



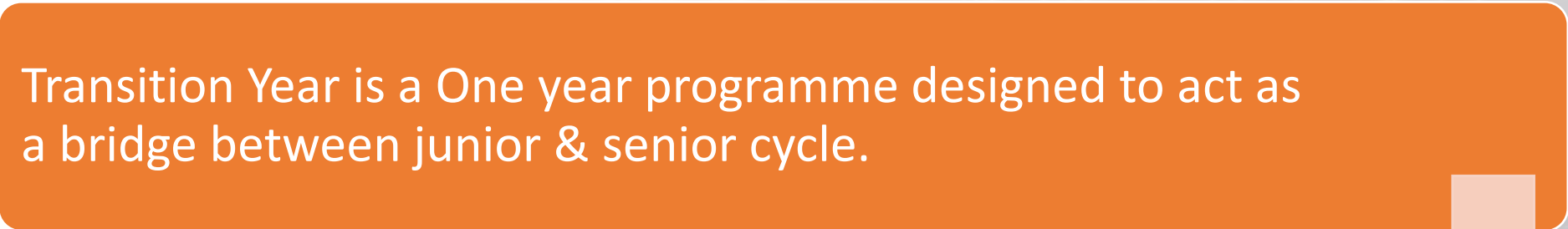
St. Brogan's College

Coláiste Bhrógáin Naofa

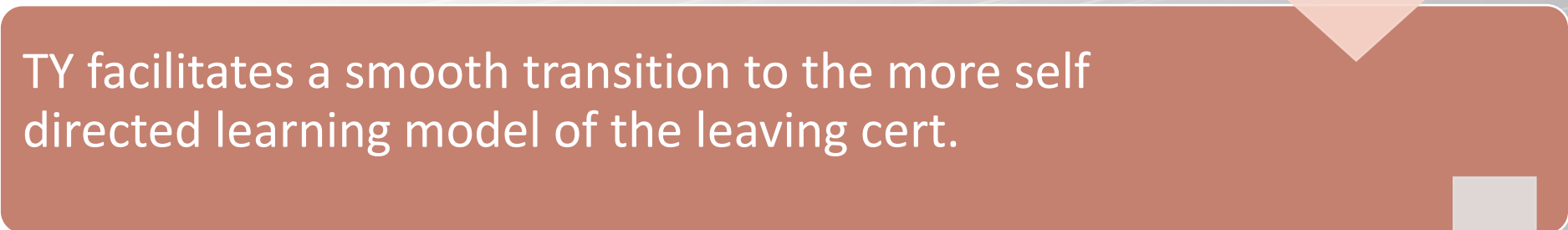
Transition Year Information Evening

Transition Year Overview

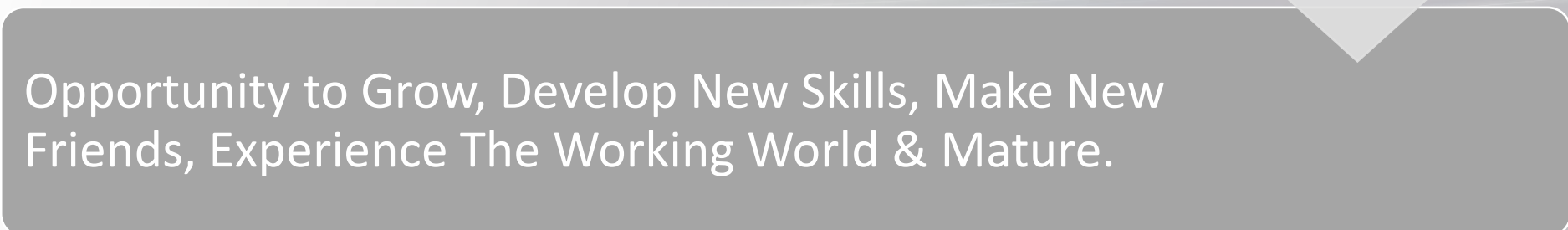
Transition Year is a One year programme designed to act as a bridge between junior & senior cycle.

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TY facilitates a smooth transition to the more self directed learning model of the leaving cert.

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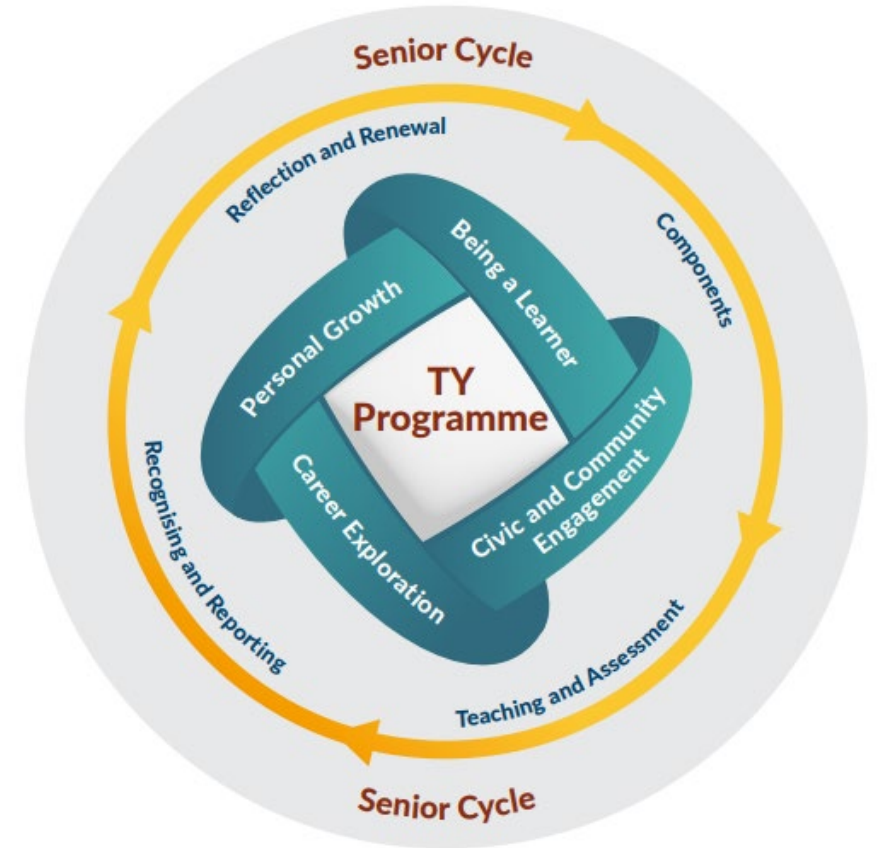
Opportunity to Grow, Develop New Skills, Make New Friends, Experience The Working World & Mature.

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Transition Year Statement

The new Transition Year statement encourages schools to create a TY programme that allows students to develop across 4 key areas/student dimensions

[TY-Programme-Statement-ENG-INT.pdf](#)



Student Dimension	Description
Personal Growth	Students mature socially and emotionally over the course of the year, developing in areas that include health and wellbeing, autonomy, identity, empathy and leadership.
Being a Learner	Building on their previous experiences, students begin to develop as senior cycle students, embracing opportunities and strategies for learning that work best for the student now and into the future.
Civic and Community Engagement	Students make a positive difference in their schools, communities and society. They learn to act on their responsibilities and exercise their rights as local, national and global citizens in ethical and sustainable ways.
Career Exploration	Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.

Transition Year Statement

Within each of the 4 student dimensions

Developmental indicators are intended to guide the student and the school and set out the parameters for the learning and development of the student during TY.

Student experiences are intended to provide a variety of possible opportunities and contexts to support student learning and development consistent with the developmental indicators.



Transition Year Statement

Student Dimension

Personal Growth

Developmental indicators

- Becoming more assured and confident about themselves as a person.
- Taking greater care of the health and wellbeing of themselves and others.
- Setting and reviewing goals for personal development and achievement.
- Having greater capacity to negotiate ethical dilemmas and reflect on personal values.
- Knowing how to make more informed decisions.

Student experiences

- Collaborative projects, competitions, activities over the year to achieve collective goals.
- Individual tasks and projects, involving digital and non-digital skills to enable self-expression.
- Guided creation of a portfolio that captures their personal growth.
- Education and guidance in personal and emotional development and social awareness.
- Activities and experiences promoting lifelong physical and emotional health.



Transition Year Statement

Curriculum Dimension	Description
Components	A combination of continued learning in some subjects, subject sampling, TY specific modules and other components provides a balanced and broad set of experiences which encompass the Student Dimensions.
Teaching and Assessment	Appropriate and effective pedagogies, with ongoing assessment, supporting students to progress in their learning while also fostering innovative classroom practice.
Recognising and Reporting	The means by which student learning and achievement in all areas of TY are affirmed and celebrated. Reporting in TY provides a broad picture across all the Student Dimensions.
Reflection and Renewal	Reviewing, evaluating and updating the TY programme, in a continuous and inclusive manner, enables the evolution of a TY curriculum most suited to the learning and development of students.



Transition Year Statement

Curriculum Dimension

Components

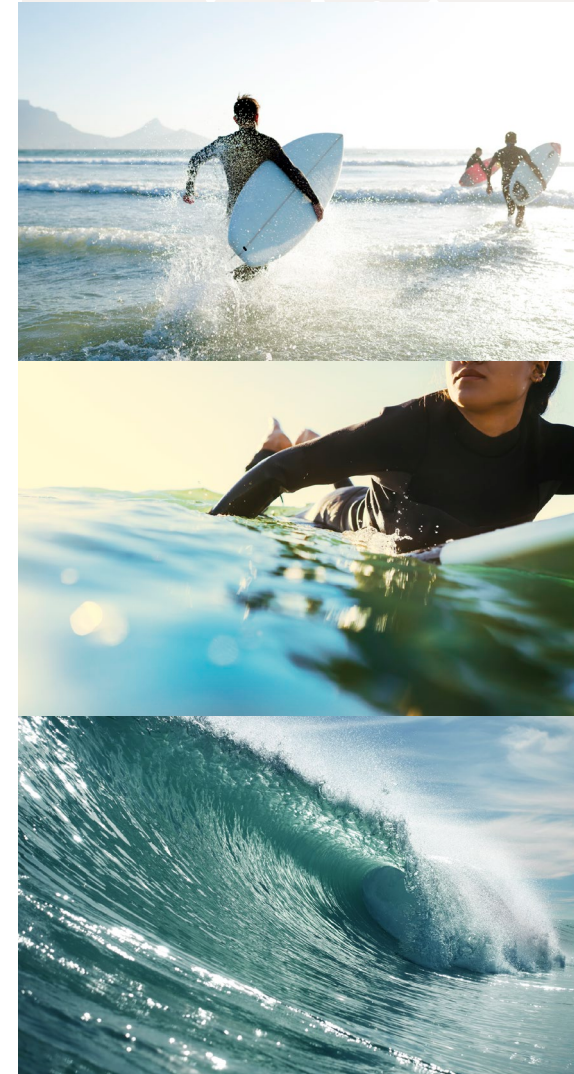
A combination of continued learning in some subjects, subject sampling, TY specific modules and other components provides a balanced and broad set of experiences which encompass the Student Dimensions.

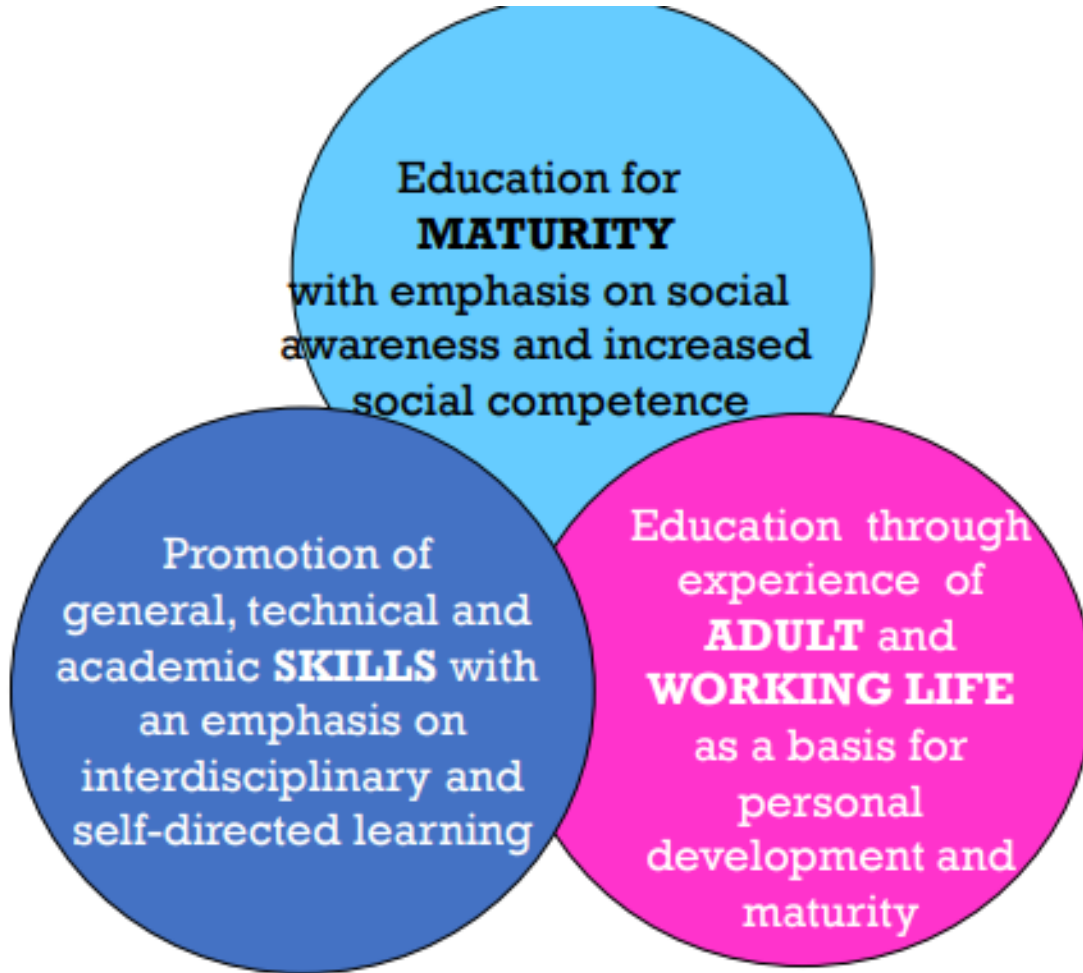


Transition Year Statement

Accommodation of components in a TY curriculum

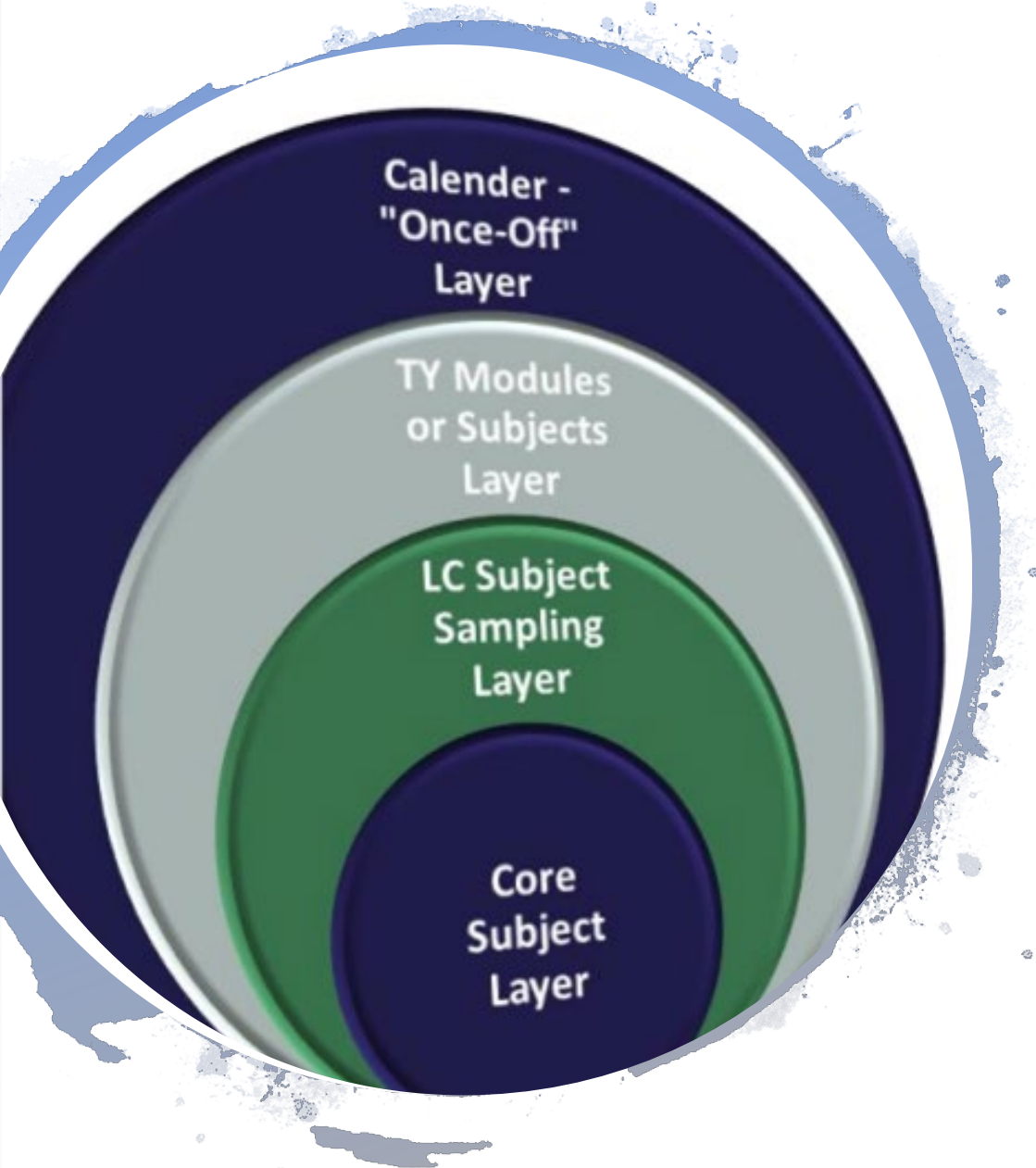
Student Dimension	Components	Guidance for accommodation of components
Personal Growth	Continuity - Physical Education aligned with the Senior Cycle PE Framework - SPHE	Each of these components requires a minimum of one class per week with the time allocation for Physical Education not exceeding two hours per week, and the time allocation for SPHE not exceeding one hour per week.
	TY specific An array of modules that provide experiences for the development and growth of the student	The organisation of the components into semesters, blocks or across the entire year is decided at school level.
	Additional growth experiences For example: guest speakers, government supported developmental awards, induction, competitions, school-wide events, such as plays, musicals, market days and themed days.	Students who wish to participate in externally provided learning experiences could also be accommodated but once it is within the context of the school's TY programme. Some additional growth experiences may only arise during the year and would need to be notified to students, teachers and parents as soon as is practical.





Aims of Transition Year

- Maturity by taking more responsibility
- Skills & active learning
- Bridge gap between Junior Cycle and Leaving Certificate
- Build resilience and confidence by trying new things



Structure of Transition Year

4 layers to the TY calendar and timetable



Work Experience

- Three/Four separate weeks: November/January and two weeks in May.
- Education through life experience
- Practical exploration of the world of work
- Contacts with the wider community
- Evaluation by work providers and students
- Monitoring by TY teachers
- Preparatory and reflective analysis with Tutors

Gaisce President's Award

- A self-development programme
- Empowering young people
- Voluntary element of TY
- The school will register as your Gaisce PAL to support you as you work towards your award and facilitate the Adventure Journey





Workshops/Activities

Workshops and activities provide students with an alternative educational experience that forms the basis of TY.

- Workshops
- Guest Speakers
- Educational Outings (Trips)
- Competitions

Competitions & Mentoring Programmes

- Gaisce
- Young Social Innovators
- BT Young Scientist
- Aware
- Big Brother Big Sister
- The Bar of Ireland: Look into Law TY
- Enterprise Awards





Transition Year Specific Subjects

- GAA Future Leaders
- Magazine
- Yoga
- Orchestra
- Car maintenance
- Chinese Enterprise
- R.S.E.

Brogan's Bow Bank win Community Outreach Award!



Volunteering for Age Action

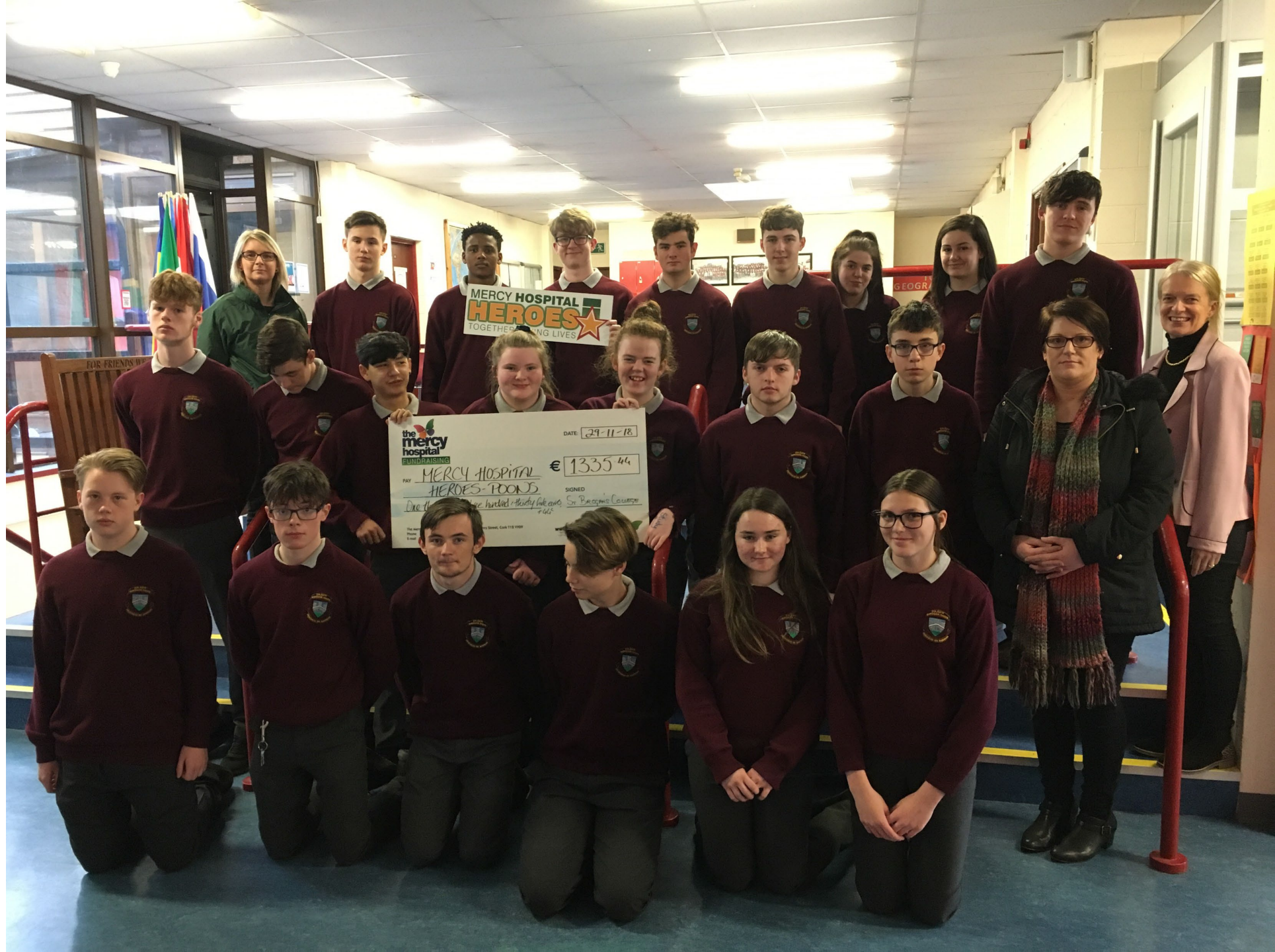


Transition Year Hoodies!



Career Trips





M.O.G. Car Safety



Team building



Driving Simulator





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Comhairle Contae Chorcaí



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Guest Speakers



First Aid





Assessment in Transition Year

- No Department exam
- Department Certificate - satisfactory attendance
- St. Brogans: Two simultaneous forms

Assessment

1. Class work assessments.

- carried out by individual teachers
- project work, written/ oral tests continuous assessment

2. Transition Year Assessment

- ❖ Portfolio +Interview
- ❖ Transition Year Diary
- ❖ Work Experience
- ❖ Attendance and Behaviour
- ❖ Special Task

Transition Year Points

- Diary
 - Portfolio and Interview
 - Attendance
 - Behaviour
 - Special Task
-
- Total number of points earned during Transition Year will determine certification awarded at end of the year.

Transition Year Certificates

- Pass
 - Merit
 - Distinction
 - Excellence
-
- Various external/internal certificates- First Aid etc.

What are the benefits of Transition Year?

Discover	Discover New Skills & Interests
Become	Become A More Independent Learner
Develop	Develop Confidence
Make	Make New Friends
Gain	Gain Valuable Work Experience
Grow	Grow Maturity
Value	Value New Opportunities
Try	Try New Subjects

Perceptions of TY

- Difficult to study in 5th year? NCCA Longitudinal study (1999) found:
 - TY students scored on average 26 more points in their LC results (versus extra 5 for repeat candidates)
 - 1.3 times more likely to apply & enter third level & less likely to fail first year college exams
- Study compiled by Irish Secondary Students Union and DES (2014)
 - “Teachers have noticed this within 5th year classes...students who have done TY enter the room, sit down and are ready for work...to a greater extent than students who didn’t do TY”.
- Doss Year?
 - DOSS: Develop Other Skill Sets!

Expectations of Transition Year Students

- Attendance
- Expectations of transition Year Students
- Punctuality
- Openness
- Try New Things

