

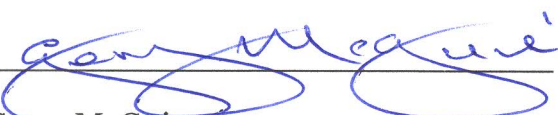
GUIDANCE PLAN 2021 – 2023

Ardgillan College

Date for review: January 2023

Date ratified by the Board of Management:

Signature of the Chair of the Board of Management:


Gerry McGuire

Chairperson

Board of Management

27-01-2021
Date

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MISSION STATEMENT

Ardgillan College is a learning community dedicated to the pursuit of excellence in all areas of education.

Its central mission is to promote a happy and caring school climate where pupils are encouraged and supported to reach their full potential. The College is committed to providing a person-centered holistic education in which it fosters the personal, social and spiritual development of its pupils in an atmosphere of mutual respect.

The emphasis is placed on quality teaching and learning, positive behaviour and the recognition and honouring of achievement. Every pupil is supported to develop and fulfill their own unique potential and equipped with the confidence and self-esteem to meet the demands of society.

The school Mission Statement includes the key phrase ***‘Mol an Óige agus Tiocfaidh Sí’*** (praise the young and they will flourish). We strive to live this motto on a daily basis through a whole school approach.

Ardgillan College is committed to:

- Promoting growth and learning in an atmosphere of inclusiveness and mutual respect.
- Encouraging individuality while in pursuit of excellence.
- Fostering a sense of pride in our school and our community.

DEFINING GUIDANCE

Guidance refers to the range of learning experiences provided in a developmental sequence that assists students to make choices - personal and social, educational, and career - about their lives and which enables them to successfully deal with the transitions which result from such choices. A spectrum of activities and services are provided in order to assist students; counselling, assessment, advice, information, educational development programmes, personal and social development programmes, vocational development programmes and referrals. While Guidance and Counselling is delivered by the professionally trained school Guidance Counsellor, it is also acknowledged that Guidance is a whole-school approach and management, teaching staff, year heads, SEN & Resource Coordinator, parents and students are all important stakeholders whose input is welcomed in the delivery of this Guidance Counselling service.

Guidance in second-level 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:

- Personal and Social Development
- Educational Guidance
- Career guidance

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

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

RATIONALE

This School Guidance and Counselling plan is a structured document that describes the school guidance programme in Ardgillan College as a whole school approach and specifies how the guidance needs of students are to be addressed. It is an integral part of the school's overall school development plan and has also been developed in the context of the Guidance and Counselling Policy.

Section 9 (c) of the Education Act, 1998 requires Ardgillan College to “*ensure that students have access to appropriate guidance to assist them in their educational and career choices*” based on the need to provide access as determined by the general resources available and the additional resource allocation for guidance and counselling and other related activities provided by the DES and the need to provide appropriate guidance that is, the whole school's response to meeting the guidance needs of all of its students.

AIMS

The Guidance and Counselling service in Ardgillan College strives to foster a holistic approach to meet the guidance needs of our students and staff within the context of our mission statement. Through facilitating the effective delivery of Guidance we aim to:

- Assist and support our students in a meaningful way with their personal and educational development
- Develop self- awareness and self-confidence in our students to think for themselves and to develop the necessary skills to make informed choices and decisions (subjects, courses, career paths, personal etc.)
- Stimulate our students to develop a proactive approach to their learning and to advance the full range of their abilities so as to pursue their studies at the highest level having due regard to their own individual abilities and interests
- Be available as a support for students and staff and to adopt an "open door" policy in relation to meeting with pupils, teachers, parents and management. Specific time periods will be set aside for appointments in the timetable for this purpose. Priority will be given to pupils who appear to be in crisis

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- Strive to provide a broad, diverse curriculum which is relevant to the needs of our student body
 - Promote a mutually respectful environment in the school to enable the success of our goals

The School Guidance and Counselling plan endeavours at all times to make the guidance:

- Accessible to all students in Ardgillan College
- As responsive as possible to concerns expressed by staff colleagues
- Impartial
- Inclusive
- Informed
- Confidential in nature
- Expressive of the ethos of Ardgillan College

SCHOOL GUIDANCE POLICY

Guidance is regarded as a core element of the school's overall programme. The guidance programme seeks to respond to the needs of the students at all stages of their education in the school.

A School Guidance Plan provides an essential framework for delivery of the school's guidance programme. Successful planning ensures a structured response to the educational, vocational and personal/social needs of the students. Whole School Guidance Planning is a work in progress and will be monitored, evaluated and reviewed regularly

Department Members

Name	Qualifications	Email Address	Hours
Michelle Dunne	B.Ed.Home Economics and Religion (2006 – 2010) M.Sc. Guidance and Counselling DCU (2012-2014)	michelledunne@ardgillancc.ie	18 Hours 4 hours classes (TY & 6th) 12 hours one to one / whole school guidance planning
Shona Dunne	BSSc.(Hons) 1996 PGD Human Resource Management PGD Career Guidance PGD Teaching		11 Hours 3 hours classes (TY & 6th) 8 hours one to one / whole school guidance planning

Continuous Professional Development

- Membership of Institute of Guidance Counsellors. Guidance Counsellor attends IGC meetings and CPD courses as timetabling facilitates (Tuesday afternoons)
- Attendance at Supervision timetabling facilitates (Tuesday afternoons)
- Attendance at IGC National conference

- Attend at Autumn CAO Conference
- Attend Higher Options and various college open days

Dept Member	YEAR	COURSE ATTENDED /CPD
Michelle Dunne	2020	CPD Restorative Practice
Michelle Dunne	Feb 2019	Cognitive Based Mindfulness Therapy
Michelle Dunne	Feb 2019	DDLETB Middle Management Training
Michelle Dunne	Jan – May 2018	DDLETB PSS Friends Resilience Training
Michelle Dunne	Dec 2017 and Jan 2018	NIPT Droichead Training
Michelle Dunne	2014, 2017, 2018, 2019, 2020	CAO Conference
Michelle Dunne	2014	The Mental Health Promoters Training Programme
Michelle Dunne	2014	Child Protection In-Service
Michelle Dunne	September 2011 – May 2012	Foundations in Counselling Skills
Michelle Dunne	2009	ASIST, Suicide Prevention Training Programme
Shona Dunne	2020	Reality Therapy
Shona Dunne	2020	CAO Conference
Shona Dunne	2020	Open University HOW TO DO COUNSELLING ONLINE
Shona Dunne	2019	BPS Test User: Occupational Personality BPS Test User: Occupational Ability
Shona Dunne	2018	HSE- MEITHEAL TRAINING
Shona Dunne	2018	Safetalk-Suicide Alertness
Shona Dunne	2018	Safeguarding and Protecting Vulnerable Adults

Shona Dunne	2018	Alcohol-Related Brain Injury Training
Shona Dunne	2017	Tusla- Children's First
Shona Dunne	2017	Parents Plus-Adolescent Programme

Personnel involved in the Provision of Guidance

- Guidance Counsellor
- Principal
- Deputy Principal
- Year Heads
- Class Tutors
- SEN Team
- R.E. Teachers
- SPHE Teachers

This policy sets out the school's response to the current needs of the students in the area of Guidance and Counselling.

The Guidance Counsellor is seen as the co-coordinator of whole school guidance activities and the central person responsible for the continuous developmental guidance process.

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

- i. Personal counselling
- ii. Career counselling
- iii. Educational counselling.

The counsellor relates to school management through meeting the Principal and Deputy Principal on matters affecting the planning of the school's provision of personal, career and educational counselling, as well as on matters affecting individual students requiring intervention. The counsellor also relates with Year Heads, Tutors, Learning Support Teachers, Subject Teachers, Parents and others as appropriate. The counsellor has a role in informing the school management and staff of the operation of the guidance department, in contributing to the development and evaluation of appropriate programmes, in administering tests and interpreting their results, in managing

information, in administering the guidance service and in liaison with referral agencies and professionals outside the school.

i) Personal Counselling

Being informed by the theoretical background of counselling which takes systems into account as influential in the life of an adolescent, the ways in which the counsellor fulfils this role include:

- Publicising to the students and at parents' meetings the role 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.
- Students and/or parents are free to request an appointment with the School Guidance Counsellor.
- The Guidance Counsellor may also initiate appointments with pupils, teachers and parents when particular circumstances arise indicating that a pupil may be in need of counselling on a personal issue which impinges on their school life.
- The Guidance Counsellor is consulted by school management and pastoral care personnel on such issues
- Each student in the school can have an individual appointment with the Guidance Counsellor to discuss personal and/or career related matters.

ii) Career Counselling

The ways in which the counsellor fulfils this role include:

- The Guidance Counsellor will address all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents on the same topic.
- In TY and 6th Year the counsellor will give career talks which will cover specific issues such as preparation for work experience, interest inventories, preparation for subject choice for the Leaving Certificate, information on the education system and an explanation of the wide variety of 3rd level destinations available and the routes by which they are accessed, differential aptitude tests, computer-based career research programmes etc..

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- The Guidance Counsellor also takes responsibility for advising the students on the completion of UCAS applications to the British third level system along with writing their academic references.

iii) Educational Counselling

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

- The Guidance Counsellor assists the Learning Support co-ordinator in assessing incoming students prior to the student's entry to the school. The information gathered from these assessments is used in conjunction with Learning Support and the Pastoral Care Team to initiate support services or request further assessment as soon as possible for the student.
- Liaising with the Principal, Year Heads, Tutors, Learning Support Teacher, Administration Staff and Subject Teachers concerning pupils who require intervention.
- Offering those pupils counselling with regard to study techniques, educational planning and personal organization.
- Liaise with Learning Support Teacher to identify students requiring further attention.
- Providing guidance and information to students and parents at appropriate stages in their progress through meetings, e.g. prior to Transition Year, prior to subject choice for the Leaving Certificate and prior to CAO application deadline.
- Being available to pupils who have left the school to offer advice after the Leaving Certificate results have been issued, i.e. at the beginning of the new school term.

The objectives of the guidance programme are not only framed by reference to the legislative requirements, but are also referenced by the good practices disseminated by the Institute of Guidance Counsellors and the National Centre for Guidance in Education. Guidance in the school is viewed as a continual development process which begins prior to the entry of the student into Ardgillan College and concludes after the student has left the school.

Roles and Responsibilities

- **Board of Management**

The Board of Management has a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standard. The Board of Management manages the school in accordance with the Education Act (1998) and the Articles of Management of Voluntary Secondary Schools. Each school is required to comply with the Education Act (1998) and provides students with “access to appropriate guidance”.

- **Senior Management**

The Principal leads the internal organization and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principals are in charge of the school in the absence of the Principal. The Senior Management team also have a responsibility to ensure that Whole School Guidance is of the highest possible standard

- **Guidance Counsellors**

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. In addition, the guidance counsellors have a key role in collaborating with school management in the development and review of the Whole School Guidance Plan and the integration of guidance into the curriculum

The Guidance Counsellors work collaboratively with all staff members and management. They have strong links with outside agencies and are members of the pastoral care, care team and critical incident teams.

- **Pastoral Care Team (including tutors and year heads)**

Each class group is assigned a tutor at the start of the school year. The tutor looks after all pastoral care issues for this group of students. The tutor is seen as the ‘go-to’ adult. The Year Head liaises with the tutors and also assists the Deputy Principal who is assigned to the junior or senior cycle.

Each Guidance Counsellor takes responsibility for different year groups

Referrals are made by the student, pastoral care team, management and parents.

Regular Care Team Meetings for each year group are held throughout the term. These are attended by the Principal, Deputy Principals, Year Head, Guidance Counsellor and SEN Post Holder.

- **SEN Co-ordinator's**

The SEN Co-ordinator's direct the provision and application of resources for students with special educational needs and/or specific learning difficulties. They liaise with the Senior Management Team and all staff, parents/guardians and outside agencies. They assist the Principal with the allocation of the SEN hours at the construction stage of the timetable and follow through into the first term. The SEN Co-ordinator's and Senior Management Team liaise with Special Needs Assistants, Guidance Counsellors, Year Heads and subject teachers.

- **Subject teachers**

The subject teacher is central to helping students to achieve their full potential and assists in identifying students who may need extra help and support. They also have a key role in providing support, information and advice relating to their subject disciplines and related careers. All teachers may consult with the guidance counselors on the needs of an individual student and/or refer the student to the guidance counsellor, SEC Coordinator or Care Team.

- **Parents/Guardians**

The Plan adopts the legal definition of parent as set down in the Education Act 1998. The Plan recognizes that parents play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents play a vital role in shaping their attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child. It is important that parents are aware of and support this Plan together with other school policies and procedures. Parents are further encouraged to positively participate in school life in order to facilitate the development of mutual and beneficial links between home and school.

- **Students**

This Plan aims to address 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 behavior and learning and to experience the value of being responsible young citizen. The student voice 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. Our pastoral care system and care team structure ensure that concerns that may arise for our students are dealt with in a timely manner.

Community Links

Organisation	Resources/Services Provided
TUSLA	Support for parents and students
NEWB	Support for parents and students
JIGSAW	Support for parents and students
CRC	Support for parents and students
DDLETB Psychological Support Services	Support for parents and students
CAMHS	Support for parents and students
Pieta House	Support for parents and students

Links to other policies:

- SEN Policy
- SPHE Policy
- Code of Behaviour Policy
- Anti-Bullying Policy
- Admissions Policy
- Child Protection Policy
- Curriculum and Homework Policy
- Critical Incident Policy

SCHOOL STRUCTURE

The student population of Ardgillan College is divided into classes of mixed ability. Each class group has a tutor who takes particular care of their class. They look after their health, welfare and education attainments and maintain contact with parents throughout the year. A Year Head is also assigned to each year group. The Year Head looks after the welfare of their relevant year group and remains in constant contact with their Tutor.

The Guidance department recognises the importance of this system in our school and fosters a co-operative relationship with the Year Heads and Tutors in order to best meet our student's needs.

The Role of the Guidance Counsellor

There are three main areas in which the guidance counsellor exercises his/her role. The three areas are educational counselling, career counselling and personal counselling. Operating in these areas the guidance counsellor works in conjunction with the students, the parents/guardians, the management of the school, and the staff of the school. Whilst the guidance counsellor has the specific training in educational, career and personal counselling, it is only through a collaborative approach that students experiencing difficulties in any of these areas will be given the necessary support and strategies which will allow them to overcome their difficulties and to optimise their learning.

Referral

Internal Referral:

- Students can self-refer by requesting an appointment with the School Guidance Counsellor
- Year Heads or Tutors can refer students for individual support by liaising with the Guidance Counsellor and requesting an appointment for individual students. A referral form is filled out and submitted to the GC so a paper trail of appointments can be maintained and records kept.
- School staff and parents/guardians are also welcome to contact the Guidance Department if they have concerns.

External Referral:

The Principal, as the Designated Liaison Person (DLP), in consultation with the School Guidance Counsellor, may refer to outside agencies such as the HSE, DDLETB Psychological Support Services or specific services in the local area such as Jigsaw. Such referrals are made in consultation with parents/guardians.

Appointments

All Students who have an appointment for personal or career counselling are provided with an appointment slip. The student must provide their relevant teacher with this appointment slip before attending their appointment. The teacher then marks the student as "SCH" on VShare for the purpose of attendance.

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. Appointments are conducted during the school day. All parties are requested to inform each other if a cancellation is necessary. On occasion, the Guidance Counsellor may request another staff member e.g. Year Head, subject teacher or/and management to be present at a meeting. The student is always invited in for whole or part of the meeting with approval of Parents/Guardians. This gives the student responsibility, ownership and inclusion in the meeting outcomes. Notes are kept of all meetings by the Guidance Counsellor.

Confidentiality

Counselling relationships themselves and information that is disclosed in counselling relationships are kept confidential. However, if a situation arises where the school feel a student is at risk, the Principal or Guidance Counsellor consults the student, school management, parents/guardians and relevant agencies, if necessary.

Students are encouraged to discuss their problem with their parent/guardian where appropriate. At the beginning of the counselling contract students are always informed that what is said in the counselling session is confidential between the counsellor and the student UNLESS the counsellor feels that the pupil is a danger to themselves (including eating disorders) or anyone else, or at risk. Confidentiality will not apply in the case of abuse (Child Protection Guidelines definition applies here), or if a student discloses an intention to commit a crime or when a court orders a counsellor to make records available.

Ethical considerations and Accountability

The Guidance Counselling Service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to Department of Education and Science Directives, and to the school's Ethos and Educational Philosophy. The Guidance Counsellor, like all other members of staff in the school, is entrusted with the care of students in "*loco parentis*" and accepts the responsibilities of this position, keeping the students welfare to the forefront at all times. The guidance department is aware of its responsibility to our students, to the school, to our own profession, to ourselves and to the implementation of this policy. To this end we will partake in professional peer supervision, which will provide support and feedback for my professional welfare. The Guidance Counsellors also abide by the Institute of Guidance Counsellor's Code of Ethics.

The School Guidance Counsellors abide by the '*Child Protection Guidelines for Post Primary Schools*'.

Record Keeping

Record keeping is an integral part of the administration of the Guidance and Counselling Service in the College. All records will be kept in accordance with the 'Freedom of Information Act' and the 'Data Protection Act'.

Appropriate coding of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse should be avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files

Assessments

The Guidance Counsellor and SEN Coordinator use a range of psychological and educational measurement instruments to help students assess their potential and make effective decisions. These have a variety of purposes: prediction of academic performance, categorisation of occupational interests, educational and career planning. Information from these sources, supplemented by school records and public examination results enable the Guidance Counsellor to assist a student with decision making and with problem solving behavioural and life changes.

Students seek advice and feedback from Guidance Counselors regarding a wide range of tests which often include aptitude tests, general ability tests, performance tests, and school exam results in addition to interest inventories, personality styles, multiple intelligence tests etc.

In discussing the results of a student's assessment, the Guidance Counsellor strives to be mindful of both the confidentiality and sensitivities of the student and the manner in which the information is shared with and explained to the pupil.

The Guidance Counsellor liaises closely with the Resource and Learning Support team and co-ordinator with respect to:

- Testing process for SEN students
- Interpretation of Psychometric results
- Identifying students needing additional support (e.g. extra English/Maths class)

Assessments used in Ardgillan College include:

- Differential Aptitude Tests for Guidance (DATS):

The DATS are conducted with our TY / 5th Year students. Each student receives their results individually. The DATS are used in conjunction with interest assessments to assist students with career choice.

- Interest Assessments:

Students conduct interest assessment on careers websites such as www.careersportal.ie and www.qualifax.ie

- CATS for Incoming 1st Years

Cognitive Abilities Test are carried out with incoming 1st years students as means of identifying the student's individual 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's help to inform target-setting, the development of individual learning plans and aids the implementation

of more timely intervention strategies, while providing a sound basis for comparisons over time.

- DOTS for 2nd Year students

The DOTS (Drumcondra Online Testing System) assessments are computer-based English reading and mathematics tests for Second years. The tests aim to complement a teacher's observations and assessments of a student's performance and give guidance on their strengths, and on the types of difficulties they experience. This information can feed into effective planning and learning.

- PPAD-E for 1st Year students (beginning 2021) (Post Primary Assessment and Diagnosis – English)

The PPAD-E has been designed to be easy to administer and score by teachers, and can be used for a range of purposes as seen in the flyer attached and below. The assessment consists of five different subtests (Spelling, Reading Comprehension, Writing Samples, Reading Speed and Word Reading). All but the Word Reading test are group-administered (Word Reading is individually administered). The assessment requires an hour to administer, plus 3-4 minutes per student for the Word Reading test.

GUIDANCE PROGRAM (JUNIOR AND SENIOR CYCLE)

Provision of Guidance Classes

Careers Classes:

TY Program	One 40 min period per week
6th Year	One 40 min period per week

Wellbeing Classes:

All 1st Year students are timetabled for one 40 min period of wellbeing each week.

SPHE:

1st Year	Two 40 min periods per week
2nd Year	One 40 min period per week
3rd Year	One 40 min period per week

RSE:

1st Year	Covered in SPHE
2nd Year	Covered in SPHE
3rd Year	Covered in SPHE
4th Year	One 40 min period per week
5th Year	One 40 min period per week
6th Year	Covered in SPHE

Junior Cycle

Incoming 1st Years

- **1st Year Open night**

Ardgillan College holds an annual open night for our incoming 1st year students. This night is aimed at informing parents of incoming 1st years of the mission statement and approaches to learning in our College.

In conjunction with this open night, the Guidance Department assists in formulating an information booklet containing subject details and subject choice procedure. The presentations given on the open night aim to satisfy parents' and students' queries.

- **Transition from Primary to Secondary**

Ardgillan College recognises that the transition from Primary school to Secondary school can be extremely challenging. The Guidance Dept has developed an Induction Booklet which seeks to address some of the main challenges faced by 1st year students. The booklet is used by 1st year Tutors for the first week of school and for the 1st number of SPHE lessons. The activities in the booklet link directly to the 1st module in SPHE, Belonging and Integrating and Getting Organised.

A student Mentoring System is also in place to assist 1st year students with this transition. This Mentoring System involves 6th Year students integrating and supporting 1st Year students. This system is implemented with the invaluable assistance of the SPHE Department and is delivered during the weekly SPHE timetabled period. The system sees 3/4 6th year students being allocated to each 1st year class. The 6th year students deliver a number of presentations and assist the 1st year students with activities such as anti-bullying, subject assistance, getting organised. In the first weeks of school Mentors assist students with their locker and getting to know their time table. Some lunchtime activities are also organised in order to encourage the development of friendships amongs new students.

3rd Year Students:

- **Study Skills Seminar**

Students engage in an afternoon of study skills in order to aid and develop their study techniques. Students are encouraged to set goals for individual subject and to apply the skills learnt at this seminar to their weekly study program.

- **Senior Cycle Presentation**

Students and parents are presented with information on Senior Cycle options – the traditional leaving certificate and subject choice or the option of first completing Transition Year. Matriculation requirements as well as specific course requirements are detailed for students progressing straight into 5th year. Students and parents are made of the school blog “Senior Cycle subject Choice” which informs students of the course content of each subject at leaving cert and possible careers stemming from each subject.

- **Individual Guidance:**

The Guidance Counsellor is available should any student wish to request an appointment. See referral system explained above.

Senior Cycle

- **TY and 6th Year career classes**

- **Study Skills seminar** (as above)

- **Differential Aptitude Tests for Guidance (DATS):**

DATS are administered to TY / 5th year students. Each class receives an introductory lesson on what the DATS are and Students are also provided with a DATS Information Booklet. The DATS are administered during December and are machine scored. Feedback is given to all students by the School Guidance Counsellor firstly via an information session and secondly, students are given their scores individually where they can request further information in relation to these.

- **Interest Assessments:**

Students are required to carry out Interest Assessments on www.qualifax.ie and www.careersportal.ie during time allocated for careers.

The results of these assessments are stored by the School Guidance Counsellor and will be used as part of a student's individual career interview in 6th Year.

- **Individual Guidance:**

The Guidance Counsellor is available should any student wish to request an appointment. See referral system explained above.

Summary of Services

The services provided by the Guidance and Counselling Department can be summarised as follows:

- Individual counselling to all students on request or by referral.
- Class guidance module for Transition year students in preparation for work placement, senior cycle and subject choice.
- Guidance modules for First Year, Second Year and Third Year classes covering topics such as study skills, and bullying (In consultation with the SPHE Department and Year Heads).
- Psychometric testing: Differential Aptitude Tests, Interest Inventories.
- First Year Induction Program and Mentor System
- Classroom Guidance for 5th and 6th Year students to assist them with career choice e.g.: CAO , Colleges of Further Education, Apprenticeships, Defence Forces etc
- Individual Guidance meetings for 6th Year students to assist them with career choice, CAO choice, HEAR/DARE applications, UCAS application etc
- Attendance at organised Open Days e.g.; Higher Options
- Guest Speakers e.g. Higher Education Institutions, Colleges of Further Education, Various careers, FAS
- Parents' Information Evenings on:
 - Subject Choice (Third Year & Transition Year)
 - Open Evening (Incoming First Years)
 - CAO/UCAS/FETAC Info night (Sixth Years)

WHOLE SCHOOL INITIATIVES

College Awareness Week

College Awareness Week is a national campaign which aims to promote the benefits of going to college, to help students of all ages to become college ready. College Awareness Week aims to promote higher education learning opportunities for students and their families, by highlighting role models and creating a 'college-going culture' in all communities.

Each year the Guidance Department runs a variety of activities throughout the week including:

- A Careers Fair held in the canteen for TY – 6TH year students. This is an after school event organised with the Parents Council. All major universities and PLC colleges attend as well as organisations such as the army recruits, Gardaí and representatives from various fields of work.
- A past pupil committee
- SPHE lessons are dedicated to college awareness and careers
- Guest speakers / college talks
- Teacher fact file – displaying teacher's qualifications and colleges attended
- Junior School careers competitions
- Open days

Trinity Access Award – College for Every Student

Ardgillan College has received the **Future Focus Award from Trinity College** for 2 years now based on our application detailing all of the whole school guidance and career events we run and leadership opportunities we promote.

We are working hard to continue to establish a link with Trinity College.

Further details of the Trinity award can be seen in past applications.

TY Work Experience

TY students participate in 2 weeks of work placement. Students are also encouraged to take on additional work placements if they arise outside of these two compulsory weeks. Students discuss and reflect up their placements in TY careers classes and submit a work experience piece of their portfolio.

College Visits – TY trip

We organise at least one trip to a college open day per year for TY students in an effort to increase their awareness of college life and the options available to them after school. As part of the Trinity Access Award we bring 2nd year students to Trinity College for a tour.

Higher Options

All 6th year students are brought to the higher options events at the beginning of the year. They are prepped for this event in class and are helped to formulate a list of questions for relevant colleges.

The following chart outlines how Personal & Social, Educational and Career Guidance are delivered in Ardgillan College

PERSONAL & SOCIAL	EDUCATIONAL GUIDANCE	CAREER GUIDANCE
Pastoral Care Structure	Pastoral Care Structure	Pastoral Care Structure
Care Team Meetings	Care Team Meetings	Care Team Meetings
Guidance Counsellors	Guidance Counsellors	Guidance Counsellors
Guest Speakers	Guest Speakers	Guest Speakers
Post Holders - SEN, Year Heads, Wellbeing	Post Holders - SEN, Year Heads, Wellbeing	Post Holders - SEN, Year Heads, Wellbeing
SENO, NEPs	SENO, NEPs	SENO, NEPs
Other Agencies-	SPHE	SPHE
SPHE	Home / School Communication	Home / School Communication
Home / School Communication	School Refusal- school attendance strategy	School Refusal- school attendance strategy
School Refusal- school attendance strategy	Awards Day	
Awards Day	CPD- Professional & Personal Wellbeing for staff	CPD- Professional & Personal Wellbeing for staff
CPD- Professional & Personal Wellbeing for staff	Positive Mental Health Week	Positive Mental Health Week
Positive Mental Health Week	1st Year Interviews- Induction, Primary School links & visits	1st Year Interviews- Induction, Primary School links & visits
1st Year Interviews- Induction, Primary School links & visits	Reach Access Scheme DARE HEAR	Reach Access Scheme DARE HEAR
Reach Access Scheme DARE HEAR	Wellbeing Programme	Wellbeing Programme
Extra-curricular	SEN- New Resource model	SEN- New Resource model
Wellbeing Programme	Guidance timetabled	Guidance timetabled
SEN- New Resource model	Open Days for 3rd level & Appropriate Destination Options	Open Days for 3rd level & Appropriate Destination Options
RSE	EAL	EAL

	TY, DATS, Work Experience	TY, DATS, Work Experience
	Use of ICT in Guidance	Use of ICT in Guidance
	Cross Curricular	Cross Curricular
	STEM	STEM
	Study Skills	Study Skills
	CAO Evening	CAO Evening
	Open Nights, PT Meetings	Open Nights, PT Meetings
	Information Nights	Information Nights

PERSONAL & SOCIAL	For All	For Some	For Few
Pastoral Care Structure	√		
Care Team Meetings	√		
Guidance Counsellors	√		
Guest Speakers	√		
Post Holders - SEN, Year Heads, Wellbeing	√		
SENO, NEPs	√		√
Other Agencies- SPHE	√	√	√
Home / School Communication	√		
School Refusal- school attendance strategy			
Awards Day	√		
CPD- Professional & Personal Wellbeing for staff	√		
Positive Mental Health Week	√		
1st Year Interviews- Induction, Primary School links & visits	√	√	
Reach Access Scheme DARE HEAR			√
Extra-curricular	√		
Wellbeing Programme	√		
SEN- New Resource model	√		
RSE		√	

GUIDANCE FOR ALL / FOR SOME / FOR A FEW

EDUCATIONAL GUIDANCE	For All	For Some	For Few
Pastoral Care Structure	√		
Care Team Meetings	√		
Guidance Counsellors	√		
Guest Speakers		√	
Post Holders - SEN, Year Heads, Wellbeing	√		
SENO, NEPs	√		√
SPHE	√		
Home / School Communication	√		
School Refusal- school attendance strategy			√
Awards Day	√		
CPD- Professional & Personal Wellbeing for staff	√		
Positive Mental Health Week	√		
1st Year Interviews- Induction, Primary School links & visits		√	
Reach Access Scheme DARE HEAR			√
Wellbeing Programme	√		
SEN- New Resource model		√	
Guidance timetabled		√	
Open Days for 3rd level & Appropriate Destination Options		√	
EAL			√
TY, DATS, Work Experience		√	
Use of ICT in Guidance		√	
Cross Curricular	√		
STEM	√		
Study Skills	√		
CAO Evening		√	
Open Nights, PT Meetings	√		
Information Nights		√	

CAREER GUIDANCE	For All	For Some	For Few
Pastoral Care Structure	√		
Care Team Meetings	√		
Guidance Counsellors	√		
Guest Speakers		√	
Post Holders - SEN, Year Heads, Wellbeing	√		
SENO, NEPs	√		√
SPHE	√		
Home / School Communication	√		
School Refusal- school attendance strategy			√
Extra-Curricular	√		
CPD- Professional & Personal Wellbeing for staff	√		
Positive Mental Health Week	√		
1st Year Interviews- Induction, Primary School links & visits			√
Reach Access Scheme DARE HEAR			√
Wellbeing Programme	√		
SEN- New Resource model		√	
Guidance timetabled		√	
Open Days for 3rd level & Appropriate Destination Options		√	
EAL			√
TY, DATS, Work Experience		√	
Use of ICT in Guidance		√	
Cross Curricular	√		
STEM	√		
Study Skills	√		
CAO Evening		√	
Open Nights, PT Meetings	√		
Information Nights		√	

CAREER GUIDANCE	For All						For Some						For Few					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Pastoral Care Structure	√	√	√	√	√	√												
Care Team Meetings	√	√	√	√	√	√												
Guidance Counsellors	√	√	√	√	√	√												
Guest Speakers	√	√	√	√	√	√												
Post Holders - SEN, Year Heads, Wellbeing	√	√	√	√	√	√												
SENO, NEPs	√	√	√	√	√	√							√	√	√	√	√	√
SPHE	√	√	√	√	√	√												
Home / School Communication	√	√	√	√	√	√												
School Refusal- school attendance strategy													√	√	√	√	√	√
Awards Day	√	√	√	√	√	√												
CPD- Professional & Personal Wellbeing for staff																		
Positive Mental Health Week	√	√	√	√	√	√												
1st Year Interviews- Induction, Primary School links & visits	√																	
Reach Access Scheme DARE HEAR																		√
Wellbeing Programme	√	√	√	√	√	√												
SEN- New Resource model							√	√	√	√	√	√						
Guidance timetabled				√	√													
Open Days for 3rd level & Appropriate Destination Options					√													
EAL													√	√	√	√	√	√
TY, DATS, Work Experience				√									√	√	√	√	√	√
Use of ICT in Guidance				√	√													
Cross Curricular	√	√	√	√	√	√												
STEM	√	√	√	√	√	√												
Study Skills	√	√	√	√	√	√												
CAO Evening					√													
Open Nights, PT Meetings	√	√	√	√	√	√												
Information Nights			√	√														

STUDENT'S GUIDANCE NEEDS ANALYSIS

YEAR: 1st Year

<i>Student's Needs</i>	<i>Resources</i>
<p>1. Personal and Social</p> <ul style="list-style-type: none"> • Support with Transition to Secondary School • Counselling anxiety/stress • Bullying issues • Behaviour issues • Healthy eating and sleep • Family issues • Depression • School Refusal 	<ul style="list-style-type: none"> • Meet with classes individually – role of guidance counsellor – school procedures, disclosing information (in line with child protection guidelines) • Arrange meetings with students who have being referred from HSL and SEN team, subject teachers, Year Head and Support team • Meet with students referred from class teachers on a 1:1 basis • Meet with students who have discipline issues arising on a 1:1 basis • SPHE classes cover wide range of topics
<p>2. Educational</p> <ul style="list-style-type: none"> • Subject Choice Options • Study Skills 	<ul style="list-style-type: none"> • Meet with each class to explain options and what each subject requires • Taster classes in operation • Subject teachers provide support • Presentation on Study skills
<p>3. Career</p> <ul style="list-style-type: none"> • How subject choice effects career choice 	<ul style="list-style-type: none"> • Meet with each class to explain how subject choice is related to career choice

YEAR: 2nd Year

Student's Needs

Resources

<i>Student's Needs</i>	<i>Resources</i>
<p>1. Personal and Social</p> <ul style="list-style-type: none">• Anxiety/Stress• Bullying issues• Behaviour issues• Anger Management and Assertive skills• Healthy eating and sleep• Peer relationships• Family issues• Depression• School Refusal	<ul style="list-style-type: none">• Meet with classes individually• Arrange meetings with students who have being referred from HSL and SEN tea, subject teachers, year head and Support team• Meet with students referred from class teachers on a 1:1 basis• Meet with students who have discipline issues arising on a 1:1 basis• SPHE classes cover wide range of topics• Group Counselling
<p>2. Educational</p> <ul style="list-style-type: none">• Study Skills• Exam preparation• Subject level	<ul style="list-style-type: none">• Subject teachers provide support• Presentation on Study skills• Presentation on Exam Preparation• Class Talk about consequences of taking honours or ordinary level paper• 1:1 meeting with students requiring extra support
<p>3. Career</p> <ul style="list-style-type: none">• Become aware of purpose of school• Look at aims for the future	<ul style="list-style-type: none">• Guidance class scheduled throughout the year• 1:1 appointments available

YEAR: 3rd year

Student's Needs

Resources

<p>1. Personal and Social</p> <ul style="list-style-type: none">• Anxiety/Stress• Bullying issues• Behaviour issues• Anger Management and Assertive skills• Healthy eating and sleep• Peer relationships• Family issues• Exam Stress• Depression• School Refusal	<ul style="list-style-type: none">• Meet with classes individually• Arrange meetings with students who have being referred from HSL and SEN team, subject teachers, Year Head and Support team.• Meet with students referred from class teachers on a 1:1 basis• Meet with students who have discipline issues arising on a 1:1 basis• SPHE classes cover wide range of topics• Group Counselling (anger management)
<p>2. Educational</p> <ul style="list-style-type: none">• Junior Certificate Preparation• Option of TY or Fifth Year/LCA• Subject Choice	<ul style="list-style-type: none">• Study Skills Class• Exam Preparation techniques and tips• TY talk from TY Co-Ordinator• Guidance Class on Subject Choice• Guidance on a 1:1 basis when required
<p>3. Career</p> <ul style="list-style-type: none">• Option of TY – work experience• Subject Choice relevant to Career Choice	<ul style="list-style-type: none">• Guidance Talk on value of Work Experience from TY Co-Ordinator• Guidance Talk on Career Choice

YEAR: Transition Years

Student's Needs

Resources

<p>1. Personal and Social</p> <ul style="list-style-type: none">• Transition anxiety• Stress• Bullying issues• Behaviour issues• Anger Management and Assertive skills• Healthy eating and sleep• Peer relationships• Family issues• Depression• School Refusal	<ul style="list-style-type: none">• Students are referred for counselling by TY Co- Ordinator and subject teachers• Students are met with on 1:1 basis for counselling• Students participate in Life Skills programme covering, meditation (calming), cooking (healthy eating), voluntary work (developing social/empathy skills)
<p>2. Educational</p> <ul style="list-style-type: none">• Subject Choice	<ul style="list-style-type: none">• Subject Choice Talk• Meeting on a 1:1 basis when required
<p>3. Career</p> <ul style="list-style-type: none">• DATs• Work Experience• Career Direction• Options for College and Further Education	<ul style="list-style-type: none">• Administration and Feedback of DAT's on a 1:1 basis -discussion of college courses• Work Experience reflection documented• Work Experience discussion with Guidance Teacher and TY Co-Ordinator• Weekly Guidance class for double period in Life Skills covering career interests, inspiration, dreams and ambitions, talent, personality and career opportunities• Guest Speakers

YEAR: 5th Year

Student's Needs

Resources

<p>1. Personal and Social</p> <ul style="list-style-type: none">• Transition anxiety• Stress• Bullying issues• Behaviour issues• Anger Management and Assertive skills• Healthy eating and sleep• Peer relationships• Family issues• Depression• School Refusal	<ul style="list-style-type: none">• Students referred from, HSL, subject teachers, Year Head, SEN team and Support team• 1:1 counselling• Arrange scheduled classes for talk on depression, stress and mental well-being.
<p>2. Educational</p> <ul style="list-style-type: none">• Subject level• Subject Choice Support• Study Skills	<ul style="list-style-type: none">• Subject Choice support and level on a 1:1 basis when required.• Scheduled Guidance Class for study skills
<p>3. Career</p> <ul style="list-style-type: none">• Progression to 3rd level• Self-evaluation – points system and goals setting	<ul style="list-style-type: none">• Scheduled class for National Framework of Qualifications and progression• Guest Speakers - Colleges and Work Professionals• Open days• Goal setting - lesson• Points system – lesson• Career research

YEAR: 6th Year

Student's Needs

Resources

<p>1. Personal and Social</p> <ul style="list-style-type: none">• Stress• Bullying issues• Behaviour issues• Anger Management and Assertive skills• Healthy eating and sleep• Peer relationships• Family issue• Depression• School Refusal	<ul style="list-style-type: none">• Students referred from, HSL, subject teachers, Year Head, SEN team and Support team• 1:1 counselling• Arrange scheduled classes for talk on depression, stress and mental well-being.
<p>2. Educational</p> <ul style="list-style-type: none">• Subject Level• Study Skills• Exam Preparation• Motivation	<ul style="list-style-type: none">• Scheduled Guidance Classes for Study Skills, Motivation, Exam Preparation• 1:1 meetings for student support with subject level
<p>3. Career</p> <ul style="list-style-type: none">• College Choices• CAO• HEAR/DEAR• PLC Route	<ul style="list-style-type: none">• 1:1 Guidance with all 6th year students for 1 class period and 2 when required• Class Guidance on CAO Application• Class Guidance HEAR Application plus 1:1 in filling out application• College Open Day's• Guest Speakers• Mock Interview and tips (group work)• Leaving Certificate and Beyond advice

MONTH BY MONTH GUIDANCE PLAN

September/October

- Higher Options - book tickets
- Order Reach+ workbook for TY students (TY fund)
- Induction program for 1st year students – booklet / liaise with YH and tutors / TY mentor program
- Review Department Plan
- Talk to 6th years – UCAS , Irish Exemptions, HEAR/DARE (send letter home)
- Liaise with SEN coordinator – Dare / exemption applicants
- Parents night for 6th Year students (Letter Home)
- Prioritise students applying to UCAS (earlier closing date)
- Begin seeing 6th years individually (review summer reports)
- Begin TY, 5th and 6th year guidance classes – review schemes
- Post important notifications – key dates
- Request from admissions officers to visit school (establish protocol for speakers)
- Review any new students to the school
- Study Skills (Student Enrichment Services) – Year heads
- Re-emphasise referral system and routine within whole school – staff meeting / clarify procedures
- Establish relationships with key staff for referrals (Year Heads/ Form Teachers and SEN Team)
- Establish report and record keeping structure
- Check in with student's receiving counselling last year
- Register with Cycle Against Suicide Student Congress – book tickets – begin project (TY's)
- Establish / check in with student mental health committee
- NUIM/UCD/DIT Open Days (Career Guidance Counsellors only)
- UCAS system and application process
- Review NFQ
- Review Course Requirements, CAO Points System, How to research college course (Qualifax, CareersPortal)
- CAO- application process, key dates

November/December

- CAO Packs - distribute
- CAO Conference attend
- Open Day Season - notify students and arrange
- Talks from main feeder colleges
- Continue seeing 6th years
- Overview of HEAR & DARE

-
- Stress Management and Motivation classes required for 6th years
 - Counselling Referrals
 - Attend Psychological Support Services Meeting
 - UCAS applications – student references / personal statements
 - DATS (TY students)

January/February

- January 15th UCAS deadline
- January 20th CAO online deadline for discounted rate
- February 1st CAO deadline
- Meeting with 6th years prioritised
- Help with HEAR and DEAR applications prioritised
- NUI Exemptions
- PLC Open Days
- PLC applications prioritised (online)
- PLC Interview Preparation
- Beginning subject choice process
- TY DATs results
- Meeting with 5th years about importance of subject choice (prepare handout)
- Meeting with incoming 5th year parents about subject choice and transition to senior cycle
- Entrance Exams for Incoming first years
- Student references

March/April

- Incoming first year – parents evening
- Subject choice follow up
- Visit to feeder primary schools
- Counselling appointments continued
- Interviews and portfolios for restricted courses
- Grants – SUSI applications open
- Begin meeting 5th year students
- Student references

May

- 1st of May CAO re -opens
- Talk to 6th years about results and offers
- Scholarships available
- Stress management and exam techniques with 3rd and 6th years
- Talk to 5th years about using summer wisely (art portfolio / UCAS)
- Late PLC applications
- Counselling appointments continued
- Write in key dates for September

EVALUATION OF GUIDANCE

The whole school guidance plan and procedures are reviewed on an annual and on-going basis. Guidance provision must be responsive to the needs of the individual student cohort and so in consultation with management, the guidance department reflects upon its procedures and reviews and amends them when and if necessary. The Department is focused on a whole school approach to guidance and on promoting college awareness to increase progression and so is continually looking for new ways to explore this.

The plan itself is reviewed annually.

CURRENT GUIDANCE AREA'S FOR DEVELOPMENT

- Seeking a way in which to run more career modules such as 5th year and 3rd year 10 week blocks / taster subjects
- Improve upon provision of whole school guidance activities particularly at Junior level
- Increase time for one – to - ones with 6th years to ensure adequate career guidance (aimed at improving progression rate)
- Develop school alumni for school website

Appendix 1

Ardgillan College

Referral Form for Guidance and Counselling

Student Name	
Year	
Referred by	
Has Parental Permission been given?	

Reason for Referral - Please write a note on why you would like the student to engage with the guidance counsellor

Urgency: How urgent do you consider this case to be? Please highlight

Low

Medium

High

Please outline any other interventions that are already in place to help/support this student, if relevant. e.g. report card, meetings with parents, family therapy etc.

Date of referral:

Signature of referrer:

For completion by Guidance Counsellor:

Date referral was received	
Appointment date given	
Signed	

Information on student

Year Head	
Tutor	

Notes (if needed):

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Appendix 2

Consent Form to attend Confidential One to One Guidance Sessions

The whole school guidance programme in Ardgillan College aims to provide a safe environment for each student to grow and to develop personal, social, careers, educational and life choices.

Where appropriate, guidance counsellors provide a confidential one to one guidance counselling service to students. In this context the guidance counsellor may discuss a range of careers, educational, personal and/or social development issues.

If your child wishes to meet the guidance counsellor on a one to one basis at any stage throughout their time in school your permission is required.

Ardgillan College's policy on confidentiality can be found on our website:

<https://www.ardgillancc.ie/custom/public/files/ardgillan-college-data-protection-policy-2020-21.pdf>

To be completed by Parent/Guardian on enrolment

Name of student: _____ (please print)

Year Group: _____ Class: _____

Name of Parent/Guardian: _____ (please print)

I give permission for the student named above to meet with school guidance counsellors on a "one to one" basis in keeping with the school's commitment of support for students and in the context of the school's whole school guidance program.

Signature of Parent/Guardian: _____

Date: _____