

ST. JOSEPH'S COLLEGE

WHOLE SCHOOL GUIDANCE PLAN

1.0 INTRODUCTION

Guidance in schools is a range of learning experiences that aims to assist students to develop a sense of agency and self-management skills that will contribute to effective life choices (Ireland, Department of Education and Science 2005).

The process for review, redevelopment and implementation of a Whole School Guidance Plan began in April 2016. The key people involved in this review included the Principal, the Deputy Principal, the Guidance Counsellor, the Pastoral Care Team Leader, the Chaplain and Year Heads.

2.0 SCOPE

The Guidance Program Policy outlined below is designed for an all-boys' Secondary school in Ballinasloe, Co. Galway. St. Joseph's College is a voluntary Catholic School under the trusteeship of the Diocese of Clonfert. The school is managed by a Board of Management, which operates under the Articles of Management for Catholic Voluntary Secondary Schools. There are approximately 540 pupils and 1 Guidance Counsellor in the school. The student population of St. Joseph's College is divided into classes of mixed ability. Each year group has a year head who takes particular care of their group/year. They look after their welfare and education, and maintain contact with parents throughout the year. The Guidance department recognises the importance of this system in our school and fosters a cooperative relationship with the Year Heads in order to best meet our student's needs. Year Heads can refer students to the Guidance Counsellor for personal, educational and career counselling where they see fit. The Guidance office is in the Madden Building and comprises of an office / library / consultation room. The office is equipped with computer with broadband access, a printer, and telephone. Guidance classes take place in the students' base rooms and/or the ICT room. The Guidance Plan addresses the guidance

needs of all students at all levels within the school. It encompasses the three separate but interlinked, areas of Guidance:

- Personal and Social Development
- Educational Guidance
- Career Guidance

It includes sequential activities, organised and implemented as a collaborative effort by all school partners in order to ensure that it reflects the identified needs of students.

Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling includes personal counselling, educational counselling, career counselling or combinations of these.

The plan addresses the guidance needs of all students at all levels within the school. As guidance is a whole school concern, the plan applies to school management and staff generally.

3.0 RATIONALE & REVIEW OF POST PRIMARY GUIDANCE POLICY

The National Council for Curriculum and Assessment (NCCA) discuss the provision of guidance in post primary schools, in terms of section 9 of the Education Act (1998), as one that “aims to provide support for learners to enable them to make wise and informed personal, educational, and career choices” (National Council for Curriculum and Assessment 2007, p.3). The NCCA framework for guidance document explores guidance in the context of curriculum and learning outcomes. The NCCA highlight the fact that “learning in the domain of guidance and counselling is not expressed in terms of content mastery”, and further expand that;

As much of the learning is experiential in nature, the outcomes are more properly categorised in terms of the development of attitudes and personal awareness, of deeper understanding and appreciation of self and self-management.

(NCCA 2007, p.4)

The key documents in terms of guidance provision in post primary settings are the Green Paper on Education (Ireland, Department of Education and Science 1992), The White Paper on Education (Ireland,

Department of Education and Science 1995) and the Education Act (1998). The Green paper highlights a whole school approach to guidance, whereby students achieve self-understanding about their potential (Ireland, Department of Education and Science 1992). The White paper increases emphasis on the holistic approach, with the advancement of social, personal and health education of all students, as a school priority (Ireland, Department of Education and Science 1995). The Education Act (1998) advanced the development of guidance delivery in schools by clearly outlining the statutory requirement of post primary schools to “ensure all students have access to appropriate guidance to assist them in their educational and career choice’s” (1998 Section 9 (c) p.4).

The National Guidance Forum (NGF) was established in 2004 through the joint initiative of the Department of Enterprise, Trade and Employment and the Department of Education and Science. The NGF was established to explore how individuals access quality guidance throughout their lives, with a main objective to explore how individuals access “quality guidance appropriate to their needs” (NGF 2007, p.2). The NGF defines guidance as:

The process of facilitating individuals or groups at any point throughout their lives to develop their capacity for self-management of their personal, social, educational, training, occupational and life choices in order to grow towards their potential and thereby to contribute to the development of a better society.

(National Guidance Forum 2007, p.8).

Guidance in schools is a range of learning experiences that aims to assist students to develop a sense of agency and self-management skills that will contribute to effective life choices (Ireland, Department of Education and Science 2005). The Department of Education and Science (2005) guidelines are in keeping with international discourse and policy in relation to career guidance (Lam and Hui 2010; CEDEFOP 2004; OECD 2004). The holistic vision in the OECD (2004) recommendation also includes a concurrent undertone emphasising the role of career guidance “to contribute to public policy objectives” on a broad scale (OECD 2004, p.18).

4.0 RELATIONSHIP TO CHARACTERISTIC OF THE SCHOOL

Mission Statement

The Mission Statement of St. Joseph's College (**Appendix 1**) "aims to provide a holistic education for our students, enabling them to acquire the life skills necessary to live fulfilled lives". All students are treated as individuals with unique strengths. The Guidance policy reflects this respect for the individual in its student centred holistic approach. The enhancement of self-esteem and life skills and the development of potential - academic, personal and emotional - leading to greater personal autonomy for all students are its central goals.

5.0 WHOLE SCHOOL GUIDANCE GOALS

The whole school guidance plan exists as a resource document to ensure the overall aims and goals of guidance are constantly strived for. In summary, Guidance in St. Josephs's College aims to help all students in the school to:

- develop an awareness and acceptance of their unique talents and abilities
- identify and explore educational and career opportunities
- grow in independence and take responsibility for themselves
- make informed choices about their lives and follow through on these choices
- develop healthy relationships that will lead to a spirit of collaboration within school and the wider community
- develop life skills that will facilitate a journey of potential seeking in their personal, educational and vocational life
- support students that may encounter identity crisis in three broad domains: career identity, ideological identity, sexual identity.
- identify and help students' master key tasks in emerging career maturity

6.0 KEY MEASURES

The Key Measures of the Whole School Guidance Plan is presented under four headings:

- A. Statement of Guidance Policy
- B. Guidance Programme
- C. Guidance Resources
- D. Guidance Areas for Development

6.1 STATEMENT OF GUIDANCE POLICY

Guidance is regarded as a core element of the school's overall programme. The guidance programme seeks to respond to the needs of students' at all stages of their education in the St. Josephs College. A School Guidance Plan provides an essential framework for delivery of the school's guidance programme.



Guidance in schools primarily focuses on three distinct areas in students' lives, yet recognises that these three elements are often interconnected and interwoven. As such, a holistic and whole school approach to guidance forms the basis for this framework document.

School Personnel involved in Whole School Guidance

- Guidance Counsellor
- Principal
- Deputy Principal
- Year Heads
- SEN Team
- R.E. Teachers
- SPHE Teachers
- Peer Mentors and School Community
- Parents
- PE Teachers

Successful planning ensures a structured response to the educational, vocational and personal/social needs of students'. Whole School Guidance Planning is viewed a work in progress and will be monitored, evaluated and reviewed regularly. This policy sets out the school's response to the current needs of the students in the area of Guidance and Counselling. The Guidance Counsellor is seen as the co-coordinator of whole school guidance activities and the central person responsible for the continuous development within the guidance process. Through collaboration with school personnel involved in the development for delivering a whole school guidance program, the following table summarizes the key measures for delivery involved in the design of this framework document.

Table 1. KEY MEASURES IN WHOLE SCHOOL GUIDANCE

Personal Guidance & Social Development	Educational Guidance	Career Guidance
<ul style="list-style-type: none"> •TRANSITION •IDEOLOGICAL IDENTITY •AWARENESS •ESTEEM •SEXUALITY •RESILIENCE •DECISION MAKING •PSYCHOMETRIC TESTING •WELL BEING •SELF MANAGEMENT •PERSONAL RESPONSIBILITY •MOTIVATION 	<ul style="list-style-type: none"> •TRANSITION •ACADEMIC AWARENESS •ACADEMIC ESTEEM •LEARNING STYLES •STUDY SKILLS •ORGANISATIONAL SKILLS •SUBJECT CHOICE •EXAM PREPARATION •LEARNING SUPPORT •PSYCHOMETRIC TESTING •WELL BEING •INDEPENDENT LEARNING •SUPPORT •MOTIVATION 	<ul style="list-style-type: none"> •TRANSITION •VOCATIONAL IDENTITY •SELF ESTEEM •SELF AWARENESS •WORLD OF WORK •CAREER ICT RESOURCES •PSYCHOMETRIC TESTING •CAO PROCESS •PLC PROCESS •APPRENTICESHIP •QQI - NFQ •ACCESS TO COLLEGE •WELL BEING •PERSONAL RESPONSIBILITY •MOTIVATION

6.1.1 The Guidance Team

Principal

The Principal oversees Whole School Guidance of which the guidance programme and counselling is an important component. The Principal works with the Board of Management and Parents in relation to student welfare.

Deputy Principal

The Deputy Principal is in daily contact with students and may refer a student who she thinks may benefit from an appointment. The Deputy Principal is involved in subject choice from a timetabling and banding perspective and will refer students in relation to subject choice and also in relation to choosing levels for Leaving Certificate.

Year Heads

Personal well-being, educational development, discipline, pastoral care and communication with home.

Leaving Cert Vocational Programme Teachers (LCVP)

REACH+ programme, work experience, career investigation, enterprise studies, CV preparation.

SPHE & Pastoral Care Team

Promotion of physical, mental and emotional health and well-being across Junior Cycle Classes.
Promotion of physical, mental and emotional health and well-being across Senior Cycle Classes.

Religion Teachers

Relationships and Sexuality, Moral and Ethical Development, Self-Management.

Subject Teachers

Subject teachers interact on a daily basis with students. They focus primarily on academic areas but also employ a pastoral approach to positively affect student welfare. They too, will make referrals when deemed necessary. Exam Preparation, study skills and exam performance skills.

TY Coordinator

Creation of diverse Career Related Learning Experiences, Work Experience, Subject Choice, Self-direction and Reflective Skills Development.

SENCO

Assessments, RACE applications and DARE Applications, Support in Learning and teaching.

PE Teachers

Responsible for physical well-being of every student. Encourage and mentor students about the merit of exercise and links with increased well-being. Strong referral source for counselling.

6.1.2 Role of the Guidance Counsellor

The school Guidance service is managed by a professionally trained School Guidance Counsellor. Accreditation in the profession of Guidance Counselling in Ireland is managed by the Institute of Guidance Counsellors (IGC). The IGC recognises the following Irish Guidance Counselling programmes currently offered by third level institutions as meeting its entry requirements for formal recognition as a school Guidance Counsellor.

1. M.Sc. in Guidance and Counselling. Dublin City University.
2. M.A Guidance Counselling & Lifespan development / MA Guidance Counselling. University of Limerick.
3. Postgraduate Diploma in School Guidance Counselling. NUI Maynooth.
4. M.A Applied Psychology (Guidance Counselling). University College Cork.
5. M. Ed Guidance Counselling. Trinity College Dublin.

The role of the Guidance Counsellor may be defined as the full range of interventions made to assist students make certain choices about their lives. The Guidance Counsellor, as part of a school team, focuses primarily on the personal and social, educational and vocational development of the students. A holistic approach to Guidance provision is essential to ensure all students have “access to appropriate Guidance” (9 (C) Education Act.1998). The Guidance Counsellor is a member of an overall educational team. Furthermore, the Guidance Counsellor, in conjunction with staff and management, will be central to and supportive of pastoral teams and policies which attempt comprehensively to deal with in-school issues e.g. anti-bullying, substance abuse, crisis response, bereavement, child protection, promotion of well-being and relationship building.

Guidance planning should be considered as a process, to evolve over time, reflecting the needs of all students, available resources and contextual factors. The Guidance Counsellor will relate to school management through consultation with the Principal and Deputy Principal on matters affecting the planning of the school’s provision of personal, career and educational counselling, as well as on matters affecting individual students requiring intervention. The guidance counsellor will also relate with Year

Heads, the SENCO, Subject Teachers, Parents and others as appropriate. The counsellor has a role in informing the school management and staff of the operation of the guidance department, in contributing to the development and evaluation of appropriate programmes, in administering psychometric tests and interpreting their results, in data management, in administering the guidance service and in liaison with referral agencies and professionals outside the school. (See appendix 5)

The aim of the Guidance Counselling Service is to professionally answer the guidance and counselling needs of the student (the central figure in the learning process) in the context of the overall school mission statement (**Appendix 1**).

The three key areas in which the guidance counsellor has a major role and responsibility are:

- Personal counselling
- Career guidance and counselling
- Educational guidance and counselling

Counselling is an interactive learning process between counsellor and student, whether individual or group, which approaches, in a holistic way, personal, educational and/or vocational issues. Moreover, the availability of a counselling service can support individual students inside/outside the classroom context, the pastoral and the disciplinary structures in the school. Competitiveness, bullying, social exclusion, family crisis, scholastic under-achievement, abuse, homophobia, peer pressure, substance abuse and racism are some of the problems which can be assisted with the support of counselling.

- Individual Counselling - is an interactive process, which facilitates meaningful understanding of the self and environment and/or clarification of goals and values for future behaviour.
- Group Counselling - is a broad term covering types of counselling for more than two people. In group counselling members listen to, support and challenge each other and thus, learn to be open, constructive, and assertive and to experience how others see them.

The counselling service within the school operates in collaboration with processes within the school, which promotes the wellbeing of the school, particularly pastoral and disciplinary teams. Working within the requirements of The Institute of Guidance Counsellors Code of Ethics for legitimate practice, ensures that the service is properly supervised and monitored so that the student needs are prioritised and their rights protected. The service is both reflective of, and in line with, the Department of Health and Children's National Guidelines for the protection and welfare of Children Children First (2011) and with the recent Dept. of Education and Science Guidelines on Child Protection (2011).

6.1.3

Appointments with the Guidance Counsellor

If a student wants an appointment with the Guidance Counsellor, they can request same by using the appointment slips in the school journal. [Appendix 3] and post it in the letter box and he will be seen as soon as possible. The 1:1 guidance hours available to the school guidance counsellor (9hrs 40mins) are currently managed as follows:

15 Appointment Slots

- 7 held for career counselling for 6th Year Students.
- 6 held for personal counselling for the whole school body. Due to the structure of St. Joseph's College, the Pastoral Care Team Leader manages personal counselling up to Third Year. Therefore, the school Guidance Counsellor manages personal counselling for senior years.
- 2 held for educational counselling

All Sixth Year students in St. Joseph's College are given a 40 minute appointment with the Guidance Counsellor. Before going for a Guidance appointment, students are issued with Appointment slips [Appendix 4] signed by the Guidance Counsellor. A student must get ask their timetabled teacher for permission to leave his class at the scheduled time and have his teacher sign the slip. At the end of the appointment the Guidance Counsellor registers the time the appointment ended on the Appointment slip before sending the student back to class. The Guidance Counsellor also uses VSWARE, the school information system to register a withdrawal from class for a career interview / counselling session.

6.1.4

Target Groups

The School Guidance service is open and accessible to all students. It begins with students before they arrive at St Joseph's College and remains a source of support for students when they leave. However, the School Guidance Plan recognises that there are students who need to have priority access to the service. These include, but are not limited to, students who:

- Are undergoing a personal difficulty
- Are affected by bereavement, separation, divorce or other loss
- Are underachieving academically
- Have issues to do with behaviour
- Are new to the school
- Have experienced bullying behaviour and/or display bullying behaviour
- Have issues with school attendance
- LGBT
- Members of the Travelling Community
- 6th Year Students
- Repeat Leaving Certs
- Learning Support students
- Students with Disabilities
- Students who are parents
- Gifted & Talented students

6.1.5

Multi-Cultural Guidance Counselling

Multi culture is a facet of modern school life. The Guidance Counsellor will encounter multi culture on a daily basis and must be aware of that. The Guidance Counsellor operates from his/her own cultural background and recognises that each student he/she encounters, is operating from and in his own cultural network. The Guidance Counsellor best serves their students if he/she recognises that multi culture is not a narrow ethnic or racial band. Multi culture, rather, is finely woven through society in strands e.g. gender, sexuality, age, physical and mental disability, religious belief or socio-economic grouping. For the Guidance Counsellor, awareness of, acceptance of and a willingness to learn more about different cultures informs his/her counselling.

6.1.6

Information for Students, Parents & St. Joseph College Staff about the Counselling Service

Students

Particular attention is paid by the Guidance Counsellor in introducing the elements of the guidance service to the first year classes. It is important that the availability of the service is made known to them, as it will be a new educational resource to incoming first years. Students are informed or reminded of the procedure of using a guidance slip to leave class.

Parents

It is important that parents are made to feel free and welcome to come and visit the guidance counsellor. An appointment system is the best operational mode in this way. Alternatively, a phone call from parents over a concern can be accommodated quickly. Also, as part of overall school information dissemination e.g. school notices, parent-teacher meetings, open nights, enrolment days etc. Information regarding guidance and counselling is made available as required.

Staff Members

Transparency is the key word for the Guidance Counsellor in dealing with colleagues. Particularly with regard to students who have educational, physical, social or behavioural problems. Bearing in mind the Guidance Counsellor's obligation to confidentiality he/she may consciously and freely make available all relevant information about students to his/her colleagues. Information and new developments in guidance are to be shared with and made available to staff members. Enquiries are to be encouraged and a sense of inclusivity fostered.

6.1.7 CONFIDENTIALITY

The School Guidance Counsellor will work within the framework of the Code of Ethics for Guidance Counsellors as developed by the IGC (Appendix 7). As such, all students have a right to privacy and confidentiality during counselling with the Guidance Counsellor. The School Guidance Counsellor recognises that their student clients' are children, and as such will adhere to the Children's First Bill (2011) and therefore, will caution students about the boundaries of the guarantee of confidentiality in certain situations. There are some cases in which - for the student's best interest - confidentiality cannot be guaranteed e.g. in the case of abuse, bullying, and risk to another student's life. Within the

counselling process, the counsellor makes the student aware that confidentiality cannot be guaranteed in all counselling circumstances and that information of this nature may have to be referred to the Designated Liaison Person (DLP) in the school.

Confidentiality Statement made to students

“What we talk about here will remain confidential, (do you know what confidential means – it means that I won’t talk to anyone else about our conversation unless you agree to it), but there are some times when I have to tell or talk to someone else about what you tell me. These times are:

- If you tell me you are going to hurt or harm yourself
- If you tell me you are going to hurt or harm someone else.
- If you tell me that you are being hurt or harmed or abused in any way.

Even though, many issues that arise during counselling are not deemed issues typical for breaking confidentiality, the guidance counsellor may suggest in certain circumstance to the student that it would be prudent to consult with parents / guardians to ensure support for the counselling issue is received outside of school.

6.1.8

Personal Counselling

Counselling in a school setting is informed by the theoretical background to counselling / therapeutic relationships that are taught by the Third Level Institutions in Ireland providing the post graduate training in Guidance Counselling. Counselling is always delivered using Rogerian Core Principles of Counselling:

- Empathy
- Genuineness
- Unconditional Positive Regard

The Guidance Counsellor takes an active role in the provision and accessibility of counselling in school. This is done by actively informing the whole school community namely teachers, students and parents’ about the counselling service in the school. Students and/or parents are free to request an appointment with the School Guidance Counsellor. Appointment slips are printed within the school journal. The

Guidance Counsellor may also initiate appointments with pupils, teachers and parents. These circumstances include career interviews, career counselling, educational counselling and personal counselling. The Guidance Counsellor may consult school management, pastoral care personnel and the SEN team on such issues. Each student in the school can request an individual appointment with the Guidance Counsellor to discuss personal and/or career related matters. Where feasible within the allocation of 1:1 guidance hours, the Guidance Counsellor will aim to manage these 1:1 guidance requests.

6.1.9

Career Guidance & Counselling

The ways in which the counsellor fulfils this role include:

- St. Joseph's College incorporates a taster programme, which includes teaching and learning in all 8 elective subjects for the Junior Certificate during the first 8 weeks of first year. Before selecting their 3 elective subjects, the Guidance Counsellor will address all First Year students in class and at an educational/career assembly for students and their parents/guardians. During this assembly, the Guidance Counsellor will disseminate key information about early subject choice in regard to matriculation at Third Level. The Guidance Counsellor will also deliver a presentation on the CAT 4 (Cognitive Abilities Test 4) and inform students and parents about using the CAT 4 parents report as an extra resource for educational decisions.
- The Guidance Counsellor will address Transition Year students and Third Year students going straight to Fifth Year after Third Year at an educational/career assembly for students and their parents/guardians outside of school hours. During this assembly, the Guidance Counsellor will disseminate key information about subject choice within the school, subject curriculum and methods of assessment, learning styles and curriculum skills emphasis in relation to aptitude testing and implications for subject choice.
- In Sixth Year, the Guidance Counsellor will deliver a career talk outside of school hours to accommodate parents/guardians which will cover specific issues such as transition to work, further education and third level education. This talk will include essential information on the CAO process, the PLC process and the Apprenticeship programme.
- The Guidance Counsellor also takes responsibility for advising the students on the completion of

UCAS applications to the United Kingdom third level system along with assisting them in developing a personal statement in their application.

- The Guidance Counsellor will devise specific interventions where appropriate for students' pursuing an apprenticeship.
- Being available to pupils who have left the school to offer advice after the Leaving Certificate results have been issued, i.e. the day of the Leaving Certificate results day, round 1 of CAO offers and at the beginning of the new school term.

6.1.10

Educational Guidance and Counselling

The ways in which the Guidance Counsellor fulfils this role include:

- The Guidance Counsellor assists the Special Education Needs Coordinator (SENCO) in assessing incoming students prior to the student's entry to the school. The information gathered is used in conjunction with Learning Support and the Pastoral Care Team to initiate support services or request further assessment as soon as possible for the student.
- Liaising with the Principal, Year Heads, the SENCO and subject teachers concerning pupils who require intervention.
- Assist the SENCO with RACE applications for Junior Certificate and Leaving Certificate. This will include psychometric test administration and feedback.
- Offering those pupils counselling with regard to study techniques, educational planning and personal organisation.
- Liaise with the SENCO to identify students requiring further attention.
- Providing guidance and information to students and parents at appropriate stages in their educational progress during timetabled guidance and school talks outside school e.g. Implications for choosing to study at higher and ordinary levels in subjects, Junior Cycle subject choice and senior cycle subject choice.
- Liaise with Year Heads when students are opting to change subject levels at Junior Cycle and Senior Cycle. Offer educational counselling when appropriate. Record students' decisions and ensure parental consent is recorded in each student file. (See Appendix 6)

- Develop and tailor group and individual interventions to build academic self-concept amongst students especially in the area of academic self-efficacy. The Guidance Counsellor has many roles in the job. One of the main roles is seen as an academic self-efficacy builder.

The objectives of the guidance programme are not only framed by reference to the legislative requirements, but are also referenced by good practice disseminated by the IGC and the National Centre for Guidance in Education (NCGE). Guidance in the school is viewed as a holistic process which begins prior to the entry of the student into St. Joseph's College and concludes after the student has left the school.

6.1.11 ASSESSMENT

PSYCHOMETRIC ASSESSMENT

The administration of ability tests in schools should be restricted to appropriately qualified personnel who have been specifically trained in specialised psychometric testing including the selection and administration of such assessment instruments, interpretation of assessment results, scoring and feedback. Typically in the case of psychometric instruments of general ability (and individually administered achievement tests), such personnel will be qualified guidance counsellors or have other appropriate qualifications.

NCGE 2016

The Guidance Counsellor in St. Josephs College fulfills the role of psychometric tester. The Guidance Counsellor is recognised by the Psychological Society of Ireland (PSI) and the British Psychological Society (BPS) for Ability Test User (Level A) and Personality Test User (Level B). Psychological and educational assessments/tests are useful insofar as they provide information for the Guidance Counsellor and others for whom it is relevant. Judicious use of test information is helpful in predicting academic and occupational performance, classifying ability, assessing remediation requirements and levels of achievement. Assessment results are important. Yet, informed consent and feedback are of greater importance. Before testing students in St. Josephs College, informed consent (with the option to opt out) is gathered from individual students with parental consent. Informed consent includes information on the test itself, the perceived benefits for the test taker with a thorough explanation and interpretation of results of students' assessment. **(See Appendix 9)** The Guidance Counsellor is aware of the confidentiality and sensitivities of the student and the manner in which the Guidance Counsellor shares the information with the student. Feedback for the CAT 4 is given via a specially prepared Parents

Report. (See Appendix 10). This report is individually tailored for the student with specific reference to the implications for the learner across the four abilities tested. Feedback of the DATs is given 1:1 during the transition year. Furthermore, individual DATS scores will be stored in a locked cabinet for seven years in the Guidance office under current data protection guidelines.

Ability Tests used in St. Josephs College

- CAT 4 E – Incoming First Year
- CAT 4 G – Senior Cycle Students
- DATS for Guidance – Third Year Students
- WRAT 4 – RACE APPLICATIONS
- HEDDERLY – RACE APPLICATION

A range of instruments are used in the school by the Guidance Counsellor as part of career guidance and educational guidance. The WRAT 4 and the Hedderly are used by the Guidance Counsellor as part of the SEN requirements for RACE. Administration, scoring, Interpretation and feedback are carried out in accordance with Circular 10034/2015

CAREER ASSESSMENTS

St. Josephs College introduced the computer based REACH + programme in the academic year 2014/2015. This programme is created and developed by Careersportal, an Irish company based in Dublin. Students pay a small license fee in Transition Year to develop their personal career portfolio across senior cycle. This license is valid for three years. Students work on five core areas. Self-awareness, vocational awareness, the world of work, study skills and going to college and beyond. During the three years of portfolio building, the student completes important self-assessment tools such as Interest Inventories, Multiple Intelligence scales and Values Inventories. Transition year student use the work of work section to input their work experience diary. This application of the portfolio is seen as a core component of the transition year careers module. Students also use the portfolio for tracking performance in house attainment tests and target setting for state examinations. The REACH + programme is used in conjunction with the Guidance Counsellors guidance plan for the Transition Year, Fifth Year and Sixth Year. Currently, the Guidance Counsellor in St. Joseph's College sits on an advisory panel for Careersportal. This advisory panel is made up of Guidance Counsellors across the country and

is used as group think and an evaluation tool to constantly improve the efficacy REACH + for post primary students in Ireland.

Career Tests Used In St. Josephs College

- REACH + Self-Assessment Tests
- Career Decision Making Self Efficacy Test
- Values Inventory
- Myer Briggs Personality Assessment

Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process, and at moments of personal crisis. Counselling may include personal counselling, educational counselling career counselling or combinations of these.

Guidance Plan and Educational Levels

6.2.1

First Year Guidance Plan

- Introduction: Transition to second level – Should include: Difference/Diversity, educational development, change etc. First years should learn how to access the Guidance Service.
- Collaborative effort with class teachers, year head, pastoral care team & SPHE teachers. Four important modules in SPHE are Relationships, Emotional Health, Personal Safety, Sexuality are interlinked with child protection procedures.
- Monitor students vulnerable to bullying. (Sensitive information acquired from parents and guardians)
- Monitor students with bullying behaviours. (Sensitive information acquired from parents and guardians.
- Subject Choice Decisions
- Preparation for House Exams
- Study Skills...organisation/study method/time management
- Parent/Guardian information session on helping their child to study.
- Subject Option information session for Parents/Guardians
- SPHE programme delivery.
- Parent / Teacher Meeting
- Year Head Point of Contact
- Homework Journal

6.2.2

Second Year Guidance Plan

- Monitor students vulnerable to bullying. Monitor students with disruptive/bullying behaviours.
- Educational counselling by Referral from Year Head
- Personal counselling by Referral from Year Head and appointment.
- Collaborative effort with class teachers, year head, pastoral care team & SPHE teachers. Four important modules in SPHE are Relationships, Emotional Health, Personal Safety, Sexuality are interlinked with child protection procedures.
- Parent / Teacher Meeting
- Year Head Point of Contact
- Homework Journal

6.2.3

Third Year Guidance Plan

- Senior Cycle Options: Information for Parents and Students going to LC or LCVP

Third year students will soon be asked to decide which option they wish to take for senior cycle.

Options may include:

1. Established Leaving Certificate;
 2. Vocational Leaving Certificate;
 3. Transition Year.
- Collaborative effort with class teachers, year head, pastoral care team & SPHE teachers. Four important modules in SPHE are Relationships, Emotional Health, Personal Safety, Sexuality are interlinked with child protection procedures.
 - Monitor students vulnerable to bullying. Monitor students with disruptive/bullying behaviours.
 - Educational counselling by Referral from Year Head
 - Personal counselling by Referral from Year Head
 - Parent / Teacher Meeting
 - Homework Journal

6.2.4

Transition Year Guidance Plan

- Work Experience Diary – Development of Reflective Skills – Template provided by guidance counsellor. Diary Entries recorded in REACH+ portfolio. Diary reviewed by guidance counsellor. Feedback given on emerging reflective skills.
- Senior Cycle Subject Choice
- CV Preparation – Draft / Review / Redraft Technique
- Cover Letter Preparation
- Mock Interviews
- Relationship and Sexuality Module in Religious Education
- Ethical and Moral Development in Religious Education
- Regular Contact with YEAR HEAD
- Project work via many modules - development of career skills
- Independence and self-management via Transition Year Curriculum
- Psychometric testing – Career Decision Making Self-Efficacy Scale - Measures readiness for career decision making. Administer first in 4th year, repeat in 5th and 6th year. Followed by introduction to 2/5 skills required for career development: Self-Awareness and Environment Awareness

External

- Students encouraged to attend college open days, industry presentation, summer schools in HEI's.
- On-campus trip to NUI Maynooth or AIT?
- Career Information for Divergent Career Options. e.g. Nursing for boys?
- Career Fair in UL – October

6.2.5

Fifth Year Guidance Plan

- REACH + Programme
- Work & Life Values Test

- Safe Personality Test – Careers Portal / Myers Briggs
- Harrington O Shea CDM / Online Test – Qualifax / Self Directed Search
- Differential Aptitude Test (DAT)
- Directive teaching to prepare students for Career Investigation. This will be group work. Assessment and presentation to class.
- Introduction to career research skills – Career ICT Resources, using a college prospectus, Preparation for transition to senior cycle, Subject choice for senior cycle, Curriculum Vitae, Interview Preparation.
 - Educational Counselling – Referral by Year Head / Subject Teacher
 - Personal Counselling – Open Door Policy
 - Review of the National Framework of Qualifications.
 - Career options – what door do you want to enter?
 - Repeat Career Decision Making Self Efficacy Scale – Compare results to beginning of TY
 - Entry Requirements, Matriculation and Subject Specific Requirements
 - Research skills – Career ICT resources
 - Introduce students to 3rd, 4th and 5th career maturity skill set.
 - CAO & UCAS
 - HPAT / UKCAT / Portfolios
 - C.V. preparation
 - Interview skills
 - Relationship and Sexuality Module in Religious Education
 - Ethical and Moral Development in Religious Education
 - Regular Contact with YEAR HEAD
 - Access to Counselling

External

- Study skills workshop
- Students encouraged to attend college open days, industry presentation, summer schools / tasters in HEI's.
- On-campus trip to NUI Maynooth or AIT?
- Higher Options

- Career Information for Divergent Career Options. e.g. / nursing for boys.
- Career Fair in UL – October
- Garbally Alumni Guest Speakers

6.2.7

Sixth Year Guidance Plan

- Retest Career Decision Making Self Efficacy Scale – Compare results to beginning of TY and 5th Year. Refresh 6th year students' memory about the career decision making process and the 5 skill-sets needed to make mature career decisions.
- Devise interventions for students struggling with skills – they may need efficacy building interventions.
- Study Skills
- Stress Management I
- Educational Guidance by appointment and referral
- Personal Guidance by appointment
- Career Guidance for all students
- Invite Guest Speakers from HEI's and Industry
- Continue to empower students through efficient use of career ICT resources
- How to prepare for a Career Fair/Open Day.....
- Study skills: Revision
- UCAS: Application Procedure (Sept)
- CAO: Application Procedure (Nov/Dec)
- Progression to college via FETEC approved courses
- PLC
- Christmas Revision: Revision Planning
- Examination Technique
- Motivation / Esteem / Academic Efficacy / Goal Setting: Review of results (Jan)
- Alternatives to Third Level: information & guest speakers as appropriate (Feb)
- Interview Techniques (links into Orals/April)

- Grants & Scholarships
- Stress Management II
- Diversity / Sexual Orientation / Readiness for College / Decision Making
- Transition From Second Level ... changes/expectations
- Continuing Support / Encouragement / Empowerment
- Relationship and Sexuality Module in Religious Education
- Ethical and Moral Development in Religious Education
- Regular Contact with YEAR HEAD
- Access to Counselling

External

- Study skills workshop
- Students encouraged to attend college open days, industry presentation, summer schools / tasters in HEI's.
- On-campus trip to NUI Maynooth or AIT?
- Higher Options
- Career Information for Divergent Career Options. e.g. / nursing for boys.
- Career Fair in UL – October
- Garbally Alumni Guest Speakers

6.3 GUIDANCE RESOURCES

School Resources

- Board of Management and Principal
- Deputy Principal
- Full Time Guidance Counsellor
- Year Heads
- SPHE teachers
- Subject teachers
- Parents' Association
- Student Council
- Well Being Week Committee

- Guidance Office with secure filing cabinets, computer and internet facilities Careers Library
- REACH+ Programme &
- Access to Computer Room
- Dedicated Guidance Notice Board

Community Resources

- Work Placements
- Community Care
- Placements
- Visiting Speakers
- Local Primary and Secondary Schools
- Colleges of Further Education
- Colleges of Higher Education
- Engineers Ireland & STEM outreach programmes
- National Centre for Guidance in Education
- Institute of Guidance Counsellors
- Parents
- Garbally Alumni

6.5 ACTION PLAN 2016/2017

- Development of Careers Database of Garbally Alumni - Huge potential for Career Talks
- Development of Digital Testing
- Linking Assessment results from GL Assessment to SIMS
- Further Development of Well Being Week
- Introduction of Gaisce Awards for Personal Development
- Website: Updating Guidance section of website.

7.0 LINKS TO SCHOOL POLICY AND CURRICULUM DELIVERY

This Guidance Policy is consistent with other school policies already in place:

- Code of Behaviour
- Anti-Bullying Policy
- Learning Support Policy
- Relationship and Sexuality Policy
- Code of Discipline
- Admissions Policy
- Pastoral Care Policy
- Religious Education and Faith Policy
- Child Protection Policy
- Assessment Policy
- Homework Policy
- Substance Abuse Policy
- Critical Incident Plan
- Policy on Staff Induction

8.0 IMPLEMENTATION ARRANGEMENT, ROLES & RESPONSIBILITIES

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. This includes managing the process of guidance planning in co-operation with the guidance counsellor, school staff and other school partners. The Board of Management facilitates the attendance of the Guidance Counsellor at relevant training events and at in-career professional training during the school year.

Students

One student is elected from each class to represent that class and their colleagues at Student Council (SC) Meeting where student issues are discussed. Through the school council, students can identify and establish the needs and priorities of the guidance programme. St. Joseph's College operates a peer mentoring programme between Senior Cycle students and First Year students. School Management and the Pastoral Care team assist in the recruitment and selection of student mentors deemed as living the school values of respect, justice and compassion to fulfill this important role within the school

community. These mentors can refer individual student concerns to teachers, year heads, school management and pastoral care team members for referral to the Guidance Counsellor.

Parents/Guardians

Parents and other contextual factors have by far the most influence, directly or indirectly, on the choices made by young people. They have a major influence on the environment in which the young person lives including values, attitudes and lifestyle. Parents can participate in the school guidance process by attending relevant information evenings and parent teacher meetings, observing classroom behavior notes via the teachers comment section in the school journal and by actively engaging in the holistic development of their child. Parents are encouraged at all times to consult with the Principal or Guidance Counsellor with regard to the school guidance programme.

9.0 MONITORING THE IMPLEMENTATION OF THE PLAN

Each person or group of people involved in guidance provision, monitor and review the policy each year in August. The principal along with the Guidance Counsellor ensures that the plan is being implemented.

10.0 Review and Evaluation

Review of plan will take place annually by the Guidance Plan committee which is currently made up of the Principal, the Deputy Principal and the Pastoral Care Team Leader. Sixth Year students will be given the opportunity to evaluate career guidance provision in the school. (See Appendix 11) Different areas maybe selected for review by the Principal and the Guidance Counsellor at end of each year to review the whole school guidance provision offered by the school. The SC may be invited to contribute suggestions to the School Guidance Plan. The Principal will consult with the Board of Management at end of the academic year to assess guidance provision and feed back to the committee meeting in August.

11.0 BIBLIOGRAPHY

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Ratified by the Bord of Management – 5th September 2019

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