



Stratford College  
*Co-educational Secondary School*

# TY Programme

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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.*

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 meeting.

### **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:

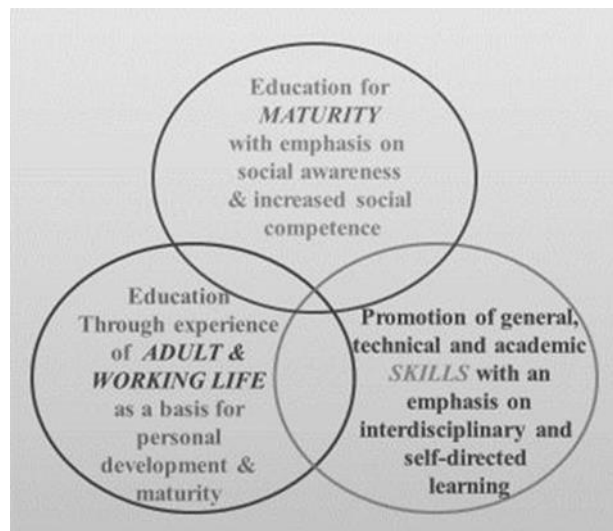
- To provide a learning structure which promotes maturation.
- To develop a wide range of cognitive and emotional processes.
- To be learning-led rather than exam-led.
- To provide breadth and balance in the curriculum.
- To provide experiential learning.
- To learn through networking with other schools 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

“To promote the personal, social, vocational, and educational development of students and to prepare them for their role as autonomous and participative members of society” (DES, Transition Year Guidelines 1994/1995).

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 is 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- Ms. Gordon
- The Deputy Principal- Ms. Reynolds
- The Transition Year Coordinator- Ms. Finnegan
- 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 Ms. Gordon to plan and discuss on-going issues. Minutes are retained of all meetings.

## Communications

Communication between students, teachers, parents, and the Transition Year Coordinating 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 (Twitter)
- 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 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 students 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. 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.
- 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



## 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 out 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	<p>English</p> <p>Mathematics</p> <p>French incl <a href="#">Communicative French DELF Oral</a></p> <p>Irish incl <a href="#">Communicative Irish Oral TEG</a></p>
Enhanced Learning	60	<p>International Computer Driver Licence (ICDL)</p> <p><a href="#">Introduction to Chinese Culture and Language</a></p>
	90	<p>PE and Sports (incl Sports Science)</p>
Short Courses	30	<p><b>Preparation for World of Work</b> (<i>cf Work Experience Placements. See list of suggestions in this handbook. Others as relevant</i>)</p> <p>Enterprise Education</p> <p>Social, Personal, Health Education</p> <p>Music</p> <p>Drama</p>
Taster Modules	30 hours	<p>a. History &amp; Politics and Society</p> <p>b. Physics &amp; Chemistry <i>Scifest September to December</i></p> <p>c. Geography</p> <p>d. Art</p> <p>e. Biology <i>Scifest September to December</i></p> <p>f. Classics/Jewish Studies</p>
Extra Curricular (optional)	45	<p>Drama</p> <p>Tennis</p> <p>Soccer</p> <p>Basketball</p>

# TY Induction

# Transition Year Induction 2018/19



1

## Ice Breakers (9:00-10:00 am)

- Bomb ( ball passing game)
- People Bingo
- Numbers/plates
- 2 truths and a tale



2

## 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.

3

## Expectations in TY

### RESPECT

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

4

## 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

5

- 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

6



7

## Team Building activities

- Pelmanism
- Brickworks
- Giant Jenga



12

## 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
08:35 - 08:55					
08:55 - 09:53	Biology 4BIO Science lab Ms Rosin Cahill	French 4Fr Hall 1 Ms Claudia dos Santos	French 4Fr Hall 1 Ms Claudia dos Santos	Art, Craft, Design 4Art 6.1 Art Room Ms. Susanne Mahon	Irish 4Ir 4.2 Hall 1 Ms Sheeragh Maxwell
09:53 - 10:51	Art, Craft, Design 4Art 6.1 Art Room Ms. Susanne Mahon	Mathematics 4Mat Classics Room Ms. Catherine Conlon	Mathematics 4Mat Ms. Catherine Conlon	Biology 4BIO Science lab Ms Rosin Cahill	English 4Eng English Room Ms. Seobhan Reynolds
10:51 - 11:01	Tutorial 4Tut English Room Ms. Linda Finnegan	Tutorial 4Tut English Room Ms. Linda Finnegan	Tutorial 4Tut English Room Ms. Linda Finnegan	Tutorial 4Tut English Room Ms. Linda Finnegan	Tutorial 4Tut English Room Ms. Linda Finnegan
11:01 - 11:15					
11:15 - 12:13	Mathematics 4Mat Ms. Catherine Conlon	Arts Drama 4Ar 15.2 Classics Room Mr Robert Doomes	English 4Eng English Room Ms. Seobhan Reynolds	Computer Studies 4Com 13.1 Computer Lab Ms. Helen O'Kody	Classical Studies 4Ca S.7.1 Computer Lab Ms. Debra Donohoe
12:13 - 13:11	Chemistry 4Che 8.1 Science lab TJ Sarah Bealey	Communicative Irish 4Com 3.2 English Room Ms Sheeragh Maxwell		Irish 4Ir 4.2 Hall 1 Ms Sheeragh Maxwell	Arts Drama 4Ar 15.2 Classics Room Mr Robert Doomes
13:11 - 13:49					
13:49 - 14:47	English 4Eng English Room Ms. Seobhan Reynolds	Classical Studies 4Ca S.7.1 Computer Lab Ms. Debra Donohoe	Enterprise Education 4Ent 14.4 English Room John Billy	Physical Education 4PE Hall 2 Ms. Linda Finnegan	
14:47 - 15:45	Computer Studies 4Com 13.1 Maths/Science Room Ms. Helen O'Kody	Political Education 4PE 14.1 Classics Room Ms. Verita Kerry	Art Portfolio 4Art Art Room Ms. Susanne Mahon	Physical Education 4PE Hall 2 Ms. Linda Finnegan	

# Core Subjects

# English

1. Title of Subject/Module
The Story of Film
2. Approximate duration of module
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

1. Title of Subject/Module
Film Production
2. Approximate duration of module
8 weeks
3. Aims
To work in a group to create a short film To enable students to identify Mise en scene - what is to be filmed? Cinematography - how is it filmed? Editing - how it is put together?
4. Objectives
To learn how to shoot a series of different shots To be able to perform in front of a camera To work effectively in a group To edit a film to a deadline
5. Teaching and learning strategies
Practical short filming tasks Peer feedback Mantle of the expert Facilitate filming
6. Content
The importance of visual literacy will be foregrounded, and why it is important to study film Students are introduced to the terminology of film.
7. Assessment
Submission to Fresh Film Festival in January
8. Resources
OneNote, Fresh Film Festival
9. Links with other Subjects
Art
10. Evaluation

1. Title of Subject/Module
Philosophy
2. Approximate duration of module
8 weeks
3. Aims
To introduce students to other ways of thinking and problem solving
4. Objectives
To cultivate a sense of curiosity and lateral thinking about the world around us
5. Teaching and learning strategies
Instructional context Facilitate thought experiments Group work
6. Content

Series of 10 classes on different modes of philosophical thought and practical experiments to demonstrate them
7. Assessment
Presentation to class
8. Resources
ONeNote
9. Links with other Subjects
History, Politics and Society
10. Evaluation
Student survey

1.Title of Subject/Module
Radio Broadcast
2. Approximate duration of module
6 weeks
3. Aims
To explore a new medium of expression, sound To cultivate listening skills
4. Objectives
Become confident hosts of a podcast on a topic they are passionate about To create, record, edit and present a podcast To assert their opinions calmly and logically within a group To research and prepare points for a radio topic To work co-operatively within a team and with others
5. Teaching and learning strategies
Encourage students to listen to different styles and approaches to radio Evaluate what makes an interesting radio show Work in a team or individually to create a podcast
6. Content
Listen to various podcasts and radio shows Design a podcast for a target audience Investigate a suitable podcast platform
7. Assessment
Peer assessment of finished podcast
8. Resources
OneNote
9. Links with other Subjects
Computer Studies, coding, Politics and Society, History
10. Evaluation
Student survey

1.Title of Subject/Module
Drama Module
2. Approximate duration of module
6 weeks
3. Aims

<p>To write and perform a short play  This unit will encourage students to be less self-conscious about speaking, moving and performing in public. Through their dramatic workshops they will be invited to lose their awareness of self. Improvisation, mime and mask workshops will help to stimulate and enrich their imagination. Students will experiment with character through role play and role stimulation</p>
<p>4. Objectives</p> <p>Write a script using correct format  Perform a role as part of a cast and crew  Produce a convincing drama</p>
<p>5. Teaching and learning strategies</p> <p>Brainstorm script ideas  Acting workshop: Speech and Drama theory – breathing, posture, intonation, pace and voice projection will be introduced.  Rehearse lines and performing in front of an audience  Facilitate performance</p>
<p>6. Content</p> <p>Scriptwriting, acting workshops, rehearsals</p>
<p>7. Assessment</p> <p>Perform in front of another class group</p>
<p>8. Resources</p> <p>OneNote, stage (outdoors) props costumes etc</p>
<p>9. Links with other Subjects</p> <p>History, Art</p>
<p>10. Evaluation</p> <p>Student survey</p>

<p>1. Title of Subject/Module</p> <p>Toastmasters</p>
<p>2. Approximate duration of module</p> <p>3 weeks</p>
<p>3. Aims</p> <p>This module will encourage students to be less self-conscious about speaking, moving and performing in public. Students will learn how to speak ad-lib, tell an anecdote, provide an informative speech, debate and give a demonstration. In order to ensure that our students are comfortable with the content there will be an element of choice. They will learn how to adhere to the role of chairperson and how to call a meeting.</p>
<p>4. Objectives</p> <p>To deliver a speech to their classmates with confidence  To improve the students writing skills and increase their understanding of persuasive, informative and argumentative styles of writing</p>
<p>5. Teaching and learning strategies</p> <p>Student research, 1 minute ad-lib speech, how to write a speech, exemplars, persuasive techniques, opening hook</p>
<p>6. Content</p>

Speechwriting, communicating effectively to the class
7. Assessment
Deliver a speech to the class
8. Resources
OneNote, Toastmasters international
9. Links with other Subjects
Drama, public speaking
10. Evaluation
Student survey

1. Title of Subject/Module
Children's Books
2. Approximate duration of module
4 weeks
3. Aims
To create an engaging book for a younger audience
4. Objectives
Research different storybooks and fables Write a story or a fable with accompanying illustration Write with children as the intended audience Understand a narrative arc
5. Teaching and learning strategies
Provide exemplars for students to draw inspiration Work in groups to brainstorm Collaborate on artwork
6. Content
Students will be introduced to several children's stories.  <ul style="list-style-type: none"> <li>• Students will examine these models and identify aspects of dramatic writing with a focus on the rhythm, rhyme and character types. <ul style="list-style-type: none"> <li>• Analyse the morals/message behind many children's stories, have they dated? Is that message/moral still relevant?</li> </ul> </li> </ul> <p>Students will examine the following aspects of these short stories; Theme, Character, Setting, Mood, Tension/Conflicts.</p> <ul style="list-style-type: none"> <li>• Students will create their own story paying particular attention to characters, settings and conflicts, emphasizing the "telling details" and use of imagery.</li> <li>• Students will write their own poems modelling the examples provided.</li> </ul> <p>The following different stages may include</p> <p>A; warm up activities, brain-storming activities, word games and writing exercises</p>

aimed at stimulating ideas and springboards for writing
B: Students writing time when students will work on their own drafts and also help each other in peer editing of each other's work in draft format.
7. Assessment
Vote for most popular story, read to primary school children
8. Resources
OneNote
9. Links with other Subjects
Art, SPHE
10. Evaluation
Student survey

1. Title of Subject/Module
TY Magazine
2. Approximate duration of module
3 weeks
3. Aims
To work together as a class to produce a magazine that reflects TY 2022
4. Objectives
<ul style="list-style-type: none"> <li>To produce a school magazine for the TY Graduation</li> <li>To broaden students knowledge of current affairs and media studies</li> <li>To enable students to differentiate between article styles</li> <li>To develop leadership qualities</li> <li>To promote team work</li> <li>To facilitate the student in communicating their own thoughts and responses to the material being studied</li> </ul>
5. Teaching and learning strategies
<ul style="list-style-type: none"> <li>Examine past TY years' layout and format</li> <li>Collaborate on writing articles and editing</li> </ul>
6. Content
Work as a class to compile a review of their TY experiences
7. Assessment
Printed magazine
8. Resources
Collaboration space OneNote
9. Links with other Subjects

10. Evaluation

1. Title of Subject/Module
Utopias and Dystopias
2. Approximate duration of module
3 weeks
3. Aims
<ul style="list-style-type: none"> <li>To study proposals for social and political reform through the medium of utopian texts</li> <li>To evaluate the popularity of utopian &amp; dystopian films</li> <li>To analyse selected utopian texts in depth</li> </ul>
4. Objectives
<ul style="list-style-type: none"> <li>Form their own views about the merits and demerits of utopian thinking</li> <li>Write one assignment which analyses utopian texts thematically and critically</li> <li>Compare and contrast original texts to their film adaptations</li> </ul>
5. Teaching and learning strategies
Analyse key aspects of utopias and dystopias Compare book and film adaptations Essay planning
6. Content
Reading list, key works analysed in class Clips from films – visual literacy Group discussion Presentation How to structure a comparative essay
7. Assessment
Comparative essay
8. Resources
ONeNote
9. Links with other Subjects
Comparative in LC English, SPHE, Politics and Society
10. Evaluation
Student survey

## French

1. Title of Subject/Module
French
2. Approximate duration of module
On-going throughout the year.
3. Aims
<ul style="list-style-type: none"> <li>- Increase the students' ability to express themselves in French</li> <li>- Make students aware of the French culture and way of life in France and other French-speaking countries.</li> </ul>
4. Objectives
<p>Identify and locate French-speaking areas in the world and develop awareness of varieties of French</p> <p>Make an oral presentation in the target language with accurate pronunciation</p> <p>Express and define a point of view on a short film</p> <p>Become familiar with French artists and describe a painting</p> <p>Analyse technical aspects of film making through the use of the French language</p>
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 12 <sup>th</sup> edition of <a href="#">MyFrenchFilmFestivalOnline</a> .
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 <a href="#">eTwinning</a> .
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 strengths 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 gcomhtéasc na Gaeilge.
5. Teaching and learning strategies
<ul style="list-style-type: none"><li>• Ceithre scil – labhairt, cluasthuiscint, léamhthuiscint, scríobh a chomhtháthú le chéile.</li><li>• Cluasthuiscint – éisteacht le podchraoltaí, agallaimh, dlúthdioscaí ceoil, agus cómhra bunaithe ar sin.</li><li>• Léamhthuiscint – altanna topaiciúla a mbeadh suim ag daltaí iontú.</li><li>• Méadú fóclóra – meaitseáil, lúbra crosfhocail, líon bearnaí.</li><li>• Tráth na gceist / comórtas idir ranga i rith Seachtain na Gaeilge.</li><li>• Tionscnamh ar ábhair i raon spéise na ndaltaí – Faisean, ceol, Sport srl</li></ul>
6. Content
<ul style="list-style-type: none"><li>• <b><u>Pleanáil Fhadtéarmach</u></b><ul style="list-style-type: none"><li>➤ <u>An Chéad Téarma</u></li></ul></li></ul>

<ol style="list-style-type: none"> <li>1. Spórt agus Caitheamh Aimsire</li> <li>2. Na Meán Cumarsáide</li> <li>3. Cursaí Folláine</li> </ol> <p>➤ <u>An Dara Téarma</u></p> <ol style="list-style-type: none"> <li>1. Gairmeacha Beatha</li> <li>2. An Timpellacht/Cairde an Domhain</li> <li>3. Litríocht na Gaeilge</li> </ol> <p>➤ <u>An Triú Téarma</u></p> <ol style="list-style-type: none"> <li>1. Laethanta Saoire agus an Todchaí</li> <li>2. An Eoraip</li> </ol>
<p>7. Assessment</p> <ul style="list-style-type: none"> <li>• Measúnú múnlaithreach</li> <li>• Measúnú scríofa seachtainiúil - praiticiúil, ó bhéal agus éisteachta</li> <li>• Tuairisc ar Thaithí Oibre</li> <li>• Tionscadail, E-Phunanna agus taispeántais Oibre</li> <li>• Dialann dalta / Dialann imeachtaí dalta ina dtaifeadtar dul chun cinn pearsanta</li> <li>• TEG</li> </ul>
<p>8. Resources</p> <ul style="list-style-type: none"> <li>• Nuachtáin – Seachtain, Lá, An t-Idirlíon: Físeanna, podchraoltaí, Raidió ar líne</li> <li>• TG4 Foghlaim (cláracha éagsúla)</li> <li>• Dlúthdhioscaí</li> <li>• Póstaeirí</li> <li>• Imeachtaí Gael Linne</li> <li>• Téacsleabhar: Taiscéal</li> <li>• Gearrscannáin</li> <li>• Gearrscéalta (Katfish, Spás)</li> <li>• Béaloideas</li> <li>• Úrscéalta</li> </ul>
<p>9. Links with other Subjects</p> <ul style="list-style-type: none"> <li>• Comhoibriú roinne ar topaicí éagsúla: <ol style="list-style-type: none"> <li>i) Tíreolaíocht – An Eoraip agus taisteal/athrú aeráide</li> <li>ii) Staidéar Claiseacha: Staidéar a dhéanamh ar na sceálta béaloidis</li> <li>iii) Eolaíocht: cursaí folláine</li> </ol> </li> </ul>
<p>10. Evaluation</p> <ul style="list-style-type: none"> <li>• Agallamh leis na scoláirí chun aiseolas a fháil</li> <li>• Ceistiúchán thuistí agus dhaltaí</li> </ul>

## Maths

1. Title of Subject/Module
Maths
2. Approximate duration of module
Full Year
3. Aims
<p>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:</p> <ul style="list-style-type: none"><li>• An awareness of the dual nature of mathematics.</li><li>• Mathematical skills and knowledge that will prepare them for state exams and for their personal fulfilment.</li><li>• A respect and appreciation of the ideas and concepts of mathematics.</li><li>• An awareness of the depth and significance of mathematics in all areas of life.</li></ul>
4. Objectives
<p>A mathematics education should contribute to the personal development of the students by:</p> <ul style="list-style-type: none"><li>• Developing their problem solving skills and through modelling their creative talents</li><li>• Developing their ability to handle abstractions, generalisations and logic</li><li>• Fostering their appreciation of the creative/aesthetic aspects of mathematics</li><li>• Improving their communication skills and ability to share ideas</li><li>• Enabling them to develop a positive attitude to mathematics.</li></ul> <p>It should also help to provide them with the mathematical skills and knowledge to help them in life and work by:</p> <ul style="list-style-type: none"><li>• Giving them confidence and competence</li><li>• Helping them in the study of other subjects</li><li>• Preparing them for future study</li></ul> <p>The students of mathematics should be able to:</p> <ul style="list-style-type: none"><li>• Recall basic facts</li><li>• Demonstrate an understanding of using instruments (measurement and calculation)</li><li>• Apply their mathematical skills in a way that is meaningful to them.</li><li>• Analyse, interpret, and present mathematical information with logical reasoning and argument.</li><li>• To appreciate mathematics in how it relates to daily life and to the world of work.</li><li>• Communicate mathematics and understand mathematical terms.</li><li>• Have gained relational understanding of concepts in mathematics.</li></ul>
5. Teaching and learning strategies
<ul style="list-style-type: none"><li>• Choosing material appropriate to student's ability</li><li>• Smart boards</li><li>• Interactive simulations</li><li>• Brainstorming / puzzles</li><li>• Quizzes</li><li>• Group work</li><li>• Paired work</li><li>• Projects</li><li>• Appropriate use of IT &amp; Computer Simulations</li></ul>

6. Content
<ul style="list-style-type: none"> <li>• <b>Fundamentals</b> 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.</li> <li>• <b>Practical Probability</b> 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!</li> <li>• <b>Statistics</b> 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.</li> <li>• <b>Life Maths</b> 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.</li> <li>• <b>Exploring Numbers, Patterns and Sequences</b> 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.</li> </ul>
7. Assessment
<ul style="list-style-type: none"> <li>• Student work monitored, both during class and homework</li> <li>• Terminal exams in maths as a core subject</li> <li>• Online tools (e.g. Kahoot, Quizizz) provide detailed feedback</li> <li>• In-class tools, such as show-me boards to provide instant feedback for learning</li> </ul>
8. Resources
<ul style="list-style-type: none"> <li>• Smart boards</li> <li>• Text book</li> <li>• Calculators</li> <li>• Show-me boards</li> <li>• Laptops/Tablets</li> <li>• Popular Maths books/documentaries</li> </ul>
9. Links with other Subjects
<ul style="list-style-type: none"> <li>• Art – Geometry</li> <li>• History – History of maths</li> <li>• Business – Budgeting, tax calculations</li> <li>• English – Presenting ideas in a clear manner</li> </ul>
10. Evaluation
<ul style="list-style-type: none"> <li>• ??</li> </ul>

# Well Being Programme

# Computer Studies

Two modules – 1 academic year
Computational Thinking Microcontrollers
Aims
<ul style="list-style-type: none"> <li>To enable students to make an informed decision about choosing Leaving Certificate Computer Science</li> <li>Develop Computational Thinking/Problem Solving</li> <li>Develop Design Thinking</li> <li>Develop Senior Cycle Skills</li> </ul>
Objectives
<ul style="list-style-type: none"> <li><b>Computational Thinking (through Scratch)</b> <ul style="list-style-type: none"> <li>The basic concepts of computer programming using Scratch (block-based programming)</li> <li>Computational Thinking/Problem Solving</li> <li>Group work</li> <li>Bebras Challenge</li> <li>Design own program in Scratch</li> <li>Compete in the Technology section of SciFest@Schools competition (group work)</li> <li>Senior Cycle Key Skills</li> </ul> </li> <li><b>Microcontrollers (using Raspberry Pi's and Python)</b> [dependent on COVID-19 regulations] <ul style="list-style-type: none"> <li>Read, write, test, and modify Python programs</li> <li>Basic electronics through Raspberry Pi GPIO pins and breadboards</li> <li>Participate in physical computing workshops, e.g. Makey Makey, micro:bits</li> <li>Group work</li> <li>Senior Cycle Key Skills</li> <li>Compete in EU Codeweek Hackathon</li> </ul> </li> </ul>
Teaching and learning strategies
<ul style="list-style-type: none"> <li>Computational Thinking exercises (group &amp; individual)</li> <li>Group work</li> <li>PRIMM (Predict, Read, Investigate, Modify, Make)</li> <li>Programming exercises (individual)</li> <li>Paired programming</li> <li>Teacher models coding on projector</li> <li>Brain – Buddy – Browser – Boss</li> <li>Peer Instruction</li> </ul>
Content
<ul style="list-style-type: none"> <li><b>Computational Thinking (through Scratch)</b> <ul style="list-style-type: none"> <li>Fundamentals of computers (hardware and software)</li> <li>The basic concepts of computer programming</li> <li>Algorithmic thinking</li> </ul> </li> </ul>

- 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)

#### Assessment

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

#### 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](http://scratch.mit.edu)
  - [socrative.com](http://socrative.com)
  - Bebras Challenge (past questions)
- **Microcontrollers (using Raspberry Pi's and Python)**
  - 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](http://socrative.com)
  - [raspberrypi.org](http://raspberrypi.org)
  - [compsci.ie](http://compsci.ie)

#### 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.

Evaluation
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TY students complete online surveys at the end of the academic year.
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# PE

2. 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
<ul style="list-style-type: none"> <li>• developing confidence, competence, and creativity in a range of physical activities</li> <li>• participating in physical activity both inside and beyond school</li> <li>• examining the value of physical activity in different contexts</li> <li>• understanding and commit to physical activity which develops health-related physical fitness</li> <li>• undertaking different roles in physical activity</li> <li>• demonstrating responsible social and personal behaviour in physical activity, demonstrating respect for self and others</li> <li>• acting as 'informed participants' in physical activity</li> </ul>
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, Killearnan 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
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Art- Phot scavenger hunt
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Irish- GAA week
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Classics- Mini Olympics
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10. Evaluation
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End of year portfolio interview and Forms questionnaire
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# 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 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
Aug 21 – May 2022
3. Aims
<ul style="list-style-type: none"> <li>• develop as an individual in a creative environment</li> <li>• improve their confidence and enhance their self-esteem by collaborating with their peers</li> </ul>
4. Objectives
<p>The learner should understand:</p> <ul style="list-style-type: none"> <li>• the uses of Music Technology and computer applications in 2021</li> <li>• The digital skills required to compose a music recording</li> <li>• The term copyright and its implications</li> <li>• And develop a sense of music appreciation</li> </ul>
5. Teaching and learning strategies
<p>Use of multimedia apps to cater for multiple learning styles and students with additional needs</p> <p>Use of OneNote to allow easy access of class objectives, weekly activity, and recap of previous lessons.</p> <p>Demonstration on whiteboard of software packages and mini- recordings as required</p> <p>Differentiated approach to teaching the theory of music</p> <p>Peer teaching &amp; learning</p>
6. Content
<p>To create an original musical jingle</p> <p>To create a group broadcast</p> <p>To perform their recordings via peer assessment.</p> <p>To provide backing track for a group dramatic performance</p>
7. Assessment
To compose a 16-bar track, edit and playback a recording
8. Resources
<p>Audacity Software package</p> <p>Muscore 3 software package</p>
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: <ul style="list-style-type: none"> <li>• 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.</li> <li>• Have general knowledge and understanding of Irish &amp; European laws and institutions.</li> <li>• Think critically about choices that governments, people, and societies make and their impact on the wider world.</li> </ul>
4. Objectives
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider how cultural, institutional, and environmental differences can be overcome to create a co-operative world.</li> <li>• Explore and reflect on geographic and political data, global politics, and cultures.</li> <li>• Explore Irish Law, Institutions and how they affect their lives.</li> </ul>
5. Teaching and learning strategies
<ul style="list-style-type: none"> <li>• Creative and diverse approaches</li> <li>• Opportunities for self-directed learning e.g., projects</li> <li>• Extend learning beyond the classroom</li> <li>• Integration of ICT</li> <li>• Active teaching and learning methodologies., discussions, debates, speeches.</li> </ul>
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

## 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,

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**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:

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

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**C:** Give details of safety precautions in place:

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*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:** \_\_\_\_\_

## Insurance Details

**Re: Allianz Policy number DN RES 3655130  
Community Week/ Work Experience / Gaisce Activities  
As Arranged.**

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*Please note this letter should be accompanied by a letter of introduction from the school.*

To whom it may concern,

Community Week/Work experience is part of the career education programme at this school. The insurance policy held by the school indemnifies the Board of Management against any legal liability it incurs in connection with the participation of students in the Community Week/Work Experience programme. In the case of employers who provide opportunities for Community Week/Work Experience for our students, they are normally indemnified by their own insurance policies.

We wish to confirm that under the Public Liability Section of our school insurance policy our Insurer provides an indemnity to the school in respect of our legal liability, as defined in the policy, arising from or in any way associated with any community week/work experience schemes and transition year placements organised by the school or in which we participate, including indemnity to any employer in respect of the performance of such work by any student, subject always to the terms Definitions Conditions Exclusions and limitations of this Section of our Policy.

It is normal practice within the insurance industry for insurers to provide the appropriate indemnity to employers who facilitate Community Week/Work Experience programmes. Moreover, our experience has been that insurers make no additional charge for including students under an employer's policy. However, should an additional charge be levied, the Board of Management will reimburse the employer.

Current period of insurance is 19<sup>th</sup> May 2020 to 18th May 2021.

Signed,

\_\_\_\_\_  
Patricia Gordon,  
Principal.

# Enterprise

1. Title of Subject/Module – <b>Enterprise/Economics</b>
2. Approximate duration of module I Year – from September 2022 to May 2023
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

# Enhanced Learning Options

## French

DELF (*Diplôme d'Etudes en Langue Française*) and DALF (*Diplôme Approfondi de Langue Française*) are **official qualifications awarded by [France Éducation International](#) and the [French Ministry of Education](#)** 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 [Common European Framework for Language](#)

## 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

<b>Approximate duration of module</b>
Academic Year, 2 x 55 min weekly class periods
<b>Aims</b>
<ul style="list-style-type: none"> <li>To enable every student to appreciate Art by providing relevant opportunities for creativity and innovation.</li> <li>To reinforce and further develop the knowledge, skills and competencies acquired at Junior cycle art.</li> <li>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</li> <li>To develop practical problem-solving skills through the manipulation of materials.</li> <li>To enhance creativity through developing lateral thinking skills and to promote inventiveness and risk-taking.</li> <li>To give students the freedom to explore their creativity using new mediums and skills without the constraints of an examination curriculum.</li> </ul>
<b>Objectives</b>
<ul style="list-style-type: none"> <li>Extend the range and quality of students' artistic skills and use of media.</li> <li>To expand students visual and critical language</li> <li>To prepare students for the requirements of further study should they opt for art at Senior cycle</li> <li>To encourage students to take initiative and ownership in their learning.</li> <li>To create a portfolio of work using a variety of art mediums.</li> </ul>
<b>Teaching and learning strategies</b>
Demonstrations, Discussion, Presentations, Looking and Responding to Artist and their work, Class Projects, and Group work.
<b>Content</b>
<b>The art department offers a wide range of artistic disciplines for example:</b> Drawing, painting, graphic design, printmaking, sculpture, modelling, construction, air clay stop motion animation, photography, art appreciation, gallery visits.
<b>Assessment</b>
Continual based assessment, quizzes, questioning, projects and house assessment
<b>Resources</b>
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
<b>Links with other Subjects</b>
CSPE, Drama, SPHE, Computer Studies, English
<b>Evaluation</b>
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
<p>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.</p> <p>To develop key skills which are necessary for studying science, but which are transferrable to other subjects.</p>
4. Objectives
<ul style="list-style-type: none"> <li>To plan, conduct and present, in several forms, a scientific investigation</li> <li>To safely perform experiments in a laboratory environment</li> <li>Present both sides of a scientific argument and present your opinion based on factual information</li> </ul>
5. Teaching and learning strategies
<p>A variety of teaching and learning strategies will be used throughout the science molecule. These will include but are not limited to</p> <ul style="list-style-type: none"> <li>Think, Pair, Share</li> <li>KWL</li> <li>Pair work</li> <li>Mind maps</li> <li>Place mats</li> <li>Walking debates</li> </ul>
6. Content
<p>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.</p> <p>Biology</p> <ul style="list-style-type: none"> <li>DNA and Genetics</li> <li>Nano in my Life</li> <li>Sports Science</li> <li>Food science</li> </ul> <p>Chemistry</p> <ul style="list-style-type: none"> <li>Forensic chemistry</li> <li>Atmospheric chemistry</li> <li>Firework chemistry</li> <li>Atom and the Periodic Table</li> <li>Electrochemistry</li> <li>Acids and Bases</li> </ul> <p>Physics</p> <ul style="list-style-type: none"> <li>Radioactivity</li> <li>Force and Pressure</li> </ul>

- 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			
<ul style="list-style-type: none"> <li>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.</li> </ul>			
4. Objectives			
<ul style="list-style-type: none"> <li>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</li> <li>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.</li> <li>Help students to develop a range of transferable critical thinking and creative problem solving skills.</li> </ul>			
5. Teaching and learning strategies			
<ul style="list-style-type: none"> <li>Students create learning outcomes</li> <li>Differentiation</li> <li>Inquiry-based instruction</li> <li>Peer work and assessment</li> <li>Individual learning goals</li> <li>Peer teaching</li> <li>ICT</li> </ul>			
6. Content			
<ul style="list-style-type: none"> <li>The Ancient Olympics</li> <li>Sparta Vs Athens</li> <li>World mythology</li> <li>STEM in the ancient world</li> <li>Neoclassical Architecture</li> <li>World religions with a focus on Judaism</li> <li>Students choice – majority vote</li> <li>Additional module optional for students – UCD certified course (Access Classics)</li> </ul>			
7. Assessment			
Peer assessment, collaborative and presentation	20%	Essay in exam conditions. 40%	Individual project 30% Attendance and participation 10%
8. Resources			
<ul style="list-style-type: none"> <li>CAIT TY pack</li> <li>UCD Access Classics</li> <li>Homer's Odyssey</li> </ul>			

- 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

# Geography

1. Title of Subject/Module
Geography
2. Approximate duration of module
1 hour per week
3. Aims
<p>The aims of the geography programme are:</p> <ul style="list-style-type: none"> <li>- To encourage independent study and decision making skills in learning</li> <li>- To build on and further develop research skills</li> <li>- To give the student an appreciation of the relevance of geography in the world today</li> <li>- To build on and develop the students knowledge on sustainability and the impact of climate change on all our lives.</li> </ul>
4. Objectives
<p>On conclusion of the programme the students will be able to:</p> <ul style="list-style-type: none"> <li>- Use maps to identify the location of countries, major cities, mountain ranges etc.</li> <li>- Cooperate with other students in a small groups to complete a task</li> <li>- Appreciate the planning involved in developing a new urban</li> <li>- Outline how climate change is impacting on the physical and human world</li> <li>- Appreciate the importance off sustainability of natural resources</li> </ul>
5. Teaching and learning strategies
Research, teacher input, group/ pair work, project work, presentations
6. Content
<p>After discussion with the students over possible ideas they wish to study:</p> <ul style="list-style-type: none"> <li>- Glaciation; the history and impact on the physical landscape</li> <li>- Provision of maps to complete throughout the year</li> <li>- Planning of a new 'green' town</li> <li>- Impact of climate change on coastal communities</li> <li>- Sustainability of water and soil resources and the impact on human populations</li> </ul>
7. Assessment
Written project work and peer assessment
8. Resources
Videos, books, websites, news links
9. Links with other Subjects
Science, history, arts
10. Evaluation
Feedback from students after each of the various topics.

# History

1. Title of Subject
History: War & Peace in the 20 <sup>th</sup> Century
2. Approximate duration of module
3 x terms
3. Aims
<p>This course will</p> <ul style="list-style-type: none"> <li>• Improve knowledge and understanding of war, conflict, genocide, and international relations in the 20<sup>th</sup> century.</li> <li>• Balance sensitive, tragic, and controversial events by positive mutual experiences</li> <li>• Recognise the complexity of issues and the experiences of people affected by conflict, war, and genocide.</li> <li>• Reflect on historical sources such as geographic and political data of some of the most significant events of the 20<sup>th</sup> century.</li> </ul>
4. Objectives
<ul style="list-style-type: none"> <li>• Learn lessons from the past and how they can advise and inform the present</li> <li>• Examine the behaviours of nations, institutions and individuals in conflict, war, and genocide.</li> <li>• Discuss your thoughts about topics (e.g., the ethics of war) covered with other learners in class and on our online platform</li> <li>• Evaluate a range of historical sources to understand how wars affect society</li> <li>• Interpret historical propaganda and eyewitness accounts to understand the civilian experience of war and genocide.</li> </ul>
5. Teaching and learning strategies
<ul style="list-style-type: none"> <li>• Creative and diverse approaches</li> <li>• Opportunities for self-directed learning (individual, pair, or group work research project)</li> <li>• Interdisciplinary approach</li> <li>• Extension of the learning environment beyond the classroom (The Crocus Project and HETI Project)</li> <li>• Integration of ICT into active teaching and learning methodologies</li> </ul>
6. Content
War, Genocide & Peace in 20 <sup>th</sup> Century: The Holocaust & World War II (Hiroshima & Nagasaki), and other genocides; The Cold War – Special study Vietnam; Efforts to achieve peace and compromise.
7. Assessment
<p>Emphasis on formative and assessment for learning and the development of skills.          Project work; Short assignments &amp; blogs; competition entry.          School Wise digital platform will keep track of completed tasks and assessment scores</p>
8. Resources
<p>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)</p>
9. Links with other Subjects
<p>Politics and Society          English          Philosophy &amp; Ethics          Business          Geography</p>
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

# 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 Christmas 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, subject to Covid restrictions.

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 (DELFL 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)

<p><b>Sports:</b></p> <ul style="list-style-type: none"> <li>• Wall Climbing In Sandyford Gym</li> <li>• White water rafting</li> <li>• Paint Balling</li> <li>• Delphi</li> <li>• Self Defence</li> <li>• Skiing</li> <li>• Mini Olympics</li> <li>• Glendalough Hike</li> </ul>	<p><b>Arts:</b></p> <ul style="list-style-type: none"> <li>• Dublin Theatre Festival Trip</li> <li>• One City One Book Trip</li> <li>• Fighting Words Workshop</li> <li>• Museum of Literature visit</li> <li>• Neo Classical Walking Tour</li> <li>• Epic Museum Trip</li> <li>• Criminal Courts of Justice visit</li> <li>• EYP (European Youth Parliament)</li> </ul>
<p><b>Event Managers for:</b></p> <ul style="list-style-type: none"> <li>• Science Week</li> <li>• Arts Week</li> <li>• Wellbeing Week</li> <li>• World Book Day</li> <li>• Our Ladies Hosplice Coffee Morning</li> <li>• Space Week</li> <li>• Seachtaine Na Gaeilge</li> <li>• Library Mentors</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Trinity Science Gallery</li> <li>• BT Young Scientist</li> <li>• Cool Planet Experience</li> <li>• Science Explorium Sandyford</li> <li>• Geography Rivers Trip</li> <li>• Physical Computing: Makey Makey Workshop</li> <li>• Bebras Computational Thinking Challenge</li> </ul>

	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 bases 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
<b>Overall Score out of 100</b>	<b>100</b>

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](https://careersportal.ie/workx/student_search.php)

[DES Returning to School Transition Year 2020/21 July 2020 Version 1.0 \(Covid 19\)](#)

## **Relevant Policies**

Stratford College Visiting Speakers

Stratford College Trips and Tours

Garda Vetting

# Evaluation

## 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?

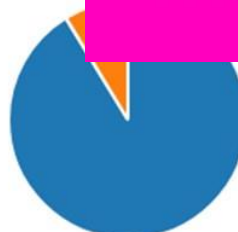
We put all the words into a word cloud-



4. Did you take advantage of the personal and social opportunities

[More Details](#)

Yes	21
No	2



## How has Transition Year changed you as a person?

- It is hard to explain but I do feel I have come out of TY different than when I came in. I have learnt to pursue a passion and do not let anyone tell you -you cant do something. I have learnt a lot about myself as a person, and about other people.
- I learned more about balancing and scheduling. I learn I should have time to do other activities while putting in the time to do work as I would burn myself out and I learned I am hardworking.
- I feel I have definitely gained confidence as I participated in EYP, Euroscola, as well as a play outside of school.
- I think TY has encouraged me to take more risks
- Opened my eyes to new things
- I feel I have gotten more in touch with the arts side of myself rather than the sporty side.
- I am more confident, socially aware, happier and have experienced more amazing things
- I have become a lot more self-confident and out spoken.
- As I said, I matured a lot and I have (even though it's still very vague) a better idea of what I want to do when I leave school.
- I was less moody and more social

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

[More Details](#)

● Yes	13
● No	10



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

- I felt my goals kept changing a lot through the year so it might have helped to write down exactly what my goals were from day one and keep that note somewhere I'd see it every day like our form tutor room perhaps.
- I feel it's not so much that I didn't achieve goals, it was that my goals changed through the year. I achieved many things I'm proud of this year.
- I don't remember the goals and I think that can be why I didn't achieve them, I wasn't really keeping them in mind. But I did achieve a lot of shorter-term goals I set throughout the year.

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

[More Details](#)



Please explain your answer

- I'm nervous that I'm out of study routine but I think we deserved the break
- I feel like we've been doing practically no work from textbooks this year and that isn't great for exam preparation. But on the flipside we have done so many activities to get to know ourselves better which helped in deciding which subjects to choose for Leaving Cert.
- Personally, I prefer sitting in a class and taking notes as opposed to listening to projects from peers, or doing projects just for the sake of projects.
- I'm ready to get stuck into the leaving cert after a fun and adventurous year

13. Do you feel you are better prepared to make choices about your future career now?

[More Details](#)



Give examples of how you stepped out of your comfort zone during the year-

- I had to do many speeches (to my class, my school, fellow peers, in front of multiple schools, etc., etc.), acting, leading projects,
- Speaking in the European parliament, volunteering for the European youth parliament. Presenting a scifest project in IT Blanchardstown and winning a prize speaking at the ty information, learning how to ski
- I stepped out of my comfort zone a huge amount throughout the year. I spoke in front of lots of people a lot more for green schools and other activities.
- Being engaging in activities and public speaking
- I talked to more people and went away with the class and tried new activities
- My first day of TY was also my first day ever in Stratford, so as you might imagine I was exploring the depths of the unknown which was extremely scary

for me but of course it got much easier throughout the year as everyone was so nice and welcoming.

- I probably never would have done the Gaisce hike before
- This year, I participated in EYP and spoke to a lot of new people, I spoke in the European Parliament on behalf of Stratford in front of a lot of people, and I participated in a show outside of school.

#### What advice would you give next year's TY's starting?

- Keep on top of my projects and not leave them to the night before and also use my time at the beginning of the year more productively
- I would do my work earlier when it was assigned because at the moment I feel like I have loads to do, which could have been avoidable.
- Put your all into everything
- Don't think about something too much, just go for it. You will have the time of your life.
- To make the most out of the year. To take part in activities that you may not like or want to do and give them a chance.
- Embrace everything and put yourself forward for everything because you won't have another chance
- I guess enjoy every part of it as it is a brilliant and fun-filled year! You will regret it if you take it for granted
- Really cherish the fact that in the next two years there isn't going to be as much time to bond with your classmates, so take the chance and have fun.
- I'd advise them to work on themselves and their personal relationships more - I feel this year I got a lot closer to a lot of friends.
- To do everything, if you don't like it you'll never have to do it again

#### How can we improve our Transition Year programme?

- I would put in an emphasis on Goal setting
- Get rid of TY exams maybe keep things like Maths and English because they were at least about stuff relevant to the leaving cert.
- More work experience as it is such a great opportunity for everyone to get involved in and is probably the most necessary thing in TY.
- Give us a Calendar, there were lots of clashes with projects. Please coordinate the projects we are given!!! We were given about 10-12 projects across all subjects that were all due around the same time. This puts a lot of pressure on us students!!
- There's too much project work also if the teachers could communicate with each other about what they're doing and on what dates because there has been

about three very important date clashes this year and we weren't able to attend certain events.

### Other notes on TY

- Very focused group, students worked hard for all subjects.
- Students came 1st & 2nd in their categories in Scifest. Thanks to HOK
- Students entered the John Hooper statistics poster competition.
- Students made it into the heats of the Fresh film festival, thanks to SR & LT
- TY Students invited to the RDS to exhibit at the green schools expo, thanks to DD
- Laura Kelly took part in provincial EYP competition
- They won a Trip to Strasbourg- Thanks to V.K & P.G for going with the TY students
- End of year trip to Glendalough Great way to finish the year.
- Adam & Aidan spoke at assembly, great to see!
- Ross, Hannah and Sophie were in a play in the Mill theatre
- Both Michael and I would like to do midyear interviews to touch base with students and try to intervene if things are sliding for them.
- Introduction of the YSI programme next year.

# Additional Costs

## Payment Schedule

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

### TY Budget 2022/2023 (Cost per student)

Module	Cost €
First Aid	15
Law Ed - V Kenny	50
Self Defence 4 lessons	25
TY Warrior Diploma 4 lessons	30
Ski Ireland 4 lessons	80
Ski Buses	40
Sports Science Workshop 2 lessons	20
The Wall 1 lesson	10
Bus to the Wall	22
Chinese	30
Swan Leisure 4 classes	20
Cool Planet	TBC
Bus to Cool Planet	TBC
Leinster School of Music	TBC
Law Week	TBC
Gaisce	TBC
Makey Makey	15
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

## Appendix

### TY Educational Programmes & Work Placement Opportunities for 2020 - 2021 (subject to Covid 19 restrictions)

Looking for TY Programmes / work experiences – log into the following Careers Portal website: [https://careersportal.ie/workx/student\\_search.php](https://careersportal.ie/workx/student_search.php)

#### Early University Entrance at Dublin City University

- Aviation Studies (based on modules from B.Sc in aviation management).
- Engineering (based on modules from common entry to engineering).
- Psychology (based on modules from the B.Sc in Psychology).
- Law & Politics (based on modules from the B.A. in Economics, Politics & Law).
- Business Studies (based on modules from the B.A. in Business Studies)

Early University Entrance is a dual enrolment programme that allows students with high academic ability to study course modules from 1<sup>st</sup> year degree programmes in DCU. The students follow the modules exactly, and take the exam at the end of the semester. Each module has been carefully selected with each of the cooperating DCU Schools.

Duration: 14 weeks

The programme is designed to be academically challenging, and will require much of the students in terms of personal study, organisation and self-discipline.

Dr Leeanna Hinch

Early University Entrance Programme Manager 01-7008423 & Email:

[leeanne.hinch@dcu.ie](mailto:leeanne.hinch@dcu.ie)

<https://www.dcu.ie/ctyi/earlyuniversityentranc.shtml>

## TY Science Work Placement Programmes at DCU

Transition Year students enjoy a week of work experience with the School of Chemical Sciences, which includes working in a chemistry laboratory and learning the importance of safety when working with chemicals. Participants learn to synthesize and analyse pharmaceuticals, get a chance to use instrumentation, do some forensic analysis and learn about the applications of chemistry research. They also get a short course in Microsoft Power-point and give a mini presentation on their experience. Transition Year students spend a week at the School of Physical Sciences experiencing life as a physicist – doing hands on activities, such as fabricating dye sensitive solar cells and launching rockets. Students science experiment students discover what it's like to study physics in a university environment and get a chance to attend first year lectures and laboratory sessions.

### DCU School of Computing

Series of one-week courses during the month of January. Learn web design and basic programming. Contact Name: Patricia Lacey Email:

[Patricia.Lacey@computing.dcu.ie](mailto:Patricia.Lacey@computing.dcu.ie)

## Computer TY Courses run by DCU

### Web Design

In this course, student get to design and build a web site on a topic of their choosing. They learn how to create a basic site using raw HTML tags, control the look-and-feel of the site using CSS styling and add some animation using Javascript. They will also create their own website banner using a graphic design application and record their own video to embed into their website. This course is suitable to all students, regardless of their academic ability. Students who have an interest in writing, editing and design may find it particularly suitable.

Link: <http://www.w3schools.com/>

Contact: [Christine.Stears@computing.dcu.ie](mailto:Christine.Stears@computing.dcu.ie)

### App Inventor

In this course, students will develop their own mobile apps using AppInventor, a programming environment developed at the Massachusetts Institute of Technology (MIT). Students learn the basics of app development using the graphical programming language of Scratch. The Apps they develop can then be easily installed on any Android device or ran on the Android Emulator on the PC. This course is suitable for any student who is interested in learning the basics of programming. Link:

<http://appinventor.mit.edu/>

Contact: [Christine.Stears@computing.dcu.ie](mailto:Christine.Stears@computing.dcu.ie)

## Introduction to Programming

In this course, students learn how to program in Java, the most popular programming language in the world. Students are introduced to basic programming concepts through the medium of RobotWorld, a Pac-man like learning environment developed at DCU. No knowledge of programming is required for this course. However, it is slightly more difficult than the App Inventor course and would therefore be particularly suited to students who have already been exposed to some programming, e.g. students who have already worked with a graphical programming language like Scratch and are ready to move on to new challenges. Contact: [Christine.Stears@computing.dcu.ie](mailto:Christine.Stears@computing.dcu.ie)

## STEPS Engineering Your Future Transition Year Programme

This programme is designed to inspire Transition Year Students to study engineering. STEPS EYF is an engineering experience programme that gives Transition Year students a hands-on, fun and practical insight into engineering at third-level and gives TY Students the opportunity to gain a better understanding of the skills required of engineers and the career opportunities available to qualified engineers. DIT, UCD and ITT all take part in hosting this programme. Places are limited, and the application process is competitive. More information:

<http://www.steps.ie/students/engineering-your-future.aspx>

[https://steps.smapply.io/prog/2020\\_engineering\\_your\\_future\\_-](https://steps.smapply.io/prog/2020_engineering_your_future_-)

[\\_transition\\_year\\_programme/](https://steps.smapply.io/prog/2020_engineering_your_future_-transition_year_programme/) <https://ty.ie/profile/engineeringyourfuture/>

During this programme, which is run over three to five days, students attend interactive talks and presentations, get hands-on experience with group-based activities, visit local industry and meet engineers at various stages in their careers. STEPS EYF is coordinated by Engineers Ireland STEPS Programme and is hosted by third level institutions and industry around Ireland. This annual Engineers Transition Year Initiative has 18 Programmes and engages 1.700 students.

Courses run in April/May each year.

## Marine Science at the Marine Institute Galway – Galway

Transition Year Placement hosted by INFOMAR at the Marine Institute Galway. INFOMAR is Ireland's national seabed mapping programme carried out jointly by the Geological Survey of Ireland and the Marine Institute. The Marine Institute run a transition year course placement on a pilot basis at the end of April for up to 20 students. Students spend a week visiting the various Marine Institute facilities and learning about the different activities of the Institute. At the end of their experience, each student created a 'story map' and power point presentation to show what they achieved during their placements.

## School of Physics at Trinity College Dublin TCD TYPE

The Transition year Physics experience (TYPE) program in the School of Physics at Trinity College Dublin was created to meet the demand of transition year students requesting work experience in the physical sciences. It consists of a week-long event accepting 48 students from all over Ireland.

This programme takes place in early December each year. The week is aimed at transition year students who have a strong interest in pursuing a career in Science in general and Physics in particular. The Transition Year Week is a 5-day programme of lectures, interactive seminars, dynamic fun experiments and field trips where students get to see how physics is applied in many innovative facilities. Although they cannot employ students directly in a lab without the training and experience that comes with 3rd level education, they can however give them an experience of what academic research entails. During the week long program the students receive lectures in a variety of cutting edge areas from the active research staff in the School of Physics.

They will take part in hands on demonstrations elucidating fundamental principles of physics. On top of this they will be asked to perform their own research in an area of interest to them. This entails researching an area as part of a team, and creating a poster on a topic for a presentation to staff and peers at the end of the week. Prizes are awarded for best design and best content.

During the week-long event the students will interact with undergraduate students currently taking the TR063 (Physics) and TR035 (Theoretical Physics) courses. They will be given general information on differences to expect between secondary school and college life, and what support systems will be available to them.

All applications must be made online. The link to the application form is:  
<https://www.tcd.ie/Physics/outreach/type/about/>

## The Science Gallery's Cool Jobs Programme – Trinity College Dublin

Cool Jobs aims to give students a greater understanding of what their skill sets are, how to apply them and the opportunities for creative and lateral thinking in science, engineering and technology careers. The high demand and positive feedback from students shows that there is a genuine desire to learn from real-life experiences of people already working within STEM-related careers. For more information about taking part, please contact our Education Team at:  
[typrojects@sciencegallery.com](mailto:typrojects@sciencegallery.com)

<https://dublin.sciencegallery.com/events/2015/10/cooljobssecondaryschool>

### Transition Year Mentoring Week @ The Science Gallery

Science Gallery runs week-long mentoring programmes in Feb/March and Oct/Nov with 20 students, from different schools nationwide, participating in each week. Each programme is developed in collaboration with a range of leading scientists, engineers, artists and entrepreneurs, giving students the chance to participate in workshops and hands on experiments, lab visits and exhibition tours, presentations and talks, quizzes and more. Students also get the opportunity to develop project ideas for upcoming exhibitions, and events mentored by the Science Gallery team and external experts in science, the arts, culture, design, business and innovation.

<https://dublin.sciencegallery.com/education/mentoring-week>

Contact: [typrojects@sciencegallery.com](mailto:typrojects@sciencegallery.com)

### IBM Software Labs

Do you have an interest in Maths and / or Science? Would you like to help make our planet smarter? Consider a career in IT ..... it will give you the opportunity to help make changes in the world when you graduate. IBM's Dublin (Software) is running a week long workshop for TY students which aims at encouraging students to consider IT as an option for their future careers. IBM will run a week long workshop for TY students in Autumn and Spring, to introduce students to career options in a global IT company. The week will be a mix of workshops, presentations and activities to include Intro to careers in IT, Fun team building activities, Presentation skills workshops – learn how to present in a group, Smarter Planet Challenge Day, Day with an IBMER. Students must register on [www.careerportal.ie](http://www.careerportal.ie) in the Work Experience Section or contact IBM directly.

### The DIT Computing Academy

You will work with DIT Lecturers and students to learn how to: Program Robots, Make Computer Games, Build Websites, develop mobile apps. It takes place in May. For more information contact Denise Murphy by e-mailing [computing@dit.ie](mailto:computing@dit.ie)

### Transition Year Placement @ Microsoft Ireland

Microsoft is one of the most successful technology companies in the world pioneering research and development in new product areas such as digital media and television, Xbox 360, search, security, mobile computing and online

services.

The Work Experience course last 1 week. The course takes place in two periods; Period 1 – early November-December, Period 2 – end of January to early March. Location: South County Business Park, Leopardstown, Dublin 18. Last year there were 700+ applications and program has just 60 available places. So competition is really high. Students must register on [www.careersportal.ie](http://www.careersportal.ie) in the Work Experience section or contact Microsoft directly.

### ICT, Sales & Marketing @ Cisco

Successful applications will work with the sales, presales, and finance departments in Cisco Ireland. This is a dynamic and fast paced organisation in Eastpoint, Clontarf, comprising of 80+ staff members. The placements will involve using the very latest in video communications and other collaboration tools to interact with the Cisco team. Students will work on a project where they use social media to uncover new contracts for the sales organisation. Individuals will shadow engineers and account managers to understand our interaction with customers and partners. Placements are available for two students who will spend a week with Cisco at the same time. Students will present using either powerpoint, or other IT tools, to the Cisco team at the end of the week outlining what they have learned.

[Http://www.cisco.com/](http://www.cisco.com/)

Students may apply to this programme via the [www.careersportal.ie](http://www.careersportal.ie) website once they register to this website.

### Royal College of Surgeons in Ireland (RCSI)

RCSI Transition Year Mini Med Programme 2021 - Dublin

RCSI Transition MiniMed School Programme offers a five day experience in January for Transition Year students interested in a career in Medicine. Schools must register their interest on behalf of their interested student(s). Registration will open in September 2021. Registrations can only be accepted from the school; no individual student applications will be accepted.

<https://www.rcsi.com/dublin/undergraduate/meet-rcsi/transition-year-minimed-programme>

Please note the following important information:

Places are limited and will be allocated on a lottery basis after registration has closed; registration for the lottery does not guarantee a place on the programme. Students must be in TY in January 2021 to get a place on the programme. Registrations can only be accepted from the school. There are no individual student applications accepted.

Should you have any queries about the programme please email Clare Coyle at [transitionyear@rcsi.ie](mailto:transitionyear@rcsi.ie)  
Clare Coyle – Transition Year MiniMed co-ordinator.

#### RCSI Physiotherapy Transition to Health Programme 2021

The RCSI School of Physiotherapy is organising a two day programme entitled 'RCSI Transition to

Health' for Transition Year Students. The Programme is usually held in early February each year at RCSI, 123 St Stephens Green, Dublin. There is a variety of interactive and practical sessions on topics such as practical and functional anatomy, muscles and how they work, analysis of movement, nutrition, managing mental health, benefits of different types of sports and leisure activities.

#### RCSI Physiology & Medical Physics

3 day Mini-Science TY Programme at the Centre for Systems Medicine, RCSI. Maximum number of students is 20.

The programme aims to enthuse students to take on STEM subjects for the Leaving Cert, and hence who could see themselves undertaking a career in scientific research or taking STEM subjects in third level.

Contact Name: Dr Helen Bonner PhD, Education and Outreach, Centre for Systems Medicine, Royal College of Surgeons Ireland, 123 St Stephens Green, Dublin 2.

Email: [hbonner@rcsi.ie](mailto:hbonner@rcsi.ie) also website:

<http://www.systemsmedicineireland.ie/> Telephone: 01-4022289 / 086-0624158

#### Trinity Health Transition Year Programme

The School of Medicine hosts an annual Transition Year Programme which runs for one week during the academic year. Our aim is to provide students with an opportunity to gain an insight into the life of a medical student and that of a clinical practitioner. This is achieved through attending a combination of the various teaching activities undertaken by a 1<sup>st</sup> or 2<sup>nd</sup> Medical Year student on the TCD campus, participating in clinical skills tutorials and shadowing a clinical team in one of Trinity's teaching hospitals. Students are attached to clinical teams at Tallaght Hospital, St James's Hospital, Naas General Hospital and while we do our best to place students in the location most convenient for them this is not always possible. Due to the practical and clinical aspects of the programme places are limited, we therefore select students from different schools to

maximise school participation and geographical spread. Applicants will usually be notified in October whether they have been successful in obtaining a place in the Transition Year Programme and additional information will be provided to those selected at that stage. The school of Medicine contact for the Transition Year Programme is Ms Hannah Archbold, Telephone 018962893 or email: [archbolh@tcd.ie](mailto:archbolh@tcd.ie).

### **Nursing at The Adelaide and Meath Hospital**

2-day programmes. Application form:  
<http://www.nire.ie/index.asp?locID=731&docID=1150>

Send to: Jacinta McMahon, Nurse Practice Development Department, Adelaide & Meath Hospital, Tallaght.

### **UCD School of Veterinary Medicine**

One week programme in February each year. The aim of the programme is to give students a taste of what it is like to be a vet student in UCD. As part of this programme, TY students get to sit in on lectures, attend some laboratories and observe staff and students in the Vet Hospital. Applications forms available at <http://www.ucd.ie/vetmed/transitionyearprogramme/>

### **Transition Year Week in DIT School of Architecture**

For TY candidates interested in the Architecture and Architectural Technology Programme in DIT. Limited number of places. Courses takes place in early May. Students will get a chance to sample some lectures, visit an architect's office, have guided architectural tours of Dublin, advice on the entry process to the programmes and engage in some architecture related projects. The week will be centred in a studio space in the School of Architecture in DIT. Please email [Patrick.flynn@dit.ie](mailto:Patrick.flynn@dit.ie)

### **UNICEF Ireland Transition Year Work Experience Programme**

UNICEF Ireland is delighted to facilitate Transition Year Work Experience Students throughout the academic year for a period of one week per placement. During the week students would perform a number of tasks supporting the UNICEF Ireland Fundraising team. The work is varied but would generally consist of supporting any live or upcoming campaigns or events, administration tasks such as compiling mail- outs, data entry, creation of contact lists for telemarketing, stock takes, filing, attending meetings with various members of the team and online research. The role would be primarily based in the office at 33 Lower Ormond Quay, Dublin 1. The hours would be between 10 and 3pm but we are flexible to accommodate any necessary travel arrangements or

appointments. Due to the large volume of applications received all applicants are not guaranteed a place on work experience program. The closing date for all applications is the August before the upcoming academic year. To apply for a work placement with UNICEF Ireland please complete the form below & email it to: [marina@unicef.ie](mailto:marina@unicef.ie)

### **ECO – UNESCO Environmental Youth Programme**

UNESCO are currently running a number of programmes with young people and need some volunteers to get involved! Are you self motivated, energetic and creative? Have an ability to work on your own initiative as well as part of a team? Interested in the environment? One week programme. Location: The Greenhouse, 17 St Andrew Street, Dublin City Centre. [admin@ecounesco.ie](mailto:admin@ecounesco.ie) 01-6625491

### **Surveying & Construction Management**

Transition Year Week in DIT School of Surveying and Construction Management. The aim of the week is to afford second level students with the opportunity to join the staff and students in the DIT Bolton Street campus for a week long taster of a variety of courses on offer in DIT in Property, Construction Management and Geomatics. A full week of activities is planned for participants including site visits, fieldwork, measurement surveys, lab and tutorial work, together with 'formal' lectures.

Participants will be afforded the opportunity to use state of the art survey instrumentation, undertake site visits, experience lab work, project based learning and practical tutorials. Learn from our current students what positive career opportunities lie ahead upon graduation, and about the current research and further study options that many are pursuing. Places are limited and will be filled on a first come first served basis. Please email: [surveying@dit.ie](mailto:surveying@dit.ie) to apply for a place.

Cost: €35.00 per student.

### **Cooks Academy**

Address: 19 South William Street, Dublin 2. Email: [info@cooksacademy.com](mailto:info@cooksacademy.com)

Website: [www.cooksacademy.com](http://www.cooksacademy.com)

### **TV3**

Contact Phone Number: 4193333, Address: Westgate Business Park, Ballymount, Dublin 24.

Email: [info@tv3.ie](mailto:info@tv3.ie) Note: Limited spaces available.

## **TY correspondence courses run by DCU Centre for Talented Youth**

Students can study short courses in areas such as psychology, law, medicine, creative writing, science. Assignments corrected by DCU

Tutors <https://www.dcu.ie/ctyi/correspondence.shtml>

## **TY Courses at Trinity College Dublin (TCD)**

### **Transition Year Computer Science & Statistics Student Work Experience**

School of Computer Science & Statistics, O'Reilly Institute, Trinity

College. Website: [www.scss.tcd.ie](http://www.scss.tcd.ie)

## **Biochemistry and Immunology**

The School of Biochemistry and Immunology runs two separate work-experience weeks for transition students each year, taking 16 students each week. Students are selected from a range of schools around the country to maximise school participation. The students spend half their week in a research laboratory, where they interact with students and senior researchers, learning about and participating in the laboratory's research. The rest of the week involves group activities with talks, quizzes and visits to scientifically relevant sites on campus. Application forms available on the School website:

[www.tcd.ie/biochemistry](http://www.tcd.ie/biochemistry)

## **CRANN (Nanoscience)**

CRANN is Trinity's largest research institute. It hosts the AMBER center, Ireland's leading materials science centre and offers two "Exploring Materials" weeks for TY students yearly, one in spring and one in autumn. We typically take 15 students each week from different schools around the country. Students learn about the basics of materials science with special emphasis placed on nanomaterials. Over the weeks the TY students visit PhD researchers in their labs, both in CRANN and also at RCSI, St James's Hospital and at our Advanced Microscopy Laboratory where they get to see advanced electron microscopes. Students also learn about how AMBER works with industry

partners, e.g. Intel, and about the commercialisation of research. The application page for TY week in Autumn 2020 will be available in September 2020. Limited to 16 students on each TY week

Dr Hugh Manning, AMBER EPE Officer, Crann Institute, TCD, Dublin 2.

Email: [Hugh.Manning@tcd.ie](mailto:Hugh.Manning@tcd.ie)

Application forms available at:

<http://ambercentre.ie/education>

## Botany

The Department of Botany hosts transition year students for a week long structured work experience programme that covers the range of activities of the Department. Students have the chance to experience what happens behind the scenes in an active research environment, working alongside technical staff, PhD students and professional scientific researchers. In addition to working at the Trinity Botanic Gardens, students have the chance to extract DNA in the molecular laboratory, to examine plant/animal interactions, to examine seed germination and

storage using the Irish endangered plant seed-bank, to measure, in the field, critical environmental parameters and to work in the internationally important Herbarium. In addition, transition year students will meet with staff and attend presentations.

Students seeking further information should contact the Department directly via email: [zoobot@tcd.ie](mailto:zoobot@tcd.ie) and more information about the Department can be found at [www.tcd.ie/botany](http://www.tcd.ie/botany)

## Medicine

The School of Medicine at TCD runs a week long transition year programme during the academic year. The programme provides a unique insight for TY students into the life of a medical student/clinical practitioner. Students will have the opportunity to undertake teaching activities with first-and second year medical students on the Trinity campus, participate in clinical skills tutorials and to join a clinical team in one of the teaching hospitals. There are approximately 30 places available and students are selected from different schools in order to maximise school participation and geographical spread.

Application procedures are available on the school website:

[www.medicine.tcd.ie/education/THTYP](http://www.medicine.tcd.ie/education/THTYP)

Applicants will usually be notified in October whether they have been successful in obtaining a place in the Transition Year Programme and additional information will be provided to those selected at that stage. The

School of Medicine contact for the Transition Year Programme is Ms Hannah Archbold, telephone 01-8962893 or email [archbolh@tcd.ie](mailto:archbolh@tcd.ie)

## Chemistry

The School of Chemistry hosts a week-long programme aimed at transition year students in late February. The programme involves a series of lectures, practical work and interactive tours of the facilities. This course offers a unique opportunity for interaction with students from different schools and for hands on exposure to advanced methodology in world class laboratories. Dates for the 2020-2021 TY Programme will be announced on the School of Chemistry's website: [www.tcd.ie/chemistry](http://www.tcd.ie/chemistry) in Autumn 2020 but expressions of interest are accepted throughout the year.

## Science Gallery – TCD

The Science Gallery runs week long mentoring programmes for up to 20 transition year students at a time, from different schools nationwide – in February / March and October / November. Each programme is developed for students to participate in workshops and experiments, lab visits and exhibition tours, presentations, talks, quizzes and an opportunity to potentially develop project ideas for upcoming exhibitions. For application details and other enquiries related to the mentoring programme website: Science Gallery mentoring.

## Nursing and Midwifery

The School of Nursing and midwifery runs a one week programme for transition year students. This programme provides an introduction to the professions of nursing and midwifery, and is delivered through both lectures and practical sessions. The School of Nursing and Midwifery runs a one-week programme for transition year students, taking in 50 students each year. The students usually spend two days in a classroom setting, where they learn about the professions of nursing and midwifery from lectures and students. A further two days of the programme is based in their clinical skills labs and teaching room usually based in St James Hospital, Dublin 8. The final day of the programme is usually used as a reflection of the week and students are given a tour of Trinity College Campus. For further information on the programme and the application process, please contact: Jeni Ryan, Email: [ryanjen@tcd.ie](mailto:ryanjen@tcd.ie).

## Pharmacy

The School of Pharmacy and Pharmaceutical Sciences offers placements for transition year students every year. Placement are possible in October / November and February / March, and are restricted to two students per week. A range of activities with our pharmacy students are available to TY students, including a tour of the facilities, attending lectures, seminars, workshops and practicals. For information on how and when to apply, visit the website: [http://pharmacy.tcd.ie/news/TY\\_Programme.php](http://pharmacy.tcd.ie/news/TY_Programme.php)

## Physics

The School of Physics hosts a number of outreach events during the academic year. The popular Transition Year Physics Experience is held in November of each academic year. It lasts a full week and introduces students to nanophysics and astrophysics.

The school also hosts two one day events in February each year which focus on nanophysics or astrophysics. Information on all type activities is sent to all secondary schools inviting them submit applications for selected students. Public lectures for secondary school students are d on the also held during Science week. The details are post on the Science Week website [www.scienceweek.ie](http://www.scienceweek.ie) Details on the various events can be found on the school of physics website: [www.tcd.ie/physics/outreach](http://www.tcd.ie/physics/outreach)

Contact Name: Helen

O'Halloran Email:

[hohllorn@tcd.ie](mailto:hohllorn@tcd.ie)

## Zoology

The Department of Zoology offers a Transition Year Programme to introduce secondary school students to the exciting world of scientific research. During your week with us you will get to meet our staff, students and post-graduates in a friendly and structured week of laboratory and relates activities. See [www.tcd.ie/Zoology/TY/index.php](http://www.tcd.ie/Zoology/TY/index.php) for further details.

## TCD Computer Science

Computer Science Workshop – 1 week workshop. Send name of your school and TY Coordinator to: [events@scss.tcd.ie](mailto:events@scss.tcd.ie) Criteria for entry: Study of Higher Level Maths and an interest in the study of computing or engineering at third level. The aim of the workshops is to introduce students to computer science in general and Trinity College in particular. Past activities have included building

and programming lego robots, animation and games design using Scratch, blogging and web design, sound recording, pod casting and multimedia work. Students will gain experience working as part of a team, meeting deadlines and presenting their work in addition to developing their technical skills. It is an introductory course so no experience necessary. HL MATHS REQUIRED

### **NIBRT – National Institute for Bioprocessing Research and Training**

The National Institute for Bioprocessing Research and Training (NIBRT) is a global centre of excellence for training and research in bioprocessing. NIBRT is located in a new, world class facility in Dublin, Ireland. This facility is purpose built to closely replicate a modern bioprocessing plant with state of the art equipment.

NIBRT arose from a innovative collaboration between University College Dublin, Trinity College Dublin, Dublin City University and the Institute of Technology, Sligo. NIBRT was primarily funded by the Government of Ireland through Ireland’s inward investment promotion agency, IDA Ireland (Industrial Development Agency), which is responsible for the attraction and development of foreign investment in Ireland.

NIBRT offers a quality training and research experience not previously possible anywhere in the world.

The NIBRT Transition Year program 2021 will take place in January 2021 to Friday, at NIBRT, Fosters Avenue Dublin on the grounds of University College Dublin. Five successful students will get the opportunity to experience what it is like to study biopharmaceuticals and work in this life changing industry. This program is open to all students currently in transition year with an interest in STEM (Science, Technology, Engineering and Mathematics). The five day placement in NIBRT will allow students the opportunity to experience the state-of-the-art bioprocessing facilities at NIBRT and learn from scientists and engineers working in the research and training teams.

The placement will conclude with a dedicated group project presented to management by the students.

Over the five-day programme, students will participate in lectures and workshops and experience a real-life bioprocessing facility.

#### [Application Process](#)

To apply for a placement interested students should submit a two page typed A4 essay. sized 12 font titled, “What is biopharmaceutical science and how does it impact our lives?” Students should submit this essay before 31st October 2019 (date to be decided) to the email address [info@nibr.ie](mailto:info@nibr.ie). The email subject is NIBRT TY Program 2021. NIBRT will contact the successful students via email before the 14th of November 2019 (date to be decided) The placement will take place (to be decided)

### Key Dates

The application process for the 2020/2021 program is as follows:

#### September 2020

- September: Application for students opens. Details on how to apply for the program will be live on the NIBRT website and information available to all transition year school program coordinator's.

#### October 2020

- 31st October: Application closes. The successful students will be selected by a panel.

#### November 2020

- November: Students and schools are notified if they have been successful in securing a place and placement confirmation will be requested.
- November: Final date for student placement confirmation. If a student fails to confirm a registration by this date, the place will be re-allocated to a student on the waiting list.

#### January 2021

- January: A detailed program pack will be sent to students and schools which will include a parental consent form, the placement itinerary, rules, regulations, and health and safety information.

The parental consent form will need to be signed and returned before the program begins.

Please note:

Successful schools are given ONE place on the program. Due to the popularity of the program, NIBRT may only accept one student per school.

Unsuccessful students are placed on the waiting list, should places become available. NIBRT will be responsible for students between the hours of 9:30am and 16:30pm daily. We do not accept responsibility for students outside of these hours. Travel and accommodation for the program cannot be organized by NIBRT.

NIBRT will organize lunch for students however students are welcome to bring their own packed lunches if preferred.

The School of Pharmacy & Pharmaceutical Sciences Transition Year Programme TCD

Contact Name: Elizabeth

O'Shaughnessy Email:

[oshauge@tcd.ie](mailto:oshauge@tcd.ie)

Website: [www.tcd.ie](http://www.tcd.ie)

The School of Pharmacy and Pharmaceutical Sciences, Trinity College Dublin

offers placements for Transition Year students every year in order to allow them to experience during one week what studying Pharmacy is all about. Placements are possible every year in the months of October, November, February and March, and are restricted to three students per week. Forty two placements are offered by the School each year, twenty one in the first semester (Michaelmas Term) and twenty one in the second semester (Hilary Term).

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The main objective of this placement is to allow the TY student to gain a sense of the nature of activities involved in undergraduate study at the School of Pharmacy and Pharmaceutical Science at Trinity. In as much as possible, attendance and participation in laboratory based activity will be arranged.

#### How To Apply

Due to the large number of applications received, candidates wishing to apply for a place on the TY programme must write directly to the School of Pharmacy and Pharmaceutical Sciences and include the following:

- A CV with a contact telephone number/email address.
- A covering letter explaining why they are interested in pharmacy and what subjects they are planning to choose for the Leaving Certificate.
- A written statement saying that the student is covered by their school insurance during their placement.

Applications can be made in August for those intending to take their place in the first semester (October and November) and in December for those intending to take their place in the second semester (February and March).

Students will be contacted once all applications have been reviewed.

Formal applications should be sent to the transition year coordinator, Assoc. Prof. Fabio Boylan ([fabio.boyland@tcd.ie](mailto:fabio.boyland@tcd.ie)). Informal enquiries can be made to the:

School Office ([pharmacy@tcd.ie](mailto:pharmacy@tcd.ie), Tel. 01-896 2809).

### **Public Health Nutrition and Dietetics Camp – TU**

This five day Science Camp will provide students with insight into the work that Public Health Nutritionists and Dietitians undertake. The programme is developed for students to participate in interactive workshops, labs, presentations and talks and is designed to let them experience the huge breadth of Human Nutrition. This will help students explore important nutrition related matters such as:

- food labels, nutritional claims on common foods and how to design healthy meal plans.

- how we perceive the basic taste sensations.
- analysing their own diet using the latest nutritional software.
- understanding clinical markers (e.g. Heart rate; Body Composition; Resting Metabolic Rate) and what it means for your health.

### Science of Food TY Camp - TU

This four day camp gives provides students a hands on experience of the science of food. Day 1 will consist of a campus tour, lightening talks by researchers and a sensory science workshop. Days 2 and 3 will consist of six laboratory sessions which include:

- measuring caffeine in different energy drinks.
  - determining the antioxidant capacity of different herbs.
  - spray drying – transforming liquids into powders.
- Small groups will ensure students get to partake in each experiment.

### Looking into LAW TY Programme

The Bar of Ireland’s ‘Look into Law’ TY Programme is an exciting initiative aimed at increasing students’ awareness of the work of The Bar of Ireland and to encourage students to consider a career as a barrister. The annual ‘access all areas’ programme aims to encourage schools and students from a wide cross-section of society to apply to take part.

This Law TY Programme is generally open for applications in September-mid November based on last year (2019-2020).

#### Programme Contents:

In the mornings, participating students are assigned to groups where they will shadow a designated barrister. They will be introduced to the many facets of a barrister’s working life and will have the opportunity to experience the reality of life as a barrister.

In the afternoons, Students normally participate in a range of different activities and students are expected to attend all organised activities:

Trial Viewing

A Tour of the Four Courts

A Walk and Talk through the Criminal Court of

Justice A talk from a member of An Garda

Siochana

A talk from a member of the DPP and a Defence

Solicitor A talk from a sitting Judge

A talk with a Legal Affair

Correspondence Participate in an

## Interactive Mock Trial

### [Solicitors of the Future – Transition Year Programme 2021](#)

Solicitors of the Future is an innovative Transition Year (TY) work experience programme offered at the Law Society of Ireland which provides students with an introduction to the solicitor's profession.

Open to schools around the country and facilitated by Law Society staff, trainee solicitors, and expert practitioners, the activity-based programme features a visit to the Criminal Courts of Justice, a tour of a large commercial firm, expert-led workshops, guest speakers, courtroom activities, a careers seminar and a mock trial. [This link below is a brochure from last year 2019-2020. The new Brochure for 2020- 2021 is now available at this time.](#)

<https://www.lawsociety.ie/globalassets/documents/ple/solicitors-of-the-future2020brochure.pdf>

Places on the programme are limited and are allocated to schools through a lottery system. Selection of the student to attend the programme is at the school's discretion and the Law Society of Ireland has no role in this process. Successful schools are allocated a place for one student only.

Introduction to Hospital Life (IHL) Programme, Mater Misericordiae University Hospital

Whitty Building, North Circular Road, Mater Misericordiae (Public) Hospital  
Contact [bjordan@mater.ie](mailto:bjordan@mater.ie)  
01-8032817

## OTHER TY PROGRAMMES & PROPOSED WORK EXPERIENCE PLACEMENT

### [OPPORTUNITIES Defence Forces TY Work Experience Programme](#)

The Defence Forces' mission is: "To contribute to the security of the State by providing for the military defence of its territorial integrity and to fulfill all roles assigned by Government, through the deployment of well-motivated and effective Defence Forces." When not actually engaged in operations, the object is to train in order to achieve the degree of operational effectiveness, which our ethos and our assigned roles demand.

The Defence Forces consist of a Permanent Defence Force (PDF) and a Reserve Defence Force (RDF). The former is a standing force and provides the primary

capabilities for joint military operations at home and combined military Peace Support Operations abroad. Members of the PDF serve overseas with the United Nations on peace keeping missions. Some of the missions where personnel are serving are Kosovo, Lebanon, Afghanistan and the Congo.

The RDF provides the necessary contingent conventional military capability to augment and assist the PDF, when necessary. The Permanent Defence Force consists of an [Army](#), an [Air Corps](#) and a [Naval Service](#).

The Permanent Defence Forces (PDF) has strength of approximately 9,500 personnel. These personnel are based throughout the State. The Government has assigned roles to the Defence Forces, which include the defence of the State from armed aggression.

#### [Placement Details:](#)

The Defence Forces conducts work experience for transition year students normally twice a year; once in spring and once in autumn. Due to operational and training commitments, transition year work experience is only conducted during these periods. Transition year work experience is coordinated through Manpower Offices at Brigade Headquarters for the Army, and through Manpower Offices at The Air Corps and Naval Service Headquarters.

Due to the high number of transition year applications, it is important that applicants follow the application procedure and submit the required documentation on time.

They usually run these programmes around the time of midterm during the school year so October and February.

They accept applications from the first week of the new school year for October and then from the first week in December for the programme in February.

The students school TY co-ordinator must contact The Defence Forces directly with their details as they do not deal with students or parents due to data protection and being minors. The school must also provide us with an insurance cert to show the student is covered to take part in the programme.

E-Mail :

[ibde.recruitment@defenceforces.ie](mailto:ibde.recruitment@defenceforces.ie)

Phone: 021-4514108

2bde.recruitment [2bde.recruitment@defenceforces.ie](mailto:2bde.recruitment@defenceforces.ie)

Currently it is envisaged that we will run work experience programmes during the 2020/2021 academic year. Applications for these programmes will only be accepted between the 01 – 17

September 2020 (Dates could be subject to change)

Due to the large amount of requests we are receiving, we are not in a position to retain the details of requests at this time and we would invite you to apply again between 01- 17 September 2020

(date could be subject to change), the following email address:

[2bde.recruitment@defenceforces.ie](mailto:2bde.recruitment@defenceforces.ie). Please make your Application for Work Experience through your School T.Y Coordinator.

The Locations for our TY Programmes are as follows:

- Finner Camp Donegal - Feb 2021, Dates could be subject to change
- Aikin Barracks Dundalk Co Louth - Feb 2021, Dates could be subject to change
- Custume Barracks Athlone Dec 2020 & Feb 2021, Dates could be subject to change
- Cathal Brugha Barracks Dublin. Dec 2020 & Feb 2021. Dates could be subject to change

Manpower Office  
2 Bde HQ  
Cathal Brugha Barracks  
Rathmines  
Dublin 6

[TY Programme at the Hugh Lane Gallery – Art Gallery Charement](#)

House, Parnell Square North, Dublin 1.

This programme offers students an insight into the operations of the gallery through talks and tours with gallery curators, artists and lecturers. They will discover more about some of the social, artistic, political and economic innovators represented in the Gallery's collection. Students will also experiment with a variety of art forms through artist-led practical art workshops in the Gallery's dedicated education studio space. A group project will also be developed and realised. There is no fee for participating in this course and all materials are provided. Lunch is not provided but students are welcome to bring a packed lunch with them.

[Beacon Hospital](#)

Contact Jennifer O'Reilly 01- 2938695

The Council of the Bar of Ireland Marjorie Connolly  
CPD & Compliance Manager  
01-8175423  
Brown Bag Films (animation/film production)

[Elaine O'Connor 01-8721608](#)

1<sup>st</sup> Floor, block F, Smithfield Market, Dublin 7 Email:  
[Elaine.oconnor@brownbagfilms.com](mailto:Elaine.oconnor@brownbagfilms.com)

LA Makeup

Block 4-5 Chatham

Street Dublin 2

Email: [info@lamakeupacademy.com](mailto:info@lamakeupacademy.com)

01-6751999 / 01-6706886

Cooks Academy

19 South William Street Dublin 2 [info@cooksacademy.com](mailto:info@cooksacademy.com) and

[www.cooksacademy.com](http://www.cooksacademy.com)

Iarnrod Eireann

Connolly Station, Dublin 1 Keith O'Connor 01-7032310

**DSPCA**

01-4994705 Ordnance Survey Ireland Maps

Phoenix Park Dublin 3

01-8025300

Raidio Na Life

Mr Muiris O Fiannachta Ms Emma Ni Chearuil

7 Cearnog Mhuirfean, Baile Atha Cliath 2

01-6616333

NOTE: MUST BE ABLE TO SPEAK IRISH

Ballymaloe Cookery TY Course

[Susan@cookingisfun.ie](mailto:Susan@cookingisfun.ie)

Please include in your email, you name and contact details, name of school you attend, dates you would be free to attend for work experience and next of kin contact details.

Transition Year Placement Programme – AIB Bank

If interested please contact [careers@aib.ie](mailto:careers@aib.ie)

**Blackrock Clinic**

There are a number of TY Placements offered by Blackrock Clinic. Students interested need to contact Nicola Cochrane, HR Department, Blackrock Clinic,

Dublin 01- 2832222.

Email: [hr@blackrock-Clinic.com](mailto:hr@blackrock-Clinic.com)

### Butlers Chocolates

Email [reception@butlers.ie](mailto:reception@butlers.ie)

### Primary school

Garda Vetting Required when TY Student is 16 years old and they are on placement at a primary school.

If a TY Student is under 16 years old and wishes to work in a primary school its very unlikely that the application will be accepted by any primary school as Garda Vetting cannot take place.

### Montessori / Creche Facilities

Garda Vetting Required when TY Student is 16 years old and they are on placement at a Montessori /Creche facility.

If a TY Student is under 16 years old and wishes to work in a Montessori / Creche facility its very unlikely that the application will be accepted by any childcaring facility as Garda Vetting cannot take place. RTE TY Programme

**RTÉ (Raidió Teilifís Éireann)** is Ireland's national public-service media organisation. A leader in Irish media, RTÉ provides comprehensive, cost-effective, free-to-air multi- media services to the public in Ireland and interested audiences internationally.

RTÉ has a number of work experience placements available to Transition Year Students during February/March each year. RTÉ deals directly with the schools, not the students. Therefore, students should contact their Transition Year Co-ordinator for details. The e-mail for RTÉ Human resources is [hrops@rte.ie](mailto:hrops@rte.ie). Successful schools are allocated a place for one student only.

### Dublin Fire Brigade

Please contact Dublin Fire Brigade 01-2224166

### KPMG Accountancy Firm

Please contact KPMG 01-4101000

### Pricewaterhouse Coopers Accountancy

Firm Please contact PWC 01-7926000

**EY**

Please contact EY **Cáit Monagher** | Student Recruitment Lead

**Irish Aviation Authority**

Please contact Irish Aviation Authority 01-6718655



# Stratford College

Co-educational Secondary School

## 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-	This will be sent to all TY Parents in early September

parents	
Work Experience introductory letter- Employer. Employer Evaluation Form Work Experience reflective Journal- Student	These three forms will be given to student prior to work placement.  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	As soon as information is available	Student

	to the Teacher. Co-ordinator checks forms & if Garda vetting is required this process begins.		Teacher
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	Upon completion of	teacher

	Provider's Evaluation form to be made available to the student / learner.	placement	
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.

Signed: Cormac Murphy  
Chairperson of the Board of Management  
Dated: February 2021

Signed: Patricia Gordon  
Secretary to Board of Management  
Dated: February 2021