



Respect - Justice - Integrity - Honesty - Saothar

# Coláiste na Mí

## Guidance Plan 2024

Kindness - Honour - Teamwork - Responsibility



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## **Introduction**

Colaiste na Mi's Guidance plan is a document which outlines our school's guidance programme and describes how the guidance and counselling service works. It specifies how the guidance needs of our students are addressed in a systematic, developmental way and states how resources are organised to deliver the programme. It is an integral part of the overall School Development Plan.

The Education Act (1998) requires the Board of Management of a school to develop a school plan based on the needs of the school-this guidance plan forms part of the school plan. Section 9 of the Education Act 1998 requires schools to "ensure that students have access to appropriate guidance to assist them in their educational and career choices". The provision of guidance is, therefore, a statutory requirement for all schools. A planned approach is essential to fulfill its obligations.

The initial Guidance plan was created in 2015 when the guidance counsellor was appointed to the school reviewed and updated yearly to incorporate new legislation and meet the everchanging needs of the school. The parents, students and staff will be surveyed in the school years 2022 and 2023 in order to review this once again. Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence, this is intended to assist students in making effective choices regarding their lives and decisions about their lives. These choices can be divided into three distinct but interlinked areas:

- Personal and Social Guidance
- Educational Guidance
- Vocational Guidance

## **Personal and Social**

This would include developmental skills that are critical to the students' education and careers, for example, self-awareness, decision-making skills, planning and coping strategies.

## **Educational**

This is developmental and would include such areas as subject choice/course choices, subject level, motivation and learning and study skills.

## **Vocational**

This involves areas such as employment rights and duties, job opportunities, vocational education and training, further education, job and interview preparation, career research and course information.

For the purpose of this plan, 'guidance' is described as the student support systems and programmes in place in a school. As these programmes require regular review and updating to ensure continued relevance to the ever-changing needs of the students in our school, this guidance plan should not be viewed as a finished document, but as a work in progress. The school currently has 1<sup>st</sup> – 6<sup>th</sup> year plus LCA at 5<sup>th</sup> and 6<sup>th</sup> year level and Transition Year.

### **Aims of the School Guidance Programme**

Coláiste na Mí is a child-centred, supportive learning environment where each student is encouraged and facilitated in realizing their full potential in a positive climate which is caring, respectful, fair, and inclusive. The school community of Coláiste na Mí is a partnership of students, staff, parents and all members of our community. The promotion of personal development and learning through hard work, creativity and commitment is a priority in our school.

Our philosophy is focused on supporting and encouraging students in every aspect of their lives, nurturing them into well rounded young adults who will go forward and embrace life with confidence, enthusiasm and a sense of justice. Our Priority at Coláiste Na Mí is to ensure a safe, positive and supportive learning environment for all our students. We consider each student to be unique in personality and in spirit.

The nine values are intrinsically linked to our school crest which has its origin in Celtic mythology and in particular ‘Boann’ Goddess of the Boyne. Our crest depicts nine hazel trees which surround the well of knowledge and according to legend, these hazels contain the key to knowledge and wisdom. Our Crest bears the logo ‘Tobar an Eolais’ (well of knowledge). All members of the school community of Coláiste na Mí are encouraged to seek knowledge and wisdom in all aspects of their lives.

The Coláiste na Mí nine values are the foundations on which our school culture is built. Every member of our school community is expected to support these nine values for our Coláiste.

### **Coláiste na Mí Nine Values:**

1. Respect
2. Justice
3. Integrity
4. Honesty
5. Saothar
6. Kindness
7. Honour
8. Teamwork
9. Responsibility

Each year these 9 values are imparted to our first year students during their induction course, to assist them in gaining an understanding of the ethos and culture of our school. They are revisited annually with every class group at the start of each school year. The commitment of our teachers to acknowledging the children at every possible and worthy opportunity is a significant factor in ensuring the students quickly gain a sense of belonging and pride in their school. We aim to empower them to have a voice and not be afraid to allow their personality to shine. We nurture a culture of openness and honesty where children are comfortable to report inappropriate behaviour and activities. Our students understand the difference between right and wrong and work hard to ensure that no student is allowed to damage the good reputation of our Coláiste.

## **The aims of the School Guidance Programme**

In keeping with the spirit of the mission statement The Guidance Plan aims to enable students to:

1. To develop an awareness of their talents, skills and abilities
2. To give care and support to students learning to cope with specific difficulties and those learning to cope with the many challenges of growing into early adulthood
3. To explore possibilities and opportunities for personal and career development
4. To grow in independence and take responsibility for themselves
5. To develop self-management skills
6. To adapt to changing personal and social life situations
7. To make informed choices about their lives (personal and social, educational and career) and to follow through on these choices
8. To be informed regarding education and training opportunities occupations and labour market trends
9. Participate fully in the social and economic life of their community and society
10. To experience the world of work in a meaningful and structured way in conjunction with parents, relevant programme coordinators and work providers
11. To benefit from the experience of parents and past pupils regarding further and higher education, training and employment
12. To be prepared for the transition to further and higher education, training and employment.



## **Key Policy and background.**

The content of this plan is drawn, but not exclusively from, the following Department of Education circulars and guidelines.

- Education Act (1998) Section 9c.
- DES (2005) Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance.
- DES Programme Recognition Framework (2016)
- DES Circular 0055/2019 : Arrangements for the Implementation of the Framework for Junior Cycle
- Junior Cycle Wellbeing Guidelines 2021
- NCGE: A whole school guidance framework 2017
- DE: Staffing Arrangements Circulars 0022;0023;0024/2022, published April 2022 revised PTR adjustment, now full restoration, Appendix 3 Guidance

## **The role of Guidance in the school context**

- Guidance in 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 and career guidance
- Guidance is a whole school activity where each school forms a team, in which the guidance counsellor has a pivotal role, collaboratively designing and developing a whole-school Guidance plan as a means of supporting the needs of all students. It is important that all members of staff fully recognise and ensure that Guidance permeates every aspect of school life and the plan is developed in collaboration with teachers, students, parents, and the wider school community.
- This Guidance plan will outline the school's approach to Guidance generally using the continuum of support model (All, Some, Few) and describe how students will be supported and assisted in making choices and successful transitions in the personal and social, educational and career areas
- This whole-school Guidance plan should include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team.
- Guidance counselling in post-primary schools is holistic and may include personal counselling, educational counselling, career counselling or combinations of these and '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 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.’ (Department of Education and Science, 2005; pg.

## Key activities for each Year Group

### **Incoming First years**

## **Second years**

## **Third years**

## **Transition Years**

## **Fifth Years**



## **Sixth Years**

## **Outgoing Sixth years**

## **Guidance for All / Some / A few**

### **Guidance For All**

This is provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TYP and LCA). (NCGE-Whole School Guidance Framework)

### **Guidance For Some**

This is provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor

working in collaboration with the student support team, SPHE teacher, year heads, class tutors and the school Chaplain. (NCGE-Whole School Guidance Framework)

### **Guidance for A Few**

Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competencies to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral, the guidance counsellor/staff member may need to provide continued support to the student. (NCGE-Whole School Guidance Framework)

In Colaiste na Mí ALL students will have access to one-to-one support from teachers, support teams and the Guidance Counsellor, where appropriate. Parents / Guardians will be informed that these services are available through the student's journal and the school website.

The following is a breakdown of the Guidance for all/ some and few that Colaiste na Mí offers

<b>Guidance for All, Some or Few</b>	
<b>Activity</b>	<b>Who</b>
Friendship week	All
Green week	All
Mental Health week	All
Arts week	All
Numeracy week	All
Anti-bullying/Stand up week	All
College awareness week	All
Wellness week	All
Global Citizenship week/Human rights day	All
Study Skills	All
Literacy week	All
Seachain na Gaeilge	All
Culture and Equality week	All
Subject options	Some
Extra-curricular activities	Some
Careers day	Some
One to one Guidance interview	Some
Open Day to University/ Colleges	Some
Higher Options	Some
School Tours	Some
Peer mentoring	Some
Visits from Colleges & Universities	Some

Study Skills Workshop	Some
Induction week	Some
Open nights	Some
Sports	Some
Aiding transitions for Early School Leavers	Few
Referral to outside agencies	Few
English as a Foreign Language	Few
Counselling Service	Few
Group Counselling	Few

# **Student support**

## **Counselling & Student Appointment Procedures**

The counselling service in the school is based on empowering students to make effective decisions, solve problems, address their behaviours, develop coping strategies and resolve difficulties they may be experiencing. These types of situations may be resolved using:

- Personal Counselling
- Educational Counselling
- Career Counselling

Counselling is a key element of the school guidance programme and each student is entitled to “adequate guidance” under the Education Act 1998. The Student Support/Care Team, Year Heads and Class Tutors play a central role in the delivery of the Guidance Programme.

Counselling can only take place if the student is willing to participate and after an initial referral it is always the student’s choice whether or not they wish to continue. At all times it is the policy of the Guidance Service to respect and value a student who is receiving counselling and to provide the student with a safe, accepting atmosphere where they feel listened to and understood.

## **Personal Counselling Appointments**

Personal Counselling appointments can be for a variety of reasons:

- A teacher may be concerned about a student and refer the student to the Guidance Counsellor/Chaplain.
- Parent/Guardian/Friend/Other Student may be concerned about their son/daughter/Friend/Peer or may need some intervention by the Guidance Counsellors
- A student may want to self refer.

There are many possible reasons as to why a student may need counselling, these may include:

- Personal difficulty
- Coping skills
- Making choices
- Relationship problems
- Family Matters
- Self Esteem
- Bullying issues
- Self harm
- Depression

Personal counselling appointments are arranged as soon as possible. If the student needs to speak with the Guidance Counsellor immediately, the subject or class teacher will notify the Guidance Counsellor as soon as possible on the same day and an appointment is scheduled straight away.

### **Educational Appointments**

Educational appointments can be made by the student themselves or the Guidance Counsellor can make them. These types of appointments could include



- Study skills
- Subject choice
- Levels and subject requirements

### **Career Appointments**

Career appointments could typically involve:

- To get Interest Test or Aptitude Test results back and to analyse them to see what is suitable for the student regarding their career.
- CAO/UCAS/EUNICAS information regarding students applying for 3rd level further education in Ireland or the UK.
- Appointments regarding apprenticeships
- Appointments regarding Post Leaving Cert Colleges
- Appointments regarding year out options and short courses.
- To give students information regarding college requirements and what subjects/levels/grades/points are required for their chosen career.
- To discuss with students about particular jobs and what is involved in that profession.
- To discuss possible future options after the Leaving Certificate.

## **Referrals & Student Appointment System**

In Colaiste na Mí we have three methods of referral to the personal counselling system. Firstly, if a Year Head feels that a particular student from their year group is in need of counselling, they refer the student in question to the Guidance Counsellor. This referral can sometimes come from a recommendation by the class caomhnior or by the Care Team.

Secondly, parents can also contact the counsellor for a referral for their child. Finally, the student themselves may refer to the services of the Guidance Counsellor.

## **Reporting Procedures**

At the beginning of the first counselling session, the student is informed of the limits of confidentiality, i.e. what will be discussed will be kept in confidence unless the student is in danger from others or maybe in danger to himself or to others. It is also explained to students that there is a legal requirement to refer the student to the necessary people (outside referrals) so to best deal with the situation.

As the referral system can in some cases take time to be put into place, the Guidance Counsellor will continue to offer the student on-going support while the student is awaiting specialist help. Once the student becomes engaged in the outside support services, the Guidance Counsellor will discontinue meeting the student. However, they will be there to offer support to them if requested.

## **Referring to Outside agencies**

In cases where a referral has been made to an outside agency, parental permission must be sought apart from exceptional circumstances such as physical/sexual/neglect abuse by a member of the family where the Department of Health Guidelines are followed.

The procedure followed when a referral is made to an outside agency:

- The Guidance Counsellor informs the DLP and if appropriate make contact with the parent/guardian to inform them of the situation.
- The Guidance Counsellor will inform the parent/guardian that a Standard Reporting Form has or will be sent to Tusla/ Principal Social Worker depending on the seriousness of the matter.
- Depending on the nature of concern the school may advise parents to bring their son to their family doctor immediately.
- Depending on the outside services the student is being referred to, the Guidance Counsellor may need to get written permission from the parent/guardian.
- When this recommendation is made to the parent/guardian, the Guidance Counsellor will request the parent/guardian to report back to him/her within a few days to confirm whether or not the student has or will utilise that

When this recommendation is made to the parent/guardian, the Guidance Counsellor will request the parent/guardian to report back to him/her within a few days to confirm whether or not the student has or will utilise that outside agency or counselling service.

## **Confidentiality**

It is vital that the relationship between the student and the Guidance Counsellor is built on trust and on a professional basis. The Guidance Counsellor will take all reasonable measures to ensure that consultation with students take place in an appropriate and private environment.

The Guidance Counsellor takes all reasonable steps to preserve the confidentiality of information about students. The Guidance Counsellor should inform the student about the limits of confidentiality. The student should be assured of the Guidance Counsellor's professional discretion in dealing with their personal issues. Disclosures of information to an appropriate third party may be made where it is deemed necessary, under the Children's First Act, 2015

The Guidance Counsellor discusses information about students only for professional purposes and only with those who are clearly entitled to be consulted. Information is managed in a respectful, professional and purposeful manner.

## **Protocol for Meeting with Students**

The Guidance Counsellor creates an appointment on Teams. The appointment is either titled "Support" or "Guidance". This appointment notifies the teacher and the student of the appointment. All students must go to their class to get signed on their roll in before they attend an appointment with the Guidance Counsellor.

The Guidance Counsellor will also seek permission from Leaving Cert teachers to take students for one to one educational guidance during their class.

### **Protocol for Meeting with Groups**

On occasion it may be necessary for the Guidance Counsellor to see a group of students; all students will have appointments scheduled on Teams which they will have to show to their teacher. Teachers can in the case of a test for example refuse the release of students from class.

### **Protocol for Meeting with Parents**

Parents/Guardians are welcome to contact the Guidance Counsellor by phone or by making an appointment. This facility is outlined to Parents/Guardians at the first year meeting in September as well as the information night for first years. The Guidance Counsellor/Chaplain is available at the parent-teacher meetings throughout the year. Where the Guidance Counsellor needs to contact a parent/guardian, the student is usually informed beforehand.

### **Students giving up a Subject/changing a subject/Level**

The choice of course and of subjects offered to each individual is determined by an assessment of the students' capabilities and the most efficient use of available resources. Parents are required to take final responsibility for the choices adopted by their children. Sometimes a student may decide to change subjects or change a subject level during the school year. Such a change is a serious decision, not to be taken lightly. Before any change is made, the following procedures apply:

- The student must first discuss any change of subject with the relevant subject teacher(s) who will advise them in this regard.
- The student must meet with the Guidance Counsellor to discuss the reasons why he/she wishes to make a change to a subject and be made aware of such implications. The parent/guardian must sign the form and return it to the Office.

- Student brings this form to the Deputy Principal who finalises the change
- The parent may wish to meet/phone and discuss the implications of a change of a subject/discontinuing a subject with the Guidance Counsellor.

## Links to other subjects

<b>Woodwork</b>	
Guidance activities involved in your lessons or projects.	Wood technology- Study skills, learning how to learn, personal reflection, working with others, Vocational skills, resilience, independence.
Extra curricular clubs you hold after school and describe how they involve elements of guidance and well being	GAA football training- helps student appreciate the value of working in a team, helps students value their own mental and physical wellbeing. Develops students resilience and motivational skills. Creates a sense of pride in themselves and being involved in a team environment.
List any trips or activities that you plan.	As above

<b>Business</b>	
Guidance activities involved in your lessons or projects.	Business Incorporate well being, movement breaks, teamwork activities encouraging students to work together.
Extra curricular clubs you hold after school and describe how they involve elements of guidance and well being	School soccer- wellbeing, teamwork, leadership Teacher Activities- wellbeing, bonding etc..
List any trips or activities that you plan.	Senior school tour, rich with elements including wellbeing, personal responsibility and trust, self-management, friendships/bonding, new experiences and culture (incorporating change)
Other events that you have planned or will be planning that include guidance related learning	Potential senior tour next year. School soccer team in First Year. First Year YH. Staff social events- e.g. Last Man Standing, Teacher Tournaments

<b>Irish</b>	
Guidance activities involved in your lessons or projects.	Gaeilge - Senior students; 1/ every year on European Languages Day in September I remind students that Irish is a recognised language of the EU and tell them about various jobs in the EU institutions at home and abroad. Language & EU awareness activities for Junior students on this day too. 2/ This year during Careers week in November I arranged a 3-way video call with Directorate of Communications staff in Dublin & Brussels (who work through Irish on a daily basis) and an Irish MEP - the call was screened for students and conducted through Irish and English - students learned about the working of the European Parliament and the role of Irish there/jobs for candidates with Irish. 3/In conjunction with the EU Directorate for Translation I entered the school into the annual EU Young Translators Competition; 5 students took part in the competition which gave them a taste of working professionally in the area (they had a piece to translate under strict time conditions and were directed towards specific tools to use). I coached students translating from French and Irish ahead of the competition.
Extra curricular clubs you hold after school and describe how they involve elements of guidance and well being	Coiste an Ghaelbhrtach - students complete a series of tasks throughout the year to promote the use of the Irish language outside of the classroom. As part of the process they complete training with staff from Gael-Linn who run the programme. We also enter competitions for secondary schools run by other Irish language bodies like Conradh na Gaeilge. One of the members completed Student Council Irish language Officer training at Conradh na Gaeilge HQ this year also. All of this provides excellent opportunities with bodies where Irish is the language of work and gives them a glimpse at the various opportunities available.
List any trips or activities that you plan.	This year I'm bringing a group of 30 x 5th years to Dáil Éireann, they'll meet local TDs, sit in on Leaders Questions and have a tour of the building. I'm hoping this will give them a taste of the decision making process, the importance of language in persuasion and debate and that they will have a glimpse into the place of Irish in government (certain TDs deliver all or part of their deliveries in Irish) and much of the address and set language is in Irish also. 2/ I also had an



	<p>opportunity to bring 3 students to DCU St Patrick's Campus to receive the Gaelbhatach Award - the awards ceremony included a panel discussion with ppl working in various sectors with the Irish language who were involved with the Gaelbhatach Committee at school as well as getting to visit sections of the university and meet the Irish Language Officer there.</p>
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<b>Maths</b>	
Guidance activities involved in your lessons or projects.	Maths: World of work, i.e. income tax, USC and currency exchange.

<b>Religion</b>	
Guidance activities involved in your lessons or projects.	Religion - helping students to understand the personal opportunities they have. Giving students guidance on study techniques.

<b>Art</b>	
Guidance activities involved in your lessons or projects.	<p>Art: reflective time incorporated into AFL, i.e. during WWW and EBI tasks, AAF (Action After Feedback) is used as a point for improvement to direct students ownership and independency towards their own learning in response to the above feedback provided). Another method used is 'Thinking Time' facilitated in lessons where students can use visuals and own work, class critiques/artistic dialogue practiced regularly in all year groups. Think, Pair, Share also used</p> <p>When we choose our themes sometimes they reflect what a student may be facing in their daily lives. For example: 'Whats next?' was a theme for 6th years, Culture- 5th years, Dream Destination- 2nd years, Identity and individuality- LCA. These themes allow students to work through certain issues through the form of Art. Discussions with peers and one to ones with teachers further allow students to explore topics.</p>
Extra curricular clubs you hold	ECA - Senior Art Sessions held this year in E166. Junior Art Club held in Dept also, in M110 by Grace. These both involve elements

<p>after school and describe how they involve elements of guidance and well being</p>	<p>of guidance as it allows students to enter into conversation with lead teacher of the ECA, and other peers, creating general conversation, open door policy, providing a platform of equality, creativity, expression, freedom of speech.</p> <p>Art Club Textiles Club Cinniri Sinsir</p>
<p>List any trips or activities that you plan.</p>	<p>Senior Art Gallery Visit - trip to the National Gallery of Ireland on 20th May 2022. Link to Art History &amp; Appreciation for students upcoming SEC examination.</p> <p>Trip to Art gallery 5th year Textile workshop TY Relove competition All students Junk Kouture TY Robert Ballagh Art Competition All students Bonding trip for student leaders to Carlingford Arts Week- whole school Sports Day - 1st and 2nd years Positivity Day- whole school 1st year Induction- 1st years and 6th year Cinnirí Sinsir</p>
<p>Other events that you have planned or will be planning that include guidance related learning</p>	<p>Art Exhibition 2022-23 is in planning for a large exhibition off site. Provide all Art students across 1st to 6th year with the opportunity to design, create and present a new piece of Art work based on the theme of Decade, in celebration of the school being open 10 years.</p> <p>Halloween Costume DIY- dress up day is a big event at CNM and I want to encourage students to be more sustainable and make their own costumes from recycled materials. This will be open to all students. The act of making can be therapeutic, being creative in a safe space and discussing world topics can allow a student to feel open and share.</p>

<b>English</b>	
Guidance activities involved in your lessons or projects.	English For senior students: informing students jobs available for English graduates
List any trips or activities that you plan.	SOAR workshops with TY. Apprenticeship expo with LCA's

<b>History</b>	
Guidance activities involved in your lessons or projects.	History Job of a historian Work involved in being an archaeologist Work involved in archives etc.
List any trips or activities that you plan.	SOAR workshops with TY. Apprenticeship expo with LCA's

<b>Home Economics</b>	
Guidance activities involved in your lessons or projects.	Home Economics- Third level education - HEAR/DARE scheme, SUSI grant. etc Guidance on healthy eating for a healthy life and how to cook basic meals. Budgeting and how to be good with money, FIS payment, HAP Scheme are taught. The importance of leisure for mental health as well as marriage and divorce are covered etc.
Extra curricular clubs you hold after school and describe how they involve elements of guidance and well being	Cookery club which would help non Home Ec students make easy meals at low cost.
List any trips or activities that you plan.	CNM Bake OFF- Whole school entry. This allowed students to challenge themselves outside of the classroom and they had to manage their own time, money, equipment etc.

	TY Chef- TYs arranged into groups and each week are given a theme eg. Pasta week- it is up to them to organise their dish, their ingredients, how they are going to serve it etc and there is a winner each week.
Other events that you have planned or will be planning that include guidance related learning	6 week fitness class for girls in the school from Sept- Oct midterm to teach them basic exercises for a healthy lifestyle and to help release stress.

<b>Geography</b>	
Guidance activities involved in your lessons or projects.	Geography - Jobs in the field of Geography in different topics.

<b>Vocational Preparation</b>	
Guidance activities involved in your lessons or projects.	LCA Vprep- Career investigations, mock job/college interviews, class discussions on options after school. Work vs unemployment, information on volunteering

<b>Science</b>	
Guidance activities involved in your lessons or projects.	Science - careers in different aspects of the course. Physics - discussions about further education in the area. Courses that would require some level of physics. Careers outside of university courses where physics is important e.g. Electrical apprenticeships.
Extra curricular clubs you hold after school and describe how they involve elements of guidance and well being	After school physics classes for 6th years
List any trips or activities that you plan.	Tyndall lecture Scifest
Other events that you have planned or will be	Scifest in school

planning that include guidance related learning	
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## Guidance and Digital Learning

This resource outlines the decisions made at local school level about the logistics of digitalised / online school guidance provision in our school. All content was discussed and agreed between School Management and the School Guidance Counsellor(s). The approach to digitalised Guidance in our school is documented here in line with all Department of Education policies mentioned earlier in the document.

<b>Activity</b>	<b>Platform</b>	<b>All/Some/Few</b>
Noticeboard for college and apprenticeship information (mainly 5 <sup>th</sup> and 6 <sup>th</sup> years)	TEAMS	Some
Forms appraising the Guidance service	TEAMS and Microsoft	Some
Counselling and Career appointments	TEAMS	Some
Access to all college course information	WWW	All
iPad to access relevant websites mentioned below	WWW	All
iPads to complete Eirquest	WWW	Some
Information on Guest Speakers	TEAMS	Some
Virtual Guest Speakers	TEAMS and ZOOM	Some
Create profile to complete careers interest portfolio and career skills	WWW	Some

Individual college websites and other internet websites include:

[www.qualifax.ie](http://www.qualifax.ie)

[www.cao.ie](http://www.cao.ie)

[wwwucas.ie](http://wwwucas.ie)

[www.mocks.ie](http://www.mocks.ie)

[www.skool.ie](http://www.skool.ie)

[www.des.ie](http://www.des.ie)

[www.careersportal.ie](http://www.careersportal.ie)

[www.steps.ie](http://www.steps.ie)

[www.gotocollege.ie](http://www.gotocollege.ie)

## **Current Guidance Programme in Colaiste na Mí**

### **Types of Guidance**

The Guidance Curriculum is delivered using two types of intervention; **formal** and **informal**.

**Formal** Guidance relates to Individual personal counselling, careers or educational guidance. It also involves classroom guidance in weekly classes or year group interventions as required.

### **Guidance (well being) and/or Careers classes Allocation**

<b>First Year</b>	<b>7 times a year</b>
<b>Second year</b>	<b>7 times a year</b>
<b>Third Year</b>	<b>7 times a year</b>
<b>T.Y</b>	<b>3 or 4 times a year</b>
<b>5<sup>th</sup> years</b>	<b>Once every 5 weeks - rotation</b>
<b>6<sup>th</sup> years</b>	<b>Once a week</b>



# **Colaiste na Mí School Guidance Educational Plan**

## **Guidance Programme 1st Year Students**

Our first-year guidance programme aims to guide students in their transition from primary to post-primary school by facilitating students in developing self-management, and personal and social skills to enable a positive transition.

### **LEARNING OUTCOMES**

Students will be able to:

- Examine challenges and concerns associated with starting 1st year and identify ways to address these.
- Identify people they can ask for help and support that are available to students in their new school.
- Set meaningful and appropriate learning goals and assess their progress towards achieving these goals.
- Practice self-management and time management skills to support them in managing school and other activities.
- Identify their values and how they can use their values in decision making.

### **SAMPLE STUDENT LEARNING EXPERIENCES**

- Think, Pair, Share – Who can support me in my new school?
- Personal reflection and guided discussion about goals and goal setting.
- Quiz – Understanding my Timetable.
- ‘Survival’ tips for other students starting into a new school

## **Links to the Junior Cert**

### **Statements of Learning**

**Unit 11.** The student takes action to safeguard his/her wellbeing and that of others. The students will gain practical information to help them manage the transition to post primary school. They will also be supported in reflecting on their hopes, fears, expectations and goals within a safe space thus contributing to their overall sense of wellbeing.

**Unit 7.** The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts. The students will reflect on the importance of being kind to their fellow classmates during their transition into their new school. They will be encouraged to reflect on what makes them inspirational individuals. Students will be given the opportunity to explore how they can make a positive contribution to their class and the world.

**Unit 5.** Students have an awareness of personal values and an understanding of the process of moral decision making. The students will be given the opportunity to reflect on their own values and explore ways of using their values as a compass for decision making.

## **Guidance Programme 2nd Year Students**

The second year programme aims to facilitate self-reflection, goal setting and discussion on how individuals can identify and achieve their personal goals.

### **LEARNING OUTCOMES**

Students will be able to:

- Examine ‘who they are’, their identity, their values and their mindset to gain a greater understanding of themselves.
- Identify some of their personal goals and explore how to achieve them.
- Appreciate the importance of post-primary school for their training/employment in the future.
- Present themselves / their work in a confident and conscious manner.

### **SAMPLE STUDENT LEARNING EXPERIENCES**

- Write a letter to their future selves. Students will write a letter to themselves which they will open in 6th year. They will note their goals and hopes for their time in post-primary school.
- Students will complete a detailed plan on setting and achieving their personal goals.
- Personal reflection and guided discussion about giving a presentation: students make a list of their ‘top tips’ for presenting.

## **Links to the Junior Cycle**

### **Unit 1.**

The student communicates effectively using a variety of means in a range of contexts. The students will gain practical information on how to communicate with others. For example, one lesson focuses on the student's presentation skills and gives them an opportunity to reflect on how they communicate and present themselves in a number of different contexts.

**Unit 6.** The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives. The students will reflect on their unique values and will understand that their values may be different to those around them. They will understand that they can make a positive impact on the lives of others.

**Unit 11.** Takes action to safeguard and promote her/his wellbeing and that of others. The students will learn about having a 'growth mindset' and the positive impact that can have on their learning and wellbeing.

## **Guidance Programme 3rd Year Students**

The third-year programme aims guide students through the initial steps in understanding their choices and pathways to the future. Students reflect on who they are at the present time and the different aspects/activities they have going on in their lives. They also explore the options they have in the short term and in the longer term.

### **Learning Outcomes**

Students will be able to:

- Examine the paths available to them after school and identify which of the paths might be suitable for them.
- Identify what senior cycle subjects are offered in their school and what needs to be considered when choosing subjects. They will also begin to discern what subjects are suited to them.
- Reflect on all of the important aspects of the student's life and ways of managing a well balanced life amid competing demands and individual goals.

### **SAMPLE STUDENT LEARNING EXPERIENCES**

- Students will reflect on the 'Wheel of Life' and will take note of the different aspects of their lives and how each aspect is going.
- Students will list future options that interest them in general. They will note why these particular options interest them and will note where and how they can find out more information on these options
- Students will complete a 'Presenting Me' poster incorporating their unique values, goals, skills and choices etc which the student has identified. This will inform their career pathways/life-choices.

### **Links to Junior Cycle**

Unit 4. Creates and presents artistic works and appreciates the process and skills involved. Students are invited to create a poster representing themselves and their Guidance Related Learning. They are encouraged to use a variety of means to express their unique attributes. In creating a poster representing their unique selves, students will be able to understand that they are individuals and have their own path in life.

Unit 23. Brings an idea from conception to realisation. The students will discuss the myriad of options open to them after school and will begin to make choices based on this understanding. For example, students will understand the importance of subject choice on their pathways after school.

Unit 11. Takes action to safeguard and promote her/his wellbeing and that of others. The students will learn about having a balanced approach to life and the positive impact that will have on their development and wellbeing.

## **Guidance Programme Transition Year Students**

### **Personal Development - TY**

#### **Aims**

- To build positive awareness among students of the importance of maintaining positive mental health
- To replace common misconceptions about mental health with knowledge
- To enhance self-knowledge, self-esteem and self-acceptance
- To introduce students to the concept of the ego
- To give practical skills for dealing with mild depression and anxiety
- To develop communication skills and group work skills
- To introduce students to journaling

#### **Outcomes**

- Students will know the importance of caring for their mental health as well as their physical health.
- Students will be able to approach the area of mental health with sensitivity.
- Students will develop a healthy self-awareness and self-acceptance and improve their self-esteem balanced by learning the importance of giving of themselves to others.
- Students will have a basic knowledge of the ego
- Students will have skills to cope with the ups and downs and stresses of everyday life and have some preparation for coping with crises.
- Students will be able to reflect on each day's experiences

<b>Area</b>	<b>Activity</b>	<b>Staff</b>
Self assessment and personal reflection	Teacher led discussion Teacher questioning, Self assessment exercise on computer. Group work. Student feedback Pair Work, Group Work. Listening Exercises. Presentations  Classroom guidance presentations and lessons  Meditation	Guidance counsellor   Guidance counsellor  Guidance counsellor
Physical and Mental Health and the links between them Attitudes to Mental Health Mental Health – illness, treatment and care Coping Strategies for Depression & Anxiety	TY led lessons on mental health, and lgbt to first years  Peer mentoring to first years  Guest talks about mental health  Direct involvement in TY mental health project for cycle against suicide  Mindfulness lessons  Debates and discussions	Guidance Counsellor  Visiting Counsellor Visiting Speakers e.g. Aware, HSE Personnel, Guidance Counsellor
Counselling	Ongoing	Guidance Counsellor



## **Educational Guidance**

### **Aims**

- To enable students to make informed programme and subject choice for 5th year
- To deepen students' understanding of the relevance and usefulness of subjects
- To deepen students' awareness of educational opportunities and of the consequences of early school leaving
- To enable students to identify their abilities and career interests and to develop an understanding of how these relate to choice of subjects, courses and careers
- To enable students to understand the concepts of qualification, entry requirements, course requirements
- To enable students to understand the factors that led to job change/loss and the transition strategies to cope with job change/loss
- To enable students to correctly identify differences between “job”, “occupation”; “career”
- To assist parents/guardians' understanding of senior cycle options

### **Outcomes**

- Students will have a clear understanding of the content of courses and subjects at senior cycle and will be aware of their relevance to courses and career options.
- Students will have a deeper understanding of the consequences of early school leaving.
- Students will be able to identify their abilities and career interests and be able to relate them to careers of interests to them

- Students will understand the concepts of qualifications, entry requirements and course requirements.
- Students will be able to identify the differences between “job”, “occupation” “career”.
- Students will be able to complete a CV worksheet.
- Students will be able to identify job change factors and be able to identify transition strategies to cope with job loss or job change.
- Students will have participated in a structured work experience programme.

<b>DATE</b>	<b>MODULE</b>	<b>TOPIC</b>
Sep	1,2	Interview training, form filling
OCT	3	CV, Letter writing
NOV	4	Finding work experience Work experience prep Employer and student responsibilities Choosing a workplace Fitting in
DEC	5	Review of work experience Employment law Behaviour on work experience Making sense of the work place Career investigation
JAN	6,7	Work experience Reflections on work experience
FEB	8	Report from employer Reflections on work experience
MARCH	9,10	Employers debriefing Recommendations for next placement Subject choice and careers week Career investigation2
APRIL		Good and bad jobs and careers, thinking of the future
MAY		Final reflections and goals for Senior Cycle

## Guidance Programme 5th Year Students

### Personal & Social Education

#### Aims

- To enable students to explore work values
- To enable students to manage transitions
- To assist students to develop skills for coping with stress
- 

#### Outcomes

- Students will be able to identify their value system in relation to work and understand how it impacts on choices they make.
- Students will be able to identify their personal styles of coping with transitions and will have an awareness of a range of strategies for coping with future life transitions.
- Students will have an understanding of individual stressors and how stress can be reduced.

Modules	Activities	
Introductions Setting group rules	Students introduce themselves Setting ground rules	Guidance counsellor
Self esteem	Identifying major events in your life – “Success with Stress” and or “Mindout” Modules	Guidance counsellor
Counselling	Ongoing	

## **Educational Guidance**

### **Aims**

- To assist students to develop their self-management skills including planning and organisational skills and to foster good study habits
- To enable students to develop their research and ICT skills and their ability to access information on further study and career options
- To further develop students' awareness of the value of lifelong learning
- To develop students' understanding of further and higher education systems
- To develop job search skills
- To enable students to systematically research and investigate careers

### **Outcomes:**

- Students will have further developed their study and time management skills and will be able to draw up a study plan for the year.
- Through the use of ICT, students will be able to access information on further study and careers. (When computer room available)
- Students will be aware of the benefits of education and training opportunities through the life span.
- Students will have acquired a knowledge and understanding of the further and higher systems and understand entry and course requirements, points system, progression routes, and have an understanding of the National Framework of Qualifications.

Area	Activities	Staff
<b>Organisation and Planning</b>	Study Skills: Further development of note-making skills, thinking and learning skills, time management; study plans	Caomhnoir Year Head Guidance Counsellor
<b>Research and Career Exploration</b>	Training in the use of Careers Software – Qualifax, Careers Portal, videos and profiles. CAO website, College websites, Use of computers	Guidance Counsellor
<b>Lifelong Learning</b>	Exploring Training and Education Opportunities, accessing career websites	Guidance Counsellor
<b>Job search Skills</b>	Preparation for job application and work: - Form filling, Letter Writing, - Preparation for Interview	Caomhnoir Year Head Guidance Counsellor
<b>Further and Higher Education</b>	Understanding the following: - College Entry Requirements, - Course Requirements, - Points System - Progression Routes - National Framework of Qualification, - National Qualifications Authority of Ireland Guidance Folder	Guidance Counsellor
<b>Counselling</b>	Ongoing	Guidance Counsellor

## **Career Guidance**

### **Aims**

- To further develop students' awareness of personal skills, abilities and interests
- To enable students to access, interpret and evaluate information
- To enable students to be self-directed in their career exploration and development
- To raise students' awareness of labour market trends and career development trends and the skills and the competencies required for the working world
- To enable students to explore alternative routes to courses and careers
- 

### **Outcomes**

- Students will have a deeper awareness of and be able to identify more clearly their abilities and career interests.
- Students will know how to explore career areas and how to source, interpret and evaluate information.
- Students will be aware of employment opportunities and types of work available.
- Students will have explored alternative routes to careers and courses

Area	Activities	WHO
<b>Career Information; Career Exploration</b>	Use of Information sources; Sourcing, evaluating and interpreting information Career Exploration	Guidance Counsellor
<b>Career Interests</b>	Training in the use of Careers Software – Qualifax, Careers Portal, videos and profiles. CAO website, College websites, Use of computers	Guidance Counsellor
<b>Labour Market Trends</b>	Information on Careers and Opportunities; Careers’ Seminar – Navan, Careers Portal Website.	Guidance Counsellor
<b>Routes to Higher Education</b>	Understanding direct and alternative routes to Higher Education and careers	Guidance Counsellor
<b>Counselling</b>	Session for all students -	Guidance Counsellor



DATE	MODULE	TOPIC
Sep	1,2	Goals, habits of effective students
OCT	4	Studying, doing it well
NOV	5,6	Uniqueness and difference Skills, qualities and values
DEC	7	Qualifax, careers portal, career investiagtion
JAN	8	Career investigation presentations
FEB	8,9, 10	Job search practice Interview practice
MARCH	11,12	Apprentiships Gap year options Studying abroad
APRIL		Study skills2 Study timetables
MAY		Final reflections and goals for 6 <sup>th</sup> year

## **Guidance Programme 6th Year Students**

There is no Personal and Social Education classes timetabled for 6th Years. There is 1 career class timetabled weekly for each class group.

### **Educational Guidance**

#### **Aims**

- To further enhance students' planning and time management skills
- To enable students to further develop their study skills and examination techniques and their ability to cope with exam stress
- To help students gain an understanding of the third level system
- To assist students in making effective transition from school to college/work

#### **Outcomes**

- Students will have further developed their study and time management skills and will be able to draw up a study plan for the year.
- Students will have improved their examination techniques and be better able to cope with exam nerves.
- Students will understand entry requirements, course requirements, points system, Levels in the National Qualifications Framework.
- Students will understand the progression routes to higher education.
- Students will have an understanding of the Further and Higher Education Grants Scheme.
- Students will have an awareness of what is involved in making the transition from school to college/work, seeking accommodation, accessing supports available in college and will have discussed ways of coping with new freedoms, facing up to challenges of the working world/college life.

<b>Area</b>	<b>Activity</b>	<b>Who</b>
<b>Organisation and Planning</b>	Recap on Study skills and Time management, PowerPoint Presentation and discussion on: -Examination techniques -Coping with exam nerves	Guidance Counsellor Subject teachers Guest Speaker
<b>Entry to Third Level Education; Progression Routes</b>	Understanding: -entry and course requirements, -Points System -NFQ - Level 6, 7, 8 ; -Ladder of Progression	<b>Guidance counsellor</b>
<b>Financial Support for Further and Higher Education</b>	Understanding the Maintenance Grants, scholarships and financial support available to students	Guidance Counsellor Guest Speakers
<b>Transition from School to Work/College</b>	Guidelines and discussion on the following topics: how to deal effectively with college life, leaving home, challenges of work/college, accessing accommodation and supports available in college,	Guidance Counsellor Guest Speakers
<b>Counselling</b>	Individual Consultation with each student. Two meetings if possible.	Guidance Counsellor

## **Career Guidance**

### **Aims:**

- To facilitate students in their continued exploration of career interests.
- To further develop their awareness of personal skills and abilities.
- To provide access to up-to-date information on open days, careers and courses in further and higher education colleges.
- To encourage students to thoroughly research courses.
- To inform students of the application procedures for colleges/courses.
- To deepen students' awareness of alternative routes to higher education and to enable students to understand the progression from further to higher education.
- To ensure that each student gets the assistance at an individual level that they need to make the best possible decisions about the next step of on life's journey.

### **Learning Outcomes:**

- Students will have deeper awareness of and be able to identify more clearly their career interests and be able to relate these to careers and courses.
- Students will have had the opportunity to complete the Connolly Interest Test
- Students will be familiar with the PLC, CAO and UCAS systems and be able to use the on-line application facilities.
- Students will be familiar with the direct application procedures the application procedures for courses with Teagasc, Failte Ireland, and the Apprenticeships.
- Students will have explored alternative routes to careers.

- Students will know how to source, interpret and evaluate information on courses and careers.
- Students will have explored a range of careers of interest to them and will continue to explore the idea of career path planning.

<b>Area</b>	<b>Activity</b>	<b>Who</b>
<b>Career Information, Career Exploration</b>	Use of Internet, Sourcing, interpreting and evaluating information; Career Categories revisited; Visits to College Open Days; Visit to Higher Options Conference in RDS	Guidance Counsellor Guest speakers
<b>Exploration of Career Interests</b>	Administer the Connolly Interest Inventory; Understanding and interpreting results	Guidance Counsellor
<b>Third Level Application Procedures</b>	Understanding UCAS, How to use Apply, Understanding the CAO System, HPAT, UKCAT, Using CAO website Using Demo version. CAO video online.	Guidance Counsellor Guest speakers
<b>Further Education and Training</b>	PowerPoint Presentation on PLC Courses, Teagasc, Failte Ireland, Apprenticeships, Their Application Procedures Using Qualifax for research	Guidance Counsellor Guest speakers
<b>Counselling</b>	Individual consultation with each sixth year student twice.	Guidance Counsellor

## **BOM Sign off & Date of Next Review**

The content of this document was updated in June 2022 and reviewed and adopted by the Board of Management on \_\_\_\_\_.