



Supporting Transitions and Transition Year in Post-Primary Art Education



Session Two Learning Intentions

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





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



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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.

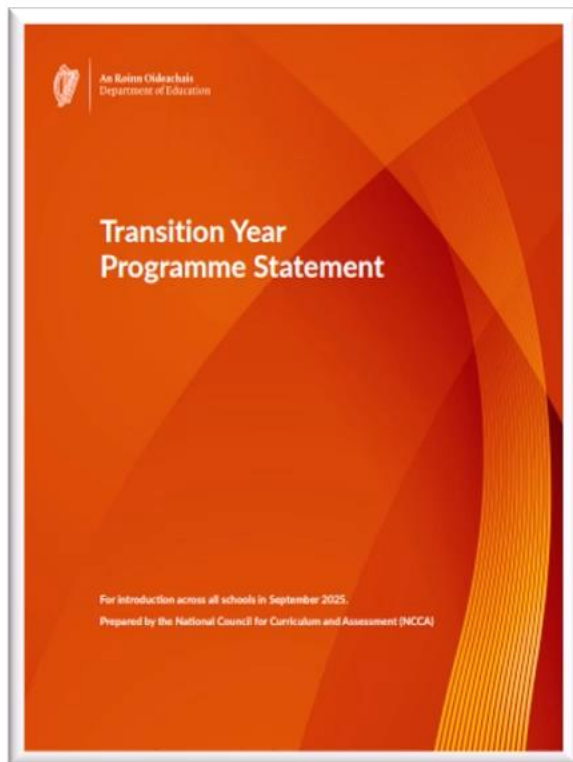
3. Expand the student's experience and awareness of diverse future pathways and nurture the student's capacity to sustain their growth and development through a process of lifelong learning.

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



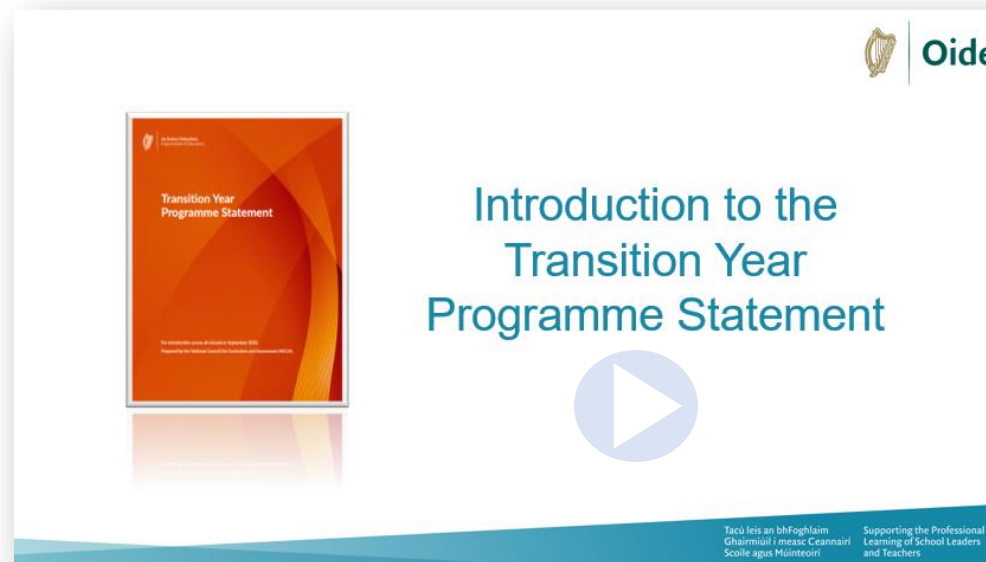
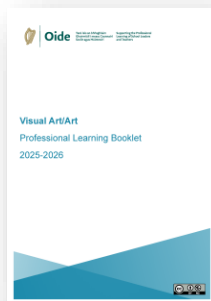


Stop and Jot

Note your observations in
your booklet



Page 5





Pause to Reflect

Consider the reflective question...

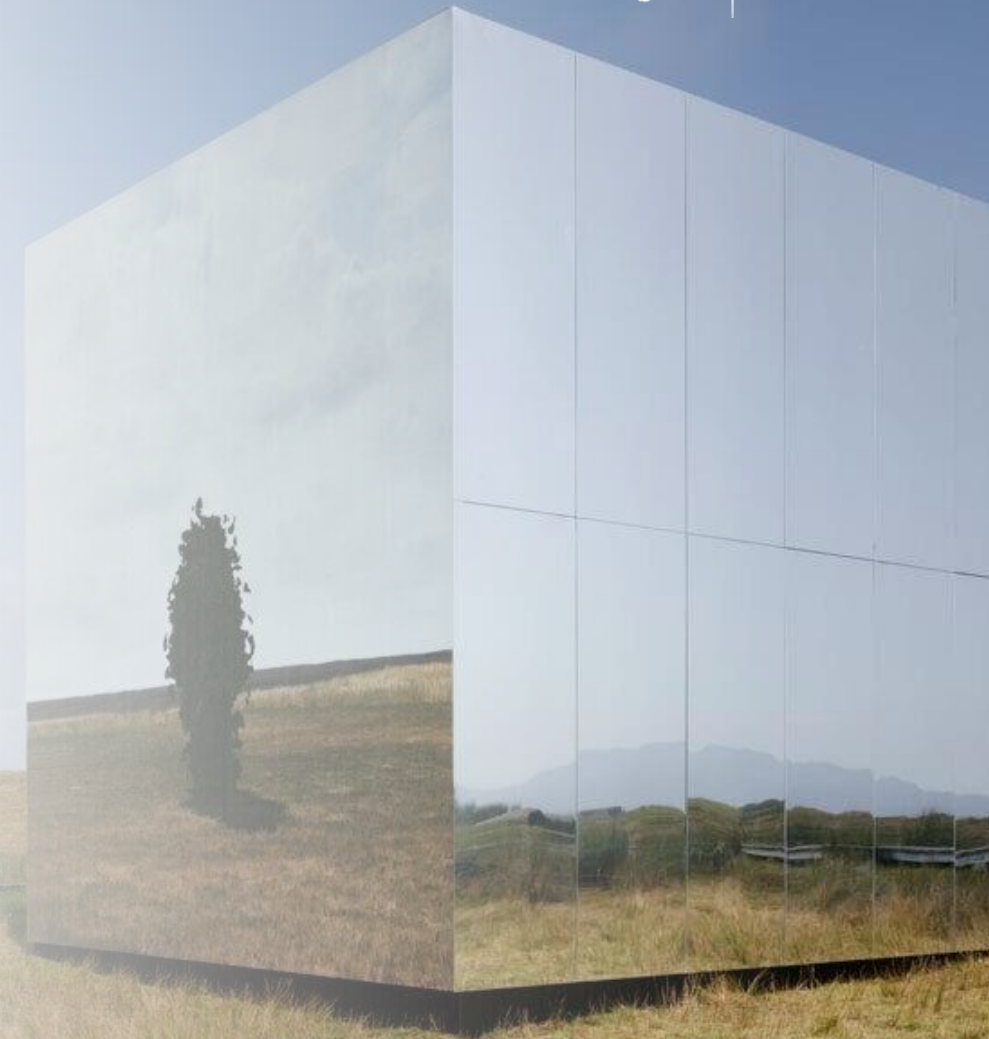
What do you aspire to develop
within your students during

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



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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.

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

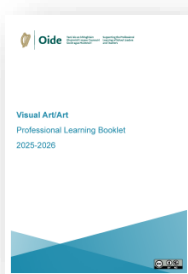
Read and discuss each...

Student Dimension description

Developmental Indicators

Student Experiences

What were your observations?



Civic and Community Engagement

Students make a
society. They learn
local, national and

Developmental Indicators

- Sustaining more...
- Having a greater...
- Deepening their...
- Recognising and...
- Taking actions to...
- Showing more in...
- Setting and review...
- Working more co...
- Becoming more i...
- Wanting to contr...
- Understanding b...

Student experience

- Working with loc...
- Opportunities to...
- Education on sus...
- Sharing of knowl...
- Guided creation...
- Projects, compet...
- Meaningful invol...
- Learning opportu...

Career Exploration

Students explore
gaining firsthand
competencies.

Developmental Indicators

- Being more info...
- Increasing their...
- Identifying and r...
- Having a greater...
- Acquiring more v...
- Learning how to...
- Improving their v...
- Having more aw...

Student experience

- Work placement
- Guided reflective
- Subjects and mo...
- Career guidance
- Guided creation
- A variety of lear...
- Access to career
- Guest speakers f...
- Short, certified c...
- Opportunities fo...

Personal Growth

Students mature socially and emotionally over the course of the year
developing in area
empathy, and lea...

Developmental Indicators

- Becoming more a...
- Taking greater ca...
- Setting and review...
- Having greater ca...
- Knowing how to i...
- Persevering longe...
- Coming to see ch...
- Adapting better t...
- Interacting with o...
- Increasingly takin...
- Showing more inf...

Student experiences

- Collaborative proj...
- Individual tasks a...
- Guided creation c...
- Education and gu...
- Activities and exp...
- Opportunities for...
- Formal and inform...
- Recognition of pe...

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

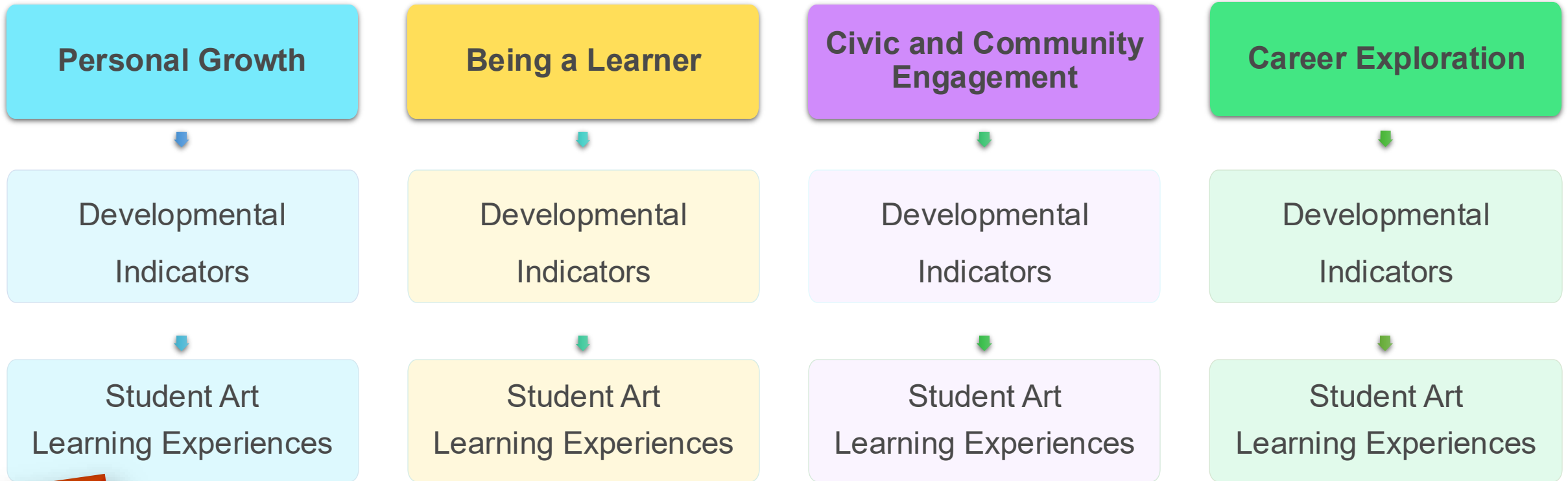
Developmental Indicators

- 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.

Student Dimensions in the TY Art Classroom



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.

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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

Identifying Student Art Learning Experiences Activity



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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

The activity is structured into four quadrants, each representing a Student Dimension. Each quadrant contains a title card, a Developmental Indicator card, and two blank post-it notes for recording student experiences.

- 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 Indicator :
Having greater capacity to negotiate ethical dilemmas and reflect on personal values
- CAREER EXPLORATION**
Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career related competencies.
Developmental Indicator :
Acquiring more vocational, organisational and communication skills
- 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 Indicator :
Exploring their own personal interests
- 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 Indicator :
Becoming more assured and confident about themselves as a person

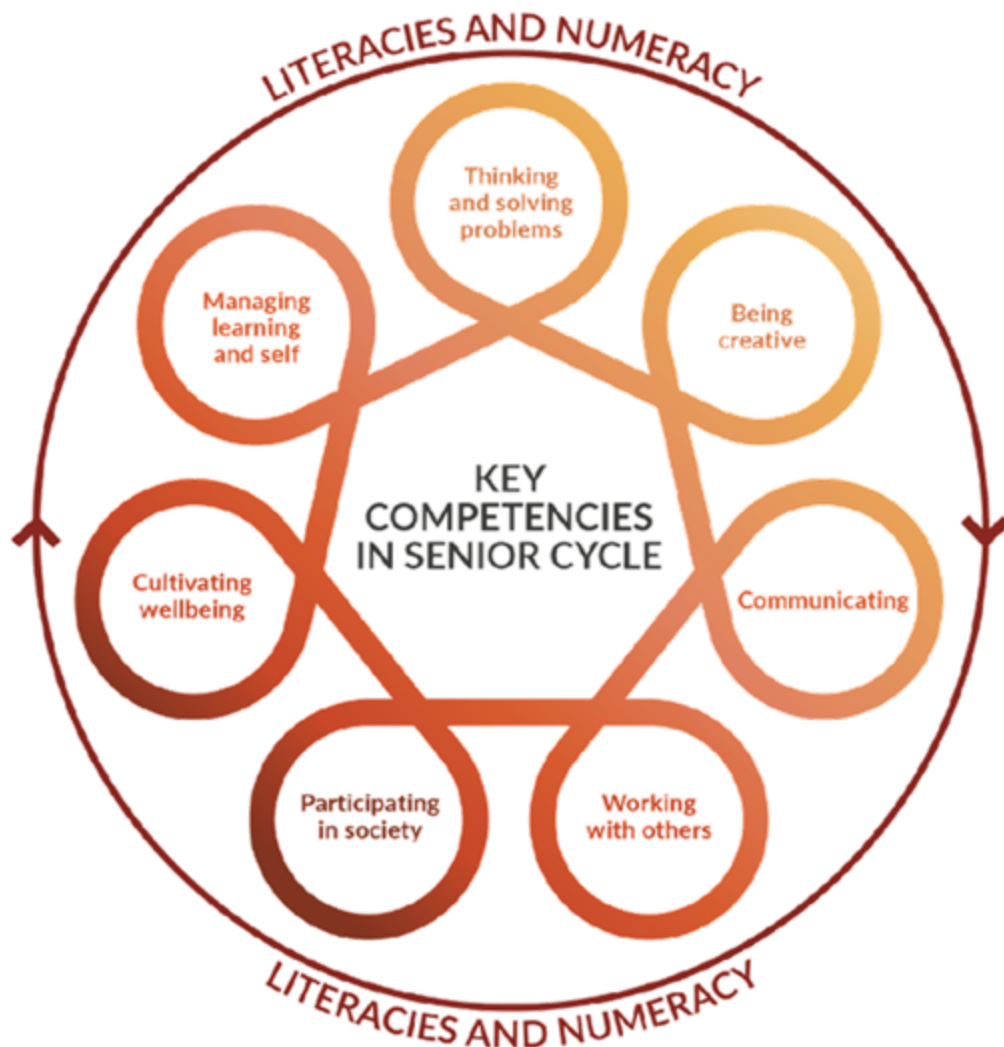




How has this activity supported your understanding of the developmental indicators in the Art context?



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

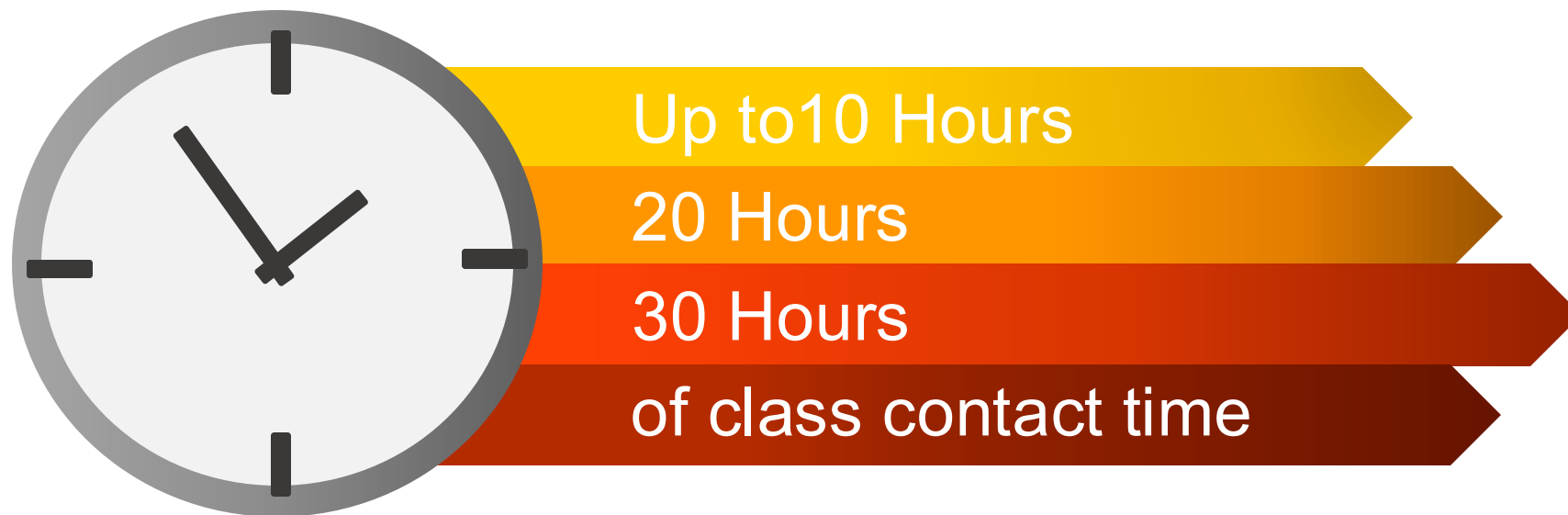
What might you consider when planning a module in Transition Year Art?





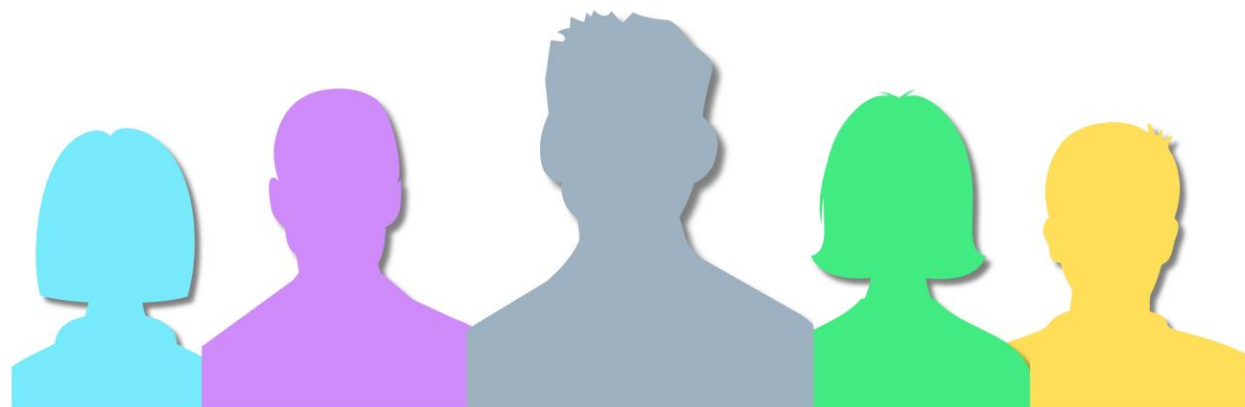
Time Allocation

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.’





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



PERSONAL GROWTH

Developmental Indicator :

Adapting better to groups and new social environments



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CIVIC AND COMMUNITY ENGAGEMENT

Developmental Indicator :

**Understanding better the
interconnections of local, national
and global communities**



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BEING A LEARNER

Developmental Indicator :

Setting learning goals and reviewing them regularly



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Micro-module Student Art Learning Experiences



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PERSONAL GROWTH

Developmental Indicator :

Adapting better to groups and new social environments

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CIVIC AND COMMUNITY ENGAGEMENT

Developmental Indicator :

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BEING A LEARNER

Developmental Indicator :

Setting learning goals and reviewing them regularly

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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



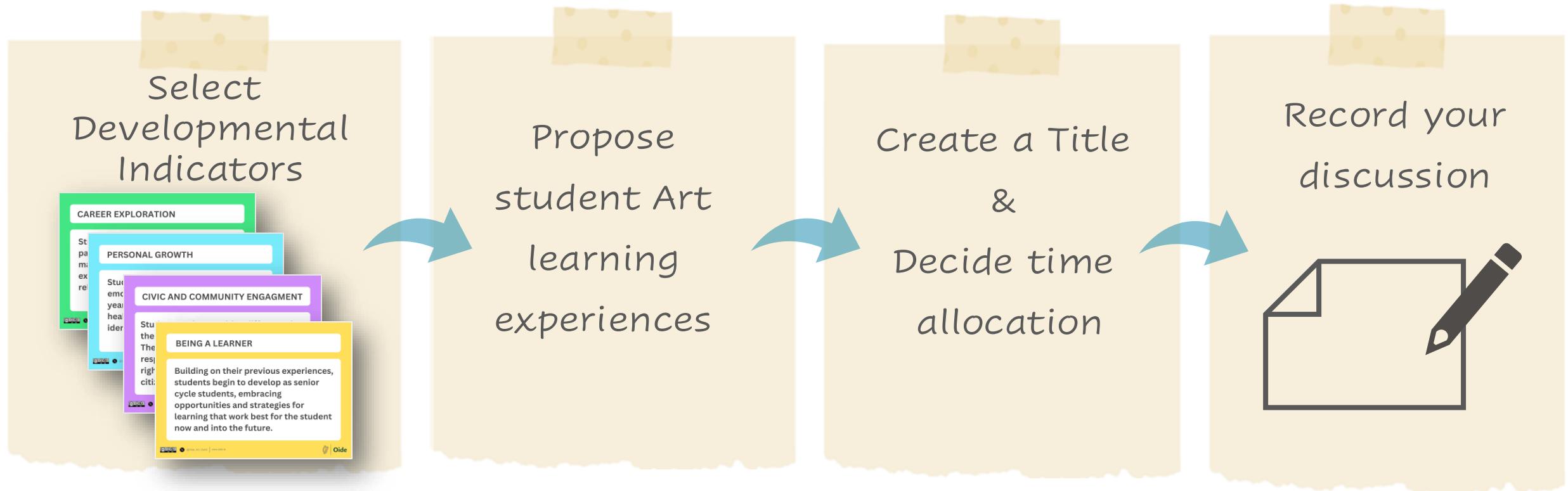
Evie Hone Community College

Developing a Micro-Module Activity



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Part 2: In your departments, collaboratively...





Lunch

See you back at 2pm...

Knight, G., The Picnic Party

