



Coláiste Pobail Bhaile na gCros
Castlepollard Community College

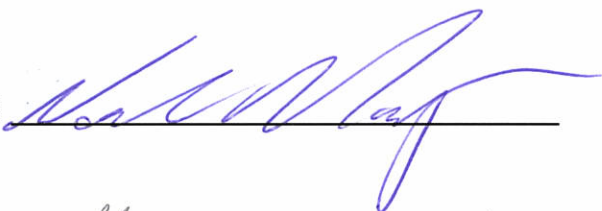
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CASTLEPOLLARD COMMUNITY COLLEGE

Guidance & Counselling Plan

Ratified by Board of Management on 20th October 2021

Proposed by: 

Seconded by: 

Bríomhar | Ilchineálach | Nuálach
Dynamic | Diverse | Innovative

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1.0 Introduction

We are pleased to introduce Castlepollard Community College, School Guidance & Counselling Plan. This plan sets out how Castlepollard Community College school community will use its available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choices and how we will promote the moral, spiritual, social and personal development of students in consultation with their parents, having regard to the characteristic spirit of our school. In preparing this plan we have ensured that it is student centred and that it is compatible with our 'care environment' where students feel safe and valued. The School Guidance & Counselling plan will become embedded into and become an extension of the schools strong, pastoral care environment/ethos. As this plan is implemented, we will remain committed to delivering the highest standards.

This plan has been developed as outlined in *Planning the School Guidance Programme* (National Centre for Guidance in Education, 2004) and in *Guidelines for second-level schools on the implications of Section 9 (c) of the Education Act (1998)* relating to students' access to appropriate guidance. This particular Guidance Plan refers to the subject 'Guidance' as it is delivered to students of this school and takes into consideration the needs of our students and the resources available to implement this plan. Section 9 (c) of the Education Act states that a school "shall use its available resources to... ensure that students have access to appropriate guidance to assist them in their educational needs and career choices" (d) "promote the moral, spiritual, social and personal development of students... in consultation with their parents having regard to the characteristic spirit of the school". This plan forms part of the whole school plan.

1.1 Mission Statement

In Castlepollard Community College our Mission is to provide a school environment which facilitates excellent teaching and learning. We strive to continuously improve our school. Our values include a high expectation of personal achievement and success; commitment to good order and discipline; mutual respect for our students and staff and a high level of safety and support for our students.

We endeavour to have our parents, teachers, and community members actively involved in our students' learning.

Our ethos is distinct and as a result, our core values of Care, Community, Respect, Equality and Excellence in education permeate through everything we do.

1.2 The School Guidance & Counselling Plan

This School Guidance & Counselling Plan is designed to complement and to ensure the success of Castlepollard Community School mission statement. The Plan is also designed to ensure this school meets its statutory responsibilities as set out in The Education Act 1998.

The School Career Guidance Plan indicates Castlepollard Community College 's commitment and determination to guarantee that all available resources will be fully utilised to:

- Ensure that students have access to appropriate guidance to assist them in their educational and career choices and
- To promote the moral, spiritual, social and personal development of students in consultation with their parents, having regard to the characteristic spirit of our school.

2.0 Aim of Guidance and Counselling Service

Guidance and Counselling is regarded as a whole school activity and one to which all members of the school community facilitate and contribute towards. The delivery of a comprehensive Guidance Programme is the responsibility of the Guidance Counsellors but a whole school approach is essential to deliver this objective. A holistic approach to Guidance provision is essential to ensure all students have access to appropriate Guidance. Guidance planning is to be considered a process, to evolve over time, reflecting the needs of all students, available resources, and contextual factors. An integrative, collaborative approach is considered essential to ensure the provision of adequate guidance for all school members.

The Guidance and Counselling Service will focus on three distinct, but interlinked areas, namely:

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

2.1 The importance of Guidance and Counselling

The Guidance and Counselling service provided by Castlepollard Community College ensures that students are allowed to explore their thoughts, feelings and choices in a safe, supporting school environment.

Guidance and Counselling is a specialist area within the education system where students are provided with a professional service which proactively encourages them all to develop and nurture lifelong learning and personal fulfilment.

2.2 Castlepollard Community College s Guidance and Counselling Service

The nature and range of the Guidance and Counselling Service provide by Castlepollard Community College is based on the premise that guidance and counselling is a whole school service and is a specialist area within the education system. The School Plan is not a rigid template and reflects the distinctiveness of our school community and the students we serve. The Guidance and Counselling Service provided at Castlepollard Community College includes:

- Personal one to one student counselling
- Identification and exploration of problems and solutions through support and intervention
- Development of coping strategies in a caring and sensitive environment
- Personal one to one student guidance
- Identification and exploration of career opportunities
- Identification and development of students' abilities and talents
- Empowering students to make decisions take responsibility and identify and develop solutions
- Assisting students make informed career pathway choices
- In-school liaison with Principal, Vice-Principal, Year-Heads and other school departments to ensure a holistic student centred approach
- Liaison with external agencies (e.g. Social Workers, Gardaí, HSE) to ensure the best possible care for students inside and outside of school
- Liaison with Third Level Institutions to ensure students are provide with the most up to date career pathway information and advice

3.0 Target Groups

This Plan is aimed at the following target groups:

- Student Population
- Student Council
- Parent/ Guardian Population
- Parent Council
- School Staff (Teaching & Non-Teaching)
- Board of Management
- Community
- Employers
- Third Level Colleges

4.0 Objectives of Guidance & Counselling Service

The Career Guidance Service at Castlepollard Community College was created to ensure the success of our school's mission. The objective of Castlepollard Community College's Guidance and Counselling Service includes.

- To provide a personal professional counselling service – to help students with decision making, problem solving, behavioural change, coping with crises, improving relationships and developmental issues
- To facilitate the development of student self-knowledge and self-esteem
- To encourage and support students to engage fully with their education, to assist with appropriate subject choices and with study and exam skills
- To enable students become more aware of their interests, aptitudes, skills and personality attributes and relate these to career pathways.

- To provide accurate contemporaneous information on colleges, courses and career opportunities, and to teach students how to access relevant career information
- To ensure students explore the world of work and explore career opportunities and engage in vocational preparation
- To facilitate work experience, monitor same and provide constructive feedback
- To engage through consultation and close communication with the whole school team and other internal and external stakeholders to ensure the provision of a professional guidance and counselling service.

5.0 Personnel involved in planning the Guidance Programme

All members of the school community are welcome to become involved in planning the Guidance programme. Key members involved in implementing, monitoring, reviewing, and evaluating the Guidance Plan include:

- Principal / Deputy Principals
- Class tutors
- Subject Teachers
- Representatives of the Student Council
- Members of Parents Council
- Home School Liaison Officer
- Learning Support teachers
- Teachers of S.P.H.E. / R.S.E.
- Pastoral Care Team

Guidance Personnel

One full - time Guidance Counsellor is currently employed by the school. The Guidance Counsellor is keen to ensure a good working relationship with all members of the school community to provide an efficient service.

Personnel

Guidance Counsellors

Carmel Briody O Keeffe

Section 5: Guidance Curriculum

The Guidance curriculum may be divided into two components:

- Formal
- Informal

Formal Guidance

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

Individual contact of a personal counselling nature and careers/vocational guidance appointments with students.

Classroom guidance delivered in regular weekly classes/ rotating modules/ team teaching/class group or year group intervention as required.

Informal Guidance

The Informal Guidance programme consists of liaising with other teaching staff/management to actively promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of the Guidance Plan. Meetings and appointments with parents form an integral part of the Informal Guidance plan.

Method of Delivery of Guidance Programme – 1-hour Classes

Junior Classes

1st - Guidance Counsellor teaches Career Guidance in a modular format with SPHE

2nd - Guidance Counsellor teaches Career Guidance in a modular format with SPHE

3rd - Guidance Counsellor teaches Career Guidance in a modular format with SPHE

Senior Classes

4th - Guidance Counsellor teaches one Career Guidance class per week

5th - Guidance Counsellor teaches one Career Guidance class per week

6th - Guidance Counsellor teaches one Career Guidance class per week

Leaving Cert Applied - Vocational Preparation and Guidance is taught to Leaving Cert Applied by the Guidance Counsellor.

Leaving Cert Vocational Programme – Essential Input from Guidance Counsellor with Career Investigation and Portfolio preparation

Formal Guidance classes (of one period per week) are timetabled with every fourth, fifth and sixth year class of one period per week. The Guidance Counsellor has an important role to play in the Careers Investigation with L.C.V.P. students. The Guidance Counsellor are also essential members of the S.P.H.E. team.

In first, second and third year the Guidance Counsellor will work the SPHE teacher and give a six week modular programme in Careers. The Guidance Counsellor may also work with subject teacher at different times of the year to deliver personal, vocational and career guidance and counselling.

Range and Variety of Resources

4. Personnel
5. Materials
6. Facilities
7. External
8. Careers Portal
9. Work Experience Placements

Personnel

Guidance Counsellors, Management, Chaplain, Subject Teachers, Class Tutors, Welfare Officer, Home School Liaison Officer, Auxiliary Staff.

Materials

The Career library operates in the Guidance Counsellor Office due to Covid 19. Careers Library Classification Index (CLCI). The library contains current Irish and UK prospectuses as well as a range of careers related publications. All books may be borrowed through the guidance counsellors.

Textbooks

Career textbook and workbook 'Reach +' are used at various stages for resources. Careers Portal Programme introduced in October 2015 for all TY and 5th year students to use for next two/three years.

Information Technology

Use of internet and web-based research forms an important part of career investigation e.g.

Qualifax www.qualifax.ie

Career directions www.careerdirections.ie

Careers Portal www.careersportal.ie

Cao www.cao.ie

UCAS www.ucas.co.uk

Go Careers Interview Techniques www.gocareers.ie

Apprenticeships www.apprenticeships.ie

SUSI www.susi.ie

Access College <https://accesscollege.ie/>

Facilities

Guidance Office, One Note, iPad Computer Room, Notice boards

External

Open days, career exhibitions, Career information sessions

Guest speakers / Past pupils etc.

Further Resources and Links with Staff / Outside Agencies

The following demonstrates the whole school dimension of Guidance and the collaboration between the whole school community and the Guidance Counsellor.

10. Management
11. Class Teachers
12. Teaching Staff
13. LCVP coordinator
14. Canteen/Caretaking Staff
15. Pupils/Prefects/Student Council
16. Parent-Teacher Council
17. Past Pupils
18. Pastoral Care team
19. SPHE teachers
20. School Completion Programme Officer
21. Home School Liaison Officer

Outside Agencies

NEPS

NBSS

Social Workers

Employers

Colleges/Admission Officers

HSE - CAMHS

Faile Ireland

Access Officers Re: HEAR/DARE

YAP

GPs

“Its Good To Talk” - Mullingar

Colleges of Further Education

Community resources e.g. Gardaí, Defense Forces

Department of Education and Science

Institute of Guidance Counsellors

5.1 First Year Curriculum Content

Aim:

- The Guidance and Counselling service provides on-going educational, career, vocational and personal guidance for students where appropriate.
- To assist students with the transition from primary into post primary school.
- To familiarise students and parents with the role of the Guidance Counsellor
- To identify students who need one to one counselling

Programme Content

1. Open evening for incoming 1st years and their parent/guardians, which consists of
 1. Welcoming address from the Principal/Vice Principal
 2. Presentation from the G.C. about subject choice, the role of the guidance counsellor and support services
 3. A guided tour of the school by the current students
 4. Opportunity to meet staff and students at their designated classrooms **6th Class**
2. Pre -assessment of 1st year using CATs Test and CCC Irish exam to identify students who need extra help in numeracy and literacy and to place students in a suitable class according to their needs and to ensure mixed ability in **6th Class**
3. The CAT test results are used in consultation with the “Academic Monitoring Team” and subject teachers to make sure that the students are reaching their full potential and if they are not then how can CCC help them.
4. Supports: Principal, Vice Principal, 1st year AP 1, Tutor with 1st years during their induction days in **Sept/Oct**
5. Introduce 1st years to the Guidance and Counselling Service by giving a presentation to the students on the role of the Guidance Counsellor and explain the systems in place for personal, career and educational guidance and counselling in **Sept**
6. Identify students who would benefit from ISPCC Teen Focus/Peer Mentoring/Friends for Life /Rainbows in **Nov/Dec**
7. Provide information/assistance for students who may wish to change subjects in **Sept**

8. Introduce careers to 1st year students by administering 'Probe' a careers psychometric test in ***Feb/Mar***
9. Liaise with SPHE team for programmes to include topics such as self-esteem, bullying, study skills, transition from primary into secondary school. ***Yearly***
10. Involve 1st year students in 'Study Skills Week' by:
 - (a) Liaising with SPHE teacher on an S.P.H.E. Lesson Plan on 'How to Write up a Study Timetable' & 'Expectations of students during in-house Exams'
 - (b) G.C. will give a PowerPoint presentation about what Study Skills Week is, How to study and What kind of learner am I
 - (c) Each Subject teacher will work on 'Hints and Tips' on how to study their individual subject.
 - (d) Evaluation of Study Skills Week All of a-d in ***Nov***
11. Availability of the Rainbows Programme i.e. a programme for students who have experienced loss, ***Yearly***
12. Work with personal safety committee on implementing the "Cool Schools Programme" in ***Oct***
13. Consult with SEN department to help provide for special needs and refer any student for psychological testing where necessary. ***Yearly***
14. Communicate with parents where necessary to explain potential problems with students and suggest referral agencies. ***Yearly***
15. Liaise with Principal, Vice –Principal, AP 1 and Tutor and other relevant personnel who have identified students at risk and/or in need of academic support or personal counselling. ***Yearly***
16. Provide counselling support for students as required; refer onwards as appropriate. ***Yearly***

5.2 ***Second Year Curriculum***

Aim:

- To ensure 2nd years have settled into the lifestyle of Castlepollard Community College
- Deliver personal, educational and career guidance and counselling service.
- To identify students who need one to one counselling

Programme Content

1. Remind 2nd years of the Guidance and Counselling Service by giving a presentation to the students on the role of the G.C. and explain the systems in place for personal, career and educational guidance and counselling in **Sept**
2. Identify students who would benefit from ISPCC Teen Focus/Peer Mentoring/Friends for Life, Rainbows in **Nov/Dec**
3. Provide information/assistance for students who may wish to change subjects in **Sept.**
4. Liaise with SPHE team for programmes to include topics such as self-esteem, bullying, study skills, **Yearly**
5. Involve 2nd year students in ‘Study Skills Week’ , by
 - a) Liaising with SPHE teacher on an S.P.H.E. Lesson Plan on ‘How to Write up a Study Timetable’ & ‘Expectations of students during in-house Exams’
 - b) G.C. will give a PowerPoint presentation about what Study Skills Week is, How to study and what kind of learner am I
 - c) Each Subject teacher will work on ‘Hints and Tips’ on how to study their individual subject.
 - d) Evaluation of Study Skills Week.All of the above occurs in **Oct/Nov**
6. Availability of the Rainbows Programme i.e. a programme for students who have experienced loss, **Yearly**
7. Provide 2nd year students with Vocational information where appropriate or when requested, **Yearly**
8. Work with personal safety committee on implementing the “Cool Schools Programme” in **Oct**
9. Consult with SEN department to help provide for special needs and refer any student for psychological testing where necessary, **Yearly**
10. Communicate with parents where necessary to explain possible problems with students and suggest referral agencies, **Yearly**
11. Liaise with Principal, Vice –Principal, AP 1í and Tutor and other relevant personnel who have identified students at risk and/or in need of academic support or personal counselling, **Yearly**

12. Provide on-going counselling with students in need of personal counselling; refer onwards as appropriate, **Yearly**

5.3 **Third Year Curriculum**

Aim:

- Deliver personal, educational and career guidance and counselling service.
- To identify students who need one to one counselling

Programme Content

1. Identify students who would benefit from ISPCC Teen Focus/Peer Mentoring/ Friends for Life/ Rainbows in **Nov/Dec**
2. Liaise with SPHE team for programmes to include topics such as self-esteem, bullying, study skills, **Yearly**
3. Involve 3rd year students in 'Study Skills Week' , by
 - a) Liaising with SPHE teacher on an S.P.H.E. Lesson Plan on 'How to Write up a Study Timetable' & 'Expectations of students during in-house Exams'
 - b) Each Subject teacher will work on 'Hints and Tips' on how to study their individual subject.
 - c) 3rd year student will be given a presentation on 'Target Goal Setting' aiming to focus students on their goals for the J.C.
 - d) Evaluation of Study Skills WeekAll of this will occur in **Nov**
4. Provide information on Subject Choice in **Jan/Feb**
5. Provide information on Senior Cycle Choices i.e. establish L.C., L.C.A., T.Y. in **Feb/March**
6. Give presentation to parents on Senior Cycle Options and Subject Choices in **Feb/March**
7. Liaise with teachers, parents and principal regarding subject choices/senior cycle issues in **Feb-May**
8. Assist students individually when requested or referred on options from **Feb- May**
9. Provide information on the links between careers and subject choice/option from **Feb-May**

10. Administer 'Eirquest' a psychometric test to assist students in making subject/career choices in **Jan/Feb**
11. Provide feedback from Eirquest Report to students as a rang group and individually
Mar
12. 8. Availability of the Rainbows Programme i.e., a programme for students who have experienced loss, **Yearly**
13. 9. Provide 3rd year students with vocational guidance where appropriate or when requested, **Yearly**
14. 10. Work with personal safety committee on implementing the "Cool Schools Programme" in **Oct**
15. 11. Work with the "Academic Monitoring Team" and subject teachers to make sure that the students are reaching their full potential and if they are not then how can CCC help them, **Yearly**
16. Presentation to 3rd year groups on 'Stress Management' in **March**
17. Consult with SEN department to help provide for special needs and refer any student for psychological testing where necessary, **Yearly**
18. Communicate with parents where necessary to explain possible problems with students and suggest referral agencies, **Yearly**
19. Liaise with Principal, Vice –Principal, AP 1í and Tutorí and other relevant personnel who have identified students at risk and/or in need of academic support or personal counselling, **Yearly**
20. Provide on-going counselling with students in need of personal counselling; refer onwards as appropriate, **Yearly**

5.4 Fourth Year Curriculum

Aim:

- Deliver personal, educational and career guidance and counselling service.
- To deliver and administer a programme which will enhance their knowledge on their career development.
- To identify students who need one to one counselling

Delivery: 'Life Skills' is taught by a subject teacher two periods per week with each group of 4th years. Both the Guidance Counsellor and subject teacher have adapted the Career Guidance programme specifically for transition year students. Also the 4th years can meet with the GC on an individual basis for private one to one personal, career and/or educational counselling

Programme Content

1. Assist Realtoí and Tutorí with transition to Senior Cycle and identify and support those experiencing difficulties in **Sept-Oct**
2. Identify students who would benefit from ISPCC Teen Focus/Peer Mentoring programme, **Yearly**
3. Liaise with SPHE team for programmes to include topics such as self-esteem, bullying, study skills, **Yearly**
4. Involve 4th year students in 'Study Skills Week' , by
 - a) Liaising with SPHE teacher on an S.P.H.E. Lesson Plan on 'How to Write up a Study Timetable' & 'Expectations of students during in-house Exams'
 - b) Each Subject teacher will work on 'Hints and Tips' on how to study their individual subject.
 - c) Career Talks from various people on how they are in their chosen career
 - d) Evaluation of Study Skills WeekAll of the above occur in **Nov**
5. Provide information on Subject Choice in **Jan-Feb**
6. Provide information on Senior Cycle Choices i.e. establish L.C., L.C.A., T.Y. **Feb/March**
7. Give presentation to parents on Senior Cycle Options and Subject Choices. **Feb/March**
8. Liaise with teachers, parents and principal regarding subject choices/senior cycle issues from **Feb-May**
9. Assist students individually when requested or referred on options from **Feb-May**
10. Provide information on the links between careers and subject choice/option from **Feb-May**
11. Collaborate with TY co-ordinator, **Yearly**

12. Co-ordinate and liaise with 'Life Skills' teacher with career part of the programme
Yearly
13. Monitor students on TY Work Experience in Oct & Feb/March
14. Availability of the Rainbows Programme ie a programme for students who have experienced loss, *Yearly*
15. Provide 4th year students with vocational guidance where appropriate or when requested, *Yearly*
16. Work with personal safety committee on implementing the "Cool Schools Programme". Work with SPHE teacher on T.Y. peer teach 1st years on one of the lessons during Anti Bullying Week in *Oct*
17. Consult with SEN department to help provide for special needs and refer any student for psychological testing where necessary, *Yearly*
18. Communicate with parents where necessary to explain possible problems with students and suggest referral agencies, *Yearly*
19. Liaise with Principal, Vice –Principal, AP 1í and Tutorí and other relevant personnel who have identified students at risk and/or in need of academic support or personal counselling, *Yearly*
20. Provide on-going counselling with students in need of personal counselling; refer onwards as appropriate, *Yearly*
21. 4th year Life Skills Programme, *Yearly*

Topic	Number of Classes	Subtopics	Resources
<i>Guidance Interview</i>	2		www.careersportal.ie – ‘My Career File’
<i>Career Awareness</i>	3	Choosing a Career?	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pg 1
		Career Timelines	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 2-5
		The High Five Principals	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 6-9
<i>Dreams and Ambitions</i>	4	My Dreams	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 10-11
		What inspires me	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 12-13
		Carpe Diem	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pg 13 Video on website
		My Talents / Find what you love	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 14-15 Video on website
Personal and Career Values	3	Job and Values	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 16-17
		What do you value?	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 18-19
		Values and Career Choices	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pg 20
Work Experience	2	Introduction to Work Experience	Checklist What is expected of you Work Experience Diary
	1	Work Experience Review	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 130-131

Personality	3	Personality Test	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 21-33
		My Personality	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pg 34
		My Personality Mind Map	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pg 35
The World of Work	3	Not a lot to ask?	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pg 55
		Why do people work?	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pg 56
		Future Generations	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pg 57-59
Career Sectors	2	Career Sectors	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 60-63
		Sector Investigation	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 64-65
Career Investigation	2		www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 66-67
Career Skills	3	Skills for the Job	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 99-102
		Career Skills Self-Assessment	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 103-105
		Career Skills Summary and Action Plan	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pg 106
Enterprise Skills	3	Enterprise Skills Self-Assessment	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 107-109

		Enterprise Skills Action Plan	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pg 110
		Who wants to be an Entrepreneur?	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 111-112
Work Experience	2	Introduction to Work Experience	Checklist What is expected of you Work Experience Diary
	1	Work Experience Review	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 130-131
Curriculum Vitae	5	Who would you Hire?	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 121-124
		My C.V.	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 125-130
Personal Statement	5	Personal Statement Preparation	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 113-117
		My Personal Statement	www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 118-120
My Career Profile	2		www.careersportal.ie – ‘My Career File’ Reach+ Student Workbook pgs 150-153

5.5 Fifth Year Curriculum

Aim:

- The Guidance and Counselling service provides on-going educational, career, vocational and personal guidance for students where appropriate.
- To deliver and administer a programme which will enhance their knowledge on their career development.
- To identify students who need one to one counselling

Delivery: Guidance Counsellor has one period on the timetable per week with each group of 5th years. Also the 5th years can meet with the GC on an individual basis for private one to one counselling

1. Identify students who would benefit from ISPCC Teen Focus/Peer Mentoring refer them for the two days that ISPCC are at School, *Yearly*
2. Liaise with SPHE team for programmes to include topics such as self-esteem, bullying, study skills, etc *Yearly*
3. Availability of the Rainbows Programme ie a programme for students who have experienced loss *Yearly*
4. Give study skills presentation to all of 5th year groups during Study Skills Week in *Nov*
5. Work with personal safety committee on implementing the “Cool Schools Programme” in *Oct*
6. Consult with SEN department to help provide for special needs and refer any student for psychological testing when necessary, *Yearly*
7. Communicate with parents where necessary and suggest referral agencies, *Yearly*
8. Liaise with Realtioirí and Tutorí and other relevant personnel who re students at risk, in need of academic support or personal counselling, *Yearly*
9. Co-ordinate and Deliver 5th year Career Guidance Programme, *Yearly*

5th year C.G. Programme

Overview of programme

- Introduce Career Guidance
- Recap on the Role of the Guidance Counsellor- Presentation
- What is expected of the students – A4 Folder, Refill pad, AFL
- Overview of Modules during the year
- REACH student workbook
 - a. My Career Profile
 - b. Career and Course Log
- Evaluation of Module

Module 1: Explore and Discover my Career Interest

- Introduce Module
- Career Awareness
- Dreams and Ambitions
- Personal and Career Values
- Personality
- Career Interest and Career Interest Tests
- The World of Work
- Career Sectors
- Career Investigation
- Recap
 - My Career Profile
 - Career and Course Log
- Evaluation of Module

Module 2: Study Skills

- Introduce Module
- Works in conjunction with study skills week
- Learning Styles
- Learning Skills
- Recap
 - My Career Profile
 - Career and Course Log
- Evaluation of Module

Module 3: How can I apply myself in my chosen career?

- Introduce Module
- Personal Statement
- Application Forms
- Application letters
- Curriculum Vitae
- Interviews
- Recap
 - My Career Profile
 - Career and Course Log
- Evaluation of Module

Module 4: How do I get to my chosen Career?

- Introduce Module
- Qualifications and Levels, NFQ
- Career Fairs & Open Days
- CAO and CAO points system
- Introduce PLC
- Introduce UCAS
- Apprenticeships
- A Year out: The options
- Work experience
- Living away from home : Money Management
- Recap
 - My Career Profile
 - Career and Course Log
- Evaluation of Module

5.6 Sixth Year Curriculum

Aim:

- The Guidance and Counselling service provides on-going educational, career, vocational and personal guidance for students where appropriate.
- To deliver and administer a programme which will enhance their knowledge on their career development.
- One to one Career Interview to discuss future plans
- Visiting Speakers

Delivery: Guidance Counsellor has one period on the timetable per week with each group of 6th years. Also the 6th years can meet with the GC on an individual basis for private one to one counselling

Programme Content:

1. Identify students who would benefit from ISPCC Teen Focus/Peer Mentoring, refer them for the two days that ISPCC are at School, *Yearly*
2. Liaise with SPHE team for programmes to include topics such as self-esteem, bullying, study skills, *Yearly*
3. Availability of the Rainbows Programme ie a programme for students who have experienced loss, *Yearly*
4. Give study skills presentation to all of 5th year groups during Study Skills Week in *Nov*
5. Work with personal safety committee on implementing the “Cool Schools Programme” in *Oct*
6. Consult with SEN department to help provide for special needs and refer any student for psychological testing when necessary, *Yearly*
7. Communicate with parents where necessary and suggest referral agencies , *Yearly*
8. Liaise with Realtioir and Tutorí and other relevant personnel who re students at risk, in need of academic support or personal counselling, *Yearly*
9. Co-ordinate and Deliver 6th year Career Guidance Programme *Yearly*

6th Year C.G. Programme

Overview of programme

- Introduce Career Guidance
- Recap on the Role of the Guidance Counsellor- Presentation
- What is expected of the students – A4 Folder, Refill pad, AFL
- Overview of Modules during the year
- REACH student workbook
 - a. My Career Profile
 - b. Career and Course Log

Module 1: Career Fair

- Introduce Module
- Prepare for Higher Options
- College Open Days – Third Level
- Recap
 - My Career Profile
 - Career and Course Log
- Evaluation of Module

Module 2: UCAS

- Personal Statements
- UCAS Applications
- Recap
 - My Career Profile
 - Career and Course Log
- Evaluation of Module

Module 3: Study Skills

- Review Time Management and Study Skills
- Preparation for Pre Mocks, Mocks, Aural, Orals
- Exam Techniques
- Working in conjunction with Study Skills Week
- Recap
 - My Career Profile
 - Career and Course Log
- Evaluation of Module

Module 4: My Options focussing in on CAO

- Recap 5th year Module 2: ‘ College Options after secondary school’
- Where am I at?
- Course Investigation - Level 6&7

- Course Investigation - Level 8
- Registration
- Links Scheme
- Change of mind offers
- Recap
 - My Career Profile
 - Career and Course Log
- Evaluation of Module

Module 5: PLC Applications

- Courses and Colleges
- Application
- Entry
- Links Scheme
- Recap
 - My Career Profile
 - Career and Course Log
- Evaluation of Module

Module 6: Grants & Scholarships

Module 7: Flying the Coup

- Relaxation Technique
- Preparing for College - Money Management
- Revise CV, Application forms/letters & Interviews, Job Seeking Skills
- Coping with Leaving Cert Exam Results
- Recap
 - My Career Profile
 - Career and Course Log
- Evaluation of Module

6.0 Resources available to the Guidance and Counselling Service

The Guidance and Counselling resources available in Castlepollard Community College are described using the following headings:

- Personal
- Materials & Textbooks
- Facilities
- External

6.1 Personal

The table below outlines the personal resources available to the Guidance and Counselling Service in Castlepollard Community College . Whilst the Guidance Counsellor, as the trained professional, has primary responsibility for career guidance there are a number of personnel resources available which are outlined in Table 1.

Table 1: Personnel Resources available					
Guidance Counsellor	School Management	Board of Management	Principal	Vice-Principal	Year-Heads
Subject Teachers	Tutorí	School Secretary	Caretaker	RSE team	SPHE team
AP 1í	Learning Support Teachers	Religious Education Teachers	Home School Liaison Officer	Reps. of Student Counsel	Reps. Of Parents Counsel

6.2 Materials & Textbooks

Table 2 below outlines the material resources available to the Guidance and Counselling Service in Castlepollard Community College .

Table 2: Material Resources available					
Library	Computer room	Careers Library	Careers Portal – Reach Plus	College Prospectuses	Third level College websites
Career websites	Student Yearbook	SPHE book	Careers Portal On Line	School Website	Guidance & Counselling Website

6.3 Facilities

The table below outlines the facilities available to the Guidance and Counselling Service in Castlepollard Community College .

Table 4: Facilities Resources available					
Career Guidance Office	Computer room	Library	Career Guidance Classroom	Notice Boards	Laptops
Projectors	Lecture Hall	Assembly Hall			

6.5 External

The table below outlines the external resources available to the Guidance and Counselling Service in Castlepollard Community College .

Table 5: External Resources available					
Third Level Colleges	Local Businesses	Education and Training Providers	Social Services	ISPCC	An Garda Síochána
Dept. of Education	NEPS	Meath VEC	COA	CAO	EUNICAS

7.0 Professional Development

To ensure a professional Guidance and Counselling Service is operational in Castlepollard Community College, continuous professional development of our staff is essential. The following professional development has been undertaken:

- In accordance with best practice, the Guidance Counsellor attends the National in-service day organised by the Institute of Guidance Counsellors and recognised by the Department of Education.
- To ensure up to date careers advice the Guidance Counsellor attends the annual conference hosted by the Central Applications Office at the outset of the C.A.O. season
- The Guidance Counsellor attends H.E.I. Open days and Guidance Counselling Days
- Guidance Counsellor attended ASIST, a 2-day skills-based workshop that equips caregivers for an effective suicide intervention role. The emphasis is on suicide first aid - helping a person at imminent risk stay safe and seeks further help.
- Guidance Counsellor attended conference on new psychometric tests which will assist students in making decisions about the many different choices. Examples of such were Probe, Eirquest & Cambridge Profile run by COA

- Guidance Counsellor attended the Institute of Guidance Counsellors Annual Conference
- Guidance Counsellor attend a workshop named: Understanding and Responding to Self- Injury
- Guidance Counsellor is acutely aware of being involved in the SPHE programme thus attended the SPHE Mental Health Days 1-3
- Guidance Counsellor trained as a facilitator so that she can work with young people who have experienced a significant loss in their lives, run by Rainbows
- Working within a ETB means cooperating and liaising with other Guidance Counsellors in the Longford / Westmeath ETB Guidance Counsellors group.

8.0 *Assessment*

1. Assessment for learning can be formal and informal by continuously assessing through:
 - Classwork – Active Teaching Methodologies
 - Homework
 - Careers Portal Online Work
 - Group Assessment
 - Pair Assessment
 - Presentation
2. The SEN department and the Guidance Counselling Department also administer psychometric test.
 - Assessment tests CAT, for incoming first year students comes under the remit of the Learning Support Teacher.
 - Probe is administered to 1st and 2nd year student to introduce them to the World of Work.
 - EirQuest is administered to the third Year students by the Guidance Counsellor. EirQuest is administered at the end of the Mock Examinations. Feedback is given to all students and parents by the Guidance Counsellor in conjunction with senior cycle subject option decisions.

- Transition Year to Sixth Year Testing – Students use online psychometric tests (for example Careers Direction matching , Qualifax interest assessment etc)
- Continuous Assessment of 4th -6th year student work in relation to Christmas and Summer reporting.

9.0 Differentiation provision for SEN student

- The Guidance Counsellor will liaise with the Special Education Needs department where a psychologist Report recommends a consult with the Guidance Department.
- Within the career guidance classroom SEN provision is made for SEN students.
- Consult with SEN department with regard to students receiving counselling, as to their school progress

10.0 Health and Safety

- Procedure for Referring students to the Guidance Counsellor in Castlepollard Community College
 - **1st Step:** – If any teacher is worried about a student the first protocol is to talk to the student
 - **2nd Step:** The Tutor can then refer any student who needs further support to the Guidance Counsellor.
 - **3rd Step:** If the student needs further support the G.C. will refer the student to an outside agency. If the student is at risk to themselves or to others the Guidance Counsellor will refer the student to the Principal (D.L.P.)
 - **NOTE:** Any teacher or student is welcome to come directly to the Guidance Counsellor on any issue. The procedure named above is for the best interest of the student.

- **Referral Forms**
 - Blank 'Referral Forms' are available in the staff room for any staff who wished to refer a student to the Guidance Counsellor. The 'Referral Form' can be posted in the post box in the staff room, which check will be each day.
- **Procedure once a Referral has been made:**
 - Once a student is referred to the Guidance Counsellor, an appointment will be made for him/her. The student will be notified of the appointment by the Guidance Counsellor by putting an appointment slip in an envelope into the student's Caomhnóir's 'Green Registers' book. The Caomhnóir gives the appointment slip to the student that morning. As you can appreciate the appointment maybe of a personal matter and Tutors are asked to give the slip as discretely as possible to the student during Tionól.
- **Confidentiality**
 - In both Personal Counselling and in Careers/Vocational Guidance Interviews the confidentiality rule is followed i.e. school management, class teacher, year head and/or parents/guardians are informed if it is felt that the student is a danger to him/herself and/or to others or it is a legal requirement.
 - The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a Teacher/Parent/Guardian of a particular difficulty, this is only done with the knowledge and hopefully the agreement of the student

11.0 Guidance Related Policies and Pastoral Care

- School Mission Statement
- Child Protection Policy
- Learning Support Policy
- Special Needs Policy
- Critical Incident Policy
- Homework Policy
- SPHE Policy
- School Safety Policy
- Anti-Bullying Policy
- Code of Conduct Policy
- ICT Policy

12.0 Evaluation

Continuous Evaluation of the Guidance Plan and procedures set out by the plan. Focussing on areas to improve, implement strategies for their improvement and evaluated the effectiveness of these strategies

13.0 Guidance Area for Development

The following areas have been identified as areas for development within the guidance service at Castlepollard Community College:

- Developing Careers Expo
- Carousel effect with Senior Cycle Careers