

2nd Year Guidance Overview

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:

1. Individual contact of a personal counselling nature and careers/vocational guidance.
2. Classroom guidance delivered in regular weekly classes / rotating modules / team teaching / class group or year group intervention as required.

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 as it is a legal requirement to do so.

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 Year Head/Parent/Guardian of a particular difficulty, this is only done with the knowledge and hopefully the agreement of the student.

Informal Guidance

The Informal Guidance programme consists of liaising with other Whole School Guidance Team members to promote cross curricular links and to enhance the development of a whole school policy in relation to the delivery of The Guidance Programme. Meetings with Parents/Guardians form an integral part of Informal guidance.

Provision of classroom guidance/modules

Having examined the school's provision of guidance, the programs were redesigned in May 2019 to be in line with the Areas of Learning, Competences and Learning Outcomes associated with a Whole School

Guidance Framework 2017 approach.

All Career Guidance modules from 1st Year to 6th Year (excluding Transition Year) are delivered as part of the SPHE programs.

The 1st, 2nd, 3rd and 5th Year Career Guidance modules are also 5 weeks in duration.

The modules are in class via Google Classrooms by qualified guidance counsellors. The Transition Year Guidance module is a standalone module 30 weeks in duration drawing upon the Careers Portal REACH+ and Euro Quest Programs.

General guidance activities per year group are listed below.

2nd Year Organisation

Guidance is provided through the SPHE Programme.

The Career Guidance personnel rotate with Second Year SPHE teachers for a 5 week block to deliver a careers module/subject choice to all 2nd year students.

All 2nd Year students retake the Pupils Attitude to Self and School (PASS) survey in November. This helps to monitor the students progress year on year. The PASS Survey is provided by GL-Assessments.

The modules are taken from the NCGE Guidance Related Learning Programme for Junior Cycle.

Syllabus

- Lesson 1: My Identity
- Lesson 2: My Mindset
- Lesson 3: My Pathways and Goals
- Lesson 4: My Unique Values
- Lesson 5: Presenting Me

If one-to-one intervention is required, the student is referred through the Referral System to the assigned Guidance Counsellor.

One-to-one support for students

To ensure the safe and effective delivery of a guidance programme, the Pastoral Care Team operates a 'Referral System' for Personal counselling.

Students can be referred to the Guidance Counsellors in the following ways:

- Formally - Students are referred to the Guidance Counsellors as a result of issues arising out of the weekly Care Team meeting.
- Informally - Parental, Staff or Self-referral as need arises.

To ensure the effective delivery of a guidance programme, the Careers/Vocational Guidance Interviews operate as follows:

- Appointments are made by the guidance counsellor in consultation with the student and/or via text message/phone contact with parent.
- Parents/Guardians may make appointments with the Guidance Counsellor by telephoning the school. Appointments are conducted during the school day. All parties are requested to inform each other if a cancellation is necessary. On occasion, the Guidance Counsellor may request another staff member e.g. Year head, subject teacher or/and management to be present at a meeting. This gives the student responsibility, ownership and inclusion in the meeting outcomes. Notes are kept of all meetings by the Guidance Counsellor.

The Pastoral Care Team is comprised of the Guidance Counsellors, Management, Chaplain, Home School Liaison Officer and Head of the SPHE Department as follows:

Principal	Mr. Cathal Moore
Deputy Principal	Ms. Ann Monaghan
Deputy Principal	Ms. Evelyn Concannon
Deputy Principal	Mr. Brendan McHugh
Chaplain	Fr. Benny McHale
Home School Liaison	Sr. Catherine O'Connor
SPHE	Ms. Anna Maria Newell
Guidance Counsellors	Ms. Aileen O'Flanagan
	Mr. Paul Courtney
	Mr. Coman McCormack

Wellbeing in Guidance

The guidance department recognise that Guidance-related learning is an important aspect of the Wellbeing curriculum in Junior Cycle. The Junior Cycle Career Guidance modules have traditionally been and continue to be delivered as part of the SPHE program within the Wellbeing curriculum in 1st Year and as part of SPHE program in 2nd and 3rd Year. The guidance counsellors have worked collaboratively with the 1st Year Wellbeing team in planning the Wellbeing programme in Junior Cycle. Delivery of the Career Guidance modules ensures that the guidance counsellors have opportunities to get to know and to support students throughout Junior Cycle. As well as delivering the Career Guidance modules, the guidance counsellors also co-ordinate the appropriate sharing of relevant information about students with their teachers in support of their wellbeing as and when required or requested.

The guidance department also recognise that Guidance-related learning is an important aspect of the wellbeing of students in Senior Cycle. Delivery of the Career Guidance modules ensures that the guidance counsellors have opportunities to get to know and to support students throughout Senior Cycle. As well as delivering the Career Guidance modules, the guidance counsellors also co-ordinate the appropriate sharing of relevant information about students with their teachers in support of their wellbeing as and when required or requested.