

NCGE: A Whole School Guidance Framework

National Centre for Guidance in Education
June, 2017



Lárionad Náisiúnta um Threoir san Oideachas
National Centre for Guidance in Education

GLOSSARY

| | |
|-------|--|
| CAO | Central Applications Office |
| CL | Circular Letter |
| CMS | Career Management Skills |
| DES | Department of Education and Skills |
| DSGC | Directors of Studies in Guidance Counselling |
| ELGPN | European Lifelong Guidance Policy Network |
| ESL | Early School Leavers |
| ETB | Education and Training Board |
| FET | Further Education and Training |
| HE | Higher Education |
| HEI | Higher Education Institution |
| HSC | Home School Community Liaison |
| HSE | Health Service Executive |
| ICT | Information & Communication Technology |
| IGC | Institute of Guidance Counsellors |
| JC | Junior Cycle |
| JCT | Junior Cycle for Teachers |
| LC | Leaving Certificate |
| LCA | Leaving Certificate Applied |
| LCVP | Leaving Certificate Vocational Programme |
| LLG | Lifelong Guidance |
| LMI | Labour Market Information |
| NBSS | National Behaviour Support Service |
| NCCA | National Council for Curriculum and Assessment |
| NCGE | National Centre for Guidance in Education |
| NCSE | National Council for Special Education |

| | |
|------|---|
| NEPS | National Educational Psychological Service |
| PDST | Professional Development Service for Teachers |
| PSI | Psychological Society of Ireland |
| PTR | Pupil-Teacher Ratio |
| SC | Senior Cycle |
| SEN | Special Educational Needs |
| SGH | School Guidance Handbook |
| SOL | Statement of Learning |
| SPHE | Social, Personal and Health Education |
| SSE | School Self-Evaluation |
| SUSI | Student Universal Support |
| TYP | Transition Year Programme |
| WGS | Whole School Guidance |

FOREWORD

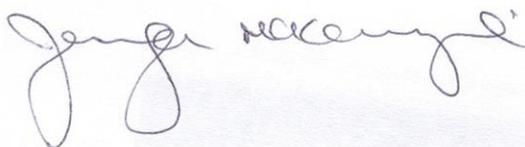
I am very pleased to present this publication ‘*NCGE: A Whole School Guidance Framework*’ which will support schools in the planning and provision of a whole school approach to guidance. The Framework is intended to support schools in meeting the requirement of The Education Act (1998), that schools provide students with “*access to appropriate guidance to assist them in their educational and career choices*” (section 9c). The Framework presents a continuum of support model for whole school guidance and sets out three areas of learning to facilitate students’ development of eight competences.

‘*NCGE: A Whole School Guidance Framework*’ is the first of a series of publications to facilitate schools in designing, developing and implementing comprehensive whole school guidance programmes. NCGE will, over the coming months, develop resources and professional development programmes to support schools in making the best use of the Framework. From September, 2017 NCGE will be inviting a number of schools to work with the Centre in implementing the Framework; schools interested in participating should contact NCGE. It is NCGE’s intention to review the Framework after three years, taking account of feedback from schools, so that it is up-to-date, responds to the needs of schools and supports the development of good practice.

The Framework was developed over a three year timeframe and was informed by similar Frameworks published internationally, such as the *Australian Blueprint for Career Development*.

I would like to thank the members of the NCGE post-primary guidance working group for their support, advice and contribution to the development of the Framework. I would also like to extend my thanks to the organisations and individuals that made submissions in response to the consultation process in the Autumn of 2016. Finally I wish to acknowledge the contribution to this process of Linda Darbey, NCGE Guidance Programme Co-ordinator, for her commitment to and professionalism in the development of this important resource for schools.

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ACKNOWLEDGEMENTS

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Department of Education and Skills (DES)

Directors of Studies in Guidance Counselling (DSGC)

Institute of Guidance Counsellors (IGC)

National Association of Principals and Deputy Principals (NAPD)

National Centre for Guidance in Education (NCGE)

National Council for Curriculum and Assessment (NCCA)

National Educational Psychological Service (NEPS)

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SECTION 1: INTRODUCTION

1.1 Aim of the Framework

The Framework is intended to be a resource to support schools in meeting the requirement of The Education Act (1998) that schools provide students with “*access to appropriate guidance to assist them in their educational and career choices*” (section 9c). It is envisaged that the Framework will support schools in planning and delivering a comprehensive whole school guidance programme that meets the needs of all students. Schools may also find it helpful, in informing guidance provision, to consult the *Framework for Junior Cycle* (DES, 2015a) in relation to ‘other learning experiences’ and Wellbeing (see DES 2017a). Guidance-related learning is identified in the *Junior Cycle Wellbeing Guidelines* as one of the main pillars of a school’s Wellbeing programme (NCCA, 2017).

The Framework presents a continuum of support model for the school guidance programme and sets out three areas of learning to facilitate post-primary students’ development in eight areas of competence. The areas of learning include learning relating to, oneself (personal/social development), educational opportunities (educational development) and career decision making (career development). Bassot *et al* (2014) apply a social constructivist approach to guidance related-learning and development (the term career learning and development is used). Careers are viewed as being socially constructed through a range of learning experiences and interactions with others (peers, parents, teachers, guidance counsellors, employers and so forth).

1.2 Context

Frameworks have been developed and implemented in a number of countries including:

- Australia (*Australian Blueprint for Career Development*)
- Canada (*Blueprint for Life Work Designs*)
- New Zealand (*Career Education Benchmarks*)
- Scotland (*Career Management Skills Framework for Scotland*).

The European Lifelong Guidance Policy Network (ELGPN) has also published resources for policy makers on Lifelong Guidance (LLG) which relate to career development (the term Career Management Skills is employed). These include *Designing and Implementing Policies Related to Career Management Skills* (ELGPN, 2014) and *Guidelines for Policies and Systems Development for Lifelong Guidance* (ELGPN, 2015). Career Management Skills (CMS) can be viewed as outcomes of the guidance process which can inform the design and delivery of a whole school guidance programme.

ELGPN defines Career Management Skills (CMS) as:

“... a set of competences (knowledge, skills, attitudes) that enable citizens at any age or stage of development to manage their learning and work life paths. The knowledge, skills and attitudes concern personal management, learning management, and career management.” (ELGPN, 2015; pg. 13).

It is now timely for Ireland to produce a resource for schools to facilitate students' guidance learning and development (career development) and achievement of the outcomes of the whole school guidance programme. Such a resource supports the *Framework for Junior Cycle* (DES, 2015a) and will support schools in designing and delivering guidance activities as part of the Junior Cycle programme. It is also envisaged that this resource can be used to support whole school guidance planning as described in *Circular Letter 0010/2017* (DES, 2017a).

1.3 Guidance in Schools: Definition and Activities

The provision of guidance in schools is a requirement of *The Education Act* (1998). Section 9c of The Education Act states that a school shall “*use its available resources to – (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices*” (Government of Ireland, 1998). Guidance in schools includes “*...personal and social, educational and career guidance delivered within a whole school context*” (DES, 2016a; pg. 7) and is defined as:

“a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives...”. (DES, 2005, pg. 4).

This definition highlights the holistic nature of guidance in supporting students' personal and social, educational and career development and the important role guidance plays in facilitating decision making and life choices, and in promoting supporting students' wellbeing.

The DES *Programme Recognition Framework: Guidance Counselling* (DES, 2016a; pg. 7) sets out activities relating to the guidance counselling role:

- *Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings*
- *Developing effective teaching, learning and assessment strategies for the guidance class*
- *Providing individual and group counselling to facilitate personal and social, educational and career development and at moments of personal crisis*
- *Providing labour market, learning and career-related information through Information and Communications Technology (ICT) and blended learning approaches*
- *Planning and organising workplace learning and establishing links with the wider business community, agencies and voluntary sector*
- *Using psychometric tests (i.e. ability and aptitude tests and career interest inventories) to facilitate career decision-making and personal development, and to support learning and educational choices*

- *Providing support to, and working in collaboration with, school and ETB management and staff in the planning, leading, delivery, review and evaluation of the guidance service/programme and the whole school guidance plan*
- *Working with parents (as appropriate) and referral agencies in facilitating the personal and social, educational and career development of students and service users*
- *Referring students and service users to external agencies and professionals, as appropriate*
- *Establishing close ties with feeder schools, where appropriate, and with centres of further education and training and higher education.*

Due to his/her specialist training the guidance counsellor leads, coordinates and delivers the school guidance programme in collaboration with school management and staff and key stakeholders in response to the guidance needs of students. Circular 0009/2012 states “*It is established policy that guidance is a whole school activity and under existing arrangements each school develops collaboratively a school guidance plan as a means of supporting the needs of its students*” (DES, 2012; 4.3).

1.4 Recent Policy Developments and Initiatives

There are several recent developments within the education sector which have implications for how the whole school guidance programme is designed and delivered in schools and these include:

Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d).

Circular Letter (CL) 0015/2017 sets out arrangements for the implementation of the Framework for Junior Cycle in schools for 2017/18 and 2018/19. It highlights that Wellbeing, a new area of learning, will be introduced into first year in September, 2017 and that students’ achievements in Wellbeing will be recorded on the *Junior Cycle Profile of Achievement* in 2020. Wellbeing will include learning opportunities that enhance students’ “...*physical, mental, emotional and social wellbeing...*” (pg. 11). The Circular Letter states that guidance must be included in the Junior Cycle programme (pg. 7) and that schools can include guidance in Wellbeing (pg. 11).

Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a).

Circular Letter (CL) 0010/2017 provides a separate guidance allocation to schools by reducing the Pupil-Teacher Ratio (PTR). The CL states that “*Guidance plans should outline the school’s approach to guidance generally and how students can be supported and assisted in making choices and successful transitions in the personal and social, educational and career areas.*” Schools are asked to consider “...*how best to align resource allocation with the objectives of the Guidance Plan*” (DES, 2017a; pg. 2).

This Framework is a resource that can be used by schools to inform the development of learning experiences which support successful transition and decision making, and which informs the process of whole school guidance planning as highlighted in the CL.

DEIS Plan 2017: Delivering Equality of Opportunity in Schools (DES, 2017b). The *DEIS Plan 2017* sets out a vision for education to provide a pathway “...to better opportunities for those at risk of disadvantage and social exclusion” (DES, 2017b; pg. 6). The DEIS Plan presents five goals to support ‘improved outcomes’ for students which build on those of the *Action Plan for Education 2016-2019* (see below):

Goal 1: To implement a more robust and responsive Assessment Framework for identification of schools and effective resource allocation.

Goal 2: To improve the learning experience and outcomes of pupils in DEIS schools.

Goal 3: To improve the capacity of school leaders and teachers to engage, plan and deploy resource to their best advantage.

Goal 4: To support and foster best practice in schools through interagency collaboration.

Goal 5: To support the work of schools by providing the research, information, evaluation and feedback to achieve the goals of the Plan.

Over 100 actions (a number relating to guidance) to support the above goals are identified in the *Plan*. These include:

- Post-primary schools participating in the *School Support Programme* will have “...access to a dedicated career guidance counsellor to support successful transitions” (DES, 2017b; pg. 40).
- The school plan to provide “...engagement between guidance counsellors, HSCL coordinators and Further Education and Higher Education access officers to support successful transitions” (ibid).
- Arrangements to be in place to support the transition and access by students from disadvantaged backgrounds to Further and Higher Education and Training (ibid; pg. 41).

The DEIS Plan also highlights an enhanced guidance allocation of 1.15 of the Pupil-Teacher Ratio (PTR) to schools (ibid: pg. 56).

Action Plan for Education 2017 (DES, 2017c). The *Action Plan for Education 2017* builds on the *DES Action Plan for Education 2016-2019* (DES, 2016b) and reiterates the DES commitment to developing the ‘best education and training service in Europe by 2026’ (DES, 2017c, pg. 5).

Five goals underpinning the DES Strategy and Action Plan are as follows:

Goal 01: Improve the Learning Experience and the Success of Learners

Goal 02: Improve the Progress of Learners at Risk of Educational Disadvantage or Learners with Special Educational Needs

Goal 03: Help those Delivering Services to Continuously Improve

Goal 04: Build Stronger Bridges between Education & the Wider Community

Goal 05: Improve National Planning and Support Services

Goals 01 and 04 specifically relate to guidance through ‘Wellbeing’, ‘better subject choice’ and ‘greater career choices’.

Key themes identified for 2017 include Wellbeing and Guidance Services. The Action Plan states that the DES will “...actively support and develop wellbeing initiatives to ensure that mental resilience and personal wellbeing are integral parts of the education and training system” (DES, 2017c; pg. 13). Guidance services will be enhanced and a review of guidance services, tools and careers information will be undertaken in 2017 (ibid).

Junior Cycle Wellbeing Guidelines (NCCA, 2017). The Wellbeing Guidelines state that “*Student wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community*” (NCCA, 2017; pg. 17). The Guidelines highlight wellbeing as a whole school endeavour. Six indicators of wellbeing are presented in the guidelines - ‘active’, ‘responsible’, ‘connected’, ‘resilient’, ‘respected’, and ‘aware’. Guidance is highlighted as supporting ‘*learning about wellbeing and learning for wellbeing*’ for all students in junior cycle and is regarded as one of the main pillars for developing the Wellbeing programme in schools (NCCA, 2017; pg. 46 & 48).

This Framework provides schools with a resource which supports the design and implementation of a Wellbeing programme in schools. The three areas of learning presented in this Framework link very well with and complement five of the six indicators of wellbeing set out by the NCCA in its Guidelines – ‘responsible’, ‘connected’, ‘resilient’, ‘respected’ and ‘aware’. More information can be found in Section 3.

Looking At Our School 2016: A Quality Framework for Post-Primary Schools (DES, 2016c). The Quality Framework has been developed to provide schools with the opportunity to critically examine their own practices with the view to developing these further to support students’ learning and development. It consists of two dimensions - *teaching and learning* and *leadership and management*. Learning is seen as holistic and central to the development of students’ wellbeing. As guidance is defined as “*a range of learning experiences...*” (DES, 2005; pg. 4) the quality framework encompasses guidance provision in the school.

School Self-Evaluation (SSE) Guidelines 2016-2020 Post-Primary (DES, 2016d). The SSE Guidelines focus on the area of teaching and learning which is central to the work of all schools. Learning is seen as holistic and central to the development of students’ wellbeing. The Framework supports schools in reviewing practice in relation to learning and teaching and in developing action plans to improve practice. As with the quality framework presented in *Looking At Our School 2016* the SSE Guidelines facilitate the evaluation and development of a school’s guidance programme.

Ireland’s National Skills Strategy 2025 (DES, 2016e). The *National Skills Strategy* is part of the government’s economic plan to restore full employment and build a sustainable economy. The Strategy is presented as an important step in the development of the education system to one which supports lifelong learning and one which is responsive to the needs of all (DES, 2016e, pg. 7).

The Strategy identifies the need for information that is accessible to all who are making educational and career choices and to those who are supporting them including guidance

counsellors (ibid; pg. 37). Due to the changing nature of work, job roles and required skills career guidance and information is identified as ‘essential’ in supporting individuals in making appropriate choices and in improving retention on courses. Better career guidance and career information are linked to appropriate study choices and course retention and in turn contributing to an increase in the return in public investment (pg. 70).

Strategic objective 4 of the Strategy states that “*Career guidance will be strengthened significantly, with the aid of employer engagement*” (pg. 72). Various actions presented for objectives of the Strategy highlight measures for guidance e.g. 2.5.

Framework for Junior Cycle 2015 (DES, 2015a). The *Framework for Junior Cycle* presents twenty-four Statements of Learning, eight Principles and eight Key Skills that are at the core of the new Junior Cycle. Guidance provision can be informed by “*Framework principles such as Continuity and Learning to Learn, key skills such as Managing Myself and a number of statements of learning, especially those linked to making decisions*” (DES, 2015a; pg. 25).

Under the Framework schools will deliver subjects, short courses, Wellbeing and a range of other learning experiences (DES, 2015a; pg.7). The DES highlights that guidance provision may be included in the 400 hours available for Wellbeing and that activities related to guidance can be delivered through other learning experiences also.

Digital Strategy for Schools 2015-2020 – Enhancing Teaching, Learning and Assessment (DES, 2015b). The *Digital Strategy for Schools* published by the DES in 2015 identifies the Department’s vision for the integration of ICT in schools. The vision is to “*Realise the potential of digital technologies to enhance teaching, learning and assessment so that Ireland’s young people become engaged thinkers, active learners, knowledge constructors and global citizens to participate fully in society and the economy.*” (DES, 2015b; pg. 5).

The Strategy presents four themes as follows:

Theme 1: teaching, learning and assessment using ICT

Theme 2: teacher professional learning

Theme 3: leadership, research and policy

Theme 4: ICT infrastructure

Theme 1 includes provision for the school guidance programme and there are many opportunities for activities of the programme to be delivered using ICT.

NEPS Well-being in Post-primary Schools. Guidelines for Mental Health Promotion and Suicide Prevention (2013). Schools are identified as playing an important role in promoting the mental health and wellbeing of young people. The Guidelines present a whole school approach to mental health promotion and wellbeing. The whole school guidance plan is identified as an intervention that addresses the emotional health and wellbeing of young people. A continuum of support model is provided as a framework for schools to employ in supporting the emotional, behavioural, social and learning needs of all students – *school support for all* (general needs), *school support for some* (milder needs) and *school support for a few* (more complex needs) (NEPS, 2013; pg. 8 & 9).

The NCGE School Guidance Handbook (NCGE). The *NCGE School Guidance Handbook* (SGH) is an online resource which supports the design, development and delivery of the whole school guidance programme. Content of the Handbook is presented under four main sections: leading the guidance programme, delivering the guidance programme, policy and practice guidelines and guidance in the international area. The Handbook provides guidelines and resources in relation to the development of good practice in schools including areas such as data protection, planning and psychometric testing.

NCGE Professional Development Webinars. NCGE offers professional development to guidance counsellors working in educational settings using an online synchronous platform to deliver webinars. National and international experts on guidance and related disciplines are invited to present for 45 minutes using webinar technology.

SECTION 2: A CONTINUUM OF SUPPORT MODEL FOR THE WHOLE SCHOOL GUIDANCE PROGRAMME

A continuum of support model, already being employed in schools to support students' learning and development (NEPS, 2010) and mental health promotion (NEPS, 2013), can also be applied to the school guidance programme. In applying the continuum, the whole school guidance programme aims to meet the needs of students along a continuum, from a whole school approach to group and individualised approaches. The continuum model can be applied to guidance as follows:

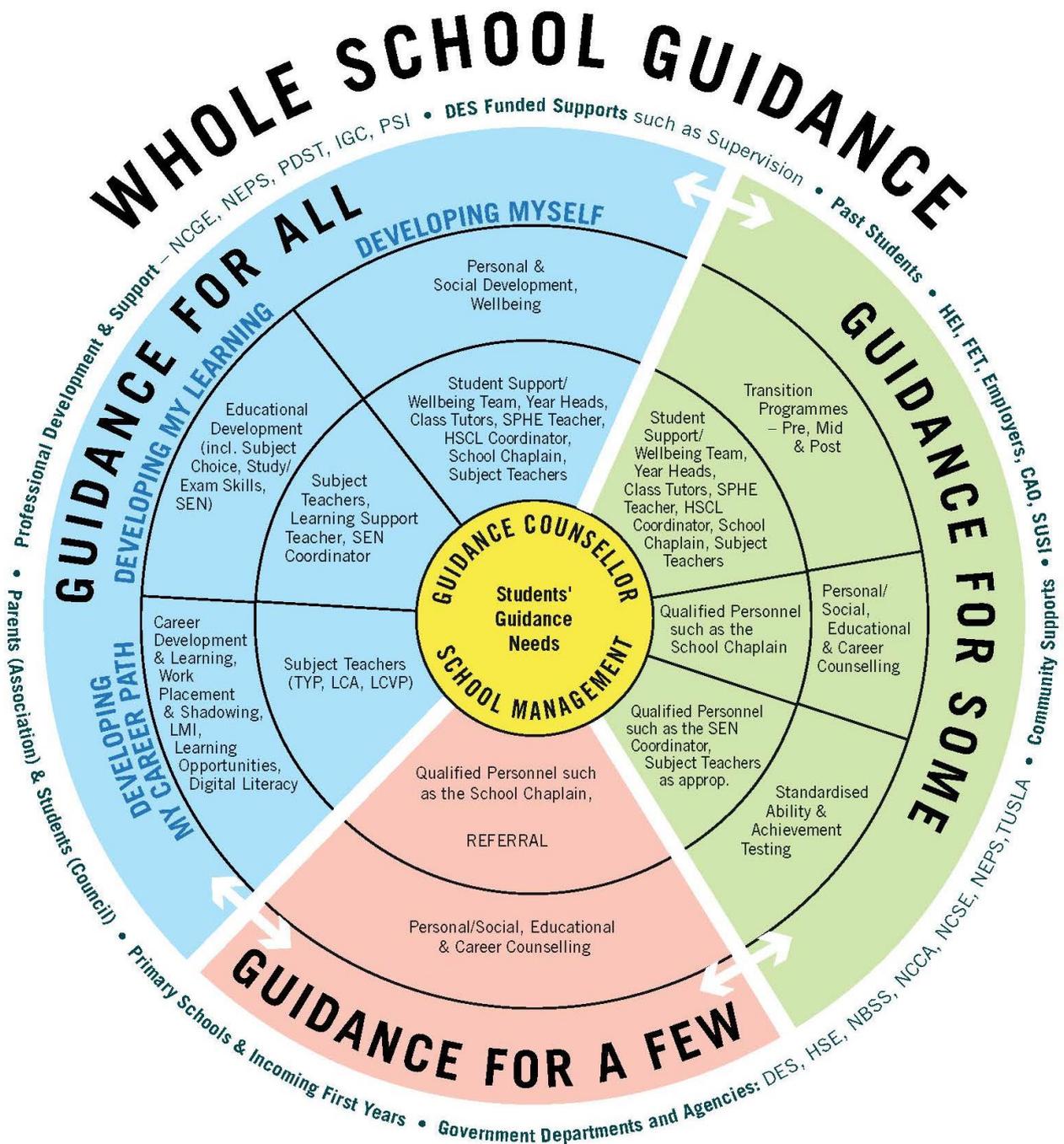
Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TYP, LCA and LCVP). The NEPS publication '*A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*' (2010) outlines whole school approaches that can be employed in relation to '*Support for All*'.

Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the student support team, SPHE teacher, year heads, class tutors and the school Chaplain. The NEPS publication ‘*A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*’ (2010) outlines a *Solution Oriented Framework* that can be employed in relation to ‘*School Support (for some)*’.

Guidance For A Few – Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/staff member may need to provide continued support to the student. The NEPS publication ‘*A Continuum of Support for Post-Primary Schools: Guidelines for Teachers*’ (2010) outlines supports which can be provided to students with more complex or enduring needs under ‘*School Support Plus (for a Few)*’.

Figure 1 across presents the continuum of support model offered within a whole school approach to guidance. The guidance counsellor in collaboration with school management and staff, and external organisations/personnel, deliver a wide range of activities and learning to support students’ personal & social, educational and career development. The guidance counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme. It is acknowledged that the stakeholders involved in a whole school approach to guidance may vary across schools according to resources and local needs.

Figure 1: Whole School Guidance



Note: the listing of school programmes and staff in Figure 1 is not meant to be exhaustive i.e. programmes/staff involved in whole school guidance will vary across schools. Figure 1 intends to highlight programmes / staff who may be involved in the delivery of a whole school guidance programme.

SECTION 3: FRAMEWORK: AREAS OF LEARNING AND COMPETENCES

3.1 Introduction

Guidance-related learning builds on children's holistic education which starts in early childhood education and continues through their primary education. Aistear (NCCA, 2009) is the curriculum framework for children from birth to six years in Ireland. It presents children's learning and development using four themes:

- *Wellbeing* – the focus is on children being confident, happy and healthy.
- *Identity and Belonging* – the focus is on children developing a positive sense of who they are, and feeling that they are valued and respected as part of a family and community.
- *Communicating*
- *Exploring and Thinking*.

The themes describe what children learn—the dispositions, attitudes and values, skills, knowledge, and understanding.

The general aims of primary education are to:

- enable the child to live a full life as a child and to realise his or her potential as a unique individual;
- enable the child to develop as a social being through living and cooperating with others and so contribute to the good of society;
- prepare the child for further education and lifelong learning.

The curriculum recognises the importance of developing the full potential of the child.

3.2 Areas of Learning and Competences

Three areas of learning to facilitate post-primary students' development in eight areas of competence throughout their post-primary education are presented in Figure 2 below. The areas of learning aim to build on the learning that children will have experienced during their years in primary education.

Figure 2: Areas of Learning and Competences

| Areas of Learning | Competences |
|---------------------------|---|
| Developing Myself | <ul style="list-style-type: none">• Developing & maintaining self-esteem & a positive self-concept• Interacting effectively with others (face-to-face & online)• Developing & growing throughout life |
| Developing My Learning | <ul style="list-style-type: none">• Employing effective personal learning/exam strategies• Making educational choices in line with career aspirations |
| Developing My Career Path | <ul style="list-style-type: none">• Using career related information & sources appropriately• Understanding the world of work & life roles• Managing career development & decision making |

Outcomes are presented for competences relating to the three areas of learning (see Table 1). These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making.

Junior Cycle

The three areas of learning and associated competences are associated with the *Principles* underpinning the *Framework for Junior Cycle* (namely *Wellbeing*), a number of the *Framework Statements of Learning* and *Key Skills*. The whole school guidance programme is linked to *Key Skills* such as *Managing Myself*, *Managing Information & Thinking*, *Staying Well*, *Communicating and Working With Others*. It is important that the guidance counsellor has a role in planning, coordinating and delivering guidance-related-learning associated (*Guidance For All*) with the relevant *Key Skills* and in providing more intensive interventions to those students who need it through *Guidance For Some and A Few* approaches. The *Framework for Junior Cycle* provides opportunities for activities of the school guidance programme to be delivered through short courses, other learning experiences and the Wellbeing programme.

Wellbeing

There is considerable overlap between the competences and associated learning outcomes presented under *Developing Myself*, *Developing My Learning* and *Developing My Career Path* and the Wellbeing programme in Junior Cycle (SPHE and guidance related learning are two of the main pillars of Wellbeing). Wellbeing is linked to the *Staying Well* key skill of the *Framework for Junior Cycle* (NCCA, 2017; pg. 22). The eight competences can be linked with five of the six indicators of Wellbeing – *Responsible*, *Connected*, *Resilient*, *Respected* and *Aware* (presented on page 45 of the Wellbeing Guidelines). The guidance counsellor has an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle

At senior cycle the SPHE curriculum can be used to plan learning outcomes in *Developing Myself* for students in senior cycle. The SPHE curriculum is available from

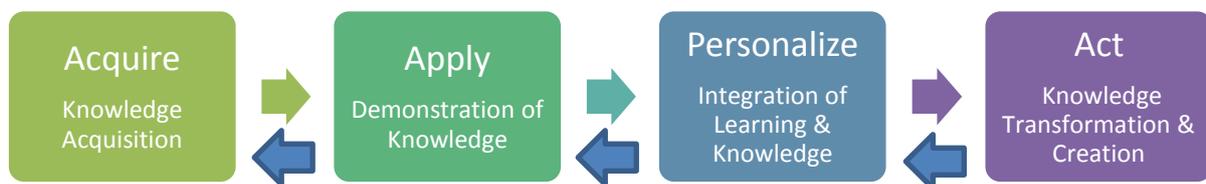
http://ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Senior_Cycle/SPHE_framework

It is important that all school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration will also help to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

Four-Stage Continuum of Learning

Outcomes presented in Table 1 for each of the eight competences can be organised under a four-stage continuum of learning¹ (see Figure 3 below). It is important to note that students may not progress through all four-stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages throughout their five/six years in post-primary schools. Progression will depend on individual characteristics and circumstances such as motivation, environmental factors, prior knowledge and attitudes.

Figure 3: Four-Stage Continuum of Learning



¹ The outcomes, competences and four-stage continuum of learning presented in Table 1 have drawn on and been informed by international Blueprints (in particular the *Australian Blueprint for Career Development*) and Frameworks presented in this document.

Table 1: Areas of Learning and Competences

| | |
|---------------------------|--|
| Developing Myself | <ul style="list-style-type: none">•Developing & maintaining self-esteem & a positive self-concept•Interacting effectively with others (face-to-face & online)•Developing & growing throughout life |
| Developing My Learning | <ul style="list-style-type: none">•Employing effective personal learning/exam strategies•Making educational choices in line with career aspirations |
| Developing My Career Path | <ul style="list-style-type: none">•Using career related information & sources appropriately•Understanding the world of work & life roles•Managing career development & decision making |

Table 1.1: Area Of Learning: Developing Myself

| Junior Cycle | | Senior Cycle | | |
|---|---|---|--|---|
| <p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p> | | | | |
| <p>Learning in this area is supported by: Junior Cycle (JC): JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers Methodologies: whole class learning, group-work, one-to-one, ICT</p> | | <p>Learning in this area is supported by: Curriculum: TYP, LC, LCA, LCVP, SPHE (optional) Staff: guidance counsellor, student support team, TY/LCA/LCVP teachers, subject teachers, guest speakers Methodologies: whole class learning, group-work, one-to-one, ICT</p> | | |
| <div style="border: 1px solid black; padding: 5px; background-color: #c6e0b4;"> <p style="text-align: center;">Acquire Knowledge Acquisition</p> </div> | | | <div style="border: 1px solid black; padding: 5px; background-color: #90c190;"> <p style="text-align: center;">Apply Demonstration of Knowledge</p> </div> | |
| | | | <div style="border: 1px solid black; padding: 5px; background-color: #6699cc;"> <p style="text-align: center;">Personalize Integration of Learning & Knowledge</p> </div> | |
| | | | | <div style="border: 1px solid black; padding: 5px; background-color: #663399; color: white;"> <p style="text-align: center;">Act Knowledge Transformation & Creation</p> </div> |
| Competence | Students will be able to: | Students will be able to: | Students will be able to: | Students will be able to: |
| Developing & maintaining self-esteem & a positive self-concept | <ul style="list-style-type: none"> - Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour - Explore external influences on feelings, behaviour & attitudes - Explain how self-esteem & self-concept can influence goal setting & decision making | <ul style="list-style-type: none"> - Demonstrate the ability to manage their own feelings & behaviours, including body awareness - Express feelings appropriately with others - Demonstrate appropriate communication & behaviour when cooperating with others - Explore the role that personal qualities & self-belief has had on their own education to-date - Attend to their wellbeing | <ul style="list-style-type: none"> - Assess how one's own self-esteem & self-concept impacts on others and how one's behaviour may influence the feelings & behaviour of others - Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices | <ul style="list-style-type: none"> - Change behaviour & attitudes to enhance self-esteem & self-concept - Adopt behaviours & attitudes that will help realise education & career goals - Adapt behaviour to enhance interactions with others - Accept one's own limitations |
| Interacting effectively with others (face-to-face & online) | <ul style="list-style-type: none"> - Identify effective social skills & behaviour - Explain how their behaviour & attitudes can influence the feelings & behaviour of others - Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours - Explore ways of communicating and resolving conflicts - Recognise the importance of tolerance, respect & openness when meeting others with different abilities & from diverse backgrounds | <ul style="list-style-type: none"> - Demonstrate effective social skills when cooperating, collaborating & negotiating with peers, teachers & employers - Employ effective skills when resolving conflict with others - Join networks to enhance their own personal, educational & career opportunities - Demonstrate social/other networking skills - Demonstrate an openness & ability to interact with diverse groups | <ul style="list-style-type: none"> - Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others - Evaluate strategies one employs when resolving conflict with others - Reflect on the benefits & limitations of communicating online - Evaluate the effectiveness of social/other networks that one is a member of - Reflect on one's tolerance, respect & openness towards others with different abilities & from diverse backgrounds & cultures | <ul style="list-style-type: none"> - Interact effectively with peers, teachers & employers to build positive relationships in life - Build relationships with employers & learning providers - Adopt attitudes & behaviours to promote oneself at interviews - Join social/other networks to achieve career goals - Adapt behaviour to a variety of contexts - Encourage inclusive behaviours & attitudes in others |
| Developing & growing throughout life | <ul style="list-style-type: none"> - Describe the stages of adolescent development - Identify the influence of change & growth on wellbeing, life & work choices - Identify transitions points to be made while in school - Describe personal strengths & resources which can be used during times of change & transition | <ul style="list-style-type: none"> - Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development - Ask for help when required - Examine how they respond to change & transition - Adopt effective strategies for coping with change & transition | <ul style="list-style-type: none"> - Seek out significant others who will challenge & develop one-self - Reflect on one's development, problem solving & decision making styles & identify opportunities for growth - Review school, family, peer & work activities & how these impact on one's Wellbeing & career choices - Evaluate one's coping style for dealing with change & transition | <ul style="list-style-type: none"> - Avail of opportunities & career experiences to develop one's potential - Develop effective coping strategies for dealing with change & transition - Employ effective problem solving & decision making strategies |

Table 1.2: Area Of Learning: Developing My Learning

| Junior Cycle | | Senior Cycle | | |
|---|---|--|--|--|
| <p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p> | | | | |
| <p>Learning in this area is supported by: <u>Junior Cycle (JC):</u> JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning <u>Staff:</u> guidance counsellor, student support/wellbeing team, learning support teacher, subject teachers <u>Methodologies:</u> whole class learning, group-work, one-to-one, ICT</p> | | <p>Learning in this area is supported by: <u>Curriculum:</u> TYP, LC, LCA, LCVP, SPHE (optional) <u>Staff:</u> guidance counsellor, student support team, learning support teacher, TY/ LCA/ LCVP & subject teachers <u>Methodologies:</u> whole class learning, group-work, one-to-one, ICT</p> | | |
| <div style="border: 1px solid black; padding: 5px; background-color: #c6e0b4;"> <p style="text-align: center;">Acquire Knowledge Acquisition</p> </div> | | | <div style="border: 1px solid black; padding: 5px; background-color: #90c190;"> <p style="text-align: center;">Apply Demonstration of Knowledge</p> </div> | |
| | | | <div style="border: 1px solid black; padding: 5px; background-color: #6699cc;"> <p style="text-align: center;">Personalize Integration of Learning & Knowledge</p> </div> | |
| | | | | <div style="border: 1px solid black; padding: 5px; background-color: #663399; color: white;"> <p style="text-align: center;">Act Knowledge Transformation & Creation</p> </div> |
| Competence | Students will be able to: | Students will be able to: | Students will be able to: | Students will be able to: |
| Employing effective personal learning & exam strategies | <ul style="list-style-type: none"> - Identify their learning styles & study habits - Develop effective study skills & habits - Recognise the importance of learning for achieving educational & career goals | <ul style="list-style-type: none"> - Implement a study plan - Plan for taking exams - Employ effective assessment techniques when taking exams (time & stress management) | <ul style="list-style-type: none"> - Reflect on their learning style & attitudes towards learning - Evaluate study habits & exam taking skills & identify ways in which one can improve skills | <ul style="list-style-type: none"> - Develop their learning strategies & study habits - Plan their learning path in line with career goals & aspirations |
| Making educational choices in line with career aspirations | <ul style="list-style-type: none"> - Explore subject (short course) choice & subjects for junior cycle/senior cycle - Explore subject choice requirements for further/higher education, training & employment - Investigate educational/apprenticeship, training/work opportunities - Recognise the link between subjects (&levels), extra-curricular activities & different career paths | <ul style="list-style-type: none"> - Demonstrate how educational options & achievements relate to life & work goals - Choose subjects (& level) in line with their own interests & abilities - Explore subjects in terms of the knowledge & skills associated with different areas of study/careers | <ul style="list-style-type: none"> - Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities - Assess the knowledge, skills & attitudes that meet life & work goals - Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship - Reflect on the NFQ and how it facilitates progression to FET & HE | <ul style="list-style-type: none"> - Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities - Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities |

Table 1.3: Area Of Learning: Developing My Career Path (continued overleaf)

| Junior Cycle | | Senior Cycle | | | |
|--|---|---|--|---|--|
| <p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p> | | | | | |
| <p>Learning in this area is supported by: Junior Cycle (JC): Curriculum including the Wellbeing programme, Framework key skills and statements of learning Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers Methodologies: whole class learning, group-work, one-to-one, ICT</p> | | <p>Learning in this area is supported by: Curriculum: TYP, LC, LCA, LCVP, SPHE (optional) Staff: guidance counsellor, TY/LCA/LCVP & subject teachers Methodologies: open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT</p> | | | |
| <div style="border: 1px solid black; padding: 5px; background-color: #c6e0b4;"> <p style="text-align: center;">Acquire Knowledge Acquisition</p> </div> | | | <div style="border: 1px solid black; padding: 5px; background-color: #90d1a0;"> <p style="text-align: center;">Apply Demonstration of Knowledge</p> </div> | | |
| | | | <div style="border: 1px solid black; padding: 5px; background-color: #6699cc;"> <p style="text-align: center;">Personalize Integration of Learning & Knowledge</p> </div> | | |
| | | | | <div style="border: 1px solid black; padding: 5px; background-color: #663399;"> <p style="text-align: center;">Act Knowledge Transformation & Creation</p> </div> | |
| Competence | Students will be able to: | Students will be able to: | Students will be able to: | Students will be able to: | |
| Using career related information & sources appropriately (includes online information & labour market information) | <ul style="list-style-type: none"> - Describe the importance & ways of accessing career related information (e.g. online, parents, teachers, school personnel, community workers etc) - Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate - Identify how to access information sources | <ul style="list-style-type: none"> - Explore the education requirements for further study & career interests - Access information re further study/employment/apprenticeships - Organise career related information & rank resources in terms of usefulness, accuracy & reliability - Use labour market trends to inform career decision making | <ul style="list-style-type: none"> - Establish how career related information has been used to make career decisions - Analyse & synthesise career related information in line with their career aspirations - Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities - Critique career related information/sources | <ul style="list-style-type: none"> - Implement strategies to evaluate career related information & resources - Devise & implement a career plan using appropriate & accurate career related information - Present a career plan to significant others | |
| Understanding the world of work & life roles | <ul style="list-style-type: none"> - Describe different work roles & conditions - Identify work trends & opportunities - Recognise the role of work in everyday life & contribution of work to lifestyle & personal fulfilment - Describe how organisations operate - Explore personal qualities & attitudes needed for working life & pursuing a career of choice | <ul style="list-style-type: none"> - Explore differences between career areas & requirements (including educational options) for working in different fields - Explore different employment conditions i.e. part/full-time, volunteering, entrepreneurship - Demonstrate how personal values & attitudes can influence the value attributed to different areas of work | <ul style="list-style-type: none"> - Reflect on different working conditions & make decisions on one's preferences taking account of their abilities, values, interests, strengths & limitations - Review work/employment opportunities in line with their preferences, values, abilities & interests - Evaluate the impact of trends (technology, social, occupational) on employment opportunities - Review knowledge, skills & attitudes for locating, interpreting & using career related information | <ul style="list-style-type: none"> - Plan & participate in work opportunities in line with their career goals & aspirations - Devise a career plan taking account of their career/employment aspirations & preferences for certain employment conditions | |
| Managing career development & decision making | <ul style="list-style-type: none"> - Explore different career/occupational search tools & resources - Relate their knowledge, skills & interests to career areas - Identify barriers to equality & inclusion & strategies for addressing these barriers - Recognise personal qualities & attitudes required for working life e.g. punctuality, working in teams, collaborating, openness to diversity | <ul style="list-style-type: none"> - Identify transferable skills & identify career areas that these apply to - Demonstrate the ability to complete an application process - Employ strategies to address barriers to equality & inclusion - Prepare for work experience | <ul style="list-style-type: none"> - Evaluate work experience to-date & identify learning arising from this work experience - Examine personal qualities which have contributed positively to work experience - Appreciate the importance of making career decisions in line with their aspirations & goals - Analyse barriers to equality & inclusion in the workplace - Reflect on their career decision making skills & the consequences of making decisions - Demonstrate the ability to participate in an interview | <ul style="list-style-type: none"> - Develop personal qualities & skills which meet career goals & aspirations - Demonstrate the employability skills necessary to secure & stay in work - Assess barriers to equality & inclusion in the workplace & in educational settings - Build relationships with employers/learning providers | |

Table 1.3: Area Of Learning: Developing My Career Path

| Junior Cycle | | Senior Cycle | | |
|---|---|---|--|--|
| <p>Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.</p> | | | | |
| <p>Learning in this area is supported by: <u>Junior Cycle (JC):</u> JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning <u>Staff:</u> guidance counsellor, student support/wellbeing team, subject teachers, guest speakers <u>Methodologies:</u> whole class learning, group-work, one-to-one, ICT</p> | | <p>Learning in this area is supported by: <u>Curriculum:</u> TYP, LCA, LCVP <u>Staff:</u> guidance counsellor, TY/LCA/LCVP & subject teachers <u>Methodologies:</u> open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT</p> | | |
| <div style="border: 1px solid black; padding: 5px; background-color: #c6e0b4;"> <p style="text-align: center;">Acquire Knowledge Acquisition</p> </div> | | | <div style="border: 1px solid black; padding: 5px; background-color: #90c18e;"> <p style="text-align: center;">Apply Demonstration of Knowledge</p> </div> | |
| | | | <div style="border: 1px solid black; padding: 5px; background-color: #6495ed;"> <p style="text-align: center;">Personalize Integration of Learning & Knowledge</p> </div> | |
| | | | | <div style="border: 1px solid black; padding: 5px; background-color: #6a3d9a; color: white;"> <p style="text-align: center;">Act Knowledge Transformation & Creation</p> </div> |
| Competence | Students will be able to: | Students will be able to: | Students will be able to: | Students will be able to: |
| Managing career development & decision making | <ul style="list-style-type: none"> - Understand the career decision making process & the importance of making informed decisions - Describe how attitudes & motivation can affect career planning & decision making | <ul style="list-style-type: none"> - Build networks to promote career development & learning - Explore volunteering for personal /career development purposes - Demonstrate problem solving strategies - Employ decision making strategies to make decisions re subject choice/level & future learning & employment opportunities | <ul style="list-style-type: none"> - Reflect on their networks & how these can be utilised to promote career development & decision making - Evaluate the role of significant others/community, motivation & attitudes in career decision making | <ul style="list-style-type: none"> - Utilise networks to enhance career development opportunities - Secure employment in line with their own career plan |

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