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# Transition Year (TY) 2026-2027 Information Evening

Tuesday 20<sup>th</sup> January 2026

Ms. Sheil



**kcetb**

Bord Oideachais agus Oiliúna  
Chill Chainnigh agus Cheatharlach  
*Kilkenny and Carlow  
Education and Training Board*



# TY is part of the Senior Cycle

## Senior Cycle Guiding Principles

|                                      |  |
|--------------------------------------|--|
| Wellbeing and Relationships          | Choice and Flexibility                 |
| Inclusive education and diversity    | Continuity and Transitions             |
| Challenge, engagement and creativity | Participation and Citizenship          |
| Learning to learn, learning for life | Learning Environments and Partnerships |

(NCCA, 2024)



# Key Competencies in Senior Cycle

## Literacies and Numeracies

Thinking and Solving Problems

Being Creative

Communicating

Working with Others

Participating in Society

Cultivating Wellbeing

Managing Learning and Self



# Transition Year

- TY is a one-year **optional programme** and is offered as part of the senior cycle experience
- Last year **over 90 per cent opted** for TY at Borris College
- During senior cycle **students develop** a stronger sense of their **identity**, learning with and from their peers, teachers, other adults, and various media
- Senior cycle **educates the whole person**
- Students' experiences should contribute to their **intellectual, social and personal** development and their overall **wellbeing**



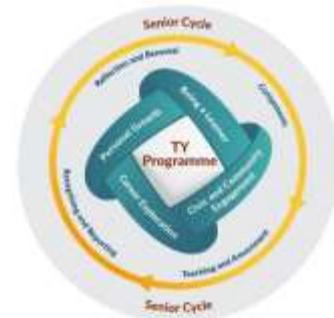
# Transition Year

- Students can **develop** more **mature relationships** with **teachers** and **other adults** and **become active agents** in designing their own educational experiences and their own contribution to society
- TY programmes offer a unique opportunity in senior cycle where **schools and communities can collaborate** to encourage young people to thrive now and into the future
- TY **offers time, space, and autonomy to create enjoyable and meaningful educational experiences** that support students in senior cycle
- Facilitates students engagement with **a broader range of pathways and possibilities**



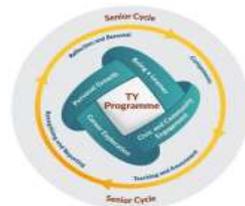
# Transition Year

- It equips young people with the **supports and experiences** to **develop** a greater **capacity** to **respond** to **uncertainty**, manage complexity, and become **agents of positive, ethical change** in society



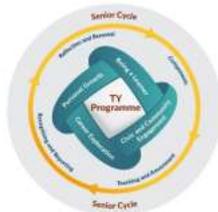
# Continuity and Progression

- TY builds a **broad and solid foundation** for students to progress from their previous experiences into the remainder of senior cycle
- TY helps students to make **informed decisions** around **future choices of subjects** and modules
- During TY students have opportunities to **explore** different **career options** and **develop competencies** needed to access more diverse futures
- TY can enable students to make more **informed choices** of possible **career options**



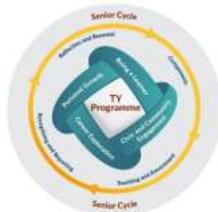
# Continuity and Progression

- TY contributes to the development of students' sense and experience of civic and community responsibilities empowering them to become more compassionate, active citizens



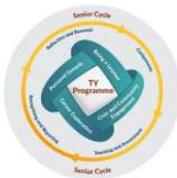
# Student Dimensions of TY

- Student Dimensions describe how students can develop in TY and the experiences that can support this development
- The four Student Dimensions are:
  - Personal Growth
  - Being a Learner
  - Civic and Community Engagement
  - Career Exploration



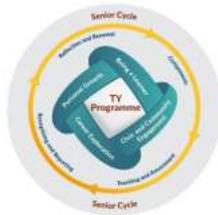
# Personal Growth

- Developing in areas like:
  - health and wellbeing
  - identity
  - empathy
  - leadership
- **Developmental indicator e.g.'s,:**
  - ✓ Student becomes more assured and confident about themselves as a person
  - ✓ Coming to see challenges as further opportunities for growth
- **Student experiences e.g.,:**
  - ✓ Collaborative projects, competitions, activities over the year to achieve collective goals



# Being a Learner

- embracing opportunities
- recognising strategies that work best for them
- **Developmental indicator e.g.'s,:**
  - ✓ Student being more motivated to learn and seeing education as worthwhile and enjoyable
  - ✓ Exploring their own interests
  - ✓ Broadening their communication and presentation skills
- **Student experiences e.g.'s,:**
  - ✓ Meaningful learning opportunities that incorporate student input



# Civic and Community Engagement

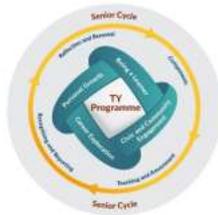
- Making a positive difference in school and society in general
- Taking a more active role e.g., Student council, Model UN, Green schools
- Act on their responsibilities and learn how to exercise their rights as national and global citizens

## **Developmental indicator e.g.'s,:**

- ✓ Taking actions to live more sustainably
- ✓ Wanting to contribute to a more just world

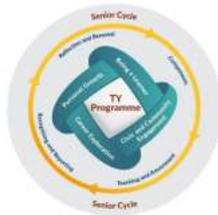
## **Student experiences e.g.,:**

- ✓ Working with local or national organisations and businesses over the year



# Career Exploration

- Explore future pathways
- Gain work experience
- Develop career related competencies
- **Developmental indicator e.g.'s:**
  - ✓ Being more informed on the links between education and career opportunities
  - ✓ Having more awareness of the world of work and enterprise
- **Student experiences e.g.,:**
  - ✓ Work placements during the year



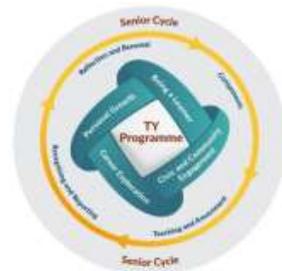
# Aims of our TY Programme

- Nurture **development** of student as a **whole person**
- Create space and opportunity for **meaningful, enjoyable** learning experiences
- Key competencies of student can be developed in **school, at home, in the community, nationally and internationally**
- Expand the students' experience and awareness of **diverse future pathways**
- Nurture the students' capacity to sustain their growth and development through a process of **lifelong learning**



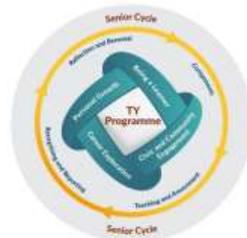
# Aims of our TY Programme

- **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.



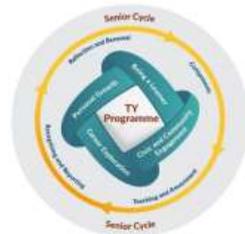
# Why choose Transition Year?

- Age profile of Irish students
- Time to mature
- Better informed subject choice for Leaving Certificate
- TY students perform better in Leaving Cert
- Better informed career-wise
- TY students less likely to “Drop Out” of college
- Advantages of work experience/ social awareness



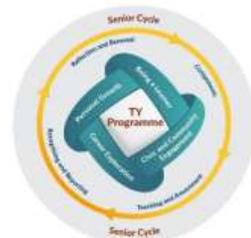
# Things To Consider

- Does your son/daughter like school?
- What age are they?
- Are they mature enough to commence a Leaving Cert course?
- Picking subjects by early February?
- Do they know what subjects to choose?
- Will they be mature enough to leave home in two years time?



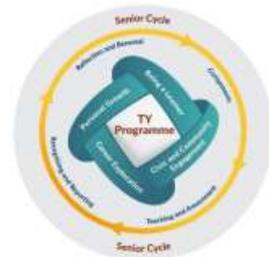
# Challenges Facing Young People

- The Leaving Certificate & Points Race
- Third level education
- High drop out/dependency culture
- Group/project work/research skills
- Adult and working life
- Self esteem/awareness/assertiveness
- Relationships
- (Anti) social media – online activity

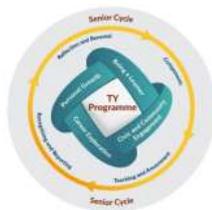


# TY is School Based

- Student focused
- Teachers' expertise is used
- Varied teaching & learning
- Varied assessment
- School-based certification
- Reports from employers



# The Curriculum

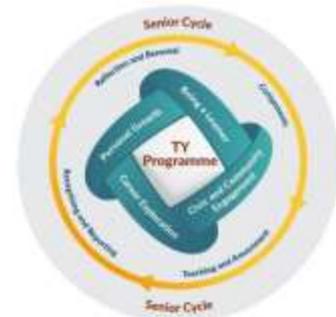


# Sample Timetable 2025-2026

|       |  |  |   |  |
|-------|--|--|---|--|
| 09:00 | <p>Pastoral Care</p> <p>Mathematical Applications<br/>Rm 38 • 09:00-09:58<br/>4Mat-8.2-R3<br/>Deirdre Driver</p> | <p>Pastoral Care</p> <p>History<br/>Rm02 • 09:00-09:58<br/>4His-5.5-R3<br/>Maria Prendergast</p> | <p>Pastoral Care</p> <p>German<br/>Rm25 • 09:00-09:58<br/>4Ger-3.4<br/>Róisín McGrath</p>       | <p>Pastoral Care</p> <p>English<br/>Rm08 • 09:00-09:58<br/>4Eng-A<br/>Kerry Anne Walsh</p> |
| 10:00 | <p>Career Guidance<br/>Rm04 • 09:58-10:56<br/>4CG-A<br/>Claire Stanley</p>                                       | <p>Engineering<br/>Rm14 (MW) • 09:58-10:56<br/>4Engr-7.3-R3<br/>Philip Moran</p>                 | <p>Environmental Science<br/>Rm22 • 09:58-10:56<br/>Sustainability -A<br/>Olga Carbajo-Sanz</p> | <p>Religious Education<br/>Rm24 • 09:58-10:56<br/>4Rel-A<br/>Patrick Healy</p>             |
| 11:00 | <p>Social, Personal and Health Education<br/>Rm23 • 11:11-12:09<br/>4SPHE-A<br/>Doireann Airoldi</p>             | <p>Work Organisation<br/>Rm06 • 11:11-12:09<br/>4Wor-A<br/>Jacqueline Sheil</p>                  | <p>Big Idea<br/>Rm06 • 11:11-12:09<br/>4Big Idea-A<br/>Jacqueline Sheil</p>                     | <p>Mathematics<br/>Rm 38 • 11:11-12:09<br/>4Mat-2.1-R3<br/>Annette O'Donnell</p>           |
| 12:00 | <p>English<br/>Rm08 • 12:09-13:07<br/>4Eng-A<br/>Kerry Anne Walsh</p>  | <p>Physical Education<br/>GYM2 • 12:09-13:07<br/>4PE-9.1<br/>Orla Bambury</p>                    | <p>e-Portfolio<br/>Rm31 (Comp) • 12:09-13:07<br/>4ePort-A<br/>Philip Smithers</p>               | <p>German<br/>Rm25 • 12:09-13:07<br/>4Ger-3.4<br/>Róisín McGrath</p>                       |
| 13:00 |  |  |   |  |
| 14:00 | <p>Irish<br/>Rm26 • 13:47-14:45<br/>4Iri-1.1<br/>Feidlim O'Donnchu</p>   | <p>Music<br/>Rm30 • 13:47-14:45<br/>4Mus-6.5-R3<br/>Aoife Smithers</p>                           |   | <p>Irish<br/>Rm26 • 13:47-14:45<br/>4Iri-1.1<br/>Feidlim O'Donnchu</p>                     |
| 15:00 | <p>Mathematics<br/>Rm31 (Comp) • 14:45-15:43<br/>4Mat-2.1-R3<br/>Annette O'Donnell</p>                           | <p>Minicompany<br/>Rm04 • 14:45-15:43<br/>4Min-A<br/>Kathleen Doran</p>                          |   | <p>Music<br/>Rm30 • 14:45-15:43<br/>4Mus-4.2<br/>Aoife Smithers</p>                        |

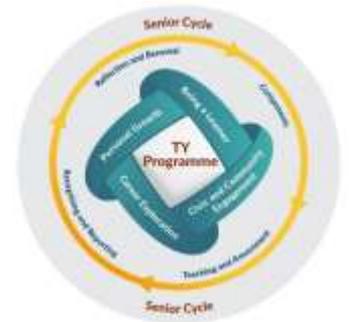
# Core Subjects 2025-26

- English
- Irish
- Maths
- European Language (French/ German/ Spanish)
- Religion/ Social Awareness
- ICT
- Career Guidance



# Core Subjects 2025-26

- Physical education
- Mini-company/enterprise education
- SPHE
- Work experience
- ePortfolio
- Environmental science
- The Big Idea



# Subject Samples 2025-26

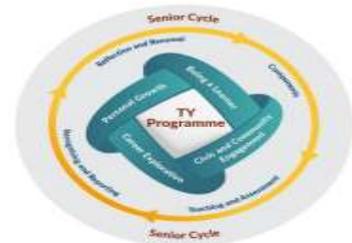
- Home economics
- Technology
- Art
- Computers
- History
- Communication skills
- Construction studies
- Business
- Chinese
- Italian
- Psychology
- Agricultural Science
- Biology
- Chemistry
- Music
- Physical education
- Geography
- Religion
- Design & communication graphics
- Physics
- Culture and heritage
- Engineering
- Film



# TY Module Options 2025-26

Students chose 1 of the following modules for the year:

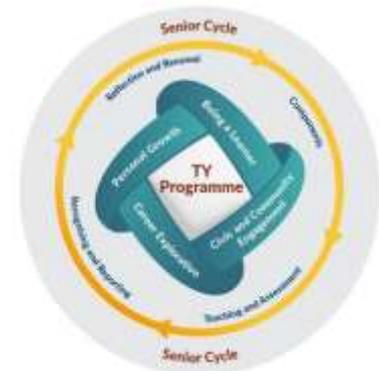
- Music
- Art
- Italian
- Chinese



# Subject sampling layer 2025-26

- Cultural and heritage
- Maths NCCA initiative
- Communication skills
- PE

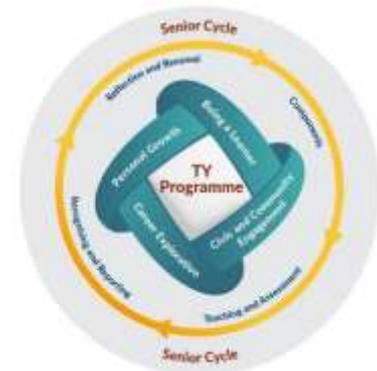
They rotated approx. every 8 weeks



# Subject sampling layer 2025-26

- History
- Design & Communication Graphics
- Architecture Technology
- Physics
- Chemistry

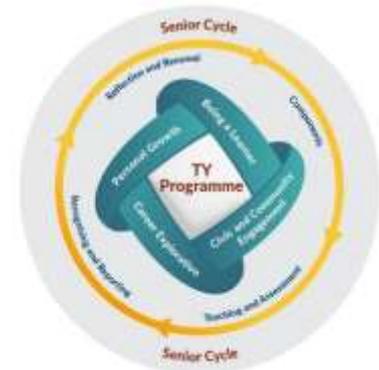
They rotated approx. every 5 - 6 weeks



# Subject sampling layer 2025-26

- Home Economics
- Engineering
- Geography
- Biology
- Agricultural Science

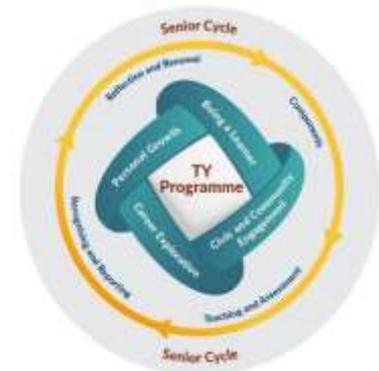
They rotated approx. every 5 - 6 weeks



# Subject sampling layer 2025-26

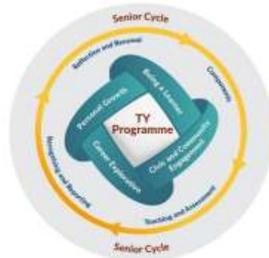
- Film/ Art studies
- Construction studies
- Music
- Sustainable culinary skills
- Sustainable consumer

They rotated approx. every 5 - 6 weeks



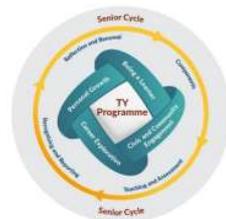
# TY-Specific Activities

- Work experience
- Outdoor pursuits
- Junk Kouture
- Mini-company
- School concert
- Drama
- Garden club
- Visiting speakers
- Social awareness
- Music Generation
- First aid
- GAA coaching
- School bank
- Green schools



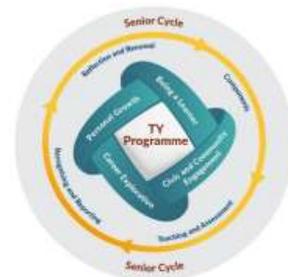
# TY-Specific Activities

- Dunmore East
- First aid course
- Youth connect
- Rowing
- Work experience
- Social awareness
- Dietician
- Mental health workshop
- Chess club/book Club
- School bank
- Student Rep. Council
- Film making



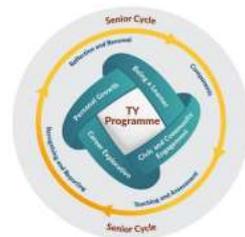
# TY-Specific Activities

- Fund raising activities
- Sport.....
- Press pass
- Essay writing competitions
- Workshops on substance abuse
- Self defence
- The Big Idea
- Foreign trip
- Career Trips
- Seo Bothair
- Public speaking
- Debating
- Meditation
- Gaisce
- Healthfest
- River canoeing

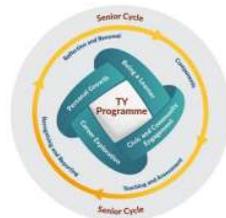


# Transition Year Work Placements 2025- 2026

- Work Experience day: Every Friday
- Two placements: September – December; January – May
- Students **must** attend for the full working day
- If absent due to sickness or extenuating circumstances, students must ring both their employer and Borris College
- Students **must** apply for Garda vetting well in advance of work experience placement if it is required

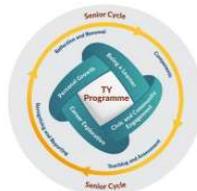


# Sample of Placements for Transition Year Work Experience



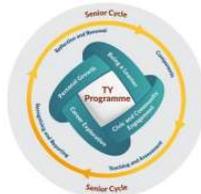
# Sample Work Placements

- Arboretum Garden Centre
- Ballymurphy N.S.
- Barrowvale Veterinary
- Book Centre, KK
- Boots, KK
- Boramic Candle Factory
- Borris Kitchens Ltd.
- Borris Playschool
- Borris Primary School
- Borris Service Station
- Borris Tyre Centre
- Connolly's Hardware
- Connolly's SuperValue
- Cosgraves Borris
- Daniel Whelan Engineering
- Doyle A Style, Borris
- Drumphea N.S.
- Duiske Inn, Graigue



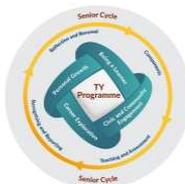
# Sample Work Placements

- GAA Coaching
- Garryhill Fish Farm
- Garryhill N.S.
- Georgina's Hair Salon,  
Graigue
- Glynn N.S.
- Gowran Park Racecourse
- James Cody Solicitor
- Keenans



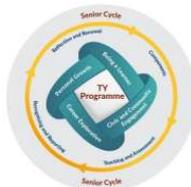
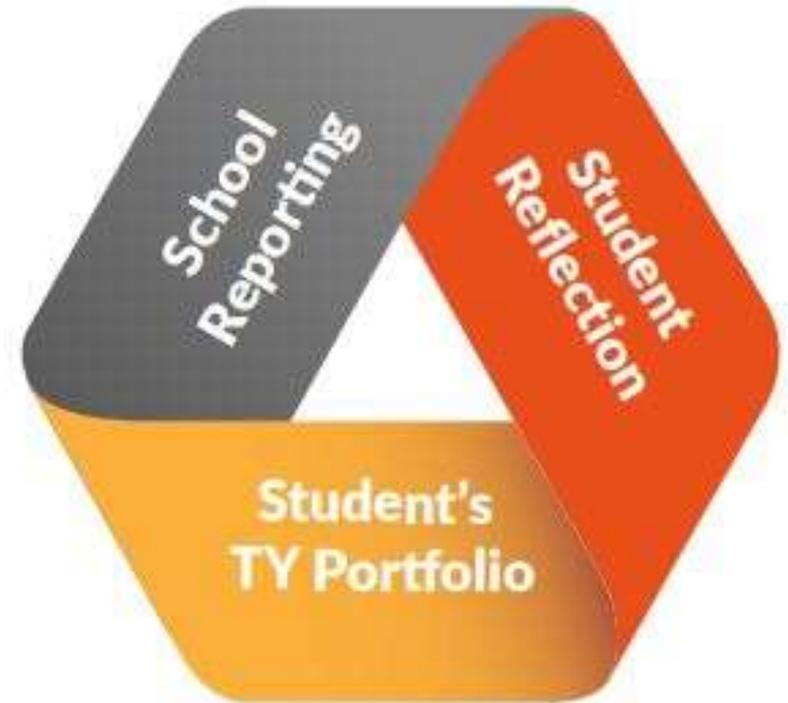
*We depend on the generosity of  
Businesses & Employers who have supported our  
Work Placement Programme over the years*

*It's essential that TY students participate and  
cooperate fully at all times*



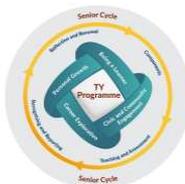
# Assessment and Reporting

- School Based
- Parent Teacher Meeting
- Two Term Assessments
- Project Work
- School Based Certification



# Certificate

- The following criteria will determine final grade:
  - Average from 2 Term Reports = 50%
  - ePortfolio = 10%
  - Attendance = 10%
  - Involvement in Intra and Extra Curricular activities = 10%
  - Work Experience = 20%



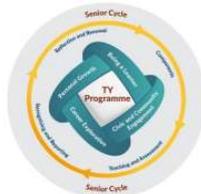
# Grade Scale

| Key:    |   |
|---------|---|
| Grade 1 | 90 - 100                                |
| Grade 2 | 80 - 89                                 |
| Grade 3 | 70 - 79                                 |
| Grade 4 | 60 - 69                                 |
| Grade 5 | 50 - 59                                 |
| Grade 6 | Less than 50 – students do not graduate |



# Is Transition Year available to all students?

- Transition Year is an optional year
- All 3<sup>rd</sup> year students are given the opportunity to apply
- Students may be interviewed to evaluate their suitability for the programme



# Costs

**TY Charge:** €280

**Book Rental:** €70

**Foreign Trip:** €800 approx.  
(TBC – Optional)

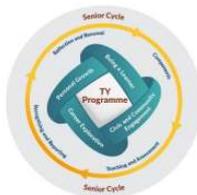
## **Other activities which may incur costs:**

- Mini Company
- Travel to Work Experience



# Ours is a Successful TY Programme

- Whole school approach
- Annually updated written programme
- Breadth & balance in the curriculum
- Innovative & creative teaching & learning methods
- Ongoing evaluation show students benefit
- Ongoing reflection and renewal to enhance the TY Program





Borris  
College

Established 1939

Thank  
You

