

SACRED HEART SECONDARY SCHOOL

TRANSITION YEAR PROGRAMME



2019-2020

develop new skills

varied teaching strategies

promote enterprise and initiative

self directed learning

increased social awareness

subject sampling

self-learning led, rather than examination driven

linking school with the local community

orientation towards adult work

teamwork skills

internal evaluation

school based certification

learning how to relate well to others

education for maturity

short modules



independent learners

developing study skills

enhancing self esteem

WORK EXPERIENCE PLACEMENTS

opportunities for a lifetime

increased motivation

different learning styles

varied forms of assessment

activity based learning

Academically challenging

personal development

learning from experiences

trips

extending learning beyond the classroom

project work

Transition Year - a different year of learning

From the dependency of childhood towards the independence of adulthood



History of Transition Year

Transition Year was the brainchild of Richard Burke T.D. who while Minister for Education launched the idea. Burke's view was that the lives of young people had become highly pressurised, particularly in the race for high grades and examination success. He argued that because of these pressures the school is losing contact with life outside and the student has little or no opportunity to 'stand and stare', to discover the kind of person she is, the kind of society she will be living in and, in due course, contributing to its shortcomings and its good points.

Initial uptake of Transition Year was slow, with just three schools offering it in 1973 and a further five a year later. When the Intermediate and Group Certificates were replaced with the Junior Cert in the 1980's the number of schools offering a Transition Year Programme increased significantly. The number of students taking TY jumped from 484 in 1985 to over 6,000 in 1990. In 1994 the Leaving Certificate was restructured and Transition Year was mainstreamed. Currently more than two – thirds of Post Primary Schools offer Transition Year with over 27,000 students participating in the programme nationally.



WHY TRANSITION YEAR?

Research

The NCCA produced a longitudinal study of those students who sat the Junior Cert Exam in 1994. This study compared those who sat the Leaving Cert in 1996 and those who sat the exam in 1997. Of the latter group, the majority participated in a Transition Year Programme. This study showed that these students achieved approximately 40 CAO points more than those who sat the exam in 1996. More recent work conducted by the ESRI has found similar results.

Significantly for a school such as Sacred Heart, this study noted the positive impact TY Programme participation has on the progress of its girls. It also suggested that students who participate in a TY Programme are more likely to be educationally adventurous with regard to the subjects they select for Leaving Cert

Research Findings 1

The ERSI study 'The Transition Year Programme – An Assessment' 2004 has established that students who had taken the T.Y.P. had a higher Grade Point Average in the Leaving Certificate as well as increased entry level to higher education. Students were also found to take a broader range of courses at third level than non TY students.

The Transition Year Programme An Assessment, Emer Smyth, Delma Byrne and Carmel Hannan, The Economic and Social Research Institute 2004

Some facts

- **Introduced in 1973**
- **163 Schools by 1993**
- **Mainstreamed in 1994**
- **502 Schools in 2001**
- **560 Schools in 2012**

- **Approx. 30,000 Students**
- **Approx. 80% of all Post Primary Schools**

Research Findings 2

The NCCA conducted an independent longitudinal study on the performance of L.C. students and found that those who had taken the T.Y.P. ‘were more likely to be educationally adventurous than those in the 1994/96 group. That is, they were more likely to retain subjects at Higher level, to move up from Ordinary to Higher level and from Foundation to Ordinary level. They were also more likely to take up subjects which they had not taken before.’

From Junior to Leaving Certificate A Longitudinal Study of 1994 Junior Certificate candidates who took Leaving Certificate Examination in 1997. Final Report NCCA, 1990

There is growing evidence that students who have taken the Transition Year Programme are more self-reliant learners when they enter third level education than their peers.

Commission on the Points System, Final Report and Recommendations

Transition Year was first introduced to Sacred Heart Secondary School , as a compulsory year , in 1986 with 79 students taking part. The programme has grown to accommodate 82 students in 2014 and 105 in 2015 .Sacred Heart is one of over 553 schools that offer the programme nation-wide. Transition Year is managed and run by the Transition Year Team – the Principal,the Deputy Principal ,a Programme Co-ordinator and a Year Head .

“Transition Year is a one-year, school-based programme between Junior Cycle and Senior Cycle. It is designed to act as a bridge between the two by facilitating the smooth transition from the more dependent learning of the Junior Cycle to the more independent self-directed learning required for the Senior Cycle. Schools have the chance to design programmes and courses tailored to the needs and interests of students.

The Transition Year offers students an opportunity to engage in independent, self-directed learning, to develop general, technical and academic skills, and to mature and develop without the pressure of an examination. Students get the opportunity to sample a wide range of subject areas and can make more informed choices about the kind of Leaving Certificate programme they want to follow after the Transition Year.”

- NCCA (Transition Year)

PART 1

Overview of Transition Year Programme



Transition Year is a one year programme. It provides a bridge to enable students make the transition from Junior to Senior cycle. It encourages personal and social development and recognises the need for students to grow in independence. Transition Year fosters academic achievement as students prepare for a Leaving Certificate Programme, further study and adult and working life. It encourages the development of critical thinking and creative problem-solving skills.

In Sacred Heart Transition Year offers our students space to learn, mature and develop in the absence of examination pressure. The Transition Year programme is NOT part of the Leaving Certificate Programme, and is NOT be seen as an opportunity for spending three years rather than two studying Leaving Certificate material. This is not to say that Transition Year programme lacks intellectual content. We believe here that it is essential that TY offers a challenge to pupils in all areas of their development. Therefore, pupils entering the Leaving Certificate Programme on completion of a Transition Year are better equipped and more disposed to study than their counterparts who did not have this year. We feel this is the case in Sacred Heart .

The Mission

Our Transition Year Programme is a unique one year programme that promotes the personal, social, vocational and educational development of students and prepares them for their role as autonomous, participative, and responsible members of society.

Our programme here in Sacred Heart aims to:

- **Enable students to develop life skills for their working life.**
- **Promote the development of personal and social responsibility for their community, both in school and in their local vicinity.**
- **Encourage the development of a wide range of transferable critical thinking and creative problem solving skills.**
- **Provide the students with a wide range of opportunities to broaden their educational experiences.**
- **Develop programmes that allow the students to learn independently.**
- **Provide a “bridge” to allow the students to transition between Junior Cycle and Senior Cycle, using the skills attained in Transition Year.**

Transition Year Curriculum

- **The Transition Year students follow a full timetable of subjects. Flexibility exists to facilitate a number of activities, outdoor pursuits, the school musical etc... Sacred Heart has designed its TY curriculum to be a dynamic programme, placing continuing emphasis on academic excellence and achievement. The curriculum is designed on the best combination of teaching and learning strategies, thus facilitating cross-curricular work, experiential learning and activity-based learning. This balance allows the student to become aware of her multiple intelligences and encourages the development of a wide range of cognitive and emotional processes. It aims to improve and encourage the development of the range of intelligences including the spatial, the logical-mathematical, the bodily-kinesthetic, the inter-personal and intra-personal, and finally the musical and natural intelligences. The TY Curriculum provides a broad and balanced education programme which is learning-led rather than exam-led. This encourages a variety in teaching and learning styles, thus developing life skills where students are led to the point where self-regulated learning takes place.**

Transition Year Methods and Approaches

Teaching and Learning

The Transition Year Programme at Sacred Heart Secondary School will use a wide range of teaching and learning methodologies. A sample of the varying methods are listed below:

- **Contract of learning**
- **Demonstrations**
- **Drama**
- **Educational, social and cultural trips**
- **Group / Pair work**
- **ICT skills**
- **Interviews**
- **Logbook diaries**
- **Oral presentations**
- **Portfolios**
- **Project work**
- **Research**
- **Visiting speakers**
- **Work experience**
- **Written assessment**

These experiences will give students the opportunity to develop maturity and self confidence.

The Transition Year Programme has been devised to cater for the needs of the students at Sacred Heart Secondary School. This has involved a whole staff approach with regard to involvement in the Programme's design. A Coordinator and a T. Y. team, in consultation with management, have taken responsibility for the development and design of the programme .The programme on offer to students is reviewed annually and changes made accordingly

TY ASSESSMENT POLICY

- Each departmental policy incorporates information in relation to the assessment of students in Transition Year-this will help to determine how credits will be awarded-assessments are continuous during the year

-Transition Year students receive THREE reports during the year . It is the responsibility of subject departments to communicate to their students at the beginning of the assessment period how the marks will be awarded.

These reports will also include a personalized comment from each teacher. Attendance detail are also included on these reports and students are encouraged to aim for over 90% attendance to achieve school certification of their completion of the Transition Year programme.

-At the end of each term students also complete a personal Self Evaluation

-Each student is interviewed by the Year Head during Transition Year as a means of assessing progress and attitude to work and providing individual feedback to pupils on their overall personal development in Transition Year. Interviews are also conducted with students as part of our Build a Bank programme and Mini Company.

Students also complete an end-of-year interview with their Tutor/TY Co-Ordinator which is supported by the Transition Year Journal/ Folder of Achievement which provides the students with a valuable ongoing evaluative and reflective tool. Students are requested to discuss how these reflect their learning, growth and development during Transition Year.

Again methods of assessment here in Sacred Heart in Transition Year vary. Individual subject and module teachers plan their assessment methods annually to best complement the learning experience encountered by students in respective subject areas.

An overview of the assessment methodologies practiced in Transition Year includes the following:

- Written assessment**
- Oral assessment**
- Aural assessment**
- Report Writing**
- Skills Development analysis**
- Practical assessment**
- Rating Scales**
- Skills Recording**
- Transition Year Journal/ Diary**
- Workbook / Log completion**
- Homework assessed regularly by subject and module teachers**
- Project based assessment – written and I.C.T. based.**
- Paired and Group work assessment**
- Performance based assessment**
- Creative project based assessment**

Transition Year Induction

There is an information evening held for the Transition Year parents in early September. The parents are informed of the general layout of Transition Year, mainly regarding the following:

- Core subjects
- Careers options
- Option subject choices
- Work experience
- Community Awareness
- Student responsibilities for the year
- Activities within the year
- Financing for the year

Parents are advised during the talk to encourage their daughter to have their Work Experience placement finalised by the date given in Term 1. Parents are also made aware of the importance of attendance during the year. The presence of the student within their subjects will have a direct correlation with marks being allocated towards their end of year grade.

Parents are also informed of the financial contribution that they have to make in order to fund the activities carried out during the year

Students are inducted on the date of return to school. They are given a presentation of the requirements of the year and the associated subjects, activities, calendar etc. Students are also made aware of the responsibility regarding completion of forms and deadlines. Students will receive relevant material to Transition Year during induction including a CONTRACT OF LEARNING and a Transition Year pack. Both parents and students are requested to complete this CONTRACT committing to the TY programme. This completed is returned to the T.Y. Co Ordinator and is put in each student's file.

Both the students and the parents are informed on a weekly basis of the activities and news relevant to Transition Year.

A monthly calendar for the Transition Year 2019/2020, will be made available to all T.Y. students by email/website. The purpose of the calendar

will be to inform the both students and parents of key dates, activities and events that will take place during the TY year.

1.4: Transition Year Team 2019/2020

Principal: Ms Ann Marie Brosnan

Deputy Principal: Mr Brendan Walsh

Transition Year Co-Ordinator: Ms Eileen Harte

Transition Year, Year Head: Mr. Dave Pegler

Core curriculum and option subjects 2019/2020

CORE SUBJECTS:

The following subjects are core, i.e all students take these subjects every week with their assigned teacher for the duration of the year.

Core Subjects

English	Maths
Irish	PE
Community Awareness	RE
Geography	History
SPHE	Typing Skills
Career Guidance	Tutorial

Modules

The following subjects are delivered on a modular basis, i.e all students take these subjects in rotation for a specified time with their assigned teacher. Once one subject has finished after it's agreed time the students move onto sample the next subject in the rotation.

<u>Modules</u>	
3 Way Modules	4 Way Modules
Business/Economics/Biology	Swimming/Art/Home Economics/Textiles
Choir/Speech & Drama/GAA Leadership	Accountancy/Chemistry/Physics/Green Schools & Mindfulness
Microsoft Competency/Computer Science/Film Making	Mini Company/Young Social Innovators/Junk Kouture/Gaelbhratach

ACTIVITIES ON OFFER TO TRANSITION YEAR STUDENTS.(These can vary from year to year)

Students have the opportunity to get involved in a number of programmes that work in conjunction with curricular subjects, promote social and personal development, and foster greater social awareness. These include:

1.FIRST AID-LUNCH TIME ACTIVITY-CERTIFICATION RECEIVED

2. DEVELOP ME (Self-Development Programme“Conquering Your Everest”):

The programme is highly participative and is specifically tailored to engage teenagers and meet their needs as developing adults. Some of the key insights teenagers learn are increased self-awareness, enhanced communication skills and understanding the importance of goal setting, values alignment and life balance. This leads to increased self-confidence and self esteem.

3.RETREAT - This is organised as part of the TY Religion Programme

Community Awareness

It is expected that all students will participate in some form of voluntary work in the community during the year.This makes up our Community Awareness Programme and is the Religious Education Programme for our Transition Year students. This would be in addition to any voluntary community work completed as part of ‘The President’s Award’. This will be organised by the school in consultation with each student. Placements will take place in Term 2 and Term 3 after Garda Vetting has been completed.

4. OUTDOOR PURSUITS CENTER - organised as part of the students P.E .Programme

5. BT YOUNG SCIENTIST

About the BT Young Scientist & Technology Exhibition

In 1963 two physics researchers from the University College Dublin, Rev. Dr. Tom Burke and Dr. Tony Scott, came across the concept of ‘Science Fairs’ while conducting research in New Mexico. The pair decided that this type of hands-on science was something that students in Ireland could benefit from. And so the Young Scientist Exhibition was born. BT has been the proud sponsor and organiser of the BT Young Scientist & Technology Exhibition for 19 years.

The BT Young Scientist & Technology Exhibition is much more than a competition; it is an unforgettable experience of a lifetime for the students who take part. The Exhibition itself is the final stage in the competition, which is open to all second level students from Ireland, both north and south. As well as the student projects on display, there are a further four exhibition halls filled with science and technology based exhibits and entertainment, making it a thrilling event for those who entered and for general visitors too.

BT will celebrate 20 years of involvement in January 2020

We are proud to not just sponsor the BT Young Scientist & Technology Exhibition, but also to be entrusted with the organising and running of it too. Ours is a company founded on an inventive and pioneering spirit, we are passionate about technology and feel a real affinity with all the entrants.

50th anniversary

January 2014 saw the celebration of 50 years of the Young Scientist exhibition, the longest standing display of secondary school students’ abilities in the area of science and technology. The first ever Young Scientist Exhibition was held in the Mansion House in 1965: 230 students participated and 5,000 people attended. Since 1965, over three quarters of a million people have visited the Young Scientist Exhibition.

...and the winning continues

To date, Irish students have taken the top honours fourteen times at the European Union Science Contest. Irish Young Scientists are amongst the youngest entrants and have scooped over 20 top awards to date in the Science and Engineering Fair in the USA.

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8. LAW DAY - Transition Year Legal Studies Programme

This programme is based on the premise that everyone living in Ireland should at least have a basic understanding of how the Irish Legal system operates. Having fun while learning is a key element to this programme. The highlight of the day is when the students engage in a Mock Trial where each of them has a role as a solicitor, barrister, defendant, prosecution witness, defence witness, registrar or juror. This is a chance for the students to put into action what they have learned during the day and is always full of drama.

During this one day programme the students will learn:

- How the law is made**
 - The function of the various courts personnel**
 - The difference between civil and criminal law**
 - The importance of the Irish Constitution**
 - The structure of the Irish Courts**
- And much more.....**

9.ST JOHN PAUL AWARDS

10.Debating/Public Speaking

This course has in the past been organised by Mrs Sheila Gilbert, T.Y Co-Ordinator until her retirement in 2015. Ms Donna O Regan has also been very involved in Public Speaking/Debating. Ms Eileen Harte has also worked in this area Our students have successfully participated in many competitions including Credit Union, Concern ,U.C.C. Philop and Soroptomist .Our students won the Concern All -Ireland Debating competition in 2016 and were semi finalist the following year

The benefits to our students:

- Teaches skills of research, writing and communication
- Increases students confidence

Students have the opportunity to get involved in a number of programmes that work in conjunction with curricular subjects, promote social and personal development, and foster greater social awareness. These include:

11.MINI COMPANY PROGRAMME

The students will learn to:

- Assess the responsibilities of main management functions
- Assign management responsibilities
- Conduct market research and analysis findings

- Generate ideas
 - Produce a Prototype and develop a product/service-produce and
 - Sell to the public
 - Formulate a Business Plan
 - Analyse problems through discussion and resolve them
 - Write a business report
 - Attend Trade Fairs and take part in Mini-Company competitions
- Students must write a business report on their companies to highlight what they have learned

.How can involvement in the Mini-Company benefit pupils?

Contrary to traditional learning approaches in education, which emphasise knowledge as the major means of equipping pupils for life, the mini-company focuses on developing personal skills but in a relevant context that actually enhances knowledge. This provides teachers and pupils with real understanding of the business process and enables skills and knowledge to be acquired simultaneously. The following skills can be developed by participation in experiential learning that is a mini-company:

-Communication skills. Pupils are encouraged to communicate verbally and in written form with each other, with teachers and with adults other than teachers.

-Decision-making skills are enhanced as a result of pupils making decisions in the context of their work and therefore in a meaningful way.

-Problem solving skills. Because enterprise is a bold or challenging undertaking it provides pupils with opportunities for solving problems and overcoming barriers.

-Negotiating skills are developed in dealings with school staff, other pupils or perhaps with industrialists/bankers.

-Planning skills. The essence of enterprise is carrying through ideas in a planned and organized way, thus providing opportunities for these skills to be developed.

-Creative skills. The usual starting point for enterprise activities is an exciting idea originating from the pupils and checked for feasibility. Pupils are therefore encouraged to be creative in a realistic way.

-Teamwork skills. The Enterprise approach encourages groups of pupils to work and Attend Trade Fairs and take part in Mini-Company Competitions

-Literacy skills. Enterprise is a mix of content and process, emphasizing knowledge, which can be gained through the written word.

-Numeracy skills. Enterprise projects often demand calculations. This provides an opportunity for pupils to develop numeracy skills.

A further benefit of involvement in the Mini-Company is the development of certain attitudes

and characteristics eg:

Motivation, confidence, determination, initiative, responsibility, perseverance and the ability to cope with uncertainty.

13. YOUNG SOCIAL INNOVATORS PROGRAMME

Y.S.I. is a programme which takes place during Transition Year and offers students the opportunity to give something back to the community. Students work together to highlight and raise awareness of an issue which they feel needs attention. Students who chose this optional course will begin by identifying a problem in society and then do research and project work to find solutions. Areas would be such as human rights, poverty, the environment, health issues etc. The students will document the work that they have carried out in a report which will then be submitted to a judging panel. The students will showcase their project in March, showing other students from other schools the work they have done.

14. CAREERS - TRANSITION YEAR PROGRAMME

Aims:

- To give brief overview of Further Education.
- To give subject choice guidance.
- To help in decision-making process.
- To prepare students for work experience.
- To complete Careersportal Reach Programme.
- To arrange relevant outings and presentations.
- To oversee completion of Career Project.

Objectives:

- That students will be able to:
- *Identify* different options in further education e.g. CAO colleges and courses, PLC colleges and courses,
- *Outline* in hierarchical order, the qualifications obtained, e.g. level 6 to level 8 qualifications, *Explain* requirements for access to different levels of further education i.e. college and course requirements.
- *appreciate* the course content of the Option Subjects for the Senior Cycle.
- *evaluate* their Occupational Interests and become aware of decision-making skills.
- *understand* interview procedures and prepare for mock interviews.
- *fulfil* and complete the learning outcomes of the Careers portal Reach Programme.

16. Community Awareness

It is expected that all students will participate in some form of voluntary work in the community during the year. This makes up our Community Awareness Programme and is the Religious Education Programme for our Transition Year students. This would be in addition to any voluntary community work completed as part of 'The President's Award'. This will be organised by the school in consultation with each student. Placements will take place in Term 2 and Term 3 after Garda Vetting has been completed.

HOMEWORK IN TRANSITION YEAR

A key objective of our Transition Year Journal is to help the pupil keep a record of the work carried out in each class. It is essential that pupils **RECORD** the work covered in each class, as well as specific homework assignments. This helps pupils to keep an account of the work covered in each class each day. Tutors do check these Journals on a regular basis

Homework includes **READING OVER** the material covered in each class, as well as written work, learning work, practical work, revision and exam preparation. Homework may also include independent research work in some subjects at different times. If a pupil is absent from class for any reason, it is the student's **RESPONSIBILITY** to find out details of the work she has missed. This applies to pupils who miss class due to sporting or extra curricular activities as well as illness.

This Journal serves a supplementary purpose of providing a template for personal reflection throughout Transition Year. It is the students' responsibility to follow all requests by teachers and the T.Y. Team to complete reflective assignments on a regular basis.

Homework during T.Y. will often be of a highly varied type. All homework assignments are of educational value and merit. Students must complete all homework assignments on time and in the format requested by the subject teacher. Homework will consist of research, project work, preparation for oral presentations and exhibitions as well as written homework.

School Reports

Formal school reports will be issued on 3 occasions during the school year.

Report 1. November

Report 2. February

Report 3. Summer

Assessment at Summer time will involve an exhibition of the student's work.

The school report will assess students on the following:

- Attendance
- Attitude to school work and programme
- Cooperation with staff
- General Behaviour
- Homework and study habits
- Initiative/Independent learning
- Leadership qualities
- Maturity
- Participation in class
 - Participation in extra-curricular activities
- Participation in TY opportunities
- Punctuality
- Relationship with others
- Reliability
- Teamwork skills

Evaluation

Sacred Heart Secondary School will regularly review and evaluate its Transition Year Programme. This will be done in consultation with all parties. Through review and evaluation we will allow the Transition Year Programme to constantly evolve to meet the requirements of parents, students and teachers. Review and evaluation will involve the use of the following forms:

- Evaluation of Transition Year Programme by parent
- Evaluation of Transition Year Programme by student
- Evaluation of student work experience by employer
- Subject/Module evaluation by student
- Teacher self-evaluation

Evaluation of Transition Year Programme by students and parents is conducted using online surveys. The school facilitates the completion of these surveys on the occasion of the TY Graduation Night. External evaluation is carried out by the Department of Education and Science Inspectorate

Communication with Parents

Close contact with parents will be maintained during 4th year. The following means of communication will be used:

School Website and TY specific E-News (parents need to sign up for this on the website and all TY news items will be automatically forwarded to the e-mail provided)

- Information Night for students and parents on Transition Year Programme
- Information Night for 4th Year students and parents before Student Exchanges
- Letters including permission letters
- Parent/Teacher/Student Meeting in January each year
- Parents and students are provided with the Transition Year Programme Handbook
- Parents attend an Exhibition Night at the end of the school year
- Parents complete a Transition Year Programme Evaluation
- Parents sign an Application Form and a Contract of Learning
- Reports

Certification

Certificates are presented towards the end of the May each year at a Graduation Ceremony to which parents, family members and teachers are invited. This ceremony is a highlight of Transition Year for both the students, their parents and the TY core team. As well as the presentation of certification, students create an exhibition of their year work and families have the opportunity to chat informally to teachers and get a taste of work carried out during the year. There will be opportunities to receive external certification during Transition Year in some subject / modules.

OTHER CERTIFICATES AWARDED

- First Aid
- Student Enterprise Awards certification
- Get Up & Go Mini Company certification
- Community Awareness

- Junior Achievement certification
- P.E. programme certification
- Gaisce Certification
- An Duais

Some of these course and programme certificates are compulsory aspects of Transition Year, whilst others are optional extras. The school will also certify the students' participation, enthusiasm, commitment and progress throughout the year.

OTHER AWARDS

AN DUAIS AWARD

The Transition Year team accepts nominations from members of staff for the outstanding contribution of a student to the spirit of T.Y This award was presented to the school in 2006 by the O Byrne family, whose daughter, Caoimhe, was a pupil of Sacred Heart, as a border in from 2000 to 2006 . Although there is one overall winner based on the sentiments contained in this citation those students who are nominated for this award receive An Duais Certificate. These are presented during Awards Evening. The following is the citation and a picture of the award .



THE PRESIDENT'S AWARD – AN GAISCE



The Gaisce programme was introduced to the school in ? and saw ? Transition Years achieve the Bronze award. Since then, the program has expanded significantly and the number of students signing up to take on the challenge is steadily increasing. The program at Bronze level involves 13 weeks of organised physical activity, 13 weeks of community involvement and 13 weeks learning a new skill. At the end of this period, participants continue one of these activities for a further 13 weeks followed by a two day, one night mini-expedition.

Gaisce is a fantastic opportunity for students to consolidate the various elements of their co-curricular life at Sacred Heart into a single award in addition to introducing them to the excitement of planning and undertaking an expedition. Expeditions at Bronze level are usually based in Ireland. It is hoped that Gaisce will continue to grow as an integral part of the Transition program at Sacred Heart and that students will build on their experiences after TY graduation to work towards Silver and Gold awards.

Students are also encouraged to participate in The President's Award and will receive recognition for this on Awards Night. This will involve

1. Developing a skill – one hour per week for 26 weeks
2. Community Work – one hour per week for 15 weeks
3. Physical activity - one hour per week for 15 weeks

Further information will be given about this Programme during Induction and continuously during the year.

-LITERACY LIFT OFF

Our Transition Year students got involved in this programme during the school year 2014-2015. This involved 4 students (in pairs) going to our local girls national school, St. Josephs, and assisting the teachers and students of Junior Infants to Sixth class in reading and writing activities. They did this Tuesday, Wednesday, Thursday and Friday mornings and afternoons for forty minutes. It was a very successful project and we will continue and develop it more for the school year 2018-2019.

-121 DIGITAL

This course was introduced to our Transition Year Students in 2014-2015. The course was carried out on a Wednesday afternoon, during Community Awareness. It involved 16 students (Tutors) and 18-20 Adult Learners. Through this course we were once again able to foster links with the local community . We will offer this course again during the school year 2015-2106 and hope to increase our numbers by offering two sessions-post mid-term break Term 1 and Term 2 pre mid-term break. Training was given to the students prior to the commencement of the course by Mr. Fintan Mulligan. The course was carried out over a period of six weeks

Welcome to *121digital*

... junior teaching senior ... in the local community.

Teenagers... Want to Teach? Click Here !

Schools... Click Here !

Want to Learn? Click Here !

Parents... Want to Help? Click Here

What is *121digital* ?

***121digital* teaches Learners (adults in the local community) - FREE of charge - starting from their current level of knowledge to their desired**

level ... at their individual pace. Their **121digital** course (content prepared by professionals) is tailored to their needs – they choose the topics. Their Tutor works, one-to-one, with them. Learners are invited to bring their laptop, tablet or smartphone to a local participating secondary school for tuition, by a transition year student, under the guidance of volunteer Mentors. Courses comprise 6 lessons, one lesson per week /80 minutes per lesson (8 hours total). Learners are encouraged to practice between lessons – to reinforce their learning. Certificates of course completion are awarded to Learners.... and lessons are **FREE**.

1,000 Learners have completed **121digital** courses since 2010, in 24 schools. 1,000 TY volunteers were their Tutors.

PART 2

TY Forms and Reports

1. CONTRACT OF LEARNING



SACRED HEART SECONDARY SCHOOL

TRANSITION YEAR 2019-2020

CONTRACT OF LEARNING

Transition Year will help you make the transfer from Junior Cycle to Leaving Certificate. It offers you a unique opportunity to develop in a number of important areas:-

Personal: To help you develop your personality and character towards a more positive and confident self-image.

Study/Work; To develop independent work and study habits appropriate to the Senior Cycle.

Career: To become familiar with workplaces outside school and possible career paths.

Social: To become more informed about society and more skilled at dealing with people.

This school has high expectations of you during Transition Year. Here we outline our requirements with regard to work and behaviour. Our Transition Year students are expected to do the following:-

Actively participate in the opportunities offered throughout Transition Year.

- Develop work and study habits appropriate to the Senior Cycle.
- Establish positive and respectful relationships with fellow-students, teachers, visitors and employers
- Participate in classwork and complete homework and other assignments on time, to the required standard.
- Observe the rules and regulations of the School with regard to conduct, attendance, punctuality and uniform.
- Give of their time and energy to a special area of learning outside their routine responsibilities.

Signing this contract is a mark of your commitment to the success of your Transition Year. From the staff's point of view it represents our commitment to treat Transition Year students as young adults participating in a course which we have planned with the goals of developing greater maturity, relevant skills and an orientation to the working world.

CONTRACT

I, _____

have read and understand the Contract of Learning.

I accept the conditions set out for Transition Year as reasonable and appropriate to Senior Cycle students. I will work and behave according to the requirements set out

above. During my Transition Year I also undertake to pursue some special area(s) of work/study which particularly interest me.

I take personal responsibility for researching and organising all Assignments, Projects and Activities on my own initiative.

STUDENT MOBILE NO: _____

STUDENT E-MAIL ADDRESS: _____

Signed _____
Student Date

Parent

TY Co-ordinator

2. Student Induction into Transition Year

STUDENT INDUCTION INTO TRANSITION YEAR

1. I am in Transition Year because:-

2. 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 spoonfeeding 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.

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

Signed

Date

STUDENT SELF-ASSESSMENT

1. At school the four subjects which I like best are:-

(a)	(b)
(c)	(d)

2. As well as subjects, the four things which I like most about school are:

(a)
(b)
(c)
(d)

3. In my last report, two subjects in which I did well were:-

(a)	(b)
-----	-----

4. Four interesting things about myself are:-

(a)
(b)
(c)
(d)

5. At school what cause me most difficulties from the following list are (Classwork, Homework, Time-keeping, Good behaviour, Making friends, Asking questions).

(a)	(b)
-----	-----

6. From my last school report, the two subjects which I most need to improve are:-

(a)	(b)
-----	-----

7. Two reasons why my last school report was not as good as it might have been were:-

(a)
(b)

8. Apart from subjects, two other things about myself which I would like to improve on are:-

(a)
(b)

9. Outside school two areas where I sometimes achieve excellence are:-

(a)
(b)

10. Three sentences which describe me as a person are:-

(a)
(b)
(c)

11. Tick a box opposite one of the three statements below to indicate how you see your efforts over the coming weeks:-

(a) I am very keen and anxious to improve myself

(b) I will try to improve myself

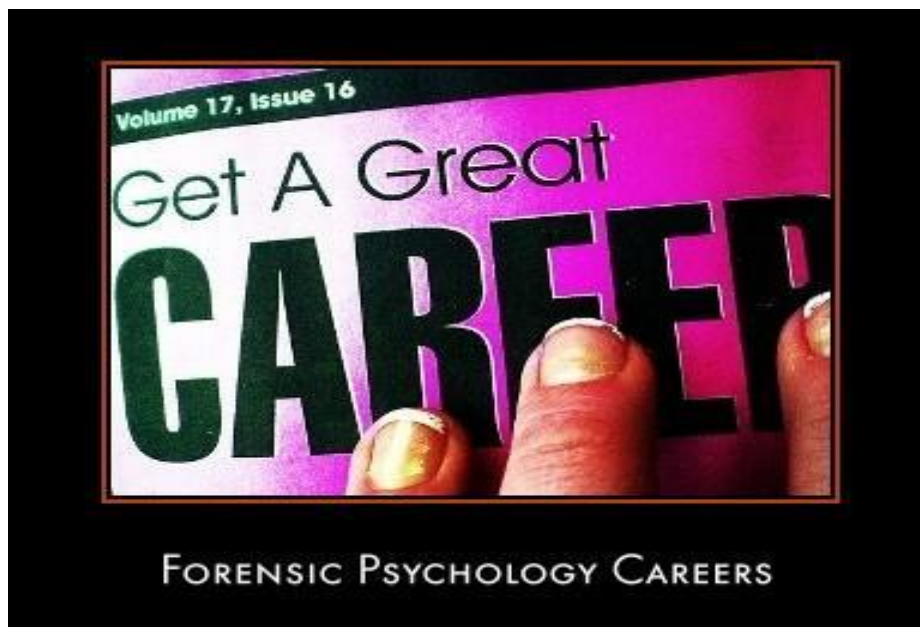
(c) I would like to improve but I don't think there will be much change

Signed (Student) (Date)

Signed (Parent) (Date)

3. Work Experience

SACRED HEART SECONDARY SCHOOL TRANSITION YEAR WORK EXPERIENCE



Form Must be

STUDENT DETAILS :

Name of Student:.....

Date of Birth:.....

Home Address:.....

.....

Dates of Work Experience:.....

EMPLOYER AGREEMENT TO FACILITATE WORK EXPERIENCE

Name of Firm/Employer

.....

Business/Occupation of Employer:

Employer's Address :.....

.....

Employer's Tel. No:.....

Working Times:.....

Returned

Name of Student's Supervisor:.....

CONTACT NO:(IF DIFFERENT TO ABOVE).....

Parental Approval :

Signature of

Parent/Guardian:.....

Name in Capitals.....Date:.....

STUDENTS COMMITMENT TO WORK EXPERIENCE:

STUDENTS SIGNATURE: DATE.....

Sacred Heart Secondary School, Clonakilty, Co. Cork

EMPLOYER'S REPORT ON WORK EXPERIENCE

NAME OF STUDENT: _____

NAME OF COMPANY OR BUSINESS:_____

TYPE OF WORK: _____

DATES OF WORK EXPERIENCE _____

STUDENTS PERFORMANCE IN THE FOLLOWING AREAS:
(Please tick the appropriate box)

	Excellent	Good	Satisfactory	Poor
Appearance				
Punctuality and Time Keeping				
Reliability				
Willingness to work				
Initiative				
Attitude towards work				
Co-operation with others				

Relationship with supervisor				
------------------------------	--	--	--	--

OVERALL COMMENT _____

SIGNED: _____

DATE: _____



Name of Student: _____

Class: _____

Work Experience consists of two sessions

1. WEEK 1- Formal Work Experience Placement
2. WEEK 2 .Week to avail of Structured Courses/ Opportunities

All students are to complete the following. Date for Completion is

Have you found a work experience placement for session 1? Yes No

If yes, please fill in the following details:

1.What is the official name of the company facilitating your placement?

2.What is the name of the employer/Contact Person

3.What is the exact address of the company

4.What is the telephone number of the company?

Have you found a work experience placement for session 2? Yes No

If yes, please fill in the following details:

1.What is the official name and address of the company/college/university facilitating your placement?

2.What is the name of the employer /Course/ Opportunity

3.What is the exact address of the company?

4.What is the telephone number of the company?

If you have not found work experience, what are the areas you are interested in?

Signed: Student: _____

Parent: _____

Date : _____

Evaluation of Transition Year by Parents

This Evaluation will take approximately 6 minutes to complete.

Your child has completed the Transition Year Programme.

All those involved in planning, running and organising the subjects, activities and work experience are interested in how you view the experiences of the year.

Your answers will help us to improve the school for students and staff.

It is really important that you answer the questions honestly so we can evaluate the programme properly.

Please note that you do not provide your name as the questionnaire is anonymous.

Teacher's Self-Evaluation

1. Using 5 for excellent and 1 for very disappointing, how do you rate your own performance in TY

this year under the following headings?

Knowledge of material Rapport with students

Preparation of classes Classroom discipline

Linking with other subject teachers Use of assessment

Variety of teaching methodologies used Rapport with colleagues

Use of teaching and learning resources Record keeping

2. What are the main strengths in the module?

3. What problems occurred?:

4. How were these problems solved?:

5. How could this module be improved for the next group of students?

Signed: (

Subject/Module Evaluation by Student

Subject:

1. What part of the course / module did you most enjoy?

Why?

2. What part of the course did you find most beneficial

Why?

3. What part of the course did you least enjoy?

Why?

4. If you were to advise your teacher on the contents of the course, identify one area you would omit

5. What topic would you substitute for the area omitted?

Signed: (Student)

Transition Year Report Page

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Name: Class: Assessment Period:

	Excellent	Very Good	Good	Fair	Poor
General Behaviour					
Attitude to school					
Participation in class					
Participation in TY opportunities					
Homework and study habits					
Initiative/Independent learning					
Cooperation with staff					
Relationship with others					
Maturity					
Reliability					
Participation in extracurricular activities					
Teamwork skills					
Leadership qualities					

PART 3

Descriptors for Individual Subjects and Modules

Due to the fluid nature of the programme and the changes made to module descriptors annually resulting from evaluation and feedback, this section will be updated on a yearly basis and added as an insert to the handbook. The descriptors will also be published on the school website.