

Corcoran, Coman, 2001, *Transition Year: A Critical Review with particular reference to a Transition Year Programme in a Voluntary Secondary School.*

ABSTRACT OF DISSERTATION

This study sets out to examine the guidelines for the transition year as set down by the Irish Department of Education, with particular reference to the implementation of a transition year programme in a voluntary secondary school.

In chapter one the contextual framework for this study is outlined. This involves an overview of the development of the transition year in the case study school. It also considers the ethos of transition year as it has evolved in this institution.

Chapter two provides a review of the literature on transition year with particular reference to the reviews carried out by the inspectorate of the Department of Education since the national implementation of the TY programme in 1994.

The research method used is that of a Teacher Questionnaire which seeks to elicit the views of teachers involved in the implementation of the transition year programme over a number of years.

Chapter four analyses the findings of the research under key headings relating to programme introduction. These include planning, whole-staff involvement, communication with parents, work experience, assessment, certification and evaluation. The findings on these aspects of the programme introduction are presented and analysed.

In chapter five the conclusions and recommendations from the study are presented. It concludes that adequate pre-planning and whole-staff involvement have provided the basis for a successful transition year programme.