
The Transition Year Programme

Planning and Implementation for 2012-2013

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Transition Year Students engaging in a broad and varied curriculum

The Transition Year Planning Team was formed in August 2011 to begin the process of designing and implementing a vibrant, dynamic, innovative and exceptional Transition Year Programme that married both the mission statement and culture of our college while at the same time meeting the needs of our parents, teachers, students and the community.

The key questions for the Planning Team were:

- 🌀 How do we breath life and creativity into our Transition Year Curriculum?
- 🌀 How do we seek out the new and inspiring?
- 🌀 How do we dream, plan and evaluate our Programme?

While challenging, it afforded the planning team a unique opportunity to build a successful and sustainable Transition Year Programme from a blank canvas. The planning team was made up of experienced teachers of Transition years, teachers who themselves had completed Transition Year, parent/teachers of students who had completed Transition Year and teachers new to the programme. This proved invaluable as the Programme Planning evolved and metamorphosed into the final Transition Year Programme. We were also aware of the vast and varied Transition Year programmes across the country. We reviewed Programme Evaluations from DES Inspection Reports to source ideas. The team gathered “models of best practice” from other schools, spoke to colleagues and

visited other schools to look at their Transition Year programme and attended the National Conference for Transition Year Planning held in Athlone. This conference also proved important in networking with schools and sharing ideas and experiences.

Having gathered all this information the planning team agreed that the larger group should sub-divide into three groups as follows with a specific responsibility/task:

🍀 Group 1 focused on the **Application Process**. They devised and researched a Transition Year Application Form and Admissions Policy. The group also devised the application process ie. Application Form, Admissions Policy, Interview, Interview Questions and Criteria for Selection Procedures.

🍀 Group 2 focused on the Transition Year Curriculum and what this should look like based on the research they had conducted. After much deliberation, they designed a Three Tier Programme with a Core Curriculum, Subject Sampling of all Leaving Certificate Subjects on a 10 week rotational basis and Enrichment Modules. The Enrichment modules for this year were Fencing (Outdoor Education) and Photography/Web Design and Film Making.

🍀 Group 3 focused primarily on the **Assessment Procedures** for the Transition Year Programme as it was deemed (based on experience) an integral component in judging the Transition Year Experience. They designed a model of continuous credit based assessment where each subject would be assigned 5 credits per semester. One of these credits must be allocated in each subject area to attendance. Various innovative assessment procedures could be utilised by all teachers across various subject departments. Students would also be awarded Credits based on the Employer Reports from their three one week Work Experience placements. As all Transition Year students were involved in the GAISCE award and the Young Social Innovators Programme, at least one of their work experience placements must be working in a voluntary capacity in the community.

Evaluation

It was agreed that all groups would look at ongoing evaluation of the Programme and that the students, teachers and parents would play a pivotal role in this. A mid and end of year formal evaluation would also be conducted.

The Three Tier Programme: Core Subjects

English

Gaeilge

Maths

Language

Enrichment Modules (Non-curriculum based programmes)

Eg. Road Safety, Outdoor Education, Film Making, Photography, Web Design, Fencing.

Subject Sampling (Leaving Certificate Options)

Sciences/Practical/Humanities/Business

Transition Year: Core Subject Area

Subject	No. Periods
Gaeilge & Celtic Studies	4 Periods
English & Communications	4 Periods
Mathematical Applications	4 Periods
Language (French or Spanish)	4 Periods
Physical Education	4 Periods
Guidance	1 Period

Subject Sampling (Leaving Certificate Options) on a Ten Week Rotation Basis

Options	No. Periods
Sciences: Biology/Physics/Chemistry	3 periods
Practical 1: Engineering/Technology/DCG	3 periods
Business: Business/Accounting/Young Entrepreneur	3 periods
Humanities 1: Geography/Music/IT	3 periods
Humanities 2: History/Art History/SPHE (Social Education)	3 periods
Practical 2: International Cuisine/RE/Young Social Innovators	3 periods

Enrichment Modules (2 Periods per week)

Module	No. Periods
Photography/Film Making/Editing	2 periods
Fencing	2 periods
Outdoor Education	2 periods



Transition Year Schedule

Work Experience: Semesters 1 & 2: Nov 2012/Feb 2013 & Semester 3: Early May 2013

Community Experience Semester 2: Feb 2013)

European Tour (Barcelona): Feb 2013

Work Experience Placements will take place during Assessment weeks at the end of terms 1 & 2 and in early May. Assessment for TY is based on Continuous Assessment (Week 9 Semesters 1 & 2 will be designated as Assessment week for staff wishing to conduct written in-class examinations)

TY Graduation Thursday May 23rd 2013

Outdoor Education Days will take place at least once a Semester (Orienteering, Water Safety, Rock Climbing etc..)

Comenius Project

A key cross curricular component of the Transition Year Programme evolved from our involvement in the Comenius Project. Our Project, entitled "Lost in Translation", takes place between Coláiste Pobail Setanta and our partner schools in France, Turkey, the Czech Republic, Slovakia and Wales.

Transition Year in 2013-14

This year, several trips were scheduled later in the year and there were a few very frenetic weeks for our first TY group. In order to avoid clashes, we have planned for exchange visits from France, Germany and Spain to happen concurrently so that all students are involved at the same time and to minimise impact on the whole school.

We have planned to offer three strands in one of the Enrichment Modules which was to incorporate Photography/Film and Web Design. However, due to the success of the module it was decided to give more time to teaching students to edit their own photos and film in our new editing suite which is being equipped with Mac Desktops and the editing software required. Web Design will be omitted next year and Editing will be the focus of the final ten week semester.