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St. Ailbe’s School

*Policy Document*

*On*

*Career Guidance*

2015-2016



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**The Guidance and Counselling Service Policy in St. Ailbe’s School.**

**Aims of the Guidance and Counselling Service**Bearing in mind the school's mission statement the Guidance and Counselling service in St. Ailbe's refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make transitions consequent on those choices. These choices may be categorised into three separate but interlinked areas:

* personal and social
* educational
* career

Guidance provision by the Guidance Counsellor involves a range guidance and counselling activities and services which aim to **"ensure that students have access to appropriate guidance"** as set out in the Education Act 1998

Again bearing in mind the school’s mission statement as well as the provision of resources, the service’s target groups are mainly students at senior cycle, individual students are targeted on a needs basis. All students can access individual support as needs arise within the constraints of the time available for 1:1 guidance .

**Objectives of the Guidance and Counselling Service**

**The Specific Objectives (Guidance Outcomes) are:**

* That courses/programs for each student are relevant to the students’

- abilities

- interests

- motivation

- career aspiration

* that a dedicated guidance timetable is provided for each course/program
* that subject choices (and levels) are relevant to individual needs
* that students acquire clear self-insights and career focus through aptitude and career inventory testing
* that students gain personal insights into various vocational/job areas through work experience placements
* that students visit third level institutions and training facilities
* that students know specifically where they may pursue further education and training which is relevant to each individual’s profile.

These objectives are facilitated by the school’s provision of programs/courses such as:

* Fourth Year
* Leaving Certificate Applied
* Leaving Ccertificate Vocational Program
* Standard Leaving Certificate

Objectives for students at Junior Cycle are more informal and not through dedicated timetabling due to the school’s Guidance and Counselling level of resources. However programs/services such as the following dovetail with the overall aims of the Guidance Counselling provision:

* Friends For Life ( Life Skills Programme)
* Junior Certificate Schools Program (JCSP)
* SPHE
* CSPE
* HSCL
* SCP

During 3rd and 4th Year are also presented with material on the subjects, colleges and course availability with a view to informing them around subject choice.

**Principles Underpinning the Program**

The school guidance program is guided by principles which underpin the service.   
  
The Guidance Service is:

* accessible
* impartial
* student centered
* transparent
* balanced
* inclusive
* responsive
* respects confidentiality in counselling and assessment activities
* empowers participants to take responsibility for their own developments
* promotes equal opportunities
* deploys and makes full use of available resources
* recognises that guidance is a specialist area within education
* recognises that guidance is a whole school concern
* reviewed on an ongoing basis

**The Role of the Guidance Counsellor**

**Guidance Counsellors:**

Ms Noreen Ryan

Ms Elaine O Leary

**Formal and Informal Guidance Programme**

**Number of weekly timetabled Guidance classes 4**

1 x 5th Yr, 1 x 6th yr (2 groups), 1 x LCA

**No of periods available to meet with students 5– 12**

**Sept to Jan:**8 unless IGC meeting,/supervision for 3 periods on Tue PM

**Jan – June**

11 unless IGC meeting,/supervision for 3 periods on Tue PM

Including 2 classes assigned each week for ASD Class groups

**No of classes delivering 1st yr Friends for Life 3**(15 weeks Sept – Jan)

**Pastoral Care 1**

**Admin 2**

**LCA VPG 2**

The guidance counsellors are professionally trained to undertake the following tasks with the school guidance programme:

**Counselling:** Empowering students to make decisions, solve problems, change behaviours and resolve issues in their lives. Such activity may be personal counselling, educational counselling, career counselling or it may involve combinations of each. Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crises.

Counselling on an individual basis is part of the support structure that the school provides the student.

**Support:** The guidance counsellor provides support to parents, teachers, the school principal, board of management and referral agencies, in assisting the personal and social career and educational development of the student. Such support may include advocacy on behalf of a student.

**Assessment**: The guidance counsellor is trained to use a range of psychometric tests and other relevant objectives of the school guidance programme. Such objectives may be related to career and educational planning, personal decision making and development of self- awareness.

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

**Classroom Guidance Activities:** Provides classroom based learning experiences that are relevant to the objectives of the school guidance programme. Such experiences include information giving, information and communication technologies (ICT), skills development (planning, decision-making, study skills, communication, values clarification), and vocational preparation

**Referrals:** In some instances, the guidance needs of young people may require referral to professionals outside the school, e.g. NEPS, CAMS. The guidance counsellor also provides support for students referred by teachers, parents, and school management. The voluntary participation by the individual concerned is respected.

**Professional Development:** The guidance counsellor keeps abreast of on-going changes in the fields of training, education, work and child welfare. The Board of Management and school management facilitate the attendance of the guidance counsellor at relevant events and in-career professional training during the school year. Participation in these events is related to the objectives of the school guidance programme.

**Record Keeping Procedures**

**Career Interviews:** Record of one to one meetings are kept.

**Personal Counselling Sessions**. A summary of these meetings are recorded and are

kept for 7 years (minimum), it contains some of the actual words and phrases used by the student, and are kept brief and recorded straight away to ensure accuracy.

**Parent Meetings:** A record of meetings with parents is kept and filed.

**Pastoral Care/Guidance Team Meetings:** A record of all care team meetings are kept by the Principal.

**Reporting Procedures**In both personal counselling and career guidance sessions the confidentiality rule is followed i.e. school management, class teacher, year head and/or parents / guardians are informed if it is felt that the student is in danger to themselves and/or to others or it is a legal requirement. The student is always informed of the limits of confidentiality at the beginning of a session. If it is felt in the student's best interests to inform a Teacher/Parent/Guardian of a particular difficulty, this is only done with the knowledge and hopefully the agreement of the student.(*IGC Code of Ethics (2004) outline the importance of following good practice).*

**Whole School Approach to Guidance Counselling**

**The Guidance Counsellor**The Guidance Counsellor, because of her specialist training has a professional role in each of the main areas of guidance: personal and social, educational, and career. In addition Ms. Noreen Ryan has a role in collaborating with school management in the development and review of the school guidance plan and the integration of guidance into the curriculum. **Subject Teachers**.  
Subject teachers have a role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal responsibilities through management, pastoral care roles, co-ordination roles and through participation in programs such as SPHE. Individual teachers may be sought out by students on an informal basis for advice and information. All teachers may consult with our guidance counsellor on the needs of an individual student and/or refer the student to the guidance counsellor when specialist competence is required with due regard to confidentiality.

**Parents**Parents have the most influence, directly or indirectly, on the choices made by young people. Parents have a major influence on the environment in which the young person lives including values, attitudes and lifestyle. Parents have an important part to play in supporting the program. Parents can also participate in the guidance process through

1. consultation with the guidance counsellor and other school staff
2. attendance at relevant information and other meetings at school
3. providing personal assistance and advice to the school guidance program e.g. in relation to work experience placement, specific information which may impact on students’ overall performance.

**School Management**

The guidance counsellor and the pastoral care/resource team meet with school management on a weekly basis. Senior Management also link with year heads and class teachers and relay information. The guidance counsellor has regular informal contact with Principal/Deputy Principal/year heads with a view to information sharing and advice. The guidance counsellor is also available to speak to the Board of Management and Parents Council.

**Support Staff**

The guidance counsellor links with SCP/HSCL/SNAs/School Support staff on an ongoing needs basis in order to share/gather information about students at risk.

**Wider Community**

Guidance is wider than whole school, it is in fact whole community approach to guidance as the Guidance Counsellor links with the Guidance Counsellors in other schools in the town, she links with businesses in the town and a range of local support/community/voluntary agencies in order to facilitate local area planning of activities; to maximize the support available to students and to deliver a high standard of service to all users.

**Guidance Activities that Assist Students to Make Choices**

Guidance activities that assist students to make choices include:

**Counselling** –In St. Ailbe's School students are helped to explore their thoughts and feelings, and the choices open to them; giving care and support to students learning to cope with the many aspects of growing up.

**Assessment** –students are helped to obtain a better self-understanding through the use of psychometric tests and other inventories.

**Information** **–** students are provided with objectives and factual data on education and training opportunities, occupations, labor market information, entitlements etc..

**Advice** – making suggestions based on the advisor's own knowledge and experience.

**Educational Development Programs** **–** facilitating the transfer of knowledge and skills relating to studying, examination performance, choices of subjects and levels.

**Personal and Social Development Programs –** facilitating the transfer of knowledge and skills relating to a student’s personal and social development, self-awareness, decision-making and planning.

**Referral** **–** this includes two types of activity:

1. Referral of an individual student by the guidance counsellor to other Professionals outside the school, e.g. The National Educational Psychological Service (NEPS), CAMS (Child and Adolescent Mental Health Service).
2. Referral of an individual student to the guidance counsellor by teachers, Board of Management, School Management, and parents. The voluntary participation in counselling of the referred student must be respected by all concerned.

**Guidance Activities That Assist Students to Make Transitions**

Guidance activities that assist students to make transitions include:

* Careers education/career transition programs – enabling students to make transitions to further and higher education, training and employment.
* Placement — work experience, work shadowing, and preparing students for employment.
* Follow-up — following up former students regarding progression routes and destinations.
* Other Guidance Activities that support the achievement of the aims of the school guidance program include:
* Consultation with parents, school staff and students
* Feedback — giving feedback to school management and staff on the needs of individual students, groups and the school as an organisation, and how the school guidance program has supported students' choices and transitions.
* Networking — establishing links with other guidance counselors, employers, relevant agencies and institutions to enhance guidance work with students.
* Promoting Change — assisting curriculum development in the school.
* Managing, organising and co-ordinating — guidance activities into a coherent program.

The nature and range of guidance activities are based on the premise that guidance is both a whole school concern and a specialist area within education.

**Literacy and Numeracy Initiatives**

As part of the overall approach to literacy development in the school key words linked to the lesson are put on display either in the classroom or on noticeboards in the hall. Students also write key word into their notes copies. Junior Cycle students have their key word journals also. All students take part in the DEAR initiative and we have a whole school approach to a word rich environment

**Additional Targets**

**Adult Learners**

As the school's age profile of student's changes in order to meet the needs of adults the aims of the Guidance and Counselling Service are mindful of the school's mission statement. Objectives are catered for in an informal way, not through a dedicated timetable, and these objectives include, to a degree of varying success,

* Access to further education and training (e.g. Access Programs UL)
* Assertiveness skills development
* Interview skills preparation.

**SECTION 2**

**ACTION PLANS**

**2015-2016**

**Year Group Guidance Plans**

**1st Year Guidance Plan**

The Guidance Plan for first year pupils is developed and delivered in cooperation and input from RSE, SPHE, Resource Team, individual class teachers, Year Head, Principal HSCL and SCP. Where appropriate, the program is also supported by invited speakers and the proactive engagement of parents.   
  
The topics covered in the Personal and Social Education areas are:

* Running the Friends for Life Programme
* Transition from primary to secondary school
* Making new friends
* Bullying
* Substance misuse
* Healthy eating

The areas covered in the Educational Guidance are:

* Administration of CAT tests prior to entry
* Dissemination of results to relevant teachers
* Identification of educational needs of first year students
* Subject Choice
* Study Skills

The topics covered in the Career Guidance area are:

* Subject Choice
* Study Skills

**Year Plan**

Primary School Visits

Open night for Parents/Students

Entrance Exam - CAT Testing

Transfer Information from Primary Schools

Induction Program delivered to first years to ensure smooth transition from primary to secondary.

Advice on subject Choice – at end of subject option cycle

Individual Counselling

Lunch Time Clubs – School Completion Program

First year parents’ invited to open/discussion morning and night.

**Curriculum Content/ Guidance Syllabus:**

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| --- | --- | --- | --- |
| **Group** | **Student Contact** | **Personal & Social Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **1st Year** | 5 weeks x 3 class periods per week to run the Friends for Life Programme  Small group or individual sessions on request by appointment.  SPHE 1 Class per Week  CSPE 1 Class per Week  Weekly Assembly | Transition  Making New Friends  Bullying  Substance Misuse  Healthy Eating | Visit to Primary Schools  School Prospectus  Open Night  Induction day  Individual Meetings for all 1st Years and Parents  Individual Class Teachers  SCP Lunch time Clubs  Transition Program  SPHE  Information day/night for parents.  SCP Lunch time Clubs`  Transition Program  RE/SPHE  Individual Class Teachers/Year Heads  Information day/night for parents.  Awareness Week  SPHE  Invited Speakers  Home Economics  SPHE  Invited Speakers  P.E.  Healthy Canteen Options |
| **Group** | **Student Contact** | **Education Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **1st Year** | No formal Guidance timetable.  Small group or individual sessions on request by appointment  Learning Support Group Meetings  Weekly Assembly | Identification of educational needs | Specific Diagnostic Entry Tests  Information from Primary Schools  Individual meetings with Parents/Information from Parents  Additional diagnostic testing during the year if required.  Resource Group  Resource Teacher  NEPS/CAMS |

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| **Group** | **Student Contact** | **Careers Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **1st Year** | No formal Guidance timetable.  Small group or individual sessions on request by appointment  SPHE 1 Class per Week  CSPE 1 Class per Week  Weekly Assembly | Study Skills  Subject Choice | Study Skills Program – SPHE  Individual Class Teachers  Information Night for Parents  Resource Department  Information from individual subject teachers. |

**2nd Year Guidance Plan**

The Guidance Plan for second year pupils is developed and delivered in cooperation with RSE, SPHE, Guidance Counselling, Resource Team, individual class teachers HSCL and SCP. Where appropriate, the program is also supported by invited speakers and the proactive engagement of parents.   
  
The topics covered in the Personal and Social Education areas are:

* Positive Mental Health
* Decision Making
* Relationships and sexuality
* Bullying
* Substance Misuse
* Healthy Eating.

The topics covered in the Educational Guidance are:

* Goal Setting
* Motivation

The topics covered in the Career Guidance area are:

* Goal Setting
* Motivation

**Year Plan:**

Individual Counselling – change of subject/personal crisis

Parent Teacher Meetings

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| **Group** | **Student Contact** | **Personal & Social Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **2nd Years** | No formal class contact  Individual sessions by appointment as necessary  SPHE 1 Class per Week  CSPE 1 Class per Week  Weekly Assembly | **Bullying**  **Positive Mental Health**  **Substance Misuse**  **Decision Making**  **Healthy Eating**  **Relationships & Sexuality** | SPHE  CSPE  Guidance Counsellor 1:1  Invited Speakers/Drama  Year Head  Awareness Week  SPHE  Guidance Counsellor 1:1  Invited Speakers  Awareness Week  SPHE Program  Guidance Counsellor 1:1  Invited Speakers  SPHE  CSPE  Guidance Counsellor 1:1  SPHE  CSPE  PE  SPHE  CSPE  RE  Guidance Counsellor 1:1 |

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| **Group** | **Student Contact** | **Educational Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **2nd yr** | No formal class contact  Individual sessions by appointment  SPHE 1 Class per Week  CSPE 1 Class per Week  Weekly Assembly | **Goal Setting**  **Motivation** | SPHE  CSPE  Year Head  Subject Teachers  Parent/Teacher Meetings |

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| **Group** | **Student Contact** | **Careers Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **2nd Year** | No formal class contact  Individual sessions by appointment  SPHE 1 Class per Week  CSPE 1 Class per Week  Weekly Assembly | **Goal Setting**  **Motivation** | SPHE  Guidance Counsellor 1:1  Subject Teachers  Year Head  Parent/Teacher Meetings  SPHE  Guidance Counsellor 1:1  Subject Teachers  Year Head  Parent/Teacher Meetings |

**3rd Year Guidance Plan**

The Guidance Plan for second year pupils is developed and delivered in cooperation with RSE, SPHE, Guidance Counselling Team, Resource Team, HSCL, SCP and individual class teachers. Where appropriate, the program is also supported by invited speakers and the proactive engagement of parents.   
  
The topics covered in the Personal and Social Education areas are:

* Positive Mental Health
* Relationships and sexuality
* Healthy Peer Relationships
* Health & Safety
* Substance Misuse
* Decision Making
* Healthy Eating
* Health & Safety
* Stress & Exam Pressure

The topics covered in the Educational Guidance are:

* Goal Setting
* Motivation
* Study Skills
* The Points System
* Leaving School
* Subject Choice
* Senior Cycle Information on TY, LCA, LCVP, Traditional Leaving Certificate

The topics covered in the Career Guidance area are:

* College & course entry requirements
* Information on apprenticeships
* World of Work
* Goal Setting
* Motivation

**Year Plan**

1:1 Counselling on request

Study Skills

Examination Techniques

Time Management

Goal Setting

Senior Cycle Options – Course/Subject

LCA/LCVP/Established Leaving Certificate

Transition Year

**Resources:**

Internet – relevant websites – Qualifax, Careerdirections, Careersportal, CAO, UCAS and in-house website.

**Assessment:**

Self Assessment

**Evaluation:**

Feedback from students/parents/yearheads

**Links with other subjects:**

SPHE, RSE, CSPE, Religion, English, Business, PE

**Links with Parents:**

Parent/Teacher Meetings

Parent/Student Information Meetings

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| --- | --- | --- | --- |
| **Group** | **Student Contact** | **Personal & Social Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **3rd Years** | No formal class contact  Individual sessions by appointment  One to one meetings with those unsure about Transition Year and those needing to choose 5th year subjects  SPHE 1 Class per Week  CSPE 1 Class per Week  Weekly Assembly | **Positive Mental Health**  **Relationships & Sexuality**  **Healthy Peer Relationships**  **Substance Misuse**  **Decision Making**  **Healthy Eating**  **Health & Safety**  **Stress & Exam Pressure** | SPHE  Guidance Cousnellor 1:1  Invited Speakers  SPHE  CSPE  RE  Guidance Counsellor 1:1  SPHE  CSPE  Guidance Counsellor 1:1  Invited Speakers/Drama  Year Head  SPHE Program  Guidance Counsellor 1:1  Invited Speakers  SPHE  CSPE  Guidance Counsellor 1:1  Parent/Teacher Meeting  SPHE  CSPE  PE  SPHE Program  Invited Speakers  SPHE Program  Year Head  Subject Teachers  Parent/Teacher Meetings |
| **Group** | **Student Contact** | **Educational Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **3rd Year** | No formal class contact  Individual sessions by appointment  One to one meetings with those unsure about Transition Year and those needing to choose 5th year subjects  SPHE 1 Class per Week  CSPE 1 Class per Week  Weekly Assembly | **Goal Setting**  **Motivation**  **Study Skills**  **The Points System**  **Leaving School**  **Subject Choice**  **Senior Cycle Information on TY, LCA, LCVP, Traditional Leaving Certificate** | SPHE  Guidance Counsellor 1:1  Subject Teachers  Year Head  Parent/Teacher Meetings  SPHE  Guidance Counsellor 1:1  Subject Teachers  Year Head  Parent/Teacher Meetings  Study Skills Program – SPHE  Individual Class Teachers  Information Night for Parents  Class Presentation  Information Night for Parents  Internet Resources  Individual Appointments for Students/Parents  Program Coordinators  Principal  Subject Teachers |

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| --- | --- | --- | --- |
| **Group** | **Student Contact** | **Careers Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **3rd Year** | No formal class contact  Individual sessions by appointment  One to one meetings with those unsure about Transition Year and those needing to choose 5th year subjects  SPHE 1 Class per Week  CSPE 1 Class per Week  Weekly Assembly | **College & Course entry requirements**  **Information on apprenticeships**  **World of Work**  **Goal Setting**  **Motivation** | Class Presentation  Information Night for Parents  Internet Resources  Individual Appointments for Students/Parents  Program Coordinators  Principal  Subject Teachers  SPHE  Guidance Counsellor 1:1  Subject Teachers  Year Head  Parent/Teacher Meetings  SPHE  Guidance Counsellor 1:1  Subject Teachers  Year Head  Parent/Teacher Meetings |

**4th Year Guidance Plan**

The Guidance Plan for Transition Year pupils is developed and delivered in cooperation with the T.Y. Coordinator, RSE, Resource Team, SCP, HSCL and individual class teachers. There is no formal career guidance contact for 4th year. Where appropriate, the program is supported by invited speakers, visits to colleges and the proactive engagement of parents.   
  
**The topics covered in the Personal and Social Education areas are:**

* Decision Making Skills
* Consequences
* Team Work
* Personal Responsibility
* Contemporary Issues

**The topics covered in the Educational Guidance are:**

**The topics covered in the Career Guidance area are:**

**Transition Year Plan**

**Duration:**

No formal class period for this year. Students attend college talks by invited guiests and attend college visits.

**AIM:**

To promote the personal and career development of students with an emphasis on preparation for the world of work

**OBJECTIVES:**

To promote self-awareness, skills, attitudes and interests,

To explore opportunities in the world of work

To research entry routes to various careers

|  |  |
| --- | --- |
| **Content** | **Teaching/Learning Strategies** |
| Career exploration/investigation  Work experience – preparation/application/completion and review  Subject Choice  Self Evaluation – what type of person am I?  What skills do I have?  Motivation | Informal Input by teacher  Input by guest speakers  College visits  Work experience |

**Resources:**

Internet

Relevant websites

Interest/assessment/Aptitude Tests (DATS)

Work Experience

ICT

**Home-learning Procedures:**

Students have to research their chosen careers/progression routes through their choice of work experience.

**Assessment:**

Self assessment.

**Evaluation:**

Program feedback, evaluation websites and questionnaires

**Links with other subjects:**

Students try a variety of subjects during 4th year with a view to informing subject choice at 5th year.

**Links with Parents:**

Parent Teacher Meetings

**Year Plan**

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| **Group** | **Student Contact** | **Personal and Social Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **4th Year** | Individual sessions by appointment  One to one meetings with those unsure about 5th year subjects  Weekly Assembly | **Decision Making Skills**  **Consequences**  **Team Work**  **Personal Responsibility**  **Contemporary Issues** | Guidance Counsellor 1:1 as needed  Parent/Teacher Meeting  Transition Year Coordinator  Guest Speakers  Subject Teachers |

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **Student Contact** | **Educational Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **4th Year** | No formal class contact  Individual sessions by appointment  One to one meetings with those unsure about 5th year subjects  Weekly Assembly |  | Guidance Counsellor 1:1  Parent/Teacher Meeting  Transition Year Coordinator  Guest Speakers  Subject Teachers  Computer Room Access - Internet Resources  Information Night for Parents |

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| --- | --- | --- | --- |
| **Group** | **Student Contact** | **Career Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **4th Year** | No formal class  Individual sessions by appointment  One to one meetings with those unsure about 5th year subjects  Weekly Assembly |  | Guidance Counsellor 1:1  Subject Teachers  TY Coordinator  Parent/Teacher Meetings  Students are encouraged to attend career talks, presentations, seminars, open days etc. |

**5th Year Guidance Plan**

The Guidance Plan for Transition Year pupils is developed and delivered in cooperation with the Year Head, RSE, Guidance Counselling Team, Resource Team, HSCL, SCP and individual class teachers. Where appropriate, the program is also supported by invited speakers and the proactive engagement of parents.   
  
The topics covered in the Personal and Social Education areas are:

* Mental health
* Substance Misuse
* Personality Types
* Personality Development
* Personal Responsibility around decision Making

The topics covered in the Educational Guidance are:

* Qualifications
* Types of college
* The points system
* Study methods and timetable
* How to find information in a prospectus and the internet
* Interview Techniques
* CV & Cover Letter
* World of Work
* UCAS
* Apprenticeships

The topics covered in the Career Guidance area are:

* Subject Choice
* Goal Setting
* Motivation
* Study Skills
* Career Interest Tests
* Careers Research

***Year Plan***

**Title of subject:**

Careers

**Duration**:

One class every second week

**Aim:**

To promote the personal and career development of students with an emphasis on preparation for the world of work/college.

**Objectives:**

To promote self-awareness, skills, attitudes and interests,

To explore opportunities in the world of work

To research entry routes to various careers

|  |
| --- |
| **Teaching/Learning Strategies** |
| Project Work  Questionnaires  Class Discussion/Group Work  Research  Formal Input by teacher  Input by guest speakers  College visits  Work experience  Personal Profile |

**Resources:**

Guest Speakers

Internet

ICT – Powerpoint/internet sites – careersportal, qualifax, careerdirections, CAO, UCAS, Various college sites etc.

DVD/Videos

Interest Assessment/aptitude tests

Other relevant prospectus.

**Home-learning Procedures:**

No formal home-learning is given; students may have to finish an exercise from class. Students have to research their chosen careers.

**Assessment:**

Self assessment, assessment sheets on line

**Evaluation:**

Program feedback

**Links with other subjects:**

Business, LCVP, R.E., other relevant subjects

**Links with Parents:**

Parent Teacher Meetings

1:1 meetings if necessary

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| **Group** | **Student Contact** | **Personal and Social Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **5th Year** | Formal class contact 1 period every second week  Individual sessions by appointment  One to one meetings with those unsure about their choice of subjects or changing subjects/levels.  Weekly Assembly  RE Class – 1 Class per Week | Mental Health  Substance Misuse  Personal Responsibility around Decision making  Personality: Types & Development | RE Class  Mental health awareness week  RE Class  Guest Speakers  RE Class  RE Class  & Careers Class |

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| **Group** | **Student Contact** | **Education Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **5th Year** | Formal class contact – one class every second week  Individual sessions by appointment  One to one meetings with those unsure about their choice of subjects  Weekly Assembly  RE Class – 1 Class per Week  LCVP – 3 Classes per week | **Qualifications**  **Types of college**  **The points system**  **Study methods and timetable**  **How to find information in a prospectus and the internet**  **Interview Techniques**  **CV & Cover Letter**  **World of Work**  **UCAS**  **Apprenticeships** | Class Contact  Guidance Counsellor 1:1  Invited Speakers  IT Resource Access  Parent/Teacher Meetings  LCVP Classes |

|  |  |  |  |
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| **Group** | **Student Contact** | **Careers Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **5th Year** | Formal class contact – one class every second week  Individual sessions by appointment  One to one meetings with those unsure about their choice of subjects  Weekly Assembly  RE Class – 1 Class per Week  LCVP – 3 Classes per week | **Subject Choice at 3rd Level**  **Goal Setting**  **Motivation**  **Study Skills**  **Career Interest Tests** | Class Contact  Guidance Counsellor 1:1  Invited Speakers  IT Resource Access  Parent/Teacher Meetings  LCVP Class  Year Head & Subject Teachers  Career Interest Tests – Administered in Class  Individual Career Area Research  Students are encouraged to attend career talks, presentations, seminars, open days etc  Careers Exhibition in Limerick or Cork  College Open Days  Guest Speakers from various colleges |

**Leaving Certificate Applied Year 1 Guidance Plan**

The Guidance Plan for LCA is developed and delivered in cooperation with the Year Head, RE, Guidance Counselling Team, Resource Team, HSCL SCP and individual class teachers. Where appropriate, the program is also supported by invited speakers and the members of the local community. The student is also supported through the proactive engagement of parents. Personal and social development and the development of skills necessary for the world of work is a fundamental pillar of the LCA Program. It is the intention of the LCA program in the school that this development is taking place on an ongoing basis in all classes.   
  
The topics covered in the Personal and Social Education areas are:

* Communication Skills
* Teamwork Skills
* Improved Self Esteem
* Ability to self analyse and prioritise goals
* Feelings
* Relationships
* Sexuality
* Substance Misuse
* Health and Leisure
* Communication Skills
* Decision Making
* Personal Strengths and Weaknesses
* Skills Audit
* Personal Budgets
* Team Building

The topics covered in the Educational Guidance are:

* Ladder of progression
* Relating abilities and Interests
* Examination/Task/Key Assignment Preparation
* Interview Preparation

The topics covered in the Career Guidance area are:

* Goal Setting
* Motivation
* The Value of Work
* Career opportunities
* Career Routes Paths
* CV & Cover Letters
* Interview Preparation
* Training Courses
* Workplace Learning
* Health & Safety In the Workplace

**Duration:**

3 Classes per week – Covering Vocational Preparation and Guidance Module.

The Guidance Module is delivered and completed over the two years of the LCA program, one class per session. The module is designed to facilitate the student’s vocational development. The students are helped to develop an awareness of their interests, aptitudes and skills with regard to work; investigate a range of career, education and training opportunities and to devise a personal career action plan.

**Aims:**

This module aims to:

1. Enable the student to become more aware of his/her interests, skills and personality attributes and relate these to different fields of work
2. Help the student determine her/his own strengths or weaknesses and relate these to working life
3. Provide opportunities for the student to identify general areas of employment that suit his/her own skills, qualities and interests
4. Enable students to access and use relevant career information
5. Help the student develop an action plan in relation to his/her chosen career
6. Encourage the student to review and evaluate the effect of maturation, work placement experience and increased workplace and personal awareness on his/her career interests.

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| **Units** | **Content** |
| **Unit 1:** | **The Student and the world of work** |
| **Unit 2** | **The student and one particular field of work** |
| **Unit 3** | **Information Building** |
| **Unit 4** | **Career Action Plan** |

**Resources:**

Student Folder

Internet

ICT – Powerpoint

DVD/Videos

Relevant Websites – qualifax, careersportal, careerdirections, FAS, relevant college websites

Interest Assessment/Aptitude tests

Outside Agencies

Visits to Careers Exhibition/Colleges

Work Placement

**Home-learning Procedures:**

No formal home-learning is given. Students have to research their chosen careers through work experience etc.

**Assessment:**

Self Assessment/Assessment sheets on-line

**Evaluation:**

Program feedback/evaluation. Feedback from past pupils

**Links with other subjects:**

Religion, English and Communication, Hotel & Catering, Woodcraft, RE.

**Links with Parents:**

Parent/Teacher Meetings or 1:1 meetings on request.

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| **Group** | **Student Contact** | **Personal and Social Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **LCA 1** | Formal class contact – x 3 classes per week  Covering Vocational Preparation & Guidance Module.  Individual sessions by appointment  One to one meetings with those unsure about their progression routes.  Weekly Assembly  RE Class – 1 Class per Week | **Communication Skills**  **Teamwork Skills**  **Improved Self Esteem**  **Ability to self analyse and prioritise goals**  **Also**  **Feelings**  **Relationships**  **Sexuality**  **Substance Misuse**  **Health and Leisure**  **Communication Skills**  **Decision Making**  **Personal Strengths and Weaknesses**  **Skills Audit**  **Personal Budgets**  **Team Building** | Guidance Counsellor 1:1  LCA Coordinator  Guest Speakers  Subject Teachers  Computer Room Access - Internet Resources  RE Class  VP & G Class  Guidance Class  Parent/Teacher Meeting  Local Community – Work Experience  Social Ed Class  Various Classes  PE/Rec & Leisure  English & Communications Class & Careers  Careers Class/Other Subject Classes  Careers Classes  Careers Class/Maths Class  Rec & Leisure & Subject Classes & Guest Speakers |
| **Group** | **Student Contact** | **Education Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **LCA 1** | Formal class contact – x 4 classes per week  Covering Vocational Preparation & Guidance Module.    3 classes Vocational Preparation  RE Class – 2 classes per week  Individual sessions by appointment  Weekly Assembly | **Ladder of progression**  **Relating abilities and Interests**  **Examination/Task/Key Assignment Preparation**  **Interview Preparation** | Guidance Counsellor 1:1  LCA Coordinator  Guest Speakers  Subject Teachers  Computer Room Access - Internet Resources  RE Class  VP & G Class  Guidance Class  Parent/Teacher Meeting  Local Community – Work Experience  Career Interest Tests – Administered in Class  Individual Career Area Research  Students are encouraged to attend career talks, presentations, seminars, open days etc. |

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| **Group** | **Student Contact** | **Careers Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **LCA 1** | Formal class contact x 4 classes per week  Covering Vocational Preparation & Guidance Module.  Individual sessions by appointment  One to one meetings with those unsure about their choice of subjects  Weekly Assembly  RE Class – 1 Class per Week | **Goal Setting**  **Motivation**  **The Value of Work**  **Career opportunities**  **Career Routes Paths**  **CV & Cover Letters**  **Interview Preparation**  **Training Courses**  **Workplace Learning**  **Health & Safety In the Workplace**  **Career Interest Tests** | Class Contact  Guidance Counsellor 1:1  Invited Speakers  IT Resource Access  Parent/Teacher Meetings  Year Head & Subject Teachers  Career Interest Tests – Administered in Class  Individual Career Area Research  Students are encouraged to attend career talks, presentations, seminars, open days etc  Work Placement |

**6th Year Guidance Plan**

The Guidance Plan for 6th Year pupils is developed and delivered in cooperation with the Year Head, RSE, Guidance Counselling Team, Resource Team, HSCL, SCP and individual class teachers. Where appropriate, the program is also supported by invited speakers and the proactive engagement of parents.

The topics covered in the Personal and Social Education areas are:

* Mental health
* Substance Misuse
* Personality Types
* Personality Development
* Personal Responsibility around decision Making

The topics covered in the Educational Guidance are:

* NFQ
* Ladder of Progression
* The points system
* Finance and Grants
* Transition to College
* Accommodation and budgeting
* Qualifications
* Types of college
* The points system
* Study methods and timetable
* How to find information in a prospectus and the internet
* Interview Techniques
* CV & Cover Letter
* World of Work
* UCAS
* Apprenticeships
* HEAR/DARE Applications
* Grants/Scholarships
* CAO

The topics covered in the Career Guidance area are:

* Goal Setting
* Motivation
* Study Skills
* Career Interest Tests
* UCAS/CAO/PLC Application & Courses
* Apprenticeships

**Duration:**

1 class per week for the school year

**Aim:**

To promote the personal and career development of students with an emphasis on preparation for the world of work/college.

**Objectives:**

To promote self-awareness, skills, attitudes and interests,

To explore opportunities in the world of work

To research entry routes to various careers

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| **Teaching/Learning Strategies** |
| Project Work  Questionnaires  Class Discussion/Group Work  Research  Formal Input by teacher  Input by guest speakers  College visits  Work experience  Personal Profile  Group Tutorials  Careers exhibition visits |

**Resources:**

Internet

ICT – Powerpoint/internet sites – careersportal, qualifax, careerdirections, CAO, UCAS, Various college sites etc.

On line Videos

Interest Assessment/aptitude tests

Other relevant prospectus.

**Home-learning Procedures:**

No formal home-learning is given. Students have to research their chosen careers.

**Assessment:**

Self assessment, assessment sheets on line

**Evaluation:**

Program feedback

**Links with other subjects:**

Business, LCVP, English, R.E., other relevant subjects

**Links with Parents:**

Parent Teacher Meetings, by phone and 1:1 meetings on request.

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| **Group** | **Student Contact** | **Personal & Social Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **6th Years** | Formal class contact – 1 Class period per week  Individual sessions by appointment  Career Guidance Class: 1 Weekly  RE Class 1 | **Mental health**  **Substance Misuse**  **Personality Types**  **Personality Development**  **Personal Responsibility around decision Making** | Invited Speaker on Study Skills.  Higher Options (Limerick or RDS)  Speakers from various colleges  Mental health Awareness week |

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| **Group** | **Student Contact** | **Educational Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **6th Years** | Formal class contact – 1 Class period per week  Individual sessions by appointment  Career Guidance Class: 1 Weekly  RE Class 1 | **Study methods and timetable**  **How to find information in a prospectus and the internet**  **NFQ**  **Ladder of Progression**  **The points system**  **Types of college**  **Transition to College**  **UCAS/CAO**  **HEAR/DARE**  **Grants/Scholarships**  **Accommodation and budgeting**  **Finance and Grants**  **Interview Techniques**  **CV & Cover Letter**  **World of Work**  **Apprenticeships** | Careers Classes  Invited Speaker on Study Skills.  Higher Options (Limerick or RDS)  Speakers from various colleges |

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| **Group** | **Student Contact** | **Career Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **6th Years** | Formal class contact – 1 Class period per week  Individual sessions by appointment  Career Guidance Class: 1 Weekly  RE Class 1 | **Goal Setting**  **Motivation**  **Study Skills**  **Career Interest Tests**  **Individual Career Options**  **UCAS/CAO/PLC Application**  **Apprenticeships** | Career Guidance Class  Invited Speaker on Study Skills.  Higher Options (Limerick or RDS)  Speakers from various colleges  Speaker on applying for grants |

**Leaving Certificate Applied Year 2 Guidance Plan**

The Guidance Plan for LCA pupils is developed and delivered in cooperation with the Year Head, RE, Guidance Counselling Team, Resource Team, HSCL, SCP and individual class teachers. Where appropriate, the program is also supported by invited speakers and the members of the local community through student engagement in work experience. The student is also supported through the proactive engagement of parents. Personal and social development and the development of skills necessary for the world of work is a fundamental pillar of the LCA program. The topics in second year are virtually a mirror image of the topics that are covered in first year. This has happened because we have found that LCA students benefit from having time to process much of the information for a second time from a different perspective based on their maturation process. The topics covered have been identified throughout the consultation process and are based on our own experience as those that are most relevant to the LCA class as they prepare to leave school and progress into the world of work or further education. Each LCA 2 student will have his or her career plans discussed with the guidance Counsellor and they will be advised about PLC courses, observed and assisted while completing the PLC application forms, given advice about apprenticeships and make aware of any employer that might be looking for a first year apprentice. They are also given information about their rights as an employee. The Guidance Counsellor considers it important to deal with the specific career plans of each LCA student and to support them to make the transition from school to their next life stage. The process may continue through formal career appointments and informally in class contact for the entire school year. .   
  
The topics covered in the Personal and Social Education areas are:

* Feelings
* Relationships
* Sexuality
* Substance Misuse
* Health & Leisure
* Communication Skills
* Decision Making
* Personal Strengths and Weaknesses
* Skills Audit
* Personal Budgets

The topics covered in the Educational Guidance are:

* Progression Routes
* Qualifications (NFQ)
* Types of College/points
* PLC Courses
* How to find Information: Prospectus
* How to find Information: Internet
* How to Apply for Grants
* Apprenticeships
* Work Experience
* Workers Rights
* Where to find a job/how to look for a job
* CV Preparation
* Cover Letter
* Interview Preparation – PLC Colleges/Apprenticeships/Jobs
* Examination/Task/Key Assignment Preparation
* Visits to Career Exhibitions and Further Education Colleges

The topics covered in the Career Guidance area are:

* Goal Setting
* Motivation
* The Value of Work
* Career opportunities
* Career Routes Paths
* CV & Cover Letters
* Interview Preparation
* Training Courses
* Workplace Learning
* Health & Safety In the Workplace

**Duration:**

3 Classes per week – Covering Vocational Preparation and Guidance Module.

The Guidance Module is delivered and completed over the two years of the LCA program, one class per session. The module is designed to facilitate the student’s vocational development. The students are helped to develop an awareness of their interests, aptitudes and skills with regard to work; investigate a range of career, education and training opportunities and to devise a personal career action plan.

**Aims:**

This module aims to:

1. Enable the student to become more aware of his/her interests, skills and personality attributes and relate these to different fields of work
2. Help the student determine her/his own strengths or weaknesses and relate these to working life
3. Provide opportunities for the student to identify general areas of employment that suit his/her own skills, qualities and interests
4. Enable students to access and use relevant career information
5. Help the student develop an action plan in relation to his/her chosen career
6. Encourage the student to review and evaluate the effect of maturation, work placement experience and increased workplace and personal awareness on his/her career interests.

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| **Units** | **Content** |
| **Unit 1:** | **The Student and the world of work** |
| **Unit 2** | **The student and one particular field of work** |
| **Unit 3** | **Information Building** |
| **Unit 4** | **Career Action Plan** |

**Resources:**

Student Folder

Internet

ICT – Powerpoint

DVD/Videos

Relevant Websites – qualifax, careersportal, careerdirections, FAS, relevant college websites

Interest Assessment/Aptitude tests

Outside Agencies

Visits to Careers Exhibition/Colleges

Work Placement

**Home-learning Procedures:**

No formal home-learning is given. Students have to research their chosen careers.

**Assessment:**

Self Assessment/Assessment sheets on-line

**Evaluation:**

Program feedback/evaluation. Feedback from past pupils

**Links with other subjects:**

Religion, English and Communication, Hotel & Catering, Woodcraft, RE.

**Links with Parents:**

Parent/Teacher Meetings or 1:1 meetings on request.

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| **Group** | **Student Contact** | **Personal and Social Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **LCA 2** | Formal class contact – one class per week  Individual sessions by appointment  One to one meetings with those unsure about their choice of subjects  Weekly Assembly  RE Class – 1 Class per Week | **Feelings**  **Relationships**  **Sexuality**  **Substance Misuse**  **Health & Leisure**  **Communication Skills**  **Decision Making**  **Personal Strengths and Weaknesses**  **Skills Audit**  **Personal Budgets** | Guidance Counsellor 1:1  LCA Coordinator  Guest Speakers  Subject Teachers  Computer Room Access - Internet Resources  RE Class  VP & G Class  Guidance Class  Parent/Teacher Meeting  Local Community – Work Experience |

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| **Group** | **Student Contact** | **Education Guidance** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **LCA 2** | Formal class contact –  1 class Guidance  2 classes Vocational Preparation  RE Class – 2 classes per week  Individual sessions by appointment  Weekly Assembly | **Progression Routes**  **Qualifications (NFQ)**  **Types of College/points**  **PLC Courses**  **How to find Information: Prospectus**  **How to find Information: Internet**  **How to Apply for Grants**  **Apprenticeships**  **Work Experience**  **Workers Rights**  **Where to find a job/how to look for a job**  **CV Preparation**  **Cover Letter**  **Interview Preparation – PLC Colleges/Apprenticeships/Jobs**  **Relating abilities and Interests**  **Examination/Task/Key Assignment Preparation**  **Interview Preparation** | Guidance Counsellor 1:1  LCA Coordinator  Guest Speakers  Subject Teachers  Computer Room Access - Internet Resources  RE Class  VP & G Class  Guidance Class  Parent/Teacher Meeting  Local Community – Work Experience  Career Interest Tests – Administered in Class  Individual Career Area Research  Students are encouraged to attend career talks, presentations, seminars, open days etc  Career Exhibition in Limerick  Guest Speakers from various colleges |

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| **Group** | **Student Contact** | **Careers Education** | **Skills Development in Related Subjects and Programs**  **[in cooperation and in conjunction with the Guidance Counsellor]** |
| **LCA 2** | Formal class contact – one class per week  Individual sessions by appointment  One to one meetings with those unsure about their choice of subjects  Weekly Assembly  RE Class – 1 Class per Week | **Goal Setting**  **Motivation**  **The Value of Work**  **Career opportunities**  **Career Routes Paths**  **CV & Cover Letters**  **Interview Preparation**  **Training Courses**  **Workplace Learning**  **Health & Safety In the Workplace**  **Career Interest Tests** | Class Contact  Guidance Counsellor 1:1  Invited Speakers  IT Resource Access  Parent/Teacher Meetings  LCVP Class  Year Head & Subject Teachers  Career Interest Tests – Administered in Class  Individual Career Area Research  Students are encouraged to attend career talks, presentations, seminars, open days etc  Career Exhibition in Limerick  Guest Speakers from various colleges  Work Placement |

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Ms Noreen Ryan

Guidance Counsellor

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Ms. Elaine O Leary

Guidance Counsellor

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Mr Ruaidhri Devitt

Principal

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Ms. Anna Tuohy Halligan

Chairperson BOM

Review Date: