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## Rosemont Guidance Policy

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To Be Reviewed: 2025

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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 Policy on Guidance has been developed in accordance with the *Child Protection and Procedures and Post Primary Schools 2017* and *Rosemont's Child Safeguarding Statement*.

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.

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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 tutors.

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 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.

Wellbeing class: The head of coaching sources material for teachers delivering the Wellbeing programme.

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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 five 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**

Rosemont's Coaching system aims to help students grow their own desire for personal improvement and self-knowledge. Rosemont Secondary School aims at providing an academic and holistic education for our students which aims to challenge them, meet their needs, enable them to pursue their chosen field of further study and enter the world of work.

Coaches aim to develop a strong rapport with each student, encouraging and assisting them to make the most of their strengths and talents. Coaches aim to cultivate kindness, love and respect for others in each student, strengthening their spirit of service, all of which is based on an understanding and personal awareness of the Catholic faith.

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Rosemont's Coaching system forms part of the overall school development plan which takes into account the needs of students, school resources and contextual factors. This document should be read in conjunction with all other relevant school policies.

See Coaching Policy. |

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### **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**

The school receives an allocation of resource hours from DES and assigns those hours according to recognised student needs.

Learning Support is provided through the combined efforts of Rosemont's Learning Support Teacher, Guidance Co-ordinator, Coaches, Careers Consultant, Class tutors, 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 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> 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. Students are e-mailed where relevant to inform them of Open Days, Scholarship Opportunities, Key Dates (e.g CAO/Change of Mind etc.)

### **2.4 Provision of Information for Parents:**

In the year prior to entry to Rosemont, there is a 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 2<sup>nd</sup> – 6<sup>th</sup> 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 initiatives and policies 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 a meeting for 6<sup>th</sup> 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. Evenings are organised where parents and past pupils are invited to the school to give talks on a variety of courses and careers. Students are invited to ask questions about their particular areas of interest at these evenings.

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

In addition to this, all parents are encouraged to avail of the 'Building Leadership' talks which take place twice every term. All of these talks are recorded and are available on the website; [Building Leadership - Rosemont School](#). These talks focus on topics which are at the forefront of parent's minds and cover subjects such as 'Resilience', 'Teenage Friendships', 'Dealing with Challenges and Disappointments' and many more. Through our 'Building Leadership' talks for Parents we hope to share with you the content of the programme that your daughters are receiving and to reflect on ways to support you in your work of parenting.

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## 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:

Enhance self-esteem	Nurture inclusivity	Offer help and assistance
Help develop coping skills	Nurture independence	Instill 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	Help develop social skills	

## 2.6 Student Support

Each year has a Year Head and each class has a class tutor assigned just to them. The class tutor is a member of the teaching staff with a special pastoral care role. As well as having specific administrative duties, the class tutor monitors class progress and atmosphere and organise trips for their class. Year Heads 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 Year Head meetings when required with the School Management. Every day each year group has an assembly for 10 minutes. This is run by the individual Year Heads on 3 days, held by the designated Prefects on one day and the final day is a whole school assembly conducted by the Principal. This is when announcements are made, student news is shared, achievements are celebrated 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

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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.

See SPHE Policy. |

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### 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 and Current Affairs classes and by making use of outside expertise and organisations.

#### Aims of CSPE

- 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 1<sup>st</sup> – 6<sup>th</sup> 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



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Chaplain periodically gives talks on matters of faith to classes during the school year as well as on the school retreats. Our school chaplain is available for parent consultations if requested.

See Religion Policy.

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

#### **4.1 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 also encourages students to undertake awareness-raising days in School for various social projects, frequently with a fund-raising aspect as well. Through CSPE, RE, Wellbeing and Current Affairs, 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. Every December, all Junior Cycle students write letters and Christmas cards to a number of people who are living alone and are signed up to 'Making Connections', TY students organise and facilitate this initiative.

#### **4.2 Extra Curricular Activities**

Extra-curricular activities provided in Rosemont include hockey, netball basketball, tennis, the annual school musical, debating and choir, and are available from 1<sup>st</sup> – 6<sup>th</sup> year. Further lunchtime activities are also available, including but not limited to Philosophy Club, Creative Club, Book Club, Language Clubs, Maths Club, Glee Club, Board-Games Club. 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 & Beginning of First Year**

Students are informed about optional subjects in advance of indicating their preferred subject choices in 6<sup>th</sup> class of primary school. The school then develops option bands based on these preferences. In the first few weeks of Term 1, students sample all optional subjects before finalising their subject choices for Junior Cycle. On Open days, prospective students and parents can meet and talk with subject teachers about what is on offer in the school.

#### **5.2 Transition Year Programme**

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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 5<sup>th</sup> year.

### 5.3 Leaving Cert subject choices

During TY the students sample all Leaving Cert subjects available in Rosemont. Students then indicate their subject preferences and subject bands are formed accordingly, to maximise student access to their indicated preferences.

### 5.4 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 1<sup>st</sup> year and in 2<sup>nd</sup> 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

Rosemont operates a mixed ability policy which is maintained throughout every year. Rosemont 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 Gifted and Talented students. 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.

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**6.1 First Year:** In recognition of the challenges facing students moving from primary to secondary education, Rosemont has developed a 1<sup>st</sup> year induction programme. 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:** 1<sup>st</sup> year students do five 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 mid-year and May 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 tutor in Wellbeing class. They also receive subject-specific study skills from subject teachers to support their learning and to maximise effectiveness. This is also discussed in coaching sessions. Rosemont has a Study Skills presentation

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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 Induction Day, Wellbeing class, CSPE class, assembly, coaching and the support of their prefects. Activities promoting positive behaviour between students are explained in the First Year Induction Programme. All years are encouraged to organise and take part in a variety of lunchtime activities such as school-based clubs, extra sports and fund-raisers.

**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 tutor within Wellbeing class. They also receive subject-specific study skills from subject teachers 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:** 2<sup>nd</sup> year students do five 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 mid-year and May examinations. The monthly tests may take a range of formats: written exams, projects, group work, presentations etc.

**Anti-Bullying policy:** Second Years become familiarised with Rosemont's Anti-Bullying policy through Induction day, their CSPE class, assembly, coaching and the support of their prefects. In order to promote positive behaviour and wellbeing, students are encouraged to take part in debating; Young Scientists, team-based sports, and all school-based clubs.

**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 tutor within Wellbeing class. They also receive subject-specific study skills from subject teachers 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 Wellbeing class. They are 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.

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**Assessment:** 3rd year students do four 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 Mocks and Junior Cycle exam. The monthly tests may take a range of formats: written exams, projects, group work, presentations etc. They do Mock Exams in term 2.

**Anti-Bullying Policy:** Third year students become familiarised with Rosemont's Anti-Bullying policy through Induction day, their CSPE class, assembly, coaching and the support of their prefects. In order to promote positive behaviour and wellbeing, students are encouraged to take part in debating; Young Scientists, team-based sports, and all school-based clubs.

**Parents Information Evening:** We invite all the parents of our future TY students to attend an information evening in the 3<sup>rd</sup> term of each academic year. 3<sup>rd</sup> year parents are presented with an outline of our Transition Year programme and parents' questions are answered. The feedback from parents indicated they found this process gave them a much greater grasp of the opportunities presented by the TY programme. 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:** When mock results are available, where necessary subject teachers confer with students and their parents to ascertain the correct level to be taken in the June exams.

- Junior Cycle: 2<sup>nd</sup> and 3<sup>rd</sup> Year students complete two CBAs (Classroom Based Assessments) in most subject over the course of 2<sup>nd</sup> – 3<sup>rd</sup> year. These results are reported in monthly reports and in a students' JCPA after they have completed the Junior Cycle.
- In May of 3<sup>rd</sup> Year, students work with their Year Head to complete their record of OAL (Other Areas of Learning). This allows students to showcase all their non-academic achievements from the first three years of their secondary school experience. Other Areas of Learning include sport, extra-curricular activities of all kinds, charity work and school-based events.

## 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 during their Transition Year. These steps frequently relate to discovering areas of talent and aptitude in both

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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 activities and opportunities for self-reflection
- To facilitate student wellbeing through academic, intellectual, emotional, spiritual, moral, 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 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.

**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

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**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. 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 student's 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 supporting effective engagement with Work Experience:** 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 is divided into two separate weeks in October and January. After the students return, we assess 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.

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## **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	
Workplace 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	Difference in subject demands	
Influence of siblings	Influence of peer group	Work experience	
Hobbies	Media	Market forces	

Discuss choice and levels with relevant teachers

**Keep options open:** 3/4 core subjects + 3/4 chosen subjects; Choose subjects from favourite/strong subjects. **College options:** Attend all relevant open days; consult and discuss with Careers Consultant and coaches

**Assessment:** TY students do five sets of exams per year, mid-year and in May. This allows subject teachers monitor the level of understanding, strengths and ability of each student. Exams may take a range of formats: written exams, projects, group work, presentations etc.

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### 6.5 Fifth Year

**Assessment:** 5<sup>th</sup> year students do five 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 mid-year and May 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 Year Head and is stored in the Guidance Co-ordinator's files.

**Study:** Fifth years are given Study skills by their class tutor within Wellbeing 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 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 students 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:** 6<sup>th</sup> Year students do four 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 Mock examinations. The monthly tests may take a range of formats: written exams, projects, group work, presentations etc.



17 [Click here to enter text.](#)

**Study:** Students are reminded about the importance of study throughout 6<sup>th</sup> 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. After school supervised study is available to all students.

**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 6<sup>th</sup> 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:**

Relevant school staff 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, and parents.

**Anti- Bullying Policy at Senior Cycle:** Senior Cycle students become familiarised with Rosemont's Anti-Bullying policy through induction day, their wellbeing, coaching and the support of their class tutors. In order to promote positive behaviour and wellbeing, students are encouraged to take part in debating; Young Scientists, team-based sports, and all school-based clubs. Senior Cycle students are encouraged to promote and model behaviour in line with the ABP to students in younger years. Senior Cycle students in particular are encouraged to look out for and report anything they are concerned about to the relevant staff member.