



# **Whole School Guidance Policy**

**Coláiste Pobail Bheanntraí**

**2017-2020**

.....	
1. General.....	5-7
1.1 Mission Statement	
1.2 Scope	
1.3 Rationale	
1.4 Aims	
2 Introduction.....	7
3 Coláiste Pobail Bheantraí.....	8
4. School Wide Responsibility.....	8-9
4.1 The Teacher .....	8
4.2 Learning Support .....	8
4.3 Outside Expertise and Agencies.....	9
5. The Guidance Counsellor.....	9
5.1 Counselling .....	10
5.2. Referral .....	11
5.3 Social Services .....	12
5.4 Other Issues.....	12
5.5 Record Keeping .....	12
5.6 Guidance Department Mission Statement .....	12
5.7 Overall Career Guidance Philosophy .....	123
5.8 Careers Information for Students.....	13
5.9 Provision of Information for Parents .....	144
5.10 Critical Incidents Plan.....	155
6. Best Practice Throughout the Secondary Cycle.....	15
6.1 The Teacher .....	166
6.2 The Year Head.....	16
6.3 The Class Tutor.....	17
6.4 The Chaplaincy .....	17
6.5 Wellbeing.....	19
6.6 Social , Personal and Health Education .....	19
6.7 Civic Social and Political Education .....	20
6.8 Religious Education.....	20
6.9 Relationships and Sexuality Education.....	21
7 Altered Provision Project.....	21
7.1 Coláiste Pobail Bheantraí-Altered Provision Project.....	21
8 School Completion Project.....	22

9 Other Activities .....	23
9.1 Awards.....	233
9.2 Graduation venings.....	23
9.3 Spiritual Well-being.....	23
9.4 Social Awareness .....	23
9.5 Adult Responsibility .....	24
9.6 Extra Curricular Activities.....	24
9.7 The Green Schools Committee.....	25
9.8 The Student Council.....	25
9.9 Meitheal.....	25
9.10 Amber Flag.....	26
9.11 Parents Plus Adolescents Programme.....	26
10. Age and Year Specific Approaches .....	26
10.1.1 First Year .....	27
10.1.2 Information Gathering .....	27
10.1.3 Class Groupings .....	27
10.1.4 Subject Selection.....	27
10.1.5 Transition and Induction from Primary to Second Level .....	28
10.1.6 Assessment.....	28
10.1.7 Parent teacher meetings .....	28
10.1.8 The Buddy-Mentor system .....	28
10.1.9 Student Support Meetings.....	28
10.2 Second Year .....	29
10.3 Third Year.....	29
10.3.1 Study .....	29
10.3.2 During the Junior Certificate Exams.....	30
10.4 Fourth Year .....	300
10.4.1 Aims of Transition Year .....	30
10.4.2 Class Allocation .....	30
10.4.3 Transition Year Programme.....	31
10.4.4 Gaisce.....	32
10.4.5 Guidance Class.....	32
10.4.6 Community Links .....	32
10.4.7 Business/Employer Links .....	32

10.4.8 Graduation Ceremony .....	33
10.5 Fifth Year .....	33
10.5.1 Guidance class .....	33
10.5.2 Curriculum.....	33
10.5.3 L.C.V.P. ....	33
10.5.4 Study .....	34
10.5.5 Parent Teacher Meeting.....	34
10.6 Sixth Year.....	34
10.6.1 Curriculum.....	34
10.6.2 Study.....	34
10.6.3 Vocational Guidance Interview.....	34
10.6.4 CAO Applications.....	34
10.6.5 Other Career Activities.....	35
10.6.6 Guidance Programme.....	35
10.6.7 Further Follow Up.....	35
<b>11 Post Leaving Certificate Education</b>	
11.1 Office Administration Course.....	35
11.2 Health Care Courses.....	35
12 Policies.....	36
13. Conclusion.....	36
Bibliography.....	37

## 1. GENERAL

### 1.1 MISSION STATEMENT

“Ni neart go cur le chéile”

"In partnership, through a comprehensive curriculum, we aim to provide quality teaching and learning in the pursuit of excellence, to promote intellectual, spiritual and personal development in an atmosphere of respect thus enabling students to contribute positively to their community".

Coláiste Pobail Bheantraí is a multi-denominational, co-educational school that offers a very comprehensive education embracing practical, academic, technological and scientific strands. It is a dedicated, focused, learning institution which aims to develop the whole person - spiritually, physically, emotionally, morally, socially and intellectually.

The college ethos is enshrined in caring for all of the community within the school. All students are cherished equally and encouraged to make a positive contribution to their school, teachers, visitors and their peers. It is expected that all students will acquire a sense of pride of place within the school and that their individual and collective contribution is recognized and valued at all times.

The Whole School Guidance Plan reflects this respect for the individual in its student centered holistic approach. The enhancement of self-esteem and life skills and the development of potential – academic, personal and emotional – leading to greater personal autonomy for all students are its central goals.

The Whole School Guidance Policy is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be addressed.

### 1.2 SCOPE

This plan refers to the whole school and provides information on the guidance and pastoral care systems in the College. Guidance in post-primary schools refers to 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. It encompasses the three separate, but interlinked, areas of:

- Personal and Social Development
- Educational Guidance
- Career Guidance

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.

### 1.3 RATIONALE

- Section 9 of the Education Act (1998) states that a school shall use its available resources to...
  - (c) Ensure that students have access to appropriate guidance to assist them in their educational and career choices.
  - (d) Promote the moral, spiritual, social and personal development of students...in consultation with their parents, having regard to the characteristic spirit of the school.
- Circular Letter PPT 009/2012 from the Department of Education and Skills points out that: It is established policy that guidance is a whole school activity and under existing arrangements each school develops collaboratively a school guidance plan as a means of supporting the needs of its students
- The School Development Planning Initiative (SDPI) document, 'Planning the School Guidance Programme' (2004) specifies that schools are expected to develop a guidance plan.
- "NCGE: A Whole School Guidance Framework 2017" will support schools in the planning and provision of a whole school approach to guidance.
- Guidance-related learning is identified in the *Junior Cycle Wellbeing Guidelines* as one of the main pillars of a school's Wellbeing programme (NCCA, 2017).

### 1.4 AIMS

- To identify and respond to the different vocational / guidance needs and provide a framework for the delivery of the school's guidance programme
- The plan needs to be inclusive; providing for the junior, senior, minority, special educational needs etc. of all student and adult learners
- To optimise the educational experience achievement and holistic development for everyone involved
- To provide for the personal, social, educational and vocational development of all students at a whole school level
- 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.

## 2. INTRODUCTION

One of the aims of any post primary school is to provide an academic service to its students that will fulfil their needs and allow them to pursue their chosen field of further study, training, or to enable them to enter the world of work. However, this provision by a school only attends, in a narrow way, to one aspect of the adolescent's needs.

The journey through the teenage years is one of physical, emotional, and psychological change. The adolescent is required to cope with, among other things, new feelings, new adult responsibilities, an emerging sense of independence, peer influences, academic pressures and above all, a growing sense of his/her new self. In order for him/her to cope successfully with his/her new world and emerge into adulthood, guidance and assistance should be provided by all those charged with responsibility for the broader needs of the individual. Therefore, within a post primary school, provision needs to be made to cater for the needs of the adolescent and these provisions must take a holistic view of the individual as a person, and widen the focus from merely an academic and curriculum based one. These provisions are outlined in this *Guidance Programme*. This document will be compiled with the assistance of all staff and parents. Such consultation also serves to heighten their awareness of their involvement in personal guidance, academic guidance, and careers guidance.<sup>1</sup>

This school guidance programme seeks to reflect and provide for the needs of each pupil whatever their ethnic, cultural, religious and linguistic backgrounds.<sup>2</sup> The programme recognises the necessity to cater for the needs of every student in broad holistic terms throughout the five/six years he/she spends with us, and also to empower the student with the skills necessary to cope with adult life long after he/she has left our care. This guidance programme outlines the range of activities through which the school addresses the needs of the student by helping him/her in his/her personal, social, educational, and career development<sup>3</sup> and, as stated in the Education Act (1998),<sup>4</sup> ensures each student has access to appropriate guidance. In addition, the guidance programme also forms part of the overall school development plan that takes into account the needs of the students, available resources, and contextual factors.<sup>5</sup> This document should be read in conjunction with all other school policies including (i) Admissions policy, (ii) Code of Behaviour, (iii) Homework policy, (iv) Anti-bullying policy, (v) Internet acceptable usage policy, (vi) Health & Safety policy, (vii) Critical Incident Policy, (viii) School's Child Protection Procedures (ix) Mobile Phone policy (x) Extra-Curricular Activities Policy (xi) Policy on Record Keeping (xii) Induction Policy for students (xiii) Religious Education Policy (xiv) Special Educational Needs Policy (xv) Relationships and Sexuality Policy

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<sup>1</sup> *Guidance for All? Guidance Provision in Second Level Schools*, (E.S.R.I.) 2006.

<sup>2</sup> Anthony Barnes and David Andrews, ed., *Developing Careers Education and Guidance in the Curriculum*, (London: David Fulton Publishers, 1995) p 60.

<sup>3</sup> National Centre for Guidance in Education, *Planning the School Guidance Programme*, Dublin: 2004, p 16.

<sup>4</sup> *Education Act*, Dublin: Government Publications, 1998, p 13.

<sup>5</sup> Department of Education and Science, *Guidelines for Second Level Schools*, Dublin: 2005 p. 4.

### 3. COLÁISTE POBAIL BHEANNTRAÍ

The school has approximately 700 students in any given year including adults who take PLC QQI Level 5 courses. There is no streaming in 1<sup>st</sup> year. In third year Irish and Maths classes may be streamed as appropriate. There are approximately 120 students in each year from first to sixth and Transition Year is optional. Each year, approximately 75% of the sixth years go on to study at third level (to include CAO , UCAS , PLC and Teagasc courses) A small number of students will enter the world of work or repeat the Leaving Certificate.

### 4. SCHOOL WIDE RESPONSIBILITY

In conjunction with the school management, the Guidance Counsellors are seen as having the main responsibility for the planning and delivery of the school's guidance and counselling programme. However, given that the provision of a guidance programme should not be seen as the remit of one person or one department in the school,<sup>6</sup> it is desirable that as many staff as possible should have an important and worthwhile contribution to make in the planning and delivery of many aspects of the guidance programme.<sup>7</sup> Therefore, it is the policy in Coláiste Pobail Bheanntaí to implement a modern guidance programme that will explore all other means, be they other individuals or situations, that can assist the student in his/her personal, social, educational and vocational development. Guidance provision is seen as a school-wide responsibility, involving the collaboration of school management, the guidance counsellors and other teachers,<sup>8</sup> the Church Community including the school chaplain, parents and the community at large. In addition the aims of the guidance plan should have objectives that are clear, realistic, specific and measurable<sup>9</sup> as well as balancing the needs of all junior and senior cycle students in a sequential, developmental and comprehensive way, including those with special needs.<sup>10</sup>

With this in mind, the guidance and counselling process aims, with the assistance of all relevant stakeholders, to seek to help students develop an awareness and acceptance of their talents and abilities; to seek to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves and to make informed choices about their lives and to follow through on those choices.<sup>11</sup>

#### 4.1 THE TEACHER

Since classroom teachers spend a considerable amount of time with the adolescent in a learning environment they have an opportunity, indeed responsibility, to assist in the development of pupils, not just in their own specialised subject area, but also in a more holistic way. This includes the contribution subject teachers can make to the overall personal development of the adolescent, academically, morally, socially, spiritually. The potential for subject teachers to

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<sup>6</sup> *The Guidance Counsellor's Handbook*, (Dublin: National Centre for Guidance in Education,1999)p 8.1.1

<sup>7</sup> Department of Education and Science, *Guidelines for Second Level Schools*, p 8.

<sup>8</sup> Liam Murphy, *Counselling the Adolescent In A Changing Ireland: National Survey of Second Level Schools in Ireland: The Institute of Guidance Counsellors*, 1993, p 10.

<sup>9</sup> National Centre for Guidance in Education, *Planning the School Guidance Programme*, p 17.

<sup>10</sup> Department of Education and Science, *Guidelines for Second Level Schools*, p 8.

<sup>11</sup> *Ibid.* p 5.



assist the student in exploring his/her abilities, thoughts and feelings<sup>12</sup> and contribute to his/her overall development is enormous. Day in day out, teachers have the opportunity to help students develop positive self-concepts as part of self-understanding and self-acceptance as well as making an invaluable contribution to assist the adolescent in becoming conscious of their own potentials and opportunities.

#### **4.2 LEARNING SUPPORT**

The Learning Support department works in consultation with the Guidance Counsellors, Year Heads, Teachers and School Management at all times to assist in providing support for those students who, for various reasons, require assistance to minimise their difficulties. The learning support department liaises with a psychologist allocated by National Educational Psychological Services (N.E.P.S.) when assessment is required. The Learning Support department duties include assessing students for, (i) reasonable accommodation, (ii) exemptions from exam components, (iii) Irish exemptions, and (iv) the allocation of resource hours where appropriate. There is a scheduled weekly meeting attended by the Principal, Deputy Principal, Special Education Coordinator, Altered Provision Coordinator, Guidance Counsellors and Special Needs Unit Coordinator.

#### **4.3 OUTSIDE EXPERTISE AND AGENCIES**

A guidance programme in second level schools should recognise and draw upon expertise that is available from the wider community at large. Given that the school environment can be limited in its resources and know-how, and indeed somewhat closeted from outside life, it is always a valuable exercise to draw upon individuals and institutions with specialised knowledge of certain fields, for example, in the area of sexuality, substance abuse, cultural and gender differences, the world of work, training and further study. This may take different forms as outlined in this document. These include visits from outside speakers, visits to outside institutions, work experience, retreats, seminars, working with particular organisations such as St. Vincent De Paul, as well as drawing upon the expertise provided by social services, TUSLA, N.E.P.S., Garda Síochána, Department of Education & Skills, the State Exams Commission, the H.S.E., and other necessary agencies.

### **5. THE GUIDANCE COUNSELLOR**

The role of the counsellor has been defined as that of “facilitator of individual development”<sup>13</sup> by drawing on his/her knowledge, skills, and attitudes from his/her training and experience. In order for the Guidance Counsellor to perform such a role, the management in Coláiste Pobail Bheanntaí facilitates continuous professional development (see CPD documented list).

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<sup>12</sup> National Centre for Guidance in Education, *Planning the School Guidance Programme*, p 12.

<sup>13</sup> Donald E. Super and Martin J. Bohn, Jr. *Occupational Psychology*, (London: Tavistock Publications, 1971) p 191.

## 5.1 COUNSELLING

The Guidance Counsellor offers counselling that empowers students to make decisions, solve problems, change behaviours or effect changes in their lives. When one-to-one counselling is arranged (with the cooperation of teachers/appointments) students are reminded of the confidential nature of such meetings. Students are also reminded about the implications regarding the disclosure of information that may result in a danger being posed to the student himself/herself or to others. Notes will be written during or immediately after such meetings. These notes may, if necessary contain the actual words and/or phrases used by the student.

This counselling process, which takes its lead from Carl Rogers' *Person-Centred Counselling*,<sup>14</sup> is designed to:

Empower the student to make decisions, solve problems, change behaviours and resolve issues in their lives. Such activities may be personal counselling, educational counselling, career counselling, or it may involve combinations of each. Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of crisis.<sup>15</sup>

In addition to a Rogerian approach, Adlerian (individual) psychology is also employed when appropriate.

Individual Psychology assumes that people are motivated by social factors; are responsible for their own thoughts, feelings, and actions; are creators of their own lives, as opposed to being helpless victims; and are impelled by purposes and goals, looking more toward the future than the past.<sup>16</sup>

With some students, whose difficulties warrant, a Reality Therapy methodology is used. This approach deals with the five essential human needs, (belonging, fun, power, freedom, and survival) and how these needs feed a student's quality world.

Fulfilling his needs, however, is part of his present life; it has nothing to do with his past no matter how miserable his previous life has been. It is not only possible, it is desirable to ignore his past and work in the present because, contrary to almost universal belief, nothing which happened in his past, no matter how it may have affected him then or now, will make any difference once he learns to fulfil his needs at the present time.<sup>17</sup>

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<sup>14</sup> Carl Rogers, *Client Centred Therapy*, (London: Constable 1999)

<sup>15</sup> National Centre for Guidance in Education, *Planning the School Guidance Programme*, p 21.

<sup>16</sup> Gerald Cory, *Theory and Practice of Counselling & Psychotherapy*, 7<sup>th</sup> ed. (California: Brooks/Cole - Thomson Learning, 2004) p 119.

<sup>17</sup> Robert E. Wubbolding, *Using Reality Therapy*, (New York: Harper & Row, 1986) p 13.

Furthermore, Cognitive Behavioural Therapy (CBT) is also used when appropriate.

There are three main assumptions underlying CBT: (a) that emotions and behaviour are determined by thinking; (b) that emotional disorders result from negative and unrealistic thinking; and (c) that by altering this negative and unrealistic thinking emotional disturbance can be reduced.<sup>18</sup>

The Guidance Counsellor will also engage in a two way process of consultation with parents, teachers, school management and referral agencies. This consultation may include advocacy by the guidance counsellor on behalf of a pupil.

The Guidance Counsellor will play a key role in determining the needs of the students on an individual and group level. They will endeavour to implement activities and procedures to meet these needs and gather information regarding their success or otherwise, and if necessary implement interventions and changes in consultation with all parties concerned.

## 5.2. REFERRAL

The Guidance Counsellor will recognise the need for assistance from other qualified professional personnel both within and outside the school and organise the provision of such assistance following agreed procedures with the school, parents, and relevant authorities.<sup>19</sup> As a result of contact with the Guidance Counsellor or learning support teacher, or arising out of discussions with parents/guardians, it may sometimes be appropriate to refer a student to a professional outside the school. The Guidance Counsellor/Management should arrange such referrals in consultation with other parties, including parents. At all times the voluntary participation of the individual concerned should be respected<sup>20</sup> while safeguarding confidentiality throughout, except where a student is deemed to be at risk. Code of Ethics of the I.G.C. and Child Protection Procedures are followed at all times.

Where students have serious learning, personal and social difficulties, these may need to be addressed by the relevant professional/s, such as the learning support teacher, guidance counsellor and/or NEPS psychologist or health service personnel, before the student can begin to make educational and career choices. Such students may require ongoing learning and guidance support in order to enable them to participate fully in the education process.<sup>21</sup>

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<sup>18</sup> P. Trower, A. Casey, & W. Dryden, *Cognitive Behavioural Counselling in Action*, (London: Sage Publications, 2004) p 4.

<sup>19</sup> National Centre for Guidance in Education, *Guidelines for the Practice of Guidance and Counselling in Schools*, Dublin: 1996, p 6.

<sup>20</sup> National Centre for Guidance in Education, *Planning the School Guidance Programme*, p 22.

<sup>21</sup> Department of Education and Science, *Guidelines for Second Level Schools*, p 10.

From time to time teachers/Year Heads will meet with the Guidance Counsellor (and/or Principal /Deputy Principal/Year Head/Learning Support) to discuss certain students. These meetings will be followed up by meeting between the Guidance Counsellor and the students concerned. When necessary this will be followed up with meeting/s with parents. Referrals are recorded.

### **5.3 SOCIAL SERVICES**

In addition to voluntary referral a situation may arise when referral to social services may be necessary. This is done in collaboration with the Designated Liaison Person or Deputy Designated Liaison Person and the social worker involved. At all times the Child Procedures 2017<sup>22</sup> are followed.

### **5.4 OTHER ISSUES**

On occasion, it may come to the attention of the Guidance Counsellor that a student may for example be drinking excessively, taking drugs etc. When appropriate, the student's parents are invited to a meeting at which the information is given. In addition, information may come to the attention of the Guidance Counsellor regarding a student in another school. Such information may be passed on to the Guidance Counsellor and/or management in that student's school.

### **5.5 RECORD KEEPING**

All records regarding student's contact with the guidance office are held in a locked filing cabinet in the guidance counsellor's office.

### **5.6 GUIDANCE DEPARTMENT MISSION STATEMENT**

The mission of the Guidance and Counselling Department is to create and sustain effective comprehensive counselling and guidance programmes and services which help students become lifelong learners and responsible productive citizens by promoting their personal growth and academic development.

By the time a student is ready to graduate from Coláiste Pobail Bheantraí, it is expected that he or she will have a plan and a place to transition to for the next phase of life. As Guidance Counsellors we are committed to every student as a unique individual and to encouraging and supporting them to reach their highest level of achievement.

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<sup>22</sup>Child Protection Procedures for Primary and Post-Primary Schools, 2017, Depart of Education and Skills

## 5.7 OVERALL CAREER GUIDANCE PHILOSOPHY

Since the job of facilitating vocational development and decision-making cannot be done by the counsellor alone<sup>23</sup> the career guidance approach also involves parents so as to ensure that their influence on their children's career choices is well informed, and supportive.<sup>24</sup> As career management skills cannot be learned solely from printed publications and websites the human support in the learning process is essential. Computers and printed materials are used as a supplement to, rather than replacement for, the human interaction that is career guidance. As occupational information is inseparable from other content of learning, subject teachers are also seen as important collaborators in the careers information, education and guidance process and allows careers development to occur throughout the curriculum.<sup>25</sup>

In summary, the person-centred<sup>26</sup> and developmental approaches to career guidance and counselling equips the students with a clearer understanding of themselves and the potential for future career development<sup>27</sup> and enables the student to accept responsibility for making his/her own choices, for managing his/her own resources, and for directing the future course of his/her own lives.<sup>28</sup>

## 5.8 CAREERS INFORMATION FOR STUDENTS

The careers library in Coláiste Pobail Bheanntaí is situated *in* the Guidance Suite. Students have free access to all paper based resources and are free to utilise such resources during scheduled Guidance classes and on request from the Guidance Counsellor. In addition, there are careers notice boards in the 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> year corridor on the second floor which are updated on a regular basis as appropriate. Moreover, day-to-day information is communicated to students using the notice boards in the corridor. Access to electronic resources is provided through the computer lap top system in the Guidance classroom and the computers in the I T room on the second floor L2/8.

Students can also avail of the information provided on the Coláiste Pobail Bheanntaí website. Here students can access information on timetables, exam schedules, events etc. There is also a designated Guidance Department website where students can avail of information which is updated daily on [www.colaistepobailbheanntai.com](http://www.colaistepobailbheanntai.com)

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<sup>23</sup> E. L. Tolbert, *Counseling for Career Development*, (Boston: Houghton Mifflin Company, 1974) p 202.

<sup>24</sup> OECD *Career Guidance and Public Policy: Bridging the Gap*, Paris: 2004. p 47.

<sup>25</sup> Barnes and Andrews, *Developing Careers Education and Guidance in the Curriculum*, p 5.

<sup>26</sup> Gysbers and Moore, *Improving Guidance Programs*, p 57.

<sup>27</sup> Linda Ali, *The Counselling Approach to Career Guidance*, (London: Brunner-Routledge, 2004) p 1.

<sup>28</sup> Gysbers and Moore, *Improving Guidance Programs*, p 59.

## 5.9 PROVISION OF INFORMATION FOR PARENTS

As well as the normal parent-teacher meetings and parent information evenings outlined elsewhere in this document, the following information is posted on the school website.

1. School Policies
2. The Parents Association
3. The Student Council
4. Our Health Promoting School
5. Recent Events
6. Sports fixtures and results
7. School management
8. The Board of Management
9. The Chaplaincy
10. The Curriculum
11. Awards
12. Way to Pay system
13. Adult Education
14. Inspection Reports
15. Blue Shield
16. SIP/SSE - School Improvement Plan and School Self Evaluation Report

There is also a comprehensive range of information for parents on The Coláiste Pobail Bheanntaí Guidance and Counselling website.

- A parent and student guide to Further and Higher Education
- Parents' get with it guide to Cyber bullying
- Internet Safety
- CAO points by year
- Studying Abroad UCAS
- Subject Choice
- Employment Trends
- Studying Abroad : USA
- CAO Points Calculator
- CAO Courses
- Leaving Cert subject choice
- Parents' Guide to Career Guidance
- STEPS: Engineers Ireland
- A Career in The Defence Forces
- UCAS: How to make an application
- Aer Lingus Careers
- An Bord Altranais: Nursing Careers

- Public Service jobs
- Bord Iascaigh Mhara
- Useful websites and apps
- STEM education in Ireland
- Careers using the Irish Language
- Job hunting and Interviews
- How to apply for a SUSI grant
- Students with Disabilities
- Third Level Scholarships
- HEAR and DARE
- Going to College
- Accommodation in third level etc...

Web Links on the Coláiste Pobail Bheanntaí Guidance and Counselling Department website to:

- [www.qualifax.ie](http://www.qualifax.ie) (Course search site)
- [www.careersportal.ie](http://www.careersportal.ie) (Careers site)
- [www.cao.ie](http://www.cao.ie) (Central applications office)
- [www.QQI.ie](http://www.QQI.ie) (Quality and qualifications Ireland)
- [www.ucas.com](http://www.ucas.com) (courses in The UK)
- [www.accesstocollege.ie](http://www.accesstocollege.ie) (HEAR and DARE schemes )
- [www.studentfinance.ie](http://www.studentfinance.ie) (Third level grants)
- [www.ncca.ie](http://www.ncca.ie) (National Council for Curriculum and assessment )

## 5.10 CRITICAL INCIDENT PLAN

While each incident is unique, these incidents provide learning experiences that can be used to inform and equip us to cope when the next incident occurs. As a result a critical incident plan (see Critical Incident Plan) has been written in consultation with all stakeholders, while using the N.E.P.S.<sup>29</sup> guidelines<sup>30</sup> and contacts with other schools.

## 6. BEST PRACTICE THROUGHOUT THE SECOND LEVEL CYCLE

While individual students are different, there is considerable overlap in the needs and provisions required to cater for these needs through the entire six-year cycle. With this in mind the following philosophy and practices are applied throughout the school.

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<sup>29</sup> *Responding to Critical Incidents NEPS Guidelines AND Resource Materials for Schools 2016*

<sup>30</sup> *Responding to Critical Incidents, Resource Material for Schools*, Department of Ed. & Science, 2007.

## 6.1 THE TEACHER

Since a number of the main aims of the guidance programme can be fulfilled during normal everyday activities, be they teaching and/or extracurricular activities, the individuals involved have many opportunities to provide for the needs of each student and notice any difficulties that may arise on an individual level. It is these adults that can assist students in the following areas:

- Help develop social skills
- Enhance self-esteem
- Nurture inclusivity
- Offer help and assistance
- Help develop coping skills
- Nurture independence
- Instil a sense of adult responsibility
- Motivate
- Monitor attendance
- Develop self-awareness
- Implement the school bullying policy
- Help to cope with the demands of the school
- Encourage participation in extracurricular activities
- Develop interpersonal skills
- Encourage decision making
- Identify strengths and weaknesses
- Recognise talents and achievements
- Nurture relationships
- Negotiate conflict
- Monitor for any signs of bullying
- Identify any students at risk

The Year Head serves as an intermediate level of authority between the Class Tutor and senior management. In terms of pastoral care, the Year Head assumes responsibility for the overall progress and welfare of the students of a certain designated year group and, in terms of discipline, endeavours to ensure their compliance with the school 'Code of Behaviour'. The Year Head, in conjunction with the Class Tutors, helps to maintain and store written files on each student in the year group, and communicates and liaises with senior management and parents as necessary. Further to the disciplinary role of the Year Head as specified in the 'Code of Behaviour', additional duties for the Year Head are outlined in other school policies. In as much as it is possible, each Year Head will remain with their year group for the relevant period of time i.e. Junior Cycle, TY or Senior Cycle



### 6.3 THE CLASS TUTOR

The Class tutor is a teacher who, on behalf of the school community, takes on the role of caring for a particular class group, in the process helping to promote a spirit of togetherness and harmony. In as much as it is possible, each class tutor will be timetabled to actually teach his/her class tutor group and remain with their class tutor for the relevant period of time i.e. Junior Cycle, TY or Senior Cycle. In addition to teaching time, each Class Tutor will meet with their tutor group on a formal timetabled basis at intervals during the school year, at a minimum, once per term. In this way, the tutor endeavours to get to know each student individually and fosters a relationship and rapport with them that is conducive to their overall development.

Within the school, the Class Tutor is the predominant contact person with regard to the behaviour and welfare of students in their tutor group. In relation to the school 'Code of Behaviour', the role of the Class Tutor is defined in the section of the code entitled 'procedures in implementing the code'

### 6.4 THE CHAPLAINCY

The chaplain in our school is Fr. James McSweeney whose role is to journey with students and staff on their own particular and unique journey. At the heart of this also is our faith journey, embracing the beauty and wonderful opportunities our faith journey presents while also respecting difference. At the heart of Chaplaincy in Coláiste Pobail Bheanntaí is a 'gentle presence' in the school and with that to be available to staff, students and families. The image of a lighthouse is at the heart of Chaplaincy in our school. A lighthouse is a constant landmark that is visible and valued. At night it is even more visible, protecting and reassuring. In our school the school chaplain is to be visible and available at all times. The chaplain works within a caring, respectful and compassionate school atmosphere where every person feels accepted, trusted and valued. The chaplain is there as a friend or as an "Anam Chara" to all students, journeying with them on their significant journey through our school. (Anam Chara always accepts you as you truly are, holding you in beauty and light.)

#### Mission Statement

The mission statement of the chaplain takes its inspiration from Matthew's Gospel (5:14)

"At the heart of Chaplaincy here in Coláiste Pobail Bheanntaí is a gentle presence in our school. Like a lighthouse, I as your school chaplain am with you every step of the way. I am with you during all the good times but also with you in darker and difficult days too. I will do my best to be a constant light that supports and encourages you on your daily journey. I will help you to know that you are uniquely loved and precious in God's eyes today and always."

## Ministry to Students

- Involved in the organization of the 1st Year Mass, the Graduation Mass and the Christmas Carol Service
- Retreats/Prayer Services/Masses in the Prayer Room
- Embracing Mindfulness and helping students to make space for quiet time and allowing students to just be. We have a beautiful Prayer Room to facilitate this quiet space.
- Meeting students individually or in smaller groups, often with a cup of tea, to offer support, to be there to listen, to be non-judgmental and on occasions to offer helpful guidance or advice be it pastoral or spiritual.
- Celebrating the seasons of Advent and Lent including the Sacrament of Reconciliation as part of this journey
- Promoting social justice through charity work with Trocaire, Saint Vincent de Paul and the Simon Community
- Teaching Junior and Senior Cycle Religious Education (non-exam)
- Responsible for Young Pioneers within Coláiste Pobail Bheanntaí
- A presence in the canteen/yard/corridors before school, during small break and at lunch time
- Facilitating the making and blessing of St Brigid Crosses, the blessing of the throats on the feast of St. Blaise, the distribution of ashes on Ash Wednesday and marking many other significant occasions on our liturgical calendar.
- Involvement with student events and extra-curricular activities
- Building relationships and good community spirit
- Crisis intervention and grief/bereavement support
- Making referrals as appropriate

## 6.5 WELLBEING

Through the Wellbeing programme students will be learning the knowledge, attitudes and skills to enable them to protect and promote their own wellbeing and that of others. The junior cycle Wellbeing programme will begin in 2017 with 300 hours of timetabled learning in Wellbeing over the three years of junior cycle. This will build up to 400 hours by 2020 as the new junior cycle is implemented in schools.

- The four main pillars of the junior cycle Wellbeing programme are Civic, Social and Political Education (CSPE), Physical Education (PE), Social, Personal and Health Education (SPHE) and guidance education.
- Other subjects, short courses and units of learning can also contribute to a school's Wellbeing programme.

Students, parents and teachers all have a part to play in planning a programme that suits the needs of the students in Colaíste Pobail Bheanntaí.

*'Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community.'* Guidelines for Wellbeing in Junior Cycle, NCCA 2017 <sup>31(a)</sup>

## 6.6 SOCIAL, PERSONAL AND HEALTH EDUCATION

A considerable amount of the aims of the guidance programme are catered for in an informal way through various activities in addition to a variety of formal structures. However, the Social, Personal and Health Education (S.P.H.E.) programme provides a curriculum-based forum for further enhancing the aims and objectives of the guidance programme. The S.P.H.E. programme is delivered within the school timetable from first to third year. The programme continues into fourth, fifth, and sixth year in a less formal manner, notably in Religion class and by making use of outside expertise and organisations. The aims and objectives of this programme are as follows.<sup>32a</sup>

31

- To foster an understanding and appreciation of the values – moral, spiritual, religious, social and cultural, which have been distinctive in shaping Irish society.

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<sup>31a</sup> Guidelines for Wellbeing in Junior Cycle, NCCA 2017

<sup>32a</sup> National Council for Curriculum and Assessment , Social,Personal and Health Education,Guidelines for Teachers , Dublin:2001,p4

- To nurture a sense of responsibility, promote self-esteem and an awareness of one's particular abilities, aptitudes and limitations, combined with a respect for, and tolerance of, the rights and beliefs of others.
- To promote quality and equality for all.
- To develop intellectual skills combined with a spirit of enquiry
- To develop a capacity to reflect and analyse issues.
- To develop expressive, creative and artistic abilities to each individual's full capacity.
- To foster a spirit of self-reliance, innovation, initiative and imagination.
- To promote physical and emotional health and well-being.
- To understand issues related to sexuality.

## **6.7 CIVIC, SOCIAL, & POLITICAL EDUCATION**

As well as the S.P.H.E. programme the Civic, Social, & Political Education (C.S.P.E.) programme also provides a curriculum-based forum for further enhancing the aims and objectives of the guidance programme. The C.S.P.E. programme is delivered within the school timetable from first to third year.

## **6.8 RELIGIOUS EDUCATION**

Coláiste Pobail Bheantraí is a Post-Primary Community College under the co-trusteeship of Cork ETB and the Roman Catholic Diocese of Cork and Ross. As well as the S.P.H.E. and C.S.P.E. programmes providing a curriculum-based forum for further enhancing the aims and objectives of the guidance programme, the Religious Education (R.E.) programme also enhances and dovetails those aims. The R.E. programme is delivered within the school timetable for 1<sup>st</sup> to 6<sup>th</sup> year as a non – exam subject as outlined by the department's curriculum plans. The aims and objectives of this programme are as follows.

- To contribute towards the development of all aspects of the individual, including, aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development.
- Extend and deepen the range and quality of each student's educational experiences in terms of knowledge, understanding, skills and competencies.
- To develop the student's personal and social confidence, initiative and competence through a broad, well balanced general education.
- To prepare the student for the requirements of further programmes of study, of employment or life outside full-time education.
- To contribute to the moral and spiritual development of the student and to develop a tolerance and respect for the values and beliefs of others.
- To prepare the student for the responsibilities of citizenship in the national context and in the context of the wider European and global communities.

## 6.9 RELATIONSHIPS AND SEXUALITY EDUCATION

Relationships and Sexuality Education is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. In the school setting it is an integral part of general education provision, which seeks to promote the overall development of the person and which includes the integration of sexuality into personal understanding, growth and development. Through RSE, formal opportunities are provided for young people to evaluate the wide range of information, opinions, attitudes and values which they receive. In this way they can be helped to form values and establish behaviours within a moral framework. While parents are the primary educators in this area, schools have a key role to play.

Relationships and Sexuality is part of the SPHE curriculum in The Junior Cycle. In the Senior Cycle Relationships and Sexuality Education is facilitated in a 6 week module. R.S.E. is available to all students with the written consent of their parent/guardian.

## 7 ALTERED PROVISION PROJECT

### 7.1 COLÁISTE POBAIL BHEANNTRAÍ - ALTERED PROVISION PROJECT

The Altered Provision Project is a Pilot Scheme which began in 2013. The rationale for the project was that students with EBD require more additional teaching in the self-management of behaviour from qualified teachers, rather than the care support provided by an SNA. The hours are allocated through team teaching and one to one resource.

- Initial observation of students with EBD – Psychological Assessments – Primary School Passports - Collection of data - How to meet the Complex and Changing Special Education Needs of Students with EBD?
- Development of relationships with students.
- Individual Student Profiles.
- Making of timetable to support the individual needs of different students with EBD.
- APP = A Flexible Model of Support (timetable is flexible, may change depending on needs of students in question)
- Development of Individual Education Plans and Behaviour Plans where necessary.
- Behaviour for Learning.
- Specific Programmes of Work.
- Specific Interventions and Target Goals.
- Progress Reports from subject teachers.
- Student Self Evaluation.
- Liaising with SNAs, SCP, Team Teachers, Resource Teachers, Class Tutors, Year Heads, Deputy Principal, Principal, Student Support Team, S.E.N Team, Parents/Guardians and External Agencies (eg. Educational Psychologists, Social Workers, CAMHS, NBSS)

### **One to One Support**

- Explicit teaching of social skills
- Self-management and self-regulation skills
- Behaviour support
- Organisation skills
- Problem solving skills
- Literacy and numeracy (eg. Reading programmes)
- Anxiety management strategies (e.g Worry Bag)
- Support with class work and homework

### **In-Class Support - Team Teaching (Lead and Support)**

- Specific set of rules and consequences for breaking those rules
- Safe and controlled learning environment
- Effective group work
- Visual Organisers
- Think, Pair, Share
- Organisation at beginning, during and end of lesson
- Help keep the student focused and engaged throughout a lesson
- Homework correction
- Emphasis on modelling and encouraging Behaviour for Learning
- Assessment for Learning strategies
- Positive Reinforcement
- Note taking if necessary

## **8. SCHOOL COMPLETION PROJECT**

Bantry & Dunmanway School Completion Programme (SCP) works with 6 schools, Cappabue NS, Kealkill NS, Togher NS, MICC Dunmanway, CPB Bantry and Skibbereen Community School and is part of a national programme to help students get the best out of school so they have more opportunities open to them.

SCP while is in itself separate to schools, it was set up to work in partnership with schools to support students to achieve their potential. Its main aim is to help children and young people of school going age to get maximum benefit from their education and to complete school. While the majority of their work is during the school day, they also organise activities with pupils outside of school time.

When working in a school SCP operates under the policies and procedures of that school and as such is guided by the Principal in question. When working outside of a school e.g holiday time SCP operates under its own policies. During SCP activities students must abide by the directions

of SCP personnel at all times. While SCP does not emphasise disciplinary procedures, all activities are subject to the school disciplinary system, as all students are first and foremost students of their school. SCP reserves the right to withdraw supports from or exclude individual students from activities if necessary.

The school Completion Project facilitate a number of extra curricular activities which are listed under the section “Extra-Curricular Activities” in this document.

Milk is distributed at small break every day.

There is a lunch scheme in place for students /families in need.

There is also a Transfer Programme for 6<sup>th</sup> class students for Kealkill N.S. and Cappabue N.S. (& Togher NS).

## **9. OTHER ACTIVITIES**

### **9.1 AWARDS**

At the end of each year the College holds an Awards ceremony that recognises academic and sporting involvement and achievements, as well as those students who have made a valuable contribution to school life in areas such as, the musical, fund raising, mentoring of first years. These prize giving evenings allow the school to publicly express its appreciation for the involvement of its students in school life as well as contributing to the self-esteem of students and highlighting the value of involvement in school life and the community at large. Prize giving for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> year is held as one unit on a designated evening.

### **9.2 GRADUATION EVENINGS**

6<sup>th</sup> year students all participate in a Graduation mass and presentation towards the end of May before their Leaving Cert exams  
To recognise the uniqueness of transition year, 4<sup>th</sup> year is allocated its own graduation afternoon in May

### **9.3 SPIRITUAL WELL-BEING**

Designated Year Masses are held throughout the year. Students can also avail of the Sacrament of Confession at designated times throughout the year.

### **9.4 SOCIAL AWARENESS**

In order to stimulate awareness of the need to help others in our society students are encouraged to give their time to work locally with for example Co Action and Deer Park Nursing Home.

## 9.5 ADULT RESPONSIBILITY

Opportunities for adult responsibility, mentoring, and leadership are encouraged through the use of the school organisations for example The Green Schools Committee , Gaisce , the school Meitheal Programme and the Student Council. All of these are used to stimulate and promote the students taking on board a sense of adult responsibility and a responsibility towards fellow students in our school.

## 9.6 EXTRA CURRICULAR ACTIVITIES

Extra-curricular activities provided in Coláiste Pobail Bheanntaí include

### **A wide variety of sports:**

Athletics, Basketball, Rugby, Gaelic, Football, Hurling, Soccer, Golf etc

### **Other activities:**

The Green Schools Committee  
Meitheal Programme  
The Student Council  
Amber Flag Project Team  
Drama  
Health Promoting School

### **School Completion Project**

SCP Supports as follows:

Homework Club  
Cooking Club  
Chess Club etc.

All students are encouraged to take part in these activities to enhance their overall development. Some students may not involve themselves in these activities due to commitments in extra-curricular activities locally.

## 9.7 THE GREEN SCHOOLS COMMITTEE



Green-Schools is Ireland's leading environmental management and education programme for schools.

Promoting long-term, whole-school action for the environment Green-Schools is a student-led programme with involvement from the wider community. The programme is operated and co-ordinated by the Environmental Education Unit of An Taisce (FEE member for Ireland). They have an elected committee who hold meetings every 2 weeks.

## 9.8 THE STUDENT COUNCIL

The Student Council provides an important forum for the views of the students to be heard. It is a vital communication link generating good relations between students, staff and management and improves the general school atmosphere, condition and facilities.

Each year group is represented on The Student Council: One female student and one male student from each year group following nomination and election.

The Council plays a very important role in the school community. They are the voice of the student body, a voice which is valued and listened to in CPB. They represent the views and ideas of their class. They listen to what is important to their classmates and put this on the agenda to be discussed at council meetings which are held every two to three weeks. At meetings the facts of these matters are discussed and the Council try to come up with suggestions and recommendations as to how these issues could be tackled and improved if necessary. Members then inform their year group about their progress. They may need to work with school management, staff and parents on an issue for the benefit of the school and its students

## 9.9 MEITHEAL PROGRAMME

### REDEMPTORIST YOUTH MINISTRY MISSION STATEMENT

“Inspired by Jesus Christ , we engage with young people in exploring faith and life issues and journey with them in discovering their worth , and their potential to live life in service of others.  
“

SCALA leadership training offers a one day mentoring programme to approximately 30 4<sup>th</sup>/5<sup>th</sup> year students in Coláiste Pobail Bheanntaí. This is ideal training for the Meitheal or Buddy system. Training includes skills in Communication, organisation, team-building and conflict resolution. The leadership programme can be adapted by SCALA to meet the needs of our school.

Through the Meitheal Leadership Programme, our team of senior cycle students are trained and empowered to identify needs in our school and to use their own initiative to respond to these needs in a practical way.

Each member of the Meitheal team acts as a mentor or buddy to a group of 4 or 5 first years. The work of the mentor is particularly important on Induction day and during the first term helping our new first years to cope with the transition from primary school to secondary school.

## 9.10 AMBER FLAG

The AMBER FLAG initiative aims to encourage Schools/Colleges/ Clubs/Societies/Organisations to promote and actively bring about a culture change in the promotion of positive mental health within the educational system and other organisations. It is to enhance the already good work that is going on where mental health is concerned by offering an award.

Positive Mental Health aims to:

- A. Promote mental health and well-being for all.
- B. Prevent mental health problems through increasing awareness, social support, reducing risk factors such as racism, bullying and isolation.
- C. Improving quality of life for students/people with mental health problems by promoting recovery through awareness and education.

The Amber Flag was awarded to Coláiste Pobail Bheanntaí in 2015

## 9.11 PARENTS PLUS ADOLESCENTS PROGRAMME

*“An evidence-based parenting course promoting effective communication and positive relationships in families with adolescents aged 11 to 16 years.”*

*John Sharry, Carol Fitzpatrick*

The Adolescents Programme considers how parents can connect with and build good relationships with their teenage children, while also being firm and influential in their lives. The DVD for this programme illustrates well-researched principles of effective communication and conflict resolution which parents can use with their teenagers, with the aim of helping them grow into responsible young adults.

## 10. AGE AND YEAR SPECIFIC APPROACHES

While all students can participate in the activities outlined previously other age specific and year specific strategies are in place that cater for the needs of the student at the various key points throughout the Post Primary cycle. These activities are outlined below.

### 10.1.1 FIRST YEAR

Successful integration and feeling a sense of belonging in the new school environment are the principle challenges facing any new first year student. In order to achieve this the following strategies are put in place.

### 10.1.2 INFORMATION GATHERING

The Principal and S.E.N. Co-ordinator will seek, as far as is possible, relevant information regarding each new student entering first year from the various primary feeder schools.<sup>32 b</sup> The Parent/Guardian of each incoming first year student is afforded the opportunity to attend a one to one meeting with a member of The Student Support Team

### 10.1.3 CLASS GROUPINGS

The new students entering 1<sup>st</sup> year are distributed evenly throughout the classes. In addition, class groupings take into account any recommendations from the feeder schools. No streaming takes place.

### 10.1.4 SUBJECT SELECTION

#### **Core Subjects**

Irish	History	French
English	Geography	C.S.P.E (until June 2019)
Maths	Science	

#### **Non Exam Subjects**

Physical Education  
S.P.H.E.  
Religious Education

#### **Option Subjects**

As per Junior Cycle Framework 1<sup>st</sup> Year students choose 3 out of the following 7 option subjects:

Home Economics  
Woodwork  
Metalwork  
Technical Graphics  
Business Studies  
Art  
Music

#### **Wellbeing Programme**

As per Junior Cycle Framework from 2017/18 first year students will follow a Wellbeing Programme in:  
Physical Education  
SPHE

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<sup>32 b</sup> Department of Education and Science, *Guidelines for Second Level Schools*, p 8.

### 10.1.5 TRANSITION AND INDUCTION FROM PRIMARY TO SECOND LEVEL

Prior to the beginning of a new First Year cycle, an information meeting is held for both new parents and students entering first year. This is normally held in November/December prior to the September of entry.

During early November the Principal visits all feeder primary schools. He speaks with the sixth class students and gives an information booklet to each student.

There is a comprehensive policy for Transition in The Induction Policy

### 10.1.6 ASSESSMENT

Within the first term, students are assessed using Cognitive Abilities Test 4 – Level E (C.A.T.). The results are returned to the school within two weeks. These results are added to the information already received from the Primary Schools by way of The Education Passport and used to determine the students who may need learning support. Those who require such support are referred to the learning support department. The C.A.T. results are also used to determine if there are any students who may be in the gifted range however the CAT results are not used for streaming purposes.

### 10.1.7 PARENT-TEACHER MEETINGS

The normal parent-teacher meeting also takes place during the school year

### 10.1.8 THE BUDDY/MENTOR SYSTEM

In order to help each first year student with the transition into secondary school a buddy system is in operation as outlined in **9.9**. This system allows 5/6 first year students to be allocated to one 4<sup>th</sup> year / 5<sup>th</sup> year student. Individual and group meetings and various activities are organised throughout the year in order to establish a relationship between that senior cycle student and first years in his/her charge.

### 10.1.9 STUDENT SUPPORT MEETINGS

- Progress is monitored at Student Support Meetings

## 10.2 SECOND YEAR

In addition to the whole school activities being available to all second year students, the following are targeted activities.

- Progress monitored at Student Support Meetings
- Discipline/pastoral care issues addressed
- Educational assessments by NEPS psychologist
- Ongoing counselling and referrals
- One S.P.H.E. class per week
- Three Religious Education classes per week
- One to one Parent teacher Meeting
- After School Study available

### 10.3 THIRD YEAR

In addition to the whole school activities being available to all third year students, the following are targeted activities.

- Exam preparation and exam techniques
- Students self-evaluate, set goals and targets
- Subject choice booklet for students and parents
- Information evening for parents / guardians regarding subject choice and Senior Cycle Options ie: Transition Year , Leaving Certificate Established Programme ,Leaving Cert Vocational Programme □
- Information morning/afternoon for third year students
- Subject presentation stations by teachers to further inform on choice
- Guidance interviews on request
- Progress monitored at Student Support Meetings
- Reasonable accommodations in state examinations sought in collaboration with S.E.N. Co-ordinator
- Ongoing counselling and referrals
- One class of SPHE per week
- Two classes of Religious Education per week
- One to One Parent Teacher Meeting

#### 10.3.1 STUDY

After school supervised study is offered to 3<sup>rd</sup> year students

### 10.3.2 DURING THE JUNIOR CERTIFICATE EXAMS

The Principal and Deputy Principal and Examination Aide(s) are on hand during and throughout the Junior Certificate examinations.

## 10.4 FOURTH YEAR

### 10.4.1 AIMS OF TRANSITION YEAR

Although the school offers a broad-based curriculum for all Transition Year students it is by no means exhaustive and therefore alterations or subject changes may differ from one year to the next. It is the school's objective that Transition Year offers pupils a broad educational experience, where emphasis is placed on the promotion of each pupil's personal, social, academic and vocational skills. The school's objectives are to provide a bridge that will enable pupils to make the transition from a highly structured and exam-orientated environment to one where they are expected to take greater responsibility for their own learning and decision-making. In addition, Transition Year aims to promote student's personal and educational maturity, in part by giving them a year in which they are freed from the pressures of preparing for competitive external examinations.<sup>33b</sup>

Transition Year offers each pupil the opportunity to experience at first hand all potential subjects which will be on offer for his Leaving Certificate. A fundamental knowledge of all subjects will be of particular help when pupils view their subject choices for their Leaving Certificate. The overall aims of Transition Year are drawn from the Department of Education and Science Transition Year Guidelines<sup>34</sup>.

- Education for maturity with the emphasis on personal development including social awareness and increased social competence.
- The promotion of general, technical and academic skills with an emphasis on interdisciplinary and self-directed learning.
- Education through experience of adult and working life as a basis for personal development and maturity.

### 10.4.2 CLASS ALLOCATION

All transition year students are organised into balanced class. This facilitates further integration throughout the year group by allowing students – who may not have spent class time together throughout 1<sup>st</sup> to 3<sup>rd</sup> year – to spend class time together.

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<sup>33b</sup> OECD *Review of Career Guidance Policies: Ireland*, Paris: 2002, p 4.

<sup>34</sup> *Transition Year Programmes, Guidelines for School*, Department of Education & Science.

### 10.4.3 TRANSITION YEAR PROGRAMME

Four Layers:

1. Core subjects
2. Subject sampling
3. Transition year specific modules and subjects
4. Calendar- “once off” layer

**Core Subjects:**

- Irish
- English
- Maths
- French
- Physical Education
- Religious Education
- Guidance

**Subject sampling:**

- Home Economics
- Accounting/Business
- Science: Physics/Chemistry/Biology/Agricultural Science
- History
- Geography
- Art
- Engineering/Design and Communication Graphics/Construction Studies(Architectural Technology)

**Transition Year Specific Modules and Subjects:**

- Road Safety
- Young Social Innovators
- ECDL

(It is a certificate that verifies competence in computer use, making the holder readily mobile within Ireland and internationally)

In order to achieve the ECDL certification, individuals must pass a test for each of the 7 modules. ECDL Module 1 is a theoretical test of computing knowledge at a general level, while modules 2-7 are predominantly practical skills tests.)

- Log on Learn

(Transition Year students train older people to use computers, to send e-mails, book flights on the internet etc.)

**Calendar-once off layer:**

- BIM-Marine Engineering 3 weeks (Optional)
- BIM-Sea Survival 1 day (Optional)

- CPR/First Aid 3 days (Compulsory)
- 2 Weeks of Work Experience (Compulsory)
- Various Trips may be organised throughout the year for example: a play, a film, an Outdoor Pursuits Centre, College Open Days .....

### **Gaisce:**

Four sections:

- Community Involvement eg: volunteer at day care centre and hospital , cubs etc
- Personal Skills eg: Public speaking , languages etc
- Physical Recreation eg: Soccer, Basketball, Cycling....
- Venture Project eg: Organised walk .....

#### 10.4.4 GAISCE

As part of the overall aims of Transition Year, the Gaisce Programme (the President's Award Scheme) acts as a useful activity that helps underpin the overall objectives of the transition period. It is a voluntary scheme and full details are given to students at the beginning of the year

#### 10.4.5 GUIDANCE CLASS

A designated guidance class is allocated within the Transition Year timetable. This class consist of one period per week for each class grouping. The class groupings are not streamed and are randomly selected. The main aim of these classes is to promote self-awareness to equip students to determine what career path may best suit their aptitudes, interests and personal characteristics. In addition, these guidance classes have a designated time slot timetabled to use the Guidance classroom/computer room. In order to promote this self-analysis a careers handbook/Personal Career file is used.

(Details of the Guidance programme are available in the Guidance Department: Guidance Plan folder)

#### 10.4.6 COMMUNITY LINKS

It is important that pupils become more aware of their social surroundings and environment and on this note pupils will have the opportunity to serve the local community during the year.

#### 10.4.7 BUSINESS/EMPLOYER LINKS

Work experience is a compulsory aspect of Transition Year. This involves spending time learning first-hand about life in the workplace.<sup>35</sup> Without doubt it has become an invaluable module of any Transition Year programme, which can mark a particular turning point in young peoples' lives.<sup>36</sup> This activity has the vast potential to provide opportunities to investigate and

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<sup>35</sup> Gerry Jeffers, *Work Experience Handbook*, (Dublin: The Educational Company of Ireland, 1994) p 4.

<sup>36</sup> Ibid. p 3.



experience learning and work opportunities before choosing them<sup>37</sup> as well as stimulating a sense of adult responsibility, social skills, and exploration of career options in addition to exploration of the self

#### 10.4.8 GRADUATION CEREMONY

At the end of May the Transition Year programme will culminate in a Graduation Ceremony where all pupils and their families can come together and celebrate with the Transition Year staff. Each pupil will be presented with his/her individual portfolio of Certification, individual achievement awards will also be distributed on this occasion.

### 10.5 FIFTH YEAR

#### 10.5.1 GUIDANCE CLASS

There is a designated weekly guidance class in 5<sup>th</sup> year. Each week different areas of work, training or further study are explored.

(Details of the Guidance Programme can be found in The Guidance Department: Guidance Plan folder)

#### 10.5.2 CURRICULUM

- Two classes of Religious Education per week
- RSE module ( 6 weeks)

#### 10.5.3 LEAVING CERTIFICATE VOCATIONAL PROGRAMME

The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the Leaving Certificate (established). The programme was introduced in 1994 in response to the challenge placed on Ireland's education system by a changing work and business environment. The LCVP combines the academic strengths of the Leaving Certificate (established) with a new and dynamic focus on self-directed learning, enterprise, work and the community. This two year programme is part of an expanded provision that aims to cater for the diversity of participants' needs at senior cycle. The primary goal of the LCVP is to prepare young people for adult life by ensuring that they are educated in the broadest sense, with an ability to cope and thrive in an environment of rapid change. Participants in the programme are encouraged to develop skills and competencies fundamental to both academic and vocational success.

Throughout the programme students are encouraged to

- be innovative and enterprising

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<sup>37</sup> OECD *Career Guidance: A Handbook for Policy Makers*, Paris: 2004, p 64.

- take responsibility for their own learning
- adapt to changing circumstances
- evaluate data and devise solutions to problems
- communicate their thoughts and ideas effectively
- work with others as part of a team
- investigate and plan career options
- use information and communications technologies
- investigate local business and community enterprises
- learn from their experiences.

#### 10.5.4 STUDY

After school supervised study is available to all fifth year students

#### 10.5.5 PARENT TEACHER MEETING

The normal parent teacher meeting takes place during the school year

### 10.6 SIXTH YEAR

#### 10.6.1 CURRICULUM

- Two classes of Religious Education per week
- RSE module ( 6 weeks)

#### 10.6.2 STUDY

- After school supervised study is offered to 6<sup>th</sup> year students.
- The sixth year heads organise a study skills seminar for sixth year and fifth year students
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#### 10.6.3 VOCATIONAL GUIDANCE INTERVIEW/S

Each student meets the Guidance Counsellor on a one to one basis regarding Post Leaving Certificate options, and if necessary several interviews may take place throughout the year with an individual student if the need arises.

#### 10.6.4 CAO APPLICATIONS

CAO applications are the responsibility of each student. Students are regularly informed of relevant dates and are facilitated as much as possible in submitting their applications on-line. The Guidance Counsellor is available for consultation where required. Students are familiarised with HEAR, DARE, SUSI, Exemptions and Restricted courses.

### 10.6.5 OTHER CAREER ACTIVITIES

Other activities in 6<sup>th</sup> year include: attendance at a Careers Exhibition, a C.A.O. presentation, and information from guest speakers from HEIs and PLC colleges. Students are informed about upcoming Open Days and other career related events.

### 10.6.6 GUIDANCE PROGRAMME

All Leaving Certificate students receive one timetabled class per week of Guidance. Details of the Guidance programme can be found in The Guidance Department: Guidance Plan

### 10.6.7 FURTHER FOLLOW UP

Annually a record is kept of the final destination of our Leaving Cert students who have just graduated. The details are shared with staff and posted on the school website.

Over the next year a few students (now past students) return to see the Guidance Counsellor for assistance if they are encountering difficulties with their chosen options. This facility also extends to those who may have left the school over the last number of years.

## 11 POST LEAVING CERT EDUCATION

In Coláiste Pobail Bheantraí, we offer three full-time courses, Office Administration, Healthcare Support and Nursing Studies. We offer 9 modules in Office Administration and 10 modules in our healthcare courses. Upon completion, and passing all exams, these courses will award learners with a Major Award, QQI Level 5.

Quality and Qualifications Ireland (QQI) was established as a new integrated agency, replacing the Further Education and Training Awards Council, the Education and Training Awards Council and the National Qualifications Authority of Ireland and incorporating the functions of the Irish Universities Quality Board. QQI is responsible for the external quality assurance of further and higher education and training (including English language provision) and validates programmes and makes awards for certain providers in these sectors. QQI is also responsible for the maintenance, development and review of the National Framework of Qualifications.

During the course of the year, our guidance counsellors, visit the students of both courses and offer help and support on further education progression and/or the opportunity to meet on an individual basis to discuss Career options.

Details of both courses can be found on the school website.

### 11.1 OFFICE ADMINISTRATION COURSE QQI Level 5 Major Award 5M1997

### 11.2 HEALTH CARE COURSES

NURSING STUDIES COURSE      QQI Level 5 Major Award 5M4349

HEALTHCARE SUPPORT      QQI Level 5 Major Award 5M4339.

## 12 SCHOOL POLICIES

School policies/plans form part of the Whole School Guidance Plan and can be viewed on the school website.

## 13. CONCLUSION

The Guidance Counselling programme in Coláiste Pobail Bheanntaí is an integral part of the whole school plan that caters for the holistic needs of the individual. It is designed to suit the development needs of the student rather than the organisational needs of the school.<sup>38</sup> The programme is cross-curricular and draws on the expertise of all relevant stakeholders. It is school-wide and age specific while still recognising the individuality of each student, and has as its aim the spiritual, moral, cultural, mental, physical, and career development<sup>39</sup> of each individual in order for him/her to maximise his/her potential for self-actualisation, self-fulfilment.<sup>40</sup>

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<sup>38</sup> OECD *Career Guidance: A Handbook for Policy Makers*, Paris: p 12.

<sup>39</sup> Barnes and Andrews, *Developing Careers Education and Guidance in the Curriculum*, p 5.

<sup>40</sup> Robert E. Wubbolding, *Using Reality Therapy*, (New York: Harper & Row, 1986) p 11.

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