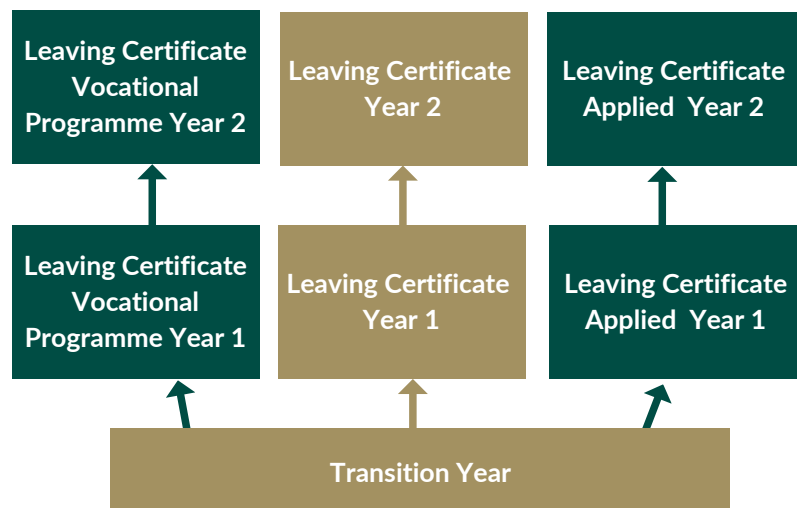




Information on Transition Year for Students/Parents/Guardians

What options are available for students at upper secondary?

After completing Junior Cycle in lower secondary, most students in Ireland take the optional Transition Year (TY) programme. On completion of this one-year programme, they participate in a two-year leaving certificate programme after which they may continue their studies or enter employment.



There are three leaving certification options available for students. The majority of students follow the **Leaving Certificate** or the **Leaving Certificate Vocational Programme (LCVP)**, which are very similar, except that LCVP students study two vocational modules in addition to their leaving certificate subjects. Some students choose the **Leaving Certificate Applied (LCA)** which is a practical or vocationally orientated programme.

How does senior cycle education in Ireland compare to upper secondary education in Ukraine?

Grade	Ukrainian Education System	Age	Irish Equivalent (age based)
1	Elementary Education	6/7	Primary Education
2		7/8	
3		8/9	
4		9/10	
5	Basic Secondary Education	10/11	Lower Secondary Junior Cycle
6		11/12	
7		12/13	
8		13/14	
9	Upper Secondary Education (General Stream/Vocational Stream) **	14/15	Upper Secondary Senior Cycle
10		15/16	
11		16/17	
12*		17/18	

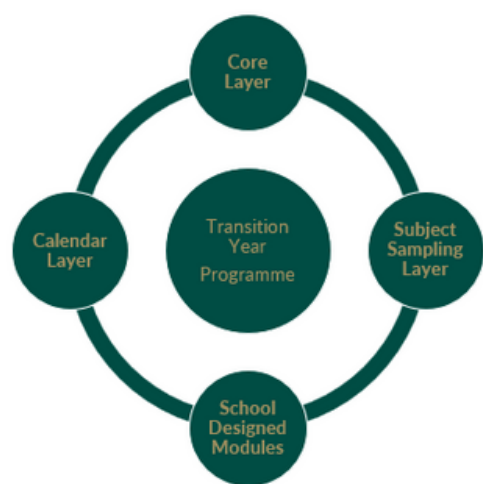
*In Ukraine the 12 Year Grade model is currently being phased in. At present, students at upper secondary are expected to complete their Certificate of Completed General Secondary Education at the end of grade 11. In Ireland most students follow a three year senior cycle programme and are typically 18 years old when they take their final examinations.

What is Transition Year?

Transition Year (TY) is an optional programme that is designed to act as a bridge between junior and senior cycle. It provides students with an opportunity to experience a wide range of educational activities, including work experience, over the course of a year that is free from formal examinations. Almost all post-primary schools provide the TY programme, though sometimes the number of students applying for the programme in the school is greater than the number of places available.

What happens in Transition Year?

Transition Year programmes are designed at school level and based on a multi-layered approach that includes:



Core layer: this includes English, Irish, Mathematics, Relationships and Sexuality Education (RSE) and Physical Education (PE)

Subject sampling layer: this could include, for example, the sciences, technologies, arts and business

School designed modules: examples of these include a mini-company, social enterprise

A calendar layer: this includes work experience and/or visiting speakers.

How do students learn in Transition Year?

In TY teachers promote learning and assessment that is:

- active, inquiry based and includes practical activities that enable students to demonstrate skills and knowledge;
- collaborative and includes pair work and group work in order to further develop student interaction, peer relationships and engagement so students can learn from the ideas, perceptions and opinions of others;
- supported by the use of digital technologies and maximises opportunities to develop students' digital and communication skills
- balanced in providing cross-curricular links and learning experiences that support the four layers of the programme.

Co-Curricular and Extra-curricular activities:

Co-curricular and extra-curricular activities that support the four interdependent layers regularly involve students travelling to locations outside schools. Often these activities are designed to assist students in bonding with other students in the year group. External coaches or tutors are sometimes used by schools to support these aspects of the programme. Schools recognise that many families may find it difficult to pay for activities associated with TY and, in line with Department guidance, have been advised to provide low cost or no cost alternatives that students can participate in.

Work experience:

It is expected that students complete work experience in a workplace environment, which ideally also includes placements in voluntary or community settings. Generally, the onus is on the students themselves to explore, research and access work experience.

Where students encounter difficulties in sourcing work experience they can seek the support of the school in sourcing placements or the school may provide some alternative options, including Education partnerships, Mentoring and Online training.

Guidance:

Guidance is integrated into the TY programme and assists students to:

- assess and interpret information related to their abilities, interests, skills, values and achievements;
- acquire competences in educational and career exploration and planning, and apply their learning to their choice of work experience, subjects and career pathways; develop knowledge of self and others and of the society in which they live; develop realistic personal, social, educational and vocational goals;
- prepare themselves to make informed choices regarding their options, e.g. in further and higher education, apprenticeships or the world of work.