

# COLÁISTE MHUIRE CO-ED, THURLES



## WHOLE SCHOOL GUIDANCE PLAN



**December 2022**



**etb**

Bord Oideachais agus  
Oiliúna Thiobraid Árann  
*Tipperary Education and  
Training Board*

Policy Area	Schools
Document Reference number	CMCE/WSGP/046/4
Version	1
Document Drafted by	Coláiste Mhuire Co-Ed, Thurles
Date previous version adopted by SMT Noted by TETB	7 <sup>th</sup> December 2020 15 <sup>th</sup> December 2020
Reviewed / Amended by School	November 2022
Reviewed and Ratified by Senior Leadership Team – CE and Directors	20 <sup>th</sup> December 2022
Date Noted / to be Noted by TETB	31 <sup>st</sup> January 2023
Policy Review Date	Every Two Years
Date of Withdrawal of Obsolete Document	20 <sup>th</sup> December 2022 Document Ref. No. CMCE/WSGP/046/3 Version No. 1

**RATIONALE OF POLICY**

Education Act, 1998 and Coláiste Mhuire Co-Ed's Mission Statement.

This School Guidance Policy reflects the ethos and spirit of Coláiste Mhuire Co-Ed Thurles and it has been devised and developed in accordance with Section 9 of the Education Act 1998. Section 9(c) states that a school "shall use its available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choices." Section 9(d) elaborates further by stating that a school "shall promote the moral, spiritual, social and personal development of students in consultation with their parents having regard to the characteristic spirit of the school."

The ethos and spirit of Coláiste Mhuire Co-Ed is embodied in the school's Mission Statement, which states "Our Mission at Coláiste Mhuire Co-Ed aspires to develop a caring and inclusive learning community which optimises the potential of each student. Rath as Saothar – Success through effort." This policy is underpinned by our core values of care, respect, community, equality and excellence in education.

**DEFINITION OF GUIDANCE - WHAT IS GUIDANCE AND COUNSELLING IN SCHOOLS?**

Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students in making choices about their lives and to help students in making transitions based on these choices. The Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act, 1998 identify Guidance and Counselling as a single process that "aims to help students to develop an awareness and acceptance of their talents and abilities, to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves, to make informed choices about their lives and to follow through on those choices." (Pages 4,5) These choices may be categorized into three distinct areas: (i) Personal and Social, (ii) Educational and (iii) Career. The Department of Education's guidelines state that "counselling in schools may include personal, educational, career counselling, or combinations of these."

**BACKGROUND TO POLICY****A Consultative Process**

This policy has been implemented and constructed by the WSG team in Coláiste Mhuire. Members of the WSG team: Denis Quinn, Principal; Clare Wallace, Deputy Principal; Jenny Ryan, Guidance Counsellor; Paddy Stapleton, HSCL; Anne Marie Purtill, SEN; PJ O'Connell, Year Head, Patricia Hickey, Guidance Counsellor; Ann Conroy, Programme Coordinator.

This policy has evolved and developed from a consultative process involving staff, students, parents, and the

Board of Management of Coláiste Mhuire Co-Ed. This policy is not rigid but rather it reflects the uniqueness of Coláiste Mhuire Co-Ed in its own particular context and circumstances.

The development of the “Whole School Guidance plan” has been guided by models of good practice in school guidance planning as outlined by the Institute of Guidance Counsellors, the National Centre for Guidance in Education, and the School Development Planning Initiative.

### **MODELS OF GOOD PRACTICE**

In the preparation for and review of this Whole School Guidance Plan, Coláiste Mhuire Co-Ed has been guided by the models of good practice in school guidance planning as outlined by the Institute of Guidance Counsellors, the NCGE: A Whole School Guidance Framework, and Looking at our schools 2016 A quality Framework for Post Primary Schools. This policy has been developed within the parameters of the guidelines of the Department of Education and Science (Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to student's access to appropriate guidance, and Circular Letter No. PPT 12/05: Guidance Provision in Second-Level Schools). Moreover, this policy also reflects “Junior cycle wellbeing guidelines”.

Coláiste Mhuire Co-Ed views this whole school policy and school guidance plan as a work in progress and all of the stakeholders to this plan are committed to reviewing and improving this policy on a regular basis.

### **RELATED SCHOOL POLICIES**

This Whole School Guidance Policy and Coláiste Mhuire Co-Ed's Guidance Programme is consistent with and supported by a range of other School Policies:

- Guidance Counsellor's Department Plan
- Child Protection Policy: Child Safeguarding Statement Coláiste Mhuire Co-Ed
- Code of Behaviour
- Anti-Bullying Policy
- Substance Use Policy
- SPHE/RSE Policy
- Internet and Acceptable Use Policy
- Attendance Policy
- TETB Data Protection Policy

- Inclusion (Special Education Needs) Policy
- Leaving Cert Applied and Transition Year Policy
- Complaints Procedure
- Suspension Expulsion Policy
- DEIS Plan
- JCSP Policy
  
- School Assessment Policy
- Critical Incident Policy
- Home School Liaison Policy
- Student Support Team Policy
- School Admissions and Participatory Policy
- Wellbeing Policy

#### **LINKS TO OTHER PROGRAMMES**

Coláiste Mhuire Co-Ed acknowledges the relevance of and importance of SPHE and Religious Education to the social and personal development focus of Guidance and Counselling. A full description and account of both SPHE and Religious Education in Coláiste Mhuire Co-Ed is provided in their respective department plans. Coláiste Mhuire Co-Ed recognises the significant contribution that the Leaving Certificate Vocational Programme, the Leaving Certificate Applied and the Transition Year Programme make in providing students with appropriate and relevant Guidance-related activities. This Whole School Guidance Plan recognises the significance of the 1<sup>st</sup> Year Subjects Taster Programme, the Belonging Plus 1<sup>st</sup> Year Induction Programme and all other cross curricular links (for example Guidance and CSPE, Guidance and Communication/Work Experience Modules, Guidance and the PLC programmes). The importance of LCVP and the 5<sup>th</sup> Year Ar Aghaidh Linn Programme is also noted.

Coláiste Mhuire Co-Ed also recognises the guidance contribution made by Post Leaving Certificate Programmes in assisting students to explore their educational and career prospects and in enabling PLC students to progress to Higher Education or in making the transition to the workplace.

**OBJECTIVE OF POLICY**

To ensure that the students of Coláiste Mhuire Co-Ed Thurles have access to guidance, that is appropriate to their needs, stage of development, and their school programme.

**AIMS OF POLICY**

1. To promote the development and growth of each student on a personal, social, educational and career basis.
2. To ensure that guidance initiatives and programmes in Coláiste Mhuire Co-Ed are delivered in a developmental sequence that is relevant and appropriate to all students.
3. To provide a framework for the delivery of guidance programmes within our school and in a manner that takes account of the diverse and particular needs of students with special educational needs, students of all ability levels and students from different backgrounds and cultures, up to and including post leaving certificate students.

**GUIDANCE TEAM**

This Whole School Guidance Policy and the associated School Guidance Programmes reflect the ongoing contribution of the following individuals and groups:

- Guidance Counsellor (A detailed account of the Role of the Guidance Counsellor's is provided in the Guidance Department's Subject Plan)
- The Principal and Deputy Principal
- The Learning Support Team
- The Jigsaw One Good School Team
- The Programme Coordinator
- The Home School Community Liaison Officer
- The PLC Coordinator and Tutors
- The Religious Education Team
- The PE and Games Team
- The Year Heads
- The Class Tutors
- The SPHE Teachers
- The CSPE Teachers
- The Student Support Team

- Subject Teachers
- Special Needs Assistants
- School Completion Programme Personnel
- School Secretarial Staff
- The Caretaker and all other Ancillary Staff

### **WHOLE SCHOOL GUIDANCE ACTIVITIES**

The Student 'Guidance' Team work together to provide the following formal guidance services during the school year: Assessment/Aptitude Testing of Students Tests; School Induction and Orientation for Incoming 1<sup>st</sup> Years; Pre-Transition supports for new students; Study Skills Workshops and Study Skills class in 2<sup>nd</sup> year; Information and Open Nights for Parents and Students; Extra-Curricular Activities; Home-School visits; Educational College Excursions; Work place visits; Visits by Guest Speakers; Visits to Careers Exhibitions and College Open Days; Engagement with student mental health programmes and support agencies. In addition to the above formal school guidance activities, guidance and support is provided informally and on a regular basis in a variety of contexts by all staff. There are a range of other student supports within the school including the students' council and the Board of Management.

### **GUIDANCE PROVISION**

Coláiste Mhuire Co-Ed is committed to employing a team approach in the provision of a range of learning experiences and developmental opportunities to all students. These experiences and opportunities, which will be appropriate and relevant to student needs, shall enable the growth and development of all students and shall assist students in making choices and transitions. (For example; Transitions from Primary to Secondary School, from Junior Cycle to Senior Cycle, from School to Further Education and the World of Work).

#### **A number of mechanisms are used in order to assist students in making choices.**

These include:

1. Assessment: The Guidance Counsellor, the Learning Support Coordinator and other associated staff members carry out assessments such as the C.A.T 4, NGRT, Career Interest Test and other suitable testing instruments.
2. Educational Skills: Junior Cert. and Leaving Cert. students are given instruction on Study Skills and Examination Techniques throughout their school life. All junior cycle students are provided with formal study skills methodologies.
3. Students are provided with information in 1<sup>st</sup> year and 3<sup>rd</sup> year that helps them to make decisions on subject choice, subject level and programme choice, which is appropriate to

each student's aptitude and interests and which is cognisant of student's career aspirations. After School Study is available to others if they wish to avail of it.

4. Vocational Guidance Interviews: The Guidance Counsellors meet with students and discuss subject options. This occurs in 1<sup>st</sup> year, 3<sup>rd</sup> year and Transition year. Vocational guidance is also provided to 5<sup>th</sup> year and 6<sup>th</sup> year Students to assist them in identifying Third Level courses and career areas that correspond to their interests and aptitudes.
5. The Guidance Counsellor also meets with Leaving Cert. Applied students to help them to formulate a Career Action Plan. The Guidance Counsellor is available to meet with and provide support to PLC students who may wish or seek support in relation to further study and career options and other educational matters. We also use the School Business Partnership initiative to prepare students for interview and the world of work.
6. Counselling: Students are referred for counselling to the Guidance Counsellor by the Student Support Team, School Management, and Board of Management, Parents and or members of staff. A student may also self-refer him/herself for counselling, which can assist students to explore their feelings and to cope with challenges and problems. Students can be referred to the HSCL Officer, the SCP team, year head and NEPS for support as required.
7. Information: Students are provided with information on external agencies and supports where necessary by all relevant staff.
8. Onward Referral Service: The individual student is referred, where it is deemed necessary by the student support team\* to external individuals/agencies. Examples include: General Practitioners, Jigsaw, The HSE Mid-West Child and Adolescent Mental Health Services, Pieta House, The National Educational Psychological Service, psychologists.

PLEASE NOTE: An appointments system operates for all Personal Counselling, Careers Counselling and Vocational Guidance Interviews. The appointments system helps to minimise disruption to classes and the cooperation of teachers in facilitating time for guidance and counselling appointments is greatly appreciated.

#### **MEMBERS OF THE STUDENT SUPPORT TEAM**

Mr. Denis Quinn	Principal
Ms. Clare Wallace	Deputy Principal
Ms. Julie Delaney	Learning Support Coordinator
Ms. Jenny Ryan	Guidance Counsellor
Ms. Annmarie Purtill	Behaviour for Learning
Ms. Michelle Morgan	School Completion Programme
Ms. Patricia Hickey	Guidance Counsellor
Ms. Shelly Martin	SPHE Coordinator
Ms. Maggie Smith	Student Voice
Mr. Paddy Stapleton	Home School Community Liaison



Whole School Guidance Programme

1 <sup>st</sup> years	Information Visits to Primary Schools by Principal
	Communication with parents, children and primary school principals/teachers of incoming students (by way of meetings)
	Administration of Tests for Diagnostic Purposes
	Induction Programme (Belonging +) and Le Chéile
	Induction Night for Parents/Guardians of 1 <sup>st</sup> years early in the first term
	Transition Presentation to all 1 <sup>st</sup> years via Guidance Counsellor.
	One to One Meetings with all 1 <sup>st</sup> years in the first term
	Monitoring of students transition from Primary to Secondary Level by way of meetings with Guidance Counsellor, Year Head and School Management
	Rapport building between Class Tutors, Year-Head and 1 <sup>st</sup> year students
	Regular informal guidance and support by all staff
	HSCL induction for 1 <sup>st</sup> year parents
	Information from Learning Support team to staff on new 1 <sup>st</sup> year students on a pastoral and academic level
	Study Skills lessons as part of Whole School Wellbeing
	Guidance/Counselling sessions as required
	Anti-Bullying Programme
	1 <sup>st</sup> year Year-Head invited to SST meeting in November/December for 1 <sup>st</sup> years that have not settled.
Student Voice Surveys	
2 <sup>nd</sup> years	Support by way of the Class Tutor and Year-Head System
	Regular contact with Principal and Deputy Principal
	Career Guidance and/or counselling sessions as required
	Informal Guidance and support by all staff
	Weekly Study Skills class
	Online resources
	Student Voice Surveys
3 <sup>rd</sup> years	Study Skills and Exam Techniques Presentation and Workshop(s)
	Information and Presentation on Subject and programme choice (to students by fellow students and staff and to parents)
	One to One consultation on programme choice and subject choice as requested
	Counselling and Career Guidance Meetings as required
	Support from Year-Heads and Class Tutors
	Regular contact with Principal and Deputy Principal
	Reassessment of students by way of CAT4
	Student Voice Surveys

Transition years	Personal and Student Profile
	Career Interest Assessment and CAT
	Study Skills/Time Management
	Multiple Intelligences theory
	Letters of Application and CV Preparation 4 <sup>th</sup> years
	Work Experience Preparation
	Work Experience Programme (Two Weeks blocks)
	Work Experience Google classroom / e portfolio
	Guest Speakers
	3 <sup>rd</sup> Level/PLC/Apprenticeship Options
	One to One Guidance Interview
	Course and Career Research on Qualifax and Careers Portal and Fetch courses
	Weekly Guidance Class
	Meeting with Guidance Counsellor and Programme Coordinator re. progression and appropriate pathways
	Counselling sessions as required
	REACH – Careers Portal
	College Open Days
Senior Subject Choice	
Student Voice Surveys	

5 <sup>th</sup> years	Study Skills and Exam Techniques
	Points Awareness Worksheet
	Guidance Classes Weekly
	Visiting Speakers from colleges
	School Business Partnership interviews and feedback
	Support by way of the Class Tutor and Year-Head System
	Informal guidance and support by all staff
	Support from Principal and Deputy Principal
	One to one Guidance Meeting, and counselling sessions as required
	Evaluation after September tests by SST and Programme Coordinator re appropriates of LCE or LCA
	Student Voice Surveys
	AAL Class
	Weekly Guidance Class
5 <sup>th</sup> Year Symposium	

6 <sup>th</sup> years	Attendance and participation at various Careers Events, such as Higher Options, Agri Career Fair, Open Days
	Visiting Speakers from colleges and professional bodies
	Vocational Guidance Interviews (one to One Meetings Between the Guidance Counsellor and Individual students)

	CAO Form - Information, and Preparation
	Weekly Guidance Class
	Course and Career research on Qualifax.
	Information on Sports/Other Scholarships, Student Accommodation, Budgeting at Third Level
	Career Interest Test
	Study Skills and Exam Techniques Workshop
	Accepting CAO Offers and Change of Mind Form
	UCAS - Application Process, Eunicas Application Process
	Access Programmes, HEAR & DARE
	The Third Level Grants Schemes (Susi)
	Support from Principal and Deputy Principal
	Regular contact with and support from Year-Head and Class Tutor
	Counselling sessions as required
	Seminar on Sexuality
	Food and Nutrition Seminar
	Student Voice Surveys

LCA	Weekly Guidance Class
	One-to-One Guidance Interview
	Information on Progression Routes into Further Education (including PLC course options, Apprenticeships, Garda Siochána)
	Careers Exhibition (LCA 2)
	Work on Qualifax, and Careers Portal websites
	Visiting Speakers
	Presentation and Communication Workshop (LCA 1)
	Exam techniques
	Support from Principal, Deputy Principal, Coordinator and Class Tutor
	Work Experience (one day per week)
	Preparation for Work Experience and Reflection on Work Experience
	Social Education and Enterprise Modules
	Counselling sessions as required
	Student Voice Surveys

PLC	CAO Information and Application Procedures Workshop
	UCAS workshop and Eunicas Workshop
	FETAC Links Scheme - Progression Routes
	Workshop for teachers of communications on interviews
	Mock Interviews in the communications component
	One to one meetings as requested and required
	Information on Budgeting, Scholarships, Resources, Campus Accommodation
	Work Experience Module
	Communication Module
	Informal Guidance from PLC Coordinator, tutors, Principal and Deputy Principal

	Morning Information Session, and Open Night for PLC Courses
	School Visits by PLC Coordinator and other staff
	Inclusion of course information on Qualifax and other areas
	Visiting speakers

### RESOURCES AND SUPPORTS:

- Department of Education Resources.
- Staff guidance provision within the general teaching allocation.
- School Funds as Resources allow.
- Career Guidance Office and Guidance/Counselling Meeting Area.
- Careers Library in main entrance and accessible to all.
- Guidance Library online (Google classroom accessible to 6<sup>th</sup> & PLCStudents).
- Student Support team.
- School Completion team.
- Regular meetings with school management team with their Guidance Counsellor and with other staff members (HSCL, Year-Heads, Class Teachers, Tutors, SNA's) and with parents/guardians.
- Links with the community and with other agencies and groups that support students and parents.
- Links with 3<sup>rd</sup> Level Colleges (Admissions, Access Officers, School Liaison Officers), SOLAS, Further Education and Training Boards.
- Links with Business and Industry - Work Experience etc.....
- School Business Partnership.
- Transition year and LCA work-experience links.

### MONITORING OF THE GUIDANCE POLICY/GUIDANCE PLAN

The School Management, in consultation with the Guidance Counsellor and the School Guidance Team will monitor the implementation of the Guidance Policy and its associated Guidance Programmes.

Three strands will be identified for focus each year. We will hold three meetings to review this improvement plan annually.

### EVALUATION AND DEVELOPMENT OF GUIDANCE POLICY

This School Guidance Policy will be subject to ongoing evaluation. We are committed to this through surveying parents, staff and students and three meetings annually.

Coláiste Mhuire Co-Ed's evaluation of the policy will be guided by the following questions:

**Is the guidance plan working? - Using questions in the Appendix of the Guidance Plan assess this.**

**Are the guidance programmes being provided in the most effective manner?**

**Are all students being provided with appropriate guidance?**

**What areas of the Guidance Plan/Guidance Policy require modification and improvement?**

**What are the areas that need to be developed in terms of guidance provision and programme delivery?**

The guidance team and the school community more generally have an important role to play in the evolution and development of the Guidance Policy. The Whole School Guidance Planning Group welcomes contributions and feedback from the entire school community and from all other stakeholders in relation to Guidance Provision and Guidance Programmes.

#### **REVIEW – ACADEMIC YEAR 2022/2023**

There will be a full review of the Guidance policy after a minimum of two years. The review group will comprise representatives of all the stakeholders to the Guidance Policy/Guidance Plan. The review process will involve surveying students, parents, teachers and all other stakeholders to the Guidance Plan.

## Digitalised Whole School Guidance

### In the event of school closure

#### INTRODUCTION TO DIGITALISED GUIDANCE

This resource outlines the decisions made at local school level about the logistics of digitalised / online school guidance provision in our school.

All content was discussed and agreed between School Management and the School Guidance Counsellor(s).

The approach to digitalised Guidance in our school is documented here in line with:

#### A Whole School Guidance Framework document (NCGE, 2017)

<https://www.ncge.ie/resource/ncge-whole-school-guidance-framework>

#### (Covid-19) Support information for Guidance Counsellors in Schools (NCGE, 2020)

<https://www.ncge.ie/resource/covid-19-ncge-support-information-GC-schools>

#### Continuity of Guidance Counselling - Guidelines for schools providing online support for students (DES, 2020)

<https://www.education.ie/en/Schools-Colleges/Information/Post-Primary-School-Policies/Policies/continuity-of-guidance-counselling-guidelines-for-schools-providing-online-support-for-students.pdf>

#### Continuity of Schooling (DES, 2020)

[www.education.ie/en/Schools-Colleges/Information/continuity-of-schooling/continuity-of-schooling.html](http://www.education.ie/en/Schools-Colleges/Information/continuity-of-schooling/continuity-of-schooling.html)

Digitalised Guidance is provided in our school in line with the continuum of support model (NCGE, 2017 p12): Guidance for A Few, Guidance for Some, Guidance for All. This resource outlines the provision of digitalised guidance in line with that continuum. The first section outlines the logistical approach for 'Guidance for A Few,' a second section notes the approach for 'Guidance for Some' and the third section refers to 'Guidance for All.' In addition, a final section outlines how our school will coordinate Whole School Guidance, should the school have to close for part of the year or if some staff must self-isolate.

**GUIDANCE FOR A FEW:**

In Coláiste Mhuire Co- Ed ALL students will have access to one-to-one supports from teachers, support teams and the Guidance Counsellor, where appropriate.

Parents / Guardians will be informed that these services are available by:

- use of the compass portal in the school

Parents are invited to contact the school directly should they wish to discuss the provision of such supports.

In Coláiste Mhuire Co-Ed we agree to undertake our ‘Guidance for a Few’ (one-to-one sessions) as follows:

Platform Used:	G- Suite features i.e., Google Meet.
How and when students may be contacted:	<p>A schedule of virtual meetings should be planned with students by email during a limited time frame (e.g., following the ‘normal’ local school timetable, 9am-4pm). Contact with students should not occur outside of these agreed times.</p> <p>Personal phone numbers will not be exchanged between the Guidance Counsellor and students / parents / guardians.</p>
Contact with parents may arise when:	<p>A Child Protection issue arises.</p> <p>Our approach to contacting parents in this event is: if in consultation with the year head/ Principal or Deputy Principal it is felt appropriate that guidance be the contact.</p>
Students are identified as needing one-to-one support through several school processes:	<p>Self-Referral – students may self-refer by sending an email to the Guidance Counsellor. Students are notified about how to connect with the guidance counsellor at the beginning of the school year and throughout the year.</p> <p>Student support team: Teachers are aware they can contact the student support team by email if they are concerned about a student. The student</p>

	<p>support team will then take appropriate action which may include referral to the Guidance Counsellor.</p> <p>Parents: If parents are concerned for their children, they may contact the year head. Parents are informed of how to contact each year head on the school website and in the welcome letter sent at the start of the year.</p> <p>Other Avenues: We will monitor the other means through which students are referred this year and will add those means to this document for future years.</p>
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<p>Frequency of Contact:</p>	<p>The agreed procedures to facilitate students to be notified of their initial appointment in advance in Coláiste Mhuire Co- Ed is: e.g., through school email.</p> <p>Further contact will be agreed with students as appropriate during each meeting.</p> <p>This will be clearly communicated to the student in each meeting and/or at the beginning of the series of sessions e.g. 'We will work together for three sessions and review our plan on the third session.'</p>
<p>Session Length:</p>	<p>Each one-to-one meeting would not exceed the duration of normal appointment or lesson times e.g., 50 minutes, except in the event of an emergency.</p>
<p>Contract:</p>	<p>A contract will be made with students at the beginning of the one-to one sessions as it would have been in a 'face to face' situation (this can be done verbally).</p> <p>Included in this contract, it will be noted that neither party will record or take photographs of the session.</p> <p>Students and parents are informed that a record of the session will be kept by the Guidance Counsellor, in line with normal professional practice and the school's 'Confidentiality Policy.'</p>



<p>DLP and DDLP:</p>	<p>If digitalised guidance is taking place, our school procedures for communication with the DLP and the DDLP are:</p> <p>to phone the Principal – Mr. Denis Quinn if a DLP issue presents.</p> <p>In extreme cases if Mr. Denis Quinn cannot be contacted the Deputy Principal – Ms. Clare Wallace may be contacted.</p> <p>If an emergency/child protection issue arises during a time when digitalised guidance is taking place, the agreed protocol is to:</p> <p>Phone Mr. Denis Quinn (DLP).</p>
<p>Communication with management:</p>	<p>School management are fully aware of and have agreed on all aspects of this document.</p> <p>This document was discussed and agreed on [insert date].</p> <p>It is agreed that this document will be reviewed on [insert date].</p> <p>The guidance counsellor will meet on a [e.g., weekly / bi-monthly / monthly] basis to update management on how digitalised one-to-one guidance appointments are progressing.</p>

<p>Record Keeping &amp; GDPR:</p>	<p>A record of every one-to-one guidance counselling meeting will be kept by the Guidance Counsellor and stored appropriately in line with normal professional practice.</p> <p>Our school uses the NCGE one-to-one meeting record, which can be downloaded and used as an editable PDF document or printed off for use as paper records.</p> <p><a href="https://www.ncge.ie/resource/record-templates-guidance-counselling-one-one-meetings-students">https://www.ncge.ie/resource/record-templates-guidance-counselling-one-one-meetings-students</a></p> <p>In our school we securely save our records by e.g., using a password protected work laptop. The files are saved into a dedicated folder and are in no way accessible by a third party.</p>
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**GUIDANCE FOR SOME:**

A definition of 'Guidance for Some' can be found on the 'Whole School Guidance Framework' document (NCGE, 2017 p13)

[www.ncge.ie/resource/ncge-whole-school-guidance-framework](http://www.ncge.ie/resource/ncge-whole-school-guidance-framework)

In Coláiste Mhuire Co-Ed's digitalised 'Guidance for Some' will operate in line with our school's 'Remote Learning Policy' as follows:

Timetabled classes with 5<sup>th</sup> and 6<sup>th</sup> year students will run in accordance with the school timetable using google meet.

Information regarding CAO, UCAS, College open days etc... will be disseminated through the students google classroom. This portal also offers the medium to communicate with both Guidance Counsellors and the rest of their class.

If a vocational issue arises students may use this classroom as a means of communication and this has worked very well in the past.

**GUIDANCE FOR ALL:**

A definition of 'Guidance for All' can be found on the 'Whole School Guidance Framework' document (NCGE, 2017 p12)

[www.ncge.ie/resource/ncge-whole-school-guidance-framework](http://www.ncge.ie/resource/ncge-whole-school-guidance-framework)

In Coláiste Mhuire Co-Ed digitalised 'Guidance for All' will operate in line with our school's 'Remote Learning Policy' as follows:

Use of a well-being classroom for the whole school allows the Guidance department share mindfulness messages to the school community.

This classroom is another platform for students/ staff to make contact with the Guidance Department.

The Guidance Department will endeavour to make contact with all, once a term. This will be through the google classroom platform.

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**COORDINATION OF WHOLE SCHOOL GUIDANCE:**

This section describes how the school approaches the management and coordination of whole school guidance if a blended/digitalised approach must be undertaken in our school.

The Guidance department will meet with the Deputy Principal once a fortnight.

The Principal is the DLP and will be contacted via phone if necessary.

The student support team will meet once a week through google meet.

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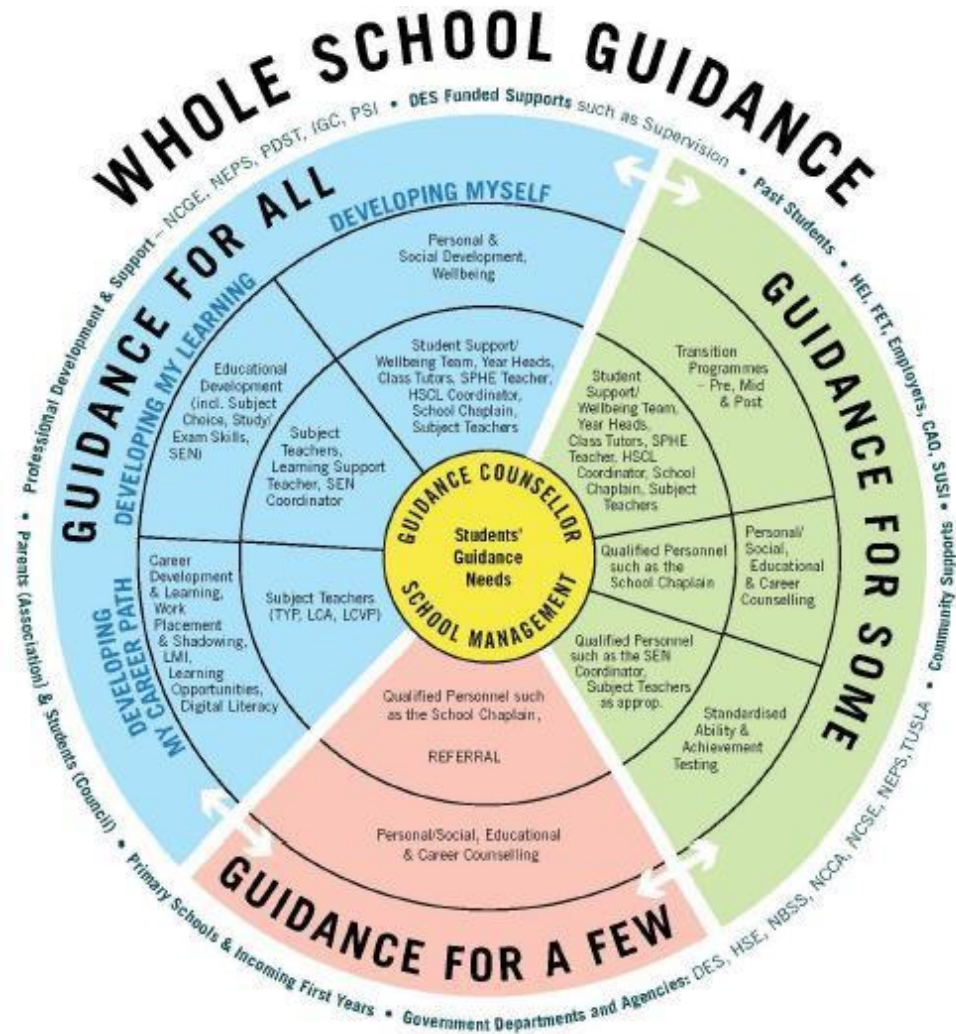
**AREAS FOR DEVELOPMENT**

Study skills aspect in 5<sup>th</sup> year formalised in the form of a workbook.

Career fair - past pupils an advantage here

Exploring the civil service as a career opportunity

More guest speakers



### School supports for all - General Needs

<b>In School Supports - to provide the very best learning opportunities for all</b>	<b>Guidance Counselling Service</b>
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Policies & Procedures	Whole School Supports	
Characteristic Spirit & Mission Statement	Leadership Team & Pastoral System	Coordinated implementation of Wellbeing
Core Values, displayed, thought Welcoming, affirming & respectful atmosphere	Year Heads & Class Tutors	
TETB Code of Practice	Resource/Learning Support Guidance	
	Counsellor Service	1. CSPE
	Home School Community Liaison	2. PE
		3. SPHE
Child Protection / Welfare		
Partnership with Parents	Student Support team	• Student welfare & child protection
Critical Incident (C.I.) Plan & Team	SST Notice Board, Post box and Email	• Sexual Orientation
School DEIS Plan	Whole School Planning/ Self-Evaluation	• Mental Health
Whole School Guidance Plan	JCSP, TY & LCA Programmes	• Substance Use
Anti-Bullying Policy	Music & P.E. Depts.	• Internet Safety
SEN Policy	Extra-Curricular Activities	• Physical Health
Substance Policy	Breakfast, lunch & afterschool canteen	• Personal Safety
Student Support team policy		
HSCL policy	Student Council & School Clubs	
	Attendance & Punctuality System	• Anti-Bullying
	Well being Week	

Support for All	Support for All
Whole-School Guidance Plan	Consultative Support
Member of Care Team & Critical Incident Team	Promoting Well Being / Mental Health and Classroom Strategies
Transition Programme (with HSCL & BFL) Input on Policies	Subject Choice

**BFL - Level 1: Whole School Positive Behaviour Support**

<b>Support for All</b>	
Support to assist school in developing and monitoring proactive and preventative systems, Programmes, policies and initiatives with respect to behaviour.	
Students Support Team	
Positive Behaviour Strategy Team	
Reach for the STARS	
Transition Programme (with HSCL & Guidance)	

**HSCL**

<b>Support for All</b>	<b>Partnership with Parents</b>	<b>Liaise with....</b>
Link between School & Home	Home Visits	<b>Primary Schools</b>
Link with JCSP	The Parent’s Room	<b>Secondary Schools</b>
Member of Care Team	Parent Courses and Classes inc Parents Plus	<b>Local Agencies (Tyrns, Barnardos, NEWB/TUSLA;SCP,)</b>
Member of Attendance Team	Numeracy & Literacy Programmes Supporting	
Member of Deis Team	parents returning to college	

Supporting parents with individual concerns, issues and parenting skills	Don’t go beyond boundaries of your role Refer to Year Head & Student Support Team Refer to management if urgent
Recognise & Refer when Students are struggling / suffering – use referral form	

**Teachers & SNAs Role in Promoting Well-being**

**Support for All: Relationship is Key**

One good adult training	<b>Student Support Team</b>	
Encourage and model “Energy” Programme and challenges	→	ENERGY Programme
Listen – Listen more than talk / give students time		<ol style="list-style-type: none"> <li>1. E - Exercise</li> <li>2. N - Nutrition</li> <li>3. E - Exhale / Inhale BREATHE</li> <li>4. R - Random Act of Kindness</li> <li>5. G - Good things</li> <li>6. Y – Your Internet Safety</li> </ol>

**Support for All**

Coordination of supports in school

Input on Policies & Plans

Reps on Critical Incident Team

Input on Well Being initiatives – “Well-being Week”

**SEN Dept. / Assessment Service**

Support for All  
 Coordination of whole-school learning support/ resource timetables  
 Input on Policies & Plans (DEIS/SEN)  
 Attainment Testing - Academic Tracking  
 Member of the Care Team  
 Member of Critical Incident Team  
 Application for resources / smaller classes (SENO H. Walsh)

Support for All Presentative programmes

Support for All

**Coordination of SNAs timetables**

**Staff support for SNAs**

**Staff support for all re: planning & advice**

**Outside Agencies**

**Support Agencies**

TRYS  
 NEPS  
 CAMH  
 National Parents Council  
 Parents Associations  
 The Sanctuary S4YP  
 ISPCC  
 Jigsaw/Headstrong  
 HSE - Little Things Campaign

**Support / Helplines**

ChildLine 1800 666 666  
 Teenline 1800 833 634  
 Samaritans 116 123  
 Shine 1890 621 621  
 Aware 1890 303 302  
 Grow 1890 474 474  
 BODYWHYS 1890 200 444  
 Headsup - text: headsup 50424  
 Console 1800 201 890  
 Parentline 1890 927 277  
 Barnardos Child Bereavement Counselling Service 01 473 2110

**Mental Health & Well-**

**Being Websites**  
[www.childline.ie](http://www.childline.ie)  
[www.jigsaw.ie](http://www.jigsaw.ie)  
[www.yourmentalhealth.ie](http://www.yourmentalhealth.ie)  
[www.mentalhealthireland.ie](http://www.mentalhealthireland.ie)  
[www.headsup.ie](http://www.headsup.ie)  
[www.spunout.ie](http://www.spunout.ie)  
[www.reachout.ie](http://www.reachout.ie)  
[www.grow.ie](http://www.grow.ie)  
[www.teenbetween.ie](http://www.teenbetween.ie)  
[www.letsomeoneknow.ie](http://www.letsomeoneknow.ie)  
[www.leanonme.net](http://www.leanonme.net)  
[www.recover.ie](http://www.recover.ie)  
[www.ocdireland.org](http://www.ocdireland.org)  
[www.crosscare.ie](http://www.crosscare.ie)  
[www.bodywhys.ie](http://www.bodywhys.ie)

## Working Together to Support Well-Being in Coláiste Mhuire Co-Ed

### School Support for Some -

### Milder needs

#### In School Support

**Support**

Guidance Counsellor  
 Le Chile Programme  
 Links to youth, community and voluntary organisations  
 Student and family involvement  
 Alert & Movement Matters programmes  
 Headspace - Mind out health programme  
 Talkabout self-esteem programme  
 Real U—SCP  
 HSCL  
 NBSS, SCP & Psych Service Supports

#### BFL - Level 2

Targeted Intervention Behaviour Support  
 Collaborates to develop behavioural programme  
 Behaviour for learning programme  
 Transitions Programme  
 FRIENDS for life/ Why Try programme  
 Check and Connect  
 Catch up literacy/ ninja maths  
 Rapid plus literacy programme  
 Stop think do - social skills programme  
 Movement Matters & ALERT (OT) Programmes  
 Mental Health—Talk about / Headspace

#### Teacher & SNA's Role

**Support for some**

Model and encourage ENERGY Programme (Self-Care)

- Listen - listen more than talk/give students time/ don't jump to conclusions
- Recognise when students are struggling/ suffering
- Don't go beyond the boundaries of your role
- Refer to year head & Care Team
- Refer to management if urgent

#### HSCL

**Support for Some**

Parent Courses-directing and facilitating participation  
 Coordinate and organise Presentations & Evenings on specialised topics/ issues for the school community  
 Link with and attend YPAR-Interagency Network & Youth Mental Wellbeing Group meetings

#### Guidance Counselling Service

**Support for some**

Guidance Classes  
 Bereavement Counselling  
 Assessment/ Testing  
 .B & Mindout – mindfulness programmes  
 Mental Health & Well being

### School Support for Few -

### More Complex needs

#### In School Supports

**Support**

Referral Pathways to CAMHS (via GP) Youthreach etc...  
 Learning/Behaviour/Emotional  
 Special Needs Assistants Support  
 Group/Individual support from Guidance Counsellor  
 Focussed support for at risk students during CI response  
 Le Chéile Programme  
 HSCL, NBSS & Psych Service supports - See below

#### Teacher & SNA's Roles

**Support for Few**

Model and encourage ENERGY programme (Selfcare)

- Listen - listen more than talk/give students time/ don't jump to conclusions
- Recognise when students are struggling/ suffering
- Don't go beyond the boundaries of your role
- Refer to year head & Care Team
- Refer to management if urgent

#### SEN Dept. / Assessment Service

**Support for few**

Individual care plans Referral to Outside Agencies 1 to support

- Social
- Emotional
- Numeracy
- Literacy

#### Guidance Counselling Service

**Support for Few**

1 to 1 work Career Guidance & Counselling Support  
 CAO Application support incl. DARE and HEAR Process referrals to outside agencies  
 Liaise with outside agencies (e.g. Ais Eiri; CAMHS;)  
 Parent work/support Intensive, individual behaviour

#### BFL - Level 3

**Behaviour for learning programme**

FRIENDS for life, Why Try Programme/ Check and Connect  
 Catch up literacy/ Rapid plus literacy programme/ MM & ALERT programmes  
 Speech and language support  
 Anger Management—Seeing Red Programme  
 Behaviour for learning skills (e.g. organisational skills; time)

#### HSCL

**Support for Few**

Home visits  
 Supporting parents to return to education Supporting Parents to engage with outside agencies for family support  
 School meetings

#### Outside Agencies

Counselling/ Treatment Counselling  
 Via GP/ Health Centre CAMHS  
 Primary Care Services  
 Substance Abuse Services:  
 Pieta House Teen  
 Counselling  
 OASIS; DEORA Project as part of Oasis Counselling service  
 Barnardos  
 Irish Childhood Bereavement Network CARI;  
 National Counselling Service ALATEEN  
 Belong To; Shout Out



## Appendix 1

## Looking at our Guidance: A Whole School exercise

	<b>Whole School Guidance: Area for Review</b>	<b>Working Well</b>	<b>Not Working Well</b>
<b>Sec 1</b>	<b><i>Management of the Guidance Programme</i></b>		
	School Understanding / definition of Whole School Guidance		
	Roles of the Guidance Partners (Staff / BOM/ Parents)		
	Guidance Policies and procedures		
	Use / Management of Resources		
<b>Sec 2</b>	<b><i>Guidance Planning</i></b>		
	Guidance planning process in operation		
	Guidance Plan emerging		
	Implementation of Guidance Planning / Plans		
	Monitoring of Guidance planning / Plans		
	Evaluation of Guidance Planning / Plans		
<b>Sec 3</b>	<b><i>Content of the Guidance Programme (3 Areas)</i></b>		
<b>3.1</b>	<b><i>Careers</i></b>		
	Models of career being presented		
	Quality and variety of careers information provision		
	Access to career information		
	Career planning skills development programme		
	Job placement programme aims provision and outcomes		
	Linkages with other relevant areas of the school programme		
<b>3.2</b>	<b><i>Personal and Social</i></b>		
	Counselling context of personal and social development programme		
	Linkages with school mission and ethos, role of student council, extra-curricular activities		
	Nature of counselling services, roles, expertise, access, referrals, confidentiality issues, professional and ethical considerations.		
	Critical incident protocols		
	Counselling referral protocols		

<b>3.3</b>	<b>Education</b>		
	Priority areas have been identified for particular attention in educational guidance.		
	Quality and variety of educational guidance information		
	Access to educational guidance information		
	Support structures for access, transfer and progression,		
	Linkages with other staff roles in provision of educational guidance		
<b>Sec 4</b>	<b>Guidance Curriculum</b>		
	Provision for guidance as part of the school curriculum		
	Balance of curriculum across all year groups		
	Timetabling issues		
	Extracurricular guidance in operation		
	Cross curricular guidance in operation		
<b>Sec 5</b>	<b>Guidance Teaching</b>		
	Planning, preparation and use of guidance related resources in the classroom		
	Teaching methodologies employed		
	Learning		
	Assessment of learning		
	Record keeping		
<b>Sec 6</b>	<b>Psychometric Testing</b>		
	Purpose of testing		
	Breadth of testing		
	Record Keeping procedures		
	Distribution / communication of testing results		
<b>Sec 7</b>	<b>Staff Training and Professional Development Needs</b>		
	Access to training and ongoing professional development		
	Frequency of training and professional development		
	Quality of training and professional development		
	Involvement of relevant staff in training and professional development		
	Communication / feedback with whole staff re training and professional development.		

**Appendix 2: Areas for Review and Development****Staff Questionnaire: Checklist of Areas of School Guidance**

1. Please indicate by ticking in the appropriate column the area of school guidance life that you think would benefit from specific review and development.
2. Please add to the list any additional areas that you feel should be included.
3. Please choose 5 of the areas as priorities for review and development.

<b>Areas of School Guidance</b>	<b>For Specific Review</b>		<b>Review Priorities</b>
	<b>NO</b>	<b>YES</b>	<b>CHOOSE 5</b>
<b>Timetabled Guidance</b>			
Provision for personal development			
SPHE			
RSE			
ICT and Guidance			
Career Classes			
Subject Options Structure in Junior Cycle			
Subject Options Structure in Senior Cycle			
Meetings of School Care Team			
Programme Planning and Coordination			
Appointments with Guidance counsellor			
Other			
<b>Non Time-tabled Guidance</b>			
Planning and coordination of student support services (Student Support Team)			
Pastoral Care System			
Counselling Students			
Communication of Guidance related matters			
Student Information			
Confidentiality			
Guidance Resources (Textbook / Personnel / ICT Software / etc...)			
Referral of students to outside agencies for counselling			
Assessment / Psychometrics Test			
Work Experience			
Contact with parents re. Guidance Matters			
Links with the community			
Links with business			
Study Skills			
Calendar for Organisation of College Open Days			
Guidance accommodation and facilities			

**Appendix 3:**

**Guidance / Student Supports: SCOT Analysis**

<p><u>Strengths</u></p>	<p><u>Opportunities</u></p>
<p><u>Challenges</u></p>	<p><u>Threats</u></p>



1 = strongly disagree

2 = disagree

3 = neither agree nor disagree

4 = agree

5 = strongly agree

I have participated in classroom or small group programs covering topics such as study skills, Transition from Primary, Mental Health, etc....

1 2 3 4 5

My School Counsellor has provided services that have been helpful to me.

1 2 3 4 5

My School Counsellor has **not** been available to me when I have had questions or problems.

1 2 3 4 5

My School Counsellor is knowledgeable about services outside of the school system.

1 2 3 4 5

My School Counsellor believes I can succeed.

1 2 3 4 5

My School Counsellor has been an effective advocate for me.

1 2 3 4 5

Please list what you believe to be the most important activities of the School Guidance Counsellors.

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Please list the most significant strengths that currently exist within the School Counselling Program.

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Please list the most significant weaknesses that currently exist within the School Counselling Program. What would you change?

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Thank you again for taking the time to complete this survey.