

Vocational/Career

Includes areas such as employment rights and duties, job opportunities, vocational education and training, further education, job and interview preparation, career research and career/course information.

Measure/Action	Guidance for	Indicative Competency/Outcome	(Supported by) Personnel responsible	(Supported by) Methodologies/ Resources	(Supported by) Curriculum
School Based Guidance	All	Employing Effective personal learning exam/strategies	All	All	All
Career Meetings	All	Review ones goals and career aspirations and establish how one's personal qualities, behaviour, self-belief, expectations are influencing education, career goals and life choices.	Guidance Counsellor	Timetabling One to One	All
Career Talks	All	Recognise the importance of knowing if career related information is from reliable sources, up to date and accurate.	Guidance Counsellor	Whole Class Guest Speakers	All
AEN Access Programme	Few	Developing and maintaining self-esteem and a positive self-concept. Developing and growing throughout life.	Management Teachers AEN Team	Timetabling Differentiated learning Whole class	1 st -6 th Year
Personal Statements	Some	Describe personal Strengths and resources which can be used during time of change and transition.	Guidance Counsellor Teachers	ICT One to one	All
Career Investigation Portfolio	Some	Make informed decision on future education/training opportunities using career related information taking account of their interests and abilities.	Guidance Counsellor Teachers	ICT	TY
Aptitude and Interest Tests.	All	Identify and describe personal qualities, strengths, interests, attitudes and values, feelings and emotions and how they influence behaviour.	Guidance Counsellor	Psychometric Testing ICT	1 st /2 nd /TY
Career Options	All	Establish how career related information has been used to make career decisions.	Guidance Counsellor	One to One Whole class	All
Guidance Counselling Service e.g. subject choice, CAO etc.	All	Chose subjects (& levels) and educational options in line with further/higher education/training & chosen career path & ability.	Guidance Counsellor	One to one	All
Vocational Subject Choice	All	Demonstrate how educational options and achievements relate to life and work goals.	Management	Timetabling	All

Open Days	All	Explore the education requirements for further study & career interests.	Guidance Counsellor	TUs/ Universities	Senior Cycle
Work Experience	Some	Evaluate work experience to date and identify learning arising from this work experience.	Management Teachers	Outside Organisations	TY
Informative parent evenings; CAO, Subject choice (TY and 1 st Year) etc.	All	Explore subject choice and subjects for Junior Cycle/Senior Cycle. Explore subject choice requirements for further/higher education, training and employment.	Management Teachers Guidance Counsellor	Whole Group Facilities	All

Educational

This is developmental and would include such areas as subject/course choices, subject level, motivational and learning, study skills, learning related problems, psychometric testing.

Measure/Action	Guidance for	Indicative Competency/Outcome	(Supported by) Personnel responsible	(Supported by) Methodologies/Resources	(Supported by) Curriculum
Curricular Support	All	Employing effective personal learning and exam strategies	All	All	All
Individual guidance meeting re subject choice.	Some	Explore subject options for Junior/Senior Cycle	Guidance Counsellor	Staff One to one	TY
Core curriculum keeps options open.	All	Choose subjects (and level) in line with their own interests and abilities.	Management	Differentiation Instruction	All
Resource investment for subject departments.	All	Assess the knowledge, skills and attitudes that meet life work and goals.	Management	Facilities	All
ICT Support	All	Access information re further study/employment/apprenticeships	ICT coordinator	Facilities	All
Maximum Choice of subjects at LC	All	Making educational choices in line with career aspirations	Management Teachers	Facilities Staff	All
Teachers use various methodologies, implementation of effective groupwork and Assessment for Learning	All	Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development.	Teachers Subject Departments	ICT One to One Whole Group	All

Mixed Ability Classes	All	Demonstrate effective social skills when cooperating, collaborating and negotiating with peers and teachers.	Management	Differentiated Teaching	All
Differentiation for all levels including high achievers.	All	Analyse the knowledge and skills one is acquiring from taking specific subjects and extracurricular activities.	AEN Team	Differentiated Teaching	All
Subject Fieldtrips	All	Plan and participate in work opportunities in line with their career goals and aspirations.	Subject Departments	Whole group	TY-6 th year
Focus weeks e.g. Science week, Maths week etc.	All	Identify transferable skills and identify career areas that these apply to.	Subject Departments	Whole group	All
Learning Support for students with SEN	FEW	Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development	AEN Coordinator	AEN Team Outside Agencies	All
CAT4	All		Guidance Counsellor	Psychometric Testing	JC1/TY
Reading Test	All		AEN Department	AEN/outside Agencies	All
WRAT4	Some		AEN Department	AEN/Outside Agencies	All
WIAT II	Some		AEN Department	AEN/outside Agencies	All
Analysis of State Exam results-subject department meetings, subject teacher and management meetings, staff meeting.	All	<ul style="list-style-type: none"> Choose Subject and Levels in line with their interests and abilities Choose subjects and levels and educational options in line with further education/training and chosen careers path and abilities. 	Subject Departments	SEC VSware	All
Term exams and reports	All		Teachers	VSware	All
Mock exams and reports	All	<ul style="list-style-type: none"> Reflect on their learning style and attitudes towards learning. Explore subjects in terms of the knowledge and skills associated with different areas of study/careers opportunities. 	Teachers/Office Staff	Outside Agencies Mock Papers	JC3/LC2
Assessment for Learning	All		All	Whole Group	All

Classroom based Assessment	All		Teachers	Whole Group	JC
Assessment Task	All		Teachers	Whole Group	All
Oral Exams	Some		Teachers	One to One	LC2
Practical Exams	Some		Teachers	Facilities	JC3/LC2
Subject Briefs e.g. History/Geography	Some		Teachers	One to One	JC3/LC2
e-Portfolios	All		Teachers	iPad	TY
State Exams Junior Cycle, Leaving Certificate	All		Exam Secretary	Whole Group	JC3/LC2
Motivation and Learning	All	Developing and maintaining self-esteem and a positive concept	All	All	All
Study Skills Seminar	All	Identify their learning styles and study habits	Teachers	Whole Group/Outside Agencies	All
Tracking of exam results	All	Reflect on their learning styles and attitudes towards learning	SEO/Year Head/Guidance Counsellor	VShare Athena Tracker	All
Awards	All	Adopt attitudes and behaviours to promote oneself	Teachers	Whole Group	All
Teacher Feedback	All	Reflect on their learning style and their attitudes towards learning	Teachers	One to One	All
Assemblies	All	Adapt behaviours to enhance interactions with others	Management	Whole Group	All
VShare/Athena Tracker	All	Evaluate study habits and exam taking skills and identify ways in which one can improve skills	Office Staff Teachers	Whole Group	All
Literacy and Numeracy Strategy and School Improvement Plan	All	Identify and describe personal qualities, strengths, interests, attitudes and values, feelings and emotions and how they influence behaviour	All	All	All
School library-upgraded books to suit pupils reading ability	All	Identify effective social skills and behaviours. Explain how different behaviours and attitudes can influence the feelings and behaviours of others.	Librarian	Whole Group Library	All
Numeracy and Literacy Boards	All	Demonstrate problem-solving strategies.	Literacy and Numeracy coordinators	Whole Group Literacy and Numeracy Boards	All
Table Quizzes/Games, Kahoot, Spelling bees	All	Join networks to develop their own personal, educational and careers opportunities. Demonstrate social networking skills.	Teachers	One to One Whole Group	All

		Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development.	Literacy and numeracy coordinators		
AEN Support	Some	Developing and maintaining self-esteem and a positive self-concept	AEN Team	One to One	All
AEN Policy	All		AEN Team	Whole Group	All
Student Support Files	Few	identify and describe personal qualities, strengths, interests, attitudes and values and how they influence behaviour	AEN Team	One to One Differentiation	All
Teacher Awareness-VSware SEN	All		Staff	VSware ICT Facilities	All
Google Drive	All		AEN Coordinator	ICT Facilities	All
Update at Staff Meetings	All		AEN Coordinator	Whole Group	All
Transition Meeting	Few	Adopt effective transition strategies for coping with change and transition.	AEN Coordinator	One to One	All
Whole Staff CPD	All	Avail of opportunities and careers experience to develop one's potential.	Management	Whole Group	All
Individual CPD	Some		Teachers	One to One	All
SNAs	Few		AEN Coordinator Management	Differentiated Learning	All
Referral System	Few		AEN Coordinator	Outside Agencies	All
Small Group Withdrawal	Few		AEN Teachers	Differentiated learning	All
Team Teaching/Collaborative Teaching	Some		Teachers	Differentiated Learning	All
RACE during in-house exams	Few	Employ effective assessment techniques when taking exams	AEN Team	ICT Facilities	All
Touch Typing	Few		AEN Team	ICT Facilities	All
Use of Assistive Technology	Few		AEN Team	ICT Facilities	All

Personal and Social

This would encompass developmental skills crucial to students' education and careers e.g. self awareness, decision making skills, planning, coping strategies.

Measure/Action	Guidance for	Indicative Competency/Outcome	(Supported by) Personnel responsible	(Supported by) Methodologies/ Resources	(Supported by) Curriculum
Curricular/Co-Curricular	All	Developing and maintaining self-esteem and a positive self concept.	All	All	All
SPHE Classes	All	Interact effectively with peers and teachers to build positive relationships in life.	Teachers	Programme Plans	JC
RSE	All	Develop effective coping strategies for dealing with change and transition.	Teachers	Programme Plans	All
Religion	All	Describe how others' attitudes, expectations and behaviours impact on their feelings and behaviours.	RE Teachers	Programme Plans	All
PE	All	Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development.	PE Teachers	Facilities/Programme Plans	All
Guidance Classes	All	Explore differences between career areas and requirements (including educational options) for working in different fields.	Guidance Counsellor	Timetabling/Whole Group	TY/LC1/LC2
Wellbeing	All	Review one's goals and careers aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, careers goals and life choices.	All	Timetabling, Wellbeing committee, Wellbeing coordinator	All
1 st Year/TY Induction Day	All	Demonstrating effective social skills when cooperating and collaborating.	TY Coordinator, First Year Head	Facilities	TY/JC1
TY Programme e.g. Trips, YSI etc.	Some	Avail of opportunities and career experiences to develop one's potential.	TY Coordinator	External Facilities	TY
Resource classes	Few	Reflect on their learning style and attitudes towards learning. Evaluate study habits and exam taking skills and identify ways in which one can improve skills.	AEN Coordinator	Resource Room ICT One to One	All
Science Week	Some	Investigate educational/apprenticeship, training/work opportunities.	Science Teachers	Supporting Organisations	All
Maths Week	Some	Recognise the link between subjects and levels, extra-curricular activities and different career paths. Demonstrate problem solving.	Maths Teachers	Supporting Organisations	All

World Book Day	Some	Identify transferable skills and identify career areas that these apply to. Build networks to promote career development.	Literacy and Numeracy Coordinator/Librarian	Supporting Organisations/Library	All
Seachtain na Gaeilge	Some		Irish Teachers	Supporting Organisations	All
Green Schools	Some	Employ decision making strategies	Green Schools Coordinator	Green Schools Committee	All
Wellbeing Week	All	Explore external influences on feelings behaviour and attitudes.	All	Supporting Organisations	All
Sports e.g. hockey, basketball, football	Some	Participate in a range of activities and tasks to enhance emotional, social, cognitive and physical development.	Teachers	Facilities, Sporting bodies	All
Arts e.g. Choir, Book Club, Art Club	Some	Demonstrate social and networking skills	Teachers/Students	Facilities	All
Other e.g. History Club, Green Committee, Multi-Cultural Society etc.	Some	Demonstrate an openness and ability to interact with a diverse range of groups.			
Student Supports	All	Assess the knowledge, skills and attitudes that meet life and work goals.	All	All	All
1. Counselling -Chaplin -Guidance Counsellor -Management	Few	Change behaviours and attitudes to enhance self-esteem and self-concept. Reflect on the steps required to make effective transition from school to further/higher education/employment/apprenticeship.	Management Chaplin Guidance Counsellor	One to One Possible External Counsellors	All
2. Assemblies and Student Support (meeting with Year Head, Class Tutor, Chaplin, GC, Management)	All	Adopt behaviours and attitudes that will help realise education and career goals. Adapt behaviour to enhance interactions with others.	Year Heads Class tutors Management Chaplin GC	One to One Student Support Policy	All
3. Agencies Liaise with: -Educational Supports -Health and Welfare Supports	Few	Build relationships with employers/learning providers. Evaluate strategies that one employs when resolving conflict with others. Evaluate the effectiveness of networks one is involved with.	Management GC	GPs NEPS Family Support Services CAHMS Tusla	All

4. Personal Development Programmes Mentoring/Buddy 1 st /6 th Years Personal Reflection Day (retreat)	All	Identify and describe personal qualities, strengths, interests, attitudes and values, feelings and emotions and how they influence behaviour. Explore external influences on feelings, behaviour and attitudes. Explain how self-esteem and self-concept can influence goal setting and decision making	Management Teachers GC Chaplin	Guest Speakers One to One Peer support External facilities	All
5. Programme Induction Days Incoming 1 st Years Transition Years	Some	Demonstrate effective social skills when collaborating and cooperating. Interact effectively with peers, teachers and employers to build positive relationships in life. Encourage inclusive behaviours and attitudes in others.	Management Chaplin GC TY Coordinator Year Heads	Facilities Speakers	All
6. SEN Learning Support Social Skills Behavioural Skills Organisational skills Self-Management skills Team Teaching Early reading intervention	Few	Implement a study plan. Plan for taking exams Employ effective assessment techniques when taking exams. Develop personal qualities and skills which meet career goals and aspirations. Assess barriers to equality and inclusion in the workplace and educational settings.	AEN Coordinator AEN Team	SEC RACE Primary Feeder Schools National Learning Network	All
Social Awareness	All	Developing and growing through out life.	All	Counsellors	All
Internet Safety Day	All	Interacting effectively with others Identify acceptable social behaviours and skills.	eLearning Coordinator	Whole Group	All
Social Awareness e.g. Soup Run, Aoibheas, Capuchin Day Centre, Community Care	Some	Explain how their behaviours and attitudes can influence the feeling sand behaviours of others. Describe how others attitudes, expectations and behaviours impact on their feelings and behaviours.	All	Charities	All
Stress Management/SOAR workshop	Some	Explore ways of communicating and resolving conflicts. Analyse one's own interactions with peers and teachers and identify behaviour patterns which may be influencing behaviour with others.	Chaplin GC SPHE Team	External speakers	All
Community Care	Some	Evaluate the effectiveness of social work.	TY Coordinator	External Agencies	TY

Anti-Bullying presentation	All	Reflect on one's tolerance, respect and openness towards others with different abilities and from diverse backgrounds and culture	Chaplin GC	Whole Group	JC1
Weekly Soup Run	Some	Explain how their behaviours and attitudes can influence the feeling and behaviours of others.	Teachers	Charities	All
Christmas Hamper Appeal	All		Coordinating Teachers	Charities	All
Silent Night in aid of Capuchin Day Centre	Some		Coordinating Teachers	Charities	All
Green Schools	Some		Coordinating Teachers	Whole Group	All
Fundraising	All		Coordinating Teachers	Whole Group Charities	All
Leadership	All	Developing and maintaining self-esteem and positive self-concept	Management Coordinating teachers	Staff External Agencies	All
Student Council	Some	Interacting effectively with others.	Coordinating Teachers	Facilities	All
Green Committee	Some	Demonstrate effective social skills when cooperating, collaborating and negotiating with peers, teachers etc.	Coordinating teachers	External Agencies	All
Gaisce	Some	Developing and growing throughout life	Coordinating teachers	External Agencies	TY/LC1
Multicultural Society	Some	Encourage inclusive behaviours and attitudes in others	Coordinating Teachers	Facilities	All
Kolkata	Some	Interacting effectively with others	Management Coordinating Teachers	External Agencies	LC1
LGBTQI+ Committee	Some	Adapt behaviour to a variety of contexts.	Coordinating Teachers	External Agencies	All
Mentoring/Buddy System	All	Adapt behaviour to enhance interactions with others. Interacting effectively with others	Management	Whole Group	JC1/LC2
Sporting Coaches	All	Developing and Maintaining self-esteem and positive self-concept	Coordinating Teachers	Facilities	All

Home-School Partnerships	All	Interacting effectively with others (face to face and online)	All	All	All
Informative Parent Evenings: -1 st Year induction night -TY Subject Choice -CAO Information night for 6 th year parents -Talks on Wellbeing, Internet Safety etc.	All	Explore subject choice for junior cert and senior cycle. Explore subject choice requirements for further/higher education, training and employment. Investigate educational/apprenticeship, training/work opportunities. Recognise the link between subjects, extracurricular activities and different careers paths. Attend to their wellbeing	Management Coordinating teachers Subject departments Guidance Counsellor	Whole School Facilities Staff Outside Speakers	All
Keep Parents informed via: -Parent/Teacher Meetings -Twitter Page -School App -School Website -Parents Association -Student Council -Parent representative on the BOM	All	Change behaviours and attitudes to enhance self esteem and self concept. Adopt behaviours and attitudes that will help realise education and careers goals. Adapt behaviour to enhance interactions with others. Interact effectively with peers, teachers and employers to build positive relationships. Build relationships with parents/guardians.	Management eLearning coordinator BOM	School App VShare School website BOM	All
Encourage parental involvement Surveys Parents Association Careers night Awards Night School Mass Sports Events Guest Speakers Fundraising	All	Interact effectively with peers, teachers and employers to build positive relationships in life. Build networks to promote career development and learning.	Teachers Year Heads Parents Association RE Team AEN Team Guidance Department	Local Facilities Outside Agencies Whole Group One to One	All

All supported by a number of school policies; Admissions, Anti-Bullying, Discipline, Anti-Bullying, Substance use, Health and Safety etc.