

SHAIKH KHALIFA BIN ZAYED BANGLADESH ISLAMIA SCHOOL

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مدرسة الشيخ خليفة بن زايد البنغلاديشية الإسلامية

مجلس أبوظبي للتعليم
(ترخيص رقم 109/1 بتاريخ 1/10/1980م)
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Career and University Guidance Policy

2025-26

1. INTRODUCTION :

At SKBZ Bangladesh Islamia School, we are deeply committed to fostering the holistic development of our students. Our Career and University Guidance Policy not only prepares them for academic success but also equips them for their future careers and higher education pursuits. This policy is designed to provide comprehensive support to our students, empowering them to make informed decisions about their academic and professional pathways.

2. Purpose:

- * To assist students in exploring their interests, strengths, and career aspirations.
- * To provide guidance and resources for students to make informed decisions about higher education options.
- * To equip students with the necessary skills and knowledge to navigate the university application process effectively.
- * To foster partnerships with universities, colleges, and industry professionals to facilitate students' transition to higher education and the workforce.

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). For example, a student 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 (e.g., sit in the front of the class to be able to lip read) to access learning.

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 Counsellor: An individual who implements the school's CU guidance program by providing advisory and administrative CU guidance counselling 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/Year1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7-G8/Y9) and Cycle 3 (G9/V10-G12/13). 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.

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.

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.).

3 Components of the Policy

a. Career and University (CU) Guidance Counsellor

The school will ensure the continuous availability of a qualified, full-time CU Guidance Counsellor and two support staff with the following responsibilities:

- * Understanding the career aspirations of each student in Cycle 3, starting in Grade 9, and providing guidance on the planning and aligning their student portfolios to meet these aspirations (e.g., choice of subjects, academic and extracurricular profile).
- * 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/ international requirements.
- * 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. Examples include writing recommendation letters, reviewing personal statements, and compiling relevant documents (e.g., transcripts, portfolios, attestations).
- *Establishing relationships with local/international postsecondary education institutions to facilitate student opportunities and support (e.g., admissions, visits, admissions, internships, partnerships).
- *Verifying that destination institutions have reasonable accommodations for 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 as per the requirements in the CU Guidance Program Implementation Guide.
- *Providing CU guidance support to any Cycle 2 student considering alternative pathways for Cycle 3 (e.g., transferring to TVET)

CAREER AND UNIVERSITY GUIDANCE COUNSELLOR

Career and University Guidance Counselor (CU Guidance Counselors) are required to meet the qualifications and experience requirements as per Section 2.2 of the ADEK Career and University Guidance Policy:

Minimum Eligibility : Staff should match one of the following eligibility profiles:

Profile	Main Qualification	Additional Qualification	Experience
1	QEF7(Bachelor's Degree) in any subject	-	<ul style="list-style-type: none">Former or current teacher/educator
		<ul style="list-style-type: none">CPD as per the ADEK Career and University Guidance Policy	-

Additional requirements:

1. Provisional requirements for currently employed CU Guidance Counselors and the appointment of staff serving in other capacities are detailed in sections 2.2-2.3 of the ADEK Career and University Guidance Policy.

b. Eligibility criteria of CU Guidance Counsellor

Skills and Competencies:

- * Strong interpersonal and communication skills.
- * Ability to build rapport with students, parents, and educational staff.
- * Proficient in career assessment tools and counselling techniques.
- * Knowledge of college application processes, scholarship opportunities, and financial aid.
- * Familiarity with labour market trends and career development resources.

Personal Attributes:

- * Empathy and understanding towards students' needs and challenges.
- * Organizational and time-management skills.
- * Commitment to student development and success.
- * Ethical and professional conduct.

C. Continuous Professional Development for CU Guidance Counsellors

- * The school will ensure annual membership in at least one professional organization for CU Guidance Counsellors, for the purpose of keeping the CU counsellors updated with best practices and relevant information for students.
- * The school will ensure that staff complete at least 25 hours of professional development annually at no cost to them, as per UAE Labour Law, with dedicated days to attend professional development events.
- * The school will ensure that all CU Guidance Counsellors undergo specific CPD to provide CU guidance for gifted students and students with additional learning needs.
- * The school will also encourage the CU counsellor to join and take advantage of community groups to learn and apply best practices within the CU guidance program.

d. Monitoring:**Program Evaluation:**

- * Yearly assessment of the counselling program's effectiveness through survey feedback forms, and performance metrics.

Counsellor Performance Review:

- * Periodic performance evaluations based on predefined criteria such as student feedback, peer reviews, and achievement of counselling goals.
- * Setting performance goals and providing constructive feedback.

Student Feedback:

- * Collecting continuous feedback from students regarding the quality and effectiveness of counselling services.

- * Implementing changes based on student needs and suggestions.

Reporting and Accountability:

- * Monthly reports to school administration on the progress and impact of the guidance program.

- * Documentation of counselling activities, student interactions and program improvements.

Continuous Improvement:

- * Commitment to ongoing improvement of the counselling program through data-driven decision-making.

- * Adoption of best practices and innovative approaches to meet evolving student needs.

e. Career Exploration and Development

- * **Career awareness:** The school will foster awareness of broad career concepts during Cycle 2 and actively support student transitions into Cycle 3, where career pathways/concepts can be explored in detail and integrated into postsecondary preparation.

- * **Career Assessments:** The school will offer career assessments and workshops to help students identify their interests, strengths, and potential career paths.

- * **Guest Speakers and Workshops:** The school will organize guest speaker sessions and workshops featuring professionals from various fields to expose students to different career opportunities.

- * **Career Counselling:** Students will be able to attend individualized career counselling sessions to address their specific interests, concerns, and goals.

- * **Skills development:** The school will help develop workplace-relevant soft skills via in-school activities or external enrichment programs and seminars.

f. University Preparation:

* **Academic Advising:** Our CU Guidance Counsellor and two support staff will work closely with students as academic advisors to ensure they meet academic requirements and take appropriate courses to align with their university goals.

* **Standardized Test Preparation:** The school will offer guidance and resources to help students prepare for standardized tests such as the SAT, ACT, UCAT, NEET, EmSAT, IELTS and TOEFL.

* **University Research:** Students can access university databases and resources to research potential institutions and programs that match their interests and aspiration.

g. University Application Support

* **Application Workshops:** The school will conduct workshops to guide students through the university application process, including essay writing, resume building, and interview preparation.

* **Application Deadlines and Requirements:** Students will receive clear information regarding application deadlines, admission requirements, and procedures for various universities.

* **Letters of Recommendation:** Teachers and counsellors will provide support and guidance to students in securing letters of recommendation for their university applications.

h. Partnerships and Collaboration

* **University Visits and Fairs:** The school will organize university visits and college fairs to give students the opportunity to interact with admissions representatives and learn more about different institutions.

* **Alumni Network:** Our school will leverage its alumni network to connect current students with alumni who can offer insights and advice about their University career experiences.

* **Industry Partnerships:** The school will collaborate with industry partners to students internships, apprenticeships, and mentorship opportunities, which provide real-world exposure and experience.

i. Implementation and Evaluation:

* **Implementation:** The Career and University Guidance Policy will be integrated into the school curriculum and extracurricular activities, with dedicated staff members overseeing its implementation.

* **Evaluation:** Yearly assessment and feedback mechanisms will be in place to evaluate the policy's effectiveness and make necessary adjustments to better meet students' needs.

j. Student Coverage:

The school will report the following programme indicators to the ADEK annually:

- The percentage of students in Cycle 3 (and any in Cycle 2) receiving CU guidance.
- Counsellor-Student Ratio: The number of students served by each FTE CU Guidance Counsellor.
- Graduate Destination: The percentage of graduates of the current academic year entering higher education, TVET, military service or employment by the start of the following academic year.
- Top 3 Destination: The percentage of graduates of the current academic year accepted to at least one of their top 3 choices of postsecondary institutions or employers.

4. Conclusion:

We remain committed to empowering our students to achieve their full potential and pursue fulfilling careers and higher education opportunities. Our comprehensive Career and University Guidance Policy will provide the support, resources, and guidance necessary for their success in the ever-evolving global landscape.

Kiran Akhter
Principal (Acting)

