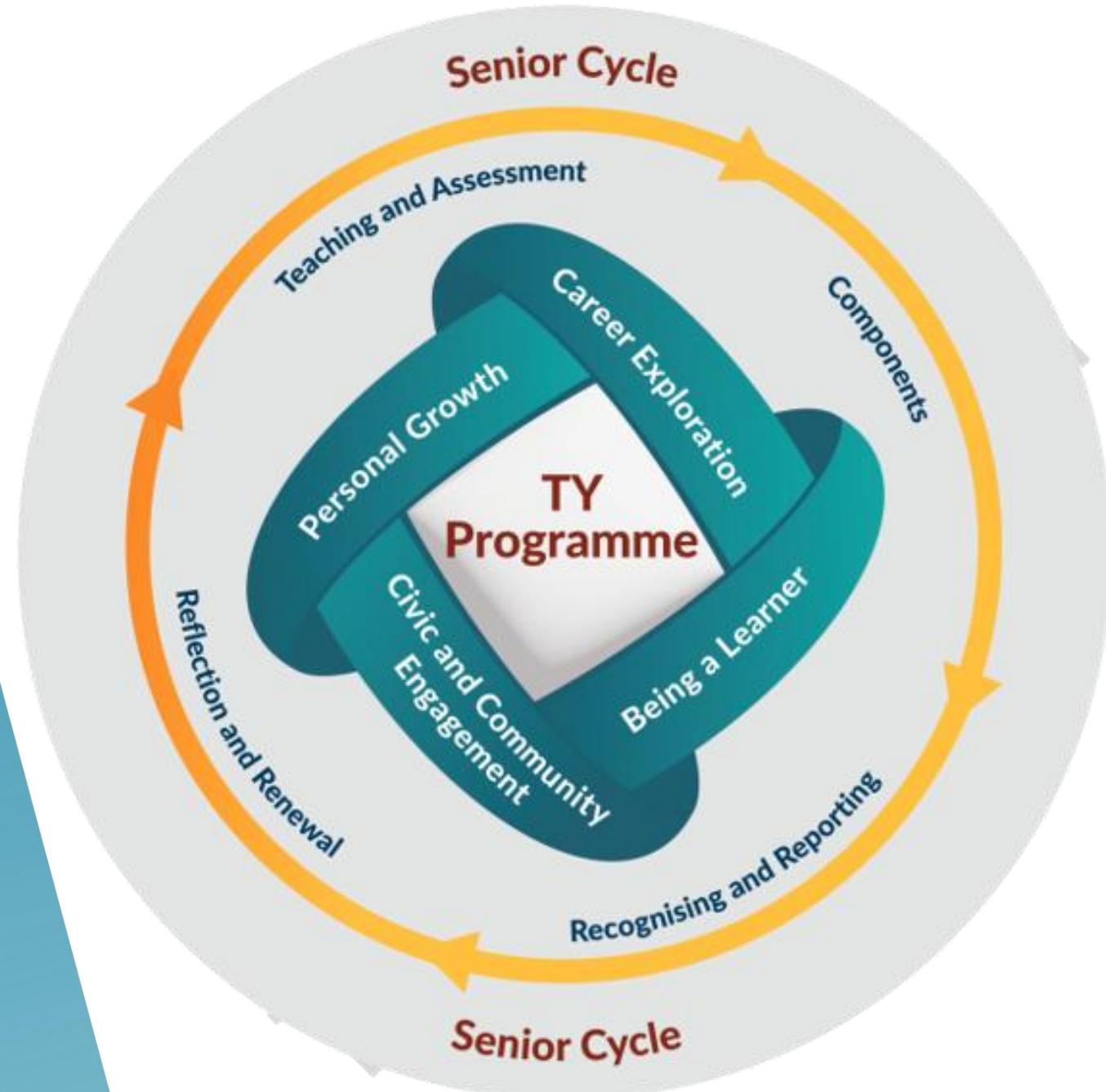




Reflection and Renewal: Leading and Embedding the TYPS in Your School

TY Coordinator Plus One
PLE 3





Registration

Please register using the QR code or link below



tinyurl.com/359f38nr

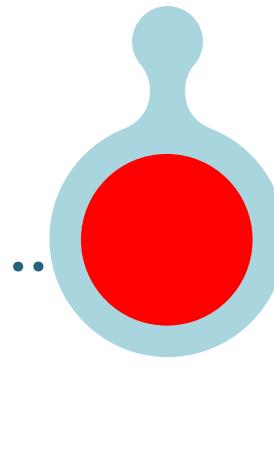
Transition Year 2025/2026





2025/2026 – Opportunities for TY PLE

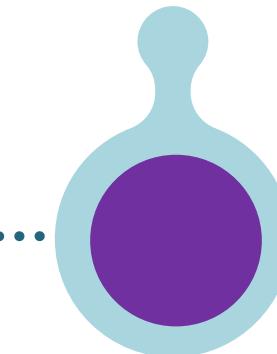
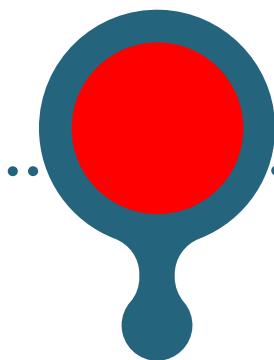
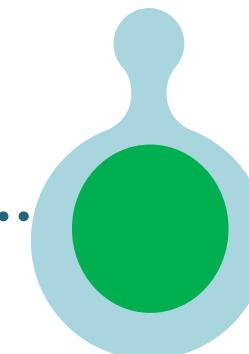
Day 3 PLE for
TY Coordinators + 1



Webinar for TY
Teachers



Online Workshop
Series for
Teachers



Online
Collaborative for
TY Coordinators

Day 4 PLE for
TY Coordinators



Icon Glossary



Individual Activity



Pair Activity



Group Activity

Icons used in this PLE



Reflection



Video Clip



Digital Strategy



Writing Activity



Feedback



Pedagogical Strategy



Schedule

Session 1
9:30 – 10:30

Reflect and evaluate how the TY audit impacted on the current TY Programme

Session 2
10:30 - 1:00

Explore the role and the importance of Developmental Indicators

Lunch 1:00 - 2:00

Session 3
2:00 - 3:30

Examine the role of the TY portfolio



Session Intentions

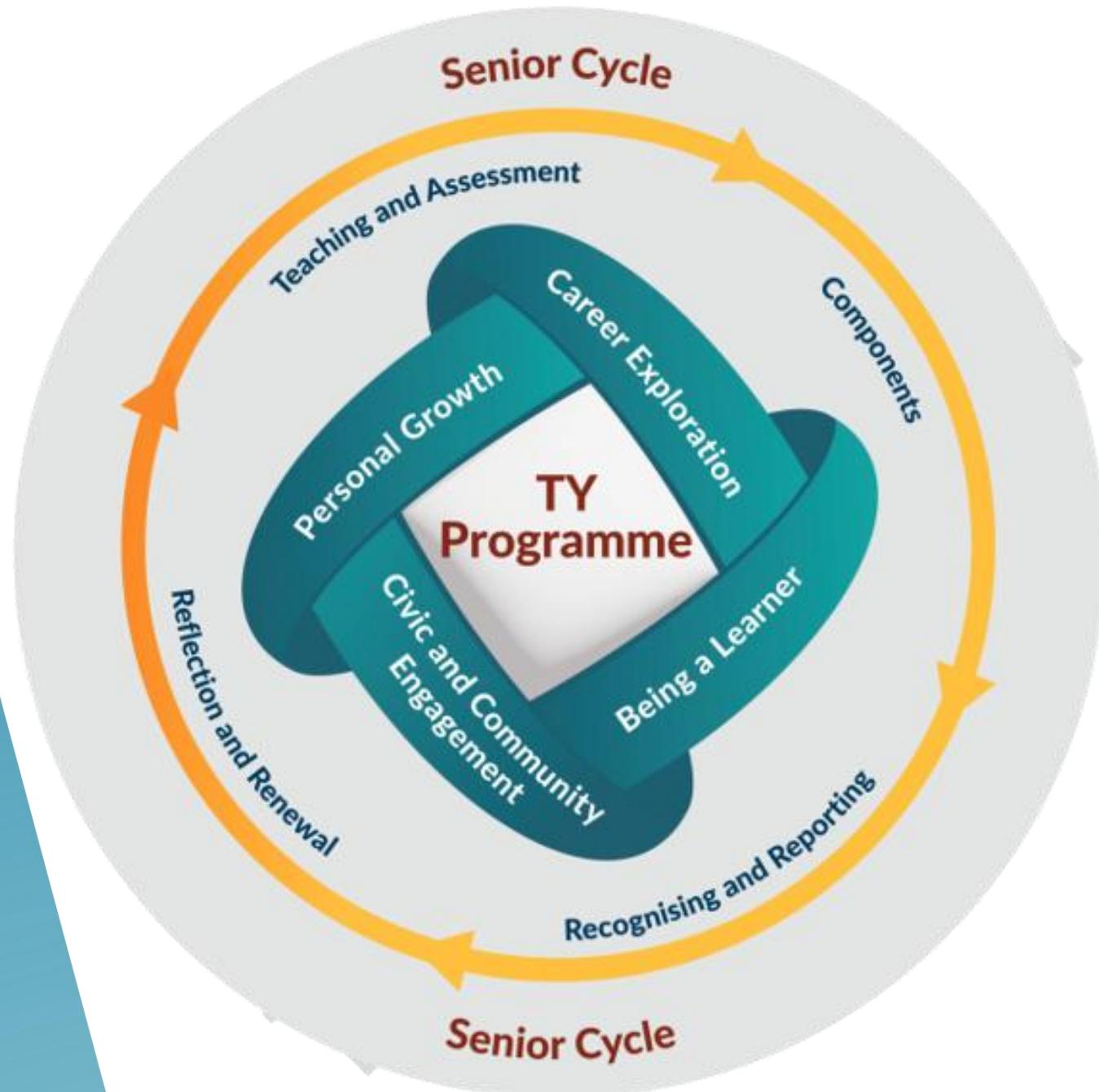
During this Professional Learning Experience, you will:

- identify, and share, the distinctive features and purpose of your Transition Year programme within your own school context
- explore how the Student Dimensions and Developmental Indicators inform, and underpin, cohesive planning and effective implementation across the Transition Year programme.



Session 1

Our Transition Year Programme

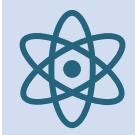




Session Overview



The TY audit experience; identifying what changes emerged during the process.



TY and your school context.



Supporting the further development of your TY Programme.



Icebreaker - TY Bingo



While moving around the room, find a colleague who matches the description and write their name in the box.



TY Bingo

Introduced a new component in TY in the 25/26 school year	Collaborates with another school in relation to a TY component	Have had students from the L1L2 Learning Programmes in TY	Removed a component from TY to align with the new TYPS 2025
A brand new TY co-ordinator	Created a cross curricular component in TY	Offer an additional language at a basic level for all in TY	Have a TY project linked to a local community group
Have a student led performance	Have an overnight trip with TYs	Have a TY careers fair	Have links with government agencies for funding/support

- You can only write each person's name once.
- Try complete a row, column, or diagonal.
- This is not a test – it's a way to introduce ourselves and share what we've already achieved in our TY audits.



Group Activity



The Why Behind Our TY Programme

- What insights did you share?
- What insights did you gain from this activity?



From Bingo to Big Picture: Sharing TY Insights



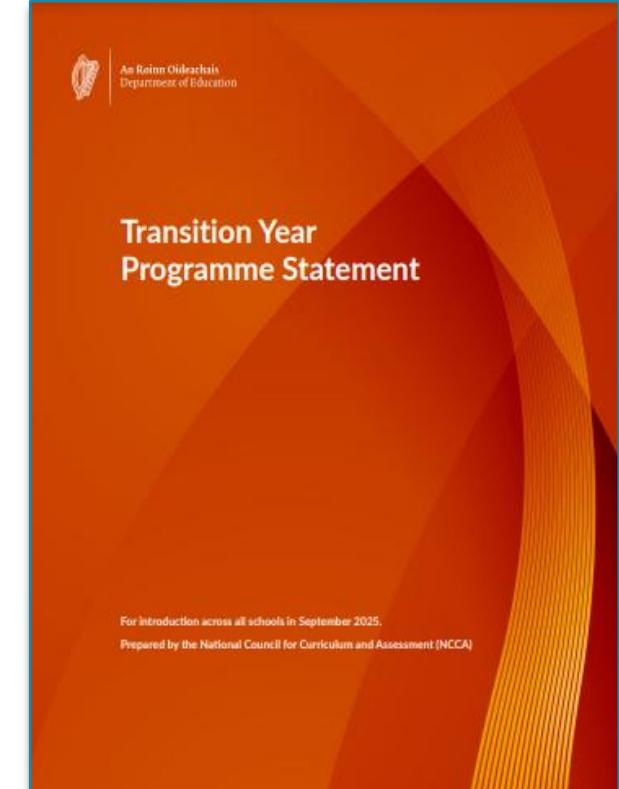
Group Activity



Reflection and Renewal

'An effective TY programme, which will be unique to each school, is one where every aspect of the curriculum serves to develop the student in harmony with the Student Dimensions.'

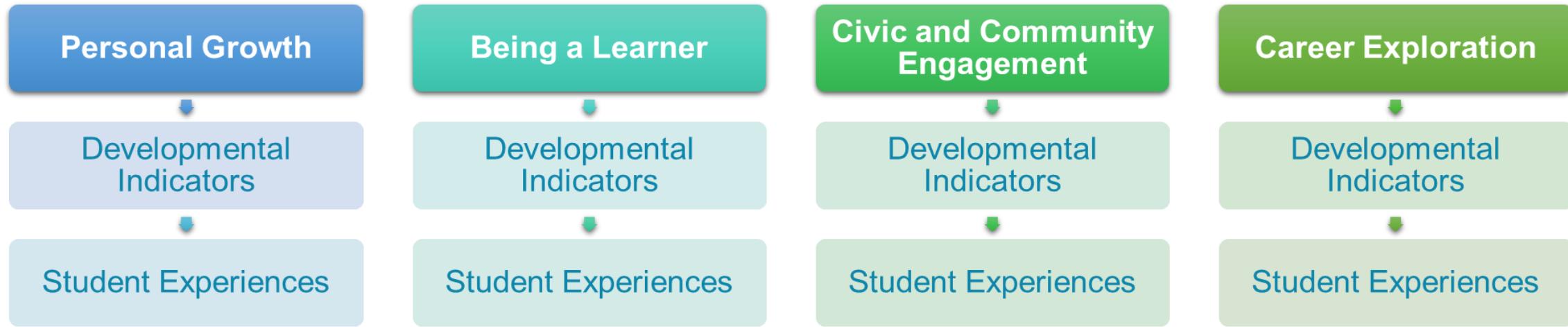
(Transition Year Programme Statement, 2024, p.10)



Student Dimensions



Oide



'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'

(Transition Year Programme Statement 2024, p.11)



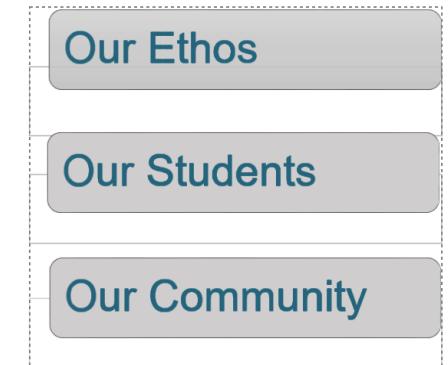
Who are we?

What do we want our TY students to experience, knowing who they are and what they need?



How does our ethos show up in the opportunities we create?

What role does our community play in shaping our TY?



Pair Activity

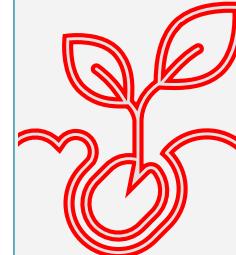


Our School, Our Context



Old

One component that you have retained.



New

Something you have added to your programme.



Borrowed

A component devised outside of your school.



Blue

Blue sky thinking – something unique to your school.

Give a rationale for each decision made.
Each component is to feature only once.



Pair Activity

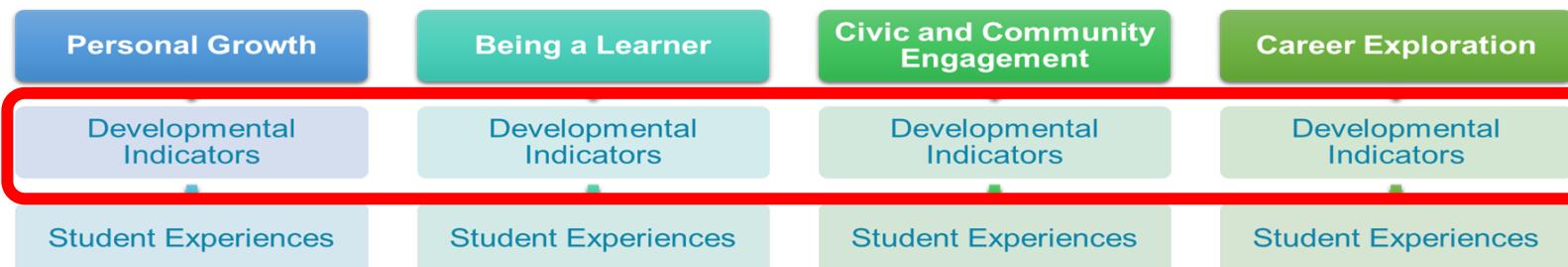


Group Activity



Our School, Our Context

In what ways did developmental indicators influence the changes you introduced to your TY programme?



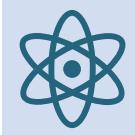
Group Activity



Session Overview



The TY audit experience; identifying what changes emerged during the process.



TY and your school context.

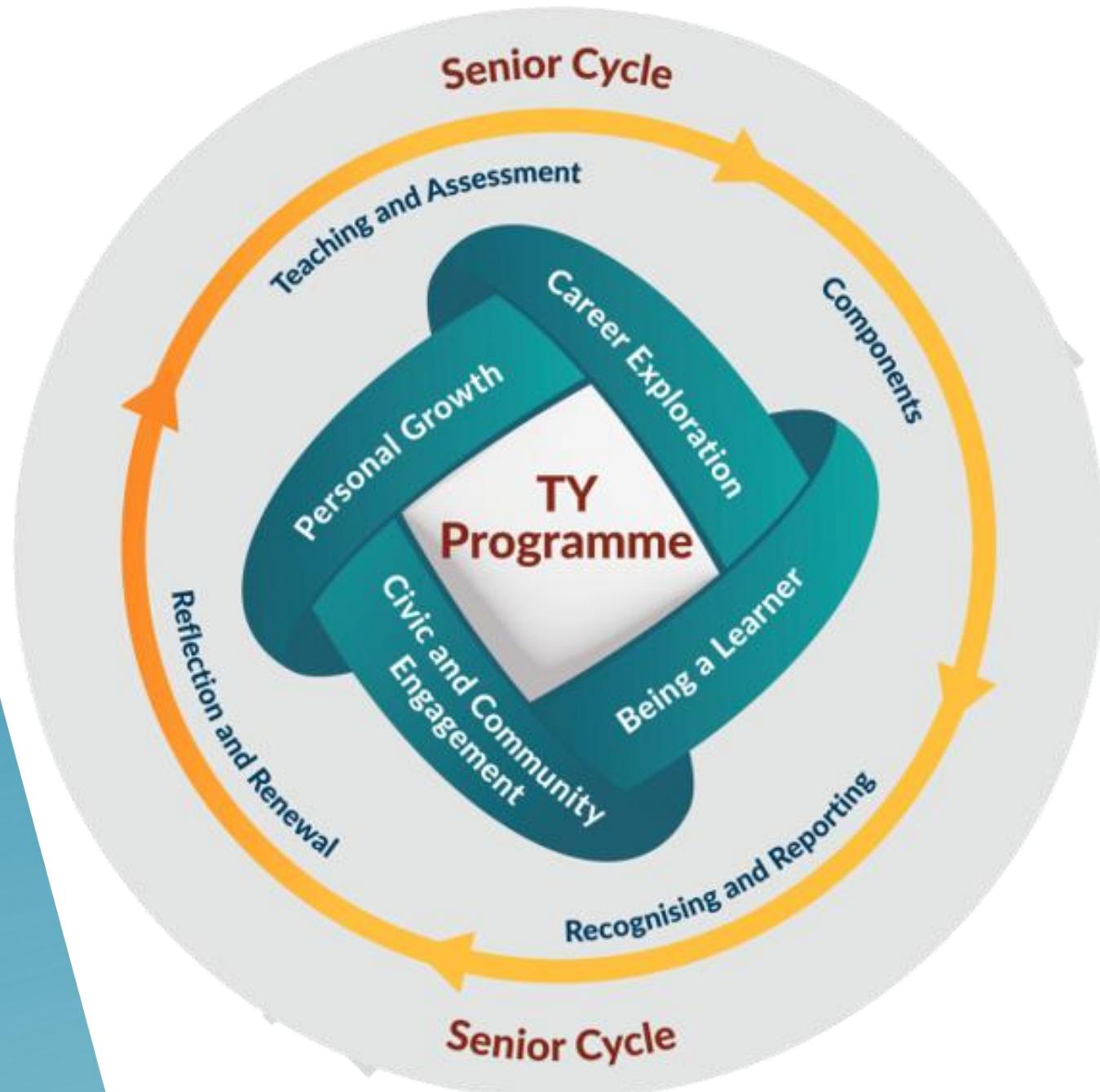


Supporting the further development of your TY Programme.



Session 2

Student Dimensions and Developmental Indicators in Transition Year





Session Overview



Consider the link between Developmental Indicators and Senior Cycle Key Competencies.



Examine the Role of the Developmental Indicators in TY.



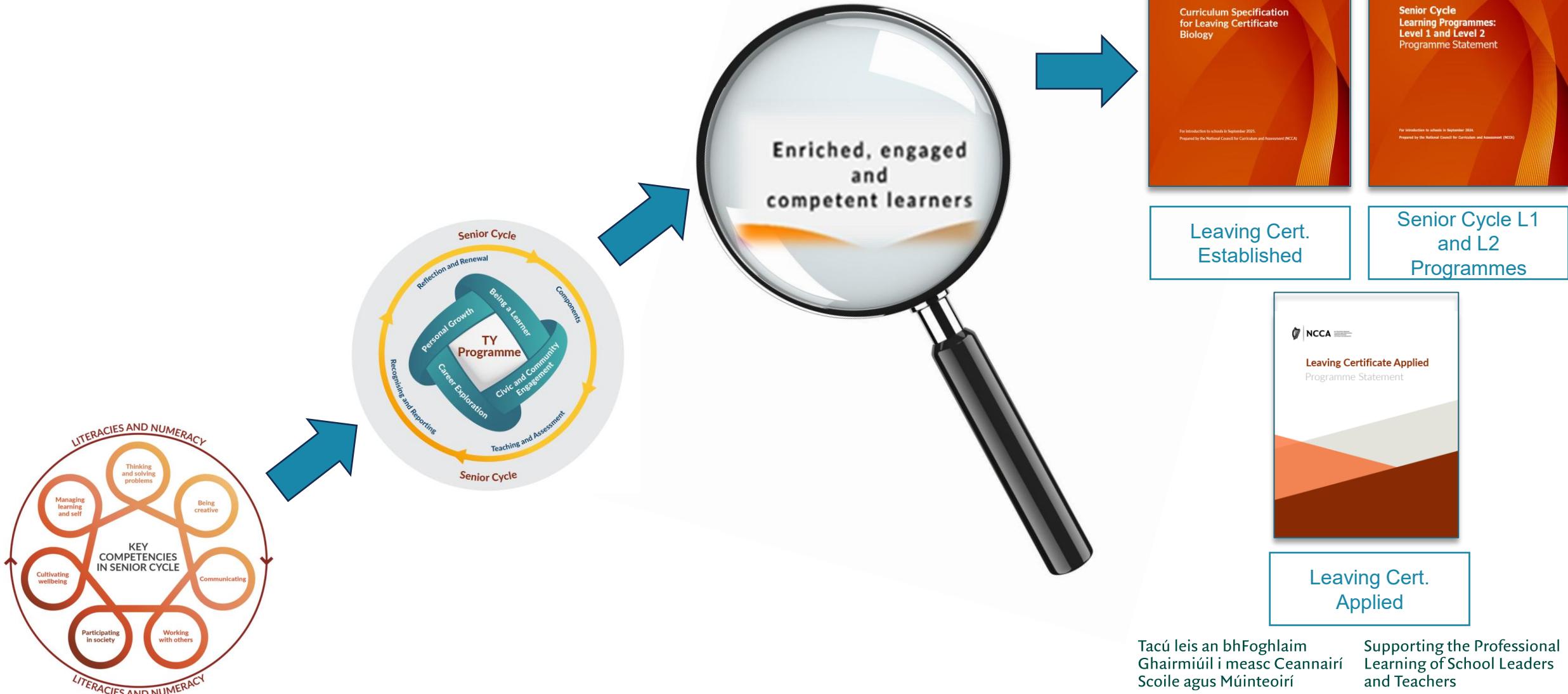
Look at planning Student Experiences through the lens of the Developmental Indicators.



Identify Developmental Indicators embedded in current TY components.



Pathways and Flexibility

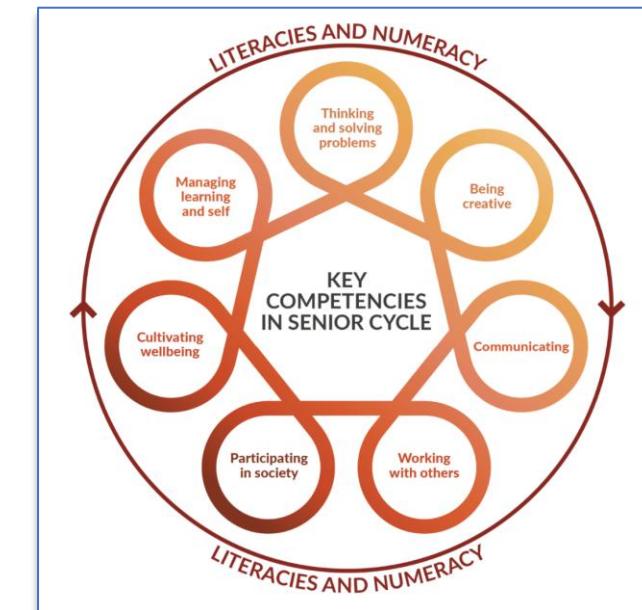




Key Competencies in Senior Cycle

How can developing students' Key Competencies in TY
prepare them for:

- Apprenticeships
- Further education
- Travel
- College
- Adult life
- World of work





Ireland's National Skills Strategy 2025

*'The value of **Transition Year** is that it can provide opportunities for students and teachers to innovate and be creative in the programmes and learning methods used'.*

(Ireland's National Skills Strategy, 2024, p.52)

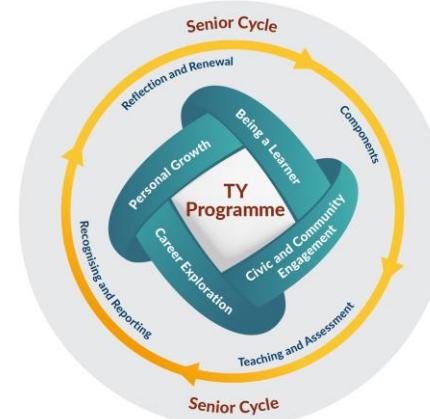
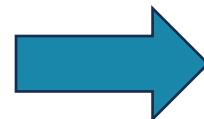
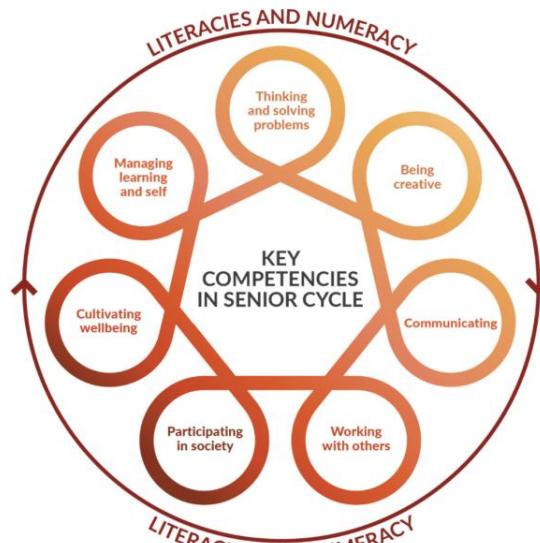
'Students also get the opportunity to develop a range of skills through activities such as volunteering, work experience, project work and participating in, for example, An Gaisce.'

(Ireland's National Skills Strategy, 2024, p.52)





TY and Key Competencies



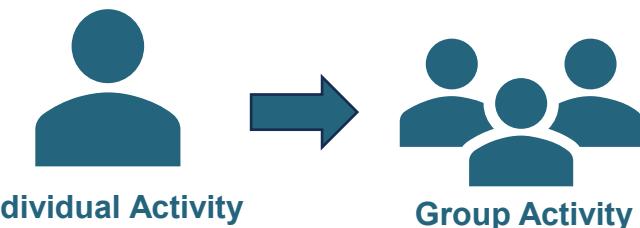
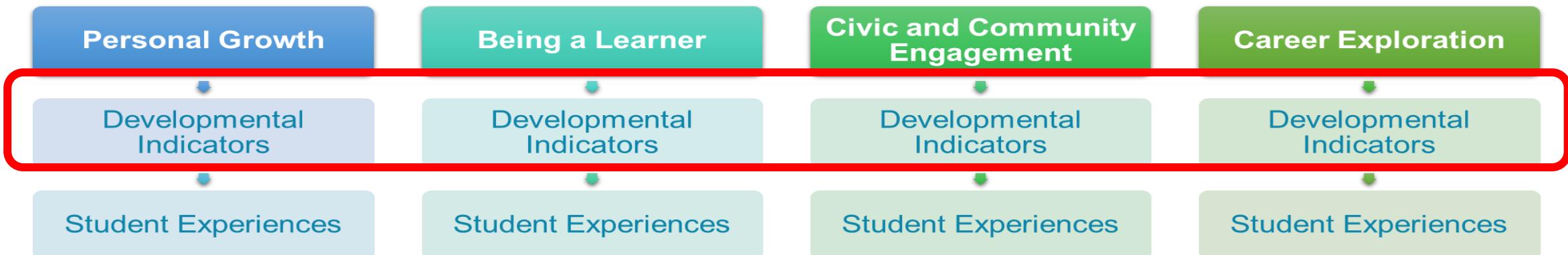
An orange slide titled 'Transition Year Programme Statement'. It features two text boxes:

- Developmental indicators** are intended to guide the student and the school and set out the parameters for the learning and development of the student during TY.
- Student experiences** are intended to provide a variety of possible opportunities and contexts to support student learning and development consistent with the developmental indicators.



Developmental Indicators

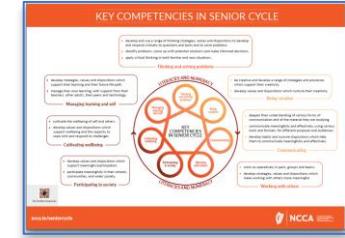
What is your current understanding of developmental Indicators?





Aligning Developmental Indicators to the Key Competencies

1. Chose a Student Dimension (SD).
2. Read the Developmental Indicators for your chosen SD.
3. For each Developmental Indicator, engage in a conversation around which Key Competency is being developed.

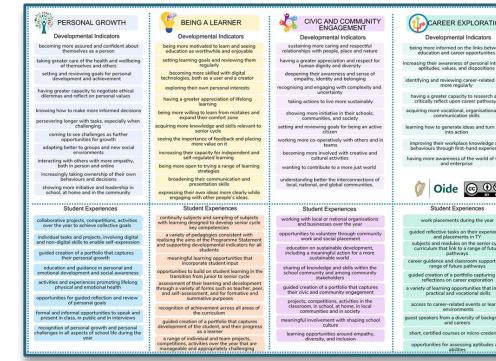
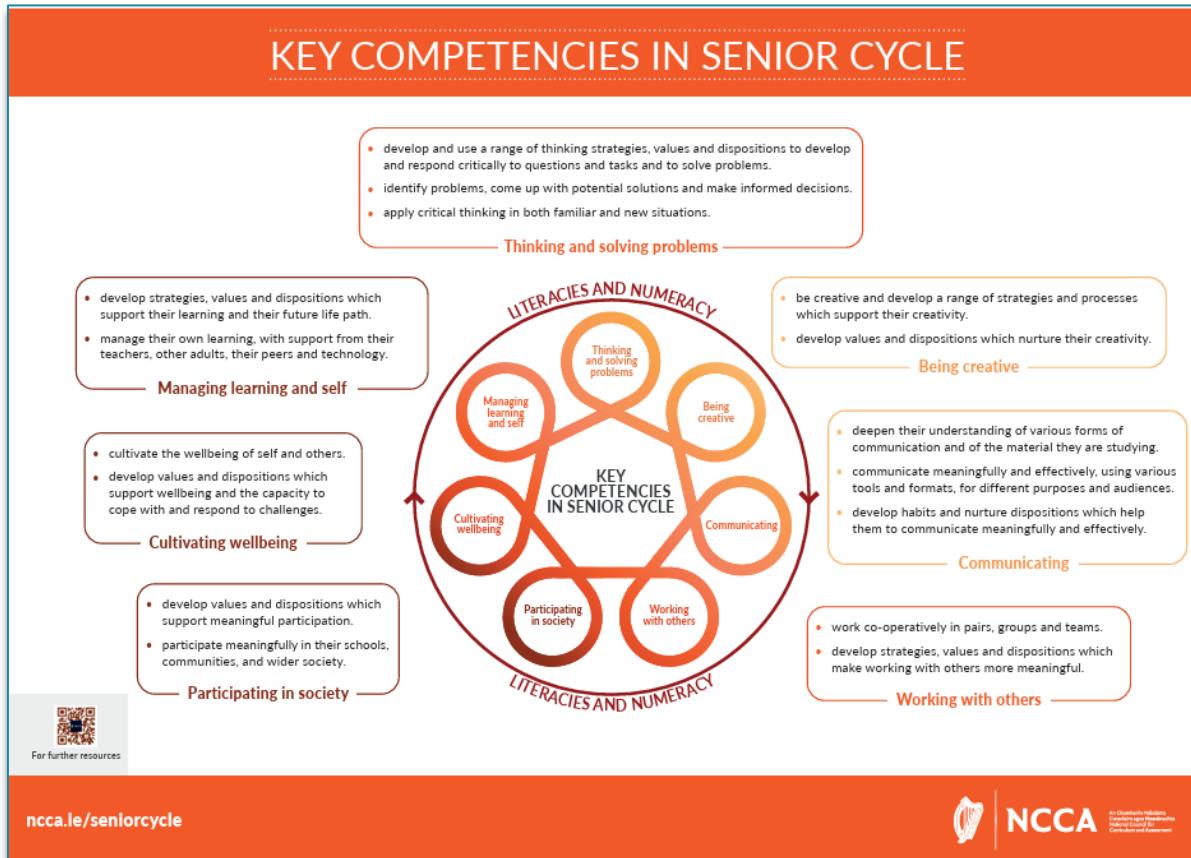


Group Activity

Aligning Developmental Indicators to the Key Competencies



Oide



Use the NCCA Key Competency poster as a support.



TY Component: Future Leaders



Future leaders is a cross-curricular programme comprising of a series of modules designed to encourage maturity, initiative, responsibility and leadership skills in pupils.



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



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.



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.



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





Break



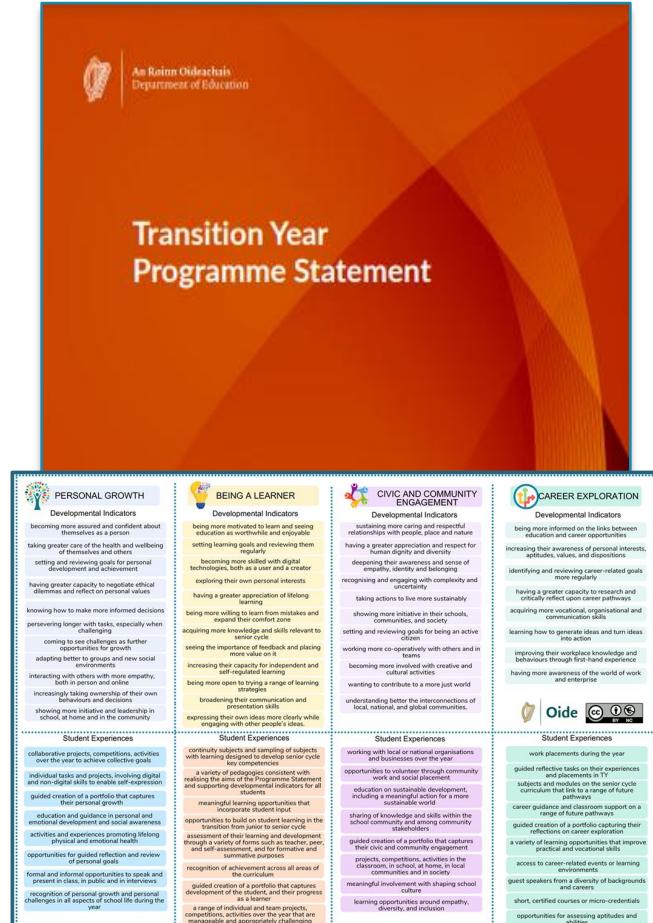
15 Minutes



Developmental Indicators

*The developmental Indicators
'are statements within the Student
Dimensions which are intended to illustrate
how the student progresses and develops
through their **participation in TY**'*

(Transition Year Programme Statement, 2024, p. 30)



The image shows the cover of the 'Transition Year Programme Statement' and a table of developmental indicators. The cover features the Oide logo and the text 'An Roinn Oideachais Department of Education' and 'Transition Year Programme Statement'. The table is divided into four quadrants: Personal Growth, Being a Learner, Civic and Community Engagement, and Career Exploration. Each quadrant contains a list of developmental indicators and student experiences. The table is framed by a decorative border.

PERSONAL GROWTH	BEING A LEARNER	CIVIC AND COMMUNITY ENGAGEMENT	CAREER EXPLORATION
Developmental Indicators becoming more assertive and confident about making decisions that affect a person taking greater care of the health and wellbeing of self 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 than expected especially when challenging coming to see challenges as further opportunities for learning adapting better to groups and new social situations interacting with others with more empathy, both in person and online increasing their capacity to be independent and showing more initiative and leadership in solving problems and making decisions showing more initiative and leadership in solving problems and making decisions engaging with other people's ideas	Developmental Indicators becoming more motivated to learn and more able to relate learning to work and everyday life setting learning goals and reviewing them becoming more skilled with digital technologies, both as a user and a creator exploring their own personal interests having a greater capacity for lifelong learning being more willing to learn from mistakes and successes acquiring more knowledge and skills relevant to their personal development increasing their capacity to be independent and self-regulated learners being more open to trying a range of learning opportunities broadening their communication and interaction with others expressing their own ideas more clearly while engaging with other people's ideas	Developmental Indicators sustaining more caring and respectful relationships with others having a greater appreciation and respect for the diversity of people deepening their awareness and sense of empathy, identity and belonging recognising and responding to complexity and uncertainty showing more initiative in their schools, communities and wider 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	Developmental Indicators being more informed on the links between education and the world of work increasing their awareness of personal interests, aptitudes, values, and dispositions identifying and reviewing career-related goals and interests having a greater capacity to research and critically reflect upon career pathways acquiring new vocational, organisational and career-related skills learning how to generate ideas and turn ideas into action improving their workplace knowledge and behaviours through training and experience having more awareness of the world of work and enterprise
Student Experiences collaborative projects, competitions, activities over the year, including local and national ones individual tasks and projects, involving digital and non-digital skills to enable self-expression and supporting developmental indicators for all guided creation of a portfolio that captures their learning and development education and guidance in personal and emotional development and social awareness activities including mental health and well-being, physical and emotional health opportunities for guided reflection and review 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	Student Experiences working with local or national organisations over the year opportunities to volunteer through community groups, clubs and organisations education on sustainable development, including a meaningful action for a more sustainable future sharing of knowledge and skills within the school community and among community groups opportunities for personal development in the transition from junior to senior cycle assessments of their learning and development through a variety of formats such as teacher, peer, and self-assessment, including alternative and summative purposes	Student Experiences working with local or national organisations over the year opportunities to volunteer through community groups, clubs and organisations education on sustainable development, including a meaningful action for a more sustainable future sharing of knowledge and skills within the school community and among community groups opportunities for personal development in the transition from junior to senior cycle assessments of their learning and development through a variety of formats such as teacher, peer, and self-assessment, including alternative and summative purposes	Student Experiences guided reflective tasks on their experiences over the year subjects and modules on the senior cycle curriculum and the range of future pathways career guidance and support on a range of future pathways guided creation of a portfolio capturing their learning and development 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 short, certified courses or micro-credentials opportunities for assessing aptitudes and abilities



The Role of Developmental Indicators

Taking ownership - Goal Setting

‘The process is supported by students reflecting on the developmental indicators.’

(Guidance for the Portfolio Development component, 2025, p.30)

PERSONAL GROWTH	BEING A LEARNER	CIVIC AND COMMUNITY ENGAGEMENT	CAREER EXPLORATION
<p>Developmental Indicators</p> <ul style="list-style-type: none">becoming more assured and confident about their own personal developmenttaking greater care of their health and wellbeingsetting and achieving goals for personal developmentsetting and reviewing goals for personal developmenthaving greater capacity to negotiate ethical dilemmas and reflect on personal valuesshowing how to make more informed decisionspartnering longer with tasks, especially when coming to see challenges as further opportunitiesadapting better to groups and new social interactions with others with more empathy, respect and understandingincreasingly taking ownership of their own learning and developmentshowing more initiative and leadership in their learning and developmentexpressing their own ideas more clearly while reflecting on the ideas of others	<p>Developmental Indicators</p> <ul style="list-style-type: none">being more motivated to learn and seeking opportunities to learn and developsetting learning goals and reviewing thembecoming more skilled with digital technologies and using them more effectivelyexploring their own personal interestshaving a greater appreciation of lifelong learningbeing more willing to learn from mistakes and reflect on themacquiring more knowledge and skills relevant to their learning and developmentseeing the importance of feedback and placing value on itincreasing their capacity for independent and self-directed learningbeing more open to trying a range of learning opportunitiesbroaderening their communication and presentation skillsexpressing their own ideas more clearly while reflecting on the ideas of others	<p>Developmental Indicators</p> <ul style="list-style-type: none">being more caring and respectful in their interactions with othershaving a greater appreciation and respect for the diversity of othersdeveloping their awareness and sense of responsibility for their local and global communityrecognising and engaging with complexity and ambiguitytaking actions to be more sustainableshowing more initiative in their schools, communities and localitiessetting and reviewing goals for being on active citizenshipworking more co-operatively with others and in groupsbecoming more involved with creative and leisure activitieswanting to contribute to a more just worldunderstanding better the interconnectedness of local, national, and global communities	<p>Developmental Indicators</p> <ul style="list-style-type: none">being more informed in the links between education and the world of workincreasing their awareness of personal interests, hobbies, values, and dispositionsidentifying and setting more related goals more regularlyhaving a greater capacity to research and identify opportunities in the world of workacquiring more vocational, occupational and professional skillslearning how to generate ideas and turn ideas into realityimproving their workplace knowledge and behaviours through first-hand experiencehaving more informed ideas about the world of work and enterprise
<p>Student Experiences</p> <ul style="list-style-type: none">collaborative projects, competitions, activities and events with a range of partners, including digital and non-digital and to enable self-expressionguided creation of a portfolio that captures their learning and development across areas of education and guidance in personal and social development, including opportunities to learn and assess their learning and developmentopportunities for guided reflection and reviewformal and informal opportunities to speak and present to a range of audiencesrecognition of personal growth and personal challenges in all aspects of school life	<p>Student Experiences</p> <ul style="list-style-type: none">working with local or national organisations and voluntary groups to gain work experience opportunities to volunteer through community service and other forms of voluntary workeducation on sustainable development, including a range of areas of interestmeaningful learning opportunities that include opportunities to learn in student learning in the classroom, through work placement, work experience, and apprenticeshipsassessments of their learning and development across areas of education and guidance in personal and social development, including opportunities for guided reflection and reviewrecognition of achievement across all areas of education and guidance in personal and social developmentguided creation of a portfolio that captures their learning and development across areas of education and guidance in personal and social development, including opportunities for guided reflection and reviewformal and informal opportunities to speak and present to a range of audiencesrecognition of personal growth and personal challenges in all aspects of school life	<p>Student Experiences</p> <ul style="list-style-type: none">working with local or national organisations and voluntary groups to gain work experience opportunities to volunteer through community service and other forms of voluntary workeducation on sustainable development, including a range of areas of interestmeaningful learning opportunities that include opportunities to learn in student learning in the classroom, through work placement, work experience, and apprenticeshipsassessments of their learning and development across areas of education and guidance in personal and social development, including opportunities for guided reflection and reviewrecognition of achievement across all areas of education and guidance in personal and social developmentguided creation of a portfolio that captures their learning and development across areas of education and guidance in personal and social development, including opportunities for guided reflection and reviewformal and informal opportunities to speak and present to a range of audiencesrecognition of personal growth and personal challenges in all aspects of school life	<p>Student Experiences</p> <ul style="list-style-type: none">work placements during the yearguided reflective tasks on their experiences subjects and modules on the senior cycle curriculumopportunities to volunteer through community service and other forms of voluntary workeducation on sustainable development, including a range of areas of interestmeaningful learning opportunities that include opportunities to learn in student learning in the classroom, through work placement, work experience, and apprenticeshipsassessments of their learning and development across areas of education and guidance in personal and social development, including opportunities for guided reflection and reviewrecognition of achievement across all areas of education and guidance in personal and social developmentguided creation of a portfolio that captures their learning and development across areas of education and guidance in personal and social development, including opportunities for guided reflection and reviewformal and informal opportunities to speak and present to a range of audiencesrecognition of personal growth and personal challenges in all aspects of school life

Suggested Student Activity 3
An Action Plan for goal setting in TY

Complete the following goal setting template in respect of each of the four Student Dimensions. Limit your response to each prompt to 2 or 3 bullet points.

• My Goals for Personal Growth in TY:
• The Developmental indicators I really hope to improve on are:
• These goals are important to me because:
• Steps I will take to help achieve my goals:



The Role of Developmental Indicators

Support learning, teaching and assessment:

- Inform lesson design
- Shape assessment – teacher, peer, self, portfolio
- Anchor feedback and reflection

 PERSONAL GROWTH	 BEING A LEARNER	 CIVIC AND COMMUNITY INVOLVEMENT	 CAREER EXPLORATION
Developmental Indicators becoming more assured and confident about one's own strengths and interests taking priority of the health and well-being of self and others setting and revising goals for personal development and growth having the capacity to prioritize critical dilemmas and reflect on personal values knowing how to make informed decisions prioritizing tasks with others, especially when coming to a consensus as to what needs to be done adapting better to group and team situations interacting with others more empathetically increasingly taking ownership of their own learning and development showing more initiative and leadership in addressing challenges	Developmental Indicators being more involved to learn and seeking opportunities to learn becoming more involved in setting goals and revising them becoming more skilled with digital technology and using it to support learning exploring their own personal interests having a greater appreciation of lifelong learning being more willing to learn from mistakes and challenges acquiring more knowledge and skills relevant to their interests showing the importance of learning increasing their sense of independence and self-regulated learning developing a greater appreciation of learning strategies broaderening their perspectives and personal identities expressing their ideas and opinions more fully engaging with other people's ideas	Developmental Indicators sustaining more caring and responsible relationships with others having a greater appreciation and respect for the diversity of others deepening their awareness and sense of community and belonging recognizing and engaging with complexity and challenging issues taking actions to live more sustainably showing more initiative in their schools, communities, and families setting personal goals for being an active citizen working more closely with others and in teams increasing more involvement with creative and cultural activities wanting to contribute to a more just world understanding the interconnectedness of local, national, and global communities	Developmental Indicators being more informed on the links between personal development and career choice increasing their awareness of personal interests, aptitudes, values, and dispositions identifying and revising career-related goals having a greater capacity to research and evaluate career options acquiring more relational, organizational, and technical skills having the desire to generate ideas and learn them into action Holding their own knowledge and learning Holding their own knowledge and first-hand experience Having more awareness of the world and work and resilience
Student Experiences collaborative projects, partnerships, activities over the course of the year Individual tasks and projects, including digital media, that demonstrate the student's guided creation of a portfolio that captures their personal growth education, personal, social, emotional and spiritual development and social awareness activities that demonstrate physical and emotional health opportunities for guided reflection and review opportunities for self-assessment formal and informal opportunities to speak and present to others recognition of personal growth and personal challenges in all aspects of school during the year	Student Experiences co-creating learning experiences with teachers with learning designed to support service cycle a variety of pedagogies consistent with the student's learning style and interests opportunities for self-assessment and developing individual learning indicators for success learning opportunities that feature opportunities to learn in student learning in the classroom, in the community, and through the assessment of their learning and development opportunities for guided reflection and summative purposes recognition of personal growth in the classroom guided creation of a portfolio that captures their personal growth and development a range of individual and team projects, including research, problem solving, and creativity, and appropriately challenging	Student Experiences working with others to create organizations and communities that are the result of opportunities to volunteer through community service, including the environment, education or sustainable development, health, and other areas of the sustainable world sharing of learning experiences with the school community and among community members guided creation of a portfolio that captures their personal growth and development opportunities for guided reflection and summative purposes recognition of personal growth in the classroom guided creation of a portfolio that captures their personal growth and development opportunities for guided reflection and summative purposes recognition of personal growth in the classroom learning opportunities around empathy, resilience, and social justice learning opportunities around empathy, resilience, and social justice	Student Experiences working placements during the year guided creation of portfolios of competencies and placements in the community curriculum that is a mix of a range of subjects counseling and guidance support on a guided path to a postsecondary education guided creation of a portfolio capturing their personal growth and development a variety of learning opportunities that improve their skills and knowledge student centered learning environments guest speakers and field trips and careers student centered learning environments student centered learning environments opportunities for extracurricular activities and experiences

	<p>Suggested Student Activity 3</p> <p>An Action Plan for goal setting in TY</p> <p>Complete the following goal setting template in respect of each of the four Student Dimensions. Limit your response to each prompt to 2 or 3 bullet points.</p> <p>● My Goals for Personal Growth in TY are:</p> <p>● The Developmental indicators I really hope to improve on are:</p> <p>● These goals are important to me because:</p> <p>● Steps I will take to help achieve my goals:</p>
--	--



The Role of Developmental Indicators

Support reflection/renewal and portfolio development

- Student reflection: How have I grown?
- Teacher reflection: How effective was the experience?
- School renewal: How can we evolve our TY next year?

Appendix C | Models of Reflection

Below is a list of questions which might prove useful for research reflection using the **4Ms model**.

What?

- What is the learning or teaching situation?
- What did I do?
- What did others do?
- What did I think about what I did? How did I feel?
- What did I learn?
- What did I do well?
- What did I do poorly?
- What was the result of the situation?

So what?

- What did I learn about myself?
- What did I learn about others?
- What did I learn about the environment?
- What did I learn about the situation?
- What did I learn about the discipline?
- What did I learn about the world?

Now what?

- How should I reflect on my thoughts and research?
- How can I use what I learned to my benefit?
- What can I do to improve my research?
- What can I do to improve my research again?

Further models of reflection

- [Senge model of reflective practice](#)
- [Kolb model of experiential learning](#)
- [Gibb's model of experiential learning](#)



The Role of Developmental Indicators

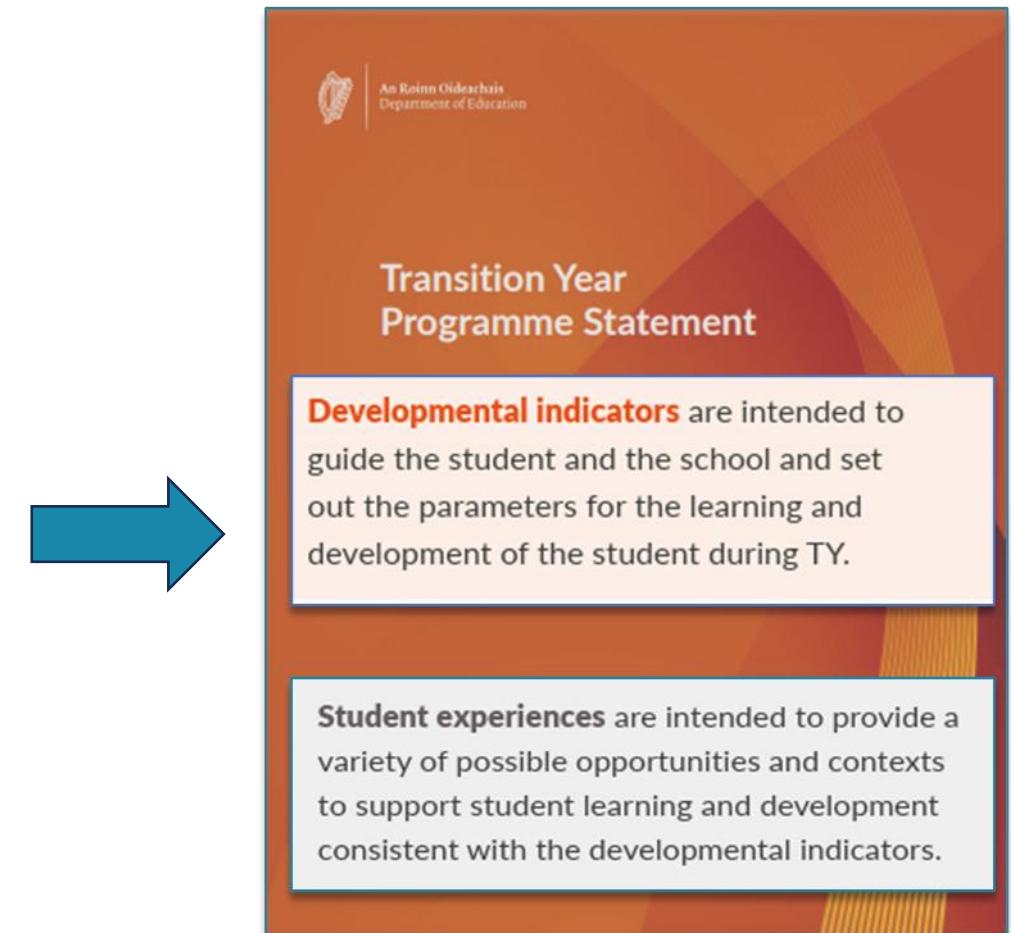
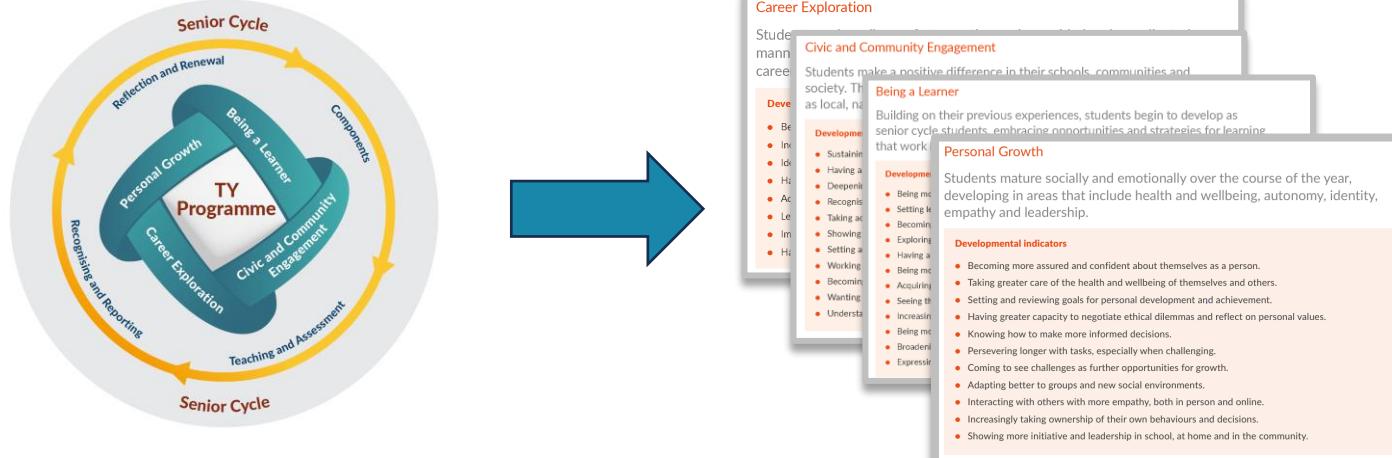
Laying Foundations for the future:

- Apprenticeships
- Further Education
- Travel
- College
- Adult life
- World of work

 PERSONAL GROWTH	 BEING A LEARNER	 CIVIC AND COMMUNITY INVOLVEMENT	 CAREER EXPLORATION
<p>Developmental Indicators</p> <p>becoming more assertive and confident about their own needs and interests, and taking greater control of the health and well-being of their own lives through setting and reviewing goals for personal growth and development.</p> <p>having greater capacity to negotiate personal dilemmas and reflect on personal values</p>	<p>Developmental Indicators</p> <p>becoming more motivated to learn and seeking opportunities to do so, including setting learning goals and reviewing them regularly.</p> <p>becoming skilled with digital technology, including using it to support exploring their own personal interests</p> <p>having a greater appreciation of lifelong learning</p>	<p>Developmental Indicators</p> <p>becoming more involved in their schools, including participating in clubs and committees, and taking more initiative to support increasing more involvement and clubs relevant to their interests.</p> <p>increasing their capacity for independent and self-regulated learning</p> <p>becoming more capable of learning through broadening their education and professional skills</p> <p>expressing more confidence and pride while engaging with other people's ideas.</p>	<p>Developmental Indicators</p> <p>sustaining more meaningful and satisfying relationships with family, friends, and colleagues, and developing a greater appreciation and respect for the diversity of people and cultures.</p> <p>developing a greater awareness and sense of social justice, and becoming more involved in recognizing and engaging with community and civic issues.</p> <p>taking more initiative to live more sustainably</p> <p>showing more initiative in their schools, including participating in clubs and committees, and taking more initiative to support increasing more involvement and clubs relevant to their interests.</p> <p>increasing their capacity for independent and self-regulated learning</p> <p>becoming more capable of learning through broadening their education and professional skills</p> <p>expressing more confidence and pride while engaging with other people's ideas.</p>
<p>Student Experiences</p> <p>reflecting on the personal growth they have experienced over the year through collective goals</p> <p>individual tasks and projects, including digital learning environments, and through guided creation of a portfolio that captures education and guidance in personal and professional development and social awareness.</p> <p>acknowledging the importance of physical and emotional health</p> <p>opportunities for growth and review.</p>	<p>Student Experiences</p> <p>developing a greater appreciation for learning with guidance to support their senior cycle learning.</p> <p>a variety of pedagogies consistent with their learning styles, including experiential education on sustainable development, and opportunities to support their learning through guided creation of a portfolio.</p> <p>an opportunity to contribute to their senior cycle learning through a variety of forms such as teacher, peer, and self-assessments, and through a supportive purpose.</p>	<p>Student Experiences</p> <p>reflecting on the personal growth they have experienced over the year through collective goals</p> <p>opportunities through community involvement, including education through research, and opportunities to volunteer.</p> <p>an opportunity to contribute to their senior cycle learning through a variety of forms such as teacher, peer, and self-assessments, and through a supportive purpose.</p>	<p>Student Experiences</p> <p>reflecting on the personal growth they have experienced over the year through collective goals</p> <p>opportunities through community involvement, including education through research, and opportunities to volunteer.</p> <p>an opportunity to contribute to their senior cycle learning through a variety of forms such as teacher, peer, and self-assessments, and through a supportive purpose.</p>
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TY and Key Competencies





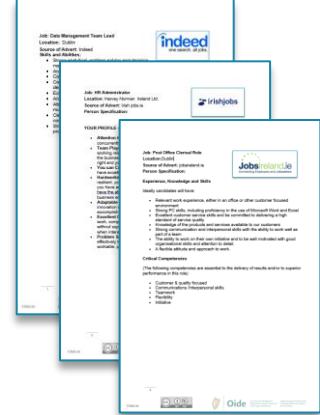
Developing Communication Skills in TY



Broadening their communication and presentation skills.

In groups, discuss the rationale for developing communication and presentation skills in TY by:

- identifying examples of communication (written, spoken, digital) valued by employers from job adverts
- using the real-life scenarios to see where clear effective communication is an important life skill.





Developing Communication Skills in TY



Broadening their communication and presentation skills.

In groups,

- elicit which Developmental Indicators promote communication/presentation skills
- discuss which TY student experiences (e.g. debates, presentations, work experience) best build these skills
- explore possible portfolio entries to show progress in developing these skills.



Developing Communication Skills – Pause and Reflect

How can teachers/coordinators encourage students to reflect on the different communication modes they use in TY and on their progress in developing this skill?

*‘Student experiences offer opportunities for learning and development, and the **developmental indicators** can assist students in their reflections’*

(NCCA, Guidance for the Portfolio Development Component 2024, p.6)



Reflection



The Developmental Indicators as a Reflective Tool for Students

broadening their communication and presentation skills



- Where is the evidence that my presentation skills have improved?
- Where have I shown that I am becoming a better communicator and have developed new skills?

interacting with others with more empathy, both in person and online

expressing their own ideas more clearly while engaging with other people's ideas.



- Where have I worked with others or as part of a team?
- What did I do to ensure we all worked well together?
- What would I do differently next time?

working more co-operatively with others and in teams

acquiring more vocational, organisational and communication skills

sustaining more caring and respectful relationships with people, place and nature



- What types of feedback did I receive?
- When I got feedback, where did I show that I acted on it and was better both at taking it on board and seeing its value?

seeing the importance of feedback and placing more value on it



Using Developmental Indicators to Plan Student Experiences

'Student experiences are intended to provide a variety of possible opportunities and contexts to support student learning and development consistent with the developmental indicators'

(Transition Year Programme Statement, 2024, p. 11)

Who are we?

Our Ethos

Our Students

Our Community





Student Experiences

Chose a TY component from your current TY programme

Sample TY Planning Resource
Click here to enter module title

Aim/Intendee of the module:

Overview: (a short statement briefly describing the module)

Prior Learning: (how the learning builds on learning from Junior Cycle)

Cross Curricular Links:

Learning Outcomes: (Brief overview of knowledge, skills, values, and dispositions which students will demonstrate as a result of the learning associated with the module)

Induction: (How am I being inclusive of all learners? Are the learning experiences providing challenge and opportunities to all learners? Can all students access the learning?)

Pedagogic/Classroom strategies that will form part of this module: (that will align to the quality principles for assessment, including the use of formative, summative, learning outside the classroom, group projects etc., and encourage creativity and innovation)

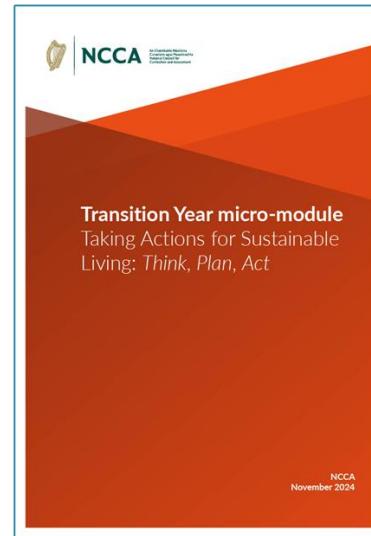
Additional experiences: (growth, learning, career-related)

Developmental Indicators: (Click on the dropdown menu to see all developmental indicators, such as: Select according to: Student experiences: (Brief sense of Learning

Teacher Notes:

Resources/Links:

Portfolio Entries: (which aspects of this module - lists, photos, presentations, competitions may be an addition to the students' portfolios)



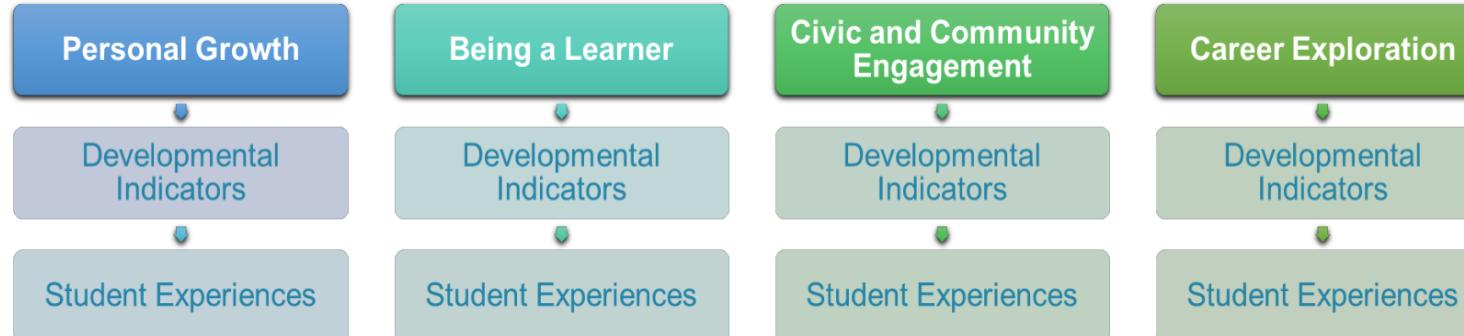


Reflecting on Your Component

Which **Student Dimensions** are most visible?

Which **Developmental Indicators** are most relevant?

What **Student Experiences** are planned to support these indicators?

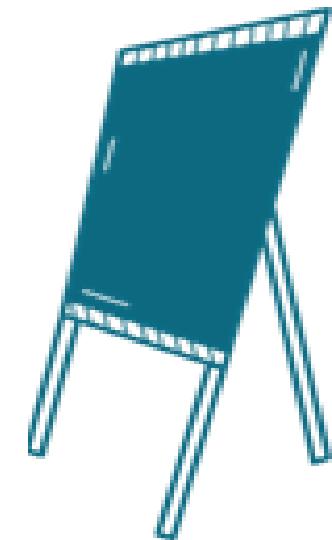




Next Steps

How might this component be extended/expanded?

PERSONAL GROWTH	BEING A LEARNER	CIVIC AND COMMUNITY ENGAGEMENT	CAREER EXPLORATION
<p>Developmental Indicators</p> <ul style="list-style-type: none">becoming more assured and confident about their abilities as learnerstaking greater care of their health and wellbeing of themselves and otherssetting and reviewing goals for personal development and achievementhaving greater capacity to negotiate ethical dilemmas and reflect on personal valuesknowing how to make more informed decisionspersevering longer with tasks, especially when challengingcoming to see challenges as further opportunities for growthadapting better to groups and new social situationsinteracting with others with more empathy, both in person and onlineincreasingly taking ownership of their own behaviours and decisionsshowing more initiative and leadership in school, at home and in the community <p>Student Experiences</p> <ul style="list-style-type: none">collaborative projects, competitions, activities over the year to achieve collective goalsindividual tasks and projects, involving digital and non-digital skills to enable self-expressionguided creation of a portfolio that captures their personal growtheducation and guidance in personal and emotional development and social awarenessactivities and experiences promoting lifelong physical and emotional healthopportunities for guided reflection and review of personal goalsformal and informal opportunities to speak and present in class, in public and in interviewsrecognition of personal growth and personal challenges in all aspects of school life during the year	<p>Developmental Indicators</p> <ul style="list-style-type: none">being more motivated to learn and seeing education as worthwhile and enjoyablesetting learning goals and reviewing them regularlybecoming more skilled with digital technologies, both as a user and a creatorexploring their own personal interestshaving a greater appreciation of lifelong learningbeing more willing to learn from mistakes and expand their comfort zoneacquiring more knowledge and skills relevant to senior cycleseeing the importance of feedback and placing more value on itincreasing their capacity for independent and self-regulated learningbeing more open to trying a range of learning strategiesbroadening their communication and presentation skillsexpressing their own ideas more clearly while engaging with other people's ideas. <p>Student Experiences</p> <ul style="list-style-type: none">continuity subjects and learning of subjects with learning goals and to develop senior cycle key competenciesa variety of pedagogies consistent with realising the aims of the Programme Statement and supporting developmental indicators for all studentsmeaningful learning opportunities that incorporate student inputopportunities to engage on projects, learning in the transition from junior to senior cycleassessment of their learning and development through a variety of forms such as teacher, peer, and self-assessment, and for formative and summative purposesrecognition of achievement across all areas of the curriculumguided creation of a portfolio that captures development of the student, and their progressa range of individual and team projects, competitions, activities over the year that are manageable and appropriately challenging	<p>Developmental Indicators</p> <ul style="list-style-type: none">sustaining more caring and respectful relationships with others, family and naturehaving greater appreciation and respect for human dignity and diversitydeepening their awareness and sense of empathy, identity and belongingrecognising and engaging with complexity and uncertaintytaking actions to live more sustainablyshowing more initiative in their schools, communities, and societysetting and reviewing goals for being an active citizenworking more co-operatively with others and in groupsbecoming more involved with creative and cultural activitieswanting to contribute to a more just worldunderstanding better the interconnections of local, national, and global communities. <p>Student Experiences</p> <ul style="list-style-type: none">working with local or national organisations and businesses over the yearopportunities to volunteer through community work and social placementeducation on sustainable development, including a meaningful aim for a more sustainable worldsharing of knowledge and skills within the school community and among community stakeholdersguided creation of a portfolio that captures their community involvement, including placement projects, competitions, activities in the classroom, in school, at home, in local communities and in societymeaningful involvement in shaping school culturelearning opportunities around empathy, diversity, and inclusion	<p>Developmental Indicators</p> <ul style="list-style-type: none">being more informed on the links between education and career opportunitiesincreasing their awareness of personal interests, aptitudes, values, and dispositionsidentifying and reviewing career-related goals more regularlyhaving a greater capacity to research and critically reflect upon career pathwaysacquiring more vocational, organisational and communication skillslearning how to generate ideas and turn ideas into actionimproving their workplace knowledge and behaviours through first-hand experiencehaving more awareness of the world of work and enterprise <p>Student Experiences</p> <ul style="list-style-type: none">work placements during the yearguided reflective tasks on their experiences and progress in the workplacesubjects and modules on the senior cycle curriculum that link to a range of future pathwayscareer guidance and classroom support on a range of future pathwaysguided creation of a portfolio capturing their reflections on career explorationa variety of learning opportunities that improve practical and vocational skillsaccess to career-related events or learning environmentsguest speakers from a diversity of backgrounds and careersshort, certified courses or micro-credentialsopportunities for assessing aptitudes and abilities
 Oide 			





Exploring Some TY Components

1. Identify Student Dimensions that are being addressed.
2. Choose 4 Developmental Indicators that are being developed and the Student Experiences that are bringing them to life.
3. How could you adapt and extend this component to address additional Developmental Indicators and plan bespoke Student Experiences.

TY Component:		
Student Dimension	Developmental Indicator	Student Experience



Pair Activity



Sharing the Learning

Conduct a gallery walk to identify the Developmental Indicators demonstrated in various components.

TY Component:		
Student Dimension	Developmental Indicators	Student Experience



Group Activity



My School Context - Pause and Reflect

How are the Developmental Indicators and Student Experiences connected in your TY programme?

How are you, as a coordinator, supporting this alignment?

PERSONAL GROWTH	BEING A LEARNER	CIVIC AND COMMUNITY ENGAGEMENT	CAREER EXPLORATION
Developmental Indicators becoming more assured and confident about their personal development; taking greater care of their health and wellbeing; becoming more involved in their school; setting and reviewing goals for personal development; having greater capacity to negotiate ethical dilemmas and reflect on personal values; learning how to make more informed decisions; persevering longer with tasks, especially when coming to see challenges as further opportunities; adapting better to greater and new social situations; interacting with others with more empathy; both in person and online; increasing their awareness of their own behaviours and decisions; showing greater responsibility in school, at home and in the community.	Developmental Indicators being more motivated to learn and seeing learning as an opportunity to improve; setting learning goals and reviewing them; becoming more skilled with digital devices; 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 transferable skills relevant to the learning cycle; increasing their capacity for independent and self-directed learning; becoming more open to a range of learning opportunities; broadening their communication and expression skills; expressing their own ideas more clearly while learning.	Developmental Indicators spending more caring and respectful time with others; becoming more involved in their school; having a greater appreciation and respect for the environment; developing their awareness and sense of social justice; exploring and engaging with complexity and challenge; taking actions to live more sustainably; showing more initiative in their schools, Communities, and society; becoming more involved with creative and expressive arts; becoming more involved in sports; wanting to contribute to a more just world; understanding better the interconnections of local, national, and global communities.	Developmental Indicators being more informed on the links between personal interests and potential career paths; increasing their awareness of personal interests, aptitudes, values, and dispositions; identifying and reviewing career-related goals; having a greater capacity to research and evaluate potential career paths; acquiring more vocational, organisational and communication skills; learning how to generate ideas and turn ideas into action; improving their workplace knowledge and skills; having more awareness of the world of work and enterprise.
Student Experiences collaborative projects, competitions, activities over the year to achieve collective goals; individual tasks and projects; involving digital and non-digital media in their communication; guided creation of a portfolio that captures their personal growth and development; education and experience in personal and emotional development and social awareness; reflecting and experiencing well-being, physical and mental health; opportunities for guided reflection and review; formal and informal opportunities to speak and present their work; recognition of personal growth and personal challenges in all aspects of school life during the year.	Student Experiences continually adjusting and refining subjects and areas of interest; developing key competencies; a variety of opportunities to interact with and learn from the area of the Programme Statement that best suits their interests; meaningful learning opportunities that incorporate school input and input from the community; opportunities to contribute to the transition from junior to senior cycle through a variety of forms such as teacher, peer and self-assessment; guided reflection and review; recognition of personal growth and personal challenges in all areas of the curriculum; guided creation of a portfolio that captures their personal growth and development; a range of individual and team projects; opportunities to work with others in a range of individual and appropriately challenging	Student Experiences working with local or national organisations; opportunities to volunteer; opportunities to volunteer through community work and social placement; opportunities to engage in a range of projects, including a meaningful action for a more sustainable future; sharing of knowledge and skills within the school community and among community stakeholders; guided creation of a portfolio that captures their personal growth and development; projects, competitions, activities in the community; opportunities to engage with local and international communities and in society; meaningful involvement with shaping school culture; learning opportunities around empathy, diversity and social justice; short, certified courses or micro-credentials; opportunities for personal aptitudes and interests.	Student Experiences work placements during the year; guided reflective tasks on their experiences and placements in TY subjects; opportunities to engage in a range of projects, including a meaningful action for a more sustainable future; sharing of knowledge and skills within the school community and among community stakeholders; guided creation of a portfolio capturing their personal growth and development; a variety of learning opportunities that improve personal and professional skills; access to career-related events or learning environments; guest speakers; opportunities to learn about backgrounds and careers; short, certified courses or micro-credentials; opportunities for personal aptitudes and interests.



Reflection



Session Overview



Consider the link between Developmental Indicators and Senior Cycle Key Competencies.



Examine the Role of the Developmental Indicators in TY.



Look at planning Student Experiences through the lens of the Developmental Indicators.



Identify Developmental Indicators embedded in current TY components.



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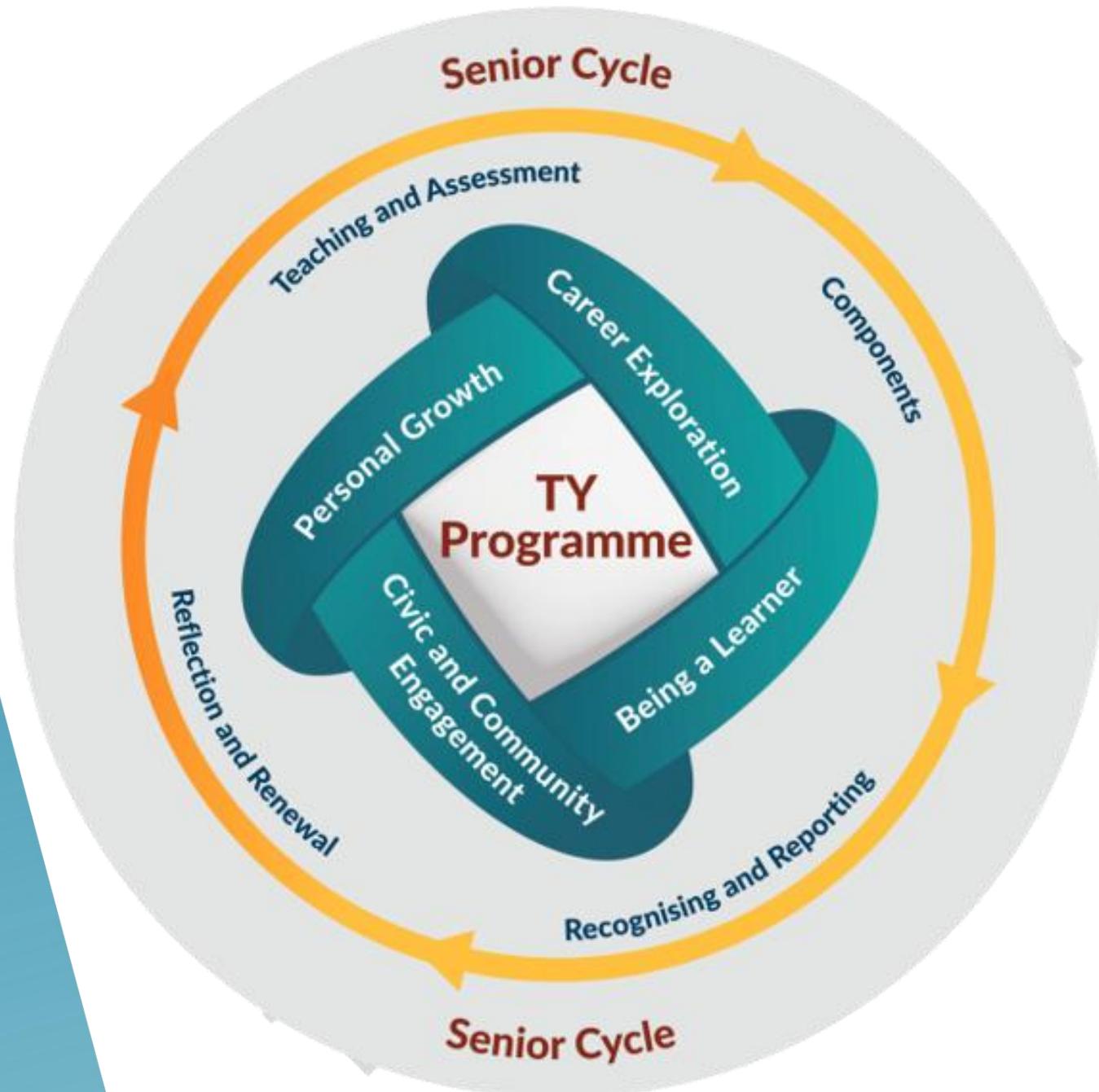
Lunch





Session 3

Portfolio Development as a tool to support student agency, growth and reflection.





Session Overview



Developmental Indicators within the TY Portfolio.



Exploring the roles that support the TY Portfolio.



Building student agency, growth and reflective practice through the TY Portfolio.



Considerations to further develop our TY Portfolio.



The Purpose of the Portfolio

'The purpose of a portfolio is to give students the opportunity to apply reflective and critical thinking to their experiences across the four Student Dimensions.'

(Transition Year Programme Statement, 2025, p. 24)

Developmental Indicators: evidence of growth

Student Experiences: contexts for learning

The TY Portfolio captures and connects them all.





Elements of the TY Portfolio

Goal Setting and the Ongoing Review

‘...students begin by discussing, interrogating and reflecting on titles and description of each of the Student Dimensions...’

An Action Plan for goal setting in TY

Complete the following goal setting template in respect of each of the four Student Dimensions. Limit your response to each prompt to 2 or 3 bullet points.

• My Goals for Personal Growth in TY are:

• The Developmental Indicators I really hope to improve on are:

(Guidance for the Portfolio Development component, 2025, p.4)

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A Chronological Review of Student Experiences and Learning Over the Year

What? Now what? So what?

Charts/Graphs Annotations
Advertisements Photograph essays
Timelines Mind Maps
Diary entries Feedback

(Rolle, Freshwater, & Jasper 'What' Model, 2001)
(Adapted from Guidance for the Portfolio Development component, 2025, p.12)

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Progress Across Each of the Four Student Dimensions

Students reflect on:

- Developmental indicators
- Student experiences
- Feedback received
- Content of the student's TY portfolio.

Progress across the four student dimensions

Critical Reflections on Key Moments and Learning Experiences

Examples of questions to support key critical reflections might include:

How did I discover the mistakes?
What contributed to my success?
How did I feel when I succeeded?
What help did I need to fix the problem?
Where did my best learning occur?
How can I build on this success?
How will I manage mistakes I make in future?
What skills or strengths did I use to achieve success?

Analysis Self-evaluation Self-enquiry

(Guidance for the Portfolio Development component, 2025, pp. 8,10)

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End of year Reflection Testimony

Student Reflection

Written statement
Short interview
Short presentation to peers
Any chosen format

Summary of their critical reflection
Summary 300 words
Assist in end of year student reflection

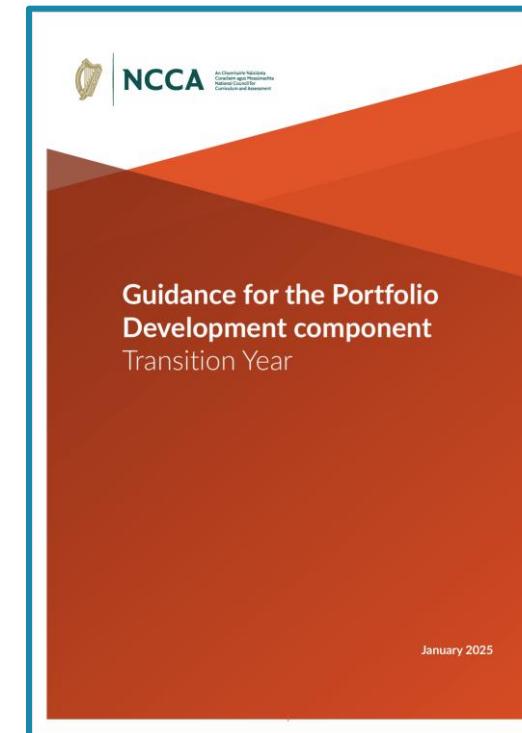
(Guidance for the Portfolio Development component, 2025, p.9)

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers



TY Portfolio: More than a Record

- A **core element** of TY reporting.
- Supports **formative assessment**.
- Not just a record but a **dynamic tool for growth**.





Portfolio Development: Roles

How is the TY portfolio currently operating in your school?

What role do the following members of the school community play in it?



Students



TY Teachers



Portfolio Teacher



Coordinator



Management

Post-It
Collage



Group Activity

Portfolio Development: Developmental Indicators

Career Exploration

Student
manner
career-i

Civic and Community Engagement

Being a Learner

Building 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.

Develop

- Being
- Settir
- Becoi
- Expla
- Havin
- Being
- Acqui
- Seein
- Incre
- Being
- Broad
- Expr

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.



'It is vital that students reflect and assess growth across the developmental indicators which set out the parameters for their learning and development'.

(NCCA, Guidance for the Portfolio Development Component 2024, p.7)



Portfolio Development: Formative Assessment Approaches

Self Assessment

Goal-Setting Journal

Checklists

Progress Thermometer

Learning Ladders

Success Criteria



Peer Assessment

Gallery Walks

Peer Interviews

Debates

Dotmocracy

Even better if...



Teacher Feedback



Portfolio Development: Developmental Indicator – Deeper Dive



- Showing more initiative and leadership in school, at home and in the community.



Planning for
the
Experience



Scaffolding
Learner
Experience



Monitoring
Progress



Supporting
Student
Reflection



Showcase Piece

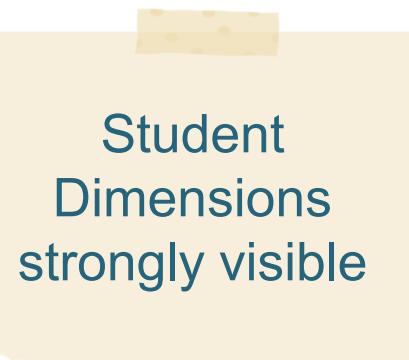


Portfolio Development: Engaging with Student Artefacts

Carousel Activity



Pair Activity



Student Dimensions
strongly visible



Developmental
Indicators
Evidenced



Opportunities
for
Assessment



Supports
Student
Reflection



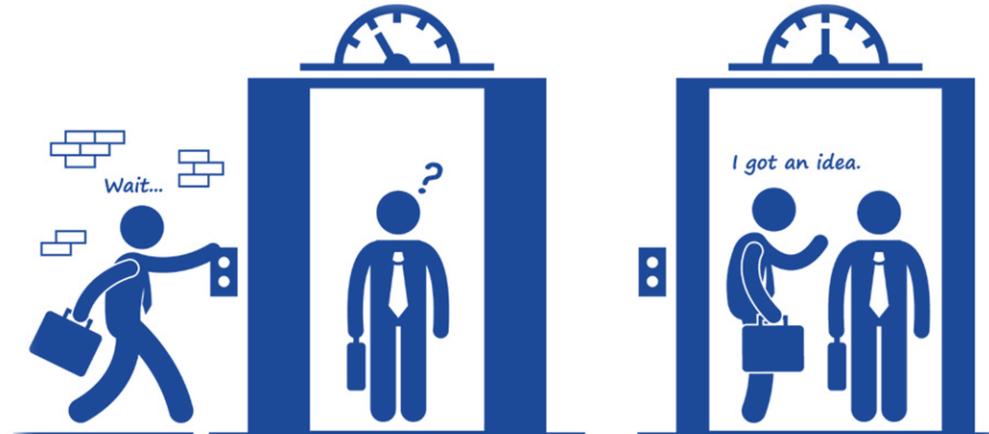


Carousel Insights: Elevator Pitch

In pairs, discuss the artefacts you engaged with

Identify specific Student Dimensions and Developmental Indicators present

Create an elevator pitch to support the development of one artefact



Pair Activity



Portfolio Development: Reflect on Your Own School Context



Old

One component that you have retained.



Borrowed

A component devised outside of your school.



New

Something you have added to your programme.



Blue

Blue sky thinking – something creative and unique to your school.

Planning
for the
Experience

Scaffolding
Learner
Experience

Monitoring
Progress

Supporting
Student
Reflection

Who are we?

Our Ethos

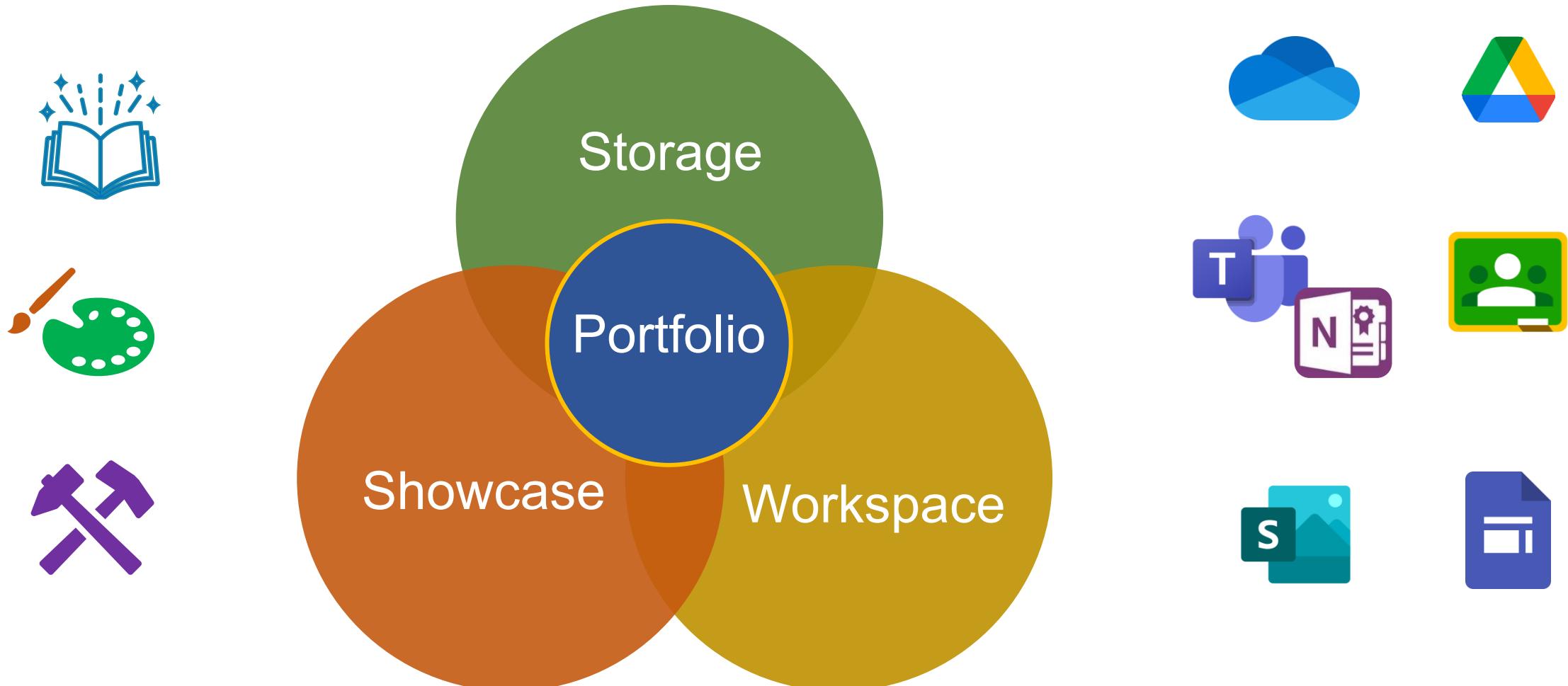
Our Students

Our Community



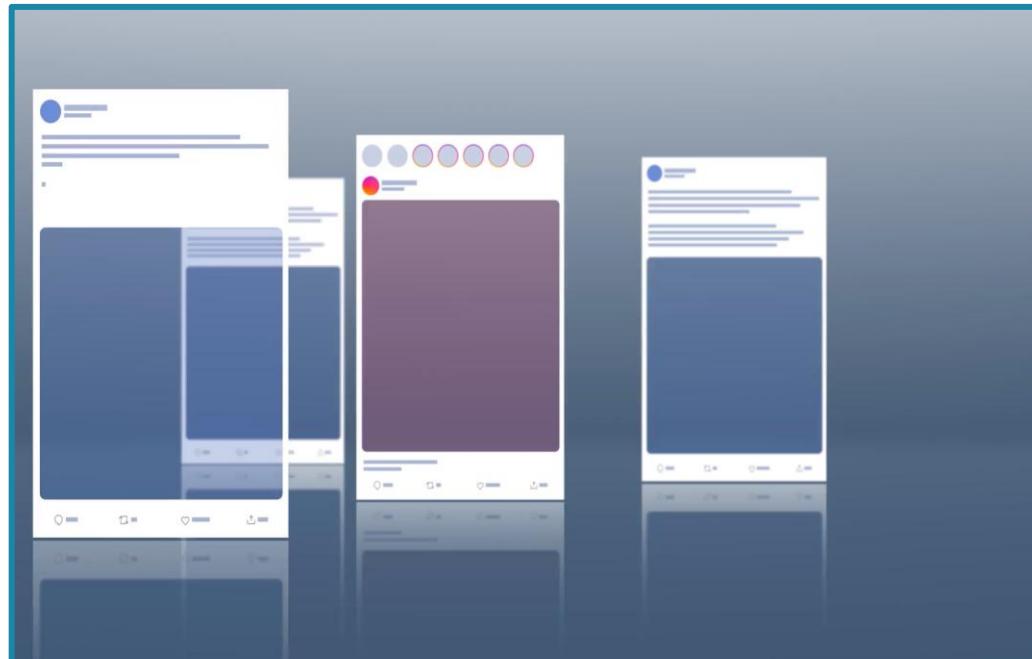
Individual Activity

TY Portfolio: Dynamic Formats





From Record to Living Document



Record of achievement

- static

Living document

- dynamic, evolving, reflective

Developmental Indicators

- progress, growth, feedback, inclusive, agency, development



Portfolio Development: Key Considerations

Transition Year Portfolio (Considerations for Development)

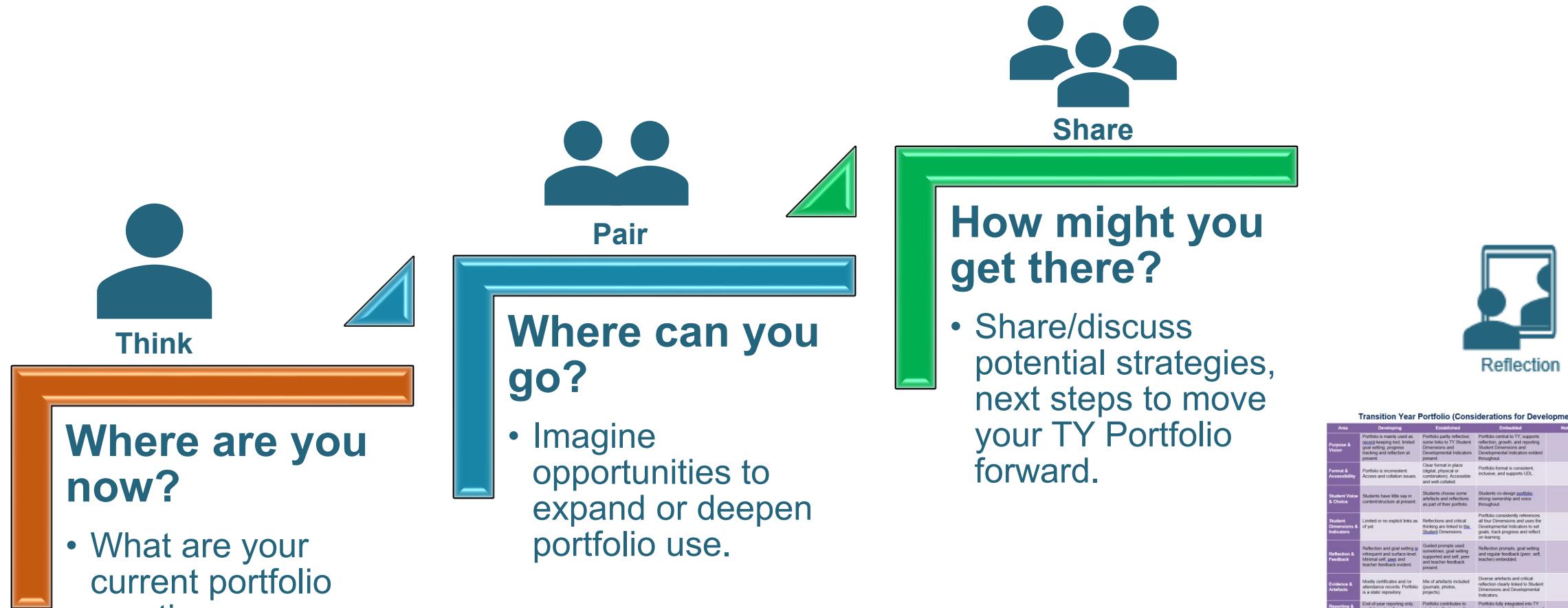
Area	Developing	Established	Embedded	Notes / Evidence
Purpose & Vision	Portfolio is mainly used as record-keeping tool; limited goal setting, progress tracking and reflection at present.	Portfolio partly reflective; some links to TY Student Dimensions and Developmental Indicators present.	Portfolio central to TY; supports reflection, growth, and reporting. Student Dimensions and Developmental Indicators evident throughout.	
Format & Accessibility	Portfolio is inconsistent. Access and collation issues.	Clear format in place (digital, physical or combination). Accessible and well-collated.	Portfolio format is consistent, inclusive, and supports UDL.	
Student Voice & Choice	Students have little say in content/structure at present.	Students choose some artefacts and reflections as part of their portfolio.	Students co-design portfolio; strong ownership and voice throughout.	
Student Dimensions & Indicators	Limited or no explicit links as of yet.	Reflections and critical thinking are linked to the Student Dimensions.	Portfolio consistently references all four Dimensions and uses the Developmental Indicators to set goals, track progress and reflect on learning.	
Reflection & Feedback	Reflection and goal setting is infrequent and surface-level. Minimal self, peer and teacher feedback evident.	Guided prompts used sometimes; goal setting supported and self, peer and teacher feedback present.	Reflection prompts, goal setting and regular feedback (peer, self, teacher) embedded.	
Evidence & Artefacts	Mostly certificates and /or attendance records. Portfolio is a static repository.	Mix of artefacts included (journals, photos, projects).	Diverse artefacts and critical reflection clearly linked to Student Dimensions and Developmental Indicators.	
Reporting & Celebration	End-of-year reporting only; portfolio not really showcased.	Portfolio contributes to student reflection and/or testimony.	Portfolio fully integrated into TY reporting and public celebration of TY.	



Individual Activity



Portfolio Development: Next Steps



Transition Year Portfolio (Considerations for Development)				
Area	Developing	Established	Embedded	Notes / Evidence
Purpose & Vision	Portfolio is mainly used as record-keeping tool; limited links to TY Student Dimensions and tracking and reflection at present.	Portfolio partly reflective; some links to TY Student Dimensions and tracking and Developmental Indicators present.	Portfolio central to TY; supports reflection, growth, and reporting on learning and achievement of Developmental Indicators evident throughout.	
Format & Accessibility	Portfolio is inconsistent. Access and collection issues.	Clear format in place (digital, physical or hybrid); accessible and well-collected.	Portfolio format is consistent, inclusive, and supports UDL.	
Student Voice & Choice	Students have little say in content/structure at present.	Students choose some artefacts and reflections as part of their portfolio.	Students co-design portfolio; strong ownership and voice throughout.	
Student Dimensions & Indicators	Limited or no explicit links as of yet.	Reflections and critical analysis of learning in the Student Dimensions.	Portfolio consistently references all four Dimensions and uses the Developmental Indicators to track progress and reflect on learning.	
Reflection & Feedback	Reflection and goal setting is infrequent and surface-level. Minimal self, peer and teacher feedback evident.	Oriented principles used sometimes; goal setting supported and self, peer and teacher feedback present.	Reflections, goals, goal setting and feedback (peer, self, teacher) embedded.	
Evidence & Artifacts	Mostly certificates and/or attendance records. Portfolio as static repository.	Mix of artefacts included (journals, photos, audio, video).	diverse artefacts and critical reflection clearly linked to Student Dimensions and Developmental Indicators.	
Reporting & Celebration	End of year reporting only; portfolio not really showcased.	Portfolio contributes to student reflection and/or testimony.	Portfolio fully integrated into TY reporting and public celebration of TY.	



Essential Elements of the TY Portfolio





Session Overview



Developmental Indicators within the TY Portfolio.



Explore the roles that support the TY Portfolio.



Building student agency, growth and reflective practice through the TY Portfolio.



Considerations to further develop our TY Portfolio.



Session Intentions

During this Professional Learning Experience, you have:

- identified and shared the distinctive features and purpose of your Transition Year programme within their own school context
- explored how the Student Dimensions and Developmental Indicators can inform cohesive planning and effective implementation across the Transition Year programme.



Next Steps

How could the Developmental Indicators guide your next steps in planning and refining student experiences within TY?

In what ways might the distinctive features of your TY programme be more intentionally communicated and showcased through the student portfolio?



Reflection



NCCA TY Supports

curaclam ar líne
curriculum online

Early Childhood ▾

Primary ▾

Junior Cycle ▾

Senior Cycle ▾

Transition Year

[Home](#) > [Senior Cycle](#) > [Transition Year](#)

Auditing TY
programmes

Supports for TY
programmes

Micro-modules

TY curriculum
development



NCCA TY Micro Modules





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Further Support to Follow: PLE 4

PLE 1
Reflectic Embraci
TY Coordinat
PLE #1

PLE 2
Reflection Embraci
TY Coordinatc
PLE #2

PLE 3
Reflection and Renewal:
Leading and Embedding the
TYPS in Your School Context
TY Coordinator & School Leader
PLE #3

PLE 4
Assessment
Reporting
Reflection
Planning



Resource Padlet



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

Oide TY Communications

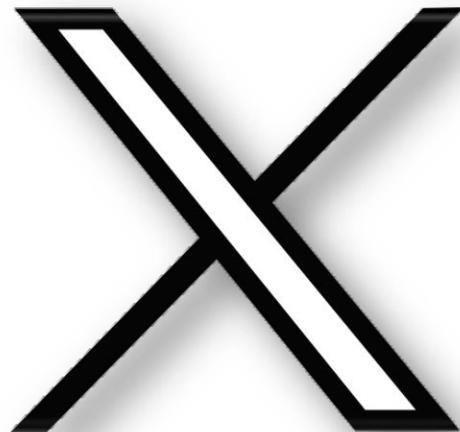
Cumarsáid na hIldirbhliana ó Oide



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Supporting the Professional
Learning of School Leaders
and Teachers



Feedback

Reflection and Renewal: Transition Year Day 3





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Míle buíochas



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