

Editorial

This Special Issue on Counsellor Education in Aotearoa New Zealand represents a landmark for counsellor education in this country. As the first issue published solely online, this is also a milestone in the development of the *New Zealand Journal of Counselling*. The need for this issue was envisioned in 2010 at the New Zealand Association of Counsellors' Research Conference in Tauranga, in association with the planning of the inaugural Counsellor Education Conference in Wellington on December 5 and 6, 2011, and the separate publication of the proceedings from that conference.

The nine articles here consider counsellor education from both broad, historical, and future perspectives, and present research and commentary on specific aspects of content and practice. The three sections in this issue invite readers to look in three different directions—*How we got here*, *The present development of specialist practices*, and *What about the future?*—in accordance with the whakatauki that invites us to move into the future grounded in the strengths and knowledge of the past:

*Hokia nga whakaaro ki onamata, hei whakau onaianei kia anamata
Look to the past, so we can understand the present and plan for the future.*

In the first section, therefore, Kathie Crocket, Paul Flanagan, John Winslade, and Elmarie Kotzé open this issue with a review of the history of counsellor education in Aotearoa New Zealand and the evolution of current challenges. The scope of their commentary, which is the first of two articles they have contributed to this issue, paves the way for creative thinking about future directions for counsellor education. The lens then narrows in the second article, in which Jeannie Wright and Steve Lang present some of the findings of a long-term, ongoing review and change process within the Massey University programme. The research that contributed to this process included seeking feedback from students, consultation with key resource people, and reflection on the part of staff.

The second section, *The present development of specialist practices*, begins with reports of research into two different aspects of counsellor education. In the first, Kathie Crocket describes the initial stages of a longer-term investigation into the teaching

of ethics in counsellor education programmes. The findings of this first phase are encouraging but, unsurprisingly, raise questions for further investigation. Marion Gossman's research focuses on the experiences of counsellors-in-training when they are required to record counselling sessions in order to review their work in supervision. Both this research report and Wright and Lang's earlier article enable the voices of students to be heard in the conversations about counsellor education.

In the next two articles in this section, arguments are presented for the inclusion of two topics in counsellor education programmes: spirituality and dreamwork. Although Peter Bray subtitles his article "A modest proposal," there is no doubt that although spirituality seems to be overlooked, it is widely recognised as a significant dimension of human experience, and integral to individual and communal meaning-making and wellbeing. Bray revisits the challenges to counsellor educators that Everts and Agee set forth in 1994, in light of research and commentary almost two decades further on.

Margaret Bowater is no stranger to members of NZAC, through her regular column in the newsletter *Counselling Today: Nga Korero Awhina* and a recent article in this journal. Here she cites literature, and provides vivid illustrative examples from her own practice, about the potency of dreamwork in therapeutic processes, arguing that working with dreams is a neglected skill that needs to be taught within counsellor education programmes. To guide the development of a course in dreamwork, she summarises basic principles and outlines the components that need to be incorporated.

The section *What about the future?* opens with an article that suggests a need for responsiveness on the part of the profession and counsellor educators about the structure and content of counselling qualifications, in view of student feedback and trends in employment opportunities for graduates. Liz Campbell, Niccy Fraser and John Horrocks report the results of a survey of counselling graduates from the Wellington Institute of Technology (Weltec) between 2005 and 2009, investigating their post-graduation employment as well as their perspectives on the programme, and the authors discuss the implications for counsellor education.

Looking towards the future, in the second of their two articles, Kathie Crocket, Paul Flanagan, John Winslade and Elmarie Kotzé then invite us to consider how we might practise as counsellor educators in an environment of statutory registration. They review the ways in which counselling and counsellor education in other parts of the world, and related professions in New Zealand, have engaged with different forms of registration, and describe various regulatory activities that indicate possible directions and challenges for counsellor education in New Zealand. They conclude by putting

forward a case for counsellor education practice based on pluralism (Cooper & McLeod, 2010) and partnership. Bob Manthei follows with an outline of what he envisages as the potential, specific requirements of counsellor education programmes in a registration environment. Both articles contribute to what will be ongoing, challenging discussions of future directions in counsellor education.

This Special Issue concludes with a review by John McAlpine of the recent publication edited by Keith Tudor, *Turning the Tide: Pluralism and Partnership in Psychotherapy in Aotearoa New Zealand*. As McAlpine states in his review, the commentary in this book is highly relevant to counsellor educators within NZAC at this crucial time in the history of our profession in Aotearoa New Zealand.

Margaret Agee and Philip Culbertson
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Reference

Cooper, M., & McLeod, J. (2010). *Pluralistic counselling and psychotherapy*. London, England: Sage.