



Coláiste Chú Chulainn  
Cúram. Forbairt. Feabhas.



**lmetb**

*Bord Oideachais agus  
Oiliúna Lú agus na Mí*  
Louth and Meath Education  
and Training Board

# Coláiste Chú Chulainn

## *Whole School Guidance Plan*

Adopted:

Review due:

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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 through a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

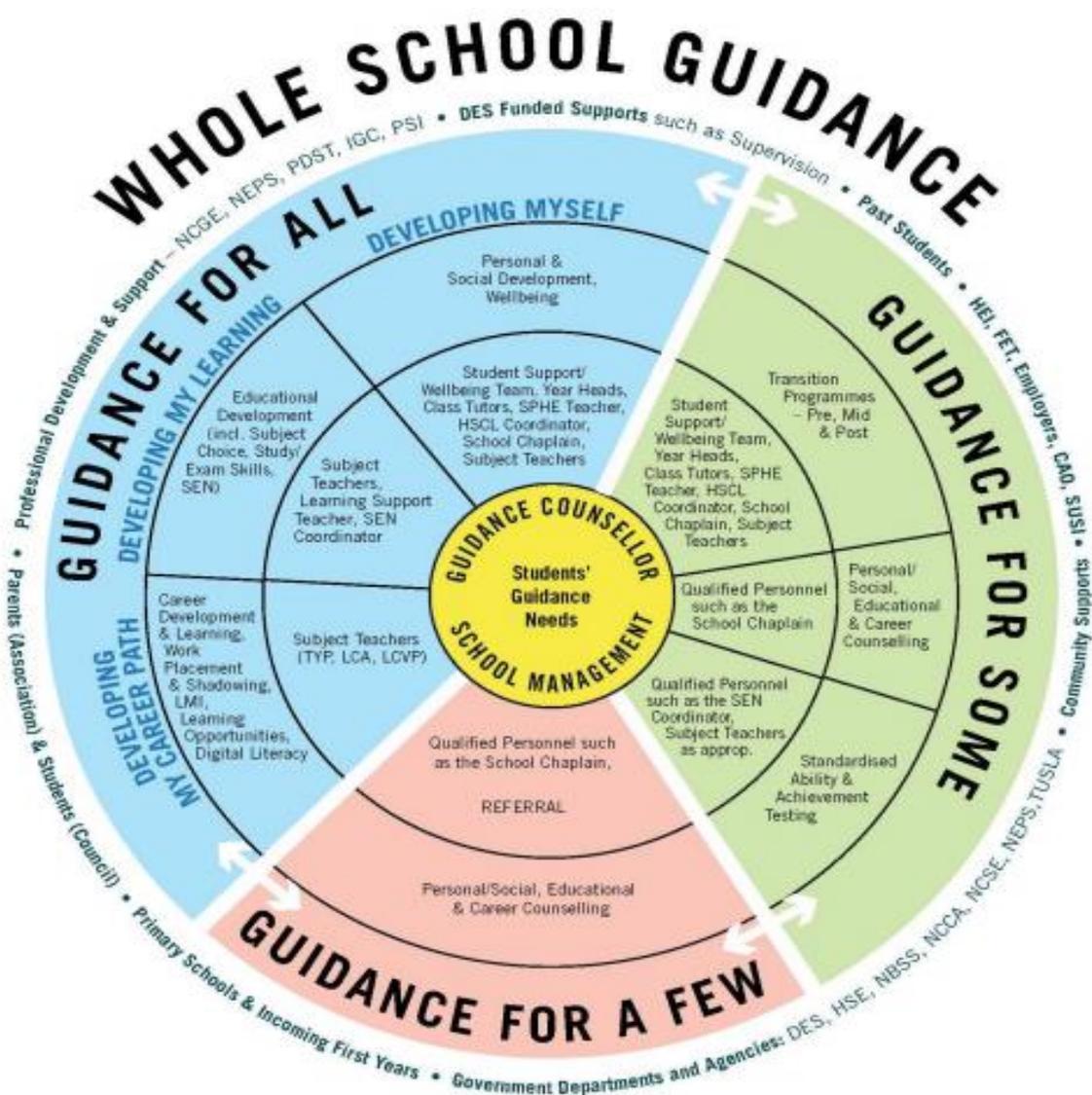
**Guidance For All:** provided to all students to support personal / social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, Further Education and Training (FET), Higher Education (HE) 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 6<sup>th</sup> 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 of NCGE: A Whole School Guidance Framework, page 14) shows the continuum of support model on which our school approach to guidance is offered. The guidance counsellor in collaboration with school management, 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.



**Note:** the listing of school programmes and staff in Figure 1 is not meant to be exhaustive i.e. programmes/staff involved in whole school guidance will vary across schools. Figure 1 intends to highlight programmes / staff who may be involved in the delivery of a 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 the synergy of many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our school to identify, prioritise and respond to the guidance needs of students using the resources available. When one considers the three dimensions of guidance (personal / 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:

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

Whole School Guidance:		How (specify)	Who (specify)	Link with JC
<i>Continuum of support</i>	<i>Area of Learning</i>	<i>Programme/other</i>	<i>School staff/external</i>	<i>Principle, Statement of Learning/Key Skill &amp; Wellbeing indicators</i>
<b>Guidance for all:</b>	<b>Developing Myself:</b>	<p>Get up Stand Up</p> <p>Positive Mental Health week</p> <p>Learning to Learn programme:</p> <ul style="list-style-type: none"> <li>• Social skills</li> <li>• Behavioural skills</li> <li>• Organisational skills</li> <li>• Self-management skills</li> </ul>	<p>Resource teachers</p> <p>SEN department</p> <p>Class tutors</p> <p>Programme Coordinator</p> <p>School staff</p> <p>Guidance Department</p> <p>Class teachers</p>	<p><u>Aware:</u> To be aware of their learning and wellbeing</p> <p><u>Connected:</u> Connected to their school community</p> <p><u>Resilience:</u> Building self-confidence and coping skills</p> <p><u>Connected:</u> Developing a connection between themselves, their school, friends, and community</p>
	<b>Developing My Learning:</b>	<p>REACH+: Guidance Related Learning</p> <ul style="list-style-type: none"> <li>• My Guidance Counsellor</li> <li>• My Intelligences</li> <li>• Setting Exam Targets</li> </ul>	<p>Class teachers</p> <p>Guidance Department</p>	<p><u>Responsible:</u> To take responsibility for their learning. Enabling students to make the right choices.</p> <p><u>Managing myself:</u> Making considered decisions</p>

	<ul style="list-style-type: none"> <li>• Who inspires me</li> <li>• My Job Options</li> <li>• My Wellness</li> </ul>	<p>School management Guidance Department Year Head Class tutors SEN Department Class teachers</p> <p>Digital ICT ICT teachers</p> <p>Study Skills Week Class tutors Year Head Guidance Department</p>	<p>Setting and achieving personal goals Being responsible, safe, and ethical in using digital technology</p> <p><u>Staying well:</u> Being positive about learning Being safe Being confident</p> <p><u>Being Literate:</u> Developing an understanding and enjoyment of words and language Expressing ideas clearly and accurately Developing spoken language</p> <p><u>Being Numerate:</u> Estimating predicting and calculating Seeing patterns, trends, and relationships</p>
<b>Developing My Career Path:</b>	<p>College Awareness week</p> <p>Science week</p> <p>Maths week</p> <p>Seachtain na Gaeilge</p> <p>CAT 4 Assessment</p>	<p>Guidance Department Class teachers</p> <p>School staff</p> <p>School Staff</p> <p>School Staff</p> <p>Guidance Department</p>	<p><u>Managing information and thinking:</u> Being curious Gathering, recording, organising and evaluating information and data.</p> <p><u>Being creative:</u> Imagining Exploring options and alternatives Learning creatively</p> <p><u>Aware:</u> Being aware of what helps to learn and how to improve</p>
<b>Guidance for some:</b>	<b>Developing Myself:</b>	One on one counselling	<p>Guidance Counsellor</p> <p><u>Aware:</u> Develop awareness of personal emotions Develop an awareness of personal values</p> <p><u>Respected:</u></p>

				<p>To feel listened to and valued</p> <p>Creating / developing positive relationships with friends, peers, and teachers.</p> <p><u>Resilience:</u></p> <p>Knowing where to go for help</p> <p>Communicating:</p> <p>Listening and expressing oneself</p>
	<b>Developing My Learning:</b>	<p>Resource classes:</p> <ul style="list-style-type: none"> <li>to reflect on their learning styles and attitudes towards learning</li> </ul>	<p>Recourse teachers</p> <p>SEN department</p>	<p><u>Resilience:</u></p> <p>Creating a belief of personal achievement</p> <p>Developing copying skills</p> <p>Communicating:</p> <p>Using language</p> <p>Using numbers</p> <p><u>Managing myself:</u></p> <p>Knowing oneself</p> <p>Being able to reflect on learning</p>
	<b>Developing My Career Path:</b>	<p>Meeting with a Guidance Counsellor</p> <p>Meeting with Year Head / Class tutor</p>	<p>Guidance Counsellor</p> <p>Year Head</p> <p>Class tutors</p>	<p><u>Managing myself:</u></p> <p>Making considered decision</p> <p>Knowing oneself</p> <p>Working with others:</p> <p>Developing good relationships</p> <p><u>Aware:</u></p> <p>Being aware of emotions and thinking them through</p> <p>Being aware of personal values and thinking through decisions</p>
<b>Guidance for a few:</b>	<b>Developing Myself:</b>	<p>Behaviour Support</p> <p>Check and Connect</p> <p>Rainbows</p>	<p>Behaviour support teacher</p> <p>Programme coordinator</p> <p>Mentors</p> <p>Programme Coordinator</p>	<p><u>Respected:</u></p> <p>Showing respect and care for others</p> <p>Feeling listened to and valued</p> <p><u>Connected:</u></p> <p>Understanding the connections with actions and interactions and</p>

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

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

Whole School Guidance:		How (specify)	Who (specify)	Link with JC
<i>Continuum of support</i>	<i>Area of Learning</i>	<i>Programme/other</i>	<i>School staff/external</i>	<i>Principle, Statement of Learning/Key Skill &amp; Wellbeing indicators</i>
<b>Guidance for all:</b>	<b>Developing Myself:</b>	Reach+ Guidance related Learning  Positive Mental Health week	Class teachers/Guidance  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
	<b>Developing My Learning:</b>	Reach+ Guidance related Learning  Digital ICT  Study Skills Week	Class teachers/Guidance  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
<b>Developing My Career Path:</b>	<p>College Awareness week</p> <p>Science week</p> <p>Maths week</p> <p>Seachtain na Gaeilge</p>	<p>Guidance Department Subject teachers</p> <p>School staff</p> <p>School staff</p> <p>School Staff</p>	<p><u>Managing information and thinking:</u> Being curious Reflecting on and evaluating my learning</p> <p><u>Being creative:</u> Exploring options and alternatives</p> <p><u>Working with others:</u> Cooperating</p> <p><u>Being Literate:</u> Expressing ideas clearly and accurately Reading for enjoyment and with critical understanding Developing my understanding and enjoyment of words and language</p> <p><u>Being Numerate:</u> Expressing ideas mathematically Developing a positive disposition towards investigating, reasoning and problem solving Gathering, interpreting, and representing data</p>
<b>Guidance for some:</b>	<b>Developing Myself:</b>	<p>Stand up Get up</p> <p>Check and Connect</p> <p>Rainbows</p>	<p>Resource teachers SEN Department Class tutors</p> <p>Programme Coordinator Mentors</p> <p>Programme Coordinator Trained facilitators</p> <p><u>Responsible:</u> Taking action to promote wellbeing and the wellbeing of others</p> <p><u>Resilience:</u> Developing the coping skills to deal with like challenges Knowing where to go for help</p> <p><u>Working with others:</u> Developing good relationships and dealing with conflict Staying well:</p> <p><u>Being safe</u></p>

				Being confident Being responsible
	<b>Developing My Learning:</b>	Resources classes <ul style="list-style-type: none"> <li>To reflect on their learning styles and attitudes towards learning</li> </ul>	Resource teachers SEN Department	<u>Being literate:</u> Developing my spoken language <u>Resilient:</u> Developing a belief that with effort one can achieve <u>Aware:</u> Understanding what helps one to learn <u>Managing information and thinking:</u> Reflecting on and evaluating learning
	<b>Developing My Career Path:</b>	Meeting with Guidance Counsellor Meeting with Year Head / class tutor	Guidance Department Year Head Class tutors	<u>Managing information and thinking:</u> Being curious <u>Being creative:</u> Exploring options and alternatives <u>Aware:</u> Being aware of personal values Thinking through decisions
<b>Guidance for a few:</b>	<b>Developing Myself:</b>	One on one Counselling  Check and Connect	Guidance Counsellor  Programme Coordinator Mentors	<u>Resilient:</u> Developing copying skills Knowing where to go for help Believing that with effort one can achieve Working with others: <u>Developing good relationships</u> <u>Communication:</u> Listening and expressing myself <u>Managing myself:</u> Being healthy and physically active

<p><b>Developing My Learning:</b></p>	<p>Resource access</p> <p>Behaviour Support Programme</p>	<p>Resource teachers</p> <p>SNA</p> <p>Behaviour Support Teacher</p>	<p><u>Being literate:</u>          Developing an understanding and enjoyment of words and language          Expressing ideas clearly and accurately</p> <p><u>Being numerate:</u>          Seeing patterns, trends, and relationships</p> <p><u>Connected:</u>          Feeling connected to the school, friends, and community          Understanding the relationship between actions and interactions and their impact on personal wellbeing</p> <p><u>Aware:</u>          Being aware of thoughts, feelings, and behaviours</p>
<p><b>Developing My Career Path:</b></p>	<p>Career Guidance meetings with Guidance Counsellor</p>	<p>Guidance Department</p>	<p><u>Aware:</u>          Being aware of emotions          Controlling emotions in a positive manner          Being aware of personal values</p> <p><u>Managing myself:</u>          Knowing myself          Making considered decisions          Ability to reflect on own learning</p>

3<sup>rd</sup> Year

Whole School Guidance:		How (specify)	Who (specify)	Link with JC
<i>Continuum of support</i>	<i>Area of Learning</i>	<i>Programme/other</i>	<i>School staff/external</i>	<i>Principle, Statement of Learning/Key Skill &amp; Wellbeing indicators</i>
<b>Guidance for all:</b>	<b>Developing Myself:</b>	SPHE: Emotional Health Personal Safety Communication Skills	Class Teachers	<u>Staying well:</u> Being healthy and physical active Being safe Being responsibility <u>Communication:</u> Listening and expressing myself Using language Working with others: Developing good relationships and dealing with conflict Respecting difference

				<p>Learning with others</p> <p><u>Being Literate:</u></p> <p>Developing spoken language</p> <p>Writing for different purposes</p> <p>Expressing ideas clearly and accurately</p>
<b>Developing My Learning:</b>	Study Skills Presentation	Guidance Department	<u>Managing myself:</u>	
	Study Skills Week	Guidance Department Year Head Class tutors Class teachers	Knowing oneself Making considered decisions Setting and achieving personal goals	
	College Awareness week	Guidance Department Class Teachers	Being able to reflect on own learning	
	SPHE: Belonging and Integrating Self-Management	Class Teachers	<u>Managing information and thinking:</u>	
	Science week	School staff	Being curious Using digital technology to access, manage and share content	
	Maths week	School Staff	<u>Respected:</u>	
	Seachtain na Gaeilge	School Staff	Being listened to and valued	
Digital ICT	ICT teachers	Developing positive relationships with friends, peers, and teachers Showing care and respect for others		
			<u>Communicating:</u>	
			Using digital technology to communicate	

<p><b>Developing My Career Path:</b></p>	<p>Subject Choice Presentation</p> <p>DATs feedback appointment with GC</p> <p>Senior cycle programme presentation</p>	<p>Guidance Department</p> <p>Guidance Department</p> <p>Guidance Department TY coordinator Year Head</p>	<p><u>Managing information and thinking:</u> Gathering, recording, organising and evaluating information and data Reflecting on and evaluating learning</p> <p><u>Managing myself:</u> Setting and achieving personal goals Knowing oneself</p> <p><u>Being creative:</u> Exploring options and alternatives</p>
<p><i>Guidance for some:</i></p>	<p><b>Developing Myself:</b></p>	<p>One on one Counselling</p>	<p>Guidance Counsellor</p> <p><u>Resilient:</u> Developing coping skills Knowing where to go for help</p> <p><u>Responsible:</u> Making the right choices Staying well: Being confident Being safe</p> <p><u>Communicating:</u> Listening and expressing oneself</p> <p><u>Aware:</u> Being aware of thoughts, feelings, and behaviours</p>
	<p><b>Developing My Learning:</b></p>	<p>Resource class</p>	<p>SEN SNA</p> <p><u>Being Literate:</u> Developing spoken language Developing an understanding</p>

			<p>and enjoyment of words and language</p> <p><u>Being numerate:</u></p> <p>Seeing patterns, trends, and relationships</p> <p>Developing a positive disposition towards investigating, reasoning and problem solving</p> <p><u>Aware:</u></p> <p>Being aware of what helps one learn</p>
<b>Developing My Career Path:</b>	Support for senior cycle programme	Guidance Counsellor Programme coordinator	<p><u>Aware:</u></p> <p>Being aware of personal values</p> <p><u>Communicating:</u></p> <p>Discussing and Debating</p> <p>Listening and expressing oneself</p> <p><u>Managing information and thinking:</u></p> <p>Reflecting on and evaluating learning</p> <p><u>Managing myself:</u></p> <p>Knowing oneself</p> <p>Making considered decisions</p>
<b>Guidance for a few:</b>	<b>Developing Myself:</b> Behaviour Support Programme Check and Connect Rainbows	Behaviour Support Teacher Programme coordinator Mentors	<p><u>Managing myself:</u></p> <p>Knowing oneself</p> <p><u>Respected:</u></p> <p>Developing positive relationships</p>

				<p>with friends, peers, and teachers</p> <p><u>Connected:</u></p> <p>Understanding the relationship between actions and interactions and the impact on personal wellbeing</p> <p><u>Staying well:</u></p> <p>Being safe Being healthy and physically active Being responsible</p>
<b>Developing My Learning:</b>	<p>Small focus group on study skills</p> <p>Resource classes</p>	<p>Guidance Department Year Head Class tutors</p> <p>Resource teacher SNA</p>	<p><u>Managing myself:</u></p> <p>Knowing oneself Setting and achieving personal goals</p> <p><u>Managing information and thinking:</u></p> <p>Reflecting evaluating on learning</p>	
<b>Developing My Career Path:</b>	<p>Subject choice meeting with Guidance Counsellor</p> <p>Support for progression to Senior Cycle</p>	<p>Guidance Counsellor</p> <p>Year Head Guidance Counsellor</p>	<p><u>Communicating:</u></p> <p>Discussions</p> <p><u>Working with others:</u></p> <p>Developing a good relationship with others</p> <p><u>Managing myself:</u></p> <p>Making considered decisions</p>	

## Transition Year

Whole School Guidance:		How (specify)	Who (specify)	Link with TY
<i>Continuum of support</i>	<i>Area of Learning</i>	<i>Programme/other</i>	<i>School staff/external</i>	<i>Principle, Statement of Learning/Key Skill &amp; Wellbeing indicators</i>
<b>Guidance for all:</b>	<b>Developing Myself:</b>	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	<u>Developing &amp; maintaining self-esteem &amp; a positive self-concept:</u> 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.
	<b>Developing My Learning:</b>	Timetabled Guidance class every week. Reach Plus programme. Study skills Subject Choice	Guidance Counsellor External Speakers All Staff	<u>Employing effective personal learning &amp; exam strategies:</u> - Reflect on their learning style & attitudes towards learning - Evaluate study habits & exam taking skills & identify ways in which one can improve skills.

		Senior cycle options Information night for parents. Subject Sampling College awareness week Science week Maths week TY Virtual open days		
	<b>Developing My Career Path:</b>	Career Path Expo Work Experience (Virtual Work Experience)	All Staff TY Coordinator	<u>Using career related information &amp; sources appropriately (includes online information &amp; labour market information):</u> 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.
<b>Guidance for some:</b>	<b>Developing Myself:</b>	Small groups support.	Guidance Counsellor	<u>Developing &amp; maintaining self-esteem &amp; a positive self-concept:</u> - Express feelings appropriately with others - Demonstrate appropriate communication & behaviour when cooperating with others.
	<b>Developing My Learning:</b>	STEPS Engineers week TY week @ Dublin City University Mini Medic week Irish Film Institute careers events. Opportunities to view virtual college open days.	All Staff	<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/apprenticeship - Reflect on the NFQ and how it facilitates progression to FET & HE

	<b>Developing My Career Path:</b>	Shine Festival Small group meeting for senior cycle subject choice. Euro guidance Ireland Languages Connect competition.	Guidance Counsellor All Staff	<u>Managing career development &amp; decision making:</u> Appreciate the importance of making career decisions in line with their aspirations & goals.
<b>Guidance for a few:</b>	<b>Developing Myself:</b>	Personal Counselling Liaise with external agencies Rainbows Programme Student Support Team	Guidance Counsellor SST	<u>Developing &amp; growing throughout life:</u> - 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.
	<b>Developing My Learning:</b>	Subject field trips Check and Connect SEN Support Behaviour support	All Staff SEN Behaviour support	<u>Employing effective personal learning &amp; exam strategies:</u> Reflect on their learning style & attitudes towards learning.
	<b>Developing My Career Path:</b>	Individual meetings re senior cycle subject choice.	Guidance Counsellor	<u>Managing career development &amp; decision making:</u> Reflect on their networks & how these can be utilised to promote career development & decision making.

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

Whole School Guidance:		How (specify)	Who (specify)	Link with SC
<i>Continuum of support</i>	<i>Area of Learning</i>	<i>Programme/other</i>	<i>School staff/external</i>	<i>SC SPHE Programme, TYP, LCA/VP guidance modules</i>
<b>Guidance for all:</b>	<b>Developing Myself:</b>	Guidance Modules Personality tests (Careers Portal) Career interests Career Values Career Skills	Guidance Counsellor	<u>Developing &amp; maintaining self-esteem &amp; 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.

		Personal Statements		
	<b>Developing My Learning:</b>	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/apprenticeship.
	<b>Developing My Career Path:</b>	Subject field trips Mock Interviews	All Staff Guidance Counsellor	<u>Understanding the world of work &amp; 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.
<b>Guidance for some:</b>	<b>Developing Myself:</b>	Induction (Senior cycle and LCA) Personal development assistance.	Management Guidance Counsellor LCA Co-ordinator	<u>Developing &amp; maintaining self-esteem &amp; 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
	<b>Developing My Learning:</b>	LCVP Programme Small group support	LCVP Co-ordinator All teachers Guidance Counsellor	<u>Employing effective personal learning &amp; exam strategies:</u> Reflect on their learning style & attitudes towards learning - Evaluate study habits & exam taking skills & identify ways in which one can improve skills.
	<b>Developing My Career Path:</b>	Work experience (LCA) Small group support for progression to higher education/world of work	LCA Co-ordinator Guidance Counsellor All teachers	<u>Managing career development &amp; decision making:</u> Evaluate work experience to-date & identify learning arising from this work experience - Examine personal qualities which have contributed positively to work experience.
<b>Guidance for a few:</b>	<b>Developing Myself:</b>	Personal Counselling Liaise with external agencies Rainbows Programme	Guidance Counsellor SST Management	<u>Developing &amp; growing throughout life:</u> Develop effective coping strategies for dealing with change & transition.

		Student Support Team		
	<b>Developing My Learning:</b>	Check and connect Behaviour support SEN Support	SEN All staff	<u>Employing effective personal learning &amp; exam strategies:</u> - Evaluate study habits & exam taking skills & identify ways in which one can improve skills.
	<b>Developing My Career Path:</b>	One to one support on college and career options, including subject choice and entry requirements.	Guidance Counsellor	<u>Managing career development &amp; decision making:</u> 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

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

Whole School Guidance:		How (specify)	Who (specify)	Link with SC
<i>Continuum of support</i>	<i>Area of Learning</i>	<i>Programme/other</i>	<i>School staff/external</i>	<i>SC SPHE Programme, TYP, LCA/VP guidance modules</i>
<b>Guidance for all:</b>	<b>Developing Myself:</b>	Guidance Class weekly Personality tests (Careers Portal) Career interests Career Values Career Skills	Guidance Counsellor	<u>Developing &amp; maintaining self-esteem &amp; a positive self-concept:</u> - Adopt behaviours & attitudes that will help realise education & career goals - Adapt behaviour to

				enhance interactions with others - Accept one's own limitations.
	<b>Developing My Learning:</b>	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	<u>Making educational choices in line with career aspirations:</u> Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities
	<b>Developing My Career Path:</b>	Scheduled one to one career appointments. College awareness week College taster events	Guidance Counsellor All Staff	<u>Understanding the world of work &amp; life roles:</u> Devise a career plan taking account of their career/employment aspirations & preferences for certain employment conditions.
<b>Guidance for some:</b>	<b>Developing Myself:</b>	Small group support Higher Education Access Route (HEAR) Disability Access Route to Education (DARE) and Student University Support Ireland (SUSI) support.	SEN Guidance Counsellor	<u>Developing &amp; growing throughout life:</u> - Employ effective problem solving & decision-making strategies.
	<b>Developing My Learning:</b>	Small focus groups on study skills.	Guidance Counsellor All Staff	<u>Employing effective personal learning &amp; exam strategies:</u> Develop their learning strategies & study habits.

	<p><b>Developing My Career Path:</b></p>	<p>Small group support for progression to further/higher education and world of work.</p>	<p>Guidance Counsellor External speakers</p>	<p><u>Using career related information &amp; sources appropriately (includes online information &amp; labour market information):</u> Establish how career related information has been used to make career decisions - Analyse &amp; synthesise career related information in line with their career aspirations</p>
<p><b>Guidance for a few:</b></p>	<p><b>Developing Myself:</b></p>	<p>Personal Counselling Liaise with external agencies Rainbows Programme Student Support Team</p>	<p>Guidance Counsellor Management SST</p>	<p><u>Developing &amp; growing throughout life:</u> Avail of opportunities &amp; career experiences to develop one's potential - Develop effective coping strategies for dealing with change &amp; transition - Employ effective problem solving &amp; decision-making strategies.</p>
	<p><b>Developing My Learning:</b></p>	<p>Check and connect Behaviour support SEN Support</p>	<p>AI Staff SEN Guidance Counsellor</p>	<p><u>Making educational choices in line with career aspirations:</u> - Evaluate their knowledge, skills &amp; learning &amp; determine how these relate to further learning &amp; career opportunities.</p>
	<p><b>Developing My Career Path:</b></p>	<p>One to one support for progression to further/higher education and world of work. Work experience (LCA)</p>	<p>Guidance Counsellor</p>	<p><u>Understanding the world of work &amp; life roles:</u> - Plan &amp; participate in work opportunities in line with their career goals &amp; aspirations - Devise a career plan taking account of their career/employment aspirations &amp; preferences for certain employment conditions.</p>



## 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	√			<ul style="list-style-type: none"> <li>Review one's goals &amp; career aspirations and establish how one's personal qualities, behaviour, self-belief &amp; expectations are influencing education, career goals &amp; life choices</li> </ul>			<ul style="list-style-type: none"> <li>Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>One to One</li> <li>REACH +</li> </ul>	<ul style="list-style-type: none"> <li>All</li> <li>Guidance Counsellor Availability for One to one Apt</li> </ul>
Career Talks	√			<ul style="list-style-type: none"> <li>Recognise the importance of knowing if career related information is from a reliable source, up to date &amp; accurate</li> </ul>			<ul style="list-style-type: none"> <li>Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>Outside Speakers</li> </ul>	<ul style="list-style-type: none"> <li>5<sup>th</sup>/6<sup>th</sup> Career Class</li> </ul>
Leaving Certificate Applied			√	<ul style="list-style-type: none"> <li>Choose subjects (&amp; levels) &amp; educational options in line with further/higher education/ training &amp; chosen career path &amp; abilities</li> </ul>			<ul style="list-style-type: none"> <li>Management</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Timetabling</li> <li>Differentiated Learning</li> </ul>	<ul style="list-style-type: none"> <li>LCA</li> </ul>
Personal Statements			√	<ul style="list-style-type: none"> <li>Describe personal strengths &amp; resources which can be used during times of change &amp; transition</li> </ul>			<ul style="list-style-type: none"> <li>Guidance Counsellors</li> </ul>	<ul style="list-style-type: none"> <li>ICT</li> <li>One to One</li> </ul>	<ul style="list-style-type: none"> <li>All</li> </ul>

					<ul style="list-style-type: none"> <li>• Year Heads/ Tutors</li> <li>• Subject Teachers</li> </ul>		
Career Investigation Portfolio	√			<ul style="list-style-type: none"> <li>• Make informed decisions on future education/training opportunities using career related information taking account of their interests &amp; abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> <li>• LCVP Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifax</li> <li>• Careers Portal</li> </ul>	<ul style="list-style-type: none"> <li>• LCVP</li> <li>• LCA</li> <li>• LC</li> </ul>
Aptitude, Interest, Values, Personality, Tests	√			<ul style="list-style-type: none"> <li>• Identify and describe personal qualities, strengths, interests, attitudes &amp; values, feelings &amp; emotions and how they influence behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• DATS</li> <li>• CAT4 Level E</li> <li>• Interest Tests</li> <li>• Personality Tests</li> </ul>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> Class</li> <li>• 3<sup>rd</sup> Years</li> </ul>
Career Options	√			<ul style="list-style-type: none"> <li>• Establish how career related information has been used to make career decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifax</li> <li>• Careers Portal</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>
Mock Interviews		√		<ul style="list-style-type: none"> <li>• Demonstrate the ability to participate in an interview</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Guidance Counsellors</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> <li>• LCVP Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• LCA/LCVP</li> </ul>
Guidance Counselling Service – RE: Subject Choice for the Senior Cycle; and decide on Career Choices	√			<ul style="list-style-type: none"> <li>• Plan their learning path in line with career goals &amp; aspirations</li> <li>• Choose subjects (&amp; levels) &amp; educational options in line with further/higher education/ training &amp; chosen career path &amp; abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• One to One</li> <li>• Qualifax</li> <li>• Careers Portal</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>
CAO Applications	√			<ul style="list-style-type: none"> <li>• Complete the Online CAO Application accurately so as to</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• CAO Demo</li> </ul>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup>/6<sup>th</sup> Years</li> </ul>

				ensure entry to third level institutions.		<ul style="list-style-type: none"> <li>• CAO Information Evening</li> </ul>	
Vocational Subject Choice	√			<ul style="list-style-type: none"> <li>• Demonstrate how educational options &amp; achievements relate to life &amp; work goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Management</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Timetabling</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>
UCAS Applications			√	<ul style="list-style-type: none"> <li>• Using APPLY to make applications to UK Universities to progress to the degree of my choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Class Lesson</li> <li>• One to One</li> </ul>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup>/6<sup>th</sup> Years</li> </ul>
EXPERIENTIAL GUIDANCE							
Career Expos	√			<ul style="list-style-type: none"> <li>• Understanding the education requirements for further study and career interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• IT's</li> <li>• Universities</li> <li>• Enterprise</li> <li>• Higher Options</li> </ul>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> Years</li> </ul>
Open Days	√			<ul style="list-style-type: none"> <li>• Explore the education requirements for further study &amp; career interests</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• IT's</li> <li>• Universities</li> <li>• Institutes of Further Education</li> <li>• Regional Skills and Training Centre 2.</li> </ul>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> Years/6<sup>th</sup> Years</li> </ul>
Participation in the BT Young Scientist & Student Enterprise Programme		√		<ul style="list-style-type: none"> <li>• Recognise the link between subjects (&amp;levels), extracurricular activities &amp; different career paths</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers (Rooted in Business)</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities Outside Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• TY</li> </ul>
Enterprise Programmes							

Local Business Partnership LCVP – Visitors in, Visits out		√		<ul style="list-style-type: none"> <li>Utilise networks to enhance career development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>LCVP Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Outside Organizations/ Businesses</li> </ul>	<ul style="list-style-type: none"> <li>LCVP</li> </ul>
Work Experience		√		<ul style="list-style-type: none"> <li>Evaluate work experience to-date &amp; identify learning arising from this work experience</li> </ul>	<ul style="list-style-type: none"> <li>TY/ LCVP/ LCA Programme Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Outside Organizations</li> </ul>	<ul style="list-style-type: none"> <li>TY/LCVP/LCA</li> </ul>
HOME SCHOOL PARTNERSHIP	√			Making educational choices in line with career aspirations	ALL	ALL	ALL
Information Evenings for Parents: CAO Information Evening; 3 <sup>rd</sup> Year Subject/ Programme Choice; Incoming 1 <sup>st</sup> Year Information Evening	√			<ul style="list-style-type: none"> <li>Explore subject (short course) choice &amp; subjects for junior cycle/senior cycle</li> <li>Explore subject choice requirements for further/higher education, training &amp; employment</li> </ul>	<ul style="list-style-type: none"> <li>Management</li> <li>Year Heads</li> <li>Programme Co-Ordinator</li> <li>Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group Presentations</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>

### 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
<b>Curricular Support</b>	√			Employing effective personal learning and exam strategies			ALL	ALL	ALL
<ul style="list-style-type: none"> <li>Individual Guidance meeting re; subject choice</li> </ul>	√			<ul style="list-style-type: none"> <li>Explore subject options for Junior/Senior cycle</li> </ul>			<ul style="list-style-type: none"> <li>Guidance Counsellor</li> <li>Staff</li> </ul>	<ul style="list-style-type: none"> <li>One to One</li> </ul>	<ul style="list-style-type: none"> <li>JC3/TY</li> </ul>
<ul style="list-style-type: none"> <li>Core Curriculum keeps options open</li> </ul>	√			<ul style="list-style-type: none"> <li>Choose subjects (&amp; level) in line with their own interests &amp; abilities</li> </ul>			<ul style="list-style-type: none"> <li>Management</li> </ul>	<ul style="list-style-type: none"> <li>Differentiation instruction</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>

<ul style="list-style-type: none"> <li>Resource Investment for subject departments</li> </ul>	v			<ul style="list-style-type: none"> <li>Assess the knowledge, skills &amp; attitudes that meet life &amp; work goals</li> </ul>	<ul style="list-style-type: none"> <li>Management</li> </ul>	<ul style="list-style-type: none"> <li>Facilities</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
<ul style="list-style-type: none"> <li>ICT Support</li> </ul>	v			<ul style="list-style-type: none"> <li>Access information re further study/employment/apprenticeships</li> </ul>	<ul style="list-style-type: none"> <li>Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>Facilities</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
<ul style="list-style-type: none"> <li>Maximum choice of subjects at Senior Cycle (Looking at beginning to offer Physical Education/ Applied Mathematics)</li> </ul>	v			<ul style="list-style-type: none"> <li>Making educational choices in line with career aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Management</li> </ul>	<ul style="list-style-type: none"> <li>Facilities</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
<ul style="list-style-type: none"> <li>Open pick of subjects</li> </ul>	v			<ul style="list-style-type: none"> <li>Making educational choices in line with career aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Management</li> </ul>	<ul style="list-style-type: none"> <li>Facilities</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
<ul style="list-style-type: none"> <li>Teachers use various teaching methodologies, Implementation of effective group work and Assessment for Learning.</li> </ul>	v			<ul style="list-style-type: none"> <li>Participate in a range of activities &amp; tasks to enhance emotional, social, cognitive &amp; physical development</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>ICT</li> <li>One to One</li> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>

<ul style="list-style-type: none"> <li>Mixed ability classes</li> </ul>	√			<ul style="list-style-type: none"> <li>Demonstrate effective social skills when cooperating, collaborating &amp; negotiating with peers &amp; teachers</li> </ul>	<ul style="list-style-type: none"> <li>Management</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Teaching</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
<ul style="list-style-type: none"> <li>Differentiation for all levels including high achievers</li> </ul>	√			<ul style="list-style-type: none"> <li>Analyse the knowledge &amp; skills one is acquiring from taking specific subjects &amp; extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>SEN Team</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated Teaching</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
<ul style="list-style-type: none"> <li>Subject Fieldtrips</li> </ul>	√			<ul style="list-style-type: none"> <li>Plan &amp; participate in work opportunities in line with</li> <li>their career goals &amp; aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Subject Departments</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>TY/LC1/LC2</li> </ul>
<ul style="list-style-type: none"> <li>Focus Weeks e.g. Science Week, Maths Week, Seachtain na Gaeilge, College Awareness Week</li> </ul>	√			<ul style="list-style-type: none"> <li>Identify transferable skills &amp; identify career areas that these apply to</li> </ul>	<ul style="list-style-type: none"> <li>Subject Departments</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
<ul style="list-style-type: none"> <li>Programme Choice – LCA, TY, Leaving Certificate, LCVP Programme</li> </ul>	√			<ul style="list-style-type: none"> <li>Making educational choices in line with career aspirations</li> </ul>	<ul style="list-style-type: none"> <li>Management</li> <li>Program Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> <li>Facilities</li> </ul>	<ul style="list-style-type: none"> <li>JC3/TY</li> </ul>
<ul style="list-style-type: none"> <li>Parent &amp; Student Teacher meetings at senior cycle.</li> </ul>	√			<ul style="list-style-type: none"> <li>Reflect on their learning style &amp; attitudes towards learning</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Management</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>One to One</li> </ul>	<ul style="list-style-type: none"> <li>LC1/LC2</li> </ul>

<ul style="list-style-type: none"> <li>• Delay decisions around sitting higher level papers for as long as possible</li> </ul>		√		<ul style="list-style-type: none"> <li>• Evaluate their knowledge, skills &amp; learning &amp; determine how these relate to further learning</li> </ul>	<ul style="list-style-type: none"> <li>• Management</li> </ul>	<ul style="list-style-type: none"> <li>• One to One</li> <li>• Mock Papers</li> </ul>	<ul style="list-style-type: none"> <li>• JC3/LC2</li> </ul>
<ul style="list-style-type: none"> <li>• Learning Support for students with SEN</li> </ul>			√	<ul style="list-style-type: none"> <li>• Participate in a range of activities &amp; tasks to enhance emotional, social, cognitive &amp; physical development</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Team</li> <li>• Outside Agencies</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
<b>ASSESSMENT &amp; STANDARDIZED TESTING</b>	√						<ul style="list-style-type: none"> <li>• ALL</li> </ul>
<ul style="list-style-type: none"> <li>• CAT 4</li> </ul>	√			<ul style="list-style-type: none"> <li>• Choose subjects (&amp; level) in line with their own interests &amp; abilities</li> <li>• Choose subjects (&amp; levels) &amp; educational options in line with further/higher education/ training &amp; chosen career path &amp; abilities</li> <li>• Reflect on their learning style &amp; attitudes towards learning</li> <li>• Explore subjects in terms of the knowledge &amp; skills associated with different areas of study/careers</li> <li>• Evaluate their knowledge, skills &amp; learning &amp; determine how these relate to further learning &amp; career opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Psychometric Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Sixth Class</li> </ul>
<ul style="list-style-type: none"> <li>• CareerFit Assessments</li> </ul>	√				<ul style="list-style-type: none"> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Psychometric Testing</li> </ul>	<ul style="list-style-type: none"> <li>• JC3</li> </ul>
Analysis of State Exam results – subject department meetings, subject teacher and management meetings, staff meeting.	√				<ul style="list-style-type: none"> <li>• Subject Departments</li> <li>• Guidance Counsellors</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>	<ul style="list-style-type: none"> <li>• JC3/LC2</li> </ul>
Term exams and reports	√				<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Eportal</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Mocks and reports	√				<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Mock Papers</li> </ul>	<ul style="list-style-type: none"> <li>• JC3/LC2</li> </ul>
Assessment for learning	√				<ul style="list-style-type: none"> <li>• ALL</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>

Classroom based Assessments	√				<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group / In class</li> </ul>	<ul style="list-style-type: none"> <li>JC</li> </ul>
Assessment Tasks	√				<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Whole group</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
Oral Exams	√				<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>One to One</li> </ul>	<ul style="list-style-type: none"> <li>LC2</li> </ul>
Practical Exams	√				<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Facilities</li> </ul>	<ul style="list-style-type: none"> <li>JC3/LC2</li> </ul>
State Exams Junior Cycle, Leaving Cycle	√				<ul style="list-style-type: none"> <li>Exam Secretary</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
<b>Motivation and Learning</b>	√			Developing and maintaining self-esteem and a positive self-concept	<ul style="list-style-type: none"> <li>ALL</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
Study Skills	√			Develop effective study skills and habits	<ul style="list-style-type: none"> <li>Teachers</li> <li>Guidance Department</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>JC/LC</li> </ul>
Awards	√			Adopt attitudes and behaviours to promote oneself	<ul style="list-style-type: none"> <li>Teachers</li> <li>Year Head</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
Assemblies	√			Adapt behaviour to enhance interactions with others	<ul style="list-style-type: none"> <li>Management</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
Compass – all exam reports updated	√			Evaluate study habits and exam taking skills and identify ways in which on can improve skills	<ul style="list-style-type: none"> <li>Office Staff</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
<b>Literacy and Numeracy Strategy and School Self Evaluation</b>	√				<ul style="list-style-type: none"> <li>ALL</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
School Library		√		Identify and describe personal qualities, strengths, Interests, attitudes and values, feelings and emotions and how they influence behaviour. Demonstrate problem solving strategies	<ul style="list-style-type: none"> <li>Library Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group Library</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
Maths week	√				<ul style="list-style-type: none"> <li>Subject Department</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
World book day	√				<ul style="list-style-type: none"> <li>ALL</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
Science week	√				<ul style="list-style-type: none"> <li>Subject Department</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>

Seachtain na Gaeilge	√			Explain how self-esteem and self-concept can influence goal setting and decision making	<ul style="list-style-type: none"> <li>• Subject Department</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
				Identify effective social skills and behaviour			
				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	<ul style="list-style-type: none"> <li>• ALL</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
SEN Policy	√			Identify and describe personal qualities, strengths, interests, attitudes and values, feelings and emotions and how they influence behaviour	<ul style="list-style-type: none"> <li>• SEN Team</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Teacher Awareness-Share Drive SEN	√			Explore external influences on feelings, behaviour and attitudes	<ul style="list-style-type: none"> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Update at staff meetings	√			Explain how self-esteem and self-concept can influence goal setting and decision making	<ul style="list-style-type: none"> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Transition Meetings			√		<ul style="list-style-type: none"> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• One to One</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Whole Staff CPD	√				<ul style="list-style-type: none"> <li>• Management</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Individual CPD	√				<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• One to One</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
SNAs			√		<ul style="list-style-type: none"> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Learning</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>

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 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		
	AL L	SOM E	FE W	DEVELOPING MYSELF	DEVELOPING MY LEARNING	DEVELOPING MY CAREER PATH	PERSONNEL RESPONSIBLE	METHODOLOGIES/ RESOURCES	CURRICULUM
<b>Curricular / Co-Curricular</b>	√			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 coping 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
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	<ul style="list-style-type: none"> <li>• Check and Connect programme coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
P.E.	√			Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development	<ul style="list-style-type: none"> <li>• PE Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Career Guidance Classes	√			Explore differences between career areas and requirements (including educational options) for working in different fields	<ul style="list-style-type: none"> <li>• Guidance Counsellors</li> </ul>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup>/6<sup>th</sup> Timetabled Classes</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
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	<ul style="list-style-type: none"> <li>• ALL</li> </ul>	<ul style="list-style-type: none"> <li>• Whole School</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
1 <sup>st</sup> Year Induction	√			Demonstrate effective social skills when cooperating and collaborating	<ul style="list-style-type: none"> <li>• Year Head</li> <li>• Class tutors</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>	<ul style="list-style-type: none"> <li>• JC1</li> </ul>
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	<ul style="list-style-type: none"> <li>• Irish Department</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Maths Week	√			Investigate educational/apprenticeship, training/work opportunities	<ul style="list-style-type: none"> <li>• Maths Department</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Science Week	√			Recognise the link between subjects (levels), extracurricular activities and different career paths	<ul style="list-style-type: none"> <li>• Science Department</li> </ul>	<ul style="list-style-type: none"> <li>• Science Lab Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Green Schools		√		Identify transferable skills and identify career areas that these apply to	<ul style="list-style-type: none"> <li>• Green Schools Team</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting Businesses</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Sports: e.g. Basketball, Football, Soccer, Yoga		√			<ul style="list-style-type: none"> <li>• Organising teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Local Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Members</li> </ul>

Arts: e.g. Art club		√		Build networks to promote career development and learning	<ul style="list-style-type: none"> <li>Organising teachers</li> </ul>	<ul style="list-style-type: none"> <li>Facilities</li> </ul>	<ul style="list-style-type: none"> <li>Members</li> </ul>
Other: Chess			√	Explore volunteering for personal / career development purposes	<ul style="list-style-type: none"> <li>Organising teachers</li> </ul>	<ul style="list-style-type: none"> <li>Facilities</li> </ul>	<ul style="list-style-type: none"> <li>Members</li> </ul>
Positive Mental Health Week	√			<p>Demonstrate problem solving strategies</p> <p>Employ decision making strategies</p> <p>Explore external influences on feelings, behaviour and attitudes</p> <p>Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development</p> <p>Demonstrate social / other networking skills</p> <p>Demonstrate an openness and ability to interact with diverse groups</p>	<ul style="list-style-type: none"> <li>Wellbeing coordinator</li> <li>School staff</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
Student Supports	√			Assess the knowledge, skills and attitudes that meet life and work goals	<ul style="list-style-type: none"> <li>ALL</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
1. Counselling  Guidance Counsellor			√	<p>Change behaviour and attitudes to enhance self-esteem and self-concept</p> <p>Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship</p>	<ul style="list-style-type: none"> <li>Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>One to One</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>
2. Assemblies and Pastoral Care System (meeting with Year Head, Class Tutor, Guidance Counsellor, Management)	√			<p>Adopt behaviours and attitudes that will help realise education and career goals</p> <p>Adapt behaviour to enhance interactions with others</p> <p>Accept one's own limitations</p>	<ul style="list-style-type: none"> <li>Year Head</li> <li>Class tutor</li> <li>Management</li> </ul>	<ul style="list-style-type: none"> <li>Whole Group</li> </ul>	<ul style="list-style-type: none"> <li>ALL</li> </ul>

<p>3. Agencies</p> <p>Liaise with:</p> <p>i) Educational Supports (EWO) (Youthreach)</p> <p>ii) Health and Welfare Supports (Tulsa etc)</p>			√	<p>Build relationships with employers/learning providers</p> <p>Build relationships with organisations that can support students in completing their Post Primary Education</p>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• GPs</li> <li>• NEPs</li> <li>• CAMHs</li> <li>• Tulsa</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
<p>4. Programme Induction Days</p> <ul style="list-style-type: none"> <li>• Transition Year</li> <li>• Leaving Cert Applied</li> <li>• Open Night (Incoming 1<sup>st</sup> years)</li> <li>• Information evening for incoming 1<sup>st</sup> years</li> </ul>		√		<p>Demonstrate effective social skills when cooperating and collaborating</p> <p>Interact effectively with peers, teachers and employers to build positive relationships in life</p> <p>Encourage inclusive behaviours and attitudes in others</p>	<ul style="list-style-type: none"> <li>• Year Head</li> <li>• Programme Coordinator</li> <li>• Guidance Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speakers</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
<p>5. Personal Development Programmes</p> <ul style="list-style-type: none"> <li>• Future Leadership</li> </ul>	√			<p>To encourage maturity, initiative, responsibility and leadership skills in students</p>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Guidance Counsellor</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Guidance Counsellor</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
<p>6. SEN</p>			√	<p>Implement a study plan</p> <p>Plan for taking exams</p>	<ul style="list-style-type: none"> <li>• SEN Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>

<ul style="list-style-type: none"> <li>• Learning support</li> <li>• Early reading intervention</li> <li>• Social Skills</li> <li>• Behavioural skills</li> <li>• Organisational skills</li> <li>• Self-management classes</li> <li>• Team teaching</li> </ul>				<p>Employ effective assessment techniques when taking exams (time and stress management)</p> <p>Develop personal qualities and skills which meet careers goals and aspirations</p> <p>Demonstrate the employability skills necessary to secure and stay in work</p> <p>Assess barriers to equality and inclusion in the workplace and in educational setting</p>	<ul style="list-style-type: none"> <li>• SEN Teaching Team</li> <li>• SNA's</li> </ul>	<ul style="list-style-type: none"> <li>• Feeder schools</li> <li>• NEPs</li> <li>• NCSE</li> <li>• Tulsa</li> <li>• National Learning Network</li> <li>• SOLAS</li> <li>• PLC Colleges</li> <li>• College Disability Officers</li> </ul>	
7. Community Support		√		<p>Build relationships with employers/learning providers</p> <p>Avail of opportunities and career experiences to develop one's potential</p>			
<ul style="list-style-type: none"> <li>• DIFE</li> <li>• O' Fiaich College</li> <li>• DKIT</li> <li>• Parents Association</li> <li>• Local GAA Club</li> <li>• Local Employers support</li> <li>• TY/LCVP/LCA work experience</li> </ul>					•	•	•
8. Social Awareness	√			<p>Developing and growing throughout life</p> <p>Interacting effectively with others</p> <p>Identify effective social skills and behaviour</p> <p>Explain how their behaviour and attitudes can influence the feelings and behaviour of others</p>			
<ul style="list-style-type: none"> <li>• Internet Safety presentation</li> </ul>	√				<ul style="list-style-type: none"> <li>• Staff</li> <li>• SPHE Team</li> <li>• TY Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• External Agencies</li> <li>• Counsellors</li> <li>• Psychologist – Charities</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Group</li> </ul>
Road Safety presentation		√					
Green Schools	√						

				<p>Describe how other's attitudes, expectations and behaviours impact in their feelings and behaviours</p> <p>Explore ways of communicating and resolving conflicts</p> <p>Analyse one's own interaction with peers, teachers and employers and identify behaviour patterns which may be influencing relationships with others</p> <p>Evaluate strategies one employs when resolving conflict with others</p> <p>Reflect on the benefits and limitations of communicating online</p> <p>Evaluate the effectiveness of social / other networks that one is a member of</p> <p>Reflect on one's tolerance, respect and openness towards others with different abilities and from diverse backgrounds and culture</p>		<p>e.g. Trocaire, Concern, RSA, Rape Crisis Centre, Pieta House, Local Nursing Homes</p>	
9. Leadership				<p>Developing and maintain self – esteem and a positive self-concept</p> <p>Interacting effectively with others (face – to – face and online)</p> <p>Developing and growing throughout life</p> <p>Demonstrate effective social skills with cooperating, collaborating and negotiating with peers, teachers and employers</p> <p>Join networks to enhance their own personal, educational and career opportunities</p> <p>Demonstrate social / other networking skills</p>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Coordinating teachers</li> </ul>		<ul style="list-style-type: none"> <li>• ALL</li> </ul>
Gaisce		√					
Green Schools	√						
Language Ambassador: European Commission			√				
Amber Flag		√					
Student Council		√					
Library Committee		√					
Student Enterprise Programme		√					
GAA Future Leaders	√						

			<p>Adapt behaviour to enhance interactions with others</p> <p>Adapt behaviour to a variety of contexts</p> <p>Encourage inclusive behaviours and attitudes in others</p> <p>Employ effective problem solving and decision-making strategies</p>			
10. Home School Partnerships	√		Interacting effectively with others	<ul style="list-style-type: none"> <li>• ALL</li> </ul>		<ul style="list-style-type: none"> <li>• ALL</li> </ul>
<p>Information Parent evenings: Incoming 1<sup>st</sup> year Induction Night</p> <p>3<sup>rd</sup> year subject and programme choice</p> <p>CAO and Future Choices</p> <p>Information night for LC2 Parents</p> <p>Talks on Study</p>	√		<p>Explore subject (short course) choices and subjects for junior cycle / senior cycle</p> <p>Explore subject choice requirements for further / higher education, training and employment</p> <p>Investigate educational/ apprenticeship, training/work opportunities</p> <p>Recognise the link between subjects (and levels), extracurricular activities and different career paths</p>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Year Heads</li> <li>• Staff</li> <li>• Study Skills Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Group Facilities</li> <li>• Outside Speakers</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
<p>Keep parents informed via:</p> <p>Parent Teacher Meetings</p> <p>School Website</p> <p>Parents Association</p> <p>Student Council</p> <p>Parent Representative on BOM</p>			<p>Attend to their wellbeing</p> <p>Change behaviour and attitudes to enhance self-esteem and self-concept</p> <p>Adopt behaviours and attitudes that will help realise education and career goals</p> <p>Adapt behaviour to enhance interactions with others</p> <p>Accept one's own limitations</p>	<ul style="list-style-type: none"> <li>• Management</li> <li>• BOM</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Eportal</li> <li>• Facilities</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>
						<ul style="list-style-type: none"> <li>• ALL</li> </ul>

<p>Encourage parental involvement: Signing journal Award Night</p>			<p>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</p>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Teachers</li> <li>• Class Tutors</li> </ul>	<ul style="list-style-type: none"> <li>• School Journal</li> <li>• Facilities</li> </ul>	
<p>11. Attendance Policy</p>	<p>√</p>		<p>Develop good attendance and see the correlation between good attendance and the skill required for college/ working life</p>	<ul style="list-style-type: none"> <li>• Management</li> <li>• Year Head</li> </ul>	<ul style="list-style-type: none"> <li>• Eportal</li> </ul>	<ul style="list-style-type: none"> <li>• ALL</li> </ul>

## 3.0 School Structure

### **Treoraí Folláine**

The student population of Coláiste Chú Chulainn is divided into classes of mixed ability. Each class group has a Treoraí Folláine 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.

### **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.

- Neasa Ní Chonluain fully qualified Guidance Counsellor with 17.2 hours. These hours include 7.2 hours of timetabled classes and 10 hours available for one-to-one guidance counselling and guidance related support duties.
- Steven Creighan fully qualified Guidance Counsellor with 21.2 hours. These hours include 8 hours of timetabled classes and 13.2 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.

<b>Table 1: Personnel Resources available</b>				
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.

<b>Table 2: Facilities Resources available</b>				
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	TUSLA	An Garda Síochána	
Dept. of Education	NEPS	LMETB	CAO	EUNICAS	HSE

## 6.0 Student Support Team in Coláiste Chú Chulainn.

The School Student Support Team meet every Tuesday at 2.20pm 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 student support team. Students are referred to the various members of the Student Support Team depending on their needs.

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

Thomas Sharkey	Principal
Neasa Ní Chonluain	Guidance Counsellor/SST Co-ordinator
Niamh O'Neill	Deputy Principal
Maeve Mc Entegart	SEN Co-ordinator
Maria Nic Eochaidh	Year Head
James Cumiskey	HSLO
Joanne Mc Clory	ASD Co-ordinator
Steven Creighan	Guidance Counsellor
Andrea Mullins	Year Head
Fiona McKeever	SNA
Isobel Jones	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 an SST referral form and give it to a Deputy Principal. If the student is self-referring the Guidance Counsellor will complete the SST form.

Student Support Team referral forms can also be filled out by any member of staff and returned to the SST Co-ordinator. The SST Co-ordinator will then bring the referral forms to the weekly student support team meeting for discussion.

## 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 Cóláiste 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.

## 12.0 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 )

## 13.0 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.

## 14.0 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 Data 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.

## 15.0 Guidance Related Policies 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

## 16.0 Specific Professional Development

The guidance counsellor keeps up-to-date in relation to ongoing changes in the fields of training, education, work, and child welfare. The Board of Management and School Management regularly facilitates 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 6 <sup>th</sup> 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		

## 17.0 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, implementing strategies for their improvement, and evaluating the effectiveness of these strategies.

## 18.0 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.

## 19.0 Appendices

- Appendix 1 5<sup>th</sup> year Scheme of Work
- Appendix 2 6<sup>th</sup> year Scheme of Work
- Appendix 3 4<sup>th</sup> year Scheme of work
- Appendix 4 Literacy and Numeracy strategies
- Appendix 5 Guidance and Counselling Referral Form

## Career Guidance Scheme of Work 6<sup>th</sup> 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).

<u>TOPIC</u>	<u>Learning Outcomes</u>	<u>Resources</u>	<u>Differentiation</u>	<u>Literacy/ Numeracy</u>	<u>Cross- Curricular</u>
<p><b><i>Introduction to Guidance</i></b></p> <p><b><i>(September: 3 weeks)</i></b></p>	<p><u>Key Terms:</u> Guidance, Matriculation, CAO, PLC, NQF, HEI's</p> <p><b>Review of topics covered in 5th year</b></p> <p><u>Students can:</u></p> <ul style="list-style-type: none"> <li>-Understand the key elements of the 6<sup>th</sup> year guidance programme</li> <li>-Reengage with their REACH + account which can be easily accessed throughout the year</li> <li>- Examine the CAO points system and calculate points from summer exams</li> <li>-Create a timeframe into journal on key dates (Mocks, Application deadlines etc)</li> <li>-Discuss / Present UCAS (Identifying students interested in applying through UCAS)</li> <li>-Prepare for open days and Higher Options</li> </ul>	<p>Introduction to guidance sheet – student details</p> <p>Introduction to guidance Powerpoint presentation</p>	<p>Differentiation:</p> <p>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.</p>	<p><u>Literacy:</u> Key terms</p> <p><u>Numeracy:</u> Timeframe</p>	

	<ul style="list-style-type: none"> <li>-List questions they would like to ask</li> <li>-List CAO course choices</li> <li>-Ensure they meet the minimum requirements for the courses they choose</li> <li>-Understand the nature of restricted courses</li> <li>-Use CAO handbook</li> <li>-Examine CAO key dates calendar</li> </ul>				
<p><b>C.A.O.</b> <b>Careersportal</b> <b>REACH+</b></p> <p><b>Access Routes</b> <b>(November /</b> <b>January: 5</b> <b>weeks)</b></p>	<p><u>Key Terms:</u> CAO, Matriculation, requirements, aptitudes, occupations, QQI, National Framework, HEI's, PLC, HEAR, DARE, ACCESS</p> <p><u>Students can:</u></p> <ul style="list-style-type: none"> <li>_Understand the National framework for qualifications graph</li> <li>- Understand the term matriculation</li> <li>-Differentiate between the different college minimum entry requirements using a grid</li> <li>- Using Careersportal to assess course information</li> <li>- Compare courses</li> <li>-Link previous values, personalities and learning style knowledge to careers research</li> <li>- Complete a CAO course search and an online CAO demonstration</li> </ul>	<p>PowerPoint presentations</p> <p>NFQ</p> <p>CAO.ie</p> <p>Careersportal.ie</p> <p>Career Investigation booklet</p>	<p><u>Differentiation:</u></p> <p>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.</p>	<p><u>Literacy:</u></p> <p>Key terms</p> <p><u>Numeracy:</u></p> <p>Compare</p>	<p>IT</p> <p>English</p>

	<ul style="list-style-type: none"> <li>-Evaluate career in relation to personal research and career interview if applicable</li> <li>- Register for CAO account in class</li> <li>-Understand the CAO process, Change of Mind, how courses are processed, vacant places etc</li> <li>-Apply on time to CAO</li>   <li>- Explain the difference between HEAR and Dare and the different requirements to apply</li> <li>- Research accesscollege.ie for further information</li> </ul>				
<p><b><i>PLC's and Apprenticeships</i></b></p> <p><b><i>(March: 2 weeks)</i></b></p>	<p>Key terms: Further Education, PLC, QQI, FETEC, Apprenticeships, SOLAS, Cadet</p> <p>Students can:</p> <ul style="list-style-type: none"> <li>-Understand the different between CAO courses and PLC's</li> <li>- Use the CAO PLC QQI calculator</li> <li>- Access course information via careersportal or individual websites</li> <li>- Investigate the range of apprenticeships available</li> <li>- Relate qualification to further progression or careers</li> <li>- Apply to PLC/Apprenticeship courses in class</li> </ul>	<p>CAO.ie Regional Skills and Training Centre, (RSTC) Dundalk Solas.ie Apprenticeships.ie Garda.ie Army.ie Open days</p>	<p>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.</p>	<p><u>Literacy:</u> Key terms Research Sample statements</p> <p><u>Numeracy:</u> Calculate costs of living abroad</p>	<p>Maths IT</p>

<p><b>SUSI Scholarships</b></p> <p><b>(March: 2 weeks)</b></p>	<p>Key terms: SUSI, Access, Scholarship</p> <p>Students can:</p> <ul style="list-style-type: none"> <li>-Complete SUSI Income reckoner demonstration in relation to SUSI grants</li> <li>- Examine key deadline dates</li> <li>-Seek help from guidance department in relation to applications</li> <li>- Research various scholarships available in areas of interest</li> </ul>	<p>Accesscollege.ie</p> <p>SUSI.ie</p> <p>Information days</p> <p>College</p> <p>websites/prospectuses</p>	<p>Differentiation:</p> <p>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.</p>	<p><u>Literacy:</u></p> <p>Key terms</p> <p><u>Numeracy:</u></p> <p>Calculate income</p>	<p>Maths</p> <p>IT</p>
<p><b>Preparing for the world of work or the transition to college</b></p> <p><b>(May)</b></p>	<p><u>Key Terms:</u></p> <p>Skills, Curriculum Vitae, cover letter, strengths and weaknesses</p> <p><u>Students can:</u></p> <ul style="list-style-type: none"> <li>-List reasons they might not want to go to college</li> <li>- List alternatives that we have already looked at such as apprenticeships</li> <li>- Discuss the advantages and disadvantages of having a gap year</li> <li>- Research entry level jobs in an area of interest</li> </ul>	<p>Volunteering.ie</p> <p>Jobs.ie</p> <p>Going to college video: <a href="https://youtu.be/Ssk60PlyXeo">https://youtu.be/Ssk60PlyXeo</a></p>	<p>Differentiation:</p> <p>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.</p>	<p><u>Literacy:</u></p> <p>Key Terms</p> <p>Mindmap</p> <p><u>Numeracy:</u></p> <p>Calculating costs of living at home or away</p>	<p>English</p> <p>Maths</p> <p>IT</p>

	<p>-Understand that further education or careers is a lifelong journey</p> <p>Transition to college:</p> <ul style="list-style-type: none"> <li>-Think, Pair and Share hopes and fears for college</li> <li>- Talk to teachers about their experience especially during CAW</li> <li>-Calculate the costs of living at home or away</li> <li>- Mind map other transitions and what helped in that situation</li> <li>-Discuss reasons for high dropout rates in some courses</li> </ul>				
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Appendix 2

### Career Guidance Scheme of Work 5<sup>th</sup> 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 6<sup>th</sup> year.

<u>TOPIC</u>	<u>Learning Outcomes</u>	<u>Resources</u>	<u>Differentiation</u>	<u>Literacy/ Numeracy</u>	<u>Cross- Curricular</u>
			Differentiation:		

<p><b>Introduction to Guidance</b></p> <p><b>Interest Assessments/ Values</b></p> <p><b>(November: 3 weeks)</b></p>	<p><u>Key Terms:</u> Guidance, Matriculation, CAO, PLC, NQF, HEI's Audit, Goals, Values</p> <p><u>Students can:</u></p> <ul style="list-style-type: none"> <li>-Understand the key elements of the 5<sup>th</sup> year guidance programme</li> <li>-Reengage with their REACH + account which can be easily accessed throughout the year</li> <li>-Create a timeframe into journal on modular structure of classes</li> <li>-Complete a skills audit</li> <li>-Complete and evaluate values audit and personality self-assessment questionnaires</li> <li>-List examples of personal qualities</li> <li>- Assess if future career (s) is in line with your values</li> </ul> <p>Complete a self- interest assessment on REACH+</p> <ul style="list-style-type: none"> <li>-Take a screen shot of interest assessment results and save to designated Guidance folder</li> <li>-Interpret results using interest assessment guide</li> </ul>	<p>Introduction to guidance sheet – student details</p> <p>Introduction to guidance Powerpoint presentation</p> <p>PowerPoint presentations</p> <p>Qualifax.ie</p> <p>Careersportal.ie</p> <p>Values Audit</p> <p>Interest assessment Guide</p> <p>Multiple intelligence test – online or paper version available in Reach+ booklet</p> <p>High Five</p>	<p>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.</p> <p>Differentiation:</p> <p>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.</p>		
	<p><u>Key Terms:</u> CAO, Matriculation, requirements, aptitudes, occupations, QQI, National Framework, HEI's, PLC,</p>	<p>PowerPoint presentations</p> <p>NFQ</p> <p>CAO.ie</p> <p>Careersportal.ie</p>	<p>Differentiation:</p> <p>Use different methodologies to facilitate students with</p>	<p><u>Literacy:</u></p> <p>Key terms</p>	<p>IT</p> <p>English</p>

<p><b>Career Guidance</b></p> <p><b>(February: 2weeks)</b></p>	<p><u>Students can:</u></p> <ul style="list-style-type: none"> <li>-Understand the National framework for qualifications graph</li> <li>- Understand the various options available after school, college, PLC, apprenticeships, work etc</li> <li>- Examine the CAO points system and calculate points from JC results or summer exams</li> <li>- Understand the term matriculation</li> <li>-Differentiate between the different college minimum entry requirements using a grid</li> <li>-Understand what restricted courses mean for applicants</li> <li>- Using Careersportal and Qualifax to assess course information</li> <li>- Compare courses</li> <li>-Link previous values, personalities and learning style knowledge to careers research</li> <li>- Complete a CAO course search and an online CAO demonstration</li> <li>- <b>Complete a detailed career (s) investigation project</b></li> <li>-Evaluate career in relation to personal research and career interview if applicable</li> </ul>	<p>Qualifax.ie</p> <p>Career Investigation booklet</p>	<p>different learning styles. For example; class discussion/ group work for auditory learners, pictures/diagrams/videos for visual learners.</p>	<p><u>Numeracy:</u></p> <p>Compare</p>	
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<p><b>Access Routes and scholarships</b></p> <p><b>(March: 2 weeks)</b></p>	<p>Key terms: HEAR, DARE, SUSI, Access, Scholarship</p> <p>Students can:</p> <ul style="list-style-type: none"> <li>- Explain the difference between HEAR and Dare and the different requirements to apply</li> <li>- Research accesscollege.ie for further information</li> <li>- Complete SUSI Income reckoner demonstration in relation to SUSI grants</li> <li>- Research various scholarships available in areas of interest</li> </ul>	<p>Accesscollege.ie SUSI.ie Information days College websites/prospectuses</p>	<p>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.</p>	<p><u>Literacy:</u> Key terms</p> <p><u>Numeracy:</u> Calculate income</p>	<p>Maths IT</p>
<p><b>PLC's and Apprenticeships</b></p> <p><b>(March: 1 week)</b></p>	<p>Key terms: Further Education, PLC, QQI, FETEC, Apprenticeships, SOLAS, Cadet</p> <p>Students can:</p> <ul style="list-style-type: none"> <li>- Understand the different between CAO courses and PLC's</li> <li>- Use the CAO PLC QQI calculator</li> <li>- Access course information via careerportal, qualifax or individual websites</li> <li>- Investigate the range of apprenticeships available</li> <li>- Relate qualification to further progression or careers</li> </ul>	<p>CAO.ie Regional Skills and Training Centre, (RSTC) Dundalk Solas.ie Apprenticeships.ie Garda.ie Army.ie Open days</p>	<p>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.</p>	<p><u>Literacy:</u> Key terms Research</p> <p><u>Numeracy:</u> Calculating of points</p>	<p>Practical Classes</p>

<b>CareerFit Assessment</b>  <b>(April/May: 3 weeks)</b>	Students can: -Examine their personalised report with 16 careers to help <b>them</b> 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	<a href="http://www.careerfit.ie">www.careerfit.ie</a>			
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Appendix 3

### Career Guidance Scheme of Work: Fourth Year 2024-2025

Two class periods a week (2 x 40 minutes)

4 Modules

<u>TOPIC</u>	<u>Learning Outcomes</u>	<u>Resources</u>	<u>Differentiation</u>	<u>Literacy/ Numeracy</u>	<u>Assessment</u>
<b>Module 1</b> <b>(Sept – Oct: 9 weeks)</b>  <b>Introduction to Guidance And Career Awareness</b>	<u>Students will:</u> -Understand the key elements of the Fourth-Year guidance programme  -Create a REACH + account which will be carried forward to 5 <sup>th</sup> and 6 <sup>th</sup> year	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.	<u>Literacy:</u> Key terms  <u>Numeracy:</u> Create a timeline of	Create a document (PowerPoint / poster) on your personal and career values and link them to a chosen career.

<ul style="list-style-type: none"> <li>• <i>Developing myself</i></li> <li>• <i>Developing my learning</i></li> <li>• <i>Developing my career path</i></li> </ul>	<p>-Examine elements of career planning and research:</p> <ul style="list-style-type: none"> <li>• Choosing a career</li> <li>• My talents</li> <li>• Dream your Future.</li> <li>• Personal and career values</li> </ul> <p>- Prepare for a Career Fair (WorldSkills)</p>			the academic year	
<p><a href="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/CareerInterests2024%20(Published)/index.html?_gl=1*1sx3zyh*_ga*NjUxMTc0MjI4LjE2Mjk4MDC5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc4MTCwLjYwLjAuMA..</a></p> <p><a href="https://cc.careersportal.ie/reachadmin/powerpoints/Careers%20Fairs%20and%20Open%20Days%20(Published)/index.html?_gl=1*xang08*_ga*NjUxMTc0MjI4LjE2Mjk4MDC5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc4NTY0LjIzLjAuMA..">https://cc.careersportal.ie/reachadmin/powerpoints/Careers%20Fairs%20and%20Open%20Days%20(Published)/index.html?_gl=1*xang08*_ga*NjUxMTc0MjI4LjE2Mjk4MDC5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc4NTY0LjIzLjAuMA..</a></p> <p><a href="https://careersportal.ie/sites/default/files/powerpoints/202109081148330.OpenDay.pdf">https://careersportal.ie/sites/default/files/powerpoints/202109081148330.OpenDay.pdf</a></p> <p><a href="https://careersportal.ie/sites/default/files/powerpoints/202109081150080.College_Visit_Evaluations.pdf">https://careersportal.ie/sites/default/files/powerpoints/202109081150080.College_Visit_Evaluations.pdf</a></p> <p><a href="https://worldskillsireland.ie/worldskills-events/">https://worldskillsireland.ie/worldskills-events/</a></p> <p><a href="https://create.kahoot.it/share/career-interest-types-careers-portal/4d04e29c-46d0-4460-8e9b-54064ba29006">https://create.kahoot.it/share/career-interest-types-careers-portal/4d04e29c-46d0-4460-8e9b-54064ba29006</a></p>					
<p><b>Module 2</b> <b>(Nov – Dec: 6 weeks)</b></p>	<p><u>Students will:</u></p> <p>-Examine career Timelines</p>	<p>REACH + Assessment PowerPoints Kahoot Worksheets</p>	<p>Differentiation: Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for</p>	<p><u>Literacy:</u> Key terms Understanding quiz results</p>	<p>Students will create a self-profile outlining their personality and career skills</p>

<p><b>Self-Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Developing myself</i></li> <li>• <i>Developing my learning</i></li> <li>• <i>Developing my career path</i></li> </ul>	<p>-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</p>	<p>Group / Pair work          Classroom debates</p>	<p>auditory learners,          pictures/diagrams/videos for visual learners.</p>	<p><u>Numeracy:</u>          Listing and ranking different careers</p>	<p>and link to a number of different suitable careers</p>
<p><a href="https://cc.careersportal.ie/reachadmin/powerpoints/Career%20Timelines%20(Published)/index.html?_gl=1*18u6bz1*_ga*NjUxMTc0MjI4LjE2Mjk4MDc5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc4ODAwLjYwLjAuMA..">https://cc.careersportal.ie/reachadmin/powerpoints/Career%20Timelines%20(Published)/index.html?_gl=1*18u6bz1*_ga*NjUxMTc0MjI4LjE2Mjk4MDc5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc4ODAwLjYwLjAuMA..</a></p> <p><a href="https://careersportal.ie/sites/default/files/powerpoints/World_of_Education.pdf">https://careersportal.ie/sites/default/files/powerpoints/World_of_Education.pdf</a></p> <p><a href="https://careersportal.ie/sites/default/files/powerpoints/World_of_Work.pdf">https://careersportal.ie/sites/default/files/powerpoints/World_of_Work.pdf</a></p> <p><a href="https://cc.careersportal.ie/reachadmin/powerpoints/CareerSkills%20(Published)/index.html?_gl=1*cf9up8*_ga*NjUxMTc0MjI4LjE2Mjk4MDc5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc4MDA5LjYwLjAuMA..">https://cc.careersportal.ie/reachadmin/powerpoints/CareerSkills%20(Published)/index.html?_gl=1*cf9up8*_ga*NjUxMTc0MjI4LjE2Mjk4MDc5MzQ.*_ga_G9WE7FKW4C*MTcyNDY3NjY5Mi4xMTEuMS4xNzI0Njc4MDA5LjYwLjAuMA..</a></p> <p><a href="https://create.kahoot.it/share/career-skills-careers-portal/58a6b17c-8cc1-4170-af33-45265d3fce38">https://create.kahoot.it/share/career-skills-careers-portal/58a6b17c-8cc1-4170-af33-45265d3fce38</a></p>					
<p><b>Module 3</b>  <b>(Jan – March: 8 weeks)</b></p> <p><b>Career Investigation and Work experience</b></p>	<p><u>Students will:</u></p> <p>-Prepare for their work experience          - Create a report on their work experience</p>	<p>PowerPoint presentations          REACH +          Language Connect          Kahoot          Worksheets          Visual aids          Audio aids</p>	<p>Differentiation:          Use different methodologies to facilitate students with different learning styles. For example; class discussion/ group work for auditory learners,</p>	<p><u>Literacy:</u>          Key terms          Report writing.</p> <p><u>Numeracy:</u>          Compare</p>	<p>Career Investigation and Interview</p>

<ul style="list-style-type: none"> <li>• <i>Developing myself</i></li> <li>• <i>Developing my learning</i></li> <li>• <i>Developing my career path</i></li> </ul>	<p>- Complete a Career Investigation project</p>		<p>pictures/diagrams/videos for visual learners.</p>		
<p><a href="https://careersportal.ie/sites/default/files/reachadmin/powerpoints/pdf/Preparation%20for%20Work%20Experience.pdf">https://careersportal.ie/sites/default/files/reachadmin/powerpoints/pdf/Preparation%20for%20Work%20Experience.pdf</a></p> <p><a href="https://careersportal.ie/sites/default/files/powerpoints/202102171351280.LC-TY-ActivityPack.pdf">https://careersportal.ie/sites/default/files/powerpoints/202102171351280.LC-TY-ActivityPack.pdf</a></p> <p><a href="https://careersportal.ie/members/reachplus/workx/index.php?community=guidance+reach&amp;userid=826803&amp;token=8d1d313acd2e1b75f0716eecd0fada26">https://careersportal.ie/members/reachplus/workx/index.php?community=guidance+reach&amp;userid=826803&amp;token=8d1d313acd2e1b75f0716eecd0fada26</a></p> <p><a href="https://careersportal.ie/members/reachplus/career_investigation/index.php?community=guidance+reach&amp;userid=826803&amp;token=8d1d313acd2e1b75f0716eecd0fada26">https://careersportal.ie/members/reachplus/career_investigation/index.php?community=guidance+reach&amp;userid=826803&amp;token=8d1d313acd2e1b75f0716eecd0fada26</a></p>					
<p><b>Modules 4 (March – May:8 weeks)</b></p> <p><b>Course Investigation</b></p> <p><b>Career Interest Awareness</b></p>	<p><u>Students will:</u></p> <p>-Understand how to research different courses</p> <p>-Understand C.A.O. points</p> <p>-Understand alternative access routes</p> <p>-Complete a course investigation</p>	<p>Powerpoint REACH + C.A.O. Careersportal UCAS</p>	<p>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.</p>	<p><u>Literacy:</u> Key terms Research</p> <p><u>Numeracy:</u> Calculating points</p>	<p>Create graphs representing different courses and the increase/decrease points over the past two years</p>

- *Developing myself*
- *Developing my learning*
- *Developing my career path*

<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>



Coláiste Chú Chulainn  
Cúram. Forbairt. Feabhas.

**Coláiste Chú Chulainn**



**Imetb**

*Bord Oideachais agus  
Oiliúna Lú agus na Mí*  
Louth and Meath Education  
and Training Board

## Literacy and Numeracy

### Numeracy:

Displaying Data:

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

Classroom displays –

Study Skills:

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

Each student tracks their own average % in the different subjects.

Timeline:

Senior students to create timelines of the academic year

Budget:

Senior students to create budgets for 3<sup>rd</sup> 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)



## Appendix 5

