



LORETO COLLEGE FOXROCK

Transition Year 2024/25 Information Booklet

Transition Year Programme

Introduction

The Mission:

The Transition Year Programme in Loreto College Foxrock offers each student a broad holistic curriculum enabling her to develop her own particular gifts, reach her full potential and to develop a love of learning. Every opportunity is given to enable students to develop powers of critical reflection thereby building independence of mind, increasing social awareness and social competences and nurturing maturation. The 2024/25 Transition Year programme is designed to encourage the social development of these young teenagers so that they grow up to be autonomous, participative, and responsible members of society.

Transition Year:

Transition Year (TY) is a one-year school-based programme designed to facilitate the smooth transition from the dependent learning of the Junior Cycle to the more independent, self-directed learning of the Senior Cycle – in effect, it is designed to act as a bridge between Junior and Senior Cycle.

The TY programme at Loreto College Foxrock provides a broad variety of learning experiences both inside and outside the classroom. The student's experience of adult and working life contributes to their personal development and maturity. This combined with the advancement of general, technical and academic skills, with the emphasis placed on interdisciplinary and self-directed learning, are the cornerstones of the Transition Year programme as it is run by Loreto College Foxrock. These aims are interrelated and interdependent and are reflected right across the TY curriculum.

Aims of Transition Year:

The comprehensive TY programme offered by Loreto College Foxrock aims to improve skills and encourage maturity by providing a variety of opportunities to allow for:

- the discovery of personal strengths
- learning about leadership, co-operation and dealing with conflict
- working as part of a team
- developing enterprising skills
- sample and discovery of new subjects
- making informed choices on Leaving Certificate subjects
- building a solid foundation for the Leaving Certificate
- knowledge of the working world
- discovery of career opportunities

As a result, students explore their own talents and abilities beyond the classroom and can be expected to take on responsibility for themselves and their future.

Structure of Transition Year

Transition Year was first introduced to Loreto College Foxrock in 1986. Loreto College Foxrock is one of over 620 schools that offer the programme nation-wide.¹ According to the Department of Education 54,928 students from all around Ireland took part in Transition Year in 2022-23.² Transition Year in LCF is managed and run by the Transition Year team - a Programme Co-ordinator and four teachers.

Transition Year Curriculum

Loreto College Foxrock has designed its TY curriculum to be a dynamic programme, placing continuing emphasis on academic excellence and achievement. The curriculum is designed on the best combination of teaching and learning strategies thus facilitating cross-curricular work, experiential learning and activity-based learning. This balance allows the student to become aware of her multiple intelligences and encourages the development of a wide range of cognitive and emotional processes. It aims to improve and encourage the development of the range of intelligences including the spatial, the logical-mathematical, the bodily-kinetic, the inter-personal and intra-personal, and finally the musical and natural intelligences. The TY Curriculum provides a broad and balanced education programme that is learning-led rather than exam-led. This encourages a variety of teaching and learning styles, thus developing life skills where students are led to the point where self-regulated learning takes place.

The TY Curriculum is a balance between the academic and the non-academic. This is annually reviewed and assessed by both teachers and students and as a result, subjects on offer are subject to change and revision each year.

In the academic year 2023/24 the curriculum offered to students included the core subjects which were studied for the full academic year, academic subjects chosen by students themselves and non-academic subjects given on a modular basis. This structure facilitates the students' exposure to a greater number of academic subjects over the year. This broad range provides TY students with a realistic picture of what the senior cycle demands within the Leaving Certificate programme. It allows students to make an informed choice when selecting their Leaving Certificate subjects thus ensuring a confident and smooth start to 5th Year.

Academic Areas 2023/24

- **Core Subjects:**

- Irish
- Mathematics
- Physical Education
- JPIC
- English
- Religion
- Computers
- SPHE

¹<https://data.cso.ie/> (UA16)

² <http://www.cso.ie/> (EDA70)

- **Optional Academic Subjects**

- Accountancy
- Applied Mathematics
- Art
- Biology
- Business
- Chemistry
- Classical Studies
- Economics
- French
- Geography
- History
- Home Economics
- Leaving Cert PE (LCPE)
- Music
- Physics
- Spanish

Modern Language must be included in subject options if being considered for senior cycle.

Finally, all students studied the short course modules listed below over the year. These were on average six weeks in length. These modules are reviewed and changed regularly.

- **Short Course Modules:**

- Agricultural Science
- Career Guidance
- Classical Studies
- Creative Writing
- Current Affairs
- Enterprise
- Human Growth and Behaviour
- Outdoor Pursuits
- Research Skills
- Song Writing
- Art Appreciation
- Chinese Language and Culture
- Computer Coding
- Culinary Cuisine
- Drama
- Film Making
- Music Appreciation
- Public Speaking
- Self Defence
- Sports and Recreation Studies

Assessment:

- Continuous Assessment
- November and May House Exams and Reports
- Transition Year Digital Portfolio and TY Diary
- Module Evaluations by Student
- Attendance is closely monitored.
- General Conduct and Behaviour
- Evaluation of Transition Year by parents/guardians
- TY End of Year Exhibit

Qualifications 2023/24:

Organisation

Qualifications and Awards

Dept of Education & Skills/
LCF Transition Year Certificate

Graded as Distinction, Merit or Pass

COCOMS

Food Hygiene Training for All

An Gaisce (Irish President's Award)

Bronze Award

LCF First Aid Award

Introduction to First Aid Certificate

The Law Society

Look Into Law TY Programme Certificate

TY Work Experience & Community Outreach Programme

TY Work Experience and the Community Outreach Programme provide a broad variety of learning experiences both inside and outside the classroom. The student's experience of working life contributes to their personal development and maturity. When students prepare for and participate in the working environment and finally assess their own performance whilst out of the school environs, they develop their organisational and interpersonal skills and practice self-discipline.

Traditionally students participate in two work experience placements of one week duration for each placement. Students also take part in a week's community outreach – giving back to the local community. Work experience and community outreach take place in the weeks leading up to the October and February mid-terms. In the academic year 2023-24 these placements dates are as follows:

Week 1:	21st October 2024
Week 2:	3rd February 2025
Week 3:	10th February 2025

The dates given are interchangeable – students may do their community outreach in October, or they may choose to select the first/second week in February to complete their obligations.

Parents/Guardians must establish that ALL placements are a safe and suitable environment for their daughter. Students are expected to adhere to all guidelines and protocols as laid out by the company/organisation that they are placed with to remain Covid safe and be able to return to school following their placements.

It should be noted that the dates assigned are subject to change given prevailing circumstances and recommendations received from the Dept of Education and Science in relation to any restrictions being put in place due to Covid 19, (hopefully, this is a thing of the past).

Preparation:

- While in 3rd Year students will need to carry out research, seek out work placements and contact companies/organisations directly to secure a placement. Students are encouraged to spend some time during the upcoming Easter and summer holidays researching and seeking out work placements.
- As there can be a high demand for various work experience/community outreach placements, e.g., medical-based placements, DSPCA, etc students are advised to begin their search for their chosen companies/organisations this term.
- Students should also be aware that once they reach the age of 16 years and if they hope to work with children or people in care, they will need to be vetted by the National Vetting Bureau. Please see Garda Vetting section.

- On return to school at the end of the summer holidays, students will have until the **19th of September 2024** to upload the details of all **three** placements to a designated TEAMS folder. Details needed include the contact's name, company/organisation name, address, telephone number and email address.
- During the month of September Class Tutors will give clear instructions as to how best to upload these details to TEAMS in the weeks leading up to the deadline of the **19th of September 2024**. These details will also be written into the TY Diary by the student and must be signed by a parent/guardian thus indicating that it is a suitable environment.
- From the 19th of September 2024 contact will be made with companies/organisations confirming placements and forwarding the necessary documentation such as the school's insurance indemnity letter, and various LCF forms that will need completion by the employer.
- **Please note that any work experience placement found outside of the Republic of Ireland is not covered by the school's insurance policy. In such cases, parents/guardians are responsible for the arrangement of the appropriate insurance cover for a work placement abroad.**
- Students will participate in a Health & Safety briefing before heading out on their first placement. Students will be briefed on codes of conduct and protocols associated with being out of school and attending a work placement.

Placement:

- While on placement contact will be made by the TY Team to ensure that all is going smoothly and to the satisfaction of both student and employer.
- Students will record what they learnt, and observed and how they responded to the demands placed upon them while with the company/organisation. They will reflect and evaluate the whole experience.

Assessment:

- Students record their experiences and complete an evaluation of their placement in their TY Diary. This section of the TY Diary has been designed to help students reflect on their experiences and help them to recognise how their practical and social skills have grown.
- In the weeks following a return to school students will discuss, reflect and evaluate their experiences in class with their Tutors and classmates.
- Employers and/or Supervising Managers will be asked to complete an Assessment Form on the student's performance while on Work Experience or Community Outreach. These will be returned to the student to include in her TY Portfolio.

Additional Blocks of Work Experience:

In accordance with Transition Year Programme Guidelines and best practice, students have been allocated two weeks work experience during the year. Additional placements should, in the normal course of events, take place during the holidays, e.g., mid-term breaks, Christmas, Easter or summer.

Additional work experience during school time is only granted to **exceptional placements**. Permission needs to be sought from Ms Early to attend additional work placements. Please see the protocol for the extra week's work placement/outside course below:

Protocols for Additional Work Placement or Outside TY Courses:

- Permission needs to be sought from both Ms Early (TY Co-ordinator) and sanctioned by Ms Prendiville (Principal) to participate in an additional work placement. It is especially important this year that students discuss the extra placement with Ms Early and seek advice before formal permission for an extra work placement is sought.
- A formal **letter of request** is to be written and addressed to Ms Early. The letter must state the name, address and contact details of the placement, the requested dates and a clear statement indicating as to why an additional week's work experience should be granted.
- This letter should be written well **in advance** (ideally one month) of the requested date and needs to be signed by both the student and her parent/guardian. This letter must then be given to Ms Early for approval who will pass this along to Ms Prendiville for final approval.
- Once approved, the student will upload the details of the placement to the designated folder on TEAMS. This data will be used by the TY Co-ordinator to contact the prospective employer and forward the relevant documentation needed.
- If the placement is not sanctioned the days out of school are counted as **ABSENT** and the student may not be covered by the school's insurance. Remember students absent from school in excess of 20 days may not be awarded a TY Certificate.
- On return to school the student will complete a review and evaluation of the placement in her TY Diary.

Community Outreach Programme:

As part of a broad holistic curriculum offered to TY students, the Transition Year Community Outreach Programme was introduced over a decade ago. The programme reflects the school's Mission Statement and the Loreto philosophy of education by enabling students to contribute to their local community.

This programme encourages students to increase their social awareness and sense of responsibility towards those in their community that are less fortunate than themselves. At the same time, participation will encourage a spirit of volunteerism, develop students' powers of critical reflection, and promote a sense of responsible citizenship.

Students are expected to find a suitable placement in areas such as nursing homes, charity groups and community programmes. Students may work in small groups and are expected to complete a minimum of four hours per day. Please note it can be very difficult to get a community outreach placement. Students are strongly encouraged to search and make initial contact with organisations/community groups/care groups/charities during the summer months.

For those students that are 16 years old Garda Vetting may have to be completed when working with the young and the vulnerable - please see Garda Vetting section.

The preparation, placement and assessment of the community outreach placements follow the same protocols as laid out above for the work experience programme.

Past Placements include:

Four Ferns Nursing Home	Team Hope
Muslim Sisters of Eire	Newtownpark Parish Centre
Daughters of Charity Community Services, Bray	St Vincent de Paul, Ballinteer
ALONE, Dublin 8	Self-Help Africa - Gorta, Stoneybatter
Kilmacud Crokes GAA Club	Boooterstown Parish Youth Club
Belmont Nursing Home	LauraLynn Children's Sunshine Home
Bray Cancer Society	Irish Cancer Society
St. Michael's House	Kildarton House
St. Mary's Centre for the Visually Impaired	Sandyford Community Care Center
DSPCA Animal Campus	Dunmore House
Elderly Relative	St Raphael's Primary School
Age Action and Irish Council for the Blind	Ashbury Nursing Home
Carmona St John of Gods	Women's Aid Dundrum Village Charity Shop
Sallynoggin Youth Community Centre	Sandyford Community Care Center
Dun Laoghaire Rathdown County Council Public Libraries	Peter McVerry Trust
The Orchard Day and Respite Centre	Setanta School for children with autism
Cabinteely Parish Centre	Talbot Lodge Nursing Home
St Michael's House, Grosvenor School	Crosscare, Dublin 7
Sisters of Charity, Mount Prospect Ave, Clontarf	Benincasa Special School, Blackrock
Holles Row Community Cafe , Dublin 2	Festina Lente, Bray
St Kieran's Special National School, Bray	Crosscare's Community Café, Dublin 2

LCF Language Exchange Programmes

It has long been recognised that immersion within a culture - listening and talking with native speakers on a daily basis contributes greatly to the learning and increased fluency of a language. Transition Year provides students with an opportunity to take the time to improve and develop their language skills. To this end, LCF has built up solid trusted relationships with schools in Spain and France and has established language exchange programmes with schools in Malaga, Seville, Nantes and Lille. In Spain, we work with Colegio Estanislao de Koskta Malaga and with Nuestra Senora del Loreto, Seville. In France, we are working with Lycée La Perverie Sacré Coeur in Nantes and Lycée St Paul in Lille.

The advantages of the LCF Exchange Programmes are that:

- The exchanges are carried out during the school term and therefore the LCF student will not be marked absent from school as she would be if she were taking part in a private exchange.
- When planning our exchange dates, we try to avoid TY students missing out on the Musical and enable them to participate in at least two weeks of work/community outreach placements.
- The cost is considerably less than a private exchange - airfare and a small administrative cost plus the cost of keeping a student in your family.
- Each year participating families have helped and supported each other while hosting students - this has been invaluable to parents and LCF students.
- The reassurance that careful planning and matching of students is done and communication between host families is certainly easier.
- The exchange programme is overseen by Ms Burke-Kennedy, a member of the TY Team.

The programme has proven itself to be popular and places are limited as we plan for TY 2024-25. Should the case warrant it, any situation with Covid 19 restrictions on travel would have to be followed but hopefully this is a thing of the past.

Language Programmes Abroad:

Should you wish your daughter to participate in a privately arranged language course abroad it is probably best to do this in **June 2025** as the school term in France, Spain and Germany continues beyond May. This allows TY students to complete their year and participate in all of TY with LCF. Travelling in June also provides a solid activity for the student to be completely occupied during the month of June while parents are working, and younger siblings are still in primary school. If this is not possible then May would be the time to travel as much of the major events of TY will have been completed (work experience placements, the musical, Gaisce - although the Adventure portion of Gaisce will be completed in April/May 2025). Please note that students participating in language programmes organised outside of LCF are not covered by the school's insurance and students would be marked absent from school.

TY Student Exchange Programmes

- Students going into TY have the option of applying to the TY Exchange Programme.
- This is a Loreto Foxrock school-run partnership with schools in Spain and France.

All Applicants **MUST** be willing to **HOST** their exchange student in their home while they attend Loreto Foxrock.

- Hosting involves taking full responsibility for the safety and entertainment of the exchange student while she is a guest in your home. You will be hosted by her in return.
- Exchanges last from 2 to 4 weeks, depending on the school and group requirements.
- In general, the French/Spanish students are hosted either pre-Christmas or in March and the Irish girls go to France/Spain in April/May, after Easter, however, this may be subject to change.
- A teacher will travel with the students to France/Spain and check in on them in their French/Spanish school on their first day. Students travel home together unaccompanied.
- Students pay for their airfares (booked by the school) and the cost of the teacher's flight is divided between the group.
- All efforts possible will be made to accommodate applicants who wish to travel together in pairs.
- The possibility of sending larger groups of students will depend on the number of applicants in the French/Spanish schools so no guarantees can be given.

Students who wish to participate in the TY 2024 Exchange Programme must fill out the Application Form online by emailing wburkekennedy@loretofoxrock.ie and return it by email only to Ms Burke Kennedy stating their preference of exchange city and country by 14th May 2024.

Our Exchange Partner Schools:

- Nuestra Señora del Loreto, Seville, Spain <https://irlandesasloreto.org/es/>
- Colegio Estanislao de Koskta Malaga: <https://fundacionloyola.com/sanestanislao/>
- La Perverie Lycee, Nantes: <https://www.la-perverie.fr/>
- Lycee Saint Paul, Lille: <http://saintpaul-lille.fr/>



Charities 2023/24:

Several charities were supported including St Vincent de Paul, Saoirse Women's Refuge, St Joseph's Dementia Centre and the Peter McVerry Trust, Barnardo's Loughlinstown, Oesophageal Cancer Fund and the Irish Cancer Society, Loreto School Lima Peru.

Additional TY Activities 2023/24:

The robust and proven LCF TY programme has offered our 2023-24 TY class a well-rounded experience. The additional activities listed below have contributed to the broad educational curriculum that is an essential part of Transition Year.

While our academic timetable prepares the students for the rigors of the upcoming Leaving Certificate programme, our timetabled TY modular classes have provided for the inclusion and development of life skills, individual talents and progression of personal maturity. The following is a sample list of activities that allow students to employ these skills within the broader community. These opportunities encourage each individual to conquer the challenges they have set for themselves over the year and fulfill the stated aims of the Transition Year programme.

Sample Activities: August 2023 – February 2024

- Week 1: Work Experience/Community Outreach
- European Youth Parliament (EYP) in Holy Child Killiney
- Word Skills Ireland 2023
- TAG Rugby training sessions with Simon Brewley of ITRA followed by TAG Rugby Cup Blitz Tournament in UCD
- LCF Open Evening, TY students played a key role in meeting and assisting visitors to the school.
- School Mass
- Cultural Activity 3: Solidarity Exhibition Dockers of Dublin Port
- History Week – talks given by P. Cullivan – Michael Collins Survivor and Mr Tomi Reichenthal, Holocaust Survivor
- LCF Careers Fair
- Culture Activity 3: "Bullied" in the Sean O'Casey Theatre
- Debate competition - ISSU Dublin Regional Council, UCD
- Blackrock Community Radio
- Christmas Outings – ice skating
- Comhairle na nÓg AGM
- LGFA TY Leadership Course
- LCF College Fair
- "Walk in My Shoes" St Patrick's Mental Health Programme
- European Youth Parliament: "Breaking Barriers, Building Bridges"
- BTYS Exhibition
- National Ploughing Championships in Ratheniska, Co. Louth
- Culture Trip 2: IMC Dun Laoghaire – Haunting of Venice

- Welcome extended to exchange students arriving from Colegio Estanislao de Koskta Malaga, Spain
- Ignatian Spirituality TY Retreat
- Team Building in Carlingford Adventure Centre
- UNICEF Activism and Advocacy Training online programme
- Culture Activity 1: “Padre no hay mass qué uno” (2012 film)
- TYs participated in the LCF Christmas Concert, Carol Service and 6th Year Talent Show
- LCF Jingle Bell Run – a whole-school event where TY students ensured the smooth running of the day.
- LCF Hockey Blitz for students from local feeder schools where TY hockey teams ensured the smooth running of the day.
- Loreto Swim Gala
- LCF & CBC musical “The Wedding Singer” – auditions (cast and dance) and rehearsals are on-going
- TY PAL Law Programme with Mary Bunion
- Camino training begins
- The Law Society’s Look into Law Bitesize TY Programme
- Week 2 and 3 of Work Experience / Community Outreach
- RCSI Mini-Science Programme
- Gaisce activity ongoing
- Continuous development of the students’ individual TY Portfolio and TY Diary

TY Modules 2023/24

Agricultural Science:

This module gives students an insight into the study of science and technology as well as the underlying practices of agriculture. It aims to challenge student's misconceptions when it comes to the topic, and they will learn that 'Agricultural Science' is not just about farming and allows students to interact with the world around them as well as develop the skills and attitudes that promote the sustainability of natural resources. During this module, students' scientific inquiry, problem-solving and curiosity will be facilitated through guided discovery, laboratory and field work, experimental investigations, and field-based assignments.

Art Appreciation:

Art can be enjoyed and appreciated by everyone from experts to complete novices. In the Art Appreciation module students will be introduced to some of the greatest artists and artworks throughout the history of art. They will learn how to look at and analyze a work of art. This will be broken down into easy steps under different headings. Students will learn about the different styles, techniques, and media used by artists to create and make their work. They will learn to understand how the artist responded to different themes and events. They will become familiar with the language and artistic terms used to discuss a work of art and they will develop their ability to communicate their ideas and opinions. Students will explore the work of the following artists: Jan Van Eyck, Leonardo Da Vinci, Michelangelo, Van Gogh, and Picasso.

Classical Studies:

This module is the opportunity to acquire some very practical transferable skills through the study of Ancient History and Literature. Students will study Ancient Roman Crime, examine the foundation of modern laws and use deductive reasoning and the detective skills of an archaeologist or a criminologist to investigate examples of *real* murders from Ancient Rome. Students will also examine Ancient Greek Tragedy and explore how the tragic character and plot inspired drama from Shakespeare to drama and movies today. Lastly, there is the option to explore how fashion and hairstyling as a social aspect of the Ancient World, with the opportunity to reconstruct some of these in class. The module is very practical, with a lot of student-led work. There are a lot of cross-curricular skills with science, psychology, history, archaeology, law, and English/literature.

Career Guidance:

This module aims to introduce the students to a taste of the future through the lens of guidance. The module comprises of units of learning to make students aware of their options after secondary school. The following is a flavour of the topics addressed:

- Preparation for work experience
- Pathways after post-primary school

TY Modules 2023/24

- Studying abroad
- Apprenticeships in the 21st century
- Progression routes in the Irish education system
- Researching colleges in the Irish higher education system
- Researching courses in the Irish higher education system
- Looking at Colleges of Further Education and what they offer
- An introduction to the world of work
- Choosing subjects for senior cycle

Students are introduced to, register for, and learn how to navigate careers websites such as Careers Portal. This website contains the most up-to-date and comprehensive information on further and higher education and training courses in Ireland. There is a dedicated Career Guidance channel set up on the TY year Team. This channel is used to post opportunities and information that might be of interest to the students. The students are encouraged to keep an eye on the myriad of opportunities that are posted regularly on the channel and to get involved and attend them, for example, NUIG TY Taster days, RCSI Mini Med course, Trinity TY taster and many more. The module is adjusted to match the needs of the class attending the module and in line with other aspects of our comprehensive TY Guidance programme.

Computer Coding:

This module aims to introduce and challenge the students to think like scientists and engineers. The course is an introduction to coding and will begin with some block based (Scratch). They will also learn to program an autonomous robot using LEGO Spike Prime which allows the students to program a robot hand and driving base.

Creative Writing:

Creative Writing is a module that allows students to build on the narrative writing skills first introduced in primary school and further explored in Junior Cycle. Students begin by reading a wide variety of short stories from both international and Irish authors, learning to identify different narrative styles, narrative points of view and how to structure the plot and shape story. Through a series of short modelling exercises, they develop their own characters and a range of story ideas, drafting and re-drafting their writing. These skills of reading and writing are important foundations for work that will continue in Senior Cycle English. At the end of the module, each student will have produced an original short story (maximum of 1,000 words) with accompanying illustrations (if they wish). Each module group will produce a collection of short stories, which they will gather together in one volume and to which they will give a title.

TY Modules 2023/24

Culinary Cuisine:

This programme focuses on building and developing new culinary skills. These skills include weighing out, portion control, kneading, rubbing-in methods, oven management, time management, presentation, and evaluation to name but a few. It promotes cooking as a fun and therapeutic activity and a resourceful skill for everyday life. This year students were faced with a different sweet or savoury baking challenge each week. They then competed for the title of "Star Baker".

Current Affairs:

In this module, students will follow current news stories via different sources such as print media and digital media. Students will track ongoing news stories and note how stories change, develop and conclude. Students will also have an opportunity to research news from around the world and formulate opinions on how we should best receive and view our news. Students will learn how to construct newspaper articles, and website blogs and develop a better understanding of the language of information and argument as well as being able to spot and avoid bias.

Drama:

The TY Drama module gives students the chance to experience both improvised and conventional theatre, enhancing their creativity, confidence, and quick-thinking skills. By exploring concepts such as agreement, A to C thinking, and close listening, improv comedy allows students to create scenes and characters together using their imaginations, heightening both their sense of community and faith in their own potential. Improv is used widely in both creative and corporate spaces for its hugely positive impact on public speaking and creative thinking skills. Students will be up on their feet every week learning and practicing improv games, scene work, and theatre exercises. They will also spend time engaging with the craft of acting, by preparing and performing scenes and monologues through principles of the Stanislavski Method. They finish the course by participating in a class show, along with submitting a graded visual presentation displaying what they learned from the module.

Enterprise:

During this module, students have the chance to use their creativity and entrepreneurial skills. Students create a 'mini company'. Their company can be set up for profit or it can be a social enterprise. The students brainstorm and develop ideas for products or services that they can sell. Students have an opportunity to sell at the Christmas or Summer fair or during the year, as appropriate.

TY Modules 2023/24

Film Studies:

This module is a short introduction to film studies. Students will be given the opportunity to learn about the history of film, how films are made, how to appreciate film, how to analyze film and how to make a film. They will examine the role of the director and how their vision shapes the experience. Students will have the opportunity to learn about the language of cinema and film techniques. They will be watching, discussing, and analyzing films. The module will expose students to different types of films including European, World cinema, classic cinema, different genres and cinema movements. Students will research, make presentations on different aspects of film and make a short film.

Music Appreciation:

This module exposes students to and allows them to acknowledge and appreciate all the music that surrounds them every day. This Transition Unit helps students develop many skills that will be beneficial to them both in the Senior Cycle and in further education. This course will help all students build on the basic music knowledge they have already acquired from their everyday lives. There is an emphasis on the creative use of composition in Film Music, popular genres of music, Musical Theatre and World Music with a practical approach to these topics. They will get the opportunity to analyse music in film and compare and contrast Film Music of different composers, as well as various types of World Music and Popular Music genres. There are many cross-curricular links between this module and other subjects such as English, Art, History, Film Studies, Cultural Studies, IT and more! Students will actively engage in elements of music performance and composition, particularly relating to the creation and composition of electronic music using BandLab/Audacity (music production software). Additionally, students will develop qualities that will help them when faced with learning a new skill and working with others in the real world, such as perseverance, teamwork and taking initiative.

Outdoor Pursuits:

This course offers a variety of outdoor activities and an opportunity for students to learn some bushcraft skills. Students will learn the required skills for future self-guided trips in the outdoor environment. Course content includes the teaching of practical skills - how to build, light and cook on an open fire, how to use a portable stove, selecting an appropriate campsite and making/breaking camp. The principles of 'Leave No Trace' are engrained throughout. The students are given the opportunity to participate in several adventure sports or seasonal activities, e.g., skiing, orienteering in Cabinteely Park and hiking in the Wicklow Mountains. In all activities, students are encouraged to engage fully, assume leadership responsibilities and, in the case of hiking and orienteering, learn the navigation and radio communication skills necessary to safely travel in non-urban settings.

TY Modules 2023/24

Public Speaking:

The ability to speak in public and communicate with others is an essential skill in today's world. The aim of this module is to build confidence in students to allow them to speak and present in front of others – knowing that these are skills to be carried throughout life. Over the course of the module students will learn the importance of delivery and body language and learn how to engage an audience. They will also learn how to prepare for a variety of public speaking tasks (whether they address small or larger groups), how to structure a talk and how to build good content. With guidance throughout the module, students will master the art of speaking without notes. The final goal is that each student will prepare and research a three-minute speech on a topic of their choosing. They will then deliver this speech to an invited audience of their peers – and do so without notes.

Research Skills:

Understanding and practicing research skills is crucial for students' everyday life. In this module, students will gain knowledge on how to evaluate different sources of information based on their accuracy and bias and how to present it in different formats by working individually and in groups. Students will also get an introduction to Harvard referencing style which is used as the main style of referencing in most 3rd level institutions in Ireland. In the practical element of this module, students will carry out practical work on bacteria and fungi learning to sample, grow, purify and stain these microorganisms. This module focuses on promoting critical thinking skills that are key in the current age of technology and introducing practical techniques of microbiology and medicine.

Self Defense:

Students are taught how to identify and deal with a potential predator using soft skills (dialogue, stance and body language) and basic hard skills (striking and escaping from holds and grabs). Trusting their 'instinct' and avoiding potential danger is a big part of all classes which improves their confidence, and every student is encouraged to participate in light hearted 'role play' dealing with potentially serious situations and individuals who may have ill intentions.

Song Writing:

This module is a short introduction to the world of songwriting and music recording. It aims to develop an interest among students in songwriting and to foster the creative talent and musical ability that is present in many of them. During the module, the students will form a "band" together and write at least one song. Throughout the course, students will be guided through the various aspects of writing a song and being in a band: writing lyrics, composing music, designing a cover, recording in a professional studio-like atmosphere, and publishing their song online through Spotify and other streaming platforms. If time allows, the group will also get the opportunity to perform their song live on stage in front of an audience and create a music video for their song.

TY Modules 2023/24

Sports and Recreation Studies:

This module investigates the science of sport and physical activity and how it can be harnessed to improve our physical and mental well-being. Through a combination of theory, media and practical activity, students explore the following elements: Gender in Sport; Diet and Nutrition; Factors influencing participation in sport; Current Physical Activity guidelines/ recommendations and the Importance of Sleep. In addition, the students will participate in a range of activities that will enhance their wellbeing. The module encourages students to draw on their own experiences in addition to considering different perspectives. Students will also have the opportunity to interrogate ethical issues, including doping in sports and the politicization of physical activity. Much of the course content models that of the theoretical strands of the new Leaving Certificate PE course. Discussions play a large role in class, so debating given topics is welcomed and encouraged. There are also co-curricular linkages with science, politics, philosophy and current affairs.

Garda Vetting Advance Notice – TY Work Experience, Community Outreach placement and Parent/Guardian involvement in TY Musical:

The National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 provide a statutory basis for the vetting of persons carrying out relevant work with children or vulnerable persons. The Act also creates offences and penalties for persons who fail to comply with its provisions. This has had a direct impact on various Transition Year activities.

The Act stipulates that a relevant organisation shall not permit any person to undertake relevant work or activities on behalf of the organisation, unless the organisation receives a vetting disclosure from the National Vetting Bureau in respect of that person. As a result, TY students who may wish to organise Work Experience or a Community Outreach placement within an organisation or institution that works with children or vulnerable persons must be Garda Vetted. Adults who may wish to volunteer and help with the organisation and running of the LCF & CBC TY Musical must also be Garda Vetted and complete the NVB1 form and Statutory Declaration.

It is recommended that the Garda Vetting process be started as soon as possible since the process of being vetted can take a considerable amount of time. **Both the NVB1 and NVB3 forms are required for cases in which the applicant is 16 or 17 years old. Persons under 16 CANNOT be vetted. Please note that students must be over the age of 16 on the day of signing Garda Vetting forms.**

Please note common reasons for forms being rejected by the National Vetting Bureau and subsequently returned to the school as incomplete are:

- i. Applicant's (student) email address entered instead of parent's/guardians.
- ii. Applicant's (student) contact phone number entered instead of parent's/guardians.
- iii. The date entered beside the applicant's (student) signature is before the student's 16th birthday.
- iv. Parent/Guardian's email details have not been entered correctly.
- v. The Role Being Vetted for has not been entered correctly.
- vi. Section 2: The completion of the Tick Box consenting to the application and disclosure of information by the National Vetting Bureau has not been ticked.
- vii. NVB3 Form – Parent's/Guardian's signature and date entered before student's 16th birthday.

Please see Guidelines and Forms NVB1, NVB3 and Statutory Declaration accompanying this booklet.

Garda Vetting: LCF Procedures for TY Work Experience & Community Outreach

For LCF to comply with JMB directives with regards to Garda Vetting requirements the following procedures and guidelines must be followed:

The vetting forms must be completed in full in BLOCK CAPITALS and black or blue ballpoint pen. Photocopies or scans of completed forms will not be accepted. The original vetting form must be submitted. Students must be aged 16 years or older as those under 16 years cannot be vetted.

Step 1: Two Garda Vetting forms from the JMB need to be completed by both student and parent/guardian –

Form NVB1 - Vetting Invitation

- In Section 1 - Personal Section - the student enters her personal details – Forename, Middle Name, Surname, Date of Birth and Current Address.
- The email address and contact number **must be that of a parent/guardian** and NOT those of the student.
- Role Being Vetted for: ‘TY work experience will not suffice’, nor will ‘working with children and/or vulnerable persons. You must give more detail, i.e. ‘working in a primary school’ or working in a nursing home’. Vetting is only possible if working with children or vulnerable persons, not for working in an office, shop, solicitor’s office etc.
- In Section 2 – Additional Information - Name of Organisation is given as Loreto College Foxrock.
- **Please ensure that the tick box giving consent for the disclosure of information to the National Vetting Bureau is ticked.**
- Student signature is required in the Applicant’s Signature box. **NB: Applicant must be over 16 on the date of signing the form.**

Form NVB3 - Parent/Guardian Consent Form (to accompany NVB1 form)

- Student’s name and date of birth are entered under Applicant Details.
- Parent/Guardian Consent – **the date entered beside the parent’s/guardian’s signature must be ON or AFTER the student’s 16th birthday.**

Step 2: Photo Identity required:

- Parent/Guardian must supply **TWO** separate forms of Photo ID to school reception e.g. Passport and Driving Licence (**original documents only**). A photocopy will be taken, and original ID documents will be returned.

Step 3: LCF will submit the completed vetting forms (NVB1 and NVB3) to the JMB. **The system will generate an email to the parent/guardian enabling him/her to respond to an invitation email to complete the process online.** Please note that it is important for parents/guardians to check their personal email to keep up to date with regards to the progress of the application.

Garda Vetting: Parent/Guardian Involvement in LCF/CBC Monkstown Musical

Thank you for volunteering your time and skills to the LCF/CBC Monkstown Musical. As you will be working with children you must be Garda vetted. It is recommended that the process be started as soon as possible. This is because the whole process of being vetted can take a considerable amount of time to be completed. For LCF to comply with JMB directives with regards to Garda Vetting requirements the following guidelines and procedures must be followed:

Two forms need to be completed by volunteering parent/guardian. The forms must be completed in full in BLOCK CAPITALS and in black or blue ballpoint pen. Photocopies or scans of completed forms will not be accepted. The original forms must be submitted.

Step 1: Form NVB1 - Vetting Invitation:

- The NVB1 form must be completed specifically for the LCF/CBC Monkstown Musical 2023/24.
- Please identify the 'Role Being Vetted for' as **LCF/CBC Monkstown Musical 2023/24**
- The Name of the Organisation is given as **Loreto College Foxrock**.
- **NB:** Please ensure that the tick box giving consent for the disclosure of information to the National Vetting Bureau is ticked.
- Parent/Guardian signature is required in the Applicant's Signature box.

Please note common reasons for forms being rejected by the National Vetting Bureau and subsequently returned to the school as incomplete are:

- i. Parent/Guardian's email details have not been entered correctly.
- ii. The Role Being Vetted for has not been entered.
- iii. Section 2: The completion of the Tick Box consenting to the application and disclosure of information by the National Vetting Bureau has not been completed.
- iv. Parent/Guardian signature missing.

Step 2: Form - Statutory Declaration:

- This Form is to be completed by parent/guardian and to be witnessed by one of the following: Practising Solicitor/Commissioner for Oaths/Notary Public/Peace Commissioner.
(The Statutory Declaration form is not required if a statutory declaration was provided to the school during the same or previous calendar year.)

Step 3: Identity Forms:

- Parent/Guardian must supply **TWO** separate forms of Photo ID to school reception e.g. Passport and Driving Licence (**original documents only – photocopies will not be accepted**). A photocopy will be taken, and original ID documents will be returned.
- Please inform the office of any change of address.

Step 4: LCF will submit the required documentation to the JMB. The National Vetting Bureau will contact parent/guardian via email to proceed to the next stage of the vetting procedure.

Some Homework for you - Find out more about Transition Year

Check out TY Programmes on Offer:

There are hundreds of programmes on offer that are designed for TY students – an example of what is on offer is listed below. Please do some research and investigate to see if you can take part in any. Once a programme has been found the TY student should contact Ms. Early so that participation can be discussed and planned for.

- <http://www.tyireland.com/>
- <https://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Transition-Year-/>
- https://careersportal.ie/workx/student_search_sf.php#.WqBip-enzD4
- <http://transitionyearhelp.com/wordpress/>
- <https://ty.ie/>
- <https://www.tcd.ie/study/other-courses/ty-programmes/>
- <http://www.smartfutures.ie/get-involved/ty-opportunities>
- <https://www.myucd.ie/visiting-ucd/events/ucd-science-transition-year-workshop-week>
- <https://www.steps.ie/students/engineering-your-future.aspx>
- <https://www.engineersireland.ie/Communications/Press-Archive/Transition-Year-Applications-Now-Open-For-Engineer.aspx>
- <http://www.dit.ie/newsandevents/news/archive2013/ty-students-learn-about-engineering-at-dit-events/>
- Physics Programme in TCD - students should note that UCD run similar programmes and should investigate how to go about getting on these courses, e.g.
- https://careersportal.ie/colleges/college_event_item.php?event_id=2983&college_id=25&client_id=204
- <https://www.smartfutures.ie/explore-discover/ty-opportunities/>
- www.myucd.ie
- <https://www.nibrt.ie/nibrt-transition-year-program-2020/>
- <https://www.unicef.ie/support-us/youth-activism/transition-year-programme/>
- <https://historyandhealth.ucd.ie/>
- <https://www.tcd.ie/study/other-courses/ty-programmes/>
- www.saimun.ie
- <https://guidedogs.ie/give-support/virtual-ty-programme-2021/>
- <https://www.engineersireland.ie/Schools>
- Dun Laoghaire Rathdown STEM programme.
- DLRD Comhairle na nÓg
- <https://www.gaisce.ie/> **GAISCE – students are expected to take part in this programme.**

For more information on TY:

- https://www.citizensinformation.ie/en/education/primary_and_post_primary_education/going_to_post_primary_school/transition_year.html

For your consideration... *'End of Year Cultural Tour for Transition Years'*

Trips of various duration are an integral part of a normal Transition Year. They range from the compulsory overnight team building trip at the beginning of the year to cultural outings, day trips taken as part of a subject's curriculum or to planned trips abroad. For the majority of trips taken by TY students the cost is included within the TY Budget however the Gaisce and Camino adventures are optional and are paid for separately. Below is a brief description of the three major trips made by Transition Years:

TY Team Build Trip to Carlingford Adventure Centre, Co. Louth:

The TY Team Building trip traditionally takes place at the beginning of the school year (29th – 30th August 2024 TBC). Students will participate in a high energy programme which will provide a variety of activities that caters for all levels of ability. **All TY students are expected to participate in this programme as it is an integral part of their Transition Year. It is designed to help students prepare for the upcoming year and most importantly to help them get to know their new classmates.** The programme offered at the Centre challenges students to undertake new physical activities whilst at the same time encouraging team building, promotion of friendships and developing leadership qualities. This trip is included in the TY Budget.

TY Gaisce Adventure:

In May 2024 TY students will take part in the Gaisce Adventure. This two-day hike takes place in Co. Wicklow and will cost €35. Students will complete a 25km walk along the Wicklow Way and will camp over-night at Lough Dan where they will have to cook their own supper. This Adventure is open to any student who wishes to take part and is the final element required to complete the Gaisce Bronze Award.

Camino de Santiago de Compostela

In recent years, a highlight of the Transition Year has been the walking pilgrimage of the Camino de Santiago de Compostela. Students from Transition Year are invited to complete the final stage of the Camino de Santiago de Compostela (100km from Ferreiros to Santiago) over six days. The pilgrimage was costed at €840 for May 2024. Planning for Camino Pilgrimage 2025 will get underway during the upcoming summer term and it is hoped that this will take place around the 25th – 31st May 2025 should there be sufficient interest in the trip.

Things to consider:

- All trips would be subject to Covid 19 travel advice and the destination being an environment that is as Covid 19 safe as is reasonably possible to be.
- **No trip is guaranteed** – this is about establishing interest.
- A trip abroad is an added expense - a deposit may be required before the end of October 2024.
- Numbers that can travel may be limited – if more than the permitted numbers apply, a lottery is held.
- A student could be disqualified from the trip, even if payments have been made, if suspended at any point throughout the year or has accumulated an excessive amount of minus discipline points.
- A trip in Ireland can see greater numbers travelling however the same disciplinary rule above applies.
- The school is encouraging more subject-based trips, for example, the Dublin/Malaga/Seville Spanish exchanges and the Dublin/Nantes/Lille French exchanges for TY 2024/25.

You Get Out of Transition Year What You Put into Transition Year!

Advice from TY Students to 3rd Years:

- Get yourself a LEAP Card and keep it in your locker. Be prepared – have extra bus fare and lunch money in your pocket – you just don't know where the day may take you!
- Sign up for EVERYTHING - but keep a calendar to avoid overbooking.
- Get your Gaisce activities organised early, get most of them done in the first term – don't let it be a stress – do your Gaisce diary entries as you go and not the last minute.
- Get your Work Experience placements and Community Care Outreach placements sorted before the summer because the good ones get booked early, some are gone by end of 3rd Year! Ask the current TYs for advice.
- Once you have organised your placements – stay in touch with the employers/ organisations to ensure they keep your place.
- Remember contact with employers should be made directly – in person and by phone - email is too informal and they may not see or answer your emails.
- Do your homework when you get it, otherwise you will forget about it and suffer to meet the deadlines given.
- Get involved in as many things as you can – sign up for everything – even if you don't want to – you just don't know what it will lead to and the year will go by so fast – don't waste your time, don't be lazy!
- Keep up to date with Book Reports; don't leave projects until the last minute, keep on top of your journal entries – you'll need them for graduation.
- Open yourself to new ideas, get to know people in your class, **make new friends**.
- Don't be upset about not being in classes or activities with your friends, it's a chance to make new friends and make sure that everyone in your class has someone to chat to and to sit with – everyday – every class.
- Don't waste your time. GO TO SCHOOL! Otherwise, it's pretty pointless.

- This is your year to be especially kind and sensitive to others – not everyone is as outgoing as yourself – help them feel more comfortable and foster a feeling of friendship – no one should ever feel isolated or lonely – everyone should have someone to sit with on the bus – don't leave someone sitting in a row on their own! It's more fun when you have someone to chat (or moan) with!
- Make an effort - if you don't put an effort into it, you won't get anything out of it.
- Keep your TY Diary and your TY Journal up to date with your homework and classwork, otherwise you will spend ages backtracking trying to remember what you did and when you did it. Remember both are assessed and used to help establish the overall grade achieved in TY – Distinction, Merit, Pass or Fail.
- Get busy - do as much as you can outside of school while you have the time – explore new hobbies and interests. Don't be lazy.
- It is **NOT TRUE** that TY is a 'doss' year – there is plenty of work to be done.
- Work at your academic subjects because Christmas EXAMS come around quickly – and Assignments have to be finished and handed in – Deadlines come hard and fast!!
- Teachers can teach you; they cannot make you work so it's **your** responsibility to make the most of the new subjects and experiences.
- TY is like a blank page handed to you in August and it is up to you whether the page will still be blank or full by June.
- TY is all about self-motivation, enthusiasm and dedication.
- Volunteer – help different charities, but most importantly organise a **monthly fundraising event for the TY charity of the year.**
- There is a lot of learning to do in TY; it's just a different type of learning.
- Why do it? - You learn more about yourself and the people in your year.
- DO THE MUSICAL - **Audition for EVERYTHING** - learn your lines and the song lyrics – in time for the rehearsals.

Transition Year: Twenty Points for Parents

1. Transition Year focuses on promoting maturity and confidence.
2. The emphasis is on developing skills rather than on simply remembering facts.
3. Transition Year encourages activity-based learning, research skills and self-directed learning as a result, students can develop more independent study habits.
4. Students become practised in meeting deadlines for assignments.
5. The year lays a solid foundation for a Leaving Cert programme.
6. Transition Year allows for space and opportunity to concentrate on aspects of learning which don't always feature on either the Junior or Leaving Certificate courses.
7. Students have the opportunity to discover more about job and career opportunities beyond school.
8. Young people can gain realistic insights into adult and working life.
9. Transition year Programme offers young people a broader variety of topics and subjects.
10. Transition Year Programme gets students and teachers out of the classroom and into other learning environments.
11. Transition year places a heavy emphasis on learning from experience.
12. Students explore the possibilities offered by computers and information technology.
13. Students who have missed out on parts of the Junior Certificate course can use Transition Year to catch up or fill in gaps in their learning.
14. Students learn about leadership, co-operation and dealing with conflict - assembling the skills that allow for dealing with people in practical ways.
15. Attention to careers, third level courses, the realities of employment and unemployment are central concerns in Transition Year.
16. Transition Year students can follow and develop special interests.
17. Transition Year links schools more directly with their immediate communities.
18. Each school is free to design its Transition Year programme to meet the needs of its own students.
19. Students engage with civic, social and political issues of the day – helping to develop thoughtful, considerate citizens.
20. Transition Year can encourage more mature relationships between parents/guardians and their children. At the end of a day's work experience or a particularly stimulating field trip, parents/guardians are often the person best positioned to listen.

Significant Dates

- **Declaration of Interest Letter:**
 - **Submission Date:** **9th April 2024**
 - Letter to be written by the 3rd Year Student:
 - Identify how you would benefit from participation in the TY Programme
 - Why do you want to be a Transition Year Student?
 - How can you contribute to the programme?
 - Letter addressed to 'Ms Early, Programme Co-ordinator'.

- **Registration Form:**
 - **Submission Date** **9th April 2024**
 - Complete the Registration Form.

- **The following TY Fees will be invoiced with school fees and paid alongside school fees, directly to the school finance office.**
 - €450 TY Fee
 - €100 LCF/CBC Musical

- **Other Costs:**
 - Please note that due to the voluntary nature of some activities, additional costs may be incurred, eg previous costs included: Gaisce (€15 Registration & €30 Adventure), LCF Play €10, Camino de Santiago €840 (2024). These costs are not guaranteed.

- **Closing Date for the following forms:** **9th April 2024**
 - Declaration of Interest Letter
 - TY Registration Form
 - TY Trip Abroad – “For Your Consideration survey...”

All forms are to be returned in an envelope to the school reception marked:

(Student's Name & Class)
Ms F Early, Programme Co-Ordinator
Transition Year 2024-25

Declaration of Interest Letter

The Declaration of Interest Letter is to be submitted by **9th April 2024** to

Ms Early, Programme Co-ordinator.

Name:

Class:

Identify how you would benefit from participation in the TY Programme?

Why do you want to be a Transition Year Student?

How can you contribute to the Programme?

Transition Year Registration Form: 2024/25

Part A

I, _____ accept that the school's Code of Behaviour extends to all trips, outings and activities undertaken during Transition Year and I agree to obey it. I will undertake full participation in all my academic programmes. All assignments will be completed by the required date.

I undertake to always obey and co-operate with all members of Staff at all times during trips. I accept that smoking, drinking of alcohol and substance abuse are strictly forbidden.

Signed: _____ **(Student's Signature)**

I/We accept that my/our daughter will comply with the above agreements and undertake to see that she will fulfill her commitments as indicated above.

Signed: _____ **(Parent's/Guardian's Signature)**

Signed: _____ **(Parent's/Guardian's Signature)**

Date: _____

Part B

This is to state that I/We give permission for _____ to take part in any out-of-school activity organised for her by Transition Year teachers, and I/we understand that she will sometimes travel unaccompanied during the year.

Signed: _____ **(Parent's/Guardian's Signature)**

Signed: _____ **(Parent's/Guardian's Signature)**

Date: _____

Transition Year Registration Form: 2024-25

Part C:

Please attach a recent photograph in the box below, print student's name in BLOCK letters.

Name: _____ Class: _____

Part D:

Please identify up to a maximum of six close friends found in Third Year. The Transition Year Team will endeavour to place you in a TY class with at least one of your friends.

Please note we will try – but nothing is guaranteed!

Your Name:	Class:
Friend's Name:	Class:

Would you like a Transition Year trip abroad to take place?

Please return this form indicating your thoughts on the matter and ticking the appropriate box/es. Your comments and suggestions are welcome and can be emailed directly to ty@loretofoxrock.ie.

I would be interested in allowing my daughter to participate as a TY student in the 2024/25 Camino de Santiago de Compostela.

I would be interested in allowing my daughter to participate in the LCF French/Spanish exchange programme.

I would be interested in allowing my daughter to participate in a subject-based trip abroad.

I would not be interested in allowing my daughter to participate in a trip abroad.

I would prefer a TY trip to remain on the island of Ireland.

Parent/Guardian Signature: _____ Date: _____

Student's Name: _____
(BLOCK LETTERS please)

(Please return form by 9th April 2024)