



Whole School Guidance Policy and Plan 2022-2025

This Policy was ratified by the Board of Management on

13th September 2022

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INTRODUCTION

Deansrath Community College is a co-educational multi-denominational designated Community College participating in the DEIS Action Plan for educational inclusion and is located in South West Clondalkin. The school has approximately 300 students and is under the auspices of Dublin and Dun Laoghaire Educational Training Board.

Mission Statement

Our Mission Statement is to create a safe learning environment within the community which acknowledges diversity, fosters mutual respect, celebrates achievement, recognises the need of the individual, challenging all to reach their full potential. Our Whole School Guidance Plan fully supports our Mission Statement.

Definition

Guidance in schools refers to 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. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

Counselling offered within a guidance context is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

Rationale

The *Education Act, 1998* requires the management of a school to develop a plan based on the needs of the school. Appropriate guidance is a legal entitlement as schools are required by the Act to “ensure that students have access to appropriate guidance” (*Education Act, 1998, 9c*). This statement outlines for all the partners in education the central role that guidance plays in the lives of all students.

Other requirements and guidelines include:

- Planning the School Guidance Programme National Centre for Guidance in Education (NCGE),2004

-The “Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students “Access to Appropriate Guidance” (DES 2005) state that ‘the school’s guidance plan is a whole school responsibility’

- Looking at Guidance, Teaching and Learning in Post-Primary Schools Inspectorate Department of Education and Skills, 2009

-Circular 0009/2012, “Staffing arrangements in Post-Primary Schools for the 2012/13 school year” restates the position that : ‘each school develops collaboratively a school guidance plan as a means of supporting the needs of its students.’

-Looking at our Schools 2016-A Quality Framework for Post Primary Schools (DES 2016).

-School Self Evaluation (SSE) Guidelines 2016-2020 Post Primary (DES 2016)

- Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d)

-Junior Cycle Wellbeing Guidelines (NCCA 2017) The Wellbeing Guidelines state that ‘Student Wellbeing is present when realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, have a sense of purpose and belonging to a wider community’ (NCCA Page 17). Six indicators of wellbeing are presented in the Guidelines –active, aware, responsible, respected, resilient, connected. 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 programmes in schools (NCCA 2017, Page 46 and 48)

- ‘A Whole School Guidance Framework’ issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.

- Circulars 0012/2017, 009/2018 and 0014/2019, Approved Allocation of Teaching Resources with reference to Guidance Planning for ETB schools.

-Circular 0058/2019 in relation to assessment testing and feedback.

Scope

The Guidance Plan involves all aspects of school life and as such it is a whole school activity. While the Guidance Counsellor has the overall responsibility for coordinating and compiling the plan all members of staff have a contribution to make. The Guidance Counsellor is a member of the school educational team and as such works with various members of that team to provide students with the best possible service.

There is a provision of 22 hours for Guidance and Counselling

Links to other Policies

This document should be read in conjunction with all other school policies including (i) Admissions Policy, (ii) Code of Behaviour, (iii) Homework Policy, (iv) Attendance Procedure, (v) Anti-Bullying Policy, (vi) Substance Misuse Policy, (vi) Health & Safety Policy, (viii) Pastoral Care Policy, (ix) SPHE Policy (x) R.S.E. Policy (xi) Data Protection Policy (xii) Wellbeing Policy (xiii) Child Safeguarding Policy (xiv) Critical Incident Policy (xv) AEN, EAL and Inclusion Policy

Aims and Objectives of the Whole School Guidance Plan

- To provide a framework for the delivery of the schools guidance programme.
- To ensure a structured response to student's personal, social, educational and career guidance needs.
- To assist students in the transitions encountered: from primary to secondary, from junior cycle to senior cycle and from senior cycle to Further Education/Third Level/ Employment.
- To nurture teaching and learning so that each individual can reach his or her full potential
- To help students explore their thoughts and feelings and choices open to them in the various aspects of their lives.
- To promote physical health and wellbeing.
- To provide an environment where each individual can develop self- esteem and a sense of personal responsibility.
- To assist students in feeling connected to their school, friends and community.
- To assist students develop positive relationships with their teachers, peers and friends.
- To develop students' resilience skills.
- To enable students to make positive contributions to the society in which they live.
- To refer students if necessary to outside agencies.
- To apply best practice in the protection of students and the promotion of their welfare, within the resources available in accordance with DES and School Child Protection Policy
- To work effectively with statutory authorities and outside agencies as and when required
- To cater for the needs of all students.

Application of a Continuum of Support

A continuum of support model is applied to the Guidance Programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

A) Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY, LCA and LCVP).

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

C) Guidance for a Few - Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports will be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student.

Areas of Learning and Competences

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students are exposed to 3 areas of guidance-related learning so as to allow them develop in 8 areas of competence as follows:

Areas of Learning Competences

Developing Myself Developing and growing throughout life

Developing and maintaining self -esteem & positive self-concept

Interacting effectively with others (face to face & online)

Developing my learning Employing effective personal learning/exam strategies

Making educational choices in line with career aspirations

Developing my Career Path Using career related information and sources appropriately

Understanding the world of work and life roles

Managing career development & decision making

These areas of learning aim to build on the learning that students will have experienced during their years in primary education.

Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. These competencies are built upon in a variety of school programmes such as:

Junior Cycle - The three areas of learning and associated competences are linked with the Principles underpinning the Framework for Junior Cycle, a number of the Framework Statements of Learning and Key Skills. The whole school guidance programme is linked to Key Skills such as Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working with Others. The Guidance Counsellor has a role in planning, coordinating and delivering guidance-related learning associated (Guidance for All) with the relevant Key Skills and in providing more intensive interventions to those students who need it through Guidance for Some and Guidance for a Few approaches.

Wellbeing - SPHE and Guidance Related Learning are two of the pillars of Wellbeing. Wellbeing is linked to the Staying Well key skill of the Framework for Junior Cycle. The eight competences can be linked with five of the six indicators of Wellbeing – Responsible, Connected, Resilient, Respected and Aware. The Guidance Counsellor has a role in supporting planning for and delivery of the learning outcomes associated with the Wellbeing indicators.

Senior Cycle - At senior cycle (including LC, LCA, & TY) the RE/SPHE curriculum and Guidance Programmes can be used to plan learning outcomes in Developing Myself for students. All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

Whole School Overview

Within the school, Guidance is structured to provide a range of learning experiences in a developmental sequence, designed to assist students to make choices about their lives and to make transitions based on these choices. These choices may be categorised into three separate but interlinked dimensions/areas:

- A. Personal and Social Development
- B. Educational Guidance
- C. Career Development

A. Personal and Social Development - Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled

at Junior Cycle and Senior Cycle in R.E. It comprises the following modules: Belonging and Integrating, Self-Management, Communication Skills, Physical Health, Friendship, Relationships and Sexuality, Emotional Health, Influences and Decisions, Substance Use and Personal Safety. Modules such as Internet Safety, 'Friends for Life,' Internet Safety, Anti-Bullying workshop and the Alert Programme are delivered throughout the year.

B. Educational Guidance - Educational Guidance is developmental in nature and allows the student take responsibility for their own learning and progress. Guidance begins at the students' entry in 1st year by empowering students in the area of subject choice following subject sampling and later at another key transition point - the end of 3rd year/TY where course/subject choices are made for senior cycle. Other areas of guidance include subject level selection, motivation and learning, study skills and examination skills, learning related problems and counselling for these learning difficulties, teacher consultations, psychometric testing and consulting parents about related matters.

C. Career Guidance – Career development and investigation is vocational in nature and is mainly concentrated at senior cycle. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY, LCA and LCVP have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, use of ICT e.g. Qualifax, careersportal, vocational education and training, further education, job opportunities, job and interview preparation. A strong emphasis in the final year of School is also directed to pathways of further education including third level course/career progression with CAO, PLC and apprenticeship applications to the fore.

Roles and Responsibilities

The **Key Personnel** involved in delivering the Whole School Guidance Programme include but are not limited to:

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

2. Senior Management: The Principal controls the internal organization and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principal is in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principal, an Assistant Principal is placed in charge of the school. The Senior Management team also have a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the guidance counsellor, school staff and other school partners such as parents.

3. Guidance Counsellor: Guidance Counsellors because of their specialist training have a professional role in each of the main areas of guidance: personal and social, educational, and

career. Within the personal and social area, their role will involve publicising to the students and at parents' meetings the work of the Guidance Counsellor and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available). Their educational role involves many aspects such as assisting the SEN co-ordinator in assessing incoming students prior to the student's entry to the school or liaising with management, year heads, and class teachers, subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning and personal organisation. Their career role involves addressing all students in 1st Year, 3rd Year and Transition Year prior to them choosing their subjects. The Guidance Counsellor will also address a meeting of parents on the same topic. In addition, the guidance counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum. The Guidance Counsellor works collaboratively with all staff members and management. The Guidance Counsellor has strong links with outside supportive agencies and is a member of the Care Team and Critical Incident Team. The Guidance counsellor is involved in testing pupils and is involved in delivering central aspects of the LCA programme such as Guidance.

4. Chaplain The Chaplain collaborates with all members of the school community and in particular with those who hold designated pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The Chaplain is a member of the Care Team and Critical Incident Team and has a specific mission toward the spiritual, pastoral care and faith development of the entire school community.

5. External School Counsellor: The School contracts an external counsellor to promote and develop the emotional wellbeing of students. The counsellor is intended as an additional support to students, staff and parents at times of profound personal challenge in a young person's life. She attends three mornings every week and the hours are funded through school finances.

6. Care Team: The Care Team is made up of Management, Chaplain, School Counsellor, Guidance Counsellor, HSCL, SCP and NBSS. The Team meets weekly to review the needs of students. The Team strives to provide a response to students needs by liaising with relevant personnel and by inviting outside agencies to cover specific issues. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at Care Team Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team.

7. SEN Coordinator

The SEN Coordinator, has responsibility for the overall provision for special educational needs within the school. She manages the SEN team of teachers, liaises with and advises fellow teachers, offers advice regarding Irish exemptions, liaises with parents and with outside agencies such as PSS, the NCSE and allied health professionals and links with the Guidance Counsellor. She is responsible for DEIS testing and makes applications for reasonable accommodations in the State Examinations for students with special educational needs and assists with DARE applications for CAO.

8. HSCL: The role of HSCL is to encourage the interest and involvement of parents in all aspects of their children's education in keeping with our philosophy of encouraging all pupils to reach their potential in a caring environment. This is done through home visits, organising classes and events for parents, organising meetings of Parents' Association and maintaining regular contact with parents.

9. School Completion Programme: SCP operates in the School and its purpose is to support students in improving their attendance and encouraging and promoting their engagement in school life. It funds and provides such programmes as the Fresh Start Programme, Friendship Club, Breakfast Club and one to one mentoring support.

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

11. Year Head: The Year Head has general responsibility for the welfare of a year group. The Year Head oversees the student's attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The Year Head works closely with the AYM, subject teachers, class teachers, Guidance Counsellor, Chaplain, Deputy Principal and Principal.

12. Academic Year Monitor: Each Year group has an AYM who is responsible for the academic needs of students. The AYM works in collaboration with Year Head, Tutor, Subject teachers, Guidance Counsellor to encourage students to reach their academic potential.

13. Class Tutor: Each class group is assigned a tutor. The tutor meets with students for Pastoral Care at the start of the day. This helps to maintain a close relationship between tutor and student and promotes a spirit of togetherness and harmony. In as much as it is possible, each class tutor will be timetabled to actually teach his/her class tutor group and remain with their class tutor for the relevant period of time i.e. Junior Cycle, TY or Senior Cycle. In this way, the tutor endeavours to get to know each student individually and fosters a relationship and rapport with them that is conducive to their overall development.

14. Behaviour for Learning Liaison Person: The Positive Behaviour Liaison Teacher in conjunction with NBSS/NCSE co-ordinates and implements school-wide positive behaviour initiatives for all students and provides more targeted support for some students and provides individualised support for a few.

15. Parents: Parents play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents are encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and beneficial links between school and home.

16. Students: This Plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of Deansrath Community College. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their School. Wellbeing, SPHE, RE and CSPE cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. Because Deansrath Community College adopts a whole-school approach to Guidance students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class teacher, Year Head, Guidance Counsellor, Chaplain, Deputy Principal and Principal as they see fit. Fellow students also have a part to play in supporting their peers in difficulty. The school has a Prefect System whereby some senior students work alongside staff particularly Year Heads and AYM's to provide support to the junior classes. These senior students while developing their own leadership skills can act as role models to the younger students.

The Whole School delivery in Guidance provision at Deansrath Community College School is summarised below (these lists are not exhaustive and can change from year to year or group to group as needs arise).

Year Specific Strategies

First Year

Aims

- To promote a smooth transition for students from Primary Education to Secondary Education.
- To ensure relevant and appropriate subject choice.
- To facilitate the personal and social development of students.
- To develop good study skills appropriate to second level programmes
- To introduce students to colleges and careers

Personal and Social Education

- Visits to primary schools
- Open Day for 5th Class/6th Class pupils and parents
- SCP Fresh Start Programme
- Information Evening for parents and incoming students
- Belonging + Programme
- Friends for Life Programme
- 11 Week -Wellbeing Programme Exercise to Music
- Friends Resilience Programme
- Individual meetings with students to monitor how students are adjusting
- 10 minute Pastoral Care class every morning with Tutor

- Optional After School Extra-Curricular activities for First Years including Friendship Club, Lunchtime Club
- RSE delivered in SPHE
- Anti-Bullying Workshop

Educational Guidance

- Subject Choice class following Tasters
- Diagnostic Testing- CAT 4 and DEIS
- SEN Access Support
- JCSP Initiatives
- Study Skills
- Optional Homework Club
- 11 Week -Wellbeing Programme –Sustainable Development Goals
- Internet Safety Workshop
- My Finance Coach –Maths Programme organised by Junior Achievement.
- Futurewise Programme organised by Junior Achievement.
- ICT Support

Careers Education

- Power of Design Workshop organised by Junior Achievement
- Smart Futures Programme organised through Junior Achievement
- 11 Week -Wellbeing Programme –Careers

On –going evaluation and re-planning of the First Year Programme.

Second Year

Aims

- To advance the personal and social development of students.
- To facilitate the improvement of goal setting and study skills.
- To build on students' knowledge of careers

Personal and Social Education

- Individual meetings with students
- Wellbeing Programme:
 - Alert Programme
 - Resilience Workshop
- 10 minute Pastoral Care class every morning with Tutor
- RSE delivered in SPHE

- 11 Week -Wellbeing Programme-Art in Action

Educational Guidance

- Diagnostic Testing-DEIS
- JCSP initiatives
- SEN Access Support
- Goal Setting
- Study Skills
- Internet Safety Workshop
- Programme - Economics of Staying in School presented by Junior Achievement
- ICT Support
- 11 Week -Wellbeing Programme –Sustainable Development Goals

Careers Education

- 11 Week -Wellbeing Programme -Careers
- Career Networking Event
- Computing Workshop-TUD Tallaght

On –going evaluation and re-planning of the Second Year Programme

Third Year

Aims

- To enhance personal and social development of students.
- To promote good study skills.
- To facilitate appropriate and relevant choices for senior cycle.
- To introduce students to online career tools.

Personal and Social Education

- Wellbeing Programme
- 10 minute Pastoral Care class every morning with Tutor
- RSE delivered in SPHE
- 11 Week -Wellbeing Programme-Personal Presentation and Grooming Skills
- 11 Week -Wellbeing Programme-Art in Action
- 11 Week -Wellbeing Programme-Mindfulness

Educational Guidance

- Diagnostic Testing-DATs and DEIS
- Individual Feedback of DATs
- SEN Access Support
- Senior Cycle Presentations to parents and students
- Goal Setting
- Study Skills
- Optional after school study
- Exam Preparation
- JCSP initiatives
- ICT Support
- 11 Week -Wellbeing Programme

Careers Education

- Presentations to Parents and Students on Senior Cycle and Subject Choice
- Individual appointment with student to discuss senior cycle/subject options

On –going evaluation and re-planning of the Third Year Programme

Transition Year

Aims:

- To enhance personal and social development of students
- To enable students to learn about and experience the world of work
- To build on students' knowledge of online career tools.

Personal and Social Education

- Decision Making Skills
- Team work
- Leadership
- Gaisce Awards
- 10 minute Pastoral Care class every morning with Tutor
- Weekly Wellbeing Class
- RSE delivered in Wellbeing class

Educational Guidance:

- SEN Access Support

- DEIS testing
- Programme-Enterprise in Action organised through Junior Achievement
- ICT Support

Career Guidance:

- Work Experience (2 weeks)
- Presentations to Parents and Students on Senior Cycle and Subject Choice
- Individual appointment with student to discuss senior cycle/subject options if requested
- Programme –Smart Futures Workshop organised through Junior Achievement

On –going evaluation and re-planning of the Transition Year Programme

Fifth Year- Traditional

Aims

- To enhance personal and social development of students.
- To promote good study skills.
- To develop the skills necessary to research career choices.
- To facilitate attendance by students at career related events
- To develop and promote, skills and qualities necessary for the work place

Personal and Social Education

- Pastoral Care class every morning with Tutor
- RSE

Educational Guidance:

- DEIS testing
- SEN Support
- Study Skills
- Optional after school study
- Success Skills Programme organised by Junior Achievement
- EAL
- ICT Support

Career Guidance:

- Work Experience – 2 weeks (LCVP students)
- Local Business Partnership LCVP – Visitors in/ Visits out
- Programme –Finance your Future Programme organised by Junior Achievement
- Careers Fair
- Education Fair
- Career Networking Event
- Apprenticeship Fair

On –going evaluation and re-planning of the Fifth Year Programme

Fifth Year Leaving Certificate Applied**Aims:**

- To enhance personal and social development of students.
- To encourage the acquisition of and use of relevant careers information
- To facilitate attendance by students at career related events
- To promote good study skills.

Personal and Social Education:

- Pastoral Care class every morning with Tutor
- RSE

Working Things Out Programme

Educational Guidance:

- DEIS testing
- SEN Support
- Education Fair
- ICT Support

Career Guidance:

- Apprenticeship Fair
- Work Experience
- Guest Speakers

On –going evaluation of the Fifth Year LCA Guidance Module

Sixth Year- Traditional

Aims

- To enhance personal and social development of students.
- To promote good study skills.
- To monitor students as they progress developmentally and academically.
- To encourage each student to fulfil his/her potential.
- To assist students in making career decisions
- To prepare students for life after school

Personal and Social Education

- Pastoral Care class every morning with Tutor
- RSE

Educational Guidance:

- DEIS testing
- SEN Access Support
- Study Skills Workshop. Good study skills are reinforced and students are encouraged to attend evening study, midterm revision and Easter revision in the College
- Students are notified of upcoming Open Days and deadlines
- Education Fair
- Higher Options
- Apprenticeship Fair
- UCAS will be introduced and explained and students assisted in the application process if required.
- Liaise with TAP in respect of Taste of TAP.
- Parents evening on Applying to College
- Guest speakers will include representatives TUD, UCD, MU, DCU and the Trinity Access Programme
- Assistance is given in completing CAO forms and HEAR/DARE forms and scholarship forms if requested
- Assistance is given in completing Access Programme Forms including TAP forms and Turn to Teaching if requested
- A representative from a PLC college will make a school visit
- Assistance will be given in completing PLC applications and preparing for interviews if requested.
 - References for interviews will be provided where requested.
 - Organise extra Maths/Irish/French tuition through Clondalkin Access Network
 - Assist students seeking apprenticeships
 - Assistance will be given in completing SUSI applications if requested

- ICT Support

Career Guidance:

- One 40 minute appointment with Guidance Counsellor. Students can request as many subsequent appointments as necessary
- Job seeking skills
- Ensure all students have a personal action plan

On –going evaluation and re-planning of the Sixth Year Programme

Sixth Year Leaving Certificate Applied

Aims

- To enhance personal and social development of students.
- To monitor students as they progress developmentally and academically.
- To promote good study skills.
- To encourage each student to fulfil his/her potential.
- To assist students in making career decisions
- To prepare students for life after school

Personal and Social Education

- Identity
- Pastoral Care class every morning with Tutor
- RSE

Educational Guidance:

- DEIS testing
- SEN Access Support
- Study Skills Workshop
- Programme – Success Skills Programme presented by Junior Achievement
- Education Fair
- Apprenticeship Fair
- Progression to Further Education
- Students are notified of upcoming Open Days and deadlines
- Guest Speakers will include representatives from Crumlin College of Further Education, Inchicore College of Further Education and Educational Training Board
- Assistance will be given in completing PLC applications and preparing for interviews

if requested.

- References will be provided where requested.
- Assistance will be given in completing SUSI applications if requested
- ICT Support

Career Guidance:

- One 40 minute appointment with Guidance Counsellor. Students can request as many subsequent appointments as necessary
- Work Experience
- Assistance will be given in completing SUSI applications if requested
- Ensure all students have a personal action plan

On –going evaluation of the Sixth Year LCA Guidance Module

Focussing on Transitions

In our school, it is recognized that students will experience a number of transitions. Each transition can be characterised as having a potential impact on a student’s sense of self, their learning and their career path. Hence, the following ‘transitions’ are identified as occurring in our school and supported through Whole School Guidance as follows:

	Guidance for All	Guidance for Some	Guidance for a few
From primary school to post primary.	<ul style="list-style-type: none">○ Contact with Feeder Schools○ Parent and student evening in May prior to transition○ Introductory assembly with meeting key figures○ Belonging Plus Programme○ Students undertake a ‘taster module of option subjects and	<ul style="list-style-type: none">○ Students requiring additional supports are identified and the necessary supports put in place	<ul style="list-style-type: none">○ Attendance is monitored by tutors and those with irregular attendance are contacted to assess supports required○ Students displaying challenging behavior are referred to Behaviour For Learning teacher

	<p>there is a session with the Guidance Counsellor on implications of subject choice.</p> <ul style="list-style-type: none"> ○ School Completion Fresh Start Programme ○ Friends For Life Resilience programme ○ Wellbeing Programme ○ Study Skills session 		
From 1st year to 2nd year	<ul style="list-style-type: none"> ○ Introductory assembly with Year Head/AYM/Tutor focusing on transition. ○ Study Skills session 	<ul style="list-style-type: none"> ○ Relevant supports put in place for students re: study/ organisational skills /support with timetable/ use of lockers etc ○ ‘Homework club’ facilitated by the school for 1 hour each day- available to those who require support. 	<ul style="list-style-type: none"> ○ Attendance is monitored by tutors and those with irregular attendance ' are contacted to assess supports required ○ Identify potential early school leavers and put in place supports
From 2nd year to 3rd year	<ul style="list-style-type: none"> ○ Introductory assembly with the Year Head/AYM and Tutor ○ Study skills seminar with all students 	<ul style="list-style-type: none"> ○ Students who require extra support around CBAs identified and supported by tutors 	<ul style="list-style-type: none"> ○ Attendance is monitored by tutors and those with irregular attendance 'are contacted to assess supports required ○ Identify potential early school leavers and put in place supports
From 3rd year to TY/5th Year	<ul style="list-style-type: none"> ○ Parent and student evening outlining programme options- TY, 5th year, LCA, LCVP ○ Introductory assembly with the 	<ul style="list-style-type: none"> ○ Interviews with students applying for TY/LCA ○ Subject Choice Session for Students with Guidance Counsellor and subject teachers 	<ul style="list-style-type: none"> ○ Meetings with students/ their parents, as required. ○ Attendance is monitored by tutors and those with irregular attendance are contacted to assess supports required

	<p>Year Head/AYM and Tutor</p> <ul style="list-style-type: none"> ○ Study Skills 	<p>progressing to 5th Year.</p> <ul style="list-style-type: none"> ○ Meeting with LCA coordinator and LCA class candidates ○ Meeting with TY coordinator and TY class candidates. 	<ul style="list-style-type: none"> ○ Identify potential early school leavers and put in place supports
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<p>From 5th Year to 6th Year</p>	<ul style="list-style-type: none"> ○ Introductory assembly with the Year Head/AYM and Tutor ○ Study Skills session 	<ul style="list-style-type: none"> ○ Study skills seminar made available in small groups. 	<ul style="list-style-type: none"> ○ Attendance is monitored by tutors and those with irregular attendance are contacted to assess supports required ○ Identify potential early school leavers and put in place supports ○
<p>From 6th Year to life after school</p>	<ul style="list-style-type: none"> ○ One to one meeting with GC ○ Attendance at Higher Options/ Career Events ○ Information on Access Programmes/CAO/HEAR/DARE/PLC/SUSI/Apprenticeships ○ Job seeking preparation 	<ul style="list-style-type: none"> ○ Suite of activities for students interested in apprenticeships 	<ul style="list-style-type: none"> ○ Individual meeting with students as required to evaluate options and formalize a plan after school ○ One to one support is provided to those requiring it re TAP/HEAR/DARE/SUSI Apprenticeships applications ○ Attendance is monitored by tutors and those with irregular attendance are contacted to assess supports required ○ Identify potential early school leavers and put in place supports

Focusing on Pathways

In our school, all pathways chosen by students are treated with respect. ‘Pathways’ are addressed within the ‘Whole School Guidance Plan’ as follows:

	Guidance for All	Guidance for Some	Guidance for a few
Apprenticeships	<ul style="list-style-type: none"> ○ Apprenticeships are addressed in Wellbeing- Careers classes with First and Second Years and as part of Senior Cycle Options in Third Year. They are also discussed with students in TY and 5th year as part of their weekly Guidance class. 	<ul style="list-style-type: none"> ○ Suite of activities for students interested in apprenticeships is offered ○ The Guidance Counsellor works closely with students who select this pathway (and their parents). ○ The TY and LCA and LCVP work experience coordinator assists students with finding placement with local businesses where possible 	<ul style="list-style-type: none"> ○ Where a student chooses to leave school after Junior Cycle to follow an apprenticeship programme the G. C and Year Head will meet with the student and their parents so that the student makes a fully informed choice.
Further Education	<ul style="list-style-type: none"> ○ Further Education is introduced in Junior Cycle Wellbeing Careers classes and at Senior Cycle options sessions ○ Classes in TY, 5th and 6th Year will continue to discuss Further Education. 	<ul style="list-style-type: none"> ○ The Guidance Counsellor works closely with students who select this pathway (and their parents). ○ The TY and LCA and LCVP work experience coordinator assists students with finding placements with local 	Students are supported throughout the application process by the Guidance Counsellor

	<ul style="list-style-type: none"> ○ 6th Year students attend Higher Options ○ FE Guest speaker/speakers ○ Progression routes to Higher Education explained 	businesses where possible	
Higher Education	<ul style="list-style-type: none"> ○ Higher Education is introduced in Junior Cycle Wellbeing Careers classes and at Senior Cycle options sessions ○ Classes in TY, 5th and 6th Year further discuss Higher Education. ○ 6th Year students attend Higher Options ○ Access Routes –e.g. TAP/ Turn to Teaching/TUDublin Access Foundation Programme explained ○ Progression routes to Higher Education explained. 	<ul style="list-style-type: none"> ○ The Guidance Counsellor works closely with students who select this pathway (and their parents). 	<ul style="list-style-type: none"> ○ Students are supported throughout the application process by the Guidance Counsellor ○ Students applying to UCAS are assisted
World of Work	<ul style="list-style-type: none"> ○ Job seeking skills are introduced in TY and 5th Year LCA and LCVP to assist with work experience. ○ Students in 6th Year LCE and LCA have classes on job applications, interviews etc 	<ul style="list-style-type: none"> ○ Small group support is provided for those requiring it re work experience. 	<ul style="list-style-type: none"> ○ One to one meeting for students entering the world of work after school to assist with applications etc.

Focusing on Opportunities

In our school, students will be provided with a number of opportunities throughout the academic year. Some of the ‘typical’ opportunities occurring each year include the following:

	Guidance for All	Guidance for Some	Guidance for a few
Competitions	<ul style="list-style-type: none"> ○ Students are encouraged to participate in competitions e.g. sports, debating, drama, 	Students are invited to participate in line with their level of interest	
Scholarships	<ul style="list-style-type: none"> ○ Scholarships are introduced to all students during Fifth Year Guidance Classes. 		
Student Leadership	<ul style="list-style-type: none"> ○ All students are informed about ‘student council’ at an assembly each year. The school runs an extensive ‘student council’ programme and all students are welcome to attend meetings to raise issues. 	<ul style="list-style-type: none"> ○ Students are encouraged to ‘lead’ in all aspects of school life e.g., sports teams / choir / drama etc. ○ Transition Year students take part in Gaisce Awards 	<ul style="list-style-type: none"> ○ A prefect system (5th year students) is in operation in the school.

Other Activities

Other activities that are part of the school wide approach to Guidance are:

1. Prize Giving. At the end of the year the College holds a prize giving ceremony that recognises academic and sporting involvement and achievements as well as those students who have made a valuable contribution to school life.
2. Themed Weeks-Throughout the year there are a number of themed weeks to include
 - a) Anti- Bullying Week
 - b) Friendship Week to include Mental Health Awareness Day
 - c) Healthy Eating Week
 - d) Science Week
 - e) Stand Up Awareness Week
 - f) Seachtain na Gaeilge
 - g) Maths Week
 - h) College Awareness Week

3. Social Awareness-Students are encouraged to help others in our society and during the year a number of collections are held to raise funds for local charities.

The Guidance Programme

Guidance in Deansrath Community College is seen as both a whole school activity and a specialist area in which the Guidance Counsellor plays a key role.

The role of the Guidance Counsellor is one which is formative, informative and consultative. It helps direct and develop students' capacity to become self-directed and independent learners, equipped with the necessary skills and knowledge to make informed decisions. This is carried out in consultation with the students' parents/guardians and with other members of staff. The Guidance Counsellor provides personal and social counselling, educational and career guidance.

The school has a fulltime Guidance Counsellor.

Delivery of Personal Counselling:

Protocol for Meetings

1. Meetings with Students-all meetings are arranged by appointment. The Guidance Counsellor will give an appointment slip to the student who will show it to the appropriate teacher when leaving class. At the end of the meeting the Guidance Counsellor will indicate on the slip the time the meeting ended and the student will show it to the appropriate teacher on re-entering class. Subject teachers may ask that an appointment be rescheduled if it interferes with class teaching. In such a situation the appointment will be re-scheduled.

2. Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. On occasion the Guidance Counsellor may request another member of staff e.g. Year Head, Home School Liaison Officer, Subject Teacher to be present at the meeting. The student may be invited for the whole or part of the meeting if it is relevant.

Confidentiality

A professional relationship involving confidentiality is at the core of the Counselling Service. The Counsellor will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one-to-one consultations. Confidentiality for students must be respected unless there is clear and immediate danger to the student or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- when a student poses a danger to themselves or others;
- when a student discloses an intention to commit a crime;
- when the counsellor suspects abuse or neglect;
- when a court orders a counsellor to make records available;
- in the case of abuse (Child Protection Guidelines definition applies here)

All students are informed of the protocols surrounding confidentiality at their first meeting. Written and Oral reports will contain only such data as are pertinent to the

case, and every effort will be made to avoid undue invasion of the student's privacy. Primarily School Management (Designated Liaison Person) and/or Parents are informed if the student is posing a danger to him/ herself and / or to others. The School in its duty of care adheres to the procedures as outlined in "Children First" (National Guidelines for the protection and Welfare of Children/ HSE) and "Child Protection Guidelines for Post-Primary Schools" (Department of Education and Science) and in accordance with Deansrath Community College Child Safeguarding Statement and Risk Assessment.

Ethical considerations and Accountability

The Guidance Counsellor is constantly aware of her responsibility to the student, to the school, to her own profession, to herself and to the implementation of this policy. The Guidance Counsellor, School Counsellor and Chaplain will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The Guidance Counsellor also abides by the Institute of Guidance Counsellor's Code of Ethics. Equally the School Counsellor and Chaplain abides by a strict code of ethics and all School personnel abide by the 'Child Protection Guidelines for Post Primary Schools' and 'Children First, National Guidance for the Protection and Welfare of Children'.

The Schools Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to DES directives and circulars, to the school's ethos and the direction of the Board of Management. The Guidance Counsellor like all other members of staff in the school is entrusted with the care of their students in "loco parentis" and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times.

Reporting

In both personal counselling and in Careers Guidance interviews the confidentiality rule is followed i.e. school management and parents/guardians are informed if it is felt that the student is a danger to 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 ideally the agreement of the student. In certain instances the advice and direction of the duty care social worker is sought and reported if necessary as per the School Safeguarding Statement. Such referrals are reported by the Principal at all Board of Management meetings.

Referral

Referrals cover two types of activity:

a) Referrals to the Counsellor: Teachers, School management and parents may refer pupils to the Guidance Counsellor or there may be student self-referral. The voluntary participation in counselling of the referred pupil must be respected by all concerned.

b) Referrals by the Counsellor: The Guidance Counsellor recognises that an individual pupil may need assistance from other qualified helpers outside of school and will organise the provision of such assistance following agreed procedures with the school, parents and local agencies. Referrals may be to such institutions as / CAMHS (Child and Adolescent Mental Health Services)/ Social Services / PSS/ SENO / Túsla / Doctors etc.

Record-Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling Service. All records will be kept in accordance with the 'Freedom of Information Act' and the School Data Protection Policy. Appropriate coding of information will take place to protect clients. All notes from Care Team meetings are retained in a locked cabinet by the Principal. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations.

Testing and Assessment

All our assessment procedures will be dictated by the above principles and a variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example prediction of academic performance, categorisation of occupational interests, assessment of behaviour, educational and career planning, personal and social development. School assessment and public examination results will supplement this information.

The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances. Some of the assessments used include:

Interest Assessments: students conduct interest assessment on careers websites such as www.careersportal.ie, and www.qualifax.ie (and others)

DATS testing is carried out in Third Year. The results of the Aptitude Tests will indicate the students' strongest abilities and can give them a head start as they begin making decisions for their future. The results combined with the student's personality, interests, goals all contribute to their future career choices.

CAT4 for Incoming 1st Years. Cognitive Abilities Test are carried out with incoming 1st years students as means of identifying the student's individual potential, strengths, needs and learning preferences, providing a complete profile of their ability and seek to assist us in facilitating a smooth transition from primary to post primary school for the individual students. The use of CAT 4 helps to inform target-setting, the development of individual learning plans and aids the implementation of more timely interventions/strategies, while providing a sound basis for comparisons over time. The results of CATs can inform the work of the Year Head/AYM in academic monitoring and that of the SEN Department.

The Inspectorate's Looking at Guidance (2009) stresses the 'vital role' that guidance counsellors play in ensuring that 'good assessment and test information is available to inform decisions about students' learning and about the choices and decisions that they and others make about their lives'.

Within the School testing and assessment is administered by the SEN department and the Guidance Counsellor. The school has a separate SEN policy to guide this process.

Use of ICT in Guidance

Circular 0009/2012 asks schools to consider enabling 'students to use directly the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal) to maximise 'the use of their available resources for the provision of guidance.' (Section 4.3). The school's various and multiple ICT resources enables student engagement with ICT and the acquiring of appropriate ICT knowledge and skill

The Inspectorate's 'Looking at Guidance' found that 'most students feel competent or very competent in the use of ICT to access information'. (Section 3.4, page 27). The School considers it important for guidance classes and students generally to have access to reliable ICT labs and sufficiently fast broadband, so they may use the extensive range of tools available through the internet to access guidance relevant information.

Guidance Curriculum

The Guidance Curriculum is divided into two components:

1. Formal Guidance
2. Informal Guidance

Formal Guidance

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

- a. Individual contact of a personal counselling nature and careers/vocational guidance
- b. Classroom guidance delivered.

Informal Guidance

The Informal Guidance programme consists of liaising with other teaching staff, school management, parents and local service providers to promote cross curricular links (such as TY Coordinator, LCA Co-ordinator, LCVP co-ordinator and SPHE coordinator) and to enhance the development of a whole school policy in relation to the delivery of the Guidance and Counselling Plan. Meetings with parents/guardians form an integral part of informal guidance as do career events and information nights.

Resources

- Guest Speakers/Admissions officers
- CAO application packs
- Career Interest Inventory
- Careers library
- College prospectuses
- Computer rooms
- DATs for Guidance
- CAT 4
- Newspaper and magazine articles
- Noticeboards • Rothwell Miller Interest Inventory
- School text system
- School website •

Current Guidance Programme

The Guidance Counsellor will:

First Years:

Pre Entry

1. Administer CAT4 and liaise with AEN Co-ordinator to identify students who may require learning support or to be linked with Enhancement Programme
2. Liaise with Year Head in relation to additional supports

On Entry

3. Meet with all First Years during Belonging Plus Programme
4. Visit First Years classes to monitor and follow up.
5. Liaise with Year Head/ATM/Tutor
6. Deliver a 11 week Career Activity as part of Wellbeing –Guidance Related Learning

Appendix 1

7. Deliver a Study Skills Programme workshop.
8. Meet students individually
9. Attend Parent /Teacher/Student meetings
10. Attend Care Team meetings
11. Provide Counselling if required

Second Years

1. Liaise with Year Head/AYM/Tutor
2. Liaise with AEN teacher
3. Organise career networking event
4. Deliver a study skills workshop
5. Deliver a 11 week Career Activity as part of Wellbeing –Guidance Related Learning

Appendix 2

6. Attend Parent /Teacher/Student meetings
7. Attend Care Team meetings
8. Provide Counselling if required

Third Years

1. Organise a study skills and exam preparation workshop
2. Liaise with Year Head/AYM/Tutor
3. Liaise with AEN teacher
4. Prepare students for DATS
5. Administer DATS
6. Deliver feedback of DATS
7. Show students how to take an interest assessment careersportal and interpret results
8. Make presentations on Senior Cycle Programmes and Subject Choice to students and parents
9. Provide individual meetings to discuss senior cycle programme and/or subject choice
10. Identify and follow up on any Early School Leavers
11. Attend Parent /Teacher/Student meetings
12. Attend Care Team meetings
13. Provide Counselling if required

Fourth Year

1. Make presentations on Senior Cycle Programmes and Subject Choice to students and parents

2. Liaise with TY co-ordinator
3. Liaise with AEN teacher
4. Attend Parent /Teacher/Student meetings
5. Attend Care Team meetings
6. Provide Counselling if required
7. Deliver timetabled Guidance as per **Appendix 3**

Fifth Years-Traditional

1. Liaise with Year Head/AYM/Tutor
2. Liaise with LCVP Coordinator.
3. Liaise with AEN teacher
4. Attend Parent /Teacher/Student meetings
5. Attend Care Team meetings
6. Provide Counselling if required
7. Deliver timetabled Guidance as per **Appendix 4**

Fifth Years-LCA

1. Liaise with Year Head/LCA Co-ordinator/Tutor
2. Attend Parent /Teacher/Student meetings
3. Attend Care Team meetings
4. Provide Counselling if required
5. Deliver timetabled Guidance as per **Appendix 5**
6. Liaise with LCA co-ordinator

Sixth Years-Traditional

1. Liaise with Year Head/AYM/Tutor
2. Attend Parent /Teacher/Student meetings
3. Liaise with AEN teacher
2. Attend Care Team meetings
3. Provide Counselling if required
4. Deliver timetabled Guidance as per **Appendix 6**

Sixth Years-LCA

1. Liaise with Year Head/ LCA Coordinator /Tutor
2. Attend Parent /Teacher/Student meetings
3. Liaise with AEN teacher
4. Attend Care Team meetings
5. Provide Counselling if required
6. Deliver timetabled Guidance as per **Appendix 7**

Graduates

The Guidance Counsellor will every September track the progression routes of Sixth Years from the previous academic year and will provide assistance for any students who were unsuccessful in securing college places/ employment.

Reviewing and Evaluating the Guidance Plan

The Plan will be reviewed and evaluated at certain pre-determined times in light of experience and feedback from parents/guardians, students, teachers and others. The Plan will be reviewed with a view to amending it if:

- a) the Plan needs to take account of new target groups of students, additional needs of students and new priorities.
- b) it becomes evident that certain guidance activities are more effective than others or some objectives have become redundant through the passage of time.

In- Career Development

The Guidance Counsellor is a member of the Institute of Guidance Counsellors and maintains membership through in- career development and attends Counselling Supervision and the IGC Annual Conference.

Ethical Principles

The Guidance Counsellor is subject to all legal requirements and is aware of her duty to comply with the code of Ethics as outlined by the Institute of Guidance Counsellors in 2002 and is accountable to the Principal and Board of Management of Deansrath Community College.

Wellbeing During School Closures

Deansrath Community College is committed to providing wellbeing support to our students, staff, and their families during unexpected school closures such as during a global pandemic. This is done through the following: · Continuation of learning through Microsoft Office Suite, Email, phone support and MS Teams meetings from the care team. · Support from school management to staff providing a continuation of learning. · Regular communication from the school to the home

Guidance Department Goals 2022-2025

The following areas are identified as areas for improvement / further development in the Guidance Department:

- Develop and integrate Guidance into the Wellbeing Programme at Junior Cycle.
- Further develop the school's Transition Plans.
- Ensure that all students and parents can access the DCC careers website.

I have read the DEIS Plan and I am leading the Transitions team and I am fully committed to implementing the provisions and using the strategies within the Plan.

Joan White
Guidance Counsellor

Appendix 1

Timetabled First Year Wellbeing Careers (11 weeks)

40 minute class

Aim of Unit :

1. to provide students with tools to explore their career aspirations
2. to understand the importance of setting goals to achieve their aspirations

Learning Outcomes

At the end of this unit students will be able to:

1. Understand how a growth mindset can help students to succeed in school
2. Recognise their strengths, interests and challenges and identify ways that they can improve themselves
3. Reflect on how they are connected to people around them
4. Understand that in addition to their own identity that everyone has their own unique identity
5. Comprehend, through presenting the findings of their career interviews to the class the importance of feeling listened to and valued and the importance of showing care and respect for others.

Topics

1. Introduction +Wellbeing Indicators
2. Qualities, Skills, Interests
3. Goal Setting
4. Mindsets
- 5./6. Pathways to Work
7. Skills in Jobs
8. Apprenticeships
9. Researching a Career-Interview Prep
10. Interview Findings
11. Personal statement +Evaluation

Literacy and Numeracy:

Use and development of literacy skills in carrying out a Career interview and writing down findings. Use of numeracy in setting SMART goals

Appendix 2.

Timetabled Second Year Wellbeing Careers (11 weeks)

40 minute class

Aim of Unit :

1. To build on First Year Careers Short Unit of Learning
2. To facilitate self- reflection, goal setting and career exploration

Learning Outcomes

1. At the end of this unit students will be able to:
2. Explore who they are and embrace their own unique identity
3. Reflect on the options available after school and understand that with effort they can achieve.
4. Feel listened to and valued
5. Recognise their own career journey and that of others

Topics

1. My identity
2. My unique values
3. Smart Goal Setting
4. My Pathways after School
5. My voice and how I present myself
6. Qualifax
7. Career Networking Event
- 8./9.Career Investigation
10. Career Presentation
11. Presentation and Reflection

Literacy and Numeracy:

Use and development of literacy skills in researching career websites and carrying out a Career investigation and writing. Use of numeracy skills in setting SMART goals

Appendix 3**Fourth Year Timetabled Guidance Programme*****40 minute class per week*****Aims of Programme:**

1. To introduce students to self -assessment exercises to assist them in knowing what they want from a career
2. To develop students' decision- making skills
3. To enable students to learn about and experience the world of work

Learning Outcomes:

On completion of the programme students will be able through a range of teaching methodologies to:

1. Identify their skills, values and career interests
2. Research different career areas
3. Create a power-point presentation on a chosen career
4. Make informed decisions regarding Leaving Certificate subject choice
5. Complete a CV and a work experience diary

Topics:

Register for REACH+ Programme
Guidance Interview
Work Experience
Role Models
Dreams and Ambitions
Values and Career Choices
Career Interests
Career Skills
Career Sectors
Career Investigation
Subject Choice

Resources:

REACH+ Guidance Programme
Computers
Career websites
Visiting Speakers
Workplace Visit

Literacy and Numeracy: Use and development of literacy skills in reading career information, completing career investigation, completion of CV, cover letter. Use of numeracy in calculation of grades and CAO points.

Evaluation:

Evaluation sheet at the end of year

Appendix 4**Fifth Year (Established)Timetabled Guidance Programme**
*40 minute class per week***Aims of Programme:**

1. To develop students' study skills
2. To assist students in becoming aware of their own identity and ambitions
3. To deliver training to students in the exploration of career websites
4. To arrange for students to attend career related events

5. To encourage the acquisition of college research skills
6. To provide students with an opportunity to engage with guest speakers
7. To enable students to apply for jobs

Learning Outcomes:

On completion of the programme students will be able through a range of teaching methodologies to:

1. Determine their personal interests, skills and qualities
2. Apply knowledge learned to research college prospectuses
3. Discuss and follow up on attendance at Education Fair and Apprenticeship Fair
4. To select a career and conduct a short investigation
5. To complete worksheets identifying information from guest speaker presentations
6. To construct a CV, complete an application form and to appropriately answer sample interview questions.
7. To participate in a mock interview
8. To demonstrate organisational and study skills

Topics:

Career decision making

Skills and Qualities

Interest Inventory

National Framework of Qualifications

Qualifax

CAO/ Researching a college prospectus

Post Leaving Certificate Courses/Researching a college prospectus

Apprenticeships

Guest Speakers

Career Investigation

Study Skills

Education Fair

Apprenticeship Fair

Literacy and Numeracy: Use and development of literacy skills in researching career information, completing career investigation. Use of numeracy in understanding National Framework of Qualifications, setting exam targets, calculation of grades and CAO points, creating study timetable

Resources:

Computers

Career websites

Visiting Speakers

Appendix 5
Fifth Year Leaving Certificate Applied
Timetabled Guidance Module
40 minute class per week

Aims of Programme:

1. To assist students in becoming aware of their own interests, skills and qualities and relate these to different fields of work
2. To arrange for students to attend career related events
3. To encourage the acquisition of and use of relevant careers information

Learning Outcomes:

On completion of the programme students will be able through a range of teaching methodologies to:

1. Identify their aims and expectations in relation to Leaving Certificate Applied course.
2. Complete and interpret an interest inventory.
3. Distinguish different types of work and employment.
4. Demonstrate an understanding of what people gain from working.
5. Identify qualities which employers value in workers
6. Identify their skills and qualities.
7. Complete a career investigation.

Topics:

The World of Work
Interest Inventories
Multiple Intelligences
Skills and Qualities Checklist
Career Investigation

Resources:

Leaving Certificate Applied Vocational Preparation and Guidance Programme
Guidance Module Booklet
Computers
Visiting Speakers
Career- related visits

Literacy and Numeracy: Use and development of literacy skills in reading career information, completion of key assignments. Use of numeracy in calculation of credits.

Evaluation:

Teacher led question and answer session at end of each unit
Evaluation sheet at the end of year.

Appendix 6

Sixth Year (Established) Timetabled Guidance Programme

40 minute class per week

Aims of Programme:

1. To improve students' study skills
2. To develop students' self- evaluation skills
3. To develop students' research skills
4. To empower students to make college related applications
5. To develop job-seeking skills and techniques.

Learning Outcomes:

On completion of the programme students will be able through a range of teaching methodologies to:

1. Set their own goals for the coming year
2. Practice good study skills
3. Plan for and evaluate Higher Options/Education Fair/Apprenticeship Fair
4. Distinguish between the different career areas and complete and interpret interest inventories
5. Research college prospectuses
6. Navigate career websites
7. Apply (where relevant) to CAO/HEAR/DARE/Scholarships/Access routes/Post Leaving Certificate courses/Apprenticeships/College Grants
8. Discuss and follow up on the presentations given by guest speakers.
9. Review CV and cover letter, complete a job application form and identify what is involved in an interview.

Topics

Goal Setting

Study Skills

Career Choices

Values

Skills and Qualities

Interest Inventories

Researching a prospectus

Researching a college website

What to look for when choosing a course

Higher Options

Education Fair
CAO/HEAR/DARE
Access Routes
Scholarships
Post Leaving Certificate Courses
SUSI
Apprenticeships
Apprenticeship Fair
Transition to Third Level/Further Education/Apprenticeships
Choices other than College
Guest Speakers
CVs
Cover letters
Application forms
Interview skills

Resources:

Computers
Career websites
Visiting Speakers

Literacy and Numeracy: Use and development of literacy skills in reading career/college information, completion of job applications and CV. Use of numeracy in calculation of grades and CAO points.

Evaluation:

Evaluation sheet at the end of year

Appendix 7

Sixth Year Leaving Certificate Applied –Year 2 Timetabled Guidance Module *40 minute class per week*

Aims of Programme:

1. To assist students in becoming aware of their own identity and ambition
2. To deliver training to students in the exploration of career websites
4. To arrange for students to attend career related events

5. To encourage the acquisition of college research skills
6. To provide students with an opportunity to engage with guest speakers
7. To help students develop a personal action plan in relation to their careers
8. To enable students to apply for jobs

Learning Outcomes:

On completion of the programme students will be able through a range of teaching methodologies to:

1. To develop an awareness of their interests, aptitudes and skills.
2. Identify possible careers that would suit students' skills, qualities and interests
3. To report on information obtained on a number of visits to career exhibitions and colleges of further education
4. To list the career and training opportunities that are available as a progression from Leaving Certificate Applied
5. To develop an awareness of their learning styles
6. To prepare for and apply knowledge learned to research college prospectuses
7. To prepare for interviews
8. To identify changes which people may have to cope with during their working lives

Topics:

Multiple Intelligences

Skills and Qualities

Learning Styles

Post Leaving Certificate Courses/Researching a college prospectus

SOLAS/Educational Training Board

Apprenticeships

Guest Speakers

Education Fair

Apprenticeship Fair

Job Seeking Skills

Personal Action Plan

Resources:

Leaving Certificate Applied Vocational Preparation and Guidance Programme

Guidance Module Booklet

Computers

Visiting Speakers

Career- related visits

Literacy and Numeracy: Use and development of literacy skills in reading career information, completion of key assignments. Use of numeracy in calculation of credits.

Evaluation:

Teacher led question and answer session at end of each unit
Evaluation sheet at the end of year.

Appendix 8

Referral Agencies

Jigsaw Clondalkin 5380087

Tusla, Cherryorchard 6206387

Pieta House 601000

Careline Learning Centre Clondalkin 6249965

Cumas, Neilstown 4573515

Family Support Services Cherryorchard

ISPCC 6767960

Families First, Clondalkin 4574752

Clondalkin Drugs Task Force 4573515

Families First Clondalkin 4574752

Dublin Rape Crisis Centre 6614911

St Louise's Sexual Assault Unit Crumlin 4096200

Alateen 0207403088

Department of Justice, Asylum and Immigration 6167700

Women's Aid 1800341900

St Vincent de Paul 8550022

Anti-Bullying Task Force TCD 6082573

CAMHS Cherryorchard

Beacon of Light Neilstown 4578700

Appendix 9

Access Programmes/Initiatives

- **CAN** The aim of the Clondalkin Access Network (formerly CHEAP) is to enable students attending Deansrath Community College to gain access to third level college. The programme is funded by the Department of Education and Science and the Clondalkin Partnership.
Resources are available to pay for supervised study for 3rd and 6th Years and to award study scholarships to 6th Years.
Funding for extra classes in Maths, French and Irish is made available and utilised while students from 1st to 5th Years can apply for Gaeltacht scholarships.
A debating programme for 1st Years and a Science programme for 3rd Years is organised.
CAN also co-ordinate a Careers Fair for 5th and 6th Years and a Careers Seminar for 5th Years students attending the DEIS schools in the Clondalkin area.
Funding is also made available for mid-term and Easter revision courses.
CN provides funding for a suite of apprenticeship activities.
- **TAP** The Trinity Access Programme is a foundation year programme offered by Trinity College. This is an opportunity for students who may not have secured the necessary points for college to get a 'second chance' to apply and gain entry after the foundation year. Approximately 93% of students who successfully complete the year progress to Level 8 courses in TCD.
- **Junior Achievement Ireland.** Junior Achievement Ireland is part of a worldwide organisation and helps to create a culture of enterprise within the education system. It encourages young people to remain in education and helps them to develop the skills to succeed in a developing world. Through its contacts with local businesses it delivers STEM based programmes to 1st Years, The Economics of Staying in School Programme is delivered to 2nd Years, A STEM sector workshop and an Enterprise Programme are delivered to Transition Year students while a Soft Skills Programme is delivered to

5th Years and a Financial Literacy Programme is organised for 5th Year LCVP class. The duration of the programmes ranges from one class to six classes.

- **Maynooth Access Programme:** The college is affiliated to Maynooth University. Through their Maynooth Access Programme it encourages underrepresented groups to enter third level. This is achieved through the provision of College tours, Science Practical Activities for 6th Years, 3rd Year Special Awards and 6th Year Inspirational Awards, Shadowing Days and Summer Schools. Representatives from the University also speak to the 6th students about the HEAR and DARE Schemes.
- **TUDTallaght** maintain close links with the college. The Access Officer liaises with students to promote the AccessTU Dublin scheme whereby students may get into TU Dublin on reduced points. In addition, a scholarship of €2,500 for two years is made available to the student from Deansrath Community College with the highest points and who registers for a course in TUDTallaght.
- **Business in the Community** is an organisation that works with companies in Ireland and aims to promote responsible business. The College has been linked to Britvic PLC who will deliver the Skills at Work programme to Second Year students.
- **Inspiring the Future:** Inspiring the Future is a world- wide initiative which connects students with volunteers from the world of work to talk informally about their careers and educational routes to broaden the aspirations of young people. It was launched in Ireland in 2017 by South Dublin County Partnership and to date it has organised a number of career networking events for students.
- **Power 2 Progress-** This is a new programme initiated by UCD and funded by Zurich and its aim is to try and encourage more students from areas deemed to have an economic disadvantage to progress to college by offering free tuition in two subjects in both 5th and 6th year for 2 hours per week for two 12-week blocks. In addition, students will have visits to UCD and to Zurich Ireland offices throughout the programme.

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Glossary

CAN-Clondalkin Access Network
CAO- Central Applications Office
DARE-Disability Access Route in Education
DES-Department of Education and Skills

DLP-Designated Liaison Person (Child Protection)
DDLDP-Deputy Designated Liaison Person
FET-Further Education and Training
HE-Higher Education
HEAR-Higher Education Access Route
HSCL-Home School Community Liaison
ICT-Information & Communication Technology
IGC-Institute of Guidance Counsellors
JC-Junior Cycle
JCSP Junior Certificate School Programme
LC-Leaving Certificate
LCA-Leaving Certificate Applied
LCVP-Leaving Certificate Vocational Programme
NBSS-National Behaviour Support Service
NCCA-National Council for Curriculum and Assessment
NCGE-National Centre for Guidance in Education
NCSE-National Council for Special Education
NEPS-National Educational Psychological Service
PLC-Post Leaving Certificate
P2P-Power2Progress
PSS-Psychological Support Service
RSE-Relationships and Sexuality Education
SEN-Special Educational Needs
SPHE-Social, Personal and Health Education
SUSI-Student Universal Support Ireland
TAP-Trinity Access Programme
TY-Transition Year

Appendix 1- First Year Timetabled Wellbeing Programme
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