

a whole (Zuković, 2017). The role of the school counsellor is crucial and unique in the process of promoting and facilitating collaboration between all participants of school life (American School Counselor Association, 2012), and these professionals serve as a “bridge” between all those participants (Bryan & Henry, 2012). Therefore, counsellors are expected to utilize their competencies in order to win the cooperation of those individuals in the school who initially refuse to do so. Specifically, promoting teamwork with teachers allows for a higher level of commitment to achieve set goals and make shared decisions, create a climate of support, understanding and trust, as well as increasing the morale among staff which then contributes to effective schooling (Hernández & Seem, 2004). Also, the role of the school counsellor should be focused on helping the teacher know how to work, and not what to do (Zuković, 2017). In line with this approach, taking a role of “critical friend” is a good way for the counsellor to collaborate effectively with the teaching staff. School counsellors, considering their expertise, can even impart services such as developing, leading, and maintaining peer support groups for teachers, in which they can discuss any problems they have in their practice and reflect on the work they’ve been doing (Pathirana, 2015). That way the counsellor helps his or her colleagues become “reflexive practitioners”, but also to overcome certain situations that can lead to “professional burnout” syndrome (Hanley, 2017), which is often present among professionals working in schools. Considering all of the above, developing partnership with the teachers, who have the most intense contacts with the student, can possibly increase the quality of the counselling itself.

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