



# **Coláiste Cholmáille**

## **Ballyshannon**

# Whole School Guidance

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# Chapter 1

## Introduction

### Why is it important to have a Guidance Plan?

- Circular PPT 12/05 states that “Guidance in second level schools refers to a range of learning experiences that assist students to develop self-management skills that will lead to effective choices and decisions about their lives. Guidance encompasses three separate but interlinked areas, personal and social development, education: guidance and career guidance”.
- Guidance “refers to a range of learning experiences provided in a developmental sequence that assist students to make decisions (personal and social, educational and career) about their lives and to make transitions consequent on these choices”, ‘Planning the School Guidance Programme’, NCGE 2004
- Section 9 (c) of the Education Act, 1998 requires schools to “ensure that students have access to appropriate guidance to assist them in their educational and career choices.... (d) promote the moral, spiritual, social and personal development of students.... in consultation with their parents having regards to the characteristic spirit of the school”.
- ‘Principals perceptions of the Guidance Service in Post Primary Schools’ NCGE 1997

### Mission Statement

- Coláiste Cholmcille is a community which respects the individual's rights and self-worth and aims to provide a happy and safe environment in which the individual may achieve her/his spiritual, academic and personal potential in order to develop all positive aspects of the individual and the community.

### Aims

- The aim of the programme is to provide for vocational, educational and personal/social development of all students. We encourage our students to emerge as mature young adults who are confident, caring and capable of making decisions that enrich their own lives and contribute to the lives of others.
- To provide personal and social guidance: services such as counselling and activities such as class/group work, contact to promote interpersonal communication skills, decision making, self awareness and the ability to plan. Students can meet with the Career Guidance Counsellor on a one to one basis.
- To provide educational guidance: services such as counselling and activities such as class/group work, to assist decision making relating to course, subject and level, motivation and learning: study skills and examination techniques.
- To provide career guidance: services such as counselling and activities such as class/group work, to assist decision making related to choices of education and training courses: employment opportunities: job search skills: work and other life roles.
- As the student cohort and their educational needs change we are aware that the Guidance Plan may need to be revised/updated from time to time to take account of new target groups of students, additional needs of students and new priorities.

#### Links to other Policies

- [Pastoral Care Policy](#)
- [Restorative Practice Policy](#)
- [Bereavement Support Policy](#)
- [Anti-Bullying Policy](#)
- [Code of Behaviour and School Rules](#)
- [Child Protection Guidelines](#)
- [Discipline Policy](#)
- [Enrolment Policy](#)
- [Admissions Policy](#)
- [Guidance and Counselling Planning](#)
- [Health and Safety Policy](#)
- [Response to Critical Incident Policy](#)
- [SPHE](#)
- [Subject Choice](#)
- [Special Needs Policy](#)
- [Student Council](#)
- [Substance Abuse Policy](#)
- [Acceptable Use Policy Internet](#)

## **Chapter 2**

What is Guidance Counselling?

The banner 'Guidance' is synonymous with the term "guidance counselling" and "guidance and counselling". Guidance is a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorised into 3 distinct, but interlinked areas:

1. Personal & Social
2. Educational
3. Career

Guidance activities that assist students make informed choices include:

1. Personal Counselling
2. Assessment using psychometric instruments and inventories.
3. Career Information. For example, career classes, career events, Open Days, 3rd level guest speakers, speakers from industry.
4. Use of Information Technology. For example, Qualifax, Careersportal.
5. Personal and Social Developmental Programmes

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 a combination of these. While the school's Guidance Counsellor is often perceived as one of the main practitioners, CCBS recognises that there are many elements within the Guidance Programme and that many members of the school community have a role to play. In CCBS the Chaplain plays a very significant role. The provision of Guidance is also supported through the involvement in various activities with industry, local employers and voluntary groups. Every teacher has a role to play.

Career Guidance Counsellors:

Ms Mairead McGurran: Registered member of the Institute of Guidance Counsellors. Member of the Donegal Branch of Institute of Guidance Counsellors and attends regular meetings and supervision.

Ms Attracta Gallagher: Registered member of the Institute of Guidance Counsellors. Member of the Donegal Branch of Institute of Guidance Counsellors and attends if and when necessary and permitted.

Chaplain:

Ms Pauline Kilfeather

### **Chapter 3**

Guidance Counselling is a School Approach

CCBS has a Whole School Approach to Guidance Counselling. The Whole School Guidance Plan seeks to address the guidance needs of all students at all levels within the school. The development and implementation of the plan is understood as a whole school responsibility. It involves the Guidance Counsellors in the first instance, as well as all other relevant members of management and staff of the school. Therefore, the key personnel in CCBS would include:

- Guidance Counsellors
- Chaplain
- Year Heads
- Tutors
- Behaviour for Learning Teacher
- SEN Team
- SPHE Co-Ordinator
- SPHE Teachers
- Learning Support Teachers
- Vocational Preparation Teachers
- Subject Teachers
- Staff members involved in delivery of guidance/students support
- Representatives of the Student Council
- Representatives of Parents
- Retired members of staff who act as mentors

The knowledge, experience and contacts of all staff members will be drawn on to provide the best possible guidance programme for students. Outside agencies, such as NEPS and the HSE and any other relevant agencies will be consulted and actively involved as appropriate.

The Board of Management and School Management Team have a responsibility to ensure that provision and practice of guidance in the school is of the highest standard. This includes support for the Guidance Counsellors, the Chaplain and the Year Heads in the execution of the School Guidance Plan.

Year Heads play a key role in their year group. He/She is the first point of contact between the school and the home. The Year Head is responsible for classroom demeanor, interpersonal relationships, integration into the school, personal, social, moral and spiritual development of each pupil in his/her care. This is achieved through:

1. Meeting with students prior to the start of the school year.
2. Daily interaction with students.
3. Daily meetings with students in his/her year group.
4. Regular assemblies which provide information and guidance to the year group.
5. Liaison with the teachers of the pupils.
6. Liaison and support for the class tutor for their weekly meeting with their classes.
7. Support for and co-operation with the Pastoral Care Team.
8. Support for and co-operation with the Guidance Counsellor.
9. Available to meet with parents throughout the year, and be continuous link/support.
10. Referrals to qualified professional within the school.
11. Weekly meetings (Tuesdays) with Principal, Vice-Principal, Chaplain, Guidance Counsellors and all other Year Heads.
12. Attending the care team meeting on rotational basis, with the Principal, Deputy Principal, Chaplain, Guidance Counsellors SEN coordinator, Healthy Schools Rep and Behaviour for Learning Teacher.
13. Organising and running reward systems for their year group, eg, stickers, postcards home, trips to cinema etc. At the award ceremony, present awards for their year group.
14. Inviting guest speakers for their year group.
15. Linking in with Guidance Counsellors regarding study skills.

Guidance Counsellors do not work in isolation. They depend on the help and support of colleagues on the school staff. Guidance Counsellors liaise with the Year Heads on a regular basis. He/She also liaises with pastoral care teachers, SEN teachers and subject teachers, as appropriate. On a regular basis the Guidance Counsellors reports to the Principal.

Subject Teachers and tutors play a key role in providing support to students through information and advice relating to their subject disciplines and related careers. Individual teachers may be sought out by students on an informal basis for advice and information.

All staff members can consult with the Guidance Counsellor on the needs of an individual student and/or refer the student to the Guidance Counsellor when specialist competence is required with due regard to confidentiality. The Guidance Department recognises that students relate to different teachers in different ways and are encouraged to talk to any teacher they feel comfortable with if they do need to. If a teacher has a concern surrounding a student then the teacher in question is encouraged to refer the student to the Guidance Counsellor or the Chaplain. All members of the school have been provided with Pastoral Care Guidelines to assist them in this situation.

Parents have the most influence directly or indirectly on the choices made by their son/daughter. Parents have a major influence on the environment in which their son/daughter lives, including values, attitudes and lifestyle. Parents can also participate in the guidance process through:

1. Support for school mission statement and pastoral activities.
2. Attendance at relevant information evenings and other meetings at the school.
3. Consultation with the Guidance Counsellor regarding the provision of personal assistance to the schools Guidance Programme, i.e. guest speakers, interviews.
4. The Parents Association
5. Contact with the Year Head

Students are the focus of the school Guidance Programme. They are also entitled to an input into the development of the school Guidance Plan. Students, in particular, the Student Council can help to identify and establish the priorities of the schools Guidance Programme.

The guidance counsellors form part of the Leaving Cert and teacher mentor programme. They act as mentors and provide ongoing support to other teachers and retired teachers with information etc.

The local community participates through agencies, organisations and institutions which provide young people with resources for spiritual and moral development, career exploration, information and other forms of assistance and support.

## **Chapter 4**

### Current Guidance Provision

#### **Junior Cycle**

- Pre-entry: The guidance department form part of the Open Day committee. As part of this they visit a selection of local school to visit sixth class students. They also take part in activities during open day and open night.
- The First Year students also receive help and support in choosing what subjects to retain for their Junior Certificate and the implications of their decision. Information Evening for 1st Year Parents for Subject Choices, and Study Skills Seminar organised.
- Third Year students receive support in their choice of Programme – Transition Year, LCVP or the Traditional Leaving Certificate and what implications choices might have on their Leaving Certificate and for third level.
- No formal class contact for 1st, 2nd, 3rd Year students.

#### **Senior Cycle**

- Students going into Senior Cycle from 3rd Year or Transition Year receive advice regarding subject choices and levels and how these may affect their choice of course or career.
- Scheduled talks are also given to students regarding careers.
- 5th Year students are timetabled for Career Guidance classes once per week. LCVP students also have access to Career Guidance information through timetabled classes as part of their programme.
- 6th Year students are timetabled for one Career Guidance class per week. LCVP students also have access to Career Guidance information through timetabled classes as part of their programme.
- 6th Year students receive a minimum of one career appointments with their Guidance Counsellor. Self-referral for appointments is the norm. If a student requires more time this can be arranged with the Guidance Counsellor.
- Ty's and LCA's are welcome to make appointment when necessary



## **Chapter 5**

### Current Guidance Programme

#### Formal Guidance :

Individual contact of a personal counselling nature and careers/vocational guidance.  
Classroom guidance delivered on a regular basis to Senior Cycle students, addressing different modules with class group or year group intervention as needed.

#### Informal Guidance

- This involves liaising with other teaching staff and management to promote cross curricular links and also the development of a Whole School Approach to Guidance Counselling. Meetings with parents/guardians form an integral part of informal guidance.
  - Continuous informal guidance occurs on the corridors and during classes with individuals needing support, information etc.

#### Junior Cycle

- First Years receive information on choosing subjects for second year. Languages are chosen in the first term and help/advice is given if needed. A parent evening is provided in the second term, before choices are made.
- Second Years receive talks on subject levels, study skills, courses and career choices.
- Third Years receive talks on Senior Cycle programme choice, subject choice and levels for Leaving Cert. Students opting for Transition Year are prepared for TY. In March students have the choice of entering Transition Year, or the Traditional Leaving Cert or LCVP. All programmes are explained to students as a year group in an Information Session and also to parents at an Information Evening. Handouts are also given to students and parents. Students not doing Transition Year are then asked to nominate the subjects that they will take for their Leaving Cert. Students take 3 core subjects and then choose 4 other subjects, which gives them a total of 7 subjects for their Leaving Cert. Information regarding subject choices is disseminated in the same manner as that for programme choice.

• The following subjects are offered to Junior Certificate:

**Core**

English

Irish

Maths

Geography

History

Science

CSPE

SPHE

Religion

**Language Options**

German

French

**Options**

Materials Technology Wood

Materials Technology Metal

Technical Graphics

Home Economics

Art

Business Studies  
Music

• The following subjects are offered to Leaving Certificate:

**Core:**

English

Irish

Maths

**Options:**

French

German

Business

History

Geography

Biology

Physics

Chemistry

Ag Science

Art

Engineering

Design/Communication Graphics

Construction Studies

Home Economics

- The following grid shows the Guidance Programme for Junior Cycle.

	Career Guidance Needs	Personal & Social Needs	Vocational Guidance Needs	Educational Guidance Needs
Incoming First Years		Liaison with Primary School  Open Day  Open Night	Subject Choice	Liaison with Primary School  Induction  Learning Support
First Years	Referral System	SPHE  CSPE  PE  ECA'S	Subject Choice change of mind	Visit 1st Year classes outlining role of Guidance Counsellor  Study Skills/Amazing

		<p>First Year Trip</p> <p>Competitions Rewards</p> <p>Pastoral Care</p> <p>Mentors</p> <p>Assisting students to help cope with the transition from Primary to Secondary school</p>		<p>Brains</p> <p>Curriculum delivery*</p> <p>Learning Support</p> <p>Subject Trips</p>
Second Years	Referral System	<p>SPHE</p> <p>RSE</p> <p>CSPE</p> <p>PE</p> <p>ECA's</p> <p>Pastoral Care</p>	Provide Information where appropriate and when requested	<p>Study Skills</p> <p>Curriculum Delivery*</p> <p>Learning Support</p> <p>Subject Trips</p>
Third Year	Referral System	<p>SPHE</p> <p>CSPE</p> <p>PE</p> <p>ECA's</p> <p>Pastoral Care</p> <p>Motivational Speaker</p>	<p>Provide information for choice of subjects/level</p> <p>Awareness of any implications of choices for third level or career choices.</p> <p>Career Exploration and Development.</p>	<p>Provide Information For choice of LC programme</p> <p>Study Skills and Exam Technique</p> <p>Liaise with Teachers, Parents, Principal regarding subject choice, senior cycle issues</p> <p>Curriculum Delivery*</p> <p>Learning Support</p> <p>Subject Trips</p>

Curriculum Delivery\* includes:

- Providing students with information and expertise on both the content and demands of their particular subject(s) syllabus.
- Supporting students/parents in choosing subjects and levels for the Junior Cert and the Leaving Cert.
- Advising on appropriate Leaving Cert.
- Indicating to students the content and study commitments of subjects.
- Links with industry.

### Senior Cycle

- The Guidance Programme at Senior Cycle aims to assist the full development of each student's potential, to help the student grow in self-knowledge and self-esteem and to prepare him/her for higher or further education, training and/or employment.
- The Guidance Programme should endeavour to provide students with opportunities to:
  1. Prepare to manage their successful transition from second level to further of higher education, training or employment.
  2. Identify their own key motivating factors.
  3. Prepare for successful transition into adulthood.
  4. Learn about job search and job retention skills, develop research and ICT skills so that they can be self-directed in their career exploration and development.
  5. Learn about the world of work, including employment rights and responsibilities.
  6. Develop awareness of the need for lifelong learning.
  7. Develop skills to become independent and self-motivated learners.
- The following grid shows the Guidance Programme for Senior Cycle.

	Guidance Counselling Needs	Personal & Social Needs	Vocational Guidance Needs	Educational Guidance Needs
Transition Year	Referral System	SPHE  Rights & Responsibilities	Provide information on links between subject choice and career	Provide information on subject choices and senior cycle options – LC and



			<p>Prepare LCVF students for Work Placement</p> <p>Choice of subject/levels and implications of choice on third on Third level and career options</p> <p>Career Exploration and Development</p> <p>World of Work</p> <p>CV/Interview</p> <p>Local Business people speakers</p>	
	Guidance Counselling Needs	Personal & Social Needs	Vocational Guidance Needs	Educational Guidance Needs
Sixth Year	<p>Referral System</p> <p>One on One Career Guidance Counselling</p>	<p>Pastoral Care</p> <p>Motivational Speaker</p> <p>Local Business People as guest speakers</p>	<p>Subject Choice</p> <p>Career Exploration and Development</p> <p>Open Days</p> <p>Guest Speakers</p> <p>CAO</p> <p>PLC's</p> <p>UCAS</p> <p>Grants</p>	<p>Study Skills</p> <p>Exam Techniques</p> <p>Curriculum Delivery</p> <p>Learning Support</p> <p>Subject Trips</p> <p>Mentor programme</p>



			Scholarships HEAR/DARE Fees Assist students With application forms CV Interviews Useful websites for research Careers Notice Board Transition to 3rd level	
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## **Chapter 6**

### Counselling and Student Appointment Policy

- Students make appointments with the Guidance Counsellor for a variety of reasons.
- 1. Careers Counselling and Appointments
- 2. Personal Counselling and Appointments
- 3. Educational Counselling and Appointments
- Some students may require more time than others, this will vary from student to student. Each student is entitled to “adequate guidance” under the Education Act 1998.

### Careers Counselling and Appointments

- Priority for appointments is given to 6th Year students. Appointments for 3rd Year students are scheduled from March onwards. Appointments for all other year groups are arranged depending on time availability.
- Appointments are arranged with a student, using their diary as a record of this. If this is not suitable the Guidance Counsellor will give a note for the teacher’s information.
- Informally teachers and Guidance Counsellors give permission for the appointment to happen.
- Career appointments will typically include:

- Analysis of Career Inventory
- Career Values
- Options Available
- Career Information Sheet is filled out for each student
- Based on analysis made a career path is mapped out for each student.
- The Career Guidance Counsellor will address all students in 3rd and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Career Guidance Counsellor will also address a meeting of parents on the same topic.
- The Career Guidance Counsellor co-ordinates Transition Year, 5th Year and 6th Year careers module. Topics which may be covered include computer research, study skills, University, IT and PLC speakers/presentations and UCAS applications.
- The Career Guidance Counsellor also takes responsibility for advising the students on the completion of UCAS applications to the British third level system. The Guidance Counsellor has responsibility for their academic reference.

#### Personal Counselling and Appointments

- Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioral issues, develop coping strategies and resolve difficulties they may be experiencing.
- Personal counselling appointments may be arranged as soon as possible. Permission from class teacher will be sought if possible and as appropriate. Where permission is not possible, notification of a student's appointment will be given to the Principal or the Vice Principal.
- Personal Counselling appointments arise for some of the following reasons:
  - Personal Issues
  - Family Problems
  - Relationship Problems
  - Coping Skills
  - Motivation
  - Making Choices
  - Transition to 3rd level or into the world of work and adulthood.
- Each student in the school can have an individual appointment with the Career Guidance Counsellor to discuss personal and/or career related issues.
- A student may be referred to a Guidance Counsellor by a teacher. A student may approach the Guidance Counsellor directly and ask for an appointment. A parent may ask for intervention by the Guidance Counsellor. A student may refer another student to the Guidance Counsellor.
- The Guidance Counsellor may also initiate appointments with pupils, teachers and parents when particular circumstances arise indicating that a pupil may be in need of counselling on a personal issue which impinges on their school life.
- The Career Guidance Counsellor is consulted by school management and the pastoral care personnel on such issues and is also a member of the various Committees in the school.
- Parents are also free to request an appointment with the Career Guidance Counsellor.
- Where problems are acute, the co-operation of parents may be needed for referral when outside professional care may be required.
- The Principal, as the Designated Liaison Person (DLP), in consultation with the Chaplain and Guidance Counsellor, may refer to outside agencies such as, the HSE, NEPS, Gardaí, JLO, GP. Such referrals are made in consultation with parents/guardians.

#### Educational Counselling and Appointments

- Appointments for educational counselling is the same as career counselling appointments.
- Liaise with Principal, Deputy Principal, Learning Support Teacher and Subject Teachers concerning pupils who require intervention.
- Offering those students counselling with regard to study techniques, educational planning and personal organisation. The Guidance Counsellor assists in the organisation of 'Study Skills' seminars for various year groups.

- Providing guidance and information to students and parents at appropriate stages in their process through meetings, for example, prior to Transition Year, prior to subject choice for Leaving Cert and prior to CAO application deadline.
- Being available to students who have left school to offer advice after the Leaving Cert results have been issued, i.e. at the beginning of the school year.

### Confidentiality

- A professional relationship involving confidentiality is at the core of Guidance Counselling. The Guidance Counsellor takes reasonable steps to ensure that consultation with students takes place in an appropriate private environment.
- Students are encouraged to discuss their problem with their parent/guardian where appropriate. At the beginning of the counselling session, students are always informed that what is said in the counselling session is confidential between the counsellor and the student UNLESS the counsellor feels that the pupil is in danger to themselves (including eating disorders) or anyone else, or at risk. Confidentiality will not apply in the case of abuse (Child Protection Guidelines definition applies here), or if a student discloses an intention to commit a crime or when a court orders a counsellor to make records available.
- The Guidance Counsellor will take all reasonable steps to preserve the confidentiality of information about students obtained in the course of professional work. To reveal information only with the consent of the student, but with certain exceptions, which include: where concealment would result in danger to the student or others: when required by the law or designated guidelines; or for the purposes of professional consultation or supervision.
- In such circumstances, where the Guidance Counsellor feels the student is at risk, he/she will notify the schools designated person who can then take appropriate steps.
- The Guidance Counsellor will discuss information about students only for professional purposes and only with those who are clearly entitled to be consulted,
- Written and oral reports only contain data that are pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy.
- Subject to the law, the Guidance Counsellor will take reasonable steps to safeguard the storage, retrieval and disposal of student's records, both written and electronic.

### Ethical Considerations and Accountability

- The Career Guidance Counselling service is subject to all relevant legal requirements, to the provision of the 1998 Education Act and to the school's Ethos and Educational Philosophy. The Career Guidance Counsellor, like all other members of staff in the school, is entrusted with the care of students and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times. The Guidance Department are aware of the responsibilities to the students, to the school, to our own profession, to ourselves and to the implementation of this policy. To this end we will partake in professional peer supervision, which will provide support and feedback for my professional welfare. The Guidance Counsellors also abide by the Institute of Guidance Counsellor's Code of Ethics. The School Guidance Counsellor abides by the 'Child Protection Guidelines for Post Primary Schools'.

### Record Keeping

- Record keeping is an integral part of the administration of the Guidance and Counselling in the college. All records will be kept in accordance with 'Freedom of Information Act' and the 'Data Protection Act'. Guidance Counsellor will take all reasonable steps to safeguard the storage, retrieval and disposal of student's records, both written and electronic.
- Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse should be avoided as well as any form of conjecture. The Principal will be aware of the location of sensitive and confidential files.

## Assessment

• All our assessment procedures will be dictated by the above principals 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, educational and career planning, personal and social development. School assessment and public examination results will supplement this information. The Career Guidance Counsellor with the aid of the above information will be better equipped to assist the students in decision making, problem solving, behavioural change and with developing skills of coping with ever changing circumstances.

## **Chapter 7**

### Role of the Guidance Counsellor

#### 1. Counselling

Empowering students to make decisions, solve problems, change behaviour and resolve issues in their lives. Such activity may be personal counselling, educational counselling, career counselling or a combination of all three. 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 on an individual basis is part of the support structure that the school provides to students. Within the overall allocated time for guidance, adequate time is given for the

counselling function in the Guidance Programme. The rationale for the time allocated and its usage is evident in the school Guidance Plan.

## 2. Managing, Organising and Co-Ordinating

It is the Guidance Counsellors role to organise the guidance activities into a coherent programme in conjunction with the management and staff of the school. The nature and range of guidance activities as outlined above are based on the premise that guidance is both a whole school approach and a specialist area within education.

## 3. Support

The Guidance Counsellor provides support to students, parents, teachers', the Principal, Board of Management and referral agencies in assisting the personal, social, career and educational development of students. Such support may include advocacy on behalf of a student. Support also refers to assistance in the planning and development of the SPHE Programme, the Transition Year Programme, guidance related activities.

## 4. Assessment

The Guidance Counsellor is trained to use a range of psychometric tests and other evaluative instruments to support relevant objectives of the school Guidance Programme. Such objectives may be related to career and educational planning, personal decision making and development of self-awareness.

All our assessment procedures will be dictated by the above principals 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, educational and career planning, personal and social development. School assessment and public examination results will supplement this information. The Career 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. The Cambridge Profile is administered to each fifth year. Results can be purchased by the student. Each student receives their results individually. The tests are used in conjunction with interests tests, such as CII (Career Interest Inventory), Interest Assessments on [www.qualifax.ie](http://www.qualifax.ie) and [www.careersportal.ie](http://www.careersportal.ie), to assist students with career choice. Such results are stored by the Career Guidance Counsellor and are used as part of a student's individual career interview in 6th Year.

## 5. Information

Assisting students to acquire, interpret and use information relevant to their personal and social, educational and career development.

## 6. Consultation

Consulting with parents, school staff and students.

## 7. Feedback

Giving feedback to the Board of Management, school management and staff on the needs of individual students, groups and the school as an organisation, and how the school Guidance Programme has supported student's choices and transitions.

## 8. Follow-up

Following up with former students regarding progression routes. A guidance counsellor is available to students the day the Leaving Cert results are issued and the day after CAO offers are issued.

## 9. Classroom Guidance Activities

Providing classroom based learning experiences that are relevant to the objectives of the school Guidance Programme. Such experiences may include information giving, ICT, development skills (planning, decision-making, study skills, communication, values, clarification) and vocational preparation. There is also a Careers Programme for Senior Cycle students covering, for example, how to research careers, courses, NFQ, applying to the CAO, PLC courses etc....

## 10. Planning and Organising Workplace Learning

This is normally done in Transition Year and in 5th year LCVP. It is organised by the teachers of work placement, but typically the contacts made by the Guidance Counsellors are used. The guidance department have record and monitoring cards available.

#### 11. Networking

This refers to links with employers, relevant agencies and institutions to enhance guidance work with students.

#### 12. Promoting Change

This refers to assessing psychometric instruments, inventories and information booklets, which are in use and where appropriate to suggest change.

#### 13. Monitoring and Reviewing

This refers to making provision for ongoing monitoring and review. Seeking the views, comments and observations of students, teachers, parents and school management in formal and informal ways, can provide valuable information when reviewing, evaluating and planning the Guidance Service.

#### 14. Professional Development

The Guidance Counsellor must keep abreast of ongoing changes in the fields of training, education, work and child welfare. School management should facilitate the attendance of the Guidance Counsellor at relevant events and at in-career professional training during the school year.

#### 15. Evaluation

Self-Appraisal allows the Guidance Counsellor ascertain whether her/his start of year targets are achieved and to identify new targets for the following year. Record keeping refers to the comprehensive records of every personal interview, which the Guidance Counsellor has with a student. These records are then stored professionally and enable the counsellor to monitor the Guidance Programme.

## **Chapter 8**

### Open Days, Career Exhibitions & Guest Speakers

- As part of the senior Career Programme, students are encouraged to attend Open Days and Careers Exhibitions that are organised by 3rd level institutions. Both fifth and sixth

years are invited to attend. In order to minimise disruption to school life, students will be encouraged to attend Open Days that are organised at weekends.

- The school typically organises a visit to IT Sligo or Letterkenny IT on a rotational basis. One other trip is organised- to a larger university. This is chosen by demand of the students.
- Such visits are very important in the process of career exploration and planning.
- The school views Open Days and Career Exhibitions as a good way to meet and speak with lecturers and current students, discuss study plans and find out more about what 3rd level institutions can offer them. These visits allow students to form a better picture of what is entailed in further education and what life is like for a student in 3rd level.
- Students are given a permission slip by the Guidance Counsellor to attend Open Days or Career Exhibitions. This list will be posted up on the staff notice board.
- Students receive a map/guide of the college or exhibition in advance.
- They make a list of the colleges, courses, departments in which they are interested.
- Students plan the questions they will ask.
- It is normal for speakers from individual colleges to give talks to Senior Cycle students. These talks are both informative and useful as they give students an overview of the courses available in different colleges and they give the student an overview of 3rd level education.
- Other speakers are arranged subject to demand and in consultation with the students, staff and management.
- Speakers from the area
- The Career Guidance Counsellor also attempts to include TY and LCA students in such activities as mentioned above.
- Fifth years students are invited to attend the Donegal Careers Day, usually held in March in Ballybofey.

## **Chapter 9**

- Guidance Counsellors Office and classroom
- Phone
- Computer networked to the main school

- Notice Boards
  - Use of Computer Room for class
  - Careers Library (Career Guidance Office) contains Irish and UK prospectuses as well as a range of career related publication. All books may be borrowed from the Careers Library.
  - Library also contains other resources
  - School polices – Anti Bullying, Child Protection Guidelines, Response to Critical Incident, RSE etc....
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- In Services attended and courses related to CPD (Continuous Professional Development)
  - CAO Conference 2011, 2012, 2013, 2014, 2015
  - Planning for and Responding to Critical Incidents in Post-Primary Schools, May 2015, NEPS, Donegal Education Centre
  - Wellbeing in Post Primary Schools Guidelines, November 2014, Wellbeing in Post Primary Schools Interagency Co-ordinating Committee, Donegal Education Centre
  - Challenging Behaviour and Creating Resilience November 2015, Dr. Fergus Heffernan, Magh Ene, Bundoran
  - 'The Challenge of Change – A Vision for the Future', March 2013, IGC National Conference and AGM

## **Chapter 10**



#### Reviewed and Improved Areas

- Study Skills –tips for students, inclusion in school journal
- Guidance Counselling and Pastoral Care Referral Guidelines for Staff
- Guidance Counselling and Pastoral Care Referral Procedures for Staff
- Regular meetings with Pastoral Care Team
- Policy to be reviewed December 2015
- Development and maintain of a dedicated Twitter account, @ccbscareers
- Guidance counsellor forms part of selection panel for Leaving Cert prefects and mentors
- Attendance at weekly year head meeting
- Formal study skills for 5<sup>th</sup> years
- Provision of 3,3,3 timetable
- College Awareness week....

## **Chapter 11**

### Development Areas

- To integrate Career Guidance into 1st, 2nd and 3rd year programme planning, eg Short Course.
- The development of a Careers Resource area for students on the school network and in the School Library.
- Guidance provision for students from minority groups.
- Evaluation of Guidance Counselling Service as seen by students, parents, teaching staff and school management through a survey.
- Reintroduce SPHE classes for third years onto guidance timetables
- Evaluate open day/ night schedules
- Examine subject choice, specifically first years going into second year
- Introduction of 40 minute period set

## **Pastoral Care Guidelines for Staff**

What do I do if a student approaches me with Pastoral Care issues?

1. Enable the student to feel comfortable. At all times, put the best interests of the student first.
2. Advise the student that it is ok to talk but that you have to tell other members of staff about their problem if you feel it is necessary. NEVER GUARANTEE CONFIDENTIALITY. Conduct the meeting in private but where you are visible to others, i.e. leave a door open.
3. Once you have informed the student of this, ask them what they would like to talk about.
4. Listen to what they have to say and avoid making any judgements:
  - Let the student talk and do not ask any leading questions.
  - Make a record of the meeting noting the time and dates and using the students own words where possible.
5. Ask the student if they would like to speak to the Chaplain or a Guidance Counsellor to discuss the issue further.
6. If they agree, inform the student that you will be talking to this particular person who the student has said they would like to talk to.
7. Ask the student if they are comfortable to return to class.
8. Fill out a referral form.
9. A meeting will be arranged for the student with the Guidance Counsellor or Chaplain.

What do I do if a student approaches me with Pastoral Care issues and does not want to talk to anyone else or staff?

1. Follow steps 1 – 5 above.
2. If the student says that they would not like to speak to a member of staff then you should remind them of the fact that you cannot guarantee confidentiality.
3. If you feel that the issue warrants the intervention of a third party, inform the student of who you are going to talk to. Say to the student that “I feel you may need some more help with this issue than I can provide. I have to tell your parent/guardian/co-ordinator/Deputy Principal/Principal”.
4. If the student becomes emotional then do not leave the student alone. Accompany the student to the Chaplain or a Guidance Counsellor who will talk to the student.

#### Child Protection Guidelines and Procedure for Post Primary Schools:

For serious issues such as abuse one should be aware of the Child Protection Guidelines and Procedures for Post Primary Schools. This report states that teachers in Ireland have a general duty to ensure that children and young people are protected from harm.

The Guidelines also provide the following step by step approach in dealing with a serious disclosure by a student:

- a) It is important to deal with any allegation of abuse in a sensitive and competent way through listening to and facilitating the child to tell about the problem, rather than interviewing the child about details of what happened:
- b) It is important to stay calm and not to show any extreme reaction to what the child is saying. Listen compassionately and take what the child is saying seriously:
- c) It should be understood that the child has decided to tell about something very important and has taken a risk to do so. The experience of telling should be a positive one so that the child will not mind talking to those involved:
- d) The child should understand that it is not possible that any information will be kept a secret;
- e) No judgmental statement should be made about the person against whom the allegation is made;
- f) The child should not be questioned unless the nature of what s/he is saying is unclear. Leading questions should be avoided. Open, non-specific questions should be used as "Can you explain to me what you mean by that?"
- g) The child should be given some indication of what would happen next, such as informing the Designated Liaison Person, parents/carers, health board or possibly An Garda Síochana.
- h) Record the disclosure immediately afterwards using, as far as possible, the child's own words.

The DSL is Jimmy Keogh, or in his absence Cora Fagan.