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Ghairmiúil i measc Ceannairí
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Supporting the Professional
Learning of School Leaders
and Teachers

Inclusive Pathways Audit Reflection Tool

Purpose: To help review how well guidance programmes and whole-school guidance (WSG) plans support inclusive, equitable access to a variety of pathways for all students.

Step 1: Snapshot of Current Practice

Complete as a team or individually. Tick or briefly describe current strengths.

Area	Guiding Questions	Current Practice (Examples or Comments)
Pathway Visibility	Are all students informed about the full range of post-school options (e.g. FET, HE, apprenticeships, work, gap year…)?	
Inclusivity of Representation	Are role models, alumni or guests from diverse backgrounds and pathways included in whole school guidance?	
Access to Experiences	Do all students have equitable access to career events, TY work experience, or employer engagement?	
Digital Tools in Use	What range of digital tools/platforms do students use to explore pathways?	
Literacy and Numeracy	How are literacy and numeracy integrated into guidance learning?	
Student Voice	How is student feedback on pathways education gathered and used to inform WSG planning?	
21st Century Skills	How are students actively supported to identify and reflect on their own 21st century skills—and to connect these skills with their future goals and progression choices?	

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Step 2: Inclusive Guidance: Reflecting on Student Experiences

Briefly rate how well your current guidance programme/WSG plan supports students from these groups. Use a scale (e.g. 1 = Not Well; 5 = Very Well or N/A). Include short notes where relevant. Please include other groups as applicable.

Student Group	Support Rating (1–5) or N/A	Notes (Barriers, Strengths, or Opportunities)
Students with EAL		
Students with SEN/AEN		
High-achieving students under pressure		
Culturally diverse		
Students in LCA		
Students accessing the L1/L2 Learning Programmes		
Students from socio-economically disadvantaged backgrounds		
Early school leavers / at risk		

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Step 3: Whole School Opportunities

Identify opportunities for embedding inclusive guidance across the wider school.

Area	Opportunity for Inclusion	Possible Action or Collaboration
Subject Integration		
Parent/Guardian Engagement		
Community Engagement		
Student Leadership		
Junior Cycle Planning		
TY Planning		
Senior Cycle Planning		

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Step 4: Priority Setting & Action Planning

The following steps may help with your action planning.

Ask. Identify priority area. Choose one clear focus (e.g. work experience preparation, progression pathway awareness...) from evidence and experience (student feedback, parent input, staff feedback…).

(e.g. Improve access to apprenticeship information for TY students)

Plan. Set Clear Goals. Define one or two SMART goals e.g. "Increase student awareness of apprenticeships through a workshop for all TY students by March.

(e.g. Host an apprenticeship-focused event by March that includes guest speakers and real job specs)

Do. Take small meaningful action. Plan small, manageable actions linked to the goal. Assign roles (who does what and by when).

(e.g. TY Coordinator and Guidance to co-plan; invite LOETB rep; use Building Heroes and Apprenticeship.ie Success Stories)

Review and Reflect: Every term (or after the actions completed):

- Check what's working.
- Gather quick feedback from students, staff, or parents.
- Decide what to adjust or build on next.
- Keep simple notes to track actions and learning.

(e.g. Student feedback, increased interest in FET applications)