

St Kieran's College

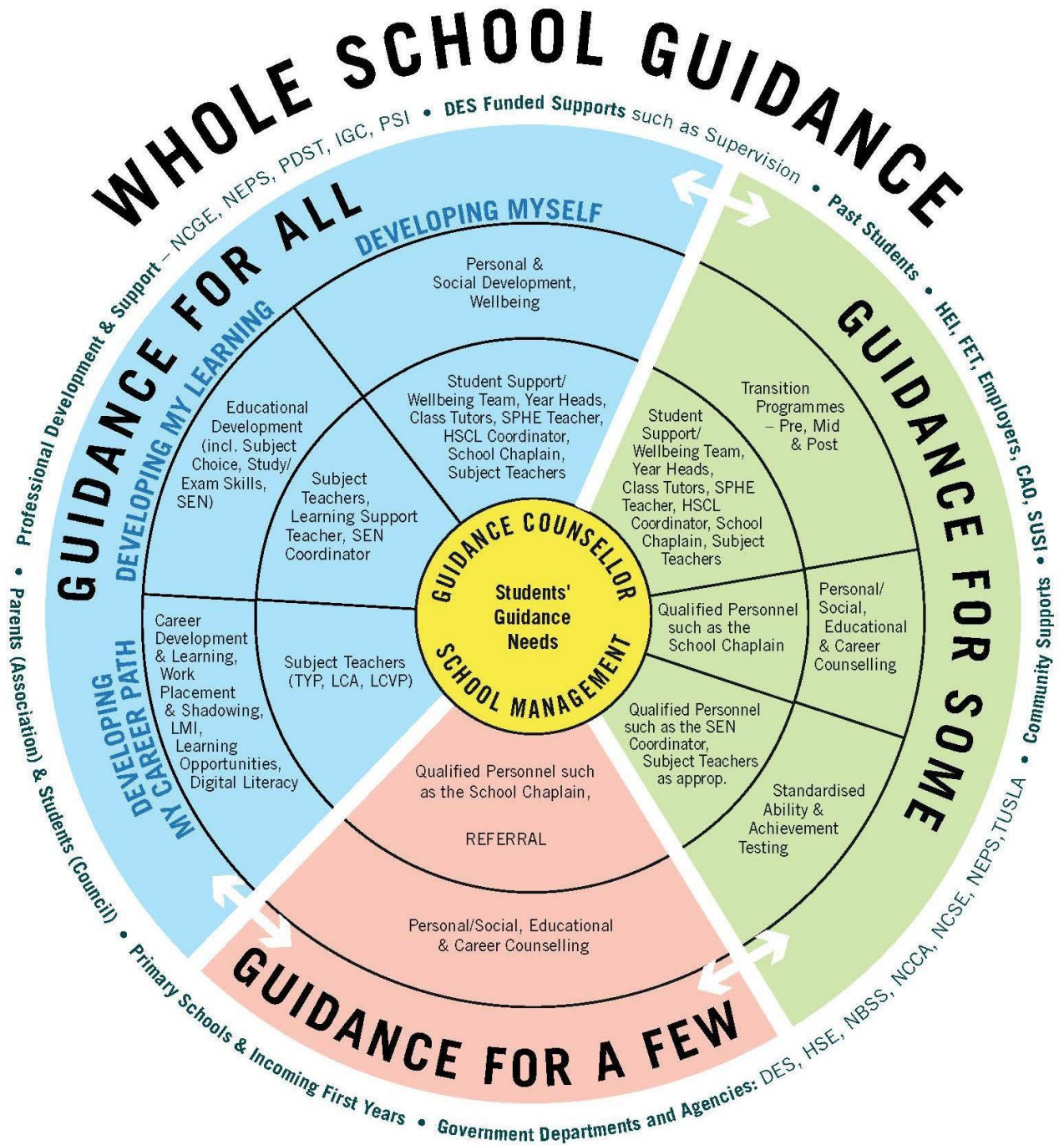


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Guidance & Counselling Plan

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1. St Kieran's College Guidance Plan

Rationale

Guidance is an integral part of a school's curricular activities. Every school is required to develop and implement a comprehensive guidance plan as part of its overall plan – see *Guidelines for Schools on the implications of Section 9(c) of the Education Act 1998*.

Schools, as part of the overall School Development Plan will form a comprehensive guidance plan, taking into account the needs of students, available resources and contextual factors (*Circular M37/03*).

The Guidance & Counselling Programme is designed to address the needs of all pupils with a view to helping them to:

- Assess and interpret information related to their abilities, interests, skills and achievements;
- Acquire competence in educational and career exploration and planning;
- Develop knowledge of self and others, and of the society in which they live;
- Develop realistic personal, social, educational and vocational goals.

Mission Statement

St Kieran's College, as Ireland's oldest all-boys Catholic Secondary School, continues its founding aim of the pursuit of real excellence in education and formation, in the light of the Gospel, so as to allow all our students to realise the fullness of their potential.

Academically, spiritually, physically and emotionally our students are encouraged to strive for all that is possible in the relentless pursuit of perfecting their individual gifts and talents.

In so doing they bring to life the joy intended by our motto, “Hiems Transiit”, for themselves, those they love and the community where they will live, serve and lead.

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Section 9(c) of the Education Act (1998) requires schools to '*ensure that students have access to appropriate guidance to assist them in their career choices*'. The provision of guidance is a statutory requirement for schools under this act.

Definition of Guidance Counselling.

In St Kieran's College we are adopting the guidelines as outlined in the *NCGE Curriculum Framework for Guidance 2017*.

The provision of guidance in schools is a requirement of *The Education Act* (1998). Section 9c of The Education Act states that a school shall "*use its available resources to – (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices*" (Government of Ireland, 1998). Guidance in schools includes "*...personal and social, educational and career guidance delivered within a whole school context*" (DES, 2016a; pg. 7) and is defined as:

"a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives...". (DES, 2005, pg. 4).

This definition highlights the holistic nature of guidance in supporting students' personal and social, educational and career development and the important role guidance plays in facilitating decision making and life choices, and in promoting supporting students' wellbeing.

The DES *Programme Recognition Framework: Guidance Counselling* (DES, 2016a; pg. 7) sets out activities relating to the guidance counselling role:

- *Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings*
- *Developing effective teaching, learning and assessment strategies for the guidance class*
- *Providing individual and group counselling to facilitate personal and social,*

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educational and career development and at moments of personal crisis

- *Providing labour market, learning and career-related information through Information and Communications Technology (ICT) and blended learning approaches*
- *Planning and organising workplace learning and establishing links with the wider business community, agencies and voluntary sector*
- *Using psychometric tests (i.e. ability and aptitude tests and career interest inventories) to facilitate career decision-making and personal development, and to support learning and educational choices.*
- *Planning and organising workplace learning and establishing links with the wider business community, agencies and voluntary sector.*

Providing support to, and working in collaboration with, school and staff in the planning, leading, delivery, review and evaluation of the guidance service/programme and the whole school guidance plan

- *Working with parents (as appropriate) and referral agencies in facilitating the personal and social, educational and career development of students and service users.*
- *Referring students and service users to external agencies and professionals, as appropriate.*
- *Establishing close ties with feeder schools, where appropriate, and with centres of further education and training and higher education.*

Due to specialist training the guidance counsellor leads, coordinates and delivers the school guidance programme in collaboration with school management and staff and key stakeholders in response to the guidance needs of students. Circular 0009/2012 states “*It is established policy that guidance is a whole school activity and under existing arrangements each school develops collaboratively a school guidance plan as a means of supporting the needs of its students*” (DES, 2012; 4.3)

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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). In Coláiste St Kieran’s College, we are adopting the wellbeing guidelines. We currently meet the 400 hours of required timetabled wellbeing, through the delivery of PE, SPHE, CSPE and Guidance related content.

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An tsraith Shóisearach do Mhóinteorí
JuniorCYCLE
 for teachers

Indicators of Wellbeing



ACTIVE

- Am I a confident and skilled participant in physical activity?
- How physically active am I?



RESPONSIBLE

- Do I take action to protect and promote my wellbeing and that of others?
- Do I make healthy eating choices?
- Do I know where my safety is at risk?



CONNECTED

- Do I feel connected to my school, my friends, my community and the wider world?
- Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?



RESILIENT

- Do I believe that I have the coping skills to deal with life's challenges?
- Do I know where I can go for help?
- Do I believe that with effort I can achieve?



RESPECTED

- Do I feel that I am listened to and valued?
- Do I have positive relationships with my friends, my peers and my teachers?
- Do I show care and respect for others?



AWARE

- Am I aware of my thoughts, feelings and behaviours and can I make sense of them?
- Am I aware of what my personal values are and do I think through my decisions?
- Do I understand what helps me to learn and how I can improve?

Four Aspects of Wellbeing

- School mission and ethos
- Physical and social environment
- Classroom culture
- Teaching, learning and assessment



- CSPE, PE and SPHE
- Guidance
- Other subjects and learning experiences
- Extra-curricular and co-curricular learning

- Student/teacher relationships
- Peer relationships
- Student voice
- Partnerships with parents/guardians, community and wider supports

- School policies
- School self-evaluation
- Subject and whole-school planning
- CPD planning

www.jct.ie

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Definition of Guidance and Counselling in St Kieran's College.

Guidance refers to a wide range of learning experiences provided in a developmental sequence that assists students to develop self-management skills which will lead them to make effective and informed choices about their lives and in making transitions to these choices. These learning experiences may be broken down into three distinct but interlinked areas:

- Personal and social development
- Educational guidance
- Vocational guidance

Guidance resources and activities that assist students in the decision-making process include:

- Personal counselling
- Career information (classroom, personal, vocational guidance interviews, attendance at careers events, guest speakers, on-line course provider sites, etc)
- Personal and social developmental programmes
- Information technology

2. Counselling

Counselling is a key and intrinsic part of the school guidance programme which is offered on an individual basis as part of a developmental learning process and at moments of personal difficulty for students. It is defined in *Planning the School Guidance Programme* as "Counselling- helping students to explore their thoughts and feelings, and the choices open to them; giving care and support to students learning to cope with the many aspects of growing up". Counselling may come in the form of personal counselling, educational counselling, career counselling or combinations of the above.

Counselling facilitates students in difficulty 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. Counselling facilitates the individual students in a holistic way to realistically appraise their abilities, interests and

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aptitudes in order to make appropriate life choices and achieve personal happiness and fulfilment in life. The Guidance Counsellors can be involved in group, individual or peer counselling as is necessary.

Purpose of Counselling

The guidance counsellor will be influenced by the IGC Code of Ethics when counselling students. The guidance counsellors conduct, competence, confidentiality and consent of the client will supply professional personal, educational and vocational counselling.

Students attending the guidance counsellor for counselling will be informed of confidentiality and the limitations of confidentiality.

The counselling duties at St Kieran's College can be summed up as follows;

- to assist pupils through temporary crisis,
- to help pupils with normal developmental problems,
- to note signs of abnormal disturbance,
- to support teachers who are helping individuals in their care,
- to refer to cases needing specialist treatment.

Students may attend the Guidance Counsellor at any time and most especially in a time of crisis. The Guidance Counsellor's duty is to provide and to take care of the students that present themselves in the guidance office for counselling. If and when a case needs to be referred, the student will have been made aware of the confidentiality policy in place in St Kieran's College in alliance with the Institute of Guidance Counsellors code of ethics.

There are many guidance activities in St Kieran's College to assist students and help students make informed decisions. The guidance activities include;

- Individual Career Guidance appointments on request for students.
- Career Interest Inventories to TY, 5th and 6th Years.
- Careers Fair for all students held at local venues.
- Promotion of positive mental health.
- Aptitude Testing for all incoming first years and TY students.

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- One-hour Career Classes for all 4th, 5th & 6th year classes.
- Speakers for 4th, 5th & 6th years and some Junior Cycle classes.
- CV Preparation for those entering the workforce. TY and 5th year students.
- Mock Interviews for students called for interviews.
- Disability Applications DARE for students entering 3rd level.
- HEAR Applications for students entering 3rd level.
- Financial estimations regarding the cost of college.
- Grant information.
- Sport Scholarship applications.
- Academic Scholarship applications.
- Keeping the Careers notice board up to date.
- Google Classroom for each year group.
- 1st Year Induction programme.
- Cairdeas Programme.
- Cross curricular links.
- Liaising with staff and subject departments.
- Liaising and linking with student support staff in the school.
- Attending Care Team meetings weekly.
- Parents information nights: CAO, Subject Choice, TY, 1st year parent's night, Incoming 1st year assessment.
- Liaising with the Board of Management for information night for parents.
- Links with external bodies and agencies such as Teach Tom, General Practitioners, Psychiatry Services, An Garda Síochána, Colleges and more.

3. Aims

The aim of the guidance plan is to help students make informed decisions. Students have to make many decisions that affect the student themselves and sometimes others around them. Second level students receive guidance from all staff in St Kieran's College. The staff members in the guidance team are responsible for delivering guidance to students at St Kieran's College. The Guidance team nourishes academic and career information,

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emotional, physical and health education. The ultimate aim of the St Kieran's College Guidance department is to help students make informed decisions now and in the future.

- To meet the social, personal, educational and vocational needs of each student within the school.
- To provide a framework for the delivery of the school's guidance programme.
- To ensure a structured response to student's personal, social, educational and career guidance needs.
- To provide inclusively for the junior, senior, minority, special education needs etc., of all students / adult learners.
- To ensure students have access to appropriate guidance activities: classroom sessions, vocational guidance interviews, attendance at career exhibitions, open days etc., meeting with management, support agencies etc., personal counselling etc.
- To ensure students have access to information which is appropriate for their personal, educational and vocational development through ICT, careers library, guest speakers etc.
- To act as the administrator of all guidance and counselling services that operate within the school.
- To assist each student in realising, accepting and developing his or her own unique talents, skills, aptitudes and abilities.
- To assist each student in making realistic, appropriate and informed career choices.
- To provide an integrative model of counselling based on sound theoretical theory to any student who wishes to avail of such a service.
- To offer support to parents and all members of the school community in assisting students to make informed, guided, decisions.
- To offer an integrative, collaborative approach to guidance including all relevant members of the school community.
- To implement the new JCT indicators for wellbeing. Active, responsible, connected, resilient, respected & aware.

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4. Objectives

The objective of the Guidance programme in St Kieran's College is to ensure that students receive guidance, advice and support from staff.

- To develop awareness and acceptance of their talents and abilities
- To identify and explore future opportunities
- To enable students to grow in independence and take responsibility for themselves through cooperative learning
- To enable them to make informed choices about their lives and follow through on these choices
- To provide an inclusive environment where all members of the school community are given adequate guidance appropriate to their needs.

5. School Policies supporting Whole School Guidance

School policies are compiled by a team of staff in St Kieran's College. The policy is brought to School Management, the Student Council and the Board of Management to be ratified.

The following school policies are available on the school website;

School Policies relevant to the Guidance & Counselling Plan

- *Whole School Guidance*
- *Child Protection Policy*
- *Admissions Policy*
- *Critical Incident Policy*
- *Anti-Bullying Policy*
- *Substance Abuse Policy*
- *RSE Policy*
- *Transition year policy*

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6. The Guidance Department

The Guidance Counselling Department in St Kieran's College consists of two full time Guidance Counsellors and one trainee Guidance Counsellor.

- Mr. Brian Dowling - Postgraduate in School Guidance and Counselling- Maynooth University – 2018
- Mr. Liam Smith - Postgraduate in School Guidance and Counselling- Maynooth University – 2017
- Ms. Eadaoin Maher - Postgraduate in School Guidance and Counselling- Maynooth University – Currently completing the course.

The current allocation of hours are divided as follows:

Brian Dowling

- 11 hours Career Guidance classes
- 1 hr Care Team meetings
- 11 hours Vocational/Educational/Personal Counselling
- Various Junior cycle programmes throughout the school year

Liam Smith

- 3 hours Career Guidance classes
- 1 hr Care Team meetings

Eadaoin Maher

- 2 hours Career Guidance classes
- 1 hr Care Team meeting
- 4 hrs Vocational/Educational/Personal Counselling

The Guidance Counsellor is responsible for the delivery of a comprehensive guidance programme in St Kieran's College. A holistic approach to guidance is offered in order to ensure that all students have access to, '*appropriate*' guidance. (9 (c) Education Act 1998).

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It is realised that guidance planning must evolve over time and reflect the needs of students on personal, social and academic level. The school guidance counsellor must;

- Support troubled members of the school community in times of need.
- Listen carefully and supportively.
- Offer advice on social, personal and academic issues.
- The student must have permission to attend the guidance counsellor.
- Any teacher who feels that a particular student needs or would benefit from counselling must consult with the year head/guidance counsellor.
- The Guidance Counsellors are keen to ensure a good working relationship with all members of the school community in order to provide an efficient service.

In-Career Development and IGC

Both guidance counsellors are members of the Institute of Guidance Counsellors.

In-Career development is essential to the work of the Guidance Counsellor. The IGC AGM provides a range of in-service through the provision of workshops and presentations relevant to our work. Additional in-service is organised at local or/and at national level and is open to all registered current members of the IGC. Attendance at open days, career seminars etc all constitute in-career development. All in-career development is noted and recorded

Supervision

Both full time Guidance Counsellors attend supervision on Tuesday afternoons at designated dates during the school year as recommended by the IGC five times throughout the year.

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CPD Completed by the Guidance Counsellors

Year	CPD	Length	Facilitator	Guidance Counsellor
2012	Introduction to SPHE	2 days	PDST	BD
2017-2018	Post Graduate in School Guidance Counselling	1 Year	Maynooth	BD
2017	Child Protection	1 day	DCU Maynooth	BD
2017	Reach + Careers Portal	1 day	Careersportal	BD
2017	Psychometric Testing	5 days	Dr. Nicky O'Leary-Maynooth	BD
2018	South East Regional Skills fair	1 day	Various providers	BD
2018	Understanding self-harm workshop	1 day	HSE	BD
2019	Careers of the future	1 day		BD
2019	Reach + introduction of school website	1 day	Careers Portal	BD

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2021	NCGE Whole School Guidance Provision	1 day	NCGE	BD
2021	Information on SUSI Grants	1 day	SUSI	BD

Roles in the Guidance Programme

Guidance & Counselling is seen as a whole school concern. Thus, a holistic approach is advocated. This plan acknowledges the important roles played by the following parties: **A.** within the school community and **B.** in the broader community:

A.

- Guidance Counsellor – coordinates guidance and counselling activities within the school, provides leadership in the area of pastoral care;
- Board of Management – adopts the plan as an integral part of the school development plan;
- Principal – makes adequate provision for the successful delivery of the school guidance programme;
- Deputy Principal – supports the work of the Pastoral Care Team, Year Heads, Form Teachers and Subject Teachers;
- Year Heads – work with year groups under the general heading of discipline;
- Form Teachers – work with class groups under the general heading of pastoral care;
- Chaplain – provides for pastoral care of staff and pupil population;
- Resource Teacher – deals with pupils identified with special academic or behavioural needs;
- SPHE Teachers – educate the pupils by following curriculum outlined by the DES in the area of social, personal and health education;
- Subject Teachers – cater to the academic as well as the individual needs of pupils within their class groups;
- Parents – play an integral part in the personal, social as well as the educational and career decisions of school pupils;
- Pupils – identify their own needs within the Guidance Programme.

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B.

- Education Welfare Officer
- Healthcare Representatives
- NEPS Representatives
- Juvenile Liaison Officer of the Garda Síochána
- Employers
- Admission Officers in HEIs
- HEI School Liaison Teams
- Guest Speakers representing specific subject areas
- Access Officers
- Youth reach Representatives

7. Strategies and Methodologies

- Teacher Exposition
- Individual Reflection
- Class discussion
- Pair work
- Surveys and Questionnaires
- Dissemination of information using bulletin boards, posters, flyers
- Collaboration with parents/guardians, teachers, support staff and administration through meetings, email and telephone communications
- Assessment involving the integration and evaluation of data inventories, tests, interviews, scales, and other techniques, which measure an individual's abilities, aptitudes, interests, personality, values, attitudes, educational achievements, skills, and other relevant information.
- Use of audio visual and internet resources.
- *Literacy:*
 - ❖ key words;
 - ❖ Key concepts;

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- ❖ Reading for comprehension;
- ❖ Discussion – oral expression;
- ❖ Responding to questions orally/ in writing/ using ICT
- ❖ Mock interviews – self expression
- *Numeracy:*
 - ❖ interpretation, analysis and use of data in chart or tabulated form;
 - ❖ Surveys and questionnaires;
 - ❖ Calculating averages and percentages;
 - ❖ Points calculation for CAO;
 - ❖ Ordering of numbers;
 - ❖ Placing choices/options in order of preference;
 - ❖ Time and chronology;
 - ❖ Study skills – timetables

AFL Strategies

- Group work
- Self-assessment
- Individual reflection
- Student created problems
- Find the false statement / misconception check
- Open and closed ended questions
- Quizzes
- Student summary
- 3-2-1
- Peer instruction

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8. Planning for Students with Special Needs

- St Kieran's liaise with primary schools in line with our SEN policy, to identify students with particular learning needs.
- Any external Psychologist reports pertaining to incoming first year students are obtained from parents and National Schools. These students will then be given consideration for resource hours.
- At a staff meeting at the beginning of the academic year and throughout the year the teaching staff are informed of any specific Learning Difficulties that students may have.
- Members of the Guidance and Counselling Department then take specific note of the students they teach who have special educational needs and the students IEPs.
- The Learning Support teacher liaises with the class teacher to monitor students' progress on an informal basis and sometimes on a formal basis asking teachers to complete questionnaires on students' performance.

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Strategies used for teaching students with SEN

- Direct and explicit instructions.
- Using language that is pitched at the student's level.
- Graphic presentation and visible aids.
- Guidance and appropriate supervision of assignments.
- Individual help.
- Model and demonstrate work.
- Speak slowly and distinctly.
- Praise students whenever possible.
- Provide frequent and positive Teacher-pupil interaction.
- Give students as much time as needed to complete tasks.
- Present and Design worksheets carefully.
- Differentiated worksheets and questioning where appropriate.
- Using objectives that are realistic for the student.
- Providing opportunities for interacting and working with other students in small groups.
- Posing key questions to guide students through the stages/processes and to assist in self-direction and correction.

Team - Teaching

There are many different types and levels of team teaching all of which will be used when appropriate by the team teachers and as outlined in their class plans. These include as follows;

- ★ **Traditional Team Teaching** – both teachers actively share the instruction of content and skills, both teachers accept equal responsibility for all pupils and both teachers are actively involved throughout the class
- ★ **Lead and support Teaching** – one teacher leads the lesson assuming responsibility for teaching the content, the other teacher provides support and follow up activities.
- ★ **Parallel Instruction** – the class is divided into two groups and each teacher delivers the same content and skills/Both teachers are performing the same tasks in parallel fashion.

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- ★ **Differentiated split-class team teaching** – The class is divided into two groups according to a specific learning need. Each group is provided with activities to meet that specified need.

9. Subject Planning for a Culturally Diverse Society

We are culturally inclusive in our department through our teaching methodologies.

- Students from different cultural backgrounds are encouraged to relate their own experiences through the guidance of their own country, which can be achieved through informal class discussions
- Language skills can be developed through classroom discussion.

10. Literacy & Numeracy & AFL as part of SSE & SIP

To promote literacy and numeracy & AFL strategies in St Kieran's we do a variety of the following as outlined in the overall school literacy & numeracy & AFL policies as per SSE & SIP:

Literacy

- Ensure that SIP, SSE and Subject Plans will acknowledge the need to address the promotion of literacy.
- Ensure that Subject Plans include clearly identifiable literacy strategies specific to each individual subject and consistent with the Literacy Plan for the school.
- Adopt a Key Words Strategy identifying vocabulary specific to each individual subject.
- Ensure that these Keywords are displayed in and around the subject area, including classrooms and inside exercise books and/or a Literacy vocabulary booklet.
- These words should be reinforced regularly using different strategies and displayed during lessons.
- Subject Departments should submit up to 5 Keywords for display on TV screens and the Literacy Notice Board. This has been done for the first to third year.
- Encourage the display of examples of students' work in the classroom as well as in and around the subject area.

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- Encourage displays of pre-printed materials pertinent and relating to the subject in general or specifically to certain aspects of a particular subject.
- Promote a print rich environment throughout the school including the use of a Literacy Notice board.
- Ensure that departments guide students towards a greater awareness of an audience when producing written work and / or oral work.
- Encourage students to participate in the classroom, presenting, questioning, listening actively, using technology etc. (consistent with the Key Skills for the new JC)
- Encourage active methodologies where students are encouraged to put what they are learning into practice by taking part in debates or dramas.
- Ensure that lessons engage the IT facilities in the classroom whenever practicable.
- Encourage Paired Reading strategies in the school.
- Encourage continued use of the Library for Literacy strategies.
- Be fully aware of students with SEN and especially those students whose first language is not English, when preparing work and displays.
- Reading for meaning. It is hoped that for 2017-2018 that reading as part of homework will be given regularly and assessed by teachers.
- To implement a strategy whereby we can measure pupil attainment through the Sten Test results we receive from the Primary schools, our own assessment test for incoming 1st years and the STEN testing we do with the Transition Years.

Numeracy

- Have an awareness of numeracy in Guidance and they see them as having a role to play in developing numeracy skills.
- Liaise with maths teachers; attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in these areas
- Identify what successful numeracy strategies are already embedded in current classroom practice, document what works well and plan incremental reconstruction of other strategies.
- Identify and plan for the numeracy opportunities within topics and identify the connections with numeracy that are essential and meaningful.

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- Provide information for mathematics teachers on the stage at which specific numeracy skills will be required for particular groups.
- Aim to become familiar with the various strategies, approaches, methodologies and interventions that can be used to teach numeracy across the curriculum.
- Encourage students to draw appropriate graphical representations of data in relation to geography centred material E.G. population/census figures, bar charts & line graphs.

11. Digital Teaching and Learning

- Each Year Group has a dedicated Google Classroom set up by the Year Head with Chaplain & Guidance Counsellors invited to join.
- At Senior Cycle, the Guidance Counsellors have a dedicated Google Classroom platform for each class group.
- Reach+ was launched for the first time on a trial basis in 2020.
- Every pupil has a school email address which is used to communicate with the Pastoral Team.
- Digital resources are being developed and used on a broader scale in the current uncertain climate caused by the Covid 19 pandemic.
- Google Forms is used to survey pupils and gain valuable information on the academic progress, life goals & ambitions, as well as the mental & emotional wellbeing of the school community.

12. Assessment for Learning

- That teachers be aware of the schools AFL strategy and implement it where possible and appropriate.
- For the 2018/2019 year we have been asked to gather data on how best to implement some of the AFL strategies.
- Teachers are encouraged to use group work or peer work such as think/pair/share, brainstorming, for 4 matt place schemes.

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- Peer questioning will be used where students will ask questions of each other rather than teacher led questioning.
- Teachers will display learning outcomes at the start of class and use these to help students recap on the class at the end of the lesson.

Assessment of Learning methods/strategies

- Comprised of formal tests
- Effective questioning
- Determination of success criteria
- Thinking time
- Feedback
- Group assessment
- Questionnaires/online quizzes such as formative
- Discussions

Record Keeping Procedures:

- Class teachers keep their own records of assessments, attendance, etc. A record of in-service courses attended by teachers is kept in the office.

Communication Procedures:

- Formal subject department meetings are held at regular times throughout the year. Informal meetings between Guidance teachers take place regularly. Teachers communicate with parents through the school journal, term reports, formal Parent-Teacher meetings as well as various informal contact regarding issues which may arise.

Reporting Procedures:

- Teachers informally tell students of their progress and areas in which they can improve on. Teachers also report progress of individual students at Parent Teacher Meetings. Google Classroom, VS Ware, school email and Google Forms are all used to communicate with members of the school community.



13. Personal Safety and Student Safety

For the safety and protection of the student and the guidance counsellor the code of ethics as laid out by the IGC code of ethics and professional issues are adhered to. Records of student visits are documented in the guidance counsellor's filing cabinet. All contact with parents/guardians are documented and filed.

Any student can make an appointment at any time if they choose to. It is encouraged that if students seek an appointment, this may be done by communicating with the Guidance Counsellor or by sending the Guidance Counsellor an email. Once a time and date has been agreed, the Guidance Counsellor will put a note on VS Ware for the class teacher to view when looking at class attendance.

A copy of the school's Health and Safety Policy is kept in the school office; all teachers are advised to make themselves familiar with this document.

- There is an accident reporting book which is also in the office. Any incidences of injury/sickness on field trips need to be logged.
- A first aid kit accompanies all trips.
- High visibility jackets are provided to the students where necessary
- In case of an emergency the school mobile is obtained.
- Attendance is taken regularly throughout the trip.

14. Work in Progress

- Ongoing CPD in a number of areas –Reach + training for Careers Portal
- A series of upcoming webinars in conjunction with NCGE
- IGC Counselling Supervision (5 sessions)
- Developing Careers room so students can access Career Guidance resources.
- Networking – establishing further links with employers, relevant agencies and institutions to enhance guidance work.
- Providing leadership in the promotion of change – assisting curriculum development within the school.

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15. Record Keeping

The Guidance Counsellors operate the following record-keeping procedures.

- Detailed records of all personal counselling and careers/vocational guidance interviews are kept as follows:
- Guidance records are kept for 7 years after the students leave school
- The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the student and the student should be informed of all matters pertaining to confidentiality between the counsellor and the student.
- The Counsellor should ideally write up notes as soon as possible after the session to ensure accuracy and precision.
- Notes should, in general, be brief
- Teachers informally tell students of their progress and areas in which they can improve on. Teachers also report progress of individual students at Parent Teacher Meetings. Google Classroom, VS ware, school email and Google Forms are all used to communicate with members of the school community.

16. Reporting Procedures

In both personal and career counselling confidentiality is adhered to in alliance with the IGC code of ethics. School management, class tutor, year head and/or parents of guardians are informed if it is felt that the student is in danger to him/herself and or to others. It is a legal requirement to report. The student is informed of the limitations of confidentiality at the beginning of a counselling session. If it is felt that it is in the student's best interest to inform a teacher/parent/guardian/other party or agency of a particular difficulty, a referral is only made with the knowledge and hopefully the agreement of the student.

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17. Referrals

In House Referrals

Care Team Meetings

The care team meetings take place once a week for one hour. The care team meeting has been fixed for Wednesday mornings at 9:50 to 10:50 in the Chaplain's Office. The team consists of the 3 Guidance Counsellors, the school chaplain and a member of school management will also be in attendance.

The minutes are stored on school Google Drive.

Students can be referred to the Care Team by classroom teachers, tutors or students can also refer themselves to their teacher/tutor/GC. Where appropriate the concern will be raised at the student care team meetings. The team assesses the student risk and puts a follow up Student Support Plan in place or where necessary the Guidance Counsellor will make a referral. **There are referral slips that teachers can fill in and give to the Guidance Counsellor.**

Student Appointments

Meetings with students on a one to one tend to fall into three categories:

- Those of a purely guidance nature e.g. career guidance, study skills
- Those that initially present as guidance but develop into counselling
- Those of a purely counselling nature

There is no problem to-date with staff allowing students to see the guidance counsellor.

Students are advised and encouraged to inform the teacher they are attending the guidance counsellor in advance and to produce their permission slip. Alternatively, the Guidance Counsellor will ask for permissions from the class teacher and personally get the student if required.

6th year students have careers classes once a week for one hour. They are given all the information and advice required to help them in preparation for life after school.

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They are advised on CAO, Apprenticeships, PLC courses etc. They are also met individually during this time. 6th year students can also ask for individual appointments if they need further assistance.

5th Year students have one hour of Career guidance for the duration of the year. Students are given information on researching different careers, completing aptitude and personality tests and reviewing all available options available to them after they complete their leaving Cert. If any student needs to meet the Guidance Counsellor, they can arrange an appointment.

TY students have careers classes once a week for one hour. They are provided with all the information needed in relation to subject choices in January. Again if individual appointments are needed they can arrange a time with the Guidance Counsellor.

Students that attend the Guidance office for an appointment may attend for various reasons such as, subject choice, personal counselling, crisis counselling, behavioural counselling, re-tracking, interview preparation, CV preparation, CAO, UCAS, further education applications, study techniques, mock interviews, aptitude testing, Apprenticeships, grant information, HEAR and DARE schemes.

In the event the guidance counsellor cannot attend an appointment, a notice will be placed on the guidance office door and another appointment will be issued.

Students that abuse the appointment system by falsely stating that they are with the Guidance Counsellor will be issued with a report note. If the guidance counsellor deems it necessary parental contact will be made.

Confidentiality

The general principle and cornerstone of the counselling relationship is based on confidentiality which includes confidentiality relating to information disclosed and case records. However, there is no law of confidentiality which would command silence when the welfare of the child is concerned. (Child Care Act, 1991).

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Confidentiality statement made to students:

On first meeting with a student one to one, the condition attached to confidentiality is made clear by speaking with the student, reassuring them that the guidance team wishes to help them in any way possible so that what they generally tell you will be confidential. However, it is explained that if the student discloses anything that indicates that they are in danger or someone else is in danger, that this cannot be kept confidential and it will have to be passed on to someone who can take steps to deal with it. They will be informed beforehand if it is necessary to do this and to whom the information will be given. Only certain people e.g. parents/ the school Principal may need to know. If a counselling issue arises during a careers meeting with the Guidance Counsellor, then the Guidance Counsellor will, if the need arises, seek parental permission for counselling.

Crisis situations and critical incidents:

In school's students may sometimes present with crises that demand immediate attention. In such circumstances the emotional state of the student is attended to in the most appropriate manner possible. The **duty of care** to the student is first and foremost. Referrals may then be made to outside support services as necessary. Further information regarding this is detailed in the Critical Incidents Policy.

Parent / Guardians Appointments:

Parents / Guardians are advised to make an appointment with the guidance counsellor only in order to guarantee an appointment at an appropriate time and furthermore to allow adequate time for an educational profile of their student to be compiled.

The Guidance Counsellors are most willing to meet parents or guardians on an individual basis. Parents can make contact with the school secretary or they may contact the Guidance Counsellor directly by phone or email. Appointments are usually conducted during school hours but may in certain circumstances be arranged after school. All parties are requested to inform each other if a cancellation proves necessary. On occasion the Guidance Counsellor

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may request that another member of staff be present at a particular meeting e.g. Year Head, subject teacher and/or management. The student may if required be invited in for part or whole of the meeting with approval of the Parents/Guardians. This affords the students responsibility, ownership, accountability and inclusion in the meeting outcomes. Notes of all meetings shall be kept by the Guidance Counsellor.

Consultation with Parents/Guardians

Parents are welcome to visit the Guidance Counsellor to afford them the opportunity to discuss their son/daughter's aptitudes, abilities and interests, in educational and occupational planning as well as issues of personal concern if so desired. The aim of the school guidance service is to support parents in their endeavours to help their sons/daughters with their personal and social development and school progress.

1. The Guidance Counsellor is available to meet with parents at the regular parent/teacher meetings for all year groups. If parents/guardians are unable to see the Guidance Counsellor during these meetings, they are invited to make an appointment for another time.
2. Parents/Guardians are welcome to ring the school at any time to make an appointment to meet with the Guidance Counsellor. A request for a meeting will be acknowledged and will be arranged for the soonest available time.
3. In certain circumstances the Guidance Counsellor may need to contact the parent (s)/guardians in order to request a meeting with them. Contact is made with the parent/guardian directly by phone to arrange a mutually convenient time for the meeting. If appropriate, the parents (s)/guardians are informed over the phone of the reason for the meeting.

Annual presentations made to Parents/Guardians:

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- **Parents of incoming first year students??**

Part of the induction programme for first years will involve a presentation to parents as an introduction to the services of the Guidance and Counselling department. Parents are welcome to visit the school and by appointment may consult with the Guidance Counsellor before their son comes to the school.

- **Parents of third year students**

A presentation on senior cycle choices/ subject choice is made annually by the Guidance Counsellors to parents of third year students. On the same evening presentations are made by a member of management and the teacher in charge of the subject choice process. Parents are encouraged to ask questions at the end of the presentation and /or to consult with the staff after the meeting.

- **Parents of sixth year students**

A CAO information night is held for parents/guardians of 6th year students. A detailed power-point presentation is issued by the guidance counsellor, year head and deputy principal/principal. The presentation issued by the guidance counsellors explains

- The Points System
- CAO Applications & Deadlines
- Restricted courses
- Further Education Colleges
- Apprenticeships,
- The world of work
- HEAR, DARE,
- Study skills,
- Grants
- Student Accommodation
- UCAS.

The following websites are also explained to parents/guardians in the guidance counsellor's presentation;

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www.cao.ie

www.careersportal.ie

www.qualifax.ie

www.ucas.co.uk

www.apprenticeships.ie

www.euincas.ie

www.susi.ie

Outside Agency Referrals

Referrals will be made to the Designated Liaison Person (DLP) in the school according to policies and procedures set out by the school and in alliance with the Education Act and Children's First Guidelines. The DLP can refer cases to Tulsa and any other agencies or personnel that need to be involved. This policy acknowledges that Guidance is a whole school issue and as such it is the responsibility of all staff of the school to adhere to the Child Protection Guidelines and report their concerns about a child to the Designated Liaison Person, in our case the school Principal or in the event of his absence the Deputy Principal(s).

This includes two types of activity:

1. Referral of an individual student to the Guidance Counsellor by Principal, Deputy Principal, Year Heads, Tutors, subject teachers, parents, Board of Management.
2. Referral of an individual student by the Guidance Counsellor/DLP to other professionals outside of the school e. g. The National Psychological Service (NEPS), Health professionals, Youth Reach or other appropriate agencies.

The voluntary participation in counselling of the referred student must be respected by all concerned. Where the young person's problem is such that the Guidance Counsellor judges her own expertise to be such that she is no longer unlikely to be able to provide the student with the structure, and protection usually associated with the amelioration of, or recovery from, a

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particular condition, then the Guidance Counsellor will refer the student to a more specialised service, where such is available, and will monitor progress of such a referral.

When the student and /or their parents accept referral the Guidance Counsellor continues to exercise their ***duty of care*** to the student until contact is established between the client and the other practitioner. Where the client refuses referral, the implications of such refusal will be pointed out to her i.e. that the professional relationship with the current practitioner is being ended, and that the parents/guardians will be informed of such.

Consultation with colleagues

In the case of a referral to Tulsa, it is sometimes necessary to engage in consultation with colleagues in order to find out further information. In this case confidentiality is paramount and the guidelines for confidentiality already outlined apply

Links with Staff/Outside Agencies

Staff members liaise with the guidance counsellor on a regular basis to ensure cross curricular guidance and to ensure '*appropriate*' guidance is delivered to all students on a personal social and academic level.

- School management
- Year heads
- Class tutors
- Teaching staff
- Transition year coordinator
- LCVP coordinator
- Care team
- SPHE & RE teachers
- TY Work Experience Coordinator

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The listed outside agencies liaise with school management, guidance counsellor and staff at St Kieran's College.

- Physiological Support Service
- Túlra
- Social workers
- Employers
- College admission officers
- Solas
- Colleges of Further Education
- Defence forces
- General Practitioners
- Medical Consultants
- An Garda Síochána
- Colleges and Universities
- FETAC Colleges
- Sports Scholarship Personnel
- Academic Scholarship Personnel
- CAMHS
- Jigsaw

18. Assessments

The SEN team and the Guidance Counsellor carry out a range of tests on students in St Kieran's College.

Incoming First years are assessed in March. The results of the assessments give an indication if students in first year need assistance. The SEN team monitors and evaluates the 1st year results and makes comparisons with the scores from primary school. Students identified at risk will be highlighted and support put in place.

Transition year students are also assessed in February and complete the CAT4 to determine their aptitude in different areas and to assist them with subject choice.

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5th Years

Students in 5th year continue with learning support if they have been diagnosed with a learning difficulty. Students not allocated learning time but showing signs of difficulty are assessed once again during the school year.

6th years

Student's allocated learning support continue with it for the duration of 6th year. Students not allocated learning support time but showing signs of difficulty are assessed once again. The guidance counsellor and SEN Co-Ordinator will help all students who are HEAR/DARE or exempt from Irish with the application process for the CAO. Students who have accommodations in the Leaving Certificate work closely with the Learning Support team. Students who are exempt from Irish will take LCVP as a Leaving Cert Subject.

19. Guidance Curriculum

The St Kieran's College Guidance plan outlines a continuum of support for the whole school guidance programme.

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 college). 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, careers classes and work experience/placement provided as part of senior cycle programmes (TYP and LCVP). The NEPS publication '*A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*' (2010) outlines whole school approaches that can be employed in relation to '*Support for All*'.

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Guidance for Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the student support team, SPHE teacher, year heads, class tutors. The NEPS publication '*A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*' (2010) outlines a *Solution Oriented Framework* that can be employed in relation to '*School Support (for some)*'.

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 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. The NEPS publication '*A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*' (2010) outlines supports which can be provided to students with more complex or enduring needs under '*School Support Plus (for a Few)*'.

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Guidance Curriculum in St Kieran's College

The Guidance curriculum may be divided into two components:

- Formal
- Informal.

Formal Guidance

The Formal Guidance curriculum is delivered using two forms of intervention employing a number of methodologies:

1. Individual contact of a personal counselling nature and careers/vocational guidance appointments with students.
2. Classroom guidance delivered in regular weekly classes or year group intervention as required.

Informal Guidance

The Informal Guidance programme consists of liaising with other teaching staff/management to actively promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of the Guidance Plan. Meetings and appointments with parents form an integral part of the Informal Guidance plan.

Method of Delivery of Guidance Programme

Formal Guidance classes (of one period per week) are timetabled with every, TY, 5th and sixth year class of one period per week. The Guidance Counsellors have an important role to play in the Careers Investigation with L.C.V.P. students. The Guidance Counsellor currently teaches a 5th and 6th year LCVP class and has an active role in the planning of the LCVP curriculum. The Guidance Counsellors are also essential members of the S.P.H.E. team depending on time table availability. In first and second year the Guidance Counsellors may borrow classes from subject teachers to introduce vocational guidance at junior cycle. Classes are also borrowed for various topics such as settling in in first year.

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The Guidance teacher will borrow classes at Junior cycle to deliver the following important topics:

- ☐ Anti-Bullying
- ☐ Study Skills
- ☐ Well-Being and Mental Health
- ☐ Introduction to Vocational Guidance
- ☐ Transition from primary to secondary school

Range and Variety of Resources

- Personnel
- Materials
- Facilities
- External

Personnel

Guidance Counsellors, Management, Chaplain, Year Heads, Subject Teachers, Class Tutors.

Materials

College prospectus available from Career Guidance office on request. Other Guidance materials also available if student requires them, e.g. apprenticeship leaflets.

Information Technology

Use of internet and web-based research forms an important part of career investigation e.g.

Qualifax	www.qualifax.ie
Career directions	www.careerdirections.ie
Careers portal	www.careersportal.ie
Cao	www.cao.ie
UCAS	www.ucas.co.uk
Go Careers Interview Techniques	www.gocareers.ie

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Facilities

Guidance Office, Computer Room, Notice boards, Google Classroom, School Website

External

Open days, Careers fair, Career information sessions

Guest speakers / Past pupils etc.

Role of Guidance in Subject Choice

Subject Choice

Students and parents/guardians are provided with information and support when choosing subjects in 2nd year and in 5th year. Information sessions are held for 1st years and Transition year students and their parents/guardians.

Junior Cycle

All students take these subjects and sit them in the Junior Certificate/Cycle examination.

- Gaelge
- English
- Maths
- Science
- Modern Languages: French/Spanish/German
- History
- Geography
- Religious Education

Modern Languages:

Students will either take French or Spanish as a subject up to Junior Cert level.

Core Non Examination Subjects:

- ☐ PE (Physical Education)
- ☐ SPHE (Social, Personal and Health Education) – include well-being?
- ☐ CSPE

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Junior Cycle Option Subjects:

Students choose two from the following list of option subjects.

- Art, Craft and Design
- Business Studies
- Music
- Technology
- Materials Technology Wood
- Metalwork
- Technical Graphics

Senior Cycle

Transition Year students entering 5th year choose their leaving certificate subjects by rating their top subjects. All students list their top 6 preferences; the school will try to facilitate students with their preferred choices but this depends on time tabling options. If students are exempt from Irish, they will take LCVP instead to give them 7 Leaving Cert subjects.

Subject Levels

If a student wishes to change a level in a subject, for instance dropping from higher level to lower level they must consult with their subject teacher. The Guidance counsellor will be available if a student wishes to consult about the subject. All parties must be in agreement that it is in the best academic interest of the student to drop from higher to lower level. The student must also speak to the guidance counsellor in relation to different points that can be attained in higher and lower levels and the entry requirements for college courses in Ireland.

20. College Awareness Week/Careers Fair/Open Day

St Kieran's College Open night

All staff and members of the student council attend to help out with tours around the school. Demonstrations from subject departments are held in laboratories & classrooms. The Guidance Department is set up with an office for parents to attend and ask questions to the Guidance Counsellors.

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College Awareness Week

Each year the college designates a week in the school calendar where they promote college and alternative routes after secondary school. A teacher PowerPoint is shown to all pupils in a designated class in that week, it shows the different careers, educational pathways and travelling that each teacher has done.

All year groups are encouraged to partake in the different activities throughout the week. The following activities took place this year. Last year was a lot different due to Covid 19

- ❖ Ty students took part in a third level awareness video which was posted on the school twitter account and the school website.
- ❖ Guest speakers from DCU and WIT for all TY, 5th and 6th Year students

Opportunities for the coming year:

1st/2nd years: Imagining life +10 years and writing a letter/diary entry on college experience and job they have (Dare to Dream) in English class.

3rd years: Mentoring from 6th year students in the canteen. Each 3rd year student will have a worksheet that they will have to talk to the 6th year student to get the answer to. Speed

Careers

TY: Tys researching information on colleges and presenting to 1st year classes via a PowerPoint presentation.

5th and 6th Year Students: Campus tour to a 3rd level institution.

Higher Options

More than 160 colleges, universities and institutes of further education from Ireland and across Europe are represented at Higher Options. The expo is an opportunity for students to speak directly with representatives of universities and third-level colleges and institutions that cater for all levels. Students can attend talks, speak directly with guidance counsellors, and seek advice from experts on third-level funding as well as representatives from all the main Irish universities and colleges.

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Skills Live Expo in the RDS

What Ireland Skills Live will do, in an exciting and dynamic way, is to tackle head on the negative perceptions' students, their parents, and in some cases their teachers and career advisers have about apprenticeships or skills as a future career pathway. Negative perceptions range from poor pay, poor working conditions to a lack of job satisfaction.

There can be nothing more empowering than a real face to face opportunity allowing students, parents and teachers to experience the realities that so many of our apprenticeships and skills can offer today.

Careers Evening “Kieran’s Talks Careers”

By attending Higher Options in the RDS, students are afforded the opportunity to explore their future career prospects by attending stands, receiving information and talking to representatives from colleges/universities/PLC/Apprenticeship and industry agencies.

Opportunity for the future

The Guidance Dept. may use this as a platform for students to delve deeper into the careers path that they may wish to follow, in preparation for when they leave the college in June.

This evening could split into three parts;

1. Third level College representatives attend to give students and parents further entry requirement information they may need.
2. Ex-students of the college could come and give talks about their experience of college life
3. Local businesses and professionals/past pupils could give their experience of their career in three ten minute ‘The day in the life of...’ talks.

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Visits to Third Level Colleges

In the past few years, senior cycle students have had the opportunity to visit the following colleges:

- ❖ I.T. Carlow – TY Students
- ❖ Sports Science in I.T. Carlow – 5th and 6th Year students
- ❖ UCD Campus tour – 5th and 6th year students
- ❖ Sport Science in LIT Thurles – 6th year students
- ❖ WIT – 5th year students

21. Student Supports

Cairdeas Programme

A group of 5th years are chosen to help and support incoming first years. They build up a relationship with a small group of students and help them to settle and feel at ease with their new surroundings. There are five meetings in the first two months with “Cairdeas” mentors co-ordinated by Chaplain and Year Head. Activities/topics include introductions, ice-breakers, campus tours, time-table, homework, extra-curricular activities etc.

Student Council

The student council at St Kieran's College have played a pivotal role in our school. Each year the council has gone from strength to strength and involved itself in numerous events/activities and policy making decisions that make St Kieran's College the school it is today. We have worked closely with our teachers, the BOM and the parent's association to bring about meaningful change and improve our college for the benefit of all students.

Our student council consists of two elected representatives from each year. The members of the student council help with preparation of various activities run by the guidance department throughout the year.

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Positive Mental Health /Wellbeing Week

Each year the school organises a Mental health week. This week promotes positive mental health within the school and at home. A number of events/activities/guest speakers, poster competition/ meditations/yoga are all part of this week.

The new wellbeing indicators are implemented during this week.

Being Active: 5k walk on the Friday/ Activities for first and second years

Responsible: Members of the student council are asked to take responsibility for the week.

Students are encouraged to be responsible for their own mental health and take action on how to help improve it.

Connected: Students will be asked to drop everything and catch up with their friends during class. They are also encouraged to connect with family members.

Resilient: Students are encouraged to reflect on academic performance and put steps in place to improve them.

Respected: Positive relationships between staff and students are encouraged during this week but throughout the school year.

Aware: Students are encouraged to be aware of their own mental health and others around them and that it is on a scale and this scale is movable. Guest Speakers further enforce this message.

There has been a number of different speakers from the following agencies over the past few years:

- Donal Walsh Mother Alma Walsh - Live Life foundation
- Roy Nunn – College student who was born with one hand.
- Teach Tom – Local counselling service
- Kenny Egan – Former Olympian
- SOAR foundation – Tony Griffin
- Derek McGrath
- Shane Carthy
- The Samaritans

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- Pieta House – Amber Flag

LGBTQ Week

Each year the college runs an LGBTQ week which promotes the LGBTQ community. There are various activities throughout the week including a poster competition and guest speakers.

Mock Interviews

In 6th year, interview skills are carried out in all career classes to help students prepare for Further Education and UCAS college interview post February. Students will have time in this class to have a one-to-one interview with the teacher. Students who still need more assistance and wish to have a mock interview must make an appointment with the Guidance Counsellor. Students will then be given an appointment for a mock interview in the career Guidance Office. The mock interview will be approximately 15 minutes in duration.

In TY, Students are interviewed at the end of the school year to go through their own personal experience of TY. The Guidance Counsellor and the TY Co-Ordinator would be part of the interview committee.

Guest Speakers

The Guidance Counsellor will contact and arrange visiting Speakers. Career talks are particularly useful for senior pupils. Discussion and evaluation are very important. Guest Speakers will be organised during careers classes so academic classes are not disturbed. All students will be informed of the guest speaker dates.

When speakers have been arranged and a date set, the Guidance Counsellor will inform students via google Classroom, Career Guidance notice board and announcements during classes.

Past Pupils

It is envisioned that the guidance Counsellor at St Kieran's College will in the future maintain contact with ex-pupils who are in employment and ex-pupils who are in third level education. All 6th year students will be contacted by the guidance counsellor each year to ensure that they are content with their college courses and/or place of work. Past pupils can also be asked to come back and give career talks.

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College Taster Days

In conjunction with third level colleges students can choose to attend a day at a college to experience what different courses will be like and to give them an insight into third level education.

St Kieran's College Wellbeing Annual Planner

August

- Cairdeas Training
- First Years induction
- Ty Activities- Greenway

September

- TY Soccer Blitz
- TY Safe Socialising
- TY Drumming
- TY Talk-Addiction
- Sports Day
- Musical
- Gaa Blitz
- Anti Bullying talk to junior cycles classes

October

- Internet safety talk
- TY Walking by the river
- Garda Talks Michael Brannigan run
- LC Geography Trip
- University talks
- TY Work experience
- Study Skills
- History trip -3rd years
- Careers Fair
- Geography trip-1st year
- Be secure online talk
- Well Read 2nd Year Retreat

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- Musical

November

- Poetry Aloud
- History trip- 1st yrs
- Movies-English
- TY bowling
- Assembly -2nd Yrs Retreat
- 3rd Year Mass
- TY Walking
- Music trip

December

- GAA screening
- Trad group
- Carol singing
- History film

January

- BT Young Scientist
- TY Drumming Catholic Schools Week
- Truck & Tractor Run
- TY Talk -Rape Crisis Centre
- Musical

February

- Cairdeas teaching
- TY Work Experience
- Student Council Soccer tournament
- TY Mountain biking
- Musical

March

- Music Festival
- Mass St Kieran's Day

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- St Kieran's day activities
- Mental Health talk for Mental Health week
- LGBT Talk
- Retreat-6th Yr Elma Walsh- Donal Walsh
- Theatre Musical

April

- Ty Talk-Cadets
- TY Gaisce
- Parents fun run
- History Film
- French quiz
- Maths quiz
- DCU Talk
- TY Walk

May

- Musical-Theatre
- TY Retreat
- Geo Trip
- 6th yrs Graduation
- Choir Trip
- Musical Awards Night
- GAA Blitz

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Guidance Activities

Summary of all Activities:

Activity	6th Yr	5 th Yr	TY	3 rd Yr	2 nd Yr	1 st Yr
One-to-one Counselling Appointments (Vocational, Educational, Personal)	√	√	√	√	√	√
Study Skills through SPHE or Careers classes	√	√	√	√		
CAO Applications	√					
PLC Applications	√					
UCAS Applications (as requested)	√					
Introduction to the Guidance Counselling Service						√
Psychometric Testing	√(as required)	√(as required)	√(as required)	√	√(as required)	√
Time Management and Organisational Skills (on referral)	√	√	√	√	√	√
Exploration of Career Areas	√	√	√	√	√	√
Subject Levels and Motivation	√	√	√	√	√	√
Subject Choice			√	√		√

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Information Evenings for Students and Parents	√		√			√
Guest Speakers	√	√	√	√	√	√
Careers Fair	√	√	√			
Mental Health Week	√	√	√	√	√	√
LGBTQ Week	√	√	√	√	√	√
Work Experience		√	√			
Study Skills Workshops	√					
Restorative Practice	√	√	√	√	√	√
3 rd Level Taster Days	√	√	√			

Guidance – A Term by Term view

Term 1 – August to October (Halloween)

- ☐ Appointments with previous Sixth year students if they have queries about options after Leaving Certificate results, consultation and advice for students if required.
- ☐ Induction Programme for first year students and outline of guidance and counselling service. Settling in a programme. The Guidance Counsellor will deliver a class to each group in the first week of school.
- ☐ Presentation to first year parents on Induction evening relating to Guidance and Counselling service.
- ☐ Support for Transition year students in relation to Junior Cert results/ subject choice etc.
- ☐ Meetings with care teams
- ☐ Personal counselling appointments
- ☐ Appointments with parents as necessary

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- ☐ Organise Careers Notice board, Google Classroom for each Career Guidance class & school website
- ☐ UCAS system explained, examples of UKCAT and HPAT tests shown to students
- ☐ Completion of UCAS forms and references
- ☐ Careers Classes for 4th, 5th and 6th year class groups.
- ☐ Pop up classes at Junior Cycle level.

Term 2 – October to December (Christmas)

- ☐ Open night for parents outlining CAO options and system in full
- ☐ CAO appointments with sixth year students on request – will meet all students at least once about options after Leaving Cert.
- ☐ Meetings with Access, Dare and Hear candidates
- ☐ Meetings with the care team.
- ☐ Organisation of Positive Mental Health Week in early December
- ☐ Anti-Bullying workshop with 1st, 2nd and 3rd years
- ☐ Careers fair at a local venue to be attended by 5th and 6th year students.
- ☐ Optional Campus tour trip to a major University – 5th and 6th year students
- ☐ CAT 4 Psychometric testing for all students in TY.

Term 3 - January to Easter Holidays

- ☐ Further appointments with sixth years re: UCAS interviews, CAO choices.
- ☐ Optional Campus tour trip to a major University – 5th and 6th year students
- ☐ College visit for Transition year students.
- ☐ Introduction to PLC system.
- ☐ Subject choice information night for Transition year parents.
- ☐ Meetings with the care team.
- ☐ CAO appointments with sixth year students on request
- ☐ Feedback from the CAT4 tests to all students in TY.

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Term 4 – Easter to Summer Holidays

- ☐ PLC applications
- ☐ Interview skills
- ☐ Leaving Certs: how to prepare for college life, budgeting etc
- ☐ Meetings with care team
- ☐ CAO – Statement of Application, change of mind etc.
- ☐ Available to students and parents after Leaving Cert results and Cao offers
- ☐ Transition year interviews

School Guidance Planning/ Evaluating

The Guidance and Counselling Plan will be a process (rather than a completed product).

It will be a document that is *alive* and remains open to *change* and will therefore *be under permanent review*.

Why Evaluation in School Guidance Planning?

Evaluation:

- Measures the progress of a guidance project/action plan
- Examines the impact of a guidance project or action plan
- Identifies areas of success or areas that require further attention
- Keeps the focus on ongoing guidance planning
- Prevents a guidance plan from sitting untouched on a shelf
- Helps to keep guidance planning to the forefront of planning in a school.

Undertaking an Evaluation of School Guidance Planning

Steps:

- Decide what needs to be evaluated
- Collect the data
- Collate, analyse, and interpret data
- Present the findings
- Reflect on the report
- Follow through

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List of Support Services

Jigsaw – Jigsaw Dublin City is a free and confidential service supporting the mental health and well-being of people aged 12 – 25, Blanchardstown

Contact Person: Aoife Clerkin (01)-8905810 www.jigsaw.ie

Pieta House- one-to one counselling for young people at risk of self harm or suicide.

Contact Person: Avril Mansouri (01)-6010000 www.pieta.ie

Barnardo's- work with vulnerable children and their families.

Contact person: ann.coyle@barnardos.ie (01)- 826 2434 22 Corduff Park, Blackcourt Road, Dublin 15 www.barnardos.ie

D. Doc: Out of hours mobile GP Service. Contact 1850224477

Samaritans: Confidential phone counselling service. Contact 116123

St Luke's Hospital: (056) 7717080.

Teach Tom: 056-7796592

CAMHS: Child and Adolescent Mental Health Service: Referred through family G.P. Health professional CAMHS Team 1, St Canice's Hospital, Kilkenny - [056] 7734828

Social Work Services: (www.Tusla.ie) 01 771 8500

NEPS: National Educational Psychological Services: (WWW.education.ie) 056 7760200

Teen Between (support for children of separated parents): www.teenbetween.ie

HADD (ADHD Support Network): www.Hadd.ie 01 874 8349

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NBSS: National Behaviour Support Service: Supporting children and schools with programmes which address behaviour for learning:

www.nbss.ie 046 909 3355

Family Mediation Service: www.legalaidboard.ie 01 646 9600

Barnardos Family Resource Centres: www.barnardos.ie
01 453 0355

Centre for Talented Youth Ireland, CTYI. Supported gifted and talented children:
www.duc.ie/ctyi/ 01 700 5000

Teen Parents Support Programme: www.tpsp.ie 01 6700167

MENTAL HEALTH SUPPORTS

Pieta House: Support services for people who have suicide ideation or who participate in self-Harming 061 484 444

Cross Care/Teen Counselling: www.crosscare.ie 01 836 7166

AWARE: Provides support and information for those who experience depression, anxiety or mood disorder: www.aware.ie 01 661 7211

Childline: National listening service for children via phone, text and online messaging.
Contact person: Monica Rowe mrowe@ispcc.ie 01 676 7960