

**Harold's Cross**  
**ETSS**

Transition Year 2023/2024

Information Booklet

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- Coordinators' Welcome

And so your TY adventure begins! We are delighted to welcome you all on this adventure, Transition Year 2023-2024.



You will embark on new academic adventures, sampling new subjects, deepening your understanding of others, and engaging in new ways of learning. For your academic adventure, you need to prepare an open mind and enthusiasm to learn new things in new ways. We are here to guide you on your learning adventure.

Your new adventure will bring new friendships. All you need to embark on this adventure is a positive attitude and an open heart. Speak to classmates you have not spoken to before, respect their differences, marvel at your similarities, appreciate their uniqueness. Reach out to those who stumble on their adventure, offering support with a smile.

For many of you, work experience will be your first venture into the world of work. This adventure can be daunting, but exciting and hugely beneficial. You are also lucky to be our first Transition Year group to engage in work experience and voluntary work, and you will learn and appreciate just how much you can gain by giving.

The highlight of your TY adventure will undoubtedly be the trips, outings, events and activities that we are planning for you. An optional school tour abroad is even on the cards! The fun, laughter and enjoyment you will experience on these adventures will feed your school stories for years to come and create life-long memories.

The TY team and the entire staff will do our utmost to make your TY adventure as enjoyable and enriching as possible. Your input and contributions are important on this adventure, for yourself, your peers, the school and the wider community.

We would like to take this opportunity to thank your parents and guardians for supporting you on your exciting TY journey. We also want to say a huge thank you to your teachers who go the extra mile to ensure that your adventure will be a remarkable one.

Wishing you all a wonderful adventure.

Kind regards,  
TY co-ordinating team

## Introduction

Transition Year is a one-year programme of study for students who have completed their Junior Cycle education. In our school, Transition Year is compulsory for all students.

Our programme offers the potential for the holistic development of students as flexible learners, active citizens, and future workers. It is an interdisciplinary programme with an emphasis on personal development, social awareness and increased social competence.

The Transition Year programme is constantly evolving to meet the needs of young people. It is planned through the consultation of all partners in the school community - students, parents, teachers, the Transition Year co-ordination team, Senior Leadership Team and external agencies.

In Transition Year, we build on the learning from Junior Cycle in core subjects. We offer a diverse range of new exciting courses in rotational 16 week modules and elective all-year courses. We offer a range of activities and trips, and we welcome speakers on a range of topics.

In Transition Year, students are free to enjoy learning without the pressure of state examinations. Assessment is more formative than summative. Students will keep a digital portfolio of their work and reflect on their learning and experiences. They will receive winter reports and an end of year Record of Achievement. Parents will also receive high-quality formative feedback at Parent-Teacher meeting.

A central part of our programme is work experience. Students will engage in work experience every Thursday. This will be split into two blocks. (Sept – Dec, Jan – May). Where possible, we encourage students to get two different placements with one being a NGO, not-for-profit, charity or community-based organisation. Students will keep a reflective journal of their experiences.

- **Rationale of Transition Year**

Transition Year is designed to act as a bridge between Junior Cycle and Senior Cycle by facilitating the smooth transition from the more dependent learning of Junior Cycle to the more independent self-directed learning required for Senior Cycle. This one-year educational programme offers the potential for the holistic development of young people as flexible learners, active citizens, and future workers. It is an interdisciplinary programme with an emphasis on personal development, social awareness and increased social competence. Students are given the chance to follow our course of study without the pressure of state examinations. The rationale of Transition Year is:

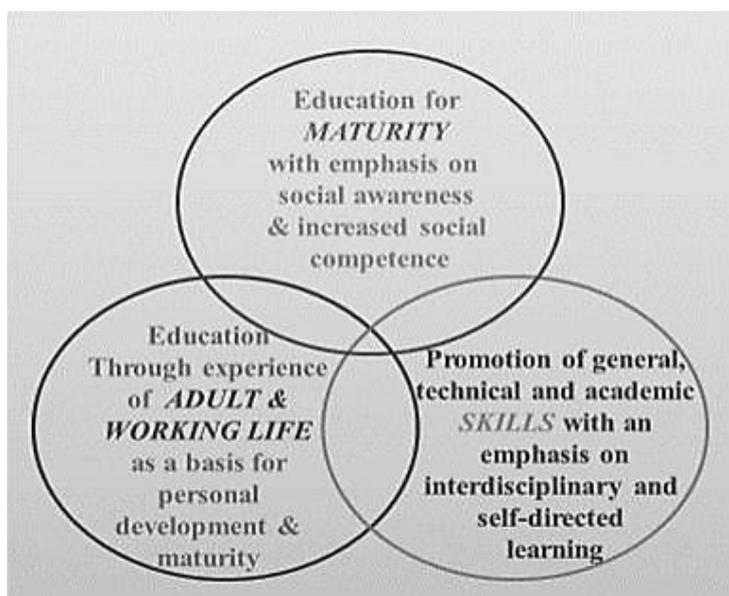
- To provide a learning structure which promotes maturation.
- To develop a wide range of cognitive and emotional processes.
- To be learning-led rather than exam-led.
- To provide breadth and balance in the curriculum.
- To provide experiential learning.
- To learn through networking with other schools and social agencies.
- To encourage variety in teaching and learning styles.
- To encourage life skills.
- To lead the student to the point where self-regulated learning takes place.
- To support the overall ethos and mission of the school and to honour the values – equality-based, co-educational, child-centred an

- **Aims and Objectives of Transition Year**

“To promote the personal, social, vocational, and educational development of students and to prepare them for their role as autonomous and participative members of society” (DES, Transition Year Guidelines 1994/1995).

The emphasis in Transition year is:

- Education for maturity with the emphasis on personal development including social awareness and increased social competence.
- The promotion of general, technical, and academic skills with an emphasis on interdisciplinary and self-directed learning.
- Education through experience of adult and working life as a basis for personal development and maturity.



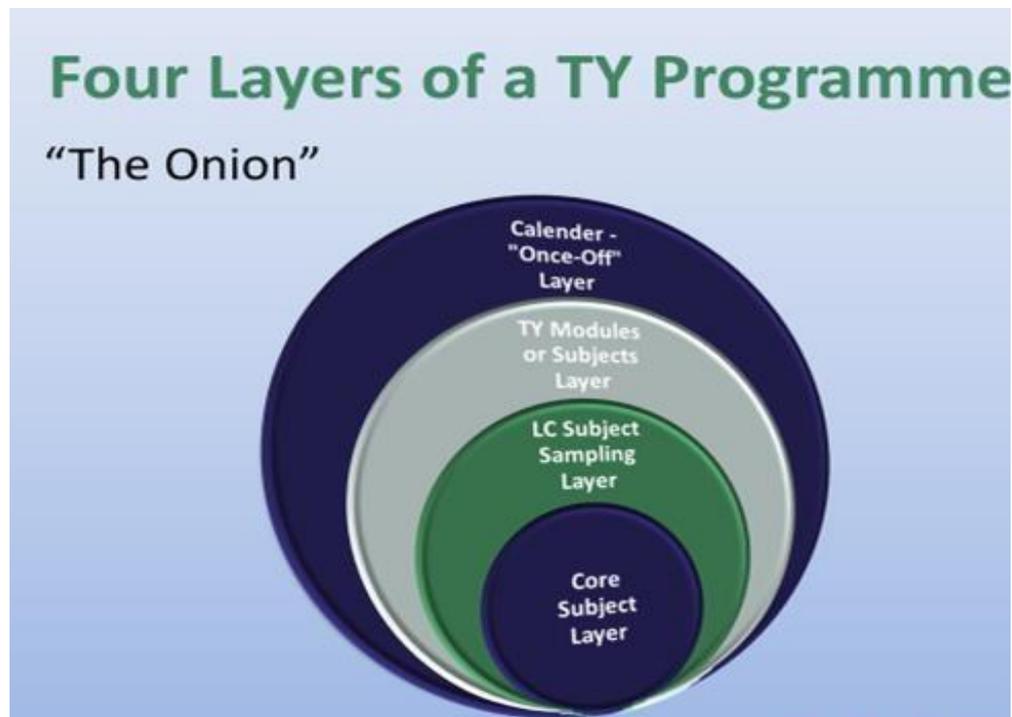
Our HCETSS Transition Year programme also aims to:

- Provide students with the skills, supports and opportunities necessary to discover their individual talents, aptitudes, and abilities.
- Enable students to experience a year where the emphasis is on individual responsibility and independence.
- Enable students to take a greater responsibility for their own learning and decision making.
- Help students to develop a range of transferable critical thinking and creative problem-solving skills.
- Nurture students to become thinking, caring, articulate and self-confident people.
- Enable students to become more independent.
- Encourage students to become more involved in their school and the wider community.
- Provide students with the skills and supports necessary to understand their own educational needs.
- Develop those skills and competences necessary to cope successfully with their particular stage of development.
- Prepare students for the world of work.

## TY Programme Overview

Our Transition year programme is modelled in layers like an onion. The core subject layer stimulates students academically on their learning journey to the Leaving Certificate. Teaching and learning methodologies encourage critical thinking and problem-solving skills. Underpinning all methodologies is the objective of active and self-directed learning.

- **Core Subjects:** These are the subjects typically timetabled for the entire year and are Leaving Certificate and Junior Certificate subjects e.g. Irish, English, Maths, Science, Spanish.
- **Tasters:** These are tailored to suit the Transition Year programme. For example: Mini Company, Performing Arts, Street Art, Maker Space, History, and Geography.
- **New Experiences:** These are specific to Transition Year. These subjects are exposing students to new subjects which they would not have studied at Junior Cycle. Active Leisure, Robotics, Future Leaders, Junk Kouture, Science of Happiness, Catering, My World My Future.
- **Calendar "Once Off":** These are events or activities that take place on specific dates or times during Transition Year such as work experience, tours or trips etc.



## Student Responsibilities

- **Contract for Learning**

To encourage students to fulfil their personal, academic and social potential in Transition Year, we require all students to read through the Contract for Learning carefully. They should reflect on the expectations they are challenged with in terms of work and behaviour, and to then sign the Contract for Learning. It is important too for parents and guardians to know of the expectations of their child in Transition Year. To this end, we ask parents to sign the Contract for Learning which will be uploaded on the students' digital portfolio.

- **Attendance**

Normal school rules in terms of attendance apply. Additional rules to note in Transition Year are:

- Activities and trips are not optional. Attendance is required.
- If a student does not inform the school/ TY team in advance of an inability to participate in a trip, they may be excluded from the subsequent trip.
- During the school year in which the optional trip overseas takes place, a student's attendance at school must reach a minimum of 90%. Any student whose attendance falls below this threshold will have their individual case examined by the Transition Year (TY) team and Principal to determine if they can go on this optional overseas trip.
- Where students are leaving the school premises on a trip, they are required to register prior to departure. Where the departure time is prior to school opening, accompanying teachers will keep an attendance record.
- If a student knows in advance that they are unable to participate in a trip, a parent/guardian must contact the school.
- If on the day of the trip a student is unable to go due to illness or an unforeseen event, students must inform the school as early as possible. If the school is still closed at departure time, the student must inform a friend to relay the information to the organising teacher.

- **Code of Positive Behaviour**

The school's Code of Positive behaviour applies to all students, including Transition Years. Details of the Code of Positive Behaviour are found in the student journal. In addition, please note the following:

- A Transition Year student should not be out of class for any reason unless this has been sanctioned by the class teacher.
- The TY team and Principal will have the right to exclude a student from the optional tour abroad on the grounds of poor behaviour in or outside of school.
- Students, when on trips off-site, should always remember that they are representing the school and should therefore show exemplary behaviour.
- Students should thank teachers, speakers, bus drivers, and anyone who has made an event possible.
- Students should be respectful towards each other, and not exclude anyone in their class or year group.

- **Punctuality**

Punctuality is key to the smooth running of Transition Year. Being on time for classes, buses, guest speakers, interviews, work experience, etc. are life skills that we value and instil.

- **Dress Code**

All students are expected to comply fully with the school's dress code policy. The school dress code will be monitored daily and sanctions up to and including community service may be imposed for breaches in this regard.

When participating in some activities and trips, a school dress code still applies. Students will be informed of the dress code prior to a trip. During their work placement, students are required to dress appropriately for the particular context in which they are working/volunteering.

- **Commitment and Involvement**

To maximise all that Transition Year has to offer, a high level of commitment and involvement is required. Teachers will encourage students and provide opportunities for optimal commitment and involvement, but an extra resolve on the part of students to really 'get stuck into TY' is a vital ingredient to a remarkable year.

## Community voluntary work

Students are required to source their volunteering work e.g. an NGO, a charity shop, a charitable organisation, Tidy Towns, community centres, etc.

Documentation including a cover letter, placement form, voluntary work diary, reflection form and evaluation form will be available on the student's e-portfolio.

## Work Experience

### Introduction

Work experience in Transition Year is the first taste many students have of the world of work. It can be a real eye-opener! Some students will stand for long hours, some will sit and know the true meaning of boredom, some will be challenged, others will not. It can enthuse some to pursue a career in their chosen field of work experience; it can convince others that that line of work is not for them. Whatever the experience, it is an invaluable one. And for many students, it is their part-time job for years to come. So, choose wisely. The aim of work experience is to obtain an insight into the daily tasks and responsibilities of an active working environment. Employers support our students in this important first step into the world of work by allowing them to experience the normal day-to-day activities of their business. These valuable experiences have been shown to be very influential in the choices students make at the beginning of their career path. Work placements allow students to not only learn about the world of work and explore possible career options but also to actively develop skills for future enterprise and employability.

- **Information for Students**

#### **Sourcing Work Placements**

It is the responsibility of the student to source their own employment. Students should source two different types of work placements to maximise this learning experience. Many well-known organisations and public bodies run Transition Year work experience programmes every year. They usually have an application process, an early closing date and a lot of interested applicants. <https://ty.ie>. Careers Portal <https://careersportal.ie/workx/student>

Students will be informed in careers class of assignments they will need to undertake before, during, and after the work experience, e.g. logbooks or diaries in the e-portfolio.

Work Experience involves students participating in the daily work of their chosen area. This is a hands-on placement and students are expected to perform some basic workplace activities, while striving to develop their skills in the process.

Advantages of work experience:

- Offers insight into the daily tasks and responsibilities of an active work environment.
- Helps to develop and improve a student's personal, interpersonal, and organisational skills.
- Offers the opportunity to interact with new people in an independent and mature manner, and often requires dealing with customers or the public from a professional standpoint for the first time.
- Provides experience of the typical working hours, levels of pressure and responsibilities of the position.
- Students can make contacts for future work, gain experience for use in their CV, and acquire referees.
- The experience of the 'real' world can help motivate students to be more responsible and ambitious on returning to school.

Work Shadowing involves closely observing someone at work doing a role rather than taking on the working role itself. It can give excellent insight into what a job involves and the skills it requires. It is, however, unlikely that your child will develop their own skills or have the opportunity to make any contacts which might benefit them when looking for future work. Typically, work shadowing is shorter than a work experience, generally lasting a single day.

**Advantages of work shadowing:**

- Offers opportunities to experience positions that would not normally be available to do work experience in, e.g. Law, Social Work.
- May offer the opportunity to experience several careers as the placements are shorter.
- There is normally time allocated to allow questions and discuss observations with staff, and so it provides an opportunity to develop interpersonal and communication skills
- Excellent opportunity to develop and grow listening and observation skills, and at the same time pick up a good sense of what the work is like.

In terms of finding out what it is like to work in a new and different environment, it is usually recommended that students do not opt to work in a family business or where another family member is working. However, if a student has a family business, perhaps they could offer a placement to another student.

**Work experience will take place every Thursday commencing on the 31<sup>st</sup> August 2023.**

Students should start the job hunt early. When starting the job hunt, students should make sure to have their CVs ready. Then they should approach shops, businesses, organisations where they would like to work. Be prepared for refusal, but do not give up!

If a student is experiencing any difficulty with their work, they should immediately contact the TY team. It is the responsibility of each student to give the TY team two completed forms with details of their work experience. (1 placement to be volunteering, charity, NGO etc.)

To complete the learning process, it is important for students to have the opportunity to reflect on their experience and what they gained from it. This will take the form of evaluation worksheets that they will complete in their digital portfolio. Students are also encouraged to present a summary of their experience to the whole class as it develops many core skills as well as providing insight into the working life of a variety of career areas to all students. Students should also write 'Thank You' letters to the employers.

Participation in work experience programmes form part of a student's overall assessment at the end of a school year. Students' diaries and reports, employers' reports and perhaps notes made by a teacher will form part of the assessment. In addition, the assessment should reflect the effort a student has put into the whole process from preparation to evaluation.

Important documents for students are:

- Letter to Employers
- Work Experience Placement Form
- Work Experience Attendance Form
- Employer Evaluation Form
- Reflection after Work Placement

**Additional work experience**

Students who do not go on the overseas trip to Madrid in May are required to undertake work experience during this time.

- **Information for Parents and Guardians**

**How parents can help:**

There is a lot that parents and guardians can do to support their child during work placements. While it is an exciting experience for most students, it can also be daunting and parental support and encouragement can contribute significantly to the potential success of the placement. Below is a list of things to consider during your child's placement.

**Before the placement, parents or guardians should ensure that their child:**

- Knows where they are going, how to get there and the duration of the journey to work.
- Is dressed appropriately depending on the nature of the placement.

- Has money for travel costs and lunch breaks.
- Carries any required documentation.
- Knows who to ask for when they arrive at their work placement.
- Is familiar with start and finishing times as well as any break arrangements.

**During the placement, parents or guardians should ensure that their child:**

- Arrives on time every day.
- Gets enough sleep – workdays are longer than school days!
- Shares with them their experiences at work every day. Thursday evening chats at home will be a crucial part of your child’s work experience reflection. Students will only receive a debriefing in school at the end of the placement, so the opportunity to share daily experiences and receive encouragement and reassurance is very important.
- Completes the work experience diary every day.

If your child is experiencing any difficulties during placement, it is advisable to first try to support them to work through the problem themselves. This approach builds resilience and self-confidence. If they are unable to do so, please contact the TY Team.

**After the placement, it is recommended that parents or guardians:**

- Chat with their child about what they learned from the experience and whether it influenced their career plans.
- Remind your child of the importance of saying thank you and prompt them to write to the work experience provider thanking them for the opportunity and experience gained.

- **Information for Teachers**

**Teachers’ Role**

Teachers will be assigned several students to monitor while they are on work placement. It is the responsibility of the teacher to know the whereabouts of all students, and to be able to contact students or parents whenever necessary. (It is each student’s responsibility to give their coordinating teacher two completed forms with details of their work experience). Please refer to the Work Experience checklist form.

**During the Placement**

A short visit by a member of staff to a student on work experience can be important in reassuring students, employers, and parents of the value the school places on the work experience programme. It provides an opportunity for the teacher/coordinator to observe the workplaces at first-hand which can help when reviewing any subsequent employer feedback reports. It also helps to strengthen the links between the school and local employers.

Where it is not feasible to visit every student while on work placement, it is advisable to make phone contact with the employer and separately with the student to ensure that the placement is going smoothly. Such calls communicate the concern and commitment of a school to a successful programme and increase the likelihood of a satisfying experience for both the employer and student. It may also open the possibility of the employer offering a subsequent placement at a later date.

**After the Placement**

One of the principle tasks after the placement is **to retrieve feedback/evaluation forms from employers**. These will have been issued to the employer in advance of the placement or during it and given to the employer by the student. These can be posted/emailed to the school directly and form an essential part of the evaluation of the overall programme.

To complete the learning process, it is important for students to have the opportunity to reflect on their experience and what they gained from it. This will take the form of evaluation worksheets that they will complete on-line (careers portal).

Getting each student to present a summary of their experience to the whole class is recommended as it develops many core skills as well as providing insight into the working life of a variety of career areas to all students.

Students should also be encouraged as part of the completion process to write 'Thank You' letters to the employers.

Participation in work experience programmes forms part of a student's overall assessment at the end of a school year. Students' diaries and reports, employers' reports and perhaps notes made by a teacher will form part of the assessment. In addition, the assessment should reflect the effort a student has put into the whole process from preparation to evaluation.

- **Information for Employers**

**Before the Placement**

When students approach employers for work placement, they will give employers a letter from the school with dates of the placement and other general information.

If an employer agrees to the work placement, they will be given an Employer Evaluation Form by the student at the start of the placement.

**During the Placement**

Employers are asked to contact the work experience co-ordinating teacher if any difficulty arises.

Employers may also be contacted or visited by a staff member to establish that the placement is running smoothly. Employers are also asked to keep a record of attendance and hours worked.

They will complete and sign the Attendance Record provided to them by the student.

**After the Placement**

One of the principle tasks after the placement is to retrieve feedback/evaluation forms from employers. These will have been issued to the employer in advance of the placement or during it and given to the employer by the student. These can be emailed or posted to the school directly and form an essential part of the evaluation of the overall programme.

- **Insurance**

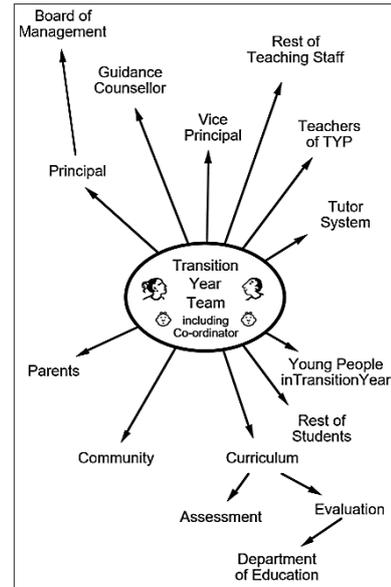
School insurance covers all TY students while on work experience.

Available on request for employers.

## TY Personnel

Transition year is supported by the whole school staff, including:

- The Board of Management
- The Principal – Padraig Conaty
- The Deputy Principal – Mick Heffernan
- The Transition Year Co-ordination Team
- The Teaching Staff
- The Guidance Counsellor
- Transition Year Class Teachers



### • Students

Students are divided into mixed ability classes of 22 students. Accordingly, there will be two Transition Year classes. Students will not be in their base Junior Cycle classes as we believe that it is an optimal time for students to meet engage and collaborate with others in their year group. Students' evaluation of Transition Year has shown that while they were at first nervous about this arrangement, they were overwhelmingly in favour at the end of the year.

### • Transition Year Head and Tutors

TY Year Head – Rowie Murphy  
Tutor 4A Arbutus – Daniel Clark  
Tutor 4B Zuma – Claudia Murtagh

The year team liaises with Class Teachers on a regular basis. Particular attention is paid to individual student's attendance and overall participation and attitude towards Transition Year.

### • TY Co-Ordination Team

Ger Vickery                      Claudia Murtagh  
Deirdre McGauran              Grainne McLnerney

The co-ordinating team and the principal hold meetings regularly to plan and discuss the TY Programme, review activities and events and update the plan where relevant.

## Student Assessment

“Assessment is an integral part of the teaching and learning process. It should be diagnostic, so as to provide accurate information with regard to pupil strengths and weaknesses, and formative, so as to facilitate improved pupil performance through effective programme planning and implementation.” (Transition Year Programmes, Guidelines 1994-95)

All assessment and certification within Transition Year is school based. Assessment in Transition Year is in keeping with the overall school policy on assessment. There is an emphasis on both assessment for learning and on assessment of learning within the programme.

The emphasis is on continuous assessment rather than on a terminal exam. Individual teachers use a variety of methods to assess student performance in each course. Some examples of Assessment for Learning (AfL) and Assessment of Learning (AoL) are:

- Homework.
- Student self-assessment is facilitated through reflections and Portfolio diary.
- Project work is encouraged to promote self-regulated learning. Individual teachers outline the assessment criteria for his/her students.
- Oral presentations.
- External assessment- The employer assesses each student’s work experience.
- Students are awarded certification in many courses accredited internally by individual teachers and externally by outside agencies (E.g. MOS, HACCP).
- Digital Portfolio- Each student maintains a digital portfolio into which she uploads completed projects, certificates of achievements, assignments, reports on modules, trips, talks, work experience etc. The e-portfolio is worth 25% of the summer assessment.

Summative assessment of student performance in Transition Year takes the form of a winter and summer report which is sent to parents/guardians. The Transition Year Graduation is on Wednesday the 23<sup>rd</sup> May 2024. Students who have successfully completed Transition Year will be presented with a Record of Achievement. A special class award will be given to a Transition Year student who has excelled. In addition, the Spirit of Transition Year - Student of the Year Award will be presented to one student. Nominations for class awards and the overall award are received from students and teachers.

- **Winter report**

Students receive formative and summative assessment reports in December. Teachers of core subjects award grades for student according to the criteria of participation, attitude, effort and work ethic during the course of the first term. Teachers also refer to the student’s work and assignments and their learning log on their digital portfolio. Students can achieve the grades Distinction, Merit, Pass and Certificate of Participation. Grades are entered on the school’s VS Ware platform by teachers and a report is sent to Transition year students and parents.

- **Final Certificate**

At the Transition Year Graduation Ceremony, students are presented with a Record of Achievement based on their performance throughout their Transition Year. For core subjects, students are awarded grades by their teachers based on their winter and summer assessment, participation, attitude, effort, and work ethic. The grades are Distinction, Merit, Pass and Certificate of Participation. Student also receive Certificates for the successful completion of Gaisce, First Aid etc. Students receive an overall school Transition Year Certificate with their overall grade.

## Finances

The Board of Management have decided that the student fee for 2023-2024 TY is €450.

### Explanation of Costs

Below is a breakdown of the cost for Transition Year.

These prices are based off 2022/2023 prices & quotes and some may alter over the next 12 months.

Administration Cost	€150
Overnight Trip to Rossbourough	€100
Causey Farm	€40
Bodhran Making	€45
Croke Park Tour	€10
Jump Zone	€11
GPO	€8
National Maritime Musuem	€4
IFI Education Programme	€8
Street Art Tour	€6
Ploughing Championships	€15
Emerald Park	€20
Glasnevin Cemetry & Botanic Gardens	€8
Higher Options	€11
1 <sup>st</sup> Aid Course	€25
Guest Speakers & Other Trips	
Digital Futures	
UCD Innovation Academy	
Four Courts	
Spanish Tour of Dublin	
Kilmainham	

- **Payment Schedule**

There are two payment options:

1. One full payment of €450 by 16<sup>th</sup> June.

Or

2. One instalment of €200:           Payment 1 by 16<sup>th</sup> June 2023  
One instalment of €150:           Payment 2 by 1<sup>st</sup> September 2023  
One instalment of €100:           Payment 3 by 27<sup>th</sup> October 2023

## Communications

Communication between students, teachers, parents, and the Transition Year Co-ordinating team is vital for the successful implementation of the Transition Year programme. Students and parents are encouraged to contact a member of the Co-ordination Team at any stage if they have any queries or concerns, or suggestions for improvements to Transition Year.

- **Information Meetings**

- 18<sup>th</sup> May – TY information night for parents/guardians of current 3<sup>rd</sup> years.
- 19<sup>th</sup> May 2023 - 3<sup>rd</sup> year students informed of the TY programme. TY team available for any questions.
- 28<sup>th</sup> August – Introduction meeting for TY students with the principal and coordinating team. Students receive their TY timetable.
- TBC – Information evening for the optional trip to Madrid

- **Parent-Teacher Meeting**

The Parent-Teacher Meeting date will be confirmed at the start of the year. Parents or guardians will receive a list of their child's teachers. If a parent or guardian is unable to attend the Parent Teacher Meeting, they are requested to inform the school in advance.

- **Ongoing**

Other areas of communication are:

- Students will have an assembly with the Transition Year Coordinator or the Coordinating team once every two weeks.
- Informal chats with students.
- Emailing teachers.
- Information on the school website.
- Letters to Families
- Information evenings for optional tours.
- Social media (Twitter and Instagram)
- Direct contact with a parent by phone or email where necessary.

- **Appointments**

Students and parents may wish to make an appointment to see a teacher, the Transition Year Coordinator, a counsellor, or management to discuss matters. This can be done by emailing or where the email address is not known, by phoning the school secretary to make an appointment.

## TY Programme – Evaluation, Feedback and Strategic Plan

Feedback is important to inform planning of Transition Year. Regular evaluation of the Transition Year programme is carried out in the following manner:

- Formal and informal discussion with students at Transition Year meetings.
- Formal and informal discussion with teachers throughout the year.
- One staff meeting per year is given over to discussion of Transition Year, its development and planning.
- Weekly meetings of the Transition Year Coordination team.
- Student evaluation of the programme is carried out twice a year.
- Teachers are encouraged to evaluate their own modules/ subjects.
- Teacher evaluation of Transition Year is conducted by means of an online survey in May.
- Parents are invited to evaluate the programme annually by means of a digital survey.

## Tips for parents

- Transition Year is focused on promoting maturity. It recognises that your child is at a crucial stage on the pathway from childhood dependence towards adult independence. Our Transition Year Programme allows students to become more aware of themselves and of the world around them. Decision-making can be more informed and ambitions more focused.
- The emphasis is on developing skills rather than on simply remembering facts. Such skills - academic, technical, and general - stand to people for life. Skills in maths, languages and study are especially relevant for a Leaving Certificate programme.
- Your child can gain realistic insights into adult and working life. Our work experience programme is a major milestone on many students' path to maturity.
- Students can develop more independent study habits. The emphasis is on assessment rather than on a terminal exam. Project work, for example, where a student plans and executes a piece of work over a number of days or weeks, can promote self-regulated learning. Rather than have students lose any study habits, Transition Year can lay a solid base for learning in a more adult, responsible way.
- The year lays a solid foundation for the Leaving Certificate programme. This foundation can also be a solid base for a more mature and consistent approach to third-level studies after the Leaving Certificate.
- Transition Year is not dominated by an exam at the end of the year. Our Transition Year Programme gives space and opportunity to concentrate on aspects of learning outside of Junior or Leaving Certificate courses. Qualities which might not otherwise flourish are often developed. Individuality is respected and fostered.
- Our Transition Year Programme offers a broad variety of topics and subjects.
- Transition Year gets students out of the classroom, into other learning environments. As you can see in our calendar, we offer a host of trips and activities.
- Any student who has missed out on parts of the Junior cycle course can use Transition Year to catch up or fill in gaps in their learning before starting a Leaving Certificate programme. This can be especially relevant in maths and languages.
- Students can learn the skills of dealing with people in practical ways. There can be a lot of contact with adults outside the school. Oral communication skills, so relevant to all aspects of living and working, are highlighted. Many teachers identify the growth of young people's confidence and self-esteem through Transition Year Programmes as the key benefit of the year.
- Attention to careers, third-level courses, the realities of employment are central concerns in Transition Year. Work experience or work shadowing are an important part of Transition Year. By the end of Transition Year programme students have often changed their career hopes and plans quite radically from the ones they had twelve months earlier.
- Students can follow and develop special interests. These might be sporting, leisure, academic or social interests. The flexibility offered by Transition Year means it can be an ideal opportunity for teenagers to respond to challenges such as Gaisce (The President's Award Scheme).
- Transition Year links schools more directly with their immediate communities. Students can become involved in activities such as voluntary work, or local projects. The community

resources of individual parents and other people are also integrated into our Transition Year programme through guest speakers and mock interviews.

- Transition Year can encourage more mature relationships between you, parents and guardians, and your child. At the end of a day's work experience or a particularly stimulating trip, you are often the ones best positioned to listen. Again, with project work or other learning strategies used in Transition year, you can feel more centrally involved in the growing-up and learning process.
- We encourage communication and suggestions from parents to offer the best Transition Year experience for their child.
- Thus, Transition Year also provides special opportunities for parents.

## Contract for Learning Transition Year 2021-2022

Transition Year will help you make the transfer from Junior to Senior Cycle.

*The aims of Transition Year are to allow you:*

- The time and space to develop and mature without the pressure of examinations
- To aid your social, personal, physical and academic development through taking part in a broad range of activities
- To become involved in subjects and activities that you may not experience otherwise
- To experience the world of work and to examine possible future careers.

The school has high expectations of you in Transition Year. Here we outline our requirements about work and behaviour. To receive the Certification for Transition Year you must fulfil the contract with the school throughout the year.

The requirements include:

- (a) Develop work and study habits as directed by subject teachers.
- (b) Establish positive and respectful relationships with both fellow students and staff.
- (c) Participate in classwork, complete homework and assignments on time and to the required standard.
- (d) Meet with organisational deadlines e.g. closing date for Work Experience applications, return of signed Consent Forms as required etc.
- (e) Observe the rules and regulations of the school.
- (f) Endeavour to participate fully in Transition Year by maintaining a satisfactory attendance record.
- (g) Participate fully in the complete range of Transition Year activities.
- (h) Inform the school in advance by email or phone if unable to attend a trip.
- (i) Always have a book to read in their school bag**

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I have read and accept the terms of this contract.

Signed: \_\_\_\_\_ (Student)

Signed: \_\_\_\_\_ (Parent/Guardian)

Signed: \_\_\_\_\_ (Transition Year Team)

**I understand that details of all trips will be provided to parents in advance. I give my general consent that my child may travel to, or take part in, all activities organised by the school during Transition Year. If I withdraw my consent for a particular event, I will inform the school in writing.**

Signed: \_\_\_\_\_ (Parent/Guardian)



**Work Placement takes place every Thursday commencing on the 31<sup>st</sup> August 2023.**

To whom it may concern,

This school actively participates in a Work Placement programme for our students. As part of this programme, each student is encouraged to gain Work Experience during the school term.

The school's insurance policy has been extended to cover each pupil during this period of Work Experience.

The Pupils understand that they must comply with any conditions you lay down regarding activities, safety, and confidentiality. They are also given instructions beforehand about attendance, punctuality, and codes of behaviour in the workplace.

The school appreciates your assistance in accommodating one of our Pupils. I would be most grateful if on completion of the work experience you could complete the enclosed evaluation form. Your evaluation is part of their end of year grade and provides valuable feedback for the student. If you require any further details, please do not hesitate to contact me at 01 5077280

Thank you for your cooperation and time.

Yours sincerely,

Transition Year Team

Harold's Cross ETSS  
151/152 Harold's Cross Road  
Harold's Cross  
Dublin 6W  
D6W HP44



Harold's Cross  
ETSS

## Work Experience Placement Form 2023-2024

This form is to be completed by the student when the employer has confirmed that they are accepting the student. **It should not be sent to the employer. It should then be returned to your Co-ordinating teacher on or before** \_\_\_\_\_

TY Student's Name \_\_\_\_\_

Class: \_\_\_\_\_

Name of Employer: \_\_\_\_\_

Address of Employer: \_\_\_\_\_

Tel/Mobile of Employer: \_\_\_\_\_

Employer's relationship to student (e.g Parent, friend, uncle, none...)

\_\_\_\_\_

What will the TY student be doing? \_\_\_\_\_

Contact Person (full name) \_\_\_\_\_

Work begins and ends at (times) \_\_\_\_\_

Date of placement: \_\_\_\_\_



Harold's Cross  
ETSS

## Employer Evaluation Form 2023 - 2024

<b>Student Name:</b>	
<b>Employer Name:</b>	
<b>Employer Address:</b>	
<b>Employer Phone No:</b>	

At the end of the placement please rate the student by placing a tick in the appropriate boxes. Many thanks for taking the time to fill out this evaluation. We would be grateful if you could return it to the student as soon as possible.

Rating	Excellent	Good	Fair	Poor
<b>1. Attendance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. Time Keeping</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. Ability to follow instructions and learn new skills and procedures</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Date of Call/Email:</b>	<b>Contact Name if different to above:</b>
<b>How is the student getting on?</b>	<b>What duties are they engaged in?</b>
<b>Any further comments:</b>	
Please tick here if you could <i>NOT</i> make contact with the employer <input type="checkbox"/> Give reason why not?	

<b>4. Level of competence in completion of tasks given</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. Initiative</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6. Overall attitude towards the job</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>7. Ability to communicate with staff, supervisors and the public</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8. Suitability for this type of work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Any additional comments you would like to make**

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**REFLECTION AFTER WORK PLACEMENT**

1.Does this type of career appeal to you? Yes/ No. Why?

\_\_\_\_\_

2.What are the main differences between the world of work as you experienced it and work in school?

\_\_\_\_\_

3. . In the light of your work placement, what do you consider to be the most important factors employers look for in their employees?

\_\_\_\_\_

4.How can this work experience/shadowing help your future studies/career aspirations? Are there any extra skills you now feel you need to develop while you are still at school?

\_\_\_\_\_

5.How can what you have learnt from your work placement be used?

(a) In the home

\_\_\_\_\_

(b) At school

\_\_\_\_\_

(c ) In the local community

\_\_\_\_\_

6.What skills and personal qualities did you develop as a result of your experience?

Skills	Qualities

7.How well do you think you performed during your work placement?

	Excellent	Very good	fair	poor
Attendance				
Punctuality				
Initiative				
Ability to relate to staff/supervisor				
Teamwork				

Student signature \_\_\_\_\_

Work Experience Co-operating Teacher \_\_\_\_\_

## Work Experience Check Form: TY 2023-2024

***This form should be completed and signed by the TY Team:*** For the attention of the TY Teacher:

Suggestions:

- Have a quick/brief conversation with your assigned student during the week, immediately before Work Experience
- Complete the check form during Work Experience Week
- A phone call or email enquiring on how the student is getting on is sufficient
- Return this form to TY Coordinator when completed

*To be completed during the week immediately before TY Work Experience*

<b>Student Name:</b>	
<b>Work Experience Details:</b>	
<b>Have you checked in with this student prior to going on Work Experience? Yes <input type="checkbox"/> No <input type="checkbox"/></b>	
<p><b>Please tick which statement applies to the student</b> ✓ <input type="checkbox"/></p> <p>Looking forward to Work Experience</p> <p><input type="checkbox"/> Work Experience Employer details are correct</p> <p><input type="checkbox"/> Knows what clothes are appropriate for Work Experience</p> <p><input type="checkbox"/> Knows where, when and how often to go to work</p> <p><input type="checkbox"/> Travel arrangements put in place for the week</p> <p><input type="checkbox"/> Work Experience Paperwork has been given to Employer</p> <p><input type="checkbox"/> Needs help prior to Work Experience</p>	<p><b>Any concerns?</b></p> <p><i>Please ask student to speak with work experience Coordinator if needed</i></p>

To be completed during Work Experience week

**Signature:** \_\_\_\_\_

## Guidelines for Awarding of Student Grades

	<b>Distinction</b>	<b>Merit</b>	<b>Pass</b>	<b>Cert of</b>
<b>Attendance (Please consider school activities as being in class)</b>	Students HAD between <b>81-100%</b> attendance rate in class.	Students had between <b>61-80%</b> attendance rate in class.	Students had between <b>41-60%</b> attendance rate in class.	<b>participation</b> Students had between <b>0-40%</b> attendance rate in class.
<b>Participation</b>	Students always participated in all activities in the classroom or school trips.	Students regularly got involved when asked by the teacher or other students in a teamwork activity.	Students got involved sometimes but had to be asked to join in.	Students argued and were very reluctant to be involved in class.
<b>Attitude</b>	Students were always on time, with correct homework and had a good attitude in class and on activities.	Students were regularly on time, had correct work and had a good attitude in class.	Occasionally late to class. They only did the bare minimum of work to get by. Occasionally disrupting class.	They regularly turned up without homework and were not be willing to participate in class.
<b>Effort</b>	Students always tried their best. They did as much as they could. Always wanted to be involved. They went the extra mile.	Students regularly put in a high effort level. They tried to do what they could but left areas for improvement. They were not reaching their full potential.	Tried to do what is asked of the class but did not challenge themselves to do better.	Students did not put effort into classes and only did the very bare minimum.
<b>Work Ethic</b>	Students had all homework and classwork done on time. Assessments were done to the best of the student's/ teacher's expectation.	Regularly had their homework and classwork completed on time but not always. They put a good level of effort into assessments but did not reach potential.	Students rarely did what is required. They occasionally had homework and class work done successfully. Assessments did not meet expectations.	Students very rarely worked hard in class. They never came with homework. They did not put any effort into the assessment