



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Junior Cycle Guidance

Designing the Guidance Programme at Junior Cycle



# Introducing Oide



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# Seminar Overview

## Session 1

09:30 - 11:00

Junior Cycle Guidance: From Policy to Practice  
Guidance Education and Junior Cycle Wellbeing  
Possible themes and topics

## Tea/Coffee

11:00 - 11:15

## Session 2

11:15 - 13:00

Planning a Unit of Learning for Junior Cycle Guidance  
My Aptitudes, Values and Interests  
Reflection

## Lunch

13:00 - 14:00

## Session 3

14:00 - 15:30

Working Collaboratively to Design a Junior Cycle Guidance  
Unit of Learning  
Reflection



# Mentimeter



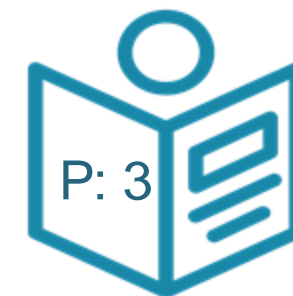
Join at [menti.com](https://menti.com) use code **6287 4852**





# Introductions

## Meet and Greet Bingo





# Session 1

By the end of this session participants will have:

- explored the implications of Guidance policy and reports on their practice at Junior Cycle.
- explored effective ways of incorporating Guidance into Junior Cycle.
- identified possible themes, units or topics for exploration in Junior Cycle Guidance.



# Key Messages



There are a number of policies that inform and guide the work of a Guidance Counsellor working with Junior Cycle students.



Guidance at Junior Cycle should support students to know their aptitudes, interests and values, make informed educational choices and explore learning and career pathways.



Planning for Guidance is essential to meet the broad needs of students at Junior Cycle.



# Guidance in Schools

## 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*







# Scope of Guidance in Post-Primary Schools



## Developing Myself

- Developing & maintaining self-esteem & a positive self-concept
- Interacting effectively with others (face-to-face & online)
- Developing & growing throughout life

## Developing My Learning

- Employing effective personal learning/exam strategies
- Making educational choices in line with career aspirations

## Developing My Career Path

- Using career related information & sources appropriately
- Understanding the world of work & life roles
- Managing career development & decision making

A Whole School Guidance Framework, NCGE 2017



# From Policy to Practice Document Study

How and when learners form their career opinions

**3 How and When Learners Form their Career Opinions**

**3.1 Introduction**

Understanding the timing and formation of, and influences on, learners' career choices is important in designing activity to maximise the impact of career guidance supports. This section presents research findings in relation to learners' career choice formation including: when learners form their career opinions and who are the key influencers.

**3.2 When Learners Form Opinions on Career Choice**

When considering when learners form their opinions on career choice, research notes that in Ireland 'guidance has been largely based in the post-primary sector, providing educational and career guidance to students and applying a personal counselling approach'. There are also significant supports provided in higher and further education and training. Given the recognition that guidance is lifelong, it is of note that even in younger age cohorts, the development of knowledge, skills and competences is critical to future career development. New research in primary research with guidance counsellors presented in the next table suggests that school consultation of learners' career goals occurs during the Junior Cycle and Transition Years. While best practice suggests that early information is needed for many students it appears that career information is first provided in Transition Year or in 1999 Year.

There is an extended research literature that highlights the ways in which children begin to form their career ideas and identities in early childhood and that these develop throughout their time in primary school. This literature describes how children develop career ideas and then adjust and abandon these in response to what they see in the world around them. Such ideas are often strongly influenced by family interests and the media. Such compromise and circumscription of career ideas can often result in the uncritical reproduction of social norms (e.g. 'girls don't become engineers', 'having limited aspirations can influence academic attainment', 'subject choice', and career outcomes). Because of this, it is important to ensure to broaden children's career thinking and ensure that they understand the possibilities that are open to them. A recent review of the literature has set out the importance of offering career-related learning to primary education and has drawn together the evidence around what makes such interventions in primary effective.



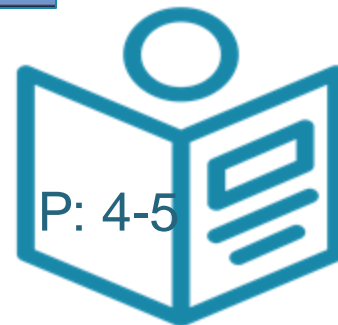
OECD Education Policy Perspectives  
No. 43

**Indicators of teenage career readiness: guidance for policy makers**

The OECD Career Readiness project makes use of quantitative evidence to investigate how career-related aspects of teenage lives are associated with better adult employment outcomes. Review of multiple national longitudinal datasets confirms 11 indicators of better outcomes linked to the areas in which teenagers while in secondary education explore, experience and think about their potential future in work. The aim of this policy brief is to explore the policy implications of international indicators of career readiness confirmed in the research, to draw evidence from OECD Programme for International Student Assessment (PISA) 2018 on the extent to which young people are meeting the indicators and examples of practice that align with the empirical findings. It concludes with insights from the research for guidance policy (providing 14 questions for scrutiny and acknowledging the limitations of the new evidence, possible guidance on how the evidence base can be further strengthened).

Research increasingly expects young people, with the support of their families, to navigate their paths through education and training accumulating qualifications, skills and experience that will enable progression towards sustained and fulfilling employment through adulthood. To help students develop such agency, education systems turn to career guidance. However, the implementation of appropriate guidance systems has long been constrained by lack of longitudinal evidence on the impact of interventions. The OECD Career Readiness project was designed to fill this evidence gap. It tracks the evidence of long-term employment impacts (typically at age 25) linked to career-related activities, experiences and attitudes at around age 15. It did so by reviewing existing academic literature based on analysis of longitudinal surveys and undertaking new analysis of longitudinal datasets from ten countries, so including considerable new information into the public domain of 'what works' in career guidance.

Key findings

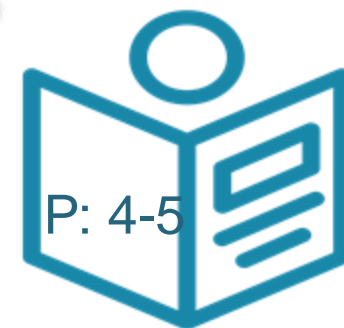




# From Policy to Practice

## Document Study

1. Identify 2 key pieces of information from your document which could inform planning for Junior Cycle Guidance.
2. From reading your document extract, what are the implications for your practice in Junior Cycle Guidance?



P: 4-5



# Guidance and Wellbeing

***Collaboration** between guidance counsellors and subject coordinators is key to the success of a comprehensive and effective Wellbeing programme.*

*In particular, 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.*

*Schools are also encouraged to develop units of learning that **meet a specific need** identified through consultation with students/parents/teachers.*

NCCA Junior Cycle Wellbeing Guidelines 2021 Section 4.3 PP. 46





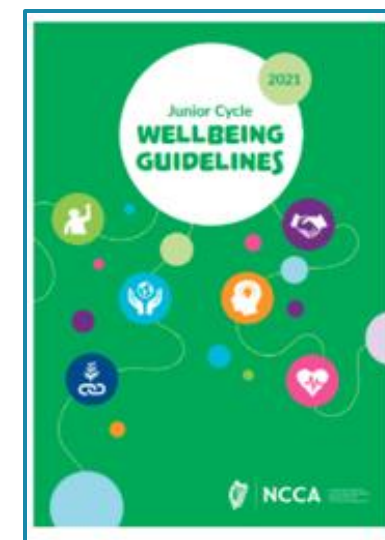
# Guidance and Wellbeing

## Wellbeing Guidelines section 4.4

What **connections** did you make to your existing practice?

Is it prompting any **new** thinking?

What **questions** might you have?





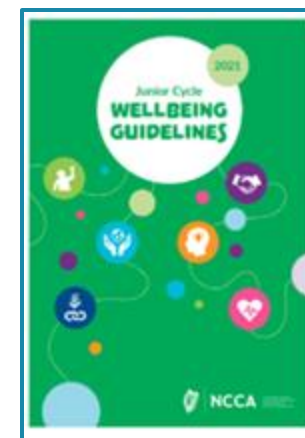
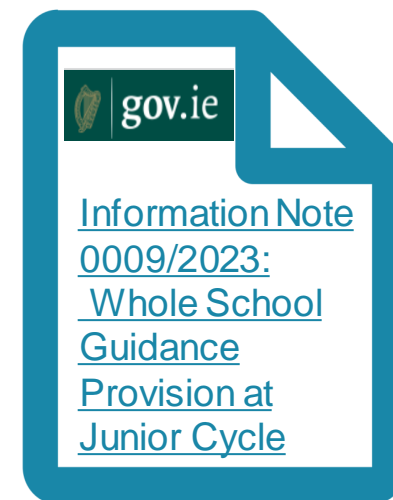
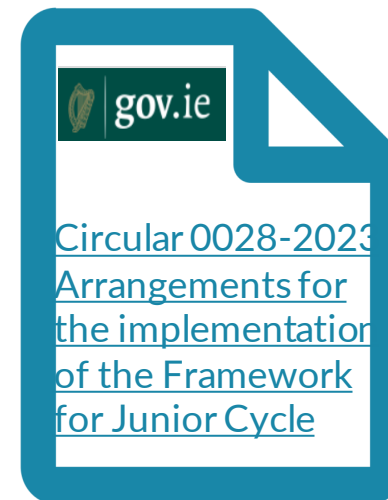
# Guidance and Wellbeing Timetabling

Guidance education **must** be included in the school's Junior Cycle programme.

The Framework for Junior Cycle (2015) states that guidance provision **may** be included in the hours available for

*Wellbeing 'In recognition of the unique contribution that guidance can make to the promotion of students' wellbeing'*

*NCCA Junior Cycle Wellbeing Guidelines 2021 Section 4.3 PP. 46*

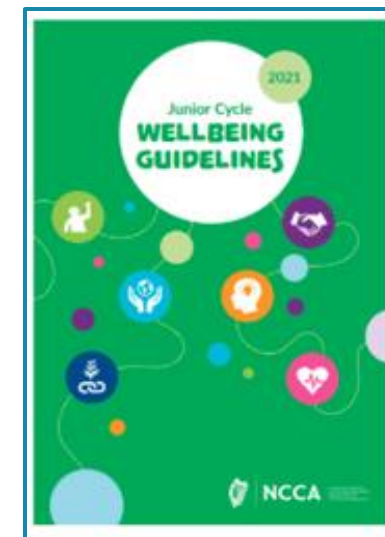
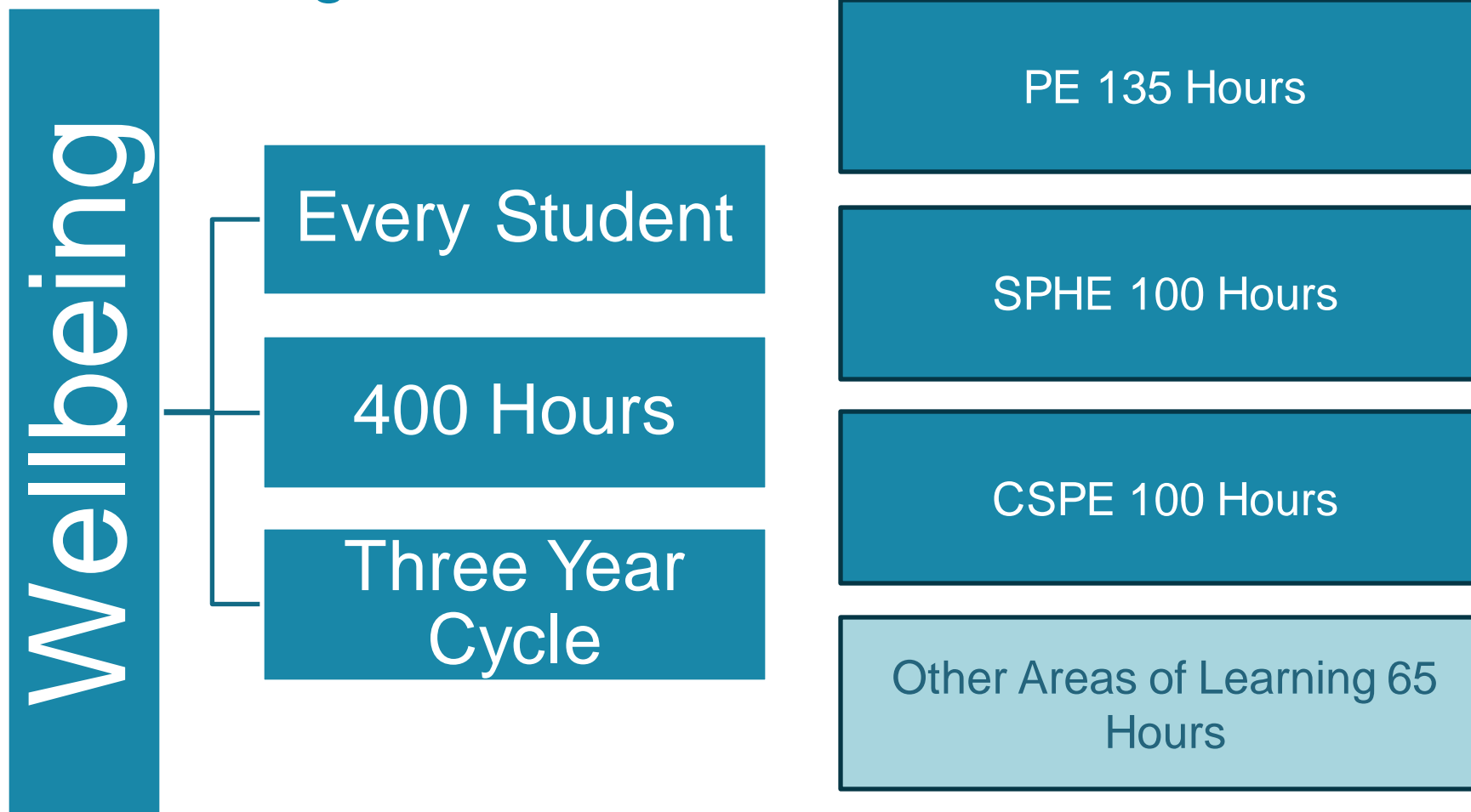






# Guidance and Wellbeing

## Timetabling





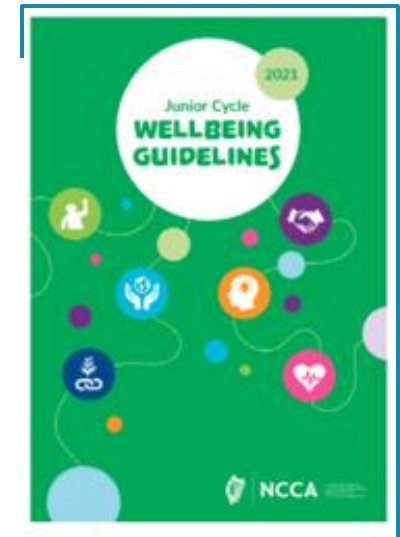
# Guidance and Wellbeing

## Wellbeing Guidelines section 4.4

**Table 3: The mathematics of timetabling wellbeing**

Schools are required to provide 28 hours per week class tuition time for students.	If schools opt for the maximum number of 10 subjects*	If schools opt for 9 subjects*
28hrs x 33.4 weeks x 3 years = 2,805 hours	3 subjects @ 240 hrs each 7 subjects @ 200 hrs each* = 2,120 hrs + 400 hours wellbeing programme = 2,520 hours  This leaves an additional 285 hours, over 3 years, for whatever else is deemed necessary.	3 subjects @ 240 hrs each 6 subjects @ 200 hrs each* = 1,920 hrs + 400 hours wellbeing programme = 2,320 hours  This leaves an additional 485 hours, over 3 years, for whatever else is deemed necessary.

\*or equivalent mix of subjects and short courses.



1 Circular 0076/2020 [https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0076\\_2020.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0076_2020.pdf)



# Examples of Possible Wellbeing Programmes which include Guidance education



## Programme 1

Short units of learning (10/11 weeks duration), for one 40-minute class period each week, across the three years of junior cycle.

## Programme 2

Three long units of learning in response to the needs and interests of their students. Each one is 22 hours duration and runs for the year. Guidance-related learning is facilitated through short blocks, arranged between the teachers of the units of learning and the Guidance Counsellor.

## Programme 3

Shorter rotating units of learning, designed in response to the needs and interests of the students. The number of rotating units reflects the number of class groups in each year.





# Identifying Possible Themes, Units or Topics for Exploration in Junior Cycle Guidance



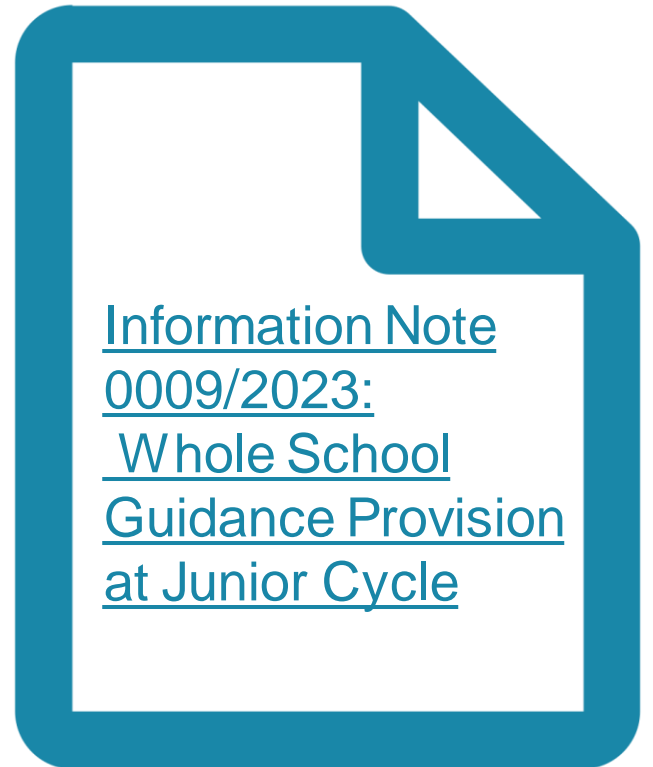
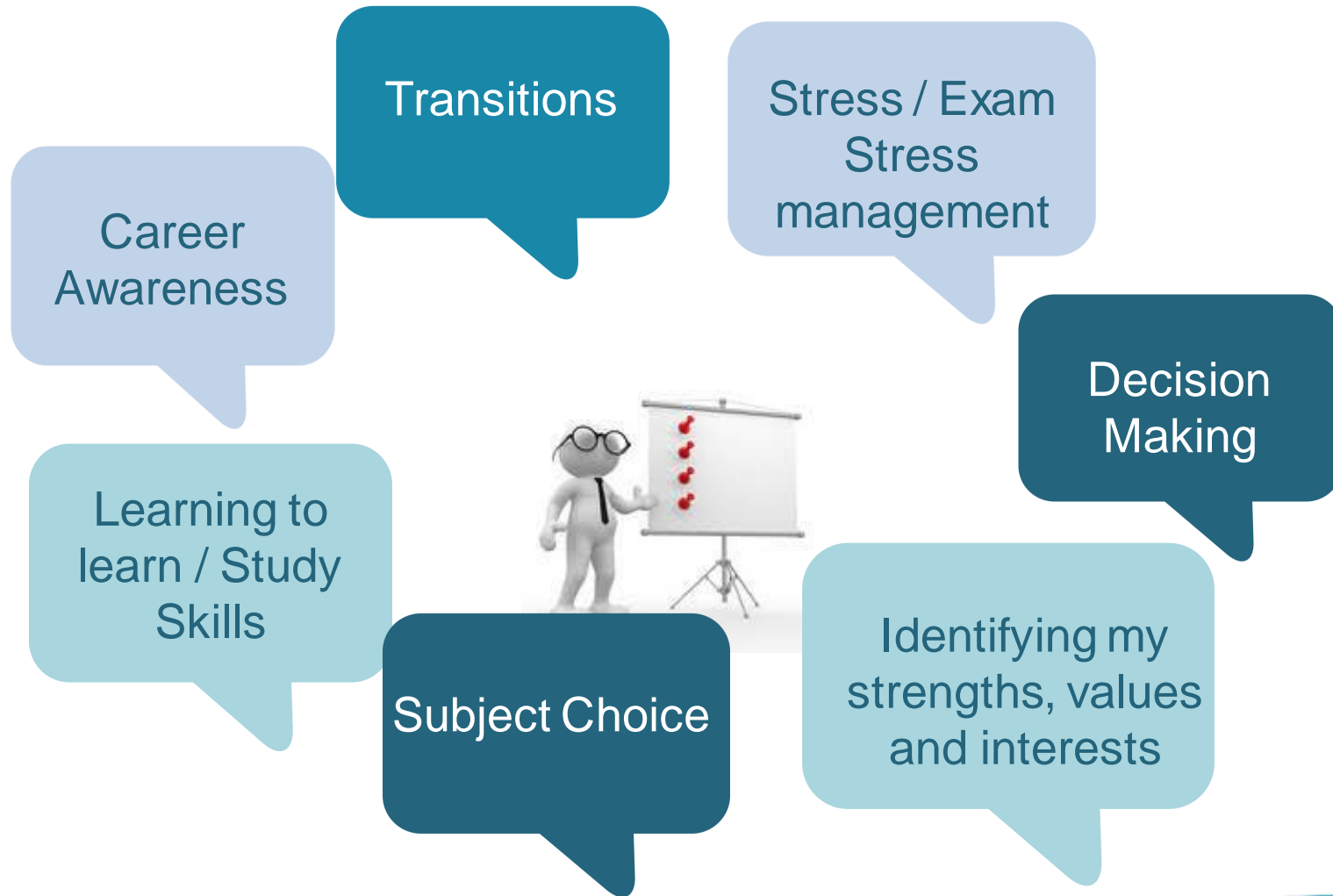
What are your students' Guidance needs at Junior Cycle?



# Possible Themes and Topics for Junior Cycle Guidance



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# Identifying Possible Themes, Units or Topics for Exploration in Junior Cycle Guidance



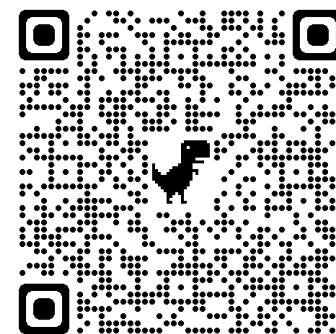
From studying the SPHE specification can you identify any overlaps?

From studying the SPHE specification can you identify any gaps?

Short Course  
Social, Personal &  
Health Education  
(SPHE)

Specification for Junior Cycle

© 2019





# Sample Guidance Related Learning within Wellbeing Guidelines

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

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



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## Session 2:

### Planning Units of Learning







## Session 2

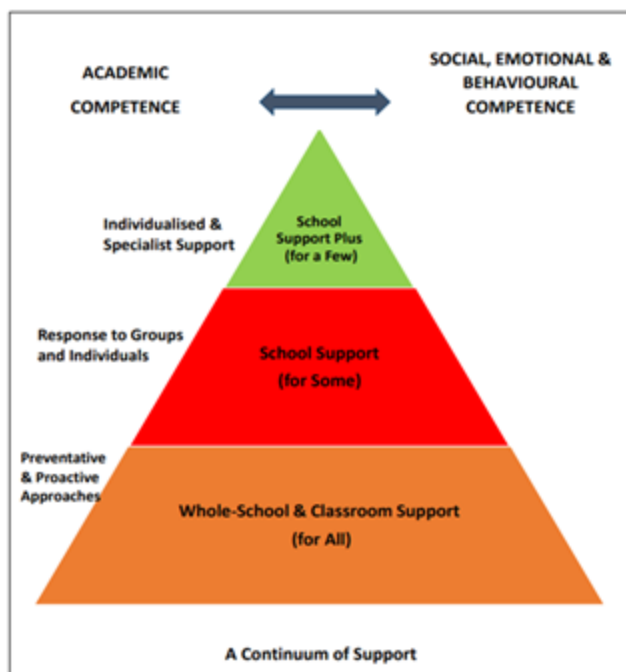
By the end of this session participants will have;

- explored key considerations for planning a unit of learning.
- engaged in the shared preparation of a unit of learning for a second year class group.
- engaged in a range of active learner experiences and reflected on their uses in the Guidance classroom.



# Planning a Unit of Learning in Guidance

## Key Considerations: The Continuum of Support



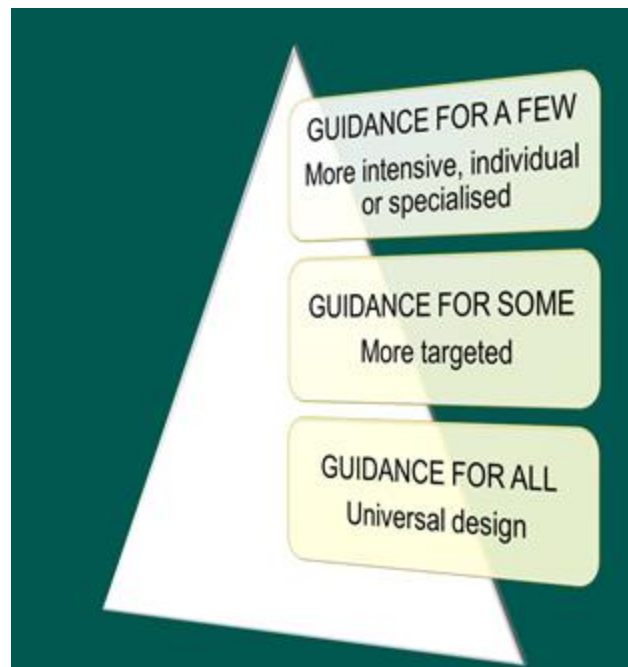
Guidance Lessons are a core component of **guidance for all** supports.

Guidance for some and for a few are also required at Junior Cycle.

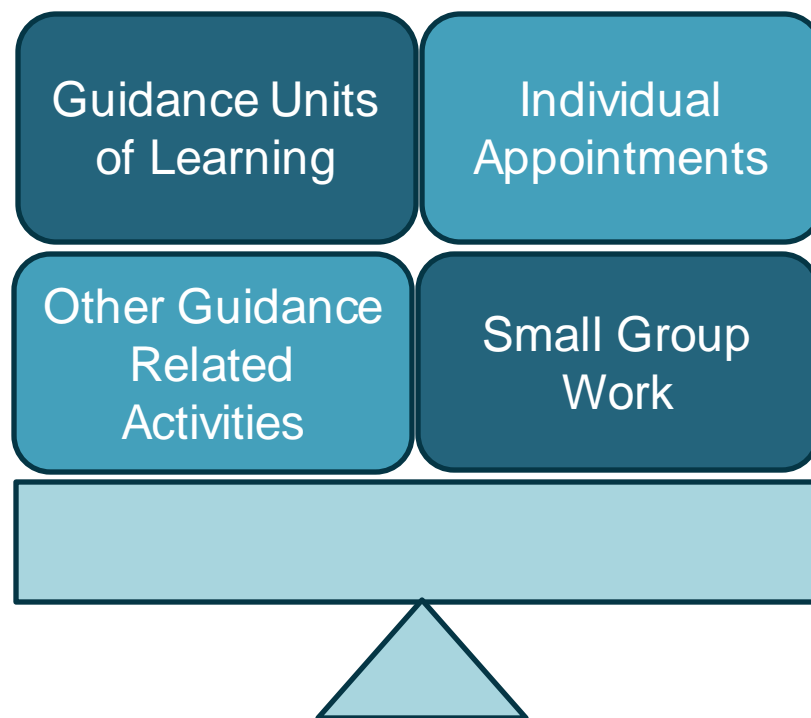


# Balanced Approach to Guidance

Continuum



Balance



Holistic



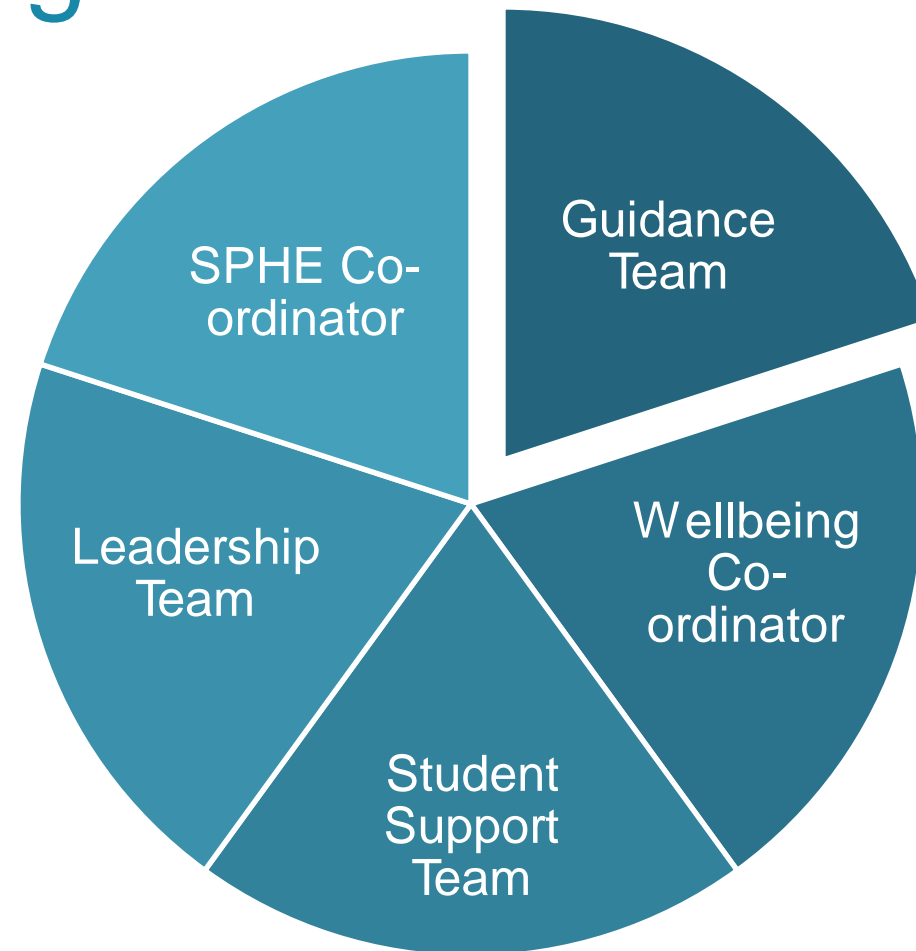


# Planning a Unit of Learning in Guidance

## Collaboration

*Coordination and communication between the SPHE coordinator 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**.*

4.3 JC Wellbeing Guidelines 2021





# Planning for Effective Teaching, Learning and Assessment in Guidance



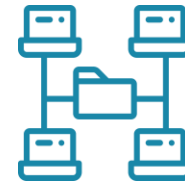
Guidance, Wellbeing and SS teams  
Meet regularly to discuss the content of the Junior Cycle Guidance



Collaborate to review and design the Guidance programme for the three Junior Cycle years that reflects your school's context and student needs.



Develop units of learning for each year group across the three years. Reflect and evaluate at regular intervals and tailor learning to current students.



Share information and resources using online tools and/or physical space in school for physical resources.



# Planning a Unit of Learning

## Key Considerations

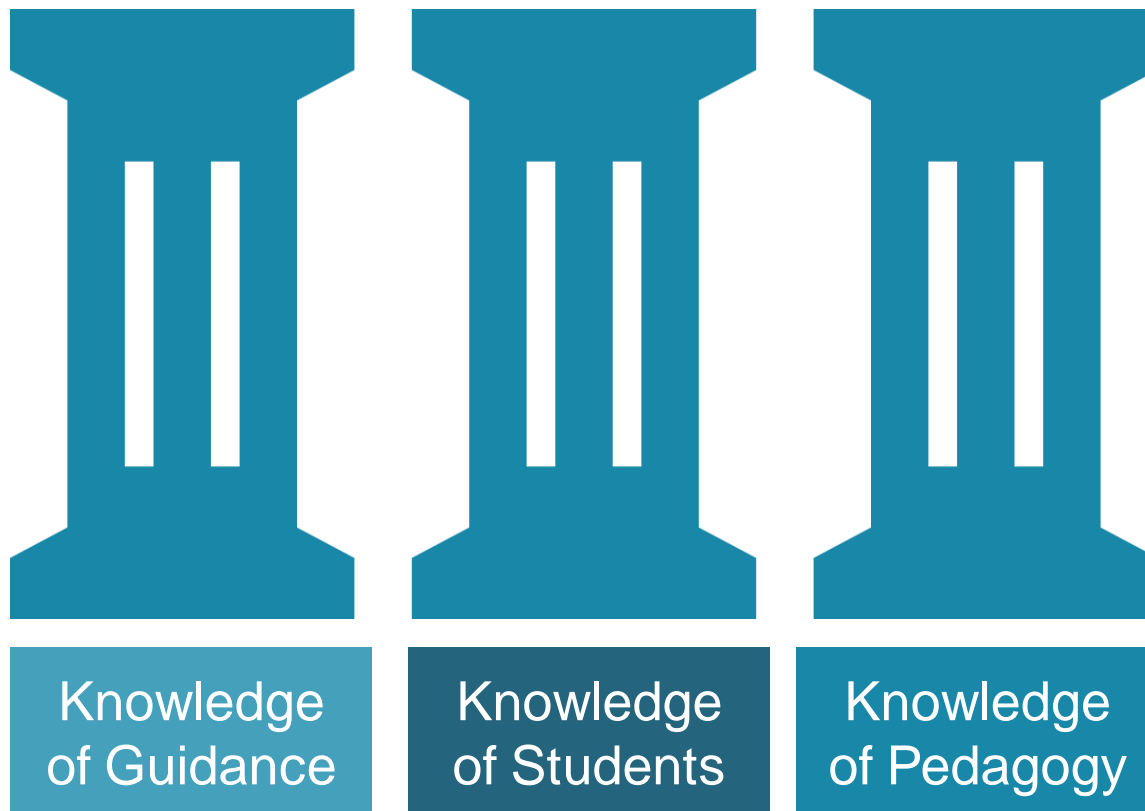
What are the considerations for you as a Guidance Counsellor when preparing for your work?





# Planning a Unit of Learning

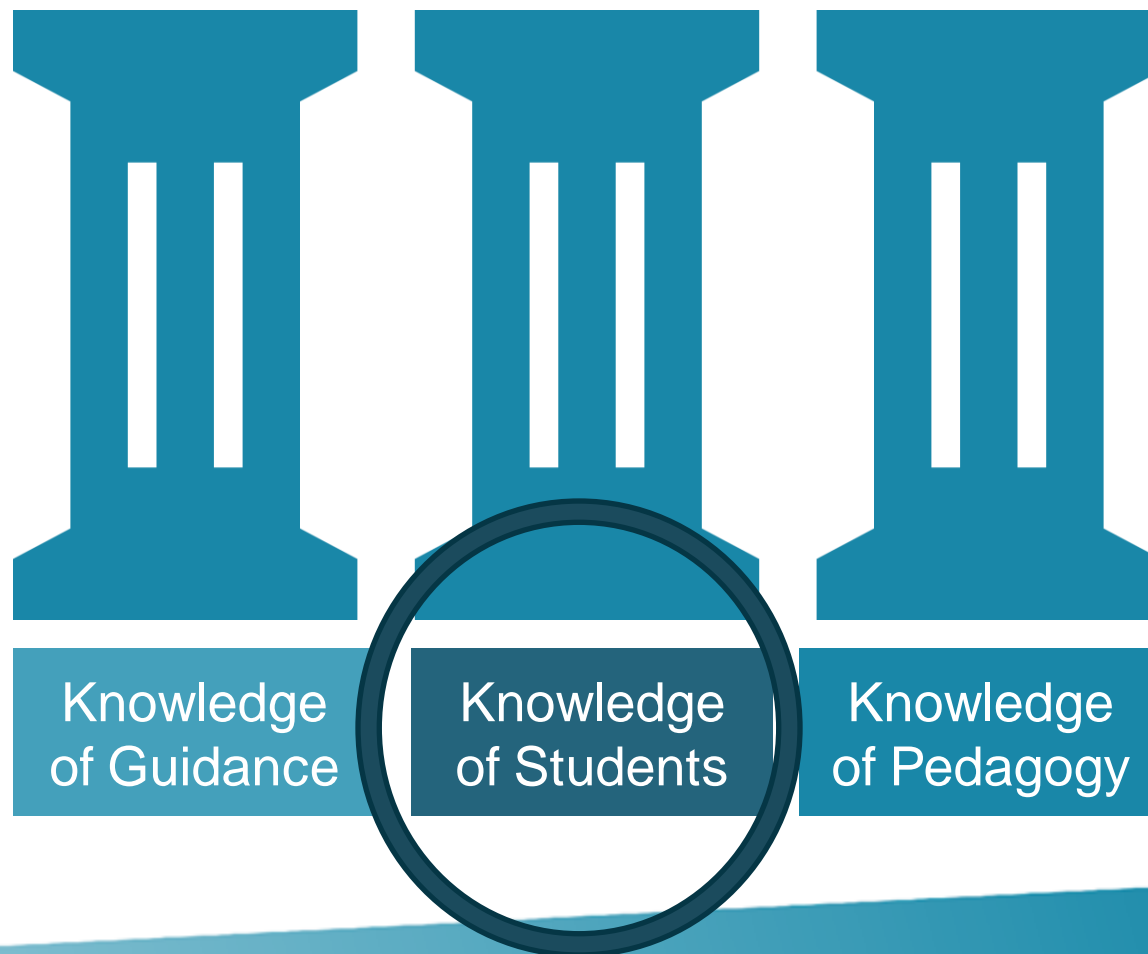
## Key Considerations





# Planning a Unit of Learning

## The Pillars of Planning







# Planning a Unit of Learning

## Knowledge of my Students



Gilly



Tate



Kyle



Natalia



Jack

**Second Year Mixed Ability Guidance Class**





# Planning a Unit of Learning

## Planning Prompts

Learning Outcomes



**What will the students learn?**

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

Learning Experiences



**How will the students learn it?**

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

Success Criteria and Formative Assessment





**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?



# Planning a Unit of Learning

## What should the students learn?

 <p><b>What will the students learn?</b></p>	<b>Topic: Knowing Myself</b> Students will be able to explore and discuss their aptitudes, interests, values and challenges in terms of career development and learning paths.		
	My Aptitudes & Interests	My Values	My Challenges
			


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





# Planning a Unit of Learning

## What should the students learn?

  
 What will the students learn?

	My Aptitudes & Interests	My Values	My Challenges
	To <b>identify</b> their current aptitudes and interests.	<b>Demonstrate</b> understanding of their current values relating to career choice.	To <b>identify</b> challenges that may restrict their preferred learning and career paths.
	To <b>explore</b> aptitudes necessary for learning and career paths.	To <b>identify</b> the values that are the greatest importance to them.	To <b>plan</b> alternative pathways to their career interests.
	To <b>compare</b> and <b>contrast</b> aptitudes and interests.	To <b>show awareness</b> that priority given to values can change across your lifespan.	To <b>Show</b> awareness of skills they may need to improve on for their current career interests.

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





# Planning a Unit of Learning

## Learner Experiences

What learner experiences could develop this learning?



# Planning a Unit of Learning

## Engaging Learner Experiences



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Career Sales

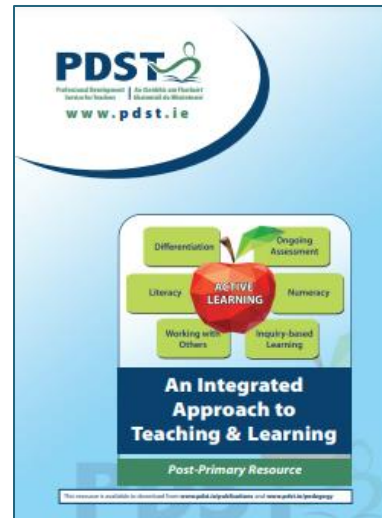
True or False

Ranking Ladders

Walking Debate

Diamond 9  
Activity

19-23







# Planning a Unit of Learning Assessment

**Current Assessment Practice in Junior Cycle Guidance Lessons**  
 What assessment practices do you currently implement as part of guidance teaching and learning?

1. Individual Checklist of Assessment methods you use in a Guidance Classroom ✓

Self Assessment	Online Quiz	Project	
Peer Assessment	Questionnaire	Poster	
Homework	Mentimetre	Newsletter	
Class Test	Lower and Higher order questions	Podcast	
Worksheet	Mock Interview	Concept Mapping	
Traffic Lights	Roll play	Portfolio/Digital Portfolio	
Reflection	3-2-1	Presentation	
Written Review	Demonstration	Psychometric Tests	
Choice of Assessment	Questioning	Other	

2. How would you rate the importance of assessment in Guidance teaching and learning ✓

- 8-10 Extremely Important
- 3-7 Average Importance
- 1-2 Not very Important

3. Generally, how often would you formatively assess the learning outcomes of students in the class ✓

- During each class
- At the end of a topic
- At the end of a unit of learning
- Never as I don't know how.

4. What form of feedback do you give your students? ✓

Oral	Grade	Percentage
Comment Only	Other...	Combination

5. Do you use any of the following procedures in reporting on the outcomes of assessment to parents? ✓

Term Reports	Parent/Teacher Meetings	Journal
Phone call	Scheduled meeting with Parent/Guardian	Other:

6. How do you think guidance classroom assessment benefits the students in any of the following ways? ✓

Enhances self-directed learning	Includes all learners
Increases active learning	Gives positive reinforcement
Gives feedback to students	Consolidates the Learning Outcomes
Increases Understanding	Depends self-awareness

7. How do you currently use assessment to help students improve? \_\_\_\_\_

8. What are the challenges in relation to assessment? \_\_\_\_\_

What is being assessed?

Who is leading the assessment?

Will success criteria be developed?

Do students have a choice in how they demonstrate learning?

How is it being assessed?

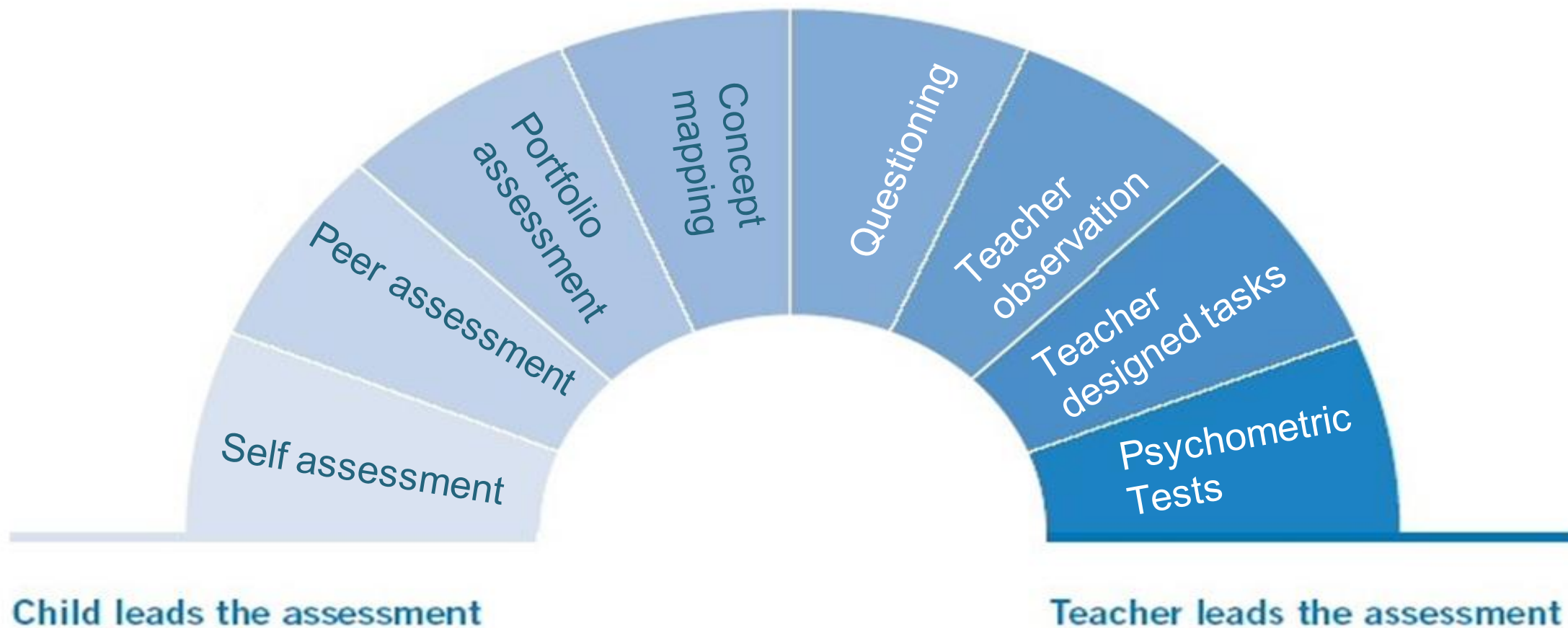
How is the information used or shared?





# Planning a Unit of Learning

## Continuum of Assessment







# Planning a Unit of Learning

## Assessment

	My Aptitudes & Interests	My Values	My Challenges
What will the students learn?	To <b>identify</b> their current aptitudes and interests.	<b>Demonstrate</b> understanding of their current values relating to career choice.	To <b>identify</b> challenges that may restrict their preferred learning and career paths.
	To <b>explore</b> aptitudes necessary for learning and career paths.	To <b>identify</b> the values that are the greatest importance to them.	To <b>plan</b> alternative pathways to their career interests.
	To <b>compare</b> and <b>contrast</b> aptitudes and interests.	To <b>show awareness</b> that priority given to values can change across your lifespan.	To <b>Show</b> awareness of skills they may need to improve on for their current career interests.



# Planning a Unit of Learning Assessment

How will you know they have learned it?

How will the student know they have learned it?

	My Aptitudes & Interests	My Values	My Challenges
What will the students learn?	To <b>identify</b> their current aptitudes and interests.	<b>Demonstrate</b> understanding of their current values relating to career choice.	To <b>identify</b> challenges that may restrict their preferred learning and career paths.
	To <b>explore</b> aptitudes necessary for learning and career paths.	To <b>identify</b> the values that are the greatest importance to them.	To <b>plan</b> alternative pathways to their career interests.
	To <b>compare</b> and <b>contrast</b> aptitudes and interests.	To <b>show awareness</b> that priority given to values can change across your lifespan.	To <b>Show</b> awareness of skills they may need to improve on for their current career interests.



# Planning a Unit of Learning Considerations



What key skills and wellbeing indicators are being developed through the unit?

Managing myself  
Managing information & thinking  
Working with others  
Communicating

Responsible  
Connected  
Aware



# Reporting Junior Cycle Profile of Achievement

Guidance can be reported in the Junior Cycle Profile of Achievement in either:

- Other Areas of Learning
- Other Areas of Wellbeing



State Certified Final Examination		Classroom-Based Assessments - Subjects	
Irish L2 (O)	Merit	Irish L2	Language Portfolio: Exceptional Communicative task: Above Expectations
English (H)	Merit	English	Oral Communication: Above Expectations The Collection of the Student Texts: Exceptional
Mathematics (O)	Higher Merit	Mathematics	Mathematical Investigation: Exceptional Statistical Investigation: In-Line with Expectations
History (C)	Merit	History	The Past in My Place: Exceptional A Life in Time: Not Reported
Geography (C)	Merit	Geography	Geography in the news: Not Reported My geography: Above Expectations
French (C)	Merit	French	Oral Communication: Above Expectations The Student Language Portfolio: Yet to Meet Expectations
Business Studies (C)	Achieved	Business Studies	Business in action: Yet to Meet Expectations Presentation: In-Line with Expectations
Home Economics (C)	Merit	Home Economics	Creative Families: Above Expectations Food Literacy Skills Book: Exceptional
Science (C)	Achieved	Science	Extended Experimental Investigation: In-Line with Expectations Science in Society Investigation: Not Reported
Visual Art (C)	Higher Merit	Visual Art	From Process to Realisation: Yet to Meet Expectations Communicate and Reflect: Above Expectations
Other Areas of Learning		Classroom-Based Assessments - Short Courses	
		<b>Wellbeing</b>	
		CSPE (Civic, Social, Political Education): Above Expectations	
		Physical Education: Not Reported	
		SPHE (Social, Personal, Health Education): In-Line with Expectations	
<b>Other Areas of Wellbeing</b>			
Principal	Year Head	Roll Number: 10000X	
Mr. John Smith	<i>John Smith</i> Testing	My School Cornamaddy, Ballymahon New Road, Arthlone, Co. Westmeath N37 TR23	

This JCPA recognises and records achievements in Junior Cycle.



# Planning a Unit of Learning Reflection

What worked well?

What would I change for next time?

Even better if...

What did the students think of it?





# Reflection

Identify three next steps for you in your Junior Cycle Guidance planning and practice as a result of today's learning.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





# Mentimeter



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Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

## Session 3:

# Designing Your Own Units of Learning Junior Cycle Guidance





## Session 3

By the end of this session participants will have;

- engaged in the shared preparation of a unit of learning, on topics suitable for Junior Cycle Guidance.
- shared their unit of learning with other participants and reflected on the process.
- reflected on their own learning from the day and recorded some of their next steps.



# Planning Units of Learning

## Questions to Consider

Is there learning that **needs to be prioritised** for this group at this time?

Are there **events** already happening in school that could **reinforce** learning and engage students in a more meaningful way?

Has this group already engaged with this topic at another point, if so, what am I doing that will build on that **prior knowledge**?





# Planning a Unit of Learning

## Knowledge of my Students



Gilly



Tate



Kyle



Natalia



Jack

**Second Year Mixed Ability Guidance Class**





# Planning your own Units of Learning

Coping in  
Times of Stress

The Value of  
Work

Choosing my  
Senior Cycle  
Programme &  
Subjects

Decision  
Making



Career  
Awareness &  
Labour Market  
Issues







# Planning a Unit of Learning

## Planning Prompts



**What will the students learn?**

### Learning Outcomes

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



**How will the students learn it?**

### Learning Experiences

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



**Assessment**

### Formative Assessment

### and Success Criteria

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?



# Collaboratively Design a Junior Cycle Guidance Unit of Learning

What will the students learn?

How will they learn it?

Assessment

Supporting Materials or Resources







# Participants have:



explored the implications of Guidance Policy and reports on their practice at Junior Cycle.



explored effective ways of incorporating Guidance into Junior Cycle.



engaged in the shared preparation of units of learning, on topics suitable for Junior Cycle Guidance.



engaged in a range of active learner experiences and reflected on their uses in the Guidance classroom.



# Mentimeter



Join at [menti.com](https://menti.com) use code **6287 4852**





# Individual Reflection



**3 new things  
you have  
learned**

**2 things that  
you will  
implement in  
your Guidance  
lessons**

**1 thing that you  
will read up on  
in more detail**





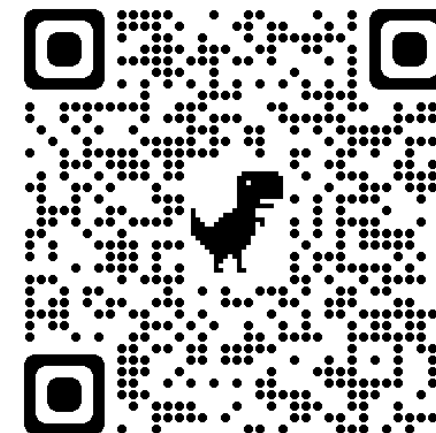
# Padlet of Resources

**Junior Cycle Guidance**  
Supporting Guidance Counsellors and Whole School Guidance Teams to Design the Guidance Programme in Junior Cycle. Inclusion of materials and links on this padlet does not constitute endorsement by the PDST.

Planning a lesson or Unit of Learning | Active Learning and Teaching Methods | Assessment | Topic and Theme Resources | WSG Planning | Inclusion & Wellbeing | Guidance Counsellor Resource

- Appendix I (wellbeing Guidelines) for school developed Wellbeing Units of Learning
- Learning, Teaching and Assessment PDST 2022
- Video: Embedded Formative Assessment - Five Strategies
- Guidance Related Learning NCGE
- Whole School Guidance DE Nov 2022
- NCCA Junior Cycle Wellbeing Guidelines 2021
- AIB Future
- NCCA Learning Intentions and Success Criteria
- Anticipation exercise editable
- NCCA Focus on Learning Questioning
- Wellbeing Resources Catalogue Post-Primary
- NCGE Whole School Guidance Framework 2017
- NEPS Resources and Publications
- Smart Moves
- NCCA Formative Feedback
- Friends Programme
- Student Support Teams in Post Primary School
- Wellbeing Policy and

<https://www.youtube.com/watch?v=B3HRVf5ZHoo&t=205s>



<https://tinyurl.com/w84ez9bk>





Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Thank you for your participation



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