

Coachford College Guidance Plan

Section 1 – General

Mission Statement

This document is being drawn up in the context of Coachford College's ethos and reflects the College's commitment to creating a caring community of learners in a safe and respectful environment. The College and its members stand for tolerance of individual difference and the adoption of the notion of rights and responsibility for all. The College seeks to be a place of learning which promotes excellence through the development of the whole person. Its central goals are to enhance self-esteem, promote life skills, foster the development of each student's potential, academically, personally and emotionally, leading to greater personal autonomy for all students.

Rationale

As per 1998 Education Act, specifically 9C requiring schools to "... ensure that schools have access to appropriate guidance to assist them in their career choices..." to meet the Statutory requirement for schools under this Act.

Guidance

Guidance is used to describe the range of learning experiences provided in a developmental sequence designed to assist students to make choices about their lives and the transitions based on these choices.

The Guidance programme is the full range of activities through which the school addresses the needs of students. This incorporates three main yet interlinked areas as identified by the NCGE

- Personal and Social
- Educational
- Career

Personal Counselling: a key part of the school guidance programme. It is offered on an individual or on a group basis. It aims to assist students explore their thoughts and feelings, giving care and support to students learning to manage the various challenges and developments in growing and changing. Great emphasis is placed on endeavouring to raise and enhance pupils' self-esteem. An interdisciplinary approach is adopted. Teaching and support personnel from a number of departments collaborate and liaise with pupils homes in addressing this objective.

Educational Guidance: Developmental in nature, beginning at the student's entry to second level schooling, educational guidance includes empowering students in the areas of subject choice, study skills and examination skills, and consulting parents about related matters. Some examples of educational guidance include:

- Study skills and exam skills
- Counselling for learning difficulties
- Teacher consultations

- Assessment using Psychometric Instruments and Inventories
- Motivation
- Choices: subjects: levels: courses

Career Guidance: Involves empowering students to recognise their talents and abilities enable them to make informed choices and take responsibility for their own futures. Examples of area covered:

- Careers Information Management/ Employment Opportunity
- Development of self awareness
- Post Leaving Certificate Choices/Pathways to Further Education
- Attendance at Career Events
- Personal Vocational Guidance Interviews
- Organisation of Career Talks/ Liaison with Business, 3rd Level – Personnel and Past Pupils
- Decision Making Skills and Planning Skills
- Job Search Skills/ Interviews/ Facilitation of Feedback re.Work
- Experience
- Use of IT e.g. Qualifax

Aims

The Guidance Programme in **Coachford College** aims to provide support for learners to enable them to make wise and informed personal, educational and career choices.

Coachford College Guidance Department strives to be inclusive providing for the needs of all students: junior, senior, international, special education needs – entire spectrum from learning supported to gifted in the ethos of the schools pursuit of excellence for all.

The guidance counsellor has primary responsibility for the delivery of the College's Guidance and Counselling Programme. The important role of all other members of the College Staff is acknowledged and their relevant contributions to the planning and delivery of many aspects of the programme.

Objectives

The Guidance Process aims to be flexible in approach and evolves over time. It reflects the needs of all students, is dependent on available resources and is both shaped by and shapes the environment in which it is delivered. While the Guidance Programme is the responsibility of the Guidance Counsellor, a whole school approach is essential in terms of delivery and in achieving the objectives:

- To enable pupils grow in independence and take responsibility for themselves
- To develop and explore an awareness and acceptance of their talents and abilities.
- To make informed choices about their lives and follow through on those choices.

Guidance Counsellor Sheila O'Leary

Number of hours allocated for Guidance by DES

Members of the Guidance Planning Group Sheila O'Leary (subject coordinator)
Marie McAuliffe
Fr Francis Manning
Fiona McCole

Geraldine O'Mahony
Jessica Heaphy
Mary O'Driscoll

Additional Personnel

- All other staff members within Coachford College
- Four UCC Guidance Students, two per term, take students for Guidance interviews and a Counselling case study
- Two counsellors from outside the school facilitate the Seedlings Bereavement Programme which is offered to students interested in participating on an annual basis.

Section 2 - Guidance Curriculum

The Guidance Curriculum is delivered both formally and informally

Formal Guidance

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

1. Individual meetings of a personal counselling nature and careers/vocational guidance.
2. Classroom guidance delivered in regular weekly classes/team teaching/class group or year group intervention as required.

Informal Guidance

The Informal Guidance programme consists of liaising with other Teaching Staff/Management to promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of Guidance. Meetings with Parents/Guardians and outside agencies form an integral part of Informal Guidance.

Formal and Informal Guidance Programme

<u>Number of weekly timetabled Guidance classes</u>	11
<u>Number of periods available to meet with students</u>	20
<u>Number of Pastoral Care Team Meetings</u>	1
<u>Number of periods available for other</u>	11

Administration

Counselling/Vocational/Careers Meetings

To ensure the safe and effective delivery of the guidance programme, an appointments system for Personal Counselling/Careers/Vocational Guidance Interviews operates. Appointments are made in consultation with the student. To reduce disruption, appointments may be made during careers classes or at the end of lunch breaks. Students are not allowed to excuse themselves from class to make appointments or wait outside the Guidance office.

Each student is required to present their teacher with an appointment card (see appendix 1), which the teacher is requested to sign. The class teacher has the right to

refuse a student to leave for an appointment; in that instance the appointment is rescheduled.

Attendance at Career Talks/Colleges/FAS/Industry/Study Skills etc

Students are required to sign an attendance sheet copies of which will be posted on the careers notice board and in the staff room (see appendix 2).

Section 3 - Programmes and Levels

Curriculum Content/Guidance 1st -6th year.

First Year

1. Personal and Social Guidance

- Induction Day: -subject department displays introduction to teachers.
- Information Evening for parents of incoming first year students.
- Information Pack distributed to homes of all incoming first year students prior to their arrival.
- Early school return for 1st year students focusing on:
 - familiarisation with new school environment
 - distribution and explanation of timetables
 - introduction to pastoral care service
 - introduction to Guidance service
- Individual guidance available on request using V.G.I. form.
- Administration of questionnaire to 1st year pupils followed by pastoral care meeting with the school chaplain for all 1st year students.

2. Educational Guidance and Career Guidance

- 1st Year Assessment Tests administered by Resource Planning Co-ordinator and Guidance Counsellor.
- Guidance module delivered within SPHE.
- **Organisation** Guidance Counsellor timetabled for formal class contact with 2 groups on a modular half-yearly basis. Remaining two groups receive guidance module within SPHE class.
- **Syllabus**
 - Introduction: - discussion on transition to second level, advantages, disadvantages, challenges, fears, how to access the Guidance Service.
 - Organisational/Planning skills – assisting students in coping successfully with demands of new school system.
 - Study Skills – organisation, method time management.
 - Decision making skills.
 - Examination Technique.
 - Introduction to their career journey.

- Development of their awareness of their skills, interests, strengths and recognition of the importance of developing these and increasing their own self-knowledge.
 - Introduction to career IT
 - Coping with bullying and other challenging situations.
 - Subject choice.
3. **Career Guidance**
- Consultation with parents re subject choice available on request.
 - Individual career appointment with all first years to discuss subject choices and their career implications.

Second Year

1. **Personal and Social Guidance**

- Continuing development of self knowledge, ..., personality, qualities and potential through SPHE and RE programmes.
- Individual guidance sessions available on request using VGI form.

2. **Educational Guidance and Career Guidance**

Organisation:

Multidisciplinary approach building on 1st year topics such as Study Skills/Planning, Organisation, career journey. These skills are developed through all subject programmes.

No formal class contact with Guidance Counsellor.

Third Year

1. **Personal and Social Guidance**

- Decision making, conflict resolution, friends/peers. Development of self concept heightening awareness of skills, interests, potential,.. delivered within SPHE and RE classes.
- Individual guidance meetings available on request using VGI form.

2. **Educational Guidance and Career Guidance**

- (a) organisation: guidance counsellor not timetabled with 3rd year students. A number of Guidance classes are organised with the cooperation of the SPHE and subject teachers at the time when students are making subject and Transition Year choices
- (b) Senior Subject Choice Booklet administered to 3rd year students going directly to 5th year.
- (c) Information Evening for parents of 3rd year students.
- (d) Students invited to attend relevant career talks.

- (e) Introduction to career guidance information available on the internet...Qualifax www.qualifax.ie and Career Directions...www.careerdirections.ie
- (f) Individual career appointments for all 3rd year students to assist with decisions re going into 5th year/TY and subject choice.

Fourth Year

1. **Personal and Social Guidance**

- Individual counselling/guidance meetings available by referral or on request.
- Topics such as decision making skills, personal development, taking responsibility, peer pressure...addresses during formal guidance and RE classes.

2. **Educational and Career Guidance**

Organisation

- TY co-ordinator timetabled for Career Guidance class with each TY classes. One 40 minutes period per week.
- UCC guidance students available for guidance meetings (4 sessions per week)

External

TY students are encouraged to attend career talks, presentations, seminars, open days...

- Exploring Technology – on campus week in CIT
- Exploring Technology for Girls on campus in UCC
- Trip to UCC Spring Open Day; attendance at Irish Times Higher Options Careers Exhibition
- Overview presentations of CIT, UCC, College of Commerce, Scoil Stofain Naofa, St John's Central College. Presentations made by respective schools liaison officers from these colleges.
- Guest speakers from a wide range of different career options.
- Interview Skills.

Syllabus

- Introduction to Post Leaving Cert destinations.
- Framework of Qualifications
- Be Real Game
- Career Journey
- Research skills...use of internet, college prospectuses
- Identification of skills, hobbies, interests work values.
- Career Investigation (Assessment/presentation to other classes)
- Work Experience Questionnaire

Fifth Year

1. **Personal and Social Guidance**

- Individual guidance meetings available by referral and on request.
- Personal and Social Guidance issues addressed during formal class contact time in conjunction with the RE classes.

2. **Educational and Career Guidance**

Organisation:

- Formal class contact, guidance counsellor timetabled for one 40 minute period per week throughout school year.
- Individual guidance meeting with each 5th year student during which DAT results are returned. Students complete information sheet prior to meeting (Appendix 3).
- LCVP Programme
- External: Students are encouraged to attend Open Days, career talks and presentations.

Syllabus:

- Introduction to CAO/PLC/FAS
- Framework of Qualifications
- Be Real Game
- Letters of Application/CV preparation
- Research Skills
- Career Planning/Career Investigation
- Development of self-knowledge, skills, interests, values
- Administration of Interest Tests...Rothwell Millar Blank Bradbury
- Administration of Differential Aptitude Test (DAT)

Sixth Year

1. **Personal and Social Guidance**

- Individual Guidance Meetings available by referral and on request
- Topics such as transition from school, life choices, coping with the unexpected, support agencies, personal responsibility addressed during RE and Guidance classes.

2. **Educational and Career Guidance**

Organisation:

- Formal class contact, guidance counsellor timetabled for one 40 minute period per week throughout school year.
- Individual Career Guidance meeting mandatory for each Leaving Cert student, follow up appointments available on request

External:

- On site trip to FAS training centre
- Attendance at Open Days
- Organisation of Career Talks. Students are requested to make requests and suggestions re. guest speakers. Career talks are scheduled during career classes and delivered primarily during the first term.
- Individual appointments arranged for students with college lecturers.
- Liaison between students and graduates/employment agencies/business /industry

Syllabus:

- Calendar of Career Events
- CAO...Application procedure, how the system works.
- Previous year's points and entry requirements.
- How to prepare for a College Open Day
- UCAS Application procedure
- Assisting with applying for courses
- Making informed decisions
- Study skills revision
- FAS
- Evaluating career options and making critical use of information
- Motivation...having a goal
- PLC sector information and guest speaker
- Review of CV's, letters of application
- Interview techniques. Individual interview preparation with students applying for UCAS and PLC courses (includes collaboration with professional outside agencies)
- Grants and Scholarships
- Living away from home
- Transition from 2nd Level...changes, expectations
- Guidance service review/ feedback suggestions

Section 4

Testing

1st Years:

- Screening Tests are administered by the Learning Support Teacher during induction day. The test used is Group Reading Test II. Nefer Nelson. This test is scored by the Learning Support Teacher. The purpose of the test is to identify students who may require learning support or resources.
- Cognitive Abilities Test...Nefer Nelson is administered by the Learning Support Teacher and the Guidance Counsellor. There are three sections Verbal, Quantitative and Now Verbal. This is machine scored. It is administered during the second term of 1st year. Again its purpose is to identify any difficulties specific students may be experiencing.

5 Years:

Fifth Year Testing: Differential Aptitude Tests are administered by the Guidance Counsellor. The DATs are administered during second term. The DATs are machine scored and returned to the students on an individual basis by the Guidance Counsellor in the context of a Guidance Interview.

Interests tests such as Rothwell Millar and Bradbury are administered in the first and second terms.

Section 5

Protocol for Meetings

1. Meetings with students

All meetings are made by appointments. Students may make appointments at the end of Guidance classes or alternatively at the end of lunch breaks. They are issued with an appointment card (see Appendix 1) which they must present to their class teacher prior to attending the meeting. Subject teachers may refuse the student permission to leave class. In that instance the appointment is rescheduled. Students are “signed out” by subject teacher at the beginning of class.

2. Meetings with Parents/Guardians

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. On occasion the Guidance Counsellor may request another staff member e.g. Year Head, subject teacher to be present at the meeting. The student is invited in for all or part of the meeting with the approval of parents/guardians. This gives the students responsibility, ownership and inclusion in the meeting’s outcome. Notes are kept of all meetings by the Guidance Counsellor.

Section 6

Reporting Procedures

In both Personal Counselling and in Careers/Vocational Guidance Interviews the confidentiality rule is followed i.e. school management and or parents/guardians are informed if the student is a danger to him/herself and/or to others or it is a legal requirement. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student’s best interests to inform a teacher, parent/guardian of a particular difficulty this is only done with the knowledge and hopefully the agreement of the student.

Section 7

Record Keeping Procedures

- Detailed records of all personal counselling and careers/vocational guidance interviews are kept.
- Records of counselling sessions contain some of the actual words and phrases used by the client.
- To ensure accuracy these notes are in so far as possible written as soon as possible after each session.
- Notes are generally brief.

In Career Development

Section 8

To maintain qualified membership of the Institute of Guidance Counsellors a chartered member must complete 10 hours of in service training annually. (IGC Constitution and Code of Ethics 2004).

In Career development is essential to the work of the Guidance Counsellor.

The IGC has numerous links with organisations e.g. Institute of Suicidology, IBEC, FAS,... all offering in-career development. Attendance at Open Days, career seminars etc., all constitute in-career development. A record of in-career development is included. (see Appendix 4)

Section 9

Links/Distributed Guidance

The following demonstrates the whole school dimension of Guidance and the collaboration between the whole school community and the Guidance Counsellor.

Class Teacher:

- Encourages students to reach their academic and personal potential.
- Monitors behaviour and is sensitive to any difficulties students may be experiencing. Refers to Guidance Counsellor/Class Tutor/Year Head as appropriate.
- Liaises with parents through journal or scheduled meetings.

Class Tutor:

- Ongoing monitoring of students in a supportive positive way. Use of referral system as appropriate.
- Initial referral point for class teachers.
- Liaises with parents as necessary.

Year Head:

- Referral person for Class Tutor.
- Holistic monitoring of students.
- Liaise with parents as necessary.

TY Co-ordinator:

- Motivates and develop personal skills.
- Organises events, outside speakers, excursions etc which promote personal development.
- Liaises with management, Guidance Counsellor, parents in programme development.
- Attends in-service where possible.

LCVP Co-ordinator:

- Plans and administers programme.
- Communicates with students/ parents/ guardians/ outside agencies.
- Records and files portfolio items.
- Attends in-service where possible.

SPHE Teachers:

- Promotes self esteem and positive self image.
- Enables and encourages student discussion in relation to social, personal and health issues.
- Monitors behaviour and use referral system as appropriate.
- Attends in-service where possible.

Learning Support Teacher:

- Member of Pastoral Care Team, participates in weekly meetings.
- Identifies and prioritise students in need of support.
- Consults with Guidance Counsellor, NEPS and school psychologist as necessary.
- Regular meetings and contact with parents.
- Liaises with primary schools.

Students Council:

- Identifies areas of student concern.
- Liaises with Teacher Representative to promote positive change.

Parents Council:

- Forum for parents to participate in ongoing development of school.
- Voice and link for parents with school.

Outside Agencies:

The pastoral care team, guidance counsellor, teachers and management of the school promote and foster links with the following:

- NEPS: Learning Support Teacher and Guidance Counsellor have regular contact and meetings with the school psychologist.
- Social Workers: where necessary, guidance counsellor has meetings with social workers in supporting vulnerable students.
- Employers: TY co-ordinator and guidance counsellor foster links with employers
- Colleges/Admissions Officers: Rota of guest speakers from colleges organised.
- FÁS
- Failte Ireland
- Colleges of Further Education
- Community... Gardaí, Defence Forces
- DES... examination commission/ home school tuition...
- Past pupils
- Primary schools.

Section 10

Policies

Complete	In Progress	To be addressed
Anti-Bullying		
Crisis Response		
Special Needs		

--	--	--

Appendix I

Guidance Counsellors Department Plan
Coachford College Guidance Counselling Service

Appointment System

The Guidance Counsellor requests that
 _____ Class _____

Be given permission to attend at her office
 Day _____
 Time from _____ To _____
 Signed Out _____

The Guidance Counsellor requests that
 _____ Class _____

Be given permission to attend at her office
 Day _____
 Time from _____ To _____
 Signed Out _____

The Guidance Counsellor requests that
 _____ Class _____

Be given permission to attend at her office
 Day _____
 Time from _____ To _____
 Signed Out _____

The Guidance Counsellor requests that
 _____ Class _____

Be given permission to attend at her office
 Day _____
 Time from _____ To _____
 Signed Out _____

The Guidance Counsellor requests that
 _____ Class _____

Be given permission to attend at her office
 Day _____
 Time from _____ To _____
 Signed Out _____

The Guidance Counsellor requests that
 _____ Class _____

Be given permission to attend at her office
 Day _____
 Time from _____ To _____
 Signed Out _____

The Guidance Counsellor requests that
 _____ Class _____

Be given permission to attend at her office
 Day _____
 Time from _____ To _____
 Signed Out _____

The Guidance Counsellor requests that
 _____ Class _____

Be given permission to attend at her office
 Day _____
 Time from _____ To _____
 Signed Out _____

Appendix II

Guidance Counsellors Department Plan
Coachford College Guidance Counselling Service

LECTURE / OPEN DAY/ SEMINAR ETC

Notification of Students attending _____

Venue _____

Date _____

Time _____

1		21	
2		22	
3		23	
4		24	
5		25	
6		26	
7		27	
8		28	
9		29	
10		30	
11		31	
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	
18		38	
19		39	

20		40	
----	--	----	--

Appendix III

Guidance Counsellors Department Plan
Coachford College Guidance Counselling Service

Careers Appointment Form.

Personal Information:

Name: _____ Class Tutor: _____

Year: _____ DOB: _____ Year Head: _____

Home Tel: _____ Mobile Tel: _____

Junior Certificate Results:

TY : YES NO

Hobbies, Interests, Achievements:

Work Experience: _____

Leaving Cert Subjects and Results of most recent exams:

Subject	Level	Most recent exam results

Calculate your points based on above results

- Do you study any subject outside Coachford College: _____
 - List Career options / List any questions: _____
- _____

• Career Investigation undertaken: _____

• College visits / Lectures attended: _____

Appendix IV **Guidance Counsellors Department Plan**
Coachford College Guidance Counselling Service
Record of In-Career Development

	Name	
1	IGC Counselling supervision	
2	HEA Conferences	
3	UCC Guidance Conference	
4	CIT Guidance Conference	
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		

25		
26		
27		
28		
29		
30		

Guidance Counsellors Department Plan
Coachford College Guidance Counselling Service

HOW TO GET THE MOST OUT OF A CAREER EXHIBITION/OPEN DAY

5 Point Plan

1. Study the prospectus; before going to any career event you must be familiar with the basic course information i.e
 - Certification...Certificate/Ordinary Degree/Higher Degree/Masters/Doctorate
 - Duration of course.
 - Subjects studied each year.
 - Work Experience?
 - Typical points required.
 - Essentials subjects.
 - Desirable subjects.
 - Exam structure.
 - What do graduates do on completion of the course.
 - Employment prospects.
 - Contact name.details.
2. Refer to website.
3. Get a copy of openday/career exhibition schedule (download or from Guidance Counsellor)
4. Plan your visit – prioritise
5. Write out relevant questions:
 - Typical profile of student.
 - What qualities are required?
 - Number in class.
 - Ratio of male.female.
 - Drop out rate.
 - More information on work experience eg. Arranged by college/where/assessment...
 - Options at end of first year.
 - Transfer options.
 - Employment prospects.
 - Further study options.

Guidance Counsellors Department Plan
Coachford College Guidance Counselling Service

Summary Record of Personal Counselling

No	Date	Year	Gender	Referral	Presenting Difficulty	No of sessions
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						