Oide

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Supporting the Professional Learning of School Leaders and Teachers

Visual Art/Art

Professional Learning Booklet

2025-2026

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Table of contents

Today we will..... 1

See, Think, Me, We..... 2

Pause and Reflect: Supporting Transitions in Art Education..... 3

Audio Thinking Strategy..... 4

Transition Year Programme Statement Aims..... 5

Key Competencies in Senior Cycle..... 6

Student Dimensions and Developmental Indicators..... 7

Pause and Reflect: What do you aspire to develop? 11

Modelled Approach to Drafting a Micro-module..... 12

Pause and Reflect: Supporting Learner Experiences in TY Art Education..... 14

Learning Outcomes 15

Pause and Reflect: What one actionable step will you take? 17

Action Verbs 18

Glossary 22

References 23

Today we will

Examine how learner transitions are supported within post-primary Art education, considering recent curriculum developments.

Explore the purpose of transition year in the context of post-primary Art education.

Collaboratively plan a TY Art micro-module utilising the NCCA's Transition Year micro-module Guidance document.

Thinking Routine: SEE, THINK, ME, WE

A routine for connecting to the bigger picture from Project Zero, Harvard Graduate School of Education.

1. **SEE**: Look closely at the work, what do you notice? Make lots of observations.	2. **THINK**: What thoughts do you have about the work?
3. **ME**: What connections can you make between you and the work?	4. **WE**: How might the work be connected to bigger stories, about the world and our place in it?

Before you begin

Select an artwork or image that is appropriate to the learning context. If your class has established norms for discussion, it may be helpful to revisit these beforehand. As the activity encourages personal connections, it is essential to foster an environment of trust and respectful engagement.

Facilitating the Routine

SEE: Invite learners to closely observe the artwork and describe only what they notice, without offering interpretations.

THINK: Encourage learners to share their thoughts about the work. You can guide discussion with questions such as: What is happening in this image? What might it mean? What makes you say that?

ME: Ask learners to make personal connections to the work. A supportive, respectful atmosphere is important here. Consider modelling your own response first. In larger groups, pairs or small groups may work best.

WE: Invite learners to consider broader connections. Encourage them to link their personal responses to wider human themes or shared experiences. As with the ME step, modelling a response can support deeper thinking.

Pause and Reflect:

Supporting Transitions in Art Education

How am I doing? Reflect on how you support transitions in Art education			
Traffic Light Reflection *Reflect on your level of engagement* *Always, Sometimes or Rarely* *In response to the given statements*	Always	Sometimes	Rarely
I plan with student transitions in mind to support learning			
I encourage students to draw on their personal experiences at each stage of their Art learning journey			
I give students time and support to navigate challenges during times of transition			
I consider students' developmental stages when planning			
I plan for and use differentiated strategies to support students as they move through stages of their learning			
I create opportunities for students explore, reflect and develop as artists			

Audio Thinking Strategy

Audio Thinking Strategies (ATS) is an explicit approach to listening to information. It has been adapted from the Visual Thinking Strategies (VTS), which was co-developed by Harvard Cognitive Psychologist Abigail Housen and former Director of Education at MOMA Philip Yenawine. This teaching methodology is initiated by discussion of audio stimuli and supports learners to think deeply about what they are hearing.

Through ATS, learners cultivate a willingness and an ability to actively listen, present their own ideas, inquire openly, reason in evidence, suspend judgment, hold multiple perspectives, and integrate mistakes. When facilitators practice how to neutrally facilitate rather than direct the conversation, they create a learning environment that supports yet challenges the group as they take responsibility for interpreting an audio stimulus' ambiguity and layered meanings.

Silent Listening	**Three Questions**	**Facilitator**	**Thank You**
Select audio stimulus appropriate to age and stage of the group	What's going on in this audio clip? What did you hear that makes you say...? What more can you/we find?	Actively listens Explicitly points to the area being discussed Paraphrase, remains neutral Links to previous comments or concepts	Conclude by appreciating a skill participants demonstrated in the discussion

Adapted from Visual Thinking Strategies https://vtshome.org/about

Transition Year 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.

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.

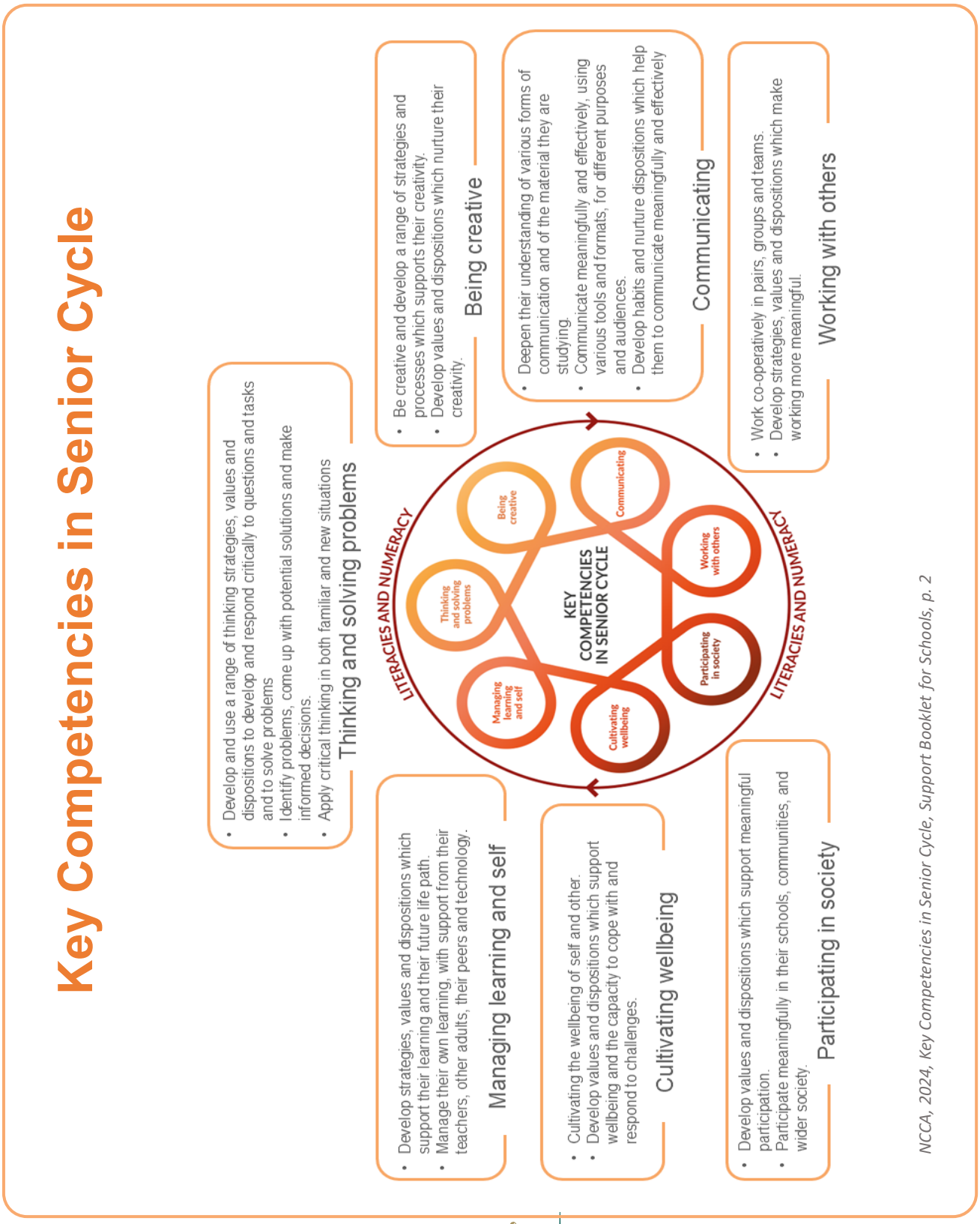
4. Evolve continuously to support the learning and development of the student through a reflection and renewal process, involving students, teachers, school leaders, parents, and community partners.

NCCA, 2024, Transition Year Programme Statement, p.8

Rationale ATS

Stop and Jot

Key Competencies in Senior Cycle



Student Dimensions and Developmental Indicators

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.

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.

Student Dimensions and Developmental Indicators

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.
- 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.

Student Dimensions and Developmental Indicators

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.

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.

Student Dimensions and Developmental Indicators

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.

Student experiences

- Work placements during the year.
- Guided reflective tasks on their experiences and placements in TY.
- Subjects and modules on the senior cycle curriculum that link to a range of future pathways.
- Career guidance and classroom support on a range of future pathways.
- Guided creation of a portfolio capturing their reflections on career exploration.
- A variety of learning opportunities that improve practical and vocational skills.
- Access to career-related events or learning environments.
- Guest speakers from a diversity of backgrounds and careers.
- Short, certified courses or micro-credentials.
- Opportunities for assessing aptitudes and abilities.

NCCA, 2024, Transition Year Programme Statement p.12-15

Pause and Reflect

What do you aspire to develop within your students during Transition Year Art?

Modelled Approach to Drafting a Micro-module

Evie Hone Community College

This transition year class group is in a co-educational school. All students are taking Art in TY for the full year, one double period per week. This student cohort is particularly interested in sport, music, and drama. Several students have additional educational needs and there are a number of students with English as an additional language (EAL) and exchange students. Half of the group engaged with junior cycle Visual Art while others had limited experience of Art at primary level. Students maintain a sketchpad to contribute to their overall TY portfolio and a TY showcase at the end of the year.

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Rationale

Drafting a Rationale: Art & Culture

Rationale

- Nature of the micro-module
- How the micro-module can contribute to realising the aims of the TYPS and the development of the student dimensions
- What are the unique aspects of this micro-module?
- Why should students study this micro-module?
- Why is this micro-module important for the world we live in today?

Micro-module guidance Page 7

Celebrate cultural identity

Community and global awareness

Develop social & collaborative skills

Enhance artistic & reflective practice

Respond to & be influenced by contemporary artists

Art & Culture

In an interconnected world, valuing diverse cultures is essential for creating inclusive societies.

This 10-hour Art micro-module supports students to engage with their cultural identity and use it as a stimulus. The micro-module will support students to develop a sense of belonging, building meaningful connections with others and the wider world and will enhance Key Competencies including working with others, communication and being creative.

This micro-module also encourages community engagement with links to contemporary artists.

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Aim

Drafting the Aim: Art & Culture

Oide

Aim

- What will students experience as a result of engaging with this micro-module?
- What will be the benefit for students taking the micro-module?

Micro-module guidance
Page 7

Explore cultural identity through art: belonging, diversity and empathy

Investigate artistic processes: development of artistic voice

Co-operative activities: organisation skills social & emotional growth

Design & plan a cultural event/exhibition: goal setting, logisitics

Art & Culture

This module aims to support students to:

- explore, express, and share their cultural identity and traditions, through visual art, developing empathy with individuals, groups and societies.
- Engage with artists in their community to develop to their own artistic voice.
- collaborate to design and plan an arts event, developing students' organisational skills and nurturing their social and emotional growth.

Evie Hone Community College

Learning Outcomes

Identifying Student Learning

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Students learn about

Each section of the 'Students learn about' column should have a title and a brief outline of the areas students learn about.

Students should be able to

Describes the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning…(and)… are informed by the development indicators…

Micro-module guidance
Page 8

Title: Event Management

- Communication strategies
- Effective organisational skills
- Design and curation processes .

Learning Outcome

1.1 Design and plan an arts event that celebrates diverse cultures in the school community

1.2 Communicate clearly, collaborate effectively and apply their organisational skills to realise shared goals

Evie Hone Community College

What should we consider when writing effective learning outcomes?

NCCA, 2025, Transition Year micro-module, Guidance for completing the micro-module template, p.7-8

Pause and Reflect

Supporting Learner Experiences in TY Art Education

How am I doing?

Reflect on student Art learning experiences in Transition Year.

Place a circle on the scale to indicate how comfortable or not comfortable you are with each of the following statements.

Not comfortable	1	2	3	4	5	6	7	8	9	10	Comfortable

I plan, in consultation with my students, learning experiences that actively support the development of students' key competencies.

Not comfortable	1	2	3	4	5	6	7	8	9	10	Comfortable

I ensure that my students are clear about what they are learning and why they are learning it.

Not comfortable	1	2	3	4	5	6	7	8	9	10	Comfortable

I provide opportunities for TY Art students to take risks, make mistakes and learn from them to improve their work.

Not comfortable	1	2	3	4	5	6	7	8	9	10	Comfortable

I encourage TY Art students to explore a range of areas of practice and engage with design challenges.

Not comfortable	1	2	3	4	5	6	7	8	9	10	Comfortable

I enable students to reflect on and apply feedback (both teacher and peer).

Learning Outcomes

What are Learning Outcomes?

Learning outcomes are statements which describe the knowledge, skills, values and dispositions students should be able to demonstrate after a period of learning.

- **Knowledge**: facts, concepts, ideas, theories and practical understanding.
- **Skills**: ability and capacity to carry out a task, process or goal.
- **Values and dispositions**: Individual beliefs that serve as a guide for human behaviour.

Learning outcomes provide building blocks for teachers to plan their teaching, learning and assessment.

Used properly, learning outcomes can support teachers to enable students to use their knowledge, skills, values and dispositions in a coordinated way to act in response to various tasks, contexts, situations, and events.

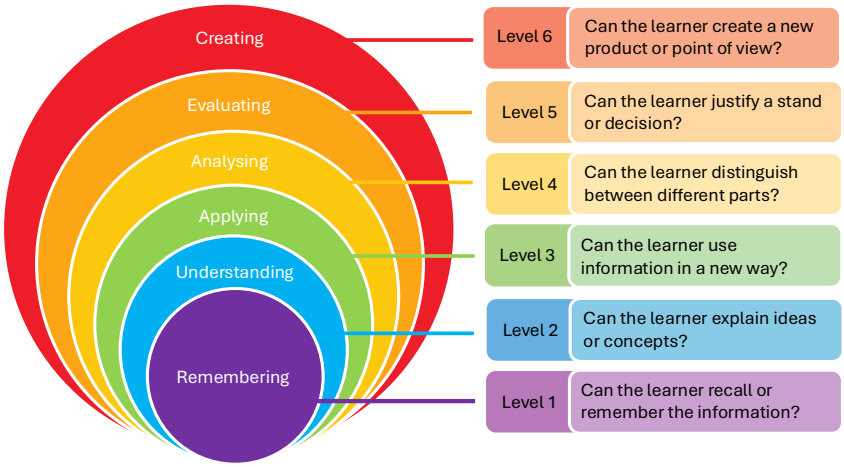
Writing Effective Learning Outcomes for Transition Year Art

Developmental Indicators	The learning outcomes are informed by the Developmental Indicators
Be Specific	Clear language stating what you want students to know or be able to do
Action Verbs	Start with 'Students will be able to…' and then an action verb e.g. design, create, sketch
Measurable	Outcomes need to be measurable so that the student and teacher can assess knowledge, skills, and progress
Bloom's Taxonomy	Consider using this taxonomy of action verbs on higher and lower order thinking, appropriate to your students
Realistic	They should be attainable with the time frame and resource capacity
Context	Provide context for the learning outcome so that the students understand its relevance and importance
Consider Diversity	Ensure that they are inclusive and accessible to all learners
Review and Revise	Review to ensure clarity and alignment with the goals of the Transition Year programme statement. Revise based on feedback and reflection

Learning Outcomes

Students will be **able to**…

1. Include an action **verb**: create, analyse, apply…
2. What do you want them to **know, understand or be able and willing to do.**



By the end of this transition year art micro-module, students will be able to… 'design and plan an arts event that celebrates diverse cultures in the school community.'

Remember	Understand	Apply	Analyse	Evaluate	Create
Capture	Compare	Annotate	Analyse	Appraise	Compose
Find	Contrast	Apply	Appreciate	Assess	Construct
Identify	Define	Comment	Catagorise	Critique	Create
List	Describe	Communicate	Compare	Edit	Curate
Recall	Explain	Demonstrate	Consider	Estimate	Design
Recognise	Illustrate	Experiment	Contrast	Evaluate	Develop
Record	Interpret	Measure	Evidence	Explain	Draft
State	Outline	Use	Examine	Justify	Illustrate
Visualise	Perceive	Represent	Interpret	Realise	Model
	Respond	Research	Investigate	Review	Present
	Understand	Use	Sketch	Value	Produce

NCCA,2023, Key Competencies in Senior Cycle
NCCA, 2019, Focus on Learning – Learning Outcomes
OECD, 2019, Future of Education and Skills 2030

Pause and Reflect

What one actionable step will you take to better support students in your TY art classroom?

Action Verbs

Action Verb	Description
Analyse	study or examine something in detail, break down in order to bring out the essential elements or structure; identify parts and relationships, and to interpret information to reach conclusions
Annotate	add brief notes of explanation to a diagram or graph
Apply	select and use information and/or knowledge and understanding to explain a given situation or real circumstances
Appraise	evaluate, judge or consider text or a piece of work
Appreciate	recognise the meaning of, have a practical understanding of
Assess	estimate the value or importance or quality of
Argue	challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action
Articulate	clearly and fluently express an idea or feeling
Calculate	obtain a numerical answer showing the relevant stages in the working
Capture	represent or record in a lasting format
Classify	group things based on common characteristics
Collate	bringing together related information for critical comparison, research or use in creating a collection of work or ideas
Comment	give an opinion based on a given statement or result of a calculation
Communicate	use visual gestural, verbal or other signs to share meaning or exchange information. Interaction between sender and recipient; both work together to understand
Compare	give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout
Consider	describe patterns in data; use knowledge and understanding to interpret patterns, make predictions and check reliability
Construct	develop information in a diagrammatic or logical form; not by factual recall but by analogy or by using and putting together information
Contrast	detect correspondences between two ideas
Convert	change to another form
Create	process and give form to the topic of what is to be created using selected methods and material and/or to give the material used a new form
Criticise	state, giving reasons the faults/shortcomings of, for example, an experiment or a process
Critique	give a detailed analysis and assessment of something
Curate	to purposefully select items for others to consume and/or enjoy from among a number or range of items
Deduce	reach a conclusion from the information given
Define	give the precise meaning of a word, phrase, concept or physical quantity
Demonstrate	prove or make clear by reasoning or evidence, illustrating with examples or practical application
Derive	arrive at a statement or formula through a process of logical deduction; manipulate a mathematical relationship to give a new equation or relationship
Develop	advance a piece of work or an idea from an initial state to a more advanced state

Action Verbs

Action Verb	Description
Differentiate	perceive the difference in or between things; form or mark differently from other such things; distinguish.
Discriminate	use good judgement to make careful or exact distinctions
Discuss	offer a considered, balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
Distinguish	make the differences between two or more concepts or items clear
Draft	develop an idea or concept for planned work
Edit	collect, prepare, arrange, revise or correct work to form a unified sequence
Empathise	use awareness and focussed perception to create an intuitive connection to the object of the relationship in a way that goes beyond rational cognitive process.
Envision	recall memories of earlier visual impressions and create new internal ideas in a way that is comparable to sensory perception
Engage	enter into or become occupied by an activity or interest; to attract or hold interest and attention
Estimate	give a reasoned order of magnitude statement or calculation of a quantity
Evaluate (DATA)	collect and examine data to make judgments and appraisals; describe how evidence supports or does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about the ideas, solutions or methods
Evaluate (ethical judgement)	collect and examine evidence to make judgments and appraisals; describe how evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgments about the ideas, solutions or methods
Evidence	provide information indicating if something is true, or valid or to establish facts in investigation
Explain	give a detailed account including reasons or causes
Examine	consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
Experience	to perceive an object on the basis of aesthetic considerations and to establish a direct personal relationship
Experiment	a procedure undertaken to make a discovery, test a hypothesis, or demonstrate a known fact
Experiment (artistic)	approach creating either playfully or systematically but always with an unknown outcome
Explore	to think or talk about something in order to find out more about it
Extrapolate	ability to infer new information from similar or previously experienced or observed information
Find	general term that may variously be interpreted as calculate, measure, determine etc.
Formulate	express the relevant concept(s) or argument(s) precisely and systematically
Group	identify objects according to characteristics
Identify	recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature

Action Verbs

Action Verb	Description
Illustrate	use examples to describe something
Illustrate (Graphically)	use drawings or examples to describe something
Infer	use the results of an investigation based on a premise; read beyond what has been literally expressed
Investigate	observe, study, or make a detailed and systematic examination, to establish facts and reach new conclusions
Interpret	use knowledge and understanding to recognise trends and draw conclusions from given information
Interpret (aesthetic)	assign meaning to objects on the basis of observations and contextual knowledge; translate the effect of an image into words by reasoning and explaining on the basis of reflection and understanding why the image is how it is and is not different
Judge	formulate a justified statement based on criteria
Justify	give valid reasons or evidence to support an answer or conclusion
List	provide a number of points, with no elaboration
Locate	pertaining to establishing the place of an object or idea within a known sequence
Measure	quantify changes in systems by reading a measuring tool
Model	generate a mathematical representation (e.g., number, graph, equation, geometric figure) for real world or mathematical objects, properties, actions, or relationships
Order	describe items/systems based on complexity and/or order
Outline	give the main points; restrict to essentials
Perceive	use the senses to create internal ideas based on external stimuli (e.g. subjects, processes, situations)
Plot	chart, scheme or map indicating the disposition and function of objects; plan or scheme for the constitution or accomplishment of something
Predict	give an expected result of an event; explain a new event based on observations or information using logical connections between pieces of information
Present	a specific form of communication which makes images/objects perceivable for others
Produce	to make, create or bring about by intellectual or physical effort something for consideration or exhibition
Prove	use a sequence of logical steps to obtain the required result in a formal way
Question	interrogative expression to open a discussion
Realise	implement, execute or put into practice an idea or a product or a draft
Recognise	identify facts, characteristics or concepts that are critical (relevant/ appropriate) to the understanding of a situation, event, process or phenomenon
Record	to cause ideas, observations, visual images, sound, data, etc. to be set down or registered on something in reproducible form
Respond	react to a stimulus which may be: critical, emotional, aesthetic or contextual based, or a combination of these

Action Verbs

Action Verb	Description
Recall	remember or recognise from prior learning experiences
Relate	associate, giving reasons
Represent	Bringing clearly and distinctly to mind by use of description or imagination
Research	the study of materials and sources in order to establish facts and reach new conclusions; revision of accepted theories or laws in the light of new facts
Review	looking over or through material in order to correct, improve or revise
Sketch	represent by means of a diagram or graph (labelled as appropriate); the sketch should give a general idea of the required shape or relationship, and should include relevant features
Solve	find an answer through reasoning
State	provide a concise statement with little or no supporting argument
Suggest	propose a solution, hypothesis or other possible answer
Synthesise	combine different ideas in order to create new understanding
Translate	express the sense of something in terms of something else or by a different medium or mode of expression
Understand	have and apply a well-organised body of knowledge
Use	apply knowledge or rules to put theory into practice. Employ something in a targeted way.
Value	recognise the conceptual and creative achievement that led to the specific work. Appreciate the diversity of different solutions and forms of expression
Verify	give evidence to support the truth of a statement
Visualise	make something visible to the mind or imagination something that is abstract or not visible or present to the eye

NCCA, 2019, Leaving Certificate Art specification, p.31-35

Glossary

This glossary is intended to clarify concepts and terms used in the TY Programme Statement and this Professional Learning Event

Term	Definition
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.
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.
Developmental indicators	are statements within the Student Dimensions which are intended to illustrate how the student progresses and develops through their participation in TY.
Key competencies	is an umbrella term which refers to the knowledge, skills, values and dispositions students develop during senior cycle.
Micro-module*	is typically designed to provide a concentrated learning experience, within the parameters of the Transition Year Programme Statement, to enhance the educational experience of students.
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.
Student art learning experiences*	are intended to provide a variety of possible opportunities and contexts to support student learning and development consistent with the development indicators, within the art context
Student experiences	emanate from the Developmental Indicators and provide the opportunities and contexts for the student to learn and develop.

**These terms were added to the glossary to support this Professional Learning Event*

NCCA, 2024, Transition Year Programme Statement, p.30

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