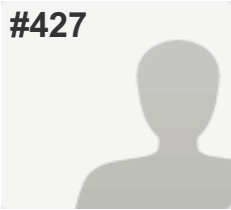


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PAGE 1: Please complete this consultation paper in respect of your area of interest and/or expertise

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PAGE 2

Q4: 1(a) What improvements can be made within existing resources

Clear guidelines for all post- primary schools on the list and type of school policies required which then need to be checked appropriately by School Inspections
Inclusion of an initial " careers" programme into primary school - as part of SPHE, to introduce the concepts of careers , especially for disadvantaged children.

Q5: 1(b) What improvements can be made through new provision

Introduction of a Guidance Strategy for schools - to include the transition from Primary to post-primary, support throughout the 6 years and the development of age appropriate career management skills .
A Guidance Strategy for Schools would clarify the resources available and the requirements for referral to external agencies as appropriate. Strategy would also clarify the role of guidance counselling within the whole school guidance programme.
Clarification of the minimum hours for allocation to guidance in post-primary schools is vital - Whether this is ex-quota or in line with pupil-teacher ratio.
Co-ordination of schools inspection with the national development of Quality Assurance of guidance services in line with EU guidelines , will support the development of quality guidance provision in schools

PAGE 3

Q6: 2. Comment on work currently being undertaken by the Department in your area of interest and/or expertise. (What are we doing well, what could we do better)?

As NCGE, we are agency of the DES. DES funds many programmes in support of guidance provision - example supervision of guidance counsellors in post-primary schools and AEGI/ FET. However, it is important that DES ensure attendance at this supervision, to support quality guidance provision.

DES supports the provision of guidance via the recent Programme Recognition Framework, the recent Circular on Assessments in schools, and the Circulars which refer to the whole school guidance plan.

However, at Department level, there is a lack of co-ordination across the different department sections on a cohesive approach -example - a Guidance Strategy would ensure a cohesive approach to CPD provision and clarify resources available.

We now have a DES / SOLAS FET Strategy which includes a section on Guidance. A similar approach to schools based guidance is urgently needed informed by EU guidelines and policy developments.

PAGE 4

Q7: 3. Are there opportunities (e.g. new areas of work) which the Department should consider when developing the 2016 - 2018 strategy which would advance the achievement of our mission, vision and objectives across the continuum of education and skills?

Lifelong guidance has been outlined at EU level, and a framework for our own Lifelong Guidance provision was detailed in the National Guidance Forum report 2007. While some of the aspects of this report are now outdated, this report has informed the development of the ELGPN Guidelines for policy and systems development and Quality Assurance in guidance.

The Ambition of the new government is that " education is the key to giving every child an equal opportunity in life". This is not possible without a focus on inclusion, diversity, and the development of each child. Many reports have indicated the role of the guidance counsellor at postprimary school level, also the role of Guidance in FET is vital to ensure progression to work or higher ed, or in second chance education, and choosing opportunities that will fit in with the adult students commitments.

Career guidance in Higher Education should not be an after thought, but a central programme in all courses.

There needs to be a continuum of service provision to formally link the guidance provision across these sectors and a dedicated Agency, with the legal status and authority to oversee these developments.

PAGE 5

Q8: 4. How should success on achieving our strategies be measured.

The Department should be in a position to consider informed and accurate briefing documents, consultations with stakeholders and the ability to then make policy decisions, and be held accountable based on this decision making process.

Formal planning, review, evaluations and policy development processes should be built into the Departments strategies. The views of all stakeholders must be considered in measuring success, not the views of just a few.

PAGE 6

Q9: 5. Comment on any issues relating to the continuum of education and skills, in addition to your particular area of interest and/or expertise

As mentioned above, career guidance should begin in an age appropriate way in primary schools (eg encouraging children in a disadvantaged area that they too can become a teacher or a nurse or an electrician or a zoo keeper!) A continuum of careers and education guidance and guidance counselling provision throughout the school years is vital. In line with other recent developments, the school guidance programme should be seen as part of the Well being programme, part of the mental health and suicide prevention and part of the continuum of support model. It is vital that the Dept is clear that the role of the guidance programme is development of career management skills and the support of the student with personal issues. Both are equally as important. Transition from school to next step - FET, IoT , University , could be facilitated through connections of guidance providers. In FET, it is vital that the Department recognises the role of guidance as different to that of the DSP model of job search and placement. DES needs to recognise the role of the Career Services in Higher education and fund them accordingly

PAGE 7

Q10: 6. Any other observations that you would suggest the Department should consider in the formulation of our strategy for education and skills 2016 - 2018

The Department should include a section within its Strategy - Guidance strategy for education and skills. The FET Strategy includes provision for the development of the FET Integrated Guidance Service, so some of the work is done already! Focusing on the agencies of the Department, it is important that they have clear legal status and authority and support of the Department to carry out their strategic objectives. Goal 2 of the Strategy 2015-2017 "Improving Quality and Accountability" promotes quality assurance , and improvements in standards - This should apply to the guidance provision in the education and training system also. Considering the recent ELGPN Guidelines for EU member states (presented to the Dept in December in Dublin 2015) , it is now vital that DES establishes a formal and legal authority for Guidance to oversee these developments

PAGE 8: A Programme for a Partnership Government - Chapter 10: Education

Q11: 1(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

The National Guidance Forum report 2007 pages 14 and 15 refer to the lifelong development of essential emotional, social learning and career development. Consideration of further Early years interventions and supports should be informed by this report.

http://www.nationalguidanceforum.ie/documents/NGF_Guidance_for_Life%20final.pdf

Q12: 1(b) How should progress on Prioritising Early Years be measured?

It is essential to set targets for the reduction of pupil teacher ratios, and numbers of new NEPS Psychologists, and to state when these targets will be met.

Q13: 1(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

PAGE 9: A Programme for a Partnership Government - Chapter 10: Education

Q14: 2(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

raising school age to 17 is welcome.

However there remains a lack of recognition of the role of guidance in specifically disadvantaged schools, where families may not have the resources to support their kids to make career plans or choices - or even to look for work experience in TY

A joined up thinking approach at department level - and school level is necessary

Guidance Counsellors, SNA, support teams, school guidelines etc must all be seen as part of the solution - not as separate and individual resources in the school

Q15: 2(b) How should progress on Tackling Disadvantaged be measured?

Provide additional targeted hours for guidance in disadvantaged schools - similar to the extra allocation for guidance to DEIS . require that schools provide a detailed outline of what they will do with those guidance hours - engage with local employers and community services, develop work experience modules, specific timetabled class guidance and 1-1 guidance . Then review and measure the schools retention of the "at risk " students.

Q16: 2(c) What would you consider to be the priority actions and outcomes in this area?

targeted guidance hours for disadvantaged areas

PAGE 10: A Programme for a Partnership Government - Chapter 10: Education

Q17: 3(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Welcome the developed role for the Office of the Ombudsman for Children.

Clear guidelines for schools' Board of Management is vital and a mechanism for the Ombudsman to question the Board ' accountability

Complaints procedures for schools must take into account the various roles within the school which may not be formally recognised by the Teaching Council - example - teaching Council recognises the person employed as a " teacher" not specifically someone in the role of " guidance Counsellor"

Q18: 3(b) How should progress on Diversity and Choice for Parents be measured?

Ask the parents!!

Q19: 3(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

PAGE 11: A Programme for a Partnership Government - Chapter 10: Education

Q20: 4(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Quality assurance guidelines for guidance should inform the schools inspections

Local education Clusters would support " local guidance cluster" to support contacts with employers, innovative guidance programmes etc

Q21: 4(b) How should progress on Promoting Excellence and Innovation in Schools be measured?

Respondent skipped this question

Q22: 4(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

PAGE 12: A Programme for a Partnership Government - Chapter 10: Education

Q23: 5(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Clarification is needed of the statement " guidance counselling at secondary school level will be enhanced".

Guidance has a role in transitions, career management skills development, subject choice, career planning, and personal support. This must be done via classroom based activities AND 1-1 guidance counselling where appropriate. Clarification that the guidance counsellor in the school is not a qualified mental health practitioner is vital and that referral is essential

There is a role for guidance formally within the Junior Cycle and TY programmes as well as required at senior cycle. All such plans must be based on national, and European good practice and also extra provision targeted for disadvantaged schools

Q24: 5(b) How should progress on Promoting Creativity and Entrepreneurial Capacity in Students be measured?

Focus on the development of Career management skills development - through portfolio

Q25: 5(c) What would you consider to be the priority actions and outcomes in this area?

Formal guidance programme for schools to be introduced

PAGE 13: A Programme for a Partnership Government - Chapter 10: Education

Q26: 6(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

Clarification will be needed on the cost implications for parents if any

Q27: 6(b) How should progress on Making Better use of Educational Assets within Communities be measured?

Assess and evaluate the new programmes introduced at local level and invite comment from parents

Q28: 6(c) What would you consider to be the priority actions and outcomes in this area?

Respondent skipped this question

PAGE 14: A Programme for a Partnership Government - Chapter 10: Education

Q29: 7(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

EPSEN Act section 9 (g) refers to transitions to postprimary school and NCSE reports refer to the supports needed for transition through and from postprimary school.

These all highlight the role of the guidance counsellor

Supports for students with Special education needs must be augmented by presence of guidance counsellor in the school.

Q30: 7(b) How should progress on Special Needs Education be measured?

Respondent skipped this question

Q31: 7(c) What would you consider to be the priority actions and outcomes in this area?

Investing in the NEPS services but also the development of a COunselling Psychologist service to support the students is necessary

PAGE 15: A Programme for a Partnership Government - Chapter 10: Education

Q32: 8(a) Comment on the approach contained in the Programme for a Partnership Government (are we capturing the essential issues, are there additional matters we should take into account).

A formal nationally recognised RPL process is neccessary
formal funding for career services at HE and FET is necessary

Clarification is needed on the proposed review of Adult and Further and community education sector . What is SOLAS role in this?
there is clarification needed on the value of guidance throughout the FET sector for the support of the adult learner and not just for job search!

Q33: 8(b) How should progress on Meeting the Skills Needs of the Future be measured?

Respondent skipped this question

Q34: 8(c) What would you consider to be the priority actions and outcomes in this area?

DES should recognise the data already available to inform decisions and planning
