

Moville Community College Post-Primary School Guidance Plan

2024/2025

ETB schools are state, co-educational, multi-denominational schools underpinned by the core values of:

- Excellence in Education
 - Care
 - Equality
- Community
- Respect

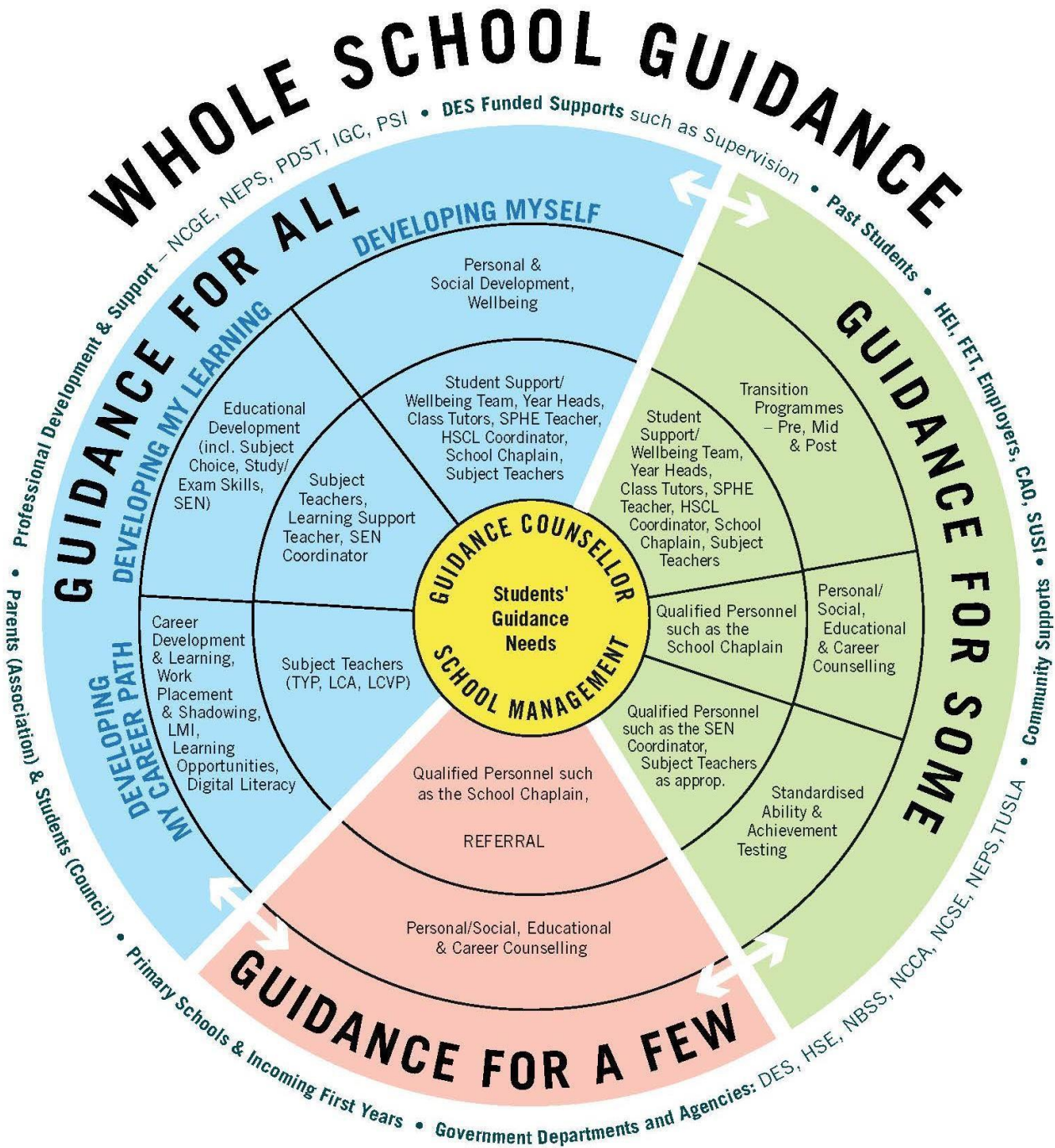


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1. General

Mission Statement

Moville Community College is a school where everybody is encouraged and expected to be the best that they can be.

Vision

Moville Community College is a second level school under the management of Donegal Education and Training Board. We provide a broad curriculum and a high quality education to learners in our community. We promote academic success and always recognise our students' achievements. Our staff, supported by parents, enable the students to develop the skills and attitudes necessary to become responsible young adults who contribute positively to society. We value mutual respect, tolerance and positive relationships. We celebrate diversity and we seek to foster a sense of belonging. We include all students in our school and we aim to create a safe and supportive learning environment for all.

Context

Moville Community College is a co-educational second level school under the management of Co. Donegal Education and Training Board. It draws its students primarily from East Inishowen. The school participates in the DEIS programme aimed at tackling disadvantage.

The Mission Statement of Moville Community College is "everyone is encouraged and expected to be the best they can be." The Guidance plan reflects this respect for the individual in its student centered holistic approach. The enhancement of self-esteem and life skills and the development of potential - academic, personal and emotional - leading to greater personal autonomy for all students are its central goals.

This plan is not a rigid template and reflects the uniqueness of Moville Community College in its own particular context and circumstances. This Guidance plan refers to the 'subject' guidance as it is delivered to students cognisant of their needs and mindful of the available resources.

The school guidance plan is a structured document that describes the school guidance programme and specifies how the guidance needs of students are to be addressed. It includes reference to personal counselling, an integral component of the work of the Guidance Counsellor. This plan forms part of the Whole School Guidance plan.

Rationale

Schools are required in accordance with Section 9(c) of the Education Act (1998) to “ensure that students have access to appropriate guidance”. Guidance is therefore a statutory requirement and an integral part of the school’s activities.

Implications

The Act refers to access (to school resources, physical and personnel) and appropriate guidance (ie. whole school response to meeting the guidance needs of all its students). Guidance is a core requirement of the school’s overall programme: this requires that it is an integral part of the school plan. The mission statement and the school ethos are reflected in the guidance plan.

What is guidance in schools?

Guidance and Counselling refers to a range of learning experiences provided in a developmental sequence, designed to assist students to make choices about their lives and to make transitions to these choices. These choices may be categorized into three distinct but interlinked areas

- Personal and social development
- Educational guidance
- Career guidance

Guidance resources and activities that assist students in the decision-making process include:

- Personal counselling
- Career information (classroom, personal, vocational guidance interviews, attendance at careers events, guest speakers, on-line course provider sites, etc)
- Personal and social developmental programmes
- Information technology

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

Aims

- To provide a framework for the delivery of the school's guidance programme.
- To ensure a structured response to students' personal, social, educational and career guidance needs.
- To be inclusive of all students in the school- junior, senior, special needs students etc

Objectives

- Students develop and awareness and acceptance of their talents and abilities
- Students are motivated to choose a lifestyle which is healthy and meaningful on the basis of this awareness
- Students are prepared for a life of autonomous well being and respect the individual's right of how they wish to be in the world
- Students make informed choices about their lives.

Junior Cycle Wellbeing Guidelines (NCCA, 2017). The Wellbeing Guidelines state that “*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 belonging to a wider community*” (NCCA, 2017; pg. 17). The Guidelines highlight wellbeing as a whole school endeavour. Six indicators of wellbeing are presented in the guidelines - ‘*active*’, ‘*responsible*’, ‘*connected*’, ‘*resilient*’, ‘*respected*’, and ‘*aware*’. Guidance is highlighted as supporting ‘*learning about wellbeing and learning for wellbeing*’ for all students in junior cycle and is regarded as one of the main pillars for developing the Wellbeing programme in schools (NCCA, 2017; pg. 46 & 48).

Guidance Counsellors

Sinead Mc Carron – 22 hours

Barry Curran – 22 hours

2 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 career guidance.
2. Classroom guidance delivered in regular weekly classes/ rotating modules/ team teaching/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.

Grouping of Students

Students participate in the Guidance programme in their year group or in their smaller class groups.

Class Organisation/ Effective Teaching Methodologies

Year Group	Teaching Methodology
1	No formal class/year group contact Year Group intervention for subject choice selection
2	Guidance Related Learning Module
3	Year group intervention for programme and subject choice selection
4	Guidance Module
5	Weekly Class
6	Weekly class.
LCA	Weekly class in year 2

Method of Delivery of Guidance Programme

Formal Guidance classes (of one period per week) are timetabled with fifth and sixth year - one period per week. In first and second year the Guidance Counsellors may borrow classes from subject teachers to introduce vocational guidance at junior cycle. Classes are also borrowed for various topics such as subject choice.

3 Provision for Health and Safety Requirements

Administration

Moville Community College has a student referral system whereby teachers, parents and students can refer students to the Care Team who meet weekly to address the needs of students.

Students can request an individual appointment by contacting a Guidance counsellor or through their teacher/tutor/year co-ordinator/parent/guardian.

Student Appointments

Meetings with students on a one to one tend to fall into three categories:

- Those of a purely guidance nature e.g. career guidance, study skills
- Those that initially present as guidance but develop into counselling
- Those of a purely counselling nature

Attendance sheets for Career Talks/Presentations (Appendix II). Students sign up for talks etc on google classroom. Details of students' attendance is given to the office for recording on VSWARE.

Personal Safety and Student Safety

For the safety and protection of the student and the guidance counsellor the code of ethics as laid out by the IGC code of ethics and professional issues are adhered to.

Reporting procedures

In both Personal Counselling and in Career Guidance Interviews the confidentiality rule is followed i.e. school management, class teacher, year head and/or parents/guardians are informed if it is felt that the student is a danger to him/herself and/or to others or it is a

legal requirement. The student is informed of the limits of confidentiality at the beginning of a session.

Confidentiality statement made to students

“What we talk about here will remain confidential (do you know what confidential means? - it means that I won’t talk to anyone else about our conversation unless you agree to it), but there are times when I have to tell or talk to someone else about what you tell me.

These times are:

1. If you tell me you are going to hurt or harm yourself
2. If you tell me that you are going to hurt or harm someone else
3. If you tell me that you yourself or someone you know is being hurt or harmed in any way.

I will do this to make sure you are safe and not in any danger. Do you understand? Do you have any questions?”

Record Keeping

Records of meetings are kept in a safe place by the Guidance Counsellor and only they have access to their own records

Special Needs Provision

Students can attend individual career guidance interviews with Guidance Counsellor and the Special Needs coordinator. This can be alone or with a member of staff or family of their choice. Extra time will be allocated to these meetings if required.

With consent of the student and their family the Guidance Counsellor can work with the SEN Department and relevant organisations e.g Training and Occupational Services (HSE) to look at available options to the student so we can plan for their transition and put all the necessary supports in place.

LGBTQ+ Students

- Students have access to appropriate support documentation from designated teachers and Belongto Youth Service.
- The school is committed to consulting with the student as to how they would like to deal with their “coming out” or transition and staff have access to the Department of Education Document - Being LGBT in School
- The school is accredited as a inclusive school having achieved the Quality Mark Award in February 2024. The school has an LGBTQ+ Allies group who meet weekly.

How to respond appropriately to someone who “comes out”

The Guidance Counsellor or teacher will support students who identify as LGBTQ+ as required and work in conjunction with parents if appropriate.

General Advice Given to Staff Supporting a Student who is Coming Out

Do's

- Listen – focus and be led by them
- Affirm – Mention LGBTQ+ role models
- Thank them for telling you
- Refer- LGBT youth groups , Guidance Counsellor

Don'ts

- Assume they are too young (most people know by 12 years of age)
- Assume they are sexually active
- Dismiss – its important to them even if you don't care
- Be Negative- emphasise supports available to young people

4. Overview of Whole School Guidance

	1 st Year	2 nd Year	3 rd Year	TY	5 th Year	6 th Year
Career Development	Junior Cycle Guidance	Junior Cycle Guidance	Junior Cycle Guidance	1:1 interviews Work Experience	Weekly Class 1:1 interviews Work Experience LCVP	Weekly Class 1:1 interviews Work Experience(LCA) Job Search LCVP
Educational Development	Subject choices JCSP	Subject Levels	Subject Choice Study Skills	Subject choice		Study Skills
Personal & Social Development	Personal development Workshops, SPHE Tutor system Mentor Extra curricular	Personal development Workshops, SPHE Tutor system Extra curricular	Personal development Workshops, SPHE Tutor System Extra curricular	Personal development Workshops, SPHE Tutor System Extra curricular	Personal development Workshops, Tutor system Extra curricular	Personal development Workshops, Tutor system Extra curricular
Information	Parents evening		Sub and Prog Choice evenings			CAO/UCAS evenings College Finance Evening
Advice	Offered to all	Offered to all	Offered to all	Offered to all	Offered to all	Offered to all
Counselling	As required	As required	As required	As required	As required	As required
Referral	As required	As required	As required	As required	As required	As required

1st Year

- Address parents and students at incoming first year information evening
- Attend Incoming First Year Parents Coffee Morning
- Individual meetings by referral/ request
- Subject Choice Presentation to 1st Year students in March
- Assist with subject choices if requested
- Lets Talk, Sure Why Not?(Jigsaw Course)

2nd Year

- Individual meetings by referral/ request
- Guidance Related Learning Module
- Workshop on Mental Health by Peer Educators (Jigsaw)

3rd Year

- Individual meetings by referral/ request
- Eirquest testing for subject choice
- Study Skills
- Classes on Programme & Subject Choice (Feb-March)
- Information evening on Leaving Certificate programme choice (March)
- Information evening on Leaving Certificate subject choice (March)
- Individual meetings on subject choice (March-April)

Transition Year

- Taster Days -ATU Donegal
- Aware - Lifeskills Program
- Jigsaw Peer Education Program Training
- Guidance Module

5th Year

- Guidance class - 1 per week
- Individual meetings by referral/ request
- Open Days
- Career Fairs
- Guest speakers
- Taster Days - ATU Donegal
- Work Experience opportunities

6th Year

- Guidance class - 1 per week
- Individual meetings by referral/ request
- Open Days
- Career Fairs
- Guest Speakers
- Exam Stress (Jigsaw)
- Study Skills

Whole school guidance personnel

In addition to 2 Guidance Counsellors, a whole school approach is necessary to provide an effective guidance programme. Moville Community College currently has the following supports in place:

- A Home School Community Liaison Coordinator who builds links with home, school and the community, empowering the parents as prime educators.
- 25 Learning Support Teachers who support students
- 12 Special needs assistants who support students
- 1 ASD Co-ordinator & 2 Special Needs teachers who support students
- Subject teachers who provide support, information and advice to students relating to their subject disciplines

- Class tutors who provide support, information and advice to students on an on-going basis
- Year Coordinators who support class tutors and liaise with home.
- A NEPS psychologist who identifies educational needs and offers a range of services aimed at meeting these needs, for example, supporting individual students (through consultation and assessment), special projects and research.

5. Testing

1. Assessment tests for first year students come under the remit of the Learning Support Teacher.
2. Third Year Testing... Eirquest tests are administered by the Guidance Counsellor to assist with selection of Leaving Cert subject choice.

6 . In-Career Development

To maintain qualified membership of the Institute of Guidance Counsellors a chartered Member must attend Counselling Supervision facilitated by the school on a regular basis. The Donegal IGC offers CPD on a yearly basis which Guidance Counsellors can attend.

