

Student Dimensions and Developmental Indicators

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.

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.



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Being a Learner

Building on their previous experiences, students begin to develop as senior cycle students, embracing opportunities and strategies for learning that work best for the student now and into the future.

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.



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Civic and Community Engagement

Students make a positive difference in their schools, communities and society. They learn to act on their responsibilities and exercise their rights as local, national and global citizens in ethical and sustainable ways.

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.



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Career Exploration

Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.

Developmental indicators

- Being more informed on the links between education and career opportunities.
- Increasing their awareness of personal interests, aptitudes, values and dispositions.
- Identifying and reviewing career-related goals more regularly.
- Having a greater capacity to research and critically reflect upon career pathways.
- Acquiring more vocational, organisational and communication skills.
- Learning how to generate ideas and turn ideas into action.
- Improving their workplace knowledge and behaviours through first-hand experience.
- Having more awareness of the world of work and enterprise.

Student experiences

- Work placements during the year.
- Guided reflective tasks on their experiences and placements in TY.
- Subjects and modules on the senior cycle curriculum that link to a range of future pathways.
- Career guidance and classroom support on a range of future pathways.
- Guided creation of a portfolio capturing their reflections on career exploration.
- A variety of learning opportunities that improve practical and vocational skills.
- Access to career-related events or learning environments.
- Guest speakers from a diversity of backgrounds and careers.
- Short, certified courses or micro-credentials.
- Opportunities for assessing aptitudes and abilities.

NCCA, 2024, *Transition Year Programme Statement* p.12-15



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Glossary

This glossary is intended to clarify concepts and terms used in the TY Programme Statement and this Professional Learning Event

Term	Definition
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.
Curriculum Dimensions	guide schools in how best to steer the design and progression of their TY programme. They provide the design parameters to assist schools in developing, evaluating and renewing their TY programme.
Developmental indicators	are statements within the Student Dimensions which are intended to illustrate how the student progresses and develops through their participation in TY.
Key competencies	is an umbrella term which refers to the knowledge, skills, values and dispositions students develop during senior cycle.
Micro-module*	is typically designed to provide a concentrated learning experience, within the parameters of the Transition Year Programme Statement, to enhance the educational experience of students.
Student Dimensions	describe the ways in which students can develop in Transition Year (TY) and the experiences that can support this development. The Student Dimensions set out the parameters for the development of the student and are the key foundations upon which TY programmes are designed.
Student art learning experiences*	are intended to provide a variety of possible opportunities and contexts to support student learning and development consistent with the development indicators, within the art context
Student experiences	emanate from the Developmental Indicators and provide the opportunities and contexts for the student to learn and develop.

**These terms were added to the glossary to support this Professional Learning Event*

NCCA, 2024, Transition Year Programme Statement, p.30



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