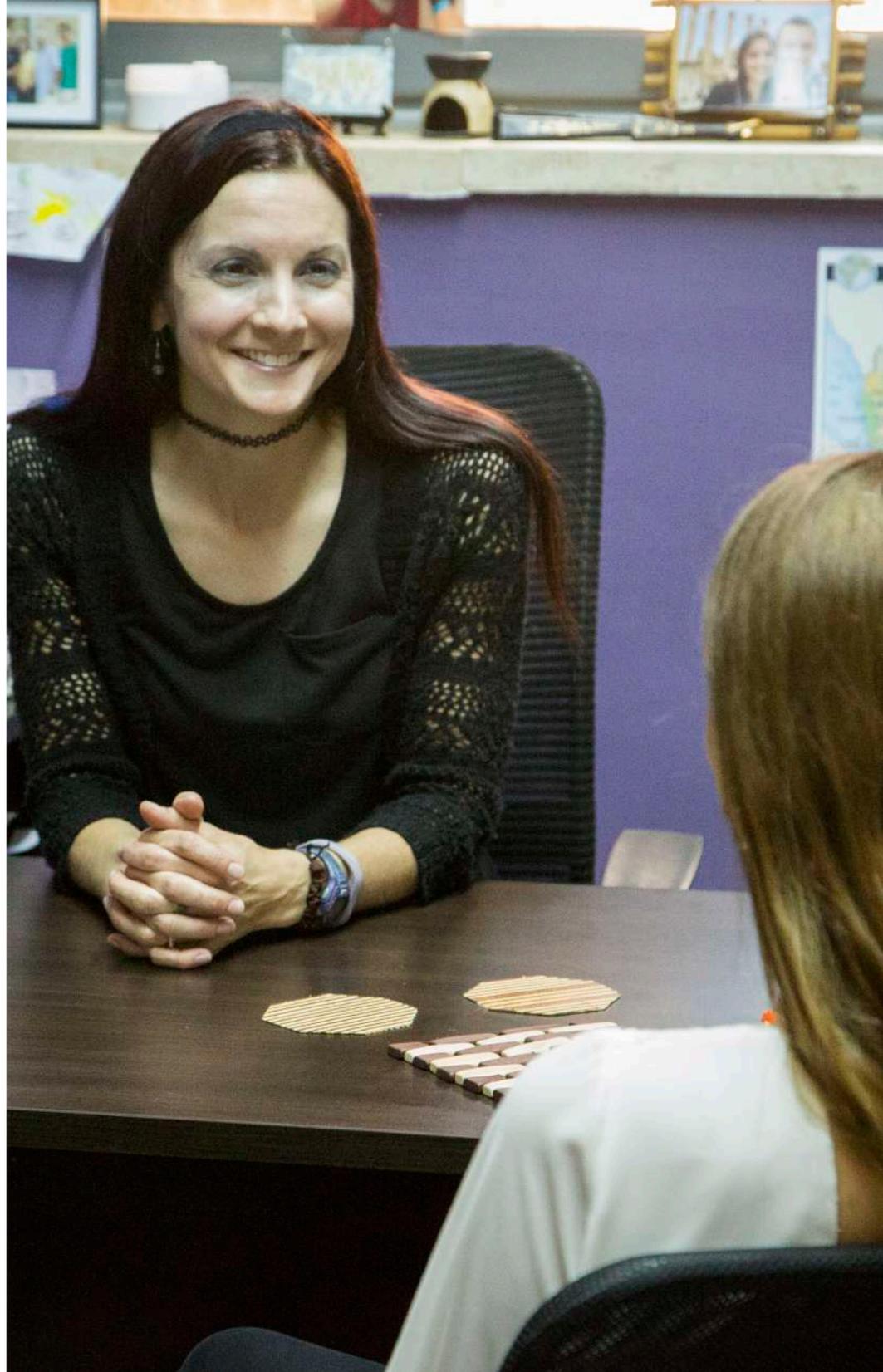
The ICS School Counselling Program

The International Model for School Counselling Programmes is a framework designed in 2008 by experts in the field of school counselling through the International School Counsellor Association (ISCA). It is written to reflect a comprehensive approach to programme foundation, delivery, management and accountability. The International Model recommends that the majority of the school counsellor's time be spent in direct service to students so that every student receives maximum benefits from the programme.

Our Counselling Programme at ICS is unique in that it blends the International School Counsellor Association's ISCA Model, with a mental health focus that is critical in an international setting. The School Counselling Programme supports the academic mission of ICS by promoting and enhancing the learning process for all students through collaboration with teachers, parents and any other outside resources that help our students' overall wellbeing. The emphasis is for all students to realise academic, personal, social and emotional success during their time at ICS.

What is unique about the International Model?

Language used in the International Model reflects the international context in which overseas counsellors work. The model includes information about the elements of a counselling programme that accurately represent the environment and factors of school counselling in a foreign country. Often, these responsibilities exceed the expectations placed upon counsellors who work in public and state schools in the United Kingdom, Australia, New Zealand, the United States and Western Europe. Academic, career, personal/social and global perspective content standards reflect the needs of third culture kids (and host country nationals) in international schools.



Further Information

Student Counsellors



Sarah Elliott (UK): Primary School Counsellor

- Master's of Arts in Practice Based Play Therapy
- Post Graduate Diploma in Play Therapy
- Post Graduate Certificate in Play Therapy
- NVQ Level 3 in Health and Social Care (children and young people)

Christine Shepherd (USA): Secondary School Counsellor

- Master's of Science in Counselling Studies
- Certified Trauma Practitioner--Clinical
- Post Master's Certificate in School Counselling
- Post Master's Certificate in Clinical Mental Health Counselling
- Certified Professional School Counsellor (Indiana, USA)
- Licensed Mental Health Counselling Associate (Indiana,USA)
- EMDR Trained

You are very welcome to come and speak with any of the School Counselling Team. Feel free to email the counselling department at the email below for questions:

- Secondary School Counsellor - Mrs. Christine Shepherd
- Primary School Counsellor - Mrs. Sarah Elliott
- Counselling Department : counselling@ics.edu.jo





Role of School Counsellors

School counsellors at ICS have a minimum of a Master's degree in school counselling or an equivalent degree, meet the state certification/licensure standards and abide by the laws of the countries/states in which they are employed. They uphold the ethical and professional standards of BACP, ACA and/or ASCA, and other applicable professional counselling associations.

The Professional School Counsellor

- Serves a crucial role in maximising student achievement as well as personal/social and career development.
- Incorporates leadership, advocacy and collaboration in the educational setting.
- Promotes equity and access to opportunities and educational experience, and achievement and development by collaborating with other stakeholders.
- Provides a safe learning environment and safeguards the human rights of all school members.
- Addresses the needs of all students through prevention and intervention programmes.
- Works to ensure all students' dignity and culture (including race, ethnicity, gender, abilities, sexual orientation, home language, religion, socio-economic status) are respected and valued.
- Helps to create a welcoming, inclusive school climate.
- Develops core competencies to address the unique cultural needs of the students [i.e. promoting inclusive language and cultural recognition, becoming knowledgeable with respect to cultural bias, etc.].





Student Wellbeing

“Holistically attending to our students sets the foundation for a more successful academic experience.”

- Student Wellbeing Room
- Individual/Group Counselling
- Classroom Guidance Lessons in Both Primary and Secondary
- Wellbeing Hours
- Referrals to Community Resources
- Conflict Management
- Kelso Zone of Regulation
- Emotion Management
- Third Culture Kid (TCK) Workshops





Staff Wellbeing

“We believe that the health of our students starts with the health of our staff.”

We have launched a new focus on staff wellbeing at ICS to attend to the needs of our diverse staff including:

- Counselling groups for staff;
- Individual counselling;
- Wellbeing staff room;
- Workshops for staff on wellbeing and mental health issues;
- Referrals in the community for additional services
- Encouragement of a work life balance;
- A creche for staff children who are not of age to attend ICS.





Counselling in ICS Primary

“Through play we learn and we heal.”

Play Therapy can be compared to a window into the emotional life of children. It provides a place for children to express and explore their thoughts, fears and emotions in a safe, child-friendly way. Instead of merely relying on words (which children can find very difficult), the therapy uses play and creative expression as a form of communication. It is a multicultural tool that enables children to strengthen their self-esteem and resilience, whilst also helping them deal with toxic stress, trauma and fear. The essential fruits of this are children who become better emotionally regulated and balanced, more engaged in their education and able to find their place in the wider family unit, and their community.

Play Therapy provides children with a safe space where they can:

- Learn how to self-regulate their feelings effectively;
- Develop their self-esteem;
- Experience a therapeutic relationship;
- Reduce their anxieties;
- Heal from past trauma;
- Learn how their emotions and behaviours are often linked together;
- Become resilient young individuals, rather than victims of their past.

The Primary Counsellor uses multiple techniques such as:

- Creative visualisation
- Art
- Storytelling
- Sand Tray
- Music
- Dance and Movement
- Drama Therapy
- Puppets
- Masks and Clay

In addition, the Primary Counsellor facilitates guidance lessons and conducts observations

throughout our primary classrooms.

Students can book themselves an appointment by filling out the forms located outside the counsellors office. Referrals to see the counsellor can also be made through teacher referrals, and by stopping by the counsellor's office. If parents have concerns and would like to make an appointment to see the counsellor, they can email her on: counselling@ics.edu.jo





Counselling in ICS Secondary

“We want school to be a safe place for our students.”

The Secondary Counsellor uses an integrative approach to counselling, which includes but is not limited to, the following:

- Cognitive Behavioural Therapy (CBT)
- Rational Emotive Behaviour Therapy (REBT)
- Person-Centred Therapy
- Psychodynamic Therapy
- Eye Movement Desensitisation Therapy (EMDR)
- Mindfulness
- Self-Compassion/Acceptance
- Positive Reinforcement
- Art/Drawing
- Games/Activities/Role Playing
- Guidance Lessons, both inside and outside the classroom
- Groups
- Restorative Chats/Restorative Circles

Students can book themselves an appointment by emailing the counsellor, through teacher referrals and by stopping by the counsellor's office. Parents are able to contact the counselling department for any questions by emailing us on:

counselling@ics.edu.jo





Counselling Accreditations & Memberships



Accreditations & Memberships



Code of Ethics / Privacy Policies

Professional Code of Ethics

Professional School Counsellors at ICS adhere to the code of professional ethics from ASCA, ACA, and/or BACP ethics.

Confidentiality

Who is actually the school counselor's "client?" The student, or the parents?

Ethically, the school counsellor's client is the student.

At ICS, although we recognize our primary obligation for confidentiality is with the student, we balance that obligation with an understanding of the rights of parents/guardians in their children's lives.

Confidentiality between student and counsellor will not be breached. All information shared during the session(s) will be kept private; counsellors will not share that information with parents or staff. The only exception is if the student is in danger or is of possible danger to others. Below are four main cases in which confidentiality would be breached. However, even in such events, only essential information that may affect student wellbeing would be shared;

- 1) Someone is hurting the student
- 2) The student wants to hurt themselves
- 3) The student wants to hurt someone else
- 4) In the unlikely event that a student is involved in a court case, and there was a request for counselling information.

A school counsellor can legally work with a child without parents' consent. This is due to the fact that the school counselling program is considered part of the school's educational services, and, unless specifically forbidden and stated by parent in writing, then the service is offered to the whole student community.





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