



Oide

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Ghairmiúil i measc Ceannairí
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Supporting the Professional
Learning of School Leaders
and Teachers

The New Transition Year Programme Statement

Developing the TY Programme Statement



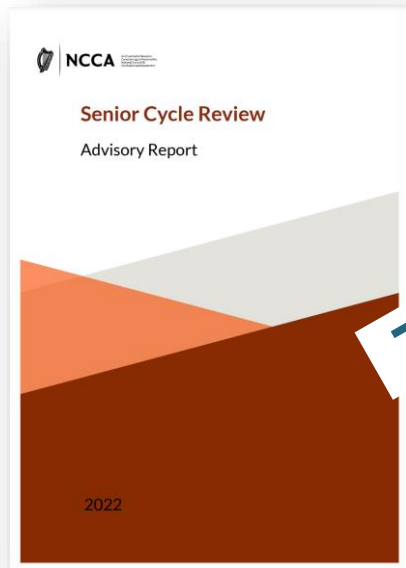
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MARCH 2022

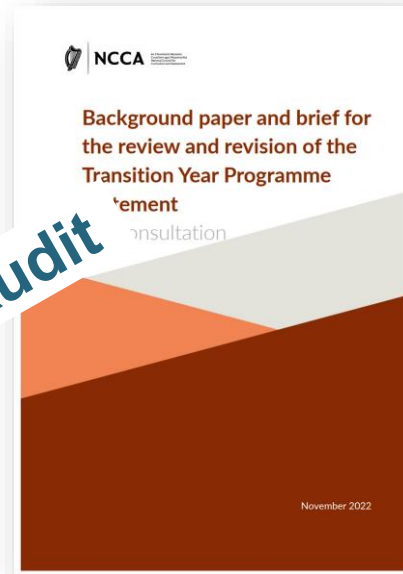
NOVEMBER 2022

FEBRUARY 2023

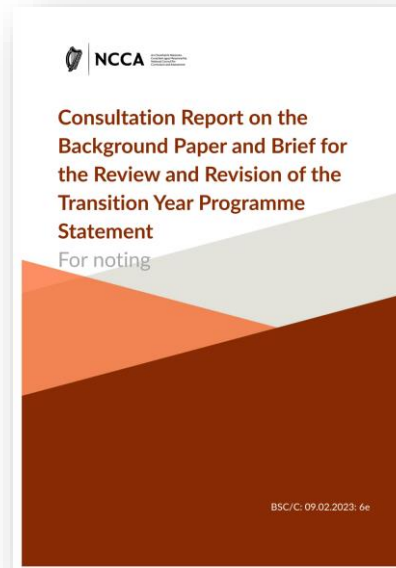
JUNE 2023



**Senior Cycle
Advisory Report**



**Background
Paper and Brief
Development
Group Convened**



**Consultation
on the
Background
Paper and Brief**



**Draft TY
Programme
Statement**

Developing the TY Programme



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Transition Year Programmes

LCE MFL if they wish. Students may choose to study Leaving Certificate Established (LCE) Mathematics either in addition to LCA Mathematical Applications, or instead of LCA Mathematical Applications. Students who wish to study an LCE Modern Foreign Language (MFL) will do so in addition to the programme.

Students' ability to engage with LCE Mathematics and/or the LCE MFL will be central to decisions relating to students' accessing the subject.

The updated LCA Programme Statement reflecting these changes and including specific information in relation to certification is available at [this link](#).

9. Development of follow-on Senior Cycle modules for students progressing from Level 1 and 2 Learning Programmes at Junior level

The NCCA has established a Post-Primary Special Education Development Group to develop follow-on Senior Cycle modules for students progressing from Level 1 and Level 2 Learning Programmes at Junior Cycle level.

These modules will be introduced from September 2024.

10. Revised Transition Year Programme Statement

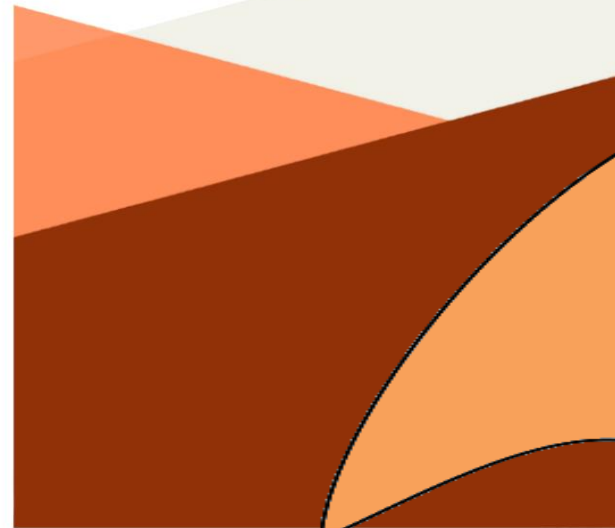
A new Transition Year (TY) Programme Statement will be introduced in 2024. A draft revised Programme Statement is available for public consultation until 20 October 2023. The draft Statement, and details on the consultation are available [here](#).

11. Future updates to Senior Cycle curriculum and assessment arrangements

The changes and developments to Senior Cycle set out at sections 7-10 will support progress towards a redeveloped Senior Cycle, including changes to curriculum and assessment arrangements across the four Senior Cycle programmes, as announced by the Minister for Education in March and September 2023.



Consultation Report on the draft Transition Year Programme Statement



'I feel it is modern and inclusive. I feel it puts the greater emphasis on the development of the individual as a person and as a member of society rather than academics. I think this is the right fit for TY.'

(Respondent to the dedicated schools survey)

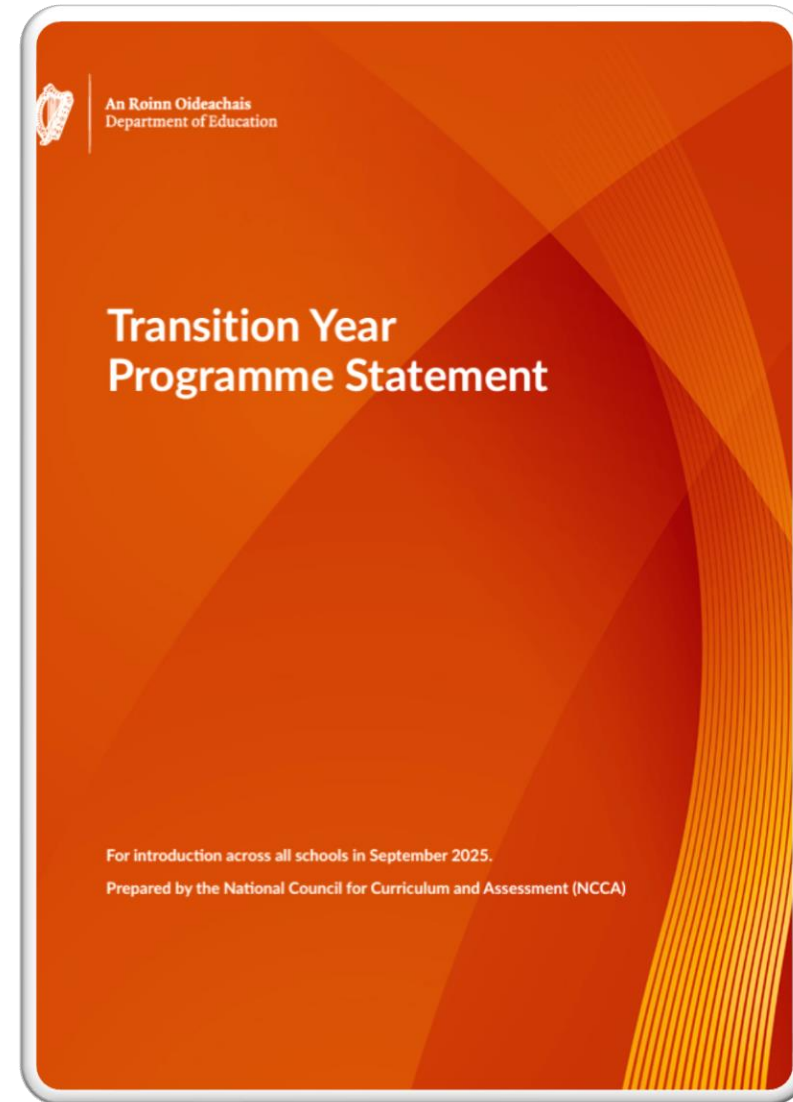
Programme Statement



<https://www.curriculumonline.ie/senior-cycle/transition-year/>



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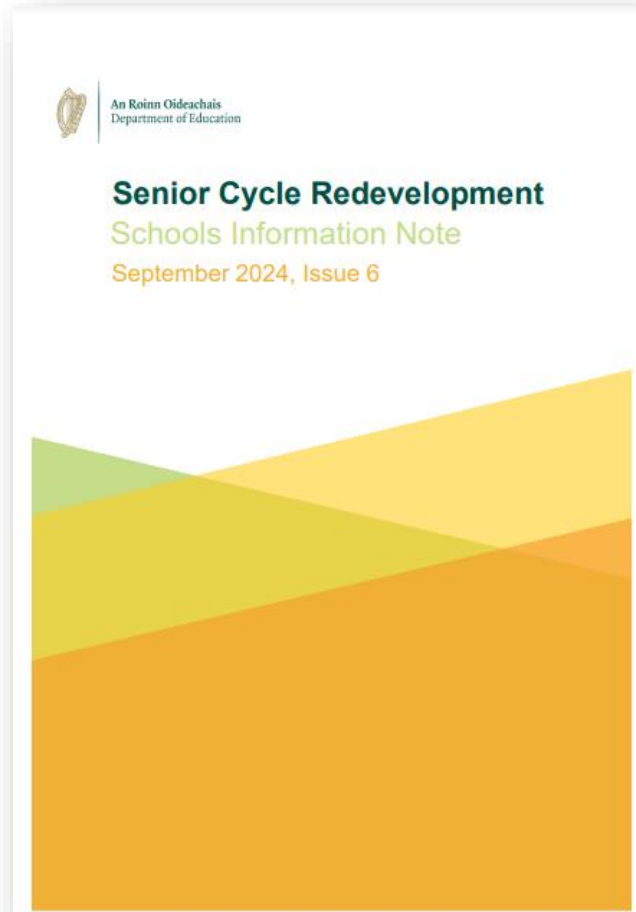


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Information Note



Transition Year Programme Statement

The Transition Year Programme Statement has been approved by the Minister and the Department of Education.

Over the 2024/25 school year, all schools will have the opportunity to audit their current Transition Year programme and revise it where necessary in line with the Programme Statement.

The Department's Inspectorate will support and provide advice to schools in this regard during the 2024/25 school year with Inspectorate engagements being reflective of this.

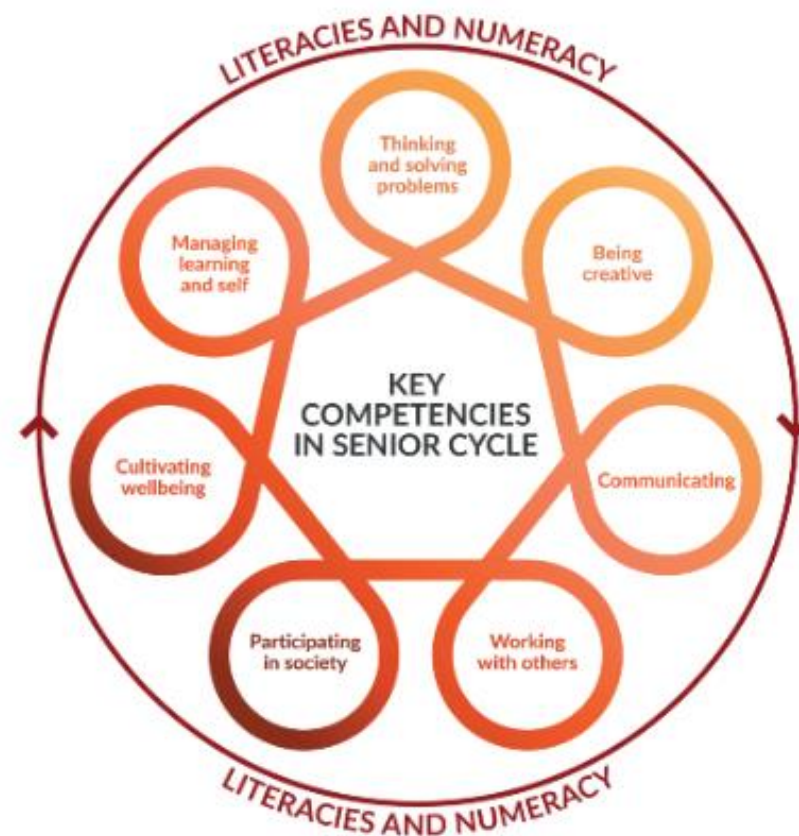


Senior Cycle Guiding Principles

Wellbeing and relationships	Choice and flexibility
Inclusive education and diversity	Continuity and transitions
Challenge, engagement and creativity	Participation and citizenship
Learning to learn, learning for life	Learning environments and partnerships



Key Skills to Key Competencies





Key Competencies

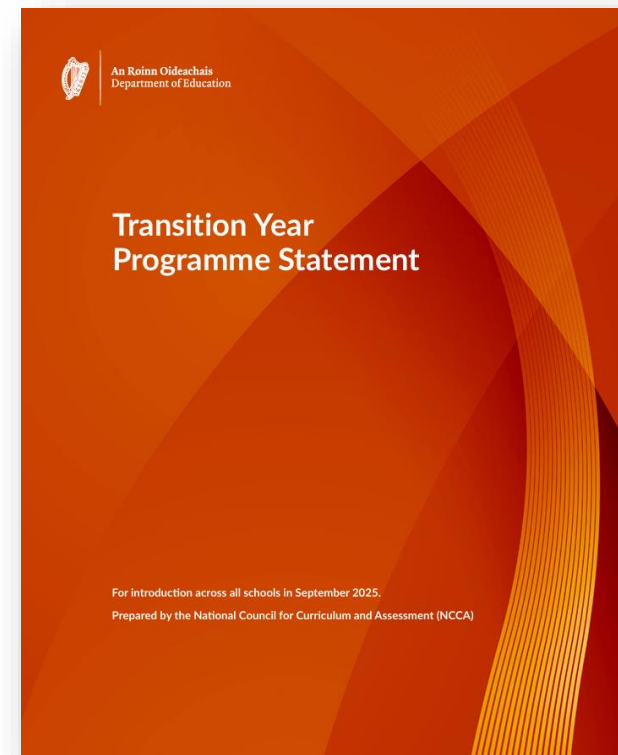




Rationale

Schools can adapt their TY curriculum so that students have opportunities to develop the key competencies to thrive and flourish in this rapidly changing world.

TY Programme Statement, p. 7

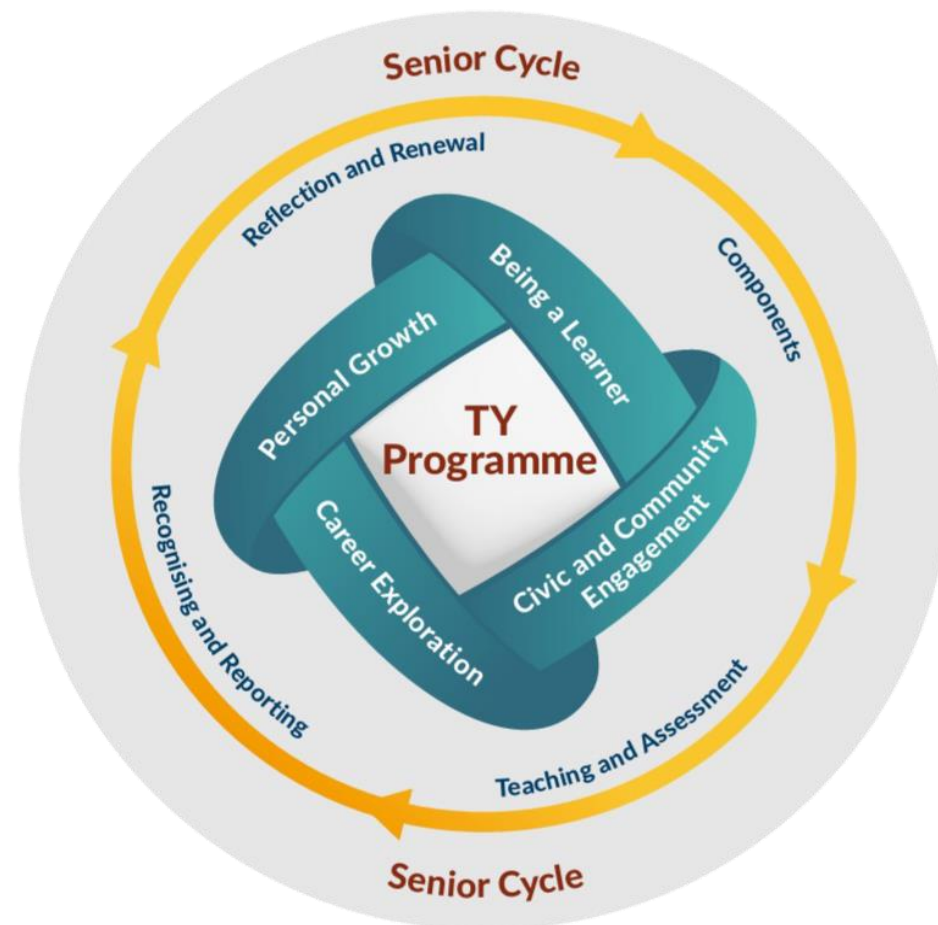




Programme Statement Aims

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.



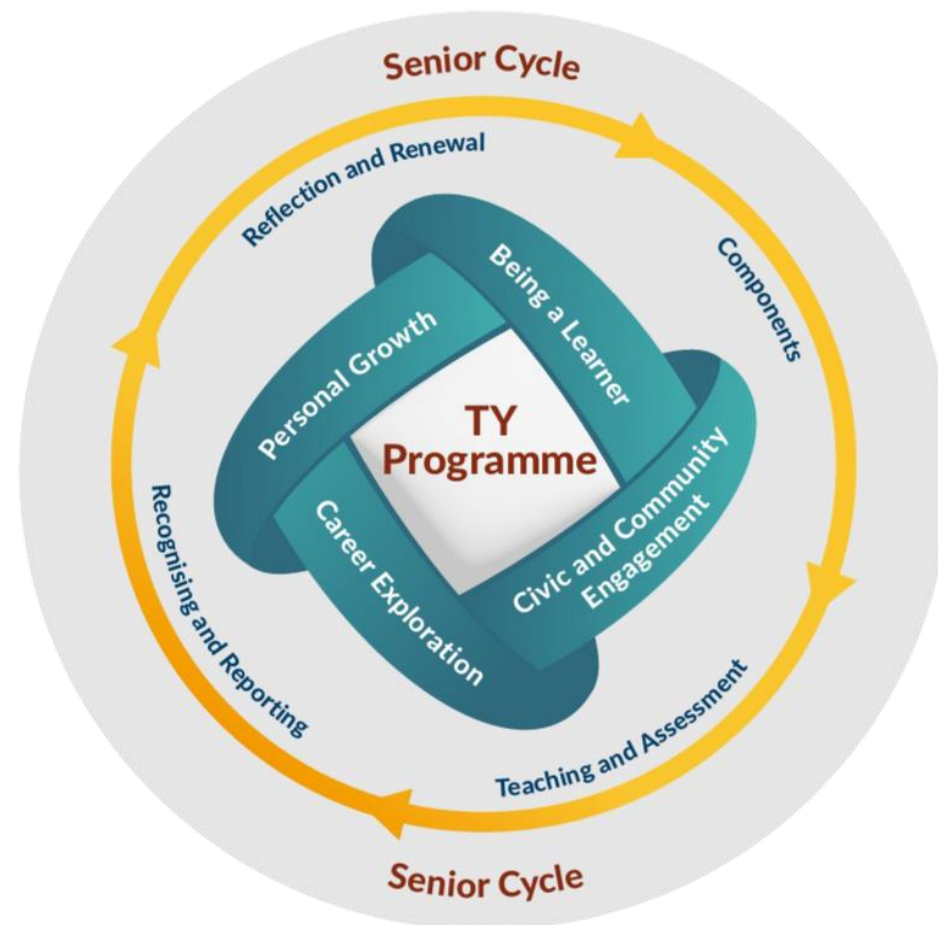
TY Programme Statement, p.8



Programme Statement Aims

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.



TY Programme Statement, p.8

Coordination of the TY Programme



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- Schools are guided in developing their TY programme by Student Dimensions and Curriculum Dimensions.
- The TY Coordinator works closely with senior management and staff.
- Collaboration with the whole school community is crucial.



Coordination of the TY Programme



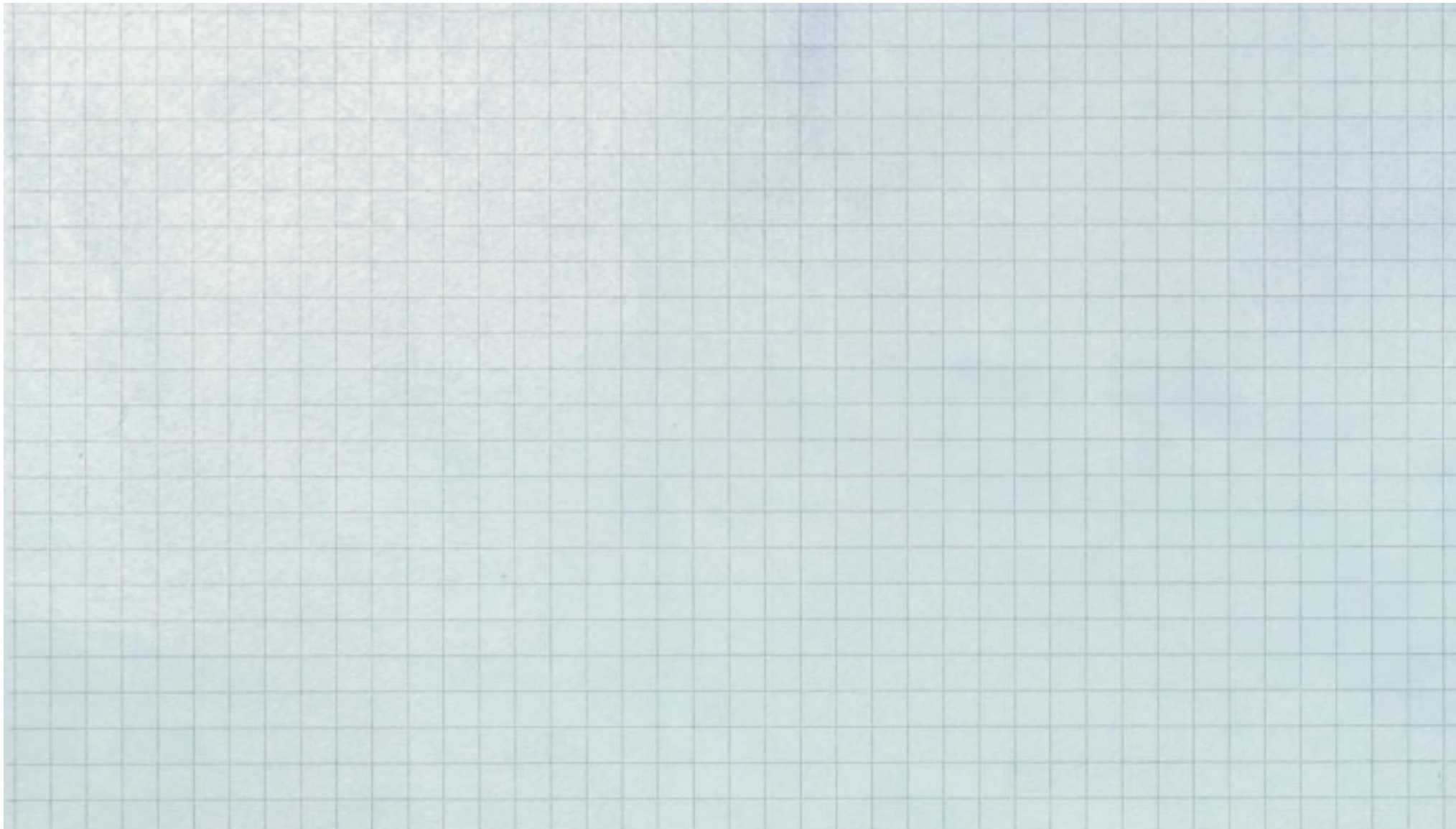
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The TY Programme relies on effective coordination, especially by the TY Coordinator.

Coordination is enhanced through a TY Core Team, led by the Coordinator.

- The Core team generally includes the TY Year Head, where the role exists, guidance counsellor, and participating teachers.
- Regular meetings of the Core Team should be facilitated by senior management.







Transition Year Programme Statement Terminology



Glossary

This glossary's intention is to clarify concepts and terms used in the TY Programme Statement:

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.

Developmental indicators are statements within the Student Dimensions which are intended to illustrate how the student progresses and develops through their participation in TY.

Student experiences emanate from the Developmental Indicators and provide the opportunities and contexts for the student to learn and develop.

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.

Key competencies is an umbrella term which refers to the knowledge, skills, values and dispositions students develop during senior cycle.

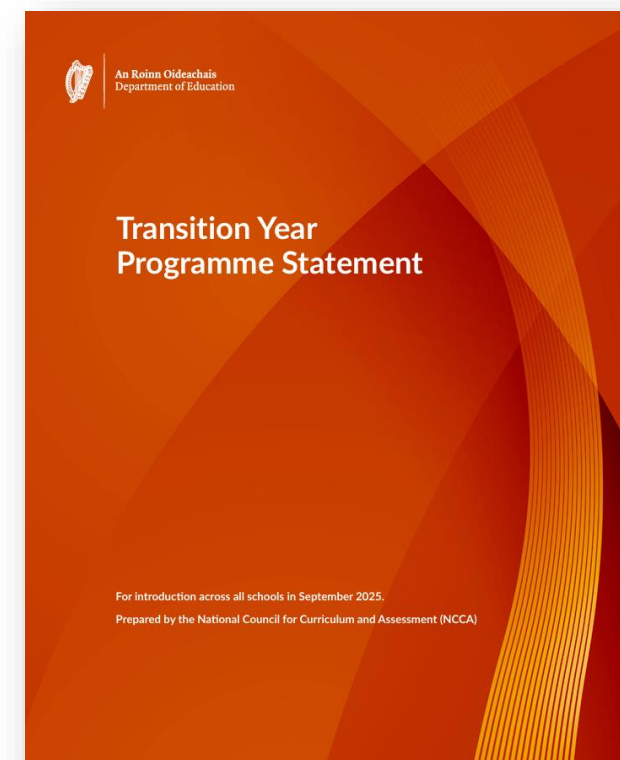
An effective TY programme: For the purposes of this document an effective TY programme, which will be unique to each school, is one where every aspect of the curriculum serves to develop the student in harmony with the Student Dimensions and is aligned to the new TY programme statement.

(TY Programme Statement, p. 30)



Student Dimensions

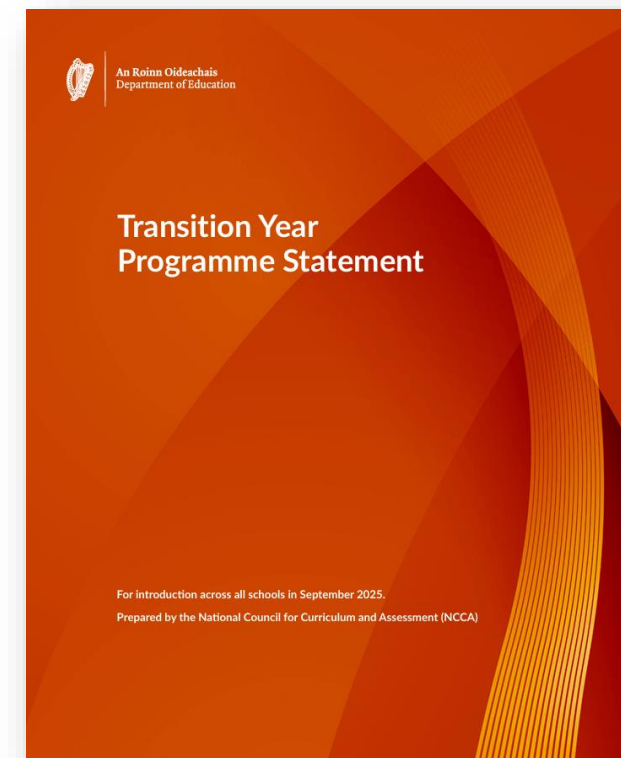
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Developmental Indicators

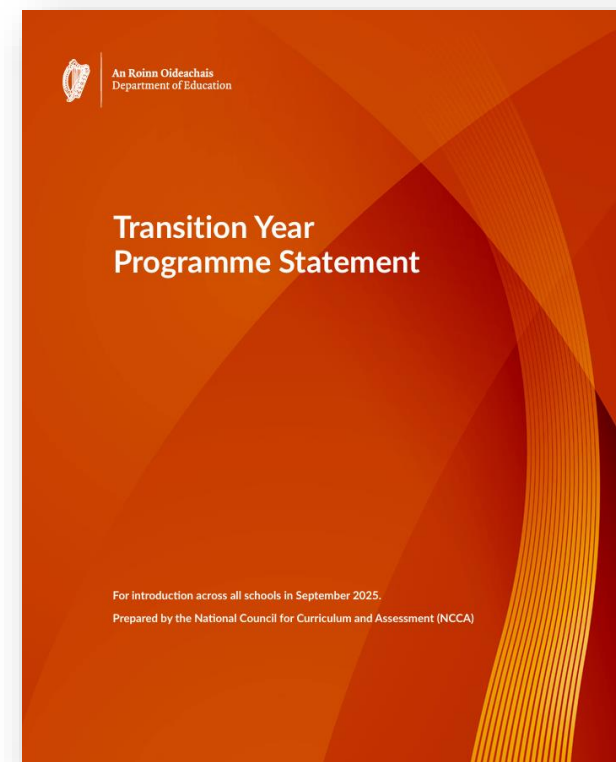
Developmental indicators are statements within the Student Dimensions which are intended to illustrate how the student progresses and develops through their participation in TY.





Student Experiences

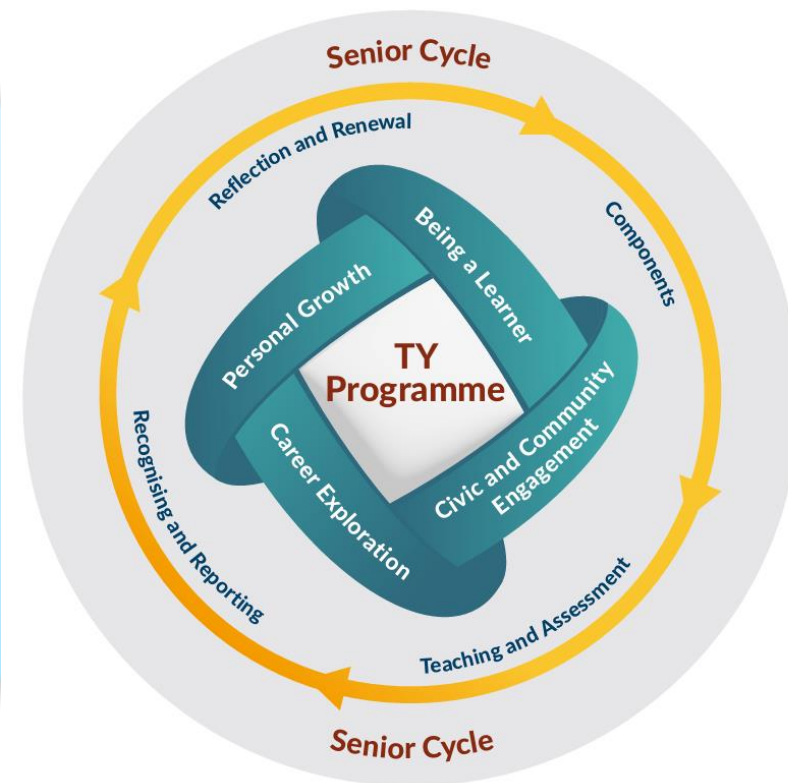
Student experiences emanate from the Developmental Indicators and provide the opportunities and contexts for the student to learn and develop.

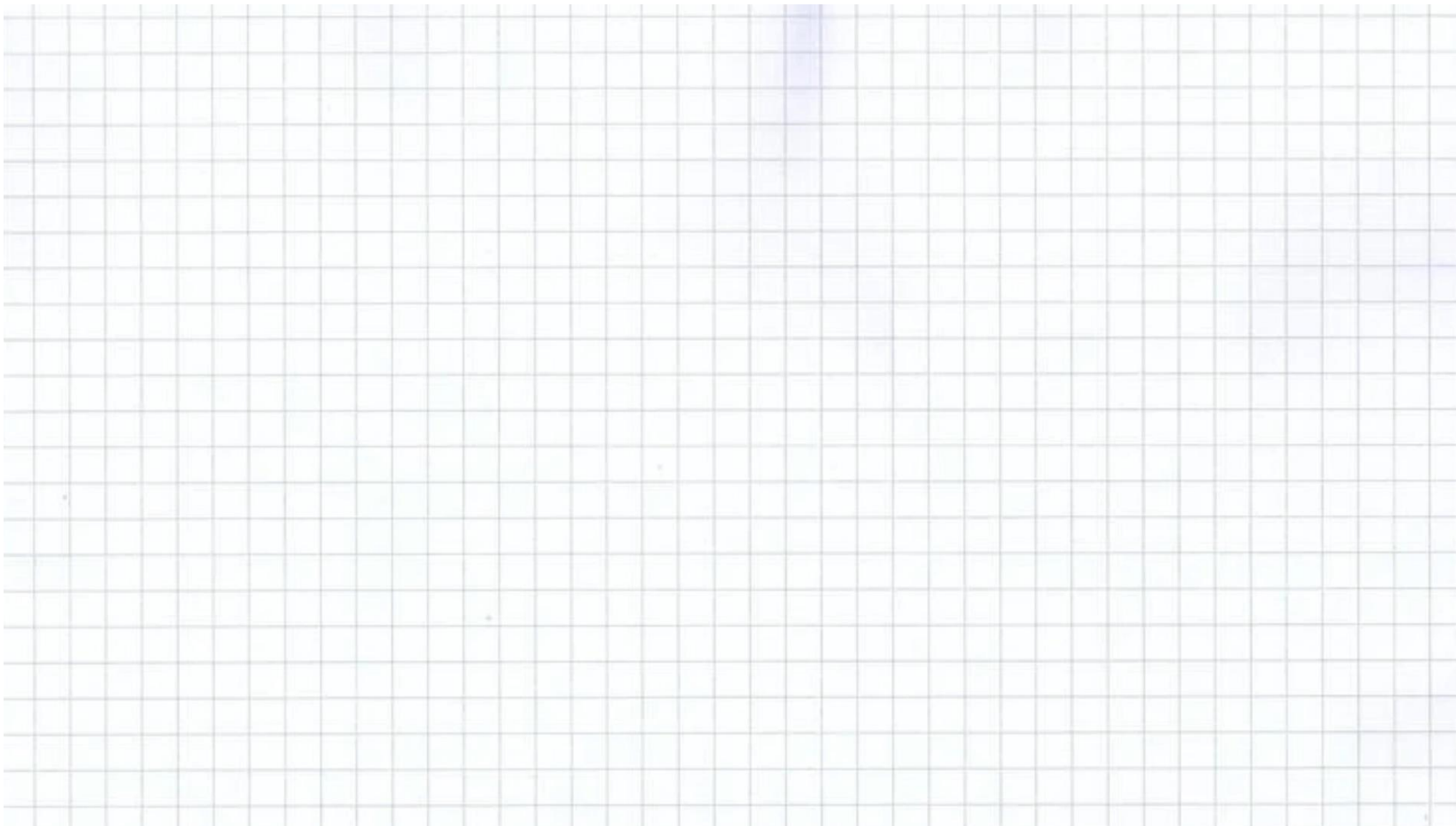




Four Student Dimensions

' **Schools have autonomy** to design a programme for TY that is uniquely suited to the school's culture, identity and context, while striving to work in collaborative and creative ways with the school community to achieve the aims and enable all students to develop across all four Student Dimensions. '





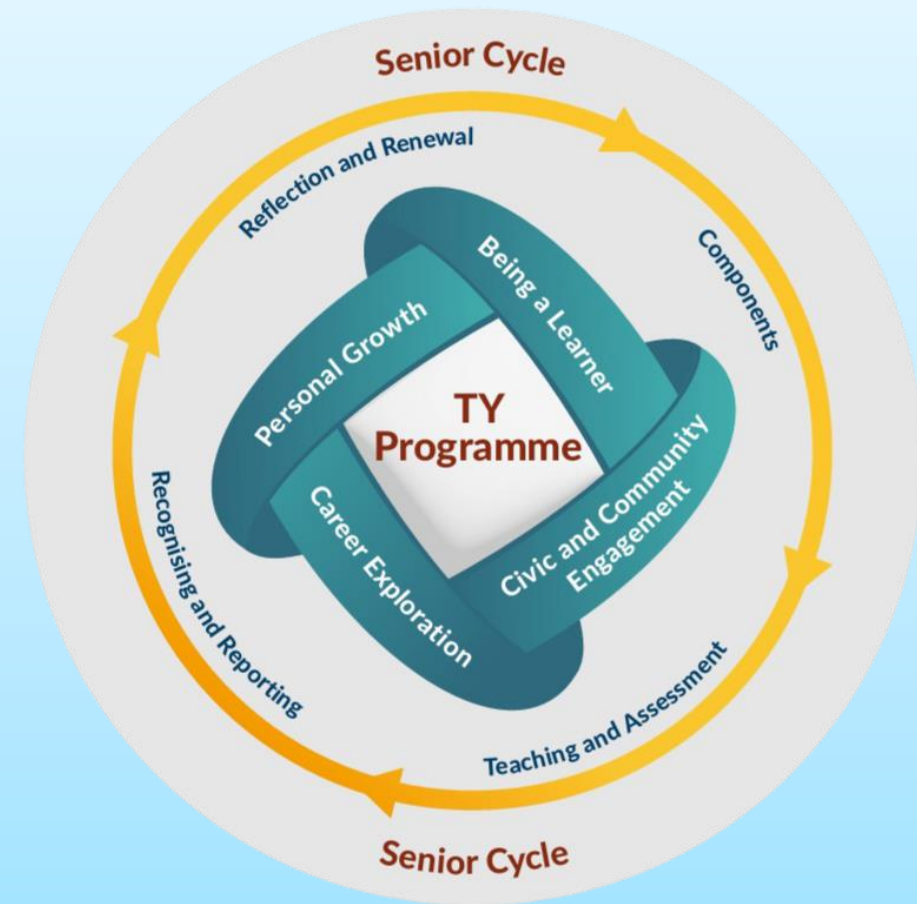
Curriculum Dimensions



'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.'

TY Programme Statement, p.30



Curriculum Dimensions - Descriptions



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Components	A combination of continued learning in some subjects, subject sampling, TY specific modules and other components provides a balanced and broad set of experiences which encompass the Student Dimensions.
Teaching and Assessment	Appropriate and effective pedagogies, with ongoing assessment, supporting students to progress in their learning while also fostering innovative classroom practice.
Recognising and Reporting	The means by which student learning and achievement in all areas of TY are affirmed and celebrated. Reporting in TY provides a broad picture across all the Student Dimensions.
Reflection and Renewal	Reviewing, evaluating and updating the TY programme, in a continuous and inclusive manner, enables the evolution of a TY curriculum most suited to the learning and development of students.



Table 3: Curriculum Dimensions

Student Dimension	Components	Guidance for accommodation of components
Personal Growth	Continuity <ul style="list-style-type: none"> Physical Education (PE) SPHE 	<p>The time allocation for PE should be aligned to the Senior Cycle PE Framework.</p> <p>SPHE should be once per week, not exceeding one hour per class.</p>
	TY specific An array of modules that provide experiences for the development and growth of the student	<p>The organisation of the components into semesters, blocks or across the entire year is decided at school level, including provision of experiences aligned to the values, ethos and pastoral care of the school.</p>
	Additional growth experiences For example: guest speakers, government supported developmental awards, induction, competitions, school-wide events, such as plays, musicals, market days and themed days.	<p>Students who wish to participate in externally provided learning experiences could also be accommodated but once it is within the context of the school's TY programme.</p> <p>Some additional growth experiences may only arise during the year and would need to be notified to students, teachers and parents as soon as is practical.</p>

Being a Learner	Continuity Supporting student learning and development in the areas of Mathematics, English and Irish.	<p>The class time allocation for each of these subjects should not exceed two hours per week. A school can build on the learning associated with these subjects through additional TY components or other areas of learning, within the parameters of the TY Programme Statement.</p>
	Elective Modules that support, for example, sampling of senior cycle subjects and other areas of learning and development	<p>The combined time allocation for these components is the equivalent of three to four hours per week, depending on school context.</p>
	Additional learning experiences For example: study/research skills, themed learning days, life-skills, literacy and numeracy initiatives.	<p>Some additional learning experiences may only arise during the year and would need to be notified to students, teachers and parents as soon as is practical.</p>
	Portfolio Development Supporting and guiding students to fulfil the purpose of the TY portfolio described in the Curriculum Dimension: Recognising and Reporting.	<p>One class per week. Primary function is to support students in developing their TY portfolio over the year. The component may also be used, if feasible, to supplement other aspects of the curriculum.</p>

TY Programme Statement, p. 18





Table 3: Curriculum Dimensions

Student Dimension	Components	Guidance for accommodation of components
Civic And Community Engagement	Our own community Local out-reach activities, community placement, social enterprise activities, education in cultural diversity	These components draw from TY specific modules, work and community placements and additional experiences.
	Our global community <ul style="list-style-type: none"> Education for Sustainable Development A meaningful student-led personal or collaborative action related to sustainable living. 	These components can be supported through, for example, a TY specific module related to education for sustainable development or another relevant student experience.

Career Exploration	Work Placement Community Placement	An appropriate and feasible balance of work-based and community-based placements. A time allocation amounting to the equivalent of two to four weeks of the programme is suggested.
	Career guidance	One class per week or classes timed to target key career-related learning or events during the year.
	Additional career-related experiences For example: guest speakers, tasters in apprenticeships/traineeships/ further education/higher education, information days, government supported developmental awards, certified short courses.	Some additional career-related experiences provided by the school may only arise during the year and would need to be notified to students, teachers and parents as soon as is practical.

TY Programme Statement, p. 19



Student Dimension - Personal Growth



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Components

Guidance for accommodation of components

Personal
Growth

Continuity

- Physical Education (PE)
- SPHE

The time allocation for PE should be aligned to the Senior Cycle PE Framework.

SPHE should be once per week, not exceeding one hour per class.

TY specific

An array of modules that provide experiences for the development and growth of the student

The organisation of the components into semesters, blocks or across the entire year is decided at school level, including provision of experiences aligned to the values, ethos and pastoral care of the school.

Additional growth experiences

For example: guest speakers, government supported developmental awards, induction, competitions, school-wide events, such as plays, musicals, market days and themed days.

Students who wish to participate in externally provided learning experiences could also be accommodated but once it is within the context of the school's TY programme.

Some additional growth experiences may only arise during the year and would need to be notified to students, teachers and parents as soon as is practical.



Student Dimension - Being a Learner

Components

Guidance for accommodation of components

Being a Learner

Continuity

Supporting student learning and development in the areas of Mathematics, English and Irish.

The class time allocation for each of these subjects should not exceed two hours per week. A school can build on the learning associated with these subjects through additional TY components or other areas of learning, within the parameters of the TY Programme Statement.

Elective

Modules that support, for example, sampling of senior cycle subjects and other areas of learning and development

The combined time allocation for these components is the equivalent of three to four hours per week, depending on school context.

Additional learning experiences

For example: study/research skills, themed learning days, life-skills, literacy and numeracy initiatives.

Some additional learning experiences may only arise during the year and would need to be notified to students, teachers and parents as soon as is practical.

Portfolio Development

Supporting and guiding students to fulfil the purpose of the TY portfolio described in the Curriculum Dimension: Recognising and Reporting.

One class per week. Primary function is to support students in developing their TY portfolio over the year. The component may also be used, if feasible, to supplement other aspects of the curriculum.

Student Dimension - Civic and Community Engagement



Oide

Components

Guidance for accommodation of components

Civic And Community Engagement

Our own community

Local out-reach activities, community placement, social enterprise activities, education in cultural diversity

Our global community

- Education for Sustainable Development
- A meaningful student-led personal or collaborative action related to sustainable living.

These components draw from TY specific modules, work and community placements and additional experiences.

These components can be supported through, for example, a TY specific module related to education for sustainable development or another relevant student experience.



Student Dimension - Career Exploration

Components

Guidance for accommodation of components

Career Exploration

Work Placement
Community Placement

An appropriate and feasible balance of work-based and community-based placements.

A time allocation amounting to the equivalent of two to four weeks of the programme is suggested.

Career guidance

One class per week or classes timed to target key career-related learning or events during the year.

Additional career-related experiences

For example: guest speakers, tasters in apprenticeships/traineeships/ further education/higher education, information days, government supported developmental awards, certified short courses.

Some additional career-related experiences provided by the school may only arise during the year and would need to be notified to students, teachers and parents as soon as is practical.



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Questions

