



Glossary

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

Student Dimensions describe the ways in which students can develop in Transition Year (TY) and the experiences that can support this development. The Student Dimensions set out the parameters for the development of the student and are the key foundations upon which TY programmes are designed.

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

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

Curriculum Dimensions guide schools in how best to steer the design and progression of their TY programme. They provide the design parameters to assist schools in developing, evaluating and renewing their TY programme.

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

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

(TY Programme Statement, p. 30)