



Respect - Justice - Integrity - Honesty - Saothar

Coláiste na Mí

Transition Year Policy

Kindness - Honour - Teamwork - Responsibility



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Table of Contents

1. Coláiste na Mí Mission Statement.....	3
2. The Transition Year Programme Overview	4
3. Aims for Transition Year	4
4. Rationale	5
5. Who is TY for?	6
6.. Curriculum Overview.....	6
7. Application Procedures	8
8. The Transition Year Core Team	8
9. TY Admissions.....	9
10. Programme Review.....	12
11. Student Direct Cost.....	12
12. Assessment	13
12. Work Experience.....	15
Appendices	20

1 Coláiste na Mí Mission Statement

Coláiste na Mí is a child-centered, supportive learning environment where each student is encouraged and facilitated in realising their full potential in a positive climate which is caring, respectful, fair, and inclusive. The school community is a partnership of students, staff, parents and all members of our community. The promotion of personal development and learning through hard work, creativity and commitment is a priority in our school.

Our philosophy is focused on supporting and encouraging students in every aspect of their lives, nurturing them into well rounded young adults who will go forward and embrace life with confidence, enthusiasm and a sense of justice.

Our Priority at Coláiste Na Mí is to ensure a safe, positive and supportive learning environment for all our students. We consider each student to be unique in personality and in spirit. Therefore, giving praise and rewarding students for good manners, citizenship, improvement, effort and success where appropriate, forms the basis of our approach to positive discipline in the school. From their first day in Coláiste na Mí the students quickly become immersed in the culture, ethos and value system of our school under nine values.

The nine values are intrinsically linked to our school crest which has its origin in Celtic mythology and in particular ‘Boann’ Goddess of the Boyne.

Our crest depicts nine hazel trees which surround the well of knowledge and according to legend these hazels contain the key to knowledge and wisdom. Our Crest bears the logo ‘Tobar an Eolais’ (well of knowledge). All members of the school community of Coláiste na Mí are encouraged to seek knowledge and wisdom in all aspects of their lives.

The Coláiste na Mí nine values are the foundations on which our school culture is built. Every member of our school community is expected to support these nine values for our Coláiste.

Coláiste na Mí 9 Values	
Respect	Kindness
Justice	Honour
Integrity	Teamwork
Honesty	Responsibility
Saothar	

2 The Transition Year Programme Overview

Coláiste na Mí offers Transition Year as an optional one-year programme post Junior Cycle. The aims of the Transition Year Programme reflect those specific to the guidelines published by the Department of Education and Skills, namely:

- Education for maturity with the emphasis on personal development including social awareness and increased social competence.
- The promotion of general, technical and academic skills with the emphasis on interdisciplinary and self-directed learning.
- Education through experience of adult and working life as a basis for personal development and maturity.

The Transition Year Programme in Coláiste na Mí is not compulsory. The maximum number of available places will be dependent upon staffing, facilities and resources and will be determined annually by the Board of Management.

3 Aims of Transition Year

1. Nurture the development of the student as a whole person by building on their previous experiences, through a curriculum designed by the school that is aligned to the TY Programme Statement.
2. Create space and opportunities for meaningful, enjoyable learning experiences through which the key competencies of the student can be developed in the classroom and school, in the home and in their role as local, national and global citizens.
3. Expand the student's experience and awareness of diverse future pathways and nurture the student's capacity to sustain their growth and development through a process of lifelong learning.
4. Evolve continuously to support the learning and development of the student through a reflection and renewal process involving students, teachers, school leaders, parents and community partners. (*Transition Year Programme Statement*)

3.1 Colaiste na Mi Aims for Transition Year

1. Provides students with opportunities to develop their personal, intellectual, spiritual, social, physical and emotional life in a caring, stimulating and varied learning environment.
2. Provide a transition between Junior and Senior cycles.
3. To encourage students to achieve their potential in subject areas and learning experiences within the programme.
4. To provide a broad and balanced curriculum including the provision of additional support in the core subjects where possible.
5. To provide students with opportunities for personal and social development.
6. To help students to discover their inherent talents, skills and to foster a spirit of leadership amongst the cohort.
7. To facilitate students in making better-informed subject choices for Senior Cycle.
8. To assist students in taking greater responsibility for their own learning and decision making.
9. To prepare students for the world of work, further education and life-long learning.
10. To provide students with the supports and skills necessary to grow in self-confidence and develop a range of interpersonal and communication skills.

4. Rationale

Young people in Ireland are living in a rapidly changing world characterised by globalisation and urbanisation, diversifying communities, expanding digital and technological developments, changes in the world of work and career patterns, and an urgency for global sustainable living. TY is a one year optional programme available to all post primary schools. As a standalone programme within the senior cycle experience, the TY programme offers a unique opportunity where schools and communities can collaborate to encourage young people to thrive now and into the future. TY offers time, space and autonomy to create enjoyable and meaningful educational experiences that support students in senior cycle. It can be a bridge to opening up a broader range of possibilities and pathways. The programme enables young people to develop a greater capacity to respond to uncertainty, manage complexity, nurture personal interests and become agents of positive, ethical change in society. The TY Programme Statement is designed to provide schools with a flexible, collaborative approach to planning programmes for their context. The local autonomy of schools, working within the parameters of the TY Programme Statement, is fundamental to fostering school-led innovations, promoting equitable access and offering young people transformative experiences that will ground them throughout senior cycle and into their future lives. Schools can adapt their TY curriculum so that students have opportunities to develop the key competencies to thrive and flourish in this rapidly changing world. A programme aligned to the TY Programme Statement is inclusive and embraces diversity, facilitates a sense of discovery, reports more broadly on student learning and development, and values the contribution each student can make to the programme. During TY students can develop more mature relationships with teachers and other

adults, becoming more active agents in designing their own educational experiences. Participation in TY contributes to the continuing learning and development and personal growth of students. All students are supported throughout TY to become more adaptable, empathetic, competent and resilient human beings; qualities which are modelled by the school community, evident in the nature of the TY programme itself and valued within the local community. Through a creatively school-designed TY curriculum, all students can avail of opportunities to grow and develop, learning to make more informed choices in senior cycle and beyond.

5. Who is TY for?

- Students who wish to access to a range of subjects that will help them when choosing senior cycle subjects and considering a career.
- Students who want an opportunity to discover their own individual talents, aptitudes and abilities.
- Students who wish to further develop skills to enable them to deal with the self-reliant learning of third level education.
- Students seeking the challenge of work experience in areas of interest to them.
- Students who are leaders or wish to develop their leadership skills
- Students who have an understanding of their own educational needs and who wish to enrich their school experience through the challenges and successes unique to TY.
- Students who are self-motivated, positive, open minded and willing to work hard.
- Students who have good attendance and behaviour records both of which are necessary to fully engage and participate in the programme. Good attendance and behaviour are essential to ensure all students have a successful TY experience.

6. Curriculum Overview

The Transition Year curriculum is below. Rotation modules will be approximately 10 weeks in duration. The emphasis of the rotations is to allow students to sample modules they would not have the opportunity to study in Junior Cycle or Leaving Cert. Teachers will present a well-planned scheme that shows the teacher/students what the learning outcomes are, what the success criteria of the module is and how long they have to achieve it. Our curriculum seeks the continuance of academic excellence through a variety of methodologies.

The following is a Sample Curriculum for 2025-2026. Specialisms and Rotations will change annually depending on the annual review of each subject.

Core Modules 2025-2026				
English	Irish	Maths	Science	PE
World of Work & Careers	Portfolio	Enterprise	SPHE	Community Care
Afternoon Activities				
Specialisms 2025-2026				
Musical	Yearbook	Technology	Sports Performance	
Subject Sampling / Rotation Modules 2025-2026				
Rotation 1	Business	Art	Geography	
Rotation 2	German	Media Studies	History	
Rotation 3	Home Economics	Sign Language	Comhra	
Rotation 4	Global Citizenship	Music	Engineering	
Rotation 5	Sustainable Development	Literacy	Numeracy	

7. Application Procedures

7.1 In December, the Programme Co-ordinator will visit all third-year classes. She/he will make it clear to all prospective applicants that knowledge of the TY programme, as evidenced in the application process, will be a critical factor in gaining entry to the programme as well as:

- Attendance
- Application
- Attitude to work
- Behaviour

7.2 In December of third year a formal evening presentation will be delivered to parents/guardians of third year students interested in applying for a place on the programme. This will be delivered as part of a senior options night.

7.3 Students apply for a place on a formal application form, witnessed by their parent(s)/guardian(s). Two teacher referees on the form are also required to apply.

7.4 The final submission date for applications will be outlined at the parent's information evening in January and on the application form.

7.5 Applications will be considered valid only if they are fully completed and submitted to the Programme Coordinator within the specified deadline.

7.6 Any application received subsequent to the stated deadline will be considered a late application and will only be considered after applications submitted on time have been processed.

8. The Transition Year Core Team

The Transition Year Core Team consists of Senior Management, the Programme Coordinator, TY Year Head, a Guidance Counsellor and the Year Head of current Third Years, or a nominee of the Principal where required.

The Core Team reviews all applications and works collaboratively to ensure that students who are offered places satisfy the admissions criteria and will benefit from, the Transition Year Programme. Members of the team may offer professional insight to support this process.

As part of the application process, the Year Head may highlight students who may benefit from additional consideration in relation to their readiness for the programme. Where appropriate, the Core Team may invite students to attend for interview to discuss their application and their

interest in participating in Transition Year. This provides students with an opportunity to demonstrate their motivation and commitment to the programme.

Where interviews are required, students will be shortlisted based on the admissions criteria outlined in Section 9.3.

9. TY Admissions

9.1 Offer & Acceptance of Places

Admission to the Transition Year Programme in Coláiste na Mí is based on the school's aim to ensure that students are well placed to benefit from the wide range of learning experiences offered. Transition Year is designed to support students in developing independence, maturity and a broader understanding of the world beyond the classroom.

To support students in making a successful transition into the programme, all places are offered on a **6-week provisional basis**. During this time, the Transition Year Core Team will monitor students' engagement, attendance and participation. Where concerns arise regarding a student's engagement with the programme or their impact on the learning environment, the Core Team may review the student's continued participation in Transition Year and, where appropriate, support a move to an alternative senior cycle programme, such as the Established Leaving Certificate or Leaving Certificate Applied.

Students and their parent(s)/guardian(s) are expected to support the programme by securing appropriate work experience placements for the designated periods during the academic year.

As Transition Year is an optional programme, admission is determined in accordance with the school's Transition Year Admissions Policy. Decisions regarding admission are made by the Transition Year Core Team in line with this policy.

9.2 External Applications:

Any application to transfer to Transition Year in Coláiste na Mí from another school will be considered

1. If a place is available
2. Under the terms of the TY admissions policy in relation to suitability

9.3 Admissions Criteria

Each application will be considered on its own merit. In addition to the level of serious commitment indicated by the students in the application process and/or at interview, the following criteria will apply in assessing a prospective Transition Year student's application:

1. Students who have already completed a Junior Cycle programme in Coláiste na Mí.
2. The Student's behaviour record in Junior Cycle.
3. The Student's Attendance and Punctuality record in Junior Cycle.
4. Involvement in school life since entering the school.
5. Completion of TY application form in full with a comprehensive level of reflection on all questions.
6. Quality of references from teachers on the application form.
7. Transfer students must complete a TY application form and provide references from their previous school in relation to attendance and behaviour. A record of reports must be presented to the core team to review.

9.4 Outcome of Applications

In circumstances where a student is not offered a place on the Transition Year Programme, this decision will be communicated to parents/guardians in writing, outlining the reasons for the decision in line with the admissions criteria.

The school is committed to supporting all students in identifying the most appropriate senior cycle pathway for their needs. Students who are not offered a place on Transition Year will be supported by the Guidance Counsellor and relevant staff in selecting their subjects for Fifth Year and in preparing for their chosen senior cycle programme.

This process ensures that all students are guided towards a pathway that best supports their learning, wellbeing and future aspirations.

9.5 Appeals

There is no formal appeals process for a student who is not offered a place as this is not a mandatory programme. However, the parent/guardian can request a meeting to discuss the outcome. At this meeting the Principal and programme coordinator will listen to the parents/guardian's concerns. The final decision is ultimately the Principal's. If the Principal deems the student should be offered a provisional place, then this will be communicated in line

with the conditions as set out in 9.1. Further conditions may apply if the Principal deems it necessary.

9.6 Withdrawal of Places in Transition Year

9.6.1 All students accepted onto the Transition Year Programme do so on a **6-week provisional basis**. This allows students time to settle into the programme and to demonstrate their engagement with its various elements. Where significant concerns arise, the Transition Year Core Team may review a student's continued participation in the programme and, where appropriate, support a move to an alternative senior cycle programme.

9.6.2 During this initial period, students will be **supported and reviewed** by their class teachers, Caomhnóir and Programme Coordinator in relation to attendance, behaviour, engagement, interaction with others and overall participation in the programme.

9.6.3 Where it is considered that a student may be better suited to an alternative programme (Established Leaving Certificate or Leaving Certificate Applied), this decision will be made by the Transition Year Core Team in line with the criteria outlined in Section 9.3, and in consultation with parents/guardians.

9.6.4 In the event of a student transferring to another programme, parents/guardians will be informed in writing, including the reasons for the decision. A refund of the Transition Year fee, minus costs incurred to date, will be issued.

9.6.5 Criteria for moving a Transition Year Student to an alternative programme:

1. Attendance record on the programme to date.
2. Behaviour on the programme to date through written and oral referrals from class teachers.
3. Level of engagement and interaction on the programme through written and oral referrals from class teachers.
4. Level of academic progress to date as evidenced by written and oral referrals from class teachers and the programme coordinator.

9.6.6 Students who transfer from the Transition Year Programme to an alternative senior cycle programme may not be able to access their preferred subject options, as subject bands and class groupings will already be in place.

Students will be supported in their transition and in catching up on any work missed. Teachers will provide guidance, notes and relevant resources to assist with this process. Students are encouraged to take responsibility for their learning and to engage fully with the supports provided to bridge any gaps.

10 Programme Review

Coláiste na Mí is committed to the ongoing development and improvement of the Transition Year Programme, with a strong emphasis on student voice and stakeholder feedback. In May of each academic year, the Programme Coordinator will distribute a Microsoft Form to parents/guardians to gather their feedback and perspectives on the programme. This provides an opportunity for parents to reflect on their child's experience and to contribute to the future development of TY. Teachers will also complete a review of their modules, evaluating content, delivery and student engagement to inform future planning.

In addition, each Transition Year student will participate in an end-of-year interview with members of the Core Team. This process includes a review of the student's Portfolio of Achievement and provides students with an opportunity to reflect on their learning, share their experiences and offer feedback on the programme.

This collaborative review process ensures that the Transition Year Programme remains responsive, student-centred and reflective of the needs and experiences of the school community.

11 Student Direct Cost

The Student direct cost set annually by the Board of Management of Coláiste na Mí is intended to assist in defraying costs associated with the various activities and courses fundamental to the programme. Upon acceptance onto the programme a deposit of €100 is required to secure the students place on the programme. Remaining monies can be paid in instalments through Way2Pay. Please note: The above price does NOT include the Overseas trip or the two-night trip to the Gaeltacht. This fee includes Personal Insurance cover which is mandatory for all Transition Year students. It will be used to pay for the following calendar events as well as buses.

- Bonding Trip in Causey Farm
- JFK Forensic Science Workshop
- Reptile Haven Workshop
- Irish School of Motoring
- Barista Training
- SOAR Emotional Defence Workshop
- First Aid Training
- Self Defence
- Conor Breen Magic Show
- Ice Skating
- DCU University Open Day (Bus)

- Movie Magic Workshop
- Relationships and Sexuality Education Workshop
- Tony O'Reilly Gambling Addiction Talk
- Brilliant Mondays Workshop
- GO Quest Escape Rooms
- Insta Tour – Photography walking tour of Dublin
- Flynn Park

***Please note, this list is not exhaustive and is subject to change**

12 Assessment

12.1 Assessment is conducted within each subject by the subject teacher. The assessment, depending on the subject matter, can take varying forms, ranging from oral, aural, project, portfolio, written or practical work.

Each student maintains a Portfolio of Achievement into which he / she places certificates of achievement, completed projects, assignments, reports on modules / subjects / visiting speakers etc, work experience evaluations and community service updates. Evaluations of guest speakers/outings/modules are also included here having been completed by students. At the end of the academic year, students are interviewed, and their Portfolios are assessed. The students can receive a Certificate of Participation, Merit or Distinction, depending on the quality of a completed Portfolio and the recommendations of each subject teacher.

12.2 Module Grading System

EXCEPTIONAL	9 - 10 - Excellent standard demonstrated in work/project with little or no areas for improvement.
ABOVE EXPECTATIONS	7 - 8 - High standard of work /project with little errors or omissions,
IN LINE WITH EXPECTATIONS	5 - 6 - Good standard of work that meets brief requirements with some minor areas of improvement,
YET TO MEET EXPECTATIONS	4 - Student made a reasonable effort with work/project with minor omissions, 2 – 3 Minimum effort and work/project completed with major omissions,

NOT REPORTED**0 – 1** No effort or work produced,

End of Year Award	Credits
Distinction	500-600
Higher Merit	400-499
Merit	300-399
Achieved	200-299
Partially Achieved	0-199

12.3 Transition Year Credit System

Subject	Assessment Details	Credits Awarded
Attendance & punctuality (awarded by Caomhnoir)	90% min	20
Core Subjects		
English Irish Maths World of Work & Careers Enterprise PE Science SPHE Community Care Afternoon Activity	20 credits	210
Specialisms		
Yearbook	20 credits	40
Sports Performance		
Arts Drama		
Technology		
Rotation Blocks		
Option 1	10 credits	150
Business		
Art		
Geography		
Option 2		
German		
Media		
History		
Option 3		
Home Economics		

Sign Language Comhra		
Option 4		
Global Citizenship Music Engineering		
Option 5		
Sustainable Development Literacy Numeracy		
Work Experience	Attendance, evaluation, employers report	90
Portfolio	Completion of reflective journal and interview	90
		Total = 600

13. Work Experience

13.1 Introduction

Coláiste na Mí recognises Work Experience / Work and Community Placement as a core element of the Transition Year (TY) programme. This policy outlines the aims, structures, responsibilities, expectations and procedures governing work experience for students, parents/guardians, employers and the school community.

13.2 Rationale

Work experience provides students with the opportunity to:

- Develop an understanding of the world of work
- Apply skills learned in school to real-life contexts
- Build confidence, independence and responsibility
- Explore possible career pathways
- Engage positively with their local community

Through meaningful participation in work experience, students are encouraged to become responsible, respectful and reflective young adults, in keeping with the ethos and values of Coláiste na Mí.

13.3 Aims of the Work Experience Programme

The aims of Work Experience are to:

- Provide students with structured exposure to the workplace
- Promote personal, social and vocational development
- Encourage positive attitudes to work, punctuality and responsibility
- Support informed decision-making for senior cycle and future pathways
- Strengthen links between the school and the wider community

13.4 Work Experience Programme Overview

Work experience is a mandatory and integral component of the Transition Year programme in Coláiste na Mí. Students participate in designated block placement weeks as outlined annually in the Work Experience Pack.

13.5 Organisation and Schedule

- Dates and duration of work experience placements are set annually by the school and communicated to students and parents in May.
- Students are required to work a minimum of 4 hours.
- Attendance for the full duration of placement is mandatory.

13.6 Securing a Placement

- It is the responsibility of the student, with the support of their parent/guardian, to secure a suitable work experience placement.
- Parents/guardians must be satisfied that the placement environment is safe and appropriate.
- The school cannot facilitate in-school placements during designated work experience periods.
- Students are encouraged to seek placements that are meaningful, educational and aligned with their interests.

13.7 Garda Vetting

Where a placement requires Garda Vetting:

- Students must obtain the relevant forms from the Programme Coordinator.
- The vetting process should be initiated as early as possible due to processing times.
- Students must be 16 years of age to undergo Garda Vetting.
- If vetting cannot be completed, an alternative placement must be secured.

13.8 Expectations of Students

Students on work experience are expected to:

- Attend placement on the correct dates and at agreed times
- Be punctual, reliable and appropriately dressed
- Follow all instructions given by the employer and colleagues
- Behave in a respectful and mannerly way at all times
- Represent themselves and Coláiste na Mí positively
- Notify the employer and the school promptly in the event of illness or absence
- Complete all required reflective journals, logs and evaluation document

13.9. Attendance and Non-Attendance

13.9.1 General Attendance Requirements

Attendance at work experience is compulsory for both TY and LCA students, in accordance with Department of Education guidelines and programme statements for both programmes. Absences will only be considered excusable in exceptional circumstances and must be supported by appropriate documentation. The school's Attendance Policy and Code of Behaviour apply in full during work experience.

13.9.2 Non-Attendance

Work experience forms a **core experiential learning element** of the Transition Year programme, in line with the **Transition Year Programme Statement**, which emphasises education through experience of adult and working life.

If a Transition Year student does not attend work experience without an approved and valid reason:

- The school will make contact with the parent/guardian to discuss the situation.
- The student's overall engagement with the programme, including attendance, participation and commitment to work experience, will be reviewed in a supportive manner.

- As Transition Year places are offered on a provisional basis, continued non-attendance or limited engagement with work experience may lead to a review of the student's continued participation in the Transition Year Programme.
- In order to maintain the integrity and fairness of the programme, students who do not engage with key elements such as work experience may have their participation in certain programme activities reviewed.

13.10 Out-of-Regular Placement Requests

- Requests for work experience outside designated periods must be made in writing at least two weeks in advance
- Students must complete the appropriate application form
- All requests are subject to approval by the TY Team
- No student may attend a placement without written confirmation from the TY Coordinator
- It is the responsibility of the parent/guardian to notify the relevant Year Head in advance of any approved out-of-regular work experience placement, in order that the student's attendance can be appropriately amended on Compass.

13.11 Role of Parents/Guardians

Parents/guardians are expected to:

- Support their child in securing an appropriate placement
- Ensure their child understands the expectations and responsibilities involved
- Communicate with the school regarding any concerns
- Reinforce the importance of attendance and positive engagement

13.12 Role of Employers

Employers are asked to:

- Provide a safe and supportive working environment
- Supervise students appropriately
- Sign attendance records and logbooks
- Provide feedback and complete evaluation forms where requested

The school acknowledges and appreciates the time and commitment given by employers who support our students.

13.13 Monitoring and Evaluation

- Students must complete reflective journals and evaluations as part of the programme
- Employer feedback contributes to student assessment
- Work experience forms part of the TY Portfolio of Achievement and LCA credit accumulation

Appendices

Sample Programme Calendar

2025/26 Programme Calendar											
August 2025		September 2025		October 2025		November 2025		December 2025			
TY	LCA	TY	LCA	TY	LCA	TY	LCA	TY	LCA	TY	LCA
1 Fr		1 Mo		1 We	Parent Coffee Morning	1 Sa		1 Mo		Start session 2/4 Tasks	
2 Sa		2 Tu		2 Th	SOAR	2 Su		2 Tu			
3 Su		3 We		3 Fr		3 Mo	Rubbish Film Festival	3 We			
4 Mo		4 Th	JFK	4 Sa		4 Tu	Rubbish Film Festival	4 Th		Ice Skating	
5 Tu		5 Fr		5 Su		5 We		5 Fr		Discretionary Day	
6 We		6 Sa		6 Mo		6 Th	Self D	6 Sa			
7 Th		7 Su		7 Tu		7 Fr		7 Su			
8 Fr		8 Mo		8 We	GAA Workshop	8 Sa		8 Mo			
9 Sa		9 Tu	Enterprise Day	9 Th	Barista 3&4	9 Su		9 Tu			
10 Su		10 We		10 Fr		10 Mo		10 We			
11 Mo		11 Th	Reptile Haven	11 Sa		11 Tu		11 Th		Trade Fair	
12 Tu		12 Fr		12 Su		12 We		12 Fr			
13 We		13 Sa		13 Mo		13 Th	Conor Breen Magic	13 Sa			
14 Th		14 Su		14 Tu	LCA 2PTM	14 Fr	DCU Open Day	14 Su			
15 Fr		15 Mo		15 We	GAA Workshop	15 Sa		15 Mo			
16 Sa		16 Tu		16 Th	Barista 5	16 Su		16 Tu			
17 Su		17 We	Journalism talk p.1	17 Fr	Barista 1	17 Mo		17 We			
18 Mo		18 Th	Driving School	18 Sa		18 Tu		18 Th		Xmas Activities	
19 Tu		19 Fr	LCA 2 world skills	19 Su		19 We		19 Fr			
20 We		20 Sa		20 Mo		20 Th		20 Sa			
21 Th		21 Su		21 Tu		21 Fr		21 Su			
22 Fr		22 Mo		22 We		22 Sa		22 Mo			
23 Sa		23 Tu		23 Th	First Aid	23 Su	Rotation	23 Tu			
24 Su		24 We		24 Fr		24 Mo	AMTCE 1.30	24 We			
25 Mo		25 Th	Barista 1&2	25 Sa		25 Tu		25 Th			
26 Tu		26 Fr		26 Su		26 We		26 Fr			
27 We		27 Sa		27 Mo		27 Th	Older Training Day	27 Sa			
28 Th	Causey Farm	28 Su		28 Tu		28 Fr	Enterprise Visit	28 Su			
29 Fr		29 Mo	Discretionary Day	29 We		29 Sa		29 Mo			
30 Sa		30 Tu		30 Th		30 Su		30 Tu			
31 Su				31 Fr				31 We			
January 2026		February 2026		March 2026		April 2026		May 2026			
TY	LCA	TY	LCA	TY	LCA	TY	LCA	TY	LCA	TY	LCA
1 Th		1 Su		1 Su		1 We		1 Fr	Musical	PRT Deadline	
2 Fr		2 Mo	Bank Holiday	2 Mo		2 Th		2 Sa			
3 Sa		3 Tu		3 Tu		3 Fr		3 Su			
4 Su		4 We		4 We		4 Sa		4 Mo		Bank Holiday	
5 Mo		5 Th	RSE	5 Th	Mini Med online?	5 Su		5 Tu		Discretionary Day	
6 Tu		6 Fr		6 Fr		6 Mo		6 We		Oral Exams this week	
7 We		7 Sa		7 Sa		7 Tu		7 Th			
8 Th	Movie Magic	8 Su		8 Su		8 We		8 Fr		Practical Coursework De	
9 Fr	Movie Magic	9 Mo		9 Mo		9 Th		9 Sa			
10 Sa		10 Tu		10 Tu		10 Fr		10 Su			
11 Su		11 We		11 We		11 Sa		11 Mo		HCT Practical this week	
12 Mo		12 Th	Tony O'Reilly	12 Th	Go Quest	12 Su		12 Tu			
13 Tu		13 Fr		13 Fr		13 Mo		13 We		Work Experience	Summer Exams
14 We		14 Sa		14 Sa		14 Tu	Older Training Day	14 Th			
15 Th	Older Training Day	15 Su		15 Su		15 We		15 Fr		Driving School	
16 Fr		16 Mo		16 Mo		16 Th	Gaeltacht	16 Sa			
17 Sa		17 Tu		17 Tu	Bank Holiday	17 Fr		17 Su			
18 Su		17 We		18 We		18 Sa		18 Mo			
19 Mo		19 Th		19 Th	Brilliant Mondays	19 Su		19 Tu			
20 Tu		20 Fr		20 Fr		20 Mo		20 We		Graduation	
21 We		21 Sa		21 Sa		21 Tu		21 Th		Celebration Afternoon	
22 Th		22 Su		22 Su		22 We		22 Fr		End of Year Trip	
23 Fr		23 Mo	Rotation	23 Mo		23 Th	Musical Rehearsal	23 Sa			
24 Sa		24 Tu		24 Tu		24 Fr		24 Mo			
25 Su		25 We		25 We		25 Sa		25 Tu			
26 Mo		26 Th	SciFest	26 Th	Insta Tour	26 Su		26 We		Interviews this week	
27 Tu		27 Fr		27 Fr		27 Mo		27 Th		Exit Interviews	
28 We		28 Sa	Senior Trip	28 Sa		28 Tu		28 Fr			
29 Th	RSE			29 Su		29 We		29 Mo			
30 Fr				30 Mo		30 Th		30 Tu			
31 Sa				31 Tu				31 We			



Application Form for Transition Year

Name	
Date of Birth	
Current age	

I wish to formally apply for a position in Transition Year for the school year **202X-202X**. I understand that I may be called to attend an interview and two of my named referees (two of your current subject teachers) and my current Caomhnóir/ Ceannaire may be asked to provide an oral reference for me.

1. Give 3 reasons why you want to do Transition Year and what you hope to gain from the year?

2. What qualities do you have which will contribute to making Transition Year in Coláiste na Mí a success?

3. Name three areas/jobs of interest to you for Work Experience during this programme?

4. What would you consider to be your greatest strengths?

5. Please rate your application to study / homework throughout Junior Cycle

☐ Excellent ☐ Very Good ☐ Good ☐ Average ☐ Poor

6. Please rate your attendance and Punctuality throughout Junior Cycle

☐ Excellent ☐ Very Good ☐ Good ☐ Average ☐ Poor

7. Please rate your behaviour throughout Junior Cycle

☐ Excellent ☐ Very Good ☐ Good ☐ Average ☐ Poor

**In order to ensure your participation in the Transition Year Programme
you will need to provide two references from your current teachers.**

Please note the teacher must have taught you for 3 years.

Referee 1

Name:

How long have you taught this student for? _____

Please outline why you think this student should be considered for the TY programme?

Signed: _____

Referee 2

Name:

How long have you taught this student for?

Please outline why would you think this student should be considered for the TY programme?

Signed: _____

For Parents: Why would you like your child to be considered for the TY programme?

Declaration

The information I have provided is honest, truthful and in keeping with the core values of Coláiste na Mí. I understand that I may need to attend for interview after school as the next stage of this process. I also am aware that work experience is a core feature of Transition Year and that I will be responsible for securing my own work experience placements.

Student Signature: _____ **Date:** _____

I give support and consent for my son/daughter to apply for the Transition Year programme. By signing this application form, I understand that my son/daughter may need to attend for interview after school as the next stage of this process. I also understand that all places that are offered and subsequently accepted on the TY programme are provisional until after the 30th September. Subject to student engagement and behaviour we reserve the right to move students into a programme that better suits their educational needs up until this date.

Parent/Guardian Signature: _____ **Date:** _____



Coláiste na Mí

Coláiste na Mí
Johnstown Educational Campus
Navan
Co. Meath
Phone: 046 9012130
Email: colaistenami@lmetb.ie

DATE

RE: Transition Year Letter of Offer

Dear Parent / Guardian of _____

We would like to thank you for taking the time to complete the TY application form for 2025/26. We are delighted to be able to offer _____ a place in the TY programme for the academic year 2025/26.. Please be advised that all Transition Year offers for 2025/26 are **provisional** until acceptance letters and programme administration charge have been received. Please note that work experience has now moved from one day per week to three block weeks. Dates will be confirmed in a work experience pack that will be distributed in May.

Transition Year places are provisional as per our TY policy. **Please familiarise yourself with this policy on our school website.**

Students must realise the value of being attentive and hard working in all TY classes, and the importance of getting involved in the wide range of activities and trips organised throughout the year. We wish to highlight the value of such activities/competitions. We would ask that you join with us in encouraging _____ to participate fully in this regard.

The fee for Transition Year 2025/26 is €450. This fee is used in full to pay for TY activities, buses and outside events that take place in the school. It also includes the 24-hour student insurance, student diaries, locker hire and administrative overheads. **Please note that this excludes overnight trips, and an additional fee may occur.** As this is an optional programme the payment of this fee in full is required in order for students to commence on the programme.

In order to secure _____ place on the TY programme a deposit of €100 is needed by Friday 9th of June. I would like to acknowledge that for many of you this may be a difficult time financially. We are proposing that following the €100 deposit the remaining balance can be paid in two further instalments. Please see a full breakdown of the payment below:

To accept the offer for _____ on the Transition Year programme for the academic year 2025/26, please scan the QR code below and fill out the Microsoft form. This will close on **Friday 22nd March at 5pm.**

QR CODE

We look forward to a productive and fruitful year ahead and I would like to wish _____ the very best of luck in the upcoming state exams.

Kind regards,

Iníon Dowling
TY Programme Co-Ordinator

Interview Questions

1. Why would you like to do transition year?
2. Do you know anyone who has done transition year in our school or another school? What have they said about it?
3. What do you hope to get out of transition year?
4. What can you offer the transition year class?
5. Why should we offer you a place in transition year next year?
6. What activities/programmes that are available in Transition Year excite you the most?
7. How has your behaviour been in the past?
8. Have you met with the Discipline Committee?
9. What has your attendance been like?
10. Have you ever been late for school?
11. How do you think your teachers would say about you if they were asked to comment on your work/attitude/motivation/behaviour?
12. What is your attitude to work like?
13. How do you motivate yourself?
14. What type of hobbies/interests do you have outside of school?
15. Do you prefer working on your own or in a group?
16. How do you think you would react if you are in a transition year class without your friends?
17. Do you have any careers that you would like to explore on your two blocks of work placement?
18. What are your strongest and weakest subjects?
19. What subjects do you hope to take for your leaving certificate?
20. What options do you look forward to sampling next year?
21. Do you have any questions that you would like to ask us?

Transition Year Interview Score sheet

Student Name: _____

Categories	Total Marks Available	Marks Awarded	Total / 100
Behaviour	30		
Work ethic/motivation	20		
Attendance	20		
Interview answers	20		
Uniform/Presentation	10		
Total	100 Marks		

Interviewed by:

Date: _____



Acceptance of Transition Year

I accept the place offered to my child for Transition Year.

We have read, discussed and understand the TY admissions policy and conditions regarding participation.

My son/daughter is aware of the high standard of behaviour that is expected at all times both in school and outside on school business/leisure.

1. Student name: *

Enter your answer

2. Please select an option below *

☐ I accept the offer of TY 26/27

☐ I decline the offer of TY

3. Parent Signature: *

Enter your answer

Transition Year End of Year Interview Questions

1. Have you learned any new skills/talents in TY?
2. Do you think Transition Year has been beneficial to you?
3. In what ways?
4. Have you progressed during this year?
5. What did you contribute to the programme?
6. How would an employer/ friend / teacher describe you in 3 words?
7. Did you develop any new skills on work experience?
8. Describe a highlight/achievement on either work experience.
9. Describe how you coped with any difficult situation(s) on work experience
10. (pressures/ criticisms / attitudes)
11. How will your work experiences / Transition Year influence you going forward into Senior Cycle?
12. Would you recommend work placements to in-coming TY pupils?
13. Why? What are the benefits?
14. Would you recommend Transition Year to other pupils? Explain.
15. What was/were the highlight(s) of this year for you personally?

Work Experience Guidelines for Parents and Students

Aim of the Programme:

The aim of Work Experience is to provide students with a deeper understanding of the workplace and practical hands-on experience of the world outside school. It is a wonderful opportunity to try new areas, develop new skills, challenge perceptions and make very useful contacts for future endeavours. Students have an opportunity to make a real difference in their community by engaging with local social enterprise and charity organisations.

Schedule Outline:

- **November**
- **January**
- **May**

Students work the hours requested by the placement within the following limits: minimum duration of 4 hours (i.e. 9am-12pm); maximum duration of 7 hours.

Seeking placement:

It is the responsibility of the student to seek an appropriate position for work experience. Parents must be satisfied with the placement environment. Students are notified of their responsibility at the end of third year and are *strongly advised* to seek positions over the summer period. The school is not able to facilitate work experience in school on designated work and community placement weeks. Students are encouraged to find community placement and/or charity work.

Garda Vetting

If your work experience placement requires you to be garda vetted, you must get the forms from Iníon Dowling. This process can take up to two months, so it is best to get them in September. Please note that a student must be 16 years of age in order to be garda vetted. If you are not 16 and your placement is asking for you to be vetted, you will have to seek an additional placement.

Expectations of our students:

- Students shall attend placement on the correct days and at the times agreed with the employer.
- They will follow all instructions given by the employer and colleagues to the best of their ability.
- Students will contact the employer regarding absences or changes to dates outlined.
- Students are representing both themselves and the school, and possible opportunities for students in the future. We expect all students to act in a mannerly and respectful way.
- In order to make the process more meaningful, students must reflect on their experiences in their reflective journal every evening.

Out of regular placement

Students are given the opportunity to participate in placement in three block weeks. On occasion, TY Specific programmes arise outside of the designated block placement weeks i.e. An Garda Síochána, HSE, Law Library, Dublin Airport Authority and College courses (this list is not exhaustive). Whilst

not ideal in respect of potential conflict with planned TY programme activities and programmes of work, the school will *try* and facilitate placement in this regard, where possible.

If students wish to apply for the aforementioned additional work placement, they must **apply in writing at least two weeks prior to the date** in question by completing an *out of regular placement form*. This form is available for download from the school website or from Iníon Dowling. This process will enable the school to evaluate the merit of the proposed work experience. As a school we have a duty of care to protect teaching and learning in the classroom and the spirit of the TY programme. All applications shall be reviewed by the TY team. *No placement is guaranteed, and no student has permission to attend a placement without confirmation from the TY Coordinator.*

During your work experience

- Dress appropriately for the type of work to be done;
- Always be on time for work;
- Have a positive attitude to the work experience;
- Listen carefully to all the instructions given to you;
- Carry out all tasks to the best of your ability;
- Keep a daily record of attendance, the work you do, the people you meet and any problems you encounter.

Letter to the Employer



To whom it may concern,

The aim of *Work and Community Placement* (WCP) is to provide students with a deeper understanding of the workplace and practical hands-on experience of the working world. It is a wonderful opportunity to try new areas of interest, develop new skills, challenge perceptions and make very useful contacts for future endeavours.

Schedule Outline:

- **November**
- **January**
- **May**

Students work the hours requested by the placement within the following limits: minimum duration of 4 hours (i.e. 9am-12pm); maximum duration of 7 hours. We would like to assure you that all students will be fully covered by the school insurance for all hours of placement. All work experience is on a voluntary basis and should not involve payment.

We have very high expectations of our students. It is the responsibility of the student to attend placement on the correct days at the agreed times and to notify the employer regarding absences or changes to the dates outlined. Students are aware they are representing both themselves and the school, and possible opportunities for students in the future. We expect all students to act in a mannerly and respectful way and complete tasks to the best of their ability.

In order to monitor attendance, we would really appreciate if you could sign the students *WCP logbook* every week and/or at the end of block placement. In order to make the process more meaningful, students are asked to reflect on their learning in their reflective journal. Students shall require more formative feedback from employers at the end of block week(s) and will distribute related forms at that time.

We are most grateful to all employers and agencies who offer our students an opportunity to explore meaningful areas of interest outside school. We acknowledge the commitment and time it takes to facilitate placements. We wish it to be an enjoyable and fulfilling experience for everyone involved.

Please feel free to contact me if you have any further queries or concerns.

Kind regards,

Lauren Dowling

Work Experience Detail

Student Name:	
Name of Company:	
Contact Person(s):	
Company Description:	
Website:	
Address:	
Phone Number:	

It is very important that this form is completed and returned to your TY Coordinator as soon as possible to allow for the appropriate administration to be carried out. In signing this form, you give consent for your child to attend work experience for the dates outlines.

Student's signature: _____

Parent guardian's signature: _____



Work Experience Log Sheet

	Activity	Signature of Supervisor

TY Work Experience Employer Feedback Form



Name of Student: _____

Name (Employer): _____

Name of Organisation: _____

Number of Days spent working in Organisation: _____

Nature of Work Experience: _____

Qualities	Rating					General comments
	A	1	2	3	4	5
Punctuality and Time-keeping						
General behaviour; politeness and courtesy to others						
Appearance, appropriate dress						
Relationship with Employees / supervisors						
Ability to Complete Tasks Well						
Communication						
Positive attitude to work						

A. Don't know enough to make an assessment

**5. Unsatisfactory
6. Acceptable**

**3. Good
4. Very Good
5. Exceptional**

Signed: _____

Position: _____

Date: _____

Please note Insurance is updated every January



Employers Liability & Public/Products Liability Indemnity Letter to Host Employers

Insured:	Louth and Meath Education and Training Board
Policy Number:	CCP0002171
Period of Insurance:	01 January 2025 to 31 December 2025
Employer's Liability Section: Limit of Indemnity	Not less than €13,000,000 any one Occurrence
Public Liability Section: Limit of Indemnity	Not less than €6,500,000 any one Occurrence
Products Liability Section: Limit of Indemnity	Not less than €6,500,000 any one Occurrence and in any one Period of Insurance

Dear Sir/Madam,

This is to confirm that the above Sections of this Policy are extended to indemnify a Host Employer in respect of legal liability arising solely out of or in connection with Student/Trainee placements and for which the Insured would have been entitled to indemnity under the Policy had the Claim been made against the Insured, provided always that;

- (a) the Host Employer will, as though they were the Insured, observe, fulfil and be subject to the Terms, Definitions, Conditions, Exclusions, Endorsements and Limits of the Policy, insofar as they can apply;
- (b) the Insurer shall have the full conduct and control of all Claims for which indemnity is provided by this Policy;
- (c) nothing in this letter will serve to increase the liability of the Insurer to pay any amount in excess of the Limit of Indemnity and indemnity will apply in priority to the Insured.

If you have any queries, please do not hesitate to contact me using the details below.

Yours sincerely,

Underwriting Department | IPB Insurance
Direct: +353 1 6395500 | Email: Underwriting@ipb.ie



Working to make a difference

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