



مدرسة شيننج ستار أنترناشونال

Shining Star International School, Abu Dhabi

Our Vision

To be a school of innovation & creativity; preparing students for global challenges.

Our Mission

“Our mission is through the combined efforts of our staff, parents, students, and community to develop future leaders with active and creative minds. Our focus is on the holistic development of the individual, social, moral, intellectual, and physical growth, along with a strong sense of heritage and culture.”

Core Values

Care, Ownership, Togetherness, Honesty, Empathy, Gratitude
We ensure that the entire SSIS family follows these values.

| CAREER AND UNIVERSITY GUIDANCE POLICY | |
|---------------------------------------|---------------------|
| Date of Publishing | 11th February 2025 |
| Review date | 10th February 2025 |
| Policy Type | Teaching & Learning |
| Circulation | Internal |
| Date of Authorisation | TBA |
| Authorised by | School Principal |
| Authored by | Mr. Malik Mohamed |
| Proof Reader | Mr.Shane |



Table of contents

1. Purpose & Objective
2. Scope
3. Definitions
4. Policy statement
5. Guiding principles
6. Responsibilities
7. Procedures
8. Compliance & Enforcement
9. Review & revision.
10. References

1. Purpose & Objective

The **purpose** of a **Career and University Guidance Policy** is to provide structured support to students in making informed decisions about their future education and career paths. It ensures that students receive appropriate guidance to explore career options, understand university admission requirements, and develop the necessary skills for higher education and employment.

The **objectives** are career awareness and exploration, higher education guidance, skills development and readiness, personalised counselling and support and parental and community engagement.

2. Scope

The **scope** of a **Career and University Guidance Policy** defines the areas covered, the stakeholders involved, and the extent of its implementation within the school. It ensures that career guidance is structured, comprehensive, and aligned with students' academic and professional goals.

It includes target audience (from grade 9 to grade 12), career guidance services, university admission support and monitoring and evaluation.

3. 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 educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).

Career and University 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.

Continuing Professional Development for career counselors: All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/ collaborative learning, academic conferences, research

projects, observational visits, and 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 as the following: Kindergarten (Pre KG/FS1-KG2/Year1), Cycle 1 (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).

Gifted and Talented: Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.

4. Policy Statement

- a. Developing a school CU guidance philosophy/approach based on nurturing an early sense of aspiration for postsecondary education and lifelong learning in students.
- b. Fostering awareness of broad career concepts during Cycle 2, and actively supporting student transitions into Cycle 3, where career pathways/concepts can be explored in detail and integrated into postsecondary preparation.
- c. Developing workplace-relevant soft skills via in-school activities or external enrichment programs and seminars.
- d. Connecting 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.
- e. Orienting students and parents with all possible local and international postsecondary options (including universities, community colleges, foundation programs, academies, TVET, military service, and direct employment).
- f. 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 full time equivalent (FTE) CU Guidance Counselor.

Guiding principles

Schools shall appoint at least one full-time equivalent (FTE) CU Guidance Counselor, as per the target ADEK set for the student-to-counselor ratios in the Career and University Guidance Policy – Implementation Guide.

Qualifications and Experience: Schools shall verify that the CU Guidance Counselor meets the following minimum requirements, in line with the ADEK Staff Eligibility Policy: 1. At least a QFE 7 (Bachelor's Degree) in any subject and meeting Continuous Professional Development (CPD) requirements as per this policy OR 2. At least a QFE 7 (Bachelor's Degree) in any subject and having been employed as a former or current teacher/educator.

- a. The staff member meets the requirements for CU Guidance Counselor.
- b. The staff member who does not meet the minimum experience requirements is permitted to be appointed in an acting capacity (as "Acting CU Guidance Counselor"). They would be required to undergo initial ADEK training and abide by CPD requirements.
- c. The staff member's teaching or administrative workload is decreased in proportion to their FTE status to accommodate the additional responsibilities.
- d. The staff member's title is amended to reflect the additional role (e.g., Vice Principal/Acting Career Counselor, Student Counselor/Career Advisor, Head of Social Studies/College Counselor, etc.). They must be identified as a "Career and University Guidance Counselor" in addition to their own role in the Private Schools Staff Information System (PASS). As nomenclature varies by school and curriculum, the

responsibilities should be explicit and clear to students, parents, and external stakeholders.

5. Responsibilities

- a. 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.).
- b. 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.
- c. Ensuring that each student meets all graduation requirements relevant to the student’s curriculum and in accordance with the MoE equivalency requirements, if applicable.
- d. Engaging with parents throughout the entire CU guidance process, all the while emphasizing the importance of student agency in the decision-making process.
- e. 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.).
- f. Establishing relationships with local postsecondary education institutions to facilitate local opportunities and support for students (e.g., admissions, visits, admissions, internships, partnerships, etc.).
- g. Verifying that destination institutions have reasonable accommodations for any gifted students and students with additional learning needs.
- h. 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.
- i. Providing CU guidance support to any Cycle 2 student considering alternative pathways for Cycle 3 (e.g., transferring to TVET).

6. Procedures

Procedures outline the **specific steps and actions** required to ensure compliance with the **Career and University Guidance Policy**. These procedures provide **clear guidelines** for students, teachers, counselors, and school leadership to effectively support career exploration, university applications, and skill development.

The following procedures can be implemented:

- a. Career guidance and exploration
- b. University admission guidance
- c. Skill development and readiness
- d. Parent and community involvement
- e. Monitoring, review and policy updates

7. Compliance & Enforcement

This policy shall be effective as of 1 April 2025. Schools are expected to be fully compliant with this policy by AY 2025/26 (Fall term).

Failure to comply with this policy shall be subject to legal accountability and the penalties stipulated in accordance with the ADEK’s regulations, policies, and requirements, notwithstanding any other penalties imposed by Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties

Law or any other relevant law. ADEK reserves the right to intervene if the school is found to be in violation of its obligations.

8. Review & Revision

Policies typically include provisions for **regular review and revision** to ensure they remain **current, relevant, and aligned** with organizational goals and external requirements. These provisions help maintain the **effectiveness and adaptability** of the policy in response to **changing educational trends, university admission criteria, labor market demands, and student needs**.

It includes the following:

- a. Scheduled review cycle
- b. Stakeholder involvement
- c. Benchmarking and compliance
- d. Adaptability to emerging trends
- e. Approval and implementation of policies

9. References

CU Guidance Program Implementation Guide. • Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law and its amendments. • United Arab Emirates School Inspection Framework. • Clause (5.2.5) Guidance and Support for All Students

Publication :

2024 (January) ADEK_School_Career and University Guidance Policy Policy_v.1.1

Department of Education and Knowledge (ADEK), Abu Dhabi

This policy replaces Policy 53 (Counselling Services) and Policy 26 (Licensing and Qualification) on matters related to CU guidance in the Private School Policy and Guidance Manual 2014-2015.

This policy applies to Charter Schools. However, any circular issued prior to this policy or issued specifically for Charter Schools thereafter supersedes the requirements of this policy.