

Scoil Phobail Bhéara
Whole School Guidance Plan

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GLOSSARY

CAO Central Applications Office
CL Circular Letter
DES Department of Education and Skills
DLP Designated Liaison Person (Child Protection)
DDLDP Deputy Designated Liaison Person
DSGC Directors of Studies in Guidance Counselling
ESL Early School Leavers
ETB Education and Training Board
FET Further Education and Training
HE Higher Education
HPS Health Promoting Schools
HSE Health Service Executive
ICT Information & Communication Technology
IGC Institute of Guidance Counsellors
JC Junior Cycle
JCSA Junior Cycle Student Achievement
JCT Junior Cycle for Teachers
LC Leaving Certificate
LCA Leaving Certificate Applied
LCVP Leaving Certificate Vocational Programme
LLG Lifelong Guidance
NBSS National Behaviour Support Service
NCCA National Council for Curriculum and Assessment
NCGE National Centre for Guidance in Education
NCSE National Council for Special Education
NEPS National Educational Psychological Service
PDST Professional Development Service for Teachers
PTR Pupil-Teacher Ratio
SC Senior Cycle
SCP School Completion Programme
SEN Special Educational Needs
SGH School Guidance Handbook
SOL Statement of Learning
SPHE Social, Personal and Health Education
SSE School Self-Evaluation
SST Student Support Team
SUSI Student Universal Support
TY Transition Year
WSG Whole School Guidance

1.Introduction

Scoil Phobail Bhéara was established in 1983 and is a co-educational establishment catering for all ranges of abilities, embracing all social groupings, offering the widest possible range of subjects and being open to all religious persuasions.

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 central goals. 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 Programme.

This plan forms part of the Whole School Plan, it is not a rigid template and it will be evaluated, reviewed and updated routinely.

1.1 Definitions

Guidance in school refers to a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

Counselling offered within a guidance context is 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 crises. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

1.2 Requirements on Schools

This plan is being developed in response to relevant legislation and resource documents. Guidance is a statutory requirement for schools under Section 9 (c) of the Education Act 1998:

‘to ensure that students have access to appropriate guidance to assist them in their educational and career choices’.

Other requirements and guidelines include:

- 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’*
- Planning the School Guidance Programme National Centre for Guidance in Education (NCGE), 2004
- Guidelines for Second Level Schools on the Implications for Section 9 (c) of the Education Act 1998, relating to students’ access to appropriate guidance. Inspectorate, Department of Education and Skills, 2005
- Looking at Guidance, Teaching and Learning in Post-Primary Schools Inspectorate Department of Education and Skills, 2009
- Circular 0009/2012, “Staffing arrangements in Post-Primary Schools for the 2012/13 school year” restates this position: *‘each school develops collaboratively a school guidance plan as a means of supporting the needs of its students.’* It is against this backdrop and in the context of the decision in Budget 2012 to withdraw the provision

for ex-quota guidance hours to schools that this whole school guidance plan was originally prepared supported by 'The Framework for Considering Provision of Guidance Post-Primary Schools' issued in 2012 by ACCS, ETBI, JMB and NAPD.

- *Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a)* provides a separate guidance allocation to schools by reducing the Pupil-Teacher Ratio (PTR). Since 2016 Guidance has been gradually restored by way of a change to the PTR. In MICC guidance provision has been restored gradually in that time.
- Circular 0011/2017, "Community & Comprehensive School Approved Allocation of Teaching Posts 2017/18, *"The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should "include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team"*
- *NCGE, 2017, A Whole School Guidance Framework*
- *Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d)* highlights that Wellbeing, a new area of learning
- *'A Whole School Guidance Framework' issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.*
- Circular 0008/2018, "Community & Comprehensive School Approved Allocation of Teaching Posts 2018/19, "

1.3 Scope

This plan applies to the entire community of Scoil Phobail Bhéara . Its interventions and supports apply particularly to junior, senior, further education, minority, special educational or personal needs etc. of all students as they progress through their second-level education.

1.4 Relationship to Mission Statement

The school Guidance Plan supports the values of the school outlined in its Mission Statement:

We in Scoil Phobail Bhéara have a vision of the type of school we would like. It is a school guided by Christian values where students are happy and where everyone is treated with courtesy and respect. Our school encourages, supports and challenges all students to reach their full potential.

While parents are the primary educators of their children, our staff members, who act in loco parentis, are our most valuable resource and every effort is made to ensure that we have a dedicated and committed staff and good student – staff relationships.

Our school is an integral part of our local community and in addition to providing the best possible education for our young people and preparing them for later life, our school should serve as a resource for and enriches our community.

We do everything to assist our pupils to take responsibility for themselves and their actions and help them to appreciate and care for the world in which we live.

1.5 Rationale

- Section 9 of the Education Act (1998) states that a school *shall use its available resources to...*

(c) Ensure that students have access to appropriate guidance to assist them in their educational and career choices.

(d) Promote the moral, spiritual, social and personal development of students...in consultation with their parents, having regard to the characteristic spirit of the school.

- Circular Letter PPT 009/2012 from the Department of Education and Skills points out that: It is established policy that guidance is a whole school activity and under existing arrangements each school develops collaboratively a school guidance plan as a means of supporting the needs of its students

The School development Planning Initiative (SDPI) document Planning the School Guidance Programme (2004) specifies that schools are expected to develop a guidance plan.

- “NCGE: A Whole School Guidance Framework 2017” will support schools in the planning and provision of a whole school approach to guidance.
- Guidance-related learning is identified in the *Junior Cycle Wellbeing Guidelines* as one of the main pillars of a school’s Wellbeing programme (NCCA, 2017).

Guidance is a whole school activity and our approach is collaboratively developed. This collaboration involves a variety of approaches such as feedback from inspection reports, parental and student attitudinal surveys or via other initiatives like the HPS programme. This whole School activity is undertaken as a means of supporting the needs of students. As a School we believe it is important that all members of staff fully recognise and ensure that guidance permeates every aspect of school life.

This Guidance plan has evolved for the purpose of providing guidance to students. It outlines the school’s approach to guidance generally and explains how students are supported and assisted in making choices and successful transitions in the personal and social, educational and career areas. It gives formal structure to a whole-school approach to this provision. Additionally, it informs parents, students and teachers that guidance will be delivered in an integrated and proactive way. The guidance plan also distinguishes between the competencies available within the school to support a student in situations where referral to the Health services or advising parents on the need to consider individual referral to a medical professional is warranted.

1.6 Aims and objectives of Guidance

The Whole School Guidance Plan aims to:

- Set out the learning experiences and activities of the guidance programme
- Reflect the needs of both Junior and Senior Cycle students
- Achieve a balance in the provision of personal/social, educational and career guidance offered to students

The objectives of this Whole School Guidance plan enable students to 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

2. The Model of Provision for Whole School Guidance Programme:

2.1 A continuum of support

A continuum of support model is applied to the Scoil Phobail Bhéara 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:

A) 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 apprenticeships, FET, HE and employment). 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, guidance modules and work experience/placement provided as part of senior cycle programmes (TY, LCA and LCVP).

B) 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 working in collaboration with the pastoral care team, SPHE teacher, SEN Coordinator, year heads, class tutors and the school Chaplain.

C) 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 transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and 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/Chaplain/ staff member may need to provide continued support to the student

Figure 1 below (courtesy of NCGE: A Whole School Guidance Framework, Page 14) shows the continuum of support model on which our School approach to guidance is offered. 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.



2.2 Areas of Learning and Competences

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in Scoil Phobail Bhéara are exposed to 3 areas of guidance-related learning so as to allow them develop in 8 areas of competence (Figure 2 below courtesy of *NCGE: A Whole School Guidance Framework*, Page 16). These areas of learning aim to build on the learning that students will have experienced during their years in primary education.



Outcomes are presented as indicative competences in this plan relating to the three areas of learning. 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. These competencies are built upon in a variety of School programmes such as:

Junior Cycle - The three areas of learning and associated competences are linked 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. The guidance counsellor has a role in planning; coordinating and delivering guidance-related- learning associated (Guidance for All) with the relevant Key Skills and in providing more intensive interventions to those students who need it through Guidance for Some and A Few approaches.

Wellbeing - 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. The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware. The guidance counsellor has an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle - At senior cycle (including LC, LCVP & TY) the RE/SPHE curriculum and Guidance Programmes can be used to plan learning outcomes in Developing Myself for students. All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

2.3 Whole School Overview

Guidance for all:

Guidance is a whole school activity used to describe the range of learning experiences provided in a developmental sequence designed to assist students to make choices about their lives and the transitions based on these choices.

The Guidance programme is the full range of activities through which the school addresses the needs of students. This incorporates three main yet interlinked areas as identified by the NCGE . These choices may be categorised into three separate but interlinked dimensions/areas:

- A. **Developing myself:** Personal and Social
- B. **Developing my Learning:** Educational
- C. **Developing my Career Path:** Career

Developing myself – Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and at Senior Cycle in R.E. It comprises the following modules: Belonging and Integrating, Self Management, Communication Skills, Physical Health, Friendship, Relationships and Sexuality, Emotional Health, Influences and Decisions, Substance Use and Personal Safety. The Pastoral Care team include modules during the course of a school year e.g. Stress Management, Internet Safety and numerous outside speakers. The Mentoring programme is a support system whereby trained Senior Cycle students assist with the integration of new students into the school system. Every opportunity is used in Scoil Phobail Bhéara to develop the skills, potential and resilience of students.

Developing my Learning: – Educational Guidance is developmental in nature and allows the student take responsibility for their own learning and progress. In Scoil Phobail Bhéara Education Guidance begins at the student's entry in 1st year by empowering students in the area of subject choice following subject sampling and later at another key transition point – the end of 3rd year/TY where course/subject choices are made for senior cycle. Other areas of guidance include subject level selection, motivation and learning, study skills and examination skills, learning related problems and counselling for these learning difficulties, teacher consultations, psychometric testing and consulting parents about related matters.

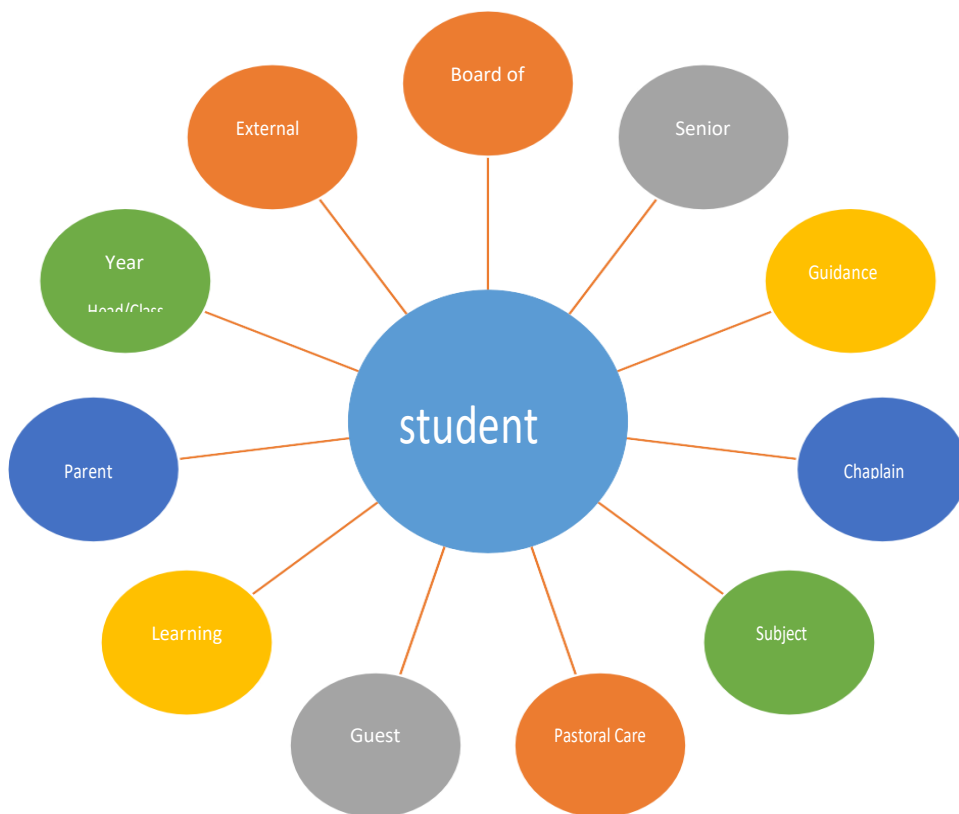
Developing my career path: Involves empowering students to recognise their talents and abilities which enable them to make informed choices and take responsibility for their own futures. Examples of areas covered:

- Develop an understanding of the world of work and life roles
- Careers Information Management/ Employment Opportunity
- Development of self-awareness
- Post Leaving Certificate Choices/Pathways to Further Education/HEAR/DARE
- Attendance at Career Events
- Personal Vocational Guidance Interviews
- Organisation of Career Talks/ Liaison with Business, 3rd Level – Personnel and Past Pupils
- Decision Making Skills and Planning Skills
- Job Search Skills/ Interviews
- Using career related information and sources appropriately e.g. Reach +, Qualifax
- Pathways of further education including third level course/career progression with CAO, PLC and apprenticeship applications to the fore.

3.Guidance: A Whole School Activity – Roles and 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.

However it is the responsibility of the Guidance Counsellor to coordinate the guidance programme under the direction of senior management. 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 and responsibilities within our School are:



i. Board of Management

The Board of Management has a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standard. The Board of Management manages the school in accordance with the Education Act (1998) and the Articles of Management for Comprehensive Schools. Each school is required to comply with the Education Act (1998) and provide students with "access to appropriate guidance".

ii. Senior Management

The Principal controls the internal organization and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principal is in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principal, an Assistant Principal is placed in charge of the school. The Senior Management team also have a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the guidance counsellor, school staff and other school partners such as parents.

iii. 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 and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available). Their educational role involves many aspects such as assisting the SEN co-ordinator in assessing 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 Team and Critical Incident Teams. The Guidance counsellor is involved in testing pupils, and assists in the accommodation of pupils with learning difficulties at examination time.

The Guidance Counsellor and Chaplain as mandated persons are also well positioned, due to the nature of their work, to react to any child protection concerns.

iv. 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 Student Support Team and outside supportive agencies. They are a member of the Student Support Team and Critical Incident Team. The chaplain manages the referrals to the external counsellor and liaises with the individual students and their parents. The Chaplain coordinates the Mentoring 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.

v. Student Support Team

The Student Support Team is made up of Management, Chaplain, Guidance Counsellor, SEN Coordinator, Year Heads and other representatives from the staff body. The Team meet weekly to review the needs of students. The Team strives to provide a response to students needs by liaising with the SPHE and RE teachers and by inviting outside agencies to cover specific issues. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at Student Support Team Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team.

vi. SEN Coordinator

The SEN coordinator directs the application and provision of resources for students with special educational needs. They liaise with management, parents/guardians, subject teachers, special needs assistants, year heads, Chaplain, Guidance Counsellor and outside agencies. They apply for resources including reasonable accommodations for the State Examinations for students with special educational needs. The SEN coordinator timetables classes for students requiring learning support and assistance. The Principal oversees this.

vii. Subject teachers

Subject teachers have final line role of responsibility for the education of all students in their classes. 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, co- ordination roles and through participation in programmes such as SPHE. Individual teachers may be sought out by students on an informal basis for advice and information. All teachers may consult with the guidance counsellor on the needs of an individual student and/or refer the student to the guidance counsellor/LS/SEN Coordinator when specialist competence is required with due regard to confidentiality.

viii. Other Support Staff

- **Class Teacher**

The class teacher takes a particular interest in the activities and progress of the students in a class group, and helps the students to be positive in their behaviour and work. In addition, the class teacher serves as a special link between the school administration and the students, and co-operates with the year head in ensuring the students observance of the school rules.

- **Year Head**

The Year Head has general responsibility for the welfare of a year group. The year head oversees the student's attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The Year Head works closely with the subject teachers, class teachers, Guidance counsellor, Chaplain, Deputy Principal and Principal. The Year Head also links with outside agencies in conjunction with the above.

ix. Guest Speakers

Guest Speakers are engaged by School personnel to support the three dimensions/areas of Guidance. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff and parental body. Guest Speakers work in conjunction with existing school programmes/subjects/areas of Guidance so as to augment and support existing provision.

x. Parents

This Plan adopts the legal definition of parent as set down in the Education Act, 1998. 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. It is important that parents are aware of and support this Plan together with other school policies and procedures. Parents are further encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and links between school and home. The Parents Association, too, in hosting seminars builds the personal capacity of parents. Parents can also participate in the guidance process through:

- Consultation with the guidance counsellor and other school staff.
- Attendance at relevant information and other meetings at school.

- Contributing to the development and review of the school guidance plan.

And when possible

- Providing personal assistance to the school guidance programme.

xi. Students

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 Scoil Phobail Bhéara. 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.

Wellbeing, SPHE, RE and CSPE cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. Because Scoil Phobail Bhéara adopts a whole-school approach to Guidance students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class teacher, year head, guidance counsellor, chaplain, deputy principal and principal as they see fit. Fellow students also have a part to play in supporting their peers in difficulty.

4. Current Whole School Guidance Programme & Provision

i. Time allocation - Individual, small group and class group support

Guidance and Counselling support is offered on an individual, small group or class group basis. The focus of counselling is on the personal/social, educational, and career issues, individually, in small groups or as part of timetabled class contact. The School counselling service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises.

Individual Counselling is an interactive process to help the student to understand their personal reality in a safe, supportive environment and help them deal responsibly with their needs.

Group work is offered under the direction of the Counsellor or chaplain. Depending on the context and the group this can be the most effective form of support for individual members, where students can learn that they are not alone in their experience and receive healing from one another. All group work will

only take place where there is proper supervision and permission e.g. Post Traumatic Stress prevention following a critical incident.

Class group support is timetabled in nature under the supervision of the Guidance Counsellor and by the allocation of the Principal. The Guidance Counsellor is at all times sensitive to the developmental stages of the students.

ii. Delivery of Guidance & Counselling (one-to-one, small group etc.)

The 2017 and 2018 Allocation Circulars state –

“The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should “include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team”

While guidance is a whole-school activity, the central and critical role of the Guidance Counsellor is vital, particularly for the availability for one to one guidance and counselling. The latest model places responsibility on school leaders to use the guidance provision for the maximum benefit of students. Guidance at Junior Cycle in Scoil Phobail Bhéara is linked to SPHE and Wellbeing. All senior cycle groups have a dedicated weekly guidance class and junior cycle groups have guidance at tutorial time.

iii. Junior and Senior Cycles Guidance Programme

The School vision is to supply an effective and comprehensive Guidance service which enables our students and their parents 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 Scoil Phobail Bhéara is best identified by the summarised charts below:

Developing My Career Path

Includes areas such as employment rights and duties, job opportunities, vocational education and training, further education, job and interview preparation, career research and career / course information.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME <i>See index</i>	LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few		Personnel Responsible*	Methodologies / Resources	Curriculum
				Developing Myself	Developing my Learning	Developing my career path	
SCHOOL BASED GUIDANCE	✓			<ul style="list-style-type: none"> Employing effective personal learning/exam strategies 			ALL
<ul style="list-style-type: none"> Career Meetings 	✓			<ul style="list-style-type: none"> Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices 			Guidance Counsellor Timetabling One to One Reach+
<ul style="list-style-type: none"> Career Talks 	✓			<ul style="list-style-type: none"> Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate 			Guidance Counsellor Whole Class Guest Speakers
<ul style="list-style-type: none"> Leaving Certificate Applied 			✓	<ul style="list-style-type: none"> Choose subjects (& levels) & educational options in line with further/higher education/training & chosen career path & abilities 			Management Teachers Timetabling Differentiated Learning Whole Class
<ul style="list-style-type: none"> SEN Access Program 			✓	<ul style="list-style-type: none"> Developing & maintaining self-esteem & a positive self-concept Interacting effectively with others Developing & growing throughout life 			Management Teachers SEN Coordinator Outside Agencies Psychometric Testing
<ul style="list-style-type: none"> Personal Statements 		✓		<ul style="list-style-type: none"> Describe personal strengths & resources which can be used during times of change & transition 			Guidance Counsellor Teachers ICT One to One
<ul style="list-style-type: none"> Career Investigation Portfolio 		✓		<ul style="list-style-type: none"> Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities 			Guidance Counsellor Teachers Reach+ One to One
<ul style="list-style-type: none"> Aptitude, Interest, Values and Personality tests. 	✓			<ul style="list-style-type: none"> Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour. 			Guidance Counsellor Psychometric Testing Reach+ One to One
<ul style="list-style-type: none"> Career Options 	✓			<ul style="list-style-type: none"> Establish how career related information has been used to make career decisions 			Management GC Reach+ One to One

• Mock Interviews			✓	• Demonstrate the ability to participate in an interview	Teachers	Outside Interviewers	LC
• Guidance Counselling Service- Re; subject choices for senior cycle and decide on career choices and CAO applications.	✓			• Plan their learning path in line with career goals & aspirations • Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities	Guidance Counsellor	Reach+ One to One	ALL
• Vocational Subject Choice	✓			• Demonstrate how educational options & achievements relate to life & work goals	Management	Staff Timetabling	ALL

• Early School Leavers Program			✓	• Avail of opportunities & career experiences to develop one's potential • Develop effective coping strategies for dealing with change & transition	Management Guidance Counsellor	Solas Youth Reach Outside Agencies	FEW
EXPERIENTIAL GUIDANCE	✓			• Understanding the world of work & life roles	ALL	ALL	ALL
• Career Expos	✓			• Explore differences between career areas & requirements (including educational options) for working in different fields	Guidance Counsellor	IT's Universities Enterprise Whole Group	TY/LC
• Open Days	✓			• Explore the education requirements for further study & career interests	Guidance Counsellor	IT's Universities Whole Group	LC2
• Participation in the Student Enterprise Programmes.		✓		• Recognise the link between subjects (&levels), extra-curricular activities & different career paths	Teachers	Facilities Outside Organizations	TY
• Work Experience		✓		• Evaluate work experience to-date & identify learning arising from this work experience	Management Teachers	Outside Organizations	TY
HOME-SCHOOL PARTNERSHIP	✓			• Making educational choices in line with career aspirations	ALL	ALL	ALL
• Informative parent evenings; CAO, 3 rd & 4th Yr. Subject & Programme Choice, 6th Class Open Day, 1st year Induction Day	✓			• Explore subject (short course) choice & subjects for junior cycle/senior cycle • Explore subject choice requirements for further/higher education, training & employment	Management Guidance Counsellor Teachers	Whole Group Facilities	ALL

Developing my Learning

This is developmental and would include such areas as subject / course choices, subject level, motivation and learning, study skills, learning related problems, psychometric testing.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME <i>See index</i>	LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few		Personnel Responsible*	Methodologies / Resources	Curriculum
				Developing Myself	Developing my Learning	Developing my career path	
CURRICULAR SUPPORT	✓			<ul style="list-style-type: none"> Employing effective personal learning & exam strategies 			ALL
<ul style="list-style-type: none"> Individual Guidance meeting re; subject choice 		✓		<ul style="list-style-type: none"> Explore subject options for Junior/Senior cycle 			Guidance Counsellor
<ul style="list-style-type: none"> Core Curriculum keeps options open 	✓			<ul style="list-style-type: none"> Choose subjects (& level) in line with their own interests & abilities 			Management
<ul style="list-style-type: none"> Resource Investment for subject departments 	✓			<ul style="list-style-type: none"> Assess the knowledge, skills & attitudes that meet life & work goals 			Management
<ul style="list-style-type: none"> ICT Support 	✓			<ul style="list-style-type: none"> Access information re further study/employment/apprenticeships 			eLearning Coordinator
<ul style="list-style-type: none"> Maximum choice of subjects at Senior Cycle 	✓			<ul style="list-style-type: none"> Making educational choices in line with career aspirations 			Management
<ul style="list-style-type: none"> Open pick of subjects 	✓						Management
<ul style="list-style-type: none"> Sampling of subjects for First Years and TYs 	✓						Teachers
<ul style="list-style-type: none"> Teachers use various teaching methodologies, implementation of effective groupwork and Assessment for Learning. 	✓			<ul style="list-style-type: none"> Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development 			Teachers Subject Departments
<ul style="list-style-type: none"> Mixed ability classes 	✓			<ul style="list-style-type: none"> Demonstrate effective social skills when cooperating, collaborating & negotiating with peers & teachers 			Management
<ul style="list-style-type: none"> Differentiation for all levels including high achievers 	✓			<ul style="list-style-type: none"> Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities 			SEN Team
<ul style="list-style-type: none"> Subject Fieldtrips 	✓			<ul style="list-style-type: none"> Plan & participate in work opportunities in line with their career goals & aspirations 			Subject Departments
<ul style="list-style-type: none"> Focus Weeks e.g. Science Week, Maths Week, Wellbeing week 	✓			<ul style="list-style-type: none"> Identify transferable skills & identify career areas that these apply to 			Subject Departments
<ul style="list-style-type: none"> Programme Choice – LCA, TY & Leaving Certificate 	✓			<ul style="list-style-type: none"> Making Educational Choices in line with career aspirations 			Management Program Coordinator
							Facilities/ VSWare Whole Group
							JC3/TY

• Induction days/info for 1 st Yr, TY & LCA students		✓		• Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others	AP1	Whole Group Outside Agencies	TY
• Parent & Student Teacher meetings at junior & senior cycle		✓		• Reflect on their learning style & attitudes towards learning	Management Teachers	One to One	LC1/LC2
• Delay decisions around sitting honours papers for as long as possible		✓		• Evaluate their knowledge, skills & learning & determine how these relate to further learning	Management	Pre Papers One to One	JC3/LC2
• Learning Support for students with SEN			✓	• Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development	SEN Coordinator	SEN Team Outside Agencies	ALL

ASSESSMENT & STANDARDIZED TESTING	✓				ALL	ALL	ALL
• CAT 4	✓				SEN Coordinator	Psychometric Testing	Sixth Class
• NGRT - Reading Age	✓				SEN Coordinator	Outside Agencies	JC1
• WRAT 4		✓			SEN Coordinator	Outside Agencies	JC1
• WIATT 2		✓			Guidance Counsellor Teachers	Outside Agencies	JC1
• Analysis of State Exam results - subject department meetings, subject teacher and management meetings, staff meeting.	✓				Subject Departments	SEC Vsware	JC3/LC2
• Term exams & reports	✓				Teachers	Vsware	ALL
• Pre Exams & reports	✓				Teachers Office Staff	Outside Agencies Mock Papers	JC3/LC2
• Assessment for learning	✓				ALL	Whole Group	ALL
• ICT Exams e.g. ECDL		✓			eLearning Coordinator Teachers	ICT Facilities	TY 5 th Years
• Classroom Based Assessments	✓				Teachers	Whole Group	JC
• Assessment Tasks	✓				Teachers	Whole Group	ALL
• Oral Exams		✓			Teachers	One to One	LC2
• Practical Exams		✓			Teachers	Facilities	JC3/LC2
• Subject Briefs e.g. Geography, History		✓			Teachers	One to One	JC3/LC2
• E- portfolios		✓			Teachers	VLE	TY
• Key Assignments		✓			Teachers	Whole Group	

- ☐ Choose subjects (& level) in line with their own interests & abilities
- ☐ Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities
- ☐ Reflect on their learning style & attitudes towards learning
- ☐ Explore subjects in terms of the knowledge & skills associated with different areas of study/careers
- ☐ Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities

• State Exams: Junior Cycle & Leaving Certificate	✓				Exam Secretary	Whole Group	ALL
MOTIVATION & LEARNING	✓			• Developing & maintaining self-esteem & a positive self-concept	ALL	ALL	ALL
• Study skills @ SPHE	✓			• Identify their learning styles & study habits	Teachers	Whole Group	JC
• School Journals – tracking graphs	✓			• Recognise the importance of learning for achieving	Class Teachers	Whole Group One to One	ALL
• Study skill seminar for JC3 & LC2 students	✓			• Develop effective study skills & habits	Guidance Counsellor	Whole Group Outside Agency	JC3/LC2
• Provision of study planner		✓		• Develop effective study skills & habits	Management GC	Whole Group	JC3/LC2
• Awards	✓			• Adopt attitudes & behaviours to promote oneself	Teachers	Whole Group	JC/LC
• Teacher Feedback	✓			• Reflect on their learning style & attitudes towards learning	Teachers	One to One	ALL
• Assemblies	✓			• Adapt behaviour to enhance interactions with others	Management	Whole Group	ALL
• VS Ware – all exam reports updated	✓			• Evaluate study habits & exam taking skills & identify ways in which one can improve skills	Office Staff Teachers	Whole Group	ALL
• PST meetings at junior & senior cycle as necessary		✓		• Change behaviour & attitudes to enhance self-esteem & self-concept	Teachers	Whole Group	LC
LITERACY & NUMERACY STRATEGY AND SCHOOL IMPROVEMENT PLAN	✓				ALL	ALL	ALL
• School library upgraded-books to suit pupils reading ability???	✓				Library Coordinator	Whole Group Library	ALL
• Numeracy & Literacy Boards	✓				Literacy & Numeracy Coordinator Teachers	Whole Group Literacy & Numeracy Boards	ALL
• Keyword display & notebooks		✓			Subject Departments Teachers	Whole Group Literacy & Numeracy Boards	ALL
• Parent/Student & Staff reading initiatives	✓				Literacy & Numeracy Coordinator	Whole Group One to One	ALL
• Table quizzes/games, Number Ninja	✓				Literacy & Numeracy Coordinator	One to One	ALL
• Drop everything and read/reason	✓				Literacy & Numeracy Coordinator	Whole Group	ALL
• Whole school approach	✓				ALL	Whole Group	ALL
• Maths week	✓				Subject Department	Whole Group	ALL
• World book day	✓				ALL	Whole Group	ALL

- ☐ Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour
- ☐ Demonstrate problem solving strategies
- ☐ Explain how self-esteem & self-concept can influence goal setting & decision making
- ☐ Identify effective social skills & behaviour
- ☐ Explain how their behaviour & attitudes can influence the feelings & behaviour of others
- Describe how others' attitudes, expectations & behaviour
- ☐ Express feelings appropriately with others
- ☐ Demonstrate appropriate communication & behaviour when cooperating with others
- ☐ Join networks to enhance their own personal, educational & career opportunities
- ☐ Demonstrate social/other networking skills
- ☐ Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development
- ☐ Ask for help when required

• Student survey		✓		To enable all members of the school community to become resilient, resourceful and confident learners	ALL	Website School App VLE	ALL
• Building Learning Power in school	✓				ALL	Learning Champions support	ALL
SEN SUPPORT AOC & PC Check	✓			• Developing & maintaining self-esteem & a positive self-concept	ALL	ALL	ALL
• SEN Policy	✓			<input type="checkbox"/> Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour <input type="checkbox"/> Explore external influences on feelings, behaviour & attitudes <input type="checkbox"/> Explain how self-esteem & self-concept can influence goal setting & decision making	SEN Team	Whole Group	ALL
• Student Support Files			✓		SEN Team	One to One Differentiation	ALL
• Teacher Awareness – Vsware SEN	✓				Staff	Vsware ICT Facilities	ALL
• Update at staff meetings	✓				SEN Coordinator	Whole Group	ALL
• Display of Study Skills Posters	✓			• Identify their learning styles & study habits	Teachers	Whole Group	ALL
• Tracking of Exam results – follow up with students & parents	✓			• Reflect on their learning style & attitudes towards learning	Year Head	Vsware Whole Group	ALL
• Attendance Strategy	✓			• Adopt behaviours & attitudes that will help realise education & career goals	Management	Whole Group Vsware	ALL
• Transition Meetings			✓	• Adopt effective strategies for coping with change & transition	SEN Coordinator	One to One	ALL
• Whole staff CPD	✓			• Avail of opportunities & career experiences to develop one's potential • Develop effective coping strategies for dealing with change & transition • Employ effective problem solving & decision making strategies	Management	Whole Group	ALL
• Individual CPD		✓			Teachers	One to One	ALL
• SNAs			✓		Management	Differentiated Learning	ALL
• Referral System			✓		SEN Coordinator	Outside Agencies	ALL
• Small group withdrawal			✓	• Reflect on their learning style & attitudes towards learning • Evaluate study habits & exam taking skills & identify ways in which one can improve skills • Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities • Implement a study plan • Plan for taking exams	SEN Coordinator Teachers	Differentiated Learning	ALL
• Team teaching / Collaborative Teaching		✓			Teachers	Differentiated Learning	ALL
• Part time withdrawal			✓		Teachers	Differentiated Learning	ALL
• EAFL Support			✓		SEN Coordinator	Differentiated Learning	ALL
• Differentiation	✓				Teachers	Differentiated Learning	ALL
• Early intervention for struggling readers – Paired reading			✓		JCSP Coordinator/ SEN Team	Differentiated Learning	ALL

• RACE during In-house exams			✓	• Employ effective assessment techniques when taking exams (time & stress management)	SEN Team	ICT Facilities	ALL
• Touch typing			✓		SEN Team	ICT Facilities	ALL
• Read Write Gold			✓	• Develop their learning strategies & study habits	SEN Team	Facilities	ALL
• Use of Assistive Technology			✓		SEN Team	ICT Facilities	ALL

Developing Myself

This would encompass developmental skills crucial to the students' education and careers e.g. self-awareness, decision making skills, planning, coping strategies.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME <i>See index</i>	LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few		Personnel Responsible*	Methodologies / Resources	Curriculum
				Developing Myself	Developing my Learning	Developing my career path	
CURRICULAR/CO-CURRICULAR	✓			• Developing & maintaining self-esteem & a positive self-concept			ALL
• SPHE classes	✓			• Interact effectively with peers & teachers to build positive relationships in life			Teachers Programme Plans JC
• RSE	✓			• Develop effective coping strategies for dealing with change & transition			Teachers That's Life Education Programme ALL
• Friends for Life Programme		✓		• Explain how their behavior & attitudes can influence the feelings & behavior of others			SPHE Department Outside Agencies JC2
• South West Counselling Services		✓		• Explore relationships and sexuality			Care Team GC Outside Agencies ALL
• Friends for Life Programme	✓			• Explain how their behaviour & attitudes can influence the feelings & behaviour of others			Chaplin/SCP /SPHE Department Outside Agencies JC2
• Religion	✓			• Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours			RE Teachers Programme Plans ALL
• PE	✓			• Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development			PE Teachers Facilities ALL
• Guidance Classes	✓			• Explore differences between career areas & requirements (including educational options) for working in different fields			Guidance Counsellor Timetabling Whole Group ALL
• Wellbeing	✓			• Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices			ALL External Counsellor ALL
• TY Induction Days		✓		• Demonstrate effective social skills when cooperating & collaborating			Program Coordinator External facilities Outside Speakers TY

• Incoming 1 st Years							
• TY Programme e.g. Enterprise Programme, YSI		✓		• Avail of opportunities & career experiences to develop one's potential	Program Coordinator	Local Enterprise Office Supporting Businesses/Benefactors	TY
• Resource Classes			✓	• Reflect on their learning style & attitudes towards learning • Evaluate study habits & exam taking skills & identify ways in which one can improve skills	SEN Coordinator	Resource Room ICT One to One	ALL
• Science Week	✓			• Investigate educational/apprenticeship, training/work opportunities	Science Teachers	Supporting Organizations	ALL
• Maths Week	✓				Maths Teachers	Supporting Organizations	ALL
• World Book Day	✓			<input type="checkbox"/> Recognise the link between subjects (&levels), extra-curricular activities & different career paths <input type="checkbox"/> Identify transferable skills & identify career areas that these apply to <input type="checkbox"/> Build networks to promote career development & learning <input type="checkbox"/> Explore volunteering for personal /career development purposes <input type="checkbox"/> Demonstrate problem solving strategies <input type="checkbox"/> Employ decision making strategies to make <input type="checkbox"/> Explore external influences on feelings, behaviour & attitudes	Literacy & Numeracy Coordinator	Supporting Organizations Whole Group	ALL
• Seachtain na Gaeilge	✓				Irish Teachers	Supporting Organizations	ALL
• Poetry Aloud		✓			English Teachers	Supporting Organizations	ALL
• Creative writing workshops							
• Wellbeing Week (Healthy/Active School's Week)	✓				ALL	Supporting Organizations	ALL
Sports: e.g. Football, Basketball, Badminton etc. GAA Blitz and national fitness day		✓		• Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development • Demonstrate social/other networking skills • Demonstrate an openness & ability to interact with diverse groups	Sports Teachers	Sporting Bodies e.g. GAA Local Facilities	ALL
Arts: e.g. Choir, Book Clubs, Art Club, Drama etc.		✓			Sports Teachers	Facilities Excursions One to One	ALL
Other: History Club, First Year Board Games, Chess, Athletics		✓			Sports Teachers	Excursions Whole Group	ALL
STUDENT SUPPORTS	✓			• Assess the knowledge, skills & attitudes that meet life & work goals	ALL	ALL	ALL
1. Counselling				<input type="checkbox"/> Change behaviour & attitudes to enhance self-esteem & self-concept <input type="checkbox"/> Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship			
• External Counsellor			✓				
• Chaplain							
• Guidance Counsellor	✓				Management Chaplain G.C.	External Counsellor One to One	ALL
• Management							

2. Assemblies and Pastoral Care System <ul style="list-style-type: none"> (meeting with Year Head, Class Tutor, Chaplain, G.C., Management) 	✓			<ul style="list-style-type: none"> Adopt behaviours & attitudes that will help realise education & career goals Adapt behaviour to enhance interactions with others Accept one's own limitations 	Year Heads; Class Tutor; Management	One to One Pastoral Care Policy External Counsellor	ALL
3. Agencies <ul style="list-style-type: none"> Liaise with; <ul style="list-style-type: none"> i) Educational Supports ii) Health & Welfare Supports iii) Foroige 			✓	<ul style="list-style-type: none"> Build relationships with employers/learning providers Seek out significant others who will challenge & develop one-self Evaluate strategies one employs when resolving conflict with others Evaluate the effectiveness of social/other networks that one is a member of 	Management G.C.	GPs; NEPS; Family Support Services; CAMHS; Gardaí; Túsla	ALL
4. Student Support Team			✓	<ul style="list-style-type: none"> Identify students in need of extra support and put plans in place to encourage full engagement with school life. 	Management Guidance, SEN, Chaplain		ALL
5. Personal Development Programmes <ul style="list-style-type: none"> i) Mentoring Programme <ul style="list-style-type: none"> First Year Students International Students Sixth Year (LC2) Students 	✓	✓	✓	<ul style="list-style-type: none"> Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour Explore external influences on feelings, behaviour & attitudes 	Management G.C. Chaplain Teachers	Foroige Guest Speakers	ALL
<ul style="list-style-type: none"> ii) Personal Reflection Day (retreat) ??? <ul style="list-style-type: none"> First Year Students Sixth Year (LC2) Students 	✓			<ul style="list-style-type: none"> Explain how self-esteem & self-concept can influence goal setting & decision making 			
6. Programme Induction Days <ul style="list-style-type: none"> Transition Year Open evening (incoming 1st years) Transition Meeting for incoming 1st years 		✓		<ul style="list-style-type: none"> Demonstrate effective social skills when cooperating & collaborating Interact effectively with peers, teachers & employers to build positive relationships in life Encourage inclusive behaviours & attitudes in others 	All	Guest Speakers Foroige	Sixt Cla ss TY

7. SEN <ul style="list-style-type: none"> • Learning support • Early reading intervention • Social skills • Behavioural skills • Organisational skills • Self-management classes • Team Teaching • EAFL • Resource Timetabling • Reasonable Accommodation SEC • Outside agencies 			✓	<ul style="list-style-type: none"> □ Implement a study plan □ Plan for taking exams □ Employ effective assessment techniques when taking exams (time & stress management) □ Develop personal qualities & skills which meet career goals & aspirations □ Demonstrate the employability skills necessary to secure & stay in work □ Assess barriers to equality & inclusion in the workplace & in educational settings 	SEN Coordinator SEN Team GC Subject Teachers	SEN SEC RACE Primary Feeder Schools; Youthreach; College Admission Officers; National Learning Network; PLC Colleges; CAO; HEAR/DARE personnel in HEIs SOLAS;	ALL
8. Facilities	✓			<ul style="list-style-type: none"> • Use facilities & resources 	Management	Library; Assigned Toilets; Lockers; School Canteen; water fountain; etc.	ALL
9. Community Support & Links	✓			<ul style="list-style-type: none"> □ Build relationships with employers/learning providers • Avail of opportunities & career experiences to develop one's potential 	Management TY Co-Or Chaplain GC	Local Employers Awards Night Sponsorship	ALL
SOCIAL AWARENESS Nina * Ann Marie Check	✓			<ul style="list-style-type: none"> • Developing & growing throughout life • Interacting effectively with others (face-to-face & online) • Identify effective social skills & behaviour • Explain how their behaviour & attitudes can influence the feelings & behaviour of others • Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours • Explore ways of communicating and resolving conflicts • Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others 	ALL	Local Gardai Addiction Counsellors Psychologist Charities e.g. Trocaire, Concern RSA Rape Crisis Centre Pieta House Local Nursing Homes HSE	ALL
• Internet Safety presentation	✓				SPHE		JC3
• Drive For Life	✓				TY coordinator		LC1
• Social Awareness: Trocaire, Daffodil Day, St Vincent de Paul,	✓				ALL		ALL
• Anti-bullying presentation	✓				SPHE Team		ALL

• Healthy Sexuality workshop	✓			<ul style="list-style-type: none"> Evaluate strategies one employs when resolving conflict with others Reflect on the benefits & limitations of communicating online Evaluate the effectiveness of social/other networks that one is a member of Reflect on one's tolerance, respect & openness towards others with different abilities & from diverse backgrounds & cultures 	SPHE Team/SWC Counselling	Whole Group One to One ICT VLE	ALL
• Carol Singing in local hospital		✓			TY Year Head/RE Teachers/Coordinating Teachers		ALL
• Darkness into Light Walk		✓			Coordinating Teachers		ALL
• Fundraising		✓			Coordinator Staff		ALL
LEADERSHIP	✓			<ul style="list-style-type: none"> Developing & maintaining self-esteem & a positive self-concept Interacting effectively with others (face-to-face & online) Developing & growing throughout life Demonstrate effective social skills when cooperating, collaborating & negotiating with peers, teachers & employers Join networks to enhance their own personal, educational & career opportunities Demonstrate social/other networking skills Adapt behaviour to enhance interactions with others Adapt behaviour to a variety of contexts Encourage inclusive behaviours & attitudes in others Employ effective problem solving & decision making strategies 	Management Coordinating Teachers	Staff External Agencies	ALL
• Young Americans		✓					
• Comhairle na nOg		✓					
• Gaisce		✓					
• Health Promoting School	✓						
• Mentoring	✓						
• Paired Reading			✓				
• Sporting Coaches		✓					
• Student Ambassadorial Team							
• Student Council		✓					
• School Canteen							
HOME-SCHOOL PARTNERSHIPS	✓			• Interacting effectively with others (face-to-face & online)	ALL	ALL	ALL
1. Informative parent evenings; <ul style="list-style-type: none"> Open Night 1st year Induction Day 1st year Open Day 3rd Yr Subject & Programme Choice, CAO & Future Choices Information Night for LC2 Parents Talks on Wellbeing, Internet Safety etc. 	✓			<ul style="list-style-type: none"> Explore subject (short course) choice & subjects for junior cycle/senior cycle Explore subject choice requirements for further/higher education, training & employment Investigate educational/apprenticeship, training/work opportunities Recognise the link between subjects (&levels), extra- curricular activities & different career paths Attend to their wellbeing 	Management Coordinating Teachers Subject Departments Guidance Counsellor	Whole Group Facilities Staff Outside Speakers Mentors	ALL
2. Keep Parents informed via: <ul style="list-style-type: none"> Parent Teacher Meetings School Newsletter 	✓			<ul style="list-style-type: none"> Change behaviour & attitudes to enhance self-esteem & self-concept Adopt behaviours & attitudes that will help realise education & career goals 	Management P.R.O BOM	VLE Website Vsware BOM	ALL

<ul style="list-style-type: none"> School Website Parents Association Student Council Parent Representative on BOM 				<ul style="list-style-type: none"> Adapt behaviour to enhance interactions with others Accept one's own limitations Reflect on the steps required to make an effective transition from school to further/higher Interact effectively with peers, teachers & employers to build positive relationships in life Build relationships with employers & learning providers 			
3. Encourage parental involvement <ul style="list-style-type: none"> Signing journal Surveys TY Outdoor Pursuit Trip Variety Concert Fundraising TY Play 	✓			<ul style="list-style-type: none"> □ Interact effectively with peers, teachers & employers to build positive relationships in life □ Build networks to promote career development & learning 	Class Teachers Year Heads Parents Association RE Team SEN Team	Local Facilities Library Outside Agencies Whole Group One to One	AL L
4. Financial Supports for Parents			✓	<ul style="list-style-type: none"> Identify barriers to equality & inclusion & strategies for addressing these barriers 	Management	One to One Pastoral Care Policy	AL L
5. Attendance Strategy	✓			<ul style="list-style-type: none"> Demonstrate the employability skills necessary to secure & stay in work 	Management Teachers	Attendance Policy Vsware Absence Slips	AL L

Table 1.1: Area Of Learning: Developing Myself

Junior Cycle		Senior Cycle		
Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.				
Learning in this area is supported by: <u>Junior Cycle (JC)</u> : JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning <u>Staff</u> : guidance counsellor, student support/wellbeing team, subject teachers, guest speakers <u>Methodologies</u> : whole class learning, group-work, one-to-one, ICT		Learning in this area is supported by: <u>Curriculum</u> : TYP, LC, LCA, LCVP, SPHE (optional) <u>Staff</u> : guidance counsellor, student support team, TY/LCA/LCVP teachers, subject teachers, guest speakers <u>Methodologies</u> : whole class learning, group-work, one-to-one, ICT		
	Acquire Knowledge Acquisition	Apply Demonstration of Knowledge	Personalize Integration of Learning & Knowledge	Act Knowledge Transformation & Creation
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Developing & maintaining self-esteem & a positive self-concept	<ul style="list-style-type: none">- Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour- Explore external influences on feelings, behaviour & attitudes- Explain how self-esteem & self-concept can influence goal setting & decision making	<ul style="list-style-type: none">- Demonstrate the ability to manage their own feelings & behaviours, including body awareness- Express feelings appropriately with others- Demonstrate appropriate communication & behaviour when cooperating with others- Explore the role that personal qualities & self-belief has had on their own education to-date- Attend to their wellbeing	<ul style="list-style-type: none">- Assess how one's own self-esteem & self-concept impacts on others and how one's behaviour may influence the feelings & behaviour of others- Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices	<ul style="list-style-type: none">- Change behaviour & attitudes to enhance self-esteem & self-concept- Adopt behaviours & attitudes that will help realise education & career goals- Adapt behaviour to enhance interactions with others- Accept one's own limitations
Interacting effectively with others (face-to-face & online)	<ul style="list-style-type: none">- Identify effective social skills & behaviour- Explain how their behaviour & attitudes can influence the feelings & behaviour of others- Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours- Explore ways of communicating and resolving conflicts- Recognise the importance of tolerance, respect & openness when meeting others with different abilities & from diverse backgrounds	<ul style="list-style-type: none">- Demonstrate effective social skills when cooperating, collaborating & negotiating with peers, teachers & employers- Employ effective skills when resolving conflict with others- Join networks to enhance their own personal, educational & career opportunities- Demonstrate social/other networking skills- Demonstrate an openness & ability to interact with diverse groups	<ul style="list-style-type: none">- Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others- Evaluate strategies one employs when resolving conflict with others- Reflect on the benefits & limitations of communicating online- Evaluate the effectiveness of social/other networks that one is a member of- Reflect on one's tolerance, respect & openness towards others with different abilities & from diverse backgrounds & cultures	<ul style="list-style-type: none">- Interact effectively with peers, teachers & employers to build positive relationships in life- Build relationships with employers & learning providers- Adopt attitudes & behaviours to promote oneself at interviews- Join social/other networks to achieve career goals- Adapt behaviour to a variety of contexts- Encourage inclusive behaviours & attitudes in others
Developing & growing throughout life	<ul style="list-style-type: none">- Describe the stages of adolescent development- Identify the influence of change & growth on wellbeing, life & work choices- Identify transitions points to be made while in school- Describe personal strengths & resources which can be used during times of change & transition	<ul style="list-style-type: none">- Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development- Ask for help when required- Examine how they respond to change & transition- Adopt effective strategies for coping with change & transition	<ul style="list-style-type: none">- Seek out significant others who will challenge & develop one-self- Reflect on one's development, problem solving & decision making styles & identify opportunities for growth- Review school, family, peer & work activities & how these impact on one's Wellbeing & career choices- Evaluate one's coping style for dealing with change & transition	<ul style="list-style-type: none">- Avail of opportunities & career experiences to develop one's potential- Develop effective coping strategies for dealing with change & transition- Employ effective problem solving & decision making strategies

Table 1.2: Area Of Learning: Developing My Learning

Junior Cycle		Senior Cycle		
Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.				
Learning in this area is supported by: <u>Junior Cycle (JC):</u> JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning <u>Staff:</u> guidance counsellor, student support/wellbeing team, learning support teacher, subject teachers <u>Methodologies:</u> whole class learning, group-work, one-to-one, ICT		Learning in this area is supported by: <u>Curriculum:</u> TYP, LC, LCA, LCVP, SPHE (optional) <u>Staff:</u> guidance counsellor, student support team, learning support teacher, TY/ LCA/ LCVP & subject teachers <u>Methodologies:</u> whole class learning, group-work, one-to-one, ICT		
	Acquire Knowledge Acquisition	Apply Demonstration of Knowledge	Personalize Integration of Learning & Knowledge	Act Knowledge Transformation & Creation
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Employing effective personal learning & exam strategies	<ul style="list-style-type: none">- Identify their learning styles & study habits- Develop effective study skills & habits- Recognise the importance of learning for achieving educational & career goals	<ul style="list-style-type: none">- Implement a study plan- Plan for taking exams- Employ effective assessment techniques when taking exams (time & stress management)	<ul style="list-style-type: none">- Reflect on their learning style & attitudes towards learning- Evaluate study habits & exam taking skills & identify ways in which one can improve skills	<ul style="list-style-type: none">- Develop their learning strategies & study habits- Plan their learning path in line with career goals & aspirations
Making educational choices in line with career aspirations	<ul style="list-style-type: none">- Explore subject (short course) choice & subjects for junior cycle/senior cycle- Explore subject choice requirements for further/higher education, training & employment- Investigate educational/apprenticeship, training/work opportunities- Recognise the link between subjects (&levels), extra-curricular activities & different career paths	<ul style="list-style-type: none">- Demonstrate how educational options & achievements relate to life & work goals- Choose subjects (& level) in line with their own interests & abilities- Explore subjects in terms of the knowledge & skills associated with different areas of study/careers	<ul style="list-style-type: none">- Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities- Assess the knowledge, skills & attitudes that meet life & work goals- Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship- Reflect on the NFQ and how it facilitates progression to FET & HE	<ul style="list-style-type: none">- Choose subjects (& levels) & educational options in line with further/higher education/training & chosen career path & abilities- Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities

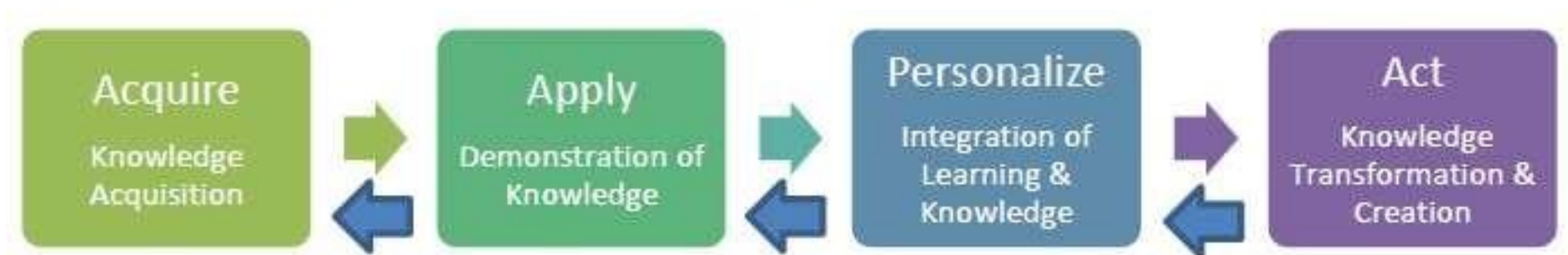
Table 1.3: Area Of Learning: Developing My Career Path (continued overleaf)

Junior Cycle		Senior Cycle		
Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.				
Learning in this area is supported by: <u>Junior Cycle (JC):</u> Curriculum including the Wellbeing programme, Framework key skills and statements of learning <u>Staff:</u> guidance counsellor, student support/wellbeing team, subject teachers, guest speakers <u>Methodologies:</u> whole class learning, group-work, one-to-one, ICT		Learning in this area is supported by: <u>Curriculum:</u> TYP, LC, LCA, LCVP, SPHE (optional) <u>Staff:</u> guidance counsellor, TY/LCA/LCVP & subject teachers <u>Methodologies:</u> open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT		
Acquire Knowledge Acquisition		Apply Demonstration of Knowledge	Personalize Integration of Learning & Knowledge	Act Knowledge Transformation & Creation
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Using career related information & sources appropriately (includes online information & labour market information)	<ul style="list-style-type: none">- Describe the importance & ways of accessing career related information (e.g. online, parents, teachers, school personnel, community workers etc)- Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate- Identify how to access information sources	<ul style="list-style-type: none">- Explore the education requirements for further study & career interests- Access information re further study/employment/apprenticeships- Organise career related information & rank resources in terms of usefulness, accuracy & reliability- Use labour market trends to inform career decision making	<ul style="list-style-type: none">- Establish how career related information has been used to make career decisions- Analyse & synthesise career related information in line with their career aspirations- Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities- Critique career related information/sources	<ul style="list-style-type: none">- Implement strategies to evaluate career related information & resources- Devise & implement a career plan using appropriate & accurate career related information- Present a career plan to significant others
Understanding the world of work & life roles	<ul style="list-style-type: none">- Describe different work roles & conditions- Identify work trends & opportunities- Recognise the role of work in everyday life & contribution of work to lifestyle & personal fulfilment- Describe how organisations operate- Explore personal qualities & attitudes needed for working life & pursuing a career of choice	<ul style="list-style-type: none">- Explore differences between career areas & requirements (including educational options) for working in different fields- Explore different employment conditions i.e. part/full-time, volunteering, entrepreneurship- Demonstrate how personal values & attitudes can influence the value attributed to different areas of work	<ul style="list-style-type: none">- Reflect on different working conditions & make decisions on one's preferences taking account of their abilities, values, interests, strengths & limitations- Review work/employment opportunities in line with their preferences, values, abilities & interests- Evaluate the impact of trends (technology, social, occupational) on employment opportunities- Review knowledge, skills & attitudes for locating, interpreting & using career related information	<ul style="list-style-type: none">- Plan & participate in work opportunities in line with their career goals & aspirations- Devise a career plan taking account of their career/employment aspirations & preferences for certain employment conditions
Managing career development & decision making	<ul style="list-style-type: none">- Explore different career/occupational search tools & resources- Relate their knowledge, skills & interests to career areas- Identify barriers to equality & inclusion & strategies for addressing these barriers- Recognise personal qualities & attitudes required for working life e.g. punctuality, working in teams, collaborating, openness to diversity	<ul style="list-style-type: none">- Identify transferable skills & identify career areas that these apply to- Demonstrate the ability to complete an application process- Employ strategies to address barriers to equality & inclusion- Prepare for work experience	<ul style="list-style-type: none">- Evaluate work experience to-date & identify learning arising from this work experience- Examine personal qualities which have contributed positively to work experience- Appreciate the importance of making career decisions in line with their aspirations & goals- Analyse barriers to equality & inclusion in the workplace- Reflect on their career decision making skills & the consequences of making decisions- Demonstrate the ability to participate in an interview	<ul style="list-style-type: none">- Develop personal qualities & skills which meet career goals & aspirations- Demonstrate the employability skills necessary to secure & stay in work- Assess barriers to equality & inclusion in the workplace & in educational settings- Build relationships with employers/learning providers

Table 1.3: Area Of Learning: Developing My Career Path

Junior Cycle		Senior Cycle		
Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.				
Learning in this area is supported by: <u>Junior Cycle (JC)</u> : JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning <u>Staff</u> : guidance counsellor, student support/wellbeing team, subject teachers, guest speakers <u>Methodologies</u> : whole class learning, group-work, one-to-one, ICT		Learning in this area is supported by: <u>Curriculum</u> : TYP, LCA, LCVP <u>Staff</u> : guidance counsellor, TY/LCA/LCVP & subject teachers <u>Methodologies</u> : open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT		
	Acquire Knowledge Acquisition	Apply Demonstration of Knowledge	Personalize Integration of Learning & Knowledge	Act Knowledge Transformation & Creation
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Managing career development & decision making:	<ul style="list-style-type: none">- Understand the career decision making process & the importance of making informed decisions- Describe how attitudes & motivation can affect career planning & decision making	<ul style="list-style-type: none">- Build networks to promote career development & learning- Explore volunteering for personal /career development purposes- Demonstrate problem solving strategies- Employ decision making strategies to make decisions re subject choice/level & future learning & employment opportunities	<ul style="list-style-type: none">- Reflect on their networks & how these can be utilised to promote career development & decision making- Evaluate the role of significant others/community, motivation & attitudes in career decision making	<ul style="list-style-type: none">- Utilise networks to enhance career development opportunities- Secure employment in line with their own career plan

Figure 3: Four-Stage Continuum of Learning



5. Other Considerations

i. School Structure

The student population of Scoil Phobail Bhéara is divided into classes of mixed ability. Each class group has a Class Teacher who has a pastoral role and takes particular care of their class. They look after their personal, social, health, welfare and monitor student journals at regular intervals. Class Teacher meet with their groups weekly.

A Year Head is also assigned to each year group. The Year Head looks after the welfare of their relevant year group and remains in constant contact with their Class Teacher as well as parents throughout the year. The Year Head also has a disciplinary role within the School structure. Year Head meets year group weekly for assembly. Weekly Year Head meetings allow coordination with School management.

The Guidance department recognises the importance of this system in our school and fosters a cooperative relationship with School Management, Year Heads and Class Teachers in order to best meet our student's needs.

ii. Appointments

Students requiring assistance, advice or support can approach any staff member at any time. A staff member may have formal classes and so may be unable to consult with the student immediately. If this is the case a follow up appointment will be made. Students who have an appointment through the School Counselling Service for personal or career counselling are provided with an appointment slip. The student must provide their relevant teacher with this appointment slip before attending their appointment. Students are advised to maximise their 1 on 1 time for career advice as multiple visits are not guaranteed.

However follow up appointments may be necessary and will be organised. Parents/Guardians make appointments with all staff members (including the Guidance Counsellor, Chaplain etc.) by telephoning the school office. Appointments are conducted during the school day where possible. All parties are requested to inform each other if a cancellation is necessary. On occasion, a staff member may request another staff member e.g. Year Head, subject teacher or/and management to be present at a meeting. Notes may be made and kept at meetings.

iii. Confidentiality

A professional relationship involving confidentiality is at the core of the Counselling Service in the Comprehensive School. The Counsellor will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one-to-one consultations. Confidentiality for students must be respected unless there is clear and immediate danger to the student or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- when a student poses a danger to themselves or others; (see separate Self Harm Policy)
- when a student discloses an intention to commit a crime;
- when the counsellor suspects abuse or neglect;
- when a court orders a counsellor to make records available;
- in the case of abuse (Child Protection Guidelines definition applies here)

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting. Written and Oral reports will contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy. Primarily School Management (Designated Liaison Person) and/or Parents are informed if the student is posing a danger to him/ herself and / or to others.

The School in its duty of care adheres to the procedures as outlined in "Children First" (National Guidelines for the protection and Welfare of Children/ HSE) and "Child Protection Guidelines for Post-Primary Schools" (Department of Education and Science) and in accordance with Child Scoil Phobail Bhéara Safeguarding Statement and Risk Assessment.

The Child Protection Guidelines for Post Primary schools state in 4. 1. 1. and 4. 2. 1.:

4. 1. 1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person (Mr Niall Murphy) in that school. A written record of the report should be made and placed in a secure location by the Principal. The need for confidentiality should be borne in mind at all times. The supports of the school should continue to be made available to the child.

4. 2. 1. If the Principal is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.

iv. Ethical considerations and Accountability

The Guidance Counsellor is constantly aware of her responsibility to the student, to the school, to her own profession, to herself and to the implementation of this policy. The Guidance Counsellor and Chaplain will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The Guidance Counsellors also abide by the Institute of Guidance Counsellors' Code of Ethics. Equally the chaplain abides by a strict code of ethics and all School personnel abide by the 'Child Protection Guidelines for Post Primary Schools' and 'Children First, National Guidance for the Protection and Welfare of Children'.

The Schools Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to DES directives and circulars, to the school's ethos and the direction of the Board of Management. The Guidance Counsellor like all other members of staff in the school is entrusted with the care of their students in " loco parentis" and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times.

v. Reporting and Referral Procedures

- **Reporting** - In both personal counselling and in Careers Guidance Interviews the confidentiality rule is followed i.e. school management and parents/guardians are informed if it is felt that the student is a danger to herself and/or to others or it is a legal requirement. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a Teacher/Parent/Guardian of a particular difficulty, this is only done with the knowledge and ideally the agreement of the student. In certain instances the advice and direction of the duty care social worker is sought and reported if necessary as per the School Safeguarding Statement. Such referrals are reported by the Principal at all Board of Management meetings.
- **Referral** - Assistance for students will be sought from other qualified professionals outside the school, for areas of concern such as learning difficulties, substance abuse, bereavement, where appropriate School personnel considers necessary and appropriate. The Chaplain and Guidance Counsellor will supply all relevant information and seek the relevant permission from school authorities and parents or guardians. Teachers, school

management and parents may refer students to the Guidance Counsellor and/or Chaplain. Clear procedures of referral (below), which have been agreed between the Principal, Staff, Parents and the Guidance Counsellor will be followed. Some strategies that can be used include – Informing parents, staff and students as to the procedures for student referral both inside and outside the school; · Use of “case conferences” in order to identify and help students at risk; · Liaise with Gardaí, NEPS and local support services.

Referrals In - Student (self-referral) / Class teacher / Year Head / Chaplain / Guidance Counsellor / Management/ Parents / Staff / Caretakers / Secretaries / Other Students / Curriculum / Piece of Writing and Emergencies

Referrals Out -External Counsellor / LINK/ Kerry Adolescent Counselling Service/ CAMHS (Child and Adolescent Mental Health Services)/ Social Services / NEPS/ SENO / Túsla / Doctors/ SW/ Garda Síochana/ Disability/ Access Officers in various Institutions (Appendix 2)

Procedure-Meet with Student (once-off / or contract for number of sessions /or refer on as necessary) Explain limits of confidentiality, draw up working contract, keep counselling record, contact parents by phone and/or letter and issue parental consent form if necessary (referral out).

vi. Record-Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling Service in Scoil Phobail Bhéara. All records will be kept in accordance with the 'Freedom of Information Act' and the School Data Protection Policy.

Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations.

Two types of records kept in a secure and private place

- 1) Detailed personal records of all personal counselling and careers/vocational guidance interviews.
- 2) Summary reference records of personal counselling sessions

vii. Record keeping involves:

In line with GDPR policy

viii. Other Agencies

The School may enlist the help, support, advice and assistance of the following agencies and organisations as appropriate:

- NEPS Psychological Services
- Social Workers
- Doctors
- Employers
- SENO
- Túsla
- Colleges/Admission Officers and Access Officers

- Solas
- Defence Forces
- Gardaí
- Department of Education (RACE)
- State Examinations Commission (SEC)
- CAO, PLC, “HEAR” “DARE”, Eunicas and UCAS
- CAMHS Child and Adolescent Mental Health Services
- Juvenile Liaison Officer

ix. Testing and Assessment

All our assessment procedures will be dictated by the above principles and a variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, prediction of academic performance, categorisation of occupational interests, assessment of behaviour, educational and career planning, personal and social development. School assessment and public examination results will supplement this information.

The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances. Some of the assessments used in Scoil Phobail Bhéara include:

x. Interest Assessments:

Students conduct interest assessment on careers websites such as www.careersportal.ie and www.qualifax.ie

xi. CAT for Incoming 1st Years

Cognitive Abilities Test are carried out with incoming 1st years students as means of identifying the student’s individual potential, strengths, needs and learning preferences, providing a complete profile of their ability and seek to assist us in facilitating a smooth transition from primary to post primary school

for the individual students. The use of CAT's help to inform target-setting, the development of individual learning plans and aids the implementation of more timely intervention strategies, while providing a sound basis for comparisons over time.

The Inspectorate's Looking at Guidance (2009) stresses the 'vital role' that guidance counsellors play in ensuring that 'good assessment and test information is available to inform decisions about students' learning and about the choices and decisions that they and others make about their lives'.

Children with special needs may require more help to cope with aspects of school and the transition to 3rd level or world of work. Teachers, Special Needs coordinator, Chaplain and the Guidance Counsellor will liaise with parents, support services and disability/Access Officers etc. to best assist these students.

Within Scoil Phobail Bhéara testing and assessment is administered by the SEN department and the Guidance counsellor. The School has a separate SEN Policy that guides the process.

xii. Bereavement Support

The Principal, Deputy Principal, Chaplain, Guidance Counsellor, pastoral care team, teachers and other staff support students who experience bereavement, separation or loss.

They may carry out some of the following functions, as appropriate:

- Where we know a bereavement is imminent, if appropriate, support is offered beforehand
- In conjunction with the Principal, ensure that all teachers are made aware of a bereavement or loss, especially the year-head and class tutor
- Attend removal and funeral
- Principal, Chaplain and Year Head will visit the home of the bereaved
- Meet student on his or her return to school
- Inform staff if student is having particular difficulties
- Seek outside help or assistance for a student and his/her family should the need arise
- Students attendance at funerals – procedures as outlined in the school journal
- The Critical Incident Management Plan guides School procedures in the event of a sudden loss

xiii. Resources and staffing

Scoil Phobail Bhéara is committed to promoting and providing appropriate Guidance Services within the context of Department funding and as sanctioned by the Board of Management.

Teacher allocations are approved annually in accordance with established rules based on recognised pupil enrolment. The DES provides staffing resources to Scoil Phobail Bhéara . The Principal within the limits of these resources and curricular obligation allocates staff accordingly.

xiv. Role of Visitors

Visitors are invited to the school to provide information and enhance the quality of the Guidance programme. The teacher remains with the class for the duration of the visit. The Principal must be informed in advance of all visiting speakers and the content of their presentation. Evaluations are carried out to assess the benefits. We follow the Guidelines as outlined by the Department of Education Circular 0023/2010

xv. Use of ICT in Guidance

Circular 0009/2012 asks schools to consider enabling ‘students to use directly the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal, Apprenticeships.ie, PLC college websites)to maximise ‘the use of their available resources for the provision of guidance.’ (Section 4.3) Scoil Phobail Bhéara , through its various and multiple ICT resources, enables such student engagement with ICT and the acquiring of appropriate ICT knowledge and skills.

The Inspectorate’s ‘Looking at Guidance’ found that ‘most students feel competent or very competent in the use of ICT to access information’. (Section 3.4, page 27). Thus Scoil Phobail Bhéara considers it important for guidance classes and students generally to have access to reliable ICT labs and sufficiently fast broadband, so they may use the extensive range of tools available through the internet to access guidance relevant information.

The School is also committed to enabling and encouraging those students without ICT equipment at home with the ability to use a variety of School based relevant resources as well as websites (Careers Portal, Qualifax, UCAS, etc.).

xvi. Informal Guidance

The informal Guidance Programme consists of, among other things, liaising with other teaching staff/management to promote cross curricular links: Chaplain, SPHE, Transition Year Co-ordinator, all teachers of subjects taught in the schools such as Science, Business, Home Economics with a view to enhancing the development of a whole school policy in relation to the delivery of the Guidance Plan.

As an example, links with staff facilitate subject choices such as Engineering. Staff supports the Guidance Counsellors in identifying students with special aptitudes and interests in specific areas of the curriculum. Links with subject teachers assist students in subject choice by the provision of first-hand advice and coherent information on subject areas. The collaborative links with SPHE, through the Wellbeing Programme, assist in identifying developmental programmes to support the emerging needs of individual students and/or groups. As Herr and Cramer state: 'The most critical aspects of the implementation of career education lies in efforts carried out by classroom teachers. The most crucial aspects of career guidance lie in the efforts carried out by career guidance specialists'.

Informal links with parents, student support service personnel (both external e.g. NEPS, visiting teacher of the blind and internal e.g. learning support. SPHE staff, RSE) as outlined also assist in identifying guidance needs.

The prominence of Guidance around the School be it through regular intercom announcements or walks around the school, attendance at school-based shows, attendance at fund-raising events e.g. Variety Concert, TY performance promote the integral nature of the service offered by Guidance Counsellors and create a visible presence. Attendance at Student Support meetings liaising in a whole school Pastoral support context: Chaplain, SPHE, Learning support, all subject teachers, assemblies, parent meetings etc. is also vital.

Informal guidance also includes observing and following Child Protection Guidelines and reporting concerns in relation to students to Designated Liaison Person (DLP).

Other outside agencies with which the Guidance Counsellor liaises include colleges (local and distant), career fair organisers and feeder schools and parents prior to entry.

xvii. CPD

The guidance counsellor keeps abreast of on-going changes in the fields of training, education, work and child welfare. The Board of Management and School Management regularly facilitate the attendance of the guidance counsellor at relevant events and at in-career professional training during the school year. Participation in these events is always related to the objectives of the school guidance programme.

xviii. Monitoring, review and evaluation

This policy statement will be the basis on which a regular review and evaluation of the Guidance Service will be conducted between the Guidance Counsellor, the Principal and the Board of Management. A comprehensive review of the entire Guidance Service within the context of the Whole School

Plan will provide an opportunity for the Guidance Counsellors to give a full report to the Senior Management team in the school, receive feedback on any shortfalls in the service and agree adjustments for the following year(s).

The school guidance plan will undergo constant appraisal by the Guidance Counsellor and will be fully reviewed every 3 years.

xix. Guidance Department Goals 2018 - 2021

The following areas are identified as areas for improvement / further development in the Guidance Department in Scoil Phobail Bhéara.

- Review of Critical Incident Plan
- Review SEN Plan
- Identify relevant sections of the Children First 2017 Guidelines for School Guidance Services and implement fully
- The Guidance department plans to expand the school website to enable the wider community to access relevant information and resources relating to both Career Guidance and personal counselling. This will be of specific relevance to pupils and Parents / Guardians of Scoil Phobail Bhéara .
- Develop and integrate Guidance into the Wellbeing Programme at Junior Cycle particularly 1st year.
- Use of Appendix N or I for Whole school Guidance

