Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

A Whole School Approach to Planning for Learning at Senior Cycle

Programme Support

PLE 2026-2027



ChatGPT 5.6, Open AI, September 2026, used to create image.

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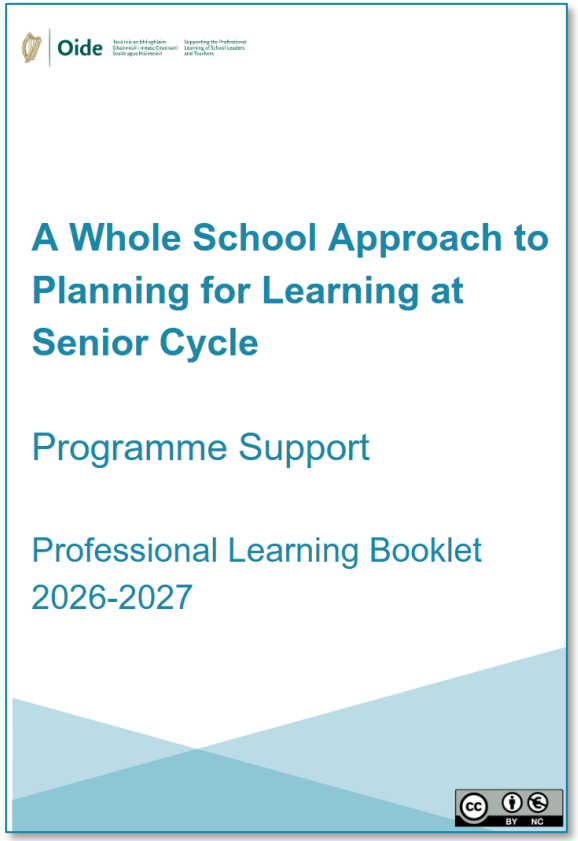
Structure of our Day

Session 1	• Our School, Our Context • Whole-School Guidance Planning • Inclusion – Planning for all Learners
11:00 – 11:30	Tea/Coffee
Session 2	• Planning the Senior Cycle Learning Journey • Mapping the Learning at Senior Cycle • Planning for AACs • Considerations for Subject Planning
13:00 – 14:00	Lunch
Session 3	• Planning with the TY Programme Statement • Strengthening and Renewing TY Modules • Recognising the Learning in TY

Workshop Resources

Scan to Access Today's Resources on Padlet

https://tinyurl.com/57s3rfvu



Individual Activity

Pair Activity

Group Activity

Click to View

Reflection

Digital Strategy

Professional Learning Booklet (PLB)

Feedback

Video Clip

Today we will:

- Explore how whole-school collaborative planning supports inclusive and student-centred learning environments.
- Consider the principles of effective planning for learning for senior cycle students.
- Plan effectively to strengthen and renew TY modules, and identify and recognise student learning in Transition Year.

Planning for Learning in Our School



Images from school

Planning for Learning in Our School



Images from school

Choose your Class Cohort

Oide

When planning for this group of learners:

What are our key considerations
for the students when planning
for teaching, learning and assessment?



Planning the Learning Journey of our Senior Cycle Students



ChatGPT 5.6, Open AI, September 2026, used to create image.

Teachers' Collaborative Practice

'A boat does not go forward if each person is rowing their own way.'



Swahilli Proverb

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Whole-School Guidance



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Whole-School Guidance

Personal Social Guidance



The messages students get about themselves

“Am I capable?”
“Do I belong here?”

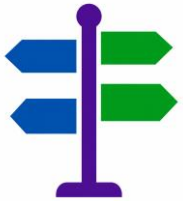
Educational Guidance



The learning habits students develop

“Do I know how to improve?”

Career Guidance

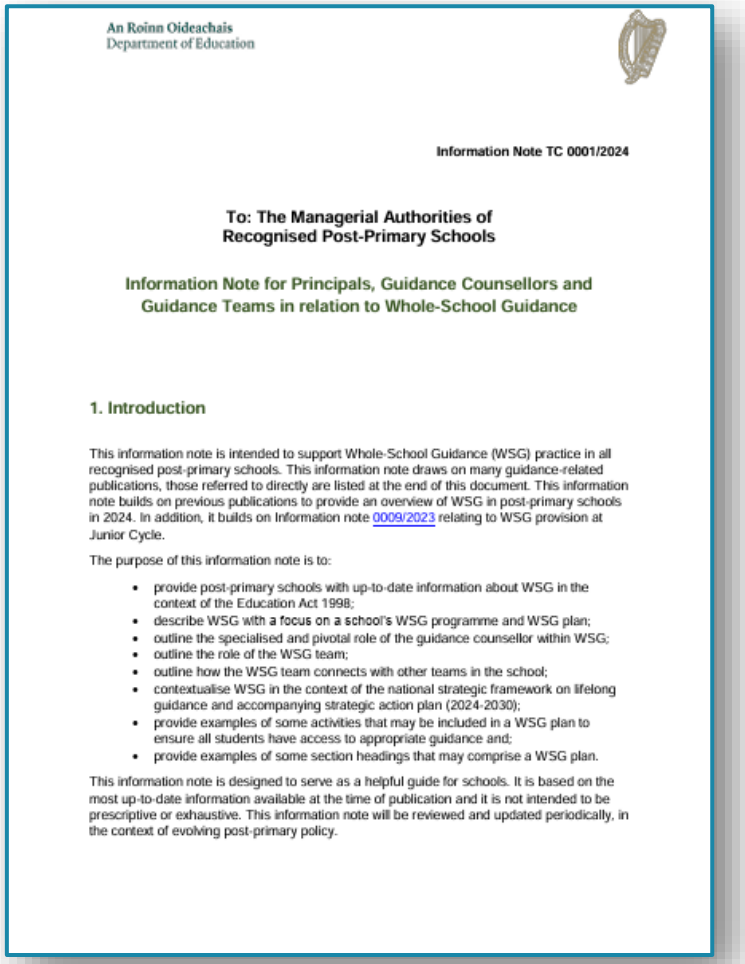


The connections students make to the future

“Where could this take me?”

Adapted from DEY, Information Note 0001/2024 and Circular 0072/2026

Whole-School Guidance



An Roinn Oideachais
Department of Education

Information Note TC 0001/2024

To: The Managerial Authorities of Recognised Post-Primary Schools

Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to Whole-School Guidance

1. Introduction

This information note is intended to support Whole-School Guidance (WSG) practice in all recognised post-primary schools. This information note draws on many guidance-related publications, those referred to directly are listed at the end of this document. This information note builds on previous publications to provide an overview of WSG in post-primary schools in 2024. In addition, it builds on Information note 0009/2023 relating to WSG provision at Junior Cycle.

The purpose of this information note is to:

- provide post-primary schools with up-to-date information about WSG in the context of the Education Act 1998;
- describe WSG with a focus on a school's WSG programme and WSG plan;
- outline the specialised and pivotal role of the guidance counsellor within WSG;
- outline the role of the WSG team;
- outline how the WSG team connects with other teams in the school;
- contextualise WSG in the context of the national strategic framework on lifelong guidance and accompanying strategic action plan (2024-2030);
- provide examples of some activities that may be included in a WSG plan to ensure all students have access to appropriate guidance and;
- provide examples of some section headings that may comprise a WSG plan.

This information note is designed to serve as a helpful guide for schools. It is based on the most up-to-date information available at the time of publication and it is not intended to be prescriptive or exhaustive. This information note will be reviewed and updated periodically, in the context of evolving post-primary policy.

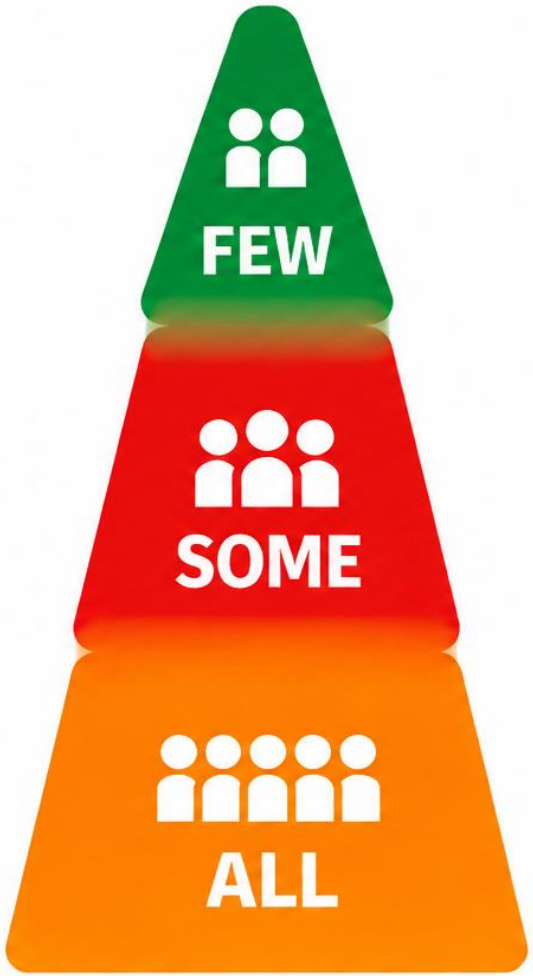
'WSG acknowledges that all school staff have a role in providing guidance to students and this should be acknowledged and reflected in:

(i) a school's WSG plan and
(ii) individual subject department plans.'

Examples of how this may be achieved are outlined in Appendix 1 and 2 of Info. Note 0001/2024.

DEY, Information Note 0001/2024, p.3 and p.17

Guidance Supports on a Continuum



Concerns may require referral or other situations may require more specialised support. Teachers play a key role in noticing and communicating needs. Link with relevant personnel.

Students who need more support with engagement, organisation, learning or confidence. Managing learning and communication are strengthened.

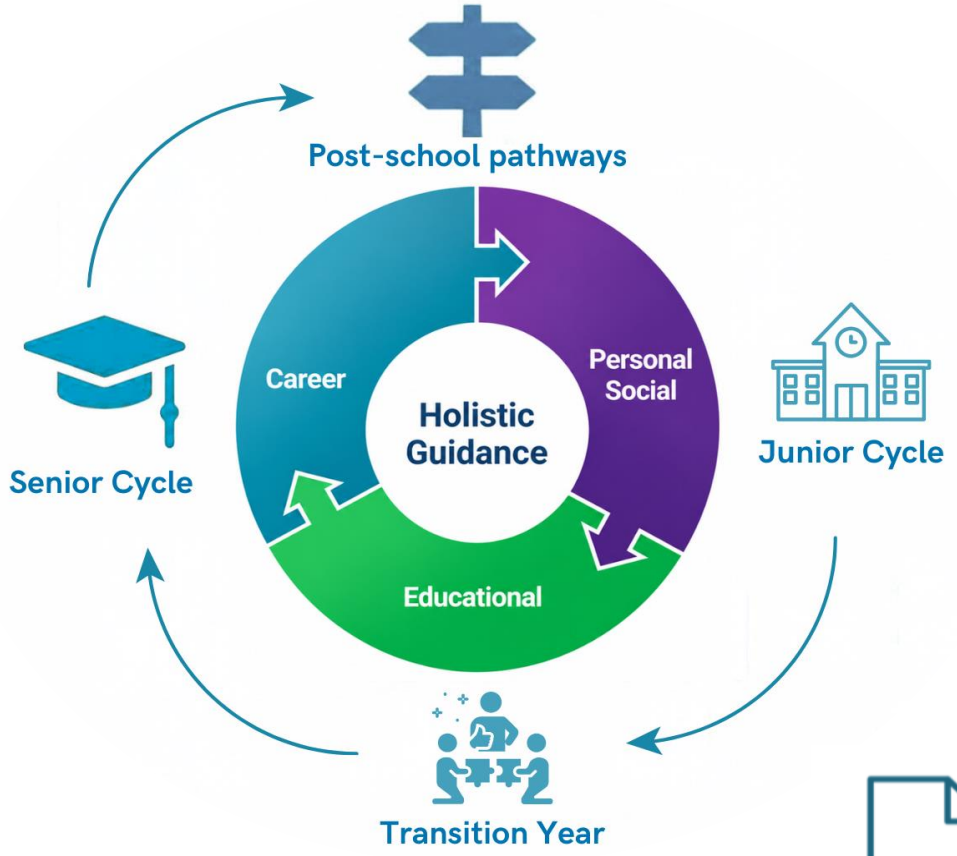
Creating an inclusive classroom, building relationships, developing students' confidence, and embedding skills and competencies.

Adapted from DEY, Information Note 0001/2024 and Circular 72/2026

Whole-School Guidance

List and briefly describe WSG activities on your table's flip chart.

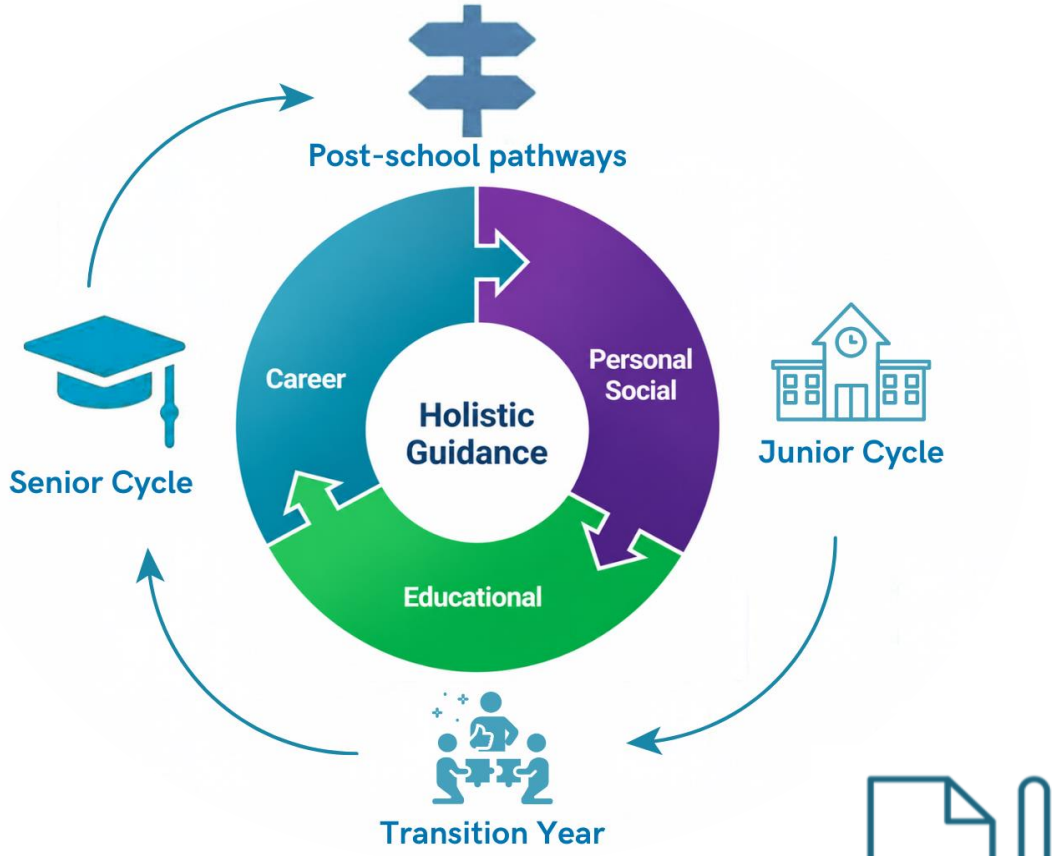
This can include co- and extra-curricular as well as subject area links.



5

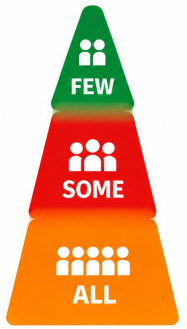
Whole-School Guidance

Within your subject area where are you already connecting to Whole-School Guidance?



Whole School Guidance Supports

Activity	Link to WSG	Guidance for all/some/a few
STEM promotion	The Maths Department undertake numerous activities each year to promote STEM as a career. This involves a universal-design approach and utilisation of a variety of resources such as posters/ videos / computer applications / talks / external-tours etc. STEM promotion takes place throughout the entire academic year. Focus on careers in STEM. Focus on education pathways in STEM	All
Maths Week	Competition for all students: Students are asked to make a 60-second video showing "How maths is used in every job"	Open to all, typically engaged in by 'some'
Leaving Certificate re-checks / appeals	Maths teachers are available each August/September to support outgoing students who wish to discuss the grade they received / discuss their options in terms of appealing etc	Open to all, typically requested by a few
Link with student support team	Link with the student support team where appropriate	All
Maths Olympiad	Support students in engaging with the Irish Mathematical Olympiad and the European Girls Mathematical Olympiad. This promotes educational and career development in the area of mathematics.	A few
WSG planning and the Maths Department: The Guidance Team link in with the Maths Department on two occasions each year (September and April) to update planning. The Maths Department attend a presentation by the guidance counsellors to all staff on WSG at the beginning of each year.		



DEY, Information Note 0001/2024, p.3 and p.17

Pathways To The Future

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Pathways to the Future

Click on the links in the second column for access.

National Learning Network	National Learning Network	Inclusive education and training with specialist supports, helping learners develop skills and progress towards further education, training and employment.
PATH	PATH	HEA access funding and initiatives designed to increase participation in higher education among under-represented groups.
ACCESS COLLEGE	Access College	Information and guidance on access routes and supports that can help students progress into higher education.
National Tertiary Office	Tertiary Degrees	New pathways that allow students to begin a degree through Further Education and progress to a Higher Education institution.
Further Education and Training Course Hub	Further Education and Training	A national course-search resource for Further Education and Training opportunities, including courses delivered through ETBs and other providers.
etbi	Traineeship	Short, structured programmes combining education and workplace learning, developed by ETBs with employers.
Generation Apprenticeship	Apprenticeship	A route combining workplace learning with education and training, leading to recognised qualifications across a range of occupations.
HEA	Higher Education	The HEA directory of recognised higher education institutions in Ireland, useful for exploring colleges and universities.
Youthreach	Youthreach	Provides two years of integrated education, training and work experience for unemployed early school leavers aged 15–20 who lack qualifications or vocational training.
iacto	Community Training Centres	Provides community-based education, vocational training and work experience for early school leavers aged 16–21, supporting employment or further learning.

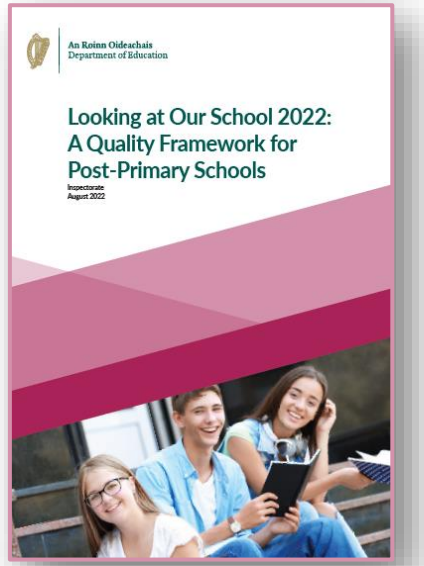


7-9

Inclusion at Whole School Level

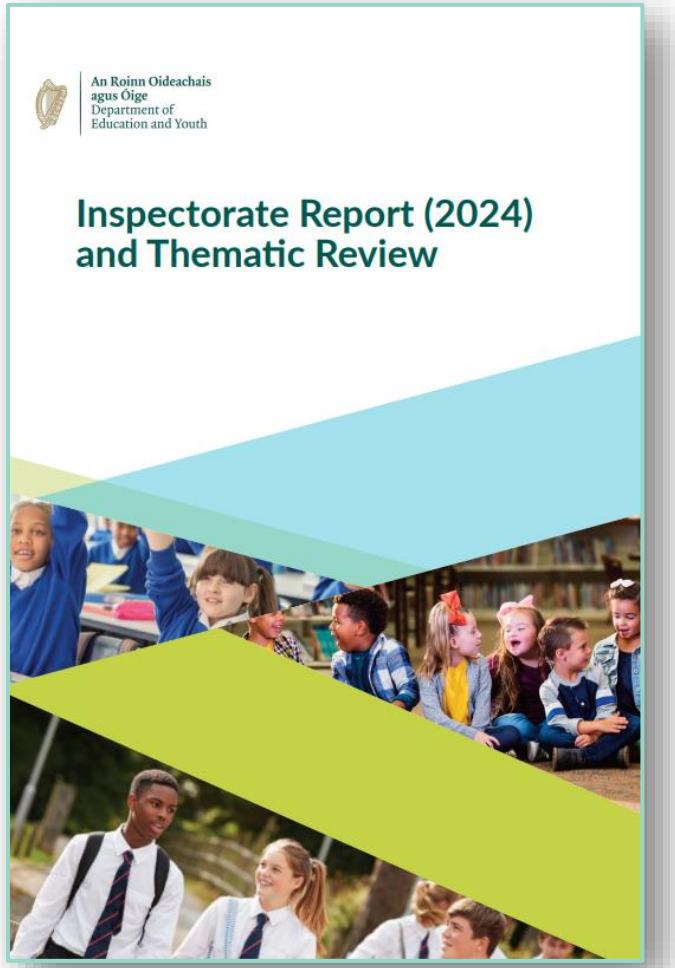
Inclusion of all learners:

- all learners meaningfully included in their school community
- high-quality learning and teaching that is inclusive, learner-centred, informed and evidence-based
- young people participating and making progress in learning
- high expectations and opportunities for all in accordance with their abilities, strengths, stages of development, and identified learning needs.



DEY Inspectorate, Looking at our Schools 2022, p.8

What is meant by Inclusion?

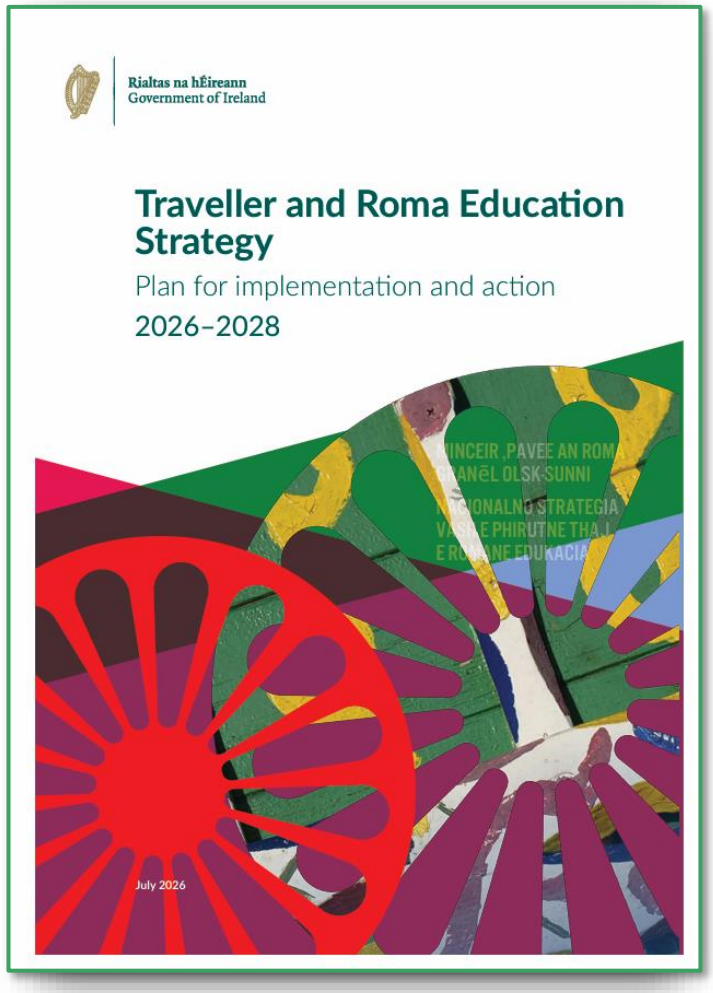




ChatGPT 5.6, Open AI, September 2026, used to create image

Adapted from p.87 DEY, Department of Education Inspectorate Report (2024) and Thematic Review, 2024

What is meant by Inclusion?





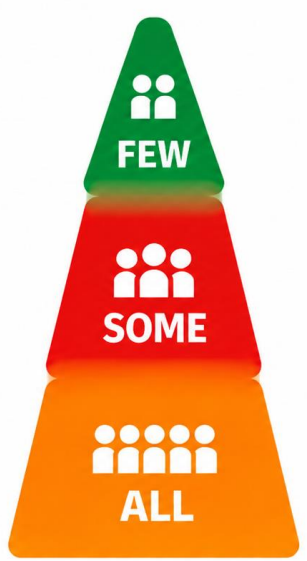
ChatGPT 5.6, Open AI, September 2026, used to create image

Adapted from p.87 DEY, Department of Education Inspectorate Report (2024) and Thematic Review, 2024

Inclusion in Our School

- How am I supporting inclusion in my classroom?
- How are we supporting inclusion in our school?

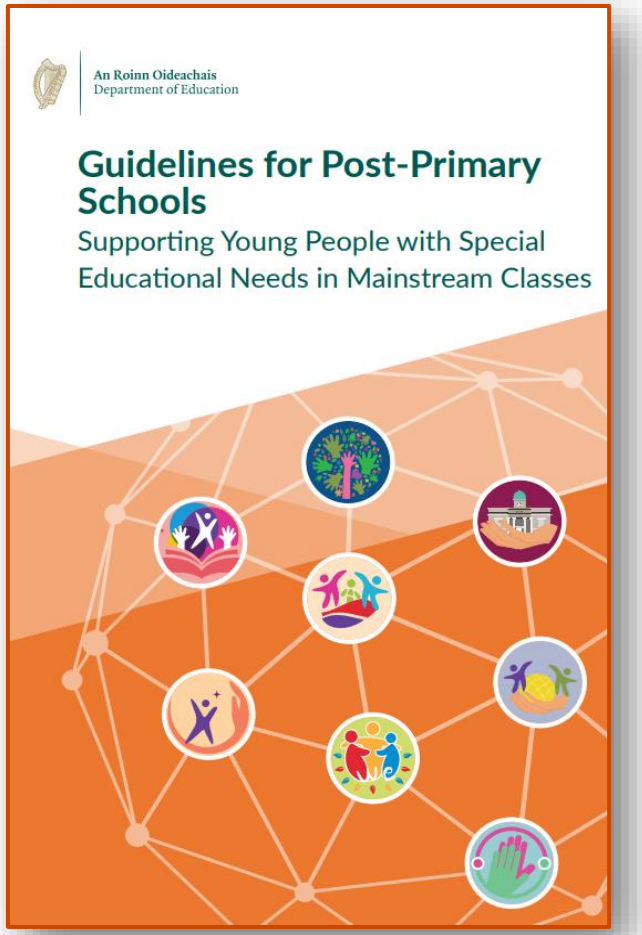


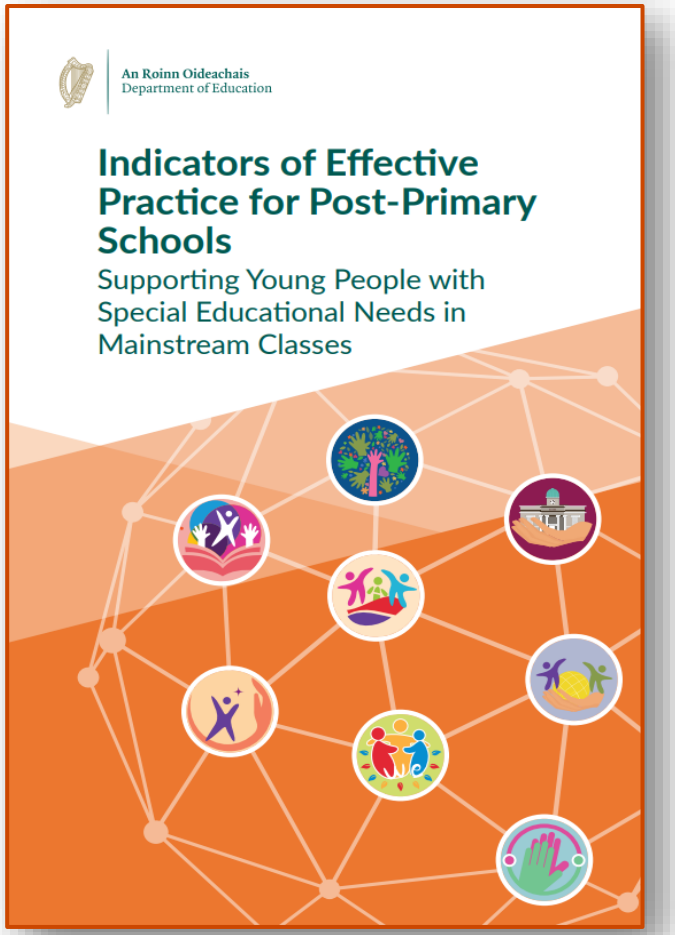


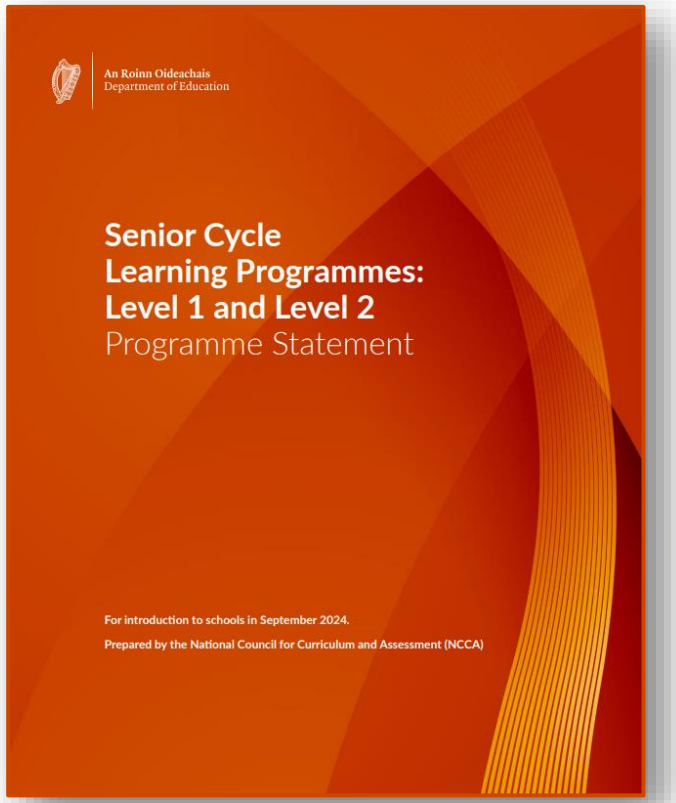


NCCA, Wellbeing Policy Statement and Framework for Practice, 2019, p. 16

Key Documents

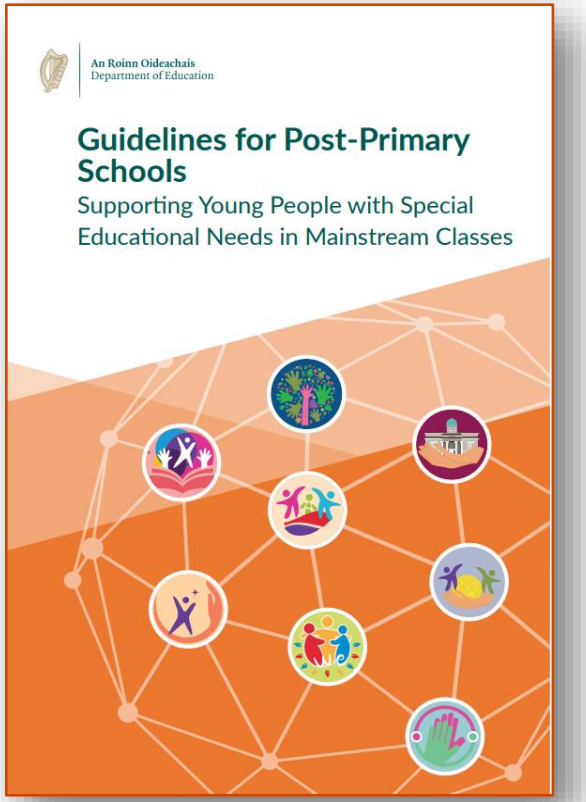






DEY, Indicators of Effective Practice for Post Primary Schools, 2024, p.17

Roles and Responsibilities of Class Teachers

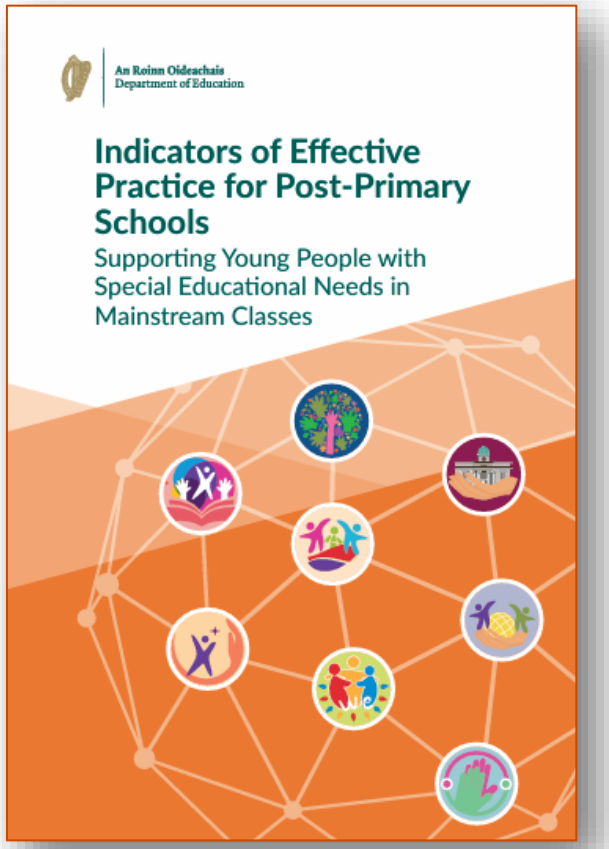


'Subject teachers have primary responsibility for teaching, learning, and assessment, for all young people within their class groups, including those with special educational needs.'



DEY, Guidelines for Post Primary Schools, 2024, p.25

Roles and Responsibilities of Class Teachers



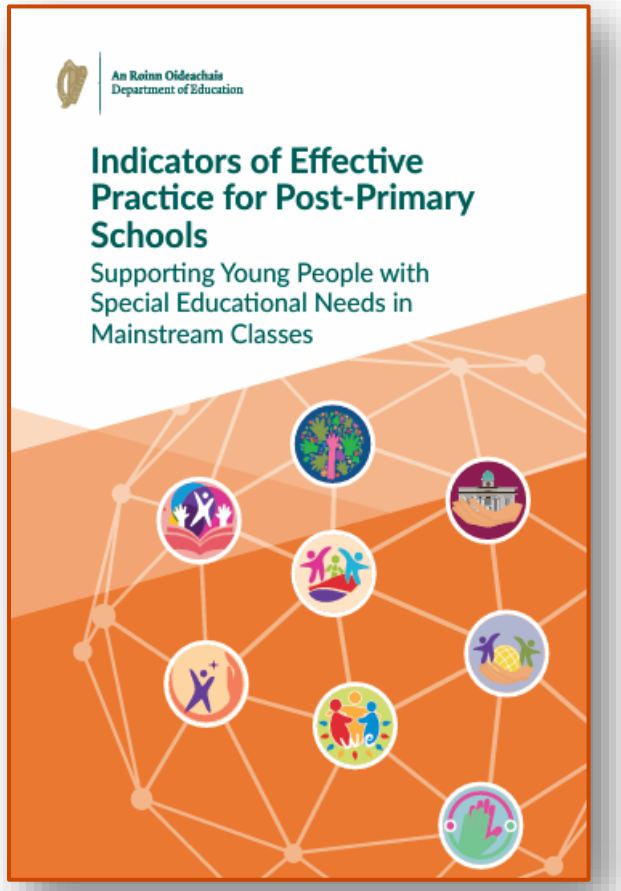
'…provides indicators for schools to reflect upon and review their processes for identification, planning and review of support at each level of the Continuum of Support.'

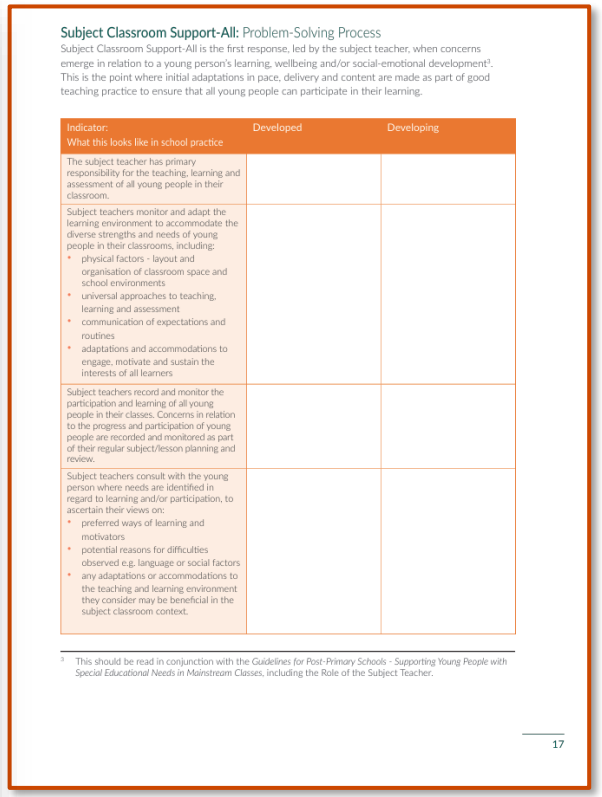


DEY, Indicators of Effective Practice for Post Primary Schools, 2024, p.3

Individual Reflection

1. Consider the indicator of effective practice on the next slide.
2. Give examples of how you may have developed or are developing this indicator.





Subject Classroom Support-All: Problem-Solving Process

Subject Classroom Support-All is the first response, led by the subject teacher, when concerns emerge in relation to a young person's learning, wellbeing and/or social-emotional development[3]. This is the point where initial adaptations in pace, delivery and content are made as part of good teaching practice to ensure that all young people can participate in their learning.

Indicator: What this looks like in school practice	Developed	Developing
The subject teacher has primary responsibility for the teaching, learning and assessment of all young people in their classroom.		
Subject teachers monitor and adapt the learning environment to accommodate the diverse strengths and needs of young people in their classrooms, including: * physical factors - layout and organisation of classroom space and school environments * universal approaches to teaching, learning and assessment * communication of expectations and routines * adaptations and accommodations to engage, motivate and sustain the interests of all learners		
Subject teachers record and monitor the participation and learning of all young people in their classes. Concerns in relation to the progress and participation of young people are recorded and monitored as part of their regular subject/lesson planning and review.		
Subject teachers consult with the young person where needs are identified in regard to learning and/or participation, to ascertain their views on: * preferred ways of learning and motivators * potential reasons for difficulties observed e.g. language or social factors * any adaptations or accommodations to the teaching and learning environment they consider may be beneficial in the subject classroom context.		

[3] This should be read in conjunction with the *Guidelines for Post-Primary Schools - Supporting Young People with Special Educational Needs in Mainstream Classes*, including the Role of the Subject Teacher.

17



DEY, Indicators of Effective Practice for Post Primary Schools, 2024, p.17

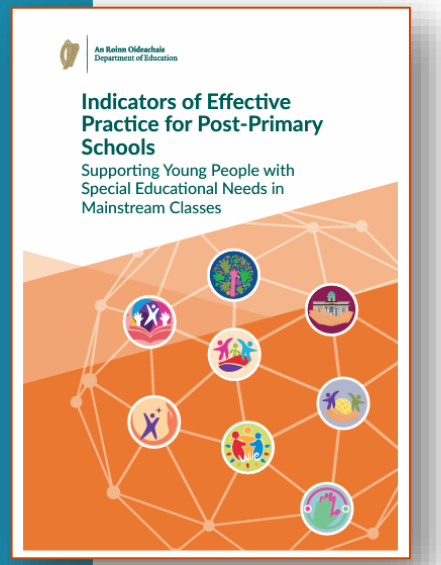
Effective Practice: Support for All

Oide

Indicators of effective practice

Subject teachers monitor and adapt the learning environment to accommodate the diverse needs of young people in their classrooms, including:

- adaptations to engage, motivate and sustain the interests of all learners
- communication of expectations and routines
- universal approaches to teaching, learning and assessment
- physical factors, layout and organisation of classroom space



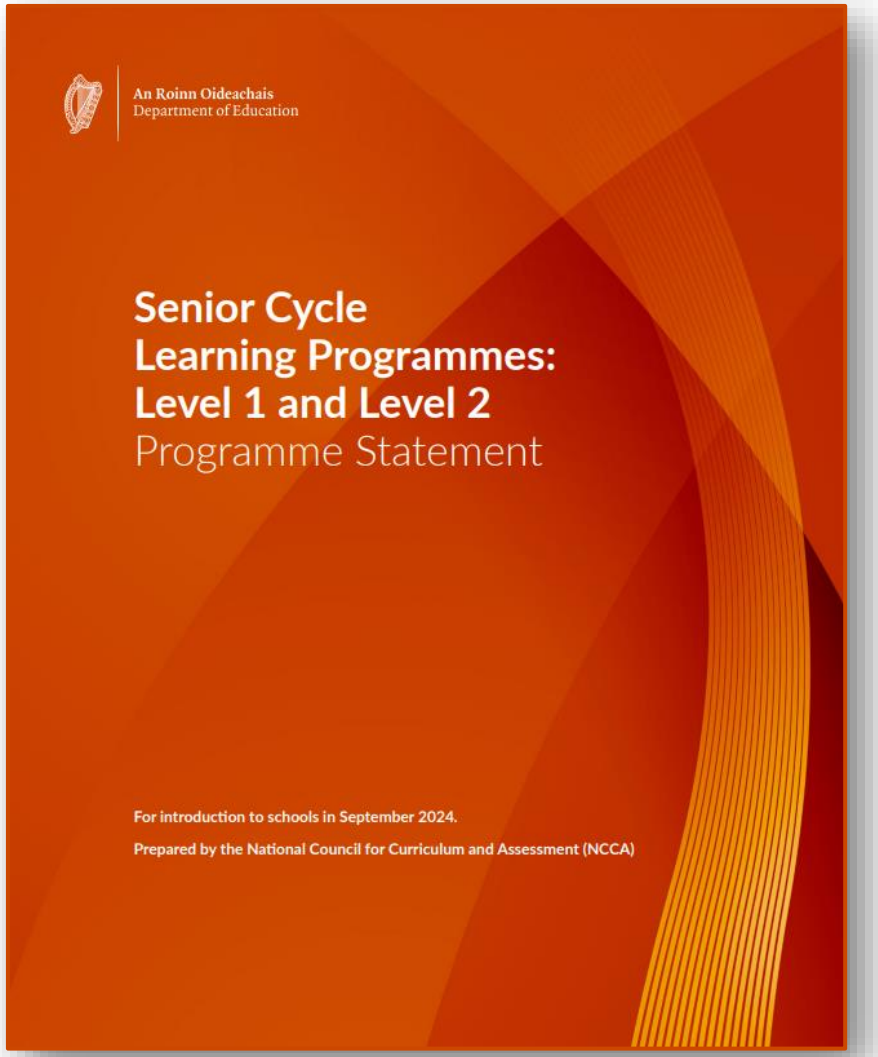
Adapted from DEY, Indicators of Effective Practice for Post Primary Schools, 2024, p.17

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Supporting the Professional Learning of School Leaders and Teachers

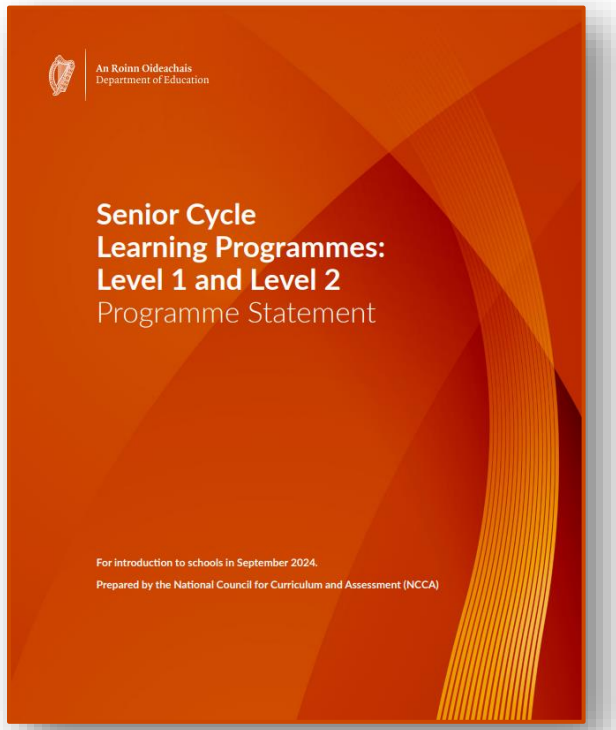
Senior Cycle Learning Programmes Level 1 and Level 2



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Senior Cycle Level 1 and 2 Learning Programme

Follow on programmes from Junior Cycle



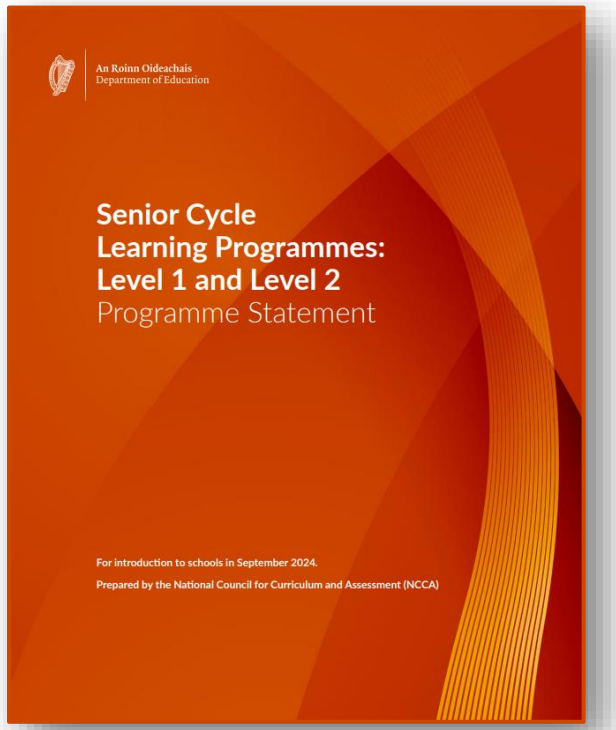
SCL1LP

- *'Likely to have significant delayed development across a number of areas including learning, communication, language and adaptive skills.'*

NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement, 2024, p.5

Senior Cycle Level 1 and 2 Learning Programme

Follow on programmes from Junior Cycle

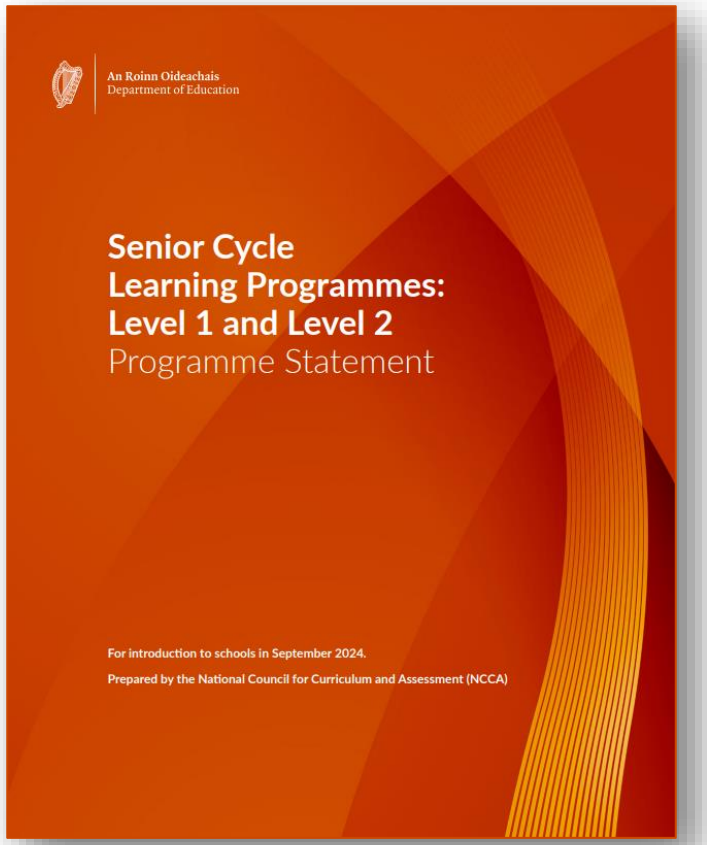


SCL2LP

- *'Learning profiles prevent them from accessing LCE, LCVP (LCW) or LCA.'*
- *'Likely to have delayed development across a number of areas…including learning, communication, language and adaptative skills.'*

NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement, 2024, p.5

Meeting the Learning Needs of the Student



Student's identified individual strengths and needs

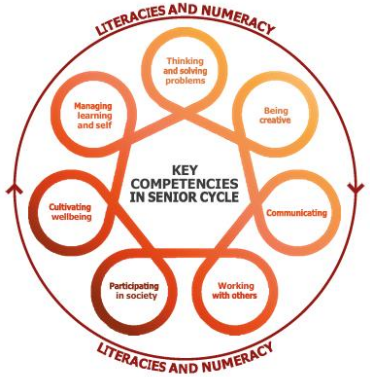
- Within existing school contexts and structures.
- Alongside students pursuing curriculum at other levels.
- Collaboration and consultation with SET team, parents/guardians and class teachers.

NCCA, Senior Cycle Learning Programmes: L1 and Level 2 Programme Statement, 2024, p.14

Senior Cycle Level 1 and 2 Learning Programme

'These curriculum areas… explicitly identify and develop the key areas of learning needed to support students during their time in school, at home, in engaging with their community and to help prepare them for their future lives.'

'Learning outcomes engaged with by the student build on their strengths, their interests and support their identified areas of need.'



NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement, 2024, p.10

Personalised Programmes

- Where is the student on the continuum of support?
- What did the student engage with for Junior Cycle and Transition Year?
- Have we identified their strengths, needs and abilities?
- What interventions were successful in Junior Cycle and Transition Year? Why?
- Have we identified the student's priority learning needs?
- Have we collaborated with the students and their parents/guardians around their expectations?
- Have we used the Student Support File to inform and evidence this process?

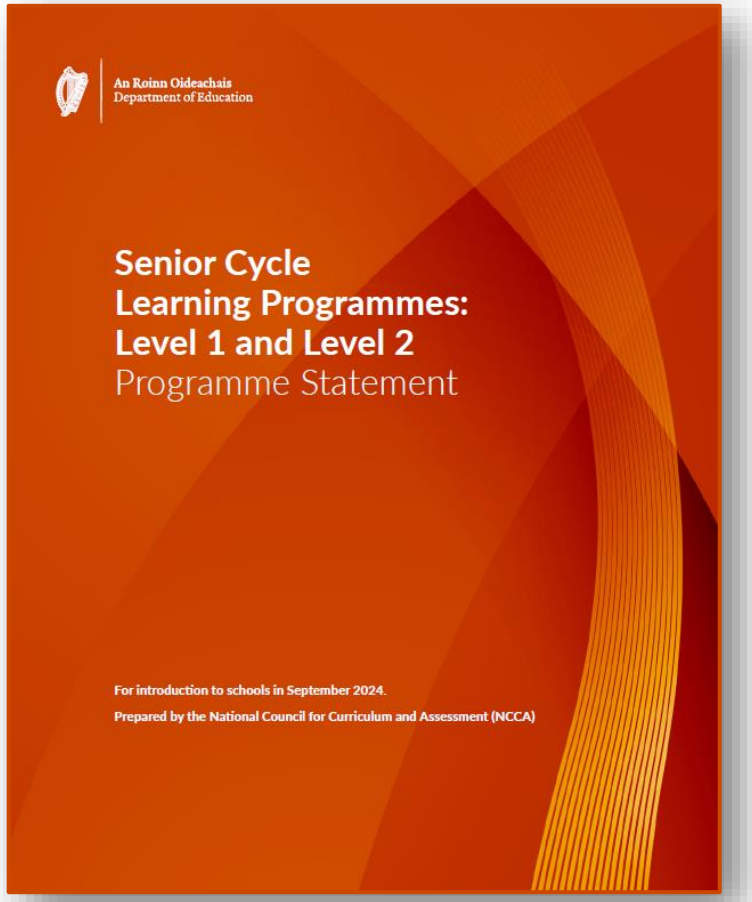




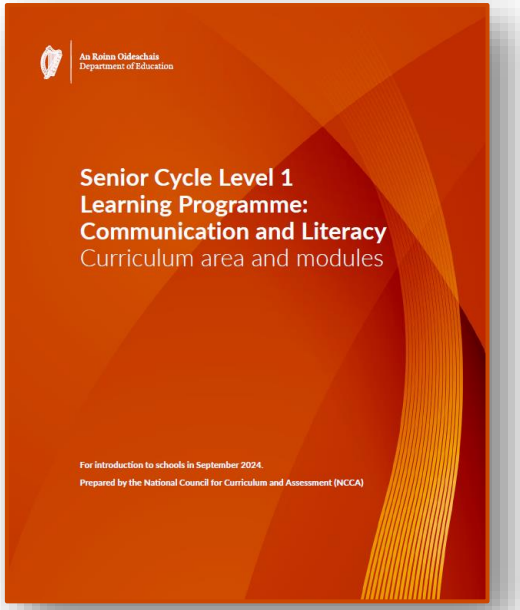
Senior Cycle Level 1 & Level 2 Learning Programmes

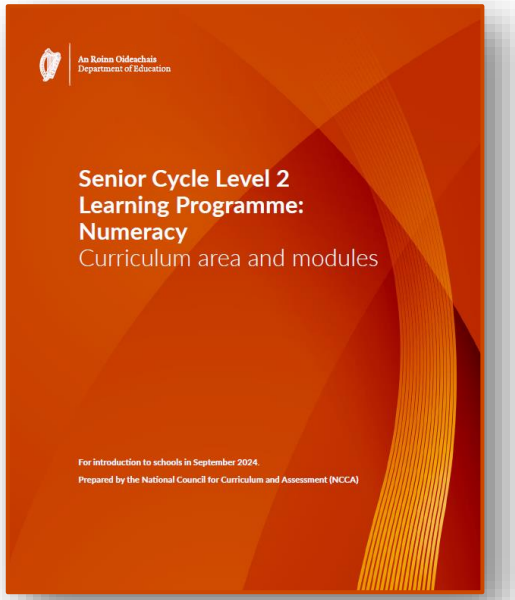
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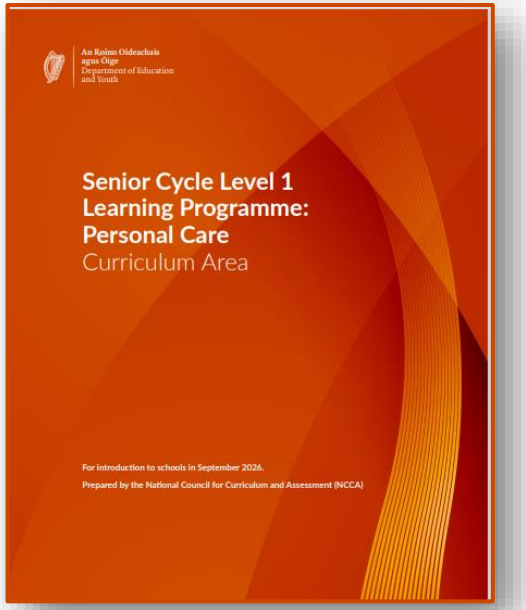
Programme Statement



Curriculum Areas & Modules







Personalised programmes that are tailored to the individual learning needs of the student

NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement, 2024 p.4

SCL1LP Curriculum Areas and Modules

Numeracy	• 4 modules, 40 hours each recommended • 160 hours over 2 years
Communication and Literacy	• 3 modules, 60 hours each recommended • 180 hours over 2 years
Personal Care	• 3 modules, 60 hours each recommended • 180 hours over 2 years
Electives	• 5 modules, 60 hours each recommended • 300 hours over 2 years

NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement, 2024, p.11

Level 1 Elective Modules

Oide

5 modules over two years

- Music
- Preparation for Life after School
- Cookery
- Special Interest
- Visual Art
- Drama
- Physical Education
- Looking after my environment

NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement, 2024, p. 11

SCL2LP Curriculum Areas and Modules

Numeracy	• 3 modules, 60 hours each recommended • 180 hours over 2 years
Communication and Literacy	• 4 modules, 60 hours each recommended • 240 hours over 2 years
Personal Care	• 1 module, 60 hours each recommended • 60 hours over 2 years
Electives	• 7 modules, 60 hours each recommended • 420 hours over 2 years

NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement, 2024, p.12

Level 2 Elective Modules

Oide

7 modules over two years

Area of Special Interest	Music	Preparation for life after school	The past in my place	IT skills
Design and do	Looking after my environment	Literature	Drama	Visual Art
	Physical Education	Cookery	My life my finance	

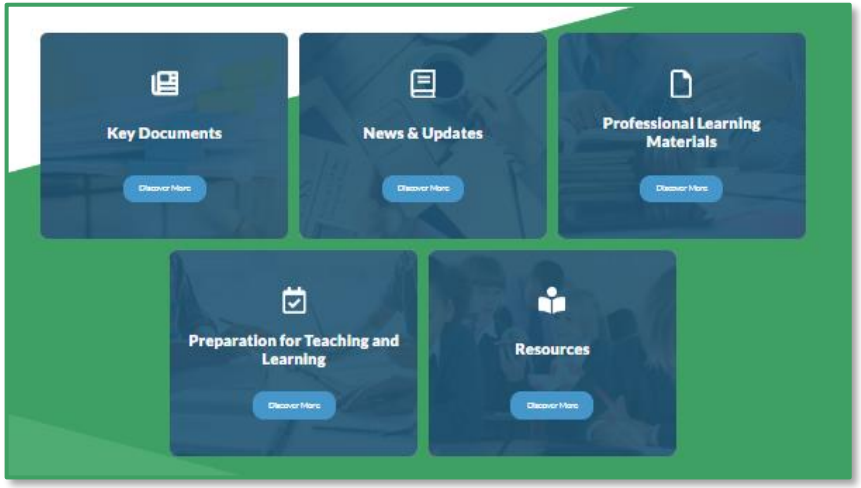
NCCA, Senior Cycle Learning Programmes: Level 1 and Level 2 Programme Statement, 2024, p. 12

Oide Website Inclusive Education



Oide.ie

Menu bar- post primary

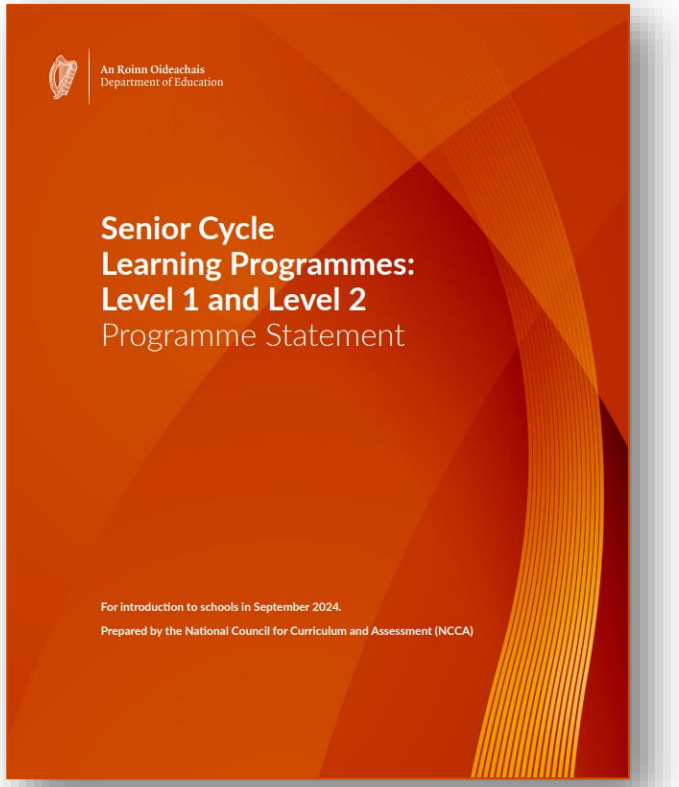


JCL1LP and JCL2LP

Inclusive Education

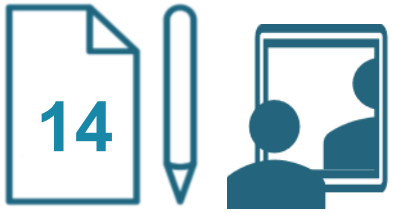
SCL1LP and SCL2LP

Planning for Integrated Learning



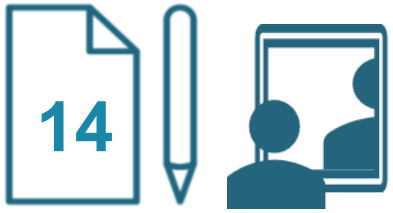
Collaborative Planning Support

How can our planning ensure meaningful engagement with the curriculum areas of the Level 2 Learning Programmes?



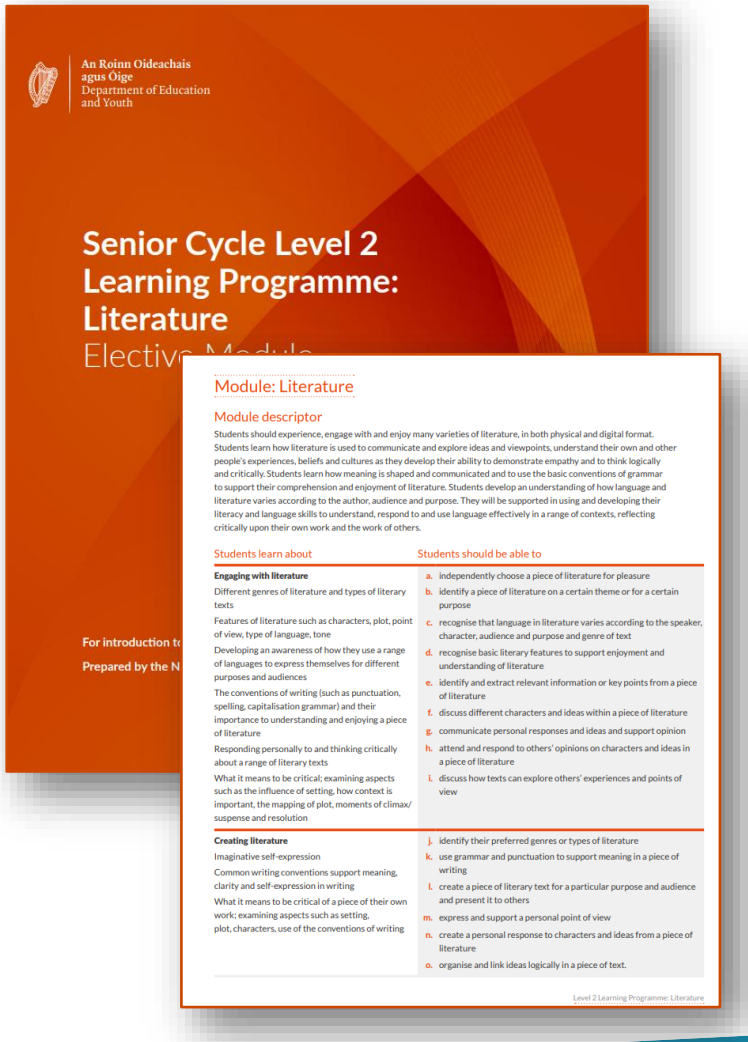
Collaborative Planning Support

How can you collaborate with colleagues to ensure this learning is happening across the students' senior cycle experience?

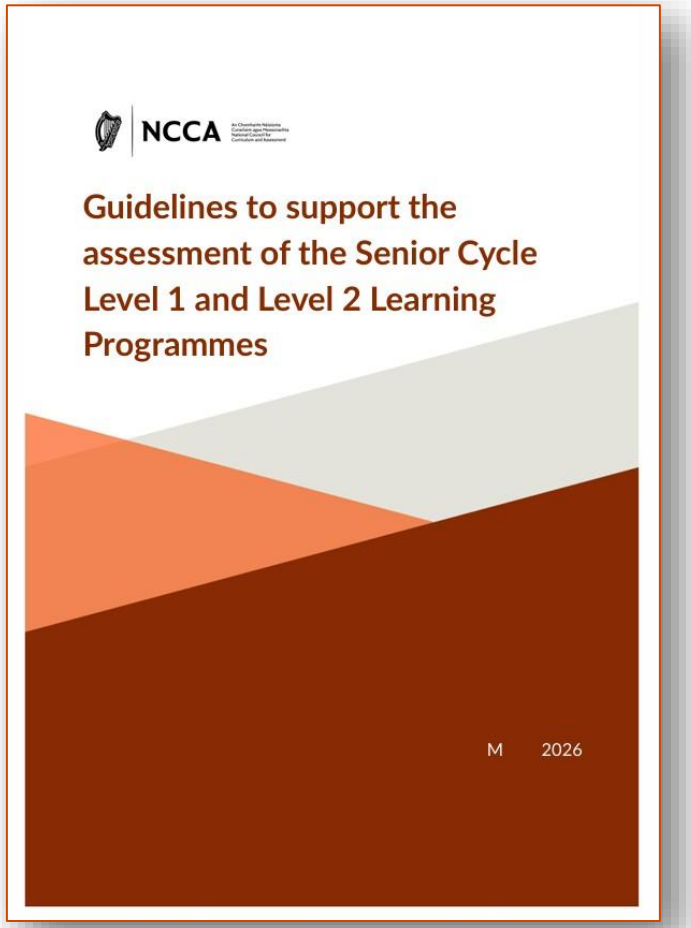


Planning for Electives

How can you support students to achieve the learning in their electives?



Senior Cycle L1 & L2 Assessment Guidelines



- Students are assessed through a **portfolio**
- Teachers gather **evidence** that shows the student has engaged with and achieved the learning outcomes for each curriculum area or elective
- The guidelines include a **Progression Continuum** to help teachers judge where a student is in their learning journey

NCCA, Guidelines to support the assessment of Senior Cycle Level 1 and Level 2 Learning Programmes, 2026

Progression Continuum Level 1

Attend	Student attends and is present at the learning activity or event
Recognition	Student shows an awareness of, or recognition of, the learning activity/event including a fleeting focus
Attention	Student pays attention to the learning activity/event, but it can be inconsistent and often brief
Acknowledgment	Student begins to respond to, or acknowledge the learning activity/event, often inconsistently and the response is appropriate to the student
Engagement	Student shows more consistent attention to learning activities/events
Involvement	Student begins to share, take turns, show enjoyment of the learning activity/event, express choice
Anticipation	Student begins to anticipate familiar learning activities/events
Action	Student joins in, gestures, vocalises on learning activity and others, appropriate to the student's form of communication

NCCA, Guidelines to support the assessment of Senior Cycle Level 1 and Level 2 Learning Programmes, 2026, p.13

Progression Continuum Level 2

Engagement	The student is at an acquiring stage where they are beginning to engage with the learning outcomes
Advanced Engagement	Through repetition and support, the student can achieve the learning outcomes
Competency	The student can achieve the learning outcomes independently on several occasions
Advanced Competency	The student is maintaining their level of achievement with the learning outcomes. They can achieve the learning outcomes even after a break of change
Proficiency	Student can apply their learning in different contexts, scenarios, with different stimuli and people.
Expertise	Student will adapt their learning emerging from learning outcomes to understand or problem solve in new contexts and scenarios

NCCA, Guidelines to support the assessment of Senior Cycle Level 1 and Level 2 Learning Programmes, 2026, p.14

Types of Evidence

A portfolio can include a wide range of evidence.

- Photographs, videos or audio recordings of work
- Photographs, videos, recordings of interactions with others
- Work samples, written work, short assignments
- Project work (written and online)
- Drawings, sketches, charts, diagrams
- Teacher observations
- Student diary entry, reflection sheets by students, peer reviews

NCCA, Guidelines to support the assessment of Senior Cycle Level 1 and Level 2 Learning Programmes, 2026, p.4

Progression Continuum

Remember:

- Is not a checklist
- Is not linear
- Is not age or time bound

Students may:

- Be at different stages across different learning areas or outcomes
- Move forward, pause, or consolidate

Assessment focuses on:

- Observable behaviour
- Consistency
- Level of support needed
- Transfer across contexts

NCCA, Senior Cycle Learning Programmes: Level 1 & Level 2 Programme Statement, 2025, p.16-17

Assessment Criteria: Senior Cycle L2

Achieved
The student has demonstrated engagement with the learning described in the module. The student has demonstrated that they can apply some of the learning in the module



Learning takes place in a structured environment with appropriate support

Teachers make a professional, on-balance judgement



NCCA, Senior Cycle Learning Programmes: Level 1 & Level 2 Programme Statement, 2025, p.16-17

Assessment Criteria: Senior Cycle L2

Achieved with Merit
The student has demonstrated competence in the learning described in the module. The student has demonstrated that they can apply with emerging independence, the learning described in the module



Learning takes place in a structured environment with appropriate support

Teachers make a professional, on-balance judgement



NCCA, Guidelines to Support the Assessment of the Senior Cycle Level 1 and Level 2 Learning Programmes, 2026, p.6

Internal and External Validation

Quality assurance measures will be implemented through internal and external validation.

Internal Validation

Three stages:

- Planning and preparation
- Deciding on provisional descriptors of achievement
- Review Meeting.

External Validation

Schools will be required to make themselves available to be visited by SEC staff, who will wish to view school documentation supporting the internal assessment.

Coffee Break



Today we will

- Explore how whole-school collaborative planning supports inclusive and student-centred learning environments.
- Consider the principles of effective planning for learning for senior cycle students.
- Plan effectively to strengthen and renew TY modules, and identify and recognise student learning in Transition Year.

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Planning for Learning



CC BY NC

Returning to our Class Profile

When planning for this group of learners, we noted:

What do we need to prioritise in our planning to ensure these learners thrive in senior cycle?

Our key considerations

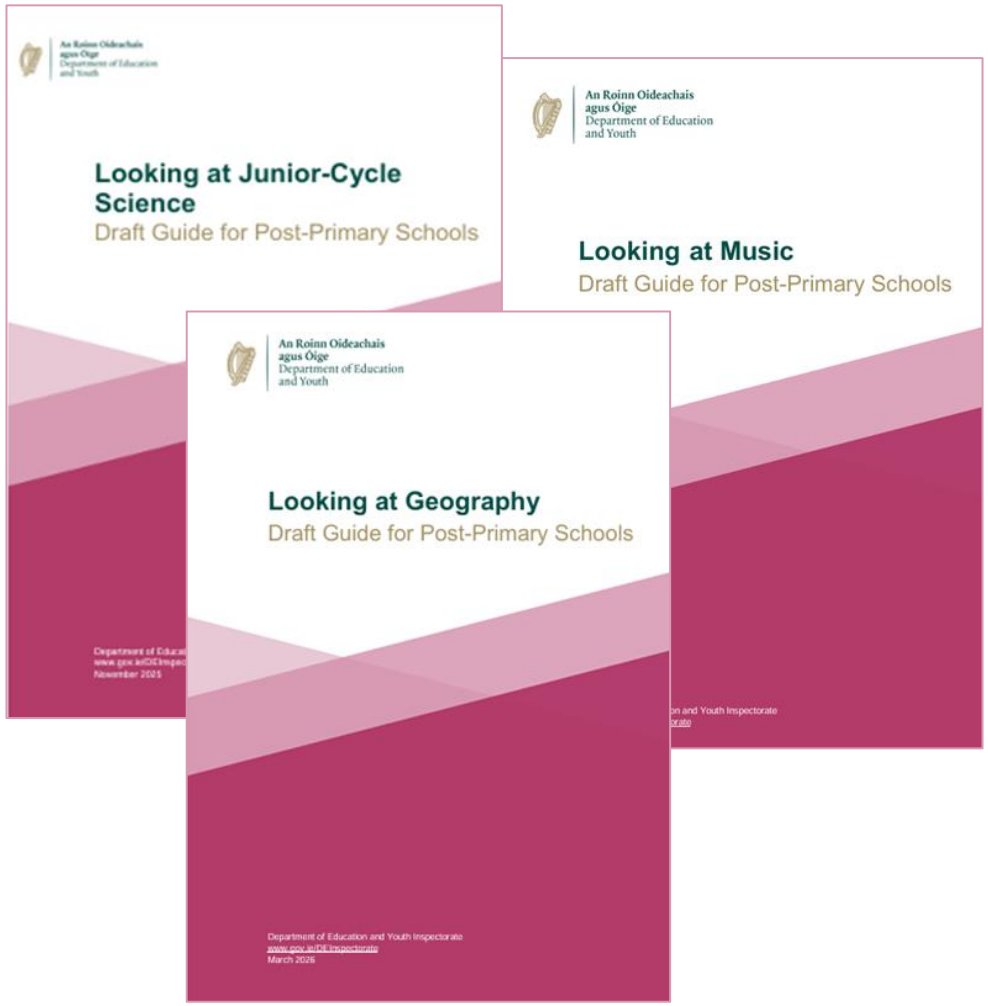
Implications for planning



Possible Components of a Subject Departmental Plan



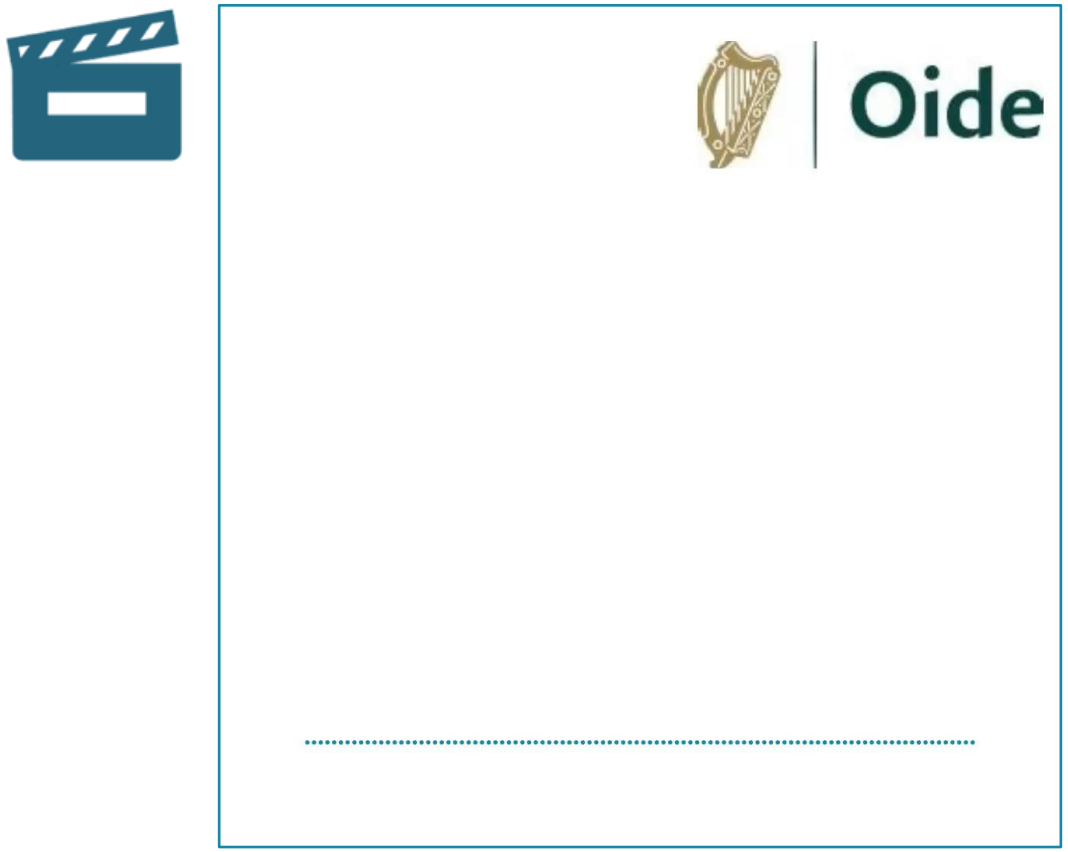
Looking at our Subject



'This strong collaboration is evident in the consistent quality of learning and teaching across different classes and year groups.'

DEY, Inspectorate, Looking at Music, 2025, p. 10

Planning for Learning with a Redeveloped Specification



What do we need to consider when planning with a redeveloped specification?

Mapping the Learning

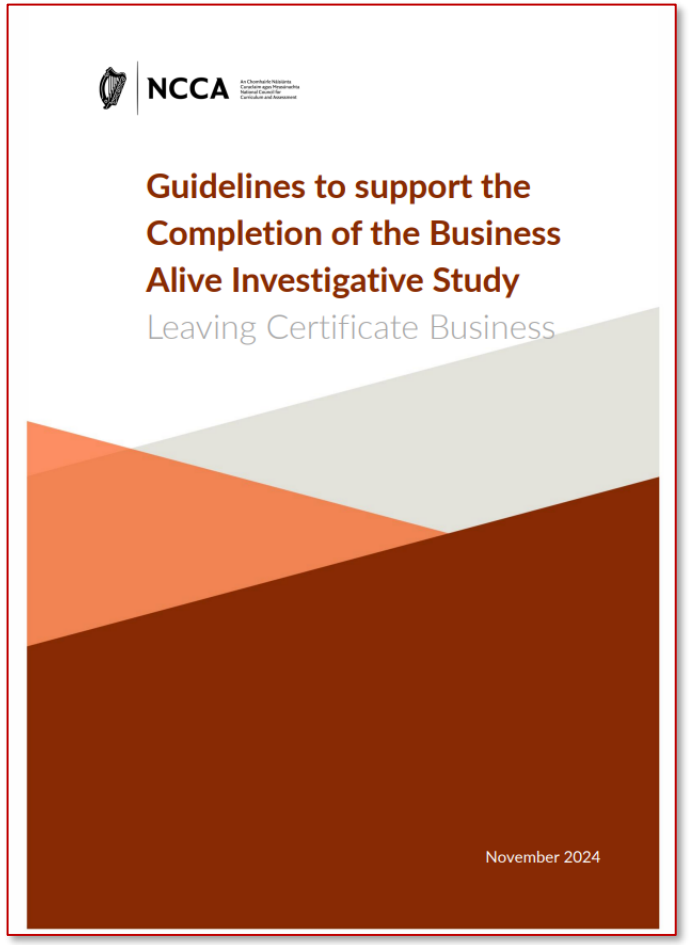


In your subject area, what do you need to consider when creating a scheme of work?

Planning for and with an AAC Brief



AAC Guidelines



'For the teacher, an initial exploration of the brief can help inform planning for the coming year by identifying learning outcomes that relate to the brief.'

NCCA, Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p.5

AAC Briefs

When you receive your AAC brief, what might you need to consider in your scheme of work?



17

SEC, Action Projects', 2027

Student Testimony

'I found the referencing hard.'

'Interviewing someone was new to me. Coming up with the questions was difficult.'

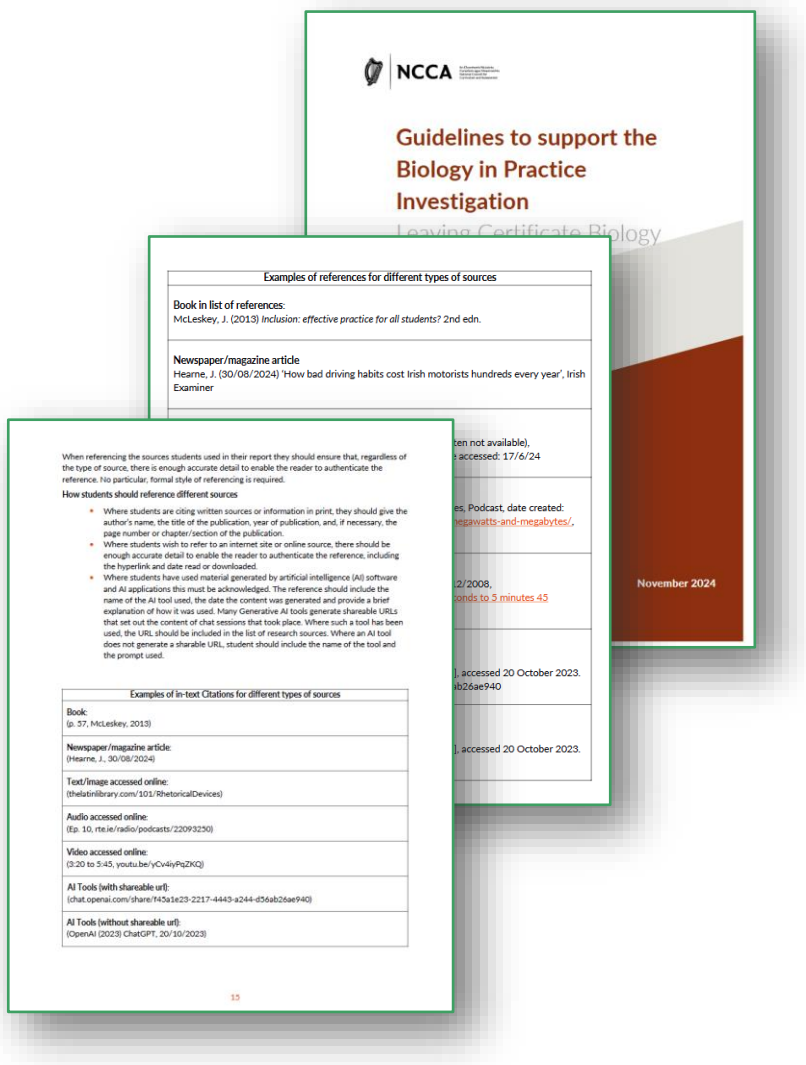
'I did CBAs but they weren't at the same level.'

'We had to do experiments by ourself. That was new and really hard. But I guess I need to be able to do it for college.'



Planning for AACs

How can we support students in developing the skills required to effectively engage with the AAC?



18

NCCA, Guidelines to support the Biology in Practice Investigation, 2024, pp.15-16

Planning for Skill Development Example

AAC Business:

'Good research practice involves reviewing, summarising, analysing and evaluating the data and information gathered to date during their study.'

Skill:

Research/ Referencing

Planned Supports:

- Engagement with LOs
- Variety of data sources
- Evaluation tools
- Learning experiences

NCCA, Guidelines to support the Completion of the Business Alive Investigative Study, 2024, p.6

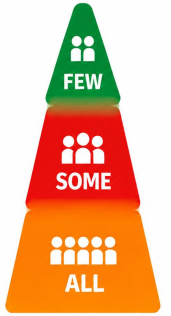
Some Planning Prompts

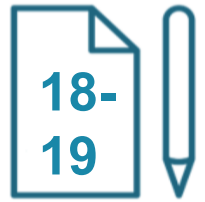
In your departments, discuss the prompt questions around planning units of learning.

How do our units of learning support access, participation, and achievement for all learners?



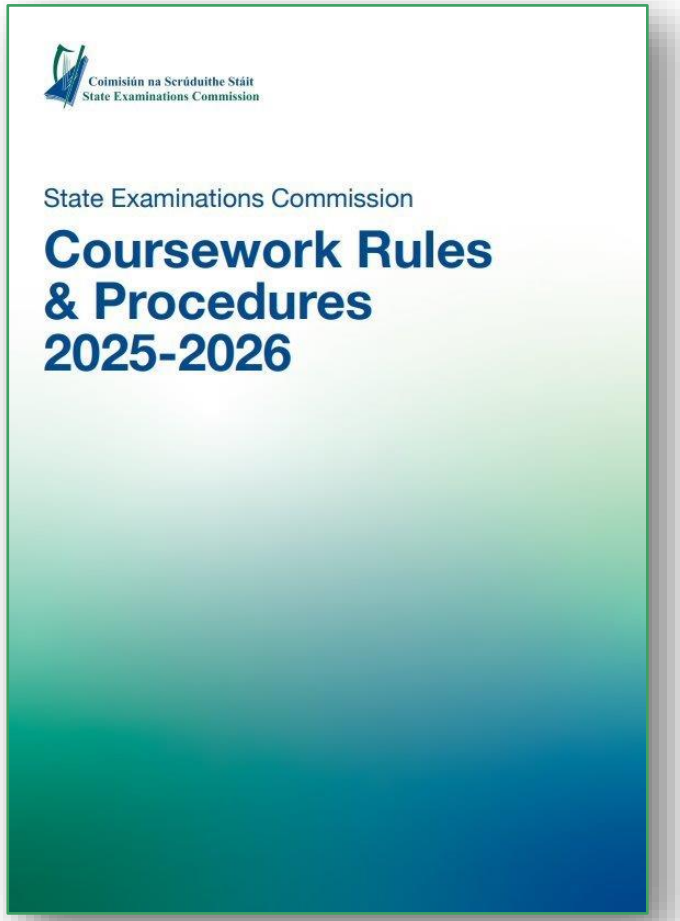






Supporting Students Throughout the Process

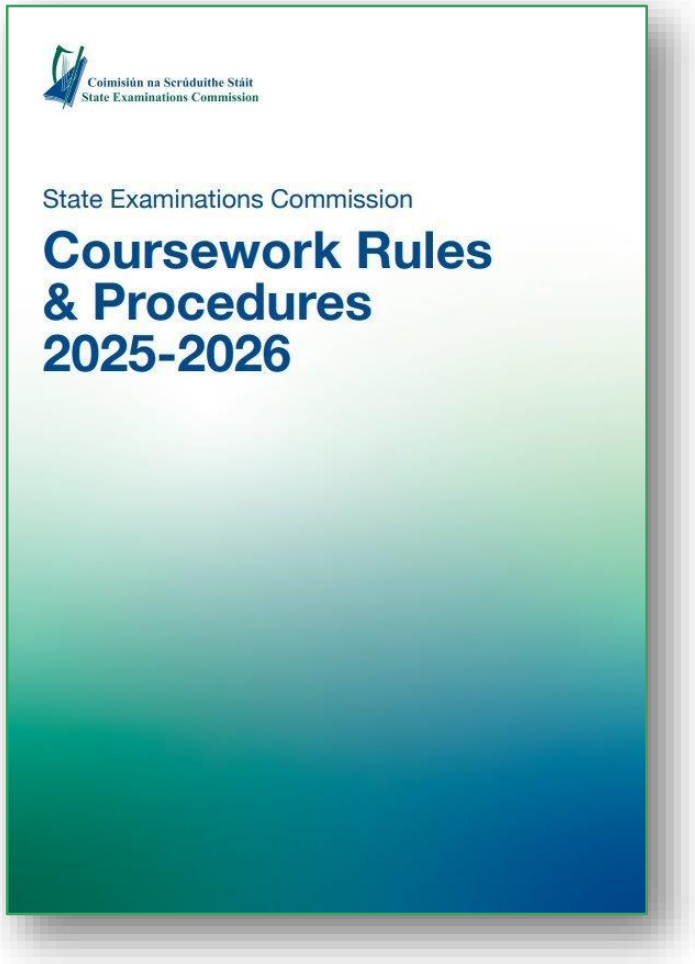
‘Regular, comprehensive engagement with each candidate’s coursework as it develops, will enable teachers to confidently and legitimately authenticate any work being submitted for assessment.’



SEC Coursework Rules & Procedures 2025-2026, p.9

Ensuring Academic Integrity

- Candidate's own individual work
- Monitor progress on a regular basis
- Facilitates authentication of work



Practices that Support, Sustain, and Authenticate Student Work



What approaches are you currently using to support, sustain and authenticate work?

20

Supporting Student Responsibility

Short self-monitoring approaches at key stages:



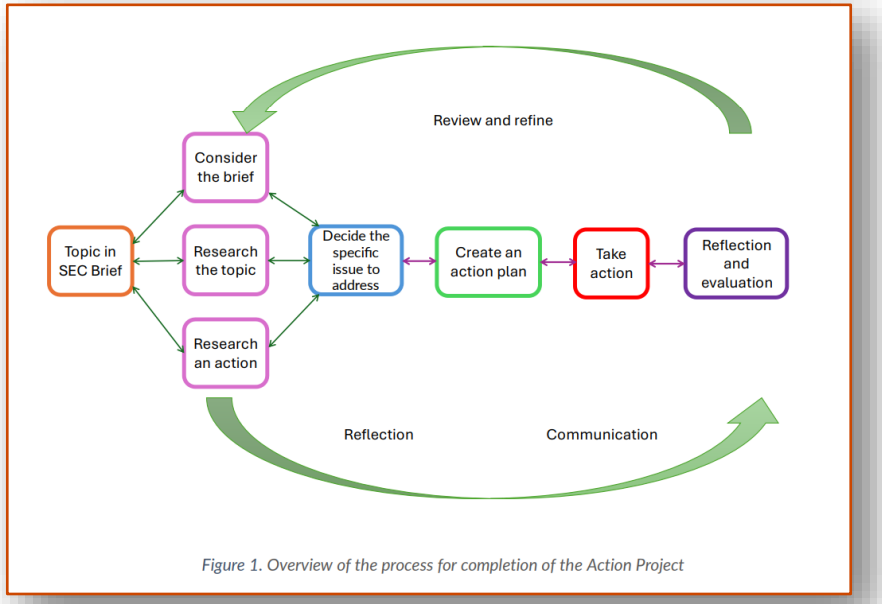


Figure 1. Overview of the process for completion of the Action Project

Google Forms





Supporting Student Responsibility

Short self-monitoring approaches at key stages:

- Which stage are you in right now?
- What decision have you made this week?
- What evidence are you most confident about?

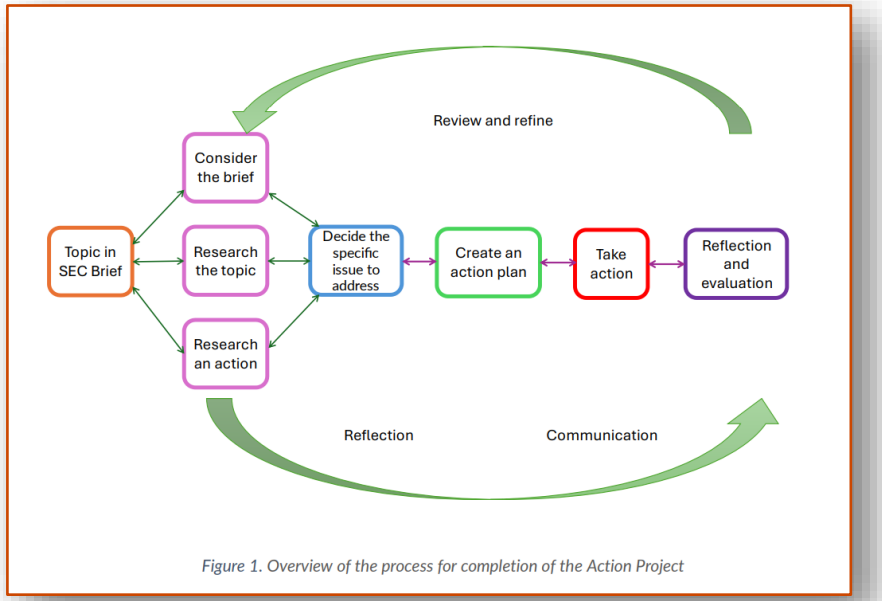
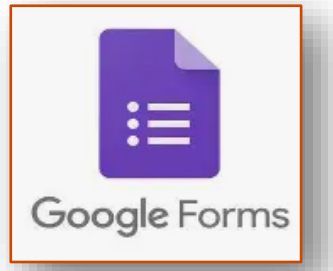


Figure 1. Overview of the process for completion of the Action Project







Lunch



Today we will

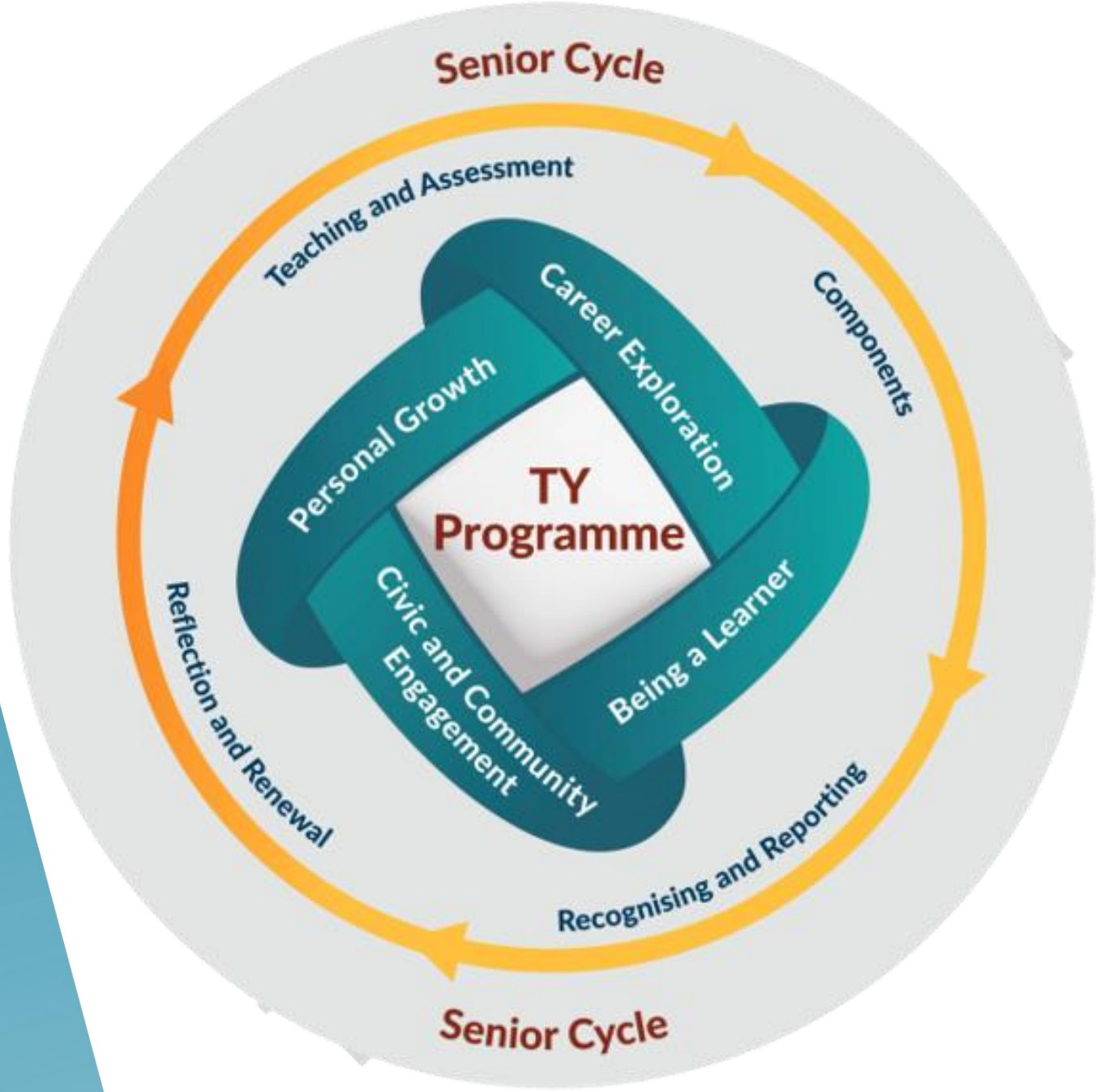
- Explore how whole-school collaborative planning supports inclusive and student-centred learning environments.
- Consider the principles of effective planning for learning for senior cycle students.
- Plan effectively to strengthen and renew TY modules, and identify and recognise student learning in Transition Year.

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

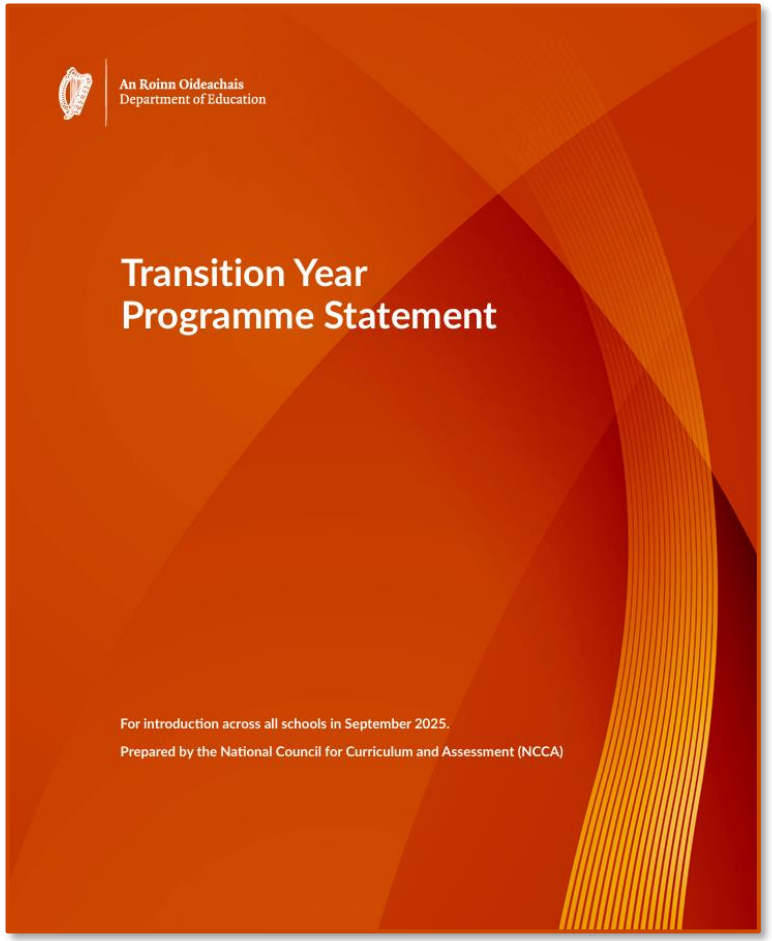
Supporting the Professional Learning of School Leaders and Teachers

Planning for Learning in Transition Year



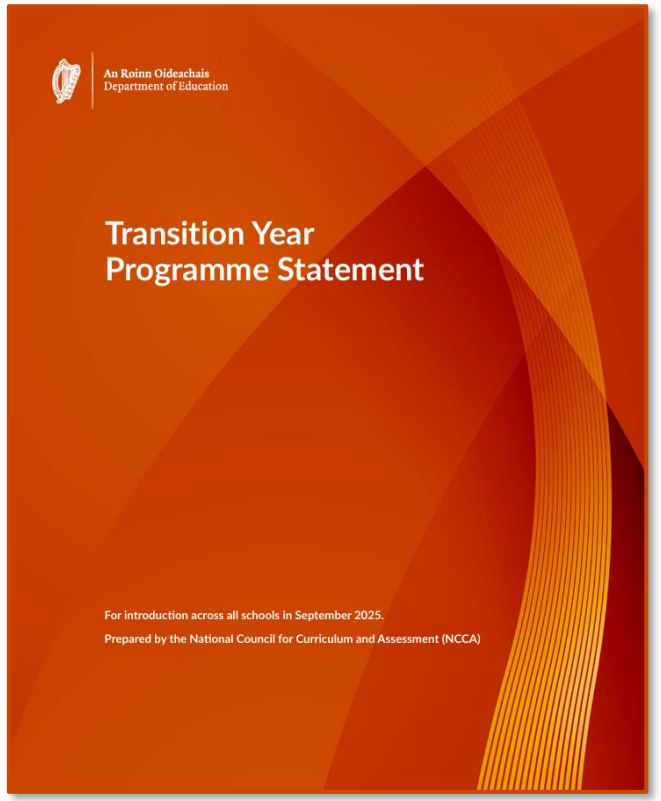
CC BY NC

The TY Programme Statement (TYPS)





Supporting Innovative Planning for Learning



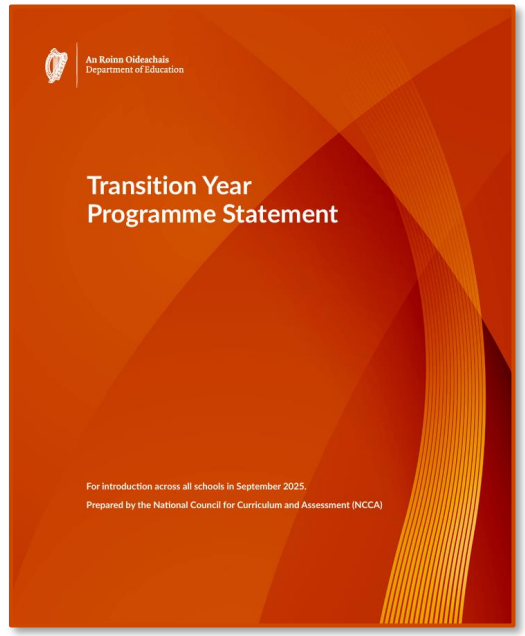
'TY affords teachers the opportunity to be innovative in devising and delivering high-quality broad-based teaching and assessment opportunities to support student learning.'

NCCA, Transition Year Programme Statement, 2024, p.21

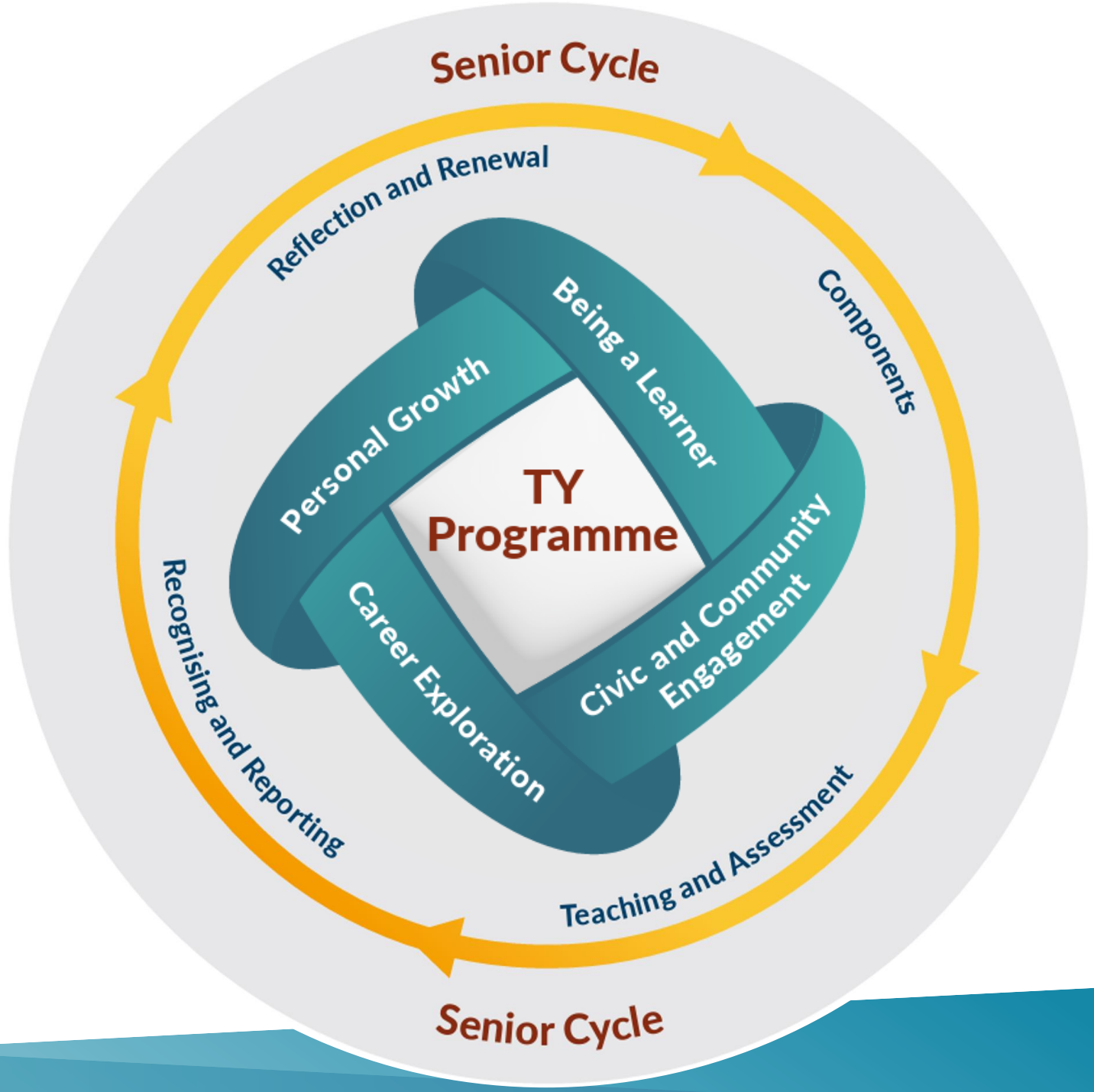
Aligning our Programme to the TYPS

What has changed in your TY programme since the introduction of the TY Programme Statement?

How does our TY Programme align with the aims and rationale of the TYPS?



NCCA, Transition Year Programme Statement, 2024, pp.7-8


Senior Cycle
Reflection and Renewal
Components
Recognising and Reporting
Teaching and Assessment
Senior Cycle
Personal Growth
Being a Learner
Career Exploration
Civic and Community Engagement
TY Programme

Planning for 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 support that development".



PERSONAL GROWTH

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

BEING A LEARNER

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

CIVIC AND COMMUNITY ENGAGEMENT

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

CAREER EXPLORATION

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

Oide

Student Experiences

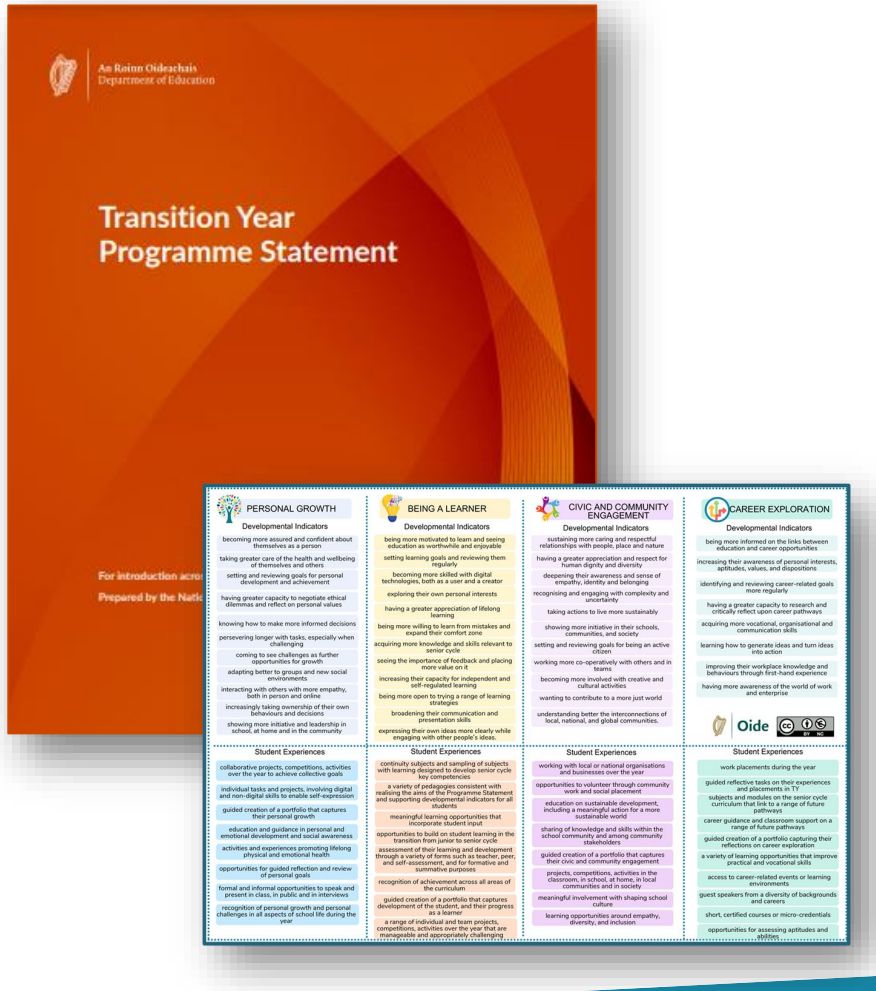
- work placements during the year
- guided reflective tasks on their experiences and placements in TY
- subjects and modules on the senior cycle curriculum that link to a range of future pathways
- career guidance and classroom support on a range of future pathways
- guided creation of a portfolio capturing 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, Transition Year Programme Statement, 2024, p.10

Developmental Indicators

The Developmental Indicators ….

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



Planning for Student Experiences



PERSONAL GROWTH

Developmental Indicators

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- coming to see challenges as further opportunities for growth
- adapting better to groups and new social environments
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Student Experiences

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Oide

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- guest speakers from a diversity of backgrounds and careers
- short, certified courses or micro-credentials
- opportunities for assessing aptitudes and abilities

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

NCCA TY Supports

Oide



Micro-Modules

This micro-module will:

- develop students' understanding of the stages of a project management process
- enable them to apply those stages to a project they are currently engaged with
- empower students in understanding and experiencing different roles in project management.



Micro-Modules

How can our TY planning create experiences that build students' skills, confidence, and readiness for diverse future pathways?



NCCA, TY Micro-module Project Management, 2025

NCCA TY Micro-Module Template



Activating Student Dimensions in Components

PERSONAL GROWTH

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- 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.

CAREER EXPLORATION

Developmental Indicators

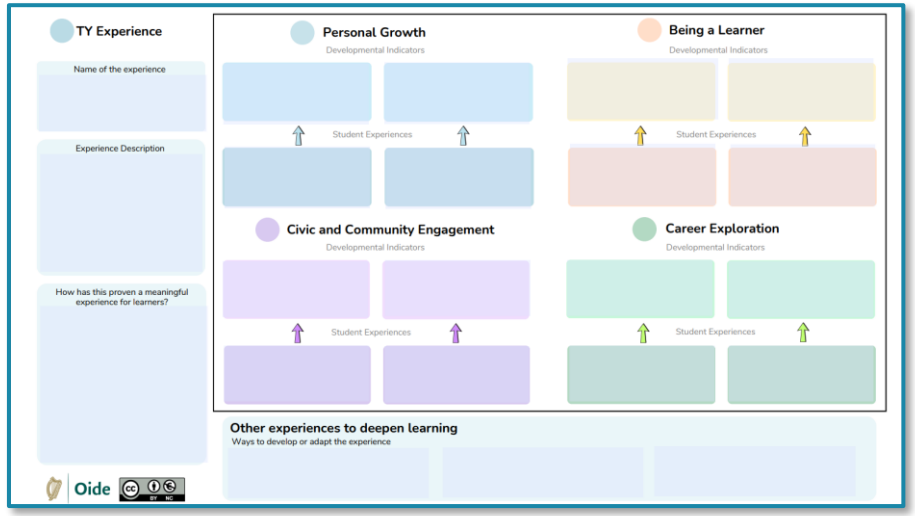
- being more informed on the links between education and career opportunities
- increasing their awareness of personal interests, aptitudes, values, and dispositions
- identifying and reviewing career-related goals more regularly
- having a greater capacity to research and critically reflect upon career 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

Oide

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Activating Student Dimensions in TY Modules

1. Write a brief description of a module you offer your TY students.
2. Select two developmental indicators and two student experiences from each dimension to demonstrate how your module aligns with the TYPS.

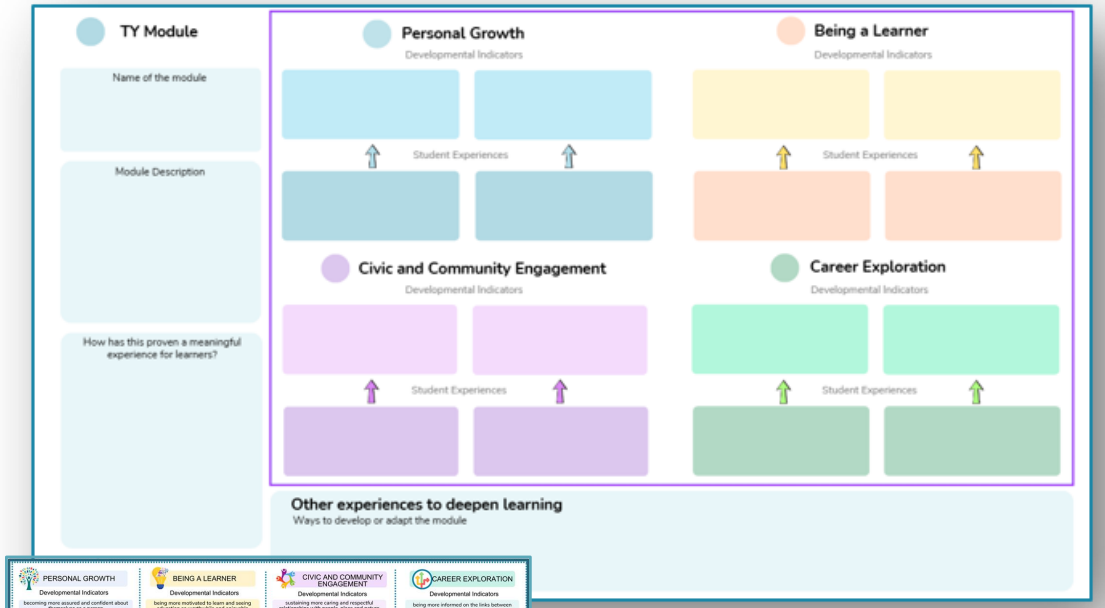






Strengthening and Renewing TY Modules

3. How could you **adapt** or **extend** this module to address additional Developmental Indicators and plan for bespoke Student Experiences?





23-25

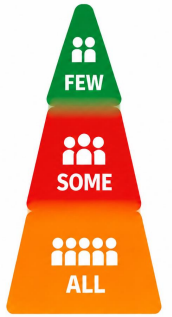
Planning for Inclusive Student Experiences

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How can we ensure these student experiences include all learners?

Student Experiences	Student Experiences	Student Experiences	Student Experiences
collaborative projects, competitions, activities over the year to achieve collective goals	continuity subjects and sampling of subjects with learning designed to develop senior cycle key competencies	working with local or national organisations and businesses over the year	work placements during the year
individual tasks and projects, involving digital and non-digital skills to enable self-expression	a variety of pedagogies consistent with realising the aims of the Programme Statement and supporting developmental indicators for all students	opportunities to volunteer through community work and social placement	guided reflective tasks on their experiences and placements in TY
guided creation of a portfolio that captures their personal growth	meaningful learning opportunities that incorporate student input	education on sustainable development, including a meaningful action for a more sustainable world	subjects and modules on the senior cycle curriculum that link to a range of future pathways
education and guidance in personal and emotional development and social awareness	opportunities to build on student learning in the transition from junior to senior cycle	sharing of knowledge and skills within the school community and among community stakeholders	career guidance and classroom support on a range of future pathways
activities and experiences promoting lifelong physical and emotional health	assessment of their learning and development through a variety of forms such as teacher, peer, and self-assessment, and for formative and summative purposes	guided creation of a portfolio that captures their civic and community engagement	guided creation of a portfolio capturing their reflections on career exploration
opportunities for guided reflection and review of personal goals	recognition of achievement across all areas of the curriculum	projects, competitions, activities in the classroom, in school, at home, in local communities and in society	a variety of learning opportunities that improve practical and vocational skills
formal and informal opportunities to speak and present in class, in public and in interviews	guided creation of a portfolio that captures development of the student, and their progress as a learner	meaningful involvement with shaping school culture	access to career-related events or learning environments
recognition of personal growth and personal challenges in all aspects of school life during the year	a range of individual and team projects, competitions, activities over the year that are manageable and appropriately challenging	learning opportunities around empathy, diversity, and inclusion	guest speakers from a diversity of backgrounds and careers
			short, certified courses or micro-credentials
			opportunities for assessing aptitudes and abilities

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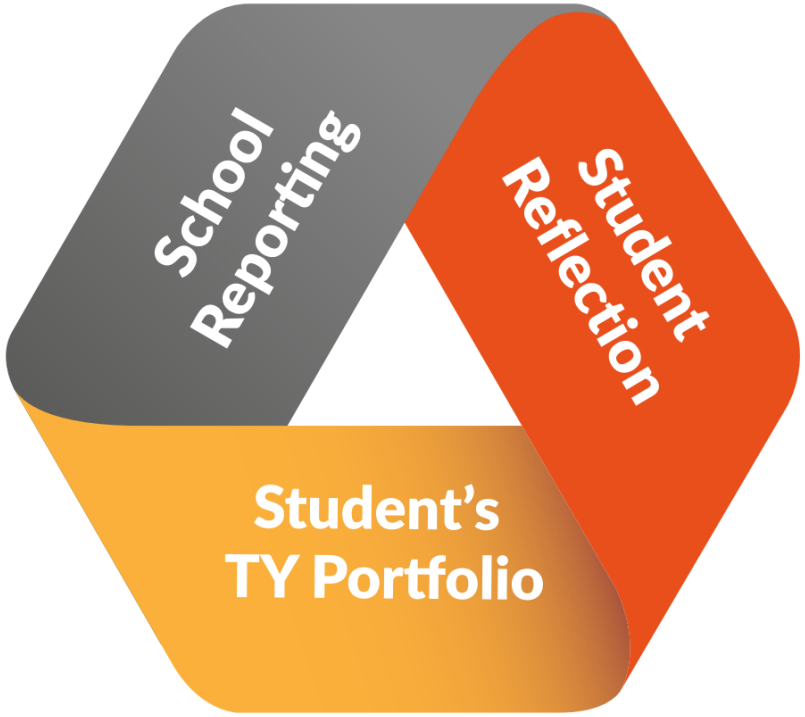




Recognising and Reporting

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'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.'



NCCA, Transition Year Programme Statement, 2024, p.16 & p.23

Purpose of the TY Portfolio

'The purpose of a portfolio is to give students the opportunity to apply reflective and critical thinking to their experiences across the four Student Dimensions'.



NCCA, Transition Year Programme Statement, 2024, p.24

TY Portfolio Formats

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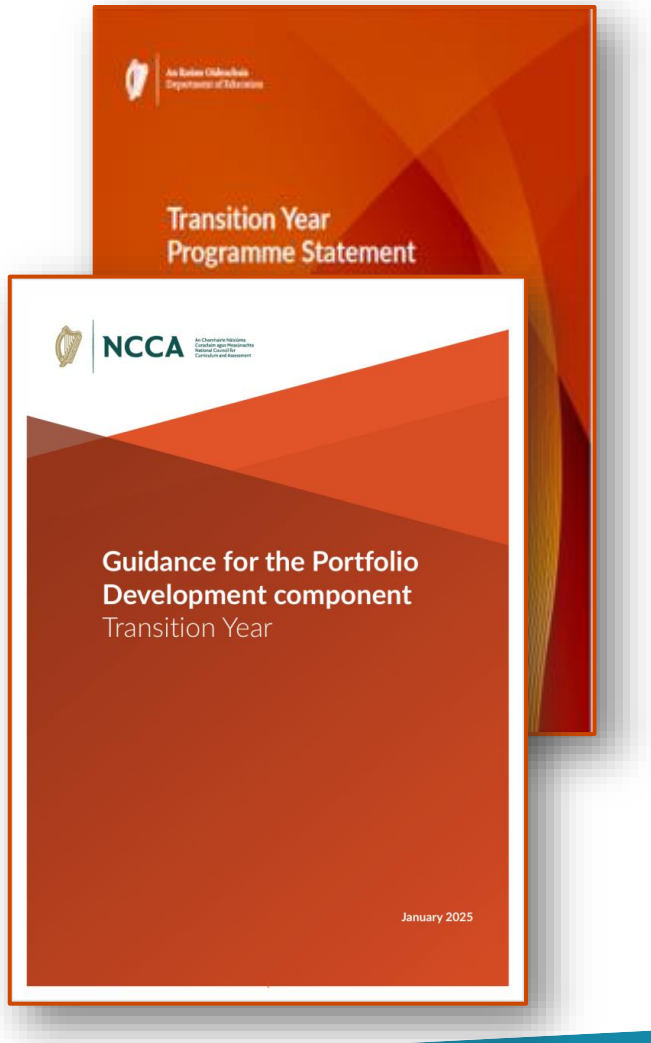
Digital Portfolio



AND /
OR

Physical Portfolio





One class per week

Evidencing the Learning

‘In assessing their progress across each of the student dimensions, it is vital that students reflect and assess growth across the developmental indicators which set out the parameters for their learning and development.’



PERSONAL GROWTH	BEING A LEARNER	CIVIC AND COMMUNITY ENGAGEMENT	CAREER EXPLORATION
Developmental Indicators	**Developmental Indicators**	**Developmental Indicators**	**Developmental Indicators**
becoming more assured and confident about themselves as a person	being more motivated to learn and seeing education as worthwhile and enjoyable	sustaining more caring and respectful relationships with people, place and nature	being more informed on the links between education and career opportunities
taking greater care of the health and wellbeing of themselves and others	setting learning goals and reviewing them regularly	having a greater appreciation and respect for human dignity and diversity	increasing their awareness of personal interests, aptitudes, values, and dispositions
setting and reviewing goals for personal development and achievement	becoming more skilled with digital technologies, both as a user and a creator	deepening their awareness and sense of empathy, identity and belonging	identifying and reviewing career-related goals more regularly
having greater capacity to negotiate ethical dilemmas and reflect on personal values	exploring their own personal interests	recognising and engaging with complexity and uncertainty	having a greater capacity to research and critically reflect upon career pathways
knowing how to make more informed decisions	having a greater appreciation of lifelong learning	taking actions to live more sustainably	acquiring more vocational, organisational and communication skills
persevering longer with tasks, especially when challenging	being more willing to learn from mistakes and expand their comfort zone	showing more initiative in their schools, communities, and society	learning how to generate ideas and turn ideas into action
coming to see challenges as further opportunities for growth	acquiring more knowledge and skills relevant to senior cycle	setting and reviewing goals for being an active citizen	improving their workplace knowledge and behaviours through first-hand experience
adapting better to groups and new social environments	seeing the importance of feedback and placing more value on it	working more co-operatively with others and in teams	having more awareness of the world of work and enterprise
interacting with others with more empathy, both in person and online	increasing their capacity for independent and self-regulated learning	becoming more involved with creative and cultural activities	Oide
increasingly taking ownership of their own behaviours and decisions	being more open to trying a range of learning strategies	wanting to contribute to a more just world	
showing more initiative and leadership in school, at home and in the community	broadening their communication and presentation skills	understanding better the interconnections of local, national, and global communities.	
	expressing their own ideas more clearly while engaging with other people's ideas.		
Student Experiences	**Student Experiences**	**Student Experiences**	**Student Experiences**
collaborative projects, competitions, activities over the year to achieve collective goals	continuity subjects and sampling of subjects with learning designed to develop senior cycle key competencies	working with local or national organisations and businesses over the year	work placements during the year
individual tasks and projects, involving digital and non-digital skills to enable self-expression	a variety of pedagogies consistent with realising the aims of the Programme Statement and supporting developmental indicators for all students	opportunities to volunteer through community work and social placement	guided reflective tasks on their experiences and placements in TY
guided creation of a portfolio that captures their personal growth	meaningful learning opportunities that incorporate student input	education on sustainable development, including a meaningful action for a more sustainable world	subjects and modules on the senior cycle curriculum that link to a range of future pathways
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			opportunities for assessing aptitudes and abilities

NCCA, Guidance for Portfolio Development Component, 2025, p.7

The Developmental Indicators as an Inclusive Reflective Tool for Students

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Being a Learner

Broadening their communication and presentation skills

Where have I shown that I am becoming a better communicator and have improved my presentation skills?

Personal Growth

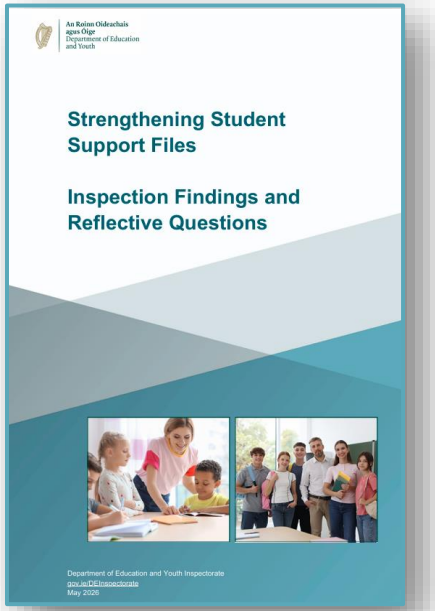
Interacting with others with more empathy, both in person and online

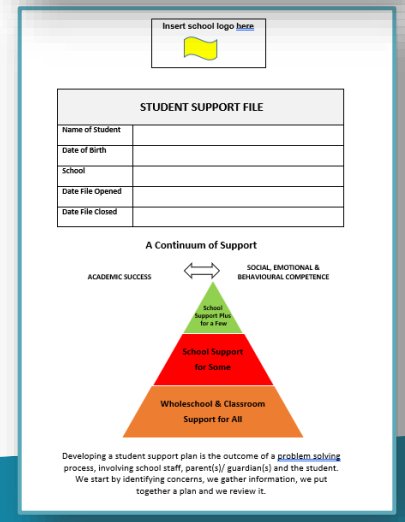
Where have I worked well with others as part of a team?



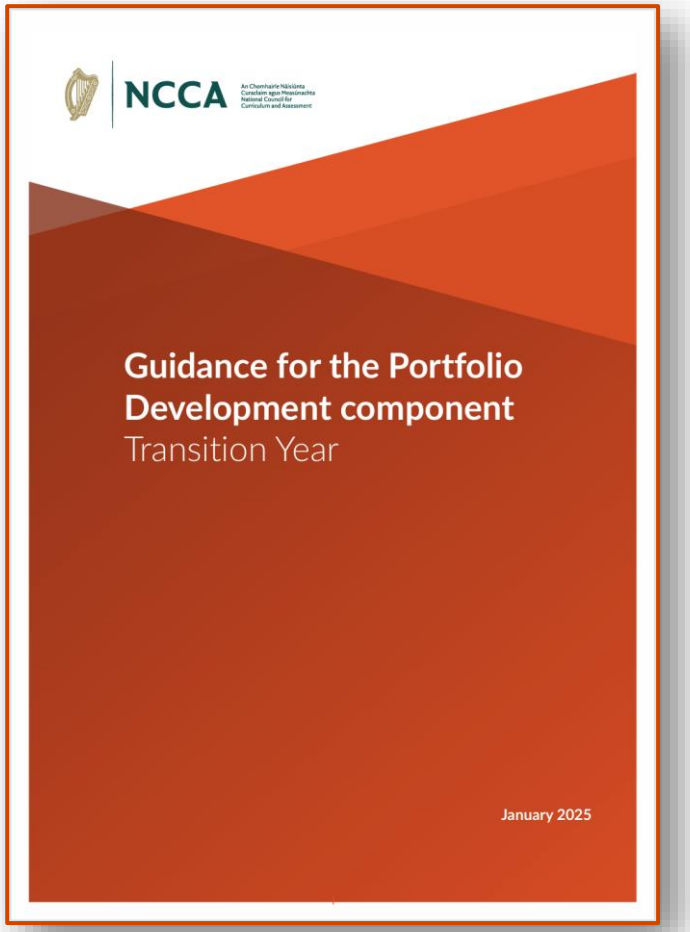
Personalised Programmes

- Where is the student on the continuum of support?
- What did the student engage with for Junior Cycle and Transition Year?
- Have we identified their strengths, needs and abilities?
- What interventions were successful in Junior Cycle and Transition Year? Why?
- Have we identified the student's priority learning needs?
- Have we collaborated with the students and their parents/guardians around their expectations?
- Have we used the Student Support File to inform and evidence this process?





Planning for Portfolio Development



In what ways can your TY module contribute to the development of the students' TY portfolio?

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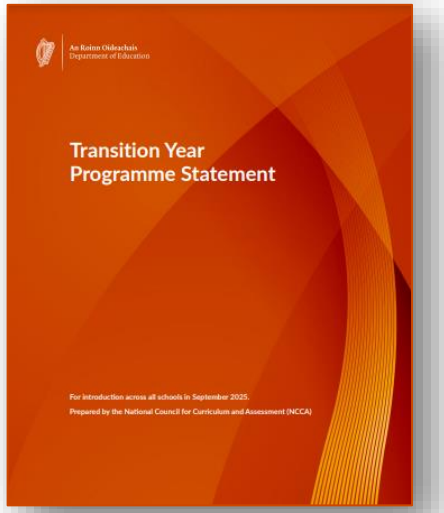
Guidance for Portfolio Development Component, 2025, pp.4-8

Guiding our Reflection and Renewal

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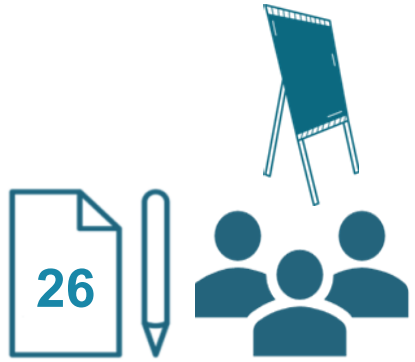
Student Dimensions
How is the module supporting student development across the four Student Dimensions and how could it be strengthened?

Teaching for Student Learning
How does this module prioritise student engagement, exploration and development?



Assessment
How is students' learning and development in TY being achieved and captured?

Evaluating
How are we incorporating student and teacher voice in the evaluation of this module?



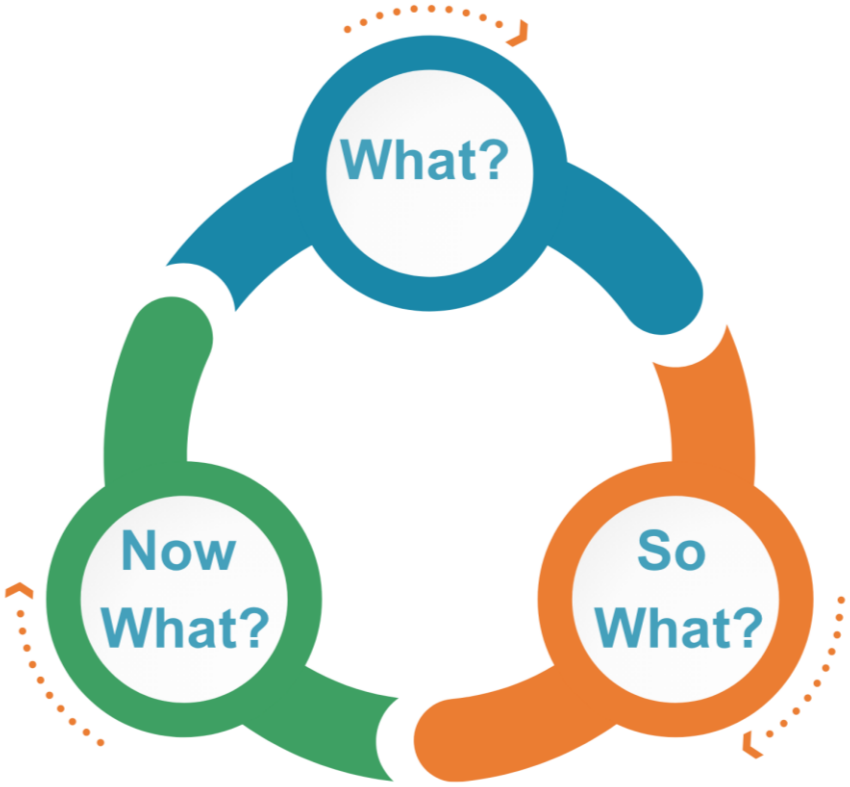
Our Planning Going Foward

Reflecting on this session:

What implications will this session have on your TY planning for learning?

So, what changes will you make to your module?

Now, what are your next steps?



Adapted from Rolfe, G., Freshwater, D., Jasper, M., 2001

Oide Communications

News & Updates







Sign up to the Post-Primary Mailing Lists to receive news and updates

Today we have begun to:

- Explore how whole-school collaborative planning supports inclusive and student-centred learning environments.
- Consider the principles of effective planning for learning for senior cycle students.
- Plan effectively to strengthen and renew TY modules, and identify and recognise student learning in Transition Year.