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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Guidance in Transition Year

Profession Learning Experience (PLE) for Guidance Counsellors

Webinar

Tuesday 28<sup>th</sup> April 2026

Joanne Parry, Sinéad Duffy & Niamh Uí Thuama

Professional Learning Leaders in Guidance



# This webinar offers participants an opportunity to



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1 hour &  
15 mins

1. Discover how the **TY Programme Statement 2024** supports **career guidance** and **holistic student development**.

2. Explore engaging and practical ways to **support students' career exploration** during Transition Year.

3. Connect the rich **learning opportunities** within TY to strengthen **guidance planning and practice**.



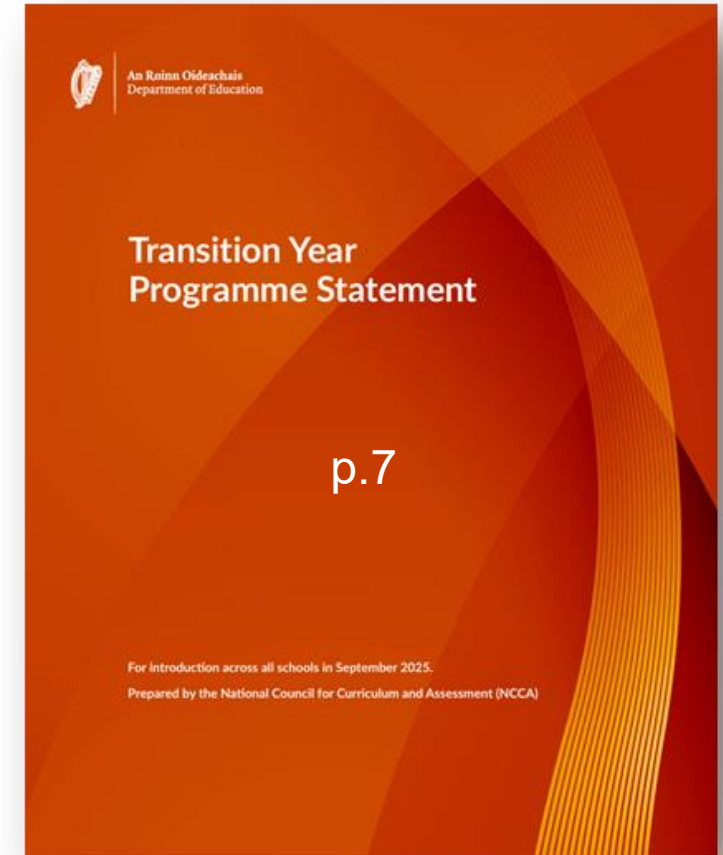
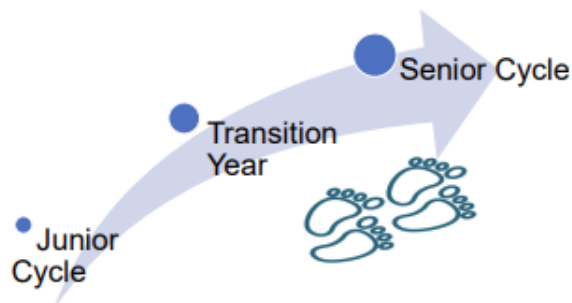
<https://tinyurl.com/Guidance-in-TY-Webinar-2026>



# Transition Year Programme Statement Overview

## Purpose of the TY Programme Statement

- "Designed around the **development** of students moving **from junior cycle into senior cycle**, and as they prepare for their future lives..."
- "The statement offers guidance to schools on **how to develop** a TY programme for all students."



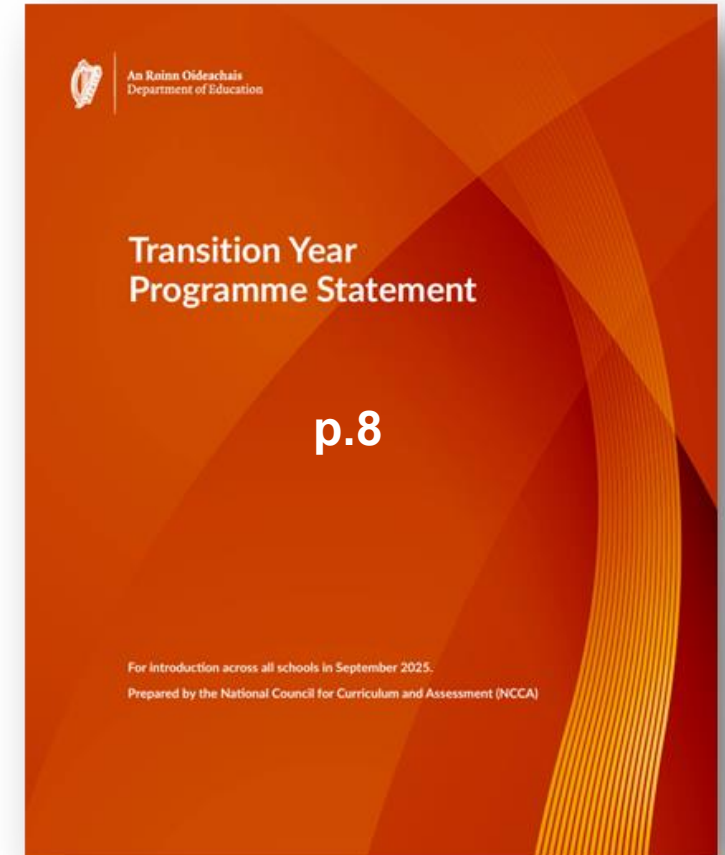
# Transition Year Programme

## Aims:

1. “nurture the **development of the student as a whole person** by building on their previous experiences...”
2. “create space and opportunities for meaningful, **enjoyable learning experiences** through which the **key competencies** of the student can be developed...”
3. “expand the student’s experiences and awareness of **diverse future pathways**...”
4. “**evolve** continuously to support the learning and development of the student through a **reflection and renewal process**...”



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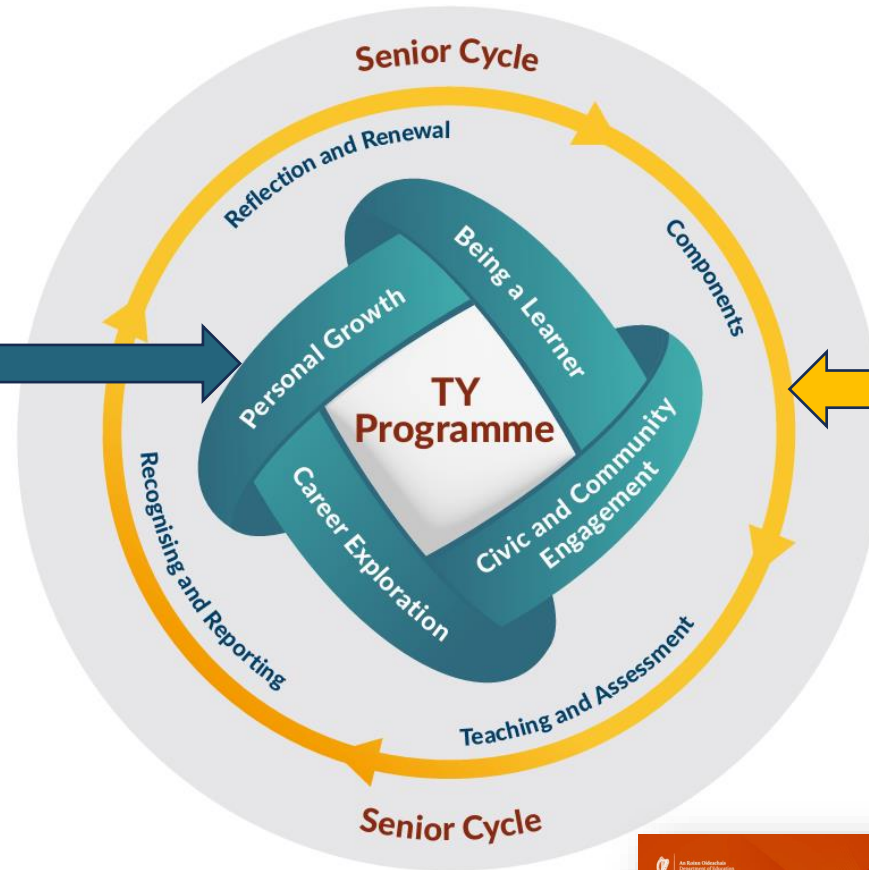
# TY Programme Statement Concepts and Terms



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Student Dimensions

“Describe the ways in which students can develop in Transition Year (TY) and the experiences that can support this development.”



Curriculum Dimensions

“They provide the design parameters to assist schools in developing, evaluating and renewing their TY programme.”



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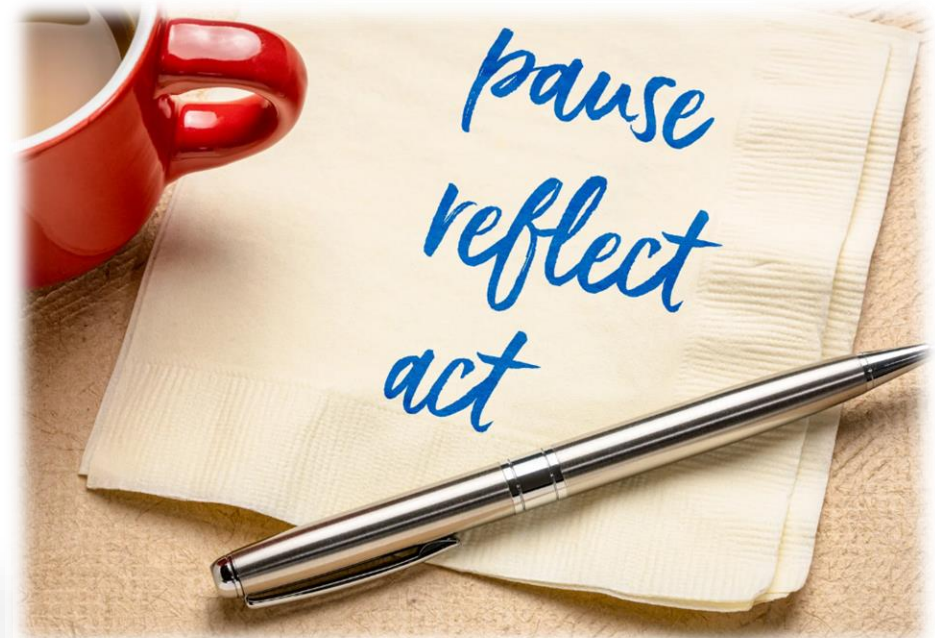
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# Check and Reflect



- What does **Guidance currently** look like in Transition Year in your school?

- Take a moment to note ...



<b>Whole-school guidance</b>	<p><b>Guidance in Transition Year</b></p> <p><b>Next Steps:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Group guidance</b>
All		All
Some		Some
Few		Few
<b>Classroom guidance</b>		<b>One-to-one guidance</b>
All		All
Some	Some	
Few	Few	

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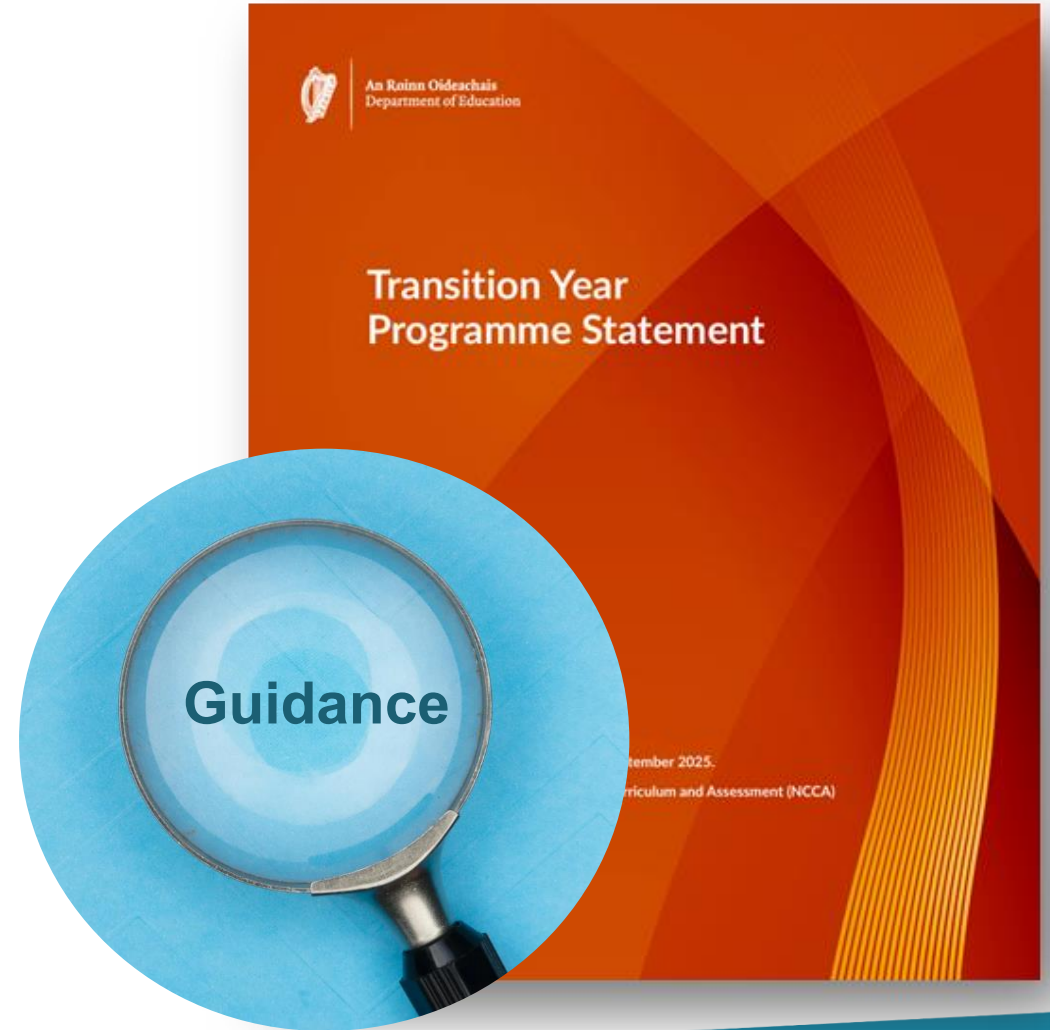
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# Transition Year through the lens of Guidance



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1. How does the TY  
Programme Statement 2024  
support **career guidance**  
and **holistic student**  
**development**?





## Guidance

“Guidance is holistic by definition. It involves integrating the personal and social development of the individual into any education and career development, and planning for informed and meaningful decisions”  
(DEY [Circular 01/2025](#), p.6)



## 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 can support this development. The Student Dimensions are described in Table 1.

NCCA, TY Programme Statement 2024, p.11

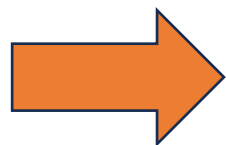
Table 1: Student Dimensions.

Student Dimension	Description
Personal Growth	Students mature socially and emotionally over the course of the year, developing in areas that include health and wellbeing, autonomy, identity, empathy and leadership.
Being a Learner	Building on their previous experiences, students begin to develop as senior cycle students, embracing opportunities and strategies for learning that work best for the student now and into the future.
Civic and Community Engagement	Students make a positive difference in their schools, communities and society. They learn to act on their responsibilities and exercise their rights as local, national and global citizens in ethical and sustainable ways.
Career Exploration	Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.

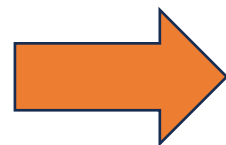


# Holistic Guidance: Personal Growth

How can TY students develop personally through Guidance?



What experiences will support this growth?



## Personal Growth

Students mature socially and emotionally over the course of the year, developing in areas that include health and wellbeing, autonomy, identity, empathy and leadership.

### Becoming more assured and confident

#### 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.

### Setting and reviewing goals

### Knowing how to make decisions

### Collaborative projects

#### 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.

### Individual tasks

### Guided reflection and review of personal goals



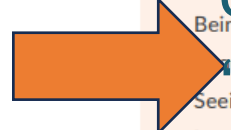


### Being a Learner

Building on their previous experiences, students begin to develop as senior cycle students, embracing opportunities and strategies for learning that work best for the student now and into the future.

#### 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.
- Gaining 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 competences.
- A variety of pedagogies consistent with realising the aims of the Programme Statement and supporting developmental indicators for all students.
- Meaningful learning opportunities that engage student interest.
- 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.



Setting learning goals and reviewing them regularly

Having a greater appreciation of lifelong learning

Broadening their communication and presentation skills

Sampling of subjects.

Guided creation of a portfolio

A range of individual and team projects, competitions, activities

# Holistic Guidance: Being a Learner.

## How can TY students develop as learners through Guidance?

## What experiences will support their learning?



NCCA, TY Programme Statement 2024, p.14

### Civic and Community Engagement

Students make a positive difference in their schools, communities and society. They learn to act on their responsibilities and exercise their rights as local, national and global citizens in a fair and sustainable ways.

#### Developmental indicators

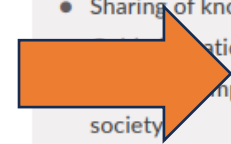
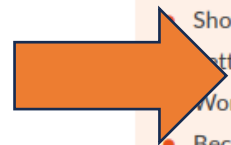
- Sustaining more caring and respectful relationships with people, place and nature.
- Having a greater appreciation and respect for human dignity and diversity.
- Deepening their awareness and sense of empathy, identity and belonging.
- Recognising and engaging with complexity and uncertainty.
- Taking 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 cooperatively 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 with the school community and student community stakeholders.
- Presentation of a portfolio that captures their civic and community engagement.
- Participation in competitions, activities in the classroom, school, at home, in local communities and in society.
- Meaningful involvement with shaping school culture.
- Learning opportunities around equality, diversity and inclusion.

Deepening awareness and sense of empathy, identity and belonging  
Showing more initiative in their schools, communities and society

Working with local or national organisations and businesses over the year  
Education on sustainable development



# Holistic Guidance: Civic and Community Engagement.

How can TY students engage in their schools, community and society through Guidance?

What experiences will support their engagement?



# Holistic Guidance: Career Exploration.

How can TY students explore careers through Guidance?

What experiences will support their exploration?

## Career Exploration

Students explore diverse future pathways in a guided and coordinated manner gaining first-hand workplace experience to developing career-related competencies.

### Developmental indicators

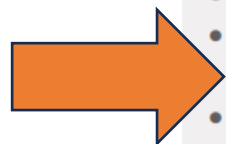
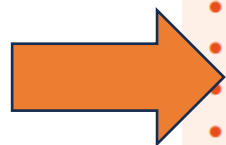
- Being more informed on the links between education and career opportunities.
- Increasing their awareness of personal interests, aptitudes, values and dispositions.
- Identifying and reviewing career-related goals more regularly.
- Having a greater capacity to research and critically reflect upon career 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 in 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.

Being more informed on the links between education and career opportunities,  
Having more awareness of the world of work and enterprise

Work placements  
Career guidance and classroom support on a range of future pathways  
Access to career-related events





# Transition Year through the lens of Guidance

2. How could **Guidance** support students' **career exploration** during Transition Year?



# WHY? Guidance, Career-management skills, employer engagement and pathways.



*'A focus on **career-management skills** and lifelong **career mobility** will instill the language of **skills development** and a sense of **agency** and **empowerment** in students, as they engage with their post-primary education.'*

National Strategic Framework for Lifelong Guidance (2024-2030)

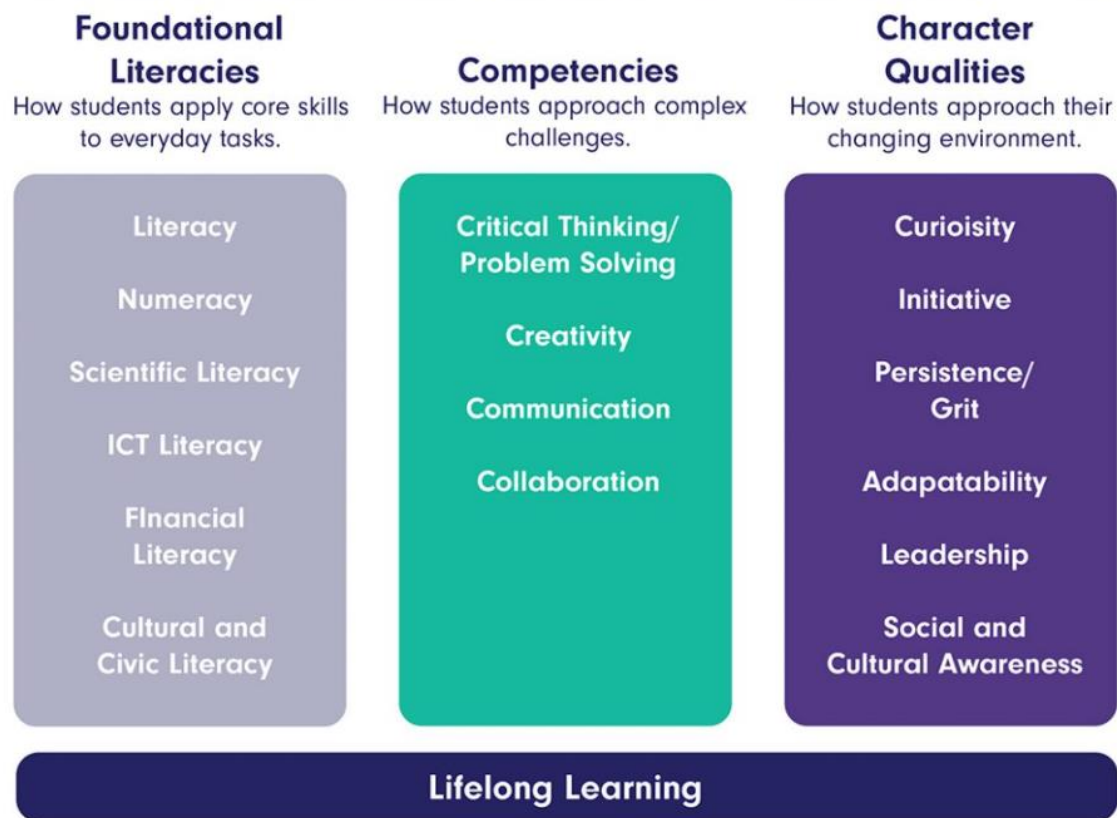
*'There are many **opportunities** within the **formal, extra-curricular** and **co-curricular** programmes whereby **engagement with employers** may be possible for post-primary student.'*

*'Exposure to the **world of work** and reflections on learnings can maximise **experiential learning** and support students in making informed educational and career choices.'*



# Career Exploration for future development

## 21st Century Skills



*‘Young people in Ireland are living in a **rapidly changing world** characterised by globalisation and urbanisation, diversifying communities, expanding digital and technological developments, changes in the world of work and career patterns, and an urgency for global sustainable living.... the TY programme offers a **unique opportunity** where schools and communities can collaborate to encourage young people to **thrive now and into the future.**’*

NCCA, TY Programme Statement 2024, p7

*Adapted from World Economic Forum, New Vision for Education, 2015.*

# WHAT?

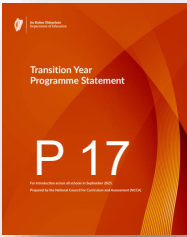
## Career Exploration: Sample components



Student dimension **Components** Guidance for accommodation of components

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

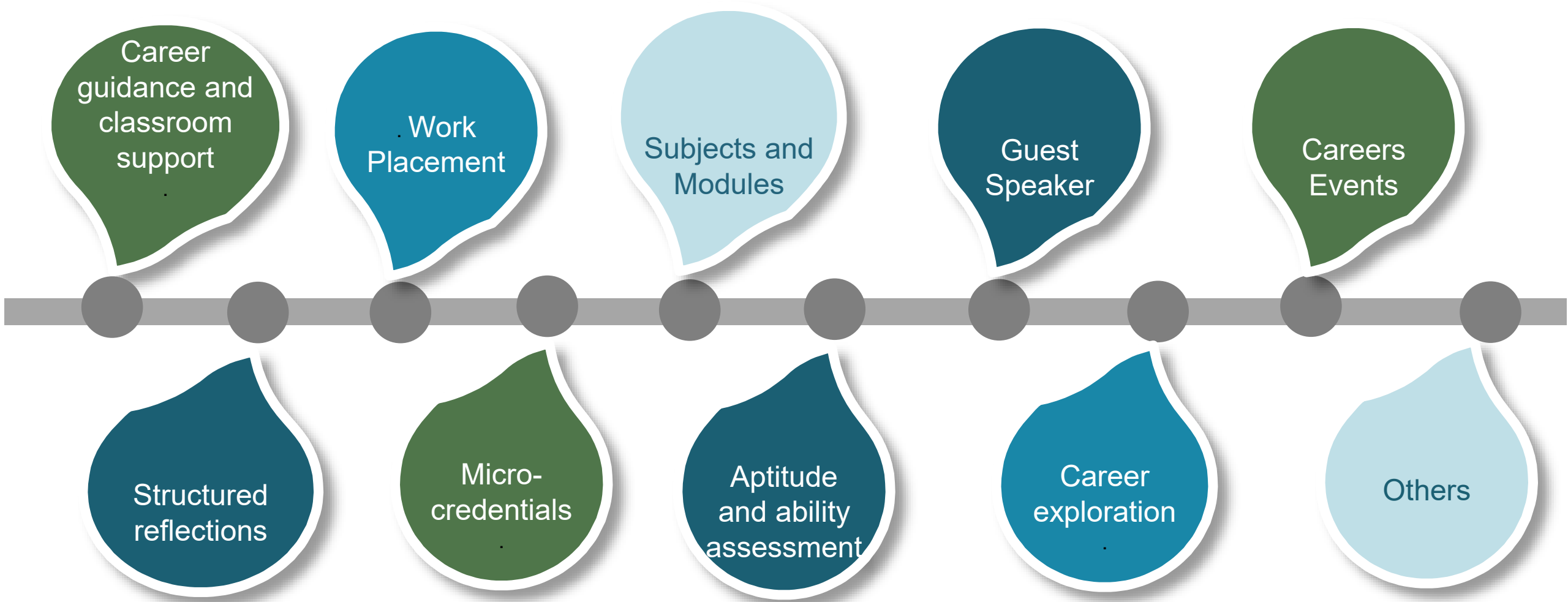
Which components related to Career Exploration are already in your school?



# Career Exploration: sample experiences



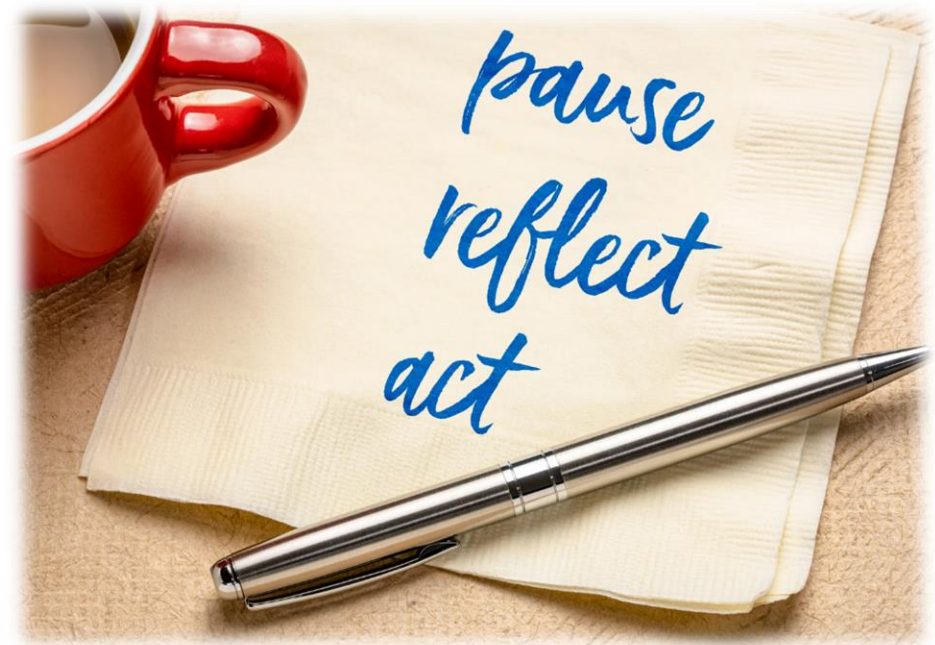
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# Check and Reflect

- What Career Exploration Components and Experiences are currently in your school?
  - Take a moment to note ...



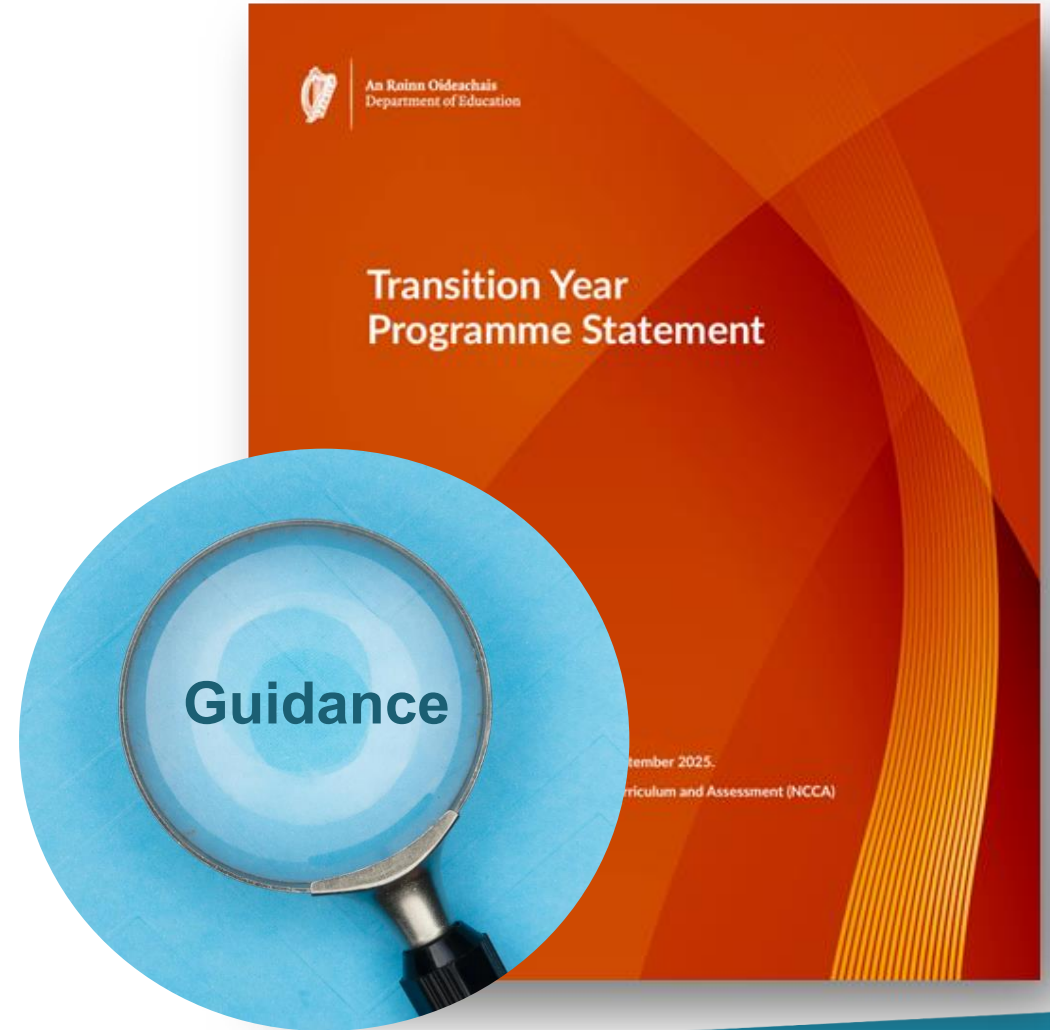
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Reflecting on our curriculum through Career Exploration				
<b>1. Reflect back on our current TY curriculum by:</b> <ul style="list-style-type: none"> <li>Identifying each aspect of the current TY curriculum that supports the Student Dimension</li> <li>Underline any aspect of the curriculum not working well, needs to be reviewed, or replaced to allow for alignment with the 2024 TY Programme Statement, including developmental indicators.</li> </ul>		<b>Career Exploration</b> Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.	<b>2. Reflect forward to our renewed TY curriculum by:</b> <ul style="list-style-type: none"> <li>Building upon the current TY curriculum</li> <li>Highlighting below aspects of the current curriculum to be removed or to be reviewed for improvement</li> <li>Including any new aspects of the curriculum to better support Student Dimensions and align better with the TY Programme Statement.</li> </ul>	
Curriculum Dimensions				
Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal	
<b>Developmental Indicators</b> <ul style="list-style-type: none"> <li>Being more informed on the links between education and career opportunities.</li> <li>Increasing their awareness of personal interests, aptitudes, values and dispositions.</li> <li>Identifying and reviewing career-related goals more regularly.</li> <li>Having a greater capacity to research and critically reflect upon career pathways.</li> <li>Acquiring more vocational, organisational and communication skills.</li> <li>Learning how to generate ideas and turn ideas into action.</li> <li>Improving their workplace knowledge and behaviours through first-hand experience.</li> <li>Having more awareness of the world of work and enterprise.</li> </ul>				



# Transition Year through the lens of Guidance

3. How to **connect** the rich **learning opportunities** within TY to strengthen **guidance planning and practice?**



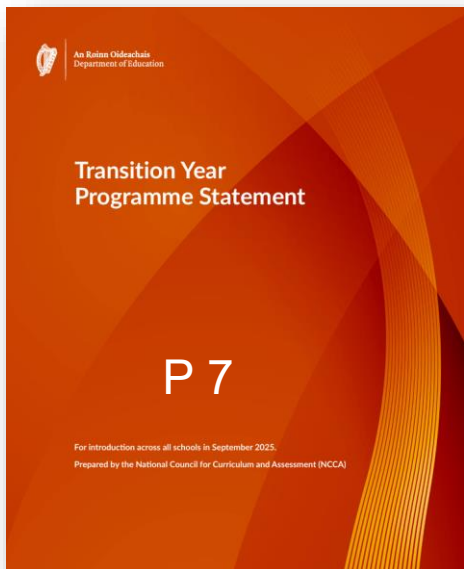
# HOW? Considerations for planning



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*“...a school’s **WSG plan** should **integrate** pertinent aspects of the **TY Programme Statement** . This **includes, but is not limited to** the ‘**career exploration**’ dimension, which should be reviewed by **WSG-teams** and **integrated into WSG plans and programmes ...** “*

Circular 01/2025, p.3



*“Schools have **autonomy and flexibility** to **design** their **TY programme** within the **parameters** of this **TY Programme Statement.**”*

NCCA, TY Programme Statement 2024, P7.



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Supporting the Professional Learning of School Leaders and Teachers

# Planning Teams



## TY Core Team

- **led by the TY Coordinator**
- *will generally include the TY Coordinator, TY Year Head where the role exists, a **guidance counsellor** and a number of **teachers...***
- *involved with the coordination and development of the **TY programme***

NCCA, TY Programme Statement 2024, p.8

## Whole-School Guidance Team

- Typically... will include a member of **senior management, school guidance counsellors** and **others**
- A whole-school guidance team should support **planning development** of a **WSG programme and plan**

DEY IN 01/2024, p.6

# Planning for guidance: a whole school approach



Student dimension	Components	Guidance for accommodation of components
Career Exploration	<p><b>Work Placement</b> <b>Community Placement</b></p>	<p>An appropriate and feasible balance of work-based and community-based placements.</p> <p>A time allocation amounting to the equivalent of two to four weeks of the programme is suggested.</p>
	<p><b>Career guidance</b></p>	<p>One class per week or classes timed to target key career-related learning or events during the year.</p>
NCCA, TY Programme Statement 2024, p.19	<p><b>Additional career-related experiences</b> For example: guest speakers, tasters in apprenticeships/traineeships/ further education/higher education, information days, government supported developmental awards, certified short courses.</p>	<p>Some additional career-related experiences provided by the school may only arise during the year and would need to be notified to students, teachers and parents as soon as is practical.</p>

- Whole School Approach**
- Work-experience co-ordinator
  - Guidance counsellor
  - Member of guidance team supported by the guidance counsellor
  - TY Programme Co-ordinator
  - Subject teacher

Information Note 01/2024, p.14

Table 6: examples of WSG provision for TY students



Activity	Provided by	Guidance for all/some/a few
<p>Classroom guidance module which includes:</p> <ul style="list-style-type: none"> <li>• classes on work experience preparation;</li> <li>• classes on work experience reflection;</li> <li>• classes on subject choice for senior cycle;</li> <li>• classes on 'pathways to the future';</li> <li>• class on preparation for psychometric assessment and;</li> <li>• class on TY portfolio, careers section.</li> </ul> <p>Each module has clear learning outcomes outlined in detail in guidance plan.</p> <p>Or a more comprehensive weekly guidance lesson</p>	<ul style="list-style-type: none"> <li>• Guidance counsellors and/or;</li> <li>• Member of guidance team, supported by guidance counsellors, or;</li> <li>• Work experience co-ordinator, supported by guidance counsellors</li> <li>• member of teaching-staff, supported by the guidance counsellor(s)</li> </ul>	All
Psychometric Assessment Day	Guidance counsellor	Some
Focus on career-management skills and competency development	All subject teachers as part of TY subject modules	All
Scholarship preparation	Academic monitor / Sports and PE Department / Music Department / Drama teacher as appropriate	Few
Student and parent evening on 'Senior Cycle Programmes and Subject Choice'	Guidance counsellor	All
Group meetings on subject choice if needed	Guidance counsellor	Some
Individual meetings	Guidance counsellor	Few

# Examples of Whole-school Guidance Provision for Transition Year Students

# Reflections on Career Exploration for TY students



## Reflecting on our curriculum through Career Exploration

### 1. Reflect back on our current TY curriculum by:

- Identifying each aspect of the current TY curriculum that supports the Student Dimension
- Underline any aspect of the curriculum not working well, needs to be reviewed, or replaced to allow for alignment with the 2024 TY Programme Statement, including developmental indicators.

### Curriculum Dimensions

Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal
Cat 4 GA testing	Careers class and use of Careers Portal and Career Investigation Project	Assessment of Work placement booklets	Weekly Co-ordinators Meeting plus DP
College Awareness Week Speaker		Teacher work visit Evaluation Forms	Regular Meetings with Co-ordinators and Guidance Counsellors
STEMreach – speakers from Law, business etc	TY Enterprise Class, Trade	West Pharma Interview Feedback sheet.	Currently Staff and student annually and sometimes parents
Career Investigation Project	Fair and County Enterprise Finals	Student led TY Graduation Night/ information Night for 3rd Year students and Parents	
College Open Days	TY Work Preparation Class and Work Experience Booklets	TY Work Placement	
Local/National Further Education Taster Days	Digital Tech Courses	Feedback from Employer Report Forms and Teacher Report Forms	
TY Enterprise and Trade Fair	Taster Modules of LC Subjects		
Career Success Programme	TY Coding		
Mock Interviews	TY Hair & Beauty		
Work Experience/Community Work	ICDL Computers and Hospitality Courses		
Subject Choice Forum			
STEM Event / Passport for inclusion – for girls or boys or both			
Med & Law Minis			
Local Media TY Work Experience Programme			
Local Computing Camps			
TY Subject Choice Forum			
Raise Leadership Programme / Mentoring 2nd Years			

### Career Exploration

Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.

### 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.

### 2. Reflect forward to our renewed TY curriculum by:

- Building upon the current TY curriculum
- Highlighting below aspects of the current curriculum to be removed or to be reviewed for improvement
- Including any new aspects of the curriculum to better support Student Dimensions and align better with the TY Programme Statement.

### Curriculum Dimensions

Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal
Perhaps look at the career exploration micro-modules developed by NCCA to replace Cat 4 testing, Career Investigation project, Work Experience, Work Experience Prep – how to use our in-house booklets?	Teachers to include more awareness of links to careers in their areas? Encourage and facilitate students to use their TY portfolio	Incorporate, over next 2 years, work placement assessment into micro-modules on careers? Divide Digital Teams Channel Portfolio to reflect the 4 student dimensions from next year onwards. Information for 3rd Year and their Parents/Guardians on the 4 students dimensions at TY Info Night	Formal Yearly Student, Staff & Parent Review of TY Questions in TY End of Year Interview on the 4 student dimensions from next year onwards
Retain mock-interviews – perhaps as part of the modified careers approach?			

2024/25: Schools can audit their current Transition Year Programme and revise it where necessary in line with the Programme Statement

DEY SC Redevelopment Schools Information note, Sept 2024, Issue 6.



### Curriculum Dimensions

Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal
Cat 4 GA testing College Awareness Week Speaker STEMreach – speakers from Law, business etc <u>Career Investigation Project</u> College Open Days Local/National Further Education Taster Days TY Enterprise and Trade Fair <u>Career Success Programme</u> Mock Interviews Work Experience/Community Work Subject Choice Forum STEM Event / Passport for inclusion – for girls or boys or both Med & Law Minis Local Media TY Work Experience Programme Local Computing Camps TY Subject Choice Forum Raise Leadership Programme / Mentoring 2nd Years	Careers class and use of Careers Portal and Career Investigation Project TY Enterprise Class, Trade Fair and County Enterprise Finals TY Work Preparation Class and Work Experience Booklets Digital Tech Courses Taster Modules of LC Subjects TY Coding TY Hair & Beauty ICDL Computers and Hospitality Courses	<u>Assessment of Work placement booklets</u> Teacher work visit Evaluation Forms West Pharma Interview Feedback sheet. <u>Student led TY Graduation Night/ information Night for 3rd Year students and Parents</u> TY Work Placement Feedback from Employer Report Forms and Teacher Report Forms	Weekly Co-ordinators Meeting plus DP Regular Meetings with Co-ordinators and Guidance Counsellors Currently Staff and student annually and sometimes parents

# An example of Guidance Planning in TY



Curriculum Dimensions			
Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal
Perhaps look at the career exploration micro-modules developed by NCCA to replace Cat 4 testing, Career Investigation project, Work Experience Prep – how to use our in-house booklets?  Retain mock-interviews – perhaps as part of the modified careers approach?	Teachers to include more awareness of links to careers in their areas?  Encourage and facilitate students to use their TY portfolio	Incorporate, over next 2 years, work placement assessment into micro-modules on careers?  Divide Digital Teams Channel Portfolio to reflect the 4 student dimensions from next year onwards.  Information for 3rd Year and their Parents/Guardians on the 4 students dimensions at TY Info Night	Formal Yearly Student, Staff & Parent Review of TY  Questions in TY End of Year Interview on the 4 student dimensions from next year onwards

# An example of Guidance Planning in TY



# A Variety of Data Gathering Methods



Professional Knowledge & Evaluation



Surveys



Google Forms



Microsoft Forms

*'In creating a **WSG plan**, the identified **needs of students and parents/ guardians/ carers are incorporated**. This is a **data-informed** approach to planning, which can be facilitated in many ways: a group of students may be **surveyed** for example, or reflective focus groups with parents/ guardians/ carers/ students could be organised.'*

DEY Circular 01/2025, p.3.

Focus Groups



SST





# Sample yearly planner outline:

## What guidance-related experiences could students have and when?

	Sept.	Oct.	Nov.	Dec	Jan	Feb	March	April	May
<b>All</b>	TY Micro-module: <i>Learning from work experience</i>	College Open Day	Careers evening  Work experience	Class modules on pathways	Work experience  TY Micro-module: <i>Career Foundations</i>	Psychometric assessment	Subject choices	Presentation of career exploration	Transition to 5 <sup>th</sup> year
<b>Some</b>		Workplace visit		STEM event				Mini-company event	
<b>Few</b>	Transition in to TY				One-to-one SC pathway choice		One-to-one subject choice		



# Planning TY Modules



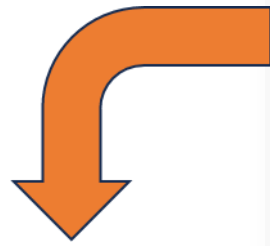
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TY Module Planning Resource

File Type: XLSX

Click to View

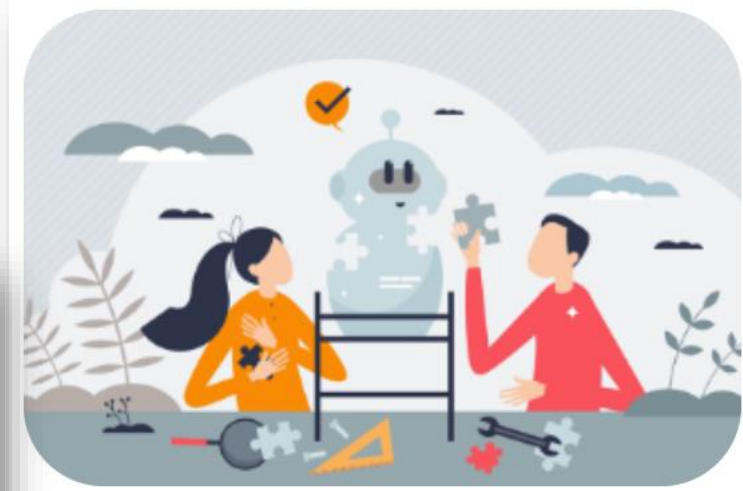


TY-Module-Planning-Resource

File Home Insert Share Page Layout Formulas Data Review

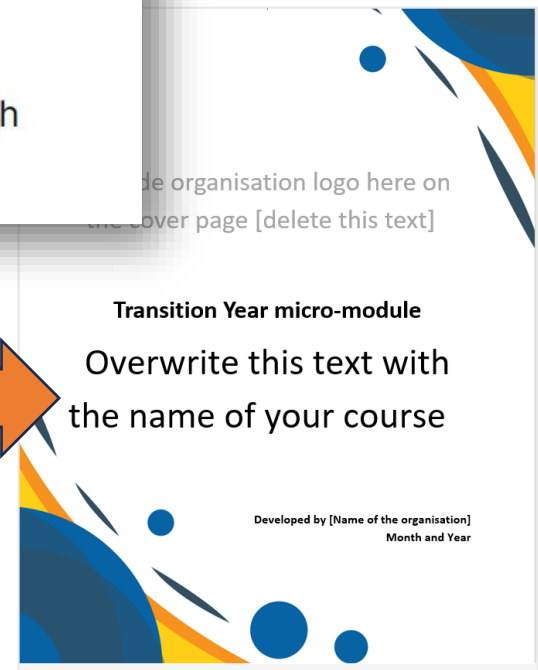
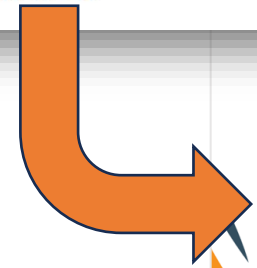
12 B

	A	B
1		
2		
3	<b>Sample TY Planning Resource</b>	
4	<b>Click here to enter module title</b>	
5	Aim/rationale of the module:	
6	Overview: (a short statement briefly describing the module):	Prior Learning (how the learning builds on learning from junior Cycle):
7	Cross Curricular Links:	
	Learning Outcomes: (Brief overview of knowledge, skills, values, and dispositions which students will demonstrate as a result of the learning associated with the module):	Time Allocation:



## Micro-Module Template

Develop a micro-module through the NCCA template (word)



Organisation logo here on the cover page [delete this text]

**Transition Year micro-module**

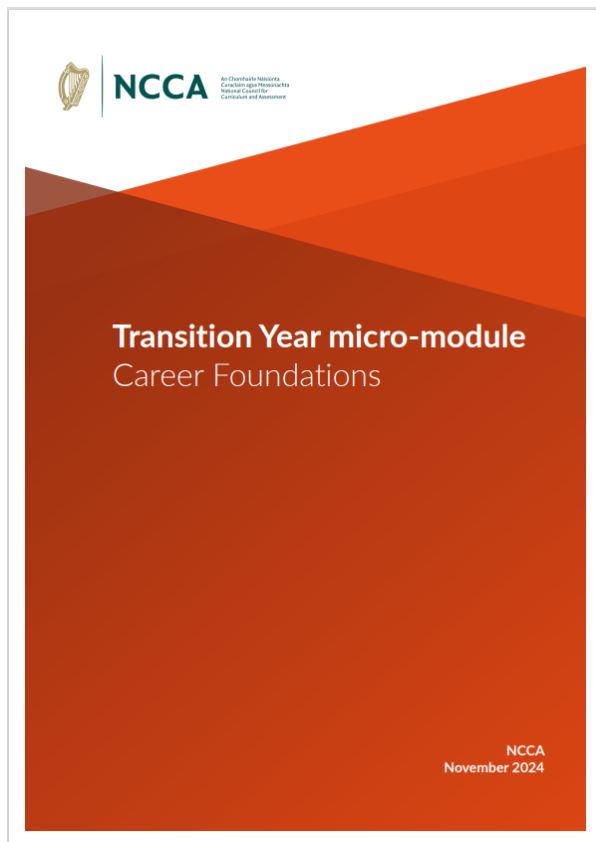
Overwrite this text with the name of your course

Developed by [Name of the organisation]  
Month and Year

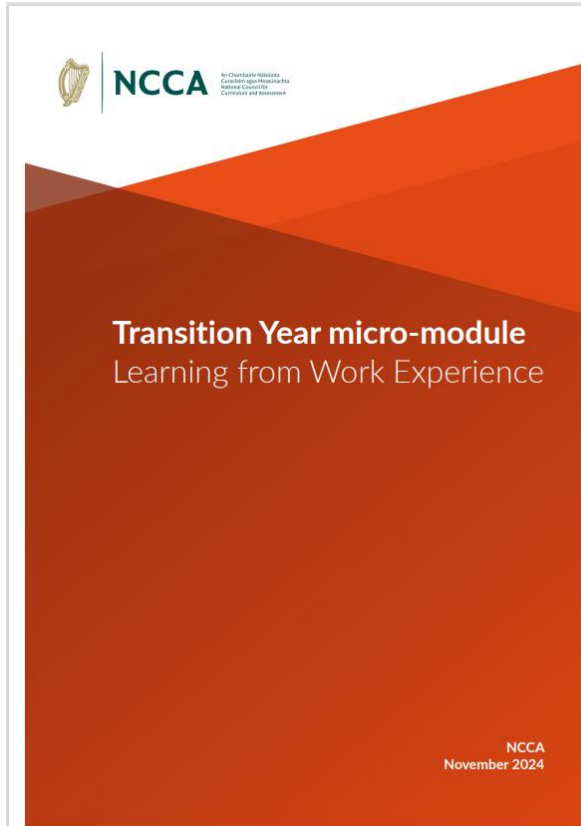
# Sample micro-modules



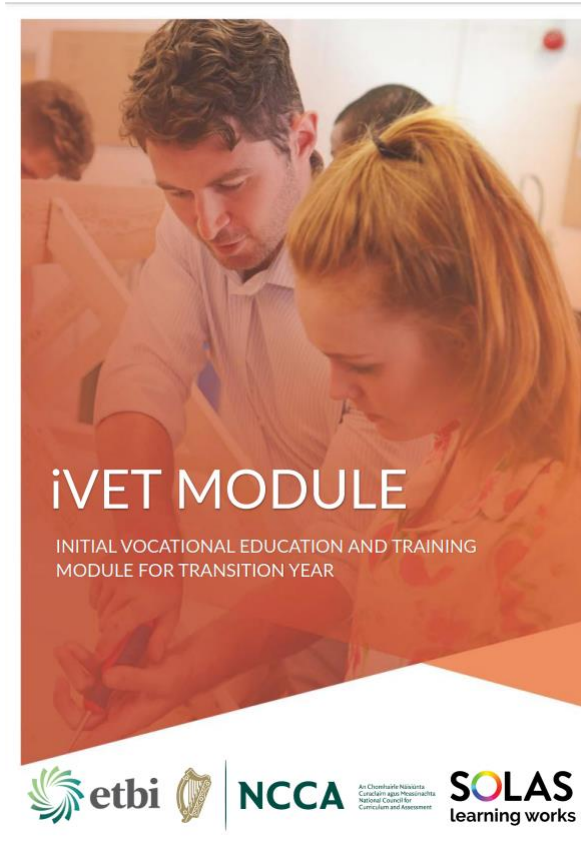
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Exploration of diverse future pathways;  
Development of competencies.



Expand view and navigation of the world of work  
Develop understanding of interests, abilities, personality and skills.



Introduction to hands-on experiences and FET Pathway courses offered by ETBs”



Leadership skills,  
Emotional intelligence,  
Personal growth  
Self-reflection.

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

# Curriculum Dimension: Recognising and Reporting



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## School reporting

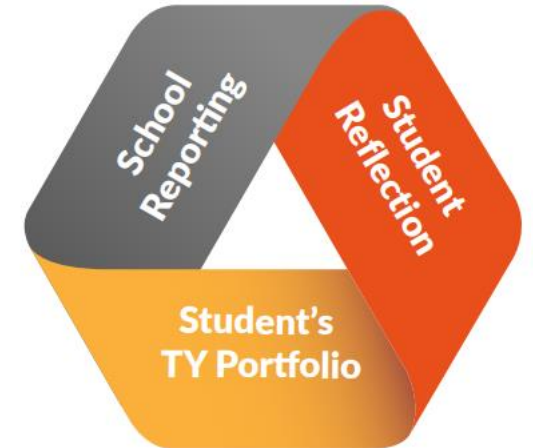
broad,  
aligned to the  
**developmental indicators,**  
**assessment of learning** in  
components,  
**term reports/ bulletins/ end-of-year celebration.**

## Student reflection

students can **speak to their experiences,**  
  
based on their  
**critical reflections**  
on key learning and achievements,  
  
**interview/ end-of-year presentation.**

## The student's TY portfolio

**individual student portfolio,**  
**digital and/or physical,**  
**showcase** learning and achievements,  
apply reflective and  
**critical thinking,**  
students can **review their developmental goals.**



NCCA, TY Programme Statement 2024, p.23-5

# Curriculum Dimension: TY Portfolio



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*'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.'*

TY Programme  
Statement 2024, P24

**NCCA** An-Chomhairle Náisiúnaí Curála agus Measúnaithe National Council for Curriculum and Assessment

**Guidance for the Portfolio Development component**  
Transition Year

**Formative Assessment Using Digital Portfolios**

**Oide** Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers



Goal setting and review of goals



Chronological review of student experiences



Progress across each student dimension



Critical reflection on key learning and achievement





# Inclusion: Enhancing Experiences for All

*‘The educational experience in senior cycle should be **inclusive of every student**, respond to their **learning strengths and needs**, and **celebrate, value, and respect diversity.**’*

TY Programme Statement 2024, P3



- GUIDANCE FOR A FEW  
More intensive, individual or specialised
- GUIDANCE FOR SOME  
More targeted
- GUIDANCE FOR ALL  
Universal design

1	A	B	C	D	E	F	G
2	Anticipated Needs (expand, delete)	All	Some	Few	How could these needs be met?	Who could support these needs?	Timing/When?
3	Emerging First Years						
4							
5							
6							
7	First Year Students						
8							
9							
10							
11							
12	Second Year Students						
13							
14							
15							
16							
17	Third Year Students						
18							
19							
20							
21							
22	Transition Year Students						
23							
24							
25							
26							



# Check and Reflect

## What are my next steps in planning for TY Guidance?

- Take a moment to note ...

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



<b>Whole-school guidance</b>	<p><b>Guidance in Transition Year</b></p> <p><b>NEXT STEPS:</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<b>Group guidance</b>
All		All
Some		Some
Few		Few
<b>Classroom guidance</b>		<b>One-to-one guidance</b>
All		All
Some	Some	
Few	Few	

Reflecting on our curriculum through Career Exploration											
Curriculum Dimensions											
Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal								
<p>1. Reflect back on our current TY curriculum by:</p> <ul style="list-style-type: none"> <li>Identifying each aspect of the current TY curriculum that supports the Student Dimension</li> <li>Underline any aspect of the curriculum not working well, needs to be reviewed, or replaced to allow for alignment with the 2024 TY Programme Statement, including developmental indicators.</li> </ul>		<p><b>Career Exploration</b> Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.</p> <p><b>Developmental indicators</b></p> <ul style="list-style-type: none"> <li>Being more informed on the links between education and career opportunities.</li> <li>Increasing their awareness of personal interests, aptitudes, values and dispositions.</li> <li>Identifying and reviewing career-related goals more regularly.</li> <li>Having a greater capacity to research and critically reflect upon career pathways.</li> <li>Acquiring more vocational, organisational and communication skills.</li> <li>Learning how to generate ideas and turn ideas into action.</li> <li>Improving their workplace knowledge and behaviours through first-hand experience.</li> <li>Having more awareness of the world of work and enterprise.</li> </ul>									
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Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal								

# Recap



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We hope that this webinar has given you the opportunity to:

1. Discover how the **TY Programme Statement 2024** supports **career guidance** and **holistic student development**.

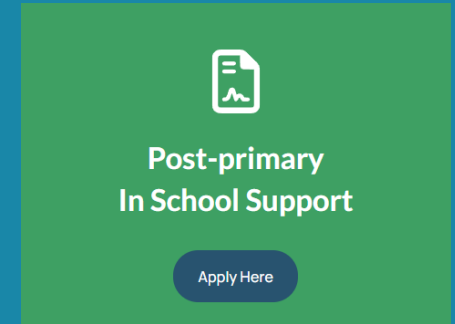
2. Explore engaging and practical ways to **support students' career exploration** during Transition Year.

3. Connect the rich **learning opportunities** within TY to strengthen **guidance planning and practice**.





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Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Míle buíochas



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