Oide

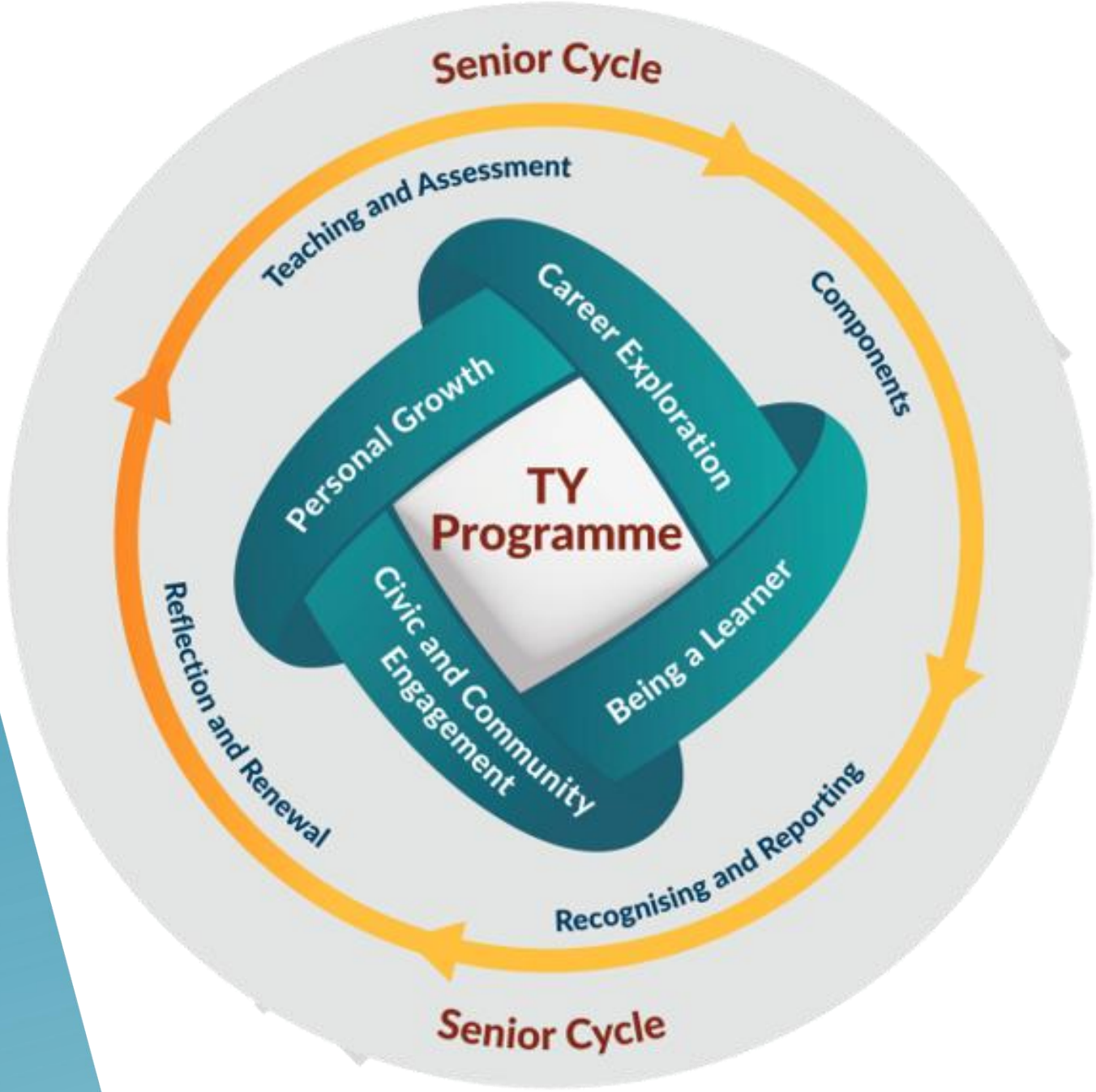
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

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

TY Coordinator Plus One

PLE 3



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Registration

Please register using the QR code or link below

tinyurl.com/359f38nr

Transition Year 2025/2026

Oide

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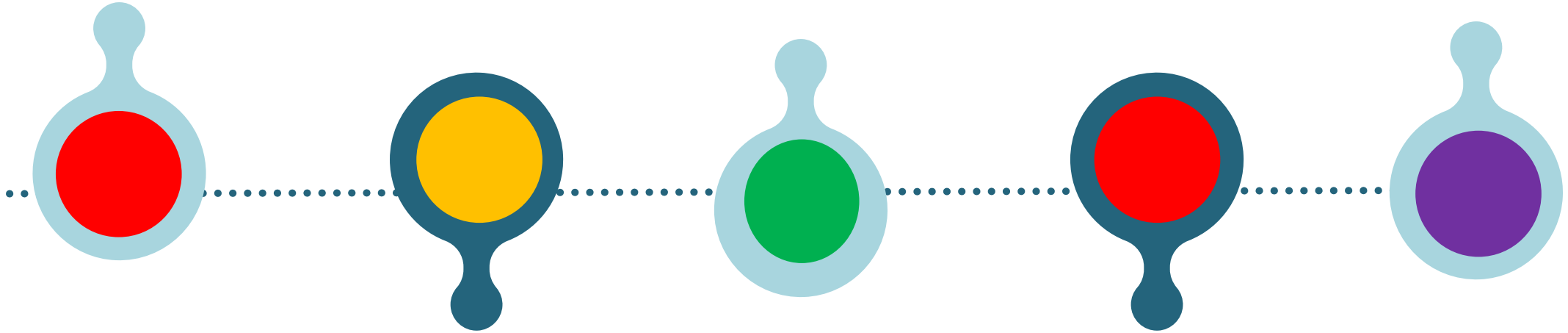
Supporting the Professional Learning of School Leaders and Teachers

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

Icons used in this PLE

Individual Activity

Pair Activity

Group Activity

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.

Oide

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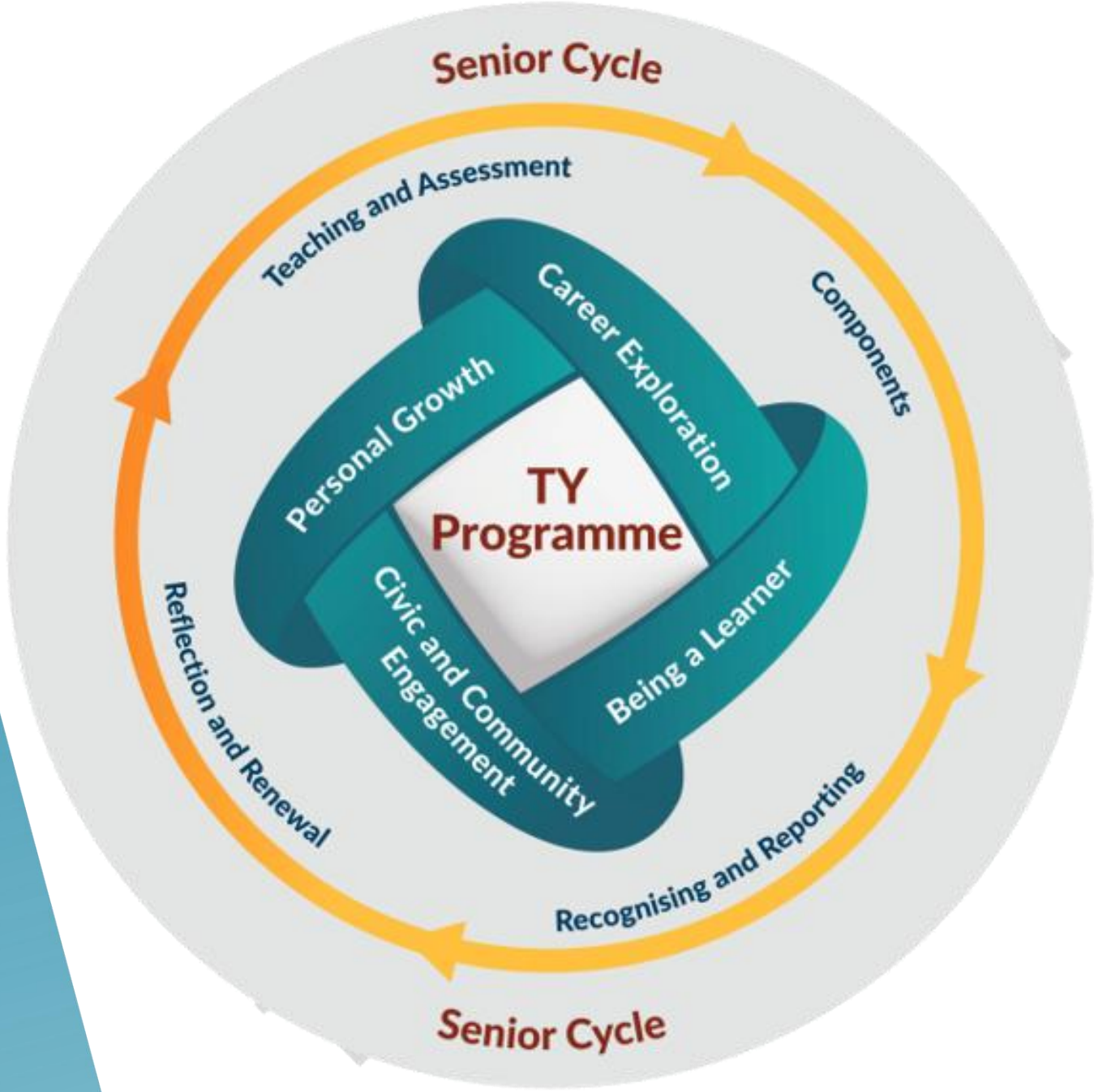
Supporting the Professional Learning of School Leaders and Teachers

Session 1

Our Transition Year Programme



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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?

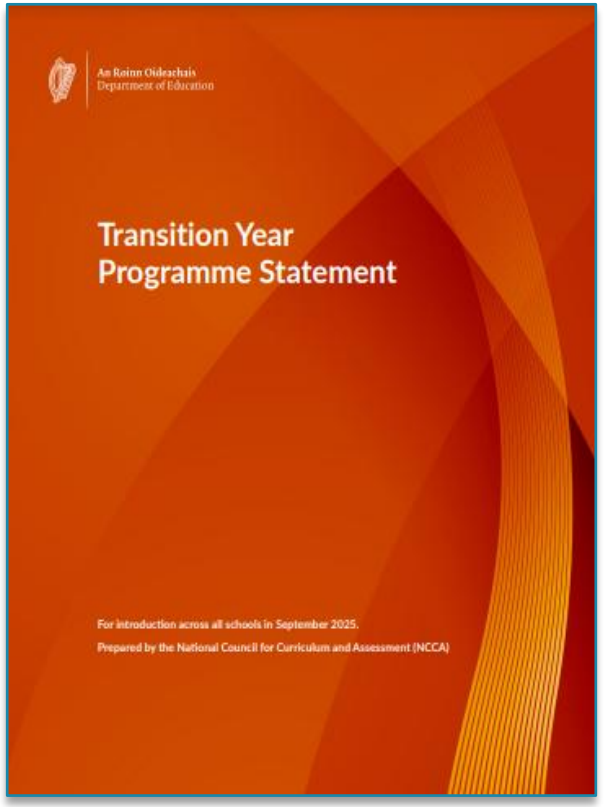
From Bingo to Big Picture: Sharing TY Insights

Group Activity

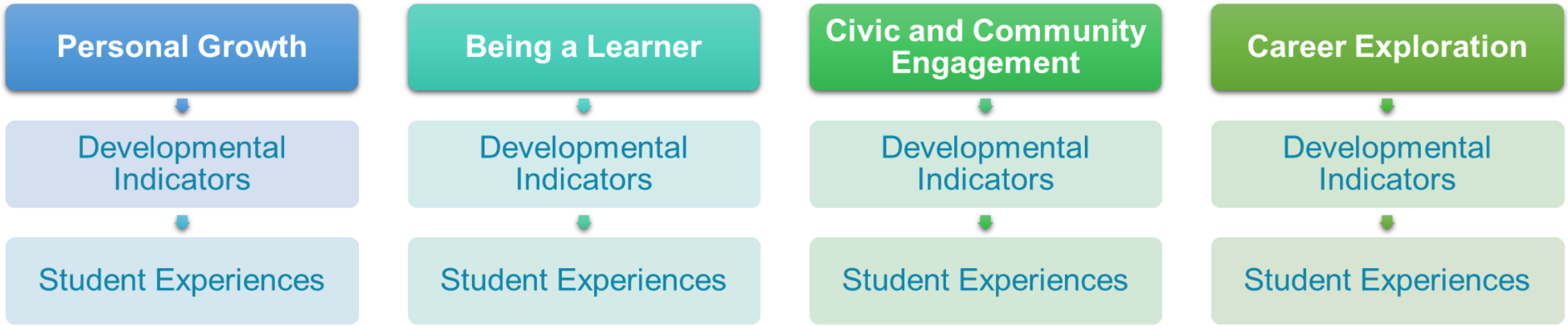
Reflection and Renewal

'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



'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?

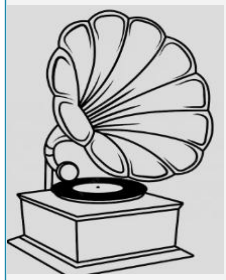
How does our ethos show up in the opportunities we create?

What role does our community play in shaping our TY?

- Our Ethos
- Our Students
- Our Community

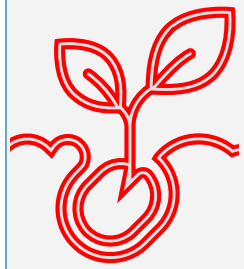
Pair Activity

Our School, Our Context



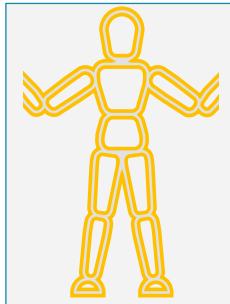
Old

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.

Our School, Our Context

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

Personal Growth	Being a Learner	Civic and Community Engagement	Career Exploration
Developmental Indicators	Developmental Indicators	Developmental Indicators	Developmental Indicators
Student Experiences	Student Experiences	Student Experiences	Student Experiences

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.

Oide

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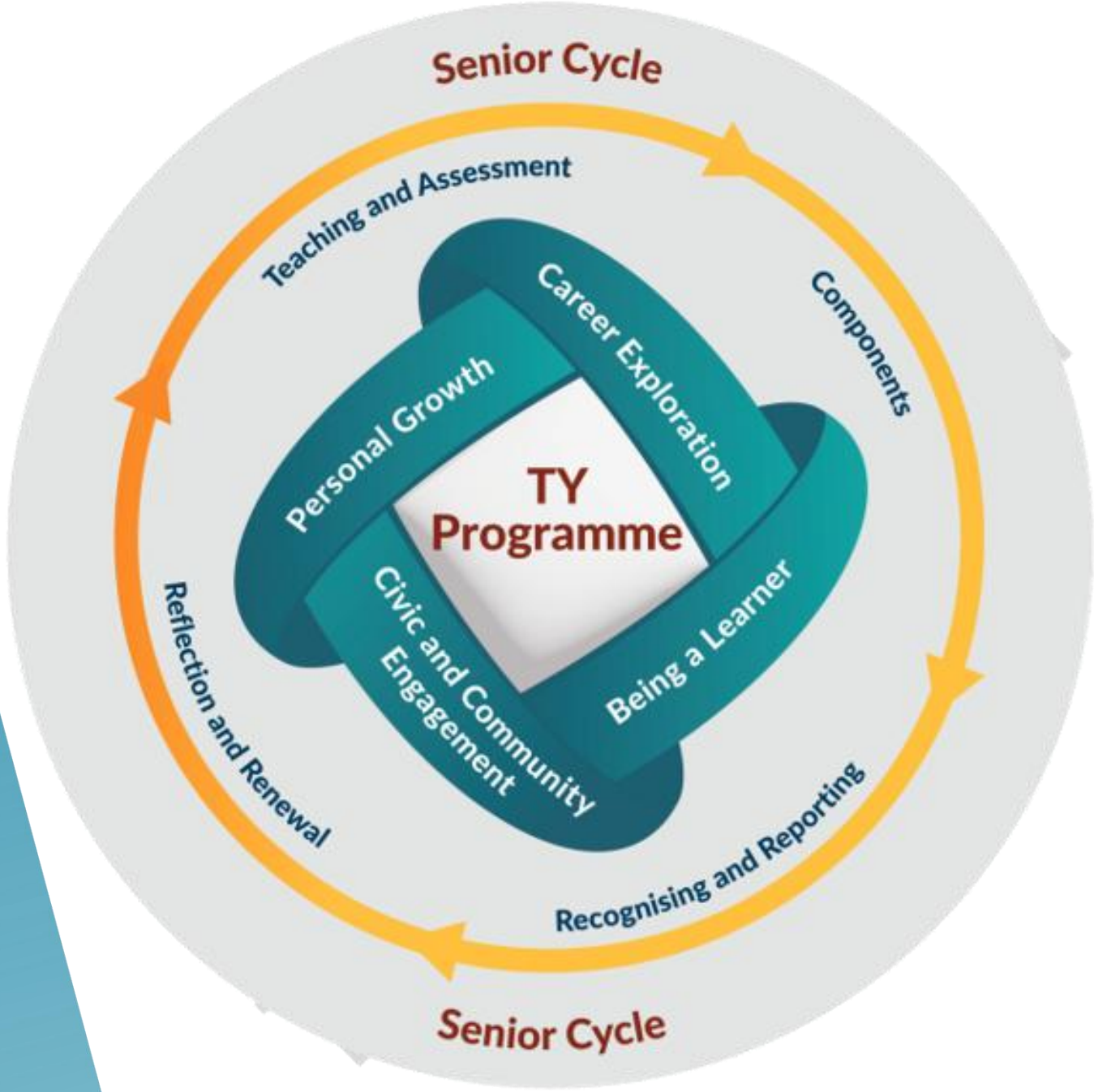
Supporting the Professional Learning of School Leaders and Teachers

Session 2

Student Dimensions and Developmental Indicators in Transition Year



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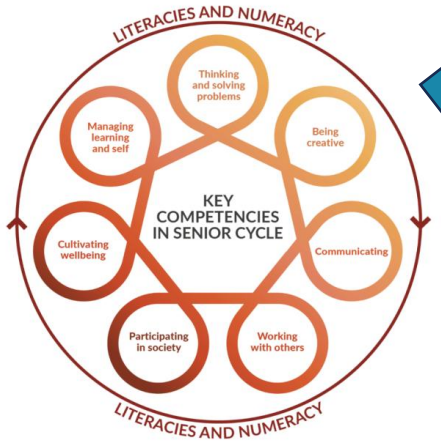
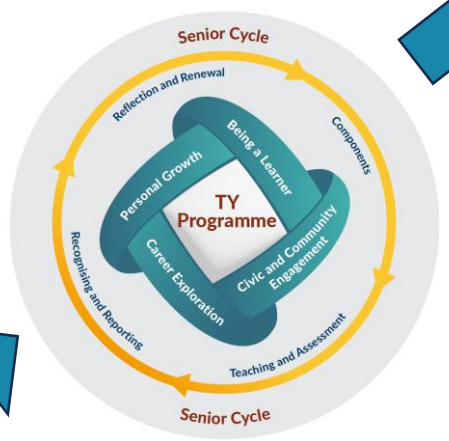
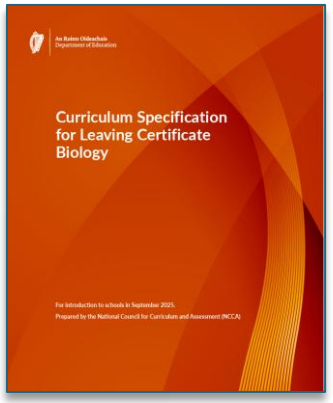
Session Overview

- 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.

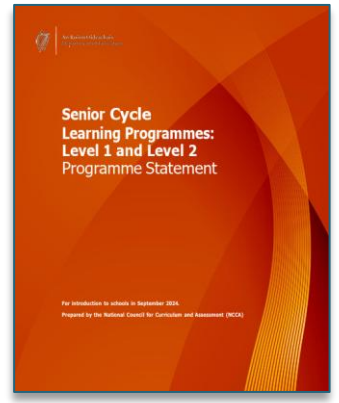
Pathways and Flexibility







Leaving Cert. Established



Senior Cycle L1 and L2 Programmes

Leaving Cert. Applied

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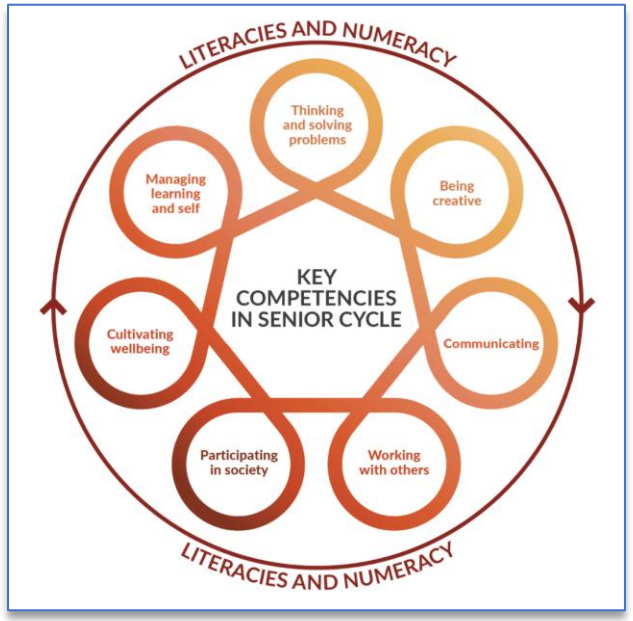
Supporting the Professional Learning of School Leaders and Teachers

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

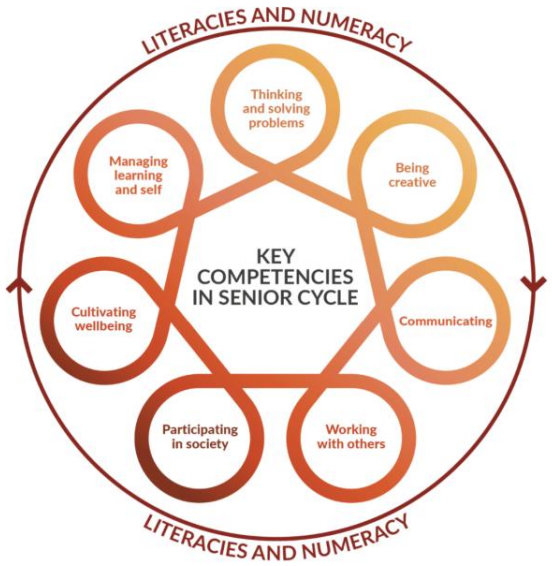
*'The value of **Transition Year** is that it can provide opportunities for students and teachers to innovate and be creative in the programmes and learning methods used'.*

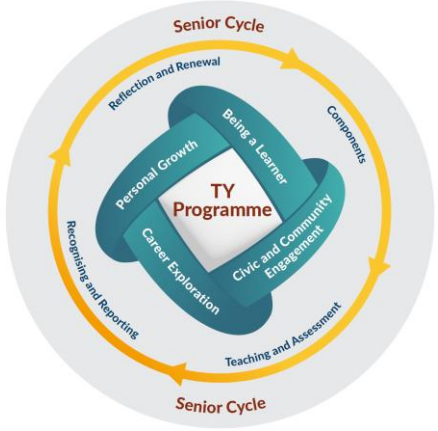
(Ireland's National Skills Strategy, 2024, p.52)

'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

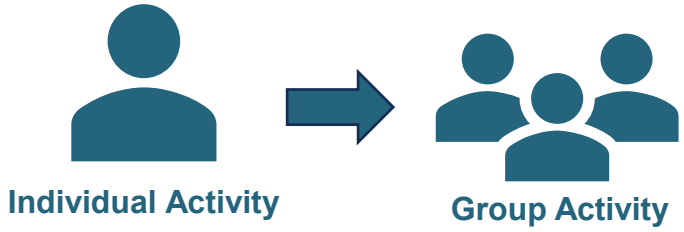




Developmental Indicators

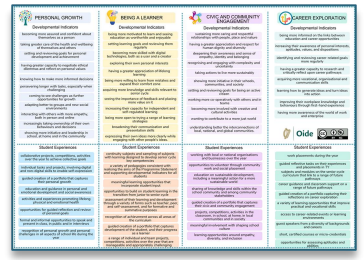
What is your current understanding of developmental Indicators?

Personal Growth	Being a Learner	Civic and Community Engagement	Career Exploration
Developmental Indicators	Developmental Indicators	Developmental Indicators	Developmental Indicators
Student Experiences	Student Experiences	Student Experiences	Student Experiences



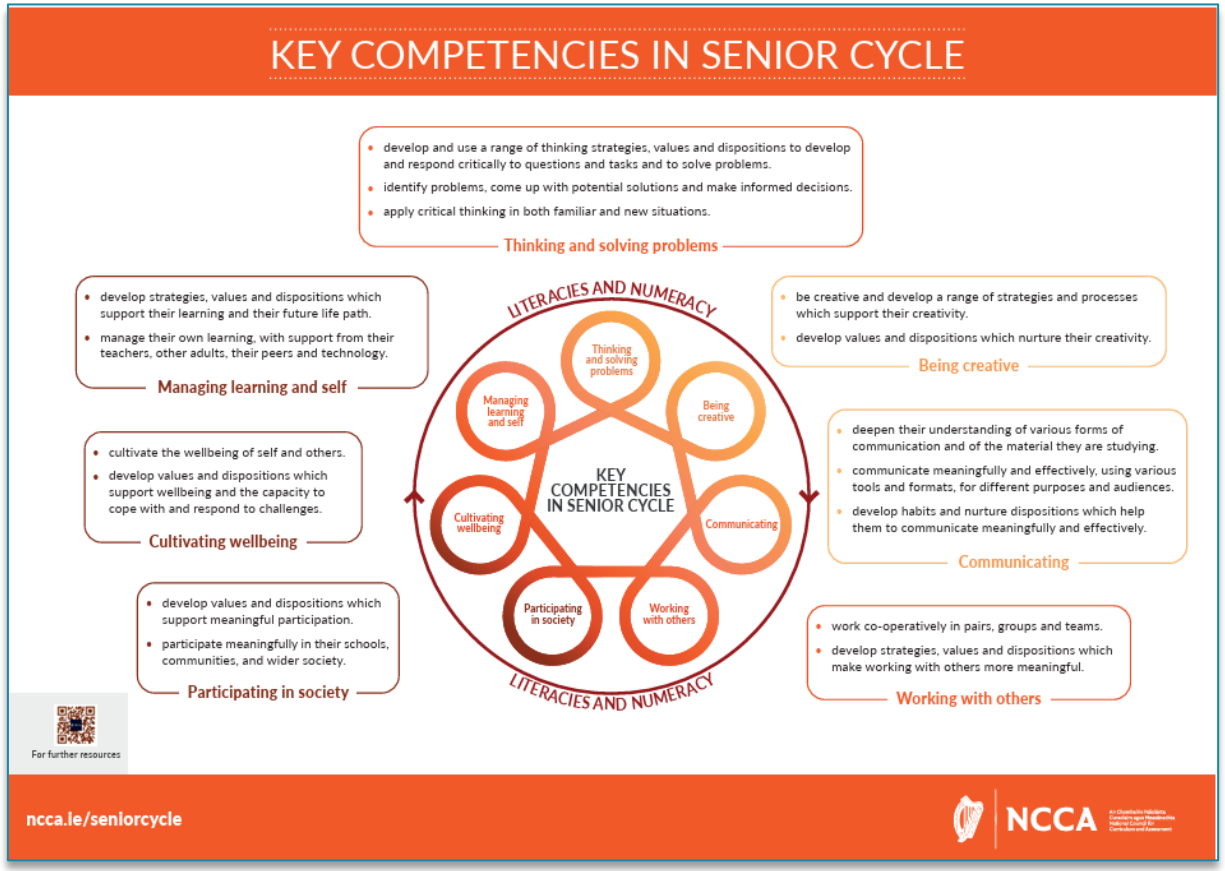
Aligning Developmental Indicators to the Key Competencies

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



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

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Break

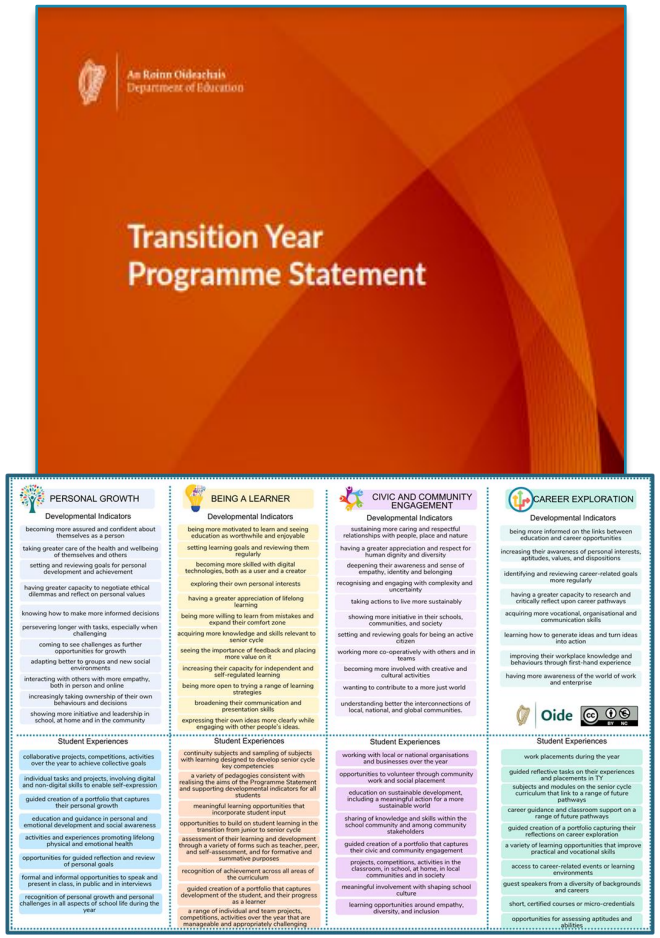
15 Minutes

Developmental Indicators

The developmental Indicators ….

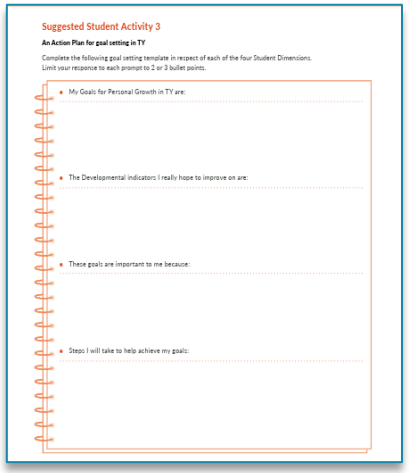
'are statements within the Student Dimensions which are intended to illustrate how the student progresses and develops through their ***participation in TY.'***

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



The Role of Developmental Indicators

Taking ownership - Goal Setting



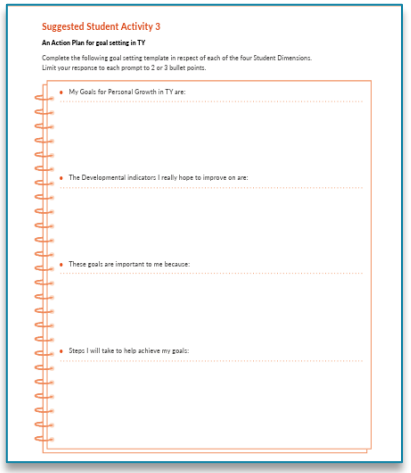
'*The process is supported by students reflecting on the **developmental indicators.**'*

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

The Role of Developmental Indicators

Support learning, teaching and assessment:

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



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Supporting the Professional Learning of School Leaders and Teachers

The Role of Developmental Indicators

Support reflection/renewal and portfolio development

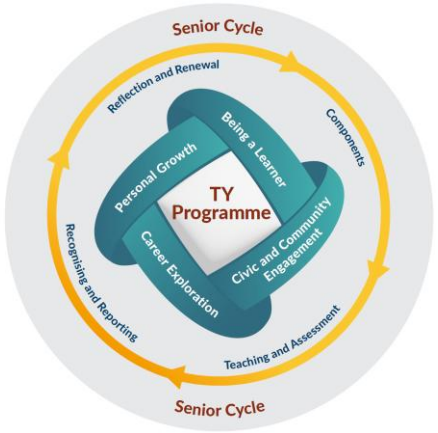
- Student reflection: How have I grown?
- Teacher reflection: How effective was the experience?
- School renewal: How can we evolve our TY next year?

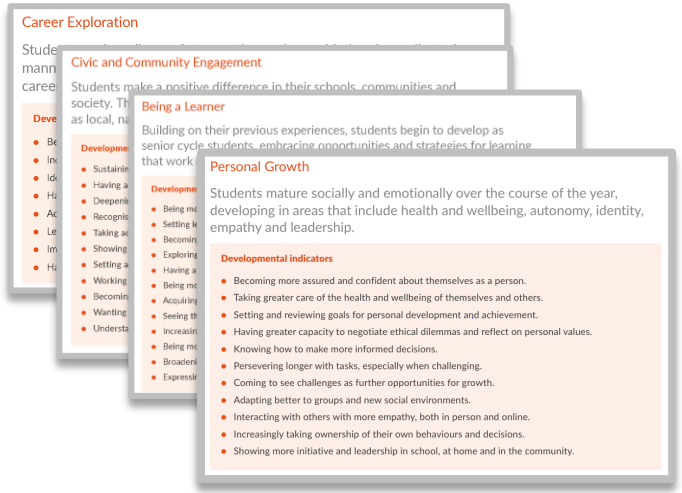
The Role of Developmental Indicators

Laying Foundations for the future:

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

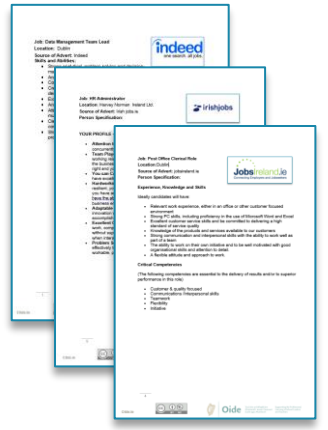
TY and Key Competencies





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)

The Developmental Indicators as a Reflective Tool for Students

Oide

broadening their communication and presentation 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.

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

seeing the importance of feedback and placing more value on it

- 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?

- 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?

- 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?

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'

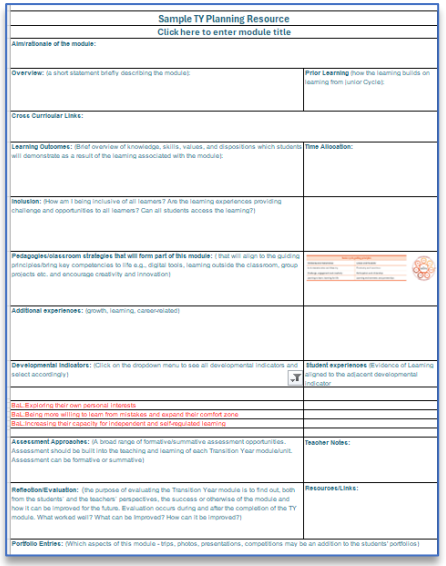
(Transition Year Programme Statement, 2024, p. 11)

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

Rationale 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)

Time Allocation:

Inclusion: (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?)

Pedagogies/classroom strategies that will form part of this module: (that will align to the guiding principles/bring key competencies to life e.g., digital tools, 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 and select accordingly)

Student experiences (Evidence of Learning aligned to the adjacent developmental indicator

8.a1..Exploring their own personal interests

8.a2..Being more willing to learn from mistakes and expand their comfort zone

8.a3..Increasing their capacity for independent and self-regulated learning

Assessment Approaches: (A broad range of formative/summative assessment opportunities. Assessment should be built into the teaching and learning of each Transition Year module/unit. Assessment can be formative or summative)

Teacher Notes:

Reflection/Evaluation: (the purpose of evaluating the Transition Year module is to find out, both from the students' and the teachers' perspectives, the success or otherwise of the module and how it can be improved for the future. Evaluation occurs during and after the completion of the TY module. What worked well? What can be improved? How can it be improved?)

Resources/Links:

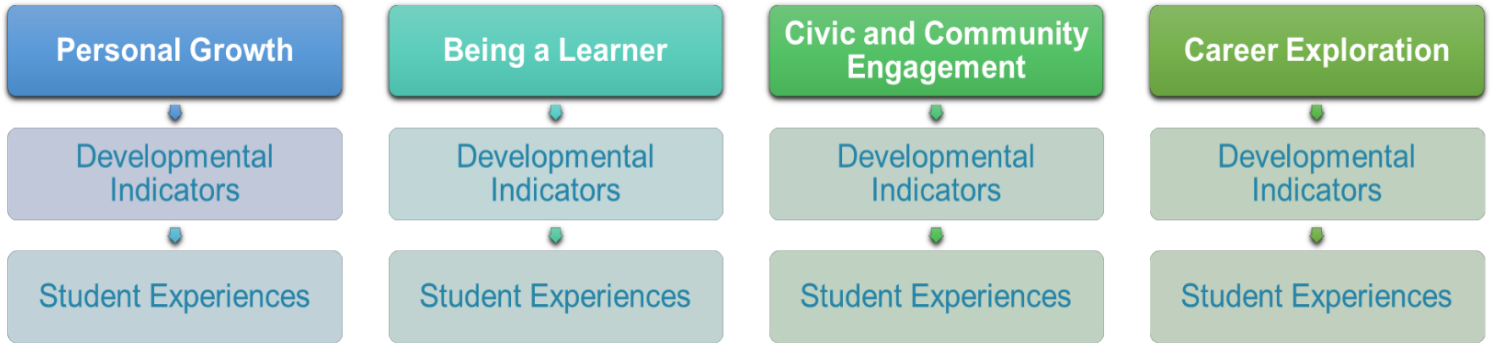
Portfolio Entries: (Which aspects of this module - trips, photos, presentations, competitions may be an addition to the students' portfolios)

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

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 manageable and appropriately challenging

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

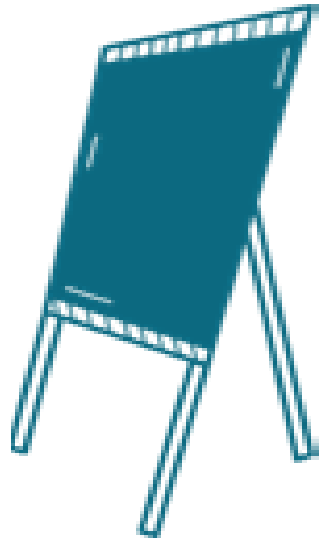
Developmental Indicators

- 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

Oide

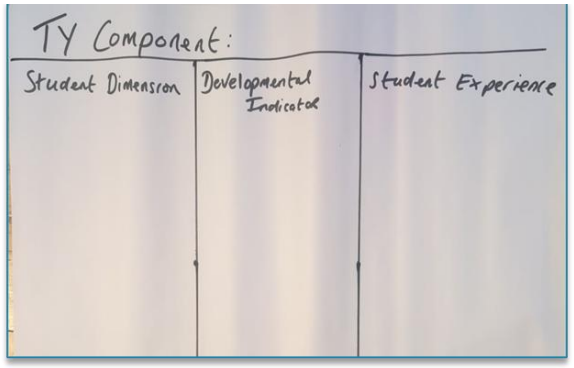
Student Experiences

- 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 abilities



Exploring Some TY Components

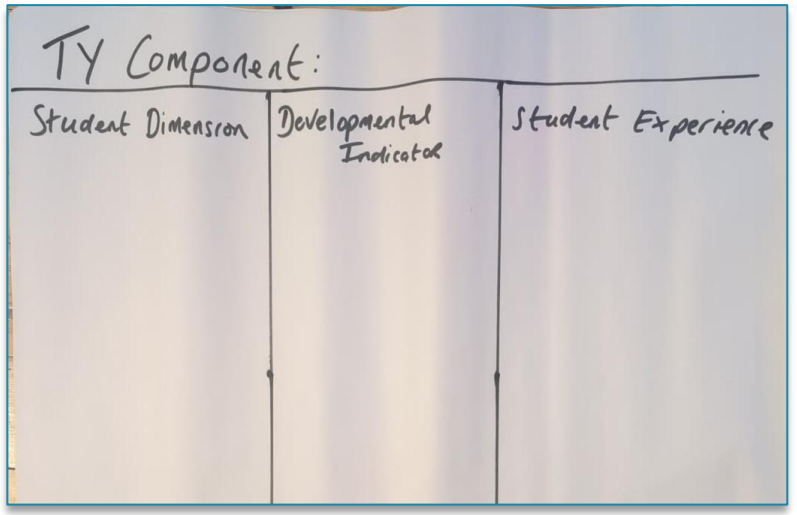
1. Identify Student Dimensions that are being addressed.
2. Choose 4 Developmental Indicators that are being developed and the Student Experiences that are bringing them to life.
3. How could you adapt and extend this component to address additional Developmental Indicators and plan bespoke Student Experiences.



Pair Activity

Sharing the Learning

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



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?

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.

Lunch

Oide

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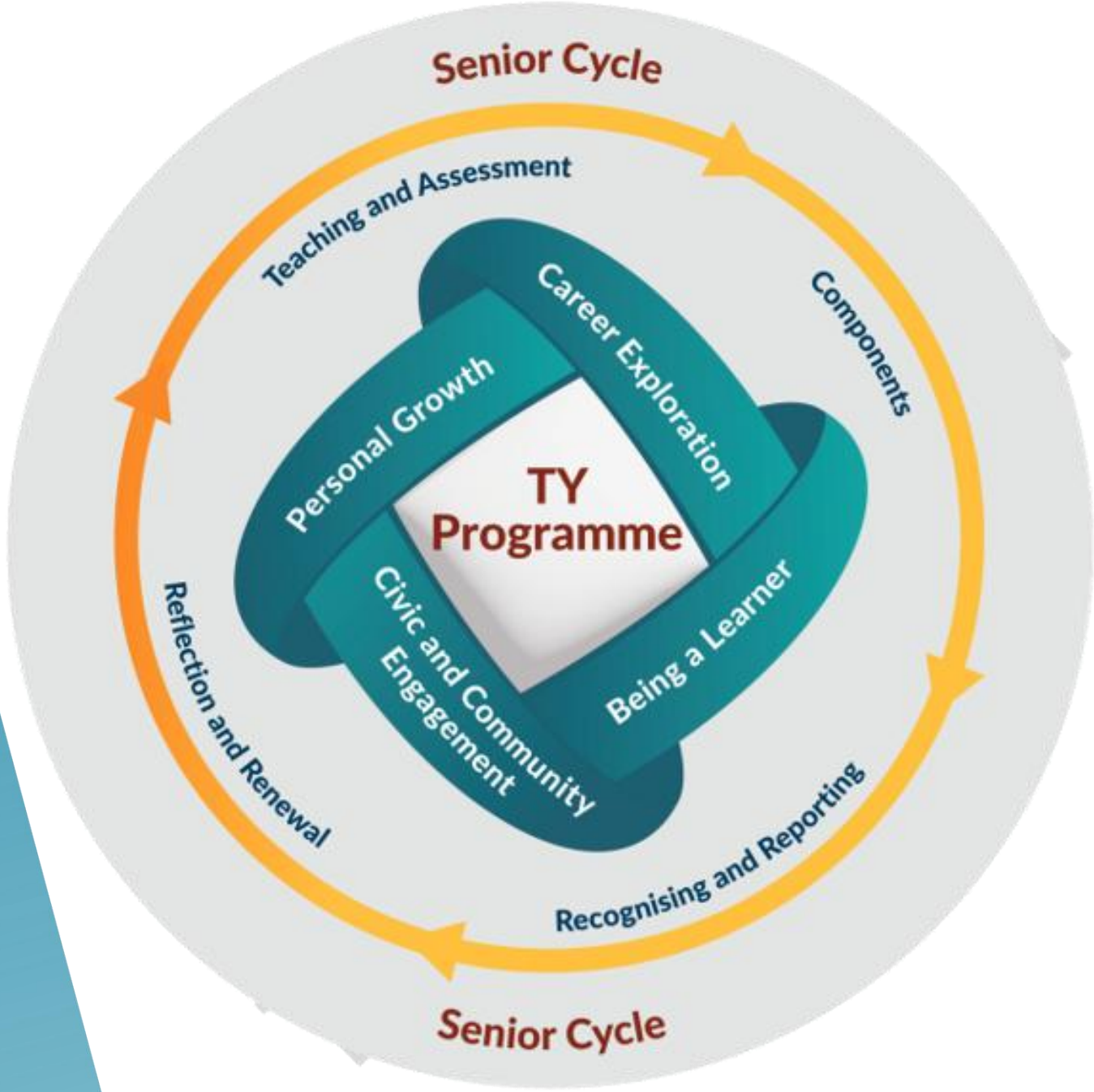
Supporting the Professional Learning of School Leaders and Teachers

Session 3

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



CC BY NC

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

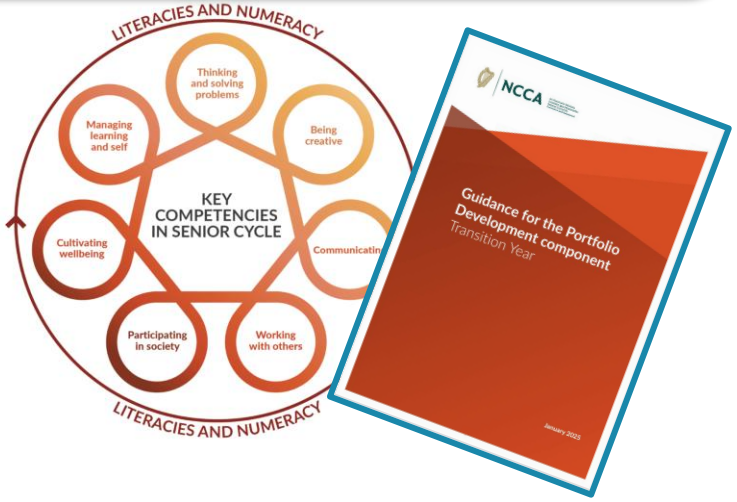
'The purpose of a portfolio is to give students the opportunity to apply reflective and critical thinking to their experiences across the four Student Dimensions.'

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

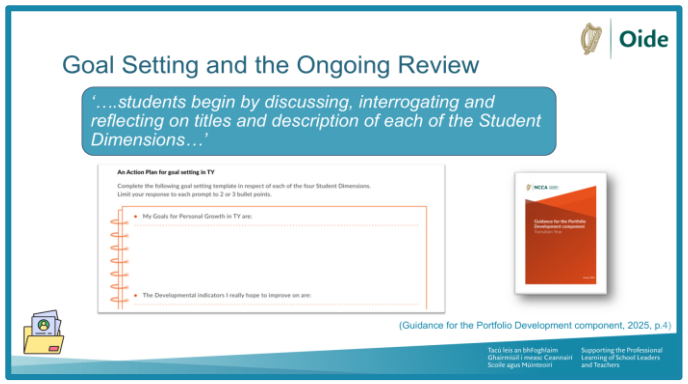
Developmental Indicators: evidence of growth

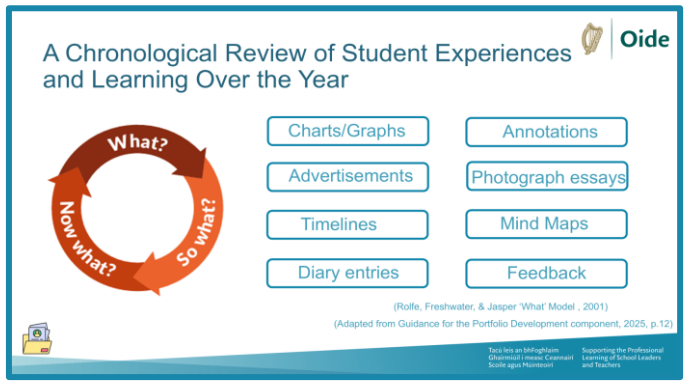
Student Experiences: contexts for learning

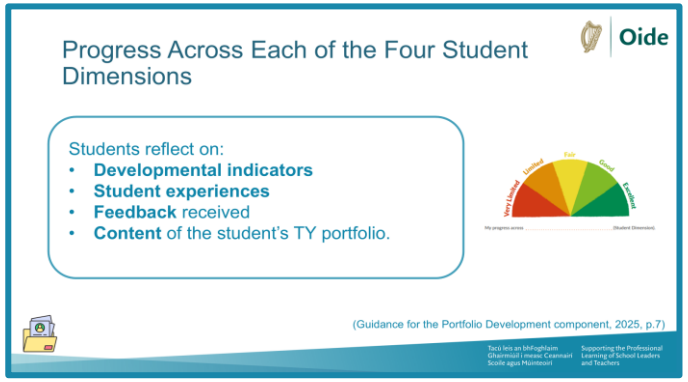
The TY Portfolio captures and connects them all.

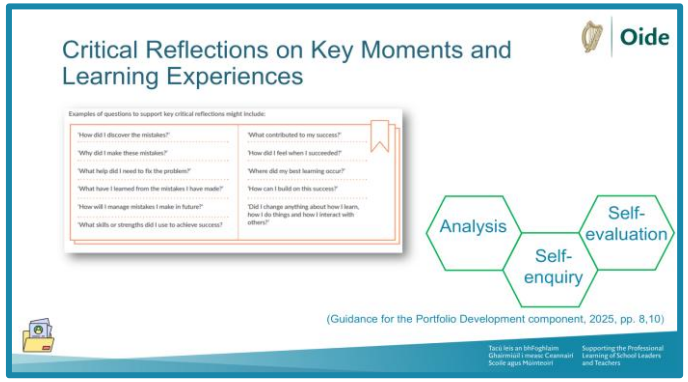


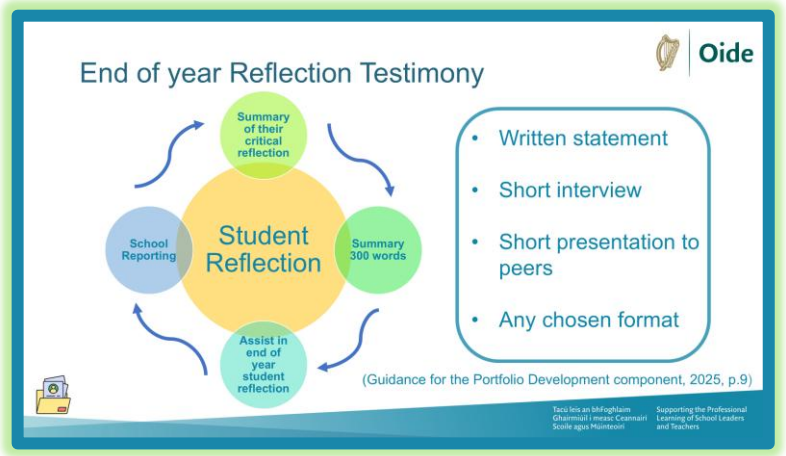
Elements of the TY Portfolio





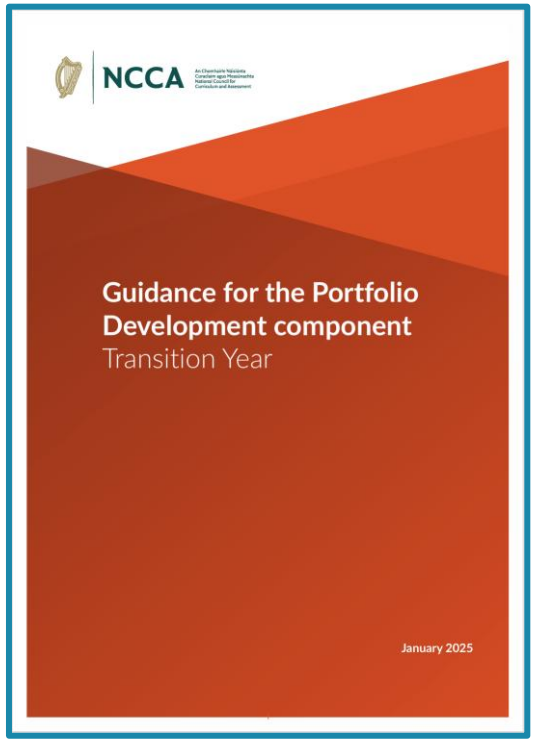






TY Portfolio: More than a Record

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



SCAN ME

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

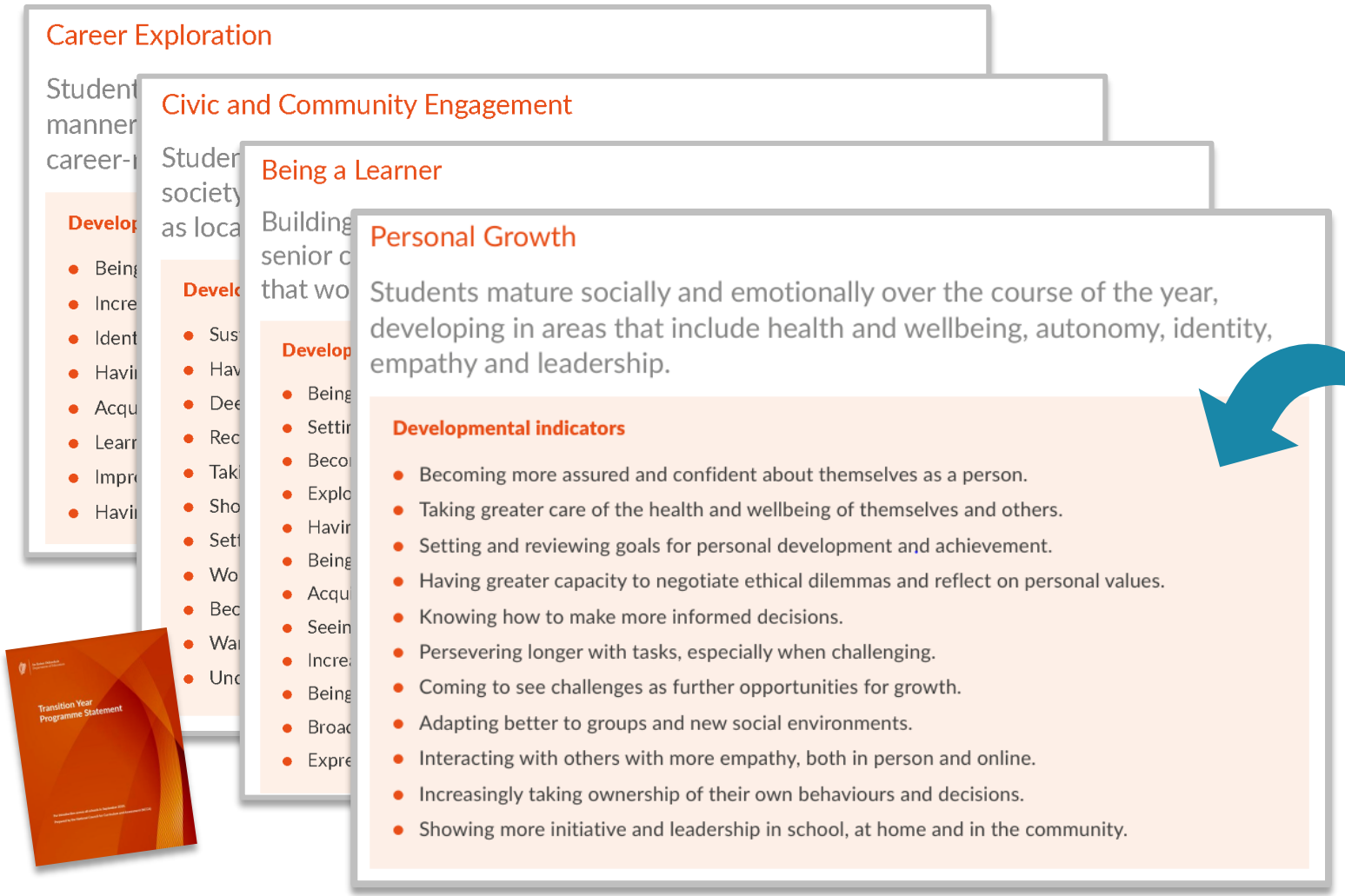
Management

Post-It Collage

Group Activity

Portfolio Development: Developmental Indicators

Oide



'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

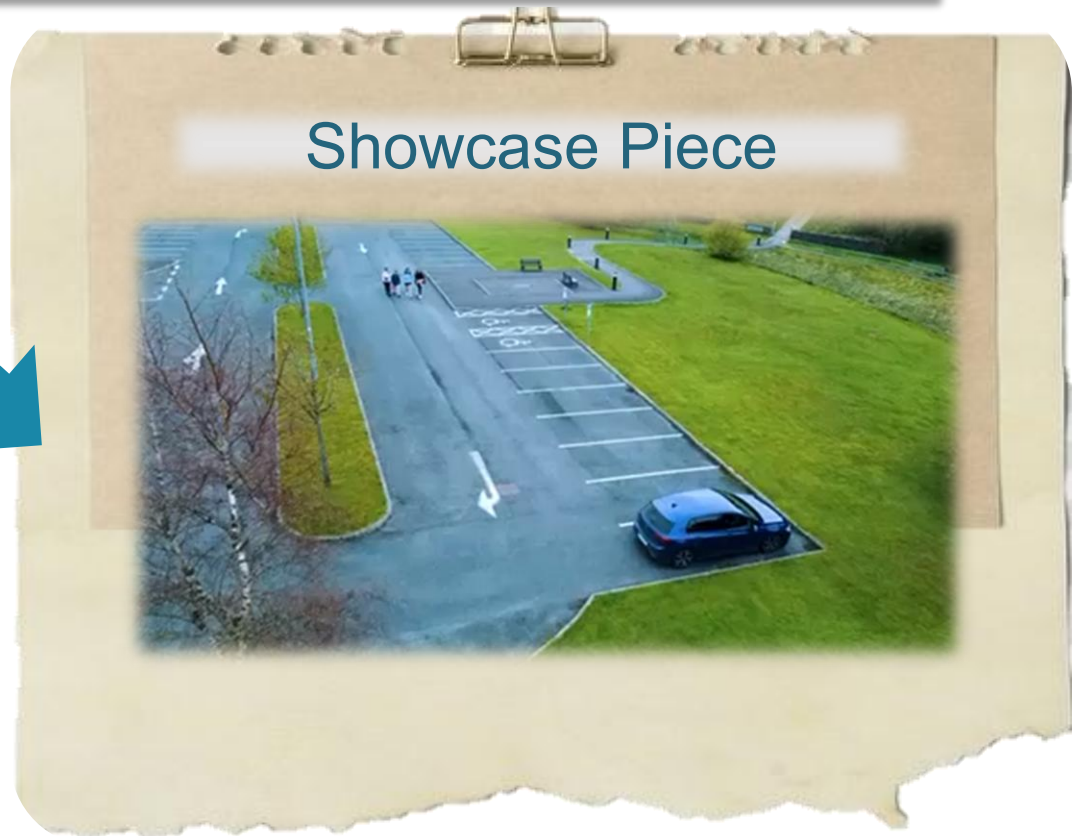
- Showing more initiative and leadership in school, at home and in the community.

Planning for the Experience

Scaffolding Learner Experience

Monitoring Progress

Supporting Student Reflection



Portfolio Development: Engaging with Student Artefacts

Oide

Carousel Activity

Pair Activity

Student Dimensions strongly visible

Developmental Indicators Evidenced

Opportunities for Assessment

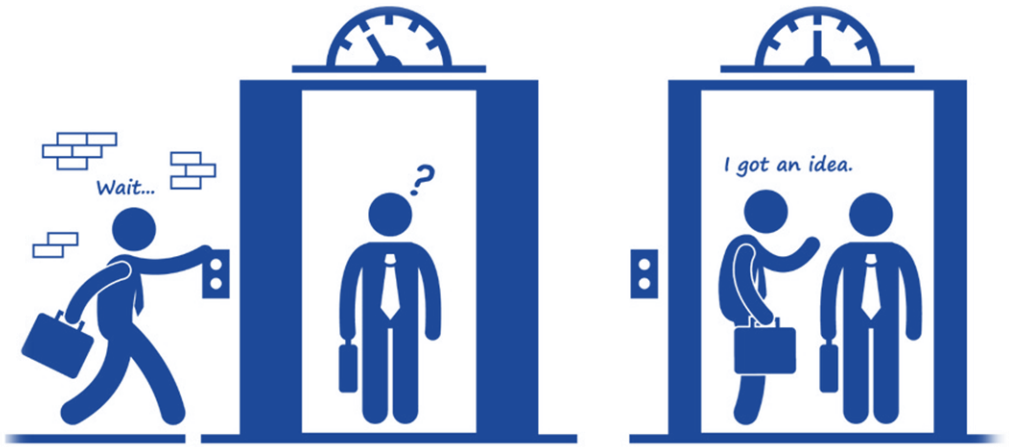
Supports Student Reflection

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.

Who are we?

- Our Ethos
- Our Students
- Our Community

Planning for the Experience

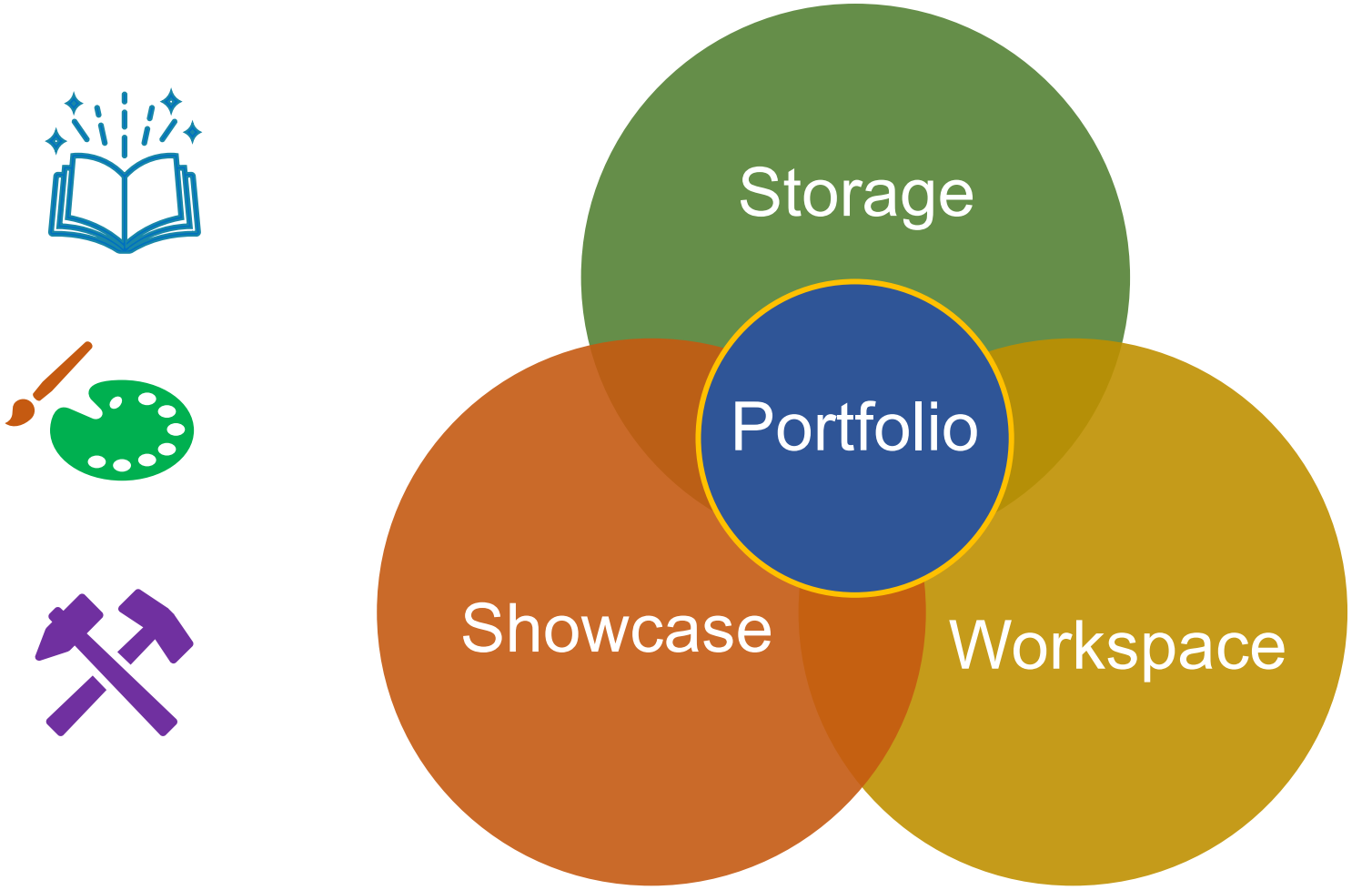
Scaffolding Learner Experience

Monitoring Progress

Supporting Student Reflection

Individual Activity

TY Portfolio: Dynamic Formats



Oide

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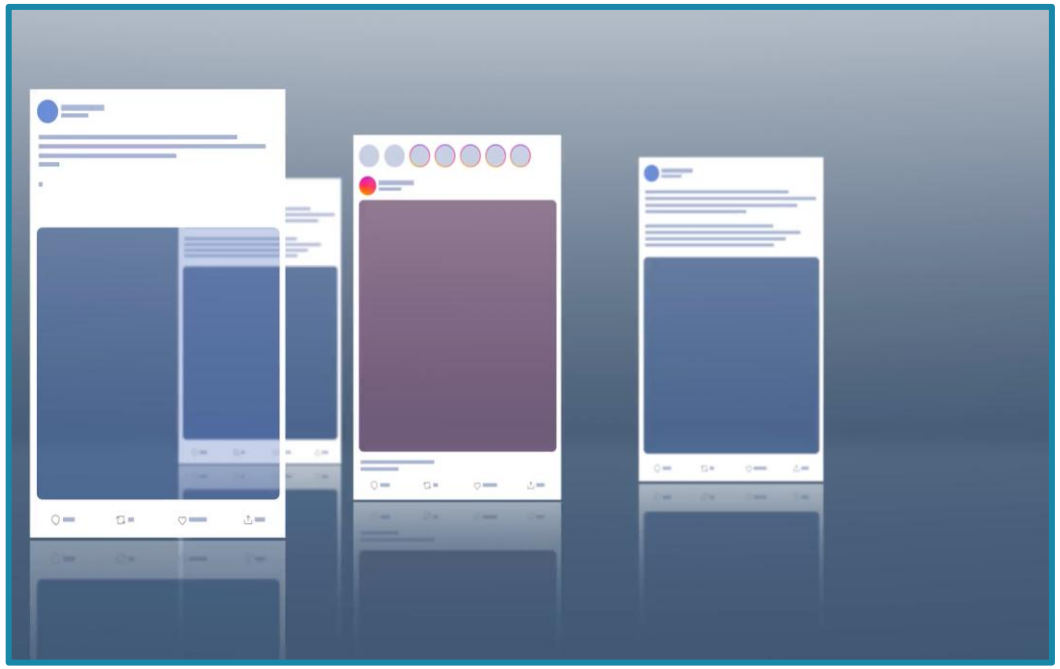
From Record to Living Document



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

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Portfolio Development: Next Steps

Think

Where are you now?

- What are your current portfolio practices, successes, or examples?

Pair

Where can you go?

- Imagine opportunities to expand or deepen portfolio use.

Share

How might you get there?

- Share/discuss potential strategies, next steps to move your TY Portfolio forward.

Reflection

Transition Year Portfolio (Considerations for Development)

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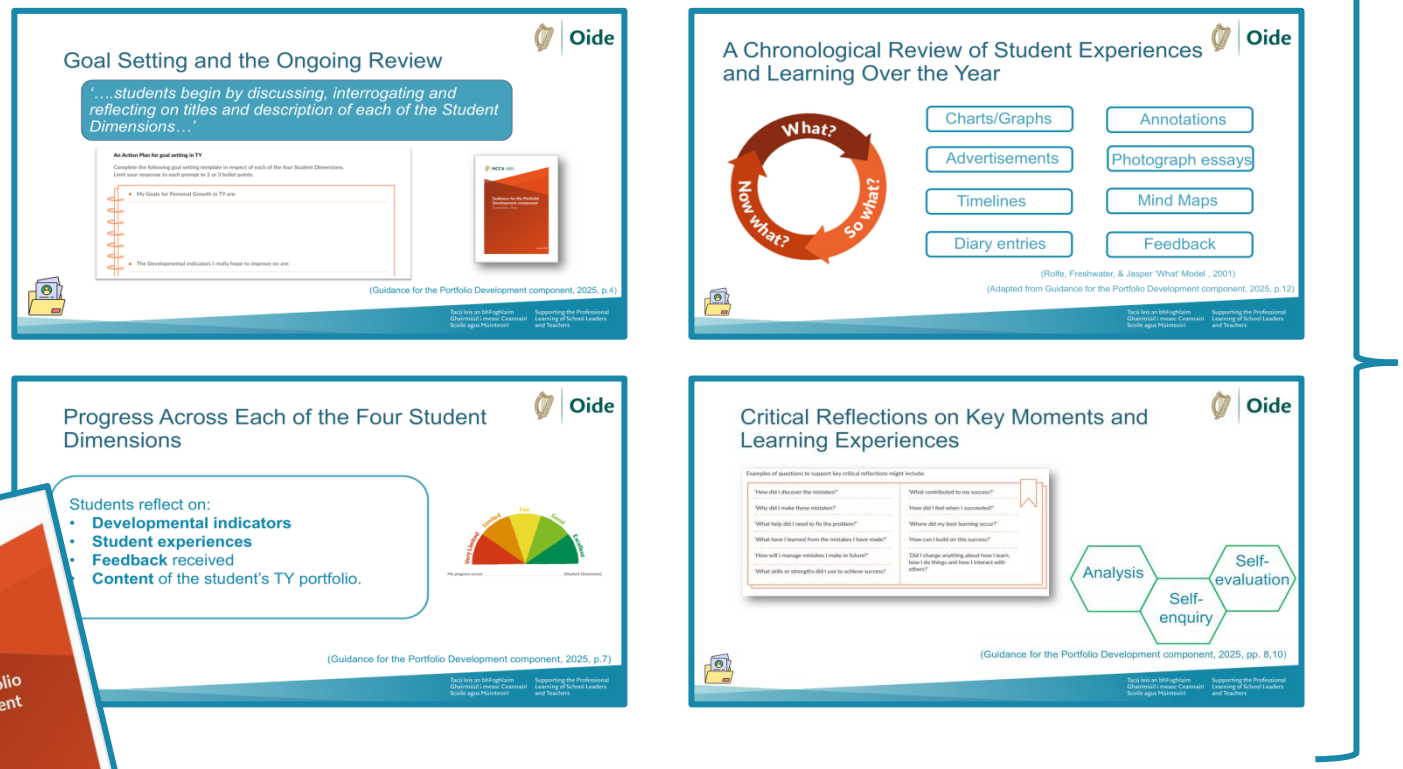
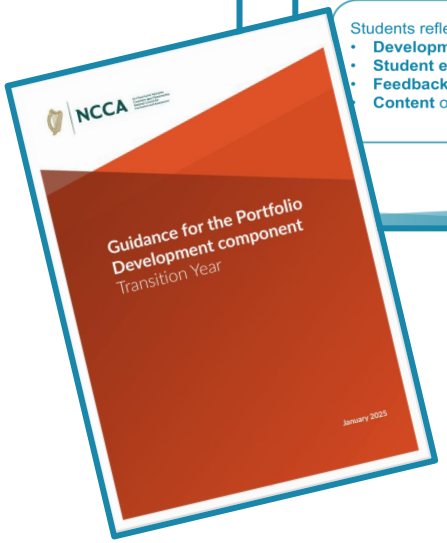
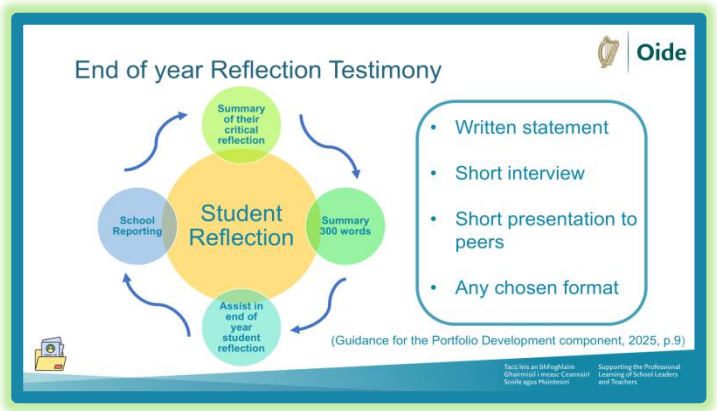
Essential Elements of the TY Portfolio







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:

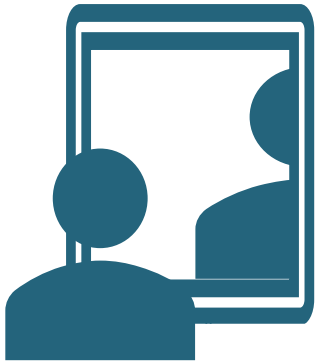
- identified and shared the distinctive features and purpose of your Transition Year programme within their own school context

- explored how the Student Dimensions and Developmental Indicators can inform cohesive planning and effective implementation across the Transition Year programme.

Next Steps

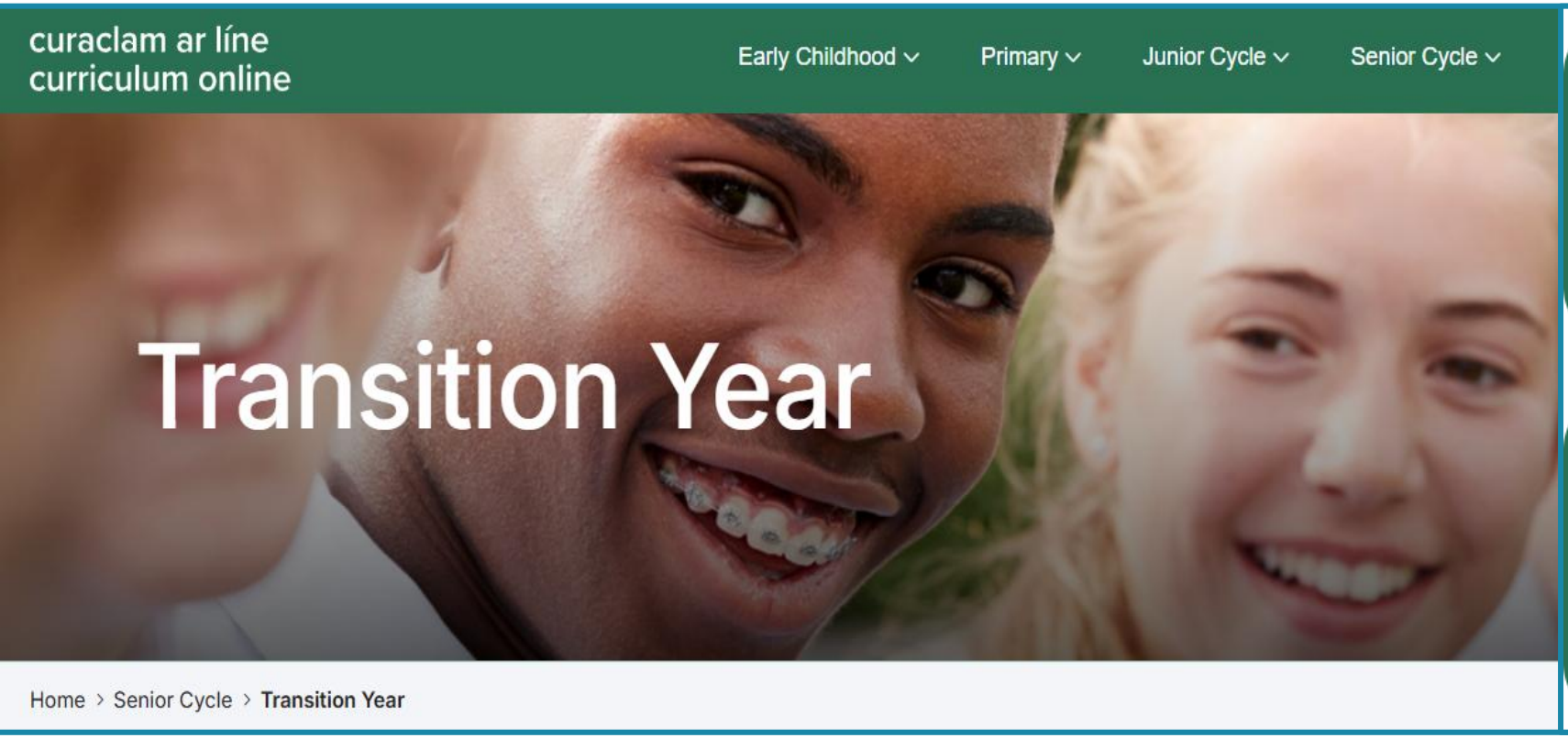
How could the Developmental Indicators guide your next steps in planning and refining student experiences within TY?

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



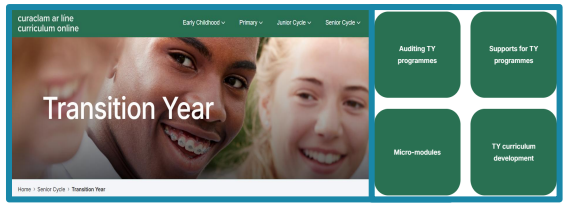
Reflection

NCCA TY Supports



- Auditing TY programmes
- Supports for TY programmes
- Micro-modules
- TY curriculum development

NCCA TY Micro Modules



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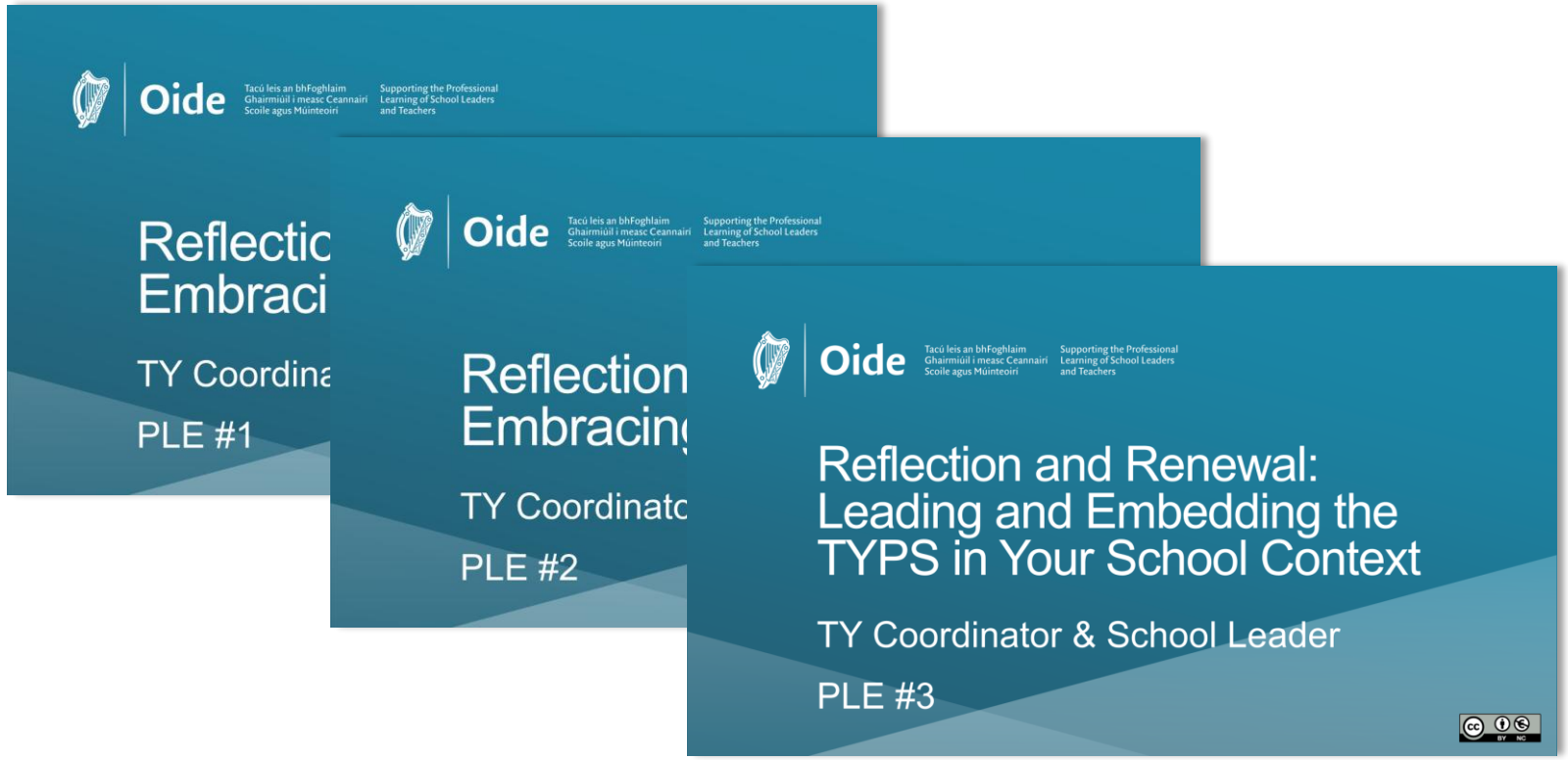
Further Support to Follow: PLE 4



PLE 4

Assessment

Reporting

Reflection

Planning

Resource Padlet

https://bit.ly/4bMRFYJ

Oide TY Communications
Cumarsáid na hIdirbhliana ó Oide

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Feedback

Reflection and Renewal: Transition Year Day 3

Míle buíochas

transitionyear@oide.ie

www.oide.ie

@oide_Ireland

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