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Scoile agus Muínteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Droichead Cnuaschruinniú Bunscoile 2

Cleachtas Machnamhach agus an Seomra Ranga

Cluster Meeting 2 Primary

Reflective Practice and the Classroom

2025.2026



Working Remotely Will Involve...

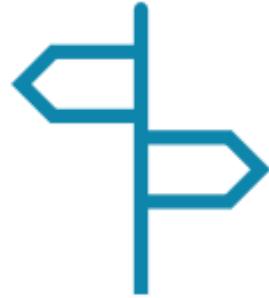
- ④ Materials
- ④ Punctuality
- ④ Confidentiality
- ④ Online Presence: participation and engagement
- ④ Audio and video settings
- ④ GDPR – no screenshots, recording or AI use
- ④ Screen name - same as registration name





Do Chuid Foghlama, Do Bhealach

Your Learning, Your Way



Choice



Flexibility



Consider

If there is anything we can do to enhance your learning experience today, please let us know

Prótacail Tinrimh

Protocols for Attendance



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- You are welcome here today
- Please note that if you miss more than 15 minutes of the cluster meeting, you are unlikely to receive credit for attendance
- Late arrival form





Ceistéanna Tinrimh

Attendance Questions

- Are you in a primary school that offers the Droichead process?
- Have you successfully applied to commence the Droichead process and received a **confirmation email** from the Teaching Council?
- Have you registered with oide-droichead.com?

Have you attended
Cluster Meeting 1?

Cur in Aithne

Introductions



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- Your name
- Your school context
- Your role
- Your favourite day trip venue





Learning Frame

| | |
|---|--|
| 3 | Key learning moments from my engagement in the process so far... |
| 2 | Things that I'd like to learn more about... |
| 1 | Question I have about the process... |



Intinní Foghlama

Learning Intentions



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- Define reflective practice within the teaching context and explore how it relates to working as a professional
- Identify the benefits of engaging professionally in reflective practice
- Identify skills, behaviours and techniques to develop reflective practice and relate same to your practice
- Employ reflective practice to identify strategies for effective classroom management and organisation
- Employ reflective practice to identify strategies for responding to behaviour



Roinn 1: Cleachtas Machnamhach: Céard é agus Cén Fáth?

Section 1: The What and Why of Reflective Practice



Céard is Cleachtas Machnamhach Ann? What is Reflective Practice?



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Ag Obair mar Ghairmí: Cleachtas Machnamhach

Working as Professional: Reflective Practice

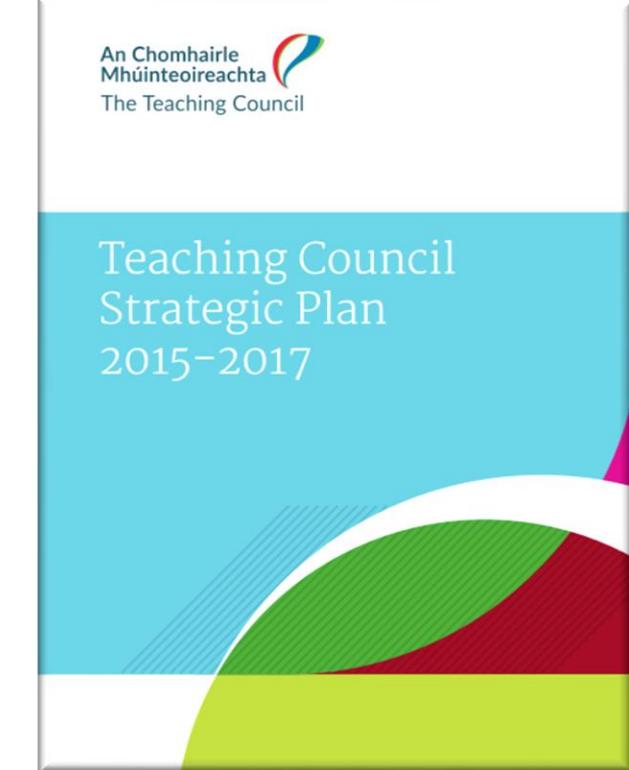


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“ Reflective practice is essential for each teacher, and for teachers as a professional learning community, in enabling professionals to make the best decisions in the interests of their students. It is the key to sustaining teachers as people as well as professionals ”

An Chomhairle
Mhúinteoirachta
The Teaching Council

Teaching Council
Strategic Plan
2015-2017



(Teaching Council's Strategic Plan 2015-2017, p.5)

Ag Obair mar Ghairmí: Cleachtas Machnamhach

Working as Professional: Reflective Practice



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“ Effective teachers and leaders reflect on practice and on their learning, either individually or collectively, and improve as a result ”

(Looking at Our School 2022, p.22)



Ag Machnamh ar na Caighdeán Droichead

Reflecting on the Droichead Standards



The NQT will...



An Chomhairle
Mhúinteoiriachta
The Teaching Council



Na Buntáistí a Bhaineann le Cleachtas Machnamhach

Benefits of Reflective Practice



- Improving your teaching practices
- Learning from reflective practice
- Enhancing problem-solving skills
- Becoming a critical thinker
- Making decisions
- Improving organisational skills
- Managing personal change
- Acknowledging personal values
- Taking your own advice



Roffey-Barentson and
Malthouse, 2009



Roinn 2: Cleachtas Machnamhach: Cathain agus Cén Chaoi?

Section 2: The When and How of Reflective Practice

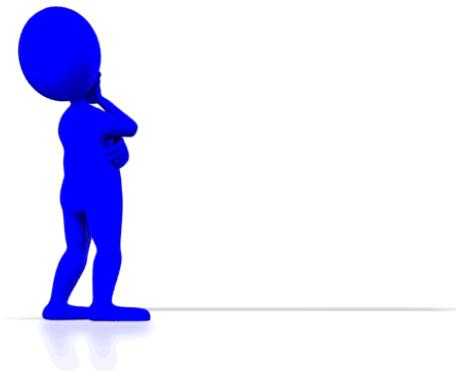




Deiseanna le hAghaidh Machnaimh...

Opportunities for Reflection

Droichead Outline
Plan



Droichead Standards
and Induction Plan

Observations

Cluster Meeting 1

Classroom Practice





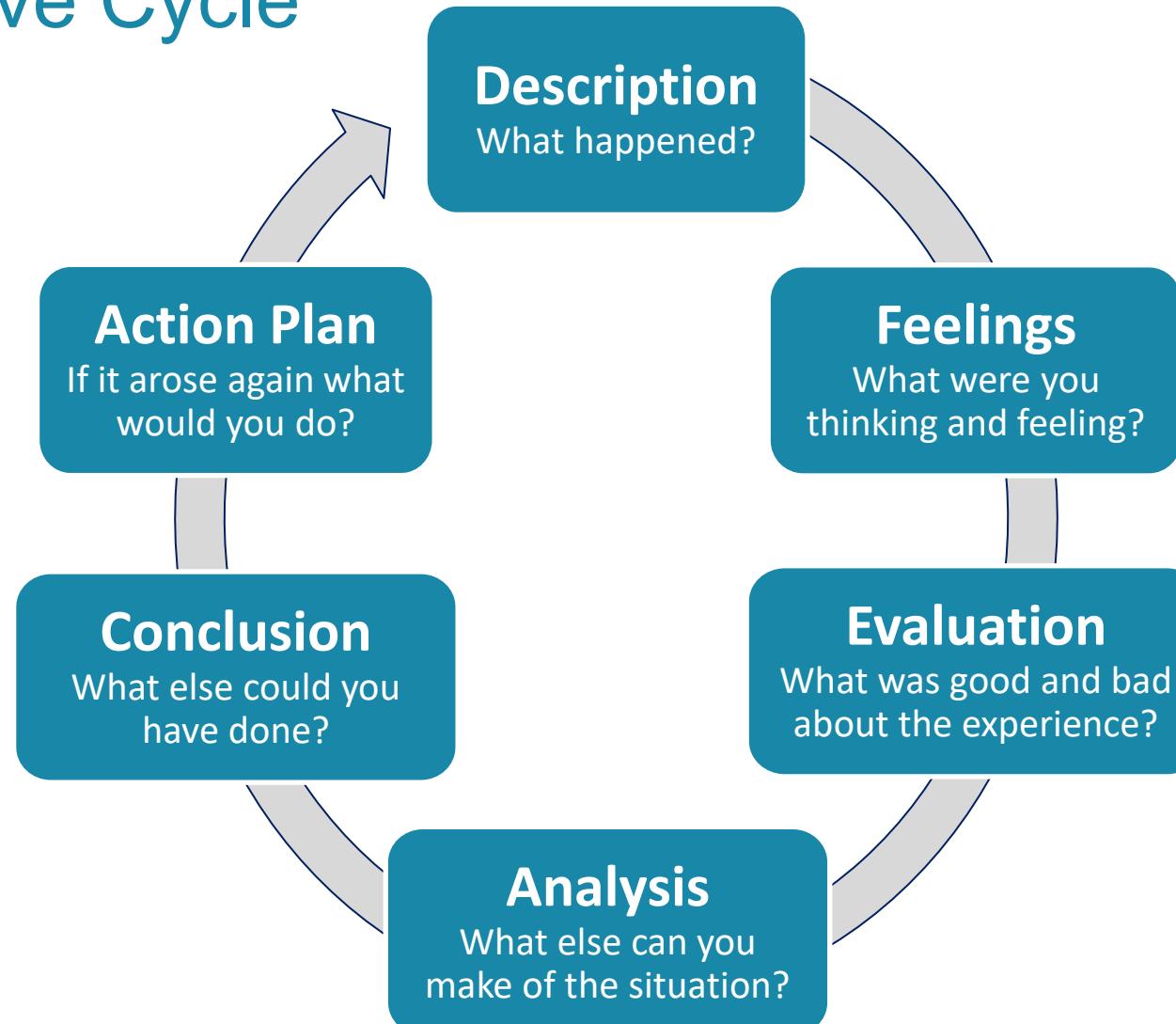
How Can I Develop My Reflective Practice?





Timthriall Machnaimh Gibbs

Gibbs' Reflective Cycle





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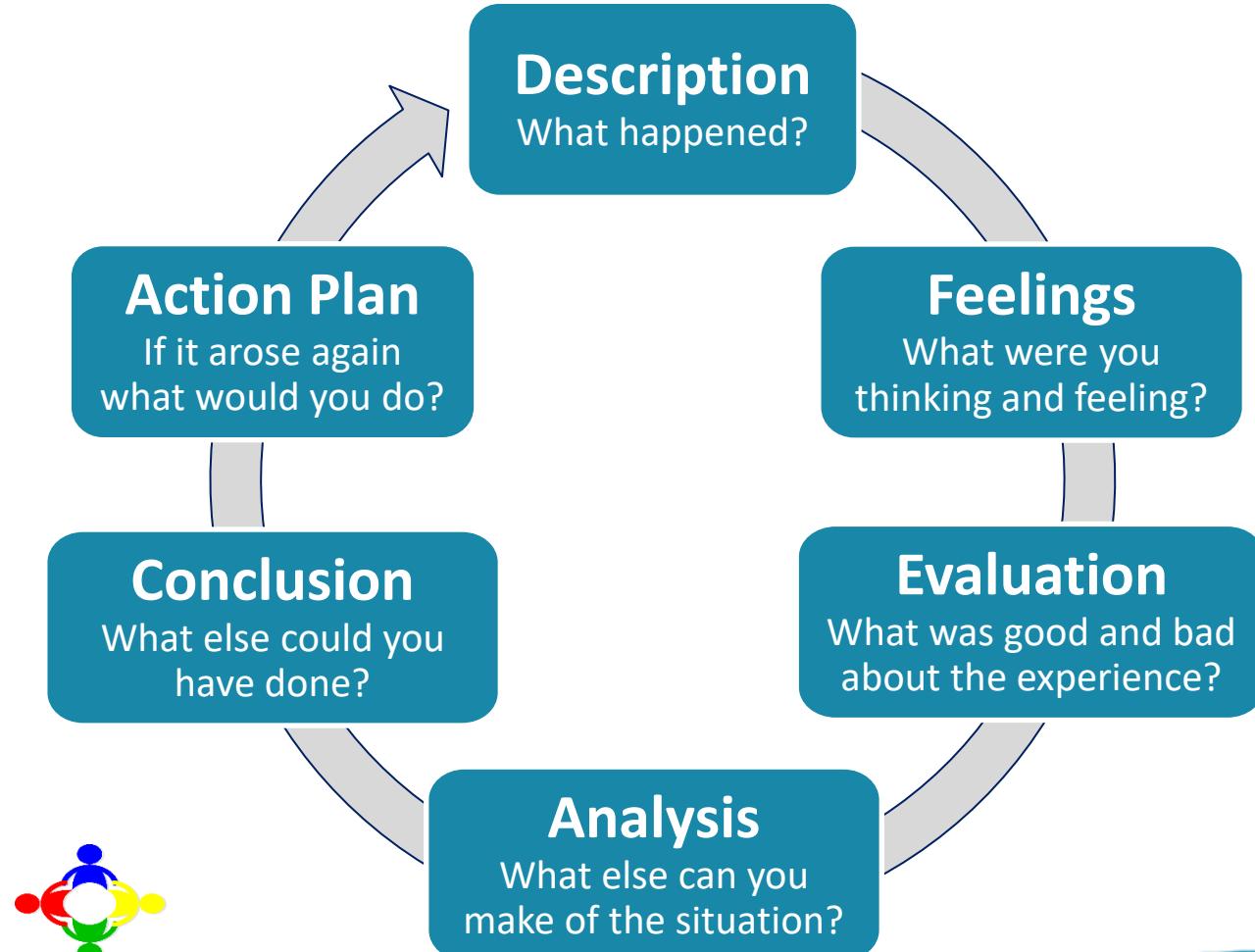
Roinn 3: Úsáid an Chleachtais Mhachnamhaigh

Section 3: The Application of Reflective Practice





Applying the Gibbs' Reflective Practice Framework



A pupil in my class takes a long time to write down their homework. Sometimes I write it down for them, and other times I get another pupil to help. They often forget to bring home the books they need.

How can I help them to become more independent?



Dúshlán a Thabhairt agus Machnamh a Dhéanamh

Challenge and Reflect



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1. I recently experienced a challenging conversation with a parent at a parent-teacher meeting. How do I best move forward from this?

2. During a recent classroom observation, the group work activity I had planned for my class was not as effective as I had hoped. What will I discuss with my PST member in the post-observation discussion?

3. In recent weeks, the SET supporting my class has regularly arrived 15-20 minutes late to our station teaching initiative. How can I best discuss this with the SET?

4. A pupil in my class who has special needs is not responding to any of the behaviour plans or strategies I am implementing. I feel frustrated. What could I do to manage this better?





Roinn 4: Bainistíocht an tSeomra Ranga agus Cleachtas Machnamhach

Section 4: Classroom Management and Reflective Practice



Bainistíocht Ranga

Classroom Management



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Positive Relationships

The Social Environment

The Learning Environment

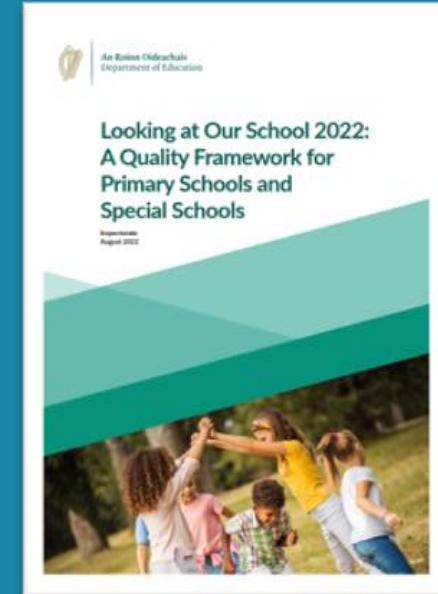
Classroom Organisation

A Systematic Approach to Responding to Behaviour

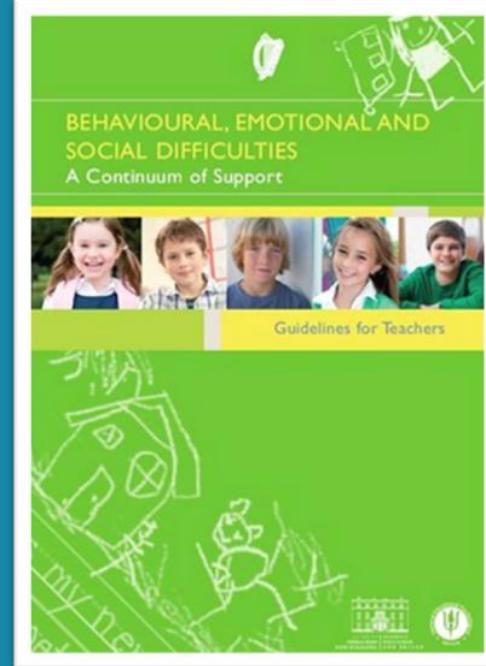
Teacher Attitudes and Behaviours

Social and Emotional Teaching Strategies

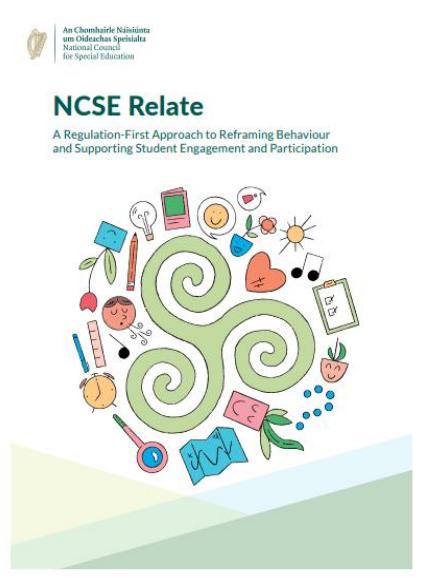
Behavioural, Emotional and Social Difficulties: A Continuum of Support Guidelines for Teachers



Looking at Our School 2022



NEPS 2010, p. 19-35
and p. 111-125



NCSE Relate



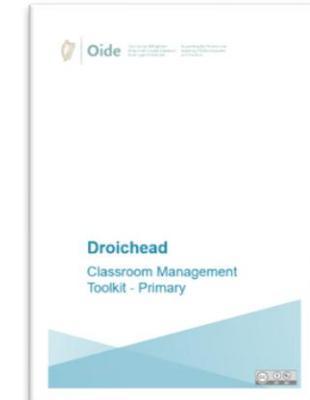
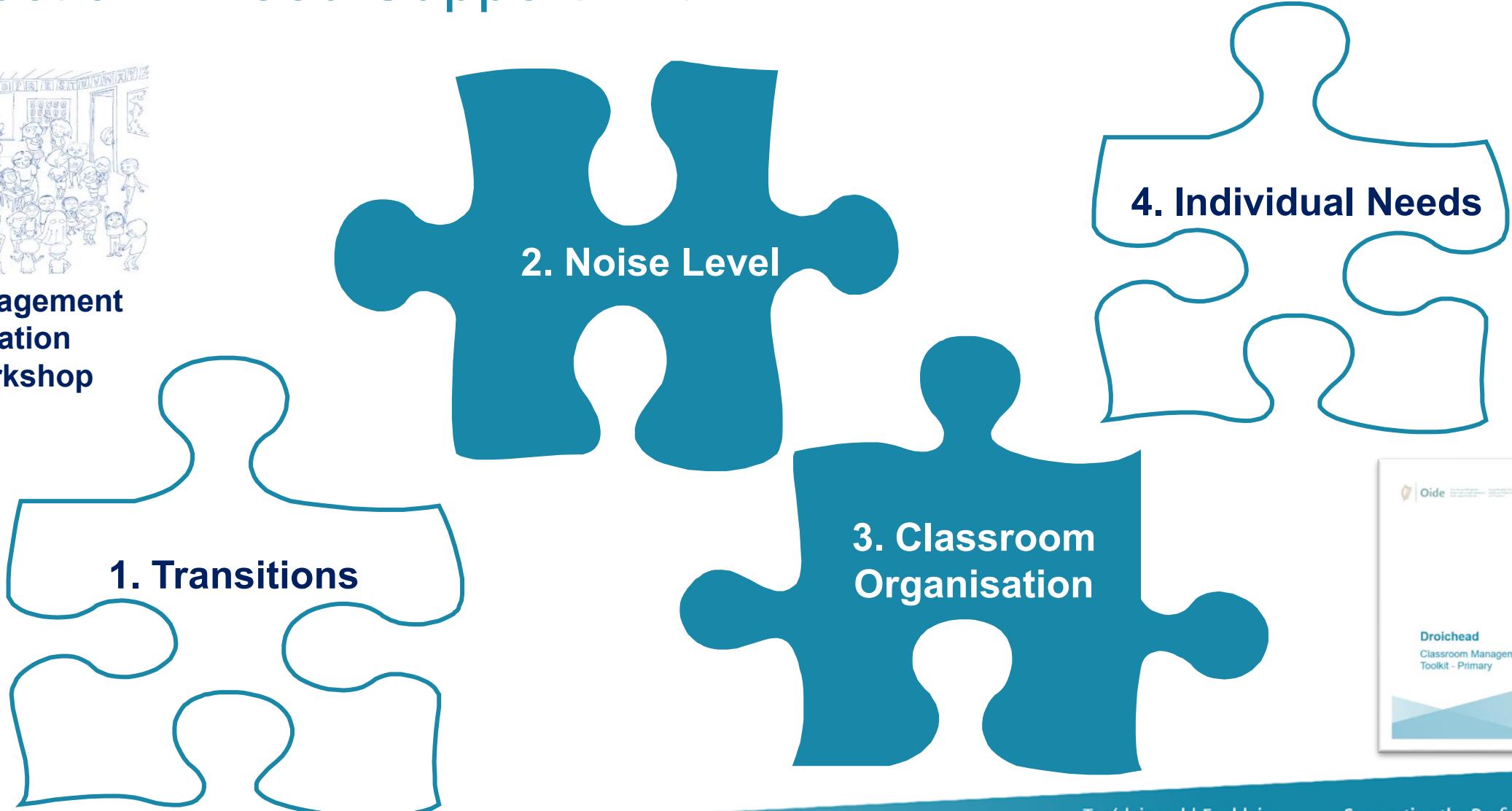
Ar Mhachnamh Dom Teastaíonn Tacáíocht Uaim Le... On Reflection I Need Support With....



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**Classroom Management
and Organisation
Induction Workshop**



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What advice would you give to an NQT who...

- is having difficulty managing **transitions** between lessons?
- is finding it difficult to manage the '**noise**' **level** in the classroom?
- is seeking advice on how to enhance **classroom organisation**?
- is worried about **pupils** in the class who are **in need of a lot of individual attention**?





‘...the things that a teacher does to organise students, space, time and materials so that... learning can take place’

(Wong 2001)

...ensure a purposeful, safe and secure learning environment

...maximise instruction time

...motivate pupils and supports learning

...promote positive behaviour



Suíomhanna Gréasáin le hAcmhainní

Website Resources



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- www.oide.ie
- www.scoilnet.ie
- www.ncse.ie
- www.seomraranga.com
- www.cogg.ie/an-tairseach/
- www.classdojo.com
- www.gonoodle.com



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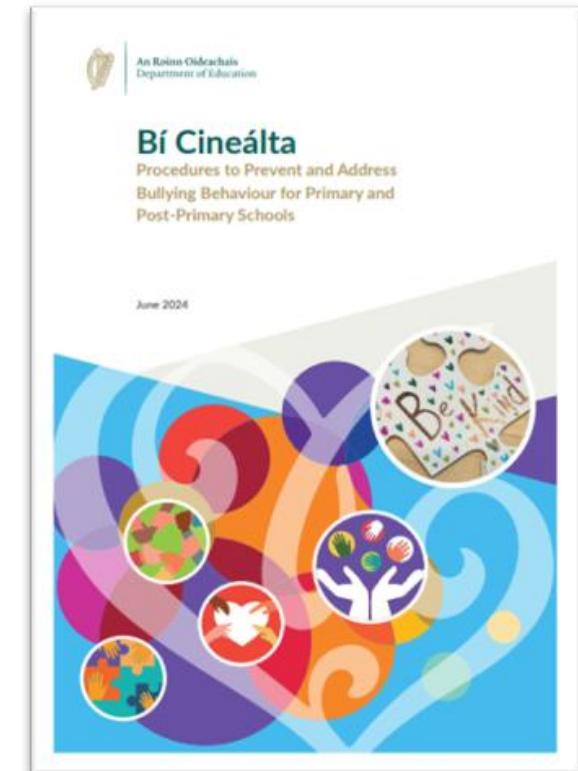
An Seomra Ranga Fáilteach: Acmhainní do Mhúinteoirí Bunscoile Nuacháilithe



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The Welcoming Classroom: Resources for Newly Qualified Primary Teachers

- [Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-primary Schools](#)
- [NCCA SPHE/RSE Toolkit](#)
- [www.webwise.ie](#)
- [Respect - Creating a Welcoming and Positive School Climate to Prevent Homophobic and Transphobic Bullying](#)
- [Show Racism the Red Card](#)
- [www.tacklebullying.ie](#)
- [FUSE Anti-bullying and Online Safety Programme](#)

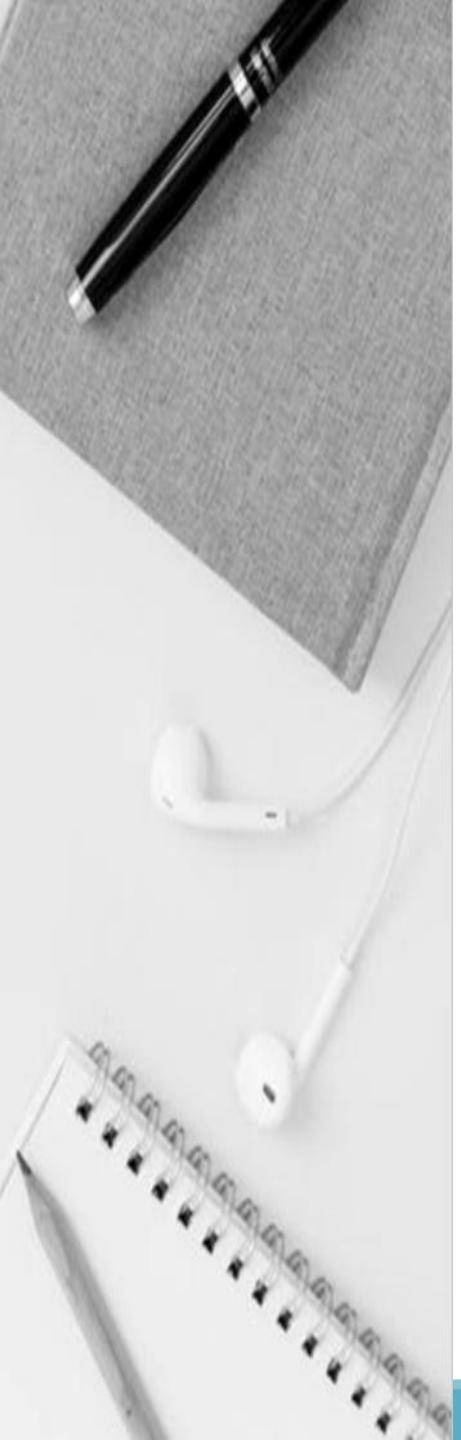




Cá Mhéad ar Éirigh Leat...

To What Extent Did You...

- Define reflective practice within the teaching context and explore how it relates to working as a professional?
- Identify the benefits of engaging professionally in reflective practice?
- Identify skills, behaviours and techniques to develop reflective practice and relate same to your practice?
- Employ reflective practice to identify strategies for effective classroom management and organisation?
- Employ reflective practice to identify strategies for responding to behaviour?





Roinn 5: Críoch agus Tacaíochtaí

Section 5: Conclusion and Supports

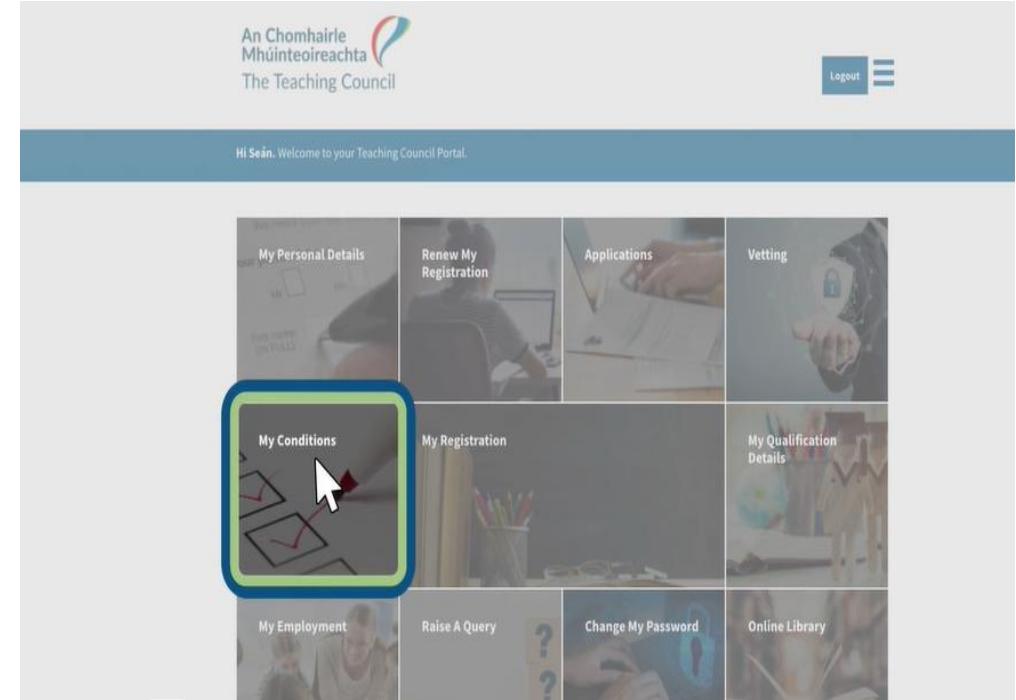




An Fhoirm D a Chomhlánú ar Líne

Completing the Online Form D

- Upload your cluster meeting certificate(s)
- Input details of your professional learning activity
- Identify your areas for future professional learning
- Download and print the 5-page Joint Declaration
- Review, sign and stamp the Joint Declaration - *(NQT & a minimum of 2 PST members' signatures)*
- Upload the completed Joint Declaration

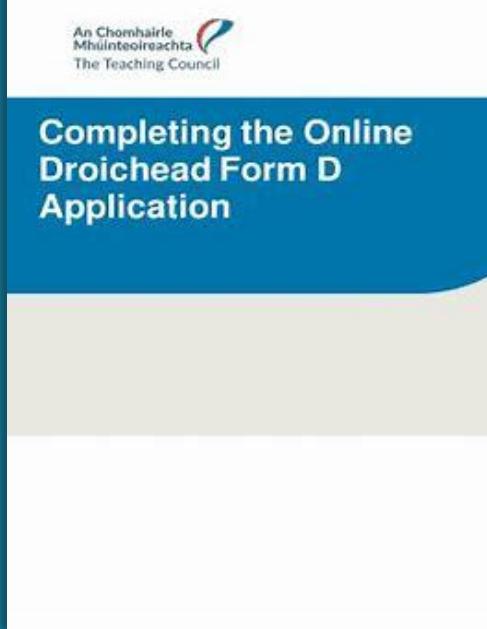


An Fhoirm D a Chomhlánú ar Líne

Completing the Online Form D



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Form Ds must be completed accurately

Falsification of information is taken very seriously by the Teaching Council

The Teaching Council conducts a thorough review of all Form Ds received

PST members receive an email from the Teaching Council once the Droichead condition has been removed from an NQT's registration

Acmhainní an tSuímh Gréasáin le hAghaidh Ionduchtúchán Droichead

Droichead Induction Website Resources

www.oide.ie/droichead



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X @Oide_Droichead

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‘Wellbeing Together: Folláine le Chéile’



Email:
eap@spectrum.life

**Register for your
wellbeing app:**
[https://wellbeingtogether.spectrum.life/
login](https://wellbeingtogether.spectrum.life/login)



**Providing
Counselling
Online
Cognitive
Behavioural
Therapy**



Freephone:
1800 411 057
SMS:
087 145 2056
WhatsApp:
Text ‘Hi’ to
087 369 0010

Tacaíocht Bhreise Additional Support



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- ✓ Human Resources – principal, PST members, colleagues – family and friends
- ✓ NEPS: Wellbeing Toolkit for Primary Schools
- ✓ The Droihead Induction Division: <https://oide.ie/droihead/home/>
- ✓ Primary Droihead Induction: primarydroicheadsupport@oide.ie
- ✓ For cluster meeting queries: NQTinduction@oide.ie
- ✓ For teacher registration queries: conditions@teachingcouncil.ie





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Ár mBuíochas
Comhartha nirt é tacaíocht a iarraigidh
To ask for support is a sign of strength