



المدرسة الفلبينية
THE PHILIPPINE SCHOOL

"LEADER IN ACADEMIC EXCELLENCE AND VALUES FORMATION"



CAREER EDUCATION AND GUIDANCE POLICY

ACADEMIC YEAR 2025-2026

Baniyas East 7, Abu Dhabi
United Arab Emirates
PO Box 10483

Phone: +971 2 583 1044
Email: tpsauh.info@gmail.com
principal.tpsauh06@gmail.com
9252@adek.gov.ae



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Fax: +971 2 5831045

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Careers Education and Guidance Policy
Academic Year: 2025 - 2026

Philosophy:

At The Philippine School Abu Dhabi, Career Education and Guidance is based on the belief that career development is a lifelong journey which begins with self-awareness, progresses through informed choices, and matures by adapting to life's changing opportunities. It acknowledges that our students possess unique talents, aspirations, and values which require guidance to explore their strengths, and prepare them for the dynamic world of work.

Here at TPS-AUH, we believe that students must be given the venues to know themselves which includes interests, values, and abilities for them to develop the capability necessary for healthy decision-making. Career choices must be done carefully and with right guidance and consultation. These can be executed through taking standardized assessments, learning experiences, and positive mentoring.

We recognize that career development is influenced by various factors and the school plays an important role in helping the youth navigate these influences with confidence. In collaboration with the members of the community, we are committed to fostering resourcefulness, adaptability, and resilience in our students as they transition from school to further education and eventually to the workplace.

Ultimately, our philosophy affirms that career education is not simply about preparing for a job, but about preparing for life, helping TPSians grow into responsible, capable, and purpose-driven individuals who can thrive in an ever-changing world while making meaningful contributions to society.

Purpose:

The purpose of this policy is for the career education and guidance to show its understanding of the career development needs and requirements of the TPSians, how they can meet, acquire them, and how will they achieve their responsibilities. This policy would be implemented in consultation with the members of the PS5, middle, and senior leaders for pivotal planning, executing, and revising the program at all levels.

This policy purports to aid students in different grade levels to know instruments that can assist in assessing their interest as well as performance in various external examinations and classes. This would be their basis for a sound decision making as part of preparation for further education and career growth and development. Knowing oneself, preparing, making decision are very important steps to future success and to do these instantaneously, must somehow be avoided.

This policy aims increase students' consideration on their own occupational interests: likes or dislikes and the subjects in which they are excelling, and the school to where they will acquire further education (junior, senior high school, and tertiary studies). As reading have shared students may enter in different periods or stages of life in which influences can affect their decisions more than their parents' advices and own preferences.

The transition from the world of school to the world of work in this fast changing times is quite challenging for the youth. The adjustment is being demanded from them in order to surpass it and achieve success. Adjustments must be resourceful, adaptable, and flexible amidst the change in trends in the occupational world. With this situation arising, career decision with strong and good basis could be developed by the young ones depending on their known interests and performances.



According to researches, career development is a lifelong process which is composed of psychological, sociological, educational, physical, economical and choice factors that aid to shape a young person's life. To be of help to the formation of the youth, schools and include career education or career development program in their goals.

Title: **The Philippine School – Abu Dhabi Policy for Careers Education and Guidance (CEG)**

Rationale:

A student's career is their pathway through learning and work. They need a program of activities to aid in making decisions and planning careers both in school and after they leave. The Policy 53: Counselling Services Corresponding to Article 58 of the Organizing Regulations of the Private Schools Policy and Guidance Manual s.2014-2015 says that, "Career guidance is intended to prepare students for the next stage of their lives whether in advanced educational studies or in the world of employment." The school endeavors to provide CEG to the TPSians while embracing the different career transitions in their lives.

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 The learning and work journey an individual will undertake in their professional lifetime.

Career and University (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.

Career and University (CU) Guidance Counselor An individual who implements the school's CU guidance program by providing advisory and administrative CU guidance counseling services to 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 (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 in Abu Dhabi as the following: Kindergarten (Pre KG/FS1-KG2/Y1), 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).
Full-time Equivalent, (FTE)	Total workload equivalent to that of a full-time workload for a position. For example, 1 FTE for a single position may be filled by 1 staff member taking on the entirety of the full-time workload or 2 staff members taking on half of a full-time workload each.
Higher Education	A type of postsecondary education based on academic learning, leading to a degree/certification issued by a higher education institution (e.g., university, colleges, academies, 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.).

Commitment:

The Philippine School Abu Dhabi is committed to delivering a program of career education, information, and guidance for all students, with particular focus on the junior and senior high school levels. This commitment is carried out in collaboration with various disciplines, departments, and school activities to ensure that every student is prepared with the knowledge, skills, and support needed to make healthy and positive career choices and achieve their aspirations.

Development and review:

This policy was developed, and will be reviewed annually through discussions of the CU Guidance Counselors, ALN Coordinator, selected Middle Leaders (Head of the Departments) and Senior Leaders of the school.

Links with other policies:

Policy 53: Counselling Services Corresponding to Article (58) of the Organizing Regulations
Private Schools Policy and Guidance Manual 2014-2015

Abu Dhabi Department of Education and Knowledge: Career and University Guidance Policy



Objectives:

The Career Education and Guidance Policy aims to support students in developing the knowledge and self-awareness necessary to make informed decisions about their future. It seeks to help learners understand their occupational interests, recognize the importance of subject and course performance, and connect these to their long-term career aspirations. Through this policy, students are guided toward meaningful pathways that can lead to personal growth and lifelong career development.

The career education and guidance policy seeks to achieve the following objectives:

- Acquire increased awareness about one's interests specifically occupational preference;
- Learn about the characteristics needed by the different occupational fields;
- Increase knowledge regarding the importance of the subject performance to career development;
- Know the fields of work connected in the various class subjects;
- and decide regarding one's career path based on occupational interests and subject performance.

Entitlement:

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students, parents, and teachers. This shall promote equality of opportunity and inclusion.

Persons involved:

- PS5 Team/ Wellbeing Department
- Different academic department
- Service staff
- IT Officers
- Finance Officer
- Activity Coordinator
- Teaching and Learning Coordinator
- Additional Learning Needs Coordinator
- Vice Principal
- Assessment Department Coordinator
- Principal
- Parents/ Parents Council/ Governing Council
- Supreme Student Council
- Class Advisers
- Subject Teachers
- CU Guidance Counselors

CU Guidance Program:

The school shall implement a career university guidance program which includes the following procedures and activities:

- awareness and promotion of sense of aspiration for postsecondary education and lifelong learning in students;
- provision of information about career concepts in cycle 2 and support students' transition into cycle 3. This must include career pathways/concepts which may include postsecondary preparation;
- developing workplace-relevant enrichment events;
- involve alumni and the community to help students with career services. This will create a system of mentoring and networking to help students gain relevant job skills, and
- orienting students with all possible local and international postsecondary options.

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Development and review:

This policy was developed and will be reviewed annually through discussions of the CU Guidance Counselors, Child Protection Officer, ALN Coordinator, selected Middle Leaders (Head of the Departments) and Senior Leaders of the school.

The Philippine School Abu Dhabi will administer surveys to the graduating students as well as to the alumni to be able to monitor the career and university guidance services, and these are:

- THE PHILIPPINE SCHOOL-ABU DHABI ALUMNI QUESTIONNAIRE
- THE PHILIPPINE SCHOOL-ABU DHABI CAREER UNIVERSITY GUIDANCE SURVEY
(The Philippine School Abu Dhabi Website: <https://tpsauh.com/>)
(Alumni Corner: <https://tpsauh.com/alumni-corner/>)

CU Guidance Counselors:

The Philippine School Abu Dhabi has appointed two Career and University Guidance Counselors. These counselors are Licensed Professional Teachers and hold bachelor's degrees in both Psychology and Guidance and Counseling. They maintain their expertise through Continuous Professional Development (CPD) seminars, and conferences provided by the Abu Dhabi Department of Education and Knowledge (ADEK) and by the school. The school is able to have their CU Guidance Counselor obtained membership from an international organization.

Key Responsibilities of a Career and University Guidance Counselors:

1. **Understand students' career goals**
 - Starting around Grade 9/Year 10, meet with each student to find out what they want to do in the future.
 - Help align their choices (subjects, activities) so they support those goals through career coaching.
2. **Guide on postsecondary options**
 - Advise on appropriate universities (local & international) and other post-secondary pathways (ex. colleges, vocational).
 - Ensure students apply to at least one postsecondary institution.
3. **Ensure students meet graduation & equivalency requirements**
 - Make sure their academic path (subjects, grades etc.) meets what's needed for graduation.
 - If required, help with Ministry of Education (MOE) equivalency.
4. **Work with parents**
 - Engage parents in the guidance process.
 - Emphasize that students should have a say in decisions (student agency).
5. **Administrative and logistical support for applications**
 - Help students prepare university applications: recommendation letters, personal statements, transcripts.
 - Maintain calendars of key dates/events in the guidance process.
6. **Support all students, including those with additional needs**
 - Adjust guidance for gifted students and/or students with special learning needs.
7. **Organize guidance-related events & networking**
 - University fairs, guest speaker sessions, school visits to universities, etc.
 - Work with tertiary institutions and employers to build partnerships.
8. **Continuous Professional Development (CPD)**

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- The counselor must keep learning: take training, attend ADEK-mandated workshops.
- Stay up-to-date with trends in higher education, admissions, tests, etc.

Assessments: Holland's Occupational Themes – Adapted Version
 RASH
 ARC

Proposed Activities:

The following proposed one-day career guidance activities are categorized by the ADEK educational cycles, ensuring an **age-appropriate, developmental approach** from career awareness to exploration and planning, in line with ADEK policy principles for extracurricular and guidance programs.

Cycle 1: Foundation and Career Awareness (KG2 to Grade 5)

Activity Name	Objective	Duration	Persons Involved/Responsible	Materials Needed
"When I Grow Up" Costume Day & Show	To introduce students to a wide range of occupations in a fun, visible way, developing basic career vocabulary and imaginative thinking about future roles.	2.5 hours (Morning Assembly/ Parade: 1 hour, Classroom Activity/ Sharing: 1.5 hours)	Class Teachers, Activity/Events Coordinator, Parent Volunteers.	Simple costumes/props representing various jobs, camera for photos, small stage/assembly area.
Community Helpers Visit Day	To help students understand the value and function of different essential community roles (nurse, firefighter, engineer) and how they contribute to society .	1.5 hours (1.5 hours sessions with different visitors; depending on the number of community helpers invited for the day)	CU Guidance Counselor, School Administration, External Community Guest Speakers (TPS parents in various fields), Class Advisers, Social Studies Department Head)	Guest speaker kits (name tags, water), designated classroom/hall, projector for presentations/short videos, thank you prepared by students.

Cycle 2: Career Exploration and Self-Discovery (Grade 6 to Grade 8)

Activity Name	Objective	Duration	Persons Involved/Responsible	Materials Needed
"My Skills, My Career" Interactive Workshop	To help students identify their personal strengths, interests, and basic skills and	3hours (Morning: 1 hour for introduction of the program and	Guidance Counselor, Subject Teachers (Ex. Science, Arts, English), Student Leaders/Mentors (Grade 11/12)	Simple paper-based or digital interest inventories, charts/posters of job families (Arts, STEM, Business), colored

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	begin to connect them to different job families and educational pathways.	speakers, self-assessment, 1 hour for group exploration 1 hour for workshop)	Parents Council.	markers, flip charts, computer lab/tablets.
"A Day in the Life" Video Challenge	To encourage students to research specific careers that interest them and develop presentation and research skills by interviewing or creating a short "day in the life" video/report.	2 hours (Video Screening & Q&A) - Pre-work done over a week, showcased on the event day.	Technology/ICT Teacher, English/Filipino Teacher, Guidance Counselor.	Projector, screen, sound system, pre-submitted 1-2 minute student videos/presentations, rubric for evaluation.

"My Skills, My Career" Interactive Workshop

Category	Detail
Activity Name	"My Skills, My Career" Interactive Workshop ✂
Cycle/Grades	Cycle 2 (Grade 6 to Grade 8)
Objective	To help students identify their personal strengths, interests, and basic skills and begin to connect them to different job families and educational pathways ; promoting self-awareness and initial career exploration.
Duration	
Persons Involved/Responsible	Guidance Counselor (Lead facilitator), Subject Teachers (Assisting in small groups; e.g., Science Teacher for STEM focus, Arts Teacher for Creative focus), Student Leaders/Mentors (Grade 11/12 students for peer facilitation).
Materials Needed	Personal Interest Inventory Sheets (paper-based or digital link to a short, free online assessment like a basic Holland Code test), "Job Family" Charts/Posters (visual displays categorizing careers into clusters like STEM, Health, Business, Arts, and Trades), Colored markers, Flip charts or whiteboards, Computer lab/tablets (if using digital assessment), Student Workbooks/Activity Sheets.

Time Allotment	Session Name	Activity Focus
9:00 AM - 10:30 AM (1.5 hours)	Part 1: Discovering Me (Self-Assessment)	Students complete a guided Interest Inventory and a Strengths Checklist . They mark skills they enjoy or are good at (e.g., public speaking, drawing, solving puzzles).
10:30 AM - 11:30 AM (1 hour)	Part 2: Connecting the Dots (Reflection)	Counselor leads a discussion on common interest/skill categories. Students circle their top 3 skills/interests and discuss how they use them in school or hobbies.

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11:30 AM - 12:30 PM (1 hour)	Lunch Break & Brainstorm (Informal Peer Sharing)	Students informally share their identified top skills with peers, moderated by Student Leaders.
12:30 PM - 2:00 PM (1.5 hours)	Part 3: Exploring the Clusters (Application)	Students move to breakout groups based on their highest-scoring Job Family cluster (e.g., "Hands-on/Trades" or "Investigative/STEM"). Subject Teachers lead a discussion on courses and subjects relevant to that cluster and showcase Filipino professionals in those fields.

Cycle 3: Career Planning and Postsecondary Readiness (Grade 9 to Grade 12)

Activity Name	Objective	Duration	Persons Involved/Responsible	Materials Needed
"Future Ready" University & Career Fair	To provide direct exposure to higher education institutions (local/international) and diverse professional/industry representatives , helping students gather specific admission and career pathway information for post-secondary planning.	3 to 4 hours (Morning: University/Industry Booths, Afternoon: Workshops/Talks)	Career & University Counselor, School Administration, External University Representatives (local/regional), Alumni Guest Speakers, ADEK-approved Industry Partners.	ICT Laboratory for booths, tables, chairs, banners, information packets from universities, projector for talks, sign-up sheets for follow-up counselling.
Skills Development & Application Workshop	To equip students with practical, essential pre-professional skills such as CV/Resume writing, interview techniques, and personal statement drafting for university applications.	3 hours (1.5 hours per topic)	Career & University Counselor, English Teachers, School Leadership (for mock interviews).	Sample CVs/Resumes, Personal Statement guides, computers/laptops for editing, mock interview scripts, feedback forms.
Community Helpers Visit Day	To help students understand the value and function of different essential community roles (nurse, firefighter, engineer) and how they contribute to society .	3 hours (3 x 1-hour sessions with different visitors)	Counselor/Guidance Coordinator, School Administration, External Community Guest Speakers (Ex. TPS parents in various fields).	Guest speaker kits (name tags, water), designated laboratory projector for presentations/short videos, thank you cards prepared by students.



Area	Compliance Rationale
Age-Appropriateness	Activities are developmentally progressive : <ul style="list-style-type: none"> ○ Cycle 1 focuses on simple awareness and community roles; ○ Cycle 2 moves to self-discovery and exploration; ○ Cycle 3 concentrates on planning, applications, and specific readiness.
Holistic Development	The activities promote the cognitive, social, and emotional skills referenced in ADEK policies (career self-reflection, research, collaboration, presentation skills, self-awareness) within a supportive and inclusive school environment.
External Engagement	Utilizing Community Helpers (Cycle 1) and University/Industry Partners (Cycle 3) aligns with ADEK's encouragement for events that enrich the students' experience and connect them with the local and global context. Any external visitor/event must follow the school's and ADEK's approval process (vetting of speakers).
The Philippine School Context	The activities are adaptable to integrate the school's Filipino values and curriculum (Ex. integrating Filipino professionals or universities in the through orientations, or using the Filipino subject for the video challenge).

Suggested Weekly Schedule: Career and University Guidance Counselor

Full-Time CU Guidance Counselor (7:30 AM - 3:00 PM) at The Philippine School Abu Dhabi (TPSAUH), focusing on Grades 3 -12 with high intensity on Grades 10-12 (College and Career readiness). Schedule is balanced for student advising, data analysis, and collaboration, as mandated by ADEK guidelines.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:00 AM	Morning Assembly				
8:00 AM - 9:00 AM	<ul style="list-style-type: none"> • Prep: Review daily appointments, check urgent emails, set daily goals. 	<ul style="list-style-type: none"> • Prep: Review urgent referrals, prepare workshop materials. 	<ul style="list-style-type: none"> • Prep: Review follow-up list, prioritize Parent/Teacher consultations. 	<ul style="list-style-type: none"> • Prep: Check application deadlines, confirm university representative visits. 	<ul style="list-style-type: none"> • Prep: Data interpretation to students and parents: PASS; RASH; and ARC
	<ul style="list-style-type: none"> • One-on-one sessions for career planning or personal concerns • Information Dissemination 	<ul style="list-style-type: none"> • One-on-one sessions for career planning or personal concerns • Information Dissemination 	<ul style="list-style-type: none"> • One-on-one sessions for career planning or personal concerns • Information Dissemination 	<ul style="list-style-type: none"> • One-on-one sessions for career planning or personal concerns • Information Dissemination 	<ul style="list-style-type: none"> • One-on-one sessions for career planning or personal concerns • Information Dissemination
9:00 AM - 10:00 AM	<ul style="list-style-type: none"> • Checking of School Attendance; 	<ul style="list-style-type: none"> • Checking of School Attendance; 	<ul style="list-style-type: none"> • Checking of School Attendance; 	<ul style="list-style-type: none"> • Checking of School Attendance; 	<ul style="list-style-type: none"> • Checking of School Attendance;

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	<ul style="list-style-type: none"> • Grade 10: Career Exploration Workshop or Discussion (In-Class Session/ group/ individual) 	<ul style="list-style-type: none"> • Grade 11: Group Advising: Pathway Selection 	<ul style="list-style-type: none"> • PASS Intervention Interviews (Targeted Low-Scoring Students, Gr. 7-9)(Academic Advising) (Proposed program) 	<ul style="list-style-type: none"> • Preparation of materials for the interpretation (PASS/RASH/ARC Integration) • Academic Advising 	<ul style="list-style-type: none"> • Provide information on university programs, scholarships, and admission requirements
	<ul style="list-style-type: none"> • Provide information on university programs, scholarships, and admission requirements 	<ul style="list-style-type: none"> • Provide information on university programs, scholarships, and admission requirements 	<ul style="list-style-type: none"> • Provide information on university programs, scholarships, and admission requirements 	<ul style="list-style-type: none"> • Provide information on university programs, scholarships, and admission requirements 	<ul style="list-style-type: none"> • Anecdotal Writing
	<ul style="list-style-type: none"> • One-on-one sessions for career planning or personal concerns 	<ul style="list-style-type: none"> • One-on-one sessions for career planning or personal concerns 	<ul style="list-style-type: none"> • One-on-one sessions for career planning or personal concerns 	<ul style="list-style-type: none"> • One-on-one sessions for career planning or personal concerns 	<ul style="list-style-type: none"> • One-on-one sessions for career planning or personal concerns
	<ul style="list-style-type: none"> • Grade 11: Individual Pathway Interviews (Scheduled) 	<ul style="list-style-type: none"> • Grade 12: University Application Review (Essays/ Documents) 	<ul style="list-style-type: none"> • Grade 10: Academic Advising (Course Selection for SHS) 	<ul style="list-style-type: none"> • PASS Intervention Interviews (Targeted Low-Scoring Students, Gr. 10-12) (Proposed program) 	<ul style="list-style-type: none"> • Resource Development (CU Library, Digital Tools Update; Cumulative Record; Course Lists; Attendance Record)
	Break & Drop-ins	Break & Drop-ins	Break & Drop-ins	Break & Drop-ins	Break & Drop-ins
10:00 - 10:30 AM	<ul style="list-style-type: none"> • Quick student questions, teacher check-ins, campus walk-through. 	<ul style="list-style-type: none"> • Quick student questions, teacher check-ins, campus walk-through. 	<ul style="list-style-type: none"> • Quick student questions, teacher check-ins, campus walk-through. 	<ul style="list-style-type: none"> • Quick student questions, teacher check-ins, campus walk-through. 	<ul style="list-style-type: none"> • Quick student questions, teacher check-ins, campus walk-through.
10:30 - 11:30 AM	<ul style="list-style-type: none"> • Parent Consultation (Scheduled via Appointment) 	<ul style="list-style-type: none"> • RASH/ARC Linkage Session (Post-Assessment Interpretation, Grade 	<ul style="list-style-type: none"> • Teacher Consultation (Collaborative Intervention Planning) 	<ul style="list-style-type: none"> • University/ College Visit (Virtual or Physical Meeting with Reps) 	<ul style="list-style-type: none"> • CU Committee Meeting (Admin/HODs on Curriculum Alignment)



		12)(Proposed Program)		<ul style="list-style-type: none"> • Consultation with partner organizers 	<ul style="list-style-type: none"> • Consultations with other school departments
11:30 AM - 12:30 PM	<ul style="list-style-type: none"> • RASH/ARC Linkage Session (Post-Assessment Interpretation, Grade 10) (Proposed Program) 	<ul style="list-style-type: none"> • Grade 12: UCAS/ • Common Application Workshop (In-Class Session) • Grade 12: University Application Review (Essays/ Documents) 	<ul style="list-style-type: none"> • Grades 3-9: Targeted Behavioral/ • Academic Support Referrals 	<ul style="list-style-type: none"> • CU Event Logistics & Follow-up (University Fair Planning) 	<ul style="list-style-type: none"> • Records & Documentation (Finalizing Case Notes and Filing) • Weekly Wrap-up (Office Tidy, Planning for Next Week)
12:30 - 1:30 PM	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30 - 2:30 PM	<ul style="list-style-type: none"> • Program Management (Future Planning, Needs Assessment Review) 	<ul style="list-style-type: none"> • Guidance Department Team Meeting (Case Review, Policy Discussion) 	<ul style="list-style-type: none"> • PASS Intervention Interviews (Targeted Low-Scoring Students, Gr. 3-6) (Proposed program) 	<ul style="list-style-type: none"> • Follow-up/Crisis Intervention Slot (Buffer Time) 	
2:30 - 3:00 PM	Email Catch-up	Documentation (Updating Student Records)	Teacher Feedback (Providing PASS/Interview Insights to Advisers) (Proposed Program) Documentation (Updating Student Records)	External Stakeholder Communication (Scholarship/ Agency Contact) Academic and Career Advising Documentation (Updating Student Records)	

Category	Common Daily/Weekly Tasks
Individual Student Support	<ul style="list-style-type: none"> • Individualized Counseling Sessions: Conduct one-on-one sessions to discuss student career aspirations, academic choices (subject selection, portfolio alignment), and post-secondary planning (Grades 9-12). • Application Support: Reviewing and proofreading student applications, personal statements, and essays for universities (local and international), and writing letters of recommendation. • Monitoring & Guidance: Tracking the academic progress and career goals of Cycle 3 students (Grade 9/10 onwards) to ensure they are on track for graduation and post-secondary requirements.



Group and Class Activities	<ul style="list-style-type: none">• Guidance Workshops: Delivering sessions on skills development (and post-secondary transition).• Career Exploration: Conducting class presentations or group activities to foster early career awareness (Grades 6-8) and exploration (Grades 9-12).
Communication & Outreach	<ul style="list-style-type: none">• Parent Engagement: Regular communication with parents through meetings, workshops, and resources to keep them informed and involved in the CU guidance process.• Maintaining the CU Calendar: Ensuring the school's career and university guidance calendar of key dates, deadlines, and events (ex. university visits, application deadlines) is up-to-date and disseminated.
Intervention Management	<ul style="list-style-type: none">• Interpretation of selected assessments such as RASH and ARC to the Senior High School students as part of their preparation for tertiary education transition. These standardized tests are provided by GRACE PASS, Philippines, and being administered by the Assessment Department annually.

These tasks are performed regularly but may not occur daily, often requiring dedicated time blocks each week:

- **Partnership Building:** Establishing and maintaining relationships with local and international post-secondary education institutions to facilitate student visits, admissions, and internship opportunities.
- **Curriculum Alignment:** Coordinating with subject teachers and school leadership to align the curriculum and extracurricular activities with career pathways and workplace-relevant skills.
- **Information Dissemination:** Collecting, updating, and distributing all forms of career and university information to students, parents, and school staff.
- **Administrative Management:** Providing full administrative support for all post-secondary applications, including compiling transcripts, managing student data on career choices, and ensuring documentation is complete.
- **Event Organization:** Planning and organizing Career Exploration Events, University Fairs, Guest Speaker Sessions, and alumni engagement initiatives.
- **Inclusivity & Equity:** Verifying that destination institutions offer reasonable accommodations and providing specialized CU guidance support for **Gifted and Talented students** and **Students of Determination** (students with special needs).
- **Professional Development:** Allocating time for Continuous Professional Development (CPD), with a requirement of at least 25 hours annually, as mandated by ADEK.
- **Program Evaluation:** Implementing measures to internally monitor and evaluate the effectiveness of the CU Guidance Program and preparing necessary data for ADEK reporting.

The goal of these tasks, as defined by ADEK, is to empower students to identify their best-fit post-secondary options and ensure every student submits at least one application to a post-secondary destination.

References:

<https://adek.gov.ae/-/media/Project/TAMM/ADEK/Downloads/Private-schools/Private-Schools-Policy-and-Guidance-Manual.pdf>

[ADEK School Policy on Career and University Guidance](#)

Disclaimer: This policy document is subject to revision in accordance with updates from ADEK, UAE Federal Authorities, or The Philippine School Abu Dhabi Management. The CU Guidance Counselors are responsible for familiarizing themselves with the practices related to this policy in adherence to the cultural and social values of the UAE.



المدرسة الفلبينية
THE PHILIPPINE SCHOOL
"LEADER IN ACADEMIC EXCELLENCE AND VALUES FORMATION"

P.O. Box 10483
Baniyas East 7, Abu Dhabi
United Arab Emirates

Phone: +971 2 5831044
Fax: +971 2 5831045

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Prepared by:

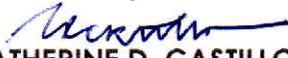

JOHN MARK A. NARAG
CU Guidance Counselor


MARIA DIVINA C. LEONCIO
Social Worker/ CU Guidance Counselor

Noted by:


LUZMINDA M. DIVINO
Vice Principal

Acknowledged by:


CATHERINE D. CASTILLO
University Career and Guidance Committee
Governing Council

Approved by:


JESUS S. OSTOS, JR.
Principal