

National Centre for Guidance in Education

Guidance and Wellbeing

Dr Carol Guildea, Guidance Programme Coordinator (Post primary)



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National Centre *for* Guidance *in* Education



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Objectives



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To discuss 'wellbeing' in post-primary schools and reflect on how it fits/links with Guidance (and how Guidance fits with it).





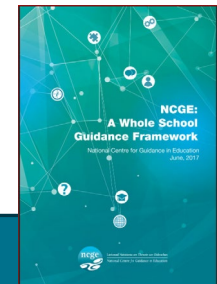
Definition of Wellbeing



Wellbeing is present when a person:

- * realises their potential
- * is resilient in dealing with the normal stresses of their life
- * takes care of their physical wellbeing
- * has a sense of purpose, connection and belonging to a wider community.

It is a fluid way of being and needs nurturing throughout life

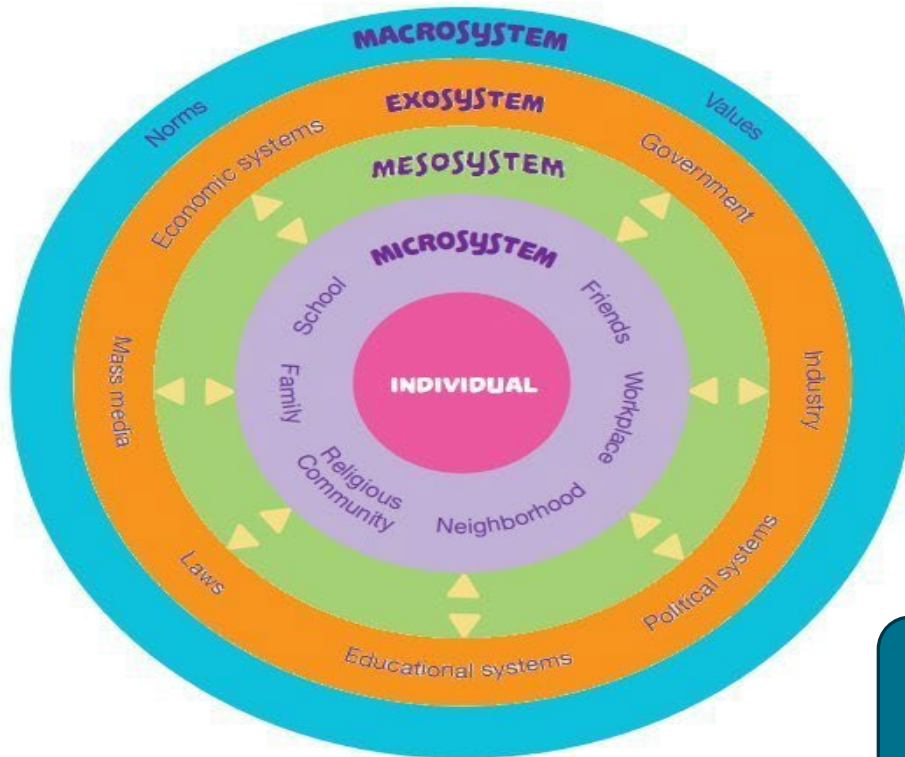


And the role of
Guidance?

(Wellbeing definition adapted from the World Health Organisation (WHO) mental health definition, also adapted for the Junior Cycle Wellbeing Guidelines definition developed by the National Council for Curriculum and Assessment (NCCA))



Bronfenbrenner's Ecological Model of Human Development



INDIVIDUAL
Age, sex, health, etc.

MICROSYSTEM
Immediate environments
Direct interaction in activities, roles and relation with others and objects.

MESOSYSTEM
Connections between systems and microsystems.

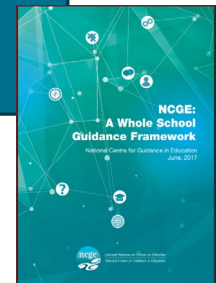
EXOSYSTEM
Indirect environments
Systems that influence the individual indirectly through microsystems.

MACROSYSTEM
Social ideologies and values of cultures and subcultures.

TECHNO-SUBSYSTEM
Media influences
Computers
Internet
Portable devices
Social media
TV, phone.

Source: [Junior Cycle Wellbeing Guidelines \(2021\)](#)

And the role of Guidance?





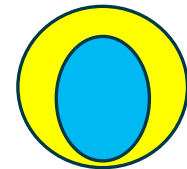
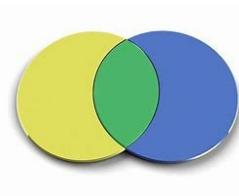
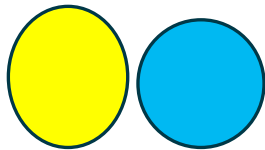
Guidance and Wellbeing: Key Points

Wellbeing is present when a person:

- realises their potential
- is resilient in dealing with the normal stresses of their life,
- takes care of their physical wellbeing
- has a sense of purpose, connection and belonging to a wider community

It is a fluid way of being and needs nurturing throughout life

(adapted from the World Health Organisation (WHO) mental health definition, also adapted for the Junior Cycle Wellbeing Guidelines definition developed by the National Council for Curriculum and Assessment (NCCA))





Wellbeing in schools:



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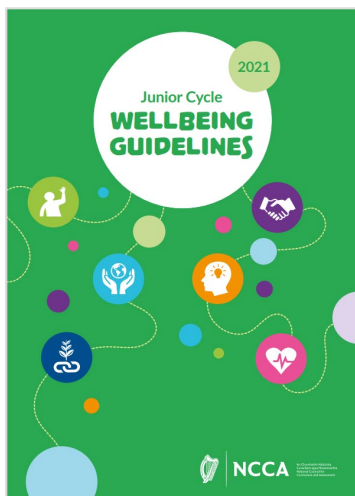
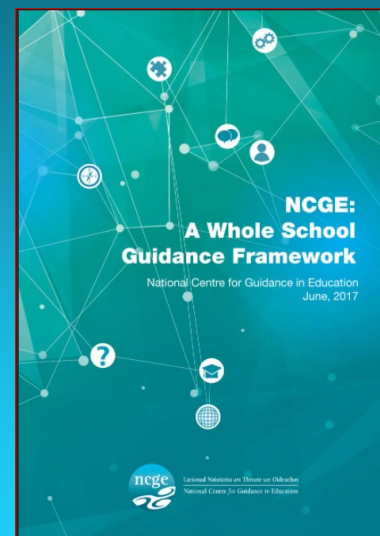
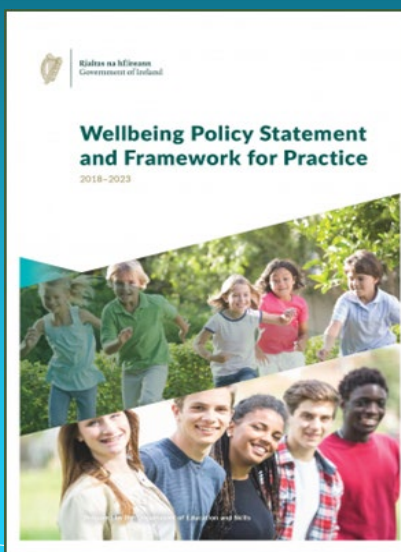
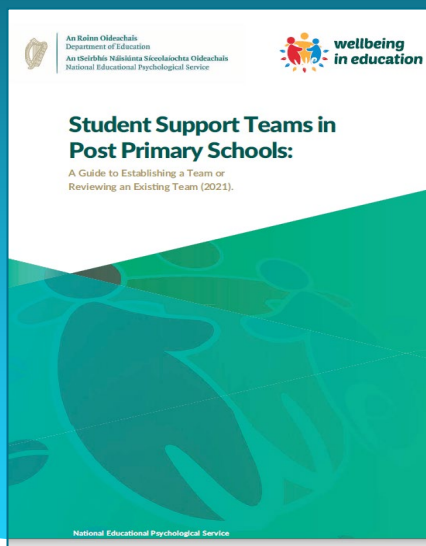
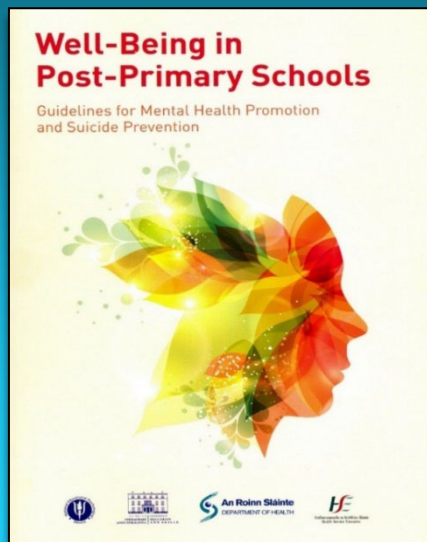
Includes:

- Overall Wellbeing Promotion within the Whole School Community
- Student Support Team
- Junior Cycle 'hours'
- Guidance Counsellor Self Care
-





This presentation draws on the following publications:



Student Support Teams in Post Primary Schools (2021)
Wellbeing Policy Statement Framework for Practice (2019)
Wellbeing in post primary schools Guidelines (2013)
Junior Cycle Wellbeing Guidelines (2021)
NCGE - A Whole School Guidance Framework (2017)



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Overall Wellbeing Promotion within the Whole School Community

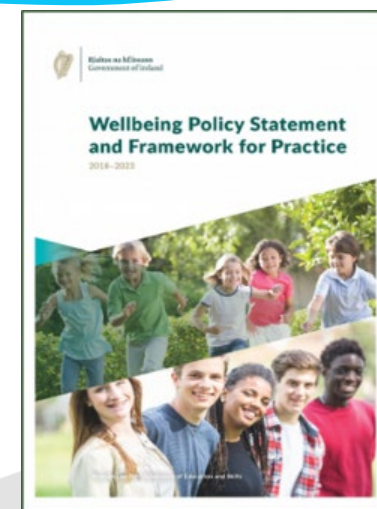




Wellbeing Promotion in the Education System



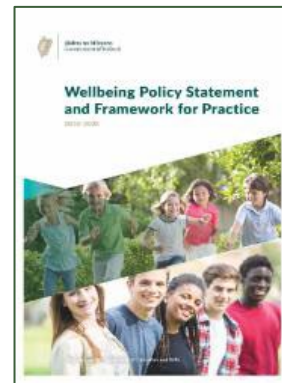
- Provides an overarching framework for schools to promote the wellbeing of all members of the school community.
- The approach outlined in the Policy is in line with **best practice**
- Sets out the Department of Education's **policy and ambition** in relation to Wellbeing Promotion
- Brings greater **cohesion** to the existing system
- **Support schools** in implementing best practice
- Facilitates intra-departmental and inter-departmental coordination across wellbeing promotion and mental health services
- Available [HERE](#)





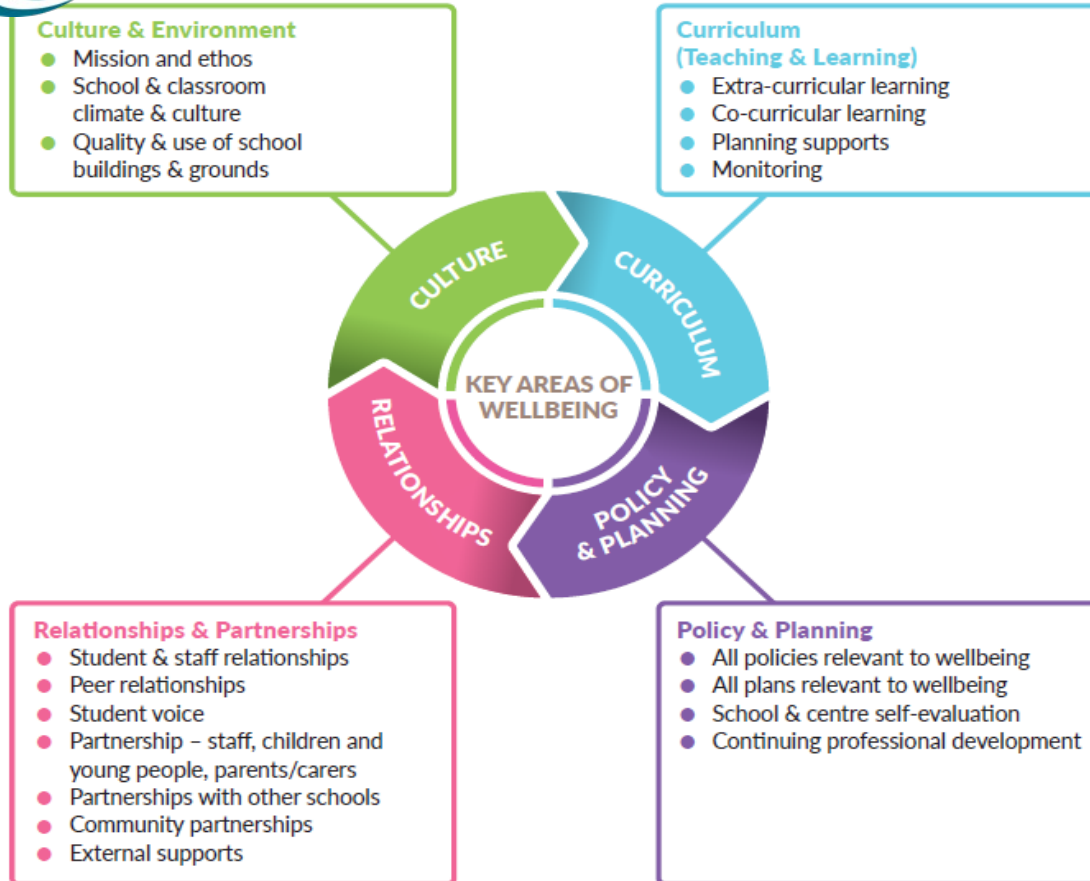
Aims of Wellbeing Policy Statement and Framework for Practice

- € promotion of wellbeing will be at the core of every school and centre for education
- € all schools and centres for education will provide evidence-informed approaches and support, appropriate to need, to promote the wellbeing of all their children and young people
- € Ireland will be recognised as a leader in this area.



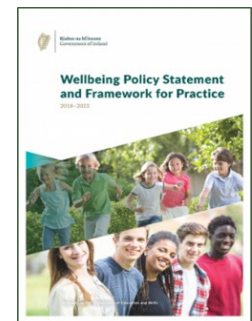


Whole School Approach: Four Key Areas of Wellbeing Promotion



Focus on:

- Culture & Environment
- Curriculum Teaching & Learning
- Policy & Planning
- Relationships





Reflection



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Overall promotion of wellbeing in post primary schools.....
What does that mean for us in our role as Guidance Counsellors?





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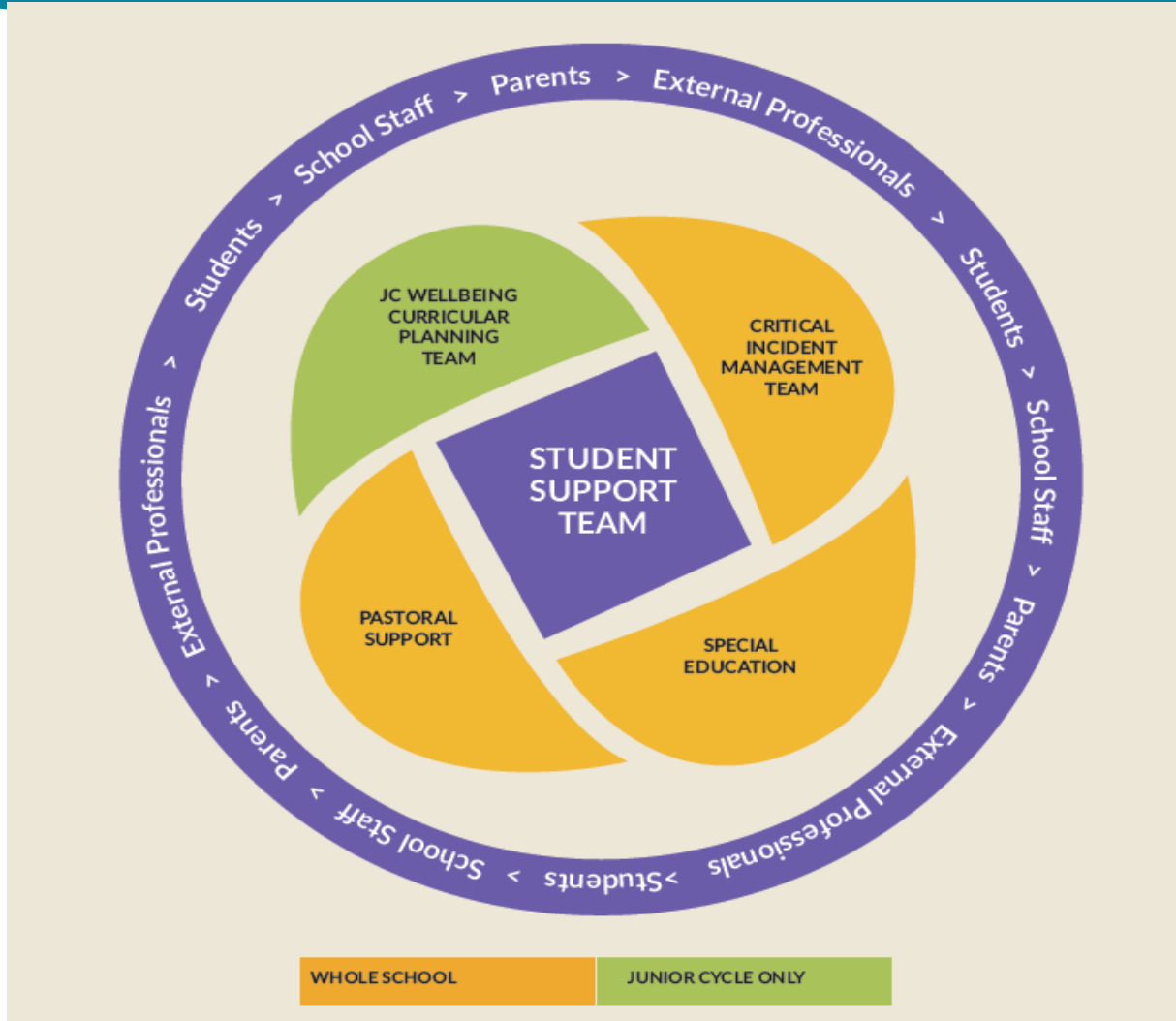
Student Support Team





What is a Student Support Team?





[Student Support Teams in Post Primary Schools \(2021\)](#)





SST Typical Membership



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- Coordinator (member of management)
- Guidance Counsellor
- Special Education Needs coordinator
- Home/School/Community Liaison
- School Completion Officer
- SPHE coordinator
- Year Head/s





SST: Approach and function

- Through the Continuum of support the SST provides for the social, emotional, behavioural and learning needs of students
- Using a Whole schools approach the team promotes wellbeing in school – includes supporting SSE process
- The SST can also identify and forge relationships with external support services and develop pathways for referrals



SST & Junior Cycle Wellbeing Team

In Common

- Similar personnel
- Principles
- Focus on wellbeing promotion for all
- Evaluating /reviewing

Differences

- Statements of learning/Indicators
- Planning and timetabling for the Junior Cycle wellbeing curriculum (CSPE/SPHE/PE/Guidance Related Learning)
- Evaluating Junior Cycle wellbeing programmes
- Focus on the needs of some and few/referrals
- Advising school management on effective student support policies and structures



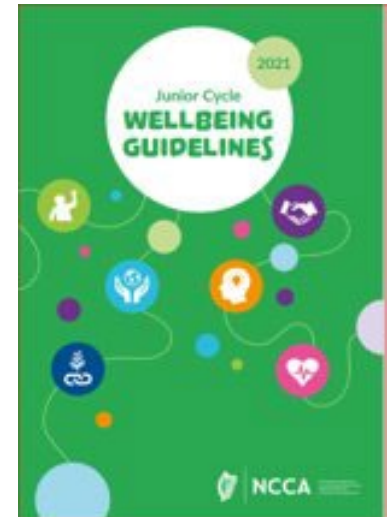


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Junior Cycle Guidance



Junior Cycle Wellbeing and Guidance



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- To embed an effective programme in schools (rather than focus on hours)
- However.... Wellbeing hours- Aim for 400 curricular hours for 1st year students from September 2022 (delayed from 2020 due to covid though some schools have already moved to those hours.).
- Wellbeing includes CSPE, SPHE, PE. It may also include Guidance and other areas of learning.
- The Junior Cycle programme must include guidance education (Circular 0076/2020)
- Consideration of Senior Cycle Students / Whole School extra-curricular wellbeing?

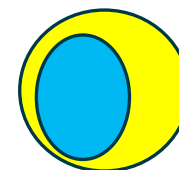
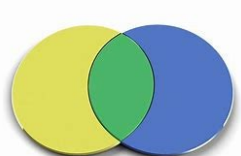
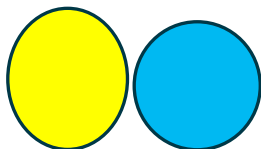


Guidance and Junior Cycle Wellbeing: Key Points

1. The Junior Cycle programme must include guidance education.
Circular 0059/2021 Page 8

There is no directive that Guidance Hours must be part of (i.e. counted towards) the Junior Cycle Wellbeing programme, but they must be part of the overall Junior Cycle programme.

2. Schools can include other areas in their Wellbeing programme, such as guidance related learning, school-developed short courses and/or units of learning related to aspects of wellbeing (e.g. study skills etc) designed to meet the needs of their students (Wellbeing Guidelines, NCCA 2021)

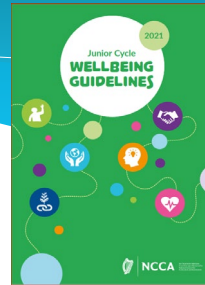
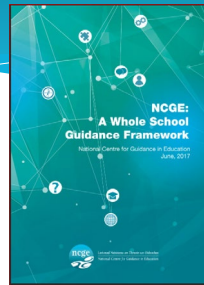




Wellbeing, Guidance & Junior Cycle: Classroom Content



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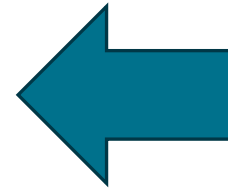


Guidance Related Learning Classes:

6 x 1st year classes (+ 1 published in April 2022)

6 x 2nd year classes (+ 1 published in April 2022)

6 x 3rd year classes (+ 1 published in April 2022)

- 
- 'Purpose built'
 - Age appropriate
 - Appendix I
 - NCCA / JCT

GRL Resources Available through [this link](#)

Recorded webinar outlining resources available at:

[Introducing Guidance Related Learning Resources for Junior Cycle](#) (1st webinar)

['Guidance Related Learning for Junior Cycle'](#) (2nd webinar)





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Guidance Counsellor Self Care




School Staff Wellbeing



Freephone IRE: 1800 411 057
SMS & WhatsApp: Text 'Hi' to
087 369 0010

Employee Assistance Service

The Spectrum.Life Employee Assistance Service (EAS) is a free and confidential counselling service that provides wellbeing support to teachers, SNAs and all school staff.

An illustration of five diverse school staff members (three women and two men) standing together, some holding books and papers, representing the target audience of the service.

Our Employee Assistance Service (EAS) is a confidential counselling service that provides wellbeing support.

- ✓ 'In The Moment' Support
- ✓ Referral to Counseling
- ✓ Online Cognitive Behavioural Therapy

On the initial contact, our case manager will complete a quick assessment and when appropriate, referral to short term counseling will be made.

Register for your wellbeing app:
<https://wellbeingtogether.spectrum.life/login> | Organisation code: y1VIU17



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spectrum
.life

Useful Resources



Catalogue of Wellbeing Resources



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[Link for the catalogue](#)

Catalogue of Wellbeing Resources for Post
Primary Schools



Topics:	Key area 1: Culture and Environment	Key area 2: Curriculum (teaching and learning)	Key area 3: Policy and Planning	Key area 4: Relationships and Partnerships
Anti-bullying	X	x	x	x
Child protection	X		x	x
Classroom management		x		
Critical incident	x		x	x
CSPE		x		
Data Protection			x	
External programmes		x	x	x
Guidance in schools		x	x	
Health and wellbeing	x	x	x	
Inclusion	x	x	x	x
Internet safety	x	x	x	
Junior Cycle		x		
Parents supports and resources				x
Physical Education/Physical activity		x		
Restorative Practice				x
RSE/SPHE		x	x	
School Leadership	x		x	x
School Refusal	x		x	
School Staff Wellbeing	x			x
Special Educational needs	x	x	x	x
Student voice	x		x	x
Transitions	X	X	x	x



Student Support: NEPS Template



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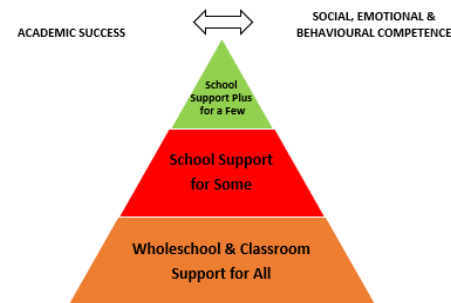
Available at:
[NEPS Student Support File](#)

Insert school logo here



STUDENT SUPPORT FILE	
Name of Student	
Date of Birth	
School	
Date File Opened	
Date File Closed	

A Continuum of Support



Developing a student support plan is the outcome of a [problem solving](#) process, involving school staff, parent(s)/ guardian(s) and the student. We start by identifying concerns, we gather information, we put together a plan and we review it.



Student Support: NEPS Template

(pages 2 and 3)

Student Support File, Log of Actions

Date	Actions



Support Checklist

Name:	Age:	Class:
General Information	Date Checked	Comments
1. Parents/ Guardians Consulted		
2. Information from previous school/preschool gathered		
3. Hearing		
4. Vision		
5. Medical Needs		
6. Basic Needs Checklist completed		
7. Assessment of learning- screening		
8. Observation of learning style/approach to learning		
9. Observation of behaviour		
10. Interview with pupil		
11. snip classroom work differentiated?		
12. Learning environment adapted?		
13. Yard/school environments adapted?		
14. Informal or formal consultation/advice with outside professionals?		
15. Advice given by learning support/resource teacher or other school staff?		
16. Other interventions put in place in school?		
Action needed		

Helpful references: SEN: A Continuum of Support: Resource Pack for Teachers, pp. 13-16; 18 to 20; BESD: A Continuum of Support, p. 4-5; Continuum of Support for Past-Primary Schools, Resource Pack for Teachers, pp.32-36; Student Support Teams in Past-Primary Schools, pp.20





Student Support: NEPS Template

(pages 4 and 5)

SUPPORT PLAN*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

To be completed by the teacher(s).

For help, see SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support - Guidelines for Teachers; A Continuum of Support for Past-Primary Schools, Resource Pack for Teachers, pp. 51, 53, 54, 57.

Student's name		Age	
Lead teacher		Class/year	
Start date of plan			
Review date of plan			
Student's strengths and interests			
Priority concerns			
Possible reasons for concerns			
Targets for the student			
Strategies to help the student achieve the targets			
Staff involved and resources needed			
Signature of parent(s)/ guardian(s)			
Signature of teacher			

*A consultation with a NEPS psychologist/ other professionals may contribute to this plan.

SUPPORT REVIEW RECORD*

Classroom Support
School Support (Support for SOME)
School Support Plus (Support for A FEW)

To be completed by the teacher(s) as a review of the plan and as a guide for future actions.

For help, see SEN: A Continuum of Support - Guidelines for Teachers; BESD: A Continuum of Support - Guidelines for Teachers; A Continuum of Support for Past-Primary Schools, Resource pack for Teachers-Student Support Teams in Past-Primary Schools.

Student's name	Class/ Year
Names of those present at review	Date of Review
What areas of the plan have been most successful and why?	
Since the start of the plan, has anything changed in relation to the original concerns? If so, what are these changes, and what have we learned from them?	
Have the student's needs changed since the start of the plan, and if so how?	
Recommended future actions – what, how, who, when?	
Any comments from the student?	
Any comments from the parent(s)/guardian(s) comment?	
Signature of parent(s)/ guardian(s)	
Signature of teacher(s)	
Outcome of review (tick as appropriate)	
Revert to previous level of support- Support for All/ Classroom Support OR Support for Some/ School Support	Progress to next level of support- Support for Some/ School Support OR Support for a Few/ School Support Plus
Continue at Current Level of Support	Request consultation with other professionals

*A consultation with a NEPS psychologist/ other professionals may contribute to this review.

NCGE Resources Related to Wellbeing

Classroom Content	One-to-one Meetings	Guidance Planning
Anxiety and Stress	Record Templates for Guidance Counselling One-to-One Meetings with Students	Setting up a network of support (Resource List)
Guidance Related Learning Resources - Junior Cycle	Supports for Students Returning to School	Networks of Support (Poster)
		Support for Guidance Counsellors and Schools around Student Disclosures of Suicide and/or Self Harm



Discussion / Q & A



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References



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UN Convention on the Rights of the Child

The National Children's Strategy (GOI, 2000)

Healthy Ireland: A Framework for Improved Health and Wellbeing (Department of Health, 2013)

The Framework for Junior Cycle (2015)

Looking at Our School 2016: A Quality Framework for Post-primary Schools (DES, 2016)

School Self-Evaluation Guidelines 2016-2020 (DES & Inspectorate, 2016)

Wellbeing Policy Statement and Framework for Practice (DES, 2019) <https://www.education.ie/en/Publications/Policy-Reports/wellbeing-policy-statement-and-framework-for-practice-2018%E2%80%932023.pdf>

Student Support Teams in Post Primary Schools: A Guide to Establishing a Team or Reviewing an Existing Team (Department of Education, 2021).

* [NCGE: A Whole School Guidance Framework \(NCGE, 2017\)](#)

* [Updated Junior Cycle Wellbeing Guidelines \(NCCA, 2021\)](#)

* **Circular 0043/2018** [gov.ie](http://www.gov.ie) - Best practice guidance for post primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing Policy Statement and Framework for Practice (www.gov.ie)



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www.ncge.ie



ncgeinfo@ncge.ie



[@ncgeguidance](https://twitter.com/ncgeguidance)