



Supporting Transitions and Transition Year in Post-Primary Art Education

Meet the Team



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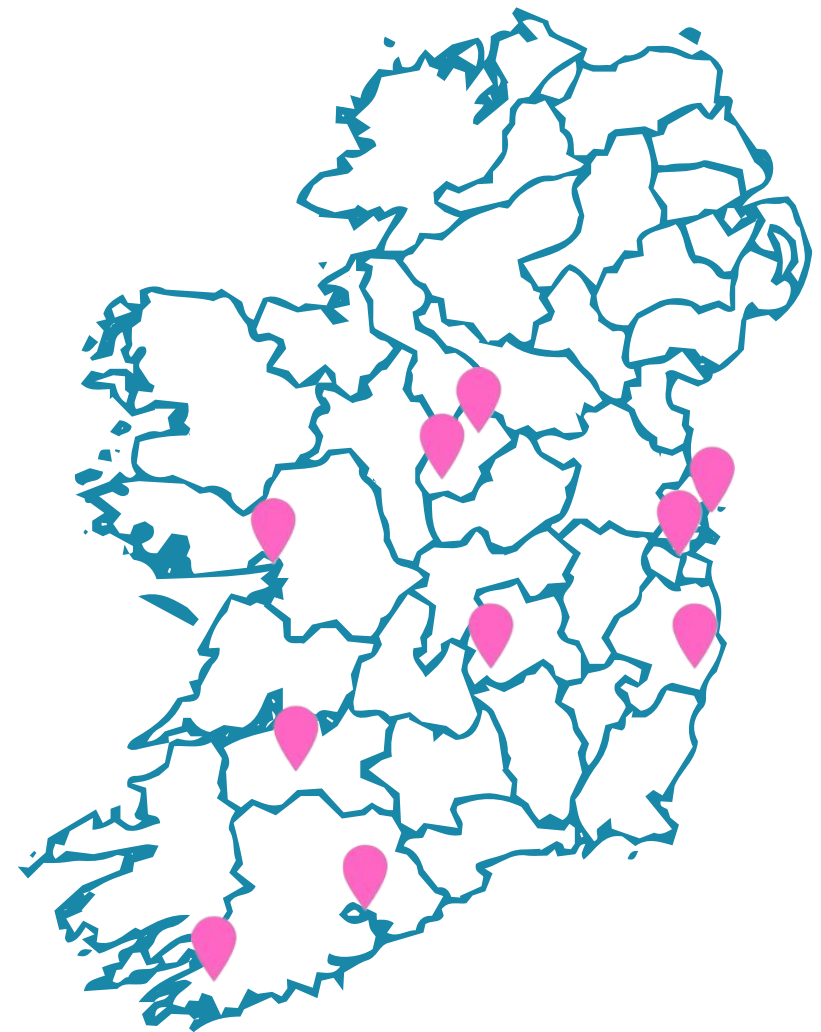


Roisin Rouse
Professional Learning
Leader



Emma Glennon
Professional Learning
Leader

& Associate teachers from
around the country





Today we will...

Examine how learner transitions are supported within post-primary art education, considering recent curriculum developments.

Explore the purpose of transition year in the context of post-primary art education.

Collaboratively plan a TY Art micro-module utilising the NCCA's Transition Year micro-module Guidance document.



Session One Learning Intentions

Reflect on how we currently facilitate learner transitions within post-primary Art education

Develop an understanding of the TY Programme Statement and outline key changes

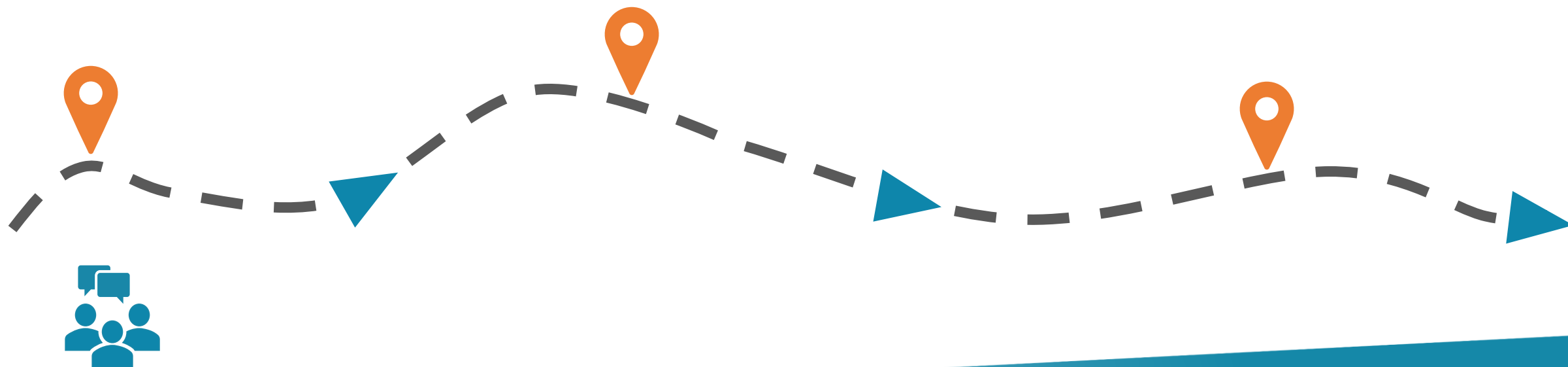




Activity: Identify key moments in an educational pathway

Discuss the key moments in an educational pathway

Plot these moments on a timeline on A2 paper



Continuity and Progression



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

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

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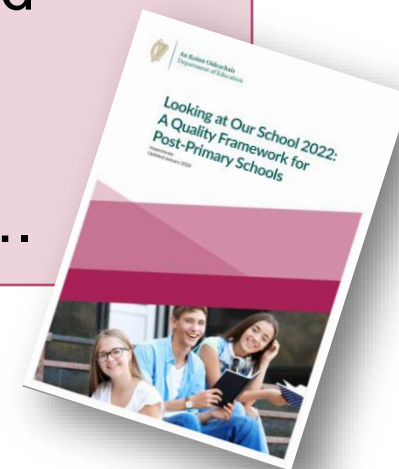
Supporting the Professional
Learning of School Leaders
and Teachers



Looking at Our School 2022

Standards	Standard of highly effective practice
Foster a commitment to inclusion, equality of opportunity and the holistic development of each student	... 'promote the sensitive management of transitions as students transfer within, between and across learning settings. They liaise with parents, young people and relevant professionals to ensure continuity and coherence in students' learning and experiences'....

Inspectorate, 2022, Looking at Our School 2022 A Quality Framework for Post Primary Schools, p.36





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

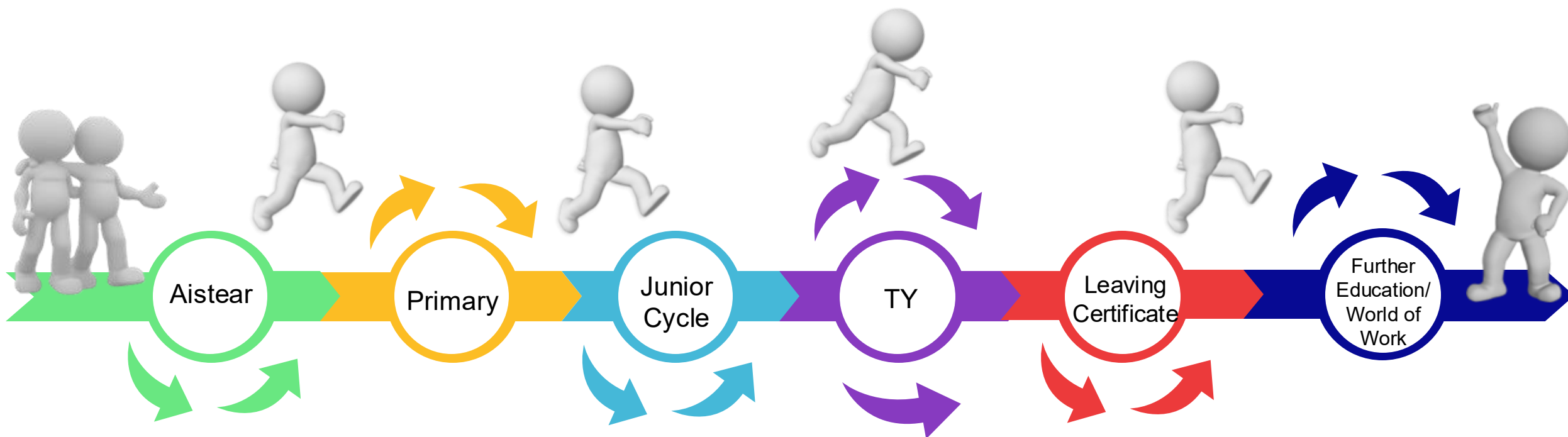
Eliasson, O. 2011, [Your Body of Work](#)

See, Think, Me, We





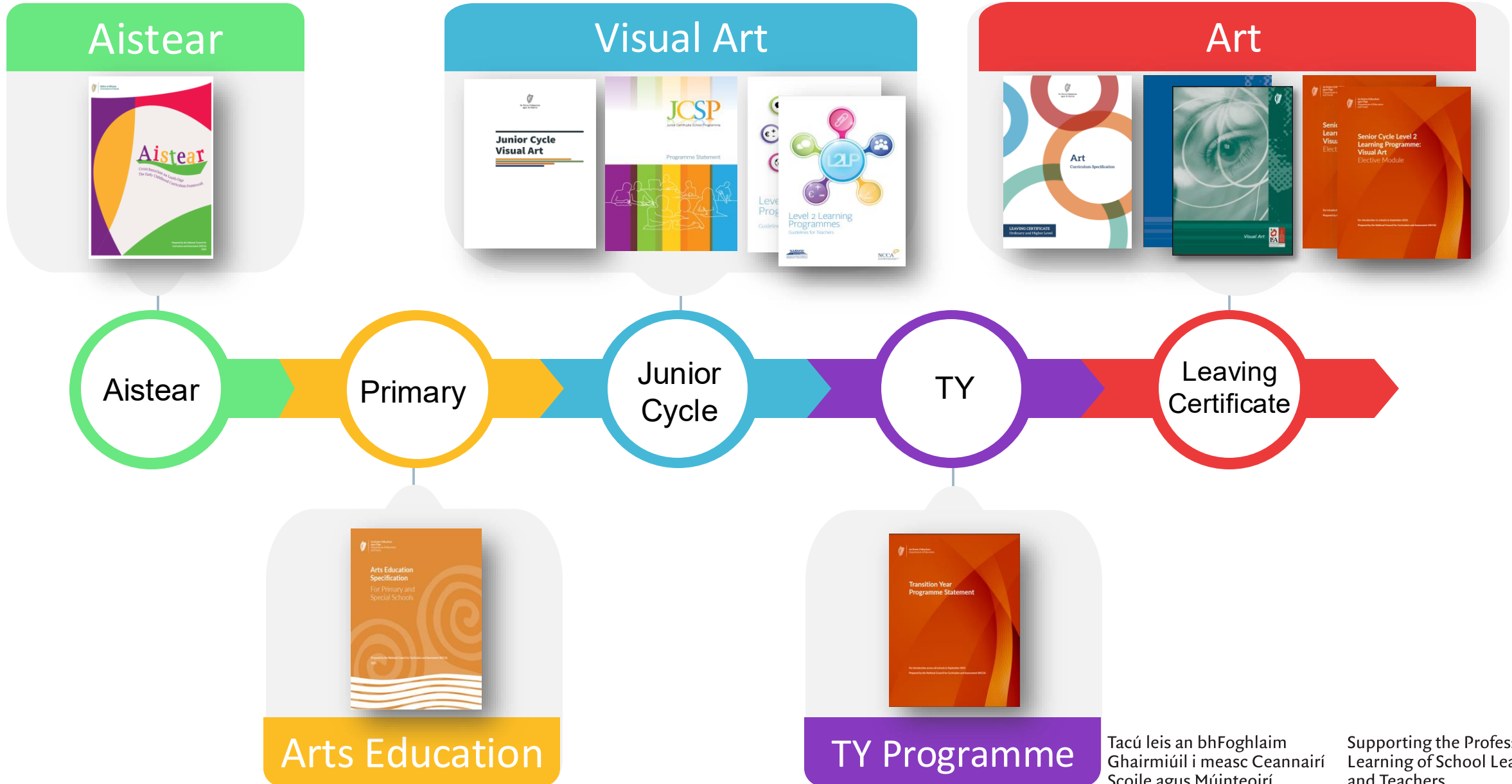
Key Transitions in Art Education



Continuity and Progression



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Key Transitions in Art Education



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Key Transitions in Art Education

Primary Arts Education to Junior Cycle Visual Art

Students entering 1st year JC Visual Art from 6th class Primary

- What prior experiences do students bring to this stage of their artistic education?
- How do these experiences influence their engagement and confidence in Art?
- In what ways can we build on these experiences to support their transition?

Junior Cycle refers to JC, JCSP and JC Level 1 and Level 2



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Key Transitions in Art Education

Junior Cycle to Transition Year Art

Students entering TY Art with or without prior experience in JC Visual Art

- What are the key developmental and curricular changes at this transition point?
- What challenges do students typically face during this transition?
- How do we facilitate smoother transitions to maintain engagement and progression?

Junior Cycle refers to JC, JCSP and JC Level 1 and Level 2



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Key Transitions in Art Education

Junior Cycle to Leaving Certificate Art

Students entering LC Art, with or without prior experience in JC Visual Art and/or TY Art

- What strategies or approaches do you currently use to support students through these transitions?
- How do you address differentiation?
- What has been most effective in your experience?

Leaving Certificate refers to LCE, LCA and LCVP SC Level 1 and Level 2



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Key Transitions in Art Education

Leaving Certificate Art to Further Education, Apprenticeships or World of Work

- What opportunities and challenges arise at this stage of the learning journey?
- What possibilities exist for deepening learning and critical thinking?
- What barriers might hinder student learning and how can they be addressed?

Leaving Certificate refers to LCE, LCA and LCVP SC Level 1 and Level 2



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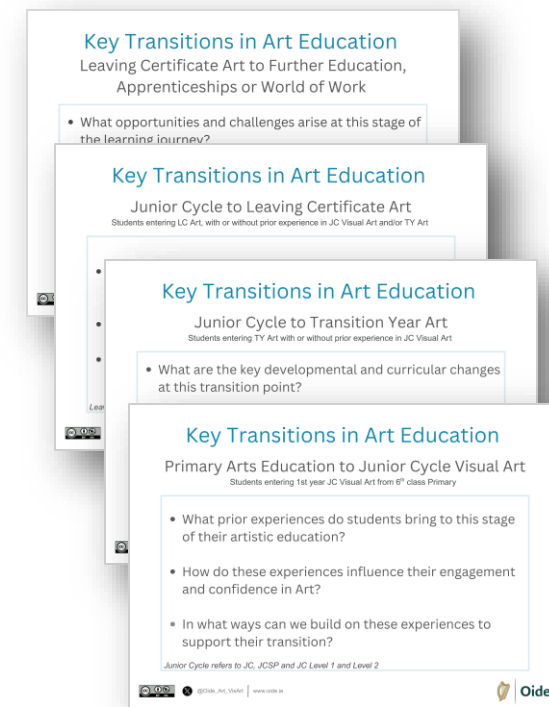
Key Transitions in Art Education Activity

Reflect on your assigned transition period

Consider the guiding questions on the card

Discuss and record insights

Nominate a speaker





Where did the conversation go?



Pause to Reflect

Traffic Light Reflection

Reflect on your how you support student transitions in Art education in response to the given statements




Record your response in the booklet



Supporting Transitions in Art Education


How am I doing?

Reflect on how you support student transitions in Art education.

Traffic Light Reflection Reflect on your level of engagement Always, Sometimes, or Rarely, in response to the given statements.	Always 	Sometimes 	Rarely 
I plan with student transitions in mind to support learning			
I encourage students to draw on their personal experiences at each stage of their Art learning journey			
I give students time and support to navigate challenges during times of transition			
I consider students' developmental stages when planning			
I plan for and use differentiated strategies to support students as they move through stages of their learning			
I create opportunities for students to explore, reflect and develop as artists			
Next Steps:			

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Supporting the Professional Learning of School Leaders and Teachers

Visual Art/Art
Professional Learning Booklet
2025-2026



Transition Year Programme Statement (TYPs)



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Familiarise yourself with the format of the TYPs and take note of what stands out to you.

tinyurl.com/2puudc85





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Tea /Coffee



Butler, A. 2021, Smithfield Utah

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