



# **Intermediate School Killorglin Co. Kerry**

# **Guidance Counselling Department Policy and Plan**

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# General

## **Mission Statement**

The mission statement of Intermediate School Killorglin (ISK) states that .... *“The school wishes to educate its pupils in happy and pleasant surroundings and to achieve their potential, to develop their talents, to strive for excellence and search for truth. The pupils will learn to appreciate loyalty to their Families, to School, Country and to God and in learning this will understand service to their fellow human beings and to their community.”*

We recognise that each of our students present as an individual with his or her own script and that our students come from a variety of different backgrounds. We endeavour to adapt a Person centred approach and to accept each of our students in their own right within the context of the student body in ISK. The philosophy of the school demands high standard of work, personal behaviour and respect of self and of others from all students.

The Guidance policy reflects this respect for the individual in its student centred holistic approach. The central goals of the guidance policy are to enhance students’ self-esteem, life skills and development of potential (academic, personal and emotional) that leads to greater personal autonomy for all students.

This policy is not a rigid template, it reflects the distinctiveness of Intermediate School Killorglin in its own particular context and circumstances. ‘Guidance’ refers to the subject guidance as it is delivered to the ISK students, conscious of students’ needs and mindful of the available resources. It is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be provided for in the school.

## **Rationale**

Guidance is an entitlement in post-primary schools as indicated in Section 9(c) of the Education Act (1998), it requires schools to “...ensure that students have access to appropriate guidance to assist them in their Education and career choices...” The provision of guidance is a statutory requirement for schools under this Act.

## **Implications**

The Education Act refers to access (to school resources, physical and personnel...) and appropriate guidance (i.e. Whole school response to meeting the guidance needs of all its students). Hence, Guidance in ISK is a Whole school activity that is integrated into all school programmes. The mission statement and the school ethos are reflected in the Guidance policy taking into account all educational and legal requirement.

## **Guidance Counselling in ISK**

Guidance Counselling and Guidance and Counselling refers to a range of learning experiences that is provided in a developmental sequence. It is designed to assist students to develop self-management skills which will lead to effective choices and informed decision making about their lives as well as make transitions to these choices. It encompasses the three distinct, but interlinked areas of

- Personal and Social development
- Educational Guidance
- Career Guidance

The delivery of these three distinct areas of the plan is a Whole school responsibility and are integral to providing all students with a holistic and Person – centred educational experience.

### **Guidance activities that assist students make informed choices include:**

- Personal counselling – assisting students to explore their thoughts, feelings and experiences and realistic choices open to them in a caring environment.
- Assessment - using psychometric instruments and self-assessment inventories to help students gain better self-understanding
- Information and Advice – provide students with objective and factual data about subject choices, training opportunities, career events and trends in labour market
- Educational, personal and social development programmes – supporting students to acquire skills to facilitate transfer of knowledge and competence to studying, examination performance, subject choices, self-awareness, planning and decision making.
- Referral – referral of individual students to the Guidance Counsellor or referral by the Guidance Counsellor to other professionals outside the school

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

### **Guidance activities that assist students to make transition (lifelog transition) include:**

- Open Day – introduction of incoming first year students and their Parent/Guardian to the school
- Careers education transition programmes - 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.

### **Guidance activities that support the achievement of the aims of the school Guidance programme includes:**

- Consultation with parents, school staff and students.
- Feedback - give feedback to the Care Team and other staffs members on the needs of individual students, groups and the school as an organisation. As well as feedback to the Manager on how the school Guidance programme has supported students' choices and transitions.
- Networking - establishing links with employers, relevant agencies and institutions to enhance guidance work with students.
- Promote change - assisting curriculum development in the school.
- Manage, organise and co-ordinate guidance activities into a coherent programme.



## Aims

- Assist student to flourish and develop their talents and abilities by providing an enabling environment
- Provide a framework for the delivery of the school's guidance and counselling programme.
- Ensures a structured response to student's personal, social, educational and career guidance needs.
- To make sure all students are included in the guidance programme by providing for the junior, senior, minority and special education needs of all students
- Encourage and support student through the different transitions of education – from national school to post second level education.

## Objectives

- Develop awareness and acceptance of each student talents and abilities.
- To encourage students to identify and explore opportunities
- To encourage students grow in independence, take responsibility for themselves, make informed choices and follow through on these choices.
- To support students develop coping skills
- To make the Guidance plan an active document and on-going part of the whole school plan
- To promote guidance as the responsibility of all stake holder in the school

## Whole School Guidance Programme

The Guidance Counselling service in ISK adopts the National Education Psychological Service (NEPS) (2010, 2013) continuum support model and Mental Health promotion (National Centre for Guidance in Education [NCGE], 2017) by approaching student support service in the school on a Whole School basis. Student's needs are met along a continuum from a Whole school approach to group and individualized approaches. The Whole school Guidance programme provides ***Guidance For All, Guidance For Some and Guidance For A Few*** (appendix 1). Guidance counselling service is provided to meet the specific needs of the students in ISK.

## **The Care Team in ISK**

The Care Team in ISK is made up of the Principal (Designated Liaison Person [DLP]), Deputy Principal (Deputy DLP), Guidance Counsellor, Year heads, TY coordinator, Learning support coordinator and Special Education Needs coordinator (SENCO). They may hold regular meeting to identify area of needs of students. The Guidance policy in ISK involves the whole school and is a collaborative effort by all stakeholders in the school.

## **Roles and responsibility**

### **Manager and or Principal**

Oversee the implementation, evaluation and review of the Guidance policy and ensure that all areas of the Guidance plan reflect the fundamental principle of the school mission. The Principal is the DLP and responsible for organising regular meeting (Care Team).

### **Deputy Principal**

Deputise in the absence of the Principal and deal with discipline issues. Make contact with Parents/Guardians and organise supervision of students.

### **Year Heads**

Work in cooperation with the Principal, Deputy Principal, Guidance Counsellor, Teachers and SENCO regarding general and or specific information about students and specific educational needs of students.

### **SENCO/Learning support teacher**

Visit National schools with Principal and Guidance Counsellor to gather information on incoming first years to identify any learning support or educational assessment needs. Assessment of all incoming first year (reading and spelling). Communication with parents of identified students and oversee the WRATS test to identify students in need of RACE for state examinations. Communicate relevant information about student re Special Need to staff as necessary.

# Guidance counselling (Curriculum/Coordinator)

The subject coordinator

Guidance Counsellor

## **Role of subject coordinator**

The Guidance Counsellor is responsible for the delivery of a comprehensive Guidance Programme but a whole school approach is important to realise this objective. A holistic approach to Guidance provision is essential to ensure all students have “access to appropriate Guidance” (9[C]) Education Act. 1998).

Guidance planning in ISK is considered as an evolving process that reflect the needs of all our students with consideration to available resources and contextual factors. The Guidance Counsellor will liaise with the Manager, Principal and Deputy Principal around organisational/administrative matters pertaining to the overall Guidance Counselling service in the school. The Guidance Counsellor also takes responsibility for compiling the end of year report.

## **Time allocation and Timetabling**

To meet the requirement outlined in the Department of Education and Skills (DES, Circular 0009/2012) outlining staffing arrangement for post primary schools, the school Manager and or Principal have “autonomy” in providing a Guidance and Counselling service to students from within the standard staffing schedule.

Guidance in post-primary schools is considered within the lifelong context and is aimed at students from the ages of 12 to 18 years. It relates to programmes from levels 3 to 5 on the **National Framework of Qualifications [NFQ]** (Appendix 2). The Guidance programme in ISK is provided to both the junior and senior cycle students.

## **Guidance Curriculum**

The Guidance Curriculum may be divided into two components namely Formal and Informal

### **Formal Guidance**

This is delivered in ISK using two forms of intervention with variety of methodologies:

- Individual contact (one- to- one) – Personal counselling, Career exploration, Vocational Guidance Interviews (VGI)
- Group Contact – Group Intervention, Year group Intervention, Career Fair/Trips/Exhibition, Open days, Invitation of Guest speaker and Information evenings.

### **Informal Guidance**

- Informal Guidance programme consists of liaising with other Teaching Staff, Care Team and Manager to promote cross curricular links and to enhance the development of a Whole School policy in relation to the delivery of the Guidance Plan.
- Meeting with Parents/Guardians and attending the Care Team meetings is an integral part of informal guidance.

### **Class Organisation/Effective Teaching methodologies**

Guidance programme is available to students in ISK through year group intervention. Each year group has specific structured yearly activities or task that is organise to enhance student learning experiences, social and personal development.

<b>Year Group</b>	<b>Teaching Methodologies</b>
1	Year group Intervention*
2	Year group Intervention*
3	Year group Intervention*
4 (TY)	Class (weekly class contact)
5	Group /Year group Intervention*
6	Group/Year group Intervention*

\*Study skill, Time management, Guest speakers and other types of Seminars may be organised on an on-going basis. Participation may be mandatory or optional depending on topic of seminar. There are no formal classroom timetabled period for all the year groups except for Transition Years.

## Programme and Activities

Year group	School	External
1	<ul style="list-style-type: none"> <li>• Introduction to Guidance service</li> <li>• Discussion on transition</li> <li>• Subject choice decision</li> <li>• Examination techniques</li> <li>• Study skills seminar</li> <li>• <b>Complete VGI Form (Appendix 3)</b></li> <li>• School trips or tours</li> <li>• Personal Counselling</li> <li>• Mentoring</li> </ul>	Parent/Guardian: information session; Subject option; transition information session; Parent meeting
2	<ul style="list-style-type: none"> <li>• Subject choice</li> <li>• Review or change subject choices</li> <li>• School trips or tours</li> <li>• Personal Counselling</li> <li>• Workshop (cyber-bullying)</li> </ul>	School trips; Guest speakers; Personal development Talk; Workshop or Seminar; Parent meeting
3	<ul style="list-style-type: none"> <li>• Examination techniques</li> <li>• Study skills</li> <li>• Time management</li> <li>• Senior cycle options (TY, 5<sup>th</sup> year, LCVP)</li> <li>• Subject choice</li> <li>• Personal Counselling</li> <li>• Psychometric Assessment</li> </ul>	Parent /Guardian information session on TY and 5 <sup>th</sup> year; Guest speakers; school tours; Parent meeting; Subject choice
4(TY)	<ul style="list-style-type: none"> <li>• Self - Assessment</li> <li>• Career investigation</li> <li>• Career inventory (work value)</li> <li>• Developing Research skills</li> <li>• Subject choice for senior cycle</li> <li>• Personal Counselling</li> <li>• School tour</li> <li>• Developing C.V/application letter</li> <li>• Interview skills</li> <li>• Mock interviews</li> </ul>	Attend Career events; Guest speakers; College open days; Work experience/work shadowing; Gaisce awards; Community service; Other training (first Aid, driving)
5	<ul style="list-style-type: none"> <li>• Career interviews (VGI)</li> <li>• Career planning and investigation</li> <li>• Introduction to CAO, UCAS and EUNICAS</li> <li>• Developing C.V/application letter</li> <li>• Interview skills/work experience</li> <li>• Subject choice</li> <li>• Personal Counselling</li> <li>• Study skills</li> <li>• Stress / anxiety management</li> <li>• Open days/ career fair</li> </ul>	Attend Career events; Invite guest speakers; College open days; College awareness week; Parent/Guardian information session

- Examination technique
  - Different progression route (Higher/Further/PLC)
  - One –to- one session (mandatory) using VGI form
  - Preparation for career exhibition and open days
  - Application procedures (CAO/UCAS/EUNICAS)
  - Study skills/Exam technique (revision)
  - Personal Counselling
  - Options after LC / Transition from second level
  - Grant and Scholarships
  - Motivation – review/evaluation of results
  - Personal career research
  - Mentoring
- Attend career exhibition  
Parent/Guardian information session;  
Attend college open days; Invite guest speakers;

## Guidance Counselling Resources

The following are a range of resources required by the Guidance Department to carry out its functions.

- **Personnel:** Guidance Counsellor, School Manager, Principal, Deputy Principal, Year Heads, Subject Teachers, Class Tutors, School Secretary, Canteen staff, Caretaker, SNA's and Mentors
- **Materials:** Career Library, Use of ICT programmes, online resource, college prospectus, (Qualifax, careersportal, classroomguidance, careerdirection), Guidance Notice board, Computer room
- **Facilities:** Guidance office with glass panel door/window, Phone, Personal laptop and another Computer, Printer, secured Filing cabinet with locks, Notice board.
- **External:** Guest speakers, Career Exhibitions, Open days, Information sessions (Parent and or students), Links with National schools, past students and parent/guardian

# Critical Reflection and Evaluation

Critical reflection is a very important part of the school Guidance Programme. It is important to measure and assess the strengths and weaknesses in the Guidance service provided to secondary school students and to employ strategies for a whole school approach to guidance. It is envisaged to develop an evaluation programme whereby all Junior and Senior Cycle students will be given the opportunity to evaluate the Guidance programme in ISK.

## Theoretical Framework

Guidance Counselling will be offered on an individual or small group basis. The focus of counselling is on the personal, social, educational, and vocational issues. Student will be supported individually, in small groups or as part of supervised peer counselling. The Guidance Counselling Service will provide a caring context for counselling, engage in advocacy where appropriate and support young people in personal crises. In this regard, students are supported through the following ways:

**Individual Counselling** is an interactive process to help each student to understand their individual personal reality and deal responsibly with their needs in a safe and supportive environment.

**Group Work** is offered under the direction of the Guidance Counsellor or other qualified personnel in the school. The goal of group work is to encourage students to learn that they are not alone in their experience and receive healing from one another. All group work will only take place where there is proper supervision. Depending on the context and the group, this can be the most effective form of support for some students.

**Peer Support** involves students giving one to one support to fellow students in a helping context. This will be conducted under the supervision of the Guidance Counsellor and with the permission of the Principal.

**Mentoring** involves the network between Leaving certificate and first year students. The first year students are supported by their senior colleague to transition properly from National school and have a sense of belongingness in the new school environment (appendix 4).

# Ethical Considerations and Accountability

This policy statement will be the basis on which a regular review and evaluation of the Guidance Counselling Service will be conducted by the Guidance Counsellors in collaboration with the Care Team, Teachers and Manager. A comprehensive review of the entire Guidance Counselling Service within the context of the Whole School Plan will provide an opportunity for the Guidance Counsellors to give a full report to the Manager in the school, receive feedback on any shortfalls in the service and agree a budget for the following year.

The Guidance Counselling Service is subject to all legal and professional requirements within the Whole School Plan (WSE). The provision of Section 9(c) of the Education Act (1998), that requires schools to “...ensure that students have access to appropriate guidance to assist them in their Education and career choices...”and to the school’s Religious and Educational Philosophy. The Guidance Counselling department will also adhere to directives from the DES, NCGE, Institute of Guidance Counsellors (IGC) and the Psychological Society of Ireland (PSI). The Guidance Counselling Department will also work in collaboration with the National Educational Psychological Service (NEPS) and TUSLA – Child and Family Agency.



# In-Career Development

In-career development is essential to the work of the Guidance Counsellor. To maintain qualified membership of the Institute of Guidance Counsellors (IGC) a chartered Member must complete 10 hours of in-service training annually (IGC Constitution and Code of Ethics 2004). The Guidance Counsellor is required to be an active member and maintain qualified membership of IGC.

Regular attendance at local IGC meetings and Counselling Supervision is facilitated by the school through sensitive timetabling. The DES supports the provision of in-service for IGC members through funding. The IGC provides a range of in-service relevant to Guidance counsellors work and has numerous links with organisations (local and national) offering in-career training and workshops to registered IGC members.

The Guidance Counsellor will take part in professional peer supervision, which will provide support and feedback for professional welfare and self-care. Attendance at open days, career seminars and IGC meetings all constitute in-career development (Guidance Counsellor Record of In-career development - appendix 5).

# Confidentiality

A professional relationship involving confidentiality is at the core of the Guidance Counselling Service in ISK. The Guidance Counsellor will take reasonable care to ensure that consultations with students, parents, Teachers and other professionals will take place in an appropriately private environment.

The Guidance Counsellor has the responsibility to inform students about the limitations to confidentiality as thus:

- If a student share information indicating that their life or another person's life is at risk or
- If a student shares information about any form of abuse that is happening or had happened in the past

**On these grounds the Guidance Counsellor has an obligation to break confidentiality**

The Guidance Counsellor will take all reasonable steps to ensure that the Manager, Principal, Deputy Principal, Teachers and other colleagues with whom they work understand and respect the need for confidentiality.

## Reporting Procedures

In both Personal Counselling and in Careers/Vocational Guidance Interviews the confidentiality rule is followed. The Guidance Counsellor in ISK will practice a student centred guidance program where all information about students is shared with student.

Information about students may be shared only for professional purposes and with those that are entitled to be consulted. Any other personal information about students is shared on a need-to-know basis to protect confidentiality.

The Guidance Counsellor will provide written and/or oral report to the Principal and/or Manger on an on-going basis or as the need arise. An annual report on personal counselling and other work carried out with students during the year will be presented to the Principal/Manager.

# Referral Services

Clear procedures of referral as developed by the Guidance department, Care team and Manager will be followed. The referral system work in three ways:

1. Referral by others (Principal, Deputy Principal, subject Teachers, Parent/Guardian, other members of staff, students): This may be by word of mouth, phone call or completing the **referral form (appendix 6)**.
2. Self-referral: students may approach the Guidance counsellor to request for consultation. Appropriate procedures will be followed before students are seen by the Guidance counsellor to guide against disruption to class work. **A permission/appointment slip (appendix 7)** informing teachers of student appointment is the correspondence between the subject teacher and the Guidance counsellor. An appointment is reschedule if the Teacher refuse student attending appointment
3. Professional referral: the Guidance Counsellor refer students to outside agency for further support when necessary.

When and where necessary, the Guidance Counsellor will supply all relevant information and seek the relevant permission from Manager, Principal, students, parents or guardians before sourcing outside support for students. Assistance for students will be sought from other qualified professionals outside the school for identified areas of concern.

# Record Keeping

Record keeping is an integral part of the administration of the Guidance department. All records will be kept in accordance with the requirement of the Freedom of Information Act, the Irish Data Protection Act (2018) and compliance with the General Data Protection Regulation (GDPR). Subject to legislation, the Guidance Counsellor will take all reasonable steps to safeguard the storage, sharing, disclosing, retrieval and disposal of students' records, both written and electronic.

Two types of records:

1. Detailed Personal records of all Educational, Careers or Vocational Guidance Interviews.
2. Summary reference records of Personal Counselling sessions

## Psychometric Assessment Services

Psychometric tests and other inventories are used in ISK to help students gain better self-understanding. Testing takes place in first and third year. In line with the DES recommended Test instrument, the Drumcondra Reasoning Test is the chosen assessment for incoming first year students while the Cognitive Aptitude Test 4 (CAT4) is chosen for third year students. Some students may also avail of the personality or career interest inventory depending on the individual students need.

***“Intelligence tests, as well as any other kind of tests, should be used not to label individuals but to help in understanding them.”***

All our assessment procedures will be dictated by the above principle and is guided by ISK assessment Policy (see appendix 8). A variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, as an indication of academic ability, categorisation of occupational interests, subject choice for senior cycle, educational and career planning, personal and social development and learning support. School assessment and public examination results will supplement this information.

The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, and behavioural change as well as help students develop skills for coping with ever changing circumstances.

# Protocol for meetings

Meetings are usually conducted during school day/time but may be arranged in certain circumstances after school (emergency). The Guidance Counsellor may sometimes request another staff member e.g. Year head, subject teacher and/or Manager to be present at a meeting or vice versa

## **Care Team meeting**

The Care Team meeting is to identify ways to support some of the students identified as needing more support in the school. The manager and/or Principal may determine the frequency of the meeting and the members of the meeting. There should be appropriate communication amongst members about agenda, scheduling and cancellation of meeting.

## **Meetings with students**

Student may approach the Guidance counsellor in the corridor or guidance office to request for a meeting during school hours. Teachers, Principal or other member of staff may request a meeting on behalf of a student. Parents or Guardians may also request that the Guidance counsellor meet with their child/ward.

## **Meetings with Parents/Guardians**

Parent or Guardian can request to meet with the Guidance Counsellor personally or with their child/ward. The student is invited in for all, or part of the meeting if it concern them, with the approval of their Parents/Guardians. This gives the student responsibility, ownership and inclusion in the meeting and its outcomes. Notes are kept of all meetings by the Guidance Counsellor.

# Links with Staff / Outside Agencies

The following demonstrates the whole school dimension of Guidance and the collaboration between the whole school community and the Guidance Counsellor.

## **Link with School**

Manager  
Principal/Deputy Principal  
Care Team  
Year heads  
Class Tutors / Teaching Staff  
LCVP/ TY/SPHE/PE/Religion coordinator  
Special Education Need Coordinator (SENCO)  
School Secretary  
Caretaking /Canteen staff  
**Students/student Council**  
**Mentors**  
Parents and Parents Association  
Past Pupils.  
Learning Support

## **Link with Outside Agencies**

National Educational Psychological Service (NEPS)  
National Education Welfare Board (NEWB)  
TUSLA/ Health Service Executive (HSE)  
National Council for Special Education (NCSE)  
Social Workers  
Local Employers  
Colleges/Admission Officers/disability officers  
SOLAS  
HEI/IT/FE/PLC  
Community Gardaí/Defence Forces  
DES/SEC  
Home school tuition  
Local Community  
Neighbourhood Youth Project (NYP)  
South Kerry Development Partnership (SKDP)  
Teen Counselling/Kerry Counselling Service/  
KDYS/Killorglin Youth Café/AWARE

# Policies

This area is divided into two sections:

- Guidance Policies
- Guidance- Related Policies

## **Guidance Policies**

Policy on Dropping/Changing subject include subject levels\*  
Attendance at Career Events/Open Days Policy\* (appendix 10)  
Mentoring Policy\*

## **Guidance- Related Policies**

Admission Policy  
Attendance policy\*  
Anti-Bullying and Harassment  
Critical Incident\*  
Substance Abuse\*  
Special Education Needs Policy\*  
Code of Behaviour/ Discipline policy  
Child Protection Policy  
Data Protection Policy

\*Available in on request

# Operational Guidance Plan

## Introduction

The Guidance department in ISK is adopting an operational Guidance Plan to meet the legal requirement of the Education Act (1998) section 9c that states that *school shall use its available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choices*. The ISK Operational Guidance Plan is a work in progress that take into account the legal requirement for Guidance in school and the ISK mission statement of educating our students in “*happy and pleasant surroundings and to achieve their potential, to develop their talents, to strive for excellence and search for truth*”. All of these are embedded in the Whole school Guidance programme.

Guidance is defined as “*a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives*” (DES, 2005, pg.4).

## Aims

As part of the whole school programme, the Guidance Counsellor aim to

- Promote the social, personal and educational development of the students
- Assist in meeting the educational needs of the students
- Assist and support the students make informed choice based on their understanding of their own personality, ability, needs, interest and values
- Provide direction and support to student who are experiencing difficulty with personal, educational or social issues.
- To motivate student to develop problem solving skills



## **ISK Guidance services**

The Guidance Counsellor work in collaboration with the Manager, the Care Team, subject Teachers, class Tutors, LCVP and TY Co-ordinators, SENCO, SNAs, Parents, School Secretary, canteen and Maintenance staff to provide Guidance service to students throughout their time in the school. Each student is entitled to “adequate guidance” under the Education Act 1998. The school provide adequate guidance to each student with the understanding that each student needs vary, some students do require more time of guidance than others. Guidance is therefore provided For All, For Some and for A Few.

There is no time-tabled classroom contact for educational, vocational and career guidance service. Students avail of the service through one-to-one session and in groups (except for Transition Year students). The school organise information session, guest speakers and Talks to meet various needs of our students. The Counselling service is through one-to one meetings with students.

Students are taught how to use the multitude of resources and tools available to assist them make different decision and transitional choices throughout their time in school as well as equip them with lifelong skills.

Parents complete consent forms at the start of each school year to confirm their child/ward has permission to avail of the school Guidance counselling services.

## **Referral/Appointments**

Referral and appointment procedures have to be generally adhered to except on exceptional cases that require immediate intervention by the Guidance Counsellor. Referral for consultation with the Guidance Counsellor can be made through the following people with a referral form (appendix 11):

- Subject Teacher
- Class Tutor
- Year head
- Principal /Deputy Principal
- SENCO

Other Students, Parent/Guardian or school Secretary may also refer students to the Guidance counsellor through word of mouth or phone call especially if they feel concerned or worried about such student.

### **Some reasons for referring students**

- Noticeable changes in student appearance, disposition or grades;
- Poor organisational skills
- Isolation or difficulties with friends
- Suggested change in a subject level or propose dropping of a subject.
- Behavioural challenges,
- Frequent note in journal or absenteeism.

### **Mode of appointment**

Students may approach the Guidance Counsellor in the school corridors or at the Guidance office to schedule appointment. The Guidance Counsellor organise the timetable weekly to accommodate for scheduled appointment as well as meet unexpected need for consultation in case of immediacy. Students of concern are allocated an appointment during the Care Team meeting (appendix 12 ISK Care Team Referral). Parent can make a phone call to request an appointment or call into the school in person.

### **Procedures after scheduling an appointment**

- An appointment slip with time of meeting will be given to the student (appendix 7)
- Student present the slip to the teacher at the appointed time or in advance.
- The Guidance Counsellor keeps a written record of all appointments.

Subject teachers have the right to refuse a student attend a meeting with the Guidance Counsellor if it interferes with their teaching.

## **Record keeping and Confidentiality**

Each year group have a Guidance counselling folder where all notes are kept after each appointment. This allows for all notes to be easily available with reduced administration. It also provides continuity should there be a change in personnel. Student records are kept for a minimum of 7 years.

- A filing system on each year group is kept in the Guidance counsellor's office.
- Any student that meet with the Guidance counsellor have their personal information and records of session stored in their year group file.
- This information is accessible to the Guidance counsellor and principal.
- To ensure accuracy, continuity and simple record system the Guidance Counsellor write up brief notes during the session.
- Pseudonym or identifier is used in place of Student's real names to maintain confidentiality.

**It is the duty of the Guidance Counsellor to inform each student about their legal limits on confidentiality.**

1. If a student share information whereby a person's life is at risk
2. If a student shares information regarding any form of abuse.

The Guidance Counsellor will discuss information about students only for professional purposes and only with those who are clearly entitled to be consulted. Written and oral reports contain only such data as are pertinent to the case and every effort will be made to avoid undue invasion of the student's privacy.

## **Change subject level / Drop subject**

Changing subject level requires consultation with subject teacher, Guidance Counsellor, parent/guardian, principal/deputy principal. The student and parent/guardian are required to complete the change subject level or drop subject form after due consultation with the subject teacher, year head and Guidance Counsellor. If subject involves practical component that may have been completed at this stage, student has to be made aware that this subject will appear on their Leaving Certificate with a result for the work already submitted.

Written approval of final decision to drop a subject is to be completed and returned to the school. Exception to the rule is when a student has a psychological report. Consultation process and written approval still applies

A junior student may change a subject as determined by the school rules

A senior student may change a subject level (up to the end of 5th year) and can drop a subject by the end of 5<sup>th</sup> year. All Leaving Certificate students must sit a minimum of **six subjects** for LC examination

## **Guidance counsellor Task**

The Guidance counsellor is involve in various task throughout the school year

### **Transition from National school to ISK**

- Open night (presentation, meet and greet child/parent)
- Liaise with SENCO for students with additional needs
- Study skills
- Subject choice information session
- Review results
- Incoming assessment

### **Link with outside agencies**

- Organise college visit/Talk/open days/Guest speakers
- Facilitate meetings with National Learning Network for SEN students and Parents
- Network with CAO,UCA, EUNICAS, PLCs/FET, Apprenticeship
- Attend IGC, CAO and College conference and information days
- Organise student to attend UCC prep for Med School, STEM/I-Wish conferences, engineering companies.

### **Link with parent**

- Presentations in a number of Information sessions/evenings
- Incoming first years
- Subject choice
- Transition year (with TY coordinator)
- Fifth year option night (LCVP/LC/App Maths)
- Psychometric assessment feedback
- Leaving Cert information evening
- One-to-one consultation with parent on request
- Phone conversation with parent

## Curriculum content and Guidance syllabus 1<sup>st</sup> – 3<sup>rd</sup> year

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>No formal class contact</b>	<b>No formal class contact</b>	<b>No formal class contact</b>
Transition from Primary to Secondary school	Individual sessions by appointment	Individual sessions by appointment
Study Skills	Personal development	Study skills seminar
Examination Technique	Life skills/workshops	Examination technique
Anti-Bullying / Cyberbullying		Time management
Mentoring		Psychometric assessment
Individual sessions by appointment		Information evening
		Senior cycle options

## Curriculum content and Guidance syllabus 4<sup>th</sup> – 6<sup>th</sup> year

TY	5th Year	6th Year/Repeat
<b>Formal class contact</b>	<b>No formal class contact</b>	<b>No formal class contact</b>
Career planning/Investigation	Mock interviews /interview skills	Post leaving cert options
CV and application procedures	Study skills session	Study skills session
Self-assessment (interest/personality/values)	Individual /group meetings	Individual /group meetings
College Open Days	College Open Days	College Open Days
Talks/presentations/seminars/workshops	College application procedures	College application procedures
Subject choice for senior cycle	Guest speakers	Guest speakers
Work experience placements & supports	Parent/student Information sessions	NFQ/QQI/CAO/UCAS
Preparation for and review of Work Experience	Work experience placements & supports	Supervised Study
Individual sessions by appointment	Supervised Study	Parent/student Information sessions
Personal counselling	Personal counselling	Personal counselling
Mock interviews /interview skills		Mentor program (selected few)
Research skill/use of ICT		Mandatory individual session
VGIs		Stress/anxiety management

## **Guidance Counsellor Scheme of work**

### **August**

- Available to Parent and students for the week of Leaving Cert results and college offers
- Schedule meetings for following days as required
- Attend school on the day of the Leaving Certificate results
- Review results briefly and distribute results to students (with Principal/Deputy Principal).
- Identify vulnerable students and be attentive and supportive of vulnerable and emotional students (with Principal/Deputy Principal)
- Calculate the CAO points for all students and add to record.
- Information regarding option of a repeat, accepting CAO offers and FET/PLC courses.
- Parents may be met if they have concerns about their child/ward in any year group.

### **September**

- Start noticeboard and classroom displays (plan notice/information for the year - may be flexible)
- Setting up (VGI) with year groups (3<sup>rd</sup>, TY and 5<sup>th</sup> years)
- Meet with Principal/Deputy Principal and SENCO regarding incoming First Years.
- Review of summer in-house examination results with Principal/Deputy Principal and SENCO.
- Change of subject (5<sup>th</sup> year) and subject choices are monitored.
- Liaise with repeat students to dispel the notion of failure and encourage them to work with teachers to identify any changes to textbook
- CAO points are calculated for all Leaving Certificate students. A copy is provided to Principal/Deputy Principal and Year Head.
- Individual appointments.
- Liaise with LCVP teachers and TY co-ordinator
- Guidance counsellor branch meeting and Supervision

## **October/November**

- Individual appointments
- Leaving Certificate study and wellbeing
- Prepare Leaving Certs for Open Days (UCC & UL/LIT/ITT/MARY I/KCFE)
- UCC/CIT Guidance Counsellor Information Day.
- Invite Guest Speakers
- Open night
- Review of first year term reports with Principal/Deputy Principal and SENCO
- CAO Conference/application process
- Careers Fair Killarney (TYs and 5<sup>th</sup> years)
- Liaise with LCVP teachers and TY co-ordinator
- Liaise with other teachers and outside agencies (guest speakers or parents)
- Liaise with Year Heads, class tutors and teachers with regards to any concerns.
- Guidance counsellor branch meeting and Supervision
- Track previous year Leaving Cert students
- Parent Information session about CAO/HEAR/DEAR/SUSI

## **December/January**

- Individual appointments
- CAO/HEAR/DARE applications
- Liaise with other teachers and outside agencies (guest speakers or parents)
- Liaise with Year Heads, class tutors and teachers with regards any concerns.
- Guidance counsellor branch meeting and Supervision
- Review Christmas in-house examination results of first, third and sixth year student and Identity student achievement and/or changes in performance or behaviour.
- Liaise with LCVP teachers and TY co-ordinator
- Psychometric testing
- Parent information session



## **February/March**

- Parent information session (TY/5<sup>th</sup> year)
- Individual appointments
- CAO/HEAR/DARE applications
- College information/updates about changes
- Liaise with other teachers and outside agencies (guest speakers or parents)
- Liaise with Year Heads, class tutors and teachers with regards any concerns
- Guidance counsellor branch meeting and Supervision
- Liaise with LCVP teachers and TY co-ordinator
- Review first year subject choice and liaise with SEN co-ordinator
- Work with third year and transition year students regarding fifth year choices

## **April/May**

- Review pre-examination results
- Interview preparation and personal statement work with Leaving Cert students
- Individual appointments
- Liaise with LCVP teachers and TY co-ordinator
- Incoming First year Night
- Liaise with other teachers and outside agencies (guest speakers or parents)
- Liaise with Year Heads, class tutors and teachers with regards any concerns
- Guidance counsellor branch meeting and Supervision
- Evaluate the school year with Principal/Deputy, SENCO and Care team

## **Evaluation & Review of Guidance & Counselling**

Evaluation of the work of the Guidance Counsellor takes place annually through consultation with Principal and or Deputy Principal, SENCO, other relevant staff, students and parents. Identified areas of development (guidance programme) are discussed and working model adopted for review

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Department of Education and Skills (2005) *Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance.*

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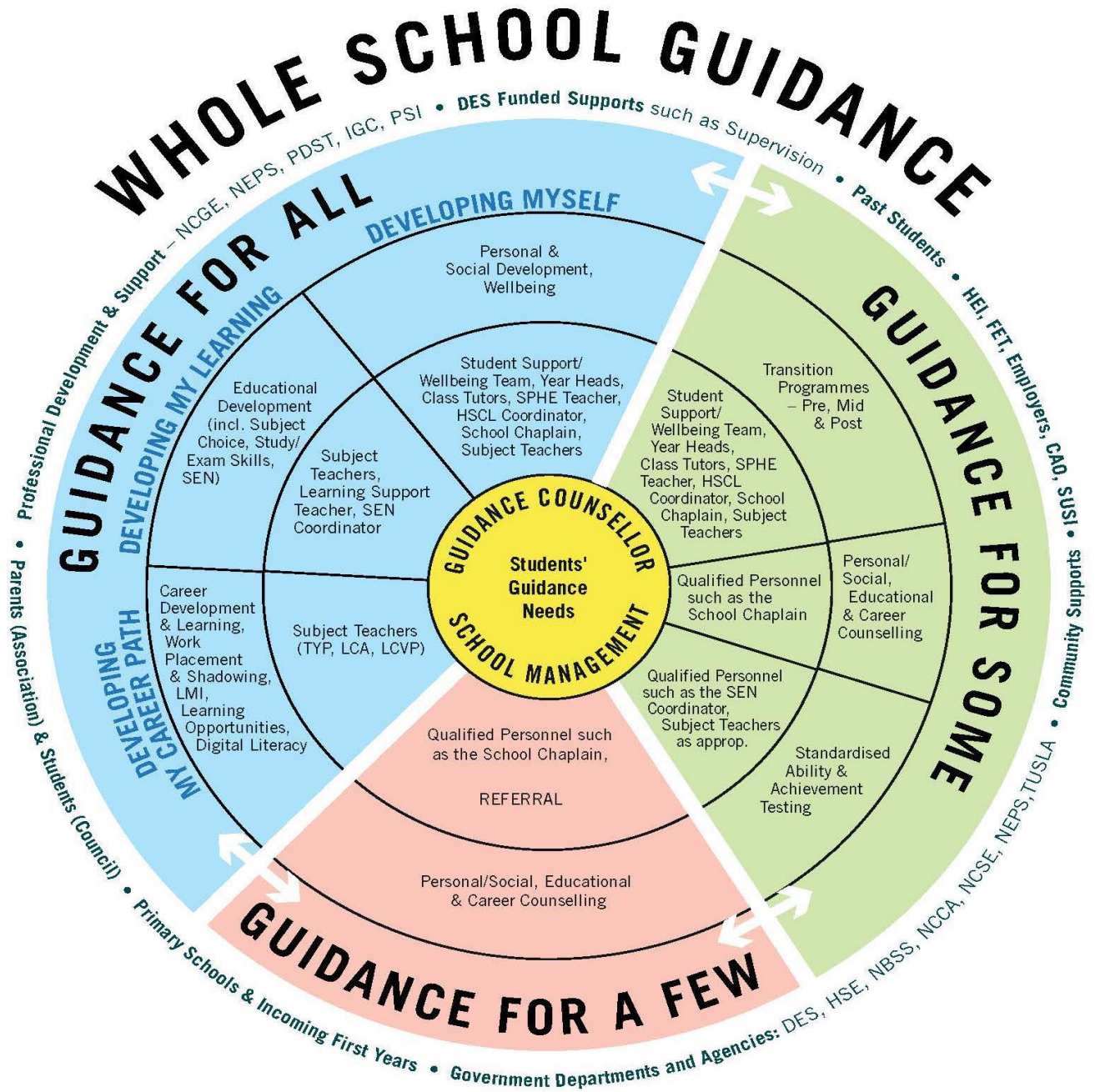
# List of Appendices

1. A Whole School Guidance Framework
2. National Framework of Qualifications
3. Vocational Guidance Form
4. Counselling session record form
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6. Referral form
7. Appointment slip
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9. Open Day Policy
10. ISK Care Team Referral form
11. Psychometric Assessment Policy

**A Whole School Guidance Framework**

[https://www.ncge.ie/sites/default/files/Framework\\_Guidance\\_POSTERS\\_P1ONLY.pdf](https://www.ncge.ie/sites/default/files/Framework_Guidance_POSTERS_P1ONLY.pdf)

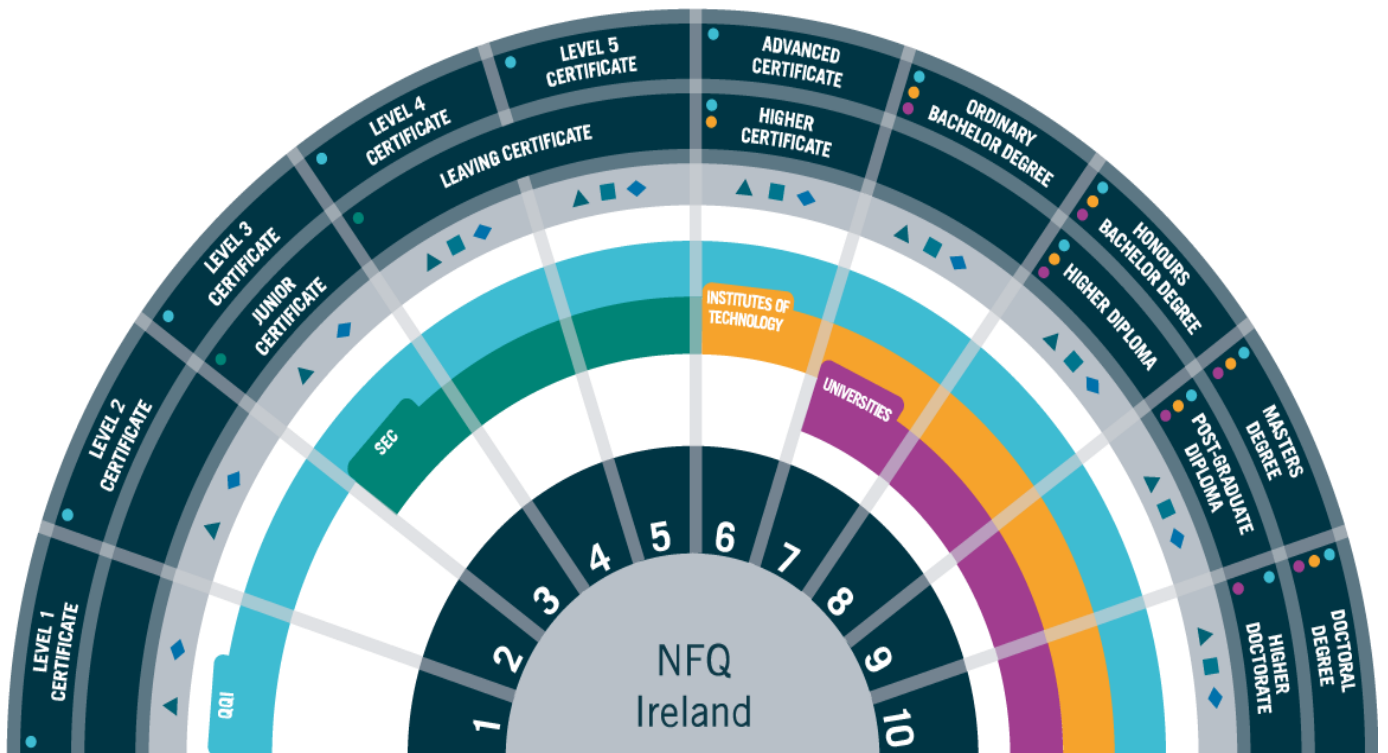
Excerpt from - ‘NCGE: A Whole School Guidance Framework’ © National Centre for Guidance in Education 2017.



Appendix 2

**National Framework of Qualifications**

<https://prdnfq.azurewebsites.net/>



Appendix 3

**Vocational Guidance Form**

<file:///H:/ISK%20PRINT/Career%20interview%20template%20VGI.pdf>

Appendix 4

**Counselling session record form**

<file:///H:/ISK%20PRINT/Guidance%20counselling%20session%20record%20counselling.pdf>

Appendix 5

**Mentoring programme forms**

Available in hardcopy in school – Guidance Department -



Appendix 6

**Referral form**

Private and Confidential

Name of Student .....

Year/Class .....

Year Head.....

Please tick as appropriate (√)

Pastoral Care ( )

Learning ( )

Behaviour ( )

Reasons for Concern

.....  
.....  
.....  
.....

Signed..... Date.....

PLEASE HAND TO THE COORDINATOR OR DEPUTY COORDINATOR OF THE CARE TEAM (PRINCIPAL OR THE GUIDANCE COUNSELLOR)

Appendix 7

**Appointment Slip**

**Intermediate School Killorglin**

Please excuse \_\_\_\_\_ to attend an appointment with the Guidance Counsellor.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Signed: \_\_\_\_\_ (*Guidance Counsellor*)

I give the student permission to attend: \_\_\_\_\_ (*Class Teacher*)

Could the class teacher please give this back to the student before the appointment.

Thank you

Appendix 8

**Change subject level / Drop subject**

Student Name ..... Class.....

Subject ..... Level Higher ( ) or O ( )

Change subject level..... Drop a Subject..... (Tick as appropriate)

Reason for changing subject level.....

Reason for dropping subject.....

Subject Teacher comment/date.....

Year Head comment/date.....

Guidance Counsellor consultation/Recommendation/date.....

.....

.....

.....

.....

Student signature / Date

.....

Parent consent

.....

Year Head

.....

Principal/Deputy Principal

## Appendix 9

### **Open Day Policy**

Fifth Year is a very important Exam year. Students must be selective about their choice of Open Days. In order to have a successful year, it is important to research courses carefully so that they can choose particular Open Days to attend. A school letter is sent home requesting the parents/guardians to sign and give their permission for their child/ward to attend the Career event. The student returns the slip to the Guidance Counsellors with the parents/guardians' signature.

When the school officially attends an Open Day:

- Notice of the open day is given on the board in Staff Room to inform teachers of the names of the students who will be attending the event.
- All students wear full uniform.
- Attendance is taken prior to departure.
- Positive behaviour and cooperation on the day is required at all times.
- Any misbehaviour will be reported according to the rules of the school.
- When buses are involved, students must cooperate fully by arriving at the appointed meeting places on the times stated by the Guidance Counsellor.
- If using organised transport, it is important to have more than one teacher to accompany students in case there is an accident/illness involving one or a number of students. The teacher student ratio is comply with in line with the recommendation of DES
- Attendance lists are organised by the Guidance Counsellor (three list requirement by the DES: one each for the office, the staff room and the principal).
- Students are encouraged to take the opportunity to attend talks and department tours.

If a student wants to attend a specific Open Day that the school is not officially attending, the student must present a letter to the Deputy Principal, signed by their parent/guardian, giving permission, minimum of two days before the Open Day. This will ensure that the student will be marked present for that school day attending an information day with written permission.

Appendix 10

**ISK Care Team Referral**

Date:                      Venue:                      Time:

Attendees

	Class	Year group	Student Initials	Concerns+	Risk*	Follow-up**
	1 <sup>st</sup>					
1.						
2.						
3.						
	2 <sup>nd</sup>					
4.						
5.						
6.						
	3 <sup>rd</sup>					
7.						
8.						
9.						
	4 <sup>th</sup> (TY)					
10.						
11.						
12.						

	5 <sup>th</sup>					
13.						
14.						
15.						
	6 <sup>th</sup>					
16.						
17.						
18.						
	Repeat					
19.						
20.						
21.						

+**Concerns** are phrased in categories according to the main presenting problem:

- Behavioural – acting out; aggressive; bullying; absenteeism
- Emotional – family or personal problems, grief
- Social – isolated, fighting,

\***Risk** is rated from 1 – low risk to 5 high risk (immediate action required).

\*\***Follow-up** refers to the individual(s) who will be reporting back on the student following some action

Appendix 11

**ISK Psychometric Assessment Policy**

<https://www.ncge.ie/sites/default/files/Best%20Practice%20Ethical%20and%20Legal%20Considerations%20in%20Psychometric%20Testing%20%281%29%20%287%29.pdf>