

# Tullow Community School

## Transition Year Programme 2024-2025

### TY Overview & Handbook



# Tullow Community School

To nurture the wellbeing of all so that they may grow in knowledge, conscience and compassion

**Tullow Community School**  
**Transition Year Programme**

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## TY Coordinator's Welcome

Congratulations to our students, you have made it to your Transition Year 2024 - 2025! Congratulations too on making Transition Year (TY) history as you are the biggest group of TY students, we have ever had in Tullow Community School. A very big warm welcome to all of you. This is the year you have been waiting for! You are no doubt wondering what the year will bring. We endeavour to make this a most positive and enjoyable year for you. We cannot achieve this of course without your enthusiasm and engagement.

During the Third Year 'Transition Year Overview', I said the following to you:

- What a student gets out of TY depends hugely on the **attitude** he/she takes to it in the first place. If you are **open-minded**, you are more likely to see and grasp the opportunities. It is an opportunity to try new activities, new subjects, attempt things you have never had the opportunity to do in your academic life before.
- Through this, students become **stronger in themselves**, their **confidence grows**, their ability to **work as part of a team** is developed, along with their **social and personal skills**. Transition Year is a year-long programme and your **level of engagement** is your **reward**.

I am asking you to actively take part in everything you can and to take the opportunities that arise. This is your year to shine! This is your year to develop new interests, passions, and friendships. It is your year to develop strong relations with each other and with your teachers. It is your year to develop skills, aptitudes and visions that you enjoy, while developing academically through learning from first-hand experience. This is also your year to face your fears and in doing so overcome those fears! Most importantly, it is your year to enjoy, learn, mature and grow!

To teachers, I want to say a huge thank you for all you put into Transition Year. Without your creativity, passion and vision, we would not be able to offer the wide range of subjects and modules that stimulate our students' development. Without your willingness to organise and take part in trips and activities, the extra-curricular parts of Transition Year could not happen.

To parents, I wish to extend a massive thank you. Your encouragement, support and commitment throughout the year are invaluable to your student's development and enjoyment of Transition Year. We welcome your ideas and suggestions to offer the best possible year to our TY students. Please feel free to contact me at [Brian.Larkin@tullowcs.ie](mailto:Brian.Larkin@tullowcs.ie) with your suggestions.

I wish you all the most successful and enjoyable Transition Year!

Kind regards

*Brian Larkin*

Mr. Brian Larkin  
Transition Year Coordinator  
Tullow Community School





## 1. Introduction

Transition Year is a one-year programme for students who have completed their Junior Cycle education. Our programme offers the potential for the holistic development of students as flexible learners, active citizens, and future workers.

The Tullow Community School Transition Year programme is constantly evolving to meet the needs of young people. It is planned through the consultation of all the stakeholders in the school community - Students, Parents, Teachers, the Transition Year Coordinator, Senior School Management and External Agencies. Regular evaluation of the programme is carried out by students, parents, and teachers to build and improve on our Transition Year programme.



In Transition Year we build on the learning in Junior Cycle in core subjects. We offer a diverse range of new exciting courses in rotational modules and elective all-year courses. We offer a range of workshops, activities and trips; our students achieve Gaisce medal's and we welcome speakers on a range of topics. In Transition Year, students are free to enjoy learning without the pressure of state examinations. Assessment is more formative than summative. Students will keep a portfolio of their work throughout the year and reflect on their learning experiences. They will receive regular VsWare reports and there is an end of year TY Graduation Ceremony where students' achievements are recognised.

A central part of our TY programme is work experience. It is envisaged that students will experience the world of work, by engaging in a work experience or work shadowing programme one day per week for the school year, either on **Mondays** for classes TY Spring & TY Summer or **Wednesdays** for classes TY Autumn & TY Winter. Students will engage in three different types of work experience for approximately 10 Mondays or Wednesdays during the school year. Students will keep a reflective journal of their work experiences. Our TY students will also be made more employable by engaging in 19 online workplace certification courses. Please see page 17 of this TY handbook for more details on the Work Experience.



### TY Rationale

Transition Year is designed to act as a bridge between Junior Cycle and Senior Cycle by facilitating the smooth transition from the more dependent learning of Junior Cycle to the more independent self-directed learning required for Senior Cycle. It is an interdisciplinary programme with an emphasis on personal development, social awareness and increased social competence.

The rationale of Transition Year is:

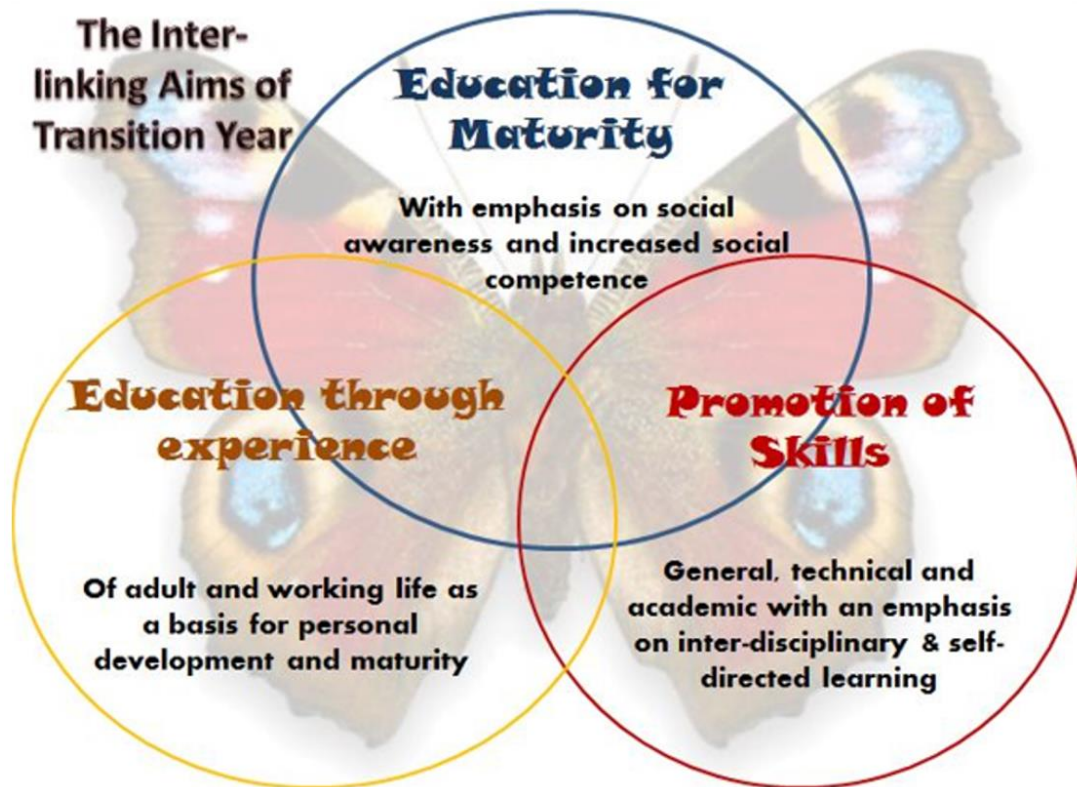
- To provide a learning structure which promotes maturation.
- To develop a wide range of cognitive and emotional processes.
- To be learning-led rather than exam-led.
- To provide breadth and balance in the curriculum.
- To provide experiential learning and to encourage life skills.
- To learn through networking with other schools and social agencies.
- To encourage variety in teaching and learning styles.
- To lead the student to the point where self-regulated learning takes place.



### TY Aims & Objectives

*“To promote the personal, social, vocational, and educational development of students and to prepare them for their role as autonomous and participative members of society”*

(DES, Transition Year Guidelines 1994/1995).



Our Tullow Community School Transition Year programme also aims to:

- Promote the holistic development of our students by building confidence, self-esteem, independence and maturity. Encouraging both personal and social development
- Provide students with the skills, supports and opportunities necessary to develop their individual gifts and strengths.
- Enable students to experience a year where the emphasis is on individual responsibility for study and self-directed work. Develop the student as an independent and self-motivated learner.
- Enable students to take a greater responsibility for their own learning and decision making.
- Help students to develop a range of critical thinking & creative problem-solving skills.
- Provide students with the opportunity to participate in a variety of subjects, modules, workshops and activities.
- Nurture students to become caring, articulate and self-confident people.
- Encourage students to become more involved in their school and the wider community.
- Provide students with the skills & supports needed to understand their own educational needs.
- Develop those skills necessary to cope successfully with their particular stage of development.
- Prepare students for the world of work through work experience (*If possible*) and to make students more employable through workplace certification.
- To support the overall ethos and mission statement of Tullow Community School i.e.

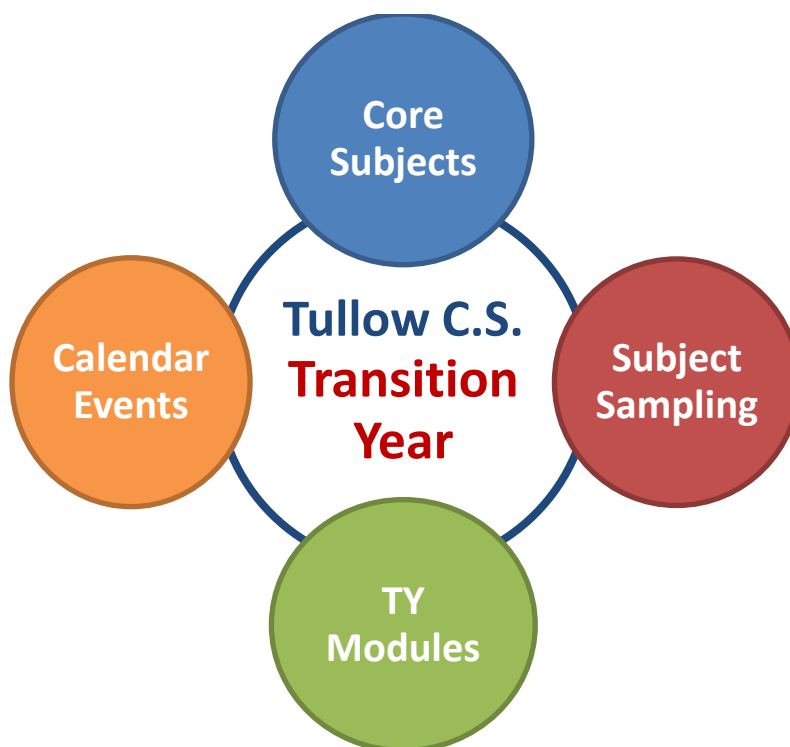
*“To nurture the wellbeing of all so that they may grow in knowledge, conscience and compassion.”*



## 2. TY Programme Overview

Our Transition year programme has four interconnecting layers.

The core subject layer stimulates students academically on their learning journey to the Leaving Certificate. Teaching and learning methodologies encourage critical thinking and problem-solving skills. Underpinning all methodologies is the objective of active and self-directed learning.



➤ **Core Subjects:** These are the subjects typically timetabled for the entire year and are Leaving Certificate subjects e.g., English, Irish, Maths.

➤ **Subject Sampling:** These can be Leaving Certificate subjects, e.g., Design Communication Graphics, Engineering, Physics. Others are tailored to suit the Transition Year programme. For example, Coding, Enterprise, Music, Political Education.

➤ **TY Modules or Subjects:** These are specific to Transition Year that may include several Transition Units for example Active Schools, Junk Kouture, Mini Company, Robotics, Driver Theory, Public Speaking etc.

➤ **Calendar “Once Off”:** These are events, activities and workshops that take place on specific dates or times during Transition Year such as tours or trips e.g., Surfing, Castlecomer Discovery Park; Work Experience, Musicals, Law Education workshop, Self-Defence workshop, Early Drive Course, Enamelling workshop, Music: Drumming workshop, History Tour: Glasnevin Cemetery, Collins Barracks, Kilkenny Castle, Geography: Dunmore Caves etc.

**Tullow Community School**  
**Transition Year Programme**

**Core Subjects are completed for the entire year.**  
The course outlines for core subjects can be found in Appendix 1

1. Core Subjects	Number of class periods per week
English	3
Irish	3
Maths	3
Religion	2
Physical Education	2
Pastoral Care	1
Career Guidance	1
<b>Total</b>	<b>15</b>

The course outlines for sample subjects and modules can be found in Appendix 2

2. Subject Sampling & TY Modules	Number of class periods per week	Number of school weeks
Active Schools	4	32 weeks
Bus/Account & Enterprise	4	32 weeks
Junk Kouture	4	32 weeks
Computer Applications	1	32 weeks
Political Education	1	32 weeks
French	2	32 weeks
German	2	32 weeks
Computer Science Coding	2	16 weeks
Music	2	16 weeks
Design Comm Graphics	2	16 weeks
Driver Theory	1	16 weeks
Public Speaking	1	16 weeks
History	2	16 weeks
Geography	2	16 weeks
Photography/Videography	2	16 weeks
Biology & Ag Science or	2	16 weeks
Biology & Chemistry	2	16 weeks
Physics	2	16 weeks
Construction	2	16 weeks





Tullow Community School  
Transition Year Programme





### 3. TY Workshops & Activities (if possible)

- Gaisce & Headstrong
- School Bank & SVP
- Breast Cancer Awareness Talk
- CPR Workshop
- Dave's Jungle Workshop
- Drumming Workshop
- Self Defence Workshop
- Garda Talk on Safer Socialising
- Work Experience
- Workplace Certification
- Law/Dublin Criminal Court
- Newspaper Reporting
- Interview Skills Workshop
- Hairdressing Workshop
- Enamelling Workshop
- School Musical & others...



**GAISCE**  
**THE PRESIDENT'S**  
**AWARD**

**What's it all about?**

It works on the basis of a personal challenge set by you. You will set the challenge and agree it with a President's Award leader. You won't be competing with other participants, as each challenge is completely individual... so the only person you will compete with is yourself...!



**GAISCE**  
**THE PRESIDENT'S**  
**AWARD**

One of the most valuable elements of our Transition Year programme is the challenge of the Gaisce - President's Award. It is a challenge from the President of Ireland, to you... the nation's future, to dream big and realise your potential. **It is a self-development programme for young people** which has been proven to enhance confidence and wellbeing through participation in personal, physical & community challenges.

Links to Gaisce Trip.

Please see TY Handbook for more details.



### TY Headstrong Team/Committee

Headstrong is a post-primary programme run by 'Cycle Against Suicide', a national mental health awareness charity. It is a positive and whole school approach that aims to:

- Support mental health education
- Reduce stigma
- Promote resilience
- Foster a sense of belonging among young people



Ms. Gray's TY 2020-2021 Headstrong Team/Committee



All students are encouraged to engage with the lessons and initiatives delivered by the TY Headstrong Committee as well as the charity days and the **Darkness into Light** walk which takes place every May, a walk done in solidarity with those affected by suicide.



Tullow Community School  
Transition Year Programme

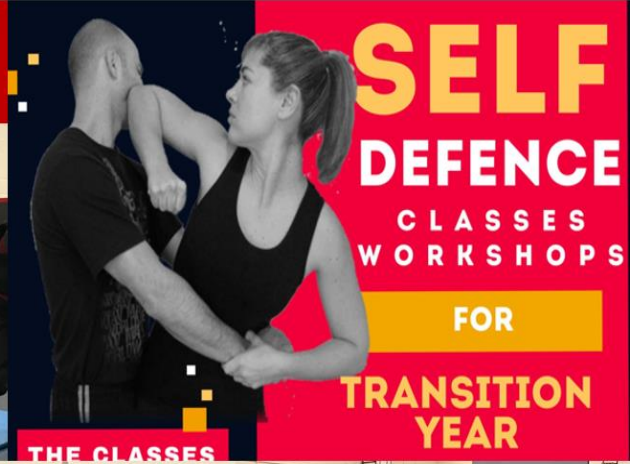


TY's learning fun scientific facts about wildlife.

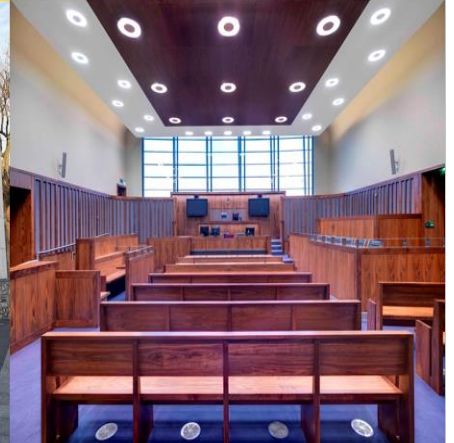




# TY SELF DEFENCE WORKSHOP 28<sup>TH</sup> & 29<sup>TH</sup> APRIL 2025



# TY LAW EDUCATION DUBLIN CRIMINAL COURTS OF JUSTICE 27<sup>TH</sup> & 28<sup>TH</sup> NOVEMBER 2024





## 4. TY 2024 – 2025 Calendar of Events & Workshops (If possible)

30 <sup>th</sup> August 2024	TY Induction: 9:40-11 Spr & Sum, 11:15-12:35 Aut & Win
4 <sup>th</sup> & 5 <sup>th</sup> September 2024	Surfing at Curracloe
17 <sup>th</sup> September 2024	National Ploughing Championships
26 <sup>th</sup> September 2024	Glendalough Hike/Walk
15 <sup>th</sup> October 2024	Castlecomer Discovery Park
Sept - Dec: Ongoing	Dulann Workplace Certification Courses Online
11 <sup>th</sup> & 13 <sup>th</sup> November 2024	Mondello Early Drive Course
27 <sup>th</sup> & 28 <sup>th</sup> November 2024	TY Law Education: Dublin Criminal Courts of Justice
27 <sup>th</sup> & 28 <sup>th</sup> November 2024	History Tour: Guided Tour of Collins Barracks
10 <sup>th</sup> December 2024	Dundrum On Ice: Ice Skating
10 <sup>th</sup> December 2024	Christmas Shopping: Dundrum Shopping Centre
20 <sup>th</sup> December 2024	Christmas Table Quiz 9 – 11, Christmas Movie 11:15 – 1:15
13 <sup>th</sup> & 14 <sup>th</sup> January 2025	TY Music Drumming Workshop
29 <sup>th</sup> & 30 <sup>th</sup> January 2025	Kiltorcan Race Track: Karting
29 <sup>th</sup> & 30 <sup>th</sup> January 2025	Geography Tour: Dunmore Caves
February 2025	CPR Workshop & Engineering: Enamelling Workshop
10 <sup>th</sup> & 11 <sup>th</sup> February 2025	History Tour: Guided Tour of Kilkenny Castle
10 <sup>th</sup> & 11 <sup>th</sup> February 2025	Kilkenny Activity Centre Paintballing
7 <sup>th</sup> March 2025	TY Ball: Ballykealey House Hotel (Friday 7:30pm to 12:00)
27 <sup>th</sup> March 2025	Ger Carey's TY Comedy Show Liberty Hall Theatre Dublin
27 <sup>th</sup> March 2025	History Tour: Guided Tour of Glasnevin Cemetery
1 <sup>st</sup> & 2 <sup>nd</sup> April 2025	Baltinglass Outdoor Education Centre
28 <sup>th</sup> & 29 <sup>th</sup> April 2025	TY Close Encounters Self Defence Workshop
8 <sup>th</sup> to 10 <sup>th</sup> May 2025	Carlingford Adventure Centre: Thurs to Saturday
19 <sup>th</sup> & 21 <sup>st</sup> May 2025	Surfing in Curracloe End of Year Trip
26 <sup>th</sup> May 2025	TY Fun Sports Day 9am to 1:15pm
26 <sup>th</sup> May 2025	Transition Year 2024 – 2025 Graduation Ceremony 6pm



**Tullow Community School**  
**Transition Year Programme**



**TY Surfing in Curracloe**  
**4th & 5th September 2024**



**PLOUGHING CHAMPIONSHIP**  
**TUESDAY 17TH SEPTEMBER 2024**



**GLENDALOUGH WALK**  
**THURSDAY 26TH SEPT 2024**



**TY Team Bonding at Castlecomer Discovery Park**  
**15th October 2024**

**MONDELLO PARK**

- History, Tour of facilities & Museum of Motorsport
- Talk on road safety
- Try out Brake reaction simulator
- Min 20 minutes each Driving in Opel Astra's

**TY LAW EDUCATION**  
**DUBLIN CRIMINAL COURTS OF JUSTICE**  
**27TH & 28TH NOVEMBER 2024**

**EARLY DRIVE COURSE**  
**11TH & 13TH NOV 2024**



**TY HISTORY TOUR**  
**COLLINS BARRACKS**  
**27TH & 28TH NOV 2024**

**TY ICE SKATING**  
**TUESDAY 10TH DECEMBER 2024**

**DUNDRUM ON ICE**



**CHRISTMAS SHOPPING AT  
DUNDRUM SHOPPING CENTRE  
TUESDAY 10<sup>TH</sup> DECEMBER 2024**



**Christmas  
Table  
Quiz**



**TY CHRISTMAS MOVIE/TGT  
FRIDAY 20<sup>TH</sup> DEC 2024**



**TY MUSIC DRUMMING  
WORKSHOP 13<sup>TH</sup> & 14<sup>TH</sup> JANUARY 2025**



**KILTORCAN KARTING  
29<sup>TH</sup> & 30<sup>TH</sup> JANUARY 2025**



**TY DUNMORE CAVES  
29<sup>TH</sup> & 30<sup>TH</sup> JANUARY 2025**



**KILKENNY CASTLE GUIDED TOUR  
10<sup>TH</sup> & 11<sup>TH</sup> FEB 2025**



**KILKENNY  
ACTIVITY CENTRE  
PAINT BALLING ASSAULT COURSE KIDS PLAY AREA  
10<sup>th</sup> & 11<sup>th</sup> Feb 2025**



**TY Ball 7<sup>th</sup> March 2025  
Ballykealey House Hotel**





**Tullow Community School  
Transition Year Programme**



**4. CALENDAR OF EVENTS CONTINUED (IF POSSIBLE)**

- Dublin Institute of Technology
- Waterford Institute of Technology
- Garda College
- Theatre Trip
- Glasnevin Cemetery

- 1916 Tour & Collins Barracks
- Junk Kouture Fashion Show
- Robot Competition
- Student Enterprise Competition
- The Zoo & Dublin Court



### 3. Student Responsibilities

#### Contract for Learning

To encourage students to fulfil their personal, academic and social potential in Transition year, we require all students to read through the Contract for Learning carefully. They should reflect on the expectations they are challenged with in terms of work, attendance and behaviour, and then sign the Contract for Learning. It is important too for parents and guardians to know of the expectations of their sons/daughters in Transition Year. To this end, we ask parents to sign the Contract for Learning which will be kept on the students' record. Please see Appendix 5 for the Contract of Learning.



#### Attendance

Normal school rules in terms of attendance apply. Additional rules to note in Transition Year are:

- Activities and trips are not optional. Attendance is required.
- Where students are leaving the school premises on a trip, they are required to attend normal school registration prior to departure. Where the departure time is prior to school opening, accompanying teachers will keep an attendance record.
- If a student knows in advance that he/she is unable to participate in a trip, he/she must inform and present a letter from a parent/ guardian to the TY Coordinator giving a reason for the absence.
- If on the day of the trip a student is unable to go due to illness or an unforeseen event, he/she must inform the school as early as possible. If the school is still closed at departure time, the student must send a message through MS Teams to the TY Coordinator Mr. Brian Larkin or inform a friend to relay the information to the organising teacher.

#### Punctuality

Punctuality is key to the smooth running of Transition Year. Being on time for classes, buses, guest speakers, interviews, work experience, etc. are life skills that we value and instil.

### **Code of Behaviour**

The school's code of behaviour applies to all students, including Transition Years. Details of the Code of Behaviour are found in the student journal. In addition, please note the following:

- A Transition Year student should not be out of class for any reason unless this has been sanctioned by the class teacher, TY Coordinator or Senior Management.
- Students when on trips off site should always remember that they are representing the school and should therefore show exemplary behaviour.
- Students should thank teachers, speakers, bus drivers, and anyone who has made an event possible.
- Students should be respectful towards each other, and not exclude anyone in their class or year group.

### **Uniform**

All students are expected to comply fully with the school's uniform and dress code. Uniform and dress code will be monitored daily and sanctions up to and including detention may be imposed for breaches in this regard. When participating in some activities and trips, Transition Year students may be required to wear the Tullow Community School PE uniform. During their work placement, students are required to dress appropriately. A respectable dress code is essential. Students will be informed of the dress code prior to a trip.



### **Engagement and Involvement**

To maximise all that Transition Year has to offer, a high level of engagement and involvement is required. Teachers will encourage students and provide opportunities for optimal involvement, but an extra resolve on the part of students to engage in TY is a vital ingredient to a successful Transition Year.



## 4. Work Experience

### Introduction

Work experience in Transition Year is the first taste many students have of the world of work. It can be a real eye-opener! It can enthuse some to pursue a career in their chosen field of work experience; it can convince others that that line of work is not for them. Whatever the experience, it is an invaluable one.

The aim of work experience is to obtain an insight into the daily tasks and responsibilities of an active working environment. Employers support our students in this important first step into the world of work by allowing them to experience the normal day-to-day activities of their workplace or business. Work placements allow students to not only learn about the world of work and explore possible career options but also to actively develop skills for future enterprise and employability. These valuable experiences have been shown to be very influential in the choices students make at the beginning of their career path while also facilitating more informed subject choices going into 5<sup>th</sup> Year.

**dulann.com**  
Efficient Compliant Safer Workplaces

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Contact us

Welcome

Welcome to the Tullow Community School online Training System.  
Log in by entering your login and password above or create a new account by clicking "Create an account".

**Workplace Certification**

**Certified:**

1. Manual Handling
2. Working at Heights
3. Driver Safety Awareness
4. Cardiac First Response
5. Forecourt Emergency Response
6. Child Protection & Welfare
7. GDPR for Frontline Staff
8. Food Allergen Awareness
9. Food Safety Essentials
10. Infection Control Awareness (Covid 19)
11. Hospitality Customer Care
12. Dealing with Difficult Customers
13. Retail Customer Care Awareness
14. Drug Awareness
15. Fire Safety Awareness
16. Office Health & Safety Induction
17. Office Ergonomics

**Johnson & Johnson**  
MEDICAL DEVICES COMPANIES

**glanbia**  
IRELAND

**DANONE**

Efficient Compliant  
Safer Workplaces

**dulann.com**

In the Tullow C.S. Transition Year Programme, we also facilitate our TY students in becoming more employable through engaging in 19 online workplace Certification courses. These are the same Workplace Certification courses that are completed by employees in companies such as Glanbia plc, Johnson & Johnson, Danone etc.

### Students Sourcing Work Placements

It is the responsibility of the student to source their own employment. Students should source three different types of work placements to maximise their learning experience. Many well-known organisations and public bodies run Transition Year work experience programmes every year. They usually have an application process, an early closing date and a lot of interested applicants.



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TY students will experience the world of work, by engaging in a work experience or work shadowing programme one day per week for the school year as follows:

**Mondays TY Spring & TY Summer**

**1<sup>st</sup> Work Experience Placement:** Monday 2<sup>nd</sup> September 2024 to Monday 11<sup>th</sup> November 2024 inclusive.

**2<sup>nd</sup> Work Experience Placement:** Monday 18<sup>th</sup> November 2024 to Monday 10<sup>th</sup> February 2025 inclusive.

**3<sup>rd</sup> Work Experience Placement:** Monday 24<sup>th</sup> February 2025 to Monday 19<sup>th</sup> May 2025 inclusive.

**Wednesdays TY Autumn & TY Winter**

**1<sup>st</sup> Work Experience Placement:** Wednesday 4<sup>th</sup> September 2024 to Wednesday 13<sup>th</sup> November 2024 inclusive.

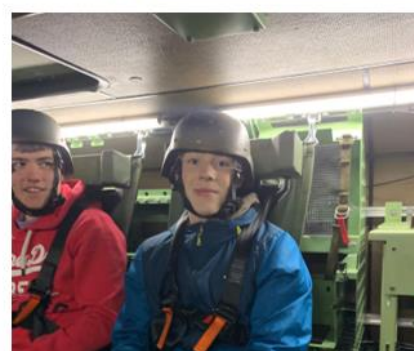
**2<sup>nd</sup> Work Experience Placement:** Wednesday 20<sup>th</sup> November 2024 to Wednesday 12<sup>th</sup> February 2025 inclusive.

**3<sup>rd</sup> Work Experience Placement:** Wednesday 26<sup>th</sup> February 2025 to Wednesday 21<sup>st</sup> May 2025 inclusive.

Students should start the job hunt early. When starting the job hunt, students should make sure to have their CVs ready. Then they should approach shops, businesses, organisations where they would like to work. Be prepared for refusal, but do not give up! If a student is experiencing any difficulty with his/her work, they should immediately contact the TY Coordinator Mr. Brian Larkin. It is the responsibility of each student to give the TY Coordinator two completed forms with details of their work experience.

**Important documents for TY students are:**

- |  |            |  |             |
|--|------------|--|-------------|
| ➤ <u>Letter</u> to Employers             | Appendix 6 | ➤ <u>Work Experience Diary</u>         | Appendix 9  |
| ➤ <u>Work Experience Placement Form</u>  | Appendix 7 | ➤ <u>Employer Evaluation Form</u>      | Appendix 10 |
| ➤ <u>Work Experience Attendance Form</u> | Appendix 8 | ➤ <u>Student Reflection after Work</u> | Appendix 11 |

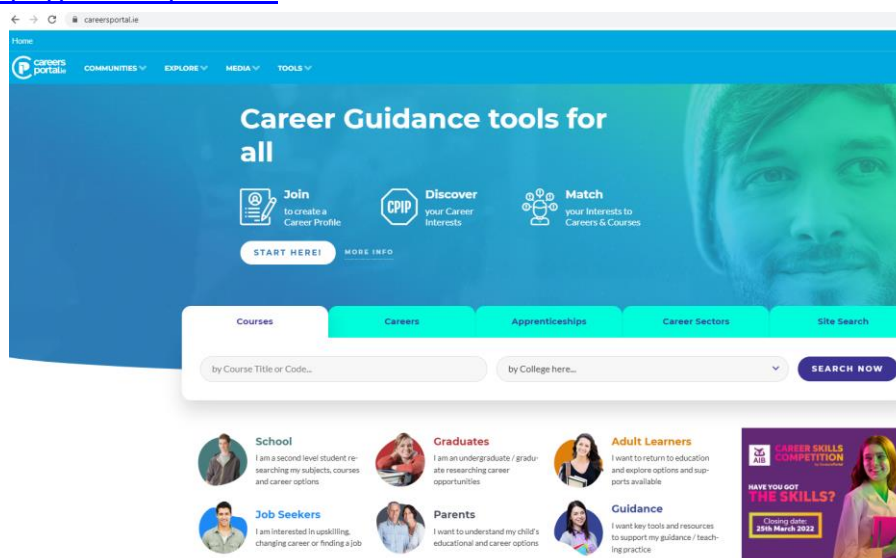


Our TY students on Work Experience/Shadowing with the Defence Forces at the Curragh Camp. Defence Forces Work Experience normally takes place for one week in October and one week in March. Interested TY students should contact your TY Coordinator Mr. Brian Larkin for a **Defence Forces Work Experience Application Form**.



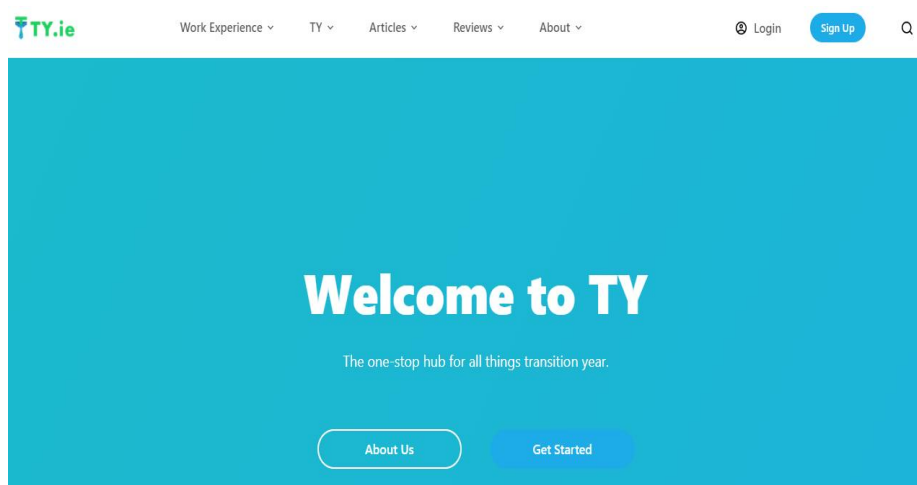
## Tullow Community School Transition Year Programme

Careers Portal <https://careersportal.ie>



Students will be informed in TY Careers and Pastoral Care class of assignments they will need to undertake before, during, and after the work experience.

<http://ty.ie>



Work Experience involves students participating in the daily work of their chosen area. This is a hands-on placement and students are expected to perform some basic workplace activities, while striving to develop their skills in the process.

### Advantages of Work Experience:

- Offers insight into the daily tasks and responsibilities of an active work environment.
- Helps to develop and improve a student's personal, interpersonal, and organisational skills.
- Offers the opportunity to interact with new people in an independent and mature manner, and often requires dealing with customers or the public from a professional standpoint for the first time.
- Provides experience of the typical working hours, levels of pressure & responsibilities of the position.
- Students can make contacts for future work, gain experience for their CV, and acquire referees.
- The experience of the 'real' world can help motivate students to be more responsible and ambitious on returning to school.



## Tullow Community School Transition Year Programme

**Work Shadowing** involves closely observing someone at work doing a role rather than taking on the working role itself. It can give excellent insight into what a job involves and the skills it requires. It is, however, unlikely that the student will develop his/her own skills.



E.g., TY students have the opportunity to engage in the 5-day Garda TY Work Experience/Shadowing programme where TY students are brought in a squad car to Dublin Criminal Courts of Justice to witness Gardaí giving evidence in a court case, TY students attend the Garda Training College in Templemore etc. Interested TY students should contact your TY Coordinator Mr. Brian Larkin for a **Garda Work Experience/Shadowing Application Form**.

### Advantages of work shadowing:

- Offers opportunities to experience positions that would not normally be available to do TY work experience in, e.g., Law, Hospitals, Gardaí, Social Work etc.
- May offer the opportunity to experience several careers as the placements tend to be shorter.
- There is normally time allocated to allow questions and discuss observations with staff, and so it provides an opportunity to develop interpersonal and communication skills.
- Excellent opportunity to develop and grow listening and observation skills, and at the same time pick up a good sense of what the work is like.

In terms of finding out what it is like to work in a new environment, it is usually recommended that students do not opt to work in a family business or where another family member is working. However, if a student has a family business, perhaps they could offer a placement to another student.

To complete the learning process, it is important for students to have the opportunity to reflect on their experience and what they gained from it. This will take the form of evaluation worksheets that they will complete in booklet form. Students are also encouraged to present a summary of their experience to the whole class as it develops many core skills as well as providing insight into the working life of a variety of career areas to all students. Students should also write 'Thank You' letters to the employers.



*TY Work Experience as a Pilot in a Flight Simulator*

Participation in work experience programmes form part of a student's overall assessment at the end of Transition Year. Students' diaries and reports, employers' reports and perhaps notes made by the TY Coordinator or a teacher will form part of the assessment. In addition, the assessment reflects the effort a student has put into the whole process from preparation to evaluation.



### **TY Work Experience Information for Parents and Guardians**

How parents can help: While it is an exciting experience for most students, it can also be daunting and parental support and encouragement can contribute significantly to the potential success of the work placement. Below is a list of things to consider during your student's placement.

**Before** the placement, parents or guardians should ensure that their son/daughter:

- Knows where he/she is going, how to get there and the duration of the journey to work.
- Is dressed appropriately depending on the nature of the placement.
- Has money for travel costs and lunch breaks.
- Carries any required documentation.
- Knows who to ask for when they arrive at their work placement.
- Is familiar with start and finishing times as well as any break arrangements.

**During** the placement, parents or guardians should ensure that their son/daughter:

- Arrives on time every day.
- Gets enough sleep – workdays are longer than school days!
- Shares with them their experiences at work every day.  
*(Students will only receive a debriefing in school at the end of the placement, so the opportunity to share daily experiences and receive encouragement and reassurance is important.)*
- Completes their Work Experience Diary every day.

If your son/daughter is experiencing any difficulties during placement, it is advisable to first try to get him/her to work through the problem themselves. If he/she is unable to do so, please contact the TY Coordinator.



*TY Work Experience/Shadowing in a Hospital*

**After** the placement, it is recommended that parents or guardians:

- Chat with their student about what he/she learned from the experience and whether it influenced their career plans.
- Remind their son/daughter of the importance of saying thank you and prompt him/her to write to the work experience provider thanking them for the opportunity and experience gained.



## **TY Work Experience Information for Employers**

### **Before the Work Experience Placement**

When students approach employers for work placement, they will give employers a letter from the school with dates of the placement and other general information. See Appendix 6. If an employer agrees to the work placement, they will be given an Employer Evaluation Form by the student at the start of the placement. See Appendix 10.

### **During the Work Experience Placement**

Employers are asked to contact the TY Coordinator if any difficulty arises. Employers may also be contacted or visited by a staff member to establish that the placement is running smoothly. Employers are also asked to keep a record of attendance and hours worked. They will complete and sign the Attendance Record provided to them by the student. See Appendix 8.

### **After the Work experience Placement**

One of the principal tasks after the placement is to retrieve feedback/evaluation forms from the employers. These will have been issued to the employer by the TY student in advance of the placement or during it. These can be emailed or posted to the school directly and form an essential part of the evaluation of the overall programme. Please see Appendix 10.



*TY Work Experience as a Primary School Teacher Assistant*

### **Garda Vetting**

Where a TY student is between the age of 16 and 18 and is hoping to gain work experience that is 'relevant work' in terms of the **Children and Vulnerable Adults legislation** e.g., working as a primary school teacher assistant, then the necessary Garda Vetting process of the student will have taken place in advance of this work experience placement with the consent of the students' parents/guardian.

### **Work Experience Insurance**

The school insurance generally covers students while on work experience. Please see the Work Placement Letter to Employers in Appendix 6.

## 5. Gaisce - The President's Award

One of the most valuable elements of our Transition Year programme is the challenge of the Gaisce - President's Award. It is a challenge from the President of Ireland, to you... the nation's future, to dream big and realise your potential. It is a self-development programme for young people which has been proven to enhance confidence and wellbeing through participation in personal, physical and community challenges.

### What's it all about?

It works on the basis of a personal challenge set by you. You will set the challenge and agree it with a President's Award leader. You won't be competing with other participants, as each challenge is completely individual... so the only person you will compete with is yourself...!



*L to R: Former TCS student and current TCS teacher Ms. Raissa Smyth receiving her Gold Gaisce Award from the President of Ireland, Michael D. Higgins in Áras an Uachtaráin in July 2022 and presenting the Bronze Gaisce Awards to the Transition Year students at their TY Graduation Ceremony in May 2022.*

There are two Gaisce - President's Award leaders in Tullow C.S. for the Transition Year Programme 2024 – 2025 i.e., the Chaplain Ms. Emer Fitzgerald and Ms. Raissa Smyth.

### How does it work?

There are three different types of awards that you can earn – bronze, silver and gold. The minimum age for the bronze award is 15. It is earned over a minimum period of 6 months.

### How to earn an award?

There are 4 different challenge areas. To earn an award, you will need to participate in each of the 4 challenge areas. You might decide to build on an activity you've tried in the past. Each participant must participate in at least one new activity to earn an award.



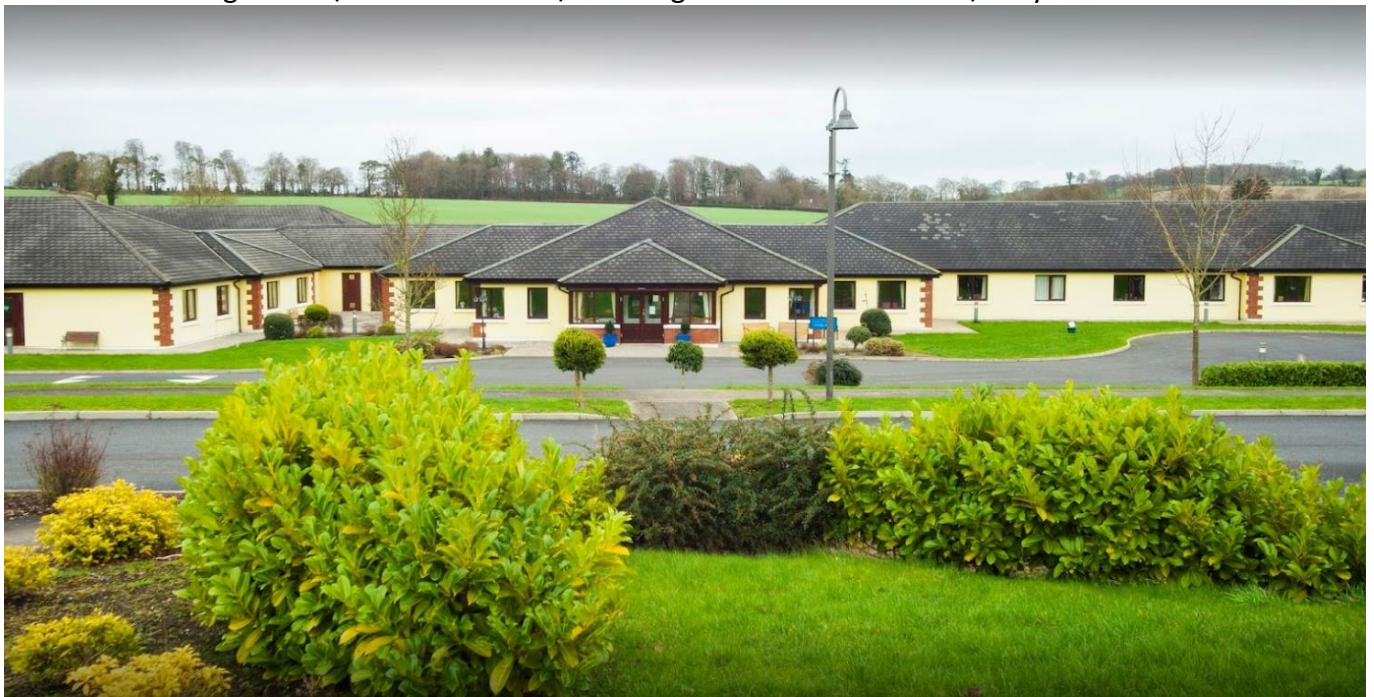
**Tullow Community School**  
**Transition Year Programme**

**Our Four challenge areas are:**

**I. Community Involvement**

In this challenge, select one community activity to participate in for 1 hour per week by 13 weeks. Examples include:

- Underage Coaching Assistant in all sporting areas or Scout Leader/Guide Leader.
- Visiting an elderly neighbour (not a relative)/ visiting a nursing home for the elderly.
- Club Volunteer/ Volunteering with children with special needs.
- Mentoring Programmes/ Re-cycling Programmes/Green Schools etc.
- Fundraising campaigns that will run for the time required to qualify for the Award.
- Life Saving Course/ First Aid Course/ Running a school Credit Union/ Tidy Town Committee.



*Sonas Nursing Home in Tullow.*

**II. Personal Skill**

To complete this challenge, choose a skill that you would like to develop or improve on for 1 hour per week by 13 weeks. The main emphasis in this challenge area is on your commitment to see it through and how much you improve from start to finish. You could consider one of the following, or a skill of your choice:

Computers/ Web Design  
Dance Classes/ Singing Lessons  
Arts and Crafts/ Painting

Photography  
Woodwork/ Metalwork  
Woodturning/ Woodcarving

Calligraphy  
Sign Language  
Foreign Language *(must be extra-curricular)*





**Tullow Community School**  
**Transition Year Programme**

**3. Physical Recreation**

In this challenge, you will select one sporting activity to learn or to improve upon for 1 hour per week by 13 weeks. For example:

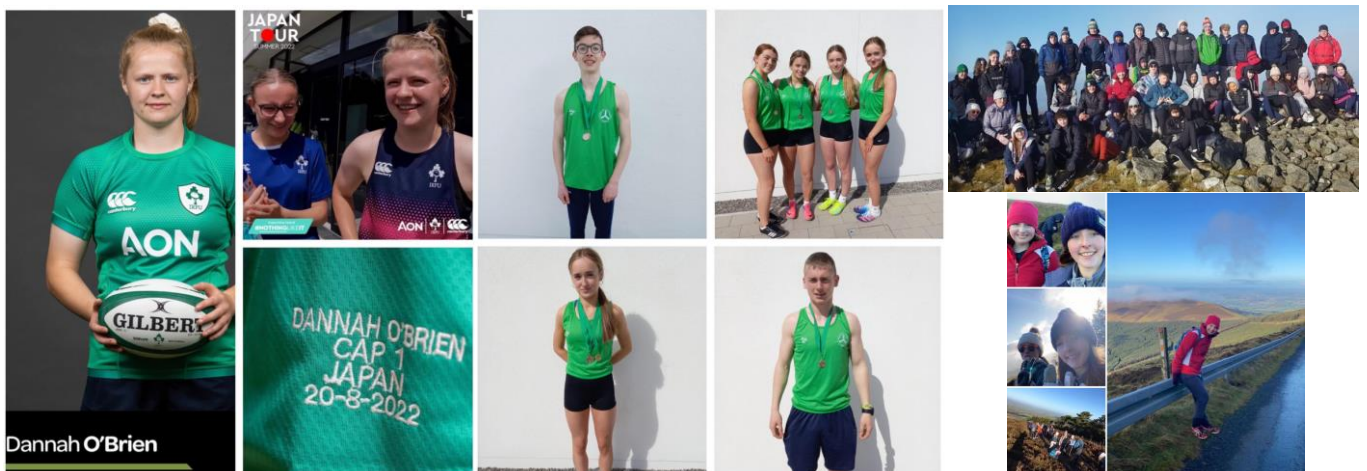
Athletics/ Running  
Join a Walking/Hiking Club  
Cycling/ Aerobics  
Hurling/ Football  
Soccer/ Rugby  
Camogie/ Hockey

Boxing/ Kickboxing  
Tennis/ Squash  
Badminton/ Racquet Ball  
Karate/ Tae Kwon Do/ Tai Chi  
Weight Lifting/ Gym work  
Gymnastics

Horse riding  
Swimming  
Diving  
Sailing/ Fishing  
Rowing/ Canoeing  
Dancing



*Our school Chaplain Ms. Eimear Fitzgerald with the Tullow C.S. Equestrian team in November 2021.*



*Former Tullow C.S. TY student Dannah O'Brien is now playing at out-half with the Ireland ladies rugby team.*

*Some of our Tullow C.S. athletics students have had great success at the Senior Athletics Outdoor Track and Field events.*

*TY students hill walking/ hiking to the top of Mount Leinster.*



#### 4. Adventure Journey

Students are required to undertake a 25km hike or a 100km cycle over two days. It involves an overnight stay for example at the *Kippure Adventure Centre* or it could involve cycling the Waterford Greenway.

### GAISCE TRIP TO KIPPURE CO. WICKLOW TUES 2<sup>ND</sup> & WED 3<sup>RD</sup> MAY 2023



This year the plan is to bring the TY students to **Carlingford Adventure Centre** from **Thursday the 8<sup>th</sup> of May 2025 to Saturday the 10<sup>th</sup> of May 2025**. The cost per student is approximately €300 for the three days and 2 nights stay including bus transfers to and from Carlingford Adventure Centre. Supervision and safety are provided throughout the expedition.





## TY Headstrong Team/Committee

Headstrong is a post-primary programme run by 'Cycle Against Suicide', a national mental health awareness charity. It is a positive and whole school approach that aims to:

- Support mental health education
- Reduce stigma
- Promote resilience
- Foster a sense of belonging among young people



Ms. Gray's TY 2020-2021 Headstrong Team/Committee

### Headstrong teaches young people to Be Brave, to Reach Out and to Speak Up!

In Tullow C.S., the committee working on Headstrong comprises of TY students only, and staff, headed by Ms. Gray.

The committee utilises the student's leadership skills in educating the student body in a peer-to-peer manner on areas relating to mental health under two main categories:

1. Looking after yourself, &
2. Mental Health.

Throughout the year, the committee will deliver education in these areas to the student body in varying ways.



### TY 2021 - 2022

Last year, the TY Headstrong Committee applied for and achieved Amber Flag status for Tullow Community School, awarded by Pieta House.

It recognises the efforts of schools to create healthy and inclusive environments that support positive wellbeing.

It is up to the new team to maintain Amber Flag status for the school by continuing the efforts to promote positive mental health throughout the new academic year.



All students are encouraged to engage with the lessons and initiatives delivered by the TY Headstrong Committee as well as the charity days and the **Darkness Into Light** walk which takes place every May, a walk done in solidarity with those affected by suicide.



## 6. TY Personnel

Transition year is supported by the whole school staff, including the:

- Tullow C.S. Board of Management
- Acting Principal: Mr. N. Murphy
- Deputy Principal: Ms. T. Carey
- Transition Year Coordinator: Mr. B. Larkin
- Transition Year Class Tutors (see below)
- Transition Year Teaching Staff (see below)
- Special Needs Assistants (see below)
- Career Guidance Counsellor: Ms. C. Doyle
- Chaplain: Ms. E. Fitzgerald

### TY Students

This year the 98 TY Students are divided into four base classes of 24/25 students according to a random distribution of students. Students will not be in their base Junior Cycle classes as we believe that Transition Year is an optimal time for students to meet, engage and collaborate with other students in their year group. Students' evaluation of Transition Year has shown that while they were at first nervous about this arrangement, they were overwhelmingly in favour of it at the end of Transition Year Programme.

### TY Class Tutors

**TY Spring:** Mr. Dollard    **TY Summer:** Ms. Bracken    **TY Autumn:** Mr. Kenna    **TY Winter:** Ms. S. Kenny  
The TY Coordinator liaises with the TY Class Tutors on a regular basis. Particular attention is paid to individual student's attendance, uniform, behaviour and overall engagement in Transition Year.

### TY Teaching Staff

The following staff members are engaged in delivering the TY Programme:

Core Subjects		Subject Sampling & Modules	
<b>English:</b>	Mr. William Byrne, Ms. Gray, Ms. Redmond	<b>Active Schools</b>	Ms. Cleere & Mr. Kenna
		<b>Bus/Ac/Enterprise</b>	Mr. Larkin & Ms. Deegan
		<b>Junk Kouture</b>	Ms. Garnier
<b>Irish:</b>	Ms. Hayes, Ms. Stafford & Ms. Power	<b>Comp Applications</b>	Mr. Larkin, Mr. Kenna, & Ms. Gray
		<b>Computer Science</b>	Ms. McCann & Ms. Deegan
		<b>Construction</b>	Mr. O'Shea
<b>Maths:</b>	Ms. Bracken, Mr. Loane, Ms. E. Kenny & Ms. M. Doyle	<b>Driver Theory</b>	Mr. Morrissey
		<b>DCG</b>	Mr. Kelly & Ms. Walsh
		<b>Photo/Videography</b>	Mr. Kenna & Ms. Canavan
<b>Religion:</b>	Ms. Grufferty & Ms. Scannell	<b>French</b>	Ms. Breen & Ms. Jackson
		<b>German</b>	Mr. Duffy & Mr. Hogan
<b>PE:</b>	Mr. O'Reilly, Ms. R. Smyth & Ms. Roberts	<b>Geography</b>	Ms. Hendy & Ms. S. Smyth
		<b>History</b>	Ms. S. Kelly & Ms. McCarthy
		<b>Political Education</b>	Mr. Morrissey
<b>Past Care:</b>	Mr. Larkin.	<b>Public Speaking</b>	Ms. Gray
		<b>Music</b>	Mr. Coogan, Ms. Power
<b>Careers:</b>	Ms. C. Doyle	<b>Biology/Ag Scien</b>	Mr. Dollard & Ms. Gartland
		<b>Physics</b>	Ms. E. Kenny

## Tullow Community School Transition Year Programme

A TY Staff Meeting of all teachers involved in delivering the Transition Year Programme is held at the beginning of the academic year i.e., normally the last week of August or the first week of September. The Transition Year Coordinator outlines the aims of Transition Year, feedback from the previous year's TY students and parents/guardians, discusses changes to the programme, informs teachers of activities and events, and addresses any questions. At all subsequent staff meetings, Transition Year matters are discussed where necessary. A second TY Staff Meeting normally takes place in March or April to discuss the progress being made, nominate students for awards and to inform Transition Year Programme planning for the subsequent year.





## 7. Student Assessment

*“Assessment is an integral part of the teaching and learning process. It should 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.”*  
(Transition Year Programmes, Guidelines 1994-95)

All assessment and certification within Transition Year is school based. Assessment in Transition Year is in keeping with the overall school policy on assessment. There is an emphasis on both assessment for learning and on assessment of learning within the programme.



The emphasis is on on-going assessment rather than on a terminal exam. Individual teachers use a variety of methods to assess student performance in each course. Assessment tools for each subject and module are outlined in detail in the Subject Plans (See Appendix).

Some examples of Assessment for Learning (AfL) and Assessment of Learning (AoL) are:

- Homework and oral presentations.
- Student self-assessment is facilitated through reflections and Portfolio diary.
- Project work is encouraged to promote self-regulated learning. Individual teachers outline the assessment criteria for his/her students.
- External assessment: The employer assesses each student's work experience, Junk Kouture Competitions, Mini Company County & National evaluations, Robotics competitions etc.

## Tullow Community School Transition Year Programme

- Students are awarded certification in many courses accredited internally by individual teachers and externally by outside agencies e.g. Mondello Early Drive Course Certificates, Self Defence Certificates, Gaisce The President's Award, Dulann Workplace Certifications etc.
- Portfolio: Each student maintains a portfolio of completed projects, certificates of achievements, assignments, reports on modules, trips, talks, work experience etc.



Summative assessment of student performance in Transition Year takes the form of a Christmas and Summer Report which is sent to parents/guardians through the schools Vsware system. At the Transition Year Graduation ceremony held on the last week of May students who have successfully completed Transition Year will be presented with a Record of Achievement with Pass, Merit, Higher Merit or Distinction. The Spirit of Transition Year Student of the Year Award will be presented to one student. There are twelve students 'TY Engagement and Ethos Awards' which are agreed by the TY Teachers and the 'Overall Male and Female Transition Year Student of the Year Award' is presented at the graduation ceremony. Nominations for these awards are received from the relevant teachers. A Parent Teacher meeting will normally take place during the academic year where possible and parents/guardians will be notified of the date for this in advance.





## 8. Finance

Tullow C.S. Transition Year 2024 - 2025 fee is €500. A deposit of €200 is normally paid upfront when the Third-Year student is accepting the offer of a place on the Transition Year programme. The balance of €300 is then paid on or before Friday the 31<sup>st</sup> of May 2024. Parents/Guardians of Third-Year students who have been offered a place on the Transition Year Programme receive letters reminding them of when these payments are due. Also, a facility is created through the students Vsware account which enables Parents/Guardians to pay the TY Fee through an online banking portal in smaller weekly or monthly instalments before the 31<sup>st</sup> of May 2024 if they so wish.

### TRANSITION YEAR FEE

- **TY Fee €500**

**Paid in instalments:**

**€200 Deposit paid when accepting TY place.**

**€300 Balance paid by the 31<sup>st</sup> May 2024.**

**Additional Costs:**

- Ploughing €25 approx.
- TY Ball €35 Ticket approx.
- Carlingford Adv. Centre €300 approx.

Please see details of how to pay this fee through **online banking** on your students Tullow C.S. Vsware. This is the **preferred method of payment**.

Alternatively, a **parent/guardian** could bring the payment into the school office in an **envelope** with your student's name written on it along with their class group of TY Spring, TY Summer, TY Autumn or TY Winter on or before the deadline date for that payment. Please be aware that it is your responsibility to make sure to attain and retain a **receipt** for this envelope payment from the school office as **evidence of your payment**.

For those students intending to go on the voluntary trip to Carlingford Adventure Centre in May 2025 there will be a separate online banking facility created through your students Vsware account to facilitate Parents/Guardians to pay for this trip in one go or in instalments during the academic year. Please be aware for students intending to go on the trip to Carlingford Adventure Centre from **Thursday the 8<sup>th</sup> of May 2025 to Saturday the 10<sup>th</sup> of May 2025**, a deposit of €100 will need to be paid by **Friday the 25<sup>th</sup> of October 2024** with the balance of €200 to be paid by **Friday the 28<sup>th</sup> of February 2025**. There are 85 student spaces available for this trip to Carlingford Adventure Centre and they will be filled on a first come first served basis. Students will be provided with a brochure containing details of this three day and two-night stay in Carlingford Adventure Centre, to bring home to their Parent's/Guardian's and the Parent/Guardian will need to sign the back of this brochure indicating that they are consenting to their son/daughter engaging in this trip to Carlingford Adventure Centre.

## **9. Communication**

Communication between students, teachers, parents, and the Transition Year Co-ordinator is vital for the successful implementation of the Transition Year programme. Students and parents are encouraged to contact the Transition Year Co-ordinator at any stage if they have any queries or concerns, or suggestions for improvement to the Transition Year programme.

Information Meetings:

- On Friday the 30<sup>th</sup> August 2024 from 09:00 to 09:30 the TY Coordinator will meet the TY students in the canteen to divide the students into their class groups of TY Spring, TY Summer, TY Autumn and TY Winter. Then there will be a TY Induction Meeting for Transition Year students with the Transition Year Co-ordinator as follows:

09:40 to 11:00: TY Spring & TY Summer Induction Meeting in Lecture Rooms

11:15 to 12:35: TY Autumn & TY Winter Induction Meeting in Lecture Rooms.

Students will receive information on everything there is to know about Transition Year. This is an important forum to answer any questions which students may have.

- The TY Parent-Teacher Meeting will take place during the school year if possible. Parents or guardians will receive a list of their son's/daughter's teachers. If a parent or guardian is unable to attend the Parent Teacher Meeting, they are requested to inform the school in advance.
- Parents of TY students and the TY students themselves are invited to attend a 5<sup>th</sup> Year Subject Options Talk in November 2024 (date and time to be confirmed).

Other areas of ongoing communication are:

- TY Class Tutors (& TY Coordinator) meeting with the TY students every morning at registration.
- TY Coordinator meets all four TY class groups once a week during Pastoral Care.
- Informal chats with students.
- Information leaflets for parents/guardians and students outlining TY activities e.g., Surfing etc.
- Summative assessment of student performance in Transition Year takes the form of a Christmas and Summer Report which is sent to parents/guardians through the schools Vsware system.
- Emailing through Office 365.
- Messaging through MS Teams.
- Letters to Families.
- Information on Tullow Community School website and social media (Twitter and Instagram).
- Text messages sent from Tullow C.S. to the TY students' parents/guardians.
- Direct contact with a parent by phone or email and meetings where necessary.

Appointments

Students and parents may wish to make an appointment to see the Transition Year Coordinator, the Career Guidance Counsellor, Chaplain, management or a teacher to discuss matters. This can be done by emailing the school secretary at [info@tullowcs.ie](mailto:info@tullowcs.ie) or by phoning the school secretary on 059 9151473 to make an appointment.



## **10. TY Programme – Evaluation, Feedback and Strategic Plan**

Feedback is important to inform planning of our Transition Year Programme. Regular evaluation of the Transition Year programme is carried out in the following manner:

- Formal and informal discussion with students at Transition Year meetings.
- Formal and informal discussion with teachers throughout the year.
- One TY staff meeting per year is given to discussion of the Transition Year programme, its development and planning.
- Regular meetings between the Transition Year Co-ordinator and the TY Class Tutors.
- Student evaluation of the programme is carried out during the year.  
See Appendix for sample student evaluations from 2023 - 2024.
- Teachers are encouraged to evaluate their own modules/ subjects.
- Teacher evaluation of Transition Year is conducted by means of a survey.  
See Appendix for 2023 - 2024 end of year teacher survey statements.
- Parents are invited to evaluate the programme annually by means of a survey.  
See Appendix for 2023 - 2024 survey statements.

### **Student Evaluation of Transition Year 2023-2024**

### **Parents Evaluation of Transition Year 2023-2024**

### **Teaching Staff Evaluation of Transition Year 2023-2024**

### **Strategic Plan**

Subject Plans: TY Core Subjects



## **T.Y English Studies**

*Theme:*

*Literature of 'Dreams vs Reality'*

*2022 - 2023*

*Module 1: Film Studies*

*Module 2: Drama Studies*

*Module 3: Novel Studies*

*Module 4: Irish Poetry Studies*

*Module 5: Research Project*





# T.Y English Scheme of Work

## Module 1: Film Studies

**Aims:** The aim of this module is to develop in students -

- An awareness of the value of literature in its diverse forms for enriching their perceptions, for enhancing their sense of cultural identity, and for creating experiences of aesthetic pleasure.
- Fostering development of concepts and processes for their ability to think, reason and evaluate in a wide variety of contexts.
- Developing knowledge and content about the nature and uses of language and the variety of functions and genres in which it operates.
- Expanding attitudes and effects to their development of interest and enjoyment in using language, respect for its potential to make meaning and an appreciation of its diverse cultural manifestations.

### Skills:

1. Interpreting film posters & trailers
2. Using appropriate vocabulary in analysing film as a text
3. Identify a film's protagonist and trace their character arc
4. Writing a film review using appropriate subheadings & vocabulary

### Understanding:

1. Understand the impact of colour and sound on an audience's experience of film
2. Understand how a protagonist / antagonist drive the plot of a film
3. Understand why a director decides to use particular shots in a scene
4. Understand how to write a short screenplay for a film scene

"IF IT'S A GOOD MOVIE, THE SOUND COULD GO OFF AND THE AUDIENCE WOULD STILL HAVE A PRETTY CLEAR IDEA OF WHAT WAS GOING ON."

- Alfred Hitchcock



### Movie: 'I'm not scared'

#### Director: Gabriele Salvatores

This film is an incredibly rich teaching resource that lends itself to enhancing the visual literacy of senior students. It has won numerous awards, including two for cinematography, and as such has great merit for teaching students about effective uses of visual techniques and film conventions. The Italian director has made a film that is extraordinarily compelling: in terms of cinematography, almost any random pause of the film would depict an incredible use of camera angle, shot size and composition. The use of sound is evocative and potent as well, and effectively enhances meaning and atmosphere.

It is a foreign language film, subtitled, but a diverse range of students of different abilities, ethnicities and gender consistently respond positively to this film. This is perhaps due to the accessibility of its narrative and themes: essentially a coming-of-age film and as such appeals to adolescents. The film is constructed from the perspective of a young boy who dramatically reassesses his perception of and relationship to his parents. His idealisation of his father, is challenged by an ethical dilemma: will he conform to adult expectations of him, or do what his conscience tells him is morally right?

In facing this situation with courage (note the title), the boy achieves greater autonomy and a clearer sense of identity.

Salvatores explores these tensions subtly, exploring a stage in cognitive and moral development directly relating to adolescent development. It also has the benefit of introducing students to another culture, broadening their experience of diverse texts, and enriching their knowledge base.

It is a thriller: which most students find exciting and engaging because of the suspense. However, it plays with the accepted conventions of this genre: Salvatores has set this thriller largely in sunlit open spaces. This can generate rich discussion. Although it is stylistically complex, the film is quite simple. It has a single setting (rural Italy in the 70's), a limited point of view, a small number of characters and chronological narrative sequencing.

It is overall an accessible film that is also age appropriate for this level.

### Assessment: Formative & Summative

- Observation of student participation in discussion, viewing of exposition, construction of template and note taking.
- Questions and answers (written & oral).
- Feedback on ideas and responses to linking the course theme to the plot - characters etc.

### Teaching & Learning Methodologies:

- Informative PowerPoints focusing on highlighting key areas in the film and linking the theme of 'Dreams vs. Reality'
- Group / Class discussion on directors inclusion of light - music - characters
- Group / Class discussion on film poster
- Higher / Lower Order questioning



# T.Y English Scheme of Work

## Module 2: Drama Studies

**Aims:** The aim of this module is to develop in students -

- An awareness of the value of literature in its diverse forms for enriching their perceptions, for enhancing their sense of cultural identity, and for creating experiences of aesthetic pleasure.
- Fostering development of concepts and processes for their ability to think, reason and evaluate in a wide variety of contexts.
- Developing knowledge and content about the nature and uses of language and the variety of functions and genres in which it operates.
- Demonstrate an understanding of difference between plays and novels
- Analyse front covers using inference skills in order to gain a wider understanding of the play

### Skills:

1. Interpreting play covers
2. Develop a cultural awareness of the historical setting of the play
3. Using appropriate vocabulary in analysing the text
4. Identify the theme and where it can be seen in the plot

### Understanding:

1. Understand the impact symbolism an audience's experience of the play
2. Understand how a protagonist / antagonist drive the plot of a play
3. Understand how to write a short dialogue for a scene, using all elements of drama.

*"Poetry, plays, novels, music, they are the cry of the human spirit trying to understand itself and make sense of our world."*  
- Laura Malone Elliott



### Play: 'All my Sons'

#### Playwright: Arthur Miller

What is the right thing to do? Twenty-first century citizens are confronted with moral decisions -- choices that reflect one's understanding of right and wrong-- every day. Some are small: choosing not to cheat on a math test, or responding to homeless individuals on trains. Some are larger and more nuanced: protesting for racial justice, going public with accusations of harassment, or working to change laws.

Arthur Miller is often called a moral playwright because he explored how our individual understanding of right and wrong comes into conflict with the values of the broader society in which we live, and how that conflict shapes our understanding of what is true. At the heart of this exploration is Miller's understanding of connectedness: our actions affect others. We are all in this world together and, therefore, all bear responsibility for what happens. We are all part of "a great web of meaning" that makes up civilization.

The post-WWII era in which Miller wrote *All My Sons* was a moment of change in the United States, as the nation took on the role of "leader of the free world." Now, as then, people are called to ask the big questions in service of creating a more just society and living as fully, as humanly, as possible: What is my responsibility to others? Where do I get my sense of right and wrong? How am I justifying my own decisions? Am I hiding from the truth in order to survive?

Students in Transition Year are now at the age where they should be looking at their own moral compass to decide what they view as morally good and right. The play allows for the development of discussion among the class groups, in order to create a debate on why something is considered right for one person and not for the other.

### Assessment: Formative & Summative

- Written worksheets submission by agreed deadline
- Questions and answers (*written & oral*)
- Feedback on ideas and responses to linking the course theme to the play
- Scene / Dialogue writing

### Teaching & Learning Methodologies:

- Group / Class discussion on playwright's inclusion of symbols and how it combines with the theme of the course
- Higher / Lower Order questioning
- Informative PowerPoints focusing on highlighting key areas in the play linking the theme of 'Dreams vs. Reality'
- Development of self-assessment reflection, e.g., by drafting and re-drafting work.
- Hot-Seating





# T.Y English Scheme of Work

## Module 3: Novel Studies

**Aims:** The aim of this module is to develop in students -

- Expression of opinion about issues and infer what the author's opinion is about this same issue presented in the novel
- Describe a character in-depth and explain how various aspects of the character relate to other literary elements of the novel. (E.g.: how does character relate to setting or theme?)
- Describe how a character's personality, attitudes, conflict and relationships change and explain why these changes are important to the novel
- Explain how the author develops the theme in the novel
- Explain how at least one other text helps you understand the themes of the novel

### Skills:

1. Interpreting characters and emotions
2. Development of language skills focusing on key vocabulary
3. Develop a cultural awareness of the historical setting of the novel
4. Build awareness of comparative approaches to the novel and previous text, using the theme to anchor opinions

### Understanding:

1. The impact of friendship and how it lends to the theme
2. Understand how a protagonist / antagonist drive the plot of a the novel
3. Understand how to make connections to the authors approach to the issues presented and how to develop personal opinions
4. Develop critical thinking and comparative skills linking the novel and previous module text, linking both texts by theme.

*"The reading of all good books is like conversation with the finest people of the past centuries."*

- Descartes



### Novel: 'Of Mice and Men'

**Author: John Steinbeck**

As a novella, *Of Mice and Men* is a text that preaches the dangers of believing in dreams, specifically in the American Dream, while teaching us the value of friendship and companionship.

Throughout the novella, we get the sense that George and Lennie's "dream" will never work out, that they will never have enough money, or that there are unforeseen problems that they have not thought about. From the moment we hear of the path "beaten hard" by men who have come and gone, the "ashes" of the fire, we realize that George and Lennie are but the latest in a long line of men who have come here before. From the very opening of the novella, Steinbeck paints a picture that is reminiscent of Paradise whilst simultaneously reminding us that our species were banished from Eden for our sins. Every time there is mention of hope, of permanence, of a future more solid than the one they have now, Steinbeck reminds us that such dreams are bound only to leave us disappointed. It's this theme that is universal for Steinbeck.

"*Of Mice and Men* has universal themes that can be read in any culture and time. John Steinbeck wrote of lessons of the heart, lessons that teach children what it is to be a human being with compassion for his fellow humans and a social conscience."

Steinbeck's classic is short, comprising only six chapters, and that its themes continue to be considered relevant to 21st Century society.

### Assessment: Formative & Summative

- Written worksheets submission by agreed deadline
- Questions and answers (*written & oral*)
- Feedback on ideas and responses to linking the course theme to the play
- Diary entry writing task

### Teaching & Learning Methodologies:

- Group / Class discussion on author's inclusion of symbols and how it combines with the theme of the course
- Higher / Lower Order questioning
- Informative PowerPoints focusing on highlighting key areas in the novel linking the theme of 'Dreams vs. Reality'
- Development of self-assessment reflection, e.g., by drafting and re-drafting work.
- Hot-Seating



# T.Y English Scheme of Work

## Module 4: Irish Poetry Studies

**Aims:** The aim of this module is to -

- Introduce students to the Irish element to the course theme of 'Dreams vs. Reality'
- Develop and build upon poetry skills from Junior Cycle studies
- Observe how different texts present similar approaches to a key theme and expand personal responses
- Focus attention on two poems and establish how imagery can affect a reader
- Understand how the poet creates meaning through language and word choice
- Expand student's ability to respond imaginatively and creatively to this poetry module and allow for creative reaction through student's own work.

### Skills:

1. Interpreting characters and emotions
2. Development of language skills focusing on key vocabulary
3. Develop a cultural awareness of the historical setting of the novel
4. Build awareness of comparative approaches to the novel and previous text, using the theme to anchor opinions

### Understanding:

1. The impact of friendship and how it lends to the theme
2. Understand how a protagonist / antagonist drive the plot of a the novel
3. Understand how to make connections to the authors approach to the issues presented and how to develop personal opinions
4. Develop critical thinking and comparative skills linking the novel and previous module text, linking both texts by theme.

*"Poetry is when an emotion has found its thought and the thought has found words."*

- Robert Frost



### Poet: W.B Yeats

#### Poems: 'The Lake Isle of Innisfree' - 'The Wild Swans of Coole' - 'Sailing to Byzantium'

As a formidable Irish poet

Yeats' poetry helps us to examine what it means to be Irish; it offers us an insight into our history; it provokes around the morality of blood sacrifice; offers a beautiful insight into the beauty of the Irish landscape and a desire to retreat from the modern world; it explores the difficult process of aging and physical decay and seeks – and ultimately achieves – immortality, through art. His poetry is a meditation on the meaning and value of life: that of ordinary people. Harsh and judgmental at times, he manages to always zone on in on the most important aspect. Yeats challenges us and reminds us of universal values. He explores a wide spectrum of themes of universal importance. Questions of the passage of time, escaping one's reality, peace and identifying with one's country have challenged many a great mind.

From this module, students will expand on their poetry studies from Junior Cycle - but they will develop their opinions to a more mature critical analysis of Yeats' poetic style and technique. In doing so, the students will be preparing themselves for the Senior Cycle approach to the English course.

Students will take on board everything they have gained from observing Yeats' style, along with previous poetry knowledge and use that to form their own poem, through Black-Out Poetry. Students will be encouraged to keep the course theme of 'Dreams vs. Reality' in mind when completing their own pieces of work.

### Assessment: Formative & Summative

- Written worksheets submission by agreed deadline
- Questions and answers (*written & oral*)
- Feedback on ideas and responses to linking the course theme to the selected poems
- Creative written piece - student poem

### Teaching & Learning Methodologies:

- Group / Class discussion on poet's inclusion of symbols and how it combines with the theme of the course
- Higher / Lower Order questioning
- Informative PowerPoints focusing on language - symbols - imagery - themes - linking to the theme of 'Dreams vs. Reality'
- Development of self-assessment reflection, e.g., by drafting and re-drafting work.
- PowerPoint focusing on Black-Out Poetry





# T.Y English Scheme of Work

## Module 5: Research Project

**Aims:** The aim of this module is to -

- Allow students engage in independent, self-directed learning
- Offer students the chance to focus in on an area (author/poet/etc) that is of particular interest - or that is new to them
- Develop target-setting and evaluation skills
- To encourage confidence in their research skills (computer and note taking)
- Build on their skills to use information correctly, selecting and evaluating information, and deciding when to use it.
- Developing ability to emphasise the most relevant information.
- Develop students tailoring skills to demonstrate their research for an intended audience

**Skills:**

**Research skills are the ability to search for, find, collect, analyse, interpret and evaluate information that is relevant to the subject being studied.**

1. Ability to choose a topic that will interest student & audience
2. Planning and organising presentation / portfolio
3. Working independently
4. Analysis of information from different sources
5. Recording information
6. Developing citation skills
7. Using multiple resources – online, news articles, documentaries, podcasts, YouTube.
8. Working on schedule and towards deadlines



*“Research is to see what everybody else has seen, and think what nobody has thought”  
- Albert Szent-Gyorgyi*

### **Research Project:**

*In this module, students are presented with the opportunity to build upon knowledge gained from this course. They will have the chance to research a person of interest from the field of poetry, drama, and novels. They can decide to focus their attention on modern or classic names. They will work on building their research skills and aim to gain better knowledge on their chosen person.*

*Students can decide on the format they will present their project, whether that is through PowerPoint or printed portfolio. They will also work towards making sure all information presented is relevant and is of interest to their audience. Success criteria will ensure students try to include relevant information*

### **Assessment:**

- Students will end this module presenting their research project - presentation format will be agreed at the beginning.
- Checklists will encourage students to stay on targets.
- Constructive feedback and grade will be provided.

### **Teaching & Learning Methodologies:**

- PowerPoint focusing on success criteria
- ThinkPad / Surface Pro's

## Appendix 1

### Subject Plans: TY Core Subjects

#### TY Subject Plan 2024 - 2025

**1.1 Title of subject or module:**

**Gaeilge**

**1.2 Duration of module:**

32-weeks with 3-class period per week.

	Meán Fómhair - Deireadh Fómhair	Samhain - Nollaig	Eanáir - Feabhra	Márta - Aibreán	Aibreán - Bealtaine
Topaicí	<p>Cleachtadh - Scrúdú Béil</p> <p>Mé Féin agus mo Theaghlach</p> <p>Sraithphictiúr</p> <p>Gramadach - An Aimsir</p> <p>Chaite/Aidiacht</p> <p>Shealbhach</p>	<p>Scribhneoireacht - Blaganna</p> <p>Laethanta Saoire</p> <p>Spórt/Gníomhaíochtaí</p> <p>Gramadach - An Aimsir Láithreach</p>	<p>An Scoil</p> <p>Taithí Oibre (taithí a dhéanamh ar na poist dhifriúla)</p> <p>Gramadach - An Aimsir Fháistineach</p>	<p>Tíortha/Cultúr na hÉireann</p> <p>Tionscald - Contaetha na hÉireann</p> <p>Seachtain na Gaeilge – Gníomhaíochtaí</p> <p>An teanga timpeall orainn</p> <p>Gearrscannán - Yu Ming Is Ainm Dom (Mórtas tíre, srl.)</p>	<p>Ceol</p> <p>Amhránaíocht - Rince Gaelach/Céilí Mór</p> <p>Béaltrialacha</p> <p>Dul Siar ar na topaicí go léir le scrúdú a dhéanamh orthu sna béaltrialacha agus aon mheasúnú a thagann ag deireadh na bliana.</p>
Torthaí Foghlama/Intinní Foghlama	<p>Teanga Labhartha:</p> <ul style="list-style-type: none"> <li>Deiseanna a thabhairt do dhaltaí an teanga a úsáid go foirmiúil (béaltrial) agus go neamhfoirmiúil (sa rang/sa scoil)</li> <li>An teanga laethúil a thabhairt dóibh le húsáid go cumarsáideach (an t-am/dátaí/ceisteanna agus freagraí le cairde/ceisteanna sa rang)</li> <li>An teanga a léamh os ard go muiníneach, le tuiscint ar mhíniú na bhfocal agus conas iad a léamh</li> </ul> <p>Teanga Scríofa:</p> <ul style="list-style-type: none"> <li>bunús na ngramadaí a thabhairt do dhaltaí go leanúnach</li> <li>aird a tharraingt ar thábhacht struchtúr na n-abairtí</li> <li>caighdeán na teanga a spreagadh agus ag iarraidh ar dhaltaí a bheith airdeallach faoina gcuid oibre cosúil leis an gcaoi a bheidís in ábhair eile (mar shampla: Béarla/Stair/Tíreolaíocht)</li> </ul> <p>Cultúr:</p> <ul style="list-style-type: none"> <li>go mbeadh eolas ag na daltaí faoi na rudaí a bhaineann leis an gcultúr (na ceantair Ghaeltachta, an tsean-Ghaeilge, Seachtain na Gaeilge, an ceol, damhsa, srl.)</li> <li>go mbeadh meas acu ar an gcultúr, agus go mbainfidís taitneamh as na gníomhaíochtaí Gaelacha sa scoil agus lasmuigh</li> <li>B'fhéidir go mbeadh na daltaí san idirbhliain in ann gníomhaíochtaí a reachtáil do na ranganna sóisearacha ag tabhairt seans dóibh a nGaeilge a chleachtadh agus taispeánfaidh sé do na daltaí óga go mbíonn an teanga in úsáid lasmuigh den seomra ranga.</li> </ul>				



**Tullow Community School**  
**Transition Year Programme**

Deiseanna Measúnaithe	<p>Ceisteanna (Buntuisicint/Léirthuisicint)</p> <p>Piarmheasúnú/Féinmheasúnú.</p> <p>Postaeir</p> <p>Cluastuisicintí</p> <p>Léamhthuisicintí</p>	<p>Obair bheirte/Ghrúpa</p> <p>Postaeir</p> <p>Powerpoint</p> <p>Taifead Gutha/Taifead Fiseáin</p>	<p>Scrúdú Ranga</p> <p>Béaltrialacha</p> <p>Scéalchlár</p> <p>Scrúdú Foclóra</p>
Machnamh an Mhúinteora	<p>Ceapaim go mbeadh sé cabhrach do na daltaí, agus do na múinteoirí atá á dtógáil sa chúigiú bliain dá mbeadh rudaí áirithe clúdaithe thar na bliana agus go mbeadh a fhios ag na daltaí go mbeidh scrúdú ceart acu ag deireadh na bliana. Tabharfaidh sé sin eolas do na múinteoirí sna ranganna sinsearacha.</p>		

## Appendix 1

### Subject Plans: TY Core Subjects

#### TY Subject Plan 2024 - 2025

**1.1 Title of subject or module:** TY Religion

**1.2 Duration of module:** 32-weeks with 2-class period per week.

Weeks	Topic areas/ subtopic areas	Lesson ideas and activities
1-4	Module 1: Introduction to Religion and Symbolism	<ul style="list-style-type: none"> <li>● Explore the concept of religion and its significance in society.</li> <li>● Discuss the role of symbolism in religion.</li> <li>● Activity: Research and present symbols from major world religions.</li> <li>● Design a personal symbol representing something important in their lives.</li> </ul>
5-8	Module 2: Class Symbol and Transition Year Journey	<ul style="list-style-type: none"> <li>● Collaboratively design a class symbol that represents shared experiences and values during Transition Year.</li> <li>● Reflect on the TY journey and how it relates to the class symbol.</li> </ul>
9-12	Module 3: Introduction to Philosophy	<ul style="list-style-type: none"> <li>● Introduce key philosophical concepts and branches.</li> <li>● Explore the ideas of famous philosophers, including ethics and morality.</li> <li>● Discuss classic philosophical issues like the trolley problem.</li> </ul>
13-16	Module 4: Christmas and Its Meanings	<ul style="list-style-type: none"> <li>● Study the historical, religious, cultural, and spiritual aspects of Christmas.</li> <li>● Reflect on the deeper meanings of Christmas.</li> <li>● Engage in activities related to Christmas, such as St. Vincent De Paul non uniform day.</li> </ul>
17-20	Module 5: Morality, Self-Reflection, and Self-Betterment	<ul style="list-style-type: none"> <li>● Explore the importance of moral values, self-reflection, and personal growth.</li> <li>● Develop personal plans for self-improvement and moral development.</li> </ul>
21-26	Module 6: Religious and Cultural Holidays	<ul style="list-style-type: none"> <li>● Study/celebrate various religious/cultural holidays:</li> <li>● Halloween</li> <li>● Valentine's Day</li> <li>● Ash Wednesday</li> <li>● St. Patrick's Day</li> <li>● Holi</li> <li>● Easter</li> <li>● Eid al-Fitr</li> </ul>



**Tullow Community School**  
**Transition Year Programme**

Weeks	Topic areas/ subtopic areas	Lesson ideas and activities
26-32	Module 7: Final Reflection and Integration	<ul style="list-style-type: none"> <li>• Review and refine the class symbol, connecting it to course themes.</li> <li>• Reflect on the course's impact on personal beliefs, values, and moral development.</li> <li>• Discuss how the understanding of different religious and cultural holidays contributes to cultural awareness and respect.</li> </ul>
	Throughout the course	<ul style="list-style-type: none"> <li>• Encourage critical thinking, respectful discussion, and empathy.</li> <li>• Assessment can include class participation, presentations, reflective journals, projects related to ethics and symbolism, essays on the significance of religious and cultural holidays, and a final reflective essay that synthesizes their learning and personal growth over the 37 weeks. Incorporate guest speakers, visits to religious institutions, and community engagement opportunities to enhance the learning experience</li> </ul>

## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 - 2025

**1.1 Title of subject or module:** **Public Speaking**

**1.2 Duration of module:** 16-weeks with 1-class period per week.

#### 1.3 Aims

- To develop skills in speech writing focusing on the language of information.
- To develop skills in speech delivery, i.e., eye contact, voice modulation, pace, tone, body language.
- To encourage confidence in presenting work in front of peers.
- To critically analyse the speeches of famous public speakers.
- To develop target-setting and evaluation skills.

#### 1.4 Learner Outcomes

Students will be able to:

- Draft and deliver three speeches: one on 'Myself' (1 minute), one review (2 minutes) and a final speech on a topic of the student's choice (3 minutes).
- Identify a personal target at the start of the module and assess their own progress at the end.
- Complete at least one worksheet analysing the speech of a famous public speaker, e.g., Barack Obama, Winston Churchill, Oprah Winfrey.
- Speak at the top of the class for at least 3 minutes by the end of the module
- Critically evaluate a recording of their final speech.



*TY students Orna Brophy and Lauren Doyle presenting their company 'Wonderland' to the Minister for Enterprise, Jobs and Innovation Ms. Mary Mitchell O'Connor TD and a number of other dignitaries who were present in the boardroom of Carlow Local Enterprise Office on the 10th of February 2017.*



**Tullow Community School**  
**Transition Year Programme**



**1.5 Course Outline**

**Learning Intentions**

- To understand the overview & module aim. To set a personal target for the module and understand value of doing same.
- Draft an informative speech on **'Myself'** & transfer to flashcard bullet points.
- Deliver a speech about yourself for 1 minute at the top of the room.
- Deliver a speech **reviewing** a book/film/concert/ TV series for two minutes using draft & flashcards as used for Speech 1.
- Analyse the speeches of **Famous Public Speakers**.
- List features of effective public speaking & explore contribution of IT to speeches.
- **Deliver final speech** for 3 minutes in front of a camera. PowerPoints may be used.
- Watch final speech & fill in an evaluation of same providing at least one piece of advice and one piece of praise.

**Teaching & Learning methodologies**

- Presentation
- Target-setting
- Think, Pair, Share
- Effective use of questioning
- Descriptive feedback
- Development of self-assessment reflection, e.g., by drafting and re-drafting work & evaluating speech.

**Resources**

- YouTube:** Oprah Winfrey's acceptance speech for lifetime achievement award at the Golden Globes.  
Barack Obama's inauguration speech 2009.  
Film clip from 'Darkest Hour' depicting Churchill's 'We will fight on the beaches' speech.
- Each student must have flashcards, A4 paper, document wallet.
  - Surface Pro video function & student earphones / camera phone.
  - Use of props for speeches, e.g., copy of the book for the review, photos etc.

**Success Criteria**

- Students can set a specific target relating to Public Speaking that reflects a personal challenge that is achievable for them over the 6 weeks.
- Students move away from reading speeches by using bullet points on flashcards rather than the paragraphs used in first draft of speech.
- Having analysed famous public speakers and taken on board constructive feedback, students use regular eye contact, voice modulation, appropriate pace and volume and relate to their audience in the final speech.
- Students show awareness of progress made and areas for improvement in final speech evaluation process.

**Assessment**

- Submit folder to teacher by agreed deadline. Penalties will apply if deadline is missed.
- Reach set target time for each speech.
- Take constructive feedback on board to improve on speech delivery after each speech.
- Re-visit personal target set by student at start and consider whether it was reached.

## Tullow Community School Transition Year Programme

### 1.6 Cross-curricular links

- Close ties with English Department. Speechwriting is studied in Leaving Cert English.
- Further development of skills from the Oral Presentation CBA1 in Junior Cycle English & MFL.
- Students may use speeches written in English class and perfect them for Public Speaking as the focus is very much on speech delivery.
- Students may be given the opportunity to take part in local Public Speaking Competitions and represent their school at local level
- For the final speech, students are free to speak about any topic of their choice and areas such as mini-company, work experience, sports, history and science often feature.



Tullow C.S. TY students Conor Lewis, Eoghan Cleary, Keith Byrne, & Adam Morris presenting their Company **AoK Clothing** at the Carlow County Enterprise Awards 2017.



Tullow C.S. TY students Cara Doran, Niamh Maxwell, Sadhbh Douglas, Sean McMahon & Rory Foster present their Company **Teenage Flicks** at the Carlow County Enterprise Awards 2017.



Tullow C.S. TY Students Shane O'Byrne & Sorcha Kelly presenting their Company **'Cloud 9' Student Discount Cards**. They won the award for the **Best Business Presentation** at the Carlow Enterprise Awards 2017.

### 1.7 Evaluation of Subject/Module

- Students are surveyed at the end of the module in written and/or verbal format. Teacher takes comments on board for planning next module.
- Students submit their folders to the teacher at the end of the module. Folders should contain all work completed, i.e., course content list, course aim & personal target, three speeches written out in full and transferred onto flashcards, worksheets analysing the speeches of famous public speakers and final evaluation sheet.
- Teacher records target time for each speech. Pass/Merit/Distinction etc. is awarded by combining work in folder with target time reached by each student and whether personal target was reached.





Tullow C.S. TY Science students presenting their idea to save the environment at the 'One Good Idea' National Competition in the University of Limerick 2020.

### 1.8 Additional Needs/ Differentiation

**Groupwork:** Pupils listen to each other's speeches in pairs and in the whole class setting and provide supportive feedback as well as the teacher. Increased proximity to students with additional needs by teacher as teacher moves about the room during groupwork.

**Higher & Lower Order Questioning:** Teacher is aware of students with additional needs and addresses questions accordingly.

**Anxiety:** It is acknowledged from the outset that many people have a real fear of public speaking. While every effort is made to overcome fears in the safe and secure environment of the classroom if the module is causing undue anxiety, students and/or parents are invited to discuss this with the teacher. Accommodations can be provided, e.g., reduced target times, speaking at the back of the class instead of the top and in extreme cases completing and submitting folder but not delivering speeches.

## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 – 2025

**1.1 Title of subject or module:**         **Driver Theory**

**1.2 Duration of module:**                 16-weeks with 1-class period per week.

**1.3 Aims**

- To inform students of the various road signs, hand signals, components in a car, etc. relating to best practice of safe driving.
- To inform students of best practices of safe driver etiquette to promote further road safety.
- To inform students to evaluate the consequences of unsafe driving practices.

**1.4 Learner Outcomes**

Students will be able to:

- Identify road signs.
- Identify the essential components in a car for a Driving Test (i.e., engine, windscreen wash cap, dipstick, etc.).
- Identify hand signals from Road Traffic Corps, cyclists and other road users.
- Assess positive road etiquette to practice safe road use.
- Identify and repair a flat tyre on a car.
- Identify some common issues that occur when driving (e.g. engine failure, loss of oil pressure, driving on a slick surface, etc.) and evaluate how to proceed during such occurrences.
- Evaluate errors made by other drivers via ‘Dashcam footage’.

**1.5 Course Outline**

Learning Intentions	Teaching & Learning methodologies	Resources
<ul style="list-style-type: none"> <li>• To inform students of the various road signs, hand signals, components in a car, etc. relating to best practice of safe driving.</li> <li>• To inform students of best practices of safe driver etiquette to promote further road safety.</li> <li>• To inform students to evaluate the consequences of unsafe driving practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Informative PowerPoints that focus on driver safety.</li> <li>• Dashcam footage and group/class discussions.</li> <li>• Group/class discussions on RSA ads.</li> <li>• Higher/Lower Order questioning.</li> </ul>	<ul style="list-style-type: none"> <li>• RSA.ie PowerPoint Documentaries</li> <li>• Irish Mock Driver Theory Tests.</li> <li>• Internet, YouTube.</li> <li>• Computers, SurfacePro’s, Projector Markers.</li> </ul>
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ To identify road signs and the essential components in a car for a driving test</li> <li>➤ To identify hand signals from road traffic corps, cyclists and other road users.</li> <li>➤ To assess positive road etiquette to practice safe road use.</li> <li>➤ To identify and repair a flat tyre on a car.</li> <li>➤ To identify some common issues that occur when driving (e.g. Engine failure, loss of oil pressure, driving on a slick surface, etc.) and evaluate how to proceed during such occurrences.</li> <li>➤ To evaluate errors made by other drivers via ‘dashcam footage’.</li> </ul>		
<p><b>Assessment:</b> Irish Mock Driver Theory Test.</p>		



**1.6 Cross-curricular links:** Science (Physics), Wellbeing etc.

**1.7 Evaluation of Subject/Module:**

Most TY students are sixteen years old and they are eligible to do their actual Driver Theory Test when they are seventeen. Therefore, it is very useful for students as it prepares them for the Driver Theory and practical test. TY's in Tullow C.S. also complete the Mondello Early Drive Course where they attain practical driving experience. This is also relevant to anyone who does not intend to learn to drive as they will be able to identify safe practices as a passenger, cyclist and/or pedestrian as well as their responsibilities as a road user. The module also informs students on what is important to know for both the driver theory test and in practice.

**1.8 Additional Needs/ Differentiation**

- ICT (projector, computer, etc.) to provide visuals and audio to make illustrating and learning theory more effective and relevant.
- Mondello Early Drive Course provide practical adjustments to the car for drivers with different needs.

**MONDELLO PARK**

- History, Tour of facilities & Museum of Motorsport
- Talk on road safety
- Try out Brake reaction simulator
- Min 20 minutes each Driving in BMW MINI's

**EARLY DRIVE COURSE**

## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 - 2025

**1.1 Title of subject or module:** **Computer Science & Coding**

**1.2 Duration of module:** 16-weeks with 1 double period per week.

#### 1.3 Aims

- To provide students with HTML coding skills to design and build their own website.
- To encourage students to use their imagination to create websites that are pleasing to the user and easy to navigate.
- To encourage students to identify the advantages of smart devices within our society and utilise AI to create their own product.

#### 1.4 Learner Outcomes

Students will be able to:

- Examine, compare, dissect and report on good user interface.
- Research UI and UX and use their findings to design their own website.
- Understand the difference between website design and print design, fonts, colours etc...
- Use grid systems to plan the layout of their website.
- Plan and build a smart device using a Microbit and various sensors.
- Build a website using html to support their Microbit prototype.
- Work as a team to create their desired product.



*TY students Emma Byrne, Reinis Stelbaums and Aaron Kieran collecting their HTML Website Competition awards and vouchers!*



### 1.5 Course Outline

<p style="text-align: center;"><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>• To understand the overview &amp; module aim. To set a personal target for the module and understand value of doing same.</li> <li>• Deliver a website that follows the brief set for each team.</li> <li>• Share and assign team members according to their strengths.</li> <li>• Produce a working prototype that accompanies the website.</li> <li>• Analyse the user experience set by existing websites.</li> <li>• List features of effective web design to the Computer Science teacher and fellow peers.</li> <li>• Evaluate your contribution to the team you have worked with.</li> </ul>	<p style="text-align: center;"><b>Teaching &amp; Learning methodologies</b></p> <ul style="list-style-type: none"> <li>• PowerPoints that inform the students of website comparisons, what to look for in their own research.</li> <li>• Group discussions on research</li> <li>• Student presentations on their findings</li> <li>• Higher/lower order questioning.</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ You Tube</li> <li>➤ Compsci website</li> <li>➤ Past projects</li> <li>➤ Makecode</li> </ul>	
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Students can set a specific target relating to Website design that reflects a personal challenge that is achievable for them during the module.</li> <li>➤ Students follow the waterfall mythology from beginning to end.</li> <li>➤ Students evolve their original design as time goes on.</li> <li>➤ Students use code such as H1-H6, paragraph, headings, grids and style sheets within their website.</li> <li>➤ Students show awareness of progress made and areas for improvement within their team.</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>➤ Submit website and prototype to teacher by agreed deadline. Penalties will apply if deadline is missed.</li> <li>➤ Take constructive feedback on board to improve layout and design of their site.</li> <li>➤ Re-visit personal target set by student at start and consider whether it was reached.</li> </ul>	

### 1.6 Cross-curricular links

- Business Studies – Create their own business for their website
- Engineering – Using sensors for their smart device
- Junk Kouture - some students may wish to add sensors, LEDs etc... to costumes
- Art and Design - design and layout of website
- Mathematics – use of grids

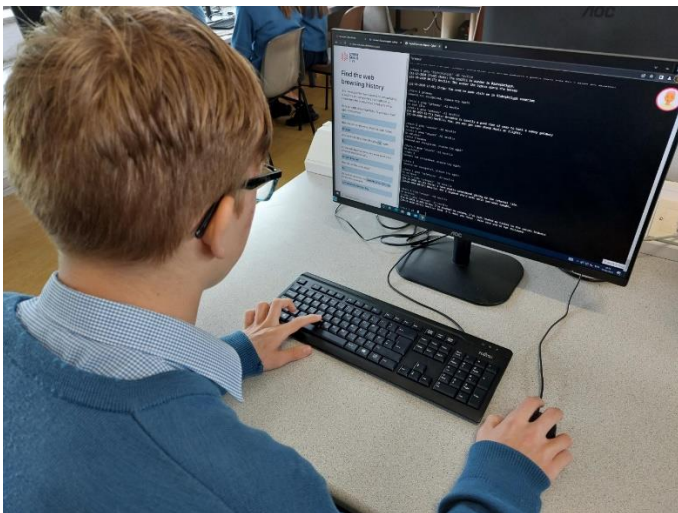
### 1.7 Evaluation of Subject/Module

Steve Jobs once said, “Everybody in this country should learn how to program a computer... because it teaches you how to think.”

Coding is all about creating something new so it encourages creative thinking. With coding knowledge, you can create online blogs or complex websites and customise them to make your own rather than using pre-existing templates. The ability to code, is the ability to problem solve, students can take this problem-solving skill into other aspects of their life.

With technology all around us, it’s evident that tech is the way of the future and demands are constantly growing. This means there will always be a high demand for programmers! These coding skills are not only useful in tech employment, they can be used in any path a student may take. What employer doesn’t want to see “web designer and programmer” on a potential employees cv?

At the end of the year students will display their project with supporting website. How they work as a team and share tasks will be surveyed and recorded.



*Reinis Stelbaums using code to break through a password protection game.*



*Tullow C.S. TY Computer Science students Ava McSherry and Roisin Keogh working with Microbits and Smart home kits.*

### 1.8 Additional Needs/ Differentiation

- High spec computers
- Projector for visuals and audio
- Pre-recorded instructional videos available at all times on Teams.



## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 - 2025

1.1 Title of subject or module: **Computer Applications**

1.2 Duration of module: 32-weeks with 1-class period per week.

#### 1.3 Aims

- Complete the 19 Online Dulann Workplace Certification Courses to make the TY students more employable using the Dulann Operating Management System (OMS).
- The main emphasis is on building student knowledge in the Microsoft Suite.

**Workplace Certification**

**Certified:**

1. Manual Handling
2. Working at Heights
3. Driver Safety Awareness
4. Cardiac First Response
5. Forecourt Emergency Response
6. Child Protection & Welfare
7. GDPR for Frontline Staff
8. Food Allergen Awareness
9. Food Safety Essentials
10. Infection Control Awareness (Covid 19)
11. Hospitality Customer Care
12. Dealing with Difficult Customers
13. Retail Customer Care Awareness
14. Drug Awareness
15. Fire Safety Awareness
16. Office Health & Safety Induction
17. Office Ergonomics

Johnson & Johnson  
MEDICAL DEVICES COMPANIES

glanbia IRELAND

DANONE

Efficient Compliant Safer Workplaces  
dulann.com

Term/Dates:	Theory Work
<p><b>2<sup>nd</sup> September 2024</b> to <b>20<sup>th</sup> December 2024</b> One class period per week x 15 weeks.</p>	<p>Complete the 19 Dulann Workplace Certification Courses on the Dulann OMS to make TY Students more employable.</p>
<p><b>January 2025</b></p>	<p><b>PowerPoint</b> Create a PowerPoint presentation on a topic of your choice Completed file must include:</p> <ul style="list-style-type: none"> <li>• 6 slides with Background design</li> <li>• Titles</li> <li>• Text &amp; Images</li> <li>• Animation</li> <li>• Checklists</li> </ul>

<p><b>Tuesday 11<sup>th</sup> February 2025 &amp; February 2025</b></p>	<p><a href="https://www.webwise.ie">Safer Internet Day 2024 - (webwise.ie)</a> <b>Tuesday 11<sup>th</sup> February</b> Students will research and plan a variety of projects and competitions around internet safety day.</p> <p>Cyber safety, online bully, protecting yourself and others, digital citizenship.</p> <p><b>Cloud basic:</b></p> <ul style="list-style-type: none"><li>• How to organise files and folders</li><li>• Saving files on and offline</li><li>• Uploading and copying files</li><li>• Sharing folders</li></ul> <p><b>Microsoft Outlook and Lens;</b></p> <ul style="list-style-type: none"><li>• How to navigate the email menu, send an email.</li><li>• Drafts, sign off, cc, adding addresses</li><li>• Where to find email addresses, sent emails</li><li>• Calendar, how to add a date to calendar.</li></ul>
<p><b>March 2025</b></p>	<p><b>Microsoft Word;</b> Create a word document based on a hobby of your choice. It must contain:</p> <p>2 images A Heading A Table Text</p> <p>Students will be able to change the colour, size and font of the text.</p>
<p><b>April/May 2025</b></p>	<p><b>Microsoft Excel</b> There are some formulas you need to know for basic Excel skills:</p> <ul style="list-style-type: none"><li>• <b>Sum:</b> This function provides you with the sum of the values you've selected. You can use numbers, cell references, arrays, and other values accepted in spreadsheets.</li><li>• <b>Average:</b> The average function provides you with the average of the values you inputted.</li><li>• <b>Max/Min:</b> These functions are valuable because they provide you with the maximum and minimum values in the range of cells you've selected.</li><li>• <b>Count:</b> This function provides you with the number of cells that contain numbers.</li></ul> <p><a href="#">Book.xlsx (sharepoint.com)</a></p>



## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 - 2025

**1.1 Title of subject or module:** Photography & Videography

**1.2 Duration of module:** 16-weeks with 1 Double class period per week.

#### 1.3 Aims

From DES guidelines. Other aims related to subject/module

- To foster a love of photography and videography
- To critically analyse movies and photographs
- To develop and improve the skills of photography and videography
- To improve videography skills and be able to create short movies
- To develop script writing skills

#### 1.4 Learner Outcomes

Students will be able to:

- Express themselves creatively through video and photography
- Identify the techniques that photographers/videographers use
- Distinguish between a good and average photograph/short movie
- Write their own short movie script
- Use basic video and photography software

#### 1.5 Course Outline

<p style="text-align: center;"><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>➤ Learning to create a short movie</li> <li>➤ Learning to critically analyse photographs and short movies</li> <li>➤ Learning to improve their photographic and videography skills</li> </ul>	<p style="text-align: center;"><b>Teaching &amp; Learning methodologies</b></p> <ol style="list-style-type: none"> <li>1. Group work</li> <li>2. Individual work</li> <li>3. ICT</li> <li>4. Think, pair, share</li> <li>5. Class discussion</li> </ol>	<p style="text-align: center;"><b>Resources</b></p> <ol style="list-style-type: none"> <li>1. iPads</li> <li>2. Students' phones</li> <li>3. School camera</li> <li>4. Computers</li> <li>5. Free basic software packages</li> <li>6. YouTube</li> <li>7. Fresh Film Festival</li> </ol>
<p style="text-align: center;"><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Can identify photographic and videography techniques</li> <li>➤ Can create short movies</li> <li>➤ Improved photographic technique</li> </ul>		<p style="text-align: center;"><b>Assessment</b></p> <ul style="list-style-type: none"> <li>➤ Fresh Film Festival</li> <li>➤ Photograph competition</li> <li>➤ Short movie competition</li> <li>➤ Regular video/photography tasks</li> <li>➤ Peer assessment</li> <li>➤ Self-assessment</li> <li>➤ Class discussion</li> </ul>

#### 1.6 Cross-curricular links

- English – script writing
- Art – Composition and creativity
- Music – Appropriate music choice for short movies



**Fresh Film: Encouraging Young Film Makers & Empowering them as Artists.**



*Fresh Film Festival on RTE in 2024.*

### 1.7 Evaluation of Subject/Module

- Teacher self-evaluation & Student evaluation
- Judging at the Fresh Film Festival
- Student evaluation form. The feedback will be used to improve this module

### 1.8 Additional Needs/ Differentiation

Teamwork is regularly used, Group projects.



## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

TY Subject Plan 2024 – 2025

**1.1 Title of subject or module:** **Active Schools Flag Post Primary**



**1.2 Duration of module:** 32-weeks with 4 class periods per week.

#### 1.3 Aims

- Challenges teenagers to find ways to get their school community more active.
- Provides a channel for student voice
- Generates meaningful opportunities for student leadership.
- To develop skills in speech delivery/public speaking/announcements to fellow students, staff and management
- To encourage confidence in presenting/demonstrating activities in front of peers.
- To develop target-setting and evaluation skills within their class roles.

#### 1.4 Learner Outcomes

Students will have gained skills in:

- Data analysis of survey responses
- Presenting to peers and staff during whole school events
- Focus groups with fellow students to develop student voice
- Awareness campaigns
- Video making for ASF social media platforms and instructional videos for class groups.
- Action planning when creating events

#### 1.5 Course Outline

Learning Intentions	Teaching & Learning methodologies
<ul style="list-style-type: none"> <li>• Planning for the administration of the whole school questionnaire</li> <li>• Staff and students complete whole school questionnaire</li> <li>• ASF class participate in “Explaining ASF” student webinar</li> <li>• Planning for the administration of the whole school questionnaire</li> <li>• ASF class complete Shared Leadership 1- Class Identity &amp; Student Roles</li> <li>• Members of the ASF class create an ASF “Information Hub” and update it throughout the year</li> <li>• ASF class plan and organise a whole school physical activity event with a focus on launching ASF</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Target-setting</li> <li>• Think, Pair, Share</li> <li>• Effective use of questioning</li> <li>• Descriptive verbal feedback</li> </ul>

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**Transition Year Programme**

<ul style="list-style-type: none"> <li>• ASF class participate in “Communications” student webinar</li> <li>• ASF class begin to run a series of ‘Did You Know’ campaigns to raise awareness about their work and the benefits of physical activity for teenagers</li> <li>• ASF class analyse questionnaire data</li> <li>• Members of the ASF class present their findings to management</li> <li>• Members of the ASF class share the questionnaire findings with staff, year groups and parents</li> <li>• ASF class map, measure and signpost an ASF Walkway</li> <li>• ASF class explain the Walkway to all students and plan a Walkway Launch Week</li> <li>• The Walkway is on the agenda at a staff meeting</li> <li>• ASF coordination team organise a staff physical activity event</li> <li>• ASF class plan and organise ASW/Wellbeing Week with a focus on FUN and INCLUSIVITY to include a Walkway/steps initiative</li> <li>• Members of the ASF class create a “Showcase” video of all ASF events that took place during the year and share this with all staff, students and parents</li> <li>• ASF class review and evaluate the success of their year</li> <li>• ASF TY class recruitment amongst 3<sup>rd</sup> years.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of self-assessment reflection, e.g., by completing student and class portfolio</li> </ul>
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ <b>YouTube: instructional videos of exercises/activities</b></li> <li>➤ Each student must have access to ASF Microsoft Team</li> <li>➤ Each student has saved their personal student e-portfolio</li> <li>➤ Surface Pro - when video making, designing posters, flyers, etc.</li> </ul>	
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Students will energise the school day for everyone</li> <li>➤ Students will decrease sedentary (sitting) time of students throughout the school</li> <li>➤ Help more young people find ways to be physically active through an activity that they enjoy</li> <li>➤ Make steps to improve overall wellbeing by focussing on increasing activity.</li> <li>➤ Students lead whole school activities</li> <li>➤ Students liaised with students, teachers and management</li> </ul>	
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>➤ Submit student e-portfolio to teacher by agreed deadline. Penalties will apply if deadline is missed.</li> <li>➤ Reach set target for roles and tasks when planning whole school activities.</li> <li>➤ Take constructive feedback on board when planning whole school activities and carrying out specific roles.</li> </ul>	

**1.6 Cross-curricular links**

- Close ties with P.E and S.P.H.E Department.
- Further development of skills from the Oral Presentation CBA1 in Junior Cycle English & MFL.

**1.7 Evaluation of Subject/Module**

- 2022-2023 was the first year of the ASFPP and it is being reviewed and evaluated at the end of each term.

**1.8 Additional Needs/ Differentiation**

-Pupils choosing their own roles the Pupils work in groups and learn to value fellow student input, providing supportive and constructive feedback alongside the teacher.

-This allows students to be supported by increased proximity to teacher as he/she moves about the room during groupwork.

-Teacher intervention can help break down tasks into manageable steps for students, especially those with additional needs.



## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 - 2025

1.1 Title of subject or module: **Enterprise & Mini Company**

1.2 Duration of module: 32-weeks with 4 class periods per week.

#### 1.3 Aims

- To contribute to a balanced and appropriate general education leading to the personal and social development of students through the study of Business, Accounting, Enterprise and Mini Company.
- To develop and enhance all entrepreneurial skills students might have and to gain an understanding of how to operate their own business. To encourage initiative and self-reliance in each student.
- To develop a clear understanding of the role of enterprise and to encourage the development of enterprise skills including their creative, organisation, communication, negotiation and team work skills.
- To evaluate the role of Marketing in Business and to apply it effectively in their own Business.
- To develop an understanding of Accounting and to maintain their own Business Accounts.
- To prepare students for further education and working life.
- To develop students understanding of business-related Leaving Certificate subject options i.e., Business, Accounting and Economics.

### 'The Last Straw' wins Second Place in the Senior Category of the National Enterprise Awards 2020 in Croke Park!



#### 1.4 Learner Outcomes

- To provide students with the opportunity to create and run their own mini company in a safe environment.
- To provide them with the necessary business skills to achieve this objective.
- To develop in students an understanding of the structures, processes, institutions, and management of a business.

**Tullow Community School**  
**Transition Year Programme**

- To enable students to make informed business decisions.
- To enable students to apply their knowledge to offer solutions to commercial problems.
- To develop students' literacy, numeracy, problem solving, communication and negotiation skills.
- To enable students to understand and appreciate ethics in running a business.
- Students will interview an entrepreneur in their local area.
- They will understand the skills and characteristics of Entrepreneurs.
- They will understand the importance of enterprise to the local area.
- Students will devise a marketing plan for a product of their choice, using product, place, price, promotion.
- They will be able to understand and complete a Break-Even Chart, Cashflow Forecast, Analysed Cashbook, Basic Trading Profit and Loss Account and Balance Sheet.
- Understand the Principles of Economics including Market Forces, Supply & Demand, they will be introduced to Micro Economics.

### 1.5 Course Outline

#### Learning Intentions

- To enable students to set personal targets to be achieved by participation in the programme.
- How to brainstorm – the Generation of lots of possible business ideas.
- To evaluate ideas against targets, SWOT analysis and identify a USP. To select a viable business idea.
- To check out intellectual property responsibilities.
- To write an executive summary of their idea and to set up their company.
- To draw up a cashflow forecast to identify financial requirements.
- To organise start up finance and maintain accounts.
- To present an idea to the team/class and argue its benefits (perfect a pitch)
- To be able to reflect weekly on the process.
- To carry out market research, including costing & pricing and to decide on the marketing mix.
- To devise a marketing plan, including social media & online activities.
- To create a brand, colours, online profile, promo material, branded clothing, etc.
- To develop a prototype. To assemble/build/buy the product or service, setting stock levels as part of this.
- To create and follow a sales plan. To monitor sales and alter a strategy as required.
- To write a business report, reviewing their achievements and progression.
- To design & brand your display stands for competition and Trade Fairs.
- To polish your pitch for the judges.
- To learn your numbers (income, expenditure, profit) & points of learning.
- To enjoy the competitive aspect of the programme.
- To check back to see if you achieved your original personal and business targets.

#### Teaching & Learning methodologies

- Brainstorming, Group Discussion, Classroom Discussion, pair work/group work, worksheets.
- Supplementary Material – Providing students with relevant articles and notes to aid understanding. Students are also empowered and encouraged to research matters themselves, for example accessing relevant websites.
- DVD's e.g., Peter Jones How we made our millions, Dragons Den, Ben Francis CEO of 'Gymshark'.
- Negotiated learning: students will have to negotiate with each other, with the teacher and with other external agencies e.g., Suppliers, giving students greater ownership of and motivation for their company.
- Interviewing local successful Entrepreneurs.
- Think-Pair-Share, Research/Project work, use of ICT.
- Formal Input by the teacher, Effective use of questioning, Feedback.



**Tullow Community School**  
**Transition Year Programme**

- Practical Work and learning from first-hand experience, Target-setting.
- Guest Speakers e.g., Kieran Comerford CEO of Carlow Local Enterprise Office, Niall Kelly CEO of Netwatch, Tommy Hickson SuperValu Tullow etc.
- Interview/questionnaire e.g., Market Research.

**Resources**

- Teachers Notes, Internet, Newspapers, Business Magazines.
- Website: studententerprise.ie – Carlow Local Enterprise Office
- Support/school visits from the Carlow Local Enterprise Office School's Rep.
- Summary sheets covering every stage of running a student enterprise (available as pdfs on studententerprise.ie)
- DVD's on the characteristics and skills of successful entrepreneurs.
- Suite of videos on the YouTube channel StudentEnterprise.ie
- Exploring Enterprise – teacher and student enterprise awards books
- Make the Transition – Pat Mc Laughlin Text book
- Overhead Projector/Data Projector, Whiteboard, DVD's, Posters

**Success Criteria**

- To brainstorm and develop a business product/service.
- To work as a team to achieve the team objectives while allocating work based on each members strengths.
- To successfully bring their product/service to market.
- To create a business report following the detailed success criteria given to students.
- To complete Business, Accounting and Economics projects following success criteria given to students.

**Assessment**

- Students can be asked to give weekly reports on their mini-company progress and financial reports.
- Teacher can sit in on board of management meetings as a silent observer.
- Teacher is a constant facilitator throughout the process, assessing individual team input.
- Completion of a Business Report submitted to the teacher by agreed deadline.
- Mini Company Reports and Presentations assessed at Carlow County Final and hopefully National Final.
- Satisfactory completion of questions and test at the end of each topic.
- Completion of forms, calculations and homework.

### **1.6 Cross-curricular links**

- Accounting: Profit and Loss Account/ Breakeven Analysis.
- Art and Design – creation of posters for advertising, products etc.
- Business/ Business Studies: Business Plan, SWOT Analysis, Advertising, Marketing, Budgeting, Production, Marketing Mix, Business Documents, Business Letters, Business Meetings, Record Keeping, Business Roles.
- Engineering, Construction & DCG for designing and manufacturing mini-company products.
- English for report writing.
- Public Speaking for developing company pitch/ presentation skills.
- Junior Cycle Business: Further development of skills from the Oral Presentation in CBA2.
- Maths – accounting and market research, Breakeven Analysis.
- ICT – power point presentations and internet research/report.
- Home Economics: Household Budgeting, baking goods for sale etc.
- Geography: The European Union/ International Business.
- Economics: The impact of Economic Factors on business/ The impact of Government on business/ The National Budget.

### 1.7 Evaluation of Subject/Module

- Students are surveyed at the end of the module in written and/or verbal format. Teacher takes comments on board for planning next module.
- Reflection of the process of running a mini company through the production of company report and PowerPoint presentation.
- Regular feedback and guidance from representatives of Carlow Local Enterprise Office.
- Success at a competitive level e.g., Carlow County Enterprise Awards and National Enterprise Awards.
- Uptake of business subjects for Leaving Certificate.
- Project Work: On display at Parent Teacher meetings, Open Nights, Duckets Grove Christmas Fair, Turning on of the Christmas Lights Tullow etc.

### 1.8 Additional Needs/ Differentiation

In the Business Department, we encourage and support students with learning difficulties. We strive to ensure that all students enjoy, and gain from, their study of Business/Enterprise, regardless of ability. We are aware of students with learning difficulties and those attending learning support. Learning support teachers and Business teachers liaise frequently regarding individual students.

Some of the Differentiating strategies used are:

- Classroom organisation and seating plan.
- Groupwork: Working as part of a team, students will be encouraged to support each other irrespective of abilities.

Pupils listen to each other's suggestions in groups and in the whole class setting and provide supportive feedback as well as the teacher. Increased proximity to students with additional needs by teacher as teacher moves about the room during groupwork.

- Higher & Lower Order Questioning: Teacher is aware of students with additional needs and addresses questions accordingly.
- Adapted resources and homework exercises.
- The use of appropriate language and explanation.
- Giving greater student choice.
- Within the mini-company classroom there is the ability to incorporate flexible-pace learning, collaborative learning, digital resources, verbal support and ongoing assessment to cater for abilities.

## Tullow C.S. students at the Carlow County Enterprise Awards 2019



Tullow C.S. students Roisin Bailey, Niamh Murphy, Conor O'Neill, Emer Dempsey and Aoibheann Brennan receiving 'The Carlow Finalist Award 2019' for their Company InSync!



Tullow C.S. students Kim Doogue, Millie Francis and Sophie Byrne receiving 'The Best Business Report Award 2019' for their Company Ty Ball.



## Tullow Community School Transition Year Programme



Tullow C.S. students Niamh Keogh, Aoife Hutton, Eadaoin O'Toole, Sorcha McWilliams & Lee O'Neill, Roisin Bailey & Niamh Murphy at their **Beanie Abú!** Company Stand at the Carlow County Enterprise Awards 2019.

Tullow C.S. students Aoibheann Brennan, Emer Dempsey, Conor O'Neill, Roisin Bailey & Niamh Murphy at their **InSync!** Company Stand at the Carlow County Enterprise Awards 2019.

Tullow C.S. students Stephen Murphy, Paraic Deering, Brian Byrne & Dylan Brennan at their **Movie Central** Company Stand at the Carlow County Enterprise Awards 2019.

Tullow C.S. students Alicia Henderson, Millie Francis, Kim Doogue, Aoife Kearney & Sophie Byrne at their **Ty Ball 2019** Company Stand at the Carlow County Enterprise Awards 2019.

Tullow C.S. submitted four Company's to the Carlow County Enterprise Awards 2019 which was held in the Institute of Technology Carlow where the high standard of their Company's was recognised by receiving two of the top awards.



**Beanie Abú** provided personalised Beanie Hats to a number of Primary Schools in County Carlow. They have a **Total Sales figure of €1048.00** to date with a **Net Profit of €524.00**



**Movie Central** organised their own after School Cinema. They have a Total Sales figure of €1136.00 to date with a **Net Profit of €1063.00**. This has provided them with a **94% Net Profit on their Sales**.



## Tullow Community School Transition Year Programme



Ty Ball organised the first ever Ty Ball for Tullow C.S. students. They won the award for **The Best Business Report 2019** at the County Enterprise Awards.

**14 NEWS** 15 January 2019 | THE NATIONALIST

### Enterprising students organise hilarious lip-sync extravaganza

By Elizabeth Lee

A GROUP of enterprising students from Tullow Community School set up a company called InSync to organise a lip sync battle in the school recently.

Niamh Bally, Aoibheann Brennan, Emer Dempsey, Niamh Murphy and Conor O'Neill from InSync organised the elaborate and sometimes hilarious event, with even their teachers taking part!

These hand-picked people crowded into the packed school hall where the atmosphere was electric. Ireland's rugby star Seán O'Brien headed up the panel of judges, along with Keith Kenna and Tullow CS guest pupil Conor Kelly. Their comments about each of the acts added

to the good humour of the event, while MD on the night was teacher Brian O'Reilly. He did an excellent job of introducing the acts, ensuring the night ran smoothly.

The winning acts were decided by votes from members of the audience, with a group called Le Seachta Booties taking home first prize, well done to Craig Staunton, Eoghan Cleary, Tadgh Black and Stephen Metcalfe, who scooped €150.

A group made up of brave teachers Máiread Gray, Róisín Smyth, Katharine Cucklly, Brian Larkin, Collette Leach and Ashlie Mokutechion, appropriately called Out of Sync!, were runners-up. They were more than happy with the honour that was kindly

sponsored by Tommy Hickson's SuperValu, Tullow. Some enterprising students ran a shop at the interval and also sold extra tickets to audience members who wanted to buy extra votes. They also ran a raffle on the night, with most prizes sponsored by local businesses. Their total income from the night was just over €1,000. Enterprise teacher Brian Larkin congratulated all his students on organising such a fabulous night.

The Spicebag Girls were Michelle Eustraco, Aoife Kearney, Aoibhinn Quinn, Rachel Hutton, Abbie Bolger and Lisa O'Callaghan. (Missing from photo are Sophie Kane, Sean McGrath and Keren Malver)

15 January 2019 | THE NATIONALIST **NEWS 15**

Members of The Insync company with the three judges, Conor Kelly, Keith Kenna and Seán O'Brien

Eoghan Lennon, Eoghan Cummins and Dylan Hanley were the Jonas Brothers

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The InSync company: Niamh Murphy, Aoibheann Brennan, Róisín Bally, Emer Dempsey and Conor O'Neill surrounded by the Lip Sync contestants

The Ladies, consisting of Niamh Murphy, Chloe Murphy, Millie Francis, Emer Dempsey, Kim Doogue, Aoibheann Brennan, Sophie Byrne and Róisín Bally

The winners act: Le Seachta Booties, with Tadgh Black, Stephen Metcalfe, Craig Staunton and Eoghan Cleary

Runners-up were Out of Sync, a group made up of teachers!

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Heiton Buckley, Kernanstown Industrial Estate, Hockestown Road, Carlow, R93XE18  
T: (059) 9133641  
www.heitonbuckley.ie | www.samhire.ie

OPENING HOURS:  
Monday - Thursday 7.00am - 5pm | Friday 7.00am - 4pm | Saturday 8.30am - 1pm

InSync! organised a very successful **Lip Sync battle** between the students from Tullow C.S. Their company made a **Total Income of €2038.52** with a **Net Profit of €1788.40**. This has provided them with an **88% Net Profit on their Sales!** They won **The Carlow Finalist Award 2019** at the County Enterprise Awards.

Tullow C.S. students Lee Coleman, Niamh Keogh, Aoife Hutton, Eadaoin O'Toole, & Sorcha McWilliams presenting their **Boonie Abul!** Company at the Carlow County Enterprise Awards 2019.

Tullow C.S. Students in the lecture theatre in the Institute of Technology Carlow getting ready to present their **Business Idea**.

Tullow C.S. students Alicia Henderson, Millie Francis, Kim Doogue, Aoife Kearney & Sophie Byrne at their **Ty Ball 2019** Company Stand at the Carlow County Enterprise Awards 2019.

Tullow C.S. students **Paralec**, Deering, Stephen Murphy, Brian Byrne & Dylan Brennan presenting their **Movie Central** Company at the Carlow County Enterprise Awards 2019.



Subject Plans: TY Optional Subjects & Modules

TY Subject Plan 2024 - 2025

1.1 Title of subject or module: **Junkouture**

1.2 Duration of module: 32-weeks with 4 class periods per week.

**A SUSTAINABLE FASHION COMPETITION**

***“Junk Kouture is open to 12-19 year-olds and challenges young people to design, upcycle and create high end Kouture from recycled Junk, before showcasing their design and representing their school on stages across the world!”***

- Students work on researching, planning, designing and creating a costume made from ‘junk’, to be entered into the annual Junk Kouture competition.
- Tullow Community School has entered the competition each year since 2011.
- Each year we have made it to the semi-finals.

Zara Griffin was awarded a €10,000 scholarship to study professional makeup at the prestigious LA Academy following her participation in Junk Kouture.

In 2020 Grace Maher entered for the third time winning the southeast region and a scholarship to study fashion design at Limerick School of Art and Design. She also won a trip to Cannes Film Festival.





### Month By Month Plan

<b>September</b>	<ul style="list-style-type: none"> <li>• Introduction to Junk Kouture.</li> <li>• Research climate change and the adverse effects on our planet as a direct result of overconsumption.</li> <li>• Form into teams or solo entry.</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Start researching fashion designers.</li> <li>• Compile images that inspire you and create mood boards.</li> <li>• Start making and experimenting with different materials.</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Invite a guest speaker in.</li> <li>• Past pupils for example Alan O'Reilly from Carlow Weather.</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Push through to bring designs to a near conclusion.</li> <li>• Include accessories.</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Take photos of final outfit.</li> <li>• Submit design.</li> </ul>





## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 – 2025

**1.1 Title of subject or module:** **TY French**

**1.2 Duration of module:** 32 weeks with 2 class periods per week.

**1.3 Aims**

- To introduce all that France has to offer students in the future: it's language, geography and culture

**1.4 Learner Outcomes**

Students will be able to:

- Use basic French e.g. introducing themselves, ordering in a restaurant, booking accommodation
- Learn numbers, days and months, food and drink
- Identify cities, main mountains and rivers in France and Francophone countries
- Understand culture and customs of France and Francophone countries
- Be introduced to French film and documentaries
- Make a presentation on France to a First-Year class/their own class

**1.5 Course Outline**

<p style="text-align: center;"><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>➤ To understand the overview &amp; module aim. To set a personal target for the module and understand value of doing same.</li> <li>➤ Create a 5-minute presentation on one aspect of French life/ culture/ history.</li> <li>➤ Deliver the presentation to a First-Year class or your own class.</li> <li>➤ Study a documentary on a one teacher French Primary School; identify the differences between school in Ireland and school in France.</li> <li>➤ Learn basic language and phrases to assist in future travel in French speaking countries.</li> <li>➤ Work in pairs where those who already studied French support those who are beginners in their learning</li> <li>➤ Learn to use Duolingo and other language apps and techniques to advance learning</li> </ul>	<p style="text-align: center;"><b>Teaching &amp; Learning methodologies</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Target-setting</li> <li>• Pair work</li> <li>• Effective use of questioning</li> <li>• Descriptive feedback</li> <li>• Development of self-assessment reflection, e.g., by drafting and re-drafting work &amp; evaluating presentation</li> </ul>
<p style="text-align: center;"><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>French Documentary ' Etre et Avoir'</b></li> <li>• <b>Multimedia Room for preparation of presentation</b></li> <li>• <b>Handouts</b></li> <li>• <b>Duolingo app</b></li> </ul>	
<p style="text-align: center;"><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>➤ Students show awareness of progress made in oral and written French.</li> <li>➤ Students track progress and keep 'streaks' on Duolingo app</li> <li>➤ Students can set a specific target relating to presentation and public speaking that reflects a personal challenge that is achievable for them during the module.</li> <li>➤ Students move away from reading presentation by being familiar with the content of their speech</li> <li>➤ During presentation students use regular eye contact, voice modulation, appropriate pace and volume and relate to their audience by answering any questions on the topic that may arise.</li> </ul>	
<p style="text-align: center;"><b>Assessment</b></p> <ul style="list-style-type: none"> <li>➤ Submit presentation by agreed deadline. Penalties will apply if deadline is missed.</li> <li>➤ Reach set target time for presentation</li> <li>➤ Re-visit personal target set by student at start and consider whether it was reached in each aspect of module</li> </ul>	

### 1.6 Cross-curricular links

- Close ties with German Department
- Further development of skills from the Oral Presentation CBA1 in Junior Cycle MFL.



*2021 TY students presenting their French Projects to First Year classes*

### 1.7 Evaluation of Subject/Module

- Students are surveyed during and at the end of the module in written and/or verbal format.
- Students submit their PowerPoint presentation to the teacher at the end of the module.
- Folders should contain all work completed and all handouts etc given during module.
- Pass/Merit/Distinction etc. is awarded by combining work in folder with PowerPoint presentation

### 1.8 Additional Needs/ Differentiation

**Groupwork/ Pair work** Pupils practice French in pairs with those who have learned French already supporting the beginners. Increased proximity to students with additional needs by teacher as teacher moves about the room during groupwork/ pair work

**Higher & Lower Order Questioning:** Teacher is aware of students with additional needs and addresses questions accordingly.

**Anxiety:** It is acknowledged from the outset that many people have a real fear of public speaking. While every effort is made to overcome fears in the safe and secure environment of the classroom if the module is causing undue anxiety, students and/or parents are invited to discuss this with the teacher. Accommodations can be provided, e.g., speaking from seat instead of the top and in extreme cases completing and submitting folder but not delivering speeches.



## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 – 2025

**1.1 Title of subject or module:** TY German

**1.2 Duration of module:** 32 weeks with 2 class periods per week.  
Teachers: Mr Duffy and Mr Hogan

#### 1.3 Aims

- To develop skills in reading, writing, listening and speaking in the TL
- To develop skills in PowerPoint development and delivery, i.e., eye contact, voice modulation, pace, tone, body language.
- To encourage confidence in presenting work in front of peers or a first-year German class.
- To understand the differences between the culture in Ireland and Germany

#### 1.4 Learner Outcomes

Students will be able to:

- Read texts, write letters and blogs, listen and understand extracts from CDs and YouTube and speak about all the different topics covered during the module.
- Research a topic of their choice related to Germany/Switzerland and Austria
- Create a PowerPoint with the information they find.
- Present their PowerPoint in German to the class or to a first-year German class.
- Describe the differences between Irish and German cultures.

#### Resources

Viel Spass 1 + 2, The language Gym, languages online, digital dialects, YouTube, Computer room

#### Topics

<p>September – <b><u>Unit 1 Talking about my age</u></b> Students will learn:</p> <ul style="list-style-type: none"> <li>• How to say their name and age</li> <li>• How to say someone else`s name and age</li> <li>• How to count from 1-15</li> <li>• A range of common German names</li> <li>• The words for brother and sister</li> </ul>	<p>October – <b><u>Unit 2 Saying when my birthday is</u></b> Students will learn:</p> <ul style="list-style-type: none"> <li>• Where they and another person come from</li> <li>• When their birthday is</li> <li>• Numbers 15-31</li> <li>• Months</li> <li>• Names of German speaking locations</li> <li>• Where they live</li> </ul>
<p>November- <b><u>Unit 3 Describing hair and eyes</u></b> Students will learn:</p> <ul style="list-style-type: none"> <li>• To describe what a person`s hair/ eyes are like</li> <li>• To describe details about their faces</li> <li>• Colours</li> <li>• I wear &amp; he/she wears</li> <li>• The verbs haben and sein</li> </ul>	<p>December/ January – <b><u>Unit 4 Powerpoint</u></b> <u>Students will learn:</u></p> <ul style="list-style-type: none"> <li>• To research a project of their choice related to Germany/Switzerland or Austria</li> <li>• To create a PowerPoint by uploading pictures and information they found</li> <li>• To present their work to the group in German</li> </ul>

**Tullow Community School**  
**Transition Year Programme**

<p>February – <b><u>Unit 5 Describing my house</u></b> <b><u>Students will learn:</u></b></p> <ul style="list-style-type: none"> <li>• Where their house is located</li> <li>• What their favourite room is</li> <li>• The present tense of key reflexive verbs</li> <li>• Adjectives to describe places</li> <li>• Frequency markers</li> <li>• Countries</li> <li>• Indefinite article + adjective + noun in the accusative case</li> </ul>	<p>March – <b><u>Unit 6 Describing my school</u></b> Students will learn:</p> <ul style="list-style-type: none"> <li>• To say if they like going to school or not.</li> <li>• Learn the terms for the main rooms in the school building.</li> <li>• Learn about school subjects in Germany and Ireland</li> <li>• Learn names of items in your classroom and schoolbag</li> </ul>
<p>April – <b><u>Unit 7 Describing Hobbys and TV</u></b> Students will learn:</p> <ul style="list-style-type: none"> <li>• How to talk about sport</li> <li>• To say what they like and don't like doing</li> <li>• About some famous sports people and popular sports in German-speaking countries</li> <li>• The verbs spielen, machen, gehen, fahren</li> <li>• To talk about types of TV programmes</li> <li>• To talk about favourite programmes and actors</li> <li>• The separable verb fernsehen</li> </ul>	<p>May – <b><u>Unit 8 Bildergeschichte</u></b> Students will learn:</p> <ul style="list-style-type: none"> <li>• How to develop sentences from what they see in a picture story</li> <li>• to present the story orally</li> </ul>

## Culture & History

### Aims:

1. To inform students of various aspects of culture pertaining to Germany.
2. To teach important aspects of German history to the students.

### Learning Outcomes:

1. Students should have a rounded appreciation of German culture.
2. They should be knowledgeable of certain aspects of German history.
3. They can appreciate Germany as a linguistic, cultural and historical entity as the country has become a powerful political player in modern Europe.

**German Culture:** Weihnachtszeit; Karneval und Oktoberfest; das Schulsystem Deutschlands.

**German History:** Martin Luther, Otto von Bismarck, Adolf Hitler, Erich Honecker.

A German film will be shown to the students during the academic year. This should demonstrate the importance of both culture and history within their studies of the target language.



## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 - 2025

**1.1 Title of subject or module:** **Geography – Module 1 – Natural Disasters**

**1.2 Duration of module:** 16-weeks (split into two 8-week blocks) with 2-class periods per week.

#### 1.3 Aims

The aim of this module is to:

- Create a deeper understanding of the layers of the earth.
- Explain the processes and landforms that occur at each plate boundary.
- Discuss the occurrence of natural disasters and the human impacts and response.

#### 1.4 Learner Outcomes

Students will be able to:

- Identify on a map where most of the worlds natural disasters take place
- Explain the processes that can cause natural disasters to occur
- Develop their critical thinking skills
- Carry out investigations using ICT effectively
- Plan and organise information they have collected and present it throughout various tasks and in their project at the end of the module
- Develop their research skills by carrying out their own individual investigations

#### 1.5 Course Outline

Learning Intentions	Teaching & Learning methodologies
<ul style="list-style-type: none"><li>• Identify where in the world the most natural disasters occur.</li><li>• Explain why they occur in this region.</li><li>• Name and label each layer of the earth</li><li>• Explain how convection currents move plates</li><li>• Describe the three types of plate boundaries</li><li>• Give examples of volcanoes, earthquakes and fold mountains at plate boundaries.</li><li>• Discuss the impact of natural disasters in developed and developing countries.</li><li>• Describe how developing countries are worse affected.</li><li>• Investigate how people respond to natural disasters and examine the best way to do so.</li><li>• Research types of aid.</li><li>• Debate responses to different types of natural disasters.</li></ul>	<ul style="list-style-type: none"><li>• Presentations: PowerPoint by teacher and students presentation of research findings</li><li>• Think, Pair, Share</li><li>• Effective use of questioning: higher and lower order</li><li>• Descriptive verbal feedback</li></ul>

### Resources

- **YouTube:** Various videos showing the internal structure of the earth, how plates move and what occurs at each plate boundary
- **Netflix:** Zac Efron, 'Down to Earth' series and the documentary 'The Volcano: Rescue from Whakaari'
- Each student will have Natural Disasters Booklet and will be provided with other information sheets throughout the module
- RTE News: articles and news headlines
- Newspaper articles
- Teacher's Notes
- ThinkPad trolley / camera phone.

### Success Criteria

- To identify the different types of natural disasters
- To explain the processes that cause plates to move and the landforms that form as a result
- Students can show awareness of how much they have progressed and the knowledge and skills they have gained.
- To successfully put together a project of a natural disaster event.

### Assessment

- Complete various small exercises in TY booklet throughout the module and hand up completed booklet by the agreed date.
- Submit end of module project by agreed deadline.
- Students are also asked to appropriately reference all sources and credit any work that is not their own.

#### 1.6 Cross-curricular links

- **ICT/Computers:** Students will carry out research for their end of module projects and skills gained during computers will be used here.
- **English** – close ties to the English curriculum as students will be reading and discussing articles and also completing writing exercises such as diary entries.
- **Art** – Students will be presenting projects and this will require laying out the project aesthetically and maybe the drawing of diagrams by hand.

#### 1.7 Evaluation of Subject/Module

- Students are surveyed at the end of the module in written and/or verbal format. Teacher takes comments on board for planning next module. As this is the first year of new Geography modules in a number of years, this will be reviewed and evaluated at the end of the year
- Students submit their booklets to the teacher at the end of the module. Booklet should contain all work completed throughout the module.

#### 1.8 Additional Needs/ Differentiation

- **Groupwork:** Working in pairs and groups, students will be encouraged by the teacher to support all members of the pair or group.
- **Higher & Lower Order Questioning:** Teacher is aware of students with additional needs and addresses questions accordingly.
- Providing broken down instructions by the teacher when the need arises.



## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 – 2025

**1.1 Title of subject or module:** **Design Communication and Graphics**

**1.2 Duration of module:** 2 blocks of 8 weeks with 1 double class periods per week.

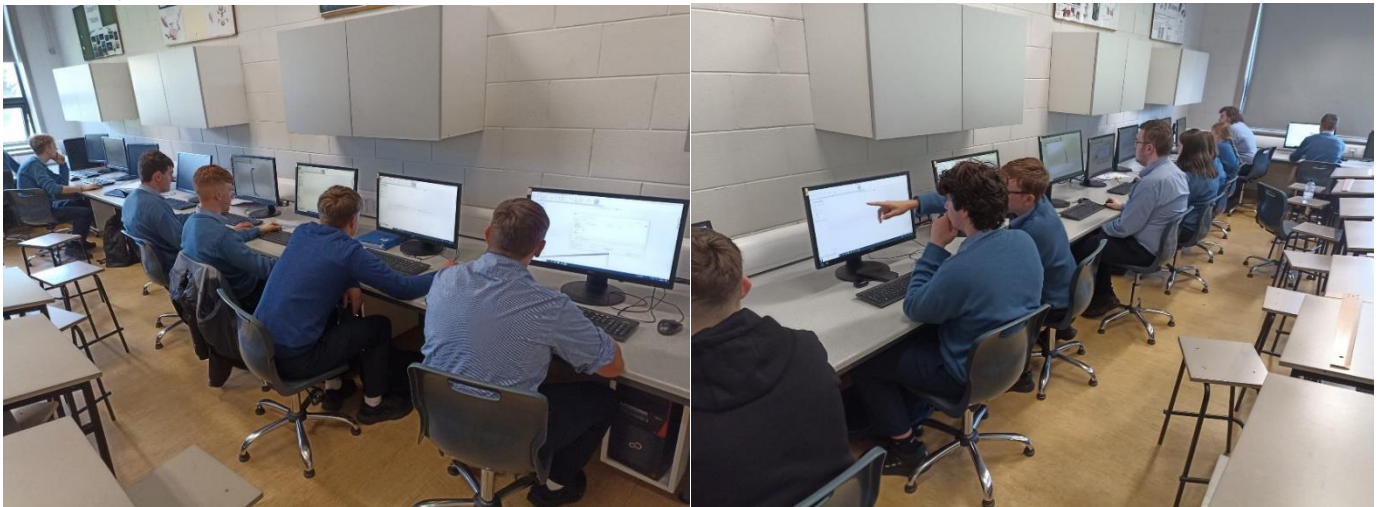
#### 1.3 Aims

- To develop skills in spatial thinking and reasoning through the exploration of CAD
- To develop skills in communication through graphics
- To encourage critical thinking through creating objects using SOLIDWORKS
- To see the importance of meeting the deadline

#### 1.4 Learning Outcomes

Students will be able to:

- Complete an introduction course into solidworks .
- Complete multiple SolidWorks tutorials which they will explore the multiple ‘features options’ available in the software to allow them draw 3D objects.
- Draw up an object on SolidWorks given to by the teacher for exact replicate by measuring the object using rulers and vernacular callipers by the end of the module
- Complete a drawing sheet of the set object where it will be represented in orthographic projection, isometric view, section view and detail view.



## 1.5 Learning Outcomes

<p style="text-align: center;"><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>• To understand the overview &amp; module aim. To set a personal target for the module and understand value of doing same.</li> <li>• Complete introduction course of solidworks – being <b>identify planes of reference</b> and using software.</li> <li>• Complete the tutorials on basic objects.</li> <li>• Use and identify the different tools available to sketch in solidworks such as <b>convert entities, offset onto surface, mirror entities, circular sketch pattern etc.</b></li> <li>• Use and identify the range of features such as <b>extrude boss base, revolve, sweep, loft</b> etc. to transform a 2D drawing into a 3D object.</li> <li>• Present their set object on a drawing sheet where it will be represented in <b>orthographic projection, isometric view, section view and detail view.</b></li> </ul>	<p style="text-align: center;"><b>Teaching &amp; Learning methodologies</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Target-setting</li> <li>• Think, Pair, Share</li> <li>• Effective use of questioning</li> <li>• Descriptive feedback</li> <li>• Development of self-assessment reflection, e.g., by drawing different objects.</li> </ul>
<p><b>Resources</b></p> <p><b>YouTube:</b> Video SolidWorks tutorials of different objects, they will available to each student on their desktop.</p> <p>➤ Each student will use their assign computer with a folder of resource (tutorial videos and drawing sheet). .</p>	
<p><b>Success Criteria</b></p> <p>➤ Students can set a specific target relating to DCG that reflects a personal challenge that is achievable for them over the 8 weeks.</p> <p>➤ Students move away from following step by step tutorial of how to make an object by being given a set object and drawing up that set object on Solidworks</p> <p>➤ Having drawn up their set item, students will display set item on a drawing sheet in the form of orthographic projection, isometric view, section view and detail view.</p> <p>➤ Students show awareness of progress made and areas for improvement in final object made on solidworks.</p>	
<p><b>Assessment</b></p> <p>➤ Submit folder to teacher by agreed deadline. Penalties will apply if deadline is missed.</p> <p>➤ Reach set goal of drawing up object given to student on solidworks.</p> <p>➤ Take constructive feedback on board to improve on the drawing of their set item.</p>	

## 1.6 Cross-curricular links

- Close ties with Engineering and Construction Department. Ability to draw up their own working drawing needed in Leaving Cert Engineering and Construction Projects.
- Further development of skills from the CAD CBA2 in Junior Cycle Graphics.
- Students may use CAD to draw up objects to be 3D printed.

## 1.7 Evaluation of Subject/Module

- Students are surveyed at the end of the module in written and/or verbal format. Teacher takes comments on board for planning next module.
- Students submit their folders to the teacher at the end of the module. Folders should contain all work completed, i.e., tutorial work and project at end (object drawn up on solidworks and drawing sheet completed of set object)

## 1.8 Additional Needs/ Differentiation

**Groupwork:** Pupils can ask each other for help and in the whole class setting and provide supportive feedback as well as the teacher. Increased proximity to students with additional needs by teacher as teacher moves about the room during groupwork.

**Higher & Lower Order Questioning:** Teacher is aware of students with additional needs and addresses questions accordingly.



## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 – 2025

**1.1 Title of subject or module:** **Music and Me**

**1.2 Duration of module:** 16-weeks, split into two 8-week blocks in the year, with 1-double period per week.

#### 1.3 Aims

- To provide a general education for all students, whether or not they proceed to further study or a career in music.
- To encourage the development of musical creativity, sensitivity and potential through active involvement in performing, composing and listening to music.
- To cultivate musicality and its expression.
- To develop an informed interest in music and the enjoyment of music making.
- To foster a spirit of musical enterprise.
- To develop the critical and imaginative faculties.

#### 1.4 Learner Outcomes

Students will be able to:

- Recognise and define musical genres.
- Consider how popular music is and always has been highly influenced by the culture of the time.
- Perform music using instruments, body percussion and music technology.
- Adapt certain aspects of songs such as lyrics, accompaniment, drumbeat, to change to overall feel of the music.
- Recognise the connection between music and character development/storytelling through a study of film and musicals.
- Compose a short soundtrack to a film using instruments, sound effects and music technology
- Evaluate the impact technology has on how we create, share, and listen to music

#### 1.5 Course Outline

### Learning Intentions

- Researching their own musical tastes/interests
- Recognising different musical genres, and explaining different traits of these genres.
- Researching different genres, for example jazz, pop, classical, etc.
- Understanding the families of the orchestra and identifying the different timbres and instruments.
- Being able to sing as part of a group, and maybe progress to singing as soloists if opportunity presents at school events throughout the year.
- Learning basic ukulele chords and being able to follow chord progressions/strumming patterns.
- Identifying the different musical notes, what they mean, and how to play them using percussion instruments or body percussion.
- Using musical notes to put together short rhythms/melodies, and inputting these onto music notation technology (MuseScore)
- Identifying the role of music in television/advertising and looking at putting their own advertisement together using the information they have learned.
- Looking at film music and it's use in different genre of film.
- Looking at Irish traditional music and Irish song and Dance. Students will partake in Céilí during Seachtain na Gaeilge (cross-curricular)
- Students will look at modern music and the use of found sounds and graphic scores.

#### Resources

- Youtube/Spotify/Apple Music
- Manuscript Paper
- Computers/MuseScore
- Ukulele/Percussion Instruments
- Music Scores
- Maestro (Junior Cycle Music handouts/information)

#### Teaching & Learning methodologies

- Class discussion/Pair work/Group work/Peer teaching.
- Group and solo rehearsal. Presentations.
- Use of technology as a tool for both teaching and learning, researching, and inputting of music through music technology.

#### Success Criteria

- Students can set a specific target relating to a Musical Performance (group or solo) that reflects a personal challenge that is achievable for them over the course.
- Students will be able to write their own short melody/rhythm and hear it back on MuseScore. Students may be able to clap back their melody/rhythm.
- Students will be able to submit a proposal regarding their topic for research for their project and have shown their thought process and curiosity in wanting to research these topics.
- Students show awareness of progress made & areas for improvement in submitting their final work and projects



### **Assessment**

- Students will keep a folder with all handouts/manuscripts given, and will keep a copy for use in class.
- Students will perform short musical melodies/rhythms in small groups or solo to show their grasp on performance skills.
- Students will submit two projects, one in Term 2 and one in Term 4. The first project will focus on an element of music that the student would like to investigate (e.g. music and sport, music's effect on the brain, etc.). Students must submit a proposal to teacher to ensure the title/topic is appropriate. The second project will be a composition project based on found sounds and graphic scores. Students must present a graphic score that will illustrate a story they have written/composed.

#### **1.6 Cross-curricular links**

- Gaeilge – cultúr agus Seachtain na Gaeilge.
- Art – graphic scores and found sounds
- English/Public Speaking – presenting projects, performing/practical work
- Maths – notation, note values, composing
- Science – Project work, investigating the effects of music on different parts of life
- History/Geography – History of Music, Genres, different music cultures and music of the world
- Modern Languages – music of different composers in different languages

#### **1.7 Evaluation of Subject/Module**

- Students are surveyed at the end of the module in written and/or verbal format. Teacher takes comments on board for planning next module.
- Students submit their folders to the teacher at the end of the module. Folders should contain all work completed, i.e., research for projects, compositions, notes taken, graphic scores/keys, manuscripts
- Teacher will mark both projects. Pass/Merit/Distinction etc. is awarded by combining classwork throughout the year with the marks awarded for both projects.

#### **1.8 Additional Needs/ Differentiation**

**Groupwork:** Pupils listen to each other's speeches in pairs and in the whole class setting and provide supportive feedback as well as the teacher. Increased proximity to students with additional needs by teacher as teacher moves about the room during groupwork.

**Higher & Lower Order Questioning:** Teacher is aware of students with additional needs and addresses questions accordingly.

**Anxiety:** It is acknowledged from the outset that many people have a real fear of presenting/performing and that this is new territory for many students who may have never done music before. While every effort is made to overcome fears in the safe and secure environment of the classroom if the module is causing undue anxiety, students and/or parents are invited to discuss this with the teacher. Accommodations can be provided and discussed.

## Appendix 2

### Subject Plans: TY Optional Subjects & Modules

#### TY Subject Plan 2024 – 2025

**1.1 Title of subject or module:** **Politics & Society**

**1.2 Duration of module:** 32-weeks with 1class period per week.  
Teacher Mr Michael Morrissey

Project on a political leader who inspires you.

#### Learning Outcomes/Aims

- To develop a basic understanding of politics and society.
- To gain an understanding of how-to politics operates in our society.
- To develop communication skills and teamwork skills
- To gain an understanding of the Irish Parliament
- To investigate Enterprise
- To develop an awareness of the European Union.
- To evaluate the role of Politics in our daily lives.
- To develop an understanding of international relations from Irelands point of view.
- To stimulate an interest in and understanding of society.

#### Objectives Project on a world political leader

##### Introduction

Stage 1 – Getting started - what to do

Stage 2 – Ideas

Stage 3 – Screening ideas, SWOT/USP

Stage 4 – Starting the project in the computer room

Stage 5 – Research the political leader

Stage 6 – Using PowerPoint to complete the project

Stage 7 – Presenting the project

- Students will do research on a political leader of their choice
- They will understand how the leader came to power and their style of leadership.
- They will understand the importance of politics in society.
- Students will devise a PowerPoint presentation of the leader.
- They will be able to understand and complete a PowerPoint presentation on the politician and give a brief explanation on why the like their style of leadership.
- Students will outline how this politician has benefited society.
- Students will describe the role and function on the politician.

#### Teaching and Learning Strategies

- Classroom Discussion, Worksheets / DVD's e.g., Lord of the flies
- Research/Project work/ICT
- Formal Input by the teacher/Practical Work/ Classroom debates on current affairs.
- Guest Speaker e.g., Local politician
- Pair work/group work
- Brainstorming and Newspaper Discussion of current affairs



## Tullow Community School Transition Year Programme

### Assessment

- Completion of project on a political leader
- Satisfactory completion of questions at the end of each topic.
- Completion of classroom handouts

### Resources

- Politics and Society classroom book
- Internet: News
- Overhead Projector/Data Projector, Whiteboard, DVD's, Posters
- Teachers Notes, Internet, Newspapers, political Magazines

### Links with other Subjects

- History and CSPE the study of famous world leaders past and present and their impact on society.
- English for report writing and company presentation skills
- ICT – power point presentations and internet research/report

### Evaluation

- Completion of the project on a political leader
- Discussion with students throughout and at the end of the modules.
- Classroom based debates on current affairs.



*Our TY students on a Political Education Tour of Leinster House and The Dail in May 2024 where they met Tanaiste Micheal Martin & TD Jennifer Murnane O'Connor.*





# Tullow Community School

## Transition Year Application Form

### 2024 - 2025

For Office Use Only

Places in Transition Year are limited and are allocated based upon this completed TY Application Form, TY Interview, Conduct/Behaviour, Attendance/Punctuality and Suitability.

Information provided on this form will be used to design a unique TY Programme for the particular cohort of students.

Completed Transition Year Application Forms must be returned by **hard copy to the school office** for the attention of the Transition Year Coordinator Mr. Brian Larkin or as an attachment by email to the Transition Year Coordinator [Brian.Larkin@tullowcs.ie](mailto:Brian.Larkin@tullowcs.ie) by 4 p.m. on Friday 15<sup>th</sup> December 2023.

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

#### 1. What are your reasons for choosing Transition Year with regards to the following?

Personal Development \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Social Development \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Educational Development \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Vocational Development \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What subject are you most interested in studying in T.Y.? \_\_\_\_\_

2. Outline details of your contribution to school life in Tullow Community School so far.

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3. What talents and abilities would you like to develop further?

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4. What foreign language are you studying at the moment? \_\_\_\_\_

**Declaration**

- I wish to apply for a place in Transition Year 2024 - 25.
- If offered a place, I promise to engage fully with the learning experiences in Transition Year.

Signature of Student \_\_\_\_\_

Class \_\_\_\_\_

Address \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_

Date: \_\_\_\_\_

Late applications for a place in Transition Year will be processed only after all applications submitted on time have been fully processed and finalised.







# Tullow Community School

## Transition Year 2024 - 2025

### Contract for Learning

The Mullawn  
Tullow  
Co. Carlow  
(059) 9151473

Transition Year will help you make the transfer from Junior to Senior Cycle.

The aims of Transition Year are to allow you:

- The time and space to develop and mature without the pressure of examinations
- To aid your social, personal, physical and academic development through taking part in a broad range of activities
- To become involved in subjects and activities that you may not experience otherwise
- To experience the world of work (*if possible*), to become more employable by completing workplace certification and to examine possible future careers.

Tullow Community School has high expectations of you in Transition Year. Here we outline our requirements about work and behaviour. To receive Certification for Transition Year you must contract with the school to fulfil these requirements throughout the year:

- Develop work and study habits as directed by subject teachers
- Establish positive and respectful relationships with both fellow students and staff
- Participate in classwork, complete homework, projects and assignments on time and to the required standard
- Meet with organisational deadlines e.g. return of signed Consent Forms as required etc.
- Observe the rules and regulations of the school
- Endeavour to participate fully in Transition Year by maintaining a satisfactory attendance record
- Participate fully in the complete range of Transition Year activities.

I have read and accept the terms of this contract.

**PRINT** Student Name: \_\_\_\_\_

TY Class: \_\_\_\_\_

Signed: \_\_\_\_\_ (Student)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (Parent/Guardian)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (TY Co-ordinator)

Date: \_\_\_\_\_

I understand that details of all trips will be provided to parents in advance. I give my general consent that my son/daughter may travel to, or take part in, all activities organised by the school during his/her Transition Year. If I withdraw my consent for a particular event, I will inform the school in writing in advance of the event.

Signed: \_\_\_\_\_ (Parent/Guardian)

Date: \_\_\_\_\_

#### Please tick as appropriate

I consent (  ) I do not consent (  ) to photograph's of my student being taken while engaging in Transition Year activities and to the publication of those photographs.

Signed: \_\_\_\_\_ (Parent/Guardian)

Date: \_\_\_\_\_



# Tullow Community School

## Transition Year 2024 - 2025

### Work Experience Placement

The Mullawn  
Tullow  
Co. Carlow  
(059) 9151473

### Re: First Work Experience Placement

**Monday 2<sup>nd</sup> September 2024 to Monday 11<sup>th</sup> November 2024**  
**(10 Mondays)**

To whom it may concern,

Tullow Community School actively participates in a Transition Year (TY) Work Experience Placement programme for our students where possible. As part of this programme, each TY student is encouraged to gain their First Work Experience on Mondays from Monday 2<sup>nd</sup> September 2024 to Monday 11<sup>th</sup> November 2024.

The school's insurance policy generally covers each pupil during this period of Work Experience.

The students understand that they must comply with any conditions you lay down regarding activities, safety, and confidentiality. They are also given instructions beforehand about attendance, punctuality, and codes of behaviour in the workplace.

The school appreciates your assistance in accommodating one of our pupils on work experience. I would be most grateful if on completion of the work experience you could complete the enclosed **evaluation form**. Your evaluation is part of their end of year grade and provides valuable feedback for the student.

If you require any further details, please do not hesitate to contact me by email at [Brian.Larkin@tullowcs.ie](mailto:Brian.Larkin@tullowcs.ie) or by phone at 059 9151473.

Thank you for your cooperation and time.

Kind Regards,

*Brian Larkin*

Mr. Brian Larkin  
Transition Year Coordinator  
Tullow Community School



# Tullow Community School

To nurture the wellbeing of all so that they may grow in knowledge conscience and compassion



# Tullow Community School

## Transition Year 2024 - 2025

### Work Experience Placement

The Mullawn  
Tullow  
Co. Carlow  
(059) 9151473

### Re: First Work Experience Placement

**Wednesday 4<sup>th</sup> September 2024 to Wednesday 13<sup>th</sup> November 2024**  
**(10 Wednesdays)**

To whom it may concern,

Tullow Community School actively participates in a Transition Year (TY) Work Experience Placement programme for our students where possible. As part of this programme, each TY student is encouraged to gain their First Work Experience on Wednesdays from Wednesday 4<sup>th</sup> September 2024 to Wednesday 13<sup>th</sup> November 2024.

The school's insurance policy generally covers each pupil during this period of Work Experience.

The students understand that they must comply with any conditions you lay down regarding activities, safety, and confidentiality. They are also given instructions beforehand about attendance, punctuality, and codes of behaviour in the workplace.

The school appreciates your assistance in accommodating one of our pupils on work experience. I would be most grateful if on completion of the work experience you could complete the enclosed **evaluation form**. Your evaluation is part of their end of year grade and provides valuable feedback for the student.

If you require any further details, please do not hesitate to contact me by email at [Brian.Larkin@tullowcs.ie](mailto:Brian.Larkin@tullowcs.ie) or by phone at 059 9151473.

Thank you for your cooperation and time.

Kind Regards,

*Brian Larkin*

Mr. Brian Larkin  
Transition Year Coordinator  
Tullow Community School



**Tullow Community School**  
To nurture the wellbeing of all so that they may grow in knowledge conscience and compassion





# Tullow Community School

## Transition Year 2024 - 2025

### Work Experience Placement Form

The Mullawn  
Tullow  
Co. Carlow  
(059) 9151473

### First Work Experience Placement Form

### Mondays

This form is to be completed by the Transition Year student when the employer has confirmed that he/she is accepting the student on work experience. It informs the Transition Year Coordinator of the contact details of your first work experience employer. It should not be sent to the employer. When completed it should be returned to the Transition Year Coordinator Mr. Brian Larkin on or before **Friday 30<sup>th</sup> August 2024 by 1:15pm.**

TY Student's Name \_\_\_\_\_

Class: \_\_\_\_\_

Name of Employer: \_\_\_\_\_

Address of Employer: \_\_\_\_\_

Tel/Mobile of Employer: \_\_\_\_\_

\_\_\_\_\_

Employer's relationship to student \_\_\_\_\_  
(e.g. Parent, friend, uncle, none...)

\_\_\_\_\_  
\_\_\_\_\_

What will the T.Y. student be doing during the work experience? \_\_\_\_\_

\_\_\_\_\_

Contact Person (full name) \_\_\_\_\_

Work begins and ends at (times) \_\_\_\_\_

Dates of placement: From **Monday 2<sup>nd</sup> September 2024** to **Monday 11<sup>th</sup> November 2024** inclusive.



# Tullow Community School

## Transition Year 2024 - 2025

### Work Experience Placement Form

The Mullawn  
Tullow  
Co. Carlow  
(059) 9151473

### First Work Experience Placement Form

### Wednesdays

This form is to be completed by the Transition Year student when the employer has confirmed that he/she is accepting the student on work experience. It informs the Transition Year Coordinator of the contact details of your first work experience employer. It should not be sent to the employer. When completed it should be returned to the Transition Year Coordinator Mr. Brian Larkin on or before **Friday 30<sup>th</sup> August 2024 by 1:15pm.**

TY Student's Name \_\_\_\_\_

Class: \_\_\_\_\_

Name of Employer: \_\_\_\_\_

Address of Employer: \_\_\_\_\_

Tel/Mobile of Employer: \_\_\_\_\_

\_\_\_\_\_

Employer's relationship to student \_\_\_\_\_  
(e.g. Parent, friend, uncle, none...)

\_\_\_\_\_

\_\_\_\_\_

What will the T.Y. student be doing during the work experience? \_\_\_\_\_

\_\_\_\_\_

Contact Person (full name) \_\_\_\_\_

Work begins and ends at (times) \_\_\_\_\_

Dates of placement: From **Wednesday 4<sup>th</sup> September 2024** to **Wednesday 13<sup>th</sup> November 2024** inclusive.



# Tullow Community School

## Transition Year 2024 - 2025

### Work Experience Attendance Form

The Mullawn  
Tullow  
Co. Carlow  
(059) 9151473

## Work Experience Attendance Form 2024 - 2025

### First Work Experience

### Mondays

Monday 2<sup>nd</sup> September 2024 to Monday 11th November 2024 inclusive

Day	Date	Attendance Yes/No	Hours completed
Monday	02/09/2024		
Monday	19/09/2024		
Monday	16/09/2024		
Monday	23/09/2024		
Monday	30/09/2024		
Monday	07/10/2024		
Monday	14/10/2024		
Monday	21/10/2024		
Monday	04/11/2024		
Monday	11/11/2024		

TY Student Signature: \_\_\_\_\_

Employer Signature: \_\_\_\_\_





# Tullow Community School

## Transition Year 2024 - 2025

### Work Experience Attendance Form

The Mullawn  
Tullow  
Co. Carlow  
(059) 9151473

## Work Experience Attendance Form 2024 - 2025

### First Work Experience

### Wednesdays

Wednesday 4<sup>th</sup> September 2024 to Wednesday 13<sup>th</sup> November 2024 inclusive

Day	Date	Attendance Yes/No	Hours completed
Wednesday	04/09/2024		
Wednesday	11/09/2024		
Wednesday	18/09/2024		
Wednesday	25/09/2024		
Wednesday	02/10/2024		
Wednesday	09/10/2024		
Wednesday	16/10/2024		
Wednesday	23/10/2024		
Wednesday	06/11/2024		
Wednesday	13/11/2024		

TY Student Signature: \_\_\_\_\_

Employer Signature: \_\_\_\_\_



# Tullow Community School

## Transition Year 2024 - 2025

### First Work Experience/Shadowing Diary

The Mullawn  
Tullow  
Co. Carlow  
(059) 9151473

## Mondays

TY Student's Name: \_\_\_\_\_ Class: \_\_\_\_\_

Dates of Work Experience: From: 2<sup>nd</sup> September 2024 to: 11<sup>th</sup> November 2024

## Introduction

### First Work Experience Employer Details

Name of Employer/Organisation: \_\_\_\_\_

Address: \_\_\_\_\_

Description of Business/Organisation:

\_\_\_\_\_  
\_\_\_\_\_

Reason for choice of placement

(e.g. choice of L.C subjects, interests/hobbies, skills/experience you hope to obtain, etc)

\_\_\_\_\_  
\_\_\_\_\_

**Tullow C.S. Transition Year 2024 - 2025**  
**First Work Experience/Shadowing Diary**

**Day 1 Monday 2<sup>nd</sup> September 2024**

1. Outline the tasks/duties you were given to do today:

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2. What skills and qualities did you learn/develop today?

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3. Identify some things you did well today:

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4. What did you find difficult or challenging today?

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5. How well did you respond to the challenges presented to you today?

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6. Describe how well you related to:

- Supervisors \_\_\_\_\_
- Fellow workers \_\_\_\_\_
- Customers/clients \_\_\_\_\_



**Tullow C.S. Transition Year 2024 - 2025**  
**First Work Experience/Shadowing Diary**

**Day 2 Monday 09<sup>th</sup> September 2024**

1. Outline the tasks/duties you were given to do today:

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2. What skills and qualities did you learn/develop today?

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3. Identify some things you did well today:

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4. What did you find difficult or challenging today?

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5. How well did you respond to the challenges presented to you today?

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6. Describe how well you related to:

- Supervisors \_\_\_\_\_
- Fellow workers \_\_\_\_\_
- Customers/clients \_\_\_\_\_

**Tullow C.S. Transition Year 2024 - 2025**  
**First Work Experience/Shadowing Diary**

**Day 3 Monday 16<sup>th</sup> September 2024**

1. Outline the tasks/duties you were given to do today:

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2. What skills and qualities did you learn/develop today?

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3. Identify some things you did well today:

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4. What did you find difficult or challenging today?

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5. How well did you respond to the challenges presented to you today?

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6. Describe how well you related to:

- Supervisors \_\_\_\_\_
- Fellow workers \_\_\_\_\_
- Customers/clients \_\_\_\_\_

**Tullow C.S. Transition Year 2024 - 2025**  
**First Work Experience/Shadowing Diary**

**Day 4 Monday 23<sup>rd</sup> September 2024**

1. Outline the tasks/duties you were given to do today:

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2. What skills and qualities did you learn/develop today?

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3. Identify some things you did well today:

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4. What did you find difficult or challenging today?

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5. How well did you respond to the challenges presented to you today?

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6. Describe how well you related to:

- Supervisors \_\_\_\_\_
- Fellow workers \_\_\_\_\_
- Customers/clients \_\_\_\_\_



**Tullow C.S. Transition Year 2024 - 2025**  
**First Work Experience/Shadowing Diary**

**Day 5 Monday 30<sup>th</sup> October 2024**

1. Outline the tasks/duties you were given to do today:

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2. What skills and qualities did you learn/develop today?

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3. Identify some things you did well today:

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4. What did you find difficult or challenging today?

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5. How well did you respond to the challenges presented to you today?

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6. Describe how well you related to:

- Supervisors \_\_\_\_\_
- Fellow workers \_\_\_\_\_
- Customers/clients \_\_\_\_\_

**Tullow C.S. Transition Year 2024 - 2025**  
**First Work Experience/Shadowing Diary**

**Day 6 Monday 7<sup>th</sup> October 2024**

1. Outline the tasks/duties you were given to do today:

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2. What skills and qualities did you learn/develop today?

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3. Identify some things you did well today:

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4. What did you find difficult or challenging today?

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5. How well did you respond to the challenges presented to you today?

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6. Describe how well you related to:

- Supervisors \_\_\_\_\_
- Fellow workers \_\_\_\_\_
- Customers/clients \_\_\_\_\_

**Tullow C.S. Transition Year 2024 - 2025**  
**First Work Experience/Shadowing Diary**

Day 7 Monday 14<sup>th</sup> October 2024

1. Outline the tasks/duties you were given to do today:

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2. What skills and qualities did you learn/develop today?

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3. Identify some things you did well today:

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4. What did you find difficult or challenging today?

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5. How well did you respond to the challenges presented to you today?

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6. Describe how well you related to:

- Supervisors \_\_\_\_\_
- Fellow workers \_\_\_\_\_
- Customers/clients \_\_\_\_\_



**Tullow C.S. Transition Year 2024 - 2025**  
**First Work Experience/Shadowing Diary**

Day 8 Monday 21<sup>st</sup> October 2024

1. Outline the tasks/duties you were given to do today:

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2. What skills and qualities did you learn/develop today?

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3. Identify some things you did well today:

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4. What did you find difficult or challenging today?

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5. How well did you respond to the challenges presented to you today?

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6. Describe how well you related to:

- Supervisors \_\_\_\_\_
- Fellow workers \_\_\_\_\_
- Customers/clients \_\_\_\_\_

**Tullow C.S. Transition Year 2024 - 2025**  
**First Work Experience/Shadowing Diary**

Day 9 Monday 4<sup>th</sup> November 2024

1. Outline the tasks/duties you were given to do today:

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2. What skills and qualities did you learn/develop today?

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3. Identify some things you did well today:

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4. What did you find difficult or challenging today?

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5. How well did you respond to the challenges presented to you today?

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6. Describe how well you related to:

- Supervisors \_\_\_\_\_
- Fellow workers \_\_\_\_\_
- Customers/clients \_\_\_\_\_

**Tullow C.S. Transition Year 2024 - 2025**  
**First Work Experience/Shadowing Diary**

**Day 10 Monday 11<sup>th</sup> November 2024**

1.Outline the tasks/duties you were given to do today:

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2.What skills and qualities did you learn/develop today?

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3.Identify some things you did well today:

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4.What did you find difficult or challenging today?

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5.How well did you respond to the challenges presented to you today?

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6.Describe how well you related to:

- Supervisors \_\_\_\_\_
- Fellow workers \_\_\_\_\_
- Customers/clients \_\_\_\_\_





# Tullow Community School

## Transition Year 2024 - 2025

### Work Experience Placement

The Mullawn  
Tullow  
Co. Carlow  
(059) 9151473

### Employer Evaluation Form 2024 – 2025

TY Student's Name \_\_\_\_\_

Class: \_\_\_\_\_

Name of Employer: \_\_\_\_\_

Employer Address: \_\_\_\_\_

Employer Tel/Mobile: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

At the end of the placement please rate the student by placing a tick in the appropriate boxes.

Many thanks for taking the time to fill out this evaluation.

We would be grateful if you could return it to the student as soon as possible.

<b>Rating: (Please tick the most appropriate)</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
1. Attendance & Punctuality/Time Keeping				
2. Ability to follow Instructions and learn new skills				
3. Level of competence in completion of tasks given				
4. Engagement with the job, Work Ethic & Initiative				
5. Overall attitude towards the job				
6. Ability to communicate with staff, supervisors, the public				
7. Ability to work as part of a team				
8. Suitability for this type of work				

Any additional comments you would like to make: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employer Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Tullow Community School

## Transition Year 2024 - 2025

### Student Reflection

The Mullawn  
Tullow  
Co. Carlow  
(059) 9151473

### Student Reflection After Work Experience Placement

Student Name: \_\_\_\_\_ Type of Employment/Work: \_\_\_\_\_

1. Does this type of career appeal to you? Yes/ No.

Why? \_\_\_\_\_

2. What are the main differences between the world of work as you experienced it and work in school?

3. In the light of your work placement, what do you consider to be the most important factors employers look for in their employees? \_\_\_\_\_

4. How can this work experience/shadowing help your future studies/career aspirations? Are there any extra skills you now feel you need to develop while you are still at school? \_\_\_\_\_

5. How can what you have learnt from your work experience placement be used?

(a) In the home \_\_\_\_\_

(b) At school \_\_\_\_\_

(c) In the local community \_\_\_\_\_

6. What skills and personal qualities did you develop as a result of your work experience?

Skills	Qualities

7. How well do you think you performed during your work experience placement?

	Excellent	Very Good	Fair	Poor
Attendance & Punctuality				
Engagement with the job, Work Ethic & Initiative				
Ability to relate to staff/supervisors/customers/the public				
Teamwork				

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Transition Year Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_