

# St. Vincents Secondary School



## Career Guidance and Counselling Department Plan

2016-17

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## School Ethos

"It is our mission at St. Vincent's Glasnevin to provide the students in our care with a comprehensive and rounded education in the Catholic Christian tradition of Edmund Rice.

We strive in partnership with Parents and Guardians to ensure that each student develops to his full potential."

We work to provide each student with a firm foundation from which he can apply, both for his benefit and that of the wider community, the skills, knowledge and values he has developed in St. Vincent's."

## Aim of Guidance

Guidance is an ongoing process involving a wide range of learning activities such as information giving and counselling. They are offered in a developmental sequence appropriate to the age and the needs of the student. The guidance process helps a student to develop and accept a full personal, social, educational and career awareness of his/her personal talents and abilities and, in this way, it helps people to grow in independence and to make well-informed decisions about their lives.

In the wider context significant changes are taking place in the economic and social structures in Ireland which have important implications for the education system and for all the students who are its principle focus. The value of guidance and counselling in responding to the challenges is widely recognised in government policy statements and by other national and international bodies including the National Development Plan 2000, The Commission on the Points System, and the OECD.

## Guidance Service at St Vincent's: A Collaborative Department

The guidance service at Saint Vincent's works in conjunction, and is supported, by:

- ❖ DEIS school planning
- ❖ Student Support Team (Care Team)
- ❖ Management team
- ❖ Administrative Staff
- ❖ Learning Support Staff
- ❖ LCA Co-Ordinator
- ❖ TY Co-Ordinator
- ❖ Staff Members and Form Teachers
- ❖ Parents
- ❖ HSCL and the School Completion.
- ❖ St Vincent's is a designated school within the Access Programme to DCU.

The school participates fully and benefits very significantly from a range of activities designed to motivate students to consider third level education.

These include participation in the UniTY Programme (Silver) and the

UFirst Programme, U & University Programme, Student Achievement Awards, Sporting DCU, Junior Discover DCU, DCU Math Initiatives, DCU Summer Scholars and Centre for Talented Youth Ireland (DCU).

Many of our students have applied for and been granted Access places. The application process to 3<sup>rd</sup> Level is part of the schools' guidance activities.

- ❖ St Vincent's Guidance Counselling Department (GCD) works in conjunction with all 3<sup>rd</sup> Level and Further Education & Training Institutions to facilitate the needs of the student population. This is done via Guest Speakers, Promotion of Open Days, Careers Exhibitions, Apprenticeships Fairs, Educational and Social/Emotional Programmes and Departmental CPD.
- ❖ The broader community in the area is involved in several areas of career

guidance with a network of Employers, Educators and Further Training Institutions

- ❖ Local employers facilitate work experience for students at senior level (TY & LCA Programmes incorporate Work-Experience Module).
- ❖ Employers frequently contact the school seeking prospective employees from amongst our past pupils and the school is pleased to refer suitably qualified applicants.

## Staffing

The GCD within St Vincent's is staffed by fully qualified Guidance Counsellors who are members of the Institute of Guidance Counsellors.

For 2016/17 the designated GC within the school is:

- Neil McCann

Qualified Staff:

Name	Qualification	Year
Neil McCann	MSc in Guidance Counselling (DCU)	2016
Maire Quinn	MSc in Guidance Counselling	2012

## Guidance Activities that Support the Achievement of the Aims of the School Guidance Programme

- ❖ Consultation with parents, school staff and students (Current, future and past).
- ❖ Feedback - giving feedback to school management and staff on the needs of individual students, year groups and the school as an organisation, and how the School Guidance Programme has supported student choices and transitions.
- ❖ Networking - establishing links with employers, relevant agencies and institutions to enhance guidance work with students.
- ❖ Promoting change - assisting curricular development in school.
- ❖ Placement - work experience, work shadowing and preparing students for employment.
- ❖ Follow up - following up former students regarding progression routes and destinations.



## Formal and Informal Guidance Service Provision 2016-2017

Class periods of guidance have been allocated for 2016-2017 and distributed as follows: Currently at 18.7hours (PDGE Student allows extra 5 Periods)

### Formal Guidance:

Year/Class	40 Minute Periods	Objective
6 <sup>th</sup>	X2 Periods (1 Per Class)	<ul style="list-style-type: none"> <li>• Delivery of the Vocational Preparation and Career Guidance Module</li> </ul>
6 <sup>th</sup> LCA	X1 Period	<ul style="list-style-type: none"> <li>• Delivery of the Vocational Preparation and Career Guidance Module</li> </ul>
5 <sup>th</sup> LCA	X1 Period	<ul style="list-style-type: none"> <li>• Delivery of the Vocational Preparation and Career Guidance Module</li> </ul>
TY	X2 Periods (1 Per Class)	<ul style="list-style-type: none"> <li>• Delivery of the TY Career Guidance Module (Incorporating Work Experience and Student Empowerment (DCU UniTY) Programmes</li> </ul>

Timetabled Committees/Groups	Time Allocation Per Week
Care Team	40 mins
DEIS Committee	40 mins

<b>Total Timetabled GCD Activities</b>	<b>5hrs 20 mins</b>
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The Guidance Counselling Department utilises the remaining 13.3 hours for all other guidance activities which include the following:

- ❖ Administering, norming and reporting back Psychometric Testing Results
- ❖ Careers interviews with all 6<sup>th</sup> year students - each 6<sup>th</sup> year will meet

guidance counsellor individually on a regular basis.

- ❖ Completion of CAO applications with 6th year students
- ❖ Completion of H.E.A.R. and D.A.R.E. applications with students and parents.
- ❖ Interventions for 1st year students (creating a pupil profile and a transitions form)
- ❖ One-to-One interviews with first year students where required
- ❖ Interventions for 3rd year students to do interest inventory, introduce to Career websites, work values profile and National Framework of Qualifications to illustrate Leaving Cert options.
- ❖ One to one interview with 3rd year students on Leaving Cert options and subject choice where required
- ❖ Interviews with LCA students on Post Leaving Cert options, making applications etc.
- ❖ Ongoing personal / social counselling (for all students) as referred by staff, self- referral or parents.
- ❖ Referring and Liaising with External Partners such as CAMHS, NEPS, Pieta House, Daughters of Charity Counselling Service etc.
- ❖ Organising open day visits, guest speakers.
- ❖ Organise and conduct mock interviews for LCA students and 6th year students who are attending job and PLC interviews.
- ❖ Liaise on whole school guidance activity with JCSP, HSCL, SCP and SPHE co-ordinators on guidance issues.
- ❖ Play an active role in the transition of incoming students via Open Evenings, Primary School Visits, Transition Planning, Entrance Testing (CAT 4)
- ❖ Facilitation, Development and Analysis of Literacy and Numeracy Testing

for students

- ❖ Prepare and input on agreed guidance issues at parents' information evenings
- ❖ Administration of guidance service ( keeping written records and e-portal records)
- ❖ Up-dating and maintenance of guidance library, resources, notice board, promotional activities and website
- ❖ Promotion of the CGD Services within the school by creating a visible presence within the school environment (include online forums).

## Departmental Procedures: Confidentiality and Data Protection

- ❖ **Making One-to-One Appointments** - students can make appointments on request (in person, via a parent, via a teacher or other staff member) or via email. Scheduled Meetings will be recorded by the GC and an Appointment Slip will be presented to the student prior to the arranged meeting time. Students will use this slip to identify to class teachers the reason for their absence from specific classes
- ❖ **Record Keeping** - a written record of all appointments is kept in locked filing cabinets within the locked GCD Office. No details of interviews are given (In accordance with Confidentiality and with adherence to Child Protection Legislation).  
Counselling Records are retained in a secure location for the length of time established by the legislation (currently 7 Years).
- ❖ **Confidentiality** - the guidance counsellor explains the limits of confidentiality to each student on commencement of an interview and the role of the Designated Liaison Person in case of danger to the safety of student and others or if a crime is about to be committed and works within IGC code of Ethics.
- ❖ **Safe Keeping of Documentation** - every effort is made to keep all confidential information and materials in a secure place.
- ❖ **Non-Directive Service** (See Below)

## On-Going Professional Development

- ❖ Guidance counsellors are fully-qualified members of Dublin North IGC and attend inservice regularly.
- ❖ Guidance counsellors attend supervision as organised by the Dublin North IGC
- ❖ Attendance at IGC National Conference is facilitated by management
- ❖ Tuesday afternoon timetable for 2016-17 has been left free for attendance at local IGC meetings and supervision and attendance at other training arranged at that time

### CPD Courses 2016/17

CPD Course / Conference & Location	Date	Staff Member
IGC North CPD: Ombudsman for Children, Killester College	27/9/16	Neil McCann
DCU UniTY CPD: Student Empowerment Training, DCU, Nursing Building	4/10/16	Neil McCann
BelongTo.org: Stand Up Week, Blackrock Ed Centre	25/10/16*	Neil McCann
CAO Conference, Glenview Hotel, Maynooth	10/11/16	Neil McCann
IGC North CPD: IBEC and FInglas Traing Centre (Apprenticeships), Killester College	15/11/16	Neil McCann
DCU UniTY CPD: Student Empowerment Training, DCU, Nursing Building	22/11/16	Neil McCann



## Guidance Development since September 2010

- ❖ A guidance service has been set up with provision of time tabled classes and one to one counselling for all students
- ❖ In 2011/2012 St Vincent's established a Student Support Team (Called The Care Team) which will help to identify student's needs: social / personal, educational and careers in a more focused way
- ❖ Guidance counsellor has presented documents to senior management (see Development Section) highlighting needs in guidance provision and priorities as identified by guidance counsellor.
- ❖ The Guidance Counsellor is a member of DEIS planning steering committee that focuses on DEIS Planning across eight areas:
  1. Retention
  2. Attendance
  3. Numeracy
  4. Literacy
  5. Examination Attainment
  6. Educational Progression
  7. Partnership with Parents
  8. Partnership with Others
- ❖ It was decided by teachers from the review of Homework/ Study Guidelines to set the following achievable targets for Term 1, 2011-2012
  - to emphasise use of journal with all junior cycle students
  - to write up homework on class notice boards.
  - to help senior cycle students with creating a study timetable and each subject teacher to underpin this with advice on time allocation for each subject
- ❖ A 3rd year Leaving Certificate Options night has become a stand-alone

event and an Information Booklet has been compiled.

- ❖ Guidance counsellor now makes input on guidance issues at parents' information evenings.
- ❖ In 2010 a first draft of the *Guidance Policy* was developed
- ❖ *CAT 4* testing was introduced. Results were communicated to all staff to support DEIS planning in Literacy and Numeracy targets. Results are stored in the guidance office. Communication of results to parents to be done by *Guidance Counsellors* and *Principal* or *Deputy Principal* only.



## Target Groups for Guidance Needs and Resources

- The target groups for guidance and counselling are for all students from 1<sup>st</sup>Year to 6<sup>th</sup>Year including Leaving Certificate, students and Leaving Certificate Applied students.
- In the junior certificate cycle the JCSP is integrated into the curriculum for targeted students and includes a whole range of cross-curricular activities and interventions.
- The SPHE programme provides for a whole-school guidance approach to many guidance issues. Meetings with management and tutors helps highlight particular issues. The creation of a Care Team in 2010-2012 will have a more targeted approach to whole school guidance and a better use of resources.
- In the senior cycle, the LCA programme provides dedicated programmes e.g. Vocational Preparation and Guidance and a range of cross-curricular activities and programmes to meet some guidance needs. The LCA religious Education programme includes a Relationships and Sexuality programme.
- Leaving Certificate Established students have a Relationships and Sexuality Education programme integrated into the Religious Education programme. The current Sixth year students all participate.

## Career Guidance and Counselling and the DEIS Initiative

St Vincent's is a designated DEIS school and, in-line with whole school policies the CGD adheres to the Planning structures outlined by the DEIS Scheme.

To facilitate this, the school GC is a member of the school's DEIS Steering Committee and attends a weekly, timetabled, meeting.

The GCD in St Vincent's engages with the DEIS initiative across all 8 strands of the scheme.

DEIS Initiative	How the GC Department Engages with this Initiative
<p><b>1. Retention</b></p>	<ul style="list-style-type: none"> <li>• From the initial application, the GCD is involved in the Transition of Students from Primary to Secondary Education through direct interventions. Similarly, direct interventions are in place to assist students in each year and aid transition from Junior Cycle to Senior Cycle and from Senior Cycle to Higher Education / Further Training / World of Work</li> <li>• Individual and Group Career Guidance and Counselling is available to promote each student's educational, social and emotional development</li> <li>• As an integral part of the school's Whole School Approach to Student Support and Wellbeing the GCD plays an active role in identify and facilitating students who are 'at risk'</li> <li>• A network of contacts is created to assist the development of students and referrals to external agencies are conducted on a needs be basis</li> </ul>

<p><b>2. Attendance</b></p>	<ul style="list-style-type: none"> <li>• Close work with the HSCL, Management, Form Teachers, Class Teachers and the SCP staff help to identify attendance patterns and targeted interventions are put in place via individual/group counselling</li> </ul>
<p><b>3. Literacy</b></p>	<ul style="list-style-type: none"> <li>• GCD works with the members of the DEIS Committee and the Learning Support staff to test the Literacy Levels of all student prior, and during, their school life</li> <li>• GCD staff are fully qualified to administer psychometric and Literacy/Numeracy Tests</li> <li>• The use of Noticeboards, information displays, website, Twitter pages all help to assist the Literacy Programme within the school, with particular focus placed on promoting the language needed for Further Education and the World of Work</li> <li>• Specific Literacy Requirements (CVs, Form Filling and Application Forms) fall under the purview if the GCD</li> </ul>

<p><b>4. Numeracy</b></p>	<ul style="list-style-type: none"> <li>• GCD works with the members of the DEIS Committee and the Learning Support staff to test the Numeracy Levels of all student prior, and during, their school life</li> <li>• GCD staff are fully qualified to administer psychometric and Literacy/Numeracy Tests</li> <li>• The use of Noticeboards, Information Displays, Website, Twitter, Classroom Activities allows the GCD highlight the specific Numeracy elements pertinent to the Department (Grades, Points, Financial Requirements (Grants/Access Programmes) and Key Days &amp; Dates</li> </ul>
<p><b>5. Examination Attainment</b></p>	<ul style="list-style-type: none"> <li>• The GCD focuses attention on raising awareness within the student body of the 'impact' (educational, emotional, social and careers) of individual examination attainment</li> <li>• Individual consultations will assist students in their choice of subjects and subject levels</li> <li>• The future implications of subject choice, examination level choice etc will be made known to the student body</li> <li>• Reviews of the school's examination performance is of singular interest to the GCD, given its aim of assisting students in their future development. Results are regularly reviewed.</li> </ul>

<p><b>6. Educational Progression</b></p>	<ul style="list-style-type: none"> <li>• A central pillar of the GCD aim is to promote and facilitate students individual progression (to further education and/or employment)</li> <li>• In reality: Each task of the GCD is focused on the progression of students</li> <li>• Past Pupil Progression Paths are monitored, recorded and analysed</li> </ul>
<p><b>7. Partnership with Parents</b></p>	<ul style="list-style-type: none"> <li>• The CGD seeks to engage parents in the Departments work to help facilitate the best outcomes for the students</li> <li>• Contact with home is encouraged and facilitated (with due care given to the confidentiality that underpins the GC service)</li> <li>• Parents Evenings are run to encourage an open dialogue between the school and home and to facilitate the dissemination of important information</li> <li>• PTMs and Parent's Evenings are a key element of the Service Provision</li> </ul>
<p><b>8. Partnership with Others</b></p>	<ul style="list-style-type: none"> <li>• The CGD is collaborative and works with all internal groups to ensure the whole school approach to student support</li> <li>• Similarly, External Agencies, such as Higher Education Institutions, Further Training Institutes, Businesses and Psychological Support Services are engaged and collaborated with based on the individual needs of students</li> <li>• Close ties are forged with external partners to ensure the best GC service possible for the student body</li> </ul>

## Career Guidance and Counselling Programme for First Years

### Aims:

- ❖ To help ease transition from first level to second level.
- ❖ To help the students to understand and accept themselves as they are, while looking at what they might become.
- ❖ To familiarise the students and parents/guardians with the new school building, subject choices and code of discipline and new routines for students
- ❖ To familiarise both students and parents with the role of guidance counsellor;
  - (a) by visiting each class and explaining our function to them
  - (b) by providing information leaflet on *Guidance Service*
  - (c) attending year group parent teacher meetings.
- ❖ To identify pupils who may be at risk and provide one-to-one counselling in consultation with principal vice-principal, tutors, D.E.I. S. co-ordinator and H.S.C.L and school completion.
- ❖ To identify, through the use of standardised Literacy and Numeracy testing) and existing information, the educational needs of students

### Components:

- ❖ Assessment to first years prior to entry.
- ❖ Communication with primary school and parents (through H.S.C.L)
- ❖ Work with Learning Support Department to determine class groupings

- ❖ Parent's meeting.
- ❖ Liaison with / Tutors/H.S.C.L/ D.E.I.S. Co-ordinator
- ❖ Individual counselling.
- ❖ Compilation of an individual inventory for each student using an inventory form to form a basis for future reference.
- ❖ One to one consultation with students on transitional issues or with a targeted group depending on resources available
- ❖ Selected students who could benefit from inclusion on the "My Friends: Youth" Programme.

### Programme:

#### Assessment to first years prior to entry

In February/March Guidance Counsellor will work to administrate the assessments for the incoming students and will also convert and correlate the scores of the cohort tested.

The purposes of these tests are:

1. To help identify students in need of extra help with literacy and numeric skills.
2. To place students in suitable first year classes according to school policy.  
Testing of late coming students also forms part of the Guidance Counsellors remit.

#### Information giving/ pastoral care.

A class visit should be made early in the first term to all first years where the following is covered:

1. Outline of second level education; with particular reference to this school.
2. Value system of the school.
3. Role of various members of staff, including Guidance Counsellor.
4. Student's future in the school; options open to them and the consequence of choosing these different options.
5. Behaviour in school; value or otherwise of school rules.
6. Relationship with staff and other school members.
7. The difference between primary and secondary school.
8. Bullying and what to do if it happens, reinforcing awareness of the school's Anti-Bullying policy.

### Communication

- Continued liaison with tutors, SPHE teachers, learning support teachers and other relevant school personal is essential re issues arising such as: students at risk, having difficulty adjusting, students in need of academic support or personal counselling.
- The establishment of a Care Team in 2011-2012 has created a structure which has strengthened this process.
- Identification of students potentially at risk can be gathered based on entrance results, psychologist's reports, and liaison with teachers from primary feeder schools, N.E.P's and communication with parents and individual students own interactions with the GCD.



### Parents meetings

A First Year parent meeting is held early in October/November. Communication with parents is necessary to explain the function and the role of the Guidance Counsellor. Topics should include: possible problems, coping strategies, referral agencies.

A parent/teacher meeting would usually be held later in the academic year and the Guidance Counsellor should be available to individual parents as the need arises.

### Individual counselling

The guidance counsellor encourages an Open Door policy of providing support to both students and parents, particularly during that 'settling in' period. The Guidance Counsellor will also be available to provide individual counselling to students as requested by class tutor/ year head/ pastoral care team/ parents/ or individuals themselves.

The Referral Process is made known to all staff members and students at the beginning of the school year and reinforced by information posters in each classroom and along the corridors of the school

### SPHE Programme

The SPHE. programme provides an integrated, time -tabled and structured social and personal education. See S.P.H.E. Programme.

### Group Counselling

Students identified as at risk of anxiety by the Care Team or Form Tutor can be included in the *My Friends: Youth* Programme. This programme attempts to develop resilience and coping skills.

## Career Guidance and Counselling Programme for SECOND Years

### Aim:

- ❖ To be sensitive to the behaviour of the individual students and to work with selective groups

### Components:

- ❖ Group discussions on effective communication and personal development
- ❖ Liaison with Tutors/H.S.C.L/ D.E.I.S.co-ordinator on special needs or issues which may arise
- ❖ S.P.H.E / R.S.E. programme.
- ❖ Attendance at second year Parent / Teacher meeting
- ❖ Available for one to one counselling as the need arises.

### Programme:

Through reading various research on adolescents it is widely accepted that adolescent is a period of great change biologically, cognitively, mentally and emotionally. Many adolescents experience and present with frustrations, confusions, and distractions. They become unsure of themselves, uncomfortable with their body image, or behaving unpredictably. They may be incapable of hearing what an adult is saying to them and communication with adults may break down. Adolescents at this age tend to collaborate with, and find strength within, their peer group. The adolescent at this stage may also begin to resist the level of control imposed by teachers.

The programme for 2<sup>nd</sup> year students should help to guide the adolescent through this phase and provide coping strategies for problems that may arise. This is also supported through the S.P.H.E. programme for 2nd year.

A programme *My Friends: Youth* could be presented to second year students at a class level or alternatively, to a selected group of students nominated by the Care Team or targeted by H.S.C.L/ D.E.I.S.Co-ordinator .. The issues covered in this programme may include the following:

- ❖ Communication
- ❖ Expressing a complaint
- ❖ Responding feelings of others
- ❖ Preparing a stressful conversation
- ❖ Responding to anger
- ❖ Keeping out of aggressive situations
- ❖ Dealing with an accusation
- ❖ Expressing affection
- ❖ Responding to failure
- ❖ Building Confidence
- ❖ Learning to relax
- ❖ Creating coping strategies

The Guidance Counsellor will also

- ❖ Meet with any new 2<sup>nd</sup> year students that come to Saint Vincent's
- ❖ Provide Educational Guidance around home-work and study skills as requested by student/parent/subject teacher or at parent/guardian night.
- ❖ Make intervention in agreement as deemed necessary.

## Career Guidance and Counselling Programme for THIRD Years

### Aims:

- ❖ To assist students with study/homework; creating study timetable, motivation, goal setting.
- ❖ To help students to decide the best options after Junior Certificate; choosing between Leaving Certificate Established and Leaving Certificate Applied
- ❖ To help informed subject selection for Leaving Certificate with regard to subject areas and levels.
- ❖ To help promote an awareness of the implications for their future of these educational choices
- ❖ To provide information and options in the wider community and guidance for students who do not intend to return at the end of the year
- ❖ Continue development of self-knowledge and self-concept
- ❖ To help students assess their abilities, aptitudes, goals, and values. To empower students to start their own career research.

### Components:

- ❖ Liaison with Tutors/H.S.C.L/ D.E.I.S.co-coordinator on special needs or issues which may arise
- ❖ S.P.H.E / R.S.E. programme.
- ❖ Attendance at second year Parent / Teacher meeting
- ❖ Available for one to one counselling as the need arises.
- ❖ Study skills seminar
- ❖ JCSP class focusing on study skills and goal setting
- ❖ Provide information relating to different programmes offered in Senior Cycle.

- ❖ Presentation to 3rd year on implication of Subject choice
- ❖ Development of study timetable

### Programme:

Third year is a time of huge transition for students. They face the stress and anxiety that can come with completing their first State examination. Students need to be equipped with study skills and goal setting. In addition to this students will also have to decide whether to choose Leaving Cert Applied, Transition Year or move directly into Leaving Cert Established. Those that elect to move on into 5th year established will also have to make decisions relation to subject choice. The guidance counsellor will provide the support necessary to help make the right decisions for the students.

## Career Guidance and Counselling Programme for FOURTH Years

### Aims:

- ❖ To promote general and technical skills in the area of career and vocational research with an emphasis on self-directed learning
- ❖ To become familiar with the world of work through the Work Experience Programme
- ❖ To inform students about their rights and responsibilities as an employee
- ❖ To increase students awareness of own abilities, aptitudes and strengths and how this might affect career choices.

### Components:

- ❖ Work Experience programme -2weeks in November and February
- ❖ Subject choice
- ❖ Transition into 5<sup>th</sup> year established or 5LCA
- ❖ Career investigation
- ❖ C.V and interview preparation
- ❖ Inclusion on DCU UniTY Programme (Smart Skills and Student Empowerment Modules)
- ❖ Self-Assessments
- ❖ Introduction, creation of accounts and use of Career/Education Databases: Careersportal & Qualifax

### Programme:

Fourth year can be seen as a year off for students. To safe guard against this every effort will be made to encourage students to explore new interests and gain experience from the world of work. There is no one point in time when a student makes a particular career choice. It evolves over time for the student but the

Guidance Counsellor can play a key role in helping the student to use the Guidance system for direction and clarification.

### DATS

Given increased costs, current debate and the proliferation of user-friendly and cost-neutral self-assessment tests on-line (careersportal.ie) the use of DATS testing has been discontinued at present. Future discussion on this situation is ongoing

### Self-Assessment Tests:

Interest questionnaires help to show students patterns of interest in different types of work/career. These tests allow for the student to gain a greater insight into their own abilities and interests and aid students development.

Suggested interest tests include:

1. M.U.A.S.I.C.
2. C.I.I.
3. Qualifax/Careersportal careers self-inventory

## Career Guidance and Counselling Programme for FIFTH Years

### Aims:

- ❖ To assist students in adjusting to the demands of the leaving certificate programme
- ❖ To review subject levels in the aftermath of the Junior Certificate results.
- ❖ To further the development of personal values, attitudes, decision making and coping skills.
- ❖ To encourage further research into career opportunities.
- ❖ To provide extensive information on entry requirements for third level education, universities, the UCAS system, I.T's and other institutions
- ❖ To encourage each student to carry out his/her own research in to the various options available after leaving certificate besides third level, i.e. PLC, Apprenticeships, SOLAS,

### Components:

- ❖ Preparation for career:
- ❖ Open Days
- ❖ Guest speakers
- ❖ Careers investigations
- ❖ Social and personal programme in conjunction with the R.E programme at senior cycle
- ❖ interest inventory/aptitude tests/junior certificate results to map a possible career plan
- ❖ Personal assessment and evaluation
- ❖ Realistic goal setting
- ❖ Regular reviewing
- ❖ Points system



- ❖ Calendar of career events/strategic events
- ❖ Classification of colleges
- ❖ Profile of third level colleges
- ❖ I.T. ladder system-level 6, level 7, level 8
- ❖ Private colleges/ FETAC courses
- ❖ Apprenticeships/ traineeships
- ❖ Guards/defence forces/ security
- ❖ Failte Ireland/ CERT/ TEAGASC
- ❖ Direct employment
- ❖ Creating a Curriculum Vitae
- ❖ Importance of a good study plan

### Programme:

Fifth year can be perceived by the students as a year where they can relax and take it easy so it is important to keep the student motivated and emphasise a good study plan. The outlined modules will, therefore, provide a dual purpose of keeping the student focused on the goal of the Leaving certificate whilst also providing important information.

### Preparation for career

- ❖ An integral part of the L.C.A. Vocational Preparation and Guidance
- ❖ Filling out application forms
- ❖ Letter writing skills
- ❖ Preparation for Curriculum Vitae
- ❖ Preparation for Interviews
- ❖ Work Experience.
- ❖ Answering a newspaper advertisement

- ❖ Researching a career

### Open days/events

During Fifth Year there are a number of key career events students can be brought to during school times such as:

- ❖ I.T. open days and a variety of colleges will be chosen to broaden horizons and which can be feasibly visited within the timeframe of a school day
- ❖ Students will be encouraged to attend open days to other colleges in their own time. Information on these are posted on the careers notice boards.

### LCA Students

- ❖ LCA students follow the Vocational Preparation and Guidance Programme.
- ❖ LCA students will attend an open day at one of the local PLC colleges and will invite guest speakers in to speak on issues related to various aspects of the course.
- ❖ LCA students will participate in work experience placements during the year.

## Career Guidance and Counselling Programme for SIXTH Years

### Aims:

- ❖ To help each student in clearly defining an adequate positive self-concept and outlining his/her personal; talents and potential
- ❖ To help students cope with examination tension and the emotional strain involved in the leaving certificate
- ❖ To help students to clarify their career goals further and to see leaving certificate as a means to an end for each of them personally
- ❖ To cover entry requirements for third level institutions
- ❖ To make well informed career choices
- ❖ To successfully manage the transition from 2nd to 3rd level/world of work

### Components:

- ❖ Effective study habits.
- ❖ Study skills seminar
- ❖ National framework of qualifications
- ❖ Research of course options through computer aided guidance websites
- ❖ UCAS application process
- ❖ C.A.O application process
- ❖ Completion of CAO/ UCAS applications
- ❖ HEAR and DARE applications
- ❖ Sources of funding/grants for third level
- ❖ Motivation and goal setting, making points predictions and setting goals based on actual results
- ❖ P.L.C courses and links scheme
- ❖ Preparation for mock interviews
- ❖ Apprenticeships and courses

- ❖ Visiting speakers
- ❖ Open Day visit
- ❖ Coping with college
- ❖ LCA students will attend an open day at one of the local PLC colleges and will invite guest speakers in to speak on issues related to various aspects of the course.
- ❖ LCA students will participate in work experience placements during the year.
- ❖ LCA students will be included in all relevant guest speakers and talks.
- ❖ Accommodation and budgeting
- ❖ Coping with Leaving certificate results
- ❖ Looking to the future
- ❖ Contact the parents
- ❖ Job seeking skills

### Environment:

- ❖ Programme is I.T. based and delivered in the Computer room.

### Programme:

#### Effective Study Habits

Over the month of September a study plan will be developed by each student aided by the guidance counsellor and supported by class teachers. Topics covered in each class include long-term goal setting (leaving certificate prediction) and short-term goal setting (weekly academic goal setting), time management and timetables, effective note taking, exam techniques, memory techniques, and a study method.

### Preparation for third level options

Students are given a number of career interview to ensure student has made a thorough exploration of their career options/college options

This module will provide a step by step analysis for each stage of the C.A.O. process and the process completed on-line in computer room.

Common errors in completing the C.A.O. form will be pointed out and the consequences of such errors will be discussed. The importance of the closing dates and deadlines will also be stressed. All students will be encouraged to apply for third level education provided they fulfil the basic entry requirements for the particular faculty of interest.

### U.C.A.S. Application Process

Third level opportunities in Britain and Northern Ireland will be discussed where required and the possible advantages/ disadvantages of this route to third level will be pointed out. Assistance is given to students on a one to one basis to complete the application.

### H.E.A.R. and D.A.R.E.

Speakers from participating colleges in the scheme will be invited to speak to parents/guardians and students for an Information session to explain the what, why, where, when and how of both schemes. Further clarification is given by the guidance counsellor and additional information is available on the guidance noticeboard.

### Sources of funding for third level

Information will be given on sources for funding of third level colleges, i.e. grants, scholarships, ESF funding, student loans from the bank. The student finance

website and SUSI application process will be explained in class.

### P.L.C. Courses and Links Scheme

There will be a discussion on alternative routes for entry into professional courses by means other than conventional methods and FETAC links will be explained.

### Computer Assisted Guidance

This module will familiarise students with software packages such as Qualifax, Careersportal, Career Directions, C.A.O. and U.C.A.S. on-line application

### Part -Time Work

The advantages and disadvantages of part-time work will be outlined. Some strategies for coping with examination pressure and parents expectations will be discussed.

### Open Days

Active encouragement for students to attend open days arranged by various institutes- IT Colleges, NUI Maynooth Trinity College, Higher Education Options, and PLC College Open Days. Students will be accompanied by the school to at least one such event each year. Students are encouraged to visit other colleges of interest to them in their own time and during fifth year.

### Visiting Speakers

A variety of guest speakers from third level institutions, from the world of work, and from a selection of past pupils are invited to the school to talk to the leaving certificate students.

## Apprenticeship

Detailed information will be given on SOLAS courses, Failte Ireland, and Teagasc. Careers in the army, civil services, banks, nursing in Ireland and the UK, Aer Rianta and the Garda will be presented. Entry requirements, procedures for selection and possible courses that might be helpful will be outlined.

## Coping with College

Discussions on change between school and colleges whether third level or P.L.C. Exploration into the issues surrounding moving away from home

- ❖ budgeting
- ❖ finding accommodation/accommodation options
- ❖ looking after yourself
- ❖ personal safety
- ❖ student supports
- ❖ Looking to the future

Students will be encouraged to look to the future with confidence and hope. A realistic picture of the world of work will be presented to pupils and work values/ expectations will be outlined. The importance of reliability, honesty, punctuality, attitude to authority, rights and duties as a worker will be examined.

## Job Seeking Skills

- ❖ Topics covered include the following and are part of the L.C.V.P. link module:
- ❖ How employers advertise jobs
- ❖ What employers want?
- ❖ Applying for a job
- ❖ CV's and application forms

- ❖ Completing a job interview

### LCA

- ❖ LCA 2 students follow the Vocational Preparation and Guidance Programme.

### One-to-One Consultations

- ❖ The Guidance Counsellor is available for Guidance one to one interview throughout senior cycle with priority made for sixth year students to complete satisfactory CAO, UCAS and PLC applications and other issues through the referral process. The guidance counsellor is also available for students during the results/offers phase of transition in August and September.
- ❖ The GC will be present on the day of the Leaving Certificate Results to assist student with information and/guidance if required



## Review and Evaluation

This programme will be evaluated and reviewed on an on-going basis.

## NON-DIRECTIVE SERVICE

### KEY COMPONENT OF ST VINCENT'S CAREER GUIDANCE DEPARTMENT PLAN

- ❖ In accordance with best practice and in-line with the training received by the members of the GCD, the service provided in the school is NON-DIRECTIVE. The staff facilitates the students in making their OWN decisions and future plans
- ❖ It is the SOLE responsibility of the individual student to apply for Colleges, Further Education Institutions, Grants, Access Scheme.
- ❖ While the GDP will assist students and parents in this process the final applications, provision of relevant documentation , payment and meeting of deadline is NOT THE RESPONSIBILITY of the St Vincent's Career Guidance Department.
- ❖ Students are strongly advised at all times to double-check all information with the relevant college authority before making their final decision.
- ❖ This information is stressed to the students and to parents