



Transition Year 2026-27

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Words from some Celbridge Community School TY students



“Transition year is a really good experience, and you make a lot of new and unexpected friends”.



“A great bonding experience through shared work”



“Do the musical. It’s the most fun I’ve had in CCS so far”



"I'm trying subjects I never thought I would like and I really enjoy them"

Developmental Indicators and Student Experiences

 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	 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.	 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.	 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 - 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	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	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	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

Proposed TY Curriculum for 2026-27

All Year (for whole school year)	Option A 1 - 2 hours (for whole school year)	Option B – 2 hours (for half of school year)	Option B – 1 hours (for half of school year)
Gaeilge	Chinese		
English	Polish	Cooking	Computer Science
Mathematics	Sustainability	Technology	Business
History	Project Science	Music Production	Classical Studies
Geography	Dúchas	Art	Politics & Society
Community, Portfolio and Referencing	Safety		Applied Maths
P.E.	Musical*		
Careers & Guidance	Musical PR*		
SPHE	Construction Studies		
Biology	Art		
Chemistry			
Physics			
Enterprise			
Arts			
MFL			

TY Portfolio



About Me: A Snapshot of Me at 16

Hi! I'm a curious learner
passionate about growth

Student Life

Balancing studies
with hobbies and
exciting new
challenges every
day

Always Learning

From coding
projects to sports,
I'm eager to explore
and try new things

Fun Fact

I've memorised over 40 digits of π and love
solving puzzles!

15 th -19 th of November	Work placement at the Maynooth Bookshop	Career Exploration	From Monday to Friday this week, I worked as a bookkeeper/bookseller at the Maynooth Bookshop from 9-3. During this time, I helped the Manager by stacking books, ordering books, ordering files and cleaning the shop.	This week, I learned a lot about how bookshops work and how schools get their books. I was taught how to search for books using the system at the bookshop, I was also taught how to search for certain books when customers requested them. I realised that running a bookshop is a lot more stressful than it seems as finding producers for books isn't as easy it seems. I also realised that a bookshop is quiet in the morning but gets busy in the afternoon as students and children finish school.
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3 Work Placements : 3 x 1 week blocks

Career Insight

Explore careers and make informed decisions about career paths

Develop Skills

Time management, team -work, communication, collaboration

Independence

Self-directed learning, maturity, responsibility

Networking

Links with community, businesses and organisations

Dates of Work Experience 26/27



- **Block 1:**
9th-13th November 2026
- **Block 2:**
2nd – 5th February 2027
(1st Feb Bank Holiday)
- **Block 3:**
26th – 30th April 2027

Collaboration and Community



TY Work Experience Employer -
Expression of Interest



September: Tour of Castletown with Tutor Group
World Skills Expo in the RDS
Ploughing Championship



October: Basketball Workshop
Optional Gaeltacht Trip (overnight)
Work Experience Block 1
Road Safety Roadshow



November: Glendalough Hike 1
Future Leaders
Think Languages Week



December: Mini company Fair
Christmas Trip (Ice Skating)
Irish Film Institute
School Festive Committee



January: Young Scientist Exhibition

Forensic Fun

Make-your-own foreign language films

Work Experience block 2



March: Musical (Shrek)

Driving School Workshop

VR Sandbox

O'Hanlon Park - padel, 5-a-side

Language Cinema Trips

Senior Cycle Subject Fair

TrailblazHer Awards

University Tours

Table Tennis Workshop



February: Podcasting workshop

Road Safety and Cyber Security Talks



April: Overnight Trip to Carlingford

Spanish, French and German Cinema Trip
(Overseas Trip* not every year)

Driving School

Mountjoy Prison Visit

Special Effects Make-up

Work Experience Block 3



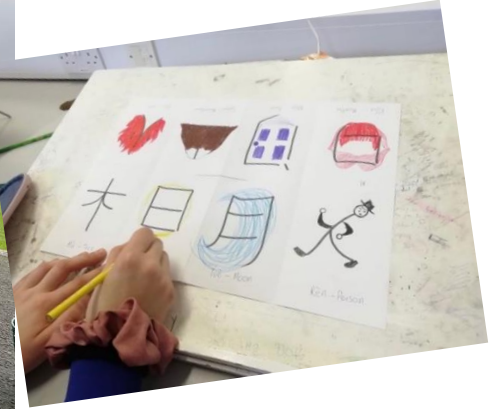
Additional Trips and Activities

May: Butlers' Chocolates Trip

Trip to Cathal Brugha Barracks

Barista Training

SciFest



Note: These are the trips and activities for 2025-2026 and are subject to change

Attendance and Trips



Transition Year

- All school policies including this attendance policy are applicable to Transition Year students.
- TY students must engage in the required number of work experience days. Written confirmation of their work experience placement must be given to the Programme Coordinator and students will then be marked SA for those days.
- A maximum number of 5 additional days may be facilitated for TY students who obtain work experience or training opportunities that don't align with school work experience dates. Students must apply to the Programme Coordinator for these 5 additional days. Once approved, written confirmation of placement must be given to the Programme Coordinator and students will then be marked SA for those days.
- TY students requesting permission to be out of class for approved activities/runai etc must have written permission/pass and be marked SA with note on the school management system. Any teacher may request the student return to class.
- Students with a poor record of school / class attendance may be excluded from school trips. If a student has missed in excess of 12% of the school year / classes at any point in the academic year, they may be considered ineligible to attend. Each case will be considered on an individual basis, in consultation with the student and parents.

Assessment



- In class tests (Assessment Weeks announced in advance)
- Subject-based Projects
- Reflection on trips/activities
- TY Showcase and Interviews in May
- Portfolio (to be completed throughout the year)

Reports are communicated to parents twice per year, and credits are awarded.

Credit Breakdown

Sample



	A	B	C	D	E
1	Subject	Credits	Credit Breakdown	Credit Breakdown Contd.	Credit Breakdown Cor
2					
3	English	20	10 Engagement, Participation and Classwork	5 Summative Assessment	5 Attendance
4	Maths	20	12 Assessment	6 project	2 engagement
5	Biology	10	5 Engagement, participation and classwork	5 Assignments and Submission of Careers Project	
6	Chemistry	10	5 Attendance and engagement	5 assignments and Assessment	
7	Physics	10	10 Engagement, participation and classwork		
8	Enterprise	10	Engagement, particiaption in Mini Company, Classwork and Attendance		
9	Geography	10	10 Engagement, Participation in Fieldwork Investigation, Classwork & Attendance		
10	History	10	5 Engagement, participation and class work	5 Summative Assessment	
11	Accountancy	10	8 Engagement and Participation in class	2 Attendance	

TY Student Profile

Students and parents/guardians should complete the TY Student Profile together before **24th April, 2026**

This form will be made available on **Showbie Caomhnóir pages** tomorrow morning.



Celbridge Community School

Transition Year Student Profile 2026/2027

Name: _____

Class: _____

Date of Birth: _____

1. The things I **enjoy most** about school are:

2. The things I **find challenging** about school are:

3. I would rate **my application to study and homework** during the Junior Cycle as: (Please tick/highlight the box(es) that apply to you)

☐ Excellent ☐ Very good ☐ Good ☐ Average ☐ Poor

4. I would rate **my attendance and punctuality** throughout the Junior Cycle as: (Please tick/highlight the box(es) that apply to you)

☐ Excellent ☐ Very good ☐ Good ☐ Average ☐ Poor



8. What **personal goals** do you hope to achieve through participation in the Transition Year programme?

9. What **activities or experiences** would you like to see included in TY? (Examples could include trips, workshops, community projects, enterprise activities, or new modules).

10. What type of work experience/placement would interest you? Why?

Senior Cycle Redevelopment



Tranche 1 (Sept 2025)	Tranche 2 (Sept 2026)	Tranche 3 (Sept 2027)
Business	Construction Studies	Agricultural Science
Biology	Engineering	Computer Science
Chemistry	Geography	Design and Communications Graphics
Physics	Life, Community and Work	History
	Physical Education	Home Economics
	English*	Mathematics
	Accounting*	Music
		Physics

Additional assessment components

Each of the specifications incorporates additional assessment components that are not a traditional written examination, which will be worth a minimum of 40% of the available marks and will be externally set and assessed by the State Examinations Commission (SEC).

Costs for TY 2026-27

Transition Year Fee 400 euro

Class Expenses Fee 100 euro

Total for 2026 - 27 500 euro



- Nationally / Internationally recognised certification
- Entry fee for competitions / initiatives / seminars
- Specialised software/equipment for modules
- Class bonding trip in September
- Subsidised transport

The background is a complex, abstract network of 3D cubes and thin red lines. The cubes are in various sizes and orientations, some appearing to float in the space. The red lines connect these cubes, creating a web-like structure that fills the frame. The overall color palette is dark, with the red lines providing a strong contrast. The text "Additional technology" is centered in the middle of the image in a white, sans-serif font.

Additional technology

Paying the TY fee

Payments can be made via Tyro

Option to pay in total amount from
24th March 2026

or

The installments outlined below are
given to allow for bookings of
workshops/activities.

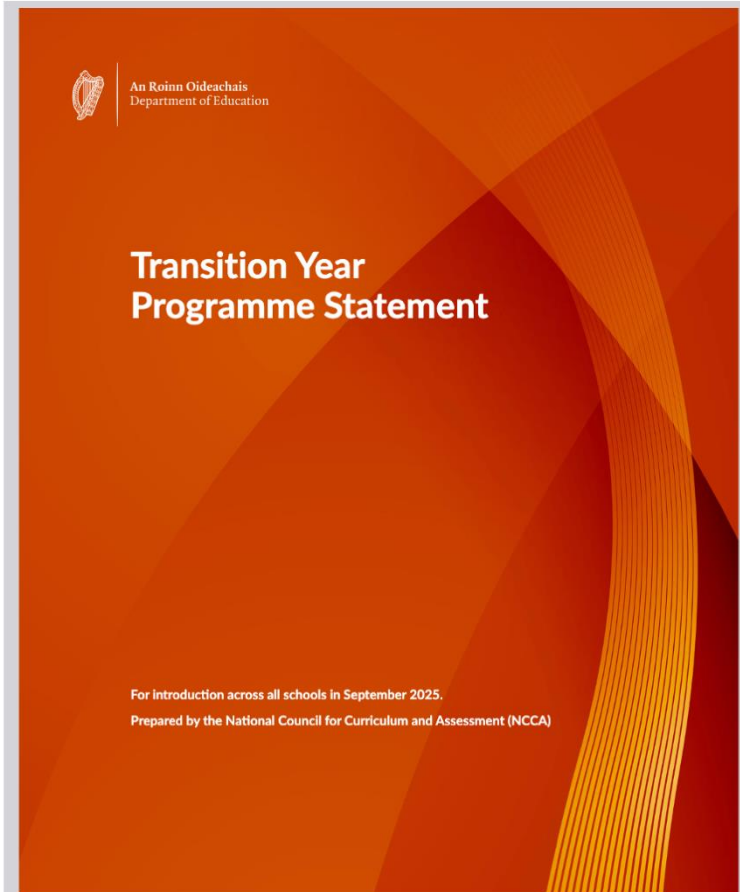
1st September – €250

1st November – €150

1st February – €100



Transition Year – Senior Cycle



A school's TY programme will:

1. nurture the development of the student as a whole person by building on their previous experiences, through a curriculum designed by the school that is aligned to the TY Programme Statement
2. create space and opportunities for meaningful, enjoyable learning experiences through which the key competencies of the student can be developed in the classroom and school, in the home and in their role as local, national and global citizens
3. expand the student's experience 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. evolve continuously to support the learning and development of the student through a reflection and renewal process involving students, teachers, school leaders, parents and community partners.

'... students taking TY generally perform better in Leaving Certificate examinations, and make better choices when selecting their Leaving Certificate subjects.'

Department of Education, July 2020



Transition Year Webinar (Questions and Queries)



Thank you for joining us.