



An Roinn Oideachais
Department of Education

Whole School Guidance

Critical Role of School Leaders in Leading the Way

Department of Education

PDA Conference
10 November 2022

Introduction



Welcome

Outline of presentation for school leaders

- DE 2022 Guidance developments and priorities
- Whole School Guidance Planning
- Features of high quality Guidance
- Some ideas for Guidance Plan
- Identifying Guidance areas for improvement
- Useful documents – new and revised





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Press release

**Minister Foley announces
establishment of National Policy
Group for Lifelong Guidance**

Guidance 2022- a year of significant change

2022 National Lifelong Guidance (LLG) Policy Group – 5 government Departments – Strategic Framework for LLG
2022 New PDST Guidance team
2022 New Guidance Unit in Department of Education with new AP Officer post to lead section
2022 New section on GOV.ie dedicated to Guidance in Schools
2022 OECD Skills Strategy Project for Ireland (DFHERIS leading)
2022 Increased Guidance allocations/Circulars updated
2022 Guidance Counselling Supervision scheme, reviewed and online evaluation, report



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Priorities

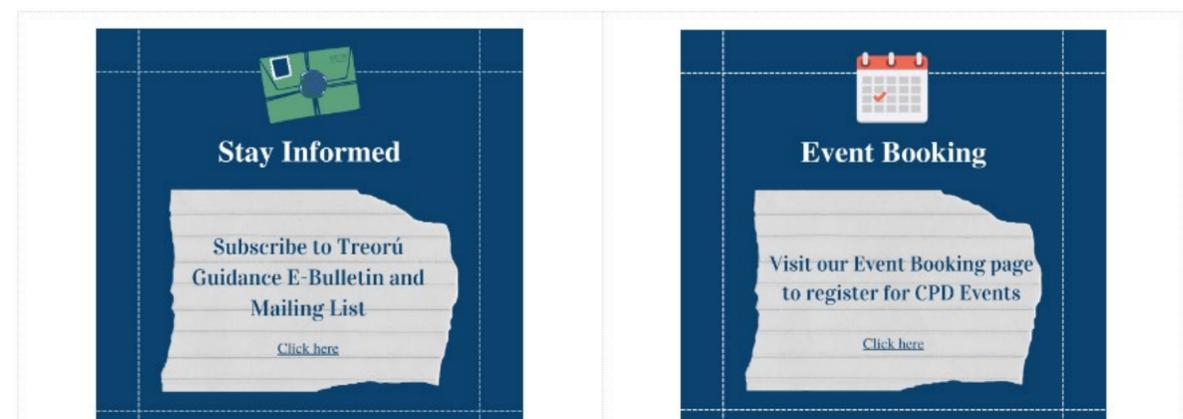
Lifelong Guidance Strategic Framework

- Policy alignment
- Strengthening collaboration
- Public consultation on pillars and strategic direction
- DE advisory group of key stakeholders
- Review the Programme Recognition Framework (PRF), update list of approved Guidance courses
- Guidance counsellor qualified supply
- Outreach Guidance courses
- Qualifications for school guidance work (currently required to be dual qualified –pp teacher and pp GC)
- Update wording of Circulars
- Review Guidance provision in special school settings
- Promoting inclusive guidance
- Guidance services, blended, online tools and information (Labour Market Information, links with enterprise and industry)



WELCOME

Fáilte chuig suíomh Treorach an tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí. Welcome to the PDST Guidance page. The PDST Guidance Team aims to provide high-quality professional development and support to Guidance Counsellors and schools.



<https://www.pdst.ie/post-primary/post-primary-programmes/guidance>

Whole School Guidance Clusters

These practical full day events will invite up to three members of the whole school guidance planning team to come together to collaborate while being facilitated by PDST Guidance Advisors.

Online Workshops

PDST Advisors will facilitate online evening workshops . Topics planned for this academic year include Inclusion in Guidance- supporting the needs of all learners, and Career Investigation and Work Experience in TY.

Seminars

Full day seminars will explore designing the guidance programme in the Junior Cycle including effective ways of incorporating guidance as an area of learning into Junior Cycle Wellbeing.

Webinars

A webinar on European Mobility is planned to highlight mobility opportunities for further and higher education, employment and careers in Europe.

Collaboratives

Guidance Counsellors will be invited to connect with each other in a spirit of collaborative professionalism to share their experiences and insights, and explore areas based on emerging needs and areas in focus.

Treorú E-Bulletin

The PDST Guidance Team will circulate an e-bulletin to provide timely updates and relevant information to the guidance community. Sign up at www.tinyurl.com/treoru

www.pdst.ie/onlinebooking

pdst.ie  



The PDST Guidance Team aims to provide high-quality professional development and support to guidance counsellors and schools. This flyer presents an overview of the professional learning opportunities that the PDST Guidance Team have planned for the 2022-2023 academic year.

More information on these supports, with dates and booking details, will be circulated to schools and to our mailing list prior to event. We encourage guidance counsellors, school leaders and teachers interested in guidance to sign up to our mailing list at www.tinyurl.com/treoru

School Support

The PDST provides contextualised school-based support in a range of areas. Schools can select up to three areas for support on their application, which must be approved by the school principal. Applications for support in the area of Guidance may be made by selecting "Other" and entering "Guidance" and any further details in the text box. See www.pdst.ie/schoolsupport



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New DE **Guidance Unit** part of the Curriculum, Assessment and Policy Unit (CAP)

Email:

Guidance@education.gov.ie

<https://www.gov.ie/en/publication/63c5f-guidance-counselling-in-schools/>

Publication

Guidance Counselling in Schools

From [Department of Education](#)

Published on 8 August 2022

Last updated on 12 October 2022

1. Guidance in education
2. PDST guidance team school support
3. Guidance counselling supervision scheme
4. Training and qualifications for guidance counsellors in post- primary schools
5. Circulars, publications and resources related to guidance
6. Links to guidance information, tools and events
7. National policy group on lifelong guidance
8. Indecon review of career guidance tools and information
9. International guidance, Mobility, Euroguidance
10. Guidance support service to the European Schools
11. National and international guidance bodies
12. Contact details

Revised Circulars - Improved Guidance Allocations



Circular 0024/2022 Staffing arrangements in Education and Training Boards for the 2022/23 school year

<https://www.gov.ie/en/circular/d55b6-staffing-arrangements-in-voluntary-secondary-schools-for-the-202223-school-year/>

1.4 Guidance Provision:.

Each school receives an allocation in respect of Guidance Provision. It is calculated by reference to the approved enrolment, including PLC pupils. The allocation is the difference between the PTR of 19:1 and a reduced PTR:

School Category	Reduced PTR
Free Education Scheme – Non DEIS	18.4
Free Education Scheme – DEIS	17.65
Fee Charging*	18.6

Measures announced as part of Budgets 2016, 2017 and 2022 has resulted in the guidance posts what were withdrawn in budget 2012, being fully restored from September 2022

In deploying the guidance allocation, schools are encouraged to give due consideration to the pivotal role the qualified guidance counsellor plays in the implementation of the whole school guidance plan. The guidance counsellor will require time for individual student appointments, for Guidance lessons, and general guidance related work within the context of the Whole School Guidance plan.

Refer to **Appendix 3** of this circular for further information on **Guidance Provision**.

Worked example of revised guidance allocation for 2022/23



Enrolment 500 students

Example 1: Non-DEIS school

$$500 / 19 \text{ PTR} = 26.32 \text{ WTE}$$

$$500 / 18.4 \text{ PTR} = 27.17 \text{ WTE}$$

$$27.17 - 26.32 = 0.82 \times 22 \text{ hrs} = 18.04 \text{ hrs}$$

Example 2: DEIS school

$$500 / 19 \text{ PTR} = 26.32 \text{ WTE}$$

$$500 / 17.65 \text{ PTR} = 28.33 \text{ WTE}$$

$$28.33 - 26.32 = 2.01 \times 22 \text{ hrs} = 44.22 \text{ hrs}$$



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Whole School Guidance

Leading and Planning Guidance
Provision in your school

*If your actions inspire others
to dream more, learn more,
do more and become more,
you are a leader.*

John Quincy Adams



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Appropriate Guidance

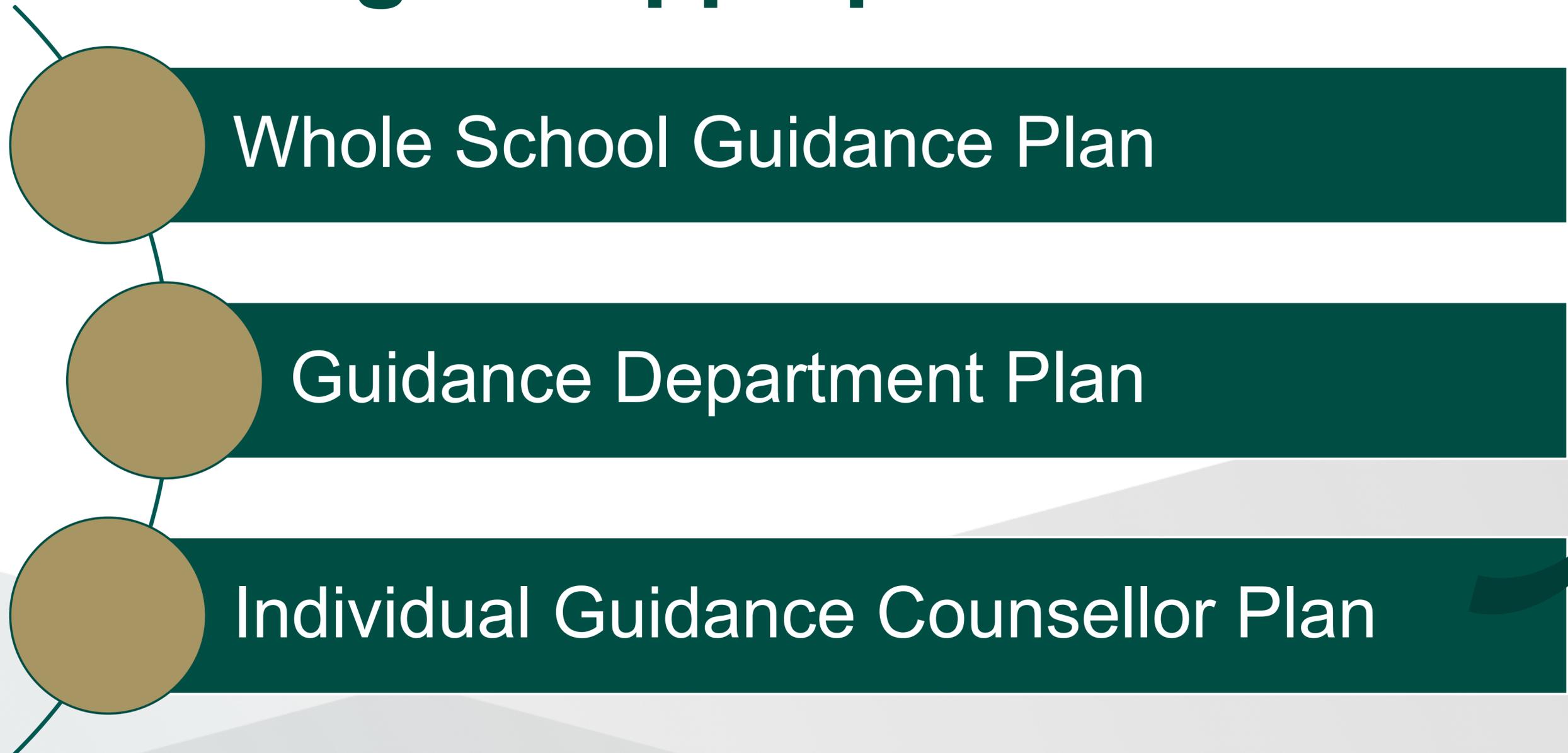
Education Act 1998

9(c) 'A school shall use its available resources to ensure that students have access to appropriate guidance to assist them in their educational and career choices'



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Planning for Appropriate Guidance





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Reflect on the following question

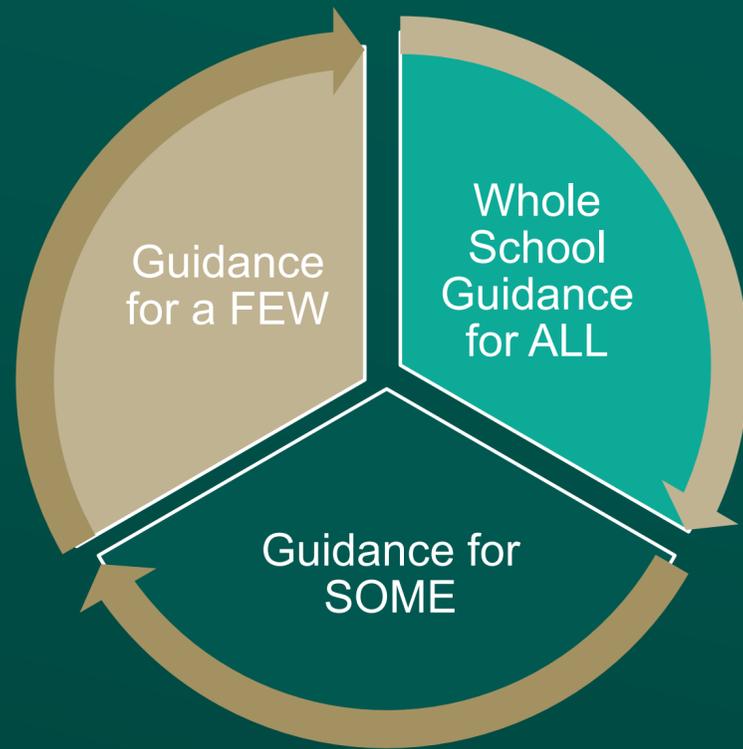
**What is the purpose of
Guidance planning?**

Reflective questions for school leaders

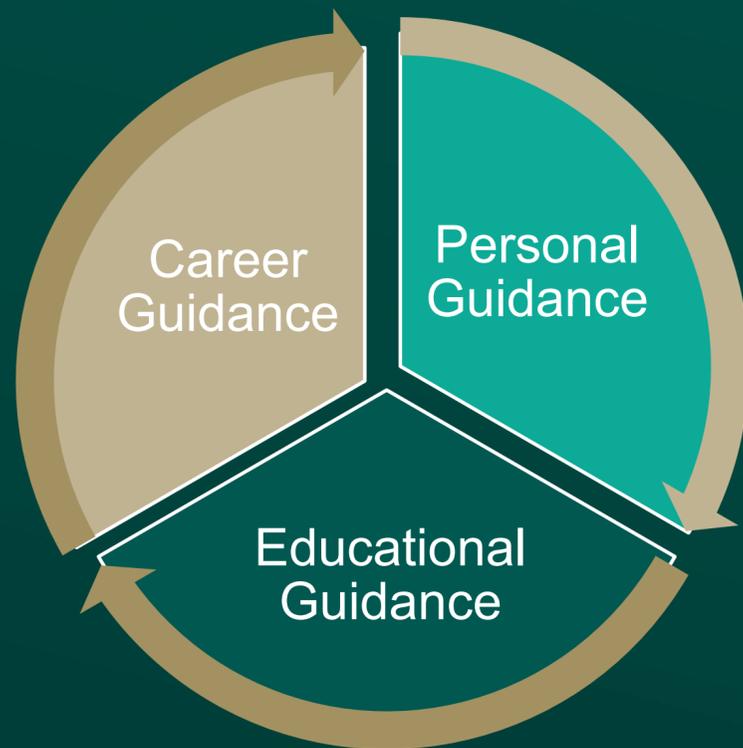


- Who is the Guidance plan for?
- Do you have a guidance planning team?
- Is guidance planning collaborative or left to the guidance counsellor?
- How and who decides what goes into the Guidance plan?
- Is it inclusive and appropriate?
- Who contributes to it?
- Who do you share it with?
- How do you identify areas of focus for improvement?
- What are your current key Guidance priorities?
- How do you evaluate progress?
- What is the level of board oversight?
- Do you think your school is fully engaged in whole school guidance planning?
- When was the curricular Guidance programme in your school last reviewed?

Whole School Guidance



Whole-school Guidance plans should outline the school's approach to Guidance generally using the continuum of support model (All, Some, Few) and describe how students will be supported and assisted in making choices and successful transitions in the personal and social, educational and career areas.



Guidance encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance

Appendix 3: Department of Education 2022, Staffing Arrangements Circular



Whole School Guidance

Guidance is a whole school activity where each school forms a team, in which the guidance counsellor has a pivotal role, to collaboratively design and develop a whole-school Guidance plan as a means of supporting the needs of all students. It is important that all members of staff fully recognise and ensure that Guidance permeates every aspect of school life and the plan is developed in collaboration with teachers, students, parents, and the wider school community.

Department of Education 2022, Staffing Arrangements Circular

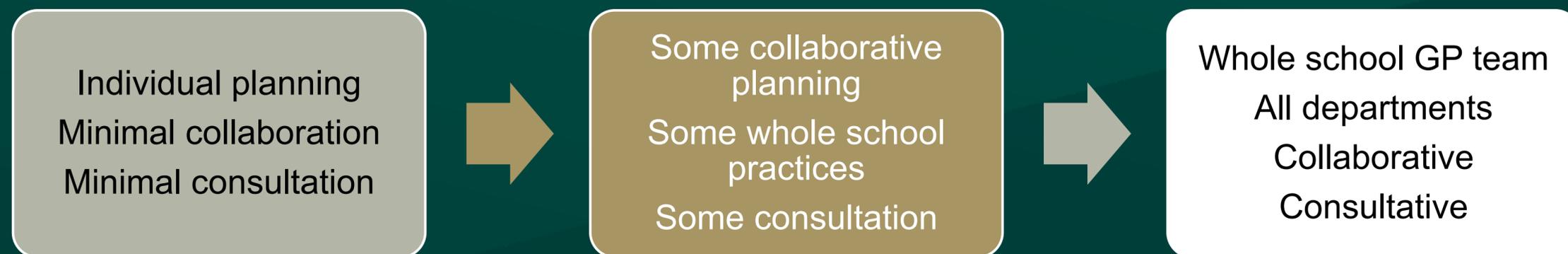
A Whole School Approach



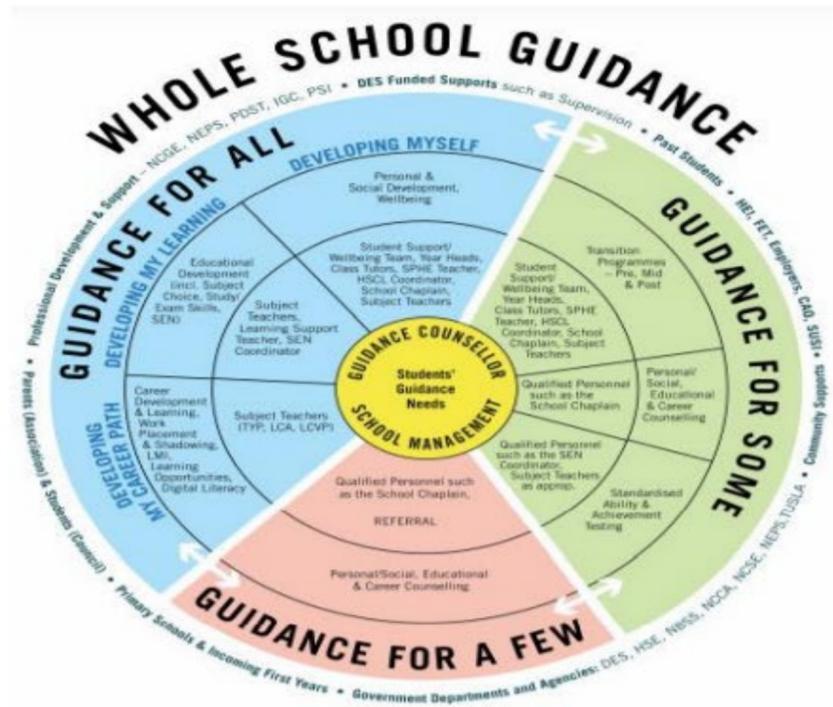
In a whole school approach, all members of the school community (school leaders, middle management, teaching and non-teaching staff, learners, parents and families) feel responsible and play an active role

The concept of a whole school approach allows for the entire system of actors and their inter-relationships in and around schools to be considered, acknowledging that each stakeholder has a part to play in supporting the learners' educational journey and nurturing their learning experience

A WSG continuumwhere is your school....from early stages to fully embedded

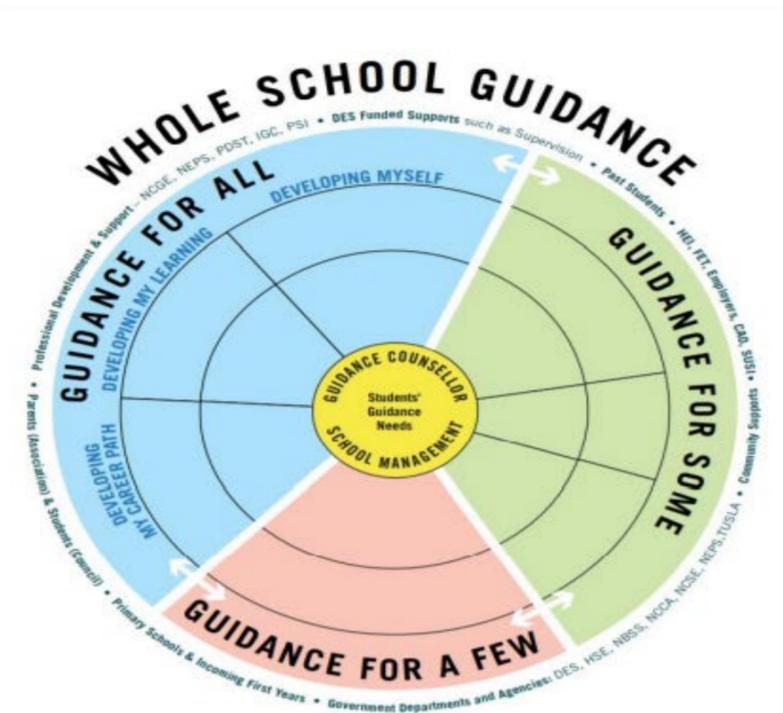


Templates to support WSG planning



Note: school programmes and staffing indicated are not meant to be exhaustive i.e. programmes/staff involved in whole school guidance will vary across schools. This intends to highlight programmes/staff which may be involved in the delivery of a whole school guidance programme.

Full document can be accessed via www.ncge.ie/school-guidance-handbook



Whole-school Guidance plans should outline the school's approach to Guidance generally using the continuum of support model (All, Some, Few) and describe how students will be supported and assisted in making choices and successful transitions in the personal and social, educational and career areas.



Guidance 'encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance'.
(Department of Education and Science; 2005, pg. 4).

The plan should demonstrate an appropriate balance between the time provided for individual student appointments, the provision of Guidance lessons/modules, and other guidance-related activities.

It is recommended that the time provided for student appointments should represent a sufficient proportion of the overall allocation of Guidance hours required for the one-to-one guidance counselling necessary to meet the needs of students under the Continuum of Support model.

Department of Education, Staffing Arrangements in Secondary Schools 2022
Circulars 0022,23,24/2022

Features of high quality guidance



continuum



balance



holistic

GUIDANCE FOR A FEW
More intensive, individual
or specialised

GUIDANCE FOR SOME
More targeted

GUIDANCE FOR ALL
Universal design

Guidance
lessons/modules

Time for small
group work

other
guidance-
related
activities

time provided
for individual
student
appointments

personal and
social
development

educational
guidance

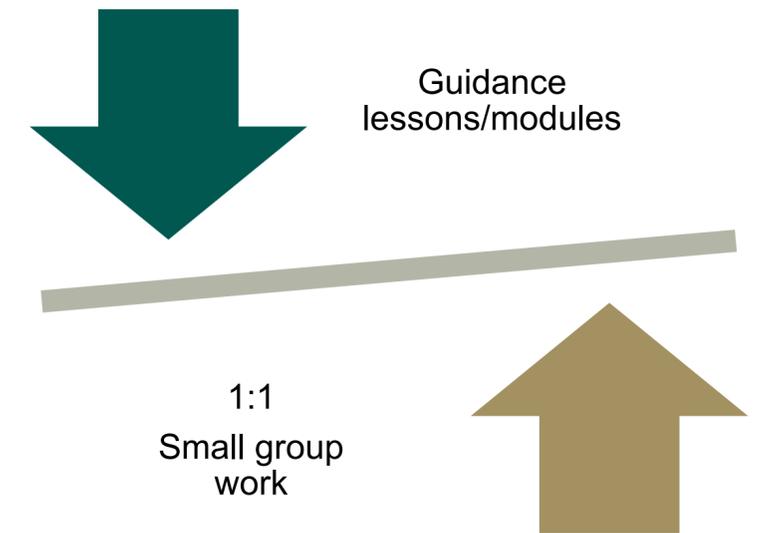
career guidance

School leaders

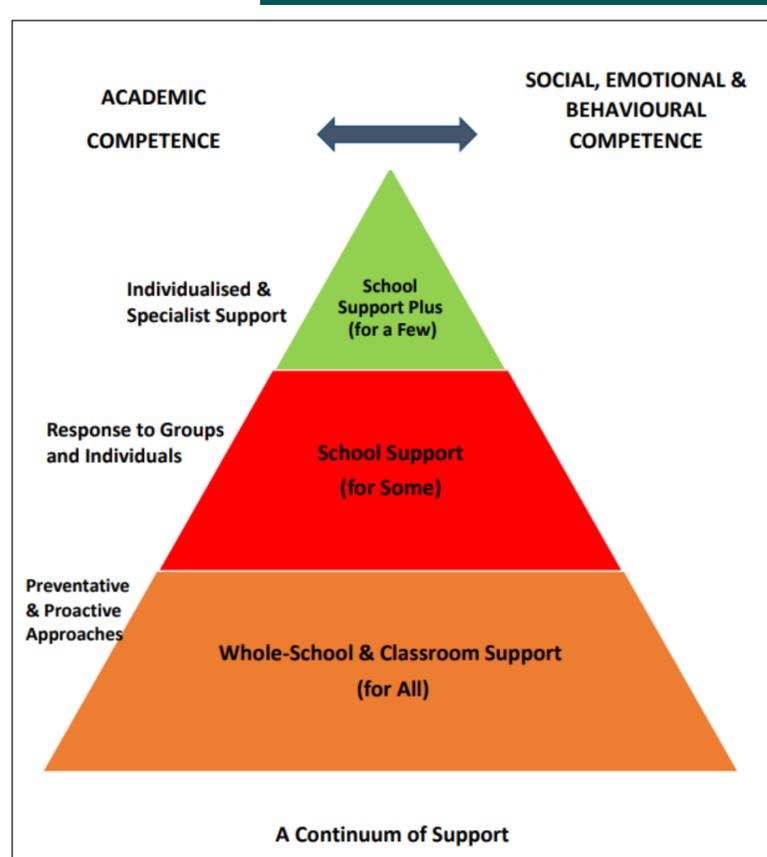
Effective guidance planning begins with you.....



- Develop a shared understanding among staff
- Promote a whole school approach
- All subject departments contribute to the plan
- Deploy guidance allocation in line with Circular
- Ensure an appropriate balance between 1:1 guidance counselling and guidance lessons
- Allow time at staff meetings for guidance team updates
- Promote inclusive guidance/continuum of support



Inclusive Guidance Continuum of Support Model



GUIDANCE FOR A FEW
More intensive, individual or specialised

GUIDANCE FOR SOME
More targeted

GUIDANCE FOR ALL
Universal design

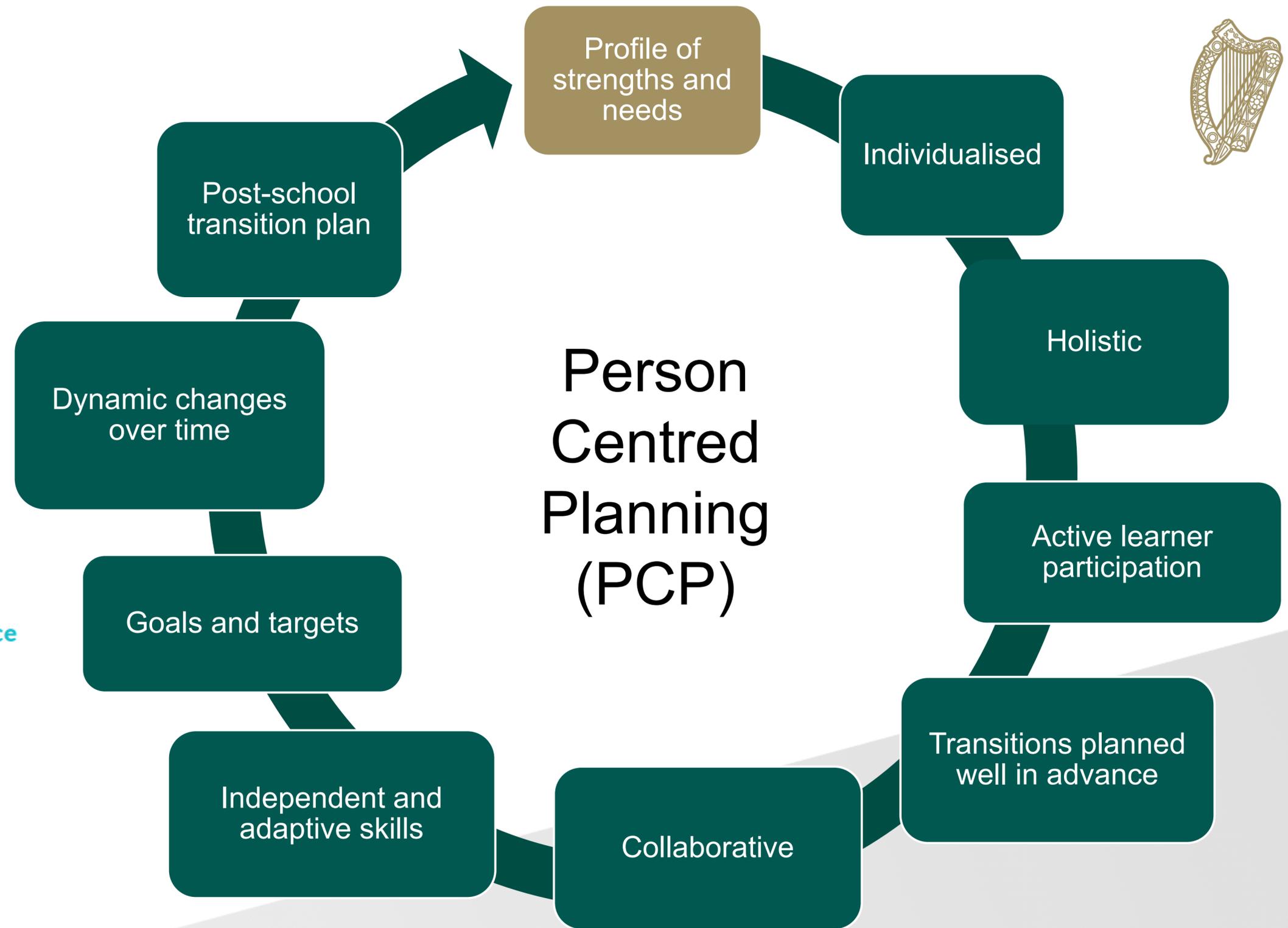
Can you identify students who require more intensive support?

Transition planning is essential

Interventions are incremental, moving from class-based interventions to more intensive and individualised support

Informed by careful monitoring of progress

Features of inclusive Guidance



The cornerstones of whole-school inclusive practice





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Sections you could consider for your Guidance Plan

Not a mandatory template

- Consider the context of your setting/school
- Tailor to meet your own needs and available resources
- Use your professional expertise and judgement to lead the process

WHOLE SCHOOL GUIDANCE

Section one: Organisation

GCs, Co-ordinator of Guidance, roles and responsibilities
WSGP team, composition
WSGP meetings, frequency
Guidance allocation – distribution of hours to Guidance activities
Timetabled guidance, provision of classroom guidance/modules and one-to-one/small group support for students
Attendance at guidance counselling supervision
CPD/PLE/IPL

Section two: Guidance curricular and co-curricular programme

Guidance curricular planning for modular or weekly lessons (learner outcomes, assessment)
Schemes of work for guidance lessons/modules -detail can go in appendix
Guidance co-curricular planning (trips, speakers, career fairs, open days, college awareness week)
(ALL SOME FEW) where Guidance is provided in JC, TY, LC programmes
Teaching, learning and assessment – current SSE school focus/DEIS actions/targets
Social personal guidance
Educational guidance

Section three: Communication - student and parent supports, internal and external communication

Student Support Team, meetings, referral systems, other supports (forms, templates -appendix)
Guidance appointments, data management, GDPR, data recording (templates in appendix), assent, consent, assisted decision making
Support for students and parents (talks, presentations, resources)/other languages/ISL/ translations/adapted presentations)
Links with internal (SEN/SPHE/LCVP/Wellbeing) and external partners (e.g. BIC initiatives, access initiatives, STEM)
Guidance communication systems, online guidance programmes, website, apps, twitter feed, sharing platforms

Section four: Inclusion

Inclusion and intersectionality
How all students are supported (disability/AEN/SEN/Guidance support, ASD class, culturally sensitive Guidance, young people in state care, refugees/displaced, Traveller, Roma, EAL, ISL etc)
Guidance-related policies and plans to support diversity and inclusion (e.g anti-bullying, LGBTIQ+, stand up week)
Diversity of career and education options/accessibility/pathways/employment and other supports
DARE/ HEAR/RACE
Scholarships, financial and life skills, support systems
Leadership development/holistic development for all students
Transition planning – incoming first years, junior cycle to TY, TY to senior cycle, senior cycle to post-school options
Universal Design for Learning (UDL)

Section five: Guidance-related policies and procedures

Policies - anti-bullying, confidentiality, critical incident, LGBTIQ+ etc
Guidance –related procedures (subject choices, change of level)
GDPR
Confidentiality/assent/assisted decision making

Section six: Psychometric and standardised assessment

Psychometric assessment plans/dates/tests
Assessments /year groups (links with AEN/SEN/EAL)
Feedback
Sharing of data
Storage
Psychometric Assessment Training/CPD/PLE

Section seven: World of work: work experience, work shadowing, business and industry links, and labour market

How organised and delivered (TY/LC/LCVP/LCA)
Work experience/shadowing programmes, procedures, reporting, diary, assessment
Links with business/industry/internships
Micro credentials/ badges

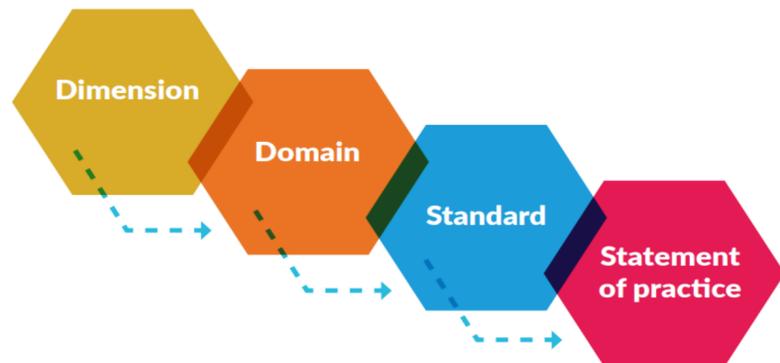
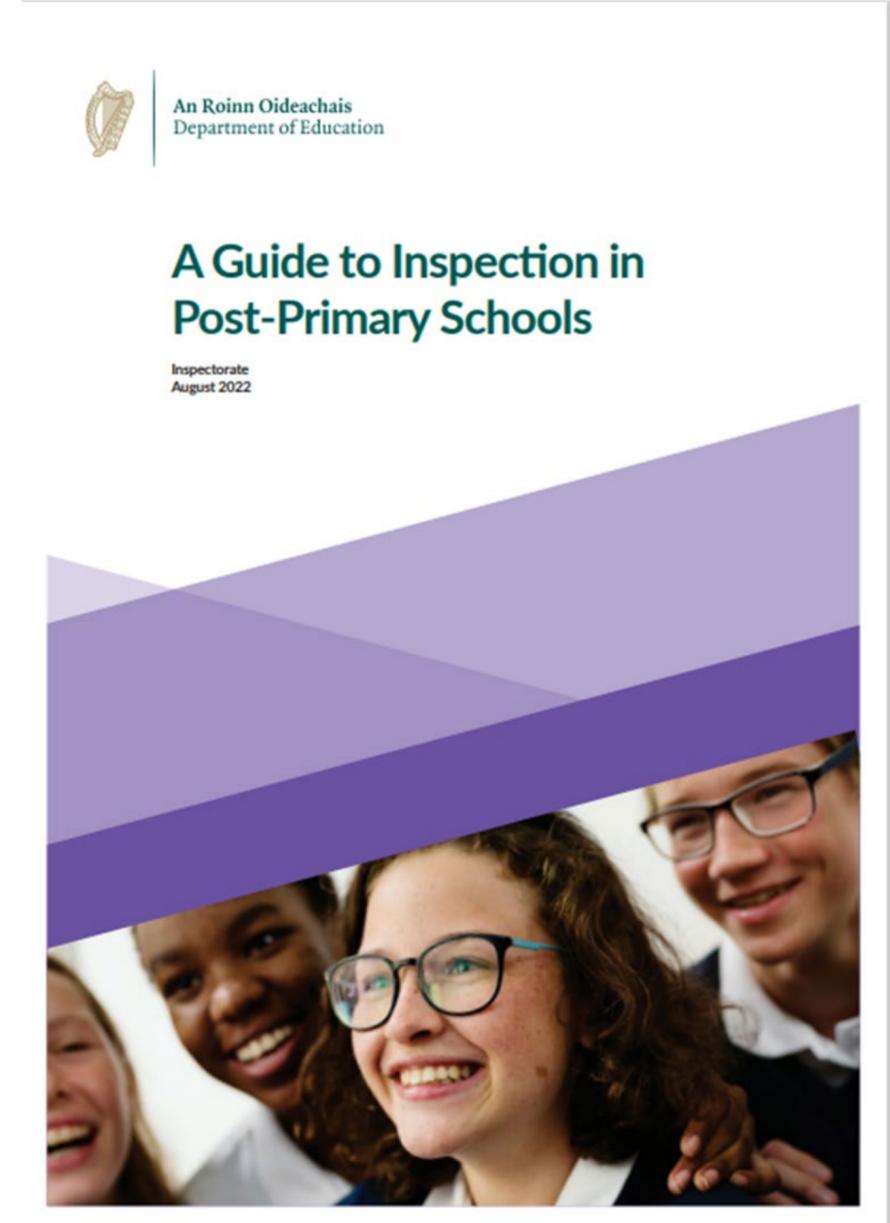
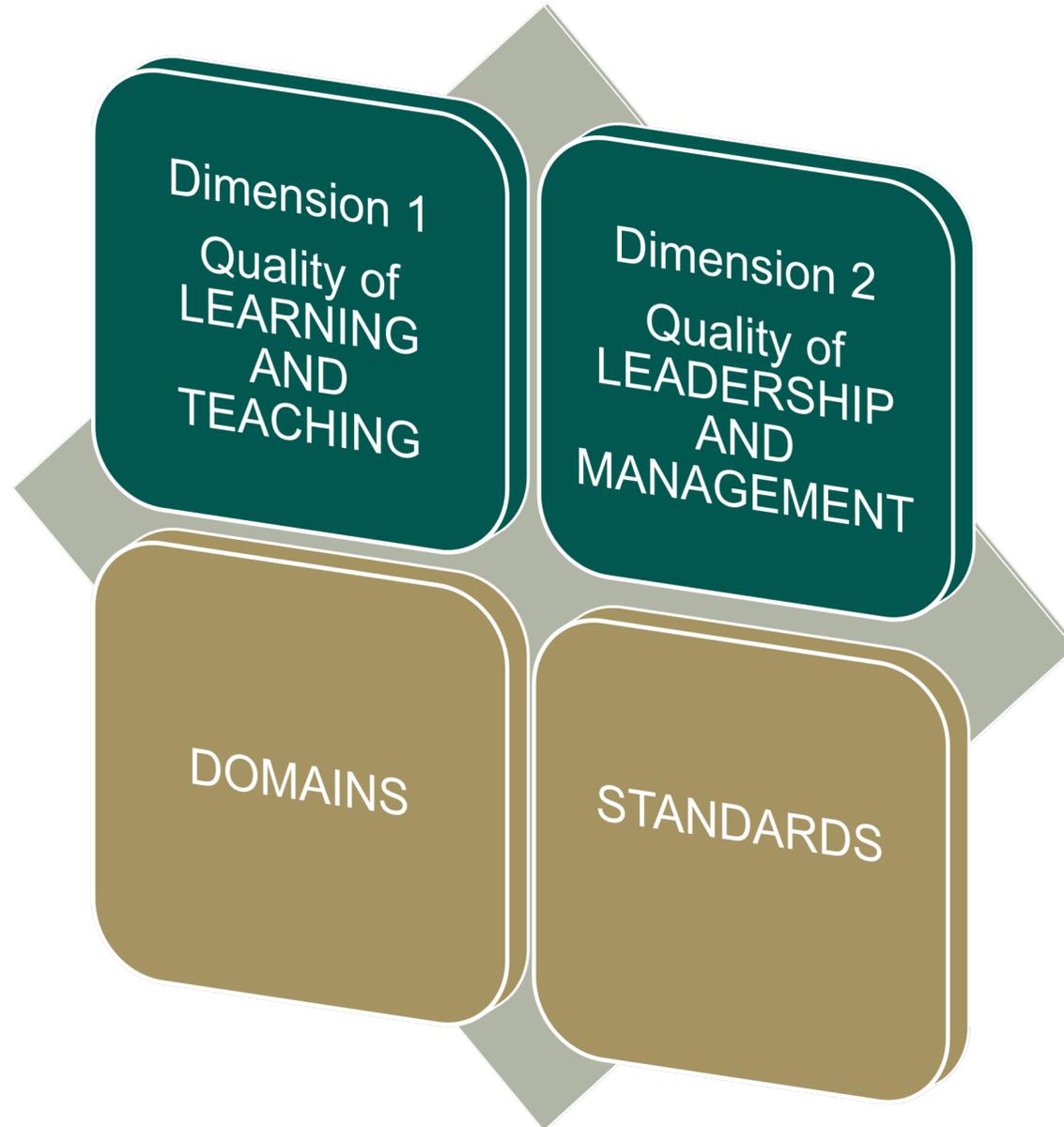
Section eight: Improvement planning

Consultation process to identify guidance needs, partners consulted (students, parents, staff and others)
Current guidance areas for development (short, medium and long term goals and actions – SMART)
The DEIS plan – guidance actions to support current targets
Evaluation of Guidance – how will the programme be monitored, reviewed, evaluated, and reported



How Guidance is Evaluated

LOOKING AT OUR SCHOOL (LAOS) and Guide to Inspection revised 2022



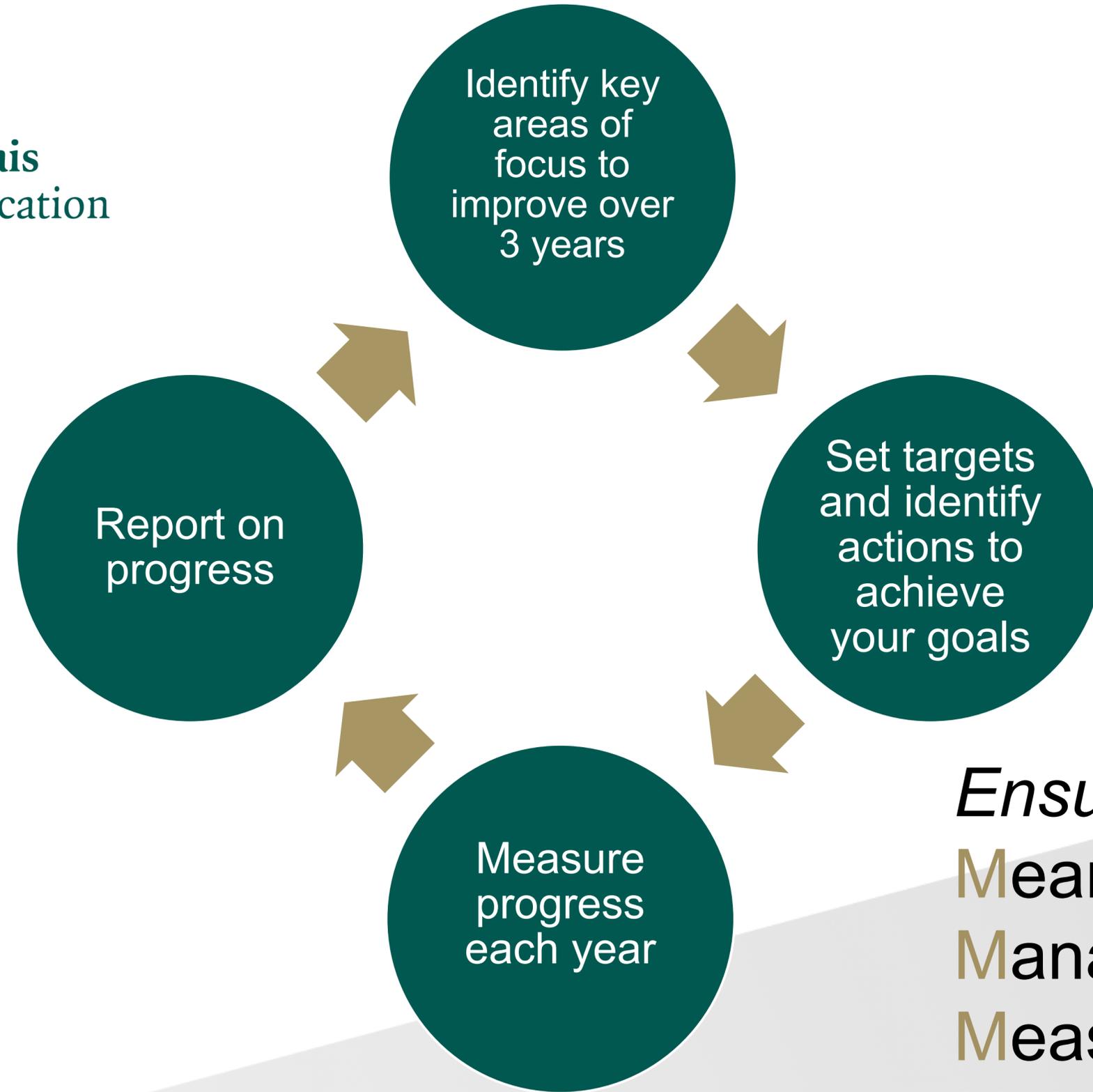


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Identifying Guidance areas for improvement?



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Ensure it is
Meaningful
Manageable
Measurable
Makes a difference

Recommendations

The guidance plan should be an integral part of the whole-school plan.

A guidance planning task group or committee should be established in accordance with the guidelines provided by the Department, NCGE and the School Development Planning Initiative (SDPI).

Mechanisms should be sought by schools to ensure greater involvement of parents in guidance programme planning and delivery.

Schools should provide more opportunities for students to make informed choices of optional subjects and levels of study in junior cycle.

Ways should be devised to ensure that parents are well informed about the long-term implications of the choices their children make in junior and senior cycles.

All students should have access to the services of a qualified guidance counsellor.

The guidance programme should be balanced, with guidance inputs into all year groups and programmes.

There should be balance between class, small-group and individual guidance.

Student-support teams should be structured and should include representatives of the core areas of student support and management.

Looking at Guidance (2009)
Inspectorate, Department of Education



Areas which may require improvement

- Whole school approach (all teachers/subjects/programmes)
- Collaborative planning/team
- Curricular Guidance programme
- Inclusion – identify target groups
- Transitions planning
- Assessment of Guidance learning/progress
- Review and evaluation of Guidance programme



Role of the Board of Management

The Board of Management should exercise oversight by reviewing and updating the whole school Guidance plan at regular intervals. Schools should consider how best to align resource allocation with the objectives of the plan by giving due consideration to the Education Act 1998 section 9 (c) which states that ‘a school shall use its available resources to... ensure that students have access to appropriate guidance to assist them in their educational and career choices’. Specifically the board should consider the plan and how it is resourced before it adopts the plan and makes it available to all staff, parents and students.

Department of Education Staffing Arrangements Circular 2022



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Publications and Resources

Important updates



Student Support Team

3. What is a Student Support Team?

A student support team is a central part of the student support system in a school. It is the overarching team concerned with the progressing of actions for the welfare and wellbeing of all students. It is a mechanism through which many of the existing student supports are co-ordinated and planned.

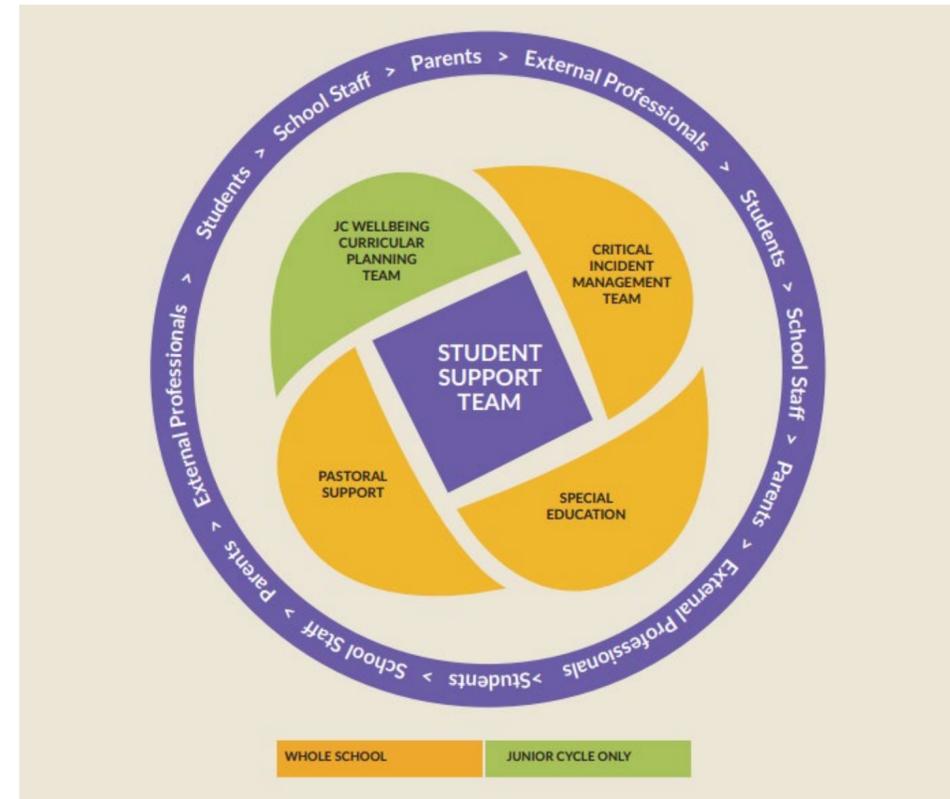
A student support team acts as a school hub, bringing coherence to the support system by co-ordinating the valuable work of departments, teams and/or groups such as the Junior Cycle Wellbeing Curricular Planning team, the Special Education Needs (SEN) department, the Critical Incident Management Team (CIMT) along with guidance and pastoral staff (see Figure 3). School Leadership also has a significant role guiding and supporting the school's student support team.

Wellbeing



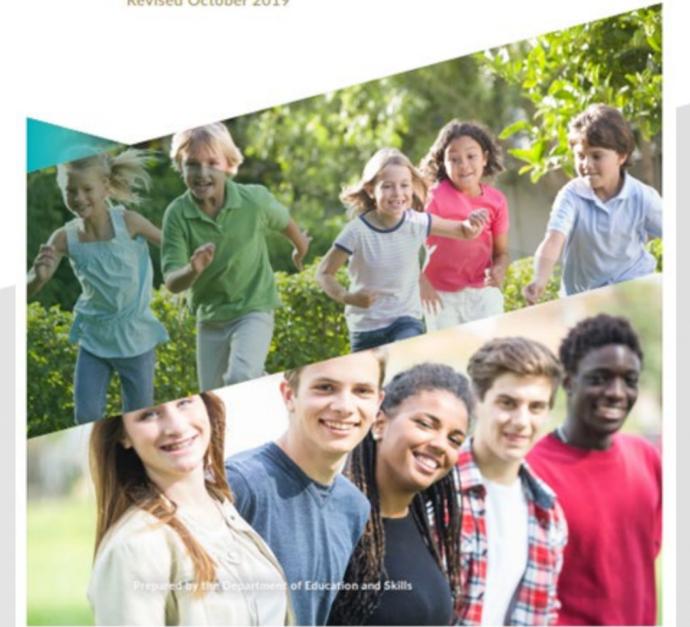
Student Support Teams in Post Primary Schools:

A Guide to Establishing a Team or Reviewing an Existing Team (2021).



Wellbeing Policy Statement and Framework for Practice

2018–2023
Revised October 2019





Rialtas na hÉireann
Government of Ireland

Autism Good Practice Guidance for Schools

Supporting Children and Young People



Rialtas na hÉireann
Government of Ireland

Autism Good Practice Guidance for Schools Indicators of Effective Practice



Guidelines for Post-Primary Schools

Supporting Students with Special
Educational Needs in Mainstream Schools





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Code of Practice for the Department of Education Inspectorate

Inspectorate
August 2022



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Procedure for the review of inspections carried out by the Department of Education Inspectorate under Section 13(9) of the Education Act 1998

Inspectorate
August 2022





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Final thoughts.....

*The pessimist complains about the wind.
The optimist expects it to change.
The leader adjusts the sails.*

John Maxwell





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Thank you

Have you any further questions?