

Whole School Guidance: Template for Success

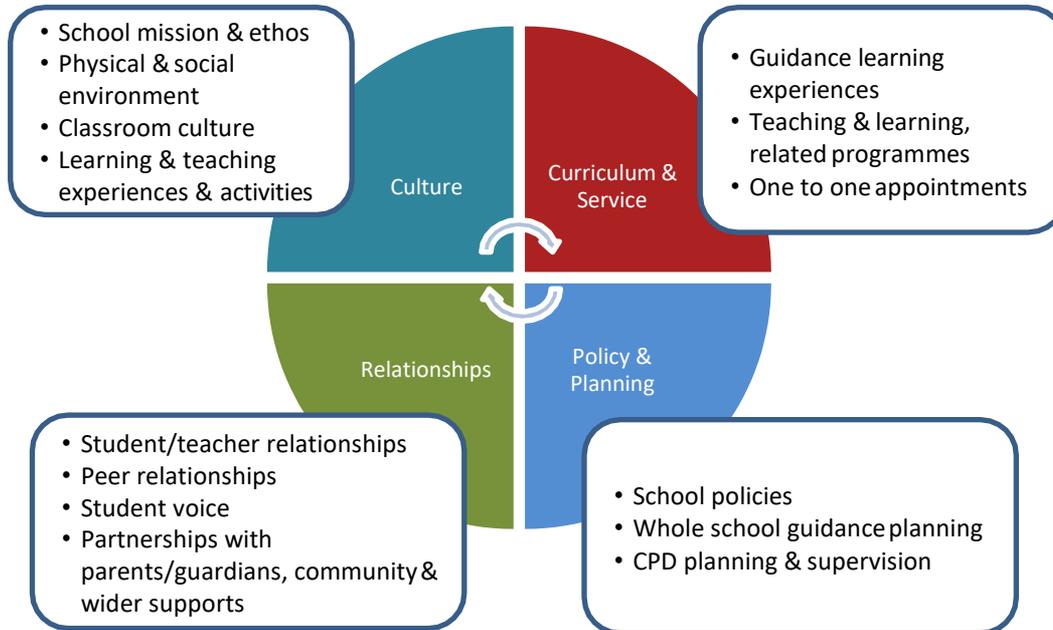
- The school provides an environment where students are supported to grow and develop, reach their potential & achieve their goals
- The school has a dynamic whole school guidance programme in place
- The school provides high quality guidance learning experiences that facilitate personal & social, educational and career related growth and development
- The school promotes students' personal and social, educational and career development
- The school provides a continuum of support model in line with the *NCGE: Whole School Guidance Framework* (NCGE, 2017), *Junior Cycle Wellbeing Guidelines* (NCCA, 2017), the *Wellbeing Policy Statement* (DES, 2018) and the *Wellbeing in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention* (2013)
- All adults in the school listen, support and refer students on to appropriately qualified members of staff to support them when needed

Whole School Approach to Guidance

A whole-school approach to guidance requires actions to be identified in *four key aspects* across *three key levels*

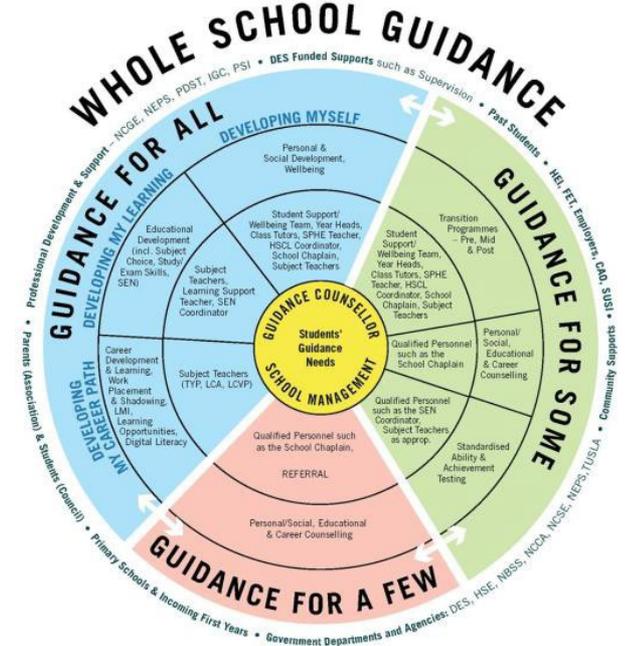
The four key aspects of guidance are:

1. Culture
2. Relationships
3. Policy & Planning
4. Curriculum & Service



The three key levels are:

1. Guidance for All
2. Guidance for Some
3. Guidance for a Few



Looking at Whole School Guidance – What does success look like?

Key Aspect	Guidance for All	Guidance for Some	Guidance for a Few
Culture	<ul style="list-style-type: none"> • The school's mission statement emphasises the importance of students' personal & social, educational and career development, and the school's commitment to providing all students with 'access to appropriate guidance' • The school's ethos is one that encourages all students to reach their potential • The school provides a welcoming and safe environment for students • All students' aptitudes & talents are valued and encouraged • A culture of trust, openness, collaboration & confidentiality underpins the whole school guidance programme • Teaching & learning promote students' personal & social, educational & career development 	<ul style="list-style-type: none"> • The school's mission and vision statements communicate the school's commitment to identifying and supporting the guidance needs of students making transitions and important life decisions • The school environment provides facilities, including a guidance room and careers library, for students who are making transitions and who may have additional support needs • Guidance counsellors and school staff supporting students making transitions foster positive & nurturing relationships with these students • Specific learning and teaching experiences and activities are offered to students making transitions and decisions and who may be experiencing challenges in their lives 	<ul style="list-style-type: none"> • The school's mission and vision statements communicate the school's commitment to identifying and supporting students experiencing personal crises and difficulties in making transitions and decisions • One-to-one guidance counselling is underpinned by unconditional positive regard and a non-judgemental relationship • The school provides a confidential space that provides opportunities for students to meet with school staff on a one-to-one basis • One-to-one meetings with the guidance counsellor and other qualified members of staff are provided to support students' personal & social, educational & career development and at moments of personal crises

Looking at Whole School Guidance – What does success look like?

Key Aspect	Guidance for All	Guidance for Some	Guidance for a Few
Relationships	<ul style="list-style-type: none"> • Pastoral care systems are in place to provide support to students • Positive relationships between teachers, students and the school community are supported by the whole school guidance programme • The school has strong relationships with feeder primary schools, the local community, external agencies and services, education and training providers and past students • The school has a strong tradition of communication with parents and students re students’ personal & social, educational & career development needs • The school provides a forum for students and parents to provide ongoing feedback on and to communicate needs in relation to the whole school guidance programme 	<ul style="list-style-type: none"> • Pastoral care systems ensure students requiring additional support with their personal & social, educational & career development are identified • Special efforts are made to build positive relationships with students (and their parents/guardians) who are experiencing challenges in making decisions and transitions • Students are encouraged to develop positive supportive relationships with one another to facilitate their personal & social, educational & career learning • The school has strong relationships with external agencies and services such as NEPS, NBSS, NEWB, SEC, AHEAD and NCSE 	<ul style="list-style-type: none"> • Special efforts are made to build positive and supportive relationships with students (and their parents/guardians) requiring individualised support and referral • The school has strong working and established relationships with external agencies and services such as NEPS, NBSS, TULSA, NCSE, SEC, AHEAD and NEWB • The school links with the local Youthreach centre or CTC to ensure the successful transfer for students who are at risk of early school leaving • Structures are in place to provide students with a forum to communicate their needs and to provide feedback in relation to the school guidance programme • Students awaiting referral are supported by the school

Looking at Whole School Guidance – What does success look like?

Key Aspect	Guidance for All	Guidance for Some	Guidance for a Few
Policy & Planning	<ul style="list-style-type: none"> • The school has a whole school guidance plan, informed by national guidelines, developed in response to students' needs and in consultation with parents. • The plan is informed by up-to-date policies and procedures related to guidance • The plan identifies the roles and responsibilities of management and staff contributing to the activities of the programme • The plan presents pastoral care structures and how guidance relates to teaching & learning • The plan sets out a continuum of support model to ensure that all students have access to 'appropriate guidance' to meet their guidance needs • There is a comprehensive CPD plan to ensure that school staff have the necessary knowledge and skills to support students' personal & social, educational & career development 	<ul style="list-style-type: none"> • The school's guidance plan sets out how the specific guidance needs of students making transitions and decisions will be addressed • The plan sets out programmes, activities and interventions provided to students requiring additional supports • The plan includes clear procedures for identifying students who require more intensive support and interventions • The plan identifies the roles and responsibilities of specific staff who support students making transitions and decisions • The plan provides for the CPD needs of school staff working with students who require specific supports and interventions 	<ul style="list-style-type: none"> • The plan sets out individualised supports and interventions provided to students experiencing personal crises and/or difficulties in making transitions, choices and decisions • The plan sets out a range of small group and individualised programmes and interventions that will be provided. • CPD and supervision is in place for the guidance counsellor and appropriately qualified school staff involved in supporting students on a one-to-one basis

Looking at Whole School Guidance – What does success look like?

Key Area	Guidance for All	Guidance for Some	Guidance for a Few
Curriculum & Service	<ul style="list-style-type: none"> • A continuum of support model provides for guidance learning experiences to be delivered by appropriately qualified school staff in collaboration with the guidance counsellor, across programmes and through the curriculum • The guidance programme includes learning & teaching methodologies that promote personal & social, educational & career development • Students' with additional guidance needs are identified and referred on to receive additional supports – guidance for some/guidance for a few • Teaching & learning promote students' personal & social, educational & career development and learning, and supports all students in achieving their potential • Extra-curricular activities accommodate a wide range of aptitudes and talents • Delivery of guidance learning experiences is supported through ongoing professional development and learning 	<ul style="list-style-type: none"> • The guidance programme offers guidance learning experiences specific to students making transitions and life choices that supports their personal & social, educational & career development • Appropriately qualified teaching staff, including those specialised to support students in their transition and decision making, are involved in the delivery of specialised and targeted activities, programmes and the provision of support to smaller groups of students • Delivery of specific programmes/activities is supported through ongoing professional development and reflective practice 	<ul style="list-style-type: none"> • Small group and one-to-one guidance counselling is provided to students requiring additional support with transition and decision-making and with social, emotional and developmental needs and during moments of personal crises • Students with strengths, aptitudes & talents in addition to the extra-curricular activities/curriculum of the school are supported to develop & achieve their potential • Students requiring more intensive/ ongoing support are referred on to external specialised agencies • Delivery of one-to-one guidance counselling is supported by continuing professional development and supervision

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