



Transition Year Programmes – Guidelines for Schools

Introductory Note

Circulars M31/93 and M47/93 indicate that from the beginning of the school year 1994/95, a Transition Year will be recognised as the first year of a three-year senior cycle.

These guidelines are a revision and updating of notes formerly issued to schools for the Transition Year. The main purpose of the guidelines is to facilitate the design of programmes by individual schools, especially those offering the programme for the first time from 1994/95 onwards. The NCCA will keep the guidelines under review from 1995 onwards.

These guidelines do not envisage major change in the nature of Transition Year where it is currently demonstrating good practice.

A Transition Year offers pupils a broad educational experience with a view to the attainment of increased maturity, before proceeding to further study and/or vocational preparation. It provides a bridge to help pupils make the transition from a highly-structured environment to one where they will take greater responsibility for their own learning and decision making. Pupils will participate in learning strategies which are active and experiential and which help them to develop a range of transferable critical thinking and creative problem-solving skills. The Transition Year should also provide an opportunity for pupils to reflect on and develop an awareness of the value of education and training in preparing them for the ever-changing demands of the adult world of work and relationships.

CURRICULUM GUIDELINES

Mission

To promote the personal, social, educational and vocational development of pupils and to prepare them for their role as autonomous, participative, and responsible members of society.

Overall Aims

The following aims are interrelated and interdependent and should be strongly reflected in every Transition Year programme:

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

The aims and philosophy of Transition Year should permeate the entire school.

Goals and objectives

Schools providing Transition Year programmes have responsibility for setting appropriate goals and defining the objectives necessary for their achievement. The schools should involve parents, work providers and the wider community as educational partners in all aspects of the programme and ensure efficient and effective delivery of the programme.

Curriculum Principles

Content

Curriculum content is a matter for selection and adaptation by the individual school having regard to these guidelines, the requirements of pupils and the views of parents. In establishing its curriculum, the school should also take into consideration the possibilities offered by employers and other work-providing agencies and the wider interests in the local community.

The Transition Year should offer pupils space to learn, mature and develop in the absence of examination pressure. The school should ensure therefore that, in all areas studied, there is a clear distinction between the Transition Year programme and the corresponding Leaving Certificate syllabus. A Transition Year programme is NOT part of the Leaving Certificate programme, and should NOT be seen as an opportunity for spending three years rather than two studying Leaving Certificate material. This is not to say that Transition Year programmes should lack intellectual content; it is essential that they offer a challenge to pupils in all areas of their development. Pupils entering the Leaving Certificate programme on completion of a Transition Year should be better equipped and more disposed to study than their counterparts who did not have the benefit of this year. Those who enter the world of work after the Transition Year should do so as well developed and reflective young adults.

The programme content for Transition Year, while not absolutely excluding Leaving Certificate material, should be chosen largely with a view to augmenting the Leaving Certificate

experience, laying a solid foundation for Leaving Certificate studies, giving an orientation to the world of work and, in particular, catering for the pupils' personal and social awareness/development. Where Leaving Certificate material is chosen for study it should be done so on the clear understanding that it is to be explored in an original and stimulating way that is significantly different from the way in which it would have been treated in the two years to Leaving Certificate. For example, if a module on drama is included, the production of a play which is on the English syllabus could be considered; in French, pupils might engage in a project of a type which would be of benefit subsequently for the Leaving Certificate course; for Business Studies, the setting up of a mini-company would help enrich syllabus content.

Remediation and Compensatory Studies

A central aspect of Transition Year should be the development of basic competences in key areas according to the needs of individual pupils, including remediation where appropriate. The aim should be to identify and eliminate weaknesses, and to develop the confidence and attitudes of pupils so that they will be better placed to give optimum consideration to their future study options for Leaving Certificate or other programmes. This will extend to enhancement of their study skills for more effective learning and to the development of their capacities for self-directed and open learning.

Interdisciplinary Work

An aspect of the Transition Year programme which should not be ignored by schools is the possibility offered for interdisciplinary study. An interdisciplinary approach would help to create that unified perspective which is lacking in the traditional compartmentalised teaching of individual subjects. One might choose a social theme (such as school life, pop culture, unemployment, use of energy) which could provide a focus for study during the Transition Year. Another example of this approach might be the basing of the Transition Year programme around a country whose language pupils are studying. Teachers of different subjects could collaborate in the development of a very stimulating learning experience for pupils. If this experience can have as its long-term goal a school trip to the country in question to observe at first hand some of the areas studied, so much the better.

Work Experience

It is intended that the Transition Year should create opportunities to vary the learning environment and to dispel the notion that learning is something that happens only, or even most effectively, within the classroom. One of the ways of doing this, and of providing an orientation towards the world of work, is to include a component of actual work experience.

In cases where a paucity of work experience placement exists, it is important for the school to prioritise such placements as are available in favour of vocational programmes in the senior cycle, e.g. the Leaving Certificate Vocational Programme. In these circumstances, work experience should take the form of work simulation and/or work shadowing for the purposes of Transition Year. It is important that both pupils and prospective employers should be fully briefed about what is involved and that the pupils and teachers/tutors should be adequately covered by insurance for the particular situations in question. In order that pupils may obtain maximum benefit from their work experience, it is important to allow sufficient time and opportunity after each work period for de-briefing, reporting back and follow-up exercises.

Curriculum: possible areas of experience

N.B.

- (1) Content and methodology should be decided upon in the light of the level of ability and needs of the particular pupils.
- (2) Suggested areas of experience and topics are outlined in the APPENDIX. They are neither compulsory nor exhaustive but are given merely as examples which schools could consider for inclusion and development in the programme.

Teaching Methods and Approaches

A key feature of Transition Year should be the use of a wide range of teaching/learning methodologies and situations. The goals and objectives of the programme can best be achieved by placing particular emphasis on:

- Negotiated learning;
- Personal responsibility in learning;
- Activity-based learning;
- Integration of appropriate areas of learning;
- Team teaching approaches;
- Group work: discussion, debate, interview, role play;
- Project work and research;
- Visiting speakers and seminars;
- Study visits and field trips;
- Work experience, work simulation, community service.

Educational activities undertaken should enable students to have a valid and worthwhile learning experience with emphasis given to developing study skills and self-directed learning.

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.

Pupils should be assessed on all aspects of the programme as part of the normal assessment process in the school. Appropriate modes of assessment should be chosen to complement the variety of approaches used in implementing the programme and may include any or all of the following:

- Summative evaluation: an overall statement of pupil performance by the teachers;
 - Written, practical, oral and aural assessments;
 - Report of work experience;
 - Projects, portfolios and exhibition of work;

- Pupil diary/log book to record personal progress;
- Rating scales, record of skills, and competence attained.

Pupil participation in the assessment procedure should be facilitated. This form of assessment which involves dialogue with tutors and self-rating on various performance indicators should lead to greater self-awareness and an increased ability to manage and take responsibility for personal learning and performance.

The outcome of the assessment process should be a Pupil Profile. This would include a statement of achievement in all the areas of study and learning activities engaged in during the year and would incorporate an evaluation of a wide range of qualities. This appraisal should be compiled in the main by teachers/tutors but would include a significant contribution from pupils and, where feasible, some observations from parents.

At the end of the programme each pupil should have:

- A completed diary/log book or journal for his/her personal evaluation;
- A pupil profile and record of achievement from the school.

Organisation

Whole-School Approach

The Principal, Deputy Principal and the school management team should positively involve the entire school staff in the Transition Year programme as part of the total curriculum. Where parents are already actively involved in school activities, the programme will benefit enormously by continuing and strengthening these links. In other cases, Transition Year can be a catalyst for developing real partnership with parents and the local community.

For many schools, the Transition Year programme will also be the first significant opportunity to develop links with the world of work. This opportunity should be maximised by building a sound partnership between the school, employers and other work-providing agencies in the community. The nature of the partnership should be one of mutual understanding and participation. Schools can learn and benefit enormously from the resultant interaction, provided that the fullest possible contribution to the process by workplace personnel is facilitated.

Co-ordination and Teamwork

All members of the Transition Year team should be committed to the philosophy, aims and successful implementation of the Transition Year programme. One member of that team should be nominated to act as Co-ordinator of the Transition Year, he or she to be assisted in the work of co-ordination by a core group of four or five teachers. Ideally the members of this core group should be drawn from distinct curricular areas so that each in turn may act as a stimulator, co-ordinator, and rapporteur of activities in his/her area.

It would be appropriate that the overall Co-ordinator should have ultimate responsibility for liaison with the Principal, school management, parents, community agencies and the non-

Transition Year members of the staff. Keeping the later fully informed of Transition Year developments is most important, since the co-ordinating team will require their continuous support both individually and collectively throughout the year.

Planning

Planning for Transition Year is part of school planning in general, involving the entire staff. Detailed planning and implementation will be delegated to the Co-ordinator and his/her team, subject to the provision of adequate feedback to management and the school staff. The planning process should be enriched by the involvement of parents and consideration of their specific needs and those of their children. Early planning is essential to allow adequate time for involvement of the educational partners, for meetings with parents and pupils, and for clarification of the philosophy and expectations of the year. Where possible, a negotiated approach to planning should seek to facilitate active involvement of the pupils.

Planning should take place within the context of available resources and their efficient use; it should be informed by the need for balance, flexibility and realistic perspective; and it should facilitate programme development and documentation. Time should be formally assigned for the purpose of effective planning. While the planning process should be based on teamwork, each member of the co-ordinating team should have responsibility for developing and documenting specific aspects of the programme. All aspects of Curriculum and Organisation should be clearly documented and approved by the school management and staff and by the Board of Management.

A clearly documented programme is essential for ongoing review and for effective internal evaluation of the programme in the school. The programme should be reviewed annually and revised appropriately following each review. A copy of the programme, approved by the Board of Management, should be retained in the school for inspection by the Department's inspectors.

Staff Development and Inservice Education

It will be a condition of participation in Transition Year programmes that schools will become involved in programmes of staff development / inservice education which will be locally and regionally based. In this way, participation by individual schools will be possible in both the formulation, delivery and ongoing development of the programmes for their own benefit.

Certification

The Transition Year programme will not be certified nationally by the Department of Education and Science. Schools, however, are encouraged to provide a school certificate within the general focus and interpretation of the programme as outlined in these guidelines. It may also be appropriate to consider certification in respect of certain modules of the programme for specific purposes.

Evaluation

The programme should be regularly reviewed and evaluated internally by the co-ordinating team in close co-operation with school management, staff, pupils, parents, work providers and community interests. As part of this process, schools should attempt to develop appropriate quantitative and qualitative indicators as the means of raising and assuring the overall quality of the programme provided in the school.

Regular monitoring and external evaluation of Transition Year programmes will be the responsibility of the Department's inspectorate and psychological service.

APPENDIX

Curriculum

Possible Areas of Experience

Civic, Social and Political Education

The Transition Year provides a major opportunity to reinforce and build upon the work of Civics in the Junior Cycle, and to achieve the goals of Civic, Social and Political Education as outlined in the NCCA Discussion Paper, March 1993. In particular, the main aim of Civic, Social and Political Education is to develop active and participatory citizenship in pupils with regard to human rights and social responsibilities.

Civic, Social and Political Education should permeate all aspects of the Transition Year programme including the "hidden" curriculum and extra-curricular work. Gender equity, should be emphasised throughout the programme. The full range of issues involved may be usefully explored at a number of interconnected levels:

- the individual
- the community
- the state
- the global

Pupils should be able to discuss and examine topics critically, and to evaluate, interpret and record information from a wide range of sources.

Personal and Social Development

The Transition Year should help facilitate personal growth and social development as a central concern of the school through active participation in a programme where the approach/process is as important as the content. Suitable cross-curricular learning experiences and a well-structured personal education programme, where pupils will be involved in an active exponential process, will help to:

- foster healthy growth and adjustment, and effective interpersonal communication and relationships;
- increase self-knowledge and awareness;
- develop an understanding and tolerance of others;
- understand how feelings and attitudes affect behaviour;
- enhance the self concept.

Health Education

Health education endeavours to foster personal and social skills relevant to the development of healthy life-styles; to help pupils to make responsible decisions regarding the way they live their lives; to increase the capacity of pupils to attain their full physical, psychological and social health potential. The achievement of these aims for all pupils will be influenced by the climate of the school and classroom, by the organisation and teaching methods used, by the school's approach to pupils' personal difficulties, as well as by the wider educational, social and spiritual values transmitted by the school.

The following themes are suggested:

- Health as a positive concept
- Safety education and first aid
- Relationships and sex education
- Substance use and abuse
- Mental health
- Nutrition and physical health; exercise, fitness and leisure

Guidance

Guidance should be both integrated into the programme as a whole and treated as a specific component. The guidance programme should be designed to address the needs of all pupils so as to help them to:

- assess and interpret information related to their abilities, interests, skills and achievements;
- acquire competences in educational and career exploration and planning;
- develop knowledge of self and others and of the society in which they live;
- develop realistic personal, social, educational and vocational goals.

Religion

The wishes of parents and their children will be vitally important with regard to the process and methodology to be used to develop Religion within the programme. While a simple subject approach could be used, a thematic format might be considered to blend more appropriately with the programme as a whole. In addition, relevant learning environments and real-life work or work-related situations might be found as a way of giving practical realisation to the study of selected areas or topics.

Areas for consideration in the programme might include:

- self-awareness and self-assessment;
- relationships with others and with God;
- prayer, both community and personal;
- vocation and ways of living it out;
- respect and dignity of the human person;
- human rights, justice and peace;
- principles of morality;
- Third World issues.

Philosophy

This should not be the study of a formal course in Philosophy, but rather a sampling of some areas of the subject that will:

- stimulate the pupils' curiosity about the subject;
- encourage him or her, in everyday life, to look below the surface for deeper meanings for various phenomena;
- develop a healthy respect for the power of unaided natural reason and a skill in the process of reasoned argument.

The following is a suggested list of topics from amongst which one or more might be chosen. The list is not intended to be either prescriptive or exhaustive. It is emphasised that the topic chosen should be treated in a simple down-to-earth and balanced way.

Suggestions:

- A brief introduction to the scope and purpose of Philosophy.
 - A short history of Philosophy OR the biography of a particular philosopher.
 - the impact of an individual philosopher on the course of history.
- An exploration of a particular area of Philosophy.

What is intended here is an exercise in which pupils are helped to explore in simple terms and with practical illustrations suitable aspects of one or other of the following:

- The principles which govern the development of clear and valid argument (Logic).
- The origin, history, and constitution of human society (Sociology).
- The nature, functions and phenomena of the human soul or mind (Psychology).
- The study of beauty and taste (Aesthetics).
- The nature of reality: being, substance, essence, time, space, cause, identity (Metaphysics).
- The meaning of the universe as an ordered whole in the light of the findings of the natural sciences (Cosmology).
- The question of what is morally good and bad, right and wrong, according to natural reason (Ethics).

Aesthetics Education

The aim is to develop an awareness and appreciation of visual art, music, dance, drama, photography, etc. Critical reading, viewing, listening and exposure to the living arts are worth promoting. Achievement of the aim can be reinforced by the provision of suitable opportunities for creativity and innovation. Pupils could undertake work in one or more of the art forms mentioned above and their experiences might be recorded and reinforced using selected media and approaches such as:

- portfolio
- audio/video tape
- photography
- composing
- performing

Physical Education

Transition Year provides the opportunity for a number of developments of the junior cycle physical education programme:

- A degree of specialisation in a selected aspect of work
- The development of group and individual project work on cross-curricular themes
- Use of local facilities and expertise to build school/community links to prepare pupils for a healthy use of their leisure time
- The development of leadership schemes in aspects of physical activity

Language Studies

Irish:

The Transition Year offers an opportunity to place increased emphasis on speaking the language and on creating environments which support this approach. In general, the use of projects will greatly help to provide the basis for spoken and written communication, including participation in debates, plays, Irish dancing, singing of traditional Irish songs, Irish language competitions, etc.

Particular attention could be focused on projects in Irish culture and history, and on current affairs in local, national, European and World contexts. Examples might include:

- history of the locality;
- places of historical interest in the locality or region;
- important local organisations or events;
- radio and television programmes in Irish;
- Irish and other media;
- classroom talks and discussion in Irish with personalities different walks of life;
- visits to Gaeltacht including exchanges with schools.

The stimulation and encouragement of reading of Irish including contemporary writing, should be one of the aims.

English:

The Transition Year offers the opportunity to build and enlarge upon the experience of English in the Junior Certificate. Following the general principles of that syllabus, it aims at providing a broad and solid foundation for the Leaving Certificate course and for life in general.

The following are suggested activities that might be emphasised:

- Broad reading for the sake of enjoyment.
- Attendance at drama productions: viewing of films; listening to radio.
- The staging of a play (even a prescribed one).
- The writing for and production of a school magazine.
- The development of the individual pupil's talent for writing in a particular genre, and entry into competitions for same where possible.

- Radio and video production by the class.
 - Debates within the school and between schools.
 - Talks from pupils to the class on projects done by them, e.g. on a favourite writer.
 - The study of words, the origins of words, and related words in different languages.
- Coverage of a short history of English literature.
 - An interdisciplinary approach to a topic or period (e.g. a World War) from the points of view of English literature, History, Music, Art, Media coverage, and so on. A topic such as this obviously involves the co-operation of the various subject teachers and might well result in a production or presentation at the end of the year as a climax to the project.

Other Languages:

The primary aims in teaching a foreign Language in Transition Year are to increase the pupil's ability to express himself/herself in the language and to make pupils aware of the way of life in the country where that language is spoken. Consolidation of the pupils' reading and writing skills can and should be integrated in these aims. Activities could include:

- Engaging on a project on the country in question; this could focus on the political life of the country or on its fashion, cuisine, produce, sports, social problems, industry. Any aspect of life will provide ample opportunity to listen to and read information, to discuss, to write away for extra information, to reply and to write up this information in a way that is not merely transcription.
- Exploring Ireland's links with the country in question. This could be done under a variety of headings: cultural, religious, political, historical, etc.
- Establishing (and more importantly maintaining) links with schools in the country in question. This can be done by means of pen-friendships, exchange of audio and/or video cassettes, pupil exchanges (the youth exchange bureau could help in this area).
- The study of films from the foreign country. This would not mean the passive viewing of material but a carefully prepared exercise followed by discussion and perhaps written commentary.
- The study of a novel or novels written in the target language. This would greatly increase pupils' reading power. Again, they should be encouraged to discuss and to write about what they have read.
- The study of songs from the foreign country.
- The study of the language for vocational purposes. Depending on the pupils' level of ability, modules designed by the NCVA could be used.

Where possible, there should be some degree of choice for pupils in areas of study. This would demand some effort on the part of the teacher but would help to solve the problems created by the wide spectrum of ability-levels encountered in most Transition Year groups. A very interesting way to use some or all of the time allocated to languages in the Transition Year would be the introduction of a new language, preferably one not available as a Leaving Certificate subject. Apart from the content of such a course, pupils would gain insights into how languages are learnt. This awareness would transfer to their subsequent preparation for the Leaving Certificate. The very minimum requirement for the teaching of Modern Languages in Transition Year is that some stimulating textbook, not in use in other classes, be used together with an integrated skills approach; preparation for the Leaving Certificate often takes the form of a one-skill-at-a-time method, geared specifically to the different sections of the examination.

Mathematics

The approach taken to Mathematics in the Transition Year is as important as the content itself. It should seek to stimulate the interest and enthusiasm of the pupils in identifying problems through practical activities and investigating appropriate ways of solving them. In this way, study can be brought into the realm of everyday life so that the process appears more pupil-directed than teacher-directed.

The aim is to guide the pupil towards increased confidence and attainment of a more balanced view of her/his own potential for the subject. Suggested areas and approaches for attention include:

- Activities which relate the application of mathematical skills to real-life situations involving money, weights, measures, etc. such as telephone and electricity bills, income tax, PRSI, practical examples of weighing and measuring, conversion between Imperial and metric (S1) units.
- Applying geographical methods to the solution of practical problems including use of computer software such as DRAW programmes, spreadsheet and associated statistical graphs (pie charts, bar charts, etc.).
- Activities involving the extensive and skilful use of calculators should assume a high priority.
- Problem-solving using interpretation, approximation, model making, etc.
- Activities involving the construction of questions can help pupils to gain a better understanding of approaches to answering and finding solutions.

A lack of understanding of geometrical Theorems is often noted as a weakness in the Leaving Certificate. An interesting approach to the learning of geometry is through investigation of Theorems which can be made into a more pleasant experience by anecdotal history of Greek geometers. "Investigations", as included in the Alternative Mathematics syllabus for Leaving Certificate, provides an interesting aspect of the essential skill of problem-solving which would be very pupil-friendly.

Science Studies

Transition Year is an opportunity for pupils to become familiar with a broad range of Science activities. Pupils should be encouraged to study areas of Science not heretofore encountered. Topics such as astronomy, the chemical industry in Ireland, and food and agricultural suggest themselves.

Teaching / learning methods should stress pupil activity. Practical work should be more investigatory than is usually the case for Leaving Certificate courses.

In addition to providing a basis for further study in Science, a Transition Year Science module should explore the links between science and society. An example of this would be a module centered around the concept of energy – its sources, conservation, environmental effects, comparative costs, etc. Such a module could lead to interdisciplinary studies involving a range of other subjects.

Following completion of a Science-based module, pupils should have a broader understanding of the subject and of its pervasive role in today's world.

Environmental and Social Studies

Environmental and social education prepares pupils for active responsible citizenship in local, national and international life. While it is considered best that studies in this area would be undertaken in an interdisciplinary manner, a co-ordinated programme may be taught in a thematic approach or through a number of subject areas such as:

Historical Studies: local history, history of arts and crafts, archaeology, architecture, classical studies, social history, heritage studies, etc.

Geographical Studies: the local landscape and environment, planning and development, tourism awareness, etc.

Science Studies: practical applications of scientific principles and theories; influence of science on industry and the environment; human beings and the biosphere; ecology; pollution; population trends; food production, etc.

Civic, Social and Political Studies: citizenship, rights and responsibilities, systems of government, European Community, development education, etc.

Information Technology

Information Technology should permeate the entire curriculum. Within available resources, it offers the opportunity to maximise the use of new technology equipment in a way which may not always be possible in examination courses. In particular, emphasis should be placed on keyboarding skills and the use of the computer as a tool for working and learning. Depending on the resource available within the school/community, practical uses and applications of the computer could be explored for activities involving:

- word-processing, spreadsheets and databases;
- computer graphics and computer-aided design (CAD);
- computer-aided manufacture (CAM) and computer control;
- communications links and systems.

Information Technology also provides the opportunity to study wider issues relating to developments in technology, communications and new methods of working using various media, having regard to the implications for educational change and for society generally.

Practical Studies

Appreciation of simple design and the wider everyday life aspects of technology, applied science and arts subjects such as engineering, construction studies, technical graphics, home economics, agricultural science, art and music are invaluable in interdisciplinary contexts such as mini-companies and other project-related activities. A wide variety of activities could be considered such as the following suggestions:

- furniture-making and restoration; interior design and furnishings
- know your car; routine maintenance
- various crafts such as model-making, jewellery-making, pottery.
- Home and garden maintenance
- food studies and practical cookery
- photography and video production
- textile crafts such as soft toys, weaving, fabric printing, etc.

Pupils could be given the opportunity to sample subjects, to which they did not have access in the junior cycle, with a view to the development of a broader perspective on senior cycle options.

It is important that pupils should develop a practical understanding of the role of technology in today's world.

Business and Enterprise Studies

Business Studies expertise in second-level schools can make a major contribution to Transition Year programmes including involvement in the work experience component, work simulations and projects such as mini-company, school shop/canteen, school bank, etc. The business skills aspects of, for example, a mini-company (market research and marketing, conduct of meetings and organisations, finance and accounting, etc.) are most essential to the success of such projects.

The Transition Year provides an opportunity to help pupils to develop skills and attitudes which would have a particular impact on their personal development and their orientation towards further study, adult life and work. Among the areas that could usefully be considered are the following:

- Typewriting and keyboarding skills.
- Note-taking and report-writing skills.
- Savings and investments skills.
- Business computer skills development using a basic integrated software package.
- Investigation of costs of house, flat, motorcar, video, etc. and how finance could be organised for purchase/rental.
- Consumer skills, undertaking case studies and remedial action; availability of the magazine 'Consumer Choice' would provide a useful resource for schools in this regard.
- Enterprise skills through development of personal initiative and ideas; group and individual pupil entry into various business competitions, e.g. Schools' Management Game, would have beneficial effects in this area.

Preparation for Adult and Working Life

The aims of this aspect of the programme are to:

- develop an understanding of work and/or community service in terms of its structures and processes;
- promote development and appreciation of the social and other skills required;
- provide skills related to finding work such as preparation of a curriculum vitae, job search strategies, job applications, interview techniques, etc.

Experience in any of the community/care services would be relevant as an element of preparation for adult life. Services such as those concerned with social, economic, physical, sensory and mental disabilities, and for special groups such as children, the chronically ill and the aged are most appropriate.

A central aspect of preparation for working life should be a period of work experience in the form of work placement, work shadowing or work simulation. It would be desirable to include some period of work placement, however short, provided that such placements are not at the expense of vocational preparation programmes. Work shadowing or work simulation could be used to complement work placement, or as an alternative where placement opportunities are severely limited.

Work experience and/or community service should include:

- briefing and placement of pupils;
- the support of parents;
- co-ordination by the school;
- commitment and input to the process by employers and/or community service personnel;
- insurance cover for pupils and others;
- keeping of records and progress reports.
- visits to placement centres by the school's Co-ordinator(s).

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