



مدرسة جلوبال الفلبينية

**THE PHILIPPINE GLOBAL SCHOOL**

"LEADER IN ACADEMIC EXCELLENCE AND VALUES FORMATION"

Hadbat Al Zaafaranah, Abu Dhabi, United Arab Emirates

# CAREER AND UNIVERSITY GUIDANCE POLICY



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## **CAREER AND UNIVERSITY GUIDANCE POLICY**

**POLICY** : Career And University Guidance

**PURPOSE OF POLICY** : To assist and equip students with a comprehensive approach, helping them identify a suitable career path, and develop employability skills through a rigorous Secondary School Career Guidance Program.

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**APPROVED BY** : DR. RIZA R. DANA O (Principal)



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### Introduction

The Philippine Global School (TPGS) is committed in helping and supporting their students through various programs and services. One of which is the implementation ADEK's CU Guidance Policy. Supporting students with career and university (CU) guidance allows for a smooth and successful transitions among students in their high school life after graduation in school. Constant and quality programs and services will help The Philippine Global School (TPGS) students prepare for their future. In this policy, basic requirements and responsibilities for CU guidance programs and personnel will be discussed.

### Philosophy

Our Career and University Guidance Philosophy in The Philippine Global School (TPGS) is grounded in the belief that every student has unique potential, aspirations, and talents. Our mission as counsellors is to empower students with the knowledge, skills, and resources necessary to make informed decisions about their future academic and career paths. We are committed to providing personalized, holistic guidance that nurtures their personal growth, fosters self-awareness, and supports them in navigating the evolving world of higher education and professional opportunities.

### Purpose

1. **Establish the CU Guidance Counsellor Qualifications, Roles and Responsibilities:** Specify the necessary institutional, qualification, and functional standards for CU Guidance Counsellors, including essential credentials, training, and competencies for providing effective student guidance.
2. **Ensure Delivery of CU Guidance Program:** Design and maintain a comprehensive Career and University (CU) guidance program inside the school that effectively supports students' future planning.
3. **Conduct CU Guidance Program Monitoring and Evaluations for ADEK Reporting:** Conduct assessments of the CU guidance program to evaluate its impact and effectiveness, with results to be reported to the Abu Dhabi Department of Education and Knowledge (ADEK).

### Definitation of Terms

1. **Career** – A person's journey through learning, work, and other aspects of life, typically focused on a series of roles or positions in a particular field. It involves the long-term pursuit of professional growth, skill development, and personal achievements aligned with individual interests, goals, and values.



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- 2. CU Guidance** - The process of guiding students in exploring the world of work, making informed decisions about their careers, discovering alternative learning pathways, and providing support in preparing applications for postsecondary education and careers.
- 3. CU Counsellor** - Personnel who implements the school's CU guidance programs & services by providing advisory and administrative CU guidance counselling services to students.
- 4. Continuing Professional Development (CPD)** - All activities undertaken by the counsellors to improve the knowledge, skills, competencies, and performance on a regular basis.
- 5. FTE** - Total workload equivalent to that of a full-time workload for a position.
- 6. Postsecondary** - Describes the period that takes place following the completion of secondary school (Cycle 3). Postsecondary options include postsecondary education, employment, sabbaticals, etc.
- 7. Postsecondary Education** - All educational pathways (higher and TVET education) following the completion of secondary school (Cycle 3).

### **CU Guidance Counsellor Qualifications, Roles and Responsibilities**

#### **Qualifications**

- Bachelor's or Master's degree in Counselling, Career Development, Education, Psychology, or a related field.
- Certification or professional training in career counselling (preferred).
- Minimum of 2 years of experience in career counselling or related roles in an educational setting.
- Familiarity with ADEK's Career Guidance Policy and guidelines, including national standards for career readiness.
- Excellent communication skills, both written and spoken, in English.

#### **Roles and Responsibilities**

- Career and University Guidance Policy Implementation
  - Ensure the effective implementation of ADEK's Career Guidance Policy and related initiatives within the school's framework.
- Individual Career Counselling
  - Provide one-on-one and group counselling sessions to help students identify their interests, skills, and career aspirations.
  - Assist students in exploring different career paths, including higher education options, vocational training, and employment opportunities, in accordance with ADEK guidelines.



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- Guide students in developing personalized career action plans, which may include course selection, extracurricular activities, internships, and skills development.
- Workshops and Career Development Programs
  - Develop and facilitate workshops, seminars, and training sessions on career readiness topics, such as resume writing, interview preparation, career exploration, and job search strategies.
  - Coordinate career fairs, employer visits, and networking events to expose students to potential career opportunities.
  - Promote self-assessment tools and resources that help students discover their strengths, preferences, and career potentials.
- Collaboration and Stakeholder Engagement
  - Collaborate with faculty, parents, and external partners (e.g., universities, vocational training providers, and employers) to enhance career education and support for students.
  - Work with teachers to integrate career readiness activities within the curriculum and support subjects that contribute to career development.
  - Foster relationships with local businesses, industry professionals, and universities to create opportunities for students to engage in internships, job shadowing, and further learning.
- Continuing Professional Development
  - Continuing Professional Development (CPD) for counsellor to upgrade their skills and knowledge related to career options. This includes but not limited to attending seminar, workshops, and forum outside the school especially those that are mandated by the ADEK.
- Career and University Guidance Counsellor Availability during Critical Periods
  - The CU guidance counsellor can further assist students and graduates with their postsecondary and higher education applications during critical periods even during school holidays.



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### **School CU Guidance Program**

*Program Requirements:* The Philippine Global School shall implement a CU guidance program for cycle 2 and 3 that includes the following:

#### **CYCLE 2 PROGRAMS:**

The CU guidance program for cycle 2 follows an approach that emphasizes on the Assessment, Exploration, and Preparation through the following strategies:

- Introducing fundamental concepts related to career exploration and postsecondary planning.
- Establishing a school calendar dedicated to career and university discussions.
- Organizing career-focused field trips to provide real-world exposure.
- Integrating interdisciplinary learning across subjects to help students connect classroom knowledge with career opportunities.
- Encouraging Cycle 2 students to actively participate in various extracurricular activities, such as sports, student clubs, and organizations.

#### **CYCLE 3 PROGRAMS:**

Following the five-step development approach, schools are encouraged to focus on Preparation, Implementation, and Decision-Making by:

- a) School readiness and Interest assessment through the use of tool such **RASH (Readiness Assessment for Senior High School)** which will help the CU counsellor in dealing with student's career endeavour.
- b) **Individual and group career counselling** among grade10 (and some grade 9) students of The Philippine Global School.
- c) Attending and conducting **career fairs** and related activities to enhance the student's decision making in terms of their future career. This includes career exposures like **Najah, GCC** and **In-school Career Fairs**. Orienting students with all possible **local and international postsecondary options**.
- d) **Celebration of Career Week** to strengthen the students career interest even in their early stage.
- e) Guiding students into **best-fit choices** of study destinations and postsecondary pathways, aiming for excellence best on their interests, and academic profile.
- f) Writing personalized letters of recommendation for each student and ensuring they are delivered to postsecondary institutions.



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## Monitoring and Evaluation

The Philippine Global School will monitor and evaluate their CU guidance program by developing internal qualitative and quantitative indicators to measure the delivery effectiveness of the programs and services.

### Indicators:

1. **Student Coverage:** The percentage of students in Cycle 3 (and any in Cycle 2) who are receiving CU guidance.
2. **Counsellor-Student Ratio:** The number of students being served by each FTE CU Guidance Counsellor
3. **Graduate Destination:** The percentage of graduates of the current academic year entering higher education, TVET, or employment by the start of the following academic year.
4. **Top 3 Destination:** The percentage of graduates of the current academic year accepted to at least one of their top 3 choices of postsecondary institutions or employers.
5. **CU Guidance Program Evaluation:** Administer a survey aiming to evaluate the CU guidance program Implementation.
6. Percentage of Student of Determination (SoD) to receive postsecondary placement.
7. Percentage of Gifted and Talented Students receiving offers from top ranked postsecondary institutions; this reflects on the school's commitment to harness the talent of students to perform at an elite academic level.