

**St. Patrick's Secondary School  
Castleisland  
Co. Kerry**



# **Whole School Guidance Plan**

## **INTRODUCTION:**

The school guidance plan is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be addressed. It is an integral part of the school's overall school development plan.

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

- Personal and social
- Educational
- Career
- Guidance activities that assist students make informed choices include:
  - Personal counselling
  - Assessment
  - Career information e.g. (career classes, personal vocational guidance interviews, attendance at career events)
  - Use of information technology eg. Qualifax/CAO/Scoilnet/Career Portal
  - Personal and social developmental programmes

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

## **LEGAL FRAMEWORK:**

This plan is being developed in response to the relevant legislation and resource documents including:

- Section 9 (c) of The Education Act, 1998
- Circular PPT 0009/2012, 'Staffing arrangements in Post-Primary Schools for the 2012/13 school year'
- 'Planning the School Guidance Programme', National Centre for Guidance in Education (NCGE), 2004
- 'Guidelines for Second Level Schools on the Implications for Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance. Inspectorate Department of Education and Skills, 2005
- 'Looking at Guidance, Teaching and Learning in Post-Primary Schools', Inspectorate Department of Education and Skills, 2009

## **MISSION:**

Our school strives to help each student achieve his full potential, academically, spiritually, physically, emotionally and socially in a happy secure, environment.

In achieving this, the Guidance Counsellor plays an important part in the areas of counselling and guidance as well as involvement in the Pastoral Care programme.

The Guidance Counselling Service is seen as having a central role in the continuous developmental guidance process of each individual student, which begins prior to the entry of the student to the school and concludes when the student has left the school.

### **AIMS:**

- To deal with all students in an eclectic and multicultural manner in order to aid them in developing their full potential.
- Provide a framework for the delivery of the school's guidance programme
- To ensure a structured response to student's personal, social, educational and career guidance needs
- To be inclusive, providing for the junior, senior, minority, special education needs of all students.
- To include all guidance activities: career classes, Guidance Interviews, attendance at career exhibitions, open days, meeting with management, and support agencies.
- Liaise with SEN dept in DARE & HEAR applications.
- Identify students who are struggling and put procedures of support in place

### **RATIONALE:**

Guidance is a universal entitlement for all students in post primary schools as per the Education Act (1998). This Act also requires schools to provide students with **"appropriate guidance to assist them in their educational and career choices"** (section 9c). The Education Act also requires schools to prepare a school plan (section 21).

### **Guidance and Pastoral Care Provision:**

Guidance and Pastoral Care focuses on three areas:

1. Personal and Social Development
2. Educational Guidance
3. Career Development

### **Personal and Social Development**

Personal and social development is delivered through Social, Personal and Health Education (SPHE) programme where it is timetabled at both Junior and Senior Cycle. It comprises the following modules:

- Belonging and Integrating
- Communication Skills
- Friendship
- Self Management
- Physical Health
- Relationships and Sexuality\*

- Emotional Health
- Substance Use
- Influences and Decisions
- Personal Safety

\*Relationships and sexuality education is delivered by senior cycle through Religious Education and Career Guidance and through a programme delivered by The South West Counselling Service.

### **Counselling:**

To provide a counselling environment which would be both caring and non judgemental on a one to one or group basis. This service would be aimed at helping students in areas such as:

- Decision making
- Problem solving
- Changing behaviours
- Effect meaningful changes in their lives

Counselling in our school is aimed at facilitating individual students in a holistic manner to realistically appraise their abilities, interests and aptitudes in order to make appropriate life choices and to achieve personal happiness.

### **GUIDANCE TEAM:**

Members of the school's guidance team will include:-

Principal  
Deputy Principal  
Year Heads  
Career Guidance Teacher  
Subject Coordinators & Subject teachers  
Programme Coordinators  
Special Needs Team  
SNA

Student Support Team:

Principal  
Deputy Principal  
Guidance Counsellor

The Guidance Counsellor, as part of his/her job, may liaise with outside agencies such as

- Department of Education and Skills
- Local Community
- NEPS & NCSE
- Garda Liaison Officers
- Employment Agencies
- Feeder Schools (Year Head & Principal)
- Health Service Executive
- Referral Agencies

- Social Services/KDYS

## **GUIDANCE PROGRAMME & PROVISION:**

The guidance programme will be divided into two categories

- Formal
- Informal

### **Formal Guidance:**

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

- Individual contact of a personal counselling nature and careers/vocational guidance.
- Classroom guidance delivered in regular weekly classes to senior cycle students, rotating modules, class group or year group intervention as required.

### **Informal Guidance:**

The Informal Guidance programme will consist of team work and positive liaison between Management, Principal, Deputy Principal, year heads, subject and programme coordinators, subject teachers, SNA outside agencies to promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of the Guidance Plan. Meetings with Parents/Guardians form an integral part of Informal guidance.

The school will hold an open night each year for parents and prospective students who may wish to enrol in first year. Full details on the structure and operation of the school, details on full curriculum provision and programmes will be provided to all parents.

### **Junior Cycle:-**

6<sup>th</sup> Class to 1<sup>st</sup> Year Transition and Induction Programme. Including a dedicated class teacher/year head to run this programme. This begins in 6<sup>th</sup> class Primary school for prospective students and continues through 1<sup>st</sup> Year.

Guidance classes for first year students for an introduction to the Guidance Service and to further assist in the transition from Primary to Secondary school.

- Early return of first years so as to allow familiarisation of the school environment and distribution and explanation of timetables.
- The First Years students also receive help and support in choosing what subjects to retain in second year and in the implications of their decision. These meetings are timetabled in conjunction with the class teacher.
- Second year students to be given guidance on subject level choice for the junior certificate and the implication going forward to senior cycle.
- Third Year students receive support in their subject choices for fifth year

and the implications this might have at Leaving Certificate level and for third level.

*Provision will take the form of class contact and individual/groups non class contact*

### **Senior Cycle:-**

5th and 6th year class groups are each timetabled for one careers class per week.

Each senior student receives a number of careers appointments with the Guidance Counsellor. If a student requires more time than this it can be organised by arrangement with the Guidance Counsellor.

The aim of the guidance Counselling Programme is to help students to develop an awareness and acceptance of their talents and abilities; to explore possibilities and opportunities open to them; to grow in independence and to take responsibility for themselves; to make informed choices about their lives and to follow through on those choices.

The guidance programme at senior cycle aims to assist the full development of each student's potential, to help the student grow in self-knowledge and self-esteem and to prepare him/her for higher or further education, training and/or employment.

### **Guidance at senior cycle will:**

- prepare to manage their successful transition from second level to further or higher education, training or employment
- identify their own key motivating factors
- prepare for successful transition into adulthood
- learn about job search and job retention skills develop research and ICT skills so that they can be self-directed in their career exploration and development.
- learn about the world of work, including employment rights and responsibilities.
- develop awareness of the need for lifelong learning.
- develop skills to become independent and self-motivated learners.

### **Programme Contents:**

#### **Self Assessment**

- Career Interests
- Personality Traits
- Career Values
- Aptitude Tests

#### **Career Profile**

- Abilities & Interests
- Aptitudes
- Strengths
- Weaknesses
- Personality Characteristics

## **Education System**

- National Framework of Qualifications
- Different forms of 3<sup>rd</sup> level education
- Apprenticeships
- CAO & UCAS

## **Labour Market**

- Labour Market Trends
- Career Development Trends
- Employment Opportunities
- Employment Legislation
- Development of ICT in the workplace

## **Challenges to Learning & Living**

- Social & community issues
- Bullying
- Suicide
- Depression
- Drugs, Alcohol, illegal substances etc.
- RSE Education

## **Open days**

## **Grants**

## **Examination Preparation and Study Skills**

## **Mock Interviews**

## **Counselling Procedures**

## **General**

Students make appointments with the Guidance Counsellor for a variety of reasons

- For Careers
- For Information
- For Personal reasons

Each student is entitled to “adequate guidance” under the Education Act 1998.

This will vary from student to student with some students requiring more time than others.

## **Career’s Appointment**

Career Interviews will typically include the following:

- Analysis of Differential Aptitude Tests
- Analysis of Career Inventory
- Career Values
- Options Available

Based on this analysis a career path is mapped out for each student

## **Career Appointments**

Priority for appointments is given to 6th Year students. Appointments for 5th year students will be scheduled from February onwards. Appointments for other years are dependent on time availability.

## **Information Appointments**

These are arranged with the Guidance Counsellor outside of career class time

### **Personal Counselling Appointments**

The Pastoral Care team members, Year Heads and programme coordinators play a central role in the delivery of the Counselling Programme Personal Counselling appointments may arise for a variety of reasons:-

- A student may be referred to the Guidance Counsellor by a teacher
- A parent may ask for some intervention by the Guidance Counsellor
- A student may approach the Guidance Counsellor directly and ask for an appointment

Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing.

### **Reasons**

Possible reasons for an appointment may include:

- Personal problems
- Family problems
- Relationship problems
- Coping skills
- Motivation
- Making choices
- Transition to 3rd level education and the adult world.

### **Guidance Year Calendar:**

The Guidance Counsellor shall as soon as is practicable draw a calendar to show the various Guidance activities that impact on the school and shall post a copy of this in the Staffroom. A copy of this shall also be given to both the Principal and programme coordinator in order that school activities can be coordinated.

The Guidance Counsellor shall endeavour to keep this calendar updated with any new information as well as informing the relevant people when this arises.

This will typically show:

- CAO Conference
- Higher Options
- Guidance Counsellor's Conference
- Other Relevant Guidance Counsellor's Inservice
- Open Days
- Application Dates for -CAO
- UCAS
- Various Career events which may be of interest to students or staff

### **OPEN DAYS:**

As part of the Careers programme in the school 6th year students are encouraged to



attend Open Days that are organised by Third Level institutions. In order to minimise disruption to school life, students will be encouraged to attend Open Days that are organised at weekends.

Attendance at Open Days will be for fifth and sixth year students.

The school views Open Days as a good way to meet and speak with lecturers and current students, discuss study plans, and find out more about what the different institutions can offer them. They may include an opportunity to visit any exhibitions hosted by various Institutes. These allow students to form a better picture of what is entailed in further education and of what life as a third level student is like.

The number of Open Days selected will vary from year to year according to demand. A list of selected Open days is given to the students. This may include Universities, Institutes of Technology and Colleges of Further Education.

Students select from the list which colleges they wish to attend and get written permission from their parents to attend.

Where practicable visits to College Open Days will occur in the afternoon or weekends in order to minimise the class time missed by students.

### **Importance of Open Days:**

- Open days are very important in the process of career exploration and planning.
- Visiting a college for an open day should be regarded by the student as a hard working day.
- It should be a good learning experience enabling the student to look behind the title of the courses.
- The focus should be on understanding what courses are about, rather than on what jobs they may lead to, or how much they will earn in the future.
- Students think they know what is involved in subjects that are familiar, such as English or Geography or Business, but these are often very different at third level, therefore they should discover the differences when visiting the college.

### **Speakers:**

It is normal for speakers from individual colleges to give talks to Senior class groups. These talks are both informative and useful as they give the students an overview of the courses available in different colleges and they give the students an overview of third level education. Other speakers are arranged subject to demand and in consultation with the students, staff and management.

Students will be given a feedback form in order to assess the benefit of the talk.

### **Interviews:**

Mock Interviews are arranged where feasible and with the cooperation of outside agencies. These are organised by arranging for an outside professional body to come in and coach the senior students in three main areas:

- CV preparation
- Letters of Application

- Interview technique

### **EDUCATIONAL GUIDANCE:**

Educational guidance is delivered in an integrated and collaborative way and includes the following:

<b>Educational Learning</b>	<b>Persons Involved</b>
• Motivation/Goal Setting	Subject teacher, parents, students and Year Head (YH)
• Organisational Skills	Subject teacher, parents, students, YH
• Homework	Subject teacher, YH, parents and students
• Study Skills	Subject teacher, YH, parents, students
• Exam Preparation and techniques	Subject teacher, YH, parents, students
• Under Performance	Subject teacher, parents, students, class tutor, GC and YH
• Retention	NEWB, Parents, Year Head, Deputy Principal (DP), Guidance Counsellor (GC)
• Subject Choices	Subject teacher, parents, students and GC
• Subject Levels	Subject teacher, parents, students and GC
• Subject Change	Year Head, parents, student, and GC
• Programme Options	Students, parents, teachers, GC, Special Educational Needs (SEN) Coordinator,
• Identification of students with special needs	SEN teachers, GC parents, teachers and students

### **CAREER DEVELOPMENT:**

Career development is delivered in an integrated and collaborative way and includes the following:

<b>Career learning</b>	<b>Person(s) Involved</b>
• Research and ICT skills for career exploration	Guidance Counsellor (GC), and Leaving Certificate Vocational (LCVP) teachers
• Grant and scholarship applications	GC, parents and students
• CAO, UCAS & PLC & personal statements	GC, parents and students

• Liaising with 3 <sup>rd</sup> Level	GC, parents and students
• References	GC, teachers, Principal and DP
• Access Programmes	GC, SEN Co-ordinator, parents and students
• Apprenticeships	GC, parents and students
• Higher Education Access Route (HEAR)	GC and parents
• Disability Access Route to Education (DARE)	GC, SEN Co-ordinator, parents and outside agencies
• Information on competencies and skills for the working world	GC, teachers, students, parents and outside agencies
• Labour Market Trends	GC, Business, LCVP teachers, students, parents and outside agencies
• Industry Sector Information	GC, teachers, students, parents and outside agencies

Career learning opportunities will also be available on a Careers Portal on the school's Virtual Learning Environment.

## **ROLE OF THE GUIDANCE COUNSELLOR:**

**Guidance Counsellor:** Liz Lynch

### **Counselling:**

Empowering students to make decisions, solve problems, change behaviours and resolve issues in their lives. Such activity may be personal counselling, educational counselling, career counselling, or it may involve combinations of each.

Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis.

Counselling on an individual basis is part of the support structure that the school provides to students. Within the overall time allocated for guidance, adequate time is given for the counselling function in the guidance programme.

The rationale for the time allocated and its usage is evident in the school guidance plan.

### **Support:**

The Guidance Counsellor provides support to students, parents, teachers, the Principal, Board of Management and referral agencies in assisting the personal, social, career and educational development of students. Such support may include advocacy on behalf of a student. Support also refers to assistance in the planning and development of the SPHE programme, LCVP Programme, guidance related activity

### **Assessment:**

The Guidance Counsellor will undertake assessment to support relevant objectives of the school guidance programme. Such objectives may be related to career and educational planning, personal decision making and development of self-awareness.

**Information:**

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

**Classroom Guidance Activities:**

Providing classroom based learning experiences that are relevant to the objectives of the school guidance programme. Such experiences may include information giving, information and communication technologies (ICT), developmental skills (e.g. planning, decision-making, study skills, communication, values clarification), and vocational preparation.

**Referrals:**

Seeking for students the assistance of non-school based professionals following standard procedures, e.g. NEPS.

The guidance counsellor also provides support for students referred to him/her by teachers, parents, and school management. The voluntary participation by the individual concerned is respected in these situations.

**Professional Development:**

The guidance counsellor should keep abreast of on-going changes in the fields of training, education, work and child welfare. The Board of Management and school management should facilitate the attendance of the guidance counsellor at relevant events and at in-career professional training during the school year. Participation in these events should be related to the objectives of the school guidance programme. Attendance at non-school based events should be negotiated/agreed in advance between the Board of Management, school management and the guidance counsellor.

**Careers education/career transition programmes**

Enabling students to make transitions to further and higher education, training and employment.

**Placement**

Work experience, work shadowing, and preparing students for employment.

Transition Work placements are organized by the Transition Year Co-ordinator as per TY Work Experience Policy.

**Follow-up**

Following up former students regarding progression routes and destinations. Possibly invite back in to give talks and information to current student cohort.

**Consultation**

With parents, school staff and students.

**Feedback**

Giving feedback to the Board of Management, school management and staff on the

needs of individual students, groups and the school as an organisation, and how the school guidance programme has supported students' choices and transitions.

### **Networking**

Establishing links with employers, relevant agencies and institutions to enhance guidance work with students. Where appropriate and practicable, invite these local resources in to the school.

### **Promoting change**

Assisting curriculum development in the school.

### **Managing, Organising and Co-ordinating**

It is the Guidance Counsellor's role to organize the guidance activities into a coherent programme in conjunction with the management and staff of the school.

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

### **Evaluation**

As part of this role the Guidance Counsellor will constantly review the programme to ensure it is meeting the demands of the students and their parents.

Students will be asked to complete evaluation forms at the end of the academic year.

### **Other Responsibilities: ( Based on the needs identified by the school )**

#### **Changing Subject Levels:**

The student may be referred to the Guidance Counsellor in the event of that student wishing to drop a subject, to ensure they understand the implications, if any, of their actions. Equally in the event of a change from higher to ordinary, Ordinary to Foundation or any other request for a change in level a student may be referred to the Guidance Counsellor for advice and Guidance. The Guidance Counsellor will consult with the relevant subject teacher. Written consent and acknowledgement of a level change must be received from parents(s)

#### **RACE: ( Reasonable Accommodation Certificate Examinations)**

Occasionally a student may require special consideration in the State Examinations. Such special considerations may take the form of:

- Special Examination Centre
- Wavier from spelling and grammar
- Reader and/or Scribe
- Accommodation for Oral/Aural examinations
- Practical Examinations

This accommodation is determined in consultation with NEPS & NCSE & SEC

#### **DARE/HEAR/SUSI:**

Make information available and facilitate assistance in the preparation of applications for assistances available. The final submission and meeting of deadlines for all of the above is the responsibility of the applicants(and their Parents/Guardians).

## **Confidentiality**

A professional relationship involving confidentiality is at the core of guidance counselling. The Guidance Counsellor takes all reasonable steps to ensure that consultation with students takes place in an appropriately private environment.

Reference- Code of ethics Institute of Guidance Counsellors.

The Guidance Counsellor will take all reasonable steps to preserve the confidentiality of information about students obtained in the course of professional work. They reveal such information only with the student's consent, but with certain exceptions, which include: where concealment would result in danger to the student or others; when required by the Law or designated guidelines; or for purposes of professional consultation or supervision.

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

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

The Guidance Counsellor will publish oral or written information about students only with their written consent, or where the identity of individuals or groups is adequately disguised.

Subject to the law, Guidance the Counsellor will take all reasonable steps to safeguard the storage, retrieval and disposal of students' records, both written and electronic.

With the exception of recording of public behaviour, the Guidance Counsellor will make audio, video or photographic records of clients only where these persons have given prior written agreement to the making of the record and the conditions of subsequent access.

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

## **STUDENTS:**

This Plan seeks to attend to the welfare of every student, including the right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of St. Patrick's Secondary School. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning.

Behaviour is modelled, in part, on the behaviour of older or more senior students. Thus these senior students have a particular responsibility as role models in respect of being faithful to the values of the Mission Statement. When senior students exercise restraint and respect, they normalise reasonableness and in so doing make it part of the school's culture. Such modelling is enhanced by the practice of senior students mentoring incoming first year pupils.

SPHE, Religious Education and Civil, Social, Political Education (CSPE) cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. Because St. Joseph's adopts a whole-school approach to Guidance and Pastoral Care students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class tutor, year head, guidance counsellor, school chaplain, deputy principal and principal as they see fit.

Fellow students also have a part to play in supporting their peers in difficulty through listening to and hearing what they say. Fellow pupils, too, can help by drawing the attention of teachers to those who are struggling with some concern or other.

### **STUDENT COUNCIL:**

The Student Council is a representative structure for all the students in the school. It provides students with the opportunity to become involved in the affairs of the school, working in partnership with school management, staff and parents. It creates a positive atmosphere and works for the benefit of the school and its students.

The student council liaison teacher oversees the running of the student council within the school. He liaises with students, staff and management in issues relating to the students. He facilitates the training and co-ordination of student mentors and the student mentoring programme.

Section 27 (4) of the Education Act reads:

*A student council shall promote the interests of the school and the involvement of students in the affairs of the school, in co-operation with the board, parents and teachers.*

### **PARENTS:**

This Plan adopts the legal definition of parent as set down in the Education Act, 1998:

*Parent includes a foster parent, a guardian appointed under the Guardianship of Children Acts 1964 to 1997, or any other person acting in loco parentis who has a child in his or her care, subject to any statutory power or order of a court and, in the case of a child who has been adopted under the Adoption Acts 1952 to 1958, or where the child has been adopted outside the state, means the adopter or adopters or the surviving adopter.*

The Plan recognises that parents play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents play a vital role in shaping their children's attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child.

It is clear that the engagement of adults in a child's life, especially parents, exerts a significant influence on how a child engages in their personal and social development. It is important that parents are aware of and support this Plan together with other school policies and procedures for it is through this type of collaborative engagement with the school community that problems are most easily resolved.

Parents are further encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and beneficial links between school and home.

## **POLICIES RELATED TO GUIDANCE:**

The following school policies are related to the guidance policy and should be read in conjunction with this guidance policy.

- Admissions Policy
- Attendance Policy
- Code of Behaviour Policy
- Anti – Bullying Policy
- Crisis Response Policy
- Safety Policy
- Homework Policy
- Substance Abuse Policy

## **SCHOOL PROGRAMMES:**

### **Junior Cycle:**

<https://ncca.ie/en/junior-cycle/framework-for-junior-cycle/>

### **Junior Cycle Wellbeing:**

The Junior Cycle Wellbeing programme is an integral part of our guidance plan, and aims to promote the wellbeing and mental health of students. The programme includes modules on mindfulness, resilience, emotional intelligence, and positive mental health. The guidance team works closely with teachers to deliver these modules in an interactive and engaging way.

[https://www.jct.ie/wellbeing/further\\_curricular\\_supports\\_for\\_wellbeing\\_programme/key\\_documents](https://www.jct.ie/wellbeing/further_curricular_supports_for_wellbeing_programme/key_documents)

Our CSPE, SPHE and Health Ed modules make up part of our Junior Cycle Wellbeing programme.

### **Transition Year**

The Transition Year Programme is a unique one year programme that promotes the personal, social, vocational and educational development of students and prepares them for their role as autonomous, participative and responsible members of society (Transition Year Guidelines, 1994, Department of Education). TY provides a bridge to enable students to make the transition from the more dependent type of learning associated with Junior Cycle to the more independent learning environment associated with Senior Cycle. It encourages the development of a wide range of transferable critical thinking and creative problem-solving skills. Our Transition Year programme includes a range of activities and workshops aimed at helping students develop their personal, social, and career skills. The guidance team works closely with teachers to deliver these activities, which include work experience placements, volunteering opportunities, and personal development workshops.



## **Leaving Certificate Vocational Programme**

LCVP is a Senior Cycle Programme of the Department of Education and Skills, designed to give a strong vocational dimension to the Leaving Certificate (established). The programme combines the virtues of academic study with a new and dynamic focus on self-directed learning, enterprise, work and the community.

Young people taking the LCVP have a unique opportunity to develop their interpersonal, vocational and technological skills. These skills are equally relevant to the needs of those preparing for further education, seeking employment or planning to start their own business. The LCVP is funded by the Department of Education and Skills under the National Development Plan.

## **Leaving Certificate**

### **RESOURCES:**

- Meeting Room & Classroom with ICT Facilities
- Phone
- Computer networked to the main school network with Broadband
- Office 365 Teams Platform
- Notice boards
- Use of computer room for class and resources
- Careers library
- Guidance Files

### **Materials:**

The careers library contains current Irish and UK prospectuses as well as a range of careers related publications. All books may be borrowed from the Guidance Counsellor and any other publications and leaflets will be distributed to the students as they become available or on request from individual students.

### **Related Documents:**

- Codes of Ethics of the Institute of Guidance Counsellors
- Freedom of Information Act
- Data Protection Act
- Education Act 1998 Section 9 and Section 21
- Department of Education and Science guidelines on the implication of Section 9 of the Education Act on Guidance Review of Guidance Resources
- Brief account of the forms of counselling as practiced by the Guidance Counsellor
  
- Statement from the Guidance Inspectors on SPHE
- Guidance Provision in Second Level School (Circular Letter No. PPT12/05)
- Guidelines on the Practice of Guidance And Counselling in Schools( NCGE 1996)

### **REVIEW & EVALUATION:**

This guidance policy will be reviewed and evaluated as the need arises by consultation between all partners in the Guidance team and will be amended or revised should any other policy which will impact on the guidance policy be changed.

**RATIFICATION:**

**This Guidance Plan has been updated and ratified and is the operating policy of this school until the next review.**

**Signed:**

*T Long*  
Principal

Denis O'Donovan  
Manager

**Date:** 24/6/2024

**Review Date:** 25/6/2025