This exemplar is part of a suite of three resources for reflecting on and renewing your school's TY programme

Reflecting on our Curriculum

There are four Curriculum Dimensions in the revised TY Programme Statement (2024).

They are: **Components**, **Teaching and assessment**, **Recognising and reporting**, and **Reflection and renewal**.

The purpose of this resource is to support your school in reflecting on how your school's TY curriculum supports the learning and development of the TY student. There are four Student Dimensions intended to guide the student and the school in the learning and development of the student during TY.

The four Student Dimensions are: Personal Growth, Being a Learner, Civic and Community Engagement, and Career Exploration.

'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.'
(TY Programme Statement, 2024)

The four tables in this resource use the developmental indicators from the four Student Dimensions as the lens for reflection. These indicators are in the central column of each table.

There are two columns containing the Curriculum Dimensions that invite you to **reflect back** on your current TY curriculum and **reflect forward** on how you could renew your TY programme.

The exemplar below shows how the table could be used to begin the reflection and renewal process.

Graphical overview of the TY Programme Statement
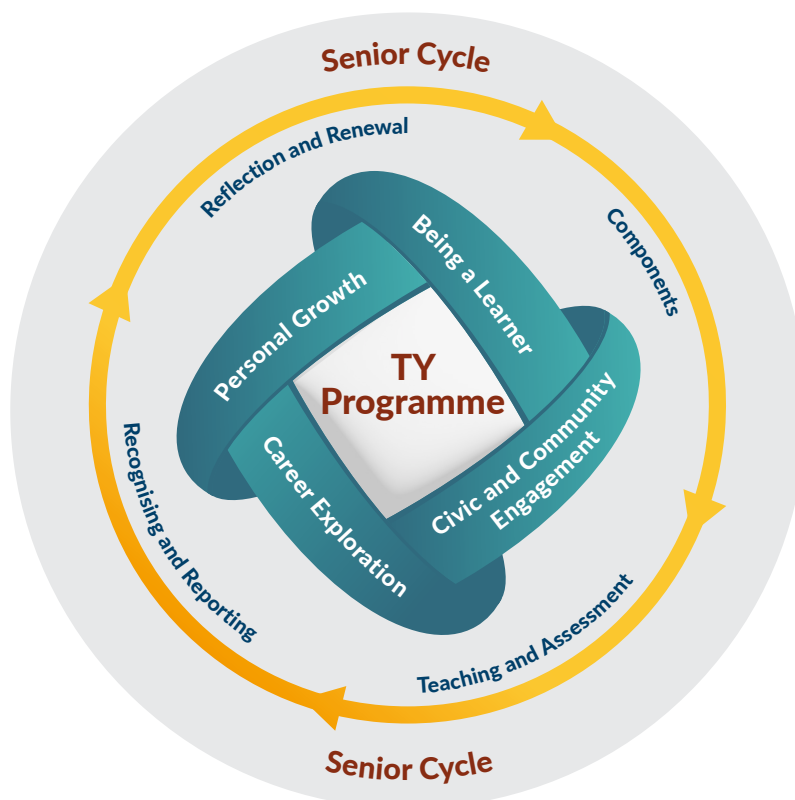
Reflecting on our curriculum through Personal Growth

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.

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.

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
Brilliant Mondays Goal Setting	TY Management Class Reflective Journal	Assessment of OneNote Reflective Journal using rubric	OneNote Reflective Journal and evaluation of learning experiences
Bronze Gaisce Programmes	English Scrapbook	End of Year TY Interview High Order Reflection Questions	End of Year TY Interview High Order Reflection Questions
Volunteering/RAISE leadership	Brotherhood of Charity Integrated PE Programme develops empathy	End of Module Reports	Student, Parent and Teacher Evaluation on Forms
School Musical develops confidence	Personal Development	TY Graduation Night/ information Night for 3rd Year students and Parents – Students get the opportunity to deliver speeches to 3rd years and parents/ guardians	Weekly Co-ordinators Meeting plus DP
TY Leadership Programme / Student Empowerment Event	Digital Citizenship Coco's Law		Regular formal chat with students in class and informal chats during trips and activities
STEM Passport for Inclusion	Musical, Dance, Acting Classes		
Microsoft Dream Space Ambassadors	TY Art Class		
Extra-curricular Sports Clubs	TY Hair and Beauty		
Integrated Gardening Class	TY Personal Development Class		
Castleview Discovery Park induction	SVP Class Workshops		
Safer Internet Day Campaign	Oral Presentation of Politics Project		
SVP Committee and Fundraising			
TY Enterprise/ Trade Fair Team Work			
RSE Programme			

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.

Curriculum Dimensions

Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal
Remove the TY leadership programme, retaining the others to accommodate new components? Replace RSE programme over next 2 years with SPHE weekly class – see SPHE in TY micro-module	Portfolio Development to replace TY Management Class and Goal Setting Mondays. Slightly more emphasis in continuity components on collaborative projects and class presentations? Encourage and facilitate students to use their TY portfolio	Embed the 4 student dimensions into: -Digital Teams Channel Portfolio -Information for 3rd Year students Parents / Guardians at TY Info Night. Questions in TY End of Year Interview – Student Reflection. Explore how the TY graduation could be more student-led: A graduation organizing group?	Review Goals regularly in Management class. Formal Yearly Student, Staff & Parent Review of TY (Currently Staff and student annually and sometimes parents)

Reflecting on our curriculum through Being a Learner

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
Range of academic continuity and elective (Irish, English, Maths, MFL), SC Tasters (Accounting, Home Ec, Physics, Chemistry, Biology, Art Music, Geog, History, Polsoc) vocational (Careers, Work Prep, IT, Coding, Barbers & Beauty) and hobby–style subjects (Gardening)	Active Learning Methodologies	TY End of Year Digital Portfolio & Interview	Weekly Co-ordinators Meeting plus DP
	Groupwork	Use of Digital Technology for Assessments – Google slides, Canva, Class Notebook, Teams	Currently Staff and student annually and sometimes parents
	Irish and MFL Oral Exams		
	Many of the individual and collective practices in the TYPS tend to be embedded though not as widely as could be;	Formative Assessment	
Entering Webwise Safer Internet Day Awards	Digital Tech Courses	Self and Peer Assessment	
	Ethical Digital Research and Project Work	Term Summative Assessment – in English, Maths Irish and MFLs	
Short Story Competition	Many formative experiences for students; students could learn to use feedback more in their learning;	Reports available to Parents/Guardians at end Module 1 and 2	
Stem Passport for Inclusion Assignments		TY Graduation Night/ information Night for 3rd Year students and Parents	
Financing Your Life		Folder of Certificates on TY Graduation Night reflecting achievements in a variety of areas	

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.
- and in the community.

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- Highlighting below aspects of the current curriculum to be removed or to be reviewed for improvement
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Curriculum Dimensions

Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal
Perhaps a study skills and a research skills course could be beneficial?	Encourage and facilitate students to use their TY portfolio for learning / achievement.	Divide Digital Teams Channel Portfolio into 4 sections – to reflect the 4 student competencies from next year onwards.	Formal Yearly Student, Staff & Parent Review of TY
Look at replacing ICDL with AI or Coding modules	Also focus more on strategies for learning and some of the Key Competencies needed for the rest of senior cycle. A staff workshop on effective learning strategies, especially on giving and using feedback, could be beneficial for all of us.	Perhaps reduce the folder of certs and accompany a smaller folder with a broader report of the student's TY	Setting Academic Goals and reviewing them regularly.
		Information for 3rd Year and their Parents/Guardians on the 4 Students Dimensions at TY Information Night	Target Grades for TY Exams
		Explore how the TY graduation could be more student-led: Perhaps a graduation group?	Questions in TY End of Year Interview on the 4 student dimensions from next year onwards

Reflecting on our curriculum through Civic and Community Engagement

1. Reflect back on our current TY curriculum by:
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Curriculum Dimensions

Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal
Sustainability in TY Biology & TY Regional Geography Module – local, national, global	Groupwork Methodologies	TY Graduation Night/information Night for 3rd Year students and Parents	Weekly Co-ordinators Meeting plus DP
Local age-action Christmas Party	TY Integrated Gardening Class – Team work	Little evaluation of many of the impact of components in this student dimension	Staff and student annually and sometimes parents
TY Integrated Gardening	Leading learning – delivering workshops to JC – Digital and Environmental		
Culture Day/ Diversity Committee			
TY French Exchange			
Outdoor Education Trip and Yellow Flag/Schools of Sanctuary			
Global Schols Project Primary school workshops			
Safer Internet Day Campaign			
Gaisce Community Involvement			
SVP Committee & Fundraising			
Extra-curricular Sports Clubs			
TY Musical – Creativity on stage			

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 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.

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Curriculum Dimensions

Components	Teaching and Assessment	Recognising and Reporting	Reflection and Renewal
The student-led personal or collaborative action needs to be part of the programme – perhaps over the next 2-3 years incorporate a micro-module on sustainable living? Perhaps look at Empathy workshops for one of our Significant Learning Days	Student-led action on sustainable living – ensure coordination across the ESD elements of the programme (Biology, Gardening, Global schools, Gaisce) Encourage and facilitate students to use their TY portfolio	Divide Digital Teams Channel Portfolio to reflect the 4 student dimensions Invite 3rd Year and their Parents/ Guardians to TY Information Night Explore how the TY graduation could be more student-led: Perhaps a graduation committee or organizing group?	Formal Yearly Student, Staff & Parent Review of TY Use charity contacts to establish wider opportunities and evaluations for students while maintaining current strong relationships Questions in TY End of Year Interview on the 4 student dimensions from next year onwards

Reflecting on our curriculum through Career Exploration

1. Reflect back on our current TY curriculum by:
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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 Fair and County Enterprise Finals	West Pharma Interview Feedback sheet.	Currently Staff and student annually and sometimes parents
Career Investigation Project		Student led TY Graduation Night/ information Night for 3rd Year students and Parents	
College Open Days			
Local/National Further Education Taster Days			
TY Enterprise and Trade Fair	TY Work Preparation Class and Work Experience Booklets		
Career Success Programme		TY Work Placement	
Mock Interviews			
Work Experience/Community Work	Digital Tech Courses	Feedback from Employer Report Forms and Teacher Report Forms	
Subject Choice Forum			
STEM Event / Passport for inclusion – for girls or boys or both	Taster Modules of LC Subjects		
Med & Law Minis	TY Coding		
Local Media TY Work Experience Programme	TY Hair & Beauty		
Local Computing Camps	ICDL Computers and Hospitality Courses		
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.

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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