



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Junior and Senior Cycle Classics

Embracing Transition Year: Creating Engaging and Reflective Learning
Opportunities in Classics



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Intentions for the day:

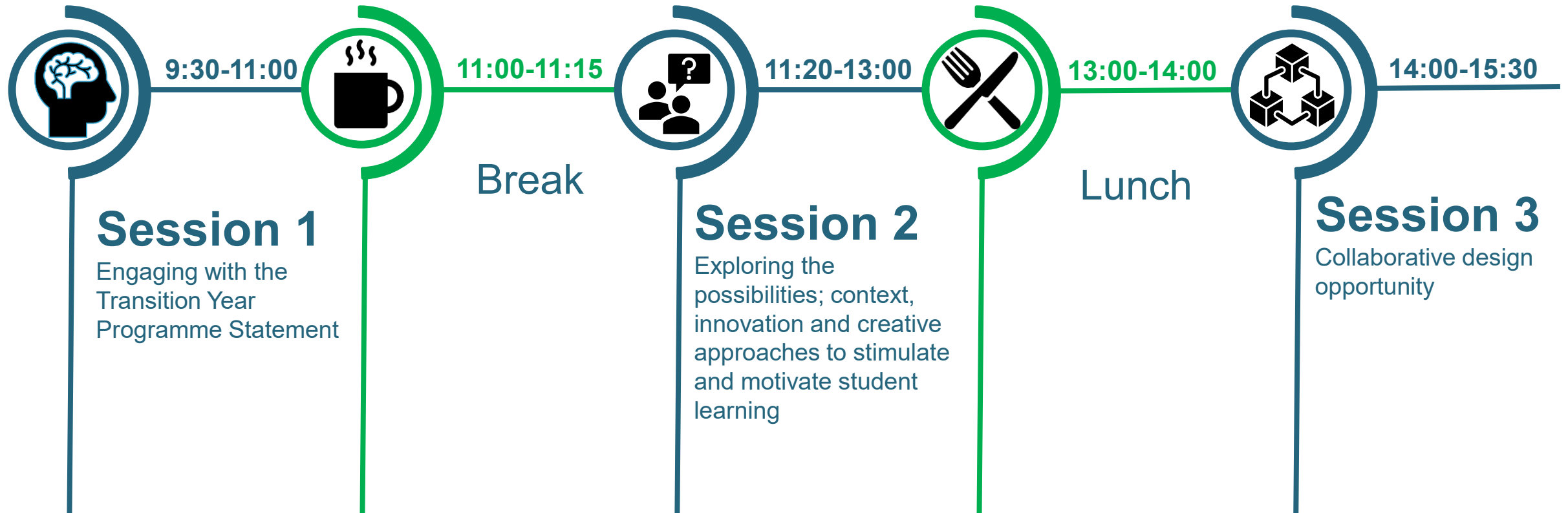
- develop an understanding of the Transition Year programme statement in relation to Classics
- explore potential learning experiences and opportunities TY affords
- collaboratively plan a TY Classics learning experience.



Today's timeline



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Session 1

Exploring the Transition Year Programme Statement





In this session we will:

- engage with the Transition Year Programme Statement and consider the opportunities it presents for Classics
- explore the purpose and importance of Transition Year in the context of post-primary Classics education
- reflect upon current practice in Transition Year Classics.





Senior Cycle Redevelopment

Development, Drama Film and Theatre Studies.

Accounting*, Construction Studies, Engineering, English*, Geography, LCVP Link Modules, Physical Education.
**The introduction of these subject has been postponed until at least September 2027.*

Agricultural Science, Computer Science, Design and Communication Graphics, History, Home Economics, Mathematics, Music, Physics and Chemistry.

Art, Economics, French, Gaeilge, German, Italian, Politics and Society, Spanish and Technology.

Applied Mathematics, Classical Studies, Japanese, Lithuanian, Mandarin Chinese, Polish, Portuguese, Religious Education and Russian.

SCAN ME







<https://ncca.ie/en/senior-cycle/senior-cycle-redevelopment/schedule-of-senior-cycle-subjects-for-redevelopment/>

Senior Cycle Redevelopment



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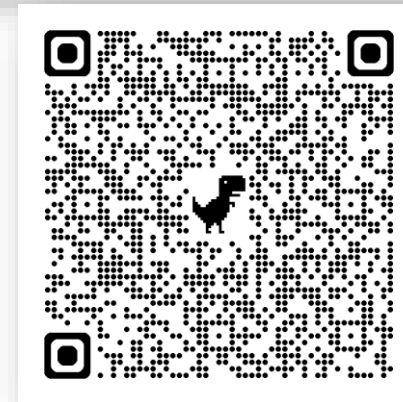
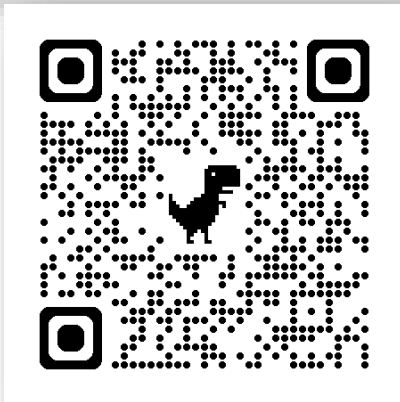


<p>Senior Cycle Advisory Report</p> <p>Read the Senior Cycle Review: Advisory Report to learn more about plans for the redevel...</p> <p>Find out More</p>		<p>Student key competencies</p> <p>Student key competencies:</p> <p>Find out More</p>	
<p>Schedule of senior cycle subjects for redevelopment</p> <p>Find out More</p>		<p>Format of senior cycle specifications</p> <p>Format (technical form) of senior cycle specifications:</p> <p>Find out More</p>	

Senior Cycle Redevelopment

From [Department of Education](#)
Published on 29 March 2022
Last updated on 31 March 2025

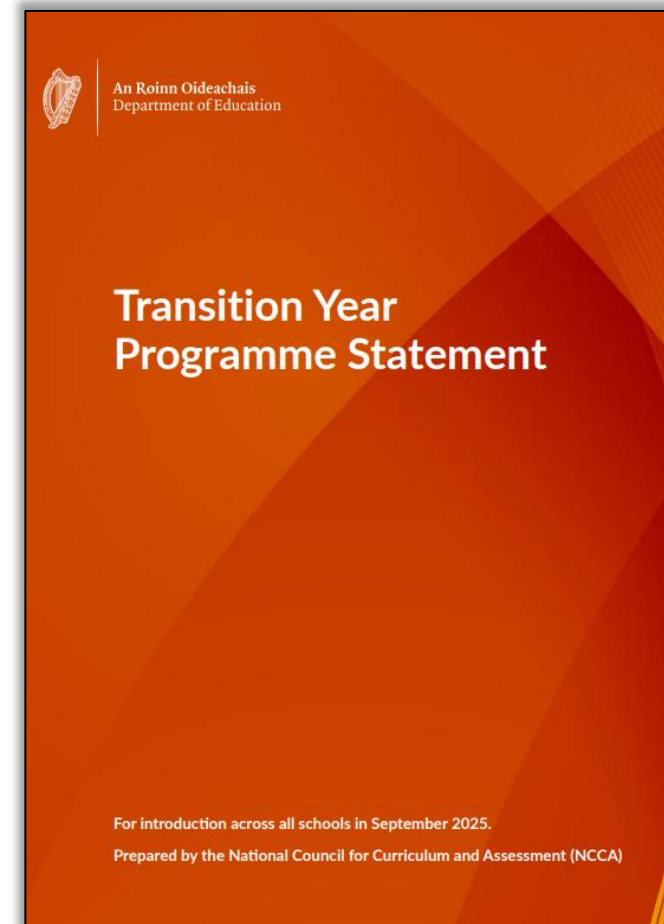
1. [A Vision for Senior Cycle Redevelopment](#)
2. [Key changes to Senior Cycle](#)
3. [How changes will be supported](#)
4. [Information Notes](#)



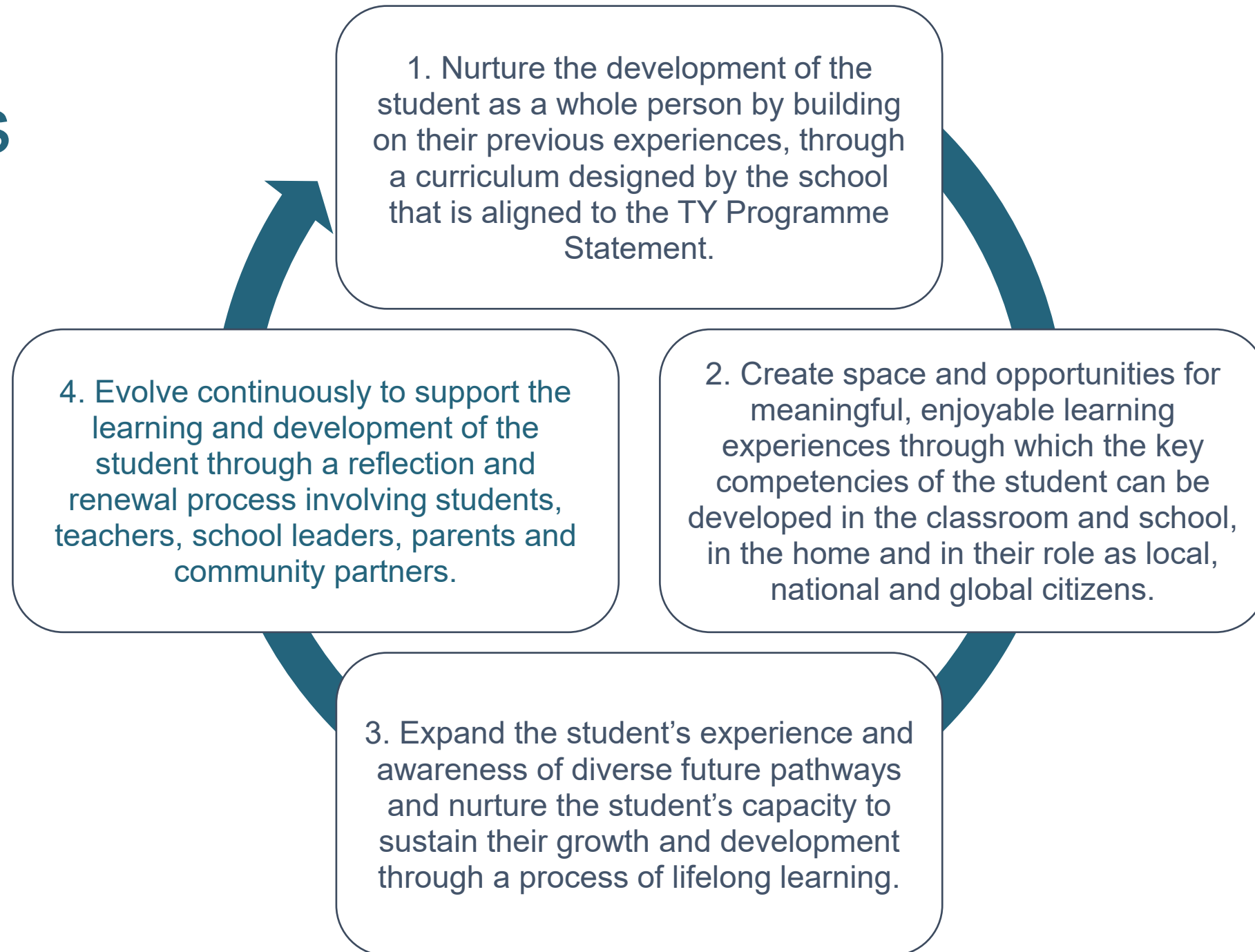


Transition Year Programme Statement

“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”



Aims





Purpose of the Transition Year Programme Statement is to:

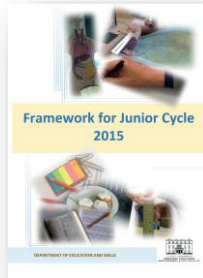
- meet developmental and learning needs
- support transition from junior to senior cycle
- offer school autonomy and flexibility
- guide schools on how to develop their TY programme.



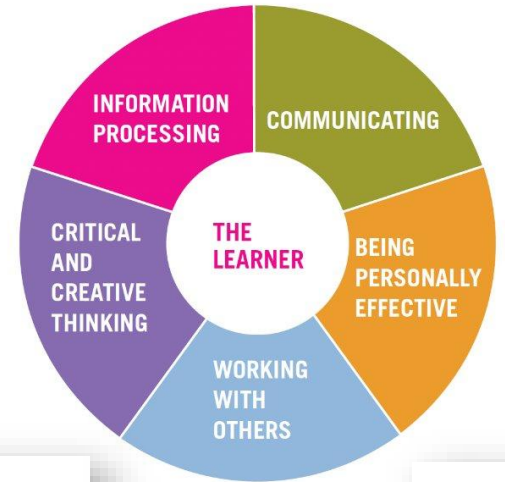
Continuity and progression



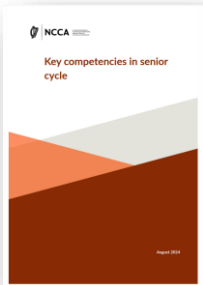
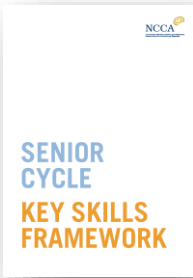
Junior Cycle



Transition Year



Senior Cycle



‘The key competencies build on important learning from early childhood, primary and junior cycle...Students can and should be helped to develop their key competencies no matter what path they follow through senior cycle, what programmes, subjects and modules they choose.’

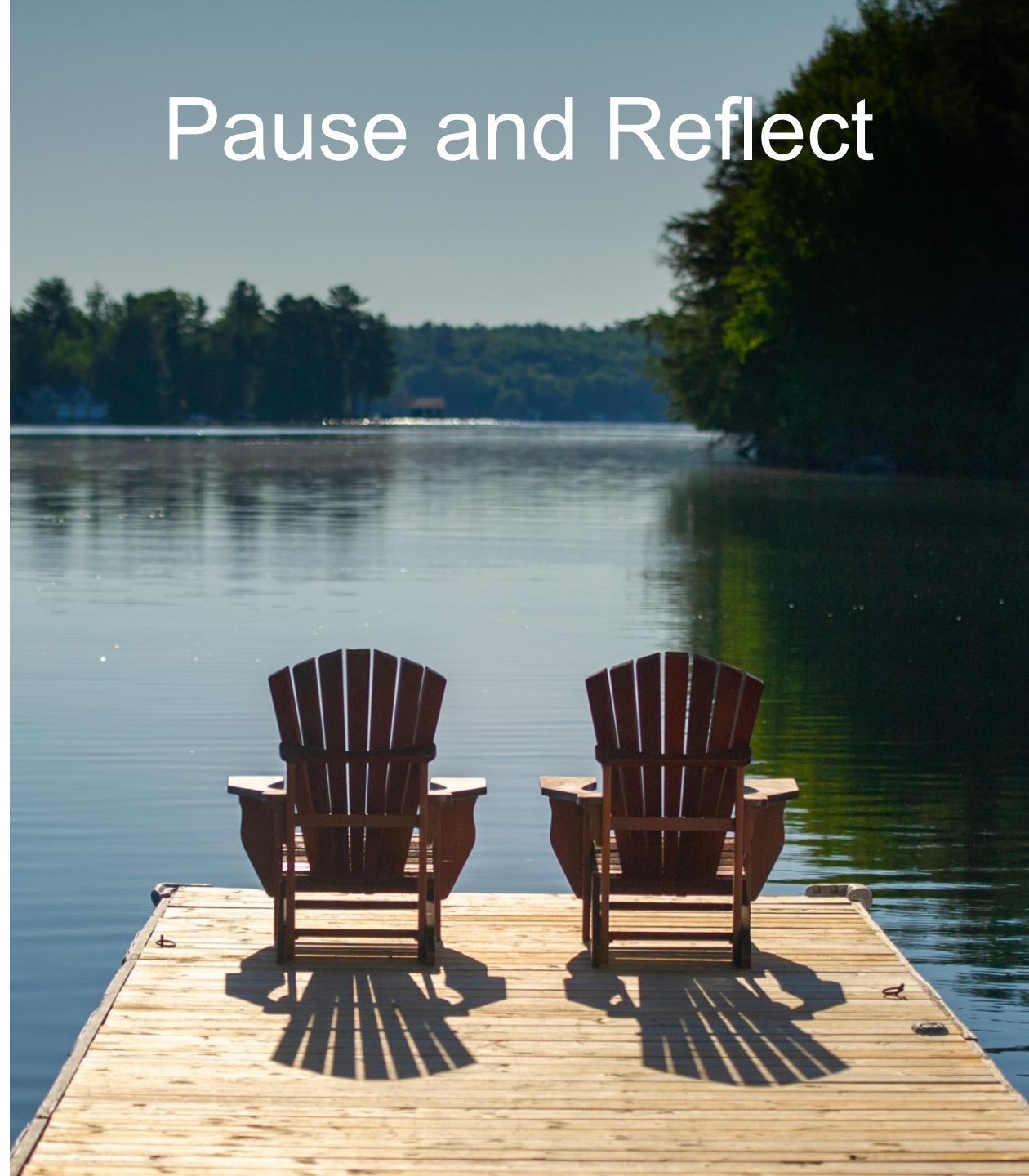
NCCA, 2024, *Key Competencies in Senior Cycle*, p.3

Key transitions in Classics education:

What transitions do you feel are the most important in the context of students studying Classics?

Reflect on how you do/could support student transitions in Classics education.

Pause and Reflect





Notable figures who studied Classics





The TY opportunity



*“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.”*

TY Programme Statement



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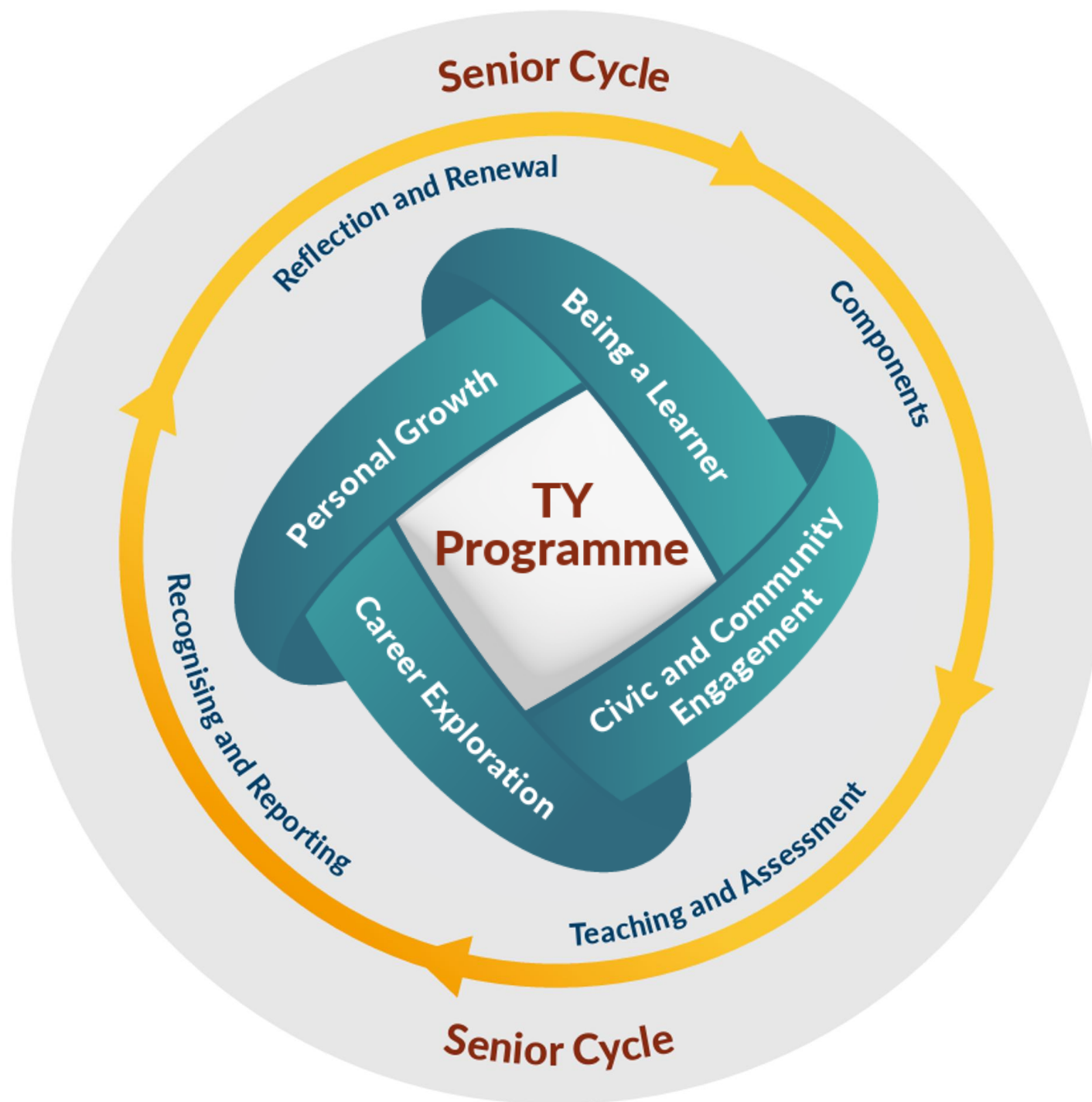
“The programme enables young people to develop a **greater capacity** to respond to uncertainty, manage complexity, nurture personal interests and **become agents of positive, ethical change in society.**”

*“Through a **creatively** school-designed TY curriculum, all students can avail of opportunities to grow and develop...”*



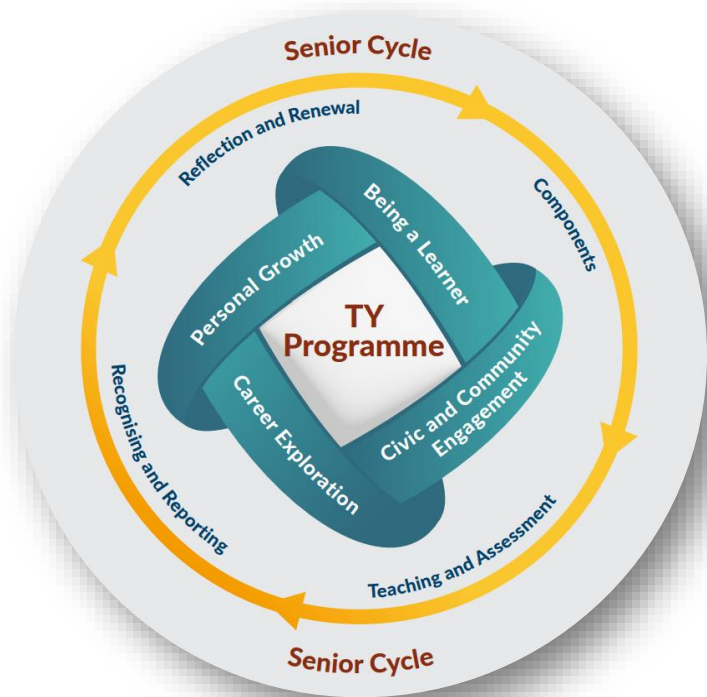


- What are you currently doing in TY Classics?
(include time allocation)
- What has worked well in the past?
- Have you seen an exciting learning experience that you think could work in TY Classics?
- What opportunities are there for students completely new to Classics to engage meaningfully in TY Classics?





Curriculum Dimensions



Curriculum Dimension

Description

Components

A combination of continued learning in some subjects, subject sampling, TY specific modules and other components provides a balanced and broad set of experiences which encompass the Student Dimensions.

Teaching and Assessment

Appropriate and effective pedagogies, with ongoing assessment, supporting students to progress in their learning while also fostering innovative classroom practice.

Recognising and Reporting

The means by which student learning and achievement in all areas of TY are affirmed and celebrated. Reporting in TY provides a broad picture across all the Student Dimensions.

Reflection and Renewal

Reviewing, evaluating and updating the TY programme, in a continuous and inclusive manner, enables the evolution of a TY curriculum most suited to the learning and development of students.

A whole school approach to an effective TY programme

“they are extremely supportive of whatever I want/need to do with all year groups including TY to promote and deliver Classical Studies.”

Sophie Evans, Clonturk Community College

Senior Leadership team

TY Coordinator/Core team

Teachers designing curriculum/educational experiences

Students





Student Voice

https://youtu.be/zzw-zuH_eF0

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Fresco from the Villa of the Mysteries, Pompeii. Painted frieze, depicting an initiation rite into the cult of Dionysus.

See, Think, Me, We

Project Zero, 2019, pz.harvard.edu/thinking-routines



SEE – The Stimulus

- What source will anchor the learning experience?
- What is explicitly present in the material itself?



THINK – Pedagogical Possibilities

- What key ideas, questions, or skills does this open up?
- How does it support Classics specific thinking?



ME – Professional Context

- Why does this learning experience matter to me and my students?
- How does it fit my teaching style and students?



WE – Wider Value

- How does this contribute to the aims of TY?
- What broader themes or transferable skills are developed?



PROJECT ZERO

SEE			THINK
	TY Learning Experience: _____		
ME			WE



PROJECT ZERO

Types of Thinking Categories



Core Thinking Routines

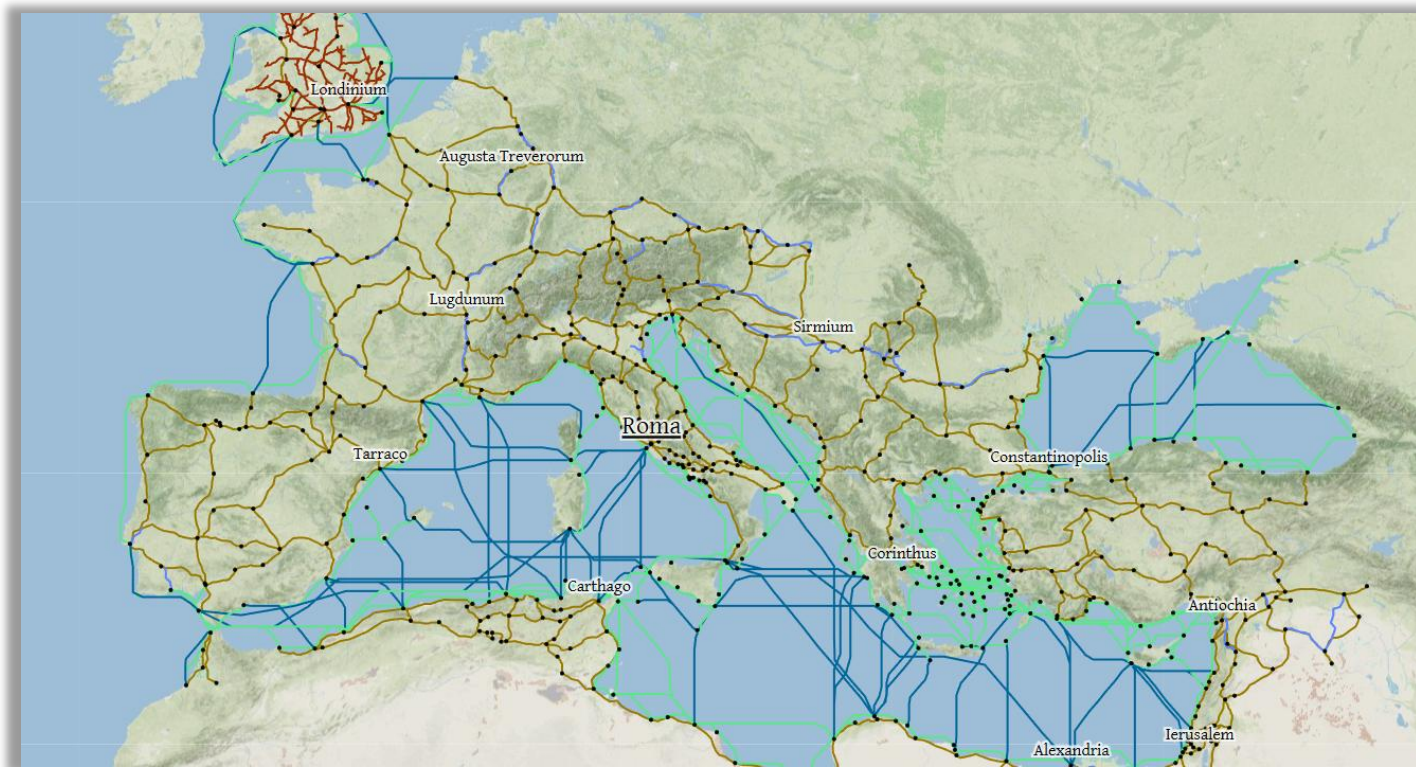
Simple routines that are applicable across disciplines, topics, and age groups, and can be used at multiple points throughout a learning experience or unit of study. (A good place to start if you or your students are new to thinking routines.)

- Circle of Viewpoints
- Claim, Support, Question
- Compass Points
- Connect, Extend, Challenge
- I Used to Think... Now I Think...
- See, Think, Wonder
- Think, Pair, Share
- Think, Puzzle, Explore
- What Makes You Say That?



Using your chosen TY experience:

- Discuss in your group what cross-curricular links do/could exist?
- What would need to be in place to fully realise the cross-curricular potential of the experience?



ORBIS The Stanford Geospatial Network Model of the Roman World

Cross curricular links



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- **History** – Ancient civilisations, continuity and change, empire, daily life. Archaeology – Fieldwork skills, excavation ethics, conservation.
- **Geography** – Mapping ancient journeys, environment, trade routes, archaeology sites.
- **CSPE** – Citizenship, rights, democracy, civic responsibility.
- **Politics & Society** – Civic participation, ethical leadership, law and justice.
- **Religious Education** – Ethics, moral reasoning, ancient belief systems.
- **Philosophy** – Ethics, moral reasoning, ancient belief systems.
- **English** – Storytelling, drama, persuasive language, creative writing.
- **Modern Languages** (Latin, Greek, or European languages) – Etymology, cultural links, translation skills.
- **Art / Visual Art** – Symbolism, classical motifs, design inspired by ancient artefacts.
- **Drama / Theatre Studies** – Greek tragedy, performance, role-play, interpretation.
- **Music** – Ancient instruments, soundscapes, rhythm in poetry and performance.
- **Science** – Archaeology techniques, preservation, volcanology (Pompeii), materials science.
- **Technology / ICT** – Digital mapping (ORBIS, Google Earth), Padlet, podcasts, infographics.
- **Mathematics** – Geometry in architecture, measurement in ancient engineering.
- **Engineering / Construction Studies** – Roman architecture, mechanics, aqueducts.
- **SPHE** – Identity, relationships, ethics, wellbeing.
- **Home Economics** – Food culture, diet, domestic life in antiquity.
- **Physical Education** – The ancient Olympic Games, sport and society.

Student Dimensions



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Career Exploration

Civic and Community Engagement

Being a Learner

Personal Growth

Students mature socially and emotionally over the course of the year, developing in areas that include health and wellbeing, autonomy, identity, empathy and leadership.

Developmental indicators

- Becoming more assured and confident about themselves as a person.
- Taking greater care of the health and wellbeing of themselves and others.
- Setting and reviewing goals for personal development and achievement.

Student experiences

- Collaborative projects, competitions, activities over the year to achieve collective goals.
- Individual tasks and projects, involving digital and non-digital skills to enable self-expression.
- Guided creation of a portfolio that captures their personal growth.
- Education and guidance in personal and emotional development and social awareness.
- Activities and experiences promoting lifelong physical and emotional health.
- Opportunities for guided reflection and review of personal goals.
- Formal and informal opportunities to speak and present in class, in public and in interviews.
- Recognition of personal growth and personal challenges in all aspects of school life during the year.

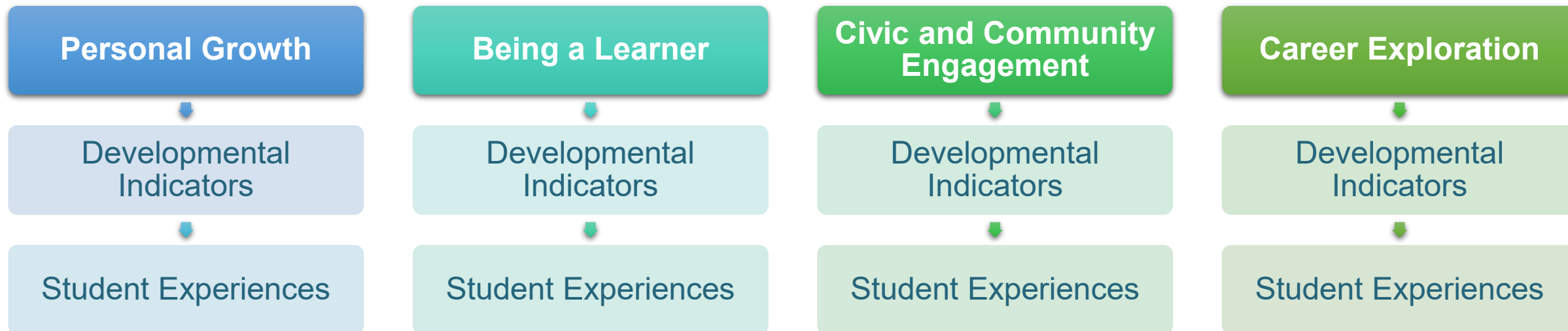
Description of the student dimension.

Are intended to guide the student and the school and set out the parameters for the learning and development of the student during TY.

Are intended to provide a variety of possible opportunities and contexts to support student learning and development consistent with the developmental indicators.



Student Dimensions



‘The four Student Dimensions are the key foundations upon which TY programmes are designed. They describe how students can develop in TY and the experiences that can support this development.’



PERSONAL GROWTH

Developmental Indicators

- becoming more assured and confident about themselves as a person
- taking greater care of the health and wellbeing of themselves and others
- setting and reviewing goals for personal development and achievement
- having greater capacity to negotiate ethical dilemmas and reflect on personal values
- knowing how to make more informed decisions
- persevering longer with tasks, especially when challenging
- coming to see challenges as further opportunities for growth
- adapting better to groups and new social environments
- interacting with others with more empathy, both in person and online
- increasingly taking ownership of their own behaviours and decisions
- showing more initiative and leadership in school, at home and in the community

Student Experiences

- collaborative projects, competitions, activities over the year to achieve collective goals
- individual tasks and projects, involving digital and non-digital skills to enable self-expression
- guided creation of a portfolio that captures their personal growth
- education and guidance in personal and emotional development and social awareness
- activities and experiences promoting lifelong physical and emotional health
- opportunities for guided reflection and review of personal goals
- formal and informal opportunities to speak and present in class, in public and in interviews
- recognition of personal growth and personal challenges in all aspects of school life during the year



BEING A LEARNER

Developmental Indicators

- being more motivated to learn and seeing education as worthwhile and enjoyable
- setting learning goals and reviewing them regularly
- becoming more skilled with digital technologies, both as a user and a creator
- exploring their own personal interests
- having a greater appreciation of lifelong learning
- being more willing to learn from mistakes and expand their comfort zone
- acquiring more knowledge and skills relevant to senior cycle
- seeing the importance of feedback and placing more value on it
- increasing their capacity for independent and self-regulated learning
- being more open to trying a range of learning strategies
- broadening their communication and presentation skills
- expressing their own ideas more clearly while engaging with other people's ideas.

Student Experiences

- continuity subjects and sampling of subjects with learning designed to develop senior cycle key competencies
- a variety of pedagogies consistent with realising the aims of the Programme Statement and supporting developmental indicators for all students
- meaningful learning opportunities that incorporate student input
- opportunities to build on student learning in the transition from junior to senior cycle
- assessment of their learning and development through a variety of forms such as teacher, peer, and self-assessment, and for formative and summative purposes
- recognition of achievement across all areas of the curriculum
- guided creation of a portfolio that captures development of the student, and their progress as a learner
- a range of individual and team projects, competitions, activities over the year that are



CIVIC AND COMMUNITY ENGAGEMENT

Developmental Indicators

- sustaining more caring and respectful relationships with people, place and nature
- having a greater appreciation and respect for human dignity and diversity
- deepening their awareness and sense of empathy, identity and belonging
- recognising and engaging with complexity and uncertainty
- taking actions to live more sustainably
- showing more initiative in their schools, communities, and society
- setting and reviewing goals for being an active citizen
- working more co-operatively with others and in teams
- becoming more involved with creative and cultural activities
- wanting to contribute to a more just world
- understanding better the interconnections of local, national, and global communities.

Student Experiences

- working with local or national organisations and businesses over the year
- opportunities to volunteer through community work and social placement
- education on sustainable development, including a meaningful action for a more sustainable world
- sharing of knowledge and skills within the school community and among community stakeholders
- guided creation of a portfolio that captures their civic and community engagement
- projects, competitions, activities in the classroom, in school, at home, in local communities and in society
- meaningful involvement with shaping school culture
- learning opportunities around empathy, diversity, and inclusion



CAREER EXPLORATION

Developmental Indicators

- being more informed on the links between education and career opportunities
- increasing their awareness of personal interests, aptitudes, values, and dispositions
- identifying and reviewing career-related goals more regularly
- having a greater capacity to research and critically reflect upon career pathways
- acquiring more vocational, organisational and communication skills
- learning how to generate ideas and turn ideas into action
- improving their workplace knowledge and behaviours through first-hand experience
- having more awareness of the world of work and enterprise

Student Experiences

- work placements during the year
- guided reflective tasks on their experiences and placements in TY
- subjects and modules on the senior cycle curriculum that link to a range of future pathways
- career guidance and classroom support on a range of future pathways
- guided creation of a portfolio capturing their reflections on career exploration
- a variety of learning opportunities that improve practical and vocational skills
- access to career-related events or learning environments
- guest speakers from a diversity of backgrounds and careers
- short, certified courses or micro-credentials
- opportunities for assessing aptitudes and



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In this session we:

- engaged with the Transition Year Programme Statement and consider the opportunities it presents for Classics and Classical Studies
- explored the purpose and importance of Transition Year in the context of post-primary Classics education
- reflected upon current practice in Transition Year Classics.



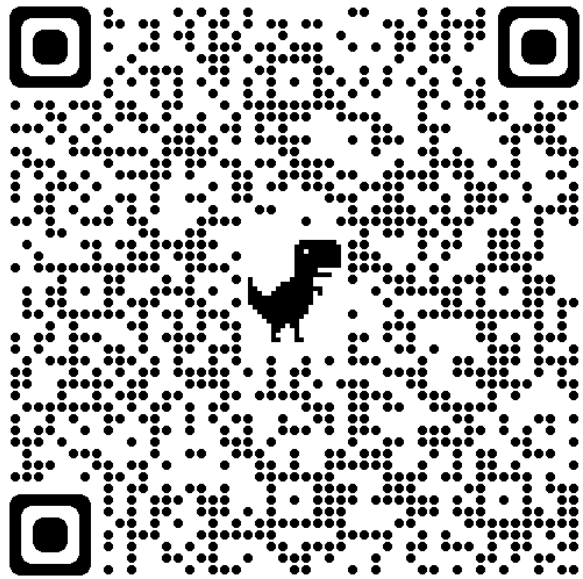


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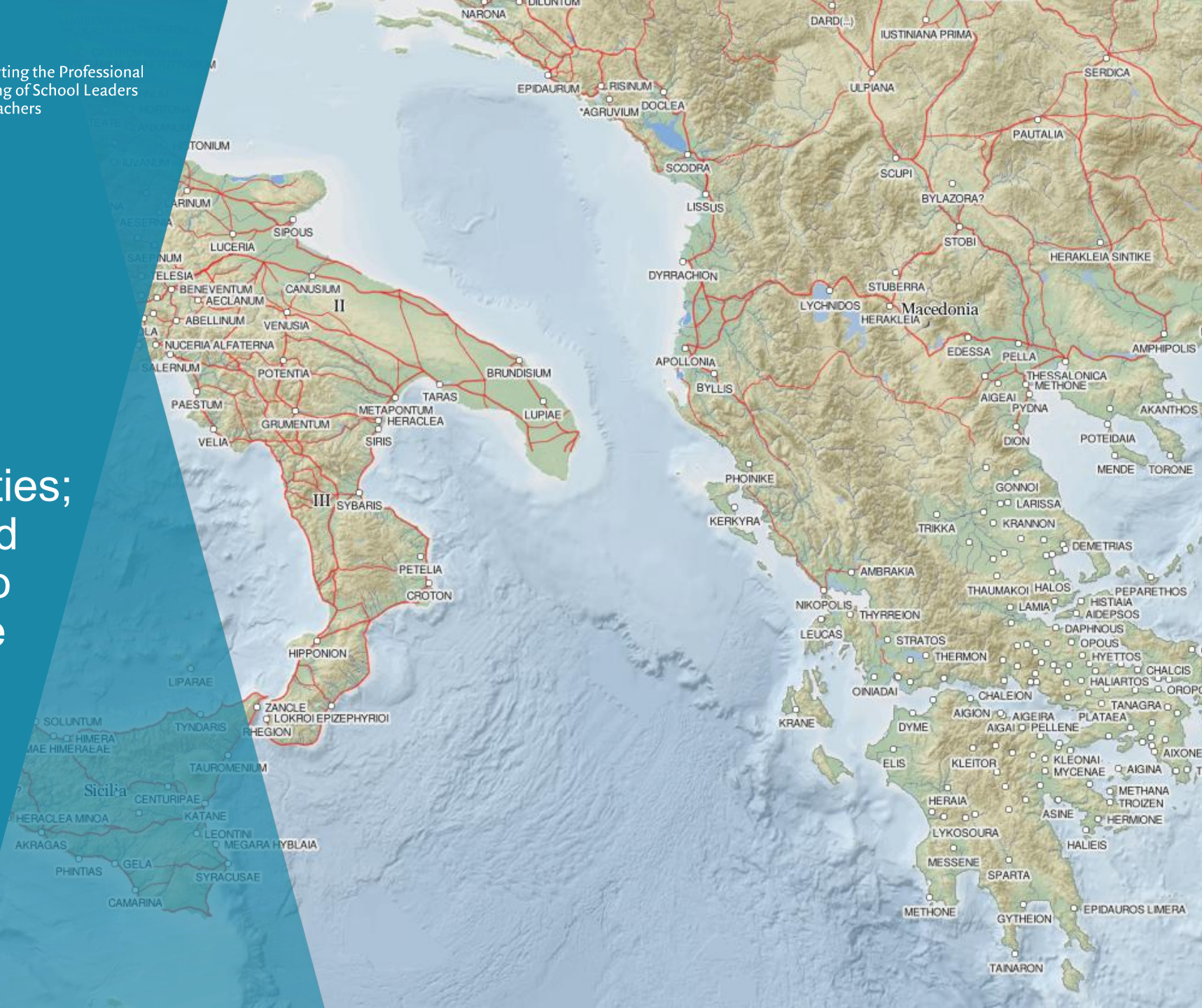
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Session 2

Exploring the possibilities;
context, innovation and
creative approaches to
stimulate and motivate
student learning



In this session we will:

- consider the role of the TYPs to support school and classroom autonomy to design stimulating and innovative learning experiences
- explore narrative styles of storytelling and digital mapping approaches as meaningful and engaging methodologies for TY Classics.



Historical map of ancient Rome of the 1st century CE published in Italy in 1570. (Wikimedia Commons)

Teacher agency and being creative with your TY Programme



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‘Schools have autonomy to design a programme for TY that is suited to the school’s culture, identity and context.’
‘Teachers can collectively... decide on the most stimulating and innovative pedagogies.’

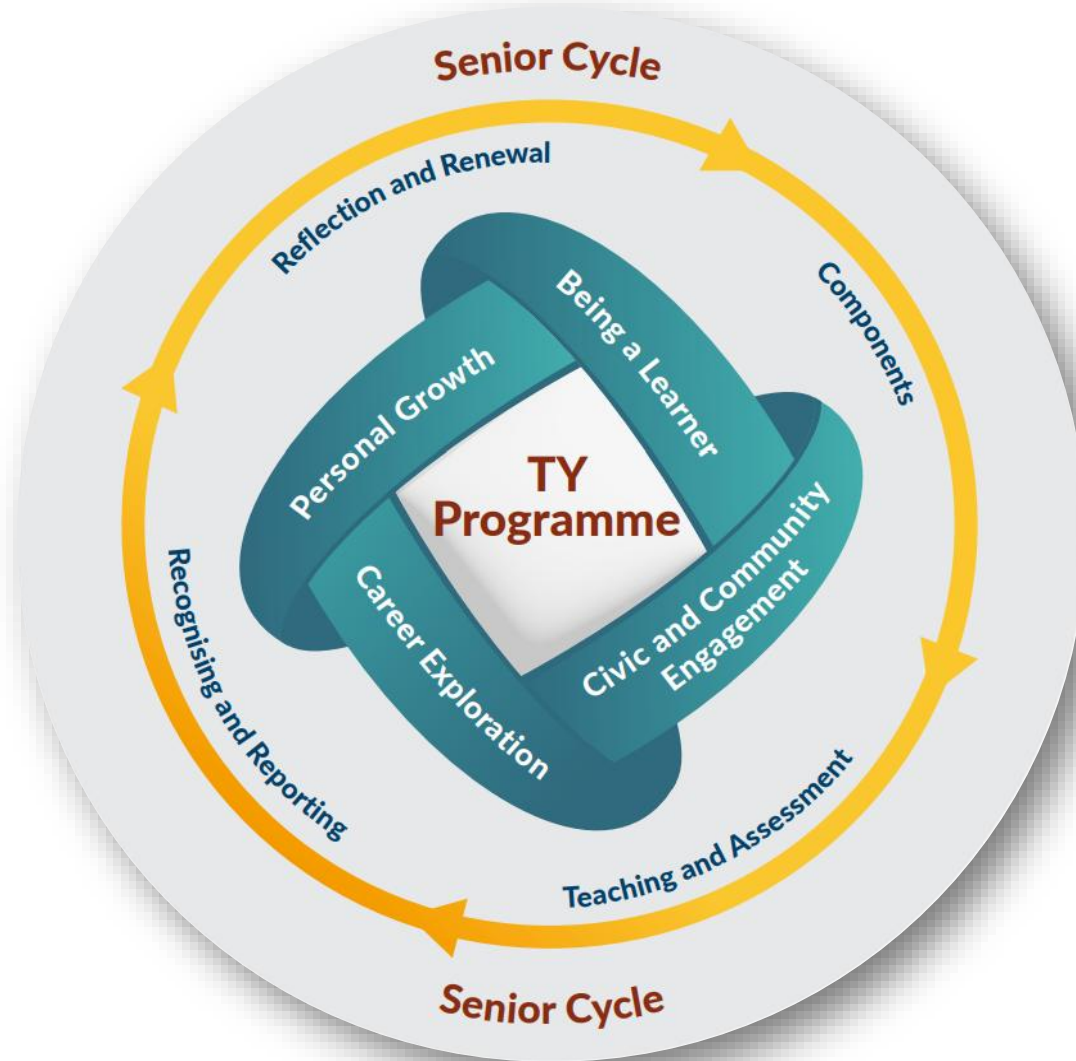
*‘Through a **creatively** school-designed TY curriculum, all students can avail of opportunities to grow and develop...’*



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Curriculum Dimensions



Components

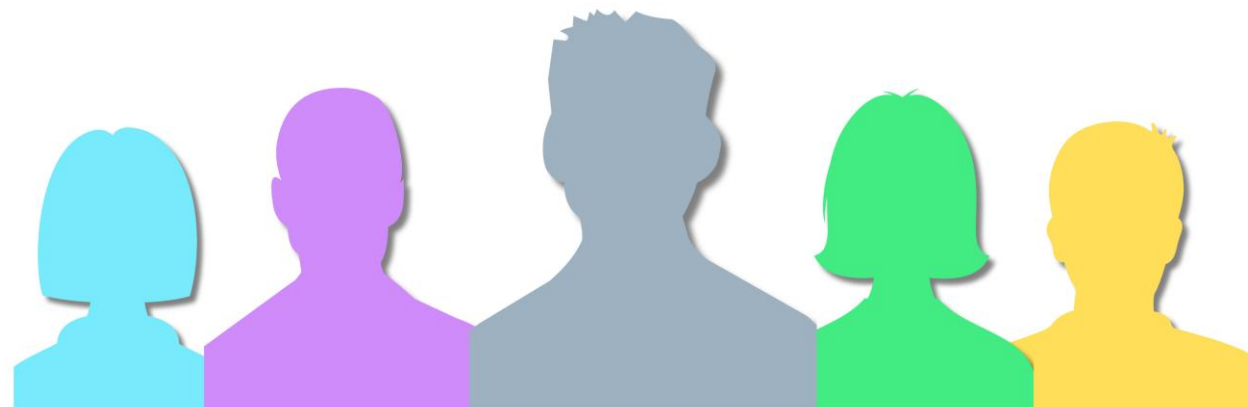
Teaching and Assessment

Recognising and Reporting

Reflection and Renewal



Class profile



What factors should we consider when developing a class profile to better support teaching and learning?





Teacher Voice

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General considerations for developing a TY learning experience



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Collaboratively discuss the following key areas

Background
and
context

Interests
and motivation

Social and
emotional
factors

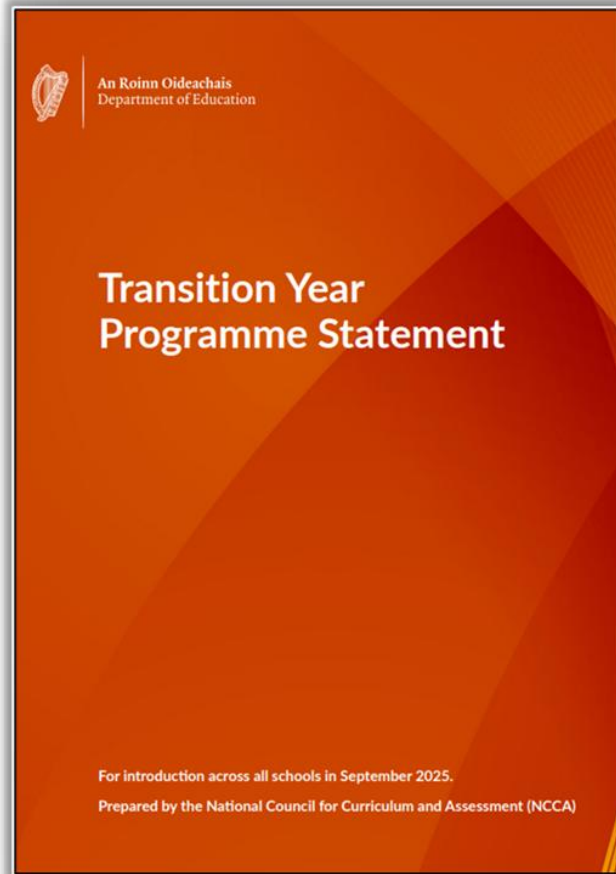
Practical
considerations



10 minutes



Creating opportunities



“TY affords teachers the **opportunity** to be innovative in devising and delivering high quality broad-based teaching and assessment opportunities to support student learning.”



Framing a TY learning experience

Storytelling



Battle of Salamis by Wilhelm von Kaulbach 1868. Artemisia I of Caria depicted in white was a powerful queen and naval commander who ruled the Greek city-state of Halicarnassus

Mapwork



Roman road network across Europe, Ancient World Mapping Centre



The frame of storytelling

Narrative Styles/approaches:

- Kurt Vonnegut mapped out seven basic story arcs based on emotional highs and lows—like "Man in Hole" (fall then rise) or "Boy Meets Girl" (rise, fall, rise).
- Joseph Campbell introduced the Hero's Journey; a universal story template found in myths across cultures
- Freytag's Pyramid, developed by Gustav Freytag, outlines a five-part dramatic arc: exposition, rising action, climax, falling action and denouement.





Narrative styles/approaches



Narrative 1: Understanding

What is this and how does it work?

How did Roman aqueducts work, and how did they supply water to cities across the empire?



Narrative 2: Meaning

Why does it matter?

Why did Athenian democracy matter to citizens?



Narrative 3: Judgement

Who is telling this story and can we trust it?

How reliable is Julius Caesar's account of the Gallic Wars and how might he be trying to persuade us?



Narrative 4: Experience:

What was it like?

What would it feel like to be a Pompeian waking to ash falling from the sky as Vesuvius erupts?

Narrative 4

Narrative 4 is a storytelling and empathy-based methodology developed by Irish writer Colum McCann.

It uses personal narrative exchange to build understanding, connection and compassion between people from different backgrounds.

At its core Narrative 4 is based on the idea that:

- meaningful empathy is created when we carry someone else's story as if it were our own.
- emphasis on story and factual balance – freedom for imagination or bedded in historical truth and fact.
- narratives describe the kind of learning journey students are on not the activities/methods used.



NARRATIVE 4

The Power of
Storytelling





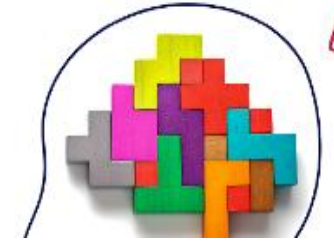
“Our TY pupils participated in a Story Exchange with 4th Class pupils from a local primary school. Both groups really benefitted from the experience: the TY group engaged and empathised with the primary school pupils and their kindness really shone through. The primary school pupils realised that, despite the age gap, people have similar worries, concerns and life stories.”

How does Narrative 4 differ from traditional storytelling?

without
storytelling



Storytelling



Traditional Storytelling

- Focus on performance
- Story belongs to teller
- Emphasis on creativity
- Audience is passive

Narrative 4

- Focus on listening
- Story is temporarily shared
- Emphasis on accuracy and respect
- Audience becomes narrator



Narrative 4: empathetic storytelling

Exploring ancient stories by stepping into another person's lived experience

Tell



A storytelling poet... Catullus at Lesbia's villa, Sir Lawrence Alma-Tadema (1836-1912)

Re-tell

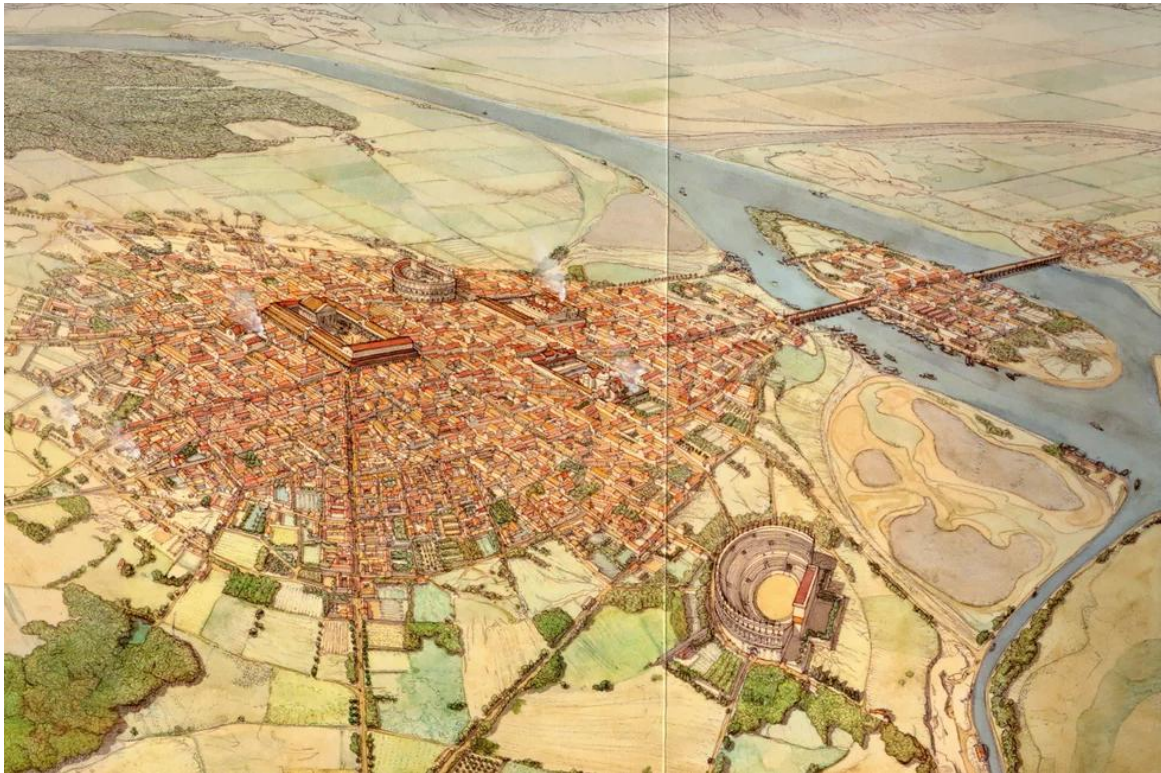


Funerary relief, Museum of Roman Civilisation, Rome

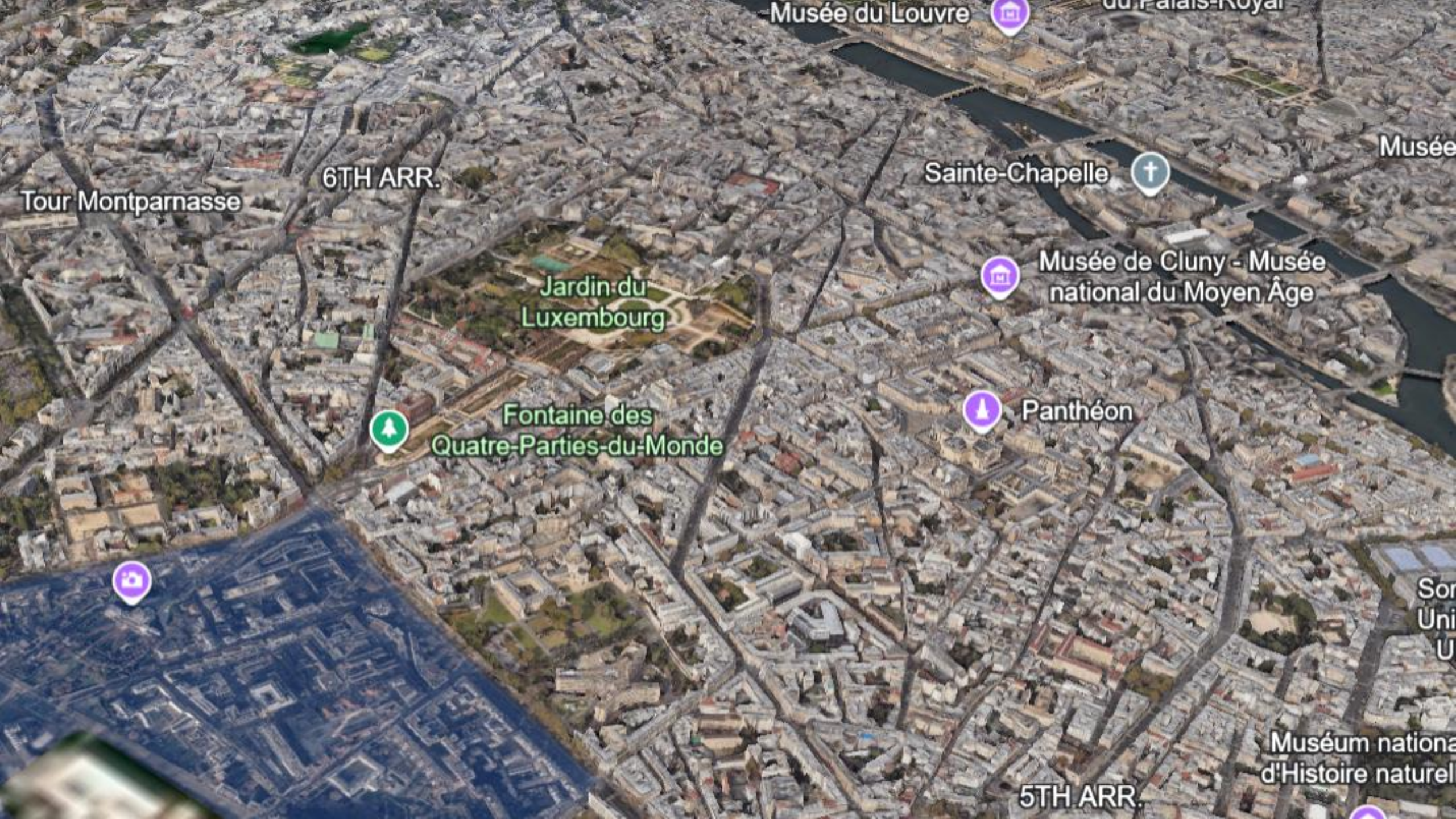


The frame of mapwork

Maps can bring to life the historical content through:



- **reconstructing routes** - journeys, battles, plotting soldier movements, trade, etc.
- it can immerse students in the **lived experience** of ancient civilisations and the imagined **journeys** mythical characters took.
- the **reality** of the challenges and opportunities ancient people faced
- **cross-curricular** potential
- engaging **spatial and visual learners**
- promoting **critical thinking and historical empathy**
- **active and experiential learning opportunities**
- use of **digital learning**.



Musée du Louvre

du Palais-Royal

Musée

Tour Montparnasse

6TH ARR.

Sainte-Chapelle



Jardin du
Luxembourg

Musée de Cluny - Musée
national du Moyen Âge



Fontaine des
Quatre-Parties-du-Monde

Panthéon



Sor
Uni
U

Muséum nationa
d'Histoire naturel

5TH ARR.

What stories from the ancient world lend themselves well to mapwork?



Explore
journey

MATT DAMON TOM HOLLAND ANNE HATHAWAY ROBERT PATTINSON LUPITA NYONG'O WITH ZENDAYA AND CHARLIZE THERON



Let's be creative, what could you do? the obscure, the well-known, the marginalised, voiceless, alternative perspectives...

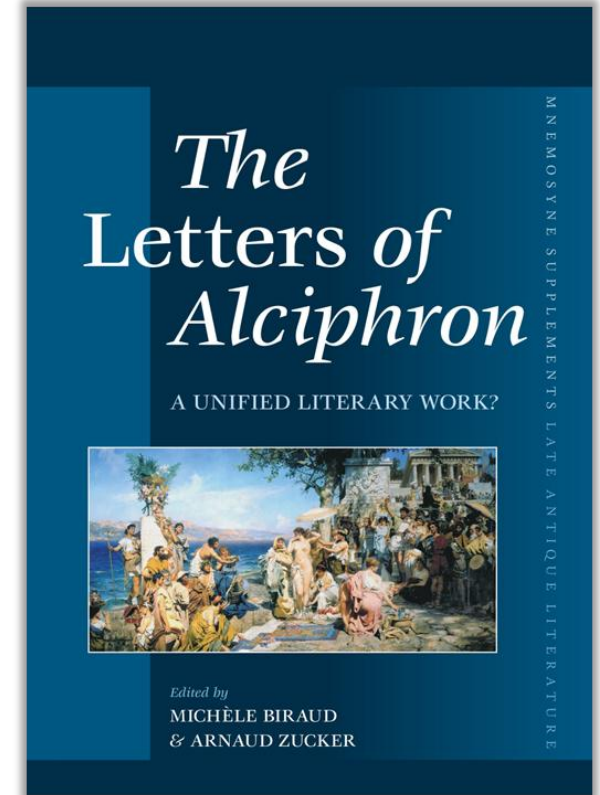
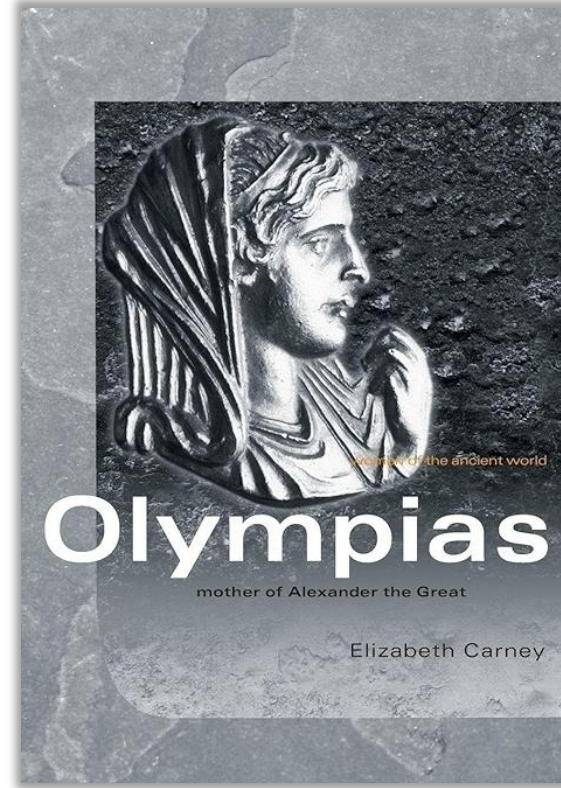
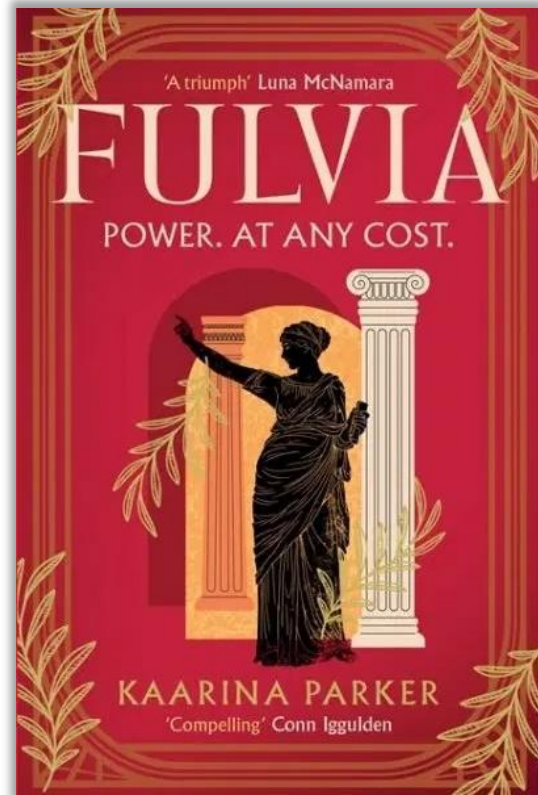


place:
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Exploring the Possibilities: The Ordinary and The Anonymous of the Ancient World



Oide



- Journeys of the ancient world blending myth with reality– from Odysseus to Hannibal (BL and CE)
- Philosophy – Ancient wisdom meets modern dilemmas – Choices and Consequences
- Lost worlds and hidden stories of Pompeii – uncovering secrets from a lost city through Science and Archaeology (BL and CE)
- Ancient Voices heard through modern writing – creative writing (PG and BL)
- Food, fashion and festivals – modern parallels (BL and PG)
- Ancient symbols, artwork and stories
- Crime and punishment in the ancient world
- Mapping heroes – their journeys, their lives and their destinies.
- Ancient disasters (BL and CE)
- The power of women – Pandora, Cleopatra, Olympias, Medea, Fulvia, Dido (PG and CVE)
- Timeless Drama – explore themes in drama from ancient to modern
- Democracy and the Digital World
- Olympics
- Wonders of the ancient world – Bethany Hughes
- Make your own?



Digital mapping resources

- **U maps** - A free, web-based mapping tool that allows users to create, annotate and share interactive maps by adding pins, routes, text, and media without requiring student logins.
- **Ancient World Mapping Center** - Provides high-quality maps of the ancient world, including interactive map tiles and downloadable resources.
- **ORBIS (Stanford)** - Ancient Roman travel simulation. Simulates travel across the Roman Empire (c.200CE), showing time, cost, and routes by land, sea, and river.

Apamea (Pisidia) to Caesarea (Phrygia) in January takes 4.2 days, covering 125 kilometers.

Prices in denarii, based on the use of a faster sail ship and a civilian river boat (where applicable), and on these road

Per kilogram of wheat (by donkey):	3.51
Per kilogram of wheat (by wagon):	4.39
Per passenger in a carriage:	169.3

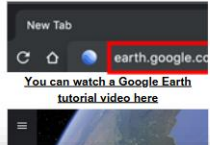
Digital platforms for creating maps



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USING GOOGLE EARTH

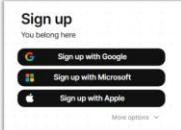
STEP 1
To get started with Google Earth go to earth.google.com




STEP 2
Click on the Proj left-hand naviga

Create a Map using Padlet


Step 1: sign up




Step 2: choose an account



Step 3: select a plan



Step 4: click make a Padlet and choose 'Map of historical events'



A beginner's guide to uMap

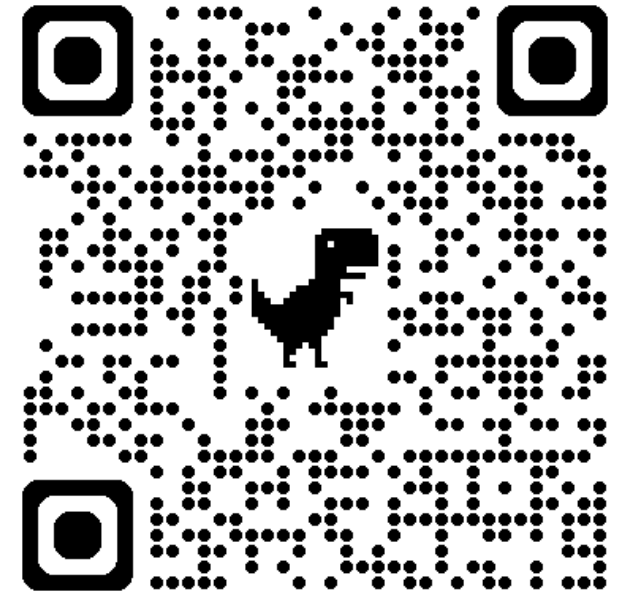
Step 1. Visit <https://umap.openstreetmap.fr/en/>, and click 'Create Map'. You do not need to set-up an account.



Step 2. Open the interactive Map face and zoom-in to area you're focusing on, or use the 'search location' icon on the layer legend on the left of the screen.

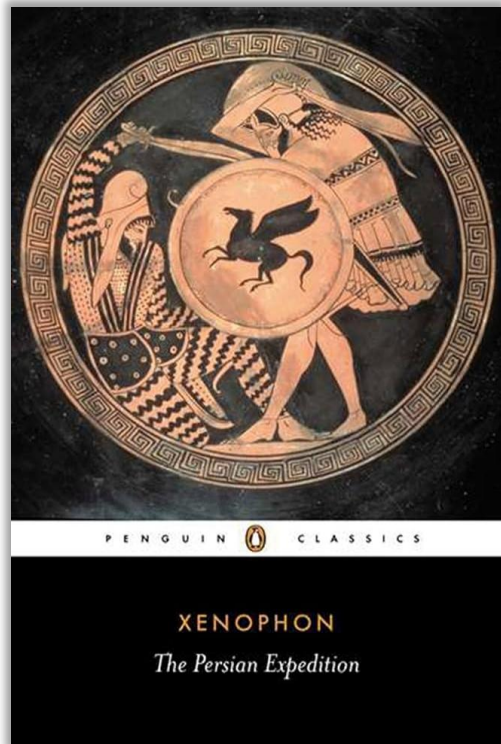


Step 3. Name your map. You can also add a description and credits.





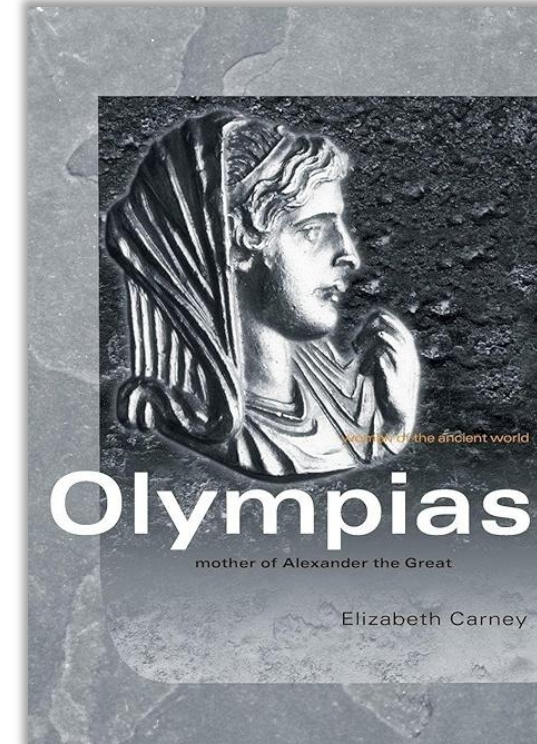
TY learning experiences



Journeys of the Ancient World:
Xenophon
Anabasis



Mapping Myth,
Place and
Belief in
Ancient Greece



Powerful
Women: Fulvia
and Olympias

Classical Studies Elective

Limitless: Julius
Caesar and the
Battle of Alesia
52BCE

Explored through
ARCGIS

Ancient
Warfare: Julius
Caesar and the
Battle of Alesia

Bringing story to life

"Retreat of the Ten-Thousand" 1842 CE. The painting depicts the retreat of Cyrus the Younger's Greek mercenaries after the Battle of Cunaxa in 401 BCE. Painted by the French artist Jean-Adrien Guignet (Louvre Museum)



Xenophon's Anabasis

The story of an army that was never meant to travel far but had to cross half the known world to survive.



Deconstructing the learning experience


Choose any one of the modelled TY learning experiences and develop the following for the chosen experience.

- Title
- Rationale
- Aim
- Application of storytelling framework that would work best for your chosen learning experience
- Formative and summative assessment opportunities
- Student dimensions
- Curricular dimensions

Teacher Analysis and Reflection Worksheet
Deconstructing a Learning Experience

Title of Learning Experience	Rationale	Aim(s)
Provide a title or possible titles of the learning experience, as will be presented to students.	Why is this learning experience worthwhile? Consider relevance, engagement, depth of learning and student voice.	What is the central learning intention of this experience? What should students know, understand or be able to do by the end?

Fate, choice and consequence in the Greek world WEEK 1

Place, Culture & Belief in the Greek World	Links	Learning Intentions
<p>Beliefs are shaped by place and culture. Students are introduced to:</p> <ul style="list-style-type: none">• the geographical world of Ancient Greece• the idea that different societies produce different beliefs• working with a primary source. <p>Leaving Certificate Classical Studies link:</p> <ul style="list-style-type: none">• interpreting sources and evidence• developing spatial awareness• making connections between culture and ideas	<p>Strand 4: Gods and humans (belief systems) Strand 1: Cultural values (narrative) Research Study skills (source interpretation and judgement)</p> <p>Research Skills: Understanding source type and context Students begin to:</p> <ul style="list-style-type: none">• recognise that sources represent viewpoints• distinguish between what a source says and what it suggests	<p>Students will be able to:</p> <ul style="list-style-type: none">• describe key locations in the Greek world• explain how place influences belief and behaviour• interpret a primary source• form a basic evidence-based judgement. <p>Key Understanding: People do not simply choose their beliefs their environment and culture shape what they think is true.</p>
Source Work	Lesson Content and structure	Mapwork
<p>Reading Students read the full Herodotus passage (Book 3.38) What is your reaction to this story?</p> <p>Guided Questions What are the Greeks asked to do? Why do they react strongly? What are the Callatians asked to do? Why do they react strongly?</p> <p>Interpretation What does this story suggest about human behaviour?</p> <p>Students Task: Source: Herodotus Type: Historical writing What it says: What it suggests: How reliable it is: My judgement:</p> <p>Students should recognise:</p> <ul style="list-style-type: none">• people view their own customs as normal• unfamiliar customs appear wrong• beliefs are shaped by cultural context <p>"This source shows that people believe their customs are best because..."</p>	<p>Part 1 Prompt: "if you were born somewhere completely different--different country, different time--would you believe the same things you believe now?" (Think-pair-share to Whole-class discussion). Encourage students to consider:</p> <ul style="list-style-type: none">• what shapes belief• whether beliefs are chosen or inherited <p>Part 2 Greece consisted of independent city-states Geography (mountains, sea) shaped how people lived Different places led to different cultural practices</p> <p>Questions How might living in different places influence beliefs? Why might a place like Delphi become religious?</p> 	<p>Mapping Locations Introduce how to drop a pin and add information on uMaps</p> <ul style="list-style-type: none">• Delphi (religion, oracle)• Athens (politics, democracy)• Corinth (trade and travel)• Thebes (myth and tradition) <p>For each location, students must include:</p> <ol style="list-style-type: none">1. What is this place?2. What happens there?3. What beliefs might develop from this environment? <p>Encourage explanation rather than description:</p> <ul style="list-style-type: none">• Why does this place lead to this belief?• How does environment influence thinking?
Plenary		
<p>Whole-Class Question Do people choose their beliefs, or are they shaped by where they live?</p> <p>Assess: ability to interpret the source, ability to link place and belief ability to form a simple judgement Differentiation: Provide sentence starters: "This place is important because..." "This suggests that..."</p> <p>Extension</p> <ol style="list-style-type: none">1. Can you think of a modern example of this idea?2. Are people always influenced by their culture? <p>Optional: Write a short paragraph: How does where you live affect what you believe?</p>		

In this session we:

- Considered the role of the TYPS to support school and classroom autonomy to design stimulating and innovative learning experiences
- Explored narrative styles of storytelling and digital mapping approaches as meaningful and engaging methodologies for TY Classics.



Historical map of ancient Rome of the 1st century CE published in Italy in 1570. (Wikimedia Commons)



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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 3

Collaborative Design
Opportunity





In this session we will:

- collaboratively plan a TY Classical Studies learning experience
- apply key elements of the TYPS to the learning experience
- share each learning experience.

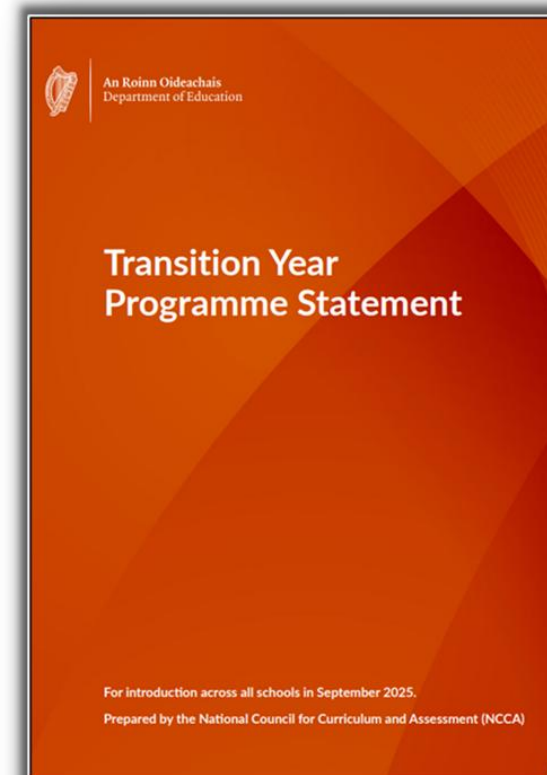




Teaching and Assessment

‘Appropriate and effective pedagogies, **alongside ongoing assessment**, supporting students to progress in their learning while also fostering innovative classroom practice.’

‘The TY Programme Statement promotes and encourages high quality teaching and assessment practices that are aligned to the developmental indicators in each of the four Student Dimensions.’

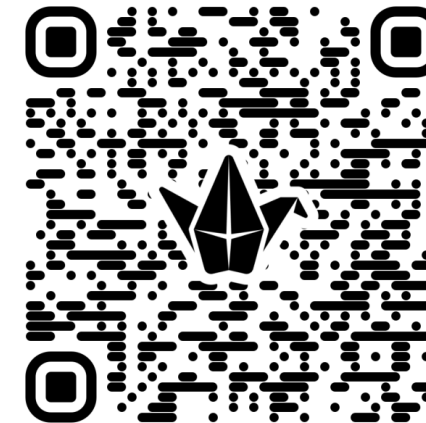
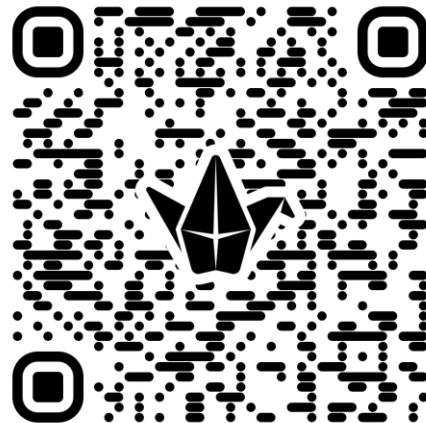
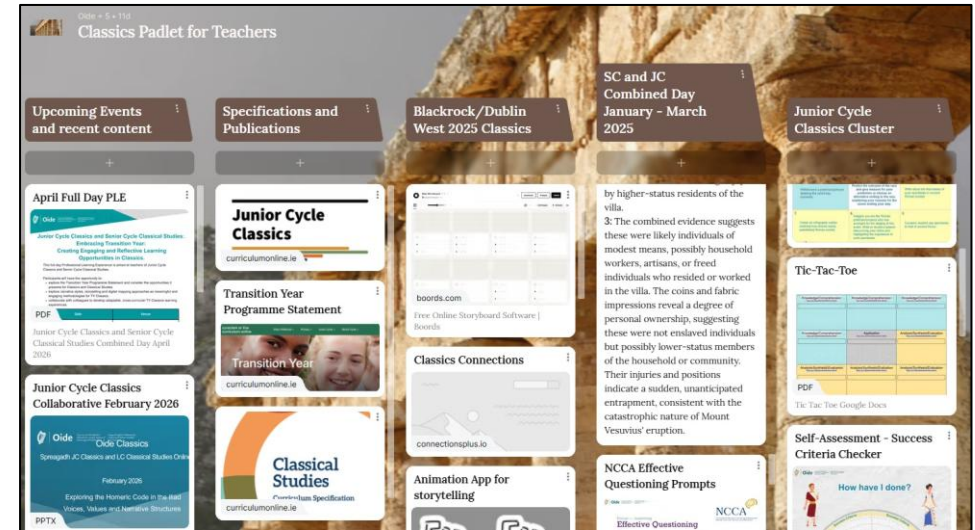
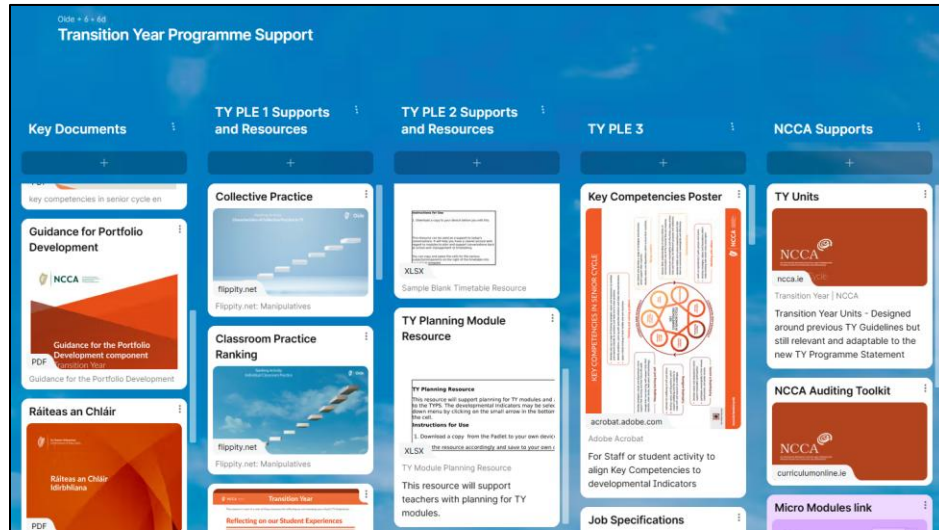




Transition Year Resource Padlets

<https://bit.ly/4bMRFYJ>

bit.ly/4kZuOyO





Collaborative task:

Design a learning
experience for transition
year students



Get the
conversation started

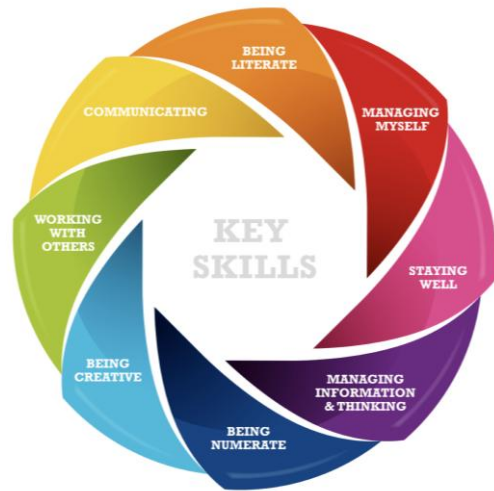


Student Voice

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Supporting the Professional
Learning of School Leaders
and Teachers

Research considerations



Junior Cycle



Senior Cycle


- Critical thinking and evaluation of sources
- Information literacy and effective searching strategies
- Data collection and analysis
- Interpreting evidence and drawing conclusions
- Academic integrity and referencing
- Problem-solving and inquiry-based learning
- Communication of findings
- Reflective practice and self-assessment

Collaborative task: Design a learning experience for transition year students




Discussion points:

- your context
- explore and consider a wide range of possibilities
- develop a rationale and aim(s) of the learning experience
- align with relevant Student Dimensions development indicators and student experiences
- How are your students demonstrating their learning?
- What range of teaching methodologies are in place to facilitate students in developing their key competencies and realising opportunities.

 **Developing a Learning Experience**
Collaboratively develop a Transition Year Learning Experience

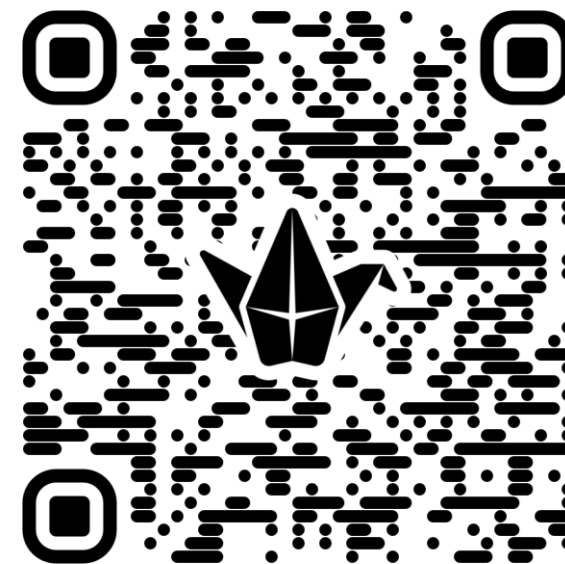
Title, Rationale and Time Allocation	Aim(s)	Learning Outcomes
<small>Consider: Why this module is important for the world we live in, what it can bring to students and why they should study it, the nature of the module, how the module can contribute to realising the Aims of the TY Programme Statement and the development of the Student Dimensions</small>	<small>A brief statement that outlines the over-arching purpose of the module, which can also include some more specific aims as bullet points.</small>	<small>Learning Outcomes are statements to describe the knowledge, understanding, skills and values students should be able to demonstrate after a period of learning. What will students know, do and learn about.</small>
Teaching for Student Learning	Student Dimensions: Development Indicators and Learning Experiences	Assessment and Reflection
<small>Activities should be designed to support the identified learning outcomes, using varied, engaging approaches that promote student responsibility, exploration, active learning, and capacity to develop research capacity with teaching methods guided by the module's aims and the TY focus on dynamic, student-centred practice.</small>	<small>Where can you see evidence of the Student Dimensions in this learning experience (e.g. in student tasks, interactions, reflections, choices or responses to challenge)? How do the activities and experiences provided allow students to develop personally and as learners in ways that go beyond subject content?</small>	<small>Assessment methods should align with the module's aims and outcomes, using varied approaches such as presentations, reflections, and real-world tasks while the TY portfolio supports ongoing assessment and student reflection.</small>
Resources and Contextual Considerations	Reporting and Evaluation	
<small>What resources are required and are there any contextual elements that need to be considered with this module.</small>	<small>The module should include reporting through the TY portfolio, where students reflect on their development across relevant Student Dimensions. Using feedback from both students and teachers through methods such as verbal input, online surveys, and teacher review to assess effectiveness and guide future improvements.</small>	





Share

- gallery walk
- upload to Padlet





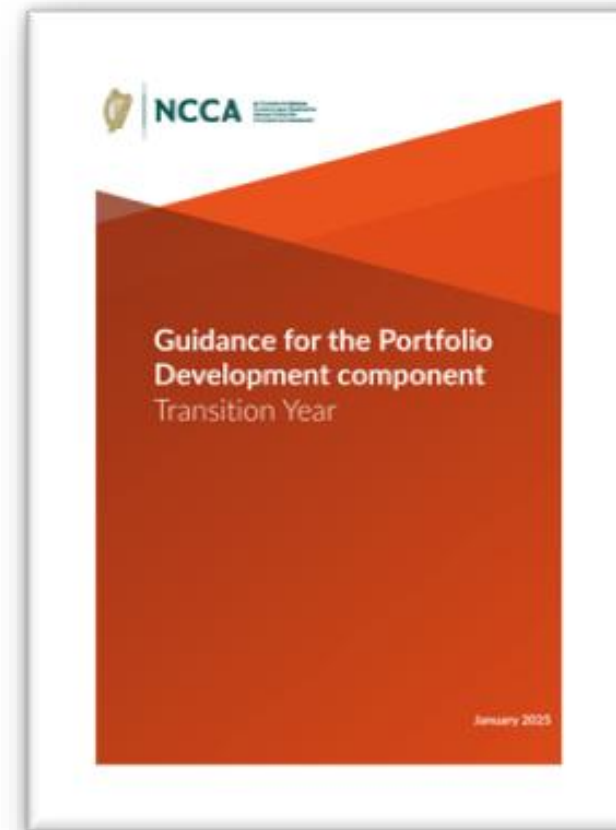
Final considerations - TY Portfolio

Unique

Personalised

Showcase Learning

Goals



(Adapted from TY Programme Statement, 2024, p.24)



In this session we will:

- collaboratively plan a TY classical studies learning experience
- apply key elements of the TYPS to the learning experience
- share each learning experience

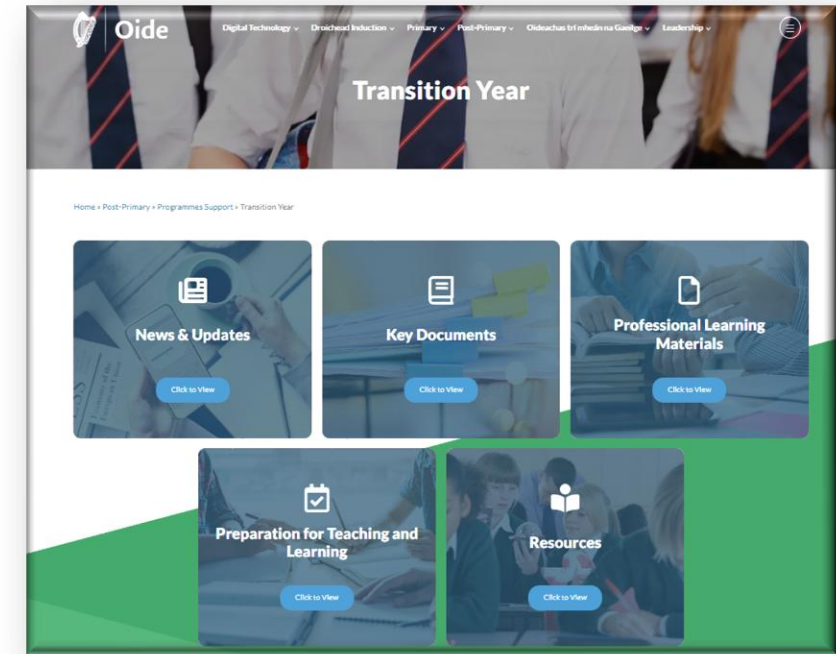
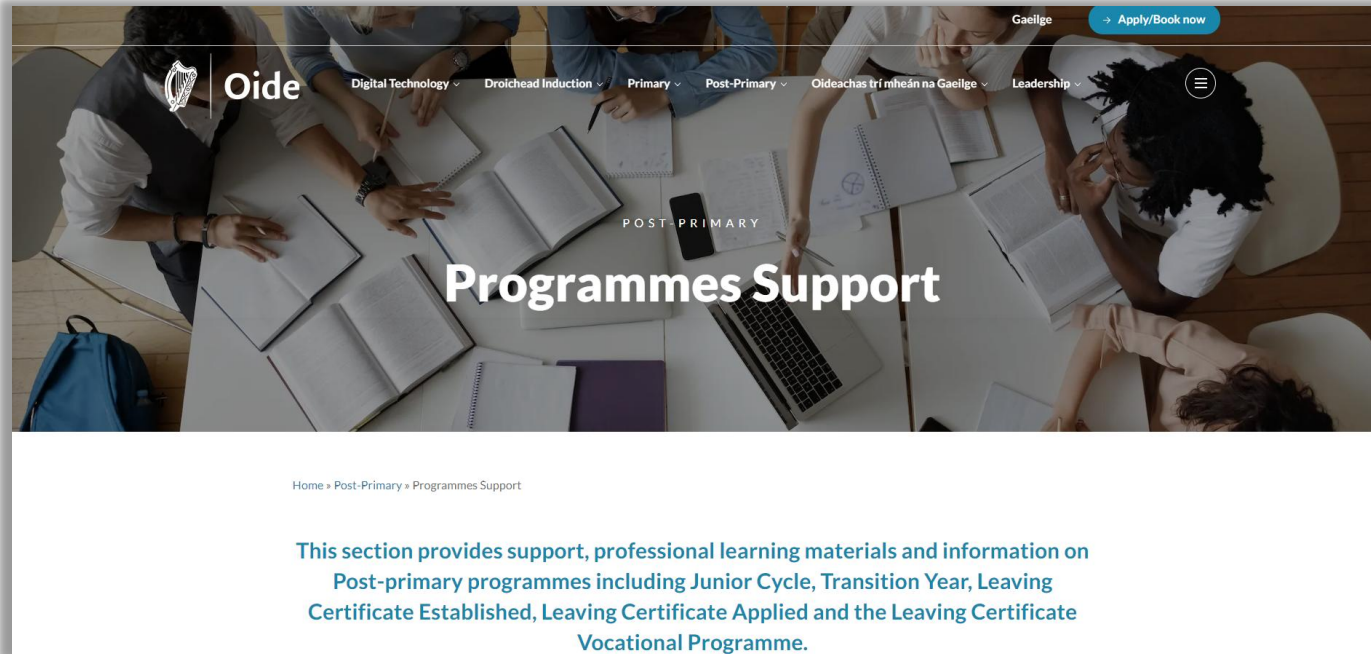


1898 painting "Fulvia with the Head of Cicero" by the Russian artist Pavel Svedomsky



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Additional Supports



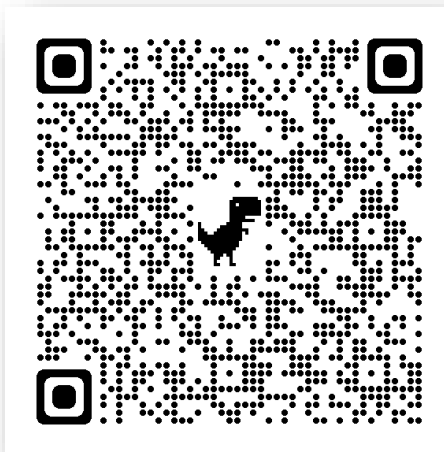
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