A) Intentional Individual Reflection – Three-Tier Role & Workload Self-Review

For school psychologists / school counsellors to reflect on role balance, sustainability, and professional impact.

Purpose of This Reflection

This tool is designed to help you: - Clarify how your time and expertise are currently used - Identify role drift and overload patterns - Reflect on alignment with best-practice MTSS models - Prepare for supervision, appraisal, or leadership conversations

Complete honestly for **your current context**, not the ideal.

Tier 1 – Universal / Whole-School Practice

What I Currently Do

(List concrete activities rather than intentions) -
_____ -
_____

What Feels Most Impactful at Tier 1

_____

What Is Missing or Crowded Out

_____

Time Reality Check

- Estimated % of my role: _____%
- Does this feel sufficient to be preventative? ☐ Yes ☐ No

Reflection Prompt

> If Tier 1 work were protected and well-resourced, what would change for students and staff over time?

Tier 2 – Targeted / Early Intervention Practice

What I Currently Do

_____

_____

Typical Students / Groups I Support

_____

What Works Well at Tier 2

_____

Ongoing Challenges

(e.g. time-limited groups becoming de facto therapy) -

_____

Time Reality Check

- Estimated % of my role: _____%
- Is Tier 2 preventing escalation to Tier 3? ☐ Yes ☐ Sometimes ☐ No

Tier 3 – Intensive / Individualised Practice

My Current Caseload Snapshot

- Number of active cases: _____
- Average complexity level (low / moderate / high): _____

What Tier 3 Work Requires From Me

☐ Emotional load ☐ Cognitive load ☐ Risk management ☐ Extensive documentation ☐ After-hours thinking / follow-up

Sustainability Check

- Is my Tier 3 workload sustainable? ☐ Yes ☐ No ☐ Unsure
- Early warning signs of overload I notice in myself:

Overall Role Balance Reflection

Current Reality

Tier	% of Role	Feels Right?
Tier 1	_____%	☐ Yes ☐ No
Tier 2	_____%	☐ Yes ☐ No
Tier 3	_____%	☐ Yes ☐ No

Ideal (Best-Practice) Allocation

Tier	Ideal %
Tier 1	_____%
Tier 2	_____%
Tier 3	_____%

Key Insight From This Reflection

The biggest mismatch between my role and best practice is:

One Boundary or Change I Need to Advocate For

This reflection is intended to support ethical, sustainable practice and informed professional judgement.

B) Leadership Negotiation – Three-Tier School Psychology / Counselling Service Profile

For use in discussions with school leadership to clarify role scope, workload ratios, and resourcing needs.

Purpose of This Document

This profile provides a **clear, evidence-informed snapshot** of how psychological services operate across three tiers and how role balance impacts: - Student wellbeing outcomes - Staff capacity and confidence - Risk management and duty of care - Sustainability of the service

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School Context Snapshot

- School type (e.g. Primary / Secondary / K–12): _____
- Student population: _____
- Number of wellbeing staff (FTE): _____

Tier 1 – Universal / Whole-School Impact

What Tier 1 Delivers to the School

☐ Proactive wellbeing culture ☐ Reduced downstream mental health risk ☐ Increased staff capability ☐ Consistent systems and processes ☐ Improved student engagement and belonging

Examples of Tier 1 Work in This School

- Leadership consultation and strategic planning
- Staff professional learning
- Wellbeing framework and policy development
- School-wide data-informed initiatives
- Signature wellbeing or transition programs

Current Allocation

- Estimated % of service time: _____%

Risk If Under-Resourced

☐ Increased Tier 3 demand ☐ Reactive rather than preventative support ☐ Staff burnout and inconsistency ☐ Reduced whole-school impact

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Tier 2 – Targeted / Early Intervention Support

What Tier 2 Delivers to the School

☐ Early identification and support ☐ Reduced escalation to intensive intervention ☐ Targeted support for at-risk cohorts ☐ Efficient use of specialist expertise

Examples of Tier 2 Work in This School

- Small group interventions
- Data-driven identification (attendance, behaviour, wellbeing)
- Consultation with learning support and pastoral teams
- Short-term targeted interventions

Current Allocation

- Estimated % of service time: _____%

Risk If Under-Resourced

☐ Increased crisis presentations ☐ Growing Tier 3 waitlists ☐ Missed early intervention opportunities

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Tier 3 – Intensive / Individualised Support

What Tier 3 Delivers to the School

☐ Duty-of-care compliance ☐ Risk assessment and management ☐ Support for complex student needs ☐ Family and external agency coordination

Examples of Tier 3 Work in This School

- Individual counselling and therapy

- Psychological assessment and reporting
- Complex case management
- Crisis response

Current Caseload Snapshot

- Active cases per practitioner: _____
- Average complexity: ☐ Moderate ☐ High ☐ Very High

Risk If Over-Relied Upon

☐ Practitioner burnout ☐ Reduced quality of care ☐ Loss of preventative capacity ☐ Service unsustainability

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Current vs Recommended Role Balance

Tier	Current %	Recommended Range
Tier 1	_____%	30–40%
Tier 2	_____%	30–40%
Tier 3	_____%	20–30%

(Ranges may vary depending on school context and complexity.)

Key Message for Leadership

When Tier 1 and Tier 2 work is protected and resourced, Tier 3 demand becomes more manageable, risk is reduced, and student wellbeing outcomes improve over time.

Resourcing and Structural Considerations

☐ FTE allocation ☐ Role clarity and scope ☐ Referral thresholds ☐ Data systems and admin support ☐ Protected time for prevention and consultation ☐ Supervision and governance

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Agreed Next Steps……….