

# Eureka Secondary School Kells

EUREKA



## School Guidance Plan

# School Guidance Plan 2017-2018

## **Eureka Secondary School**

[www.eurekasecondaryschool.ie/careerguidance](http://www.eurekasecondaryschool.ie/careerguidance)

### *Mission Statement*

1. Eureka Secondary School aims to provide the highest quality education possible to meet the needs of all students, within the limits of available resources, and within the environment and ethos that promotes Christian values, mutual respect and responsible citizenship.
2. The school aims to offer opportunities equally to all its students, whatever their ability, circumstances or religious experiences, in order to develop each person's potential to the full. Programmes are provided to facilitate students whose goal is further education, those who wish to enter the world of work, and those who wish to return to full-time study.
3. The school is committed to maintaining a supportive partnership with parents who are the primary educators of their children, with employers, schools, the local community and the parishes from which the pupils come.
4. The staff, the school's most valued resource, are supported and encouraged in their work, and we aim to promote their individual and corporate development through supportive structures and in-service training, both internal and external.
5. The school is committed to developing a community where mutual respect reigns, where personal standards of work and behaviour are high and where students grow to recognise fully their responsibilities both to themselves and to others. Our hope is that when they leave school they may be better able to take their place in society as mature and responsible citizens imbued with the Christian values which are the inspirations of this school.

### **Background**

Eureka Secondary School is a voluntary Catholic school under the trusteeship of CEIST. We have 679 students. These students come from a very wide catchment area (students from counties Meath, Cavan, and Westmeath attend our school). We offer both Junior and Leaving Certificate programmes with the options of undertaking Transition Year and we also

provide the option of undertaking the Leaving Certificate Vocational Programme (L.C.V.P.) and The Leaving Cert Applied Programme (L.C.A.)

### **Preamble**

The nature and range of guidance activities offered within Eureka Secondary School are based on the premise that guidance is both a whole school concern and a specialist area within education.

It was the working practice within Eureka Secondary School that these specialist responsibilities are proportionately distributed between two practitioners as allocated by the Department of Education & Science under the normal rules of allocation and the Guidance Enhancement Initiative. Since the removal of the allocation under the G.E.I. these responsibilities have been passed on to a single Guidance Counsellor. Consequently, there has been a reduction in the services offered. The school recognises the importance of the needs for specialist counselling supports for our students. On that basis, the Board funds two additional counsellors to come in for two and a half school days per week

This plan refers to the subject 'Guidance' as it is delivered in Eureka Secondary School, cognisant of student needs and available resources. This plan is not a rigid template and reflects the distinctiveness of Eureka Secondary School in its own environment and circumstances. The Guidance Department's Plan that follows is an attempt to set down in writing what is already happening in practice, some of it in a voluntary capacity, as well as to focus on areas with a view to implement strategies for their improvement. This plan forms a part of the Whole School Guidance Plan.

### **Mission Statement**

Eureka Secondary School aims to provide the highest quality education possible to meet the needs of all students, within the limits of available resources, and within an environment and ethos that promotes Christian values, mutual respect and responsible citizenship.

The school aims to offer opportunities equally to all its students, whatever their ability, circumstances or religious experiences, to develop each person's potential to the full. Programmes are provided to facilitate students whose goal is further education; those who wish to enter the world of work; and those who wish to return to full-time study in the school.

The school is committed to maintaining a supportive partnership with parents who are the primary educators of their children; with employers, schools, the local community, and the parishes from which the pupils come.

The staff, the school's most valued resource, are supported and encouraged in their work and we aim to promote their individual and corporate development through supportive structures and in-service training, both internal and external.

The school is committed to developing a community where mutual respect reigns, where personal standards of work and behaviour are high, and where students' grow to recognise fully their responsibilities both to themselves and to others. Our hope is that when they leave school they may be better able to take their place in society as mature and responsible citizens imbued with the Christian values, which are the inspirations of this school. The school fosters an environment where bullying behaviour is not tolerated and all breaches are treated seriously.

### **The Aims of the School**

- 1.To provide an environment that will enable us to recognise the individuality and uniqueness of each student and to cater for her specific needs.
2. To promote and support the Catholic ethos of the school, while facilitating the spiritual and personal development of all students, whatever their religious experience.
- 3.To provide a comprehensive social, personal and health education programme that will enable students to be, well-informed, responsible, healthy and well-adjusted adults.
- 4.To provide a variety of programmes to cater for the different needs of students.
- 5.To provide the best possible facilities for Physical Education so as to enable students to pursue a healthy life-style, encourage teamwork, learn social skills, be aware of the importance of work and recreation, and be able to cope with competition.
6. To provide as wide a range as possible of extra-curricular activities.
7. To provide opportunities for staff to enhance their professional and personal development to achieve the above aims.
8. To provide channels of communication to parents to keep them informed, to invite feedback, and to foster mutual support and partnership in achieving our aims.

The guidance plan reflects the schools respect for the individual in its student centred holistic approach. The enhancement of self-esteem; the development of life skills; the development of potential – academic, personal and emotional and the promotion of autonomy for all students are its central goals. The rationale for a school guidance plan

stems primarily from the [Education Act \(1998\)](#) which states that a school shall use its available resources to: *“Ensure that students have access to appropriate guidance to assist them in their educational and career choices. To promote the moral, spiritual, social and personal development of students in consultation with their parents, having regard to the characteristic spirit of the school.”* The act also places a duty on the Board of Management of the school to prepare a school plan, of which the guidance plan would form a part, and to regularly review and update it. The plan contains scope for interim planning in response to new developments e.g. Wellbeing Guidelines and JCT reform, in response to developments in the community, in response to any critical incidents which may occur or any feedback or research acquired. The recent guidelines for school guidance and planning states: *“Guidance provision is a whole school responsibility, and should be developed and implemented in consultation with parents and students. Equally the schools guidance programme should draw on the expertise of the guidance counsellors and all relevant management and staff.”*

**Guidance:**

Aims: Guidance in a school is an ongoing process involving a range of learning activities such as information-giving, counselling, and various types of assessment. These are offered in a developmental sequence appropriate to the age and needs of the students. The guidance process helps the student to develop and accept a full personal, social, educational and career awareness of his/her personal talents and abilities.

**Guidance includes all support services within the school:**

The Guidance Counsellor

Special Needs Coordinator

Year Heads

Class Tutors

Subject Teachers

Principal

Deputy Principal

Special Needs Assistants

Pastoral Care Coordinator

Two Qualified School Counsellors on premises P/T basis

Guidance provision is an integral part of all aspects of school life. All teachers and support staff have a part to play in the planning and delivery of the school's guidance plan.

All guidance and counselling should be in consultation with the Guidance Counsellor and appropriate records retained by the Guidance Counsellor.

### **Counselling \* Counselling Policy**

As part of their work role, guidance counsellors and qualified school counsellors undertake one-to-one counselling sessions with students. They carry out their work in accordance with their associated professional bodies IGC and IACP and attend adequate supervision.

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. Counselling can only take place in an atmosphere where the young person feels secure, accepted and understood, and where confidentiality is guaranteed. In some cases, to meet the needs of students, they will be referred to a psychologist, local therapist, or appropriate outside agency in the area. Where students are considered at risk either during school time or especially during school holidays, they will be referred to local counselling agencies. Social workers and the Education Welfare Officer may also be informed. The many typical presenting problems include; Personal Problems- anxieties, fears, self-esteem, developmental problems, illness, post traumatic stress, bereavement. Family Problems- separation and divorce, violence, child - parent tension, arguments/disagreements; Peer Group Problems- rows/disagreements, bullying, fighting, relationship problems; Educational Problems- motivation, discipline, school work, exams, teacher/student relationships, truancy, school refusal; Behavioural Problems- sleeping, eating, phobias, obsessions, aggressions, psychosomatic, running away, stealing, self-harm, drug and alcohol abuse, crime, violence; Vocational Problems- career/work choices, work experience; Social Problems- abuse, financial, accommodation, unemployment, substance/alcohol/drug abuse and misuse.

#### **Provision:**

The school has an allocation of 22 hours

This comprises of:

- 16x Career Guidance Classes- 1 class per week for Ty,5<sup>th</sup> and 6<sup>th</sup> years
- SPHE/Guidance 3<sup>rd</sup> Years - 1 class per week
- 15 x class periods for one to one career guidance and counselling appointments
- 11 hours of personal counselling

In addition to these allocated hours, the transition year L.C.V.P. curriculum contains modules and tasks which facilitate student's exploration of careers and the world of work. These are explained in greater detail in the next section which contains the school Guidance and Counselling Programme for each year.

### **PROGRAMME FOR FIRST YEAR**

#### **AIMS:**

- To help ease transition from Primary to Second level
- To help the students to understand and accept themselves as they are, while looking at what they might become

- To familiarise both students and parents with the role of the guidance counsellor; (a) by visiting each class and explaining our function to them (b) by providing an explanatory leaflet on our function/work to parents and by attending year group parent meetings.
- To identify pupils who may be at risk, by one-to-one counselling in consultation with Year Head, Tutors and the Pastoral Care Team.
- To liaise with Principal and Remedial/Resource teachers about help for those who might need it.

## COMPONENTS:

Assessment of First Years prior to entry; information giving; Communication; Parent's Meeting; Pastoral care; Individual Counselling; Individual Guidance; SPHE programme(Resilience Friends for Life )

## PROGRAMME

### **Assessment of First Years prior to entry \* see Appendix 2 Psychometric Testing Policy**

The Guidance Counsellor will manage and co-ordinate the Saturday entrance assessments for the incoming students and will also assimilate and organise reports for the curriculum programme coordinator. Tests that are regularly used include the Dromcondra Reasoning Tests (Numerical Ability and Verbal reasoning), NRIT and in the past the CAT4 level E tests and Group reading test. Reports are generated for parents and students and teachers. These tests are usually administered in the November period prior to entry.

The purposes of the tests are:

1. To give an indication of the general level of intelligence of the students.
2. To help identify students in need of extra help with literacy and numeric skills and also those who may benefit from referral to the Centre for Talented Youth
3. To place students in suitable First Year classes according to school policy i.e. to achieve a suitable blend of abilities and ages and to place students from a range of feeder schools and countries of origin in each class to create the optimum group dynamic in terms of fostering learning, friendships and integration.

A class visit should be made early in the first term to all First Years where the following is covered: Role of various members of staff; including Guidance Counsellor; what to do *if you are being bullied; if you are feeling upset; if you are feeling unwell; if you are lost; if you are struggling with homework or study*. Give an overview of their role as part of the school community and as partners in their own education; options open to them and the consequence of choosing these different options.

Through assembly the year head and class tutors will guide students regarding-

1. Value system of the school
2. Behaviour in school; value or otherwise of school rules.
3. Relationship with staff and student's.
4. The difference between primary and secondary school.
5. Bullying and what to do if it happens.

The school has a well-developed induction programme\*(see Induction programme outline), which is delivered in the first week of the school year by Year Head and Tutors. Issues that may arise from this such as bullying or school adjustment should be referred to the Guidance Counsellor. A prefect system is also set up between First Years and Sixth Years which serves a two-fold purpose: The First Year may feel they have someone in the school looking out for them and someone closer in age to confide in. The sixth year may learn some valuable skills in becoming a responsible adult.

### **Communication**

Continued liaison with Year Head, tutors, S.P.H.E teachers, C.S.P.E. resource/remedial teachers, The Pastoral Care team, The EAL team and other relevant school personal is essential re issues arising such as: students at risk, having difficulty adjusting to first year, in need of academic support or personal counselling. The Guidance Counsellor will also be in contact with primary school teachers from the feeder schools to provide links and exchange information. In mid-June the Guidance Counsellor along with the Incoming First Year Head, Deputy Principal and Principal meets with the incoming first year along with their parents/guardians for an individual meeting. Valuable information can be gained on an individual student's needs and sensitive information can be conveyed to appropriate staff on a need to know basis. Identification of students potentially at risk can be garnered based on entrance results, psychological reports, liaison with teachers from primary feeder schools, Department of Education psychologist, and communication with parents. Participation and communication between Year Head, Tutors, Subject Teachers, Resource teachers, Guidance Counsellor, and the pastoral care team is essential and protocol could be drawn up to deal with issues that may arise.

### **Parents Meeting**

An Incoming First Year parent meeting is held in December before they start, communication with parents is necessary to explain the function and role of the Guidance Counsellor. Topics should include: possible problems, coping strategies, referral agencies. The parent's meeting helps in building a good working relationship. A parent/teacher meeting would usually be held later in the academic year and the Guidance Counsellor should be available to individual parents as the need arises.

### **Individual Counselling**

The Guidance Counsellor encourages an Open-Door policy of providing support to both students and parents, particularly during that "settling in" period. The Guidance Counsellor will also be available to provide individual counselling to students as requested by class tutor/ Year Head/ Pastoral Care Team/ Parents/ or individuals themselves. The ladder of referral is clearly outlined and the students all sign the journal so they have permission to attend and access the service as the need to.

### **SPHE/Wellbeing Class**

Through participating in the SPHE/Wellbeing programme( \*see SPHE Policy) the young person will encounter a wide range of issues through a variety of learning experiences. These issues will be addressed in ten modules, each of which appears in each year of the

three-year cycle. The emphasis will be on building skills, understanding, attitudes and values important in all these areas. The first years also participate in the Friend for Life Resilience Programme. There are eight staff members including the Guidance Counsellor trained by the NEPS training and they deliver the programme.

The ten modules in SPHE

- Belonging and Integrating
  - Self-management: A sense of purpose
  - Communication Skills
  - Physical Health
  - Friendships
- Relationships and Sexuality
  - Emotional Health
  - Influences and Decisions
  - Substance Use
  - Personal Safety

### **PROGRAMME FOR SECOND YEAR**

#### **AIM:**

To be sensitive to the needs of individual students and to work with selective groups on a needs basis

#### **COMPONENTS:**

Information giving, communication, Parent's Meeting, Pastoral care, Individual Counselling. SPHE Programme. Through assembly the year head and class tutors will guide students regarding-

1. Value system of the school
2. Behaviour in school; value or otherwise of school rules.
3. Relationship with staff and student's.
4. Wellbeing.
5. Bullying and what to do if it happens.

New Development for 2017-2018: A prefect system is also set up between Second Years and Sixth Years which serves a two-fold purpose: The Second Year may feel they have someone in the school looking out for them and someone closer in age to confide in. The sixth year may learn some valuable skills in becoming a responsible adult.

#### **PROGRAMME:**

Continue providing individual support for students who seek it and those deemed to be "at risk". Provide Educational Guidance around homework and study skills as requested by a student/ parent/ subject teacher. Attend parent/teacher meeting for second years. The Guidance Counsellor will also meet with any new 2<sup>nd</sup> year students that come to Eureka Secondary School. The Guidance Counsellor alongside members of the Pastoral Care team will also deliver workshops around sensitive topics when the need arises. E.G. Digital Safety, Resilience and Mental Health. The Guidance Counsellor and Pastoral Care Co-ordinator delivers a study skills workshop before Christmas and Summer Exams. Safety workshops delivered from community guard, fireman and river rescue before the Halloween midterm break.

#### **SPHE/Wellbeing Class**

Through participating in the SPHE/Wellbeing programme the young person will encounter a wide range of issues through a variety of learning experiences. These issues will be addressed in ten modules (as outlined in the programme for 1<sup>st</sup> year), each of which appears

in each year of the three-year cycle. The emphasis will be on building skills, understanding, attitudes and values important in all these areas.

## **PROGRAMME FOR JUNIOR CERTIFICATE**

### **AIMS:**

To help students to decide on the best options after Junior Certificate; to go on to Fifth Year, do the optional Transition Year, take on the Leaving Certificate Vocational Preparation. To help students to make informed subject choices for Leaving Certificate about subject areas and level. To promote awareness of the implications of these choices on their future\*. To provide guidance for students who do not intend to return at the end of the year. Continue development of self-knowledge and self-concept. To help students assess their abilities, aptitudes, goals, and values.

### **COMPONENTS:**

Subject Choice \*, Meeting with Parents, Private Counselling, Study skills, Aptitude Testing\*, SPHE/Wellbeing. Minding Myself -Nutrition/Health and Motivation in Exam Year.

## **PROGRAMME**

### **SPHE/Wellbeing Class**

Through participating in the SPHE/Wellbeing programme the young person will encounter a wide range of issues through a variety of learning experiences. These issues will be addressed in ten modules (as outlined in the programme for 1<sup>st</sup> year), each of which appears in each year of the three-year cycle. The emphasis will be on building skills, understanding, attitudes and values important in all these areas.

\*Majority of the third year cohort progress to the TY programme only a small number of students present for subject choice and aptitude testing as a result in third year .

### **Subject Choice Consideration for Leaving Certificate**

All TY classes and third year students progressing straight into 5<sup>th</sup> year from third year will take part in a module on subject choice to discuss the implications for career choice. The possible subject combinations in relation to career options, personal abilities and aptitudes are outlined. Each subject is discussed with advantages and disadvantages of choices made. Also, discussion on most appropriate levels students should take for Leaving Certificate. Guidance Counsellor should attend Third Year parent/teacher meetings to keep parents informed regarding the decisions to be made i.e. Transition Year, L.C.V.P. subject combinations. Parents should also be informed of subject choices and options available in Fifth Year to enlist their support and encouragement to help their children in making their decisions. The parent's information evening and presentation regarding subject choices is an important mechanism for communication to parents.

Throughout the year Guidance Counsellors will continue to give broad careers information to students both on an individual appointment and to class groups. **Focus should be on narrowing options rather** than on making definite decisions. The importance of having a

variety of options and of keeping options as open as the system allows should be emphasised at this stage.

### **Aptitude Testing:**

EirQuest, the Cambridge Profile Aptitude Tests and Centigrade should be administered in December to all TY students and Third year students considering moving straight into 5<sup>th</sup> year. The purpose of this test is:

1. To help students work within the framework of time.
2. To expose students to a different form of testing which they may encounter later in the workforce.
3. To help students with subject choice
4. The test is an **excellent** predictor of potential but it should be used in conjunction with school reports and records of achievement.

The Guidance Counsellor will provide individual in-depth interpretation for those students (and where possible their parents) who intend going directly into 5<sup>th</sup> year and who therefore need to know where their potential strengths lie in relation to subject choice for senior cycle. Parents and students are invited to contact the Guidance Counsellor for further information and clarification if needed.

### **Early School Leavers:**

Those students that express an interest in leaving school after the Junior Certificate should receive individual counselling. Links should be created with outside agencies such as Youth reach, National Training and Development Institute and the EWO where appropriate. Parents are consulted at all stages of the process. All possible efforts are made to encourage students to stay in school.

### **Study Skills**

Study skills forms part of the Guidance curriculum for all students with an enhancement workshop delivered by Michael Bond for exam students. Topics discussed include Goal Setting, Time Management, Note taking Techniques, Exam Preparation, Memory techniques and a Study Method. The [VARK Learning styles Inventory](#) also assists with selecting study approaches to meet each individual's needs. Michael Bond carries out the Study Skills Seminar to Exam Years and delivers the parents information evening.

## **PROGRAMME FOR 5th YEAR**

**AIMS:** To assist students in adjusting to the demands of the Leaving Certificate Programme. To review subject levels in the aftermath of the Junior Certificate results; To further the development of personal values, attitudes, decision making and coping skills. To encourage further research into career opportunities; To provide extensive information on entry requirements for third level education, universities, the UCAS system, I.T's and other institutions. To encourage each student to carry out his/her own research into the various options available after Leaving Certificate besides Third Level, i.e. QQI links, Apprenticeships.

### **COMPONENTS:**

Interest Tests, Career and course of study exploration & research; Preparation for Career: C.V., Cover letter, References, Job Applications, R.S.E.

### **PROGRAMME**

Time Allocation Fifth Year students have a careers class allocated within their weekly timetable. See 5<sup>th</sup> year Scheme of work. The students engage in the Reach + programme.

### **PROGRAMME FOR TRANSITION YEAR**

**AIM:** To encourage students to make use of the year; To equip students with the knowledge to help them make decisions regarding subjects and courses for the future; To equip students with the knowledge necessary to help make decisions about appropriate subject choice and level for Leaving Certificate; To give students three weeks of valuable work experience.

### **COMPONENTS:**

Decision making; Options for Senior Cycle; Individual Counselling; Personal Development; Life Skills; Work Experience\*See Ty Scheme of Work

### **PROGRAMMET**

Transition Year students will take part in a subject choice module delivered by the Guidance Counsellor to inform and guide the students regarding subject choices/options for Fifth Year. A scheme of work is developed from the REACH + digital version.

### **Programme FOR LCVP**

#### **AIM**

To complement the 5<sup>th</sup> yr and 6<sup>th</sup> yr Career Guidance class content, to provide students with the opportunity to further research career choices, to augment their knowledge of the world of work and provide opportunities for work experience

#### **COMPONENTS:**

Work experience; career investigation; workplace education; understanding health and safety, legal and industrial relations issues; applications and interview techniques; making career and course choices.

### **PROGRAMME- Preparation for the World of Work**

#### **UNIT 1-Introduction to working life**

Specific Learning Outcomes

- 1.1 identify the main sources of employment in the local area
- 1.2 identify the main social services and job creation agencies in the local area
- 1.3 identify the main agencies that provide transport in the local area

- 1.4 identify the main financial institutions servicing the needs of the local area
- 1.5 identify the main agencies involved in industrial relations in the local area
- 1.6 identify the principal economic activities in the local area
- 1.7 evaluate the potential for tourism in the local area
- 1.8 identify and understand the main differences between school and work
- 1.9 describe the intrinsic value of various forms of work including self employment and voluntary work
- 1.10 understand current regulations/legislation relating to the employment of young workers
- 1.11 understand current Health and Safety regulations in workplaces
- 1.12 role-play a situation that could give rise to a dispute in the workplace
- 1.13 understand issues related to diversity in the workplace
- 1.14 list the different forms of assistance for unemployed people
- 1.15 arrange a visit to a training scheme in the locality and/or invite an appropriate speaker from such an organisation to visit the group in the school
- 1.16 link the activities in this unit to learning in relevant Leaving Certificate subjects

### **UNIT 2-Job seeking skills**

#### Specific Learning Outcomes

- 2.1 recognise the different ways in which job vacancies are advertised
- 2.2 apply for a job by letter, telephone and e-mail
- 2.3 complete an application form
- 2.4 compile and create a curriculum vitae in word processed format
- 2.5 explain how to prepare for a job interview
- 2.6 engage in a simulated job interview

### **UNIT 3-Career Investigation**

#### Specific Learning Outcomes

- 3.1 identify personal aptitudes and interests
- 3.2 investigate a range of careers appropriate to personal aptitude and interests
- 3.3 identify and analyse the aptitude and skills required to pursue a specific career
- 3.4 describe relevant qualifications and training required for entry to the selected career
- 3.5 identify available opportunities to pursue a selected career locally, nationally, and where possible, at international level
- 3.6 plan and set up an opportunity to interview and/or work shadow a person in a selected career
- 3.7 integrate information from a variety of sources to prepare a final report on a career

investigation

3.8 reflect on and evaluate the experience of undertaking a career investigation

3.9 link the activities in this unit to learning in relevant Leaving Certificate subjects

#### **UNIT 4- Work Placement**

Specific Learning Outcomes

4.1 specify personal goals in relation to a work placement

4.2 plan and organise a work placement

4.3 attend punctually for a specific placement

4.4 dress appropriately for a specific placement

4.5 follow a set of procedures in accordance with specific instructions

4.6 communicate effectively with other workers in a particular placement

4.7 follow a specific set of instructions relating to Health & Safety

4.8 review personal experiences in relation to a work placement

4.9 analyse reports by adults of personal performance in a workplace

4.10 reflect on and evaluate a specific work placement in the light of career aspirations

4.11 describe how what has been learned can be applied to work at home, in school and in the community

4.12 present a diary/written/verbal report on a specific work placement

4.13 link the activities in this unit to learning in relevant Leaving Certificate subjects

#### **PROGRAMME FOR SIXTH YEAR**

##### **AIMS:**

To help each student to develop personal effectiveness and positive self-concept. To help students to cope with examination tension and the emotional strain involved in the Leaving Certificate. To help students to clarify their career goals further and to see the Leaving Certificate as a means to an end for each of them. To cover entry requirements for third level institutions and further education and training. To teach and assist students in filling out forms & applications including CAO, UCAS & PublicJobs.ie registration etc...

##### **COMPONENTS:**

Effective Study habits, Higher Options Open day, Preparation for third level options, UCAS application process, C.A.O. application process, Sources of funding/grants for third level, P.L.C. courses and Link Schemes, Computer assisted guidance, Time management, Apprenticeships and Further Training courses, Visiting speakers, Coping with college, Coping with Leaving Certificate results, Looking to the future, Strategies for coping with examination pressure and parent expectations will be discussed. Budgeting for College, Contact with parents, Job seeking skills Programme is delivered through class room work.

## **PROGRAMME**

Reach+ Online Course\*See 6<sup>th</sup> Year Scheme of Work.

U.C.A.S application process Third level opportunities in Britain and Northern Ireland will be discussed and the possible advantages/disadvantages of this route to third level will be pointed out.

Sources of funding for third level Information will be given for sources of funding for third level colleges, i.e. grants, scholarships, ESF funding, student loans from the bank.

P.L.C. courses and link scheme There will be a discussion on alternative routes for entry into third level courses by means other than conventional methods.

Computer assisted guidance This module will familiarise students with software packages such as Qualifax, careers portal, C.A.O. and U.C.A.S. on-line application, Cambridge and Oxford College Preparation EU College applications, Eunicas. SAT Preparation for students studying in the US

Preparation for interviews C.V., dress, and demeanour, coping with interview nerves, interview techniques and role-play will be discussed.

Career Events & Open Days Active encouragement for students to attend open days arranged by various institutions- U.C.D, Trinity, D.C.U., N.C.A.D., Mater Dei etc. Students should be accompanied where possible. The sixth yrs attend the Higher Options event annually with their career guidance counsellor.

Visiting speakers A variety of guest speakers from third level institutions, from the world of work, and from a selection of past pupils are invited to the school to talk with Leaving Certificate students.

Apprenticeships Detailed information will be given on the new Apprenticeship model, [www.apprenticeships.ie](http://www.apprenticeships.ie), Failte Ireland, and Teagasc. Careers in the army, civil service, banks, nursing in Ireland and the U.K., Paramedics, Fire Brigade and the Garda, will be presented. Entry requirements, procedures for selection and possible courses that might be helpful will be outlined.

Coping with college-Discussions on changes between school and college whether third level or P.L.C. Money advice & budgeting, and student services and supports in each college will be outlined. Students are also given advice in relation to settling in to their chosen college, joining clubs and societies, promoting mental health and wellness at college, what to do and who to go for help if it all goes wrong.

Coping with Leaving Certificate results -A module which outlines some coping strategies after the Leaving Certificate results and the termination of formal schooling. What to do if you don't get a college or training offer- contingency planning.

Looking to the future Students will be encouraged to look to the future with confidence and hope. A realistic picture of the world of work will be presented to pupils and work values/ expectations will be outlined. The importance of reliability, honesty, punctuality, attitude to authority, rights and duties as a worker will be examined.

Job seeking skills Topics covered include the following: How employers advertise job. What employers want? Applying for a job. Compiling a C.V. and completing application forms. Job interview techniques and preparation. The Guidance Counsellor also meets parents at the 6<sup>th</sup> year parent night in October, gives guidance on career and college options, the CAO and supporting their child in making the transition from school to college/training/work from a financial, and personal perspective. The Guidance Counsellor meets all 6<sup>th</sup> year students individually in September to December to discuss their future career options and plans. This may involve follow-up meetings to ensure they are well-informed and have clearly thought out their option. The career and course comparison checklist is used from the beginning of December to identify students who are furthest away from deciding and who may need additional meetings and intervention. Provide confidential support to individuals who become stressed and who experience difficulties.

### **Other areas of involvement for the Guidance Counsellor**

The Guidance Counsellor has a central role on the Enrolment, TY and Student Support Teams. Enrolment of incoming 1<sup>st</sup> Year students. Entrance testing and correlation of data. Testing of late comers (new students). Meeting Year Heads re individual students. Notice boards/Communication. Attending various information sessions for counsellors. I.G.C. branch meetings, Liaison with the HEIs and private companies, Addressing Parent Meetings/meeting with parents individually. Assisting with the development of workshops for year groups as sensitive needs arise e.g. digital safety, resilience and youth mental health. Contact with outside agencies such as N.E.P.S., Health Service Executive, Social workers, Child and Adolescent Psychiatry.

### **The Guidance Counsellor and Pastoral Care\* See Pastoral Care Policy**

The management of pastoral care in a school is undertaken by the following who will work with Tutors and Year Heads to offer support to students, staff and students' families: Guidance Counsellor, P.E. teacher, Principal, Vice principal/Home-school Liaison Co-Coordinator.

The recognition of students at risk often depends upon the classroom teacher, the tutor or the year head. Teachers who suspect that a student is at risk should inform the year head, chaplain, counsellor or principal. Department of Education regulations [circular M41/92 paragraph 1(a)] requires that any suspicion that a child is being abused should be reported to the principal. Therefore, teachers may report to any member of the pastoral team involved, who will in turn inform the principal. Teachers should share their worries or suspicions with the appropriate people within the school. The following may be indicators that a student is at risk. Chronic non-attendance, bullying, signs of lack of care or obvious lack of nourishment may indicate a need for an intervention. Some students will almost certainly need the support of agencies outside of the school. These referral procedures will be undertaken by the pastoral care team. \*See Pastoral Care Policy and Referral Ladder

The Guidance Counsellor works within the remit of the clear policy on bullying. \*See Ant-Bullying Policy. The Guidance counsellor and care team actively co-operate with year heads and senior management where required in making the school a safe and comfortable environment. The guidance counsellor works closely with the S.P.H.E. co-ordinator to help address social and personal development.

## **Students with Special Educational Needs**

### **Contact with NEPS**

The school has a psychologist from NEPS allocated to it. The Special Needs Coordinator is the main point of contact. Priority will be given to students who may require psychological assessments. The guidance counsellor and special needs coordinator work together identify priority students. The NEPS psychologist then carries out a small number of assessments and gives feedback to the Learning support teacher and guidance counsellor and other school staff concerned with student welfare.

### **Student Needs Assessment/IEP Planning**

The guidance counsellor liaises with the student, resource teacher, NEPS psychologist, principal and parents in relation to reduced or modified curriculums for students. The continuum of Support. The guidance counsellor also gives guidance and assistance in relation to acquiring language exemptions for the relevant third level institutions.

### **Students of Exceptional Ability**

The school's commitment to being a *'Place of excellence where children can achieve their academic potential'* extends to students of exceptional academic ability as well as those with learning difficulties. Students whose entrance test scores are on the 95<sup>th</sup> percentile or higher are invited to enter the DCU Centre for Exceptional Youth Talent search to (a) investigate further their abilities and needs and (b) to explore options to meet any additional needs they might have with staff from the centre. The students also participate in higher extension tasks such as Science and Math Olympiad.

#### Foot Note

*It is the intention for the Guidance Plan to be reviewed annually and updated each academic year. The Guidance Counsellor recognises the changes of curricular and structures and will adapt and adjust programmes to reach the best possible guidance provision for the students.*