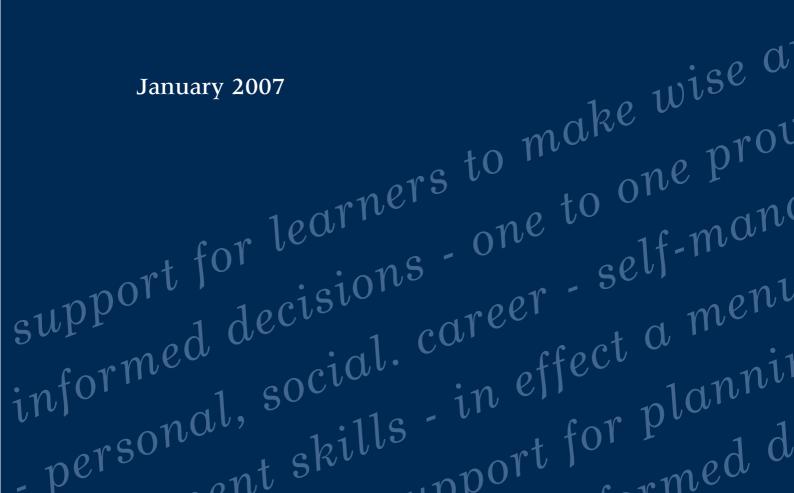# A Curriculum Framework for Guidance in Post-primary Education

Discussion Paper

January 2007

A CURRICULUM FRAMEWORK FOR GUIDANCE IN POST-PRIMARY EDUCATION

DISCUSSION PAPER

JANUARY 2007

CONTENTS

Introduction

1. Rationale for the framework

The general aim of education is to contribute to the full development of the individual for personal fulfilment, and for participation in his or her community and in society. The purpose of this curriculum framework is to offer an outline of curricular experiences (both individual and group experiences) in the areas of Personal Guidance, Educational Guidance, and Career Development that will provide for learners a range of learning experiences in a developmental sequence. The provision of access to appropriate guidance is the responsibility of the whole school community and the National Council for Curriculum and Assessment has developed this curriculum framework to assist schools in this important area of their work.

Section 9 (c) of the Education Act 1998 states that a school shall use its available resources to…*ensure that students have access to appropriate guidance to assist them in their educational and career choices. In its Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act* the Department of Education and Science encourages schools *to develop a comprehensive guidance plan as part of their overall school development plan, taking into account the needs of students, available resources and contextual factors.*[1] In this context, the guidance programme in post-primary schools aims to provide support for learners to enable them to make wise and informed personal, educational, and career choices. While the guidance counsellor/s have primary responsibility for the delivery of the school's guidance and counselling programme, other members of staff have important and worthwhile contributions to make to the planning and delivery of many aspects of the programme. Guidance and counselling aims to assist students to develop an awareness and acceptance of their talents and abilities and of the challenge to living and learning; to explore possibilities and opportunities; to grow in independence and to take responsibility for themselves; to make informed choices about their lives and to follow through on those choices. Counselling—which has as its objective the empowerment of students to make decisions of a personal, educational and career nature, to address behavioural issues, and to develop coping strategies—is a key part of the school's guidance programme and is available to students on an individual and/or group basis. While not all students might need individual counselling they may on occasion require support to address personal concerns or issues, and to develop coping strategies and therefore they should have the opportunity to avail of counselling support where it is appropriate.

2. Aims and objectives of the framework

As already stated, the objective of this curriculum framework is to delineate curricular experiences in the inter-related areas of Personal Guidance, Educational Guidance, and Career Development. Central to this objective is the development in learners of self-management skills that will lead to effective choices and decisions about their lives.

3. Terminology used in this document

Guidance:

- The word guidance is used to describe the activities provided by the guidance and counselling services identified under support services in paragraph 2 of the Education Act 1998.

Counselling:

- Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students

---

1 Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance, DES, Stationery Office: Dublin, 2005

so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling in schools may include personal, educational, and career counselling or combinations of these.

Guidance in Schools:

- refers to a range of experiences (both individual and group experiences) provided in a developmental sequence that assist students to make choices (personal and social, educational and career) about their lives and to make transitions consequent on these choices.

The School Guidance Programme:

- Guidance is provided through the school guidance programme. The guidance programme is the specific set of learning experiences which a school provides in response to the guidance needs of its students.

The School Guidance Plan:

- The school guidance plan is the document in which the school, in a systematic way, defines the guidance programme it offers, and states how resources are organised to deliver it. It is an integral part of the school's overall plan, is developmental by design, and is implemented in a collaborative way by guidance counsellor/s, teachers, school management and the Board of Management, programme teams, students and parents.

4. Learning outcomes

As in other curriculum areas, learning in the domain of guidance and counselling is not expressed in terms of content mastery. As much of the learning is experiential in nature the outcomes are more properly categorised in terms of the development of attitudes and personal awareness, of deeper understanding and appreciation of self and self-management.

Although the learning outcomes set out here are treated of separately for the three areas of personal, educational and career guidance, it is accepted that in practice these areas are interlinked and interdependent. Learning in the personal domain, for example, is frequently concerned with the development of skills and dispositions that are appropriate to the domains of educational and career guidance. The learning outcomes are not specifically stated in the framework but aim to provide assistance for schools in planning the guidance programme.

5. Structure of the curriculum framework

An overarching aim, to support students in making wise and informed decisions and choices, is reflected across three areas of curriculum focus: the personal, educational and career domains. Each curriculum focus is sub-divided into a number of broad topics, each of which is treated of under the headings:

- Areas of Learning
- [2]Dispositions, Values, Attitudes, Skills Developed
- Learning Outcomes
- [3]Skills Development in Related Subjects and Programmes

The framework does not assume a linear sequence of development from topic to topic or from curriculum focus to curriculum focus; it does, however, offer some broad indications as to the year groups for which each topic might be considered appropriate. In this way the curriculum framework reflects the importance of a balanced approach to guidance provision, both in terms of the coverage of a broad range of topics and skills, and in terms of student access to guidance across all the years of post-primary education. It is, in effect, a menu/range of relevant topics from which schools can choose, in line with the needs of their students and the resources available.

---

2 The term 'dispositions' is used here to mean preparedness or willingness to learn – openness to discovery of new learning and awareness.
3 This refers to the potential contribution to the guidance programme of all subjects and programmes offered in the school. The precise nature and extent of this contribution is a matter for the school's review and planning process. Suggestions offered under this heading, therefore, are illustrative merely.

6. Planning for the provision of appropriate curricular experiences for learners

The guidelines document[4] published in 2005 by the Department of Education and Science on the implications of Section 9 (c) of the 1998 Education Act indicates that the provision of appropriate guidance is a statutory requirement. The responsibility for development and implementation of the programme is set out in that document as follows:

> *The development and implementation of a school's guidance plan is a whole school responsibility. It should involve the guidance counsellor/s in the first instance, as well as all other relevant members of management and staff of the school. Parents and students must be seen as an essential part of this process and representatives of the local community, especially local business, NEPS and other relevant agencies should also be consulted and actively involved as appropriate.*

This framework recognises that the context for the guidance programme is a collaborative one, that the development of a plan and programme for guidance provision will involve in the first instance the guidance counsellor/s, and that it will draw upon the expertise of subject teachers who, as part of their day-to-day work with students, help them to develop many of the skills and dispositions that are important goals in a guidance curriculum. *Planning the School Guidance Programme[5]*, published by the National Centre for Guidance in Education, is a valuable resource for the school in analysing its own particular context and circumstances and arriving at its own unique plan.

When planning for the provision of appropriate guidance within a school, it will be necessary to carry out a review of the existing guidance programme, and of subjects and programmes that meet, in whole or in part, the guidance needs identified by the school. Of necessity, the focus will be twofold: determining what is appropriate to the needs of learners in the school, and determining the nature and level of access to be provided. In this context, the following kinds of questions might act as useful supports for decision-making:

Appropriate Guidance

a) What guidance is currently provided in the school? Is it appropriate to the needs of the school? How can this be determined?

b) What does the school classify as appropriate guidance?

c) Who are the main providers of guidance in the school?

d) What school context factors influence the provision of appropriate guidance in the school?

e) Has the school community discussed the provision of appropriate guidance and agreed on its implications for the school?

f) Is the provision of guidance seen by the school community as one person's responsibility?

g) How can the school broaden the concept of guidance beyond the singular remit of the guidance counsellor/s?

Access

a) What access to guidance programmes do students currently have in the school?

b) What guidance personnel do students currently have formal access to in the school (e.g. guidance counsellor/s, year head, tutor, etc)?

c) Is access focused primarily on junior cycle or senior cycle?

d) Is the access to guidance dependent on timetabled guidance?

e) What is the main access route to guidance in the school?

   1. One to one provision

   2. Small group provision

---

4 Guidelines for Second Level Schools on the Implications of Section 9 (c) of the Education Act 1998, relating to students' access to appropriate guidance, DES, Stationery Office: Dublin, 2005
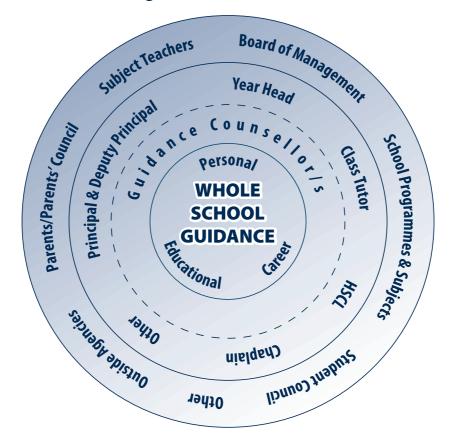5 Planning the School Guidance Programme, NCGE/DES, NCGE Dublin, 2004

3. Full class provision

f) How might the school increase access to guidance within the current resources available?

g) How might the school use the potential of ICT to contribute to self-directed learning and decision making or to provide opportunities for experiential learning?

The review of the guidance needs and provision in the school will involve significant input from the qualified guidance counsellor/s, and other staff members engaged in the teaching of subjects and programmes as well as consideration of the aims and objectives set out in the relevant syllabus documentation and programme statements. Such a review will serve to bring greater cohesion in providing for the development of students' skills and, most importantly, will help to highlight relevant curricular or learning experiences that are already being provided and those that are required to be put in place for learners.

The cross-curricular dimension of guidance provision cannot be left to chance and must be planned and co-ordinated carefully. The Guidance Wheel (see Fig.1 below) offers an indication of and an opportunity for a multi-faceted, collaborative approach to guidance provision, involving the guidance counsellor/s, all other staff members, students, parents, board of management, and all other parties with an interest in guidance provision in the school.

Finally, this framework offers an indication of some of the contributions that might be considered to be of relevance under the heading, Skills Development in Related Subjects and Programmes. These suggestions are in no sense intended to be exhaustive, merely to indicate some possibilities for consideration by those engaged in planning for school-wide provision. It is expected that, in support of this planning, guidelines indicating a range of models and possibilities, which can be adapted by the school for the implementation of the curriculum framework, will be developed.

Figure 1. Guidance Wheel

Curriculum Focus: Personal Guidance	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
Developing the 'Self Concept' **Year 1/2/TY**	• The concept of 'self' • Personal responsibility	• Learning to reflect about 'me' • Understanding by means of personal reflection: 'How others see me & how I see others seeing me' • Understanding personal responsibilities • Personal and interpersonal skills • Social skills • Personal effectiveness	• Increased self-awareness • Development of self image • Engagement in personal reflection • Development of concept of personal responsibility	SPHE RE Pastoral Programme CSPE
'Me' growing and changing **Year 1/2/TY**	• Self esteem • Developmental stages of life • Understanding the developmental stages- placing 'me' in the 'development line'	• Personal and interpersonal skills • Social skills • Information processing • Personal effectiveness	• Awareness of 'where I am at now, where I'd like to be at a later stage' • Development of a sense of continuity in life • Preparation for decision-making	SPHE RE Pastoral Programme CSPE
Influences on 'me' **Year 1/2/TY**	• Me • Friends • Family • Peers • Society	• Capacity to reflect on the influences that affect me and to reflect on how I influence others • Looking at my family, peers, society with empathy, the capacity to look at life 'through the eyes of others' • Ability to form positive relationships • Personal and interpersonal skills • Social skills • Working with others • Personal effectiveness	• Heightened awareness of how I am influenced by, and how I influence others	SPHE RE Pastoral Programme CSPE

Curriculum Focus: Personal Guidance	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
My personality/ qualities/potential Year 2/3	• Focus on personality traits/strengths and weaknesses	• Identifying personal strengths and weaknesses. • Working on a prioritised weakness • Personal and interpersonal skills • Social skills • Critical thinking • Personal effectiveness	• Knowledge of personal strengths and weaknesses • Developing strategies for improvement of perceived weakness/s	SPHE RE Pastoral Programme
Decision making/personal responsibility Year 2/3	• Decision making process, outcomes • Decision making skills • Personal responsibility	• Understanding how to make a decision, skills necessary for decision making, • Weighing up options and making a decision • Understanding responsible decision making • Identifying my personal responsibilities • Critical thinking • Working with others • Thinking and learning skills • Personal and interpersonal skills • Social skills	• Awareness of decision-making strategies • Ability to demonstrate and put these strategies into practice • The value of focusing usefully on a number of decision dilemmas • Development of a more mature understanding of personal responsibilities	SPHE RE Pastoral Programme CSPE
Communication All year groups	• Communicating with others in a range of contexts	• Skills necessary for interaction • Listening skills • Verbal skills • Silent skills • Communication and literacy skills • Social skills • Critical thinking • Communication • Working with others	• Communicating and interacting in a positive and effective manner	Languages SPHE All subjects and programmes

Curriculum Focus: Personal Guidance	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
Co-operation/team work Year TY/5	• Team work: advantages and disadvantages • Team work skills • Co-operation • Leadership • Community belonging and social responsibility	• Awareness of key team working qualities/skills • Develop an understanding of mine and other peoples' strengths and weaknesses in relation to team work • Develop strategies for improving team work skills • Identifying advantages of a team approach • Social skills • Personal and interpersonal skills • Working with others • Communication	• Heightened capacity to work as part of a team • Use of a team approach to a given project • Demonstration of openness to future projects as part of a team and recognition of the benefit of a team approach	SPHE Physical Education
Conflict Year 2/3	• Conflict management • Anger management • Conflict resolution	• Develop awareness of the complexities of conflict situations • Develop skills and approaches to conflict management/resolution • Anger management skills • Problem-solving skills • Personal and interpersonal skills • Personal effectiveness • Critical thinking • Working with others	• Identifying and using problem solving techniques • Managing conflict in a constructive way	SPHE CSPE

Curriculum Focus: Personal Guidance	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
Health and Leisure, Play and Fun Year TY/5/6	• The importance of physical and mental health, and leisure within the context of a school/ working life • The importance of fun and play within the context of a school/ working life	• Understand the value of a healthy lifestyle • Understand the value of extra-curricular activities within the school (confidence building, team work etc) • Recognise the importance of leisure within a working life and vice versa • Recognise the importance of fun and play within a working life and vice versa • Personal and interpersonal skills • Social skills • Personal effectiveness • Substance Abuse Programme	• Develop a healthy outlook on life • Engage in an extra curricular activity within the school • Engage in a health and leisure exercise • Undertake a new leisure skill • Engage in fun and play (unstructured)	Physical Education Home Economics Science SPHE

Curriculum Focus: Personal Guidance	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
My Values **Year 2/5**	• Concept of 'values' • My values • Values of others	• Understanding the concept of 'values' • My values–what's important and not important • Understanding values in society • Social skills • Personal and interpersonal skills • Personal effectiveness • Critical thinking	• Recognising my values and other people's values • Appreciating the potential for conflict in this area and employing appropriate coping strategies • Identifying the values that are of greatest importance to me	SPHE RE All subjects and programmes SPHE All subjects and programmes
Transitions **All Years**	• Concept of transition • Transition to post primary school • Transitions during post primary schooling • Transition out of post primary school	• Awareness and management of change • Critical thinking – asking appropriate questions • Social skills • Personal and interpersonal skills • Management and processing of information	• Knowledge of new/changed surroundings • Awareness of the demands and challenges of a new situation • Decision making re choice of subjects and levels • Stress/anxiety management • Access programmes • Awareness of external supports • Awareness of internal (school-centred) supports	All subjects and programmes

Curriculum Focus: Educational Guidance	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
Education: 'A continuous bridge in life' **All year groups**	• Benefit of education – opportunities it will provide in future and opportunities it provides now • Lifelong learning	• Identify advantages of continuing in education • Recognising the concept and reality of 'life long learning' • Management of learning • Thinking and learning skills • Learning to learn • Critical thinking • Research skills and independent learning	• Engaging in learning activities inside and outside of the classroom • With support, identifying and exploring lifelong learning options • Monitoring and review of own learning • Developing awareness of learning targets and progress	All subjects and programmes
Relating abilities and interests **Year 3/TY/5**	• My abilities • My interests • My aptitudes • My strengths • My weaknesses	• Identify my interests • Identify my ability range/aptitudes • Connect the concept of interests with that of abilities/aptitudes • Personal and social skills • Personal effectiveness	• Clarifying expectations in relation to student's future direction in life • Using aptitude test results to assist in this task • With support, evaluating the implications of test results	All subjects and programmes SPHE

Curriculum Focus: Educational Guidance	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
Study **Year 1/3/5**	• What is study? • What is effective study? • How to study effectively • Use of study timetable	• Explore various study techniques • Develop the skill of studying alone and in a study group • Willingness to explore the advantages/disadvantages of different study approaches/environments • Revision skills • Aural, oral, note taking skills • Social skills, working with others • Thinking and learning skills • Learning to learn • Information processing • Critical thinking • Personal effectiveness	• Developing study patterns and a study plan • Recognising when study is working effectively • Experiencing the value of studying alone and in a group	All subjects and programmes
Examination Preparation **Year 1/3/6**	• Preparation for class/house/state examinations • Exam nerves/stress	• Planning for examinations • Time/pace management • Reading an examination paper • Stress management • Coping with disappointment • Coping with failure • Problem solving skills • Learning management • Social and personal skills • Learning to learn	• Developing techniques for dealing with pre-exam stress/anxieties • Time management • Employing an exam planning timetable/ study timetable • Developing techniques for dealing with post-exam outcomes	All subjects and programmes

Curriculum Focus: Educational Guidance	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
School Subjects/ Programmes Year 1/2/3/TY/5	• Subject options and choice • My subjects: connection with future work/ study/life skills • Programmes on offer (JC/SC, LCA, LCVP, JCSP etc.)	• Awareness of course content of programmes/ subjects on offer/ levels of difficulty • Understand career implications of choosing/not choosing subjects/programmes • Advantages of choosing/opting for certain subjects/ programmes over others for me • Research and learning skills, problem-solving skills • Critical thinking	• Making informed decisions • Appreciating the values of a chosen subject/programme • Demonstrating awareness of the implications of choosing certain subjects • Developing parental awareness of subject options and programmes on offer • Developing parental awareness of values of certain subjects and programmes	All subjects and programmes
Challenges to living and learning Year1/2/5	• Social and community issues: bullying, suicide, depression, illegal substances, etc	• Develop skills to deal with bullying • Develop skills to deal with feelings of depression • Develop skills to deal with resisting illegal substances	• Heightened awareness of school policies on bullying and substance misuse • Familiarity with the school support and counselling system	SPHE
	• Awareness of the kinds of internal and external factors that hinder learning, that act as blocks to effective learning	• Personal and interpersonal skills, social skills, • Moral and ethical development/awareness • Personal effectiveness • 'Working' with others • Develop resilience and problem solving skills • Recognise symptoms of stress and distress	• Access to school support and counselling/ counselling referral system • Understanding and coping with the challenges to living and learning • Awareness of self-help and help seeking strategies	

Curriculum Focus: Career Development	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
The Value of Work Year 2 /TY	• Value of work • Paid/non paid work • Full time/part time work • Work/life balance • Labour, employment law • Identify areas of work that are paid and unpaid • Identify unpaid /paid work in the local community	• Appreciation of the value of work • Appreciate the value to be gained from unpaid work, community work/volunteerism • Develop an understanding of 'work/life balance' • Research and information technology skills • Information processing	• Heightened understanding of the social significance and value of work • Awareness of the values gained from paid/unpaid work and full time /part time work. • Understanding of work/life balance • Useful engagement in work experience	TY Programme All subjects and programmes
Labour market issues Year 2/3/TY	• Labour market trends • Career development trends • Employment opportunities • Employment legislation (as relevant and appropriate) • ICT developments in workplace	• Analyse job market trends: Identify employment opportunities • Recognise the importance of ICT in employment • Problem-solving skills • Critical thinking • Research skills	• Understanding and recognition of the concepts of labour market and career development trends • Understanding of work skills required by the labour market	Business subjects All subjects and programmes
Careers and occupations Year 3/TY/5/6	• Area/type of work associated with various occupations • Occupations I am interested in • How to prioritise occupations of greatest relevance to me	• Research skills (Work knowledge – the type of work involved in each occupation) • Critical thinking (Recognising the stereotypical traditional male/female occupations) • Personal skills (Recognise occupations that are of interest to me) • Working with others (in the management of a career investigation) • Work-shadowing/work experience • Personal effectiveness	• Categorising and characterising a variety of occupations • Openness to 'non traditional' gendered employment • Identifying personal career interests • With support from guidance counsellor/s, managing a career investigation	All subjects and programmes

Curriculum Focus: Career Development	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
Career routes/paths Year 3/5/TY	• Approaches to various career paths/routes • Use of a career library • Use of internet	• Contact relevant career information service in Universities, ITs, FAS, Citizens Information Services etc. • Use the school career library • Thinking and learning skills • Information processing • Learning to learn	• Managing career projects: (group & individual basis) to demonstrate knowledge and use of career information services	All subjects and programmes
Training and Courses (CAO/FAS/PLC, Apprenticeships) Year 3/5/TY/6	• The different application routes to training and FE courses • National Qualifications Framework (NQF)	• Identify the application route for required courses • Seek information on/from the various courses that are of interest (Universities, ITs, PLCs, etc) • Arrange a career interview with the school guidance counsellor/s • Students discuss career routes with parents and identify a priority list – with particular reference to NQF • Personal and interpersonal skills • Communication skills • Personal effectiveness • Information processing	• Discussion of course interest with guidance counsellor/s (exploring career options and courses) • Understanding of the National Framework of Qualifications • Evaluating options and making critical use of information • Managing CAO application where appropriate • Applying for the various courses that are of interest	All subjects and programmes

Interview preparation Year TY/5	• Interview preparation (within a formal and informal setting)
	• Purpose of interviews
	• Interview techniques
		• Presentation skills:-
		  • Development of CV
		  • Letter of application
		  • Mock Interview
		• Communication and literacy skills
		• Personal and interpersonal skills
		• Working with others
		• Personal effectiveness
		• Information processing
			• Preparation for a mock interview
			• Analyse strengths and weaknesses of the mock interview
				Languages
				Business subjects
				SPHE
				TY Programme

Curriculum Focus: Career Development	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]

Workplace Learning Year TY/5	• Awareness of local industries/workplaces
	• Visit a local industry/workplace
		• Critical thinking:-
		  • What key questions need to be asked during my visit?
		  • What is the purpose of my visit?
		  • What communication skills do I need for the visit?
		• Time management (arrange and conduct the visit)
		• Research skills, thinking and learning skills, personal and interpersonal skills
		• Working with others
			• Develop an appreciation of work in the community
			• Develop an understanding of the roles within an organisation carried out by various people
				Business subjects
				All subjects and programmes

Equality All year groups	• Identify areas where equality issues arise in society, schools, workplace • Develop an understanding of issues related to dignity across all areas of life • Explore the workplace implications of equality legislation • Understand cultural diversity in a school, society, workplace • Understand special needs in a school, society, workplace	• Interpersonal skills • Social skills • Critical thinking • Working with others	• Recognising my rights as an individual and those of others • Understanding and appreciation of diversity in a school, society, workplace • Demonstrating awareness of impact of inequalities/discrimination on an individual and on society	All subjects and programmes SPHE RE

Curriculum Focus: Career Development	Areas of Learning	Dispositions, Values, Attitudes, Skills Developed	Learning Outcomes in the areas of:	Skills Development in Related Subjects and Programmes [in co-operation and in conjunction with the Guidance Counsellor/s]
Health and Safety in the workplace Year TY/5	• Explore the health and safety risks associated with various occupations and workplaces and schools	• Identify high and low risk areas in industry and various occupations • Carry out a risk audit of a school • Information processing • Thinking and learning skills	• Increased awareness of cultural differences in relation to school, society and workplace • Heightened awareness of health and safety risks • Understanding risk categories ranging from risk in manufacturing industry to psychosocial issues	All subjects and programmes