



Clifden Community School Guidance Plan

Introduction

Under the terms of the Education Act 1998 all schools are required “to ensure that all students have access to appropriate guidance to assist them in educational and career choices”. Guidance refers to a range of learning experiences provided in a developmental sequence that assist pupils to make choices about their lives and to make transitions as a result of these choices. The main role of the guidance service in schools is to assist students in their development of three separate but interlinked areas of personal and social development, educational guidance and career guidance (Review of Guidance in Second Level Schools, Sept 2006).

The principles underpinning the guidance programme are consistent with those outlined in the NCGE draft document, reflecting the aims of Clifden Community School:

*Our mission in Clifden Community School is to continue to provide a challenging educational environment in which all members of the school community irrespective of ability level or background can realise individual and collective potential in a caring environment which values and strives for quality and creativity in all that it offers. We are committed to preparing our students for adult life by learning **Responsibility, Respect and Personal Regard** for self and others under our banner of **Lux, Pax, Felicitas –Light Peace and Happiness in an atmosphere that encourages positive self-esteem.***

The guidance programme strives to be:

- Accessible
- Cognisant that guidance is a specialist area within education
- Cognisant that guidance is a whole school concern
- Pupil centred
- Transparent

Setting the Scene

This Guidance Plan is designed specifically for Clifden Community School - a co-educational multi-denominational school with an enrolment of circa 410 students. The Guidance Department has an office, careers section in the library and a shelving area outside the office and storage room. Guidance classes take place in a classroom or computer room. Career interviews and personal counselling takes place in the guidance office.

Staff involved in the Guidance Programme

The Guidance programme is an integral part of the school curriculum and as such involves the whole school community. The Guidance Counsellor consults and liaises with the following key personnel in the planning and development of the programme.

- Principal
- Deputy Principal
- School Chaplain
- Year Heads
- Class Tutors
- Special Needs Co-ordinator
- Resource Teachers
- Parents Association
- Prefects
- Mentors
- Student Council
- Ancillary, Secretarial, and Maintenance Staff

School Chaplain and Year Heads

The School Chaplain has a specific mission towards the spiritual care and faith development of the school population and the promotion of religious activities within the school. The chaplain has concern for the religious wellbeing of the school as a whole recognising that some are with no faith at all. Contact may be at the Chaplain's initiative or on the initiative of the student, in times of bereavement, illness, personal and family difficulties. The Chaplain works in close co-operation with the Principal, Guidance Counsellor, Year Heads and Class Tutors.

The Year Head is the first point of contact between home and school. The Year Head is responsible for classroom demeanour, integration into school life and the holistic development of each pupil in the year group.

This is achieved through:

- Daily interaction with each student
- Liaison with teachers of each pupil
- Meetings with students
- Availability to parents throughout the year
- Meetings with Principal
- Provision of reports for parents twice a year and in addition, on a needs basis
- Attendance at assemblies

Time Allocation for school:

From 2016 Guidance Counselling is allocated 1 Whole time Teaching Equivalent

Timetabling for Guidance Counsellor:

- Each class in Senior Cycle (4th year, 5th year & 6th year) is timetabled for Career Guidance once per week (40 minutes)
- It is planned to include formal Career Guidance class in the Junior Cycle curriculum.
- Individual time: 10 class periods per week

Formal Guidance

The Formal Guidance curriculum is delivered using two forms of intervention employing a number of methodologies

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

Informal Guidance

The Informal Guidance programme consists of liaising with other Teaching staff / management to actively promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of the Guidance Plan. Meetings and appointments with parents form an integral part of the Informal Guidance plan. Non formal guidance takes place over a range of extra-curricular activities where students are given an opportunity to develop many of their talents and engage in activities that are aimed at supporting their personal and social development. These include the opportunity to participate in

- Sport (Rugby, Soccer, Football, Athletics)
- Music activities such as choir, TY Show, Traditional Music Groups
- Debating and Public Speaking
- Prefect and Mentoring system
- Assisting at School Open Evening and Parent Teacher Meetings
- Organising Fund Raisers
- Organising Career Events
- Other

Method of delivery of Guidance Programme

Formal Guidance classes are timetabled for transition year, fifth and sixth year students. The Guidance Counsellor is a key member of the S.P.H.E. team.

The Guidance Programme

Personal Counselling

Personal and social guidance and counselling in schools aims to help students to make decisions, solve problems, resolve difficulties and develop coping strategies that will empower them to live more fulfilled lives. Students can be referred at their own request, at the request of parents, other teachers or if a friend or a peer draws it to the attention of any staff member that a student is in difficulty.

Counselling can only take place if the student is willing to participate and after an initial referral it is always the student's choice if they wish to continue. It is the policy of the Guidance Counsellor to respect and value a student who is receiving counselling and to provide the student with a safe and accepting atmosphere where they feel listened to and understood. Confidentiality is guaranteed except in situations where there is a risk to the student, to others, where the law has been broken or where there is ongoing abuse or neglect. The school is committed to following the **Children First National Guidelines for the Protection and Welfare of Children 2011**.

The Guidance Counsellor and Chaplain are primarily responsible for providing one to one counselling although all members of the school community have a role to play. Students are encouraged to talk to any member of staff with whom they feel comfortable, if they are experiencing difficulty, rather than not look for help. Individual counselling is seen as an integral part of the pastoral care system in the school and as part of the school's responsibility to care of the student in a holistic way. The Guidance Counsellor encompasses Rogerian, person centred counselling, Alderian counselling and Solution Focused counselling. Counselling aims to develop a rapport with the student and build up a trusting relationship in which they can explore coping strategies and interventions in order to help with positive change in their lives.

One to One

Because of the model of Guidance and Counselling used in Irish schools all one to one sessions give the student and Counsellor the opportunity to explore a wide range of issues in a student's life apart from those related to Career and Education matters. So within these one to one sessions many issues arise which may require more long term personal counselling or in some cases referral to outside agencies for appropriate support. Currently Clifden Community School is in a position to offer Junior Cycle students professional counselling in association with School Completion Programme, and the services of Jigsaw to Senior Cycle students.

Referral

Students are normally referred to the Guidance Counsellor by the Principal, Deputy Principal, Year Head or Chaplain to support students with emotional and/or behavioural issues. Students who have been suspended are seen by the Guidance Counsellor following their return. This may be a once off meeting or may lead to further appointments.

Any staff member – including ancillary staff - may refer a student to the Guidance Counsellor if they observe behaviour that concerns them. The Guidance Counsellor will liaise with the relevant staff members and where necessary a plan of action is negotiated. Students may also alert the Guidance Counsellor to their concerns regarding a student.

Students may be referred to outside agencies when the Guidance Counsellor or Chaplain feels that the student would benefit from specialised assistance beyond their area of expertise. In these cases parental permission is sought, except in exceptional circumstances such as physical or sexual abuse or neglect by a

family member where the Department of Education and Skills' Child Protection Procedures for Post Primary Schools are followed.

Educational Guidance

Educational Guidance commences prior to a student's entry into the school. The Principal and the Home School Liaison teacher visit feeder schools and meet with sixth class teachers to identify students who may require extra support from the Resource Department or the Guidance Counsellor.

CAT 3 Verbal and Numerical Reasoning tests are administered by the Guidance Counsellor to first year students in September of the year of entry. These are evaluated in conjunction with the Learning Support teacher in order to identify students who may require extra help or resources. CATS (Cognitive Ability Tests) are administered in 4th year and cover Verbal Reasoning, Numerical Reasoning, Abstract Reasoning, Perceptual Speed & Accuracy, Mechanical Reasoning, and Space Relations. The results of these tests may be useful to students making subject choices for fifth year. The implications of subject choices for third level education and different careers are outlined in a talk to parents and in the course of classroom guidance to students. Students are encouraged to speak individually to the Guidance Counsellor if further information is required.

Information for Parents

- Open Evening for incoming First Year Students and their parents
- Induction meeting with parents of first years on a class by class basis in early September
- Subject Choice Evening for Transition Year parents.
- Applying to the C.A.O. and U.C.A.S. Evening for 6th year parents

Career Guidance

Career Guidance is an ongoing process which commences when students enter the school and continues throughout their secondary school education. Students are provided with the knowledge, skills and resources to research the options open to them in areas such as subject choice, different types of careers, apprenticeships, employment opportunities and further study at college or university. Students will be guided towards making informed, realistic choices about their future plans after the Leaving Certificate. This takes place during classroom Guidance classes and individual career interviews.

Early School Leavers

The Guidance Service, in conjunction with HSCL and Schools Completion and members of staff and the resource department will endeavour to identify students at risk of early school leaving. The multi-faceted individual needs of these students are recognised by the school and a personal, and flexible approach needs to be taken to meet their educational and personal requirements. The Guidance Service would liaise with the resource department to develop appropriate early interventions. This would include, where possible, adjusting their curriculum and providing extra support in numeracy and literacy.

Protocol for Meetings

Meeting with Students

Meeting with students are by appointment. Students make appointments during the lunch time. Students have an appointment slip which is signed by the subject teacher and times are recorded. It is the responsibility of students to be aware of their appointment time, attend on time and have any necessary preparatory work assigned completed. It may be necessary to re schedule these appointments in discussion with the student. If a student fails to attend they will be given another appointment time at the end of the cycle, time permitting. Parents are welcome to attend these meetings.

Meeting with Parents

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. Where possible appointments are made during the school day but in exceptional circumstances may be held outside

of school hours. On occasion the Guidance Counsellor may request another staff member to be present e.g. the HSCL, Year Head. The student is always invited to attend for all or part of the meeting with the approval of the Parent/Guardian. This is to give the student ownership, inclusion and responsibility in the meeting's outcome.

Confidentiality

This applies to all one to one counselling, Students are assured of confidentiality in these sessions except where there is a concern that the student may self-harm, be harmed or harm someone else.

Record Keeping

Records/notes are taken of all one to one counselling sessions whether they be educational, career or personal and are added to the student's personal file.

- Guidance records are normally kept for 5 years after the students leave the school
- Personal Counselling records usually contain some of the actual words used by the student
- The notes should normally be brief
- The Counsellor should ideally write up notes as soon as possible after the session to ensure accuracy and precision.

Guidance Delivery Programme

First Year /Pre-entry Phase

- Open Evening / Information Evening for parents and prospective students
- Assessment of students' academic ability using CAT4
- Contact made with primary schools for additional background information on students
- Contact made with parents of students who do not have class mates transferring to the school
- Allocation of students to class based on mixed ability and other information received
- Liaison with Special Educational Needs Department and Senior School Management

Induction, Subject Choice

- Transfer to Secondary School Programme for 6th class students in April (after Easter/Confirmation).
- Full day induction day for First Year Students with Leaving Cert students in attendance.
- Mentoring Programme
 - meet with mentors – distribution of lockers, timetables and map of school followed by bonding games
 - Mentors liaise with Guidance Counsellor
 - First year parents have an opportunity to meet their Year Head, Guidance Counsellor, Home School Liaison Teacher and Principal in late September to discuss any concerns or worries they may have in relation to their son/daughter. This meeting is organised by HSCL on a class by class basis.
 - The formal side of the Mentor Programme winds down in October and ends at Halloween. However, mentors remain in contact with their students informally throughout the school year.
- Liaison with first year tutors and first year mentors
- SPHE classes to cover guidance issues
- Meeting the students in small groups.
- Available to meet parents regarding subject choice
- One to one counselling
- Year Group Outing

Objectives of the First Year Programme

- To manage the transition from Primary to Secondary
- To support those students who are finding the transition difficult

- To identify those students who need help academically
- To help students acquire the competency to consult with the Guidance Counsellor/Chaplain/Tutors and Mentors with regard to their concerns
- To help students with time management organisation and study skills

Second Years

- Individual counselling available to any student requesting it or referred
- Ongoing liaison with Principal, Year Head
- Assisting with the development of individual programmes for students with particular needs

Objectives of the Second Year Programme

- To monitor all students progress
- To identify those students who are struggling academically
- To support students who are at risk or who find school or home life difficult

Third Years

- Liaise with Year Head.
- Counselling service available for individual students
- Attend parent teacher meetings
- Presentations - facilitated by SPHE and subject teachers - given to third year classes on Transition Year Programme
- Information night for parents on Transition Year.
- Individual interview for all students to review Mock results and discuss subject choice for Leaving Cert /plans for TY
- Students invited to attend relevant Career Talks

Objectives of the Third Year Programme

- To identify those who need help academically
- To encourage students who are not reaching their potential
- To assist students make the right subject choice for Leaving Cert
- To support students who may find school or home life difficult
- To prepare students for their first state examination

Transition Year

- Individual counselling available by request/referral
- Guidance Counsellor timetabled for one class period per week
- Classes will focus on the following topics :
 - i. Preparation for work experience
 - ii. Interest Tests
 - iii. Preparation of CV
 - iv. Identify qualities sought after by all employers
 - v. Identify skills, personal qualities and interests to suit different career areas
 - vi. Initial contact with work experience employer
- Careers Research Project using Qualifax, Careersportal and REACH programme
- Powerpoint presentation in class based on careers project
- Review of work experience
- Class presentation on work experience
- Visit to a Third Level College – specifically organised through past students and tailored to suit students' needs
- Attend Careers Fair organised by Galway / Mayo Branch of IGC
- Preparation for subject choice for Senior Cycle

Informal Guidance plays a large part in the Transition Year programme as students have a unique opportunity to develop personal qualities and to become self-aware. They are encouraged to grow in independence by taking part in opportunities available outside school such as Gaisce, Mini Company, Drama, Talent Show, Debates. The Guidance Counsellor liaises very closely with the TY Personnel to monitor students' response to the challenges of TY.

Objectives of the Transition Year Programme

- To monitor students as they adapt to a very different school year
- To prepare students for the world of work
- To encourage students to choose suitable work experience and evaluate their experience
- To assist students to develop self-awareness of personal skills
- To enable students to make more informed choice subject choices for Leaving Cert career areas

Fifth Year:

Weekly 40-minute career guidance class consisting of:

- Goal setting and Time Management
- Options after the Leaving Certificate
- Introduction to the world of work, college and different types of qualifications
- Researching career options on the Internet (Websites & specialised Career software)
- Completing Career Interest Inventories online and by paper questionnaire
- Multiple Intelligence
- Entrepreneurship
- Overview of different Careers Goal setting and Career planning skills
- Guest speakers from college, business, industry and other professions
- Careers exploration, project and action list
- Discussion groups, self awareness exercises
- Videos on college/university and different types of careers
- Use of Careers Prospectuses and IT for career research
- Introduction to UCAS system / Personal statement
- Individual counselling available on request/by referral.
- Assisting students in final subject choices.
- Attend Galway Mayo Branch Careers Fair

Objectives of the Fifth Year Programme

- To help each student achieve his full potential
- To assist students investigating career choice.

Sixth Year

- Individual counselling on request
- One-to-one interview, each student receives at least one. Follow up interviews as time allows.
- Information night for parents re CAO, UCAS and other post Leaving Cert options
- Guest speaker from Third Level to address students in class on the transition from 2nd to 3rd level
- Organise speakers from various third level colleges, Agricultural Colleges and/or PLC Colleges
- Organise speakers from various professions / past pupils
- Attend Options West in Galway
- Attend one Open Day annually that is only held mid-week (normally NUI Galway or Limerick but voted on by students)
- Various other trips arranged depending on interest e.g. Engineers Week Presentation
- Notices and upcoming events posted on notice board and VSWare.
- Ongoing liaison with students re subject choices and levels

- Facilitating and supporting students who are taking subjects in the Leaving Certificate which are not available to them in the school
- Helping students with DARE and HEAR applications
- Group seminars at lunch time for UCAS applications
- Assisting students with Personal Statements for UCAS
- Preparing and writing references for UCAS applicants
- Information on Apprenticeships-with a speaker from SOLAS
- Assisting students applying for Scholarships
- Assisting eligible students to obtain exemptions in Irish from NUI
- Guidance Office open one Lunchtime per week - students can drop by without an appointment to discuss any issue
- Workshop on Mental Health facilitated by “BEAT the BLUES”
- Parental appointments by request
- Updating Guidance noticeboard
- Assisting in the planning and coordination of the Leaving Certificate Students’ last day and Graduation Ceremony

Weekly classes which cover the following topics:

- Welcome back – Points Sheet , Setting Goals both short and long term
- Preparation for Options West and other Open Days
- Overview of various career sectors *
- Research college courses using Qualifax, Careersportal and other career websites
- Career Interest inventories.
- Explaining the CAO system, the ladder of progression etc.
- Explaining the UCAS system
- Review of subject levels and implications for points, college requirements and other carer options.
- Goals, Study Time management and Study Skills
- DARE/HEAR
- HPAT
- Interview skills
- SUSI-Grant System
- Filling out application forms sample used Driving Licence
- Interview skills
- Accommodation
- Transition to third level-“Flying the Coop”
- How to use a Gap Year
- Coping with change
- Identifying and coping with stress
- Aptitude test practice
- Change of mind/ Offers/Acceptance of places/Deferrals
- Tying up loose ends in an Open Forum setting

Objectives of the Sixth Year Programme

- To monitor students as they progress towards Leaving Cert
- To encourage each student to reach his potential
- To assist students in making career decisions
- To prepare students for life after school

*The following Career Sectors are outlined in class

Medicine

- | | |
|---|---|
| a) Medicine / Dentist / Vet | h) Medical Science |
| b) Pharmacy | i) Podiatry |
| c) Physiotherapy | j) Dental Hygienist |
| d) Dietician | k) Dental Technician |
| e) Optometrist | l) Nurse – Gen / Midwife / Psychiatric/ |
| f) Occupational Therapy | Intellectual Disability / Children |
| g) Radiography, Speech & Language Therapy | |

Engineering

- | | |
|------------------------|----------------------------|
| a) Aeronautical | g) Chemical |
| b) Agricultural & Food | h) Electrical / Electronic |
| c) Biomedical | i) Manufacturing System |
| d) Biotechnology | j) Mechanical |
| e) Environmental | k) Computer |
| f) Civil / Structural | |

Building / Construction

- | | |
|-----------------------------|-------------------------------|
| a) Apprenticeships | e) Building Services Engineer |
| b) Architecture | f) Urban / Spatial Planner |
| c) Architectural Technician | g) Auctioneer / Estate Agent |
| d) Quantity Surveyor | |

Business / Finance / Marketing / PR

- | | |
|--------------------------|------------------------|
| a) Accountant | e) Public Relations |
| b) Accountant Technician | f) Market Researcher |
| c) Actuary | g) Marketing Executive |
| d) Economist | h) Banking |

Hotel and Catering

- | | |
|---|-------------------------------------|
| a) Hotel and catering manager | f) Waiter |
| b) Hospitality Assistant | g) Accommodation Assistant |
| c) Chef / Professional Cook | h) Tourism Assistant |
| d) Bar Manager / Bar Tender | i) Travel Agent |
| e) Hotel receptionist/ Front Office Manager | j) Environmental / Health Inspector |

Information Technology / Computing

- | | |
|-------------------------------------|--|
| a) Careers in Computer Hardware | g) Computer Systems Analyst & Designer |
| b) Computer Hardware Engineer | h) Computer Systems Programmer |
| c) Computer Assembly Technician | i) Technical Writer |
| d) Computer Services Engineer | j) Multi Media & Web Designer |
| e) Computer Technical Sales manager | k) Marketing & Sales |
| f) Careers in Computer Software | |

The Guidance Service –Year Plan

Mid August

- Meet students on Leaving Certificate Results Day
- “Drop in” facility for Leaving Cert students on CAO Round 1 offers day
- Formal appointments with students arranged through office the following day and
- Follow up appointments as required.
- Analysis of Leaving Cert Results
- Involved in reviewing of scripts

First Term

- Contacting last year’s students to ascertain chosen path
- First Year Induction
- CAT 4 administered to first year students
- Subject options with First Year
- Year Head Meetings-identifying students at risk
- Weekly Care Team meeting with HSCL and Schools Completion
- Meeting and creating a file on new students in all years

- Liaison with Resource Dept
- Meetings with Chaplain
- Attending Options West
- Meeting with first year parents in small groups with HSCL and Year Head
- Information night for parents re choices after Leaving Cert
- Organising Career Talks during class periods and at lunch time
- Aptitude tests with Transition Years
- Parent Teacher Meeting
- Individual appointments with Leaving Cert students
- Appointment with parents
- Personal Counselling
- UCAS personal statements
- Practice tests for those sitting HPAT and other aptitude tests
- Attending in-service and presentations organised by the Branch
- Attending Supervision

Second Term

- Continue with class content
- Individual Counselling
- CAO and UCAS applications
- Access programmes to Higher Level Colleges
- DARE and HEAR applications
- Applications to FETAC courses
- Review of Mock results with Year Head and meet with students causing concern
- 4th Year subject choice
- Individual meeting with 4th years to review CATS results, Interest Tests and discuss Leaving Cert subject Options
- Information Night for parents of Fourth Years re subject choice for Leaving Cert in conjunction with Transition Year coordinator
- Update booklet on subject choice and distribute to parents
- Survey 4th years re subject choices and assist management with drawing up subject bands
- Attend parent teacher meetings
- Attend IGC conference and workshops
- Weekly meeting of Year Heads
- Weekly Pastoral Care Team meeting with HSCL, Chaplain and School Completion
- Continue to attend Supervision and IGC meetings and in service

Third Term

- Continue with class content
- Assist with applications for scholarships- Sport etc
- SUSI information
- Stress Management
- Liaise with parents of 6th years who are not coping
- Organise mock interviews for TY students
- Organise SPHE Day for Junior Cycle Students.
- Information Night for parents of incoming first years
- Liaise with primary schools re incoming first years
- Liaise with parents of incoming first years identified as needing support
- Assign first year students to classes
- Be available to meet Leaving Cert Parents after the Leaving Certificate Mass and Graduation
- Get contact details from Leaving Cert students in order to track their career path in September

- Survey Leaving Certs on Guidance Provision.
- Review Guidance Programme

Throughout the Year

- One to one personal counselling
- Organise presentations on Positive Well Being for year groups as appropriate, e.g. SPHE Day
- Liaising with NEPS, Social Workers, CAMHS, GPs and other support groups
- Assist with direct applications
- Assist with programme development and implementation
- Arrange lunch time career talks
- Liaise with Past students who speak with students re careers/life in college and organise college trips

School Protocol regarding Open Days

The school views Open Days as an excellent opportunity to visit third level institutions, meet with current lecturers and students, discuss courses and view exhibitions and attend presentations. In general students are encouraged to attend Open Days organised at the weekend so as to minimise class disruption. The Guidance Counsellor posts the schedule of Open Days on the career noticeboard. Students are encouraged to adequately prepare for the college visit and are aided in class to do this. They are reminded that visiting a college for an Open Day should be viewed as hard work. It should be a good learning experience enabling the student to look behind the title of the courses.

Organised School Trips

Leaving Certificate Students

- Students attend the Options West
- One other “whole year” trip is arranged annually to an Open Day occurring during the school week. This is voted on by Leaving Cert students
- Small groups attend other career events based on interest e.g. GTI Open Day, Mountbellew Agriculture College Open Day, Furniture College Letterfrack Open Days etc.
- Small groups attend specialised career events or third level events organised by guidance counsellor with the assistance of Past Students

Other Years

- Fifth Year and TY students attend the Careers Fair organised by Galway Mayo Branch of Guidance Counsellors.
- For events of specialised interest where trips would not be organised annually fifth year students may be accommodated on Leaving Cert trips.
- In addition TY students attend one College event – organised by guidance counsellor with assistance from past students attending that college. The destination varies each year depending on student interests and resources available.

Guest Speakers

It is normal for speakers from individual colleges to give talks to senior class groups. These may occur during the Careers class, at lunch time or at another scheduled time. In the event that a student must miss class time to attend one of these talks he must sign up for the talk in advance and have the permission of both the Guidance Counsellor and the class teacher. **No student may attend a talk without prior permission.**

Other speakers are arranged subject to demand and in consultation with students, staff (LCVP teachers) and management. Students give feedback to assess the benefit of the talk.

Testing

1st Years

The CAT 4 Cognitive Abilities Test is administered by the Guidance Counsellor and Learning Support team to first years in first term. It is administered to measure four areas: Verbal, Non Verbal, Quantitative and

Spatial. The results are used to identify students' strengths and weaknesses and to allocate students to mixed ability classes. Further tests may be carried out by the Learning Support team in September.

4th Years

Cognitive Ability Tests are administered in February to fourth years. They are machine scored and are returned to students on an individual basis by the Guidance Counsellor in the context of an interview where subject choice for Leaving Cert is also discussed

5th and 6th year

The following tests are used

- Careersportal Interest Test
- Careers Direction interest Test
- The Rothwell Miller Test
- The Interest Inventory
- The Connolly interest Test

Various aptitude tests are used with students preparing for HPAT, HPAT Ulster and companies' recruitment i.e. Aer Lingus, ESB etc.

Other Guidance Service Activities

- Networking with local Guidance Counsellor - Galway Mayo Branch - 5 per year
- Attending Supervision 5 times a year
- Attending in service arranged through school
- Attending annual IGC conference
- Maintaining individual records
- Offering assistance to staff in relation to dealing with student disclosures, bullying, self-harm, suicide risk, drug abuse etc.
- Attending Open Days specifically designed for Guidance Counsellors - at least one per year or as need arises
- Maintaining Guidance Service notice board, e mails, filing, updating careers library

Links /Guidance Areas for development

- Links with Class Tutors to discuss areas of concern
- Establish a structured session for fourth years where individual subject teachers will outline course content and assessment procedures in their subject for Leaving Cert
- Relevance of CATS

Links to other Policies and Curriculum Delivery

The Guidance Policy is consistent with other school policies in place:

- Admissions
- Anti-Bullying
- Critical Incident
- Learning Support
- Child Protection
- Code of Behaviour
- Substance Abuse and Misuse
- ICT-Acceptable Use
- RSE Policy
- Health and Safety

Examples of Career Outings undertaken

- Careers Exhibition Options West
- University of Limerick
- Mountbellew Agricultural College

Career Talks during School Day:

- Apprenticeships
- Teagasc
- Engineering
- Computer Science
- NUI Galway most faculties e.g. Engineering, Science, Commerce
- Chartered Accountancy
- Colleges in the CAO system

Procedure for changing Leaving Cert Subject Choices

It is recognised that students may occasionally make a wrong Leaving Cert subject choice and this may not emerge until they are attending classes in fifth year. Where this occurs the school will where possible and practicable facilitate such a change. There is a set procedure to be followed in such an instance:

- The student must first speak to the teacher of the class they are attending and ask his/her advice.
- The student must then come to the Guidance Counsellor to discuss the issue and ensure that he/ she understands the implication from a career, course and college point of view and determine if this has been discussed with parent/guardian
- The student must talk to the teacher into whose class he/she wishes to move to see if there is a place available and the implications of moving having missed early course work
- The student must go to the Guidance Counsellor and get a form which must be signed by student, parent/guardian, subject teachers concerned, Guidance Counsellor

Procedure for Changing Levels at Leaving Cert

- The student must discuss the matter with the subject teacher
- The student discusses implications with the guidance counsellor
- The student obtains a form from the Guidance Counsellor which must be signed by the student, parent/guardian, subject teacher, guidance counsellor and returned to Guidance Counsellor

Continuous Professional Development 2015-2016

On Tuesday afternoons

Dealing with Cyber Bullying

Psychometric Testing: Contemporary Issues for Guidance Counsellors

Mindfulness

IGC Conference

Creating a Facebook Page for the Guidance Counsellor

UCAS – Applications to Third Level in the UK

Attendance at Supervision-5 times

Links with Staff / Outside Agencies

The following demonstrates the whole school dimension of Guidance and the collaboration between the whole school community and the Guidance Counsellor.

- | | |
|-------------------------------|---------------------------------|
| • Management | • Pupils/Student Council |
| • Year heads | • Parents / Parents Association |
| • School Chaplain | • Past Pupils |
| • Teaching Staff | • Pastoral Care team |
| • Transition Year Coordinator | • SPHE teachers |
| • LCVP coordinator | • SNA's |

Outside Agencies

- | | |
|---|---------------------------------------|
| • NEPS | • Employers |
| • Social Workers | • Colleges/Admission Officers/DES/SEC |
| • Local PLC venues – Clifden CS / Youth Reach/ Galway /Westport | • Colleges of Further Education |
| • Solas | • Community - Gardaí, Defence Forces |
| • Fáilte Ireland | |

Policies

The Guidance Counsellor has special involvement in policy development, e.g.

- | | |
|---------------------|----------------------------|
| • Anti-Bullying | • School Code of Behaviour |
| • Critical Incident | • Special needs provision |

Developmental Needs:

- More time required to access Junior Cycle particularly in relation to study skills
- Evaluation formally of College Open Days and develop a policy
- More time for counselling
- Access to a behavioural psychologist
- That all school leavers in a particular year are followed up regarding progression routes and destinations

Success Criteria:

- That all students will benefit and have access to appropriate guidance and counselling
- That students will have achieved the targets set out in their original goals and are happy in the course or programme that they have undertaken
- That students with particular concerns have been helped to deal with these concerns
- That early school leavers are following a training programme to meet their needs or are gainfully employed
- That all school leavers in a particular year are followed up to ascertain if the target goals have been achieved

Bibliography/Research

References

- The Education Act, 1998 www.oireachtas.ie
- Planning the School Guidance Programme. National Centre for Guidance in Education www.ncge.ie
- Planning the School Guidance Plan, School Planning Development Initiative (SDPI),2004 www.sdpi.ie
- Guidelines for Second Level Schools on the Implications of Section of the Education Act 1998, relating to students access to appropriate guidance. www.education.ie
- Circular letter: Guidance Provision in second-Level Schools
- Institute of Guidance Counsellors – Constitution and Code of Ethics
- NEPS: A Continuum of Support for Post-Primary Schools (Guidelines and Resource Pack)
- Department of Health & Children: Our Duty of Care: The principles of good practice for the protection of children and young people

Some useful Websites

- NEPS - Department of Education and Science www.education.ie
- Department of Education and Science www.education.ie
- State Examination Commission www.examinations.ie
- Central Application Office (CAO) www.cao.ie
- UCAS www.ucak.com
- Institute of Guidance Counsellors www.igc-edu.ie
- National Centre for Guidance in Education www.ncge.ie
- National Educational Psychological service www.neps.ie
- National Qualifications Authority of Ireland www.nqai.ie
- Qualifax www.qualifax.ie
- Careers Portal www.careersportal.ie

Review of Guidance Plan

The Guidance Counsellor reviews the Guidance plan annually through discussion with the sixth year students and from the information gathered from feedback forms at the end of sixth year and following Open Days.