

# **Guidance Plan**

**Good Counsel College, New Ross**  
**2013-2014**

**Jane Byrne**  
**Guidance Counsellor**

## **Table Of Contents**

<b>List of Abbreviations .....</b>	<b>.....</b>
<b>Section 1 .....</b>	<b>.....</b>
<b>Aims.....</b>	<b>.....</b>
<b>Objectives.....</b>	<b>.....</b>
<b>Guidance Counsellors.....</b>	<b>.....</b>
<b>Section 2: Guidance Curriculum .....</b>	<b>7</b>
<b>Whole School Guidance Curriculum .....</b>	<b>12</b>
<b>Section 3 Meetings with Students .....</b>	<b>14</b>
<b>Statement regarding confidentiality for students .....</b>	<b>14</b>
<b>Student Appointments: protocols / procedures.....</b>	<b>14</b>
<b>One to one protocols / procedures .....</b>	<b><a href="#">16</a></b>
<b>Section 4: Meetings with Parents.....</b>	<b>15</b>
<b>Meeting parents: protocols / procedures .....</b>	<b>15</b>
<b>Section 5: Testing .....</b>	<b>15</b>
<b>Assessment tests used for incoming first years students .....</b>	<b>16</b>
<b>Procedures for distributing test results.....</b>	<b>16</b>
<b>Section 6: Links / Distributed Guidance .....</b>	<b>17</b>
<b>Links with class teachers .....</b>	<b>17</b>
<b>Links with Year heads .....</b>	<b>17</b>
<b>Links with NEPS .....</b>	<b>17</b>
<b>Links with Social Workers .....</b>	<b>17</b>
<b>Links with Child &amp; Adolescent Psychiatry Service (HSE) .....</b>	<b>18</b>
<b>Links with Employers.....</b>	<b>18</b>
<b>Links with Colleges/ Admissions/ Liaison Officers.....</b>	<b>18</b>
<b>Links with FE Colleges, .....</b>	<b>18</b>
<b>Links with SPHE Teachers .....</b>	<b>18</b>
<b>Links with Students' Council.....</b>	<b>18</b>
<b>Section 7: Policies .....</b>	<b>19</b>
<b>Section 8: Administration.....</b>	<b>21</b>
<b>Procedures for administering DES Irish Exemptions .....</b>	<b>21</b>
<b>Procedure for administering Reasonable Accommodation in State</b>	
<b>Examinations .....</b>	<b>21</b>
<b>Section 9: Guidance Counsellor Professional Development .....</b>	<b>22</b>

## List of Abbreviations

CAO	Central Applications Office
CII	Career Interest Inventory
COA	Cambridge Occupational Analysis
DATS	Differential Aptitude Tests
DES	Department of Education and Science
DYD	Drogheda Youth Development
FÁS	Foas Áiseanna Saothair
GC	Guidance Counsellor
H. Ec	Home Economics
HEAR	Higher Education Access Route
HSCLP	Home School Community Liaison Person
HSE	Health Service Executive
II	Interest Inventory
IT	Institute of Technology
JC	Junior Certificate
LCA	Leaving Certificate Applied
MUSAIC	Manual Practice / Understanding, Intelligence / Social / Influencing, Persuasive / Artistic, Creative / Clerical, Organisational
NEPS	National Educational Psychological Service
NRIT	Non Reading Intelligence Test
PE	Physical Education
PLC	Post Leaving Certificate College
RSE	Relationships and Sex Education
Sc	Science
SPHE	Social, Personal and Health Education
STEPS	The Science, Technology and Engineering Programme for Schools
TY	Transition Year
UCAS	Universities and Colleges Application Service

## GENERAL

### Mission Statement

The mission statement states’ “Good Counsel College is a learning community within the Augustinian tradition. We continue to grow as a caring, respectful and progressive community which supports the development of the whole person”. All students are treated as individuals with unique strengths. The Guidance Plan reflects this respect for the individual in its student centred 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 Good Counsel College in its own particular context and circumstances. The Guidance Plan refers to the “subject” guidance as it is delivered to Good Counsel College 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

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

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

### Implications

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

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

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

- Personal Counselling
- Educational Guidance
- Vocational Guidance

Guidance activities that assist students make informed choices include:

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

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

## **Aims**

- provide a framework for the delivery of the school's guidance programme
- ensures a structured response to student's personal, social, educational and career guidance needs
- to develop in the students an awareness of their talents and abilities
- to explore possibilities and opportunities that best exploit those talents and abilities
- to enable students to take responsibility for themselves and thereby to grow
- to enable student to make informed choices at times of transition in their lives
- to enable students to make positive contributions to the society in which they live
- the plan needs to be inclusive providing for the junior, senior, minority, special educational needs etc., of all students
- the plan will include all guidance activities: classroom sessions, guidance interviews, attendance at career exhibitions, open days etc., meeting with parents, management, support agencies etc., personal counselling etc.

## **Objectives**

- develop awareness and acceptance of their talents and abilities
- identify and explore opportunities
- grow in independence and take responsibility for themselves
- make informed choices about their lives and follow through on these choices

### **Towards the end of Junior Cycle students will;**

- develop an understanding of themselves as individuals and in relation to others
- become aware of their own strengths and weaknesses
- acquire the competence to consult with the guidance counsellor with regard to personal/educational concerns
- develop good time-management and decision making skills

### **Senior Cycle students, in addition to the above, will:**

- develop an awareness of interests, aptitudes and personality traits in themselves and others
- understand their own intelligence type and learning styles
- understand the relationship of academic learning to the world of work and life
- assess personal qualities as a basis for career exploration
- acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions
- view career development as a life long journey that affects all aspects of one's life
- assume responsibility for his own journey

Guidance counsellor  
Ms. Jane Byrne

### **Role of the Subject Co-ordinator**

The delivery of a comprehensive Guidance Programme is the responsibility of the Guidance Counsellor but a whole school approach is essential to realise this objective. A holistic approach to guidance provision is essential to ensure all students have "access to appropriate guidance" 9 (C) Education Act 1998. Guidance Planning is to be considered a process, to evolve over time, reflecting the needs of all students, available resources and contextual factors.

#### Time Allocation

In 2013-2014 Good Counsel College management allocated 22 hours for the provision of guidance and counselling to 850 students.

## **Section 2: Guidance Curriculum**

### **Guidance in the classroom**

**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:

Individual contact of a personal counselling nature and careers/vocational guidance.

Classroom guidance delivered in regular weekly classes or class group or year group 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 The Guidance Plan. Meetings with Parents/Guidance form an integral part of Informal Guidance.**

#### **Guidance in the Classroom**

- **Number of weekly timetabled guidance classes: 11**
- **Number of periods available to meet with students: 14**
- **Number of periods for timetabled meetings: 3**
- **Number of periods for administration: 5**

## **Guidance Curriculum Content – Formal Curriculum**

### First Year

First years are met with a minimum of eight periods per class each year. Topics covered include transition to second level and subject choice. First years also are introduced to the area of Career Choice with a first year guidance programme.

### Second Year

Second years receive a minimum of four classes per year where the second year guidance programme is covered. This builds on the first year programme and focuses on career choice, interests, skills and goal setting.

### Third Years

Third years are receive approximately six classes of classroom guidance each year. Topics discussed include the repercussions of subject choice for third level requirements and career choice and the National Qualification Framework. The third year guidance programme is also covered and this builds on the previous guidance programmes covered at first and second year.

### Transition Year

Transition years receive approximately five guidance classes per year. Topics discussed include the repercussions of subject choice for third level requirements and career choice and the National Qualification Framework. Transition years are also given an introduction to the vast range of available careers.

### LCA Fifth Year

#### Module 1

- **Outline aims of the course**
- **Brainstorm with students their hopes and dreams for the future**
- **Explain what an Interest Inventory is and have students complete one**
- **Discuss outcomes of II with students**
- **What is work? Different types of work are discussed**
- **Why work? What do people gain from work?**



## **Module 2**

- **Introduction to computer programmes/web site Career Directions**
- **Take Career Directions Interest Inventory**
- **Use results to research different careers using web addresses**
- **Have students interview a person in their career of choice (link with work experience)**

LCA Sixth Year

## **Module 3**

- **The National Qualifications Framework and its relevance to LCA**
- **Career and training opportunities available as a progression from LCA**
- **Preparation for visit to WCFE Open Day**
- **Report on information obtained on visit – complete assignment**
- **Evaluate learning from the visit**
- **Vocational Interest Test**
- **Considering alternative options to their first choice**

## **Module 4**

- **Complete personal profile**
- **Identify three careers that would suit their skills, qualities and interests, suggesting three areas of employment that link to these characteristics**
- **Devise a personal career action plan – complete assignment.**
- **Individual career interviews given**
- **Practise filling out application forms**
- **Job advertisements; employers requirements – educational qualifications, skills, experience and personal qualities**
- **National Qualifications Framework**
- **Revise Curriculum Vitae and apply to fictional job advert**
- **Interview techniques**
- **Identify changes people may have to cope with during their working lives e.g. unemployment/up skilling/**
- **Evaluate programme**

Teaching and Learning Methodologies

- **Written exercises**
- **Research project, assignment and task**
- **Computer and Internet use**
- **Career Interest Inventories**
- **Formal input from teacher**
- **Career Events**

## Resources

- Classroom guidance programme for LCA – [www.classroomguidance.ie](http://www.classroomguidance.ie)
- Career Directions, FAS
- [www.qualifax.ie](http://www.qualifax.ie)
- [www.careersportal.ie](http://www.careersportal.ie)
- Career Interest Inventory
- Pathfinder

## FIFTH YEAR

- Guidance classes are timetabled weekly.
- Fifth years follow the Careersportal Reach Guidance programme, which allows students to create an online profile and complete exercises online such as temperament and interest typing among other topics.
- DATS for Guidance and an Interest Inventory tests are administered to all fifth year students taking the Established Leaving Certificate. The results of the DATS Interest Inventories and JC results form the basis for individual interviews which take place over the second and third terms. Possible career options are discussed with the student who is given research to do on these options.
- The range of third level options are introduced.
- The move towards life long and life span learning is discussed.
- Students are given the option of attending a campus tour of UCD in the spring and also a visit to UCC in April to introduce them to third level education.

## Resources and Methodologies

- Careersportal Reach Workbook and online profiling at [www.careersportal.ie](http://www.careersportal.ie)
- National careers database at [www.qualifax.ie](http://www.qualifax.ie)
- Access to the computer room
- PowerPoint presentations on various career areas
- Psychometric testing
- Personal guidance interviews
- External trips to selected colleges

## **SIXTH YEAR**

- **Guidance classes are timetabled weekly.**
- **Students continue with The Careersportal Reach Programme.**
- **In these classes students are presented with the third level options available including CAO, UCAS and PLC colleges.**
- **Throughout the year they receive presentations from representatives of third level universities and colleges.**
- **Various PowerPoint presentations are given to classes including various career areas.**
- **Classes also include presentations on supplementary access routes –including HEAR the Higher Education Access Route, and Dare – The Disability Access Route.**
- **They attend the UL and WIT Open Days.**
- **Each student receives a guidance interview. A profile of the student’s interests and strengths supported by test results (interests, aptitudes etc. previously administered) will emerge. This profile is discussed in view of career choices and current performance. The interview provides the basis for continued contact with the student throughout the year.**
- **Students become familiar with careers Internet sites in fifth year and are encouraged to do further research and refine career choices.**
- **SUSI grant application system is discussed.**
- **Accommodation types and application systems are discussed.**
- **Transition to third level and college expectations are also discussed.**

### **Resources and Methodologies**

**Careersportal Workbook and online profiling at [www.careersportal.ie](http://www.careersportal.ie)**

**National careers database at [www.qualifax.ie](http://www.qualifax.ie)**

**Access to the computer room**

**Powerpoint presentations on various career areas**

**Personal guidance interviews**

**Visiting speakers from third level institutions including UCD Department of Agriculture, NUI Maynooth and DIT**

**External trips to selected colleges – UL and WIT**

## Whole School Guidance Curriculum

The Guidance Counsellor as the trained professional has primary responsibility for delivering career guidance. However, there are other aspects of guidance for which the GC has responsibility, and where other members of staff can play a significant part, viz. educational guidance and personal social guidance.

### What timetabled guidance is happening elsewhere in the school?

Throughout all years, students receive guidance on a broad range of issues through participation in RSE, SPHE, Religious Education classes that are not part of the Guidance Counsellors' teaching remit. The issues addressed in such classes are listed below:

	Educational Guidance	Skills being developed
<i>First Year</i>	<i>Transition to Second Level</i>	<b>Communication and Promoting positive behaviour</b>
	<i>School subject choice</i>	<b>Awareness of course content of subjects offered Decision making skills</b>
	<b>First year guidance programme</b>	<b>Awareness of careers Goal setting Awareness of interests and skills</b>

	Social & Personal Guidance	Skills being developed
<i>First Year</i>	<i>Transition from primary to secondary school</i>	<b>Awareness and management of change Communication and Promoting positive behaviour</b>
<b>SPHE / RE</b>	<i>Self esteem / making new friends</i>	<b>Social &amp; interpersonal skills</b>
	<i>Bullying</i>	<b>Developing skills to deal with bullying</b>
	<i>Substance misuse</i>	<b>Developing skills to help resist illegal substances</b>
<b>SPHE / Sc</b>	<i>Changes in adolescence</i>	<b>Awareness and appreciation of change</b>
	<i>The reproductive system</i>	
	<i>Respecting self and others</i>	<b>Learning to respect others</b>

	Educational Guidance	Skills being developed
<i>Second Year</i>	<i>Second Year Guidance Programme</i>	<b>Awareness of Careers Decision making Communication</b>

	Personal & Social Guidance	Skills being developed
<i>Second Year SPHE / PE</i>	<i>Diet and health</i>	<b>Understanding the values of a healthy life style</b>
	<i>Personal Hygiene</i>	
	<i>Physical exercise</i>	<b>Benefits of exercise and extra curricular activities</b>
<b>SPHE</b>	<i>Substance misuse</i>	<b>Awareness of dangers and consequences</b>
	<i>Recognition and expression of feelings</i>	<b>Ability to form healthy relationships. Social skills</b>
	<i>Peer pressure</i>	
	<i>Making responsible decisions</i>	
	<i>Health and personal safety</i>	<b>Develop the concept of personal responsibility</b>

	Educational Guidance	Skills being developed
<i>Third Year</i>	<i>School Subjects and optional Programmes TY</i>	<b>Awareness of course content and level of difficulty and third level requirements. Critical thinking and decision making skills developed.</b>
<b>Subject teachers</b>	<i>Examination preparation</i>	<b>Time management skills</b>
		<b>Reading the examination paper</b>
		<b>Problem solving</b>

	Personal & Social Guidance	Skills being developed
<i>Third Year</i>	<i>Goal setting</i>	<b>Motivational skills</b>
	<i>Self Esteem</i>	<b>Social skills</b>
	<i>Peer pressure</i>	<b>Assertiveness Skills</b>
	<i>Respect and tolerance</i>	
	<i>Conflict</i>	

## **Section 3 Meetings with Students**

### **Statement regarding confidentiality for students**

**“What we talk about here will remain confidential. This means that I won’t talk to anyone else about our conversation unless you agree to it. However, there are some 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 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 or abused in any way**
- 4. If there is a legal requirement for me to do so**

**I will only do this to make sure you are safe and not in any danger.**

**Do you understand? Have you any questions?”**

### **Student Appointments: protocols / procedures**

The Principal, Deputy Principal, Year Heads, Class Tutor, or any Subject teacher may refer a student to the Guidance Counsellor. Parents are welcome to ask the GC to meet with their daughter. Students themselves may also request an appointment.

The GC will usually ask the referee how urgent the appointment is. If the appointment is deemed urgent every effort will be made to facilitate the student during that school day. If not they will be seen within the week.

Each student who has an appointment to see the GC is given an Appointment Slip with the time and date of their appointment. This slip is shown to the subject teacher when the student is requesting absence from class. The subject teacher indicating the time the student leaves the classroom signs it. The GC showing the time at which the interview finished later signs it.

### **One to one protocols/ procedures**

An appointment slip is given to the student. If it is a first appointment the limits of confidentiality are explained. A record is kept of the meeting. The Guidance Counsellor follows up with appropriate personnel, as the circumstances require.

## **Group protocols / procedures:**

Where a group of students request a meeting with the Guidance Counsellor or are referred an appointment slip is issued and a record is kept of the meeting with the group.

Follow up if required takes place with the appropriate persons.

## **Section 4: Meetings with Parents**

### **Meeting parents: protocols / procedures**

The Guidance Counsellor is available to meet with individual parents when they request a meeting. A phone call before hand to arrange such a meeting is helpful so that a suitable date and time can be agreed. The GCs may also phone parents and invite them to a meeting if they have particular concerns about their son.

On occasions the GC attends meetings, which other members of staff convene with parents. These meetings may be concerned with personal or educational guidance issues.

The Guidance Counsellor is also available to meet with parents during parent –teacher meetings.

### **Annual presentations made to parents**

- Parents of Incoming First Years at Open Day Re: the role of the Guidance Counsellor
- Parents of First Years (October 1<sup>st</sup> Year) Transition to second level.
- Parents of First Years (Spring 1<sup>st</sup> Year) Re: First Year Subject Choices
- Parents of Third Years and Transition Years (Spring 3<sup>rd</sup> Year) Re: Senior Cycle Subject Choices
- Parents of Sixth Years (Autumn of 6<sup>th</sup> Year) Re: Third Level Education

## **Section 5: Testing**

### **Assessment tests used for incoming first years students**

1. Cognitive Ability Tests (CAT) 3

Interest Inventory used in Senior Cycle Guidance Programmes

1. CII
2. MUASIC
3. Rothwell - Miller

2. Aptitude test / Interest Inventory used during Fifth Year

1. DATS for Guidance
2. Careersportal and Qualifax Careers Interest Tests..

### **Procedures for distributing test results**

Results of incoming first years assessment tests are used with discussed with the Principal, Deputy Principal, the Learning Support Co-Ordinator and the Guidance Counsellor.

DATS results are posted to parents.



## **Section 6: LINKS / DISTRIBUTED GUIDANCE**

The following demonstrates the whole school dimension of guidance. Links that exist between the guidance counsellors and the group / individuals mentioned are indicated.

### **LINKS WITH CLASS TEACHERS**

Informal meetings take place between individual class teachers and the guidance counsellor relevant to that class. Issues usually relate to concern for individual students - either academic or personal.

### **LINKS WITH YEAR HEADS**

Informal meetings take place between individual year heads and the guidance counsellor as the need arises. General information regarding particular students is exchanged at these meetings. The guidance Counsellor tries to keep the year head up to date regarding upcoming guidance talks and events.

### **LINKS WITH LEARNING SUPPORT CO-ORDINATOR**

The guidance counsellor attends regular meeting with the Learning Support Co-Ordinator. Issues such as student testing and progress are discussed at these meetings.

### **LINKS WITH THE LCA CO-ORDINATOR**

The guidance counsellor attends the weekly meeting of the LCA core group. General information regarding particular students is exchanged at these meetings.

### **LINKS WITH NEPS**

In the past the Guidance counsellor was the school link person to NEPS. Referrals are made either by the guidance counsellor or by the learning support co-ordinator depending on the nature of the referral.

### **LINKS WITH SOCIAL WORKERS**

The guidance counsellor may link with the social worker that is working with an individual student or family. However, it is generally the Principal who invites the guidance counsellor to attend meetings should the need arise.

## **LINKS WITH CHILD AND ADOLESCENT PSYCHIATRY SERVICE (HSE)**

The guidance counsellor may advise parents to contact their GP in order to make a referral to the Child and Adolescent Psychiatry Service. This usually arises where there are very serious behavioural or psychotic issues involved. The service will then contact the school for an assessment. Contact with the service may or may not continue depending on the circumstances.

## **LINKS WITH EMPLOYERS**

The guidance counsellor is often contacted by local employers should vacancies arise.

## **LINKS WITH COLLEGES/ADMISSIONS.LIAISON OFFICERS**

There is a formal link with Admissions and School's Liaison Officers of the various colleges through the annual CAO meeting. These meetings clarify changes taking place in the content of college courses each year. They also notify the guidance counsellor of changes in admission requirements as well the introduction of new courses. In addition to this meeting, College Open Days provide opportunities for meeting with admissions officers and college lecturers. A number of School Liaison Officers visit Good Counsel College during the year and make presentation to the students.

## **LINKS WITH FE COLLEGES**

The representatives of the FE Colleges visit the school and meet with students. They are also available at their open days to meet with the guidance counsellor re new courses.

## **LINKS WITH SPHE TEACHERS**

The guidance counsellor meets with members of the SPHE team and first, second and third year guidance classes take place during SPHE classes.

## **LINKS WITH PREFECTS**

The guidance counsellor meets with senior prefects and to highlight the relevance of the guidance service for all students. Prefects often relay concerns regarding other students to the guidance counsellor.

## Section 7: Policies

Policy Title	COMPLETED	IN PIPELINE	TO BE ADDRESSED IN THE FUTURE
Bereavement	Yes		
Anti-Bullying	Yes		
Critical Incident	Yes		
Subject Choice		Outline	
Students changing a subject		Outline	
Counselling			
IT	Yes		
Mentoring			
Substance Abuse	Yes		
Admissions Policy	Yes		
RSE	Yes		

SPHE			
Homework			
Special Needs	Yes		
Pastoral Care			
Child Protection	Yes		

## **Section 8: Administration**

### **PROCEDURES FOR ADMINISTERING DES IRISH EXEMPTIONS**

The current practice is that the Learning Support Co-Coordinator administers these exemptions.

### **PROCEDURE FOR ADMINISTERING REASONABLE ACCOMMODATIONS IN STATE EXAMINATIONS**

The learning Support Co-Coordinator completes the sixth year forms in co-operation with management.

### **DARE (DISABILITY ACCESS TO HIGHER EDUCATION) APPLICATIONS**

The guidance counsellor offers support to sixth year students applying to third level colleges. Sixth year students must consult with relevant personnel in learning support regarding application categories.

**Useful “*student support*” phone numbers highlighted on the guidance notice board in the Pastoral Care Centre.**

ISPCC 1800 66 66 66

Samaritans 1850 60 50 90

Aware 1890 30 33 02

## Section 9: Guidance Counsellor Professional Development

2012-2013

Date	Topic
<i>2<sup>nd</sup> October IGC South East Branch</i>	In - Service
<i>12<sup>th</sup> October</i>	UL Open Day and talk for Guidance Counsellors
<i>12<sup>th</sup> October</i>	Higher Options Conference
<i>16<sup>th</sup> October</i>	Counselling Supervision
<i>8<sup>th</sup> November</i>	CAO Information Day
<i>13<sup>th</sup> November</i>	In - Service
<i>28<sup>th</sup> November IGC</i>	DES Review of Guidance
<i>6<sup>th</sup> Feb IGC North East</i>	
<i>11<sup>th</sup> December</i>	WIT Open Day (cancelled)
<i>18<sup>th</sup> December</i>	Counselling Supervision
<i>7-9<sup>th</sup> March National Conference and AGM Sligo</i>	DKIT Changes in entry requirements
<i>19<sup>th</sup> March</i>	Counselling Supervision
<i>9<sup>th</sup> April IGC South East Branch</i>	In – Service
<i>21<sup>st</sup> May</i>	Counselling Supervision

### Counselling Supervision

**Jane Byrne attends supervision at the Waterford Education Centre.**

**\* NB the guidance programmes are very much time dependent. As guidance has been cut from 33 hours (2012) to 22 hours (2013) this is not always possible and is very much constrained by the recent increase in students numbers and the demands of senior cycle students requiring individual appointments.**

## BIBLIOGRAPHY

Department of Education and Science, White Paper on Education. Dublin, Government Publications 1995. [www.education.ie](http://www.education.ie)

Department of Education and Science, Review of Guidance in Second Level Schools. Dublin. Government Publications, 2006. [www.education.ie](http://www.education.ie)

Department of Education and Science, Guidelines for eSEcond Level Schools on the Implications of Section 9 © of the Education Act (1998) relating to students' access to appropriate guidance. Dublin, Government Publications, 20015. [www.education.ie](http://www.education.ie)

NCGE, Planning the School Guidance Programme. Dublin 2004. [www.ncge.ie](http://www.ncge.ie)