



ROSEMONT SCHOOL

Rosemont Transition Year Policy

Due for review: 2018

Scope and rationale of the TY Policy:

Rosemont's TY Policy acts as a guide to the whole school, subject departments and modulated subjects areas (e.g.: Physics, Chinese, Heritage) in developing and promoting the TY programme.

Introduction and relationship with Rosemont's Mission Statement

Rosemont Transition Year Programme is an integral part of our secondary school. Transition Year is compulsory for all students (except in exceptional circumstances) We see this programme as an opportunity for our students to build on the academic achievements and the character development attained in Junior Cert Cycle in order to prepare them for the Leaving Cert and for their future role in society. The Transition Year Programme is carried out in a partnership between parents, teachers and students. Rosemont embraced the TY concept from shortly after its inception in the belief that it was a powerful means to promote the personal development of our students as envisaged in our mission statement. In the years since then we have been consistently impressed by the great and, more importantly, the many small steps in personal self discovery made by our students in the course of their transition year. These steps frequently relate to discovering areas of talent and aptitude in both themselves and each other as a direct consequence of the teaching, learning and life experiences provided by the programme which also interlinks effectively with the Whole School Virtue Programme. The response from both students and parents has been consistently enthusiastic and we are grateful for their support and suggestions both in the past and up until today.

Rosemont's Mission Statement

Rosemont School strives for excellence by creating an environment which fosters the development of each student in all aspects of the human person – spiritual, intellectual, moral, physical and social. Students are encouraged to set personal goals, take ownership of their learning and to initiate positive change. A sense of values and a commitment to the service of others together with a deep understanding of the Catholic faith is central to the mission of Rosemont.

Aims of Transition Year in Rosemont

To help students achieve their personal goals through the activities and opportunities for self reflection provided.

To facilitate academic, intellectual, emotional, spiritual, moral, aesthetic and physical development.

To prepare the students for the world of work, nurturing the skills required as an integral part of a wide variety of subjects

To give them interpersonal skills, especially a respect and empathy for the full cross section of society

To increase their independent learning with a view to each one becoming a participative and responsible citizen

To empower them for decision making processes, especially through creative problem solving

To simulate life situations in order to increase their social competence

To maximise opportunities for students to gain confidence and to learn respect and a willingness to serve family, friends and their wider community.

Targeted Skills

1. Self- development
2. Self-fulfilment
3. Community spirit/ Participative members of society/ Awareness of society
4. Leadership skills
5. Develop intellectual curiosity
6. Nurturing empathy
7. Facilitating reflection
8. Encouraging initiative
9. Autonomous, responsible members of society

10. Skills based learning
11. Activity based learning
12. Independent learner
13. Independence
14. Synergy
15. Love for a subject
16. Interest in research
17. Critical thinking
18. Problem solving
19. Creativity
20. Co-operative problem solving
21. Negotiation skills
22. Innovation
23. Confidence
24. Communication skills
25. People skills

Introduction to Transition Year for Parents

We invite all the parents of our future TY students to attend an information evening in the 3rd term of each academic year. This is held on the same night as the current TY students present their end of year achievements to their own parents. The parents are presented with an outline of our transition year programme and they have the opportunity to answer any questions that the parents may have. The feedback from parents was that they found this process gave them a much greater grasp of the opportunities presented by the TY programme. Further to a staff based evaluation of the process it was suggested that parents would benefit even more from the information evening by also attending the TY presentations. This has now been further evaluated to include a sample of presentations and is proving very effective. At the end of the presentations parents and students of 4th year can mingle with the 3rd year parents. This greatly facilitates third year parents receiving an informal and spontaneous account of the Transition Year experience. Equally it affords the TY students with yet another opportunity to express how they have personally benefited from the programme.

Special Needs Provision

Rosemont operates a mixed ability policy which is maintained throughout transition year. The TY programme aims to challenge and affirm the full spectrum of abilities of participating students and to use differentiation in class and in activities. In some cases this means specific activities targeted at students with particular learning abilities or

particular learning needs. In the majority of cases the policy means creating activities within and outside of the classroom which allow for a positive and meaningful learning experience for the full ability range.

Individual cases which have been identified as requiring special learning support continue to be monitored to ensure ongoing progress for the given situation. Over the years we have been happy to note how many of the modules that students experience in Transition Year prove to be particularly constructive in building self confidence among those with special needs. In particular we have noted that the teamwork involved in social work, adventure sports, the mini company etc have affirmed students who have special needs due to academic, personal or family challenges.

Assessment

In Rosemont assessment is used to maximise the TY Programme. Knowledge of students' progress is a stimulus to improve subject materials and the implementation of their content. A wide variety of assessment is encouraged in order to form a real picture of the effectiveness of the programme for students.

The following methods can be implemented to assess students' growth in overall maturity, skills and academics:

- Presentations to parents, teachers and fellow students
- Dialogues with Class Teachers and Coaches
- Project Work
- Evaluation of modules
- Exhibition of work
- Written, practical, oral and aural assessments
- Dialogues between parents and Coaches
- Parent Teacher subject meeting
- Written statements in Christmas and Summer reports by teachers on students' performance
- Feedback from employers, speakers and personnel running field trips
- Personal reflections in coaching and assembly
- Attainment of certificates
- Study of students' response to speakers, field trips

Certification

Upon completion of TY all participating students receive a special Certification Pack including documentation and confirmation of all the key modules and activities in which they have been involved. In order to highlight and celebrate the importance of each students' achievements, these Packs are presented at the school's annual awards ceremony.

Evaluation of the TY Programme and Policy

In Rosemont the whole school is involved in the evaluation of TY. It is a regularly scheduled item in staff meetings. TY co-ordinator has a key role liaising with core teachers, management, parents and all subject teachers. Students provide a written evaluation of their TY experience at the end of the school year. TY co-ordinator meets with management for an end of TY year audit with a view to planning the new academic year. Rosemont's coaching system ensures a student specific monitoring of the success and effectiveness of the current TY programme. Each subject has an internal review process as outlined in the detailed TY subject plans.

Selected Modules in detail:

Work experience

Aims:

- To open up horizons for students in area of career choice
- To equip the students with information and experience to improve career choice
- To prepare the students for the challenges of work
- To discover the students potential in a work environment
- To encourage self reflection and self evaluation
- To help students reflect on how secondary school prepares them for personal responsibility in the working world through the experience of timetable in school.
- To forge links with the parent body
- To build links with businesses
- To develop personal initiative and responsibility in sourcing work experience

Duration: Two weeks

Subjects: Careers; HE; Business

Compile Curriculum Vitae

Autonomously apply for a work placement

Understanding of the workplace

Introduce topics: co-operation, dependability, ability to follow instructions, initiative, and openness to learning

Prepare employers' expectations and requirements

Evaluation

Work experience: following feedback from the students and parents work experience this year is limited to 2 weeks. (In 2008 students had a third week at the end of May but this did not work. Students found it difficult to find work and were more focused on the summer holidays coming up. They were also tired and the school felt that they were not giving as much as they could to that work experience week.)

We evaluate the work experience the week after the students come back so it is important to plan for this when organising the dates for work experience i.e. work experience cannot run into a midterm/holiday.

By having this week we can assess the enthusiasm or not and as a result the success and/or any difficulties the students may have had on the work experience

<u>Transition Year Social Work</u>

Introduction

In Rosemont we have a long history of all students participating in aspects of social work in the local community. During Transition year we strive to build on the foundations which have been laid.

In previous years students have spent a week in the community working in a social capacity. After getting feedback from the centres, students, teachers and parents it was decided to change how social work is organised. The five centres in Blackrock were: Saint Teresa Alzheimer's Home, Saint Teresa Centre for Adults with Learning Difficulties, The Blackrock Hospice, Saint Marys Home for the Blind and Caritas Condolences Home.

In our new location we have forged links with the local area: in the year prior to moving, TY students undertook a pilot module Maths for Fun in two local primary schools. Due to

its success the TY students have carried out this module in six local schools. The students have been asked by the community to help with St Vincent De Paul pre-Christmas work; Foxrock Pastoral Care Centre with the Active Retirement Group; the local parish choir and the Women's Refuge Centre.

The TY work with the Student Council and the management to organise in the school the Hospice Coffee Morning; the Sports Day; Healthy Eating Week; the school musical; the Fund raisers; the Christmas lunch in conjunction with the St Vincent de Paul.

Aims

- To harness the generosity of our young people through allowing them to interact with the needs of the elderly and vulnerable of our community
- Through this experience to nurture a profound respect and appreciation for the individuals they meet and get to know
- To build on links with the local community to the mutual advantage of both the students and the community based projects
- To develop the students' social awareness as a necessary life-long skill
- To develop the students' communication skills with people from a variety of personal situations
- To build students' self esteem and confidence in a setting that is others-centred and challenging
- To encourage self directed learning

Evaluation

Conversations informally with the TY coordinator and also with coaches.

Exchange with Senara School, Madrid
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Duration: February – March

Aims:

To deepen students' love for, and knowledge of Spanish and Spanish culture.

To encourage the students to see Spanish as a living language.

To develop independence and maturity.

To build on life skills and the ability to live abroad.

To deepen self confidence after living away from home.

To encourage an awareness of life outside school and their own homes

To encourage students to become responsible for their own learning and improvement.

To promote flexibility and adaptability in students.

To develop student's communication and social skills.

To foster an interest in further study of Spanish.

Content:

Students will spend several weeks living with a Spanish family in Madrid and attending school in Senara secondary school.

Students will go into separate classes appropriate to their level of Spanish.

Students will fully participate in family life and take part in all family activities.

They will also host a Spanish student who will live with their family prior to, or after their visit to Spain.

Objectives:

Students will greatly improve their skills in Spanish language-both oral and written.

Students will become more independent and mature.

Students will become involved in Spanish culture and way of life.

Students will experience a different way of life.

Students will become fully immersed in the host family and family life.

Students will greatly develop their self-confidence having lived in a foreign country.

Students' communication and problem-solving skills will be deepened.

Selection:

Students must write an essay explaining why they would like to go to Spain and how they feel they will benefit from the exchange.

They must also do an interview with the programme coordinator explaining why they want to go.

Behaviour and contribution to the school is also part of the selection process

Class participation is a factor when choosing candidates.

Spanish language skills and communication skills will also be taken into account in the selection process. Grades in Christmas Exams are taken into account.

Preparation:

Students must take extra Spanish language classes to prepare them for family life.

They must sign a behaviour contract before leaving for Spain.

Parents must also sign this code of behaviour.

Students must display a willingness to become fully involved in family life and to communicate with their family.

Assessment:

Students will attend classes in Senara and a report will be sent home at the end of their time there.

Senara's programme coordinator will monitor the girls closely while there and will act as coach for them.

Rosemont's programme coordinator will be in regular contact with Senara's coordinator, Maria Alava, by email and telephone with regular updates as to the girl's progress.

Programme coordinator will visit the girls and will evaluate their progress while there.

Evaluation:

Programme coordinator from Rosemont visits the girls and meets with the programme coordinator and evaluates the girls' progress.

Students will self-evaluate while in Spain by means of keeping a daily diary of their time there.

Students do an oral evaluation with Spanish teacher on returning to Ireland.

Organisation of TY

Coordinator Role:

The aim of the TY co-ordinator is to ensure that the year is educationally beneficial, enjoyable, maturing and challenging for the students and that each student will achieve her potential in this year.

The task of the co-ordinator involves the following:

- Overseeing that all events are organised to a high standard and well in advance
- To ensure that parents and students have adequate notice of upcoming events
- To enlist the help, support and ideas of all staff involved in TY
- To evaluate how the year is going regularly with the students
- To attend any courses/meetings relevant to the TY and incorporate where possible ideas and experiences from other teachers
- To keep teachers well informed of any changes in timetables via email and the Staff notice-board with ample notice
- To enthuse the rest of the staff as to the immense value of TY
- To provide teachers with any TY material already in the school or which may come during the year which would be relevant to the particular teacher
- To tackle any problems which might arise during the year promptly and efficiently so as to diffuse the problem
- To ensure that the TY programme is written up and available
- To evaluate the TY programme each year and ensure that teachers evaluate it
- To keep track of assessment throughout the year – have clear targets from the very beginning of the year i.e.: will it be portfolio, term tests etc.

Evaluation of the task:

The TY coordinator and DP meet regularly to plan, prepare and evaluate.

At each staff meeting a similar slot will be provided where the co-ordinator can:

1. Express any concerns they might have
2. Inform Staff of upcoming events
3. Enlist ideas or help from other staff members

The rest of the staff will also have the opportunity to voice their opinions on TY at this meeting

Subjects and Modules:

English	Irish	Mathematics
Biology	Chemistry	Physics
Sailing	Business	Accounting
Current Affairs	Presentation Skills	Social work
Geography	History	Religion (includes RSE)
Physical Education	Spanish	French
Home Economics	Heritage	Music
Chinese	IT	

Calendar

Calendar is available on the school website

Finance:

A Transition Year Fee is added to the main school fees. This fee is €650. The fee covers almost all activities.

Updated: 2014

Due for review: 2018