CTI Clonmel

Raheen College &
Gaelcholáiste Chéitinn

Date: March 2026

Transition Year Programme Statement

Tipperary ETB

Rialtas na hÉireann
Government of Ireland

Có-mhaoinithe ag an Aontas Eorpach
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CTI Clonmel Mission Statement

The role of our school is to facilitate the students of Clonmel and its environs in the acquisition of general and specialised education. CTI Clonmel is under the patronage of Tipperary Education and Training Board. ETB schools are state, co-educational, multidenominational schools underpinned by the core values of:

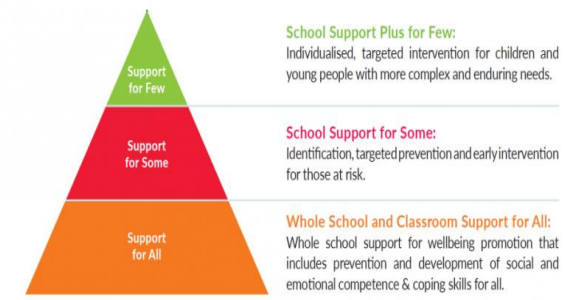
- Excellence
- Care
- Equality
- Community
- Respect



CTI Clonmel provides students with equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our school strives to provide all students with equal opportunities to engage with the curriculum and school life. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our school

- provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society
- promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff
- prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values
- treats equally students of all religions and beliefs. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

- CTI recognises the importance of following the continuum of support to provide varying levels of support to students based on their individual needs, particularly in the context of special educational needs. DEIS Planning allows CTI to identify and meet the needs of the students while monitoring and recording outcomes for all learners.



Transition Year Programme Statement (Department of Education, 2025)

TY builds a broad and solid foundation for students to progress from their previous experiences into the remainder of senior cycle. It develops aspects of the key competencies of senior cycle and gives opportunities to students to explore and expand their strategies for learning.

While students continue their learning in some subject areas, TY helps students make informed decisions around future choices of subjects and modules. During TY students have opportunities to explore different career options and develop some of the competencies needed to access more diverse futures. TY can also enable students to make more informed choices of possible career options by, for example, raising awareness of further adult and higher education, traineeships, apprenticeships and through direct experience of work and participating in society.

TY contributes to the development of students' sense and experience of civic and community responsibilities, empowering them to become more compassionate, active citizens. They learn to appreciate cultural diversity and actively participate in creating a more sustainable world. With a focus on continuity and progression in TY, students can build upon the foundation provided by early childhood, primary and junior cycle education and use their experience of TY to further develop the key competencies they need to move through life as local, national and global citizens.

Rationale

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.

Aims

A school's TY programme will:

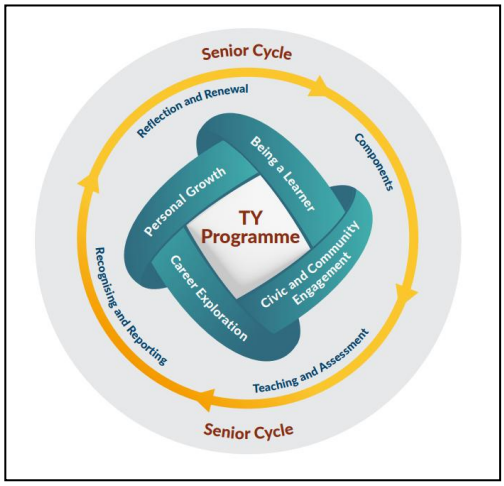
- nurture the development of the student as a whole person by building on their previous experiences, through a curriculum designed by the school that is aligned to the TY Programme Statement create space and opportunities for meaningful, enjoyable learning experiences through which the key competencies of the student can be developed in the classroom and school, in the home and in their role as local, national and global citizens
- 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
- 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.

Coordination of TY

In CTI Clonmel, Transition Year is coordinated by the Programme Coordinator supported by a TY coordinator in both Raheen College and Gaelcholáiste Chéitinn. The Programme Coordinator and TY Coordinator are designated roles that are underpinned and sustained by a close working relationship with the senior management team and all staff.

Developing a TY Programme

The parameters to support schools in developing their TY programme are described through student dimensions and curriculum dimensions. The four student dimensions are the foundations for the development of a TY programme, and the four curriculum dimensions provide the scaffolding to realise the ambition of the student dimensions. The diagram illustrates the centrality of the student dimensions to TY programmes. An effective TY programme, which will be unique to each school, is



one where every aspect of the curriculum serves to develop the student in harmony with the student dimensions.

Induction

Students are given a formal induction to the TY Programme on their first day of returning to school. During the induction the students are briefed on the following:

- Meet and greet – introductions
- TY overview
- Timetable
- Subjects/modules
- Code of behaviour
- Calendar
- Community Care
- Work experience
- TY Folders/Portfolio
- Gaisce
- AOB

The TY groups in both Raheen College and Gaelcholáiste Chéitinn have a bonding trip at the start of the school year to create a collegial and respectful atmosphere within each group.

Curriculum

The TY Curriculum of CTI Clonmel is developed annually by the TY Coordinator and the TY teaching staff in consultation with Deputy Principal and Principal. The school decides upon the subjects and modules to be offered based on the needs of the students, staff allocations and teacher expertise as well as parental expectation and local resources. The TY Programme will offer a broad and balanced curriculum based on the four student dimensions of the Transition Year Programme Statement, while also recognising the core values of CTI Clonmel. The following table indicates the four student dimensions with examples of activities which may be included in the TY curriculum.

1. Personal Growth:

Continuity	• Physical Education class • SPHE class
TY Specific	• Leadership class • Gaisce • Law Workshop • First Aid Course Workshop • Develop Me Workshop (Team Building) • Personal Health & Safety Workshop • Driving Course
Other Growth Experiences	• Induction • Guest Speakers • Competitions including Debating, Public Speaking, Poetry Aloud, Díospóireacht Uí Chadhain, Scifest • School show • Market Days

2. Being a Learner:

Continuity	• Irish class • English class • Mathematics
Elective	• Geography/History class • Music class • Art class
Other learning experiences	• Life Skills class; cooking & Road Safety • Mathematics for I.T. class • Culture Studies class • Motor Engineering • Woodcrafts & Furniture • Technological Design
Portfolio Development	• Portfolio class

3. Civic & Community Engagement:

Our local community	• Enterprise class • Saint Vincent de Paul • Swimming with students with additional needs • Lions Club Action Project • Heritage Project • I.M.B.V./Young Social Innovator • Christmas Market in the Plaza • Shoe box appeal • Charity collections • Seachtain na Gaeilge; link with other schools & the local community
Our global community	• Renewable Energy class

4. Career Exploration:

Work Placement/Community Placement	• 2/3 weeks work placement
Career Guidance	• Guidance class
Other career-related experience	• Guest Speakers • CTI College Awareness Week • World Skills Exhibition • College Open Days • Careers Expo • F.E.T. Tasters • Alison TY certified online courses

Teaching & Learning Methodologies

TY facilitates students to determine the most appropriate learning strategies to allow them to achieve their potential. Therefore, CTI Clonmel encourages the use of a wide range of teaching methodologies throughout the curriculum. This variety of teaching methodologies aim to:

- Actively involve students in their learning, promoting personal responsibility, initiative, independence, self-evaluation self-confidence and co-operation.
- Promote communication, literacy and other skills across the curriculum using a range of media.
- Utilise a variety of teaching and learning processes including group work, project work etc.
- Identify local resources in the community.

Subjects

	Gaelcholáiste Chéitinn		Raheen College	
Subject	**Classes**	**Teacher**	**Classes**	**Teacher**
Gaeilge	x 2	1 teacher	x 2	1 teacher
English	x 2	1 teacher	x 2	2 teachers
Mathematics	x 2	2 teachers	x 2	1 teacher
Careers	x 1	1 teacher	x 1	1 teacher
Portfolio	x 1	1 teacher	x 1	1 teacher
S.P.H.E.	x 1	1 teacher	x 1	1 teacher
P.E.	x 1	1 teacher	x 1	1 teacher
I.M.B.V.	x 2	1 teacher	x 2	1 teacher
Music	x 1	1 teacher	x 1	1 teacher
Enterprise	x 2	2 teachers	x 2	2 teachers
Renewable Energy	x 2	1 teacher	x 2	1 teacher
Leadership	x 2	1 teacher	x 2	1 teacher
Cultural Studies	x 1	1 teacher	x 1	1 teacher
Pre-apprenticeship Maths	x 2	1 teacher	x 2	1 teacher
Geography/History	x 2	2 teachers	x 2	2 teachers
Life Skills; Cooking/ Art/ Road Safety	x 2	3 teachers	x 2	3 teachers
Practical; Motor Engineering, Technological Design & Woodcrafts & Furniture	x 3	3 teachers	x 3	3 teachers

The subjects offered may change annually depending on the needs of the students, staff allocation and available resources.

Calendar

A programme of activities and events is available at the beginning of each school year for the TY group. The calendar may change annually depending on the needs of the students, staff allocation and available resources. The calendar may include some or all the following activities: work experience, field trips, visiting speakers and opportunities for career exploration among others.

Wellbeing

The CTI Clonmel TY programme aims to enable TY students' wellbeing by aligning with our Wellbeing framework. Examples of this alignment include:

a) Relationships & partnerships
- Showing care and respect for others
- Protecting and promoting their own wellbeing and that of others
- Creating positive relationships with friends, peers, and staff members
- Students feeling safe, secure and respected in their classrooms

b) Culture & environment
- Knowing where they can go for help – student support team, class teacher, etc.
- Understanding how their actions and interactions impact on their own wellbeing and that of others, in local and global contexts
- Developing their confidence in and enjoyment of physical activity
- Actively engaging in their learning so that they can enjoy being at school

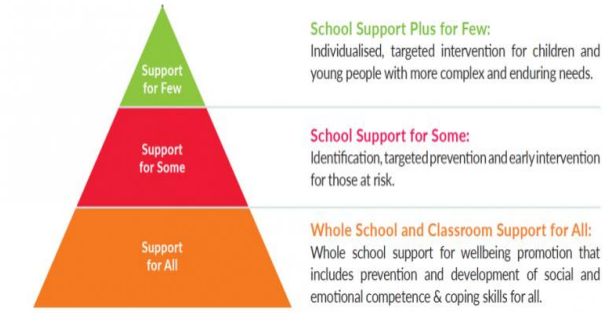
c) Teaching & learning
- Believing that, with effort, they can achieve their potential, nurturing a growth mindset among students rather than a fixed mindset
- Developing students' literacy skills, in subjects such as Cooking (Life skills) so that they understand the impact of their food choices on health, the environment and the economy
- Taking ownership of their learning and be aware of themselves as learners, and know how they can improve

- Promoting a culture of collaboration and cooperation through day-to-day teaching, learning and assessment practices

d) Policy & planning
   - Becoming involved in the school student council where consultation on school policy and planning occurs
   - Feeling listened to and valued
   - Developing their self-confidence to facilitate their contribution to the school community

Student Support

The TY programme in CTI Clonmel aims to meet the educational and emotional needs of all its students. It especially endeavours to ensure that any student who has additional educational needs are supported throughout the programme, using the continuum of support.



Support for all

- Learning is differentiated to suit all learning needs and styles.
- Subject teachers prepare resources which support the learning of all, based on resources used and learning strategies which they have found to be successful when working with the students.
- Learning activities are tailored so that all students can participate fully.

Support for some

- For students who hold an exemption from the study of Irish, they are provided with an opportunity to avail of an additional skill while Irish classes are taking place.

- The aim of the classes is to give the students a safe space to practice and improve all aspects of their literacy and/or numeracy skills depending on the needs of the students and the expertise of the teacher.

Support for few

- Some students with identified complex needs avail of small group support, such as time out, mental health breaks and some literacy/numeracy work.
- This is allocated on the basis of need.

Career Exploration

Career Exploration in CTI Clonmel includes, among other things, guidance related learning, cognitive testing and work experience opportunities.

Guidance related learning (GRL) is provided to all students to support personal and social, educational, and career development, and students making the transition from junior to senior cycle. The guidance counsellor plays a key role in coordinating the planning and delivery of the TY GRL programme. A whole school approach is employed in delivering the learning and teaching activities of the TY Programme which include, career education programmes, guest speakers, attendance at open days and work experience.

Cognitive ability testing is carried out in TY. The CAT4 test allows students and their teachers understand how they can learn and what their academic potential might be. It provides our school with a better understanding of the potential of each student and facilitates teachers in deciding about the pace of learning and whether additional supports are needed.

Work experience is an integral and essential part of the TY programme. It gives the student the opportunity to sample different areas of work and helps them to discover what kind of work best suits their interests and talents. Work experience will take place either:

- In weekly blocks of 1 or 2 weeks
- On one day per week for the school year.

The choice of how work experience is organised may vary from year to year depending on the availability of placements and the suitability of the placements to the group of students. It is the responsibility of the student to secure a work experience placement, but the guidance counsellor / TY coordinator can assist if there are difficulties. We request that no more than 1 student will work in a single placement.

Students are given a pack to hand to Employers on their first day of work to include a letter from Co-ordinator, insurance form, Employer Evaluation Report and stamped address envelope. Students will fill their work experience journal daily. TY Coordinator/ Guidance Counsellor/ TY teachers will phone work placement contact to check on how student is progressing and thereafter will visit student at his/her placement. On their return from work experience, the employer reports will be discussed with students by the TY Coordinator/ Guidance Counsellor. CTI Clonmel expects that students, while on work experience, are respectful, mannerly and courteous as they represent our school.

Digital Learning

Digital learning in TY is aligned with the CTI Clonmel digital strategy. There is an emphasis on purposeful engagement from all students through engagement in meaningful learning activities both independently and collaboratively. Students will use numerous digital programmes and applications including such as:

- Microsoft Teams
- Alison TY Certified online courses
- Canva
- One Note
- Powerpoints
- Sway
- Powtoon

Digital learning will also focus on internet safety, respectful online behaviour, digital resilience, and online safety. All TY students are expected to follow the guidelines of the CTI generative artificial intelligence (AI) policy.

Application Process

The application process for TY in CTI Clonmel is as follows.

1. In Gaelcholáiste Chéitinn, transition year is a compulsory year for all students
2. In Raheen College, students and their parents meet with TY coordinator and a member of senior management. This meeting is to ensure the suitability of the student to the programme.

Assessment

The TY Programme at CTI Clonmel puts a focus on setting purposeful, well-planned assessment and reporting, which is designed to support and challenge each student towards reaching their full potential. This Plan recognises the importance of on-going assessment both formative (Assessment for Learning) and summative (Assessment of Learning) to support students' learning.

Formative assessment in TY provides students with an opportunity to reflect upon and review their learning and consolidate and apply the knowledge and skills with a view to moving forward successfully to the next stage of their learning as they embark upon Senior Cycle. Students engage in formalised self-assessment through their Reflection modules and keep a Portfolio/Reflective diary.

Assessment of student learning is informed by the four student Dimensions set out in the TY programme statement, and the developmental indicators and student experiences linked with each, specifically:

- Personal Growth
- Being a Learner
- Civic and Social Engagement
- Career Exploration.

The range of formative assessment experiences in Transition Year include:

- Oral, aural and written assignments
- Formative feedback from teachers both verbal and written feedback including comments and/or grades
- Project Work – Presentations, PowerPoints, ePortfolios, visual displays, posters

- Practical assessments
- Homework which may include written work, oral presentations, research, aural, reading, project or portfolio work
- Exhibition of the students work

Summative Assessment is used to determine a student's level of performance on a specific task or at the conclusion of a full year subject or a module. Blended Learning is an integral part of the Transition Year programme. Summative assessment, mainly project based, forms part of their end of module assessment in many subjects. In CTI, summative assessment for TY includes:

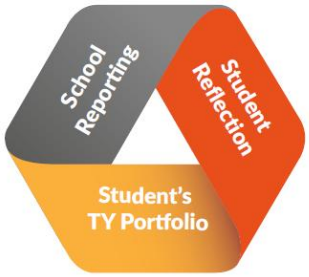
- Assessment 1 – December
- Assessment 2 – May

Reports are issued after each set of summative assessments via the VS ware reporting system.

Reporting

Great emphasis is placed on informal as well as formal reporting. Formative feedback is provided daily, and the school prides itself in having positive, collaborative and supportive relationships with parents and guardians, in keeping with the provisions set out in the TY Programme Plan. The three elements to TY reporting utilised in CTI Clonmel are:

- The student's TY portfolio
- Student reflection, and
- School reporting.



A variety of means are used to report student progress:

1. **Reports** containing results of the end of term exams are sent home using the school's Vsware reporting template in order to keep parents and guardians regularly informed about their child's learning and wellbeing.

2. **Direct Contact**: Teachers contact parents/guardians directly with respect to the outcome of any assessment as deemed necessary.

3. **Parent-Teacher Meetings**. Teachers communicate details of students' progress, academically and socially in the annual TY Parent-Teacher Meeting.

4. **Student Journal**. Teachers may communicate outcomes of an assessment and/or other aspects of students' progress to parents/guardians by writing a note in the student's journal. The parent/guardian is expected to acknowledge receipt of this note by countersigning it.

5. **Ongoing reporting** on student progress in CTI Clonmel includes:

- Informal oral and written feedback;
- Feedback on areas such as punctuality, appropriate behaviour and attendance;
- Discussions with tutor, programme/TY coordinator, additional educational needs team, student support team;
- Formative or summative assessments at the end of a unit in a subject
- Communication and engagement with parents/guardians via telephone;

Certification

TY Certification in CTI Clonmel is based on:

- Portfolio Assessment: Students will maintain a portfolio of work completed during TY, including project work, reflective journals, and evidence of participation in various activities.
- Interview
- Summative and continuous assessment in each subject/module

Students will present their portfolios at the end of the year TY graduation ceremony. The portfolio should contain a reflection on each module with reference to the developmental indicators. The students will receive a graduation certificate from the school as well as all other certificates acknowledging their participation in courses and workshops throughout the year. Students are also presented with other awards, including the student of the year award, in recognition of their commitment and work throughout the TY programme.

Evaluation & Reflection

The Programme is reviewed annually, and in consultation with all school partners, with the oversight of the Board of Management. Mechanisms for obtaining feedback and evaluation include:

- Student feedback – surveys, student reflection, student portfolio's
- Parental feedback
- Teacher feedback
- Subject department and planning meetings

Results of and recommendations from such evaluations will be utilised in planning future TY programmes to ensure the relevance of the programme for all our students.

Health & Safety

Health and Safety is a strong component of the CTI Clonmel TY programme with a particular emphasis on health and safety practices within practical classes. Every course with a practical component, incorporating project work, is backed up with the relevant health and safety material, as outlined in the course descriptor. Students are made aware of safe working practices relevant to each subject and they are required to always use these safe working practices. Students should be able to:

- Explain the safe use of tools and equipment
- Give examples of safe practices in the workplace
- Use all tools and equipment correctly and safely
- Store all tools and equipment correctly and safely
- Report any faulty tools or equipment to their teacher
- Understand self-protection procedures, including the use of protective clothing

This policy was adopted by the Board of Management on **29 April 2026.**

Signed: _____
Chairperson of the Board of Management

Signed: _____
Principal

Date: 29/04/26.

Date of next review: _____