



ROSEMONT
SCHOOL

Policy on Guidance

Reviewed: October 2017

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1. Introduction

Rosemont Secondary school aims to provide an academic service to its students that will challenge them, meet their needs, enable them to pursue their chosen field of further study and enter the world of work. This provision is just one aspect of the adolescent's needs. This period is also one of great change in teenagers' spiritual, human, social, personal and interpersonal development. Rosemont takes a holistic view of the individual as a person, and provides support and services to address these areas of development, and to support student wellbeing. These provisions are outlined in this *Policy on Guidance*.

This school guidance programme seeks to reflect and provide for the needs of each pupil whatever their ethnic, cultural, religious and linguistic backgrounds. The programme recognises the necessity to cater for the needs of every student throughout the six years she spends with us, and also to empower the student with the skills necessary to cope with adult life long after she has left our care. Guidance in Rosemont is a whole-school activity. This policy on guidance outlines the range of activities through which Rosemont addresses the needs of the student by helping her in her personal, social, educational, and career development ensures each student has access to appropriate guidance. In addition, the guidance programme also forms part of the overall school development plan that takes into account the needs of the students, available resources, and contextual factors. This document is based on the '*Framework for Considering Provision of Guidance in Post-Primary Schools-Revised May 2017*' and should be read in conjunction with all other relevant school policies, including the Guidance Calendar, attached in appendices.

Rosemont Secondary School - Profile

Mission & Ethos

Rosemont is an academically stimulating school with a Catholic ethos that encourages girls to live their faith in the ordinary events of every day. Christian faith is the reason why each individual girl in Rosemont is respected and valued, whether she is a believer or not. Our educational mission draws life from ideals that are sincerely Catholic; these same ideals are open to people with a wide array of beliefs and backgrounds. This partnership is possible because the Catholic faith is a truly humanising faith: the salvation it offers is a salvation that makes us more genuinely human. St. Josemaría Escrivá wanted people to discover in their Catholic faith a basis for unity and solidarity in working with others to build up an authentically human ecology in the world.

Our school was founded by a group of forward-thinking parents in 1977. They recognised that strong, effective partnerships between parents and teachers are essential for children to achieve their greatest potential. From birth to adulthood parents are the primary educators of their children. By forming a real partnership with parents, Rosemont gives students a powerful advantage. We have found that success is certain for students whose teachers and parents collaborate with them in the development of their goals and strategies for pursuing academic excellence.

2. Guidance as a School Wide Responsibility

Guidance provision is also a school-wide responsibility, involving the collaboration of school management, the Guidance Co-ordinator, the Coaches, Careers Consultant, all teaching and non-teaching Staff, parents, past pupils, the chaplain, the Board of Management and the community at large. The Student Support team in Rosemont is made up of class teachers.

With this in mind, the guidance and coaching process aims, with the assistance of all relevant stakeholders, to help students: develop an awareness and acceptance of their talents and abilities; to become independent learners; to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves and to make informed choices about their lives and to follow through on those choices.

2.1 The Guidance Co-ordinator

The Guidance Co-ordinator is a member of staff with relevant coaching experience who is timetabled to co-ordinate the Guidance provision in Rosemont. The Guidance co-ordinator works within Rosemont and also outside agencies such as NEPS, NCSE, TUSLA, CAMHS.

Coaching: The Guidance Co-ordinator works with the Head of Coaching to convene meetings with the team of coaches when required to (i) provide helpful resources to coaches (ii) update coaches on how coaching can support the current school development priorities (iii) discuss and resolve any common issues arising in coaching sessions. Coaches can ask the Co-ordinator to liaise concerning students who need to be assessed by the NEPS for exam exemptions etc., or who need to arrange assessment with the Careers Consultant. The Guidance Co-ordinator also takes care of documentation of students who wish to change subject/level.

Careers consultant: The Guidance Co-ordinator liaises with the Careers Consultant concerning appointment requests from students and/or parents; ensuring documentation concerning NEPS assessment or other assessments is communicated confidentially between the parties concerned and that information is securely stored.

Well-being-assemblies: The head of coaching sources useful material for assemblies for the members of the Student Support Team (Class Teachers) and communicates this material to them.

Parents: The Guidance Co-ordinator works with Management in researching and communicating to parents, useful information on matters relating to students' personal development and welfare, as well as parenting matters. This information is communicated through:

- The School website
- Via telephone, text and email
- Through the six formal reports per year
- Meetings for parents in school
- Talks for parents in school
- Liaising with Class Parents to ensure that all parents are sufficiently informed of material and talks/meetings etc that are arranged for them.

Referral

An individual Coach may recognise the need for assistance from other qualified helpers both within and outside the school. Then the Guidance Co-ordinator will act as liaison to organise the provision of such assistance, while informing the school management, parents, and relevant authorities. In addition to voluntary referral a situation may arise when referral to social services may be necessary. This is done in collaboration with the relevant social worker, depending on the address of the student concerned. At all times the Child Protection Guidelines are followed.

Record Keeping

All records regarding student's contact with the Guidance Co-ordinator are held in a locked filing cabinet in the teacher workroom.

2.2 Coaching

At Rosemont each student is assigned a personal coach who is a member of staff. The student can meet with her coach every three weeks, or when necessary. Coaches

encourage students to set targets and goals for themselves. Our coaching system is especially effective because it focuses on the needs of each individual.

Coaches promote learning at every level of the person; academic, spiritual, human, social, personal, interpersonal. All students benefit greatly from the coaching system. It ensures they are able to set themselves targets which are within their individual reach. Any problems encountered with particular subjects can be discussed with the coach who can then liaise directly with the subject teacher.

Rosemont's educational coaches have two main goals: enquire and encourage. They start with asking questions: what achievements does the student take pride in? Where do they have room for improvement? What does success mean to them? What is their most challenging class? What would be their ideal grade? Next, coaches encourage, still using a line of questioning that leads students to important discoveries; what would it take to achieve a particular goal? Would extra study ensure success? What else could the student do? The student directs the goal setting and devises their strategies for success. While coaches are committed to the success of each of their students, they maintain an objective perspective. By being their own boss, students get excited about their plan and work hard at achieving their goals. An educational coach helps to keep them on track, and is there to suggest solutions.

Through regular meetings coaches provide students with the opportunity to evaluate and re-evaluate the progress they have made on their goals, and devise new strategies for success. Coaches also work with students on career-focused planning and goal-setting. All students are encouraged to research their options and set long-term educational and career goals. 5th and 6th year students in particular are directed to the resources they need to make decisions about careers and third-level education.

Teachers, parents and past pupils have seen this unique coaching approach brings out positive, adult qualities in students. Rosemont's entire educational approach complements the parent's position as their child's most influential educator. Our teachers keep parents abreast of their children's strengths, challenges, progress and goals. Teachers and coaches solicit feedback and input from parents. They use that input to strengthen Rosemont's educational offering for each student, and establish a partnership with the student's family. In turn, teachers offer guidelines for parents on how to ensure their individual child's success.

Our approach falls in line with our founding intention to work with families for the student's benefit.

Partnership structure

Parents can arrange to meet with the coach once a term with regular opportunities to meet with subject teachers. This arrangement brings the parents in on their child's goal setting, and allows them to have input on areas of critical focus. It also gives them the information they need to provide meaningful encouragement at home.

The Teacher

Since classroom teachers spend a considerable amount of time with the adolescent in a learning environment they have an opportunity to assist in the development of pupils, not just in their own specialised subject area but also in a more holistic way. This includes the contribution subject teachers can make to the overall personal development of the adolescent, academically, morally, socially, spiritually. Every day teachers have the opportunity to help students develop positive self-concepts as part of self-understanding and self-acceptance as well as making an invaluable contribution to assist the adolescent in becoming conscious of their own potential and opportunities.

Learning Support

As a Voluntary sector school there is no D.E.S. allocation for learning support. As per the new model of allocations in May 2017, NCSE allocates resource hours to individual students, and the school assigns those hours as necessary.

Learning Support is provided through the combined efforts of Rosemont's Learning Support Teacher, Guidance Co-ordinator, Coaches, Careers Consultant, Class Teachers, SNA (when sanctioned by the NCSE) teachers and school management to assist and provide support for those students who, for various reasons, require assistance to minimise their difficulties. The school management liaises with a psychologist allocated by National Educational Psychological Services (N.E.P.S.) when assessment is required. The Guidance Co-ordinator assesses students for, (i) reasonable accommodation, (ii) exemptions from exam components, (iii) Irish exemptions, and (iv) the allocation of resource hours when appropriate. The Guidance Co-ordinator liaises with the National Council for Special Education (NCSE) via the Special Needs Organiser (SENO) re allocation of SNA and resource hours.

Outside Expertise and Agencies

A guidance programme recognises and draws upon expertise that is available from the wider community at large. These include visits from outside speakers, visits to outside institutions, work experience, retreats, seminars, working with particular organisations such as Garda Síochána, Department of Education & Science, the Exams Commission, the H.S.E. and other necessary agencies.

2.3 Careers Consultant:

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Rosemont directly employs a Careers Consultant for Career Guidance classes for all years and for one-to-one interviews with 4th, 5th and 6th years students. The careers consultant works with the students on both educational and career guidance counselling.

Careers Information for Students

The careers library is situated within the careers and learning room. Students have free access to all paper based resources and are free to utilise such resources when they wish. Day-to-day information is communicated to students using the Careers Notice-board. Access to electronic resources is provided via the school laptops.

2.4 Provision of Information for Parents:

In May of the year prior to entry to Rosemont, there is an extended meeting for incoming 1st year parents to inform them about the different aspects of secondary school, to introduce them to the curriculum, and to answer any queries the parents may have.

There is also a meeting for parents of students from 2nd – 6th year highlighting the current development priorities for the year; informing parents about the status of the previous year's development priorities and other achievements; updating them on any new initiatives concerning support and guidance for their daughters. The current year's calendar is reviewed. The meeting also provides the opportunity to clarify any questions parents may have.

In November of each academic year there is an extended meeting for 6th year parents to inform them about the CAO process , and to answer any queries the parents may have.

Periodically the school organises guest speakers for parents on topics related to the welfare and development of their daughters

There are also the normal parent-teacher meetings and parent information evenings outlined elsewhere in this document, as well as individual coaching meetings available for parents each term.

2.5 The Subject Teacher

Since a number of the main aims of the guidance programme can be fulfilled during normal everyday activities, be they teaching and/or extracurricular activities, the individuals involved have many opportunities to provide for the needs of each student

and notice any difficulties that may arise on an individual level. It is these adults that can assist students in the following areas:

- Help develop social skills
- Enhance self-esteem
- Nurture inclusivity
- Offer help and assistance
- Help develop coping skills
- Nurture independence
- Instil a sense of adult responsibility
- Motivate
- Monitor attendance
- Develop self-awareness
- Help to cope with the demands of the school
- Encourage participation in extracurricular activities
- Develop interpersonal skills
- Encourage decision making
- Identify strengths and weaknesses
- Recognise talents
- Nurture relationships
- Negotiate conflict
- Monitor for any signs of bullying
- Identify any students at risk

2.6 The Student Support Team

Each class has a class teacher assigned to them. The class teacher is a member of the teaching staff with a special pastoral care role. The class teachers make up the Student Support Team. As well as having specific administrative duties, the class teacher monitors class progress and atmosphere and organise trips for their class. Class teachers see their class for assembly three times a week. They act as a point of contact for subject teachers and deal with any issues that may arise within the class. There are class teacher meetings when required with the School Management.

Every day each year group has an assembly for 10 minutes. This is run by the individual class teacher on 3 days, held by the designated class prefect on one day and the final day is a whole school assembly conducted by the Principal. This is when the Wellbeing programme is delivered and the daily roll call is taken.

3. Subjects with specific Guidance content

3.1 Social, Personal and Health Education (including RSE)

Rosemont recognises that parents have the primary responsibility for the social, personal and health development of their children. As part of the partnership that we seek to foster with parents we support them in this role in many ways, one of which is the SPHE programme. The SPHE programme is provided in a way that is in keeping with the Mission Statement of the school and its Catholic ethos.

Aims of SPHE

As stated in the SPHE guidelines and curriculum the aims of SPHE are

- To enable the students to develop personal and social skills
- To promote self-esteem and self-confidence
- To enable the students to develop a framework for responsible decision making
- To provide opportunities for reflection and discussion
- To promote physical, mental and emotional health and well being

These aims are supportive of Rosemont's overall aims and ethos.

Delivery of the SPHE programme

The SPHE curriculum as outlined by the D.E.S. is divided into ten modules. They are:

- Belonging and integrating
- Self-management: A sense of purpose
- Communication skills
- Physical health
- Friendships
- Relationships and sexuality
- Emotional health
- Influences and decisions
- Substance use
- Personal safety

These modules provide a flexible framework for the programme, with each of the modules revisited in each of the three years of the junior cycle.

All students from 1st – 3rd Year have classes in SPHE for one period a week. Senior Cycle students have an RSE module.

Various methodologies are used in delivering the programme including class discussion, questionnaires, games, projects, artwork, etc.

3.2 Civic, Social, & Political Education

As well as the S.P.H.E. programme the Civic, Social, & Political Education (C.S.P.E.) programme also provides a curriculum-based forum for further enhancing the aims and objectives of the guidance programme. The C.S.P.E. programme is delivered within the school timetable from first to third year. The programme continues into fourth, fifth, and sixth year in a less formal manner, notable in Religion class and by making use of outside expertise and organisations. The aims and objectives of this programme are as follows.¹

- To prepare students for active citizenship.
- To explore the civic, social, and political dimensions of their lives.
- To encourage and develop the practical skills which enable pupils to engage actively in social interaction.
- To adopt responsible roles as individuals, family members, citizen, worker, consumer, and member of various communities within a democratic society.
- To develop the autonomous potential of pupils as socially literate, independent and self-confident young people.
- Encourage pupils to apply positive attitudes, imagination and empathy in learning about, and encountering, other people and cultures.
- To enable people to develop their critical and moral faculties in agreement with a system of values based in human rights and social responsibilities.
- To develop knowledge and understanding of processes taking place at all levels of society which lead to social, political and economic decision-making.

3.3 Religious Education

The R.E. programme is delivered within the school timetable from 1st – 6th year. Religious education in Rosemont gives students a deeper appreciation of the Catholic faith. It encourages them to reflect, to resolve doubts and to act on the basis of personal conviction. It helps them to discover the relevance of faith to everyday life: study, work, friendship and family.

Chaplaincy:

A priest of Opus Dei is available regularly to celebrate Mass. He is also available in the confessional for those who wish to receive the Sacrament of Penance and for those who wish to chat to him. The Chaplain periodically gives talks on matters of faith to classes during the school year as well as on the school retreats. He is available for consultations for parents at parent-teacher meetings.

¹ National Council for Curriculum and Assessment, *Civic, Social, & Political Education, Guidelines for Teachers*, Dublin: 2001, p 4.

Advent preparation

All Years are provided with a 2 hour Advent preparation session in early December with the School Chaplain or a Religious Education teacher.

Lenten preparation

All Years are provided with a 2 hour Lenten preparation session with the School Chaplain or a Religious Education teacher.

Mass in school

Girls have the opportunity to attend Mass once per week. During Lent, mass is offered on a daily basis at lunchtime.

Spiritual Reading

Girls who decide not to attend Mass have a selection of spiritual reading available to them.

Confession

Students can avail of confession in school on a regular basis.

4. Other activities that are part of the school wide approach to guidance are:

4.1 Awards Ceremony

At the beginning of each year Rosemont holds a whole-school Awards Ceremony that recognises academic and sporting involvement and achievements, as well as those students who have made a valuable contribution to school life. The TY certificates are also presented on this occasion to highlight the talents and skills achieved through participation in the TY programme. The Awards Ceremony allows the school to publicly express its appreciation for the involvement of its students in school life as well as contributing to the self-esteem of students and highlighting the value of involvement in school life.

4.2 Social Awareness

In order to stimulate awareness of the need to help others in our society students are encouraged to give their time to work with various volunteering agencies. All students have the opportunity to take part in social visits to the sick/elderly at Christmas through our Carol singing arrangements. Also, other classes may undertake social work visits as a class or in small groups throughout their time in Rosemont. Rosemont takes part in the Shoebox Appeal annually. Rosemont organises a Christmas lunch for the local senior citizens -students participate in the organisation of this. Rosemont also encourages students to undertake awareness-raising days in School for various social projects, frequently with a fund-raising aspect as well. Through CSPE and RE as well as other subjects, guest speakers are invited to address classes to keep all our students aware of the needs of others in society, both in Ireland and world-wide.

4.3 Extra Curricular Activities

Extra-curricular activities provided in Rosemont include hockey, Netball basketball, school musical, Drama classes, debating and choir, and are available from 1st – 6th year. TY students have the opportunity to participate in an extensive range of extra-curricular activities. All students are encouraged to take part in these activities to enhance their overall development and wellbeing. Some students may not involve themselves in these activities due to commitments in extra-curricular activities locally.

5. Curriculum Policies and Practices:

Students' access to and choice of subjects and programmes

5.1 Prior to entry to Rosemont

5.2 Junior Cert subject choices:

1st year students can sample all subjects until Christmas. At Christmas they select three from the six optional subjects (French, Spanish, Home Economics, Business, Music, Art). All students are required to take either French or Spanish in order to maximise opportunities at 3rd level. All students are better equipped to make such a selection having studied these for the first term. In order to ensure alignment with student interests, the matter is discussed by the student with their coach and relevant subject teacher.

5.3 Transition Year Programme

Transition year is compulsory except in circumstances where it is not in the best interests of the student to complete the year; in such cases the student can progress to 5th year.

5.4 Leaving Cert subject choices

During TY the students again sample all LC subjects listed and at the end of the year they are asked to do the 3 core subjects- they choose a level, 4 elected subjects – again groupings are drawn up to maximise the number of students getting the subjects they want. All students also do both PE and RE.

5.5 Assessment and assessment instruments

In Rosemont, assessments of students' abilities are used to inform planning for teaching and learning, as well as planning for Guidance and Special needs including students who have been identified Gifted and Talented.

Cognitive Ability Tests (CATS) are carried out in 1st year and in 2nd year.

Differentiated Aptitude tests (DATS) are carried out in Transition Year. Results are discussed with students and parents. Assessment tools are selected from the list specified by the DES.

6. Age and Year Specific Approaches

While all students can participate in the activities outlined previously other age specific and year specific strategies are in place that cater for the needs of the student at the various key points throughout the secondary cycle. These activities are outlined below.

6.1 First Year

In recognition of the challenges facing students moving from primary to secondary education, Rosemont has developed a 1st year induction programme (see appendices). The programme aims to facilitate a smooth and effective transition for students, as well as providing an enjoyable and positive experience of secondary school.

Assessment:

1st year students do 6 sets of tests per year in all subjects (except CSPE and SPHE). This allows subject teachers monitor the level of understanding, strengths and ability of each student, with time to address difficulties well in advance of the bigger Christmas and Summer examinations. The monthly tests may take a range of formats: written exams, projects, group work, presentations etc.

Study skills

First years are given Study skills by their class teacher. They also receive subject-specific study skills from subject teachers in order to support their learning and to maximise effectiveness. This is also discussed in coaching sessions. Rosemont has a Study Skills presentation available on the school website for all students. Students are also made aware of Rosemont's Homework Policy and I.T Acceptable Use Policy.

. After school supervised study is available to all students.

Anti-Bullying policy

First Years become familiarised with Rosemont's Anti-Bullying policy through their CSPE class, assembly, coaching and the support of their prefect. Activities promoting positive behaviour between students are explained in the First Year Induction Programme. Also, all years are encouraged to organise and take part in a variety of lunchtime activities such as Language Clubs, extra sports and fund-raisers.

Subject Selection in 1st year

1st year students can sample all subjects until Christmas. At Christmas they select three from the six optional subjects (French, Spanish, Home Economics, Business, Music, Art).

All students are required to take either French or Spanish in order to maximise opportunities at 3rd level. All students are better equipped to make such a selection having studied these for the first term. In order to ensure alignment with student interests, the matter is discussed by the student with their coach and relevant subject teacher.

6.2 Second Year

In addition to the whole school activities being available to all second year students, the following are targeted activities.

Study skills

Second years are given Study skills by their class teacher within assembly time. They also receive subject-specific study skills from subject teachers in order to support their learning and to maximise effectiveness. This is also discussed in coaching sessions. Rosemont has a Study Skills presentation available on the school website for all students. Students are also made aware of Rosemont's Homework Policy and I.T. Acceptable Use Policy.

Assessment:

2nd year students do 6 sets of tests per year in all subjects (except CSPE and SPHE). This allows subject teachers monitor the level of understanding, strengths and ability of each student, with time to address difficulties well in advance of the bigger Christmas and Summer examinations. The monthly tests may take a range of formats: written exams, projects, group work, presentations etc.

Anti-Bullying policy

First Years become familiarised with Rosemont's Anti-Bullying policy through their CSPE class, assembly, coaching and the support of their prefect. In order to promote positive behaviour and wellbeing, students are encouraged to take part in Lateral Thinking Skills sessions; debating; Young Scientists, team-based sports etc.

6.3 Third Year

In addition to the whole school activities being available to all third year students, the following are targeted activities.

Study

Third years are given Study skills by their class teacher within assembly time. They also receive subject-specific study skills from subject teachers in order to support their learning and to maximise effectiveness. This is also discussed in coaching sessions. Rosemont has a Study Skills presentation available on the school website for all students.

Third year students are helped to design effective study timetables in assembly. They are also recommended a specific study timetable for more intensive revision during the Easter break. The aim is to maximise study time and effectiveness, while ensuring sufficient rest and wellbeing simultaneously. Students are also made aware of Rosemont's Homework Policy and I.T. Acceptable Use Policy.

Assessment:

3rd year students do 3 sets of tests per year in all subjects (except CSPE and SPHE). This allows subject teachers monitor the level of understanding, strengths and ability of each student, with time to address difficulties well in advance of the bigger Christmas and Summer examinations. The monthly tests may take a range of formats: written exams, projects, group work, presentations etc. They do Mock Exams in term 2.

Parents Information Evening

We invite all the parents of our future TY students to attend an information evening in the 3rd term of each academic year. This is held on the same night as the current TY students present their end of year achievements to their own parents. The Principal presents the 3rd year parents with an outline of our transition year programme and answers any questions that the parents may have. The feedback from parents was that they found this process gave them a much greater grasp of the opportunities presented by the TY programme. 3rd year Parents then also attend the second half of the TY presentations. . This greatly facilitates third year parents receiving an informal and spontaneous account of the Transition Year experience. Equally it affords the TY students with an opportunity to express how they have personally benefited from the programme.

Mock Results

Once the mock results are available, coaches and subject teachers confer with students, and parents where necessary, to ascertain the correct level to be taken in the June exams

6.4 Fourth Year

Introduction

Rosemont Transition Year Programme is an integral part of our secondary school. We see this programme as an opportunity for our students to build on the academic achievements and the character development attained in Junior Cycle in order to prepare them for the Leaving Cert and for their future role in society. The Transition Year Programme is carried out in a partnership between parents, teachers and students. Rosemont embraced the TY concept from shortly after its inception in the belief that it was a powerful means to promote the personal development and wellbeing of our students as envisaged in our mission statement. In the years since then we have been consistently impressed by the

great and, more importantly, the many small steps in personal self-discovery made by our students in the course of their transition year. These steps frequently relate to discovering areas of talent and aptitude in both themselves and each other as a direct consequence of the teaching, learning and life experiences provided by the programme. The response from both students and parents has been consistently enthusiastic and we are grateful for their support and suggestions both in the past and up until today.

Aims of Transition Year in Rosemont

To help students achieve their personal goals through the activities and opportunities for self- reflection provided.

To facilitate the wellbeing of students through academic, intellectual, emotional, spiritual, moral, aesthetic and physical development.

To prepare the students for the world of work, nurturing the skills required as an integral part of a wide variety of subjects

To give them interpersonal skills, especially a respect and empathy for the full cross section of society

To increase their independent learning with a view to each one becoming a participative and responsible citizen

To empower them for decision making processes, especially through creative problem solving

To simulate life situations in order to increase their social competence

To maximise opportunities for students to gain confidence and to learn respect and a willingness to serve family, friends and their wider community.

Special Needs Provision in Transition Year

Rosemont operates a mixed ability policy which is maintained throughout transition year. The TY programme aims to challenge and affirm the full spectrum of abilities of participating students. In some cases this means specific activities targeted at students with particular learning abilities or particular learning needs. These learning needs may include students who are have been identified and being Gifted and Talented. In the majority of cases the policy means creating activities within and outside of the classroom which allow a positive and meaningful learning experience for the full ability range. Individual cases which have been identified as requiring special learning support continue to be monitored to ensure ongoing progress for the given situation. Over the years we have been happy to note how many of the modules that students experience in Transition Year prove to be particularly constructive in building self confidence among those with special needs. In particular we have noted that the teamwork involved in social work, adventure sports, the mini company etc have affirmed and enhanced the wellbeing of students who have special needs due to academic, personal or family challenges.

Assessment

In Rosemont assessment is used to maximise the TY Programme. Knowledge of students' progress is a stimulus to improve subject materials and the implementation of their content. A wide variety of assessment is encouraged in order to form a real picture of the effectiveness of the programme for students.

The following methods can be implemented to assess students' growth in overall maturity, skills and academics.

Presentations to parents, teachers and fellow students

Dialogues with Year Head and Tutors

Project Work

Evaluation of modules

Exhibition of work

Written, practical, oral and aural assessments

Dialogues between parents and tutors

Parent Teacher subject meeting

Written statements by teachers on students' performance

Feedback from employers, speakers and personnel running field trips

Personal reflections

Diaries and journals

Attainment of certificates

Study of students' response to speakers, field trips

Certification

Upon completion of TY all participating students receive a special Certification Pack including documentation and confirmation of all the key modules and activities in which they have been involved. In order to highlight and celebrate the importance of each students' achievements, these Packs are presented at the school's annual awards ceremony.

Evaluation

In Rosemont the whole school is involved in the evaluation of TY. It is a regularly scheduled item in staff meetings. TY co-ordinator has a key role liaising with core teachers, management, parents and all subject teachers. Students provide a written

evaluation of their TY experience at the end of the school year. TY co-ordinator meets with management for an end of TY year audit towards planning of new academic year. Rosemont's tutoring system ensures a student specific monitoring of the success and effectiveness of the current TY programme. Each subject has an internal review process as outlined in the detailed TY subject plans.

Work experience

Aims:

- To open up horizons for students in area of career choice
- To equip the students with information and experience to improve career choice
- To prepare the students for the challenges of work
- To discover the students potential in a work environment
- To encourage self-reflection and self-evaluation
- To help students reflect on the aims of secondary school with the experience of timetable, personal responsibility in the working world
- To forge links with the parent body
- To build links with businesses
- To develop personal initiative and responsibility in sourcing work experience

Duration: Two weeks

Subjects: Careers; HE; Business

Compile Curriculum Vitae

Autonomously apply for a work placement

Understanding of the workplace

Introduce topics: co-operation, dependability, ability to follow instructions, initiative, and openness to learning

Prepare employers' expectations and requirements

Evaluation

Work experience: following feedback from the students and parents work experience, work experience is divided into two separate weeks in October and January. We evaluate the work experience the week after the students come back so this is taken into account when organising the dates for work experience i.e. work experience cannot run into a midterm/holiday.

By having this week we can assess the enthusiasm or not and as a result the success and/or any difficulties the students may have had on the work experience

Careers Consultation

All students meet the Careers Consultant throughout TY to discuss career options, on the basis of work experience feedback and their completed DATS.

GUIDANCE -TRANSITION YEAR PROGRAMME

Aim: To encourage and enable students in their journey through self- awareness and self -development so that they will have the confidence and knowledge to make informed decisions personally, socially, vocationally and academically.

Objectives: To facilitate students in self-awareness exercises To facilitate students in research of further education and potential careers

Methodology: Introduce concept of transferable skills and their implications for personal and professional life

Life Skills sheet

Self -Assessment	Interest inventory	Values clarification
Decision making / choice	Group work	Evaluation
Psychometric tests	Overview of further education systems	
Mandatory Subjects	Subjects – general relevance and desirability	
Preparation for Work Experience	Preparation of C.V. and Letter of Application	
Work place etiquette	De-briefing post Work Experience	
One to one counselling as requested or necessary		
Teacher consultation re course content		

Key concerns:

No idea of career choices
 Coping with uncertainty
 Pressure for points
 Mandatory subject requirements
 Course choices
 Extraneous pressures

Career exploration: Self- assessment – skills, talents, attitudes

Development of skills – decision making	independent thinking
Responsibility	relationships
values clarification	breadth of vision
self-esteem	Discussion with parents
Subject choice	
Discuss choice and levels with relevant teachers	Difference in subject demands
Influence of siblings	Influence of peer group
Work experience	Hobbies

Media

Market forces

Keep options open: 3/4 core subjects + 3/4 chosen subjects

Choose subjects from favour/strong subjects

College options:

Attend all relevant open days

Consult and discuss with Careers Consultant and coaches

Assessment:

TY students do 2 sets of exams per year in all subject, at Christmas and summer. This allows subject teachers monitor the level of understanding, strengths and ability of each student. The exams may take a range of formats: written exams, projects, group work, presentations etc.

6.5 Fifth Year

Assessment:

5th year students do 6 sets of tests per year in all subjects (except CSPE and SPHE). This allows subject teachers monitor the level of understanding, strengths and ability of each student, with time to address difficulties well in advance of the bigger Christmas and Summer examinations. The monthly tests may take a range of formats: written exams, projects, group work, presentations etc.

Changing Subject Levels

Initiatives in Transition Year mean that there are few requests for subject change in fifth year. Should a student find that she is out of her depth in a particular subject and or level, the following system operates. Each student must (i) speak to their Coach (ii) the teacher of the subject/level she wishes to leave, (iii) the teacher of the subject/level she wishes to take up, (iv) the Career Consultant if there may be an impact on their future career options (v) her parents, before permission is granted to allow any change. This is outlined in the Subject/Level Change Form. This system has proven very beneficial for helping students take ownership and responsibility for their decisions. Finally, before changing subject, students are asked to personally inform the teacher whose class they are leaving, as a mark of appreciation and an indication of personal maturity. The form which outlines the steps to be taken is provided by the Guidance Co-ordinator and is stored in the Guidance Co-ordinator's files.

Study

Study skills

Fifth years are given Study skills by their class teacher within assembly time. They also receive subject-specific study skills from subject teachers in order to support their learning and to maximise effectiveness. This is also discussed in coaching sessions.

Rosemont has a Study Skills presentation available on the school website for all students. Students are also made aware of Rosemont's Homework Policy and I.T. Acceptable Use Policy.

After school supervised study is available to all students.

Careers

All students meet the Careers Consultant throughout the year to discuss career options. Parents may also arrange meetings. Students are brought through the Careers Portal Website during Assembly on various occasions throughout the year to facilitate them building a knowledge-base concerning career options and aptitudes. There are also whole year visits to T.C.D and U.C.D.; and are facilitated in attending other universities and colleges' open days depending on their personal areas of interest. Students are also encouraged to attend information evenings held and summer seminars in third level institutes by various faculties. This information is given during assembly and posted on the School Information Screen. Parents are also emailed about these events. Students who may wish to apply for college in the U.K. are advised about how to process their application over the summer holidays. Information on careers events are posted on the careers noticeboard.

6.6 Sixth Year

Assessment:

6th Year students do 3 sets of tests per year in all subjects .This allows subject teachers monitor the level of understanding, strengths and ability of each student, with time to address difficulties well in advance of the bigger Christmas and Mock examinations. The monthly tests may take a range of formats: written exams, projects, group work, presentations etc.

Study

Students are reminded about the importance of study throughout 6th year by, assembly talks before the Christmas holidays, after the mocks and before the Easter holidays as well as just before the Leaving Certificate itself. In addition various reminders are sent by post to both parents and students. Also, after school supervised study is offered to 6th year students (and students from all year groups).

Careers Interview/s

Each student is interviewed on a one-to-one basis by the Careers Consultant regarding post Leaving Certificate options, and if necessary several interviews may take place throughout the year with an individual student if the need arises. This is also followed up individually in coaching

Checking C.A.O. Forms

In January, the Careers Consultant, sees all students concerning their C.A.O. application.

Other Career Activities

Other activities in 6th year include: students who wish can attend universities and colleges open days, a CAO presentation for parents and students from the Careers Consultant , and a visit to the Higher Options conference. The Careers Portal and Qualifax websites are used to help students maximise the benefits from these activities.

Mock Interviews

Mock interviews are available to students upon request. This is aided by the participation of parents and past students from various area of the world of work.

Leaving Certificate Results

Teachers and Careers Consultant, Deputy Principal, and Principal are on hand when the Leaving Certificate the day the results are published. In addition, provision is made for the Guidance Counsellor and other individuals to be available in the days following the release of college offers and the weekend the rechecks take place.

Further Follow Up

Students may return to see the Guidance Counsellor for assistance if there are difficulties with their chosen options. This facility also extends to those who may have left Rosemont over the last number of years.

7. Evaluation

This programme is monitored on an ongoing basis by staff, students, management and parents.

Appendix 1 - List of relevant policies:

1. Child Protection Policy
2. Critical Incident Policy
3. Code of Behaviour
4. Substance Abuse Policy
5. Special Needs Policy
6. Pastoral Care Policy
7. Coaching Policy
8. Equality and Dignity in the workplace Policy
9. Homework Policy
10. IT usage Policy
11. SPHE policy
12. Anti-bullying Policy
13. TY Policy
14. 1st year induction programme
15. Procedure for a student changing subject/level
16. Gifted and Talented Policy