

Drogheda Educate Together Secondary School



Innovation Respect Community Excellence

Transition Year Handbook

2026 - 2027



Transition Year Student Programme Statement

Transition Year like all aspects of Senior Cycle has been reviewed recently by the Department of Education. It is our duty at Drogheda Educate Together Secondary School, Transition Year Team to ensure we meet the criteria outlined by The National Council for Curriculum and Assessment.

Senior Cycle aims to educate the whole person and contribute to human flourishing.

Students' experiences throughout Senior Cycle enrich their intellectual, social and personal development and their overall health and wellbeing.

Senior Cycle has eight guiding principles.

Well-being and Relationships

Inclusive Education and Diversity

Challenge, Engagement and Creativity

Learning to learn, learning for life

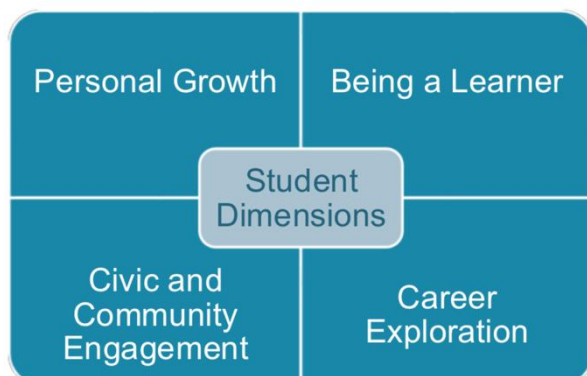
Choice and Flexibility

Continuity and transitions

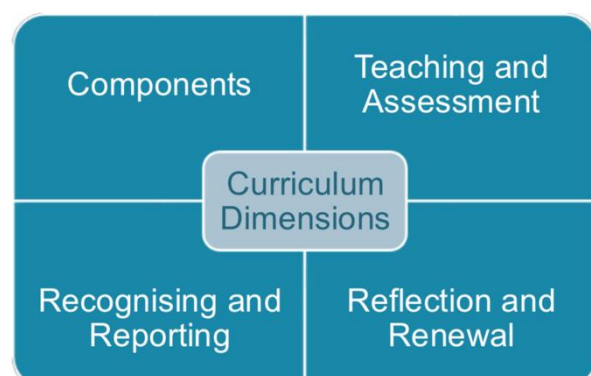
Participation and Citizenship

Learning environments and Partnerships

Student Dimensions



Curriculum Dimensions



More information can be found at the end of this document or

<https://www.curriculumonline.ie/getmedia/5849acbf-0326-487a-beec-3db6b5878470/TY-Programme-Statement-ENG-INT.pdf>

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Drogheda Educate Together TY Programme Aims

1. The development of the student as a whole person by building on their previous experiences, through a curriculum designed to provide valuable learning experiences which will help to develop students' breadth and depth of skills to prepare them for Senior Cycle and onwards towards the World of Work.
2. Create a space and opportunities for meaningful, enjoyable learning experiences through which key competencies of the student can be developed in the classroom and school, in the home and the wider community.
3. Expand the students' experiences and awareness of diverse future pathways and nurture the student's capacity to sustain their growth and development through a process of lifelong learning.
4. Our TY programme expects to evolve continuously to support the learning and development of the student through a reflection and renewal process involving students, teachers, school leaders, parents/ guardians and community partners.
5. Engage students in a partnership to steer Transition Year activities allowing them to contribute to Drogheda Educate Together Secondary Schools culture of inclusion and equality.

For a better understanding of how we will meet these aims please read The Development Indicators and Student Experience at the end of this document.

Curriculum Dimensions of the Transition Year Programme

The Curriculum Dimensions below is designed to fulfil the requirements set by The National Council for Curriculum and Assessment and meets the Aims of our Transition Year Programme within Drogheda Educate Togethers Ethos.

It's advised some time is spent thinking about Rotations, Year Long Modules and Chosen Options as these will have an assessment element which will contribute to a student's overall end of year TY Certificate attaining: Partially Achieved, Pass, Merit or Distinction.

(SOME ELEMENTS MAY CHANGE WITH: STAFF TIMETABLING AND AVAILABILITY, DEMAND AND STUDENTS' INTERESTS).

TY Curriculum Breakdown:

Core Subjects:

- Tutorial - 1 hour per week
- Mathematics - 2 Hours per week
- Digital Literacy and Finance - 1 Hour per week
- English - 2 Hours per week
- Journaling / Learning to Learn Reflection / Portfolio Preparation - 1 Hour per week
- Irish - 2 Hours per week
- French - 2 Hours per week
- Forensic Science - 2 Hours per week
- Student Enrichment - 1 Hour per week
- Physical Education - 2 Hours per week
- SPHE - 1 Hour per week
- Transition Year Musical - 2 Hours per week
- First Aid / Road Safety Course RSA / Community Outreach / – EU Ambassadors Programme - 2 Hours per week

Year Long Modules – **Students choose one from each line: (Subject to Change)**

- Japanese / Archaeology / Active Studies / Photography – 1 Hour per week
- Mini Company / Junk Kouture / GAA Future Leaders / Young Social Innovators – 2 Hours per week

Rotations:

- Artistic Dimensions / Home Economics / Technology / Music - 2 Hours per week (Rotations)
- Politics & Society / Business & Accounting/ Geography/ History - 2 Hours per week (Rotations)
- Sustainability - 1 Hour per week

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Transition Year Assessment

In line with the New Curriculum Dimensions on Assessment, we aim to have varied methodologies of Assessment. Students will be subject to a continuous assessment of their overall participation in Transition Year. Core Subjects will have formal exams at the end of year which are a significant marker for teachers to advise them on Senior Cycle levels. Core Subjects, Year long modules and rotations will all contain a blend of Assessment styles to compliment the tasks and learning experiences students will be asked to engage in. Often project and group work is an important element of Transition Year. Students need to be aware they may be marked on their own personal contribution to group work parallel to the group work outcome.

Assessment will take the form of: Written Formal Assessment (Exams), Essays, Presentations, Individual Research Projects, Participation, Poster, Creative Tasks, Reflection Tasks, Interviews and Quizzes. Each form of assessment is expected to be completed to a student's best abilities. Teachers will provide effort and participation grade twice a year which will contribute to students in the end of Year achievement for Transition Year.

Transition Year Journal

The Transition Year Journal has always been a way for student to record, review and reflect on their experiences. This is an opportunity for students to catalogue their own personal learning journey in Transition Year. The Student Dimensions of the New Curriculum statement place even greater emphasis on the importance of having the opportunity to journal Transition Year. It is essential students are aware that their Transition Year Journal is their own document for their own learning.

They will be given allocated time in school to prepare this, but it is essential they also work on this at home and in their own time. Based on student feedback, Transition Year students prefer to use a hard back A4 notebook to use as their Transition Year Journal. If necessary, students can use a hybrid model of printed text pasted into their Journals. Students will be given more direction in class on how to complete this aspect of their Transition Year.

There should be reflections on Work and Assessments as well as experiences.

It is expected they reflect on major events such as Junior Cycle Result and Formal assessments.

Transition Year Interviews

Transition Year Students will be offered the opportunity as part of their Personal Reflection to participate in two interviews. Firstly, after they have completed their work experience, which will give them the opportunity to experience a real job interview style environment.

Students will be given feedback on their interviews. The second interview will contribute to their overall Transition Year grade. Students are asked to prepare for these interviews and will be supported in class to do so. The questions in the interview will be focused on what they've learnt in Transition Year, feedback from their Work Experience and a focus on their future and careers goals.

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Students will be issued with the range of possible question in advance. The aim of these interviews is to prepare students for work related interviews and develop their confidence and reflection. Students are required to present their Transition Year Journals on the date of their second interview to be assessed for effort and contribute to their Interview Grade.

Work Experience Guidance

Work Experience is scheduled for two weeks, one week in November and one week in February.

Students are expected to make every effort to find their own Work Experience placement, they should secondly be supported by Parents & Guardians. Ideally a placement that may reflect their future career path. However, Work Experience which may not be a student's ideal career plan can still provide valuable life experience and workplace learning. While the Transition Year Team are happy to provide references for Work Experience employers or provide advice, The Transition Year Team will not be able to organise individual Work Experience placements.

It is recommended students arrange as early as possible with local businesses, family friends, relatives, or any other related organisation who could possibly provide them with a work experience opportunity.

The Transition Year Career Team recommend that each Work Experience placement should be different whether that be in a different industry or organisation or career path to give as much diversity of experience as possible to the student.

For example,

Opportunities are available in the Department of Enterprise Trade and Employment.

<https://assets.gov.ie/static/documents/dete-transition-year-work-experience-policy.pdf>

A student must make every effort to organise their experience in the weeks allocated. If this isn't possible, students will need complete a Request for Additional Work Experience Form which will be reviewed by the Transition Year Careers Team.

There are some Professional Organisations, Large Companies and Government Departments which offer Work Experience opportunities outside these dates. Students will need complete a Request for Additional Work Experience Form which will be reviewed by the Transition Year Careers Team.

For Example,

https://www.linkedin.com/posts/mathesonllp_matheson-ty-programme-2023-activity-7066324103917395968-tstg

Requests for additional work experience approval is not guaranteed to be granted. Each request will be considered on:

- The merit of the opportunity and student interest

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- Relevance
- Behaviour as an Ambassador for the School
- Attendance
- Level of engagement in the Overall Programme

Work Experience is possibly the aspect of Transition Year your student will need the most support from home with. We encourage Parents and Guardians to prepare their students for this experience by having discussions about useful, meaningful Work Experience placements and the logistics involved in attending Work Experience as well as the expectations of students while on Work Experience.

The school will wish to contact all Work Experience placements to check on student progress, so accurate contact details are very important. Work Experience placements will be asked by the school to assess students: effort, participation, punctuality, willingness to learning and cooperation.

Students will be assessed on their work experience placement which will contribute to their end of Year certification of: Partially Achieved, Pass, Merit or Distinction.

The school will provide students with a copy of the Transition Year Work Experience Insurance Policy. Should a student decide to participate in Work Experience which may require Garda Vetting (i.e. working with Young Children) it is essential that students ask if this is required for their placement and contacts the Transition Year Careers Team 5 weeks in advance of Work Experience to help them process this form.

If students are required to have Garda vetting and do not complete well in advance it's advised they find another Work Experience placement as soon as possible. Parents/ guardians are asked to also assess carefully the suitability of chosen Work Experience placements as the school will not be able to risk assess each work experience placement.

Transition Year Teams

As part of the National Transition Year Curriculum Statement students must engaged in Community activities. Some of these activities are planned by the school, others are voluntary. Here at Drogheda ETSS, we encourage all TY students to engage in their local community by getting involved in clubs, charities and organisations such as Tidy Towns. Within the School community we encourage students to volunteer to participate in various leadership opportunities within the TY programme.

Some of the opportunities available are:

TY Student Council Representatives

TY Mentors

TY Media Team

TY Calander and Planning Team

TY Hospitality and Feedback Team

TY Certificates, Awards and Recognition Team

TY Extra Curricular Team

TY Gaisce Team

Shared Education for Partnership Team (SEPI)

Wordwise Global Schools Team (WWGS)

European Parliament Ambassador School (EPAS)

Transition Year Events Calendar

Event:	Date:
TY Mentors First Year Induction	27 th of August – 8.10am - 10.30am
Share Centre Fermanagh Team Bonding (Residential) 2 Nights	31 st Aug to 2nd of September
Musical Fundraiser Bake Sale	10 th of September
First Aid Group 1	10 th of September
<u>World Skill Career event RDS Dublin</u>	16 th of September
First Aid: Group 2	23 rd September
First Aid: Group 3	30 th September
Barista Coffee Making Experience	5 th of October
<u>SEPI in person: (Cross Border Sustainability event)</u>	15 th October
<u>Work Experience: 1</u>	9 th - 13 th of November
JFK Workshop Conspiracy Theories Workshop	17 th of November
<u>Dublin City Centre Trip World of Illusion and Museum</u>	19 th of November
<u>Irish Cement Visit Group 1</u>	25 th November
Winter Fair Pitch Event	26 th of November
Rubbish Film Festival (Environmental Film making)	25 th of November
Rubbish Film Festival (Environmental Film making)	26 th of November
<u>Swords on Ice and Shopping opportunity</u>	2 nd of December
<u>SEPI in person: (SEPI events are by application)</u>	3 rd of December
Winter Fair	17 th December
<u>Irish Cement Group 2</u>	26 th of January
<u>SEPI in Person Semi Final (Max of 20 students)</u>	28 th of January
<u>Work Experience 2</u>	2 nd - 5 th of February
Mock Interviews	8 th of February
Pizza Making Workshop	25 of February
<u>Paris Trip</u>	4 th -7 th of March
Armagh Rhymers (Irish Cultural Event)	15 th of March
Reptile Haven	5 th of April
TY Musical	21 st and 22 nd of April
<u>TY Hike</u>	5 th / 6 th of May
Build a Town Sustainability Workshop	20 th of May
<u>TY End of Year Trip/Experience</u>	24 th of May
TY Graduation Showcase evening	1 st of June

Accurate at the time of Publication 11/6/26

Transition Year Events Calendar**Important information**

Some events dates may change as they are provided by external agencies.

Some events student will attend in class groups or larger groups. It is the student's responsibility to know which group they will be in for assigned activities. Due to number of attendance restrictions for events if a student misses their slot for an event they cannot be guaranteed a place in the second slot.

This list will be added to as the year progresses, as NGOs, Business' etc present various valuable learning opportunities which differ year to year.

While we aim to give students and parents/ guardians as much notice as possible of added events, the nature of some events may be short notice. Events will be posted weekly on Teams to remind students to be prepared.

Parents/ guardians will only be contacted for events that require parental permission. For these individual events, we ask that permission be given online via permission slips tab. Events requiring permission are underlined above. (More may be added as the year progresses, we endeavour to inform all parents/ guardians of relevant opportunities, but it is important students take ownership of their learning and communication).

Events and trips are always offered to students subject to adherence to the Schools Code of Positive Behaviour Policy. This is particularly significant in relation to the two residential trips which are offered. Should for any reason The Transition Year Team decide any trip or particularly a residential trip is not suitable for a student, or behaviour has occurred which warrants exclusion from a trip students will remain in school. If any students pose a safety risk or concern to the wellbeing of the group on any trip, the school may cancel their place. Any cost incurred will be the responsibility of Parents/ Guardians.

Some additional events may be offered with limited availability. Selection for these events may be based on the following criteria:

- Student interest
- Subject relevance
- Teacher recommendation
- Behaviour
- Attendance
- Level of engagement in the overall programme
- Competition or lottery

Examples include:

- Estate Agent TY Event
- Law Society TY Event
- Medical TY Events

It's worth noting that no single student will participate in all the additional events offered, as there are too many and they are too varied. However, it is important that students put themselves forward for interest, competition, or lottery events.

Every Transition Year student must make their experience personal to them. This is a unique opportunity to have the space to explore their own interests and influence their own learning journey, while we encourage and challenge every student it is important to note.

All past students agree one thing.

“You will get more from your TY Experience the more you get involved and engaged”

The TY Team



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Transition Year Student Dimension Programme Statement Oide Guidance



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
- persevering longer with tasks, especially when challenging
- coming to see challenges as further opportunities for growth
- adapting better to groups and new social environments
- interacting with others with more empathy, both in person and online
- increasingly taking ownership of their own behaviours and decisions
- showing more initiative and leadership in school, at home and in the community

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
- opportunities for guided reflection and review of personal goals
- formal and informal opportunities to speak and present in class, in public and in interviews
- recognition of personal growth and personal challenges in all aspects of school life during the year



BEING A LEARNER

Developmental Indicators

- being more motivated to learn and seeing education as worthwhile and enjoyable
- setting learning goals and reviewing them regularly
- becoming more skilled with digital technologies, both as a user and a creator
- exploring their own personal interests
- having a greater appreciation of lifelong learning
- being more willing to learn from mistakes and expand their comfort zone
- acquiring more knowledge and skills relevant to senior cycle
- seeing the importance of feedback and placing more value on it
- increasing their capacity for independent and self-regulated learning
- being more open to trying a range of learning strategies
- broadening their communication and presentation skills
- expressing their own ideas more clearly while engaging with other people's ideas.

Student Experiences

- continuity subjects and sampling of subjects with learning designed to develop senior cycle key competencies
- a variety of pedagogies consistent with realising the aims of the Programme Statement and supporting developmental indicators for all students
- meaningful learning opportunities that incorporate student input
- opportunities to build on student learning in the transition from junior to senior cycle
- assessment of their learning and development through a variety of forms such as teacher, peer, and self-assessment, and for formative and summative purposes
- recognition of achievement across all areas of the curriculum
- guided creation of a portfolio that captures development of the student, and their progress as a learner
- a range of individual and team projects, competitions, activities over the year that are manageable and appropriately challenging



CIVIC AND COMMUNITY ENGAGEMENT

Developmental Indicators

- sustaining more caring and respectful relationships with people, place and nature
- having a greater appreciation and respect for human dignity and diversity
- deepening their awareness and sense of empathy, identity and belonging
- recognising and engaging with complexity and uncertainty
- taking actions to live more sustainably
- showing more initiative in their schools, communities, and society
- setting and reviewing goals for being an active citizen
- working more co-operatively with others and in teams
- becoming more involved with creative and cultural activities
- wanting to contribute to a more just world
- understanding better the interconnections of local, national, and global communities.

Student Experiences

- working with local or national organisations and businesses over the year
- opportunities to volunteer through community work and social placement
- education on sustainable development, including a meaningful action for a more sustainable world
- sharing of knowledge and skills within the school community and among community stakeholders
- guided creation of a portfolio that captures their civic and community engagement
- projects, competitions, activities in the classroom, in school, at home, in local communities and in society
- meaningful involvement with shaping school culture
- learning opportunities around empathy, diversity, and inclusion



CAREER EXPLORATION

Developmental Indicators

- being more informed on the links between education and career opportunities
- increasing their awareness of personal interests, aptitudes, values, and dispositions
- identifying and reviewing career-related goals more regularly
- having a greater capacity to research and critically reflect upon career pathways
- acquiring more vocational, organisational and communication skills
- learning how to generate ideas and turn ideas into action
- improving their workplace knowledge and behaviours through first-hand experience
- having more awareness of the world of work and enterprise

Student Experiences

- work placements during the year
- guided reflective tasks on their experiences and placements in TY
- subjects and modules on the senior cycle curriculum that link to a range of future pathways
- career guidance and classroom support on a range of future pathways
- guided creation of a portfolio capturing their reflections on career exploration
- a variety of learning opportunities that improve practical and vocational skills
- access to career-related events or learning environments
- guest speakers from a diversity of backgrounds and careers
- short, certified courses or micro-credentials
- opportunities for assessing aptitudes and abilities



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