

PATRICIAN ACADEMY GUIDANCE PLAN

RATIFIED BY THE BOARD OF MANAGEMENT, JUNE 21ST 2010

Scope

This document sets out the Guidance Plan of the School. The Guidance Plan details how resources are organised to ensure the provision of a balanced and effective programme throughout the school.

The plan reflects the school's ethos and mission statement which is committed to providing a range of learning experiences in a developmental sequence which assists students to make choices (personal, social, educational and career) about their lives and to make transitions consequent on these choices.

The plan covers all aspects of guidance.

Rationale

The plan is necessary to:

- Provide a reference point for parents, students and teachers (and other relevant parties).
- Comply with the Education Act 1998.
- Provide transparency and accountability.
- Clarify procedures for all concerned.

Goals / Objectives

The plan aims to:

- Ensure the availability of an appropriate guidance plan for all students to assist them in making choices and successful transitions in the personal, social, educational and career areas.
- Outline the school's support for the guidance programme, the adequacy of its allocation of resources and involvement of the guidance counsellor(s), staff members, parents, students and community agencies.

Implementation Procedures

- The school guidance plan is available to staff, parents and students.

- All teachers facilitate the guidance plan in the teaching and learning process on a daily basis.
- Class Tutors and Year Heads facilitate the policy in their daily routines through:
- The referral system to the Special Needs Department, Learning Support Department, School Counsellor, Deputy Principal and Principal.
- Constant monitoring of students work.
- Consultation with parents and relevant parties / bodies in the community.

Curriculum

The School curriculum is integral to the guidance provided for students.

Junior Cycle

All students study the following core subjects for Junior Certificate:

Religion	Social, Personal and Health Education	Physical Education
Maths	Gaeilge	English
French	History	Geography
Science		

First Years are offered a Taster Programme in the following Option Subjects from September to February:

Materials Technology	Wood	Art
Technical Graphics		Music
Business		

Students choose two of these option subjects for Junior Certificate in February.

Senior Cycle

Students study the following **compulsory subjects** in Senior Cycle:

Gaeilge	English	French
Maths	Religion	

Students choose three **optional subjects** from the following list:

Accounting	Economics	History
Geography	Design and Communication Graphics	Construction Studies
Physics	Chemistry	Biology
		Agricultural Science

All students are offered a Taster Programme in all option subjects for the Senior Cycle in Transition Year. Students take DATS (Differential Aptitude Tests) in Transition Year and receive individual feedback on these tests from the Guidance Counsellor.

Permission to change Subject

Students, in Junior and Senior Cycle, are permitted, where feasible, to opt into another subject. The option to change subject is not available in Third Year and Sixth Year. Students are required to engage in a consultation process involving Subject Teachers, Parents, Year Head, Guidance Counsellor and Deputy Principal/Principal. Students are required to complete a Change of Subject Form (see Appendix 1) detailing reasons for wishing to change subject. The form is signed by all those consulted by the student.

Permission to give up a Subject

In exceptional circumstances and after consultation with the subject teacher and parents a student may be permitted to give up a subject. The student is required to complete a Permission to cease taking a Subject Form (see Appendix 11).

TRANSITION YEAR PROGRAMME

The Transition Year is an integral part of the six year educational cycle in the Patrician Academy.

All students entering Senior Cycle take Transition Year. The programme provides an appropriate balance between academic and non academic study and endeavours to meet students' needs.

“Education should be both challenging and relevant in preparing students for life and for work and should equip them with the skills for this purpose”.

The above quotation from the 1992 Green Paper serves as an apposite underpinning philosophy to the Transition Year Programme. The principal aim of the Transition Year Programme is education for maturity, through experience of adult and working life. Other aims include:

- Consolidating what the student has learned and experienced during his Junior Certificate Cycle.
- Helping the student to mature academically, socially, spiritually and physically so that he may harvest the greatest possible benefit from the year, enabling a smooth progression to the Senior Cycle years and indeed, beyond the school campus.
- Enabling students to maximise their talents.
- Engendering in students, Gardiner's multiple intelligences theory; the notion that we are all intelligent in some way.
- Developing in students a positive self image and strong interpersonal understanding, enabling the development of a self confidence that both realises dreams and recognizes limitations.

The Patrician Academy Transition Year Programme has evolved into a broadly based educational experience which challenges students and enriches their educational experience.

Leaving Certificate Vocational Programme (LCVP)

The Leaving Certificate Vocational Programme was first offered to pupils in the Patrician Academy in Sept. 2001. It is becoming a very popular subject and is offered to pupils in most schools in Ireland. The programme has been very successful in linking what the pupils learn in their traditional Leaving Cert. subjects with the world outside the school. It gives the pupils the opportunity to develop interpersonal, vocational and technological skills. These are the type of skills needed to succeed at third level, to find employment or to start your own business.

The programme will involve two class periods a week with virtually all the work being completed within class time. The LCVP is taught by way of two "Link Modules", namely, "Preparation for the World of Work" and "Enterprise Education". The Link Module activities usually include:

- Conducting investigations into businesses and community enterprises.
- Inviting interesting people to talk to pupils.
- Organising enterprising activities such as school events, newsletters, career investigations, job search, practice at interviews.
- Using computers and audio visual equipment.

The course is assessed by means of a portfolio of coursework (60%) and a written examination (40%).

It is recognised for points by both the Institutes of technology and the National Universities. The LCVP is attracting a lot of interest nationally from employers, public service, commercial firms.

A detailed presentation on the programme is given to all Transition Year pupils and they are asked to apply for a place. To qualify, two of the pupils "Leaving Certificate Optional Subjects" must be from a list of Vocational Subject Groupings set out by the Department of Education and Science.

The criteria for selection/suitability for this programme are:

- Pupils Transition Year record/report
- Ability to work on one's own
- Interview – enthusiasm, attitude, background information etc.
- Willingness to co-operate
- Other teachers' input
- Random selection

Roles & Responsibilities

Teachers/Class Tutors

- Encourage all students to work to their full potential in a positive, inclusive and healthy atmosphere.
- Allow for the inclusion of all abilities through the use of different teaching methodologies.
- Promote the holistic development of every individual.
- Liaise with other staff, S.E.N. Department, Learning Support Department, Guidance Counsellor, Year Heads, Deputy Principal and Principal.
- Ensure for the regular monitoring of students work.

Year Heads

- Promote the holistic development of every individual in the Year Group.
- Offer support to the class / subject teacher.
- Offer support to the individual student.
- Consult with parents.
- Communicate with staff, Deputy Principal and Principal regarding students' progress.
- Follow any discipline or pastoral procedures as developed by the school.
- Refer student for further support.

Students

Students are

- encouraged to develop their academic, social and personal skills to the maximum of their potential
- expected to behave in accordance with the School Rules
- expected to comply with any sanctions and rewards as laid down in the school policy
- **expected to respect diversity and difference.**

Principal

- Oversees the implementation of the guidance policy in the school.
- Ensures a healthy, safe and inclusive environment for all staff and students.
- Supports staff with the provision of in-service and upskilling. Liaises with all concerned parties in school and outside of school.

Parents

- Support teachers and staff in the implementation of the guidance policy.
- Support their sons.

Deputy Principal

- Offers support to the Principal, Year Heads and Staff in the implementation of the Guidance Plan.
- Furthers the Guidance Plan in the day to day running of the school.
- Discipline.

Guidance Counsellors

Meets with students to discuss and advise them on

- Career Choice and Information
- Subject Choices
- Pastoral Issues

Refers students for counselling when and where appropriate.

Advise and communicate with staff and parents.

Mentor Programme for First Years

Objectives of the Programme

- To create an atmosphere of friendship and trust which can ease the transition from Primary to Secondary school.
- To support First Years.
- To provide a line of communication between teaching staff and pupils.

What does the role involve?

Throughout the year mentors may be involved in:

- Organising sports.
- Regular meetings with First Years.
- Informal contact.

Implementation of the Programme

- Transition Year students are asked to apply in writing and to say why they are applying. Selection of the mentors may be on the basis of the written application alone or may in addition use an interview.
- Mentors receive training in role definition, boundaries and confidentiality. A certificate stating that they have completed the Mentor Training Programme is awarded at the Transition Year Graduation.
- Three Mentors are selected per class group. The Mentors select a Team Leader and Deputy Team Leader to act as liaison person with the First Year Head.
- The Team Leader or Deputy Team Leader meets the Guidance Counsellor once a week.
- Mentors meet the Principal, Deputy Principal and Year head once a month
- Mentors meet First Years at the First Year Orientation Day at the start of the school year.
- The Team leader attends the First Year Parents' Meeting in September.
- Mentors receive a token at the awards ceremony at the end of Fifth Year to mark their involvement in the programme

Guidelines for Mentors

We should:

- Treat First Years and our own group members with respect;
- Be there to listen;
- Be friendly;
- Give information, not advice;
- Approach one of the adults involved in the programme in the event of a serious matter arising e.g. Guidance Counsellor, First Year Tutors, Year Head.
- Treat people equally;
- Act as positive role models;
- Use appropriate language;
- Be ourselves.

We should not

- Promise confidentiality (if the individual himself or somebody else is in danger we must refer it on);
- Make empty promises;

- Patronise;
- Allow First Years to become dependent on us;
- Become physically involved in conflict;
- Abuse our position;
- Approach a teacher on behalf of a student about a class matter.

ALLOCATION OF STUDENTS TO CLASSES

- 1) The Principal is responsible for the allocation of the students to classes.
- 2) Students in this school are grouped in mixed ability classes except for Maths and Gaeilge.
- 3) Streaming for Maths takes place in September of second Year and for Gaeilge in October of Second Year. Students sit a common exam and are advised to study for Higher or Ordinary Level depending on their results.
- 4) Students whose results indicate they should study for Ordinary Level but who may wish to study for Higher Level, may be allocated to the Higher Level Class.
- 5) Where feasible, and depending on student numbers, preferences and needs, there may be more than one Higher Level Class. Students remain in the Higher Level Class to which they have been allocated. At the end of the year student progress is reviewed and students are advised if they should remain in the Higher Level Class.
- 6) Students may move from Higher to Ordinary Level on the advice of their teacher and after consultation with their Year Head and Parents.
- 7) Students allocated to mixed ability classes remain in the class to which they have been allocated.
- 8) Where students have to choose between optional subjects allocation to classes is decided as follows:
 - Student preferences
 - Students' ability and performance
 - Maximum Class Size

When a subject is over subscribed, students whose performance in the subject indicates that they have poor ability in the subject and will not succeed are asked to choose another option.

- 9) Students are not allocated a place in Wood Technology / Construction if their behaviour indicates that they are likely to pose a danger to themselves or other students. They are in this instance, denied a place on Health & Safety Grounds.

Working with Vulnerable Students

- All students have a right to participate in school in a safe, supportive and affirmative environment. Many students, regardless of their sexual orientation, are vulnerable to name calling because some aspect of their identity is deemed to be objectionable such as their appearance, interests, physical characteristics, family background or sexual orientation.
- The School's Policy on Bullying seeks to provide all students with a safe and supportive environment.
- The following are guidelines for staff when responding to a student who "comes out".
 - Listen to the student in a caring and professional manner, taking care to avoid expressing or imposing personal opinions or views.
 - Offer support relative to his needs.
 - Maintain confidentiality where possible.
 - Avoid assumptions that the student is going through a phase or is too young to make such a discovery.
 - Consult with the student on how he would like the school to deal with his "coming out".
 - Identify key individuals who could be of support to the student such as the Guidance Counsellor, Chaplain, Year Head. Where there is legitimate cause for concern a students parents may be contacted.
 - Identify relevant resources and supports such as information leaflets and organisations that could be of assistance.

Guidance Counselling Provision

1. GENERAL

Mission Statement

The Mission Statement of the Patrician Academy sees the school "as a centre of education where all the stakeholders co-operate to help each student reach his full

potential and where the importance of enhancing each student's sense of dignity and self worth is central to enriching their quality of life".

The Guidance Plan reflects this respect for the individual in its student centred holistic approach. The enhancement of self-leading to greater personal autonomy for all students are its central goals.

This plan is not a rigid template and reflects the uniqueness of the Academy in its own particular context and circumstances. This Guidance plan refers to the 'subject' guidance as it is delivered to Academy students cognisant of their needs and mindful of the available resources.

The school guidance plan is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be addressed. It includes reference to personal counselling, an integral component of the work of the Guidance Counsellor. This plan forms part of the Whole School Guidance plan.

Rationale

Section 9(c) of Education Act (1998) requires schools to "...ensure that students have access to appropriate guidance to assist them in their career choices...." The provision of guidance is a statutory requirement for schools under this Act.

Implications

The 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). Guidance is a core requirement of the school's overall programme: this requires that it is an integral part of the school plan. The mission statement and the school ethos are reflected in the guidance plan.

What is guidance in schools?

Guidance counselling and Guidance and counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorised into three distinct but interlinked areas:

- Personal and Social
- Education
- Career

Guidance activities that assist students make informed choices include:

- Personal Counselling
- Assessment using psychometric instruments and inventories
- Career Information (classroom, personal vocational guidance interviews, attendance at career events...)
- Use of information technology, e.g. Qualifax
- Personal and social developmental programmes

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.

Aims

- Provide a framework for the delivery of the school's guidance programme
- Ensure a structured response to student's personal, social, educational and career guidance needs
- The plan needs to be inclusive providing for the junior, senior, minority, special education needs, etc., of all students
- The plan will include all guidance activities: classroom sessions, Vocational Guidance Interviews, attendance at career exhibitions, open days, etc., meeting with management, support agencies, etc., personal counselling, etc.
- Tailor programme to particular needs of male students in a 6th Year cycle school
- Guidance Counsellor to act as advocate for guidance matters

Objectives

- Develop awareness and acceptance of their talents and abilities
- Identify and explore opportunities
- Grow in independence and take responsibility for themselves
- Make informed choices about their lives and follow through on these choices
- Delivery of guidance programme to needs of the male learner
- Guidance Counsellor to be open and approachable to all students and their needs and to win their trust.

Role of Subject Coordinator

The delivery of a comprehensive Guidance Programme is the responsibility of the Guidance Counsellor but a whole school approach is essential 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 is to be considered a process, to evolve over time, reflecting the needs of all students, available resources and contextual factors.

Time Allocation, Option Structures and Timetabling

The Department of Education and Science (DES) has allocated....

2. GUIDANCE CURRICULUM

The guidance curriculum may be divided into two components:

- Formal
- Informal

Formal Guidance

The Formal Guidance curriculum is delivered using two forms of intervention employing a number of methodologies:

1. Individual contact of a personal counselling nature and careers/vocational guidance.
2. Classroom guidance delivered in regular weekly classes/class group or year group intervention as required.

Informal Guidance

The Informal Guidance programme consists of liaising with other Teaching Staff/Management to promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of The Guidance Plan. Meetings with Parents/Guardians form an integral part of Informal Guidance.

Grouping of Students

Students participate in the Guidance Programme in their year group or in their smaller class groups. The classes in the Patrician Academy are non streamed, mixed ability.

Class Organisation/Effective Teaching Methodologies

Year Group

TEACHING METHODOLOGIES

1	Open Night Presentation No formal Classroom Contact DRT Assessment Incoming Students Student Referral / System Presentation / 1 st Year Parent Meeting
2	No formal Classroom Contact Student Referral System
3	1 Class Period per Week Student Referral System Individual Career Interviews Presentation 3 rd Year Parent Meeting Differential Aptitude Tests
4*	1 Class Period per Week Student Referral System
5**	1 Class Period per Week Student Referral System Individual Career Interviews
6	1 Class Period per Week Student Referral System

Individual Career Interviews

** Study Skills Seminars are organised for these Year Groups.

Range & Variety of Resources

- Personnel
- Materials
- Facilities
- External

Personnel

Guidance Counsellor Management, BOM, Chaplain, Special Education Needs Co-Coordinator, Year Heads, Class Teachers, Subject Teachers, Learning Support / Resource, School Secretaries, Caretakers, Special Needs Assistants

Materials

HEI Prospectuses
Testing Materials
Newspaper Supplements
CAO Material / Statistics

Textbook – Student Yearbook & Career Directory (Parts I & II)

IT / Computer Room / Use of Internet

Examples: Qualifax – www.qualifax.ie
Career Directions – www.careerdirections.ie
Go Careers Interview Techniques – www.gocareers.ie
Careers Portal – www.careersportal.ie

Facilities

Guidance Office Careers Resource Room Computer Room

External

Open Days	Career Exhibitions	Career Information Sessions
Guest Speakers	Past Pupils	Parents

3 PROVISION FOR HEALTH & SAFETY REQUIREMENTS

This section of the plan may be subdivided.

- Administration
- Policies

Administration

To ensure the safe and effective delivery of a guidance programme an Appointments System for Personal Counselling / Careers / Vocational Guidance Interviews operates. Appointments may be made with the students of by referral from Management, Staff or Parents. Appointments are made in consultation with the student to reduce disruption. The class teacher has the right to refuse a student to leave for an appointment as they are required to “sign out” a student to attend the Guidance Counsellor. If a teacher refuses, the appointment is then rescheduled.

Attendance sheets for Career Talks/Presentations. Students sign up for talks, etc. on the attendance sheet. This sheet is then photocopied and posted on the Staff Room Notice Board.

Policies

Code of Behaviour and Discipline
Attendance at Open Days / Careers Events

4. PROGRAMMES & LEVELS

Curriculum Content / Guidance Syllabus

YEAR 3 – ORGANISATION

- Formal Class Contact – 1 Weekly Class Period for each 3rd Year Class
- Individual Subject / Career Interviews by Appointment

Job Study (Including the role of Parents in Guidance)

Detailed programme attached.

Psychometric Testing

Students take DATS (Differential Aptitude Tests)

Areas covered – Verbal Reasoning, Numerical Reasoning, Abstract Reasoning, Perceptual Speed and Accuracy, Mechanical Reasoning, Space Relations, Spelling, Language Usage

Junior Certificate Examination

Guidelines re:

Study Skills, Time Management and Examination Techniques

Core Topics

1. Tell me a little about yourself
2. What I'm Like
3. Staying On
4. School subjects and jobs
5. Different types of jobs

Optional Topics

- a. My Favourite Things
- b. My Leisure Time Activities
- c. Skills needed for jobs
- d. Voluntary versus paid work
- e. Female/Male Job Stereotyping

- | | |
|--|---|
| 6. My Career Interests | f. The New Technology |
| 7. Bringing It All Together | g. Opportunities for Employment |
| 8. Preparation for the Project | h. Work Experience |
| 9. What We Learned | i. Unemployment |
| 10. Processing of Project Career Information | j. How to fill in a simple application form |

YEAR 4 – ORGANISATION

- Formal Class Contact – 1 Weekly Class Period for Each 4th Year Class
- Pastoral Care Referral System in operation
- Attendance of Guidance Counsellor at 4th Year Parent Teacher Meetings
- Attendance of Students at Career Exhibitions / Open Days
- Explore the notion of work and career
- Career Categories -
 - Artistic
 - Arts / Social Science
 - Business / Administration
 - Crafts
 - Office Operations
- Career Interests Tests
- Personality Profile / Assessments : Learning Styles
- Preparation for subject choice in Senior Cycle
- Career Sectors
- Career Skills – task skills, personal skills, communication skills
- Career Investigations / Career Planning
- Individual Project Work
- Work Placement Summary
- Guest Speakers
- College Presentations
- Research Skills / Use of Internet / Sources

YEAR 5 - ORGANISATION

- Formal Class Contact – 1 Weekly Class Period for Each 5th Year Class
- Register with the service by completing the Vocational Guidance Interview (VGI) Application Form
- Individual Career/Subject Choice Interviews for all students by appointment.
- Pastoral Care Referral System in operation.
- Attendance of Guidance Counsellor at 5th Year Parent Teacher Meeting. Also available by appointment to meet with parents.
- Attendance of students at Career Exhibitions/Career Talks/Seminars/Open Days.
- Study Skills Seminar for all Students.

SYLLABUS

- Registration / Vocational Guidance Interview (VGI) Application Form
- Career Planning / Career Investigation
- National Framework of Qualifications

- A Job for Life
- Career Action Plan
- Research Skills / Use of Internet/Sources
- Career Categories

Artistic
Arts/Social Sciences
Business/Administration
Living Environment
Science & Engineering
Health Care
Other

- Introduction to CAO/UCAS Systems
- The Job Hunt
- Job Applications / Curriculum Vitae (Updated)
- Interview Techniques
- Employment / Trade Unions
- Wages / Tax / Benefits / Pension
- Unemployment & Welfare Benefits
- College Presentations
- Guest Speakers

YEAR 6 - ORGANISATION

- Formal Class Contact – 1 Weekly Class Period for Each 6th Year Class
- Vocational Guidance Interview (VGI) Application Form Updated
- Individual Career/Subject Choice Interviews for all students by appointment.
- Pastoral Care Referral System in operation.
- Attendance of Guidance Counsellor at 6th Year Parent Teacher Meeting. Also available by appointment to meet with parents.
- Attendance of students at Career Exhibitions/Career Talks/Seminars/Open Days.
- Study Skills Seminar for all Students.

SYLLABUS

- Registration / CV and VGI Application Form Updated.
- Going to College
 - DecisionsDecisions
 - Basic Entry Requirements / Directory of Leaving Certificate Entry Requirements
 - Researching Course Options
- Studying in the UK /UCAS System
- The CAO System
 - Application Procedure
 - CAO Course Finder
 - CAO Course Listing & Points
 - CAO Timetable of Events
- The Points System
 - Best 6 Subjects

- LCVP Link Modules
- Bonus Points / Some Colleges
- Completing the CAO Application
 - The Preference System
 - Online / Paper Application
- Career Exhibition
- College Open Days
- Invited Guest Speakers
- Colleges of Further Education (PLC Route)
- Independent (Private) 3rd Level Colleges
- State Training Agencies – FAS/Teagasc/Failte Ireland/BIM
- Finance
 - Costs at 3rd Level
 - Grants/Eligibility
 - Awards/Scholarships
- Accommodation at Third Level – Cork / Limerick/ Other
- Citizens Information Booklet for School Leavers
- Cork Youth Services/Going to College/Post Leaving Cert
- Study Skills / Exam Techniques
- DES Guidelines Re. Viewing / Recheck OFLC Subjects
- The Leaving Cert & How Its Graded.
- Why go to University?
 - The Refusenik
 - The Campaigner
 - The Rocker
 - The Disappointed Graduate
 - The Trailblazer
- Survey of Graduates of Colleges/Destinations e.g. UCC, UL, CIT Mech Engineering / Chemical Engineering
- Membership of Professional Bodies
 - e.g. RIAI
 - Engineers Ireland
 - PSI
 - Physiotherapists
- Post Graduate Studies / Requirements
 - Diploma
 - Masters
 - PhD

Provision for Health & Safety Requirements

As per sheet

5. RECORD-KEEPING PROCEDURES

Two types of records:

1. Detailed Personal records of all Personal Counselling and Careers / Vocational Guidance Interviews
2. Summary Reference Records of Personal Counselling Sessions

- Student records are kept for 6 years.
- The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client.
- To ensure accuracy the Guidance Counsellor should endeavour to write up notes as soon as possible after the session.
- Keep notes as brief as possible.
- Develop own shorthand.

6. REPORTING PROCEDURES

In both Personal Counselling and in Careers/Vocational Guidance Interviews 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 a danger to him/herself and/or to others or it is a legal requirement. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is 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.

Reference: IGC Code of Ethics.

7. IN-CAREER DEVELOPMENT

To maintain qualified membership of the Institute of Guidance Counsellors a Chartered Member must complete 10 hours of in-service training annually (IGC Constitution and Code of Ethics 2004).

In-Career development is essential to the work of the Guidance Counsellor. Regular attendance at local IGC meetings and Counselling Supervision is facilitated by the school through sensitive timetabling. The IGC AGM provides a range of in-service through the provision of workshops and presentations relevant to the work of the Guidance Counsellor. Additional in-service is organised at local or/and at national level and is open to all registered current members of the IGC. The DES supports the provision of in-service for IGC members through funding. The IGC has numerous links with organisations, eg. Institute of Suicideology, IBEC, FAS, IAPC....all offering in-career development. Attendance at open days, career seminars, etc. all constitute in-career development. A template to record in-career development is included.

8. TESTING

1. Assessment tests for incoming First Year Students
2. Transition Year Testing...The concepts of testing introduced (uses, limitations, interpretation...) Differential Aptitude Tests (DATS), Rothwell Miller, Connolly....

Differential Aptitude Tests (DATS) are administered to the 3rd Year students by the Guidance Counsellor. The DATS are machine scored and feedback is given to all students by the Guidance Counsellor in conjunction with Senior Cycle subject option decisions.

9. PROTOCOL FOR MEETINGS

1. Meetings students

2. Meetings with Parents/Guardians

All meetings are by appointment. Subject teachers have the right to refuse a student to attend the Guidance Counsellor if it interferes with their teaching. Students are “signed out” by the Guidance Counsellor at the beginning and end of the appointment.

Parents/Guardians make appointments with the Guidance Counsellor by telephoning the school. Appointments are usually conducted during the school day, but, may in certain circumstances be arranged after school. All parties are requested to inform each other if a member, e.g. Year Head, subject teacher or/and management to be present at a meeting. The student is always invited in for whole or part of the meeting with approval of Parents/Guardians. This gives the student responsibility, ownership and inclusion in the meeting outcomes. Notes are kept of all meetings by the Guidance Counsellor.

10. 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.

- | | |
|-----------------------------|---------------------------------|
| • Management | Year Heads |
| • Class Teachers | Teaching Staff |
| • Learning Support/Resource | Transition Year Coordinator |
| • LCVP Coordinator | Special Needs Assistants |
| • Pupils | School Secretaries |
| • Caretaking Staff | Parents...Parents Association.. |
| • Past Pupils... | |

Outside Agencies

NEPS	Social Workers
Employers	Colleges/Admission Officers – H.E.I.s
FAS	Failte Ireland
Colleges of Further Education	CommunityGardai, Defence Forces
DES...Examination Commission	NUI

11. POLICIES

This section is divided into two sections:

1. Guidance Policies
2. Guidance-Related Policies

Guidance Policies

- Policy on Dropping/Changing a subject
- Policy regarding attendance at Career Events/Open Days

Guidance – Related Policies

- Anti-Bullying and Harassment
- Critical Incident

- Special Needs Provision
- Homework
- SPHE

12. BIBLIOGRAPHY/RESEARCH

References

The Education Act, 1998 – www.oireachtas.ie
 Planning the School Guidance Programme. National Centre for Guidance in Education – www.ncge.ie
 Planning the School Guidance Plan, School Planning Development Initiative (SDPI), 2004 – www.sdpi.ie
 Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students access to appropriate guidance. DES 2005 – www.education.ie
 Circular Letter No. PPT 12/05: Guidance Provision in Second-Level Schools
 Institute of Guidance Counsellors – Constitution and Code of Ethics 2004

Websites

Central Application Office (CAO) – www.cao.ie
 Department of Education & Science – www.education.ie
 FAS – www.fas.ie
 Institute of Guidance Counsellors – www.igc-edu.ie
 National Centre for Guidance in Education – www.ncge.ie
 National Educational Psychological Services – www.neps.ie
 National Qualifications Authority of Ireland – www.nqai.ie
 Qualifax – www.qualifax.ie

Success Criteria

- Academic results reflect that students are reaching their potential.
- Positive atmosphere within the School.
- Positive perception of the School within the Community.
- Students grow in self-confidence and self –esteem.

Monitoring

- The policy will be monitored regularly at staff meetings and at staff days.
- Feedback will be sought from all staff and students.

Review Procedures

The policy will normally be reviewed every two years. The Review Group will consist of the Principal, Deputy Principal, Guidance Counsellor, School Development Planning Co-ordinator and two teachers nominated by staff.

12.01.09

APPENDIX I



PATRICIAN ACADEMY MALLOW

Notification of Change of Subject

I of Class

wish to change

From _____ Teacher Signature _____

To _____ Teacher Signature _____

I have spoken to my subject teachers (_____)

And the reasons for the change of subject are as follows

Signed (Student) _____ Date _____

Signed (Guidance Counsellor) Date _____

Signed Parent / Guardian) Date _____

Signed Parent / Guardian)) Date _____

Signed Year Hard) Date _____

Signed (Principal / Deputy Principal) Date _____

This form is to be handed into the Office when complete

APPENDIX II



**PATRICIAN
ACADEMY MALLOW**

PATRICIAN

Permission - To Cease Taking a Specific Subject

I _____ of Class _____

wish to cease studying (Subject) _____

I have spoken both to my subject teacher _____

And to my parents / guardians and my reasons for giving up the subject are as follows:

Please Note:

I understand that I will be expected to remain in this class and to attend during all class periods. I will study other subjects while my classmates continue to take the subject. I undertake to show respect at all times to the teacher and to the class. I understand that failure to co-operate will be regarded as a serious breach of school discipline. Finally, I understand that giving up a subject may have some consequences for my future subject and career choices.

Signed (Student) _____ Date _____

Signed (Parent / Guardian) _____ Date _____

Signed (Parent / Guardian) _____ Date _____

This request has been approved

Signed (Year Head) _____ Date _____

Signed _____ Date _____
(Principal / Deputy Principal)

This form is to be placed in the Student's file when complete