



Information Note TC 0001/2024

To: The Managerial Authorities of Recognised Post-Primary Schools

Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to Whole-School Guidance

1. Introduction

This information note is intended to support Whole-School Guidance (WSG) practice in all recognised post-primary schools. This information note draws on many guidance-related publications, those referred to directly are listed at the end of this document. This information note builds on previous publications to provide an overview of WSG in post-primary schools in 2024. In addition, it builds on Information note [0009/2023](#) relating to WSG provision at Junior Cycle.

The purpose of this information note is to:

- provide post-primary schools with up-to-date information about WSG in the context of the Education Act 1998;
- describe WSG with a focus on a school's WSG programme and WSG plan;
- outline the specialised and pivotal role of the guidance counsellor within WSG;
- outline the role of the WSG team;
- outline how the WSG team connects with other teams in the school;
- contextualise WSG in the context of the national strategic framework on lifelong guidance and accompanying strategic action plan (2024-2030);
- provide examples of some activities that may be included in a WSG plan to ensure all students have access to appropriate guidance and;
- provide examples of some section headings that may comprise a WSG plan.

This information note is designed to serve as a helpful guide for schools. It is based on the most up-to-date information available at the time of publication and it is not intended to be prescriptive or exhaustive. This information note will be reviewed and updated periodically, in the context of evolving post-primary policy.



2. Appropriate guidance

[Section 9\(c\) of The Education Act \(1998\)](#) 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”.

Guidance in schools incorporates educational, career, personal and social guidance delivered within a whole-school context, to include the role of all teachers and the specialised role of the guidance counsellor.

Provision of guidance in the post-primary sector involves planning for, and delivering, 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.

Guidance is, by definition, person-centred and holistic. Guidance supports students’ personal and social, educational and career development. Guidance facilitates and empowers students to make informed decisions and life choices. Guidance plays a significant role in supporting students’ wellbeing and contributes to building internal and external resilience.

The promotion of wellbeing is central to the Department of Education’s vision to enable children and young people to achieve their full potential. Schools play a key role in developing and enhancing young people’s wellbeing. [The Wellbeing Policy Statement and Framework for Practice 2018–2023 \(Revised October 2019\)](#), outlines wellbeing promotion indicators of success in schools. WSG provision has a significant role to play with regard to all indicators.

Contemporary models of guidance in post-primary schools involve a whole-school approach, within which guidance counsellors undertake a pivotal and specialised role.

Each school receives an allocation in respect of guidance provision. It is calculated by reference to the approved enrolment, including PLC pupils and the category of school (DEIS, non-DEIS, fee-charging). There is a clear allocation for guidance communicated to schools by the Department to schools as outlined in [circular 0002/2023](#), [circular 0003/2023](#), [circular 004/2023](#). From this guidance allocation, school management deploy the hours for guidance lessons, small group work, one-to-one meetings etc.

3. Whole-School Guidance

3a. WSG

WSG provides students with appropriate guidance as it supports the implementation of a large and varied range of learning experiences provided in a developmental sequence. These experiences, which begin as a student transitions into post-primary school, assist students to develop self-management skills, which will lead to effective choices and decisions about their lives.



WSG refers to a school-wide approach to supporting students with their personal and social, educational and career development. It recognises that all members of school staff, including school leaders, teachers, school librarians, chaplains and others can play a supporting role. In the context of WSG, it is important to acknowledge the professional boundaries, areas of specialisation and competencies of each member of school staff.

WSG has been promoted in post-primary schools for many years. Activities, such as study skills week, Transition Year subject-taster days, and work-experience preparation and reflection, are examples of WSG which have been part of school life for decades. WSG acknowledges that all school staff have a role in providing guidance to students and this should be acknowledged and reflected in:

- (i) a school's WSG plan and
- (ii) individual subject department plans.

Examples of how this may be achieved are outlined in Appendix 1 and 2.

Within the WSG approach, guidance counsellors have a pivotal and specialised role. This is outlined in greater detail in section 4.

3b. A WSG programme

A WSG programme is outlined within the WSG plan. It lists the range of learning and support activities provided within the school in order to meet the guidance needs of the school community (students and parents) along a continuum ([guidance for all, for some and for few](#)).

The guidance programme will differ from school to school as it will be designed to meet the needs of students and parents in each community. In addition, it will evolve from year to year as the needs of students (and parents) may be different each year. Student and parent guidance needs can be identified in various ways e.g. through surveys / focus groups / informal feedback and guidance-counsellor reflections, etc.

The guidance programme is designed to meet the needs of students (and parents) through the implementation of 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. Therefore, a guidance programme will include classroom guidance, group sessions, one-to-one meetings and many other curricular and co-curricular guidance activities. Each activity is described in detail the guidance plan to include learning outcomes and assessment, etc. as outlined in section 3c.

A WSG programme will be planned and provided for students in all year groups and a clear Junior Cycle and Senior Cycle programme should be evident in schools. A sample of activities that could be included in a WSG programme are outlined in Appendix 1 and 2. **These appendices are included for the purpose of demonstration / explanation and are not intended to be prescriptive.** Appendix 1 provides an outline of a programme as an example of WSG planning. Appendix 2 provides other examples of how WSG may be included in subject department plans.



3c. A WSG plan

Each school should have a WSG plan in place. Schools are encouraged to refer to this document as a WSG plan (rather than a WSG ‘policy’).

A guidance plan is a comprehensive document that contains key information about how WSG operates in the school in order to meet the guidance needs of the students and their parents. The WSG plan is normally reviewed and updated annually to reflect the evolving nature of guidance activities. This will ensure it is up to date in a dynamic landscape and that it conveys how a school plans to use its available resources to ensure that students have access to appropriate guidance.

An **example** of potential headings or sections for a WSG plan are outlined in appendix 3.

An effective WSG plan will identify examples of WSG provision for the school community as demonstrated in appendix 1 and 2. When preparing the WSG plan each year, a school should consider conducting a needs analysis to determine the guidance needs of students and their parents.

Classroom guidance is a key part of the guidance programme. The Appendix I document, [available on the NCCA website](#), provides a template that could be used within the WSG plan, to design guidance units of learning for Junior and Senior Cycle students incorporating fundamental elements such as learning outcomes and assessment.

The guidance team in Oide support schools in relation to WSG planning and practice through professional learning experiences and bespoke school support. Bookings and applications can be made through oide.ie. The guidance team in Oide can be contacted through info@oide.ie.

4. The role of the guidance counsellor

The role of the guidance counsellor is complex and broad. It can vary from school to school in line with the needs of each school community. The Programme Recognition Framework ([DES, 2016 p8](#)) lists a number of activities that are typically undertaken by a guidance counsellor in a post-primary setting. These activities include, but are not limited to, the following examples:

- 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 guidance counselling to facilitate personal and social, educational and career development and at moments of personal crisis;
- Using psychometric assessments (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 WSG plan;



- Participate in the Student Support Team as a core team member;
- Working with parents (as appropriate) and referral agencies in facilitating the personal and social, educational and career development of students and service users and;
- Referring students to external agencies and professionals, as appropriate.

The role of the guidance counsellor requires “highly developed interpersonal skills and a high level of reflexivity” ([NICE, 2012; pg 24](#)). The guidance counsellor supports the holistic development of students. Counselling in a guidance context is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process, at moments of personal crisis but also at key transition points, such as transitioning to further education or employment.

The WSG plan should include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team ([Circular 0002/2023](#), [Circular 0003/2023](#), [Circular 004/2023](#)).

The guidance counsellor is a specialist and plays a central and pivotal role in the design and delivery of the WSG programme. In particular, as outlined in the the guidance counsellor will have developed specialist competencies in:

- Guidance theory and professional practice;
- Counselling skills in a guidance context;
- Labour market, learning and career-related information;
- Teaching and learning: design, delivery and evaluation of programmes/learning experiences;
- Communicating, collaborating and networking;
- Psychometric assessment;
- Research and evidence-informed practice and
- Leading and managing the guidance and service

Guidance counselling has as its objective, the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Guidance counsellors may work with students on a wide range of issues that some students find difficult to manage alone or with family or peer support. The guidance counsellor also provides a referral of students to external counselling agencies and professionals. Where required, the guidance counsellor creates and maintains a ‘safe space’ for the student whilst they wait on community supports to start. In all personal and social guidance counselling, the guidance counsellor operates within professional guidelines including [child protection procedures](#). For more information on the personal and social role of a guidance counsellor, please see [Information Note for Schools in relation to Personal and Social Guidance Counselling 0008/2023](#).

This section on the role of the guidance counsellor is not exhaustive, nor is it intended to be prescriptive. In addition to the above-mentioned activities, a guidance counsellor may be involved in several other activities as part of their role in a post-primary school. To name one example, guidance counsellors are typically a key member of a school’s critical incident team.

In addition to this information note on WSG, and the other information notes referenced at the beginning of this document, the role of the guidance counsellor is also referred to in



several other Department documents, such as in relation to [psychometric assessments](#) and [Student Support Teams in post primary schools](#)

The scope of practice of guidance counsellors, and roles and responsibilities will be clarified in the short term, as outlined in the [National Strategic Framework for Lifelong Guidance: Strategic Action Plan \(2024-2030\)](#). The Programme Recognition Framework will be updated in due course.

5. Implementing inclusive WSG

WSG typically refers to a school-wide approach to supporting students with their personal and social, educational and career development. It recognises that all members of school staff, including school leaders, teachers, school librarians and others can play a supporting role.

In implementing WSG, an inclusive approach centring on the continuum of support (Guidance for All, Guidance for Some and Guidance for Few) based on student need, is vital.

As previously noted, in preparing the WSG plan each year, a school should consider conducting a needs analysis to determine the guidance needs of students and their parents. In this way, an inclusive and needs-led guidance plan can be translated into effective WSG practice. Incorporation of student and parent voice into WSG planning and practice will ensure an inclusive service is provided.

In addition to a needs analysis, schools should consider a universal-design approach to delivering WSG to ensure accessibility of all guidance-related services and information is accessible. One example of a well-considered universal-design approach to guidance is that of providing guidance information through a variety of means in a school to cater for various learning abilities and preferences. This will ensure that individuals with visual, auditory and cognitive disabilities, for example, are well catered for. A second example of a universal-design approach to guidance is that of guidance counsellors being culturally sensitive in their practice to address the unique needs of students from diverse backgrounds.

6. WSG team

WSG in schools is extensive and encompasses many elements of school life. WSG planning and practice is not the responsibility of any one individual in a post-primary school. Rather, a WSG team should support planning and development of a WSG programme and plan.

There is no minimum or maximum number of representatives required on a WSG team. The number of team members, and those participating, will vary from school to school. Typically, membership of the WSG team will include a member of senior management, school guidance counsellors and others.

The role of the WSG team is multi-faceted, and may be defined within each school as appropriate. Typically, however, the WSG team plays a crucial role in fostering an inclusive and supportive approach to WSG in post-primary schools, described in point 3 above. This may include, but is not limited to:



- Designing a WSG plan to meet the needs of the whole school community throughout the academic year;
- Overseeing the implementation of the WSG plan;
- Incorporating student and parent voice when possible and appropriate and;
- Reviewing the WSG, an ever-evolving document, which aims to meet the diverse and broad-ranging guidance needs of the whole school community.

The work of the guidance team incorporates all areas of guidance (personal, social, education and career) in line with the definition above. There may be some areas of overlap or some shared activities between the work of the guidance team and other teams in each school. However, each team in a school will have its own terms of reference, and its own remit. In order to support schools in identifying clear areas of collaboration and clear boundaries between these teams, points 7 and 8 will outlined some key information relating to student support teams and wellbeing teams, respectively.

7. Student support teams

A student support team is a central part of the student support system in a school. It is the overarching team concerned with the progression 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 ([NEPS, 2021](#)).

The guidance counsellor is a core member of the student support team. They may use this forum to coordinate and support numerous other teams or initiatives in the school also, as appropriate to the needs of the school community ([NEPS, 2021](#)).

Guidance counsellors are often the only member of a student support team who are required to hold a post graduate-level qualification in counselling skills. A WSG plan should outline the range of competencies available within the school to support students and describe how the internal support structures and referrals to the student support team are made. Further information on the role of the guidance counsellor in relation to personal and social guidance counselling is available: [Information Note for Schools in relation to Personal and Social Guidance Counselling 008/2023](#).

A WSG plan will typically contain a section which links WSG to the student support team. For example, it may include a description of how guidance supports the personal and social development of students in the school, in relation to the broader whole school approach to student support (welfare and wellbeing).

For detailed information about the composition, role and for a checklist to support the development and review of a student support team, please refer to NEPS' key publication [Student Support Teams in Post Primary Schools: A Guide to Establishing a Team or Reviewing an Existing Team \(2021\)](#).



8. WSG and wellbeing

Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.

The Department's [Wellbeing Policy and Practice Framework \(2018\)](#) has given recognition to the importance of promoting wellbeing in education. Schools promote wellbeing through a range of activities and approaches to support the academic, physical, mental, emotional, social and spiritual development of all children and young people.

While there are areas of interconnection and overlap between guidance and wellbeing, they are not one and the same, nor are they interchangeable. Guidance may be understood as one of several key elements that combine to support wellbeing in an individual [Circular 0028/2023](#).

Indeed, WSG has a significant role to play in supporting and promoting wellbeing in education.

For example, guidance-related learning lessons (available through [scoilnet.ie](#) and [careersportal.ie](#)) can be included as part of the hours allocated to Wellbeing as part of the Junior Cycle curriculum ([DE, 2023](#)).

A WSG plan will typically contain a section which links WSG to wellbeing. For example, it may include a description of how guidance supports the wellbeing of students in the school.

9. National policy developments in lifelong guidance

[A National Strategic Framework for Lifelong Guidance \(2023-2030\)](#) and accompanying [Strategic Action Plan \(2023-2030\)](#) were published in December 2023.

The Guidance Unit will build on national guidance policy where it relates to post-primary WSG following publication of these documents, in line with the vision, objectives and anticipated outcomes outlined.

Guidance Unit, CAP.

3rd January 2024



Appendix 1: WSG – examples of WSG activities

In consideration of the below information, it is vital to note section 9(c) of the Education Act that states 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. As outlined throughout this information note, each school will have different resources available and the needs of students in each school will vary. **These tables are examples of WSG activities. They are included for the purpose of demonstration / explanation and are not intended to be prescriptive.**

In addition, as outlined in this information note, consideration of guidance planning, professional boundaries, skills and competencies of those involved in WSG should be carefully considered. The guidance counsellor will play a significant, pivotal and specialised role in relation to WSG. However, no one individual or department should be overburdened in relation to WSG planning.

Table 1: Example of WSG activities open to all students

Activity	Provided by	Guidance for all/some/a few
Careers Week including a comprehensive plan and numerous activities	<ul style="list-style-type: none"> The whole school staff, led by the guidance team; Students may be involved in organising and leading aspects 	Open to all students
'Pathways to the future': careers night	<ul style="list-style-type: none"> Guidance team and parents council 	All senior students
Linking with school alumni as part of the school's 'Story Telling Week'	<ul style="list-style-type: none"> Led by guidance team; School alumni contacted by each subject department in school 	Open to all students
'WSG in our school' online presentation (live/recorded) to students and parents	<ul style="list-style-type: none"> Guidance team, led by guidance counsellor 	All students and parents
Regular updates to school guidance website	<ul style="list-style-type: none"> Guidance team 	All students and parents
Create and update career-related posters on classroom walls highlighting what careers can be accessed through the subjects being taught in the classroom	<ul style="list-style-type: none"> Each subject department 	All students



Table 2: examples of WSG provision for incoming first-year students

Activity	Provided by	Guidance for all/some/a few
Open invitation to students and parents to attend School Open Night in September of fifth and sixth class	<ul style="list-style-type: none"> • All staff members; • Presentation by principal 	All
Facilitation of entrance assessment	<ul style="list-style-type: none"> • Guidance counsellor and SEN department, school management 	Some <i>(See point 1 of 0001/2023 for more)</i>
Student and parent information meeting in May prior to joining	<ul style="list-style-type: none"> • School management, year head, tutors, guidance counsellor(s) and wellbeing co-ordinator; (some or all of the above, appropriate to each school) 	All
Tour of school to ensure all areas familiar and accessible for students with disability	<ul style="list-style-type: none"> • Member of student support team as appropriate; • Student leaders, as appropriate 	Some
Family meetings with parents where special circumstances apply	<ul style="list-style-type: none"> • School management, guidance counsellor(s), SEN representative, student support team representative; (some or all of the above, appropriate to student needs) 	Few
Induction day in late August, at beginning of first year	<ul style="list-style-type: none"> • School management, guidance counsellor(s), chaplain, year head and tutors; • (some or all of the above, appropriate to each school) 	All
Student support team co-ordinate and plan for the wellbeing of all students	<ul style="list-style-type: none"> • All student support team members 	All, Some and Few



Table 3: examples of WSG provision for first-year students

Activity	Provided by	Guidance for all/some/a few
Classroom guidance in modules ‘Guidance-related learning’ Unit 1 (lessons with clear learning outcomes and an Appendix I) available through careers portal and scoilnet.ie	<ul style="list-style-type: none"> • Guidance counsellor(s) and/or; • Member of guidance Team, supported by guidance counsellor(s), or; • member of teaching-staff, supported by the guidance counsellors 	All
Information meeting on subject choice and levels if difficulties arise	<ul style="list-style-type: none"> • Students • Guidance team • SEN Department as appropriate • Subject teachers 	Few
Meetings to discuss how first weeks in post-primary school are going	<ul style="list-style-type: none"> • Guidance counsellors and/or; • Chaplain(s), or; • Another member of staff as appropriate eg year head, tutor 	All
Competition for 1 st years during careers week – ‘Design a poster on a career you might be interested in – include information such as what you like about the career / what might be challenging and where in the world the career exists’	<ul style="list-style-type: none"> • Organised by guidance team during careers week • Students 	Open to all as an option, undertaken by some.



Table 4: examples of WSG provision for second-year students

Activity	Provided by	Guidance for all/some/a few
<p>Classroom guidance in modules over a number of weeks (defined by each school). Classroom guidance may include:</p> <ul style="list-style-type: none"> • ‘Guidance-related learning’ Unit 2 (with clear learning outcomes and an Appendix I) available through careers portal and scoilnet.ie • Lesson time available to organise co-curricular classroom activities such as guest speakers to meet the needs of the year group (identified through student-survey) 	<ul style="list-style-type: none"> • Guidance counsellors and/or; • Member of Guidance Team, supported by guidance counsellors, or; • member of teaching-staff, supported by the guidance counsellors 	All
<p>Parent and student evening: ‘Goal-setting for my time in post-primary school’</p>	<ul style="list-style-type: none"> • Guidance counsellors and/or; • Member of guidance team, supported by guidance counsellors 	Open to all
<p>Careers week task for 2nd year students:</p> <p>Undertake a short interview with an adult who is working. “20 questions about your job”</p>	<ul style="list-style-type: none"> • Managed by class tutors, supported by the guidance counsellors 	All



Table 5: examples of WSG provision for third-year students

Activity	Provided by	Guidance for all/some/a few
<p>Classroom guidance in modules</p> <p>Classroom guidance in modules over a number of weeks (defined by each school). Modules may include:</p> <ul style="list-style-type: none"> • ‘Guidance related learning’ Unit 3 (with clear learning outcomes and an Appendix I) available through careers portal and scoilnet.ie • Lessons available to organise co-curricular classroom activities such as guest speakers to meet the needs of the year group (identified through student-survey) 	<ul style="list-style-type: none"> • Guidance counsellors and/or; • Member of guidance team, supported by guidance counsellors, or; • member of teaching-staff, supported by the guidance counsellors 	All
<p>Study skills sessions in class groups</p>	<ul style="list-style-type: none"> • Subject teachers 	All
<p>Study skills sessions in small groups for those who require extra support</p>	<ul style="list-style-type: none"> • Guidance counsellors • SEN team 	Few
<p>Recorded presentation for students and parents introducing leaving certificate programme options made available online</p>	<ul style="list-style-type: none"> • Some or all of: TY co-ordinator, LCA co-ordinator, LCVP co-ordinator, year head, guidance counsellor, principal 	All
<p>Meetings with students (and their parents as appropriate) if extra support when choosing their leaving certificate programme options is required</p>	<ul style="list-style-type: none"> • Some or all of: TY co-ordinator, LCA co-ordinator, LCVP co-ordinator, year head, guidance counsellor, principal 	Few
<p>JCPA: Classroom session to reflect on ‘Other Areas of Learning’ and identify career competencies that may be highlighted</p>	<ul style="list-style-type: none"> • Guidance counsellors and/or; • Member of guidance team, supported by guidance counsellors, or; • member of teaching-staff, supported by the guidance counsellors 	All



Table 6: examples of WSG provision for TY students

Activity	Provided by	Guidance for all/some/a few
<p>Classroom guidance module which includes:</p> <ul style="list-style-type: none"> • classes on work experience preparation; • classes on work experience reflection; • classes on subject choice for senior cycle; • classes on 'pathways to the future'; • class on preparation for psychometric assessment and; • class on TY portfolio, careers section. <p>Each module has clear learning outcomes outlined in detail in guidance plan.</p> <p>Or a more comprehensive weekly guidance lesson</p>	<ul style="list-style-type: none"> • Guidance counsellors and/or; • Member of guidance team, supported by guidance counsellors, or; • Work experience co-ordinator, supported by guidance counsellors • member of teaching-staff, supported by the guidance counsellor(s) 	All
Psychometric Assessment Day	Guidance counsellor	Some
Focus on career-management skills and competency development	All subject teachers as part of TY subject modules	All
Scholarship preparation	Academic monitor / Sports and PE Department / Music Department / Drama teacher as appropriate	Few
Student and parent evening on 'Senior Cycle Programmes and Subject Choice'	Guidance counsellor	All
Group meetings on subject choice if needed	Guidance counsellor	Some
Individual meetings	Guidance counsellor	Few



Table 7: examples of WSG provision for fifth-year students

Activity	Provided by	Guidance for all/some/a few
<p>Classroom guidance in modules</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Pathways and systems of application in Ireland; • Pathways and systems of application in Europe; • Pathways and systems of application in the US; • Goal setting and; • Project: Reflecting on where I am now and where I want to go. <p>Learning outcomes for this module are outlined in a later section of the guidance plan</p>	<ul style="list-style-type: none"> • Guidance Counsellor(s) and/or; • Member of Guidance Team, supported by Guidance Counsellor(s), or; • member of teaching-staff, supported by the Guidance Counsellor(s) 	All
Study skills and academic goal setting	All teachers in first week of October and first week of March	All
Academic mentoring and monitoring	Teachers who volunteer Organised by guidance team	Open to all, undertaken by some
Mock interviews with those students who wish to take part (all encouraged)	Year head and other teachers in association with Parents Council	Some
Preparation for and Reflections on Work experience for LCVP students	Work experience coordinator and LCVP coordinator	Some
Guidance meetings for those intending on applying for options abroad particularly those with additional application elements to follow up on general content flagged in guidance modules	Guidance counsellors	Few



Table 8: examples of WSG provision for sixth-year students

Activity	Provided by	Guidance for all/some/a few
Classroom guidance in modules or weekly lessons: A comprehensive programme for 6 th year students should be outlined in the guidance plan, together with clear learning outcomes	Guidance counsellor	All
Student and parent evening on 'Pathways to the Future: The next steps for our 6 th year students'	Guidance counsellor	All
Group meetings on different pathways	Guidance counsellor	Some
Individual meetings	Guidance counsellor	Open to all but accessed by some (as guidance needs may be met through other activities as outlined)
Preparation of references for students as required	All subject teachers	Few
Academic mentoring and monitoring	Teachers who volunteer. Organised by guidance team	Open to all, undertaken by some

Table 9: examples of WSG provision for outgoing Leaving Certificate students

Activity	Provided by	Guidance for all/some/a few
Support on results day	School management, guidance counsellor and other members of student support team if available	Some
Discussion of leaving certificate assessment and grades following publication of results	Subject teachers	Some
Support around back-up options	Guidance counsellor	Few



Appendix 2: WSG programme – examples of activities from the perspective of the subject teacher

These tables are examples of WSG activities. They are included for the purpose of demonstration / explanation and are not intended to be prescriptive.

Table 10: sample of WSG activities undertaken by the Maths Department

Activity	Link to WSG	Guidance for all/some/a few
STEM promotion	The Maths Department undertake numerous activities each year to promote STEM as a career. This involves a universal-design approach and utilisation of a variety of resources such as posters/ videos / computer applications / talks / external-tours etc. STEM promotion takes place throughout the entire academic year. Focus on careers in STEM. Focus on education pathways in STEM	All
Maths Week	Competition for all students: Students are asked to make a 60-second video showing “How maths is used in every job”	Open to all, typically engaged in by ‘some’
Leaving Certificate re-checks / appeals	Maths teachers are available each August/September to support outgoing students who wish to discuss the grade they received / discuss their options in terms of appealing etc	Open to all, typically requested by a few
Link with student support team	Link with the student support team where appropriate	All
Maths Olympiad	Support students in engaging with the Irish Mathematical Olympiad and the European Girls Mathematical Olympiad. This promotes educational and career development in the area of mathematics.	A few
<p>WSG planning and the Maths Department:</p> <p>The Guidance Team link in with the Maths Department on two occasions each year (September and April) to update planning. The Maths Department attend a presentation by the guidance counsellors to all staff on WSG at the beginning of each year.</p>		



Table 11: Sample of WSG activities undertaken by the German Department

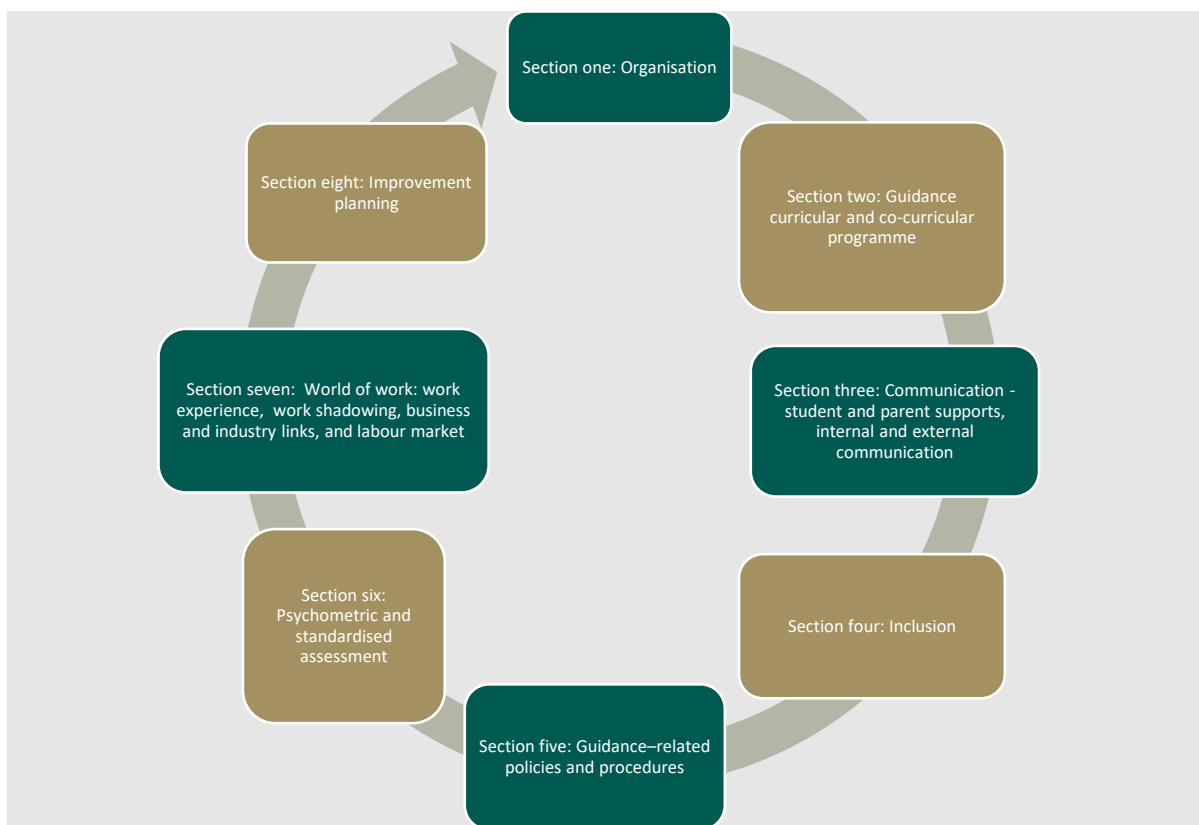
Activity	Link to WSG	Guidance for all/some/a few
Link with student support team	Link with the student support team where appropriate	All students in school
Erasmus Exchange	Organise language exchange with school in Kloen each year	Some fifth-year students
School Open Night	Attend to showcase what learning German is like in our school and to connect with future parents and students, answer questions on the subject etc	All incoming first-year students
German Club	Supports students of all levels and ages who wish to come together to speak the language and engage in subject-related activities. Each year a trip to the Goethe Institute is organised by the students themselves. This promotes student-leadership, knowledge of the subject and career-decision making.	Open to all students who learn German, undertaken by a few.
MFL week	Focus on education and training Focus on careers using MFL	All/some
UCAS Applications	References written for students who wish to apply for courses in German (at the request of the student)	A few
<p>Note: In all of the above-mentioned activities, the German Department links in with the guidance counsellor(s) as appropriate. This communication takes place formally (e.g. workshops during allocated staff-meetings / preparation meetings for official school events) and informally at times.</p>		



Appendix 3: sections and content that may be included in a guidance plan

These headings are examples of section-headings that guidance teams may consider when developing their guidance plan. They are included for the purpose of demonstration/ explanation and are not intended to be prescriptive.

A guidance plan may contain key sections such as the following. However, it is up to each school what they include in their WSG plan.



- **Section 1:** 'Organisation' or 'Introduction'
- **Section 2:** 'Guidance Curricular and co-curricular programme'
- **Section 3:** 'Communication'
- **Section 4:** 'Inclusion'
- **Section 5:** 'Guidance related policies and procedures'
- **Section 6:** 'Psychometric and standardised assessment'
- **Section 7:** 'World of Work'
- **Section 8:** 'Improvement Planning'



References

[Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs \(SEN\) in post-primary schools](#)

[Career Development & Learning Framework to support the Whole School Guidance Programme](#)

[Child Protection Procedures in Schools](#)

[Circular 0002/2023: Staffing Arrangements in Voluntary Secondary Schools for the 2023/24 school year](#)

[Circular 0003/2023: Staffing arrangements in Community and Comprehensive Schools for the 2023/24 school year](#)

[Circular 004/2023: Staffing Arrangements in Education and Training Boards for the 2023/24 school year](#)

[Circular 0028/2023: Arrangements for the implementation of the Framework for Junior Cycle with particular reference to the school year 2023/2024.](#)

[Information Note 0009/2023 for Principals, Guidance Counsellors and Guidance Teams in relation to Whole School Guidance Provision at Junior Cycle](#)

[NCGE A Whole School Guidance Framework](#)

[NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals. Heidelberg University: Germany](#)

[Programme Recognition Framework: Guidance Counselling Criteria and Guidelines for Programme Providers March, 2016 Department of Education and Skills](#)

[Section 9\(c\) of The Education Act \(1998\)](#)

[Student Support Teams in Post Primary Schools: A Guide to Establishing a Team or Reviewing an Existing Team \(NEPS 2021\)](#)

[The Wellbeing Policy Statement and Framework for Practice 2018–2023 \(Revised October 2019\)](#)

[Wellbeing for junior cycle-Appendix I](#)