

Survey on the Continuing Professional Development needs of guidance counsellors working in second level schools

Report of the Findings

NATIONAL CENTRE FOR GUIDANCE IN EDUCATION (NCGE)

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National Centre for Guidance in Education
Lárionad Náisiúnta um Threoir san Oideachas

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Background

NCGE conducted a survey of the Continuing Professional Development (CPD) needs of guidance counsellors in second level schools in March, 2014. The aim of the survey was to establish the needs of guidance counsellors in relation to CPD and to establish the best modes and delivery timeframes for CPD.

The survey was set up in Survey Monkey (www.surveymonkey.com) and was distributed to 800 email addresses representing 723 schools (46 of which are Irish speaking schools). School email addresses consisted of a general school email address and/or the direct email addresses of the guidance counsellor(s) employed by the school. The survey was distributed as a link in an email in the English and Irish languages.

The survey was sent to schools on the 18th March, just prior to the IGC conference which was held on the 22nd and 23rd March. The closing date for submission of responses to the survey was the 4th April, just prior to the Easter break. A reminder regarding the survey was sent to guidance counsellors via Survey Monkey and through an email notification from Careers and Education News www.careersnews.ie on the 25th March.

The survey was promoted at the IGC conference through the NCGE conference brochure and at the NCGE exhibition stand.

Methodology

The survey consisted of nine questions. The first and second questions focused on psychometric testing specifically as there has been interest expressed by some guidance counsellors in availing of CPD in this area. In addition there are a number of changes taking place in relation to psychometric testing internationally with the work of the European Federation of Psychological Associations (EFPA) which has impacted on existing frameworks in Ireland (the Psychological Society of Ireland (PSI) register) and the UK (British Psychological Society (BPS) register).

Questions three and four focussed on guidance in the EU. NCGE hosts the Euroguidance Ireland Centre which, as part of its remit, provides quality information on studying in Europe to guidance counsellors, students, parents and the general public. Due to the growing market of Irish students seeking to study in the EU, the opportunity for guidance counsellors to avail of CPD in this area is timely.

Question five invited guidance counsellors to indicate other areas that they would like to receive CPD in.

Questions six to eight asked guidance counsellors to indicate the timeframe (during school hours, after school, during school holidays) in which they would avail of CPD and the methodology through which it should be delivered – face-to-face only, blended or online only.

The final question invited guidance counsellors to make additional comments.

Response Rate

There were 184 respondents to the survey in English. Six responses were received to the survey in Irish representing 13% of Irish speaking schools sent the survey (N=46). If the total number of schools is taken (rather than the total number of email addresses to which the survey was sent) this represents a 26% response rate to the survey.

A factor which may have impacted on the response rate was an email sent by the President of the IGC to all members on the 19th March requesting that IGC members not respond to the survey until 'the promised consultation' between NCGE and IGC had taken place. This email may have caused confusion amongst guidance counsellors and led to a number of guidance counsellors not taking the survey. An email was subsequently sent to guidance counsellors by the IGC President indicating that the survey should be responded to. This email was sent a week later.

Survey Analysis

The survey analysis was conducted by Survey Monkey and the analysis is included in this report. The findings of the English and Irish surveys are included.

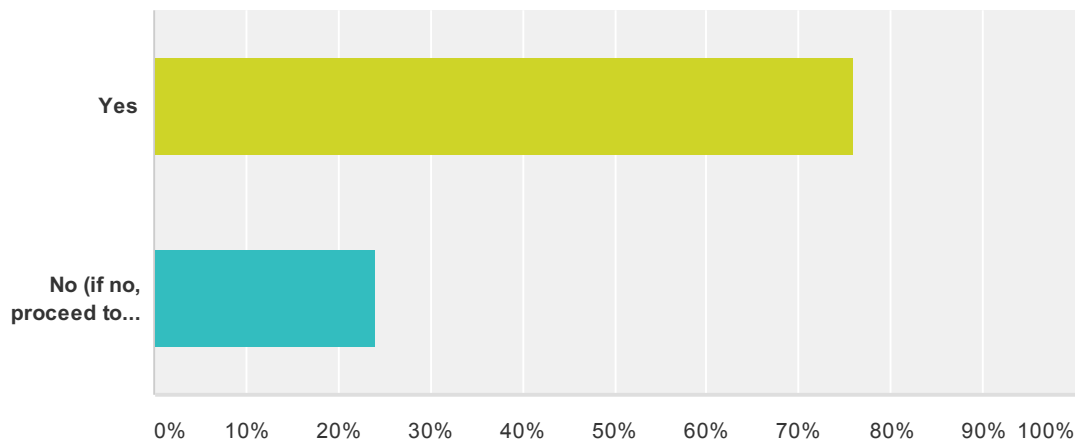
Limitations of the Survey

A limitation of the survey includes the response rate which may have been impacted on by the communication sent by the IGC President to members of the IGC re completion of the survey. As the response rate represents a quarter of schools sent the survey, the findings of the survey presented in this report must be interpreted with this response rate in mind.

Findings of the Survey

Q1 PSYCHOMETRIC TESTING I would like to participate in CPD in Psychometric Testing:

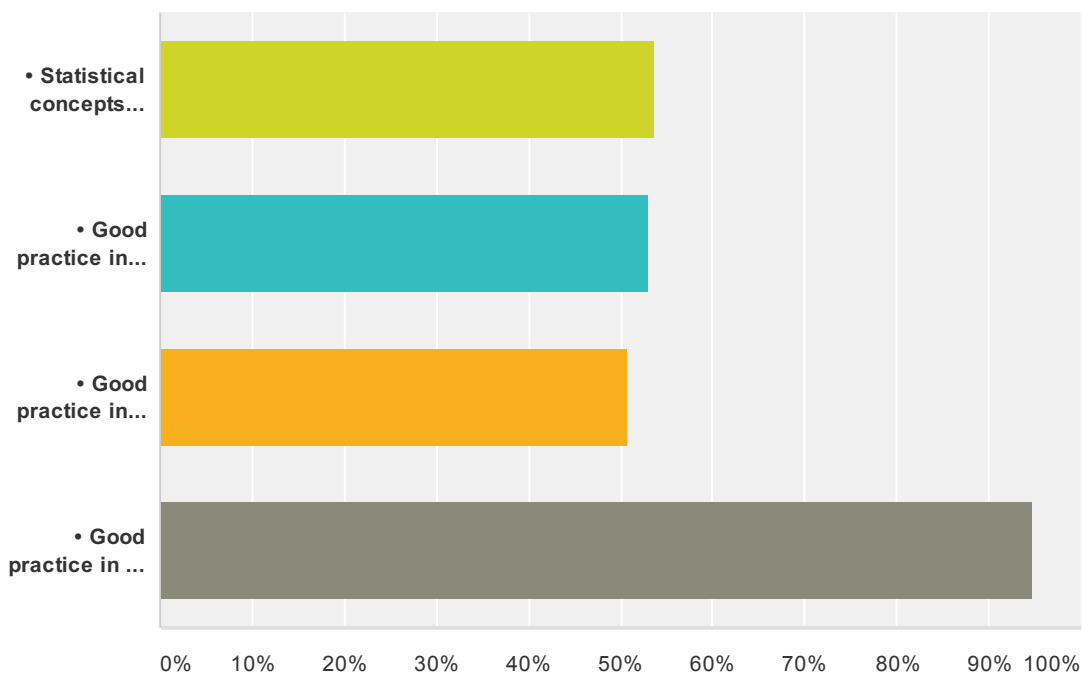
Answered: 183 Skipped: 1



Answer Choices	Responses	
Yes	75.96%	139
No (if no, proceed to question 3)	24.04%	44
Total		183

Q2 If yes, I would like CPD to cover:

Answered: 134 Skipped: 50



Answer Choices	Responses
• Statistical concepts related to psychometric testing i.e. validity, reliability, normal distribution...	53.73% 72
• Good practice in test administration	52.99% 71
• Good practice in test scoring	50.75% 68
• Good practice in the provision of feedback on test results to students	94.78% 127
Total Respondents: 134	

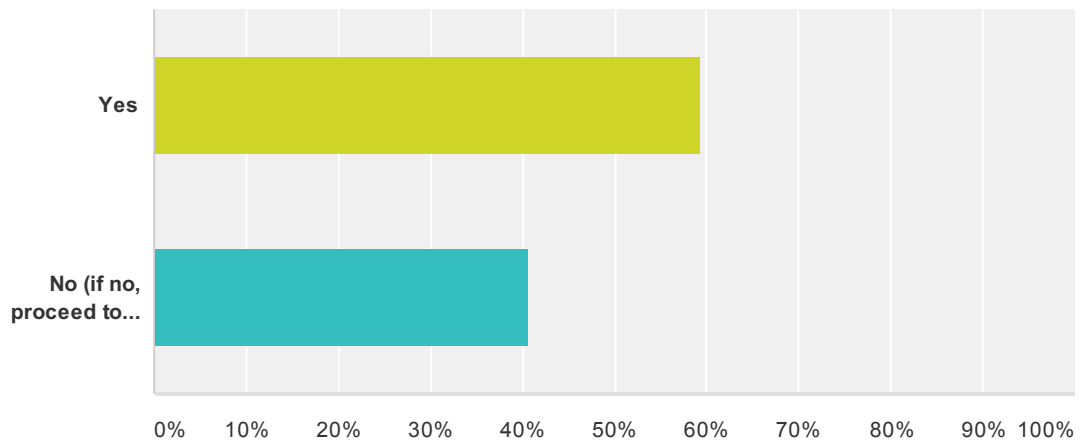
#	Other areas you would like covered (please specify):	Date
1	security of test results and clarification/guidance re: access to test results	4/6/2014 5:16 PM
2	dyslexia/dyscalculia screening	4/3/2014 4:52 AM
3	Results for DEIS	4/3/2014 4:01 AM
4	For the test companies to provide written explanations of results as parents now request copy of the results.	4/3/2014 3:16 AM
5	level B	4/3/2014 2:32 AM
6	usefulness of tests in school environment. correlation with results etc	4/2/2014 3:03 PM
7	Different instruments and their suitability for different age groups.	4/2/2014 6:56 AM
8	interpretation of results	4/2/2014 6:49 AM
9	Understanding of all tests	4/2/2014 6:44 AM
10	available tests and uses	4/2/2014 6:41 AM
11	policy development for the return of results to individuals or group of students+ Storing of results and teaching staff access	3/28/2014 4:34 AM
12	List of tests suppliers to the Irish Market;	3/26/2014 8:18 AM
13	other types of testing e.g myers briggs	3/26/2014 4:23 AM
14	Information from practicing Gc's on various tests they use....	3/25/2014 7:50 AM

Guidance Counsellor Continuing Professional Development: Survey

15	Qualifications required	3/24/2014 5:19 AM
16	The changes in testing, best tests to use for various reasons	3/22/2014 4:27 AM
17	I have BPS accreditation and undergo regular, recognized and established psychometrics CPD through the IGC .	3/19/2014 10:58 AM
18	re-testing, predicting exam achievement relating to scores	3/19/2014 7:59 AM
19	I would also like information on the better psychometric materials that can be used in post-primary schools at all stages of the students development	3/19/2014 1:25 AM
20	Level A&B recognition on new European framework	3/18/2014 7:13 PM
21	All needs adequately covered by the Institute of Guidance Counsellors	3/18/2014 11:50 AM
22	Good Practice with Digital BAsed testing	3/18/2014 10:14 AM
23	Specific information re interpretation	3/18/2014 9:29 AM
24	Appropriate psychometric testing for further education students	3/18/2014 9:22 AM

Q3 Guidance in the EU: Would you like to participate in CPD on Guidance in the EU?

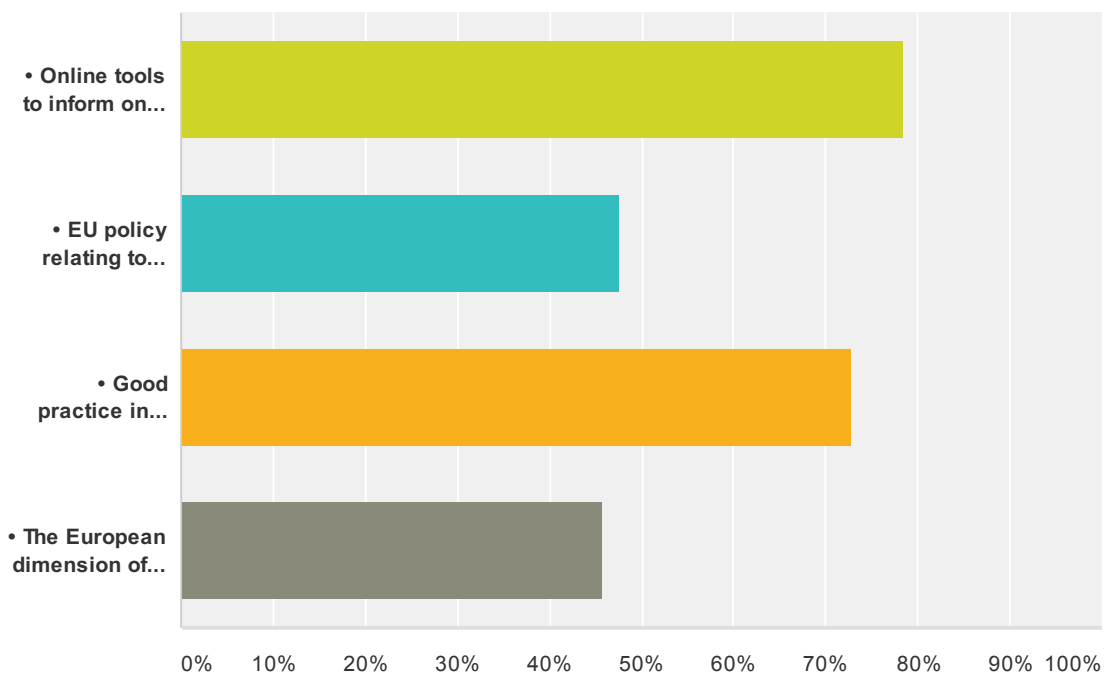
Answered: 179 Skipped: 5



Answer Choices	Responses	
Yes	59.22%	106
No (if no, proceed to question 5)	40.78%	73
Total		179

Q4 If yes, I would like CPD to cover:

Answered: 107 Skipped: 77



Answer Choices	Responses
• Online tools to inform on studying in the EU (costs, language, accreditation etc.)	78.50% 84
• EU policy relating to guidance counselling	47.66% 51
• Good practice in guidance in other EU countries	72.90% 78
• The European dimension of guidance	45.79% 49
Total Respondents: 107	

#	Other areas you would like covered (please specify):	Date
1	I would prefer if this funding was used on Guidance Activities in schools in Ireland. e.g to fund resources for use in classrooms. We can read about Guidance in the EU on the internet	4/3/2014 3:20 AM
2	Application to third level in EU. Funding issues.	4/2/2014 7:00 AM
3	Bursaries or scholarships for study in EU countries outside of IRL	3/28/2014 4:45 AM
4	How can you tout EU best practice but then stand over guidance counselling cuts on the ground?	3/19/2014 11:00 AM
5	All needs adequately covered by the Institute of Guidance Counsellors	3/18/2014 11:51 AM

Q5 Please indicate other areas relating to guidance in schools that you would like CPD in:

Answered: 89 Skipped: 95

#	Responses	Date
1	Preferred psychometric tools	4/8/2014 9:32 AM
2	Classroom Management, find this area challenging as students often don't take guidance seriously	4/4/2014 2:57 AM
3	Counselling skills CBT Cyber Bullying	4/4/2014 2:50 AM
4	Counselling Time Management Whole School Guidance Planning (in the regions)	4/4/2014 2:20 AM
5	I would like to be released to attend CPD training with my local Guidance Counselling Branch. This year I am being released to attend supervision, but unfortunately it's not possible to attend CPD with my local branch, which I feel is important	4/4/2014 1:59 AM
6	Counselling skills...	4/3/2014 10:16 PM
7	Adolescent mental health.	4/3/2014 11:48 AM
8	Personal Counselling skills Whole School Planning	4/3/2014 6:23 AM
9	Specific Learning Difficulties Autistic Spectrum Disorder esp Aspergers Syndrome	4/3/2014 4:54 AM
10	School funding for resources for use with students in Guidance classes is very limited. Schools cannot afford to purchase for example the centigrade, Cambridge profile and Eirquest tests. I would prefer to see Leargas funding given to schools to fund resources. How can you provide a service with no funding? Also to fund careersportal workbooks and other activities	4/3/2014 3:20 AM
11	Counselling,	4/3/2014 2:33 AM
12	All related current issues. Mental health issues. Whole school guidance/plan - other than the expensive, time consuming NCGE modules. Balancing the work involved in the time allocated. Counselling Record keeping	4/3/2014 2:32 AM
13	Careers assessment tests	4/3/2014 1:32 AM
14	Counselling Skills	4/2/2014 3:56 PM
15	Development of expertise in test interpretation. IS skills for data collection and data recording	4/2/2014 3:04 PM
16	Cognitive behavioural therapy. Reality Therapy	4/2/2014 2:41 PM
17	Counselling/psychotherapy	4/2/2014 2:31 PM
18	More classroom guidance ideas	4/2/2014 2:25 PM
19	Supporting children of separating parents, providing guidance to students who are not going to college. I.e. Those who would have done apprenticeships, were they available to them	4/2/2014 1:38 PM
20	Building resilience in young people	4/2/2014 1:22 PM
21	bereavement counselling, techniques for dealing with exam stress, mindfulness,	4/2/2014 12:52 PM
22	Resilience, Positive Psychology	4/2/2014 12:15 PM
23	Available referral services and accessing same	4/2/2014 11:13 AM
24	Appropriate referral network data base Guidance structure for 1st & 2 Nd years Parents evenings	4/2/2014 9:36 AM
25	Time management with diminishing resources	4/2/2014 8:21 AM
26	counselling skills and techniques, self harm in teenagers, mental health	4/2/2014 8:15 AM
27	Advanced Counselling skills Cognitve Behaviour Therapy Solution focused therapy	4/2/2014 7:37 AM
28	We are doing a lot of this as we are through the branch but woul;d like to continue in areas of relations, anger management, addictions etc	4/2/2014 7:00 AM
29	Developing a professional team for guidance and specific roles within the school	4/2/2014 6:56 AM

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30	Counselling Dealing with students with mental health difficulties	4/2/2014 6:53 AM
31	Administration skills in managing the information overload	4/2/2014 6:50 AM
32	Entrance exams, comparing leaving cert to baseline data, further counselling skills i.e. CBT etc	4/2/2014 6:45 AM
33	confidentiality - minors and Over 18 at school	4/2/2014 6:41 AM
34	policy planning support mindfulness easy ways of logging work on day to day basis autism - supports from the guidance counsellor- recommendations note taking and data management best practice	4/2/2014 6:31 AM
35	ethical dilemma. Where school policy conflicts with provision of care or is ambiguous. eg when a student is just 18, when confidentiality breaks down because other staff 'insist' on being involved, when a disclosure happens on a friday pm when everyone except you has left the building..... how to set criteria about where your responsibility starts and ends in specific situations and how best to communicate that to parents, students, school staff NEPS and HSE personnel. its easy to say 'its not part of my brief' but who decides what 'my' brief is. Currently I do without any consultation.	3/28/2014 4:45 AM
36	Advanced Counselling Skills Training. Upskilling on the identification of Mental Health difficulties. Report writing and referrals.	3/26/2014 8:21 AM
37	I would like more CPD in the area of counselling. Access to courses that would improve my counselling skills. I would also like CPD in the area of grants for students going on to further education.	3/26/2014 7:25 AM
38	counselling Self Harm Eating Disorders Referrals Parents and Guidance Coping with the expectations on Guidance Counsellors with serious reduction in time Depression Suicide Resilience	3/26/2014 6:52 AM
39	Delivering study skills seminars Managing a heavy workload How to say no	3/26/2014 5:44 AM
40	As I work with adult guidance I feel the need for a professional body which would meet the needs of all those of us working in this sector whter in public or private sector provision as nearly all initiatives conected with gudiance in this country seem to revolve around school provision .	3/26/2014 4:25 AM
41	Record keeping...best practice, data protection, legal implications etc	3/25/2014 7:53 AM
42	Guidance plan development in light of publication of NEPS Students Support teams in Post Primary Schools	3/25/2014 3:16 AM
43	CBT Training	3/25/2014 2:47 AM
44	solution focussed therapy , managing the guidance service in schools	3/24/2014 5:16 PM
45	Cbt	3/24/2014 3:08 PM
46	Cbt	3/24/2014 3:06 PM
47	I am very happy with the CPD topics and sessions provided each year by IGC. I like the relevance and input from members. However with the new JCSA- some guidance would be welcome	3/24/2014 2:12 PM
48	Stress management, Coping with family break up	3/24/2014 6:10 AM
49	Gatekeeping in the practice of G and C in schoolls	3/24/2014 5:20 AM
50	Anxiety within students and connection to mibehaviour DARE /HEAR and fairness to all	3/22/2014 7:17 AM
51	CAT 4 tracking students	3/22/2014 6:47 AM
52	In whole school guidance if possible.	3/22/2014 4:34 AM
53	Guidance for the new Junior Cert...module	3/22/2014 4:28 AM
54	more on the use of data - and tools for national comparisons re scores in Drumcondra testing, on graphic format/bell curve (as Primary school drumcondra testing)0- this would tie in more with the literacy and numeracy plans in schools - and make our work in compiling the data more relevant to other teachers in the school... and a great tie in with School Self evaluation More information on greater integration of Drumcondra tests, for example and Sten scores into the school - rather than just stack of figures	3/22/2014 4:04 AM
55	Ideas/links that could be put on school website that are relevant to guidance	3/20/2014 9:11 AM
56	Mental Health Suicide Prevention Stress Reduction Mindfulness	3/20/2014 4:19 AM
57	Upskilling in Counselling	3/20/2014 4:06 AM

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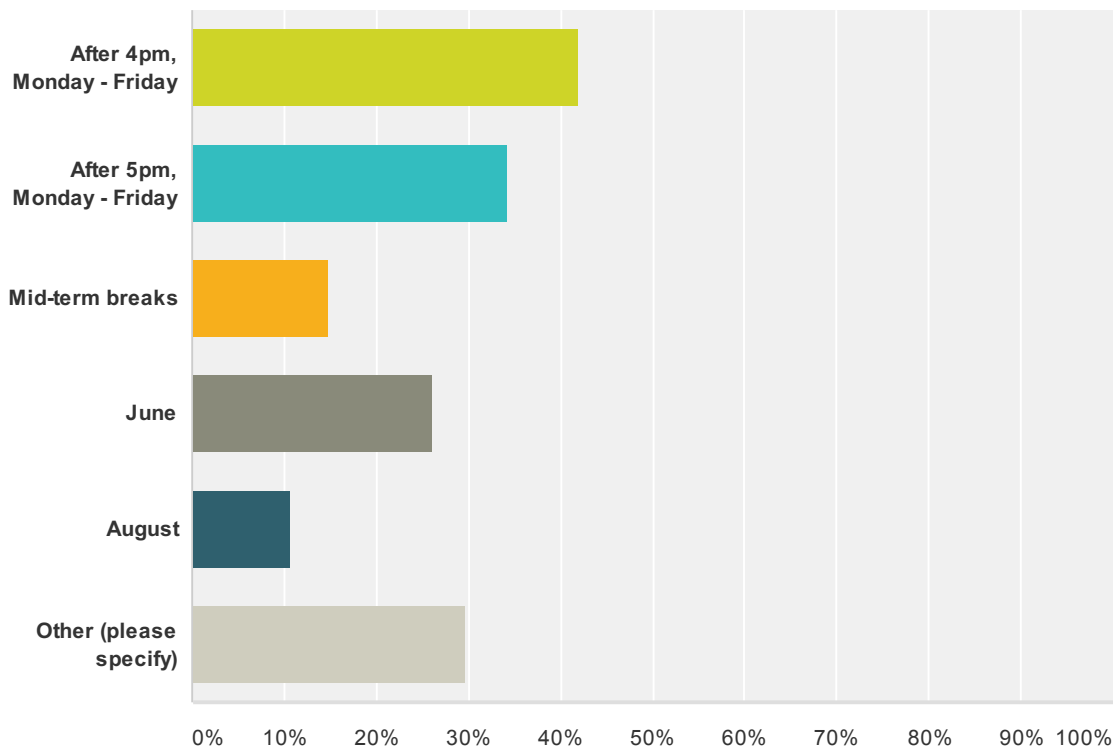
58	Counselling	3/20/2014 2:26 AM
59	Record keeping . How much how little Always worrying and particularly with rate of teenage suicide increasing .	3/20/2014 12:31 AM
60	Time	3/19/2014 11:00 AM
61	Counselling support to students Whole School Guidance	3/19/2014 6:19 AM
62	Not sure	3/19/2014 6:08 AM
63	Loss or Grief counselling	3/19/2014 2:14 AM
64	Report writing and good practice in keeping notes/records on individual appointments as there seems to be a different method depending on where/what area you teach in	3/19/2014 1:51 AM
65	Counselling - including evidence based theoretical models that can be used with teenagers, access to resources to facilitate the GC counselling role within schools e.g. researched and effective programmes e.g. retracking programmes, mindfulness programmes, CBT for anxiety/stress reduction etc. Latest research in relation to self-harm, suicide - effective approaches for same. Positive mental health workshops and programmes for the delivery in schools. Guidance on the development of short-courses for the JC in guidance.	3/19/2014 1:28 AM
66	Creative Arts therapies for adolescents i.e. Non verbal ways of working in counselling Relationship conflicts - how to communicate more deeply, manage conflict better with friends and parents/guardians	3/19/2014 1:04 AM
67	Assist & Safe Talk and IACP accreditation for counselling top up course if necessary and also where guidance falls on new QQI frame work especially if you hold a masters level 9	3/18/2014 7:15 PM
68	Planning Self-care of the Guidance Counsellor Self-harm in students Mental Health	3/18/2014 4:10 PM
69	The Guidance Counsellor and the Law. Updates on legal responsibilities in light of age of consent etc.	3/18/2014 3:44 PM
70	Dealing with stress for students, how to motivate and build resilience in young people	3/18/2014 2:09 PM
71	TY Guidance What should be covered in 5th year	3/18/2014 2:06 PM
72	Advanced counselling skills	3/18/2014 2:01 PM
73	Counselling skills.	3/18/2014 12:49 PM
74	Support from management and DES in timetabling one afternoon off a week for CPD with the IGC	3/18/2014 11:51 AM
75	It might be useful to see what local branches have been providing over the last few years, e.g. CBT, Motivational Interviewing, Reality Therapy. Workshops on specific issues, e.g. adoption, addiction etc., (See workshops from past AGMs)	3/18/2014 10:26 AM
76	The creation of a dynamic planning process that would be of assisatnce to students	3/18/2014 10:16 AM
77	I would like CPD relating to colleges of further education students. There is a gap in policy and procedures from the department of education and skills in this area, as colleges of further education are deemed to follow post primary policies. However, the needs of adults are quite different from those presented in second level schools.	3/18/2014 9:24 AM
78	testing for dyslexic students	3/18/2014 8:53 AM
79	Managing guidance service with reduced hours	3/18/2014 8:51 AM
80	Sound careers curriculum that should be compulsory and followed in each school, so each student is made known of all areas of opportunity available to them	3/18/2014 8:44 AM
81	Counselling skills and process	3/18/2014 8:09 AM
82	Note taking & record keeping Legal aspects Child protection Boundaries in relation to our ability to support students with mental health issues New guidelines from Dept in relation to whole school guidance	3/18/2014 8:07 AM
83	CBT for adoelscents	3/18/2014 8:02 AM
84	Cognitive Behaviour Therapy	3/18/2014 7:56 AM
85	I would like to be advised as to the proper terms and conditions of employment for a part-time school guidance counsellor because I am being treated like a door-mat by the Principal and Board of Management.	3/18/2014 7:55 AM
86	Counselling- our main area of focus. Time management Child Protection	3/18/2014 7:50 AM

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87	Referral agencies	3/18/2014 7:46 AM
88	Psychometric assessments administration Personal Counselling	3/18/2014 7:38 AM
89	Paperwork, file storage etc	3/18/2014 7:37 AM

Q6 TIMEFRAME FOR CPD Please indicate by ticking as many options as appropriate if you are willing to participate in CPD during the following timeframes:

Answered: 169 Skipped: 15



Answer Choices	Responses
After 4pm, Monday - Friday	42.01% 71
After 5pm, Monday - Friday	34.32% 58
Mid-term breaks	14.79% 25
June	26.04% 44
August	10.65% 18
Other (please specify)	29.59% 50
Total Respondents: 169	

#	Other (please specify)	Date
1	Like other cpd - inservice - during working hours	4/6/2014 2:00 PM
2	2-4pm Friday	4/4/2014 2:21 AM
3	Due to working as a Guidance Counsellor between two schools, while I would love to participate in CPD, the timeframe is limited	4/4/2014 2:00 AM
4	During school year	4/3/2014 6:46 AM
5	Tuesday afternoons, and during school time similar to other subjects in-service (online perhaps if in-service not offered in these times) see below	4/3/2014 3:21 AM
6	Open to suggestions	4/3/2014 2:32 AM
7	evening	4/2/2014 3:04 PM

Guidance Counsellor Continuing Professional Development: Survey

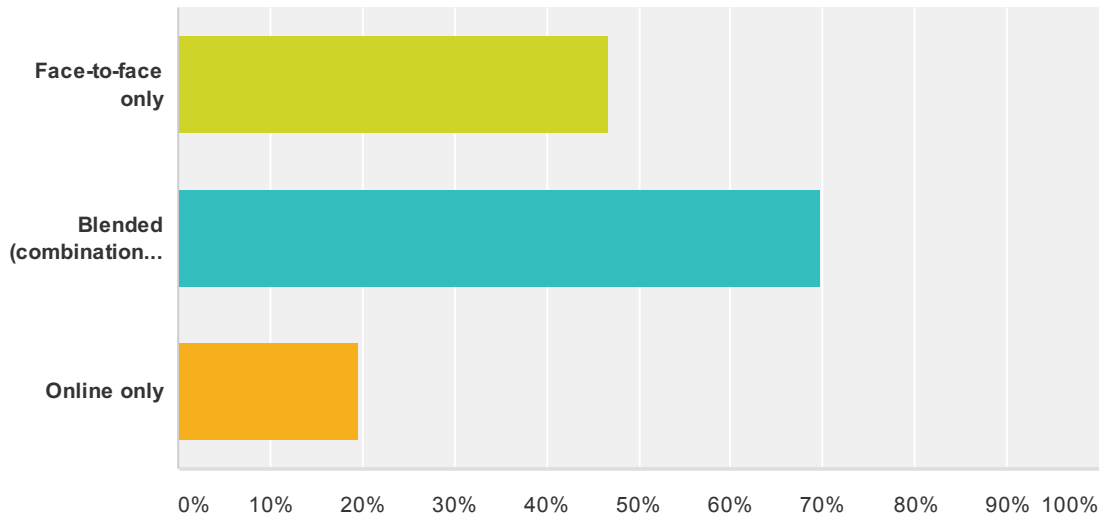
8	Certain evenings	4/2/2014 12:16 PM
9	tues afternoons through igc	4/2/2014 11:14 AM
10	Cannot do any	4/2/2014 9:55 AM
11	In house training on Tuesdays before counselling supervision	4/2/2014 9:37 AM
12	During school day or our Afternoon for CPD	4/2/2014 7:55 AM
13	During the week, school term	4/2/2014 6:57 AM
14	I work in a small town so will need to travel to a CESC if face to face -about 40 mins driving time. I would have difficulty travelling for more than an hour after work	3/28/2014 4:49 AM
15	During school time	3/26/2014 1:46 PM
16	As a second level guidance counsellor it would depend on timetabling considerations from year to year.	3/26/2014 8:25 AM
17	During working hours Monday to Friday 9.00-4.00	3/26/2014 6:53 AM
18	I am not bound by school timetables so am open to offers.	3/26/2014 4:27 AM
19	During house exam time ie before Christmas and Summer exams	3/25/2014 7:56 AM
20	weekends	3/25/2014 4:01 AM
21	Tuesday Afternoons	3/25/2014 2:48 AM
22	Tuesday 2pm to 4pm	3/24/2014 2:20 PM
23	School time or as part of Haddington Road hours and as prescribed by ASTI.	3/24/2014 5:22 AM
24	Tuesday afternoon 2-4pm	3/22/2014 4:26 AM
25	during working hours	3/21/2014 4:35 PM
26	Ridiculous options	3/20/2014 5:43 AM
27	saturdays	3/20/2014 4:19 AM
28	Designated guidance counselling afternoon is not an option?	3/19/2014 11:01 AM
29	term time	3/19/2014 8:01 AM
30	Late evenings on monday-friday	3/19/2014 6:09 AM
31	Since we get little or no recognition I feel our CPD should be offered as inservice and during school time.	3/19/2014 5:58 AM
32	not available outside of working hours due to small children at home	3/19/2014 3:33 AM
33	Tuesday afternoons as usual!	3/19/2014 3:05 AM
34	In school hours	3/19/2014 2:53 AM
35	Only during my normal work time	3/19/2014 2:15 AM
36	With an onerous commitment to S&S, PSA hours and additional workloads, to suggest CPD outside of school hours puts pressure again on an already over-worked under resourced sector in relation to WSG. NCGE could do much to support the re-introduction of ex-quota GC hours in school. This would be a very effective use of the NCGE time - without a service it's difficult to discuss the imperative for CPD.	3/19/2014 1:32 AM
37	Saturday	3/19/2014 1:05 AM
38	During school hours	3/18/2014 7:15 PM
39	Tuesday afternoons	3/18/2014 3:44 PM
40	School day	3/18/2014 3:41 PM
41	Designated non timetabled afternoon	3/18/2014 2:02 PM
42	I am already working to 6 or 7 every evening so I dont have the time for CPD in the evenings	3/18/2014 12:46 PM
43	During school time, no other profession has to do CPD in their own time, it's ridiculous to suggest that we should do CPD in our own time.	3/18/2014 12:42 PM
44	As stipulated by the IGC	3/18/2014 11:52 AM
45	Inservice during school year Weeend but use the Level 6 model	3/18/2014 10:17 AM

Guidance Counsellor Continuing Professional Development: Survey

46	Within school time	3/18/2014 9:49 AM
47	School time	3/18/2014 8:52 AM
48	school time only	3/18/2014 8:34 AM
49	Easter	3/18/2014 7:57 AM
50	Weekend	3/18/2014 7:29 AM

Q7 Are you willing to participate in CPD that is offered:

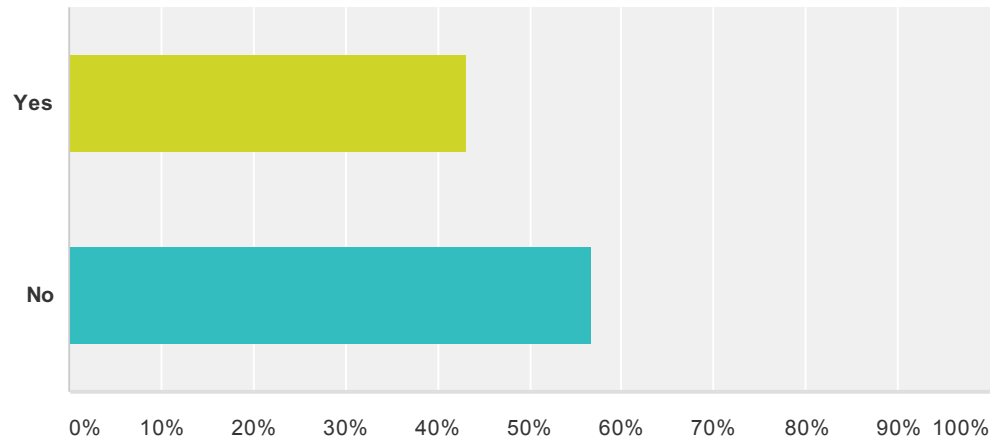
Answered: 169 Skipped: 15



Answer Choices	Responses
Face-to-face only	46.75% 79
Blended (combination of face-to-face and online delivery)	69.82% 118
Online only	19.53% 33
Total Respondents: 169	

Q8 Are you willing to travel considerable distances if required to attend face-to-face workshops:

Answered: 162 Skipped: 22



Answer Choices	Responses	
Yes	43.21%	70
No	56.79%	92
Total Respondents: 162		

Q9 Additional comments you would like to make:

Answered: 55 Skipped: 129

#	Responses	Date
1	I would like to establish the level of our psychometric grades in line with European equivalents	4/8/2014 9:36 AM
2	I already engage in regular cpd with my professional body - the IGC. The designated afternoon works very well - the working week for guidance Counsellors is already long enough - forget it being a 22 hours a week job! More support from and consultation with NCGE is required	4/6/2014 2:04 PM
3	Due to the cuts in Guidance provision, and the practice of teachers working between two schools, time is limited to attend CDP in-services, which is unfortunate as they are extremely beneficial for both our students and ourselves.	4/4/2014 2:02 AM
4	I have done the extra training with etc level a and level b psychometric testing, registered with the British Psychological service what I would like is to be trained to be allowed to use the Weschler individual achievement test and technology related to guidance	4/4/2014 1:54 AM
5	Updating/renewing counselling skills would be very much appreciated..	4/3/2014 10:18 PM
6	Really should focus on funding schools with proper/adequate guidance provision, before asking GC to do more and more training in their own time.	4/3/2014 6:48 AM
7	As a new guidance counsellor of three years I have received no support in the form of CPD from the NCGE and strongly feel there should be more available to help us up skill regularly and have a more co-ordinated approach nationally to guidance provision.	4/3/2014 6:23 AM
8	I would like to see a system where cpd and training could be used to gain a qualification such as Masters or Post grad Diploma. I have done a lot training in Counselling and various short courses at considerable cost in time and money. I think this would encourage all guidance counsellors to keep up with cpd. Also cost is a prohibitive factor in pursuing some of the courses available.	4/3/2014 4:58 AM
9	I will be retiring from Public Service within the next 2 years	4/3/2014 3:46 AM
10	NCGE need to look at the resources in schools. Private practitioners can offer a better guidance service as they have more time to spend with students and can afford to give aptitude and interest tests - that schools cannot afford. The DATS results come back in a form with no explanations. Cambridge profile at least gives a report that can be given to parents (realise some may not wish to give back results this way but the reality is that parents request a copy of the results) but Cambridge profile is much more expensive. The DATs are currently being revised to include Irish norms. Would the NCGE be able to request that the results come back in a report form similar to the Cambridge profile or at least some kind of written interpretation of the results that can be given to parents - as parents now requesting this and way way too time consuming for Guidance counsellors to be writing a report of the results for parents - and could be liable if misinterpret the results and write something incorrect - much more professional if written form comes from the aptitude test company - similar to Cambridge profile.	4/3/2014 3:28 AM
11	Considerable distances? It would depend on the distance involved	4/3/2014 2:32 AM
12	I assume that cpd would be supported and provided through my professional association (which is the norm in most professions). This already occurs through my branch, supported by igc but not it appears the ncge unless indirectly	4/2/2014 11:17 AM
13	I	4/2/2014 9:55 AM
14	To reintroduce guidance hours	4/2/2014 9:45 AM
15	CPD NEEDS TO HAPPEN ON A REGIONAL BASIS	4/2/2014 8:16 AM
16	What about counselling skills? Very narrowly focused survey. Need to assess needs of guidance counsellor first	4/2/2014 7:56 AM
17	thinks its a dreadful loss that module 1 - 3 are no longer available you had something good there	4/2/2014 7:54 AM
18	Considerable distances are already a problem as lots of things are already happening only in Dublin. This should change	4/2/2014 7:01 AM

Guidance Counsellor Continuing Professional Development: Survey

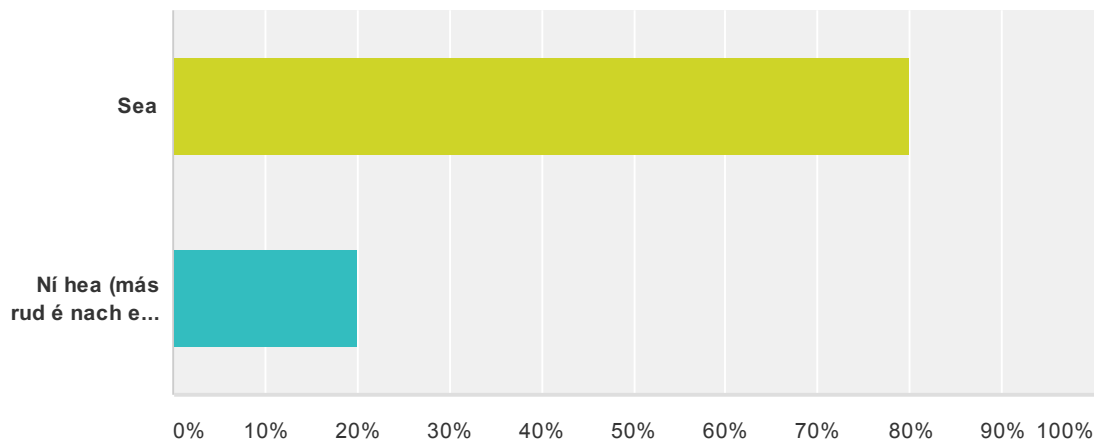
19	It is grossly unfair that the only school professionals who have had to attend CPD out of school time are Guidance Counsellors.	4/2/2014 6:58 AM
20	The nature of the course will determine the commitment on my part. I do note that Croke park hours is limiting availability regarding attendance. It would be very beneficial if some of these hours can be used for cpd which will necessarily assist in providing a better service.	4/2/2014 6:35 AM
21	I would like to see more feedback from supervision and conclusions the groups have reached about issues. Recently the same issue was discussed in 2 separate groups and the outcomes/recommendations were very very different. I would agree with one group and seriously disagree with the other. the supervisor was the same person for the 2 groups..... the mixture of experienced people in a supervision group has a significant impact in my opinion.	3/28/2014 4:53 AM
22	CPD provision for the guidance counsellor needs to be based on the core competencies of the profession; counselling; client assessment approaches and tools -including psychometrics; communication; theoretical approaches to personal, social, education and vocational guidance counselling; along with information and guidance practice management.	3/26/2014 8:30 AM
23	The offering of inservice to Guidance Counsellors would need to be in conjunction with a return to the exquota allocation to Guidance Counsellors in schools. The last two days I have 6 classes for counselling have three self harm cases to deal with two of which disclosed within the two days. A bullycase on facebook and issues with a student sDARE application. I have turned approximately 10 students away many of which have until Friday to make their senior cycle subject selection. Honestly Guidance in the EU is the least of my worries and I actually find this question insulting and perhaps illustates the disconnect between government agenciea and the job ob the ground. Where is the inclusion of accountability and national strategy to address this.	3/26/2014 6:58 AM
24	Many thanks	3/26/2014 5:45 AM
25	adult guidance Careers Guidance in schools should primarily be about careers, i.e correct subject choice, appropriate exams - not about cyber bullying, bulimia, or self harming. Careers work with adults needs a new model based on empowering adults to acquire career management skills which they can use on a lifelong basis.	3/26/2014 4:29 AM
26	Thanks. Looking forward to your CPD programme.	3/25/2014 7:57 AM
27	no thanks	3/24/2014 2:13 PM
28	Try to link the CPS to 'Croke Park' hours and that schools accept accreditation given	3/22/2014 7:19 AM
29	I am interested and willing to participate in ongoing CPD.	3/22/2014 5:21 AM
30	Well done on all your work down through the years. I think that whole school guidance and planning for that has been significantly effected by the guidance cutbacks. In the context of the team approach required in all schools and given thE focus on well being in the junior cycle award, perhaps the minister and dept. might be open to freeing up teachers for whole school guidance for a two day programme, one of which could be in school time and one on a Saturday.	3/22/2014 4:40 AM
31	I have not taken the time to check out your updated manual - but will do so after the conference Thanks	3/22/2014 4:06 AM
32	Travel would have to depend on time issues.	3/20/2014 7:42 AM
33	We need all the CPD possible to up skill us to work faster and smarter and to be better enabled to account for the huge volume of work that we do. More it software to log in all appointments and nature of appointments is necessary.	3/20/2014 4:08 AM
34	no	3/20/2014 2:27 AM
35	I am 50 miles from nearest education centre so a long drive for supervision etc Role of GC is too difficult today that many times I consider return to classroom subject full time . It was once a full post but now only half and same volume of work expected	3/20/2014 12:37 AM
36	Will expenses be paid for travel and attendance? Will the ex quota allocation be restored? Where was the NCGE since Dec 2011?	3/19/2014 11:03 AM
37	Future CPD very welcome.	3/19/2014 7:28 AM
38	CPD very welcome	3/19/2014 7:25 AM
39	Thanks	3/19/2014 6:10 AM

Guidance Counsellor Continuing Professional Development: Survey

40	I feel that CPD should be offered in Guidance and Counselling areas. It should be free, substantial and part of our school days with cover provided where necessary. It could be offered at branch level. It should not cost us anything if we have to travel since we do not get any remuneration for our special skills. Now, we do not even get enough time to offer the services we are supposed to. I object to any CPD that will cost me money as I am struggling financially as it is.	3/19/2014 6:02 AM
41	Since the abolition of the ex quota status, most of us are back in the class room to a larger extent. Could we have more resources for guidance classes. Also can there be a common template system for all of the policies in operation in schools relating to guidance.	3/19/2014 5:43 AM
42	Like all other professionals we should have our CPD during normal working hours. Most of us have busy lives outside of work with crèche runs e.t.c, e.t.c and would be unavailable to attend meetings outside our normal working hours. All guidance counsellors should be facilitated to attend CPD and not just the ones who have no life outside school.	3/19/2014 2:21 AM
43	Please support the GC in education by addressing the elephant in the room - there is no school in the country currently with an allocation for guidance counselling on their curriculum plan - the service is being diminished and offered in an ad hoc way. GC need your help and support in this area first! Many thanks	3/19/2014 1:34 AM
44	Would be useful to know which psychometric tests which other guidance counsellors find useful and why	3/18/2014 3:25 PM
45	Will travel costs be covered for attendance	3/18/2014 2:03 PM
46	The IGC supports CPD at branch level in accordance with members needs, this various radically from branch to branch and member to member. A one size fits all model by NCGE to justify your existence is not wanted.	3/18/2014 11:54 AM
47	The type of work we do is person centred. Therefore the method of delivery should reflect this, i.e. it should be face to face not on line.	3/18/2014 10:28 AM
48	If your service is to be relevant it needs to of the CG and for Cg in secondary school.. the rest is well window dressing Return to your three module approach and resolve the delivery issue in a CG friendly wya	3/18/2014 10:19 AM
49	CPD should be an integral aspect to our work, but it should not add to an already unbareable workload.	3/18/2014 9:50 AM
50	It is a matter of urgency that the ex allocation for Guidance Counsellors is reintroduced and this should be a priority for all stakeholders involved in careers in our schools	3/18/2014 8:45 AM
51	Considering the increased pressures placed on guidance counsellors I am most interested in attending training in improving my counselling skill set both in relation to personal and vocational counselling. I would also be interested in training in ways to asses and monitor the effectiveness of my interventions. Perhaps trading in small group intervention strategies would also be helpful and effective intervention strategies for junior classes which will help them cope with vocational choices at senior level .	3/18/2014 8:14 AM
52	Did voluntary schools get additional hours for Guidance. My school has 360 pupils and I work for the Board of Management (8 hours per week) on a fixed purpose contract.	3/18/2014 7:58 AM
53	I would like CPD around establishing and administering a Guidance and Counselling Programme. I.e Best Practice.	3/18/2014 7:58 AM
54	This survey does not really address current needs in guidance- EU and psychometrics are at the bottom of our list at the moment!	3/18/2014 7:51 AM
55	Inform management of schools of importance of regular CPD CPD to be recognised by the teaching council	3/18/2014 7:39 AM

Q1 TÁSTÁIL SHÍCIMÉADRACH Ba mhaith liom páirt a ghlacadh san FGL i dTástáil Shíciméadrach:

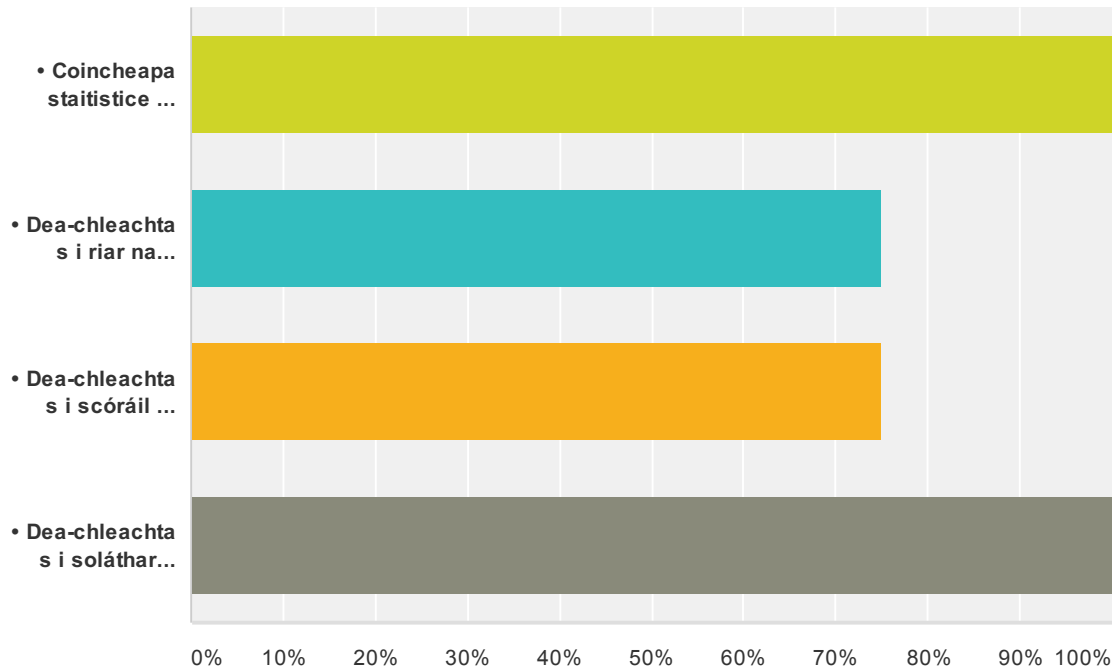
Answered: 5 Skipped: 1



Answer Choices	Responses
Sea	80.00% 4
Ní hea (má...)	20.00% 1
Total	5

Q2 Más ea, ba mhaith liom go gclúdódh FGL:

Answered: 4 Skipped: 2

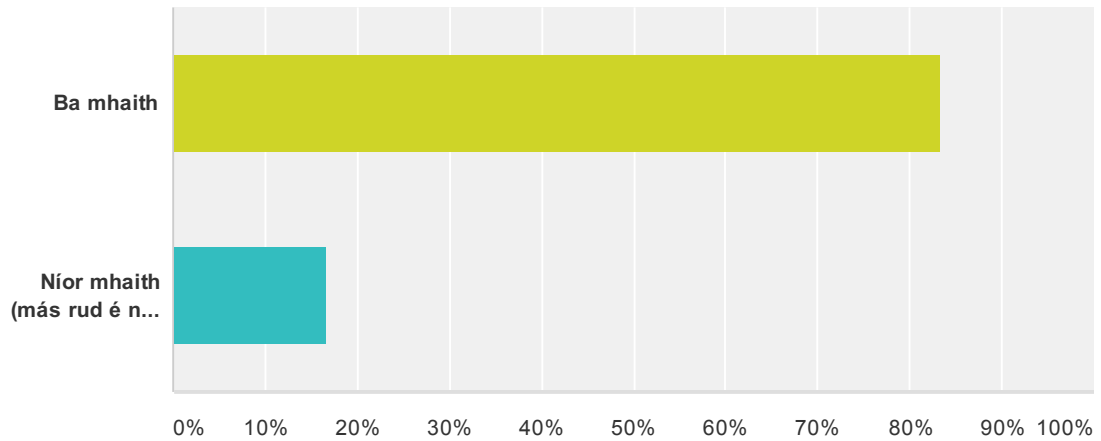


Answer Choices	Responses
• Coincheapa staitistice a bhaineann le tástáil shícméadrach i.e. bailíocht, iontaofacht, dáileadh normalach...	100.00% 4
• Dea-chleachtas i riar na dtrialacha	75.00% 3
• Dea-chleachtas i scóráil na dtrialacha	75.00% 3
• Dea-chleachtas i soláthar an aiseolais ar thorthaí na dtrialacha do scoláirí	100.00% 4
Total Respondents: 4	

#	Réimsí eile ba mhaith leat a bheith clúdaithe (sonraigh, le'd' thoil):	Date
	There are no responses.	

Q3 TREOIR SAN AE Ar mhaith leat páirt a ghlacadh san FGL ar Threoir san AE?

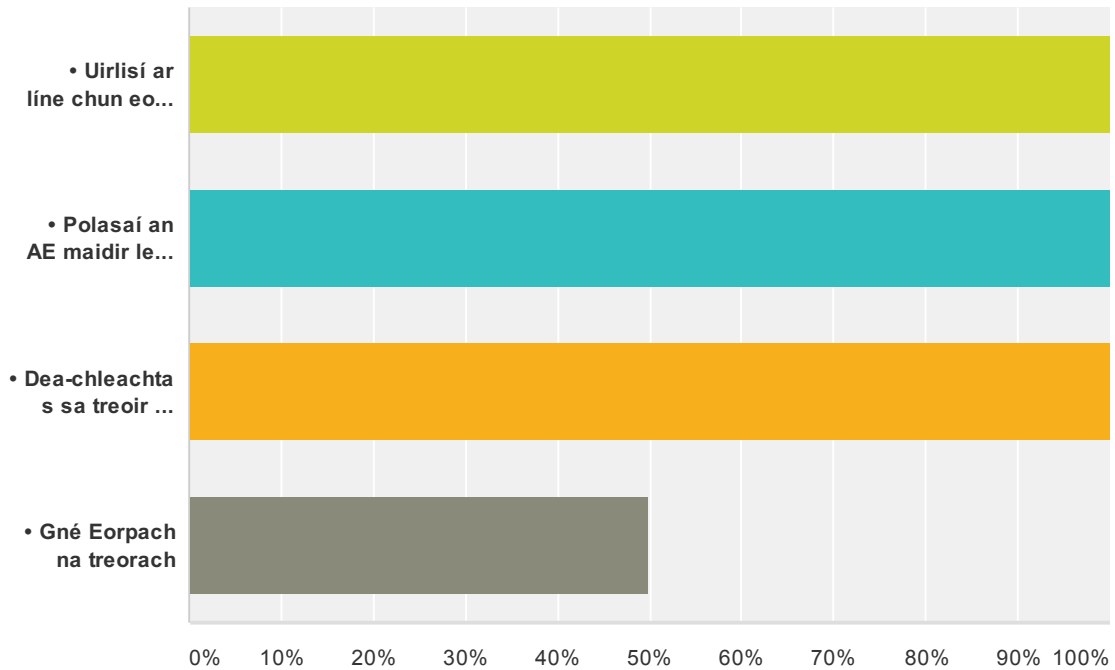
Answered: 6 Skipped: 0



Answer Choices	Responses
Ba mhaith	83.33% 5
Níor mhaith (más rud é nár mhaith, léim ar aghaidh chuig ceist 5)	16.67% 1
Total	6

Q4 Más rud é gur mhaith, ba mhaith liom go gclúdódh FGL:

Answered: 4 Skipped: 2



Answer Choices	Responses
• Uirlisí ar líne chun eolas a thabhairt faoi staidéar san AE (costais, teanga, creidiúnú srl.)	100.00% 4
• Polasaí an AE maidir le treoirchomhairleoireacht	100.00% 4
• Dea-chleachtas sa treoir i dtíortha AE eile	100.00% 4
• Gné Eorpach na treorach	50.00% 2
Total Respondents: 4	

#	Réimsí eile ba mhaith leat a bheith clúdaithe (sonraigh, le'd' thoil):	Date
	There are no responses.	

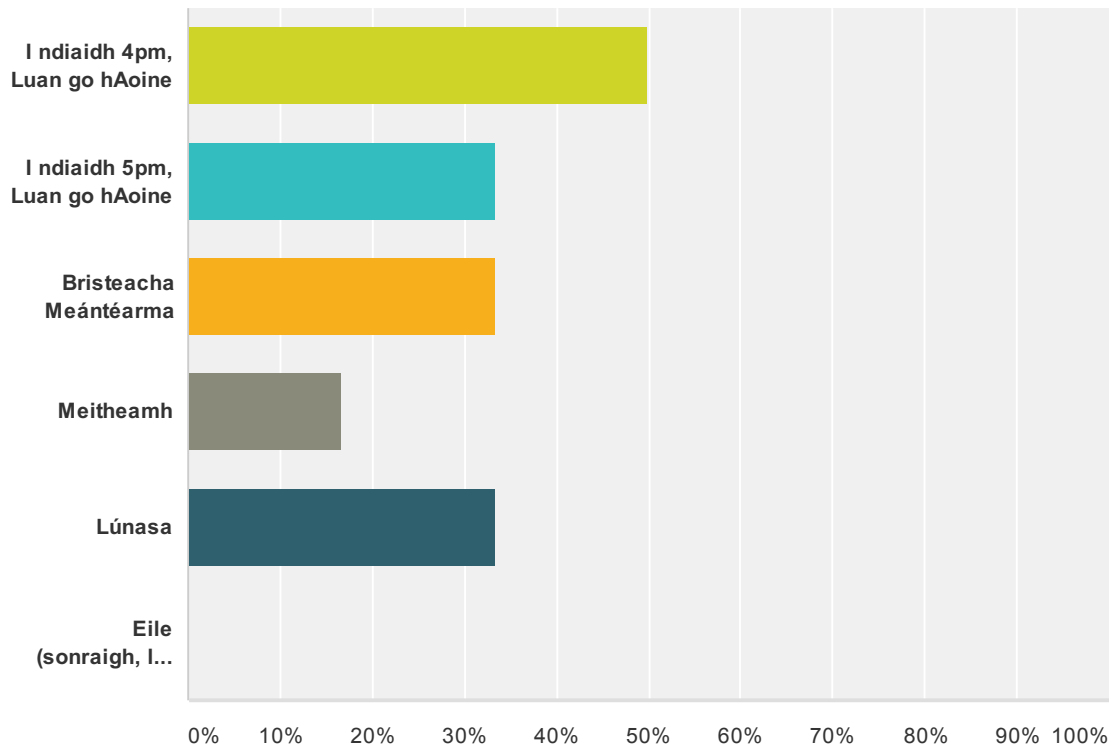
Q5 Luaigh anseo, le'd thoil, réimsí eile a bhaineann le treoir i scoileanna ba mhaith leat FGL a fháil iontu:

Answered: 2 Skipped: 4

#	Responses	Date
1	Treoir éifeachtúla i gcás obair ranga/grúpaí	4/2/2014 2:41 PM
2	uirli sí eile ar líne a bhaineann le húsaid ama l gcaitheamh an lae	3/19/2014 4:27 AM

Q6 FRÁMA AMA DON FGL Luaigh, led' thoil, trí tic a chur sa mhéid rogha agus is cuí, má tá tú sásta páirt a ghlacadh sa FGL le linn na bhfrámaí ama seo a leanas:

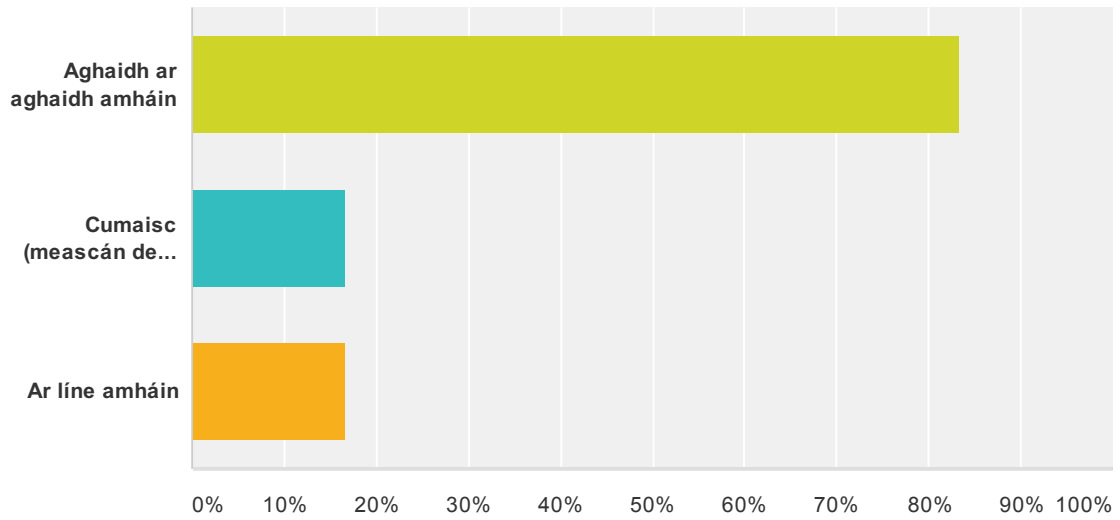
Answered: 6 Skipped: 0



Answer Choices		Responses	
I ndiaidh 4pm, Luan go hAoine		50.00%	3
I ndiaidh 5pm, Luan go hAoine		33.33%	2
Bristeacha Meántearma		33.33%	2
Meitheamh		16.67%	1
Lúnasa		33.33%	2
Eile (sonraigh, led' thoil):		0.00%	0
Total Respondents: 6			
#	Eile (sonraigh, led' thoil):	Date	
	There are no responses.		

Q7 An bhfuil tú sásta páirt a ghlacadh i FGL a chuirtear ar fáil i bhfoirm:

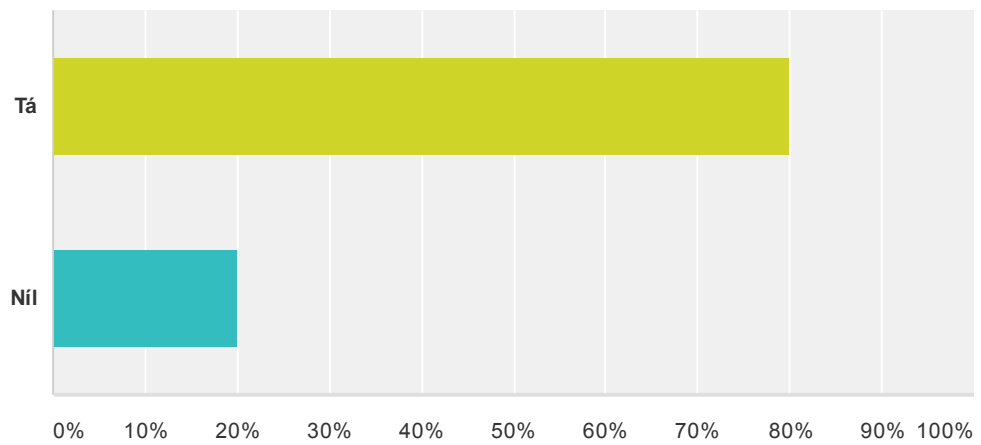
Answered: 6 Skipped: 0



Answer Choices	Responses
Aghaidh ar aghaidh amháin	83.33% 5
Cumaisc (meascán de sholáthar aghaidh ar aghaidh agus ar líne)	16.67% 1
Ar líne amháin	16.67% 1
Total Respondents: 6	

Q8 An bhfuil tú sásta achair nach beag a thaisteal, más gá, chun freastal ar cheardlanna aghaidh ar aghaidh:

Answered: 5 Skipped: 1



Answer Choices	Responses	
Tá	80.00%	4
Níl	20.00%	1
Total Respondents: 5		

Q9 Nótaí tráchta breise ba mhaith leat a dhéanamh:

Answered: 0 Skipped: 6

#	Responses	Date
	There are no responses.	

Summary

Psychometric Testing

The findings of the survey indicate that guidance counsellors would like CPD in psychometric testing (76% of respondents indicating 'Yes') with 95% of responses indicating a preference for CPD in the area of good practice in the provision of feedback on test results to students. This is reflected in the comments provided under 'other areas' guidance counsellors would like covered in relation to psychometric testing.

Guidance in the EU

60% of respondents to the survey indicated that they would like CPD in relation to guidance in the EU with the majority of responses (79%) indicating a preference for CPD in the area of online tools to inform on studying in the EU followed by 74% indicating a preference for CPD in good practice in guidance in other EU countries.

Other Areas for CPD

Guidance counsellors were asked to indicate other areas for CPD. 91 guidance counsellors (49% of respondents) responded to the question. Most responses indicated multiple themes. The frequency of responses are as follows (please note that the percentages outlined below are in relation to the total number of respondents to this question i.e. 91 respondents):

Counselling Skills (including reference to counselling, personal counselling, bereavement counselling and dealing with loss, advanced counselling skills, different therapeutic approaches such as CBT, Reality Therapy and Solution Focussed Therapy): 39.5% of responses.

Supporting Students (including reference to adolescent mental health, anger management, addiction, relationships, bullying, stress and coping, building resilience, exam stress, separated parents, self-harm, depression, anxiety, conflict management, child protection, FE students, disabilities): 26% of responses

Guidance Planning (including reference to whole school guidance, managing the guidance service, time management, roles and responsibilities): 19% of responses.

Ethics, Legislation, Record Keeping and Report Writing: 12% of responses

Psychometric Testing: 10% of responses

Confidentiality and Referral: 8% of responses

Other: (including Junior Cycle Reform, Classroom Guidance, and self-care): 14% of responses

From the above it can be seen that the three main areas highlighted for CPD include counselling skills, supporting students and guidance planning. These three areas are interlinked in that good counselling skills are required to ensure effective interaction with students, be it in supporting students' development through personal and social development programmes e.g. mindfulness and building resilience and supporting students during "*moments of personal crisis*" (DES, 2005, pg. 4). In addition educational and career counselling require strong counselling skills. Effective facilitation

and counselling skills are also required in managing a school guidance service and in terms of managing boundaries, roles and responsibilities. Finally, counselling skills can also be linked to psychometric testing (question 1) and the provision of appropriate and sensitive feedback to students regarding test results.

Timeframe for CPD

Question 6 asked guidance counsellors to indicate the timeframe in which they are willing to participate in CPD. The majority of responses to this question indicated late afternoon during the week i.e. after 4pm with 42% of responses indicating this option. This was followed by 'after 5pm' during the week (34%). It is clear from this that the majority of responses indicate a preference for CPD to be late afternoon/early evening during the week than at any other time.

There were 28.5% responses to the 'other' category. Additional options were indicated that had not been presented in the question options and these include; CPD during school time, during the designated guidance counselling afternoon and on weekends.

CPD Mode of Delivery

Question 7 explored the methodology for delivering CPD to guidance counsellors i.e. face-to-face, blended or online. The majority of responses (68%) to this question indicated a preference for blended (combination of face-to-face and online) rather than exclusively face-to-face or online.

Following on from question 7, question 8 asked guidance counsellors if they would be willing to travel considerable distances to attend face-to-face workshops. 56% of respondents indicated 'no' to this question.

Additional Comments

55 respondents provided feedback under additional comments. Most of the feedback highlighted support for CPD and issues raised in response to previous questions. A number of responses highlighted concerns in relation to the lack of resources for guidance in schools i.e. the loss of the ex-quota allocation, time and funding constraints. In addition constraints in relation to availing of CPD were raised – the cost of CPD, distances to travel to and attend face-to-face workshops and finding the time to attend CPD. The role of the IGC was also highlighted in relation to its provision of CPD through the branch network.

It is evident from the responses that there is considerable frustration and stress within schools with guidance counsellors feeling overwhelmed with the demands being placed on them with significantly reduced resources. Planning and provision of CPD will need to take this feedback into account.

Recommendations

Although 26% can be interpreted as a fairly good response rate to the survey, as it represents ¼ of schools invited to participate, the findings of the survey should be interpreted with caution in the generalising of the findings to the wider guidance counsellor population. However, it is evident from the responses that the guidance counsellors who responded took considerable time and effort to do so. The considerable information provided by respondents will inform NCGE's planning and provision of CPD into the future. The recommendations presented here are based on the findings of the survey.

Provision of CPD:

Psychometric Testing

It is clear from the response to question 1 that the majority of respondents would like to receive CPD in psychometric testing with the preference for the provision of feedback of results to students. Effective test feedback requires careful thought and consideration and the use of counselling skills to ensure that students feel supported when considering the implications of the test results. The guidance counsellor providing the feedback needs first to interpret the test findings, take into account the context in which the test was delivered and the timing of the test, and the student's strengths and achievements in school. It is recommended that CPD in this area be provided to guidance counsellors in the near future and that NCGE commence planning this provision.

Guidance in the EU

60% of respondents to the survey indicated that they would like CPD in relation to guidance in the EU with the majority indicating a preference for CPD in the area of online tools followed with a preference for CPD in good practice in guidance in other EU countries. It is recommended that NCGE through Euroguidance Ireland <http://www.ncge.ie/europe/euroguidance-centre-ireland/> explore these findings further and develop a proposal for CPD in these two main areas.

The Euroguidance Network www.euroguidance.net was established by the European Commission in 1992-93, within the Petra programme, in order to support exchanges of data and of information on the national education and training systems and learning opportunities within the European Union, particularly with the perspective of mobility.

The specific mission of the network is to promote the European dimension in guidance activities and to provide quality information on mobility. Both core objectives aim to support transnational mobility of people in education and training and to make guidance counsellors aware of a wide range of methodologies and practices existing in other countries.

In line with the limited resources of the Centres, the activities are primarily focused on guidance counsellors as multiplier information providers who may pass on the information to final users. It is, therefore, essential that the Centres provide updated information and training to national networks of guidance counsellors. This training would also be disseminated through the Euroguidance Ireland website www.euroguidance.ie and through social media, such as its Facebook page <https://www.facebook.com/EuroguidanceIreland> and live Blog <http://blog.euroguidance.ie/>

Counselling Skills

It is evident from the responses to question 5 of the survey that guidance counsellors are seeking CPD in the area of counselling. Responses indicating counselling were quite broad in that some responses indicated counselling, others advanced counselling and others stated different therapeutic approaches to counselling. In considering these findings the school context must be borne in mind. It is clear from DES Guidelines that counselling provided as part of the school guidance programme is not of a therapeutic nature but rather as *“part of a developmental learning process and at moments of personal crisis”* (DES, 2005, pg. 4). It is envisaged therefore that the different therapeutic approaches such as CBT, Reality Therapy and so forth are considered in terms of the tools and resources that they provide in relation to the counselling process. Any provision of CPD in counselling needs to explore the different counselling tools on offer and how they can be best and appropriately employed in a school context to support students’ development and during *“moments of personal crisis”* (DES, 2005, pg. 4). There should not be an undue emphasis on one particular school of thought.

It is recommended that NCGE provides up-skilling and CPD in the area of counselling. This will enable NCGE and the DES to address a number of CPD areas which have been identified above.

- Counselling of a developmental nature i.e. the use of counselling skills in supporting students’ development through the provision of personal and social, education and career development programmes. *“Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing.”* (DES, 2005, pg. 4)
- Counselling (individual and group approaches in a guidance capacity) in response to student distress and at *“moments of personal crisis”* (DES, 2005, pg.4) and to support the referral process where appropriate. This will address some of the areas raised in question 5 under student support i.e. supporting students experiencing bullying, stress, anxiety and so forth and can also be part of a preventative approach.
- Counselling skills required in the provision of feedback in psychometric testing as indicated above.
- Counselling and facilitation skills required when working in a school context i.e. working with school management and staff in negotiating roles and responsibilities, boundaries, managing the school guidance programme.

CPD Delivery

The timing of CPD provision should be considered carefully, taking into account the concerns raised in question 9 in relation to resource and time constraints to avail of CPD. Planning should take into account the timing of the CPD in terms of the school year.

In terms of the best time for CPD provision as raised in question 6 it is evident from the responses to the survey that the majority of responses indicate a preference for late afternoon/early evening during the week. In the comments section of question 6 the guidance counselling designated afternoon is also indicated as a good time for CPD. Based on these preferences and the preference for blended approaches it is recommended that a blended methodology be employed in delivering CPD and that online delivery take place during week day evenings and face-to-face workshops during the designated guidance counselling afternoon on a regional basis as appropriate. In the provision

of CPD to guidance counsellors NCGE has, in the past, delivered a blended approach. Over the last number of years NCGE has invested in online platforms to facilitate blended approaches to CPD e.g. Moodle (NCGE VLE) and Adobe Connect (webinars). Therefore in the provision of future CPD to guidance counsellors NCGE has the capacity to deliver a blended programme to guidance counsellors. Re face-to-face workshops, as 26% of responses indicated June as a possibility for CPD this could be explored further with the provision of face-to-face workshops early in June.

NCGE and the IGC should collaborate in relation to the provision of CPD through the IGC branch network and through the Education Centres.

References

Department of Education and Science (2005). *Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance*. Dublin: Stationery Office.

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