



WHOLE SCHOOL GUIDANCE PLAN

*Ratified by the Board of Management on 07/ 10/19
Date of next review: 31/09/2020*

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
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
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

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1. Introduction

Patrician Presentation Secondary School was established in 1990 and is a co-educational establishment catering for all ranges of abilities, embracing all social groupings, offering the widest possible range of subjects and open to all religious denominations.

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.

The plan is a structured document which describes the whole school approach to guidance and specifies the ways in which the guidance needs of students are to be addressed. It is an integral part of the school's overall development plan. As part of the Whole School Plan, it is not a rigid template and it will be evaluated, reviewed and updated routinely.

Development of the current plan began in 2018/19 with inputs from all staff and from the parent's association. A guidance group was established who have been involved in a step-by-step process of:

- Identifying guidance needs that are being met
- Identifying resources that we have for guidance
- Identifying guidance needs that are not being met
- Identifying resources that are needed for guidance
- Production of a Guidance Plan
- Guidance Plan Review, Evaluation and Update

Scope

Guidance 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:

- Vocational/Career guidance
- Educational guidance
- Personal and Social Development

Counselling 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 crisis. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

The plan addresses the guidance needs of all students at all levels within Patrician Presentation Secondary School Fethard. This plan applies to the entire community of Patrician Presentation Secondary School. Its interventions and supports apply particularly to junior, senior, minority, special educational or personal needs etc. of all students as they progress through their second-level education. As guidance is a whole school concern, the plan applies to school management and to all staff in a general way.

1.1 Definitions

Guidance in schools 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 crisis. 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’
- ✓ 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
- ✓ Planning the School Guidance Programme National Centre for Guidance in Education (NCGE),2004
- ✓ “Looking at Guidance, Teaching and Learning in Post-Primary Schools” Inspectorate Department of Education and Skills, 2009
- ✓ IGC Code of Ethics (2007)
- ✓ 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.’
- ✓ *Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a)*. This 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 Patrician Presentation Secondary School guidance provision has similarly been restored gradually in that time.
- ✓ Circular 0010/2017: ‘Voluntary Secondary Schools 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”*
- ✓ *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 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.
- ✓ Circulars 0007/2018, 0079/2018 and 0012/2019 “Second Level Schools Approved Allocation of Teaching Posts 2018/19

- ✓ Framework for Considering Provision of Guidance in Post-Primary Schools 2012 (Issued by ACCS, IVEA, JMB and NAPD)
- ✓ http://www.ncge.ie/uploads/Guidance_Framework_document_May_1st_2012.pdf 2013
- ✓ Wellbeing Guidelines for Post-Primary Schools <https://www.education.ie/en/Schools-Colleges/Information/ResourcesGuidance/Well-Being-in-Post-Primary-Schools-Guidelines-for-Mental-HealthPromotion-and-Suicide-Prevention-2013.pdf>

1.3 Relationship to Mission Statement

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

“In Patrician Presentation Secondary School our mission is to encourage all pupils to reach their potential in a caring and Christian environment. We promote a healthy work ethic and a love of learning in a spirit of collegiality and co-operation so that all may reach their full potential. The ethos of the School is one of equality and inclusiveness, welcoming and nurturing all of the diverse abilities and talents of the various communities we serve within a positive and caring Christian ethos.

1.5 Rationale for a Whole School Guidance Plan

The DES (2005) Guidelines state that schools should

*“...develop a comprehensive guidance plan as part of their overall school development plan, taking **into account the needs of students, available resources and contextual factors**”* (DES, 2005; pg. 4).

NCGE (2004) defines the Whole School Guidance Plan as

“... The document in which the school, in a systematic way, defines the guidance programme it offers, and states how resources are organised to deliver the programme.” (NCGE, 2004: pg. 8).

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 student council. 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

Our 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 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 resilience and to 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 current Children First Guidelines and Child Protection requirements.



2. The model of provision

2.1 A continuum of Support

A continuum of support model is applied to the Patrician Presentation Secondary School 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 school focuses on the 6 Junior Cycle Wellbeing Indicators to nurture students who are – “Active”, “Responsible”, “Connected”, “Resilient”, “Respected” and “Aware”. 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 (but are not limited to):

- Morning Assemblies
- The role of class teachers with reference to notes, uniform, behaviour concerns and as a contact person for the student.
- Mixed Ability teaching for all subjects in first year. Classes are evenly split rather than on ability ranking.
- Whole school interventions such as Wellbeing Week, Study Week and Sports Day
- Class interventions on anti-bullying, attendance and positive wellbeing
- Team Teaching and Assessment for Learning (AFL) used to maximize learning in the school
- A wide selection of extra-curricular activities to promote personal development
- An active Parents’ Association and Student Council who feed into what their needs are in terms of guidance at regular meetings.
- Guidance appears regularly on staff agendas
- The use of JCSP for personal growth
- Career education programmes,
- SPHE, RSE and Wellbeing in Junior Cycle,
- Guidance modules and work experience/placement provided as part of senior cycle programmes (TY 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/student support team, SPHE teacher, SEN Coordinator, HSCL and SCP

coordinators, year heads, and class tutors. The area is also well served by the Fethard and Killenaule Youth Service which has close links with the school.

(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 school. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student. Under the school DEIS plan there is a strong partnership with the community (see DEIS plan 2019)

In terms of academic supports there is constant monitoring of student progress by the SEN coordinator and such progress is discussed weekly at Student Support Team meetings. The school has also introduced the L2LP programme to cater for students who may not be suited to the JC established programme.



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, delivers 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.

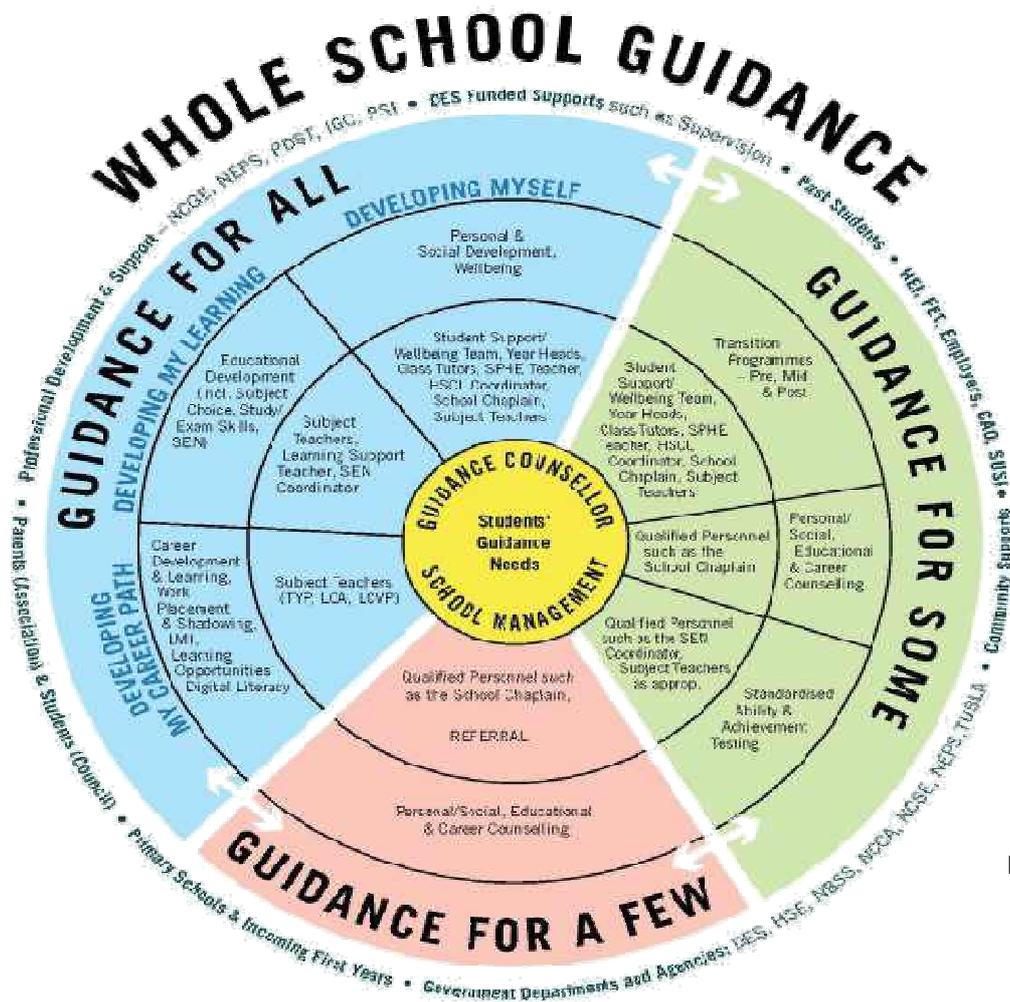


Figure 1

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 Patrician Presentation Secondary School are exposed to the 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 whole staff have a role in planning, coordinating and delivering guidance-related-learning associated (*Guidance for All*) in terms of the relevant *Key Skills*, with the student support team coordinating and providing more intensive interventions to those students who need it through *Guidance for Some and A Few* approaches.

Wellbeing - "Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life." (DES, 2018, 10) <https://www.education.ie/en/Publications/Policy-Reports/wellbeing-policy-statement-and-framework-for-practice-2018%E2%80%932023.pdf>

The pillars of Wellbeing include PE, SPHE and CSPE; with additional guidance related learning at our school being delivered as "Pastoral Care" weekly to 1st year students. 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 wellbeing of our students is certainly a whole school concern, with the guidance counsellor and Student Support Team having an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle - At senior cycle (including LC & TY) the RSE 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

Within Patrician Presentation Secondary School Guidance is structured to provide a range of learning experiences in a developmental sequence, designed to assist students to make choices about their lives and to make transitions based on these choices. These choices may be categorised into three separate but interlinked dimensions/areas:

- A. Personal and Social Development
- B. Educational Guidance
- C. Career Development

A. **Personal and Social Development** - Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and 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, Resilience Scales, Dealing with Anxiety, TY introduction to Psychology, Internet Safety, Wellbeing initiatives 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 Patrician Presentation Secondary to develop the skills, potential and resilience of students.

B. **Educational Guidance** - Educational Guidance is developmental in nature and allows the student take responsibility for their own learning and progress. In Patrician Presentation Secondary School Educational Guidance begins at the students' 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. All teachers have a role in educational guidance. This occurs through class dialogue where issues such as learning outcomes, success criteria and assessment are discussed by teachers with their students. Appropriate levels are also discussed. In Patrician Presentation Secondary School we hold Parent-Teacher-Student meetings where there is a three way dialogue in terms of educational guidance in relation to individual subject areas. Additionally, information evenings for parents take place for the parents of: Incoming First Year students, prospective Transition Year students and students entering Fifth year in terms of educational guidance. All subject teachers also talk about the content, value and skills contained within their subjects at Senior Cycle level to incoming Fifth Year students before they make their subject choices. 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.

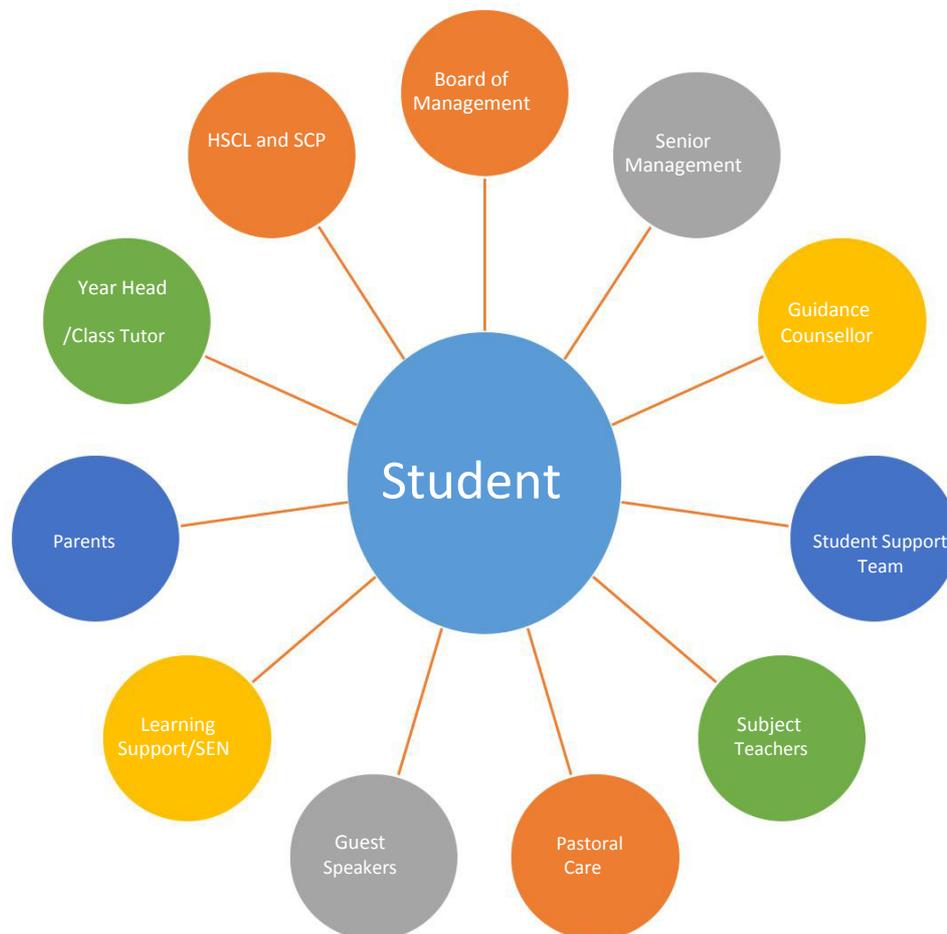
D. **Career Guidance** – Career development and investigation is vocational in nature and is mainly concentrated at senior cycle. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY and LCVP have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, use of ICT e.g. Qualifax, vocational education and training, further education, job opportunities, job and interview preparation.

A strong emphasis in the final year of School is also directed to pathways of further education including third level course/career progression with CAO, PLC and apprentice applications to the fore. Those taking the TY programme can avail of two work experience modules with weekly engagements (Wednesdays) over the year. All Fifth Year students also have the opportunity of one week's work experience which is related to their chosen career path. In the junior cycle all students study Business which entails studying for CBAs which can investigate a business related topic. This is also related to career guidance.

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. This may be in morning assembly, informally through supervision and substitution, advice given in homework club or class, lunchtime activities to stimulate personal and social growth, classroom interactions, general advice relating to the standards required of students, parent-teacher-student meetings, phone calls home, reports home, etc.

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:



(a) 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 Voluntary Secondary Schools. Each school is required to comply with the Education Act (1998) and provide students with "access to appropriate guidance".

(b) 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 has 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.

(c) Guidance Counsellor

Guidance counselors, 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 induction of first years, 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 additional support staff. The guidance counsellor has strong links with outside supportive agencies and is a member of the SST and critical incident teams.

The Guidance counsellor assists in delivering central aspects of the LCVP programme such as study and career investigation. They are on the core planning team for the T.Y. and LCVP programmes and in School Planning under Attainment and Progression headings and all six other areas of the school's DEIS action plan.

The Guidance Counsellor as a mandated person is also well positioned, due to the nature of their work, to react to any child protection concerns.

(D) HSCL and SCP Coordinators

The role of HSCLC is to encourage the interest and involvement of parents in all aspects of their children's education in keeping with our philosophy of encouraging all pupils to reach their potential in a caring environment. This is done through Home Visits, Organising classes for parents, regular contact with all parents.

The South Tipperary School Completion Programme operates in Patrician Presentation Secondary School, Fethard. The sole purpose of this service is to support students in improving their attendance and encouraging and promoting their engagement in school life. Overall, the aim of the programme is supporting the successful completion of their leaving certificate examinations and whole school retention.

(E) Pastoral Care/Student Support Team

The Pastoral Care/Student Support Team is made up of Management, Guidance Counsellor, SEN Coordinator, School Completion Programme Coordinator, Home School Liaison Officer and other representatives from the staff body. The Team meet weekly to review the needs of students at the levels of "All", "Some" and "Few". The Team strives to provide a response to student needs by liaising with the SPHE and RE teachers and by inviting outside agencies to cover specific issues where appropriate. This is a forum for sharing information and concerns in a safe and confidential setting. The focus of such meetings is on the support needs of all students with time also allotted to interventions for some and for few. Matters discussed at Pastoral Care/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.

(F) SEN Coordinator

The SEN Coordinator, subject to the direction of the principal, assumes responsibility for the overall provision for special educational needs within the school. They coordinate the data gathering, screening and testing in relation to the special educational needs of students. They plan for the transition of students identified as having special educational needs to and from post primary school. They take a lead role in making arrangements for planning, implementation and review of student support plans. They support the communication of information regarding students' needs to subject teachers and year heads. They liaise with special needs assistants, the Guidance Counsellor, SCP Coordinator, Home School Liaison Officer, Year heads and subject teachers. They also liaise with outside agencies such as NEPS, the NCSE and allied health professionals. They make applications for reasonable accommodations in the State Examinations for students with special educational needs.

(G) Subject teachers

Subject teachers have the final 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/SEN Coordinator when specialist competence is required with due regard to confidentiality.

(H) 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. Members of staff act as class tutors to individual class groups and this is largely a pastoral role which supports the work of the year head. It is hugely valuable and a great help to have tutors who liaise on a daily basis with the class groups. This contact time takes place for 5 minutes before the start of the school day- 9:00 until 9:05 am when registration is taken. While this time does not constitute part of the Junior Cert allocation for wellbeing, it's effectiveness is widely recognised by all members of the school community, staff, students and parents.

- **Year Head**

The Year Head has general responsibility for the welfare of a year group. The year head oversees the **student's attendance, punctuality, uniform, academic performance monitoring 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.

(I) 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. Such engagements are planned and delivered in line with circular 0043/2018.

(J) 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 beneficial links between school and home. Parents can also participate in the guidance process through:

- (i) Consultation with the guidance counsellor and other school staff,
- (ii) Attendance at relevant information and other meetings at school,
- (iii) Hosting seminars on topics of interest to parents and pupils (with approval of the BOM)
- (iv) Contributing to the development and review of the school guidance plan and, when possible,
- (v) Providing personal assistance to the school guidance programme.

(L) 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 Patrician Presentation Secondary School. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their School.

Wellbeing, SPHE, PE and CSPE collectively 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 Patrician Presentation Secondary 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, support staff member, 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

4.1 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. Such activity is governed by the schools One-To- One Policy and Child Safeguarding Statement.

Group work is offered under the direction of the guidance counsellor or, during retreats, by Ms Maher/Brother Matthew. 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.

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.

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

The 2017, 2018 and 2019 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 (see table 1, Appendix 2) distinguishing between the competencies available within the school to support a student and situations where referral to the health services or advising parents or the need to consider individual referral to a medical professional is warranted.

In order to meet this requirement to implement one-to-one and small group guidance and counselling as ex-curricular i.e. outside the structured subject timetable, table 2 in Appendix 2 identifies how this ex-curricular time for the Guidance Counsellor is calculated. In addition the Guidance provision for whole class and year group intervention is also identified.

Guidance at Junior Cycle in Patrician Presentation Secondary School is linked to SPHE and/or Wellbeing. TY has two dedicated weekly guidance classes, while senior cycle guidance is aligned to LCVP and allocated one class per week (irrespective of whether a student is studying LCVP or not).

4.3 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 Patrician Presentation Secondary School is best identified by the summarised charts below (these are not exhaustive and can change from year to year or group to group as needs arise):

Vocational / Career

(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				Developing Myself	Developing My Learning	Developing My Career Path	Personnel Responsible	Methodologies/ Resources	Class Groups
SCHOOL BASED GUIDANCE				Employing effective personal learning/exam strategies			ALL	ALL	ALL
Career Meetings	✓			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 Meetings Reach +	ALL
Career Talks	✓			Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate			Guidance Counsellor	Whole Class Invited Speakers	ALL
Subject Options	✓			Choose subjects (& levels) in line with further/higher education/ training needs and abilities			Management Guidance Counsellor Subject teachers	Timetabling Parent's Night	Leaving Cert
SEN Access Programmes		✓		Developing & maintaining self-esteem & a positive self-concept. Interacting effectively with others Developing & growing throughout life. Transitioning to 3 rd level.			Management SEN Coordinator Guidance Counsellor Subject Teachers	Outside Agencies Psychometric Testing	JC Onwards
Personal Statements			✓	Describe personal strengths & resources which can be used for UCAS applications			Guidance Counsellor Subject teachers	ICT One-to-Ones	Leaving Cert
Career Investigation Portfolios	✓			Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities.C.V. Building etc.			Guidance Counsellor Subject Teachers LCVP Teacher	One-to-Ones Reach+ ICT	TY/5 th and 6 th LCVP
Aptitude, Interest, Values and Personality tests	✓			Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour.			Guidance Counsellor	ICT Psychometric Testing One-to-Ones Reach+	Incoming 1 st Yrs TY/5 th and 6 th LCVP
Student Enterprise		✓		Learn entrepreneurial skills and network with existing businesses			Mr. O'Connor	Sue O'Donnell Tipp Ent Board	1 st and TY typically
Career Options	✓			Establish how career related information has been used to make career decisions			Guidance Counsellor LCVP Teacher	Reach+ One-to-One	ALL
Vocational Choice	✓			Demonstrate how educational options & achievements relate to life & work goals			Guidance Counsellor Subject Teachers,SCP	Timetabling One-to-One	ALL
Career Planning	✓			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. Knowledge of careers in each subject area.			Subject Teachers Guidance Counsellor LCVP Teacher	Reach+ One-to-One Timetabled classes LCVP Portfolio	ALL

Vocational / Career (continued)

(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				Developing Myself	Developing My Learning	Developing My Career Path	Personnel Responsible	Methodologies/ Resources	Class Groups
Early School Leavers			✓	Avail of opportunities & career experiences to develop one's potential Develop effective coping strategies for dealing with change & transition			SCP Coordinator Guidance Counsellor Student Support Team	Timetabling One-to-one Meetings	ALL
EXPERIENTIAL GUIDANCE				Understanding the world of work and life roles through hands-on activity.			ALL	ALL	ALL
Careers Expos	✓			Explore differences between career areas & requirements (including educational options) for working in different fields			Management Guidance Counsellor	I.T.'s Universities Regional Skills	Senior Cycle
Open Days/College Talks at school	✓			Explore the education requirements for further study & career interests			Management Guidance Counsellor	HEI's FET Providers	5 th /6 th Years
Participation in the Young Entrepreneurs/ Student Enterprise Programme		✓		Recognise the link between subjects (&levels), extra-curricular activities & different career paths			Coordinating Teacher (Mr. O'Connor)	ICT Sue O'Donnell Local Enterprise	1 st /2 nd yrs TY
Mock Interviews		✓		Demonstrate the ability to make applications and to participate in an interview			All Teachers Invited guests	Timetabling Outside Volunteers	TY LCVP
Local Business Partnership LCVP – Visitors in/Visits out	✓			Utilise networks to enhance career development opportunities			Coordinating Teacher (Mr. O'Connor)	Local Businesses	TY LCVP
ICT in Subjects	✓			Using ICT in DCG and other subjects where experience of industry-specific software is gained (e.g. Solidworks/OSI Mapping)			All Staff ICT Coordinator Digital Strategy Group	ICT Equipment	ALL
Work Experience	✓			Evaluate work experience to-date & identify learning arising from this work experience			Programme Coordinator Guidance Counsellor	Local Employers	TY LCVP
HOME-SCHOOL PARTNERSHIP				Making educational choices in line with career aspirations			ALL	ALL	ALL
Careers Night for LC Parents	✓			Explore subject choice requirements for further/higher education, training & employment			Management Guidance Counsellor	Parents Facilities	6 th Years
6th Class Open Night & 1st year Induction Night	✓			Explore subject choice & subjects for junior cycle			Subject Teachers Guidance Counsellor HSCL/SCP Coordinator	Student Mentors Parents Facilities	ALL
3rd Yr. Subject & Programme Choice evening	✓			Explore subject choice & subjects for senior cycle			Guidance Counsellor Subject Teachers	Parents Facilities	ALL
Parent –Teacher - Pupil Meetings	✓			Discuss progress, ability and future options			Guidance Counsellor Subject Teachers	Parents Facilities	ALL
Heritage Project	✓			Engaging with Historical Society and local groups in an annual heritage project			Ms. Looby Programme Coordinator	Local Groups	TY

Educational

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				Developing Myself	Developing My Learning	Developing My Career Path	Personnel Responsible	Methodologies/ Resources	Class Groups
Curricular Support	✓						ALL	ALL	ALL
Individual Guidance meeting re; subject choice	✓						Guidance Counsellor Programme Coordinator Subject teachers Management	Timetabling One-to-one	3 rd year/TY
Core Curriculum keeps options open	✓						Guidance Counsellor	Whole Class Invited Speakers	ALL
Resource Investment for subject departments	✓						Management	Facilities	ALL
ICT Support	✓						Digital Strategy Planning Group All Staff	I.T. Facilities Timetabling	ALL
Maximising choice of subjects at Senior Cycle	✓						Management	Facilities Staff	ALL
Open pick of subjects	✓						Management	Timetabling Facilities Staff	TY LCVP
Sampling of subjects for First Years and TYs	✓						Subject Teachers	Facilities Staff	1 st Year
Gaeltacht Scholarships		✓					Irish Dept and Mr Walsh		Seniors
JCSP Initiatives	✓								
Teachers use various teaching methodologies, implementation of effective groupwork and Assessment for Learning.	✓						Guidance Counsellor LCVP Teacher	Reach+ One-to-One Timetabled classes LCVP Portfolio	ALL
Mixed ability classes	✓						Management	Differentiated Teaching	ALL

Differentiation for all levels including high achievers	✓			Analyse the knowledge & skills one is acquiring from taking specific subjects & additional extra-curricular activities	SEN Team All Staff	Differentiated Teaching Team Teaching AFL	ALL
Get up and Teach		✓		We learn most what we teach, but we also learn confidence in delivery and clarity of communication	ALL	ALL	ALL
Subject related trips	✓			E.g. Art Appreciation through guided tours of a gallery/Newgrange etc. Cross curricular tours allow students to see the links between art, hist, geog etc.	ALL	Staffing	ALL
Skills-Based Learning	✓			Completing work tasks and project work which develop hand-eye coordination, drawing and mathematical skills	Geography Dept MTW Dept Science Dept	Time Related equipment	ALL
Seachtain na Gaeilge		✓		Develop an appreciation for the Irish Language through everyday usage. Broaden vocabulary.	Irish Department All Staff	Timetabling	ALL
Awards Day		✓		Motivation to succeed	ALL	ALL	ALL
After Study School	✓			Develop study skills and routines in a suitable environment	ALL	ALL	ALL

ASSESSMENT AND STANDARDISED TESTING				Understanding the world of work and life roles through hands-on activity.	ALL	ALL	ALL
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CAT4E	✓			Identify aptitudes with the aim of finding appropriate learning styles, needs and supports	Guidance Counsellor	GL Assessment Sheets Books & scoring	1 st Year
WRAT4 (Spelling, Numeracy and Reading Comp)	✓				SEN Coordinator	Test Materials Timetabling	1 st Year
Analysis of State Exam results - subject department	✓			Analyse results against national averages, department averages and ability ranges	All Staff Guidance Counsellor	Croke Park Hours PDST Resource	ALL
Term exams and reports	✓				ALL	Eportal	Giving appropriate regular feedback on progress/behaviours
Mock Exams & reports	✓			Feedback to parents and students on progress	ALL	Eportal	
PDST Maths competency tests	✓			Analyse maths competancies and determine appropriate supports/interventions	SEN Coordinator Maths Teachers	Test Materials Timetabling	1 st yr
MALT Numeracy test	✓				SEN Coordinator	Test Materials	ALL
Resiliency Scales	✓				Compare resiliency & vulnerability scores from junior-senior to check progress/identify concerns	Guidance Counsellor	Test/Analysis sheets

ADMINISTRATION					ALL	ALL	ALL
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Planning meetings and staff meetings.	✓			Directing guidance provision, tools and actions	ALL	Timetabling	ALL
Communication with Parents through Diary	✓			Giving appropriate regular feedback on progress/behaviours	ALL	Diaries	ALL
Subject provision (chemistry) for 2			✓	Allow for additional subject options where career requirements are identified.	External Staff	Timetabling and budget	5 th /6 th Year

Sports Person of the Month		✓		Acknowledge the value of exercise, set goals	Sports Dept	Timetabling	ALL
TY Sports Coaching with Primary School		✓		Connect with local school, create community feel, develop confidence in doing good deeds and mentoring	Sports Dept	Timetabling	ALL
STUDENT SUPPORTS				Developing & maintaining self-esteem & a positive self-concept	ALL	ALL	ALL
Assemblies and Pastoral Care System (meeting with Year Head/ Class Tutor, G.C., Management)	✓			Adopt behaviours & attitudes that will help realize education & career goals Adapt behaviour to enhance interactions with others Accept one's own limitations	Management Year Heads Class Teachers ALL STAFF	Timetabling Assemblies	ALL
SEN Learning support Early reading intervention Social skills Behavioural skills Organisational skills Self-management classes	✓			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 (and overcome) barriers to equality & inclusion in the workplace & in educational settings	ALL STAFF SEN Coordinator	Timetabling Printed resources (Guidance Counsellor) Visiting Guest Speakers	ALL
Student Council		✓		Encouraging the value of democracy and student voice in school	Student Council Liaison Management	Student Reps Facilities	ALL
Parent –Teacher-Pupil Meetings	✓			Ongoing feedback to assist students in indentifying their educational strengths and blindspots	ALL		ALL
OTHER LINKS				Build relationships with employers/learning providers Avail of opportunities & career experiences to develop one's potential	ALL	ALL	ALL
Le Chéile				Students representing the school at events broadening their confidence and networks	Management	Student Reps	TY to 6 th yr
SOCIAL AWARENESS				Developing & growing throughout life	ALL	ALL	ALL
Internet Safety presentation	✓			Interacting effectively with others (face-to-face & online) Collaborating & negotiating with peers, teachers & others Demonstrate social/other networking skills Adapt behaviour to a variety of contexts	Visiting speaker I.T. Coordinator	Facilities Timetabling	ALL
Daycare Centre	✓				Programme Coordinator	Timetabling	TY
Daffodil Day	✓				Programme Coordinator	Timetabling	TY
Amber Flag	✓				Management All Staff	Timetabling	ALL
Wheelchair Basketball	✓				Programme Coordinator	Timetabling	TY
Fundraising	✓				Management All Staff	Timetabling	ALL

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:

Junior Cycle (JC): JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning

Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers

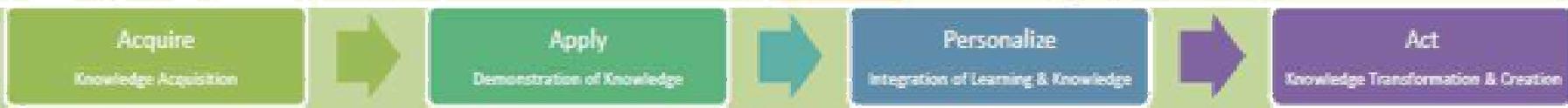
Methodologies: whole class learning, group-work, one-to-one, ICT

Learning in this area is supported by:

Curriculum: TYP, LC, LCA, LCVP, SPHE (optional)

Staff: guidance counsellor, student support team, TY/LCA/LCVP teachers, subject teachers, guest speakers

Methodologies: whole class learning, group-work, one-to-one, ICT

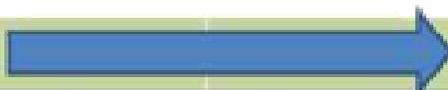


Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Developing & maintaining self-esteem & a positive self-concept	<ul style="list-style-type: none"> - Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & 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 transition 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:

Junior Cycle (JC): JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning

Staff: guidance counsellor, student support/wellbeing team, learning support teacher, subject teachers

Methodologies: whole class learning, group-work, one-to-one, ICT

Learning in this area is supported by:

Curriculum: TYP, LC, LCA, LOVP, SPHE (optional)

Staff: guidance counsellor, student support team, learning support teacher, TY/ LCA/ LOVP & subject teachers

Methodologies: whole class learning, group-work, one-to-one, ICT



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 HE I & 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:

Junior Cycle (JC): Curriculum including the Wellbeing programme, Framework key skills and statements of learning

Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers

Methodologies: whole class learning, group-work, one-to-one, ICT

Learning in this area is supported by:

Curriculum: TYP, LC, LGA, LCVP, SPHE (optional)

Staff: guidance counsellor, TY/LCA/LCVP & subject teachers

Methodologies: 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

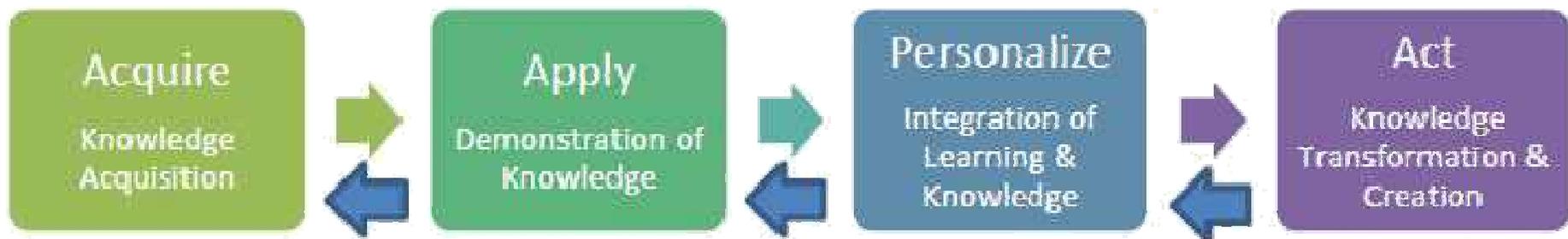
Act
Knowledge Transformation & Creation

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 careers/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	
<p>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.</p>			
<p>Learning in this area is supported by: Junior Cycle (JC): JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers Methodologies: whole class learning, group-work, one-to-one, ICT</p>		<p>Learning in this area is supported by: Curriculum: TYP, LCA, LCVP Staff: guidance counsellor, TY/LCA/LCVP & subject teachers Methodologies: open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT</p>	
<p>Acquire Knowledge Acquisition</p>		<p>Apply Demonstration of Knowledge</p>	
<p>Personalize Integration of Learning & Knowledge</p>		<p>Act Knowledge Transformation & Creation</p>	
Competence	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



Other Considerations

5.1 School Structure

The student population of Patrician Presentation Secondary School 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.

A Year Head is also assigned to junior cycle and the deputy principal acts as year head to seniors. 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. Daily assemblies also 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.

5.2 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. Follow up appointments, however, may be necessary and will be organized (typically to a max of 3 on a given issue/topic). Parents/Guardians may also make appointments with all staff members (including the Guidance Counsellor) 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.

5.3 Confidentiality

A professional relationship involving confidentiality is at the core of the Counselling Service in the school. The Guidance 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 has clear procedures in the event of self-harm within the School (see Child Protection Policy)

The School in its duty of care adheres to the procedures as outlined in **the ‘Child Protection Guidelines for Post Primary Schools’** and **‘Children First, National Guidance for the Protection and Welfare of Children’** and in accordance with Patrician Presentation S.S.’s Child 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 Pat Coffey) 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.*

5.4 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 will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The Guidance Counsellor also abides by the Institute of Guidance Counsellors’ **Code of Ethics**. Equally 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.

5.5 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 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 using a referral form. 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 such as TUSLA, CAMHS, Youth Centre, EWO, etc

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

Referrals Out -External Counsellors / Pieta House / CAMHS (Child and Adolescent Mental Health Services)/ Social Services / NEPS/ SENO / Túsla / Doctors/ TRYS/ 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).

5.6 Record-Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling Service in **Patrician Presentation Secondary School**. All records will be kept in accordance with the ‘Freedom of Information Act’, EU GDPR Guidelines and the School’s 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. Confidential personal records of all personal counselling and careers/vocational guidance interviews.
2. Summary reference records of personal/educational/vocational counselling sessions received

Record keeping involves:

- Keeping student records for a minimum of 7 years.
- The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client.
- To ensure accuracy the Counsellor should try to write up notes as soon as possible after the session.
- Keeping notes as brief as possible.
- Only facts are collected, not opinions

5.7 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
- TúsIa
- Colleges/Admission Officers and Access Officers
- Solas
- Defence Forces
- Gardaí
- Department of Education (RACE)
- State Examinations Commission (SEC)
- CAO, PLC, “HEAR” “DARE” ETB and UCAS
- CAMHS Child and Adolescent Mental Health Services
- TRYS
- Garda Youth Diversion Project

(this list is not exhaustive)

5.8 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 Patrician Presentation Secondary School include:

Interest Assessments:

Students conduct interest assessment on careers websites such as www.careersportal.ie, 123tests.com and www.qualifax.ie (and others) and also using other paper versions such as the Career Decision-Making Resource.

CATS 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 results of CATs can inform the work of the Year Head in academic monitoring and that of the SEN.

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, HSCL and the Guidance Counsellor will liaise with parents, support services and disability/Access Officers etc. to best assist these students.

Within Patrician Presentation Secondary School testing and assessment is administered by the SEN department and the Guidance Counsellor. At Patrician Presentation S.S. raw results of CAT4e tests are NOT in general shared with teachers, parents or students (to avoid comparisons being made) but a summary report of additional assistances needed to support SLD students and high achievers is delivered to staff by the SEN and is available to parents. The School is developing a separate SEN Policy which guides this process.

5.9 Bereavement Support

The Principal, Deputy Principal, Chaplain, Guidance Counsellor, student 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

5.10 Resources and staffing

Patrician Presentation Secondary School 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 Patrician Presentation Secondary School. The Principal within the limits of these resources and curricular obligation allocates staff accordingly.

5.11 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 and Children First Guidelines.

5.12 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) to maximise 'the use of their available resources for the provision of guidance.' (Section 4.3). Patrician Presentation Secondary School, 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 Patrician Presentation Secondary School 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. Students are, at times, permitted to use their own devices in class for this purpose in accordance with the school's policy on mobile phone usage and the school AUP.

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 (CareersPortal, Qualifax, UCAS, etc.).

5.13 Informal Guidance

The informal Guidance Programme consists of, among other things, liaising with other teaching staff/management to promote cross curricular links: SPHE, Transition Year Co-ordinator, LCVP Coordinator, all teachers of subjects taught in the schools such as Science, Business, Home Economics, etc. 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 Construction. Staff support 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 assembly announcements or walks around the school, attendance at school-based shows, attendance at fund-raising events e.g., Table Quizzes/Golf Classic, promote the integral nature of the service offered by Guidance Counsellors and create a visible presence. Attendance at Pastoral Care Team meetings, liaising in a whole school Pastoral support context: 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.

5.14 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 pays the IGC annual subscription for the GC, regularly facilitates the attendance of the guidance counsellor at relevant events and at in-career professional training and counselling supervision during the school year.

Participation in these events is always related to the objectives of the school guidance programme.

6. 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 2 years.

7. Guidance Department Goals 2019 - 2021

The following areas are identified as areas for improvement / further development in the Guidance Department in Patrician Presentation Secondary School

- Review of Critical Incident Plan
- Identify relevant sections of the Children First 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 Patrician Presentation Secondary School.
- Review the school's anti bullying policy and procedures, and train staff in the area
- Develop and integrate Guidance into the Wellbeing Programme at Junior Cycle.
- Further develop the school's transition plans.

Appendix 1

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

The Framework for Considering Provision of Guidance Post-Primary Schools issued in 2012 by ACCS, ETBI, JMB and NAPD has been recently revised in the light of the DES move to gradually restore time for Guidance in the Approved Allocation. The revised 2018 version has been issued after consultation with the Institute of Guidance Counsellors.

In the past Guidance provision was offered through an ex-quota model. However now Guidance has been gradually restored by way of a change to the PTR (pupil teacher ratio). Table 1 below from circular 0007/2018 sets out the basis for calculation of the separate guidance allocation by reference to the approved enrolment.

Category	PTR reduction to restore Guidance Provision					
	2012	2016	2017	2018	Total reduction	PTR 19:1 less reduction
Free Education Scheme - Non DEIS		0.3	0.1	0.1	0.5	18.5
Free Education Scheme - DEIS	0.75	0.3	0.1	0.1	1.25	17.75
Fee Charging*			0.2	0.1	0.3	18.7

*The PTR reduction for Guidance Provision is by reference to the PTR of 19:1.

Table 1

The 2018/19 Guidance Allocation for Patrician Presentation Secondary School represents 0.5 wte or 11 hours.

In order to meet this requirement to implement one-to-one and small group guidance and counselling as ex-curricular i.e. outside the structured subject timetable, the following (Table 2) identifies how this ex-curricular time for the Guidance Counsellor is calculated to meet students on a one-to-one or small group basis within the latest DES allocation for guidance in Patrician Presentation Secondary School. In addition the Guidance provision for whole class and year group intervention is also identified. Guidance at Junior Cycle in Patrician Presentation Secondary School is linked to SPHE and/or Ethical & Spiritual Wellbeing. TY have 2 dedicated weekly guidance classes. While senior cycle guidance is aligned to LCVP and is allocated one period per week at both 5th and 6th year levels.

Table 2 - Approximate whole School Guidance time allocation 2019/20 onward

<u>Year group</u> <u>2017/18</u>	Number of students per year group	Time in MINUTES for 1 to 1 guidance counselling per student per school year	Total time in HOURS for 1 to 1 guidance counselling per student per school year
1 st year	21	30	10.5
2 nd year	24	20	8.0
3 rd year	26	40	17.32
TY	21	30	10.5
5 th year	26	30	13.00
6 th year	14	60	14.00
Total Students	132		
Total hours for 1 to 1 guidance counselling per school YEAR			244.33 hrs
Total hours for 1 to 1 guidance counselling per school WEEK (33 weeks)			7.33 (11 periods)
Total hours on Guidance Counsellor's timetable for small group and classroom guidance counselling per school WEEK (incl. TY, LCVP, Wellbeing, etc.)			11 hrs
Unexpected counselling needs and support for Pastoral Care team per week		Incorporated into student contact timetable hours when small group and classroom modules are completed	0.66 (1 Period)
Grand total			11.00
Total WTE for planned 1 to 1, small group & classroom guidance counselling per week in Patrician Presentation Secondary School			0.5 WTE

STUDENTS GUIDANCE NEEDS: EXISTING RESOURCES

STUDENT GUIDANCE NEEDS	
WHAT ARE THE GUIDANCE NEEDS OF THIS PARTICULAR GROUP?	WHAT ARE THE EXISTING RESOURCES* TO MEET THESE NEEDS?
1. PERSONAL AND SOCIAL	
2. EDUCATIONAL	
3. CAREER	

* STAFF, CURRICULAR PROGRAMMES, SUBJECTS, SCHOOL PROCEDURES, PARENT CONTACT, MATERIALS EQUIPMENT, HOURS/CLASS PERIODS PER WEEK, OTHER (please specify)

STUDENTS GUIDANCE NEEDS: RESOURCES REQUIRED

STUDENT GUIDANCE NEEDS	
WHICH GUIDANCE NEEDS OF THIS PARTICULAR GROUP ARE NOT BEING MET?	WHAT RESOURCES AND/OR PROCEDURES* ARE REQUIRED TO MEET THOSE NEEDS?
1. PERSONAL AND SOCIAL	
2. EDUCATIONAL	
3. CAREER	

Guidance Curriculum

Classroom Guidance

1st years

MONTH	ACTIVITY	RESOURCES
Oct (6 th class) – Oct (1 st year)	Transition to secondary school induction programme	Principal, Deputy Principal, Guidance Counsellors, Class Tutors, SPHE teachers, Student representatives.
Sept	Psychometric tests	Tests, Special Needs Coordinator, Guidance Counsellors
February	Subject choice for second year including information evening for students and parents.	Principal, Deputy Principal, 1 st Year Head, Guidance Counsellors, Class Tutors, Subject Option teachers
Oct-Dec	Study skills programme	Guidance Counsellor, SPHE teachers, Subject teachers
Sept-May	SPHE programme	SPHE teachers
Aug-May	CSPE programme	CSPE teachers
Aug-May	RE programme	RE Teachers
Aug-May	Pastoral care support, twice weekly.	Class Tutors

First Year Induction Programme

1. Visit to Primary School in October by Principal. Invitation to sports events and taster days given to Fifth & Sixth classes.
2. Open Day in November (Pupils & Parents). Tour of School and Information.
3. Information night in May. Re: Subjects, transitioning, Introduction to teachers. Booklet to be developed for 2019/2020.
4. **One-to-one interviews in June before starting.** Parents and pupils meet with Principal/Deputy Principal/Guidance Counsellor/Year Head/Special Needs Co-ordinator. Friends - class allocation - personal health issues.
5. First Day in Secondary School - late August. Games/Activities/Ice-breakers for students to integrate. Introduction to class tutors and teachers and class mates.
6. First 3 weeks in Secondary School, Subject teachers gently ease students into subject areas. Interspersed interactions with Guidance Counsellor and SCP coordinator over the opening weeks to help support transitioning.
7. Meeting of First Year Parents in November - opportunity for parents to discuss issues/areas of concern/question and answer session. Survey on transitioning experience for both students and parents.
8. Parent Teacher Meetings in December.

Ongoing support/guidance by all subject teachers, class tutors and year head.

2nd years

MONTH	ACTIVITY	RESOURCES
Aug-May	SPHE programme	SPHE teachers
Aug-May	CSPE programme	CSPE teachers
Aug-May	RE programme	RE Teachers
Aug-May	Study skills	Guidance Counsellors, subject teachers
Aug-May	Pastoral care support, weekly.	Class Tutors
October & April	Christmas/Summer tests revision planning	Year Head, Subject teachers

3rd years

MONTH	ACTIVITY	RESOURCES
Aug-May	Study skills programme	Guidance Counsellors, subject teachers
Dec-Jan	Study planning for Mocks	Year Head
Dec-Feb Midterm	Programme choice for Senior Cycle (LC/ TY/LCVP)	Principal, Deputy Principal, Year Head, Guidance Counsellors, Programme Coordinator, Special Needs Coordinator
Dec-Feb Midterm	Subject choice for Senior Cycle	Principal, Deputy Principal, Year Head, Guidance Counsellor, Programme Coordinator, Special needs Coordinator
Mar	Study planning for Junior Cert	Year head & subject teachers
Apr-May	Study and exam planning for Junior Cert	Year Head, Subject teachers
Aug-May	SPHE programme	SPHE teachers
Aug-May	CSPE programme	CSPE teachers
Aug-May	RE programme	RE Teachers

4th years (TY)

MONTH	ACTIVITY	RESOURCES
Aug-May	Sampling of Leaving Cert subjects	Subject teachers
Aug –end Sept	CV preparation, Europass	Guidance Counsellor, career website, Reach workbook
Oct/Nov	Career skills exercise pre-work experience	Guidance Counsellor, Reach workbook. Careersportal.ie
Nov-end Jan	Subject Choice Investigation project followed by Leaving Cert Subject and Programme choice process	Guidance Counsellor, Career websites, Senior Cycle texts, Subject teachers, Principal, Deputy Principal, LCA Co-ordinator. Visitors
Jan-May	Career skills investigation	Guidance Counsellor, Career Websites
Jan	Senior Cycle programme and subject choice information evening students and parents	Guidance Counsellor. Principal. Programme Co-ordinators. Powerpoint presentation
Oct	Work experience 1 including pre-preparation and post-experience reflection	TY Coordinator, Assistant TY Coordinator, Guidance Counsellor, Employers
Feb	Work experience 2 including pre-preparation and post-experience reflection	TY Coordinator, Assistant TY Coordinator, Guidance Counsellor, Employers
April-May	Personality Investigation	Guidance Counsellor, Reach Workbook, Careersportal.ie
Aug-May	RE Programme	RE Teachers
Aug-May	Pastoral care support, twice weekly.	Class Tutors

Some Transition year students are also selected for selected relevant external programmes as they become available e.g. Look into Law Programme etc.

5th years

MONTH	ACTIVITY	RESOURCES
Aug - Nov	Study skills programme	Guidance Counsellor, Careers websites
Aug -May	Career Interest Inventory Career/Course Investigation skills	Guidance Counsellor www.Careersportal.ie www.Careerdirections.ie www.Qualifax.ie www.ucas.com www.hpat-ireland.edu.au www.cao.ie
October	Prepare for and attend Careers Fair at UL/Cork (alternate years)	Guidance Counsellor
Mar-May	UCAS application preparation	Guidance Counsellor
Feb-Apr	College visitors	
Apr-May	CAO Course Search Introduction to HPAT and medicine application (where applicable) Introduction to UCAS and application start as necessary Planning Open-day visits Information on Summer School Programmes	www.ucas.com www.hpat-ireland.edu.au www.cao.ie www.ucd/unilife.ie
Aug-May	RE Programme	RE Teachers
Aug-May	Pastoral care support, weekly.	Class Tutor

Some fifth year students also attend Career Information Days e.g. Law Taster Days at UL or the Law Library. Also Science and Engineering evening talks at UL.

6th years

MONTH	ACTIVITY	RESOURCES
Aug-May	RE Programme	RE Teachers
Aug-May	UCAS application support and guidance	Guidance Counsellor support in class and one to one
Aug -May	Study/homework skills and exam preparation	Guidance Counsellor, Subject teachers
Sept	Higher Options Careers Conference	Worksheets to assist students to prepare. Guidance Counsellor
Sept-May	Assist students in college scholarship applications	Guidance Counsellor
Sept-May	Visits from universities, IOT's and FETAC colleges	Guidance Counsellor and College School Liaison Officers
Sept-May	Students attend College Open Days	Parents/Guardians of students
Dec	College Information evening, students and parents	Guidance Counsellor, Principal and Rep from AIB Bank.
Nov-April	Guide DARE/HEAR applicants	Guidance Counsellor. DARE/HEAR websites and documentation. SEN Coordinator
Nov-May	CAO application support and guidance	Guidance Counsellor support in class and one to one
Nov-April	Assist students make NUI exemption application	NUI handbook. Guidance Counsellor
Sept-May	Academic Monitor student mentoring programme	Guidance Counsellor, Year Head, Principal, Deputy Principal, Subject teachers.
Dec-May	Student accommodation investigation	College websites and prospectuses
Mar-May	Revision and exam preparation for LC	Subject teachers, Guidance Counsellor, Principal, Deputy Principal, Year Head

Apr/May	Student finance guidance including 3 rd level grant application process	www.studentfinance.ie SUSI (Grant administrator) Guidance Counsellor
May	Leaving Cert Exam preparation	Subject teachers, Principal, Deputy Principal
Aug-May	Pastoral care support, weekly.	Class Tutor

Students are also encouraged to avail of other career development opportunities as they arise at different colleges e.g. law open days, mathematics open days, course sampling days, art portfolio preparation days.

Table 1

Transitions to Senior Cycle

Students learn about:	Learning Outcomes: Students will be able to:	Performance Indicators: I can.....
<ul style="list-style-type: none"> • How the school works and what is expected of them • Getting around the school • Supports available and extra-curricular activities • Subject choices(taster subjects) • School timetable • Lockers and managing books/materials • Time and homework management • Making friends • Wellbeing and self-care • Anti-bullying and dignity at school • Positive mind-set • Supports and extra-curricular activities • Career investigation and planning • College entry requirements • Funding for further/higher education options • Project work for link modules etc. 	<ul style="list-style-type: none"> ✚ Find their way around the school and be able to manage the school timetable ✚ Outline the supports/extra-curricular activities available in the school ✚ Manage homework requirements and subject demands ✚ Develop a study plan and prepare for exams ✚ Develop friendships ✚ Communicate their feelings and ideas to others ✚ Ask for help when required ✚ Identify subject choices and subjects they will take at JC level ✚ Choose subjects (& level) in line with their own interests & abilities ✚ Describe personal strengths & resources which can be used during times of change & transition ✚ Identify and describe personal strengths, interests, attitudes and values ✚ Demonstrate effective social skills when interacting with others. 	<ul style="list-style-type: none"> ✚ Find my way around the school ✚ I know how the school timetable works ✚ Describe the supports and activities available in the school ✚ Manage my homework and subject commitments ✚ Develop a study plan and prepare for exams ✚ Make friends ✚ Express my feelings and ideas to others ✚ Ask for help when I need to ✚ Choose short courses and subjects that I will take in Junior Cycle in line with my interests and abilities ✚ Describe my strengths and how I can use these during times of change ✚ Identify and describe my strengths, interests, beliefs and values ✚ Use my social skills when meeting and working with others.

Table 2

Transitions to Senior Cycle

Students learn about:	Learning Outcomes: Students will be able to:	Performance Indicators: I can.....
<ul style="list-style-type: none"> • How to study using methods most suited to them • How to self-motivate • How to cope with stress • How to plan work/ study and monitor progress • Subject choices for LC • Level choices in subjects • Self care • Supports and extra-curricular activities • Career investigation and planning • College entry requirements • Funding for further/higher education options • Project work for link modules etc. 	<ul style="list-style-type: none"> ✚ Break their study into manageable chunks and use active study methods ✚ Recognise the value of a positive work ethic and its importance in opening up career opportunities ✚ Utilise coping strategies at times of stress ✚ Choose subjects and levels in accordance with abilities and interests ✚ Identify and access available academic, personal and social supports ✚ Investigate career options and paths through research, interview and work experiences ✚ Identify college, faculty and course entry requirements for further/higher education ✚ Complete a CV, Career investigation, summary report, diary of work experience and summary report. 	<ul style="list-style-type: none"> ✚ Manage my study effectively ✚ Motivate myself to reach my (SMART) goals ✚ Cope in times of stress and raise resiliency whilst lowering vulnerability ✚ Identify and access external supports where needed ✚ Identify career hurdles and ways in which to overcome these ✚ Identify entry requirements for further and higher education routes/training opportunities ✚ Use IT and research skills in preparation for LCVF portfolio preparation

Table 3

Transitions to Further Education/Training/Employment

Students learn about:	Learning Outcomes: Students will be able to:	Performance Indicators: I can.....
<ul style="list-style-type: none"> • How to self-motivate • How to cope with stress • How to plan work/ study and monitor progress • Identifying Labour Market Needs • How to arrange grants • Applying for scholarships • How to apply to the CAO/UCAS/Abroad • HEAR/DARE applications • Self care • Available Supports • Career investigation and long term planning • College entry requirements & exemptions • Producing a CV • Interviewing and job applications • Budgeting • Accommodation 	<ul style="list-style-type: none"> ✚ Apply a growth mindset and set goals ✚ Recognise signs of stress and use appropriate coping measures ✚ Devise long term study plans, notes, and review materials; track their progress ✚ Develop vocational/career development plans and identify labour market opportunities ✚ Apply confidently through the SUSI system. ✚ Research and apply for bursaries and available scholarships where applicable ✚ Use the online application system for CAO; produce a personal statement and apply for UK/EU colleges ✚ Know their entitlements under HEAR/DARE and apply where appropriate ✚ Develop self-awareness of their personal values, attitudes, beliefs and those of others; identify strategies for building self-esteem; identify and expand existing coping strategies ✚ Through investigation, discover long term career options in keeping with their values, interests, aptitudes and beliefs. ✚ Produce a stock CV and understand the process of updating and keeping it “live”/tailored. ✚ Sit a job/course interview with confidence ✚ Draw up a budget for independent living away from home ✚ Understand their rights and responsibilities as tenants and how to avoid pitfalls. 	<ul style="list-style-type: none"> ➤ Make and follow long term plans, breaking these into manageable and measurable tasks/targets. ➤ Recognise stress indicators in me and manage these. ➤ Recognise my learning style and study in appropriate and effective ways ➤ Research careers and LMI information both online and through interviews/open days/career events in order to find a “best fit” for me. ➤ Apply for funding, scholarships, financial (and other) supports as appropriate ➤ Apply for further/higher education training programmes even if not applying immediately upon leaving school. ➤ Understand my rights and responsibilities under law and in terms of entitlements ➤ Be self aware in a positive (growth mindset) sense ➤ Apply for positions using application forms, CV applications, and in-person approaches; I can confidently sit an interview and express my best qualities. ➤ Devise a household budget and manage my money and myself appropriately ➤ Find and secure accommodation; sign tenancy agreements and take steps to protect my security deposit etc.

One-to-One Teaching / Counselling / Supervision

- ✚ In situations where one-to-one teaching/ counselling or supervision takes place, every effort is made to ensure that it takes place in an open environment, (Open door / door with a glass pane).
- ✚ The teacher should be positioned facing the door.
- ✚ Any blinds etc, on the glass panel on the door, should be left open for the duration.
- ✚ To allow for privacy for the student, he/she should sit with her back to the door.
- ✚ In an environment where the above guidelines are not possible it is recommended that the door to the room remain open, for transparency for all parties.
- ✚ Parents of students who are to be involved in one-to-one teaching/ counselling/ supervision will be informed and their agreement sought where appropriate.
- ✚ Any work being carried out by our Special Needs Assistants will be carried out under the direction of the class teacher in an open environment.
- ✚ The Principal is responsible for ensuring that any visitors who are to work with children on a 1:1 basis are appropriately vetted, (e.g. HSE nurse, Psychologist, SENO etc...)

This policy is in keeping with the school ethos of providing a safe and secure environment for learning for all pupils and the wider school community.

Related Policies

Below are a list of the some of the school's policies which link directly with the Whole School Guidance Plan:

- **Critical Incident Policy**
- **One-to-One Policy**
- **GDPR Statement and Data Protection Policy**
- **Shpe Plan**
- **Rse Plan**
- **Rse Policy**
- **Deis Plan**
- **Child Safeguarding Statement**
- **Digital Elearning Plan**
- **Anti-Bullying**
- **Code Of Conduct**
- **Enrolment Policy**
- **Critical Illness Plan**
- **Policy On Students Leaving The School**
- **Policy On Suspension And Expulsion**
- **Policy On Transition Year**
- **Policy On Record Keeping**
- **Attendance Records**
- **Substance Misuse Policy**
- **Data Protection Policy**
- **Garda Vetting Policy**
- **Critical Incident**
- **Smoke-Free Workplace Policy**
- **School Activities Policy**
- **Policy On Record Keeping**
- **Safety Statement**
- **Homework Policy**
- **Dignity In The Workplace**