An Roinn Oideachais
Department of Education

Senior Cycle Redevelopment

Schools Information Note

December 2024

Senior Cycle Redevelopment Information and Updates

Introduction

This is the eighth edition in a series of Department of Education Senior Cycle Redevelopment information notes. These notes will provide updates to school communities on the roll-out of the Senior Cycle Redevelopment programme. The Department has issued this note to all post-primary schools and requests that it be circulated to students, parents and staff in each school. The information note will also be available online and schools are welcome to provide links from their websites and other digital presences to it.

Main updates

The Guidelines to support the Additional Assessment Components are now live and can be found here.

The Minister for Education has announced €12 million funding for science equipment to support the introduction of the revised science specifications

The second Senior Cycle Redevelopment Conference will take place in February 2025

Useful links and further reading

- **€12m funding for Leaving Certificate Science subject implementation. Read here.**
- **The Science Implementation Support Grant Guidance for Schools. Read here.**

In this note you'll find:

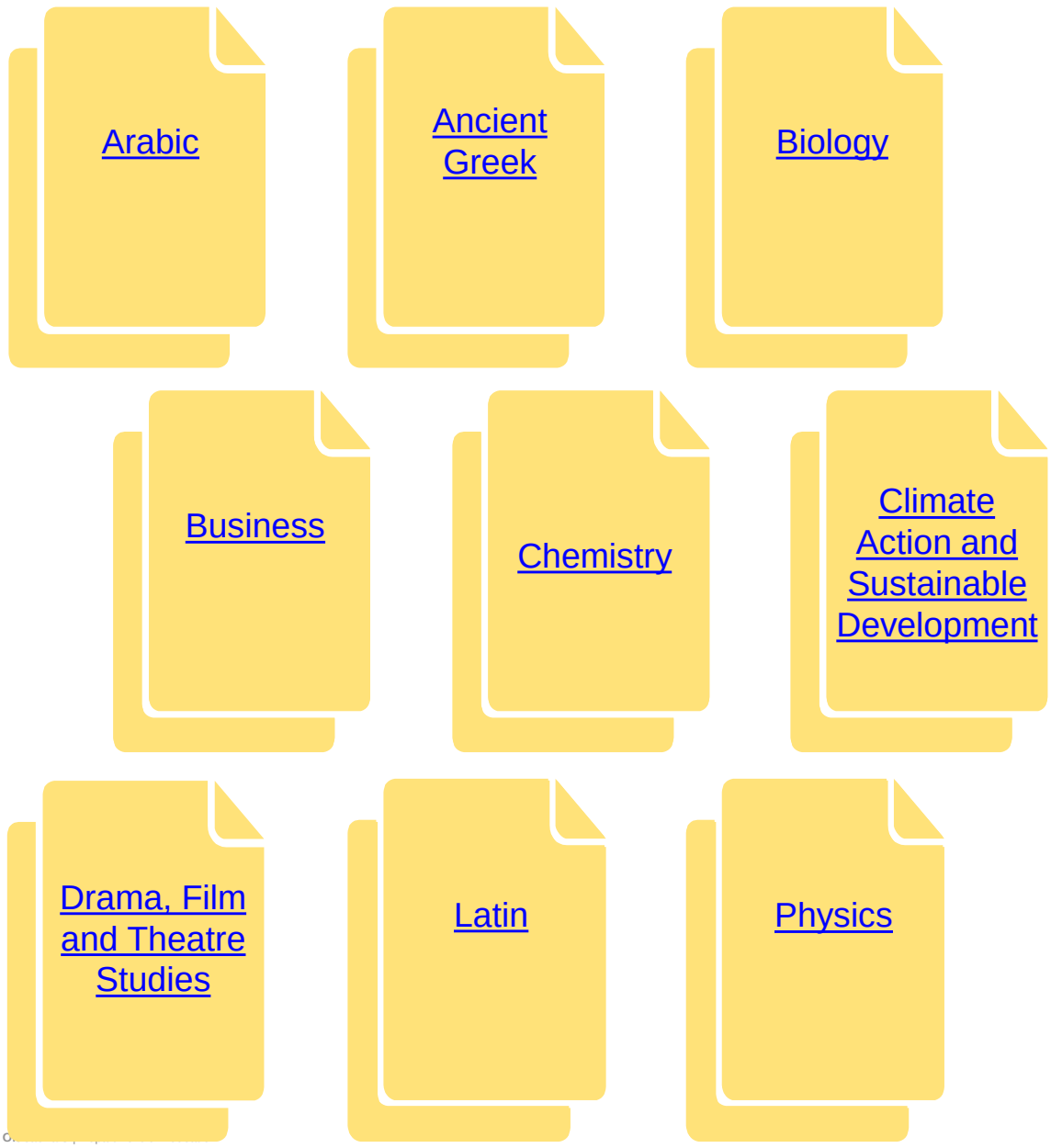
- Guidelines to support AACs
- Sample Assessment Components Update
- Consultations
- Timeline for Tranches
- Oide Updates
- LCA Social Education
- Technical Resources & Teacher Registration for two new subjects
- Support for Senior Cycle Science
- L1 and L2 Update
- RSA Update
- Your Questions Answered
- Senior Cycle: A New Approach
- TY Programme Statement update
- Thank You!

Guidelines to support Additional Assessment Components

Now available for Tranche One subjects

Guidelines to support Additional Assessment Components (AACs) for all Tranche One subjects developed by the NCCA in collaboration with the State Examinations Commission have been published .

The guidelines will be utilised by Oide in their programme of Teacher Professional Learning.



Sample Assessment Materials Timelines for Tranche 1

Now available

Guidelines to support the AACs are available to schools. These will be utilised by Oide in their SCR Professional Learning programmes.

April 2025

Four sample examination papers - two Higher Level and two Ordinary Level - for each subject in Tranche 1 will issue to schools. This is a total of 36 sample papers across the nine subjects– 72 papers in total when Irish Versions are included.

September 2025

Specifications in new and revised subjects introduced in schools. A sample brief for the AAC in each subject will be in schools at the same time.

January 2026

A live brief for AACs for all subjects will be issued.

Senior Cycle Redevelopment Outreach

come say hi!

ISSU Regional Council

Members of the Senior Cycle Redevelopment Team in the Department of Education facilitated a workshop as part of the ISSU Regional Council in November. They heard directly from students on their views of Senior Cycle and talked about the redevelopment programme – thank you to those who took part and visited our stand.

Come talk to us – Senior Cycle Redevelopment Programme Management Office will be at the BT Young Scientist and Technology Exhibition 2025

The BT Young Scientist and Technology Exhibition 2025 will take place on 9 – 11 January 2025. The Department of Education will have a stand at the exhibition. The Senior Cycle Redevelopment Programme Management Office will be on hand to speak about Senior Cycle Redevelopment and how the changes will benefit students.

Have your say
Upcoming consultations

January 2025

Consultation on background papers for the third tranche of revised Leaving Certificate subjects.
These subjects are:

- Agricultural Science
- Computer Science
- Design and Communications Graphics
- History
- Home Economics
- Mathematics
- Music
- Physics and Chemistry

Consultation on Level 1 and Level 2 Learning Programme Modules.
These modules are:
L1:

- Looking after my Environment
- Physical Education

L2:

- Looking after my Environment
- Physical Education
- My Life My Finance
- Drama
- Literature

February 2025

Consultation on the second tranche of revised Leaving Certificate subjects.

These subjects will be introduced in schools in 2026. These subjects are:

- Accounting
- Construction Studies
- English
- Engineering
- Geography
- Physical Education
- LCVP Link Modules

All consultations will involve in-depth engagement with a wide variety of stakeholders across Ireland, including a public consultation. The NCCA will also contact schools to participate in school-based focus groups involving teachers, students and school leaders.

Reminder: Schedule of subject and module tranches published

New and revised subject specifications, incorporating the revised assessment arrangements will be rolled out in tranches on an annual basis. By 2029, all subjects will be revised. This means that all those entering fifth year as a Leaving Certificate established student in 2029 will be following revised curricula and assessment arrangements in all subjects.

Tranche **1** starts 2025	**Biology, Chemistry, Physics, Arabic, Latin, Ancient Greek, Business, Climate Action and Sustainable Development, Drama, Film and Theatre Studies**
Tranche **2** starts 2026	**Accounting, Construction Studies, Engineering, English, Geography, LCVP Modules, Physical Education**
Tranche **3** starts 2027	**Agricultural Science, Computer Science, Design and Communications Graphics, History, Home Economics, Mathematics, Music, Physics and Chemistry**
Tranche **4** starts 2028	**Art, Economics, French, Gaeilge, German, Italian, Politics and Society, Spanish, Technology**
Tranche **5** starts 2029	**Applied Mathematics, Classical Studies, Japanese, Lithuanian, Mandarin Chinese, Polish, Portuguese, Religious Education, Russian**

Updates from Oide

Upcoming training for school leaders

Oide is currently planning for the facilitation of in-person regional senior cycle redevelopment focussed professional learning events aimed at school leaders, to take place in Spring 2025.

These events will focus on empowering school leaders in the senior cycle redevelopment space, supporting them in navigating the redevelopment and leading associated change in their schools.

Booking will open in the new year, with further details.

Sample examination papers

Oide and the State Examinations Commission (SEC) are collaborating in relation to the sample examination papers in respect of Tranche 1 subjects and following their publication in April 2025, teacher professional learning will be offered that will focus on providing relevant further information.

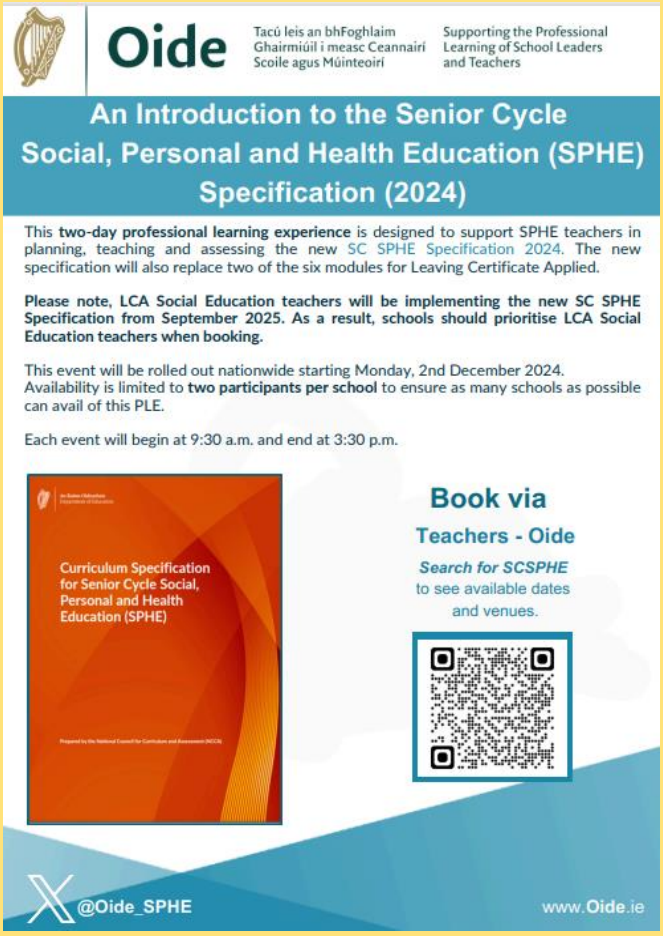
Schools/teachers will be provided with details of these events in advance.

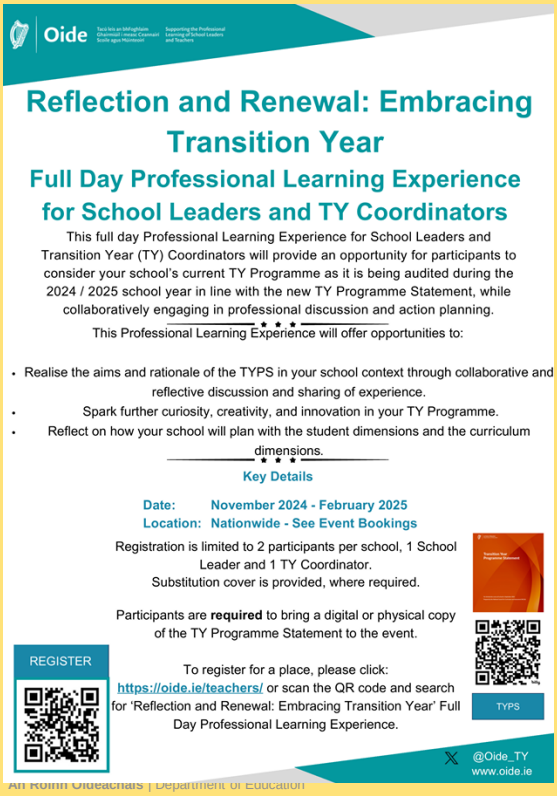
Updates from Oide

An intro to the new Senior Cycle SPHE specification

Oide are delivering a two-day professional learning experience to support SPHE teachers with planning, teaching and assessing the new SPHE specification.

Events will be held nationwide. To book your place visit oide.ie/teachers and search ‘SCSPHE’





Transition Year training

Oide are hosting a full day Professional Learning Experience for School Leaders and TY Coordinators. Events are being held nationwide.

To sign up, visit oide.ie/teachers and search ‘Reflection and Renewal: Embracing Transition Year.

Social Education – Leaving Certificate Applied Module Descriptor

Amendments to the Social Education Leaving Certificate Applied (LCA) Module Descriptor

Amendments are being made to the Social Education Leaving Certificate Applied (LCA) Module Descriptor. These changes will take effect for all LCA students entering 5th year/Year 1 of the LCA Programme in the 2025/2026 academic year.

These changes follow the introduction of the new Social, Personal and Health Education (SPHE) specification at senior cycle (SC).
All students entering year one of the Leaving Certificate Applied (LCA) programme from September 2025 will be required to study the new Senior Cycle Social, Personal and Health Education (SPHE) curriculum specification. The curriculum specification has been designed as a mandatory curriculum component to support 60 hours of teaching and learning over the final two years of senior cycle education. The Senior Cycle SPHE specification will replace LCA Social Education module 1 (Social and Health Education 1) and Module 4; (Social and Health Education 2). The other four modules of LCA Social Education will remain as they are currently (until reviewed and/or updated).

The revised Social Education LCA Module Descriptor is available online here.

Professional Learning
Details of the Oide professional learning experience designed to support SPHE teachers in planning, teaching and assessing the new SC SPHE Specification 2024 are available on page 9.

As LCA Social Education Teachers will be implementing the new SC SPHE Specification from September 2025 schools are asked to prioritise teachers of Social Education.

Further Information

A Department Circular on this matter will issue in due course.
Work is ongoing between the Department, the NCCA and the HSE to develop resources to support the teaching and learning of SPHE at Senior Cycle and will be published in due course.

Technical Resources for Phase One Schools introducing Drama, Film and Theatre Studies, or Climate Action and Sustainable Development

In February 2024, the Minister for Education, Norma Foley TD, announced that all Phase One schools introducing the new Leaving Certificate subjects will be provided with the appropriate technical resources required to establish the new subject department in their school.

During the Call for Applications from schools to introduce the new subjects, the Department provided information on the package of supports being provided to Phase One schools in the Information Booklets on its website.

Climate Action and Sustainable Development

The types of resources required to teach Climate Action and Sustainable Development already exist in many schools and are available to procure from existing frameworks. Phase One schools introducing the new **Climate Action and Sustainable Development** subject will also receive grant support from the Department so that they can avail of existing frameworks for ICT and science equipment, in addition to having the flexibility to use the grant to purchase other resources that they require in their local context to teach this innovative new subject.

Technical Resources for Phase One Schools introducing Drama, Film and Theatre Studies, or Climate Action and Sustainable Development

Drama, Film and Theatre Studies

A tender process to procure the resources to be provided to Phase One schools offering the new subject of **Drama, Film and Theatre Studies will be published shortly.**

This new framework will realise the Minister's commitment to provide schools with the necessary camera, lighting, audio, computer, and staging equipment necessary to creatively realise the ambition and opportunities of this exciting new curriculum.

The new framework will have five separate lots, one for each different category of resource, and each lot will have a number of appointed suppliers.

- **Lot 1** will consist of camera and filmmaking equipment, including cameras, lenses, and tripods.
- **Lot 2** will include audio equipment such as live mixers, PA systems, and DI equipment.
- **Lot 3** will contain resources for film and stage lighting setups,
- **Lot 4** will provide computer equipment for video editing and stage lighting control.
- **Lot 5** will provide resources for a modular stage that schools will be able to configure as needed.

Phase One schools will be able to draw down from the framework and order the equipment they need under each lot, with the goods then delivered directly to schools.

As part of this Framework, suppliers will also ensure Oide staff are skilled in the technical use of the equipment so that Oide's four-year programme of Teacher Professional Learning will include how to safely use the equipment to guide students in achieving the intended learning outcomes.

The Department of Education is working with the Education Procurement Service to ensure the 57 selected schools introducing Drama, Film and Theatre Studies from the start of the 2025/26, will be able to draw down the resources by the end of this school year.

Teacher registration for two new subjects

Teachers of the two new subjects will initially be out of field, prior to the determination of subject criteria by the Teaching Council. As part of the application process to become a Phase One school, schools were asked to give details of the qualifications and experience of up to two teachers being proposed to teach the subject.

The applications received from the selected Phase One schools demonstrated a broad and rich range of qualifications and experience by the teachers in the disciplines reflected in the subject specifications. Oide is currently working with over 180 teachers in the 100 Phase One schools in advance of the introduction of the two new subjects.

The Teaching Council is currently working with subject advisors and consulting with stakeholders to determine the criteria required for Drama, Film and Theatre Studies' and Climate Action and Sustainable Development's subject registration.

The draft criteria will then be considered by the Registration Committee and the Education Committee for recommendation to the Teaching Council. Once approved by the Council, the draft criteria will be submitted to the Minister for Education for approval.

It is expected that the agreed criteria will be published by the Teaching Council, and registrations for teachers of Drama Film and Theatre Studies and/or Climate Action and sustainable Development will open in January 2026. Details of the registration requirements for current subjects in post primary can be found on the Teaching Council website.

Teachers already registered with the Teaching Council may apply to the Council to add Drama, Film, and Theatre Studies, or Climate Action and Sustainable Development as additional subjects to their registration, on the basis that they meet the requirements. Details on adding a subject to your teacher registration can also be found on the Teaching Council website.

Support for science under Senior Cycle Redevelopment

To support schools in the rollout of revised science subjects, all schools in the free scheme will receive additional funding with a minimum base payment of €13,000 up to a maximum of €22,000. There will be no application process, and the payment will be made on an automatic basis by year end.

Funding is based on school enrolment bands and provides for a 10% uplift for DEIS schools. This means a DEIS school will receive an additional 10% on top of the minimum funding for their enrolment band. Funding will be allocated based on four bands of enrolment, ensuring that funding is fair and proportionate.

Schools will have the autonomy to utilise this additional funding in a way that best suits their school context and apply it to their locally identified Science needs. The funding may be utilised to support the implementation of the new senior cycle sciences or more generally to support the broader science programme in the school.

Schools have been issued with a guidance document to assist them in identifying best use of the funding. Schools have also be provided with revised equipment lists. Read the press release here.

Enrolment Band	Base Payment	DEIS Payment (10% Uplift)
1-300	€ 13,000	€ 14,300
301-599	€ 16,000	€ 17,600
600-899	€ 19,000	€ 20,900
900+	€ 22,000	€ 24,200

Level 1 and Level 2 Learning Programmes

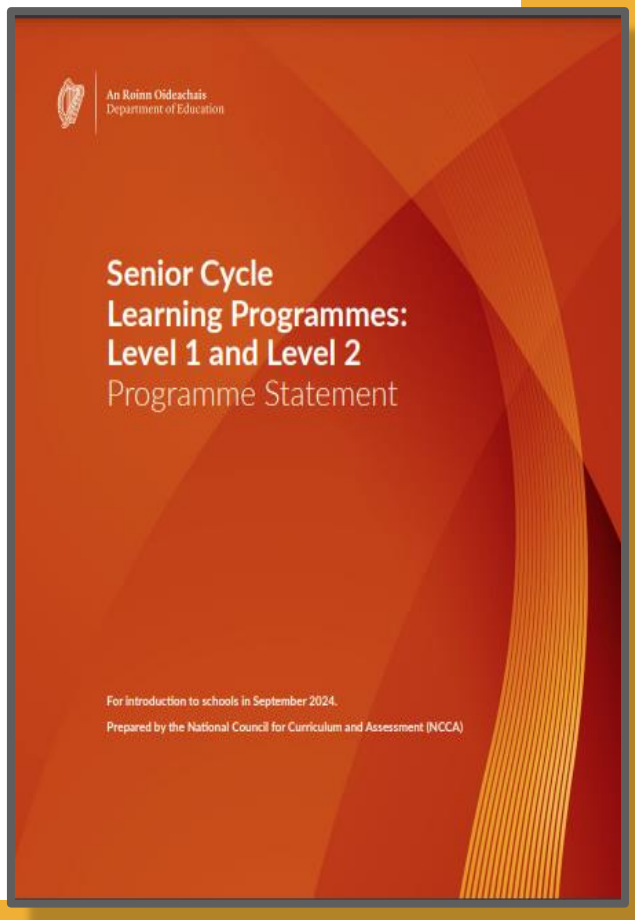
The Programme Statement and initial curriculum areas and modules for the Senior Cycle Level 1 and Level 2 Learning Programmes have been published. Schools can make the programmes available to students, informed by information gathered in the student support files.

Work is ongoing to develop further elective modules, which will be published for consultation in the new year. Details of the consultation will be available on the NCCA website, and reminders will issue through an information note.

The NCCA continue to work closely with a number of schools to develop personalised learning programmes for students. Evidence of learning will be gathered in a portfolio by all students. The SEC will certify each module completed at the end of senior cycle.

Professional learning to support the introduction of the programmes is being provided by Oide.

The Department is actively examining how schools might register students undertaking Level 1 and Level 2 Learning Programmes with the POD and PPOD returns and expects the process will be in place for the next academic year. In the meantime, the Department will engage directly with schools to ensure a record of current students is gathered for the 2024/2025 academic year.



Save the Date

The **Senior Cycle Redevelopment Conference for School Leaders** will take place on **5 February 2025** in Dublin City Centre

Road Safety Matters - an update from the Road Safety Authority

In September, the Road Safety Authority launched its new transition year programme – Road Safety Matters.

The roll-out of this programme is on a phased basis. In phase one, 149 teachers representing 138 schools attended in person professional learning in Swinford, Athlone, Portlaoise, Dublin, Cork, Galway and Donegal.

As part of the development of this programme a needs analysis was conducted with TY teachers and students. The results showed that there were significant gaps in student's level of knowledge of road safety and confirmed that there was an overwhelming demand for more road safety education at post primary level. As a result, the RSA created this new road safety matters programme.

The aim of the programme is to provide TY students with the knowledge, skills and attitudes to be safe road users. It consists of 10 units:

- Setting the Scene
- Learning to Drive
- Components of a Car
- Speed
- Alcohol
- Drugs
- Distracted Driving
- Seatbelts
- Vulnerable Road Users
- Assessment & Celebrations

Road Safety Matters - an update from the Road Safety Authority

The Road Safety Matters programme is:

- Research led both nationally and internationally,
- Linked to senior cycle competencies
- An eclectic mix of methodologies
- Teacher led

All TY Co-Ordinators and teachers that attend the professional learning received numerous materials and resources (digital and hardcopy) to enhance learning and teaching of road safety for TY students. The activities are structured with step-by-step instructions and are designed to aid learning. There is an opportunity at the professional learning day to collaborate and share experiences from those that have been delivering road safety education to date.

The RSA are currently working on professional learning dates for January 2025, if you are interested in participating in the professional learning, please ensure to complete the online registration form https://forms.office.com/e/9yVpNA79cR

The RSA would like to take this opportunity to thank the principals and teachers that have given the commitment to deliver this new road safety programme in schools.

Register here

Senior Cycle Redevelopment: Your questions answered

New subjects

When will the two new subjects be rolled out to all schools?

Climate Action and Sustainable Development, and Drama, Film and Theatre Studies are being introduced on a phased basis, from 2025, through a small number of schools (100 in total). The first group of schools are known as “Phase One schools” and this approach is different to a “pilot” model and ensures these schools are supported in the introduction of the new subject. It also allows for reflection on the effectiveness of the support provided before additional schools subsequently offer the subject.

The national rollout is expected to begin from the 2027/28 school year, but this is subject to confirmation. Further clarification will be communicated at a later date.

Who will teach the new subjects?

It is a matter for the board of management of a school to decide the curriculum provided and earlier this year schools were invited to apply to be a phase one school. The two teachers who will lead this subject were identified on the application form and schools were asked to provide details about their experience and suitability.

While teachers of the two new subjects will initially be out of field, prior to determination of subject criteria by the Teaching Council, it was evident from the applications, the breadth and depth of relevant experience and qualifications held by the teachers. The Teaching Council has begun the process to determine the subject-specific criteria, and it is expected that registration will open in January 2026.

What training is available for teachers of the two new subjects?

As Climate Action and Sustainable Development, and Drama, Film and Theatre, are introduced, teachers and their schools will be supported in the introduction of the new subjects by Oide's 4-year programme of professional learning. Teachers in schools selected as part of Phase One are encouraged to attend Oide's DFTS and CASD professional learning events, which began in 2024.

The provision of professional learning for schools introducing the new subject beyond this first phase will be informed by the experience of Phase One schools and notified to schools at the appropriate time.

Senior Cycle Redevelopment: Your questions answered

Generative AI

How are we going to ensure students work is authentic and not generated by AI?

The State Examinations Commission (SEC) maintains a watching brief on all issues which have the potential to threaten the security and integrity of the examinations including new and emerging technologies such as generative AI. AI has been around for some time and the SEC has been alert to it and provides guidance to schools and candidates about their responsibilities.

All State Examinations candidates must comply with the rules and regulations which govern the conduct of the examinations contained in the Rules and Programmes for Secondary Schools and related circulars. A number of SEC circulars govern the arrangements for the completion, authentication and submission of coursework. The SEC also provides general and subject specific information for the information of candidates.

The SEC has very clear rules that the work submitted for assessment must be the candidates' own individual, unaided work and must be executed under the supervision of the teacher in the school who is required to monitor the progress of the coursework on a regular basis. It is the responsibility of the candidate to fulfil examination requirements, which includes providing a basis for proper authentication by the class teacher. Candidates must complete the coursework under the supervision of the class teacher so that the teacher can monitor progress on a regular basis and be in a position at the coursework completion date to verify that the work is the candidate's own individual work.

In relation to coursework which requires an investigation or research (such as the History Research Study Report), candidates are required to cite the sources which they use whether written or web sources.

When submitting their work for assessment, candidates are required to make a declaration that the coursework is their own unaided work and is fully compliant with the rules and regulations. Class teachers and school principals are also required to confirm that the work was carried out under the direct supervision of the teacher and that it is the candidate's own unaided work.

Further information on coursework and other guidelines can be found here: Examination Information - State Examination Commission .

Senior Cycle Redevelopment: Your questions answered

Generative AI

Is the State Examinations Commission carrying out further research into generative AI?

In light of recent developments in the field of generative AI, the Minister has asked the SEC to commission research on the potential role and impact of generative artificial intelligence in assessment for certification. This research will consider both the unique opportunities and challenges associated with generative AI in both teacher-based assessment and in external central assessment and will examine how these can be maximised and mitigated respectively. In particular, it will explore how the use of generative AI, and possible approaches to allowing or restricting same, impact on assessment integrity. It will also examine how generative AI might support improved assessment processes for both teacher-based and external central assessment, including as regards the design and evaluation of assessments, and providing feedback.

Transition Year and the Transition Year Programme Statement

Do schools have to follow the new Transition Year Programme Statement from September 2025?

During 2024/25 schools have an opportunity to audit their current Transition Year statement and ensure it aligns with the Programme Statement from 2025 onwards.

The four **Curriculum Dimensions**: Teaching and Assessment, Recognising and Reporting, Reflection and Renewal, provide a structure for the ongoing development, assessment, and renewal of the TY programme, ensuring it remains balanced and broad.

The four **Student Dimensions**: Personal Growth, Being a Learner, Civic and Community Engagement, and Career Exploration, are the foundation of TY programmes, describing how students can develop throughout the year and the experiences that support this development. Schools are encouraged to map their current programmes against these dimensions to ensure alignment with the new TY Programme Statement.

Oide and the NCCA will support schools in this process through professional learning and resources to assist in the evaluation and development of their programmes. Schools are advised to plan for an integrated approach that includes a focus on teaching, student portfolios, and continuous programme review, ensuring their TY programme remains progressive and innovative.

Senior Cycle Redevelopment: Your questions answered

Transition Year and the Transition Year Programme Statement

How can the TY Programme Statement be incorporated into current plans?

Schools have autonomy during 2024/25 to plan and design the TY programme informed by either the older TY guidelines and/or the new TY Programme Statement.

Does universal access mean every student must do TY in 2025?

The objective with universal access to TY is that any student who wishes to participate in it can have that opportunity. However, that does not mean that every student must do TY, and not all schools are able to provide universal access to TY yet. The Department has requested schools to complete a survey to provide more information about the barriers to universal access so that these issues can be considered.

What subjects or modules are part of the new TY Programme?

While alignment to the new Programme Statement is essential, it allows for flexibility, ensuring each school's approach is tailored to its unique context and needs, fostering the holistic development of students in line with the Student Dimensions.

A combination of continued learning in some subjects, subject sampling, TY specific modules and other components provides a balanced and broad set of experiences which encompass the Student Dimensions. Table 3 in the Programme Statement provides guidance on design parameters for a school's TY programme and indicates where the range of components may provide opportunities for learning and development across all four Student Dimensions.

If you have any further questions in relation to Senior Cycle Redevelopment, please contact scr_info@education.gov.ie . You can visit gov.ie/seniorcycle to read past editions of the information note.

Senior Cycle Redevelopment
A new approach

The approach being taken to Senior Cycle Redevelopment builds on learning drawn from implementing previous reforms and introducing new subjects, and from listening to our education partners, which leverages their experience.

Programme delivery

- The Department has a dedicated Senior Cycle Redevelopment Programme Management Office that actively manages the implementation of the programme.
- A Senior Cycle Redevelopment Programme Delivery Board has been established to monitor delivery and report to the Minister on progress. The membership of the board is external and independent.
- The Department, the National Council for Curriculum and Assessment, the State Examinations Commission and Oide are working together to ensure their programmes of work are aligned with changes as they arise. All relevant agencies have been provided with significant dedicated resources to ensure the success of the programme. The Department and the Agencies meet collectively as a Senior Cycle Redevelopment Implementation Group to consider cross-cutting or programme level considerations.
- Significant funding has been allocated to the overall roll-out of Senior Cycle Redevelopment since the Minister's announcement in March 2022. In 2025, €14 million in funding has been secured to directly support reforms and initiatives associated with the 2025 implementation of Senior Cycle Redevelopment. The Department of Education is committed to ensuring the resources necessary to meet demonstrated resource requirements arising out of Senior Cycle Redevelopment will be met throughout the lifetime of the programme.
- In planning the roll-out of new subjects under Senior Cycle Redevelopment, the roll out of previous new subjects was reviewed. An open call, in April this year, for applications by schools interested in offering one of the new subjects has resulted in 100 nationally representative schools across the country being the first to offer the new subjects. The comprehensive support package being provided was informed by discussions with teachers and school leaders and includes additional teacher allocations, technical resources and activity grants as outlined on the website.

Senior Cycle Redevelopment
A new approach

Greater stakeholder engagement

- The Senior Cycle Redevelopment Partners' Forum, a representative stakeholder engagement group which underpins the collaboration necessary to support implementation and, where appropriate, further developments under the programme has been meeting regularly since April 2023. Membership includes representatives of students, parents, teachers and school management, the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) and other relevant organisations. The Forum met initially in April 2023 and has met 10 times in total; most recently on 13 November and will meet again in January 2025.
- Senior Cycle Redevelopment has involved a renewed emphasis on communications to all stakeholders and partners, through a communications strategy. This has included dedicated and regular Information Notes to Schools at key stages in the roll-out, as well as a dedicated conference for school leaders to equip them with the knowledge and skills needed to implement Senior Cycle in their school communities.

Greater engagement with students and their parents

- The Irish Second-Level Students Union (ISSU), the National Parents Council and the Children's Rights Alliance are members of the Senior Cycle Redevelopment Partners' Forum, ensuring their views are continuously incorporated in the roll-out of the programme.
- The ISSU President also sits on the NCCA Council since 2022.
- The National Parents Council sit on Senior Cycle Board.
- The Programme Management Office works continuously to produce dedicated resources for students and their parents, including producing videos and podcasts.

Senior Cycle Redevelopment
A new approach

Greater inter-agency collaboration

- The Department, NCCA, Oide and the SEC meet regularly as an implementation group addressing systemic and operational issues as they arise during the redevelopment process.
- **Oide, the support service for teachers,** participates in all **NCCA** Boards and each subject group that develops the curriculum
- **NCCA, Inspectorate** and **SEC** collaborated extensively on the subject specific guidelines to support Additional Assessment Components (AACs) for Tranche 1 subjects by:

- Engaging continually during drafting of specifications
- Consulting with teachers during the drafting of the guidelines for additional assessment components
- Roundtable discussions are held with **Oide** before professional learning days that will introduce the guidelines to teachers

- **SEC** is engaging with the **Department of Education Inspectorate**, **NCCA** and **Oide** in the development of the sample examination papers.

Senior Cycle Redevelopment
A new approach

Greater engagement with teachers and schools

- Building on the experience of working directly with schools during the review of senior cycle, the **NCCA** annually issues an open invitation to all **schools** to participate in the curriculum development process.
- The initial phase of this process involves a series of school visits to gather **insights from teachers, students, and school leaders**.
- The insights from these school visits are included in each Background Paper that informs the development of each subject. Every background paper is published for consultation, which seek to elicit the views of teachers, school leaders and students, to contribute to the development of the specification for each new or revised subject.
- Since March 2022, the **NCCA** has conducted **216 school visits**, representing nearly 10% of the NCCA Post-Primary team's time spent in schools for 50% of school days since the Minister announced plans for the redevelopment of the senior cycle.
- Each NCCA Subject Development Group's membership comprises 50-70% being practicing teachers.

Earlier release of assessment supports

NCCA has **published the guidelines** to support Additional Assessment Components. The State Examinations Commission will publish sample assessment materials in April 2025, in the school year prior to the commencement of the teaching of the new specifications, a full 18 months earlier than is normally the case.

Senior Cycle Redevelopment
A new approach

More detailed curriculum specifications

The format of the Tranche One specifications was informed by extensive research and deliberations with stakeholders.
A redeveloped Senior Cycle will focus on our young people's key competencies.

The NCCA listened to teachers, students, parents and others during the review of senior cycle. Many of them emphasised that who you become during your last years in school and who you are when you leave school matters. They said that your values and dispositions are as important as your knowledge and skills. This feedback has shaped the redevelopment of the senior cycle curriculum, which focuses on the importance for students on enhancing their key competencies and integrating knowledge, skills, values and dispositions to help students learn, grow and develop as human beings.

A greater level of scaffolding of strands of study and learning outcomes is evident across all specifications. This is achieved through a combination of an over-arching narrative, the inclusion of the 'students learn about' column and learning outcomes that clearly state what students will be able to know, do and understand at the end of the course.
The technical form of curriculum specifications for subjects and modules in a redeveloped senior cycle, and the research that informs this format, can be found here: Format of senior cycle specifications | NCCA

Resources to support the implementation of the revised TY Programme Statement

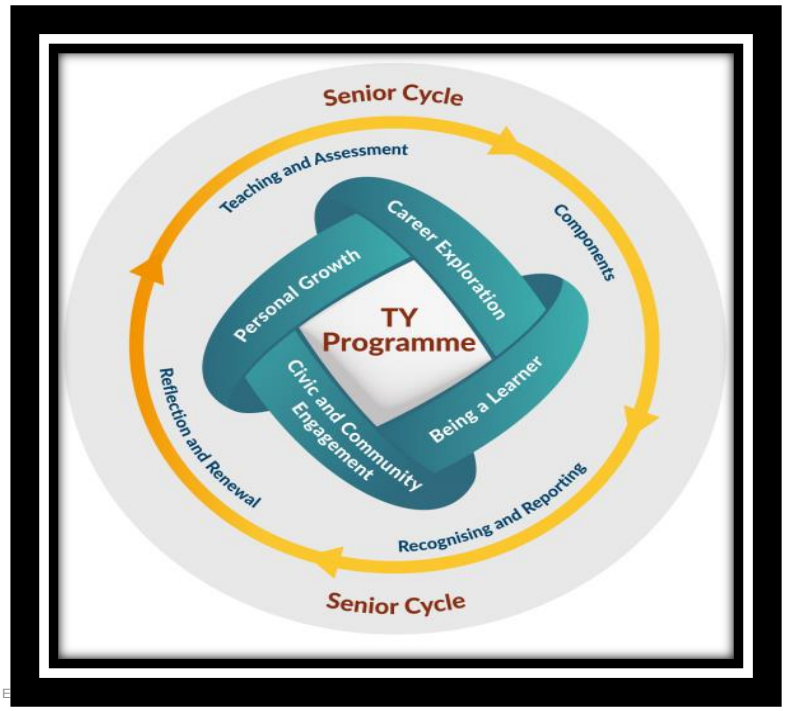
An effective TY programme, which will be unique to each school, is one where every aspect of the curriculum serves to develop the student in harmony with the Student Dimensions.' (TY Programme Statement, 2024)

NCCA has developed a suite of resources to support the implementation of the revised TY Programme Statement.

The first set of resources to be published together form an audit tool. They are designed to assist schools with reflecting on and renewing their TY curriculum, through the lens of the Student Dimensions.

The resources are: Reflecting on our curriculum, Reflecting on our Student Experiences, and an Overview Table of the Components of our TY programme.

The resources, supplemented by exemplars, were designed by a team of TY coordinators and will be published at: https://www.curriculumonline.ie/senior-cycle/transition-year/ in the coming days.



The Senior Cycle Redevelopment Team would like to **thank you** for your engagement with the rollout of the programme, and looks forward to working with you in 2025.

Further information on Senior Cycle Redevelopment can be found at gov.ie/seniorcycle

Queries in relation to this information note can be directed to: scr_info@education.gov.ie

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