



# Transition Year Programme

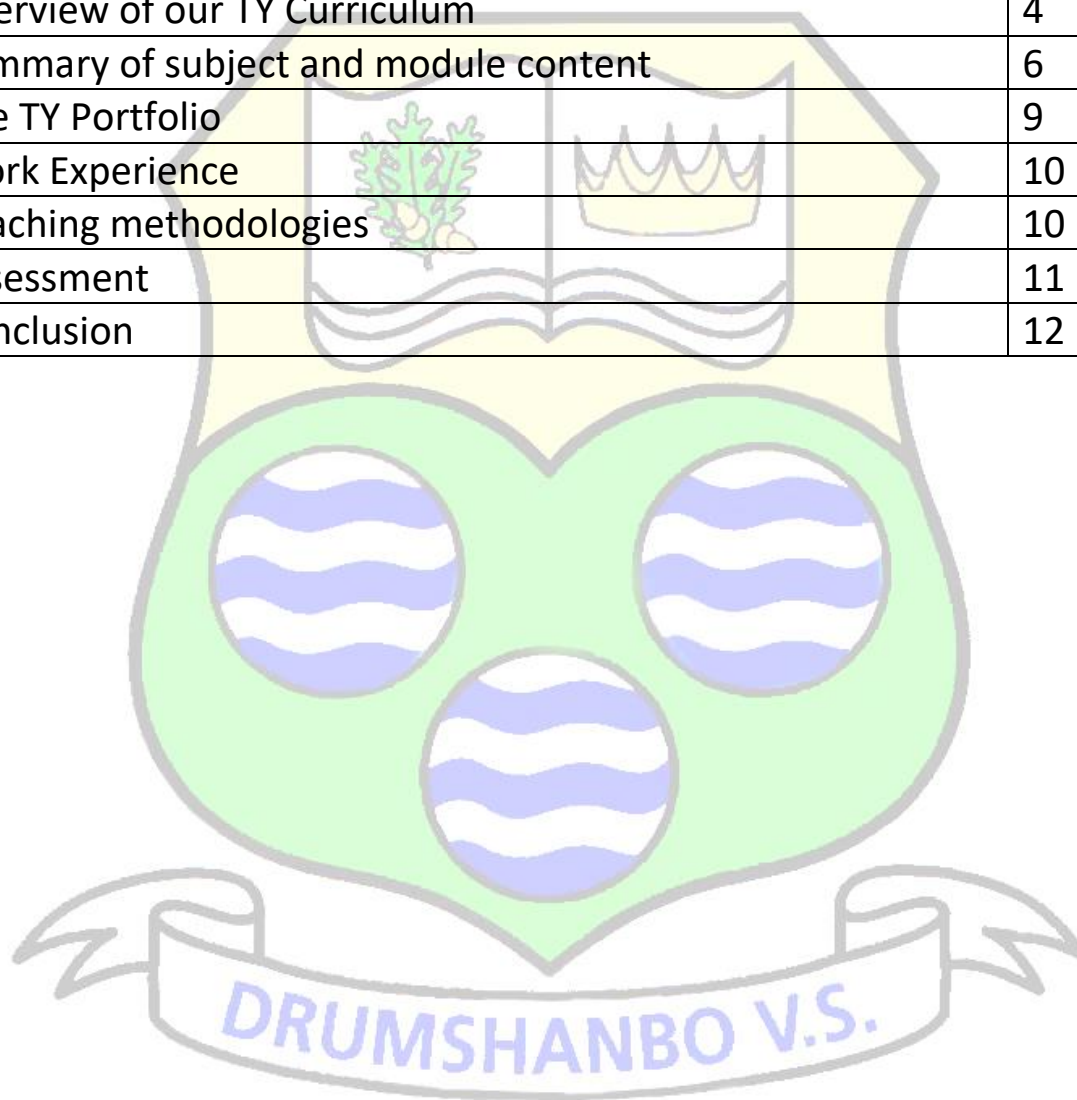
2021/22



## Contents

## Page

Introduction	3
Aims & Objectives	3
Overview of our TY Curriculum	4
Summary of subject and module content	6
The TY Portfolio	9
Work Experience	10
Teaching methodologies	10
Assessment	11
Conclusion	12



## Introduction

*“The Transition Year programme aims to promote the personal, social, educational and vocational development of students and to prepare them for their role as autonomous, participative and responsible members of society”*. Department of Education & Skills

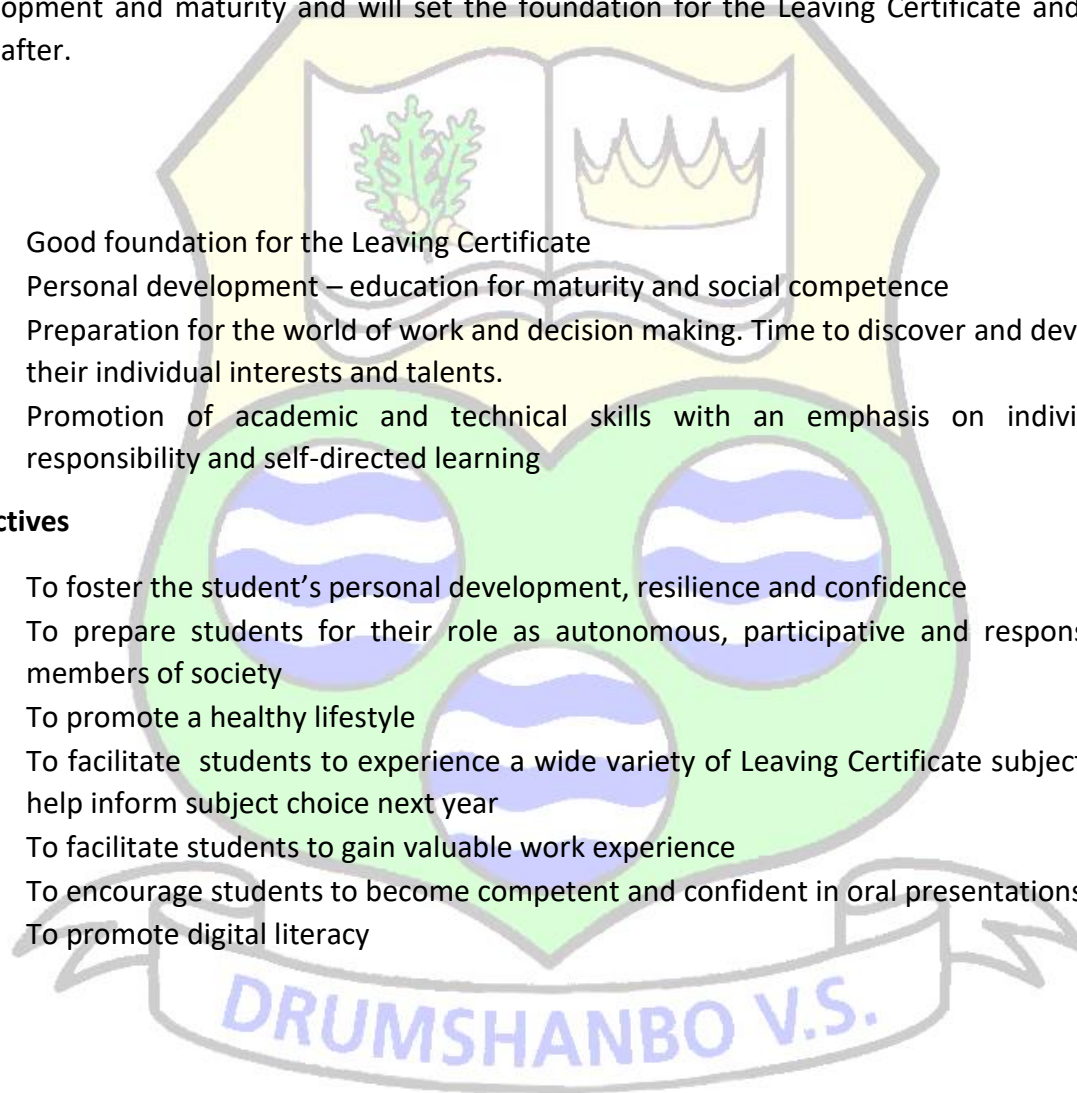
The Transition Year Programme at DVS is designed as a bridging year between the Junior Cycle and the Senior Cycle. Unlike those programmes it is not exam driven and will offer students the time and opportunities to develop social awareness, social competence, technical and academic skills as well as self-directed learning skills. All of these skills promote personal development and maturity and will set the foundation for the Leaving Certificate and life thereafter.

### Aims

- Good foundation for the Leaving Certificate
- Personal development – education for maturity and social competence
- Preparation for the world of work and decision making. Time to discover and develop their individual interests and talents.
- Promotion of academic and technical skills with an emphasis on individual responsibility and self-directed learning

### Objectives

- To foster the student’s personal development, resilience and confidence
- To prepare students for their role as autonomous, participative and responsible members of society
- To promote a healthy lifestyle
- To facilitate students to experience a wide variety of Leaving Certificate subjects to help inform subject choice next year
- To facilitate students to gain valuable work experience
- To encourage students to become competent and confident in oral presentations
- To promote digital literacy



## Overview of our Transition Year Curriculum

Our Transition Year Programme comprises four 'layers' as follows:

### 1 Core Subjects

*These are the subjects all students do for Leaving Cert exams (with the exception of Irish for those exempt)*

- English
- Irish
- Maths

### 2 Subject Sampling Layer

*All of these subjects have direct links to the optional exam subjects for Leaving Certificate. This is an ideal opportunity for students to gain experience in a subject that they haven't taken for the Junior Cycle. It should broaden their options for the Leaving Certificate Programme. The relevant Leaving Cert subjects are listed below in brackets opposite the TY subject.*

- Arts & Crafts (Art, Craft & Design)
- Architecture (DCG, Construction Studies)
- Business & Enterprise (Business, LCVP)
- Electronics & Robotics (Engineering, Physics/Chemistry, Maths, DCG)
- Food Matters & Environmental Issues (Home Economics, Biology)
- Geography (Geography)
- Local Heritage & World History (History)
- Modern Foreign Language (French or Spanish)
- Music Appreciation (Music)
- World of Science (Physics/Chemistry, Biology, Agricultural Science)

Links will also be established within these subjects; eg. Robotics & Physics, Geography & Architecture.

### 3 Transition Year Specific Layer

- SPHE/RSE
- Careers Guidance
- Physical Education & Outdoor Pursuits
- Computer Studies
- Religion & Contemporary Social Issues
- Tutorial / Portfolio Preparation

#### 4 Calendar and 'Once-Off' Events

Throughout the year students will have the opportunity to participate in as many events and workshops as possible from the following list (This list is not exhaustive and will evolve and be amended as the year progresses depending on what opportunities arise during the school year):

- Public speaking / debating
- Drama
- National science competitions
- Sumo robot competition
- School Bank
- Mini Company
- Educational & bonding trips
- Etiquette course
- Study Skills Programme
- First Aid
- Coaching courses
- Mindfulness
- Gaisce
- Ceili dancing
- Safe Food for life Course
- Leaving Certificate Subject Choice Week
- Mock interviews
- Self defence
- Social Action Project
- Guest speakers

#### European trip

Note: It is hoped that when the travel restrictions are lifted and public health advice allows, we will be able to organise a trip abroad if there is sufficient interest.

Of course we hope that our TY students will get involved in as many as possible of the extra-curricular activities offered in our school such as volleyball, chess, football etc.



## Summary of subject & module content

### The Core Subjects

**An Ghaeilge:** Considering that the oral is worth 40% of the Leaving Cert exam, there will be a strong emphasis on oral and aural work. This course will promote an appreciation of the Celtic heritage through language, bealoidis, poetry, music and dance.

**English:** Functional and creative writing and the study of literature, drama and contemporary poetry.

**Maths:** Development of skills already acquired and the application of Mathematics to practical situations. In preparation for the Leaving Certificate course, there will be an emphasis on algebra, applied maths, problem solving, statistics and graphs

### The Sampling layer

**Arts & Crafts:** Students will be encouraged to explore and develop aspects of art, craft and design. Proposed modules in this subject include ceramics, print-making, painting and photography.

**Architecture:** This course will include modules from the “Shaping Space Educational Resource” developed by the Royal Institute of Architects in Ireland and will cover areas relevant to both the Design & Communications Graphics course and the Construction Studies course for Leaving Certificate. There will also be links with Geography and History.

**Business & Enterprise:** This course gives students the opportunity to experience the world of business and entrepreneurship in a practical way. Students will become competent in personal finance skills such as calculating income tax, dealing with financial institutions and personal budgeting. Enterprise modules will focus on skills in business planning and product development. This will be a good foundation for both the Leaving Cert Business course and the LCVP Link Modules.

**Electronics & Robotics:** Mini Sumo Robot is a Transition Year unit promoting a problem solving, hands-on learning experience by encouraging students to identify creative solutions to a specific design brief in the world of robotic design, programming and engineering. It is not necessary for students to have a prior knowledge in engineering or graphics. The skills and knowledge developed have wide applicability across a variety of curriculum areas as well as everyday life. The unit, however has close links with Leaving Certificate engineering, Physics, Mathematics, Construction Studies and DCG.

**Food Matters & Environmental Issues:** Students will develop practical cookery skills while at the same time exploring issues of interest and relevance to young people. They will learn to think more critically about the food they eat and the importance of healthy food choices. Students will have the opportunity to participate in the “Safe Food for life” course and achieve certification in food hygiene – the minimum qualification in order to work in a food premises.

**Geography:** This course aims to set the foundation for the Leaving Certificate course by giving students an introduction to various aspects relevant to Leaving Cert Geography and acquiring practical geographical skills that can be applied to their local area and the wider world. There will be links with the architecture course and lots of scope for field trips, locally and further afield to places such as the Marble Arch Caves Geo-Park.

**Local Heritage & World History:** Students will get a taste of what Leaving Certificate History course is like but there will be an emphasis on practical work and historical research both locally and in the wider context. Depending on interest a module in **Classical Studies** may be included. This module will introduce students to key areas of Ancient Greek and Roman worlds. They will discover how these ancient civilisations influence our world today.

**Modern Foreign Language:** The further development of the language studied for Junior Certificate (French and Spanish). The course will incorporate a study of the culture of the country. Consideration may be given to students who wish to take up a language for the first time. Those who are exempt from languages can also participate and gain a competence in conversational language that can add to their holiday experiences in the future.

**Music Appreciation:** This aims to provide a general education in music for all students regardless of their previous experience or proficiency. Students will get an opportunity to perform for an audience and to take part in the recording of an album.

**World of Science:** This course will explore aspects from all each of the science courses available for the Leaving Certificate: Physics/ Chemistry, Biology & Agricultural Science. There will be an emphasis on practical hands-on aspects, research methods and areas such as forensic science that students may not have a chance to experience in the Leaving Cert programme.

#### The Transition Year Specific Layer

**SPHE /RSE:** This will build on work done for Junior Cycle and will include module in assertive communication.

**Careers Guidance:** Students will learn about third level entry systems and apprenticeships. Preparation for the world of work will include CV preparation and completion of application forms as well preparation for interviews. Subject and careers choices will be informed by interest inventories and aptitude tests. A Study Skills workshop will be organised.

**Physical Education and Outdoor Pursuits:** This course is designed to ensure that students appreciate the importance of physical activity not only for their physical wellbeing but also for their social and psychological wellbeing. Students will get to participate in a wide variety of sports and outdoor pursuits. At the beginning of the year they'll be encouraged to give an input into what activities they would like to be included in the programme. Leadership and coaching skills can be developed through the GAA Future Leaders and the TY Volley programmes.

**Computer Studies:** Students will build on basic IT skills and use of MS Office in addition to coding and web-design.

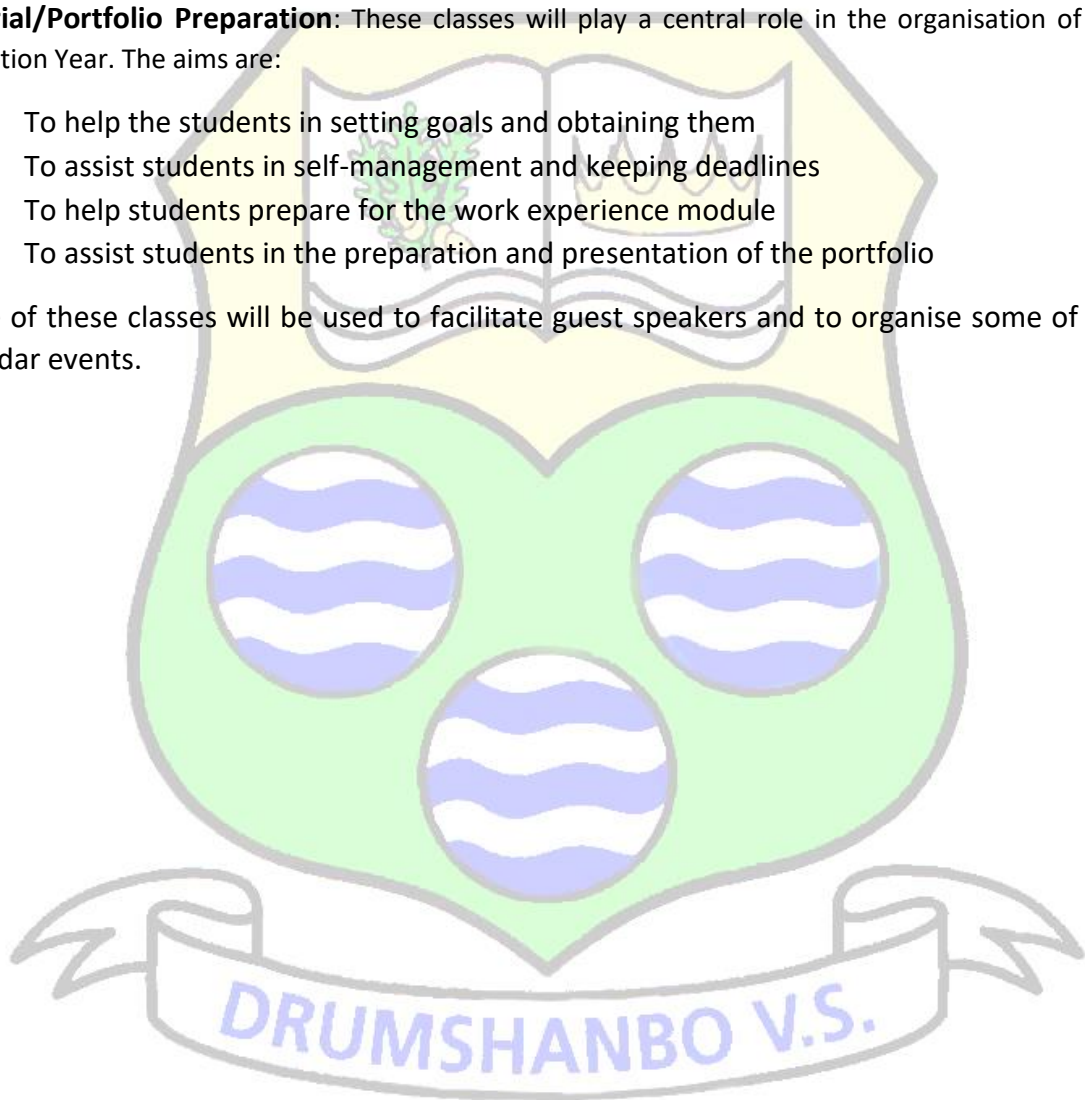
**Religion & Global Development Education:** Students will explore world faith & global development issues and have an opportunity to develop a social action project.

**Public Speaking & Debating:** This aims to help students to gain proficiency in analysing material, making good arguments, being able to defend an argument while listening to the opposing point of view and learning to challenge assumptions. It will link in with many other aspects of the curriculum such as English, SPHE, Geography, History, Science and Religion.

**Tutorial/Portfolio Preparation:** These classes will play a central role in the organisation of the Transition Year. The aims are:

- To help the students in setting goals and obtaining them
- To assist students in self-management and keeping deadlines
- To help students prepare for the work experience module
- To assist students in the preparation and presentation of the portfolio

Some of these classes will be used to facilitate guest speakers and to organise some of the calendar events.





## What is the Portfolio?

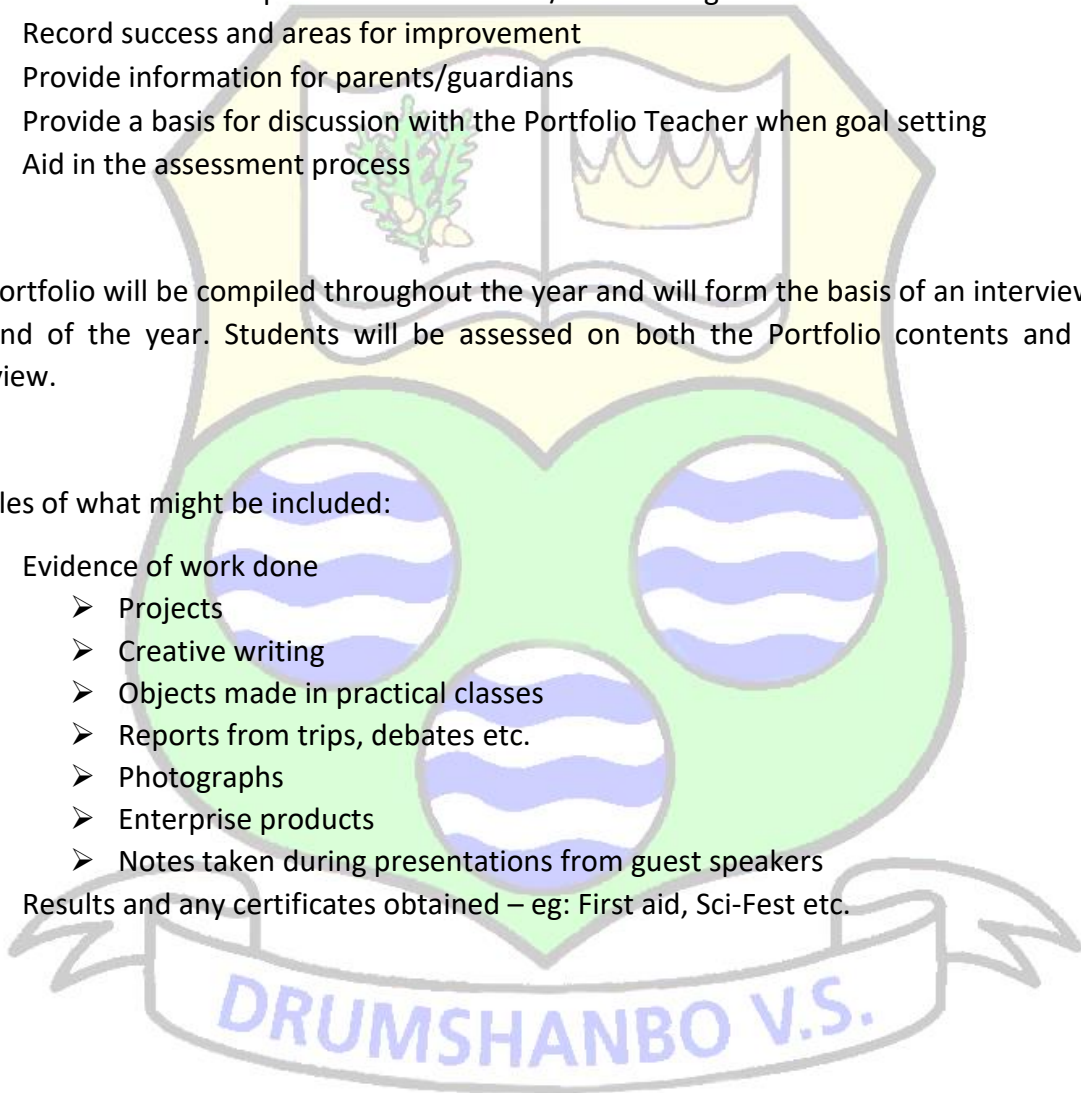
The purpose of the Portfolio is to maintain a record of the student's work and participation throughout the year. It will:

- Promote ownership of the student of his/her learning
- Record success and areas for improvement
- Provide information for parents/guardians
- Provide a basis for discussion with the Portfolio Teacher when goal setting
- Aid in the assessment process

The Portfolio will be compiled throughout the year and will form the basis of an interview at the end of the year. Students will be assessed on both the Portfolio contents and the interview.

Samples of what might be included:

1. Evidence of work done
  - Projects
  - Creative writing
  - Objects made in practical classes
  - Reports from trips, debates etc.
  - Photographs
  - Enterprise products
  - Notes taken during presentations from guest speakers
2. Results and any certificates obtained – eg: First aid, Sci-Fest etc.

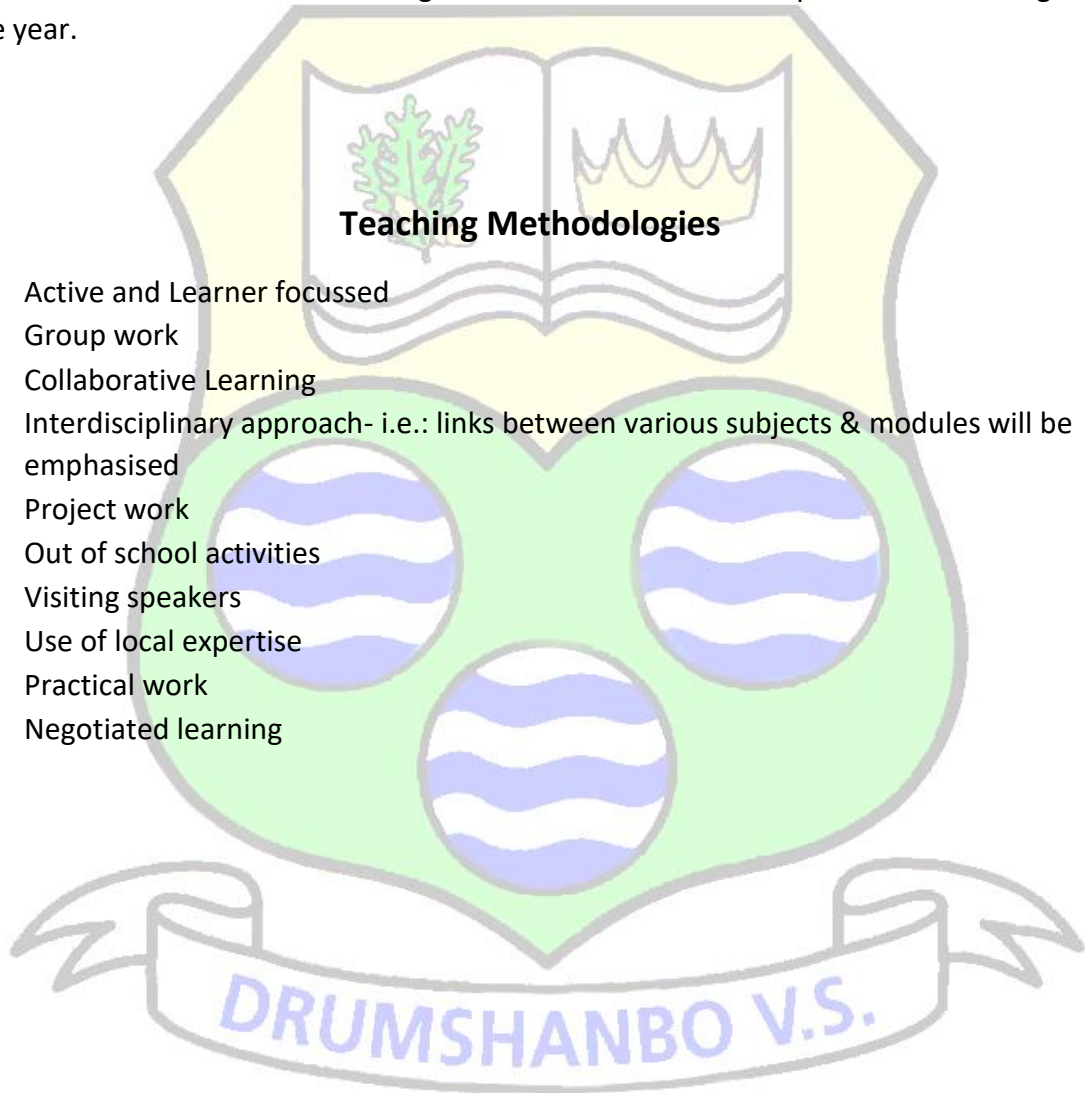


## Work Experience

Students will engage in two weeks of work placement during the school year after the First Term. The aim of work placement is to give the students an insight into the “world of work”. It is important that if at all possible, they choose placement in an area where they have a genuine interest in pursuing a career.

Once students are over 16, they must be Garda Vetted in order to work with minors and vulnerable people (eg work placement in a primary school)

The Transition Year Co-ordinator will give more details on work experience at the beginning of the year.

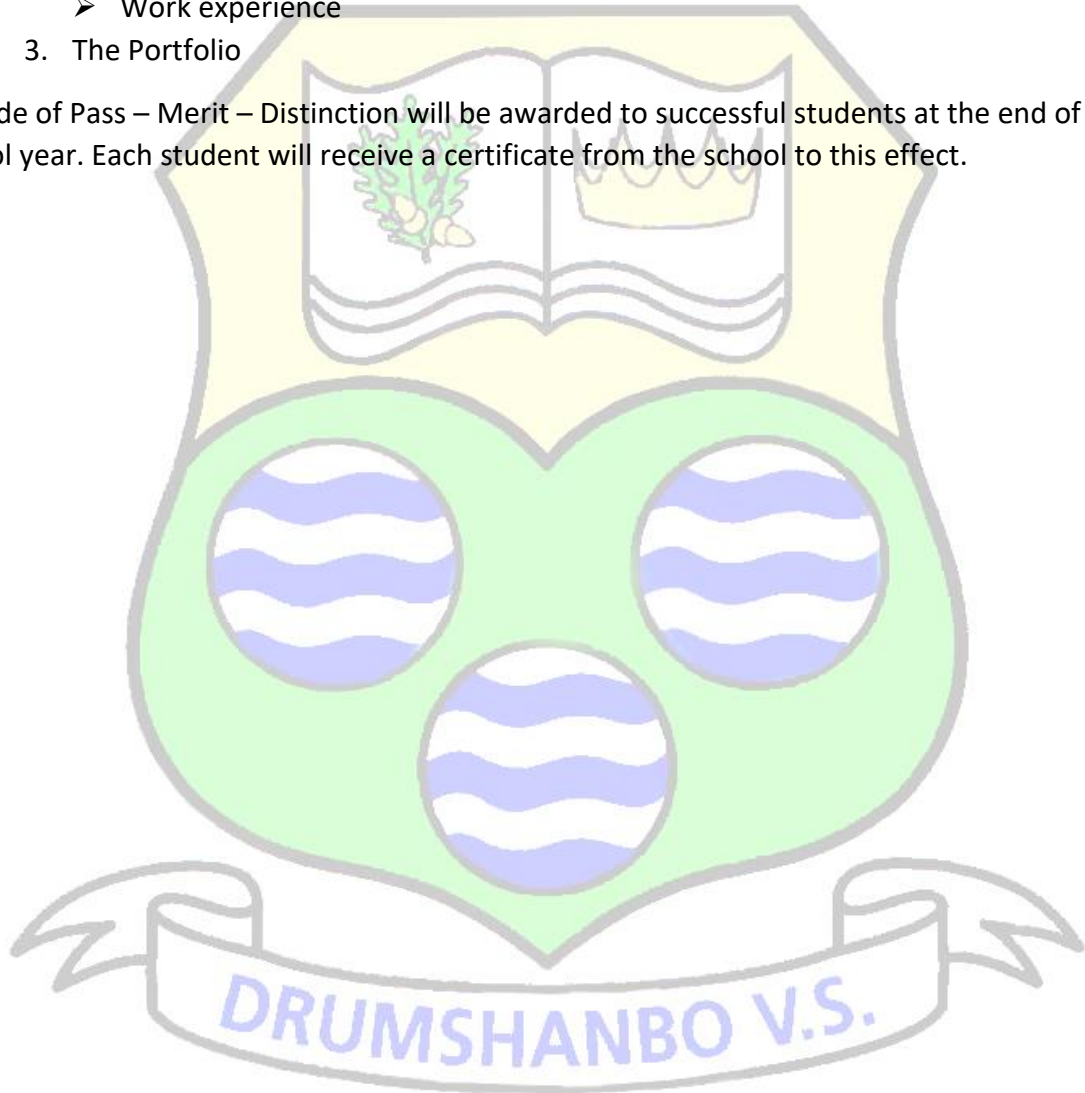


## Assessment

In the main, the emphasis will be on formative assessment (i.e.: assessment for learning). The final grades for the year will be generated from the following:

1. Formal written assessments
2. Continuous assessment through
  - Project work
  - Oral/Aural work
  - Practical work
  - Work experience
3. The Portfolio

A grade of Pass – Merit – Distinction will be awarded to successful students at the end of the school year. Each student will receive a certificate from the school to this effect.



## Conclusion

A successful and rewarding Transition Year depends on not alone what the school can offer, but also on how the students make the most of the opportunities during the year. If they treat it as a “doss year” then they will lose out as they didn’t participate in anything. The programme is flexible in terms of the calendar events and many of the activities we can offer. We will be take into account the students interests and tweak and amend our programme accordingly. However, the students do need to be motivated to take part and to get the full benefit of this year.

We want to make use of as many of our local resources as possible. That includes the Parents, Guardians and Grandparents. There is a wealth of experience and expertise in our own community. We can witness innovation all around us in Drumshanbo and surrounds. We hope to tap into that as our Transition Year evolves in the coming years.

TY can be one of the greatest years of a student’s life. It can be a time to make new friends and to strengthen existing friendships. For some it can be transformational.

We hope that you enjoy it.

---

Martin Fallon  
Principal

---

Yvonne Traynor  
Programme Co-ordinator

