



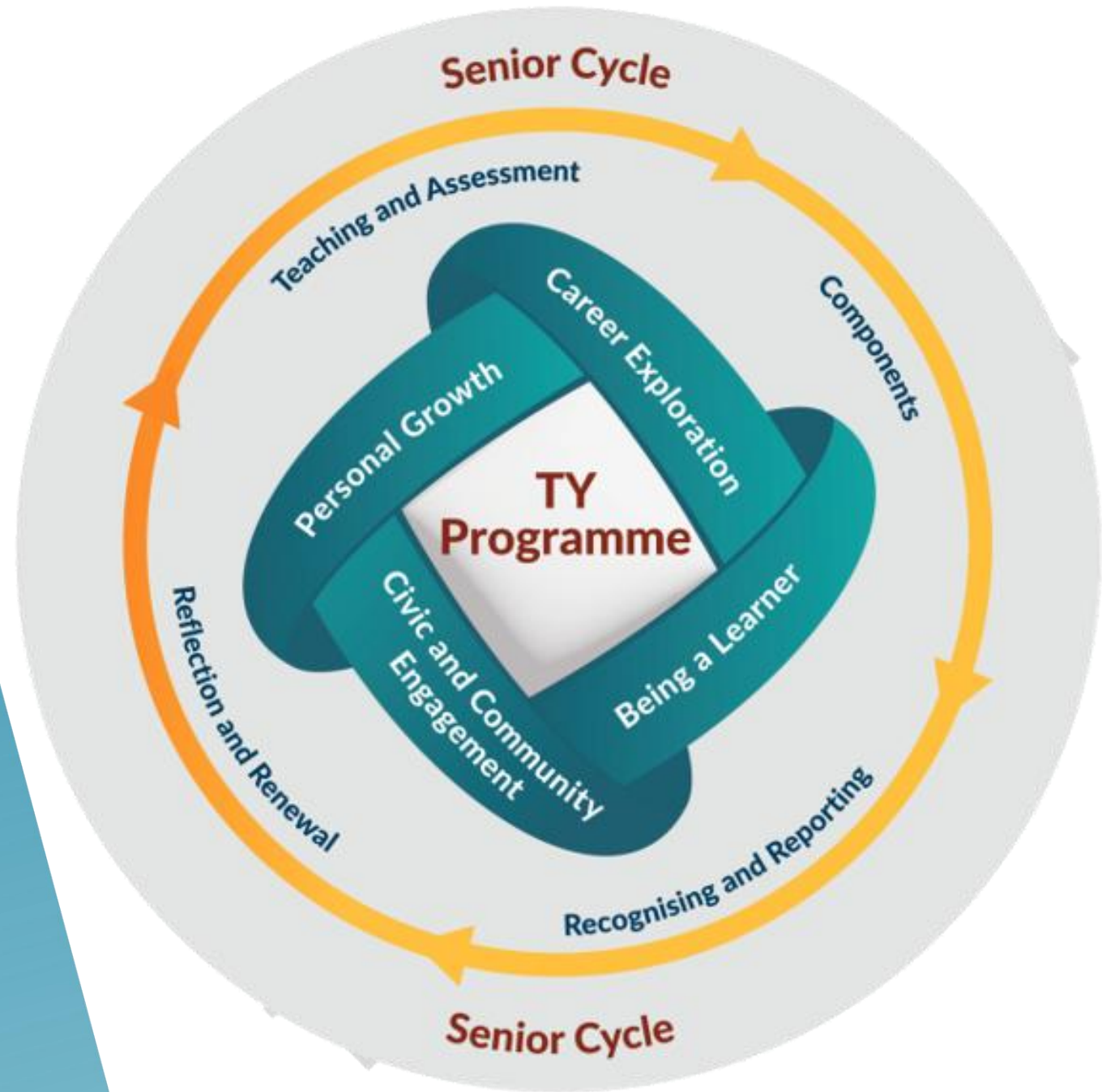
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Supporting the Professional
Learning of School Leaders
and Teachers

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

TY Coordinator Plus One
PLE 3





Registration

Please register using the QR code or link below



tinyurl.com/359f38nr

Transition Year 2025/2026



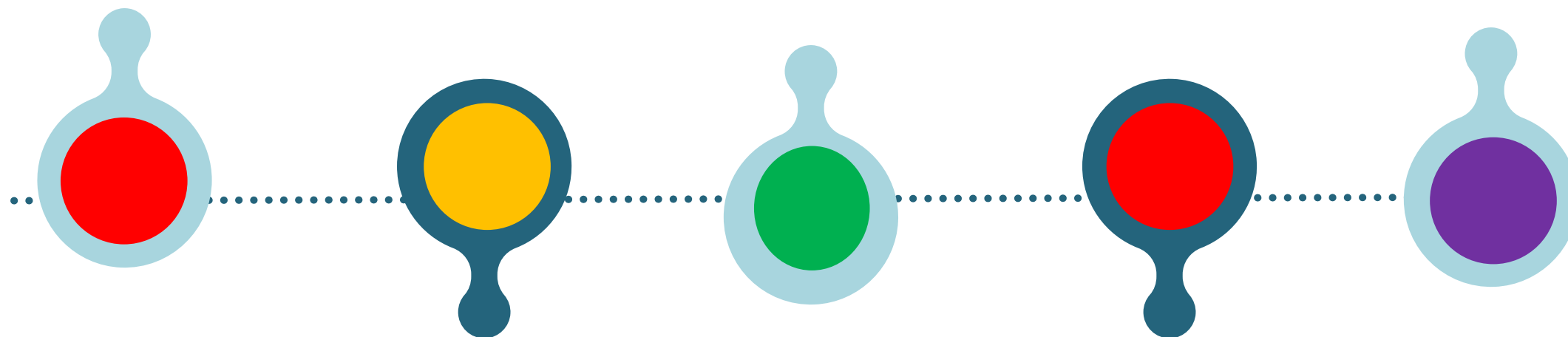


2025/2026– Opportunities for TY PLE

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



Reflection



Video Clip



Digital Strategy



Writing Activity



Feedback



Pedagogical Strategy

Schedule



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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.



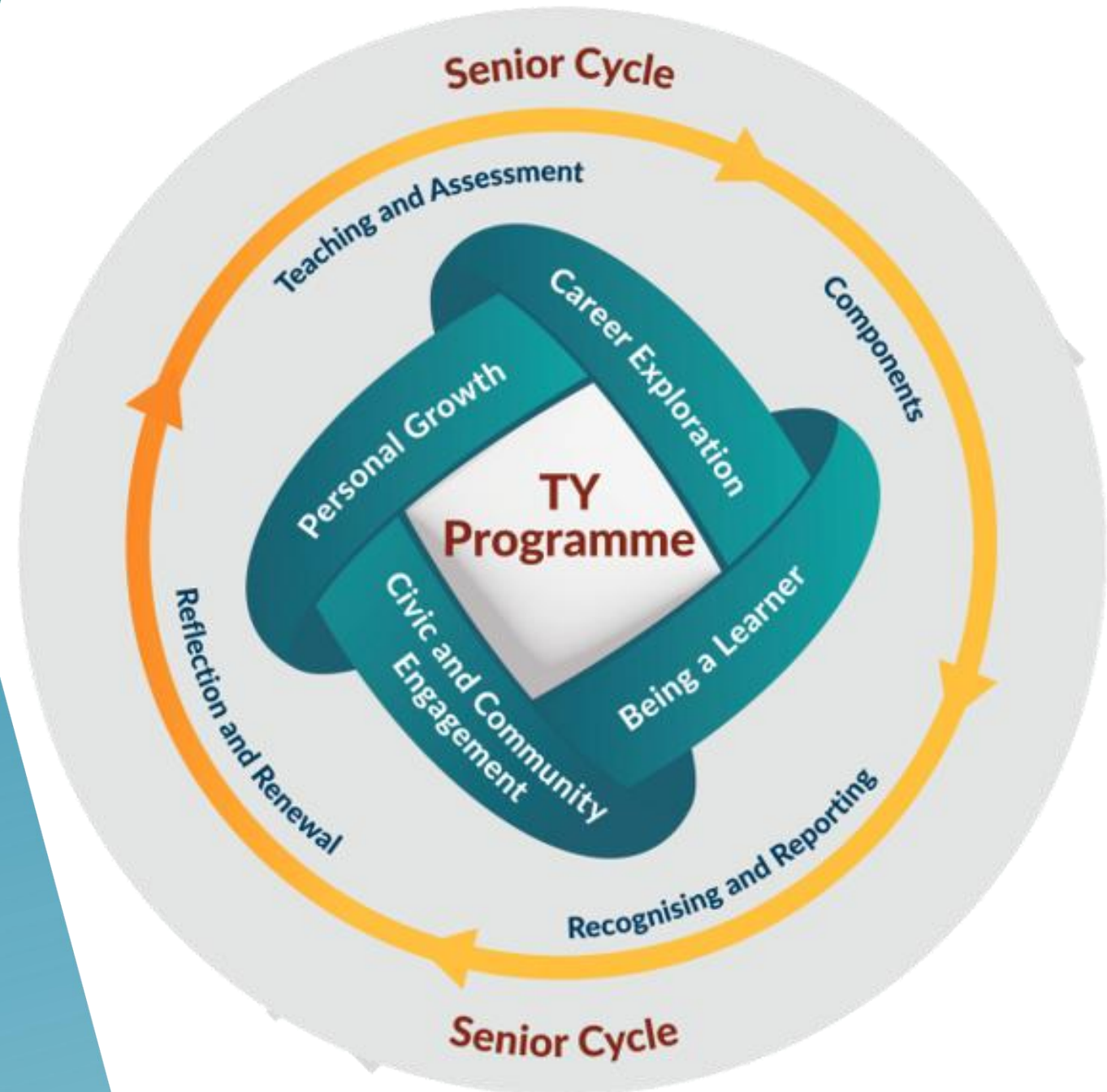
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Session 1

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

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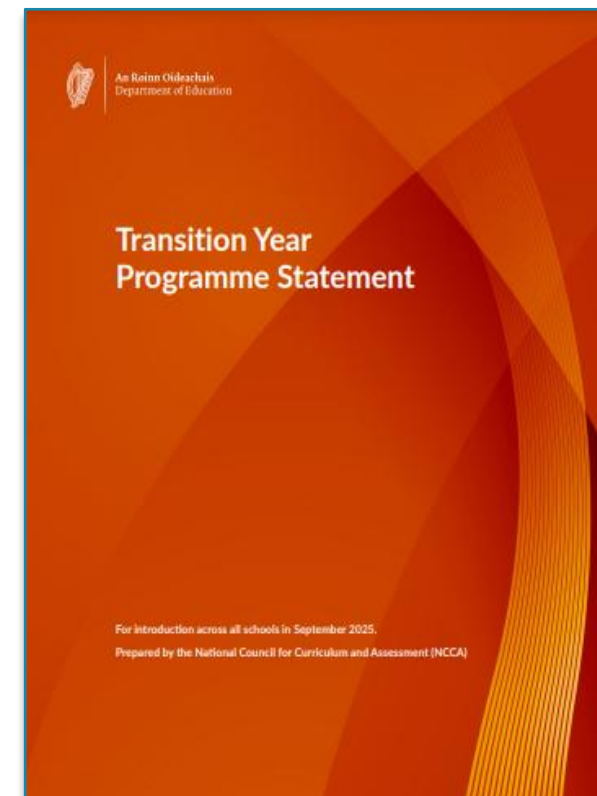
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Reflection and Renewal

‘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.’

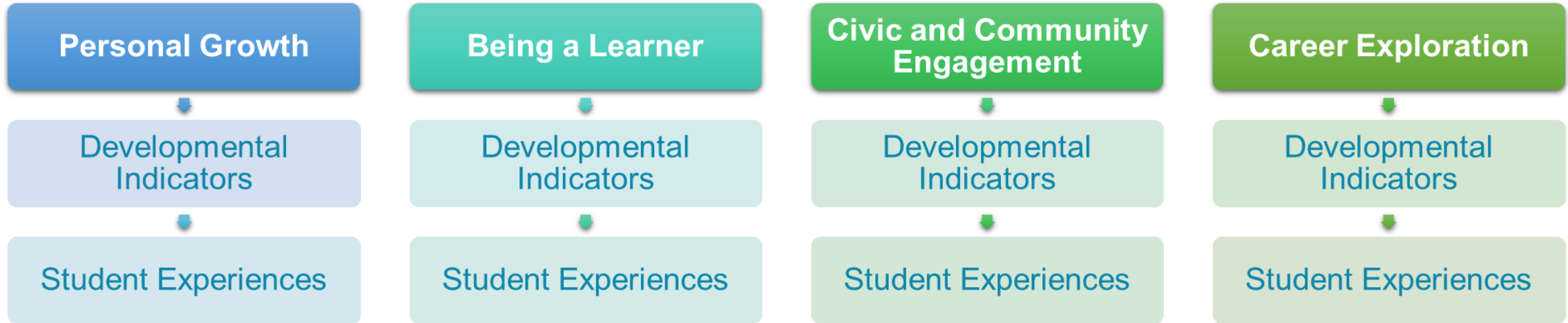
(Transition Year Programme Statement, 2024, p.10)



Student Dimensions



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‘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?

Our Ethos

Our Students

Our Community

What role does our community play in shaping our TY?



Pair Activity

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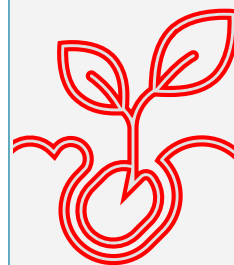


Our School, Our Context



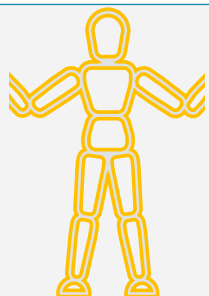
Old

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

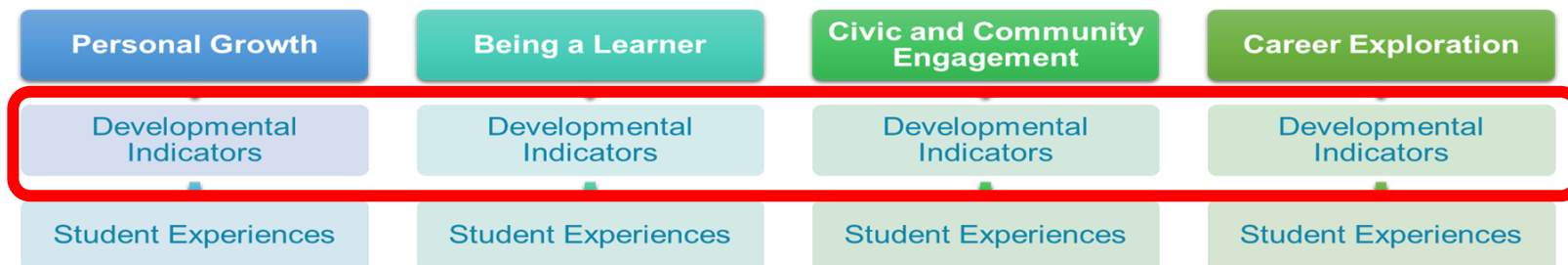


Group Activity



Our School, Our Context

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



Group Activity

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Session Overview



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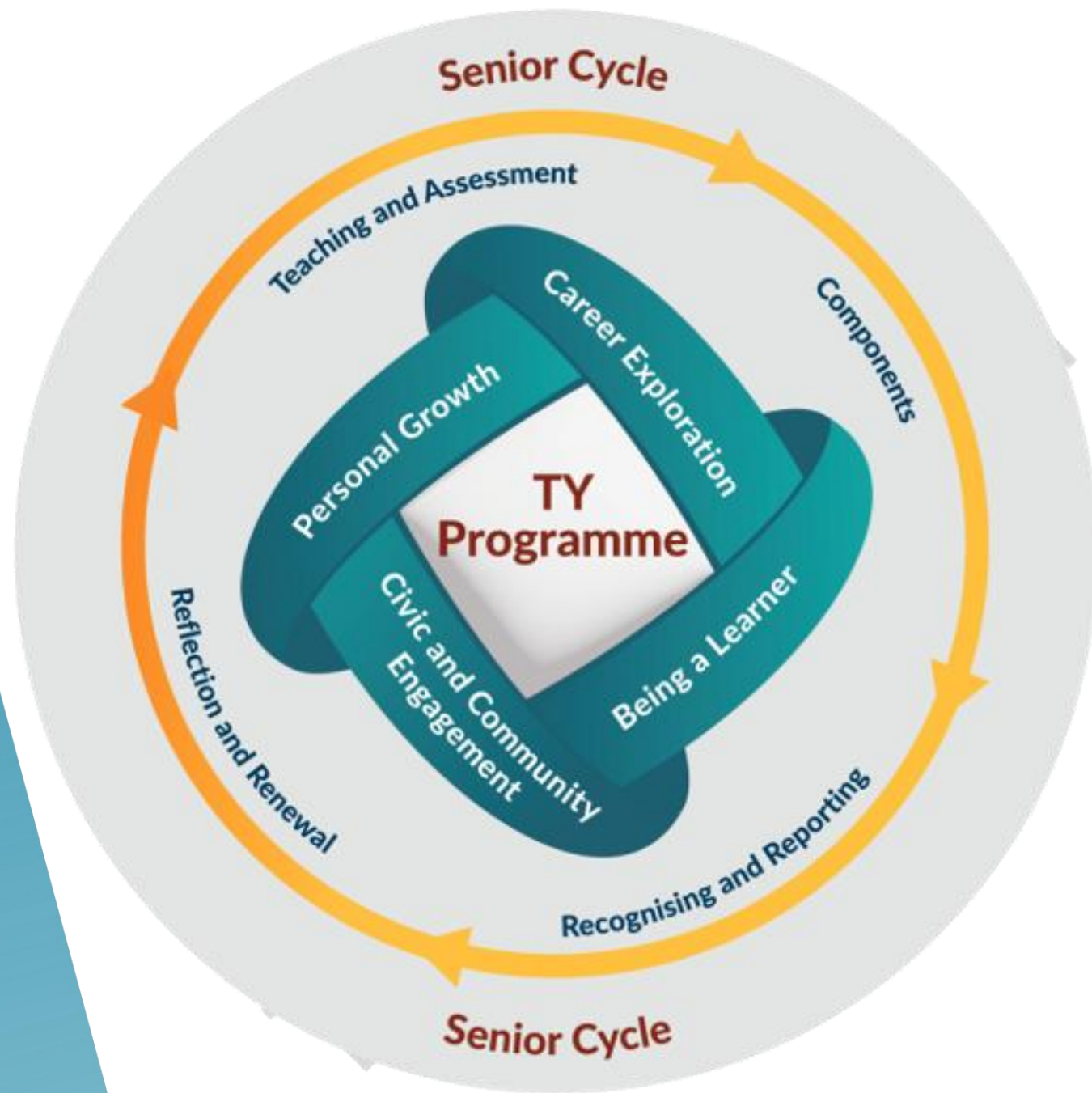
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Session 2

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.



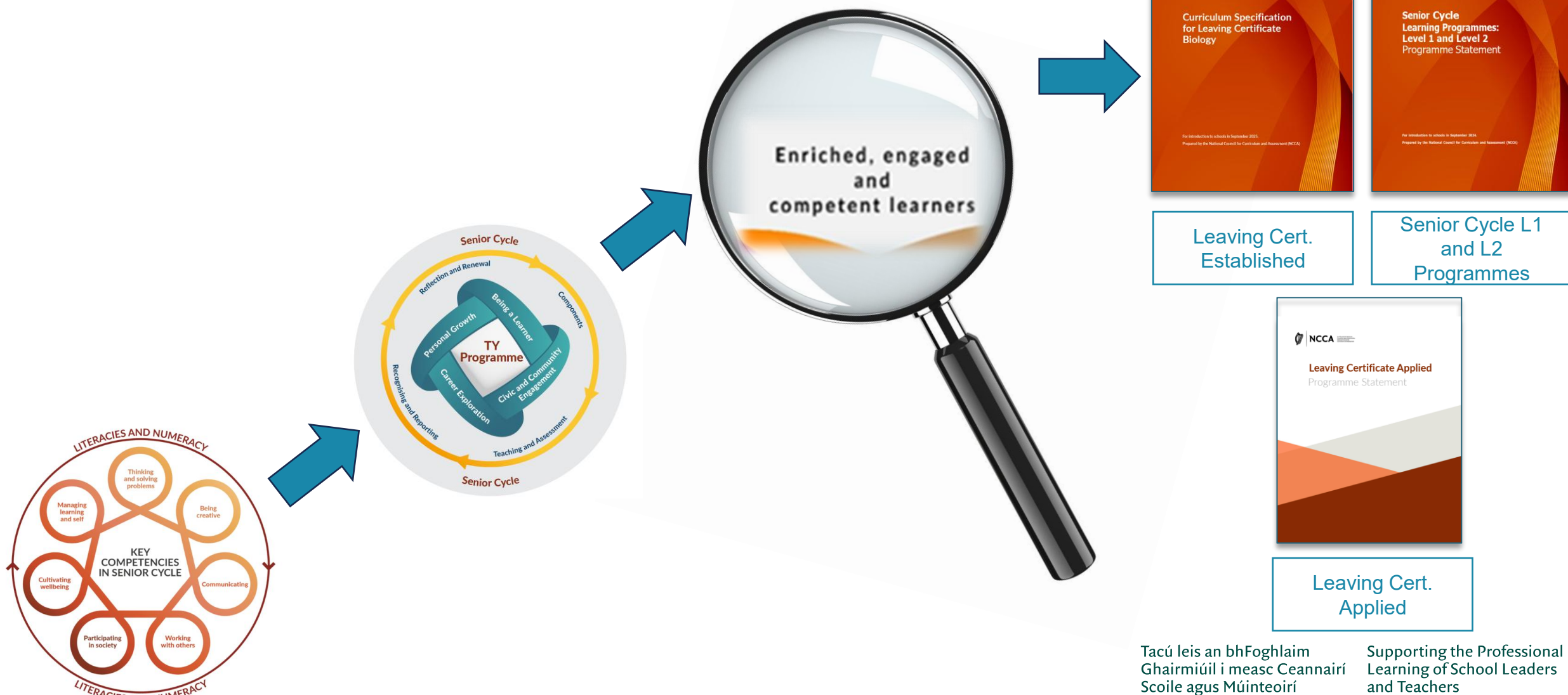
Look at planning Student Experiences through the lens of the Developmental Indicators.



Identify Developmental Indicators embedded in current TY components.



Pathways and Flexibility

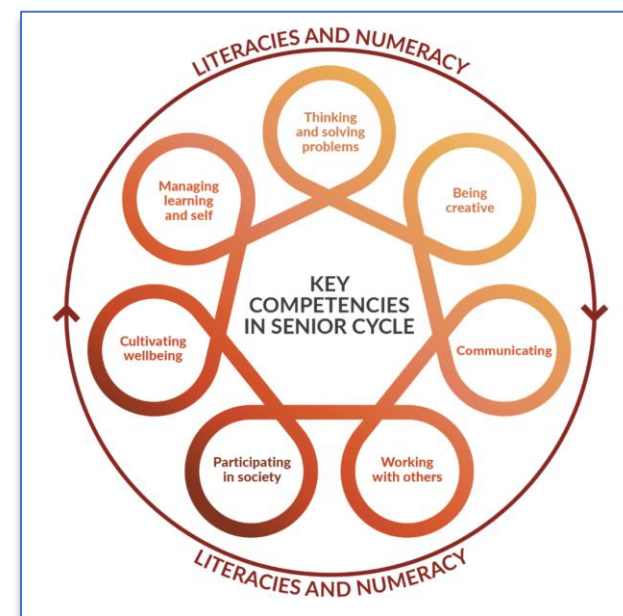




Key Competencies in Senior Cycle

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)

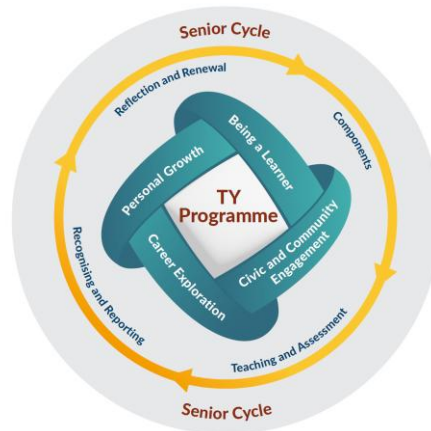
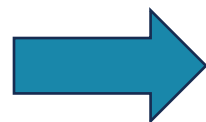
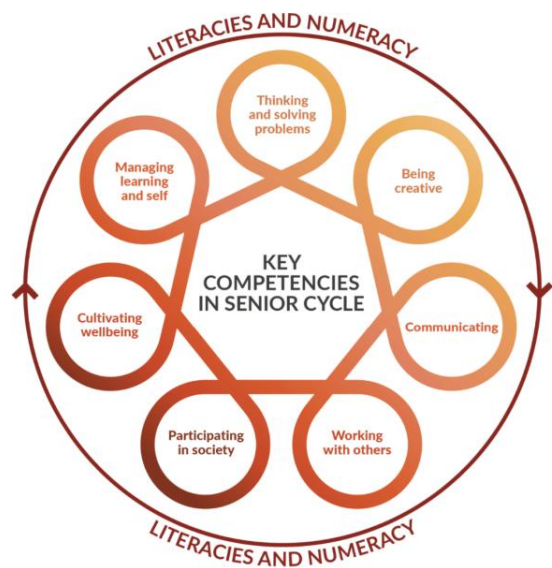
*'Students also get the opportunity to develop a range of skills through activities such as volunteering, work experience, project work and participating in, for example, **An Gaisce**.'*

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





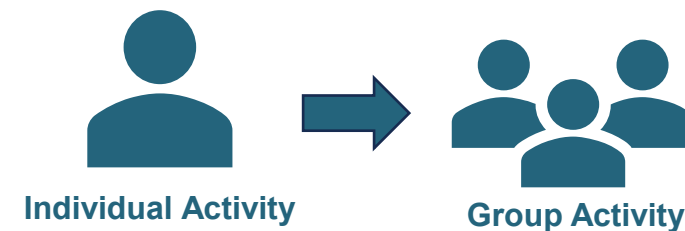
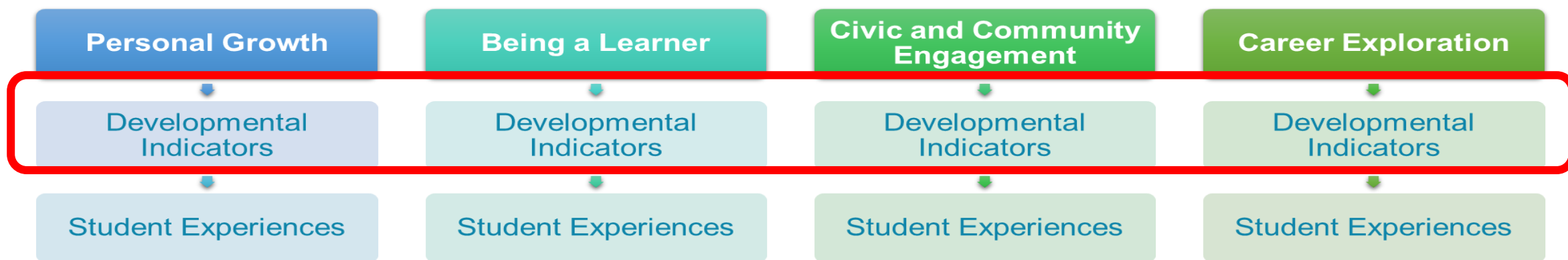
TY and Key Competencies





Developmental Indicators

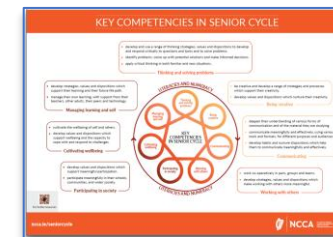
What is your current understanding of developmental Indicators?





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.



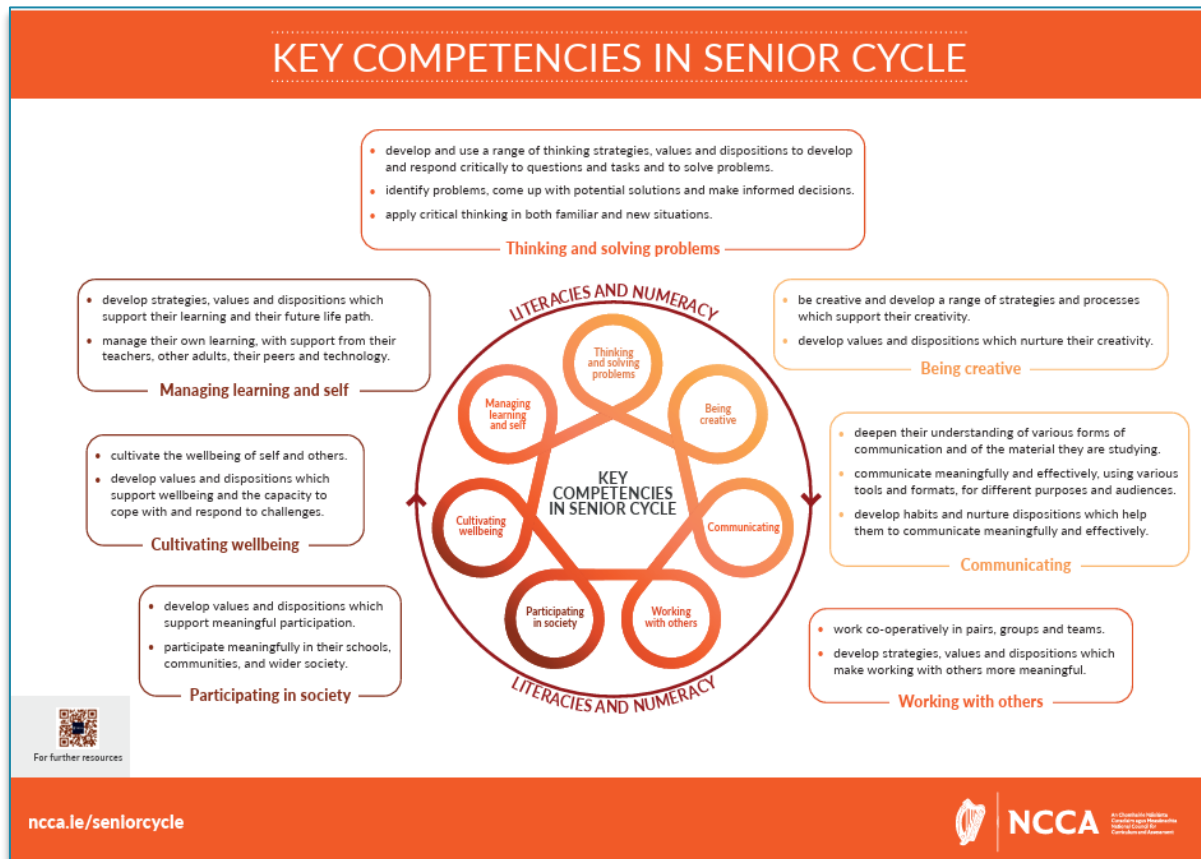
PERSONAL COMPETENCE	BEING A LEARNER	CIVIC AND SOCIAL COMPETENCE	CAREER EXPLORATION
Developmental Indicators Identify and describe personal strengths and weaknesses. Set personal goals and develop a plan to achieve them. Reflect on personal growth and learning experiences.	Developmental Indicators Identify and describe personal strengths and weaknesses. Set personal goals and develop a plan to achieve them. Reflect on personal growth and learning experiences.	Developmental Indicators Identify and describe personal strengths and weaknesses. Set personal goals and develop a plan to achieve them. Reflect on personal growth and learning experiences.	Developmental Indicators Identify and describe personal strengths and weaknesses. Set personal goals and develop a plan to achieve them. Reflect on personal growth and learning experiences.



Group Activity



Aligning Developmental Indicators to the Key Competencies



PERSONAL GROWTH	BEING A LEARNER	CIVIC AND COMMUNITY ENGAGEMENT	CAREER EXPLORATION
<p>Developmental Indicators</p> <ul style="list-style-type: none"> learning more about and valuing their own and others' potential as a person taking greater care of the health and wellbeing of themselves and others setting and achieving goals for personal development and achievement having greater capacity to regulate emotional reactions and affect in personal action knowing how to make more informed decisions persevering longer with tasks, especially when opportunities for growth confronting to see challenges as further opportunities for growth adapting better to growth and new social environments showing more resilience and self-efficacy increasing their capacity for independent and self-regulated learning being more open to trying a range of learning strategies embracing their contribution and contribution skills recognising that they have their study while engaging with other people's ideas <p>Student Experiences</p> <ul style="list-style-type: none"> collaborative projects, competitions, activities over the year to achieve collective goals individual tasks and projects requiring digital and non-digital skills to make an impact on the world guided exploration of a particular area of interest education and guidance in personal and emotional development and social awareness activities and experiences promoting thinking, problem-solving and decision-making opportunities for guided reflection and review of personal goals formal and informal opportunities to speak and present to class, to peers and to the community recognition 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"> learning more about and valuing their own and others' potential as a learner setting learning goals and achieving them becoming more skilled with digital technologies both as a user and as a creator exploring their own personal interests having a greater appreciation of lifelong learning being more resilient to their capacities and potential for growth exploring more knowledge and skills relevant to their study 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 embracing their contribution and contribution skills recognising that they have their study while engaging with other people's ideas <p>Student Experiences</p> <ul style="list-style-type: none"> collaborative projects and learning of subjects with learning designed to develop senior cycle competencies a variety of strategic assessment with learning and assessment designed to develop and support developmental indicators for all students meaningful learning opportunities that encourage a habit of continuous learning in the transition from junior to senior cycle assessment of their learning and development through a variety of formal and informal assessment and self-assessment, and for formative and summative purposes recognition of achievement across all areas of the curriculum guided exploration of a particular area of interest formal and informal opportunities to speak and present to class, to peers and to the community recognition 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"> learning more about and valuing their own and others' potential as a civic and community member setting learning goals and achieving them becoming more skilled with digital technologies both as a user and as a creator exploring their own personal interests having a greater appreciation of lifelong learning being more resilient to their capacities and potential for growth exploring more knowledge and skills relevant to their study 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 embracing their contribution and contribution skills recognising that they have their study while engaging with other people's ideas <p>Student Experiences</p> <ul style="list-style-type: none"> working with local or national organisations and businesses over the year opportunities to volunteer through community work and social development activities on citizenship development including a citizenship action plan for all students sharing of knowledge and skills within the school and the community guided exploration of a particular area of interest formal and informal opportunities to speak and present to class, to peers and to the community recognition 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"> learning more about and valuing their own and others' potential as a career explorer setting learning goals and achieving them becoming more skilled with digital technologies both as a user and as a creator exploring their own personal interests having a greater appreciation of lifelong learning being more resilient to their capacities and potential for growth exploring more knowledge and skills relevant to their study 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 embracing their contribution and contribution skills recognising that they have their study while engaging with other people's ideas <p>Student Experiences</p> <ul style="list-style-type: none"> work placements during the year guided reflection tasks on their experiences and placements in a year activities on career development including a career exploration action plan for all students career guidance and classroom support on a range of career-related topics guided exploration of a particular area of interest formal and informal opportunities to speak and present to class, to peers and to the community recognition of personal growth and personal challenges in all aspects of school life during the year

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 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
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 taking on new challenges or further education for growth adapting better to groups and new social environments increasing self-awareness with more empathy, both in person and online increasing self-awareness of their own strengths and abilities showing more initiative and leadership in school, at home and in the community	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 meeting their own personal learning needs having a greater appreciation of lifelong learning being more willing to learn from mistakes and move forward acquiring more knowledge and skills relevant to their future looking the importance of feedback and planning more value in it increasing their capacity for independent and self-regulated learning being more open to trying a range of learning experiences being more confident in their own abilities recognising that their own needs, while changing with other people's ideas, are still important	Developmental Indicators sustaining more caring and respectful relationships with people, places and things having a greater appreciation and respect for human dignity and diversity displaying their awareness and respect for equality, identity and belonging recognising and engaging with their community and identity being active in their own community showing more initiative in their schools, communities, and society 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 interconnectedness of their national and global communities	Developmental Indicators being more informed on the links between education and career opportunities increasing their awareness of personal interests, abilities, values, and opportunities identifying and outlining career-related goals more regularly having a greater capacity to research and evaluate relevant career opportunities acquiring more vocational, interpersonal and communication skills learning how to generate ideas and turn ideas into action expressing their knowledge, skills and abilities through their own experiences having more awareness of the world of work and enterprise
Student Experiences collaborative projects, competitions, activities over the year to achieve collective goals individual goals and projects, including digital and non-digital skills to enable self-improvement guided creation of a portfolio that captures their personal growth collaborative and guidance in personal and emotional development and social awareness activities that support understanding of their physical and emotional health opportunities for guided reflection and review of personal goals personal 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 continuity subjects and learning of subjects with learning designed to deliver core competencies a variety of experiences consistent with the aims of the Programme, including and supporting developmental indicators for all meaningful learning opportunities that incorporate student input opportunities to build on student learning in the classroom that allow to access each other through a variety of forms such as teacher, peer and self-reflection, and to formulate and communicate ideas recognition of achievement across all areas of the curriculum guided creation of a portfolio that captures their personal growth and personal challenges in all aspects of school life during the year	Student Experiences working with local or national organisations and businesses that the year opportunities to volunteer through community work and social development education in sustainable development, including a meaningful focus for a more sustainable world sharing of knowledge and skills within the school community and among community organisations guided creation of a portfolio that captures their own and community engagement projects, competitions, activities in their own time, in school, at home, in their community, and in the world meaningful involvement with shaping school culture learning opportunities around personal, professional, and social skills	Student Experiences work placements during the year guided reflection tasks on their experiences and learning in TY subjects and modules on the career path curriculum that allow to access each other career guidance and discussion support on a range of future pathways guided creation of a portfolio capturing their own and community engagement a variety of learning opportunities that improve personal and emotional skills access to career-related events or learning experiences guided creation of a portfolio capturing their own and community engagement short, certified courses or micro-credentials opportunities for learning activities and projects

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 are:

• 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 ENGAGEMENT	CAREER EXPLORATION
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 achieving goals for personal development and growth 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 showing more autonomy and leadership in social activities and in the classroom	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 having a greater appreciation of lifelong learning being more willing to learn from mistakes and acquire new knowledge and skills relevant to their future looking the importance of feedback and planning more value in it increasing their capacity for independent and self-regulated learning being more open to trying a range of learning and presentation skills recognising that communication and collaboration skills are essential for success in the 21st century	Developmental Indicators sustaining more caring and respectful relationships with people, place and nature having a greater expectation and respect for human dignity and diversity displaying their awareness and sense of empathy, identity and belonging recognising and engaging with local community and identity showing more initiative in their schools, communities, and society 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 interconnectedness of their national and global communities	Developmental Indicators being more informed on the links between education and career opportunities increasing their awareness of personal interests, abilities, values, and dispositions identifying and setting career-related goals more regularly having a greater capacity to research and evaluate relevant career-related information learning how to generate ideas and turn ideas into action expressing their workplace knowledge and behaviour through their own experience having more awareness of the world of work and enterprise
Student Experiences collaborative projects, competitions, activities over the year to achieve collective goals individual goals and projects, including digital and non-digital skills to enable self-improvement guided creation of a portfolio that captures their personal growth collaboration and guidance in personal and emotional development and social awareness activities that experience and develop lifelong personal and emotional health opportunities for guided reflection and action internal and external opportunities to create 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 confidence, autonomy and ownership of subjects and learning designed to foster their own learning a variety of experiences consistent with the aims of the Programme, Challenge and supporting developmental indicators for all meaningful learning opportunities that incorporate student-led opportunities to build on student learning in the classroom that extend to across curricula through a variety of forms such as teacher, peer and self-reflection, and to families and community involvement recognition of achievement across all areas of the curriculum guided creation of a portfolio that captures development of the student as a learner a range of individual and team projects, presentations, activities over the year that are challenging and appropriate to the level	Student Experiences working with local or global organisations and businesses that the year opportunities to volunteer through community work and social development education in sustainable development, including a meaningful focus for a more sustainable world sharing of knowledge and skills within the school community and among networks of relationships guided creation of a portfolio that captures their civic and community engagement meaningful involvement with shaping school culture learning opportunities around personal property, identity, and values	Student Experiences work placements during the year guided reflective tasks on their experiences and awareness in TY subjects and modules on the career path confirmation that they are a range of future pathways career guidance and discussion 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 practice and emotional skills access to career-related events or learning experiences guided creation of a portfolio capturing their reflections on career exploration short, certified courses or micro-credentials opportunities for learning activities and projects

Suggested Student Activity 3

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• 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 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?

[illegible]



The Role of Developmental Indicators

Laying Foundations for the future:

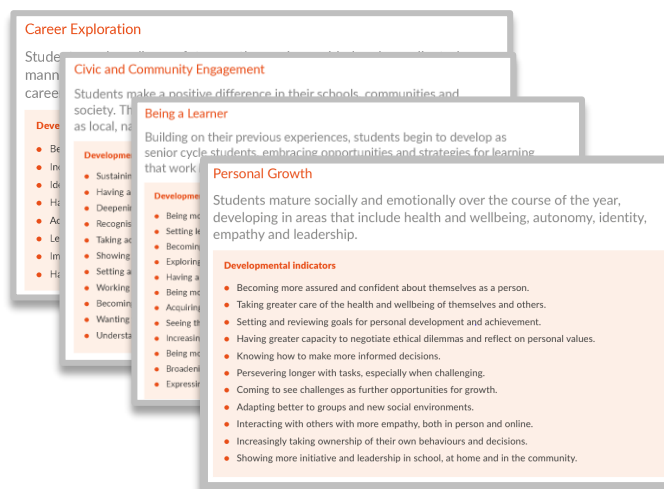
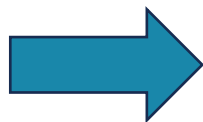
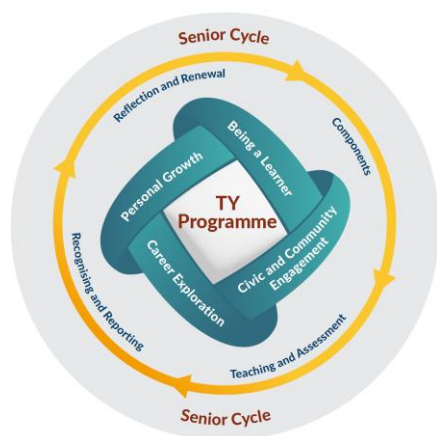
- Apprenticeships
- Further Education
- Travel
- College
- Adult life
- World of work

PERSONAL GROWTH	BEING A LEARNER	CIVIC AND COMMUNITY ENGAGEMENT	CAREER EXPLORATION
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 ferring to one challenge as a learning opportunity for growth engaging safely in groups and social environments interacting with others with more empathy, both in person and online increasing understanding of their own strengths and abilities showing more initiative and leadership in school at home and in the community	Developmental Indicators being more motivated to learn and seeing education as a worthwhile and enjoyable experience setting learning goals and reviewing them regularly learning with others 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 viewing them as learning opportunities acquiring more knowledge and skills relevant to their own life 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 experiences developing their communication and presentation skills exploring their own ideas more deeply while engaging with other people's ideas	Developmental Indicators sustaining more caring and respectful relationships with people, place and nature having a greater appreciation and respect for human dignity and diversity assessing their awareness and understanding of equality, identity and belonging negotiating and engaging with complexity and uncertainty showing interest in how more sustainability 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 interconnectedness of local, national, and global communities	Developmental Indicators being more informed on the links between education and career opportunities increasing their awareness of personal interests, abilities, values, and dispositions identifying and reviewing career-related goals viewing careers as a process having a greater capacity to research and critically reflect upon career pathways engaging more vocational, organisational and communication skills learning how to generate ideas and turn ideas into action improving their workplace knowledge and behaviours through their first experience 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 skills to enable self-regulation guided creation of a portfolio that captures their personal growth education and guidance to personal and emotional development and social awareness activities and experiences providing lifelong physical and emotional health opportunities for guided reflection and review of personal goals personal and emotional readiness to respond 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 community subjects and learning of subjects with learning experiences consistent with key competencies a variety of experiences consistent with making the most of their personal strengths and supporting developmental indicators for all students meaningful learning opportunities that incorporate student voice opportunities to build on student learning in the classroom from class to wider contexts experiences of how learning can be developed through a variety of forms due to teacher, peer and self-assessment, and for themselves and for others 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, presentations created over the year that are meaningful and appropriately challenging	Student Experiences working with local or national organisations and businesses over the year responsibilities to volunteer through community and social participation education on sustainable development, including recognition of a more sustainable world sharing of knowledge or skills within the school community and giving community (volunteering) guided creation of a portfolio that captures their own and community engagement projects, competitions, activities in the classroom, in the wider world, and beyond meaningful involvement with shaping school culture learning opportunities around equality, diversity, and inclusion	Student Experiences work placements during the year guided reflective tasks on their experiences and placements in 7th 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 emotional skills access to career-related events or learning environments guest speakers from a diversity of backgrounds and careers opportunities for assessing activities and outcomes





TY and Key Competencies



Transition Year Programme Statement

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.

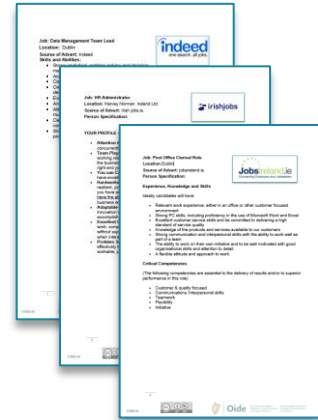
Student experiences are intended to provide a variety of possible opportunities and contexts to support student learning and development consistent with the developmental indicators.



Developing Communication Skills in TY

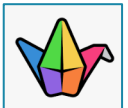


Broadening their communication and presentation skills.



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.

working more co-operatively with others and in teams



- 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?

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



- 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

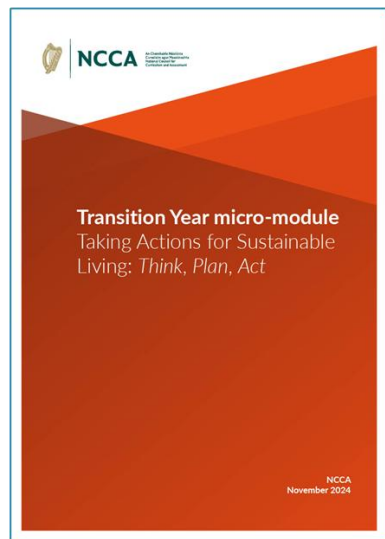




Student Experiences

Chose a TY component from your current TY programme

Sample TY Planning Resource	
Click here to enter module title	
Attribution of the module:	
Overview: (a short statement briefly describing the module):	Prior Learning (How the learning builds on learning from Junior Cycles)
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):	Key Allocation:
Indicators: (How are I being inclusive of all learners? Are the learning experiences providing challenge and opportunities to all learners? Can all students access the learning?)	
Progression/assessment strategies that will form part of this module: (What will align to the learning progression key competencies to life e.g., digital skills, learning outside the classroom, group projects etc., and encourage creativity and innovation)	Assessment: (Formative/summative assessment opportunities)
Additional experiences: (growth, learning, career-related)	
Developmental Indicators: (Click on the dropdown menu to see all developmental indicators and select accordingly)	Student experiences (Students of Learning aligned to the adjacent developmental indicator)
Self-Evaluating their own learning: (Reflect)	
Self-Evaluating their learning: (Reflect)	
Self-Evaluating their learning: (Reflect)	
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 Evidence: (Which aspects of this module - work, photos, presentations, competitions may be an addition to the students' portfolios)	



 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 creative and unique to your school.



Reflecting on Your Component

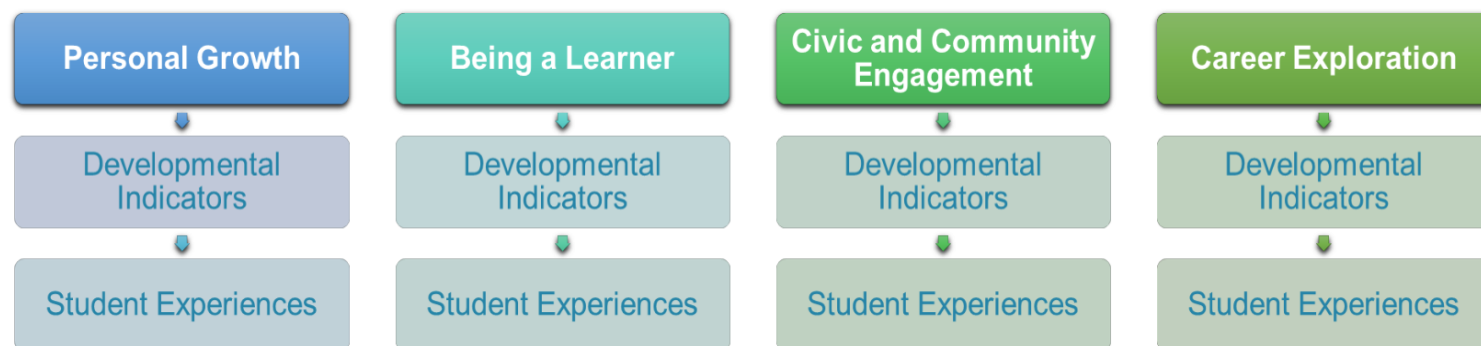
Which **Student Dimensions** are most visible?

Which **Developmental Indicators** are most relevant?

What **Student Experiences** are planned to support

these indicators?

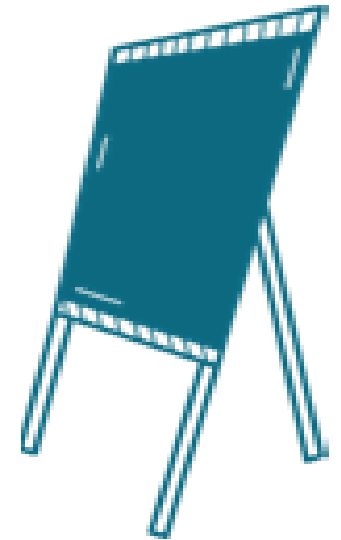
PERSONAL GROWTH	BEING A LEARNER	CIVIC AND COMMUNITY ENGAGEMENT	CAREER EXPLORATION
Developmental Indicators becoming more assured and confident about themselves as a person taking greater care of the health and wellbeing of themselves and others setting and reviewing goals for personal development and 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 behaviour and decisions showing more initiative and leadership in school, at home and in the community	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 applying their knowledge and skills relevant to their own life seeing the importance of feedback and playing more value on it increasing their capacity for independent and self-regulated learning being more open to trying a range of learning strategies breaking down their communication and presentation skills expressing their own ideas more clearly while engaging with others' ideas	Developmental Indicators sustaining more caring and respectful relationships with people, ideas and values having a greater appreciation and respect for human dignity and diversity designing 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 improving their workplace knowledge 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 career opportunities increasing their awareness of personal interests, abilities, 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 cultural activities having more awareness of the world of work and enterprises
Student Experiences collaborative projects, competitions, activities over the year to achieve common goals individual tasks and projects, including digital and non-digital skills to enable self-expression guided creation of a portfolio that captures their personal growth educational 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 interview recognition of personal growth and personal challenges – at moments of achievement during the year	Student Experiences continuity subjects and sampling of subjects with learning designed to develop senior skills key competencies a variety of pedagogies consistent with learning the arts in the 21st century meaningful learning opportunities that incorporate student input opportunities to build on student learning in the transition from junior to senior school 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 their own and community engagement a range of individual and team projects, competitions, activities over the year that use technology and appropriate resources	Student Experiences working with local or national organisations and businesses over the year opportunities to volunteer through community work and social projects education on sustainable development, including a meaningful action for a more sustainable world sharing of knowledge and skills within the school community and serving community initiatives guided creation of a portfolio that captures their own and community engagement projects, competitions, activities in the classroom, in school, at home, in local communities and in society meaningful involvement with sharing school culture learning opportunities around empathy, identity and belonging	Student Experiences work placements during the year guided reflection tasks on their experiences and placements in 17 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 emotional skills access to career-related events or learning experiences guest speakers from a diversity of backgrounds and careers short, certified courses or micro-credentials opportunities for acquiring aptitudes and competencies





Next Steps

How might this component be **extended/expanded**?



PERSONAL GROWTH	BEING A LEARNER	CIVIC AND COMMUNITY ENGAGEMENT	CAREER EXPLORATION
Developmental Indicators <ul style="list-style-type: none">becoming more assured and confident about themselves as a persontaking greater care of the 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 environmentsinteracting 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	Developmental Indicators <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.	Developmental Indicators <ul style="list-style-type: none">sustaining more caring and respectful relationships with people, place and naturehaving a 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 teamsbecoming more involved with creative and cultural activitieswanting to contribute to a more just worldunderstanding better the interconnections of local, national, and global communities.	Developmental Indicators <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
Student Experiences <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	Student Experiences <ul style="list-style-type: none">continuity subjects and sampling of subjects with learning designed 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 build on student 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 progress as a learnera range of individual and team projects, competitions, activities over the year that are manageable and appropriately challenging	Student Experiences <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 action for a more sustainable worldsharing of knowledge and skills within the school community and among community stakeholdersguided creation of a portfolio that captures their civic and community engagementprojects, competitions, activities in the classroom, in school, at home, in local communities and in societymeaningful involvement with shaping school culturelearning opportunities around empathy, diversity, and inclusion	Student Experiences <ul style="list-style-type: none">work placements during the yearguided reflective tasks on their experiences and placements in TYsubjects 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



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 Indicator	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 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 to learn 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 behaviour and decisions showing more initiative and leadership in school, at home and in the community	Developmental Indicators being more confident to learn and using education as worthwhile and enjoyable setting learning goals and reviewing them regularly having more skills 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 broadening their communication and presentation skills expressing their own ideas more clearly while engaging with other people's ideas	Developmental Indicators setting more socially and respectfully relationships with peers and adults having a greater appreciation and respect for human dignity and diversity deepening their awareness and sense of equality, identity and belonging recognising and engaging with complexity and ambiguity 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 respectfully with others and in teams becoming more involved with cultural 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 career opportunities increasing their awareness of personal interests, attitudes, 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 articulate these and turn ideas into action improving their workplace knowledge and behaviours through first-hand experience having more awareness of the world of work and enterprise
Student Experiences collaborative projects, competitions, activities over the year to achieve collective goals individual tasks and projects, including digital and non-digital skills to enable self-expression guided creation of a portfolio that captures their personal growth activities and experiences promoting lifelong physical and emotional health opportunities for guided reflection and review of different goals formal and informal opportunities to speak and present in class, public and at conferences recognition of personal growth and personal challenges in all aspects of school life during the year	Student Experiences continuity subjects and sampling of subjects with a view to choosing senior cycle a variety of knowledge connected with exploring the aims of the Programme Statement and supporting developmental indicators for all students meaningful learning opportunities that motivate student work opportunities to build on student learning in the school community and across community 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 a range of individual and team projects, competitions, activities over the year that are manageable and appropriately challenging	Student Experiences working with local or national organisations and businesses over the year opportunities to collaborate 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 across community guided creation of a portfolio that captures their own 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, identity, and inclusion	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 receiving feedback and 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





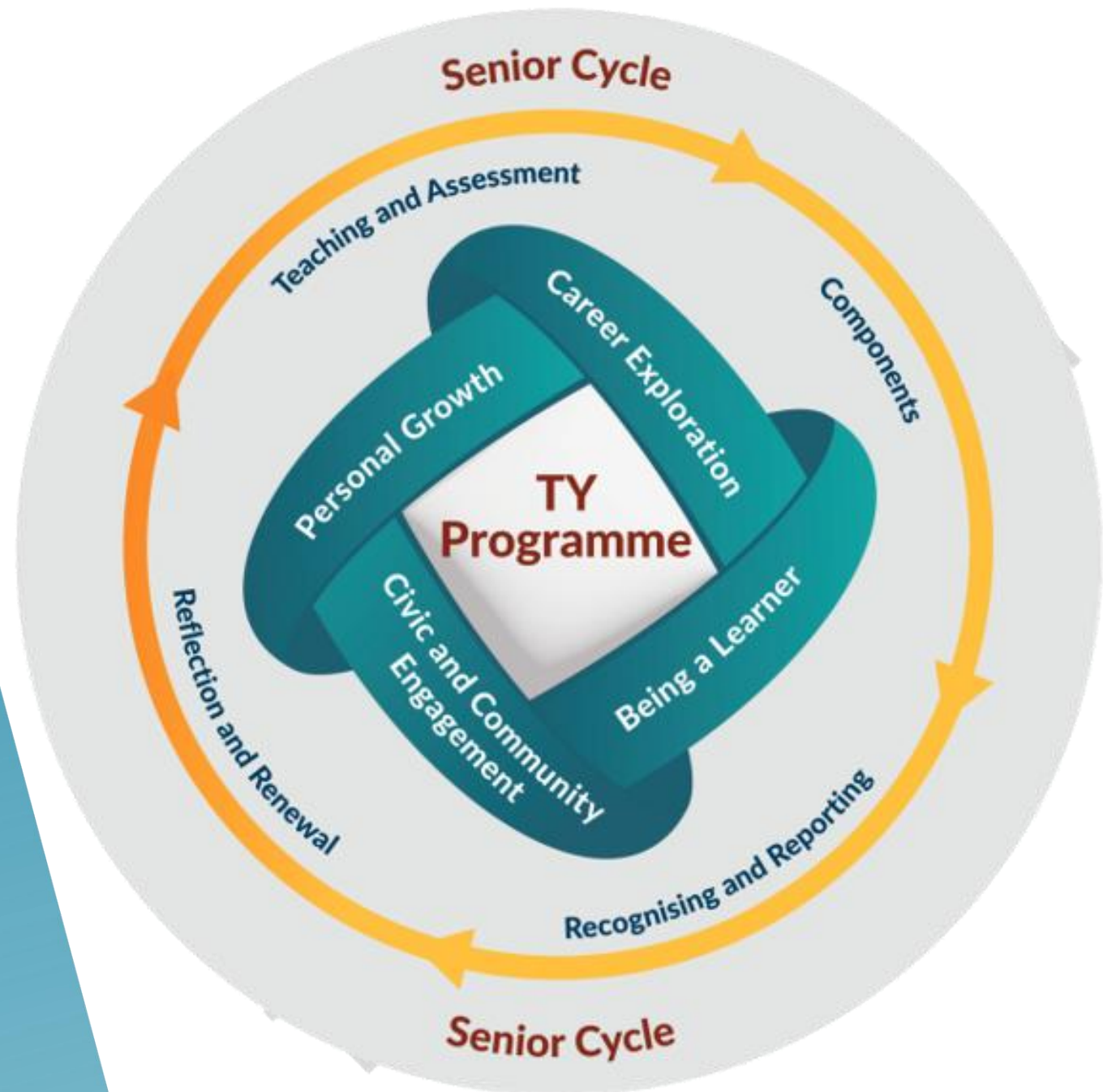
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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

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 responses 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



- | | |
|----------------|-------------------|
| 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.



(Guidance for the Portfolio Development component, 2025, p.7)

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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?’
‘Why did I make these mistakes?’	‘How did I feel when I succeeded?’
‘What help did I need to fix the problems?’	‘Where did my best learning occur?’
‘What have I learned from the mistakes I have made?’	‘How can I build on this success?’
‘How will I manage mistakes I make in future?’	‘Did I change anything about how I learn, how I do things and how I interact with others?’
‘What skills or strengths did I use to achieve success?’	

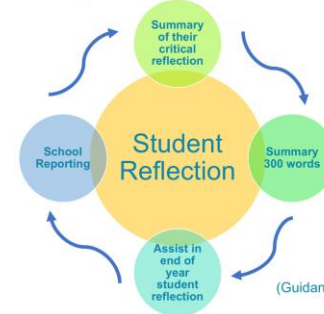


(Guidance for the Portfolio Development component, 2025, pp. 8, 10)



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End of year Reflection Testimony



- Written statement
- Short interview
- Short presentation to peers
- Any chosen format

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

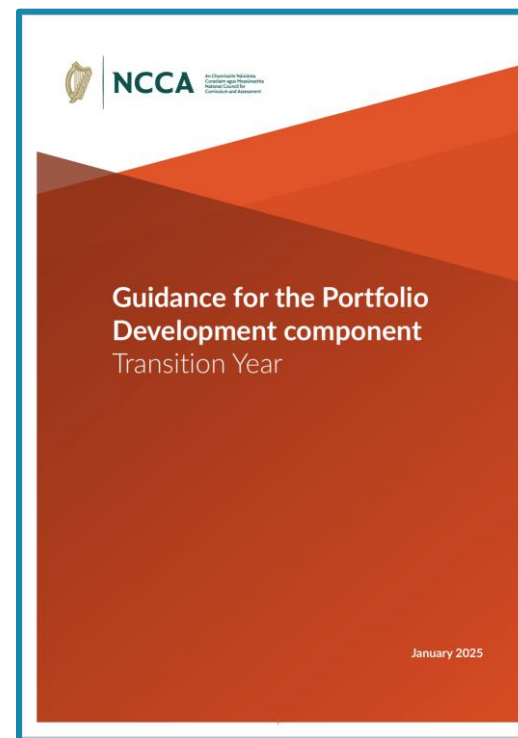


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TY Portfolio: More than a Record

- 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-

Develop

- Being
- Incre
- Ident
- Havi
- Acqu
- Learn
- Impro
- Havi

Civic and Community Engagement

Student
society
as loca

Being a Learner

Building
senior c
that wo

Develop

- Sus
- Hav
- Dee
- Rec
- Tak
- Sho
- Set
- Wo
- Bec
- Wal
- Unc

Personal Growth

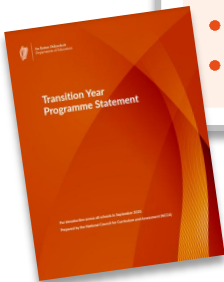
Students mature socially and emotionally over the course of the year, developing in areas that include health and wellbeing, autonomy, identity, empathy and leadership.

Developmental indicators

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

Showcase Pieces

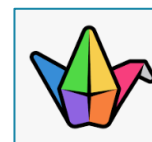


Student
Dimensions
strongly visible

Developmental
Indicators
Evidenced

Opportunities
for
Assessment

Supports
Student
Reflection



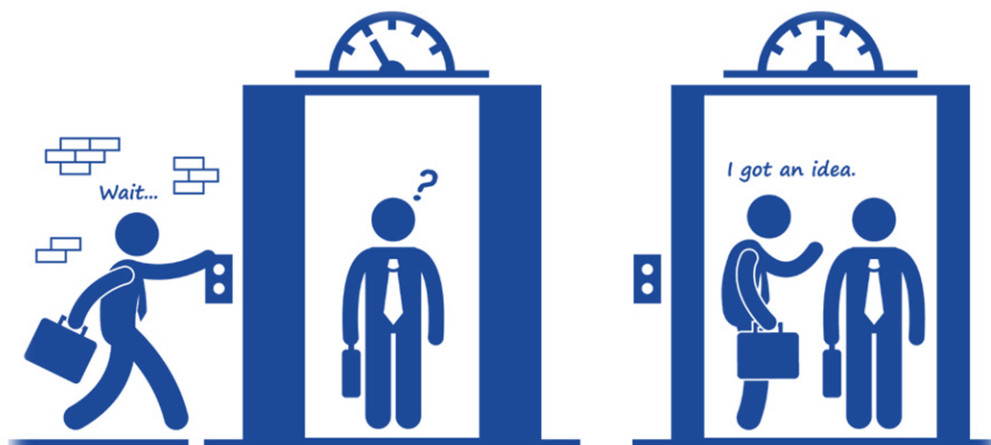


Carousel Insights: Elevator Pitch

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.



New

Something you have added to your programme.



Borrowed

A component devised outside of your school.



Blue

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

Planning
for the
Experience

Scaffolding
Learner
Experience

Monitoring
Progress

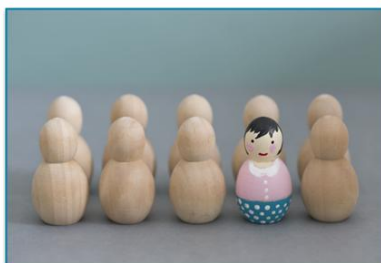
Supporting
Student
Reflection

Who are we?

Our Ethos

Our Students

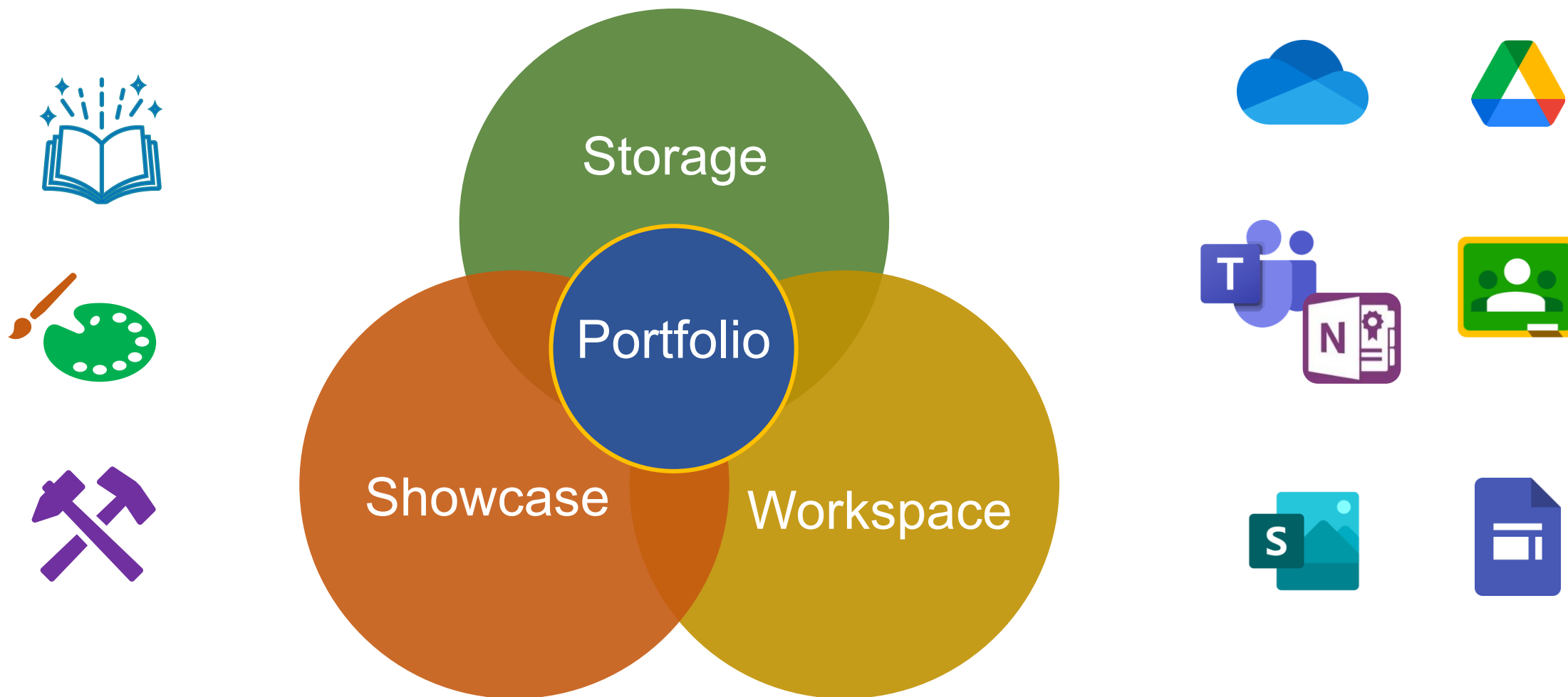
Our Community



Individual Activity

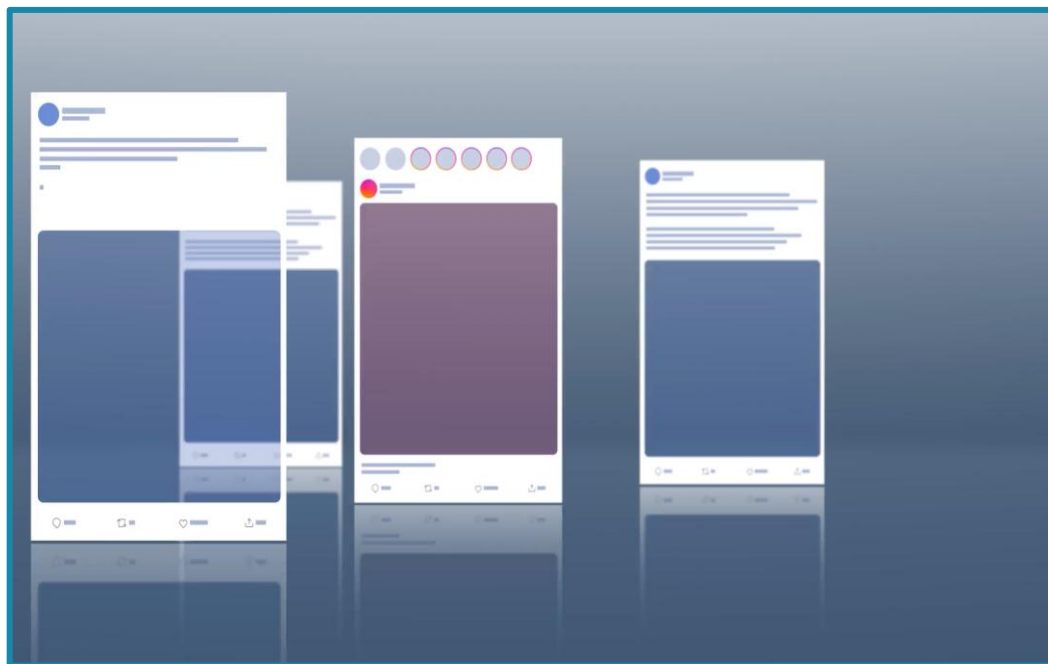


TY Portfolio: Dynamic Formats





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.	



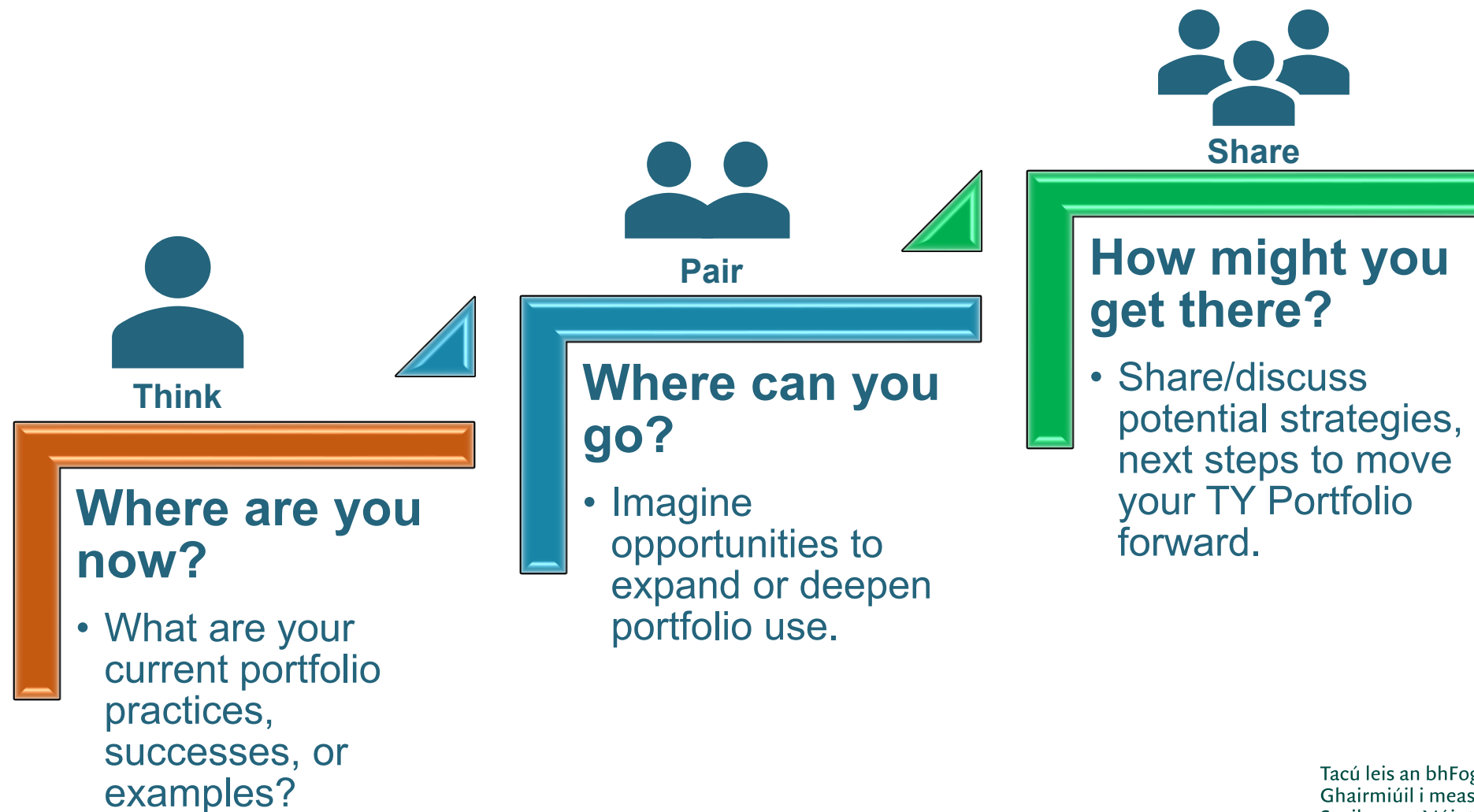
Individual Activity

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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Portfolio Development: Next Steps



Reflection

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 throughout.	
Format & Accessibility	Portfolio is inconsistent. Access and collaboration issues.	Clear format in place (digital, physical or combination). Accessible and well-organized.	Portfolio format is consistent, inclusive, and supports UDL.	
Student Voice & Choice	Students have little say in content/structure at present.	Students choose some artifacts and reflections as part of their portfolio.	Students co-design portfolio, strong ownership and voice throughout.	
Student Dimensions Indicators	Linked or no explicit links as 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, support and self, peer and teacher feedback present.	Reflection prompts, goal setting and regular feedback (peer, self, teacher) embedded.	
Evidence & Artifacts	Mostly certificates and/or attendance records. Portfolio is a static repository.	Wide range of artifacts included (journals, photos, projects).	Diverse artifacts 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 learning.	Portfolio fully integrated into TY reporting and public celebration of TY.	



Essential 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)

A Chronological Review of Student Experiences and Learning Over the Year



- | | |
|----------------|-------------------|
| 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)

Progress Across Each of the Four Student Dimensions

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



(Guidance for the Portfolio Development component, 2025, p.7)

Critical Reflections on Key Moments and Learning Experiences

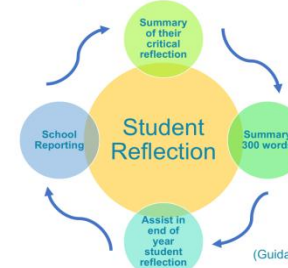
Examples of questions to support key critical reflections might include:

How did I discover the mistakes?	What contributed to my success?
Why did I make these mistakes?	How did I feel when I succeeded?
What help did I need to fix the problem?	Where did my best learning occur?
What have I learned from the mistakes I have made?	How can I build on this success?
How will I manage mistakes I make in future?	Did I change anything about how I learn, based on things and how I interact with others?
What skills or strengths did I use to achieve success?	



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

End of year Reflection Testimony



- Written statement
- Short interview
- Short presentation to peers
- Any chosen format

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

Guidance for the Portfolio Development component
Transition Year

January 2025



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

Auditing TY
programmes

Supports for TY
programmes

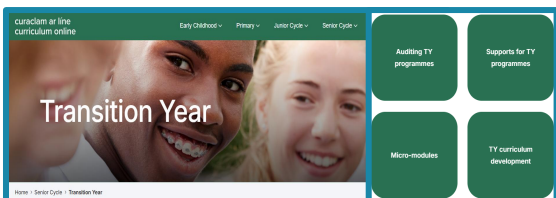
Micro-modules

TY curriculum
development

Home > Senior Cycle > Transition Year

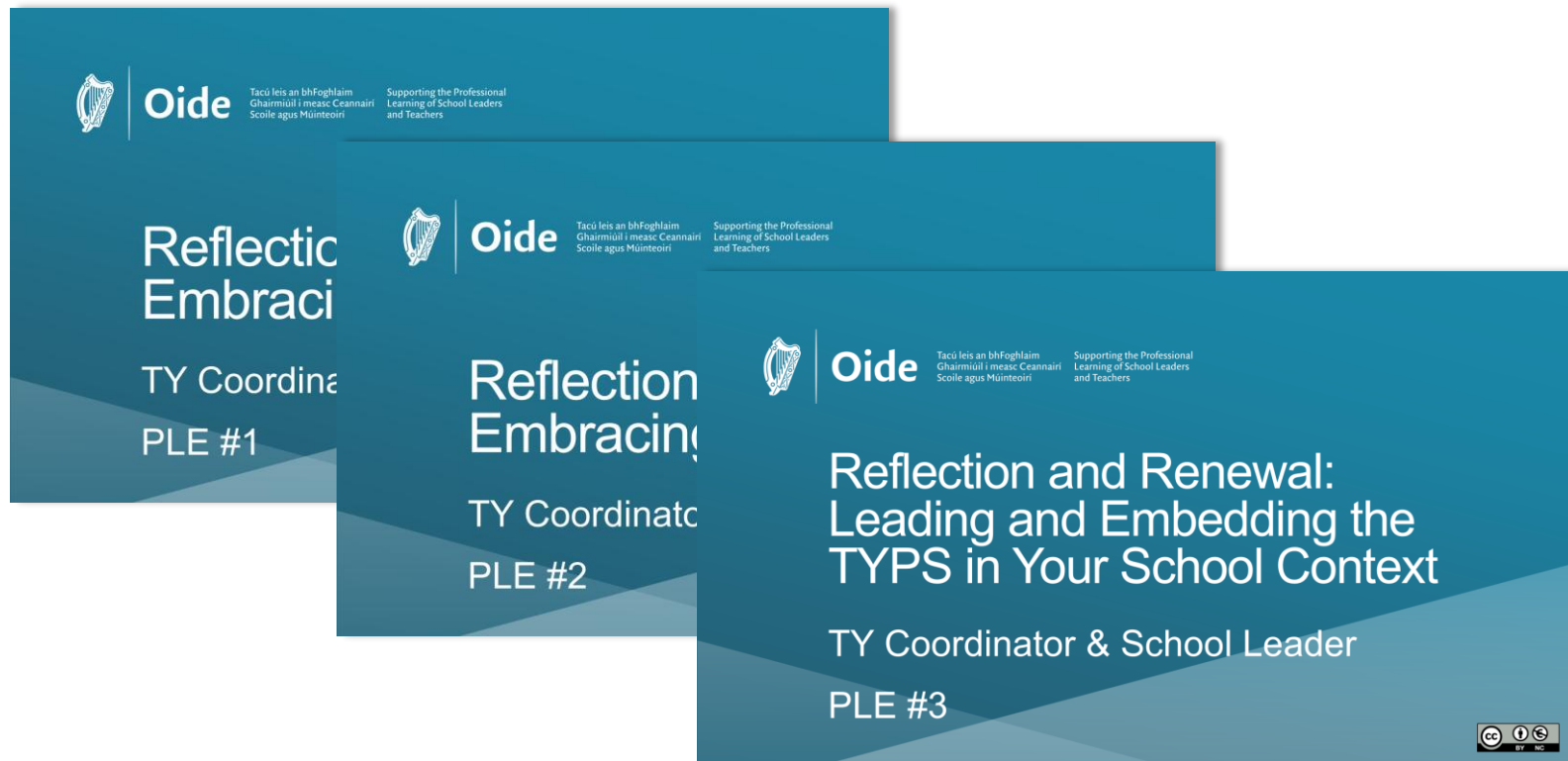


NCCA TY Micro Modules





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



Oide

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Transition Year**



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Primary Transition
Year Mailing List to
receive news and
updates**



bit.ly/3SOnIkA



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Feedback

Reflection and Renewal: Transition
Year Day 3





Oide

Míle buíochas



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@oide_Ireland

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