

# CENTRAL TECHNICAL INSTITUTE



**Raheen College**

GAELCHOLÁISTE CHÉITINN

*Senior College of Further Education*

**‘Our School is all about you’**

**Whole School Guidance Plan**

- **Introduction & Mission Statement**

- **Part 1** The relative permanent features of the school guidance

- ✓ Record of current guidance provision.
- ✓ Record of current guidance programme.
- ✓ Current Policies related to Guidance.
- ✓ Record of current resources.

- **Part 2** Specified areas for development, which refer to:

- ✓ Guidance policy development.
- ✓ Priority areas of School Guidance in need of development.

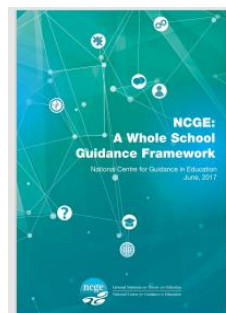
# Part 1

- The relative permanent features of the school guidance
  - ✓ Record of current guidance provision.
  - ✓ Record of current guidance programme.
  - ✓ Current Policies related to Guidance.
  - ✓ Record of current resources.

## • Introduction

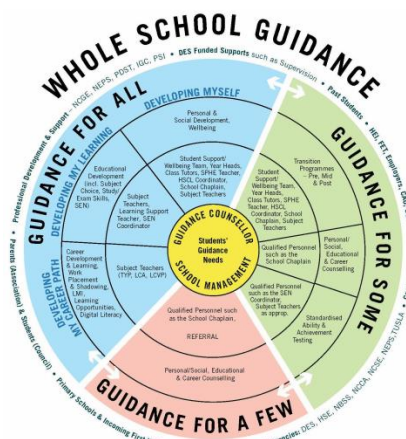
This Whole School Guidance Plan has been adapted to include:

### 1. Whole School Guidance Framework 2017



### 2. Continuum of Support

- Guidance for All
- Guidance for Some
- Guidance for Few



### 3. Areas of Learning & Competencies

Areas of Learning	Competences
Developing Myself	<ul style="list-style-type: none"> <li>•Developing &amp; maintaining self-esteem &amp; a positive self-concept</li> <li>•Interacting effectively with others (face-to-face &amp; online)</li> <li>•Developing &amp; growing throughout life</li> </ul>
Developing My Learning	<ul style="list-style-type: none"> <li>•Employing effective personal learning/exam strategies</li> <li>•Making educational choices in line with career aspirations</li> </ul>
Developing My Career Path	<ul style="list-style-type: none"> <li>•Using career related information &amp; sources appropriately</li> <li>•Understanding the world of work &amp; life roles</li> <li>•Managing career development &amp; decision making</li> </ul>

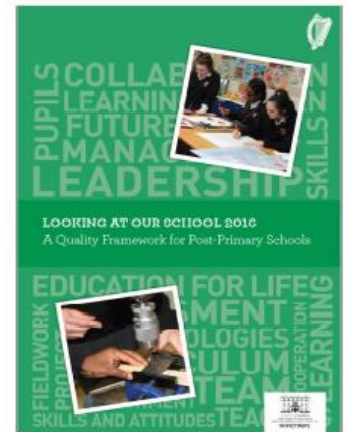
### 4. Four Stage continuum of Learning



5. Whole School Approach- while already a feature, it will be benchmarked to ensure it continues to be so.
6. Uses SSE to identify areas for improvement



7. Uses LAOS as a benchmark for standards & Improvements and is SMART



This plan has been updated and informed by the following publications:

- Circular Letter 0007/2021 Approved Allocation of Teaching Posts 2021/22 School Year DES
- **Circular Letter** Arrangements for the Implementation of the Framework for Junior Cycle with Particular reference to school year 2021/22
- A Whole School Guidance Framework June NCGE 2017
- Framework for Junior Cycle DES 2015
- Junior Cycle Wellbeing Guidelines NCCA 2015
- Looking at our Schools 2016: A Quality Framework for Post-Primary Schools (DES 2016)
- School Self-Evaluation SSE Guidelines Post Primary (DES 2016)

- DEIS Plan 2017

## • **Statement of Whole School Guidance Plan**

### CTI Mission Statement & Introduction

“The role of our school is to facilitate the students and the people of Clonmel and its environs in the acquisition of general and specialised education.

*We seek;*

- *to encourage the development of the full person through imparting knowledge and skills and through inculcating values;*
- *to bring students to an awareness of their identity in a multi-denominational, multi-cultural context;*
- *to enable the transition to further education;*
- *to encourage the participation of parents in the education of their children*
- *to respond to the educational needs of the local community.”*

With the above mission statement in mind this Whole School Guidance Plan has been developed. The Whole School Guidance Plan is an attempt to set down in writing what is already happening in our school. It is a document in which the school in a systematic way defines the guidance programme it offers, and states how resources are organised to deliver the programme. This particular document outlines the activities and programmes undertaken by the school community in guiding and meeting the needs of all our students, in enhancing their learning experience that facilitates & promotes personal & social, educational and career related growth & development. It shows how our school provides a continuum of support model in line with the NCGE: Whole School Guidance Framework (NCGE, 2017), Junior Cycle Wellbeing Guidelines (NCCA, 2017) the Wellbeing Policy Statement (DES,2018) and the Wellbeing in Post-Primary Schools Guidelines for Mental Health Promotion & Suicide Prevention (2013). It is mindful of the changing needs of our students and the limitations of the resources available at any given time. It aims to be reflective and responsive to the changing needs of our students with self-evaluation a key feature and is reviewed by those individuals immediately affected as well as the Whole

School Guidance Planning Team. This plan has been developed to take into account the four key aspects of Guidance across three key levels.

**The four key aspects of guidance are:**

1. Culture
2. Relationships
3. Policy & Planning
4. Curriculum & Service

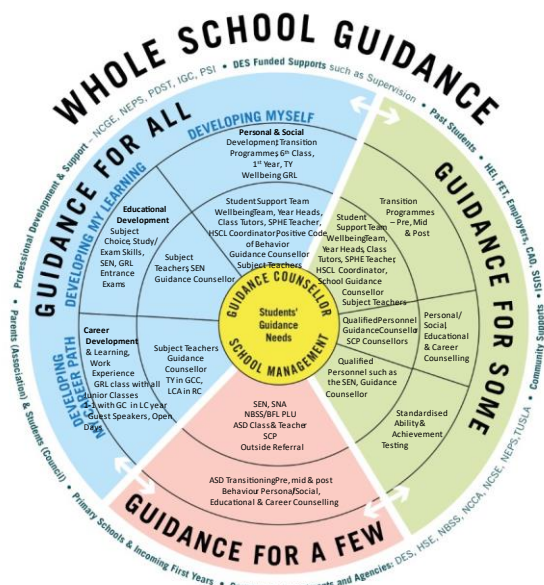


Excerpt from: "NCE: A Whole School Guidance Framework"  
© National Centre for Guidance in Education 2017

**CTI- Whole School Guidance**

**The three key levels are:**

1. Guidance for All
2. Guidance for Some
3. Guidance for a Few



- **Application of the Four Key Aspects and the Continuum of Support in our school**

Using the continuum of support and the four key aspects of Guidance- Culture, Relationships, Policy & Planning, Curriculum & Service the whole school guidance programme aims to meet the needs of students along a continuum for all, some and few, from a whole school approach to group and individualised approaches. The continuum model has been applied to guidance as follows:

**Guidance For All** – provided to all students to support personal & social, educational, and career development, and students making transitions, including out 6<sup>th</sup> Class tasters programme, 1<sup>st</sup> Year Induction, TY and LCA Induction and from senior cycle into apprenticeships, FET, HE and employment. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes to all groups. Guidance Related Learning/GRL, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of TY, a compulsory programme in Gaelcholáiste Chéitinn, and LCA, a selected programme in Raheen College and Senior Cycle programmes to 5<sup>th</sup> & 6<sup>th</sup> Year in GCC, LC1 & LC2, LCA 1 & LCA2 in Raheen College.

**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 and class tutors.



**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 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. Such supports in our school may include the ASD Teacher, NBSS/BFL Teacher, SCP Team/Counsellors, SEN Teacher/Coordinator and Guidance Counsellor. In the event that the student requires more intensive support, referral to external agencies and supports will be employed. In the event of a protracted referral the SCP/Guidance Counsellor/identified staff member may need to provide continued support to the student.

## • **Record of Current Guidance Provision**

With the publication of the Education Act 1998, it became a statutory requirement for all schools to provide appropriate guidance to their students. Section 9(c) of the Education Act (1998) specifically requires schools to “..ensure that students have access to appropriate guidance to assist them in their educational and career choices.” The need to provide *access* as determined by the general resources available in a school, ie. the staff available, the time allocation, the facilities and the reference material available. The need to provide *appropriate guidance* to all students is dealt with as a ‘Whole School’ and not by any one individual. It as a collaborative effort by all staff members. Circular PPT 12/05 and the Guidelines for Second level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students access to appropriate guidance (Guidelines) specify that schools are expected to develop a guidance plan as part of their overall School Development Plan. It is cognisant of best practice outlined in these publications and endeavors at all times to emulate same within the limitations of the resources available. This Whole School Guidance Plan is guided by our DEIS Plan which is our School Improvement Plan

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 to these choices. These choices may be categorized into three areas of learning and eight areas of competence.

Areas of Learning	Competences
Developing Myself	<ul style="list-style-type: none"> <li>•Developing &amp; maintaining self-esteem &amp; a positive self-concept</li> <li>•Interacting effectively with others (face-to-face &amp; online)</li> <li>•Developing &amp; growing throughout life</li> </ul>
Developing My Learning	<ul style="list-style-type: none"> <li>•Employing effective personal learning/exam strategies</li> <li>•Making educational choices in line with career aspirations</li> </ul>
Developing My Career Path	<ul style="list-style-type: none"> <li>•Using career related information &amp; sources appropriately</li> <li>•Understanding the world of work &amp; life roles</li> <li>•Managing career development &amp; decision making</li> </ul>

Guidance in the CTI Clonmel is a whole school activity and involves all staff members working together to meet the needs of all our pupils. The following staff are involved in the delivery of guidance in our school:

- Principal
- Deputy Principal
- Múinteoir I bhFeighil
- Guidance Counsellors
- Care Teams
- Special Education Needs Co-ordinator & Teacher SEN
- ASD Teachers
- NBSS Teacher
- Home School Community liaison HSCL
- School Completion Programme Counsellors SCP
- PLC Co-ordinators
- LCA Co-ordinator
- TY Coordinator
- Year Heads
- Class Tutors
- Religion Teachers
- SPHE Teachers
- CSPE Teachers

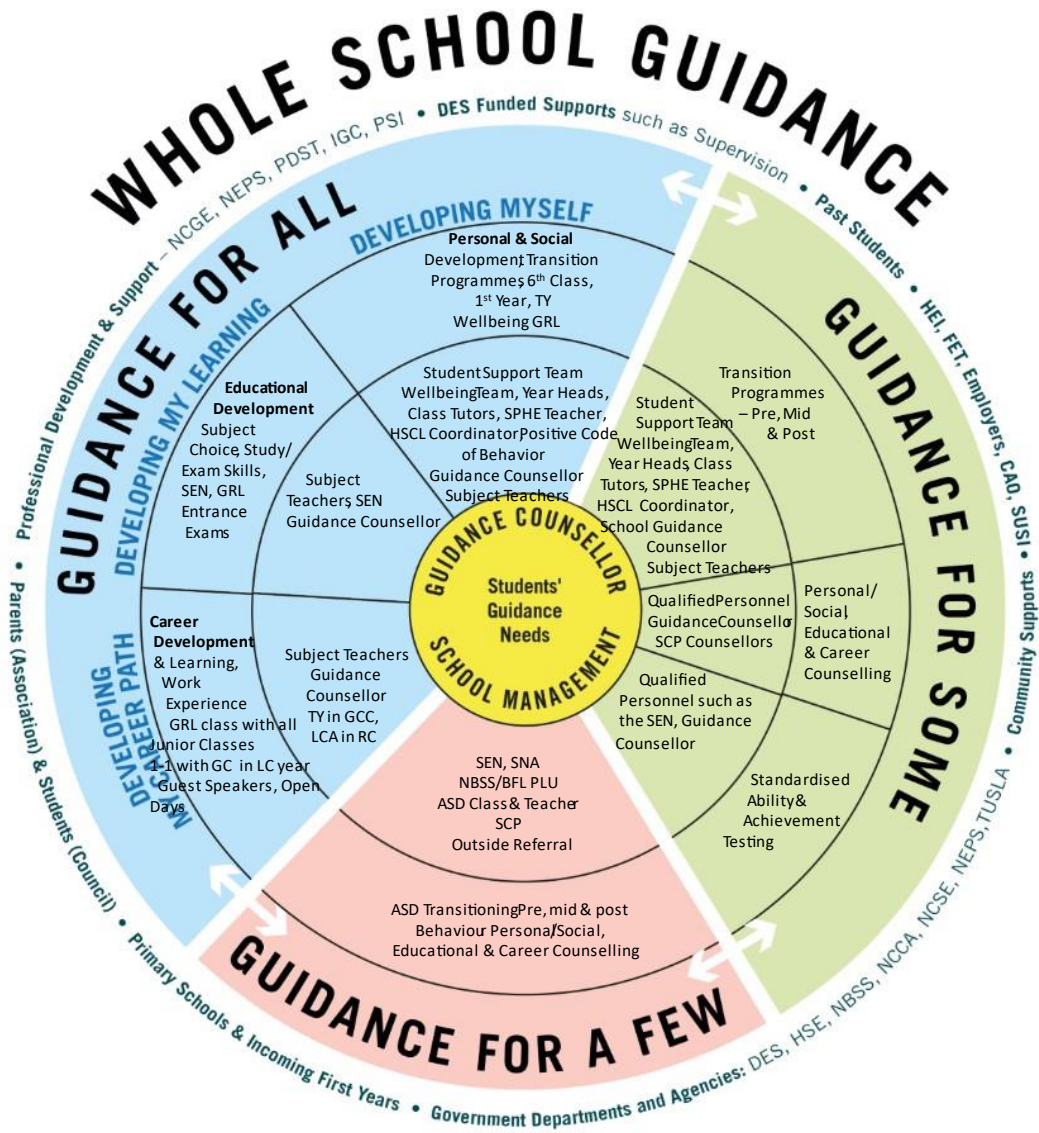
- Subject Teachers
- Ancillary Staff- Secretary, Care Takers, Canteen Ladies

The following external organisations all contribute in one way or another to the support of and provision of guidance to our students:

- NEPS: Principal, Deputy Principal, Special Educational Needs Co-ordinator and Guidance Counsellor
- Social Workers: Principal, Deputy Principal, SCP
- Child & Adolescent Psychiatry CAPS & CAMHS: Principal, Deputy Principal, SCP
- Local GPs: Principal, Deputy Principal, SCP, HSCL, Guidance Counsellor
- Gardaí: Principal, Deputy Principal, SCP
- Universities, ITs, Colleges of Further Education, Ireland & Abroad: Guidance Counsellor
- SOLAS: Guidance Counsellor, LCA Co-Ordinator/ Class Teacher
- Suir Engineering- Apprenticeships- Guidance Counsellor, CMEE Tutor
- Fáilte Ireland: Guidance Counsellor ,
- Defence Forces: Guidance Counsellor
- DES, SEC: Principal, Deputy Principal, Guidance Counsellor, Learning Support Teacher, Exam Secretary.
- Local Counselling Services: Principal, Deputy Principal, SCP, HSCL Guidance Counsellor
- ISPCC: Principal, Deputy Principal, SCP, Guidance Counsellor
- Barnardos: Principal, Deputy Principal, SCP Guidance Counsellor
- Youthreach: Principal, Deputy Principal, SCP Guidance Counsellor
- Pieta House: Principal, Deputy Principal, SCP Guidance Counsellor
- Rainbows: HSCL Deputy Principal, SPHE Teachers.
- Health Promotion Units: SPHE Co-Ordinator, SPHE Teachers, Guidance Counsellor, Home Economics Teacher
- Health Services Executive: Principal, Deputy Principal, SCP, HSCL SPHE Teachers, Guidance Counsellor

- Aware: Principal, Deputy Principal, SCP, HSCL SPHE Co-Ordinator, SPHE Teachers, Guidance Counsellor
- Irish Cancer Association: SPHE Teachers, Guidance Counsellor, TY Co-ordinator, Home Economics Teacher

## CTI- Whole School Guidance



## • **Record of Current Guidance Programme**

The following programmes and range of learning activities are provided in a developmental sequence in order to assist out students in making decisions about their future lives and make the smooth transitions to these choices and are designed to assist students to make choices about their lives and to make transitions to these choices.

- ✓ In-coming 1<sup>st</sup> Years Transition and Induction Programme
- ✓ Entrance Exams
- ✓ SPHE Programme
- ✓ RSE Programme
- ✓ Religious Education Programme
- ✓ Study Skills Workshops
- ✓ Guest Speakers
- ✓ JCSP Programme
- ✓ Transition Year Programme
- ✓ Work Experience
- ✓ Subject Choice
- ✓ Information Sessions- Leaving Cert Applied Vs Traditional Leaving Cert
- ✓ The CATs
- ✓ College Awareness Week
- ✓ Open Days, Career Exhibitions
- ✓ Mock Interviews/ Preparation for Interviews
- ✓ LCA Programme
- ✓ Personal Counselling
- ✓ Assessment
- ✓ Career Information
- ✓ Classroom Guidance Activities
- ✓ Consultation
- ✓ Information for Students, Parents & Staff
- ✓ Record Keeping
- ✓ Referrals

- ✓ Transition from Post Primary to 3<sup>rd</sup> Level or World of Work
- ✓ PLC Induction/Registration
- ✓ Work Experience
- ✓ Communications
- ✓ School Diary & College Charter

## **Aims**

1. To be both transparent and accountable to the service user, students and parents, the school management, Tipperary E.T.B. and the Department of Education & Science.
2. To create a supportive environment in which an individual may develop holistically and reach their potential.
3. To empower the students with the decision-making skills and knowledge necessary to make informed choices regarding their future lives, thus growing in independence and taking responsibility for themselves and their actions.
4. To be accessible to all who need the service, particularly in a moment of personal crisis.



# **Curriculum Based Programmes providing for the delivery of Whole School Guidance in Raheen College & Gaelcholáiste Chéitinn**

## **• Wellbeing & Junior Cycle**

The framework for Junior Cycle (2015) provides for an area of learning at Junior Cycle called Wellbeing. It crosses the three years of Junior Cycle and builds on the work already done by the school in supporting a student's wellbeing.

“There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, and feel school is supporting them.” Katherine Weare

### **What is wellbeing?**

“Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belong to a wider community”. Guidelines for wellbeing in Junior Cycle NCCA

### **Six indicators of Wellbeing**

In order to have a common understanding of what wellbeing means, there are six indicators which describe what is important for young people's wellbeing, they are not seen as goals or targets, they help us identify where a student is in need of support. They include:

- Active
- Responsible
- Connected
- Resilient
- Respected
- Aware

## **Aspects of Wellbeing**

There are four aspects of wellbeing which help us create a whole school community which supports student wellbeing. They include:

- Relationships
- Culture
- Curriculum
- Policy & Planning

Wellbeing is a multi-faceted concept and require a whole school approach to support our student's wellbeing.

Through the Wellbeing Programme students will be learning the knowledge, attributes and skills to enable them to protect and promote their own wellbeing and that of others.

There are 400 hours of wellbeing timetabled across the three years.

There are four main pillars of Wellbeing:

- SPHE
- CSPE
- PE
- Guidance Related Learning

## • Allocation for Well-being & Guidance Related Learning

All 1<sup>st</sup> years:

1 x 58 mins of SPHE, CSPE, PE & Tutor Time.

All 2<sup>nd</sup> years:

1 x 58 mins of SPHE, CSPE

2 x 58 mins of PE

All 3<sup>rd</sup> years:

1 x 58 mins of SPHE, CSPE, PE.

Additional Well-being hours are filled by 1<sup>st</sup> year induction, Health & Fitness Ireland activities & days, cycling, hiking, etc. activities, guest speakers (when allowed under Covid regulations), Whole School Initiatives for well-being, study skills workshops, Sports Days. These activities are in response to a need as they arise – for example, the establishment of a Diversity Committee for 2021 -22 is as a result of a need instigated by the student body.

The RSE program is delivered as part of the SPHE program to 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> years. At Senior Cycle, the RSE program is usually delivered during Religion class or alternating between religion and guidance.

# Social, Personal, Health Education

# S.P.H.E

It aims to:

- enable the students to develop skills for self-fulfilment and living in communities
- promote self-esteem and self-confidence
- enable the students to develop a framework for responsible decision-making
- provide opportunities for reflection and discussion
- promote physical, mental and emotional health and well-being

Through the delivery of classes on the following:

- ✓ Belonging and Integrating
- ✓ Self Management
- ✓ Physical Health
- ✓ Communication Skills
- ✓ Personal Safety
- ✓ Bullying
- ✓ Friendship
- ✓ Influences and Decisions
- ✓ Emotional Health
- ✓ Relationships and Sexuality Education
- ✓ Substance abuse

SPHE, as a curriculum based programme allows for the delivery a module that may need immediate attention, the scheme of work may be changed to meet the needs of a particular class or address a school issue. An example would be the re-visiting of a class on bullying if there was an issue around bullying or a hygiene issue.

All junior classes have **one SPHE Class** once a week. Senior students do RSE during Religious Education. See SPHE/RSE Folder & Policy

## • Civic, Social Political Education

## C.S.P.E

The CSPE programme also provides for a curriculum-based platform for the delivery of whole school guidance. Through active exploration and study of citizenship at all levels (personal, local, national, global) in the context of contemporary social and political issues, this course aims to-

- make pupils aware of the civic, social and political dimensions of their lives and the importance of active, participative citizens to the life of the state and all people;
- encourage and develop the practical skills which enable pupils to engage in active, participatory social interaction, and to adopt responsible roles as individual, family member, citizen, worker, consumer, and member of various communities within a democratic society;
- develop the autonomous potential of pupils as socially literate, independent and self-confident young people;
- encourage pupils to apply positive attitudes, imagination and empathy in learning about, and encountering, other people and cultures;
- enable pupils to develop their critical and moral faculties in agreement with a system of values based in human rights and social responsibilities;
- develop knowledge and understanding of processes taking place at all levels of society which lead to social, political and economic decision - making.

All junior classes have **one CSPE Class** once a week.

See CSPE Folder & Policy

## • **Religious Education**

## **R.E.**

Religious Education provides a forum for further enhancing the aims and objectives of the guidance programme through its curriculum based platform. At Junior Cycle it aims to:

- To foster an awareness that the human search for meaning is common to all peoples, of all ages and at all times
- To explore how this search for meaning has found, and continues to find, expression in religion
- To identify how understandings of God, religious traditions, and in particular the Christian tradition, have contributed to the culture in which we live, and continue to have an impact on personal life-style, inter-personal relationships and relationships between individuals and their communities and contexts
- To appreciate the richness of religious traditions and to acknowledge the non-religious interpretation of life
- To contribute to the spiritual and moral development of the student:

All students have one **class** a week of R.E See RE Plan & Policy

## • Guidance Related Learning

### Rationale

Guidance is an entitlement in post-primary schools, the Education Act (1998) Section 9 states that a school shall use its available resources to ‘ensure that students have access to appropriate guidance to assist them in their educational and career choices. With Junior Cycle reform and the introduction of Wellbeing, Guidance Related Learning is now core.

### The GRL Programme

The Guidance Related Learning Programme as delivered to students in Gaelcholáiste Chéitinn & Raheen College is based on the programme by the NCGE in collaboration with CareersPortal. It is based on three units of learning with 18 lesson plans. Each of the three units of learning contain six lessons which were created for each of 1st, 2nd and 3rd year groups. Each of the three units of learning are framed by an ‘Appendix I’ document. The Units of learning are designed to be flexible in terms of their content; in line with the Whole School Guidance Framework (2017). The units of learning are created to reflect the definition of guidance in terms of ‘a range of learning experiences provided in developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked areas of personal and social development, educational guidance and career guidance’ (DES, 2005).

Each lesson, is available as an online resource on the CareersPortal Website and is provided in English and as Gaeilge and includes a lesson plan for the teacher, a presentation for the classroom and individual student worksheets which the students can access and amend by creating their own account on the CareersPortal website.

### GRL Course Content

Year 1	Year 2	Year 3
My School Support Part 1	My Identity	My Skills
My School Support Part 2	My Mindset	My exploration of Careers
My School Year	My Pathways after school	My Balance Life
My Values	My Unique Values	My Subject Choice
My Pathways	My SMART Goals	My Options after school
My Goal Setting	My Voice and how I present myself	Presenting me

## • **Current Wellbeing Provision**

### **1<sup>st</sup> Years**

- SPHE: 1 period per week
- RE: 1 periods per week
- CSPE: 1 period per week
- PE: 1 Period per week
- GRL: 6 week Programme
- Tutor Time: 1 period per week
- First Year Induction Programme
- 1 to 1 counselling when necessary
- Guest Speakers

### **2<sup>nd</sup> Years**

- SPHE: 1 period per week
- RE: 1 period per week
- CSPE: 1 period per week
- 1 PE: 1 Period per week
- GRL: 6 week Programme
- 1 to 1 counselling when necessary
- Guest Speakers

### **3<sup>rd</sup> Years**

- SPHE: 1 period per week
- CSPE: 1 period per week
- RE: 1 periods per week
- 1 PE: 1 Period per week
- GRL: 6 week Programme
- Study skills
- 1 to 1 counselling when necessary



- Subject Choice For Students in CCM
- LCA V's Traditional Leaving Cert. Talk for Students and Parents
- Guest Speakers

## **Transition Year**

- See TY Folder
- RE/YSI: 2 periods per week
- First Aid Module
- 1 to 1 counselling when necessary
- Work experience: 2 weeks per year
- Subject Choice Workshop
- Subject Choice Information for Students and Parents
- Career Interest Test
- Guest Speakers

## **5<sup>th</sup> Years**

- Weekly Timetabled Guidance Class
- RE: to include RSE 1 periods per week
- Study Skills Seminar/Workshop
- Preparation for and review of Career Events/Open Days
- Attendance at Open Days/Career Events :Mid-West Careers Expo, UL,, LIT, LSAD, Mary I, WIT, WCFE
- 1 to 1 Counselling when necessary
- Specialist Guidance Talks e.g.: HPAT /UCAS
- Guest speakers: Universities/ITs/Colleges of Further Education/Apprenticeships

## **Leaving Certificate Applied**

- See LCA Folder
- Weekly Timetabled Guidance Class
- RE/ Social Education: 3 periods per week
- Vocational Preparation & Guidance : 3 periods per week
- Work Experience: Every Tuesday
- Individual Guidance Meeting with Parents/ Guardian & Student
- 1 to 1 Counselling when necessary
- Visits to Colleges of Further Education
- GuestSpeakers
- **6<sup>th</sup> Years**
  - RE: to include RSE 1 periods per week
  - Weekly Guidance class
  - Guest speakers: Universities/ITs/Colleges of Further Education/
  - Open Days/Career Exhibitions: Higher Options/ mid-West Career Expo
  - Specialist Guidance Talks e.g.: CAO/UCAS / HEAR/DARE
  - 1 to 1 Guidance Interview with Students Parents/Guardians & Student
  - Appointment with Parents/Guardians, Student, GC & DP.
  - 1 to 1 Counselling when necessary

### **Information Evenings/Talks:**

- Parent Teacher Meetings
- Incoming First Year Parents' Evening for parents & students in CCM & GCC: Principal, Deputy Principal, Múinteoir I bhFeighil, Guidance Counsellor, All teachers as appropriate to the school.
- Options after Junior Cert- Leaving Cert Applied V's Traditional Leaving Cert. Guidance Counsellor & LCA Co-ordinator
- An Idirbhliain- an Information evening for parents about TY In GCC
- TY Awards Night: TY Coordinator Múinteoir I bhFeighil, Principal, Deputy Principal, all staff teaching TY
- All Leaving Cert Parents meet the Guidance Counsellor along with their son/daughter to discuss future career plans & key dates.
- Graduation Mass/Blessing/gathering: 6<sup>th</sup> Year students, parents & teachers.

## • **Roles & Responsibilities of Staff in the delivery of Guidance**

### **The Guidance Counsellors    Elaine Begley & Julie Skehan**

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. The Guidance Counsellor is responsible for the delivery of the range of learning activities and programmes to include the following:

#### **Guidance Programme**

##### **Guidance Curriculum**

The Guidance curriculum may be divided into two components:

- Formal
- Informal.

##### **Formal Guidance**

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

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

##### **Informal Guidance**

The Informal Guidance programme consists of liaising with other Teaching Staff/Management to promote cross-curricular links and to enhance the development of a whole school policy in relation to the delivery of the Guidance Plan.

## Time Allocation & Timetabling

There are two Guidance Counsellors in the CTI Clonmel: Elaine Begley and Julie Skehan. The time allocation to the Guidance Counsellor for Guidance varies from year to year and is both timetabled and non-timetabled. The time available is used to manage the Guidance Department and to attempt to deliver those services as outlined in ‘What is guidance in schools?’, attendance at professional Supervision, IGC Tipperary Branch Meetings, CPD and the continuous development of the Whole School Guidance Plan. The provision of personal counselling to a student in Gaelcholáiste Chéitinn is managed by Elaine Begley who receives a referral from a teacher/parent/student, Julie Skehan looks after the needs of students in Raheen College. The Guidance Counsellor will meet the client for an initial assessment and may, depending on the issue either engage in the counselling process or refer to an outside agency.

The provision of **guidance to all** students in the CTI is divided into three distinct groups:

1. Raheen College
2. Gaelcholáiste Chéitinn
3. Senior College of Further Education

Each year the needs of each group is assessed and the programme adapted to meet such needs.

Non-timetabled Guidance time is divided amongst the three groups as appropriate to meet the needs of the students at any particular time of the year.

## **Senior College**

### **Guidance for All**

QQI learners are seen in their core group during the first few weeks of college, where they are introduced to the Guidance Counsellor and the service provided. They are asked to make their needs known to their course coordinator who will in turn pass them onto the Guidance Department. Initially students will be given a series of three Powerpoint Presentation on the following topics:

- Career Exploration
- The NFQ & Progression from QQI Level 5 and 6
- The CAO

Depending on interest, talks will be provided on UCAS, other group sessions will be organised should the demand for a particular topic be enough to warrant a group information, question & answer session.

The Nursing Studies group will receive an individual presentation on the CAO with Mature applicants. All students are invited to attend talks given by Guest Speakers and attend open days as and when applicable.

### **Guidance for few - Individual Appointments**

Students are seen on an appointment only basis, and are asked to complete an information sheet obtained from their course co-ordinator/Guidance Counsellor before seeing the Guidance Counsellor. Once an Information Sheet has been received by the Guidance Counsellor and reviewed the student will be contacted with an appointment date and time. A missed appointment will result in the student being put back to the end of the list and will have to wait for another appointment. The system is operated on a first come first served model. Should a number of students have a similar enquiry they, as a group may be met to discuss the issue. .

## **Raheen College**

Raheen College offers a five year educational programme, with the option of studying either the Traditional Leaving Cert or the Leaving Cert Applied Programmes in fifth year. Formal Career Guidance classes are available to 5<sup>th</sup> & 6<sup>th</sup> year students with all Junior students doing a 4-6 week module on Guidance Related Learning GRL.

### **Leaving Cert Applied - LCA1 & 2**

- ❖ **Group Session-** The Guidance Module of Vocational Preparation & Guidance is delivered by the Guidance Counsellor.
  - ❖ The following units are taught:
    - Unit 1: The Student & the world of work
    - Unit 2: The Student & one particular field of work
    - Unit 3: Information Building
    - Unit 4: Career Action Plan
- See LCA Guidance Programme for more details.

**Guidance for some/ Individual Appointment-** All LCA1 students are met twice by the Guidance Counsellor, once to facilitate Mock Interviews and then again as part of their Career Investigation for VPG. LCA2 Students are met by the Guidance Counsellor to discuss how they are getting on in LCA2 and their future career plans. Students are then met again with their parents/guardians & the Guidance Counsellor to discuss progress to date, key dates, future career plans, , PLC applications, SUSI grants, this will continue to be the case as long as the resources are available to do so. Parents also meet with the Guidance Counsellor at 6<sup>th</sup> Year Parent/Teacher Meetings.

### **Traditional Leaving Cert - LC1 & 2**

- **Group Session-LC1 & 2** Students have one class a week with the Guidance Counsellor and may be combined for that class.

#### **Syllabus**

The Guidance Programme is designed to meet the needs of the 5<sup>th</sup> & 6<sup>th</sup> Year students. Each student is asked to express their requirements to the Guidance Counsellor at the beginning of, and during the academic year, thus ensuring that such needs are met, but also that the students takes responsibility for themselves. Consequently the guidance programme for 5<sup>th</sup> & 6<sup>th</sup> years differs every year, however certain key issues are always dealt with. Various career options are investigated and become part of a careers portfolio which the student will reference during the year. All of this enables the student to make an informed decision when it comes to choosing a career path and filling out the CAO Application Form or any other application form. They may at any time consult with the Guidance Counsellor after a formal class or may indeed make another appointment to see the Guidance Counsellor again. Students would also be encouraged to attend Open Days. LC 1 & 2 students may be combined for guidance, depending on class sizes and has proved to be challenging in meeting the immediate and urgent needs of Leaving Cert Students with that of Fifth year students. Consequently the programme has been revised to meet this challenge and continues to be reviewed.

See LC Guidance Plan for more details.

**Guidance for Some/ Individual Appointment-** All Leaving Cert students have an individual appointment with the Guidance Counsellor where they get a chance to discuss the research they have done in Guidance class, this usually takes place in after the October Mid-Term . Each 6<sup>th</sup> Year student is asked to fill out an information sheet where they are asked about themselves, their most recent academic results, CATs results, their hobbies & interests and their future plans and usually completes an Interest Inventory before seeing the Guidance Counsellor.

All LC & LCA students are met with their parent(s)/guardian(s) by the Guidance Counsellor to discuss future career plans and option, their most recent results are discussed with a view to establishing realistic expectations of both parents and students. Key dates for the CAO, HEAR, DARE & SUSI are given to parents to allow for both individual & collective responsibility regarding future career plans. Parents also meet with the Guidance Counsellor at 6<sup>th</sup> Year Parent/Teacher Meetings.

### **3<sup>rd</sup> Years- Guidance for All**

The Guidance Counsellor delivers the GRL programme to all students over a 4-6 week period. The Guidance Counsellor also delivers a study skills module at the beginning of 3<sup>rd</sup> year. They will receive comprehensive advice on the subjects available for Leaving Cert. and will be directly involved in the decision regarding what subjects will be available for Leaving Cert. 3<sup>rd</sup> Year students do the CATs in



February following their mock exams and usually receive, either individual/group feedback from the Guidance Counsellor shortly afterwards. In some cases, results may not be returned as they may be detrimental to the student's self-esteem. They are also advised on their suitability to either Traditional or Applied Leaving Cert and the subjects involved in each.

## **2<sup>nd</sup> Years**

The Guidance Counsellor delivers the GRL programme to all students over a 4-6 week period.

## **1<sup>st</sup> Years**

The Guidance Counsellor delivers the GRL programme to all students over a 4-6 week period and is involved with the induction programme.

## **Gaelcholáiste Chéitinn**

### **Gaelcholáiste      6 (GC6) & 5 (GC5)**

- **Group Session-**5<sup>th</sup> & 6<sup>th</sup> Year Students may or may not be timetabled together for a single class once a week.

**Guidance for Some/ Individual Appointment** All Leaving Cert. (GC6) students have an individual appointment with the Guidance Counsellor where they get a chance to discuss the research they have done in Guidance class, this usually takes place after the October Mid-Term. Each 6<sup>th</sup> Year student is asked to fill out an information sheet where they are asked about themselves, their most recent academic results, CATs results, their hobbies & interests and their future plans and usually completes an Interest Inventory before seeing the Guidance Counsellor. All Leaving Cert. (GC6) students are met with their parent(s)/guardian(s) by the Guidance Counsellor to discuss future career plans and option, their most recent results are discussed with a view to establishing realistic expectations of both parents and students. Key dates for the CAO, HEAR, DARE & SUSI are given to parents to allow for both individual & collective responsibility regarding future career plans. Parents also meet with the Guidance Counsellor at 6<sup>th</sup> Year Parent/Teacher Meetings.

### **Syllabus**

- The Guidance Programme is designed to meet the needs of the 5<sup>th</sup> & 6<sup>th</sup> Year students. Each student is asked to express their requirements to the Guidance Counsellor at the beginning of, and during the academic year, thus ensuring that such needs are met, but also that the students takes responsibility for themselves. Consequently the guidance programme for 5<sup>th</sup> & 6<sup>th</sup> years differs every year, however certain key issues are always dealt with, some of which are outlined below. Various career options are investigated and become part of a careers portfolio which the student will reference during the year.

All of this enables the student to make an informed decision when it comes to choosing a career path and filling out the CAO Application Form or any other application form. They may at any time consult with the Guidance Counsellor after a formal class or may indeed make another appointment to see the Guidance Counsellor again. Students would also be encouraged to attend Open Days.

- See GC5 & 6 Guidance Plan for more details.

### **Gaelcholáiste 4 (TY)**

Guidance class may be either be a weekly class or delivered on alternative weeks depending on the time allocation and need in any given year. It may also All Students have access to the Guidance Counsellor as and when appropriate. A considerable amount of time is given to self-assessment, career exploration and subject choice in TY. The CAT4 F are administered and comprehensive feedback given.

### **Gaelcholáiste 3 (GC3)**

Guidance Related Learning consists of a 4-6 week programme and is delivered where the timetable allows in any given year by the GC. A module/talk/presentation on Study Skills is also delivered to students. Talks are given on the following:

- Information for both Students and Parents on Transition Year

### **Gaelcholáiste 2 (GC2)**

All 2<sup>nd</sup> years have a 4-6 week GRL module and have access to the Guidance Counsellor for an individual appointment if required.

### **Gaelcholáiste 1 (GC1)**

Students are met by the Guidance Counsellor with the 'Transition' co-ordinator on the first day of term, whereby students are familiarised with the layout and running of the school. They are also introduced to the Guidance Counselling Service and how to access it. Certain students may be identified as having a particular need and are monitored in a discrete and on-going basis. Students may be referred to the Guidance Counsellor by any teacher. Students also take part in our 'Buddy/Anam Cara' programme whereby they are matched with a Senior Cycle student to help them settle into school. See Folder for more

All 1st years have a 4-6 week GRL module and have access to the Guidance Counsellor for an individual appointment if required. They are also met in small groups with the GC at the end of the 1<sup>st</sup> term to see how they have settled in. They also fill in an End of 1<sup>st</sup> Term Questionnaire in December and an End of Year Questionnaire in May. The findings of which are shared with Management and actioned if necessary.

## The Care Team in Gaelcholáiste Chéitinn and Raheen College

This Care Team plan feeds into the Student/Learner Support and Critical Incident Policy.

There are two Care Teams in the CTI Clonmel: one in Raheen College and one in Gaelcholáiste Chéitinn, both of which are timetabled to meet on a weekly basis.

The aim of the Care Team is:

- ✓ To identify students who are in need of support whether that be social & personal, educational or career.
- ✓ To carry out a risk assessment depending on the nature of the issue
- ✓ To engage with that student and or parent/guardian
- ✓ To put a support plan in place to meet the needs of that student
- ✓ To review that support
- ✓ To refer to an outside agency as and when necessary

### Team Members

<b>Gaelcholáiste Chéitinn</b>	<b>Raheen College</b>
Múinteoir I bhFeighil	Principal/Deputy
Guidance Counsellor	Guidance Counsellor
SEN Coordinator	SEN Coordinator
ASD Teacher	ASD Teacher
Wellbeing Coordinator	HSCL

The minutes of each meeting are kept digitally on Teams with only the team members having access to these. Following weekly meetings, emails are sent to staff, listing students who may need extra support or some attention. To protect the privacy of the student and the nature of the issue we have established a colour code system:

**Red:** refers to mental health, this means that teachers should be especially watchful and report any concerns to the Care Team or the DLP/DDLP.

**Blue:** refers to behaviour, teachers should be alert to the behaviour of these students and monitor carefully. Any concerns or observations should be communicated to the care team

**Orange:** refers to classwork/project work/homework, this means that there is an issue with incomplete work, teachers must keep track of the students work closely and flag any concerns.

Example: Care Team meeting 15/12/2020

Please be mindful of the following students:

**JM (3)** needs a close eye on him for the next few weeks

**DR (1)** please note any behaviour on report cards on Teams

**ST (5)** needs extra help with project work at the moment, having difficulty keeping on top of homework.

## Home School Community Liaison Officer HSCL-

**Ursula Mullins**

Our school has a full-time HSCL who is pivotal in fostering greater relationships between home, school & community in order to improve the educational outcomes of the students in out care. Core to the role of HSCL is the whole school approach to improving attendance, participation & retention in education. See Role of HSCL

### *HSCL (Logic Model) Annual Planning Template 2020*

Situation/Need:					
DEIS Themes (in order of priority):					
Inputs	Outputs		Short Term Outcomes (1 year)	Medium term Outcomes (3 years)	Long term Outcomes (5 Years+)
	Activities:	Measurables:			
<b>What we invest:</b> Policies and procedures HSCL Coordinator Funding Materials Principal support HSCL experience & knowledge Time, energy & enthusiasm Transport Community & statutory agencies Training	<b>Home visits</b>  <b>Parent/Teacher Meetings</b>  <b>Christmas Celebration (JCSP)</b>  <b>Numeracy Programme (Course for parents – Help you child with Maths)</b>  <b>Courses for Parents (Fitness Classes – from January and Yoga Classes from January)</b>	<b>50+ home visits with up to 42 parents</b>  <b>One off session for both students &amp; parents (Students during the day/Parents evening)</b>  <b>46 students with their parents to celebrate their work</b>  <b>5 weeks x 10 parents</b>  <b>After Christmas open to all parents. (up to 30 allowed per session) online</b>	<b>Parents will be able to demonstrate:</b> - active engagement with the school - improved attendance at parent-teacher meetings - increased engagement in supporting homework and reading completion in the home - increased ability to support their child's social and emotional development <b>Children and young people will be able to:</b> Describe a positive transition from primary to	<b>Parents will be able to:</b> Recognise the value and potential of education for their child. Provide reading support to their child at home Identify themselves as the primary educator of their child Demonstrate increased connection with the school <b>Children and young people will be able to demonstrate:</b> - improved numeracy and literacy - increased engagement with the curriculum	Children and young people will be able to: Experience positive engagement between the home and school resulting in improved attendance, retention and participation Be involved and have their families involved in their education.  Achieve their full potential in all areas of learning and development

Situation/Need:					
DEIS Themes (in order of priority):					
Inputs	Outputs		Short Term Outcomes (1 year)	Medium term Outcomes (3 years)	Long term Outcomes (5 Years+)
	Activities:	Measurables:			
	<p><b>Horticulture classes for parents from January</b></p> <p><b>Student Council/Student Voice</b></p> <p><b>Interagency work with NEWB</b></p> <p><b>School Transfer Programme for 6<sup>th</sup> Class</b></p> <p><b>School staff support</b></p> <p><b>Information Day for 3<sup>rd</sup> Year Parents</b></p> <p><b>Information Day for 5th Year Parents</b></p> <p><b>Meitheal</b></p>	<p><i>classes only available</i></p> <p><i>After Christmas open to all parents. (up to 10 allowed per session)</i></p> <p><i>Monthly meetings with Student Representatives</i></p> <p><i>Meeting with NEWB once every 6 weeks</i></p> <p><i>Taster classes to commence in January – 3 morning sessions from 10am – 12.30pm</i></p> <p><i>Presentations to staff during Croke Park hours (x 4)</i></p> <p><i>19 students in 3<sup>rd</sup> year – Presentation to parents of these students</i></p> <p><i>17 students in 5th year – Presentation to</i></p>	<p>post primary</p> <p><b>Teachers will be able to:</b></p> <p>-apply techniques to manage classroom behaviour</p> <p>-state the purpose and role of HSCL, EWO &amp; SCP</p> <p>-list the barriers to education</p>	<p>- improved pro-social behaviour</p> <p>- improved participation and engagement in education</p> <p>- improved attendance</p> <p>Parents and children and young people will be able to state the benefits of a whole school approach to improved attendance, retention and participation.</p>	



Situation/Need:					
DEIS Themes (in order of priority):					
Inputs	Outputs		Short Term Outcomes (1 year)	Medium term Outcomes (3 years)	Long term Outcomes (5 Years+)
	Activities:	Measurables:			
	<p><b>Alert Programme</b></p> <p><b>Taster classes for 5<sup>th</sup> and 6<sup>th</sup> class primary school students</b></p> <p><b>Primary School Transfer Programme</b></p>	<p><i>parents of these students</i></p> <p><i>Offered to Parents when the situation arises</i></p> <p><i>2<sup>nd</sup> year students once a week for 1 hour x12 weeks with permission from parents.</i></p> <p><i>Fun day for Incoming First years</i></p> <p><i>Information morning for Parents of Incoming First years</i></p>			

## **Behaviour for Learning/NBSS Teacher Cathriona Freaney**

Raheen College has the support of the NBSS with the appointment of a Behaviour for Learning/NBSS Teacher.

The National Behaviour Support Service offers three levels of support to partner second level schools:

Level 1: School-wide Support/Guidance for All Students

Level 2: Targeted Intervention Support/Guidance for Some Students

Level 3: Intensive Individualised Support/Guidance for a Few Students

The NBSS works with our school to implement interventions and projects across the three levels of support. All work undertaken aims to promote positive behaviour and learning throughout our school by focusing on developing:

- Behaviour for Learning Skills
- Social and Emotional Literacy Skills
- Academic Literacy and Learning Skills
- Wellbeing Skills.

The three-tiered approach is applied to behaviour interventions as well as interventions that address the social, emotional and academic literacy and learning needs of students.

## Positive Behaviour Coordinator

**Michelle Condon**

### Role & Responsibilities

- ✓ Promotion and coordination of effective positive behaviour in Raheen College based upon the effective implementation of the code of behaviour
- ✓ Promote positive behaviour
- ✓ Track all incidents in behaviour books
- ✓ Prepare list of students in Raheen College for Care Team Meeting
- ✓ Monitor distribution/collection of cards at morning/evening time
- ✓ Facilitate detention rota

The rationale for our school's Code of Positive Behaviour is to support each member of the school's community to take responsibility for his/her own behaviour such that all members of the community can flourish and grow, learn and teach in an environment and atmosphere that is characterised and infused by a spirit of caring, inclusion and friendliness. The emphasis is on positivity since human beings respond best to positive affirmation and are more inclined to be the best they can be as a response to such affirmation. Misbehaviour, then, to a huge extent, is a response to unmet needs and has to be understood in this context. Accordingly, any form of consequences imposed must take this into account.

Education, as we see it, in our school, is everyone's business as it involves everything that living itself involves. This is the philosophy which governs our Code of Positive Behaviour. This COPB is, therefore, very specific to our school. It distils our Mission Statement, capturing and retaining its essence, to make it accessible to the entire school community. The emphasis of our COPB is on fostering positive student teacher relationships since learning can only take place where such relationships based on trust, respect and genuine mutuality exist. Embracing student voice and promoting student well-being by determining exactly what students expect from us and what we as school staff expect from students is key to the implementation of our COPB and positive classroom behaviour.

To ensure a shared vision of our COPB a handbook for staff, drafted by staff after much discussion, consultation and reflection has been compiled to:

- **Emphasise the importance and centrality of good, trusting student teacher relationships.**
- **Explore positive classroom management strategies**
- **Set out positive classrooms rules and expectations**
- **Raise awareness of maladaptive behaviours**
- **Highlight positive recognition that students will receive for following the rules**
- **Outline a Positive Code of Behaviour action plan that students must follow at all times**
- **Stress the importance of implementing logical consequences when rules are breached**

We as a school, believe that logical consequences are based on the assumption that students learn best by experiencing the results of their behaviour. The object of the Positive Code of Behaviour is to guide students towards self-control, towards self-discipline, to help them see what should be done and what should not be done, and finally, towards taking responsibility for whatever choice they make. All logical consequences, accordingly, must be related logically to the misbehaviour, must be respectful of both self and the student while at the same time being both firm and kind. A logical consequence must be reasonable such that it is as logically understandable to the student as it is to the adult.

## Code of Positive Behaviour

Our Code of Positive Behaviour draws its inspiration and theme from the Irish name Cluain Meala which means the Vale of Honey.

This newly distilled Mission Statement now sums up the essence of our Code of Positive Behaviour.



# **ASD Class & Teachers**

**Gaelcholáiste Chéitinn  
Raheen College**

**Chloe Reape  
Anita McGrath**

## **Overview of the ASD Class**

CTI Clonmel has 2 ASD Classes; The Green Room located in Raheen College and Dun Chéitinn located in Gaelcholáiste Chéitinn. Both ASD Classes opened in September 2020. A maximum of 6 students can be assigned to each room. All students are on the ASD spectrum. The ASD Classes cater for the students from 8.30am until 3.30pm Mondays to Thursday and from 8.30am until 2.30pm on Fridays. Both rooms are manned at all times for the safety of the pupils. Our students use the ASD Classes during break and lunchtimes. This is a choice for each student, but most like the atmosphere in the rooms. There is always a listening ear to help solve problems or simply talk it over.

Students have access to an individual workstation in the ASD Class. The rooms are a focal point for the students and each student's individual needs will be catered for here.

Students accessing the room may have a reduced curriculum depending on their needs and in order for them to access the room for additional support in social skills, study skills or for reducing anxiety and stress levels. The teachers and SNAs assigned to the support room are encouraged to undergo continuous professional development in their subject area in relation to the Autism Spectrum Disorder.

## **School Completion Programme    Sheila Comerford & Paul Scully**

The SCP is central in the provision of support and guidance to all our students, in particular those in Raheen College. Whether it is an informal chat in the morning over breakfast or in the homework club or through the provision of therapeutic support in a more formal setting, SCP are key to ensuring the wellbeing of our pupils. See SCP for more information

**Attendance Officer****Claire Kennedy**

The attendance officer has single handedly improved the attendance of our students through the phonecalls she makes every day in the morning and again after lunch if necessary to parents enquiring about the absence of a student. She has a pivotal role in informing management of the circumstances of an absence.



**Class Tutors:****See List of Tutors**

All class groups in CCM & GCC and courses in the Senior College have class tutors who have direct responsibility for the students in their care. They encourage their students to reach their academic and personal potential, monitor behaviour and are sensitive to any difficulties students may be experiencing. They provide ongoing support and monitoring of students and use the referral system when appropriate. They are usually the first point of contact for class teachers. CCM & GCC Tutors liaises with parents as necessary. Tutors in the Senior College do not liaise with parents as the majority of the students in their care are adults and over 18. All tutors are may make referrals to the Guidance Counsellor/ SCP as appropriate.

## **Subject Teachers**

## **All Teachers**

Through their various interactions with students both inside and outside the classroom, subject teachers make a valuable contribution to the guidance programme in our school. Subject teachers play a vital role in assessing students suitability for their particular subject and the level at which they will take it for both Junior & Leaving Cert. They are the ones best equipped to explain in students making an informed decision about a subject that may affect the choices available to them when they leave school.

### **Transition Year Co-Ordinator**

**Dominic Walsh**

Such is the belief in Transition Year and all it can offer our students, it is a compulsory year in Gaelcholáiste Chéitinn. The TY Co-ordinator manages and oversees the delivery of the Transition Year Programme. She motivates and helps our students develop their personal skills, she organises learning opportunities that promote students' personal development, liaises with management, the Guidance Counsellor, parents, outside agencies in programme development.

See Transition Year Plan for more details.

### **Leaving Cert Applied Co-Ordinator**

**Mairéad Bergin**

LCA is available to all students in CCM after their Junior Cert. It is also presented as a viable option to either a Junior Cert. Or TY student in Gaelcholáiste Chéitinn who may struggle academically with a Leaving Cert. through Irish in GCC. The co-ordinator informs students and parents on the benefits of the LCA programme and how it may suit their learning style and needs. She manages and oversees the delivery of the programme, motivates and helps students develop their personal skills, organises learning opportunities that promote students' personal development, liaises with management, the Guidance Counsellor, parents, employers in programme development. See LCA Plan

### **JCSP Co-Ordinator**

**Ursula Mullins**

The Junior Cert School Programme is designed to make the Junior Cert. more accessible to those young people who may leave school without formal qualifications. It attempts to help young people experience success and develop a positive self-image by providing a curriculum and assessment framework suitable to their needs. (Aims) The JCSP is available to students in CCM who are at risk of leaving school without a formal qualification and are usually identified in first year. The JCSP Co-ordinator oversees the delivery of the programme working closely with, students, teachers, HSCL and parents. See JCSP Plan

### **Vocational Training Opportunities Scheme Co-ordinator      Tony Kearins**

VTOS in our school provides an opportunity for those in the local community who meet the criteria an opportunity to do their leaving cert. The Co-ordinator works closely with VTOS students in helping them reach what for some is a lifetime ambition and achievement. He is sensitive to their personal circumstances and needs and oversees the delivery of the programme with subject teachers and the Tipperary ETB Adult Guidance Counsellor.

### **Special Educational Needs Department      Deirdre Macken GCC & Michelle Condon RC**

The SEN department have a central role in the identification, support and inclusion of all students with a special educational need in our school. Through assessment they are able to identify the particular needs of a student, implement recommendations made by psychologists, develop strategies specific to the student to be used by teachers in the classroom. They liaise with management regarding the provision of resources necessary for the inclusion of all students in our school. They consult with NEPS, the SENO and other outside agencies along with parents in supporting the particular needs of a student. They inform staff of the various literacy & numeracy strategies and the specific needs of a student and the strategies recommended to assist that student in their learning. See SEN Plan

### **Student Council Facilitator      Raheen College**

#### **Gaelcholáiste Chéitinn**

The student council gives all our pupils an official voice in our school. It allows both students and teachers a forum to discuss areas of concern and to consult with staff on draft policies. The facilitator organises meetings and oversees the running of the council.

### **Parents' Council**

#### **Chairperson:**

The Parents Council offers a forum for parents to participate in the development of our school, to be consulted about draft policies, thus shape the provision of Guidance within our school.

### **Principal & Deputy Principal**

**John McCarthy & Tina Kennedy**

The Principal has overall authority under the authority of the Bord of Management for the day to day management of our school. The Principal controls the internal organisation, management and discipline of the school. In our school our Principal & Deputy Principal facilitates the delivery of guidance through the provision of the resources necessary to deliver the aforementioned programmes. They are involved in the day to day delivery of guidance to all pupils who present themselves at assembly or to their door regarding a discipline issue. They liaise with each other, the Múinteoir i bhFeighil, SCP, HSCL, Guidance Counsellor, Programme Co-ordinators, Tutors, Subject Teachers, Pupils and Parents in ensuring that the children in our care are supported and cared for. Child Protection Guidelines are adhered to and implemented when necessary. The Principal is the Designated Liaison person.

- **Current Policies relating to Guidance**

As 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 to these choices, it is only natural that a number of policies are related to guidance. They include:

- ✓ Children First: National Guidance for the Protection and welfare of Children (2017)
- ✓ Guidance Counsellors Department Plan
- ✓ SPHE
- ✓ RSE
- ✓ Critical Incident Management
- ✓ Health & Safety
- ✓ Pastoral Care
- ✓ Homework
- ✓ Special Educational Needs
- ✓ Code of Behaviour
- ✓ Attendance
- ✓ Admissions
- ✓ Information Technology
- ✓ Literacy & Numeracy
- ✓ Substance Misuse
- ✓ LCA
- ✓ TY
- ✓ RE
- ✓ Anti-Bullying

- Record of current resources.

### **Personnel**

- Principal
- Deputy Principal
- Student Support Team
- Wellbeing Team
- SEN Teacher/Coordinator
- Learning Support Teacher
- Home School liaison Officer HSCL
- NBSS/BFL Teacher
- ASD Teachers
- Positive Code of Behaviour Teacher
- PLC Co-ordinators
- LCA Co-ordinator
- TY Coordinator
- Year Heads
- Class Tutors
- Religion Teachers
- SPHE Teachers
- CSPE Teachers
- Subject Teachers
- School Completion Programme Officers SCP
- Guidance Counsellors
- Ancillary Staff

## **Office**

The CTI Clonmel has three Campus:

- The Mall which houses Senior College students & Gaelcholáiste Chéitinn
- Raheen Road which houses Raheen College Students.
- The Barracks- Senior College Art Students and VTOS Students

There is a designated office for the Guidance Counsellor in both buildings with a computer with internet access, a shared printer(the Mall) and a telephone( The Mall) and a locked filing cabinet It is locked when not in use.

## **Classroom**

Guidance classes usually take place in either a computer room when one is available or base classroom which allows for internet access. The computer room is not entirely conducive to non-computer/internet based lessons. Group work is sometimes challenging. In order to overcome this, the bottom half of the computer room in CCM was fitted with a whiteboard in September 2016 and chairs with lips on the side have been made available to facilitate classes in this Guidance designated space. It also has a career library with college prospectuses and other resources. Due to the heavy use and huge demand on computer rooms in the Mall, GC5 & GC6 students have very limited access to a computer room with classes taking place in the 6<sup>th</sup> Year base room. There is a small careers library on the window ledge between the 5<sup>th</sup> & 6<sup>th</sup> Year classrooms allowing all student access to prospectuses and other resources.

## **NOTICE BOARD**

There is a Guidance notice board in the hallway to the right of the stairs serving all PLC & GCC Students. in The Mall and in the assembly hall in Coláiste Chluain Meala

## **Computer Room**

Available on both campus, use may be restricted due to timetabling constraints.

## **Materials**



Both offices are stocked with current Irish Prospectuses as well as a large range of career related publications. It also has a range of PowerPoint presentations & DVDs for use within the classroom. Other resources include:

- The Reach+ Student Workbook by Careers Portal
- Get your ideal job by Seamus McEvoy
- Guidance for VPG by Brian Comerford.
- CDM- Career Decision Making Inventory

The internet is a valuable resource within guidance and is used regularly. Sites accessed include:

- [www.qualifax.ie](http://www.qualifax.ie)
- [www.cao.ie](http://www.cao.ie)
- [www.careersportal.ie](http://www.careersportal.ie)

## **Others**

Study Skills Seminar by Study Focus Ltd.

Careers Talks by the Guidance Counsellor

Guest Speakers- UL, WIT, LIT- Tipperary, Mary Immaculate College, Suir Engineering - Apprenticeships

Open Days- UL, LIT, LCAD, WIT, WCFE, LIT @ Tipperary UCC

Career Exhibitions- Higher Options or Mid-West Career Exhibition.

## **Part 2**

Specified areas for development, which refer to:

- Guidance policy development.
- Priority areas of School Guidance in need of development.

## School Self Evaluation (SSE) & the Whole School Guidance Plan (WSGP)

### Context & Background

The CTI Clonmel is in a period of huge transition, while Gaelcholáiste Chéitinn continue to grow in the provision of a second level education through the medium of the Irish Language, Raheen College, formally know as Coláiste Chluain Meala has experienced may challenges which culminated in a pause in the intake if 1<sup>st</sup> Years for the 2020/21 academic year. This was to give the school, staff and management time apply the six steps of SSE, to reflect on what was going on, to gather evidence and to formulate an improvement plan in order to rebuild our school.

For the purpose of this document we, that is the WSG Team, API Team and head of Teaching & Learning used the SSE process to reflect on the six steps of SSE with a view to identifying an aspect, an area of focus to 'shine a light' on our Whole School Guidance Plan that needed to be improved upon using 'Look at our Schools (LAOS)'. The area of Assessment to include Formative Feedback was identified by the head of Teaching & Learning following a talk with Joe O'Connell in 2020. It was brought back for discussion at an AP1 Meeting in May 2020, where again the SSE process was applied to it. Evidence was gathered at this focus group where current practice on assessment was reviewed and analysed, it was found to be lacking with two official assessments Christmas and either mocks or Summer, depending on year group. Feedback was limited to the space available on VSWare which did not allow for in-depth formative feedback. It also came on the back of our new DEIS Plan 2020-23 where again the SSE process has been applied to identify targets and areas of improvement within the pillars of DEIS, namely: Literacy, Numeracy, Academic Outcome, Attendance, Retention, Supporting Educational Transitions, Partnership with Parents, Partnership with Others and Wellbeing. Both our WSGP and DEIS Plan are interwoven with one feeding the other. A 3 year improvement plan was put in place with Target 1: To Improve the quality & quantity of Assessments and formative feedback given to students to be rolled out in September 2020. A second target was developed on the back of assessment & formative feedback with students setting target grades for themselves in their subjects. Target 2: To engage 1<sup>st</sup> & 5<sup>th</sup> Year students, parents and teachers in setting and reviewing target grades in their subjects. Target 3: To engage all students, parents and teachers in setting and reviewing target grades in their subjects.

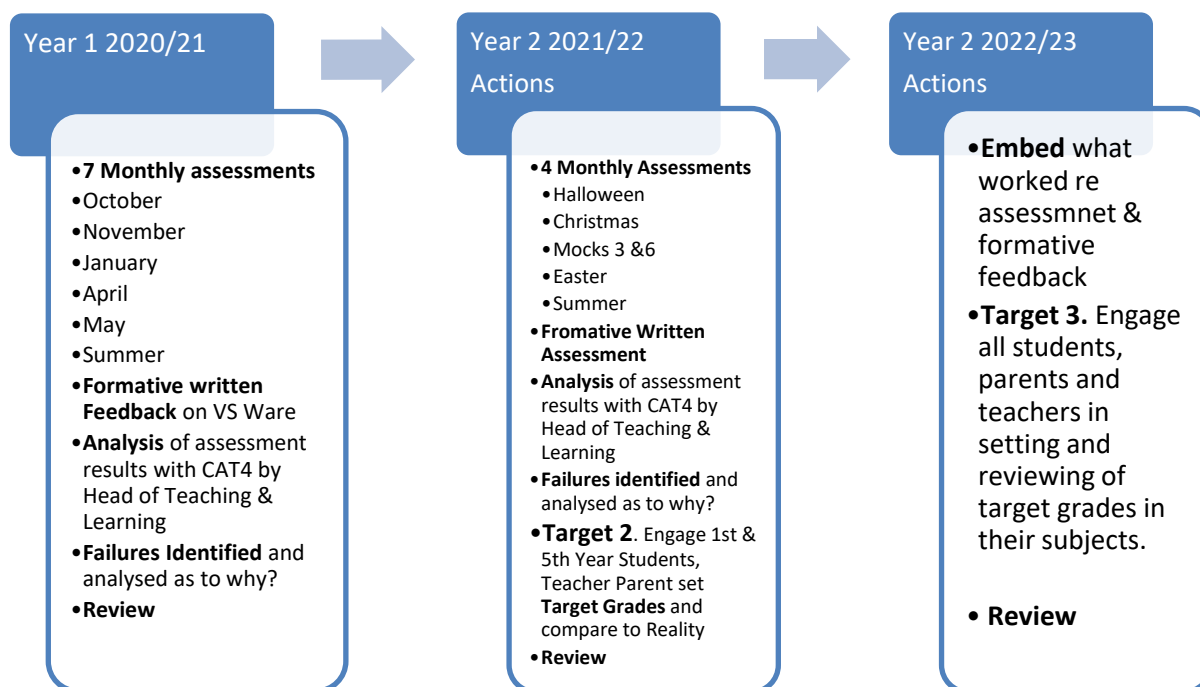


# Three Year Improvement Plan 2020-23

**Target 1:** To Improve the quality & quantity of Assessments and formative feedback given to students.

**Target 2:** To engage 1<sup>st</sup> & 5<sup>th</sup> Year students, parents and teachers in setting and reviewing target grades in their subjects.

**Target 3.** To engage all students, parents and teachers in setting and reviewing of target grades in their subjects.



## Using LAOS as a benchmark for standards of improvements

LAOS(2016) has and continues to be used to help us as a school to improve our Leadership & Management and the delivery of Teaching & Learning within our school. It puts our students at the centre of this process where we are always striving to improve the quality of our student experience. LAOS supports us in reviewing, evaluating, planning and exploring ways to improve our school for all. It is used to help us to move from effective(good) to highly effective(very good) practice. The standards, statements of effective practice and statements of highly effective practice provide a framework, a language, a map to help us identify 'where we are' and 'where we want to go'.

## Assessment & Formative Feedback

**How do we know?:** Focus group with Head of Teaching & Learning, AP1 Team & WSG Team

**LAOS:** We will look at Dimensions 'Leadership & Management'.

### Leadership & Management

Leading learning and teaching	School leaders: promote a culture of improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each student manage the planning and implementation of the school curriculum foster teacher professional development that enriches teachers' and students' learning
-------------------------------	---

**Identify Actions for Improvement:** Under the domain of **Leading Learning & Teaching**, we will look to 'promote a culture of improvement, collaboration, innovation & creativity in learning, teaching & assessment. Pg. 22

### Statements of Highly Effective Practice

- ✓ The principal & other leaders in the school foster a culture in which learning flourishes.
- ✓ They lead the school community to continuously strive for excellence by setting high expectations for students.
- ✓ They promote a culture of continuous improvement by supporting colleagues to become reflective practitioners.
- ✓ The principal, with those leading the process use SSE very effectively to encourage teaching that is engaging and challenging, and to enable all students to become active & motivated learners.
- ✓ The principal and other leaders in the school expect and encourage teachers to develop and extend their teaching, learning and assessment practices, and to share practices that have proven successful at improving students' learning.
- ✓ They actively promote innovation and creativity.
- ✓ They welcome and celebrate individual collective contributions & achievements

## Actions for improvements:

1. All teachers will set **monthly assessments** that will reflect the content covered, will be standardised to either the Junior Cycle or Leaving Cert. and will be standardised across Gaelcholáiste Chéitinn & Raheen College.
2. To bring ourselves in line with good practise promoted under JC, and following on from recommendations in the Chief Examiners Report all assessments going forward should test the following;
  - a. **A knowledge and understanding component**
    - a. Define / How / Explain the term / What
  - b. **A skills component**
    - a. Competency in analysing data / drawing conclusion(s) / providing alternatives / reasoning skills / problem solving skills
  - c. **A values component**
    - a. Do you agree or disagree with this statement? Explain your answer / What is your opinion on this topic? / Discuss / Support your answer.....

Here are some examples:

### An example from Science.

- a. What is meant by the term global warming?
- b. By examining the following data (pretend), comment on the patterns and trends that you can see
- c. Do you think that people need to change their behaviours to protect the Earth? What can people do to bring about change?

“The average temperature of the Earth is increasing year by year”. Do you agree or disagree with this statement? Explain your answer using any relevant data given in the question.

### An example from Wood Technology:

Student is given a sample brief for a wood tech project e.g. a boat & a sample solution. 3 possible questions:

- a. Explain the term Analysis of Brief
- b. Shown in fig1.a is a proposed design solution for a model boat. Using notes and sketches design an alternative jointing method for the mast on the model.

- c. "When this project is made by a class group, the boat should be designed and made using hardwood timbers" Do you agree/disagree with this statement? Give reasons for your answer.

#### An example from Technology

A system diagram is shown (image to be attached) of a coffee machine. Coffee will be delivered if the machine is switched on, a cup, water and a coffee capsule are all present. The system has the following features: a master on/off switch and two coffee selection buttons (for large/small coffee). A low water level, coffee capsule and cup detection sensors.

- Name the logic gates required at.....
- Sketch a truth table for gate .....
- Design a modification to the system, write a brief justification for your design modification.

#### An example from English:

- Choose a novel you have studied. To what extent has your understanding of people and human behaviour been shaped by reading the novel?

Explain your answer in relation to the chosen text.

- Select a poem you have studied and explain why a theme in this poem challenged you to stop and think. Use a poem to support your response.

#### An example from Maths:

The graph below shows the total number of times Peter checked his phone from 8 a.m. to 6 p.m. on a given day. For example, by 6 p.m. Peter had checked his phone a total of 65 times.

##### (Knowledge & Understanding – the ability to read the graph)

(a) Use the graph to answer each of the following questions. In each case, tick ( ) the correct box only.

##### (Skills – competency to calculate)

(b) From 8 a.m. to 6 p.m. on that day, Peter checked his phone on average 6.5 times each hour. He uses this to estimate  $N$ , the total number of times he had checked his phone, as:  $N = 6.5 \times H$  where  $H$  is the number of hours after 8 a.m. on that day.

(i) Use this formula to find the value of  $N$  when  $H$  is 8.

##### (Values – opinion)

(c) Peter uses his formula to estimate that he will have checked his phone 156 times by 8 a.m. the following day (when  $H = 24$ ). Do you think that this is a reasonable estimate? Tick ( ) one box only. Give a reason for your answer.

3. All **formative feedback** will include the following:

- The level students are sitting
- The percentage they received
- What was examined
- What students answered well
- Areas which need improvement from the student and where they lost their marks

## Year 2 2021/22 - Guidance for Some 1<sup>st</sup> & 5<sup>th</sup> Years- Developing my Learning

### Setting Target Grades 1<sup>st</sup> & 5<sup>th</sup> Years

**How do we know?:** Focus group with Head of Teaching & Learning, AP1 Team & WSG Team

**LAOS:** We will look at Dimension Teaching & Learning

#### Teaching & Learning

##### Domain

##### Standard

Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
---------------------	---

**Identify Actions for Improvement:** We will look at Domain 2 learner experiences and standard: Students reflect on their progress as learners and develop a sense of ownership and responsibility for their learning. Pg 16.

#### Statements of Highly Effective Practice

- ✓ Students reflect on their progress as learners and develop a sense of ownership and responsibility for their learning
- ✓ Students assess their progress realistically and can describe their strengths and areas for development as learners
- ✓ They have a sense of ownership of their work, take pride in it, and take responsibility for improving it.
- ✓ They reflect on their behaviour and attitude to learning, and are able to set meaningful personal goals as a result of reflection.
- ✓ Where the school curriculum provides opportunities to do so, students negotiate their learning thereby increasing their autonomy and effectiveness as learners.
- ✓ Students take responsibility for their own learning, and use both the learning resources provided to them, and those that they source themselves, to develop their skills and extend their knowledge.

#### Actions for Improvement

1. The Guidance Counsellor (GC)/SEN Department will administer CATs to new 1<sup>st</sup> Years and 5<sup>th</sup> Year students.
2. These results will be analysed by both SEN & Guidance and all will be sensitive to the data they contain and will be mindful of where a student lands.



3. All teachers will give Halloween assessments and formative feedback.
4. These results will be analysed by the Head of Teaching & Learning and compared to the CAT results.
5. The Guidance Counsellor and or Senior Management will meet with both 1<sup>st</sup> & 5<sup>th</sup> Year students with their parents where possible after mid-term to set targets for their Christmas Assessments.
6. Subject teachers will review the target set in their subject, ensuring it is realistic. They will have through formative feedback on the Halloween assessment advised students on where they can improve.
7. Christmas target grades will be analysed against the actual grades attained, along with CAT4 results, these will be reviewed by the head of Teaching & Learning & the GC in January.
8. The process will be reviewed at this point.

# Bibliography

*A whole School Guidance Framework. NCGE June 2017.*

*Looking at Our School: A Quality Framework for Post-Primary Schools.* Department of Education & Skills (2016d).

*School Self-Evaluation Guidelines 2016-2020 Post-Primary.*

*Guidelines/School-Self-EvaluationGuidelines-2016-2020-Post-Primary.pdf.* DEIS Plan 2017:

*Delivering Equality of Opportunity in Schools.* Department of Education & Skills (2017b).

*Framework for Junior Cycle 2015.* Department of Education & Skills (2015a).

*Well-Being in Post-Primary Schools.* Guidelines for Mental Health Promotion and Suicide Prevention. NEPS (2013).

*The Education Act, 1998* [www.oireachtas.ie](http://www.oireachtas.ie)

*Planning the School Guidance Programme.* National Centre for Guidance in Education (NCGE) 2004 [www.ncge.ie](http://www.ncge.ie)

*Planning the School Guidance Plan* School Development Planning Initiative (SDPI), 2004 [www.sdpi.ie](http://www.sdpi.ie)

*Guidelines for Second Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students' access to appropriate guidance.* DES, 2005. [www.education.ie](http://www.education.ie)

Circular letter No PPT 12/05: *Guidance Provision in second-Level Schools.*

*Constitution and Code of Ethics 2004* Institute of Guidance Counsellors

*Ashton School Guidance Plan* Mai Kearns IGC AGM 2007

Whole School Evaluation Report CTI June 2006 DES

Data Protection for the Guidance Counsellor – Compliant Data Management Hugh Jones NCGE

Websites

Department of Education and Science [www.education.ie](http://www.education.ie)

Institute of Guidance Counsellors [www.igc-edu.ie](http://www.igc-edu.ie)

National Centre for Guidance in Education [www.ncge.ie](http://www.ncge.ie)

National Educational Psychological service [www.neps.ie](http://www.neps.ie)

National Qualifications Authority of Ireland [www.nqai.ie](http://www.nqai.ie)

Moyle Park College [www.moyleparkcollege.ie](http://www.moyleparkcollege.ie)