



2022

Boherbue Comprehensive School- Guidance Plan

Mission Statement

This document reflects the school's ethos and mission statement- "Boherbue Comprehensive School conscious of its position in the community endeavours to give the best education and service to its pupils and community based on Christian Values that will help all who come in contact with the School to reach their full potential." The emphasis is placed on quality teaching and learning, positive behaviour and the recognition and honouring of achievement. Every pupil is supported to develop and fulfil their own unique potential and equipped with the confidence and self-esteem to meet the demands of society.

Rationale

The provision of guidance is a statutory requirement for schools under the Education Act 1998. Specifically, section 9C 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.*" In fulfilling this obligation Boherbue Comprehensive School works towards developing a quality Guidance and Counselling service that is accessible and inclusive to all students.

School Structure

The student population of Boherbue Comprehensive School is divided into classes of mixed ability. Each year group has a Year Head, who, assisted by the subject teachers, has overall responsibility for the personal, social and academic development of the pupils in his / her charge. Within the classroom, the subject teacher seeks to foster self esteem in pupils, to promote a sense of self-motivation and achievement and to allow pupils to explore their own attitudes and values within a supportive, nonthreatening atmosphere.

The Guidance Department recognises the importance of this system in our school and foster a cooperative relationship with the Year Heads and subject teachers in order to best meet the needs of students.

School Guidance Plan

This plan outlines the response of the school to the needs of the students in the area of Guidance and Counselling. Guidance in schools refers to a range of learning experiences provided in a developmental sequence, to assist students develop self management skills which will lead to effective choices and decisions about their lives. Successful planning ensures a structured response to the personal/social, educational and career needs of the students. Whole School Guidance Planning is a work in progress and will be monitored, evaluated and reviewed regularly. It encompasses three separate, but interlinked areas of Guidance:

- Personal and Social Guidance
- Educational Guidance
- Career Guidance

Aims of the Guidance Plan

- Provide a framework for the school's guidance programme
- Ensure a structured response to a student's personal, social, educational and career guidance needs.
- To develop the concept of Whole School Guidance which will involve the relevant members of the school community in the provision of the Guidance service.
- To create a productive learning environment for all abilities.
- To promote the educational, social and emotional development of all students assisting them to reach their full potential.
- To assist with evaluating the School Guidance Service and the quality of students supports

Objectives of the Guidance Plan

The objectives of this Whole School Guidance plan enable students achieve the following outcomes:

- To clarify educational, social and career goals
- To address personal issues
- To identify and explore opportunities
- To grow in independence and take responsibility for themselves
- To make informed choices about their lives and follow through on these choices
- To support the development of every student
- To acknowledge and support each person's role in the school community
- To provide an environment where each individual can develop self-esteem and a sense of personal responsibility
- To provide an environment where each individual can develop a place in society and a responsibility to society
- To nurture teaching and learning so that each individual can reach his or her full potential
- To monitor the well-being of all students
- To apply best practice in the protection of students and the promotion of their welfare, within the resources available in accordance with DES and School Child Protection Policy
- To work effectively with statutory authorities and outside agencies as and when required
- To ensure that any allegations of abuse are dealt with justly and promptly in accordance with the Children First Guidelines 2017

Guidance Curriculum

Divided in to two components:

Formal

- Individual meetings with students/ parents.
- All senior classes have one class period of Guidance per week.
- Pastoral care meeting with care team once a week.

Informal.

- Liaising with staff, students and management in an informal manner.

The Model of Provision - A Continuum of Support

A continuum of support model is applied to the guidance programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

Guidance for All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into college or the world of work). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, careers classes and work experience/placement provided as part of senior cycle 6 programmes (TYP and LCA). The NEPS publication ‘*A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*’ (2010) outlines whole school approaches that can be employed in relation to ‘*Support for All*’.

Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor or chaplain working in collaboration with the student support team, SPHE teacher, year heads, class tutors. The NEPS publication ‘*A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*’ (2010) outlines a *Solution Oriented Framework* that can be employed in relation to ‘*School Support (for some)*’.

Guidance For A Few – Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student. The NEPS publication ‘*A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*’ (2010) outlines supports which can be provided to students with more complex or enduring needs under ‘*School Support Plus (for a Few)*’.

Areas of Learning & Competencies

Guidance-related learning builds on children’s holistic education which starts in early childhood education and continues through their primary education under four themes: Wellbeing; Identity & Belonging; Communicating; & Exploring & Thinking.

Three areas of learning are: Developing Myself, Developing My Learning and Developing My Career Path. The areas of learning aim to build on the learning that children will have experienced during their years in primary education. These outcomes relate to the

development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making

Junior Cycle

The three areas of learning and associated competences are associated with the Principles underpinning the *Framework for Junior Cycle*, a number of the *Framework Statements of Learning and Key Skills*. The whole school guidance programme is linked to *Key Skills* such as *Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working with Others*. Guidance-related learning activities are planned, co-ordinated and delivered with a focus on these skills & the Wellbeing competencies & indicators at three levels - Guidance for All, & more intensive interventions to those students who need it through Guidance for Some and A Few approaches.

Wellbeing

There is considerable overlap between the competences and associated learning outcomes presented under *Developing Myself, Developing My Learning* and *Developing My Career Path* and the Wellbeing programme in Junior Cycle (SPHE and guidance related learning are two of the main pillars of Wellbeing). Wellbeing is linked to the *Staying Well* key skill of the *Framework for Junior Cycle* (NCCA, 2017; pg. 22). The eight competences can be linked with five of the six indicators of *Wellbeing – Responsible, Connected, Resilient, Respected and Aware* (presented on page 45 of the Wellbeing Guidelines).

Senior Cycle

At senior cycle (including LC, LCA & TY), the SPHE/RSE, Wellbeing, RE and Guidance programmes all facilitate *Developing Myself* learning outcomes for students.

What is Guidance?

Guidance is defined as:

a range of learning experiences provided in a developmental sequence that assist students to make choices (personal and social, educational and career) about their lives and to make transitions consequent on these choices. (NCGE Planning the School Guidance Programme, 1.1, p.8)

The Guidance programme addresses the needs of all students through a range of activities which incorporate the following three interlinked areas:

- Personal and Social Education / Development
- Educational Guidance
- Vocational / Career Guidance

It is envisaged that the guidance counsellor divides time equally between each area and is sensitive to the needs of all students and in particular those who need extra support. Counselling is also a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis.

Counselling may be seen as the empowerment of students to make decisions, solve problems, develop coping strategies and resolve difficulties they be experiencing. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

Personal and Social Guidance

Guidance at post-primary level aims to support the holistic development of students including addressing and seeking to resolve difficulties when they arise. Through contact with pupils, each member of staff facilitates and promotes the development of these essential life skills- personal and social skills, health promotion and decision making skills, while at the same time enhancing self esteem and self awareness raising skills.

The guidance service is available to all members of the school community including parents and staff although priority will always be given to students. Individual, group counselling and peer mentoring are also incorporated into the School Guidance and Counselling service. We offer one-to-one counselling and counselling to all students on request or by referral. A counselling service is provided where students can explore issues of concern to them, and this service is provided in a caring, confidential, non-judgemental and objective manner.

Educational Guidance

Article 1.5 of the I.G.C.'s Code of Ethics states that: *“The relationship with the client is the foremost concern of the Guidance Counsellor, but it does not exist in a social vacuum. For this reason, guidance counsellors have sensible regard for the social context of their work, which includes colleagues.”*

Guidance is developmental in nature and begins before a student enters second level. The Guidance Counsellor works in co-operation with the Resource and Learning Support Department, incoming First Years Head and Management to organise, conduct, and evaluate First Year Entrance Tests. Each year the School Principal and the Special Educational Needs Coordinator (S.E.N.O.) or Year Head will visit the local feeder Primary Schools and speak to the sixth class teachers to identify students who would benefit from early intervention from either/or the Resource and Learning Support Department or the Guidance Service. This includes students with exceptional ability.

Educational Guidance includes empowering students in the areas of subject choice, study skills, examination techniques and assessment, using various forms of assessment. It covers topics such as psychometric testing, subject choice, study skills, examination techniques, Transition Year programmes, LCA, work experience placements, CV preparation, goal setting and personal organisation.

The Guidance Counsellor and S.E.N.O. administer psychometric tests, such as, the Differential Aptitude Tests (DATS) or the Cognitive Abilities Test 4 (CAT4) to all students at some stage. The results need to be relayed in an appropriate manner.

The Guidance Counsellor in conjunction with other departments organise information for parents in the form of leaflets, letters and information nights. These include:

- Open night
- First Year Parents information night
- Subject options information sessions at the end of first year
- Subject options information sessions after Junior Cycle and TY
- Transition Year information night
- LCA information night
- Leaving Cert Parents Presentation - CAO, PLC, HEAR, DARE, SUSI

Career Guidance

Career guidance encourages students to explore career options being cognisant of their interest, aptitudes and abilities. This service aims to provide students with the ability to develop their decision making skills, preparing for employment/unemployment, and develop job search skills. The Guidance service will include the following:

- Assessment using psychometric instruments and inventories
- Personal Vocational Guidance Interviews
- Information about future careers
- Information about third level courses, entry requirements etc.

- Empowerment of students with the skills necessary to make future career choices
- IT skills to assist in making an informed career choice e.g. Qualifax, Careers Portal etc.
- Interview techniques
- Mock interviews e.g. CAO Courses, Build a Bank, Apprenticeships
- Information on Post Leaving Certificate Choices / Pathways to Further Education
- Guest speakers from Third Level Institutions, Army, Solas, An Teagasc, STEM, etc.
- Open days/ Career fairs/ Visits
- Information on grant payments: CAO, SUSI, HEAR, DARE

The Guidance Counsellor also takes responsibility for advising the students on the completion of UCAS and UNICAS applications and also assists with writing of academic references.

The objectives of the guidance programme are not only framed by reference to the legislative requirements, but are also referenced by the good practices disseminated by the Institute of Guidance Counsellors and the National Centre for Guidance in Education.

Guidance: A Whole School Activity

Roles & Responsibilities

Guidance is not provided exclusively by any one individual or group. It is a holistic process that benefits from the synergy of many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our School to identify, prioritise and respond to the guidance needs of students using the resources available. When one considers the three dimensions of guidance (personal, educational and career), all members of the teaching staff are in some way involved in providing guidance to students.

The Guidance Plan recognises the important role that the whole school community plays in supporting and implementing these aims, including the Principal, Deputy Principal, Year Heads, tutors & subject Teachers, Subject and Programme Co-ordinators (e.g. RE, SPHE, JCSP, TY, LCA), School Chaplain, Guidance Counsellor, SEN Co-ordinator, Resource Teachers, Learning Support Teachers, Wellbeing Facilitator, 1st year Mentor, SNA's, the Board of Management/Trustees, Parents Council, Students Council, auxiliary staff including administration staff, the students themselves and the local community.

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. The main roles & responsibilities with our school are:

The Board of Management and School Management Team

The Board of Management and School Management team have a responsibility to ensure that provision and practice of guidance in the school is of the highest standard possible. This includes managing the process of guidance planning and provision in co-operation with the guidance school staff involved in guidance and other school partners such as parents. The Guidance Counsellor communicate regularly with the Principal and Deputy Principals, and attend a weekly meeting with the Principal, Deputy Principal, Chaplain TY & LCA Programme Co-ordinator & Year Heads to discuss the educational, vocational, social and personal developmental of the students. These meetings allow for students at risk to be identified, allocate personal counselling duties and decide on referrals (e.g. to the Student Support Team / Guidance Counsellor or Chaplain) where necessary.

The Principal

The Principal oversees the Whole School Programme of which Guidance Counselling is an important component. The Principal controls the internal organization and management of the school, and exercises supervision over the teaching and non-teaching staff. The Principal is the Designated Liaison Person in the school and as such immediate and direct contact is made with the Principal by the guidance counsellor and indeed all staff should there be a concern regarding Child Protection.

The Principal and Deputy Principal

The Principal & Deputy Principal are heavily involved in both student welfare and student discipline in the school and, following communication with students and parents/guardians referrals may arise. For instance, students may be referred to the Guidance Counsellor and/or School Chaplain following suspension or if there is a concern regarding early school leaving.

Year Heads

Regular formal and informal contact with the five Year Heads in the school is integral to the work of the guidance counsellor; the role of the Year Head demands greater contact and understanding of the students, their behaviour and their circumstances. The Year Head is an important point of contact for teachers with concerns regarding their students. Through their Year Head duties and contact with the students themselves and their parents/guardians as needed, a more thorough and focused referral process occurs (using the Student Referral Form), where interventions can be targeted and the best interests of the student are supported through team-work with the Guidance Counsellor and Year Head and Chaplain.

Guidance Counsellor

Guidance counsellors because of their specialist training have a professional role in each of the main areas of guidance: personal and social, educational, and career. Within personal and social their role for example may involve publicising to the students and at parents' meetings

the work of the Guidance Counsellor. Their educational role involves many aspects such as liaising with the SEN co-ordinator in relation to incoming students prior to the student's entry to the school or liaising with management, year heads, and class teachers, subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning and personal organisation. Their career role may involve addressing all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents on the same topic. In addition, the guidance counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum. The Guidance Counsellor works collaboratively with all staff members and management. They meet regularly with the principal, deputy principal and chaplain. The guidance counsellor has strong links with outside supportive agencies and is a member of the student support and critical incident teams. The Guidance counsellor is involved in delivering central aspects of the LCA & TY programme such as work experience preparation and career investigation. They are on the planning team for the T.Y. and LCA programmes.

School Chaplain

The School Chaplain plays a significant role in supporting the education, social and personal development of our students. In Boherbue Comprehensive School the Chaplain has a significant and essential role in liaising with parents and students and facilitating dialogue between home and school – this role is particularly important during times of personal crisis for a student/family and in supporting student retention. The School Chaplain works in close co-operation with the Principal, Deputy Principals, Guidance Counsellors and Year Heads, Regional Retention Officer and Social Services in this regard. The Chaplain is a member of the Student Support and Critical Incident teams. The Chaplain has a specific mission toward the spiritual, pastoral care and faith development of the entire school community.

The 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 senior management team and all staff, parents/guardians and outside agencies. They apply for resources including resource hours, special needs assistants and assistive technology. The SEN coordinator liaises with special needs assistants, Guidance counsellors, Chaplain, Year heads, subject teachers and the senior management team.

Subject Teachers

Subject Teachers often have a key role in providing support to students and information and advice relating to their subject discipline and related careers. Some teachers have additional formal responsibilities through management, pastoral care roles, co-ordination roles and through participation in programmes such as RE and SPHE.

Individual subject teachers may be sought out by students on an informal basis for advice and information. The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support. Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal responsibilities through management, pastoral care roles, coordination roles and through participation in programmes

such as SPHE. Furthermore, teachers who interact with students outside the confines of the classroom (e.g. coaching, choir, etc.) may have a particular relationship with the student body which enables them to play an important role in the personal, social, moral and educational development of students.

All staff members may consult with the Guidance Counsellor, chaplain or Year Head on the needs of an individual student and may refer a student to the Guidance Counsellor; teachers are asked to complete a Student Referral Form. As a matter of course the Principal or Year Head must be informed by the Guidance Counsellor or Chaplain of referrals as appropriate

Programme Coordinators - JCSP / TY / LCA

The role of the JCSP / TY/ LCA Programme Co-ordinator, demands greater contact and understanding of the students in these programmes and often regular contact with parents/guardians as necessary and is a point of contact for class teachers, as such the programme co-ordinator may often make referrals to the guidance counsellor or chaplain following contact with class teachers, students and parents (using the Student Referral Form).

Parents/Guardians

Parents/Guardians have by far the most influence, directly or indirectly, on the choices made by young people. Parents have a major influence on the environment in which the young person lives including values, attitudes and lifestyle. The Plan recognizes that parents play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents 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. Parents have an important role to play in helping to establish the needs and priorities of the school guidance programme and in supporting the programme. Parents can also participate in guidance through:

1. Communication and consultation with the guidance counsellor & other school staff
2. Attendance at relevant information and other meetings at school
3. Contributing to the development and review of the school guidance plan when possible

Students

Students are the focus of the school guidance programme. Students (through the student council and formal & informal consultation with students in guidance classes and one-to-one guidance consultations) are encouraged to identify and establish needs and priorities of the guidance programme. Students are a valuable resource in the classroom and through classroom discussion, vocational preparation and personal development topics are developed and reinforced. Students will often self-refer for counselling or consult with the chaplain or guidance counsellor when concerned about a peer. Fellow students also have a part to play in supporting their peers in difficulty. This plan seeks to attend to the welfare of every student and their right to participate 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 Boherbue Comprehensive School. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their School.

School activities which support Whole School Guidance

- Management Team
- Year Head System
- Chaplain
- Counselling
- Pastoral Care Team
- SEN Team
- ASD Special Class
- Community Education
- School Trips
- Students' Council
- Mentors
- Gaisce Awards
- Green Schools
- Awards Ceremony
- Christmas Concert
- Supervised Study
- Third Level Scholarships
- Fundraising
- Homework Club
- Extra Curricular Activities & Sports
- Visit to Career Exhibitions and College Open Days
- Guest speakers (Social, Personal, Educational, Career related)
- Workshops targeting specific year groups (Study Skills).
- Student Voice Forbairt initiative
- Chaplain linking with First year SPHE classes.

Counselling

Counselling is offered on an individual basis. It aims to help pupils, in times of need, with difficulties and concerns they may have, to explore their thoughts and feelings, in a safe environment where they are accepted and supported. Helpful interventions are discussed in a caring and sensitive way. As an interactive process, students are helped to meet their own needs in managing the various challenges and changes that can take place throughout their adolescent lives.

Chaplain

The Role of the Chaplain

The role of the Chaplain in the school is:

- To provide an open door where students, staff and parents/guardians can come and receive support in a confidential and safe way.
- To accompany students in partnership with their families and the staff, to the fullness of their human potential.
- To be available to the entire school community – students, teachers, non-teaching staff and also their families.
- To work in close collaboration with the Class Teachers, Year Heads, the Counsellor, the Guidance Counsellor, the Principal and the Deputy Principal.
- To promote the spiritual care and faith development within the school.
- To provide opportunities for worship, reflection and spiritual growth for the entire school community.

The Role of the School Counsellor

The role of the school counsellor is to provide a counselling environment which is both caring and non-judgemental on a one to one or group basis. Counselling is basically about a relationship with another person who is skilled and has expertise in dealing with the difficulties encountered by students. This relationship is one of support and advice, education and challenge, warmth and empathy. The chaplain coordinates the time and location of counsellor meetings with pupils.

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- To accompany students in partnership with their families and the staff, to the fullness of their human potential.
- To be available to the entire school community – students, teachers, non-teaching staff and also their families.
- To work in close collaboration with the class teachers, year heads, the chaplain, the guidance counselor, the principal and the deputy principal.

The Role of the Guidance Counsellor

There are three main areas in which the Guidance Counsellor exercises his/her role. The three areas are educational counselling, career counselling and personal counselling. Operating in these areas the Guidance Counsellor works in conjunction with the students, the parents/guardians, the management of the school, and the staff of the school. Whilst the guidance counsellor has the specific training in educational, career and personal counselling, it is through a collaborative approach that students who experience difficulties will be given the necessary support. Strategies will be devised to suit their individual needs and allow them to overcome their difficulties and to optimise their learning.

Referrals

Internal Referrals

Students are referred to the Guidance Counsellor/ Chaplain through the following avenues:

- Self - referral
- Student referral
- Parent referral
- Staff referral
- Principal/ Deputy Principal

Staff referral can be done informally.

Students are referred to the school counsellor through the following ways:

- Parent referral
- Teacher referral
- Chaplain referral
- Year head/ Principal/ Deputy Principal referral

The guidance counsellor/ Chaplain may initiate appointments with pupils, parents and teachers when particular circumstances arise indicating that a pupil may be in need of counselling on a personal issue which impacts on their school life.

External Referral:

The Principal, as the Designated Liaison Person (DLP), in consultation with the School Guidance Counsellor/Chaplain/ School Counsellor, may refer to outside agencies such as the HSE, CALMS, KACS, NEPS, or specific services in the local area such as external counsellors. Such referrals are made in consultation with parents/guardians.

Guidance Planning Group

- Vera Leader - Principal
- D.J. McSweeney- Deputy Principal
- Maire Goggin – ASD Special Class
- Fiona O’ Donoghue - Chaplain and Pastoral Care
- Cora Dunne - Guidance Counsellor
- Marie O’ Sullivan – Special Education Needs Coordinator
- Fiona O’ Donoghue – Wellbeing Coordinator

Other Personnel

- School Counsellor
- All other staff members

Meetings and Appointments (Students / Parents / Guardians)

An appointment system for personal Counselling / Career / Educational Guidance and School Chaplain operates. *Self referral is encouraged.* To minimise disruption, pupils are required to negotiate an appointment in advance, with teachers, as they are not allowed to excuse themselves from class. The teacher has the right not to release a student for an appointment. In this case it is rescheduled. On other occasions appointments are made in consultation with a student e.g. referral. Parents / Guardians can make appointments with the Guidance

Counsellor/ Chaplain/ Counsellor by contacting the main office. Appointments are usually conducted during school hours but may in certain circumstances be conducted after school. All parties are requested to inform each other if a cancellation proves necessary. On occasion the guidance counsellor/ chaplain/ counsellor may request that another member of staff be present at a particular meeting e.g. Year Head, subject teacher and/or management. The student may be invited for part of or whole of the meeting with approval of the Parents/Guardians. This affords the students responsibility, ownership, accountability and inclusion in the meeting outcomes. Notes of all meetings shall be kept by the guidance counsellor/ chaplain/ counsellor.

Reporting Procedures and Confidentiality

Where pupils raise issues of concern or experience difficulties in their lives, confidentiality applies and the student is afforded utmost privacy. However, the student is informed of the limits of confidentiality. For instance, where it is felt that a student may be a danger to him / herself and / or to others, it is a legal requirement to then inform school management and / or parents / guardians. All students are informed of the limits to confidentiality at the initial meeting with the Chaplain in First Year. If the Guidance counsellor, chaplain or counsellor feels that this is in the best interests of the students to inform a Teacher/Parent/Guardian/School Management of a particular difficulty, this is only done with the knowledge and hopefully agreement of the student. This proposal acknowledges that Guidance is a whole school issue and as such it is the responsibility of all staff of the school to adhere to the Child Protection Guidelines and report their concerns about a child to the Designated Liaison Person (Principal) or in the absence of the DLP to the Deputy Designated Liaison Person (Deputy Principal).

Record Keeping Procedures

Details of all personal counselling and / or career / educational guidance meetings are kept. Records are kept for seven years after the students leave school with the exception of issues relating to discipline, special educational needs and child protection which must be kept indefinitely. The records of personal counselling should contain actual words and phrases

used by the student and the student should be informed of all matters pertaining to confidentiality pertaining to the student.

The counsellors should ideally write up notes as soon as possible after the session to ensure accuracy and precision and notes should be brief. Notes are generally brief and to ensure accuracy are written as soon as possible after each session.

Information Evenings

A number of information sessions are delivered throughout the school year, by both the Guidance Counsellor and Co-ordinators of TY and LCA. A meeting for Leaving Certificate parents is organised for September/October, outlining the CAO process and HEAR, DARE and SUSI application procedure. However, some parents may opt instead to make an appointment with the Guidance Counsellor or phone with specific queries. 1st year / 3rd year and Transition Year parents are met, to discuss senior cycle options as well as outlining the importance of making appropriate subject choices / levels and their implications for senior cycle and 3rd level. The Guidance Counsellor and School Chaplain are available for the parent teacher meetings.

Work Experience

Work experience and workplace learning, also forms an integral part of career planning. Designed to give students an opportunity to get valuable hands on experience of career areas they are currently interested in. Much planning and preparation goes into organising the events. Students make contact with employers and make the necessary arrangements for the placement. Debriefing and evaluating their experience of the world of work is an equally important stage. To further enhance the process of career planning, students are encouraged to prepare a written report / journal, describing their experiences and learning throughout the period of work experience.

Assessment

Incoming 1st years, are assessed by the Learning Support Teacher, using the CAT 4, identifying levels of achievement in general but also to highlight those who may require additional learning support or other resources. Differential Aptitude Tests are administered by the Guidance Counsellor to senior cycle students. Results are later discussed on an individual basis as part of a Career Guidance meeting. Career interest inventories (CareersPortal, Rothwell Miller / John Holland) are administered during class, helping pupils to explore a range of possible career options.

College Open Days and Careers Fairs

Open days form an integral part of career research. Students are encouraged to attend, not only to view campus facilities, but more importantly, to get first hand information on courses of interest, from faculty personnel. Advance preparation is essential to maximise the benefit from such an event. In particular students are asked to prepare questions (best clarified by those who both design and co-ordinate the various course programmes) by studying beforehand, hard copies of course literature and supplementary web information. After the event pupils are invited to give feedback on the overall quality and delivery of information on the day, including any queries they may still have and / or alternative course options which a pupil may now be considering, based on new information. Feedback from students can in turn be passed onto college staff for review purposes.

Career Related Talks

Visiting speakers from various college faculties and departments are invited to make presentations to senior cycle students, further facilitating ongoing research. These talks are organized primarily throughout the first and second term ie universities and Technology Universities (UCC / MTU / UL / TUS) in Term 1, while the main PLC Colleges including SOLAS and Teagasc, may attend in Term 2. Notification of these events is posted in advance in the staffroom to avoid overlap with other events being organized in the school.

Continued Professional Development

CPD essential to ensure the effective delivery of the Guidance programme and the work of the Guidance Counsellor. The Institute of Guidance Counsellors (IGC) has established links with many agencies and organisations, all of which offer in career development. Attendance at IGC meetings, CAO conference, IGC Conference, Supervision sessions, Open Days, Careers Exhibitions, Information Sessions organised by various colleges, constitutes in-career and continuing development.

The Chaplain regularly attends meetings with the Kerry Chaplains Association as well as three Supervision sessions a year and other in career and continuing development.

Peer Mentoring

A Peer Mentor is a very privileged position to hold in the school. The students in 6th are invited each year to apply to train as Peer Mentors. The selection and training of Peer Mentors is facilitated by members of KDYS in the month of May each year. The supportive role of the Peer Mentor is very important in helping students settle into school life. Peer Mentors help and support first year students in a variety of ways.

Role of School Mentor

The list below is not an exhaustive one:

- Attend the First Years first day in school at the start of the new academic year. On this day mentors will familiarise first year students with classrooms, timetables, lockers, etc.
- Provide a 'friendly face' and someone to talk to if a student is having a difficulty
- Meet formally with first year as per the annual plan.
- Check in with students informally to see how they are settling in
- Organise a class activity such as inter-class quizzes, debates or indoor sports leagues

Whole School Guidance – Strategies and Collaboration

Class Teacher.

- Monitors behaviour and identifies any difficulties students may be experiencing. Refers to Year head as appropriate
- Encourages pupils to work to their full potential
- Liaises with parents / guardians through journal or parent / teacher meetings

Year Head

- Holistic monitoring of students
- Liaise with parents where necessary

TY Co-ordinator

- Organises events, outside speakers, trips and a range of activities that promote personal development
- Liaises with management, Guidance Counsellor, parents
- Encourages pupils to get the maximum benefit in terms of personal development
- Attends in-service where possible

LCA Co-ordinator

- Plans and administers programme
- Liaises with students / parents / guardians / outside agencies
- Co-ordinates Task and key assignment requirements
- Attends in-service where possible

Learning Support Teacher

- Identifies and assists students in need of support
- Consults with class teachers, Guidance Counsellor where necessary
- Meets parents as necessary

SPHE Teachers

- Promotes self-esteem and development of positive self image
- Encourages pupils through discussion, to explore a range of topics in relation to social, personal and health education
- Attends in-service where possible

Students Council

- Raises issues of concern to pupils
- Liaises with staff / management

Parents' Advisory Council

- To promote their part as partners in the life of the school.
- To establish their role and important link in the school community

Outside Agencies

Links with the following are fostered and promoted throughout the whole school community;

- Psychologist: Chaplain / Guidance Counsellor prioritise those most in need of counselling, in particular issues that require professional therapeutic intervention
- Employers: TY / LCA / Guidance Counsellor foster links with community based employers
- 3rd Level Admissions Officers: Presentations from various faculties organised
- Primary School Links
- Teagasc
- SOLAS
- Post Leaving Certificate Colleges
- Gardaí
- Department of Education and Science Examinations Commission
- Past Pupil Destinations

Guidance Programme

Junior Cycle

FIRST YEAR

1. Personal and Social Guidance

- Open night/ Information evening for parents / pupils of incoming 1st Years (Nov)
- Visit feeder primary schools, outlining programmes / facilities on offer
- Information pack distributed to homes of all incoming 1st Year students who have registered with school (April / May)
- A student Mentoring System is in place to assist 1st year students with this transition.
- Induction day – guided school tour / distribution and outline of timetable / school rules and code of behaviour / 1st Years assigned mentor / ‘buddy’ from senior cycle
- Open Night
- Transition from primary to secondary school continues to be monitored throughout the school year by class teachers / Year Head / Deputy Principal / Principal
- An Induction Book- “Step Up” which seeks to address some of the main challenges faced by 1st year students. The booklet is used in special S.P.H.E. lessons for the first week of school and for the 1st number of SPHE lessons. The activities in the booklet link directly to the 1st module in SPHE, Belonging and Integrating and Getting Organised.
- Information night for 1st years parents (Sept)
- Pupils introduced to Pastoral Care Service – Chaplain meets all 1st Years and outlines role (Sept – Oct)
- Guidance Counsellor meets all 1st Years - introduced to Guidance service and outlines role (Nov – Dec)
- Individual Counselling / guidance meeting available by referral or on request

2. Educational Guidance

- All incoming first years are assessed by the Learning Support Teacher using the CAT 4. Problems which come to light are dealt with in small groups or individually. Pupils who benefit from learning support are identified in consultation with class subject teachers, parents/guardians.

- An educational guidance module delivered within SPHE e.g. self management and time management skills, individual uniqueness and differences as well as transition related challenges e.g. coping with bullying / peer influences

3. Career Guidance

- A career guidance module is organised and delivered in the 2nd term by the guidance counsellor to include all aspects of subject choice, using handouts and web related material.
- Information session is also delivered to parents of 1st Years i.e. Powerpoint presentation on subject choice and their implications for senior cycle and 3rd level.
- Individual appointments for parents or pupils are available on any aspect of subject choice.

SECOND YEAR

1. Personal and Social Guidance

- Continue to assist pupils develop their awareness of strengths, and potential, self-confidence and self-esteem, through SPHE and RE
- Year Head maintains ongoing contact with students offering advice in regard to coping with challenging situations and monitoring pupil behaviour
- Individual counselling / guidance available by referral or on request

2. Educational and Career Guidance

- No formal class contact with Guidance Counsellor, but where need arises, information and advice maybe sought e.g. subject levels/ procedure for changing subject levels (HL to OL)
- Guidance related topics continue to be delivered through SPHE e.g. motivation, assertive communication, peer pressure and other influences.

THIRD YEAR

1. Personal and Social Guidance

- SPHE and RE classes continue to cover topics promoting personal development – positive self image, conflict, respect, rights and responsibilities.
- Individual counselling / guidance available by referral or on request

2. Educational and Career Guidance

- Study skills/exam techniques workshop organised by Guidance Counsellor. Other topics delivered within S.P.H.E include, coping with exams and making responsible decisions.
- A career guidance module is organized and delivered in the 2nd term by the guidance counsellor to include all aspects of subject choice- handouts and use of web related material, outlined in class
- Individual appointments for parents or pupils are available on any aspect of subject choice
- Transition / LCA Co-ordinator outlines senior cycle programme options
- Information session for parents of 3rd yrs and/or transition yr. pupils is delivered at this time i.e. PowerPoint presentation on subject choice/career implications/3rd level implications.

TRANSITION YEAR

1. Personal and Social Guidance

- Issues and topics e.g. gender issues/relationships education continue to be addressed through SPHE and RE classes
- Individual counselling / guidance available by referral or on request

2. Educational and Career Guidance

- Formal class contact – Guidance Counsellor timetabled for one class per week. Topics include:
 - Introduction to the world of work-types of work/purpose of work/work tasks.
 - Identification of personal skills/interests
 - C.V preparation
 - Career Interest Assessment

- Career Categories
- Careers Exhibition
- 3rd level terminology
- National Framework of Qualifications
- Work Experience
- Non CAO route e.g. PLCs/Teagasc
- Career Investigation-Introduction to research skills/ www.skool.ie
- Subject Choice
- DATs

FIFTH YEAR

1. Personal and Social Guidance

- Personal and Social issues addressed through SPHE / RE classes
- Individual Counselling / guidance available by referral or on request

2. Educational and Career Guidance

- Formal class contact – Guidance Counsellor timetabled for one class per week.

Topics include:

- Framework of Qualification (revisited)
- Administration of Career Interest Inventories(Careers Portal,/J. Holland/R.Miller)
- Study skills-study/revision planners
- Exam techniques-study/revision tips
- Careers Exhibition-Guidelines
- 3rd level CAO system/colleges /courses-applied to U.C.C/MTU prospectii
- Administration of Aptitude Tests-DAT'S/Multiple Intelligences
- Career Categories(Listings/Examples)
- Research Methodologies-using career guidance related website e.g. www.careerdirections.ie
- Further Education and Training Options e.g. SOLAS Apprenticeships/Defence Forces.

SIXTH YEAR

1. Personal and Social Guidance

Topics and personal issues addressed during SPHE / RE classes e.g. coping with transition to 3rd level/other life choice decisions.

- Individual Counselling / Guidance available by referral or on request

2. Educational and Career Guidance

- Formal class contact – Guidance Counsellor timetabled for one class per week
- One to one career guidance meetings with each Leaving Certificate student.

Topics include:

- Calendar of college related career events
- UCAS application procedure – individual preparation and assistance through various stages of process
- Study Skills / Exam Techniques Workshop
- CAO – Application Stages / Procedures
- HEAR and DARE application process
- Applications for Language Exemptions
- 3rd Level college entry requirements / course outlines
- College Open Days – Preparation / Attendance / Feedback
- Research Methodologies / Career Guidance related websites eg www.qualifax.ie / www.cao.ie
- Career related talks scheduled for 1st / 2nd term e.g. UCC / MTU / UL / TUS .3rd term –PLC Progression Routes e.g. College of Commerce / St John's Central College as well as smaller group talks with Teagasc / SOLAS
- Non CAO Applications e.g. Teagasc / Defence Force
- PLC Sector – Individual Application / Interview Preparation
- SUSI Grants
- Finance and Scholarships
- Cost of going to college / College Accommodation Officer
- Guidance Review / Feedback

Reference Material:

- College Prospectii
- Useful websites- www.qualifax.it, www.careers.portal.ie, www.careers.news.ie
- Classroom Guidance