Balbriggan Community College

Whole School Guidance Plan

January

2020

**The Guidance Plan**

**Rationale of Policy**

**Education Act, 1998 and Balbriggan Community College’s Mission Statement.**

The School Guidance Plan reflects the ethos and spirit of Balbriggan Community College and it has been devised and developed in accordance with Section 9 of the Education Act 1998. Section 9 (C) of that act states that a school “ shall uses its available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choices.” Section 9 (C) elaborates further by stating that a school shall “promote the moral, spiritual, social and personal development of students…in consultation with their parents having regard to the characteristic spirit of the school.”

The ethos and spirit of Balbriggan Community College is embodied in the school’s mission statement, which states:“To develop fully the moral, intellectual and physical potential of each student in an atmosphere of mutual respect, in a safe and supportive environment, so as to facilitate the development of confident, competent individuals prepared for the demands and ready to contribute to society .”

**Definition of Guidance- What is Guidance and Counselling in Schools?**

**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*”.

**(Department of Education and Science; 2005, pg. 4**).

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 in schools may include personal counselling, educational counselling, career counselling or combinations of these”***.**

**(Department of Education and Science, 2005; pg. 4).**

**Background to Policy- Informing practice (See Appendix A)**

**Models of Good Practice**

**Informing practice**

In the preparation for and review of this School Guidance Plan, Balbriggan Community College has been guided by the models of good practice in school guidance planning as outlined by the Institute of Guidance Counsellors, the NCGE: A Whole School Guidance Framework, and Looking at our Schools 2016 A quality Framework for Post Primary Schools. This policy has been developed within the parameters of the guidelines of the Department of Education and Science (Guidelines for Second Level Schools on the Implications of Section 9 (C) of the Education Act 1998, relating to students’ access to appropriate guidance, and CL0010/2017 : Guidance Provision in Second Level Schools. Moreover, this policy also reflects “ Junior cycle wellbeing guidelines.”

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**Partnership with DDLETB Teaching and learning enhancement Partnership with TCD**

Balbriggan Community College works in partnership with Trinity College Dublin TA21/CFES team. Through our engagements, we provide an enhanced Guidance programme, as reflected in our plan.

Balbriggan Community College views this school guidance plan as a work in progress and all of the stakeholders to this plan are committed to reviewing and improving this policy on a regular basis.

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**Related Whole School Policies and documents**

Child Protection Policy

DDLETB GDPR policy

Anti-Bullying Policy

Leaving Cert Applied Policy

Transition Year Policy

Critical Incident Policy

Code of Positive Behaviour

The delivery and practise of holistic model of guidance and counselling in BCC document- (core competencies)

Student support services – Wellbeing and health promotion

Assessment and testing document

DEIS plan

DDLETB Teaching and learning methodologies

Ta21/CFES planning / research documents

**Linkages to Other Programmes**

Balbriggan Community College acknowledges the relevance and importance of SPHE and religion to the social and personal development focus of Guidance and Counselling. A full description and account of SPHE and Religion in Balbriggan Community College are available in their respective plans. Balbriggan Community College recognises the significant contribution that Leaving Certificate Applied and Transition Year programmes make in providing students with Guidance-related activities. This whole school Guidance plan recognises the significance of the 6th Class STEAM programme and all other cross-curricular links.

**Objective of Policy**

To ensure that the students of Balbriggan Community College have access to guidance, that is appropriate to their needs, stage of development, and their school programme.

**Aims of Policy**

1. To promote the development and growth of each student on a personal, social, educational and career basis.
2. To ensure that guidance initiatives and programmes in Balbriggan Community College are delivered in a developmental sequence that is relevant and appropriate to all students.
3. To provide a framework for the delivery of guidance programmes within our school and in a manner that takes account of the diverse and particular needs of students with special educational needs, students of all ability levels and students from different backgrounds and cultures.

**Guidance counselling Department 2019/2020**

Mrs Ann Mannion Guidance Counsellor

Ms. Brona Levins Guidance Counsellor

**Student Supports Services Team**

The Whole School Guidance Policy and the associated School Guidance Programmes reflect the ongoing contribution of the following individuals and groups:

The Principal and Deputy Principal

Guidance Counsellors

Special Educational needs team

Learning Support personnel

Course Co-ordinator

Student support team

The Year Heads

The Class Tutors

Home School Liaison officer

School completion personnel

Behaviour for Learning teacher

TA21 CFES BCC school team

Subject Teachers

Special Needs Assistants

Additional personnel who support whole school guidance:

School Secretaries

The Caretaker and all other Ancillary Staff

Parents

PSS

DDLETB FE/HE personnel

TA21 Team

Wider community

**Ways of Working**

The guidance work in BCC seeks to work collaboratively with the growing community of practice, inclusive of students, parents, staff, support staff and wider communities both locally and college and work based personnel. This work is underpinned by a mutual respect. We build on a shared vision for our students.

**Whole School Guidance Activities**

**Guidance Provision**

The key to effective Guidance is a whole-school, collaborative approach. Balbriggan Community College is committed to employing a team approach in the provision of a range of learning experiences and developmental opportunities for all students. These experiences and opportunities, which will be appropriate and relevant to student needs,

shall enable the growth and development of all students and shall assist students in making choices and transitions. Example: Transitions from Primary to Secondary School, from Junior Cycle to Senior Cycle, from School to Further and Higher Education, Apprenticeship, Traineeships and the World of Work

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**Specific work of Guidance Counsellor**

**Guidance Activities**

The work of the guidance counsellor includes the following activities (DES, 2016; pg. 8):

\* Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings

\* Developing effective teaching, learning and assessment strategies for the guidance class

\* Providing individual and group counselling to facilitate personal and social, educational and career development and at moments of personal crisis

\* Providing labour market, learning and career-related information through Information and Communications Technology (ICT) and blended learning approaches

\* In collaboration with key personnel, including the course co-ordinator, assisting with planning of workplace learning and growing links with the wider business community, agencies and voluntary sector

\* Using psychometric tests (i.e. ability and aptitude tests and career interest inventories) to facilitate career decision-making and personal development, and to support learning and educational choices.DES Circular Letter 0035/2017

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

\*Working with parents (as appropriate) and referral agencies in facilitation the personal and social, educational and career development of students and service users.

\*Provision of supported counselling interventions, to include group and individual.

\*Establishing close ties with feeder schools, where appropriate, and with centres of further education and training and higher education.

**Confidentiality and the Guidance Counsellor**

To ensure professional practice, the guidance counsellors :

•ensure adherence to child protection guidelines in their practice and policy

•provide a safe environment in which students may discuss, in confidence, issues relating to personal, social, careers and educational decisions

•ensure that notes and records of students’ interaction with the guidance service should be kept in a secure and confidential manner

•clarify, for students, other clients and for the school community, the boundaries of confidentiality

•ensure that records are managed in accordance with good practice and in keeping with data-protection legislation.

**Appointments**

**PLEASE NOTE**: An appointment system operates for all Personal Counselling, Careers and Vocational Counselling. It should be noted that Vocational Counselling and Personal counselling are intrinsically linked. The appointments system helps to minimise disruption to classes and the co-operation of teachers in facilitating time for guidance and counselling appointments is greatly appreciated.

\*The Guidance Department considers it best practice for students to remain linked with one Guidance Counsellor.

Both Guidance counsellors are members of the Institute of Guidance Counsellors Professional Associations and thus adhere to its professional code of ethics. The Department of Education and skills provides a national programme of supervision support for guidance counsellors in schools. This is coordinated through the regional governance of the Institute of Guidance Counsellors. Guidance counsellors are encouraged and supported to attend as a means of ensuring best practice. Ongoing attendance and engagement in CPD is viewed and supported as best practice to ensure provision of professional service.

**Whole School Guidance Programme:**

**\*\*\*TA21/CFES** is now in phase 2 roll out, with emphasis over the next three years on implementation of key pillars with whole school approach. \*\*\*

**Whole school guidance** is informed using TA21/CFES model. During the year 2019, this model is being rolled out on whole school basis. This is framed using 4 key pillars:

(This section is informed by CFES and should be read in conjunction with Appendix E)

Key:

|  |  |
| --- | --- |
| Pathways to College | Leadership& Learning |
| Mentoring | Wellbeing |

**Transition into post primary**

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| --- |
| Building strong communities- friendship building |
| Organisational skills |
| Getting involved |
| Dealing with difficulties |
| My support networks |
| Provide an enhanced opportunity to explore the world of opportunities provided through college/career explorations including college visits and mentoring opportunities. |
| Organise roll out of College Awareness Week |
| Engagement with additional educational opportunities e.g. med day, computing workshops, pathways to law, summer schools, scholars programme |

**1st Years**

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| --- |
| Information Visits to Primary Schools by Guidance Counsellor and members of the Student Support team, as required. LL |
| Communication with Parents, students, and primary school principals/teachers of incoming students (by way of meetings) LL |
| Administration of Tests for Diagnostic Purposes. Led by Guidance Dept. and SEN Co-Ordinator  Organise and run assessment testing – Pre entry  Liaise with primary school management one to one meeting regarding transition supports for each student  LL W M |
| Transition Programme Led by Guidance Counsellor , Student support team and Senior Prefects W LL |
| Welcoming Night for Parents/Guardians of 1st Years September 6thclass open night (September and May) Year Head & Guidance Counselor and members of the student support team, as required.  STEAM mornings 5thor 6th class primary morning events W PTC LL  Welcome days for new students led by guidance DEPT, student support team and senior prefects.  (Two Welcome Workshops for students). LL W M |
| Monitoring of Students’ transition from Primary to Secondary level through student support meetings. M LL W |
| Regular informal guidance and support by all staff M |
| HSCL Programme for First Year Parents W |
| Information from SEN Co-Ordinator and Guidance Dept. to staff on new First Years. W LL |
| Guidance Counselling Sessions on request W LL |
| Roll out of 3R’s LL |
| Mentoring supported programme with senior cycle students M LL W |
| College awareness week PTC LL W M |
| Well Being programme W LL |
| Wellbeing week W |
| Anti-Bullying Programme W |

**2nd Years**

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| --- |
| Student support team supports M W LL |
| 3R’s LL |
| Guidance Counselling Supported Activities W M LL PTC |
| Informal Guidance and Support by all Staff. M W PTC |
| Participate in Careers Fair as part of College Awareness Week in BCC PTC |
| Pathways to college supported activities- Enhanced College Trip. Researching college/career choices. Meet college Mentors/Lecturers. Experience enhanced college trip. PTC LL M |
| Community mentoring supported viaTA21/CFES  Develop a quality mentoring programme, linking both senior and Junior students following TA21/CFES Model  Experience a range of mentoring programmes designed to build aspirations/set goals/Build growth mind-sets M |
| Support expertise in use of Bridge 21 Model for students and caches in growth of leadership in leading activities. Active engagement in and teaching and learning/ community led service projects.  LL M W |

**3rd Years**

|  |
| --- |
| Study Skills and exam techniques Presentation PTC M LL W |
| Information and Presentation Subject and Programme Choice (To students by fellow students and staff to parents) PTC M LL W |
| Transition Planning- Course Choice at senior Cycle (TY/LCA/LC) PTC M |
| Information Meeting for Parents and students M LL  -Subject Choice/Course Choice/Mentoring  -Decision Making and Advice |

|  |
| --- |
| Provision of one to one/group consultations on programme choice and subject choice with Guidance Counsellor.  PTC M LL W |
| Support from Year Heads and Class Tutors PTC M LL W |
| Participate in Careers Fair as part of College Awareness Week in BCC PTC |
| Pathways to college supported activities- Enhanced College Trip. Researching college/career choices. Meet college Mentors/Lecturers. Experience enhanced college trip. PTC LL M |
| Community mentoring supported viaTA21/CFES  Develop a quality mentoring programme, linking both senior and Junior students following TA21/CFES Model  Experience a range of mentoring programmes designed to build aspirations/set goals/Build growth mind-sets M |
| Support expertise in use of Bridge 21 Model for students and caches in growth of leadership in leading activities. Active engagement in and teaching and learning/ community led service projects.  LL M W |

**Transition Year**

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| --- |
| Personal and Student Profile |
| Study Skills/Time Management W PTC M |
| Multiple Intelligences Theory |
| Letters of application and CV preparation 4th Years PTC |
| Work Experience Preparation PTC M LL W |
| Work Experience Programme ( 4 weeks completed over two blocks) PTC LL W M |
| Guest Speakers W PTC |
| 3rd Level/PLC/ Apprenticeship Options PTC M LL |
| One to One Guidance Interview PTC W M |
| Course and Career Research on Qualifax and Careers Portal PTC LL |
| Weekly Guidance Class PTC LL W M |
| Guidance Counselling Sessions, supports. LL PTC W |
| Enhanced college based activities to include: Researching College/Career Choices PTC |
| Attendance at Training/Further Education/Higher Education Centres/ Meeting College Professionals  PTC |
| Active engagement and participation in BCC College Awareness Week PTC |
| Roll out a range of mentoring programmes to support growth of mentoring mind set in creating enhance positive school climate. M W |
| Promote engagement in student led service activities as a means of contributing positively to school. Examples may include- project work/student council/college awareness week committee/Well Being Week/Clean up etc. LL M W |

**5th Years**

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| Study Skills and Exam Techniques LL W PTC M |
| Guidance Classes in 8 week block with RE, ICT, RSE PTC LL W |
| Visiting Speakers from Colleges PTC |
| Support by way of Class Tutor and Year Head System M W |
| Informal Guidance and support by all staff W |
| Guidance Counselling Supports. W M |
| Roll out a range of mentoring programmes to support growth of mentoring mind-set in creating positive school climate. LL M W |
| Participate in BCC College Awareness Week PTC LL |
| Enhanced College based activities to include researching college/career choices. Attendance at Training/Further Education/Higher Education Centres. PTC |
| Promote engagement in student led service activities as a means of contributing positively to school. Examples may include- Prefect work/student council/college awareness week committee/Well being week etc. LL W M |

**6th Years**

|  |
| --- |
| Attendance and Participation at various Careers Events, such as Higher Options, Career Fair, Open days PTC M LL |
| Visiting Speakers from Colleges and Professional Bodies PTC W M LL |
| Vocational Guidance Interviews (One to one meetings between the Guidance Counsellor and Individual students) PTC W LL M |
| CAO Form- Information and Preparation PTC M LL |
| Weekly Guidance Class PTC W M LL |
| Course and Research on Qualifax PTC LL |
| Information on Sports/Other Scholarships, Student Accommodation, Budgeting at Third Level PTC W |
| Career Interest Test |
| Study Skills and Exam Techniques Workshops M LL PTC W |
| Accepting CAO offers and Change of Mind Form M PTC |
| UCAS- Application Process, Eunicas Application Process PTC LL |
| Access Programmes, HEAR & DARE PTC W LL M |
| The Third Level Grants Scheme (SUSI) PTC LL |
| Roll out a range of mentoring programmes to support growth of mentoring mind-set in creating positive school climate. LL M W |
| Participate in BCC College Awareness Week PTC LL |
| Enhanced College based activities to include researching college/career choices. Attendance at Training/Further Education/Higher Education Centres. PTC |
| Promote engagement in student led service activities as a means of contributing positively to school. Examples may include- Prefect work/student council/college awareness week committee/Well being week etc. LL W M |
| Regular Contact with and Support from Year Head LL W |
| Guidance Counselling Supports W |

**LCA**

|  |
| --- |
| Weekly Guidance Class PTC LL M W |
| One-to-One Guidance Interview PTC LL W |
| Information on Progression Routes into Further Education (including PLC course options, Apprenticeships, Garda Siochana) PTC LL M |
| Work on Qualifax, and Careers Portal websites PTC LL |
| Visiting Speakers PTC LL M W |
| Exam techniques M LL |
| Support from Programme Co-Ordinator and Year Head W LL |
| Work Experience (4 weeks in two blocks) PTC LL |
| Preparation for Work Experience and Reflection on Work Experience PTC LL M W |
| Social Education and Education Modules W M |
| Counselling sessions as required. W |

**Continuum of support**

Whole school guidance in BCC ( see appendix with BCC continuum of support)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Whole school guidance planning  Clear roles and responsibilities | Social/personal  Well being  Mentoring  Well being | Educational  Pathways to college | Career  Mentoring  Pathways to college  Leadership in learning | Leadership in learning  Staff CPD  Project based learning- taking charge making a difference | WHO |
| For all  Open to all students | TA21/CFES  P.T.meeting  Parent information meetings  Student support team  JCPA well being programme  SPHE programme  RE programme | TA21/CFES P.T.meeting  Parent information meetings  Student support team  3R’s  Organisation and planning  Study skills  Decision making | TA21/CFES  P.T.meeting  Parent information meetings  Student support team  Supported Pathways to College –  Activities. | TA21/CFES  Open night  Transition into, through and onto world of work/college  meetings for parents/students  First year/Senior cycle choice making/future choices  Junior cycle – CBA  Focus weeks-College awareness/Well being /Science/  Literacy/Numeracy | Snr  Management  Year Heads  Tutors  Guidance counsellors  HSCL  SCP  TA21/CFES team  Well being teachers  Student Support services |
| For some  Targeted initiatives,  Small group work,  Certain class groups | Senior students Guidance class  Targeted group work-e.g. safe use of social media  Develop & roll out quality mentoring programme  SEN supports | Senior students Guidance class  SEN supports  Scholars Ireland programme  TAP Specific opportunities e.g.-Higher level maths supports.  Young Scientist | TA21 –TAP initiatives  Senior students Guidance class | Junior cycle – CBA  TY programme  Community garden( 2019-20)  Senior prefect/mentors  Student council  TL initiatives | Snr  Management  Year Heads  Tutors  Guidance counsellors  HSCL  SCP  SEN  BFL  PSS  TA21/CFES team |
| For a few  Students who need one to one support or more intensive support | Home school visits  BFL supports  SCP supports  Guidance counselling | SEN supports  SNA supports  Learning support | One to one guidance for all leaving Cert students  One to one guidance counselling support as requested by student/referred via parent/student support team . |  | Snr  Management  Year Heads  Tutors  Guidance counsellors  HSCL  SCP  SEN  BFL  PSS supports  External agenciesE.g.  Medical/  Health and well being supports-  Jigsaw/Family centre/mater Calmhs/pieta House/ |

**Resources and Supports for provision of guidance**

Department of Education and Science Resources

Staff guidance provision within the general teaching allocation

School Funds as Resources allow

Career Guidance Offices (2)

TAP (Trinity Access Programme)

TA21 enhanced supports

DEIS

Department of Education Circulars

IGC (Institute of Guidance Counsellors)

DES supported Supervision for Guidance Counsellors School Support Team

School Completion Team

Regular Meetings with school management team, student support team, Ta21cfesBCc team, other staff members and with parents/Guardians)

Links with the community and with other agencies and groups that support students and parents.

Ta21 team meetings and ongoing support work

Links with 3rd Level Colleges (Admissions, Access Officers, School Liaison Officers), SOLAS, Further Education and Training Boards.

Links with Business and Industry - Work Experience etc.

Transition year and LCA work- experience

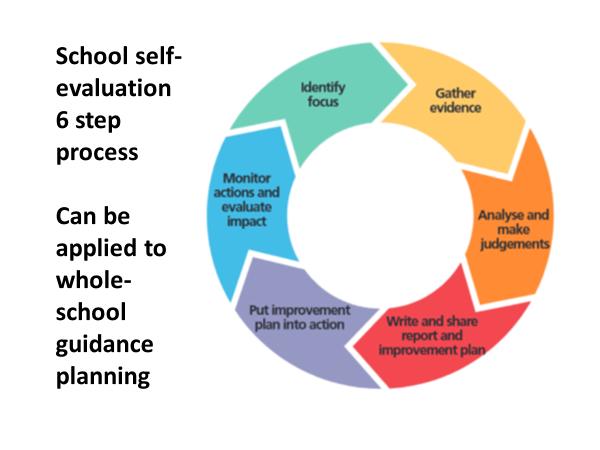
**Guidance /student supports review-**

|  |  |
| --- | --- |
| **Strengths** | **Opportunities** |
| Responsive to student needs  Consultative  TA21/CFES programme roll out and engagement and supports  BCCTA21CFES team  Positive relationships  DEIS pillar-Attainment& Progression  Transition planning  Guidance counselling service – range of referral pathways  Assessment testing – student centred  Supports of DDLETB PSS service  Supports of Ta21/CFES programme staff | Support of TA21/CFESBCC team  Mentoring – range of supports of students – develop range of programmes  Roll out of new on-going initiatives  Supports for School self-evaluation (end of year surveys and feedback)  Expert speakers |
| Challenges | Threats |
| TA21/CFES - expectations, Implementation whole school  Resource provision guidance and counselling supports available V level of need  Access to guidance – Space for targeted group work/SEN students -  Critical Incident management | Resource allocation  New teams – ensuring key foundational practices and shared vision |
| Timetabling |  |

**School Guidance Review**

Guidance review is supported via the TA 21 team. Students complete whole school survey collated to embrace the key pillar of TA21CFES rolled out over the course of the year. All students are encouraged to complete the survey with parental and student permissions being required. Survey results are presented to management and staff, the beginning of the following term. Results assist in informing practice and review of service provision.

Specific end of year review may also be carried out by the Guidance counsellors.



**Monitoring of the Guidance Policy/ Guidance Plan**

The School Management, in consultation with the Guidance Counsellor and the School Guidance Team will monitor the implementation of the Guidance Policy and its associated Programmes.

**Evaluation and Development of Guidance Policy**

This School Guidance Policy will be subject to ongoing evaluation. We are committed to this through surveying parents, staff and students.

\*Balbriggan Community College’s evaluation of the policy will be guided by the following questions:

\*Is the Guidance Plan working?

\*Are the Guidance Programmes being provided in the most effective manner, based on the level of provision of Guidance within the school?

\*Are all the students being provided with appropriate guidance?

\*What areas of the Guidance Plan/Guidance Policy require modification and improvement?

\*What are the areas that need to be developed in terms of guidance provision and programme delivery?

[SCOT Analysis]

The Guidance Team and the school community more generally have an important role to play in the evolution and development of the Guidance Policy. The Whole School Guidance Planning Group welcomes contributions and feedback from the entire school community and from all other stakeholders in relation to Guidance provision and Guidance Programmes. WSE (Whole School Evaluation) helps to inform our practice.

**Review**

There will be a full review of the Guidance Policy after a minimum of two years. The review group will comprise of all the stakeholders to the Guidance Policy/Guidance Plan. The review process will involve surveying students, parents, teachers and all other stakeholders to the Guidance Plan. (See Appendices

**Areas for Development**

Priority Areas for Development

Roll out of whole school guidance using the TA21/CFES model

Internet Safety- Promoting the safe use of Social Media

Promotion of Well Being across all the Year Groups

Delivering the BodyRight Programme to students (A Sexual violence awareness and prevention programme developed by The Rape Crisis Centre)

Promotion of Mindfulness

Appendices

**Appendix A**

**Whole School Guidance**

NCGE (2004) defines the Whole School Guidance Plan as “… *the document in which the school, in a systematic way, defines the guidance programme it offers, and states how resources are organised to deliver the programme.*” (NCGE, 2004: pg. 8).

The DES (2005) Guidelines state that schools should "...*develop a comprehensive guidance plan as part of their overall school development plan, taking into account the needs of students, available resources and contextual factors”* (DES, 2005; pg. 4).

The guidance plan is described by DES as:

 setting out the learning experiences and activities of the guidance programme

 reflecting the needs of both Junior and Senior Cycle students

 achieving a balance in the provision of personal/social, educational and career guidance offered to students.

Members of school management and staff are involved in the planning/delivery of the above activities according to the specialist knowledge, skills and competences that they may have. Such involvement of other members of school staff in the planning and delivery of guidance activities is part of a whole school approach to guidance.

Providing students with ‘*Access*’ to ‘*Appropriate Guidance*’ is a requirement of The 1998 Education Act. The DES defines ‘Appropriate Guidance’ as “…*the whole school’s response to meeting the guidance needs of all its students*” (DES, 2005; pg. 4). A whole school’s response is defined as involving the guidance counsellor in the first instance and all other relevant members of school management and staff (see the DES 2005 Guidelines for more information - https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/m37\_03.pdf).

**Appendix B**

**Action Plan for Education 2019 Cumasu informs the current action plan by the DES.**

Five goals underpinning the DES Strategy and Action Plan are as follows:

**GOAL 1**

We will shape a responsive education and training system that meets the needs and raises the aspirations of all learners.

**GOAL 2**

We will advance the progress of learners at risk of educational disadvantage and learners with special educational needs in order to support them to achieve their potential.

**GOAL 3**

We will equip education and training providers with the skills and support to provide a quality learning experience.

**GOAL 4**

We will intensify the relationships between education and the wider community, society and the economy.

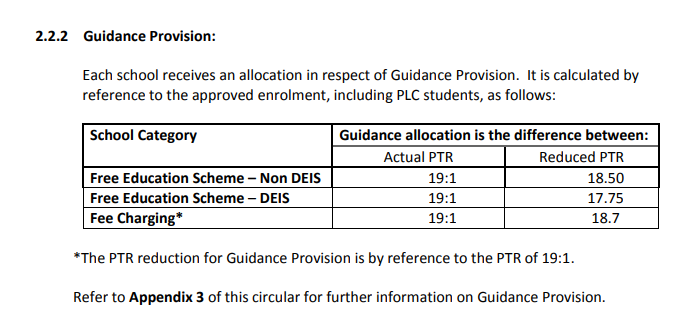
**GOAL 5**

DES will lead in the delivery of strategic direction and supportive systems in partnership with key stakeholders in education and training.

**Appendix C - DES circulars**

DES ***CL 0010/2017***provides information on the whole school guidance plan

**Circular 0012/2019 update on guidance provision in post primary schools**

Psychometric test use in school link to DES Circular Letter 0035/2017 

**Junior Cycle Wellbeing Guidelines (NCCA, 2017).** The Wellbeing Guidelines state that “*Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community*” (NCCA, 2017; pg. 17). The Guidelines highlight wellbeing as a whole school endeavour. Six indicators of wellbeing are presented in the guidelines - ‘*active’, ‘responsible’, ‘connected’, ‘resilient’, ‘respected’,* and *‘aware’*. Guidance is highlighted as supporting ‘*learning about wellbeing and learning for wellbeing*’ for all students in junior cycle and is regarded as one of the main pillars for developing the Wellbeing programme in schools (NCCA, 2017; pg. 46 & 48).

***Looking At Our School 2016: A Quality Framework for Post-Primary Schools (DES, 2016c).*** The Quality Framework has been developed to provide schools with the opportunity to critically examine their own practices with the view to developing these further to support students’ learning and development. It consists of two dimensions - *teaching and learning* and *leadership and management*. Learning is seen as holistic and central to the development of students’ wellbeing. As guidance is defined as “*a range of learning experiences…*” (DES, 2005; pg. 4) the quality framework encompasses guidance provision in the school.

***School Self-Evaluation (SSE) Guidelines 2016-2020 Post-Primary* (DES, 2016d)**. The SSE Guidelines focus on the area of teaching and learning which is central to the work of all schools. Learning is seen as holistic and central to the development of students’ wellbeing. The Framework supports schools in reviewing practice in relation to learning and teaching and in developing action plans to improve practice. As with the quality framework presented in *Looking At Our School* 2016 the SSE Guidelines facilitate the evaluation and development of a school’s guidance programme.

***Ireland’s National Skills Strategy 2025 (DES, 2016e).*** The *National Skills Strategy* is part of the government’s economic plan to restore full employment and build a sustainable economy. The Strategy is presented as an important step in the development of the education system to one which supports lifelong learning and one which is responsive to the needs of all (DES, 2016e, pg. 7).

The Strategy identifies the need for information that is accessible to all who are making educational and career choices and to those who are supporting

them including guidance personel. counsellors (ibid; pg. 37). Due to the changing nature of work, job roles and required skills career guidance and information is identified as ‘essential’ in supporting individuals in making appropriate choices and in improving retention on courses. Better career guidance and career information are linked to appropriate study choices and course retention and in turn contributing to an increase in the return in public investment (pg. 70).

Strategic objective 4 of the Strategy states that “*Career guidance will be strengthened significantly, with the aid of employer engagement*” (pg. 72).

***Framework for Junior Cycle 2015 (DES, 2015a)***. The *Framework for Junior Cycle* presents twenty-four Statements of Learning, eight Principles and eight Key Skills that are at the core of the new Junior Cycle. Guidance provision can be informed by “*Framework principles such as Continuity and Learning to Learn, key skills such as Managing Myself and a number of statements of learning, especially those linked to making decisions*” (DES, 2015a; pg. 25).

Under the Framework schools will deliver subjects, short courses, Wellbeing and a range of other learning experiences (DES, 2015a; pg.7). The DES highlights that guidance provision may be included in the 400 hours available for Wellbeing and that activities related to guidance can be delivered through other learning experiences also.

***Digital Strategy for Schools 2015-2020 – Enhancing Teaching, Learning and Assessment (DES, 2015b)***. The *Digital Strategy for Schools* published by the DES in 2015 identifies the Department’s vision for the integration of ICT in schools. The vision is to “*Realise the potential of digital technologies to enhance teaching, learning and assessment so that Ireland’s young people become engaged thinkers, active learners, knowledge constructors and global citizens to participate fully in society and the economy*.” (DES, 2015b; pg. 5).

The Strategy presents four themes as follows:

*Theme 1: teaching, learning and assessment using ICT*

*Theme 2: teacher professional learning*

*Theme 3: leadership, research and policy*

*Theme 4: ICT infrastructure*

Theme 1 includes provision for the school guidance programme and there are many opportunities for activities of the programme to be delivered using ICT.

***NEPS Well-being in Post-primary Schools. Guidelines for Mental Health Promotion and Suicide Prevention (2013).*** Schools are identified as playing an important role in promoting the mental health and wellbeing of young people. The Guidelines present a whole school approach to mental health promotion and wellbeing. The whole school guidance plan is identified as an intervention that addresses the emotional health and wellbeing of young people. A continuum of support model is provided as a framework for schools to employ in supporting the emotional, behavioural, social and learning needs of all students – *school support for all* (general needs), *school support for some* (milder needs) and *school support for a few* (more complex needs) (NEPS, 2013; pg. 8 & 9). 12

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***The NCGE School Guidance Handbook*** (NCGE)**.** The *NCGE School Guidance Handbook* (SGH) is an online resource which supports the design, development and delivery of the whole school guidance programme. Content of the Handbook is presented under four main sections: leading the guidance programme, delivering the guidance programme, policy and practice guidelines and guidance in the international area. The Handbook provides guidelines and resources in relation to the development of good practice in schools including areas such as data protection, planning and psychometric testing.

***NCGE Professional Development Webinars.*** NCGE offers professional development to guidance counsellors working in educational settings using an online synchronous platform to deliver webinars. National and international experts on guidance and related disciplines are invited to present for 45 minutes using webinar technology.

**Appendix D**

**A CONTINUUM OF SUPPORT MODEL FOR THE WHOLE SCHOOL GUIDANCE PROGRAMME**

A continuum of support model, already being employed in schools to support students’ learning and development (NEPS, 2010) and mental health promotion (NEPS, 2013), can also be applied to the school guidance programme. In applying the continuum, the whole school guidance programme aims to meet the needs of students along a continuum, from a whole school approach to group and individualised approaches. The continuum model can be applied to guidance as follows:

**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 (TYP, LCA )

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

**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 should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student. The continuum of support model offered within a whole school approach to guidance. The guidance counsellor in collaboration with school management and staff, and external

organisations/personnel, deliver a wide range of activities and learning to support students’ personal & social, educational and career development. The guidance counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme.

**Appendix E**

**TA21/CFES**

This suite of programmes and supports provides a framework from which successful transitions can be achieved. It enhances the work of the school, especially in the context of DEIS. The Guidance counsellors are an integral part of the team, and lead the roll out of the programme.

**Key leadership and management areas**

Core work– work collaboratively with teams to enhance student learning experiences.

1-Developing curriculum, supporting teaching and learning

Promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.

Foster a commitment to inclusion, equality of opportunity and holistic development of each student

Support the planning and implementation of school curriculum, with key focus on guidance planning.

Foster teacher professional development that enriches teachers and students learning.

2 Fostering School improvement-school development

Communicate the guiding vision for the school

Assist in the process of school self evaluation

Build and maintain relationships with parents, other schools, colleges, and with the wider community

3 Support and build leadership capacity

Focus programmes centring on student support and well being

Promote and facilitate the development of student voice, student participation and student leadership

Build professional networks with other school leaders

Transitions support and challenge

Work collaboratively with range of staff, student cohort local schools and community networks.

Build strong communication links with primary school feeder schools.

Combine with a range of supports focusing on transitions focusing on

Transferring into Post- Primary school.

Moving through the post primary system

Transition from junior cycle to senior cycle

Transition from Senior cycle to world of college, work and career.

School self evaluation

Support school self evaluation to include working collaboratively with key drivers especially Ta21 researchers.

* Organise student permissions
* Organise data collection
* Assist in roll out of key information and necessary follow up.
* Supporting CPD in school.

**Whole school guidance** is informed using TA21/CFES model. During the year 2019, this model is being rolled out on whole school basis. This is framed using 4 key pillars:

**Mentoring** ( Personal and social supports)

Key objectives: Foster academic and personal growth

Students develop mentoring relationships with a range of personel in supporting their social, emotional and academic development. This is inclusive of, but not limited to supports of student supports services teams, senior prefects, community mentoring, Guidance counselling supports.

***Wellbeing and health promotion***( Personal and social supports)

Key objective:

Well being is supported through the Junior cycle well being programme and also through whole school commitment and roll out of initiatives supporting positive health and well being. initiatives are chosen to reflect the ongoing and specific needs of the student body. Key aspect of activities are the development of social and emotional learning and life skills. Examples whole school activities include well being week, sport for all, christmas quiz.

***Pathways to college*** ( Educational and Vocational Guidance)

Key objectives:

Promote college for every student with a focus on brilliant pathways ( inclusive of full range of choices)

Equip students with the knowledge to make informed choices regarding subjects, subject levels , course and college/career choices.

Students are supported in raising awareness and knowledge base of the opportunities and choices available through accessing education and looking at the wide variety of career pathways. Key focus on college and career knowledge helping students to become college and career ready. This includes supported college visits, min.2 at junior cycle, and 3 at senior cycle.

***Leadership in learning***

Key objective ( Building essential skills)

Students participate in ongoing essential skills development and understand their value. Promotion of opportunity for students to engage in leadership opportunities which will enhance their key skills in critically important areas to include managing self, staying well, communicating, being creative, managing information and thinking and working with others, thus preparing students for 21st C world of opportunity and challenge.

Staff CPD, implementation of 21stC teaching and learning methodologies, support students development of key skills, both within and outside the classroom.

Examples of engagement in this pillar involvement include CBA’s, Senior prefect work, Student council, Vincent De Paul Christmas hampers, Green schools, community Garden project, Coaching in sport, peer tutoring.

Each year group focuses on roll out of activities to support engagement in each of the 4 pillars.

**Appendix F**

Reviewing the Guidance provision in BCC **: Areas for review and Development**

**Staff Questionnaire: Checklist of Areas of School Guidance**

1. Please indicate by ticking in the appropriate column, the area of school guidance life that you think would benefit from specific review and development.
2. Please add to the list, any additional areas that you feel should be included.
3. Please choose 5 of the areas as priorities for review and development.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Whole School Guidance: Area For Review** | **Working Well** | **Not Working Well** |
| ***Sec 1*** | ***Management of the Guidance Programme*** |  |  |
|  | School Understanding/ Definiton of Whole School Guidance |  |  |
|  | Roles of the Guidance partners (Staff/ BOM/ Parents) |  |  |
|  | Guidance Policies and Procedures |  |  |
|  |  |  |  |
| ***Sec 2*** | ***Guidance Planning*** |  |  |
|  | Guidance Planning process in operation |  |  |
|  | Guidance Plan emerging |  |  |
|  | Implementation of Guidance Planning/ Plans |  |  |
|  | Monitoring of Guidance Planning/ Plans |  |  |
|  | Evaluation of Guidance Planning/ Plans |  |  |
|  |  |  |  |
| ***Sec 3*** | ***Content of the Guidance Programme (3 Areas)*** |  |  |
| **3.1** | **Careers** |  |  |
|  | Models of Careers presented |  |  |
|  | Quality and variety of careers information provision |  |  |
|  | Access to Career information |  |  |
|  | Career Planning skills development programme |  |  |
|  | Linkages with other relevant areas of the school programme |  |  |
|  |  |  |  |
| **3.2** | ***Personal and Social*** |  |  |
|  | Linkages with school mission statement and ethos, role of student council, extra curricular activities |  |  |
|  | Nature of counselling services, roles, expertise, access, referrals, confidentiality issues, professional and ethical considerations. |  |  |
|  | Critical Incident Protocols |  |  |
|  | Counselling referral protocols |  |  |
|  |  |  |  |
| **3.3** | ***Education*** |  |  |
|  | Priority areas have been identified for particular attention in educational guidance. |  |  |
|  | Quality and variety of educational guidance information |  |  |
|  | Access to educational structures for access, transfer and progression |  |  |
|  | Linkages with other staff roles in provision of educational guidance |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **S*ec 4*** | ***Guidance Curriculum*** |  |  |
|  | Provision for guidance as part of the school curriculum |  |  |
|  | Balance of curriculum across all year groups |  |  |
|  | Timetabling issues |  |  |
|  | Extra-curricular guidance in operation |  |  |
|  | Cross-curricular guidance in operation |  |  |
|  |  |  |  |
| ***Sec 5*** | ***Guidance Teaching*** |  |  |
|  | Planning, preparation and use of Guidance related resources in the classroom |  |  |
|  | Teaching methodologies employed |  |  |
|  | Learning |  |  |
|  | Assessment of learning |  |  |
|  | Record Keeping |  |  |
|  |  |  |  |
| ***Sec 6*** | ***Psychometric Testing*** |  |  |
|  | Purpose of testing |  |  |
|  | Breadth of Testing |  |  |
|  | Record Keeping procedures |  |  |
|  | Distribution/ communicating of testing results |  |  |
|  |  |  |  |
| ***Sec 7*** | ***Staff Training and Professional Development Needs*** |  |  |
|  | Access to training and ongoing professional development |  |  |
|  | Frequency of training and professional development |  |  |
|  | Involvement of relevant staff in training and professional development |  |  |
|  | Communication/feedback with whole staff re training and professional development |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Areas of School Guidance** | **For specific Review** | | **Review Priorities** |
| ***Timetabled Guidance*** | **NO** | **YES** | **CHOOSE 5** |
| Provision for Personal Development |  |  |  |
| Well being/SPHE |  |  |  |
| RSE |  |  |  |
| ICT & Guidance |  |  |  |
| Career Classes |  |  |  |
| Subject options Structure in Junior Cycle |  |  |  |
| Subject options Structure in Senior Cycle |  |  |  |
| Meetings of Student Support Team |  |  |  |
| Programme planning and Co-Ordination |  |  |  |
| Appointments with Guidance Counsellor |  |  |  |
| Other |  |  |  |
|  |  |  |  |
| ***Non Time-Tabled Guidance*** |  |  |  |
| Planning and co-ordination of student support services (Student Support Team) |  |  |  |
| Pastoral Care System |  |  |  |
| Counselling students |  |  |  |
| Communication of Guidance related matters |  |  |  |
| Student Information |  |  |  |
| Confidentiality |  |  |  |
| Guidance resources (Textbook,Personnel, ICT software/etc) |  |  |  |
| Referral of students to outside agencies for counselling |  |  |  |
| Assessment/ Psychometrics Test |  |  |  |
| Work Experience |  |  |  |
| Contact with parents re Guidance Matters |  |  |  |
| Links with the community |  |  |  |
| Links with Business |  |  |  |
| Study Skills |  |  |  |
| Calendar for Organisation of College Open Days |  |  |  |
| Guidance accommodation and facilities |  |  |  |
|  |  |  |  |

**Appendix G**

**Balbriggan Community College Student Survey**

**School Guidance Counselling Program review**

Thank you for taking the time to answer the questions in this survey. Your honest response to all questions will assist in the review of the School Guidance Counselling Program. All responses will be kept confidential.

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please circle the response that best answers each question.**

What is your gender? Male Female

How many years have you attended this school? 1 23 4 5 6 7

Do you know who your School Guidance Counselor is? Yes No

Approximately how many times have you met with the School Guidance Counselor while at this school?

Please circle one: Never 1-2 3-4 5-6 7+ In Class Small Group One to One

**Please circle the appropriate number after each statement that best reflects your opinion.**

**1= Strongly Disagree 2= Disagree 3= neither agree nor Disagree 4=Agree 5=Strongly Disagree**

I feel comfortable meeting with my School Guidance Counselor. 1 2 3 4 5

My School Guidance Counselor has helped me to select appropriate courses. 1 2 3 4 5

My School Guidance Counsellor has helped me to think about my goals after

Completing my Leaving Cert. 1 2 3 4 5

My School Guidance Counselor has helped me with personal and/or school

Problems. 1 2 3 4 5

My School Guidance Counselor has provided me with information about

Careers and the world of work. 1 2 3 4 5

**1= Strongly Disagree 2= Disagree 3= neither agree nor Disagree 4=Agree 5=Strongly Disagree**

I have participated in classroom or small group programs, covering topics

Such as study skills, transition from primary school, Mental Health etc. 1 2 3 4 5

My School Guidance Counselor has provided services that have been

helpful to me. 1 2 3 4 5

My School Guidance Counselor has **not** been available to me when I

Have had questions or problems. 1 2 3 4 5

My School Guidance Counselor is knowledgeable about services outside

of the school system. 1 2 3 4 5

My School Guidance Counselor believes I can succeed. 1 2 3 4 5

My School Counselor has been an effective advocate for me. 1 2 3 4 5

Please list what you believe to be the most important activities of the School Guidance Counselors.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please list the most significant strengths that currently exist within the School Guidance Counseling Program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What would you change?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for taking the time to complete this survey. ☺

**Developments In Guidance**





**Appendix I**

Circular 0012/2019

VOLUNTARY SECONDARY SCHOOLS

**APPROVED ALLOCATION OF TEACHING POSTS**

2019/20 SCHOOL YEAR

**1 Authorised allocation of teaching posts for the 2019/20 school year**

**1.1 Education Act**

For the purposes of Section 24(2) of the Education Act 1998 (as amended by the Education (Amendment) Act, 2012), the allocation of teaching posts for the 2019/20 school year is calculated in accordance with the rules outlined in this circular and is based on recognised pupil enrolment on approved courses on 30 September 2018.

Appendix 3

**Guidance Provision in Post Primary Schools**

Guidance is a whole school activity where each school collaboratively develops a whole-school school guidance plan as a means of supporting the needs of students. It is important that all members of staff fully recognise and ensure that guidance permeates every aspect of school life. Guidance plans should outline the school’s approach to guidance generally and how students can be supported and assisted in making choices and successful transitions in the personal and social, educational and career areas. The guidance plan should also distinguish between the competencies available within the school to support a student in situations where referral to the Health services or advising parents on the need to consider individual referral to a medical professional is warranted.

Schools should consider how best to align resource allocation with the objectives of the Guidance Plan. The Board of Management should exercise oversight by reviewing and updating the Plan at regular intervals. Specifically, the Board should consider the plan and how it is resourced before it adopts the plan and makes it available to all staff, parents and students.

The following publications should prove useful to Boards in determining the optimum use of the improved teacher allocation:

Framework for Considering Provision of Guidance in Post-Primary Schools 2012 (Issued by ACCS, IVEA, JMB and NAPD) http://www.ncge.ie/uploads/Guidance\_Framework\_document\_May\_1st\_2012.pdf

2013 Wellbeing Guidelines for Post-Primary Schools https://www.education.ie/en/Schools-Colleges/Information/Resources-Guidance/Well-Being-in-Post-Primary-Schools-Guidelines-for-Mental-Health-Promotion-and-Suicide-Prevention-2013.pdf

NCGE School Guidance Handbook http://www.schoolguidancehandbook.ncge.ie/

Time for individual students

The Minister through this circular requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017 which states that the Guidance Plan should “include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team”

**Appendix J**

BALBRIGGAN COMMUNITY COLLEGE

Transition post 2018-2019

Post holder – Ann Mannion- Guidance counsellor

**Vision**-

Balbriggan Community College vision is to promote fully the moral, spiritual, academic, social and personal development of our students.

This is supported by the provision of supports to enhance the holistic development of our student cohort.

**Rationale for Transition post**.

Transfer is a time of triple transition as students negotiate the move from childhood to adolescence, from one institutional context to another and from established social groups into new social relations. Research highlights how managed and supported transitions and transfers make a difference to student progress. Students learn more effectively when they are happy in their work, believe in themselves, their teachers and feel school is supporting them.

Student cohort for our school influences systems of support. DEIS status recognises the distinct challenges students face in fully accessing educational opportunities, unless specific targeted supports are provided.

The transition post provides quality supports and programmes which enhance successful transitions thus enabling students to Dream big and access their full potential.

Transition post

This post supports initiatives which have at its core student transitions. It focuses on initiatives which support the student and have developed over the years, in response to the needs of the student cohort, combined with new opportunities and challenges.

**TA21/CFES**

This suite of programmes and supports provides a framework from which successful transitions can be achieved. It enhances the work of the school, especially in the context of DEIS.

Supporting a community of practice for whole school implementation of core Trinity Access practices –

‘Leadership in Learning’- building essential skills

‘Pathways to College’

‘Mentoring’.

Well being

Transition post **Key leadership and management areas**

Core work– work collaboratively with teams to enhance student learning experiences.

**1-Developing curriculum, supporting teaching and learning**

Key roles:

promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment.

-foster a commitment to inclusion, equality of opportunity and holistic development of each student

Support the planning and implementation of school curriculum

Foster teacher professional development that enriches teachers and students learning

**2 Fostering School improvement-school development**

Key roles:

Communicate the guiding vision for the school

Assist in the process of school self evaluation

Build and maintain relationships with parents, other schools, colleges, and with the wider community

**3 Support and build leadership capacity**

Key roles

Focus programmes centering on student support and well being

Promote and facilitate the development of student voice, student participation and student leadership

Build professional networks with other school leaders

**Key responsibilities of the Transition Post**

Work collaboratively with range of staff, student cohort local schools and community networks.

Build strong communication links with primary school feeder schools.

Combine with a range of supports focusing on transition into Post- Primary school.

Include the following key supports

Host STEAM morning for 5th/6th class

Invite to open night

Organise and run assessment testing – Pre entry

Liaise with primary school management one to one meeting regarding transition supports for each student.

Organise welcome events-

Provide opportunity to meet with parents and students during term prior to entry

and during term one of entry.

Plan for

Two parents’ evenings

Two welcome workshops for students

Liaise with key personnel.

Compile relevant documentation to support student teaching and learning. Include key student supports necessary.

Liaise and communicate with key staff, as appropriate.

**Term One with First years-**

Provide a range of workshops focusing on transition into post-primary to include key themes

Building strong communities- friendship building

Organisational skills

Getting involved

Dealing with difficulties

My support networks

Mentoring- Senior students are supported and provided with training to become positive role models for whole student body. The students are given a broad range of responsibilities and are supported in their role.

Key work- includes supporting transition into post primary.

Working with Primary school STEAM

Open night

First year settling in workshops

One to one student support –

**Promote the school vision**

Promote adoption of CFES framework in developing and rolling out teaching and learning practices designed to promote student engagement and achievement of goals.

Work collaboratively with the range of school personnel key in implementing transition supports for our student cohort. -

Key personnel include:

Senior school management

Year heads

Student Support teams

CFES school team

Tutors and all staff

Student leaders e.g. prefect mentors/student council

**Key CFES pillars include**

Supporting student wellbeing and positive mental health

Build and support range of mentoring opportunities to enhance support networks.

Provide experiences designed to enhance student knowledge and awareness of pathways to college and career.

Support engagement in opportunities which build essential skills for 21st Century world of work, with key focus on leadership through service.

Examples of engagement in the roll out of transition into school supports include, but are not limited to the following:

Work collaboratively with the range of school personnel centering around student support and wellbeing.

Organise roll out of College Awareness Week

Provide an enhanced opportunity to explore the world of opportunities provided through college/career explorations including college visits and mentoring opportunities.

Engagement with additional educational opportunities e.g. med day, computing workshops, pathways to law, summer schools, scholars programme

**Leadership through service**

Promotion of opportunity for students to engage in leadership opportunities which will enhance their key skills in critically important areas to include managing self, staying well, communicating, being creative, managing information and thinking and working with others, thus preparing students for 21st C world of opportunity and challenge.

Examples of such initiatives include

Wellbeing week

Jigsaw peer mentoring

The ripple effect, changing our environment – the Garden community project

Sports mentoring

Support roll out of information workshops at key junctures to include:

Parents information evenings:

-Term one first year- Welcome

-Term one and 2- 3rd year- Senior cycle choices

-Term one – Leaving cert. – Future choices

**Transition out**

Support student decision making in college and career choices

Promote Lifelong learning among the student cohort.

Encouragement of continued engagement with BCC

Support set up of BCC alumni

Link with all students to support accurate progression data.

Ta21 supports

Supporting staff engagement in TA21/CFES

Teacher CPD

Bridge 21 workshops

Support in house roll out of Initiatives designed to create a college and career readiness culture.

School self evaluation

Support school self evaluation to include working collaboratively with key drivers especially Ta21 researchers.

* Organise student permissions
* Organise data collection
* Assist in roll out of key information and necessary follow up.
* Supporting CPD in school.

Whole school promotion of school vision

* Supporting and promoting BCC Schools of Distinction Programme.

Evaluation of post roll out- 2018-2019

**What is going well**

Wide range of transition supports

Support of management in roll out of new initiatives to include staff supports.

Support for CPD

TA21/CFES provides an excellent framework from which to frame the work.

Strong levels of student engagement

Enhanced levels of student achievement and goal setting.

Enhanced levels of staff engagement in roll out of CFES pillars.

Changing mindsets focusing on possibilities and opportunity.

International School of distinction award provides a recognition of the whole school involvement in supporting successful transitions.

**What is not going well or needs to improve?**

Wide breadth of the post, with necessity for ongoing supports within the system

Recognition of time commitments involved

Engagement of key personnel as drivers of the TA21/CFES model of practice

**How to improve**

Include information as part of senior management post holders’ meetings

Planning meeting times for CFES team – build into school timetable – ideas include

One of key DEIS pillars

Wellbeing school team

Include time as part of above to self-evaluate in order to improve quality and roll out of supports.

Date: 18/06/19