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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Advanced Mentoring in the Droichead Context

Post-primary 2024.2025

Overview



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Setting Mentoring in Educational Policy



Professional Relationships



Challenging Conversations



Reflecting on Practice

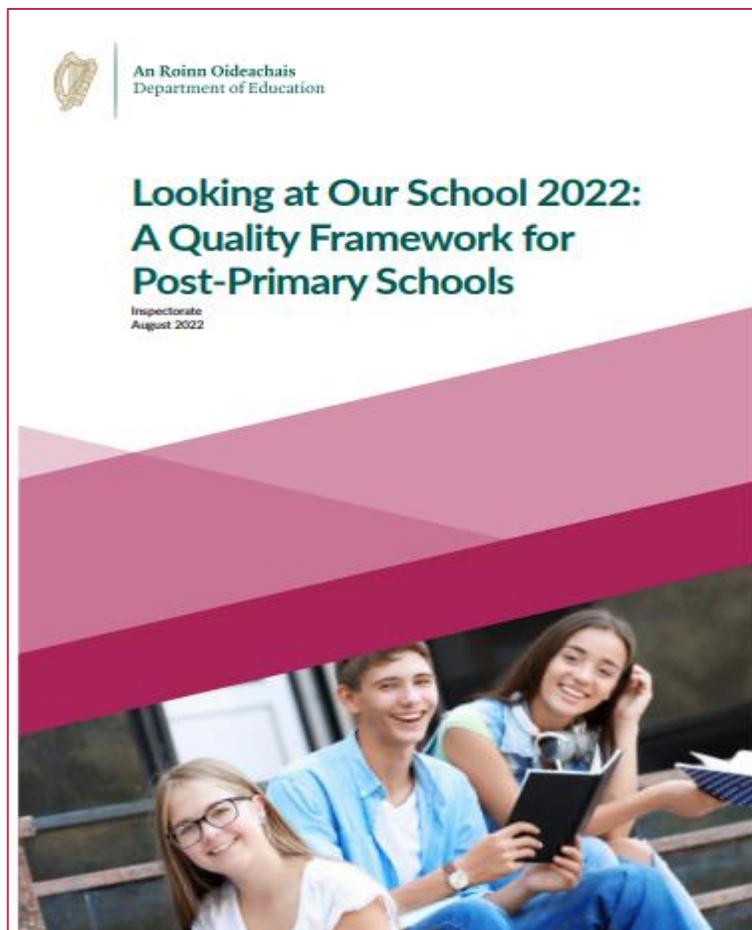


Resources

Mentoring in Practice



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Domain 4: Developing leadership capacity

Standards	Statement of effective practice	Statements of highly effective practice
Empower staff to take on and carry out leadership roles	The principal and deputy principal(s) provide a mentoring programme to support teachers in new roles.	The principal and deputy principal(s) provide and manage an effective mentoring programme both to support teachers in new roles and to develop the leadership capacity of mentors.

Role of Professional Support Team



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1

Danielson (2007)

Teacher leaders who might not occupy formal positions but influence the work of other teachers.

2

De Nobile (2018)

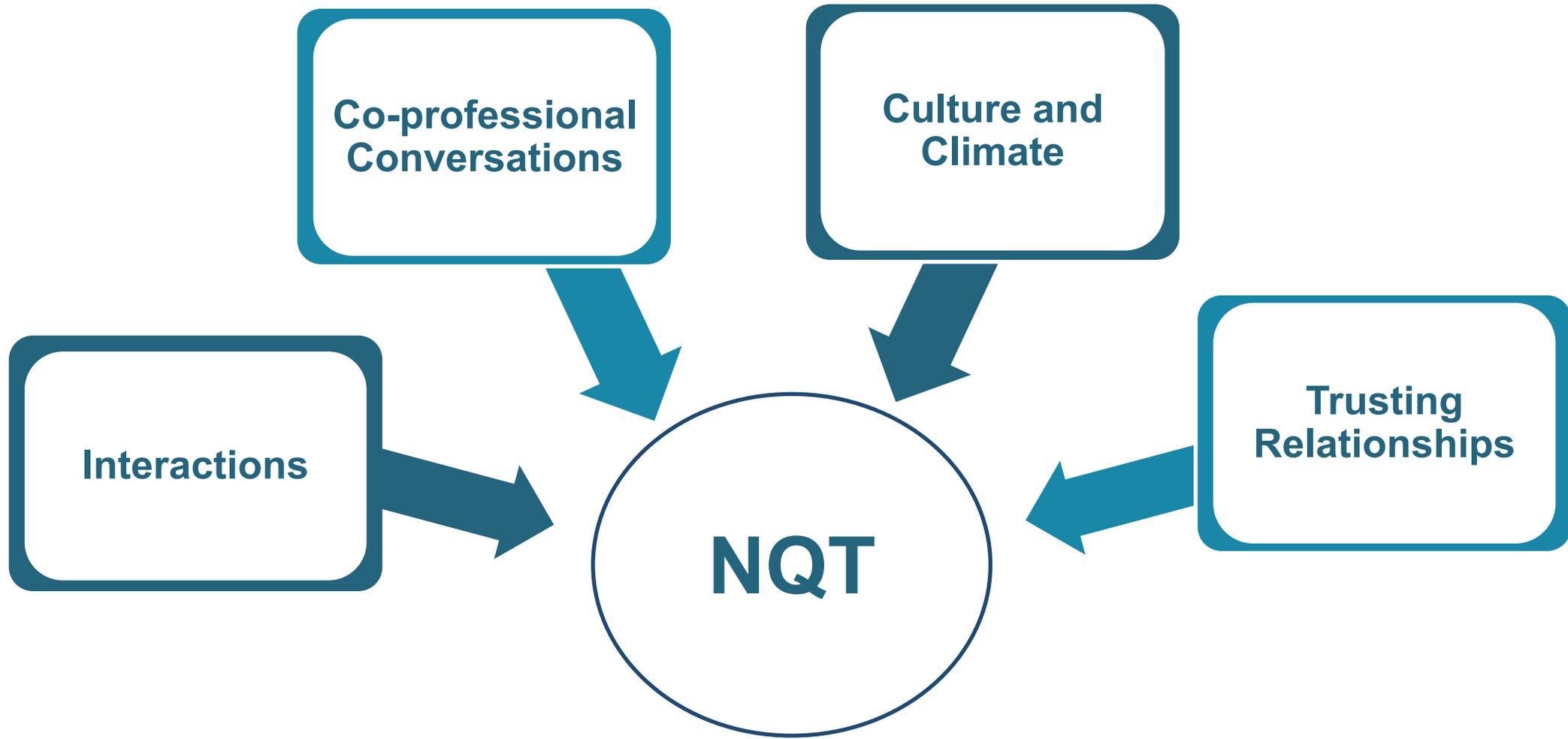
Middle leaders are the layer of leadership between senior leadership and classroom teachers.

3

CSL (2022)

Middle leaders are the teachers who are the 'middle layer' in the school's organisational structure.

Professional Relationships with Mentees





Whole School Professional Relationships

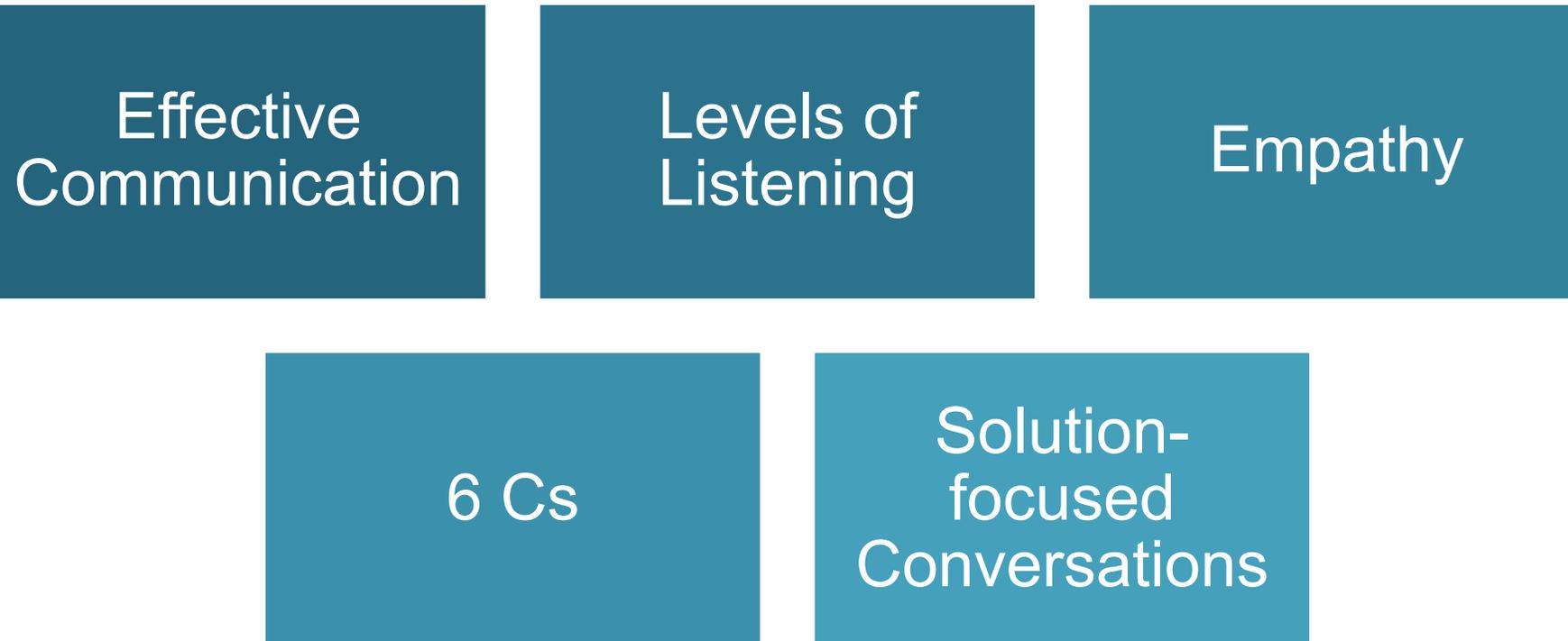
Carroll & Simco (2001) consider one of the key roles of a mentor is to **encourage other staff members to participate in the mentoring process.**



Professional Conversations



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Difficult Conversations



“
A difficult conversation is a dialogue about a situation where something needs to improve...and where voicing the issues is likely to upset someone to some degree.
”

(IPPN, 2020)





Mediating Challenging Conversations

- Consider the ‘purpose’ of the conversation
- Explore the situation – actively listen to the other person’s perspective
- Consider your assumptions
- Think before you speak
- Ascertain the facts and speak only of what you know
- Establish a plan: a solution-focused approach
- Manage your emotions at all times
- Have a strategy/framework to refer to

The STORM Model



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State the concern, challenge or issue. The **impact**?

Options

Move On and Follow Up

S

O

M

T

R

Their perspective

Resolution

(Gill, 2018)

DESK Model



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D = Describe what you observe

E = Evaluate how that effects things

S = Show what needs to be done

K = Know the consequences of not changing behaviour



(Studer, 2004)

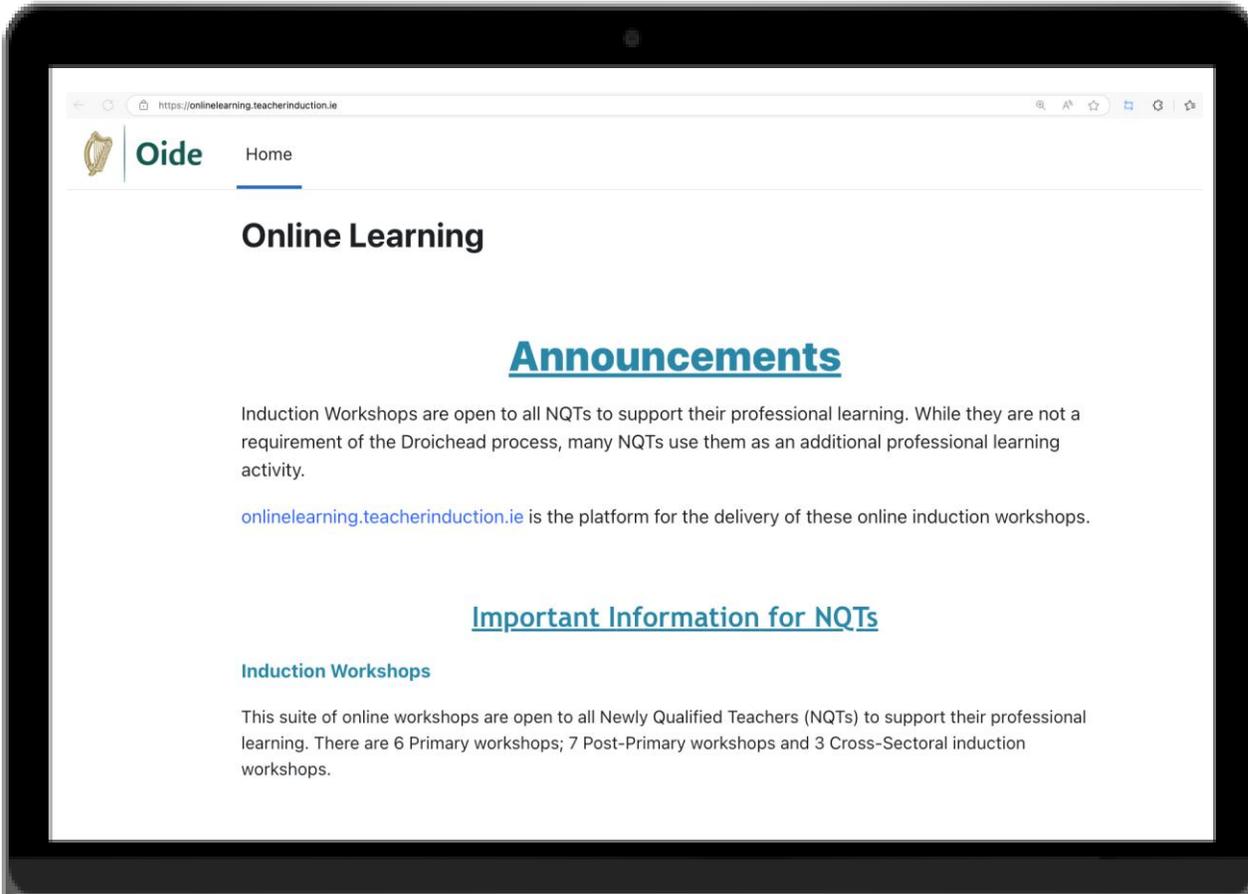


Magda is an NQT with a 22-hour-per-week contract, covering maternity leave from September to February. She has been too busy to attend any meetings with her PST and has told them that she does not need their support, assuring them that everything is fine.

However, a PST member recently overheard Magda in the staff room mentioning that she was struggling to differentiate her lessons for a first-year group.

Now that it is January, the PST is aware that Magda will be finishing her contract in the coming weeks.





- Stretching All Learners Post-Primary (NIPTWS07)
- Supporting Students with Special Educational Needs Post-Primary (NIPTWS16)

<https://onlinelearning.teacherinduction.ie/>



Jim is an active member of the PST and attended PST training over three years ago alongside the Deputy Principal (DP). However, the DP is no longer an active PST member.

Jim and other PST members are conducting observations and attending meetings in their own time.

Jim requested that the DP allocate release time to support the Droichead process, but the DP informed him that substitution cover could not be provided.

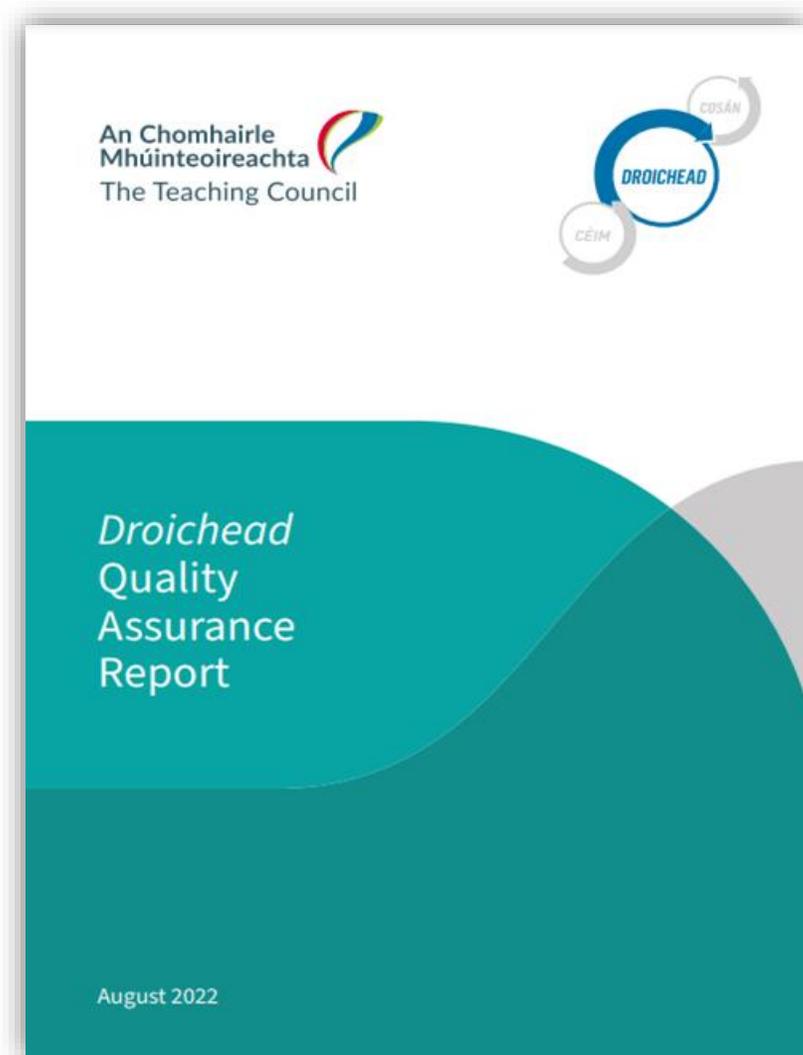


Jim



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Number of NQTs undertaking Droichead	In-school Release Time available to schools per academic year (Hours)
1-2	22
3-4	28
5-6	34
7	40
8+	44



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Laura



Laura is an NQT with a 22-hour-per-week contract for the academic year. The school has 2 PST members and 4 other NQTs.

After attending Cluster Meeting 1, Laura expressed her desire to complete the Droichead process within one term. She mentioned to a PST member that she thinks Droichead is “unnecessary” and believes her time would be better spent on lesson planning and grading, as she is struggling to manage her 22-hour workload.

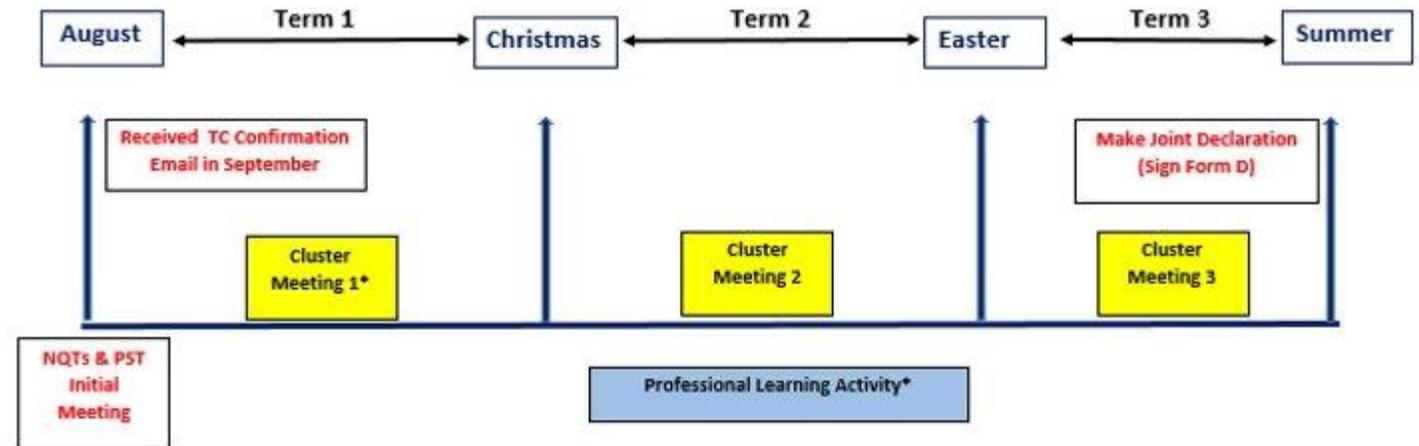
As a result, the PST members decide that they need to have a professional discussion with Laura.





Droichead:
The Integrated
Professional
Induction
Framework
March 2017

An Chomhairle
Mhúinteoireachta
The Teaching Council



Reflecting on Practice



SCAN ME



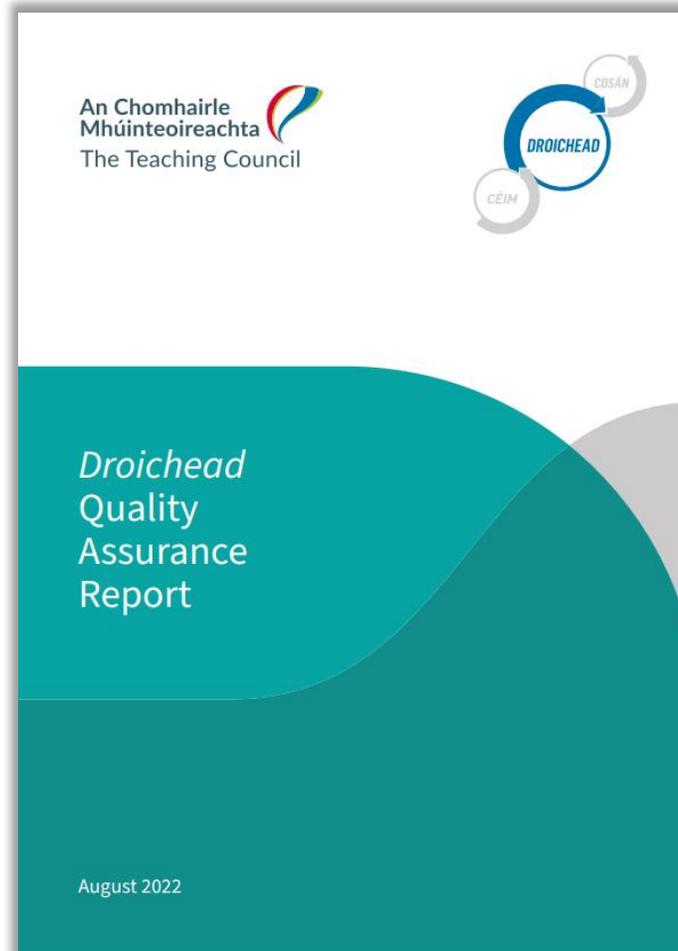
3,2,1 Framework

3	Practices I will continue with
2	Practices I will begin/implement
1	Practice I will change

Reflecting on Practice



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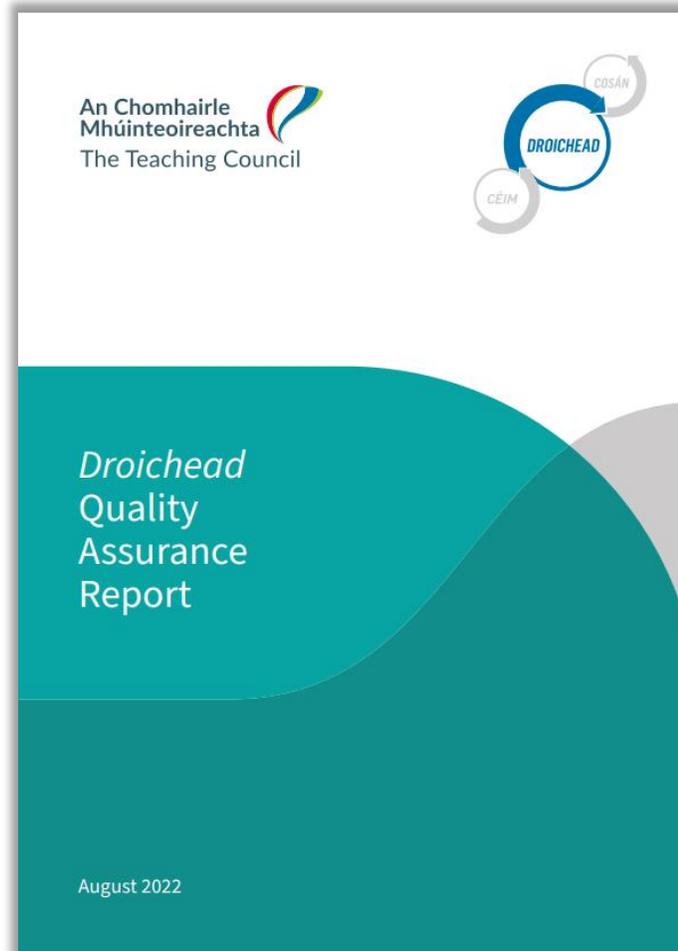
Findings

- Schools visited undertook **regular reviews** of the Droichead process both formally and informally
- The **benefits** of being involved in the PST were numerous
- Strong **whole school support** for Droichead
- Accessibility and **availability of substitute** teachers is an issue
- Professional conversations focused on the **needs** of the NQT

Reflecting on Practice



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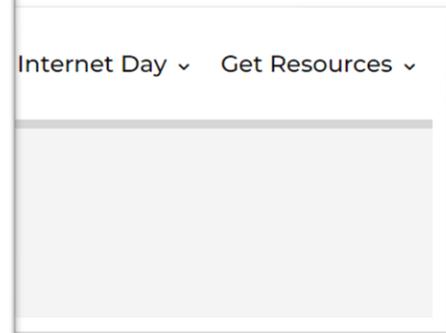
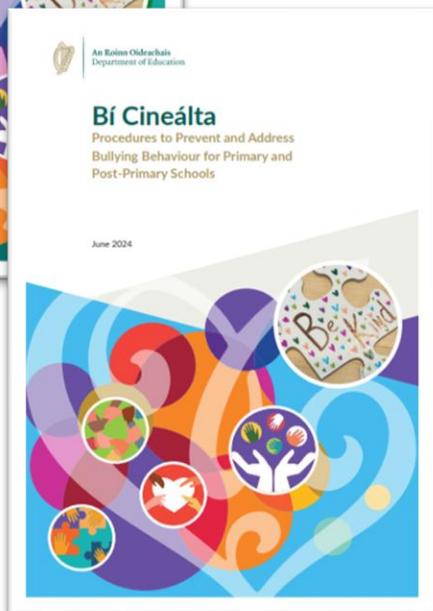
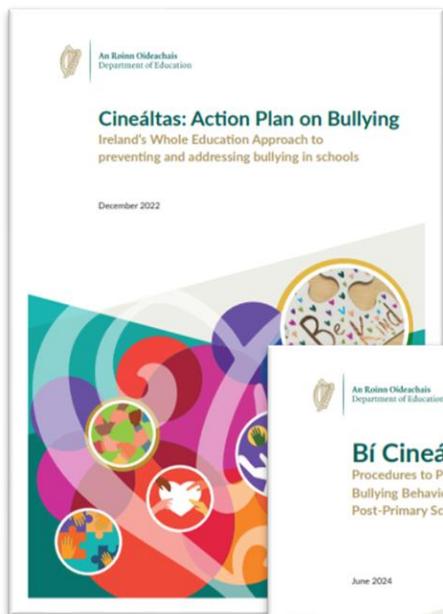
Recommendations

- The Droichead **process is enhanced** when the Principal or Deputy Principal are involved in it
- Incorporate Droichead on the **agenda**
- More **regular contact** with Oide Droichead Induction
- The S&S scheme and SET **should not** be utilised to resource Droichead
- Deemed best practice to **meet regularly**

The Welcoming Classroom: Resources for Newly Qualified Post-primary Teachers



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Useful Contacts



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Droichead Queries	postprimarydroicheadsupport@oide.ie
NQTs Applying for Droichead	www.teachingcouncil.ie
Cluster Meeting Queries	NQTinduction@oide.ie
Teacher Registration Queries	conditions@teachingcouncil.ie

