

Part 1

General Introduction to
The Transition Year Programme
in
Loreto College,
St. Stephen's Green.

LORETO COLLEGE



MISSION STATEMENT:

In an atmosphere of mutual respect and justice, we are a community that aims to provide a rich and diverse curriculum catering for the needs of each individual student. We provide a holistic education wherein we strive for excellence in the pursuit of knowledge. Social concerns and spiritual values are central to our educational philosophy, while sporting and cultural endeavours are encouraged. Each student is challenged to realise her full potential and to recognise the dignity of each human being.

General Introduction to Transition Year in Loreto College, St. Stephen's Green.

Transition Year was first introduced to students in Loreto College in 1986. Initially the programme was available to only 24 students but due to increased demand the decision was taken to make Transition Year an integral part of the curriculum in Loreto College, St. Stephen's Green. Since 2001 students follow a six-year cycle. Currently there are 96 students in Transition Year.

The MISSION of the Transition Year Programme is to promote the personal, social, educational and vocational development of our students and to prepare them for their role as autonomous, participative and responsible members of society. (As laid down by the Department of Education and Science, Transition Year Guidelines)

The programme for Transition Year in Loreto College provides an exciting and challenging year for the participating students. It has three main aims:

- ❖ Education for MATURITY in a stimulating focussed way with emphasis on social awareness and increased social competence. This aim is promoted in programmes such as Religious Education, Young Social Innovators, Young Environmentalist, Model United Nations, Cooperation North, Community Care, RSE etc as well as through participation in activities exclusive to Transition Year students and those activities open to the wider student body.
- ❖ Promotion of general, technical and academic SKILLS with an emphasis on interdisciplinary subjects for example: Languages, Mathematics, Science, History, Geography, Home Economics, Art, Computer Studies, Business, Physical Education, Music and Drama.
- ❖ Education through experience of ADULT and WORKING LIFE as a basis for personal development and maturity. This aim is promoted through the work experience module, speakers, outings and career related activities.

In the Transition Year Programme the pupil will take greater responsibility for her own learning and decision-making. Pupils will be encouraged to participate in learning strategies which are active and experiential and which aim to help the student develop a range of critical thinking and problem solving skills.

A key feature of Transition Year is the wide range of teaching and learning methods used. Some of these methods include:

- ❖ Activity based learning
- ❖ Group work – discussion, debates, role plays
- ❖ Project work and research
- ❖ Visiting Speakers and seminars
- ❖ Study visits and field trips

- ❖ Personal responsibility for learning
- ❖ Work experience and community service
- ❖ Computer based learning
- ❖ Oral Presentations
- ❖ Demonstrations

Assessment

Assessment is an integral part of the teaching and learning process at all stages in the school. It aims to 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. The TY curriculum is a balance between the academic and the non-academic and is regularly reviewed and assessed by both teachers and students. As a result subjects on offer are subject to change and revision each year.

There is no state examination at the end of Transition Year. Assessment is carried out on an ongoing basis and includes school-based assessment of projects or portfolios, oral, aural, practical and written activities. Evaluation of activities such as Work Experience, Community Care, etc. regularly involves the providers/hosts of such activities and parents. Since 2000, the Department of Education and Science has issued an official Transition Year certificate to participants.

Appropriate modes of assessment are chosen to complement the variety of approaches used in implementing the programme and include the following:

Written, practical, oral and aural assessments;
Reports of work experience and community care;
Projects and exhibitions of work;
Pupil diary/log book to record personal progress;
Parent/Teacher meeting;

Portfolio Assessment;
Graduation Evening.

Evaluation

The Transition Year programme is subject to ongoing internal review as we strive to maintain a vibrant and meaningful programme for our students. Staff evaluation meetings are facilitated by the coordinator towards the end of the year. Issues are highlighted and discussed and necessary changes are introduced to improve the programme. Students do a mid-year evaluation of the programme with their tutors and at the end of the year are given prepared evaluation sheets and are invited to evaluate the programme. Parents are invited to evaluate the Work Experience and Community Care Programme in their daughters TY Journal. A major review involving all staff, current Transition Year students, Senior Cycle students and parents takes place every five years. For all evaluations the findings are collated and presented to school management and staff. The work experience and community care programmes are evaluated annually by the Management, TY CoOrdinator, The Career Guidance counsellor and Chaplain. Transition Year activities are reviewed and evaluated on an ongoing basis by the CoOrdinator and the students. There are annual submissions regarding TY to the Board of Management.

Part 2

Programmes for Individual Subjects and Modules

**Please note that content may vary in some subjects.
Should this arise subject teachers will inform
students of any significant changes.**

Gaeilge – Cumarsáid éifeachtach trí mhéan na Gaeilge

Fad: 3 rang in aghaidh na seachtaine ar feadh 26 seachtaine.

Aidhmeanna:

- Na daltaí a ullmhú don Teastas Eorpach sa Ghaeilge. Is córas scrúdaithe é **TEG** d'fhoghlaimoirí Gaeilge. Tá baint aige leis an *Fhráma Tagartha Comónta Eorpach do Theangacha* (Comhairle na hEorpa, 2001). Scrúdaítear na ceithre scil: Labhairt, Cluastuiscint, Léamhthuiscint agus Scríbhneoireacht. Is é an cuspóir go dtabharfaidh gach dalta faoin scrúdú TEG ag an Meánléibhéal B1 nó B2 de réir a gcumas.

Modhanna Múinteoireachta:

- Obair Ghrúpa
- Cur i láthair ó bhéal
- Úsáid a bhaint as ábhar clos-amharc
- Obair scríofa

Ábhar:

- Ábhar comhaimseartha
- Gramadach
- Achmhainní atá curtha ar fail ag Ionad na dTeangacha, Ollscoil na hÉireann, Má Nuad.

Naisc agus Achmhainní:

Eagrais

- Léargas
- ALTE
- Foras na Gaeilge
- Ollscoil na hÉireann, Má Nuad
- Ionad na dTeangacha, OÉMN
- Feidhmeanas na Seirbhíse Sláinte (FSS)
- Na Comhairlí Contae
- Conradh na Gaeilge
- Gaelchultúr
- An Coimisinéir Teanga
- Coláiste an Gharda Síochána

Acmhainní

- Cúrsaí Teagaisc, Leabhair Ghramadaí, Foclóirí agus Dlúthdhioscaí Acmhainní ar líne
- Ollradhairc, Foclóirí, Cúrsaí Teagaisc agus Irisí , www.teg.ie

Measúnú:

Tá ceithre chuid i ngach scrúdú: Labhairt, Cluastuiscint, Léamhthuiscint agus Scríbhneoireacht. Tá gach eolas le fáil ar an nasc seo a leanas :

http://www.teg.ie/pdf/A2_syll.pdf

Beidh measúnú iomlán ar an gcúrsa idir na múinteoirí agus na daltaí i mí Bealtaine.

Irish – Effective Communication through the Irish Language

Duration: 3 classes per week for 26 weeks

Aims:

- Prepare students for the European Certificate in Irish. **Teg** is an examination system for learners of Irish that is linked to the *Common European Framework of Reference for Languages* (Council of Europe, 2001). Examinations test the four skills: Speaking, Listening Comprehension, Reading Comprehension and Writing. It is the objective that all students would take the TEG examinations at Intermediate Level 1 or Intermediate Level 2 according to their ability.

Teaching-Learning Strategies:

- Group work
- Oral presentation
- Use of audio-visual materials
- Written Work

Content:

- Contemporary subject matter
- Grammar
- Resources provided by the Language Centre, NUI, Maynooth.

Links and Resources:

Organisations

- Léargas
- ALTE
- Foras na Gaeilge
- The National University of Ireland, Maynooth
- The Language Centre, NUIM
- Health Service Executive (HSE)
- County Councils
- Conradh na Gaeilge
- Gaelchultúr
- An Coimisinéir Teanga
- The Garda College

Learning resources

- Courses, Grammar books, Dictionaries and CD-ROMs

Online learning resources

- Overviews, Dictionaries, Courses and eZines, www.teg.ie

Assessment:

There are four components in the examination: Oral, Aural, Reading Comprehension and writing.

Further information on the A2 syllabus can be found on:

http://www.teg.ie/pdf/A2_syll.pdf

The teachers will evaluate the course with their students in May.

All the above information and more is available at www.teg.ie

English

Duration: 3 periods each week for 26 weeks.

Aims:

- To improve written and oral English skills.
- To foster an appreciation and interest in literature and film.
- To encourage personal development and self expression.

Objectives:

- To read, appreciate and evaluate a studied text.
- To present and defend a point of view through debating and public speaking.
- To understand key film terms
- Experience different types of writing and composing(e.g diary and poetry writing)

Teaching & Learning Strategies:

- Classroom discussion
- Library
- Visual Aids-video etc.
- Oral Present
- Research
- Debates/Public speaking
- Group/shared learning

Literature

Novel: ‘The Kite Runner’, by Khaled Hosseini

Learning outcomes:

Students should

- Be able to appreciate and critically analyse the novel studied
- Be able to discuss character delineation in the novel.
- Be capable of exploring the themes and issues in the novel.
- Also be able to read and respond to other novels of their own choosing.

Film Study

Learning Outcomes:

Students should:

- Be able to analyse films in a critical manner.

- Be capable of applying this analysis to other films viewed either in class or outside the classroom.

Poetry

A wide selection of poetry to be explored from the Leaving Certificate Course.

Learning Outcomes:

Students should:

- Be able to read and respond to different poems.
- Learn to write a coherent response to a particular poem.
- Recognise the different conventions of poetry.
- Compose their own poetry on themes that interest them.

Language- Oral and Written

Learning Outcomes:

Students should:

- Be able to complete functional writing tasks, as set out in Paper I of the Leaving Certificate Examination.
- Strengthen their writing skills, both improving accuracy and proficiency.
- Be introduced to the five registers of language as listed in the Leaving Certificate Syllabus. (Information, Argument, Persuasion, Narration and the Aesthetic Use of Language).
- Have developed their knowledge of the various registers of language through their compositions. In composing, students will research, plan, draft, redraft and edit their work. Students will compose in a range of contexts in accordance with the Leaving Certificate Syllabus.

Mathematics

Duration: 3 periods each week for 26 weeks

Aims:

1. Contribute to the personal development of the students by developing critical and creative skills through problem solving.
2. Develop a set of tools, such as logical and deductive reasoning, that will enable students to become effective learners.
3. Foster an understanding of the role of mathematics in everyday life as well as an appreciation for mathematics as an intellectual discipline and a source of aesthetic satisfaction.
4. Develop mathematical knowledge and skills needed for continuing education, and for life and work.

Objectives:

1. Consolidate and build on the concepts and skills acquired at Junior Certificate level.
2. Promote confidence in doing mathematics thus encouraging a positive attitude towards the subject.
3. Use real-life problems as vehicles to motivate the use of algebra and algebraic thinking.
4. Develop statistical reasoning with an aim of becoming a statistically aware consumer.
5. Familiarise students with the language of mathematics and encourage the use of terms related to logic and deductive reasoning, e.g. axiom, corollary, converse, if and only if.
6. Develop an understanding of proof and logical argument and its role in building up a mathematical system.
7. Foster an interest in the practical application of mathematics, through the study of specific areas of interest to the students.
8. Develop skills in communicating and working with others and other specific skills required for the new Project Maths syllabus.

Assessment

Assessment will take the form of both written exam and continuous assessment. Project work, homework, class work and participation will be assessed continuously. There will be an end-of-year exam in May.

Course Content

Probability and Statistics

Fundamental Principal of Counting
Permutations and Combinations
Concepts of Probability
Outcomes of random processes
Expected Value
Finding, collecting and organising data
Explore patterns and relationships in data, communicate findings
Representing data graphically and numerically
Analysing, interpreting and drawing inferences from data
Higher Level: Multiplication and Addition rule for Probability
Conditional probability

Algebra

Manipulation of formulae
Inequalities
Factors: trinomials, sum and difference of two cubes
Simultaneous linear equations
Simultaneous equations, one linear and one quadratic
The Factor Theorem, cubic equations
Solve problems using the rules for indices
Higher Level: simultaneous equations with three unknowns

Complex Numbers

Plotting complex numbers on an Argand diagram
Addition, multiplication and division of complex numbers
Calculate the complex conjugate and the modulus of a complex number
Higher Level: Conjugate Root Theorem

Synthetic Geometry

Perform constructions, (angle of 60, tangent to a circle, parallelogram, centroid of a triangle)
Investigate theorems and use them to solve problems
Higher level: Prove theorems concerning ratios (11, 12 and 13 of Project Maths Syllabus)

Trigonometry

Definition of sin, cos, tan

Theorem of Pythagoras

Solving right-angled triangles

Sine rule and cosine rule for non-right angled triangles

Area of a triangle

Higher Level: graphs of trigonometric functions (sin, cos)

Project work

Chaos theory

Infinity and paradoxes

The golden ratio and Fibonacci

Fermat's last theorem

Cracking codes using frequency analysis

Religion

Duration: 2 periods each week for 26 weeks.

Aims:

- To develop community, experiential and practical aspects of faith.

Objectives:

- To experience a variety of liturgical events
- To prepare for and help students understand Community Care
- To identify and respond to issues of social justice in our communities
- To assist students in their search for meaning through self-reflection
- To compile and present an R.E. project/scrapbook

Teaching-Learning Strategies:

- Classroom discussion
- Project work
- Oral Presentation
- Formal input by teacher
- Use of DVDs, computer, data projector
- Research group work
- Practical work
- Guest speaker
- Self-reflection

Content will include some of the following:

- Rationale for social justice
- Study of social justice issues
- Liturgical event e.g. Grandparents Mass and/or Prayer Service; key moments
- Project work
- Exploration of the search for meaning

Resources:

- Novels : ‘Tuesdays with Morrie’ and ‘The Diving Bell and the Butterfly’
- Packs e.g. Vincent de Paul, Focus Ireland

- Speakers
- DVDs
- Face-Up magazine

Assessment:

- Project Assessment sheet
- Report on Liturgical Events

Vocational and Personal Guidance

Duration: 1 period each week for 27 weeks

Aims:

To inspire, support and encourage students to develop their talents and abilities personally, socially, vocationally and academically so as to enable them to make well-informed decisions about their lives.

Objectives:

1. To identify and evaluate the objective and factual data on educational and training opportunities, occupations, labour market entitlement etc.
2. To organise and participate in work experience and thus make informed decisions regarding their future courses/careers
3. To avail of counselling sessions in order to explore their thoughts and feelings and choices open to them
4. To define the meaning of terms such as degree diploma certificate and FETAC etc
5. To complete psychometric and interest tests
6. To be aware of their personal interests, abilities and talents
7. To be able to complete a CV, letter of application and to be able to apply for a job
8. To make informed decisions regarding subject choices for senior cycle based on information provided in class, presentation given by subject teachers and talk given to parents
9. To complete an interview with an adult in a specific career area
10. To make a presentation to the group

Contents:

The following is a list of topics which will be covered, time permitting during the year. During the year the girls will have an opportunity to complete the DAT test, attend a talk on subject options given by teachers and participate in work experience. Parents will also be invited to a talk on subject options.

- Accessing information
- National Framework of Qualifications
- Career categories and course requirements
- Subject choices and making decisions
 - Higher level or Ordinary level
 - Taking an eight subject
 - Languages
 - Sciences- physics, chemistry biology
 - Business –economics, accounting, business
 - Home Economics
 - Art

Music

- Interest and aptitude tests
- Work experience – preparation and evaluation
- Job hunting
- Interviews
- Application forms and cover notes
- Curriculum Vitae
- Careers project- career directions
- Careers interview
- Qualities of prospective employees
- Finding the perfect job

Evaluation

- Students' progress can be monitored by questionnaires, rating scales or checklists
- Student progress can also be evaluated by feedback from others- parents, teachers, and other students.
- Students' experience of the programme with regard to its content, design, methodology, and organisation can be evaluated through questionnaires and general feedback at the end of a term or year
- The teachers' evaluation can also be recorded through departmental discussions and journal taking.
- Students knowledge and judgements of modules can be ascertained through 'end of module record sheets'.

French

Duration : 3 classes per week for 26 weeks.

Aims:

- To improve reading, written and oral skills in French.
- To foster an interest and appreciation of French language and culture
- To encourage independence in the acquisition of the language

Learning Outcomes:

▪ Reading skills

Students should be able to

- Develop the skill of reading for general understanding
- To read confidently with a view to responding to specific comprehension questions (as is demanded at Leaving Cert. level)
- To read a novel or short stories with guidance in class and, as the year progresses, with increasing independence at home

▪ Writing skills

Students should be able to express themselves with confidence on topics related to:

- Themselves, their family and their friends
- The everyday experience of Transition Year (classes, activities, school trips)
- Their Community Care placement
- Their work experience and ambitions

To write - diary entries

- informal letters
- formal letters related to job applications
- short opinions,
related to these topics

▪ Oral skills

Students should be able to speak with fluency and accuracy on a variety of prepared topics related to

- Their family life and their friends
- Transition year
- Community care placement
- Work experience and their ambitions

Assessment

- Continuous assessment (based on class tests, written assignments and oral work)
- Selected work for portfolio to be assessed by interview
- Oral final exam
- Written Summer examination

Teaching and Learning Strategies

- Group work /pair work /simple debates.
- Structured assisted reading
- Use of authentic documents on magazines, CDs, DVDs where appropriate
- Encourage the use of websites for independent learning, revision of grammar and research.
- Written assignments on various aspects of life in Transition Year
- Use of the textbook Mosaique
- Participation in a French theatre workshop

Use of class tests for monitoring the revision of specific aspects of the language (grammar, etc...)

Hispanic Language and Culture

Duration: 3 periods each week for 26 weeks

Aims:

- Develop awareness and appreciation of culture in the Spanish speaking world
- Consolidate language skills through practice in reading, writing, listening and oral work
- An introduction to film, literature and current affairs
- Familiarize the students with Leaving Cert. type assignments in Spanish
- Encourage self-learning through IT

Teaching Strategies:

- Short lectures on civilisation to enhance listening skills
- Pair/group work, sometimes using IT
- Individual work on Leaving cert. type assignments (diary entries, reports and opinions)
- Homework corrected in class
- Introduction to a novel, to develop learner autonomy
- Work experience package (CV, covering letter, diary, assessment, and job interview) as a preparation to working life and a taste of business Spanish
- Pursued links with the Spanish Cultural institute and the Hispanic world
- Various websites to practice grammar and generate awareness about current affairs
- Using various software programs to produce projects (Word, Publisher)
- Using an internet blog to record Transition Year experiences

Objectives:

Students should be able to:

- Set their objectives for Transition Year
- Describe their experiences in Transition Year
- Be prepared for a potential work experience application in the Spanish speaking world
- Familiarize themselves with Spanish culture
- Write a report about Community Care
- Familiarize themselves with Latin American culture
- Develop their learner autonomy through independent reading of a Spanish novel
- Become confident using the internet to practice grammar and be aware of current affairs
- Use various software programs to produce assignments

Content Structure

The course will be divided into **six** modules taught on a weekly basis.

1. Spanish Blog

Students create a blog to document their Transition Year experiences. They set goals for the year and post them onto the blog. They build up a pool of vocabulary to document their experiences throughout the year. They consolidate their grammar by regular writing in the blog.

2. Work Placement

Students gain vocabulary relating to work and professions. They prepare a CV and cover letter, and participate in a job interview before embarking on their work experience placement. They write entries in their blog during their work experience.

3. Civilisation 1 and 2

Module 1:

Students are introduced to various aspects of Spanish culture including history, politics, geography and education. They learn how to use Microsoft PowerPoint to present their group projects on one of the aspects covered.

Module 2:

Students are introduced to various aspects of Spanish culture including society, festivals, cuisine and art. They learn how to use Microsoft Publisher to present a touristic brochure on an element of the module.

4. Community Care

Students gain vocabulary relating to social work and social issues. They enhance their word processing skills by using Microsoft Word to write a report on the organisation where they work.

5. Hispanic World

Introduction to Latin American geography, history and civilisation through listening to audio-visual materials, reading of authentic documents and research on topics related to Hispano-American culture. This module will be assessed in the summer exam.

6. Literature

Students will watch a Spanish film and then embark upon the novel in class. Independent reading of the same will be encouraged. They will use Microsoft Publisher to produce a summary of the film.

Assessment

- Continuous assessment of written Spanish in the blog to monitor the students command of the Spanish grammar
- Work experience package, including CV, covering letter, interview and blog entries
- Group presentation on aspect of Spanish culture
- Touristic brochure on aspect of Spanish culture
- Report on community care organisation
- Film summary
- Summer exam will include examination of 4 skills: oral, aural, reading and written

*One assignment will be selected for TY portfolio interview.

Resources

- Textbook: España, Manual de Civilización, Español Lengua Extranjera
- Use of authentic materials on Hispanic culture, DVDs, CDs, magazines
- Worksheets
- Internet Blog: www.blogger.com
- Relevant websites:
 - www.studyspanish.com
 - www.bbcmundo.com
 - www.bbc.co.uk/languages/spanish
 - www.aprenderespanol.org
 - www.rtve.es
- Film & Novel: La Aventura de Saíd

Possible links with other subjects

- I.T.
- Home Economics - Spanish food
- Geography - South and Central America
- History and politics - South and Central America
- Vocational - job application

German

Duration: 3 periods each week for 26 weeks

Aims:

- To develop language skills acquired at Junior Certificate and an awareness of Germanic culture.
- To explore aspects of the Leaving Certificate syllabus.

Objectives:

Oral

- Students will be able to express themselves orally with confidence.
- Students will engage in role-playing, group and pair work, oral presentations, debates and interviews.
- Students will be introduced to picture-stories & role-plays in preparation for the Leaving Certificate

Reading

- Students will be able to build on their reading skills through the use of materials such as magazines, newspaper articles, textbook and a novel.

Listening

- Students will develop skills acquired at Junior Cert through the use of relevant CI) exercises and exposure to film.

Writing

- Students will be expected to keep a diary at various stages throughout the year.
- Students will prepare a C.V and letter of application in conjunction with their work experience.
- Students will write reports after certain events, e.g. Achill, Community Care, Work Experience etc.
- Resources:
 - Textbook
 - Magazines and authentic materials
 - Internet
 - DVDs
 - Novel
 - Worksheets/handouts

Possible links with other subjects:

I.T.

History Geography

Art

Music

Home Economics

Assessment:

- Continuous Assessment
- Written Examination at Christmas
- Oral Examination at the end of the year in conjunction with a written exam.

Physical Education

Duration: Two classes per week for 26 weeks.

Aims:

- ❖ To provide students with opportunities to develop new sports skills (e.g. Gaelic Football, pilates, tag rugby)
- ❖ To develop students' hand – eye co-ordination.
- ❖ To introduce an adventure activity module.

Objectives:

Students will develop:

- ❖ An appreciation of the value of participation in selected physical activities as a lifelong endeavour.
- ❖ Competence in the performance of a range of activities
- ❖ An understanding of the principles of fairness and tolerance in interaction with others.

Teaching-Learning Strategies:

- ❖ Negotiated Learning
- ❖ Kinetic Movement
- ❖ Oral Presentations by students

Content:

- ❖ Pupils participate in a variety of sports (e.g. swimming, basketball, tennis, athletics, aerobics)
- ❖ Pupils are introduced to basic orienteering skills.
- ❖ Outdoor Activity Trip
- ❖ Table Tennis
- ❖ Gaelic Football
- ❖ Tag Rugby
- ❖ Visit to a fitness centre
- ❖ Tour of Aviva Stadium
- ❖ Tag rugby
- ❖ Pilates

Resources:

- ❖ Adventure Centre, Sports Equipment, Indoor Sports hall.

Assessment:

- ❖ Students choose a particular sport and will receive a certificate of participation based on continuous assessment.
- ❖ Awards given at prizegiving for outstanding participation to sport and leadership skills.

Links with other subjects:

- ❖ Links with Vocation and Personal Guidance, “Cookery for Today” module link

Evaluation:

- ❖ Student Evaluation Sheet of Programme
- ❖ Areas of benefit
- ❖ Areas less beneficial
- ❖ Areas would like to change

Subject Sampling Layer

Art

Duration: 2 class periods for 13 weeks

Aims:

- Introduce students to the skills associated with toy making/ jewellery making
- Encourage confidence in creative expression and develop students awareness of their own artistic style and ability to create unique art works
- Engender an appreciation of aesthetic principles and practical skills associated with artistic processes
- Foster an environment of skills sharing by encouraging students to observe and explore the work of their class peers

Objectives

- Students will learn to read/design patterns leading on to the making of a finished soft toy
- Students will develop an appreciation of suitable fabrics associated with this artistic discipline
- Students will develop an appreciation of health and safety issues surrounding the making of soft toys for children
- Students will become skilled in a variety of sewing stitches necessary for the completion of a soft toy

Content

- Choosing or designing a suitable pattern for a soft toy
- Choosing suitable fabrics and understanding the aesthetics of colour combination
- Demonstrations by teacher to students – cutting fabric, sewing stitches for assemblage and details for faces/ paws/ etc
- Choosing suitable stuffing
- Decoration

Additional Projects such as the following may be included:

Aims

- An introduction to the discipline of jewellery making

Objectives

- Students will gain an understanding of the basic equipment associated with this art form including different types of pliers/findings/wires/beads and bead sizes.

- Students will explore a variety of techniques involved in earring making, necklace making and bracelet making

Content

- Development of research and design sheets
- Demonstration by teacher to students of a variety of techniques involved in jewellery making
- Designing and making of earrings/necklaces/ bracelets

The Lives of Artists

An investigation into the lives and working methods of various artists whose work had a significant effect on the course of art history. Students will produce works in the style of various masters for example, the Vincent Van Gogh, George Seurat, Henri Matisse, Edward Munch etc.

Resources

Basic materials for these modules will be supplied by the Art Department

Assessment

Final work will be assessed on students' research, design, exploration of materials, imaginative and unique approach and fabrication of finished pieces.

Evaluation

Group expo at end of year

Links with other subjects

Art history, Home Economics, IT, Craft class.

Commerce

Duration: 2 periods per week for 26 weeks

Aims:

- To assist students in their personal development and to improve their interpersonal skills
- To give students a basic understanding of the business world in a theoretical and practical sense and of the working of the economy.

Objectives:

Students will

- gain an insight into employment Law
- gain knowledge of the Stock Exchange and other Financial Institutions.
- have knowledge of the workings of the marketplace, with an understanding of the powers of advertising, the principles of Marketing and the Ethics of Business.
- have an understanding of basic demand and supply and be able to draw graphs relevant to Leaving Cert Economics.
- be able to identify the Economic Indicators and their interaction in the Economy.
- be able to calculate Income Tax on Salaries and will have knowledge of the Irish Tax System.
- be able to identify their rights as consumers and have knowledge of the steps involved in solving conflict.
- be introduced to Final Accounts; they will be able to assess business accounts and discuss their relevance in the business world.
- have an awareness of the concept of Globalisation and its impact on International and domestic economies.
- become familiar with Insurance terms and the basic principles of Insurance.
- become aware of European Union Monetary Policy

Teaching Learning Strategies:

- Negotiated Learning
- Formal Teacher input
- Group work
- Interviews
- Project work
- Use of DVDs
- Visiting speakers

- Oral Presentations by students
- Classroom Discussion
- Pair Work
- Internet Research

Content:

<p>Economics: Introduction to Supply and Demand Budget (Government and Economy) Economic Indicators Taxation</p>	<p>Accounting: Introduction to Accounting Terms Investments Module Accounting in the context of the Business Environment</p>
<p>Business: Introduction to basic Taxation calculations Consumer Legislation and conflict resolution Market Research, Marketing Mix and the powers of Advertising European Union Globalisation and Social and Ethical responsibilities of Business Insurance Principles and associated terms Employment Legislation Simulated Business</p>	

Resources:

Textbooks, Business 2000, newspaper articles, Internet, Revenue Commissioner’s Publications, National Consumer Agency, EU office and DVDs.

Assessment:

- Class Participation
- General Course work i.e. presentation and meeting of required deadlines
- Assignments
- Reliability of research and content
- Project work – written and oral Presentation

Cross curricular Links:

- IT Presentation skills and Research
- Careers CV and Cover letter
- Politics module

Evaluation:

- Student Feedback
- Business Department Discussion

History

Duration: 2 periods each week for 13 weeks

Aims:

- ❖ To develop in students an appreciation of the society in which they live and of other societies, past and present.

Objectives:

- ❖ Skills of researching independently
- ❖ Bridging gap between Junior and Leaving Cert.
- ❖ To study non-specific topics related to Junior & Leaving Cert.
- ❖ To select and do a project of personal interest to them

Teaching-Learning Strategies:

- ❖ Research skills – I.T. Books, video
- ❖ Debate/discussion
- ❖ Chalk/Talk, Overhead
- ❖ Guest Speaker – Workshop
- ❖ Class presentation

Content:

- ❖ American History
- ❖ Profiles of 20th century historical figures

Resources:

- ❖ People – Guest Speaker
- ❖ Text books
- ❖ Videos
- ❖ I.T.

Assessment: One or more of the following methods of assessment will be used.

- ❖ A Research Project (Must be handwritten and fully referenced)
- ❖ End of year exam
- ❖ Oral presentation

Links with other subjects:

- ❖ Vocational and personal development

Evaluation:

- ❖ Questionnaire at end of year outlining positives and negatives of subject
- ❖ Any improvements

Geography

Duration: 2 periods per week for 13 weeks

Aims:

1. To develop an awareness and appreciation of the physical forces at work in our environment. These will include:
 - (a) Plate Tectonics
 - (b) Earthquakes
 - (c) Volcanoes
2. To explore, research and analyse economic, human and global issues which affect our planet.
3. To undertake a practical section of Leaving Cert Geography

Teaching Strategies:

The module will be taught in the following ways;

- (a) Pair work/group work and group discussion will be encouraged on aims
- (b) Individual work on topics which arise in the textbook – ‘Make the Transition, Geography’
- (c) PowerPoint presentations on course aims
- (d) Audio-visual: Documentaries and short films based on topics

Objectives:

Students should be able to:

- Develop a deeper understanding of physical, human and economic geography.
- Familiarise themselves with the preparation, planning, gathering and interpretation of data on a Leaving Cert investigation title.

Content/Structure

The course will be divided in two parts

1. Transition year course book will be used and include topics such as

- (a) Introducing Geography
- (b) Regions of the World
- (c) Europe and the European Union
- (d) Ireland
- (e) Ordnance Survey Skills
- (f) Aerial Photographs
- (g) Natural Disasters
- (h) Global Warming
- (i) Culture
- (j) Geographical Investigation Skills

2. Practical Work

Students will be expected to prepare, plan, gather and interpret a study of building and land use on St. Stephen's Green.

Assessment

- Regular homework assignments relating to classwork.
- A written report on the building and land use survey.

- An end of module written exam.

Resources

- Use of authentic materials on topics (DVD's, CD's, Magazine Reports, Websites)
- PowerPoint presentation
- Worksheets for field work
- Course book 'Make the Transition, Geography'

Possible Links with Other Subjects

- IT and Computers
- History
- Religion
- Art

Science

Duration: 3 periods each week (1 single and 1 double) for 26 weeks

Aims:

1. Develop the students' technical, practical and academic skills with an emphasis on inter-disciplinary and self-directed learning.
2. Foster a genuine interest in science by studying areas of interest, which are often neglected because of pressure of time.
2. Develop in pupils an awareness of the applications of science in their everyday life and environment.
3. Encourage critical thinking, a spirit of inquiry, self-reliance, initiative and problem-solving skills.

Objectives:

1. Enable pupils to discover their own individual talents, aptitudes, abilities and creative potential.
2. Develop specific skills, e.g.
 - to carry out practical work safely and effectively
 - to record and analyse data
 - to plot and interpret graphs
 - to develop the ability to work as a member of a team
3. To develop scientific literacy by providing students with a knowledge and understanding of scientific facts, terms, principles and concepts.

Teaching and Learning Strategies

A wide range of teaching and learning methodologies will be used. These will include:

• practical work	• research
• pair/group work	• demonstrations
• project work	• classroom discussion
• audiovisual	• field trip
• visiting speakers	• formal input by teacher
• computer-based learning	• oral and visual presentations by students

Course Content:

Section A

This part of the course aims to prepare students for the Leaving Certificate and to better prepare them for making decisions regarding their Leaving Cert subject choices. It will provide students with a taste for each of the three Leaving Certificate Science courses by covering one topic in full from each of the Leaving Certificate Biology, Chemistry and Physics courses.

Section B

The remainder of the syllabus consists of a number of modules. The content of these modules is designed to attempt to foster a love of science by providing an environment where science concepts and skills are applied in ways that make them meaningful to the students. Students will study a selection from the following topics:

Scientific Problem Solving

In this module the pupils will be introduced to research techniques, scientific methods, display skills, communication skills etc. This module will also develop the pupils' self-reliance, creativity and ability to work within a group by designing and conducting a number of experiments to solve given problems.

The BT Young Scientist and Technology Exhibition and other competitions such as SciFest and Seagate Young Innovators/Northern Ireland Young Scientist Competition are open to all Transition Year students and they are actively encouraged to participate.

Laboratory Techniques

This module will contain a number of investigations aimed at developing and improving the skills and techniques required to carry out Leaving Cert experiments safely and effectively.

Biotechnology

This module includes genetic engineering, genetic fingerprinting, inherited diseases, DNA structure, cloning, simple genetic crosses and isolation of DNA from kiwi fruit.

Forensic Science

Pupils study the functions and anatomy of the skin and how fingerprints are formed. They learn about fingerprint analysis and how chromatography is used in forensic science.

Horticulture

Pupils will study plant biology and have an opportunity to experience bulb planting, taking cuttings, growing their own herb garden etc.

Weather & Climate Change

This module will investigate the weather and students will have the opportunity to build a number of instruments to measure the weather as well as exploring the effects of climate

change on planet earth and its inhabitants.

Zoology

Pupils will learn foster an appreciation of biodiversity through ecological studies, audio-visual presentations and their own research and presentation. Pupils will also get a chance to investigate animal physiology through a number of guided dissections. The module includes a field trip to Dublin Zoo.

Flight Technology

This module includes a study of the history of flight and pupils will design and build a number of flying machines.

The Physics of Light

This module builds on concepts learned at Junior Certificate level in a creative and explorative manner. Content includes workshops on leaving certificate experiments and construction and use of pin-hole cameras and kaleidoscopes.

Astronomy

Linking in with the International Year of Astronomy this module allows students to investigate and learn in detail about the planets in our solar system and beyond. They will study the history of astronomy and the possibility of life on other planets.

Cosmetics

Students will explore the chemistry of cosmetics from the ancient Egyptians to modern day methods. Students will have the opportunity to recreate Egyptian cosmetics and create their own cosmetics such as moisturizer, perfume and nail varnish.

Creative Chemistry

A selection of hands-on lab based activities such as creating slime, growing crystal gardens, extracting glue from milk and investigating invisible inks.

Resources:

Enfo - The Environmental Information Service on Energy Conservation and the Environment

SATIS - Science and Technology in Society

ECOUNESCO - Ireland's National Youth Environmental Organisation,
Dublin Zoo

Intel – Design and Discovery module

UCD, TCD, DIT, NBSS, etc.

Resource Centre and Library, Loreto College, St Stephen's Green

Videos: Cracking the Code - BBC TV series, Life Story – Horizon, Anastasia - BBC TV, Gorilla - National Geographic Special, Planet Earth-BBC TV, An Inconvenient Truth.

Assessment:

Assessment will take the form of both written exam and continuous assessment. There will be a written test in December and an end-of-year written exam in May. All assignments, project and class work will be evaluated as a method of continuous assessment. Meeting deadlines will form a crucial element of the evaluation process.

Evaluation:

At the end of each module the students will be given an opportunity to evaluate the module in terms of content, interest, motivation, improvements etc.

Cookery for Today

Duration: 2 periods each week for the year.

Aims:

- ❖ Encourage students to develop and apply the management skills necessary for the effective organisation and management of food resources to satisfy personal needs in a continuously changing economic and technological climate.
- ❖ To develop knowledge and competence of basic cookery skills.
- ❖ To develop awareness of health and safety practices in activities related to Home Economics.
- ❖ To provide a suitable basis for the formation of post-school life to include particular needs of the food industry.
- ❖ To encourage students to become discerning consumers.

Objectives:

- ❖ To develop and extend organisational, manipulative and creative skills in the preparation, cooking and presentation of food.
- ❖ To develop skills in buying, handling and evaluating foodstuffs.
- ❖ To plan, prepare and present meals to meet specific requirements.
- ❖ To implement work schedules.
- ❖ To gain experience of communicating, interacting and co-operating through working in pairs.
- ❖ To develop awareness of current influences in the food industry and the changing Irish Diet.

Teaching-Learning Strategies:

- ❖ Practical work
- ❖ Demonstrations
- ❖ Use of DVDs.
- ❖ Pair Work
- ❖ Visitors
- ❖ Outings

Content:

Basic Cooking methods:

- ❖ Rubbing in, creaming, whisking, melting, pastries.

Selection:

- ❖ Starters, Main Courses, Desserts.
- ❖ Seasonal cookery which may include: Christmas, Easter, Valentines, Shrove Tuesday and birthdays.

- ❖ Tasting sessions e.g. Ice creams, chocolate, cheeses, fruits, coeliac and soya products.

Resources:

- ❖ Home Economics Transition Year Workbook 2010/2011
- ❖ White long sleeved cotton coat
- ❖ Disposable camera

Assessment:

- ❖ One practical cookery exam.
- ❖ Continuous Assessment of workbook.

Links with other subjects:

Art. SPHE. Business Studies.

Evaluation:

Students evaluate practicals completed in Transition Year Workbook.

Classical Studies

Duration: 1 period each week for 13 weeks

Aims:

To enable students to acquire a knowledge and appreciation of classical civilisation and culture through study of the social, cultural and political life of Greece.

Objectives:

- ❖ to develop a good general knowledge of Greek civilisation
- ❖ to enable them to make comparisons and contrasts with Ancient Greek and modern society

Teaching-Learning Strategies:

- ❖ Research - internet, books, video clips
- ❖ Powerpoint
- ❖ Video clips (Youtube, etc)
- ❖ Slides

Content:

- ❖ Athenian politics
- ❖ Athenian society- women and slaves
- ❖ Athenian Culture – Religion, social values, festivals and games
- ❖ Sparta

Resources:

- ❖ Videos
- ❖ Internet
- ❖ Powerpoint
- ❖ Primary Sources (Homer, Herodotus, Thucydides etc)

Assessment:

- ❖ Regular assignments
- ❖ End of term test
- ❖ Project work

Links with other Subjects:

- ❖ History
- ❖ English
- ❖ Geography
- ❖ C.S.P.E

Evaluation:

- ❖ Questionnaire at end of term

TY Specific Modules

Computers

Duration: 3 periods each week

Teachers: Mr David Hobson & Ms Yseult Whitaker

The transition year IT course will be broken into two parts

- A. General IT skills
- B. Digital Creator

AIMS & OBJECTIVES

A. General IT Skills

This part of the course allows students to develop competency and confidence across a range of IT skill sets that will prove invaluable for all stages of life, education, and employment.

B. Digital Creator

This year the greater part of the transition year computer course will focus on fun and exciting ways to use a wide range of digital media. The course that will be followed is Digital Creator. Transition year students will take four modules, qualifying them for half of the Digital Creator award. The Digital Creator Award is accredited by the British Computer Society and is recognised internationally. (more information here www.digitalcreator.ie/)

TEACHING AND LEARNING STRATEGIES

The course will place a heavy emphasis on e-learning. Students will develop skills that are used extensively at third level and reflect the direction in which learning is going. Students will keep a blog where they reflect on their progress and learning. Students will be encouraged to collaborate and help each other using email and other tools. Students will have access to the Digital Creator Moodle site. The teachers have created a Wiki for the course and students will also be expected to find and evaluate other resources on the Internet.

- Computer- based learning
- e-learning accessible online at home and in school
- project work and assignments
- demonstrations
- classroom discussion

COURSE CONTENT

A. General IT skills

Students will develop their general IT skills through a range of activities in the use of wordprocessing, spreadsheets, presentations and file management.

B. Digital Creator

Digital media is evident in almost every aspect of our daily lives. We carry music, photos, videos on our mobile phones and portable music players. Digital Cre8or is a creative and interactive way to learn about the techniques and technologies involved in manipulating and making the most of these kinds of devices and of our computers. It encourages learners to create real life digital media projects that build into an innovative digital assessment e-portfolio.

Four of the eight modules of the Digital Creator programme are offered as part of the transition year programme. On completion of four modules students are eligible for the half Digital Creator certificate. The programme includes an online e-learning facility.

Modules offered during transition year from the Digital Creator programme are as follows:

Unit B // Digital Still Images

Get a better understanding of how digital photo's work and how you can improve the way you take them. You'll learn how to enhance, edit and play with your photo's with some great and often funny techniques, from the simple to the sublime. We'll then teach you some great ways to show them off!

Unit C // Moving Image Language

Become a budding film maker or just dazzle your friends by learning all about the language used in film production, from finding out about camera movements and positions to the different colours and effects that can be added with real creativity.

Unit D // Digital Video

Learn all about digital video and how it works - including how to capture, store, edit and share your videos. We'll show you some great editing techniques and you'll have great fun creating your films for family, friends or to start your way on a career in film.

Unit G // Sharing on the Internet

We'll also show you how to share your work on the internet, by putting your projects onto websites, setting up links to your work, creating podcasts, etc. We'll also teach you about different file sizes to help you around any difficulties you could experience.

ASSESSMENT

Students will be assessed for their work on Digital Creator. A digital e-portfolio will be created throughout the year and will be graded on a continuous basis. This requires the completion of six assessments for each of the units taken. Credit is also given for the blog kept by the students.

Mind Gym

Duration: 1 period a week for 10 weeks

Teacher: Ms A.M. Smith

Aims: To develop in students the four keys to lateral thinking: testing assumptions, asking the right questions, creativity and using logic.

Objectives:

- To be able to solve puzzles, both numerical and verbal, by having an open mind, patience and a determination not to give up.
- To analyse situations and come to conclusions which result in the best possible outcomes.
- To gain confidence in their ability to work things out – realizing that they don't have to be mathematical geniuses.
- To learn that giving the brain a work out can be very enjoyable and entertaining.
- To rediscover the creativity of childhood.
- To be able to use real life scenarios to gain greater understanding of human relationships.

Teaching and Learning Strategies:

- Group work
- Debate/discussion
- Question and answer sessions
- Case studies
- Individual problem solving
- Worksheets
- Demonstrations by teacher
- Role playing

Resources:

Books
Tangrams
Internet

International Relations

Duration: One Class per week for academic year

Aims

- To engender and encourage interest in international affairs and global Citizenship

Objectives

- Students will be able to critique dominant political and economic ideologies and offer elementary policy solutions to problems of a global nature

Content

- Survey of dominant political ideologies over the last century, democracy versus communism and corresponding economic systems will be assessed through comparative studies of contemporary American and Chinese society.
- There will be a focus on the rise of supranational organizations and Institutions since World War Two in particular the United Nations and related agencies, e.g. U.N.E.P and UN AIDS.
- The processes involved in globalization will be addressed
- In addition, global problems such as terrorism, nuclear proliferation, medical epidemics, human rights abuses and environmental degradation will form topics for analysis.
- Current international crises will be addressed as they arise in the course of the year.

Methodology

- Use of textbook, debate, discussion, group work, powerpoint presentations, use of relevant websites and DVD's and newspapers.

Textbook

- The textbook 'Ideology and International Relations' used on the Modern Studies curriculum in Scotland will be the basis for class discussion

Assessment

- Students will be required to keep a news diary covering the academic year.
- Students will log a new story every week and give analysis of same.
- Students will also present a power point presentation on an issue of international concern and suggest some policy solutions.

Project Option Class

Duration: 2 periods each week for 26 weeks

Students will have a limited, negotiated choice from one of the following options:

- ❖ City Quay National School Literacy programme – 8 places
- ❖ Italian for Fun – 18 places
- ❖ Mini-Company – 12 places
- ❖ Young Social Innovators – 12 places
- ❖ Young Environmentalist Awards – 12 places
- ❖ Craft – 16 places
- ❖ Horticulture – 18 places

Italian for Fun

Duration: Two periods per week for 26 weeks

Aims: To enable students to speak, read, write and understand basic Italian for holiday purposes.

Teaching and Learning Strategies:

Students will be introduced to the key structures of the language with the emphasis placed on communication. Authentic listening and reading materials will be used that are based on everyday life and encounters in Italy. Students will also be introduced to various aspects of Italian culture.

Young Social Innovators

Duration: Two periods per week for 26 weeks

Aims:

- ❖ To find an issue of social concern which the students would like to tackle, in their local area or at national level.
- ❖ To encourage students to investigate it, and come up with their own solutions or responses to it.
- ❖ To endeavour to present their findings and suggestions at the two-day exhibition of student work towards the end of the academic year.

Objectives:

- ❖ On conclusion of this programme students should have developed their research, planning, decision-making and negotiation skills.
- ❖ Students will become more adept at teamwork and communications.
- ❖ Students will experience increased self-awareness and social awareness.
- ❖ Students will appreciate the importance of participation and involvement in the community and will have a greater understanding of democratic processes.

Teaching and Learning Strategies:

- ❖ Formal input by teacher
- ❖ Use of video tapes
- ❖ Visiting Speakers
- ❖ Classroom discussion
- ❖ Group work
- ❖ Project Work
- ❖ Study visits

Content:

Social Issues of concern to the students that they would like to investigate and perhaps endeavour to create change in how we live, think and care for others in the community and to shape the future fabric of our society.

Assessment:

- ❖ Presentation of Project at end of year.
- ❖ Students will make a three-minute oral presentation on their chosen topic at the end of the academic year.

Links with other subjects:

- ❖ Religious Education

- ❖ CSPE Junior Cycle
- ❖ Computer Studies

Resources:

- ❖ The YSI Guide
- ❖ The Heart of the Matter Video
- ❖ The YSI website
- ❖ The YSI Student Planner
- ❖ Other relevant current material

Evaluation:

End of term evaluation with students and overall evaluation of the programme at the end of the academic year. Ongoing evaluation by teacher especially at end of term.

The Young Environmentalist Awards (YEA)

Duration: Two periods per week for 26 weeks

The Young Environmentalist Awards (YEA) is an all-island environmental awards programme for young people. The YEA has been running since 1999, and attracts hundreds of young people each year.

Aims:

- ❖ to support and honour young people who take part in environmental projects which protect their local environment, prevent environmental damage and promote environmental awareness.
- ❖ to empower young people to become active citizens through environmental project work.

Objectives:

- ❖ To research and development of a project idea
- ❖ To plan a project
- ❖ Environmental improvement as a result of the project
- ❖ To raise awareness and involvement of others
- ❖ Personal development

Teaching and Learning Strategies:

- ❖ Formal input by teacher
- ❖ Use of video tapes
- ❖ Visiting Speakers
- ❖ Classroom discussion
- ❖ Group work
- ❖ Project Work
- ❖ Study visits
- ❖ Materials provided from Eco-Unesco

Assessment:

- ❖ Presentation of Project at end of year.
- ❖ Students will make an oral presentation on their chosen topic at the end of the academic year.

Links with other subjects:

- ❖ Science
- ❖ Geography

- ❖ CSPE Junior Cycle
- ❖ Computer Studies

Resources:

- ❖ The YEA Manual
- ❖ Environmental Organisations e.g.
- ❖ Enfo www.enfo.ie
- ❖ EHS NI www.ehsni.gov.uk
- ❖ DOELG www.environ.ie
- ❖ Sustainable NI www.sustainableni.org
- ❖ Dept of Environment NI www.doeni.gov.uk
- ❖ Environmental education:
- ❖ National Environmental Education Centre www.knocksinkwood.org
- ❖ Education for sustainability www.e4s.org.uk
- ❖ Earthviews www.earthviews.co.uk/
- ❖ Citizenship education www.citizenship-global.org.uk/resources.html
- ❖ Education for sustainable development network <http://esd.rtpi.org.uk>
- ❖ Comhlamh (development organisation) www.comhladh.org
- ❖ Compassion in World Farming www.ciwf.ie
- ❖ Conservation Volunteers Ireland www.cvi.ie
- ❖ Cork Environmental Alliance www.iol.ie/~cea
- ❖ Cork Environmental Forum www.corkenviroforum.com
- ❖ Crann www.crann.ie
- ❖ Energy Action Ltd. www.energyaction.ie
- ❖ Eol-Oidi na hEireann - Irish Science Teachers Association www.webpage.ca/enra
- ❖ Feasta - sustainable economics www.feasta.org
- ❖ Foxwatch Ireland <http://homepage.eircom.net/~foxwatchireland>
- ❖ Friends of the Irish Environment www.friendsoftheirishenvironment.org
- ❖ Global Action Plan (Gap Consultancy) www.compass.ie/gap

- ❖ Other relevant current material

Evaluation:

End of term evaluation with students and overall evaluation of the programme at the end of the academic year. Ongoing evaluation by teacher especially at end of term.

Craft

Duration: Two periods a week for 26 weeks

Headpiece

Duration: Two periods per week September-December

Aims:

- To design and create a headpiece from found objects incorporating textiles skills such as stitching and beading.
- To introduce pupils to the design process.
- To develop confidence in analytical thinking, problem solving and decision-making.
- To familiarise pupils with basic textiles skills.

Outcomes:

- Students will be able to create an A1 mood-board that demonstrates a clear design process.
- Students will be able to use a running stitch, buttonhole stitch, chain stitch and cross stitch.
- Students will be able to utilize beading in the headpiece.
- Students will have a confidence in problem solving and decision-making in relation to the design process.

Content:

- Researching theme through photography & drawing.
- Researching theme by collecting imagery & found objects.
- Documenting progress of project visually in notebook.
- Pupils will become familiar with basic embroidery stitches and techniques.
- Pupils will explore the textures of the various surfaces they are working with.
- Pupils will model & photograph finish headwear.
- Pupils will explore the possibility of staging a runway display of their work.

Teaching/Learning Strategies:

- Power point presentations of research & support artists
- Demonstrations of textiles skills such as stitching & beading by the teacher.
- Peer evaluation of class work facilitated by the teacher.
- Keeping notebook/sketchbook of visual & thematic progress. Noting new ideas.

Resources:

Thread, fabric scraps, found materials, beads, wire, paper, and card.

Support Artists:

Philip Tracey, Stephen Jones, William Chambers.
Gabriel Moreno, Laura Laine.

Assessment:

Work will be assessed throughout the year.

Marking 30% Mood-board- Depth of research, design, exploration of ideas.

20% Classroom behaviour, contribution to class, engagement with project.

50% Final Piece- Use of materials, level of skill displayed, realisation of design, display of piece.

Evaluation:

Group/Peer evaluation of headwear. Group display at the end of the year with photo shoot or runway show.

Animal Head Costume Design

Duration: Two periods per week December- May

Aims:

- To design and create an oversized head based on an animal.
- To develop pupils awareness of the design process.
- To develop confidence in analytical thinking, problem solving and decision-making.
- To familiarise pupils with costume design.

Outcomes:

- Students will be able to create an A1 mood-board that demonstrates a clear design process.
- Students will be able to use construction methods to fashion a hollow, oversized head.
- Students will be able to utilize wire frames & paper maché to structure the head.
- Students will be able to manipulate costume props such as hair, feathers and buttons to give a professional finish to the piece.

Content:

- Researching theme through photography, drawing and a field trip.
- Researching theme by collecting imagery & found objects.
- Documenting a clear design progress visually.
- Pupils will become familiar with 3D construction methods.
- Pupils will explore contrasting textures within the piece.
- Pupils will perform with & photograph finish headwear.

Teaching/Learning Strategies

- Power point presentations of research & support artists.
- Demonstrations of 3D construction techniques by the teacher.
- Peer evaluation of class work facilitated by the teacher.

Resources:

Wire, paper-maché, fabric, feathers, paint, beads, buttons, hair.

Support Artists:

Niall O' Loughlin.

Costume design from musicals such as Lion King, Cats & The Little Mermaid.

Assessment:

Work will be assessed throughout the year.

Marking 20% Mood-board- Depth of research, design, exploration of ideas.

20% Classroom behaviour, contribution to class, engagement with project.

60% Final Piece- Use of materials, level of skill displayed, realisation of design, performance of piece.

Evaluation:

Group/Peer evaluation of headwear. Group display at the end of the year with photo shoot or runway show.

Mini Company

Duration: 2 periods each week for 26 weeks

Aims:

- To assist students in their personal development and to improve their interpersonal skills
- To give students a basic understanding of the business world in a theoretical and practical sense and of the working of the economy
- To recognise and individual's creativity and entrepreneurship

Objectives:

- Students will understand the importance and benefits of time management, motivation and teamwork through working of mini company
- Students will be aware of the process involved in setting up and running a company
- Students will have a knowledge of the workings of the market place with an understanding of the powers of advertising and the principles of marketing
- Students will be able to plan and write reports
- Students will be introduced to accounts, the use of a commercial accounting package (SAGE) and see their relevance in the business world

Teaching – Learning Strategies:

- Negotiated learning
- Formal input by teacher
- Group work
- Interviews
- Project work
- Use of DVDs
- Visiting speakers
- Oral presentations by students
- Classroom discussion
- Pair work
- IT

Content:

Minicompany set up: -Management skills and activities

- Planning and research
- SAGE Accounting Certification
- Marketing, Sales and Operations
- Preparation for Trade Fair

Resources:

Textbooks, business 2000, newspapers, Internet, CEB speaker, Revenue Commission, NCA, Video & DVD, SAGE Accounting Package

Assessments:

- Participation
- General course work – presentation, delivery on time
- Reliability research/content
- Trade Fair – end of year regional finals
- SAGE Accounting Certification

Links with other subjects:

- IT- Spreadsheets, presentation skills and research
- Careers- CV and cover letter
- Art-Advertising and graphic design

Evaluation:

- Student Feedback; Department (business) discussion
- SAGE Accounting Certification

Horticulture

HORTICULTURE PROGRAMME FOR TRAINITION YEAR STUDENTS IN LORETTO COLLEGE, STEPHEN'S GREEN: SEPTEMBER 2011 – MAY 2012								
DATE	ACTIVITY		BEDS					CLEAR D AREA
	INDOOR	OUTDOOR	ALLIUM S (Onion Family)	ROOTS (Potatoes, Turnips etc.)	BRASSICA S (Cabbage Family)	LEGUME S (Pea Family)	PERMANENT (Rhubarb etc.)	Bulbs and Wild Flowers
7 th Sept 2011	Discuss Prog. Discuss Project Work Sow Winter Lettuce	Sow Spinach	Catch Crop. Can be grown in Allium Bed					
14 th Sept 2011	Results Day? Sow Spring Cabbage	Sow Spring Onions	Spring Onions (Scallions)					
21 st Sept 2011	Seed Saving Principles (Sunflowers)	Japanese Overwintering Sets (Pending)	Japanese Onions					
28 th Sept 2011	Prick Out Winter Lettuce	Plant Garlic Cloves	Garlic					
5 th Oct 2011	Prick Out Spring Cabbage	Plant Bulbs/Seeds in Cleared Area						Bulbs and Seeds
12 th Oct 2011	Winter Colour Pots	Plant Rhubarb Crowns					Rhubarb	
19 th Oct 2011 Work Exp?	-	-						
26 th Oct 2011 Work Exp?	-	-						
2 th Nov 2011 Mid Term	-	-						
9 th Nov 2011	Leaf Cuttings	Plant Out Winter Lettuce			Catch Crop: Winter Lettuce			
16 th Nov 2011	Sow Broad Beans Indoors	Plant Out Spring Cabbage			Spring Cabbage			
23 rd Nov 2011	Plant Tulips In Containers	Place Compost Bin, Bird Feeders, Leaf Moulder etc.						
30 th Nov 2011	Stem Cuttings							
7 th Dec 2011	Hardwood Cuttings							
14 th Dec 2011	Plant Identification							
21 st Dec 2011	Fun Plant Quiz							
11 th January	Review Project Work Sow Shinkinu Onions							

2012							
18 th January 2012	Sow Cauliflowers						
25 th January 2012	General Maintenance Day for Composting, Leaf Mould, Bird Feeders, Weeding etc.						
1 st February 2012	Sow Milan White Forcing Turnips and Prick Out Cauliflowers						
8 th February 2012	'Chit' Potatoes						
15 th February 2012	-	-					
22 nd February 2012	Sow Peas	Plant Spring Onions	Shalotts				
29 th February 2012	Prick Out Turnips	Plant Potatoes		Potatoes			
7 th March 2012	Build Pea Supports and Plant Peas and Beans					Peas and Beans	
14 th March 2012	Sow Sunflower Seeds	Sow Parsnip		Parsnip			
21 st March 2012	Plant ID	Plant Turnips		Turnips			
28 th March 2012	Fun Plant Quiz	Plant Out Cauliflowers		Cauliflowers			
4 th April 2012	-	-					
11 th April 2012	-	-					
18 th April 2012	Plant Up Summer Containers	Plant Out Sunflowers and Marigolds					
25 th April 2012	Sow Maincrop Carrots and Plant Strawberries			Carrots			
2 nd May 2012	Project Work	Plant Shinkinu Onions	Japanese Onions				
9 th May 2012	Plant Identification						
16 th May 2012	Fun Plant Quiz						

Other Subjects on the timetable are:

Aerobics: Duration – 1 period per week for 13 weeks

Debating: Duration – 1 period per week for 13 weeks

RSE: Duration – 1 period per week for 13 weeks

Choir/Drama: Duration – 2 periods per week for 26 weeks

Part 3

Organisational Details

Programme Coordinator: Ms. D. Hickey

Core Team Members:

Ms. Sandra Moran
Mr. James Mulligan
Ms. Maura McCaul
Ms. Ailbhe O'Reilly

Year Head: Mr. D. Hobson

Administration of Transition Year

Transition Year has a **Year Head** who is responsible for all the tasks done by Year Heads in every other year i.e.

1. Concern for the pastoral needs of the students in liaison with Principal and Pastoral Care Team.
2. Responsibility for the implementation of School Policies in relation to attendance, punctuality, discipline and uniform.
3. Monitoring and recording attendance and punctuality and follow up.
4. Signing notes.
5. Holding weekly assemblies.
6. Liaising with parents re homework, discipline, attendance or general concern.
7. Monitoring the academic progress of pupils, preparing reports and keeping student records.
8. Checking locker area.
9. Availability to students and staff and regular meetings with Principal/Deputy Principal.

Transition Year also has a **Transition Year Programme Coordinator** who is responsible for the following:

1. The Transition Year Programme
2. Organisation of student activities/speakers/outings.
3. The coordination of work experience programme in association with the Guidance Counsellor.
4. Programme planning and evaluation with students and staff.
5. Organisation of Transition Year Graduation night in May.
6. Organisation of 3rd Year Parents information night.
7. Student induction to Transition Year in September with core team.

The Core Team Members will meet regularly with the CoOrdinator to review and evaluate the programme on an ongoing basis. They will take responsibility for:

1. Assisting with Student Induction Day at beginning of year.
2. Organisation of Portfolio Assessment at end of year.
3. Students' additional reading requirement and TY Diary.
4. Overall end of year evaluation with students and staff.

List of Subjects and Modules:

Core Subjects:

- ❖ Irish
- ❖ R.E.
- ❖ English
- ❖ Mathematics
- ❖ Science
- ❖ Continental Language – French/Spanish/German
- ❖ Vocational and Personal Guidance
- ❖ P.E.

Subject Sampling Layer:

- ❖ Art
- ❖ Commerce (incorporating Business, Accounting and Economics)
- ❖ History
- ❖ Geography
- ❖ Biology, Chemistry and Physics
- ❖ Home Economics
- ❖ Classical Studies

T.Y Specific Modules:

- ❖ Information Technology
- ❖ Choir
- ❖ Drama
- ❖ Bridge
- ❖ Aerobics
- ❖ Debating
- ❖ Young Environmentalist Awards/ Young Social Innovators/Craft/Horticulture/Mini-Company/City Quay Programme/Italian for Fun
- ❖ RSE
- ❖ International Relations

T.Y. Competitions and Projects (Samples):

- ❖ Debates
- ❖ Gaisce (The President's Award)
- ❖ Model United Nations
- ❖ Mini-Company
- ❖ Young Scientists' Exhibition
- ❖ Young Social Innovators' Initiative
- ❖ Young Environmentalist Awards
- ❖ Essay Competitions
- ❖ National Competitions are regularly advertised on TY Notice Board.

Additional Reading Requirement

Transition Year provides students with the time to develop their reading skills. In order to encourage the students to broaden their literary horizons each Transition Year student will be required to read a *minimum* of **8 novels** throughout the academic year **one** of which should be in **Irish** and another suitable text in **French or Spanish or German**. The library staff will provide a list of suggested titles and language teachers will guide the students in choosing appropriate material in the other languages. Upon reading each novel students are required to write a **review** of that book in their Transition Year Journal. This journal which will comprise of diary updates and book reviews will be included in the student's portfolio box and will be taken up by Transition Year Core Team teachers during the year for inspection. **Students must have their novel and the Transition Year Journal with them at all times during the year.** Should a teacher be absent or a speaker be unavailable students will continue reading their novel or writing up the book review. Failure to have the novel and journal in class will be considered a serious breach of discipline for Transition Year students.

Research shows that avid readers:

- ❖ read better, write better, concentrate better
- ❖ are quicker to see subtleties
- ❖ have an easier time processing new information
- ❖ have a better chance for a successful, fulfilling adult life
- ❖ have many interests and do well in a wide variety of subjects
- ❖ develop an ability to understand how other people think and feel
- ❖ acquire the ability to sift information and to understand how unrelated facts can fit into a whole
- ❖ tend to be more flexible in their thinking and more open to new ideas

We hope that this initiative will foster a love of reading among our Transition Years and that they will continue to develop this interest throughout their adult lives and reap the many benefits which reading provides.

Work Experience (17th – 28th October 2011 inclusive)

Coordinated by the Career Guidance Counsellor and the Transition Year Programme Coordinator

What is it?

“Work experience” involves spending time as part of a school course, learning at first-hand about life in a workplace.

The employer agrees to co-operate with the school in taking on a student for a work experience placement, usually for about a week or two.

The employer knows that he/she is taking on a person as part of a learning experience, not as some form of cheap labour.

The student needs to be aware that

The placement is part of the school course and offers a great learning opportunity.

The employer – who has an enterprise to run – is co-operating with the student with limited direct benefit to the enterprise.

Both employer and student will complete a report at the end of the placement.

These reports will become important documents for future reference.

Getting the Best from Work Experience:

To get the most from a work experience placement, it is worth thinking in terms of **three** stages. For a student to get maximum benefit, it is important that each stage goes well.

The three stages are:

1. PREPARATION:

- ❖ *Searching* for a placement which will suit your interests
- ❖ *Presenting* yourself to the employer and making a good case for yourself
- ❖ *Understanding* what the employer expects from you

2. PLACEMENT:

- ❖ *Turning up* in good time
- ❖ *Presenting* yourself appropriately
- ❖ *Following* the instructions given by your supervisor
- ❖ *Performing* the given tasks
- ❖ *Getting on* with the other workers
- ❖ *Dealing* with people in a friendly and courteous way

3. REFLECTION:

- ❖ *Thinking* about the placement
- ❖ *Talking* about the placement with your family – and friends, if you wish!
- ❖ *Writing* a report on your placement
- ❖ *Discussing* your work experience in class and with your teachers
- ❖ *Clarifying*, in the light of your placement, your plans for further work experience, for studying and for the future

Community Care – (30th January to 10th February 2012 inclusive)

Coordinated by the Chaplain.

Aim of Programme:

- ❖ To develop an understanding of Community Service in terms of its structure and processes.
- ❖ To promote development and appreciation of the needs of society among the students.

Duration:

Two Weeks

Type of Placement:

Experience in any of the community care services is a relevant element in the preparation for adult life. Services such as those concerned with social and economic disadvantage, physical, sensory and mental disabilities, and for special groups such as children, the chronically ill and the aged are most appropriate for this preparation.

Community Service will include:

- ❖ Briefing of pupil prior to placement
- ❖ The support of parents
- ❖ Coordination by the school
- ❖ Commitment and input to the process by the pupils
- ❖ Keeping of records in the form of a journal
- ❖ Reporting of progress through tutorial and religious education classes
- ❖ Report by placement facilitator at end of the experience

Students are encouraged to find their own placement in their local area.

Assessment

2 School Reports – Christmas and Summer

Opportunities to meet with Transition Year CoOrdinator and/or staff by appointment if necessary

Mid-Year Parent/Teacher Meeting

End of year Graduation Ceremony and displays of work and achievement

Assessment is an integral part of the teaching and learning process. Its purpose is to provide accurate information with regard to pupil strengths and weaknesses so as to facilitate improved pupil performance through effective programme planning and implementation.

Students will be assessed in a variety of ways depending on the aims of individual subjects:

- ❖ Oral
- ❖ Aural
- ❖ Written Presentations
- ❖ Portfolio Assessment
- ❖ Project Work
- ❖ Practical Work
- ❖ Book reviews
- ❖ Research
- ❖ Written Assessments
- ❖ Student participation in curricular and extra-curricular areas

Formal exams in core subjects i.e. Gaeilge, English, Maths, Science, European Language and other subject examinations as stated in syllabus.

Exhibition of individual student portfolios at end of year.

Students evaluate activities, trips, visiting speakers etc. at end of each session. Students fill in the form underneath. Evaluation of subjects takes place by individual teachers and their students.

Pupil participation in the assessment procedure is encouraged and facilitated. This involves dialogue with teachers and self-rating on various performance indicators in order to lead to greater self-awareness and an increased ability to manage and take responsibility for personal learning and performance.

At the end of the programme each pupil should have:

A completed diary or journal for her evaluation of her on-going progress, achievement and contribution throughout the year. The students are expected to keep a detailed account of their activities, curricular and extra-curricular, on a weekly basis during normal school time and daily during placements, throughout the year in a specifically designed Transition Year diary. This is viewed periodically by the tutors and will be an obligatory element of the Portfolio Box.

Certification:

A general certificate of participation in Transition Year from the Department of Education and Science will be issued students on Transition Year night subject to the fulfilment of programme requirements. Other certificates will be awarded for example First Aid, Gaisce, IMRO, Young Scientist, Mini-company, and Young Social Innovators, Young Environmentalist Awards etc. as applicable.

PORTFOLIO ASSESSMENT

As part of her Transition Year each student will be asked to keep a portfolio of her work. The work in the portfolio should represent all subjects and activities during the year and is compiled throughout the year on a regular basis.

This portfolio will give the student an overview of the work she has done during her Transition Year. It will reflect how much she has improved in some areas and helps her to see where her particular strengths and interests are. As well as highlighting effort and quality of work it will also help her identify areas of her schoolwork where she might need to improve. It gives the student an opportunity to discuss her overall work (not necessarily on a subject basis) with a teacher. This will help her to be able to make judgements about her own performance and become more independent and mature in her learning.

Samples of what might be included: -

1. Evidence of work: -

- Poems.
- Essays.
- Project folders.
- Mini-company products.
- Recordings (multimedia).
- Maths or problem-solving exercises.
- Objects made in art or any other practical classes.
- Reports of trips, exchanges, debates, musicals, plays and PE activities (using photographs or other souvenirs where appropriate).

2. A log of completed works: -

Students will be asked to complete a log on the items they choose to include in the portfolio. A sample log page is attached. Students complete one of these for each piece of work and include it in the portfolio.

Results of tests and certificates of courses completed can also be included

The year will conclude with a Portfolio interview. Students will be required to present a portfolio box during the interview and give an account of their year with the aid of a PowerPoint Presentation. The interviewers will be seeking evidence of the student's ability to reflect on her Transition Year, account for her participation in all aspects of the year – curricular and extra-curricular and general interview skills. The students will have had opportunities to prepare for this during Career Guidance Class and during their weekly assemblies as the year progresses.

F i n a n c e s

Students pay a supplement for Transition Year of €550. This fee covers all of their activities, the Teastas Eorpach sa Ghaeilge examination and Digital Creator. The CoOrdinator regularly consults with the Principal and the Bursar regarding finances in Transition Year and a review takes place at the end of each year.

E v a l u a t i o n

Evaluation is “the process of determining the quality of the service offered to students and charting ways to improve that service.”

Transition News No. 7 1997

The Dept. of Education Transition Year Guidelines for Schools recommends that “The programme should be regularly reviewed and evaluated internally by the co-ordinating team in close co-operation with school management, staff, pupils, parents, work providers and community interests. As part of this process, schools should attempt to develop appropriate quantitative and qualitative indicators as a means of raising and assuring the overall quality of the programme provided in the school”. In Loreto College, St. Stephen’s Green, we endeavour to evaluate the Transition Year programme on an annual basis and an extensive and expansive evaluation is carried out every 5 years – the latest one being April/May 2008.

In our evaluation we evaluate the overall effectiveness of the programme, breadth and balance within the programme; teachers' levels of satisfaction with their modules/subjects; application of active learning approaches; learning resources; student induction programme; allocation of resources.

The purpose of our evaluation is to ascertain students' progress and motivation; communication with parents; assessment procedures; staff co-operation and teamwork; decision making procedures.

The following are involved in the evaluation process: co-ordinator and core team; teachers of Transition Year students; the whole staff; students and parents.

Depending on what is being evaluated evaluations take place as follows: at the end of Module/Course; after Work Experience and Community Care; following a specific event; mid-year; parents’ night; towards end of school year.

On an annual basis the TY programme is rewritten in line with “*Writing the Transition Year Programme*” (SDP 2003-2004). This is carried out by subject departments with internal facilitation. Meetings of all TY teachers are chaired by TY co-ordinator.

As a result of the evaluation of the Transition Year Programme we have an updated written Transition Year Programme available to staff, students and parents. There is evidence of improved effectiveness of the programme. Assessment procedures are being further developed and improved - Project work, Student self-assessment. There is formal and frequent communication with parents. The TY graduation night continues to be developed and there is ongoing TY curriculum evaluation.

Regarding TY curriculum evaluation this is carried out among subject departments, teachers and students. We evaluate the Calendar layer - Evaluation of community care and work experience. The TY specific/modular layer is evaluated and subject to review annually - Evaluation of Project Options choices. The subject sampling layer and the core subject layer are evaluated annually.

The evaluation templates are used by students for specific event evaluation; individual subject evaluation; mid-year self-evaluation; end of year evaluation; by teachers for evaluation of teaching styles; subject/module evaluation; self-evaluation; by parents for evaluating work experience and community care.

Transition Year Motto:

*“You will get back
from Transition Year
what you put into it.”*

**Be Active!
Be Involved!**

Calendar of Transition Year Activities 2011-2012



28 th August	TY Induction Day
29 th August	TY Activities
31 st August	Adventure Centre Trip
1 st – 2 nd September incl.	Adventure Centre Trip
7 th (full day), 8 th (morning only) September	Hockey Coaching Training (16 students)
6, 13, 20, 27 th September	4B & 4G Martial Arts 1.20-4pm TBH
8, 15, 22, 29 th September	4M & 4T Martial Arts 1.20-4pm TBH
3 rd – 4 th October incl.	4B & 4G First Aid TBH
6 th – 7 th October incl.	4M & 4T First Aid TBH
11 th October	4B/4G Cuan Mhuire Talk TBH/Visit RHA 1.20-2.40pm/2.40-4pm
13 th October	4M/4TCuan Mhuire Talk TBH/Visit RHA 1.20-2.40pm/2.40-4pm
17 th – 28 th October incl.	All TYs Work Experience Placement
8, 15, 22, 29 th November	4B & 4G Skiing Kiltiernan 12.20-4pm
10, 17, 24 th November	4M & 4T Skiing Kiltiernan 12.20-4pm
30 th November	4B Visit Irish Aid Centre for 10am lecture 4G Visit Irish Aid Centre for noon lecture
1 st December	4M & 4T Skiing Kiltiernan 12.20-4pm
6 th December	All TYs: Lecture in A.H. Garda Road Safety 1.20-2.40pm Lecture in TBH Spinal Injuries Irel& 2.45-4pm
13 th December	4B & 4G Class Action Law Workshop 8.55- 4pm TBH
15 th December	4M & 4T Class Action Law Workshop 8.55- 4pm TBH
20 th December	TBA
10, 17, 24 th January	4B/4G Dance Workshop AH/Accord Workshop TBH 1.20-2.40pm/2.40-4pm
12, 19, 26 th January	4M/4T Dance Workshop AH/Accord Workshop TBH 1.20-2.40pm/2.40-4pm
30 th January – 10 th February incl.	All TYs Community Care Placement

1 st – 10 th February incl.	All TYs Community Care Placement
21 st February	4B/4G Firesafety Workshop TBH /Barnardos Workshop AH 1.20-2.40pm/2.40-4pm
23 rd February	4M/4T Firesafety Workshop TBH /Barnardos Workshop AH 1.20-2.40pm/2.40-4pm
28 th February	4B & 4G Samba Drumming TBH

1 st , 8 th March	4M & 4T Samba Drumming TBH
6 th March	4B & 4G Samba Drumming TBH
12 th – 13 th March incl.	4B Songschool Full Day TBH
13 th March	4G Nutrition Workshop AH 1.20-4pm
15 th – 16 th March incl.	4M Songschool Full Day TBH
15 th March	4T Nutrition Workshop AH 1.20-4pm
20 th – 21 st March incl.	4G Songschool Full Day TBH
20 th March	4B Nutrition Workshop AH 1.20-4pm
22 nd – 23 rd March incl.	4T Songschool Full Day TBH
22 nd March	4M Nutrition Workshop AH 1.20-4pm
27 th March	4B & 4G Fitness Training with Karl Henry 1.20-4pm
29 th March	4M & 4T Fitness Training with Karl Henry 1.20-4pm

17 th April	4B & 4G Digital Media Workshop R.C. 1.20-4pm
19 th April	4M & 4T Digital Media Workshop R.C. 1.20-4pm
24 th April	4B & 4G Retreat Emmaus Full Day 4M & 4T Conservation Field Trip Dublin Zoo
26 th April	4M & 4T Retreat Emmaus Full Day 4B & 4G Conservation Field Trip Dublin Zoo

1 st May	4B/4G Skincare & Make Up workshop TBH /Aromatherapy Workshop TBH 1.20-2.40pm/2.40-4pm
3 rd May	4M/4T Skincare & Make Up workshop TBH /Aromatherapy Workshop TBH 1.20-2.40pm/2.40-4pm
8 th May	4B & 4G visit Butler's Chocolate Factory 12.25-4pm
10 th May	4M & 4T visit Butler's Chocolate Factory 12.25-4pm
15 th May	All TYs Practice for Graduation 1.20-4pm AH.
18 th May	Portfolio Interviews
21 st May	TY Graduation 6.30pm
22 nd – 25 th May incl.	Exams (& Portfolio Interviews on 25 th)
28 th May – 1 st June incl.	Work Exp./Com.Care/Keyboard Skills Course

Please be advised that the calendar of activities may be subject to some slight changes as the year evolves.