

Education Philosophy Statement

National Centre for Guidance in Education

The National Centre for Guidance in Education is an agency of the Department of Education and Science. Its main roles are to support and develop guidance practice in all areas of education and to inform the policy of the Department in the field of guidance.

Our education philosophy statement is an expression of our desired performance. It applies to all learning environments, formal, informal and non-formal. This statement is a dynamic document which will evolve with our development.

We believe that guidance plays an integral role in education.

Guidance is important in all learning, and we believe educationalists have an important guidance role. As guidance specialists, we use guidance principles to inform all levels of learning. We do this by modelling good practice wherever possible in our learning and teaching. We use dialogue and facilitate decision-making and problem solving in any learning environment.

We believe in creating an open and welcoming learning community.

We view ourselves as facilitators of learning and embrace learning as a two-way process. We provide learning opportunities and are always open to learning ourselves. We actively seek opportunities for reflection and feedback, which we use to inform the continuous improvement of our learning and teaching practice. We aim to foster a sense of belonging within our organisation and the learning community we serve.

We believe that learning is collaborative, lifelong and life-wide.

We use collaborative learning strategies as part of our formal learning opportunities, and work wherever possible as a team. We believe everyone's voice deserves to be heard. We encourage open dialogue among ourselves and within the wider learning communities we work with. We listen fairly to all ideas in the development, delivery and evaluation of our programmes and activities. We are prepared to embrace the challenges involved in collaborative learning, and willingly bring our own life experiences to learning. We believe that such learning experiences are fostered by formal, non-formal and informal learning opportunities that shape our everyday work. We celebrate learning by endeavouring to make it a worthwhile, enjoyable, and collegial experience for all involved.

We also recognise the importance of independent learning at all levels.

The development of independent learning skills can contribute to the vibrant, positive learning experience of learners. Similarly, we believe that by positioning ourselves as independent learners within our role as learning providers, we can inspire a dynamic and engaged learning community. We support independent learning through the use of theoretical frameworks, methodologies and educational content, particularly those that promote an ability to review, record and reflect on our learning. We actively create opportunities to develop independent learning skills, encourage reflective practice, and provide and promote networking opportunities at both local and European levels.