

# **Pioneering Supervision training for school guidance counsellors in Bhutan: reflections and lessons for the field.**

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# Stories worth telling: The beginning

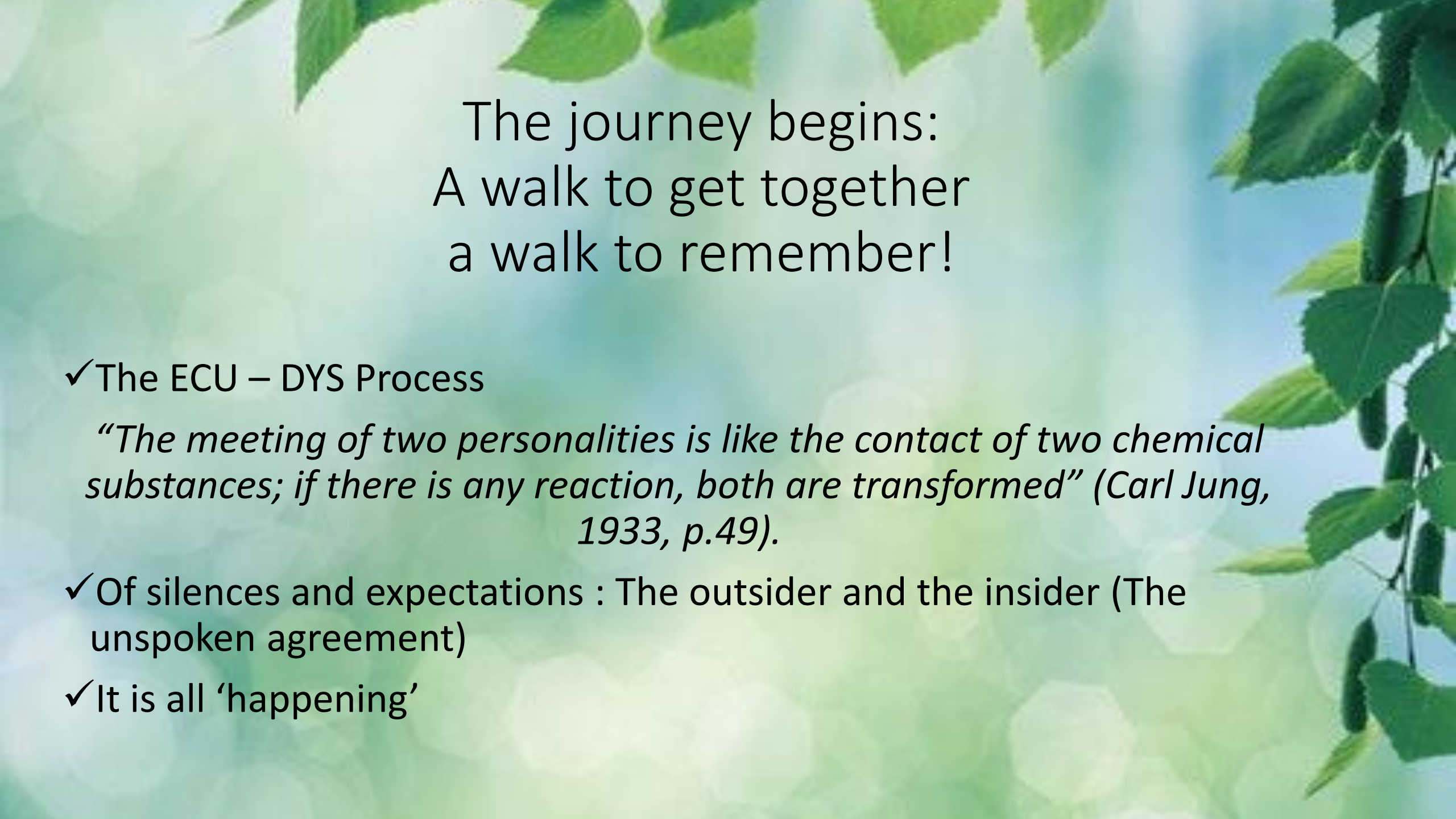
Historical context and field realities

- ✓ 1990's : Career Education programs
- ✓ 2010- 2011: 12 SGCs launched
  - Negotiation of identity/s : All bout 'what can you do? What can I offer? Of roles and professionalism .
- ✓ 2012- 2018: Beyond numbers and roles

# The missing link – Supervision

- ✓ Assumptions of Supervision
- ✓ Ongoing practices in place:
  - In theory and practice
  - The Guidance & Counselling Framework





The journey begins:  
A walk to get together  
a walk to remember!

✓ The ECU – DYS Process

*“The meeting of two personalities is like the contact of two chemical substances; if there is any reaction, both are transformed” (Carl Jung, 1933, p.49).*

✓ Of silences and expectations : The outsider and the insider (The unspoken agreement)

✓ It is all ‘happening’

*“Counsellor know thyself”*

Travel is fatal to prejudice, bigotry, and narrow-mindedness (Mark Twain, 1869, p.491)

OR NOT

- ✓ In my mind: Battle of world views: Of models and methods
- ✓ Consultation versus the ultimate authority on knowledge
- ✓ The ‘rushed’ or spontaneous curriculum

# The training

## Emergent content topics:

- What is Supervision?
  - Beginning with self
  - Building relationship between Supervisor and Supervisee
  - Attending to Tasks and skills
  - Supervision Skills -Culture and context
  - Supervision Skills-Cultural concepts
  - Models of Supervision
  - Supervision Skills-Self-care
  - Consultation and practice
- The internal supervisor
  - Reflective Supervision
  - Giving and receiving feedback
  - Group Supervision
  - Standards in Supervision
  - Developing standards in Supervision
  - Consulting together



# Clinical or what?

A battle of wits

- ‘Clinical supervision’?
- Mindfulness from Behavioural models
- Teacher from the ‘lost world’

# Highlights:

- Cultural considerations: Arriving at the '*Nangba*' – The internal supervisor
- Professional boundaries: duty of care vs self care





# Key observations Challenges & growth

1. Critical thinking in Peer supervision
2. Introducing deconstruction: Creating a notion of shared learning through curiosity and generosity
3. Reflective space and introspection: Work on self development
4. The missing thread: Buddhist principles and meditation

# Way forward

- Regional Peer Supervision Plans
- Suggestions for review and support
- External support from linkages
- Survival or thriving
- Cultural considerations: principles of Vajrayana Buddhism : bringing in old wisdom of self evaluation.