

**EAST GLENDALOUGH SCHOOL**  
**WHOLE-SCHOOL GUIDANCE PLAN**

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## **1. East Glendalough School Mission Statement**

East Glendalough School aims to encourage each pupil to develop to his or her full potential, to mature as an individual and to become a constructive and caring member of society.

The school endeavours to equip each student with an academic education and a range of skills to enable further learning and active participation in the wider community.

The School pursues excellence through a broad Christian education and endeavours to foster a co-operative spirit. High standards of work, behaviour and respect for others are expected from all in the school.

## **2. Aims of the School Guidance Programme**

- Provide a framework for the delivery of the school guidance programme
- Help students acquire the knowledge, skills and attitudes that contribute to effective learning in school and across the life span
- Ensure a structured response to student's personal, social, educational and career guidance needs
- The plan needs to be inclusive providing for the junior, senior, minority and special education needs of all students
- The plan will include all guidance activities: classroom sessions, Career Guidance Interviews, attendance at career exhibitions and open days, meetings with management and school support team, support agencies, personal counselling and group work.

## **3. Objectives of the School Guidance Programme**

Based on those aims, the objectives are as follows:

### *Junior Cycle Objectives:*

- To ease students' transition from first level to second level education
- To develop an understanding of themselves as individuals and in relation to others.
- To become aware of their strengths and weaknesses.
- To provide programmes and support systems for students with emotional difficulties
- To allow students make informed choices about their path to senior cycle.

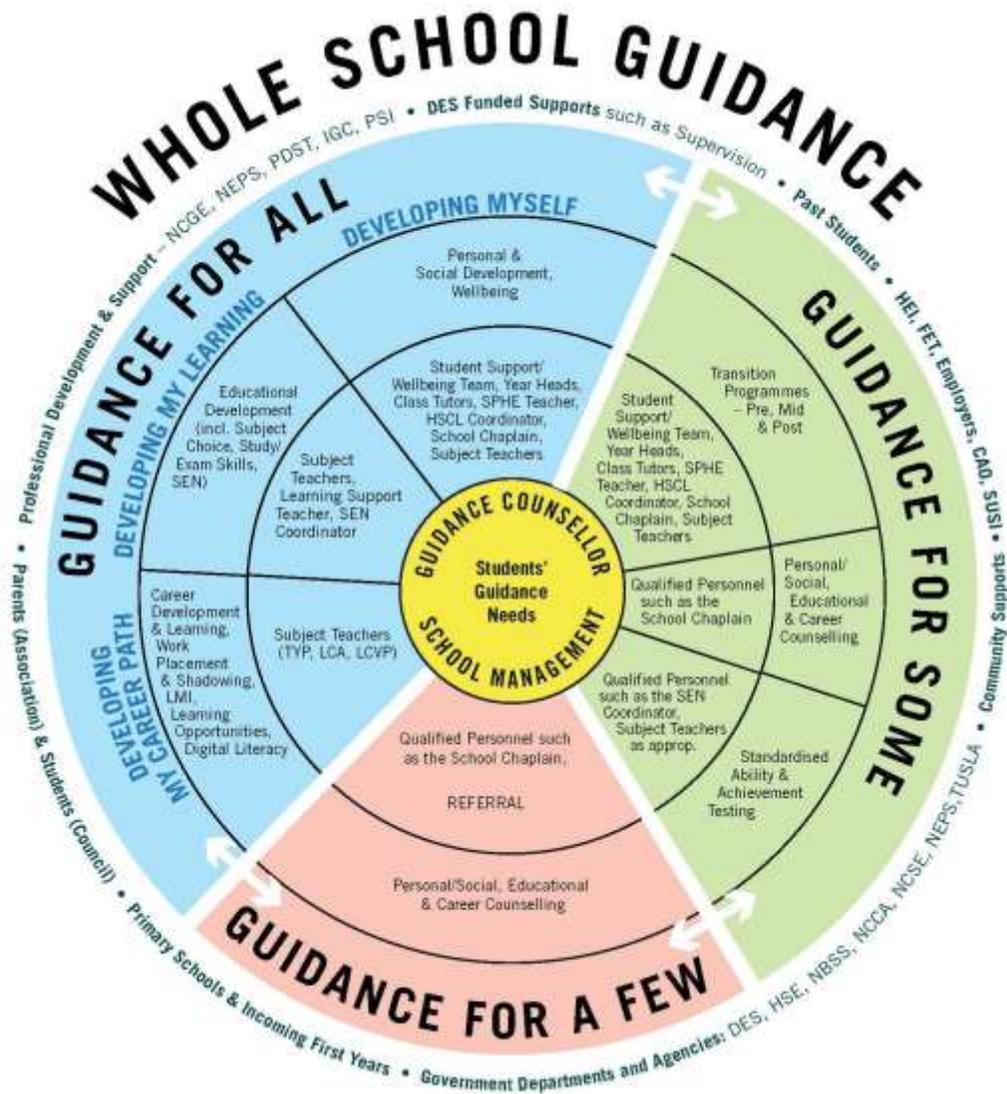
### *Senior-Cycle Objectives:*

- To develop an awareness of interests, aptitudes and abilities in themselves and others.
- To develop career awareness and develop employment readiness.
- To acquire the skills to investigate both the world of work and third level education in relation to knowledge of self and to make informed career decisions.
- To assume responsibility for their own careers journey.
- To view career development as a continuous process.

- To maintain and develop programmes and support systems for students with emotional difficulties
- To continue to consult with the Guidance Counsellor and other teachers with regard to personal and educational concerns as they approach their Leaving Certificate examinations.

#### 4. Continuum of whole-school Guidance

East Glendalough School recognises and seeks to implement the continuum of WSG as outlined in the NCGE 2017 framework:





### **TY Pastoral Care:**

Monthly TY Team meeting comprising

- Principal
- TY Co-ordinators
- TY Form Teachers
- Feedback to Senior Cycle meeting

### **Senior Cycle Pastoral Care:**

Weekly meeting, comprising

- Principal
- Deputy Principal
- Guidance Counsellor
- Senior Cycle Head
- SENCO

### **1<sup>st</sup> Year**

Weekly meeting, comprising

- Principal
- 1<sup>st</sup> Year Head

### **SEN Dept Meetings**

Weekly, comprising LS/Resource teachers.

### **SNA Dept Meetings**

- 1 x ASD Unit meeting, weekly
- 1 x LS/Resource meeting, weekly

### **Student information**

Weekly staff meetings comprising whole teaching staff and SNA representative

#### *Pastoral Care team*

- Principal - Mr Craig Petrie
- Deputy Principal - Ms Vivienne Weir
- Guidance Counsellor - Mrs Mary O'Callaghan
- Chaplain - Rev. Sheila Zietsman
- Year Heads - Mr T. Heaney, Mr J. McGettigan, Ms C. Coonan
- SPHE co-ordinator - Ms Frances Cody
- Special needs Co-ordinator - Mrs Jennifer Finnegan
- ASD Unit teachers - Mr S. Finn, Mr T. Martin

## 6. Guidance Counselling in East Glendalough School

Guidance Counselling in East Glendalough School is multifaceted, diverse and fluid, and encompasses the three broad areas of:

- Personal Counselling
- Educational Counselling
- Careers Counselling

East Glendalough School also recognises and supports the areas of learning/competences model outlined in the Framework (p. 14).



### A. Activities relating to the Guidance Counsellor role (*from NGCE Framework 2017, p. 7*)

- Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings
- Developing effective teaching, learning and assessment strategies for the guidance class
- Providing individual and group counselling to facilitate personal and social, educational and career development and at moments of personal crisis
- Providing labour market, learning and career-related information through Information and Communications Technology (ICT) and blended learning approaches
- Planning and organising workplace learning and establishing links with the wider business community, agencies and voluntary sector
- Using psychometric tests (i.e. ability and aptitude tests and career interest inventories) to facilitate career decision-making and personal development, and to support learning and educational choices
- Providing support to, and working in collaboration with, school and ETB management and staff in the planning, leading, delivery, review and evaluation of the guidance service/programme and the whole school guidance plan
- Working with parents (as appropriate) and referral agencies in facilitating the personal and social, educational and career development of students and service users
- Referring students and service users to external agencies and professionals, as appropriate
- Establishing close ties with feeder schools, where appropriate, and with centres of further education and training and higher education.

## **B. Personal/Careers Counselling meetings**

Meetings with students

Meetings with Parents/Guardians

## **C. Maintaining records**

The School maintains the confidential guidance records of students in a secure facility for 7 years after they have left, as per Data Protection guidelines; after this time they are destroyed.

## **D. Educational Counselling: Guidance Programme structure:**

### ***Prior to Entry***

Information from primary school about incoming students is processed by the Resource department and the Head of 1<sup>st</sup> year. Students that may be in need of resource classes are identified.

### ***Students with Special Needs***

All parents of students who apply to the school are requested to provide key information during the admission process. As part of this information, parents of students who have been identified as having special educational needs are requested to provide details of any learning need and copies of psychological / educational assessments carried out. Reports from previous schools are evaluated, together with any educational assessments to determine what accommodations may be put in place to facilitate students with special needs: please see Special Educational Needs Policy for more details.

### ***1<sup>st</sup> Year***

At the beginning of the school year, 1<sup>st</sup> year students are brought in prior to the full opening of the school. They are introduced to new school rules in an informal setting and attend talks on all aspects of life in post primary school, introduced to teachers, Form Teachers and prefects and engage in a range of sporting activities to help them to integrate.

### ***2<sup>nd</sup> Year***

Counselling is available on a one-to-one basis for students with behavioural difficulties educational, careers or personal issues. Students receive a 10-week course in resilience, *Friends for Life*.

### ***3<sup>rd</sup> Year***

The main focus of the year is the Junior Certificate Examinations. Study skills, planning and preparation for these exams form a significant backdrop to student efforts in 3<sup>rd</sup> Year.

One-to-one counselling is available in relation to behavioural and difficulties educational, careers or personal issues.

At the beginning of the year, a parent information evening is held covering the outline of the year along with suggested approaches to study and managing stress. Towards the end of the year, a parent's information evening is conducted to explain the nature and scope of Transition Year.

### ***Transition Year***

Transition Year is a very significant year in terms of Guidance. During this year the nature of senior school cycle is explained and explored. Students enjoy a dedicated, classroom-based Guidance Programme during this year. Standardised aptitude tests and career interest inventories are carried out in TY and results given to students and their parents ahead of making their subject choices. Subject teachers deliver an information session to students and are available to answer any questions. In late February or early March each year there is a parents' information evening to outline the subject choice process. A comprehensive subject choice booklet is issued to each student and individual guidance given where required.

### ***5<sup>th</sup> Year***

At the outset of Senior Cycle, students adjust to a significant workload and begin to look towards their Leaving Certificate.

A very limited amount of movement occurs in the first term also as students discover that particular subjects do not accord with their preconception. These changes are discussed, the implications pointed out and final decisions made in consultation with the students, their parents, subject teachers and the Head of the Senior school.

Career guidance now moves to a more individualised approach. Those thinking of a 3<sup>rd</sup> level course with specific entry requirements or any other subject area requiring a portfolio for entry are directed towards the specific requirements for each course.

Individual interviews take place which now focus on the aptitude results and career interest profiles of the students with a view to their implications in a career context as opposed to Leaving Certificate subject choice.

Weekly Guidance classes are timetabled for all students. A wide range of guest speakers including past pupils and representatives from colleges, industry & business visit the school.

As career interests develop and often change considerably throughout the senior cycle it is often necessary for some students to have multiple meetings with the Guidance Counsellor.

One-to-one counselling is available in relation to any behavioural, educational, careers or personal issues.

## **6<sup>th</sup> Year**

At the beginning of the School year a parent and student information evening is held outlining the sequence and course of the year, along with the suggested approach to the Leaving Certificate exams. The process for applying to Higher Education colleges through the CAO (Ireland), UCAS (United Kingdom) & Eunicas (Europe) is outlined in detail. The main aim of Guidance at Leaving Certificate is to help students explore the range of options available to them on leaving school and make an informed choice. This includes guidance selecting courses which match their career interests, abilities and aptitudes. Other options after leaving school such as QQI FETAC (Further Education) courses, apprenticeships and industry specific training opportunities are highlighted. Consequently, careers guidance interviews are given to all students and often require meeting students individually several times throughout the year. The career guidance interview is also an important opportunity to check in on the emotional well-being of the student

Weekly Guidance classes are conducted explaining the various requirements of the CAO system, as well as preparing for the submission of the CAO forms in February. Students prepare and deliver a career presentation. A range of guest speakers visit the school.

Early in the first term all sixth years attend the Higher Options Conference in the RDS. Higher Options gives students a unique opportunity to meet directly with representatives of over 150 Universities, Institutes of Technology and Colleges of Further Education in Ireland, United Kingdom and Europe. Careers talks and lectures on applying to college and choosing your career take place throughout the day.

### ***Literacy and Numeracy/Standardised testing***

In September of each year, after First Years have settled in, they will undertake the CAT 4 (Cognitive Abilities Test). This is a series of battery tests that explores students' abilities in the following areas:

- Verbal Battery (Verbal Classification, Sentence Completion, Verbal Analogies)
- Quantitative Battery (Number Analogies, Number Series, Equation Building)
- Non-verbal Battery (Figure Classification, Figure Analogies, Figure Analysis)

The results are compiled, shared with parents and used to help us ascertain our students' strengths and weaknesses in order to have adequate provision in place to support them in their future studies. It may help identify gifted students/students with special needs. It is used as an aid to spotlight those that may need extra help in the areas of Literacy and Numeracy. It also will aid us as a school in our pursuit of excellence for all our students.

Standardised tests are also administered mid-year in TY to aid students with their subject and potential career/3<sup>rd</sup> level options.

See Appendix One for full year plan of Guidance activities

## **7. Review and oversight**

The School's Senior Management team, in conjunction with the Board of Management and the Guidance Counsellor, review the school's Guidance provision on an annual basis. At each Board meeting, the Board are presented with a report of the pastoral care activities in the School, and at the end of each school year, the Board of Management receives a report on the Guidance Counsellor's year.

Senior Management and the Guidance Counsellor are committed to an annual review of the needs and priorities of the School.

## Appendix One: year plan of Guidance activities

<sup>1</sup>	September	October	November	December
1 <sup>st</sup> Year	<ul style="list-style-type: none"> <li>• Introductory talk on role of GC &amp; pastoral care supports in school</li> <li>• Individual counselling, educational &amp; career queries as required throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 4 standardised tests</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 4 results to teachers &amp; parents</li> <li>• Subject choice guidance as required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>
2 <sup>nd</sup> year	<ul style="list-style-type: none"> <li>• Individual counselling, educational &amp; career queries as required throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>
3 <sup>rd</sup> year	<ul style="list-style-type: none"> <li>• Individual counselling, educational &amp; career queries as required throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>
Transition Year	<ul style="list-style-type: none"> <li>• Individual counselling, educational &amp; career queries as required throughout year</li> <li>• Introduction to the world of work</li> <li>• Thoughts on your career</li> <li>• Work experience opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Career research using the Internet</li> <li>• CV preparation</li> <li>• Writing a cover letter for a job</li> <li>• Preparing for an interview</li> <li>• Practical Interviewing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to subject choice &amp; implications for college</li> <li>• Introduction to applying to college &amp; other options after school</li> </ul>	<ul style="list-style-type: none"> <li>• TY guidance repeated in Module 2 to new group of students over 10 week period</li> <li>• Standardised Aptitude &amp; Career Interest tests for all TY students</li> </ul>

	January	February	March	April	May
1 <sup>st</sup> Year	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>
2 <sup>nd</sup> Year	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>
3 <sup>rd</sup> Year	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>	<ul style="list-style-type: none"> <li>• As required</li> </ul>
Transition Year	<ul style="list-style-type: none"> <li>• Feedback on Aptitude and Career Interest tests to all TY students</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• TY guidance repeated in Module 3 to new group of students over 10 weeks</li> <li>• All TY students</li> <li>• Subject choice teacher's presentation</li> <li>• Subject choice students &amp; parent's information evening</li> <li>• Individual subject choice guidance meetings as required</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	September	October	November	December
5 <sup>th</sup> Year	<ul style="list-style-type: none"> <li>• Overview of Guidance Syllabus</li> <li>• Goal Setting – personal objectives &amp; predicted grades</li> <li>• Time Management</li> <li>• Work Opportunity Exercise</li> <li>• Life Skills Exercise</li> <li>• Individual counselling, educational &amp; career queries as required throughout year</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the world of work</li> <li>• Choosing your career</li> <li>• Options after leaving school</li> <li>• Career Resources</li> <li>• Introduction to Careers websites &amp; Qualifax</li> <li>• Career Interest Inventories</li> <li>• Guest speaker</li> </ul>	<ul style="list-style-type: none"> <li>• National Framework of Qualifications</li> <li>• Overview of Universities &amp; Institute of Technologies</li> <li>• QQI Further Education Colleges</li> <li>• Apprenticeships</li> <li>• Guest speakers from University /Institute of Technology</li> </ul>	<ul style="list-style-type: none"> <li>• The Points System</li> <li>• Applying to CAO</li> <li>• Career research using the Internet</li> <li>• Overview of different careers</li> <li>• Career Investigation project</li> <li>• Guest speaker</li> </ul>
6 <sup>th</sup> Year	<ul style="list-style-type: none"> <li>• Overview of syllabus</li> <li>• Update on CAO changes</li> <li>• Goal Setting - personal objectives &amp; predicted grades</li> <li>• Applying to CAO/UCAS</li> <li>• Parent/Student Information evening</li> <li>• Higher Options Careers Exhibition</li> <li>• Individual Career Interviews</li> <li>• Individual counselling, educational &amp; career queries as required</li> </ul>	<ul style="list-style-type: none"> <li>• Follow up actions from Higher Options Careers exhibition</li> <li>• Review of National Qualifications Framework</li> <li>• Review of career interest inventories</li> <li>• Career research for college applications</li> <li>• Prepare Career presentation PowerPoint for class</li> <li>• Positive mental health – health week</li> <li>• Guest speaker</li> <li>• Individual Career Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Teacher meetings &amp; follow up</li> <li>• CAO online demo</li> <li>• Register for CAO &amp; complete application</li> <li>• Prepare &amp; deliver Career Presentations</li> <li>• Guest speaker</li> <li>• Individual Career Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver Career Presentations</li> <li>• Finalise CAO choices</li> <li>• Guest speaker</li> <li>• Individual Career Interviews</li> </ul>

	January	February	March	April	May
5 <sup>th</sup> Year	<ul style="list-style-type: none"> <li>• Overview of different careers</li> <li>• Guest speaker</li> <li>• HEAR/DARE scheme</li> <li>• NUI exemptions</li> <li>• Career Investigation project</li> <li>• Career research using the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Teacher meetings &amp; follow up</li> <li>• Individual Career Interviews</li> <li>• Visit to University College Dublin</li> <li>• Career Investigation project</li> <li>• Overview of different careers</li> <li>• Entrepreneurship</li> <li>• Guest speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Career Interviews</li> <li>• Overview of different careers</li> <li>• Applying to UCAS</li> <li>• Career research using the Internet</li> <li>• Career Investigation project</li> <li>• Guest speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Career Interviews</li> <li>• Studying in Europe</li> <li>• Overview of different careers</li> <li>• Budgeting for third level education</li> <li>• Guest speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Individual Career Interviews</li> <li>• Preparation for summer exams</li> <li>• Review &amp; Evaluation of Guidance Programme</li> <li>• Guest speaker</li> </ul>
6 <sup>th</sup> Year	<ul style="list-style-type: none"> <li>• Finalise CAO research &amp; Application</li> <li>• Applying to QQI FETAC colleges</li> <li>• Guest speakers from QQI FETAC colleges</li> <li>• Individual career interviews &amp; CAO queries</li> <li>• Preparation for mock examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing a back-up plan</li> <li>• Mock examinations</li> <li>• Review of mock results &amp; implications for college choices</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Mental Health</li> <li>• CV Update</li> <li>• Guest speaker – Managing Exam Stress</li> <li>• Planning a Gap Year</li> </ul>	<ul style="list-style-type: none"> <li>• CAO Change of Mind</li> <li>• Re-focussing on goals</li> <li>• Preparation for Transition – budgets, supports</li> </ul>	<ul style="list-style-type: none"> <li>• Review &amp; Evaluation of Guidance Programme</li> <li>• Preparation for LC exams</li> <li>• Individual Career queries &amp; Counselling</li> </ul>

**Appendix Two: reference texts** (this list is not exhaustive)

- DES Circular 15/2017
- DES Circular 10/2017
- Action Plan for Education, 2017
- Junior Cycle Wellbeing Guidelines, 2017
- NGCE School Guidance Handbook
- NGCE: A Whole-School Guidance Framework
- Looking at our School 2016
- SSE Guidelines 2016-2020
- National Skills Strategy 2025
- Framework for Junior Cycle 2015
- Digital Strategy for Schools 2015-2020
- NEPS Wellbeing in School 2013

**Appendix Three: relevant School Policies** (all policies available on School website)

- Special Educational Needs Policy
- RSE Policy
- Pastoral Care Policy
- Critical Incident Response Plan
- Procedures for dealing with revelations of child abuse
- Child Protection Policy