

Programmes@InverCollege

Inver College offers the full suite of programmes available from the Department of Education. The student is at the heart of everything we do and the programmes attempt to cater for the needs of all our students.

Junior Certificate School Programme [JCSP]

The JCSP is a national programme. It operates within the Junior Cycle curriculum. It follows the curriculum framework set out for the Junior Cycle. It is an intervention into the Junior Cycle which celebrates success and not an alternative to it. Students, parents and teachers can track progress incrementally throughout the first three years of post-primary school. It helps to make the curriculum accessible and relevant to young people who would benefit from a different approach to the Junior Cycle. Teachers may apply for initiatives and resources that are funded by DES to support active learning methodologies in their subject area. All students have access to the JCSP digital library through the Sora app. The JCSP enables and supports the actions and targets in the Inver College school improvement plan.

It involves:

- analysing students' strengths and weaknesses and taking note of any specific recurring difficulties.
- planning programmes of work which both build on students' abilities and address the main obstacles which hinder their progress.
- engaging in dialogue with young people and their parents regarding their needs and their progress in school.

The content of the courses which JCSP students follow emphasise skills, knowledge and concepts selected from Junior Cycle subject specifications which best explore the aptitudes and abilities of these young peoples' key skills, knowledge and concepts which are essential for students' progress in all areas of the curriculum. It is designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. It does this by providing a curriculum framework which will assist schools and individual teachers in adopting a student-centred approach to

education and in providing students with a programme to meet their individual needs.

Aims of JCSP

The JCSP attempts to help young people experience success and develop a positive self-image by providing a curriculum and assessment framework suitable to their needs. It aims to ensure that students actively participate in their learning, make progress and build on their achievements. It also aims to develop students' literacy, numeracy, communication and group work skills. On completion of the programme, students receive a profile which is an official record of their achievements from the Department of Education.

Transition Year Programme [TY]

'The Transition Year Programme is a unique, one-year programme that promotes the personal, social, vocational and educational development of students and prepares them for their role as autonomous, participative and responsible members of society.'

(Transition Year Guidelines, 1994, Department of Education).

TY provides a bridge to enable students to make the transition from the more dependent type of learning associated with Junior Cycle to the more independent learning environment associated with Senior Cycle. It encourages the development of a wide range of transferable critical thinking and creative problem-solving skills.

'It is the opportunity to explore new activities, career paths and areas of learning in a low stakes environment.'

A.Clerkin 2019

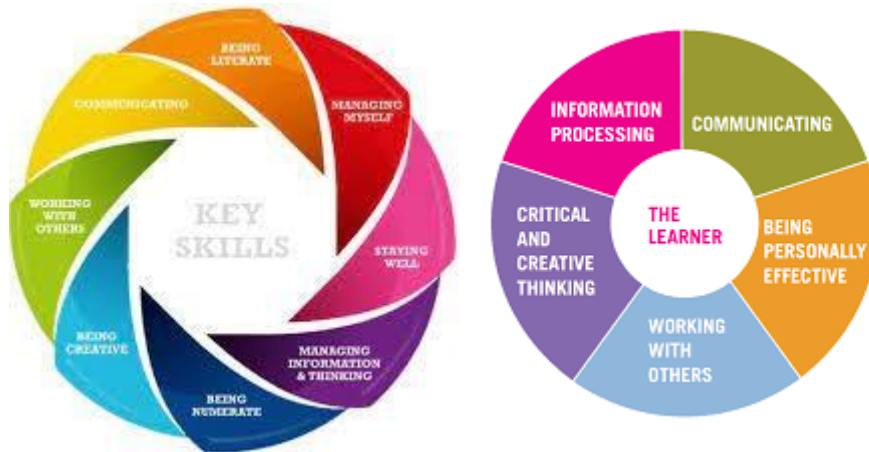
It is about giving students time to focus on **discovering** themselves and their interests through engaged participation in the programme.

The Purpose of TY

Whilst TY is a national programme, schools have the autonomy to create and implement a programme tailored to their individual context. The Inver College Programme Team consider the knowledge we want students to acquire, the attitudes we want students to adopt and the skills we want students to develop.

This informs the planning for learning in our TY programme.

It is a one-year programme between Junior and Senior Cycle. It is designed to bridge the gap between the two by facilitating the smooth transition from the more dependent learning of JC to the more independent, self-directed learning required for SC.



Independent learning.

Leadership, cooperation and dealing with conflict.

Being flexible.

Time management.

Becoming creative problem solvers.

Learning about the world of work through work experience.

Self-confidence.

Strong work ethic.

Ability to accept and learn from constructive criticism.

Personal Reflection.

Programme Provision

Admission to the TY Programme.

TY is an optional programme in Inver College. It is open to all.

Inver College provides all of the DES national programmes to meet the needs of all our student population. The TY ethos is inclusive by providing an option to participate in the programme education for all students.

In an attempt to ensure the suitability of the programme for students and the suitability of the students for the course, an admissions process has been established in the school with sustained information offered to students and their parents/guardians.

Towards the end of third year, the Guidance Counsellor visits the students to present the different options that are available within the school.

Parents and students can discuss all the options with the co-ordinator or any member of the team.

Current TY students are encouraged to share their experience of the programme if they wish.

Aims of TY

To educate students for:

- maturity, social awareness and competence.
- adult working life and further education

To emphasise personal development

To learn Skills for life.

To enable a transdisciplinary approach and self-directed learning.

- Develop leadership potential
- Business and Enterprise
- Community Work/Active Citizenship
- Build on JC Skills, lay a solid foundation for LC. studies
- Preparation for Senior Cycle
- Build self-confidence, independence, resilience and friendships.

Programme Structure

1. Core Subjects:

English, Irish, Maths, SPHE, PE, Career Guidance, Digital Media Literacy, French

2. Senior Cycle Subject Sampling:

History, Geography, Home Economics, Business, Accounting, Construction Studies, Agricultural Science Art, Engineering, Biology, French, Physics, Chemistry, Design and Communication Graphics, Music, Technology, Physical Education.

3. TY Modules:

Computer Science
Global Citizenship
GAA Future Leaders
GAISCE
Work Experience
Spanish

4. **Calendar Layer of Active Learning Experiences: (subject to change)**

Self-Defence

Polish

Lithuanian

AMGEN Biotech Experience

Young S.V.P

Safe Food for Life

Lismullen Cookery School

World Skills & Apprenticeships

Supply Chain, Logistics and Procurement Pilot [SCLP]

Celebrity Chef Cook Off

Monaghan Volunteer Centre

Road Safety Authority [RSA]

Sound Out Rhythm

Chloe Heaslip Anti-bullying

Personal Safety Ireland

YES Consent workshop

'Create the Great in You' Self development

Microsoft Office Specialist

BLAST Arts in residency programme

Forensic Fun

Tanagh Adventure Centre
Basic Lifesaving Skills, CPR
Mental Health Performance
Virtual Breast Health Awareness
Garda Specialised Units Open Day
GAISCE President's Award
Focus Ireland School Sleepout
Dance Concepts
Dominic Donegan Motivation
Paris Tour
Film Making Course
Law Education
Global Money
Money Advice and Budgeting Service [MABS]
Business@Butler's Chocolate Factory
Dublin Zoo Evolution
Global Citizenship Education
International Culture Day
Team Building and Induction

Leaving Certificate Applied [LCA]

LCA is a two-year senior cycle national programme.

It has a strong vocational emphasis with the focus on the world of work and further education.

Assessment is different. It is assessed continuously throughout the two years and there are also six written papers in the state exams in June 2025

The established leaving cert does not meet the needs of every student. LCA may meet those students' needs.

The Leaving Certificate Applied programme has been developed by the National Council for Curriculum and Assessment.

This programme is part of the expanded senior cycle provision designed to cater for the diversity of participants' needs.

The fundamental goal of the Leaving Certificate Applied is to prepare Leaving Certificate participants for transition from the world of the school/centre to that of adult and working life.

This transition is complex and demanding for a variety of reasons:

- patterns, and the qualities, aptitudes and personal skills required in the workplace have changed
- participants are remaining longer in formal education and in training than heretofore and the period of transition is also more lengthy
- in addition to the challenges in relation to education, training and jobs, participants are also faced with related, social, personal, and cultural issues.

It is essential that the talents of all Leaving Certificate participants are recognised and that they are afforded an opportunity to develop in terms of responsibility, self-esteem, and self-knowledge.

Participants should also develop communication and decision-making skills to achieve a more independent and enterprising approach to learning and to life. The suitability of the Leaving Certificate (Established) to adequately meet the needs of all Leaving Certificate participants has been subject to question.

In the interests of equity, it is important that the various needs of participants at the post-compulsory stage of education are provided for.

The Leaving Certificate Applied has evolved from curriculum development projects aimed at strengthening the technological/vocational options and the

development of personal skills at senior cycle. The Leaving Certificate Applied focuses on the needs and interests of participants, using a variety of methodologies, making optimum use of the resources of the local community and paying particular attention to the needs of the local region.

There is a need to recognise that individuals differ considerably in the ways they process, assimilate and recall information.

The Junior Certificate provides the foundation for this development and continuity from this programme is an important guiding consideration.

The use of active teaching and learning methodologies across the curriculum promotes those qualities that are fundamental to the development of an individual with an enterprising outlook:

self-confidence, responsibility, co-operation, teamwork, problem solving, independence, decision making, initiative. Work experience and work simulation provides an important opportunity to apply and further develop these qualities.

The Inver College LCA programme caters for many different educational requirements which may include some of the following. The list is not exhaustive.

- Students who want to leave school to work.
- Students who want to work but not leave school.
- Students who may struggle with the academic demands of school.
- Students who may have extra educational needs.
- Students who like to learn in a more practical way.
- Students who have decided their future education.

Each year we look at the interests and needs of the students and the resources we have in order to design the most suitable curriculum.

‘The student is at the heart of everything we do.’

Assessment in LCA

The main difference between Established Leaving Certificate [ELC] and LCA is in how it is assessed.

- Continuous assessment throughout the two years, accredited by the state exam commission.
- 90% attendance throughout the two years.
- Completion of specified assignments.
- Students must complete **work experience** placement every Friday.
- Oral and practical task examinations assessed by SEC.
- Final written state exams at the end of sixth year.