



Clonkeen College
School Guidance Plan

Principal: Mr. Edward Melly, Dep. Principal: Mr. Stephen Donovan

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1 Introduction

1.1. Background:

Clonkeen College was founded by the Christian Brothers in 1967. It caters for 575 pupils and has a staff of 40 teachers. The college is a non-fee-paying Boys' Secondary School with extensive modern facilities.

1.2 Aims:

Guidance 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 consequent on these choices. These choices may be categorised into three separate but interlinked areas: personal and social, educational and career.

1.3 Mission Statement

The school Guidance Plan supports the values of the school outlined in its Mission Statement:

“Our school is a voluntary Catholic secondary school, where each individual and group within the school community is encouraged and facilitated to contribute to the creation of a caring, supportive and inclusive educational environment, conducive to developing the diverse talents of all the participants.”

1.4 Resources

The following guidance plan draws heavily on existing good practice in the school. It recognises the enormous input of a large and dedicated number of teachers and support of management in providing adequate resources for the plan to be successfully implemented. The guidance plan is however constantly being revised over time.

Guidance is an integral part of the educational provision of the school. It is not something provided by one specialist within the school, but rather a collective effort by all staff in the school, working together to provide an integrated service to all pupils. This includes; the Board of Management, Senior management, Guidance Counsellors, Year Heads, Class Tutors, SEN Co-ordinator, L1 Co-ordinator, Subject Teachers, External Contracted Counsellor, Guest Speakers.

Clonkeen College shall use its available resources to:

- Ensure that students have access to appropriate guidance to assist them in their education and career choices.
- Promote the moral, spiritual, social, and personal development of students...in consultation with their parents, having regard to the Christian ethos of the school.

Schools are required in accordance with the Education Act (1998) to 'ensure that students have access to appropriate guidance' (Section 9c)1, with the consequence that guidance is an integral part of a school's curricular activities

Counselling should be available, when necessary, on an individual and/or group basis, to assist students in their personal and social, educational and career development.

The school's guidance plan should take cognisance of the available support services and include provision for an appropriate range of interventions, information formats and delivery methodologies to meet the special needs of these students. This should include provision for liaison between the school and the Special Education Support Service, FÁS and other relevant agencies in relation to planning for the long-term educational and training needs of such students. NEPS also has a role to play in the identification and support of students with special needs, in accordance with the procedures outlined in the NEPS Model of Service2.

1.5 Guidance Planning Team.

The Guidance Planning Team was added as a timetabled 40 minutes in September 2021. The members of this team include representatives from different subject areas.

The aim of the Guidance planning team to review current Guidance practices, collaborate with the whole school community and to plan for upcoming activities and meetings with class groups.

The Guidance Counsellors at Clonkeen College are:

Mr. Damian O'Hora, and Ms. Lisa O'Rourke.

In an effort to encourage our students to reach out and ask for help if they have any concerns about their own wellbeing or that of a fellow student, we have put in place a variety of methods of communication to make it as easy as possible for our whole school community to talk to us. We can be contacted during school hours through all of the following:

- Students can ask a Teacher/Year Head to refer them to Guidance Counsellor.
- Students may come directly to Guidance Department Offices and request an appointment
- Parents may ring the school and request an appointment for their son.
- If a teacher or tutor feels would like to refer a student to the GC, they can liaise with the year head of that student. The year head will then fill out a blue referral form (See Appendix B), which will be passed onto the GC.

1.6 Supervision

G.C. attends these supervisions 5 times a year at Blackrock Education Centre on Tuesday afternoons.

1.7 College Awareness Week

College Awareness Week (CAW) is about celebrating the benefits of going to college, to support students to become 'college ready' and to showcase local role models (collegeaware.ie). CAW was celebrated for the first time on November 24th 2020 and will be marked annually by activities organised teachers and students.

Actions implemented:

- The college crests and course titles completed by teachers were posted on the teachers' classroom doors. An announcement by the principal encouraged students to discuss any of the colleges or courses with the relevant teachers.
- 1st Year English classes had an Essay competition where they had to write about a career of their choice.
- 1st Year Art students designed the crests of the colleges a family member attended.
- 2nd Year SPHE classes completed a lesson based on their interests and potential future careers.
- 2nd Year Career classes learned about the different qualification's celebrities had completed through Kahoot.
- TY Young Social innovators researched the different career paths that can result from studying Biology. They made posters and these are posted outside the Biology lab. Future careers paths of Physics were also posted outside the Physics lab.

2. Current Whole School Guidance Provision.

2.1 Categories

Guidance is defined in three categories as follows with some examples of what is covered in each:

1. Personal and Social Guidance:
 - Activities such as class/group work
 - Interpersonal skills
 - Decision making
 - Self-awareness and the ability to plan
 - Mental health
2. Educational Guidance:
 - Incl. decisions on subject choice
 - Levels (Higher, Ordinary, Foundation)
 - Motivation
 - Study skills/examinational techniques
3. Career Guidance:
 - Counselling*
 - Career searches
 - Work experiences
 - Choices of courses in College/Training institutions
 - Apprenticeships/Fáilte Ireland/ Teagasc/ PLC's
 - CAO/UCAS

* The following list will give an indication of issues covered in counselling:

1. Personal issues (e.g. anxieties, fears, self-esteem issues, illness, bereavement).
2. Family issues (e.g. separation, divorce, violence, arguments).

3. Peer group issues (e.g. slagging, bullying, fighting, relationship problems).
4. Educational issues (e.g. motivation, behavioural problems, discipline, schoolwork, exam pressure, student/teacher relationship, truancy).
5. Behavioural issues (e.g. eating, sleeping, obsessions, aggression, running away, stealing, self-harm, drug/alcohol abuse, crime, abuse).
6. Vocational issues (e.g. career/work choices, work experience).
7. Social issues (e.g. abuse, accommodation, unemployment, substance/alcohol/drug abuse).

2.2 Monitoring and Reviewing.

The school guidance plan will be monitoring on an annual basis by the Guidance counsellor and Guidance Planning Team. The plan will be reviewed every three years by the Board of management for forward planning and to ensure the plan remains relevant. A copy of the Guidance plan is also shared with the Parents Association (PA) for their feedback.

Surveys have been created through Microsoft Forms for students of each year group in order to review and reflect on the curriculum for careers class. These were created by consultation with the careers team, vice -principal and the use of the NCGE Whole school Guidance Student questionnaires. Guidance review surveys were given to students in April 2022 and can be seen in appendix A of this document. Results are stored in the Guidance Team on Microsoft Teams.

2.3 Confidentiality

A professional relationship involving confidentiality is at the core of the Counselling Service in School. The 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 for students must be respected unless there is clear and immediate danger to the student or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- when a student poses a danger to themselves or others;
- when a student discloses an intention to commit a crime;
- when the counsellor suspects abuse or neglect;
- when a court orders a counsellor to make records available;
- in the case of abuse (Child Protection Guidelines definition applies here)

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting. Written and Oral reports will contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy.

Primarily the principal, (Designated Liaison Person) and/or Parents are informed if the student is posing a danger to him/ herself and / or to others.

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

The Child Protection Guidelines for Post Primary schools state in 4. 1. 1. And 4. 2. 1.: 4. 1. 1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person (Mr Edward Melly) in that school. A written record of the report should be made and placed in a secure location by the Principal. The need for confidentiality should be borne in mind at all times. The supports of the school should continue to be made available to the child. If the Principal is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.

2.4 Ethical considerations and Accountability

The Guidance Counsellors are aware of their responsibility to the student, to the school, to their own profession, to themselves and to the implementation of this policy. The Guidance Counsellor will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The Guidance Counsellors also abide by the Institute of Guidance Counsellor’s Code of Ethics. All School personnel abide by the ‘Child Protection Guidelines for Post Primary Schools’ and ‘Children First, National Guidance for the Protection and Welfare of Children’.

2.5 Reporting and Referral Procedures

Reporting - In both personal counselling and in Careers Guidance Interviews the confidentiality rule is followed i.e. school management and 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. In certain instances the advice and direction of the duty care social worker is sought and reported if necessary as per the School Safeguarding Statement. Such referrals are reported by the Principal at all Board of Management meetings.

Referral - 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 appropriate School personnel 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 subject teachers may refer students to the Guidance Counsellor through the referral form from the relevant year head (See appendix B).

2.6 Record-Keeping Procedures

Record keeping is an integral part of the administration of the Guidance and Counselling Service in Clonkeen College.

The principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations. Records of all personal counselling and careers/vocational guidance interviews are recorded in the NCGE personal counselling one-to-one record form and the educational/Careers Guidance Counselling One-to-one counselling form. These two documents can be seen in appendix C and they are also stored on the 'record keeping forms' folder on MS Teams.

2.7 Other Agencies

The School may enlist the help, support, advice and assistance of the following agencies and organisations as appropriate:

• NEPS Psychological Services • Social Workers • Doctors • Employers • SENO • Túsla • Colleges/Admission Officers and Access Officers • Solas • Defence Forces • Gardaí • Department of Education (RACE) • State Examinations Commission (SEC) • CAO, PLC, "HEAR" "DARE" ETB and UCAS • CAMS Child and Adolescent Mental Health Services.

3 The Model of Provision

3.1 Continuum of support model.

A continuum of support model has been applied to our school guidance programme. It aims to meet the needs of students along a continuum, from a whole school approach to group and individualised approaches. From the NCGE: A Whole School Guidance Framework (2017) we see the model summarised below.

Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TYP, LCA and LCVP). The NEPS publication '*A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*' (2010) outlines whole school approaches that can be employed in relation to '*Support for All*'.

Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the student support team, SPHE teacher, year heads, class tutors and the school Chaplain. The NEPS publication *‘A Continuum of Support for Post-Primary Schools: Guidelines for Teachers’* (2010) outlines a *Solution Oriented Framework* that can be employed in relation to *‘School Support (for some)’*.

Guidance For A Few – Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student. The NEPS publication *‘A Continuum of Support for Post-Primary Schools: Guidelines for Teachers’* (2010) outlines supports which can be provided to students with more complex or enduring needs under *‘School Support Plus (for a Few)’*.

Figure 1 shows a guide used by the school to identify programmes and staff that may be included in the whole school guidance planning.



4. Whole School Guidance at Clonkeen College.

Guidance for all:

1st and 2nd year: One 40-minute career class per week.

3rd year: Informal class visits by GC. Study Skills seminar takes place after school at the beginning of the year.

Transition Year: One 40-minute class each week for each class all year.

5th Year: Two 40-minute career classes timetabled per week, classes rotate with Religion and RSE every 11 weeks.

6th Year: Two 40 minute career classes timetabled per week. The classes rotate every week for the first 4 weeks so that all students are informed of the various deadlines and upcoming

events for the year (including LCVP class). Then Religion, RSE and Careers rotate every 10 weeks after.

Guidance for some.

6th years applying for Eunicas/UCAS/Scholarships/HEAR/DARE have one-to-one meetings with the GC to aid in their application.

6th years receive one-to-one meetings with the Career Team teachers regarding their plans for after secondary school.

Students requiring reasonable accommodations in exams are met with the GC one-to-one.

Guidance for few.

Students with additional educational needs are assisted by the L1 co-ordinator, learning support co-ordinator, GC, SNAs and subject teachers.

Students with additional educational needs who are nearly 18 or are 18 years old are informed of 'New Directions', the HSE's approach to supporting adults with disabilities who use day services in Ireland. New Directions sets out twelve supports that should be available to people with disabilities using 'day services'. It proposes that 'day services' should take the form of individualised outcome-focussed supports to allow adults using those services to live a life of their choosing in accordance with their own wishes, needs and aspirations. There is a structure set up within the nine HSE Community Healthcare Organisations (CHO) nationally to implement New Directions. The learning support co-ordinator helps students, and their families navigate this option.

Students who have newly arrived to Ireland and students referred for counselling one-to-one are identified and meet with the GC/learning support co-ordinator who collaborate with management and teachers to find the best way support them.

Guidance aims overview

Junior Cycle

**Life skills that enhance career opportunities.
Develop self-awareness**

Senior Cycle

**Apply skills learned at JC to take
responsibility for their future.**

1st Year

**Personal
Awareness and
Values**

2nd Year

**Self -
management**

3rd Year

**Goal Setting
and Focus**

Transition Year

**Explore
personal
attributes**

5th Year

**Building
positive habits**

6th Year

**Clarity on Post
LC plans**

5. Junior Cycle Programme.

5.1 Junior Cycle Aims

Careers at Junior Cycle aims to provide students with important Life Skills that will enhance their career opportunities into the future. They develop an awareness of the role personal responsibility, decision making, respectful communication and collaboration play in academic and career progression.

5.2 1st Year

Aims

Students should develop awareness of personal identity and values. They also develop an awareness of their responsibilities to themselves and to those around them. They should build an appreciation of how to manage information and think critically about the choices they make. The centrality of respect to meaningful personal and working relationships is also emphasised and students aim to build an appreciation of how effective listening and collaboration can be mutually beneficial. Students also develop an awareness of positive mental health and the factors involved in protecting their mental health and ways of handling diversity.

Before starting school, psychological reports on first years are handed in to Guidance Counsellor. The following initiatives occur so the school is in the best position to support incoming students.

- Meeting with first years prior to entrance tests.
- Assessment of first years prior to entry.
- Meeting with Primary school teachers.
- Parent's information meeting.
- Students pick one of four options of subjects (Art/music/Home.ec/DCG).

Meeting with first years prior to entrance tests.

Visits are made to the main Primary feeder school prior to the entrance tests. This is to explain to the students what is involved in the testing process and to allay any fears regarding the tests. Primary school teachers are consulted with to discuss appropriate placement of students in classes. We also discuss any individual special needs which students may have. Sensitive information is relayed to staff on a need to know basis.

Assessment of first years prior to entry.

The tests used for first years are the NVRT of general ability, Maths Competency Test, the Group Reading Test and the Single Word Spelling Test. The purpose of the tests is:

1. To get information about the general ability of the pupils.

2. To identify students who may need extra assistance with numeracy and literacy.
3. To be used as one of the criteria for deciding in which class to place a student.

Meeting with parents and incoming students.

A meeting is held for all parents and incoming first years. This meeting is attended by the Principal, Deputy Principal, the Guidance Counsellor, the Year Head, the Head of the parent's association and some present students. At this meeting parents and students are informed:

1. How the classes were formed.
2. Organisation of first year.
3. Arrangements for September.
4. Uniform.
5. School Rules.
6. Text Books.

Mandatory requirements:

- Election of class representatives who liaise with the student's council.
- One class per week in CSPE
- One class per week in SPHE/RSE
- Five 8 minute classes per week on SPHE.
- Three classes per week in Religious Education
- One 40 minute class of Careers per week.

5.3 PROGRAMME FOR FIRST YEARS.

Topic:	Learning outcome:	Resource:	Date:
Making the transition to 1 st year.	<p>Students will:</p> <ul style="list-style-type: none"> -Get to know the names of all the students in the class. -Get to know where their classrooms are, who their teachers are. - make a class contract. - understand the rules of the school. -understand their timetable. -understand the discipline system. -Learn who the guidance counsellors (GC) /SNAs are and know where to go for help. - Learn how they can access one -to -one meetings with GC. - Know what to do if they forget homework/book. - Get to know the students in the class. - Be introduced to career vocabulary such as the CAO, national framework of qualifications and keep a word bank in their copies. -Discuss careers and jobs they are aware of and how those people achieved those positions. -Students are encouraged to think about their interests in jobs and careers by filling out a mentimeter 	<p>‘Getting to know you’ worksheet ‘Contract’ worksheet. Homework journal, ‘Transition to post primary school’ worksheets. ‘You have ten minutes to find people’ worksheet. ‘Me’ worksheet. ‘Learn to listen’ worksheet</p> <p>CAO.ie Careersportal.ie Qualifax.ie</p> <p>https://www.mentimeter.com/</p> <p>All found in ‘1st Year resources’ in MS Teams</p> <p>https://www.ncge.ie/resource/GRL/Junior-Cycle/EN</p>	Sep/ Oct/ Nov

	<p>questionnaire in class. These results are then saved by the teacher and can be revisited the following year to see how their interests may have changed.</p> <ul style="list-style-type: none"> - Build a sense of personal identity. - Learning to listen. -Learn to listen to others. 		
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Key skills in focus:

Managing myself, personal responsibility, personal identity, communication by listening to others, working with others, managing information and thinking.

Assessment:

Student maintains a portfolio and copy of their learning. Students are encouraged to think about their interests in jobs and careers by filling out a mentimeter questionnaire in class. These results are then saved by the teacher and can be revisited the following year to see how their interests may have changed.

Self-management	<p>Students will:</p> <ul style="list-style-type: none"> -Learn to listen to others. - identify where they have been given responsibility. - Recognise College Awareness Week (CAW) by discussing careers that can come from different subjects, discussing the college logos on teacher's doors, working on the dream job 	<p>Worksheet and 'responsibility' worksheet in MSTeams.</p> <p>'College Awareness Week (CAW)' folder on MSTeams. Pages 3,4 and 5 of 'caw-teachers-pack-pdf'</p> <p>'Health and Wellbeing SPHE 1' textbook. Strand 1 unit 2.</p> <p>'Studyskills1'</p> <p>https://www.ncge.ie/resource/GRL/Junior-Cycle/EN</p>	Dec/Jan
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	<p>worksheet and word search.</p> <p>Taking part in the CAW kahoot.</p> <ul style="list-style-type: none"> - Learn how to manage their time. - Discover new ways to study effectively. - Appreciate the importance of having balance in your life. (Jan, 2021) - Recognise the importance of checking in on their physical, Mental, social and spiritual health. (Jan, 2021) - Understand the importance of keeping yourself safe at home, on the road, out and about and online. (Jan, 2021). 		
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Key skills in focus:

Communication by listening to others, working with others, managing information, and thinking, being creative.

Assessment:

Portfolio, Filling in SPHE workbook, Kahoot on CAW, Poster on 'Let's keep safe on the internet'.

Anti-bullying	<p>Student will:</p> <ul style="list-style-type: none"> - Be able to describe what bullying means. - Talk about different types of bullying. - Know about the role of bystanders in bullying. 	<p>Classroomguidance.ie</p> <ul style="list-style-type: none"> -> log in and go to 'Essential Wellbeing 1' -> Bullying part 1 -> Bullying part 2 -> Bullying part 3 	Feb/March
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	<ul style="list-style-type: none"> - Identify how to deal with incidents of bullying. - Examine the school's policies on bullying and internet safety and be aware of what they mean for their behaviour and safety. 	'Health and Wellbeing SPHE 1' textbook. Strand 2 Unit 4. 'Bullying' folder in MSTEams. WWTBAM.	
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Key skills in focus:

Respect, personal responsibility, working with others.

Assessment:

Filling in SPHE workbook, Think-pair-share on how bullying affects people.

My mental Health	Students will: <ul style="list-style-type: none"> - Understand what it means to have positive mental Health. - Use coping strategies for managing life's challenges. - have personal strategies for maintaining your emotional and mental wellbeing. - Practise some relaxation techniques. 	'Health and Wellbeing SPHE 1' textbook. Strand 4 Unit 2. 'Guided meditation – self-esteem.' and 'Guided meditation' in MSTEams.	April/ May
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Key skills in focus:

Staying well, managing myself

Assessment:

Filling in SPHE workbook, Group presentation on how to look after your mental health.

5.4 2nd Year

Aims:

Students develop self-management skills, that include examining the role personal choice, motivation and goalsetting play in personal progression. Students also build an awareness of the challenges and benefits of the online world. They further develop skills in the area of respectful communication and how to be assertive and understand constructive criticism. Students also further develop an awareness of positive mental health and the factors involved in protecting their mental health and ways of handling diversity.

One 40 minute class per week.

These classes are designed to introduce the students to the world of careers and to answer any questions or queries they may have regarding subject choice or career choice.

Career guidance to individual students.

As a follow on from the class visits, the Guidance Counsellor will see any student on an individual basis who needs extra information on career choices.

Counselling to individual students.

The Guidance Counsellor will see any student on an individual basis who needs extra support to deal with difficulties or problems which may present in her life. The student will also be supported in dealing with difficult situations which may present in a classroom situation.

Mandatory requirements:

- One class per week in CSPE.
- One class per week in SPHE/RSE.
- One class per week in Careers
- Two classes per week in Religious Education.

Offered:

- After school study

5.5 PROGRAMME FOR SECOND YEARS.

<u>Topic</u>	<u>Learning Outcomes</u>	<u>Resource</u>	<u>Date</u>
Moving into 2 nd year/Welcome back.	<p>Students will:</p> <p>Get to know where their classrooms are, who their teachers are.</p> <p>Review the rules of the school.</p> <p>Understand their timetable.</p> <p>Be reminded of the discipline system.</p> <p>Go back over who the guidance counsellors (GC) /SNAs are and know where to go for help.</p> <p>Go back over how they can access one -to -one meetings with GC.</p>	<p>School journal</p> <p>Student's timetables.</p> <p>Whiteboard.</p>	Aug/Sep
Careers interests	Review career vocabulary such as the CAO, national framework of qualifications and keep a	<p>CAO.ie</p> <p>Qualifax.ie</p> <p>Metimeter.com</p>	Sep

	<p>review their word bank from 1st year</p> <p>Discuss careers and jobs they are aware of and how those people achieved those positions.</p> <p>-Students will complete another mentimeter questionnaire in class. These results will then be compared to their answers from 1st year to see how their interests may have changed.</p>		
Self-management	<p>Learn how to create goals</p> <p>Motivation vs choice</p> <p>Decision making styles</p> <p>Learning styles/methods of study</p> <p>Short class presentations</p>	<p>Health/Well-being 2 (pg. 10-12)</p> <p>Health/Well-being 2 (pg. 15-18)</p> <p>Health/Well-being (pg. 20-23)</p> <p>Health/Well-being 2 (pg. 25-28)</p> <p>Classroomguidance.ie</p> <p>https://www.ncge.ie/resource/GRL/Junior-Cycle/EN</p>	Oct/Nov

Respectful Communication	<p>Help students to be assertive</p> <p>Help to read the situation</p> <p>What is constructive criticism</p> <p>Role-play demonstration</p>	<p>Health/Well-being (pg. 95-110)</p> <p>Classroomguidance.ie</p>	Dec/Jan
My Mental Health	<p>What Mental Health means to the students</p> <p>How to reframe what we see</p> <p>What do we really see, the full picture</p> <p>Being positive.</p> <p>Aids to poor mental health and actions to take</p>	<p>Health/Well-being (pg. 166-180)</p> <p>Classroomguidance.ie</p>	Feb/Mar
Dealing with Tough Times	<p>How to cope with tough times</p> <p>Group discussions and brainstorming</p>	<p>Health/well-being (pg. 180-184)</p> <p>Classroomguidance.ie</p>	April/May

5.6 3rd Year

Aims:

Students employ skills of self-management and goalsetting to help them cope with the academic demands of an exam year. They also employ and develop strategies for maintaining their mental health and are reminded of the support systems the school has in place for them.

5.7 PROGRAMME FOR THIRD YEARS.

Informal class visits from Guidance Counsellor.

These classes include the topics of:

- Subjects offered at Leaving Certificate level inclu. LCVP.
- Common points scale at Leaving Certificate.
- Good reasons for choosing a particular subject.
- Essential subjects for particular careers.
- Answers to frequently asked questions relating to each subject.
- Study skills and examination techniques.
- Knowledge of the potential benefits of TYP.

The Guidance Counsellor provides careers advice and support on a continuing basis to Third year students. This occurs both on an individual basis (by request) and to class groups. Emphasis is placed on the student keeping their options as open as possible at this stage, in order to maximise career possibilities in the future.

Organisation of students into classes

The Guidance Counsellor is responsible with the year head and tutors for organising student into core classes for transition year. This is done so that the classes are equally mixed ability and academic wise.

Private counselling.

Counselling is provided on an individual basis to students who may have difficulty in school or at home. Feedback forms will be given to Year heads on referred students to be kept on their files.

Mandatory requirements:

- One class per week in CSPE.
- One class per week in SPHE/RSE.
- Three classes per week in Religious Education.

Offered:

- Study skills seminar and examination techniques.
- After school study.

6. Senior Cycle Programme

Careers at Senior Cycle is an extension on what has been learned at Junior Cycle. Students now begin to apply the skills acquired at Junior Cycle to take responsibility for their study, their progression beyond 2nd Level and for managing the demands of Senior Cycle.

6.1 Transition Year

Aims

Students are encouraged to further explore personal attributes, interests and abilities and relate these to areas of work and career progression. To develop an awareness of Third Level courses and career information and relate subject choices in Senior Cycle. Students also look to gain work experience and experience of mock-interviews, preparing CVs, writing letters of application etc

6.2 PROGRAMME FOR TRANSITION YEAR.

COMPONENTS:

- One class period of careers per week.
- Individual Guidance.
- Individual Counselling.
- Interest test.
- Subject choices.
- Mock-interviews and CV writing.

Careers class:

- Learn about using various methods of acquiring information about jobs, courses and using resources such as careersportal.ie, Qualifax.ie, CAO.ie.
- Make choices about appropriate subjects for Leaving Certificate based on knowledge gained about careers, courses, jobs, and personal interest.
- Complete and interpret interest inventories.
- Interpret personality tests and the Differential Aptitude test (DATS)
- Work Experience report.
- Career investigation

Resources: TY folder on MS Teams, Careersportal.ie, Qualifax.ie, CAO.ie, classroomguidance.ie.

Individual guidance.

As a follow on from the class period, students have the opportunity to request individual guidance to help them with careers choice.

Individual counselling.

Students are offered individual counselling to help them cope with any issues they may be having inside or outside of school.

Subject choice.

Students are given detailed information on subject choice for Senior Cycle. This information is often followed up with individual appointments if requested. Parents or guardians are encouraged to contact the Guidance Counsellor if they have any queries regarding subject choice.

Learning outcomes.

- Life skills.
- Effective communication.
- How to job hunt/look for employment.
- How to create a CV, cover letter and apply for jobs.
- Interview Skills.
- Knowledge surrounding 3rd level education.

6.3 5th Year

We aim to support students in the transition from TY to Leaving Certificate and building positive habits that will support them in their progression. Students will continue to review subject choices with a view to matching subject choices to 3rd level or career progression. Students are encouraged to continue exploring career areas of interest and to consider the

various pathways to courses and careers. Students are provided with information on entry requirements for 3rd Level.

6.4 PROGRAMME FOR FIFTH YEAR.

COMPONENTS:

- Two 40-minute classes per week on a modular basis.
- Individual counselling on request.
- Individual guidance on request.
- Reviewing subject choices.
- To encourage students to further research careers areas of interest by using resources like careersportal.ie, Qualifax.ie etc.
- Career open days are encouraged and arranged.
- Students are supporting in building good habits based on the book 'Atomic Habits' by James Clear.
- Students are provided with information on entry requirements for third level education, universities, Institutes of Technology, PLCs, apprenticeships etc.

Resources:

5th year folder in MS Teams, 'Atomic habits' by James Clear (available in school library), 'Workbook for Atomic habits' by James Clear, classroomguidance.ie, websites such as careersportal.ie, Qualifax.ie, CAO.ie, SOLAS.ie etc.

Individual guidance.

As a follow on from the class period, students have the opportunity to request individual guidance to help them with preparation for college and career choices.

Individual counselling.

Students are offered individual counselling to help them cope with any difficulties they may be having inside or outside of school.

Mandatory requirements.

- Three class per week in Religious Education.

Offered:

- Individual consultations with Guidance Counsellor (on request).

- After school study.

6.5 6th Year

Aims:

Students begin to clarify where they would like to progress to post-Leaving Certificate. They actively engage with decision-making as regards their futures. They become familiar with the various deadlines for course applications and grant applications, HEAR and DARE applications etc They continue to employ decision-making and planning skills to support their academic progression. They also continue to employ the skills they have developed around maintaining positive mental health and forming positive habits as they navigate the transition from 2nd Level.

6.6 PROGRAMME FOR SIXTH YEAR.

COMPONENTS:

- Two 40-minutes classes per week on a modular basis.
- Preparation for Third level.
- UCAS/EUNICAS applications.
- SUSI Grants for Third level.
- HEAR and DARE information.
- PLC courses and links
- CAO applications.
- Apprenticeship and Solas courses.
- Open days including higher options.
- Coping with the transition to college.

PROGRAMME:

Topic	Resource
-------	----------

Introduction	<p>‘A Guide to the Leaving certificate’ and ‘Career Guidance interview form’ PowerPoint in MS Teams.</p> <p>‘NFQ’ PowerPoint, video, Kahoot on classroomguidance.ie</p> <p>Informal chat with students on their intentions for next year.</p>
Study and planning the year ahead.	6 th Year Study planning the year ahead. (Hard Copy)
Introduce careersportal.ie and Qualifax.ie	<p>Teacher demonstrates how to navigate Qualifax and Careersportal.ie on the board.</p> <p>Students complete Careers Interest Inventory on Careersportal.ie and analyse.</p> <p>Students research and compare courses on Qualifax.</p>
UCAS/Eunicas/US applications	<p>‘UCAS Slides’ MSTEams</p> <p>‘Studying abroad’ Presentation, videos, Kahoot, quiz on classroomguidance.ie</p>
SUSI Grant	Log into classroomguidance.ie, Powerpoint, worksheet and videos on SUSI grant.
CAO Application	<p>‘CAO worksheet’ MsTeams</p> <p>Classroomguidance.ie presentation and worksheets</p>

Topic	Resource
HEAR DARE Application	HEAR DARE folder in MS Teams. Classroomguidance.ie login for HEAR DARE presentation and videos.
Post-Leaving Cert options (PLC)	Classroomguidance.ie presentation. College websites.
Exam Technique	Classroomguidance.ie worksheet and presentation, Kahoot.

Not going to College	Classroomguidance.ie worksheet and presentation, Kahoot.
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Topic	Resource
Transition to college	Classroomguidance.ie worksheet and presentation, Kahoot.
Student accommodation	Classroomguidance.ie worksheet and presentation, Kahoot.
Scholarships/bursaries	Classroomguidance.ie worksheet and presentation, Kahoot.
Checklist before you leave	Classroomguidance.ie worksheet and presentation, Kahoot.

Preparation for Third level.

At the beginning of the year, all students are taken through the CAO application process in detail. They are informed of important dates, common errors etc. They are encouraged to apply online and an online facility is provided in the school in the weeks prior to the application deadline.

UCAS applications.

Students are informed of Third level opportunities in Britain, Northern Ireland and Scotland. This leads to the discussion on the advantages and disadvantages of studying outside Ireland. Students who wish to apply to UCAS are given assistance with the personal statement and the online application procedure.

Grants for Third level.

Students are given information on sources of funding for Third level. SUSI

HEAR and DARE Applications

Students are given information on the HEAR and DARE schemes.

PLC courses and links.

This involves discussion on the many courses offered in various colleges and the links to I. Ts and Universities in Ireland and abroad.

CAO applications.

Students are assisted with every aspect of the CAO application procedure.

Open days.

Students attend a number of open days and career events as Higher Options, UCD/DCU/IADT/DIT/TCD/PLCs open days and any other relevant open days which may be of interest.

Coping with the transition to college.

Sixth years undertake discussions on the changes between school and college, and deals with any anxieties or concerns they may have around this area.

Mandatory requirements.

- Two forty minute classes per week.

Learning outcomes.

- Careers interest inventory.
- Careers information on colleges/courses/CAO/Open days.
- How to apply to education abroad (UCAS).
- How to apply to colleges outside the CAO (Solas).
- How to accurately fill in the CAO form.

Offered:

- Individual consultations with Guidance Counsellor (on request).
- Meeting with a designated careers team teacher regarding progress in October.
- After school study.
- Study skills seminar.
- Guest speakers.

7. Recommendations

Guidance team 2022/23 focus:

Transitions for students throughout 6 years in school and what supports the school provides for all, some and few students.

8. Appendices

8.1 Appendix A

1st Year Review of Guidance Survey. Filled out online through Microsoft Forms by Students.

1. I know who the two Guidance counsellors in the school are.

- ☐ Agree
- ☐ Disagree
- ☐ I know who one of the Guidance Counsellors are.

2. I know what the role of the Guidance Counsellors is in the school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

3. I know where the Guidance Counsellor's office is.

- ☐ Agree
- ☐ Disagree

4. I know what to do if I feel I need to meet with the Guidance Counsellor.

- ☐ Agree
- ☐ Disagree

5. I would feel comfortable approaching the Guidance Counsellor if I needed to speak with them.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

6. We cover the topics of jobs and college in Careers class.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

7. We cover the topic of 'subject choices' in Careers class.


- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

8. I am satisfied with the amount of time allocated for careers every week.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

9. I felt supported by Clonkeen College when transitioning from primary to secondary school.


- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

10. Careers class has helped me prepare for exams. 

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

11. Careers class has helped me learn about my responsibilities.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

12. Careers class has helped me learn about Safety at home, on the road and Online. 

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

13. Please include any comments you would like to make regarding careers class in 1st year.

Enter your answer

2nd Year Review of Guidance Survey. Filled out online through Microsoft Forms by Students.
Q1-7 same as 1st year survey.

8. Careers class has helped me prepare for exams.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

9. Careers class has helped me learn about how to manage myself by creating goals and motivating myself.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

10. Careers class has helped me learn about respectful communication.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

11. Careers class has helped me to learn about constructive criticism.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

12. Please include any comments you would like to make regarding careers class in 2nd year.

Enter your answer

Transition year review of Guidance classes survey.

1. I know who the two Guidance counsellors in the school are.

- ☐ Agree
- ☐ Disagree
- ☐ I know who one of the Guidance Counsellors are.

2. I know what the role of the Guidance Counsellor is in the school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

3. I know where the Guidance Counsellor's office is.

- ☐ Agree
- ☐ Disagree

4. I know what to do if I feel I need to meet with the Guidance Counsellor.

- ☐ Agree
- ☐ Disagree

5. I would feel comfortable approaching the Guidance Counsellor if I needed to speak with them.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

6. We cover the requirements for jobs and colleges in Careers class.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

7. I am clear about the topic of 'subject choices' in Careers class.

- ☐ Agree
 - ☐ Somewhat agree
 - ☐ Not sure
 - ☐ Somewhat disagree
-

- ☐ Disagree

8. I am satisfied with the amount of time allocated for careers every week.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

9. I am aware of the different websites where I can access information about careers and courses.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

10. Careers class has helped me to relate Leaving certificate subjects to courses and careers.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

11. I know how to create and structure a CV for jobs or courses.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

12. I have learned interview skills in careers class.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

13. Please include any comments you would like to make regarding careers class in TY.

5th year review of Guidance classes survey.

1. I know who the two Guidance Counsellors in the school are.

- ☐ Agree
- ☐ Disagree
- ☐ I know who one of the Guidance Counsellors are.

2. I know what the role of the Guidance Counsellor is in the school.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

3. I know where the Guidance Counsellor's office is.

- ☐ Agree
- ☐ Disagree

4. I know what to do if I feel I need to meet with the Guidance Counsellor.

- ☐ Agree
- ☐ Disagree

5. I would feel comfortable approaching the Guidance Counsellor if I needed to speak with them.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

6. We cover the requirements for jobs and colleges in Careers class.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

7. I am satisfied with the amount of time allocated for careers every week.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

8. I am aware of the different websites where I can access information about careers and courses.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

9. Careers class has helped me to relate Leaving Certificate subjects to courses and careers.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

10. Careers class has helped support me in my transition to Senior Cycle.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

11. I am aware of PLC (Post-Leaving Certificate) courses and colleges of further education.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

12. I am aware that apprenticeship training can be completed through SOLAS

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

13. I have knowledge of the CAO process.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

14. I am aware of the HEAR and DARE scheme

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

15. Please include any comments you would like to make regarding careers class in 5th year.

6th year review of Guidance classes survey.

1. I know who the two Guidance Counsellors in the school are. *

- ☐ Agree
- ☐ Disagree
- ☐ I know who one of the Guidance Counsellors are.

2. I know what the role of the Guidance Counsellor is in the school. *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

3. I know where the Guidance Counsellor's office is. *

- ☐ Agree
- ☐ Disagree

4. I know what to do if I feel I need to meet with the Guidance Counsellor. *

- ☐ Agree
- ☐ Disagree

5. I would feel comfortable approaching the Guidance Counsellor if I needed to speak with them. *

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

6. We cover the requirements for jobs and colleges in Careers class.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

7. I am aware of the UCAS and EUNICAS application service for applications for universities in the UK and the rest of Europe.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

8. I am satisfied with the amount of time allocated for careers during the year.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

9. I am aware of the different websites where I can access information about careers and courses.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

10. Careers class has helped me to relate Leaving certificate subjects to courses and careers.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

11. How useful did you find one-to-one meetings with teachers regarding your plans for after school?

- ☐ Extremely useful
- ☐ Somewhat useful
- ☐ Neutral
- ☐ Somewhat not useful
- ☐ Extremely not useful

12. If you attended the Study skills seminar, how useful did you find it?

- ☐ Extremely useful
- ☐ Somewhat useful
- ☐ Neutral
- ☐ Somewhat not useful
- ☐ Extremely not useful

13. I am aware of PLC (Post-Leaving Certificate) courses and colleges of further education.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

14. I am aware that apprenticeship training can be completed through SOLAS

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

15. I understand the CAO process.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

16. I understand who is eligible for the HEAR and DARE schemes.

- ☐ Agree
- ☐ Somewhat agree
- ☐ Not sure
- ☐ Somewhat disagree
- ☐ Disagree

17. Please include any comments you would like to make regarding careers class in 6th year.

8.2 Appendix B

Clonkeen College	
Guidance Counselling Referral Form	
Date: _____	Student name & class: _____
Reasons for referral:	
Academic: ____ Behavioural: ____ Personal: ____ Other: _____	

Urgency – how urgent do you consider this case to be?	
Low: ____	Medium: ____ High: ____
Has the issue been discussed with the parents/guardians of the student?	
Yes: ____	No: ____


Has the student been referred to an outside agency before?	
Yes: ____	No: ____

Special requirements of student e.g. physical, medical, educational (if known):	

Actions taken:	

Signature of referrer:	

8.3 Appendix C

		Personal guidance counselling one-to-one record		Session Number: <input type="text"/>	
School Name:		Student's Name / Identifier:			
<input type="text"/>		<input type="text"/>			
Guidance Counsellor Name:		Time		<input type="text"/>	
<input type="text"/>		Date		<input type="text"/>	
<small>This record template has been designed and provided by the National Centre for Guidance in Education (NCGE) for direct use by individual school Guidance Counsellors with students. Information provided on this form is NOT recorded, transferred to or held by NCGE.</small>					

Aim of the session (in brief):

Summary of discussions:

(Include students report of feelings, thoughts, behaviour and your own observations in brief)

Agreements / actions agreed with the student:

Guidance Counsellor follow-up:

(Include actions and referral as appropriate)

Guidance Counsellor Signature

School Name:

<p> $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$ $\frac{1}{16} \times \frac{1}{16} = \frac{1}{256}$ $\frac{1}{256} \times \frac{1}{256} = \frac{1}{65,536}$ $\frac{1}{65,536} \times \frac{1}{65,536} = \frac{1}{4,294,967,296}$ $\frac{1}{4,294,967,296} \times \frac{1}{4,294,967,296} = \frac{1}{18,446,744,073,709,551,616}$ </p>	<p> $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$ $\frac{1}{16} \times \frac{1}{16} = \frac{1}{256}$ $\frac{1}{256} \times \frac{1}{256} = \frac{1}{65,536}$ $\frac{1}{65,536} \times \frac{1}{65,536} = \frac{1}{4,294,967,296}$ $\frac{1}{4,294,967,296} \times \frac{1}{4,294,967,296} = \frac{1}{18,446,744,073,709,551,616}$ </p>
--	--

Student's Name / Identifier:

Guidance Counsellor Name:

Time

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Date

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Subjects Studied:

Level:

JC:

SC:

Notes / additional subjects:

[illegible][illegible][illegible][illegible]

Educational / Careers Interests:

No.	Name	Age	Sex	Religion	Marital Status	Occupation	Education
1	Abdullah	35	Male	Islam	Married	Teacher	High School
2	Ali	42	Male	Islam	Single	Farmer	Primary
3	Ahmed	28	Male	Islam	Married	Engineer	University
4	Ahmed	38	Male	Islam	Married	Businessman	High School
5	Ahmed	45	Male	Islam	Married	Teacher	High School
6	Ahmed	52	Male	Islam	Married	Farmer	Primary
7	Ahmed	58	Male	Islam	Married	Teacher	High School
8	Ahmed	65	Male	Islam	Married	Farmer	Primary
9	Ahmed	72	Male	Islam	Married	Teacher	High School
10	Ahmed	78	Male	Islam	Married	Farmer	Primary
11	Ahmed	85	Male	Islam	Married	Teacher	High School
12	Ahmed	92	Male	Islam	Married	Farmer	Primary
13	Ahmed	98	Male	Islam	Married	Teacher	High School
14	Ahmed	105	Male	Islam	Married	Farmer	Primary
15	Ahmed	112	Male	Islam	Married	Teacher	High School
16	Ahmed	118	Male	Islam	Married	Farmer	Primary
17	Ahmed	125	Male	Islam	Married	Teacher	High School
18	Ahmed	132	Male	Islam	Married	Farmer	Primary
19	Ahmed	138	Male	Islam	Married	Teacher	High School
20	Ahmed	145	Male	Islam	Married	Farmer	Primary
21	Ahmed	152	Male	Islam	Married	Teacher	High School
22	Ahmed	158	Male	Islam	Married	Farmer	Primary
23	Ahmed	165	Male	Islam	Married	Teacher	High School
24	Ahmed	172	Male	Islam	Married	Farmer	Primary
25	Ahmed	178	Male	Islam	Married	Teacher	High School
26	Ahmed	185	Male	Islam	Married	Farmer	Primary
27	Ahmed	192	Male	Islam	Married	Teacher	High School
28	Ahmed	198	Male	Islam	Married	Farmer	Primary
29	Ahmed	205	Male	Islam	Married	Teacher	High School
30	Ahmed	212	Male	Islam	Married	Farmer	Primary
31	Ahmed	218	Male	Islam	Married	Teacher	High School
32	Ahmed	225	Male	Islam	Married	Farmer	Primary
33	Ahmed	232	Male	Islam	Married	Teacher	High School
34	Ahmed	238	Male	Islam	Married	Farmer	Primary
35	Ahmed	245	Male	Islam	Married	Teacher	High School
36	Ahmed	252	Male	Islam	Married	Farmer	Primary
37	Ahmed	258	Male	Islam	Married	Teacher	High School
38	Ahmed	265	Male	Islam	Married	Farmer	Primary
39	Ahmed	272	Male	Islam	Married	Teacher	High School
40	Ahmed	278	Male	Islam	Married	Farmer	Primary
41	Ahmed	285	Male	Islam	Married	Teacher	High School
42	Ahmed	292	Male	Islam	Married	Farmer	Primary
43	Ahmed	298	Male	Islam	Married	Teacher	High School
44	Ahmed	305	Male	Islam	Married	Farmer	Primary
45	Ahmed	312	Male	Islam	Married	Teacher	High School
46	Ahmed	318	Male	Islam	Married	Farmer	Primary
47	Ahmed	325	Male	Islam	Married	Teacher	High School
48	Ahmed	332	Male	Islam	Married	Farmer	Primary
49	Ahmed	338	Male	Islam	Married	Teacher	High School
50	Ahmed	345	Male	Islam	Married	Farmer	Primary
51	Ahmed	352	Male	Islam	Married	Teacher	High School
52	Ahmed	358	Male	Islam	Married	Farmer	Primary
53	Ahmed	365	Male	Islam	Married	Teacher	High School
54	Ahmed	372	Male	Islam	Married	Farmer	Primary
55	Ahmed	378	Male	Islam	Married	Teacher	High School
56	Ahmed	385	Male	Islam	Married	Farmer	Primary
57	Ahmed	392	Male	Islam	Married	Teacher	High School
58	Ahmed	398	Male	Islam	Married	Farmer	Primary
59	Ahmed	405	Male	Islam	Married	Teacher	High School
60	Ahmed	412	Male	Islam	Married	Farmer	Primary
61	Ahmed	418	Male	Islam	Married	Teacher	High School
62	Ahmed	425	Male	Islam	Married	Farmer	Primary
63	Ahmed	432	Male	Islam	Married	Teacher	High School
64	Ahmed	438	Male	Islam	Married	Farmer	Primary
65	Ahmed	445	Male	Islam			

Career Plan:

Date	Time	Location	Weather	Wind	Temp	Humidity	Pressure	Visibility	Clouds	Precip	Remarks



Educational /career guidance counselling one-to-one record

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Interests, Talents, Pastimes:

Family Careers (background):

Strengths:

Achievements:

Goals:

Notes (brief record of discussion, decisions, agreed actions):

Guidance Counsellor Signature

Session length

Next Appointment