

# National Centre for Guidance in Education

The Inclusion of Parents in Whole School Guidance  
(Planning and Practice)



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National Centre *for* Guidance *in* Education



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# Aim of this webinar



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To discuss Whole School Guidance:

- *Planning*
- *Practice*

With specific regard to the inclusion of parents.



# Contributors



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- \* Dr. Carol Guildea (NCGE)
- \* Colum Layton (former Guidance Inspector, NCGE Consultant)
- \* *Joining the discussion* - Mai Fanning (President of NPCPP)

# The role of NCGE:



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**NCGE is an agency of the Department of Education.**

## Our role:

Develop, support and influence quality guidance provision in post-primary schools and further education settings as part of lifelong learning, in accordance with national and international best practice.



# Structure of this webinar

- Outline of relevant Policy concerning inclusion of parents
- Outline of how parents may be included in Whole School Guidance planning.
- Introduction of resource: Parent survey
- Outline of how parents may be included in Whole School Guidance practice.
- Challenges
- Opportunities
- Discussion / Q and A

‘Why?’

‘How?’

‘What?’

‘When?’

‘Who?’

‘And then what?’



# Why?



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- *National Policy / Legislation and Guidelines*
- *Contemporary Research*
- *Experience*
- *Many other reasons*

*For the purpose of this webinar we will focus on:*

*i) Policy and ii) Research*



# National Policy / Legislation / Guidelines



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## Key policy and implications for the inclusion of parents

### \* Irish Constitution

ARTICLE 42(1) *The State acknowledges that the primary and natural educator of the child is the Family*

### \* Education Act(1998)

*To ensure that the education system is conducted in a spirit of partnership between schools, patrons, students, parents, teachers and other school staff .....*

### \* Education (Student and Parent Charter) Bill, 2019

To improve how schools engage with students and their parents. Setting out a legal framework that schools will apply in their engagement with students and parents.



# National Policy / Legislation / Guidelines



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## Key policy and implications for the inclusion of parents

### \* Department of Education (DES)

#### Circulars

- \* Circular M27/1991 – Parents Association
- \* Circular 009/2012 -4.3 Whole school approach to the provision of guidance
  - \* *It is established policy that guidance is a whole school activity and under existing arrangements each school develops collaboratively*
  - \* *E.g. a Whole School Guidance Plan. .... Parents and students must be seen as an essential part of the process.*

#### School Inspections – parent surveys

- \* **OECD** – Programme of International Student Assessment (PISA) – parent surveys
- \* **NCGE** – Guidance planning





## Contemporary Research



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*Guildea, C. (2021) Continuity and Reform: A case study analysis of assessment in Irish post primary education through an evaluation of stakeholder perspectives. Dublin: DCU.*

*Policies and practices of parental involvement and parent-teacher relations in Irish primary education: a critical discourse analysis* Authors(s) Bennett, Brigid  
Publication date 2015 Publisher University College Dublin. School of Education  
<http://dissertations.umi.com/ucd:10042>

Bleach, M.J. (2010). *Parental involvement in primary education in Ireland*. Dublin: The Liffey Press.

Byrne, D. & Smith, E. (2010). *Behind the scenes? A study of parental involvement in post-primary education*. Dublin: The Liffey Press.



# How?



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- *Whole School Guidance Planning*
- *Whole School Practice*



# Whole School Guidance Planning & Practice



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## Initial Aspects to consider when planning:

1. What is our current practice with regard to the inclusion of parent voice?
2. Do we liaise with parent council?
3. Do we survey parents?
4. What parent evenings do we run annually? Do we evaluate?
5. Website?
6. Formal correspondence? – two way?
7. Informal correspondence?
8. Do we have a section on 'parent voice' in our Whole School Guidance Plan?
9. Are parents aware of Whole School Guidance Plan / Programme?
10. What areas can we improve on in short / medium / long term?



# What/ When / Who?



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In this section we discuss what a school may consider in terms of the inclusion of parent voice:

- Whole School Guidance Planning
- Whole School Guidance Provision / Activity



# Resource: Inclusion of Parent voice in Whole School Planning and Practice



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## Template and Questionnaire

- \* Sample Template for inclusion of parent voice in Whole School Guidance Planning: What MIGHT it look like

[www.ncge.ie/resource/including-parents-template](http://www.ncge.ie/resource/including-parents-template)

- \* Sample Questionnaire

[www.ncge.ie/resource/including-parents-questionnaire](http://www.ncge.ie/resource/including-parents-questionnaire)

Page 1 of 6

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### The Inclusion of Parents in Whole School Guidance (Planning and Practice)

**Contents:**

|  |   |
|--|---|
| Introduction to this resource  | 1 |
| Introduction to policy background  | 2 |
| Section 1: Scheduled communication with parents in general:  | 3 |
| Section 2: Unscheduled communication with parents  | 5 |
| Section 3: Planning and Evaluating the Guidance Service through an evaluation of parent perspectives | 5 |

**Introduction to this resource:**

This document outlines initial content which may be added to/ included in a schools' Whole School Guidance Plan regarding the inclusion of parent voice.

This resource has been collated by the NCGE in consultation with the Department of Education to support the inclusion of parent voice in the planning and practice of Whole School Guidance Planning.

This resource not intended to be prescriptive, exhaustive nor final where the inclusion of parent voice in Whole School Guidance is concerned. This resource provides suggestions of key areas which need to be discussed and agreed upon within schools. This planning document should be reviewed and updated regularly in a school as the guidance needs of students evolve over the short and medium term.

It should be noted that this document is intended as an 'add on' to a detailed and annually reviewed Whole School Guidance Plan. Suggestions/ideas are included in this document but may be deleted/replaced by each local school as relevant and appropriate.

Page 2 of 6

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**General Information:**

| Questions  | Possible Answers  |
|--|---|
| In which year group are your sons / daughters?   | 1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/>            |
| Has your son/daughter had been provided with a taught guidance programme or guidance module? | Yes <input type="checkbox"/> No <input type="checkbox"/> Some of my children have <input type="checkbox"/><br>Other (Please specify): |
| Has your son/daughter attended an appointment with the Guidance Counsellor?                  | Yes <input type="checkbox"/> No <input type="checkbox"/> Some of my children have <input type="checkbox"/><br>Other (Please specify): |
| 'Guidance Related Learning' is a formalised part of Junior Cycle in this school.             | Yes <input type="checkbox"/> No <input type="checkbox"/><br>Other (Please specify):   |

| Rate the following areas of 'Whole School Guidance' in terms of the importance for students in Junior Cycle education in our school. | Possible Answers   |
|--|--|
| Study Skills   | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Subject Choice / Subject options   | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Awareness about future options for senior cycle/ after school (in Ireland and foreign)   | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Wellbeing  | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Homework Support   | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Friendships  | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Social Support   | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Student personal values and identity   | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Work Experience  | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Support for Transition to Post Primary support   | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Exam Support   | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Section making   | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |
| Goal setting   | High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/> |

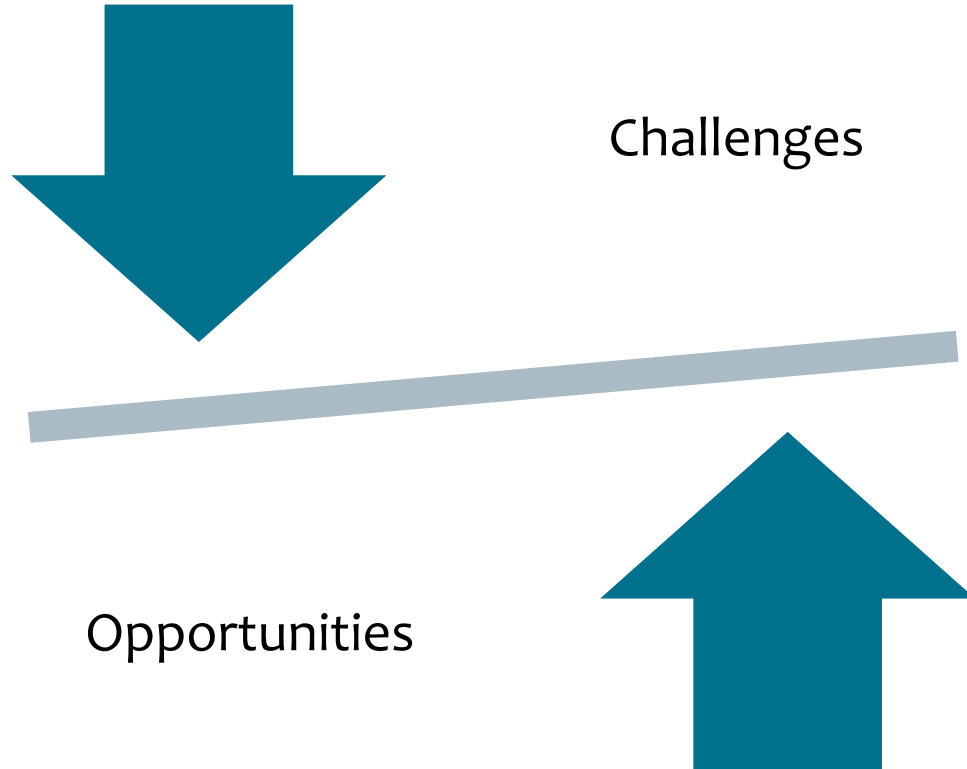
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# And then what?



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# Discussion / Q & A



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Go raibh maith agaibh !





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