



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Planning a Responsive and Effective Guidance Programme across the Continuum of Learning

Professional Learning
2023/2024
Morning Session

Structure of our Day



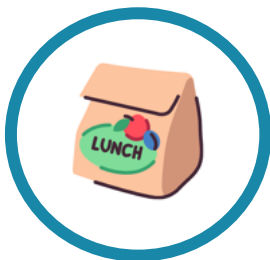
Oide



09:30 – 11:00

Supporting the Guidance Counsellor in the Role

11:00 – 11:20



11:20 – 13:00

Planning the Guidance Programme for your school
using Learning Outcomes

13:00 – 14:00

14:00 – 15:45

Developing units of Learning in Guidance in response
to the Needs of Your Students



<https://tinyurl.com/4p9umj37>



Icebreaker Activity



“
Three stars
and a wish...”

What self-care practices do we use?



Our focus this morning is to...

- **consider Guidance Counsellor self-care practice.**
- **discuss a balanced approach to the Guidance programme.**
- **apply our learning to our own Guidance Counsellor practice.**





Self-Care for the Guidance Counsellor

‘How does the opera singer take care of the voice?

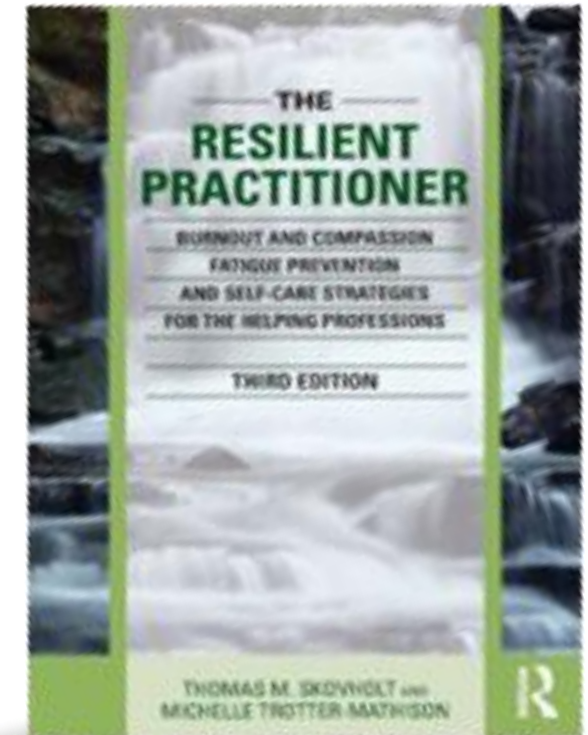
The baseball pitcher, the arm?

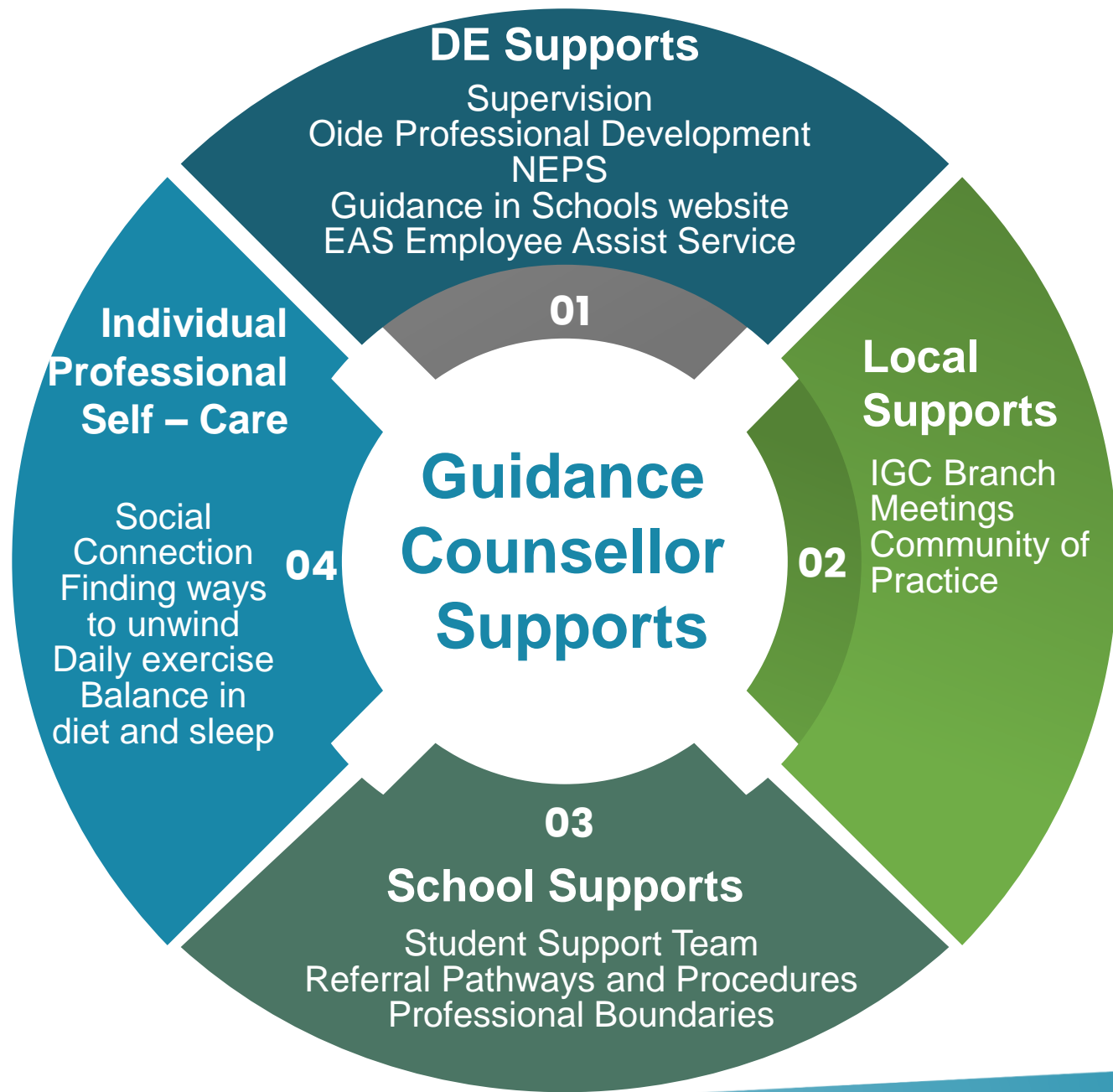
The woodcutter, the axe?

The ballerina, the legs and feet?

The counsellor, therapist, teacher or health professional, the self?’

Skovhold and Trotter-Mathison, 2016





JIGSAW
 Young people's health in mind

About Jigsaw Get support Get involved

Self-care course for teachers

Folláine le Chéile
 Wellbeing Together

spectrum
 .life





The Guidance Counsellor Role

Planning the Guidance Programme for your school using Learning Outcomes

Developing units of learning in Guidance

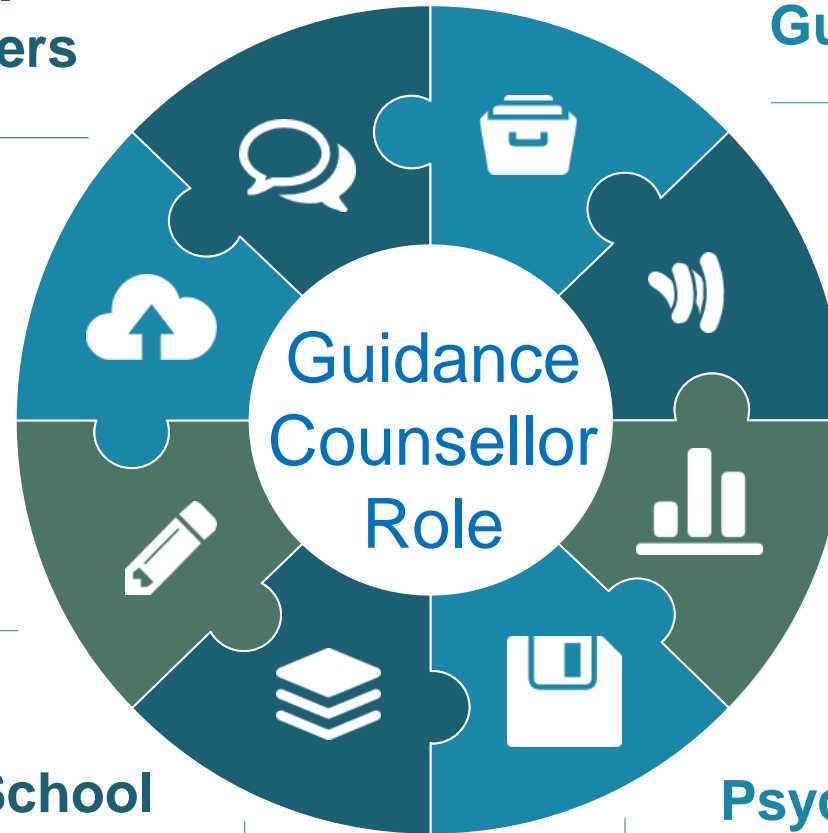


Links with FET, HEI
and External Partners

External
Referrals

Student
Support Team

Whole School
Guidance
Planning



Guidance Learning

Individual /
Group Guidance
Counselling

Labour Market /
Career
Counselling

Psychometric
Testing

*DE, Programme
Recognition
Framework, 2016.*



A Balanced Guidance Service

Continuum



Balance



Holistic

GUIDANCE FOR A FEW
More intensive, individual
or specialised

GUIDANCE FOR SOME
More targeted

GUIDANCE FOR ALL
Universal design

**Classroom
Guidance**

**One to
One and
Group
Work**

**SOCIAL
PERSONAL**

EDUCATIONAL

CAREER



Activity: Case Studies

What strengths can you identify in this Guidance Counsellor's case?

What challenges are evident in their achieving the delivery of a balanced guidance programme?

How could the Guidance Counsellor proactively address the challenges identified?

Who could the Guidance Counsellor collaborate with, at school level, for support?



<https://tinyurl.com/4p9umj37>



A Balanced Guidance Service

Continuum



Balance



Holistic

GUIDANCE FOR A FEW
More intensive, individual
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**Classroom
Guidance**

**One to One
and
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PERSONAL**

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CAREER



Teacher Agency in Action in Guidance

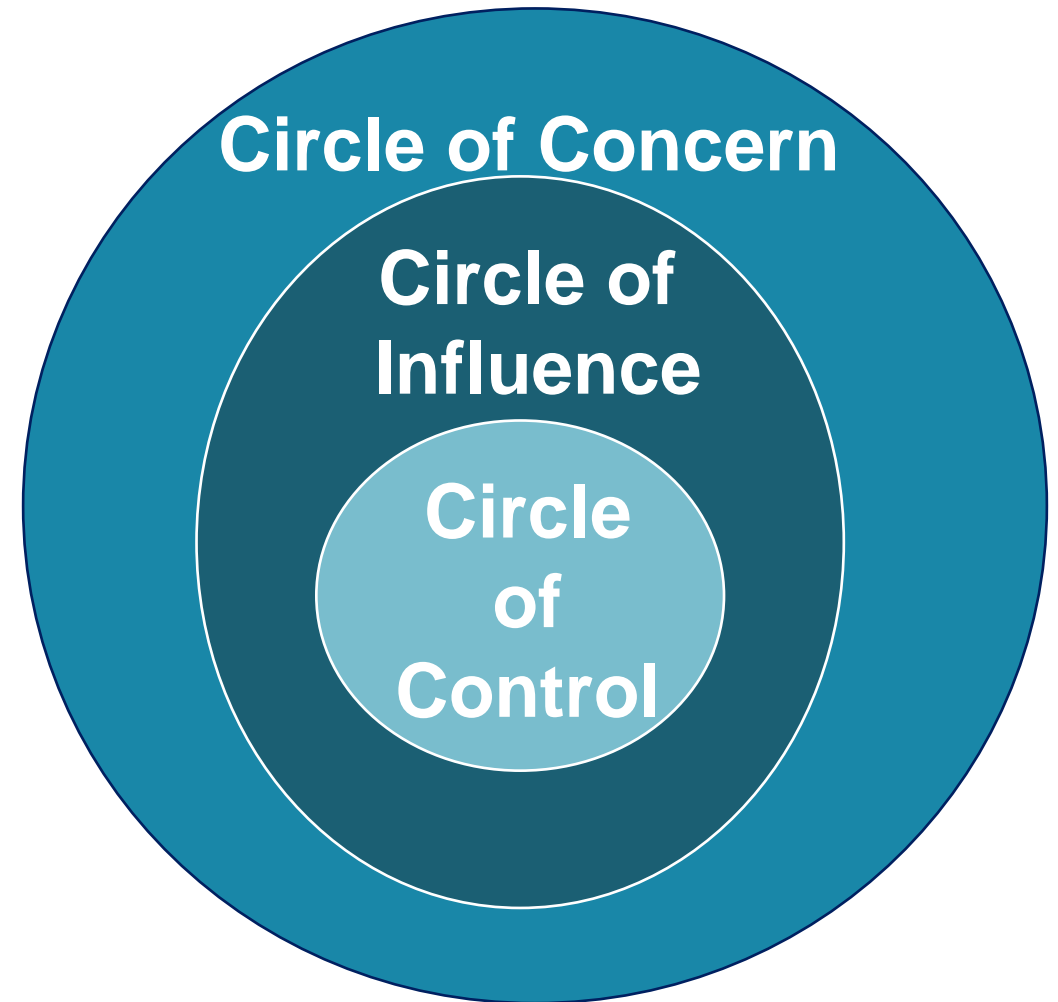
"Teacher agency is the capacity of teachers to intentionally and autonomously make decisions about their professional practice, to act on these decisions, and to transform their instructional context, while considering the complex interplay of individual, institutional, and contextual factors that shape their actions."

Biesta & Priestley, 2013





As guidance counsellors, we can remind ourselves of our teacher agency in our professional role to support us to focus on what can be achieved in our assigned time and within our unique school contexts





Looking at Guidance in my Context

What is working well?

What is not working well?

What would I like to change?





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Supporting the Professional
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BREAK

11.00 – 11.20





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Supporting the Professional
Learning of School Leaders
and Teachers

Planning the Guidance Programme for your school using Learning Outcomes

Professional Learning
2024/2025
Session 2





Our focus in this session is to...

- consider our guidance programme and how Guidance develops student knowledge and capabilities across 6 years
- examine how the development of learning outcomes for Guidance can help in designing our Guidance programme
- plan one example of a continuum of learning on a Guidance theme.



Planning the Guidance Programme

What is Effective Guidance?



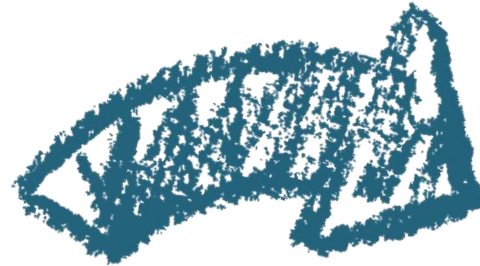
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Effective Guidance *“refers to a range of learning experiences provided in a developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives”*

DE, Information Note 01/2024, P. 3



The Incoming Class of 2025/26

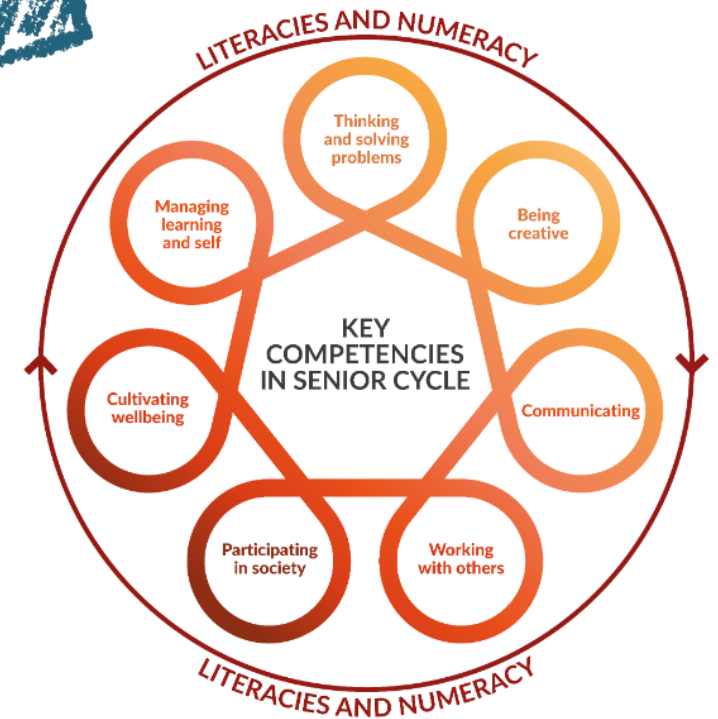
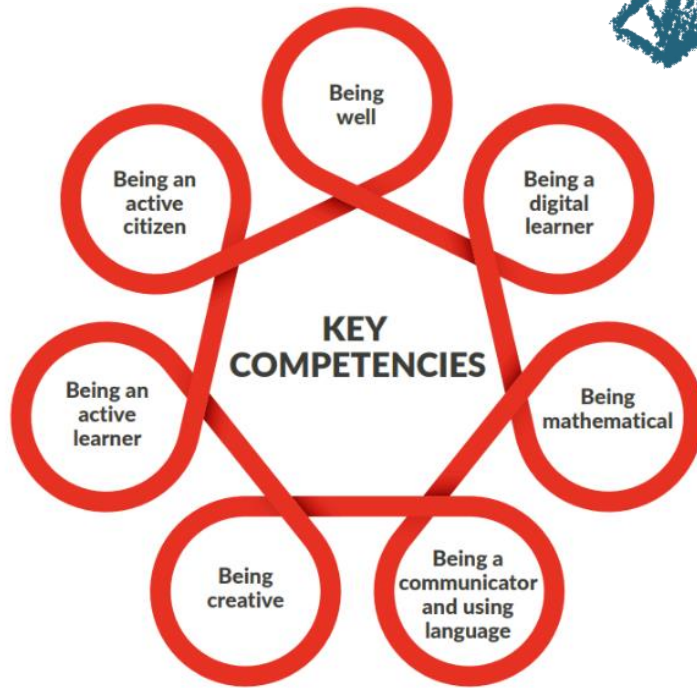


If you think of your incoming first years in 2025, how can the guidance programme develop their skills, competencies and values across the six years of post-primary?

The Incoming Class of 2025/26: Skills and Competencies



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The Guidance Programme

A Range of Experiences

How can this be achieved through the Guidance programme?

One to One Guidance

Small Group Work

Classroom Guidance

Co-Curricular and Extra Curricular Activities

Whole School Guidance





Your Current Priorities for 1st Year Guidance

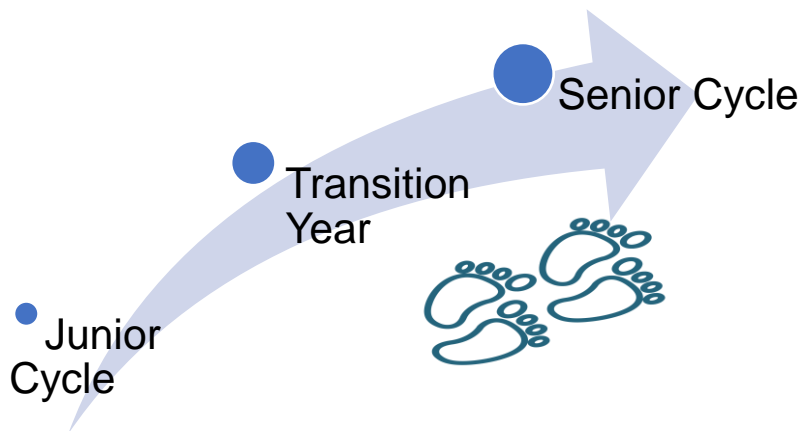
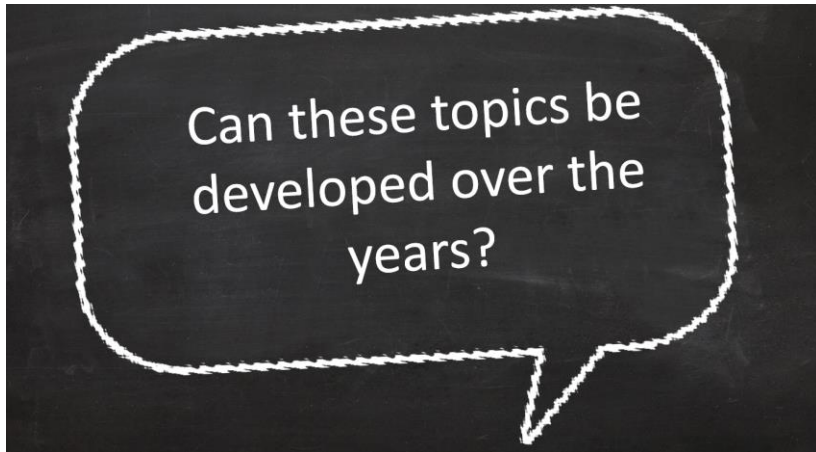
What topics will
incoming 1st years
explore while in school?



Guidance – A Continuum of Learning



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‘A spiral curriculum is not simply the repetition of a topic taught. It requires also the deepening of it, with each successive encounter building on the previous one’.

Bruner 1960



Sample Guidance Learning: Wellbeing Guidelines

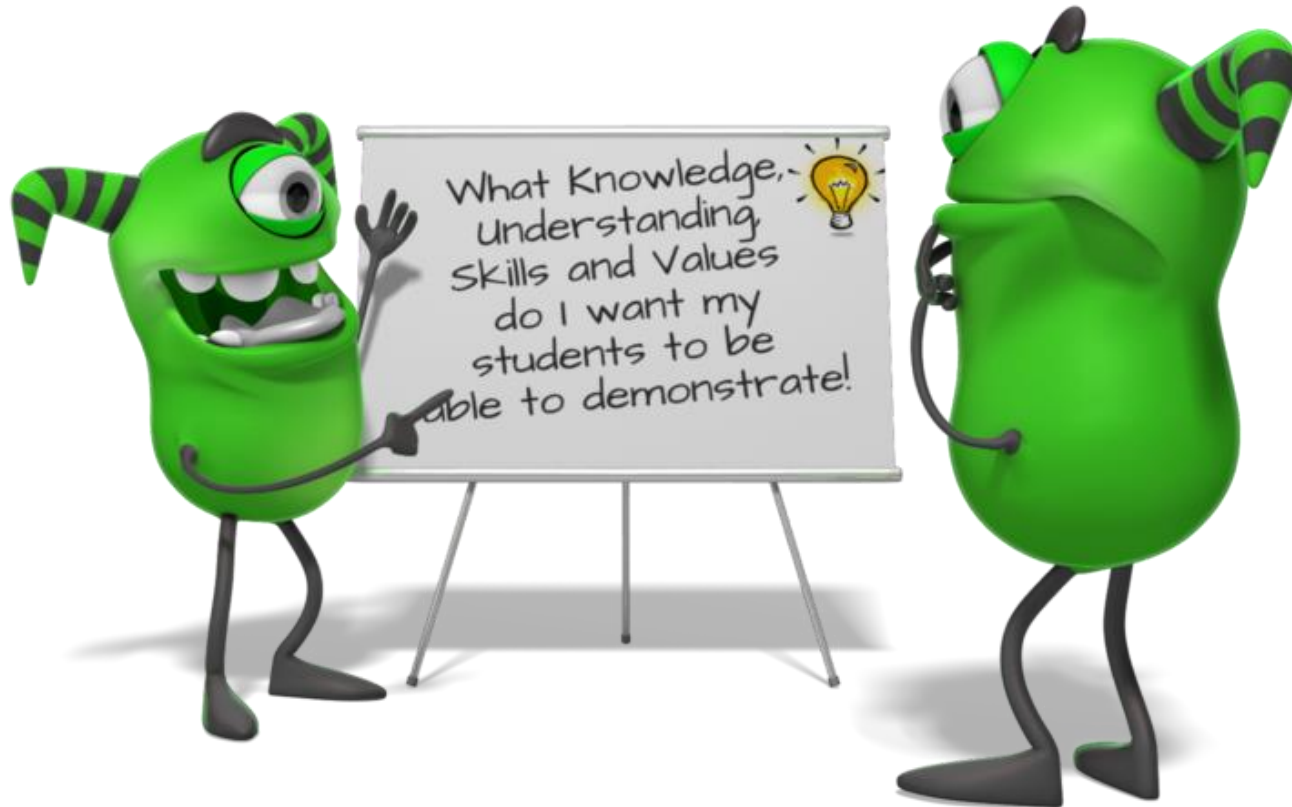
1ST YEAR	2ND YEAR	3RD YEAR
<ul style="list-style-type: none">• Making the transition to 1st year• Learning to learn• Awareness of personal strengths and interests• Setting personal and learning goals• Self-management and time management skills• Knowing where to go for help• Subject selection (where taster programmes exist)• Student mentor/buddies programme	<ul style="list-style-type: none">• Learning to learn• Reflecting on myself as a learner• Self-regulation for learning strategies• Setting personal and learning goals• Motivation• Developing skills for coping with the normal stresses of life• Career awareness	<ul style="list-style-type: none">• Study skills• Organisational, planning and time management skills• Coping strategies in times of stress• Managing exam stress• Managing to maintain a balanced life• Identifying my values, strengths and interests and possible career pathways• Subject choice• Thinking about the right job for me

See Section 4.7 of these guidelines for a sample guidance-related unit of learning

Exploring Learning Outcomes in Guidance



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What are Learning Outcomes?
 Learning outcomes are statements which describe the knowledge, understanding, skills and values, students should be able to demonstrate after a period of learning.

- Knowledge/Understanding:** facts, concepts, ideas, theories and practical understanding.
- Skills:** ability and capacity to carry out a task, process or goal.
- Values:** Individual beliefs that serve as a guide for human behaviour.

Tips to Write Effective Learning Outcomes

- Be Specific:** Clear language stating what students will be able to do.
- Action Verbs:** Start with 'Students will be able to...' e.g. Identify, list, analyse
- Measurable:** Outcomes need to be measurable so the Teacher can assess them
- Bloom's Taxonomy:** Consider using this pyramid to order thinking approaches
- Realistic:** They should be attainable given the capacity of the students
- Context:** Provide context for the outcome so students understand its relevance
- Consider Diversity:** Ensure that the outcome is inclusive of all students
- Review and Revise:** review to ensure the outcome is clear and achievable

The Structure of a Guidance Learning Outcome:

- Students will be able to.....
- Include an action verb: create, analyse, apply...
- What do you want them to know, understand or be able and willing to do.

Bank of Possible Guidance Action Verbs

Create	Evaluate	Analyse	Apply	Understand	Remember
Design	Assess	Assess	Utilise	Explain	Recall
Invent	Design	Compare	Implement	Interpret	Recognise
Develop	Evaluate	Contrast	Demonstrate	Summarise	
Formulate	Judge	Appraise	Apply	Paraphrase	
Construct	Critique	Review	Employ	Describe	
Generate	Formulate	Prioritise	Use	Illustrate	
Produce	Construct	Justify	Execute	Classify	
Plan	Generate	Decide	Practice	Compare	
Devise	Produce	Select	Carry out	Contrast	
Illustrate	Plan	Reflect		Clarify	

Example: By the end of the guidance unit, students will be able to analyse the impact of peer pressure on decision-making, demonstrate effective strategies for resisting negative peer influence, and apply these strategies to real-life scenarios.

Bloom's Taxonomy Pyramid: Higher Order Thinking Skills (Create, Evaluate, Analyse) and Lower Order Thinking Skills (Apply, Understand, Remember).

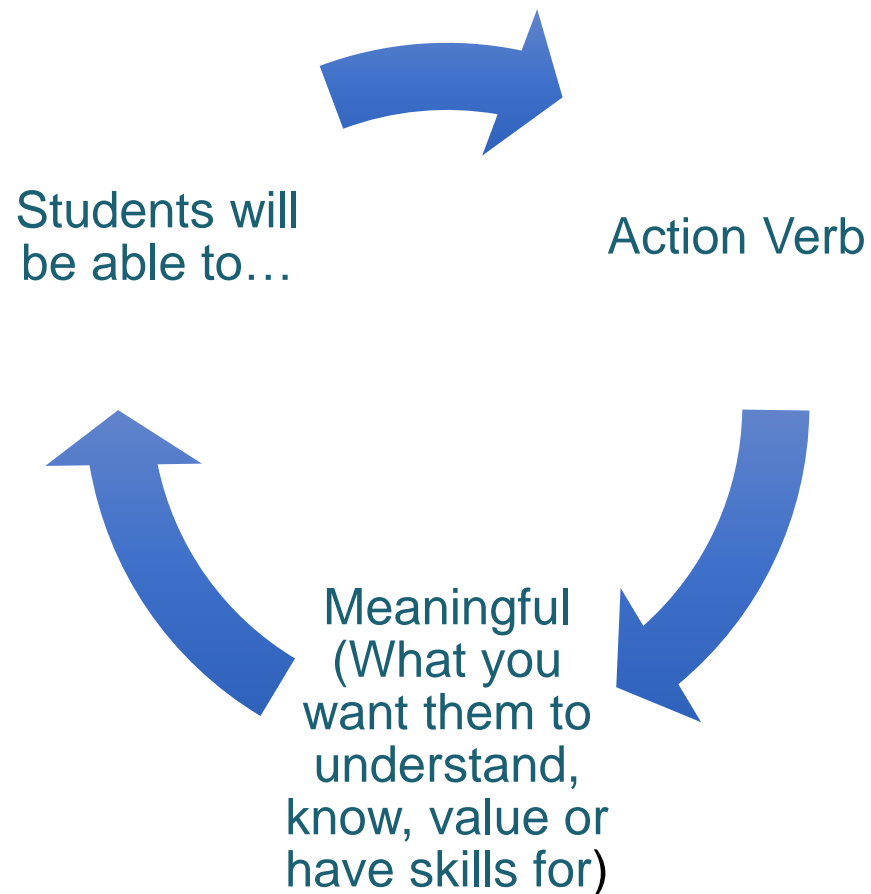
NCCA, Key Competencies in Senior Cycle 2020; NCCA, Focus on Learning - Learning Outcomes 2018; OECD (2018), Future of Education and Skills 2030; Concept notes: Knowledge for 2030.

<https://tinyurl.com/4p9umj37>



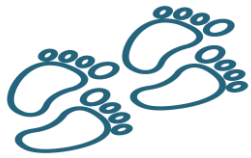


Building learning outcomes in Guidance



Guidance – A Continuum of Learning

Managing My Workload



Introduction to Managing my Workload

1. **Recognise** different types of school tasks and assignments.
2. **Develop** basic time management skills, such as creating a simple weekly schedule.
3. Begin to **identify** personal strengths and areas for improvement in managing workload.

1st Year

Organisation and Time Management

1. **Understand** the importance of prioritising tasks and **setting** achievable goals.
2. **Practice** effective organisation strategies, such as using planners or digital tools.
3. **Reflect** on past experiences to refine time management techniques and **adjust** strategies accordingly.

2nd Year

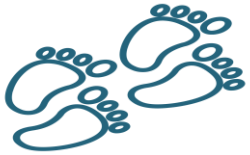
Balancing Time Effectively

1. **Explore** strategies for managing stress and maintaining a balanced workload.
2. **Apply** critical thinking skills to **evaluate** the time requirements of different tasks.
3. **Collaborate** with peers to **share** tips for effective workload management.

3rd Year

Guidance – A Continuum of Learning

Pathways



Introduction to Pathways

1. **Explore** their personal interests, values, and strengths related to future pathways.
2. **Identify** the variety of post-secondary pathways available.
3. **Identify** and **reflect** on potential career paths through a community research project.

1st Year

Pathways and Choices

1. **Utilise** results of psychometric testing to **illustrate** self-reflection on skills and interests.
2. **Assess** how their skills and interests align with post-school pathways available.
3. **Research** potential pathways that align with their current skills and interests.

3rd Year

Pathways and Career Readiness

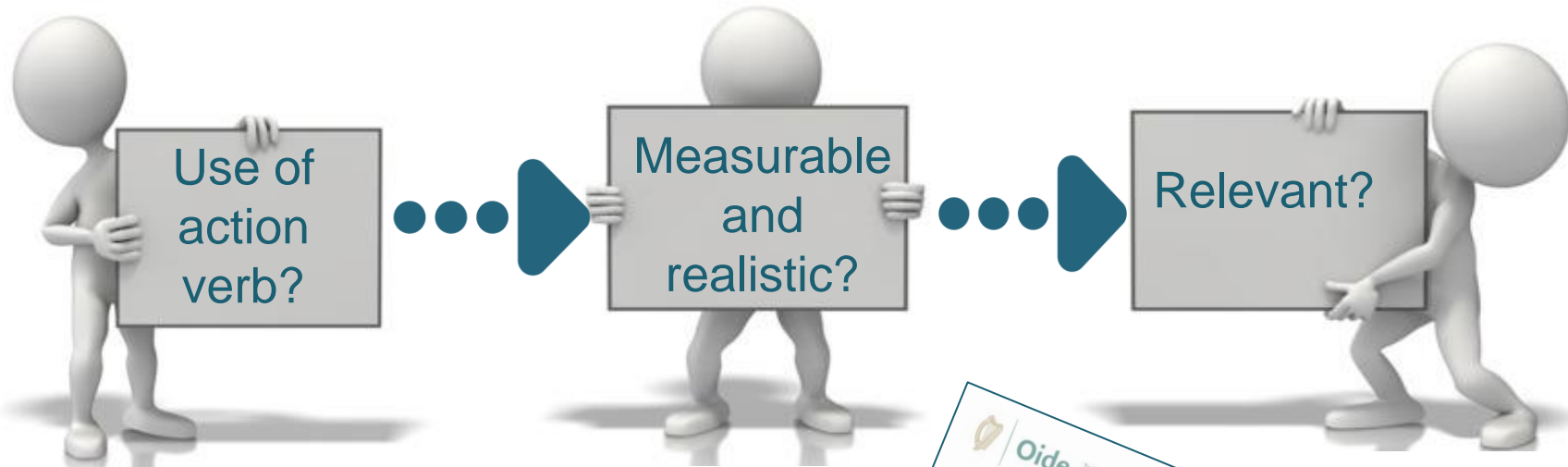
1. **Evaluate** their post-secondary pathway options based on their interests, strengths and experience.
2. **Explore** the application process for chosen pathways.
3. **Develop** a post school action plan outlining their preferred pathways and steps required to achieve their goal.

5th Year

Reflect and Review Guidance Learning Outcomes



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<https://tinyurl.com/4p9umj37>

Sample Guidance Learning Outcomes

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Supporting the Professional Learning of School Leaders and Teachers

Learning Outcomes Activity

	Action Verb	Realistic	Relevant
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			



What learning outcomes could you develop to support learning over the years?



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6th Year Careers Classes: These sessions focus on career planning, college and apprenticeship applications, and job readiness.

1

Mental Health: All issues related to mental health are referred to Guidance for one-to-one intervention.

2

Work Experience: Some students struggle to secure work placement in TY, LCA and 5th Year LCVP. They are given four weeks to plan this.

3

Incorrect Subject Choices: Two-thirds of 5th Year students seek appointments early in the year due to regret over subject choices made.

4

Post-Exam Support: In August, when exam results are released, there is often a fallout among students who do not achieve the expected points. The guidance counsellor is called in to support these students by conducting emergency guidance counselling sessions.

5

Parental Engagement: They are unaware of opportunities for progression locally and nationally to support their child.

6

Activity: Planning a Continuum of Learning Outcomes

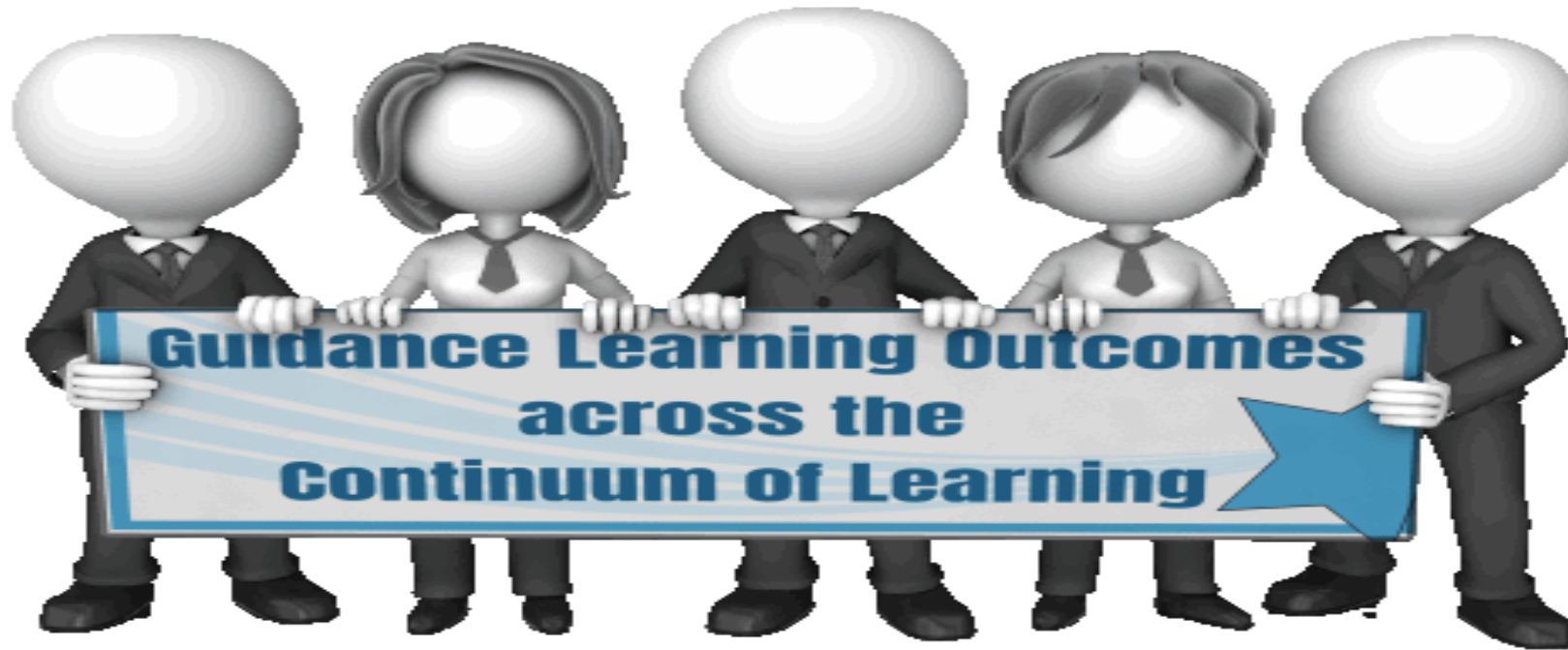


WRITING GUIDANCE LEARNING OUTCOMES ALONG A CONTINUUM

Topic:					
1 st	2 nd	3 rd	TY	5 th	6 th
<p>Learning Outcomes:</p> <p>1. Students will be able to...</p> <p>2. Action Verb...</p> <p>3. Measurable</p> <p>[understanding/knowledge/values/skills]</p>					
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Students will be able to...</p> <p>→ Action Verb</p> <p>← Meaningful (What you want them to understand, know, value or have skills for)</p> </div> <div style="text-align: center;"> </div> </div>					
Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:



Feedback from Group Activity



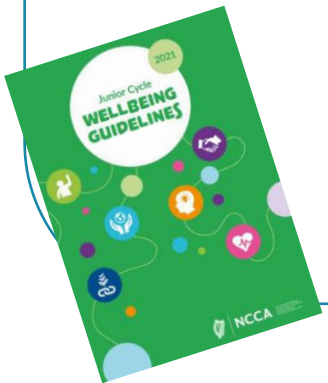
Reminders in Planning the Guidance Programme



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‘Coordination and communication between the SPHE teachers and the guidance counsellor is critical to identify potential overlap of learning between SPHE and learning in Junior Cycle Guidance, and to ensure that they complement each other and avoid unhelpful duplication..’

NCCA Junior Cycle Wellbeing Guidelines 2021



‘Classroom guidance related learning can be provided by the guidance counsellor or another teacher in accordance with Whole School Guidance planning. Classroom guidance related learning is different to guidance counselling, which is the remit of the guidance counsellor only.’



DE, Information Note 09/2023



Recap of Session Two

- considered how Guidance helps students develop across the continuum of learning.
- examined the development of learning outcomes for Guidance
- collaborated to plan a continuum of learning for a Guidance topic.





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Supporting the Professional
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Lunch

1.00pm – 2.00pm





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Supporting the Professional
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Planning across the Continuum of Learning with a Guidance Theme

Professional Learning
2023/2024
Afternoon Session



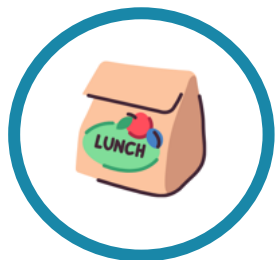
Structure of our Day



Oide



11:00 – 11:20



13:00 – 14:00

09:30 – 11:00

Supports for you in your role as Guidance Counsellor

11:20 – 13:00

Planning the Guidance Programme for your school
using Learning Outcomes

14:00 – 15:45

Developing units of Learning in Guidance in response
to the Needs of Your Students



tinyurl.com/4p9umj37

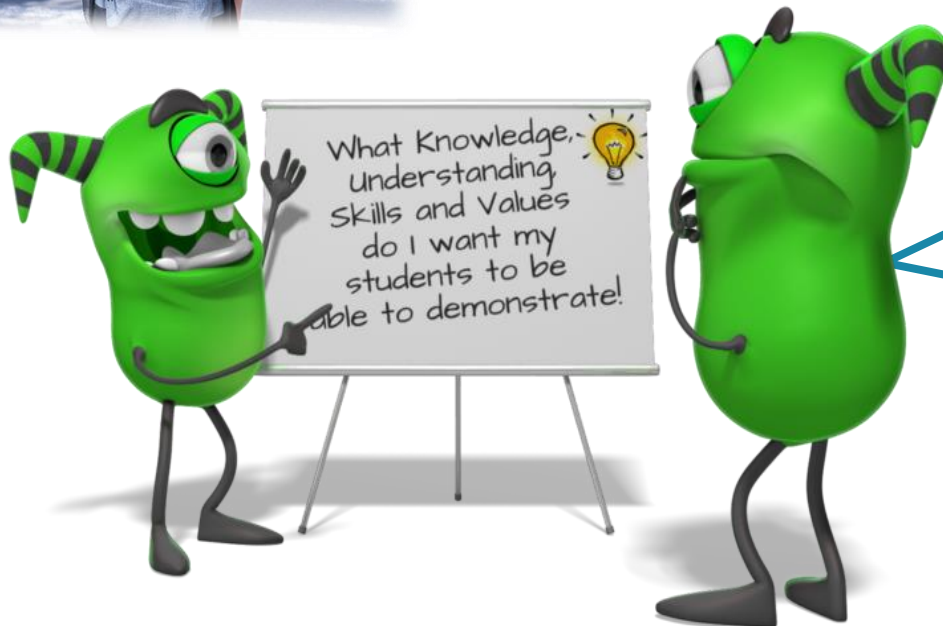
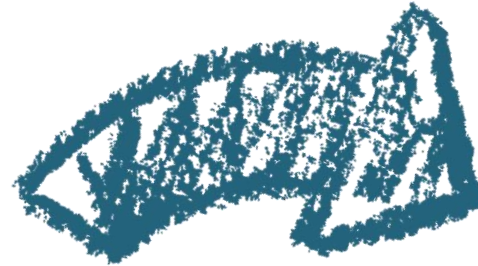


Our focus this afternoon is to...

- reflect on information that informs guidance planning.
- explore considerations for planning a unit of learning in Guidance using an example for senior cycle on pathways.
- collaborate on planning a unit of learning on a Guidance theme using planning prompts.



Continuity, Pathways and Progression in the Guidance Programme



What informs the learning outcomes on the Guidance Programme?



Gathering Information to Inform Planning

Consultation and collaboration with other teachers



Focus groups: teachers and students



Google Forms

Microsoft Forms

Professional judgement and work on Student Support Team





Example of Gathering Information Student Focus Group

Focus Group from Case Study 1: Jane

Jane conducted a focus group with students at senior cycle to evaluate her guidance programme

Read this feedback to establish any key themes or considerations in planning her Guidance programme.

See Padlet – Session 3 – Focus Group for Case Study 1



<https://tinyurl.com/hwzx88k9>



Feedback from Student Focus Group



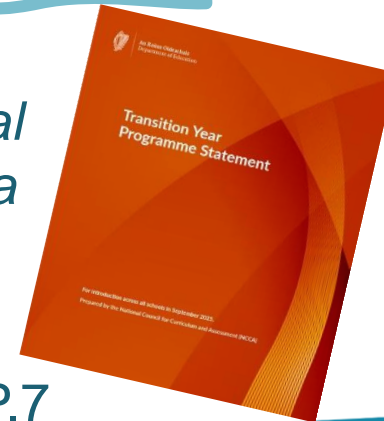


2. Desire for Early Career Exploration:



- **Transition Year Opportunities:** Students expressed a strong desire to experience a wider range of career options earlier, particularly during Transition Year. They believe this would help them make more informed decisions about their future.
- **Student Quote:** "We need more opportunities in Transition Year to explore different careers. It would be great to see what jobs are really like and not just focus on college points."

TY offers time, space and autonomy to create enjoyable and meaningful educational experiences that support students in senior cycle. It can be a bridge to opening up a broader range of possibilities and pathways.

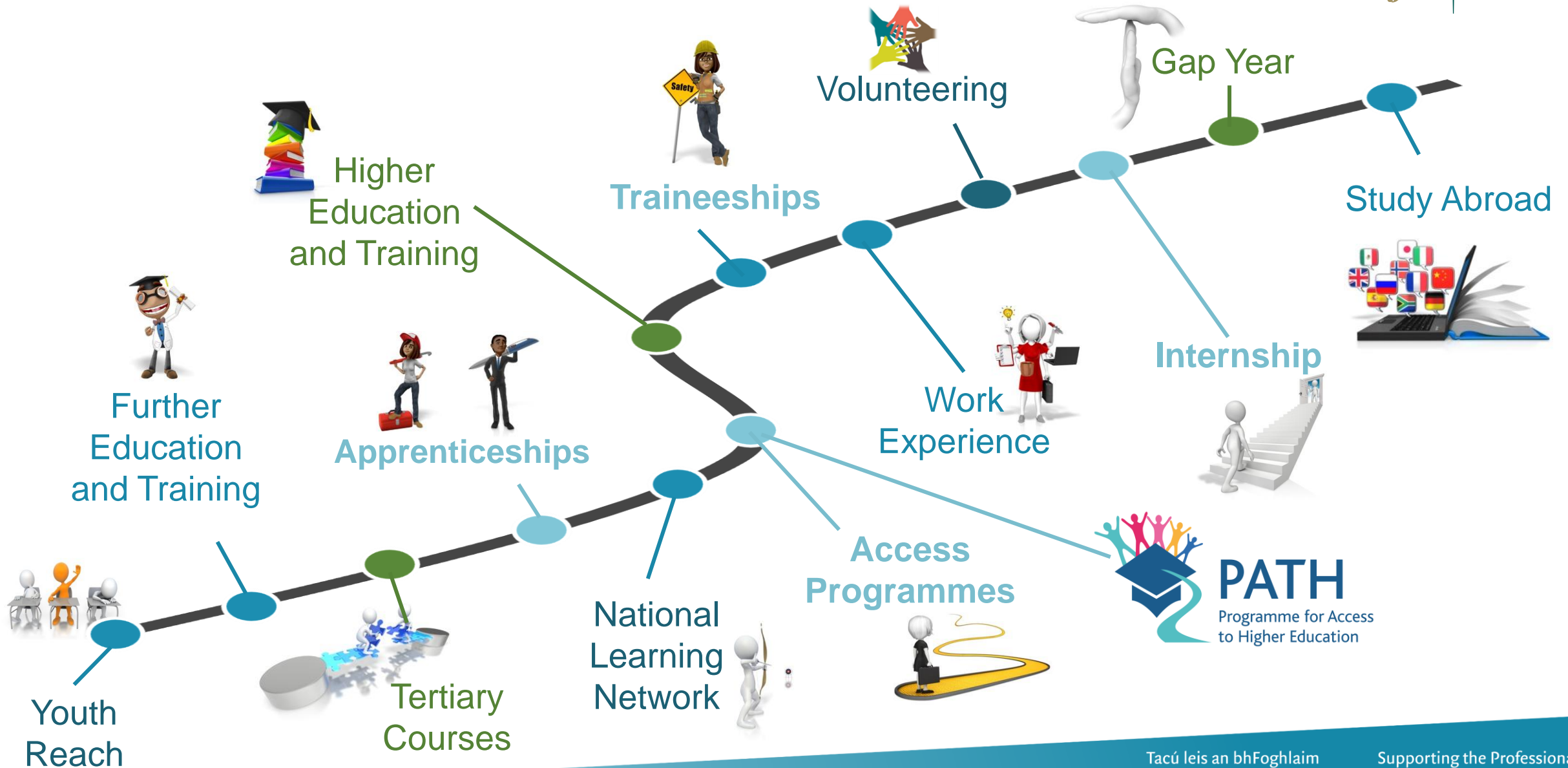


NCCA (2024) Transition Year Programme Statement P.7

Knowledge of Pathways and Transitions



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TY Guidance – What do we want them to know or have skills for in Pathways and choices

Students Will be able to....

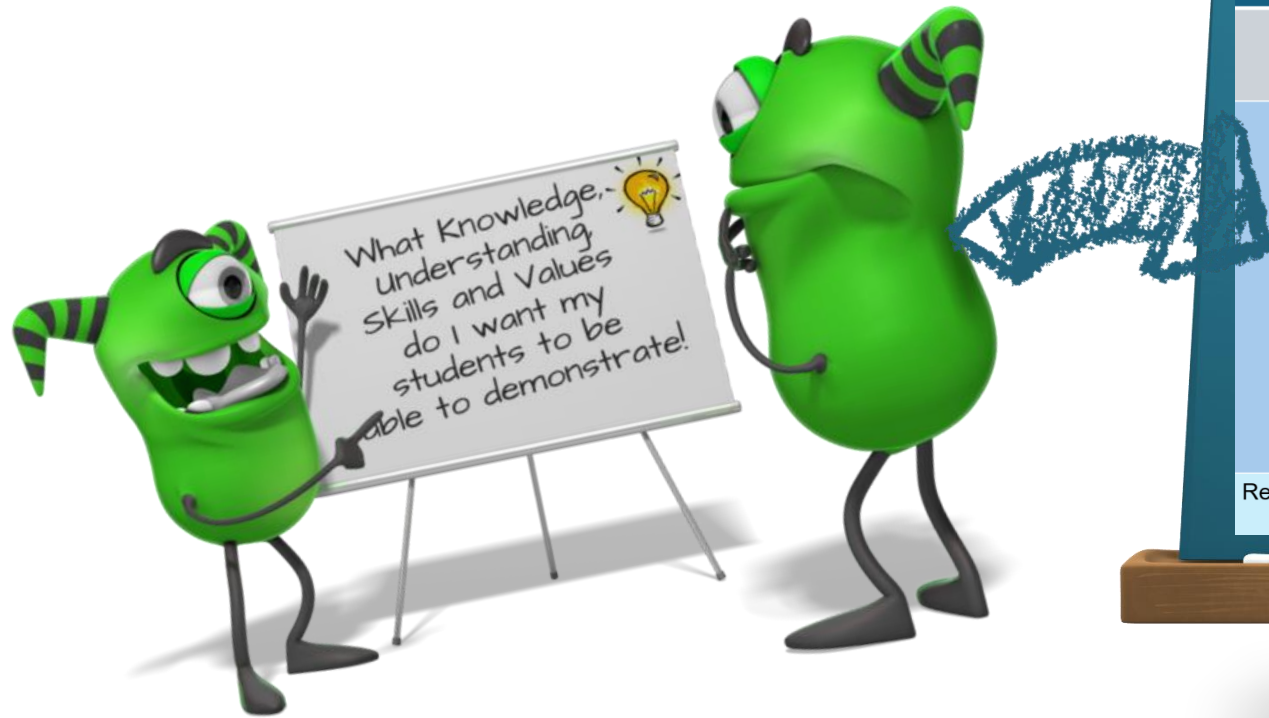
1. **analyse** various educational and training opportunities/pathways locally, nationally and internationally.
2. **illustrate** information to their peers on potential education, training and career paths, including necessary qualifications, job prospects, and salary ranges, skills and qualities necessary for success on contrasting pathways.
3. collaboratively **investigate and design** a report/infographic on an individual who has engaged successfully with a chosen pathway.



Designing Units of Learning in a Guidance Programme



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Subject: _____

Year Group _____ Duration: _____

Title: _____

Learning Outcomes:	Learner Experiences:	Assessment:
Reflection:		Resources:

APPENDIX I:
TEMPLATE TO SUPPORT SCHOOLS IN PLANNING UNITS OF LEARNING IN WELLBEING

Title of unit:	Duration
Identified need:	
Aims of the unit:	
Learning outcomes: Students will be able to...	
Sample student learning experiences:	
Links to Junior Cycle	
Statement of learning:	Example of related learning in the unit

Key skills to focus on...

Example of possible student learning activity

Designing Units of Learning in a Guidance Programme



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Learning Outcomes

Learning Experiences

Success Criteria and Formative Assessment



What will the students learn?

What will they know, understand or be able to do at the end of this unit of learning?



How will the students learn it?

How will the students experience the learning?
What pedagogical approaches are appropriate?
What resources are appropriate?
Are there cross-curricular links?



Assessment

How will they recognise they have succeeded?
How will we know they have made progress?
How does this inform next steps for both you and the student?

Reflection

Activity: Collaboratively Designing a Guidance Unit of Learning



1. Choose a Theme or Topic from a Case Study
2. Plan a Unit of Learning on that theme or topic using:
 - Learning Outcomes
 - Learner Experiences
 - Assessment
 - Resources



Supplementary Information on Student Needs




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Additional information
on needs
<https://tinyurl.com/hwzx88k9>



Survey with parents
and students



Google Forms



Microsoft Forms



Student Support
Team meeting



Sharing our Unit of Learning Planning in Guidance



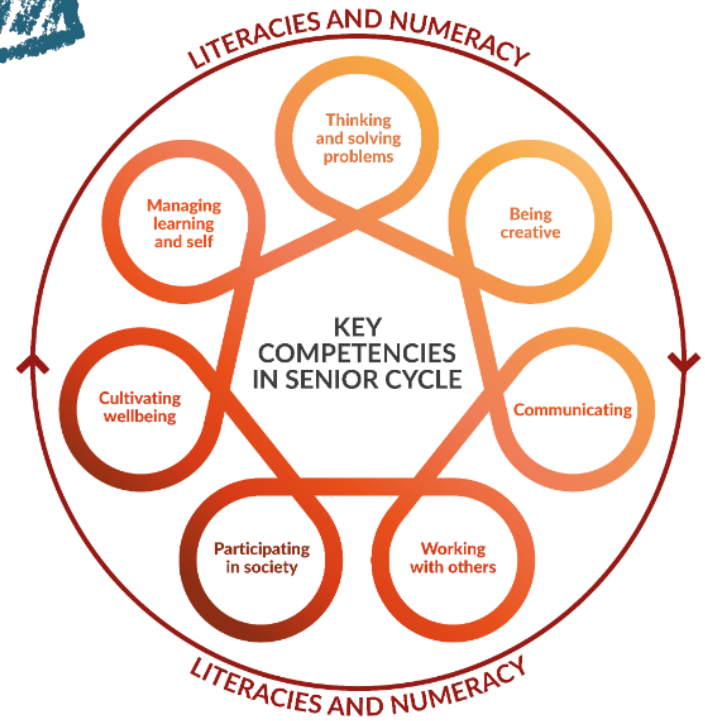
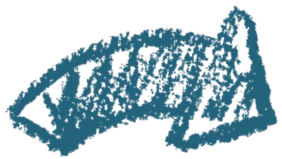
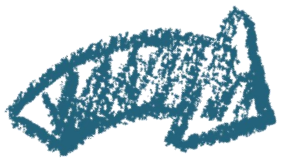
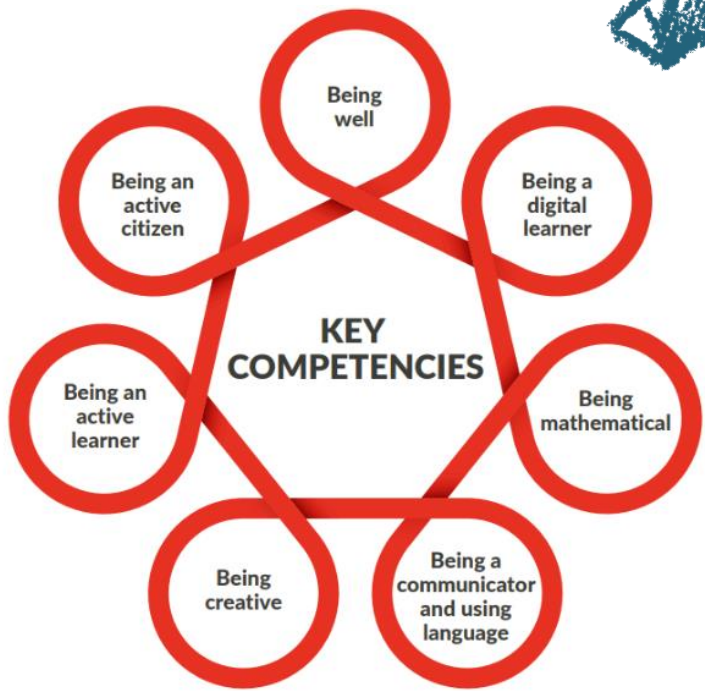
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Subject: _____		
Year Group _____		Duration: _____
Title: _____		
Learning Outcomes:	Learner Experiences:	Assessment:
		Resources:
Reflection:		





Skills and Competencies





The Guidance Counsellor Role

Planning the Guidance Programme for your school using Learning Outcomes

Developing units of learning in Guidance



A Balanced Guidance Service

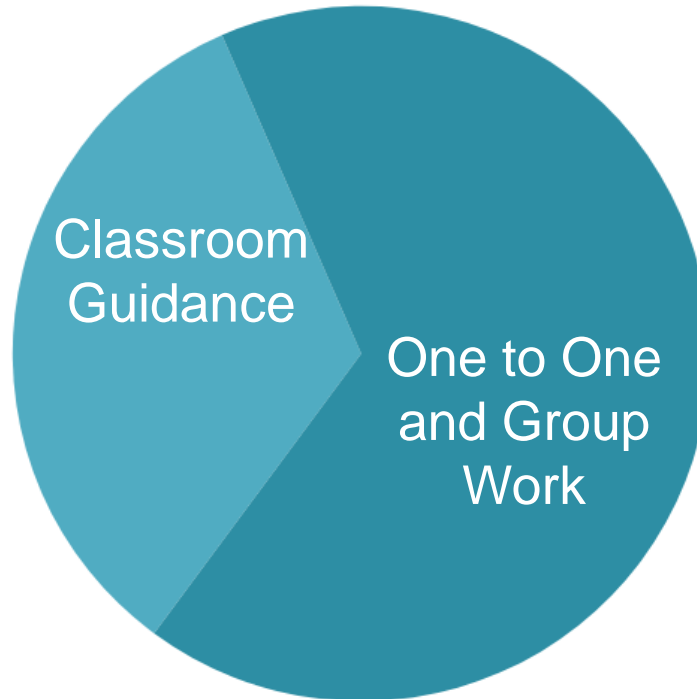
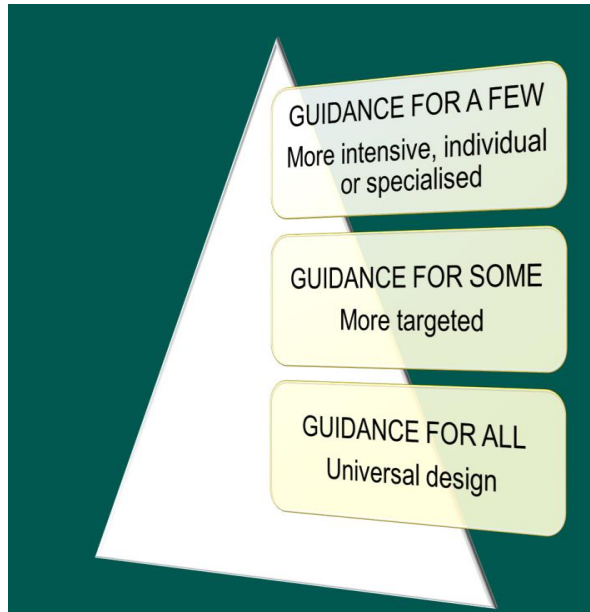
Continuum



Balance



Holistic





Your Guidance Roadmap

Identify three next steps for you in your role as Guidance Counsellor because of today's learning.

1. _____
2. _____
3. _____



Looking again at Guidance Counsellor self-care



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If we consider the Guidance Counsellor as a scarce resource in school, how can we proactively practice self-care to give our students the best guidance counselling service?

Let's take 3 minutes now to focus on this by following a guided reflection piece.





Further Supports

School Support

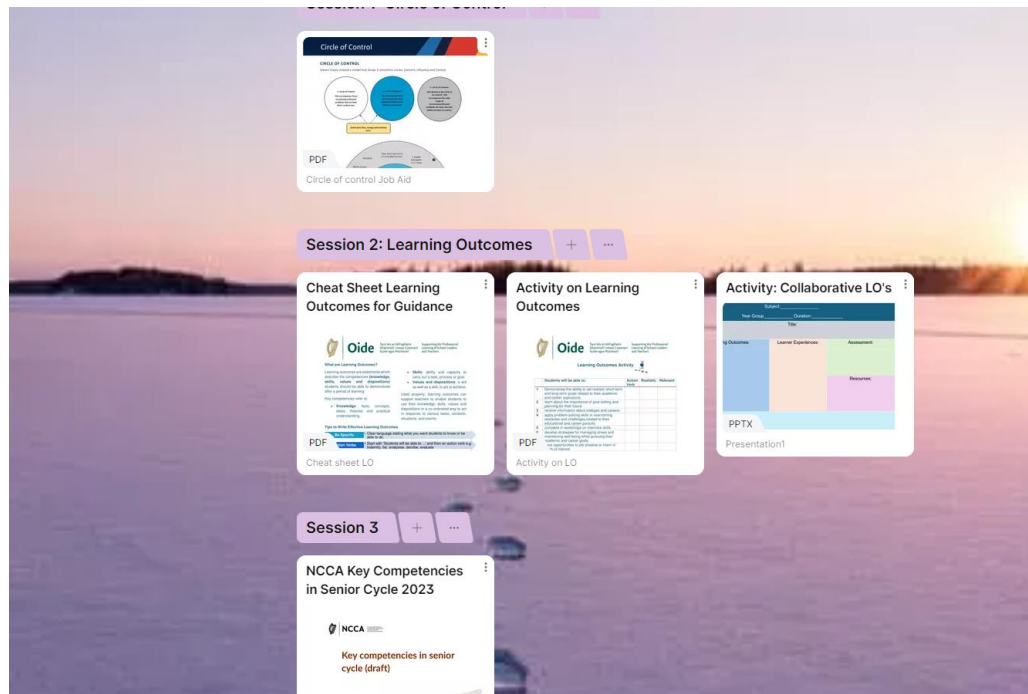


Oide Guidance Mailing List





Supporting Padlet



• <https://tinyurl.com/hwzx88k9>



Evaluation:

Oide Junior and Senior Cycle Registration
<https://registration.oide.ie/feedback>

<https://registration.oide.ie/feedback>





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Supporting the Professional
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Thank you for your participation



- Website: <https://oide.ie/post-primary/home/>
- Email: Joanne.parry@oide.ie sinead.duffy@oide.ie marie.cumiskey@oide.ie