



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Inclusion in Guidance



# Protocols for Online Professional Development



*Leave your camera turned on but turn off your microphone.*



*Use the chat function to ask any questions.*



*The workshop is scheduled to last 2hrs. Please give it your full attention during this time.*



*Please do not record this event. Oide does not give permission for you to do so.*



# Introducing Oide



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# Workshop Overview

<b>Session 1</b> 18:00 – 19:05	Introduction Inclusion in Guidance Inclusive Guidance in Practice
<b>Stretch Break</b> 15:05-15:15	
<b>Session 2</b> 19:15 – 20:00	Student Centred Planning Collaborative Case Studies Conclusion



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# Participant Zoom Poll

What school setting  
are you currently  
working in?

What is your role in  
school?





# Key Messages

All students have the right to access appropriate guidance to assist them in their educational and career choices

Inclusive guidance requires a holistic, student centred approach and involves collaboration with a number of key stakeholders

Adopting the Continuum of Support Model when planning for guidance allows Guidance Counsellors to respond to the student's need with both structure and flexibility

Career investigation and work experience for students with additional needs while at school play a significant role in securing paid employment in the future



# Key Legislation

## Education Act 1998

*A school shall use its available resources to:*

*9 (c) ensure that students have access to **appropriate guidance** to assist them in their **educational and career choices**.*

*9 (d) promote the moral, spiritual, **social and personal development** of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school.*

## Epsen Act 2004

*Defined special educational need as a 'restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition.'*





# Scope of Guidance in Post-Primary Schools



Fig. 2 NCGE Whole School Guidance Framework 2017





# Inclusion

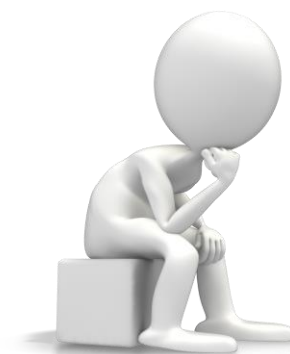
What is inclusion in the context of education?





# Inclusion

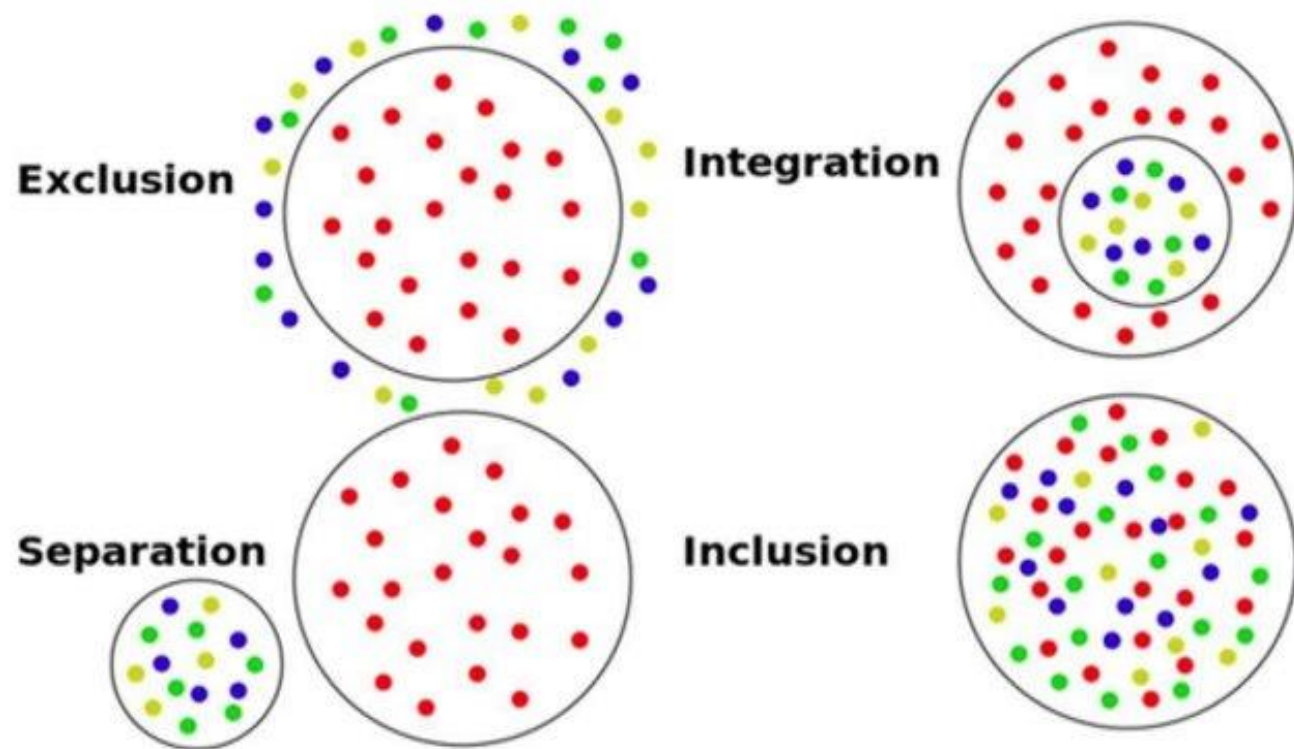
Who might need extra  
consideration for  
inclusion?





# Inclusion

*Inclusion is a process of addressing and responding to the diversity of needs of learners.... It involves **removing barriers** so that each learner is enabled to participate in and benefit, to the greatest extent possible, from their education*



The Inclusive Education Framework  
(NCSE, 2011)



# Inclusion

*In the end all learners need your energy, your heart, your mind. They have that in common because they are young humans.*

*How they need you however, differs. Unless we understand and respond to those differences, we may fail many learners*

Tomlinson, C.A. (2017)





# Inclusion

## Universal Design for Learning

### Multiple means of Engagement

Tap into learners' interests, offer appropriate challenges, and increase motivation.

### Multiple means of Representation

Give learners various ways of acquiring information and knowledge.

### Multiple means of Action & Expression

Provide learners choices for demonstrating what they know.



# Inclusion

## Universal Design for Learning



Document



Slide  
Presentation



Poster



Podcast



Video



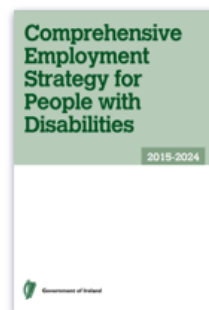
# Inclusion in Career Guidance

## Bridging the Transition to Employment

*People with disabilities are only half as likely to be in employment as others of working age.*

*Research evidence shows that young people with disabilities who take part in work experience during their school years, particularly paid work, have a significantly higher employment rate.*

Comprehensive Employment Strategy, 2015





# Inclusion in Career Guidance

## Bridging the Transition to Employment

*In 2018, over 10% of the Irish working-age population received one of the many disability payments, including many young adults. This is one of the highest shares in OECD countries.....very few of those on disability payments in Ireland work, yet data indicate that a significant share of them would be able to take up work if the right incentives and support measures were in place.*



Disability, work and inclusion in Ireland OECD, 2021





# Inclusion in Career Guidance

## Bridging the Transition to Employment

*The 2016 census showed an 80% unemployment rate in the traveller community compared to 13% generally.*

*In 2010 a study by Micheál MacGreil, Maynooth University showed that 41% of people would not employ a traveller.*



Disability, work and inclusion in Ireland OECD, 2021



# Inclusion in Career Guidance

## Benefits of Employment

### Activity

List the benefits of employment for the individual?

What could happen if needs are not met through meaningful and fulfilling employment?





# Inclusion in Career Guidance

## Benefits for Society

*The world needs all kinds of minds because different ways of thinking give us better ways of solving problems*

*Einstein had no speech until aged 3, now would be labelled autistic, but what helped him is he learned to work at a young age, selling newspapers.....one of the big problems today is a lot of kids with 'labels' are not learning working skills*

*Students get interested in things they get exposed to, and we have to get students out doing a lot of things*

*Stephen Spielberg was dyslexic, rejected from a top film school for poor grades, but he was given a movie camera when he was a child, so he got exposed to movies when he was very young*

*Different, not less  
Temple Grandin*



# Inclusion in Career Guidance

## What Works for Students?

Exploring  
the future

Experiencing  
the future

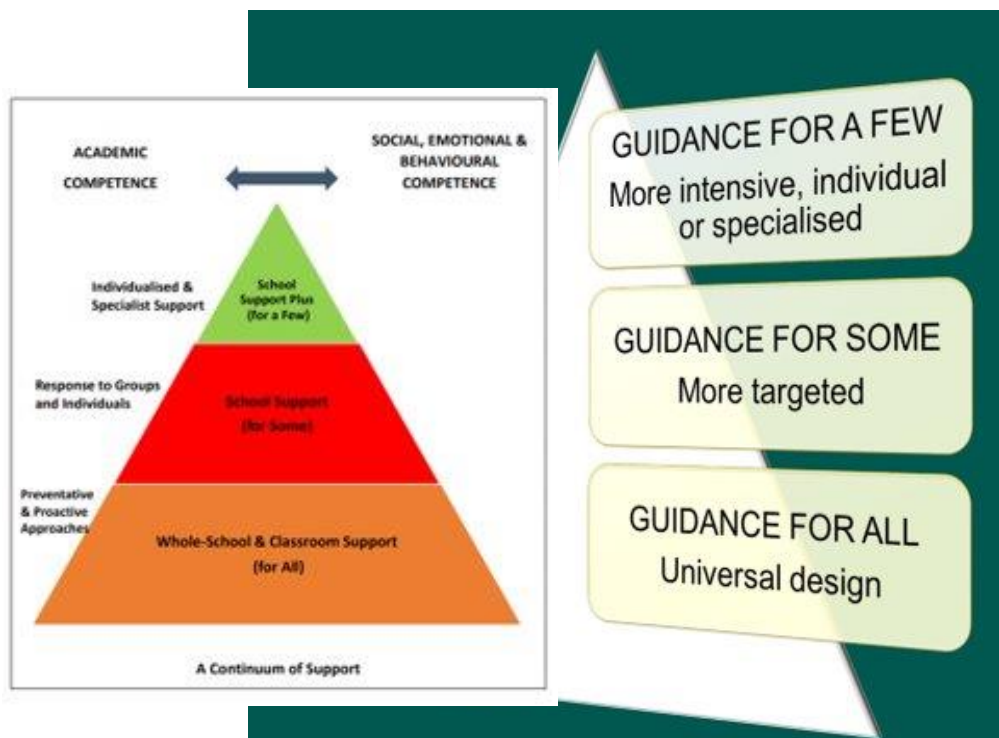
Thinking  
about the  
Future

OECD Career Readiness Project





# Inclusive Guidance in Practice



NEPS Continuum of Support is the recommended framework for identifying opportunities throughout the school for Whole School Guidance

*Whole-school Guidance plans should outline the school's approach to Guidance generally using the continuum of support model (All, Some, Few) and describe how students will be supported and assisted in making choices and successful transitions in the personal and social, educational and career areas.*

Staffing Circulars 2023



# Inclusive Practice in Guidance

What does inclusive guidance look like in practice in your school?





# Inclusive Practice in Guidance

## Features of Inclusive Guidance

- Holistic Approach
- Universal Design for Learning
- Strengths based
- Person/Student Centred Planning
- Inclusive of student voice
- Collaborative
- Transition planned well in advance.





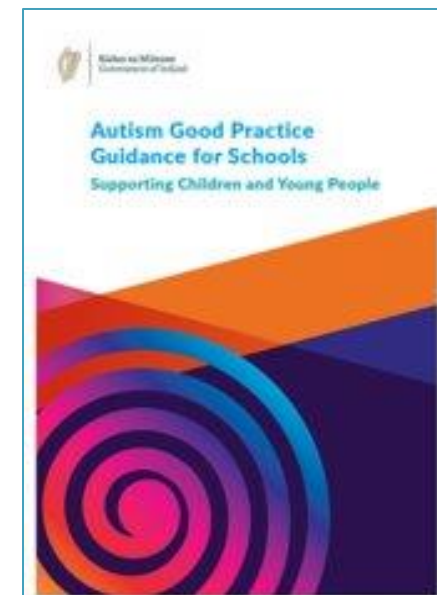
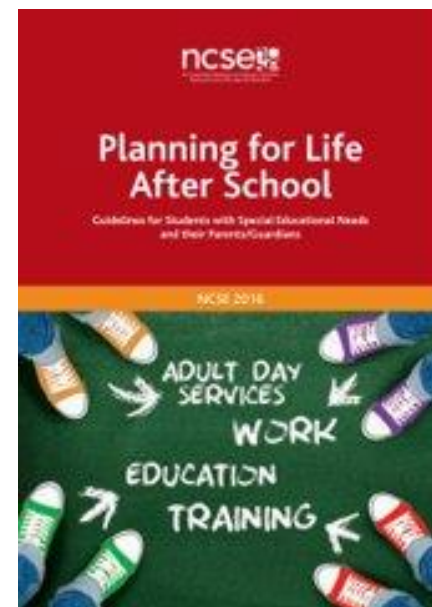
# Ten Minute Stretch Break







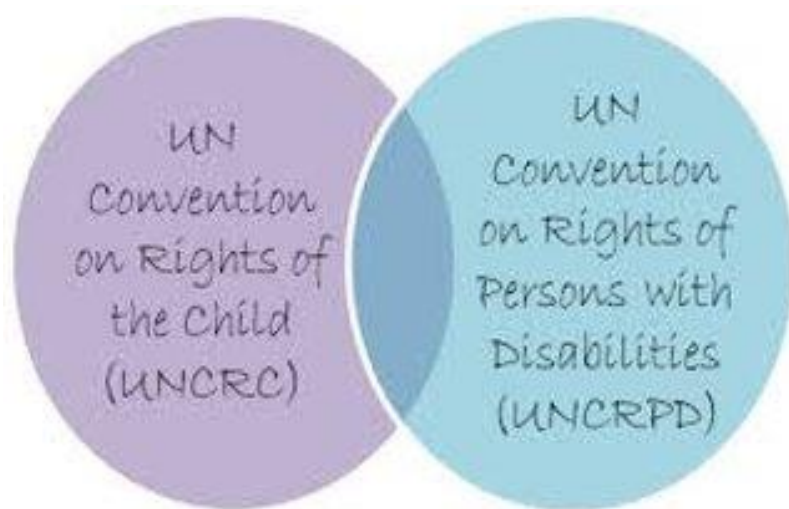
# Student Centred Planning





# Student Centred Planning

## Student Voice



*Children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right.*



# Student Centred Planning

## Student Voice



Assistive Technology  
to facilitate participation



What does the student's preferred future look like?

What challenges do they anticipate in achieving that preferred future?

Are there any barriers that could be removed?

Who else could help?



# Student Centred Planning Collaboration

Who are the people and groups a Guidance Counsellor might need to collaborate with when providing guidance to a young person?





# Student Centred Planning Case Studies

- Read the case study assigned to your room
- Appoint a reporter and scribe.
- Discuss the questions on document shared.
- Scribe takes notes into the shared document.





# Padlet of Resources



Padlet

guidancety • 1m

## Inclusion in Guidance

Resources and links to support Inclusion for all learners in Guidance

Useful Websites   Reports   Publications Inclusion   Key Policy Documents & Legislation   Career Readiness   Vocational Preparation and Post School Options   Transition

NCSE National Council for Special Education  
Allocation  
ncse.ie

The Inclusion Paradox  
greatschools.org

My Uni Life Series  
RTÉ PLYER

Indecon Report 2021: Cost of Disability in Ireland  
Indecon Report 2021

HEA Graduate Outcomes and Socio Economic Status Report 2023  
hea.ie

NCSE Inclusive Education Framework  
Inclusive Education Framework Interactive Version

OECD PISA 2018 Growth Mindset  
oecd-ilibrary.org

Education Act 1998 9 (a), (c) and (d)  
Irishstatutebook.ie

Education for Persons with Special Educational Need Act 2004  
Irishstatutebook.ie

Education (Welfare) Act, 2000

Career Readiness  
PDF  
how-youth-explore-experience-think-about-their-future-new-look-effective-career-guidance

Disrupted / FUTURES  
national less on how s can best equip students in their working lives  
YouTube  
Disrupted Futures 2021 | Opening plenary session

Youth Participation  
oecd.org

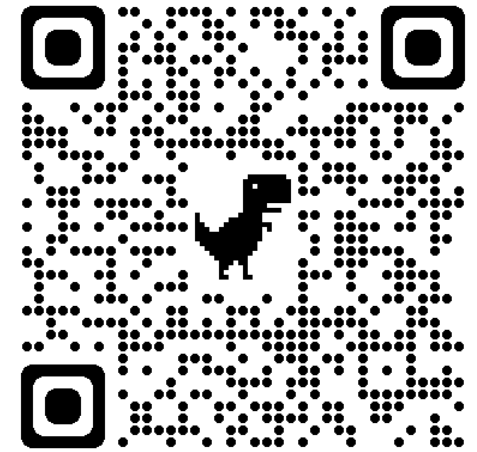
Vocational Preparation and Post School Options  
Ahead: Maximising your Job Application- a practical workbook  
PDF  
AHEAD- MaximisingYourJobApplicationEditable

Post School Options  
CRPD CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES  
inclusionireland.ie

Training Options for People with disabilities  
citizensinformation.ie

Sample T Support S Decisions  
PDF  
Sample Temp in Decisions

NCSE Sch  
PDF  
School transi



<https://tinyurl.com/yk37a3xc>





# Supports Provided by Oide

Seminars

Webinars

Collaboratives

School Support

Website

X (Twitter)

Scoilnet

Newsletter

**Designing the Guidance Programme at Junior Cycle**  
**Full-Day Seminar: <https://oide.ie/apply-book-now/teachers/>**

**Follow on X: @Oide\_Guidance**



School Support

<https://oide.ie/apply-book-now/schools/>

School Roll Number

School Principal



The School  
Principal must  
approve this form





# Inclusive Guidance

## The Role of Teachers

*A lot of different flowers make a bouquet*

Islamic Proverb

Teachers and Guidance

Counsellors play a key role in encouraging those flowers to bloom





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# Thank you for your participation



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Email: [joanne.parry@oide.ie](mailto:joanne.parry@oide.ie) [sinead.duffy@oide.ie](mailto:sinead.duffy@oide.ie)



# Evaluation

Inclusive Practice in Guidance

Oide Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers



<https://forms.office.com/e/QtyJtbiwdS>

