FUTURE LEADERS
International Private School
Madinat Zayed, Muroor Road - Branch 2

Career Guidance Policy

Approved By	Board of Trustees
Review Date	August 2026
Next review Date	July 2027

AIAASC
AMERICAN INTERNATIONAL ACCREDITATION ASSOCIATION OF SCHOOLS AND COLLEGES

WASC
ACCREDITING COMMISSION FOR SCHOOLS

Purpose and Aim

Rationale

At Future Leaders International Private School – Branch 2, the counselling program is designed to assist students in making the most of his or her educational experience. This includes his/her emotional well-being, academic progress, and personal and social development.
This policy allows for a smooth and successful transitions into postsecondary destinations.

Aims

Our school-counselling program aims to be comprehensive in scope, preventative in design and developmental in nature. A comprehensive program seeks to develop all students in 4 key areas: Academic, Career, Personal and Social and Global perspectives. Our students are motivated, supported, and given the tools to not only succeed at school but to go on to contribute to local and international communities.

Guidelines

Mission Statement

- Nurturing our school community by advocating for and promoting a healthy learning environment in order to ensure individual student success in current and future endeavors.
- Collective commitment
- Provide each child with a safe and caring environment that enables him or her to develop appropriate educational and career goals.
- Collaboratively monitor the social and emotional wellness of each child and deliver personalized services.
- Grow as a professional team and build on our strengths.
- Recognize and respect different developmental levels of readiness of each of our students.
- Provide support to students and families in the present and future.
- Model the honesty, integrity, and respect we hope to develop in our students.
- Provide appropriate confidentiality to colleagues, parents/guardians, and children.
- Collaboratively work with our school community to deliver the most effective programs, services and resources possible.

CU program

- Developing a school CU guidance philosophy/approach based on nurturing an early sense of aspiration for postsecondary education and lifelong learning in students.
    - Developing a school CU guidance philosophy/approach based on nurturing an early sense of aspiration for postsecondary education and lifelong learning in students.
    - Developing workplace-relevant soft skills via in-school activities or external enrichment programs and seminars.
    - Connecting with the alumni and larger school community.
    - Orienting students and parents with all possible local and international postsecondary options.
    - Providing CU guidance and support to students and parents by employing flexible working arrangements during critical periods such as school holidays.

The school Counselor:

- Practicing within the boundaries of individual professional competence.
- Adhering to ethical standards of the profession and relevant statutes established by the UAE government and regulatory organizations (ADEK).
- 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.).
- 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.
- Ensuring that each student meets all graduation requirements relevant to the student’s curriculum and in accordance with the MoE equivalency requirements, if applicable.
- Engaging with parents throughout the entire CU guidance process, all the while emphasizing the importance of student agency in the decision-making process.
- Providing full administrative support to students in preparation for their postsecondary applications and pathways.
- Maintaining professional competence through educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness
- Informing students, teachers and parents of the purposes, processes and goals of counselling at or before the time when the counselling relationship is entered
- Maintaining confidentiality of the students, staff and parents at all times- including the protection of personal information and record keeping
- Developing and maintain consistent and clear lines of communication with parents/guardians.
- Establishing relationships with local postsecondary education institutions to facilitate local opportunities and support for students (e.g., admissions, visits, admissions, internships, partnerships, etc.).
- Verifying that destination institutions have reasonable accommodations for any gifted students and students with additional learning needs.
- Organizing CU guidance events and disseminating and maintaining an up-to- date CU guidance calendar of key dates and events .
- Providing CU guidance support to any Cycle 2 student considering alternative pathways for Cycle 3.

Professional Continuous Development

- Annual membership in at least one professional oganization for CU counselors.
- Completion of at least 25 hours of CPD annually.
- Undergo specific CPD on the provision of CU guidance for gifted students and students with additional learning needs.
- Access to peers through community groups to avail of local best practices, and measures.

Partners

Administrators support the counselling program in numerous ways, including implementing and upholding policies and procedures. Together with the school Counselor, they develop partnerships with resources in the community that contribute to the counselling process.
Teachers are a valuable resource as they spend the most time with students and are able to provide key information and feedback, which informs the counselling process. As such, teachers work closely with Counselors to assess and monitor students' progress and well-being.
Head of Inclusion collaborates with the school counselor on all student referrals to ensure that students' needs are assessed holistically. In many cases students of Determination also require counselling services in addition to SOD support.
Students are encouraged to take an active role in the school-counselling program as they work towards success in school. Various opportunities are provided through which students can benefit from the school-counselling program.
Parents/guardians work in partnership with the school counselor to help their children be successful in school. The school counselling program ensures that parents are given the tool to help their child with his/her developmental, emotional and social needs.

Confidentiality

Counselling folder/paperwork
All counselling related records are kept in a secure and private location. Access is granted to the Principal and Counselor. Each case referred to the Counselor is recorded and treated with confidentiality. Counselling records are kept separately from school records unless noted otherwise by school policy.

Services provided

Individual counselling
The school counselor uses many different mediums to work with students in individual sessions. In individual sessions, students may draw, write, sing, play, or just talk. Sometimes we work on learning a specific skill such as deep breathing for anxiety. Other times we work on role-playing situations, such as a problem with a friend or having a difficult conversation.

Group counselling
When there are multiple students experiencing similar problem or issue, it can be helpful for them to be in a counseling group together. Group counseling helps students build relationships and feel that they are not alone in their experiences.

Workshops
The school counselling program addresses key issues faced by students of various age groups by designing and implementing workshops that provide students with key skills and techniques to navigate the world around them.

Graduation requirements

- MOE requirements
  - SAT Math: 450
  - IELTS: 5.5 or SAT English: 450
  - Passing with an average of 60% and minimum grade of 60% on each subject
  - Passing the thanawiya A'ma Arabic and Islamic exams

- School requirements
  - 20 hours volunteering
  - 10 hours workshops
  - 1 week work placement in Grade 12