

National Centre for Guidance in Education

NCGE and Euroguidance Resources for Guidance Counsellors
8th September 2020



Lárionad Náisiúnta *um* Threoir *san* Oideachas
National Centre *for* Guidance *in* Education



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Department of
Education and Skills



Webinar Presenters



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Carol Guildea

(NCGE Guidance Programme Coordinator: Post Primary)



Orla Ni Cheallaigh

(Guidance Officer - Euroguidance)





Objectives of this webinar



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- To highlight the free resources available to guidance counsellors for post primary Guidance.
- Key point: Post-Primary resources and Euroguidance Resources, are all useful for post-primary Guidance

The role of NCGE:



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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.



Whole School Guidance Policy



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Key Policy Points:

- The Guidance Role involves: 'Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings (DES, 2016 p7) Programme Recognition Framework.
- Guidance is highlighted in the Junior Cycle Wellbeing Guidelines (NCCA, 2017 p46-48) as supporting 'learning about wellbeing and learning for wellbeing'
- The Junior Cycle programme must include guidance education. (DES, 2019 P7.).

NCGE resources are specifically designed to support these key policy points.



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Post-Primary Resources



Post Primary Resources



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Autumn 2020 Webinar Series

Educational Guidance (post-primary)

Career Guidance (post-primary)

Personal / Social Guidance Counselling (post-primary)

Documents / Templates helpful for School Guidance Planning

Using assessment instruments / tests in schools

Digital Approaches (post-primary)

Covid-19 specific resources for post primary

Self-Care for School Guidance Counsellors

Other Publications (post-primary)

69 Resources in total

(...and more on Whole School Guidance Framework be added soon)

1. Calculated grades and associated choices
2. An ABC of digitalised Guidance & links with pedagogy
3. Setting the Scene: 'lights camera action' – an ABC of online Guidance delivery
4. Guidance and Returning to School for Academic Year 2020-2021
5. Digitalised Guidance Planning (template)
6. A Checklist for Guidance Counsellors: transitioning back to school in academic year 2020-2021
7. Getting Started in your new School: A webinar for newly qualified Guidance Counsellors
8. 'Settling in - Slow down to Catch up'
9. Guidance Related Learning
10. Applying to UK and other European Colleges
11. Work Experience Activity Pack – Languages Connect
12. 'Dear Me' in August 2020
13. Reflecting on Guidance Provision and Guidance Needs
14. 'Whole School Guidance: Wrapping up the academic year 2019/2020'
15. "Review of Academic Year" (Reflection Resource for Staff)
16. "Tips Sheet" for 6th year students
17. Guidance Matters: Maximising Guidance Related Choices for 6th years
18. "Taking Stock": Questionnaire for 6th year students
19. 'Whole School Guidance Provision - Focusing on 6th Years'.
20. Accompanying presentation to DES Guidelines & NCGE Information for Schools
21. NCGE Support information for Guidance Counsellors in Schools
22. Continuity of Guidance Counselling - Guidelines for schools providing online support for students
23. Supervision: Information for Supervisors and Guidance Counsellors
24. Developing a Confidentiality Policy for Post-Primary Schools
25. Developing a Policy on Assessment in Post Primary Schools
26. Anxiety and Stress
27. Record Templates for Guidance Counselling One-to-One Meetings with Students
28. Applying for Jobs
29. Exam Taking Skills
30. Striving for social justice: towards emancipatory guidance practices
31. A Different Approach for a Different Brain - Guiding Students with Asperger's Syndrome towards Achievable Goals
32. Supporting and Including Refugee and Asylum-Seeking Children in Education
33. Dyslexia: How the Guidance Counsellor can support the student with dyslexia
34. Subject Choice
35. Effective Study
1. Data protection for the Guidance Counsellor (GDPR)
2. Immigration and Residency in Ireland: An Overview for Education Providers
3. An introduction to Technology Enhanced Guidance
4. NCGE - A Whole School Guidance Framework
5. Generation Apprenticeship: Accelerating Real-Life Learning
6. Resilience, Character Building and Identity
7. Developing a Mindful Approach in Guidance Counselling: Care for Self and Others
8. Improving Career Interventions with Cognitive Information Processing Theory
9. Career Matters: Evidence and Implications for Gender and Equality
10. Career Counselling: facilitating career learning and development
11. Action-Oriented Hope-Centered Career Development
12. Alternative visions of employability: the role of critical pedagogy
13. Perspectives on the use of ability tests in schools
14. Navigating the Horizon (TED Talk)
15. Telephone and Remote Platform Approaches to Career Development
16. Video Role Play: Provision of feedback on psychometric test results
17. Career Sailboat Model as a tool for the Guidance Counsellor
18. Anger Management in the Classroom
19. Self-Care: Some Prescriptions for Calm Living
20. Understanding Gifted Children
21. Best Practice, Ethical and Legal Considerations in Psychometric Testing for Guidance Counsellors
22. Dealing with Ethical Dilemmas in Guidance Counselling
23. Supporting Lesbian, Gay, Bisexual and Transgender Students: The role of Guidance Counsellors
24. Towards a more playful and politicised practice of guidance counselling
25. The Four Pillars of Action: The Role of Guidance Counsellors in developing and implementing the Whole School Community Approach in Tackling Bullying, both Traditional and Cyber
26. Positive Psychology in Guidance Counselling
27. Ethical Research in Guidance Counselling
28. Video Role Play: The Accomplishment Interview
29. Helping students to concentrate while studying
30. Supporting Refugee Students Transition to and Progress in Post-primary School
31. Bereavement: How Guidance Counsellors Can Support The Grieving Student
32. Countering Bully / Victim Problems in Schools: Supporting the Guidance Counsellor
33. Helping Adolescents Cope with Depression
34. Supporting Outgoing Students (the Leaving Certificate class of 2020)

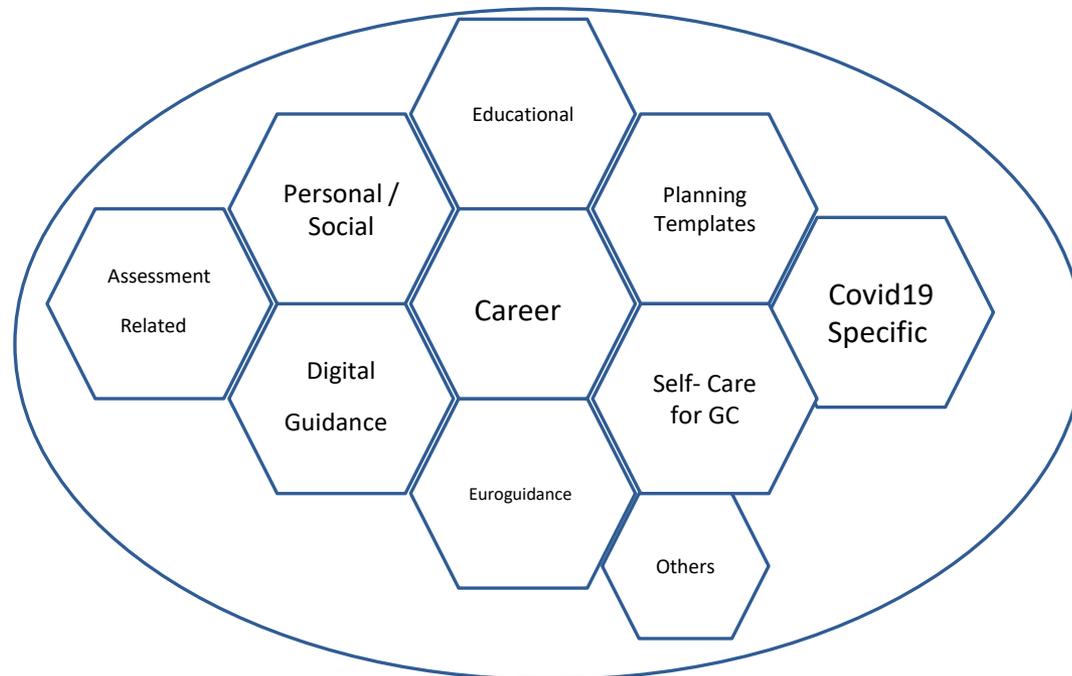


Resources



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- * Independent yet interlinked
- * Some relate to many areas of Guidance
- * Adjustable/ editable (templates) v's Information based





For the purpose of this webinar..



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We will look at some NCGE resources under the following headings:

- Planning
- Classroom Guidance (Digital / Face-to-face)
- One-to-one meetings



Planning Resources



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1. Whole School Guidance Wheel Sample:

www.ncge.ie/sites/default/files/resources/NCGE-PP-Wheel-Complete-PDF-EN.pdf

Blank WSG Wheel Sample:

www.ncge.ie/sites/default/files/resources/NCGE-PP-Wheel-Blank-PDF-EN_0.pdf

2. Confidentiality Policy

www.ncge.ie/resource/developing-confidentiality-policy-post-primary-schools

3. Student Questionnaires

Covid-19 “Taking Stock” Questionnaire for 6th Year Students

www.ncge.ie/resource/covid-19-taking-stock-questionnaire-6th-year-students

Junior & Senior Cycle Student Questionnaires = Developing Myself, Developing My Learning,
Developing My Career Path

www.ncge.ie/wsg/references

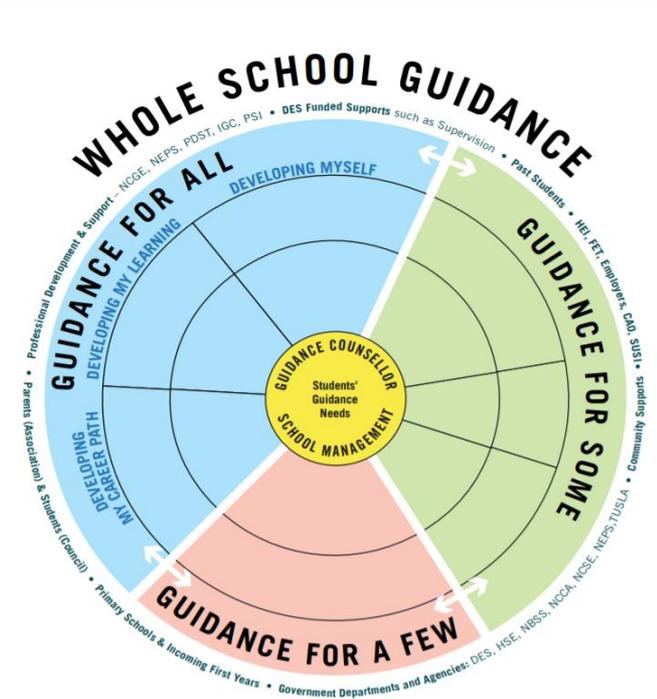
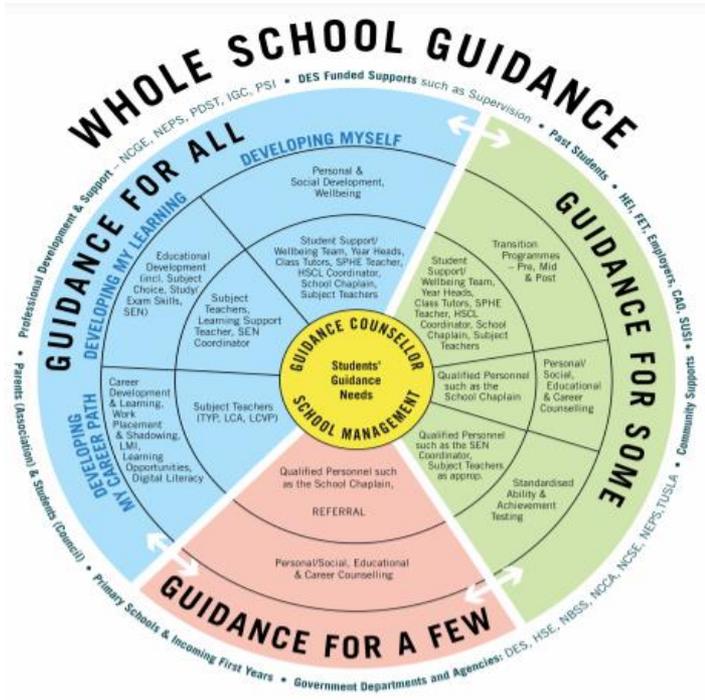


Planning Resources

Whole School Guidance Wheel



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Note: school programmes and staffing indicated are not meant to be exhaustive i.e. programmes/staff involved in whole school guidance will vary across schools. This intends to highlight programmes/staff which may be involved in the delivery of a whole school guidance programme.



Planning Resources Confidentiality Policy



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Developing a Confidentiality Policy for Post-Primary Schools

Important Information | Sample Templates

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FEBRUARY 2020



This document contains five sections as follows:

1. General information pertaining to Confidentiality and Consent in Guidance in the school context
2. A **sample** 'School Confidentiality Policy' which may be adjusted for use in post-primary schools.
3. A **sample** 'Confidentiality and Consent Checklist'
4. A **sample** 'Consent Form to Attend Confidential One to One Guidance Sessions' for parents/guardians
5. A list of references and relevant documents / information



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Planning Resources: Student Questionnaires



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School Name: [Click or tap here to enter text.](#)

Date: [Click or tap to enter a date.](#)

“Taking Stock”:

Questionnaire for 6th year students:

‘Taking Stock’ of where you are at the current time and identifying the Guidance supports you need.

Dear Student,

This questionnaire has been created and distributed to understand how you are coping as we approach the end of term, and to enable your Guidance Counsellor to continue to support you at the current time.

This short questionnaire contains 35 questions and should take about 5-10 minutes to complete.

When finished, please return to: [Click or tap here to enter text.](#)

Student Name: [Click or tap here to enter text.](#)

Please indicate whether you agree/disagree with the following statements:

Statement	Agree	Disagree
Future Plans:		
I have a clear idea of what I want to do next year	<input type="checkbox"/>	<input type="checkbox"/>
I am clear on how to go about getting into what I want to do next year	<input type="checkbox"/>	<input type="checkbox"/>
I have a 'back up' plan for next year	<input type="checkbox"/>	<input type="checkbox"/>
There are some areas of my plan I am not clear about	<input type="checkbox"/>	<input type="checkbox"/>
I feel ready for the next step in my education/ future	<input type="checkbox"/>	<input type="checkbox"/>
Systems and Applications:		
I think I will qualify for a grant and have applied through SUSI	<input type="checkbox"/>	<input type="checkbox"/>
I think I will qualify for a grant but am not sure how to apply	<input type="checkbox"/>	<input type="checkbox"/>
I have applied to the CAO	<input type="checkbox"/>	<input type="checkbox"/>
I am happy with my Level 8 course list on my CAO application	<input type="checkbox"/>	<input type="checkbox"/>
I am happy with my Level 6/7 course list on my CAO application	<input type="checkbox"/>	<input type="checkbox"/>
I am comfortable with the CAO 'Change of Mind' process	<input type="checkbox"/>	<input type="checkbox"/>
I have applied/am applying for a PLC course for next year	<input type="checkbox"/>	<input type="checkbox"/>
I need help applying for a PLC course	<input type="checkbox"/>	<input type="checkbox"/>
I have applied/am applying for an apprenticeship for next year	<input type="checkbox"/>	<input type="checkbox"/>
I need help applying for an apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>
I am applying for jobs for next year	<input type="checkbox"/>	<input type="checkbox"/>
I need help with my CV	<input type="checkbox"/>	<input type="checkbox"/>
I need help with applying for scholarships	<input type="checkbox"/>	<input type="checkbox"/>
I need help with applying for campus accommodation for next year	<input type="checkbox"/>	<input type="checkbox"/>

I have a question about the HEAR application I submitted	<input type="checkbox"/>	<input type="checkbox"/>
I have a question about the DARE application I submitted	<input type="checkbox"/>	<input type="checkbox"/>
I need a reference from the school	<input type="checkbox"/>	<input type="checkbox"/>
I may opt to sit the Leaving Cert Examinations at a later date	<input type="checkbox"/>	<input type="checkbox"/>
I have applied to UCAS and would like to discuss this with my Guidance Counsellor	<input type="checkbox"/>	<input type="checkbox"/>
I have applied to study in Europe / USA and would like to discuss my application with my Guidance Counsellor	<input type="checkbox"/>	<input type="checkbox"/>
I would like to apply to study abroad and would like to discuss this with my Guidance Counsellor	<input type="checkbox"/>	<input type="checkbox"/>
I would like help with interview preparation	<input type="checkbox"/>	<input type="checkbox"/>
Wellbeing		
I feel like I am coping well at the moment	<input type="checkbox"/>	<input type="checkbox"/>
I have someone I can talk to when I need to	<input type="checkbox"/>	<input type="checkbox"/>
I am worried that my stress levels are high at the moment	<input type="checkbox"/>	<input type="checkbox"/>
Communication		
I know how to contact the school if I need to	<input type="checkbox"/>	<input type="checkbox"/>
I know how to contact my Guidance Counsellor if I need to	<input type="checkbox"/>	<input type="checkbox"/>
I know where I can go for information on my career during the summer months	<input type="checkbox"/>	<input type="checkbox"/>
I know who I can contact for information on my future plans during the summer months	<input type="checkbox"/>	<input type="checkbox"/>
There is something I want to speak to my Guidance Counsellor about on a one-to-one meeting	<input type="checkbox"/>	<input type="checkbox"/>

If you need to contact your Guidance Counsellor you can do so by the following means:

[Click or tap here to enter text](#)



Planning Resources: Student Questionnaires



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- * [Student Questionnaire Junior Cycle - Developing Myself](#)
- * [Student Questionnaire Junior Cycle - Developing My Learning](#)
- * [Student Questionnaire Junior Cycle - Developing My Career Path](#)
- * [Student Questionnaire Senior Cycle - Developing Myself](#)
- * [Student Questionnaire Senior Cycle - Developing My Learning](#)
- * [Student Questionnaire Senior Cycle - Developing My Career Path](#)



Planning Resources: Student Questionnaires



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- I can name and describe my personal qualities, strengths, interests and beliefs
Yes
To some extent
Not yet
- I can describe how different feelings can effect how I or others behave
Yes
To some extent
Not yet
- I have thought about how other factors can affect my feelings, how I behave and what I believe
Yes
To some extent
Not yet
- I know how I feel about myself can change my goals and the way that I make decisions
Yes
To some extent
Not yet
- I can manage how I feel and behave and I am aware of my how my body reacts to my feelings
Yes
To some extent
Not yet
- I can express how I feel to other people in a respectful way
Yes
To some extent
Not yet



The following questions may be helpful in supporting students to reflect on their guidance needs and inform the planning of the school guidance programme, including guidance learning opportunities.

In using this, or any other self-report measures it is important to remember the limitations of self-report measures and also to remember that guidance is a process and a lifelong journey. The purpose of the tool is to support student reflection of their guidance needs and to inform the school's provision of guidance.

The self-report measure can be used as part of the guidance process to inform and develop conversations around students' guidance needs.

Area of Learning: Developing Myself

My knowledge and Skills	Yes	To some extent	Not yet
Developing and maintaining self-esteem and a positive self-concept			
I can identify and describe my personal qualities, strengths, interests and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe how different feelings can influence behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have explored how external circumstances can influence my feelings, behaviour and beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how I feel about myself can influence my goals and decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can manage my own feelings and behaviour and am aware of feelings in my body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can express my feelings in an acceptable way to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have explored how my own self-belief has influenced my learning and education to-date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work well and communicate effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to take care of my needs and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you any comments to make:			



Classroom Guidance



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1. Guidance Related Learning

www.ncge.ie/resource/guidance-related-learning-resources-junior-cycle

2. Applying for Jobs

www.ncge.ie/resource/applying-jobs

3. Exam Taking Skills

www.ncge.ie/resource/exam-taking-skills



Classroom Guidance: Guidance Related Learning for Junior Cycle



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GUIDANCE RELATED LEARNING - SECOND YEAR

MY MINDSET- LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheet
- Access to online video

BY STUDENTS

- Worksheet

AIMS

This lesson will:

- Explore what a mindset is and the difference between a fixed and a growth mindset.
- Explore how a growth mindset can help students to succeed in school/ life.



OUTCOMES

At the end of this lesson students will be able to:

- Identify growth and fixed mindsets.
- Explain what it means to have a growth mindset.
- Apply this new learning to their studies/ life.



OPENING 'THE HOOK'

Display Slide Two and ask 'Does anyone know what the difference between a fixed and growth mindset might be?'



GUIDANCE RELATED LEARNING - SECOND YEAR

MY MINDSET- LESSON PLAN

BODY OF LESSON

TEACHER
ACTIVITIES

STUDENT
ACTIVITIES

Teacher defines what mindset is and demonstrates this using the video on Slide 7.

Students become aware that their brain can develop and learn more over time.

Teacher distinguishes the differences between fixed and growth mindsets and illustrates examples of famous people with a growth mindset.

Teacher demonstrates how to use a growth mindset.

- Teacher asks students to select a subject/ life event where they could use their growth mindset.
- What change will they make to the way they think about this?
- What will they say to themselves?
- How do they think they will feel when they use a growth mindset?

- Students select a subject/ life event where they could use their growth mindset.
- What change will they make to the way they think about this subject/ life event? What will they say to themselves?
- How do they think they will feel when they use a growth mindset?

CONSOLIDATION OF LEARNING

The teacher re-examines the lesson's aims





Presentation



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GUIDANCE RELATED LEARNING - SECOND YEAR



www.ncge.ie



www.careersportal.ie

GUIDANCE RELATED LEARNING - SECOND YEAR

MY MINDSET

MY MINDSET



FIXED AND GROWTH
MINDSET



MY MINDSET - WORKSHEET

Please complete your Growth Mindset Statements worksheet.

MY GROWTH MINDSET STATEMENTS I CAN CHANGE MY MINDSET WITH MY WORDS!

Instead of saying:

I am not good at this

I can say:

Instead of saying:

I am afraid I will make a mistake

I can say:

Instead of saying:

This is too hard

I can say:

Instead of saying:

I can't do this

I can say:

Instead of saying:

I give up

I can say:

Instead of saying:

I won't try because I might fail

I can say:

Instead of saying:

I am not as smart as my friend

I can say:

Instead of saying:

I made a mistake

I can say:

Instead of saying:

I am really good at maths

I can say:

Instead of saying:

It's good enough

I can say:





Classroom Guidance: Applying for Jobs



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Applying for Jobs

NCGE / Colum Layton

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05/12/18



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<i>UNDERSTANDING YOUR INTERESTS</i>	7



Classroom Guidance: Exam Taking Skills



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Exam Taking Skills

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04/12/2018



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One-to-one Meetings



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1. Record Templates for Guidance Counselling One-to-One Meetings with Students

www.ncge.ie/resource/record-templates-guidance-counselling-one-one-meetings-students

2. Anxiety and Stress

www.ncge.ie/resource/anxiety-and-stress

3. Resilience, Character Building and Identity

www.ncge.ie/resource/resilience-character-building-and-identity



One-to-one Meetings: Record Templates One-to-One Meetings with Students



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ncge Personal guidance counselling
one-to-one record
© National Centre for Guidance in Education 2020

Session Number:

School Name: Student's Name / Identifier:

Guidance Counsellor Name: Time:

Date:

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Aim of the session (in brief):

Summary of discussions:
(Include students report of feelings, thoughts, behaviour and your own observations in brief)

Agreements / actions agreed with the student:

Guidance Counsellor follow-up:
(Include actions and referral as appropriate)

Guidance Counsellor Signature: Student Signature:

Session length: Additional notes can be made on reverse Next Apoinment:

ncge Educational /career guidance counselling
one-to-one record
© National Centre for Guidance in Education 2020

Session Number:

School Name: Student's Name / Identifier:

Guidance Counsellor Name: Time:

Date:

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Subjects Studied:	Level:	JC:	SC:	Notes / additional subjects:
<input type="text"/>				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

Educational / Careers Interests:

Career Plan:
(JC – subjects for SC; SC – post-school – HPAT, UCAS, scholarships, apprenticeships, FET etc)



One-to-one Meetings: Anxiety and Stress



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Anxiety and Stress

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One-to-one Meetings: Resilience and character building



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<https://www.ncge.ie/resource/resilience-character-building-and-identity>



Resilience & Character



Resilience, Character Building and Identity

3 years ago · More



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Euroguidance Ireland Resources



euro | guidance



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What is Euroguidance?



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- * A Network of centres across 34 European countries
- * Links together the Career Guidance systems in Europe

Main target groups-

- * Guidance Counsellors
- * Individuals interested in studying abroad

Aims-

- * To support competence development of guidance practitioners
- * To raise their awareness on the value of international mobility

See: <https://euroguidance.ie/about-us>

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The *Euro- Quest* resource available to all
School Guidance Counsellors!

What is it?



Euro-Quest a is a free-to-use blended learning programme



It comprises of 4 x online modules accompanied by a Student Workbook and a Staff Whole School Guidebook.



It is designed for Transition Year Students



It promotes educational mobility across Europe







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Euro-Quest

Module One
An Overview of Europe





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Euro-Quest

Module Three
Living in Europe



EURO-QUEST



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Euro-Quest

Module Two
Why Study in Europe?






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Euro-Quest

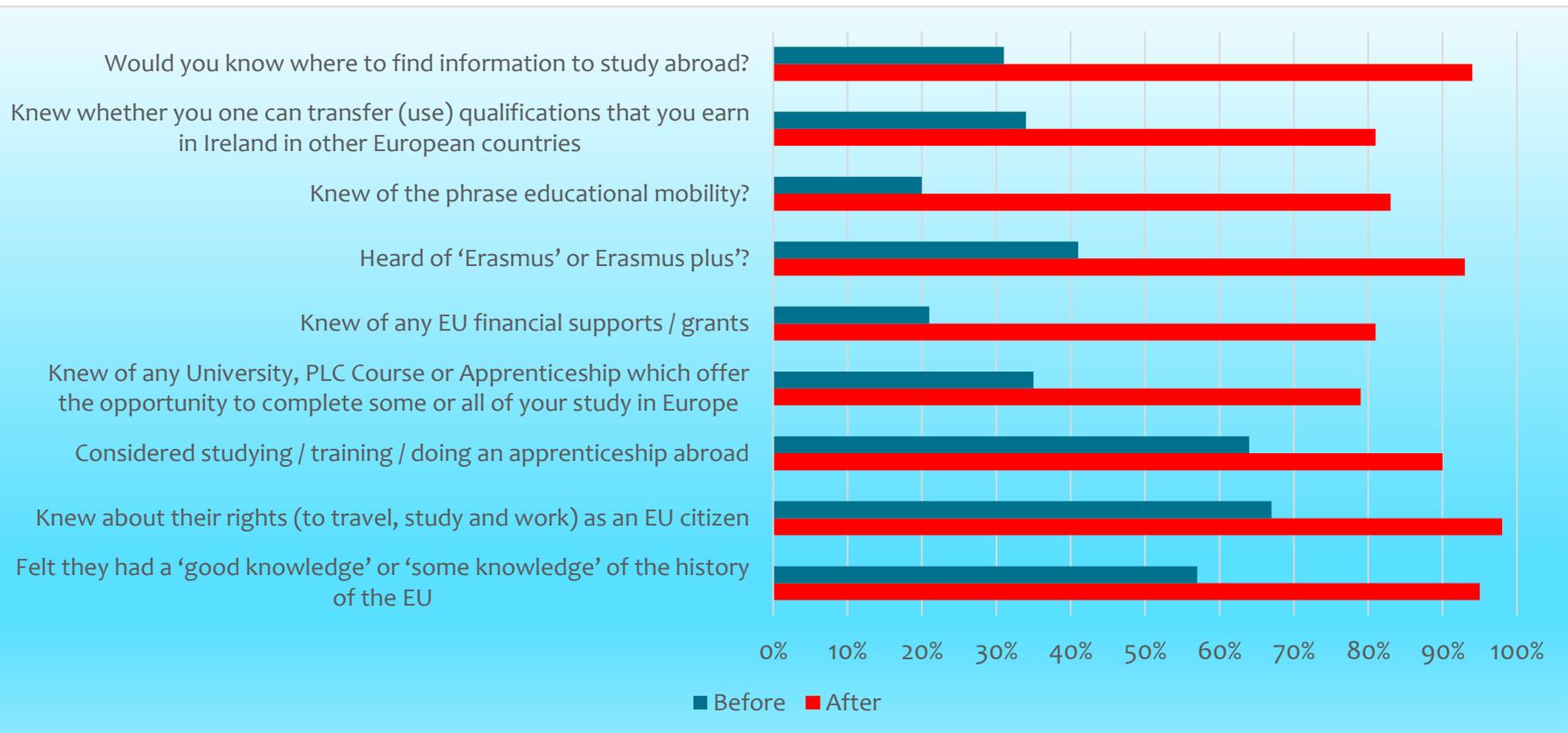
Module Four
Where would you like to go?



Euro-Quest Delivery

- * This programme is designed to be integrated into the TY curriculum through Guidance and to link with other subjects using Europe as the common theme.
- * It can be adapted to suit the timetabling needs of the school
 - Some exercises are optional
 - Some can be shortened
 - You could work with other teachers completing different modules simultaneously.
 - Students can complete all modules in class or at home
- * Students can complete the workbook exercises by downloading the editable PDF, Word documents or printing each module.

What impact has the resource had?



- * ***‘The possibility of better career opportunities in the future’***
- * *The opportunity to **learn from people who have different views on life** because of where they grew up’*
- * ***‘Studying my subject in a different way, through different professors, learning styles and experiences’***
- * *‘Exploring different school systems, seeing how college courses are in another country and exploring **new ways of learning**’*
- * *‘Meeting new people from all over the world, **making new friends and connections**’*
- * *‘Learning and **immersing yourself in a new language** or practice speaking a foreign language’*
- * *‘By moving abroad, you will **develop many new skills**. You will first have to learn how to be more independent, and how to manage money wisely. You will also improve your social and communication skills by meeting new people. These skills will be of benefit to a person in all their future endeavours*

What the students say..

- * *'The programme was extremely informative. I **was able to learn about a wide range of European topics**, such as education, cultural differences, and students' personal experiences. The programme did not miss a single piece of advice to give and ensured that any student doing the programme became well-informed and more confident about studying abroad by the end'*
- * *'I now have a greater understanding about studying abroad which will help me make an informed decision in the future about whether or not it is the right thing for me to do'*
- * *'I enjoyed hearing first-hand experiences of Irish students who studied abroad, it was very interesting to hear about their time studying, working and living away from home'*
- * *'I learned that there are more colleges and universities in Ireland than I thought that let you travel abroad for studies'*
- * *'It gave me great advice on how to deal with culture shock and home sickness if I do decide to ever consider participating in a college course in a different country. It also **provided me with several sources that would help me to make a good decision** that would be right for me in the long run'*

How to sign up

- * **Go to our website**
www.euroguidance.ie
- * **‘Click’** on the following for information and to enroll
- * Once registered as a **LEADER**, you are free to include other staff members, register students and begin!
- * You will then receive some additional resources by post:
- * A hard copy of your ‘Staff Guidebook’
- * A Student Workbook
- * A set of student ‘passports’ shortly after registration*

*Deliveries will resume this month





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IRELAND

Euro-Quest Ambassador Programme



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills



Euro-Quest was formally launched in March 2020. Since then, over 1100 students have availed of the course, and we are delighted with the positive feedback we have received thus far! Taking things up a gear, Euroguidance Ireland will now give schools the opportunity to become recognised 'Euro-quest Ambassador Schools'!

We are asking schools to highlight the study abroad opportunities available to Irish students throughout Europe, learn a little more about European culture and values, while empowering students to develop valuable research and career management skills along the way!

This programme provides a framework and incentive for schools to raise awareness of the value of mobility, for TY students and the whole school community. The programme will ideally be led by a Guidance Counsellor, in collaboration with colleagues.

Each school will be rewarded for their effort and participation upon completion of the programme and will:

- receive a **School Certificate** to demonstrate their commitment to promoting mobility education.
- be invited to a **formal celebration** in Autumn 2021

This programme is a school-led programme which involves the completion of 3 x tasks listed on the following pages. Although the initial 2 x tasks are fixed, what you do for the final optional task is not prescriptive and is completely up to you! Ideas can be adapted to be completed at home by students for example.

All you need to get started, between the 1st of September 2020 and the 30th of March 2021, is REGISTER your participation at

<https://euroguidance.ie/EQ/Ambassador-Programme-REGISTRATION>

Then start your 3 tasks!

The **CLOSING DATE for FINAL ENTRIES** is the 1st of May 2021

The link for entry submissions is on the last page of this document.

If you'd like to hear more about this opportunity for your school or if you need any support throughout the year, please contact euroguidance@ncge.ie

Tasks 1 and 2 are mandatory. Schools can choose from a range of activities over the course of the year to complete the final task to achieve 'Ambassador' status.

MANDATORY Task 1:

Complete the Euro-Quest modules

Schools are asked to CONFIRM that a cohort of students within the school completed the Euro-Quest programme.

See - <https://euroguidance.ie/euro-quest> - for further information and to sign up.



MANDATORY Task 2:

Create a Europass profile

<https://europa.eu/europass/en>

Schools are asked to invite students to create their NEW Europass profile through completing the following sections, with the help of their guidance counsellor:

- My profile (including the addition of a photograph/cartoon avatar and basic personal information-school e-mail only)
- Work experience
- Education and training
- Language skills
- Digital skills
- My skills
- Create a CV (this can be created and saved on the site or an up to date existing one can be added)
- Cover letter (this can be one used for work experience/ a part time job/ application for a TY programme etc.)



Schools can demonstrate that this has been done by providing screen shots of one or more students Europass Profile pages.

EURO-QUEST AMBASSADOR PROGRAMME

For the final task select just **ONE** of the following activities.

Task 3 - OPTION A

Focus on mobility - **SAMPLE** ideas

- Invite a guest speaker who studied abroad (e.g. a past pupil who did Erasmus+, a teacher, another local person, a Eurodesk ambassador etc.) to speak about their experience of learning abroad, their career journey and how it impacted on their lives thus far. This activity could be done as part of College Awareness Week, for example. See - <https://euroguidance.ie/resource/where-you-journeys/> - for question ideas.
 - Invite a guest speaker from a local university / PLC provider to speak to a year group about the Erasmus opportunities that are on offer at their institute.
 - Celebrate Erasmus Day within your school See - <https://euroguidance.ie/resource/celebrate-erasmus-promote-mobility/> - for ideas
 - Create a 'Mobility Wall' - include learnings from Euro-Quest about the history of the EU, country flags, music and values of the EU, facts about studying abroad, information about the different programmes (Erasmus+ etc.) and support organisations, for example.
- Schools can demonstrate that this has been done by providing images / videos of one or more activities in this category.



Task 3 - OPTION B

Raise language awareness - **SAMPLE** ideas

- Schools can complete one activity that promotes languages in the school community, for example:
- With the help of the guidance counsellor and MFL teacher- **translate your Europass Profile** into another target language and **enter our competition with PPLI**, applying for the job of interpreter in the EU! (Europass is available in 27 languages) See - <https://euroguidance.ie/resource/careers-linguass-competition>
 - Start a project 'Where can this subject take you?' investigating the career possibilities that languages bring. Share your results with other classes/ year groups.
 - Celebrate the European Day of Languages (EDL) on the 26th of September or attend PPLI's #Thinklanguages event (in December). See - <https://edl.ecml.at/> and <https://ppll.ie/events-calendar/> - for details.
 - Hold a **cioréal cómhra** at lunch time, French themed breakfast, Spanish themed 'tapas' event etc.
- Schools can demonstrate that this has been done by providing images / videos of one or more activities in this category.

Task 3 - OPTION C

Celebrate culture! - **SAMPLE** ideas

- Get groups of students to research facts and present on cultures from all over Europe! Use https://ec.europa.eu/education/study-in-europe/country-profiles_en to help you start.
 - Hold a 'Celebrate Culture Day'. Decorate classroom doors to represent all the different nationalities, cultures and languages spoken within your class/school.
 - Cook / bake traditional dishes representing cultures/ nationalities that mean something to classmates - invite others to sample produce.
 - Produce a recipe book that people can take home!
 - Learn traditional dance from around Europe and the world!
- Schools can demonstrate that this has been done by providing images / videos of one or more activities in this category.

When you have collated evidence of all completed tasks, enter using the form <https://euroguidance.ie/EQ/Ambassador-Programme-ENTRIES>



The new *Europass*

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Your free, personal tool for learning and working in Europe

[Create your free Europass](#)

Orla Ní Cheallaigh

Nationality: Irish
 Phone: (+353) 0871 190902
 Date of birth: 12 May 2004
 Gender: Female
 Email address: orla.nicheallaigh@ncge.ie
 Address: Parnell Street, Dublin, 1 Dublin (Ireland)

WORK EXPERIENCE

Shop assistant
 Arnotts Department Store, [8 Feb 2020 – 12 Feb 2020]
 City: Dublin
 Country: Ireland

- Assisting customers at a busy jewellery counter.
- Answering queries regarding products and pricing.
- Making recommendations to customers, where necessary.
- Maintaining stock and product displays.
- Wrapping gifts.

Sports coach assistant
 GAA GAA Camp, [1 Aug 2019 – 15 Aug 2019]
 City: Dublin
 Country: Ireland

- Coach at a local GAA summer camp for children aged 7-11.
- Assisting with all activities, as directed by the coach.
- Setting up for all activities and timing matches.
- Supervising the children throughout activities and at break times.

EDUCATION AND TRAINING

Junior Certificate Profile of Achievement
 St. Paul's Secondary School [1 Sep 2016 – Current]
 Address: Dublin, (Ireland)

LANGUAGE SKILLS

Mother tongue(s):
 English, Irish

French
 LISTENING: A2 READING: A2 UNDERSTANDING: A2
 SPOKEN PRODUCTION: A2 SPOKEN INTERACTION: A2

My Library

Use the Europass library to store and organise your documents.

CVs

My CV [X] [1]
 Test CV [X] [1]
 Orla's CV [X] [1]

Cover letters

Sample letter in... [X] [1]
 Work Experience... [X] [1]

Certificates and diplomas

Junior Certificate Profile of Achievement [X] [1]
 Junior Certificate Profile of Achievement [X] [1]
 Junior Certificate Profile of Achievement [X] [1]

Uploads

There are currently no documents added to this section.

'Access Europe' country by country

STUDY IN EUROPE: COUNTRY INFORMATION SHEETS

GERMANY

OVERVIEW OF OPTIONS

More than 400 state accredited universities can be found in many different locations throughout Germany.

Typical three-semester offer across 300-350 degree courses. A selection of courses and international courses are available through English.

The majority of offers are in languages and business. There are no English taught courses in law, medicine, dentistry or pharmacy. These courses require the completion of the matriculation (the German Abitur exam).

Many English taught subjects are offered in the master's level. There are roughly 700 courses taught through English at recognized levels.

To find English taught courses visit:

- https://www.bmbwf.de/DE/Redaktion/DE/Standardartikel/BMBWF_16_01_2016_engl.html

The following website gives a good overview of those considering studying in Germany:

- <https://www.study-germany.de/en/>
- <https://www.study-germany.de/en/faq/>
- <https://www.study-germany.de/en/faq/faq-001010/>

PROGRAMMES AVAILABLE

Database of all courses:

For specific courses, go to courses taught through English:

- Go to https://www.bmbwf.de/DE/Redaktion/DE/Standardartikel/BMBWF_16_01_2016_engl.html
- Search 'English programme'
- Choose the 'Extended search' option
- Search 'Study type', 'University'

APPLICATION PROCESS

Choose your course and check with your institution.

The first part of an applicant has to check the institution's website (pages for the programme of your interest) for information on the application process.

They can request you regarding the need to register via Studylink. When this is not the case then you should check that institution you have a selection procedure in place. These are open to a certain part of the programme.

There are then two application processes and an application fee (usually of 20-30 Euro) must also be paid.

REPRESENTATION

The majority of universities in Germany are financed by the state.

<https://www.study-germany.de/en/faq/faq-001010/>

There are no tuition fees in a German state university. You will still have to pay a semester contribution. It is usually 100€ and can range between 100€-150€. The majority of this goes towards the 'semester ticket' which allows you

STUDY IN EUROPE: COUNTRY INFORMATION SHEETS

ESTONIA

OVERVIEW OF OPTIONS

Estonia offers over 140 degree programmes taught fully in English.

PROGRAMMES AVAILABLE

<https://www.eestiinfo.com/en/education/programmes>

All courses listed on the Study in Estonia website are taught in English. There are students from almost all EU countries in Estonia, with Finland and the UK being the most popular. Many EU students also study Business, Governance, and programmes provided by Estonian universities are accepted in most other EU countries.

SEE INFORMATION

Tuition fees are different at universities but very low (under 100€) on the level of studies and the majority in covered. Some tuition fees may range from 1000-1500€ (for one year fee) and master programs (with a few more courses to add) in the education programme that costs 12 000-15 000€. Some of the more specialised options are medicine, law, administration and social sciences. If available, we will offer a fee Master and Bachelor programmes will be used (subject to approval) before the programme and <https://www.eestiinfo.com/en/education/programmes> has several programmes that are free for EU & see individual course fees at: <https://www.eestiinfo.com/en/education/programmes>

APPLICATION PROCESS

Most Estonian universities conduct admissions through the Studylink website, which is an online application platform. Students need to upload their education documents and a copy of their passport. See: <https://www.eestiinfo.com/en/education/programmes>

You can apply to several Estonian universities and programmes with a single application in the Studylink system, where offers can set different deadlines for programmes and courses. It is important to check the deadlines on the deadlines before.

Finland has set up an online programme for high school students can apply to any Finnish University, and many other higher education courses in Finland. This portal is open from 20th January to 30th March.

EU citizens should contact the nearest Finnish embassy. The application process is mandatory to apply to most of the language offered by higher education institutions.

STUDY IN EUROPE: COUNTRY INFORMATION SHEETS

DENMARK

OVERVIEW OF OPTIONS

Denish higher education institutions offer a range of opportunities for international students. More than 400 programmes are taught in English. <https://www.studydenmark.dk/en/>

PROGRAMMES AVAILABLE

<https://www.studydenmark.dk/en/>

SEE INFORMATION

Higher education in Denmark is free for students from the EU/EEA. Similarly, if you are participating in an exchange programme, you can study in Denmark for free.

<https://www.studydenmark.dk/en/education/programmes>

<https://www.studydenmark.dk/en/education/programmes>

As for an EU/EEA and regulations make it possible, EU citizens can gain access to the Danish system. Certain working conditions must be adhered to. See: <https://www.studydenmark.dk/en/education/programmes>

APPLICATION PROCESS

Students with diplomas from an state secondary educational institution in EU and EEA countries can apply for admission to undergraduate higher education programmes in Denmark. These applicants will be considered on equal terms with Danish applicants and may not need the same entry requirements. It is advisable to contact the institutions you wish to apply to in advance to double check all that is required re: subject levels, requirements etc.

• Applicants to undergraduate higher education in

IMPORTANT DATES

The website opens on 1 February. The deadline for applications is 15 March at 12 noon (CET) (time continues handling) you will receive responses to your applications 28 July (most below for more): <https://www.studydenmark.dk/en/education/programmes>

Although our Learning Centres usually cannot not assist, according to the

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Acmhainní do Euroguidance

Euroguidance Resources <https://www.euroguidance.eu/>

ncge

Lárionad Náisiúnta um Threoir san Oideachas

National Centre for Guidance in Education



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Other resources



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PREPARING FOR AN 'OPEN DAY'

Getting ready to attend a college open day? a virtual open day? an education fair? Whether you are looking into options here or in Europe, here are some useful tips help you prepare!

Questions specific to European opportunities are shaded in green

BEFORE YOU GO:

- Identify several subject areas that interest you e.g. school subjects you like, or topics (engineering / art / business / languages)
- Do a little research into the different colleges / institutions that will be attending
- See if there are any interesting workshops / break out rooms you would like to go to
- Identify specific courses that interest you (if you have some ideas - if not, do not worry, go with an open mind)
- Review the results of interest and aptitude tests done in your guidance class (if any)
- Review the **KEY WORDS** on pages 3-5

WHILE THERE

Do not be shy-be curious!

Do not know where to start or what to ask? That is normal- see sample questions to get the ball rolling:

FOCUS ON ME

I like (subject/ sport/passion you have), what courses do you offer that might suit me?

My favourite subject is _____ what courses do you offer that might suit me?

I would like a career in _____ in the future, what courses do you have that might suit?

I am good at _____ what courses do you offer that might suit me?

I have always wanted to work with _____ what opportunities that might suit n _____

I do not have a clue what I want to do but I like (hobby/subject) _____

What opportunities do you have to explore your university / institution? virtual open days/course taster day/ summer schools?

INVITING A GUEST SPEAKER TO YOUR CLASS

One of the best ways to find out what it is like to study abroad and the benefits of internationalising your education is to talk to the people around you!

Invite a guest speaker into your class!

For example:

- A past pupil who took part in the Erasmus+ programme
- Someone from a local business who can talk about the benefits of international experience and / or languages in their role (e.g. tech companies / someone in the hotel and tourism industry / even the Garda!)
- A representative from a local university or PLC to speak about the opportunities their students have to study abroad



SOME IDEAS FOR THE POSING OF QUESTIONS:

A student who did an Erasmus placement in university or their PLC:



- What did you study in college?
- Why did you choose to do Erasmus?
- What did you hope to gain from the experience?
- How did you pick the country and university you chose to go to?
- What was the application process like?
- What supports were there in the college or university? (financial/disability/orientation/other)
- What were your first impressions of the country you went to?
- What were the best parts of the experience?
- What did you find most challenging?
- Who supported you over there?
- What did you gain from the experience? - new skills / insights into diverse cultures and friends from different countries?
- Did it give you any insights or clarity into the career path you would like?
- Did your language skills improve?
- What advice would you give to someone thinking of doing Erasmus or studying abroad?

PREPARING FOR AN 'OPEN DAY'

FOCUS ON COURSES

What are the entry requirements for this course...as an Irish Leaving Cert applicant?

How do I apply for this course? e.g. through the CAO, directly to the college (as with PLCs), via another centralised application system or directly to the university itself?

What important dates do I need to know about?

How many hours/tutorials/lectures would I have each week?

How big are the classes?

What options do I have if I do not like the points?

Are there FETAC links into this course?

Is there any support for people with disabilities?

SHARE YOUR JOURNEY

As part of **College Awareness Week**, we are hoping to inspire the students to open their eyes to the world of further education and explore college and training opportunities in Ireland and abroad.

Not every student in front of us has access to an adult in their lives who had the opportunity to take part in further/higher education, have an 'Erasmus experience' or study or train abroad for a period.

We are, therefore, inviting all members of the school community to share their career journey thus far with your students, i.e. your experience of learning and working after school (including apprenticeships, further education courses, university, work, or training here or abroad).

Please see some questions/prompts below that might help.

- Who you are and what you do / subjects you teach
- What you studied and where
- How you chose this path
- Who or what influenced you
- What your experience of university, training, study or work abroad was like
- What obstacles you met along the way... failures, repeats, changing course, feeling unsure of your choice? (if comfortable sharing this)
- What (if any) challenges you faced on any Erasmus experience / study or working abroad experience.
- How you overcame these obstacles or challenges
Did they contribute to your success in the end?
- What are the highlights of college/training/work (here or abroad) for you?...what did you enjoy most?
- Any interesting points about your experiences.
For example, first in your family to go to college? moved away from home to study or work? represented fellow students in college, met the love of your life? learned about a new language and / or experienced a new culture?
- What has going to college or learning abroad and choosing this path meant to your life? (job, friends, hobbies)
- Did anyone inspire you to go to college or encourage you to strive for success in your chosen path?
- If you could do it all over again. Would you take a different path? If you were not a _____ what would you do?
- What is the best advice you got - or could give - to encourage young people to consider progressing to further and higher education or training here or abroad?



'Careers with Languages' competition..

Coming soon...

Upcoming webinar on 'Mobility' Tuesday Oct 13th



By the end of the session we hope that guidance counsellors will have an overview of:

1. The mobility opportunities available to students and where to access more information about them.
2. The tools available to support mobility
3. The organisations in Ireland that support mobility.
4. How to engage in a mobility experience for their own CPD.



Register [HERE](#)



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Questions/Comments

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



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Go raibh maith agaibh !



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