



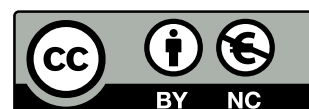
## Droichead - Professional Conversations Suggested Topics – Post-primary

This document was devised to support PST members & NQTs and can be tailor-made to suit your school context. Please note this document is neither exhaustive nor prescriptive.

During the course of the Droichead process, an NQT has a number of interactions with the experienced colleagues who are supporting the process. These are called professional conversations. These conversations provide opportunities to exchange informal feedback on a one-to-one basis, and discuss issues arising in the course of the NQT's professional learning and practice and offer guidance. Alternatively, a professional conversation may take the form of an arranged meeting between the NQT and one or more members of the PST.

*(Droichead: The Integrated Professional Induction Policy, 2017, 1.1.4.4)*

<b>Essential Conversations</b>	<b>Elements of the Droichead Process</b>
<b>Elements of the Droichead Process</b>	Droichead Outline Plan, Induction Plan per NQT, Pre & Post Observation, NQT Needs Analysis, Induction Activities, Reflections (Taisce), Additional Professional Learning (Cluster Meetings & Other Professional Learning), Future Professional Learning, Concluding the Process / Form D.
<b>Other Conversations</b>	<b>Induction Activities</b>
<b>Planning and Preparation</b>	Collaboration/Teamwork, Subject Department Planning, Sharing of Resources.
<b>Learning and Teaching</b>	Assessment for Learning, Active Learning Methodologies, Digital Technology, Literacy, Numeracy, Wellbeing, Homework, DEIS/SSE, Building Relationships, Disadvantage, Student Voice, Reflection, Child Safeguarding, JC, TY, LC, LCA.
<b>Assessment</b>	CBAs, SLARs, ATs, Christmas/Summer Tests, Pre-JC Cert and Pre-LC Exams, Formative and Summative Assessments, Constructive Feedback, Reports.
<b>Classroom and Behaviour Management</b>	Seating Plans/Classroom Structure, Positive Behaviour Support, School Policies, Code of Behaviour, Child Protection.
<b>Meeting with Parents and Guardians</b>	Resource <a href="#">Droichead - Supporting NQTs in relation to Parent-Teacher Meetings - Post-primary</a> Constructive Feedback, Record Keeping, Parent-Teacher Meetings, Attendance records, Students' progress reports.





<b>Inclusion and Differentiation</b>	SEN, IEPs, Psychological Reports, Assistive Technology, L2LPs, EAL.
<b>Digital Technology</b>	Digital Learning Plan, Using digital technology in learning, teaching and assessment, Acceptable Usage Policy, Online Safety.
<b>Other</b>	Extra-Curricular Activities, School Trips, Other Areas of Learning, Wellbeing, Additional School Policies, GDPR, Inspections.





## Professional Conversations - Keeping a Record

Keeping a record of key learning from valuable professional conversations promotes both reflection and action planning (Taisce).

Should an NQT choose to keep a record in written format, the following headings may guide their reflection.



### Template (NQT)

<b>Date/Time:</b>	
<b>Location:</b>	
<b>NQT / Staff Members present:</b>	
<b>Reason for Professional Conversation/ Items or Topics discussed:</b>	
<b>Key learning from the Professional Conversation:</b>	
<b>One aspect I am interested in learning more about:</b>	
<b>Topic(s) identified for future Professional Conversations:</b>	

