

Coláiste Chiaráin, Leixlip Community School**School Guidance Policy****SCHOOL MISSION STATEMENT**

Coláiste Chiaráin aims to foster an appreciation of learning among students attending the school and encourage regular attendance of students.

Coláiste Chiaráin respects the individual; valuing, understanding and empowering the gifts and differences of each person.

This school community commits itself to educating the whole person in an atmosphere of trust and respect.

Section 9c of the Education Act 1998 states that:

“Schools shall...ensure that students have access to appropriate guidance to assist them in their educational and career choices...

(d) promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school.”

“A board shall.....make arrangements for a plan...and shall ensure that the plan is regularly reviewed and updated” (21.1).

What follows is the School Guidance Counselling (SGC) departments’ contribution to the Whole School Plan. This guidance plan has been drafted in consultation with school management, staff, parents and students. In Coláiste Chiaráin as in other second level schools the area of Guidance in the broad sense is covered by other members of staff and not only by the School Guidance Counsellor.

Objectives:

Guidance is provided through the school guidance programme. The guidance programme is the specific set of learning experiences, which a school provides in response to the guidance needs of its students. The school guidance plan is 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.

The fundamental purpose of this School Guidance Plan has been to:

- Identify accurately the needs of students.
- Define outcomes.
- Define the priorities of delivery.
- Determine resources.
- Address gaps in delivery and / or resources.
- Review and Evaluate.

POLICY DEVELOPMENTS AND RECENT INITIATIVES / STUDIES

This School Guidance Plan has been developed with reference to a range of relevant policy documents, studies and initiatives including:

- The Education Act, 1998.
- School Development Planning Initiative (SDPI), 1999.
- School Guidance Review Pilot Project (SGR), 1999-2000.
- Principal's Perceptions of the Guidance Service in Post Primary Schools, 1998.
- Audit of Guidance in Post-Primary Schools, 2000.
- Guidance Enhancement Initiative (GEI), 2001.
- Making A European Area of Lifelong Learning a Reality, 2001.v

ESTABLISHED FEATURES OF THE SCHOOL GUIDANCE PROGRAMME INCLUDE:

- Aims of the guidance programme linked to school mission and aims.
- Guidance Curriculum/Syllabus (first to sixth year).
- Substance misuse policy.
- Anti-bullying policy.
- SPHE (see school planning folder).
- RSE (see school planning folder).
- Child protection policy.
- College Open Days-policy.
- Interview Techniques.

- Student appointments procedures.
- Care team-weekly meeting procedures.
- Pastoral Care (see school planning folder).
- Psychometric testing procedures.
- Subject choice procedures.
- Confidentiality policy.
- Student information and records.
- Other policies.

BALANCING THE SCHOOL GUIDANCE PROGRAMME

In this school much of the balance which exists between the Junior and Senior Guidance Programme is dependent on strong professional / personal links with School Management, Staff, Parents and Students alike.

Principal

The Principal deals with the Board of Management (BOM) in regard to student's welfare and discipline. Referrals from the Year Heads go through the Principal to the BOM. He/she maintains regular contact with Teachers, students and parents as and when necessary. The Principal oversees the Whole School Programme of which Guidance Counselling is an important component.

Deputy Principle

The Deputy Principal (DP) is involved in the welfare of all students throughout their years in Coláiste Chiaráin. The DP meets with parents and students prior to their commencing their second-level education, in order to find out about each one's particular circumstances, schooling to date, needs and aspirations. The DP monitors the progress and welfare of each student – from first year to graduation. The DP works with the Principal, Year Heads, Chaplain, Guidance Counsellor, subject coordinators and teachers and suggests/supports/makes interventions where necessary. Meeting the academic and pastoral needs of each student is an important part of the Deputy Principal's role.

The Year Head

The Year Head keeps an eye on the overall progress of his/her students e.g. journal, general demeanour, liaises with Parents, Subject Teachers, Learning Support Group, Chaplain and Guidance Counsellor. The 1st. Year Head oversees the transition of students from primary to

secondary level helping them to settle in especially those who are struggling in trying to make the adjustment. All this is carried out in a structured, disciplined and pastoral way.

Tutor

The role of tutor demands greater contact/understanding of the students and their behaviour than is demanded of the subject teacher. It allows a better chance of relating to students and may prove helpful to a student coping with difficulties as they arise. The tutor system is currently under review within the school.

Learning Support

The Learning Support Teacher oversees the production/acquisition of assessments. This role also involves visiting local primary schools identifying those with special needs and gaining information on individuals. This person also meets with Parents, getting confidential/psychological reports on their strengths and needs. Corrects reading tests and uses results to design a programme for each individual. Receives visits from NEPS, Supervisors /Teachers of the Deaf, and with Travellers. Liaises with Teachers and Parents on a regular basis. Individual Educational Plans (I.E.P.'s) are prepared in conjunction with NEPS, SNA's, Students, Parents, Teachers and the School Guidance Counsellor. These reviews are carried out once a year and are actually very difficult to do – but will become the subject of new legislation in October, 2006. It is necessary to inform Teachers of the special needs of students as identified by the I.E.P.s.

Special Needs Assistant

Special needs assistants provide particular support to our students with their special needs.

Chaplain

The Chaplain provides a talk to parents of incoming first year students in May each year. The Chaplain meets all the first years in pairs, in order to have more personal contact/information about each of them. A class Mass is provided for each of the first year classes. In November of each year the Chaplain leads each class in a Service of Remembrance. The first year and second year classes are prepared for a Carol Service at Christmas. The Principal, Vice Principal, Year Heads, Subject Teachers all refer students to the Chaplain for counselling on a regular basis. Students also ask the Chaplain to 'look-out' for fellow students.

Retreats are organised which help to meet student's needs - both spiritual and personal. Meditation and Yoga are provided for 6th year students coming up to exams. Guest speakers are invited into the school to speak on a range of subjects such as the Samaritans, Faith Friends and Transition

Year links with local primary schools. Gluais and other youth leadership programmes are run within the school. These are of particular benefit to the first year cohort. The Chaplain strives to assess the needs of the student body and meets those needs where possible e.g. first years settling in, anti-bullying program, and first year school tour.

Subject Teachers

In their capacity as teachers, subject teachers interact with students in other than academic areas and by employing a 'pastoral approach' affects student's welfare in a positive way. RSE, extra-curricular programmes, anti-bullying and other school policies are in place to improve the student's well-being. Debating teams, school musicals etc. all improve the quality of relationships within the school.

PARTICULAR AIMS OF THE GUIDANCE PROGRAMME IN JUNIOR CYCLE.

- Self-esteem and motivation.
- Guidance support for school attendance strategies.
- Exploration of personal / career issues.
- Raising awareness of the consequences of early school leaving.
- Raising awareness of the options open to students after completing the Leaving Certificate; Leaving Certificate Applied; Leaving Certificate Vocational Programme.
- Study skills and examination techniques.
- Exploration of Multiple Intelligences.
- Transitions of students from primary to secondary school; from junior to senior school; potential early school leavers.

First Years

In this school the School Guidance Counsellor has no formal class time with the first years but does participate in the following activities:

1. Attend meeting of subject teachers and year heads at the beginning of the year. This establishes the particular needs, strengths/weaknesses, and family background of each student. The SGC's are provided with a report from the primary schools on each student's academic ability / particular other needs.
2. Address the First Years at Assembly explains the Year Head role and also introduces/explains the guidance counselling function within the school and under what circumstances the SGC's can be accessed should the need arise. One of the important

needs of first year students is to be supported through the transition from primary to secondary school and the school guidance counselling department recognises that it has a role to play here.

3. Takes a class from the Religion Teachers to go over subject content, to assess students and to develop closer ties with the new student cohort in the school.
4. Meets individual students in the office when they have made appointments.
5. Liaise with the Year Heads, Tutors, Learning Support, and Chaplain to target individual teething problems.
6. Revisit classrooms after Christmas to stimulate work, learning and reiterate previous points made. Develop relationships/identify students with special needs and discover how the SGC's can best facilitate the Learning Support team.
7. Prepare students for their end of year exams by speaking to them in class units.
8. Incoming first year students are provided with psychometric tests (i.e. AH2 and AH3) in February each year prior to admission.
9. The SGC's collaborate with Year Heads, Tutors, the School Garda Liaison Officer and the SPHE Coordinator and Chaplain are all involved in various activities with the first years.
10. Meetings are held in May for incoming First Year Parents giving them information on school life at second level.

Second Years.

1. Maintain contact with students as in First Year.
2. Continue to work on all aspects of the work begun in first year.
3. Be prepared to assist in dealing with disruptive students – especially now that students know their way around and do not have the pressure of exams (collaboration with Year Head and other Teachers here).
4. Encourage students not to waste this year but to use it to take the pressure off the exams i.e. third year, by working well this year (study skills review etc).

Third Years

No formal classes are timetabled but the School Guidance Counsellor undertakes the following activities:

1. Attend the meeting to discuss each student's end of year results. Any new information of a personal nature that can help understanding of the student and help cope with their behaviour and needs.
2. Address the students at their first assembly and explain the SGC's role and activities with them during the school year.
3. Take two class periods with each group to explain subject choice.

4. Meet with each student and do a software interest inventory (e.g. career interest inventory, (career directions) after meeting them with their subject choice.
5. Take class groups toward end of year exams etc. de-stress exam nerves and revise good exam techniques.
6. Attend meetings with parents explaining subject choice and different Leaving Certificate programmes including:
 - Leaving Certificate Applied.
 - Leaving Certificate Vocational Programme.
 - Transition Year Programme.

Transition Year - Guidance Counselling

The Guidance Counsellor provides one class a week (timetabled) to the transition year students. Within these classes a number of guidance counselling issues are unpacked such as: career exploration, the world of work, curriculum vitae preparation, completing application forms, interview skills etc. A work experience module is provided to transition year students for two by two week interludes during the year.

Fifth Year Students

The SGC's attend Year Head / Teacher Meetings etc. in relation to the fifth year student cohort. There are no scheduled guidance counselling classes for fifth years but contact is maintained with these students through their scheduled religion classes. The aim here is to motivate and stimulate the interest of the fifth years in career exploration. The SGC's also address the fifth years at Assembly time. DATS testing is undertaken on a voluntary basis. This opportunity is provided in second and third terms. Ancillary work is done by the 'Guidance Support Team' as referred to earlier in this document (see page 8 above).

The SPHE coordinator also provides a 'Depression' workshop during a double class period facilitated by AWARE. A full day is devoted to 'Study Skills' by Student Enrichment Services Ltd.

The SGC's are available to meet the fifth year students throughout the second and third terms – students are made aware of this opportunity.

Sixth Year Students

The SGC's attend Year Heads/Teachers meetings. The SGC's sees the sixth year students each week in class groups. Information is furnished on the CAO and UCAS systems, career choices and available courses. Guest speakers are invited into the school each week during the first and

second terms, in relation to careers and course opportunities. The SGC's supplies a listing of Careers Events, College Open Days for the forthcoming year in September. An explanation is given on the school policy reference - attending College Open Days. Sixth year students and the SGC's attend the Higher Options Exhibition which showcases Irish and UK colleges and courses. He/she participates in a Career's Night in NUIM in conjunction with ten other second level schools. Speakers are invited from a range of different work areas to speak of their experiences and impart information to the sixth year student body in attendance. The SGC's meet the sixth years on a one to one basis throughout the year covering educational, personal and career issues.

The SPHE Coordinator also supplies a 'Suicide' workshop during a double class period facilitated by AWARE. He/she also organises a daylong seminar on 'Personal Development' facilitated by RESPONSE.

Parents are invited on two separate evenings on the subjects of 'Study Skills' and 'Mental Health' with particular emphasis on 'Suicide'.

Leaving Certificate Applied

One class a week is timetabled for 5th and 6th year students with two by two week work experience interludes during the year. A fixed guidance programme is involved with two credits allotted at the end of 6th year if the key assignments are complete.

Student Council

Management and certain named staff are currently implementing a new 'Student Council'.

Staff Meetings

Staff meetings are concerned in the main with student's welfare and provide yet another forum for collaboration between the SGC's, school management and other staff.

Subject Meetings

Improve the quality of teacher interaction and quality of deliverance and content of subject. The SGC's are notified as and when appropriate as a result of these meetings.

Staff Development Days

These largely deal with issues concerning staff and students' welfare, improving the quality and well-being for both e.g. Child Protection Act.

Sport

Teachers voluntarily give up time to coach students opening a window of opportunity to deal with outside school issues.

In-Service.

Teachers periodically do in-service seminars e.g. gender equality, mixed ability teaching, anti-bullying as well as every subject on the curriculum.

Rainbows

Rainbows is a programme to help bereaved students deal with grief. There are six trained personnel on staff.

Counselling

Counselling is a key part of the school guidance programme, offered on an individual or group basis here in Coláiste Chiaráin as part of a developmental learning process and at moments of personal crisis. At this school, counselling is understood to have as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve any difficulties they may be experiencing. Counselling in this school may include: personal counselling, educational counselling, career counselling or any combination of these. On occasion (as mentioned above) referral is deemed to be the most suitable course of action. Some of the issues which have come to our attention in this department in the last number of years include:

Substance abuse,
Stress,
Unplanned pregnancy,
Gang pressure/involvement,
Bullying,
Death of a family member or friend,
Family separation/divorce,
Sexual abuse,
Fears around making career decisions,
Financial problems,
Unhelpful attitudes and behaviours,
Peer relationships,

Study skills – personal difficulties,
Transferring from one country / school to another.
Disability issues / Multicultural issues.

Parent / Teacher Meetings

Each year has a 2.25 hour time frame when parents meet teachers. This is an effective method of exchanging information on individual students. The 6th year and 3rd year students have their parent/teacher meetings during the first term after November with 1st, 2nd and 5th year parent/teacher meetings held in second term.

CAO

The CAO presentation is given to parents of 6th years at the end of the second term / beginning of third term. Information is also presented on Post Leaving Certificate courses, Apprenticeship programmes, Failte Ireland, Teagasc, and the Army Cadetships. The grant system for further education is explained. The attendance level is usually very low.

Critical Incident

A committee was set up to put together a 'Critical Incident Plan' that would come into effect as needed. The committee consists of Principal, Chaplain, SPHE Coordinator, School Guidance Counsellors and Religion Teachers and any other interested parties.

A Copy of the school's policy / plan to deal with critical incidents within the school has been made available to all the staff – and frequent meetings which include the SGC's are planned for to ensure that all staff are very clear about what action needs to be taken and when.

On-going planning

In relation to the Reports/Meetings outlined below – these meetings are currently carried out by means of person to person contact or are the focus of on-going planning and evaluation within the

'Whole School Plan'. Regular staff meetings including Year Head meetings, Subject meetings, Parent/Teacher meetings and feedback thereof in consultation with school management.

Development Section / Areas for development / near future...

Priorities identified include:

1. Developing a careers module for second years.
2. Improving the transfer programme for incoming first years.
3. Expanding the counselling referral system for the school.

Review / Redesign of the School Guidance Plan.

It is intended that once adopted by the Board of Management the school guidance plan will be deemed to be a 'formal school document'. This plan is to become the basis upon which focussed action can be identified, developed and progressed to implementation within the school by the school guidance counselling department (in collaboration with others). The benefits of this approach include:

- The identification of specific needs that would assist the plan's implementation on a phased basis.
- The development of a time-frame within which to affect the plan.
- A commitment to reviewing and redesigning the plan in response to:
 - Results of ongoing reviews undertaken within the school.
 - Changing social and economic conditions.
 - New target groups of students, additional students and new priorities.
 - The evolving nature of school guidance counselling over time.

EVALUATION / PLANS FOR FUTURE DEVELOPMENT OF THE MANAGEMENT OF THE SCHOOL COUNSELLING FUNCTION

The following areas have been identified by the School Guidance Counselling Service (SGC) as being in need of some re-evaluation and change within Coláiste Chiaráin. This work is being entered into with the full support / collaboration of our new School Management Team, Chaplain, SPHE Coordinator, Special Needs Coordinator, Year Heads and Subject Teachers.

1. Pastoral Care Team / System.

An on-going collaborative evaluation of the nature and structure of the system of pastoral care within the school is currently under review.

2. Transition of students between Primary and Secondary School.

This department has been engaged in researching the transition of students between Primary and Secondary school in recent times. As a result of this research the SGC service is now working collaboratively with those who share the task of providing for the needs of these students.

One important step forward has been taken recently in the appointment of a new 'Transition Coordinator'.

3. Counselling Provision within Coláiste Chiaráin.

The SGC department currently provides counselling to students under the headings:

- * Personal and Social.
- * Educational.
- * Vocational.

Much of the personal and social counselling is provided within the school to students who are referred by School Management, Year Heads, Class Tutors, Parents, and Peers or by the Students themselves. Each student in the school is made aware from first year that they are able to come to the SGC should they need to do so by requesting an appointment directly or by asking another member of staff to refer them. On occasion, a problem arises between the student and another member of the school community before the student is finally referred to the SGC. Ordinarily, students are advised to go the Chaplain who is seen as undertaking most of the student counselling within the school. This is something which has been discussed with Management and the School Chaplain and others in recent times. The SGC department is working in collaboration with other departments towards some modifications of the existing system.

4. Establishment of a second Guidance Counselling Office.

With the new appointment of second SGC just this September past some progress has been made in acquiring an office for the second school guidance counsellor in the school.

Negotiations are currently under way to make this a more permanent feature of the SGC provision in Coláiste Chiaráin.

GUIDANCE CURRICULUM SYLLABUS -

EXISTING / ASPIRATIONAL

Six Year Programme

FIRST YEAR MODEL

- * Visit the Primary Schools in early spring with the designated school staff.
- * Speak to Parents and incoming first years at the Open Night in March regarding the SGC service.
- * Organise the AH2 and AH3 assessments in early March.
- * Consult with the Learning Support Staff on students with difficulties.
Be available to meet parents from September onwards.
- * Meet all the first year students in their class groups to introduce the SGC and the SGC functions.
- * Explain the counselling function with particular emphasis on confidentiality.
- * Keep a diary of contact with the first years to use at Parent / Teacher meetings.
- * Keep up constant contact with the first years during the year – through classes on topics which are not being covered by SPHE, RSE or RE in particular.
- * Consult with all staff on a regular basis.
- * Consult with the Special Needs and the Pastoral Team on a regular basis.
- * Look for opportunities such as group work sessions to assist students who may be in difficulty.
- * Design new class sheets with new programme ideas on a timely basis.
- * Consult with Management as and when necessary.
- * Be present and available for Parent Teacher Meetings.

SECOND YEAR MODEL.

- * Maintain the contacts with the students in first year.
- * Continue to work on all aspects of the work begun in first year.
- * Consult with the other course coordinators re. Study skills seminar etc.

- * Meet each second year class at least once a term to encourage a strong level of contact with the second years.
- * Be prepared to deal with disruptive students – especially now that they know their way around and do not have the pressure of exams.
- * Encourage students not to waste this year but to use it to take the pressure off the exam year i.e. third year by working well this year.

THIRD YEAR MODEL.

- * Maintain the contacts established with the students in first and second year.
- * Encourage the students early in the year to think and plan for the coming years work.
- * Assist in the preparation and execution of a study / exam skills seminar.
- * Maintain close contact with the Year Head and other key personnel regarding individual student performance.
- * Towards - end of January begin to process students for interviews on subject choice for senior cycle.
- * Hold information night for Parents and make presentation on subject options and their implications for entry to tertiary education.
- * Remind students of the value of revision early on in the year.
- * Remind students that you are available for counselling needs.
- * Consult with parent throughout the year and especially at parent / teacher meetings.
- * Discuss course options at senior cycle.
- * Provide initial career information / advice as to how to access it themselves.

TRANSITION YEAR PROGRAMME / MODEL

- * Weekly class delivered by Guidance Counsellor
- * Encourage students to become lifelong learners and raise their awareness of their own interests and how to match these interests with their particular aptitudes/ possible career choices.
- * Provide psychometric testing by way of the DATS and CII.
- * Demonstrate CV preparation and good interview techniques.
- * Highlight career categories.
- * Use computer programmes e.g. Qualifax and Career Directions.

MEETING WITH PARENTS

- * The necessary protocols have been established for meeting parents.

TRANSITION YEAR LINKS / PARTICULAR LINKS HAVE BEEN ESTABLISHED WITH:

- * Class Teachers.
- * Year Heads Programme Coordinators e.g. LCA; NEPS; Kildare Youth Services.
- * INTEL Scholarships.
- * Colleges / Admissions Officers
- * Community – Certain Experts and Volunteers.

STUDENT INTERVIEWS

- * Students are advised / invited to make appointments with the School Guidance Counsellors on a timely basis – in preparation for their Leaving Certificate options.

Fifth Year students have options. They can take the established Leaving Cert., the established Leaving Cert with LCVP or they can choose the LCA programme. Students can choose which option they will take in conjunction with the Guidance Counsellor, teachers and their parents.

The various Leaving Certificate options are outlined in the following pages.

Leaving Certificate Applied

The Leaving Certificate Applied is a distinct, self-contained two-year programme aimed at preparing students for adult and working life. The programme puts an emphasis on forms of achievement and excellence, which the established Leaving Certificate has not recognised in the past.

It was introduced to recognise the talents of all students and provide opportunities for development in terms of responsibility, self-esteem and self-knowledge. It is an innovative programme in the way students learn, in what they learn and in the way their achievements are assessed.

The Leaving Certificate Applied is intended to meet the needs of those students who are not adequately catered for by other Leaving Certificate programmes or who choose not to opt for such programmes.

The advantage of Leaving Certificate Applied is that it focuses on the talents of each individual student and helps students apply what they learn in the real world. The two-year programme consists of four half-year blocks called Sessions and achievements are credited in each of these Sessions.

Each course consists of a number of modules. A module generally represents a half-year's work and there is provision for some choice of modules. Choice also exists in relation to Vocational Specialisms. Two courses are selected from the following Vocational Specialisms:

- Agriculture/Horticulture
- Hotel Catering and Tourism
- Engineering
- Technology
- Office Administration and Customer Care
- Childcare/Community Care
- Graphics and Construction Studies
- Craft and Design
- Hair and Beauty
- Information and Communications Technology
- Active Leisure Studies
- Four elective modules must also be chosen

Four elective modules must be chosen from course areas where extra modules are available. Two courses, Religious Education and Science also offer modules that can be taken as electives. It is not allowable to choose elective modules from Vocational Specialisms already being taken.

LCVP

Preparation for the World of Work

The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid

change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success.

Throughout the programme students are encouraged to:

- Be innovative and enterprising
- Take responsibility for their own learning
- Adapt to changing circumstances
- Evaluate data and devise solutions to problems
- Communicate their thoughts and ideas effectively
- Work with others as part of a team
- Investigate and plan career options
- Use information and communications technologies
- Investigate local businesses and community enterprises
- Learn from their experiences

These skills and qualities are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business.

The strong vocational focus of the LCVP is achieved by arranging Leaving Certificate subjects into Vocational Subject Groupings (VSGs) and through the provision of additional courses of study in work preparation and enterprise known as the Link Modules.

Programme Requirements

- At least five Leaving Certificate subjects, one of which must be Irish
- Two of the above subjects must be selected from one of the designated Vocational Subject Groupings
- Two Link Modules: Preparation for the World of Work and Enterprise Education
- A recognised course in a Modern European Language other than Irish or English

Vocational Subject Groupings (VSGs)

Two subjects are selected from one of the Vocational Subject Groupings. These subjects provide students with a focus for developing vocational skills and exploring their career options.

The Specialist Groupings consist of subjects which complement one another naturally. The Services Groupings comprise subjects which complement one another in a commercial context.

Vocational Subject Groupings (VSGs)
Specialist Groupings
1. Construction Studies or Engineering or Technical Drawing (any two) 2. Physics and Construction Studies or Engineering 3. Agricultural Science and Construction Studies or Engineering 4. Agricultural Science and Chemistry or Physics or Physics & Chemistry (combined subject) 5. Home Economics and Agricultural Science or Biology

- | |
|---|
| 6. Home Economics and Art
7. Accounting or Business or Economics (any two)
8. Physics and Chemistry
9. Biology and Agricultural Science
10. Biology and Chemistry or Physics or Physics & Chemistry (combined) |
| Services Groupings |
| 11. Engineering and Business or Accounting or Economics
12. Construction Studies and Business or Accounting or Economics
13. Home Economics and Business or Accounting or Economics
14. Agricultural Science and Business or Accounting or Economics
15. Art and Business or Accounting or Economics
16. Music and Business or Accounting or Economics |

[Services Groupings](#)

- | |
|---|
| 11. Engineering and Business or Accounting or Economics
12. Construction Studies and Business or Accounting or Economics
13. Home Economics and Business or Accounting or Economics
14. Agricultural Science and Business or Accounting or Economics
15. Art and Business or Accounting or Economics
16. Music and Business or Accounting or Economics |
|---|

The Link Modules

Students taking the Leaving Certificate Examination from 2004 onwards will follow two Link Modules over the course of the two years.

Link Module I – Preparation for the World of Work

Students will research and investigate local employment opportunities, develop job seeking skills such as letter writing, CV presentation, interview techniques; gain valuable practical experience of the world of work; interview and work shadow a person in a career area that interests them

Link Module II – Enterprise Education

Students will be involved in organising visits to local business and community enterprises; meet and interview enterprising people on site and in the classroom; plan and undertake interesting activities that will build self-confidence, creativity, initiative and develop teamwork, communication and computer skills.

Typical LCVP Students

Typically, LCVP students take seven Leaving Certificate Subjects plus the Link Modules

Two Strands

1. Non-language group who do LCVP during timetabled language periods.
2. Option- students who have seven subjects can do LCVP on Fridays from 1.00 pm – 2.10 pm.

To Qualify for LCVP

1. Have one of the designated combinations of option subjects.
2. Study a foreign language (non-French students get one language period per week).

Programme

Each student must produce a portfolio of work which will be externally examined and carries 60% of Leaving Certificate marks.

The student sits a written paper in early May.

Portfolio:

Core: CV, Career Investigation, Enterprise Report, Summary Report
Optional: two of: work experience diary, full report, audio, audio visual.

FIFTH YEAR MODEL

- * Maintain and develop on-going relationships with students.
- * Continue to work with all the other Staff groups in the school such as SPHE, TY team, RE, RSE, LCVP Co-ordinator, LCA Co-ordinator etc. especially now that students have just begun the senior cycle.
- * Try to maintain particular contact with Year Head re. individual student needs.
- * Bring the Open Days / Career Fairs to the attention of the students.
- * Organise the DATS testing and prepare to meet students to discuss the results.
- * Explain the availability of careers information – and how to use on-line information.
- * Ensure that all fifth years receive individual career guidance.
- * Continue to link with providers of tertiary education to support student choice.
- * Examine the possibility for bursaries, scholarships etc. and inform students as appropriate.
- * Be very aware of how many hours the students spend in paid employment and the consequences of same which needs to be communicated to the students and parents alike.
- * Foster links with the providers of work experience programmes within the community.
- * Assist the students in preparing for and debriefing from work experience.
- * Advise re. interview and curriculum vitae preparation.
- * Be available for all Parent/Teacher meetings.

SIXTH YEAR MODEL

- * Maintain the links with students, parents etc. from previous years.
- * Meet students early in the year to discuss career choice.
- * Prepare the classes for tertiary options.
- * Announce the Open days, Higher Options Fair etc. full list of all forthcoming events given out to each sixth year student.
- * Provide students with information about financial supports available and how to access them.
- * Assess satisfaction with school performance.
- * Prepare the student to complete the CAO options.
- * Follow-up on CAO choices with every class to ensure that everyone has chosen at least three options for post-secondary education /work.
- * Watch for stressed students – and take appropriate action / consult as necessary.
- * Prepare and present an information evening for parents.
- * Study skills workshop – organised by Mrs. Cotter.

- * Overview of the Points System provided in each class with students invited to discuss any personal concerns with the SGC's.
- * Let all staff, parents and students know how and when to contact you.
- * Outline the Links between different third level options and the NQF.
- * Assist with UCAS and references required if needed.
- * Make sure that all students know how to use the computer to access Qualifax etc. In this way students are taught how to research their own third level / career choices with a view to developing some personal expertise / self-confidence in this area.
- * Prepare students for interview, techniques etc.
- * Ensure that every student knows that they are welcome to make as many appointments as they will need to with the SGC's.

SCHOOL GUIDANCE COUNSELLOR'S SUPPORT NETWORK

NATIONAL SUPPORT SERVICES

IGC, NCGE, NEPS, DES (GUIDANCE),
IAPCE, NCCA

LOCAL SUPPORT SERVICE

COMMUNITY SERVICES, EDUCATIONAL – (THIRD LEVEL INSTITUTIONS ETC.), LOCAL BUSINESSES, SOCIAL, HEALTH, RELIGIOUS, GARDAI AND OTHER VOLUNTEERS.

COLLABORATION BETWEEN LOCAL SCHOOL / SGC'S

SGC SUPERVISION GROUP / ON-GOING IN-SERVICE

TRAINING.

IN-HOUSE SUPPORT

PRINCIPAL,
DEPUTY PRINCIPAL
ASSISTANT PRINCIPALS
CHAPLAIN
PASTORAL TEAM
YEAR HEADS
SUBJECT TEACHERS
ADMINISTRATIVE STAFF
STUDENTS

ON-GOING EVALUATION OF THE SCHOOL COUNSELLING PROGRAM

In terms of auditing / assessing our School Guidance Counselling service (and our contribution to that service) – we regard evaluation as an essential tool which will enable us in our role as school guidance counsellors to determine the following:

1. Major strengths of the school guidance service.
2. Issues in greatest need of our attention.
3. Our short-term goals for improvement.
4. Our long-term goals for improvement.

* School authorities/teachers, students and other professionals/staff working both within and outside of the school system.

We would like to instigate a more regular form of contact with these groups which would be anticipated and actually planned for by way of a fortnightly or monthly meeting which would provide us with a more immediate and regular form of evaluation. We would also like to introduce a form of 'data' assessment which would invite personal reflection from and within the school community.

* Parents / Guardians and Evaluation.

We would be very happy to use situations such as Parent / Teacher meetings or other meetings which the Parent cohort attend during the year to invite a 'data' assessment of how they are experiencing the changes in the delivery of the school guidance counselling function. We are particularly conscious that this group often do not contribute much to such evaluation – so we will pursue this group in an effort to garner support for our evaluation.

*Designing methods of evaluation will take cognisance of the up-to-date ethical, statutory, educational, professional, personal/social and multicultural needs of the student cohort, the SGC and the school community at large.

ETHICS

The code of Ethics upheld by all associated with the School Guidance Department in Coláiste Chiaráin is informed by:

- * The Code of Ethics as issued by the Institute Of Guidance Counsellors (1998).
- * The Code of Ethics of the Psychological Society of Ireland (2000).
- * The City of Dublin Vocational Educational Committee (1999).