

St. Aidan's Comprehensive School Cootehill Transition Year 2025-2026

opportunities for a lifetime increased social awareness

develop new skills *varied teaching strategies*
 promote enterprise and initiative **self-directed learning**
Linking the School with the local community
 Orientation towards adult and working life
 Learning-Led, rather than examination driven
 'catch up' - with remediation and compensation
INTERNAL EVALUATION *Schoolbased certification*
 Promoting intrinsic motivation
 LEARNING HOW TO RELATE WELL TO OTHER PEOPLE
 a distinct one-year programme *education for maturity*
Teamwork skills *improved social competencies*
 work experience placements
developing study skills

Transition Year

SAMPLE SUBJECTS
 increased motivation
 LEADING TO MORE INFORMED CHOICES

Personal development *independent learners*
 enhancing self-esteem *inter-disciplinary learning*
multiple intelligences different learning styles

Trips *academically challenging* *activity-based learning*
short modules
 learning from experiences
Project work *varied forms of assessment*
 EXTENDING LEARNING BEYOND THE CLASSROOM

From the dependency of childhood towards the independence of adulthood

Transition Year - a different year of learning



Introduction

Since the opening of our school in 1966 we have provided for the education and development of the young people in our community. Almost 60 years later we are continuing in that great tradition with our Transition Year Programme which will broaden the learning experience and potential of our students. This is a highly structured programme aimed at developing a more mature student ready for the demands of Leaving Certificate and later study or work. The course is designed to act as a bridge between the Junior and Senior Cycles.

Pressures on young people have never been so great as at present. Education in this era is challenging in new ways for all students and their families. It is important therefore that there should also be an emphasis on the personal development of the pupils and on developing their social awareness and competence. Our programme will offer a broad educational experience to the students. We have taken great care in the drawing up of our programme to include sufficient content to provide a very solid foundation for the Leaving Certificate.

A great deal of time and commitment has been invested by staff in preparing for the introduction of the Transition Year, they have researched best practice and explored ways of making the Transition Year an enjoyable, valuable experience for the students, while still ensuring that a solid foundation is laid to maximise achievement in the Leaving Certificate.

The Transition Year Programme is proving to be a very positive experience for our students, and we encourage all the third-year students with their parents/guardians to take this opportunity to find out more about the programme.



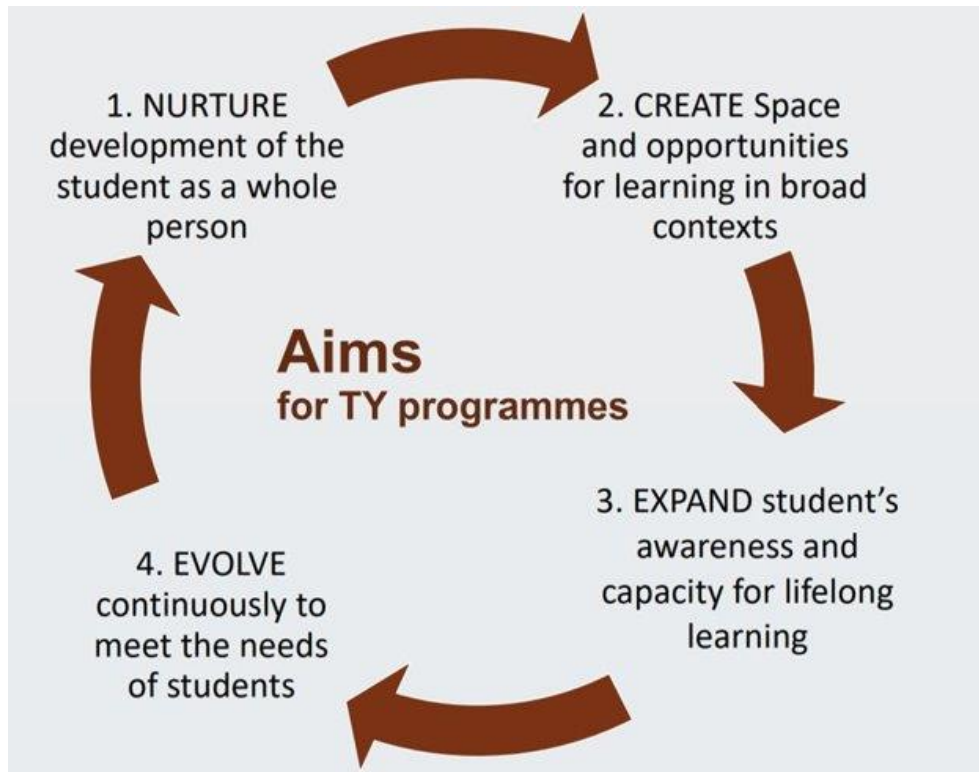
***“Tell me and I’ll forget. Show me, and I may not remember.
Involve me, and I’ll understand”***

Angela Flanagan
Principal

Niall Magee
Deputy Principal

Deirdre Marren
Transition Year Co-ordinator

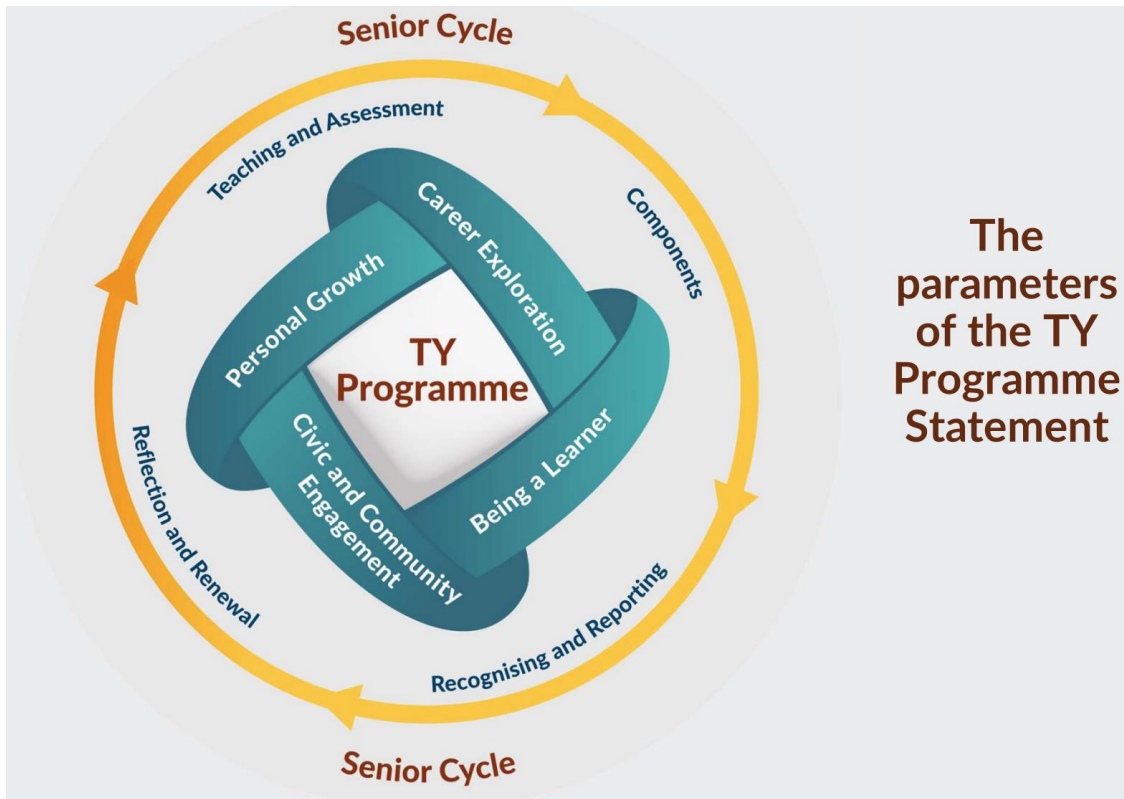
Transition Year Aims



Transition Year Rationale

- The rationale of the Transition Year (TY) Programme Statement is to provide a one-year optional programme that offers students a unique opportunity to thrive in a rapidly changing world.
- It aims to create enjoyable and meaningful educational experiences that support students' development in senior cycle, helping them respond to uncertainty, manage complexity, nurture personal interests, and become agents of positive change in society.
- The programme is designed to be flexible and inclusive, promoting equitable access and transformative experiences that prepare students for their future lives as local, national, and global citizens.

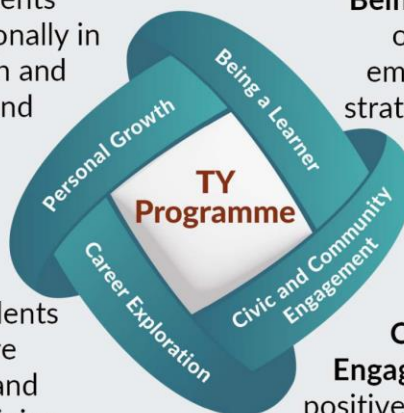
Transition Year Parameters



Student Dimensions

Personal Growth: Students mature socially and emotionally in areas that include health and wellbeing, empathy and leadership

Career Exploration Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience



Being a Learner: Students build on previous experiences, embracing opportunities and strategies for learning that work best for them

Civic and Community Engagement: Students make a positive difference in their schools, communities and society

Some Key Features of the New Programme



Why opt for Transition Year?

Challenges Facing Young People

1. The Leaving Certificate & Points Race
2. Third Level Education
3. Adult and Working life.

1. Leaving Certificate:

- Informed Subject Choice
- Multiple Intelligences
- Study Skills
- Independent self-directed learning
- Assessment /Self-assessment
- CAO choices /course requirements

Evidence:

- 2019 study ERSC
- Longitudinal Survey NCCA
- Commission on the Points System Report
- <https://ncca.ie/media/3758/scr-erc-ty-research.pdf>
- <https://www.erc.ie/wp-content/uploads/2019/02/B23189-ERC-Students-Views-of-Transition-Year-Inside-Print-Version-IV.pdf>

2. Third Level:

- High dropout/failure rate /
- Age profile/maturity
- Life skills
- Self-management skills
- Time management skills
- Study skills –independent self-directed
- Group /Project work /Research skills
- I.C.T. skills

3. Adult and Working life:

- Self-esteem/awareness / assertiveness
- Relationships
- Teamwork
- Maturity /critical judgement
- Careers / Work experience /Work simulation
- Interviews – C.V., Portfolios
- Technical skills
- I.C.T. skills /I.C.D.L
- Health Education
- Certification

So why opt for Transition Year?

getting to sample a range of subjects doing work experience and having opportunities to engage in the 'adult world'

making new friends and mixing with other groups forming better relationships with teachers

having a break from high-stakes examination stress before entering senior cycle

more varied teaching and assessment methods, such as portfolios and project work

going on trips in Ireland or abroad

So why opt for Transition Year?

thinking about and learning about possible future careers or areas of study

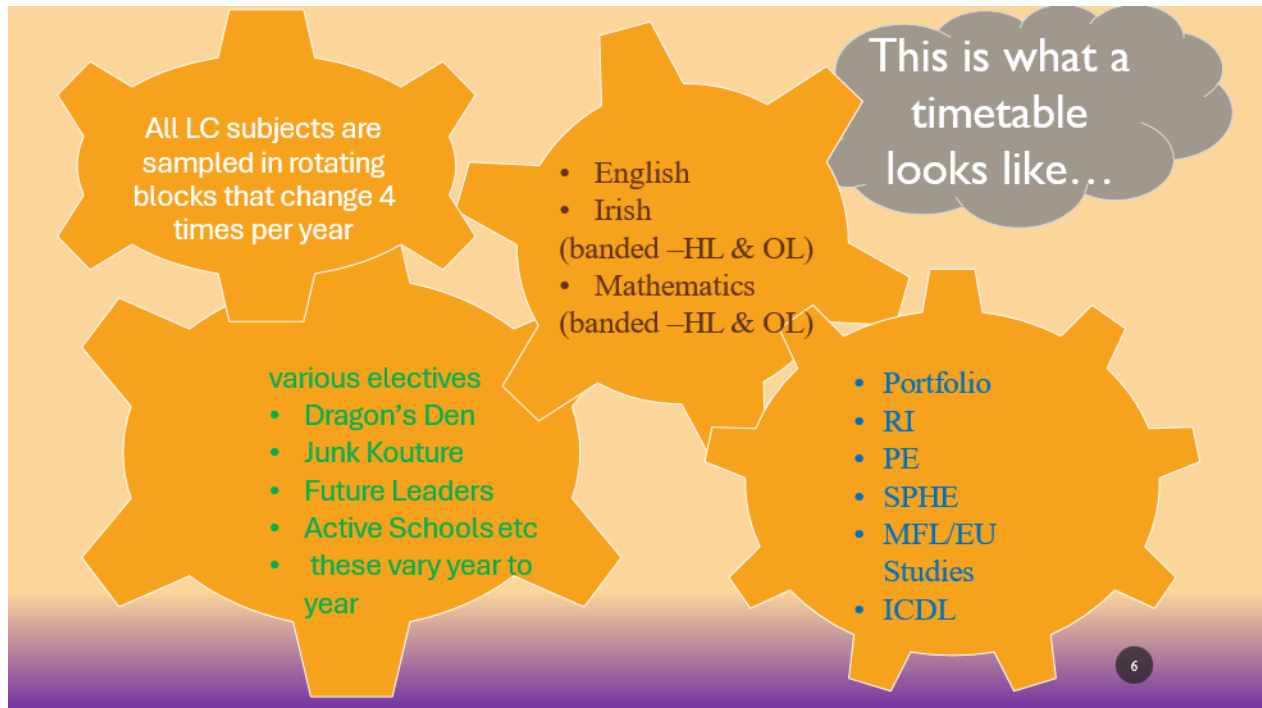
making stronger subject choices for senior cycle (after subject sampling and insights achieved from work experience)

taking part in events, mini-companies/fundraisers, and other medium- or long-term projects

developing self-regulatory and organisational skills (e.g., time management) finding new interests and developing new skills (personal, social, practical, and artistic)

developing stronger social skills and confidence. feeling more mature and independent

The Transition Year Programme in St. Aidan's Comprehensive – an overview



	<p>Currently we offer 20 modular/rotating options (5 per block, approx. 7-8 weeks long)</p>
	<p>In 2024/2025 we offered</p>
	<p>Biology, Physics, Chemistry, Agricultural Science, Music, Accountancy, Business, Art, Home Economics, History, Geography, Construction, Engineering, LCPE, DCG, Computer Science</p>
	<p>*Environmental Studies *, Driver Education *, Careers*, Work Applications* (these are subject to change)</p>

1. Core Subjects

- Irish
- English
- Mathematics
- Guidance/Reflection
- Religious education
- Physical education
- MFL -German/French/Spanish (must continue with MFL from Junior Cycle) Alternative available for those with no MFL from JC.
- SPHE
- Enterprise (there are options here e.g. Business enterprise, Junk Kouture, GAA Future Leaders – these may vary from year to year)

2. Currently we offer **20 modular options** (5 per block, approx. 7 weeks long) which include the 16 traditional Leaving Cert. subjects as well as non-exam tasters (these may change slightly at times)

Biology, Physics, Chemistry, Agricultural Science, Music, Accountancy, Business, Art, Home Economics, History, Geography, Construction, Engineering, DCG, Computer Science, LCPE & 4 other non-LC subject modules

3. Possible TY projects/activities

- GAA Coaching programmes
- Active Schools programme
- Young Social Innovators
- Mental Health Matters
- St. Vincent de Paul Youth for Justice Project
- “Dragon’s Den” type business competition
- John Paul II Awards
- Mini-Med (online medical studies)
- Work experience placement x 3 weeks
- Option to complete extra weeks of work experience
- Visiting speakers
- European Trip (voluntary)
- Outdoor trips/bonding activities e.g. Emerald Park, Causey Farm.
- Trade fairs
- Fundraising activities
- Fun Run/Wellfest
- First Aid training
- Peer Education training.
- ICDL

4. other activities/events

There may be possibilities for the **students to work as a team** and engage in project management, to organize/be part of an event such as a charity or fundraising activity/show/musical/orienteering/national competitions.

Workshops/speakers/other activities

During the year there are varied team-building and bonding type activities, visiting speakers /workshops etc.

Recent examples include (this may vary year to year)

- Forensic Fun workshop
- Lego Brickx workshop
- Marie Keating Foundation Cancer Awareness
- “Don’t be mean behind your screen” workshop
- Gambling/addiction awareness
- Law
- Personal Safety
- Dance Flash Mob
- Addiction/Gambling awareness
- ECO UNESCO
- Coco’s Law
- Linking with local businesses/Chamber of Commerce for events e.g. Christmas Markets/St. Patrick’s Day parade
- Holy Family School visits
- SVP link
- TY Retreat
- Day trip to Emerald Park
- Activity Day in Causey Farm
- Pumpkin Carving
- First Aid
- Charity/fundraising activities
- Colour Run
- John Paul II Awards
- LA519 QPR training
- Garda Open Days/visit to school – Project Lifesaver



Work Experience



At St. Aidan's Comprehensive School, we see work experience as an integral part of education for working life.

Currently, students have one week of placement towards the end of November and two weeks before the summer break which give the possibility of 3 different weeklong experiences over the course of the year.

Work Experience aims to build students confidence, work ethic, curiosity and responsibility, all qualities, which heighten their maturity, hence helping them to make well informed career decisions.

Work experience gives students an insight into the world of work and helps them develop their social and life skills. It will be pre-planned followed up and supported by the Transition Year team. In organising work experience, matching the long-term interests and aspirations of the student is a priority.

Students will undergo a structured preparation for work experience and should maintain a folder detailing their experiences, which will include an employer's report. This folder may form part of the overall assessment for students.

Other external work experience opportunities may arise – e.g. Garda work placement, Northern Sound, Mental Health work experience in St. Patrick's – students can be facilitated to attend these during TY.

Career Investigation, Mock Interviews, Industrial visits, Guest Speakers and Study Skills may all form part of the Work Experience Programme.

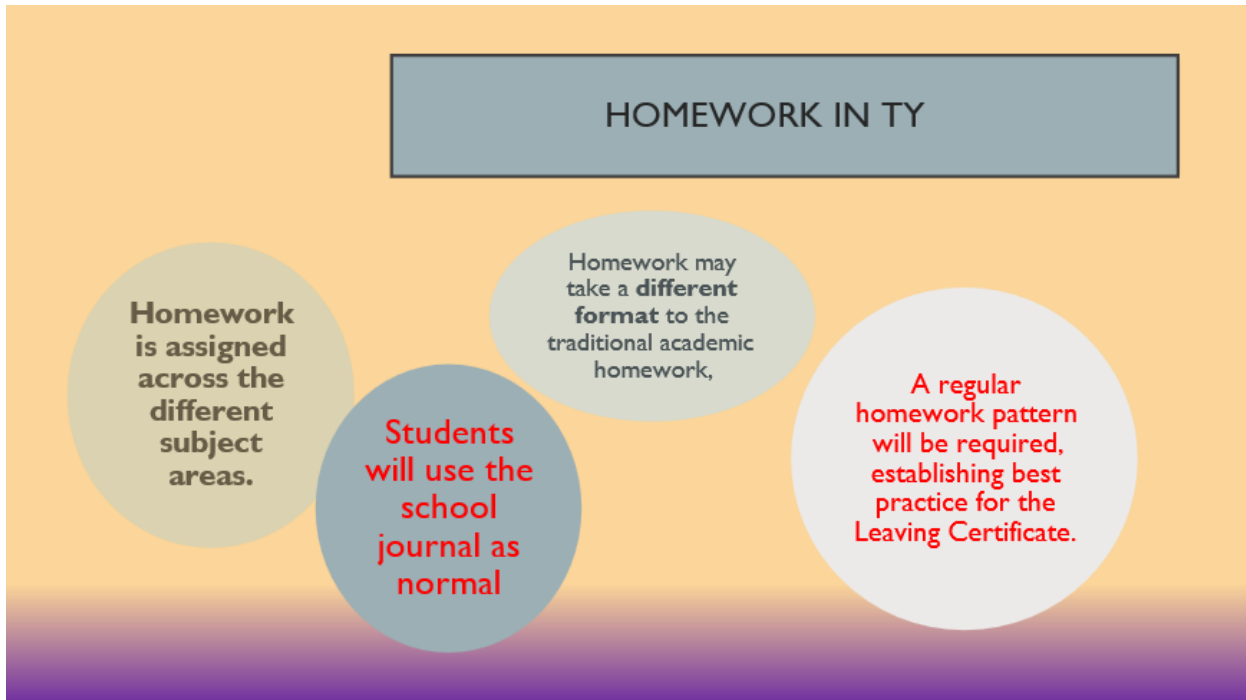
Assessment in Transition Year

Assessment in TY is comprehensive, reflective, and supportive of student growth and development.

- Teaching and Assessment Dimension:
 - Promotes high-quality teaching and assessment practices aligned with developmental indicators in the Student Dimensions.
 - Encourages innovative classroom practices and a coordinated approach to assessment.
- Collective Practices:
 - Identifying and setting high expectations for all students.
 - Whole-school practices that respond to student strengths and needs.
 - Opportunities for planning and implementing teaching and assessment approaches.
 - Gathering and sharing evidence of learning to inform other Curriculum Dimensions.
- Individual Classroom Practices:
 - Student-centered approaches aligned with learning outcomes.
 - Use of a variety of assessment modes for both summative and formative purposes.
 - Constructive and timely feedback to improve learning and development.
 - Opportunities for peer and self-assessment.
- Recognising and Reporting:
 - Recognising student learning and achievement across all areas of TY.
 - Reporting includes the student's TY portfolio, student reflection, and school reporting.
 - The TY portfolio captures the student's experiences, learning, and development.

- Student reflection provides an opportunity for students to critically reflect on their learning and achievements.
- School reporting offers a broad picture of student development across the Student Dimensions.
- Student Portfolio:
 - A tool for capturing the uniqueness of the student experience in TY.
 - Includes goal setting, a chronological review of experiences, progress across Student Dimensions, and critical reflections
- Student Reflection:
 - Enhances the TY portfolio and school report.
 - Can take forms such as end-of-year interviews or presentations.
 - Provides immediate feedback on student development and programme improvement.
- School Reporting:
 - Recognises student development across developmental indicators.
 - Includes assessment of learning in curriculum components and accredited micro-credentials.
 - Supported by ongoing communication with the home through various means.

Will students have homework?



What about exams?

Assessment/testing may take varied formats appropriate to the subject/module/activity

- Portfolio assessment
- End of block exams/reports
- Oral /Aural assessment
- Project work
- Self-assessment
- Peer-assessment
- Written /Practical Class test
- Skills assessment



Profile of a Transition Year student

- motivated
- hardworking
- committed to education.
- anxious to do well academically and in other areas of school life.
- committed to full attendance for all aspects of the programme
- willing to try new experiences.
- open to challenges
- ambitious
- able to work well independently and as a team member.
- interested in maximising their potential as student

Admission

- Admission to Transition Year is not automatic and is subject to the criteria set out in the Transition Year Policy.
- **There are two online application forms – one for parents and one for students which must be completed by Wednesday 05/03/2025.**
- These will be made available to parents and students on Tyro (parents), via Teams (students) and on the school website.

Cost

- The fee for Transition Year 2025-2026 is €300
- This includes ICDL accreditation which costs €100.
- Payment links will be sent to you to enable online payments.
- The fee must be paid IN FULL before the start of the academic year.
- This fee covers activities/workshops and two away trips (e.g. Emerald Park and Causey Farm).
- We usually offer a separate, non-compulsory EU trip. The fee will be payable to the tour company Saffron Promotions on an instalment basis. This is not included in the TY fee.