



# THE TRANSITION YEAR PROGRAMME

AN OVERVIEW

Parents Information Session



# TRANSITION YEAR

- Transition Year is a one year school based programme between Junior and Senior Cycle . It is designed to act as a bridge between the two by facilitating the smooth transition from the more dependant learning of the Junior Cycle to the more independent self-directed learning required for the Senior Cycle

# TRANSITION YEAR

- INTRODUCED IN 1973
- 163 SCHOOLS BY 1993
- MAINSTREAMED IN 1994
- 507 SCHOOLS IN 2001
- APROX. 25,000 STUDENTS
- APROX. 70-75% OF ALL POST PRIMARY SCHOOLS

# TRANSITION YEAR

Why opt for Transition Year ?

- Challenges facing our Young People
- Changing attitudes to Education
- Need for Skills based learning
- Age profile of Irish students
- Time to mature

# Challenges Facing Young People

- **The Leaving Certificate & Points Race**
- **Third Level Education**
- **Adult and Working life .**

# Challenges Facing Young People

## **Leaving Certificate :**

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

## **Evidence:**

- Longitudinal Survey
- Commission on the Points System Report

# Gardner's Multiple Intelligences Theory in T.Y.

- *Bodily-Kinesthetic* – Sport, Body Language, Craft, Drama, Touch
- *Logical/ Mathematical* – Maths, Science, Debating, Analysis
- *Linguistic* – Languages, Oral Presentations, Writing , Poetry , Novels
- *Visual/Spatial* – Graphics, Maps, Design, Art, 3-D imagery, Collage
- *Musical* – Musical, Learn/play instrument, Write Lyrics, Languages
- *Interpersonal* – Teamwork, Group projects, Lead, Mediate , Share
- *Intrapersonal*- Reflection, Individual goals , Self directed learning
- *Naturalist* – Environment, flora, fauna, animals, collections, series.

# Challenges Facing Young People

## **Third Level :**

- High drop out rate /dependency culture
- Age profile/maturity
- Leaving home skills
- Self management skills
- Time management skills
- Study skills –independent self-directed
- Group /Project work /Research skills
- I.C.T. skills



# Challenges Facing Young People

## **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 /E.C.D.L
- Health Education
- Certification – Dept.of Ed./ School /Agencies.

# AIMS

**Education for  
*MATURITY*  
with emphasis on  
social awareness  
& increased social  
competence**

**Education through  
experience of *ADULT  
& WORKING LIFE*  
as a basis for personal  
development &  
maturity**

**Promotion of general,  
technical and academic  
*SKILLS* with an  
emphasis on  
interdisciplinary and  
self-directed learning**

# TY IS SCHOOL BASED

- STUDENT FOCUSED
- TEACHERS' EXPERTISE IS USED
- INDIVIDUAL SYLLABII WRITTEN
- VARIED TEACHING & LEARNING
- VARIED ASSESSMENT
- SCHOOL-BASED CERTIFICATION
- DEPARTMENT SUPPORT/ CERTIFICATION
- INSPECTORATE MONITOR

# PEELING THE LAYERS OF A TY PROGRAMME

- 1. CALENDAR LAYER
- 2. TRANSITION SPECIFIC LAYER
- 3. SUBJECT SAMPLING LAYER
- 4. 'CORE' SUBJECT LAYER

# CALENDAR LAYER

- WORK EXPERIENCE PLACEMENTS
- VISITING SPEAKERS
- OUTDOOR PURSUITS
- EXCURSIONS
- FIELD TRIPS
- COMMUNITY CARE
- SCHOOL MUSICAL.....

# TRANSITION SPECIFIC LAYER

- MINICOMPANY
- IRISH HOTELS' FEDERATION
- SHAPING SPACE
- PUBLIC ACCESS TO LAW
- BALANCE
- INFORMATION STUDIES
- FIRST AID.....

# SUBJECT SAMPLING LAYER

- DRAMA
- ARCHAEOLOGY
- CONSTRUCTION STUDIES
- SCIENCE
- HOME ECONOMICS
- CLASSICAL STUDIES
- POLITICS.....

# CORE SUBJECT LAYER

- ENGLISH
- IRISH
- MATHS
- EUROPEAN LANGUAGE



# BALANCE IN THE T.Y. CURRICULUM

*TRADITIONAL SUBJECTS* ————— *NEW MODULES*

*Didactic Teaching Methods* ————— *Active Teaching Methods*

*ACADEMIC SKILLS* ————— *SELF-DIRECTED*  
*LEARNING*

*Class based learning* ————— *Out-of school activities*

*BASIC STUDY HABITS* ————— *THE CAPACITY TO*  
*WORK IN GROUPS*

# METHODOLOGIES

- Active & learner-focused
- Teacher as facilitator
- Collaborative learning encouraged
- Group work / Pair work
- Role-play /simulations
- Project work /Fieldwork
- Out-of-school activities
- Visiting speakers
- Negotiated learning
- Practical work

# ASSESSMENT

'Assessment should be an integral part of the learning process in Transition Year not separate from it' (D.E.S.Guidelines)

- Portfolio assessment
- Oral /Aural assessment
- Project work
- Self-assessment
- Peer-assessment
- Written /Practical Class test
- Skills assessment.

# EVALUATION

*ENCOURAGED AS A REGULAR FEATURE*

External –

- INSPECTORATE / Dept. of Ed.& Science

Internal –

- SCHOOL – WHOLE STAFF
- INDIVIDUAL SUBJECT TEACHER
- STUDENTS
- PARENTS
- WORK PROVIDERS

# EVALUATION BY THE INSPECTORATE, 1996

Consensus among principals, teachers and pupils is that TYP is a very worthwhile initiative.

2. Principal and co-ordinating team very important.

3. Clear aims and objectives, careful planning, constant monitoring and regular reviewing are essential.

4. The inspectors were impressed by the enthusiasm and innovative enterprise of many teachers.

5. Activity based learning projects much in evidence.

6. Work experience a 'vital element'.

7. 89% of schools were following guidelines 'in a satisfactory manner.'

# NCCA LONGITUDINAL STUDY

- RESULTS OF STUDENTS WHO SAT LCE IN '96 COMPARED WITH THOSE OF '97
- MEAN CAO POINTS VERY SIMILAR FOR WHOLE COHORT
- TY STUDENTS DO BETTER BY AN AVERAGE OF 26 POINTS
- REPEAT STUDENTS ONLY GAIN BY AN AVERAGE OF 5 POINTS
- TY CANDIDATES MORE LIKELY TO BE 'EDUCATIONALLY ADVENTUROUS'

# THE TRANSITION YEAR CURRICULUM SUPPORT SERVICE

- National Co-ordinator & 5 Regional Development Officers
- Working as part of the Second Level Support Service to cohere provision of in-service to schools
- Work with Principals/TY Co-ordinators/Individual TY teachers
- Also work with Parents/ Students /Inspectorate/ D.E.S./ NCCA/ Third level institutions/ other Educational agencies
- Act as curriculum consultants for social agencies, other organisations

## HALLMARKS OF A SUCCESSFUL TYP?

- WHOLE SCHOOL APPROACH
- SUPPORTIVE PRINCIPAL
- COMMITTED CO-ORDINATOR/ CORE TEAM
- TIMETABLED PLANNING TIME
- UPDATED WRITTEN PROGRAMME
- BREADTH & BALANCE IN THE CURRICULUM
- INNOVATIVE & CREATIVE TEACHING & LEARNING METHODS
- VARIED ASSESSMENT METHODS
- EVALUATION SHOWS STUDENTS BENEFIT