COLÁISTE BHAILE CHLÁIR

GUIDANCE PLAN

ADOPTED BY THE BOARD OF MANAGEMENT

21 March 2019

Approved by Galway & Roscommon Education & Training Board

9 APRIL 2019

THIS POLICY HAS BEEN PREPARED IN CONSULTATION WITH PARENTS, STUDENTS, STAFF, THE BOARD OF MANAGEMENT AND GALWAY AND ROSCOMMON EDUCATION AND TRAINING BOARD

SECTION ONE – AIMS OF THE SCHOOL GUIDANCE PROGRAMME

RATIONALE

Schools are required in accordance with the Education Act (1998) to 'ensure that students have access to appropriate guidance' (Guidelines for schools on the implications of section 9(c) of the Education Act 1998), with the consequence that guidance is an integral part of the school's curriculum activities. The Education Act requires the Board of Management of a school to develop a School Plan based on the needs of the school. The School Guidance plan forms part of the overall School Plan.

SCOPE

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

The Guidance Plan reflects this teamwork.

The Guidance Counsellor, as part of his job, may liaise with outside agencies such as:

- Department of Education and Science
- Local Community
- Garda Liaison Officers
- Employment Agencies
- Feeder Schools (Year Head & Principal)
- Health Service Executive
- Referral Agencies
- Social Services

LINK TO MISSION STATEMENT

Coláiste Bhaile Chláir is a school under the trusteeship of Galway and Roscommon Education & Training Board. We are an inclusive school both in our intake and in the curriculum which we provide. We aim to provide the highest standard of education and care for all our students.

We endeavour to fulfil our mission in partnership with parents/guardians, staff, students, trustees and the local community.

The Guidance Plan aims to assist the holistic development of all students so that they can learn to know and value their talents and abilities and effectively manage their personal transitions, while at the same time learn to value and respect others and make a positive contribution to society.

GUIDANCE IN SCHOOLS

Guidance in schools refers to a range of learning experiences provided in a developmental sequence that assist students to make choices about their lives and to make transitions consequent on these choices. These choices may be categorised into three separate but interlinked areas.

Personal and Social Guidance

This encompasses developmental skills crucial to the student's education and career example: self-awareness, decision making, planning, coping strategies.

Educational Guidance

This is developmental and includes areas such as subject/course choices, subject levels, motivation and learning, study skills, learning related problems, psychometric testing.

Vocational Guidance

This includes such areas as unemployment rights and duties, job opportunities, vocational education and training, further education job and interview preparation, career research and career/course information.

COUNSELLING

'Counselling is an interaction process which facilitates meaningful understanding of the self and environment and/or clarification of goals and values for future behaviour'

(Shertzer & Stone, 1974)

Personal Counselling facilities students by suggesting and exploring a range of coping strategies and interventions in a caring and sensitive way appropriate to the individual's needs. Teaching and support personnel and liaise with pupils in the addressing the objectives of the service as outlined below.

Objectives

- Develop awareness and acceptance of their talents and abilities.
- Identify and explore opportunities.
- Grow in independence and take responsibility for themselves.
- Make informed choices about their lives and follow through on these choices. We endeavour to provide a counselling environment that is both caring and non-judgmental, and confidential. ***Confidentiality cannot be guaranteed where there is a risk to the students or others***.

Counselling Approaches
Some counselling approaches that may be used include

- Cognitive Behavioural Therapy (CBT)
    - This focuses on thinking patterns and behaviours.
- Goal attainment
    - Goals are negotiated at the outset and can be incorporated into any theory of counselling. Person centred (Rogerian), rational – emotive therapy, Gestalt may be employed in this model.
- Reality therapy
    - This approach helps students to explore their wants, perceptions, and level of commitment while discussing aspects of behaviour, assisting students to evaluate their behaviour and so encourage them to make specific attainable plans.

See school Specific Counselling Policy for further information

SECTION TWO – THE ROLE OF THE GUIDANCE COUNSELLOR

In Coláiste Bhaile Chláir the Guidance Counsellors are professionally trained to undertake the following tasks within the school guidance programme.

Counselling
Empowering students to make decisions, solve problems, change behaviours and resolve issues in their lives. Such an activity may be personal counselling, educational counselling career counselling, or it may involve combinations of both.

Assessment
The Guidance Counsellor is trained to use a range of psychometric tests and other evaluative instruments to support relevant objectives of the school guidance programme. Such objectives may be related to career and educational planning, personal decision making and developmental of self-awareness.

Information
Assisting students to acquire interpret and use information relevant to their personal and social, educational and career development.

Support
The Guidance Counsellor provides support to students, parents, teachers, and principal and referral agencies in assisting the personal, social, career and educational developmental of students. Such support may include advocacy on behalf of a student. support also refers to assistance in the planning and development of programmes which will be beneficial to students.

Classroom Guidance Activities
Providing classroom based learning experiences that are relevant to the objectives of the school guidance programme.

Workplace Learning
This is normally done in TY & 5th year as part of LCVP. The school makes provision for work based or work stimulation learning experiences relevant to the personal and social, educational and career learning objectives of the school guidance programme.

Referrals
Seeking for students the assistance of the non-school based professionals following standard procedures example I.E.P's

Professional Development
In order to keep abreast of on-going changes in the fields of training, education, work and child welfare the guidance counsellor is committed to C.P.D (see appendices)

SECTION THREE – GUIDANCE PROVISION AND PROGRAMME

The guidance curriculum may be divided into components.

- Formal Guidance
- Informal Guidance

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

- Individual contact of a personal counselling nature and careers/vocational guidance
- Classroom guidance is delivered in regular weekly classes to senior cycle students as part of the LCVP and SPHE programmes. At junior level, it is on a rotating basis in consultation with Caomhnóirí/subject teachers

Informal Guidance
The informal guidance programme consists of liaising with other teaching staff/management to promote cross curricular links and the to enhance the development of a whole school policy in relation to the delivery of the guidance plan.

Junior Cycle

- The Guidance Counsellor takes first year students for an introduction to the Guidance Service
- The First Years students also receive help and support in choosing what subjects to retain in second year and in the implications of their decision. These meetings are timetabled in conjunction with the Caoimhnóir class
- Third Year students receive support in their choices for Transition year and in what implications this might have at Leaving Certificate level and for third level

Senior Cycle

- Transition Year students receive advice regarding subject choices and levels and how these may affect their choice of career
- Scheduled talks are also given to students regarding careers. These talks are arranged with the T4 Co-Ordinator
- 5th and 6th year class groups are each timetabled for careers class as part of the LCVP & SPHE programme which all students follow
- Each senior student receives a minimum of two careers appointments with the Guidance Counsellor. If a student requires more time than this, it can be organised by arrangement with the Guidance Counsellor

GUIDANCE PROGRAMME

The following outlines year by year the aims, curriculum, and activities of whole school guidance programme.

First Year Students

Aims

- To promote a smooth transition for students from Primary Education to Secondary Education
- To ensure relevant and appropriate subject choice
- To facilitate the personal and social development of students
- To develop good study skills appropriate to 2nd level programmes

Activities

- Liaise with the principal in relation to primary school visits prior to entry
- Presentation to parents to address various transition issues as well as subject choice
- Induction programme on entry to school
- One to one guidance available on request or by referral
- Visits and talks by Guidance Counsellor and AP with responsibility for Pastoral Care and Wellbeing to class
- SPHE programme provided by Caoimhnóir
- Subject teachers monitoring of students
- Liaise with learning support
- Pastoral Care Structure

Second Year Students

Aims

- To advance the personal and social development of students
- To facilitate the improvement of study skills
- To ease the transition from first to second year. Activities

- SPHE programme
- Class teacher / subject teachers monitoring of students
- One to one guidance available by request or by referral
- Intermittent visits by Guidance Counsellor to classes
- Liaise with learning support teacher
- Pastoral Care Structure
- Study skills Presentation
- Monitoring of student academic progress

Activities

- One to one guidance available on request or by referral
- SPHE programme provided by Caoimhnóir
- Visits and talks by Guidance Counsellor and AP with responsibility for Pastoral Care and Wellbeing to class
- Subject teachers monitoring of students
- Liaise with learning support
- Pastoral Care Structure
- Study skills Presentation
- Monitoring of student academic progress

Third Year Students

Aims

- To enhance personal and social development of students
- To promote good study skills
- To facilitate appropriate and relevant choices for senior cycle

Activities

- SPHE programme provided by Caomhnóir
- Visits and talks by Guidance Counsellor and AP with responsibility for Pastoral Care and Wellbeing to class
- Presentation to parents and students regarding senior cycle options/subject choices
- One to one available on request or by referral
- Study skills Presentation
- Pastoral Care Structure
- Monitoring of student academic progress

Fourth Year (Transition Year Senior Cycle)

Aims

- To enhance personal and social development of students
- To promote good study skills
- To develop the skills necessary to research career choices
- To develop and promote, skills and qualities necessary for the work place

Activities

- SPHE programme with Caoimhnóir
- One to one guidance available on request or by referral
- Career research
- Career exploration project
- Visits to college open days recommended on Saturdays
- Visiting speakers
- Work Experience Programme.

Fifth Year (Year 1 Senior Cycle)

Aims

- To enhance personal and social development of students
- To promote good study skills
- To develop the skills necessary to research career choices
- To develop and promote, skills and qualities necessary for the work place

Activities

- SPHE programme with caoimhnóir
- Guidance classes as part of LCVP & SPHE programmes
- One to one guidance available on request or by referral
- Career research as part of LCVP for all
- Career exploration project as part of LCVP for all
- Work Experience Programme.

Sixth Year (Year 2 senior cycle)

Aims

- To monitor students as they progress developmentally and academically.
- To encourage each student to fulfil his/her potential.
- To assist students in making career decisions
- To prepare students for life after school

Activities

- SPHE Programme with caomhnóir
- Guidance classes as part of LCVP & SPHE programmes.
- One to one guidance available on request or referral
- Career research
- Mock interview
- College application procedures
- Study skills class
- Guest Speakers from 3rd level colleges
- Planning a gap year
- Careers events

- College open days

Contents of the Senior Cycle Programme

1. Self Assessment	Career Interest Interest Tests Personality Career Values	Guidance Counsellor + Online Resources
2. DATS	Differential Aptitude Testing and analysis Analysis of Career	Guidance Counsellor + Online Resources
3. Career Profile		Guidance Counsellor
4. Relating profile to career	Abilities Interests Aptitudes Strengths Weaknesses	Guidance Counsellor + Online Resources
4. Personality		Guidance Counsellor/SPHE
5.What options are available		Guidance Counsellor/ Subject Teachers
6. How the Education system and FETAC work		Guidance Counsellor
7. The different forms of Third Level Education		Guidance Counsellor
8. Open Days		Guidance Counsellor / Year Head

9. Labour Market	Labour market trends Career Development trends Employment opportunities Employment legislation (as relevant and appropriate) ICT developments in workplace	Guidance Counsellor
10. Challenges to living and learning		Guidance Counsellor / SPHE
11. Social and Community	e.g Issues Bullying Suicide Depression Illegal substances	SPHE / Guidance Counsellor
12. Grants		Guidance Counsellor
13. Study Skills and Exam		Guidance Counsellor / Tutors / Subject Teachers
14. Interviews		Guidance Counsellor
15. Higher		Guidance Counsellor
16. CUKAS and the UCAS system.		Guidance Counsellor

SECTION FOUR – CURRENT GUIDANCE PROCEDURES

PROTOCOLS / PROCEDURES FOR MEETINGS WITH PARENTS

The guidance counsellor is available to meet with parents at the parent teacher meetings. If parents are unable to meet with the Guidance Counsellor during these meetings they are invited to make an appointment for another time.

Parents are welcome to ring the school at any time to make an appointment to meet with the Guidance Counsellor. A request for a meeting will be acknowledged and be arranged for the soonest available time.

In certain circumstances the Guidance Counsellor may need to contact the parent(s) in order to request a meeting with them. Contact is made with the parent directly by phone to arrange a mutually convenient time for the meeting. If appropriate, the parents are informed over the phone of the reason for the meeting.

PROTOCOLS / PROCEDURES FOR MEETINGS WITH STUDENTS

The general principle and cornerstone of the counselling relationship is based on confidentiality. However, **there is no law of confidentiality which would command silence when the welfare of the child is concerned.**

Confidentiality statement made to students is enclosed in the appendices.

Counselling and Student appointments

Students make appointments with the Guidance Counsellor for a variety of reasons

- for Careers
- for Information
- for Personal reasons
- for CAO

Each student is entitled to "adequate guidance" under the Education Act 1998. This will vary from student to student with some students requiring more time than others.

Career's Appointment

Career Interviews will typically include the following:

- Analysis of Differential Aptitude Tests
- Analysis of Career Inventory
- Career Values Options Available

Based on this analysis a career path is mapped out for each student.

Priority for appointments is given to 6th Year students. Appointments for 5th year students will be scheduled from February onwards. Appointments for other years are dependent on time availability.

Arranging Appointments

Career appointments are given two weeks in advance and are posted on the staff-room notice board as well as a written appointment given to each student.

Changing timetabled slots is allowed in exceptional circumstances and if adequate notification is given.

Information Appointments

These are arranged with the Guidance Counsellor outside of career class time.

Written Permission

It is essential that when attending a Career or Information appointment each student brings her diary.

When a student is meeting their class teacher again they should show their diary with a Guidance Counsellor stamp.

Personal Counselling Appointments
The Pastoral Care team members, Year Heads and Caomhnóirí play a central role in the delivery of the Counselling Programme. Personal Counselling appointments may arise for a variety of reasons:

- A student may be referred to the Guidance Counsellor by a teacher, a parent may ask for some intervention by the Guidance Counsellor
- A student may approach the Guidance Counsellor directly and ask for an appointment

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.

Procedure
Personal counselling appointments may be arranged as soon as possible. Permission of class teacher will be sought if possible and appropriate.

Where this permission is not possible, notification of a student's appointment will be given to the Principal, Deputy Principal or school secretary as soon as practicable.

CAO Appointments
The choice of career path is the responsibility of each individual student. It is the policy of this school that each student should be adequately prepared to make this choice.
The Education Act, Section 9 (c), 1998 states that a school shall use its resources to:
"..ensure that students have access to appropriate guidance to assist them in their educational and career choices"

In complying with this each student is encouraged in developing her full potential and in making a Career choice that reflects her goals.

Where a student chooses to apply for third level education to a CAO affiliated college it is the policy of the school that each student is supported through the CAO application process during class contact time. While it is the ultimate responsibility of each student to make the actual application, the school will endeavour to support each student through the process.

Procedure for Making an Appointment.
In furtherance of this aim each student:

- is provided with adequate advice and information regarding their choices in class
- is shown how the application process works and where practical a training

demonstration is provided in class
- is given an allotted time whereby she can make her application using the school's computers.

The CAO appointments are made by the Guidance Counsellor and each student is given a written notice of her appointment.

The Guidance Counsellor may be present when the CAO applications are being made in school to offer advice, support and assistance where required by a student.

CAO appointments for applying to college are made in early January of the Leaving Certificate Year.

Notification of these appointments are given to both the students and staff.

6TH YEAR ANALYSIS OF STUDENT PROGRESSION

It is the policy of the school to inform itself of the career choices made by the students after the Leaving Certificate results have been released. This reflects the concern the school feels for the development of the students.

In May students are asked by the Guidance Counsellor for permission to contact them in order to find out what career choices they made in regard to:

- further education
- going directly into employment
- taking a " gap" year

Sixth year students are asked to provide the Guidance Counsellor with contact details whereby they can be contacted by the school in September/October regarding their final choice of course or career.

In October this information is collated by the Counsellor and a presentation is made showing the final destinations of that year's sixth year students.

This will show

- what colleges were chosen.
- what courses were chosen.
- what careers were chosen.
- if any students chose to take a year out before entering third level.

This information is made available to the Board of Management, the Staff, Students and Parents on request

SUBJECT CHOICE PROCEDURES

Subject choices have to be taken by students on four different occasions if they choose Transition year and three if they progress straight into fifth year

For Junior cycle:

1. In first year after a short taster oflanguage students choose the language they prefer from German, Spanish, French and Italian, this normally occurs during Week 4.
2. At the end of first following the taster programme of all subjects,
   All Students study
   - Math
   - English
   - Gaeilge(Unless exempt)
   - Science
   - Modern Foreign language

   in addition to compulsory short courses and non-exam subjects

   Students must choose three subjects from:
   - History
   - Geography
   - Metalwork
   - Materials Technology Wood
   - Technical Graphics
   - Business Studies
   - Art
   - Music
   - Home Economics

For Senior cycle

3. At the end of third year if students are progressing to Transition Year students are asked to choose two leaving certificate subjects they would lie to study for the full year in addition to core subjects of Math, English and Gaeilge. Students do not necessarily continue with these subjects in fifth year Students also experience all other leaving certificate subjects as part of a taster programme in Transition year.
4. At the end of third year if students are progressing to fifth year they are asked to choose 7 Leaving Certificate subjects including Math, English and Gaeilge. Students will also be asked if they want to study LCVP provided they qualify under LCVP guidelines. Although all 5th year students will follow the LCVP modules in 5th year as part of the Career guidance programme.
   Choice Subjects
   - Art
   - Business
   - Accountancy
   - Economics
   - Engineering

- Architectural Technology (Construction Studies)
- Design and Communication Graphics
- Physics
- Chemistry
- Biology
- Agricultural Science
- Applied Maths
- Geography
- History
- Home Economics (Social and Scientific)
- Music
- Physical education
- Politics and Society
- Computer Science

In keeping with our policy of supporting students through the process of developing their full potential the Guidance Counsellor provides help and support at each stage of the decision making process and is available to students for advice and guidance in addition to the information evenings for students and parents and information sessions held during class times and during assemblies.

STUDENTS DROPPING A SUBJECT/ CHANGING SUBJECT LEVEL

A student may be referred to the Guidance Counsellor in the event of that student wishing to drop a subject, to ensure they understand the implications, if any of their actions.
Equally in the event of a change from higher to ordinary, ordinary to foundation a student may be referred to the Guidance Counsellor, she will consult with the relevant subject teacher.

A change of subject level form/dropping subject must be completed and returned to the subject teacher and signed by student, parent and Principal or Deputy Principal to ensure all understand the implications.

GUIDANCE COUNSELLOR YEAR CALENDAR

The Guidance Counsellor shall as soon as is practicable draw a calendar to show the various Guidance activities that impact on the school and shall post a copy of this in the Staff Handbook. A copy of this shall also be given to both the Principal and Transition Year coordinator in order that school activities can be coordinated.

The Guidance Counsellor shall endeavour to keep this calendar updated with any new information as well as informing the relevant people when this arises.

This will typically show:

- CAO Conference Higher Options

- Guidance Counsellor's Conference
- Other Relevant Guidance Counsellor's Inservice Open Days
- Application Dates for -CAO
  -UCAS
  -CUKAS
- Various Career events which may be of interest to students or staff

See appendices

CONFIDENTIALITY

A professional relationship involving confidentiality is at the core of guidance counselling.

- The Guidance Counsellor takes all reasonable steps to ensure that consultation with students takes place in an appropriately private environment.
- The Guidance Counsellor will take all reasonable steps to preserve the confidentiality of information about students obtained during professional work. They reveal such information only with the student's consent, but with certain exceptions, which include: where concealment would result in danger to the student or others; when required by the Law or designated guidelines; or for purposes of professional consultation or supervision.
- It is the duty of the Guidance Counsellor to inform each student about their legal limits on confidentiality.
- The Guidance Counsellor will discuss information about students only for professional purposes, and only with those who are clearly entitled to be consulted. Written and oral reports contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the students' privacy.
- The Guidance Counsellor will publish oral or written information about students only with their written consent, or where the identity of individuals or groups is adequately disguised.
- Subject to the law, Guidance the Counsellor will take all reasonable steps to safeguard the storage, retrieval and disposal of students' records, both written and electronic.
- With the exception of recording of public behaviour, the Guidance Counsellor will make audio, video or photographic records of clients only where these persons have given prior written agreement to the making of the record and the conditions of subsequent access.
- The Guidance Counsellor will take all reasonable steps to ensure that colleagues, the Principal and others with whom they work understand and respect the need for confidentiality.

ASSESSMENT PROCEDURE

For assessments related to Reasonable Accommodations and HEAR and DARE applications see the Special Educational Needs Policy

A range of assessment tools are used in the Guidance Programme to supplement academic and teacher reports.

Assessment of Incoming First Year Students
Currently the Drumcondra Reasoning Test is administered by the Learning Support Department as part of the induction process in first year.

This test gives the school an indication of the strengths of incoming students in the areas of verbal reasoning and numerical ability.

In addition to the above the Learning Support Department contact feeder primary schools to identify the particular needs of students. The Special Needs coordinator and SEN Anchor person for that year will meet with all the relevant parties and process applications for the resources required.

Transition Year
In September of transition year students are tested using the Differential Aptitude Tests for Guidance to see what their aptitude is for certain subjects. This information is used to guide students regarding how well they can do certain types of work. The thinking is that a student is good in an area she will enjoy it as a career.

This is used as part of the Self Awareness part of the Guidance Programme.
The DATS cover:

- Verbal Reasoning - understanding of the written word
- Numerical Reasoning - basic strength with regard to numbers
- Abstract Ability - making connections
- Spatial Ability - Visualize in 3D
- Mechanical Ability – ability in regard to things mechanical and technical
- Accuracy - The ability process information quickly and accurately

Senior Years
Interest based tests are used to see what level of interest a student would have in a particular career or course.
Personality tests are used to allow the students to gain more self- knowledge. Career Values questionnaires are used for students to work what is important to them in relation to their future.

New Students
Should a student enroll in the school in any other year they will be asked to take an assessment test on her arrival so as to gain a thorough understanding of their educational needs

SPEAKERS

It is normal for speakers from individual colleges to give talks to Senior class groups. These talks are both informative and useful as they give the students an overview of the courses are available in different colleges and they give the students an overview of third level education.

Other speakers are arranged subject to demand and in consultation with the students, staff and management to cover a variety of areas from Mental Health and Wellbeing to Relationships, Anti bullying to Sexual Education.

Students will be given an online feedback form in order to assess the benefit of each talk.

MOCK INTERVIEWS

Mock Interviews are arranged subject to demand. These are organised by arranging for an outside professional body to come in and coach the senior students in three main areas

- CV preparation
- Letters of Application
- Interview technique

OPEN DAYS

As part of the Careers programme in the school students are encouraged to attend Open Days that are organised by Third Level institutions. In order to minimise disruption to school life, students will be encouraged to attend Open Days that are organised at weekends.

The school views Open Days as a good way to meet and speak with lecturers and current students, discuss study plans, and find out more about what the different institutions can offer them. They may include an opportunity to visit any exhibitions hosted by various Institutes. These allow students to form a better picture of what is entailed in further education and of what life as a third level student is like. Lists of open days are displayed on the school notice board. They are also available through the CAO website or individual college websites.

PASTORAL CARE TEAM-MEETINGS

Regular meetings of the Pastoral Care team are organised between the Principal, Deputy Principal, Guidance Counsellor and the Ceannaire for each year group. Times, regularity and attendance will vary depending on the circumstances. Generally, they are held on a Monday each week.

RECORD KEEPING PROCEDURES

The Guidance Counsellor shall keep such records as relate to his/her role. Records are kept in two forms

- Electronically
- Hard Copy

Electronic records are kept with due regard to the provisions of the Colleges Data Protection Policy. These files will normally contain:

- DATS results and graph
- Inventories results and graph
- Analysis of Career Inventory
- Values worksheet

These files will be kept on the Guidance Counsellors Department file in OneNote and student specifics notes in each students Notes section in VSWARE

The paper file consists of:

- DATS original answer sheet
- A copy of each student's
    - Group Reading Test Results (GRT)
    - Cognitive Reading Test Results (CRT)
    - AH2 Results
- A personal form consisting of e.g.name address.

Also each individual visit is recorded and kept on file.

A further database is maintained for all students containing the following information:

- Name
- Age
- Differential Aptitude Results (DATS)
- CRT results
- GRT results
- Other Test Results
- Special Need Resources

These files are kept for five years after the student has left the school

All files are kept in accordance with The Freedom of Information Act and the Colleges Data Protection Policy.

All files pertaining to an individual student kept by the Guidance Counsellor are available to be viewed by that student.

SECTION FIVE – CONTINUING PROFESSIONAL DEVELOPMENT FOR THE GUIDANCE COUNSELLOR

SUPERVISION FOR COUNSELLING

"Supervision is a working alliance between a supervisor and counsellor in which the counsellor can offer an account or recording of her work; reflect of her work; reflects on it; receives feedback, and where appropriate, guidance" (Inskipp & Proctor, 1993)

The Guidance Counsellor has been given Tuesday afternoon to avail of supervision and CPD and avails of this through the Galway branch of the Institute of Guidance Counsellors.

IN-SERVICE

The Guidance Counsellor from time to time attends other in-service. This includes information meetings with the HEI's, conferences/workshops on various areas such as courses dealing with suicide, depression, marital breakdown, alcohol and substance abuses and other issues that affect teenagers.

SECTION SIX – CURRENT POLICIES RELATED TO GUIDANCE

The College has been working on policies relevant to guidance. The Guidance Plan should be read in conjunction with these policies.

Developed and Adopted by the Board of Management and GRETB

- Critical Incident Policy
- Child Protection Policy
- Code of Behaviour
- Anti-Bullying Policy
- Special Educational Needs Policy
- Healthy Eating Policy

Developed and to be presented to BOM this year

- Data Protection Policy

Those under Development

- Pastoral Care Policy
- SPHE/RSE
- Substance Abuse Policy
- Strategy on Attendance and Participation

SECTION SEVEN – DEVELOPMENT AREAS 2017-2021

Critical reflection and evaluation is a very important part of the school Guidance programme. It is necessary to review the plan in order to measure the strengths and weaknesses of guidance within the school and plan for improvement.
This plan will be reviewed during the academic Year 2019/2020 to review interim progress

Health Promoting Schools

H.P.S concept is a whole school approach to all aspects of Health and learning. In conjunction with the HSE Coláiste Bhaile Chláir has established HPS in the school and has received recognition for its work in the area of Healthy Eating, we are currently seeking the opinions of staff, parents, and students in relation to areas for development. A committee will be formed

representative of all the school community to establish aims and an action plan for the next four years.

Staff Questionnaire
Staff were issued with a questionnaire concerning guidance needs. While opinions expressed varied top issues were

- Student motivation
- Provision for learning needs of all pupils
- Pastoral Care System

The issues are currently being discussed decide what strategies can be adapted to improve the current situation

Pastoral Care and the SPHE programme
These are the backbone to a whole school approach to guidance. How best to improve delivery of the programme and communication issues between Caomhnóirí is an aim for the 2016-2020 term

Learning Support
In order to meet the educational and personal requirements of all students' early interventions need to be planned for some students. This would include adjusting their curriculum and providing extra support not only in numeracy literacy but also in personal social and career development. Links with the learning support co-ordinator is a high priority

Career Guidance
The development of an information pack for 6th year students regarding college application (CAO and PLC). In so far as possible to provide mock interviews for students who hope to access college through the PLC root. It is also hoped to review psychometric tests currently in use.

SECTION EIGHT- REVIEW AND EVALUATION OF THIS POLICY

The implementation, monitoring and review of this policy will be a done by senior management in conjunction with the staff, parents and the board of management on an ongoing basis. It is envisaged that the policy would be reviewed on a formal basis three years after the date of adoption by the board of management.

SECTION NINE- APPENDICES

1. Change of Subject/Level Consent Form
2. Guidance Feedback Form

3. Subject Preference Forms
4. Past Pupil Survey