

# National Centre for Guidance in Education

An ABC of digitalised Guidance and links with pedagogy  
27<sup>th</sup> August 2020



Lárionad Náisiúnta um Throir san Oideachas  
National Centre for Guidance in Education



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

# The role of NCGE:



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

**NCGE is an agency of the Department of Education.**

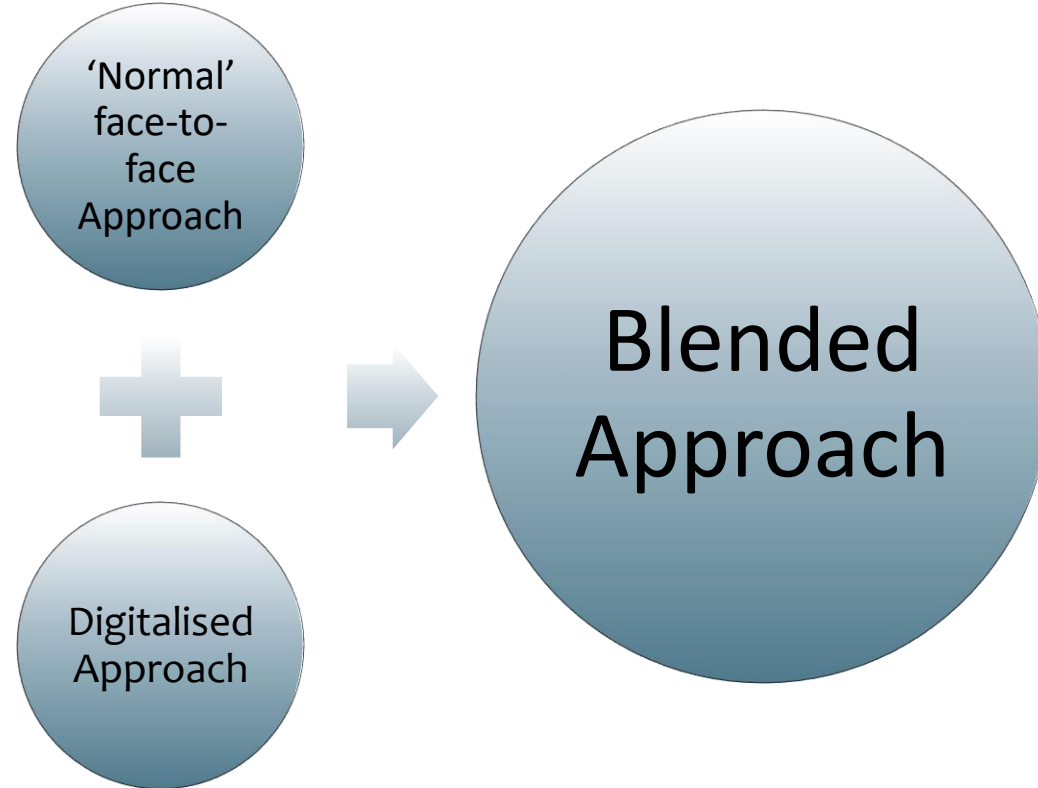
## Our role:

Develop, support and influence quality guidance provision in post-primary schools and further education settings as part of lifelong learning, in accordance with national and international best practice.

# Academic Year 2020-2021: Potential Approaches



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills





# Irrespective of the Approach



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

- \* [Education Act \(1998\) Section 9c.](#)
- \* [DES \(2005\) Guidelines for Second Level Schools on the Implications of Section 9 \(c\) of the Education Act 1998, relating to students' access to appropriate guidance.](#)
- \* [DES \(2016\) Programme Recognition Framework](#)
- \* [DES Wellbeing Policy Statement and Framework for Practice 2018–2023](#)
- \* [NCCA \(2017\) Junior Cycle Wellbeing Guidelines](#)
- \* [NCGE \(2017\) A Whole School Guidance Framework](#)
- \* And others



# Where Digitalised Guidance is concerned



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

## **NCGE (2020)**

(Covid-19) NCGE Support information for Guidance Counsellors in Schools

<https://www.ncge.ie/resource/covid-19-ncge-support-information-GC-schools>

## **Monaghan Education Centre (2020)**

(Covid-19) Supervision: Information for Supervisors and Guidance Counsellors

<https://www.education.ie/en/Schools-Colleges/Information/Post-Primary-School-Policies/Policies/supervision-information-supervisors-guidance-counsellors%20.pdf>

## **DES (2020)**

Continuity of Guidance Counselling

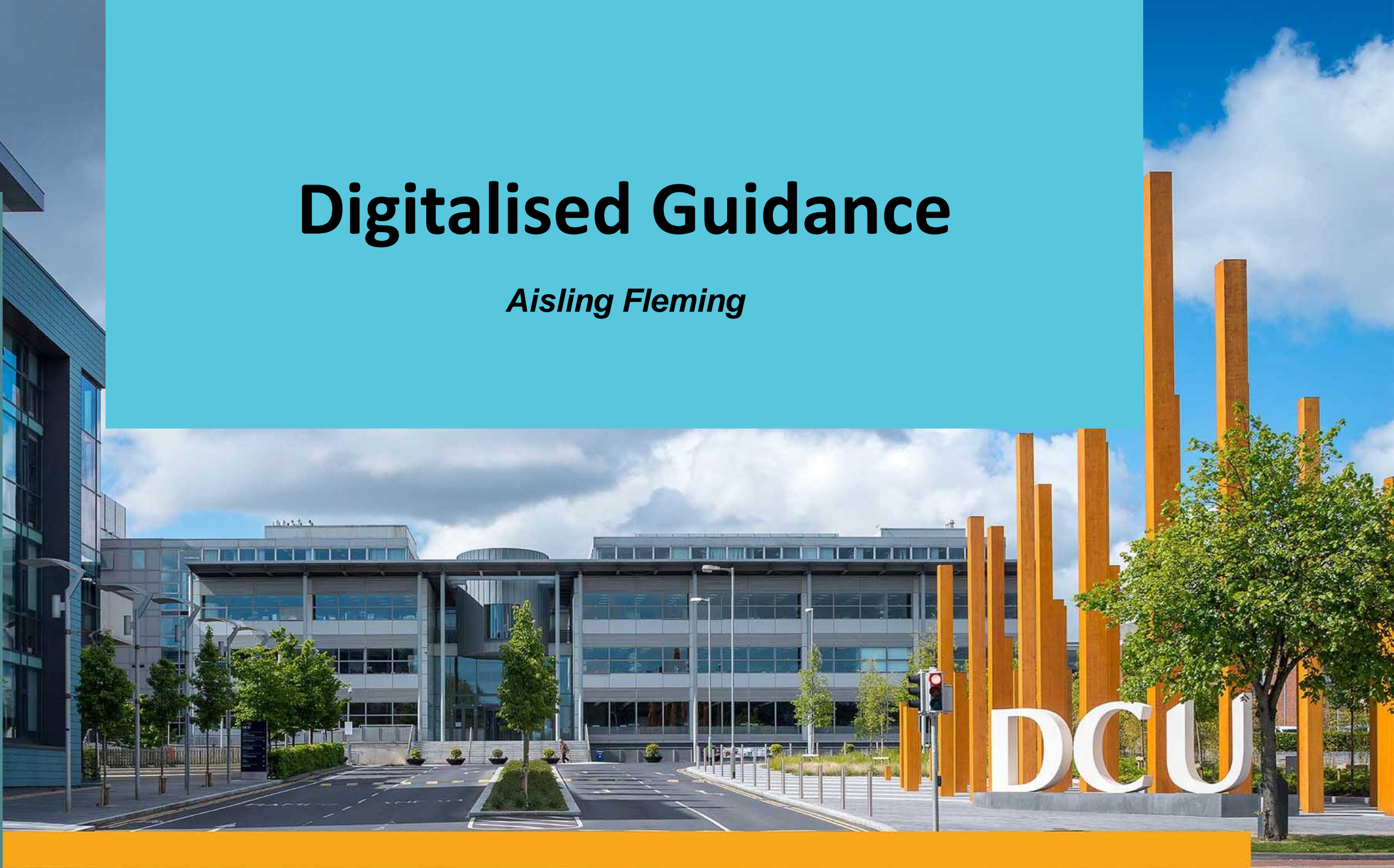
<https://www.education.ie/en/Schools-Colleges/Information/Post-Primary-School-Policies/Policies/continuity-of-guidance-counselling-guidelines-for-schools-providing-online-support-for-students.pdf>

Continuity of Schooling

[www.education.ie/en/Schools-Colleges/Information/continuity-of-schooling/continuity-of-schooling.html](http://www.education.ie/en/Schools-Colleges/Information/continuity-of-schooling/continuity-of-schooling.html)

# Digitalised Guidance

*Aisling Fleming*

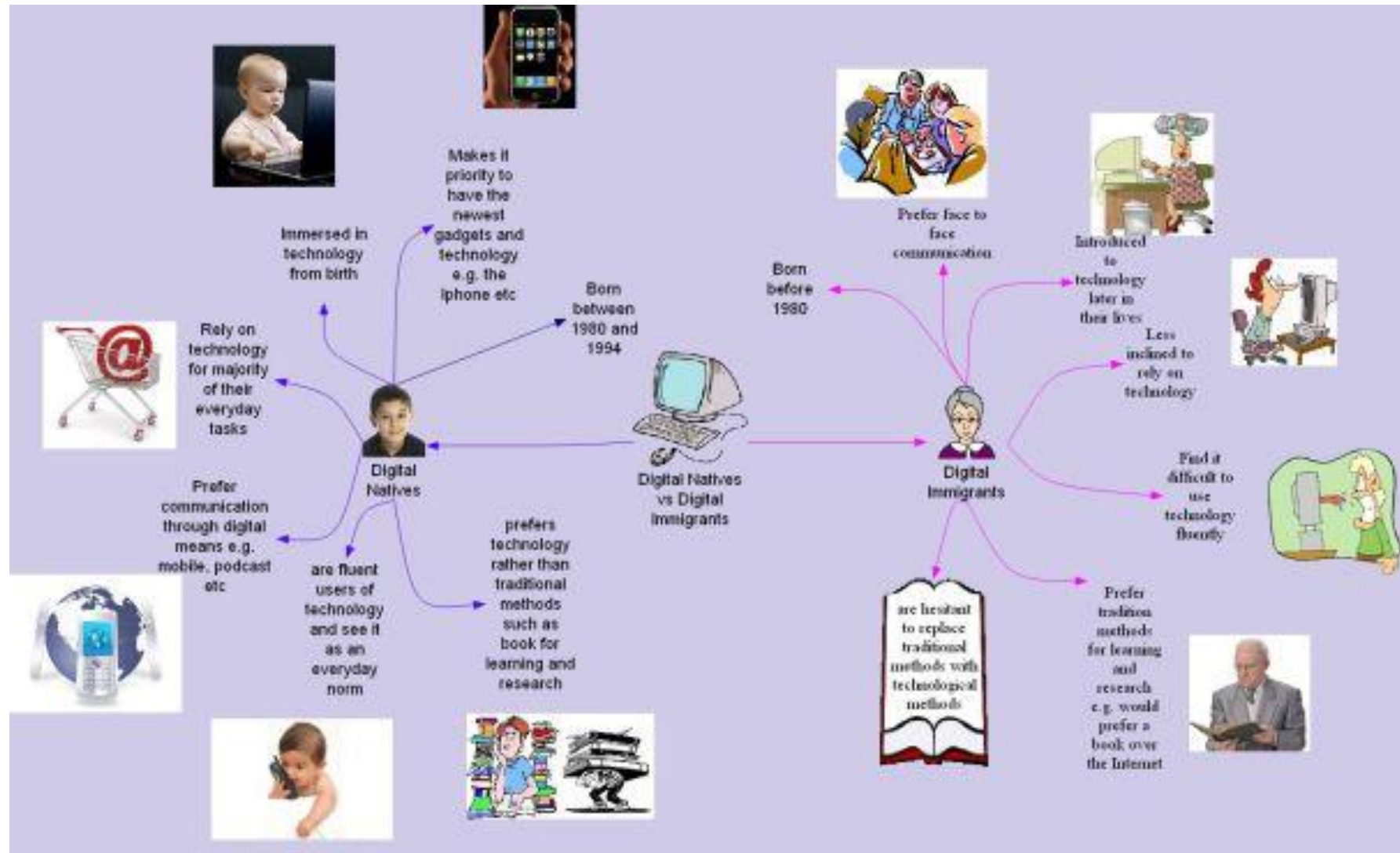


# Today's content

- To look at guidance in the “new normal”
- To examine ‘digitalised’ Guidance
- To discuss the practicalities of moving online
- Questions



# Technology and Guidance





# First things first.....

- Your strength lies in your skilled **pedagogical capacity** as a qualified guidance counsellor and teacher
- In order to move online some *adjustments* must be made but there **no 'one size fits all'** - some of the decisions each of us will make will be quite easy but some will be highly complex depending on our own specific context and cohort of students
- Draw on the **socio-constructivist approach** to pedagogy, an understanding that knowledge is constructed through interaction and engagement with others as opposed to a solely individual experience
- Remember the importance of **universal design** so that what we offer in our modules can be used to the greatest extent possible by all people regardless of their circumstances, and should meet peoples' need



# Business As Usual

- **Guidance For All** – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment)
- **Guidance For Some** – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions
- **Guidance For A Few** – Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions



# What is eLearning

**E-learning** is a **learning** environment which uses information and communication technologies (ICT) as a platform for **teaching and learning activities**. It has been defined as "**pedagogy empowered by technology**"

# ICT & Guidance – Agent of Change

ICT does not remove the need of guidance and counselling practitioners, but as an agent of change it is challenging the traditional power and interaction relationships. Guidance and counselling practitioners should consider creating and maintaining a conscious online presence and collaborative operation culture in environments pertaining to guidance and counselling. The emphasis is shifting away from pure expert knowledge to a blend of expert and socially-constructed knowledge.

(Kettunen, J. & Vuorinen, R. 2019)



Ollscoil Chathair  
Bhaile Átha Cliath  
Dublin City University

# Co-Careering

The integration of information and communication technologies (ICT) in guidance and counselling has progressed. At its narrowest form ICT is used just for information delivery without opportunities for communication or interaction, whereas at its broadest form it is used for collaborative knowledge building and co-construction of meaningful career related issues in a participatory environment (co-careering).

(Kettunen, J. & Vuorinen, R. 2019)



Ollscoil Chathair  
Bhaile Átha Cliath  
Dublin City University

# ICT & Guidance contd.

Clients are already using online services in their own career planning, either alone or with others, and with or without support of a guidance professional. The expertise in the use of ICT in guidance and counselling and further enhancement of these competences should be taken into account more consciously when revising existing practices / creating new practice as career professionals.

(adapted from Kettunen, J. & Vuorinen, R. 2019)



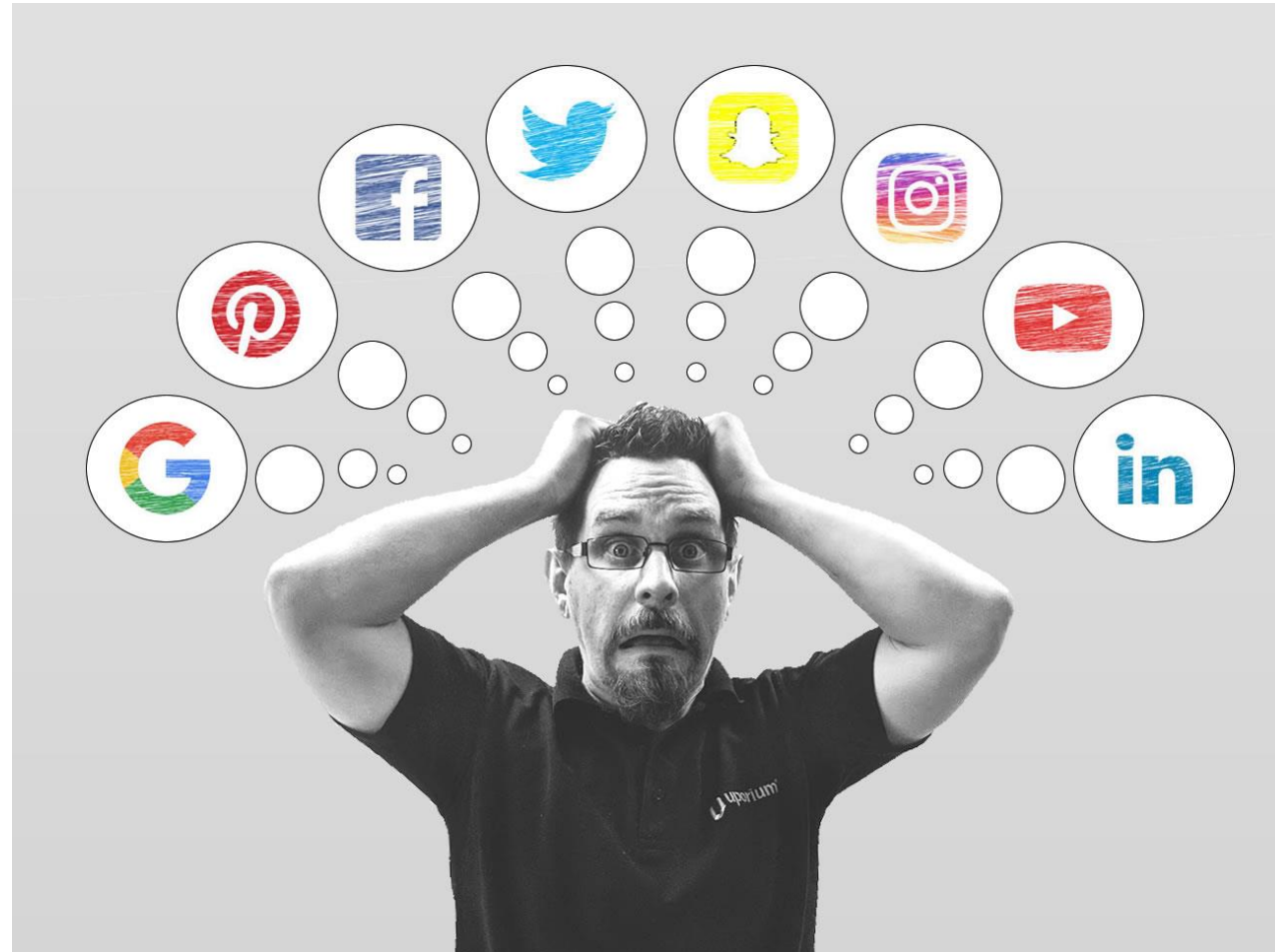
Ollscoil Chathair  
Bhaile Átha Cliath  
Dublin City University



# The Challenges of using ICT in Guidance Practice

- Inadequate access to RESOURCES
  - Hardware
  - Software
  - Internet (Broadband / Wi-Fi etc.)
- Inadequate access to INFORMATION
  - What resources are available / reliable / current
- Inadequate SKILLS and COMPETENCIES
  - Both GCs and their students'
    - **Digital Literacy**
    - **Media Literacy (to identify different types of media & to understand their messages)**
- Inadequate INTEGRATION
  - Strategic Approach to use / Framework for service delivery

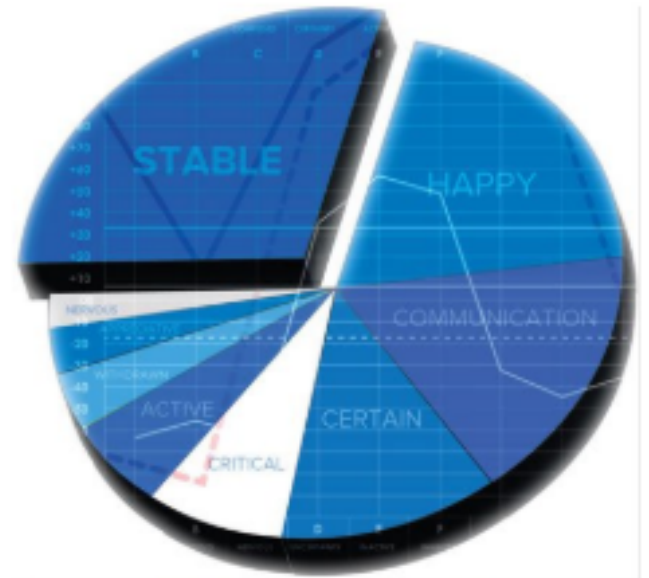
# What platforms should I be using?



## TAKE THE MOST ACCURATE AND RELIABLE PERSONALITY TEST

Your IQ, personality and aptitude determine your future success and happiness. The Oxford Capacity Analysis has benefited millions of people since 1960. It is the only test of its kind that delivers measurable, accurate analysis, followed by one-on-one consultation with practical recommendations tailored to your needs, based on your results.

You are a unique individual with your own personality traits—some of these traits enable you to achieve great things in life, and others can seem to hold you back and ultimately stifle your true potential.



**Fill out this form  
to begin your test ▶**

## HOW IT WORKS

### ► Step 1: TAKE THE TEST

The Oxford Capacity Analysis (OCA) identifies the 10 vital personality traits that influence your entire future.

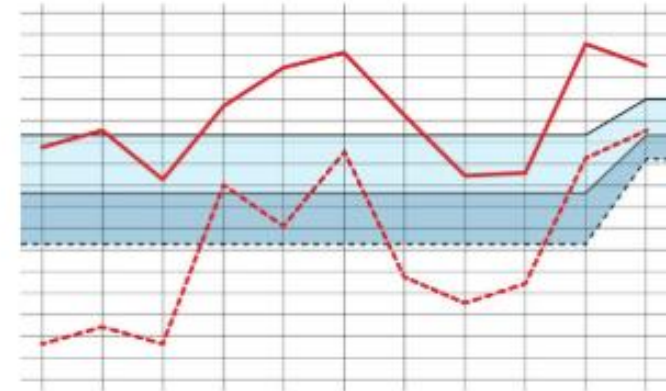
It is a factual, scientific analysis taken from your answers. It is your opinion of you. It takes about an hour to complete.



### ► Step 2: GET YOUR RESULTS

After you complete the test, your personality analysis is generated and displayed. This takes less than a minute.

It shows your strengths and weaknesses—which personality traits to take advantage of and which to get help with.





## PERSONAL SUCCESSES



### FIND ANSWERS

"I found a lot of answers that I've always been looking for and some I didn't realize I was looking for that showed up. It almost seemed too simple, like 'is it really that easy? It really is!'" — David



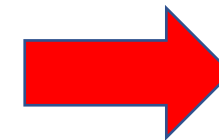
### ACHIEVE GOALS

"With what I learned I have been able to succeed in my field, at my job, and I have to say that it has really helped me to achieve my dreams, and achieve them in the best way possible." — Daniella



### GAIN CERTAINTY

"I was very insecure, and wondered why I was not succeeding in life. Now I have a lot of certainty. I can deal with people better and can help them better. Now I know me!" — Cynthia



Scientology  
Official Site



Ollscoil Chathair  
Bhaile Átha Cliath  
Dublin City University

# Technology-Savvy Career Counselling

Debra S. Osborn, Julia F. Kronholz, J. Tyler Finklea, and Anastasia M. Cantonis  
Florida State University

Career concerns are often mentioned by clients seeking not only career counselling, but also mental health counselling. Typically, these career concerns fall into 2 main categories: career decision making and job-search needs. Technology, in the form of websites, social media, and applications, has expanded the resources available to today's counsellors. We explored multiple technological tools that might accompany each step of the career decision-making process, organized through the lens of cognitive information processing theory, as well as the job-search process. Regardless of the professional identity or primary focus of counselling services provided by the counsellor, having knowledge of career-counselling websites, tools and strategies such as those presented in this paper will ensure that clients are equipped with the tools necessary to address their career concerns.

## Career Issues Commonly Experienced by Clients

The National Career Development Association (2009b) identifies six key areas that are typically addressed during career counselling: learning about self, obtaining occupational and educational information, enhancing decision-making and career planning, coping with career challenges and transition issues, conducting a job search, and applying for training and further education.<sup>1</sup> Thus, it appears that these six categories can be loosely grouped into two main areas, that is, career decision making (the first four categories) and job searching (the last two categories).



Ollscoil Chathair  
Bhaile Átha Cliath  
Dublin City University



# Technology-Savvy Career Counselling

Paper sets out that there are technologies to:

1. Enhance Self-Knowledge
2. Enhance Metacognitive Processing
3. Enhance Knowledge of Options
4. Enhance Decision Making
5. Expand and Enhance Service Delivery
6. Enhance Job Search

# So if we go back to the *challenges* of

- Engaging clients / students
- Embracing technology
- Preparing clients / students for a path that may be largely unknown
- Student-centred / Learning-focused
- Starting to integrate technology as method of delivering learning
- Emulating future-proof attitudes and behaviours



Received 03/20/17  
Revised 06/26/17  
Accepted 07/06/17  
DOI: 10.1002/cdq.12127

# The Validity of Social Media–Based Career Information

James P. Sampson Jr., Debra S. Osborn,  
Jaana Kettunen, Pei-Chun Hou, Adam K. Miller,  
and Julia P. Makela



Ollscoil Chathair  
Bhaile Átha Cliath  
Dublin City University

# Social Media–Based Career Information

- Social media is defined as a process in which individuals and groups build a common understanding and meaning with contents, communities & web technology (Ahlqvist, Bäck, Heinonen, & Halonen, 2010)
- Therefore, social media refers primarily to types of practices, as opposed to a specific set of technologies (Dohn, 2009)
- Individuals access social media–based career information either intentionally or unintentionally
- Examples of social media used
  - **Industry / Occupation Wiki pages**
  - **Facebook**
  - **Blogs**
  - **Twitter**
  - **Instant Messaging**
  - **Linkedin**



# The Validity of Social Media–Based Career Information

- The use of social media has become **increasingly common** in the delivery of career services (Dyson, 2012; Osborn & LoFrisco, 2012)
- Social media has been perceived by **practitioners as a viable option for delivering information** to individuals and clients (Kettunen, Vuorinen & Sampson, 2015)
- Individuals are using **social media for career development purposes** beyond the boundaries of their career services relationships (e.g., National Association of Colleges and Employers, 2013)
- Its use however is dependent on individuals’ ability to “evaluate, use, and contribute to these sources” (Kim et al., 2014, p.454)
- **Students must differentiate between valid and invalid information. This therefore becomes a key role of the practitioner**



# *Remember to ask.....*

## **Is this resource?**

- Relevant
- Applicable
- From a reliable source

## **Will it help students to ?**

- Enhance Self-Knowledge
- Enhance Metacognitive Processing
- Enhance Knowledge of Options
- Enhance Decision Making
- Enhance Job Search





# The How - Setting the scene



# Lights, Camera, Action...

- **Laptop or Desktop Computer** with a camera is often easier to use when facilitating a class / recording a session, the larger screen means the toolbars and viewing options are clearer and easier to access than on a tablet for example.



# Camera.....

- Make sure your camera is at eye level whether its internal (built in) or external (plugged in camera)
- Check the quality of your **webcam** in advance of going online
  - Click Start > Type "Camera" > Click on the Camera App > Settings > Scroll down to Video > Click on Video Quality to see if 720p or better is available



# Sound....

- Check the quality of the sound also by recording about five minutes of you speaking
- If the audio gets lower and higher, or if there are small gaps of missing audio, a **microphone** may help with this
- Most smartphones come with headphones that have a microphone built in that provide good quality sound
- They also have the advantage of limiting background noise



**" YOU'RE ON MUTE "**  
*Quote of 2020*

# Some tips for teaching / facilitating online

- Familiarise yourself with the technology well in advance of the class. Ask a colleague or friend to test your class as a student and make sure that everything works
- Either schedule an introductory class, where students log in to test the technology and that their mic, camera and any other tools you will use are working, OR, do this at the beginning of the first session.
- Share “Netiquette” as you might establish classroom rules
- Prepare and plan your class well, leaving time at the end to wrap up

# Some tips for teaching / facilitating online contd.

- Remember that some activities may take more time online than face to face. For example, you may need to take time to read the online chat messages
- Have an introductory slide available in the class that welcomes the students. If possible join / open session in advance of the class. You can be on mute, but it will inform students that you are there. Use your opening slide to remind them to check mic and then mute it, to turn on camera etc.
- Set a reminder to check the chat box / “hands up” option regularly so as to be sure to respond to students



# Some tips for teaching / facilitating online contd.

- Share your screen with the students as you access a website, document etc. For example, share an online collaboration space such as a Google Doc where all students can add text comments

<https://www.youtube.com/watch?v=YA6SGQIVmcA>



# Some tips for teaching / facilitating online contd.

- Use a flipped classroom approach. Divide your students into groups / breakout rooms to get your students to collaborate and then present back to the main classroom
- Try closed response type questions when you want to share the quantitative results. For example, you might ask students to respond to a poll (\*tip\* design these prior to the class)
- Use open type questions when you want to check if students have understood a particular concept. Ask them to type into the chat or give them shared access to the whiteboard



# Questions



# FURTHER RESOURCES



Ollscoil Chathair  
Bhaile Átha Cliath  
Dublin City University

# School Guidance Plan

- <https://www.ncge.ie/school-guidance-handbook>
- [http://www.sdpi.ie/Guidance\\_Planning\\_Materials/Planning%20the%20School%20Guidance%20Plan.doc](http://www.sdpi.ie/Guidance_Planning_Materials/Planning%20the%20School%20Guidance%20Plan.doc)
- [https://www.education.ie/en/Schools-Colleges/Information/Post-Primary-School-Policies/spp\\_template\\_guidance.doc](https://www.education.ie/en/Schools-Colleges/Information/Post-Primary-School-Policies/spp_template_guidance.doc)



# Relevant Academic Articles

- James P. Sampson, Jaana Kettunen, Raimo Vuorinen, **The role of practitioners in helping persons make effective use of information and communication technology in career interventions**, *International Journal for Educational and Vocational Guidance*, 10.1007/s10775-019-09399-y, (2019)
- Jaana Kettunen, James P. Sampson, **Challenges in implementing ICT in career services: perspectives from career development experts**, *International Journal for Educational and Vocational Guidance*, 10.1007/s10775-018-9365-6, **19**, 1, (1-18), (2018).
- Dunlap, J. C., & Lowenthal, P. R. (2018) **Online educators' recommendations for teaching online: Crowdsourcing in action.** *Open Praxis*, 10(1), 79–89.  
<https://doi.org/10.5944/openpraxis.10.1.721>
- Gómez-Rey, P., Barbera, E., & Fernández-Navarro, F. (2018). **Students' perceptions about online teaching effectiveness: A bottom-up approach for identifying online instructors' roles.** *Australasian Journal of Educational Technology*, 34(1).  
<https://doi.org/10.14742/ajet.3437>





# Government policies & publications

- Advice on the use of assessment instruments/tests for Guidance or for additional and special educational needs (SEN) in post-primary schools [https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0058\\_2019.pdf](https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0058_2019.pdf)
- Framework for Considering Provision of Guidance in Post Primary Schools <https://www.ncge.ie/ncge/framework-considering-provision-guidance-post-primary-schools>
- Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance [https://www.ncge.ie/sites/default/files/ncge/uploads/pp\\_guidelines\\_second\\_level\\_schools\\_9c.pdf](https://www.ncge.ie/sites/default/files/ncge/uploads/pp_guidelines_second_level_schools_9c.pdf)



# Some useful websites

- NCGE <https://www.ncge.ie/>
- IGC <https://igc.ie/>
- NEPS <https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Home-Page.html>
- Careersportal <https://careersportal.ie/>
- Skills to Succeed Academy <https://s2sacademy.ie/>



# Skills to Succeed Academy

CORPORATE CITIZENSHIP



# SKILLS TO SUCCEED ACADEMY

## Overview

Accenture's Skills to Succeed Academy (S2SA) is a free, interactive, online employability training programme focused on building your skills and confidence to choose the right career, find a job and be successful in the workplace. Featuring 36 interactive bitesize modules to pick and choose from, the innovative simulations allow learners to have a trial run of real life work scenarios (e.g. a job interview)

### ONLINE MATERIALS



Three courses consisting of two types of training modules, with a total of **36** modules to choose from

### OFFLINE LEARNING

Complements and enhances the online content with:

- Exercises
- Checklists
- Templates
- Action plans



### "LEARN-IT" MODULES



- Interactive learning
- Multiple characters throughout
- Videos
- Quizzes
- Activity Packs

### "PRACTICE-IT" MODULES

- Learning by doing
- Simulated interactions
- Consequences of chosen actions
- Virtual Coach provides feedback



To watch a short video that introduces the Skills to Succeed Academy click [HERE](#)

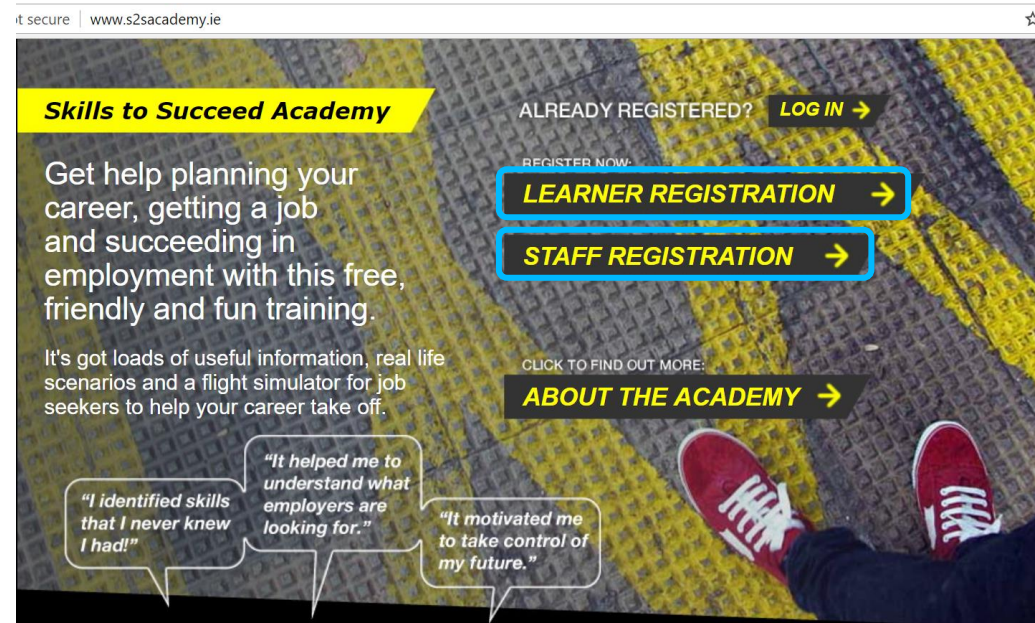


# S2SA – GETTING STARTED

## REGISTRATION

All users are required to **register** when they access the Academy for the first time. After that, they will be able to log-in directly each time they want to access the site.

- ❑ Navigate to <http://www.s2sacademy.ie>
- ❑ You will see the landing page opposite
- ❑ **Students** should click on **Learner Registration**
- ❑ **Guidance Counsellors / Teachers** should click on **Staff Registration**



**Note: Ensure students are registering and logging on to the Irish (.ie) site.**

There are multiple country-specific S2SA sites (e.g .com, .org) which students may find (e.g. via google). Registration and access **will not work** on these sites

# S2SA – GETTING STARTED

## Staff REGISTRATION

Complete all required fields for Staff (Guidance Counsellor/Teacher) registration:

- **Email address** – ensure a correct email address is entered, otherwise lost passwords will not be able to be reset
- **Password** – choose a password that is very easy to remember
- **Access code** – enter **01DCUG1432**
- **reCAPTCHA** – click *I'm not a robot* and complete if required
- **Confirm** that the terms of use and privacy policy have been read
- Click **Create new account**

Note: There are separate and distinct access codes for Learners (Users) and Staff (Guidance Counsellor/Teacher). Please ensure that Students always use the Learner codes provided while Guidance Counsellors/Teachers should always use the Staff codes

### Staff Registration

Date and time of registration: Mon, 03/09/2018 - 01:28pm

**E-mail address \***

A valid e-mail address. All e-mails from the system will be sent to this address. The e-mail address is not made public and will only be used if you forget your password or in response to a request made by you.

**Password \***

Password must be at least 8 characters long and contain at least 1 letter. Don't use the same (or similar) password as you use for anything else.

**Confirm password \***

**Access Code \***

If you don't have an Access Code, contact the organisation that told you about this training





# NCGE Programme of CPD



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

Supporting Outgoing Students (the class of 2020) - 1st September (Tuesday) 2:00 - 3:30pm

[Register](#)

Introducing Guidance Related Learning Resources for Junior Cycle - 3rd September (Thursday) 2:00 - 3:30pm

[Register](#)

NCGE / Euroguidance Resources for Guidance Counsellors - 8th September (Tuesday) 2:00 - 3:30pm

[Register](#)

Setting up a network of support - 10th September (Thursday) 2:00 - 3:30pm

[Register](#)

Resources for Guidance Counsellors - 15th September (Tuesday) 2:00 - 4:00pm

[Register](#)

Legalities of Digitalised Guidance Counselling - 22nd September (Tuesday) 2:00 - 4:00pm

**At capacity**

Whole School Guidance Planning for academic year 2020/21:

Adapting the plan and ensuring all local school policies are in place - 6th October (Tuesday) 2:00 - 3:30pm

[Register](#)

Mobility in Europe & 'Access Europe' Resources - 13th October (Tuesday) 2:00 - 3:30pm

[Register](#)

Self-Care for the Guidance Counsellor - 20th October (Tuesday) 2:00 - 3:30pm

[Register](#)



Any questions / comments /  
points of discussion?



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

Please use the 'Q & A' function on Zoom and type in your questions /  
comments.

Go raibh maith agaibh !



Lárionad Náisiúnta *um* Threoir *san* Oideachas  

---

National Centre *for* Guidance *in* Education



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills



[www.ncge.ie](http://www.ncge.ie)



[ncgeinfo@ncge.ie](mailto:ncgeinfo@ncge.ie)



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