



cetb
Bord Oideachais agus
Oiliúna Chorcaí
Cork Education and
Training Board

Transition Year Policy

Gaelcholáiste Carraig Uí Leighin offers an optional Transition Year Program after third year. Students in third year and their parents are advised to inform themselves about this comprehensive program before making an application. The maximum number of places will depend on staff, facilities and resources and will be reviewed annually by the Principal.

Rationale

As a standalone programme within the senior cycle experience, the TY programme offers a unique opportunity where the schools and community can collaborate to encourage young people to thrive now and into the future. TY offers time, space and autonomy to create enjoyable and meaningful educational experiences that support students in senior cycle. It can be a bridge to opening up a broader range of possibilities and pathways. The programme enables young people to develop a greater capacity to respond to uncertainty, manage complexity, nurture personal interests and become agents of positive, ethical change in society.

The Mission of the School

Learning is the cornerstone of Gaelcholáiste Carrig Uí Leighin. Every student under our care is supported and challenged to achieve their academic, personal and social potential in an all Irish environment where respect, equality and integrity are given priority.

Mission of the Transition Year

To provide an innovative Irish-medium educational environment based on respect, equality and integrity that fosters the student's personal, social, educational and professional development and prepares them for independent, responsible participation in society. Transition Year also builds a broad and solid foundation for students to progress from their previous experiences into the remainder of senior cycle.

Aims

1. To provide an education that encourages maturity with an emphasis on personal development, increasing social awareness and social competence.
2. To promote general, technical and academic skills and emphasize interdisciplinary learning as well as self-directed independent learning.

3. To facilitate education through experience of adult and working life as a basis for personal development and maturity.
4. Building on junior cycle, learning happens in schools, communities, educational settings, and other sites, where students' increasing independence is recognised. Relationships with teachers are established on a more mature footing and students take more responsibility for their learning.
5. Nurture the development of the student as a whole person by building on their previous experiences, through the curriculum designed that is aligned to the TY Programme Statement
6. Create space and opportunities for meaningful, enjoyable learning experiences through which the key competencies of the student can be developed in the classroom and school, in the home and in their role as local, national and global citizens.
7. Expand the student's experience and awareness of diverse future pathways and nurture the student's capacity to sustain their growth and development through a process of lifelong learning.
8. To help students mature socially and emotionally over the course of the year, developing in areas that include health and wellbeing, autonomy, identity, empathy and leadership.
9. By building on their previous experiences, students begin to develop as senior cycle students, embracing opportunities and strategies for learning that work best for the student now and into the future.
10. Students make a positive difference in their schools, communities and society. They learn to act on their responsibilities and exercise their rights as local, national and global citizens in ethical and sustainable ways.
11. Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.

Curriculum

Our TY Programme supports and encourages the following;

1. A coordinated approach to planning for teaching, assessing and reporting in TY
2. The consistent and authentic use of the student portfolio
3. consistent programme renewal using an evidence-informed review and evaluation process.

Reporting

There are three elements to reporting in TY. They are:

- the student's TY portfolio
- student reflection
- school reporting.

Admission Process

1. To accept a student on the Transition Year Programme, the school must be of the opinion that the student is able to benefit from participation in the Transition Year and that their participation will not prevent any other student(s) from benefiting from the year.
2. This decision will be made by the Transition Year Admissions Committee.
3. The Transition Year Admissions Committee consists of the Principal, Deputy Principal, Transition Year Coordinator, Head of the Third Year and the Career Guidance Teacher.
4. The school will provide an information evening about the Transition Year for Parents/Guardians and students.
5. It will be explained that knowledge about the Transition Year is vital. Students will have to research and prepare for their application, explain what they want to achieve during the year and how they can contribute to the various activities taking place during the year.
6. Certain aspects such as school attendance, use of the Irish language, attendance and punctuality, the ability to work as part of a group, attitude towards work, student behaviour, evidence that the student is involved in all aspects of school life in the classroom and outside of the classroom will be important aspects which will be considered as part of the application.
7. The students will have to fill in an application form containing a personal statement explaining what they want to achieve during the year and how they can contribute to the various activities of the year. The student will have to make a commitment to participate fully in the activities should they be offered a place.
8. Parents will also be asked to sign this form and make sure they believe their child will benefit from the year.

9. Late applications will not be accepted. The final date for completed applications will be clearly notified.
10. A student may be interviewed as part of the application.
11. Parents and students will be informed whether or not they have succeeded in reaching a place before Easter.
12. Students who do not succeed in getting places will be offered a place in the fifth year.
13. If a parent is not satisfied with the decision, an appeal can be made to the Board of Management.

Accepting a place

1. Parents will have to accept in writing any offer made.
2. Any students wishing to change their mind and wish to move to fifth year will need to apply to enter fifth year before the October 1st.
3. At this point, it is expected that both the student and their parent(s)/guardian(s) will arrange work experience for the specified periods during the academic year.
4. The school can withdraw an offer of a place in the transition year due to unsatisfactory attendance or behaviour.
5. Fees will be charged for aspects of the Program not funded by the Department of Education.
6. By accepting a place, parents/guardians, as well as the students themselves, accept that aspects of the programme may not be available to all students, depending on available school resources.

Garda Vetting

1. Those students who are 16 years of age or older may have to complete Garda Vetting prior to undertaking certain Work Experience Placements. This can be completed with Cork ETB through the TY Co-Ordinator.

This policy was adopted by the Board of Management on March 7th, 2023.

It will be reviewed regularly and is available to all stakeholders.

It was last reviewed on April 21st 2026.

