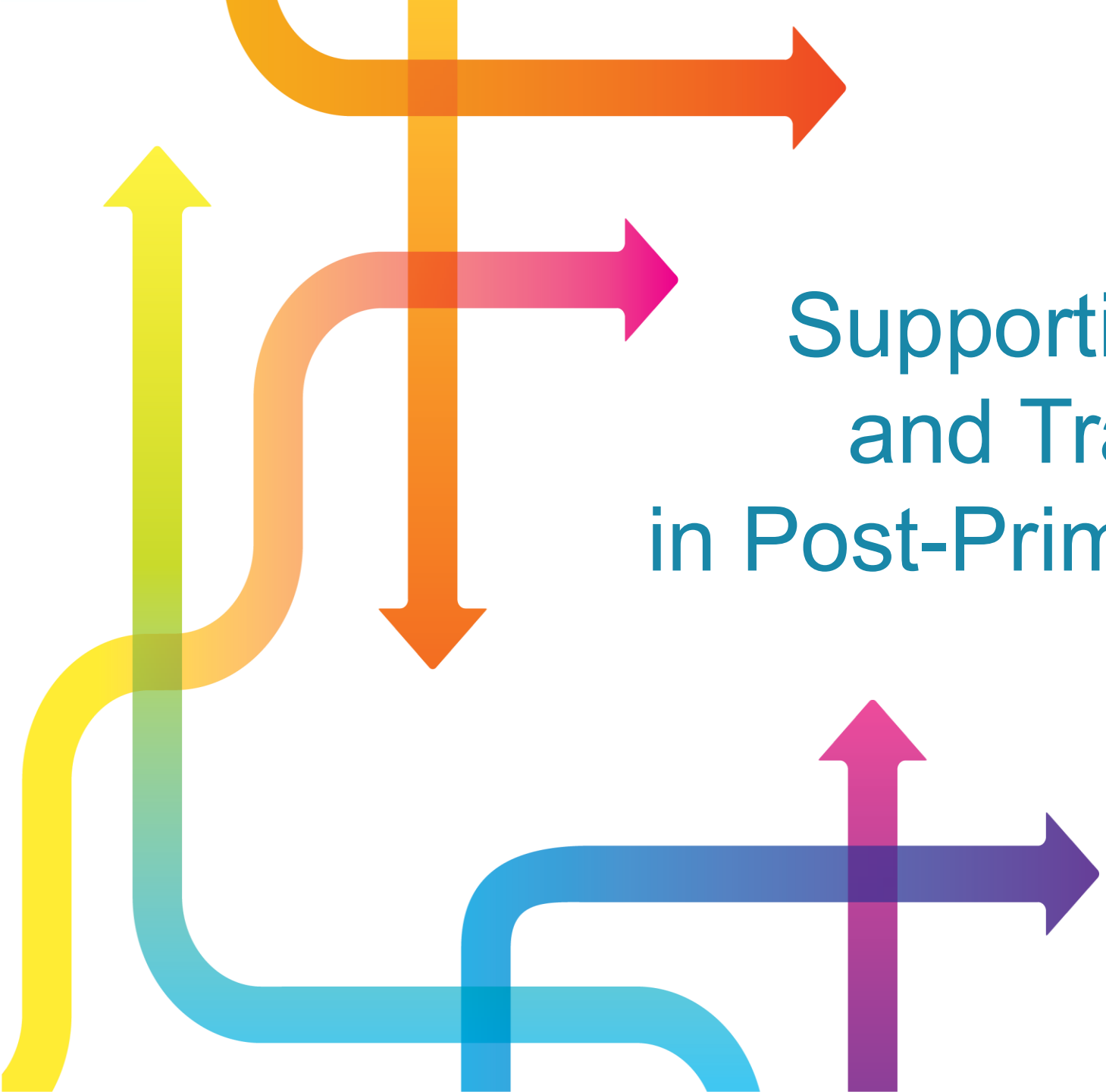


Oide

Supporting Transitions and Transition Year in Post-Primary Art Education

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Session Two Learning Intentions

Oide

Become familiar with the language from the Transition Year Programme Statement

Examine synergies between Student Dimensions, Developmental Indicators and student Art learning experiences

Collaboratively draft a rationale and aim for a Transition Year Art micro-module

SESSION TWO

TYPS Purpose and Rationale

‘TY builds a broad and solid foundation for students to progress from their previous experiences into the remainder of Senior Cycle.’

‘As a standalone programme within the senior cycle experience, the TY programme offers a unique opportunity where schools and communities can collaborate to encourage young people to thrive now and into the future.’

NCCA, 2024, Transition Year Programme Statement, p 6&.7

TY Programme Statement Aims

1. Nurture the development of the student as a whole person by building on their previous experiences, through a curriculum designed by the school that is aligned to the TY Programme Statement.

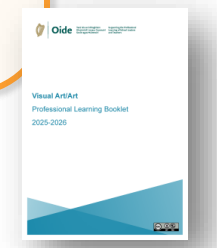
2. Create space and opportunities for meaningful, enjoyable learning experiences through which the key competencies of the student can be developed in the classroom and school, in the home and in their role as local, national and global citizens.

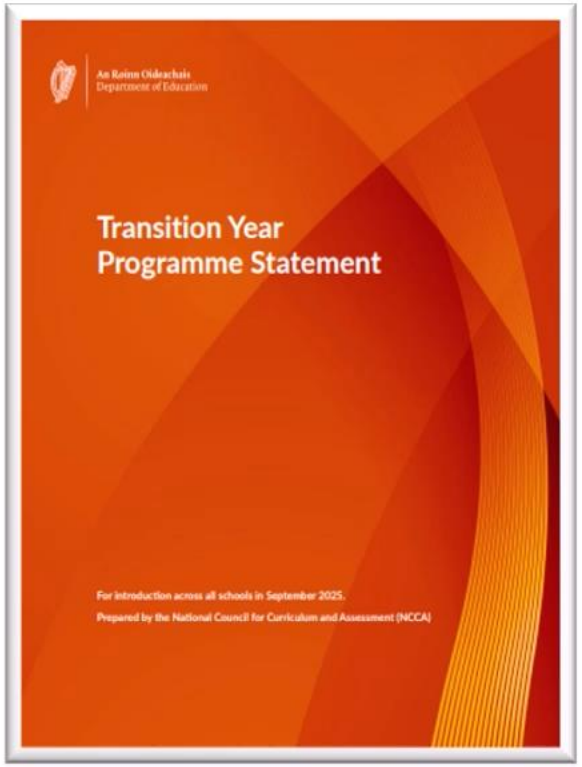
3. Expand the student's experience and awareness of diverse future pathways and nurture the student's capacity to sustain their growth and development through a process of lifelong learning.

4. Evolve continuously to support the learning and development of the student through a reflection and renewal process, involving students, teachers, school leaders, parents, and community partners.

NCCA, 2024, Transition Year Programme Statement, p.8

How is this currently experienced in TY Art?

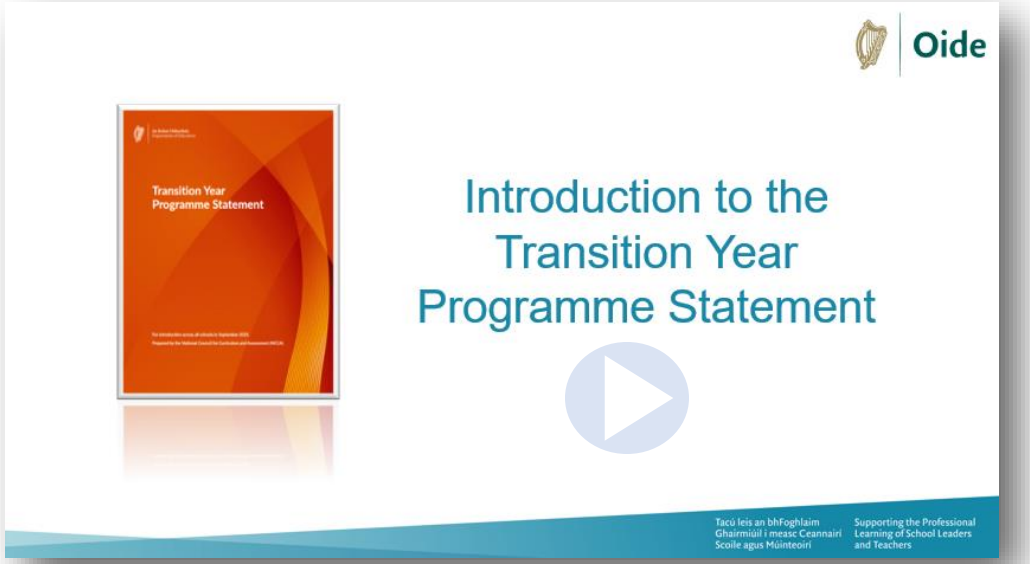




Introduction to the Transition Year Programme Statement

Stop and Jot

Note your observations in your booklet



Page 5

Pause to Reflect

Consider the reflective question…

What do you aspire to develop within your students during Transition Year Art?

Record response in the booklet

Gerrard, J. 2020, Mirror Pavillion

TY Student Dimensions

‘The four Student Dimensions are the key foundations upon which TY programmes are designed. They describe how students can develop in TY and the experiences that can support this development.’

NCCA, 2024, Transition Year Programme Statement, p.10

Student Dimensions

Oide

Career Exploration

Civic and Community Engagement

Being a Learner

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.
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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.

Description of the student dimension

Are intended to guide the student and the school and set out the parameters for the learning and development of the student during TY

Are intended to provide a variety of possible opportunities and contexts to support student learning and development consistent with the development indicators

NCCA, 2024, Transition Year Programme Statement, p.12

Student Dimensions

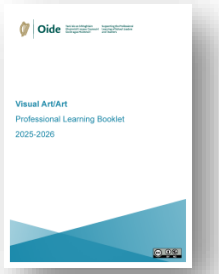
Read and discuss each…

Student Dimension description

Developmental Indicators

Student Experiences

What were your observations?



Page 8 – 11

NCCA, 2024, Transition Year Programme Statement, p.12- 14

Student Dimensions in the TY Art Classroom

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

NCCA, 2024, Transition Year Programme Statement, p.11

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Identifying Student Art Learning Experiences

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CAREER EXPLORATION DESCRIPTION

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

@Oide_Art_VisArt | www.oide.ie

CAREER EXPLORATION

Developmental Indicator :

Being more informed on the links between education and career opportunities

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Developing personal art portfolio

Curating an Art event

Design proposals for Public Art commissions

Artists talks and online engagement

NCCA, 2024, Transition Year Programme Statement, p.15

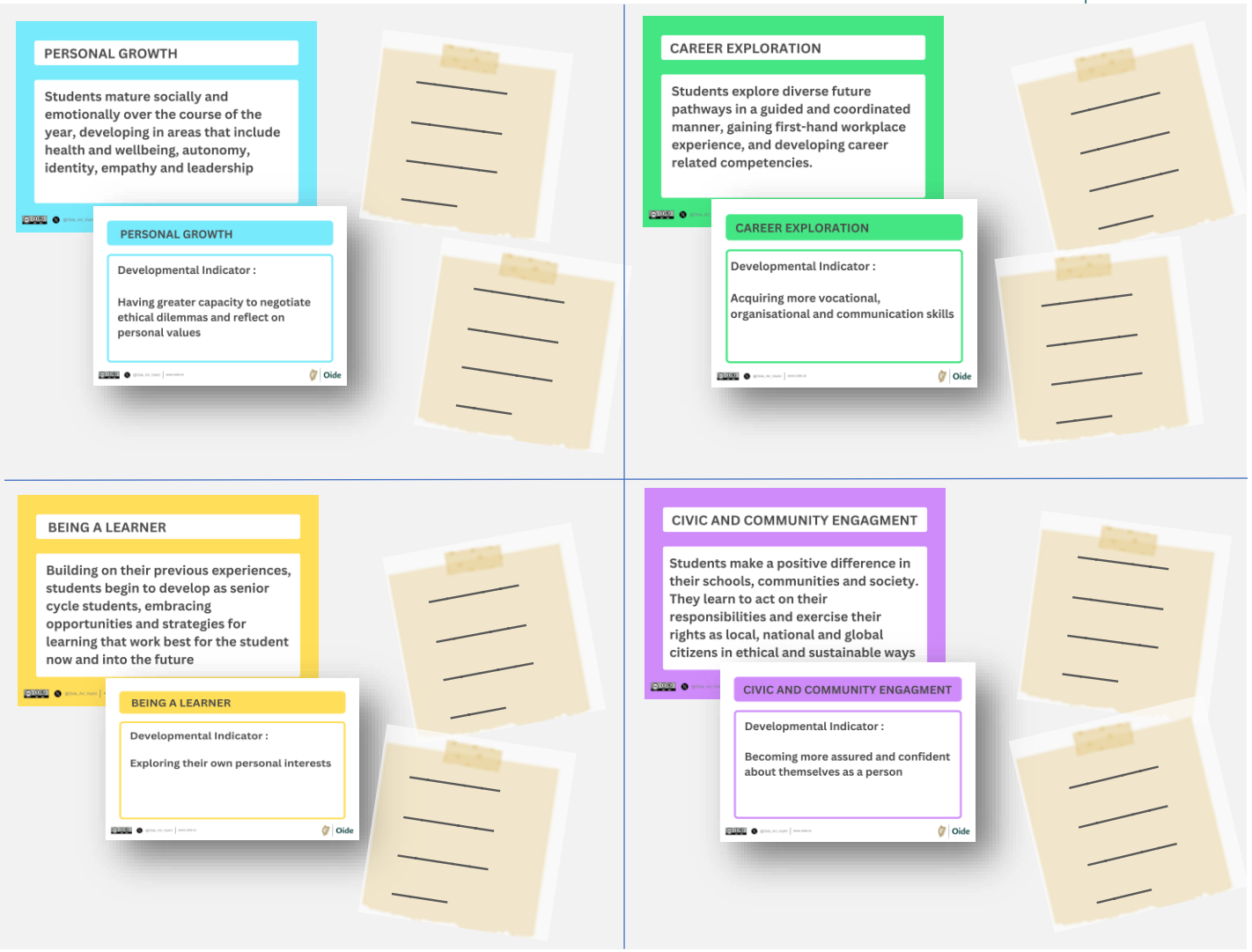
Identifying Student Art Learning Experiences Activity

Read and discuss each Student Dimension

Select one Developmental Indicator from each Student Dimension

Identify and note student Art learning experiences on post-its

Nominate a speaker



How has this activity supported your understanding of the developmental indicators in the Art context?

Key Competencies in Senior Cycle

What key competencies could you endeavor to activate or develop during TY Art?

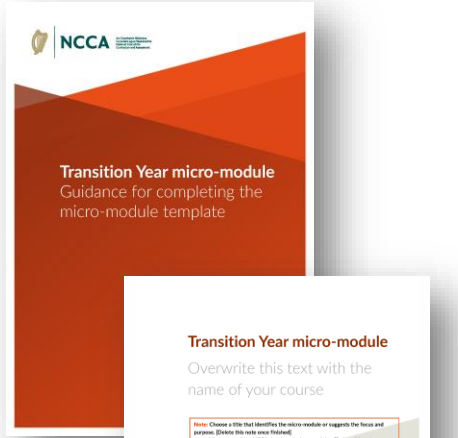
Teacher Agency in Transition Year

‘Schools have autonomy to design a programme for TY that is suited to the school’s culture, identity and context.’

‘Teachers can collectively ... decide on the most stimulating and innovative pedagogies.’

NCCA, 2024, Transition Year Programme Statement, p.16 & 17

TY Micro - Module Introduction



‘A TY 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.’

tinyurl.com/4fcszdd9

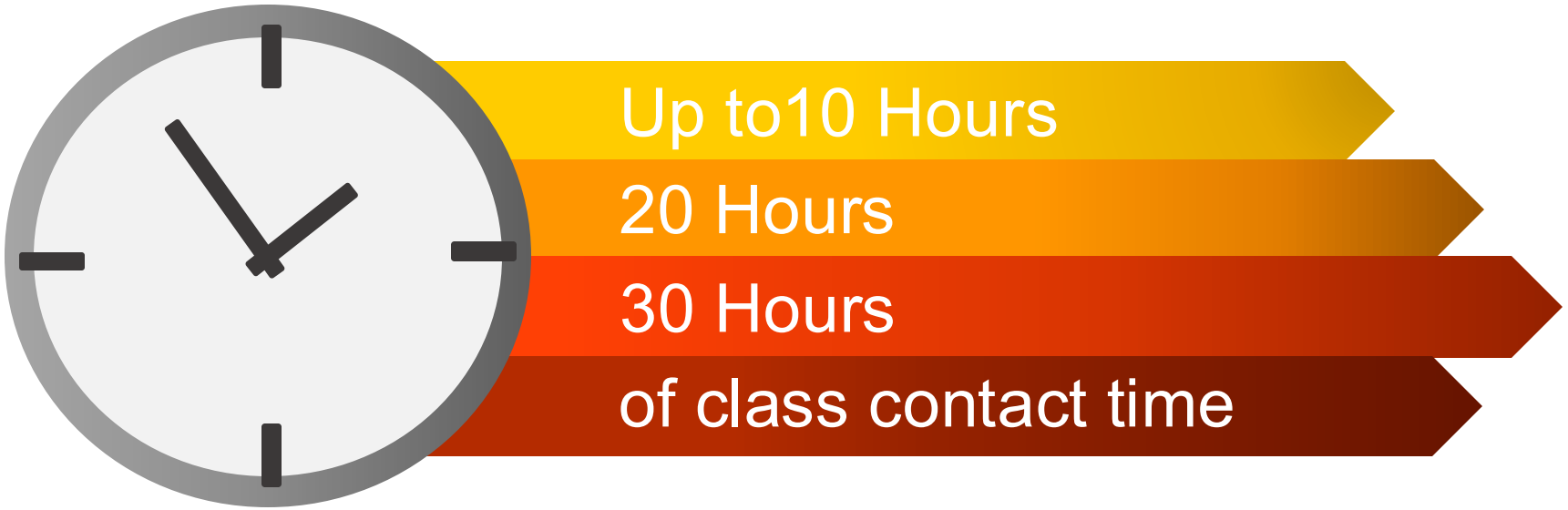
NCCA, 2025, Transition Year micro-module, Guidance for completing the micro-module template, p.1

Micro-Module Planning

What might you consider when planning a module in Transition Year Art?

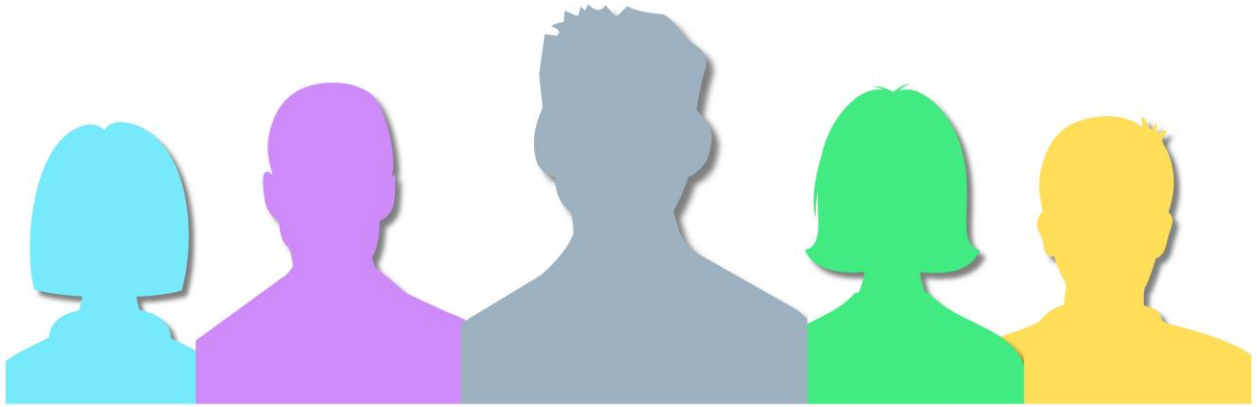
Time Allocation

Professional judgement can be used to adapt the number of hours to take account of the nature of student engagement to include both… ‘class contact time and self-directed, independent learning.’



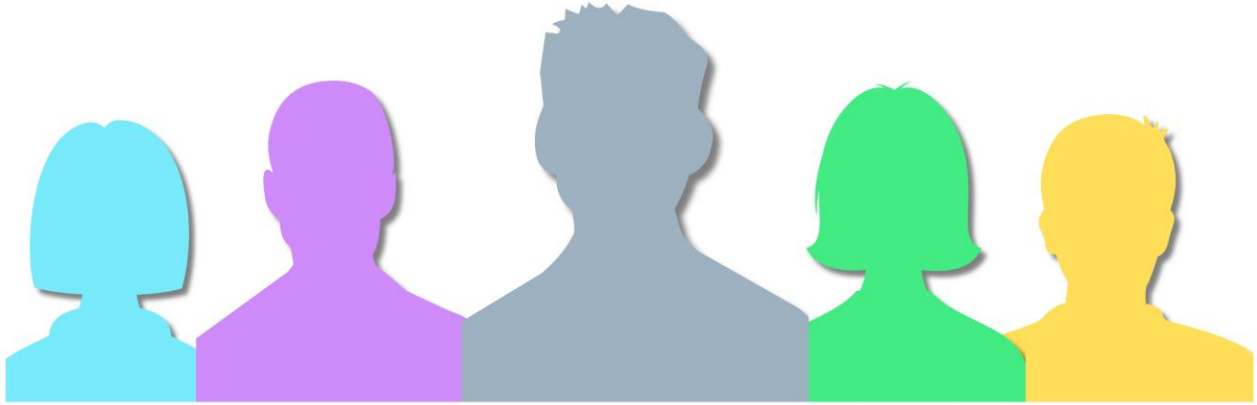
NCCA, 2025, Transition Year micro-module, Guidance for completing the micro-module template, p1

Class Profile

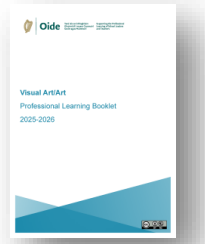


What factors should we consider when developing a class profile to better support teaching and learning?

Evie Hone Community College



This transition year class group is in a co-educational school. All students are taking Art in TY for the full year, one double period per week. This student cohort is particularly interested in sport, music, and drama. Several students have additional educational needs and there are a number of students with English as an additional language (EAL) and exchange students. Half of the group engaged with junior cycle Visual Art while others had limited experience of Art at primary level. Students maintain a sketchpad to contribute to their overall TY portfolio and a TY showcase at the end of the year.



Developing a Micro-Module Activity

Part 1: Collaboratively develop a class profile within your departments, taking into account the following key areas

- Learning needs and abilities
- Background and context
- Interests and motivation
- Social and emotional factors
- Practical considerations

5 minutes

Record on the A2 flip chart paper

Micro-module Student Art Learning Experiences

Oide

Evie Hone Community College

Micro-module Student Art Learning Experiences

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Evie Hone Community College

Micro-module Student Art Learning Experiences

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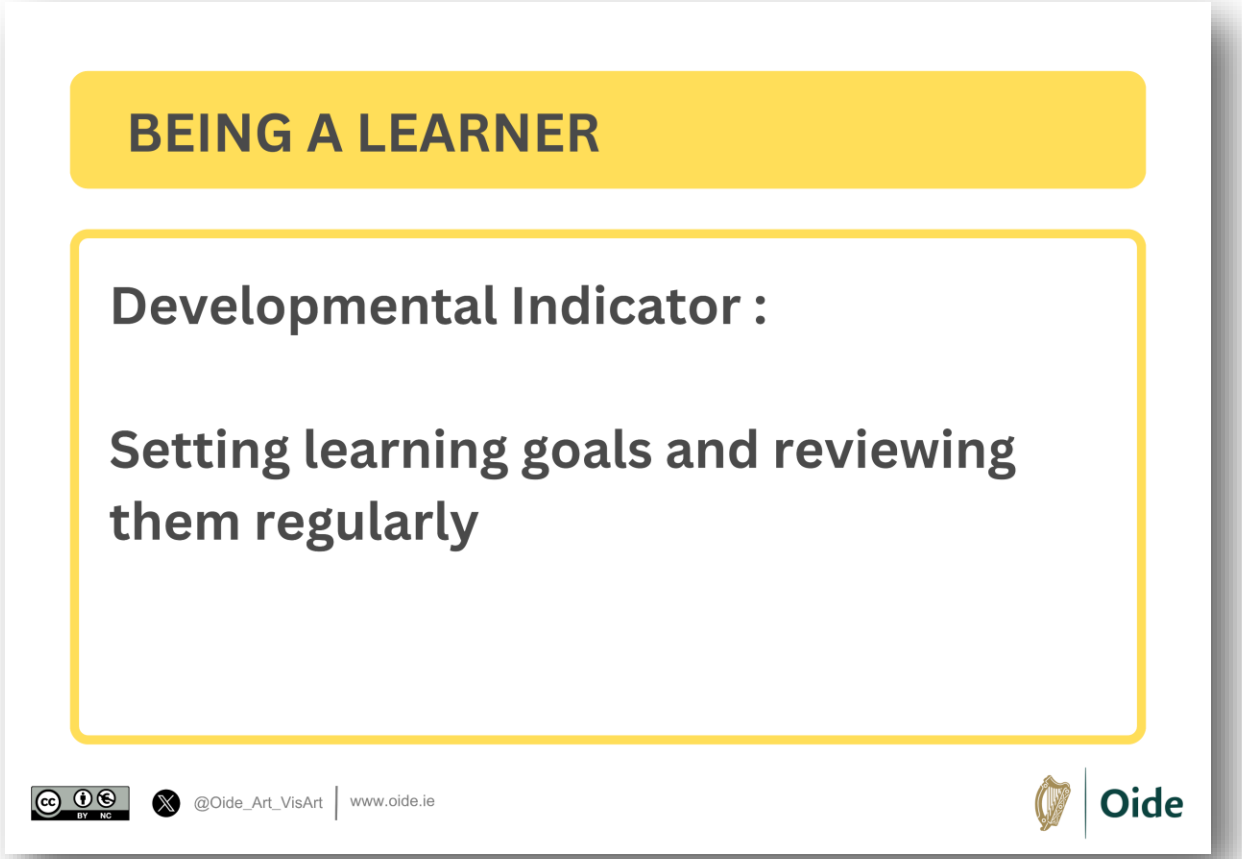

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Micro-module Student Art Learning Experiences

Oide

PERSONAL GROWTH

Developmental Indicator :

Adapting better to groups and new social environments

CIVIC AND COMMUNITY ENGAGEMENT

Developmental Indicator :

Understanding better the interconnections of local, national and global communities

BEING A LEARNER

Developmental Indicator :

Setting learning goals and reviewing them regularly

Creative community initiatives with contemporary artists

Peer mentoring giving, receiving and actioning feedback

Action planning, recording and reflecting in a sketchpad

Collaboratively design a cultural experience/ exhibition

What is the focus & the purpose?

Title...

Art & Culture

Evie Hone Community College

Developing a Micro-Module Activity

Oide

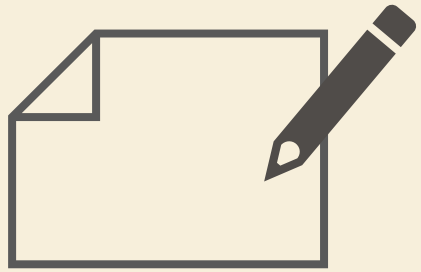
Part 2: In your departments, collaboratively…

Select Developmental Indicators

Propose student Art learning experiences

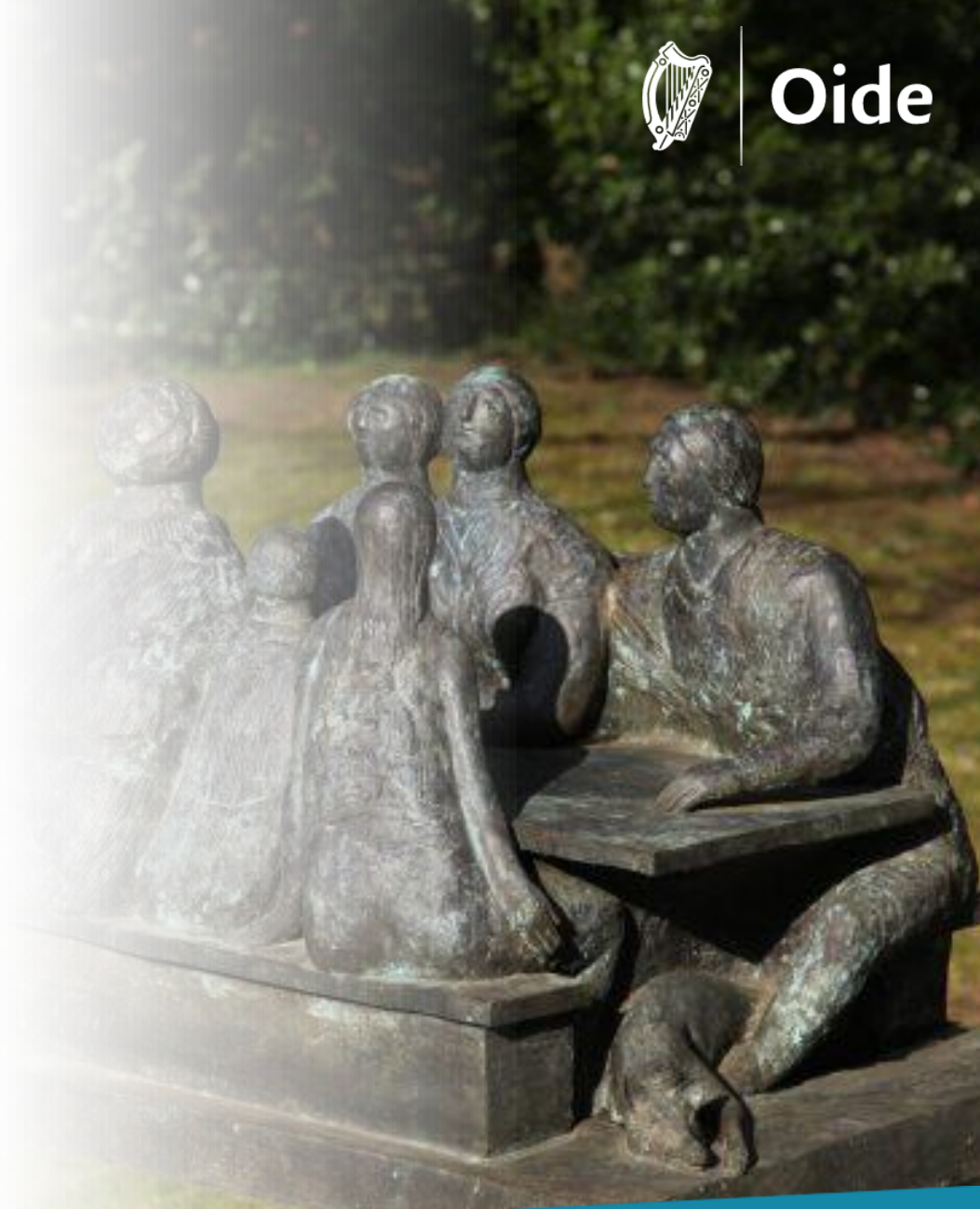
Create a Title & Decide time allocation

Record your discussion



Lunch

See you back at 2pm…



Knight, G., The Picnic Party