



Oide

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Supporting the Professional
Learning of School Leaders
and Teachers

Sustaining and Strengthening Transition Year

TY Coordinators Day 4





Our Learning to Date



Scan the QR code
or
Type the link into
your browser.

<https://bit.ly/4bMRFYJ>



Registration

Please register using the QR code or link below

Registration Link -
<https://tinyurl.com/27w73hy2>





Working Together Today



Individual Activity



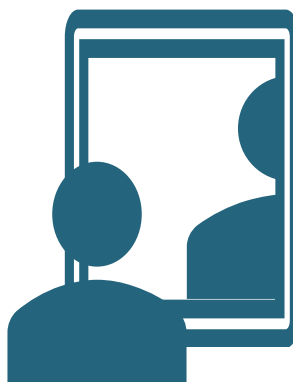
Pair Activity



Group Activity



Digital Strategy



Reflection



Schedule



Oide

Session 1

Break 11:00 - 11.15

Session 2

Lunch 13:00 – 2:00

Session 3



The Journey So Far....



TY Audit

PLE Day 1



Broad and
Balanced
Programme

PLE Day 2



School Context

PLE Day 3



Intended Learning

01

Recognise the Audit as a tool for reflection and renewal of the TY Programme

02

Deepen understanding of how micro-modules can be used to refresh and evolve our TY programme

03

Reflect on and improve TY portfolio practice through collaborative, evidence-informed evaluation



Ice-breaker: TY Core Memory



What might the 'TY core memories' be for your students?



Group Activity



Digital Strategy



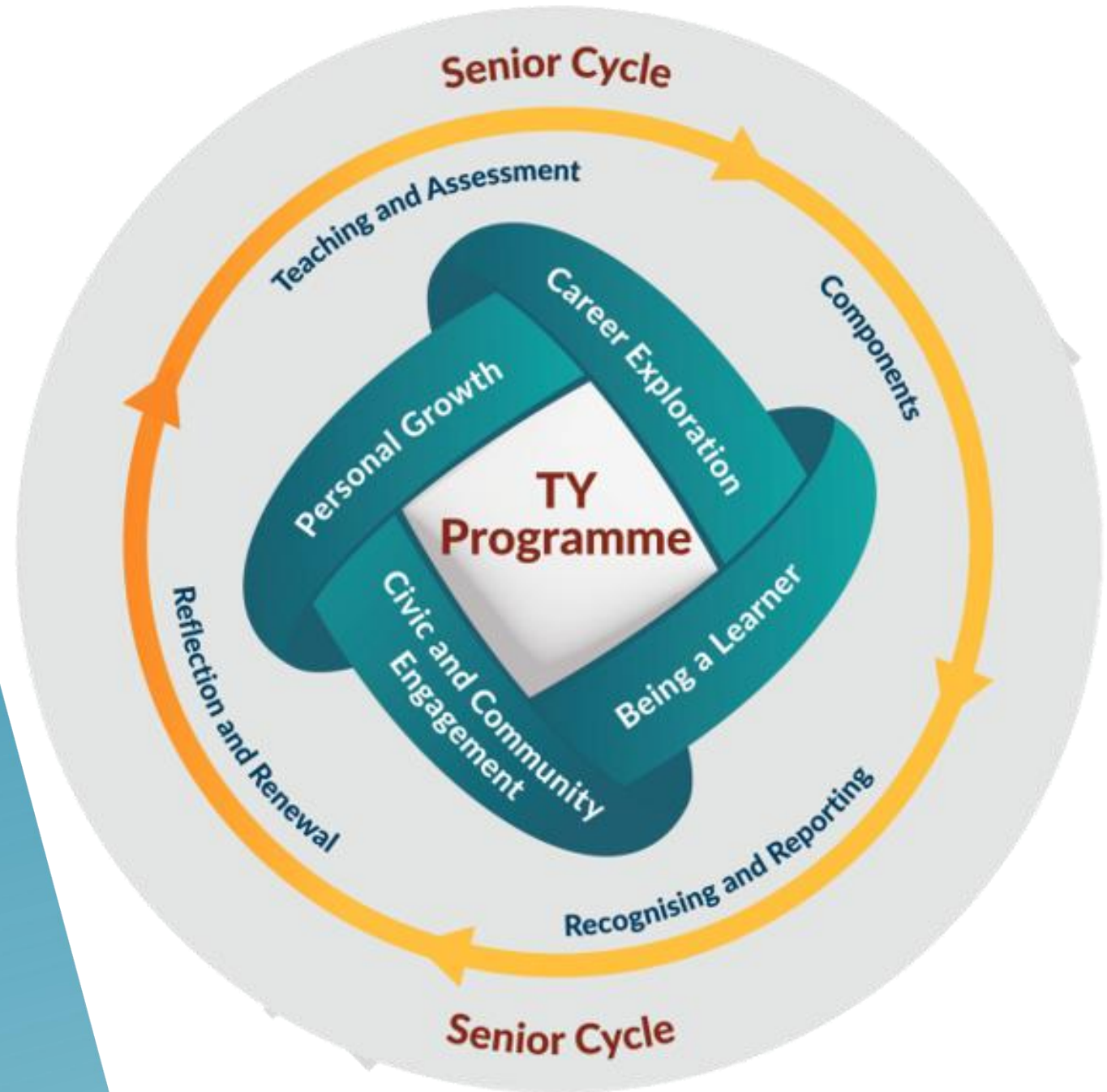
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Session 1

The Audit as a tool for reflection and renewal





Session Overview

Review our TY Audit, as a process for continuous improvement

Evaluate changes arising from our engagement with an audit

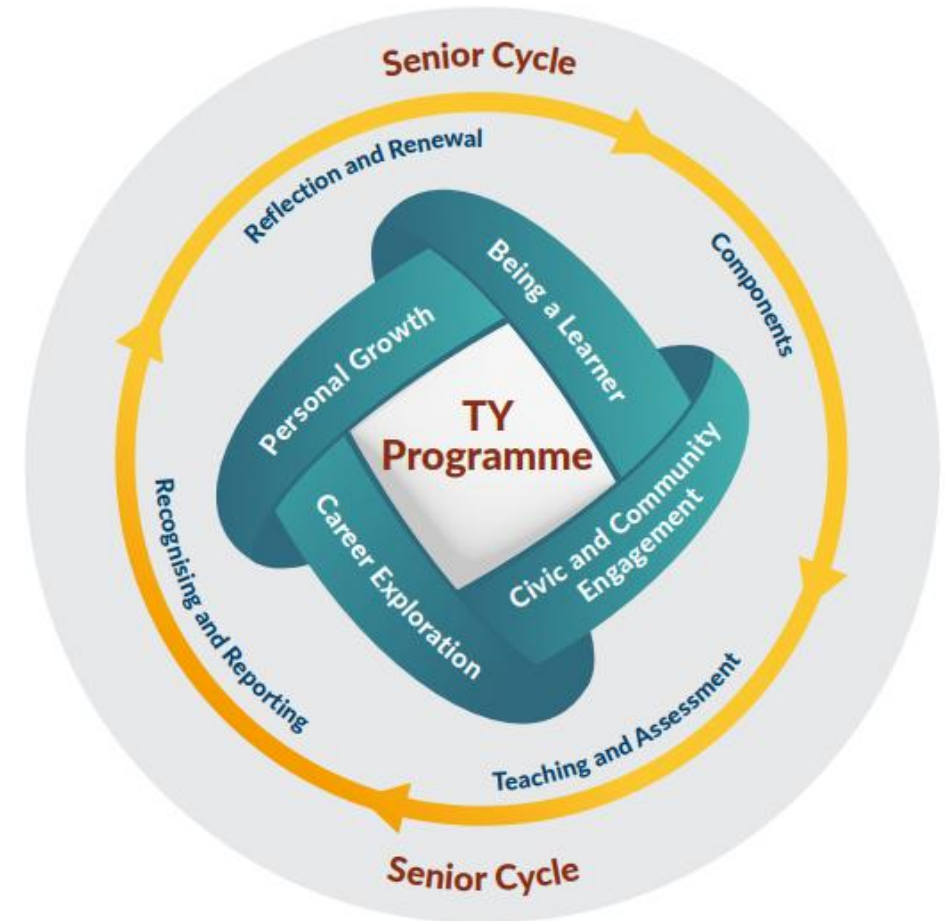
Identify opportunities to **update** our programme in line with the TYPS



Programme Statement Aims

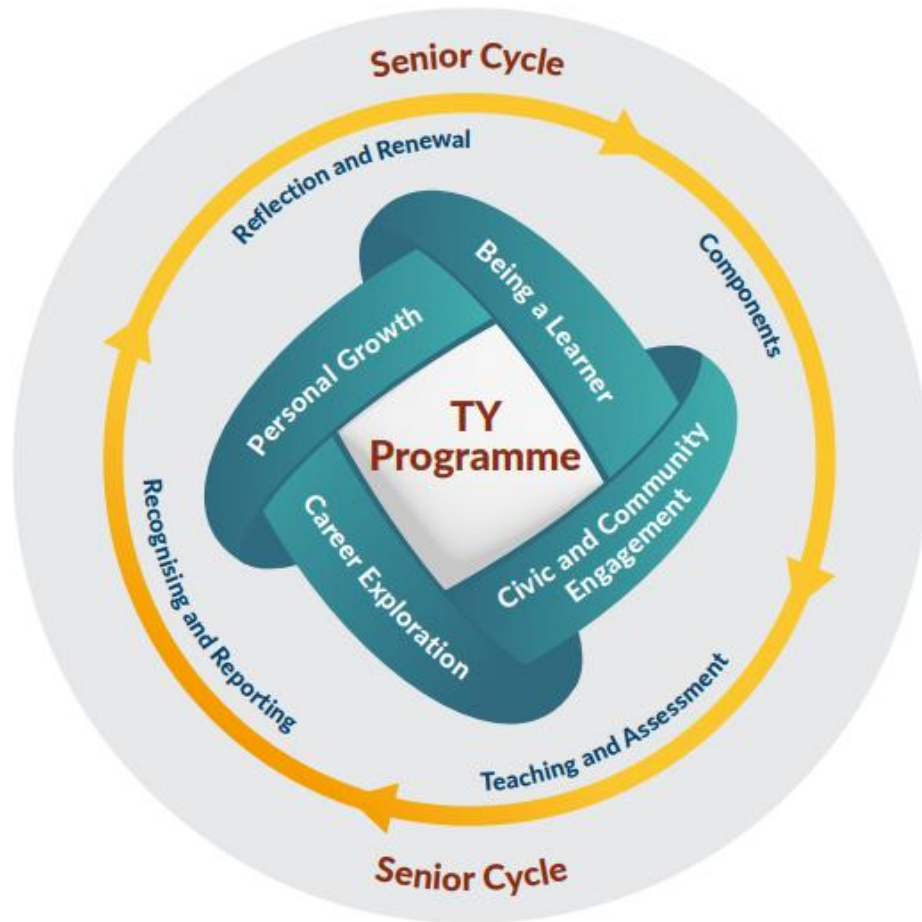
1. Nurture the development of the student as a whole person by building on their previous experiences, through a curriculum designed by the school that is aligned to the TY Programme Statement.

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



(TY Programme Statement, p.8)

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.



The Audit Process

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.

(Transition Year Programme Statement, 2024, p.10)





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.

(Transition Year Programme Statement, 2024, p.16)





The Process in Each Session

- **Review**

What are we currently doing?

- **Evaluate**

How well does this support student development?

- **Update**

What needs to be refined, strengthened, or renewed?





My Audit Journey

Scan the QR
or use link to
join



Scan the QR code
or
Type the link into your
browser.

<http://bit.ly/3RnhbyO>



Individual Activity



My Audit Journey Responses



Individual Activity



Reviewing your TY Programme

What can the Audit be used for?

- Ongoing reflection
- Evidence-informed decision-making
- Timely adjustments
- Sustained improvement



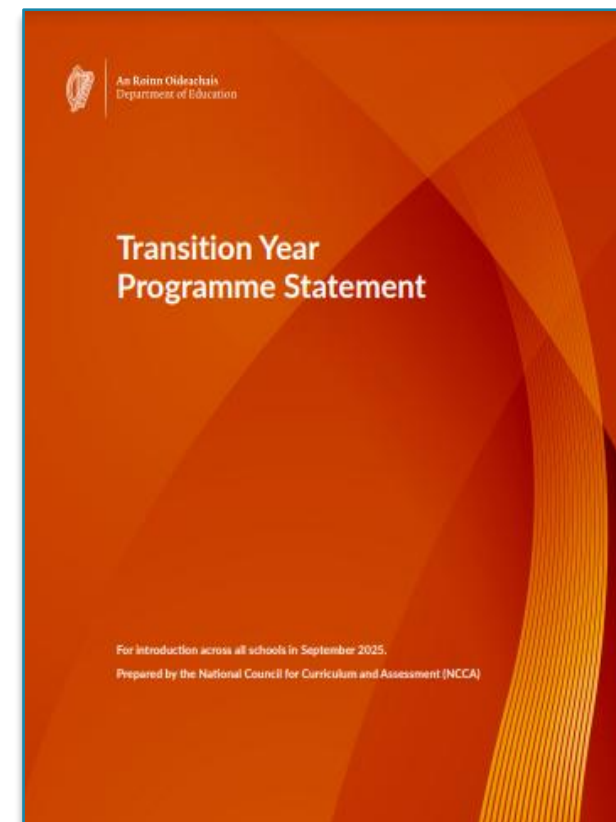
Group Activity



TY is a Living Programme

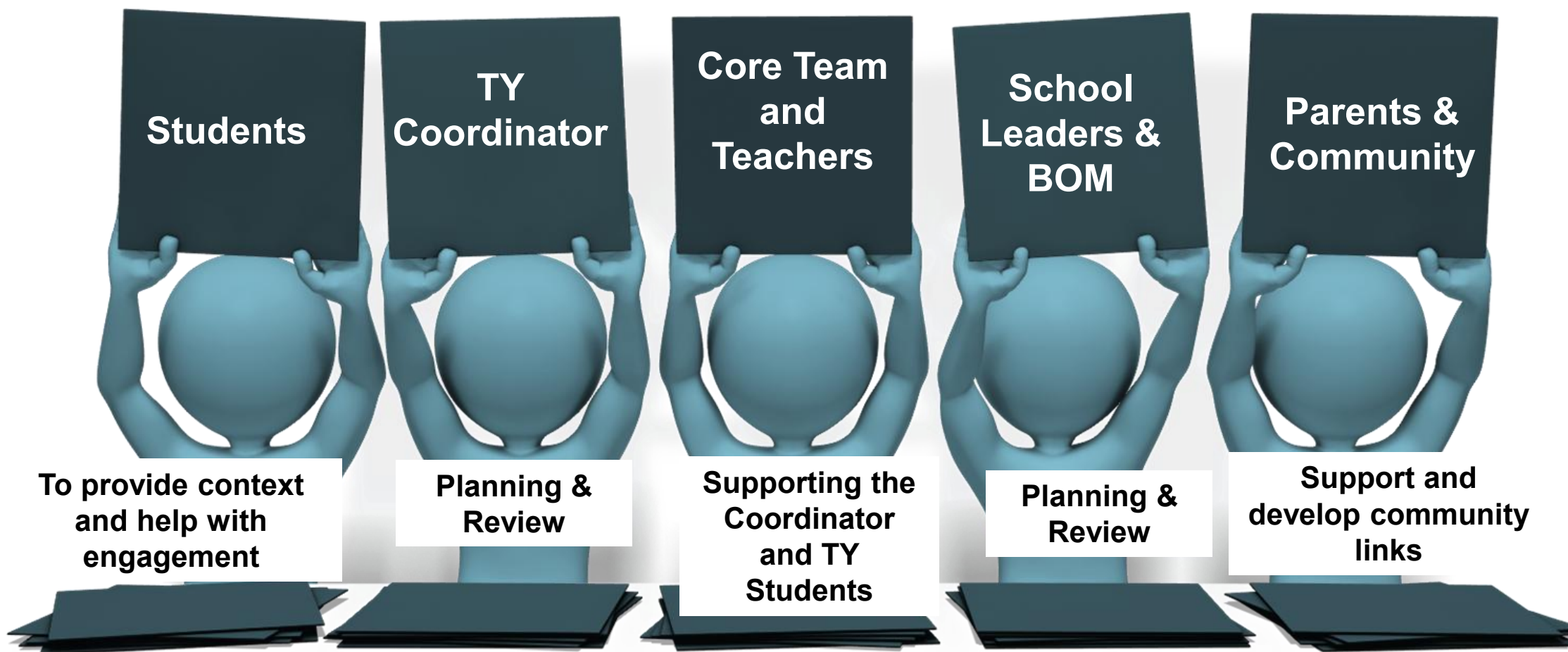
It is designed to be...

- developmental
- evolving
- flexible
- inclusive
- student-centred





Who is Involved?





Engaging stakeholders in the audit

How?

What did you learn?



Group Activity



Time to Reflect and Renew

- What strategies were used to review TY?
- What evidence did you draw on?
- What worked well, and why?
- What might you do differently?



Reflection



Group Activity

Guiding our Reflection and Renewal



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Rationale

How is our programme fulfilling the aspirations of Transition Year?

Aims

How effectively are the aims of the TY Programme Statement being achieved?

Student Dimensions

How is the programme supporting student development across the four Student Dimensions?

Curriculum Dimensions

How well are the four Curriculum Dimensions being evaluated — reflecting back and reflecting forward?

Reflection and Renewal



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Use the student dimensions as a lens to reflect back and reflect forward on how you might renew your TY programme.

 PERSONAL GROWTH	 BEING A LEARNER	 CIVIC AND COMMUNITY ENGAGEMENT	 CAREER EXPLORATION
<p>Developmental Indicators</p> <ul style="list-style-type: none"> 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 	<p>Developmental Indicators</p> <ul style="list-style-type: none"> 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. 	<p>Developmental Indicators</p> <ul style="list-style-type: none"> 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. 	<p>Developmental Indicators</p> <ul style="list-style-type: none"> 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
<p>Student Experiences</p> <ul style="list-style-type: none"> 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 	<p>Student Experiences</p> <ul style="list-style-type: none"> 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 	<p>Student Experiences</p> <ul style="list-style-type: none"> 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 	<p>Student Experiences</p> <ul style="list-style-type: none"> 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



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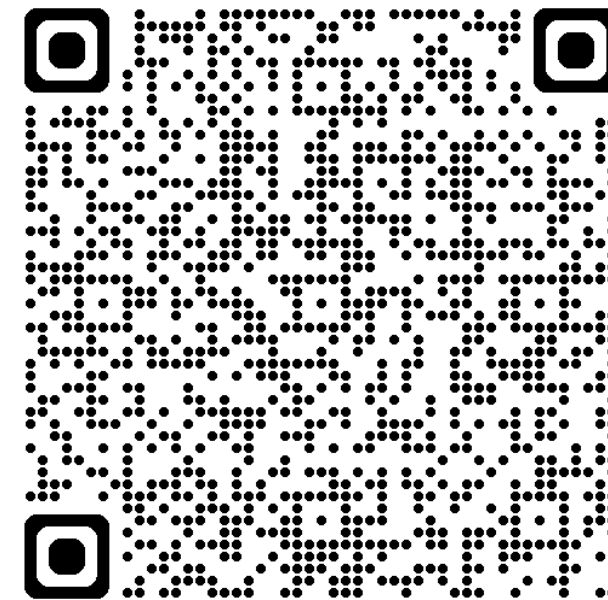
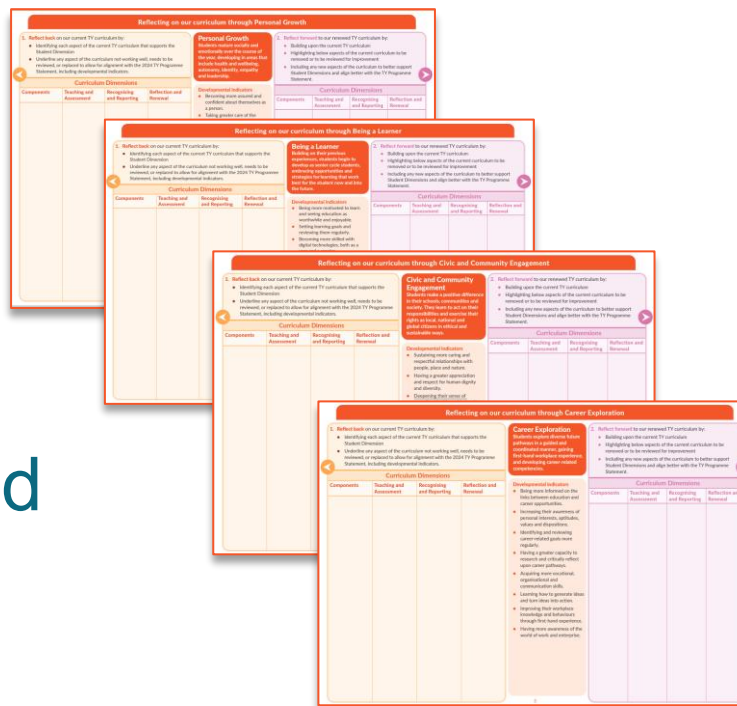
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Reflection & Renewal - Student Dimensions

- Using the NCCA toolkit to reflect back and forward
- Is this programme broad and balanced?



<http://bit.ly/4aM170L>



Pair Activity



Reflection & Renewal - Student Experiences

Student experiences are intended to provide a variety of possible opportunities and contexts to support student learning and development consistent with the developmental indicators.

(Transition Year Programme Statement, 2024, p.11)

The image shows four overlapping worksheets, each with a title bar and two main sections:

- Personal Growth: Reflecting on Student Experiences**
 - 1. Reflecting back on current TY programme
 - Is there a relevant component?
 - what is working well and not so well
 - 2. Reflecting forward on renewed TY programme
 - how to build on successes
 - learn from shortcomings that emerge from the backward reflection
- Being a Learner: Reflecting on Student Experiences**
 - 1. Reflecting back on current TY programme
 - Is there a relevant component?
 - what is working well and not so well
 - 2. Reflecting forward on renewed TY programme
 - how to build on successes
 - learn from shortcomings that emerge from the backward reflection
- Civic and Community Engagement: Reflecting on Student Experiences**
 - 1. Reflecting back on current TY programme
 - Is there a relevant component?
 - what is working well and not so well
 - 2. Reflecting forward on renewed TY programme
 - how to build on successes
 - learn from shortcomings that emerge from the backward reflection
- Career Exploration: Reflecting on Student Experiences**
 - 1. Reflecting back on current TY programme
 - Is there a relevant component?
 - what is working well and not so well
 - 2. Reflecting forward on renewed TY programme
 - how to build on successes
 - learn from shortcomings that emerge from the backward reflection



Pair Activity

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Reflection & Renewal - Components

Components are the means by which most of the student experiences, described in the Student Dimensions, are translated into the school's TY curriculum.

(Transition Year Programme Statement, 2024, p.17)

Components Overview Table	
Structure based on Table 3 of the revised 2024 TY Programme Statement The right-hand column is intended to show how our TY programme aligns to the TY Programme Statement, with some reflections for further alignment	
Student Dimension	Types of Components
Personal Growth	<p>Continuity</p> <ul style="list-style-type: none"> PE aligned to the PE Framework SPHE (once per week) <p>TY specific An array of modules that provide experiences for the development and growth of the student</p>

Components Overview Table	
Structure based on Table 3 of the revised 2024 TY Programme Statement The right-hand column is intended to show how our TY programme aligns to the TY Programme Statement, with some reflections for further alignment	
Student Dimension	Types of Components
Civic And Community Engagement	<p>Our own community Local out-reach activities, community placement, social enterprise activities, education in cultural diversity</p> <p>Our global community</p> <ul style="list-style-type: none"> Education for Sustainable Development A meaningful student-led personal or collaborative action related to sustainable living
Career Exploration	<p>Work Placement Community Placement (2-4 weeks equivalent)</p> <p>Career guidance One class per week or classes timed to target key events</p> <p>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.</p>







Pair Activity

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Reflecting Forward



Focus Area	Beginning	Developing	Established	Flourishing
				
TY Purpose & Aims (TYPs, p.8)	Awareness is emerging.	Sometimes inform planning	Regularly guide planning.	Consistently shapes practice.
Student Development – 4 Student Dimensions (TYPs, pp.10–15)	Links to Student Dimensions are unclear.	Some experiences support specific dimensions.	Most experiences support development across dimensions	Student Dimensions guide all aspects of programme design.
Programme Coherence & Balance (TYPs, p.16)	Programme feels fragmented.	Efforts are made to improve balance.	Programme is broadly coherent.	Coherence is intentional and sustained.
Review, Evaluation & Renewal (TYPs, p.25)	Review is informal or reactive.	Some evidence informs review.	Review is planned and evidence-informed	Continuous renewal is embedded.
TY Portfolio Practice (TYPs, pp.20, 24–25)	Purpose is unclear.	Supports some reflection.	Captures growth over time.	Central to learning and agency.

<p>Area of strength:</p>	<p>Area for focused renewal:</p>
---------------------------------	---



What Might the Reflective Exercise Tell Us?

- What is working well?
- Do the student experiences strengthen the Developmental Indicators?
- Recognise **THIS WILL TAKE TIME!!**





Revisiting the TY Audit

- **Review** your current provision
- **Evaluate** changes you already made to your programme
- **Identify** further opportunities to evolve and strengthen your provision



Pair Activity



Session Overview

Review our TY Audit, as a process for continuous improvement

Evaluate changes arising from our engagement with an audit

Identify opportunities to **update** our programme in line with the TYPS



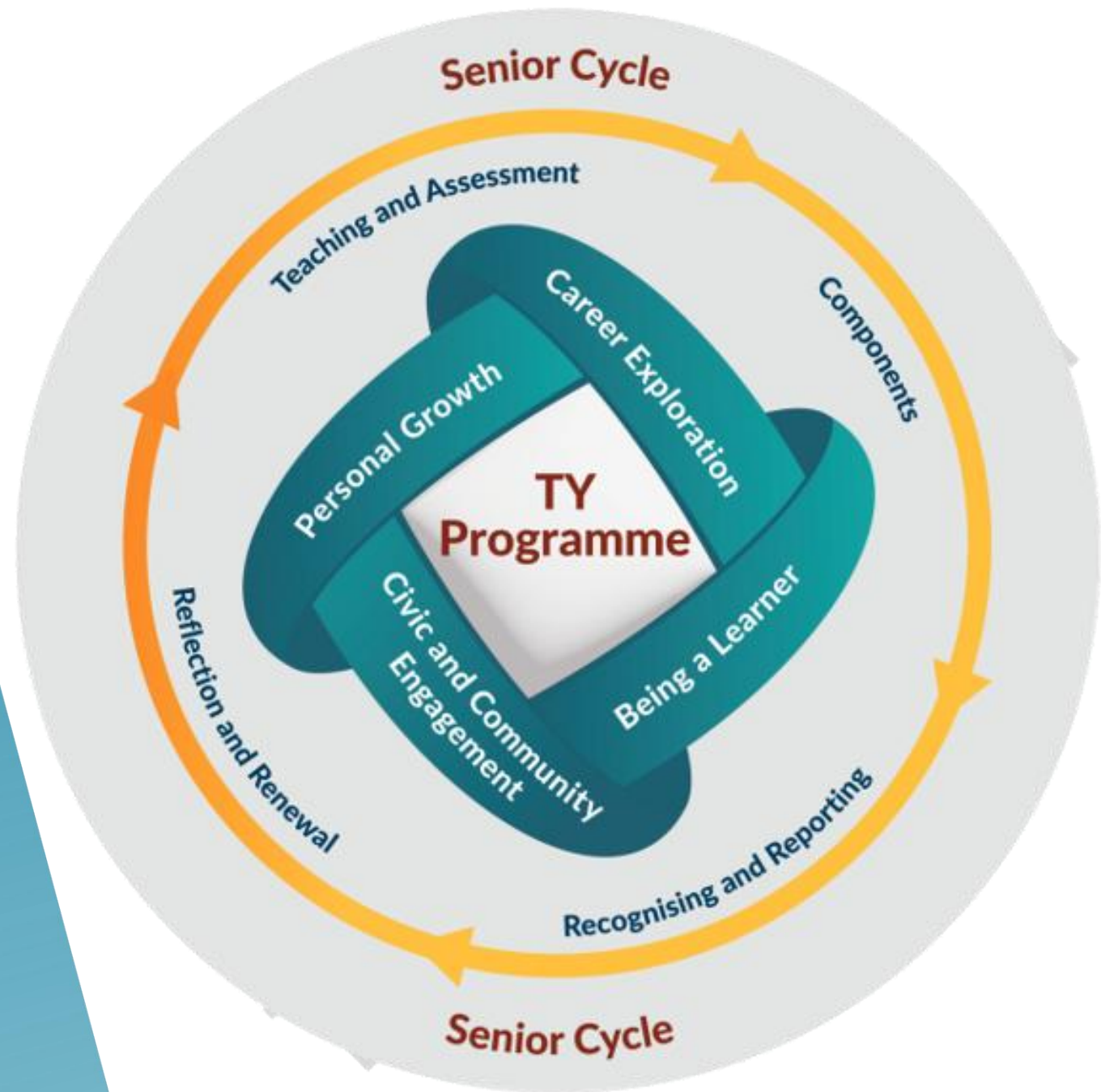
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Session 2

Using Micro-modules to refresh and evolve our TY Programme





Session Overview

Review how reflection and renewal supports the evolution of a TY Programme

Engage with the design process of a TY Micro-module

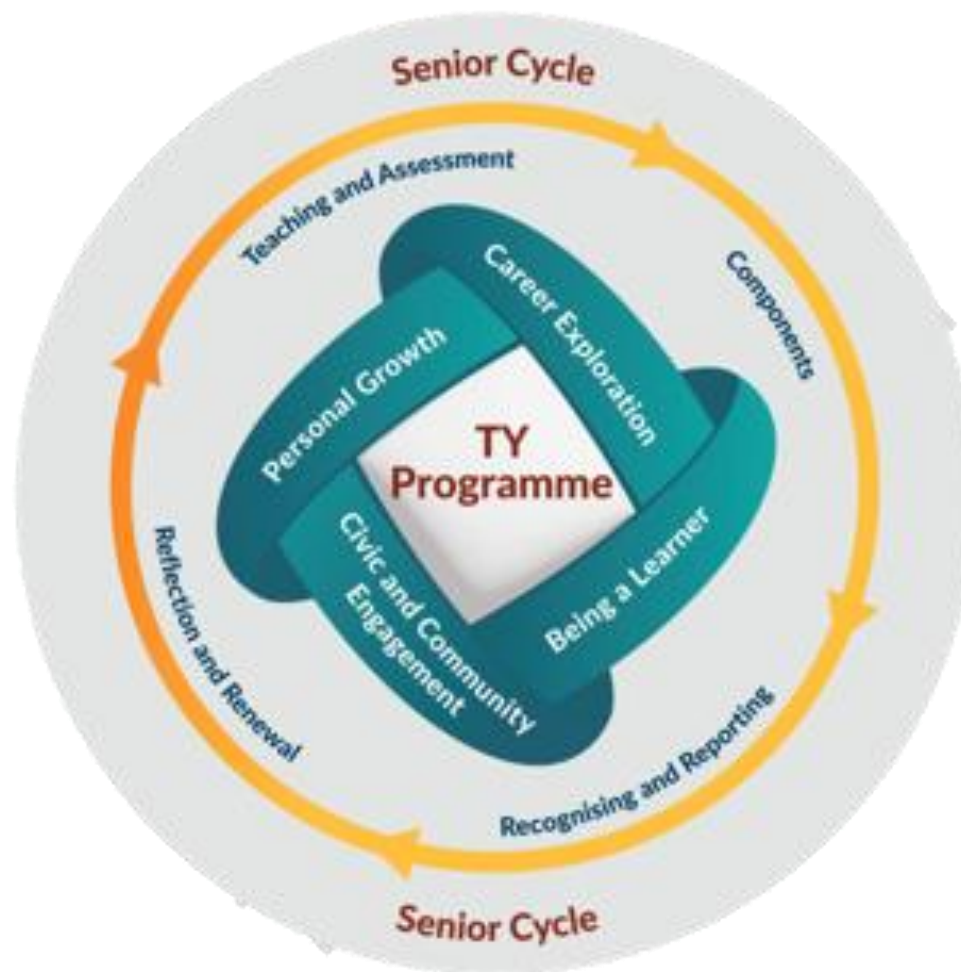
Explore and **evaluate** Micro-modules as a mechanism to evolve a TY Programme



TY Programme Statement

Student Dimensions:

- Personal Growth
- Being a Learner
- Civic and Community Engagement
- Career Exploration

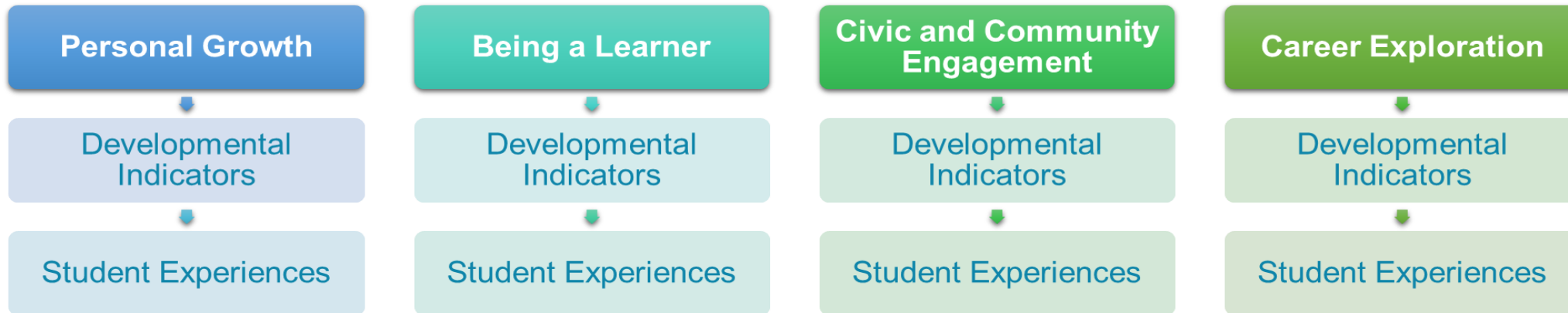


Curriculum Dimensions:

- Components
- Teaching and Assessment
- Recognising and Reporting
- Reflection and Renewal



Student Dimensions



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.

(Transition Year Programme Statement, 2024, p.16)





What is a Micro-module?

Micro-modules provide a practical and manageable mechanism for **reviewing** and **evolving** a TY programme

Micro-modules are:

- Short, focused unit of learning
- Aligned with the TY Programme Statement
- Structured, but flexible in how it is delivered
- Responsive to student needs and school context





Why Micro-modules?

They align with the TY Programme Statement, allowing for evolution which responds to:

- Student learning needs
- Local context
- Emerging priorities





Which Micro-modules?

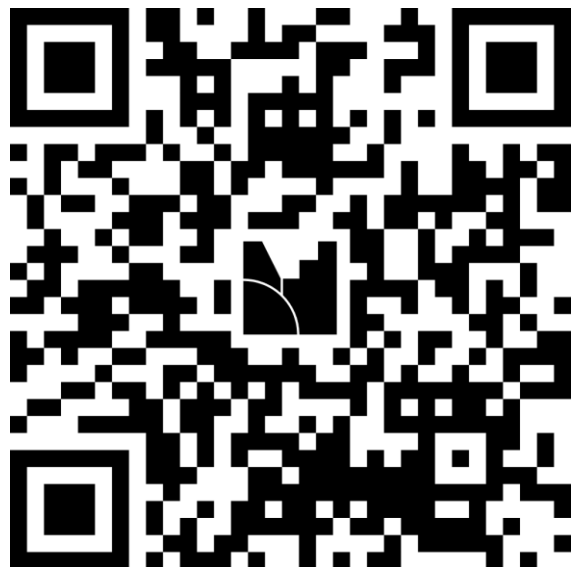
What evidence from our audit suggests a need for development?

Which student dimensions or developmental indicators could be strengthened?





Review



What aspects of your current TY Programme could be renewed to further support your students' development?

<https://bit.ly/4diGSba>

Scan the QR code or type the link into your browser.



Mentimeter



Digital
Strategy



Micro-module Design Process

Create an outline of a micro-module to update and evolve your TY programme

Consider:

- student needs
- local context
- emerging priorities

<p>PERSONAL GROWTH</p> <p>Developmental Indicators</p> <ul style="list-style-type: none"> 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 	<p>BEING A LEARNER</p> <p>Developmental Indicators</p> <ul style="list-style-type: none"> 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 	<p>CIVIC AND COMMUNITY ENGAGEMENT</p> <p>Developmental Indicators</p> <ul style="list-style-type: none"> 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. 	<p>CAREER EXPLORATION</p> <p>Developmental Indicators</p> <ul style="list-style-type: none"> 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
<p>Situational Experiences</p> <ul style="list-style-type: none"> collaborative projects over the year individual tasks and non-digital activities guided creation of their own projects education and emotional development activities and experiences physical activities and opportunities for growth formal and informal learning present in classroom recognition of personal challenges in all areas 	<p>Student Experiences</p> <ul style="list-style-type: none"> 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 	<p>Student Experiences</p> <ul style="list-style-type: none"> 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 	<p>Oide logo and Creative Commons BY-NC license.</p>

Include organisation logo here on the cover page [delete this text]

Transition Year micro-module

Overwrite this text with the name of your course

Developed by [Name of the organisation]
Month and Year



Pair Activity



Micro-module Design Process

Rationale	Aim	Developmental Indicators	Learning Outcomes	Teaching for student learning	Assessment & Reporting	Evaluating



Pair Activity



Feedback

Sharing the Learning



Group Activity



Which Micro-modules?

- What evidence from our audit suggests a need for development?
- Which student dimensions or developmental indicators could be strengthened?





Micro-modules

- **Review**

What is currently available?

- **Evaluate**

How well might these micro-modules support our students' development?

- **Update**

What needs to be refined, strengthened, or renewed?





NCCA Developed Micro-modules





Externally Developed Micro-modules





Our Focus





Project Management & AI Micro-modules

...young people are provided the opportunity to increase their capacity to manage a broad range of projects in senior cycle and beyond.

(Transition Year micro-modules, Project Management, 2025, p.1)

Engaging with AI is becoming an essential aspect of lifelong learning. This micro-module offers students an opportunity to explore and understand AI

(Transition Year micro-modules, Exploring Artificial Intelligence, 2025, p.3)

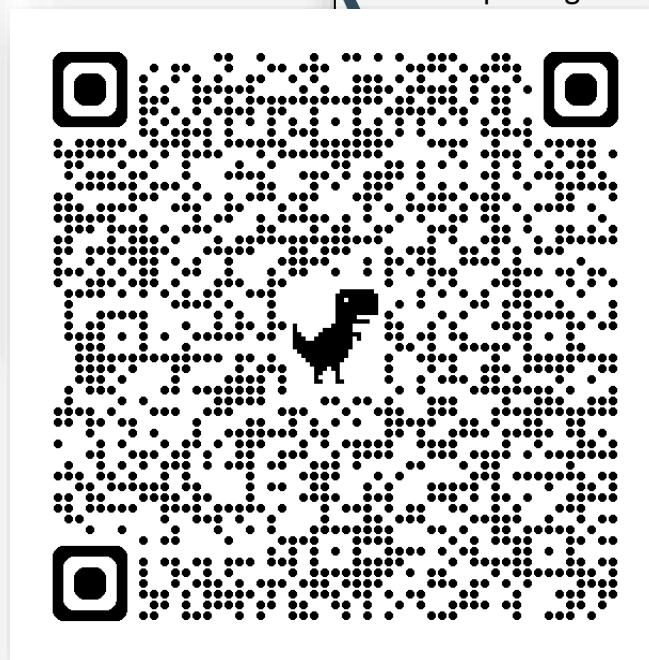
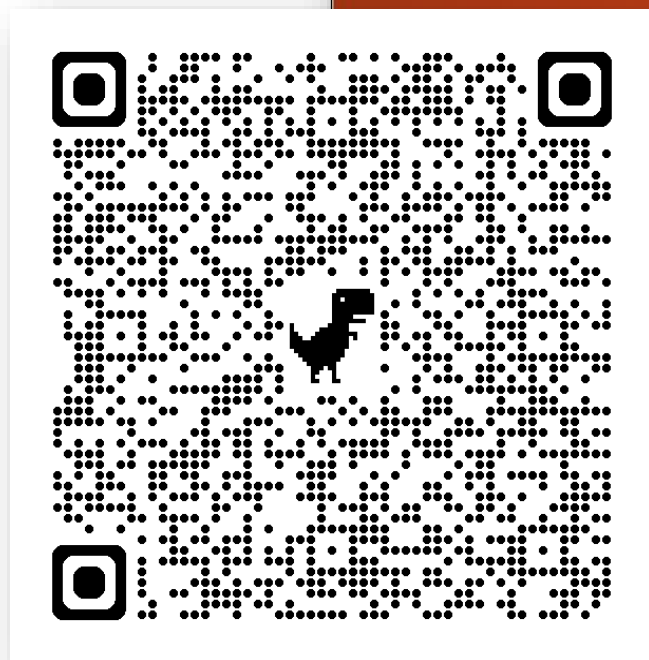




Project Management & AI Micro-modules



Scan the relevant QR code



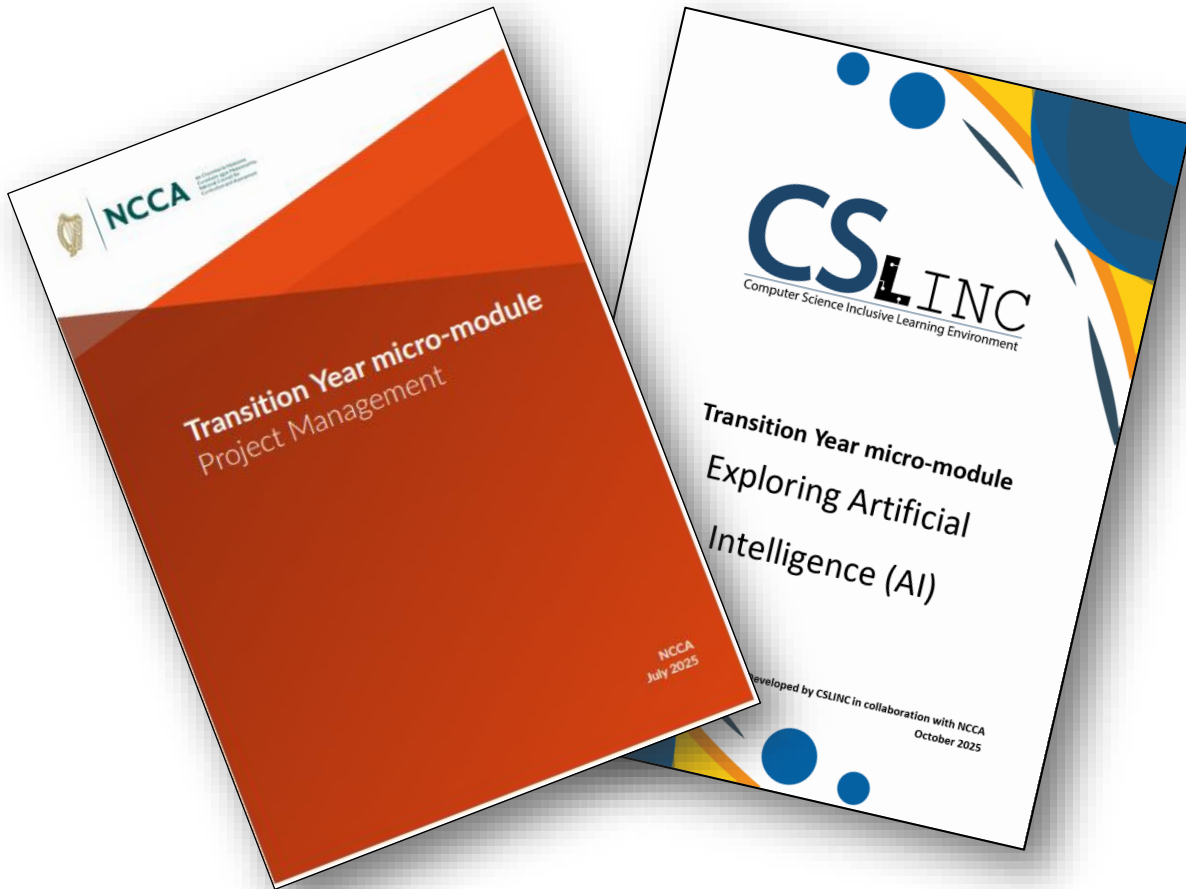
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Project Management & AI Micro-modules



- What learning is prioritised?
- What skills are being developed?
- How might evidence of learning be gathered and reported?



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Feedback

Sharing the Learning



Group Activity



Identifying Opportunities

Could a micro-module replace, refresh, or strengthen your existing TY Programme?

Consider:

- Student learning needs
- Local context
- Emerging priorities



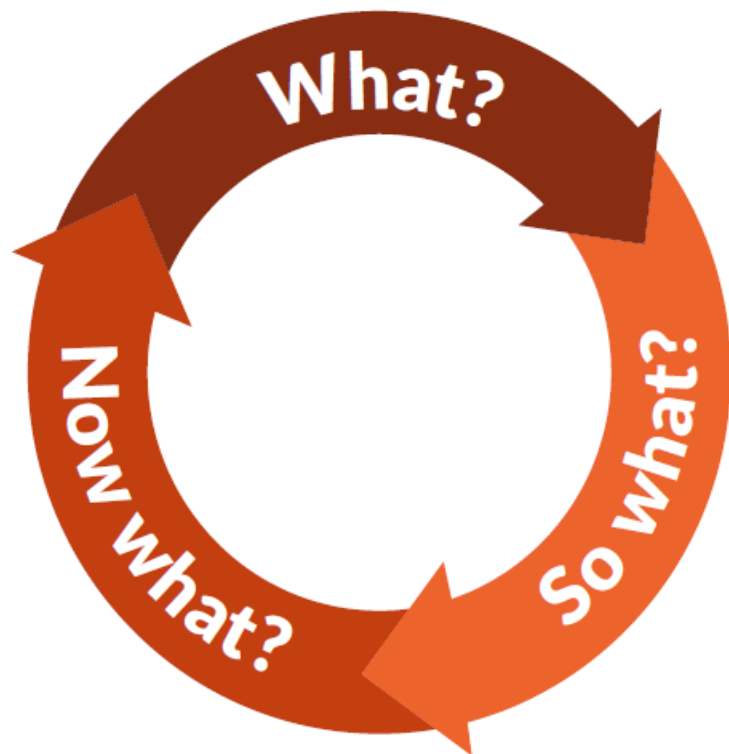


Review, Evaluate, Update

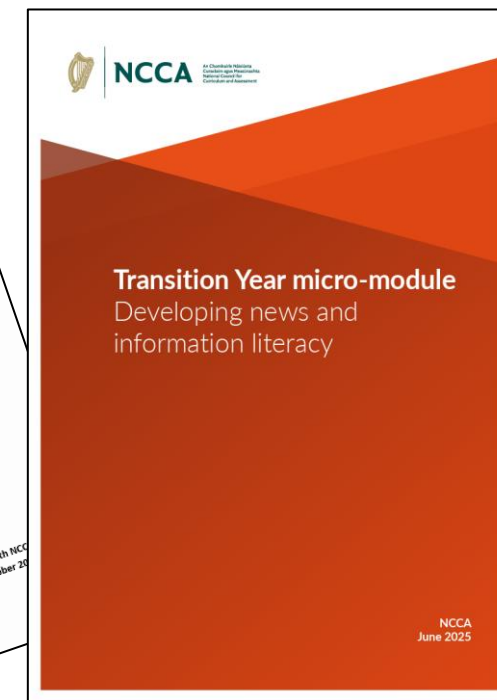




Next Steps



Rolfe et al (2001)



Reflection

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Session Overview

Review how reflection and renewal supports the evolution of a TY Programme

Engage with the design process of a TY Micro-module

Explore and **evaluate** Micro-modules as a mechanism to evolve a TY Programme



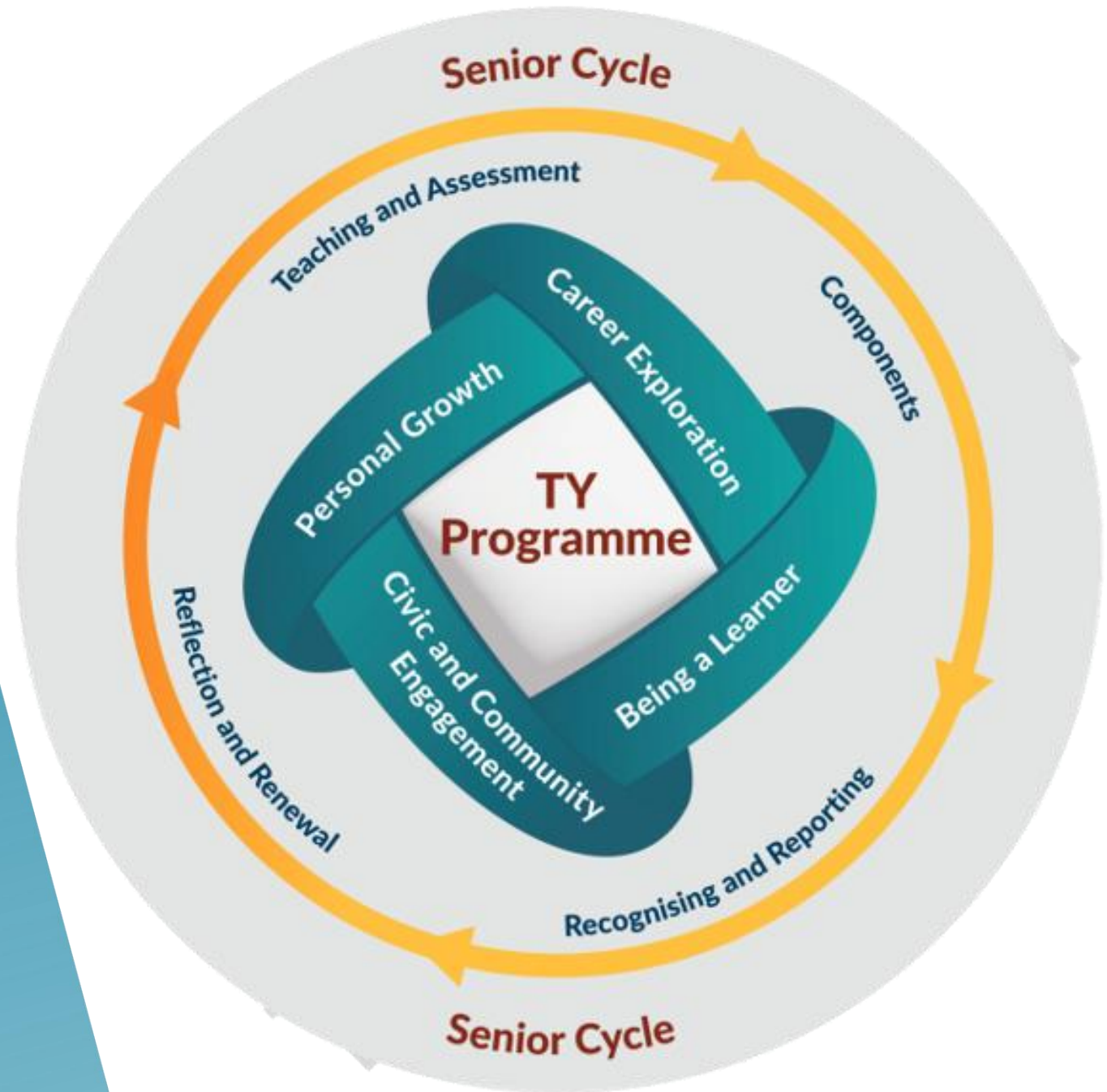
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Session 3

Strengthening TY Portfolio Practice





Session Overview

Review your current TY portfolio practice.

Explore and **evaluate** portfolio approaches through collaboration

Refine, **update** and strengthen portfolio development and practice using NCCA supports



Review, Evaluate, Update

- **Review**

What are our current portfolio practices?

- **Evaluate**

How well is the portfolio supporting and reflecting student development?

- **Update**

What needs to be refined, strengthened, or renewed?

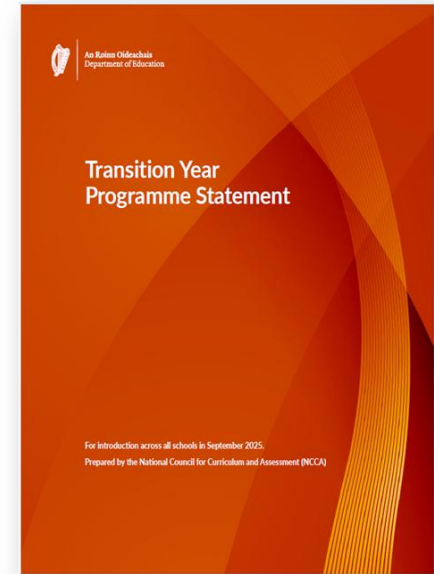




Purpose of the Portfolio

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.

(Transition Year Programme Statement, 2025, p. 24)

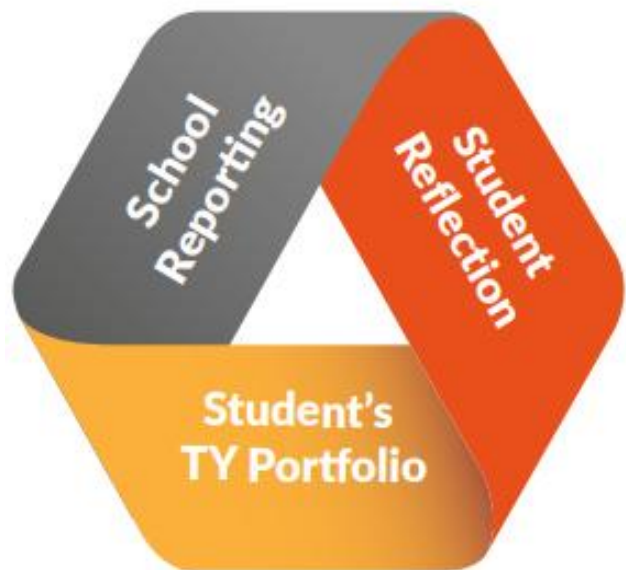


The TY Portfolio captures and connects:

- **Developmental Indicators** - evidence of growth
- **Student Experiences** - contexts for learning



Purpose of the Portfolio

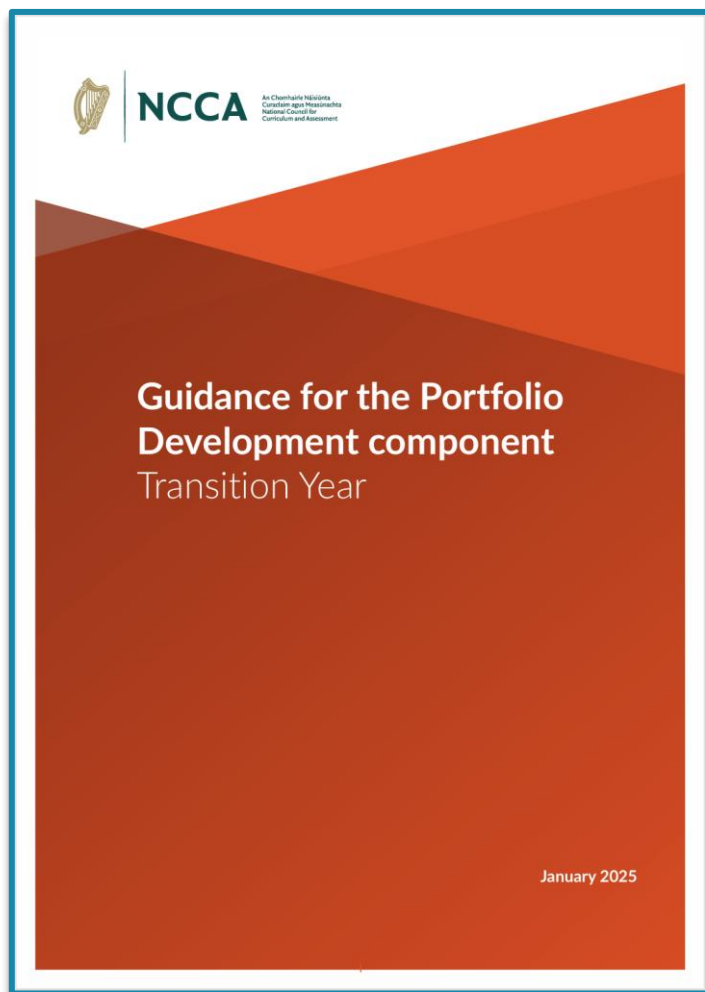


- Supports students in capturing and evidencing their learning.
- Encourages reflection on experiences and personal growth.
- Showcases student development across the year.





Guidance for Portfolio Development



Scan the QR code or type
the link into your browser.

<https://bit.ly/4I98UcA>



Essential Elements of the TY Portfolio

- Goal setting and review
- A chronological review of student experiences and learning
- Progress across the Student Dimensions.
- Critical reflection of key moments and learning.

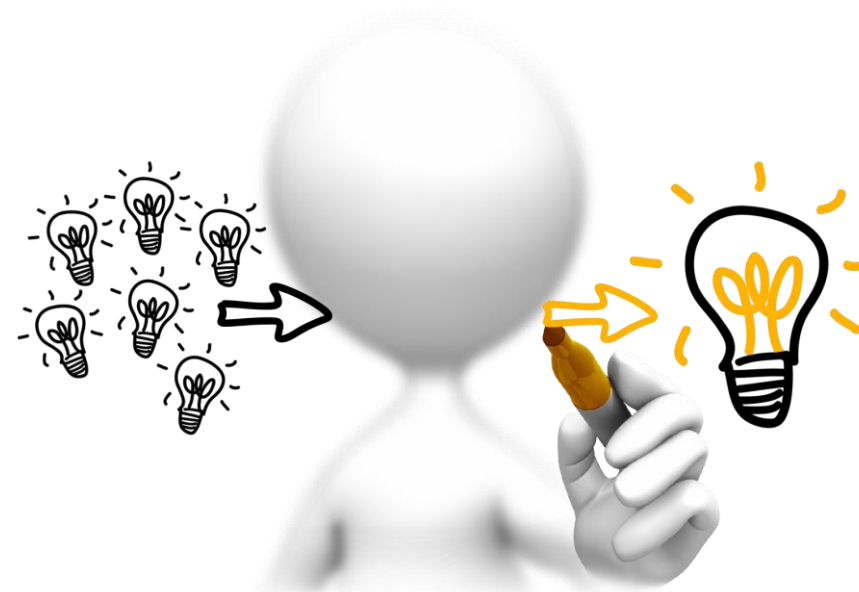


Individual Activity



Reflection Moment

What is the primary purpose of the TY portfolio in your school right now?



Evidence?

Reflection?

Reporting?

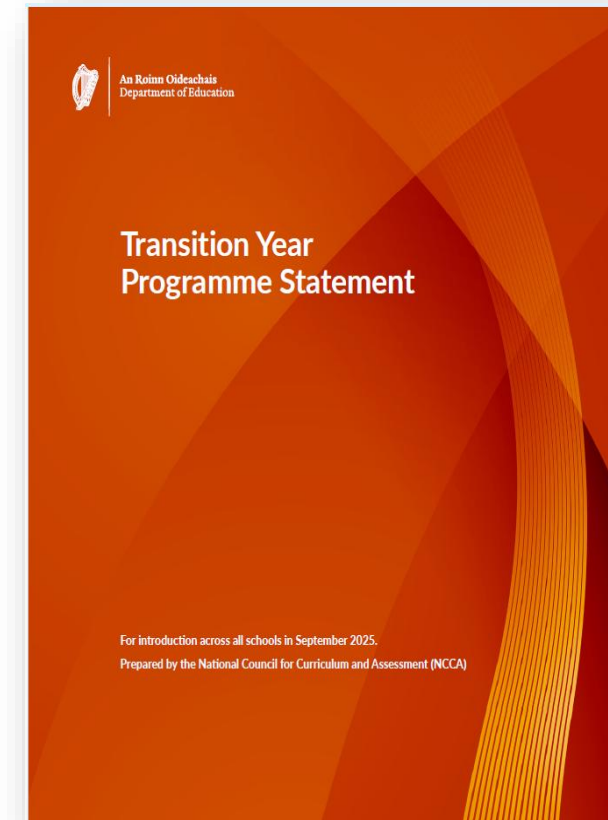
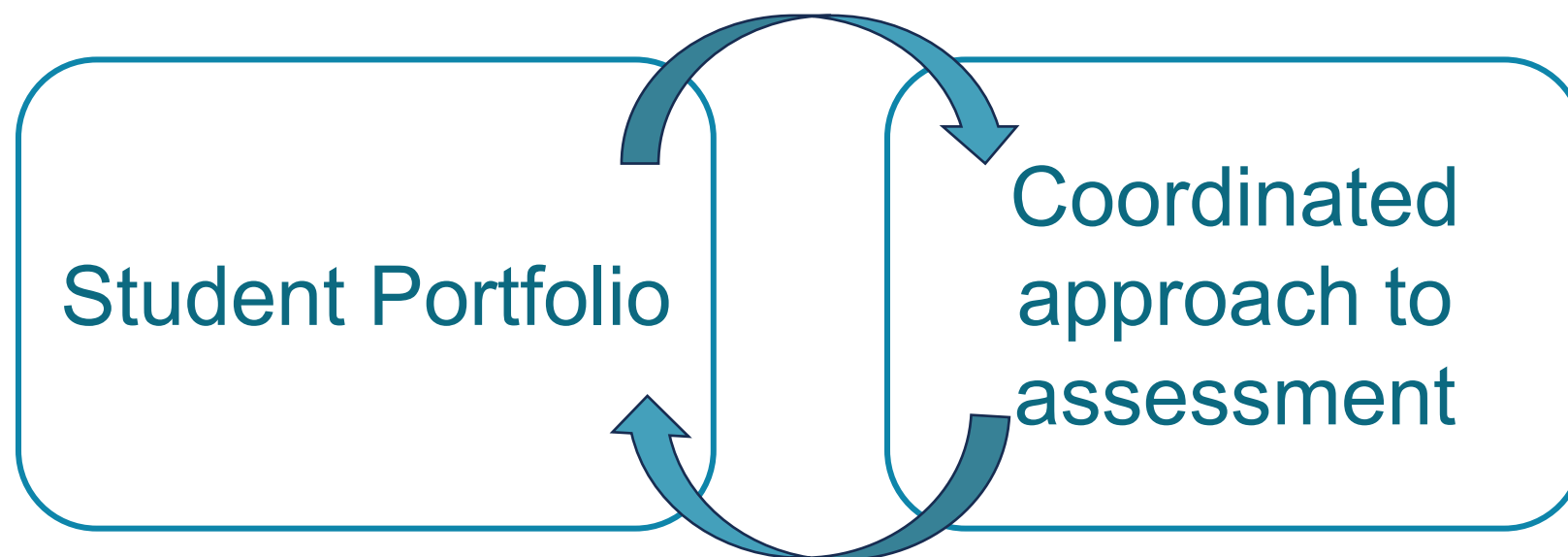
Compliance?



Individual Activity



Evidence of Learning and Reflection



(TY Programme Statement, 2024, p.20)



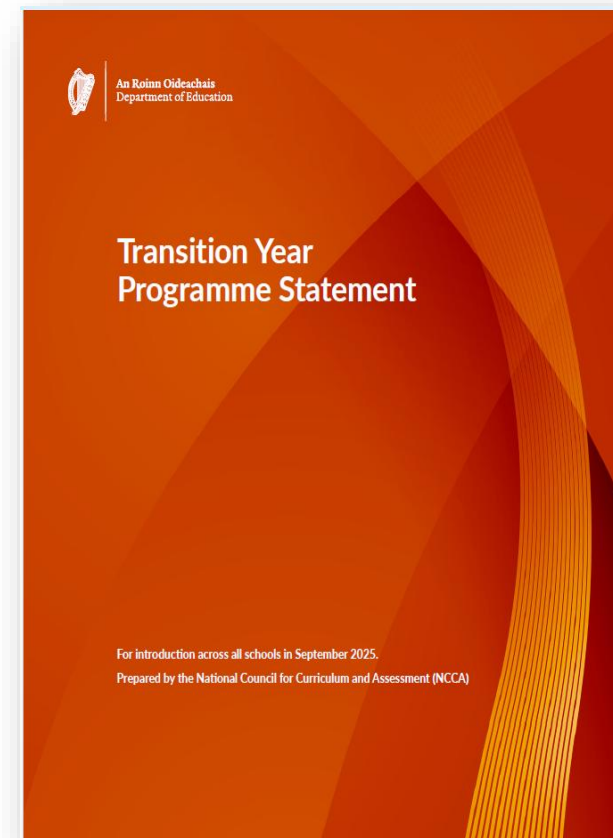
Reporting and Compliance

Digital Portfolio

Or

Physical Portfolio

One class per week

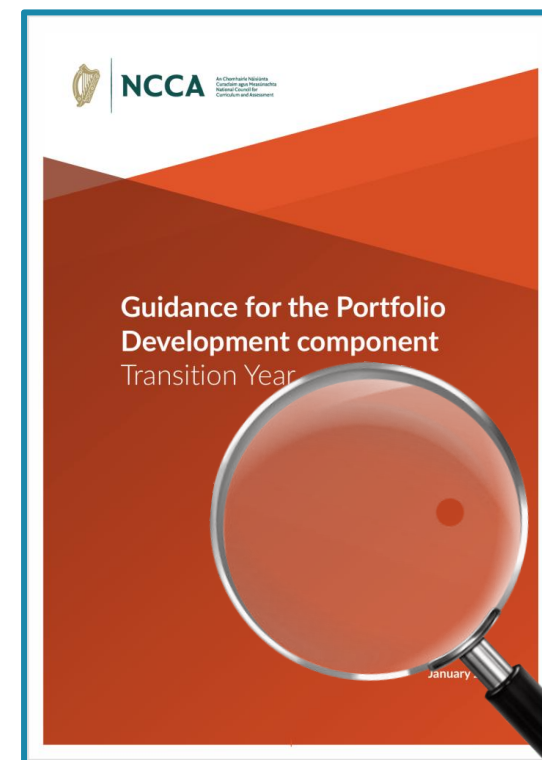


(TY Programme Statement, 2024, p.24)



Why Review Portfolio Practice?

- Capture student voice and experiences
- Celebrate learning and achievements
- Inform our practice using relevant evidence
- Support evaluation of impact across TY
- Inform next steps in programme design





Your School, Your Context

How might portfolio capture key moments and learning experiences across the TY year?

How could students be supported in setting and reflecting on development and learning goals?



Pair Activity



Group Activity



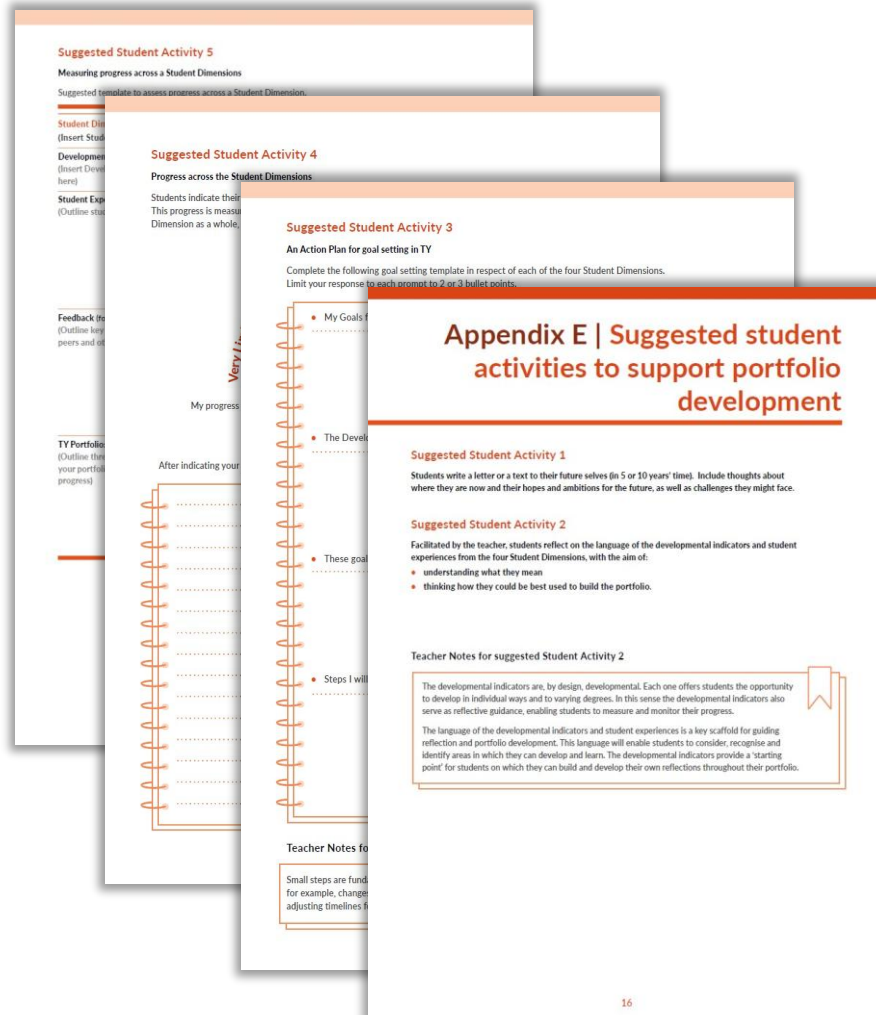
Feedback – Sharing Practice



Group Activity



Supports for Student Goal Setting



Goals should be personal, meaningful, and relevant rather than overly ambitious.

(Guidance for the Portfolio Development Component, 2024, p.5)



Sample of Portfolios

Portfolio 1



<https://bit.ly/4s8HNBo>

Portfolio 2



<https://bit.ly/4dFq93x>

Scan the QR
code or type the
link into your
browser.



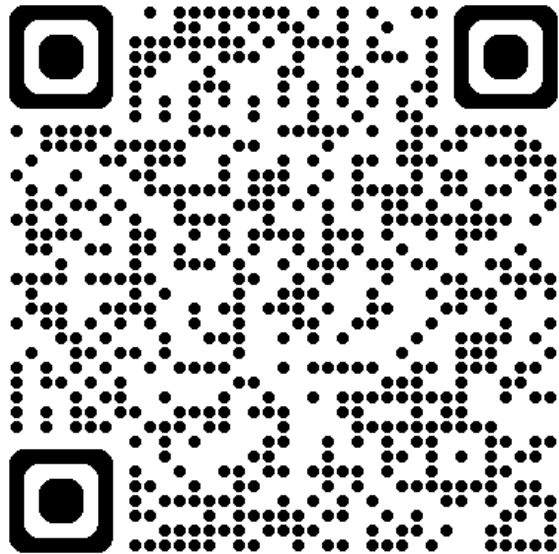
Group Activity

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Group Activity– Explore One Portfolio



IdeaBoardz

- How did students document their progress over the year?
- What evidence is there of progress across the student dimensions?
- How is reflection supported or evident?





Appendix A : Reflections on Key Moments and Learning Experiences

3. Prompts to help students reflect on their learning

- The most important thing I learned was...
- I changed my assumptions about...
- What I learned from the challenges I encountered was...
- I am more aware of my personal values, which are...
- I took personal responsibility when...
- I became better at decision making when I...
- I found feedback helpful for...
- New skills and new learning strategies I developed were...
- I enjoyed sharing my learning with... when...
- I was taken out of my comfort zone when...
- I built good relationships with... by...
- In communicating with others I can...
- A career I am interested in now is... because...
- Something I would like to explore more is...
- What surprised me was...
- What really made me think was...

Appendix A | Sample prompts to support student reflection

1. Prompts to ask students on a developmental indicator
In considering a developmental indicator, for example, *Being more open to trying a range of learning strategies* (Student Dimension – Being a Learner), the types of questions or prompts outlined below could support student reflection.

Developmental Indicator: **Being more open to trying a range of learning strategies**

- Describe some learning strategies you are experiencing or trying in TY? Strategies which I am finding work best/do not work well for me are...
- Are there patterns in the types of learning strategies that work best for you? These are...
- When I use a new learning strategy in the classroom it makes me feel...
- When you come across a difficult concept, do you stick with a certain method, or do you try something new that perhaps a teacher has shown you? Explain.
- When working with others during my learning, or in completing a project, I feel...
- The learning strategies I have avoided in the past are... Could there be a benefit in trying some of these strategies again now?

2. Prompts for critical reflections on mistakes and successes over the year
Students could be invited to think about their recent mistakes and successes in TY, and how they have learned from them.

Examples of questions to support key critical reflections might include:

• How did I discover the mistakes?	• What contributed to my success?
• Why did I make these mistakes?	• How did I feel when I succeeded?
• What help did I need to fix the problem?	• Where did my best learning occur?
• What have I learned from the mistakes I have made?	• How can I build on this success?
• How will I manage mistakes I make in future?	• Did I change anything about how I learn, how I do things and how I interact with others?
• What skills or strengths did I use to achieve success?	

Critical reflections involve analysis, self-enquiry and self-evaluation, resulting in students' better understanding the impact of specific experiences.

(Guidance for the Portfolio Development Component, 2024, p.8)




Appendix B : Suggested ways for students to document their progress

Appendix B | Suggested ways for students document their progress

Throughout TY students are encouraged to document their progress and reflections in a variety of ways, which might include, but not be limited to:

Advertisements	✓	Photographs	✓
Annotations	✓	Poems	✓
Biography	✓	Questions	✓
Body language	✓	Reference letters or references	✓
Charts or graphs	✓	Reviews (written or oral)	✓
Collages	✓	Reflections (written or oral)	✓
Collections of material or objects	✓	Stories or story books	✓
Constructions	✓	Symbols or icons	✓
Diary entries	✓	Timelines	✓
Dramatisations	✓	Videos	✓
Equations	✓	Word clouds	✓
Feedback	✓		
Graphic stories	✓		
Illustrations or drawings	✓		
Interviews (written or oral)	✓		
Journaling	✓		
Letter writing	✓		
Lists	✓		
Mind maps or other graphic organisers	✓		
Movements	✓		
Music, sound or musical ideas	✓		
Photograph essays	✓		



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Throughout TY students are encouraged to document their progress and reflections in a variety of ways.

(Guidance for the Portfolio Development Component, 2024, p.12)



Appendix D: Suggested template for reviewing student experiences and example

A sample reflection on a student experience, the TY Musical, is given below.

Student Experience:	Collaborative projects, competitions, activities over goals: TY Musical	
Student Dimensions	Developmental indicators identified	Pro
Personal Growth	Becoming more assured and confident about themselves as a person. Adapting better to groups and new social environments.	The parts were... Groups I p... The group were... Be... The group because...
Being a Learner	Exploring their own personal interests. Being more willing to learn from mistakes and expand their comfort zone.	What I lea... interests t... Mistakes I had to be...
Civic and Community Engagement	Recognising and engaging with complexing and uncertainty. Becoming more involved with creative and cultural activities.	The great... I felt unce... I became... I broaden...
Career Exploration	Acquiring more vocational, organisational and communication skills. Opportunities for assessing aptitudes and abilities.	The skills... I am inter... skills more... What I we...

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Appendix D | Suggested template for reviewing student experiences and example

Student Experience:		
Student Dimensions	Developmental indicators identified	Student reflection
Personal Growth		
Being a Learner		
Civic and Community Engagement		
Career Exploration		

14

Student experiences offer opportunities for learning and development, and the developmental indicators can assist students in their reflections.

(Guidance for the Portfolio Development Component, 2024, p.6)

Sample reflection on a student experience



Reflection on your Learning Experiences

Using the template from Appendix D, chose one Transition Year learning experience

What **Developmental Indicators** are most relevant to the learning experience?

What prompts would support student reflection under each **Student Dimensions**?

Appendix D | Suggested template for reviewing student experiences and example

Student Experience:		
Student Dimensions	Developmental Indicators Identified	Student reflection
Personal Growth		
Being a Learner		
Civic and Community Engagement		
Career Exploration		

14

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

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 their own cycle

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.

CAREER EXPLORATION
Developmental Indicators
being more informed on the links between education and career opportunities
increasing their awareness of personal interests, attitudes, 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
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

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 aptitudes



Pair

Activity



Feedback – Sharing Practice



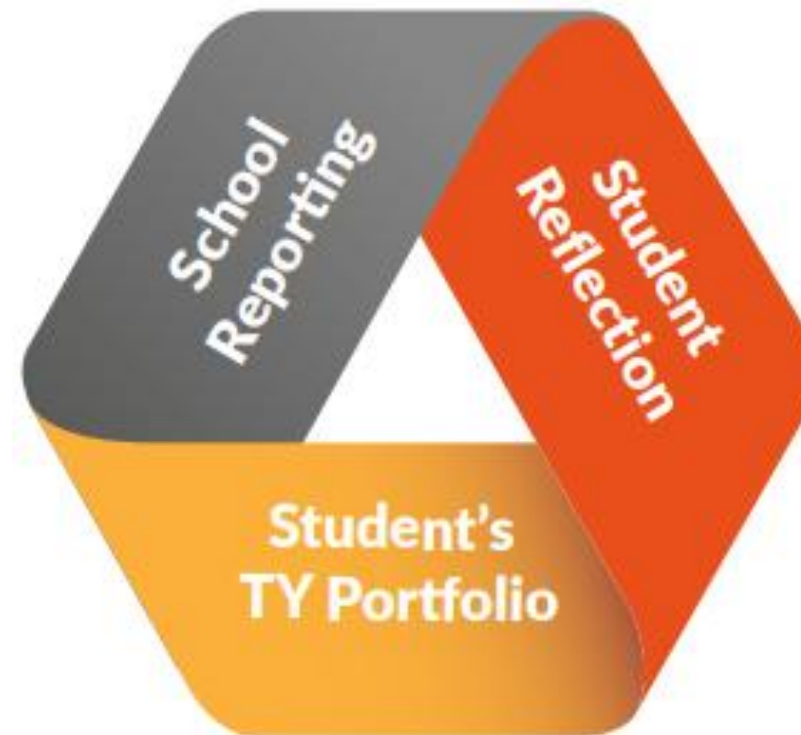
Pair Activity



Recognising and Reporting

The portfolio is the link between TY evidence and:

- school reporting practices
- communication with parents
- student narrative of achievement





Portfolio Development: Next Steps



Think

Where are you now?

- What are your current portfolio practices, successes, or examples?



Pair

Where can you go?

- Imagine opportunities to expand or deepen portfolio use.



Reflection



Session Overview

Review your current TY portfolio practice.

Explore and **evaluate** portfolio approaches through collaboration

Refine, **update** and strengthen portfolio development and practice using NCCA supports



Intended Learning

01

Recognise the Audit, as a tool for reflection and renewal of the TY Programme

02

Deepen understanding of how micro-modules can be used to refresh and evolve our TY programme

03

Reflect on and improve TY portfolio practice through collaborative, evidence-informed evaluation

Oide TY Communications

Cumarsáid na hIdirbhliana ó Oide



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@Oide_TY



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Primary Transition
Year Mailing List to
receive news and
updates



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Learning of School Leaders
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Feedback

Please take a moment to scan the QR code and answer the short feedback form.

Please provide your email if you are interested in sharing your TY practice.

Sustaining and Strengthening
Transition Year: PLE 4





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Míle buíochas



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