



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

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



Oide





FÁS PEARSANTA

Táscairí forbartha

An scoláire a bheith ag éirí níos cinnte agus níos muiníní ina thaobh féin mar dhuine.

Cúram níos fearr a dhéanamh dá shláinte agus folláine féin agus de shláinte agus folláine daoine eile.

Spriocanna a shocrú le haghaidh forbairt phearsanta agus gnóthachtaí agus athbhreithniú a dhéanamh orthu.

Acmhainn níos mó chun aincheistean eiticíúla a ionramháil agus machnamh a dhéanamh ar luachanna pearsanta.

An chaoi le cinntí níos eolasaí a dhéanamh.

A bheith ag cloí níos faide le tascanna, go háirithe agus iad dúshlánach.

A bheith ag tosú a bhreathnú ar dhúshlán mar dheiseanna breise le haghaidh fáis.

A bheith ag oiriúnú níos fearr do ghrúpaí agus do thimpeallachtaí úra sóisialta.

A bheith ag idirghníomhú le daoine eile ar bhealach níos comhbháiche, san fhórsaol agus ar líne araon.

A bheith ag glacadh úinéireachta níos minice ar a chuid iompraíochtaí agus cinntí féin.

Níos mó treallúis agus ceannasaíochta a léiriú ar scoil, sa bhaile agus sa phobal.

Eispéiris scoláire

Tionscadail chomhoibríoch, comórtais, gníomhaíochtaí le linn na bliana chun spriocanna comhoiteanna a bhaint amach.

Taisc agus tionscadail aonair, lena mbainfeadh scileanna digiteacha agus neamh-digiteacha chun féinléiriú a chumasú.

Punann a chruthú, faoi threoir, lena ndéanfaí taifead dá fhás pearsanta.

Oideachas agus treoir i dtaobh forbairt phearsanta agus mhothúcháin agus feasacht shóisialta.

Gníomhaíochtaí agus eispéiris ag cur na sláinte fisicé agus mothúcháin ar feadh an tsoil chun cinn.

Deiseanna le haghaidh machnamh faoi threoir agus athbhreithniú ar spriocanna pearsanta.

Deiseanna foirmeálta agus neamhfoirmeálta chun labhairt agus cur i láthair a dhéanamh sa rang, os comhair an phobail agus in agallaimh.

Aitheantas d'fhás pearsanta agus do dhúshlán phearsanta i ngach gné de shaol na scoile i gcaitheamh na bliana.



A BHEITH I D'FHOGHLAIMEOIR

Táscairí forbartha

A bheith níos spreagtha chun foghlama agus breathnú ar an oideachas mar rud fiúntach taitneamhach.

Spriocanna foghlama a shocrú agus athbhreithniú rialta a dhéanamh orthu.

A bheith ag éirí níos inniúla le teicneolaíochtaí digiteacha, mar úsáideoir agus mar chruthaitheoir.

A shuimeanna pearsanta féin a fhiosrú.

Léirtheiscint níos fearr ar an bhfoghlaim ar feadh an tsoil.

A bheith níos toilteanaí foghlaim ó bhotúin agus a chrios compoird a leathnú.

Eolas agus scileanna atá ábhartha don tsraith shinsearach a shealbhú.

Tábhacht an aiseolais a thuiscint agus níos mó measa a léiriú air.

Cur lena acmhainneacht i dtaca le foghlaim neamhspleách fhéinrialaithe.

A bheith níos oscailte i leith triail a bhaint as réimse straitéisí foghlama.

A scileanna cumarsáide agus láithreoireachta a leathnú.

A chuid smaointe féin a chur in iúl níos soiléire agus é ag plé le smaointe daoine eile.

Eispéiris scoláire

Ábhair leanúnachais agus ag fáil blaiseadh d'ábhar le foghlaim a dearadh chun príomhinniúlachtaí na sraithe sinsearaí a fhorbairt.

Éagsúlacht d'oideolaíochtaí a bheadh ag teacht le fóruí aidhmeanna an Ráitis an Chláir agus le bheith ag tacú leis na táscairí forbartha do gach aon scoláire.

Deiseanna bríoch foghlama lena n-ionchorprófaí ionchur an scoláire.

Deiseanna le cur le foghlaim an scoláire le linn an aistrithe ón tsraith shóisearach go dtí an tsraith shinsearach.

Measúnú ar a bhfoghlaim agus forbairt trí éagsúlacht d'fhoirmeacha mar shampla múinteoir, píar- agus féinmheasúnú, agus chun críche foirmitheacha agus suimitheacha.

Aitheantas do ghnóthachtaí i ngach réimse den churaclam.

Punann a chruthú, faoi threoir, lena ndéanfaí taifeadadh ar fhorbairt an scoláire agus a dhul chun cinn mar fhoghlaiméoir.

Réimse de thionscadail aonair agus foirne, comórtais, gníomhaíochtaí i gcaitheamh na bliana atá indéanta agus dúshlánach go leor.



RANNPÁIRTÍOCHT SHIBHIALTA AGUS PHOBAIL

Táscairí forbartha

Caidrimh níos comhbháiche measúla a chothú le daoine, áit, an dúlra.

Níos mó léirtheisceana agus measa ar dhínit an duine agus ilchineálacht.

A fheasacht agus a bhraistint comhbhá, féiniúlachta agus muintearais a dhoimhniú.

Castacht agus éiginnteacht a aithint agus a bheith ag plé leo.

Gníomhú chun maireachtáil ar bhealach níos inbhuanaithe.

Níos mó treallúis a léiriú ina scoileanna, pobail, agus sochaí.

Spriocanna a shocrú le bheith ina shaoránach gníomhach agus athbhreithniú a dhéanamh orthu seo.

A bheith ag obair ar bhonn níos comhoibríche le daoine eile agus mar chuid d'fhoirne.

A bheith ag éirí níos rannpháirtí le gníomhaíochtaí cruthaitheacha agus cultúrtha.

A bheith ag iarraidh cur le saol níos córa.

Tuiscint níos fearr a bheith aige ar idirghaolmhaireachtaí na bpobal áitiúil, náisiúnta agus domhanda.

Eispéiris scoláire

A bheith ag obair le heagraíochtaí agus gnólachtaí áitiúla nó náisiúnta i gcaitheamh na bliana.

Deiseanna le bheith ag obair go deonach trí obair phobail agus socrúcháin sóisialta.

Oideachas ar fhorbairt inbhuanaithe, lena n-áireofaí gníomh bríoch le haghaidh domhan níos inbhuanaithe.

Comhroinnt eolais agus scileanna laistigh de phobal na scoile agus i measc páirtithe leasmhara sa phobal.

Punann a chruthú, faoi threoir, lena ndéanfaí taifeadadh dá rannpháirtíocht shibhialta agus phobail.

Tionscadail, comórtais, gníomhaíochtaí sa seomra ranga, ar scoil, sa bhaile, i bpobail áitiúla agus sa tsochaí.

Rannpháirteachas bríoch le múnlú chultúr na scoile.

Deiseanna foghlama maidir le comhbhá, ilchineálacht agus ionchuimsiú.



TAIGHDE GAIRME

Táscairí forbartha

A bheith níos eolasaí i dtaobh na gceangal idir an t-oideachas agus deiseanna gairme.

A bheith ag cur lena fheasacht ar shuimeanna pearsanta, inniúlachtaí, luachana agus meonta.

Spriocanna gairm-bhainteacha a shainaithint agus a athbhreithniú ar bhonn níos rialta.

Níos mó acmhainneachta a bheith ag an scoláire chun taighde agus machnamh criticiúil a dhéanamh ar chonairí gairme.

Níos mó scileanna gairmiúla, eagrúcháin agus cumarsáide a ghnóthú.

A bheith ag foghlaim an dóigh le smaointe a ghiniúint agus le smaointe a chur i ngníomh.

A chuid eolais agus iompraíochtaí sa láthair oibre a fheabhsú trí thaithí phraiticiúil.

Níos mó feasachta a bheith aige ar shaol na hoibre agus na fiontraíochta.



Oide



Eispéiris scoláire

Socrúcháin oibre i gcaitheamh na bliana.

Tascanna machnaimh, faoi threoir, le linn taithí agus socrúcháin san IB.

Ábhair agus modúil ar churaclam na sraithe sinsearaí a nascann le réimse de chonairí sa todhchaí.

Gairmthreoir agus tacaíocht sa seomra ranga i dtaca le réimse de chonairí sa todhchaí.

Punann a chruthú, faoi threoir, a dhéanann taifeadadh ar a chuid machnaimh ar a thaighde gairme.

Éagsúlacht de dheiseanna foghlama, a fheabhsaíonn scileanna praiticiúla agus gairmiúla.

Fáil ar ócáidí nó ar thimpeallachtaí foghlama a bhaineann le gairmeacha.

Aoichainteoirí ó éagsúlacht de chúlraí agus de ghairmeacha.

Gearrchúrsaí teistithe nó micridhintiúir.

Deiseanna chun inniúlachtaí agus cumais a mheas.