

ISK  
GUIDANCE  
PLAN

# Guidance and Counselling Service

## **1. General**

### Mission Statement

The mission statement of the Guidance and Counselling service in Intermediate School Killorglin (ISK) is to create a safe, caring and supportive environment in which to assist our students to make informed choices in the personal, social educational and vocational areas of their lives. We recognise that each of our students present as an individual with his or her own script and that our students come from a variety of different backgrounds. We endeavour to adapt a person centred approach and to accept each of our students in their own right within the context of the student body in ISK. The philosophy of the school demands high standards of work, personal behaviour and respect of self and of others. The Guidance plan reflects this respect for the individual in its student centred holistic approach. The enhancement of self-esteem and life skills and the development of potential - academic, personal and emotional - leading to greater personal autonomy for all students are its central goals. This plan is not a rigid template and reflects the uniqueness of ISK in its own particular context and circumstances.

### Aim and Objectives

#### **Rationale**

Section 9(c) of the Education Act (1998) requires schools to “...ensure that students have access to appropriate guidance to assist them in their career choices...”

The provision of guidance is a statutory requirement for schools under this Act.

## **Implications**

The Act refers to access (to school resources, physical and personnel...) and appropriate guidance (i.e. whole school response to meeting the guidance needs of all its students).

Guidance is a core requirement of the school's overall programme: this requires that it is an integral part of the school plan. The mission statement and the school ethos are reflected in the guidance plan.

## **What is guidance in schools?**

Guidance Counselling and 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:

- Personal and social
- Educational
- Career

Guidance activities that assist students make informed choices include:

- Personal counselling.
- Assessment using psychometric instruments and inventories.
- Career information (classroom, personal vocational guidance interviews, attendance at career events...).
- Use of information technology e.g. Qualifax, CareerDirections, CareersPortal etc.
- Personal and social developmental programmes.

Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling may include Personal Counselling, Educational Counselling, Career Counselling, or combinations of these.

## **Aims**

- Provide a framework for the delivery of the school's guidance programme.
- Ensures a structured response to student's personal, social, educational and career guidance needs.

- The plan needs to be inclusive providing for the junior, senior, minority, special education needs etc., of all students / adult learners.
- The plan will include all guidance activities: classroom sessions, Career Guidance Interviews, attendance at career exhibitions and HEI Open Days, meeting with management and support agencies, Personal Counselling and group work etc.

### **Objectives**

- Develop awareness and acceptance of their talents and abilities.
- Identify and explore opportunities.
- Grow in independence and take responsibility for themselves.
- Make informed choices about their lives and follow through on these choices.

### **Division of Classes**

It is endeavoured to be fair in the division of both junior and senior classes. Once a week, Fourth and Fifth Year students are given timetabled Guidance classes by the Guidance Counsellor. There is flexibility regarding the junior classes where the Guidance Counsellor takes a number of classes where required i.e. Study Skills, subject choice, transition from primary to secondary school, countering bullying etc.

### **Role of the Guidance Counsellor**

The role of the Guidance Counsellor is to liaise with the Principal and Deputy Principal around organisational / administrative matters pertaining to the overall guidance and counselling service. The Guidance Counsellor also takes responsibility for compiling the end of year report.

## **2. Guidance Curriculum**

### **Guidance and Counselling Policy**

The vision is to supply an effective and comprehensive Guidance service which enables second level 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 Guidance Department has identified the needs of each year group as outlined below:

#### ***First Year***

- Prior to starting in first year, all students are invited into the school Open Day for familiarisation and information purposes.
- Incoming first year parents are supported and advised of the significance of the transition from primary to secondary e.g. through individual interviews with incoming first year parents in June and Parents Information evenings.
- Assessing the needs of the individual student from results of Drumcondra Reasoning Test and Primary school report where necessary.
- Providing programmes to respond to these needs.
- Providing support for students and parents in September during the transition from Primary to Secondary school.
- Monitoring student progress through the Mentor Programme.

#### ***Second Year***

- Personal development group work.
- Personal Counselling.
- Responding to the educational and personal needs of individual students as outlined in the programme below.
- Life skills and workshops e.g. Cyber-bullying
- Peer support.
- Parents Information evening.

### ***Third Year***

- Personal Counselling.
- Study skills and examination techniques.
- Aptitude testing.
- Senior cycle options - LC and LCVP
- Subject choice for Leaving Certificate.
- Parents Information evening.

### ***Fourth Year***

- Career Investigation.
- Preparation for the World of Work.
- Personal Counselling.
- Study Skills.
- Interview skills.
- Mentor Programme.
- Career Library and access to computer room..
- Guest Speakers.
- Career Events.

### ***Fifth Year***

- Career choice.
- Study skills and examination techniques.
- Interview skills.
- CV preparation.
- Guest Speakers.
- Career Events.
- Personal Counselling.
- Career Library and access to computer room.
- Individual Career Guidance Interview.
- Mock interviews.
- Parents Information evening.

## Junior Cycle

### Objectives

- To provide for the personal and social, educational and vocational development of themselves as individuals and in relation to others.
- To develop self-awareness.
- To identify students in need and encourage them to avail of the support services offered by the SGCS (School Guidance & Counselling Service).
- To provide a range of professional expertise by delivering life skills programmes.
- To promote good study skills and examination techniques.
- To offer objective standardised assessment in the form of aptitude tests to facilitate informed decision-making.

## Senior Cycle

### Objectives

- To provide for the personal and social, educational and vocational development of themselves as individuals and in relation to others.
- To develop skills to become independent and self motivated learners.
- To develop a sense of self-awareness while developing interpersonal skills and an awareness of the needs of others.
- To recognise their strengths and weaknesses.
- To acquire good decision-making skills and to make informed careers decisions.
- To develop ICT skills so that students may be self directed and assume responsibility for their own career exploration and vocational journey.
- To promote good study skills and examination techniques.
- To introduce the concept of life-long learning.
- To continue to offer career guidance and personal counselling.

### 3. Critical Reflection and Evaluation

Critical reflection is a very important part of the school Guidance Programme. It is important to measure and assess the strengths and weaknesses in the Guidance service provided to secondary school students and to employ strategies for a whole school approach to guidance. It is envisaged to develop an evaluation programme whereby all Leaving Certificate students will be given the opportunity to evaluate the Guidance programme in ISK.

### 4. Theoretical Framework

Counselling and support will be offered on an individual or small group basis. The focus of counselling is on the personal, social, educational, and vocational issues, individually, in small groups or as part of supervised peer counselling. The Guidance Counselling Service will provide a caring context for counselling, engage in advocacy where appropriate and support young people in personal crises. In this regard –

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

*Group Work* is offered under the direction of the Counsellor or other qualified adult. 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.

*Peer Support* involves students giving one to one support to fellow students in a helping context will be conducted under the supervision of the Guidance Counsellor and with the permission of the Principal.

The Guidance Counsellor must at all times be sensitive to the developmental stages of the students. As in all counselling, respect for the integrity of the individual student is paramount and appropriate confidentiality must prevail. Parents will be made feel welcome and afforded an opportunity to develop realistic perceptions of their children's aptitudes, abilities and interests, in education and occupational planning. Parents will be

supported by the Guidance Counsellor and all staff in their efforts to help their children with their personal and social and educational development.

## **5. Ethical Considerations and Accountability**

This policy statement will be the basis on which a regular review and evaluation of the Counselling Service will be conducted between the Guidance Counsellors, the Principal and the Deputy Principal. A comprehensive review of the entire Counselling Service within the context of the Whole School Plan will provide an opportunity for the Guidance Counsellors to give a full report to the Senior Management team in the school, receive feedback on any shortfalls in the service and agree a budget for the following year. The Guidance Counselling Service is subject to all relevant legal requirements, to the provisions of the *1998 Education Act*, to Department of Education and Science Directives, to the school's Religious and Educational Philosophy and the School Plan.

The Guidance Counsellor like all other 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. The Guidance Counsellor is constantly aware of her responsibility to the student, to the school, to her own profession, to herself and to the implementation of this policy. The Guidance Counsellor will take part in professional peer supervision, which will provide support and feedback for her professional welfare.

## **6. Confidentiality**

A professional relationship involving confidentiality is at the core of the Guidance Counselling Service in ISK. The Guidance Counsellor 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 of 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 and ethical requirements are respected.

## **7. Reporting Procedures**

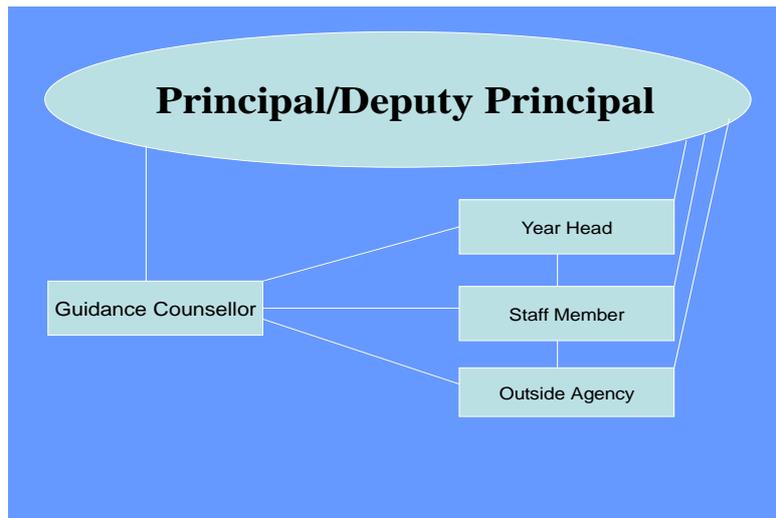
In both Personal Counselling and in Careers/Vocational Guidance Interviews the confidentiality rule is followed i.e. school management, class teacher, year head and/or parents/guardians are informed if it is felt that the student is a danger to herself and/or to others or it is a legal requirement. The 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 ideally the agreement of the student.

## **8. Referral Services**

Assistance for students will be sought from other qualified professionals outside the school, for areas of concern such as learning difficulties, substance abuse, bereavement, where the Guidance Counsellor considers necessary and appropriate. The Guidance Counsellor will supply all relevant information and seek the relevant permission from school authorities and parents or guardians. Teachers, school management and parents may refer students to the Guidance Counsellor. Clear procedures of referral, which have been agreed between the Principal, Staff, Parents and the Guidance Counsellor will be followed.

Some strategies that can be used include –

- Informing parents, staff and students as to the procedures for student referral both inside and outside the school;
- Use of “case conferences” in order to identify and help students at risk;
- Liaise with the Department of Education Psychological Service (NEPS) and local support services such as Kerry Counselling Service, Teen Counselling, and Kerry Diocesan Youth Service.



## 9. Record Keeping

Record keeping is an integral part of the administration of the Guidance and Counselling Service in ISK. All records will be kept in accordance with the 'Freedom of Information Act' and the 'Data Protection Act'.

### Record-keeping Procedures

Two types of records:

1. Detailed Personal records of all Personal counselling and Careers/Vocational Guidance Interviews.
2. Summary reference records of Personal Counselling sessions
  - Student records are kept for 7 years (minimum).
  - The detailed records of personal counselling sessions should contain some of the actual words and phrases used by the client.
  - To ensure accuracy the Guidance Counsellor should try to write up notes as soon as possible after the session.
  - Keep notes as brief as possible.
  - Develop own shorthand.

## 10. Multicultural Counselling

The Guidance service in ISK recognises and is sensitive to cultural differences.

It will be essential to acquire knowledge about the historical background, traditions and values of all students and to help them to have effective support systems in place. It will also be necessary to acquire skills and interventions that respect the life experience of different cultural groupings and a flexibility to modify strategies to fit the needs and situation of each individual student.

## 11. Assessment Services

*“Intelligence tests, as well as any other kind of tests, should be used not to label individuals but to help in understanding them.”* All our assessment procedures will be dictated by the above principle and a variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, as an indication of academic ability, categorisation of occupational interests, subject choice for senior cycle, educational and career planning, personal and social development. School assessment and public examination results will supplement this information. The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping with ever changing circumstances.

### Testing

1. The Drumcondra Reasoning Test is the chosen assessment for incoming first year students.
2. Third Year Testing... The concepts of testing are introduced (uses, limitations, interpretation ...) Differential Aptitude Tests (DATS) and Interest Inventories.

Differential Aptitude Tests (DATS) are administered to the Third Year students by the Guidance Counsellor. The DATS are administered in the February of Junior Certificate Year. The DATS are machine scored and feedback is given to all students by the Guidance Counsellor in conjunction with senior cycle subject option decisions. A DATS feedback form is completed for each student before the feedback session. Evaluation of the tests used is on-going.

## **12. Protocol for meetings**

1. Meetings with students
2. Meetings with Parents/Guardians

All meetings are by appointment. Students request an appointment with the Guidance Counsellor. Subject teachers have the right to refuse a student to attend the Guidance Counsellor if it interferes with their teaching. Students are given an appointment slip by their Guidance Counsellor and this is signed by their subject teacher at the time of the appointment.

Parents/Guardians can make appointments with the Guidance Counsellor by telephoning the Guidance Counsellor directly. Appointments are usually conducted during the school day, but may in certain circumstances be arranged after school. 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 and/or management to be present at a meeting or vice versa. The student is frequently invited in for all, or part of the meeting, with the approval of Parents/Guardians. This gives the student responsibility, ownership and inclusion in the meeting and its outcomes. Notes are kept of all meetings by the Guidance Counsellor.

### **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.

- Management
- Year heads
- Class Teachers and Teaching Staff
- LCVP coordinator
- Caretaking Staff
- Student Council
- Parents and Parents Association
- Past Pupils.
- SPHE teachers

## **Outside Agencies**

- NEPS
- Social Workers
- Employers
- Colleges/ Admission Officers
- FÁS/SOLAS
- Fáilte Ireland
- Colleges of Further Education
- Community...Gardaí, Defence Forces
- DES...examination commission/home school tuition...
- Teen Counselling, Kerry Counselling Service, Kerry Diocesan Youth Service, Killorglin Youth Cafe ....etc.

## **13. Policies**

This area is divided into two sections:

1. Guidance Policies
2. Guidance- Related Policies

### **Guidance Policies**

- Counselling Policy
- Referral Policy
- Testing Policy
- Careers library and notice board policy
- Study Skills policy
- Policy regarding attendance at Career Events/Open Days

### **Guidance- Related Policies**

- Anti-Bullying and Harassment
- Critical Incident
- Substance Abuse
- Special needs provision

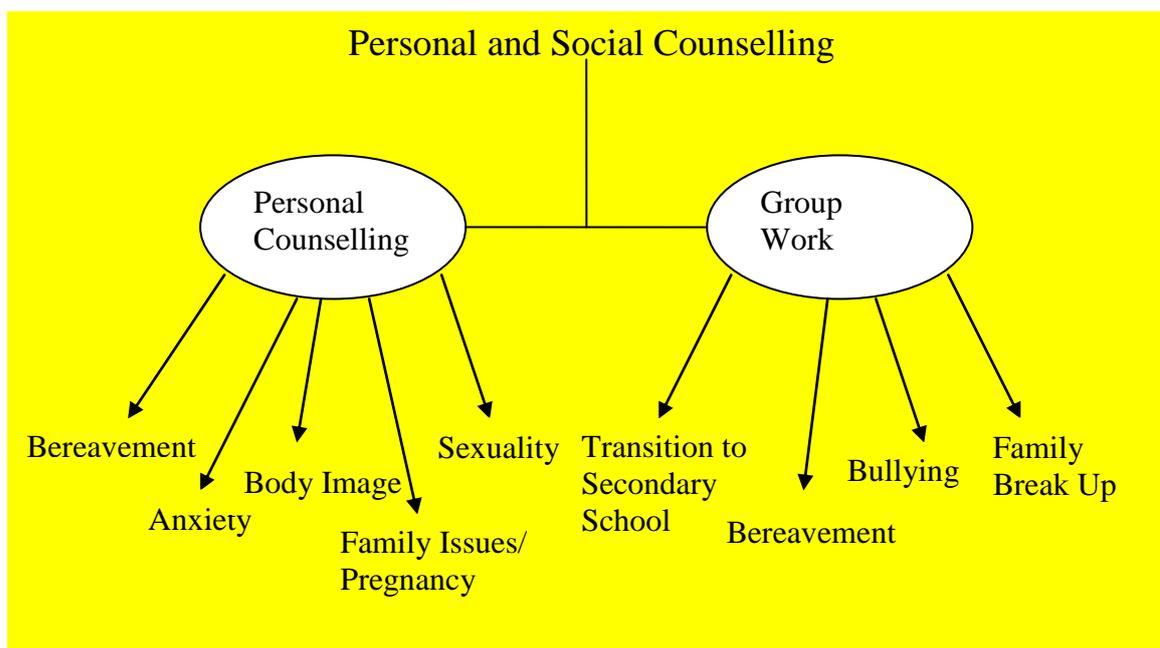
- Pastoral care policy
- Code of Behaviour policy
- Suicide prevention policy

## 14. In - Career Development

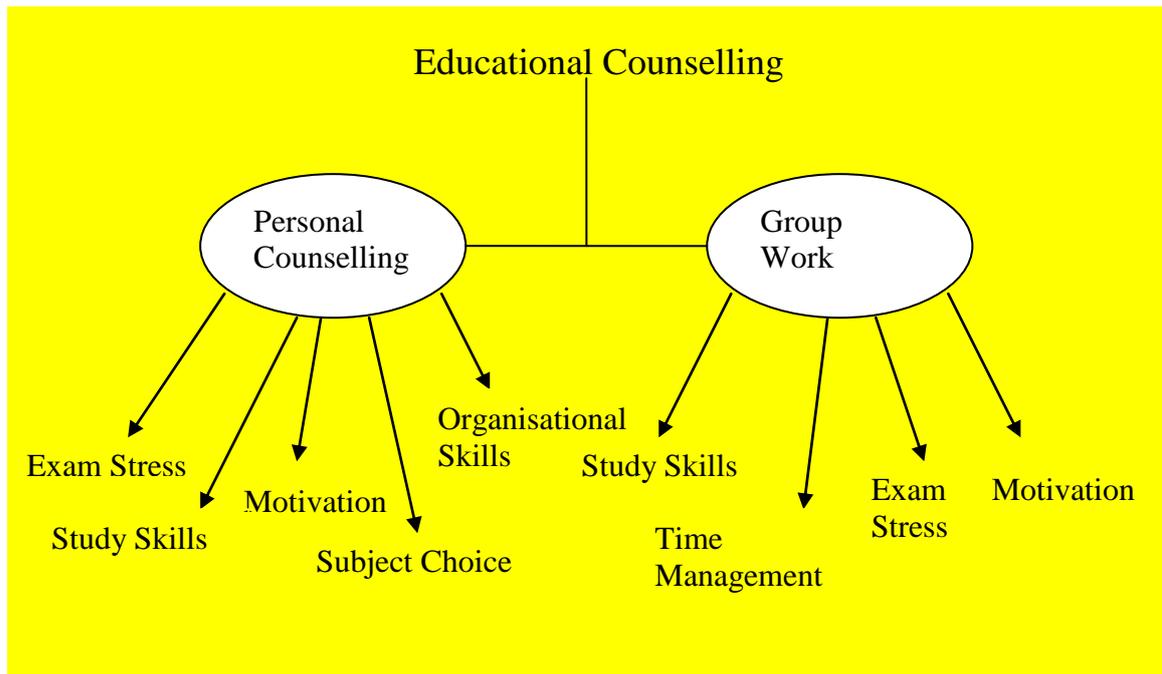
To maintain qualified membership of the Institute of Guidance Counsellors a chartered Member must complete 10 hours of in-service training annually (IGC Constitution and Code of Ethics 2004).

In-Career development is essential to the work of the Guidance Counsellor. Regular attendance at local IGC meetings and Counselling Supervision is facilitated by the school through sensitive timetabling. The IGC AGM provides a range of in-service through the provision of workshops and presentations relevant to our work. Additional in-service is organised at local or/and at national level and is open to all registered current members of the IGC. The DES supports the provision of in-service for IGC members through funding. The IGC has numerous links with organisations e.g. Institute of Suicidology, IBEC, FAS (SOLAS), IAPC ...all offering in-career development. Attendance at Open Days, career seminars etc. all constitute in-career development.

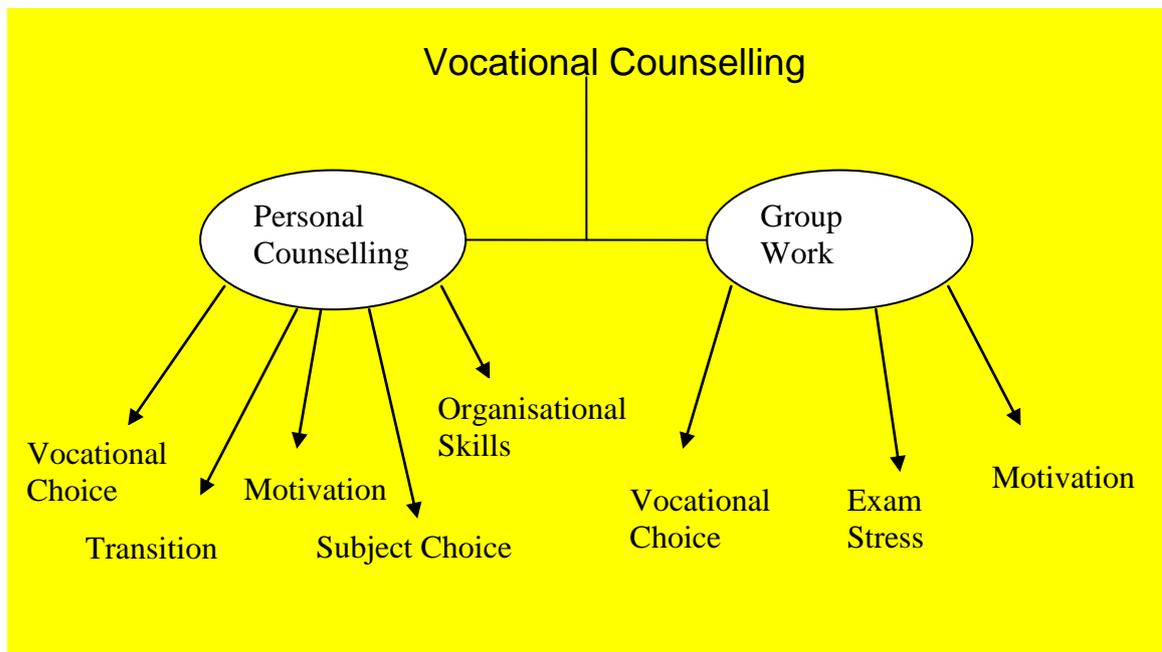
### Outline of Personal and Social Counselling Needs.



### Outline of Educational Counselling Needs.



### Outline of Vocational Counselling Needs.



# Incoming First Years

## **ISK Programme for Transition from Primary to Secondary School.**

### **Summary of Programme: Incoming First Years**

- Prospectus and Application Forms sent to all Primary schools in the catchment area.
- Announcements at school assembly.
- Open Day (at Open Day all parents/guardians invited to make appointment to meet principal.
- Advertisement in local newspaper and radio.
- Spring- Invitation to Assessment Day of Drumcondra Reasoning Tests (includes request to forward Psychological Reports if available).
- June- Parents who are sending child to school for the first time are specifically invited to a meeting with the Principal (assisted by Manager) along with their son/daughter.
  - General discussion (students read a short excerpt)
  - Hobbies, school interests etc.
  - Code of Behaviour
  - Options- if in difficulty Extra Maths/ English recommended.
  - Health
  - Costs- Photocopying, Insurance, Locker, I.D card etc.
  - Invited to clarify any areas of confusion.
- Booklist and reopening dates sent to all Parents/Guardians (June).

# First Year

## ISK Programme for Transition from Primary to Secondary School

### Summary of Programme: **First Years**

- Allocate students to class groups, based on information gathered.
- Meeting for all First Year Parents/Guardians in Early September. Principal, Deputy Principal, Year Head and other members of the Pastoral Care Team address Parents/Guardians.
- Facilitate the smooth running of subject options on the First Year timetable and make adjustments when needed.
- Guidance Counsellor passes on relevant information about incoming students to staff (September).
- Guidance Counsellor is available to Parents as students settle in to secondary school.
- It is envisaged that the Guidance Counsellor will meet with First Year students in a class setting as the year progresses to assess progress and general levels of happiness in the new school environment
  - Use of lockers and timetables.
  - Subject material and content.
  - Peer relationships.
  - Study, Homework and Tests.

# Second Year

## **Second Year Programme**

Second Year is a time where students need support to settle into their Junior Certificate Program. Sometimes students need extra support to help develop their own self-esteem. Group work can be very affective in achieving this.

According to need, the Year Head may refer a number of students in the year that could benefit from such a programme. The students would be divided into groups of 5 or 6. The purpose is to build self-esteem and help restore confidence to the student as an individual. It gives the student a forum to talk in confidence about school, positive behaviour and their own decision-making, among other issues. This program may run from 4-6 weeks, one class period per week. The program is flexible in design to get the best programme for the particular needs of the students.

A letter for parent/guardian permission, for the student to participate, is sent home setting out the purpose of the course. It may not be possible to give it to all second years because of time and the numbers of personnel involved in delivering the program.

One of the books that would be helpful in designing the program is *Crucial Skills* by Penny Johnson & Tina Rae, SAGE Publishing Company.

# Third Year

## **Third Years**

The guidance programme for the Third Year students involves a detailed session on study skills at the beginning of the school year to facilitate their move to Junior Cert year and to focus their attention on the year ahead in terms of time management, study skills, preparation for school, Pre- Exams and State Examinations both practical and written.

The Guidance Counsellor organises and administers the Differential Aptitude Tests (DATS) for all third year students annually, at the beginning of the second term in advance of the Pre-exams. The rationale for conducting the DATS is to use this instrument as an indication of the student's aptitudes and, in conjunction with interest assessments and the school records, to guide and help them in their subject selection for the Leaving Certificate.

It is envisaged that the DATS results will be returned to our students in rank order. The rationale for this decision is that it is a fair and equal feedback mechanism whereby each student receives their individual rank order of abilities in the areas tested, and the means of comparison with his/her peers are based on 'aptitude' rather than numerical scores. At all times the emphasis must be on the positive and the strengths of the student.

The options which are available to students post Junior Cert are:

- Leaving Certificate
- Leaving Certificate Vocational Programme

A presentation around these programmes is organised in conjunction with the Programme Co-ordinators for all third year students and a Parent's information night is also scheduled every year in February. The Guidance Counsellor makes a presentation around subject selection for the Leaving Certificate. This acts to inform students and parents around the range of subjects on offer in the school, and the transparency of the system in which demand by students dictates the subjects subsequently taught.

The importance of entry/matriculation requirements to further and higher education is stressed along with interest and relevance to the students in the various subjects.

Each student can an individual interview with the Guidance Counsellor, during which their DATS results will be returned and further explained, and subject selection for the Leaving Cert. will be discussed.

# ISK Differential Aptitude Tests (DATs) Feedback

Your results are listed below. The results indicate your strongest abilities and are ranked 1 to 8, with number 1 as your strongest area. They do not show other abilities which you may have such as creative and artistic ability, social, sporting or musical ability etc.

Student Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Verbal Reasoning

This test assesses your ability to work with ideas expressed in verbal form. Verbal reasoning ability is important for any work involving the communication of ideas or the interpretation of written material. It can also be important for many kinds of work, in which analytical thinking is required. Areas of work in which these abilities are required are professional jobs (e.g. lawyer, doctor, teacher), technological jobs (e.g. engineer, computer programmer), business (e.g. management, sales, marketing and advertising, public relations), scientific work and also many fields of work in which communication is of primary importance (e.g. journalism, social work, training, work involving the production of written material and administrative positions). It is also important to have good verbal skills if you wish to undertake further training or study, especially in one of the more academic fields.

Leaving Certificate Subjects: *English, Irish, French, German, Spanish, History and Geography*

**Your Rank Order:** \_\_\_\_\_ *Do you feel this is accurate?* \_\_\_\_\_

## Numerical Reasoning

This test assesses your ability for working with numbers and performing calculations. Numerical ability is important for work in the technical professions such as Science, Engineering and Architecture. The ability is used in health professions such as Medicine, Optometry, Radiography and Physiotherapy. The ability is also important for many jobs in Business and Finance (e.g. Sales Forecasting, Banking, Actuarial work, Insurance etc.) and is very much needed for work in Accounting. In the technical area, numerical ability is relevant to any sort of work in which calculations or precise measurements need to be made (Surveying, Joinery or Laboratory work). It is also important for many clerical or administrative jobs (e.g. local Government, Accounts Administration, etc.). Numerical ability is also needed for many courses of training and further study.

Leaving Certificate Subjects: *Maths, Accounting, Sciences (Physics, Chemistry and Biology).*

**Your Rank Order:** \_\_\_\_\_ *Do you feel this is accurate?* \_\_\_\_\_

## Abstract Reasoning

The Abstract Reasoning test measures a person's ability to reason with abstract ideas. It is concerned with being able to perceive patterns among complex elements and to be able to see how those elements relate to each other. The ability to think in abstract terms is needed for work which involves seeing relationships between things: either in a logical sense or in a practical sense. It is therefore useful for fields such as Computer programming and Software design, Mathematics, Science and Engineering. Careers which use this ability include Solicitor, Lawyer, Doctor, Nurse, Veterinary Surgeon, Economist and Garda. It can also be useful in areas such as technical maintenance, which involves understanding how parts of a machine or system relate to one another. Abstract reasoning is also important for working in the field of design, since design is often concerned with the expression of abstract ideas or themes. Finally, abstract reasoning can also be very important in Management, especially at the higher levels where one needs to see how the different parts of a complex organisation fit together.

Leaving Certificate Subjects: *DCG, Applied Maths, Chemistry, Physics, Home Economics*

**Your Rank Order:** \_\_\_\_\_ *Do you feel this is accurate?* \_\_\_\_\_

### **Perceptual Speed & Accuracy**

This test measures the ability to work accurately with detail and at speed. This ability is important in many kinds of routine or detailed work (Clerical work, Data entry or Coding) and is also quite important for Scientific or Technical work where precision is required (e.g. Computer Programming or Laboratory work). Furthermore, this is an ability required in all work where attention to detail and quality are important (e.g. Accountancy, and some types of Legal work).

Leaving Certificate Subjects: *Important for all and especially for exam success.*

**Your Rank Order:** \_\_\_\_\_ **Do you feel this is accurate?** \_\_\_\_\_

### **Mechanical Reasoning**

The Mechanical Reasoning test measures the ability to understand the basic principles of machinery, of tools and of physical relationships between things. This ability is important for any sort of work involving the design, operation or repair of equipment and is also very important in the field of engineering and in some areas of product design. Examples of jobs in which mechanical ability is important are Motor Mechanic, Fitter, Repairer, Production Engineer, Civil Engineer, Aero-engineer, Surveyor, Electrician, Carpenter, Machine operator, Product Designer and Builder.

Leaving Certificate Subjects: *Physics, Construction Studies.*

**Your Rank Order:** \_\_\_\_\_ **Do you feel this is accurate?** \_\_\_\_\_

### **Spatial Reasoning**

The Space Relations test assesses a person's ability to visualise objects in three dimensions. This ability is needed for any form of work in which it is important to be able to visualise objects and to understand how they relate to each other. Examples of jobs where good spatial abilities are required are Architecture, Design, Technical Drawing, Dentistry, the fine arts, Fashion and Interior Design, and also any type of Technical or Craft work which involves dealing with objects at a practical level.

Leaving Certificate Subjects: *DCG, Art, Home Economics.*

**Your Rank Order:** \_\_\_\_\_ **Do you feel this is accurate?** \_\_\_\_\_

### **Spelling**

This test measures how well you can recognise correct and incorrect spellings of common English words. Spelling is important in clerical / administrative type work and also when working at a professional level or in management.

Leaving Certificate Subjects: *English*

**Your Rank Order:** \_\_\_\_\_ **Do you feel this is accurate?** \_\_\_\_\_

### **Language Usage**

The ability to use language is important in any job in which communication, either written or verbal, is involved. Examples of areas in which good language skills are required are management, teaching, professional work (e.g. medicine, law, accountancy), work in the media (radio and television, journalism) and clerical / administrative work.

Leaving Certificate Subjects: *English, Irish and Foreign Languages.*

**Your Rank Order:** \_\_\_\_\_ **Do you feel this is accurate?** \_\_\_\_\_

## DATs Results Summary

TEST	RANK ORDER
Verbal Reasoning	
Numerical Reasoning	
Abstract Reasoning	
Perceptual Speed & Accuracy	
Mechanical Reasoning	
Spatial Reasoning	
Spelling	
Language Usage	

### Aptitude Strengths & Careers to Explore

No.	APTITUDE	POSSIBLE CAREER AREAS FOR EXPLORATION

# Fourth Year

## 2013/2014 - 4<sup>th</sup> Year Guidance Plan

Career Classes will take place in the classroom, library and computer room. Students will use their Career File , REACH+ workbook and a number of online files. Students will work individually and in groups as much as possible where appropriate.

WEEK	TOPIC	Resources	Content
1	Introduction to Year Career Websites- Qualifax, CP, FAS Subject Choice and Careers	Introduction Powerpoint	
2	Intro to CAO, NFQ, PLC and UCAS	PowerPoint Presentation, College Information cards	
3	Goal Setting & Motivation	ISK Worksheet	
4	Study Skills Introduction and Test	CareersPortal online test and worksheet	
5	Pressures on Young People Drug and Alcohol Awareness Learning to say No	PowerPointPresentation, and leaflets/ brochures	
6	Introduction to Career Categories  Career Sector Investigation	REACH+ workbook	
7	Career Sector Investigation 1	REACH+ workbook	
8	Career Investigation 1	REACH+ workbook	
	<b>MIDTERM</b>		

<b>WEEK</b>	<b>TOPIC</b>	<b>Resources</b>	<b>Content</b>
1	Careers Fair Preparation	REACH+ workbook	
2	Careers Fair Evaluation	REACH+ workbook	
3	Career Interest - Careers Portal	CareersPortal online test and worksheet	
4	Career Interest - Qualifax	Qualifax and worksheet	
5	Career Interest - Career Directions	FAS and worksheet	
6	Mindfulness and Looking After oneself	Presentation and leaflet	
	<b>CHRISTMAS</b>		
1	Career Investigation	REACH+ workbook	
2	Career Investigation	REACH+ workbook	
3	Career Investigation	REACH+ workbook	
4	Work Placement Prep Finding a Placement	REACH+ workbook	
5	Work Placement Prep Career Skills	REACH+ workbook	
6	Work Placement Prep Career Skills	REACH+ workbook	
	<b>MIDTERM</b>		

<b>WEEK</b>	<b>TOPIC</b>	<b>Resources</b>	<b>Content</b>
1	Work Placement Prep	CareersPortal worksheet	
2	Career Investigation	CareersPortal worksheet	
3	Work Experience	CareersPortal worksheet	
4	Work Experience	CareersPortal worksheet	
5	Drug and Alcohol Awareness		
	<b>EASTER</b>		
1	Presentations		
2	Presentations		
3	Job Hunt & CV	ISK CV Worksheet	
4	Letter Application & CV	ISK CV Worksheet	
5	Review of Year- Over Summer, HPAT	Presentation	
6	Fit and Well Week		
	<b>EXAMS</b>		

# **Fifth Year**

## 2013/2014 – 5<sup>th</sup> Year Guidance Plan

Career Classes will take place in the classroom, library and computer room. Students will use their Career File. This will combine online and book components. Students will work individually and in groups as much as possible where appropriate.

WEEK	TOPIC	Resources	Content
1	Introduction to Year- NFQ, Points '12  UCAS, Appointment Checklist		
2	Goal Setting & Motivation  Study Skills Review		
3	Introduction to Career Categories Career Directions Interest Test Open Days	Comp. room	
4	Open Day Courses  Career Investigation	Library  Career Choice book	
5	Courses  Career Investigation	Library  Career Choice book	
6	Courses  Career Investigation	Library  Career Choice book	
7	Values- Matching Career Choice Career Investigation Choice		
8	Friendship Awareness		
	<b>MIDTERM</b>		

<b>WEEK</b>	<b>TOPIC</b>	<b>Resources</b>	<b>Content</b>
1	Career Investigation	Career Choice book	
2	Course Search, Code, Years Course Investigation	CareersPortal worksheets	
3	Course Search Course Investigation	CareersPortal worksheets	
4	CAO (APPLICATION, HPAT) Application Forms	Presentation	
5	CAO (OFFER PROCESS, HEAR, DARE)	Presentation	
6	CAO Course Search & Apply  Course Investigation	Comp. Room	
7	Coping with Difficult times and Decision Making	Comp. Room	
	<b>CHRISTMAS</b>		
1	CAO Course Search & Apply  Course Investigation	Library	
2	CAO Course Search & Apply  Course Investigation	Library	
3	Exam Preparation	Presentation	
4	Exam Preparation	Presentation	
5	Relaxation and Stress Management	Presentation	
	<b>MIDTERM</b>		

WEEK	TOPIC	Resources	Content
1	PRE EXAMS STUDY		
2	CV and Interviews		
3	CV Type up		
4	CV Type up		
5	Drug and Alcohol Awareness		
	<b>EASTER</b>		
1	PLC Courses, Other Options		
2	PLC Search and Apply	CareersPortal worksheets	
3	Study		
4	Going to College (STUDY & SOCIAL)  CollegeHub.ie		
5	Going to College (COSTS & WORK)		
6	Review of Year –Exam Prep		
	Stress Management		
	College Life and Looking After Yourself		
	<b>EXAMS</b>		

# ISK MENTOR PROGRAMME

- ❖ The aim of the programme is that a group of four or five First Year students have a Fifth Year who is their mentor.
- ❖ The role of the mentor is to work in conjunction with the class prefect, and help with any issues or concerns that the First Year students may have.
- ❖ The mentor is also there to encourage the First Years, and to refer them to their tutor, year head or Guidance Counsellor if they are in need of extra support.

**The mentors meet with their groups at least once a month for a chat and check-in to see how they are getting on.**

## **Open Day Policy**

Fifth Year is a very important Exam year. Students must be selective about their choice of Open Days. In order to have a successful year, it is important to research courses carefully so that they can choose particular Open Days to attend. A school letter is sent home requesting the parents/guardians to sign and give their permission for their daughters' to attend the Careers event. The student returns the slip to the Guidance Counsellors with the parents/guardians' signature.

When the school officially attends an Open Day:

- Notice of the open day is given on the board in Staff Room to inform teachers of the names of the students who will be attending the event.
- All students wear full uniform.
- Attendance is taken prior to departure.
- Positive behaviour and cooperation on the day is required at all times.
- Any misbehaviour will be reported according to the rules of the school.
- When buses are involved, students must cooperate fully by arriving at the appointed meeting places on the times stated by the Guidance Counsellor.
- If using organised transport, it is important to have an extra Guidance Counsellor/teacher to stay with students in case there is an accident/illness involving one or a number of students. This enables one adult to stay with the students and another to attend the students who need assistance/support.
- Attendance lists are organised by the Guidance Counsellor attending the event and if there are people absent it is reported to Reception in ISK by mobile phone. Attendance lists are re-checked before returning to school if using organised transport for the venue.
- Students are encouraged to take the opportunity to attend talks and department tours. They can ask questions and take note of answers obtained.

If a student wants to attend a specific Open Day that the school is not officially attending, the student must present a letter the Deputy Principal, signed by their parent/guardian, giving permission, minimum of two days before the Open Day. This will ensure that the student will be marked present for that school day attending an information day with written permission.

# APPENDICES

## Student Appointments for Guidance Counsellors

- If a student needs to speak to a Guidance Counsellor and does not have an appointment slip, the student can go to the Guidance Counsellor's office during students' free time, **not during class times**.
- Students can request an appointment from their class teacher or Year Head who can inform the Guidance Counsellor and an appointment slip will be given to the student through the teacher or Year Head.

### ***Health and Safety:***

The appointment slip requires each teacher to sign the slip giving permission to the student to leave the class to attend the appointment

### ***Intermediate School Killorglin Guidance Counsellor - Appointment Slip***

Student \_\_\_\_\_ has an appointment with the Guidance Counsellor.

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Signed: \_\_\_\_\_ (*Guidance Counsellor*)

I give the student permission to attend: \_\_\_\_\_ (*Class Teacher*)

Could the class teacher please give this back to the student before the appointment.

Thank you