



An Roinn Oideachais
Department of Education

Working as a post-primary Guidance Counsellor in Ireland 2023-24

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Working as a Guidance Counsellor in a post-primary school in Ireland in 2023-24

Executive summary

- To work as a teacher in Department of Education supported post-primary schools it is a legal requirement to be a post-primary sector-specific trained and Teaching Council registered teacher.
- The three sectors - Primary, Post-Primary and Further Education and Training (FET) are viewed as distinct sectors when it comes to pedagogy and teaching practice.
- The current registration and training rules and regulations have been developed through a process of wide consultation.
- Teachers who are Teaching Council registered Primary or FET teachers are likely to gain additional points for their teaching and professional experience should they wish to apply for the Professional Master of Education (PME) programme in order to retrain as post-primary teachers.
- Guidance Counsellors who do not hold recognised post-primary teacher qualifications, are eligible to apply for other guidance counselling roles, outside recognised post-primary Department of Education schools and education settings.

Introduction:

The recruitment and appointment of teachers to fill teaching posts is a matter for the individual school authority, subject to procedures agreed under Section 24(3) of the Education Act 1998 (as amended by the Education (Amendment) Act 2012).

Section One: Working in a Dual Role as a Post-Primary Teacher and Guidance Counsellor

Role of the Guidance Counsellor:

The Department of Education's Programme Recognition Framework sets out activities relating to the role of the guidance counsellor.

- Designing, delivering and evaluating guidance learning and developmental programmes relating to personal and social, educational and career development for individual, group and classroom settings.
- Developing effective teaching, learning and assessment strategies for Guidance.
- Providing individual and group counselling to facilitate personal and social, educational and career development and at moments of personal crisis.
- Providing labour market, learning and career-related information through Information and Communications Technology (ICT) and blended learning approaches.
- Planning and organising workplace learning and establishing links with the wider business community, agencies and voluntary sector.
- Using psychometric tests (i.e. ability and aptitude tests and career interest inventories) to facilitate career decision-making, personal development, and to support learning and educational choices.
- Providing support to, and working in collaboration with school management and staff in the planning, leading, delivery, review and evaluation of the Guidance service/programme and the whole school Guidance plan.
- Working with parents (as appropriate) and referral agencies in facilitating the personal and social, educational and career development of students.
- Referring students to external agencies and professionals, as appropriate.
- Establishing close ties with feeder schools, where appropriate, and with centres of further education and training and higher education.

1: Dual qualifications: To work as a guidance counsellor in a recognised post-primary school a teacher must hold dual professional qualifications: that of **post-primary teacher** and that of **post-primary guidance counsellor**. There are sound educational and pedagogical reasons for the requirement to hold both as this is a complex role which involves both teaching, curriculum design, and guidance counselling and therefore requires a comprehensive understanding of the post-primary sector.

2: Sector specific training: It is the view of the Department of Education that in order to be able to execute the full range of functions expected of the guidance counsellor in a post-primary school, a person needs to hold both qualifications. Notwithstanding the similarity of some modules in each of the three sector-specific teacher training programmes (primary, post primary, Further Education and Training - FET), teachers qualified to work in the primary or FET sectors would still require post-primary sector-specific teacher training to be deemed fully qualified to competently work as a post primary teacher / guidance counsellor in a post-primary setting.

The Teaching Council and the Department of Education are cognisant of the value of education in society, of the unique role which teachers play within the education system in providing for the holistic development of students, and of the complex and intricate nature of teaching as it is elaborated in the Code of Professional Conduct for Teachers. The Council reiterates the critical objectives of promoting quality teaching and learning in all sectors.

Programmes of post-primary initial teacher education such as the Professional Master of Education (PME) prepare student teachers for core areas such as school and classroom planning, assessment, evaluation, classroom management and differentiated teaching to meet the age and stage appropriate needs of the individual learner. At the end of the initial teacher training PME course, student teachers will have acquired the professional knowledge, understanding and skills needed to teach their subject or subjects in a post primary school. They will have gained practical experience '**school placement**' in two contrasting school settings, and developed their ability to respond flexibly to the diverse and changing educational needs of students aged 12 to 18 years. Two core parts of the PME programme are professional studies and post-primary school placement to provide student teachers with the necessary sector specific training:

Professional studies: Professional studies incorporate studies in the pedagogy of the subjects of the relevant curriculum or syllabus (in the case of post-primary, the post-primary syllabus subjects in which the student teacher is specialising). Professional studies are directed towards the appropriate age group 12-18.

School placement: The term school placement refers to that part of the PME programme which takes place in school settings and which is designed to give the student teacher an opportunity to apply educational theory in a variety of teaching situations and school contexts. It affords the student teacher opportunities to participate in school life in a way that is structured and supported.

3: Qualification Requirements for Post-Primary Teachers

Circulars 25/2013 and **52/2013** set out the procedures on commencement of **section 30 of the Teaching Council Act 2001** in recognised schools requiring all teachers to be registered with the Teaching Council, except in the most urgent and exceptional cases. Section 30 prohibits payment by the State of people employed as teachers in recognised schools unless they are registered with the Teaching Council.

Circular 31/2011 on Teacher Recruitment, Registration and Qualifications sets out the procedures regarding the employment of qualified registered teachers in approved teaching posts.

*Paragraph 3.4 of **Circular 0031/2011** states as follows:*

Where an employer can satisfactorily demonstrate that every reasonable effort has been made to recruit an appropriately qualified registered teacher, a teacher registered under any regulation of the Teaching Council [Registration] Regulations 2009 may be appointed pending the recruitment of an appropriately qualified registered teacher. The contract of employment must include a condition that the contract will terminate on the

recruitment of an appropriately qualified registered teacher or the following 31 August, whichever happens first. Remuneration will be at the unqualified rate of pay.

Paragraph 6.3 of **Circular 0031/2011** states:

An unregistered person employed in accordance with paragraph 6.1–

(a) will be paid at the unqualified rate of pay;

(b) may not be paid in respect of more than one week's continuous employment at any one time; and

(c) must have included in his or her contract of employment a condition that the contract will terminate immediately if the employer is in a position to employ a registered teacher

4: Section 24 of the Education Act

In Ireland, only teachers who have met the registration requirements of the Teaching Council are allowed to teach in state-recognised Primary and Post-Primary schools* and have their salaries paid from state funds. The Minister for Education, in accordance with Section 24 of the Education Act 1998, directs that school authorities, as employers, ensure that teachers proposed for appointment to teaching posts for which a salary grant is being sought, must be:

- Registered with the Teaching Council in accordance with Section 31 of the Teaching Council Act, 2001
- Have qualifications appropriate to the sector and suitable to the posts for which they are proposed.
- The Department of Education have issued circular letters regarding teacher recruitment and vetting.

*In accordance with Section 10 of the Education Act, 1998.

5: Registration with Conditions

Registration is a mark of professional recognition as a teacher. It ensures that standards of entry to the profession are maintained. The registration of teachers is governed by Section 31 of the **Teaching Council Acts 2001-2015**. The Council registers teachers under the Revised Teaching Council [Registration] Regulations 2016.

Conditional Registration is granted when an applicant for registration has not fulfilled all of the Council's registration requirements. Where an applicant (who is deemed fully qualified as a teacher in another EU Member State) falls short of the required qualifications for registration in Ireland, they may be registered on condition that they rectify the shortfall(s) within a specified period, usually not exceeding three years from the date of registration. This policy is consistent with European Directive 2005/36/EC, transposed into Irish Law in Statutory Instrument Number 139 of 2008.

Qualification shortfalls may be identified in undergraduate and/or teaching qualifications and may include shortfalls in curricular subject knowledge; foundation studies in

education; subject teaching methodologies; teaching practice; and knowledge of the history and structure of the Irish education system.

The Council normally grants conditional registration due to qualification shortfalls where an applicant has been fully recognised as a teacher in another jurisdiction. It does not grant conditional registration to applicants who have partially completed a qualification; or who have not previously been recognised as teachers, who have an obvious qualification shortfall at the time of applying. This policy is consistent with European Directive 2005/36/EC.

Qualification shortfalls are notified to the applicant when they complete the registration process. The conditions imposed and their respective expiry dates are recorded on the register and on the letter confirming registration.

Timeframe

A maximum period of three years is permitted to satisfy this condition.

If Conditional Registration is granted, the Council will inform the teacher of the conditions imposed, the measures required to meet them, and the timeframe within which they must be met. Conditions will be recorded on the Register and on the teacher's Conditional Registration letter.

In some circumstances, a teacher will be required to satisfy one condition before satisfying a second. In such cases, the period set for fulfilling the second condition does not begin until the first condition has been met. When all registration conditions have been met, a certificate of registration will be issued.

Conditions should be met within the specified timeframe. If all conditions are not met within the specified timeframe, and no extension has been granted, the teacher's registration will lapse.

It is important to note that from the 2020/2021 academic year, Droichead will be the only route of induction for all Primary and Post-primary teachers. Further information regarding these conditions are contained in the Post-qualification Professional Practice Procedures and Criteria 2021/2022 and in the ***Droichead: A Quick Guide (Primary and Post-primary) and in the Post Qualification Professional Practice Conditions Legacy Guide.***

6: Teaching Council Route 2 Post Primary Teacher Registration Requirements

The registration process for Route 1 Primary, Route 2 Post-Primary, Route 3 Further Education and Route 4 (other) are described on the Teaching Council website.

In accordance with Route 2 Post-Primary of the Teaching Council [Registration] Regulations 2016 and The Teaching Council (Registration)(Amendment) Regulations 2016 , persons wishing to register on the basis of qualifications in post-primary school teaching (1st Year to 6th Year) must meet the following qualification requirements:

- Hold an Honours Bachelor Degree (NFQ Level 8) or equivalent which is deemed by the Teaching Council satisfy the requirements for at least one curricular subject as published by the Council on its website at the time of application.

AND

- Hold a Teaching Council approved initial teacher education qualification directed towards first to sixth years (typically students in the 12 to 18 year age range).

OR

- Hold a Teaching Council approved concurrent degree qualification in post-primary initial teacher education which combines the study of one or more curricular subjects which satisfy the requirements for at least one curricular subject as published by the Council on its website at the time of application with teacher education studies directed towards first to sixth years (typically students in the 12 to 18 year age range).

The introduction of these Registration Regulations followed an extensive period of consultation and notification of all registered teachers.

It is important to note that:

- Where an applicant holds neither a suitable teacher education programme nor a post-primary curricular subject, the Teaching Council cannot register that individual under Post-Primary.

7: Current Curricular Subject Requirements (Post-Primary)

Information regarding subject specific requirements can be found on the Teaching Council site:

<https://www.teachingcouncil.ie/website/en/publications/registration/documents/curricular-subject-requirements-after-january-2017.pdf>

Revised Curricular Subject Requirements (Post-Primary) – applicable from 1 January 2023 <https://www.teachingcouncil.ie/en/news-events/latest-news/curricular-subject-requirements.pdf>

8: Post-Primary Teachers Qualified Outside of Ireland (Induction Completed)

Fully qualified teachers who have qualified outside of the Republic of Ireland are eligible to apply for registration with the Teaching Council. All applications from teachers who qualified abroad are processed in line with the EU Directive 2005/36/EC and are assessed in the same manner, regardless of whether they qualified within or outside the EU. All applications are individually assessed.

For a person to be deemed by the Teaching Council to be a fully qualified teacher, they would need to complete a recognised teacher education qualification and programme of induction in the country in which they qualified, and provide an official letter from the relevant teacher registration body/ Competent Authority or Ministry of Education confirming recognition as a fully qualified teacher in the State/ country.

In accordance with the EU Directive 2005/36/EC, the qualifications of teachers who qualified outside of the ROI are assessed to ensure they are of a comparable standard to those achieved by graduates of accredited programmes in Ireland. Where significant differences arise, conditions (e.g. qualification shortfalls) will be applied to the teacher's registration with a specified timeframe for meeting the conditions

Tailored Registration Process for Qualified Ukrainian Teachers

The Teaching Council is the regulatory body which is designated as the Competent Authority within the State for the assessment and recognition of teaching qualifications from EU and third country applicants. The registration process is legislatively underpinned by both EU and Irish legislation in the form of the Professional Qualifications Directive (EU Directive 2005/36/EC, as amended); EU (Recognition of Professional Qualifications) Regulations (SI 8 of 2017); Teaching Council Acts 2001-2015, the National Vetting Bureau (Children and Vulnerable Persons) Act 2012; and Teaching Council (Registration) Regulations 2016.

The Teaching Council has developed a tailored registration process to support the registration of qualified Ukrainian teachers who have been granted Temporary Protection under the EU Temporary Protection Directive.

The tailored process takes account of the legislation outlined above and the 'Guidelines on the recognition of professional qualifications of people fleeing from the war in Ukraine' published by the European Commission.

A specific application form (UKR-01) and Guidance Notes have been developed. All queries and requests for application documents should be addressed to ukrainianteachers@teachingcouncil.ie .

9: Character Reference

As part of the registration process, the Teaching Council must be satisfied that a person is a fit and proper person to be admitted to the register as set out in Section 31(5)(b) of the Teaching Council Acts 2001 to 2012 and Section 10(1)(b) of the Teaching Council [Registration] Regulations 2016 and Teaching Council [Registration] (Amendments) Regulations 2016. The application form for all Teaching Council registration includes a section titled Character Reference which must be certified by a person who has known the applicant for at least one academic year within the past five years.

This section of the form must be certified by one of the following:

- the Head of school placement in the college or university where the applicant completed a teacher education programme

- a tutor of the college or university where the applicant completed a teacher education programme or primary degree
- a school principal or CEO of an Education and Training Board (ETB), or
- a teacher registered with the Teaching Council in Ireland.

10: Vetting

It is a requirement under the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 (NVB Act) that individuals who work with children and vulnerable persons be vetted by the National Vetting Bureau (the Bureau).

The Teaching Council is the authorised body for administering vetting for teachers in Ireland and is required to assess the vetting disclosure for suitability for registration. The school is required to receive and assess the vetting disclosure for employment purposes.

11: The Role of School Authorities

The relevant school authority (Board of Management or ETB as appropriate) must ensure that any proposed new appointee who may have unsupervised access to children or vulnerable adults is vetted. This should be sought only if the person is being offered a job. Schools must request prospective teachers to present the vetting Disclosure from the Teaching Council, before making a formal offer of appointment.

12: Post-qualification Professional Practice Conditions

Upon registration with the Teaching Council, post-qualification professional practice conditions are generally applied to post-primary Newly Qualified Teachers (NQTs). These conditions include Droichead, and in some exceptional circumstances the legacy Traditional Processes of Post-qualification employment (PQE) and the Induction Workshop Programme. It is important to note that from the 2020/2021 academic year, Droichead will be the only route of induction for all Primary and Post-primary teachers.

For Post-primary teachers registered prior to 1 June 2020 post-qualification employment (PQE) may be an option in certain limited circumstances as set out in the ***Transitional Arrangements 2021/2022***. For all other circumstances and for teachers registered on or after 1 June 2020, Droichead is the only route of induction.

Post-qualification employment (PQE) involves providing evidence of 300 hours' teaching experience in a recognised school, which is verified and signed by the school principal. This involves a minimum of 200 hours teaching a recognised post-primary curricular subject or guidance counselling to a designated class on the school's timetable. Up to 100 hours of the approved teaching may be carried out in a learning support, special needs, language support role or other timetabled activity. Please see the service requirement section of the ***Post-qualification Professional Practice Procedures and Criteria 2021/2022*** for detailed information on the additional measures that have been introduced to provide flexibility where the nature of service does not meet the requirements set out above.

For more information regarding post-primary teacher registration go to the Teaching Council site: <https://www.teachingcouncil.ie/en/registration/>

13: Guidance Counsellor Qualifications and Employment

Department **Circular 0031/2011** sets out the requirements in relation to teacher recruitment, registration and qualifications. In accordance with Department Circular 31/2011 schools are required to employ appropriately qualified and registered teachers and ensure that unemployed teachers should be offered employment in preference to those who have retired.

Circular 31/2011 details a cascade of measures for the recruitment of teachers, prioritising registered teachers over retired registered teachers and unregistered people. These measures were taken in an effort to increase employment opportunities for unemployed teachers.

<https://www.gov.ie/en/circular/09b36a439bef40659b68924a922a4242/>

The purpose of this circular is to ensure, as far as practicable, that people appointed to teach are registered teachers with qualifications appropriate to the sector and suitable to the post for which they are employed and that unemployed teachers are offered employment in preference to those who have retired. It is applicable to all appointments made on or after 1 September 2011 (Circular 31/11)

It is a function of the Teaching Council under the **Teaching Council Acts 2001-2015** to act as the competent authority for recognition of qualifications obtained by a person who has applied under this Act for registration as a teacher.

It remains the case that a person being assigned as a guidance counsellor must be a qualified and registered post-primary teacher with the Teaching Council and, in addition, hold the relevant recognised qualification for school guidance work. **Staffing Arrangements in Voluntary Secondary Schools, Community and Comprehensive and ETB schools for 2022/23 school year - Department of Education Circulars 0022,23,24/ 2022** <https://www.gov.ie/en/publication/63c5f-guidance-counselling-in-schools/#circulars-publications-and-resources-related-to-guidance>

Individual school authorities have the responsibility to fill teaching and guidance counsellor posts. The process is subject to agreed procedures, and must take account of appropriate legislation. Only teachers who are registered and qualified by the Teaching Council should be employed by schools.

Section Two: Programme Recognition Framework: Guidance Counselling Criteria and Guidelines for Programme Providers

1: Programme Recognition Framework (PRF)

The Department of Education recognises graduates from approved initial education programmes in guidance counselling for working in educational institutions under the remit of the Department.

In March 2016 the Department of Education and Skills published a Programme Recognition Framework (PRF). <https://www.gov.ie/en/publication/dce0a0-programme-recognition-framework-guidance-counselling/>

The PRF sets out criteria and guidelines for providers of initial education programmes in guidance counselling who intend that their programme graduates will work in guidance services under the remit of the Department.

The criteria presented in the PRF has drawn on, and been informed by, the knowledge base from within Ireland and beyond. The Department of Education engaged in an extensive consultation process with stakeholders. Submissions received informed the further development and refinement of the PRF.

The PRF took effect from 2018 and programme providers will continue to need to ensure that their programmes meet the criteria and requirements as presented.

It is envisaged that the criteria outlined in this document will also inform future decisions by the Department of Education regarding the assessment of applications from individuals holding qualifications in guidance counselling from outside of the State, who intend to work in guidance services under the remit of the Department.

Eight areas of competence identified

The eight areas of competence which should be addressed by programme providers seeking recognition from the DES for their programmes in guidance counselling are:

1. Guidance theory and professional practice
2. Counselling skills in a guidance context
3. Labour market, learning and career-related information
4. Teaching and learning: design, delivery and evaluation of programmes/learning experiences
5. Psychometric testing: graduates should be eligible to join the Psychological Society of Ireland (PSI) register for guidance counsellors
6. Communicating, collaborating and networking
7. Research and evidence-informed practice
8. Leading and managing the guidance service

2: Guidance Counselling qualifications recognised by the Department of Education

Universities currently providing Guidance Counselling courses recognised by the Department of Education under the PRF for working in post-primary schools are listed below:

- Dublin City University (DCU) MSc in Guidance Counselling, and Graduate Diploma in Guidance Counselling
- University of Limerick (UL) MA Guidance Counselling & Lifespan Development and Diploma in Guidance Counselling & Lifespan Development

- Maynooth University (MU) Post Graduate Diploma in Educational Guidance Counselling and Master of Education - School Guidance Counselling

Graduates from courses which are no longer offered by University College Cork, Trinity College Dublin and University College Dublin are also recognised by the Department of Education.

3: Recognition of qualifications from abroad

There are no UK-based Guidance courses that are automatically recognised by the Department of Education at this time. The qualification requirements for guidance counsellors in Ireland as outlined in the PRF differ from many UK qualifications in Guidance.

NARIC Ireland provides advice on the academic recognition of foreign qualifications by comparing them, where possible and appropriate, to a major award type and level on the Irish National Framework of Qualifications (NFQ). A comparability statement for each qualification listed is available for download on their website: www.naric.ie

Guidance counselling qualifications attained outside the state must meet the requirements of the Department of Education as outlined in the PRF document. Programmes in guidance counselling recognised by the Department of Education will, at a minimum, lead to Major Awards at NFQ level 8 or equivalent, offering at least 60 European Credit Transfer and Accumulation System (ECTS) in guidance counselling. It can be the case that a person is required to pursue additional modules to ensure adherence to the PRF course content and competences requirements.

A minimum number of ECTS is required for each of the areas of competence and placement specified below:

- Guidance theory and professional practice and counselling skills in a guidance context: 15-20 ECTS to cover the two areas of competence
- Teaching and learning – designing, delivering and evaluating programmes: 5 ECTS
- Communicating, collaborating and networking: 5 ECTS
- Leading and managing the guidance service: 5 ECTS
- Psychometric Testing: a minimum of 30 hours teaching in psychometrics is required, as specified in the joint PSI-Programme Directors' Agreement on the Certification of Psychometric Test use (for guidance counsellors)
- Placement: 10 ECTS

The remaining ECTS credits should be assigned to each of the other areas of competence (labour market, learning and career-related information, and research and evidence-informed practice).

If you have any other queries in relation to the recognition of foreign qualifications in guidance counselling for the purposes of employment in the education and training sector in Ireland, contact guidance@education.gov.ie

Section Three: FET qualified teachers (Route 3) who wish to re-train as Post-Primary Teachers (Route 2)

At present there is no conditional registration with the Teaching Council for FET sector qualified teachers who wish to retrain as post-primary teachers. In order to register under Route 2 Post Primary, a teacher must hold a relevant Post Primary Teacher Education Qualification as outlined in Section One of this document.

This requirement is not limited to those wishing to work as post-primary guidance counsellors as the Route 2 registration process applies to all teachers wishing to teach any post-primary curricular subject or apply for leadership positions in post-primary schools. The Route 2 registration requirement is consistent across post-primary education.

If an applicant wishes to retrain and meets the minimum entry criteria for post-primary PME and in addition has previous FE teaching experience, the following will be of interest:

- An applicant will likely receive extra points for professional experience – this may give them a higher score and make them more likely to receive an offer of a PME place when they apply to the HEIs through the post-graduate application system, Processing Applications in the Cloud (PAC).
- Once they have secured a place on the PME, and if they request any module exemptions, the Higher Education Institution would look at each student's previous learning/academic background (prior accredited learning) individually to try to map onto the PME modules.
- However, this will be on an individual basis and the FE qualification modules/learning outcomes may not correspond/match the PME so in that case no exemptions would be permitted.

Section Four: General information relating to Guidance Provision in Post-Primary Schools

1: Staffing Arrangements/Guidance Allocation in post-primary schools for the 2022/23 school year,

The Department recognises the importance of Guidance and provides post-primary schools with a Guidance allocation based on the type of school and number of students.

- Circular 0022/2022 Voluntary Secondary Schools
- Circular 0023/2022 Community & Comprehensive Schools
- Circular 0024/2022 Education and Training Boards

Appendix 3 clearly outlines the following:

It remains the case that a person being assigned as a guidance counsellor must be a qualified and registered second-level teacher with the Teaching Council and, in addition, hold the relevant recognised qualification for school guidance work.

Teacher allocations are approved annually in accordance with established rules based on recognised pupil enrolment. The Department of Education allocates staffing resources to secondary, community and comprehensive schools and ETB schools (through Education and Training Boards – ETBs). This includes:

- Allocation of teaching resources to second level schools and ETBs
- Redeployment of teachers in accordance with the relevant redeployment schemes
- The staffing arrangements include a mechanism for schools to submit an appeal, under certain criteria, to an independent appeals board.

2: Current Guidance Provision:

Each school receives an allocation in respect of Guidance Provision. It is calculated by reference to the approved enrolment, including PLC pupils. The allocation is the difference between the Pupil Teacher Ratio (PTR) of 19:1 and a reduced PTR:

School Category Reduced	PTR
Free Education Scheme – Non DEIS	18.4
Free Education Scheme – DEIS	17.65
Fee Charging	18.6

In deploying the Guidance allocation, schools are encouraged to give due consideration to the pivotal role the qualified guidance counsellor plays in the implementation of the

whole school guidance plan. The guidance counsellor will require time for individual student appointments, for Guidance lessons, and general guidance related work within the context of the Whole School Guidance plan.

3: Whole school Guidance Staffing Circular - Appendix 3

Guidance is a whole school activity where each school forms a team, in which the guidance counsellor has a pivotal role, to collaboratively design and develop a whole-school Guidance plan as a means of supporting the needs of all students.

Whole-school Guidance plans should outline the school's approach to Guidance generally using the continuum of support model (All, Some, Few) and describe how students will be supported and assisted in making choices and successful transitions in the personal and social, educational and career areas.

Guidance 'encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance'. (Department of Education and Science; 2005, pg. 4).

The Guidance plan should demonstrate an appropriate balance between the time provided for individual student appointments, the provision of Guidance lessons/modules, and other guidance-related activities.

4: Guidance counselling supervision scheme for guidance counsellors in schools

The Department of Education (Teacher Education Section) funds the Professional Support (Guidance Counselling Supervision) Programme for post-primary guidance counsellors to attend five two-hour supervision sessions per academic year, in person or online.

The programme is managed by Monaghan Education Centre and co-ordinated regionally through the branch network of the IGC. Professional Guidance counselling supervision ensures that guidance counsellors provide guidance counselling within the ethical boundaries of their competence and qualifications. School management support for attendance at supervision is essential and in so far as possible school management should facilitate any Guidance Counsellor who wishes to attend on the five designated afternoons.

<https://metc.ie/index.php/national-programmes/supervision-for-guidance-counsellors/>

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