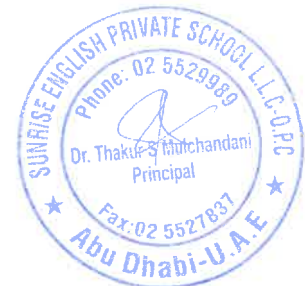




CAREER AND UNIVERSITY GUIDANCE POLICY

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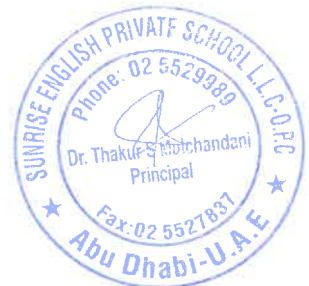


Introduction

The Career and University Guidance (CU Guidance) Policy of Sunrise English Private School, Abu Dhabi, is formulated with the primary objective of facilitating a seamless transition for students into their postsecondary endeavors. The policy ensures that students are empowered to make informed decisions about their future careers and higher education pathways.

Purpose

- To regulate the provision of a high-quality CU guidance program across the school.
- To identify the institutional, qualification, and functional requirements for CU Guidance Counselors.
- To mandate annual evaluations of program effectiveness for reporting to relevant educational authorities.





Definitions

Additional Learning Needs	Individual requirements for additional support, modifications, or accommodations, within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special education needs / or additional barriers to learning , access, or interaction in that specific context. (e.g., dyslexic, hearing and visually impaired, twice exceptional, or gifted and/ or talented). For example, a students with restricted mobility may require lesson accommodations to participate in physical education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations
Career	The learning and work journey an individual will undertake in their professional lifetime.
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.
CU Guidance Counselor	An individual who implements the school's CU guidance program by providing advisory and administrative CU guidance counselling services to the students.
Continuing Professional Development	All activities undertaken by staff to improve their knowledge skills, competencies, and performance on a regular basis. CPD includes in-person training, online training, coursework, short certificate and degree programs, membership programs, peer/collaborative learning, academic conferences, research projects, observational visits, community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.





Cycle	A cycle is a stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Pre- KG/FS1-KG2/Year1, Cycle1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9) and Cycle 3 (G9/Y10-G12/Y13). Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8) and Cycle 3 (G9-G12).
Full-Time Equivalent	Total workload equivalent to that of a full-time workload for a position. For example, 1 FTE for a single positions may be fulfilled by 1 staff members taking on the entirety of the full-time workload or 2 staff members taking on half pf a full-time workload each.
Gifted and Talented	Gifted students demonstrates exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance .
Higher Education	A type of postsecondary based on academic learning , leading to a degree/certification issued by a higher education institution (e.g., university, colleges, academics, etc...)
Postsecondary	Describes the period that takes place following the completion of secondary school (Cycle 3). Postsecondary options include postsecondary education, employment, sabbaticals, etc.
Postsecondary Education	All educational pathways (higher and TVET education) following the completion of secondary school (Cycle 3).
Technical and Vocational Education and Training (TVET)	A type of postsecondary education based on occupational/technical learning , leading to an award/certification issued by a TVET institution (e.g., technical colleges, polytechnics, etc.)





CU Guidance Programs

- The school provides guidance to nurture students' aspiration for postsecondary education.
- Career awareness programs are organized in Cycle 2 to facilitate the transition into Cycle 3.
- Workplace-relevant soft skills are integrated into school activities, supplemented with external programs.
- Alumni and community engagement initiatives are fostered to support mentorship.
- Diverse workshops and training programs guide students and parents on local and international postsecondary options.

CU Guidance Counselor

The school has designated a CU Guidance Counselor adhering to ADEK's qualifications and experience criteria.

Responsibilities:

1. Understand the career aspirations of each Cycle 3 student and guide planning and portfolio alignment.
2. Recommend suitable local and international postsecondary options, ensuring at least one application per student.
3. Ensure students meet all graduation and equivalency requirements.
4. Engage parents while emphasizing student agency in decision-making.
5. Provide administrative support for applications, including recommendation letters, personal statements, and documents.





6. Establish relationships with local institutions to facilitate opportunities such as admissions, visits, and internships.
7. Verify reasonable accommodations for gifted students, Students of Determination, or those with special educational needs.
8. Organize CU guidance events and maintain an updated CU guidance calendar.
9. Support Cycle 2 students considering alternative pathways (e.g., transferring to TVET).

Continuous Professional Development (CPD)

The school ensures the CU Guidance Counselor undertakes CPD, including:

1. Annual membership in at least one professional organization.
2. Completion of at least 25 hours of professional development annually, including training for gifted students, Students of Determination, or those with special educational needs.
3. Access to peer networks through community groups.

Monitoring and Evaluation

The school monitors and evaluates the CU guidance program using internal qualitative and quantitative indicators.





Program Indicators for ADEK Reporting:

1. **Student Coverage:** Percentage of Cycle 3 (and relevant Cycle 2) students benefiting from CU guidance.
2. **Counselor-Student Ratio:** Number of students assigned to each CU Guidance Counselor.
3. **Graduate Destination:** Percentage of graduates entering higher education, TVET, or employment by the start of the next academic year.
4. **Top 3 Destination:** Percentage of graduates accepted into at least one of their top 3 postsecondary choices.

Compliance

The school will comply with this policy. Failure to comply may result in legal accountability under ADEK regulations and other applicable laws, including Federal Law No. (3) Of 1987 Concerning the Penal Code. ADEK reserves the right to intervene if the school is found in violation.



Dr. Thakur S. Mulchandani

School Director/Principal