

## Chapter 1 : Making the Transition from Primary School to Secondary School - [www.nxgvision.com](http://www.nxgvision.com)

*Primary education is generally completed at a national school, a multid denominational school, a gaelscoil or a preparatory school. National schools date back to the introduction of state primary education in*

Secondary education[ edit ] Most students enter secondary school aged 12â€” Secondary education is generally completed at one of four types of school: Comprehensive schools or community schools were established in the s, often by amalgamating voluntary secondary and vocational schools. They are fully funded by the state and run by local boards of management. Grind Schools are fee paying privately run schools outside the state sector, who tend to run only the Senior Cycle curriculum for 5th and 6th Year students as well as a one-year repeat Leaving Certificate programme. In urban areas, there is considerable freedom in choosing the type of school the child will attend. The emphasis of the education system at second level is as much on breadth as on depth; the system attempts to prepare the individual for society and further education or work. This is similar to the education system in Scotland. Although in , the Programme for International Student Assessment Pisa found Ireland to be 7th in reading and 20th in mathematics in a world survey at the age of Types of programme[ edit ] The document Rules and Programme for Secondary Schools published by the Department of Education and Skills sets out the minimum standards of education required at this level. Examinations are overseen by the State Examinations Commission. Additional documents set out the standard in each element, module or subject. The Junior Cycle builds on the education received at primary level and culminates with the Junior Certificate Examination. Students usually begin this at the age of 12 or The Junior Certificate Examination is taken after three years of study and not before fourteen years of age. It consists of exams in English, Irish, maths and science unless the student has an exemption in one of these as well as a number of chosen subjects. The selection of optional and compulsory subjects varies from school to school. Transition Year is a one-year informal course taken by an increasing number of students usually ages 15 or The content of this is left to the school to model on the local needs. It is compulsory in some schools but optional in others. Some schools do not offer it. Students may attend structured classes, but do not cover material relevant to the Senior Cycle or the Leaving Certificate exams, and therefore students who choose not to do this year are in no way academically disadvantaged when entering the Senior Cycle. The range of activities in Transition Year or Fourth Year differs greatly from school to school, but many include activities such as work experience placements, project work, international trips or exchanges and excursions. Students may participate in courses such as creative writing, sailing, film-making, public speaking and so on, or enter competitions in science, fashion, motor sport and others that would normally be too time-consuming for a full-time student. Opponents believe that a year away from traditional study and the classroom environment can distract students and cause problems when they return to the Senior Cycle. They also believe that the activities undertaken in TY prevent some students from enrolling in this year, as they can be costly and most schools charge a fee of a few hundred euro to cover these activities. Students normally begin this aged 15â€”17 the year following the completion of the Junior Cycle or Transition Year. The Leaving Certificate Examination is taken after two years of study usually at the ages of The vast majority of students continue from lower level to senior level, with only This is lower than the EU average of Ireland has the second best reading literacy for teenagers in the EU, after Finland.

## Chapter 2 : Law Education for Schools | Advocacy Training for Transition Year Students

*The Irish education system is made up of primary, second, third-level and further education. State-funded education is available at all levels, unless you choose to send your child to a private institution.*

The Irish education system is made up of primary, second, third-level and further education. State-funded education is available at all levels, unless you choose to send your child to a private institution. Pre-school education is usually provided by privately funded childcare facilities or providers. Some pre-school initiatives focused on children at risk are funded by the Department of Education and Skills. Primary first-level education Children do not have to attend school until the age of 6 but children may begin school the September following their fourth birthday. Certain children who come to live in Ireland may be exempted from learning Irish in school. Primary schools are generally privately owned by religious communities or boards of governors but are State-funded. Second-level education Second-level education is provided by different types of post-primary schools. Second-level education consists of a 3-year junior cycle followed by a 2-year or 3-year senior cycle depending on whether an optional Transition Year is taken following the Junior Certificate examination. Students generally start the junior cycle at the age of 12. The Junior Certificate is taken after 3 years. Transition Year follows the Junior Certificate examination. This year is free from formal examinations and allows students to experience a wide range of educational inputs, including work experience. During their final 2 years in the senior cycle, students take one of 3 programmes, each leading to a State examination - the established Leaving Certificate, the Leaving Certificate Vocational Programme or the Leaving Certificate Applied. The established Leaving Certificate is the main basis upon which places in universities, institutes of technology and colleges of education are allocated. The Leaving Certificate Vocational Programme differs from the established Leaving Certificate in placing a concentration on technical subjects and including additional modules which have a vocational focus. The Leaving Certificate Applied Programme has as its primary objective the preparation of participants for adult and working life through relevant learning experiences. These aim to develop the following areas of human endeavour: The Leaving Certificate Applied is not recognised for direct entry to third-level courses but it can enable students to take Post-Leaving Certificate courses. Third-level education Third-level education is made up of a number of sectors. The university sector, the technological sector and the colleges of education are substantially funded by the State. In addition there are a number of independent private colleges. There are universities which are autonomous and self-governing. They offer degree programmes at bachelor, masters and doctorate level. The technological sector includes institutes of technology which provide programmes of education and training in areas such as business, science, engineering, linguistics and music to certificate, diploma and degree levels. The Department of Education and Skills has overall responsibility for the sector. The Technological Universities Act allows institutes of technology to apply to become a new type of higher education institution with technological university status. The colleges of education specialise in training for first-level teachers. They offer a three-year bachelor of education degree and a postgraduate diploma. The training of second-level teachers usually involves completing a primary degree in university or other third-level institution followed by a one-year higher diploma in education. In addition, there are colleges of education that specialise in the training of second-level home economics teachers, teachers of religion and physical education. Further and adult education Further education comprises education and training which takes place after second-level schooling but which is not part of the third-level system. It includes programmes such as Post-Leaving Certificate courses; the Vocational Training Opportunities Scheme second-chance education for the unemployed ; programmes in Youthreach for early school-leavers; other literacy and basic education; and self-funded evening adult programmes in second-level schools. Special needs education for students with disabilities Educational provision for students with special educational needs ranges from additional support in mainstream schools to specialist support in special schools. A student with a disability may be enrolled in a: Mainstream class with additional support Special class in a mainstream school or Special school which caters for the student with his or her category of disability.

## Chapter 3 : Overview of the Irish education system

*Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.*

Availability of the course can be found from the Calendar of Events on [www.ncca.ie](http://www.ncca.ie). A copy of the presentation can be found [here](#). Transition Booklet This contains booklet many strategies which will be helpful for primary and post-primary schools. The programme is tailored to the specific needs of each school. This resource of sample modules and activities is available to download. To minimise potential difficulties that may accompany the move to post-primary, transition planning should at the very least begin early in sixth class. Tips for Transition

“ Suggestions for Primary Schools Teach the students how to read school timetables and get samples from post-primary schools ” this can be done within whole class maths lessons Give the class different due dates for certain pieces of homework in order to prepare them for a more complex timetable Consider colour coding copies and books. For example, place a red sticker on the edges of the Maths book and Maths copy, blue on English, etc. This strategy can facilitate organisational skills. This can be done within the oral language strand of the English curriculum. Integrate transition activities into the SPHE programme. For example, teach students about post-primary school, dealing with change, etc Attend open evenings in the post-primary school. This is a good opportunity to take photographs of rooms, etc. These can be used to familiarise the student with the school prior to entry. Identify key personnel in the post-primary school and explain their roles to the student: Tips for Transition

“ Suggestions for Post-Primary Schools Organise meetings and open days for parents, students and the staff of the feeder schools. These may not necessarily be on the same day Ensure that parents know how to best relay information about the child to the school ” e. Resources do not automatically transfer and it important to note that parental consent is required to access and use professional reports that may be needed for such applications. Provide information packs which give details on subject curricula, extra-curricular activities, resources, school procedures, etc. Consider having a simplified version for students and another version for parents Explain the various professional roles to the primary school staff, parents and students, along with any relevant procedures ” for example, the roles of the year head, class tutor, SEN coordinator, special needs assistant, etc. Have specific induction activities during the first week after enrolment Consider having a mentoring system whereby for example older students take some responsibility for first years within the induction week Consider how entrance assessments may have to be modified to take into account specific student needs. Explain how to read timetables; Explain and model how to record homework in a journal; Explain about lockers, canteen and other such day-to-day organisational issues. This publication can be accessed [here](#) and contains templates and examples relevant to transition. How do I ensure that the student receives similar resources and supports in post-primary school as he or she did in primary? It is important for schools to note that resources do not automatically transfer from primary to post-primary and that new applications may need to be made by the receiving post-primary school. Will an exemption from the study of Irish transfer with the student from primary to post-primary? Specific queries should be directed to the DES. Schools should act in accordance with the provisions of the Data Protection Acts and in relation to the management of information on individual students. An advisory notice was sent to schools by the Department of Education and Science in informing them of their obligations under this legislation and advised that a written data protection policy should be put in place. As a post-primary teacher I want to be familiar with the curriculum that prospective students have studied at primary level ” where can I access the revised primary curriculum? If you are interested in looking at either the primary or post-primary curricula, these can all be accessed through the NCCA website. What happens to assistive technology equipment when the student transfers? The following is some of the relevant information from the Circular: Although equipment is sanctioned to support a particular pupil, the equipment is sanctioned to a school and will, as a general rule, remain the property of the school and be available for allocation to other or subsequent pupils with similar disabilities. However, some of the equipment which is sanctioned is of a specialist and

individualised nature and may not be suitable for other students in the school. In such circumstances it is not efficient that such equipment should be retained in a school, when the student for which the equipment was sanctioned transfers to a new school and would have to be re sanctioned for similar equipment in the new school, at considerable expense. This will ensure that there is no gap in support for the pupil and to enable the pupil to continue to use suitable and familiar resources in their new setting. Where the school or the pupil has no further requirement for the equipment, the SENO, or visiting teacher in conjunction with the SENO, may allocate it to another school in the interests of meeting needs to the greatest extent possible. At the heart of each is a desire to improve learning, teaching and assessment. School Self-Evaluation as a process aims to improve learning, helps schools to implement changes outlined in the Literacy and Numeracy strategy and to prepare for and implement a reformed Junior Cycle curriculum. Interlinking the three aspects of reform will assist in changing not only what we teach and assess but how we teach and assess to improve learning outcomes. Where can I access further resources on Transition? This publication can be downloaded here. Lesson Plans for years 6 and 7, Wiltshire: Script Publishing Smyth, E. Primary to Secondary Transition Resource, Blackburn:

## Chapter 4 : Transition Year - Wikipedia

*Parenting advice, resources and supports for parents of pre-school, primary and secondary kids in education in Ireland.*

Go USA v Ireland: I have experienced going to school in both America and Ireland as I am currently attending Secondary School here in Wicklow. I have noticed a vast amount of differences between the schools in both countries. To begin with, the schools are divided up differently in each country, and all the levels have different names. In America, Kindergarten and grades one to six are in Elementary School. Usually, Middle School holds grades seven and eight. Then there is High School, which has grades nine through twelve. However, in Ireland, Junior and Senior Infants as well as classes one through six are in Primary School and years one through six are in Secondary School. This is one of the main differences I observed between the schools in America and Ireland. Another variation between schools in these two countries is the subjects which are available to the pupils. Also, the amount of classes taken varies between the two. For example, in Middle School, six classes are taken with only three lessons a day. However, in the equivalent grade in Ireland, about thirteen classes are taken with nine lessons a day. Once in fifth year, students can then narrow down their subjects to the seven they will be assessed in for the Leaving Certificate. In my opinion, thirteen classes are too much because with fewer classes, you are able to spend more time and attention on each subject. The length of the school days in both countries is very similar. They are both about seven hours long. However, the day in general starts earlier in America. Some schools start at 7: This means that school ends around 3: On the other hand, in Ireland school starts at about 9: The lunch period in both America and Ireland are roughly the same, lasting about fortyfive minutes. However, what food is served differs in each country. Most schools in America have a cafeteria which serves a choice of meals each day. Students use a lunch card which can be topped up with money accordingly. Meals range from popcorn chicken to pizza. Each meal is served with a side of salad, vegetables or fruit. Some schools also offer breakfast to students who are at school earlier. In my school in Ireland, there is a canteen instead of a cafeteria. Our school is trying to serve healthy and fresh food, although some junk food is also served. Soup or instant noodles are also offered at lunch time. Most students bring lunch. The methods of assessment are very different also. In America, each student is tested throughout the school year. This encourages pupils to maintain and improve their GPA. This GPA influences what colleges they will get into. There are also government standardised tests as well as tests to assess IQ. Here in Ireland, students are mainly tested twice in their school career with the Junior Certificate and Leaving Certificate. There are other tests throughout the school year also, but like the Junior Cert, they do not count towards college. A lot of pressure is put onto the students while taking the Leaving Cert because this is the main factor that will determine their college career. Another aspect which contrasts between the schools in America and Ireland is the dress code. Schools in America give students the freedom and choice to wear their own clothes as long as they do not break the dress code. Some schools have a formal dress code where pupils are not allowed to wear casual clothes such as t-shirts. The only schools where students must wear uniforms are private schools. Yet, in Ireland, uniforms are the norm in the majority of schools to the dismay of many students. The reason why uniforms are standard in Ireland, in my opinion, is due to tradition. Uniforms have been worn to schools for years and many schools follow this custom. In conclusion, the expanse of differences between the educational system in America and Ireland is vast and there are many aspects to compare.

## Chapter 5 : Transition Year

*The Transition Year / Moynihan (Based on Professional Development for Teachers (PDST) website, ) TY and Work Experience A key constituent of twenty first century schooling in Ireland, and in many other countries.*

No cleanup reason has been specified. Please help improve this article if you can. March This article needs additional citations for verification. Please help improve this article by adding citations to reliable sources. Unsourced material may be challenged and removed. March This article contains weasel words: Such statements should be clarified or removed. Idirbhlian is an optional one-year school programme that can be taken in the year after the Junior Certificate in Ireland. However, depending on school population and funding it may not be available, and in other schools it is compulsory. It was intended to make the senior cycle a three-year programme encompassing both Transition Year and Leaving Certificate. For the most part the year is designed around giving students life skills, incorporating a work experience program. There are also many trips available to the students, foreign and local, aimed at giving a more hands on aspect to learning. It aims to help students mature and connect with their peers. Transition Year is not examined, but rather is assessed i. Schools generally set admissions criteria and design the programme based on local needs in accordance with departmental guidelines. The year focuses on many non-academic subjects, such as life skills including first aid , cooking , self-defense , driving and typing. A lot of sport goes on, with many different types including: Voluntary work is a requirement in many schools, with students helping out in local communities and charities. Transition year students are graded at the end of the year on their overall participation, attendance and their project usually a creative portfolio of their activities and experiences they undertook for the year. There are three grades. Oddly enough it is possible to get certificates in activities that one never does such as paintballing. Many consider it to be a break from the pressure of examinations. It is a beneficial year if one takes the opportunities available.

### Chapter 6 : Transition Year - Department of Education and Skills

*The Irish primary education sector consists of state-funded primary schools and private primary schools. State-funded primary schools are also known as 'national schools'. Primary schools are generally administered by Boards of Management.*

Thank you so much, we had a fab time! Over the past ten years we have engaged with Mr. As a Principal in a second level school today it was key for me to have a good advisor should the need arise as it does when you least expect it! James Fahy has wide experience on school legal and policy matters and always gave good advice. Students, staff and parents have found the LES programme exciting, interesting and hugely developmental. Students found the TY Law Programme a great learning experience in the actual legal learning environment. The LES programme is delivered in a practical, frank and lively way. It is an activity based programme where the students learn how to learn and apply their learning. This approach meets the curriculum aspirations in the school of Fahy dealt with us students. We have been doing the law workshops for the past number of years with James Fahy. The students have really enjoyed the experience and have gained an insight into world of law. The two day course gave the students the confidence to enter the law trials. I believe the two day workshop are far more beneficial as students immerse themselves in the mock trial competitions, which is not possible in my opinion due to time restraints on one day course. I believe so strongly in the benefits of the course that it is a compulsory component of our transition year programme. Many of my students have followed a career in law due to their involvement in law workshops. No later than this year I had students tell me they had no interest in law or doing workshops but on completion are now on work experience with a solicitor and a barrister. At the end of the first day of the workshops Bridget reluctantly told me that she wanted to go to a solicitor on her work experience. James is professional and experienced. He delivers the workshop with ease and adjusts to the level of the class with great ease. I would recommend the workshops to any school.

## Chapter 7 : Education System and Schools in Ireland - [www.nxgvision.com](http://www.nxgvision.com)

*It is available to all second-level schools and currently some schools offer the programme. Transition Year may be optional or mandatory for students depending on the school's policy. Each school designs its own Transition Year programme, within set guidelines, to suit the needs and interests of its students.*

Access to education based on immigration status Children Children residing in Ireland are entitled to attend primary and post-primary or secondary school. However, there are specific guidelines for children of non-EEA students. For further information go to: However, if there is a paid work placement element to the course then this may require a change of immigration status to enable the person to work. Back to Top

Education for Children Every child in Ireland is entitled to free, state-run primary and post-primary education. Attendance at full-time education is compulsory for all children between six and sixteen years of age or until students have completed three years of post-primary education. Although children in Ireland are not obliged to attend school until the age of six, the majority of children begin school in the September following their fourth birthday. While primary and post-primary education is free, there are a number of costs involved. It is also possible to send your children to fee paying secondary schools and to private primary and secondary schools. Do parents meet with the teachers? At primary and post-primary level parent-teacher meetings are held during the school year. If you wish to meet with the class teacher outside of these meetings you should contact the school and arrange a meeting. Irish is normally compulsory in primary and post-primary schools. However, the following students may be exempt from studying Irish: Students whose primary education up to 11 years of age was received in Northern Ireland or outside Ireland Students who were enrolled in a primary or post-primary school and who are now enrolling again having been abroad. The student must have been abroad for at least three years. The student must be at least 11 years of age when re-enrolling Students who have a general or specific learning difficulty. Further information is available from the Department of Education and Skills: The primary school cycle is 8 years long starting with 2 years of infant classes and followed by 1st to 6th class. What types of primary schools are available? The Irish primary education sector consists of state-funded primary schools and private primary schools. Primary schools are generally administered by Boards of Management. State-funded schools include religious schools, non-denominational schools, multi-denominational schools and Gaelscoileanna schools that teach through Irish. You should contact your local primary school to get a copy of its enrolment policy and a copy of its enrolment form. You should apply in writing for a school place as early as possible due to long waiting lists in many areas. All schools are required to enrol in accordance with their enrolment policies. Problems can arise in securing a school place if classes are full and if there is a waiting list for school places. Some post-primary schools give priority to students from certain primary schools so it may be useful to plan ahead when choosing a primary school for your child. What role does religion play in Irish schools? The majority of Irish primary schools are Roman Catholic. There are other denominational schools catering for children of the Protestant, Jewish and Muslim faiths. Roman Catholic children receive their First Holy Communion in second class and children in sixth class prepare for the Sacrament of Confirmation. There are also many multi-denominational and non-denominational schools. All schools are required by law to enrol children in accordance with their enrolment policy. That policy may state that the school may give priority to children of a particular religious faith but it may also admit children with other or no religious beliefs. Children of other faiths do not have to attend religion classes. They have a legal right to this option under the Education Act, For more information about primary schools go to: The State Examinations are sat during the month of June: The post-primary school system includes secondary schools some of which are fee paying , vocational schools, community or comprehensive schools and private schools. Fees charged by private secondary schools can vary considerably. You will need to check with each individual school. Secondary schools are owned, managed and often run by religious orders, although the teachers in these schools are generally non-religious staff. How do I enrol my child in a post-primary school? Contact the school directly. You should enrol your child as early as possible as many schools operate a waiting list. What is the curriculum in post-primary schools? At post-primary level

there are two cycles: Generally students take 8 or 9 subjects for the Junior Certificate examinations and 6 or 7 subjects for the Leaving Certificate examinations. Mathematics, Irish and English. Students sit the examinations at either Higher Level or Ordinary Level. Irish and Mathematics can also be studied at Foundation Level. This level is for students who have difficulty with these subjects. There are three options in the Leaving Certificate programme: The Leaving Certificate which is the most widely taken programme 2. Some post-primary schools also offer the Transition Year programme between the junior cycle and senior cycle. For more information go to: Youthreach is an essential part of the national programme of second-chance education and training in Ireland. It is directed at unemployed young early school leavers between 15 and 20 years of age.

## Chapter 8 : Post Primary Education - Department of Education and Skills

*The transition from Primary school to Secondary school is one of those life events that most people can recall in some way or other. In the main, it's a fairly manageable period and one that parents often get more emotional about than their children.*

As a primary teacher, how can I prepare students for transition to post-primary? The transition from primary to post-primary can be a stressful event for all students and their parents, and this can be compounded when the child has special educational needs. The need for flexibility in accommodating this transition, especially when the student has a special need, is noted in the Introduction to the Primary School Curriculum PDF - 2. To minimise potential difficulties that may accompany the move to post-primary, transition planning should at the very least begin early in sixth class. Tips for Transition – Suggestions for Primary Schools Teach the students how to read school timetables and get samples from post-primary schools – this can be done within whole class maths lessons Give the class different due dates for certain pieces of homework in order to prepare them for a more complex timetable Consider colour coding copies and books. For example, place a red sticker on the edges of the Maths book and Maths copy, blue on English, etc. This strategy can facilitate organisational skills. This can be done within the oral language strand of the English curriculum. Integrate transition activities into the SPHE programme. For example, teach students about post-primary school, dealing with change, etc Attend open evenings in the post-primary school. This is a good opportunity to take photographs of rooms, etc. These can be used to familiarise the student with the school prior to entry. Identify key personnel in the post-primary school and explain their roles to the student: Tips for Transition – Suggestions for Post-Primary Schools Organise meetings and open days for parents, students and the staff of the feeder schools. These may not necessarily be on the same day Ensure that parents know how to best relay information about the child to the school – e. Resources do not automatically transfer and it important to note that parental consent is required to access and use professional reports that may be needed for such applications. Provide information packs which give details on subject curricula, extra-curricular activities, resources, school procedures, etc. Consider having a simplified version for students and another version for parents Explain the various professional roles to the primary school staff, parents and students, along with any relevant procedures – for example, the roles of the year head, class tutor, SEN coordinator, special needs assistant, etc. Have specific induction activities during the first week after enrolment Consider having a mentoring system whereby for example older students take some responsibility for first years within the induction week Consider how entrance assessments may have to be modified to take into account specific student needs. This publication can be accessed here and contains templates and examples relevant to transition. How do I ensure that the student receives similar resources and supports in post-primary school as he or she did in primary? It is important for schools to note that resources do not automatically transfer from primary to post-primary and that new applications may need to be made by the receiving post-primary school. Will an exemption from the study of Irish transfer with the student from primary to post-primary? Specific queries should be directed to the DES. Schools should act in accordance with the provisions of the Data Protection Acts and in relation to the management of information on individual students. An advisory notice was sent to schools by the Department of Education and Science in informing them of their obligations under this legislation and advised that a written data protection policy should be put in place. As a post-primary teacher I want to be familiar with the curriculum that prospective students have studied at primary level – where can I access the revised primary curriculum? If you are interested in looking at either the primary or post-primary curricula, these can all be accessed through the Introduction NCCA website. Where can I access books and resources that relate to transition? There are a number of books and resources that relate to the transition from primary to post-primary, some of which are referenced below: This publication can be downloaded here. Lesson Plans for years 6 and 7, Wiltshire: Script Publishing Smyth, E. Primary to Secondary Transition Resource, Blackburn: Contact your local Education Centre for details.

### Chapter 9 : USA v Ireland: how the school systems compare - [www.nxgvision.com](http://www.nxgvision.com)

*The post-primary education sector comprises secondary, vocational, community and comprehensive schools. Secondary schools are privately owned and managed. Vocational schools are state-established and administered by Education and Training Boards (ETBs), while community and comprehensive schools are managed by Boards of Management of differing.*

Civic, Social and Political Education S. Social, Personal and Health Education As you can see from the diversity, it is therefore important at an early stage to help them to develop a methodical approach to learning. Discuss all the subjects at home. Getting your child to explain what they have learnt so far in a particular subject will have two beneficial effects. It will help you to better understand a subject. It also helps to get your child to summarise a subject and that exercise will help to highlight in their mind where they are at with it. It is important to try to encourage a balance between all subjects. Everyone will have their own favourites and will excel at certain subjects. The problem is that neglecting a subject in the early stages " due to its perceived difficulty or maybe a personality clash with a teacher - may have an impact on subject choices in future years. Taking an early dislike to Science and dropping it after 1st year or the Junior Cert. Certain courses require at least one science subject for example so be careful in choosing to take or drop subjects. The Schoolbag Their timetable will take a lot of getting used to. Part of this new routine will involve the organisation of the schoolbag before each day. Homework Homework time is obviously going to increase and with it comes several new adjustments to be dealt with from the Primary School homework routine. Not all subjects are covered every day and not all subjects involve homework. This may mean that your child has two hours homework on one night and maybe one hour the next night. One of the best skills you can help your child to learn is that of effective time management. Help your child to even out their homework pattern by encouraging them to develop a homework timetable. Certain subjects get homework nightly Maths , others on every other day, others still on a weekly basis Irish essay. Help them to devise a method to spread out the workload over the 5 nights of the week. Learning how to successfully manage their time is an invaluable life skill and will make the transition into their new environment a whole lot easier. School Reports A new experience that comes with secondary school is the regular reports that come home from the school. Aside from the exams reports, most schools have a regular report that must be signed by the parent. It will usually have a mark per subject and space for any comments by any of the teachers. Again, these should be monitored and taken seriously, particularly in first year. If you have an issue you would like to discuss with a teacher or the principal, it is best done without the involvement of your child in the initial instance anyway. Taking part in after-school activities is a great way of getting to know more students in the school. Taking part in such activities builds confidence, they get to mix with other students from other years and as a result, they settle into the school environment a lot quicker. Students should be encouraged, from both home and school, to try out new activities. Support Network As stated, most children take the transition from Primary School to Secondary school in their stride. Schools have generally recognised the potential difficulties and have a good support network in place for 1st years. As parents, we can often feel a little helpless " our role is to be supportive, interested and encouraging. If you have any concerns about your child, the advice is to make contact with the school. They will laugh at the new 1st years for getting lost, again, and will boss them around with all the authority that only a 2nd year student can assume.