Coláiste Chú Chulainn

Whole School Guidance Plan

Adopted: April 2021

Review due: April 2022

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1.0 Introduction

Coláiste Chú Chulainn is a multi-denominational and co-educational post-primary school under the patronage of Louth and Meath Education and Training Board (LMETB). As such, it operates within the regulations laid down by the Department of Education and Skills (DES) and follows the curricular programmes prescribed. Coláiste Chú Chulainn was established in 2014 and is comprehensive in the sense that it is a co-educational establishment catering for all ranges of abilities, embracing all social groupings, offering the widest possible range of subjects and being open to all religious persuasions. The Whole School Guidance Plan is student-centred in its approach. The promotion and enhancement of self-esteem and life-skills and the development of potential – academic, personal / social and emotional – leading to a greater personal autonomy for all students are its central goals. All staff members have a vital role to play in student care and therefore have a role to play in the delivery of the Whole School Guidance Programme.

1.1 Mission Statement

The values of the school outlined in the school's Mission Statement is supported through the School Guidance Plan. Coláiste Chú Chulainn advocates 'Success for All' as part of its vision and mission statement. Our school's Vision Statement is built on the three strands of Vision, Values & Behaviours as adopted by our Board of Management. This statement is central to all plans, policies and routines in school. Our school's values are outlined below:

- We Plan for Success for Every Student
- We Model Success in Our Practice
- We Celebrate Success
- We are Partners for Success in Our Community
- We Deliver Success for Students, Families and Community

1.2 The School Guidance and Counselling Plan

This School Guidance and Counselling Plan is designed to complement and to ensure the success of Coláiste Chú Chulainn's mission statement. The Plan is also designed to ensure this school meets its statutory responsibilities as set out in The Education Act 1998.

The School Career Guidance Plan indicates Coláiste Chú Chulainn's commitment and determination to guarantee that all available resources will be fully utilised to:

- Ensure that students have access to appropriate guidance to assist them in their educational and career choices and
- To promote the moral, social and personal development of students in consultation with their parents/guardians, having regard to the characteristic spirit of our school.

1.3 Rationale for a Whole School Guidance Plan

The DES (2005) Guidelines state that schools should "...develop a comprehensive guidance plan as part of their overall school development plan, taking into account the needs of students, available resources and contextual factors" (DES, 2005; pg. 4). National Centre for Guidance in Education (NCGE) 2004, defines the Whole School Guidance Plan as "… The document in which the school, in a systematic way, defines the guidance programme it offers, and states how resources are organised to deliver the programme." (NCGE, 2004: pg. 8). Guidance is a Whole School activity and our approach is collaboratively developed. This Whole School activity is undertaken as a means of supporting the needs of students. As a school we believe it is important that all members of staff fully recognise and ensure that guidance permeates every aspect of school life. This Guidance Plan has evolved for the purpose of providing guidance to students. It outlines the school's approach to guidance generally and explains how students are supported and assisted in making choices and successful transitions in the personal / social, educational and career areas. It gives formal structure to a whole school approach to this provision. Additionally, it informs parents, students and teachers that guidance will be delivered in an integrated and proactive way. The Guidance Plan also distinguishes between the competencies available within the school to support a student and the situations where referral to the Health Services or advising parents on the need to consider individual referral to a medical professional is warranted.

1.4 Aims and Objectives

The Whole School Guidance Plan aims to assist students to fully realise and fulfil both their academic and personal potential. It aims to set out the learning experiences and activities of the guidance programme, reflect the needs of both Junior and Senior Cycle students and have a balance in the provision of personal / social, educational and career guidance offered to students.

The objective of this Whole School Guidance plan enables students to make choices in the three main areas:

Educational

- ➢ To clarify educational, social and career goals
- ➢ To identify and explore opportunities
- ➢ To encourage students' development as 'independent learners'
- ➢ To provide the option of a Transition Year Programme
- ➢ Subject choice and Levels for the Leaving Certificate

Personal / Social

- ➢ To address personal issues
- ➢ To support the development of every student
- ➢ To monitor the wellbeing of all students
- ➢ To provide an environment where each individual can develop self-esteem and a sense of personal responsibility
- ➢ To work with statutory authorities and outside agencies as and when required

Vocational

- ➢ To provide information on and explore the world of work
- ➢ To identify and explore career opportunities
- ➢ Assist students to make informed career pathway choices
- ➢ To liaise with Third Level Institutions to ensure students are provided with the most up to date career pathway information and advice

2.0 The Model of Provision

A Continuum of Support

A Continuum of Support model is applied to the Coláiste Chú Chulainn guidance programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:
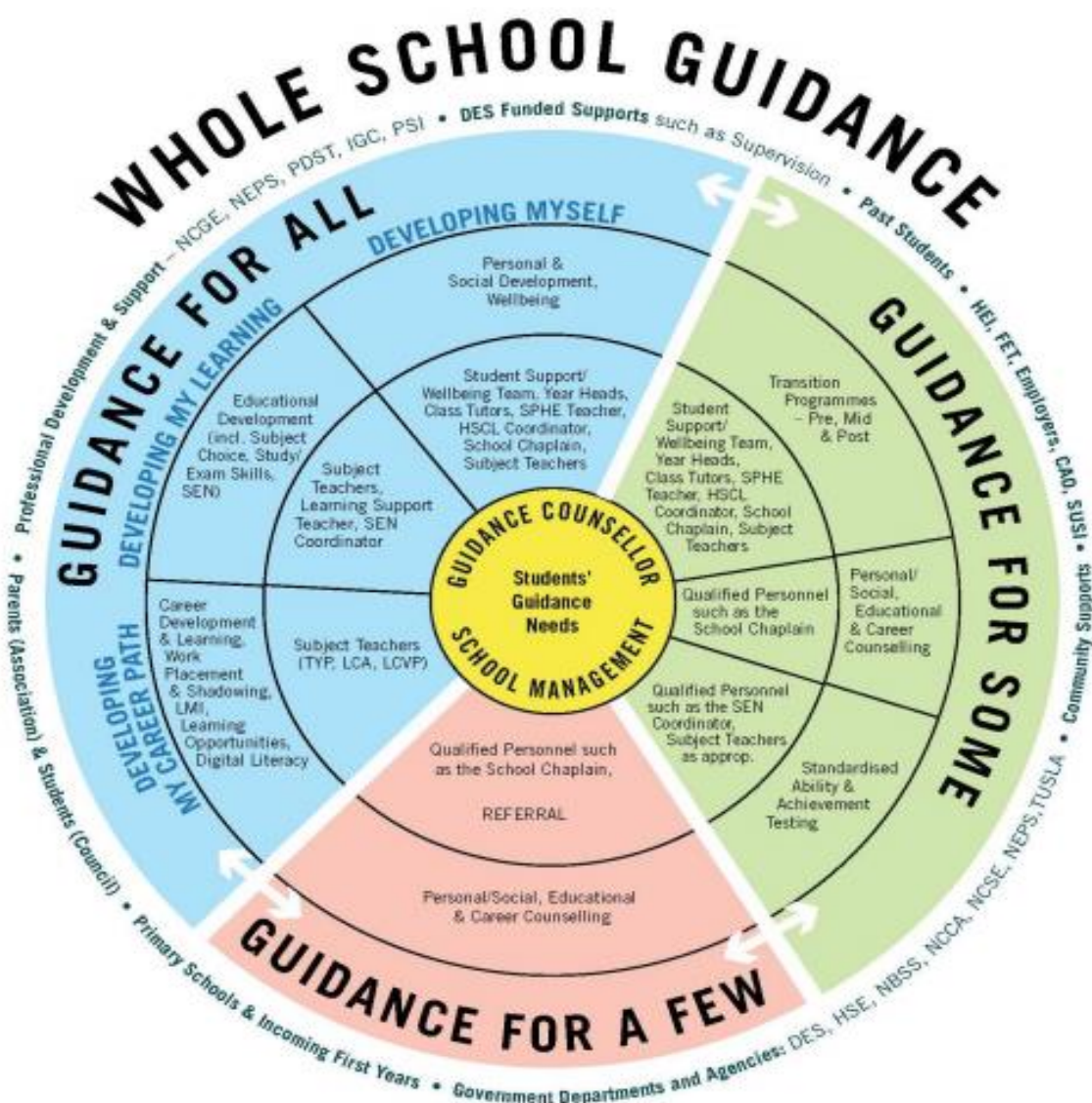
Guidance For All: provided to all students to support personal / social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, Further Education and Training (FET), Higher Education (HE) and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, Social, Personal and Health Education (SPHE) and Wellbeing in Junior Cycle, guidance models and work experiences/placement provided as part of senior cycle programmes (TY, LCVP and LCA).

Guidance For Some: provided to specific groups of students to support personal / social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group / one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the Student Support Team (SST), SPHE teachers, Special educational needs coordinator (SENCO), Year Heads and Class Tutors.

Guidance For a Few: Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centers such as Youth Reach) and important decisions during their time in post-primary schools. This support will require the expertise of specialist school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student.

Figure 1 below (courtesy if NCGE: A Whole School Guidance Framework, page 14) shows the continuum of support model on which our school approach to guidance is offered. The guidance counsellor in collaboration with school management, staff, and external organizations/personnel, deliver a wide range of activities and

learning to support students' personal / social, educational and career development. The guidance counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme.

2.1 Areas of Learning and Competences

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in Coláiste Chú Chulainn are exposed to three areas of guidance-related learning so as to allow them to develop in eight areas of competence. These areas of learning aim to build on the learning that students will have experienced during their years in primary education:

Developing Myself

Develop My Learning

Develop My Career Plan

Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. These competencies are built upon in a variety of school programmes such as:

Junior Cycle: The three areas of learning and associated competences are linked with the principles underpinning the Framework for Junior Cycle, a number of the Framework statements of Learning and Key Skills. The whole school guidance programme is linked to Key Skills such as: Managing Myself; Managing Information and Thinking; Staying Well; and Communication and Working with Others. The guidance counsellor has a role in planning, coordination and delivering guidance-related learning associated (Guidance For All) with the relevant Key Skills and in providing more intensive interventions to those students who need it through Guidance For Some and Guidance For a Few.

Wellbeing: SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the Staying Well Key Skill of the Framework for Junior Cycle. The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware. The guidance counsellor has an important role in supporting planning for and delivery of the learning outcomes associated

with Wellbeing indicators. Guidance is highlighted as supporting 'learning about wellbeing and learning for wellbeing' for all students in Junior (National Council for Curriculum and Assessment (NCCA), 2017; pg 46 & 48). This Framework provides schools with a resource which supports the design and implementation of a Wellbeing programme in schools. The three areas of learning presented in this Framework link very well with and complement five of the six indicators of wellbeing set out by the NCCA in its Guidelines – 'responsible', 'connected', 'resilient', 'respected' and 'aware'.

Senior Cycle: At senior cycle the Guidance Programmes can be used to plan learning outcomes in Developing Myself for students. All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimize any repetition/overlap in the provision of teaching and learning experiences in this area.

Guidance: A Whole School Activity; Roles and Responsibilities – Guidance is not provided exclusively by any one individual or group. It is a holistic process that benefits from synergy of many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our school to identity, prioritise and respond to the guidance needs of students using the resources available. When one considers the three dimensions of guidance (personal / social, educational and career), all members of the teaching staff are in some way involved in providing guidance to students. However, it is the responsibility of the guidance counsellor to coordinate the guidance programme under the direction of senior management. A Whole School Approach thus ensures that our school maximises its resources for guidance through the identification of roles and responsibilities from school management and staff in the provision of appropriate guidance to students. The main roles and responsibilities with our school are:

1st Year

Whole School Guidance:		How (specify)	Who (specify)	Link with JC
Continuum of support	*Area of Learning*	*Programme/other*	*School staff/external*	*Principle, Statement of Learning/Key Skill & Wellbeing indicators*
Guidance for all:	**Developing Myself:**	Get up Stand Up Positive Mental Health week Learning to Learn programme: • Social skills • Behavioural skills • Organisational skills • Self management skills	Resource teachers SEN department Class tutors Programme Coordinator School staff Guidance Department Class teachers	<u>Aware:</u> To be aware of their learning and wellbeing <u>Connected:</u> Connected to their school community <u>Resilience:</u> Building self confidence and copying skills <u>Connected:</u> Developing a connection between themselves, their school, friends and community
	Developing My Learning:	Learning to Learn programme: • Organisation • Improving your learning • Skills and attitudes • Managing information	Class teachers Guidance Department	<u>Responsible:</u> To take responsibility for their learning. Enabling students to make the right choices. <u>Managing myself:</u> Making considered decisions Setting and achieving personal goals

		Induction night Subject choice night Vocabulary Enrichment Programme Numeracy Ninjas Digital ICT Study Skills Week	School management Guidance Department Year Head Class tutors SEN Department Class teachers ICT teachers Class tutors Year Head Guidance Department	Being responsible, safe and ethical in using digital technology Staying well: Being positive about learning Being safe Being confident Being Literate: Developing an understanding and enjoyment of words and language Expressing ideas clearly and accurately Developing spoken language Being Numerate: Estimating predicting and calculating Seeing patterns, trends and relationships
	Developing My Career Path:	College Awareness week Science week Maths week Seachtain na Gaeilge CAT 4 Assessment	Guidance Department Class teachers School staff School Staff School Staff Guidance Department	Managing information and thinking: Being curious Gathering, recording, organising and evaluating information and data. Being creative: Imagining Exploring options and alternatives Learning creatively Aware: Being aware of what helps to learn and how to improve
Guidance for some:	Developing Myself:	One on one counselling	Guidance Counsellor	Aware: Develop awareness of personal emotions Develop an awareness of personal values Respected: To feel listened to and valued Creating / developing positive relationships

				with friends, peers and teachers. Resilience: Knowing where to go for help Communicating: Listening and expressing oneself
	Developing My Learning:	Resource classes: • to reflect on their learning styles and attitudes towards learning	Recourse teachers SEN department	Resilience: Creating a belief of personal achievement Developing copying skills Communicating: Using language Using numbers Managing myself: Knowing oneself Being able to reflect on learning
	Developing My Career Path:	Meeting with a Guidance Counsellor Meeting with Year Head / Class tutor	Guidance Counsellor Year Head Class tutors	Managing myself: Making considered decision Knowing oneself Working with others: Developing good relationships Aware: Being aware of emotions and thinking them through Being aware of personal values and thinking through decisions
Guidance for a few:	Developing Myself:	Behaviour Support Check and Connect Rainbows	Behaviour support teacher Programme coordinator Mentors Programme Coordinator Trained facilitators	Respected: Showing respect and care for others Feeling listened to and valued Connected: Understanding the connections with actions and interactions and impact of those on personal wellbeing Responsible: Making the correct decisions Resilience:

			Developing the coping skills to deal with life changes
Developing My Learning:	Resource access	SEN Class teachers	<u>Managing information and thinking:</u> Reflecting on and evaluating my learning <u>Working with others:</u> Learning with others <u>Being creative:</u> Exploring options and alternatives
Developing My Career Path:	Career Guidance meeting with Guidance Counsellor	Guidance Department	<u>Communicating:</u> Listening and expressing oneself <u>Managing myself:</u> Setting and achieving personal goals Knowing oneself <u>Aware:</u> Being aware of one's own personal values Being aware of emotions

Whole School Guidance:		How (specify)	Who (specify)	Link with JC
Continuum of support	*Area of Learning*	*Programme/other*	*School staff/external*	*Principle, Statement of Learning/Key Skill & Wellbeing indicators*
Guidance for all:	**Developing Myself:**	Learning to Learn Positive Mental Health week	Class teachers Programme Coordinator School Staff Guidance Department	<u>Communicating:</u> Listening and expressing oneself Discussing and debating <u>Working with others:</u> Developing good relationships Respecting difference Learning with other <u>Connected:</u> Feeling connected to the school, friends and community <u>Responsible:</u> Taking action and promoting personal wellbeing
	Developing My Learning:	Learning to Learn Digital ICT Study Skills Week	Class teachers ICT teachers Class tutors Year Head Guidance Department	<u>Managing myself:</u> Knowing oneself Setting and achieving personal goals Using digital technology to manage oneself and their learning <u>Staying well:</u> Being positive about learning <u>Being creative:</u> Implementing ideas and taking action
	Developing My Career Path:	College Awareness week Science week	Guidance Department Subject teachers School staff	<u>Managing information and thinking:</u> Being curious Reflecting on and evaluating my learning <u>Being creative:</u>

	Maths week	School staff	Exploring options and alternatives	
	Seachtain na Gaeilge	School Staff	Working with others: Cooperating Being Literate: Expressing ideas clearly and accurately Reading for enjoyment and with critical understanding Developing my understanding and enjoyment of words and language Being Numerate: Expressing ideas mathematically Developing a positive disposition towards investigating, reasoning and problem solving Gathering, interpreting and representing data	
Guidance for some:	Developing Myself:	Stand up Get up Check and Connect Rainbows	Resource teachers SEN Department Class tutors Programme Coordinator Mentors Programme Coordinator Trained facilitators	Responsible: Taking action to promote wellbeing and the wellbeing of others Resilience: Developing the coping skills to deal with like challenges Knowing where to go for help Working with others: Developing good relationships and dealing with conflict Staying well: Being safe Being confident Being responsible
	Developing My Learning:	Resources classes • To reflect on their learning styles and attitudes	Resource teachers SEN Department	Being literate: Developing my spoken language Resilient: Developing a belief that with effort one can achieve Aware:

	towards learning		Understanding what helps one to learn **Managing information and thinking:** Reflecting on and evaluating learning
	Developing My Career Path:	Meeting with Guidance Counsellor Meeting with Year Head / class tutor	Guidance Department Year Head Class tutors	**Managing information and thinking:** Being curious **Being creative:** Exploring options and alternatives **Aware:** Being aware of personal values Thinking through decisions
Guidance for a few:	**Developing Myself:**	One on one Counselling Check and Connect	Guidance Counsellor Programme Coordinator Mentors	**Resilient:** Developing copying skills Knowing where to go for help Believing that with effort one can achieve **Working with others:** Developing good relationships **Communication:** Listening and expressing myself **Managing myself:** Being healthy and physically active
	Developing My Learning:	Resource access Behaviour Support Programme	Resource teachers SNA Behaviour Support Teacher	**Being literate:** Developing an understanding and enjoyment of words and language Expressing ideas clearly and accurately **Being numerate:** Seeing patterns, trends and relationships **Connected:** Feeling connected to the school, friends and community

			Understanding the relationship between actions and interactions and their impact on personal wellbeing Aware: Being aware of thoughts, feelings and behaviours
Developing My Career Path:	Career Guidance meetings with Guidance Counsellor	Guidance Department	Aware: Being aware of emotions Controlling emotions in a positive manner Being aware of personal values Managing myself: Knowing myself Making considered decisions Ability to reflect on own learning

3rd Year

Whole School Guidance:		How (specify)	Who (specify)	Link with JC
Continuum of support	*Area of Learning*	*Programme/other*	*School staff/external*	*Principle, Statement of Learning/Key Skill & Wellbeing indicators*
Guidance for all:	**Developing Myself:**	SPHE: Emotional Health Personal Safety Communication Skills	Class Teachers	Staying well: Being healthy and physical active Being safe Being responsibility Communication: Listening and expressing myself Using language Working with others: Developing good relationships and dealing with conflict Respecting difference Learning with others Being Literate: Developing spoken language Writing for different purposes Expressing ideas clearly and accurately
	Developing My Learning:	Study Skills Presentation	Guidance Department	Managing myself: Knowing oneself
		Study Skills Week	Guidance Department Year Head	

		Class tutors Class teachers	Making considered decisions Setting and achieving personal goals Being able to reflect on own learning
	College Awareness week	Guidance Department Class Teachers	
			Managing information and thinking: Being curious Using digital technology to access, manage and share content
	SPHE: Belonging and Integrating Self Management	Class Teachers	
	Science week	School staff	
	Maths week	School Staff	Respected: Being listened to and valued Developing positive relationships with friends, peers and teachers Showing care and respect for others
	Seachtain na Gaeilge	School Staff	
	Digital ICT	ICT teachers	
			Communicating: Using digital technology to communicate
Developing My Career Path:	Subject Choice Presentation	Guidance Department	Managing information and thinking: Gathering, recording, organising and evaluating information and data Reflecting on and evaluating learning
	DATs feedback appointment with GC	Guidance Department	
	Senior cycle programme presentation	Guidance Department TY coordinator Year Head	Managing myself:

				Setting and achieving personal goals Knowing oneself <u>Being creative:</u> Exploring options and alternatives
Guidance for some:	**Developing Myself:**	One on one Counselling	Guidance Counsellor	<u>Resilient:</u> Developing copying skills Knowing where to go for help <u>Responsible:</u> Making the right choices Staying well: Being confident Being safe <u>Communicating:</u> Listening and expressing oneself <u>Aware:</u> Being aware of thoughts, feelings and behaviours
	Developing My Learning:	Resource class	SEN SNA	<u>Being Literate:</u> Developing spoken language Developing an understanding and enjoyment of words and language <u>Being numerate:</u> Seeing patterns, trends and relationships Developing a positive disposition towards investigating, reasoning and problem solving <u>Aware:</u>

				Being aware of what helps one learn
	Developing My Career Path:	Support for senior cycle programme	Guidance Counsellor Programme coordinator	Aware: Being aware of personal values Communicating: Discussing and Debating Listening and expressing oneself Managing information and thinking: Reflecting on and evaluating learning Managing myself: Knowing oneself Making considered decisions
Guidance for a few:	Developing Myself:	Behaviour Support Programme Check and Connect Rainbows	Behaviour Support Teacher Programme coordinator Mentors	Managing myself: Knowing oneself Respected: Developing positive relationships with friends, peers and teachers Connected: Understanding the relationship between actions and interactions and the impact on personal wellbeing Staying well: Being safe

				Being healthy and physically active Being responsible
	Developing My Learning:	Small focus group on study skills Resource classes	Guidance Department Year Head Class tutors Resource teacher SNA	Managing myself: Knowing oneself Setting and achieving personal goals Managing information and thinking: Reflecting evaluating on learning
	Developing My Career Path:	Subject choice meeting with Guidance Counsellor Support for progression to Senior Cycle	Guidance Counsellor Year Head Guidance Counsellor	Communicating: Discussions Working with others: Developing a good relationship with others Managing myself: Making considered decisions

Transition Year

Whole School Guidance:		How (specify)	Who (specify)	Link with TY
Continuum of support	*Area of Learning*	*Programme/other*	*School staff/external*	*Principle, Statement of Learning/Key Skill & Wellbeing indicators*
Guidance for all:	**Developing Myself:**	Senior cycle transition programme. Personality tests (Careers Portal) Career interests Career Values Career Skills Personal Statements Peer mentoring (Lift Ireland Programme) Wellbeing week	Guidance Counsellor Management All staff	Developing & maintaining self-esteem & a positive self-concept: Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour - Explore external influences on feelings, behaviour & attitudes - Explain how self-esteem & self-concept can influence goal setting & decision making.
	Developing My Learning:	Timetabled Guidance class every week. Reach Plus programme. Study skills Subject Choice Senior cycle options Information night for parents. Subject Sampling College awareness week Science week Maths week TY Virtual open days	Guidance Counsellor External Speakers All Staff	Employing effective personal learning & exam strategies: - Reflect on their learning style & attitudes towards learning - Evaluate study habits & exam taking skills & identify ways in which one can improve skills.

	Developing My Career Path:	Career Path Expo Work Experience (Virtual Work Experience)	All Staff TY Coordinator	Using career related information & sources appropriately (includes online information & labour market information): Establish how career related information has been used to make career decisions - Analyse & synthesise career related information in line with their career aspirations - Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities - Critique career related information/sources.
Guidance for some:	**Developing Myself:**	Small groups support.	Guidance Counsellor	Developing & maintaining self-esteem & a positive self-concept: - Express feelings appropriately with others - Demonstrate appropriate communication & behaviour when cooperating with others.
	Developing My Learning:	STEPS Engineers week TY week @ Dublin school of Architecture. Mini Medic week Irish Film Institute careers events. Opportunities to view virtual college open days.	All Staff	Making educational choices in line with career aspirations: Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship - Reflect on the NFQ and how it facilitates progression to FET & HE
	Developing My Career Path:	Shine Festival Small group meeting for senior cycle subject choice. Euro guidance Ireland Languages Connect competition.	Guidance Counsellor All Staff	Managing career development & decision making: Appreciate the importance of making career decisions in line with their aspirations & goals.

Guidance for a few:	**Developing Myself:**	Personal Counselling Liaise with external agencies Rainbows Programme Student Support Team	Guidance Counsellor SST	Developing & growing throughout life: - Reflect on one's development, problem solving & decision making styles & identify opportunities for growth - Review school, family, peer & work activities & how these impact on one's Wellbeing & career choices - Evaluate one's coping style for dealing with change & transition.
	Developing My Learning:	Subject field trips Check and Connect SEN Support Behaviour support	All Staff SEN Behaviour support	Employing effective personal learning & exam strategies: Reflect on their learning style & attitudes towards learning.
	Developing My Career Path:	Individual meetings re senior cycle subject choice.	Guidance Counsellor	Managing career development & decision making: Reflect on their networks & how these can be utilised to promote career development & decision making.

5th Year

Whole School Guidance:		How (specify)	Who (specify)	Link with SC
Continuum of support	*Area of Learning*	*Programme/other*	*School staff/external*	*SC SPHE Programme, TYP, LCA/VP guidance modules*
Guidance for all:	**Developing Myself:**	Guidance Class weekly Personality tests (Careers Portal) Career interests Career Values Career Skills Personal Statements	Guidance Counsellor	<u>Developing & maintaining self-esteem & a positive self-concept:</u> Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices.
	Developing My Learning:	Study Skills Reach Plus programme College awareness week	Guidance Counsellor All Staff External supports	<u>Making educational choices in line with career aspirations:</u> Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/appr enticeship.
	Developing My Career Path:	Subject field trips Mock Interviews	All Staff Guidance Counsellor	<u>Understanding the world of work & life roles:</u> - Review work/employment opportunities in line with their preferences, values, abilities & interests - Evaluate the impact of trends (technology, social, occupational) on employment opportunities.
Guidance for some:	**Developing Myself:**	Induction (Senior cycle and LCA) Personal development assistance.	Management Guidance Counsellor LCA Co-ordinator	<u>Developing & maintaining self-esteem & a positive self-concept:</u> Assess how one's own self-esteem & self-concept impacts on others and how one's

				behaviour may influence the feelings & behaviour of others
	Developing My Learning:	LCVP Programme Small group support	LCVP Co-ordinator All teachers Guidance Counsellor	Employing effective personal learning & exam strategies: Reflect on their learning style & attitudes towards learning - Evaluate study habits & exam taking skills & identify ways in which one can improve skills.
	Developing My Career Path:	Work experience (LCA) Small group support for progression to higher education/world of work	LCA Co-ordinator Guidance Counsellor All teachers	Managing career development & decision making: Evaluate work experience to-date & identify learning arising from this work experience - Examine personal qualities which have contributed positively to work experience.
Guidance for a few:	Developing Myself:	Personal Counselling Liaise with external agencies Rainbows Programme Student Support Team	Guidance Counsellor SST Management	Developing & growing throughout life: Develop effective coping strategies for dealing with change & transition.
	Developing My Learning:	Check and connect Behaviour support SEN Support	SEN All staff	Employing effective personal learning & exam strategies: - Evaluate study habits & exam taking skills & identify ways in which one can improve skills.
	Developing My Career Path:	One to one support on college and career options, including subject choice and entry requirements.	Guidance Counsellor	Managing career development & decision making: Reflect on their networks & how these can be utilised to promote career development & decision making - Evaluate the role of significant others/community, motivation & attitudes in career decision making

6th Year

Whole School Guidance:		How (specify)	Who (specify)	Link with SC
Continuum of support	*Area of Learning*	*Programme/other*	*School staff/external*	*SC SPHE Programme, TYP, LCA/VP guidance modules*
Guidance for all:	Developing Myself:	Guidance Class weekly Personality tests (Careers Portal) Career interests Career Values Career Skills	Guidance Counsellor	Developing & maintaining self-esteem & a positive self-concept: - Adopt behaviours & attitudes that will help realise education & career goals - Adapt behaviour to enhance interactions with others - Accept one's own limitations.
	Developing My Learning:	Reach Plus programme College awareness week Guest speakers Study Skills Personal Research (CAO/UCAS) Higher Options Post Leaving Certificate (PLC) Access Routes CAO Information night for parents. Apprenticeship information Relational and Sexuality Education (RSE)	Guidance Counsellor All staff Management External speakers	Making educational choices in line with career aspirations: Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities
	Developing My Career Path:	Scheduled one to one career appointments. College awareness week	Guidance Counsellor All Staff	Understanding the world of work & life roles: Devise a career plan taking

		College taster events		account of their career/employment aspirations & preferences for certain employment conditions.
Guidance for some:	**Developing Myself:**	Small group support Higher Education Access Route (HEAR) Disability Access Route to Education (DARE) and Student University Support Ireland (SUSI) support.	SEN Guidance Counsellor	Developing & growing throughout life: - Employ effective problem solving & decision making strategies.
	Developing My Learning:	Small focus groups on study skills.	Guidance Counsellor All Staff	Employing effective personal learning & exam strategies: Develop their learning strategies & study habits.
	Developing My Career Path:	Small group support for progression to further/higher education and world of work.	Guidance Counsellor External speakers	Using career related information & sources appropriately (includes online information & labour market information): Establish how career related information has been used to make career decisions - Analyse & synthesise career related information in line with their career aspirations
Guidance for a few:	**Developing Myself:**	Personal Counselling Liaise with external agencies Rainbows Programme Student Support Team	Guidance Counsellor Management SST	Developing & growing throughout life: Avail of opportunities & career experiences to develop one's potential - Develop effective coping strategies for dealing with change & transition - Employ effective problem solving & decision making strategies.

Developing My Learning:	Check and connect Behaviour support SEN Support	AI Staff SEN Guidance Counsellor	Making educational choices in line with career aspirations: - Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities.
Developing My Career Path:	One to one support for progression to further/higher education and world of work. Work experience (LCA)	Guidance Counsellor	Understanding the world of work & life roles: - Plan & participate in work opportunities in line with their career goals & aspirations - Devise a career plan taking account of their career/employment aspirations & preferences for certain employment conditions.

2.2 Guidance Resources, Guidance Facilities, Guidance Provision

Vocational / Career Guidance

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

MEASURE/ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY/OUTCOME			LEARNING IN THE AREA IS SUPPORTED BY		
	ALL	SOME	FEW	DEVELOPING MYSELF	DEVELOPING MY LEARNING	DEVELOPING MY CAREER PATH	PERSONNEL RESPONSIBLE	METHODOLOGIES/ RESOURCES	CURRICULUM
SCHOOL BASED GUIDANCE				Employing effective personal learning / exam strategies			ALL	ALL	ALL
Career Meetings	√			• Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices			• Guidance Counsellor	• One to One • REACH +	• All • Guidance Counsellor Availability for One to one Apt
Career Talks	√			• Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate			• Guidance Counsellor	• Outside Speakers	• 5th/6th Career Class
Leaving Certificate Applied			√	• Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities			• Management • Teachers	• Timetabling • Differentiated Learning	• LCA
Personal Statements			√	• Describe personal strengths & resources which can be used during times of change & transition			• Guidance Counsellors • Year Heads/ Tutors	• ICT • One to One	• All

					Subject Teachers		
Career Investigation Portfolio	√			• Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities	• Guidance Counsellor • LCVP Teacher	• Qualifax • Careers Portal	• LCVP • LCA • LC
Aptitude, Interest, Values, Personality, Tests	√			• Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour	• Guidance Counsellor	• DATS • CAT4 Level E • Interest Tests • Personality Tests	• 6th Class • 3rd Years
Career Options	√			• Establish how career related information has been used to make career decisions	• Guidance Counsellor	• Qualifax • Careers Portal	• All
Mock Interviews		√		• Demonstrate the ability to participate in an interview	• Teachers • Guidance Counsellors	• Guidance Counsellor • LCVP Teachers	• LCA/LCVP
Guidance Counselling Service – RE: Subject Choice for the Senior Cycle; and decide on Career Choices	√			• Plan their learning path in line with career goals & aspirations • Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities.	• Guidance Counsellor	• One to One • Qualifax • Careers Portal	• All
CAO Applications	√			• Complete the Online CAO Application accurately so as to ensure entry to third level institutions.	• Guidance Counsellor	• CAO Demo • CAO Information Evening	• 5th/6th Years

Activity				Learning Outcome	Delivered By	Setting	Year
Vocational Subject Choice	√			• Demonstrate how educational options & achievements relate to life & work goals.	• Management	• Staff Timetabling	• All
UCAS Applications			√	• Using APPLY to make applications to UK Universities to progress to the degree of my choice.	• Guidance Counsellor	• Whole Class Lesson • One to One	• 5th/6th Years
EXPERIENTIAL GUIDANCE							
Career Expos	√			• Understanding the education requirements for further study and career interests.	• Guidance Counsellor	• IT's • Universities • Enterprise • Higher Options	• 6th Years
Open Days	√			• Explore the education requirements for further study & career interests	• Guidance Counsellor	• IT's • Universities • Institutes of Further Education • Regional Skills and Training Centre 2.	• 5th Years/6th Years
Participation in the BT Young Scientist & Student Enterprise Programme		√		• Recognise the link between subjects (&levels), extracurricular activities & different career paths	• Teachers (Rooted in Business)	• Facilities Outside Organizations	• TY
Enterprise Programmes							
Local Business Partnership LCVP – Visitors in, Visits out				• Utilise networks to enhance career development opportunities	• LCVP Teachers	• Outside Organizations/Businesses	• LCVP

Work Experience		√		• Evaluate work experience to-date & identify learning arising from this work experience	• TY/ LCVP/ LCA Programme Coordinator	• Outside Organizations	• TY/LCVP/LCA
HOME SCHOOL PARTNERSHIP	√			Making educational choices in line with career aspirations	ALL	ALL	ALL
Information Evenings for Parents: CAO Information Evening; 3rd Year Subject/ Programme Choice; Incoming 1st Year Information Evening	√			• Explore subject (short course) choice & subjects for junior cycle/senior cycle • Explore subject choice requirements for further/higher education, training & employment	• Management • Year Heads • Programme Co-Ordinator • Guidance Counsellor	• Whole Group Presentations	• ALL

Educational Guidance

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

MEASURE/ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY/OUTCOME			LEARNING IN THE AREA IS SUPPORTED BY		
	ALL	SOME	FEW	DEVELOPING MYSELF	DEVELOPING MY LEARNING	DEVELOPING MY CAREER PATH	PERSONNEL RESPONSIBLE	METHODOLOGIES/ RESOURCES	CURRICULUM
Curricular Support	√			Employing effective personal learning and exam strategies			ALL	ALL	ALL
• Individual Guidance meeting re; subject choice	√			• Explore subject options for Junior/Senior cycle			• Guidance Counsellor • Staff	• One to One	• JC3/TY
• Core Curriculum keeps options open	√			• Choose subjects (& level) in line with their own interests & abilities			• Management	• Differentiation instruction	• ALL
• Resource Investment for subject departments	√			• Assess the knowledge, skills & attitudes that meet life & work goals			• Management	• Facilities	• ALL
• ICT Support	√			• Access information re further study/employment/apprenticeships			• Guidance Counsellor	• Facilities	• ALL

	√						
• Maximum choice of subjects at Senior Cycle (Looking at beginning to offer Physical Education/ Applied Mathematics)	√			• Making educational choices in line with career aspirations	• Management	• Facilities	• ALL
• Open pick of subjects	√			• Making educational choices in line with career aspirations	• Management	• Facilities	• ALL
• Teachers use various teaching methodologies, Implementation of effective group work and Assessment for Learning.	√			• • Participate in a range of activities & tasks to enhance • emotional, social, cognitive & physical development	• Teachers	• ICT • One to One • Whole Group	• ALL
• Mixed ability classes	√			• Demonstrate effective social skills when cooperating, collaborating & negotiating with peers & teachers	• Management	• Differentiated Teaching	• ALL
• Differentiation for all levels including high achievers	√			• Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities	• SEN Team	• Differentiated Teaching	• ALL
• Subject Fieldtrips	√			• Plan & participate in work opportunities in line with • their career goals & aspirations	• Subject Departments	• Whole Group	• TY/LC1/ LC2

Activity	√	√	√	Learning Outcome	Responsible	Format	Year
• Focus Weeks e.g. Science Week, Maths Week, Seachtain na Gaeilge, College Awareness Week	√			• Identify transferable skills & identify career areas that these apply to	• Subject Departments	• Whole Group	• ALL
• Programme Choice – LCA, TY, Leaving Certificate, LCVP Programme	√			• Making educational choices in line with career aspirations	• Management • Program Coordinator	• Whole Group • Facilities	• JC3/TY
• Parent & Student Teacher meetings at senior cycle.	√			• Reflect on their learning style & attitudes towards learning •	• Management • Teachers	• One to One	• LC1/LC2
• Delay decisions around sitting higher level papers for as long as possible		√		• Evaluate their knowledge, skills & learning & determine how these relate to further learning	• Management	• One to One • Mock Papers	• JC3/LC2
• Learning Support for students with SEN			√	• Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development	• SEN Coordinator	• SEN Team • Outside Agencies	• ALL
ASSESSMENT & STANDARDIZED TESTING	√						• ALL

Activity	√			Learning Outcomes	Who	How / Resource	Year Group
• CAT 4	√				• Guidance Counsellor	• Psychometric Testing	• Sixth Class
• DATS Differentiated Aptitude tests	√			• Choose subjects (& level) in line with their own interests & abilities	• Guidance Counsellor	• Psychometric Testing	• JC3
Analysis of State Exam results – subject department meetings, subject teacher and management meetings, staff meeting.	√			• Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities	• Subject Departments Guidance Counsellors	• ALL	• JC3/LC2
Term exams and reports	√			• Reflect on their learning style & attitudes towards learning	• Teachers	• Eportal	• ALL
Mocks and reports	√			• Explore subjects in terms of the knowledge & skills associated with different areas of study/careers	• Teachers	• Mock Papers	• JC3/LC2
Assessment for learning	√			• Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities	• ALL	• Whole Group	• ALL
Classroom based Assessments	√				• Teachers	• Whole Group / In class	• JC
Assessment Tasks	√				• Teachers	• Whole group	• ALL
Oral Exams	√				• Teachers	• One to One	• LC2
Practical Exams	√				• Teachers	• Facilities	• JC3/LC2
State Exams Junior Cycle, Leaving Cycle	√				• Exam Secretary	• ALL	• ALL
Motivation and Learning	√			Developing and maintaining self-esteem and a positive self-concept	• ALL	• ALL	• ALL
Study Skills	√			Develop effective study skills and habits	• Teachers • Guidance Department	• Whole Group	• JC/LC
Awards	√			Adopt attitudes and behaviours to promote oneself	• Teachers • Year Head	• Whole Group	• ALL
Assemblies	√			Adapt behaviour to enhance interactions with others	• Management	• Whole Group	• ALL

Eportal – all exam reports updated	√			Evaluate study habits and exam taking skills and identify ways in which on can improve skills	• Office Staff • Teachers	• Whole Group	• ALL
Literacy and Numeracy Strategy and School Self Evaluation	√				• ALL	• ALL	• ALL
School Library		√		Identify and describe personal qualities, strengths, Interests, attitudes and values, feelings and emotions and how they influence behaviour.	• Library Coordinator	• Whole Group Library	• ALL
Maths week	√				• Subject Department	• Whole Group	• ALL
World book day	√			Demonstrate problem solving strategies	• ALL	• Whole Group	• ALL
Science week	√			Explain how self-esteem and self-concept can influence goal setting and decision making	• Subject Department	• Whole Group	• ALL
Seachtain na Gaeilge	√			Identify effective social skills and behaviour	• Subject Department	• Whole Group	• ALL
				Explain how their behaviour and attitudes can influence the feelings and behaviour of others			
				Express feelings appropriately with others Demonstrate appropriate communication and behaviour when cooperating with others Join networks to enhance their own personal, educational and career opportunities Demonstrate social/other networking skills Participate in a range of activities and tasks to enhance emotional, social cognitive and physical development Ask for help when required			
SEN Support	√			Developing and maintaining self-esteem and a positive self-concept	• ALL	• ALL	• ALL
SEN Policy	√				• SEN Team	• Whole Group	• ALL

Strategy	√	√	√	Learning Outcomes	Personnel	Grouping	Target
Teacher Awareness- Share Drive SEN	√			Identify and describe personal qualities, strengths, interests, attitudes and values, feelings and emotions and how they influence behaviour	• SENCO	• ICT Facilities	• ALL
Update at staff meetings	√				• SENCO	• Whole Group	• ALL
Transition Meetings			√	Explore external influences on feelings, behaviour and attitudes	• SENCO	• One to One	• ALL
Whole Staff CPD	√				• Management	• Whole Group	• ALL
Individual CPD	√			Explain how self-esteem and self-concept can influence goal setting and decision making	• Teachers	• One to One	• ALL
SNAs			√		• SENCO	• Differentiated Learning	• ALL
Referral System	√				• SENCO	• Outside Agencies	• ALL
Team Teaching	√				• Teachers	• Differentiated Learning	• ALL
Differentiation		√			• Teachers	• Differentiated Learning	• ALL
EAL support			√		• SENCO	• Differentiated Learning	• ALL
RACE during In-house exams		√		Employ effective assessment techniques when taking exams (time and stress management)	• SEN Team	• ICT Facilities	• ALL
Use of Assistive Technology			√	Develop their learning strategies and study habits	• SEN Coordinator	• ICT Facilities	• ALL

Personal and Social

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

MEASURE/ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY/OUTCOME			LEARNING IN THE AREA IS SUPPORTED BY		
	ALL	SOME	FEW	DEVELOPING MYSELF	DEVELOPING MY LEARNING	DEVELOPING MY CAREER PATH	PERSONNEL RESPONSIBLE	METHODOLOGIES/ RESOURCES	CURRICULUM
Curricular / Co-Curricular	√			Developing and maintaining self-esteem and a positive self-concept			• ALL	• ALL	• ALL
SPHE	√			Interact effectively with peers and teachers to build positive relationships in life			• SPHE Teaching team	• SPHE Subject Plan/Resources	• JC
RSE	√			Develop effective copying strategies for dealing with change and transition			• SPHE Teaching Team	SPHE Subject Plan / RSE resources	• ALL
Get up Stand UP	√			Developing and maintain social and emotions skills			• SEN Department • Class Tutors	• ALL	• JC1
Learning to Learn	√			Assist students in settling into a school routine and provide practical techniques that will encourage managing information, managing themselves and developing a positive relationship with learning.			• Learning to Learn teachers	• ALL	• JC
Behaviour Support			√	Explain how actions and interactions impact wellbeing Explore the value of making considered decisions Develop an awareness of one's own values			• Behaviour Support Teacher	• ALL	• ALL

Activity				Description	Personnel	Resources	Year Group
Rainbows			√	Supporting students with bereavement and parental separation	• Rainbows programme coordinator • Trained facilitators	• ALL	• ALL
Check and Connect			√	Promoting positive relationships for a student Encouraging regular school attendance, participation in academic social and emotional learning	• Check and Connect programme coordinator	• ALL	• ALL
P.E.	√			Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development	• PE Teachers	• Facilities	• ALL
Career Guidance Classes	√			Explore differences between career areas and requirements (including educational options) for working in different fields	• Guidance Counsellors	• 5th/6th Timetabled Classes	• ALL
Wellbeing	√			Review one's goals and career aspirations and establish how one's personal qualities, behaviour, self belief and expectations are influencing education, career goals and life choices	• ALL	• Whole School	• ALL
1st Year Induction	√			Demonstrate effective social skills when cooperating and collaborating	• Year Head • Class tutors	• ALL	• JC1
Resource Classes			√	Reflect on their learning style and attitudes towards learning			
Seachtain na Gaeilge	√			Evaluate study habits and exam taking skills and identify ways in which one can improve skills	• Irish Department	• Classroom Facilities	• ALL
Maths Week	√			Investigate educational/apprenticeship, training/work opportunities	• Maths Department	• Classroom Facilities	• ALL
Science Week	√				• Science Department	• Science Lab Facilities	• ALL

Activity				Learning Outcomes	Facilitators	Setting	Participants
Green Schools		√		Recognise the link between subjects (levels), extracurricular activities and different career paths	• Green Schools Team	• Supporting Businesses	• ALL
Sports: e.g. Basketball, Football, Soccer, Yoga		√		Identify transferable skills and identify career areas that these apply to	• Organising teachers	• Local Facilities	• Members
Arts: e.g. Art club		√		Build networks to promote career development and learning	• Organising teachers	• Facilities	• Members
Other: Chess			√	Explore volunteering for personal / career development purposes	• Organising teachers	• Facilities	• Members
Positive Mental Health Week	√			Demonstrate problem solving strategies Employ decision making strategies Explore external influences on feelings, behaviour and attitudes Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development Demonstrate social / other networking skills Demonstrate an openness and ability to interact with diverse groups	• Wellbeing coordinator • School staff	• ALL	• ALL
Student Supports	√			Assess the knowledge, skills and attitudes that meet life and work goals	• ALL	• ALL	• ALL
1. Counselling Guidance Counsellor			√	Change behaviour and attitudes to enhance self-esteem and self-concept Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship	• Guidance Counsellor	• One to One	1. ALL
2. Assemblies and Pastoral Care System (meeting with Year Head, Class Tutor, Guidance	√			Adopt behaviours and attitudes that will help realise education and career goals Adapt behaviour to enhance interactions with others Accept one's own limitations	• Year Head • Class tutor • Management	• Whole Group	• ALL

Counsellor, Management)							
3. Agencies Liaise with: i) Educational Supports (EWO) (Youthreach) ii) Health and Welfare Supports (Tulsa etc)			√	Build relationships with employers/learning providers Build relationships with organisations that can support students in completing their Post Primary Education	• Management • Guidance Counsellor	• GPs • NEPs • CAMHs • Tulsa	• ALL
4. Programme Induction Days • Transition Year • Leaving Cert Applied • Open Night (Incoming 1st years) • Information evening for incoming 1st years		√		Demonstrate effective social skills when cooperating and collaborating Interact effectively with peers, teachers and employers to build positive relationships in life Encourage inclusive behaviours and attitudes in others	• Year Head • Programme Coordinator • Guidance Counsellor	• Guest Speakers	• ALL
5. Personal Development Programmes • Future Leadership	√			To encourage maturity, initiative, responsibility and leadership skills in students	• Management • Guidance Counsellor • Teachers	• Management • Guidance Counsellor • Teachers	• ALL
6. SEN			√	Implement a study plan Plan for taking exams	• SEN Coordinator	• SENCO	• ALL

• Learning support • Early reading intervention • Social Skills • Behavioural skills • Organisational skills • Self management classes • Team teaching				Employ effective assessment techniques when taking exams (time and stress management) Develop personal qualities and skills which meet careers goals and aspirations Demonstrate the employability skills necessary to secure and stay in work Assess barriers to equality and inclusion in the workplace and in educational setting	• SEN Teaching Team • SNA's	• Feeder schools • NEPs • NCSE • Tulsa • National Learning Network • SOLAS • PLC Colleges • College Disability Officers	
7. Community Support		√		Build relationships with employers/learning providers			
• DIFE • O' Fiaich College • DKIT • Parents Association • Local GAA Club • Local Employers support TY/LCVP/LCA work experience				Avail of opportunities and career experiences to develop one's potential	•	•	•
8. Social Awareness	√			Developing and growing throughout life			
• Internet Safety presentation	√			Interacting effectively with others Identify effective social skills and behaviour Explain how their behaviour and attitudes can influence the feelings and behaviour of others	• Staff • SPHE Team • TY Coordinator	• External Agencies • Counsellors Psychologist – Charities	• Whole Group
Road Safety presentation		√					
Green Schools	√						

				Describe how other's attitudes, expectations and behaviours impact in their feelings and behaviours Explore ways of communicating and resolving conflicts Analyse one's own interaction with peers, teachers and employers and identify behaviour patterns which may be influencing relationships with others Evaluate strategies one employs when resolving conflict with others Reflect on the benefits and limitations of communicating online Evaluate the effectiveness of social / other networks that one is a member of Reflect on one's tolerance, respect and openness towards others with different abilities and from diverse backgrounds and culture		e.g. Trocaire, Concern, RSA, Rape Crisis Centre, Pieta House, Local Nursing Homes	
9. Leadership				Developing and maintain self – esteem and a positive self-concept	• Management		• ALL
Gaisce		√		Interacting effectively with others (face – to – face and online)	• Coordinating teachers		
Green Schools	√			Developing and growing throughout life			
Language Ambassador: European Commission			√	Demonstrate effective social skills with cooperating, collaborating and negotiating with peers, teachers and employers			
Amber Flag		√		Join networks to enhance their own personal, educational and career opportunities			
Student Council		√		Demonstrate social / other networking skills			
Library Committee		√		Adapt behaviour to enhance interactions with others			
Student Enterprise Programme		√		Adapt behaviour to a variety of contexts			
GAA Future Leaders	√						

	√			Encourage inclusive behaviours and attitudes in others Employ effective problem solving and decision making strategies			
10. Home School Partnerships	√			Interacting effectively with others	• ALL		• ALL
Information Parent evenings: Incoming 1st year Induction Night 3rd year subject and programme choice CAO and Future Choices Information night for LC2 Parents Talks on Study	√			Explore subject (short course) choices and subjects for junior cycle / senior cycle Explore subject choice requirements for further / higher education, training and employment Investigate educational/ apprenticeship, training/work opportunities Recognise the link between subjects (and levels), extracurricular activities and different career paths	• Management • Year Heads • Staff • Study Skills Specialists	• Whole Group Facilities • Outside Speakers	• ALL
Keep parents informed via: Parent Teacher Meetings School Website Parents Association Student Council Parent Representative on BOM Encourage parental involvement: Signing journal Award Night				Attend to their wellbeing Change behaviour and attitudes to enhance self-esteem and self-concept Adopt behaviours and attitudes that will help realise education and career goals Adapt behaviour to enhance interactions with others	• Management • BOM • Parents	• Eportal Facilities	• ALL
				Accept one's own limitations Reflect on the steps required to make an effective transition from school to further / higher education Interact effectively with peers, teachers and employers to build positive relationships in life Build relationships with employers and learning providers	• Management • Teachers • Class Tutors	• School Journal Facilities	• ALL

11. Attendance Policy	√			Develop good attendance and see the correlation between good attendance and the skill required for college/ working life	• Management • Year Head	• Eportal	• ALL

3.0 School Structure

Form Tutor

The student population of Coláiste Chú Chulainn is divided into classes of mixed ability. Each class group has a Form Tutor who has a pastoral role and takes particular care of their class. Their role is to promote student wellbeing, nurture students' holistic development and instil high standards of attendance, punctuality, appearance, organisation and behaviour. The Class Tutor will regularly check and sign the student's journal.

Year Head

A Year Head is also assigned to each year group. The Year Head has overall responsibility for a year group. They have a disciplinary role within the School Structure and are supported by their team of Class Tutors. The Year Heads will work closely with the student and parents to support a student through times of difficulty at school.

Guidance Counsellors

The Guidance Counsellors aim to support student wellbeing and help students to make informed subject and career choices that reflect their areas of interest and aptitude.

Principal and Deputy Principals

The Principal and Deputy Principals have overall responsibility for the care of all students. They aim to provide a supportive, inclusive and disciplined learning environment, which facilitates student centred learning, enabling all students to reach their full potential.

Teachers, Special Needs Assistants and Support Staff aim to promote a culture of openness, honesty, loyalty and support.

4.0 Grouping of students

Students participate in the guidance programme in their tutor group. Coláiste Chú Chulainn operates a mixed ability policy with an average class size of 24 in both junior and senior years. Guidance also consists of working in collaboration with teaching staff, the SPHE team and the Student Support Team. Communicating with parents/guardians, either in person or by telephone/email, forms an integral part of the guidance service.

4.1 Target Groups

This plan is aimed at the following target groups:

➢ Student Population

- ➢ Student Council
- ➢ Parent/ Guardian Population
- ➢ Parents Association
- ➢ All School Staff
- ➢ Board of Management
- ➢ The wider community
- ➢ Third level Colleges
- ➢ Employers

5.0 Resources available to the Guidance and Counselling Service.

5.1 Allocation and Personnel

The 2017 and 2018 Allocation Circulars state –

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

The management of Coláiste Chú Chulainn appreciate the importance of Guidance and Counselling and for this reason have provided two Guidance Counsellors for the provision of Guidance within the school.

• Nichola Fitpatrick fully qualified Guidance Counsellor with 17.4 hours. These hours include 1.3 hours of timetabled wellbeing classes through Learning to Learn programme and 16.1 hours available for one-to-one guidance counselling and guidance related support duties.

• Steven Creighan fully qualified Guidance Counsellor with 15.3 hours. These hours include 1.3 hours of timetabled wellbeing classes through Learning to Learn programme contact and 14 hours available for one-to-one guidance counselling and guidance related support duties.

The table below outlines the personnel available to the Guidance and Counselling Service in Coláiste Chú Chulainn. As the trained professionals, the Guidance Counsellors have primary responsibility for career guidance service but there are several additional personnel resources available which are outlined in Table 1.

Table 1: Personnel Resources available				
Guidance Counsellor	School Management	Board of Management	Principal	Deputy-Principals

Subject Teachers	Tutors	School Secretary	Caretaker	Outside agencies
Year Heads	Learning Support Teachers	Religious Education Teachers	Student Council	Parents Association

5.2 Facilities.

The table below outlines the facilities available to the Guidance and Counselling Service in Coláiste Chú Chulainn.

Table 2: Facilities Resources available				
Career Guidance Offices	Computer rooms	Library	Surface Pros (Two boxes)	Notice Boards
Projectors	Lecture Hall	Assembly Hall	Sensory Room	

5.3 External

The table below outlines the external resources available to the Guidance and Counselling Service in Coláiste Chú Chulainn.

Table 3: External Resources available					
Third Level Colleges	Local Businesses	Education and Training Providers	Social Services	An Garda Síochána	

Dept. of Education	NEPS	LMETB	CAO	EUNICAS	HSE/TUSLA

6.0 Student Support Team in Coláiste Chú Chulainn.

The Junior Student Support Team meet every Monday at 11.10am for one class period. The Senior Support Team meet every Wednesday at 10.10am for one class period. All new SST referrals are brought to the meeting by the Deputy Principals. Minutes are recorded by a member of the junior and senior student support team. Students are referred to the various members of the Student Support Team depending on their needs.

The following personnel attend the Junior SST meetings in Coláiste Chu Chúlainn:

Nichola Fitzpatrick   Guidance Counsellor

Niamh O'Neill   Deputy Principal

Maeve Mc Entegart   SEN Co-ordinator

Simon Nicks   Year Head

James Comiskey   HSLO

Joanne Mc Clory   ASD Co-ordinator

The following personnel attend the Senior SST meetings in Coláiste Chú Chulain:

Steven Creighan   Guidance Counsellor

Richard Melaniphy   Deputy Principal

Maeve Mc Entegart   SEN Co-ordinator

Bláithín Uí Riodel   Year Head

James Comiskey   HSLO

Joanne Mc Clory   ASD Co-ordinator

6.1 Reporting and Referral Procedures.

Students can avail of counselling with a Guidance Counsellor by referral from the SST, a parent or by self-referral. If the referral is made by a parent, the relevant Year Head will fill out a SST referral form and give it to a Deputy Principal. If the student is self-referring the Guidance Counsellor will complete the SST form.

6.2 Procedure once a Referral has been made.

Once a student is referred to the Student Support Team, the members of the SST will discuss how best to support that student. The student will then be referred to a member of the SST who can best support the student's needs. If the student needs support from the Guidance Department an appointment will be made for him/her. The student will be notified of the day and time of the appointment by the Guidance Counsellor. Any support or appointments given maybe of a personal matter and members of the Student Support Team are asked to provide details of such as discretely as possible to the student. In all situations of in school referrals the voluntary participation by the individual concerned is respected in these situations.

Referrals to outside agencies will also be made when the school resources and expertise are exhausted in dealing with issues. If the student is at risk then they are referred to the DLP as per Child Protection Guidelines.

7.0 Appointments

7.1 General

Students make an appointment with the Guidance Counsellor for a variety of reasons:

● For career options

● For information

● For personal reasons

Each student is entitled to 'adequate guidance' under the Education Act of 1998. This will vary from student to student with some students requiring more time than others.

7.2 Careers Appointment

Career Interviews will typically include the following:

● Analysis of Career Guidance Record sheet completed by student

● Analysis of Careers Portal inventory

● Career values

● Options Available

● Based on this analysis, a college / apprenticeship / career path is developed with each student

Priority for appointments is given to sixth year students. Appointments for other years are given as soon as is practicable.

7.3 Personal Counselling

The Student Support Team members, Year Heads and Class Teachers play a central role in the delivery of the Counselling programme. Personal Counselling appointments may arise for a variety of reasons:

● A student may be referred to a Guidance Counsellor by the Student Support Team

● A parent may ask for some intervention by a Guidance Counsellor

● A student may approach a Guidance Counsellor directly and ask for an appointment

Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Personal counselling appointments will be arranged as soon as possible.

Possible reasons for appointments may include:

- ● Personal problems
- ● Family problems
- ● Relationship problems
- ● Coping skills
- ● Motivation
- ● Making choices
- ● Transition to third level education and the adult world

7.4 Information Appointments

These are arranged both inside and outside of class time with a Guidance Counsellor. Students are given an appointment and a Guidance Counsellor will email the class teacher if needed to inform them. It is up to the individual teachers to give permission to the students to attend the meeting. Students may make a follow up appointment at the end of this initial appointment.

8.0 Confidentiality

In both Personal Counselling and in Careers/Vocational Guidance interviews, the confidentiality rule is followed i.e., school management, class teacher, year head and/or parents/guardians are informed if it is felt that the student is a danger to him/herself and/or to others or is a legal requirement. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a Teacher/Parent/Guardian of a particular difficulty, this is only done with the knowledge and preferably the agreement of the student.

In accordance with TULSA guidelines, we are obliged to report child protection concerns. It is our responsibility to ensure that this information is passed on to the appropriate authorities.

9.0 Bereavement Support

The Principal, Deputy Principals, Guidance Counsellors, Student Support Team, teachers and other staff support students who experience bereavement, separation or loss. They may carry out some of the following functions, as appropriate: Where we know a bereavement is imminent, if appropriate, support is offered beforehand in conjunction with the Principal, ensure that all teachers are made aware of a bereavement or loss, especially the Year Head and class tutor

 • Principal/ Deputy Principal and Year Head may visit the home of the bereaved

 • Meet student on his or her return to school

 • Inform staff if student is having particular difficulties

 • Seek outside help or assistance for a student and his/her family should the need arise

 • Students attendance at funerals

 • The Critical Incident Management Plan guides School procedures in the event of a sudden loss

 • Rainbows programme is offered to students (if eligible)

10.0 Whole School Guidance Team

A Whole School Guidance Team is active in Cólaiste Chú Chulainn to support the design and development of the Whole School Guidance plan. The WSGT comprises a Deputy principal, Guidance department, HSCL, SNA rep, SPHE & Wellbeing Coordinator and subject teacher representatives. The role

of the WSGT is multi-faceted, and aims to foster an inclusive and supportive approach to WSG. This includes, but is not limited to:

● Designing a WSG plan to meet the needs of the whole school community throughout the academic year;

● Overseeing the implementation of the WSG plan;

● Incorporating student and parent voice when possible and appropriate;

● Reviewing the WSG, an ever-evolving working document, which aims to meet the diverse guidance needs of the whole school community.

11.0 ETBI Ethos and Inclusion

The ETBI Patrons Framework on Ethos was launched in November 2022 and provides guidance on the development, promotion and consolidation of ethos in ETB Schools. The framework outlines the key values, principles, and practices that should underpin the ethos of such schools. Whole school guidance in Coláiste Chú Chulainn is grounded in these Core Values of:

Respect: Treating others with dignity and promoting an inclusive culture where diversity is valued.

Excellence in Education: Striving for high standards in education and promoting a culture of continuous learning.

Care: Providing a supportive and nurturing environment that promotes student well-being and development.

Community: Fostering a sense of belonging and connection among students, staff, and the wider community.

Equality: Treating all members of the school community equally and recognising and celebrating the diversity of these members.

In addition to these Core Values, the framework is built upon the fact that all ETB schools are Multi-Denominational, which means respecting and accommodating the beliefs and practices of all. In line with ETBI Ethos and our Continuum of Support model the whole school guidance programme strives to create an inclusive environment for all students. Inclusive practice in Coláiste Chú Chulainn includes the following,

• A Holistic Approach.

• Universal Design for Learning.

• Strengths based.

• Person/Student Centred Planning.

• Inclusive of student voice.

• Collaborative.

• Transition planned well in advance.

11.0 Differentiation provision for SEN students

The Guidance Counsellor will liaise with the Special Education Needs department where a psychological report recommends a consultation with the Guidance Department.

- Within the career guidance classroom SEN provision is made for SEN students.
- Consultation is carried out with the SEN department regarding students receiving counselling vis-a vis their school progress
- Literacy and Numeracy strategies in Guidance and Counselling Department are consistent with the school's literacy and numeracy strategy. (Appendix 6)

12.0 Use of ICT in Guidance

Circular 009/2012 asks schools to consider enabling 'students to use directly the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal) to maximise 'the use of their available resources for the provision of guidance'. (Section 4.3). The ICT based Reach Plus Guidance Programme has been adopted for Senior Guidance. The school has a dedicated Guidance and Counselling Website accessible on the school's website homepage to support whole school guidance work including informing and supporting parents. Coláiste Chú Chulainn considers ICT access important for students during guidance classes and the department has access to thirty Microsoft Surface devices, so students may use the extensive range of tools available through the internet to access guidance relevant information. There is also access to ICT labs if needed.

13.0 Record Keeping

Record keeping is an integral part of the administration of the Guidance and Counselling Service in Coláiste Chú Chulainn. All records will be kept in accordance with the 'Freedom of Information Act' and the School

Date Protection Policy. Under DES guidelines student records are kept for a minimum of 7 years. All guidance notes are taken and retained by the guidance staff on a standard template record sheet. These are stored in a guidance office and do not leave the school. At the end of a teaching year, or at the point that a student withdraws from school, the guidance note is inserted in the school's student file.

The above arrangement does not affect the requirement for all child safeguarding referrals and related notes to be retained as part of the school's Child Safeguarding Procedures.

14.0 Guidance Related Polices and Student Support

- ✓ CCC Attendance Policy
- ✓ Schools Mission Statement
- ✓ Child Protection Policy
- ✓ Data Protection Policy
- ✓ CCC Enrolment / Admission Policy
- ✓ Student Support Policy
- ✓ Learning Support Policy
- ✓ Special Education Needs Policy
- ✓ Critical Incident Policy
- ✓ Code of Behaviour Policy
- ✓ SPHE and RSE policy
- ✓ Healthy Eating Policy
- ✓ Anti Bullying Policy
- ✓ Code of Conduct Policy
- ✓ Acceptable Usage Policy
- ✓ Communicating with Parents & Guardian Policy

15.0 Specific Professional Development

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

Name	Date	Details
Nichola Fitzpatrick	19/4/19	HSE:

		Safe Talk : Suicide Alertness Training
Nichola Fitzpatrick	7/11/2019	NEPS: Preventing and Supporting Students Experiencing School Refusal
Nichola Fitzpatrick	12/11/2019	CAO Conference
Nichola Fitzpatrick	2/12/2019	NCGE: Step-by-step approach to Guidance practice using Whole School Guidance Framework
Nichola Fitzpatrick	10/03/20	NCGE: Legal Responsibilities and Confidentiality
Nichola Fitzpatrick	24/02/20	Jigsaw: Mental Health Course A : An Introduction to Youth Mental Health
Nichola Fitzpatrick	31/03/20	Jigsaw: Mental Health Course B: A Whole school approach to Mental Health
Nichola Fitzpatrick	22/04/20	Careers portal: CPD Training REACH +
Nichola Fitzpatrick	13/05/20	NCGE: Maximising Guidance Related Choices for 6th Years
Nichola Fitzpatrick	1/09/20	NCGE: Supporting Outgoing Students
Nichola Fitzpatrick	13/10/20	NCGE: Mobility in Europe and 'Access Europe'
Nichola Fitzpatrick	14/10/20	National Anti Bullying Centre DCU: FUSE Anti Bullying and Online Safety Programme
Nichola Fitzpatrick	3/11/20	IGC: Cognitive Behavioural Methods: Dr. Barry
Nichola Fitzpatrick	24/11/20	NCGE: Legalities of Digitalised Guidance
Nichola Fitzpatrick	12/01/21	NCGE: Digitalised Guidance
Nichola Fitzpatrick	2/2/21	NCGE:

		Understanding All Aspects of QQI
Nichola Fitzpatrick	17/04/21	IGC: Grieving students: Finding ways to offer support 12 Step Addition Recovery for Adolescents: Aiseriri Aislinn
Nichola Fitzpatrick	20/4/21	SUSI: understanding all aspects of SUSI
Nichola Fitzpatrick	27/4/21	NCGE: Whole School Guidance Provision: Examples of good practice
Nichola Fitzpatrick	2021	Bodywhys: Supporting students with eating disorders
Nichola Fitzpatrick	2022	Dublin Rape Crisis: BodyRight Training
Nichola Fitzpatrick	08/03/2023	Sligo EC: An introduction to CBT
Nichola Fitzpatrick	13/03/23	Sligo EC: Promoting Self Efficacy & growth mindset in students
Nichola Fitzpatrick	19/04/23	Sligo EC: Essential Empathy: Building an understanding of others
Nichola Fitzpatrick		Sligo EC: Building Body Confident Schools
Nichola Fitzpatrick	09/05/23	PDST: Junior Cycle Guidance
Nichola Fitzpatrick	07/09/23	Sligo EC:The Resilient Teacher: Approaches from positive Psychology
Nichola Fitzpatrick	11/09/23	Sligo EC: Teaching Organisational Skills at Post Primary
Nichola Fitzpatrick	20/09/23	Sligo EC: Overview of Child Bereavement and what helps within the school

Nichola Fitzpatrick	25/09/23	Sligo EC: Teaching self regulation at Post Primary
Nichola Fitzpatrick	23/10/23	Sligo EC: Supporting students with social emotional and behavioural difficulties
Nichola Fitzpatrick	14/11/23	CAO Conderence
Nichola Fitzpatrick	24/01/24	Sligo EC: Understanding and managing anxiety
Nichola Fitzpatrick		Sligo EC: Why mindfulness matters – using mindfulness in the classroom to support learning
Nichola Fitzpatrick		Communication and the Enneagram, 9 ways of expressing ourselves
Steven Creighan	2016, 2019, 2021	Careers Portal: REACH+
Steven Creighan	2016	Assist: Suicide Prevention
Steven Creighan	2017	Mind Out Mental Health Programme
Steven Creighan	2017	NEPS: Friends for life
Steven Creighan	2018	Tusla: Meitheal Lead Practitioner
Steven Creighan	2018	NEPS: Critical incident training
Steven Creighan	2019	HSE: Understanding self-harm
Steven Creighan	2018	IGC: Standards for supporting bereaved Children
Steven Creighan	2016 - 2021	CAO Conference
Steven Creighan	2019	HSE: Safe talk suicide awareness.
Steven Creighan	2019	Friends for life
Steven Creighan	2019	IGC: GDPR CPD
Steven Creighan	2020	NCGE: Supporting Outgoing Students.
Steven Creighan	2018	HSE: Creating possibilities in community mental health.
Steven Creighan	2021	NCGE: Whole School Guidance Provision.

Steven Creighan	2022	NCGE: Application of Law within the roles of Guidance Counsellor.
Steven Creighan	2022	NCGE: Guidance & Well Being
Steven Creighan	2022	NCGE: external Resources for Guidance Counsellors
Steven Creighan	2022	Student Support Teams in Post Primary Schools: A Guide to establishing a Team or Reviewing an Existing Team
Steven Creighan	2023	Using academic tracking to promote reflection and target setting.
Steven Creighan	2023	From Trauma reactive to trauma responsive.
Steven Creighan	2024	OIDE:Whole School Guidance Planning in Action
Steven Creighan		

16.0 Evaluation

Continuous evaluation of the Guidance Plan and procedures set out by the plan takes place on a regular basis. Focusing on areas to improve, implement strategies for their improvement and evaluating the effectiveness of these strategies.

17.0 Guidance Areas for Development

➤ Gather progression information to inform planning in guidance and other school departments

➤ Strengthen Parent links

➤ Continuing Professional Development for Guidance Counsellors

➤ Develop a Whole School Guidance Planning Task Group

➤ Develop a Testing Policy for the administration of the CAT4 and DATs.

➤ Develop and Implement a Scheme of Work for Transition Year 2021/2022.

18.0 Appendices

Appendix 1   5th year Scheme of Work

Appendix 2   6th year Scheme of Work

Appendix 1

Career Guidance Scheme of Work 6th Year 2024-2025

Career Guidance is delivered throughout the year on a module basis.

All students will have at least one one-to-one meeting with the Guidance Counsellor for 40 mins at the beginning of the year (Sept – Nov) and after the results of their Mocks (February – March).

TOPIC	Learning Outcomes	Resources	Differentiation	Literacy/ Numeracy	Cross-Curricular
Introduction to Guidance *(September: 3 weeks)*	Key Terms: Guidance, Matriculation, CAO, PLC, NQF, HEI's **Review of topics covered in 5th year** Students can: -Understand the key elements of the 6th year guidance programme -Reengage with their REACH + account which can be easily accessed throughout the year - Examine the CAO points system and calculate points from summer exams -Create a timeframe into journal on key dates (Mocks, Application deadlines etc) -Discuss / Present UCAS (Identifying students interested in applying through UCAS) -Prepare for open days and Higher Options -List questions they would like to ask -List CAO course choices	Introduction to guidance sheet – student details Introduction to guidance Powerppint presentation	Differentiation: Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.	Literacy: Key terms Numeracy: Timeframe	

	-Ensure they meet the minimum requirements for the courses they choose -Understand the nature of restricted courses -Use CAO handbook -Examine CAO key dates calendar				
C.A.O. **Careersportal** **REACH+** **Access Routes** **(November /** **January: 5** **weeks)**	Key Terms: CAO, Matriculation, requirements, aptitudes, occupations, QQI, National Framework, HEI's, PLC, HEAR, DARE, ACCESS Students can: -Understand the National framework for qualifications graph - Understand the term matriculation -Differentiate between the different college minimum entry requirements using a grid - Using Careersportal to assess course information - Compare courses -Link previous values, personalities and learning style knowledge to careers research - Complete a CAO course search and an online CAO demonstration -Evaluate career in relation to personal research and career interview if applicable - Register for CAO account in class	PowerPoint presentations NFQ CAO.ie Careersportal.ie Career Investigation booklet	Differentiation: Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.	Literacy: Key terms Numeracy: Compare	IT English

	-Understand the CAO process, Change of Mind, how courses are processed, vacant places etc -Apply on time to CAO - Explain the difference between HEAR and Dare and the different requirements to apply - Research accesscollege.ie for further information				
PLC's and Apprenticeships *(March: 2 weeks)*	Key terms: Further Education, PLC, QQI, FETEC, Apprenticeships, SOLAS, Cadet Students can: -Understand the different between CAO courses and PLC's - Use the CAO PLC QQI calculator - Access course information via careersportal or individual websites - Investigate the range of apprenticeships available - Relate qualification to further progression or careers - Apply to PLC/Apprenticeship courses in class	CAO.ie Regional Skills and Training Centre, (RSTC) Dundalk Solas.ie Apprenticeships.ie Garda.ie Army.ie Open days	Differentiation: Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.	Literacy: Key terms Research Sample statements Numeracy: Calculate costs of living abroad	Maths IT

			Differentiation	Literacy/Numeracy	Links
SUSI Scholarships *(March: 2 weeks)*	Key terms:, SUSI, Access, Scholarship Students can: -Complete SUSI Income reckoner demonstration in relation to SUSI grants - Examine key deadline dates -Seek help from guidance department in relation to applications - Research various scholarships available in areas of interest	Accesscollege.ie SUSI.ie Information days College websites/prospectuses	Differentiation: Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.	Literacy: Key terms Numeracy: Calculate income	Maths IT
Preparing for the world of work or the transition to college *(May)*	Key Terms: Skills, Curriculum Vitae, cover letter, strengths and weaknesses Students can: -List reasons they might not want to go to college - List alternatives that we have already looked at such as apprenticeships - Discuss the advantages and disadvantages of having a gap year - Research entry level jobs in an area of interest -Understand that further education or careers is a lifelong journey Transition to college: -Think, Pair and Share hopes and fears for college - Talk to teachers about their experience especially during CAW	Volunteering.ie Jobs.ie Going to college video: https://youtu.be/Ssk60PIyXeo	Differentiation: Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.	Literacy: Key Terms Mindmap Numeracy: Calculating costs of living at home or away	English Maths IT

-Calculate the costs of living at home or away - Mind map other transitions and what helped in that situation -Discuss reasons for high drop out rates in some courses	

Appendix 2

Career Guidance Scheme of Work 5th Year 2024-2025

Career Guidance is delivered throughout the year on a module basis.

All students will have one one-to-one meeting with the Guidance Counsellor for 40 mins at the end of the year (May) to discuss the CareerFit report and for preparation for 6th year.

TOPIC	Learning Outcomes	Resources	Differentiation	Literacy/ Numeracy	Cross-Curricular
Introduction to Guidance *Interest Assessments/ Values* *(November: 3 weeks)*	Key Terms: Guidance, Matriculation, CAO, PLC, NQF, HEI's Audit, Goals, Values Students can: -Understand the key elements of the 5th year guidance programme -Reengage with their REACH + account which can be easily accessed throughout the year -Create a timeframe into journal on modular structure of classes	Introduction to guidnace sheet – student details Introduction to guidance Powerppint presentation PowerPoint presentations Qualifax.ie Careersportal.ie Values Audit Interest assessment Guide	Differentiation: Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners. Differentiation:		

	-Complete a skills aduit -Complete and evaluate values audit and personality self assessment questionairres -List examples of personal qualities - Assess if future career (s) is in line with your values Complete a self- interest assessment on REACH+ -Take a screen shot of interest assessment results and save to designated Guidance folder -Interpret results using interest assessment guide	Multiple intelligence test – online or paper version available in Reach+ booklet High Five	Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.		
Career Guidance *(February: 2weeks)*	Key Terms: CAO, Matriculation, requirements, aptitudes, occupations, QQI, National Framework, HEI's, PLC, Students can: -Understand the National framework for qualifications graph - Understand the various options available after school, college, PLC, apprenticeships, work etc - Examine the CAO points system and calculate points from JC results or summer exams - Understand the term matriculation	PowerPoint presentations NFQ CAO.ie Careersportal.ie Qualifax.ie Career Investigation booklet	Differentiation: Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.	Literacy: Key terms Numeracy: Compare	IT English

	-Differentiate between the different college minimum entry requirements using a grid -Understand what restricted courses mean for applicants - Using Careersportal and Qualifax to assess course information - Compare courses -Link previous values, personalities and learning style knowledge to careers research - Complete a CAO course search and an online CAO demonstration - **Complete a detailed career (s) investigation project** **-**Evaluate career in relation to personal research and career interview if applicable				
Access Routes and scholarships ***(March: 2 weeks)***	Key terms: HEAR, DARE, SUSI, Access, Scholarship Students can: - Explain the difference between HEAR and Dare and the different requirements to apply - Research accesscollege.ie for further information -Complete SUSI Income reckoner demonstration in relation to SUSI grants - Research various scholarships available in areas of interest	Accesscollege.ie SUSI.ie Information days College websites/prospectuses	Differentiation**:** Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.	<u>Literacy:</u> Key terms <u>Numeracy:</u> Calculate income	Maths IT

PLC's and Apprenticeships *(March: 1 week)*	Key terms: Further Education, PLC, QQI, FETEC, Apprenticeships, SOLAS, Cadet Students can: -Understand the different between CAO courses and PLC's - Use the CAO PLC QQI calculator - Access course information via careerportal, qualifax or individual websites - Investigate the range of apprenticeships available - Relate qualification to further progression or careers	CAO.ie Regional Skills and Training Centre, (RSTC) Dundalk Solas.ie Apprenticeships.ie Garda.ie Army.ie Open days	Differentiation: Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.	Literacy: Key terms Research Numeracy: Calculating of points	Practical Classes
CareerFit Assessment *(April/May: 3 weeks)*	Students can: -Examine their personalised report with 16 careers to help **them** find the right career and examine their skills and strengths. -Identify areas of interest of potential interest for future career/study -work with a Guidance Counsellor one on one to research different options at third level	www.careerfit.ie			

Appendix 3

Career Guidance Scheme of Work: Fourth Year 2024-2025

Two class periods a week (2 x 40 minutes)
4 Modules

TOPIC	Learning Outcomes	Resources	Differentiation	Literacy/ Numeracy	Assessment

Module 1 (Sept – Oct: 9 weeks)
 	
Introduction to Guidance And Career Awareness
 	
• *Developing myself*
• *Developing my learning*
• *Developing my career path*
	Students will:
	-Understand the key elements of the Fourth-Year guidance programme
	
	-Create a REACH + account which will be carried forward to 5th and 6th year
	
	-Examine elements of career planning and research:
	  • Choosing a career
	  • My talents
	  • Dream your Future.
	  • Personal and career values
	
	- Prepare for a Career Fair (WorldSkills)
		Introduction to REACH + Powerppint presentation
		
		Interactive videos
		
		Assessment tools (REACH +)
		
		Worksheets
			Differentiation:
			Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.
				Literacy:
				Key terms
				
				Numeracy:
				Create a timeline of the academic year
					Create a document (PowerPoint / poster) on your personal and career values and link them to a chosen career.

https://cc.careersportal.ie/reachadmin/powerpoints/CareerInterests2024%20(Published)/index.html?_gl=1*1sx3zyh*_ga*NjUxMTc0MjI4LjE2Mjk4MDc5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc4MTcwLjYwLjAuMA...

https://cc.careersportal.ie/reachadmin/powerpoints/Careers%20Fairs%20and%20Open%20Days%20(Published)/index.html?_gl=1*xang08*_ga*NjUxMTc0MjI4LjE2Mjk4MDc5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc4NTY0LjIzLjAuMA...

https://careersportal.ie/sites/default/files/powerpoints/202109081148330.OpenDay.pdf

https://careersportal.ie/sites/default/files/powerpoints/202109081150080.College_Visit_Evaluations.pdf

https://worldskillsireland.ie/worldskills-events/

https://create.kahoot.it/share/career-interest-types-careers-portal/4d04e29c-46d0-4460-8e9b-54064ba29006

		REACH +	Differentiation:	Literacy:	Students will
Module 2 **(Nov – Dec: 6 weeks)**	Students will:	Assessment PowerPoints Kahoot Worksheets Group / Pair work Classroom debates	Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.	Key terms Understanding quiz results	create a self-profile outlining their personality and career skills and link to a number of different suitable careers
Self Assessment • *Developing myself* • *Developing my learning* • *Developing my career path*	-Examine career Timelines -Complete High Five Principles -Examine world of work career sectors -Examine world of education career sector -Engage with a personality assessment - Engage with a career skills assessment			Numeracy: Listing and ranking different careers	

https://cc.careersportal.ie/reachadmin/powerpoints/Career%20Timelines%20(Published)/index.html?_gl=1*18u6bz1*_ga*NjUxMTc0MjI4LjE2Mjk4MDc5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc4ODAwLjYwLjAuMA..

https://careersportal.ie/sites/default/files/powerpoints/World_of_Education.pdf

https://careersportal.ie/sites/default/files/powerpoints/World_of_Work.pdf

https://cc.careersportal.ie/reachadmin/powerpoints/CareerSkills%20(Published)/index.html?_gl=1*cf9up8*_ga*NjUxMTc0MjI4LjE2Mjk4MDc5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc5MDA5LjYwLjAuMA..

https://create.kahoot.it/share/career-skills-careers-portal/58a6b17c-8cc1-4170-af33-45265d3fce38

Module 3 (Jan – March: 8 weeks) **Career Investigation and Work experience** • *Developing myself* • *Developing my learning* • *Developing my career path*	Students will: -Prepare for their work experience - Create a report on their work experience - Complete a Career Investigation project	PowerPoint presentations REACH + Language Connect Kahoot Worksheets Visual aids Audio aids	Differentiation: Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.	Literacy: Key terms Report writing. Numeracy: Compare	Career Investigation and Interview

https://careersportal.ie/sites/default/files/reachadmin/powerpoints/pdf/Preparation%20for%20Work%20Experience.pdf

https://careersportal.ie/sites/default/files/powerpoints/202102171351280.LC-TY-ActivityPack.pdf
https://careersportal.ie/members/reachplus/workx/index.php?community=guidance+reach&userid=826803&token=8d1d313acd2e1b75f0716eecd0fada226

https://careersportal.ie/members/reachplus/career_investigation/index.php?community=guidance+reach&userid=826803&token=8d1d313acd2e1b75f0716eecd0fada26

| **Modules 4 (March – May:8 weeks)** | Students will:

-Understand how to research different courses
-Understand C.A.O. points | Powerpoint
REACH +
C.A.O.
Careersportal
UCAS | Differentiation:
Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners, | Literacy:
Key terms
Research

Numeracy: | Create graphs representing different courses and the increase/decrease |

Course Investigation *Career Interest Awareness* • *Developing myself* • *Developing my learning* • *Developing my career path*	-Understand alternative access routes -Complete a course investigation		pictures/diagrams/videos for visual learners.	Calculating points	points over the past two years

https://careersportal.ie/sites/default/files/reachadmin/powerpoints/pdf/CAOChoices2.pdf

https://careersportal.ie/sites/default/files/powerpoints/202111190947020.assignment01.pdf

https://careersportal.ie/my-account/members/topics/23

Appendix 4

Coláiste Chú Chulainn

Literacy and Numeracy

Numeracy:

Displaying Data:

Last years C.A.O. points for different course/ Universities on graphs – 4TH / 5TH Year students to create graphs during careers modules.

Classroom displays –

Study Skills:

In line with the Maths department, Career modules (3rd, 4th, 5th)will include the promotion of 'examining questions and the breakdown of marks' (Q1: = X marks = % of the paper). Students to transfer data to graphs.

Each student to track their own average % in the different subjects.

Timeline:

Senior students to create timelines of the academic year

Budget:

Senior students to create budgets for 3rd level

Literacy:

Vocabulary related to:

College course requirements

College prospects

Creating CV's and Cover letters

Completing application forms

Career research and presentations

Interview skills and preparation

Key words (C.A.O. / HEAR/DARE / SUSI)

Mental health resources

Appendix 5

<div style="text-align: center;">

STUDENT SUPPORT REFERRAL FORM
Private and Confidential
</div>

Name of student: _____

Year: _____ Class: _____

Form Teacher: _____

Year Head: _____

State how you know the student: _____

Is it a pastoral care/learning/behaviour concern (please tick one)?

Pastoral care [   ]   Learning [   ]   Behaviour [   ]

Reason for concern:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signed: _____ Date: _____

PLEASE HAND TO MR. MELANIPHY OR MS. O'NEILL

Appendix 5