Stratford College
Co-educational Secondary School

TY Programme 2025/2026

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Our Mission

Stratford College aims to provide a teaching and learning community committed to quality and excellence in education.

We are dedicated to:

Providing a nurturing environment where each individual can develop self-esteem and a sense of their place in, and responsibility to, society.

Instructing Jewish students in their religion while fostering mutual respect for all traditions.

Promoting personal achievement and academic success.

Respecting the unique potential of every student and encouraging each to maximise it.

*The founding values continue to inspire the school today; those of educating our students in **an inclusive academic environment** which seeks to foster in young people a sense of **personal and academic achievement**, of **respect** for diversity and of **service** to the community.*

Our TY Guiding Principles

Quality*; Our TY Programme will offer all learners a high quality education, characterised by high expectations of the learner and the pursuit of excellence. It will aim to generate engagement and enthusiasm and encourage participation.*

Inclusive education*; the experience of TY will be inclusive of all learners and contribute to the achievement of equality of opportunity, participation and outcome for all*

Continuity; *the curriculum will build on students' learning to date, actively support their progress in learning, and facilitate them in preparing and planning for future learning*

Lifelong learning*; Students will develop the skills of managing and directing their own learning that will assist them in meeting the challenges of life beyond school, in further and continuing education, and in working life as they prepare for their future lives as local and global citizens.*

These principles will continue to guide our thinking as new subject specifications become available and short courses are considered.

We communicate our progress and national developments on our website, in our annual School Improvement Plans, at our annual curriculum evening and information evenings and regularly at our Board meetings. We will continue to do this as the new programme is rolled out.

School Self Evaluation (SSE) and **School Improvement Planning (SIP)** will continue to prioritise areas of development in teaching and learning and by so doing improve students' learning experiences and outcomes in this and all our programmes.

Transition Year is a one-year Programme of study for students who have completed their Junior Cycle education.

In Transition Year, students are free to enjoy learning without the pressure of state examinations. Assessment is more formative than summative. Students will keep a digital portfolio of their work and reflect on their learning and experiences. They will receive November reports and an end of year a portfolio interview. Parents will also receive formative feedback at Parent-Teacher meetings.

Rationale of Transition Year

Transition Year is designed to act as a bridge between Junior Cycle and Senior Cycle by facilitating the smooth transition from the more dependent learning of Junior Cycle to the more independent self-directed learning required for Senior Cycle. This one-year educational programme offers the potential for the holistic development of young people as flexible learners, active citizens, and future workers. It is an interdisciplinary programme with an emphasis on personal development, social awareness and increased social competence. Students are given the chance to follow our course of study without the pressure of state examinations. The rationale of Transition Year is:

➢ To provide a learning structure which promotes maturation.
➢ To develop a wide range of cognitive and emotional processes.
➢ To be learning-led rather than exam-led.
➢ To provide breadth and balance in the curriculum.
➢ To provide experiential learning.
➢ To learn through networking with other schools and social agencies.
➢ To encourage variety in teaching and learning styles.
➢ To encourage life skills.
➢ To lead the student to the point where self-regulated learning takes place.
➢ To support the overall ethos and mission of the school.

Aims and Objectives of Transition Year

"TY offers time, space and autonomy to create enjoyable and meaningful education experiences that support students in senior cycle while facilitating their engagement with a broader range of pathways and possibilities" (NCCA Transition Year Statement 2024)

The emphasis in Transition year is:

➢ Education for maturity with the emphasis on personal development including social awareness and increased social competence.

➢ The promotion of general, technical, and academic skills with an emphasis on interdisciplinary and self-directed learning.

➢ Education through experience of adult and working life as a basis for personal development and maturity.

Code of Behaviour

The school's Code of Behaviour applies to all students, including Transition Years. Details of the Code of Behaviour are found in the student journal. In addition, please note the following:

A Transition Year student should not be out of class for any reason unless this has been sanctioned by the class teacher.

Students when on trips off site should always remember that they are representing the school and should therefore show exemplary behaviour.

Students should thank teachers, speakers, bus drivers, and anyone who has made an event possible.

Students should be respectful towards each other, and not exclude anyone in their class or year group.

Commitment and Involvement

To maximise all that Transition Year has to offer, a high level of commitment and involvement in required. Teachers will encourage students and provide opportunities for optimal commitment and involvement, but an extra resolve on the part of students to really 'get stuck into TY' is a vital ingredient to a remarkable year.

TY Personnel

- Transition year is supported by the whole school staff, including
- The Board of Management
- The Principal – Mr. Nathan Barrett
- The Deputy Principal - Ms. Donohoe
- The Transition Year Coordinator - Ms. Maxwell
- The Teaching Staff
- The Guidance Counsellor - Mr. Culliney
- Transition Year teachers

A meeting of all teachers involved in Transition Year will be held at the beginning of the academic year. The Transition Year co-ordinator outlines the aims of Transition Year, informs teachers of activities and events, and addresses any questions.

At all subsequent staff meetings, Transition Year matters are discussed where necessary. A whole staff meeting in the final term will incorporate a Transition Year meeting to inform planning for the subsequent year. The findings of the TY evaluation and Portfolio meetings are also shared.

The Coordinator holds a weekly/monthly meeting with Mr. Barrett to plan and discuss on-going issues. Minutes are retained of all meetings.

Communications

Communication between students, teachers, parents, and the Transition Year Co-ordinating team is vital for the successful implementation of the Transition Year programme. Students and parents are encouraged to contact the Coordinator at any stage if they have any queries or concerns, or suggestions for improvement to Transition Year.

Information Meetings

There will be an Introduction Meeting for Transition Year students and Parent's with the Principal and the Transition Year Coordinator. Students will receive information on everything there is to know about Transition Year. This is an important forum to answer any questions which students or Parent's may have.

Parents are invited to attend a Subject Choice Talk
Transition Year students will also attend a Subject Choice Talk.

Ongoing

Other areas of communication are:
- Meeting with coordinator at tutor time re- reminders etc
- Informal chats with students.
- Emailing on Office 365.

- Messaging in Teams.
- Information on the school website.
- Letters to Families
- Information evenings for optional tours.
- Social media
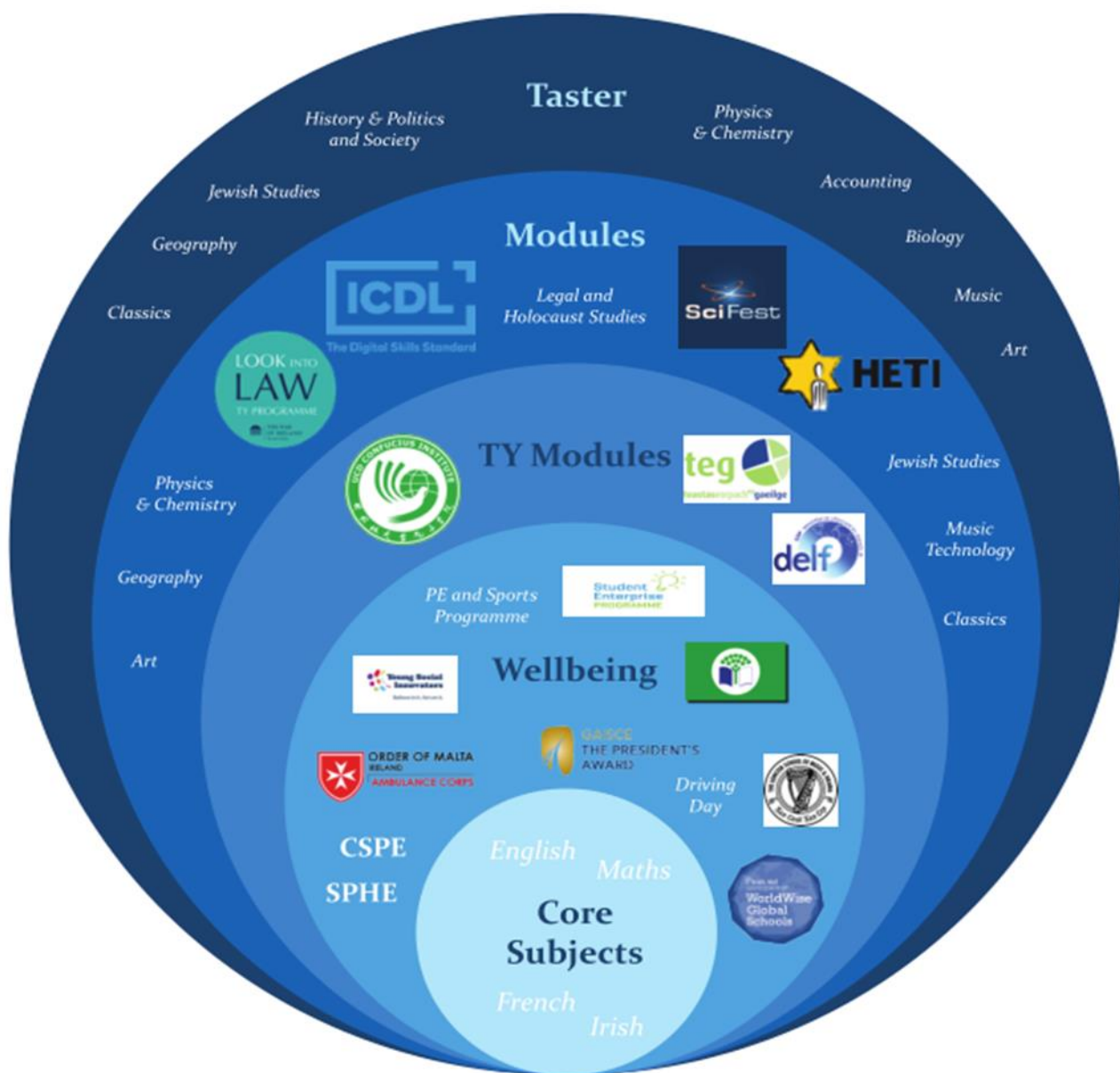- Direct contact with a parent by phone or email where necessary

Tips for parents

- Transition Year is focused on promoting maturity. It recognises that your child is at a crucial stage on the pathway from childhood dependence towards adult independence. Our Transition Year Programme allows students to become more aware of themselves and of the world around them. Decision-making can be more informed and ambitions more focused.

- The emphasis is on developing skills rather than on simply remembering facts. Such skills - academic, technical, and general - stand to people for life. Skills in maths, languages and study are especially relevant for a Leaving Certificate programme.

- Your child can gain realistic insights into adult and working life. Our work experience programme is a major milestone on many students' path to maturity.

- Students can develop more independent study habits.   The emphasis is on on-going assessment rather than on a terminal exam. Project work, for example, where a student plans and executes a piece of work over a number of days or weeks, can promote self-regulated learning. Rather than have students lose any study habits, Transition Year can lay a solid base for learning in a more adult, responsible way.

- The year lays a solid foundation for the Leaving Certificate programme. This foundation can also be a solid base for a more mature and consistent approach to third-level studies after the Leaving Certificate.

- Transition Year is not dominated by an exam at the end of the year. Our Transition Year Programme gives space and opportunity to concentrate on aspects of learning outside of Junior or Leaving Certificate courses. Qualities which might not otherwise flourish are often developed. Individuality is respected and fostered.

- Our Transition Year Programme offers a broad variety of topics and subjects. For example, we currently include media studies, computer studies, as well as Chinese, filming, Delph, Teg, LIFT leadership training and skiing, and many more.

- Transition Year gets students out of the classroom, into other learning environments. As you can see in our calendar, we offer a host of trips and activities.

- Any student who has missed out on parts of the Junior cycle course can use Transition Year to catch up or fill in gaps in their learning before starting a Leaving Certificate programme. This can be especially relevant in maths and languages.
- Students can learn the skills of dealing with people in practical ways. There can be a lot of contact with adults outside the school. Oral communication skills, so relevant to all aspects of living and working, are highlighted. Many teachers identify the growth of young people's confidence and self-esteem through Transition Year Programmes as the key benefit of the year.
- Young people can learn the skills of dealing with people in practical ways. There can be a lot of contact with adults outside the school.
- Attention to careers, third-level courses, the realities of employment are central concerns in Transition Year. Work experience or work shadowing features is an important part of Transition Year. By the end of Transition Year programme students have often changed their career hopes and plans quite radically from the ones they had twelve months earlier.
- Students can follow and develop special interests. These might be sporting, leisure, academic or social interests. The flexibility offered by Transition Year means it can be an ideal opportunity for teenagers to respond to challenges such as Gaisce (The President's Award Scheme).
- Transition Year links schools more directly with their immediate communities. Students can become involved in activities such as voluntary work, or local projects. The community resources of individual parents and other people are also integrated into our Transition Year programme through guest speakers and mock interviews.
- Transition Year can encourage more mature relationships between you, parents and guardians, and your child. At the end of a day's work experience or a particularly stimulating trip, you are often the ones best positioned to listen. Again, with project work or other learning strategies used in Transition year, you can feel more centrally involved in the growing-up and learning process.
- We encourage communication and suggestions from parents to offer the best Transition Year experience for their child.
- Thus, Transition Year also provides special opportunities for parents!

Stratford College Transition Year (TY) Programme

Stratford College TY Programme

Taster

History & Politics and Society

Physics & Chemistry

Jewish Studies

Accounting

Geography

Biology

Classics

Music

Art

Modules

ICDL — The Digital Skills Standard

Legal and Holocaust Studies

SciFest

LOOK INTO LAW TY PROGRAMME

HETI

TY Modules

teg teastas eorpach na gaeilge

Jewish Studies

Physics & Chemistry

delf

Music Technology

Geography

PE and Sports Programme

Student Enterprise PROGRAMME

Classics

Art

Wellbeing

Young Social Innovators

ORDER OF MALTA IRELAND AMBULANCE CORPS

GAISCE THE PRESIDENT'S AWARD

Driving Day

CSPE

SPHE

English

Maths

WorldWise Global Schools

Core Subjects

French

Irish

Aims of TY in Stratford College

The overall aim of our Transition Year option is to enable our students to grow towards maturity, to develop their social and personal skills resulting in responsible and well-balanced individuals.

To foster the student's personal growth, development and confidence to develop the social skills of the student.

To engage in preparation for a healthy, active life

To foster an appreciation of culture, aesthetics and the arts.

To encourage the student to become an active and responsible citizen and member of his local community.

To enable the student to better appreciate and cope with the academic demands of the senior cycle.

To prepare the student for the world of work, to provide opportunities for enterprise and decision making.

To encourage each student to become more responsible for his own learning, to promote positive relations among everyone involved in Transition Year

TY Programme Overview

Our Transition year programme is modelled in layer like an onion. The core subject layer stimulates students academically on their learning journey to the Leaving Certificate. Teaching and learning methodologies encourage critical thinking and problem-solving skills. Underpinning all mythologies is the objective of active and self-directed learning.

The Transition Year Programme is constantly evolving to meet the needs of young people. It is planned through the consultation of all partners in the school community - students, parents, teachers, the Transition Year co-ordination team, management and external agencies. Regular evaluation of the Programme is carried by students, parents, and teachers to build and improve on our Transition Year Programme.

In Transition Year we build on the learning in Junior Cycle in core subjects. We offer a diverse range of new exciting courses in rotational modules. We offer a range of activities and trips; our students participate in the Gaisce Bronze medal award and we welcome speakers on a range of topics.

TY Programme	Hours	Subject Area
Core	90	**English** **Mathematics** **French incl Communicative French DELF Oral** **Irish incl Communicative Irish Oral TEG**
Enhanced Learning	60 90	**International Computer Driver Licence (ICDL)** **Introduction to Chinese Culture and Language** **PE and Sports (incl Sports Science)**
Short Courses	30	**Preparation for World of Work** *(cf Work Experience Placements. See list of suggestions in this handbook. Others as relevant)* **Enterprise Education** **Social, Personal, Heath Education** **Music** **Drama**
Taster Modules	30 hours	• **History & Politics and Society** • **Physics & Chemistry** *Scifest September to December* • **Geography** • **Art** • **Biology** *Scifest September to December* • **Classics/Jewish Studies** • **Music** • **Sport and Recreation**

Extra Curricular (optional)	45	**Drama** **Tennis** **Soccer** **Basketball**

The Rite Journey – Stratford College

For over 20 years The Rite Journey has been providing an unique educational programme in schools designed to support the development of self-aware, responsible, respectful, resilient, resourceful and reflective students. The programme is being taught in over 150 schools on 4 continents to over 11,000 students. Stratford College is the first school in Ireland to offer this programme.

It is a year-long program designed to:
- *Acknowledge & celebrate each student's shift into adulthood*
- *Offer conversations & experiences to guide this transition*
- *Foster connections with positive adult role models*
- *Educate & include parents/carers in the process*
- *Connect students with their strengths*
- *Build self-awareness*

Anthropologists recognise that most cultures traditionally transitioned individuals from one social role to another by way of what he termed 'rites of passage'. Three distinct elements were found throughout different cultures: *separation*, *transformation* and *reincorporation*. The Rite Journey acknowledges the lack of this process in western culture and reinvents this transition into adulthood using a Hero's Journey. It expands the 3 elements into seven stages:

1. THE CALLING - at a significant local landmark (probably the Dublin hills), the students show gratitude for their childhood and are called on their journey to adulthood. This usually takes place at dawn.

2. THE DEPARTURE - parents, carers and mentors join the students for an opportunity to learn, reflect and look forward.

3. THE FOLLOWING - the students are guided throughout the year by a number of supportive adults including teachers, parents/carers and mentors. Mr Kelly and Ms Finnegan will lead the process.

4. THE CHALLENGES - resilience is built by giving students challenges and helping them acquire the skills, resources and mind-set necessary to overcome them.

5. THE ABYSS - the biggest challenge of the year takes students out of their comfort zone to help them learn more about themselves.

6. THE RETURN - students reflect on what they have learned and experienced over the year and the gifts and skills they will carry into adulthood.

7. THE HOMECOMING - students are celebrated and honoured at a gratitude ceremony involving teachers, parents/carers and mentors.

There are also four themes explored throughout these stages – *self-awareness, relating to others, seeing the bigger picture and service to community*. The TY students will meet weekly in Council (as the class is called) and, through conversation, explore these topics.

To become part of this programme, TY students will need to determine if they are RAW - Ready, Able and Willing. Teachers will assist them with this process of discernment. Programme will commence in September 2025.

"The Rite Journey is one of the most exciting and well-conceived ideas in education for a very long time"
Steve Biddulph (Parent Educator, Author, Psychologist)

TY Induction

Slide 1

Transition Year Induction 2018/19

Slide 2

Ice Breakers (9:00-10:00 am)
- Bomb (ball passing game)
- People Bingo
- Numbers/plates
- 2 truths and a tale

Slide 3

Brainstorm TY- To promote maturity:
*Maturity in studies by making students more self-directed learners through the development of general, technical and academic skills
*Maturity in relation to work and careers by developing work-related skills
*Personal maturity by providing opportunities to develop communication skills, self-confidence and a sense of responsibility
*Social maturity by developing greater 'people' skills and more awareness of the world outside school
*Maturity that will help the student make a more informed choice of subject for their Leaving Certificate studies.

Slide 4

Expectations in TY
RESPECT
- Peers
- Teachers & staff who work here
- Clients at work
- Management
- Employers & colleagues in the work place

Slide 5

Fresh Start
- It is a chance to start afresh
- If you have a history, you could take this opportunity to put it behind you.

Carpe Annum
- Have a great year
- Let me know if things are not going well The TYDT will continue to work to make things better

Slide 6

- Try to be happy
- Keep your sights on the long-term also: don't stop working at subjects Grow in other ways
- Learn something outside school
- Make new friends
- Be more helpful at home
- Take up a new musical instrument or start a band
- Read more books
- Write poetry
- Be a nicer person

Slide 7

Slide 12
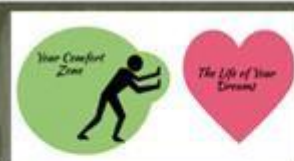
Team Building activities
- Pelmanism
- Brickworks
- Giant Jenga

STUDENT INDUCTION INTO TRANSITION YEAR

The FIVE most important goals I want to achieve during my Transition Year are:-
number 1 (highest) to 5 (fifth highest)

☐	Get on better with adults.
☐	Talk in public with more confidence.
☐	Have a more positive attitude to school and learning.
☐	Get on better with people of my own age group.
☐	Make decisions more easily.
☐	Express my own point of view more clearly.
☐	Be able to work more independently, without too much spoon-feeding from teachers.
☐	Get a better understanding about workplaces and working life.
☐	Become a more mature person.
☐	Form a clearer picture of what I want to do after TY.
☐	Work more co-operatively with teachers.
☐	Learn more about myself.
☐	Develop new skills.

By the end of the Transition Year I would like to be able to:-

Signed …………………………………………………….

Signed ....

Sample Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
French French Room Mr Claudja dos Santos 4Fre-A 08:55 - 09:53	Science Science Lab Sheena Tarrant 4Sci-B.1 08:55 - 09:53	Social, Personal and Health Education Maths/Science Room Ms. Lynda Finnegan SPHE-1 08:55 - 09:53	Irish Irish Room Ms Sheenagh Maxwell 4Iri-1 08:55 - 09:53	Computer Studies Computer Lab Ms. Helen O'Kelly 4Com-A 08:55 - 09:55
Arts Urginia History Room Gemma McGill 4Art-S.1 09:53 - 10:51	Irish Irish Room Ms Sheenagh Maxwell 4Iri-1 09:53 - 10:51	French French Room Mr Claudja dos Santos 4Fre-A 09:53 - 10:51	Classical Studies Ms. Delia Donohoe 4Cla-S.41 09:53 - 10:51	Mathematics Maths/Science Room Mr. David Fennell 4Mat-2.1 09:55 - 10:55
Tutorial	Tutorial	Tutorial	Tutorial	Tutorial
Mathematics Maths/Science Room Mr. David Fennell 4Mat-2.1 11:15 - 12:13	Chinese Language & Culture Ms. Xiaofei Chen 11:15 - 12:13	Mathematics Maths/Science Room Mr. David Fennell 4Mat-2.1 11:15 - 12:13	English English Room Ms. Siobhan Reynolds, Gemma McGill 4Eng-B.1 11:15 - 12:13	Science Herzog Room Sheena Tarrant 4Sci-B.1 11:10 - 12:10
Classical Studies Ms. Delia Donohoe 4Cla-S.41 12:13 - 13:11	Computer Studies Computer Lab Ms. Helen O'Kelly 4Com-A 12:13 - 13:11	English English Room Gemma McGill, Ms. Siobhan Reynolds 4Eng-B.1 12:13 - 13:11	Geography Geography Room Ms. Lynge McGuckin 4Geo-A 12:13 - 13:11	French French Room Mr Claudja dos Santos 4Fre-A 12:10 - 13:10
English English Room Gemma McGill, Ms. Siobhan Reynolds 4Eng-B.1 13:49 - 14:47	Enterprise Business Room Segi Brilly 4Ent-A 13:49 - 14:47	Preparation for the World of Work Computer Lab Mr. Michael Culliney 4PfW-A 13:49 - 14:47	Physical Education O'Neill Sports Hall Ms. Lynda Finnegan 4PE-1 13:49 - 14:47	
Irish Irish Room Ms Sheenagh Maxwell 4Iri-A 14:47 - 15:45	History History Room Ms. Verona Kenny 4His-A 14:47 - 15:45	Sport and Recreation Studies Geography Room Kirsty Tonkin 4Spo-1 14:47 - 15:45	Physical Education O'Neill Sports Hall Ms. Lynda Finnegan 4PE-1 14:47 - 15:45	

Core Subjects
Student Dimension:
Being a Learner

English

1.Modules
The Story of Film   **Film Production**   **Philosophy**   **Radio Broadcast**   **Drama Module**   **Toastmasters**   **Children's Books**   **TY Magazine**   **Utopias and Dystopias**
2. Approximate duration of modules
4 weeks
3. Aims
To broaden students' knowledge of the history of film   **To introduce students to world cinema**   **To appreciate the language of cinema i.e. visual literacy: how to read an image.**
4. Objectives
Students will have a broader knowledge of the origins of film   **They will learn about different film movements around the world**   **To be able to analyse a still from a film**   **To facilitate the student to compare and contrast different genres of film.**
5. Teaching and learning strategies
Class discussion, peer presentation, analysis of clips,   **The idea of reviewing film will be introduced and discussed.**
6. Content
Extracts from selected films will be used to illustrate techniques, cultural contexts, etc. Viewings will be in a group and will be classroom based.   **Context on OneNote**   **Flipbooks**   **Pair work**
7. Assessment
Observation   **presentation**   **Students will review a film of their choice. Students will present, share and discuss their reviews.**
8. Resources
OneNote
9. Links with other Subjects
CSPE/SPHE/History/Art
10. Evaluation
Student survey

French

1.Title of Subject/Module
French
2. Approximate duration of module
On-going throughout the year.
3. Aims
- **Increase the students' ability to express themselves in French** - **Make students aware of the French culture and way of life in France and other French-speaking countries.**
4. Objectives
Identify and locate French-speaking areas in the world and develop awareness of varieties of French Make an oral presentation in the target language with accurate pronunciation Express and define a point of view on a short film Become familiar with French artists and describe a painting Analyse technical aspects of film making through the use of the French language
5. Teaching and learning strategies
Classroom discussion, formal input by teacher, research, debates, pair work, group work, role-play, project work, (digital) field trips, oral presentations by students, etc.
6. Content
Building on the knowledge acquired during the Junior Cycle, students will further develop their communicative skills around four cultural themes: food, art, francophonie and cinema.
7. Assessment
Applying their cultural awareness and knowledge of idiomatic French, students will prepare for the French DELF examination at the Alliance Française to obtain the A1 certification of the Council of Europe's Common European Framework of Reference for Language (CEFR), along with the completion of group projects, peer assessment, presentations and a film review in French during the 12th edition of MyFrenchFilmFestivalOnline.
8. Resources
Students will be given the opportunity to immerse themselves in each topic through the use of modern and authentic materials and a pen pal project on eTwinning.
9. Links with other Subjects
The focus on cuisine, art, French-speaking territories and French-speaking films will allow students to engage with aspects of home economics, history of art, geography and film studies.
10. Evaluation
Students will be given the opportunity to reflect on their learning at the end of each cultural topic, identifying their strenghts as well as strategies to help them learn.

Irish

1.Title of Subject/Module
Gaeilge
2. Approximate duration of module
Meán Fomhair – Bealtaine
3. Aims
1. Go dtabharfaí aitheantas sa teagasc agus sa mheasúnú do na scileanna teanga:- labhairt, éisteacht, léamh, scríobh.   2. Go ndéanfaí gach iarracht cumas labhartha na ndaltaí a fheabhsú tríd an gcur chuige cumarsáideach.   3. Go gcuirfí béim ar scileanna idirbníomhaíochta i rith a bliana
4. Objectives
1. Deis a thabhairt do dhaltaí, an Ghaeilge a shealbhú de réir a n-achmainne.   2. Léargas a thabhairt dóibh ar chultúr agus saíocht ghaelach na h-Éireann – ceol, stair agus litríocht.   3. Gach iarracht a dhéanamh féinmheas agus féinmhuinín na ndaltaí a chothú sna ranganna Gaeilge.   4. Taithneamh agus spreagadh a sholáthar do dhaltaí i gcomhthéasc na Gaeilge.
5. Teaching and learning strategies
- Ceithre scil – labhairt, cluasthuiscint, léamhthuiscint, scríobh a chomhtháthú le chéile.   - Cluasthuiscint – éisteacht le podchraoltaí, agallaimh, dlúthdioscaí ceoil, agus cómhrá bunaithe ar sin.   - Léamhthuiscint – altanna topaiciúla a mbeadh suim ag daltaí   - iontú.   - Méadú fóclóra – meaitseáil, lúbra crosfhocail, líon bearnaí.   - Tráth na gceist / comórtas idir ranga i rith Seachtain na Gaeilge.   - Tionscnamh ar ábhair i raon spéise na ndaltaí – Faisean, ceol, Sport srl
6. Content
Pleanáil Fhadtéarmach   **An Chéad Téarma**   **Spórt agus Caitheamh Aimsire**

	2. Na Meán Cumarsáide
	3. Cursaí Folláine
	➢ **An Dara Téarma**
	1.Gairmeacha Beatha
	2. An Timpellacht/Cairde an Domhain
	3. Litríocht na Gaeilge
	➢ **An Triú Téarma**
	1. Laethanta Saoire agus an Todchaí
	2. An Eoraip

7. Assessment

- Measúnú múnlaitheach
- Measúnú scríofa seachtainiúil - praiticiúil, ó bhéal agus éisteachta
- Tuairisc ar Thaithí Oibre
- Tionscadail, E-Phunanna agus taispeántais Oibre
- Dialann dalta / Dialann imeachtaí dalta ina dtaifeadtar dul chun cinn pearsanta
- TEG

8. Resources

- Nuachtáin – Seachtain, Lá, An t-Idirlíon: Físeanna, podchraoltaí, Raidió ar líne
- TG4 Foghlaim (cláracha éagsula)
- Dlúthdhioscaí
- Póstaeirí
- Imeachtaí Gael Linne
- Téacsleabhar: Taiscéal
- Gearrscannáin
- Gearrscéalta (Katfish, Spás)
- Béaloideas
- Úrscéalta

9. Links with other Subjects

- Comhoibriú roinne ar topaicí éagsúla:
  i) Tíreolaíocht – An Eoraip agus taisteal/athrú aeráide
  ii) Staidéar Claiseacha: Staidéar a dhénamah ar na sceálta béaloidis
  iii) Eolaíocht: cursaí folláine

10. Evaluation

- Agallamh leis na scoláirí chun aiseolas a fháil
- Ceistiúchán thuistí agus dhaltaí

Maths

1.Title of Subject/Module
Maths

2. Approximate duration of module
Full Year

3. Aims
Mathematics is a wide-ranging subject with many fascinating aspects. On the one hand it has a practical value in such areas as counting and measurement. On the other hand it deals with abstractions and logical arguments. As mathematics teachers we hope to develop in students: • An awareness of the dual nature of mathematics. • Mathematical skills and knowledge that will prepare them for state exams and for their personal fulfilment. • A respect and appreciation of the ideas and concepts of mathematics. • An awareness of the depth and significance of mathematics in all areas of life.

4. Objectives
A mathematics education should contribute to the personal development of the students by: • Developing their problem solving skills and through modelling their creative talents • Developing their ability to handle abstractions, generalisations and logic • Fostering their appreciation of the creative/aesthetic aspects of mathematics • Improving their communication skills and ability to share ideas • Enabling them to develop a positive attitude to mathematics. It should also help to provide them with the mathematical skills and knowledge to help them in life and work by: • Giving them confidence and competence • Helping them in the study of other subjects • Preparing them for future study The students of mathematics should be able to: • Recall basic facts • Demonstrate an understanding of using instruments (measurement and calculation) • Apply their mathematical skills in a way that is meaningful to them. • Analyse, interpret, and present mathematical information with logical reasoning and argument. • To appreciate mathematics in how it relates to daily life and to the world of work. • Communicate mathematics and understand mathematical terms. • Have gained relational understanding of concepts in mathematics.

5. Teaching and learning strategies
• Choosing material appropriate to student's ability • Smart boards • Interactive simulations • Brainstorming / puzzles • Quizzes • Group work

- **Paired work**
- **Projects**
- **Appropriate use of IT & Computer Simulations**

6. Content

- **Fundamentals**
  Recap and expand on the basic tools needed in all areas of maths. Particular focus on the fundamentals of algebra, geometry, trigonometry, and functions in preparation for Leaving Cert maths.
- **Practical Probability**
  Aspects of probability from a more practical viewpoint, focusing on probabilities in the real world and how to understand them more intuitively understand them. Culminates in a project where students design their own game, and work out expected values to ensure they always make a profit!
- **Statistics**
  Statistics are all around at the moment, from Covid-19 infections to vaccine medical trials. Understand the relevance of the standard normal distribution and use it to simulate the types of inferential statistics currently ongoing in the real world. Project at end - perform a statistical analysis on either primary or secondary data selected by the student.
- **Life Maths**
  Maths we all encounter in the real world. Learn how to budget, calculate salary and tax, and introduction to compound interest. Project on budgeting - given a set of circumstances, calculate income and expenses. Focus on savings, mortgages and other important real-world eventualities.
- **Exploring Numbers, Patterns and Sequences**
  Moving on from our standard understanding of numbers, learn about new types of numbers e.g. Imaginary and complex numbers, and even more exotic numbers! Learn about interesting results when you get the sum of certain sequences of numbers to infinity. Students will choose from a list of interesting types of numbers at the end, and create a presentation on it for the class.

7. Assessment

- **Student work monitored, both during class and homework**
- **Terminal exams in maths as a core subject**
- **Online tools (e.g. Kahoot, Quizizz) provide detailed feedback**
- **In-class tools, such as show-me boards to provide instant feedback for learning**

8. Resources

- **Smart boards**
- **Text book**
- **Calculators**
- **Show-me boards**
- **Laptops/Tablets**
- **Popular Maths books/documentaries**

9. Links with other Subjects

- **Art – Geometry**
- **History – History of maths**
- **Business – Budgeting, tax calculations**
- **English – Presenting ideas in a clear manner**

Well Being Programme

Computer Studies

1.Computer Studies

2. Two modules – 1 academic year

Computational Thinking
Microcontrollers

3. Aims

- **To enable students to make an informed decision about choosing Leaving Certificate Computer Science**
- **Develop Computational Thinking/Problem Solving**
- **Develop Design Thinking**
- **Develop Senior Cycle Skills**

4. Objectives

- **Computational Thinking (through Scratch)**
  - The basic concepts of computer programming using Scratch (block-based programming)
  - Computational Thinking/Problem Solving
  - Group work
  - Bebras Challenge
  - Design own program in Scratch
  - Compete in the Technology section of SciFest@Schools competition (group work)
  - Senior Cycle Key Skills

- **Microcontrollers (using Raspberry Pi's and Python)**
  - Transition from block-based programming (Scratch) to text-based programming (Python), through the online platform – Pytch (developed by Trinity College Dublin)
  - Learn key coding concepts through Berkeley University online programe - The Beauty & Joy of Programming – using Snap!
  - Read, write, test, and modify Python programs
  - Basic electronics through Raspberry Pi GPIO pins and breadboards
  - Participate in physical computing workshops, e.g. Makey Makey, micro:bits
  - Group work
  - Senior Cycle Key Skills
  - Compete in EU Codeweek Hackathon (if the event is scheduled)

5. Teaching and learning strategies

- Computational Thinking exercises (group & individual)
- Group work
- PRIMM (Predict, Read, Investigate, Modify, Make)
- Programming exercises (individual)
- Paired programming
- Teacher models coding on projector
- Brain – Buddy – Browser – Boss

- Peer Instruction

6. Content

- **Computational Thinking (through Scratch)**
  - Fundamentals of computers (hardware and software)
  - The basic concepts of computer programming
  - Algorithmic thinking
  - How to represent algorithms in a variety of formats including spoken word, flowchart, pseudocode and in a computer program language
  - Design own programme in Scratch

- **Microcontrollers (using Raspberry Pi's and Python)**
  - Microcontrollers and Microprocessors
  - Facilities on the chips
  - Input and Output
  - Python
  - Linux/Raspbian (Raspbian Pi operating system)

7. Assessment

- **Computational Thinking**
  - SciFest@Schools external judges (2)
  - SciFest@College external judges
  - Bebras Challenge Computational Thinking competition
  - Trial Computational Thinking exam
  - Online ICDL Internet Of Things exam
- **Microcontrollers (using Raspberry Pi's and Python)**
  - Group work
  - Self-Assessment
  - Exemplars
  - Trial Microcontrollers test
  - Online ICDL Coding Principles exam
  - EU Codeweek Hackathon (competition)

8. Resources

- **Computational Thinking**
  - ICS Skills Computational Thinking Teacher Workbook
  - ICS Skills Computational Thinking Student Workbook
  - ICS Skills online resources
  - LERO Scratch class plans
  - scratch.mit.edu
  - socrative.com
  - Bebras Challenge (past questions)

- **Microcontrollers (using Raspberry Pi's and Python)**
  - https://www.pytch.org/app/
  - https://bjc.edc.org/ [The Beauty and Joy of Computing]
  - ICS Skills Microcontrollers Teacher Workbook
  - ICS Skills Microcontrollers Student Workbook
  - ICS Skills online resources
  - Thonny
  - Raspberry Pi's
  - GPIO pins, circuits and breadboards
  - socrative.com
  - raspberrypi.org

- o **compsci.ie**

9. Links with other Subjects

The digital skills and coding/computational skills can be applied in all other TY subjects.

TY students work to the brief of creating projects that are embedded in a community project/or have an aspect of social awareness for the SciFest competition and the EU Codeweek hackathon.

Digital Wellbeing: students build up their confidence and self-esteem in coding, computational skills, collaboration, problem solving and creativity.

10. Evaluation

- **ICDL online tests for Internet of Things and Coding Principles**
- **SciFest external judges**
- **Bebras Challenge (administered by Maynooth University)**
- **EU Codeweek Hackathon external judges (if entered)**
- **AfL through online platforms, i.e. pytch.org, bjc.edc.org**

PE

Approximate duration of module
2 Hours per week
3. Aims
To promote health and fitness among students. To encourage all students to participate in sports activities different to traditional syllabus. To create a course suited to the class and the various interests of the students. To encourage team spirit and enjoyment To introduce students to sports' facilities in area. Promotion of Lifelong Physical Activity.
4. Objectives
- developing confidence, competence, and creativity in a range of physical activities   - participating in physical activity both inside and beyond school   - examining the value of physical activity in different contexts   - understanding and commit to physical activity which develops health-related physical fitness   - undertaking different roles in physical activity   - demonstrating responsible social and personal behaviour in physical activity, demonstrating respect for self and others acting as informed participants in physical activity.
5. Teaching and learning strategies Individualised instruction, task teaching, cooperative learning, problem solving, interactive teaching, peer, station, simulation and active teaching.
6. Content
Delphi Outdoor adventure (4 days) Self Defence (4 Weeks) Boot camp (3 weeks) Swan Leisure– Pilates, Yoga, Spinning, Boxercise (4 weeks) Warrior Diploma (4 weeks) Paintball White water Rafting Sport science ABC of Fitness (2 weeks) Ice skating Learning to Ski (Irish National Ski Club) (4 weeks) Mini Olympics
7. Assessment
Self-Assessment,Peer Assessment Teacher Observation and questioning Digital Portfolio Sport Specific- ie coach from self defence, skiing etc
8. Resources
Rathgar Tennis courts, Astro, Swan Leisure, Kilteernan ski, PE Equipment, Mini Bus, Go Quest, Paintball,
9. Links with other Subjects
Science- Healthy eating, Healthy Bodies, sports Science

Geography- Map reading, kayaking, surfing, **Maths- Critical thinking, problem solving, measuring** **SPHE- Healthy eating, goal setting** **Art- Phot scavenger hunt** **Irish- GAA week** **Classics- Mini Olympics**
10. Evaluation
End of year portfolio interview and Forms questionnaire

SPHE

2. Approximate duration of module
1 hour a week

3. Aims
To help young people understand and develop friendships and relationships To promote an understanding of sexuality To promote a positive attitude to one's own sexuality and in one's relationship with others To promote knowledge of and respect for reproduction To enable young people to develop attitudes and values towards their sexuality in a moral, spiritual, and social framework. To enable students to make informed choice

4. Objectives
RSE should enable the students to: 1. explore personal thoughts, values, attitudes, and feelings about relationships. 2. develop an understanding of the different types of relationships, what is important in them and the skills to enhance relationships 3. promote empathy with others who have different cultural values, attitudes and beliefs about family, relationships, sex, and sexuality 4. develop students' knowledge, understanding and skills in support of sexual reproductive health 5. develop students' understanding of sexuality and sexual orientation and the importance of an inclusive environment 6. develop personal and interpersonal skills which support beginning, maintaining, and ending relationships 7. develop skills for coping with peer pressure, conflict and threats to personal safety

5. Teaching and learning strategies
• Group work • Role play • Brainstorming • Icebreakers • Simulation • Narrative expression • Walking debates • Project work • Art work • Multi-media materials • Case studies • Visiting speakers

6. Content
TRUST SHARE Young Social Innovator (YSI)

7. Assessment
Written Verbal Visual Observed Art work

8. Resources
TRUST, Know the score, Share, YSI, Senior cycle Wellbeing

9. Links with other Subjects
• SPHE • P.E. • Science • R.E. • CSPE • I.T. • English

10. Evaluation
The RSE course is never static and must be examined and evaluated regularly and adapted to the needs of the students. The RSE programmes and policy will be reviewed and evaluated on an annual basis by the RSE and SPHE team.

The opinions of students will be included and SPHE teachers will communicate with the Student Council. The opinions of parents will also be included and SPHE teachers will communicate with the Parents Association.
The opinions of management will be included and the SPHE coordinator will communicate with the Principal and the Board of Management.

Music

1.Title of Subject/Module
Computer Applications in Music & Performance
2. Approximate duration of module
3. Aims
• **develop as an individual in a creative environment** • **improve their confidence and enhance their self-esteem by collaborating with their peers**
4. Objectives
The learner should understand:
• **the uses of Music Technology and computer applications in 2021** • **The digital skills required to compose a music recording** • **The term copyright and its implications** • **And develop a sense of music appreciation**
5. Teaching and learning strategies
Use of multimedia apps to cater for multiple learning styles and students with additional needs **Use of OneNote to allow easy access of class objectives, weekly activity, and recap of previous lessons.** **Demonstration on whiteboard of software packages and mini- recordings as required** **Differentiated approach to teaching the theory of music** **Peer teaching & learning**
6. Content
To create an original musical jingle **To create a group broadcast** **To perform their recordings via peer assessment.** **To provide backing track for a group dramatic performance**
7. Assessment
To compose a 16-bar track, edit and playback a recording
8. Resources
Audacity Software package **Musescore 3 software package**
9. Links with other Subjects
English, assemblies, backing tracks may be used in other projects.
10. Evaluation
End of term assessment x 3, attendance 10%

Politics & Society Module

2. Approximate duration of module
3 x terms

3. Aims

At the end of this course, students will:
- Improve knowledge of international relations, global issues and some of the threats facing our world and, how societies and institutions can work together to overcome them.
- Have general knowledge and understanding of Irish & European laws and institutions.
- Think critically about choices that governments, people, and societies make and their impact on the wider world.

4. Objectives

- Discover some of the threats facing our world and explore how societies and institutions can work together to overcome them, looking closely at sustainability challenges.
- Consider how cultural, institutional, and environmental differences can be overcome to create a co-operative world.
- Explore and reflect on geographic and political data, global politics, and cultures.
- Explore Irish Law, Institutions and how they affect their lives.

5. Teaching and learning strategies

- Creative and diverse approaches
- Opportunities for self-directed learning e.g., projects
- Extend learning beyond the classroom
- Integration of ICT
- Active teaching and learning methodologies., discussions, debates, speeches.

6. Content

International Relations: War and conflict; global issues such as the exhaustion of natural resources; increasing cyber and nuclear risks; Irish and European laws and institutions.

7. Assessment

Varied forms: written, practical, oral, and aural, project displays, exhibition of work, online assessment tasks.

8. Resources

World Wise Global Schools Programme
Irish Aid
Concern
Law Education module by Kate Fleming
Futurelearn.com
European Youth Parliament
Oireachtas
Irish Court Service

9. Links with other Subjects

History
English
Geography
Business
SPHE

10. Evaluation
Student survey and reflection sheets; verbal feedback from students at the end of classes and topics. Teacher reflection on students' feedback from classes

Short Courses

Preparation for the World of Work -

Civic and Community Engagement

Introduction

Work experience in Transition Year is the first taste many students have of the world of work. It can be a real eye-opener! Some students will stand for long hours, some will sit and know the true meaning of boredom, some will be challenged, others will not.

It can enthuse some to pursue a career in their chosen field of work experience; it can convince others that that line of work is not for them. Whatever the experience, it is an invaluable one. And for many students, it is their part-time job for years to come. So, choose wisely!

The aim of work experience is to obtain an insight into the daily tasks and responsibilities of an active working environment. Employers support our students in this important first step into the world of work by allowing them to experience the normal day-to-day activities of their business. These valuable experiences have been shown to be very influential in the choice's students make at the beginning of their career path. Work placements allow students to not only learn about the world of work and explore possible career options but also to actively develop skills for future enterprise and employability.

Work Experience in Transition Year is an opportunity to gain experience in a workplace of interest.

TY students are given 1 week of work experience which can be taken at any time of the year as long as there is no clash with another event or activity.

During this time students are expected to work in a business that they have organised a work experience placement with.

Students will learn to make a CV, work experience letter (Cover Letter) and give their employer an insurance letter from their school.

Information for Students

Sourcing Work Placements - It is the responsibility of the student to source their own employment. Students should source two different types of work placements to maximise their learning experience. Many well-known organisations and public bodies run Transition Year work experience programmes every year. They usually have an application process, an early closing date and a lot of interested applicants. Work

Experience involves students participating in the daily work of their chosen area. This is a hands-on placement and students are expected to perform some basic workplace activities, while striving to develop their skills in the process.

Information for Parents and Guardians

How parents can help:

There is a lot that parents and guardians can do to support their child during work placements. While it is an exciting experience for most students, it can also be daunting and parental support and encouragement can contribute significantly to the potential success of the placement. Below is a list of things to consider during your child's placement.

- Before the placement, parents or guardians should ensure that their child:
- Knows where they are going, how to get there and the duration of the journey to work.
- Is dressed appropriately depending on the nature of the placement.
- Has money for travel costs and lunch breaks.
- Carries any required documentation.
- Knows who to ask for when they arrive at their work placement.
- Is familiar with start and finishing times as well as any break arrangements.

During the placement, parents or guardians should ensure that their child:

- Arrives on time every day.
- Gets enough sleep – workdays are longer than school days!
- Shares with them their experiences at work every day. (Students will only receive a debriefing in school at the end of the placement, so the opportunity to share daily experiences and receive encouragement and reassurance is important.)
- If your child is experiencing any difficulties during placement, it is advisable to first try to get them to work through the problem themselves. If they are unable to do so, please contact Mr. Culliney.

After the placement, it is recommended that parents or guardians:

- Chat with their child about what they learned from the experience and whether it influenced their career plans.
- Remind their child of the importance of saying thank you and prompt them to write to the work experience provider thanking them for the opportunity and experience gained.

Information for Employers

Before the Placement
When students approach employers for work placement, they will give employers a letter from the school with dates of the placement and other general information. If an employer agrees to the work placement, they will be given an Employer Evaluation Form by the student at the start of the placement.

During the Placement
Employers are asked to contact Mr. Culliney if any difficulty arises. Employers may also be contacted or visited by a staff member to establish that the placement is running smoothly. Employers are also asked to keep a record of attendance and hours worked. They will complete and sign the Attendance Record provided to them by the student.

After the Placement
One of the principal tasks after the placement is to retrieve feedback/evaluation forms from employers. These will have been issued to the employer in advance of the placement or during it and given to the employer by the student. These can be emailed or posted to the school directly and form an essential part of the evaluation of the overall programme.

Insurance

School insurance covers students while on work experience. See Appendixes

Letter to Employer

Dear Sir/Madam

Work Experience is integral to the Transition Year Programme at Stratford College, and I would like to take this opportunity to thank you for facilitating our student(s) with a work experience placement at your company.

This is an exciting time in any young person's development and often it is the first time he/she has an opportunity to see the "world of work" first hand. To further help students gain valuable insight into their unique skills, strengths and possible areas for further development I kindly ask you to complete an assessment of the student's performance on completion of the placement. I am furnishing a suitable evaluation framework and students should have this with them.

I look forward to your collaboration on the Transition Year Work Experience Programme, and if I can be of any further assistance please do not hesitate to contact me.

Guidance Counsellor

Yours Sincerely,

_____

Michael Culliney
Guidance Counsellor

Insurance Checklist Form

School Insurance Checklist Form

Please note this form will need to be filled on and signed by Parent/Guardian and returned to the school well in advance of the work placement taking place.

A: Describe the business/occupation of the employer:

_____
_____
_____
_____

B: Outline the type of work the student will be asked to carry out:

_____
_____
_____
_____

C: Give details of safety precautions in place:

_____
_____
_____
_____

As part of C above, a person from the school will liaise with the specific placement to monitor the student during the placement.

_____   _____
Signature of Parent/Guardian   **Signature of Guidance Counsellor**

NOTE: School Insurance details can only be issued upon
this form being completed and returned to the school

Employer Evaluation Sheet

Employer / Sponsor Evaluation

Please rate the student under the following heading

Rating – 1 = V Good, 2 = Good, 3 = Needs Improvement

Task	Rating	Advice on how to improve, if needed
Timekeeping		
Working with Others		
Following Instructions		
Using Initiative		
Attitude		
Ability to learn new things.		
Ability to complete daily tasks.		

Please add any further comments you may feel necessary:

_____
_____
_____

Employer/Sponsor Signature: _____

Student Signature: _____

Teacher Signature: _____

Enhanced Learning Options and Personal Growth

French

DELF (*Diplôme d'Etudes en Langue Française*) and **DALF** (*Diplôme Approfondi de Langue Française*) are **official qualifications awarded by** <u>France Éducation International</u> **and the** <u>French Ministry of Education</u> to certify the competency of candidates from outside France in the French language.

DELF & DALF are composed of **6 independent diplomas** that correspond to the 6 levels of the <u>Common European Framework for Language</u>

Irish

Teastas Eorpach na Gaeilge (TEG) provides a series of general Irish language proficiency examinations and qualifications for adult learners of Irish. TEG exams give candidates an opportunity to show their ability in speaking, listening, reading and writing Irish at different levels, from absolute beginner to intermediate and advanced levels.

As well as being the preferred method for learners to make progress in the language, a number of organizations now use TEG exams in recruitment and selection procedures as a means of ensuring that potential employees/students have the required language skills.

These exams are broadly based on the Common European Framework of Reference for Languages (Council of Europe, 2001)

Introduction to Chinese Culture and Language

This unit is designed to introduce students to both traditional and modern aspects of Chinese culture. It also facilitates students learning some Chinese words and phrases. The language element is a small and optional element of the course which can be integrated into the teaching of each topic. The unit is suitable for students of all abilities. The focus is on self-directed learning, awakening curiosity about the Chinese language and culture. The unit was designed by experienced teachers and includes a wide range of methodologies and activities. The unit is resourced with clearly structured lessons that include powerpoint material with teachers' notes, activity worksheets and student feedback forms, videos and a list of useful websites. The unit provides ideas for workshops, project work and field trips. A strong emphasis on audio-visual resources and active learning should make this transition unit fun and interesting for all students.

Leaving Cert Taster Options

Art

Approximate duration of module
Academic Year, 2 x 55 min weekly class periods

Aims
• To enable every student to appreciate Art by providing relevant opportunities for creativity and innovation. • To reinforce and further develop the knowledge, skills and competencies acquired at Junior cycle art. • To enhance students' ability to make informed judgements about the world around them and their environment and encourage them to recognise the relevance of art in their lives • To develop practical problem-solving skills through the manipulation of materials. • To enhance creativity through developing lateral thinking skills and to promote inventiveness and risk-taking. • To give students the freedom to explore their creativity using new mediums and skills without the constraints of an examination curriculum.

Objectives
• Extend the range and quality of students' artistic skills and use of media. • To expand students visual and critical language • To prepare students for the requirements of further study should they opt for art at Senior cycle • To encourage students to take initiative and ownership in their learning. • To create a portfolio of work using a variety of art mediums.

Teaching and learning strategies
Demonstrations, Discussion, Presentations, Looking and Responding to Artist and their work, Class Projects, and Group work.

Content
The art department offers a wide range of artistic disciplines for example: Drawing, painting, graphic design, printmaking, sculpture, modelling, construction, air clay stop motion animation, photography, art appreciation, gallery visits.

Assessment
Continual based assessment, quizzes, questioning, projects and house assessment

Resources
Texts Used: No prescribed student textbook. Other Resources: Paint, Brushes, Drawing materials, Electronic device, Art text Books (school). National Gallery, Hugh Lane, Imma and online galleries etc

Links with other Subjects
CSPE, Drama, SPHE, Computer Studies, English

Evaluation
Peer evaluation, self-evaluation, module evaluation

Science- Biology, Chemistry & Physics

1.Title of Subject/Module
Science

2. Approximate duration of module
2 classes a week for the whole school year. 1 lab class and 1 theory class.

3. Aims
To promote an interest and understanding of each of the three science disciplines (Biology, Chemistry and Physics) offered at Senior Cycle in Stratford College and appreciate the differences and similarities between the three. To develop key skills which are necessary for studying science, but which are transferrable to other subjects.

4. Objectives
- To plan, conduct and present, in several forms, a scientific investigation   - To safely perform experiments in a laboratory environment   - Present both sides of a scientific argument and present your opinion based on factual information

5. Teaching and learning strategies
A variety of teaching and learning strategies will be used throughout the science molecule. These will include but are not limited to   - Think, Pair, Share   - KWL   - Pair work   - Mind maps   - Place mats   - Walking debates

6. Content
The students will all be participating in a Scifest @ School competition where they will be carrying out an experiment, producing a written report and displaying their results on a poster. Students will cover a range of the following topics. **Biology**   - DNA and Genetics   - Nano in my Life   - Sports Science   - Food science   **Chemistry**   - Forensic chemistry   - Atmospheric chemistry   - Firework chemistry   - Atom and the Periodic Table   - Electrochemistry   - Acids and Bases   **Physics**   - Radioactivity   - Force and Pressure

- **Astronomy**
- **Physics and Maths**

7. Assessment

Students will be assessed via a variety of different methods such as
- **Reports**
- **Presentations**
- **Posters**
- **Short class tests**

8. Resources

- **Nano in my Life**
- **Leaving certificate textbooks and resources**
- **TY Science Forensic Modules**

9. Links with other Subjects

- **Science is very closely linked with Mathematics as students will have to be able to draw and interpret graphs, process numbers, and draw conclusions from data.**
- **There will also be cross curricular links with other subjects in the area of sustainability.**

10. Evaluation

At the start of the year, the students are asked if there are any topics that they would like to investigate during the year. The structure of the course will be based around some of these suggestions.

Upon completion of the course, the students will complete a feedback form to highlight anything that they enjoyed during the year and anything that they would change.

Classical Studies

1.Title of Subject/Module
Classical Studies

2. Approximate duration of module
One hour per week for the year

3. Aims
• TY Classical Studies builds cultural capital and helps students become culturally engaged, culturally aware and culturally connected. It heightens their awareness of their own cultural environment and ethos, and teaches them to appreciate the traditions and values of others.

4. Objectives
• To promote personal achievement with an emphasis on reaching ones potential in a unique year in secondary school. The student's voice is central in establishing a negotiated learning experience • The overall aim of Transition year units in Classical Studies is to enable students to take a greater responsibility for their own learning and decision making. • Help students to develop a range of transferable critical thinking and creative problem solving skills.

5. Teaching and learning strategies
• Students create learning outcomes • Differentiation • Inquiry-based instruction • Peer work and assessment • Individual learning goals • Peer teaching • ICT

6. Content
• The Ancient Olympics • Sparta Vs Athens • World mythology • STEM in the ancient world • Neoclassical Architecture • World religions with a focus on Judaism • Students choice – majority vote • Additional module optional for students – UCD certified course (Access Classics)

7. Assessment			
Peer assessment, collaborative and presentation	20%	Essay in exam conditions. 40%	Individual project 30% Attendance and participation 10%

8. Resources
• CAIT TY pack • UCD Access Classics • Homer's Odyssey • Teacher's notes

• **All digital resources on class teams page**
9. Links with other Subjects
• **PE – Olympics** • **History – all content topics** • **Science, Maths and computers – STEM module in the ancient world** • **Jewish Studies – module on Judaism and trip to synagogue** • **English – The Odyssey** • **Irish – Latin connections, lesson in March for St. Patrick's Day** • **Geography – maps of the ancient world and today** • **Music – military discipline in Sparta module**
10. Evaluation
• **Student surveys throughout** • **Tracking of student progress through formative and summative assessment**

Enterprise

1.Title of Subject/Module – Enterprise/Economics
2. Approximate duration of module
I Year
3. Aims
Assist Students to discover new ways of learning that can advance students development into a mature, Confident and take responsibility by been actively involved in Enterprise Module **Provides practical uses for Business Studies** **To Improve Students Communication skills**
4. Objectives
Develop oral, visual and written presentation skills **Learn through research, discussion, debate and action** **About Enterprise and Business in today's Business world and Economy** **Combines classroom learning with real life experiences** **Enhance Student creativity**
5. Teaching and learning strategies
Work individually, pairs, groups or whole classes, Flipped Classroom Strategies, Interview skills and presentation
6. Content
Students from Transition Year get to set up and run their own business and find out what it's really like to be an entrepreneur by taking part in this 8 month long enterprise education learning programme. Brainstorming, Planning, Production, Marketing, Finance, Report Writing, Presentation The Programme runs from September to May, and students get to do everything a real life entrepreneur would do from coming up with the business idea to marketing, sales and preparing a business plan/business poster.
7. Assessment
Presentations, Written Reports, Competitions and external judgement by Local Enterprise Office
8. Resources
Internet, Website (studententerprise.ie), Text Book, Interview business people,
9. Links with other Subjects
ICT, Art, English and Maths – they skills they learn and develop in these subjects will be important to complete their enterprise module – it is hoped that some project work been completed in ICT & Art maybe used by students as part of their Enterprise Module – where students can market and sell their project from these subject area (e.g. developing a game in ICT/Computer studies and using this game as their enterprise)
10. Evaluation

Of students development of taking responsibility and working together and teamwork skills – Assessment from Reports; Continuous Assessment and Feedback from Judges at Local Enterprise Office

Geography

Title of module
Geography – Transition Year
1.Approximate duration of module
Two x One Hour Classes Per Week (September to Christmas or January to May)
2. Aims
To deliver a topical and relevant programme that develops the learners ability to think critically and equip them with a set of transferrable skills that will benefit their future career. Learners will develop a sense of their own personal power and agency. • Develop and expand learners interest, understanding, research, investigative, evaluation, communication, presentation and social skills through the lens of Geographical topics. • Introduce students to different areas of Geography. • To broaden, increase students awareness and knowledge of the Geography around them both local and global. • Build on prior knowledge and develop learners knowledge on sustainability and impact of climate change on everyone. • Learners will develop a sense of place and time as global and local citizens.
3. Objectives
Learners will be able to: • Use maps to identify location of countries, major cities, physical mountain ranges etc. • Link TY outward bound trips to geographical processes, patterns and scale. • Outline the causes and implications of Climate Change • Understand the causes and consequences of Migration. • Stimulate thinking about Global Issues. • Work independently, peer to peer and in groups. • To make informed decisions by analysing and interpreting compiled data. • Appreciate the importance of sustainability of natural resources.
4. Teaching and learning strategies
• Research and analysis (inquiry based instruction) • Worksheets • Class presentation /project work (individual and group) to peers • Demonstration • Think Pair Share • Class discussion – Geographical Questioning (higher and lower order) • Debate
5. Content
• Uneven Global Development - *Our Shared World*.   If the World was a village of 100 People, Mapping our World (Map Distortion), Analysing Images and Challenging Stereotypes, Tackling the Truth, Media Representations of the Global South • Glaciation; *the History and* Impact on the Physical Landscape (linking to TY Trip to Killary (Fjord), Co. Mayo) • River Processes - (linking with River Dodder trip, TY Trip to Killary, Co. Mayo and Field Trip to Kippure Estate)

- **Coastal Processes** - (linking with TY Trip to Delphi, Co. Mayo)
- **Unequal World** - *Climate Change*
- **Unequal World** - *Migration*
- **Mapping SDG (Sustainable Development Goals) to each topic.**

6. Assessment

Written assignment work recorded on Schoolwise. Reports/presentation in class. Peer and self-assessment. Geographical Questioning.

7. Resources

OSI / GSI/ Scoilnet Maps
Reference books
Referenced internet research (newspaper articles, images, videos)
OHP, Presentations
Pop quiz / class table quiz
Student Copybooks

8. Links with other Subjects

English, History, Business, PE, CSPE, Politics and Society, Science

9. Evaluation

Feedback from students at end of each topic. Students have the opportunity to reflect on their experience. Feedback form to be completed by the student on completion of module.

History

1.Title of Subject
History: War and Peace and Being a minority in the 20th Century at home and abroad

2. Approximate duration of module

 2 x terms

3. Aims

This course will

- Improve knowledge and understanding of war, conflict, genocide, and international relations in the 20th century.
- Balance sensitive, tragic, and controversial events by positive mutual experiences
- Recognise the complexity of issues and the experiences of people affected by conflict, war, and genocide.
- Reflect on historical sources such as geographic and political data of some of the most significant events of the 20th century.
- Examine the experiences of people, especially minorities such as the Jewish community at home and abroad in times of war and peace in the 19th and 20th century.
- Facilitate cross-curricular and extra-curricular projects such as Crocus Ireland; JACI; European Youth Parliament; HETI (Holocaust Education Trust Ireland); Young Social Innovators

4. Objectives

- Learn lessons from the past and how they can advise and inform the present
- Examine the behaviours of nations, institutions and individuals in conflict, war, and genocide.
- Discuss your thoughts about topics (e.g., the ethics of war) covered with other learners in class and on our online platform
- Evaluate a range of historical sources to understand how wars affect society
- Interpret historical propaganda and eyewitness accounts to understand the civilian experience of war and genocide.
- Develop a Heritage Trail Programme – hard copy and digital
- Work with Oral History and experience being a researcher, journalist and writer – links with English, Classics and SPHE.
- Participate and attend HETI Annual Service in the Mansion House
- Encouraged to participate in European Youth Parliament throughout the year and engage in Young Social Innovators

5. Teaching and learning strategies

- Creative and diverse approaches

- **Opportunities for self-directed learning (individual, pair, or group work research project)**
- **Interdisciplinary approach**
- **Extension of the learning environment beyond the classroom (The Crocus Project, JACI Programme and Holocaust Education Trust Ireland Project; Young Social Innovators and European Youth Parliament)**
- **Integration of ICT into active teaching and learning methodologies**

6. Content

War, Genocide & Peace in 20th Century: The Holocaust & World War II (Hiroshima & Nagasaki), and other genocides; The Cold War – Special study Vietnam; Efforts to achieve peace and compromise. Jewish Heritage, Identity and Experiences in Ireland of 19th and 20th century – Heritage Trail – cross-curricular. This will compliment aspects of the Citizenship and Sustainability Module

7. Assessment

Emphasis on formative and assessment for learning and the development of skills.
Project work; Short assignments & blogs; competition entry.
School Wise digital platform will keep track of completed tasks and assessment scores

8. Resources

Archives
Documentary and fictional films
Museums/ websites: The International School for Holocaust Studies, Yad Vashem; The Imperial War Museum, London; Holocaust Education Trust Ireland. (HETI)

9. Links with other Subjects

Politics and Society
English
Philosophy & Ethics
Business
Geography

10. Evaluation

Student surveys at the end of the year
Feedback (oral) at the end of classes or tasks
Teacher reflection at the end of a class

Sport and Recreation

1.Title of Subject/Module
Sport and Recreation Studies.

2. Approximate duration of module

Academic Year - 1 hour per week.

3. Aims

- Develop the learner's capacity to become an informed, skilled, self-directed and reflective performer in physical activity.

- Provide opportunities for learners to prepare for further study in the senior cycle curriculum and beyond e.g. coaching and healthcare professions.

4. Objectives

- Understand how exercise affects the functions of the body and how it can influence health and performance.

- Analyse their own level of skill and technique and to plan for improvement.

- Understand how nutrition affects the functions of the body and how it can influence health and performance.

- Understanding of resistance training including the theory, application of technique and programme design.

- Capacity to undertake different roles and responsibilities in physical activity.

- Examine factors that influence participation and performance in physical activity and sport.

5. Teaching and learning strategies

- Peer instruction (coaching).

- Video analysis.

- Group and individual project work.

- Presentations.

- Practical experiments.

- Practical tasks as group and individually.

- Research reports.

6. Content

1. Anatomy
- The skeletal system
- The muscular system

- **Anatomical movements**
- **Planes of movement**

2. Physiology
- **The Respiratory System**
- **The Circulatory System**
- **Nervous System**
- **Energy Systems**

3. Diet and Nutrition
- **Macronutrients**
- **Metabolism**
- **Popular Diets**
- **Supplementation**

4. Motor Learning
- **Skill acquisition (learning a new skill)**
- **Types of practice**

5. Fitness Plan
- **Health related vs skill related fitness.**
- **Fitness testing**
- **FITT formula**
- **Resistance training and resistance training methods**

6. Physical Activity Project
- **Analysing skill and technique**
- **Analysing tactics and strategies**
- **Gathering and analysing statistics**
- **Goal setting**

7. Sports Event Management
- **Safety in sport**
- **Importance of warm up / cool down**
- **Roles and responsibilities**
- **Responding to treating an injury**

8. Research in PE
- **Preparing for PExpo (like BT young scientist, held in DCU)**

7. Assessment

- **Program design (6-week plan)**

- **The Physical Activity Project (analyse performance, set performance goals,**

implement a programme, reflect on progress).

- Practical assessment as performer and coach in one activity.
- Anatomy and Physiology MCQs
- PExpo Project

8. Resources

BRIDGE THE GAP – Transition Year Physical Education (Fergal Lyons)

Peak Performance – Leaving Certificate PE (Fergal Lyons *et al*)

Biology Plus – Leaving Certificate Biology (Michael O'Callaghan *et al*)

9. Links with other Subjects

SPHE – nutrition and diet, goal setting, self-reflection.

Biology – anatomy and physiology.

Maths – statistics, calculating percentages.

Physics – levers.

Chemistry – calorimetry.

10. Evaluation

- Self-reflection
- Post it wall
- Microsoft forms
- KWL
- Question box
- 2 stars and a wish.

Assessment and Reporting

Student Assessment

Assessment is an integral part of the teaching and learning process. It should be diagnostic, so as to provide accurate information with regard to pupil strengths and weaknesses, and formative, so as to facilitate improved pupil performance through effective programme planning and implementation." (Transition Year Programmes, Guidelines 1994-95)

All assessment and certification within Transition Year is school based. Assessment in Transition Year is in keeping with the overall school policy on assessment. There is an emphasis on both assessment for learning and on assessment of learning within the programme.

Individual teachers use a variety of methods to assess student performance in each course.

Some examples of Assessment for Learning (AfL) and Assessment of Learning (AoL) are:

- Homework.
- Student self-assessment is facilitated through reflections and Portfolio diary.
- Project work is encouraged to promote self-regulated learning. Individual teachers outline the assessment criteria for his/her students.
- Oral presentations.
- External assessment - The employer assesses each student's work experience.
- Students are awarded certification in many courses accredited internally by individual teachers and externally by outside agencies.
- Digital Portfolio- Each student maintains a digital portfolio into which they upload completed projects, certificates of achievements, assignments, reports on modules, trips, talks, work experience etc.
- Summative assessment of student performance in Transition Year takes the form of a Winter report which is sent to parents/guardians.
- At the end of the academic year we hold a TY Graduation to highlight and celebrate all achievements. Then in the following school year an award will be given to a Transition Year student who has excelled and demonstrated the spirit of Transition Year
- A parent Teacher meeting will also take place during the year.

November Report

Students receive formative and summative assessment reports in November. Teachers of core subjects give feedback on Engagement in Learning and How to improve Learning to the criteria of participation, attitude, effort and work ethic during the course of the first term.

Students can achieve the grades Distinction, Higher Merit, Merit, Achieved, Partially Achieved and Not Graded.

See Appendixes - Grades are entered on the VSWARE facility by teachers; and a report is sent to Transition year students and parents.

Certificates

At the Transition Year Graduation Ceremony, students are presented with Certificates for the successful completion of Gaisce, First Aid, Self-Defence, Delf, Teg, LES, Drive day etc.

1) TY Core Subjects (English, Irish, Maths and French)

2) TY Wellbeing (SPHE, CSPE, PE, Drama, Music, Enterprise, Digital Skills, World of Work)

3) TY LC Sampling Subjects (Art, Geography, Classical Studies, Jewish Studies, Biology, History, Chemistry, Politics and Society, Biology, Computer Science).

We are also using a New Grading System based on Attendance, Participation, Attitude, Effort, and work ethic.

New Tables on TY reports: (see sample below)

Transition Year Modules
TY Certification
Transition Year Activities & Trips

These new tables contain more details about the new experiences of learning in TY.

Guidelines for Awarding of Student Grades

Transition Year Modules

All transition year students may take part in the following modules throughout the year.

Chinese Language and Culture	Epidemiology
Modern & Ancient Philosophy	Marine Ecology Module
Film and Pod Production	Sports Science
Children's Book Publishing	Genetics
Holocaust, Genocide and War Studies	Irish Folklore
Law Education Module	World Mythology
Irish (TEG Oral Exam)	World Religions
French (DELF Oral Exam) & ETwinning with a French school	Art Portfolio: 3d Clay Masks and Optical Art
Introduction to Computational Thinking Module	Introduction to Python & Physical Computing

TY Certification

All transition year students will be offered the following courses for certification throughout the year (Covid restrictions allowing).

An Gaisce - The President's Award	Work Experience Certificate
Delf – French Certificate	Toast Masters Certificate
TEG – Irish Certificate	World Wise Global Schools Award
English as an Additional Language (EAL)	Work Experience
First Aid Certificate Order of Malta	Young Social Innovators
Leinster School of Music and Drama (CV Preparation and Interview Skills)	Driving Day
Leinster School of Music and Drama (Dramatic Performance)	SciFest Certificate
Ski Ireland Certificate	LES (Law Education School) Certificate
Urban Silat Kali Certificate: Warrior Diploma	Urban Silat Kali Certificate: Self Defense

Transition Year Activities and Trips

All transition year students will take part in the following activities/trips throughout the year (subject to public health advice)

Sports:	Arts:
- Wall Climbing in Sandyford Gym - White water rafting - Paint Balling - Delphi - Self Defence - Skiing - Mini Olympics - Glendalough Hike	- Dublin Theatre Festival Trip - One City One Book Trip - Fighting Words Workshop - Museum of Literature visit - Neo Classical Walking Tour - Epic Museum Trip - Criminal Courts of Justice visit - EYP (European Youth Parliament)
Event Managers for:	**Science:**
- Science Week - Arts Week - Wellbeing Week - World Book Day - Our Ladies Hospice Coffee Morning - Space Week - Seachtaine Na Gaeilge - Library Mentors	- Trinity Science Gallery - BT Young Scientist - Cool Planet Experience - Science Explorium Sandyford - Geography Rivers Trip - Physical Computing: Makey Makey Workshop - Bebras Computational Thinking Challenge

	Distinction	Higher Merit	Merit	Achieved	Partially Achieved	Not Graded
Attendance (Please consider School activities as being in class)	Students had between 90 – 100% attendance rate in class	Students had between 75-90% attendance in class	Students had between 55-75% attendance rate in class	Students had between 0 - 40% attendance rate in class		
Participation	Students always participated in all activities in the classroom or school trips	Students regularly got involved when asked by the teacher or other students in a teamwork activity	Students got involved sometimes but had to be asked to join in	Students reluctant to join in	Students argued and were very reluctant to be involved in class	
Attitude	Students were always on time, with correct homework and had an excellent attitude in class and on activities	Students were regularly on time, had correct homework and have a very good attitude in class	Sometimes later to class. Students had correct work and a good attitude in Class	Occasionally late to class. They only did the bare minimum of work to get by. Occasionally disrupting class.	They regularly turned up without homework and were not willing to participate in class.	
Effort	Students always tried their best. They did as much as they could. Always wanted to be involved. They went the extra mile.	Students regularly put in a high effort level. They tried to do what they could but left areas for improvement. They were not reaching their full potential.	Students put in some effort. AT times they tried to do what they could.	Tried to do what its asked of the class but did not challenge themselves to do better.	Students did not put effort into classes and only did the very bare minimum.	
Work Ethic	Student had all homework and classwork done on time. Assessments were done to the best of the students / Teachers expectations.	Regularly had their homework and classwork completed on time. They put a very good level of effort into assessments but did not reach potential.	Students mostly did what was required. They occasionally Had homework and class work done successfully. Assessments did not meet expectations.	Students rarely did what is required. They rarely had homework and class work done successfully. Assessments did not meet expectations.	Students very rarely worked hard in class. They never came with homework. They did not put any effort into the assessment.	

Transition Year Portfolio Interviews 2021

Aim:

The aim of the portfolio interview is to provide you with an opportunity to display the wealth and depth of your learning and experiences in Transition Year. You are encouraged to be reflective and creative in the portfolio presentation and at the interview.

Marking scheme will be based on your interview and portfolio. Details of interview:

It will be a 15 minute interview based on the portfolio of work presented by you. You will be assessed on punctuality, appearance, portfolio content and interview performance.

Questions at the interview will be based on the contents of your portfolio so you need to be prepared to discuss your reasons for including each item.

Graded out of 5 on below topics:

1. You will be assessed on punctuality, appearance and interview performance
2. Overall reflection on your Transition Year experience, what Transition Year meant to you.
3. Sample of Coursework: One sample of work from each subject and module completed by the students. Example: Assignments or Journals.
4. Your Top Experiences in Transition Year.

Students Name: _____

Marking Scheme for TY Interview

Appearance / Punctuality / Interview	20
Reflection of TY	20
Coursework Samples / Portfolio	40
Attendance 90% (20%)	20
Overall Score out of 100	**100**

Nomination TY Person of the Year: _____

Resources & Policies

https://ty.ie/ty-help/ty-programmes/

https://www.pdst.ie/TY

https://ty.ie/

https://careersportal.ie/workx/student_search.php

Relevant Policies

Stratford College Visiting Speakers

Stratford College Trips and Tours

Garda Vetting

Evaluation Curriculum Dimension:

Reflection and Renewal

TY Programme – Some Recent Evaluation, Feedback and Future Planning

In the Department of Education (DE) Management of Leadership and Learning WSE- MLL 2013... the DES Inspectorate reported that the

TY Programme was 'dynamic and engaging...'

In the TY Inspection DES Report
February 2017

The whole-school and classroom environments encourage, support and celebrate students' learning and achievement sin the Programme The school promotes a culture of improvement, collaboration, innovation and creativity in teaching, learning and assessment.

Student Feedback is important to inform planning or Transition Year. Regular evaluation of the Transition Year programme is carried out in the following manner:

- Formal and informal discussion with students at Transition Year meetings.
- Formal and informal discussion with teachers throughout the year.
- Numerous staff meeting per year is given over to discussion of Transition Year, its development and planning.
- Student evaluation of the programme is carried out twice a year. See Appendix
- Teachers are encouraged to evaluate their own modules/ subjects.
- Parents are invited to evaluate the programme annually by means of a digital survey.

What 3 words would you use to describe your TY year?

good   lots of fun   amazing explorative   adventures

Fun ok

ruined by COVID   Varied   Social

discovery   Funny   valid

cool

2. Do you feel like you had a meaningful year?

More Details

● Yes	12
● No	0
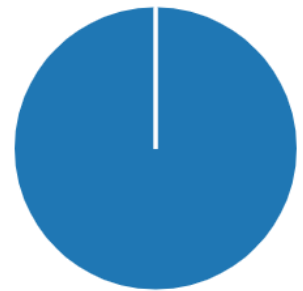
What were the highlights of the year-

- Self defence. I joined the Urban Silat club in Firhouse later and have been going ever since, earning my yellow belt about 2 weeks ago.
- Work experience, finding out what career I would like
- Delf exam
- Avon Ri
- Football matches
- The assembly
- Training at the Swan Leisure, learning the skill of Skiing in Kilteernan, living life on the edge at Avon Ri,

- Playing a pivotal part in the production of our TY assembly and magazine, along with experiencing success in multi-school competitions [SEP, Sci-Fest, Gael Linn].
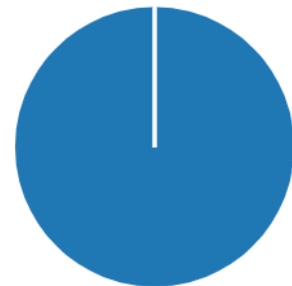
Work experience   Firhouse

5. Did you take advantage of the personal and social opportunities in TY

More Details   💡 Insights

🔵 Yes	12
🟠 No	0

7. Did you achieve the goals you set yourself at the beginning of the year?

More Details   💡 Insights

🔵 Yes	6
🟠 No	6

If you answered no, what would you change about the year in order to help you achieve your goals?

- Set realistic goals
- I didn't set any goals
- I would take it more seriously
- Give my goals more thought

What were the top 3 benefits for you doing transition year?

- 1. My friendships got stronger 2. My hobbies expanded 3. My career became clearer
- New friends new experiences new school
- 5th year would have destroyed me if I did it this year
- Writing Drama Play
- Work experience, teamwork, projects
- Experience different sports, Helping new years with problems
- Getting new people better improving in reading and also art
- Upgrade my English, make new friends, and find new ways to express myself.
- The top three benefits of participating in the Transition Year programme are being presented with an opportunity to improve my mental health, hone my journalism/broadcasting skills, and push my limits physically and academically.

How has Transition year changed you?

- I have become a lot more confident than I was at the beginning of the year.
- I am more confident
- I'm more open to new things
- More confidence
- Helped new years
- Know what I want to do as a career
- its improved my reading ability and football
- It has made me more communicative and more confident in speaking English.
- When I compare the May 2022 and May 2021 versions of myself, I firmly believe that I possess greater self-confidence, in terms of journalism/reporting, academics, fitness, and decision making, as a result of the activities I have participated in throughout TY, [School match reporting, Launching my podcast, actively engaging in academics, training at the Swan Leisure, and emphasising on building a high-performance etiquette.

What would you do differently if you had the opportunity to do Transition Year again?

- Go kayaking. It's a small one, but I still regret not doing it.
- at least one work experience and get a more relevant placement
- I would have served better for school I would have try new things
- I would take more participation in some of the activities.
- If I were to return to September 2021 and restart Transition Year, I would focus on controlling the controllable, and not consuming myself on proceedings/events that are out of my control.

12. Do you feel better prepared for the leaving cert now?

More Details   💡 Insights

● Yes   3
● No   9

What advice would you give next years TY's starting?

- DO EVERYTHING YOU CAN!!!!
- Do as much as possible
- Get to know each other
- Do your best do as much as possible and don't have too much expectations
- Take any opportunity that TY gives you. Even if you do not like it at first, it is better to do it now because you will probably never have the chance to do it later in your life.
- I would advise the incoming TY students to push their limits in a physical and personal sense, along with participating in activities/initiatives that they are passionate about.

How can we improve our Transition Year programme?

- EVEN MORE TRIPS! Provided that the budget can afford it.
- More academic work
- Spread the budget out more, don't put it all into one thing, so that more things can be done
- Continue with the cooking classes with Ms Caspi
- Do some challenge games against other year
- Fill in more trips and trips which are useful
- Do not put all the activities in May.
- The academic nature of the TY programme should hold a greater focus on students developing their exam craft and organisation skills, rather than working in alignment with a curriculum.

Interview feedback

S.O.D- accepts himself more, as a result accepts others more and never felt he deserved friends before.

Leo confident due to all the presentations.

Christopher- great opportunities to work on his creative side, Stratford is more open less judgemental, he is way more confident and happier here.

John- the best year of his life academically and socially- loves Stratford, his class and the teaching, he has moved from Russia to Ukraine to Bulgaria now Dublin. He was bullied and judged in primary school and lacked social confidence however he loves that pupils and staff in Stratford are non-judgemental and he can be himself.

Phoenix again really happy here, much prefers Stratford than last school where it was much bigger, and he felt lost... he feels he can be lazy and really wants to set better routines in 5th year to get work done.

Dean excellent reflection- he is here physically but not mentally, needs to engage more.

Alex opened up about being bullied in primary school so that is why he is very anxious and will avoid public speaking.

Daniel highlight of the year was work experience, he worked with Dublin bus mechanics and loved it.

Charlie now more socially confident and self assured.

Josh- loves a challenge, loves team building and taking charge.

Student of the year nominations by students- John- "fits in perfectly, everyone likes him, team Player, positively charges a room.

Additional Costs

Cost of Transition Year = 400 Euro, 200 in September and 200 in December.

TY Budget (Cost per student)

Module	Cost €
First Aid	35
Law Ed – V Kenny	50
Self Defence 4 lessons	25
Drumming Workshop	20
Ski Ireland 4 lessons	80
Ski Buses	40
The Wall 1 lesson	10
Bus to the Wall	22
Chinese	30
Swan Leisure 4 classes	20
Drive Day	65
Bus to DSPCA	TBC
Leinster School of Music	TBC
Law Week	TBC
Gaisce	TBC
Makey Makey	15
Bus to Drive Day	65
TY Magazine	20
Cookery Course TBC	50
Toastmasters	TBC
Scifest	TBC
Movement Workshop	TBC
Basketball Coaching Module	TBC
Delph French Exam	TBC
Paintball	TBC
Printed Children's Books	TBC

Work Experience Policy

Rationale:

Work Experience plays an important role for students in the transition from school to adult working life. Experiencing the world of work, work simulation and work shadowing enhances their personal, social, vocational & educational development. Work experience is a requirement of the Link modules program. In Stratford College work experience is as follows:

Word or Phrase	Meaning for the purpose of this policy
Teacher	Stratford Staff member, Mr. Michael Culliney, who has been assigned the role of co-ordinating Work Placement for group of students.
Work Placement Provider	Employer who agrees to facilitate / supervise a Work Placement student / learner
Student	A person who is studying Post Primary College level
Garda vetting	If a work placement is facilitated in an organisation where there are children / dependent vulnerable adults. The student is required to gain Garda clearance for this purpose unless they themselves are under 16.
School Insurance check list Form. School Insurance form.	Once this checklist form is completed by student and signed by Parent/Guardian then the school insurance form can be given to student
Work Experience introductory letter-parents	This will be sent to all TY Parents in early September
Work Experience	These three forms will be given to student prior to work placement.

| introductory letter-Employer.

Employer Evaluation Form

Work Experience reflective Journal-Student	Following the work experience placement, students will need to return the employer evaluation form and the reflective journal to teacher in order for the placement to be fully validated.

Transition year students partake in 1 week work experience, the timing of which is not fixed. This can be agreed between the student, the employer and the school.

Students are only insured for 5 days work experience and they will be marked as attending Work Experience (WE) for this period of 5 days. Students absent for a sixth or subsequent day will be marked as Absent (A).

Other: Some Students may choose to engage in a second work experience placement during TY. Students will be made aware they will be marked absent for this placement.

Aims and Objectives:

The aims for work-related learning focus on the provision the school makes for opportunities for students to prepare for adult working life. These include:

- To improve educational standards through using contexts that improve motivation and attainment for all students
- To ensure students follow courses and programmes which are appropriate to their longer term aspirations and needs
- To improve students understanding of the world of work and its demands
- To improve the quality of provision and guidance
- To increase access and choice for all students
- To improve the transition of SEN students from school to adult working life

Benefits of Work Experience: Work placements are most effective if teachers, students, parents and employers see it as an essential and integral part of a pupil's personal development and an opportunity to develop employability skills. Appropriate experiences of the world of work will benefit Students, schools and employers.

Advantages of Work Experience for Students:
- Improves pupil's knowledge & employability skills.
- Increases pupil's motivation to learn & attain better grades & go to third level
- Gives relevance to the work students do in school especially if the experience is in a related discipline.
- Develops links with guidance & consolidates work done in careers & guidance.

- Encourages pupil to consider the wide range of jobs available.
- Gives pupil an insight into the workings of business and industry.
- Highlights the skills, qualifications and experience needed by employers.

Advantages for School & Employers:

- Brings the curriculum to life through developing closer links with business and industry.
- Creates links with the community & develops a positive image of the school.
- Highlights the essential employability skills needed for future.
- Employers gain an insight into developments in education and can relate education to the work environment.
- Can create an opportunity for seasonal or part time work. Develops links with guidance & consolidates work done in careers & guidance. Procedure:
- Students and parents are informed of the placement dates in May (where possible) of previous school year (letter home).
- Students in early September are informed of process (see below)

Stage of Process	Action required	Time Frame	Person Responsible
Step 1	Identify any Garda Vetting requirements and submit the forms	Start of College Year within the first week	Teacher
Step 2	a)-Issue letter of introduction CV is prepared during class time b)-To search for a work placement – students are encouraged to use personal contacts	During placement search	Teacher Student
Step 3	To submit details of proposed work placement to the Teacher. Co-ordinator checks forms	As soon as information is available	Student Teacher

	& if Garda vetting is required this process begins.		
Step 4	Student completes school insurance form, and it is signed by Parent/Guardian and Guidance Counsellor	As soon as information is available	Student presents to employer and returns to Guidance Counsellor
Step 5	Request for approval of work placement by Student College insurance letter is given to student who will submit it to employer.	As soon as step 4 is complete	Teacher Student
Step 6	Work placement pack is given to student before commencing placement -Work experience intro -Employer evaluation form -Work. E reflective journal	As soon as step 5 is completed	Teacher Student
Step 7	To monitor the progress of the student / learner whilst on placement	During placement	Teacher
Step 8	a)-To notify the Principal / DP of any concerns raised about the placement / student b)-Immediately notify the Principal / DP of any accidents or incidents that happen during the placement	During/After the placement as applicable Immediately upon notification by Student or Work Placement Provider	Teacher
Step 9	Returned Work Placement Provider's Evaluation form to be made available to the student / learner.	Upon completion of placement	teacher

Step 10	To follow up with a courtesy "Thank you" letter to the Work Placement Provider	Within six weeks of completion of placement	Student

Procedure for external weeks work experience:

- Students/Teachers complete the above 10 steps
- Special placement will not be permitted during internal exams.
- Co-ordinator places an alert on VSWare to inform staff.

Feedback/Assessment:

Feedback within work related learning is chiefly in the form of a telephone conversation with the co-ordinator & the employer post the work experience. An evaluation form is also completed by their employers. This is then kept on file.

Students on Internal Work placement:

- Principal / Deputy principal to be contacted with dates of work placement.
- Agreement given by Principal /Deputy Principal.
- Garda Vetting and insurance documentation to be received before student arrives on placement at Stratford College.
- Contact details of parents/guardians and medical information to be received.

Special Educational Needs:

Students needs will be considered when researching work experience placements.

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