

Ringsend College TY Plan

Part 1: General Introduction

TY is an opportunity to widen the educational experience of our students. Our TY program is organised around 4 student-centred themes:

1. Who am I? (Shifting the burden of attention onto the student)
2. The Independent Learner (creating an expectation and requirement to exercise skills of enquiry)
3. The Collaborative Learner (creating opportunities to work in teams)
4. The Organised Learner (students organising evidence of their learning)

Aims

Our Transition Year programme aims to:

- promote maturity in our students, supporting and guiding them to develop as individuals, and to becoming independent, collaborative, organised and self-motivated learners.
- help prepare for adult life through contact with the ' world of work'.
- develop a civic awareness by serving the local community on a voluntary basis, and fund-raise for national social awareness organisations.

Assessment Policy

[TY Credit System](#) (appendix 1)

Evaluation

Our Transition Year Programme is under constant evaluation. It is reviewed and modified by the Transition Year Core Team in consultation with school management, staff, pupils, and the community in general. The programme is reviewed at staff meetings, Core Team meetings and through formal and informal input from the community. Students and teachers evaluate their own work at the end of each school year. (appendix 5 & 6)

Enrolment Policy

Since being introduced in 2015, Transition Year in Ringsend College has been compulsory for all students.

Part 2: Subjects & Modules Programme Plans

- Core subjects:
Maths, Gaeilge, English
- Subject sampling:
Home Economics, MTW, French, Spanish, PE, Bus.St., Art,
- TY modules
Making presentations, personal presentations, IT, MyWebsite, work preparation, community care, work experience, school completion programme, horticulture, photography, drama
- Other Activities
Boxing, outdoor pursuits, community cleanup, amnesty international, charity fundraising, mental health awareness, Build a Bank, Junior Achievement, relationships and sexuality education, LGBT workshop, self defence, Young Scientist, Gaisce, Barcelona trip.

Part 3: Organisational Details

Coordinators: Ms Ciara Moran, Mr Donal ÓhÉanaigh

Names of students:

1. Leon Byrne
2. Dean Chesher
3. Ceilim Gannon
4. Darren Young
5. Chloe Hevey
6. Sophie Cuffe
7. Chloe McDonnell
8. Niamh O'Connor
9. Scott Collopy
10. Craig Stone
11. Cian O'Reilly
12. Laura Byrne
13. Megan O'Brien
14. Shauna Montgomery
15. Carla Kavanagh
16. Carlie Counsel

[List of subjects and modules](#) (appendix 2)

[Weekly timetable](#) (appendix 3)

[TY Calendar](#) (appendix 4)

Assessment and certification details

Students' work is regularly assessed during classes and activities using a broad range of assessment techniques, including both qualitative methods such as personal reflections, discussion and positive feedback and quantitative methods such as in-class tests and written assignments.

In addition to this, students are formally assessed by their individual teachers on a quarterly basis. Teachers comment on students' progress and give a grade (distinction, merit, pass, fail). The grade is obtained through the completion of in-class tests and assessments. Reports are then sent to students' parents.

Each term, students are required to make a presentation to a staff member and/or fellow students on a topic that interests them. They are given feedback and a final grade for each presentation. In the final term, students are required to make a personal presentation based on the student-centered theme of "Who am I?" to teachers and members of the outside community. They receive a grade for this presentation.

At the end of the school year, students display the work they have completed in each class/activity in a personal portfolio, to be graded and displayed at the graduation ceremony. Individual teachers will also present special awards to students for outstanding work in a particular subject area.

Finances

Students make a contribution of ___ at the beginning of the school year. This contribution goes towards funding workshops, activities, trips and supplies for various classes.

Other major expenses for students include;

Carlingford Trip (September): _____

Barcelona Trip (May): _____

Evaluation

[Teacher Evaluation](#) (appendix 5)

[Student Evaluation](#) (appendix 6)

22/11/2017