

National Centre for Guidance in Education

Whole School Guidance : Focus on Transitions, Pathways and Opportunities.



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



An Roinn Oideachais
Department of Education



The Panel



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Department of Education

NCGE: Dr. Carol Guildea

Euroguidance: Orla NiCheallaigh

Department of Foreign Affairs: Aoife McGarry

Focusing on Irish Permanent Representation to the EU: Eamonn Mac Aodha





Contextualising the webinar: Whole School Guidance - Focus on Transitions, Pathways and Opportunities.



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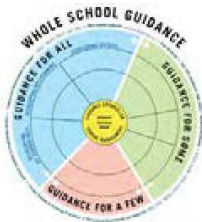
1. Considering transitions/pathways and opportunities: how are they linked?
2. What is the role of the Guidance Counsellor (and others supporting Whole School Guidance) in supporting students with identifying opportunities / selecting pathways and backup pathways?
3. What is the role of 'Guidance' in supporting individuals to effectively navigate key transitions?

How do we do this?

Developing
Myself

Developing My
Learning

Developing My
Career Path





Contextualising this webinar



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- * *Transitions / Opportunities and Pathways exist at a local / national and international level.... how do we plan for/accommodate this in Whole School Guidance?*
- * *There is an estimated 1 million Irish born living abroad today (globalirish.ie)*
- * *Gaeilge has received its full official status as an EU language*
- * *In 2023 it will be 50 years since Ireland joined the EU*





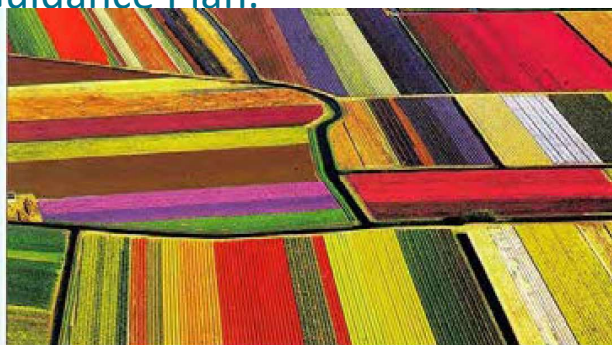
Objectives



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In general

- * Consider 'transitions,' 'pathways' and 'opportunities' and reflect on how Guidance Counsellors (and other members of the school community) support students.
- * To represent these reflections within the Guidance Plan.



In relation to one specific example

- * To increase active awareness of the various opportunities that exist in the EU for students.
- * Highlight the role of Gaeilge and other European language skills in 'transitioning' to various pathways and to engaging with opportunities in Europe.





Part 1



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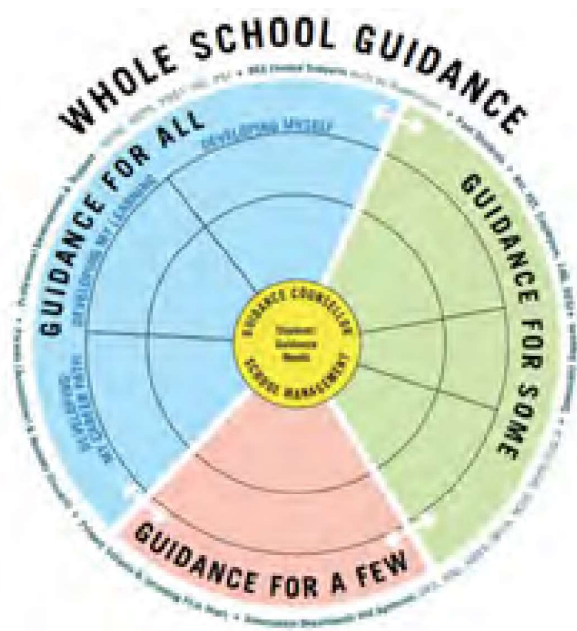
- Consider 'transitions,' 'pathways' and 'opportunities' and reflect on how Guidance Counsellors (and other members of the School Community) support students.
- To represent these reflections within the Guidance Plan.



Inclusion...the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized.



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Considering Transitions / Pathways & Opportunities:

- What students (and parents?) may be marginalized?
- How can we include those students / provide support ?
- Who are the all/some/few for each of the stages





Transitions & Pathways

What is the relationship between transitions and pathways?

What is the role of Guidance with regard to both transitions and pathways?



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Within post primary

- From Junior Cycle to Senior Cycle
- From one year to another e.g. 2nd to 3rd
- From one subject level to another
- From one teacher to another
- From one subject to another
- From one stage of adolescence to young adulthood
- Between friendship groups

How does WSG planning support all / some / a few during these transitions?



Beyond post primary

- * Workforce
- * Further Education
- * Higher Education
- * Travel
- * Volunteer work
- * Caring for family members
- * Local / National / International



Opportunities



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Within post primary

- Curricular
- Extra-Curricular
- Competitions
- Behaviour
- To disclose
- To ask for support
- To 'think outside the box'



Beyond post primary

- * Workforce
- * Further Education
- * Higher Education
- * Travel
- * Volunteer work
- * Caring for family members
- * Local / National / International

Opportunities For Guidance Counsellors & Mobility in Europe

ncge



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European Schools

Secondment of teachers to european schools [FOR MORE INFORMATION](#)

Secondary School Secondments

- Vacancies for year 2023/2024 will be advertised in November 2022.
- A working knowledge of a community language other than English or Irish is required. Knowledge of the language of the place of employment is particularly desirable. Spoken competence in this language will be tested in an online interview.
- Teachers receive a salary paid by the Department of Education, pensionable under the Teachers' Pension Scheme. A European salary paid by the European Schools supplements this [SALARY INFORMATION](#)
- Each post is a secondment for a maximum term of nine years .

Erasmus

- Workshop on Saturday Feb 12th 2022 [REGISTER HERE](#)
- Workshop for IGC CPD (Conference) 2022
- Contact Leargas/NCGE at any time





Representing this Information in the Guidance Plan: An editable template

Template for Guidance Plan: Transitions, Pathways and Opportunities

This resource has been developed in order to provide an example of how the content from the webinar 'Whole School Guidance: Focus on Transitions, Pathways and Opportunities' can be incorporated into a post-primary Guidance plan.

This template aims to provide a stimulus for thought and is not prescriptive in terms of the content of a guidance plan. It may be adapted to meet the needs of the school and appended into a pre-existing Guidance plan. Some examples of how a post primary school MIGHT approach the topics of transitions, pathways and opportunities are outlined below in grey. The table on 'Transitions' is provided as a complete example while the table on 'pathways' and 'opportunities' provide some ideas only.

Focusing on Transitions

In our school, it is recognized that students will experience a number of transitions. Each transition can be characterised as having a potential impact on a student's sense of self, their learning and their career path. Hence, the following 'transitions' are identified as regularly occurring in our school and supported through Whole School Guidance as follows:

	Guidance for All	Guidance for Some	Guidance for a few
From primary school to post primary.	<ul style="list-style-type: none"> 1. School 'open night' with classes 2. Open and welcome evening for all post primary students 3. Information day in the school 4. Information assembly involving the teachers, parents, students, and staff 5. Information booklet provided to parents and students 6. Contact with feeder primary school and parents in advance to discuss supports required 	<ul style="list-style-type: none"> 1. Students requiring additional support meet with an appropriate nominated person from the "Student Support Teams." 2. A detailed and purposefully compiled 'welcome pack' is provided to parents and students. 3. Contact with feeder primary school and parents in advance to discuss supports required 	<ul style="list-style-type: none"> 1. Parents and students meet with school principal during the summer months where circumstances are extraordinary. 2. Attendance is monitored by staff and those with irregular attendance are contacted to assess supports required.



From 1 st year to 2 nd year	<ul style="list-style-type: none"> 1. End of year assembly by year head/assistant year head 2. Study skills seminar with all students organized by Guidance Counsellor 	<ul style="list-style-type: none"> 1. Relevant supports put in place for students on study/organizational skills. E.g. support with timetables/ use of locker 2. 'Homework club' facilitated by the school for 1 hour each day, available as more homework is assigned. 	<ul style="list-style-type: none"> 1. Students completing challenging homework need extra encouragement with extra support offered for 2nd year 2. Attendance is monitored by staff and those with irregular attendance are contacted to assess supports required
From 2 nd year to 3 rd year	<ul style="list-style-type: none"> 1. End of year assembly with the year head 2. Study skills seminar with all students organized by Guidance Counsellor 	<ul style="list-style-type: none"> 1. Relevant supports put in place for students on study/organizational skills. E.g. support with timetables/ use of locker 2. 'Homework club' facilitated by the school for 1 hour each day, available as more homework is assigned. 	<ul style="list-style-type: none"> 1. Students completing challenging homework need extra encouragement with extra support offered for 2nd year 2. Attendance is monitored by staff and those with irregular attendance are contacted to assess supports required
From 3 rd year to TY	<ul style="list-style-type: none"> 1. End of year assembly with the year head 2. Study skills seminar with all students organized by Guidance Counsellor 	<ul style="list-style-type: none"> 1. Relevant supports put in place for students on study/organizational skills. E.g. support with timetables/ use of locker 2. 'Homework club' facilitated by the school for 1 hour each day, available as more homework is assigned. 	<ul style="list-style-type: none"> 1. Students completing challenging homework need extra encouragement with extra support offered for 2nd year 2. Attendance is monitored by staff and those with irregular attendance are contacted to assess supports required
From TY to 5 th year	<ul style="list-style-type: none"> 1. End of year assembly with the year head 2. Study skills seminar with all students organized by Guidance Counsellor 	<ul style="list-style-type: none"> 1. Relevant supports put in place for students on study/organizational skills. E.g. support with timetables/ use of locker 2. 'Homework club' facilitated by the school for 1 hour each day, available as more homework is assigned. 	<ul style="list-style-type: none"> 1. Students completing challenging homework need extra encouragement with extra support offered for 2nd year 2. Attendance is monitored by staff and those with irregular attendance are contacted to assess supports required



Part 2

Euroguidance Ireland

Orla Ní Cheallaigh
Euroguidance Officer
NCGE



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Erasmus+



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- * **Who we are-**
- * **A Network** of over 40 national resource and information centres which **link together the Career Guidance systems in Europe.**

- * **Goals-**
- * ***To support the competence development of guidance practitioners** on the European dimension of lifelong guidance.
- * ***To raise their awareness on the value of international mobility** for education, training and employment.
- * ***To provide information and communication** on the European dimension of guidance

Tools

To ensure quality, cross-border comparability, recognition

- * [EQF](#)
- * [Enic Naric](#); [Naric Ireland](#)



Initiatives outlined in the [European Skills Agenda](#) to support people in their lifelong learning pathways-

- * [New Europass](#)

Other initiatives:

- * [European Student card initiative](#)



Pathways to European opportunities- 'evolving'

Programmes

- * [*New Erasmus + 2021- 2027](#)
- * [*Discover EU-](#)

Note: Workshop for Guidance Counsellors- February 12th at 10am- Join us!

Link to impact studies:

<https://euroguidance.ie/studying-europe>

<https://www.leargas.ie/resource/impact-european-work-placements-vet-learners-2021/>



Erasmus+



We aim to:

- * ·Make Guidance Counsellors aware of the tools and initiatives which enable access to European opportunities
- * ·Work with other agencies to highlight the opportunities that exist.- QQI/Europass Ireland, Eurodesk, Léargas, HEA, Eures- learn/ work/ volunteer in Europe
- * ·Highlight the value of EU languages (inc Gaeilge), where possible



Design resources to provide simple ways of incorporating a focus on European opportunities and mobility into current guidance activities.

- * [Euro-quest](#)
- * [Access Europe](#)
- * [Europass- 'work experience toolkit'](#)





Start YOUR Journey!



JARGON BUSTER

You have started your journey. Wait don't! Before you go, understand.

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 to help you prepare!

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!

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 experiences were there in the college or university? (Language/Study/Work/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 traditions 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?

'Access Europe' country by country



As mentioned,

- * *Gaeilge- full official status as an EU language*
- * *2023- 50 years since Ireland joined the EU*



Erasmus+

Also-

- * Erasmus programme- 35 years old
- * European Year of Youth 2022
- * New Government strategies to attract Irish to EU jobs (ongoing)



Career Opportunities in the EU

Department of Foreign Affairs

National Centre for Guidance in Education
8th February 2022

www.dfa.ie/eujobs



An Roinn Gnóthaí Eachtracha
Department of Foreign Affairs





'A Career for EU' Strategy

- Launched by the Government in May 2021
- Objective is to **increase the number of Irish people working in the EU institutions**
- Ireland is one of 12 EU Member States who are underrepresented in the institutions
- The new strategy sets out ways **to promote EU careers, as well as supports for Irish applicants**



A good time to apply

- **Demographic cliff:** more Irish officials needed throughout the EU Institutions due to retirements
- Without added recruitment, there is a risk of a severe loss of numbers and influence
- Ireland is now the **largest English-speaking Member State**
- As of this year, Irish has **full status as an official EU language**



'A Career for EU' Strategy

- DFA provides information and training courses to Irish people applying to the EU Institutions:
- **Webinars and information** sessions before competitions
- Scholarships to the **College of Europe**
- **Practice material** for multiple choice tests
- **One-to-one interview training** in applicant's second language



Jobs available in the EU

- There is a wide range of different career paths available within the EU:

Communication
officer

Lawyer

Lawyer-Linguist

Interpreter

Translator

IT Administrator

Diplomat

Policy officer

Finance
manager

Auditor

Economist

Statistician



Where Do EU Officials Work?



EUROPEAN COURT OF AUDITORS



LUXEMBOURG



EUROPEAN DATA PROTECTION SUPERVISOR



European Ombudsman



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Why an EU Career?



✓ Make a difference for Europe



✓ Career development
and personal growth



✓ International working
environment



Who is the EU looking for?



Traineeships

EU Institutions & Agencies

5
Months*

Paid!



B
Brussels
Luxembourg
Others..



EU
experience and
insight



Practical
Day-to-Day
work

Competitive
Procedure



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EU Institutions – Concours



- All permanent staff for the EU Institutions are EU citizens recruited through open competitions (*concours*)
- Organised by the European Personnel Selection Office (EPSO)
- Looking for young graduates & young professionals to work as Administrators
- Generalists Administrators (AD) – draft policy documents, coordinate with national authorities to improve national legislation, conduct in-depth research and analysis – width and breadth of policy areas.
- Look for Auditors, Translators and Lawyer – linguists too!
- AD 5 – entry level grade with degree; AD 7 – entry level with several years' relevant experience



EU Institutions

– EPSO Selection Procedure



- Generally selection procedure takes 5-9 months
- Stage 1: Competition is published on EPSO website: complete online application form.
- Stage 2: If successful, you are contacted to book a slot for the computer-based tests. Computer-based tests in designated test centres in all EU countries.

These tests assess verbal reasoning, numerical reasoning and abstract reasoning skills (in your main language), and include a situational judgement test (in your second language).
- Stage 3: E- tray exercise – held in your second language in a designated test centre.



EU Institutions

– EPSO Selection Procedure



- Stage 4: Full or half-day in assessment centre in Brussels (in your second language – usually EN, FR, DE, IT, ES) – emphasis on job-related competency-based testing and EU knowledge – group exercise, oral presentation, structured interview
- Stage 5: Successful candidates placed on a reserve list (valid for 1 year) – while getting onto the reserve list is a significant achievement, and it does confirm your eligibility to be employed by any EU Institution, it unfortunately does not guarantee you a job



EU Institutions – Conditions



- Brussels, Luxembourg, Strasbourg, etc.
- Monthly salary for AD 5 is around €4,500 per month or €54,000 annually – income tax on salary paid directly to EU
- Expatriation allowance (16%), dependent child allowance, transport allowance, etc.
- Job mobility
- International working environment
- Training, including languages – before first promotion, must prove skills in a third EU language



Other Avenues

Contract
agent
(CAST)

Temporary
agent

Interim staff

Freelance

Seconded
National
Expert

JPD Scheme



University Courses: European Studies

- * A degree in European Studies is one of the best steps towards a career in the EU that can be taken after school.
- * Many of these courses allow students to study two European languages (including a year abroad studying through their target language).
- * As well as European history and culture, these courses also provide a solid foundational knowledge of the processes of the EU.
- * At the moment, four Irish universities offer Bachelor's degrees in European Studies: Trinity College, UCD, UCC, and UL.



University Courses

- * Beyond European Studies, there are many other university courses which can support a career in the EU, including:
 - * Languages
 - * Law
 - * Finance
 - * Communications
- * Some postgraduate courses (such as Conference Interpreting in NUIG and Lawyer-Linguistics in the King's Inns) are specifically tailored to working in the EU.



Languages

- * Proficiency in more than one European language is the key to a career in the European Union.
- * Unfortunately, this requirement precludes many people in Ireland from applying to the EU.
- * Students leaving secondary school are very well-placed for the opportunities available in the EU, if they maintain their language skills.
- * For students with an interest in languages or who speak a second European language at home, the EU can be an excellent employer.



Where Can I Find Out More?

DFA website: dfa.ie/eujobs

Mailing List: eujobs@dfa.ie

Twitter: @EUjobsIreland

PAS www.publicjobs.ie

EPSO epso.europa.eu

EMI:

<https://www.europeanmovement.ie/jobs-list/>





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www.ncge.ie



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



Discussion / Q & A



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