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*Coláiste Phobal*  
*Ros Cré*

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Whole School Guidance



**Coláiste  
Phobal**  
Ros Cré



**Tipperary  
ETB**  
Post-Primary

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2025/2026 - 2028/2029

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## Introduction

The Guidance Plan of *Coláiste Phobal Ros Cré* (CPR) describes the school's guidance programme and outlines how the guidance needs of the students are to be addressed and delivered. This forms part of and informs whole school planning.

## Rationale

Under the Education Act 1988 Section 9 (c) schools are required to “ensure that students have access to appropriate guidance to assist them in their educational and career choices”. Therefore, we have an obligation to develop a Guidance Plan in accordance with this recommendation and to ensure that the resources are effectively implemented in meeting the needs of the students.

## Mission Statement

The ethos and spirit of *Coláiste Phobal Ros Cré* is embodied in our mission statement and is at the heart of this guidance plan. The mission of *Coláiste Phobal Ros Cré* is to be in active partnership with the whole community. *Coláiste Phobal Ros Cré* is committed to:

- Recognising the worth of each individual
- Educating our students in a caring environment
- Promoting our cultural heritage
- Preparing the student for a meaningful and spiritual life
- Contributing to the life of the community

## Ethos

ETB schools are state, co-educational, multid denominational schools underpinned by the core values of:

- Excellence in Education
- Care
- Equality
- Community
- Respect





## Legal Framework

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

- The “Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students “Access to Appropriate Guidance” (DES 2005) state that *‘the school’s guidance plan is a whole school responsibility’*
- 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
- *NCGE, 2017, A Whole School Guidance Framework*
- *Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d)* highlights that Wellbeing, a new area of learning
- *‘A Whole School Guidance Framework’ issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.*

## Rationale

This plan has evolved for the purpose of providing guidance support to students. It gives formal structure to a whole-school approach to this provision. Additionally, it informs parents, students and teachers that guidance will be delivered in an integrated and proactive way.

## Implications for Whole School Guidance

The aim of this plan is to highlight the importance of guidance provision as a whole school responsibility and that all school staff have a vital role to play in student care. Therefore, our guidance programme is implemented in a collaborative way by the guidance counsellor, chaplain, AEN co-ordinator, Programme Co-ordinator, specialist teachers, school



management, BOM and by the student support team (SST), see Appendix 1, structures in place for student support in our school as outlined in this plan.

## Guidance Definition

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:

- Educational
- Career
- Personal and social

## Objectives of Guidance Plan in CPR

Students will be encouraged and assisted to make choices and transitions through a variety of guidance activities which include:

1. **Counselling and Pastoral Support:** helping students on an individual/ group basis to explore their thoughts and feelings and the choices open to them; giving care and support to students learning to cope with the many aspects of growing up
2. **Assessment:** helping students to obtain a better self-understanding through the use of psychometric testing e.g. CAT4, NGRT, WIAT, Careers Portal, etc and other career interest inventories
3. **Information:** Providing students with the objective and factual data on education and training opportunities, occupations, labour market information, entitlements, etc
4. **Advice:** making suggestions based on the advisors' own knowledge and expertise
5. **Educational Guidance programmes:** provide knowledge and skills relating to study skills, subject choice, programme and level choice etc
6. **Career Guidance Programmes:** providing the necessary concepts, skills and knowledge to enable pupils to make transitions to further and higher education, training and work.



7. **Work experience:** Senior students will engage in Work Experience/ work shadowing programmes to prepare students for working life, career exploration and skill development
8. **Personal and Social Programmes:** e.g. Wellbeing at Junior Cycle and SPHE assist students in self-reflection, resilience building, with transitions in their lives; promote healthy coping mechanisms, develop personal skills and decision-making skills. Supported by whole school initiatives such as diversity week, kindness week, science week, autism awareness week to name a few.
9. **Referral:** This includes two types of referral:
  - Internal
  - External
  - Referral of an individual student to the Guidance Counsellor/ Chaplain/Positive Psychology programme, by teachers, Year heads, Deputy Principal(s), Principal, Parents. The students' voluntary participation in counselling/ support must be respected at all times.
  - Referral of individual students by the Guidance Counsellor/ Chaplain/HSCL/ Deputy Principal(s), Principal/ Special Needs Dept to other outside professional bodies e.g. NEPS, HSE, TUSLA, JIGSAW etc. Referrals are governed by the regulations of these agencies. Referrals are managed by the Guidance Counsellor/Chaplain/Principal/ AEN Department/SST.

## The Model of Provision

### ***A continuum of Support***

A continuum of support model is applied to the Coláiste Phobal Ros Cré guidance programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

**A)** Guidance For All – 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 (TY, LCA and LCVP).

- B) Guidance For Some** – 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, AEN Coordinator, year heads, class tutors and the school Chaplain.
- C) 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 competences 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/Chaplain/ staff member may need to provide continued support to the student.

**Figure 1 below** (courtesy of NCGE: *A Whole School Guidance Framework, Page 14*) shows the continuum of support model on which our School approach to guidance is offered. The guidance counsellor in collaboration with school management and staff, and external organisations/personnel, deliver a wide range of activities and learning to support students' personal & social, educational and career development. The guidance counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme.



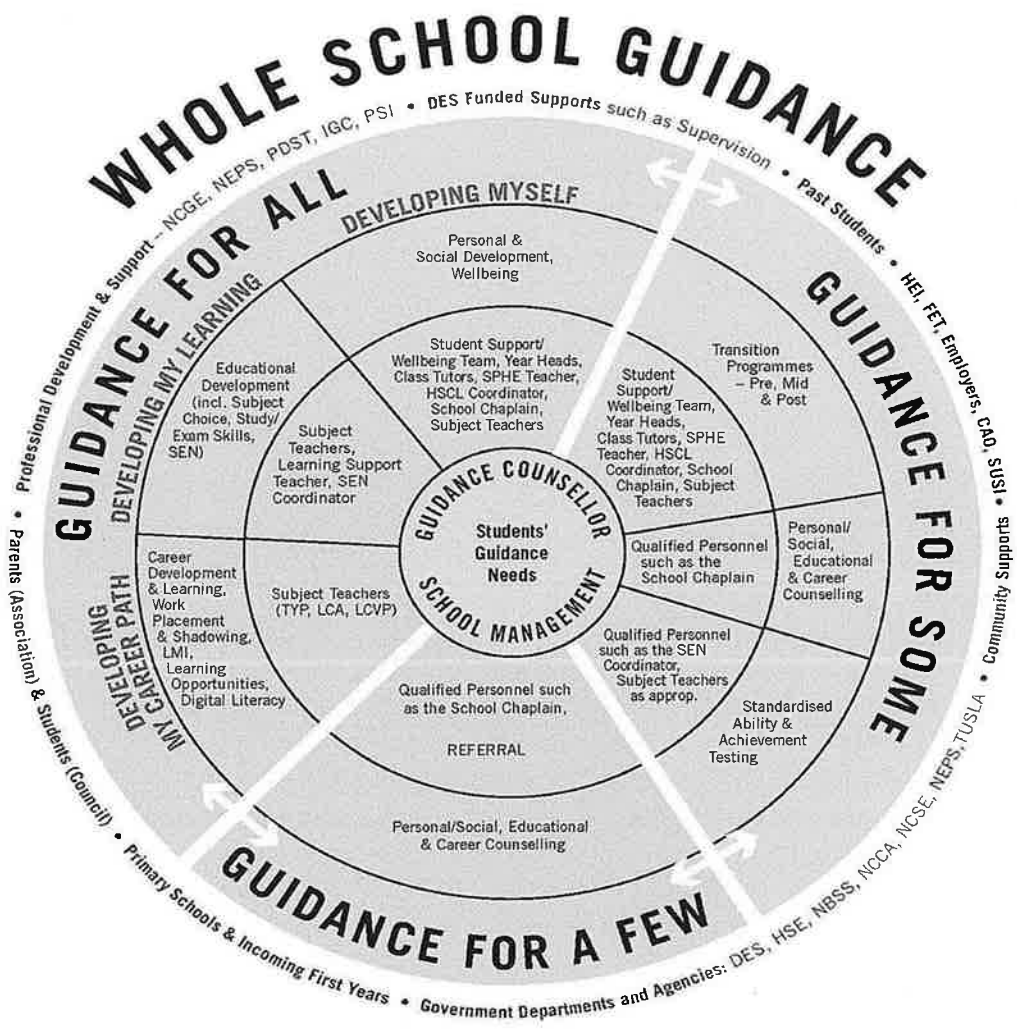


Figure 1

### Areas of Learning and Competences

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in Coláiste Phobal Ros Cré are exposed to three areas of guidance-related learning so as to allow them develop in eight areas of competence (Figure 2 below *courtesy of NCGE: A Whole School Guidance Framework, Page 16*). These areas of learning aim to build on the learning that students will have experienced during their years in primary education.

Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge,



knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. These competencies are built upon in a variety of School programmes such as:

**Junior Cycle** - The three areas of learning and associated competences are linked with the *Principles* underpinning the *Framework for Junior Cycle*, a number of the *Framework Statements of Learning* and *Key Skills*. The whole school guidance programme is linked to *Key Skills* such as *Managing Myself*, *Managing Information & Thinking*, *Staying Well*, *Communicating and Working with Others*. The guidance counsellor has a role in planning, coordinating and delivering guidance-related-learning associated (*Guidance for All*) with the relevant *Key Skills* and in providing more intensive interventions to those students who need it through *Guidance for Some and A Few* approaches.

**Wellbeing** - SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the *Staying Well* key skill of the *Framework for Junior Cycle*. The eight competences can be linked with five of the six indicators of Wellbeing – *Responsible*, *Connected*, *Resilient*, *Respected* and *Aware*. The guidance counsellor and student support team have an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

**Senior Cycle** - At Senior cycle (including LC, LCA, & TY) the RE/SPHE curriculum and Guidance Programmes can be used to plan learning outcomes in *Developing Myself* for students. All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.



## Whole School Overview

Within Coláiste Phobal Ros Cré guidance is structured to provide a range of learning experiences in a developmental sequence, designed to assist students to make choices about their lives and to make transitions based on these choices. These choices may be categorised into three separate but interlinked dimensions/areas:

Areas of Learning	Competences
Developing Myself	<ul style="list-style-type: none"><li>•Developing &amp; maintaining self-esteem &amp; a positive self-concept</li><li>•Interacting effectively with others (face-to-face &amp; online)</li><li>•Developing &amp; growing throughout life</li></ul>
Developing My Learning	<ul style="list-style-type: none"><li>•Employing effective personal learning/exam strategies</li><li>•Making educational choices in line with career aspirations</li></ul>
Developing My Career Path	<ul style="list-style-type: none"><li>•Using career related information &amp; sources appropriately</li><li>•Understanding the world of work &amp; life roles</li><li>•Managing career development &amp; decision making</li></ul>

**Developing myself-** Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and Senior Cycle. It comprises the following modules: Belonging and Integrating, Self-Management, Communication Skills, Physical Health, Friendship, Relationships and Sexuality, Emotional Health, Influences and Decisions, Substance Use and Personal Safety. The Wellbeing team include modules during the course of a school year e.g. Mindfulness, Internet Safety, transitions, positive psychology, empathy building skills, anti-bullying and numerous outside speakers and retreats. The Cairde Mentoring programme is a support system whereby trained Senior Cycle students assist with the integration of new students into the school system. Every opportunity is used in CPR to develop the skills, potential and resilience of students.

**Developing my learning** - Educational Guidance is developmental in nature and allows the student take responsibility for their own learning and progress. In CPR Educational Guidance begins at the students' entry in first year by empowering students in the area of subject choice and continues via programme choice at Junior and Senior cycle. Other areas of guidance include subject level selection, motivation and learning, study skills and examination skills,



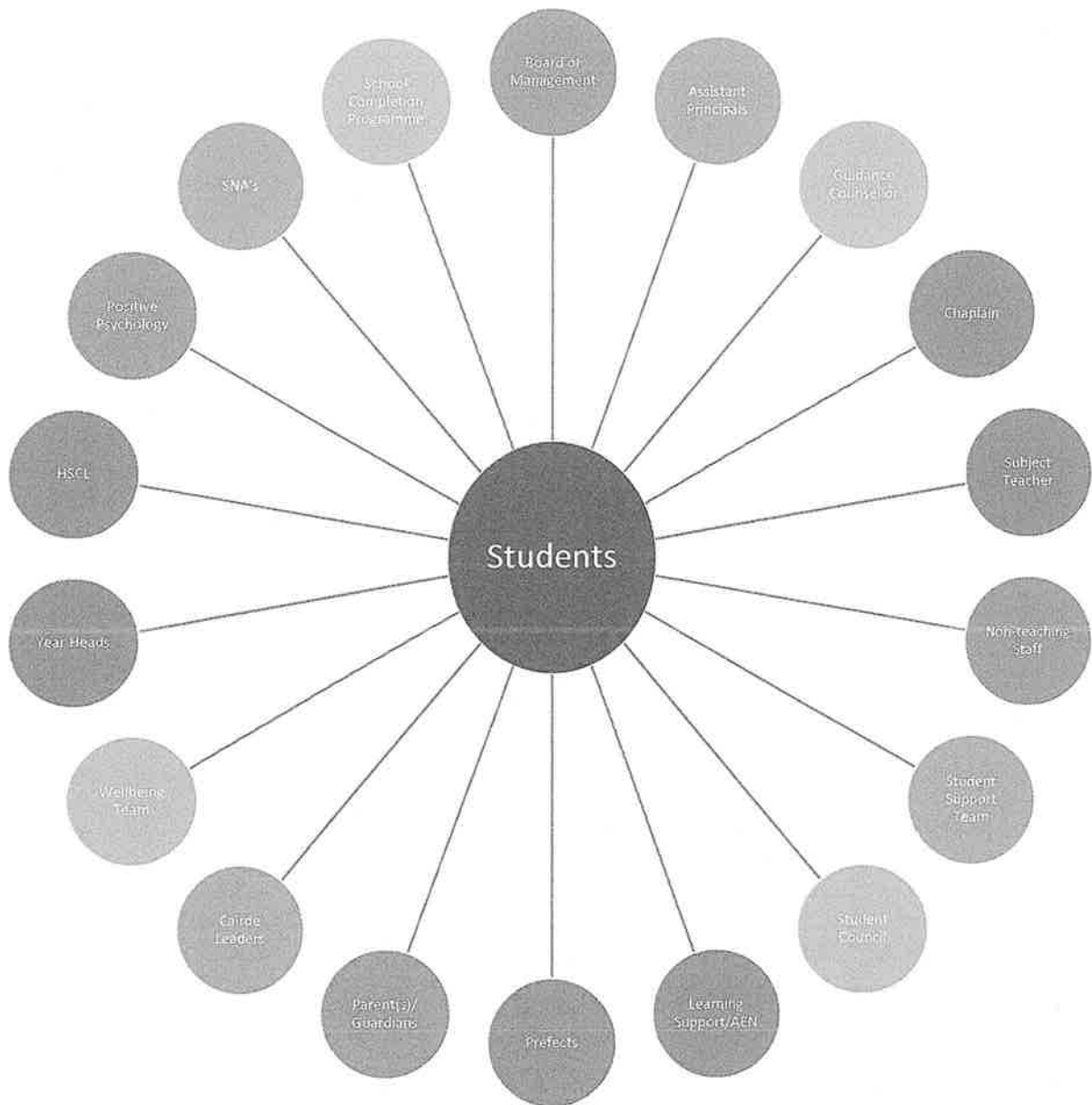
learning related problems and counselling for these learning difficulties, teacher consultations, psychometric testing and consulting parents about related matters.

**Developing my Career plan** – Career development and investigation is vocational in nature and is mainly concentrated at senior cycle. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY, LCA and LCVP have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, use of ICT e.g. Qualifax, Careersportal, vocational education and training, further education, job opportunities, job and interview preparation. A strong emphasis in the final year of school is also directed to pathways of further education including third level course/career progression with CAO, PLC, UCAS, EUNICAS, SOLAS, TEAGASC and apprenticeships, scholarships and internships applications to the fore. Exploration of the new tertiary programmes is also supported and provided. Direction towards Access programmes and the National Learning Network is given when appropriate.

### Guidance: A Whole School Activity – Roles and Responsibilities

Guidance is not provided exclusively by any one individual or group. It is a holistic process that benefits from the collaboration of many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our school to identify, prioritise and respond to the guidance and needs of students using the resources available. When one considers the three dimensions of guidance, all members of the teaching staff are in some way involved in providing guidance to students. It is the responsibility of the Guidance Team to coordinate the guidance programme under the direction of senior management. A Whole School Approach thus ensures that our school maximises its resources for guidance support through the identification of roles and responsibilities for school management and staff in the provision of appropriate support to students. The main roles and responsibilities within our school are:





### Board of Management

The Board of Management has a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standard. The Board of Management manages the school in accordance with the Education Act (1998). Each school is required to comply with the Education Act (1998) and provide students with "access to appropriate guidance".



## Assistant Principals

The Principal oversees the internal organization and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principal(s) oversee the school in the absence of the Principal. In the absence of the Principal and Deputy Principal, an Assistant Principal acts as a senior contact for staff. The Senior Management team also have a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the guidance counsellor, chaplain, school staff and other school partners such as parents.

## Guidance Counsellor

Guidance counsellors because of their specialist training have a professional role in each of the main areas of guidance: personal and social, educational, and career.

- Within the personal and social realm, the guidance counsellor is available for individual support to students and their parents. The guidance counsellor has strong links with outside supportive agencies and is a member of the wellbeing, student support and critical incident teams. The GC meet regularly with the principal, deputy principal and chaplain. The guidance counsellor is a mandated person, well positioned, due to the nature of their work, to respond to any child protection concerns in keeping with the provisions of the Child Protection Guidelines.
- Their educational role involves many aspects such as liaising with staff on appropriate subject choice, levels and programmes for students; assisting the provision of AEN in CPR, which may include assessment and testing of students throughout the school in collaboration with the AEN team and post holders. The guidance team is involved in delivering central aspects of the LCA, LCVP and TY programmes.
- Their career role may involve advice and support in assisting students to make informed career decisions post leaving certificate. This is done through time tabled classes, individual appointments, attending career exhibitions and college open days, work experience programmes etc



## Chaplain

The Chaplain collaborates with all members of the school community and in particular with those who hold designated responsibilities relating to student's welfare, staff and members of the wider community connected with the school. The chaplain holds a pastoral role in the support of students as they journey through CPR and develop as individuals. She holds a qualification in psychotherapy and supports students in one to one pastoral counselling appointments. The chaplain meets regularly with the guidance counsellor, principal and deputy principal(s). The chaplain actively engages with year heads and all members of the student support team and outside supportive agencies. The chaplain is a member of the student support, DEIS, Guidance, and critical incident teams. The chaplain liaises with the individual students and their parents. The chaplain supports and liaises with the RE department. The chaplain has a specific mission toward the spiritual development and care of the entire school community.

## Student Support Team

The Student Support Team (SST) is made up of Management, Chaplain, Guidance Counsellor, HSCL, Positive Psychology and AEN representative. The team meet regularly to review the needs of students. The team strives to provide a response to students needs following the continuum of support model. This is a forum for sharing information and concerns in a safe and confidential setting. Minutes are taken, shared on teams and are archived each year. Care alerts are circulated arising from the meeting via VShare. Discussions at student support team meetings relating to individual cases are confidential to the team and any follow up required is decided upon and assigned to a member of the team.

## AEN Post Holder(s) and AEN Team

The aims of the AEN team in CPR are consistent with the aims outlined in *SET Guidelines and Inclusion of students with Special Educational Needs Post Primary Guidelines*. Therein it is the role of the team to support AEN provision in the school. The AEN team consists of management, AEN post holders(s) and relevant support staff. The AEN team directs the provision and application of resources for students with additional or specific educational needs and/or specific learning difficulties. The AEN post holder(s) liaises with the Principal



and Deputy Principal and all staff, parents/guardians and outside agencies. AEN post holder(s) carry out the duties required by their post for the support of AEN students in the school including transfers at the end of second level education.

Programme Coordinator (TY/LCA/LCVP)

There is a strong emphasis on social and personal development throughout all programmes offered in CPR. The Programme Coordinator has a pivotal role in guidance provision in the school.

#### *Transition Year*

Transition Year is a one-year school-based programme between Junior Cycle and Senior Cycle. It is designed to act as a bridge between the two by facilitating the smooth transition from the more dependent learning of the Junior Cycle to the more independent self-directed learning required for the Senior Cycle. It encourages personal, social development and recognises the need for students to grow in independence. Transition Year is optional and the objective of the Coláiste Phobal Ros Cré Transition Year Programme is: To provide an engaging learning environment that facilitates a maturing process in students; encourages programme participants to take personal responsibility for their own development and equips them to positively participate in society.

#### *Leaving Certificate Applied*

The Leaving Certificate Applied programme is a two-year Leaving Certificate programme aimed at preparing students for adult and working life. The programme sets out to recognise the talents of all students and to provide opportunities for developing personal responsibility, self-esteem and self-knowledge, and helps students apply what they learn to the real world. The two-year programme consists of four half-year blocks called sessions. Achievement is credited in each session through completion of class based key assignments and tasks. The remaining credits are obtained through terminal exams. Courses are offered in three main areas: Vocational Preparation; General Education; and Vocational Education. Students engage in weekly work experience one day per week.



### *Leaving Certificate Vocational Programme*

The LCVP is a Leaving Certificate with a focus on enterprise and preparation for working life. This two-year programme combines the academic strengths of the Leaving Certificate Established with a dynamic focus on self-directed learning, enterprise, work and the community. Students take some of their Leaving Certificate subjects from a specified set of vocational subject, they study a recognised course in a modern European language and have two additional courses, called Link Modules, in the areas of Preparation for the World of Work and Enterprise Education. Work experience forms a major component of the LCVP programme and is coordinated by the programme coordinator and the teacher of the 'Preparation for the World of Work' module.

### Subject Teachers

Subject teachers have final line role of responsibility for the education of all students in their classes. The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support. Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal responsibilities through management, care roles, co-ordination roles and through participation in programmes such as SPHE. Individual teachers may be sought out by students on an informal basis for advice and information. All teachers may consult with the year head/guidance counsellor/chaplain on the needs of an individual student and/or refer the student to the guidance counsellor/chaplain/AEN Coordinator when specialist competence is required with due regard to confidentiality.

### Wellbeing Team

The Wellbeing Team comprises of staff involved in the planning and delivery of the Wellbeing programme. In line with *Junior Cycle Reform* Wellbeing encompasses SPHE, CSPE, PE and Guidance up to 400 hours since 2020. The team's aim is to plan for Wellbeing in the new junior cycle and act as a hub for design and delivery of the wellbeing programme in CPR. The team includes Management, Guidance Counsellor and post holder, chaplain and relevant teachers.



## School Supports

### Class Tutor

The class teacher takes a particular interest in the activities and progress of the students in a class group, and helps the students to be positive in their behaviour and work. In addition, the class teacher serves as a special link between the school administration and the students and co-operates with the year head in ensuring the students observance of the school rules.

### Year Head

The Year Head has general responsibility for the ongoing holistic monitoring of a year group. The year head carries out the duties of the post and among other duties oversees student's assemblies, attendance, punctuality, tracks academic performance, awards and behaviour, including bullying as per Anti-Bullying Policy, and liaises with the parents/guardians of the year group. The year head works closely with the subject teachers, class teachers, and the SST. Where an issue is referred to the guidance counsellor or chaplain first, they will collaborate with the year head. Where a care need or concern is raised with a year head first these will be shared with the SST at or before the weekly meetings.

### Parents

This plan adopts the legal definition of parent as set down in the Education Act, 1998, while recognising any further legal development of the concept. The plan recognizes 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. Parents are 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. Parents can also participate in the guidance process through:

1. Consultation with the guidance counsellor and other school staff
2. Attendance at relevant information and other meetings at school e.g. Parents Council. BOM etc
3. Providing personal assistance to the school guidance programme e.g. Organising Careers events

### Students

This plan seeks to attend to the welfare of every student and their 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 CPR. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their School.

Wellbeing, SPHE, RE and 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. CPR adopts a whole-school approach to guidance and care, students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class teacher, year head, guidance counsellor, chaplain, deputy principal in regard to a matter. Fellow students also have a part to play in supporting their peers in difficulty via Cairde Leaders, Student Council and Prefects.

#### Current Whole School Guidance and Programme & Provision

Guidance, counselling and support is offered on an individual, small group or class group basis. The focus of counselling is on the personal/social, educational, and career issues, individually, in small groups or as part of timetabled class contact. This school service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises.

***Individual Counselling*** is an interactive process to help the student to understand their personal reality in a safe, supportive environment and help them deal responsibly with their needs.

***Group work*** is offered under the direction of the guidance counsellor, chaplain and positive psychology coaching and mentoring. Depending on the context and the group this can be the most effective form of support for individual members, where students can learn that they are not alone in their experience and receive healing from one another. All group work will only take place where there is proper supervision and permission.



***Class group support*** is timetabled by the allocation of the Principal. The student support staff are at all times sensitive to the developmental stages of the students.

## Junior and Senior Cycles Guidance Programme

The school vision is to supply an effective and comprehensive guidance service which enables our students and their parents to acquire knowledge and develop competencies for future careers, to broaden their horizons and to strive to be successful on their pathways in life. The programme aims to address the needs of all students within the school community. The whole school delivery in guidance and provision at CPR is best identified by the summarised charts below:



### Incremental Guidance Provision Overview

YEAR	AREA OF LEARNING & COMPEDENCY	GUIDANCE ACTIVITY	GUIDANCE FOR			LEARNING IN THIS AREA IS SUPPORTED BY	
			All	Some	Few	Personnel Responsible*	Methodologies
First Year	Developing My Career Path	Career Meetings		✓		Guidance Counsellor	One to one
		College Awareness Week	✓			Guidance Counsellor/Cairde Co-ord	Peer to Peer – Cairde Leaders
		Transfer Day	✓			HSCL, SCP Team, First Year Head	Whole Group
		Open Night	✓			Management & Staff	Facilities
		First Year Induction Night	✓			Management, YH, Chaplain/GC	Facilities
	Developing My Learning	CAT4 Testing	✓			AEN Coordinator & Team, Guidance Team, SNA'S, DP, Chaplain, HSCL.	Facilities
		Study Skills	✓			SPHE Teachers	Whole Group
		Academic Tracking	✓			Year Head	VSware
		Continuous Assessment	✓			Subject Teachers	Whole Group
		House Exams	✓			Subject Teachers	Whole Group
		Subject Choice	✓			Guidance Counsellor and Subject Teachers	Whole Group
	Developing Myself	Wellbeing Rotation	✓			Wellbeing Team	Co-scheduling
SPHE- Who am I, Minding Myself, Team Up, Mental Health –		✓			Teachers	Whole Group	



		Induction Day	✓			Management, Year Heads, Chaplain, Cairde Leaders	Whole Group
		First Year Tour	✓			Year Head & Tutors	Whole Group
		Retreats & Liturgies	✓			Chaplain & Cairde Leaders	Whole Group
		Cairde Mentoring	✓			Cairde Leaders & Co-ordinator	Whole Group
		Assemblies	✓			Year Head, Chaplain/Guidance Counsellor, Management	Whole Group
		Awards	✓			Year Heads, Events Committee	Whole Group
		Kindness Week	✓			Wellbeing Team & other teachers	Whole Group
		Sports Day/Cultural	✓			Events Committee, Student Council	Whole Group
		Diversity Week	✓			Year Head, Chaplain, Cairde and teachers	Whole Group
		September Meeting with Parents	✓			Management, Year Head, GC&/or Chaplain, AEN Coordinator	Facilities
Second Year	Developing My Career Path	Career Meetings	✓	✓	✓	Guidance Counsellor	One to one
		College Awareness Week	✓			Guidance Team	Peer to Peer – Cairde Leaders
	Developing My Learning						
		Study Skills	✓			SPHE Teachers	Whole Group
		Academic Tracking	✓			Year Head	Whole Group
		Study Workshop	✓			Year Head and teachers	Whole Group
		Subject Levels			✓	Subject Teachers & GC	Whole Group
		Differentiation	✓			Subject Teachers	Whole Group
		CBA's			✓	Management & Subject Teachers	Whole Group
SLAR's			✓	Management & Subject Teachers	Whole Group		



	Developing Myself	Wellbeing- Rotation	✓			Wellbeing Team	Whole Group	
		SPHE	✓			Teachers	Whole Group	
		Assemblies	✓			Year Head, Management, GC/Chaplain	Whole Group	
		Awards	✓			Year Heads and Awards co-ord		
		Kindness Week	✓			Wellbeing Team	Whole Group	
		Sports Day/Cultural	✓			Events Committee, Student Council	Whole Group	
		Diversity Week	✓			Chaplain, Cairde Leaders Teachers	Whole Group	
		Liturgies	✓			Chaplain & RE Teachers	Whole Group	
		Co-curricular Experience	✓			Relevant Staff	Whole Group	
Third Years	Developing My Career Path	Career Meetings	✓	✓	✓	Guidance Counsellor	One to one	
		Senior Cycle Programme Choice	✓			Guidance Counsellor, TY Coordinator, LCA Coordinator, Management	Whole Group	
		Subject Choice	✓			Guidance Counsellor	Whole Group	
		TY Application Personal Statements			✓	TY Co-ordinator	TY Applicants	
		Other Progression Options				✓	Guidance Counsellor	One-to-one
	Developing My Learning	Study Skills	✓			SPHE Teachers	Whole Group	
		Academic Tracking	✓			Year Head	VSware	
		Subject Levels				✓	Subject Teachers, DP & GC	One-to-one
		Differentiation	✓			Subject Teachers	Whole Group	
CBA's					✓	Management & Subject Teachers	Whole Group	
Pre JC Mock Exams		✓			Subject Teachers, DP	Whole Group		
SLAR's					✓	Management & Subject Teachers	Whole Group	



	Developing Myself	SPHE	✓			Teachers	Whole Group
		Awards	✓			Year Heads	
		Kindness Week	✓			Wellbeing Team	Whole Group
		Sports Day/Cultural	✓				Whole Group
		Diversity Week	✓			Chaplain, Cairde Leaders, Teachers	Whole Group
		Co-curricular Experience	✓			Relevant Staff	Whole Group
		SPHE	✓			Teachers	Whole Group
		Assemblies	✓			Year Head, Management, GC/Chaplain	Whole Group
		Retreats & Liturgy	✓			Chaplain	Whole Group
		Transition Year	Developing My Career Path	Career Meetings	✓	✓	✓
Senior Cycle Programme Choice	✓					Guidance Counsellor, TY Coordinator, LCA Coordinator, Management	Whole Group
Subject Choice						Guidance Counsellor	Whole Group
Other Progression Options – Pathways					✓	Guidance Counsellor	Small Groups
1 Class of Timetabled Guidance per week – Career Investigation, Work Experience Prep, Job Seeking Skills	✓					Guidance Teacher	Whole Group
Work Experience x2	✓					Programme Co-ordinator	Whole Group
Enterprise						Business Teachers	
Taster Days/ Open Days	✓					Guidance Team	Small Groups
	Learning Styles					✓	Subject Teachers, DP & GC
	E-portfolio	✓			TY Co-ordinator, Subject Teachers	Whole Group	



	Developing My Learning	TY Competitions			✓	Management & Subject Teachers	Whole Group
		Study Skills	✓			Guidance Teachers and subject teachers	Whole Group
		Awards	✓			Co-ordinator and Management	Whole Group
	Developing Myself	Kindness Week	✓			Wellbeing Team	Whole Group
		Sports Day/Cultural	✓				Whole Group
		Diversity Week	✓			Chaplain, Cairde Leaders, Teachers	Whole Group
		Co-curricular Experience	✓			All Staff	Whole Group
		SPHE	✓			SPHE Team	Whole Group
		Assemblies	✓			Year Head, Management	Whole Group
		Retreat & Liturgies	✓			Chaplain	Whole Group
		School Musical	✓			Music Teacher & TY Coordinator	Whole Group
		Ballyhass	✓			TY Coordinator & PE Teachers	Whole Group
		Communications	✓			TY Coordinator	Whole Group
		Health Expo	✓			TY Coordinator & HEc Teachers	Whole Group
		GAA Coaching	✓			TY Coordinator & PE Dept	Whole Group
		Gaisce			✓	TY Coordinator & DP	Small Group
		Overseas Trip				TY Coordinator & Staff	Whole Group
Fifth Year	Developing My Career Path	Career Meetings	✓	✓	✓	Guidance Counsellor	One to one
		1 class of timetabled Guidance per week-	✓			Guidance Counsellor	Whole Group



		Employment Legislation, Rights and Responsibilities, World of Work					
		Careers Expo/Open day		✓		Guidance Counsellor	Small Group
		Work Experience x 1	✓			Guidance Counsellor	Whole Group
		Career Testing	✓			Guidance Counsellor	Whole School
		Visits In's & Visits Out	✓			LCVP Teachers	Whole Group
		LCVP – Enterprise		✓		LCVP Teachers	Class Group
	Developing My Learning	Academic Tracking	✓			Year Head	Whole Group
		Study Skills	✓			Outside Agency/ Year Head	Whole Group
		Subject Levels			✓	Subject Teachers & GC	Whole Group
		Differentiation	✓			Subject Teachers	Whole Group
	Developing Myself	Liturgies	✓			Chaplain & RE Teachers	Whole Group
		Assemblies	✓			Year Head, Management	Whole Group
		Awards	✓			Coordinator	Whole Group
		Kindness Week	✓			Wellbeing Team & teachers	Whole Group
		Sports Day/Cultural	✓			Teachers and Student Council	Whole Group
		Diversity Week	✓			Chaplain, Cairde Leaders Teachers	Whole Group
	Co-curricular Experience	✓			Relevant Teachers	Whole Group	
	Career Meetings	✓	✓	✓	Guidance Counsellor	One to one	



Leaving Certificate Applied	Developing My Career Path	College Awareness Week	✓			Guidance Team	Peer to Peer
		Guidance Module Careers Fit Test, Further Education Option, Career Expo/Open Days/Visiting speakers/ Visit to ETC's, Career Path Planning	✓			Guidance Counsellor & Team	Whole Group
		Job Search- Mock Interviews/CV/Letter Writing etc	✓			Relevant Teacher/GC	Whole Group
		Enterprise 1 & 2	✓			Relevant Teacher/GC	Whole Group
		Community	✓			Relevant Teacher/ GC	Whole Group
		Work Experience x 4 – 1 day per week	✓			Guidance Counsellor	Whole Group
	Developing My Learning	Academic Tracking	✓			Year Head	Whole Groups
		Learning Styles	✓			Guidance Team	
		Personal Reflection Task	✓			Assigned Teacher	Whole Group
		Differentiation	✓			Subject Teachers	Whole Group
		Assemblies	✓			Year Head, Management	Whole Group
	Developing Myself	Awards	✓			Coordinator	Whole Group
		Kindness Week	✓			Wellbeing TEAM & Teachers	Whole Group
		Sports Day/Cultural	✓			Teachers & Student Council	Whole Group
		Diversity Week	✓			Chaplain, Cairde Leaders, & Teachers	Whole Group
		Social Education	✓			Subject Teacher	Whole Group
		Co-curricular Experience	✓			Relevant Teachers	Whole Group
	Sixth Year		Career Meetings	✓	✓	✓	Guidance Counsellor
		Further Education		✓			



Developing My Career Path							
	Senior Cycle Programme Choice	✓			Guidance Counsellor, TY Coordinator, LCA Coordinator, Management	Whole Group	
	Other Progression Options – Pathways			✓	Guidance Counsellor	Whole Group	
	1 Class of Timetabled Guidance per week – Further Education, Higher Education, UCAS, Apprenticeships, Teagasc, Defence Forces Job Seeking Skills etc	✓			Guidance Counsellor	Whole Group	
	Taster Days/ Open Days	✓			Guidance Counsellor	Small Groups	
	Developing My Learning	Academic Tracking	✓			Year Head	Whole Group
		Applications for Scholarships		✓		Guidance Counsellor	Whole Group
		Access- HEAR/DARE or Ind. Colleges		✓		Guidance Counsellor, AEN Coordinator, Outside agencies	Small Groups
		National Learning Network			✓	Guidance Counsellor, AEN Coordinator, Outside Agencies	Small Groups
		Guest Speakers	✓			Whole Staff	Small Groups
		LCVP		✓		LCVP Coordinator	Whole Group
Developing Myself	Kindness Week	✓			Whole Staff	Whole Group	
	Retreat & Liturgies	✓			Chaplain & RE Team	Whole Group	
	Sports Day/Cultural	✓			Coordinator	Whole Group	
	Diversity Week	✓			Chaplain & Teachers	Whole Group	



		Co-curricular Experience	✓			Whole Staff	Whole Group
		Assemblies	✓			Principal, Deputy Principal & Year Heads	Whole Group
		Senior Breakfast	✓			Catering Team and Management	Whole Group



Table 1.1: Area Of Learning: Developing Myself

Junior Cycle		Senior Cycle		
<p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p>				
<p>Learning in this area is supported by:  <u>Junior Cycle (JC)</u>: JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning  <u>Staff</u>: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers  <u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		<p>Learning in this area is supported by:  <u>Curriculum</u>: TYP, LC, LCA, LCVP, SPHE (optional)  <u>Staff</u>: guidance counsellor, student support team, TY/LCA/LCVP teachers, subject teachers, guest speakers  <u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		
	Acquire Knowledge Acquisition	Apply Demonstration of Knowledge	Personalize Integration of Learning & Knowledge	Act Knowledge Transformation & Creation
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Developing & maintaining self-esteem & a positive self-concept	<ul style="list-style-type: none"> <li>- Identify and describe personal qualities, strengths, interests, attitudes &amp; values, feelings &amp; emotions and how they influence behaviour</li> <li>- Explore external influences on feelings, behaviour &amp; attitudes</li> <li>- Explain how self-esteem &amp; self-concept can influence goal setting &amp; decision making</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the ability to manage their own feelings &amp; behaviours, including body awareness</li> <li>- Express feelings appropriately with others</li> <li>- Demonstrate appropriate communication &amp; behaviour when cooperating with others</li> <li>- Explore the role that personal qualities &amp; self-belief has had on their own education to-date</li> <li>- Attend to their wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>- Assess how one's own self-esteem &amp; self-concept impacts on others and how one's behaviour may influence the feelings &amp; behaviour of others</li> <li>- Review one's goals &amp; career aspirations and establish how one's personal qualities, behaviour, self-belief &amp; expectations are influencing education, career goals &amp; life choices</li> </ul>	<ul style="list-style-type: none"> <li>- Change behaviour &amp; attitudes to enhance self-esteem &amp; self-concept</li> <li>- Adopt behaviours &amp; attitudes that will help realise education &amp; career goals</li> <li>- Adapt behaviour to enhance interactions with others</li> <li>- Accept one's own limitations</li> </ul>
Interacting effectively with others (face-to-face & online)	<ul style="list-style-type: none"> <li>- Identify effective social skills &amp; behaviour</li> <li>- Explain how their behaviour &amp; attitudes can influence the feelings &amp; behaviour of others</li> <li>- Describe how others' attitudes, expectations &amp; behaviours impact on their feelings &amp; behaviours</li> <li>- Explore ways of communicating and resolving conflicts</li> <li>- Recognise the importance of tolerance, respect &amp; openness when meeting others with different abilities &amp; from diverse backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate effective social skills when cooperating, collaborating &amp; negotiating with peers, teachers &amp; employers</li> <li>- Employ effective skills when resolving conflict with others</li> <li>- Join networks to enhance their own personal, educational &amp; career opportunities</li> <li>- Demonstrate social/other networking skills</li> <li>- Demonstrate an openness &amp; ability to interact with diverse groups</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse one's own interaction with peers, teachers &amp; employers &amp; identify behaviour patterns which may be influencing relationships with others</li> <li>- Evaluate strategies one employs when resolving conflict with others</li> <li>- Reflect on the benefits &amp; limitations of communicating online</li> <li>- Evaluate the effectiveness of social/other networks that one is a member of</li> <li>- Reflect on one's tolerance, respect &amp; openness towards others with different abilities &amp; from diverse backgrounds &amp; cultures</li> </ul>	<ul style="list-style-type: none"> <li>- Interact effectively with peers, teachers &amp; employers to build positive relationships in life</li> <li>- Build relationships with employers &amp; learning providers</li> <li>- Adopt attitudes &amp; behaviours to promote oneself at interviews</li> <li>- Join social/other networks to achieve career goals</li> <li>- Adapt behaviour to a variety of contexts</li> <li>- Encourage inclusive behaviours &amp; attitudes in others</li> </ul>
Developing & growing throughout life	<ul style="list-style-type: none"> <li>- Describe the stages of adolescent development</li> <li>- Identify the influence of change &amp; growth on wellbeing, life &amp; work choices</li> <li>- Identify transition points to be made while in school</li> <li>- Describe personal strengths &amp; resources which can be used during times of change &amp; transition</li> </ul>	<ul style="list-style-type: none"> <li>- Participate in a range of activities &amp; tasks to enhance emotional, social, cognitive &amp; physical development</li> <li>- Ask for help when required</li> <li>- Examine how they respond to change &amp; transition</li> <li>- Adopt effective strategies for coping with change &amp; transition</li> </ul>	<ul style="list-style-type: none"> <li>- Seek out significant others who will challenge &amp; develop one-self</li> <li>- Reflect on one's development, problem solving &amp; decision making styles &amp; identify opportunities for growth</li> <li>- Review school, family, peer &amp; work activities &amp; how these impact on one's Wellbeing &amp; career choices</li> <li>- Evaluate one's coping style for dealing with change &amp; transition</li> </ul>	<ul style="list-style-type: none"> <li>- Avail of opportunities &amp; career experiences to develop one's potential</li> <li>- Develop effective coping strategies for dealing with change &amp; transition</li> <li>- Employ effective problem solving &amp; decision making strategies</li> </ul>



Table 1.2: Area Of Learning: Developing My Learning

Junior Cycle		Senior Cycle		
<p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p>				
<p>Learning in this area is supported by:  <u>Junior Cycle (JC)</u>: JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning  <u>Staff</u>: guidance counsellor, student support/wellbeing team, learning support teacher, subject teachers  <u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		<p>Learning in this area is supported by:  <u>Curriculum</u>: TYP, LC, LCA, LCVP, SPHE (optional)  <u>Staff</u>: guidance counsellor, student support team, learning support teacher, TY/ LCA/ LCVP &amp; subject teachers  <u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		
	<p>Acquire Knowledge Acquisition</p>	<p>Apply Demonstration of Knowledge</p>	<p>Personalize Integration of Learning &amp; Knowledge</p>	<p>Act Knowledge Transformation &amp; Creation</p>
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Employing effective personal learning & exam strategies	<ul style="list-style-type: none"> <li>- Identify their learning styles &amp; study habits</li> <li>- Develop effective study skills &amp; habits</li> <li>- Recognise the importance of learning for achieving educational &amp; career goals</li> </ul>	<ul style="list-style-type: none"> <li>- Implement a study plan</li> <li>- Plan for taking exams</li> <li>- Employ effective assessment techniques when taking exams (time &amp; stress management)</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on their learning style &amp; attitudes towards learning</li> <li>- Evaluate study habits &amp; exam taking skills &amp; identify ways in which one can improve skills</li> </ul>	<ul style="list-style-type: none"> <li>- Develop their learning strategies &amp; study habits</li> <li>- Plan their learning path in line with career goals &amp; aspirations</li> </ul>
Making educational choices in line with career aspirations	<ul style="list-style-type: none"> <li>- Explore subject (short course) choice &amp; subjects for junior cycle/senior cycle</li> <li>- Explore subject choice requirements for further/higher education, training &amp; employment</li> <li>- Investigate educational/apprenticeship, training/work opportunities</li> <li>- Recognise the link between subjects (&amp;levels), extra-curricular activities &amp; different career paths</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate how educational options &amp; achievements relate to life &amp; work goals</li> <li>- Choose subjects (&amp; level) in line with their own interests &amp; abilities</li> <li>- Explore subjects in terms of the knowledge &amp; skills associated with different areas of study/careers</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the knowledge &amp; skills one is acquiring from taking specific subjects &amp; extra-curricular activities</li> <li>- Assess the knowledge, skills &amp; attitudes that meet life &amp; work goals</li> <li>- Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship</li> <li>- Reflect on the NFQ and how it facilitates progression to FET &amp; HE</li> </ul>	<ul style="list-style-type: none"> <li>- Choose subjects (&amp; levels) &amp; educational options in line with further/higher education/training &amp; chosen career path &amp; abilities</li> <li>- Evaluate their knowledge, skills &amp; learning &amp; determine how these relate to further learning &amp; career opportunities</li> </ul>



Table 1.3: Area Of Learning: Developing My Career Path (continued overleaf)

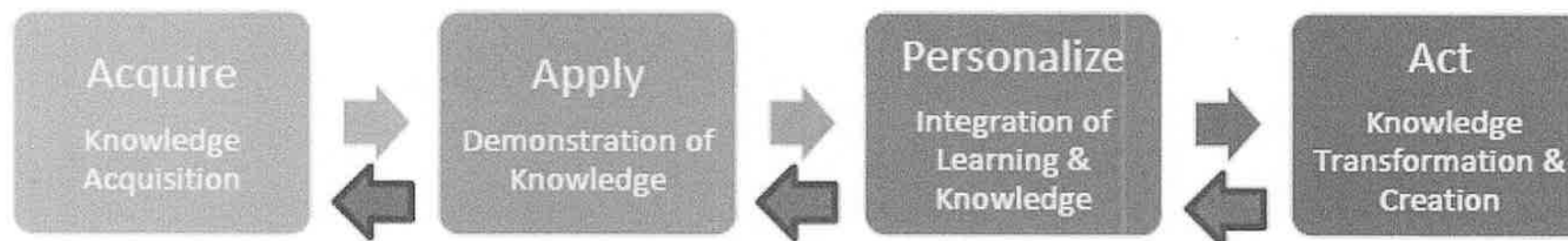
Junior Cycle		Senior Cycle		
<p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p>				
<p>Learning in this area is supported by:  <u>Junior Cycle (JC)</u>: Curriculum including the Wellbeing programme, Framework key skills and statements of learning  <u>Staff</u>: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers  <u>Methodologies</u>: whole class learning, group-work, one-to-one, ICT</p>		<p>Learning in this area is supported by:  <u>Curriculum</u>: TYP, LC, LCA, LCVP, SPHE (optional)  <u>Staff</u>: guidance counsellor, TY/LCA/LCVP &amp; subject teachers  <u>Methodologies</u>: open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT</p>		
	<p><b>Acquire</b> Knowledge Acquisition</p>	<p><b>Apply</b> Demonstration of Knowledge</p>	<p><b>Personalize</b> Integration of Learning &amp; Knowledge</p>	<p><b>Act</b> Knowledge Transformation &amp; Creation</p>
<b>Competence</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Describe the importance &amp; ways of accessing career related information (e.g. online, parents, teachers, school personnel, community workers etc)</li> <li>- Recognise the importance of knowing if career related information is from a reliable source, up-to-date &amp; accurate</li> <li>- Identify how to access information sources</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Explore the education requirements for further study &amp; career interests</li> <li>- Access information re further study/employment/apprenticeships</li> <li>- Organise career related information &amp; rank resources in terms of usefulness, accuracy &amp; reliability</li> <li>- Use labour market trends to inform career decision making</li> <li>- Explore differences between career areas &amp; requirements (including educational options) for working in different fields</li> <li>- Explore different employment conditions i.e. part/full-time, volunteering, entrepreneurship</li> <li>- Demonstrate how personal values &amp; attitudes can influence the value attributed to different areas of work</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Establish how career related information has been used to make career decisions</li> <li>- Analyse &amp; synthesise career related information in line with their career aspirations</li> <li>- Make informed decisions on future education/training opportunities using career related information taking account of their interests &amp; abilities</li> <li>- Critique career related information/sources</li> <li>- Reflect on different working conditions &amp; make decisions on one's preferences taking account of their abilities, values, interests, strengths &amp; limitations</li> <li>- Review work/employment opportunities in line with their preferences, values, abilities &amp; interests</li> <li>- Evaluate the impact of trends (technology, social, occupational) on employment opportunities</li> <li>- Review knowledge, skills &amp; attitudes for locating, interpreting &amp; using career related information</li> <li>- Evaluate work experience to-date &amp; identify learning arising from this work experience</li> <li>- Examine personal qualities which have contributed positively to work experience</li> <li>- Appreciate the importance of making career decisions in line with their aspirations &amp; goals</li> <li>- Analyse barriers to equality &amp; inclusion in the workplace</li> <li>- Reflect on their career decision making skills &amp; the consequences of making decisions</li> <li>- Demonstrate the ability to participate in an interview</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Implement strategies to evaluate career related information &amp; resources</li> <li>- Devise &amp; implement a career plan using appropriate &amp; accurate career related information</li> <li>- Present a career plan to significant others</li> <li>- Plan &amp; participate in work opportunities in line with their career goals &amp; aspirations</li> <li>- Devise a career plan taking account of their career/employment aspirations &amp; preferences for certain employment conditions</li> <li>- Develop personal qualities &amp; skills which meet career goals &amp; aspirations</li> <li>- Demonstrate the employability skills necessary to secure &amp; stay in work</li> <li>- Assess barriers to equality &amp; inclusion in the workplace &amp; in educational settings</li> <li>- Build relationships with employers/learning providers</li> </ul>
<b>Using career related information &amp; sources appropriately (includes online information &amp; labour market information)</b>	<ul style="list-style-type: none"> <li>- Describe different work roles &amp; conditions</li> <li>- Identify work trends &amp; opportunities</li> <li>- Recognise the role of work in everyday life &amp; contribution of work to lifestyle &amp; personal fulfilment</li> <li>- Describe how organisations operate</li> <li>- Explore personal qualities &amp; attitudes needed for working life &amp; pursuing a career of choice</li> </ul>	<ul style="list-style-type: none"> <li>- Identify transferable skills &amp; identify career areas that these apply to</li> <li>- Demonstrate the ability to complete an application process</li> <li>- Employ strategies to address barriers to equality &amp; inclusion</li> <li>- Prepare for work experience</li> </ul>		
<b>Understanding the world of work &amp; life roles</b>				
<b>Managing career development &amp; decision making</b>	<ul style="list-style-type: none"> <li>- Explore different career/occupational search tools &amp; resources</li> <li>- Relate their knowledge, skills &amp; interests to career areas</li> <li>- Identify barriers to equality &amp; inclusion &amp; strategies for addressing these barriers</li> <li>- Recognise personal qualities &amp; attitudes required for working life e.g. punctuality, working in teams, collaborating, openness to diversity</li> </ul>			



Table 1.3: Area Of Learning: Developing My Career Path

Junior Cycle		Senior Cycle		
<p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p>				
<p>Learning in this area is supported by:  <u>Junior Cycle (JC):</u> JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning  <u>Staff:</u> guidance counsellor, student support/wellbeing team, subject teachers, guest speakers  <u>Methodologies:</u> whole class learning, group-work, one-to-one, ICT</p>		<p>Learning in this area is supported by:  <u>Curriculum:</u> TYP, LCA, LCVP  <u>Staff:</u> guidance counsellor, TY/LCA/LCVP &amp; subject teachers  <u>Methodologies:</u> open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT</p>		
	<p><b>Acquire</b> Knowledge Acquisition</p>	<p><b>Apply</b> Demonstration of Knowledge</p>	<p><b>Personalize</b> Integration of Learning &amp; Knowledge</p>	<p><b>Act</b> Knowledge Transformation &amp; Creation</p>
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Managing career development & decision making	<ul style="list-style-type: none"> <li>- Understand the career decision making process &amp; the importance of making informed decisions</li> <li>- Describe how attitudes &amp; motivation can affect career planning &amp; decision making</li> </ul>	<ul style="list-style-type: none"> <li>- Build networks to promote career development &amp; learning</li> <li>- Explore volunteering for personal /career development purposes</li> <li>- Demonstrate problem solving strategies</li> <li>- Employ decision making strategies to make decisions re subject choice/level &amp; future learning &amp; employment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on their networks &amp; how these can be utilised to promote career development &amp; decision making</li> <li>- Evaluate the role of significant others/community, motivation &amp; attitudes in career decision making</li> </ul>	<ul style="list-style-type: none"> <li>- Utilise networks to enhance career development opportunities</li> <li>- Secure employment in line with their own career plan</li> </ul>

Figure 3: Four-Stage Continuum of Learning





## Best Practice and Procedures

### Subject Choice

#### Incoming First Years

Information evening for parents with reference to the supports, subjects that are available, consequences of subject choice, subject sampling, considerations to be made when choosing subjects, chose subjects in order of preference 1-3 with one reserve. Individual consultation can be facilitated by the guidance counsellor.

#### Junior Certificate Subject Choice

First years meet in core groups to explain subject choice. Individual appointments given on request to further assist students in decision. Students asked to choose 3 subjects in order of preference with one reserve subject. Continuity of subjects is encouraged from first year to Junior Certificate. Only after careful consideration and consultation with GC and year head will student be allowed to take up a new subject in second year. Negotiation with student's who haven't their full choices will take place. Individual appointments with the GC and YH with student &/- parent/ guardian are available.

#### Senior Cycle Options

Information session for all third-year students. Parents will also be given an evening information session on progression options and programmes. Students given relevant information about TY, LCA and Leaving Certificate Vocational Programme. Students are given a form and asked to select senior cycle options. Discussion re suitability/appropriateness to each senior cycle option with guidance counsellor may occur. For senior cycle subject choice, students are asked to choose four subjects in order of preference with two reserves by a closing date. Every effort will be made to facilitate the student's choices. Individual appointments are available on request throughout the process.

#### Student giving up a subject

Student approaches year head. **A request in writing is necessary from Parent/Guardian at this stage.** Year head will consult with class teacher and GC. Student is then requested to



consult with GC with regard to career path plan and implications of decision. After serious consideration (individual strengths/ weaknesses, aptitudes, academic performance, motivation, career needs etc), the student may be accommodated if the outcome of both consultations are satisfactory. The student is requested to remain in their existing classroom if another subject is not being taken up.

#### Student changing a subject

Student will generally be accommodated provided both consultations are satisfactory. Accommodation is subject to there being a place available in the new subject class. Proposed change fits into the band structure without unduly disturbing their other subjects. **Students will be accommodated with changing subjects up until the last Friday in September. Only in exceptional circumstances will students be accommodated beyond this date.**

#### Student giving up a subject at Junior Cycle

At Junior Cycle giving up a subject will only be accommodated in exceptional circumstances (reduced curriculum for special educational needs). Change of subject in 1<sup>st</sup>/2<sup>nd</sup> year will generally be accommodated as in senior cycle. Change of subject **cannot** be accommodated in third year.

#### Information nights

Throughout the year, information nights are available to students, parents and local community. A team approach is taken for planning, organisation and implementation of such nights. Key personnel include Principal, Deputy Principal, Guidance Counsellor, Year Heads, Programme Co-ordinators, Chaplain, AEN Coordinator, subject teachers and outside relevant agencies where appropriate. Delivery includes PowerPoint presentations, information leaflets (paper or download) with the opportunity for individual consultation/ follows up. Information nights include:

- Incoming First years
- Senior Cycle options
- Parent Night



- Open Night
- Year Group Meetings
- Other

### Student Appointments

Appointments are made by personal request, by personal invitation or by referral.

Day, time and date are agreed and signed in the student's journal and counter signed by relevant teacher if appropriate.

Appointments are conducted during the school day. All parties are requested to inform each other if a cancellation is necessary. On occasion, a staff member may request another staff member e.g. year head, subject teacher or/and management to be present at a meeting. Notes are kept of meetings and stored in locked cabinet. The support person and student may contract for six to eight sessions with students, with some discretion, before potentially making any referral to outside agencies. Where a student transfers to the care of another SST member, this is agreed following consultation with all parties.

Assistance for students will be sought from other qualified professionals outside the school, for areas of concern such as learning difficulties, substance abuse, bereavement, in keeping with agreement of parent(s) and guardian(s) and agreement of management. These agencies include, but are not limited to: JIGSAW, CAMHS – via Parent and GP, NEPS, SENO, Tusla, Garda Síochána/Disability/Access Officers in various Institutions.

### Confidentiality

A professional relationship involving confidentiality is at the core of the student support service in CPR. The Student Support Team members will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one-to-one consultations. Confidentiality for students must be respected unless there is clear and immediate danger to the student or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal



requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- when a student poses a danger to themselves or others;
- when a student discloses an intention to commit a crime;
- in the case of abuse or neglect as per Child Protection Guidelines
- when a court orders records made available.

In written and oral reports every effort will be made to avoid undue invasion of the student's privacy. Primarily school management (Designated Liaison Person) and/or Parents are informed if the student is posing a danger to him / herself and / or to others.

The school in its duty of care adheres to the procedures as outlined in "Children First" (National Guidelines for the protection and Welfare of Children/HSE) and "Child Protection Guidelines for Post-Primary Schools" (Department of Education and Science) and in accordance with CPR Child Safeguarding Statement and Risk Assessment.

The Child Protection Guidelines for Post Primary schools state in 4.2:

#### 4.2 Specific responsibilities of registered teachers

4.2.1 In accordance with the best practice (non-statutory) requirement of the Children First National Guidance 2017, these procedures continue the previous requirement that any member of school personnel including a registered teacher who receives an allegation or has a suspicion that a child may have been, is being, or is at risk of being abused or neglected, is still required to report the matter, without delay, to the DLP in the school. Every registered teacher, as a mandated person, now also has a statutory obligation to make his or her own mandated report to Tusla where the concern about the child is at or above a threshold of harm as defined in the Act. Therefore, in addition to reporting his or her concern to the DLP, a registered teacher must also consider whether or not the concern is at or above the defined threshold of harm at which the registered teacher has his or her own statutory obligation under the Children First Act, 2015 to submit a mandated report to Tusla.



#### 4.2.2 Important note for registered teacher:

Every registered teacher should note that as a mandated person the statutory obligation under the Children First Act 2015 to make a mandated report to Tusla rests with the individual teacher and this applies regardless of whether or not the DLP reports the concern in question. However, a registered teacher who makes a mandated report to Tusla jointly with the DLP meets his or her statutory obligation to report to Tusla under the *Children First Act 2015*.

#### Ethical considerations and Accountability

The guidance counsellor is constantly aware of his/her responsibility to the student, to the school, to her own profession, to herself and to the implementation of this policy. The guidance counsellor takes part in professional peer supervision, which provides support and feedback for their professional welfare. The guidance counsellor also abides by the *Institute of Guidance Counsellors Code of Ethics*. All school personnel abide by the 'Child Protection Guidelines for Post Primary Schools' and 'Children First, National Guidance for the Protection and Welfare of Children'.

The Schools Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to DES directives and circulars, to the school's ethos and the direction of the Principal who in turn is directed by the BOM. All members of staff in the school is entrusted with the care of their students in "loco parentis" and accepts the responsibilities of this position, keeping the students' welfare to the forefront at all times. Supervision is a vital part in ensuring good practice in the GC role as a support of young people. The guidance counsellor attends mandatory supervision five times per year and IGC meetings on a Tuesday afternoon and is timetable accordingly.

#### Continuous Professional Development

CPD is embraced within the Guidance Provision of the School. The guidance counsellor is a member of the IGC, Membership No is 1500. The School pays for the annual membership fee. The guidance counsellor is actively encouraged to attend in career development by the Principal. Each year the guidance counsellor attends the CAO and IGC Conference. The



chaplain will attend the annual School Chaplains Association Conference, funded by the school and any other relevant in service as appropriate and in consultation with the Principal. As CPD and training opportunities unfold throughout the year both the principal and staff discuss the relevance of the training with the needs of the school in mind. Provision is made for substitution as appropriate.

### Record-Keeping Procedures

Record keeping is an integral part of the administration of the guidance service in CPR. All records will be kept in accordance with the Data Protection Acts and the School's Data Protection Policy (GDPR). Appropriate coding of information will take place to protect students. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations and stored.

Two types of records kept in a secure and private place; detailed personal records of careers/vocational guidance interviews and summary reference records of personal counselling sessions. Record keeping involves:

- Keeping student records for a minimum of seven years.
- The records of personal counselling sessions should contain some of the actual words and phrases used by the student.
- To ensure accuracy the guidance counsellor should try to write up notes as soon as possible



## Special Educational Needs

The aims of the AEN team in CPR are consistent with the aims outlined in *AEN Guidelines and Inclusion of students with Special Educational Needs Post Primary Guidelines*.

AEN SUPPORT	All	Some	Few	LEARNING IN THIS AREA IS SUPPORTED BY		
				Personnel Responsible*	Methodologies	Year Group
AEN Policy	✓			AEN Team	Whole Group	ALL
Student Support Files			✓	AEN Team	One to One Differentiation	ALL
Teacher Awareness – VSware AEN Register	✓			Staff	VSware ICT Facilities	ALL
Update at staff meetings	✓			AEN Coordinator	Whole Group	ALL
Transition Meetings			✓	AEN Coordinator	One to One	ALL
Whole staff CPD	✓			Management	Whole Group	ALL
Individual CPD		✓		Teachers	One to One	ALL
SNAs			✓	AEN Coordinator/ Principal	Differentiated Learning	ALL
Referral System			✓	AEN Coordinator	Outside Agencies	ALL
Small group withdrawal			✓	AEN Coordinator Teachers	Differentiated Learning	ALL
Team teaching / Collaborative Teaching		✓		Teachers	Differentiated Learning	ALL
Part time withdrawal			✓	Teachers	Differentiated Learning	ALL
EAFI support			✓	AEN Coordinator	Differentiated Learning	ALL
Differentiation	✓			Teachers	Differentiated Learning	ALL
Early intervention for struggling readers – Paired reading			✓	AEN Coordinator	Differentiated Learning	ALL
RACE during In-house exams (adhoc)			✓	AEN Team	ICT Facilities	ALL
Touch typing			✓	AEN Team	ICT Facilities	ALL
Use of Assistive Technology			✓	AEN Coordinator	ICT Facilities	ALL



Testing and Assessment

Testing and Assessment				Learning In This Area Supported By		
The following is a summary of the whole school approach to testing and assessment	All	Some	Few	Personnel Responsible*	Methodologies	Year Group
CAT 4	✓			AEN Coordinator Guidance Counsellor, Chaplain Support, Teachers	Psychometric Testing	Sixth Class/First Year
DATS	✓			Guidance Counsellor	Psychometric Testing	TY
DOTS	✓			AEN Coordinator, AEN Guidance Counsellor	Psychometric Testing	Second Years
WRAT 4		✓		Teachers	Outside Agencies	JC/LC
Right Careers for Me	✓			Guidance Counsellor	Psychometric Testing (VISPA)	Fifth Year
Analysis of State Exam results - subject department meetings	✓			Subject Departments & Management	SEC VShare	JC3/LC2
Term exams & reports, Pre Exams & reports	✓			Teachers	VShare Mock Papers	ALL
Assessment for learning	✓			ALL	Whole Group	ALL
Classroom Based Assessments	✓			Teachers	Whole Group	JC
Assessment Tasks	✓			Teachers	Whole Group	ALL
Oral Exams, Practical Exams, Key Assignments		✓		Teachers	One to One	LC2
E- portfolios		✓		Teachers	Facilities	JC3/LC2/L CA/TY
State Exams Junior Cycle, LCA, Leaving Certificate	✓			Exam Secretary	Whole Group	All
Tracking	✓			DP/YH/GC	Whole Group	ALL



## Bereavement Support

The principal, deputy principal, chaplain, guidance counsellor, SST, teachers and other staff support students who experience bereavement, separation or loss. They may carry out some of the following functions, as appropriate:

- Where we know a bereavement is imminent, if appropriate, support is offered beforehand
- In conjunction with the Principal, ensure that all teachers are made aware of a bereavement or loss, especially the year-head and class tutor
- Attend removal and funeral as appropriate
- Principal, Chaplain and Year Head will visit the home of the bereaved as appropriate
- Meet student on his or her return to school
- Inform staff if student is having particular difficulties
- Seek outside help or assistance for a student and his/her family should the need arise
- Students attendance at funerals – procedures as outlined in the school journal
- The Critical Incident Management Plan guides school procedures in the event of a sudden loss

## Role of Visitors

Visitors are invited to the school to provide information and enhance the quality of the Guidance programme. The teacher remains with the class for the duration of the visit. The principal must be informed in advance and grant approval of all visiting speakers and the content of their presentation. Evaluations are carried out to assess the benefits.

## Use of ICT in Guidance

Circular 0009/2012 asks schools to consider enabling 'students to use directly the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal) to maximise 'the use of their available resources for the provision of guidance' (Section 4.3). CPR, through its various and multiple ICT resources, enables such student engagement with ICT and the acquiring of appropriate ICT knowledge and skills. The Inspectorate's '*Looking at Guidance*' found that 'most students feel competent or very



competent in the use of ICT to access information' (Section 3.4, page 27). Thus, CPR considers it important for guidance classes and students generally to have access to reliable ICT labs and sufficiently fast broadband, so they may use the extensive range of tools available through the internet to access guidance relevant information.

#### Related Policies

- Child Protection Statement
- Anti-Bullying Policy
- Code of Behaviour
- Safeguarding Policy
- Admission Policy
- Critical Incident Management Plan
- Work Experience Policy

#### Whole School Guidance and Goals 2026 - 2029

The following areas are identified as areas for improvement / further development in the Guidance Department in Coláiste Phobal Ros Cré:

- Review of CIMT by staff and management
- Develop and integrate guidance into the Wellbeing Programme at Junior Cycle
- Develop student tracking policy and incorporate into the student journal
- Ongoing research, review and pilot of best practice in careers testing in third year and TY (2026)
- Timetabling considerations in use of ICT Labs for guidance eg class in IT lab
- Staff CPD on student needs and supports in differentiation
- Work Experience Policy review
- Phase out of permission slips towards VShare



Ratification:

This plan was ratified by the Board of Management of Coláiste Phobal Ros Cré on:

Date: 24/3/26

Wille Kemahy

Chairperson

Board of Management

[Signature]

Secretary

Board of Management

