St. Mac Dara's Community College,

Templeogue,

Dublin 6W

WHOLE SCHOOL GUIDANCE PLAN

GLOSSARY

CAO   Central Applications Office

DES   Department of Education and Skills

DLP   Designated Liaison Person (Child Protection)

DDLP   Deputy Designated Liaison Person

ESL   Early School Leavers

ETB   Education and Training Board

FET   Further Education and Training

HE   Higher Education

HPS   Health   Promoting   Schools

HSE   Health Service Executive

ICT   Information & Communication Technology

IGC   Institute of Guidance Counsellors

JC   Junior Cycle

JCSA   Junior Cycle Student Achievement

JCT   Junior Cycle for Teachers

LC   Leaving Certificate

LCA   Leaving Certificate Applied

LCVP   Leaving Certificate Vocational Programme

LLG   Lifelong Guidance

NCCA   National Council for Curriculum and Assessment

NCGE   National Centre for Guidance in Education

NCSE   National Council for Special Education

NEPS   National Educational Psychological Service

PDST   Professional Development Service for Teachers

PTR   Pupil-Teacher Ratio

SC   Senior Cycle

SEN   Special Educational Needs

SGH   School Guidance Handbook

SOL   Statement of Learning

SPHE   Social, Personal and Health Education

SSE   School Self-Evaluation

SUSI   Student Universal Support

TY   Transition Year

WSG   Whole School Guidance

Introduction

The main aim of Guidance and Counselling in second level schools is to provide a variety of services in three main areas, Personal and Social Guidance, Educational Guidance and Career Guidance. It involves the full range of interventions which assist students to make choices about their lives.

The first chapter looks at the school, St. Mac Dara's Community College which this programme is designed for. It focuses on the model of provision: Continuum of Support, Personal and Social Guidance and finally Educational and Careers Guidance activities are examined.

The next chapter examines the school guidance curriculum detailing junior and senior cycle activities and finally discusses evaluation and appraisal systems of the Guidance and Counselling Service within a whole school context.

All staff members have a vital role to play in the delivery of the Whole School Guidance Programme. This plan forms part of the Whole School Plan, it is not a rigid template and it will be evaluated, reviewed and updated routinely.

Chapter One

The School Guidance Service in the context of our School Mission Statement

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Mission Statement

We, the community of this College through a caring and collective approach, aspire to provide a broad based education for all, to foster respect and dignity and to promote a safe and just environment by positively encouraging all to realise their potential.

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Aims of the school Guidance service

The school guidance service reflects, in its aim, the school Mission Statement and the schools policy on guidance counselling. The aim of this service is to assist students in a meaningful way in their all-round development and personal growth within the educational philosophy of the school.

The main role of the Guidance service is to assist students in their educational, career, personal and social development while at school. This chapter outlines a programme that incorporates these three areas.

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). 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 and 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.

1.1 Setting the Scene

The Guidance Programme Plan outlined below is designed for St. Mac Dara's Community College, a large Community College in South Dublin. The school has approximately 870 students. It is co-educational and run by the auspices of Dublin Dun Laoghaire Educational Training Board. The Guidance and Counselling Department has 32 hours allocated to it and is serviced by two qualified Guidance Counsellors. There are two Guidance Counsellors' Offices/Careers Reading Room/Library with computers, broadband and WIFI access.

Planning within the school Guidance service:
The key to development planning within this service is to know the needs of the students and how to meet those needs. This service will, in collaboration with all those involved with the Whole School Guidance, keep records of the demands made on the service in a systematic way. Further to this, information will be gathered, both formally and informally regarding the opinions of service users – pupils, parents, staff and school management – with respect to the needs of these clients.

In an on-going process of evaluation, the planning of this service will be guided by the current needs and demands made by contemporary life on all aspects of our students development. Consequently, school management will review in partnership with the guidance counsellor, parents, staff and students how an integrated approach to meeting the guidance needs of pupils can best occur.

It is crucial that this collaborative approach to planning the Guidance Counselling Service is adopted if it is to have depth, breadth and real meaning throughout the school.

1.2   The Model of Provision

1.2.1   A Continuum of Support

A continuum of support model is applied to the St. Mac Dara's Community College guidance programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:
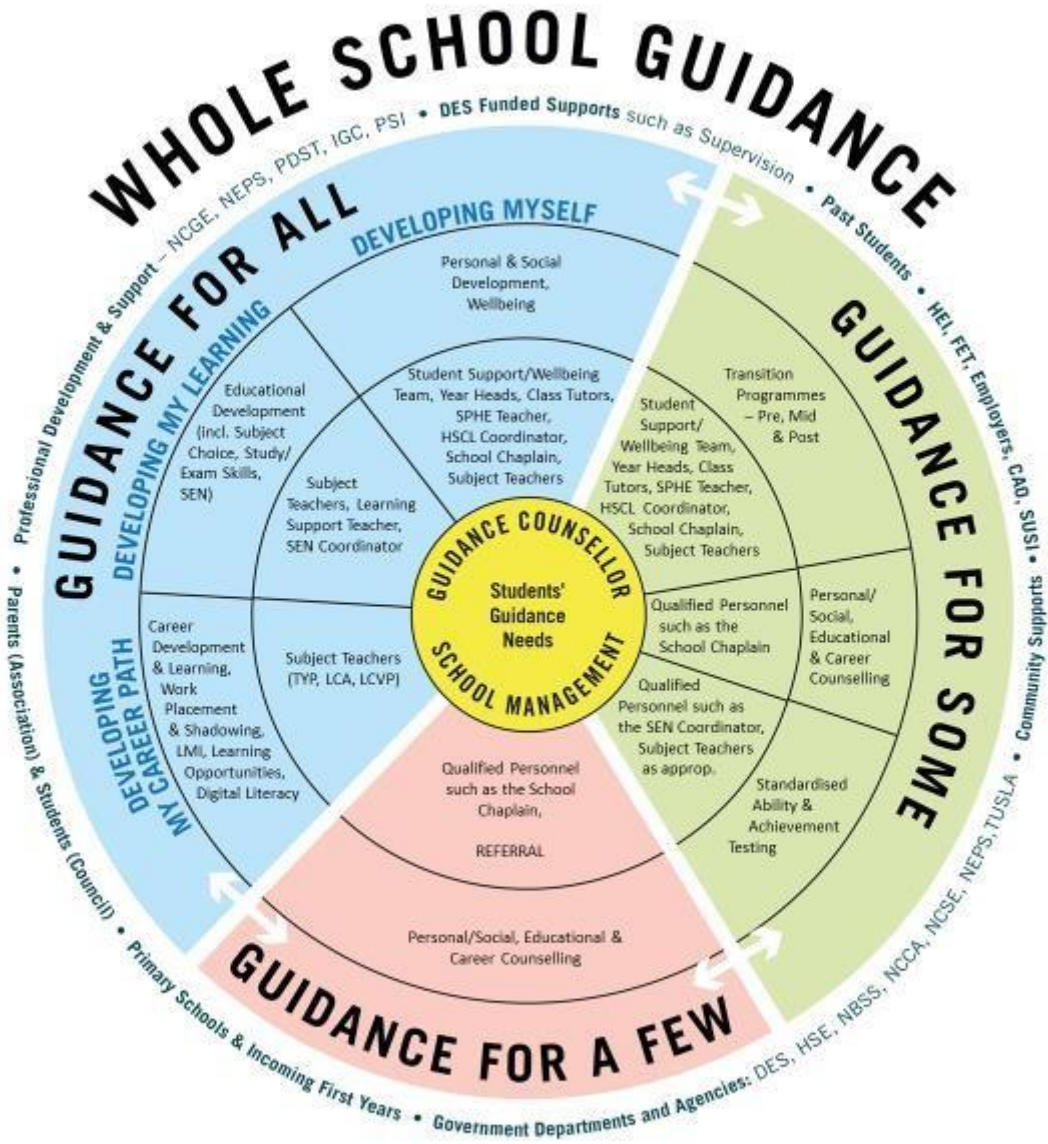
A)Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist 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, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY and LCVP).

B)Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the pastoral care team, SPHE teacher, SEN Coordinator, year heads, class tutors.

C)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 and important decisions during their time in post- primary schools. This support will require the expertise of specialised 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, shows the continuum of support model on which our School approach to guidance is offered. The guidance counsellor in collaboration with school management and staff, and external organisations/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.

WHOLE SCHOOL GUIDANCE

GUIDANCE FOR ALL

Professional Development & Support – NCGE, NEPS, PDST, IGC, PSI • DES Funded Supports such as Supervision

DEVELOPING MYSELF
Personal & Social Development, Wellbeing

Student Support/Wellbeing Team, Year Heads, Class Tutors, SPHE Teacher, HSCL Coordinator, School Chaplain, Subject Teachers

DEVELOPING MY LEARNING
Educational Development (Incl. Subject Choice, Study/Exam Skills, SEN)

Subject Teachers, Learning Support Teacher, SEN Coordinator

DEVELOPING MY CAREER PATH
Career Development & Learning, Work Placement & Shadowing, LMI, Learning Opportunities, Digital Literacy

Subject Teachers (TYP, LCA, LCVP)

GUIDANCE FOR SOME

HEI, FET, Employers, CAO, SUSI • Community Supports

Transition Programmes – Pre, Mid & Post

Student Support/ Wellbeing Team, Year Heads, Class Tutors, SPHE Teacher, HSCL Coordinator, School Chaplain, Subject Teachers

Qualified Personnel such as the School Chaplain

Personal/Social, Educational & Career Counselling

Qualified Personnel such as the SEN Coordinator, Subject Teachers as approp.

Standardised Ability & Achievement Testing

GUIDANCE FOR A FEW

Government Departments and Agencies: DES, HSE, NBSS, NCCA, NCSE, NEPS, TUSLA

Qualified Personnel such as the School Chaplain,

REFERRAL

Personal/Social, Educational & Career Counselling

GUIDANCE COUNSELLOR
Students' Guidance Needs
SCHOOL MANAGEMENT

Parents (Association) & Students (Council) • Primary Schools & Incoming First Years

Past Students

1.2.2 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 St. Mac Daras Community College students are exposed to 3 areas of guidance-related learning so as to allow them to develop in 8 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

➢ Developing My Learning

➢ Developing 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 & Thinking; Staying Well; and Communicating and Working with Others. The guidance counsellor has a role in planning, coordinating 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 A Few approaches.

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 competencies 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. The Guidance Counsellors is on the school Wellbeing Committee, Junior Cycle Wellbeing Guidelines (NCCA, 2017). The Wellbeing Guidelines state that "Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community" (NCCA, 2017; pg. 17). The Guidelines highlight wellbeing as a whole school endeavour. Six indicators of wellbeing are presented in the guidelines - 'active', 'responsible', 'connected', 'resilient', 'respected', and 'aware'. Guidance is highlighted as supporting 'learning about wellbeing and learning for wellbeing' for all students in junior cycle and is regarded as one of the main pillars for developing the Wellbeing programme in schools (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 minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

1.2.3   The Guidance Counselling service in a whole school context.

Everybody in the school community is involved in the Guidance Programme. However, in effect, the Guidance Counsellor consults with the following key personnel in the development and evaluation of the programme: Principal, Deputy Principal, Year Heads, Tutors, Chaplain, Care team, SEN Coordinator, SPHE Co-ordinator, TYP Co-coordinator, LCVP Co-ordinator, Parents Association, DDLETB Psychological Support Service, Student Council.

The Guidance and Counselling Department functions as a member of an educational team which includes the following:

➢ Management – Board of Management, Principal, Deputy Principal etc.
➢ Year Heads/Tutors
➢ Care Team
➢ Whole School Planning Group
➢ SPHE Team
➢ Extra-Curricular Development Team
➢ Guidance service team
➢ Wellbeing Team

The School management and Care team meet on a timetabled period weekly and there is also a lot of input here into the planning of the Guidance Programme and evaluation of the service.

1.2.4   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, 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 for school management and staff in the provision of appropriate guidance to students.

Whole School Guidance Overview

The following charts outline how Person, Social, Educational and Career guidance is delivered at St. Mac Dara's Community College.

Vocational / Career

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			Learning in the Area is Supported by		
	All	**Some**	Few	**Developing Myself**	**Developing My Learning**	**Developing My Career Path**	**Personnel Responsible**	**Methodologies'/Resources**	Curriculum
SCHOOL BASED GUIDANCE	✓				Employing effective personal learning/exam strategies		**ALL**	**ALL**	**ALL**
Career Meetings	✓					Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief &	Guidance Counsellor	Whole Class Guest Speakers	All

			expectations are influencing education, career goals & life choices			
SEN Access Program DARE/ HEAR		✓	Developing & maintaining self-esteem & a positive self-concept • Interacting effectively with others • Developing & growing throughout life	Management Teachers SEN Coordinator Guidance Counsellor	Outside Agencies Psychometric Testing	JC1 Onward
Career Investigation Portfolio	✓		Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities	Guidance Counsellor Teachers	Class Based One to one	LC1

Aptitude, Interest, Values and Personality tests	✓			Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour	Guidance Counsellor	Computer Room One to one	All
Career Options	✓			Establish how career related information has been used to make career decisions	Management	One to One/Class Based	ALL
Guidance Counselling Service- Re; subject choices for senior cycle and decide on career choices and CAO applications.	✓			Plan their learning path in line with career goals & aspirations • Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities	Guidance Counsellor	One to One	ALL

Vocational Subject Choice	✓		Demonstrate how educational options & achievements			

				relate to life & work goals	Management Staff	Timetabling	ALL
EXPERIENTIAL GUIDANCE	✓			**Understanding the world of work & life roles**	**ALL**	**ALL**	**ALL**
Career Expos	✓			Understanding the world of work & life roles	Guidance Counsellor	IT's/Universities/RSTC	Whole Group TY/LC
Open Days	✓			Explore the education requirements for further study & career interests	Guidance Counsellor	IT's/Universities/RSTC	LC1
Participation in the BT Young Scientist & Student	✓			Recognise the link between subjects (&levels), extracurricular activities & different career paths	Teachers	Facilities Outside Organizations	3rd Year/TY

Enterprise Programmes.	🟦	🟩	🟥			
Local Business Partnership LCVP – Visitors in, Visits out	🟦	✓		Utilise networks to enhance career development Opportunities	Teachers	Outside Organizations	TY/LCVP
Work Experience	🟦	✓		Evaluate work experience to-date & identify learning arising from this work experience	Management Teachers	Outside Organizations	TY/LCVP
HOME-SCHOOL PARTNERSHIP	✓	🟩		Making educational choices in line with career aspirations	ALL	ALL	ALL
Informative parent evenings; CAO, 3rd Yr. Subject & Programme Choice, 6th Class Open Night, 1st year Induction Night	✓	🟩		Explore subject (short course) choice & subjects for junior cycle/senior cycle Explore subject choice requirements for further/higher education, training & employment	Management Guidance Counsellor Teachers	Whole Group Facilities	ALL

Educational

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			Learning in the Area is Supported by		
	All	**Some**	Few	**Developing Myself**	**Developing My Learning**	**Developing My Career Path**	**Personnel Responsible**	**Methodologies'/Resources**	Curriculum
CURRICULAR SUPPORT	✓				Employing effective personal learning & exam strategies		ALL	ALL	ALL
Individual Guidance meeting re; subject choice	✓				Explore subject options for Junior/Senior cycle		Guidance Counsellor	Staff One to One	JC3/TY
Core Curriculum keeps options open	✓				Choose subjects (& level) in line with their own		Management	Differentiation instruction	ALL

	🟦	🟩	🟥	interests & abilities			
Maximum choice of subjects at Senior Cycle	✓			Making educational choices in line with career aspirations	Management	Facilities	ALL
Open pick of subjects	✓				Management	Facilities	ALL
Sampling of subjects for First Years	✓			Making educational choices in line with career aspirations	Teachers	Facilities Staff	JC1
Teachers use various teaching methodologies, implementation of effective group work and Assessment for Learning	✓			Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development	Teachers	Subject Departments ICT	One to One Whole Group ALL

Mixed ability classes	✓		Demonstrate effective social skills when cooperating, collaborating & negotiating with peers & teachers	Management	Differentiated Teaching	ALL
Differentiation for all levels including high achievers	✓		Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities	SEN Team	Differentiated Teaching	ALL
Subject Fieldtrips	✓		Plan & participate in work opportunities in line with their career goals & aspirations	Subject Departments	Whole Group	TY/LC1/LC2
Focus Weeks e.g. CollegeAwareness Week, Science Week, Maths Week	✓		Identify transferable skills & identify career areas that these apply to	Subject Departments	Whole Group	ALL
Programme Choice – TY, Leaving Certificate,	✓		Making educational choices in line with career aspirations		Facilities Whole Group	JC3/TY

LCVP Programme (also offered after school)					Management Program Coordinator		
Induction days Incoming 1st Years students	✓			Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others	Care Team	Whole Group Outside Agencies	1st Years TY
Parent & Student Teacher meetings at senior cycle	✓			Reflect on their learning style & attitudes towards learning	Management Teachers	One to One	LC1/LC2
ASSESSMENT & STANDARDIZED TESTING	✓			Choose subjects (& level) in line with their own interests & abilities	ALL	ALL	ALL
CAT 4	✓			Choose subjects (& levels) & educational options in line with	Guidance Counsellor	Psychometric Testing	Sixth Class

	✓						
NGRT - Reading Age	✓			further/higher education/ training & chosen career path & abilities	Numeracy and Literacy team/ Sen team	Psychometric Testing	1st Years
DPPT Read and Maths	✓			Reflect on their learning style & attitudes towards learning	Numeracy and Literacy Team/ Sen team	Psychometric Testing	2nd Years
DATS Differentiated Aptitude Tests	✓			Explore subjects in terms of the knowledge & skills associated with different areas of study/careers	Guidance Counsellor	Psychometric Testing	3rd Years
Analysis of State Exam results – subject department meetings, subject teacher and management meetings, staff meeting.	✓			Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities	Subject Departments Teachers Guidance Counsellors	Vsware	JC3/LC2
Term exams & reports	✓				Teachers	VSWare	ALL

Mocks & reports	✓			Teachers Office Staff	Mock Papers	JC3/LC2
Assessment for learning	✓			ALL	Whole Group	ALL
Classroom Based Assessments	✓			Teachers	Whole Group/In Class	JC
Assessment Tasks	✓			Teachers	Whole Group	ALL
Oral Exams	✓			Teachers	One to One	LC2
Practical Exams	✓			Teachers	Facilities	JC3/LC2
State Exams Junior Cycle, Leaving Certificate	✓			Exam Secretary	Whole Group	ALL

MOTIVATION & LEARNING	✓			Developing & maintaining self-esteem & a positive self-concept	ALL	ALL	ALL

Study skills	✓			Develop effective study skills & habits	Teachers	Whole Group	JC
Awards	✓			Adopt attitudes & behaviours to promote oneself	Teachers	Whole Group	JC/LC
Assemblies	✓			Adapt behaviour to enhance interactions with others	Management	Whole Group	ALL
VS Ware – all exam reports updated	✓			Evaluate study habits & exam taking skills & identify ways in which one can improve skills	Office Staff Teachers	Whole Group	ALL
LITERACY & NUMERACY STRATEGY AND SCHOOL SELF EVALUATION	✓				ALL	ALL	ALL

School library upgraded- books to suit pupils reading ability		✓		Identify and describe personal qualities, strengths, interests, attitudes	Library Coordinator	Whole Group Library	ALL

Keyword display & notebooks	✓			& values, feelings & emotions and how they influence behaviour Demonstrate problem solving strategies Explain how self-esteem & self-concept can influence goal setting & decision making Identify effective social skills & behaviour Explain how their behaviour & attitudes can influence the feelings & behaviour of others Describe how others' attitudes, expectations & behaviour Express feelings appropriately with Others	Subject Teachers	Noticeboards/Displays/Key Word Test	ALL
Drop everything and read	✓				Literacy & Numeracy Team	Whole Group	ALL
Maths week	✓				Subject Department	Whole Group	ALL
World book day	✓				ALL	Whole Group	ALL
Student survey	✓				ALL	Google forms	ALL

				Demonstrate appropriate communication & behaviour when cooperating with others Join networks to enhance their own personal, educational & career opportunities Demonstrate social/other networking skills Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development Ask for help when required			
SEN SUPPORT	✓			Developing & maintaining self-esteem & a positive self-concept	ALL	ALL	ALL
SEN Policy	✓			Identify and describe personal qualities, strengths, interests, attitudes	SEN Team	Whole Group	ALL

Activity				Description	Role	Facility/Method	Level
Teacher Awareness – Vsware SEN	✓			& values, feelings & emotions and how they influence behaviour	Staff	VS ware ICT Facilities	ALL
Update at staff Meetings	✓			Explore external influences on feelings, behaviour & attitudes	SEN Team	Whole Group	ALL
Transition Meetings			✓	Explain how self-esteem & self-concept can influence goal setting & decision making	SEN Team	One to One	ALL
Whole staff CPD	✓				Management	Whole Group	ALL
Individual CPD	✓				Teachers	One to One	ALL
SNAs			✓		SEN Coordinator	Differentiated Learning	ALL
Referral System	✓				SEN Coordinator	Outside Agencies	ALL

Team teaching / 2nd Teacher	✓			Reflect on their learning style & attitudes towards learning	Teachers	Differentiated Learning	ALL
Differentiation		✓		Evaluate study habits & exam taking skills & identify ways in which one can improve skills	Teachers	Differentiated Learning	ALL
EAFL support			✓	Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities Implement a study plan Plan for taking exams	SEN Coordinator	Differentiated Learning	ALL
RACE during In-house exams		✓		Employ effective assessment techniques when taking exams (time & stress management)	SEN Team	ICT Facilities	ALL
Use of Assistive Technology			✓	Develop their learning strategies & 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			Learning in the Area is Supported by		
	All	Some	Few	Developing Myself	Developing My Learning	Developing My Career Path	Personnel Responsible	Methodologies'/Resources	Curriculum
CURRICULAR/CO-CURRICULAR	✓			Developing & maintaining self-esteem & a positive self-concept			All	All	All
SPHE classes	✓			Interact effectively with peers & teachers to build positive relationships in life			SPHE Teaching Team	SPHE Subject Plan/Resources	JC/LC
RSE	✓			Develop effective coping strategies for dealing with change & transition			SPHE Team Outside Speakers	SPHE Subject Plan/Resources	JC/LC

Friends for Life Programme			✓	Explain how their behaviour & attitudes can influence the feelings & behaviour of others	Guidance Counsellor	Friend for Life Training Programme	JC
PE	✓			Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development	PE Teachers	Facilities	All
Career Guidance Classes	✓			Explore differences between career areas & requirements (including educational options) for working in different fields	Guidance Counsellors	Timetabled Classes TY Guidance Module (Lifeskills)	All
Wellbeing				Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices	All	Whole School	All

Activity				Learning Outcomes	Co-ordinator	Resources	Year Group
1st Year Induction Days	✓			Demonstrate effective social skills when cooperating & collaborating	Programme Co-ordinator	External Agencies	Whole Year Group
TY Programme		✓		Avail of opportunities & career experiences to develop one's potential	TY Programme Co-ordinator	Outside Agencies	TY Year Group
Resource Classes		✓		Investigate educational/apprenticeship, training/work opportunities	SEN Teachers	SEN Room ICT One to One	Identified Students
Science Week	✓			Recognise the link between subjects (&levels), extracurricular activities & different career paths	Science Dept.	Science Labs Facilities	All
World Book Day	✓			Identify transferable skills & identify career areas that these apply to	English Dept.	Library	All
Seachtain na Gaeilge	✓			Build networks to promote career	Irish Department	Classrooms Facilities	All
Green Schools		✓			Green	Supporting Businesses	All

				development & learning	Schools	Websites	

Activity				Learning Outcomes			
				Explore volunteering for personal /career development purposes	Liaison Teacher		
Wellbeing Week	✓			Demonstrate problem solving strategies	All	All	All
Sports: e.g. Football, Basketball, Badminton etc		✓		Employ decision making strategies to make			
				Explore external influences on feelings, behaviour & attitudes			
Arts: e.g. Choir		✓		Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development	Organising Teachers	Sporting Bodies e.g. GAA Local Facilities	Members
Other: Gardening Club, Walking Club			✓	Demonstrate social/other networking skills	Organising Teachers/SNA	Facilities	Members
				Demonstrate an openness & ability to interact with diverse groups			

STUDENT SUPPORTS				Assess the knowledge, skills & attitudes that meet life & work goals	All	All	All
1. Counselling		✓		Change behaviour & attitudes to enhance self-esteem & self-concept Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/ apprenticeship	Guidance Counsellor Chaplain	Guidance Offices/ Chaplains office	Referred Students

2. Assemblies and Pastoral Care System • (meeting withYearhead, Tutor, G.C., Management, SEN Team)	✓			Adopt behaviours & attitudes that will help realise education & career goals Adapt behaviour to enhance interactions with others Accept one's own limitations Year Heads; Class Tutor; Management; One	Tutors Guidance Counsellor SEN Co-Ordinator	

				to One; Pastoral Care Policy; Guidance	SEN Teachers		
3. Agencies • Liaise with; i) Educational Supports PSS/ NEWB ii) Health & Welfare Supports (CAMHS, Pieta House)			✓	For All; Guidance For Some; Guidance For a Few Developing Myself Developing my Learning Developing my career path Seek out significant others who will challenge & develop one-self Evaluate strategies one employs when resolving conflict with others Evaluate the effectiveness of social/other networks that one is a member of	Management G.C. Chaplain	GPs; PSS; Family Support Services; CAMHS; Gardaí; Túsla	Identified Students
4. Personal Development	✓			Identify and describe personal qualities, strengths, interests, attitudes	Management G.C.	Management G.C. Chaplain	All

Programmes i)		& values, feelings & emotions and how	Teachers	Teachers	
			Chaplain		
			SPHE Team		
			SEN Team		
Mentoring Programme		they influence behaviour			

5th Students Mentor 1st Years Peer Education Programme Customer Service Training Food and Fire Safety Training Manual Handling Training Personal Safety and Self Defence Programme Production			Explore external influences on feelings, behaviour & attitudes Explain how self-esteem & self-concept can influence goal setting & decision making		

ISPCC							
Resilience							
Workshops)							
Jujitsu							
CSI Experience							
Early Drive Course							
5. Programme **Induction Days** • Transition Years • Incoming 1st years	✓			Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour Explore external influences on feelings,	Management Teachers GC Chaplain SEN Team	Guest Speakers	Incoming 1st Years/ TY Students

behaviour & attitudes

			Explain how self-esteem & self-concept can influence goal setting & decision making			
6. SEN • Learning support • Early reading Intervention • Social skills • Behavioural skills • Organisational skills • Self-management Classes • Team Teaching/Assigned SEN Teacher for each Year		✓	Implement a study plan Plan for taking exams Employ effective assessment techniques when taking exams (time & stress management) Develop personal qualities & skills which meet career goals & aspirations Demonstrate the employability skills necessary to secure & stay in work Assess barriers to equality & inclusion in the workplace & in educational Settings	SEN Coordinator SEN Team SNA's	SENO SEC RACE Primary Feeder Schools; Youthreach; College Admission Officers; National Learning Network; PLC Colleges; CAO; College Disability Officers; SOLAS;	ALL

6. Community Support & Links		✓		Build relationships with employers/learning providers	Management	Awards Nights	ALL
Parents Association				Avail of opportunities & career	Programme	Guest Speakers	
Local GAA Club				experiences to develop one's potential	coordinators	Parent's giving Career Talks	
Local Employers					SPHE TEAM		
support TY/LCVP Work					PE Dept.		
experience					Teachers		
Local businesses							
support school shows							
and sponsor sports							
Teams							

6

Local business people provide talks for students	✓ (blue)	(green)					
Local primary schools support Christmas/enterprise fair							
7. Social Awareness	✓			Developing & growing throughout life			
Internet Safety presentation	✓			Interacting effectively with others (face-to-face & online)	Staff	External Agencies	
Road Safety							

		Identify effective social skills & behaviour	SPHE Team	Local Gardai	All

Fundraising Concern, Trocaire, Daffodil Day, Crumlin Hospital Vincent de Paul	✓			Explain how their behaviour & attitudes can influence the feelings & behaviour of others Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours Explore ways of communicating and resolving conflicts Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others Evaluate strategies one employs when	TY Coordinator SPHE TEAM	Counsellors Psychologist – Charities e.g. Trocaire, Concern RSA Rape Crisis Centre Pieta House	Whole Group
TY students work with students in St. Michaels House		✓				
Road safety Presentation		✓				

Green Schools	✓			resolving conflict with others			
				Reflect on the benefits & limitations of			
				communicating online			

			Evaluate the effectiveness of social/other networks that one is a member of Reflect on one's tolerance, respect & openness towards others with different abilities & from diverse backgrounds & cultures			
8. LEADERSHIP			Developing & maintaining self-esteem & a positive self-concept			
Gaisce		✓				
Green Schools	✓		Interacting effectively with others (face-to-face & online)	Management	Staff	ALL
Amber Flag		✓	Developing & growing throughout life	Coordinating		
Newsletter Committee		✓		Teachers		
Mentoring		✓	Demonstrate effective social skills			
Sporting Coaches		✓	when cooperating, collaborating &			

Student Council	✓				

Library Committee	✓	🟥	negotiating with peers, teachers & employers	
Technology Entrepreneurship for Girls	✓		Join networks to enhance their own personal, educational & career opportunities	
School Bank	✓		Demonstrate social/other networking skills	
Student Enterprise Programme	✓		Adapt behaviour to enhance interactions with others	
GAA Future Leaders	✓		Adapt behaviour to a variety of contexts	
Public Access to Law Programme	✓		Encourage inclusive behaviours & attitudes in others	
TY Graduation Committee	✓		Employ effective problem solving & decision making strategies	

9. HOME-SCHOOL PARNERSHIPS	✓			Interacting effectively with others (face-to-face & online)	All		All
1. Information Parent evenings; •Incoming 1st year Induction Night • 3rd Yr Subject & Programme Choice, • CAO & Future Choices Information Night for LC Parents • College and Careers exhibition for Senior Cycle Parents and Students • Talks on Study	✓			Explore subject (short course) choice & subjects for junior cycle/senior cycle Explore subject choice requirements for further/higher education, training & employment Investigate educational/apprenticeship, training/work opportunities	Management Staff Study Skills Specialists	Whole Group Facilities Staff Outside Speakers Mentors	All

| | | | Recognise the link between subjects (&levels), extracurricular activities & different career paths

Attend to their wellbeing | | | | |
|---|---|---|---|---|---|---|

| 2. Keep Parents informed via:

• Parent Teacher Meetings

 • School Website

 • ParentsAssociation

• Student Council

• Parent Representative on BOM | ✓ | | | Change behaviour & attitudes to

enhance self-esteem

& self-concept

Adopt behaviours & attitudes that will

help realise

education & career goals

Adapt behaviour to enhance

interactions with others

Accept one's own limitations

Reflect on the steps required to make

an effective

transition from school to

further/higher

Interact effectively with peers,

teachers & employers to

build positive relationships in life | Management

BOM

Parents | Vsware

Facilities | All |

				Build relationships with employers & learning providers			
3. Encourage parental involvement • Signing journal • Surveys •Book club • TY foreign exchange • Awards Night • Fundraising	✓			Interact effectively with peers, teachers & employers to build positive relationships in life Build networks to promote career development & learning	Tutors Teachers Management	Facilities School Journal Outside Agencies	All
10. Attendance Policy	✓			Develop good attendance and see the correlation between good attendance and the skill required for college/working life	Management	Vsware	All

Guidance service: Policy on Consultation

The Guidance service actively engages in a two-way process of consultation with students, teachers, parents, school management, and referral agencies. The guidance counsellor consults with partners with reference to and on behalf of the student in our care. We have a clear concept of our duties and responsibilities to all partners in consultation and all are made aware of the boundaries within which consultation takes place. If a consultation directly involves a student who is receiving counselling, the student is aware of the consultative process and is informed of its outcome. Respect for the individual is central to all consultative process and appropriate confidentiality is observed.

Consultation is an important process which deepens the knowledge base of the service and thereby increases its effectiveness. The service cannot function in isolation and needs to give and to receive information appropriately.

The main roles and responsibilities within our School are:

(a) Board of Management

The Board of Management has a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standard. The Board of Management manages the school in accordance with the Education Act (1998) Each school is required to comply with the Education Act (1998) and provide students with "access to appropriate guidance".

(b) Senior Management

The Principal controls the internal organization and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principals are in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principals, an Assistant Principal is placed in charge of the school.

Meetings with the management and the Care Team are scheduled weekly to ensure that management is up to date on areas of concern and is informed of relevant happenings within the service. There is scope here for managerial input into the evaluation and planning of the programme

The Senior Management team also have a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the guidance counsellor, school staff and other school partners such as parents.

(C) Guidance Counsellor

Guidance counsellors because of their specialist training have a professional role in each of the main areas of guidance: personal and social, educational, and career. Within personal and social their role for example may involve publicising to the students and at parents' meetings the work of the Guidance Counsellor and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available). Their educational role involves many aspects such as assessing incoming students prior to the student's entry to the school or liaising with management, year heads, and class teachers, subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning and personal organisation. Their career role may involve addressing all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellors will also address a meeting of parents on the same topic. In addition the guidance counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum. The Guidance Counsellors works collaboratively with all staff members and management. They meet regularly with the principal, deputy principal and chaplain. The guidance counsellor has strong links with outside supportive agencies and is a member of the care team. The Guidance counsellor is involved in delivering central aspects of the LCVP programme. The Guidance Counsellors and Chaplain as mandated persons are also well positioned, due to the nature of their work, to react to any child protection concerns.

(D) Chaplain

The Chaplain collaborates with all members of the school community and in particular with those who hold designated pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The Chaplain meets regularly with the Guidance counsellor, Principal and Deputy Principal. The Chaplain actively engages with year heads (at year head meetings and informally) and all members of the Care Team and outside supportive agencies. They are a member of the Care Team. The Chaplain has a specific mission toward the spiritual and pastoral care development of the entire school community.

(E) Care Team

The Care Team is made up of Management, Chaplain, Guidance Counsellor, SEN Coordinator and SPHE Coordinator. The Team meet weekly to review the needs of students. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at Care Team Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team.

(F) SEN Coordinator

The SEN Coordinator directs the provision and application of resources for students with special educational needs and/or specific learning difficulties. They liaises with the Principal, Deputy Principal and all staff, parents/guardians and outside agencies. They apply for resources including resource hours, special needs assistants and assistive technology. The SEN coordinator, and Deputy Principal liaise with special needs assistants, Guidance counsellor, Chaplain, Year heads, subject teachers and Principal.

(G) Subject teachers

 Subject teachers have final line role of responsibility for the education of all students in their classes. The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support. Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal responsibilities through management, pastoral care roles, coordination roles and through participation in programmes such as SPHE. Individual teachers may be sought out by students on an informal basis for advice and information. All teachers may consult with the guidance counsellor on the needs of an individual student and/or refer the student to the guidance counsellor/SEN Coordinator when specialist competence is required with due regard to confidentiality.

(H) Other Support Staff

Meetings with members of the Care Team and other staff are built into the timetable in order to facilitate good communication and to allow opportunities for referrals. There is also input here into the planning of the Guidance Programme.

The class teacher takes a particular interest in the activities and progress of the students in a class group, and helps the students to be positive in their behaviour and work. In addition, the class teacher serves as a special link between the school administration and the students, and co-operates with the year head in ensuring the students observance of the school rules.

(I)Year Head

The Year Head has general responsibility for the welfare of a year group. The year head oversees the student's attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The Year Head works closely with the subject teachers, class teachers, Guidance counsellor, Chaplain, Deputy Principal and Principal. The Year Head also links with outside agencies in conjunction with the above.

(J) Guest Speakers

Guest Speakers are engaged by School personnel to support the three dimensions/areas of Guidance. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff and parental body. Guest Speakers work in conjunction with existing school programmes/subjects/areas of Guidance so as to augment and support existing provision.

(K) Parents

This Plan adopts the legal definition of parent as set down in the Education Act, 1998. The Plan recognizes that parents play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents play a vital role in shaping their children's attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child. It is important that parents are aware of and support this Plan together with other school policies and procedures Parents are further encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and beneficial links between school and home. The Parents Association, too, in hosting seminars builds the personal capacity of parents. Parents can also participate in the guidance process through:

(i) Consultation with the guidance counsellor and other school staff.

(ii) Attendance at relevant information and other meetings at school.

(iii) Contributing to the development and review of the school guidance plan. And when possible

(iv) Providing personal assistance to the school guidance programme.

- Parents / Guardians, who are usually the most significant influence on the development of our students are consulted by means of the following formal and informal strategies:

- ➢ Parent –teacher meetings.
- ➢ Parent information evenings.
- ➢ Individual consultative meetings/phone calls.
- ➢ Parental involvement in developmental projects and association with the Parents Council.

The service is always open to communication with parents. It places special emphasis on the value of this two-way interaction and collaboration and appreciates the valuable contribution parents can make to many aspects of the guidance counselling service.

(L) Students

This Plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of St. Mac Dara's Community College. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their School. Wellbeing, SPHE, RE and CSPE cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. Because St. Mac Dara's Community College adopts a whole-school approach to Guidance students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class teacher, year head, guidance counsellor, chaplain, deputy principal and principal as they see fit. Fellow students also have a part to play in supporting their peers in difficulty.

Membership of these teams implies that the guidance service is open and committed to effective networking and teamwork in pursuit of a common goal i.e. the augmentation of the all-round development of the students in our care. This in turn has implications for the guidance counsellor and his appreciation of his own capacity to function as a member of a team and his ability to relate to colleagues in a professional manner. Consultation with students and on behalf of students is an integral part of the service. The willingness to listen and to be open to learning in partnership is communicated to all students. The process of consultation can take many forms and is encouraged throughout the student's years in this school.

Throughout the school year, time is allocated for both formal and informal consultation in the following ways:

1.3 Personal and Social Guidance

The overall aim of personal and social counselling in schools is to provide students with opportunities to work in self-defined ways towards living in a more satisfying resourceful way as a member of the broader society. Counselling incorporates a broad range of concerns including addressing and resolving specific problems, coping with crisis, improving relationships and self-esteem, dealing with conflicts, developing coping strategies and exploring thoughts and feelings. The guidance service is available to all people in the school community including parents and staff, However priority will always be given to students. Guidance Counselling incorporates individual counselling, group counselling and peer counselling. NCGE explains that Personal and Social Guidance Services facilitates "the transfer of knowledge and skills relating to a student's personal and social development, self-awareness decision-making and planning".[1]

1.3.1 Orientation of Guidance and Counselling Practice

The NCGE Guidelines for the Practice of Guidance and Counselling in Schools defines counselling as "Helping pupils on an individual/group basis to explore their own thoughts and feelings about their present life situation, about the choices, open to them, about the consequences of each choice."[2] The NCGE outlines further the responsibility of the Guidance Counsellor in relation to counselling:

> The Guidance Counsellor draws on knowledge, skills and attitudes from his/her training and experience, to help pupils to make decisions, solve problems, change behaviours or effect changes in their lives. Counselling should be offered on an individual or small group basis. The focus of counselling may be on personal, educational and career issues, individually or in combination. The Guidance Counsellor provides a caring context for counselling young people in personal crisis.[3]

Burkes and Steflre define counselling a follows:

> Counselling denotes a professional relationship between a trained counsellor and a client. This relationship is usually person-to-person, although it may sometimes involve more than two people. It is designed to help clients to understand and clarify their views of their life space, and

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[1]   NCGE 2004, Planning The School Guidance Programme, (NCGE 2004), 6
[2]   NCGE, Guidelines for the Practice of Guidance and Counselling in Schools (NCGE 1996), 4
[3]   Ibid, 6

to learn to reach their self-determined goals through meaningful, well-informed choices and through resolution of problems of an emotional or interpersonal nature. [4]

In 1996 the National Centre for Guidance in Education published a report for the Minister of Education in relation to the guidelines for the practice of guidance and counselling in schools. It states:

Counselling: Helping pupils on an individual/ group basis to explore their own thoughts and feelings about their present life situation, about the choices open to them, and about the consequences of each choice....

Personal and Social Development: providing knowledge and skills relating to personal and social development, self-awareness, and decision making and planning.[5]

Counselling facilitates students in crisis by suggesting and exploring a range of coping strategies and interventions in a caring and sensitive way appropriate to the individual's needs and developmental stage. Counselling can only take place in an atmosphere where the young person feels accepted and understood and where confidentiality is guaranteed except in cases where there is a risk to the student, to others or where there is on-going abuse or neglect. The Guidance service is committed to following the Department of Health's Child First Guidelines. Counselling can only take place at the request of the person and his/her willingness to participate. Thus while the person might be referred to the Guidance service for counselling by ,members of staff, year heads, tutors or parents , after an initial consultation it is always the students choice whether to continue or not.

The theoretical orientation of the school counsellor which is influenced by both Karl Rogers Person-Centred Therapy and Gestalt Counselling Therapy stresses the importance of three concepts during the counselling process: Congruence (genuineness, or realness), Unconditional positive regard (acceptance and caring) and accurate empathic understanding (an ability to deeply grasp the subjective world of another person).[6] The therapeutic goals of Rogerian Client-Centred Therapy fundamentally seek to place responsibility towards change with the client, allowing him or her move towards autonomy. The role and function of the Guidance Counsellor within this setting is to foster a therapeutic climate in which the student can move towards a clearer

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[4]   Burkes and Stefflre, *Theories of Counselling* (3rd Ed), New York: cited in An Introduction to Counselling, Me Leod, Join, Open University Press 1999

[5]   National Centre for Guidance in Education, Guidelines for the practice of guidance and counselling in schools, A report for the minister of Education Niamh Bhreathnach TDJNCGE 1996), 4/5

[6]   Corey, Gerald, Theory and Practice of Counselling and Psychotherapy

understanding of his or her true self, with the Guidance Counsellor creating a sense of security and safety and immersing himself to the point of almost being the student's alter-ego.[7]

Ryan suggests that the Department of Education requires the counselling dimension to be very much related to education and should concentrate on study guides, on improving student's skills and confidence, on discipline and relationships with teachers, and in general very much complement the guidance role. He considers further that the role of the career guidance and personal counselling cannot be separated in a secondary school. He further states that students come to the guidance teacher to talk about subject choice but often the original problem is not the true one and their difficulties and concerns are really about relationships, home trouble, or other social problems.[8]

1.3.2   Group Counselling

Group counselling will be offered in areas of assertiveness skills, self-esteem, early school intervention, dealing with aggressive behaviour. Counselling will be also offered to groups of students in circumstances of bereavement, parental separation and severe social problems. These groups will consist of six students whose attendance on the programme is voluntary. Parental consent is necessary here. The use of forms of Art therapy such as painting and using clay is one of the methods used.

The Guidance Service, in consultation with year heads, tutors and psychological support service may attempt to identify specific target groups who could benefit from group counselling. Group counselling has been offered in the following areas:

- Self esteem
- Coping with transition from primary to secondary educational
- Assertiveness training
- Aggression replacement therapy
- Early school leaving interventions
- All these groups are voluntary and run for a fixed period of time

1.3.3   Peer Counselling

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[7]   Corey, Theory and Practice of Counselling and Psychotherapy, 176
[8]   Ryan, Liam, *Counselling the Adolescent in a Changing Ireland Institute of Guidance Counsellor* 1993, 69/70

A peer group counselling is a discussion involving a small group of participants with a co-ordinator, which seeks to gain an insight into the participants' attitudes, experiences, feelings and perceptions. The peer group plays a supportive role in the social development of students. Student's concentration, reasoning and individual contributions to discussion are improved. The guidance service together with the co-ordinator and the chairperson of the student council offer programmes to promote leadership skills, mentoring and develop ways to meet the needs of the target groups.

1.3.4 Early School Leavers

The Guidance Service, in consultation with staff and resource department will attempt to identify potential early school leavers and develop appropriate early intervention strategies for this group of students. Where possible these would include making the curriculum more relevant by reducing the number of academic subjects and providing more personal and social development programmes, The guidance service will ensure that the curriculum provides for all abilities and talents and students are motivated to reach their full potential. It will focus on numeric and literacy skills liaising with the relevant school bodies. The approach needs to be personal, holistic, flexible, responsive and non-authoritarian.

1.3.5 Referrals

Students can be referred to the Guidance Service by Year Heads, Tutors, Parents and other staff. However, after the first appointment it is the students own decision to continue or not.

When a young person's problems are such that the guidance counsellor judges his expertise to be inadequate, then the Guidance Counsellor will refer the student to a more specialised service where such is available and will monitor the progress of such a referral. The Guidance Counsellor can refer a student to a non-school based professional where appropriate. Parental consent is required except in circumstances of physical/sexual abuse and neglect by family members following national health board regulations.

1.4   Educational Guidance

NCGE suggests: "Educational Guidance: services, such as counselling, and activities such as class/group work, to assist decision making related to course, subject and level in post-primary school: motivation and learning: study skills and examination technique."[9] The guidance service must administer varies assessment tests to first year students, transition year students, and senior cycle students. It must provide assistance in areas such as

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[9]   NCGE 1999, *Guidance and Counselling in Post-Primary schools*, (NCGE 1999),

subject choices options after the junior cent such as LCVP and TYP. It must organise introductory presentation on Guidance and Counselling to first year parents and primary schools and to first year classes along with presentations from Psychological Services on dealing with transitions for first years. The guidance service together with other departments organises a series of lectures for parents. These include:

- Options after the Junior Certifcate: Transition Year, LCVP etc.
- Subject Choice for Leaving Certificate
- CAO and UCAS and Options after the Leaving Certificate
- College and Career exhibition for Senior Cycle Students and Parents
- Coping with Adolescent: A Parent's Guide

The Guidance Service will consult with staff on a regular basis about how it can provide programmes to meet the needs of the students.

1.5   Career Guidance

Career Guidance is not an event but a process which begins on student entry to second level education and continues until he/she leaves and even after leaving school. NCGE explains, "Career guidance: services such as counselling, and activities such as class/ group work, to assist decision making related to choices of Education and Training courses: employment opportunities: job search skills: work and other life roles."[10] The Guidance service will include some or all of the following services:

- Organise career events and open day (College and career exhibition for Senior cycle Students and Parents)
- Provide information including, CAO, UCAS and the points system. It must liaise with staff when necessary
- Organise guest speakers and college presentations
- Provide students with skills and knowledge of career resources and software
- To enhance student skills in researching their own career
- Computer packages to assist in making informed career choices e.g. Qualifax, Pathfinder, Career directions, Careers Portal etc.
- Grants and scholarships
- Living away from home
- Mock interviews
- Careers nights for parents

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[10]   NCGE 1999, *Guidance and Counselling in Post-Primary schools*, (NCGE 1999), 6

Chapter Two: The Guidance Curriculum

2.1   Guidance Programme: First to Sixth Year

2.1.1   Junior Cycle

First Year

- Introductory presentation on Guidance and Counselling to first year parents
- Introductory presentation on Guidance and Counselling to first year classes
- To assist students with decisions in relation to options after the junior cert
- To assist students in using computer aided guidance packages/ software and the internet
- To assist students in using the careers library
- To provide personal/ group counselling where necessary
- Implementation of transition from Primary to Secondary School programme as outlined in this document.
- Assisting the implementation of the Care Programme with first year Year Head. Close liaison with form tutors and class teachers to identify those students who are experiencing difficulty.
- Academic monitoring and comparison of performance with results of CAT4 Aptitude Test to identify those who are over or underachieving.
- Individual counselling for students at risk.

Second Year

- Liaise with staff
- To assist students in using the careers library
- To provide personal/ group counselling where necessary
- To assist students with decisions in relation to options after the junior cert
- To assist students in using computer aided guidance packages/ software and the internet
- To Continued liaison with the Year Head to identify students at risk.
- Individual counselling for students at risk.
- Assembly visits with information on role of Guidance Counsellor and access of services
- Evaluation of progression from first year.
- provide personal/ group counselling where necessary

Third Year

- Study Skills workshops
- To administer Psychometric Tests including the DATS and other Career Inventories
- To assist students with subject choices
- To assist students in using the careers library/ Careers Computer packages
- To provide personal/ group counselling where necessary
- To assist students with decisions in relation to options after the Junior Cert
- Presentations to parents in relation to options after the Junior Cert
- To assist students in using computer aided guidance packages/ software and the Internet
- To provide personal/ group counselling where necessary
- Implementation of transition from junior to senior cycle programme as outlined in this document.
- Implementation of study and exam skills programme and classes.
- Assembly visits with information on role of Guidance Counsellor and access of services
- Information on training courses for those leaving school.
- Career interest tests conducted with students.
- Programme choice and subject choice classes.
- Individual Guidance for students/parents requiring information on programme/subject choice
- Personal Counselling.
- Evaluation of progression from second year.

2.1.2 Senior Cycle

Transition Year

- To assist students in developing their curriculum vitae
- To provide students with interview skills
- To develop students awareness of career areas that match their knowledge skills and interest
- To enhance and develop students verbal and written communication skill
- To assist students with subject choices
- To assist students in securing employment for work experience
- To develop students research skills-sourcing available positions information on employers
- To enhance and develop students verbal and written communication skill
- To assist students in identifying core skills, knowledge, aptitudes required for certain jobs

- To consider options after the Leaving Cert such as Third level, FETAC, etc.
- To organise career exhibits, school factory visits, guests speakers from the community, etc.
- To enhance and develop students verbal and written communication skill
- To assist students in identifying core skills, knowledge, aptitudes required for certain jobs
- To enhance and develop students verbal and written communication skill
- To act as the school staff liaison for Jigsaw Tallaght Peer Education (Mental Health support) programme.
- To assist students participating in Jigsaw Tallaght Peer Education (Mental Health support) programme.
- To liaise with transition year coordinator and other staff involved
- To assist students in using computer aided guidance packages/software and the interest
- To assist students in using the careers library and guidance computer packages
- To provide Personal/ Group Counselling where appropriate

Leaving Certificate

Fifth Year

- To assist students in developing their curriculum vitae
- To provide students with interview skills by preparing for the mock interviews
- To develop students awareness of career areas that match their knowledge skills and interest
- To assist students in using computer aided guidance packages/software and the Internet
- To assist students in using the careers library
- To enhance and develop students verbal and written communication skill
- To provide career information classes including, CAO, UCAS and the points system and alternative options after the Leaving Cert in the careers library with Internet access
- To organise career presentations, guest speaker from the community, school factory visits, etc.
- To administer Psychometric Assessments including Career inventories
- To organise study skills workshops
- To provide Individual counselling/Group Counselling where necessary
- Interest inventories and aptitude tests.
- Individual compilation of test results, academic performance, interests, hobbies and achievements prepared by all fifth years for file.

- Individual careers interview available on request.
- Organisation of taster session visits in IT Tallaght , UCD and TCD
- Personal counselling available on request or by referral.
- Evaluation of progression from fifth year.
- Assistance of students in seeking work experience.

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Sixth Year

- To assist students in developing their curriculum vitae
- To provide students with interview skills by preparing for the mock interviews
- To develop students awareness of career areas that match their knowledge skills and interest
- To assist students in using computer aided guidance packages/ software and the Internet
- To assist students in using the careers library
- To enhance and develop students verbal and written communication skill
- To assist students with subject choices
- To assist students in securing a place at third level
- To enhance and develop students verbal and written communication skill
- To assist students in identifying core skills, knowledge, aptitudes required for third level comes
- To provide career information classes including, CAO, UCAS and the points system and alternative options after the leaving cert in the careers library with Internet access
- To organise career presentations, guest speaker from the community, school factory visits, etc.
- To administer Psychometric Assessments including Career inventories
- To organise study skills workshops
- To provide individual one to one career appointments
- To consult with parents where appropriate
- To inform students of open days and organise visits to third level Colleges
- To provide relaxation and stress management workshops
- To provide Individual counselling/Group Counselling where necessary
- Implementation of the programme for transition from school to further education and work
- Close liaison with the year head and class teachers to identify students experiencing difficulties.
- Timetabled guidance class – educational, personal and vocational guidance modules.
- Guest speakers on all aspects of higher education, training and employment during the year.
- Applications to CAO and Further Education Colleges facilitated.

- Applications to College Access programmes facilitated e.g. HEAR and DARE
- Scholarship Applications distributed and facilitated.
- Application to further education colleges in Ireland and UK are facilitated.
- Application for training courses and jobs are facilitated.
- Mock interview preparation and organisation.
- Exam technique, stress, motivation and relaxation.
- Assistance of students in seeking work experience.
- Personal counselling available to all sixth years.
- One to One career appointments for all students on an on-going basis.

2.3 Overview of Guidance Year Plan

2.3.1 Term 1

- First Year Orientation Program
- Meetings with Year Heads, Tutors, Pastoral Care Team, Chaplain, Learning support teacher, Resource teachers, Subject Teachers and Coordinators
- Liaising with DDLETB Psychological support service Local Health board and local Gardaí
- Presentations for first Year, third year and sixth year parents
- Sourcing and updating Careers library, Computer Packages
- Classroom work with TYP, LCVP, Fifth Year and Sixth Year Students
- Personal/ Group counselling
- Organising study skills days for Junior and senior cycle students
- Individual career appointments for final year students
- Organising and reviewing careers nights for senior cycle students in three local schools
- Organising Career presentations from guest speakers in the school
- Identifying students at risk at the pre-parent teacher meetings
- Attending Higher Options with leaving cert students
- Attending meetings with Jigsaw, Tallaght (Mental Health Support) in relation to their Peer Education Programme.
- Liaising with parents committee
- Attending parent-teacher meetings

- Attending Guidance Counsellor's regional and national meetings
- Attending Counselling supervision and CPD from Institute of Guidance Counsellors

2.3.2 Term 2

- Providing Classes to senior cycle
- Updating Careers Library and computer Packages
- Providing career guidance/personal counselling appointments to senior cycle students
- Meetings with Year heads, Tutors, Pastoral care team, Chaplain, Learning support teacher, resource teachers, Year heads, Tutors and subject teachers and coordinators
- Administering Psychometric tests for senior cycle students and giving feedback
- Visiting Third level Colleges on open days
- Preparation for mock interviews –
- Assisting students TY students with subject choice
- Administering psychometric tests CAT4 for incoming first year students
- CAO and UCAS on line applications
- Liaising with parents and attending parents meetings
- Liaising with DDLETB Psychological support service
- Attending Guidance Counsellor's regional and national meetings
- Attending Counselling supervision and CPD from Institute of Guidance Counsellors

2.3.3 Term 3

- Providing classes to senior cycle
- Providing Stress Management workshops
- Researching where last year's Leaving Certs are now
- Evaluating and reviewing Guidance programme
- Attending Guidance Counsellor's regional meetings
- Updating and sourcing of careers library and computer packages
- Attending Guidance Counsellor's regional and national meetings
- Attending Counselling supervision and CPD from Institute of Guidance Counsellor

2.3.4 August

- Assisting students and parents with CAO, UCAS, FETAC and other options.

2.3.5 Other Guidance Service Activities

- Meeting with Guidance Counsellors in local schools on a regular basis; carers nights, in-service training etc.
- Giving feedback to parents, staff Board of Management and parents on guidance services
- Liaising with school departments and subject teachers
- Liaising with DDLETB Psychological support service, Local Health board and local Gardaí
- Evaluation and review of school guidance service including feedback from staff, final year students, parents association, and school management
- Administration and Management of the school guidance service
- Record keeping and report writing
- Maintain links with local community (employers etc.)
- Attending Guidance Counsellors regional and national meetings
- To act as the school staff liaison for Jigsaw Tallaght (Mental Health support) Peer Education programme.
- Attending meetings and conference of Institute of Guidance counsellors
- Attending Counselling supervision and CPD from Institute of Guidance Counsellors

Chapter Three: Guidance Service Policys

3.1   Policy on the provision of information for students

Information

Students need to have information on all aspects of their educational, vocational and personal development available to them. The service will assist students in the acquisition of useful information for enlightened decision-making. The needs of the students guide the nature of information available and a detailed need analysis is a prerequisite for information gathering.

The student first needs to understand how the school system operates.

The pastoral care programme, support services, mentoring system and guidance counselling practise and procedure is clearly explained to all students as part of their induction programme. The school journal outlines all significant rules and policies by which all students, staff and parents agree to abide within the school community and extended activities.

Information within the school system is made available by means of:

➢ Noticeboards: These are excellent means of communication and promotion providing that they are regularly updated and kept in good order.

➢ Intercom: This is used to draw student's attention to current events and notice board items. This facility is used on a daily basis to communicate news and also provides a means of affirmation for achievement with a whole school audience.

➢ Library: The school has an extensive library with a careers section which provides all students with accessible careers information. Computers further enhance the quality of information available to all students.

Information from outside the school system is made available by:

➢ The Computer Room: The impact of IT on the guidance counselling service has greatly improved the quality and quantity of information reaching schools. Much of the available careers software is of excellent quality and the fact that many now have the capacity to personalise user files (e.g. Qualifax, Careersportal, etc.) makes them highly attractive to students. The internet also makes specific information accessible immediately and this has significant advantages over the traditional careers library.

- Open days: The service will organise a number of visits to college open days throughout the school year. As a source of information, these visits can be excellent and they also provide the student with the opportunity to experience college life in a supportive atmosphere. The calendar of open days is made available to all senior students in September. Students are encouraged to attend open days which are specific to their interest areas.

- Career exhibitions: The service facilitates attendance at career exhibitions such as the Higher Options Conference and the More Options Exhibition. These exhibitions form part of the guidance calendar and provide an excellent means by which students and parents can access college, training agencies and services at all levels.

- Visiting speaker: Throughout the year, the service in conjunction with the SPHE, Chaplain and organises a series of guest lectures on a variety of topics. These topics range from talks on personal hygiene, study skills, interview technique etc. As part of the vocational guidance programme, the service invites speakers from third level and further education colleges to promote courses, training programmes and job opportunities both here and abroad.

3.2 Policy on Assessment

Assessment

"The focus of counselling is to identify people's abilities, personality characteristics and patterns of interests and to assist people in making choices and changes to improve their sense of well being and lifestyles"

Piettofesa Hoffman & Splete.

In this context, the school counselling service acknowledges the value of the use of psychological and educational standardised measurement instruments. Such instruments are used to enhance the counselling process and to flesh out the profile of the student, in so far as such tests are capable of so doing, for the purpose of general school records. The service is vigilant that those who use tests or have access to test results, are responsible in their use and competent in their interpretation.

In this school, the rationale for testing is many faceted but the principle from which all assessment emanates can be summarised in the words of Anastasi:

"Intelligence tests, as well as other kinds of tests, should be used not to label individuals, but to help in understanding them."

<div align="right">Anastasi and Urbina (1997)</div>

Operating from this principle, the rationale for testing may be listed as:

♦ Prediction of academic performance

♦ Categorisation of occupational interests

♦ Educational and career planning

♦ Personal and social development

Results of testing in these areas are viewed in the context of the whole student and test results are supplemented by school records and public examination results. This information is used to better equip all concerned with the welfare of the student and the student themselves in decision making.

Modes of Assessment:

Aptitude Tests	Problem Checklists
Personality Type Tests	Interest Tests
State Examination Results	Performance tests
General Ability Tests	School Progress Reports

The school guidance service will administer only tests which they are competent to administer and interpret. The results of tests will remain confidential with the exception of the CAT4 which are used for first year profiles. This service will endeavour to use the most recent editions of tests and norms within budgetary constraints.

3.3   Policy and procedure for individual appointments with a Guidance Counsellor
Scheduled appointments.

- Every sixth year student will have a minimum of one individual counselling appointment during their final year. These are scheduled appointments and are viewed by the counsellors as a priority service.
- Students make appointments through the procedure already outlined in the referral policy
- On making an appointment, the student is given a stamp in their Journal which states the time and date of the meeting.

- The student presents this journal to the teacher as he/she requests permission to leave her class for her appointment.
- The appointment is for the duration of one class period. If the appointment runs over time, a note explaining her absence is forwarded to the relevant teacher.
- Appointments are prioritised based on the level of urgency of the issue at hand. While every effort is made to see students as soon as possible, the service is constrained by time and numbers. This can, at times, create waiting lists.
- As counsellors are frequently called in to deal with crises situations, scheduled appointments may have to be cancelled at short notice. When this happens, the student is informed as quickly as possible and they must return to regular class. Their appointment is rescheduled for the next available time.

Unscheduled appointments.
- At times, the service needs to meet with students without prior appointment.
- In this instance, the secretarial office is informed as to the whereabouts of the student.
- Where possible, the class teacher is informed either at the time or soon afterwards as to the students whereabouts.

3.4 **Assessment for Learning in the Guidance classroom**

STRATEGIES		EXPLANATION
Share the learning intention	Teacher clearly sets out the purpose of the lesson i.e. 'what we are learning today'.	Example: The purpose of this lesson is that you will have an understanding of the CAO system.
Share the criteria for success	Teacher will tell the students what they will learn in the class i.e. 'What am I looking for?'	Example: 'By the end of this lesson you will be able to explain the term CAO and what the system is. You will know it is a third level college application system.
QUESTIONS		
	Allow for wait time	Systematically allow 5+ seconds for all replies to teachers

		questions, without prompting or answering first
		If no hands up-select students to answer questions – allow no volunteering or hands up OR
	Distributing answering	Ensure all students get to answer questions fairly by systematically calling, as appropriate, upon who will answer each question and track distribution OR
	Think, pair and share	In pairs students discuss question before answering

Due to the nature of Guidance Classes as information providing service many classes do not require written tests, homework etc.

As much as possible the teacher will use AFL techniques in classes to assess student's grasp of the concepts and topics covered.

3.5   Wellbeing

Wellbeing is a core principle of the new Junior Cycle curriculum and is defined as children being confident, happy and healthy and is seen as contributing directly to their physical, mental, emotional and social wellbeing and resilience. (DES, 2012)

The Guidance Counsellor works collaboratively with other members of the Wellbeing team in planning and developing the schools Wellbeing programme.

3.6   Additional Information

The School Guidance Service strives to incorporate the following into our service:

Retention

- An emphasis on the value of staying in school and progressing to further education.
- Educational Counselling in class setting and one to one on subject choice, levels, programme choice etc. to ensure appropriate options are chosen to best suit student's needs.
- Other educational guidance – study skills workshops, exam preparation, stress management etc. assist students cope with the academic pressures improving retention.
- Vocational guidance – access programmes, career counselling, career investigations, exhibitions, speakers, open days etc. all promote and familiarise students with careers and further education. This creates awareness of and desire to achieve career goals and so improves retention.
- Personal counselling – assistance in the resolution of personal difficulties improves retention in school.

Attendance

- Attendance is monitored through class attendance records taken every class.
- Participation in some Access Programmes and career related trips is dependent on regular attendance and this promotes and encourages good attendance

Literacy

- Aptitude tests CAT4and DAT's assess literacy
- Student Year Book and Career Directory, Prospectuses and other resources
- Reading
- Writing
- Power points
- Listening
- Speaking
- Websites
- Key Words on walls
- Key Words in back of folders

All the above promote and improve literacy in the Service

Numeracy

- CAT4 and DAT's assess students Mathematical reasoning

- CAO points calculation
- Budgeting for College

Exam Attainment
- The Guidance Service and Careers Classes are a non-exam subject however there is a strong focus and promotion of setting high targets for exam attainment in order to achieve College places.
- Exam attainment discusses with students during career interviews
- Participation in Summer Schools, Study skills workshops etc. improve exam attainment.

Parental Involvement
- Throughout the year and particularly at times of transition, it is the policy of management and the guidance service to meet with parents for the purpose of information dissemination and to answer any queries which parents may have. Parents are informed of the availability of tests, testing procedures and test results. The service is always open to parents for follow-up information. In the event of referrals, parents are always an integral part of the procedure.
- Assistance with college application forms and SUSI applications are offered to all parents.

Partnership with Others

There are a number of partnerships within the School Guidance Service
- Junior Achievement Programme
- DIT, UCD, TCD and other colleges.
- South Dublin/Wicklow IGC
- Tallaght Schools Guidance Cluster Group – More Options Exhibition
- School Staff Liaison for Jigsaw Tallaght (Mental Health support) Peer Education programme
- Dublin I.T's, Universities, Further Education Colleges
- H.P – I.T workshop

3.7 Provision of guidance counselling in online environment due to Covid-19 school closures.

It is recognised that provision of online guidance counselling requires additional and ongoing training and CPD to use these platforms.

Covid-19 presents all our schools with challenges not least for our students is access issues with regard to IT.

- Using Microsoft teams, Google, email or phone to work online with students as recommended by the DDLETB. It is our understanding that using these platforms ensures compliance with internet security.

Further supports are necessary in respect of equipment supplied by the DDLETB- specifically both work phone and work laptop.

- Guidance classes may continue using recommended technology/platforms, where appropriate.
- Where 1:1 guidance counselling is requested by a student under 18, then consent will be sought by texting/phoning/emailing a parent/Guardian who lives with the student.
- The parent or guardian will be requested to give consent in writing via email to allow the GC to engage with the student via phone or video. In the event of issues in this regard, contact will be made with the Principal.
- When online guidance counselling is deemed necessary and suitable, then appropriate protocols will be agreed between the student and the GC. There is "no one size fits all" and the supports offered need to be aligned to usual practice as outlined in the whole school guidance plan.
- Notes will be securely stored as per GDPR regulations
- Parents and students are directed to the school websites or HSE for external support services outside of school hours.

Professional, Ethical Attitude and Practice

The guidance counsellor demonstrates professionalism by adhering to legal, ethical and professional competence standards in their practice. A respect for the client, coupled with the ethical values of competence, responsibility and integrity serve to guide the practitioner in situations of competing obligations and of uncertainty where they are called on to make professional judgments.

In general, the guidance counsellor should consider giving the following information, as appropriate, to clients before the process of undertaking any guidance counselling activity, mindful of client diversity, including gender, culture, age and ability:

• the guidance counsellor's role in the relationship

• the extent of the guidance counsellor's responsibilities

• qualifications, areas of expertise and relevant limitations

• the nature of the guidance counselling activities involved and the reasons for undertaking them and the benefits to the client in the case of assessment or counselling

• any referral options which may benefit the client, where any presenting issue is beyond the guidance counsellor's current level of competency

3.8 Resources

The Staff: As the major concern of this service is the holistic development of the student within the school context, the primary resource which the service draws upon is the school staff who are crucial to this aim. The expertise and professionalism of the staff is the first resource tapped when the service requires assistance. All departments of the educational programme have a significant contribution to make to the guidance programme which this service offers. In particular, the guidance service works closely with the IT and the resource department.

The Chaplaincy and the Care Team work in tandem with this service in the provision of a personal development programme. Educational guidance is the concern of every department within the school and as such, the guidance service uses all departments as a resource in implementing its educational guidance programme.

Literature and IT: The service uses only current, noteworthy literature and computer software in the implementation of its development programmes. The service will keep up to date with guidance resources for use in schools through subscription to the IGC and the NCGE. As new resources become available, they are listed and reviewed by these organisations. This policy applies to tests and norms used as guidance resources also.

Library: Guidance section in the library which contains prospectuses and Career Information Resources. College literature maintained and updated by Class Captains and Guidance Counsellors. Career questions box with query slips checked weekly and student contacted and given appropriate guidance. Computers in the library with career related website addresses displayed on wall and instructions for Qualifax course search and Online Interest test.

Referral and information agencies: Referral, consultancy and information agencies used as guidance resources shall be evaluated and monitored as to their effectiveness in meeting the needs of our students. The guidance service seeks to maintain a wide network of resource agencies outside the school to ensure that our students have current information and effective support systems available to them at all times.

3.9 Evaluation and Appraisal System

The school guidance programme must be evaluated within a whole school context on an annual basis and reviewed in design every three years.

    Demonstrating accountability through the measured effectiveness of the delivery of the guidance
    program and the performance of the guidance staff helps ensure that students, parents, teachers,

administrators, and the general public will continue to benefit from quality comprehensive guidance programs.[11]

Sr. Una Collins suggests:

> Evaluation of the Guidance Service within a whole school context presumes that there is a process engaged for all aspects of the school services and key deliverables, Guidance is being evaluated within the school's delivery not an extra not separate, not   parallel. The owing of whole school evaluation and the processing of it is a key strategy of good and healthy learning and a requirement of good school management.[12]

Evaluation should be an on-going process and should include the needs are met: Personal and social, educational and career. Questionnaires should be presented to Principal, Deputy Principal and the parent's council, a random group of students from each year group to examine the impact of the guidance and counselling service. The following approach needs to be followed:

Provide parents, Colleagues and students with copies of the School Guidance Service policy and previous years objectives.

Ask the questions

What is going well?

What needs to change or to be added to the provision of guidance in this school?

How might the person responding to the questions assist in developing the school provision of guidance?[13]

The service will engage in an on-going process of self-evaluation which will use as its criteria, the level of satisfaction expressed by its primary users, the students. The service will constantly check the degree to which they feel the service meets their needs. Further to this, evaluation will take place at the end of each term in consultation with the principal, using criteria which have been previously agreed finally, at the end of each year, the service will evaluate the feedback from students, staff and parents in an effort to ascertain the degree to which the service meets the needs of its users. This feedback will be used in the planning of the service and the evaluation and recommendations will be discussed with management.

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[11]   N.C. Gysbers, and P. Henderson, P. *Developing and managing yow school guidance program* (2nd ed.). Alexandria, VA: American Counselling Association 1994, 362

[12]   NCGE *Managing the School Guidance Service* by Sr. Una Collins, accessed at www.ncge.ie/handbook_docs/sections/managing-school_guidance_service.doc on 10th December 2007

[13]   Ibid

Chapter Four   Conclusion

Guidance Counselling involves the full range of interventions, which assist pupils to make choices about their lives.

The first chapter looked at the school, St. Mac Dara's Community College which this programme is designed for. The next section outlined the personnel involved in the programme and section 1.3 detailed personal and social guidance and then career educational guidance activities are examined.

The second chapter examined the school guidance curriculum detailing Junior and senior cycle and finally discussed evaluation and appraisal systems within a whole school context highlighting the importance of meeting personal, social and educational guidance needs of the school.

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