

PILOT VERSION

GUIDANCE AND COUNSELLING IN POST- PRIMARY SCHOOLS

**REVIEWING PUPILS' NEEDS
DEVELOPING A SCHOOL'S
RESPONSE**



GUIDANCE AND COUNSELLING IN POST-PRIMARY SCHOOLS:

- REVIEWING PUPILS' NEEDS**
- DEVELOPING A SCHOOL'S
RESPONSE**

IN-SCHOOL ACTIVITIES FOR SCHOOL
MANAGEMENT, GUIDANCE COUNSELLOR,
SUBJECT TEACHERS

National Centre for Guidance in Education

1999

CONTENTS

FOREWORD	4
ACKNOWLEDGEMENTS	5
INTRODUCTION	6
ACTIVITY 1: Presenting the guidance review and development plan to school staff	8
ACTIVITY 2: Identifying guidance needs that are being met	9
ACTIVITY 3: What resources do we have for guidance?	11
ACTIVITY 4: Identifying guidance needs that are not being met	16
ACTIVITY 5: Summary of the school's resources and/or procedures to address the guidance needs of pupils	18
ACTIVITY 6: Checking it out	21
ACTIVITY 7: Developing a Plan to improve guidance provision	22
USEFUL SOURCES OF INFORMATION	25

FOREWORD

In 1996, the Department of Education and Science published *Guidelines for the Practice of Guidance and Counselling in Schools*. These *Guidelines* defined guidance and counselling in the context of Irish post-primary education; described the roles in the guidance process of parents, pupils, guidance counsellors and teachers; and outlined the responsibilities of Department of Education and Science, school management, and the guidance counsellor in the delivery of a schools guidance programme.

Guidance and Counselling in Post-primary Schools builds on and complements the *Guidelines*. The materials:

- ⇒ Are based on a consultative process involving the educational partners;
- ⇒ Are designed to encourage reflection on existing guidance needs of pupils and the school's response:

School management has a responsibility for all education programmes and services provided by a school. Guidance counsellors because of their specialist training have a leading role to play in a school's guidance programme. All school staff in their respective roles have a duty of care towards pupils.

These materials are designed to help you:

- ⇒ To identify the career, educational, and personal/social needs of pupils;
- ⇒ To identify the programmes, services and resources in the school that are currently meeting these needs.
- ⇒ To identify the guidance needs of pupils that are not being met;
- ⇒ To assist in the development of a plan to meet the unmet guidance needs.

Collaboration between the school management bodies, teacher unions, the Institute of Guidance Counsellors, Association of Education Centres, the National Centre for Guidance in Education, and the Department of Education and Science has been the hallmark of the development of these materials. This has resulted in a coherent and shared national approach to the process of reflection on pupil guidance needs and the development of a school's response. Such an approach facilitates all school staff to contribute in a dynamic way to meeting the guidance needs of pupils.

ACKNOWLEDGEMENTS

The materials presented in this publication represent the ideas and suggestions of the Advisory Group on In-Career Development Training for the Implementation of the Guidelines for the Practice of Guidance and Counselling in Schools. The members of this Advisory Group are:

- ⇒ Tim Lynch, Association of Secondary Teachers of Ireland;
- ⇒ Sean O Beachain, Association of Community and Comprehensive Schools;
- ⇒ Tony Deffely, Teachers Union of Ireland;
- ⇒ Eamon Mulvihill, Joint Managerial Body;
- ⇒ Don Herron, Association of Teachers / Education Centres in Ireland;
- ⇒ Roisin Kelleher, Institute of Guidance Counsellors;
- ⇒ Mossie O'Kelly, Irish Vocational Education Association (to June 1998), Eamon Cooney, IVEA (from December 1998);
- ⇒ Paddy O'Dwyer, In-Career Development Unit, Department of Education and Science;
- ⇒ Lee MacCurtain, Assistant Chief Inspector, Department of Education and Science.
- ⇒ John McCarthy, National Centre for Guidance in Education (Chairperson);
- ⇒ Richard Keane, National Centre for Guidance in Education (to June 1999);
- ⇒ Liam Harkin, National Centre for Guidance in Education (from September 1999).

The Advisory Group was convened by the National Centre for Guidance in Education and held regular meetings in 1997-1999.

The project was managed by the staff of NCGE.

INTRODUCTION

REVIEWING AND DEVELOPING GUIDANCE PROVISION

Guidance and Counselling in Post-primary Schools is designed for use by school management, guidance counsellors, subject teachers and teachers with formal responsibility in pupil care. Others may be involved at various stages in the review and planning exercises through the appropriate consultative processes.

Guidance may be broadly defined as the full range of interventions which assist pupils to make choices about their lives. The following definitions of guidance may be helpful for the purposes of review and planning:

Personal and social guidance: services, such as counselling, and activities, such as class / group work, contact to promote interpersonal communication skills, decision making, self-awareness, and the ability to plan.

Educational guidance: services, such as counselling, and activities, such as class / group work, to assist decision making related to course, subject and level in post-primary school; motivation and learning; study skills and examination technique.

Career guidance: services, such as counselling, and activities, such as class / group work, to assist decision making related to choices of education and training courses; employment opportunities; job search skills; work and other life roles.

Guidance counsellors have a key role to play in the review and planning process. They are able to take an overall view of the pupils' development across a number of curricular areas and to bring together information from a range of sources.

School management has the responsibility for overseeing the review and planning process. Individual schools will address issues related to their own priorities. The results of the review and development plan will make a valuable contribution to the development of a shared strategy to meet the guidance needs of pupils.

Guidelines for the Practice of Guidance and Counselling in Schools is a useful background document to consult for the review and development process.

HOW TO USE THE MATERIALS

The materials:

- ⇒ Provide practical activities for use during management team/staff meetings or in-service sessions; and

- ⇒ **Can be used as they stand or edited and adapted to suit the needs of your own school, the way your management team is organised, or the way you prefer to work.**

They follow the structure:

- ⇒ Identification of guidance needs currently being met and the resources used to meet these needs;
- ⇒ Identification of guidance needs that are not being met and the resources required to meet them;
- ⇒ The construction of a Development Plan to address the unmet needs.

These activities can be undertaken for the whole school (all year groups), particular year groups, or particular classes within a year group.

ACTIVITY 1

BRIEFING SCHOOL STAFF ON THE REVIEW OF THE SCHOOL'S GUIDANCE PROGRAMME AND THE ELABORATION OF A DEVELOPMENT PLAN FOR GUIDANCE.

Purpose: To engage the interest and support of school staff for reviewing how pupils' needs are being met by the school's guidance programme and for developing a plan to address unmet guidance needs.

Time: Class period.

Task: This activity consists of:

- Briefing school staff on:
 - (i) What guidance means in a school context;
 - (ii) The rationale for reviewing the schools' guidance programme;
 - (iii) The anticipated outcomes of the review;
 - (iv) The benefits of the review for pupils, staff and school management.

- Allowing opportunity for questions, comments and observations on the rationale, outcomes and benefits;
- Suggesting scenarios of how the process of reviewing and developing a plan might take place;
- Achieving a consensus on whom the target group should be (class, year);
- Achieving consensus on how to proceed: who from the staff should be involved and how, the nature of the consultative process, the time-scale.

The Background Paper to the School Guidance Review and Development Plan is a useful document to help prepare this meeting. The *Guidelines for the Practice of Guidance and Counselling in Schools* should also be consulted. It may be helpful to have copies of these publications at the meeting for staff members who wish to consult them further. It would also be of assistance if copies of *Guidance and Counselling in Post-primary Schools* are available for consultation by the staff.

ACTIVITY 2

IDENTIFYING GUIDANCE NEEDS THAT ARE BEING MET

Purpose: To gain a quick impression of what are the guidance needs of pupils (school, year group, class) and how these are being addressed.

Time: Class period.

Task: This activity consists of:

- Selecting a year group or class of pupils as a target for review;
- Recording the deliberations on the form provided on the next page;
- Discussion/reflection on this theme involving school management, the guidance counsellor and relevant staff.

You may need to refer to the Introduction on Page 5 'Reviewing and Developing Guidance Provision' for definitions of guidance.

You may also wish to consider in this discussion relevant documentation from the school's curricular and other policies and Department of Education and Science publications e.g. *Guidelines for the Practice of Guidance and Counselling in Schools*.

From this activity, you may become aware of aspects of guidance which may be possible areas for development.

On the next page you will find a School Guidance Review: Form A, to guide the discussion and collate the information. This form should be copied and circulated to the staff.

FORM A

SCHOOL GUIDANCE REVIEW

YEAR / CLASS GROUP: _____

<i>PUPIL GUIDANCE NEEDS</i>	
WHAT ARE THE GUIDANCE NEEDS OF THIS PARTICULAR GROUP?	WHAT ARE THE EXISTING RESOURCES[☑] TO MEET THESE NEEDS?
1. PERSONAL AND SOCIAL	
2. EDUCATIONAL	
3. CAREER	

[☑] STAFF, (CURRICULAR PROGRAMMES, SUBJECTS, SCHOOL PROCEDURES, PARENT CONTACT, MATERIALS EQUIPMENT, HOURS/CLASS PERIODS PER WEEK, OTHER - please specify).

ACTIVITY 3

WHAT RESOURCES DO WE HAVE FOR GUIDANCE?

Purpose: To identify and summarise the resources that the school uses for a school's guidance programme.

Time: Class period.

Task: This activity is aimed at making an inventory of all of the existing resources that a school uses for the school's guidance programme.

The process of undertaking this inventory involves a group discussion of the principal, guidance counsellor, and members of the school management team. The check-list provided on the next page, **Form B**, should be copied and circulated to the staff to guide the discussion.

You may wish to refer to the Introduction on page 6 "Reviewing and Developing Guidance Provision" for definitions of guidance. You may also wish to refer to school policy documents, school timetable, staff personnel records, and '*Guidelines for the Practice of Guidance and Counselling in Schools*' publication.

PRIVATE TO SCHOOL

FORM B GUIDANCE RESOURCES INVENTORY

CHECKLIST OF EXISTING RESOURCES FOR YOUR SCHOOL'S GUIDANCE TEAM AND GUIDANCE RELATED ACTIVITIES

1.	<p>Does the school have a Guidance Counsellor/s?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/> Number: _____</p> <p>Is the post(s) ex-quota <input type="checkbox"/> or in-quota <input type="checkbox"/>?</p>
2.	<p>What is the current Department of Education and Science weekly allocation of ex-quota guidance counsellor's hours to the school:</p> <p>Hours: 2.2 <input type="checkbox"/> 4.4 <input type="checkbox"/> 6.6 <input type="checkbox"/> 8.8 <input type="checkbox"/> 11 <input type="checkbox"/> 22 <input type="checkbox"/> 33 <input type="checkbox"/> 44 <input type="checkbox"/></p>
3.	<p>How many hours per week of subject teaching does the school allocate to the guidance counsellor?</p> <p>Hours: 0 <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> Other (please specify): _____</p>
4.	<p>Does the school have any of the following posts? If ex-quota, please specify the Department allocation and the number of hours subject teaching, the individual(s) teach(es)?</p> <p>Remedial Teacher <input type="checkbox"/></p> <p>No. of ex-quota hours: _____ No. of hours subject teaching: _____</p> <p>Home-School Liaison Person <input type="checkbox"/></p> <p>No. of ex-quota hours: _____ No. of hours subject teaching: _____</p> <p>Special Education/Resource Teacher <input type="checkbox"/></p> <p>No. of ex-quota hours: _____ No. of hours subject teaching: _____</p> <p>Other personnel (please specify): _____</p> <p>No. of ex-quota hours: _____ No. of hours subject teaching: _____</p>

GUIDANCE AND COUNSELLING IN POST-PRIMARY SCHOOLS

5.	Does the school provide time-tabled: Guidance Classes <input type="checkbox"/> Pastoral Care Classes <input type="checkbox"/> Access by the guidance counsellor to other classes by negotiation and agreement <input type="checkbox"/> Meetings of staff, the guidance counsellor and the school management team <input type="checkbox"/> Meetings of the Pastoral Care team <input type="checkbox"/> Other (please specify): _____
6.	How many hours per week does the school allocate for: (a) individual counselling with pupils by the guidance counsellor <input type="checkbox"/> No. of hours: _____ (b) guidance classes by the guidance counsellor <input type="checkbox"/> No. of hours: _____ (c) Pastoral Care individual consultation with pupils <input type="checkbox"/> No. of hours: _____ (d) consultation with parents <input type="checkbox"/> No. of hours: _____ Overall no. of hours: _____
7.	What pastoral care personnel, if any, does the school have? (Please tick as many as appropriate): Form Teacher <input type="checkbox"/> Year Head <input type="checkbox"/> Pastoral Care Co-ordinator <input type="checkbox"/> Chaplain <input type="checkbox"/> Home/School Liaison <input type="checkbox"/> Others (please specify): _____
8.	Which of the following Department of Education and Science programmes does the school provide? Transition Year <input type="checkbox"/> LCA <input type="checkbox"/> LCVP <input type="checkbox"/> RSE <input type="checkbox"/> SAPP <input type="checkbox"/> AIDS Prevention <input type="checkbox"/> SPHE <input type="checkbox"/> PLC <input type="checkbox"/> VTOS <input type="checkbox"/> Others (please specify): _____

GUIDANCE AND COUNSELLING IN POST-PRIMARY SCHOOLS

9.	<p>For which of the following Department of Education and Science programmes have the staff members received training:</p> <p>Transition Year <input type="checkbox"/> LCVP <input type="checkbox"/> RSE <input type="checkbox"/> SAPP <input type="checkbox"/></p> <p>AIDS Prevention <input type="checkbox"/> SPHE <input type="checkbox"/> LCA <input type="checkbox"/> PLC <input type="checkbox"/> VTOS <input type="checkbox"/></p> <p>Others (please specify): _____</p>
10.	<p>Which of the following referral and community support services are available to the school?</p> <p>Child Guidance Clinic <input type="checkbox"/> Dept. of Education and Science Psychologist <input type="checkbox"/></p> <p>Medical Personnel <input type="checkbox"/> Health Board Psychologist <input type="checkbox"/> Social Worker <input type="checkbox"/></p> <p>Juvenile Liaison Officer <input type="checkbox"/> Youth Worker <input type="checkbox"/></p> <p>Other (please specify): _____</p>
11.	<p>Does the school have designated and suitably equipped rooms for guidance? (give details):</p> <p>Office <input type="checkbox"/> Remedial room <input type="checkbox"/> Group work room <input type="checkbox"/> Computer room <input type="checkbox"/></p> <p>Library <input type="checkbox"/> Interview room <input type="checkbox"/></p> <p>Other (please specify): _____</p>
12.	<p>What equipment does the school have for guidance?</p> <p>Telephone <input type="checkbox"/> Computer <input type="checkbox"/> Modem and Internet access <input type="checkbox"/></p> <p>Shelving <input type="checkbox"/> Filing Cabinet <input type="checkbox"/> Photocopier <input type="checkbox"/></p> <p>Other (please specify): _____</p>
13.	<p>Do the guidance counsellor and other support staff have access to:</p> <p>Secretarial support <input type="checkbox"/> Photocopier <input type="checkbox"/> Fax <input type="checkbox"/> Scanner <input type="checkbox"/> Printer <input type="checkbox"/></p> <p>Other (please specify): _____</p>

14.	What guidance materials are available in the school? Reference library of materials <input type="checkbox"/> Software <input type="checkbox"/> Relevant classroom texts owned by school <input type="checkbox"/> Audio and visual <input type="checkbox"/> Psychometric tests <input type="checkbox"/> Borrowing facility for materials <input type="checkbox"/> Pupil owned text books <input type="checkbox"/> Guidance Counsellor's Handbook <input type="checkbox"/> Guidelines for the Practice of Guidance and Counselling <input type="checkbox"/> Other (please specify): _____
15.	What financial provision does the school make annually for the school's guidance programme? <£100 <input type="checkbox"/> £100-£250 <input type="checkbox"/> £250+ <input type="checkbox"/> £500+ <input type="checkbox"/> £1,000+ <input type="checkbox"/> Other (please specify): _____

ACTIVITY 4

IDENTIFYING GUIDANCE NEEDS THAT ARE NOT BEING MET

Purpose: To summarise the guidance needs of pupils that are not currently being met by the school's guidance programme.

Time: Class period.

Task: This activity consists of:

- Selecting a year group or class of pupils as a target for review;
- Group discussion/reflection on this theme involving school management, the guidance counsellor and relevant staff;
- Recording the deliberations on the form provided on the next page.

You may need to refer to the Introduction on Page 5 'Reviewing and Developing Guidance Provision for Definitions of Guidance'.

You may also wish to consider in this discussion relevant documentation from the school's curricular and other policies, and Department of Education and Science publications e.g. *Guidelines for the Practice of Guidance and Counselling in Schools*

From this activity, you may become aware of aspects of guidance which may become possible areas for development and the resources required to meet these unmet needs.

On the next page you will find the Guidance Review Form C to guide discussion and collate information. The form should be copied and circulated to the staff.

FORM C

SCHOOL GUIDANCE REVIEW

YEAR / CLASS GROUP: _____

<i>PUPIL GUIDANCE NEEDS</i>	
WHICH GUIDANCE NEEDS OF THIS PARTICULAR GROUP ARE NOT BEING MET?	WHAT RESOURCES AND/OR PROCEDURES[☑] ARE REQUIRED TO MEET THOSE NEEDS?
1. PERSONAL AND SOCIAL	
2. EDUCATIONAL	
3. CAREER	

[☑] STAFF, CURRICULAR PROGRAMMES, SCHOOL PROCEDURES, PARENT CONTACT, MATERIALS EQUIPMENT, HOURS/CLASS PERIODS PER WEEK, OTHER - please specify.

ACTIVITY 5

SUMMARY OF THE SCHOOL'S RESOURCES AND/OR PROCEDURES TO ADDRESS THE GUIDANCE NEEDS OF PUPILS

Purpose: To sum up the evidence you have found through activities 2, 3 and 4 so that you can plan how to address the unmet guidance needs.

Time: Class period.

Task: This activity consists of:

- Selecting a year or class group for whom discussions have already taken place using Activities 2, 3 & 4 and the deliberations recorded;
- Collating the information obtained through group discussion / reflection on these deliberations, integrating the various activity results. This should be undertaken by school management, the guidance counsellor and relevant staff.
- Recording the outcomes of the discussion on the Guidance Review **Form D1** and **Form D2** on the next two pages. Form D1 is helpful for summarising which guidance needs of pupils are being met and the resources used to meet these needs. Form D2 is intended for summarising the guidance needs of pupils that are not being met and the resources needed to address these needs.

This activity will enable you to have an overview of how pupil guidance needs are being met, the school's existing resources for the school guidance programme, the pupil guidance needs to be addressed and resources required to meet them. Forms D1 and D2 should be copied and circulated to members of the staff.

FORM D1

SCHOOL GUIDANCE REVIEW

YEAR / CLASS GROUP: _____

SUMMARISING THE RESULTS OF THE GUIDANCE REVIEW

WHAT ARE THE EXISTING RESOURCES FOR THE SCHOOL'S GUIDANCE PROGRAMME?

Guidance Area	Personnel	Training	Curriculum	Facilities	Materials	Other (please specify)
Personal						
Educational						
Careers						

FORM D2

SCHOOL GUIDANCE REVIEW

YEAR / CLASS GROUP: _____

SUMMARISING THE RESULTS OF THE GUIDANCE REVIEW

WHAT RESOURCE / PROCEDURES ARE REQUIRED TO MEET THE NEEDS OF THE SCHOOL'S GUIDANCE PROGRAMME?

Guidance Area	Personnel	Training	Curriculum	Facilities	Materials	Other (please specify)
Personal						
Educational						
Careers						

ACTIVITY 6

CHECKING IT OUT

Purpose: To obtain views of other staff and other interested parties e.g. school Board of Management or other appropriate body, on the summary developed in Activity 5.

Time: Class period or as appropriate.

Task: This task involves:

- Presentation of the summary developed in Activity 5 and the process by which it was achieved to other school staff and other interested parties in the school through the appropriate consultative process;
- Seeking the comments of these parties on the summary through discussions and/or in writing as appropriate;
- Incorporating these comments into the summary where relevant / appropriate.

The undertaking of this task should be delegated to a member of the review group, preferably the school principal or guidance counsellor.

The outcomes of this task include the refinement of the summary developed in Activity 5 and the gaining of wider school support for the Development Plan.

ACTIVITY 7

DEVELOPING A PLAN TO IMPROVE GUIDANCE PROVISION

Purpose: To use the results of the previous exercises to develop a plan for improving guidance provision.

Time: Class period.

Task: This activity is based on the summary developed through Activities 5 & 6:

- The prioritising of the needs of the school's guidance programme into immediate, short-term and long term objectives;
- Setting dates for the achievement of these objectives;
- Identifying and describing the financial costs of achieving each objective;
- Identifying the method (internal/external support) required to achieve the objectives.

The activity is best undertaken by the principal, guidance counsellor and school management team. Form E on the next page should be copied and circulated to staff members to guide the discussion.

The outcomes of this exercise may include making better use of existing resources in a school and/or making a case to the Department of Education and Science for additional resources.

A final step in this process can be the presentation of the Development Plan to the Board of Management or other appropriate body for its approval. The Development Plan for Guidance Provision then becomes part of the school's own Development Plan.







FORM E: DEVELOPMENT PLAN FOR IMPROVING THE SCHOOL'S GUIDANCE PROGRAMME

	Immediate Objectives (Specify date)	Short Term Objectives (Specify date)	Long Term Objectives (Specify date)
PERSONNEL			
Costing			
Methods of Achievement			
TRAINING			
Costing:			
Methods of Achievement:			
CURRICULUM PROVISIONS			
Costing:			
Methods of Achievement:			

GUIDANCE AND COUNSELLING IN POST-PRIMARY SCHOOLS

	Immediate Objectives (Specify date)	Short Term Objectives (Specify date)	Long Term Objectives (Specify date)
FACILITIES			
Costing:			
Methods of Achievement:			
MATERIALS			
Costing:			
Methods of Achievement:			
OTHER (PLEASE SPECIFY):			
Costing:			
Methods of Achievement:			

USEFUL SOURCES OF INFORMATION

-  The Guidance Counsellor's Handbook. Dublin, NCGE, 1997.
-  Guidelines for the Practice of Guidance and Counselling in Schools. Dublin, Department of Education and Science, 1996.
-  Principal's Perceptions of the Guidance Service in Post Primary Schools. Dublin, NCGE, 1997.
-  Guidance Materials Survey: A Consumers View. Dublin, NCGE, 1997.
-  Guidance in Adult and Continuing Education. Dublin, NCGE, 1998.
-  Guidance and Counselling Service in Second Level Schools & The Role of the Guidance Counsellor. Dublin, IGC, 1997.