Whole School Guidance Planning Section 2: 'Convening a Whole School Guidance Group'

Welcome to Section 2. The aim of this Section is to support you in progressing your exploration of guidance.

Learning Outcomes

At the end of Section Two you will have:

• Discussed Whole School Guidance in your school

• Established a school guidance group to progress the work

• Developed a 'plan of action' on how to proceed Now that you have started thinking about guidance the next stage involves exploring and establishing the focus of your exploratory research into whole school guidance.

NCGE has developed some resources to support you with this research using the *NCGE: A Whole School Guidance Framework*. You may also wish to develop your own resources and we would encourage you to do so. There are two aspects to the *Framework* that we will be inviting you to explore:

• **Whole School Guidance: Continuum of Support Model**

> Is the school providing a whole school approach to guidance as presented in the Framework? If yes, how?

• **Areas of Learning and Competences**

> Is the school providing guidance learning experiences to address the competences set out in the Framework?

> > If yes,

> > > • Are students achieving the learning outcomes and how do you know?

> > > • How do these guidance learning experiences relate to the Principles, Statements of Learning and Key Skills presented in the Framework for Junior Cycle and the NCCA Wellbeing Guidelines? and the Department of Education and Skills Wellbeing Policy Statement https://www.education.ie/en/Publications/Policy-Reports/wellbeing-policy-statement-and-framework-forpractice-2018%E2%80%932023.pdf

> > If no,

> > > • Are there opportunities to provide guidance learning experiences through the Wellbeing Programme?

Before we start it is important to establish who will be involved in the process.

Developed by the National Centre for Guidance in Education (NCGE) 2020

Who will we involve in the exploratory research?

Take some time to read the information below on how you may involve the school community.

Now that you have taken some time to consider the roles/contribution of members of the school community to guidance it may be important to initiate a discussion of guidance with the whole school community. You may find it helpful to form a school guidance group and involve a range of representatives from the school community in the process, or invite an existing team such as the SST (Student Support Team) to be involved.

There are a number of ways of doing this and it is important to choose a method that best suits you and your school context. It is also important to bear in mind that the staff you have identified in Section 1 as playing a role in the school guidance programme may not fully appreciate the significance of their contribution. In fact they may not be aware of the full breadth and depth of the school guidance programme! Before you approach others for assistance you may need to inform them about the full range of guidance activities and the contribution that they can make to the programme.

There are a number of ways of doing this and it is important to choose a method that best suits you and your school context. It is also important to bear in mind that the staff you have identified in Section 1 as playing a role in the school guidance programme may not fully appreciate the significance of their contribution. In fact they may not be aware of the full breadth and depth of the school guidance programme! Before you approach others for assistance you may need to inform them about the full range of guidance activities and the contribution that they can make to the programme.

At this stage it may be useful for you to share Figure 1: Whole School Guidance *of NCGE: A Whole School Guidance Framework* (NCGE, 2017) with members of the school community and to start a conversation on guidance. What are their thoughts? You can then move on from this discussion to progressing your exploration of guidance.

Developed by the National Centre for Guidance in Education (NCGE) 2020
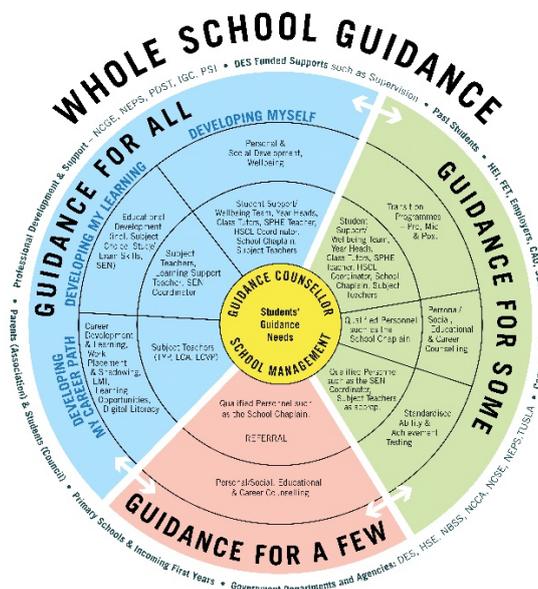
It should be remembered that you need to do what is right in your school context.

It may be more appropriate to meet with a few members of the school community who you have identified as having key roles to play in the school guidance programme. Are there members that you can identify that are receptive to guidance and a whole school approach to guidance? You may find it useful to refer back to the work you undertook for Section 1 and to review your findings.

Once you have convened your group, reflecting on the following questions presented in the Whole School Guidance Reflection Workbook 2 may support you with the next stage - you may find it helpful to record responses to these questions.

Section 2 Reflections

1. What do we want to achieve? – It may be helpful to refer back to the two aspects of the Framework presented at the beginning of this Section to address this question.

2. How much time have we got? How will we organise ourselves? (If you have an existing team in place to explore WSG you may wish to move directly to Section 3 - 'Information Gathering & Evidence in our School').

3. What tasks need to be completed and by when – how do we prioritise and divide up the work? The tasks will relate to the two Framework aspects presented earlier – these tasks and resources are presented in Section 3.

4. What are our individual roles and responsibilities e.g. chairperson, secretary etc.?

5. When and where shall we meet?

6. Who do we need to help us?

7. Anything else?