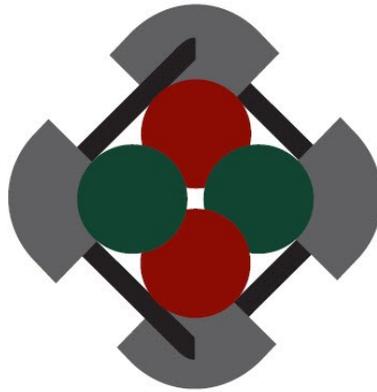


**ST CIARÁN'S  
COMMUNITY SCHOOL**



*OMNES VIRTUTEM SEQUENTES*

**Whole School Guidance Plan**  
Reviewed September 2022

## Table of Contents

Policy Preamble.....	2
Whole School Guidance Mission Statement.....	4
Aims & Objectives.....	4
Related School Policies.....	5
Overview of Present Whole School Guidance Plan.....	6
Staff involved in the Whole School Guidance Programme.....	10
Guidance Counsellor.....	11
Chaplain.....	12
SEN Coordinator.....	12
Tutor.....	12
Social Personal and Health Education (SPHE).....	13
Prefects.....	14
Mentors.....	15
Student Council.....	15
Green Schools.....	15
Whole School Guidance Curriculum.....	15
Formal Guidance.....	16
Formal Guidance Curriculum:.....	16
In-school Cooperation.....	16
Extra-Curricular Involvement.....	16
Community Interaction.....	17
Continuing Professional Development.....	17
In-School Activities.....	17
Curriculum Content for Formal Guidance Syllabus First - Sixth Year.....	19
Year 1.....	19
Year 2.....	19
Year 3.....	19
Year 4.....	20
Year 5/6.....	20
External Agencies.....	21
Use of Information Technology.....	21
Assessment Procedures / Evaluation.....	21
Referrals & Reporting Procedures.....	22
Data Protection Protocols.....	22
Counselling.....	23
Junior and Senior Cycles Whole School Guidance Programme.....	24
VOCATIONAL.....	25
EDUCATIONAL.....	28
PERSONAL and SOCIAL.....	33
Formal Guidance Areas to be evaluated / improved:.....	37
Review.....	37
Bibliography.....	37
References.....	38
Websites.....	38

### ***Policy Preamble***

The provision of guidance is a statutory requirement for schools. The Education Act (1998) in section 9(c) states that a school *"shall use its available resources to...ensure that students have access to appropriate guidance to assist them in their educational and career choices."*

The school is therefore required to develop and implement, as part of our overall plan, 'a comprehensive guidance plan, taking into account the needs of students, available resources and contextual factors.' (*Circular M37/03*, in relation to above 9(c) document).

The "Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students "Access to Appropriate Guidance" (DES 2005) state that 'the school's guidance plan is a whole school responsibility'.

Guidance refers to a range of learning experiences designed to assist students to make choices about their lives and to make transitions based on these choices. These choices may be categorised into the three distinct but interlinked and balanced areas:

**Career**

**Educational**

**Social and Personal**



***The nature and range of guidance activities offered within St. Ciarán's Community School are based on the premise that guidance is both a whole school concern and a specialist area within education.***

This plan refers to the area of 'Guidance' as it is delivered in St. Ciarán's Community School, cognizant of student needs and available resources. This plan is not a rigid template and reflects the distinctiveness of St. Ciarán's Community School in its own particular environment and circumstances. The Guidance Plan that follows is an attempt to set down in print what is already happening in practice, some of it in a voluntary capacity, as well as to focus on areas with a view to implement strategies for future improvement.

### ***Whole School Guidance Mission Statement***

We, the staff, aspire to engage with the students of St. Ciarán's Community School in a respectful and professional manner and to encourage every student to acquire the necessary skills and habits for lifelong learning and personal wellbeing.

### ***Aims & Objectives***

The school guidance and counselling service is administered by professionally trained school Guidance Counsellor. AS part of a team, they focus on the personal, social, educational and vocational development of his/her students.

The School Whole School Guidance Plan provides a flexible and evolving framework for delivery of Guidance within the whole school. Planning ensures a structured response to the educational, vocational and personal and social development of the student body. The Whole School Guidance Plan is an integral part of the school curriculum and as such involves the whole school community. The Whole School Guidance Plan strives to be inclusive, providing for the junior, senior, special education needs etc. of all students.

As this is a living document the school will continue to engage with the following:

- Identifying guidance needs that are being presently met
- Identifying the school resources that are presently available for guidance
- Identifying any guidance needs that are not being presently met
- Ongoing identification of resources that are needed for quality guidance
- Ongoing Whole School Guidance Plan Review, Evaluation and Update

### ***Related School Policies***

St. Ciarán's Community School Whole School Guidance Plan is consistent with and supported by a range of other School Policies:

- Admissions Policy
- Anti-bullying Policy
- Checklist for Review of Child Safety Statement
- Child Safeguarding Statement and Risk Assessment
- Critical Incident Policy
- Code of Behaviour
- Child Safeguarding
- Data Protection Policy
- Distance Learning Policy
- Expulsion and Suspension Policy
- Extra-Curricular Activities
- Homework Policy
- Health and Safety Statement
- Internet Acceptable User Policy
- Literacy Policy
- Literacy - School Improvement Plan
- LCA Policy
- Mobile Phone Policy
- Numeracy Policy
- Numeracy - School Improvement Plan
- Pastoral Care Policy
- RACE Policy
- RSE Policy
- Restorative Practice
- Substance Use Policy
- School Trips
- Suspension & Expulsion Policy
- Tutor Policy
- Teaching and Learning School Improvement Plan
- Transition Year Policy
- Website Privacy Statement
- Wellbeing Policy

## ***Overview of Present Whole School Guidance Plan***

This Whole School Guidance Plan is configured specifically for St. Ciarán's Community School. The school is a mixed co-education school with over 600 students currently enrolled. St. Ciarán's was established in 1988 with the object of providing a comprehensive system of post primary education open to all the children of the local community, combining instruction in academic and practical subjects and ongoing education for the community and for the purpose of contributing to the spiritual, moral, mental and physical wellbeing and development of said community. In the spirit of the Deed of Trust, St. Ciarán's accepts both boys and girls, offers a comprehensive range of subjects and is non-selective in intake in first year.

The Whole School Guidance Plan is student-centred in its approach. The promotion and enhancement of self-esteem and life-skills and the development of potential – academic, personal, social and emotional – leading to a greater personal autonomy for all students are its core goals.

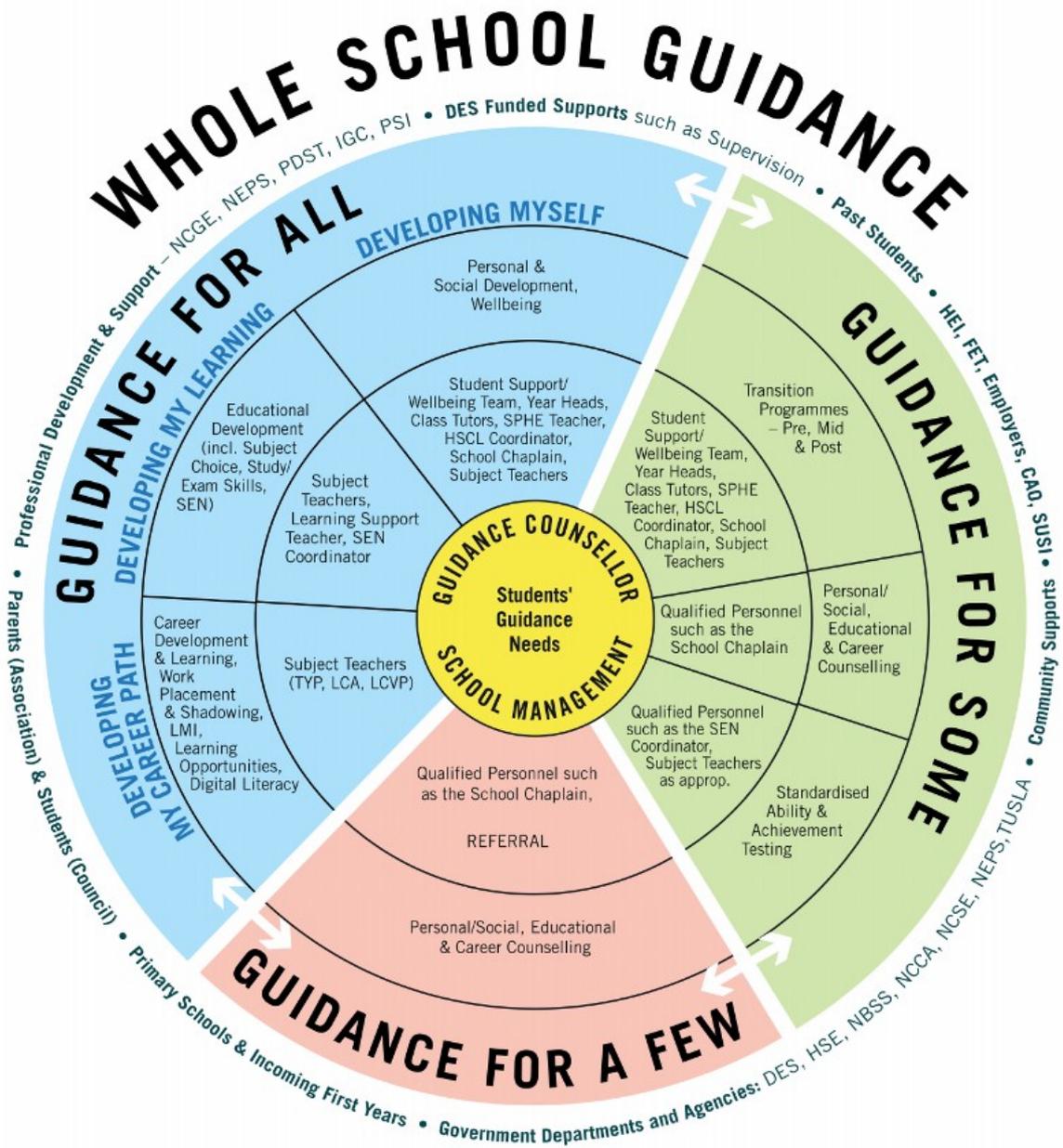
Along with the specialist role of the Guidance Counsellor, all staff members have a vital role to play in student care and therefore have a role to play in the delivery of the Whole School Guidance Plan. This plan forms part of the Whole School Plan, again, it is not a rigid template, it is flexible in its nature and it will be evaluated, reviewed and updated routinely.

The Provision of Guidance is supported through the involvement of government agencies such as NEPS, HSE, the development of links and involvement in various activities with industry, local employers and voluntary support groups. The Guidance and Counselling Plan seeks to adopt the 2017 Guidance Framework in an ongoing process of development and renewal. The diagram below from NCGE Whole School Guidance Framework 2017 is a guiding vision in the ongoing development of this plan and acknowledges the NEPS continuum of support model.

Other influencing policy documents and initiatives which contribute to the rational and development of the Plan include the following:

*Circular Letter 0015/2017 Arrangements for the implementation of the framework for Junior cycle with particular reference to school years 2017/18 and 2018/2019 (DES 2017d).*

This circular highlighted the introduction of Wellbeing as a new area of learning in September 2017 and that Wellbeing will include learning opportunities to enhance students' physical, mental, emotional and social wellbeing (p.11). This circular letter states that Guidance must be included in the Junior Cycle Programme and that guidance can be included in Wellbeing. In St. Ciaran's Community School, Guidance is one of the four pillar Wellbeing Subjects.



Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a).

St. Ciarán's Community School is engaged in an ongoing effort to consider 'how best to align resource allocation with the objectives of the Guidance Plan. The Guidance allocation is presently 22 hours.

### ***Junior Cycle Wellbeing Guidelines (NCCA 2017)***

The Wellbeing Guidelines state that “Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community” (NCCA, 2017; p. 17). The Guidelines highlight wellbeing as a whole school endeavour. Six indicators of wellbeing are presented in the guidelines - ‘active’, ‘responsible’, ‘connected’, ‘resilient’, ‘respected’, and ‘aware’. Guidance is highlighted as supporting ‘learning about wellbeing and learning for wellbeing’ for all students in Junior Cycle and is regarded as one of the main pillars for developing the Wellbeing Programme in schools (NCCA, 2017; pg. 46 & 48). St. Ciarán’s Community School believes that five of the six indicators of Wellbeing fit well with the Guidance Framework document and the school endeavours to make explicit to students how the wellbeing indicators responsible, connected, resilient, respected and aware are seen in personal and social development, educational development and career development.

### ***Framework for Junior Cycle 2015***

St. Ciarán’s Community School is engaged in the whole school implementation of new Junior Cycle and so consideration of the eight underlying principles, twenty-four statements of learning, and eight key skills have informed the Whole School Guidance Plan. The Whole School Guidance Plan aims to promote the eight principles underpinning the new Junior Cycle but has identified the following three as particularly important

- Wellbeing in that it promotes personal and social development aspect of guidance
- Learning to Learn in that it supports the educational development aspect of guidance
- Continuity and Development in that it supports the educational and career development aspect of guidance

Of the twenty-four statements of learning outlined in the new Junior Cycle the Whole School Guidance Plan identifies the following five as important:

- Communicates effectively using a variety of means in a range of contexts (SOL 1). e.g. working individually, in pairs or as part of a group to present work to peers or teachers.
- Creates appreciates and critically interprets a wide range of texts (SOL 3). e.g. study skills techniques.
- Has an awareness of personal values and understanding of the process of moral decision making (SOL 5). e.g. reflecting on own learning, making subject or course choices going forward.
- The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts (SOL 7). e.g. learning about volunteering, rights and responsibilities in the world of education and preparing for the world of work.
- Takes action to safeguard and promote her/his wellbeing and that of others (SOL 11). e.g. Developing awareness of themselves and others through Wellbeing learning activities and learning help seeking skills.

Of the Junior Cycle Key Skills St. Ciarán's Community School identifies the following as informing this Guidance Plan:

- Managing Myself
- Staying Well
- Managing information and thinking
- Working with others and communicating

***Digital Strategy for Schools 2015 to 2020 Enhancing Teaching, Learning and Assessment (DES, 2015b).***

The vision of this digital strategy is to “realise the potential of digital technologies to enhance teaching, learning and assessment so that Ireland's young people become engaged thinkers, active learners, knowledge constructors and global citizens to participate fully in society and the economy” (DES 2015 p.5).

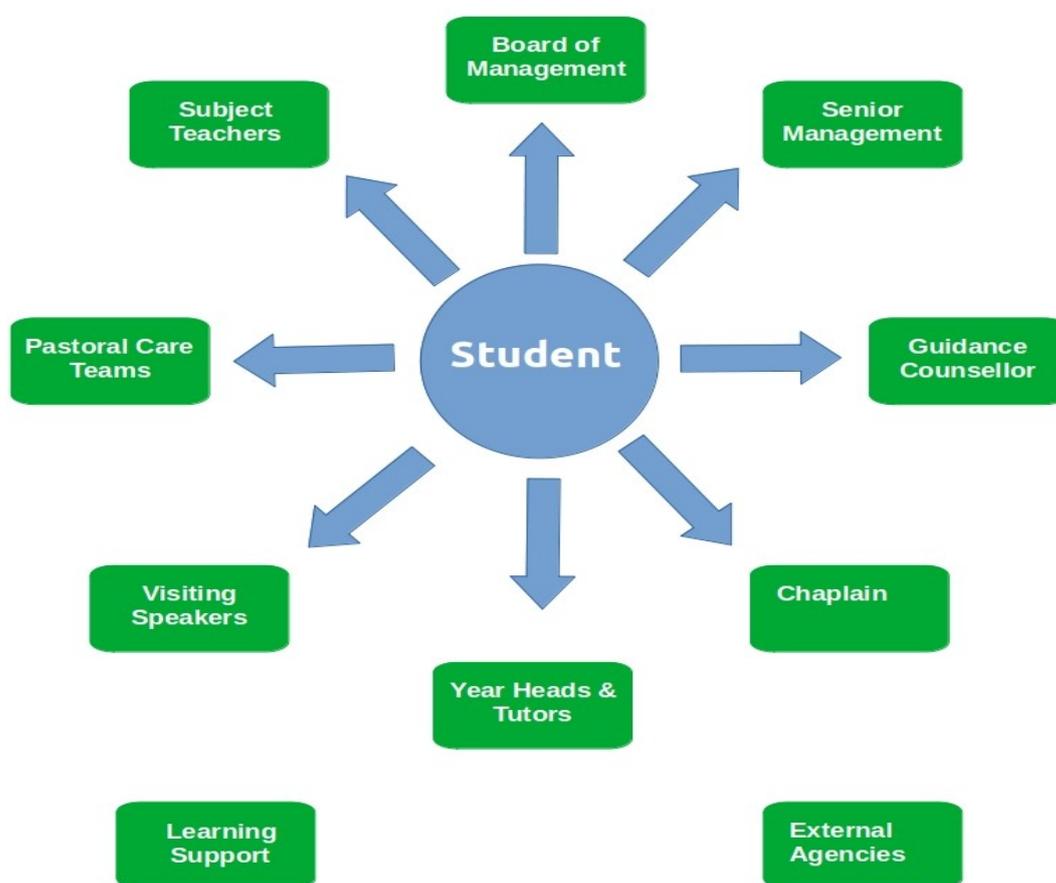
The strategy presents four themes as follows

- Theme 1 teaching learning and assessment using ICT
  - Theme 2 teacher professional learning
  - Theme 3 leadership, research and policy
  - Theme 4 ICT infrastructure
- 
- In St. Ciaran's Community School 5<sup>th</sup> and 6<sup>th</sup> Year Senior Guidance Classes have access to the ICT rooms for class and Career Investigation work and key assignments relating to Guidance.
  - The ICT based Classroom Guidance programme is used as a resource for LCA Guidance lessons.
  - Careersportal and Qualifax tools are used regularly in 6th Year Guidance Lessons.
  - The school has a dedicated Guidance and Counselling Website accessible on the school website homepage to support whole school guidance work including informing and supporting parents.
  - The following websites are considered particularly useful and represent some examples used in guidance provision. [www.careersportal.ie](http://www.careersportal.ie), [www.qualifax.ie](http://www.qualifax.ie), [www.apprenticeship.ie](http://www.apprenticeship.ie), [www.cao.ie](http://www.cao.ie).
  - ICT related CPD is actively encouraged and supported as it is proving to be a useful tool in the professional management of in-house research and planning, e.g. the use of SharePoint to provide resources to students and to encourage collaboration and resource sharing, EXCEL to record destinations of Leaving Certificate school leavers and compile statistics on same.
  - Schoolwise provides on students' academic progress and tracking attainment

### ***Staff involved in the Whole School Guidance Programme***

Whole School Guidance is a whole school integrated process that benefits from the activity of many working together with a shared vision and common goals. When one considers the three dimensions of guidance (personal, educational and career), all members of staff are in some way involved in providing guidance to students. Whole School Guidance planning enables our school to identify, prioritise and respond to the guidance needs of students using the allocated resources available.

A whole school approach thus ensures that our school maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students. It is the responsibility of the Guidance Counsellor to coordinate the Whole School Guidance programme under the direction of senior management.



Whole School Guidance is a core requirement of the school's overall programme: this requires that it is an integral part of the school plan. A whole school approach is essential to realise the delivery of a comprehensive Whole School Guidance Plan. Therefore, as is in other schools, the area of guidance in the broad sense is covered by other members of staff and not only by the Guidance Counsellor.

The Whole School Guidance Plan involves participation from the following key personnel in the planning and development of the programme. This is a continuous process, which is regularly evaluated with a view to updating and enhancing the programme.

- Principal
- Deputy Principal
- Year Heads
- Guidance Counsellor
- Chaplain
- Special Educational Needs Coordinator
- Transition Year Coordinator
- Class Tutors
- SPHE Teachers
- Guest Speakers
- Parents / Guardians
- Prefects
- Students
- Ancillary Staff

### ***Principal & Deputy Principal***

The Principal and Deputy Principal are involved in the welfare of all students; meeting the academic and pastoral needs of each student is an important part of their role. Management oversees the progress and welfare of each student – from first year to final graduation. They work with Year Heads, Tutors, Chaplain, Guidance Counsellor, Special Needs Dept., Subject Coordinators and Teachers and make interventions where necessary. The Principal, on behalf of the Board of Management, oversees matters concerning students' general welfare and parents / guardians as and when necessary. The Principal oversees the Whole School Plan of which guidance is a specialist component.

### ***The Year Head***

The Year Head monitors the overall progress of their students e.g. journal and general demeanour, liaises with Parents / Guardians, Subject Teachers, Learning Support Teachers, Chaplain, Guidance Counsellor and Senior Management. The First Year Head oversees the transition of students from primary to secondary level, helping them to settle in, especially those who are having difficulties in making the adjustment.

### ***Guidance Counsellor***

The guidance counsellor in collaboration with school management and staff, and external organisations/personnel, deliver a wide range of activities and learning to support students' personal & social, educational and career development. The guidance counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme.

### ***Chaplain***

The Chaplain collaborates with all members of the school community and in particular with those who hold designated pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The Chaplain meets regularly with the Guidance Counsellor, Principal and Deputy Principal. The Chaplain actively engages with Year Heads (at Year Head meetings and informally) and all members of the Pastoral Care Team and outside supportive agencies. They are a member of the Pastoral Care and Critical Incident Team. The Chaplain coordinates the Prefect programme and supports and liaises with the RE department. The Chaplain has a specific mission toward the spiritual, pastoral care and faith development of the entire school community.

### ***SEN Coordinator***

The SEN Coordinator directs the provision and application of resources for students with special educational needs and/or specific learning difficulties. They liaise with the Deputy Principal and all Staff, Parents / Guardians and outside agencies. They assist in the application for resources including resource hours, Special Needs Assistants and assistive technology. The Deputy Principal oversees timetables for students requiring learning support and additional assistance. The SEN Coordinator and Deputy Principal may liaise with Special Needs Assistants, Guidance Counsellor, Chaplain, Year Heads, Subject Teachers and Principal.

### ***Transition Year Coordinator***

The T.Y. Coordinator promote the personal, social, educational and vocational development of students in preparing them for their role as autonomous, participative, and responsible members of society. Schools providing Transition Year programmes have responsibility for setting appropriate goals and defining the objectives necessary for their achievement. The work of the T.Y. coordinator involves parents, work providers and the wider community as educational partners in all aspects of the programme and ensure efficient and effective delivery of the programme.

### ***Tutor***

The Tutors are in a position to form a caring and supportive relationship with their students. They are concerned with their academic, social and personal development. They liaise with Senior Management, the Year Head, Subject Teachers, the SEN Department, Chaplain and the Guidance Counsellor as required. All students attend Tutorial every day with their Tutor and this involves checking journals and notes and informing the students of any announcements whilst also following the Wellbeing Tutorial Programme. Tutorial affords the opportunity to identify any issues that may arise during the week, also allowing a student to inform their Tutor of any difficulties they may be encountering.

## ***Teachers***

Teachers interact with students in areas other than academic and with a pastoral approach can affect students' welfare in a positive way. RSE, Extra-curricular programmes, Anti-bullying and other school policies are in place to improve students well-being. Sporting teams and events, school activities and outings etc. all improve the quality of relationships within the school.

Teachers are best placed to provide students with information and expertise on both the content and demands of their particular subject(s) syllabus, which is especially important for subject and programme choice at both Junior and Senior Cycle level. As well as the content and study commitments of particular subjects, subject teachers have a key role to play when students are choosing subjects and levels for the Junior Cycle and Leaving Certificate examinations. The expertise of the subject teachers, learning support teacher and/or resource teacher, guidance counsellor/s and programme co-ordinators can combine to assist students in choosing the most appropriate, for them, of the educational programmes offered by the school.

Teachers with specific ICT skills and responsibilities may have opportunities to collaborate with the guidance counsellor in assisting students to use QualifaX and other guidance resources in enabling them to access the most up-to-date career information.

Teachers may have close links with community agencies and local businesses and, therefore, may be well placed to help individual students benefit from contact with these bodies for activities such as work experience or working with their local communities, as part of their Whole School Guidance programme.

## ***Social Personal and Health Education (SPHE)***

The Social Personal and Health Education Programme is part of the Wellbeing Programme in the school. It provides students with a unique opportunity to develop personal skills and competencies and to learn about themselves and others in their school and wider community. The Programme enables students to make informed decisions about their health, personal lives and social development in the context of a caring and supportive classroom environment. SPHE teachers may liaise with a range of internal and external personnel whilst delivering the SHPE programme. Resource material for Guidance Related Learning for First, Second and Third years is located on the school website and the SPHE planning folder on SharePoint

## ***Guest Speakers***

Guest Speakers are engaged to support the three areas of Whole School Guidance (Careers, Personal and Social). Guest Speakers bring their own unique experience, knowledge and expertise to the Student, Staff and Parents Association. Guest Speakers work in conjunction with existing school programmes / subjects / areas of Whole School Guidance so as to enhance and support existing provision. Speakers vary year on year, due to availability.

## ***Parents / Guardians***

This Plan adopts the legal definition of parent as set down in the Education Act, 1998. The Plan recognises that Parents / Guardians play a pivotal role in developing, promoting and supporting the growth of their child both at home, in the community and at school. Parents / Guardians play a vital role in shaping their children's attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child. The Parents Association, too, in hosting seminars builds the personal capacity of Parents / Guardians. They can also participate in the Whole School Guidance process through:

- (i) Consultation with the Guidance Counsellor and other school staff.
- (ii) Attendance at relevant information and other meetings at school.
- (iii) Contributing to the ongoing development of the Whole School Guidance Plan.
- (iv) Providing personal assistance to the Whole School Guidance Plan.

St. Ciarán's Community school recognises the important leadership role that students contribute to the school. The School provides many opportunities for young people to develop leadership and representation skills and the school endeavours to entrust students with responsibilities corresponding to their strengths and abilities.

The benefits to the school and the students include positive influences on the climate of the school and a network of support for the general student body. Primarily the Perfect role is to be an ambassador for the school. They offer appropriate support to vulnerable students and act as a conduit of relevant information to staff to help with the smooth running of St. Ciarán's.

Those students selected have demonstrated their leadership within the student body and have the qualities deemed necessary to undertake a leadership role within the school. Every effort is made to include a diverse range of students. St. Ciarán's provides training for those students selected.

## ***Prefects***

Prefects are key representatives of the student body in the school, acting as advocates and role models for the younger students. Prefects have the potential to influence the school environment and the behaviour of their fellow students by becoming advocates and exemplars for positive change in the school community.

The Prefects are guided and supported in this role by the Chaplain, Guidance Counsellor and the Assistant Principal with responsibility for Student Leadership. The significant role that they play and contribution they make is recognised at the end of the school year where their commitment is recognised at a celebratory event.

### ***Mentors***

Mentors are recognize the importance of the transition from primary to post primary school. Mentors are selected from the Transition Year cohort to support students in their first year in St. Ciarán's Community School.

### ***Student Council***

The Student Council is elected by the student body and representative from each year group work with an Assistant Principal to improve the school experience for all. They play an important role and provide the student voice in policy formation and decision making in relation to school improvement.

### ***Green Schools***

The Green Schools Committee have a positive influence on the school environment and students. They advocate for positive change in relation to sustainability, environmental awareness and the community in which they live.

### ***Students***

The Whole School Guidance Plan seeks to attend to the welfare of every student and their right to take part in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of St. Ciarán's Community School. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that promotes teaching and learning. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their School. Wellbeing, SPHE, RE, Guidance and CSPE cover many aspects of personal and social development. Students develop an awareness of their own needs and challenges and come to know how to ask and who to ask for advice and help. Students are free to approach any member of staff with their concerns. A student may talk to a teacher, Year Head, Guidance Counsellor, Chaplain, Deputy Principal and Principal as they see fit. Fellow students may also play a role in supporting their peers in difficulty.

### ***Whole School Guidance Curriculum***

The guidance curriculum may be divided into two components:

- Formal – specifically relating to the role of the Guidance Counsellor
- Informal -

### ***Formal Guidance***

The formal guidance curriculum is delivered using two forms of intervention employing a number of methodologies

- Individual appointments with students
- Classroom guidance delivered in regular weekly classes or year group intervention as required

The Guidance Counsellor aims to be as inclusive as possible in the classroom and to be aware of the individual needs of the students.

### ***Formal Guidance Curriculum:***

Given that career and / or course choice are of a more immediate concern to Fifth and Sixth year students, a high proportion of Guidance Counsellor's time are given over to individual work with senior cycle students.

- Each Sixth year class is assigned one class period per week specifically for Guidance. Given the constantly changing nature of Guidance, a flexible curriculum is followed.
- All First and Third year groups receive guidance on subject choice annually.
- All First year groups receive an induction session at the start of the school year.
- The Guidance Counsellor is involved in the delivery of the Guidance Module in the LCA program in Sixth year. Class contact begins in Fifth year.
- The Guidance Counsellor delivers a Guidance Program to Transition Year.
- The Guidance Counsellor is a Tutor to one TY class.

### ***In-school Cooperation***

The Guidance Counsellor attends Pastoral Care Meetings involving Counsellor, Chaplain, Deputy Principal, SEN, Year Head, Attendance Officer and Wellbeing Coordinator and Principal. The Guidance Counsellor liaises with the Special Education Needs Department where psychological assessment results and / or psychological reports recommend a consult with the Guidance Counsellor.

### ***Extra-Curricular Involvement***

Where possible the Guidance Counsellor will be available to talk to Parents / Guardians and / or Students in the school on the day of the release of C.A.O. offers in August.

The Guidance Counsellor offers an annual public information evening for Senior Students and their Parents / Guardians regarding the C.A.O. This talk is normally held in January and is placed in the school calendar.

Under the Constitution of the Parents Association the Guidance Counsellor and Chaplain are ex-officio members.

The Guidance Counsellor, when requested, may attend / deliver the annual LCA Information Evening.

The Guidance Counsellor will organise the administration of the CAT 4 Digital as part of the incoming First year Assessments in the early part of the academic year.

### ***Community Interaction***

To maintain good working relations with a representative group of Higher Education Institutes and to offer Students and Parents / Guardians another opportunity to seek information directly from these H.E.I.s, where possible a College Fair is held locally. The involvement of the Parents Association in organising this event is central to its success.

### ***Continuing Professional Development***

The Guidance Counsellor attends the National In-Service Day organised by the Institute of Guidance Counsellors and recognised by the Department of Education and Science.

The Guidance Counsellor attends supervision operated by the Institute of Guidance Counsellors, and where possible Branch In-Services.

The Guidance Counsellor will attend the annual Conference hosted by the Central Applications Office at the outset of the C.A.O. season to keep up to date with any major changes within the C.A.O. system.

The Guidance Counsellor may attend H.E.I. Open Days for the purpose of maintaining good working relations with the H.E.I. Admissions Staff and to keep up to date with the changes within the H.E.I. sector.

### ***In-School Activities***

In the normal course of events the Guidance Counsellor is available to schedule interviews before the start of the school day until 8.40 a.m. This system is in place in order to minimise disruption to ordinary classes. Students are encouraged to request a meeting by TEAMS and they will be taken from their classroom directly.

It is the role of the Guidance Department to track student numbers issued by the C.A.O. system on an annual basis and deliver an analysis to the Principal each year. This

information is annually renewed and available to students and parents / guardians on the Guidance Department website. In line with General Data Protection Guidelines the information is anonymized.

Presently, the Guidance Counsellor attends the Annual School Open Night as part of the Croke Park Hours.

A comprehensive Study Skills section for Juniors and Seniors is maintained on the Guidance website.

When requested, the Guidance Counsellor or the SEN Co-ordinator will complete the Supplementary Information Forms for students who apply through the C.A.O. with a Specific Learning Difficulty or a Disability.

The Guidance Counsellor facilitates the communication of information between the H.E.I.'s and other interested parties via the School's website, TEAMS and Social Media pages.

All Sixth Year students are afforded the opportunity to attend the Higher Options Conference in September of each year.

The Guidance Counsellor offers Sixth year students an opportunity to prepare for Post Leaving Certificate interviews and / or interviews with Access Officers, and to prepare for career related psychometric tests.

When requested by a student, and where appropriate, the Guidance Counsellor may act as a referee and / or write a reference for a senior cycle student. The Guidance Counsellor may help senior cycle students prepare Curriculum Vitae.

The Guidance Counsellor registers the school each year with the U.C.A.S. system and monitors the U.C.A.S. applications made by Sixth year students.

The Guidance Counsellor orders all informational literature related to Career Guidance. This includes ordering any necessary supplies of prospectuses, pamphlets, booklets or audiovisual material.

The Guidance Counsellor may meet with past students who request Career Guidance, who do not require the assistance of an Adult Education Officer where it may be reasonably accommodated.

The Guidance Counsellor arranges for visiting speakers representing specific professions or a H.E.I. to visit the school and make presentations for interested students when feasible or requested by teachers.

On a needs basis, the Guidance Counsellor may arrange out of school visits for individual students or small groups of students to talk to Lecturers / Course Directors / Admissions Officers and / or to visit campuses and / or labs and workshops.

In order to advise teachers of students' absences for these events, lists of students attending career related events are emailed / handed in to the Front Office so as students may be marked as 'Absent on School Business'.

Where requested, the Guidance Counsellor will assist a student in making an application for a Language / Maths Exemption(s) from the National University of Ireland, Trinity College Dublin or the University of Limerick.

The Guidance Counsellor advises Senior Cycle Students of the calendar of career related events at the beginning of the Academic Year. Ongoing additions or changes to this calendar, as communicated to the Guidance Counsellor, are posted on the Guidance Department Website and / or the school's Facebook page.

The Guidance Counsellor will take referrals from the appropriate teacher regarding subject changes requested from individual students.

The Guidance Counsellor maintains a comprehensive and annually updated Career-related Internet Site for Students and Parents / Guardians.

Overview of specific time allocation is attached in Appendix 1.

### ***Curriculum Content for Formal Guidance Syllabus First - Sixth Year***

#### ***Year 1***

##### **Organisation**

- No timetabled class.
- Classes assigned for Induction / Subject Choice.
- Small Group / Individual sessions by appointment or referral

##### **Programme**

- Induction: Discussion on transition to second level, issues around bullying. How to access the Guidance Service.
- Subject Choice Decisions. Subject Choice information given in class, also permanent information available on Guidance Department website. Communication to parents / guardians.

#### ***Year 2***

##### **Organisation**

- No timetabled class.
- Small Group/Individual sessions by appointment or referral.

#### ***Year 3***

##### **Organisation**

- No timetabled class.
- Classes assigned for Subject Choice.
- Small Group/Individual sessions by appointment or referral.

**Programme**

- Subject choice for students going directly to Fifth year or Transition Year. Senior Subject Choice classes offered also permanent information available on Guidance Department website.

**Year 4****Organisation**

- One class period per week for a third of an academic year.
- Small Group / Individual sessions by appointment or referral.
- Schedule of work updated annually on website.

**Programme**

- Subject choice for students going directly to Fifth year. As part of the Wellbeing effort, students are offered the opportunity to prepare and reflect on the value and learning involved in their work experience opportunities.

**Year 5/6****Organisation**

- Formal class contact, for entire academic year involving one hour session per week for Sixth years. Schedule of work updated annually on website.
- Small group / individual sessions by appointment or referral.
- Fifth year visit to an IOT or TU.
- Sixth year visit to a University.

**Programme**

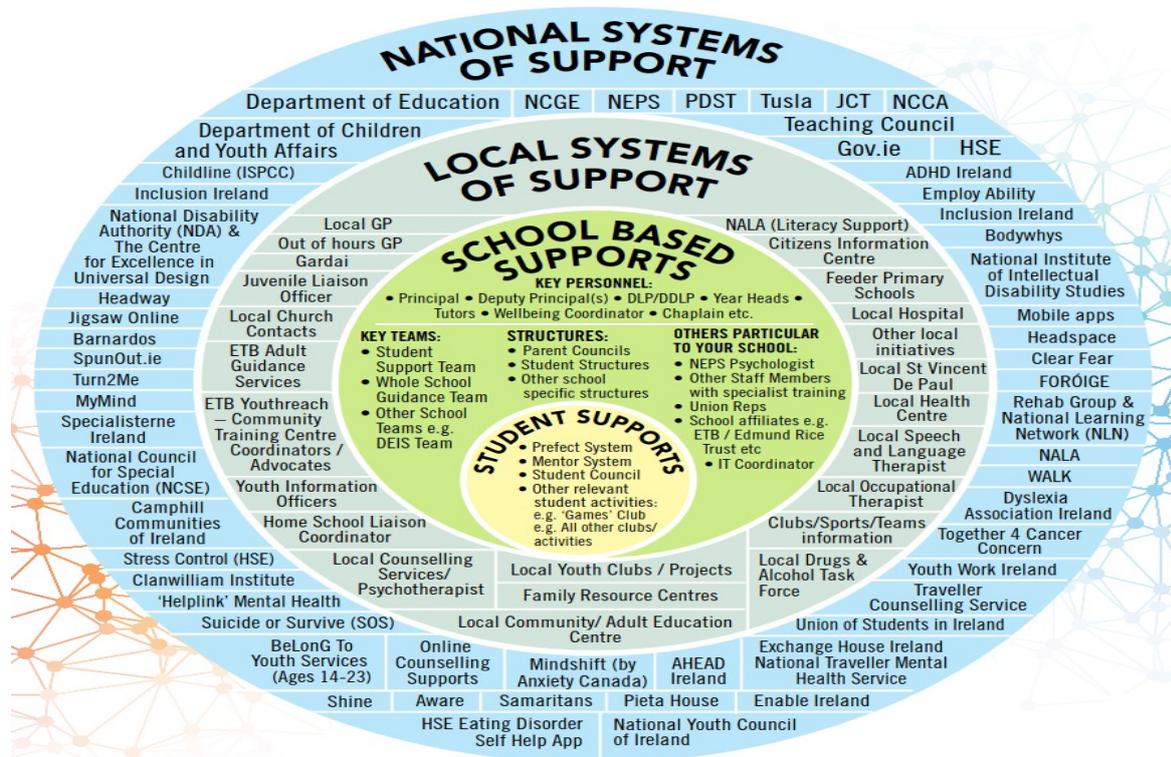
- The Role of the Guidance Counsellor
- Guidance Related Internet Sites
- Interest Inventories
- Study Skills
- Overview of PLC Courses
- Occupational Trends
- Sample Application Forms
- Work and the Law
- C.V.s and Interviews
- Standards Based Apprenticeship System
- A Year Out: The Options
- Sport & Recreation (Scholarships & Bursaries)
- Living Away from Home: Money Management
- The C.A.O. System
- U.C.A.S. / EUNICAS
- PLC options
- Investigating Colleges
- Careers
- Stress Management

- Options after the Leaving Certificate
- Relevant Topics as determined by the specific needs of the class.

The above is entirely dependent on time restrictions and the individual makeup of class groups. A Schedule of Work is maintained on the school website.

### External Agencies

- Liaise with agencies and supports where appropriate.



### Use of Information Technology

All students are continually encouraged to make use of Internet based resources for Career Guidance. The Department's website and the use of TEAMS is a central resource for students.

### Assessment Procedures / Evaluation

Assessment is not a feature of the Whole School Guidance plan. Casual 'assessment' in the clarification of subject choice and career choice, improved study skills and examination technique etc. provide some insight into the efficacy of the Guidance Counsellors' interventions. Feedback is sought from students on a regular basis.

### ***Referrals & Reporting Procedures***

Referrals are normally through self referral or from Management, Parents / Guardians, Peers or Teaching Staff.

In both personal and vocational counselling the rules of confidentiality are adhered to. According to Child Protection Guidelines, the D.L.P. is informed if a student is posing a danger to themselves and / or to others. All Senior students are informed of the protocols surrounding confidentiality at the start of the school year as are individually referred students.

A supply of distinct referral forms shared with Chaplaincy are left permanently in the staff room and this is the preferred means of passing on referrals to the Guidance Counsellor.

### ***Psychometric Testing***

The Guidance Counsellor will overview the administration of tests for incoming First years, when requested. Presently the tests used are the appropriate level psychometric ability tests. These instruments are machine scored and the data securely held on a password protected and encrypted computer in the Guidance Office. The data is then copied to Management and uploaded to the school's VSWare system.

### ***Data Protection Protocols***

Following the introduction of GDPR legislation on 25<sup>th</sup> May 2018 it is the policy of the Guidance Department to destroy permanently all records relating to past students, seven calendar years after they have left the school. All psychometric results and all correspondence or communications involving these students will also be permanently destroyed seven calendar years after a student has left the school.

The Guidance Counsellor has a zero paperwork policy, where all notes are typed and digitally stored. Handwritten referrals are scanned, then shredded. The information retained is at an absolute minimum required.

In accordance with the Guidelines of Ethical Testing, actual psychometric results may only be given to individual students following a full consultation. Detailed printed Psychometric results will only be released to Parents / Guardians after a written request has been received. A non-detailed Parents / Guardians copy of results are posted to the given home address. Within the school, the results of said tests are shared with the teaching staff.

The CAT4 tests are specifically used to identify students with potential learning difficulties or exceptional learning abilities in first year, plus they are used as part of the data transmitted to the S.E.C. as part of the R.A.C.E. applications. They are not used as a part of S.S.E..

Psychometric Test results are accessed through a secure encrypted website. Results are stored electronically in the Guidance Office on password protected and encrypted hard drives. Hard copies are stored with the Special Education Needs Department.

### ***Counselling***

The Guidance Counsellor will endeavour to undertake one-to-one counselling sessions with students. This is very much a combined effort with the school Chaplain through ongoing liaison and through Pastoral Care Meetings.

Counselling may include personal counselling, educational counselling, career counselling or combinations of these. However, the provision of therapeutic counselling is not considered to be appropriate, given the present level of counselling training in the school and the limited resources available.

Counselling helps students in crisis by exploring and developing a range of coping strategies and interventions in a thoughtful and caring way deemed appropriate to the student's individual needs. Counselling takes place in an accepting, non-judgmental atmosphere where the young person feels secure enough to explore new ways of dealing with difficult situations, and where confidentiality is guaranteed.

Students may be referred to a psychologist or to a therapist in the area. Other students may be referred to the NEPS psychologist, local G.P., Pieta House, JigSaw Navan, Primary Care or other external agencies.

The following list will give an indication of many of the presenting problems:

- Personal Problems  
(e.g. anxieties, self-esteem issues, developmental problems, bereavement)
- Family problems  
(e.g. separation, divorce, bereavement, family tensions, arguments)
- Peer Group Problems  
(e.g. slagging, bullying, fighting, relationship problems)
- Educational Problems  
(e.g. motivation, behavioural problems, discipline, school-work, exam pressure, student / teacher relationships, school refusal)
- Behavioural Problems.  
(e.g. eating, sleeping, obsessions, aggression, psychosomatic, running away, stealing, self-harm, drug abuse, alcohol abuse, crime, violence.)
- Vocational Problems  
(e.g. career / work choices, work experience, early school leaving.)
- Social Problems.  
(e.g. abuse, accommodation, unemployment, substance / alcohol/drug abuse)

### ***Junior and Senior Cycles Whole School Guidance Programme***

The School vision is to supply an effective and comprehensive Whole School Guidance service which enables our students to acquire knowledge and develop competencies for future careers, to broaden their horizons and to strive to be successful on their pathways in life. The programme aims to address the needs of all students within the school community. The Whole School delivery in Guidance provision at St. Ciarán's Community School is best identified by the summarised charts that follow:

## VOCATIONAL

Measure / Action	Guidance For			Indicative Competency / Outcome			Learning in this area is supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personnel with oversight	Resources and Methodologies Used	Student Cohorts
School Based Senior Guidance timetabled classes	√			Employing effective personal learning / exam strategies			Guidance Counsellor	Timetabled Classes	Traditional LC
School Based T.Y. Guidance timetabled classes		√		Employing effective personal learning / exam strategies			Guidance Counsellor	Timetabled Classes	TY
Career Guidance Meetings	√			Review goals and career aspirations and establish how personal qualities, behaviour, self-belief and expectations are influencing education, career goals and life choices			Guidance Counsellor	One to one with Guidance Counsellor	All
College Fair	√			Recognise the importance of knowing if career related information is from a reliable source, up-to-date and accurate			Guidance Counsellor	Guidance Counsellors (STCCS and EUREKA) and outside professionals	All
Leaving Certificate Applied	√			Choose subjects and educational options in line with further/higher education / training and chosen career path and abilities			Management / Teachers	Timetabled Classes	LCA
L.C.V.P.	√			Choose subjects and educational options in line with further / higher education / training and chosen career path and abilities			Management / Teachers	Timetabled Classes	LCVP
Transition Year	√			Choose subjects and educational options in line with further / higher education / training and chosen career path and abilities			Management / Teachers	Timetabled Classes	TY
SEN Access		√		Developing and maintaining self-esteem and a positive self-concept. Interacting effectively with others. Developing and growing throughout life			Management / Teachers / SEN Co-ordinator	Outside Agencies / Psychometric Testing / One to One and small group support	All
UCAS and EUNICAS Statements			√	Describe personal strengths and resources which can be used during times of change and transition			Guidance Counsellor / Teachers	One to one with Guidance Counsellor	Few
DARE and HEAR Application assistance			√	Make informed decisions on future education / training opportunities using career related information taking account of their interests and abilities					

Career Investigation Project	√		Make informed decisions on future education / training opportunities using career related information taking account of their interests and abilities	Guidance Counsellor / Teachers	Guidance Counsellor / Teachers	TY / LCA / LCVP
LCVP Mock Interviews	√		Demonstrate the ability to participate in an interview	Teachers	Teachers	LCVP
Aptitude / Interest / Values and Personality Instruments	√		Identify and describe personal qualities, strengths, interests, attitudes and values, feelings and emotions and how they influence behaviour.	Guidance Counsellor	Guidance Counsellor and SEN Team	All
PLC / UCAS Mock Interviews		√	Demonstrate the ability to participate in an interview	Guidance Counsellor	Guidance Counsellor	FEW
Subject Choice Senior	√		Demonstrate how educational options and achievements relate to life and work goals	Guidance Counsellor / Teachers	Guidance Counsellor	All
Subject Choice Junior	√		Demonstrate how educational options and achievements relate to life and work goals	Guidance Counsellor / Teachers	Guidance Counsellor	All
Outline of Programme Options (LCA /LCVP / TY)	√		Plan their learning path in line with career goals and aspirations. Choose subjects and educational options in line with further / higher education / training and chosen career path and abilities	Guidance Counsellor / Teachers	Guidance Counsellor / Program Coordinator	All
Higher Options Conference	√		Make informed decisions on future education / training opportunities using career related information taking account of their interests and abilities	Guidance Counsellor	Outside professionals	All
HEI Visits Out	√		Explore the education requirements for further study and career interests	Guidance Counsellor	Guidance Counsellor	Traditional / LCVP / TY
HEI Visitors In	√		Explore the education requirements for further study and career interests	Guidance Counsellor	Guidance Counsellor / Teachers	Traditional / LCVP / TY / LCA
BT Young Scientist Exhibition		√	Recognise the link between subjects, extra-curricular activities and different career paths	Teachers	Outside professionals	FEW
Local Business Partnership LCVP – Visitors in, Visits out	√		Utilise networks to enhance career development opportunities	Teachers	Outside professionals	LCVP
Work Experience TY Program	√		Evaluate work experience to-date and identify learning arising from this work experience	Management / Teachers	Outside professionals	TY
Work Experience LCA Program	√		Evaluate work experience to-date and identify learning arising from this work experience	Management / Teachers	Outside professionals	LCA
Work Experience LCVP Program	√		Evaluate work experience to-date and identify learning arising from this work experience	Management / Teachers	Outside professionals	LCVP
CAO – Parent	√		Explore subject choice requirements for	Guidance	Guidance	LCVP /

Information Evening				further / higher education, training and employment	Counsellor	Counsellor	Traditional LC
6 <sup>th</sup> Class Open Night	√			Explore subject (short course) choice and subjects for junior cycle/senior cycle	Management / Teachers	School Facilities	All
1 <sup>st</sup> Year Induction Day	√			Explore subject (short course) choice and subjects for junior cycle / senior cycle	Management / Teachers	School Facilities	All
Senior Cycle Subject Options Night	√			Explore subject choice requirements for further / higher education, training and employment	Guidance Counsellor	Guidance Counsellor	All
TY / LCA / LCVP Options Night	√			Explore subject choice requirements for further / higher education, training and employment	Program Coordinator	Program Coordinator	All

## **EDUCATIONAL**

Measure / Action	Guidance For			Indicative Competency / Outcome			Learning in this area is supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personnel with oversight	Resources and Methodologies Used	Student Cohorts
Individual Guidance Meeting for Subject Choice / Subject Level			√				Guidance Counsellor	Staff One to One	All
Resource Investment for individual subject departments	√						Management	Facilities	All
ICT Support	√						I.T. Coordinator	Facilities	All
Maximum choice of subjects at Senior Cycle. Open pick of subjects. Sampling of subjects for First Years	√						Management / Teachers	Facilities	All
Subject Teachers use various teaching methodologies, implementation of effective groupwork and Assessment for Learning.	√						VOCATIONAL	ICT One to One Whole Group	All
Mixed ability classes (outside of Core).	√						Management	Differentiated Teaching	All
Differentiation for all levels including high achievers	√						SEN Team	Differentiated Teaching	All
Subject Field trips	√						Individual Subject Departments	Teachers	All
Focus Weeks e.g. Science Week, Maths Week. Seachtain na	√						Individual Subject Departments	Teachers	All

Gaeilge							
Programme Choice – LCA, TY, Leaving Certificate, LCVP Programme	√			Making educational choices in line with career aspirations	Management / Program Coordinator	Facilities	All
Parent and Student Teacher meetings at Senior Cycle.	√			Reflect on their learning style and attitudes towards learning	Management / Individual Teaches	One to one with teacher	All
Parent and Student Teacher meetings at Junior Cycle.	√			Reflect on their learning style and attitudes towards	Management / Individual Teaches	One to one with teacher	All
Learning Support for students with SEN			√	Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development	SEN Coordinator	SEN Team / Outside Agencies	All
CAT 4 Digital	√			Choose subjects (and level) in line with their own interests and abilities	Guidance Counsellor	Psychometric Instruments	All
Mock Exams and reports	√			Choose subjects (and levels) and educational options in line with further / higher education / training and chosen career path and abilities	Teachers	Teachers	All
Term Exams and reports	√			Reflect on their learning style and attitudes towards learning	Teachers	Teachers	All
Analysis of State Exam results - subject department meetings, subject teacher and management meetings, staff meeting.	√			Explore subjects in terms of the knowledge and skills associated with different areas of study / careers		VSWare	All
				Evaluate their knowledge, skills and learning and determine how these relate to further learning and career opportunities			
WIATT			√		SEN Teacher	Psychometric Instruments	All
WRAT			√		SEN Teacher	Psychometric Instruments	All
NRIT			√		SEN Teacher	Psychometric Instruments	
State Exams Junior Cycle, LCA, LCVP, Leaving Certificate	√				Teachers	SEC	All

Key Assignments	√				Teachers	Teachers	All
Oral Exams	√				Teachers	Teachers	All
Aural Exams	√				Teachers	Teachers	All
Assessment Tasks	√				Teachers	SEC	All
Classroom Based Assessments	√				Teachers	Teachers	All
Assessment for learning	√				Teachers	Teachers	All
Study Skills Workshops	√			Identify their learning styles and study habits	External Professionals	Whole Group	All
Tracking of Exam results – follow up with students and parents	√			Reflect on their learning style and attitudes towards learning	Year Head / Academic Traker	VSWare	All
Attendance Strategy	√			Adopt behaviours and attitudes that will help realise education and career goals	Management / Attendance Officer	VSWare	All
Awards Ceremony	√			Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development	Management / Awards Committee	Teachers	All
Teacher Feedback	√			Reflect on their learning style and attitudes towards learning			All
Assemblies	√			Adapt behaviour to enhance interactions with others	Management / Year Heads	Teachers	All
Daily Tutorials	√			Adapt behaviour to enhance interactions with others	Class Tutors	Teachers	All
VSWare – all exam reports updated	√			Evaluate study habits and exam taking skills and identify ways in which one can improve skills	Management / Teachers	Teachers / VSWare	All
Parent / Student Teacher Meetings	√			Change behaviour and attitudes to enhance self-esteem and self-concept	Teachers	Teachers	Senior Cycle
Numeracy and Literacy Boards	√			Identify and describe personal qualities, strengths, interests, attitudes and values, feelings and emotions and how they influence behaviour	Teachers	Numeracy and Literacy Boards	All
Keyword displays in rooms and on corridors	√			Demonstrate problem solving strategies Explain how self-esteem and self-concept can influence goal setting and decision making	Teachers	Numeracy and Literacy Boards	All
First Year Table Quiz	√			Identify effective social skills and behaviour	Year Head	Teachers	First Years
Drop Everything And Read	√			Explain how their behaviour and attitudes can influence the feelings and behaviour of others	Teachers	Teachers	All
Maths Week	√				Teachers	Teachers	All
World Book Day	√				Teachers	Teachers	All

Wellbeing Week	√			Describe how others' attitudes, expectations and behaviour	Wellbeing Committee / Teachers	Teachers	All
Catholic Schools Week	√			Express feelings appropriately with others Demonstrate appropriate communication and behaviour when cooperating with others	Chaplaincy / R.E. Dept.	R.E. Dept	All
Pride Day	√			Join networks to enhance their own personal, educational and career opportunities	Wellbeing Committee / Teachers	Teachers	All
Christmas Jumper Day	√			Demonstrate social / other networking skills  Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development  Ask for help when required	Chaplaincy	Teachers	All
SEN Policy	√			Identify and describe personal qualities, strengths, interests, attitudes and values, feelings and emotions and how they influence behaviour	SEN Team	Teachers	All
Student Support Files			√	Explore external influences on feelings, behaviour and attitudes	SEN Team	One to one differentiation	All
Teacher Awareness – Vsware SEN	√			Explain how self-esteem and self-concept can influence goal setting and decision making	SEN Team	VSWare	All
Update at staff meetings			√		SEN Team	SEN Team	All
Transition Meetings			√	Adopt effective strategies for coping with change and transition	SEN Coordinator	One to one	All
Whole staff CPD	√			Avail of opportunities and career experiences to develop one's potential	Management	Whole Group	All
Individual CPD		√		Develop effective coping strategies for dealing with change and transition	Teachers	One to one	All
SNA Access			√	Employ effective problem solving and decision making strategies	SEN Coordinator	Differentiated Learning	All
Referral System			√		SEN Coordinator	Outside Agencies	All
Small group withdrawal			√	Reflect on their learning style and attitudes towards learning	SEN Coordinator / Teachers	Differentiated Learning	All
Part time withdrawal			√	Evaluate study habits and exam taking skills and identify ways in which one can improve skills	Teachers	Differentiated Learning	All
Team teaching /		√		Analyse the knowledge and skills one is	Teachers	Differenti	

Collaborative Teaching				acquiring from taking specific subjects and extra-curricular activities		ated Learning	
EAAL support			√	Implement a study plan Plan for taking exams	EAAL Coordinator / Teachers	Differentiated Learning	All
Differentiation	√				Teachers	Differentiated Learning	
Early intervention for struggling readers – Paired reading			√		SEN Coordinator / Teachers	Differentiated Learning	All
RACE during In-house exams			√	Employ effective assessment techniques when taking exams (time and stress management)	SEN Team	ICT Facilities	All
RACE through the SEC			√	Employ effective assessment techniques when taking exams (time and stress management)	SEN Team	ICT Facilities	All
Touch typing / Read Write Gold			√	Develop their learning strategies and study habits	I.T. Coordinator / SEN Coordinator	ICT Facilities	All
Use of Assistive Technology			√		I.T. Coordinator / SEN Coordinator	ICT Facilities	All

## ***PERSONAL and SOCIAL***

Measure / Action	Guidance For			Indicative Competency / Outcome			Learning in this area is supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personnel with oversight	Resources and Methodologies Used	Student Cohorts
Counselling Chaplain Counselling Guidance Counsellor			√  √	Change behaviour and attitudes to enhance self-esteem and self-concept			Chaplain / Guidance Counsellor	Chaplain / Guidance Counsellor	All
SPHE classes	√			Developing and maintaining self-esteem and a positive self-concept			Teachers	SPHE Material	JC
RSE Program	√			Develop effective coping strategies for dealing with change and transition			Teachers	TRUST	SC
Friends for Life Program	√			Explain how their behaviour and attitudes can influence the feelings and behaviour of others			Teachers	SPHE Material???	JC
Religion Education	√			Describe how others' attitudes, expectations and behaviours impact on their feelings and behaviours			RE Teachers	Program Plans	All
Physical Education	√			Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development			PE Teachers	School Facilities	All
Formal Guidance Classes	√			Explore differences between career areas and requirements (including educational options) for working in different fields			Guidance Counsellor	Timetabled Classes	T.Y / 6 <sup>th</sup> Years
Wellbeing	√			Review one's goals and career aspirations and establish how one's personal qualities, behaviour, self-belief and expectations are influencing education, career goals and life choices			Teachers	Teachers and External Program Material	All
Sports: e.g. Soccer, Basketball, Rugby etc.	√			Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development Demonstrate social/other networking skills Demonstrate an openness and ability to interact with diverse groups			Teachers	Professional Sports Bodies and Local Facilities	All
Art: e.g. Choir, Fashion Show	√			Demonstrate an openness and ability to interact with diverse groups			Teachers	Facilities / Outside Excursions	All
Chaplaincy	√			Change behaviour and attitudes to enhance			Chaplain	Chaplain	All

			self-esteem and self-concept				
Assemblies and Pastoral Care System (meeting with Year Heads, Chaplain, SEN, Guidance Counsellor, Management)	√		<p>Adopt behaviours and attitudes that will help realise education and career goals</p> <p>Adapt behaviour to enhance interactions with others</p> <p>Accept one's own limitations</p> <p>Build relationships with employers/learning providers</p> <p>Seek out significant others who will challenge and develop one-self</p> <p>Evaluate strategies one employs when resolving conflict with others</p> <p>Evaluate the effectiveness of social/other networks that one is a member of</p>	Year Heads, Chaplain, SEN, Guidance Counsellor Management	One to One / Pastoral Care / External Counsellors / GPs / NEPS / Family Support Services / CAMHS / Gardaí / Túsla	All	
<p><b>PROGRAM INDUCTION DAYS</b></p> <ul style="list-style-type: none"> <li>• Transition Year</li> <li>• Leaving Certificate Applied</li> <li>• Open Night (incoming First years)</li> <li>• Transition Meeting for incoming First years</li> </ul>		√	<p>Demonstrate effective social skills when cooperating and collaborating</p> <p>Interact effectively with peers, teachers and employers to build positive relationships in life</p> <p>Encourage inclusive behaviours and attitudes in others</p>	Management, First Year Head, Program Coordinator	Management / First Year Head / Program Coordinator / Guidance Counsellor / Chaplain	First year / T.Y / LCA	
<p><b>SEN</b></p> <p>Information visits to primary school prior to entry</p> <p>Learning support</p> <p>Early reading intervention</p> <p>Social skills</p> <p>Behavioural skills</p> <p>Organisational skills</p> <p>Self-management classes</p> <p>Team Teaching</p> <p>EAL</p>			√	<p>Implement a study plan</p> <p>Plan for taking exams</p> <p>Employ effective assessment techniques when taking exams (time and stress management)</p> <p>Develop personal qualities and skills which meet career goals and aspirations</p> <p>Demonstrate the employability skills necessary to secure and stay in work</p> <p>Assess barriers to equality and inclusion in the workplace and in educational settings</p>	SEN Coordinator / SEN Team	SENO SEC RACE Primary Feeder Schools / Youthreach / HEI Access Officers / National Learning Network / PLC Colleges / CAO / SOLAS	All
<p><b>SOCIAL AWARENESS INITIATIVES</b></p> <ul style="list-style-type: none"> <li>• Internet Safety presentation</li> <li>• Social Awareness : Concern, Trocaire, Shoe Box, Daffodil Day,</li> </ul>	√			<p>Developing and growing throughout life</p> <p>Interacting effectively with others (face-to-face and online)</p> <p>Identify effective social skills and behaviour</p> <p>Explain how their behaviour and attitudes can influence the feelings and behaviour of others</p> <p>Describe how others' attitudes, expectations and behaviours impact on their feelings and behaviours</p>	Coordinating Teachers	Community Garda / Charities e.g. Trocaire, Concern Pieta House / Local Nursing	ALL

<p>Crumlin Hospital Vincent de Paul, Pieta House</p> <ul style="list-style-type: none"> <li>• Anti-bullying presentation</li> <li>• Carol Singing in Nursing Homes</li> <li>• Darkness into Light Walk</li> <li>• Green Schools</li> <li>• Fundraising</li> </ul>			<p>Explore ways of communicating and resolving conflicts Analyse one's own interaction with peers, teachers and employers and identify behaviour patterns which may be influencing relationships with others Evaluate strategies one employs when resolving conflict with others Reflect on the benefits and limitations of communicating online Evaluate the effectiveness of social/other networks that one is a member of Reflect on one's tolerance, respect and openness towards others with different abilities and from diverse backgrounds and cultures</p>		Homes	
<p><b>LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• Gaisce</li> <li>• Green Schools</li> <li>• Health Promoting School</li> <li>• School year Book Committee</li> <li>• Prefects</li> <li>• JP2</li> <li>• Paired Reading</li> <li>• Motivational Speakers</li> <li>• Zambia Immersion Programme</li> <li>• Mentors</li> <li>• Student Council</li> </ul>	√		<p>Developing and maintaining self-esteem and a positive self-concept Interacting effectively with others (face-to-face and online) Developing and growing throughout life Demonstrate effective social skills when cooperating, collaborating and negotiating with peers, teachers and employers Join networks to enhance their own personal, educational and career opportunities Demonstrate social/other networking skills Adapt behaviour to enhance interactions with others Adapt behaviour to a variety of contexts Encourage inclusive behaviours and attitudes in others Employ effective problem solving and decision making strategies</p>	Coordinating Teachers	Teachers	All
<p><b>TY</b></p> <ul style="list-style-type: none"> <li>• Carlingford Trip</li> <li>• First Aid Certification</li> <li>• Creative Writing Workshop</li> <li>• Poetry Workshop</li> <li>• Marie Keating Information Talk</li> <li>• Future Leaders</li> <li>• Soar Workshop</li> <li>• Collon 1<sup>st</sup> Drive</li> <li>• Law Education</li> <li>• TEFL Course Qualification</li> <li>• Go Karting</li> <li>• YSI Registration</li> </ul>	√		<p>Demonstrate effective social skills when cooperating and collaborating Developing and growing throughout life Adapt behaviour to a variety of contexts Encourage inclusive behaviours and attitudes in others Employ effective problem solving and decision making strategies Explain how their behaviour and attitudes can influence the feelings and behaviour of others Join networks to enhance their own personal, educational and career opportunities</p>	TY Cordinator	TY Cordinator	TY

<ul style="list-style-type: none"> <li>• Reptile Zoo</li> <li>• Fairyhouse Cookery School</li> <li>• Gaisce</li> <li>• Go-Quest</li> <li>• Belfast Christmas Markets</li> <li>• Ice Skating</li> <li>• Water Bay Sports</li> </ul>							
--	--	--	--	--	--	--	--

***Formal Guidance Areas to be evaluated / improved:***

Due to limited resources and the necessary prioritising of Senior Cycle students there is limited Guidance offered at Junior Cycle. To ameliorate this, an extensive resource pack of Guidance Related Learning for Junior Cycle Students is kept on the school website and is available to S.P.H.E. teachers to use with their classes.

A Higher Education Access Program coordinator would improve the school's ability to cater for the entire school population.

An integrated student shadowing program would give more students first hand knowledge of many college courses.

These areas can be looked at should extra resources become available.

***Review***

The BOM will schedule a biennial review of this policy.

***Bibliography***

The following documentation, as recommended by the IGC forms the research material used as a basis for this plan.

## ***References***

The Education Act, 1998

Planning the School Guidance Program. National Centre for Guidance in Education

Planning the School Guidance Plan, School Planning Development Initiative (SDPI), 2004

Guidelines for Second Level Schools on the Implications of Section 9C of the Education Act 1998, relating to students access to appropriate guidance. DES, 2005.

Circular letter No PPT 12/05: Guidance Provision in Second-Level Schools.

Institute of Guidance Counsellors – Constitution and Code of Ethics 2004

Children First: National Guidance for the Protection and Welfare of Children 2011

GDPR Guidelines issued by the I.G.C on the 1<sup>st</sup> October 2018

## ***Websites***

Central Application Office (CAO)

[www.cao.ie](http://www.cao.ie)

Department of Education and Science

[www.education.ie](http://www.education.ie)

Solas

[www.solas.ie](http://www.solas.ie)

Institute of Guidance Counsellors

[www.igc.ie](http://www.igc.ie)

National Centre for Guidance in Education

[www.ncge.ie](http://www.ncge.ie)

National Qualifications Authority of Ireland

[www.qqi.ie](http://www.qqi.ie)

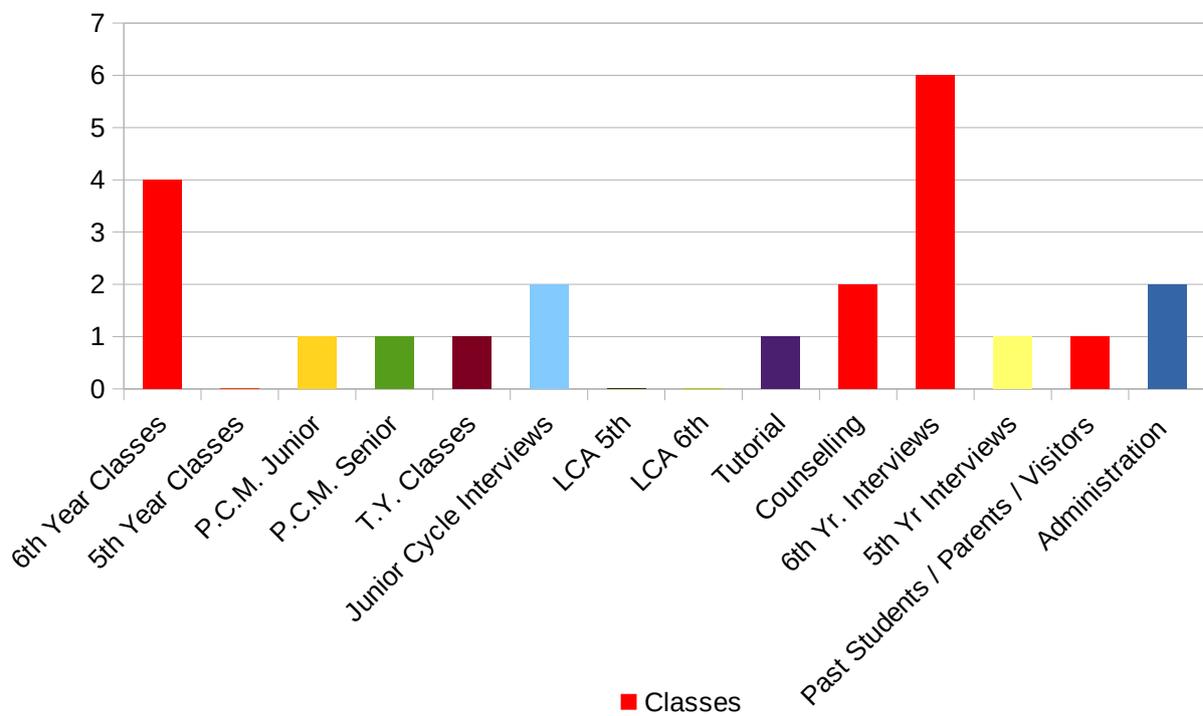
Qualifax

[www.qualifax.ie](http://www.qualifax.ie)

**Last Updated September 2022**

## Appendix 1

**2022:** What follows is not exact as there are more likely to be more parents contacting closer to the CAO closing dates and more 3<sup>rd</sup> years will be contacting around the subject choice season post Easter etc. No longer having to complete RACE frees up a considerable amount of time for more one-to-one contacts with students. As always, a number of emergency referrals will change the schedule. Tuesday afternoons are timetabled as personal time and as such all supervision and out of school events on Tuesday afternoons do not impact on the 22 hours per week allotted for the work of the Guidance Counsellor.



This information is based on a timetable of 22 (1 hour classes per week. It does not include any additional core work outside of these hours e.g., evening events, meetings during lunchtime, availability for appointments pre-school and during the morning break , usual class preparation and follow up, course research, arranging visitors to the school, attendance at Third level events, webinars, CPD at weekend, Open Days etc. Presently, Group and Personal supervision are attended outside of the 22 hours. I have also not considered the class periods for 1<sup>st</sup> / 3<sup>rd</sup> Year class for subject choice, induction etc.

### **Brief Overview:**

6 <sup>th</sup> Years	Four classes per week.
5 <sup>th</sup> Years	Presently no timetabled classes per week.
Junior Cycle Interviews	One to one interview where requested by student, parent or staff. Study / Exams / Subject choice and/or Career related content. (More time required during 1 <sup>st</sup> year and 3 <sup>rd</sup> year Subject Choice period.)
T.Y. Classes	1 timetabled class, where a work experience based Guidance Module is delivered.
5 LCA	5 hours over the year
6LCA	5 hours to complete Guidance Module.
Special Needs Meeting	As required
Pastoral Care Meetings	Two Care Team meetings per week.
RACE Forms	Will be available for additional support, if required.
Parent / Past Students	Appointments in person or conversations over the phone or by email. (Including completing references). There are also numerous inquiries from SNA and teachers over the course of the year.
Visitors	Visitors to school from Professional Bodies and H.E.I's. Arranging visits out, organising permission slips, informing teachers.
6 <sup>th</sup> Year Interview	One to one interviews with 6 <sup>th</sup> Years
Counselling	Through the school referral system, student referrals, peer referrals or directly through a parent or at times by the termination of contact by outside agencies.
Tutorial	Timetabled for four weekly classes.
Administration	Emails, Mail, Contacting Colleges for clarifications and information, Web based research on courses, requirements and other pertinent information. Monitoring UCAS applications, monitoring EUNICAS applications, liaising with Youth Reach, HSE and NEPS and JigSaw. Additional work under

DEAR and HEAR systems. Assistance with Scholarships. Compiling information, subject level changes, Social media postings, updating website and keeping up on new literature. Presently two class periods per week is timetabled.

**Present Practice, including but not limited to: (As of August 2021 – June 2022):**

- Class Work: 5 class periods per week
- 2 Weekly Pastoral Care Meetings (involving Principal, Deputy Principal / Year Head(s) / SENCO and Chaplain).
- Special Needs Meeting (involving Deputy Principal, Special Needs Teacher and Resource Teacher, et al)
- One Transition Year Tutorial class spread over 4 days.
- Attend Supervision groups five times a year in Navan.
- Attend personal supervision once per month.
- Availability, by appointment, to work with past students of the school.
- Availability to make interviews from 8.30 a.m. until 8.40 a.m. / 10.53 a.m. 11.08 a.m.
- Individual work with students, as per appointment system or through referrals.
- Ordering prospectuses / pamphlets / booklets / posters / workbooks etc.
- Maintaining Career's Library in the Career's Office.
- Annual public talk on the C.A.O. System for Senior Students and their parents.
- Attend annual C.A.O. Conference.
- Attend one PLC/ one IOT and one University Open Day for Guidance Counsellors. (Provided cover is available.)
- Maintain and Update Guidance Department website.
- Prep 6<sup>th</sup> Years tfor the Higher Options Conference and one University Visit.
- Plus one IOT visit for 5<sup>th</sup> Years. (Possibility of all open days continuing to be Virtual for this year).
- Prepare students for PLC Interviews / Interviews with Access Officers.
- Completing References, helping to prepare C.V's, Personal Statements.
- Online monitoring of U.C.A.S. Applications.
- Monitoring of E.U.N.I.C.A.S. Applications.
- Assist with HEAR and DARE Applications.
- Assisting with Apprenticeship applications.
- Liase with the Special Needs Department where Psych. Results recommend a consult with the Career Guidance Department.
- Arrange for visiting speakers to come to the School and College Fair for 2022.
- Assist with the administration of the Cognitive Aptitude Tests for incoming 1<sup>st</sup> Years and liaise with Special Needs Department on results.
- Arrange out of School visits for individual students to talk to Lecturers / Course Directors.
- Collect and collate Permission Slips for students attending Career related events.
- Assist with the Reasonable Accommodations for the Certificate Examinations where requested.

- Annual Update and Distribution of ‘Subject Requirements Sheets’ for Third and First Year Students. (Now on Website.)
- Annually produce an updated version of School’s Comprehensive Internet Directory for Senior Cycle students. (Migrating information to Microsoft Teams)
- Irish and Third Language Exemptions processed for the N.U.I. based on new testing received.

**ISSUES FOR CONSIDERATION for 2022 /2023:**

Removing primary responsibility for RACE has freed up additional periods for one-to-one work.

One to one work (not class work) with Senior Cycle students’ needs to be prioritised, in order to maintain and possibly improve our CAO / PLC numbers. Individual contact with Senior Cycle will improve this year. Every Senior Cycle student is seen once, most twice and a small number will be seen over six times. The increasing number of HEAR & DEAR applicants continue to need considerably more time. (The needs of each student vary according to interests, abilities and level of peer and familial supports etc.)

This policy has been ratified by the Board of Management of St Ciarán’s Community School at its meeting on:

\_\_\_\_\_

Signed: \_\_\_\_\_ Signed: \_\_\_\_\_  
 Chairperson Principal  
 Board of Management

Date: \_\_\_\_\_

Date of next review: \_\_\_\_\_