

GIIS-AD-Policy-26-27-032

Career and University Guidance Policy

Prepared on	April 2025
Reviewed by	Principal, Vice Principal, SLT, Inclusion Head and CCUG Counsellor
Next Review	April 2027

Purpose :

- Ensure the provision of a high-quality CU guidance program across the school.
- Ensure to provide opportunities to CU guidance counselors regarding the institutional, qualification, and functional requirements
- Ensure to maintain student destination data every year and evaluate effectiveness of career guidance services offered at school.

Scope :

This policy aims for extending support to students with career and university (CU) for their smooth and successful transitions into post senior secondary colleges / universities/ relevant higher education courses.

Policy :

1. CU Guidance Program –

1.1 Program Requirements - Schools shall implement a CU guidance program, based on a policy that includes the following:

1. Developing a school CU guidance philosophy/approach based on nurturing an early sense of aspiration for postsecondary education and lifelong learning in students.
2. Fostering awareness of broad career concepts during Cycle 2 (Gr. 8 onwards) and actively supporting student transitions into Cycle 3, where career pathways/concepts can be explored in detail and integrated into postsecondary preparation.
3. Ensure to develop workplace-relevant soft skills via in-school activities or external enrichment programs and seminars.
4. Ensure to connect with the alumni and larger school community to engage with students on CU guidance. The goal should be to create a culture of community engagement, alumni connectedness, mentoring, and networking to support the building of workplace-relevant skills.
5. Ensure to orient students and parents with all possible local and international postsecondary options (including universities, community colleges, foundation programs, academies, TVET, military service, and direct employment).
6. Providing CU guidance and support to students and parents by employing flexible working arrangements during critical periods such as school holidays. Therefore, schools shall ensure the continuous availability of at least 1 fulltime equivalent (FTE) CU Guidance Counselor.

2. CU Guidance Counselor –

1. The school will appoint full-time CU guidance counselor as per the ADEK staff eligibility policy.
2. The school will assign roles to 2 existing teachers to act as acting CU guidance counselors until full-time CU guidance counselor assumes his/ her responsibilities.
3. Responsibilities: In addition to being responsible for the implementation of the school's CU guidance policy and program, the role of the CU Guidance Counselor includes the following responsibilities at a minimum:

1. Understanding the career aspirations of each student in Cycle 3, starting in Grade 9/Year 10, and providing guidance on the planning and alignment of their student portfolios to meet these aspirations (e.g., choice of subjects, academic and extracurricular profile, etc.).
2. Guiding each student to the most suitable or “best-fit” local and international postsecondary options and institutions, based on their career aspirations. This includes ensuring that each student has submitted at least one application to a postsecondary destination.
3. Ensuring that each student meets all graduation requirements relevant to the student’s curriculum and in accordance with the MoE equivalency requirements, if applicable.
4. Engaging with parents throughout the entire CU guidance process, all the while emphasizing the importance of student agency in the decision-making process.
5. Providing full administrative support to students in preparation for their postsecondary applications and pathways. Examples include writing recommendation letters, reviewing personal statements, and compiling relevant documents (e.g., transcripts, portfolios, attestations, etc.).
6. Establishing relationships with local postsecondary education institutions to facilitate local opportunities and support for students (e.g., admissions, visits, admissions, internships, partnerships, etc.).
7. Verifying that destination institutions have reasonable accommodations for any gifted students and students with additional learning needs.
8. Organizing CU guidance events and disseminating and maintaining an up-to-date CU guidance calendar of key dates and events as per the requirements in the CU Guidance Program Implementation Guide.
9. Providing CU guidance support to any Cycle 2 student considering alternative pathways for Cycle 3.

2.2- Continuous Professional Development: Schools shall ensure to provide continuous profession development to its CU Guidance Counselor’s as given below :

1. Annual membership in at least one professional organization (Mindler) for CU Guidance Counselors, with recommended accountability measures to benefit from the membership.
2. Completion of at least 25 hours of professional development annually (linked as much as possible to the role), at no cost to staff as per UAE Labor Law, with dedicated days

to attend professional development events. All CU Guidance Counselors shall undergo specific CPD on the provision of CU guidance for gifted students and students with additional learning needs.

3. Access to peers through community groups to avail of local best practices, and measures should be in place to safeguard and retain these best practices within the school's CU guidance program.

3. Monitoring and Evaluation -

3.1 Internal Monitoring and Evaluation: Schools shall monitor and evaluate their CU guidance program by developing internal qualitative and quantitative indicators through its central lead of CU Guidance and university connect program to measure the adequate delivery of the program's services.

3.2 Program Indicators for ADEK Reporting: Schools shall report the following indicators to ADEK annually:

1. Student Coverage: The percentage of students in Cycle 3 (and any in Cycle 2) who are receiving CU guidance.
2. Counselor-Student Ratio: The number of students being served by each FTE CU Guidance Counselor.
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 post-secondary institutions or employers.



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