Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers



# Ní Neart go Cur le Chéile: Do Ról mar MNC i gCaidrimh Ghairmiúla le Comhghleacaithe agus Tuismitheoirí a Cothú

# Stronger Together: Your Role as an NQT in Nurturing Positive Professional Relationships with Colleagues and Parents

## Focused Cluster Meeting 2026.2027

@Oide_Droichead

@oidedroicheadinduction

CC BY NC

# Prótacail ar mhaithe linn féin ag Obair le Chéile
# Protocols for Working Together

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Materials



Punctuality



Confidentiality



No Screenshots/
AI recording



Screen Name

# Ag Obair Le Chéile Go Cianda…
# Working Together Remotely…

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Audio and Video Settings



Online Presence

# Do Chuid Foghlama, Do Bhealach
# Your Learning, Your Way

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Choice



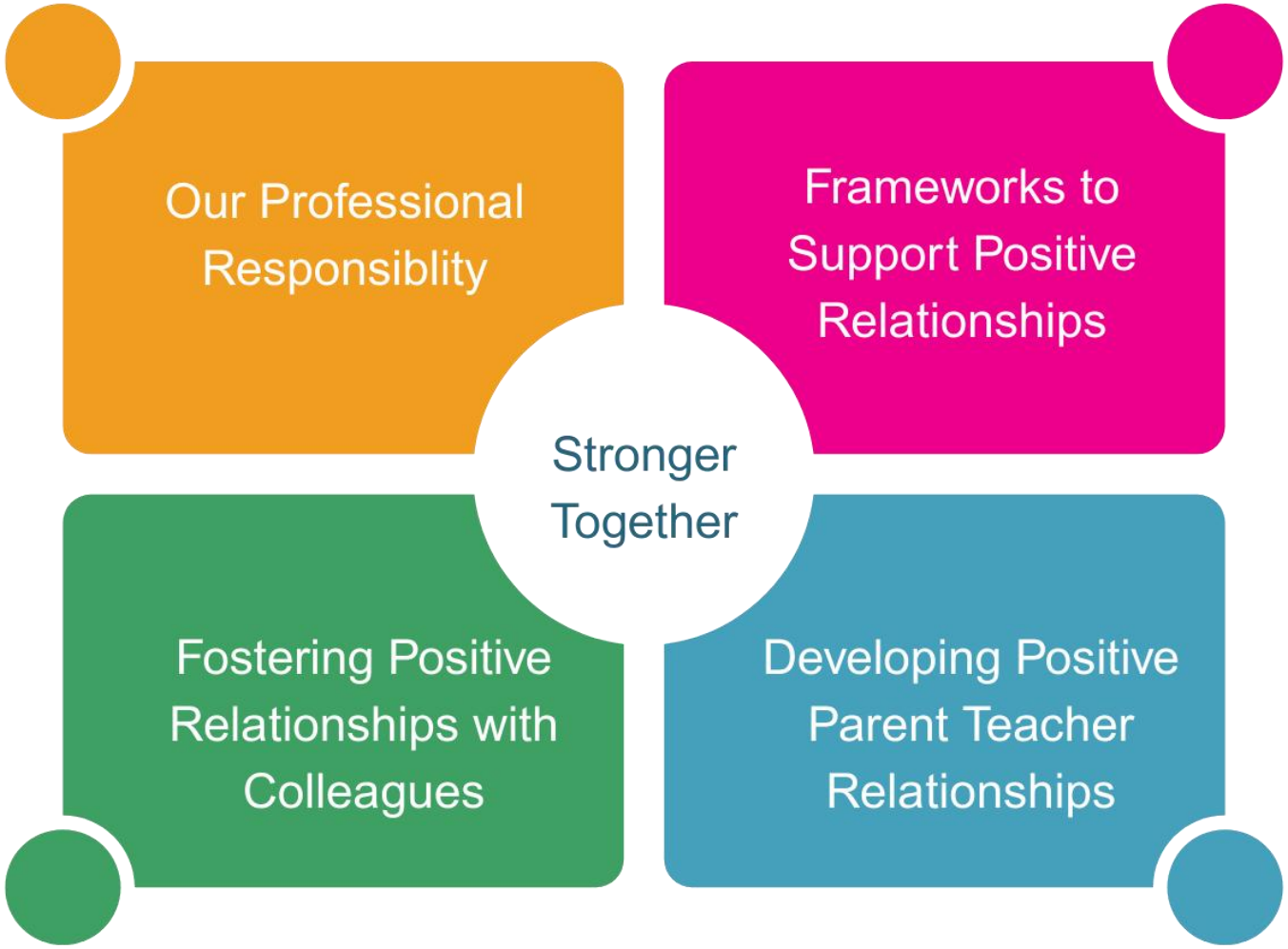
Flexibility



Consider

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

# Forléargas ar an seisiún
# Session Overview



# Intinní Foghlama
# Intended Learning

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**Participants will have a better understanding of:**

- the professional responsibility of teachers to build positive relationships with colleagues and parents
- how adopting the FISH! Philosophy could enhance positive professional relationships
- the STORM framework and its value as a possible support when navigating professional conversations in challenging situations

# An Caidreamh Gairmiúil a Chothú
# Building Professional Relationships



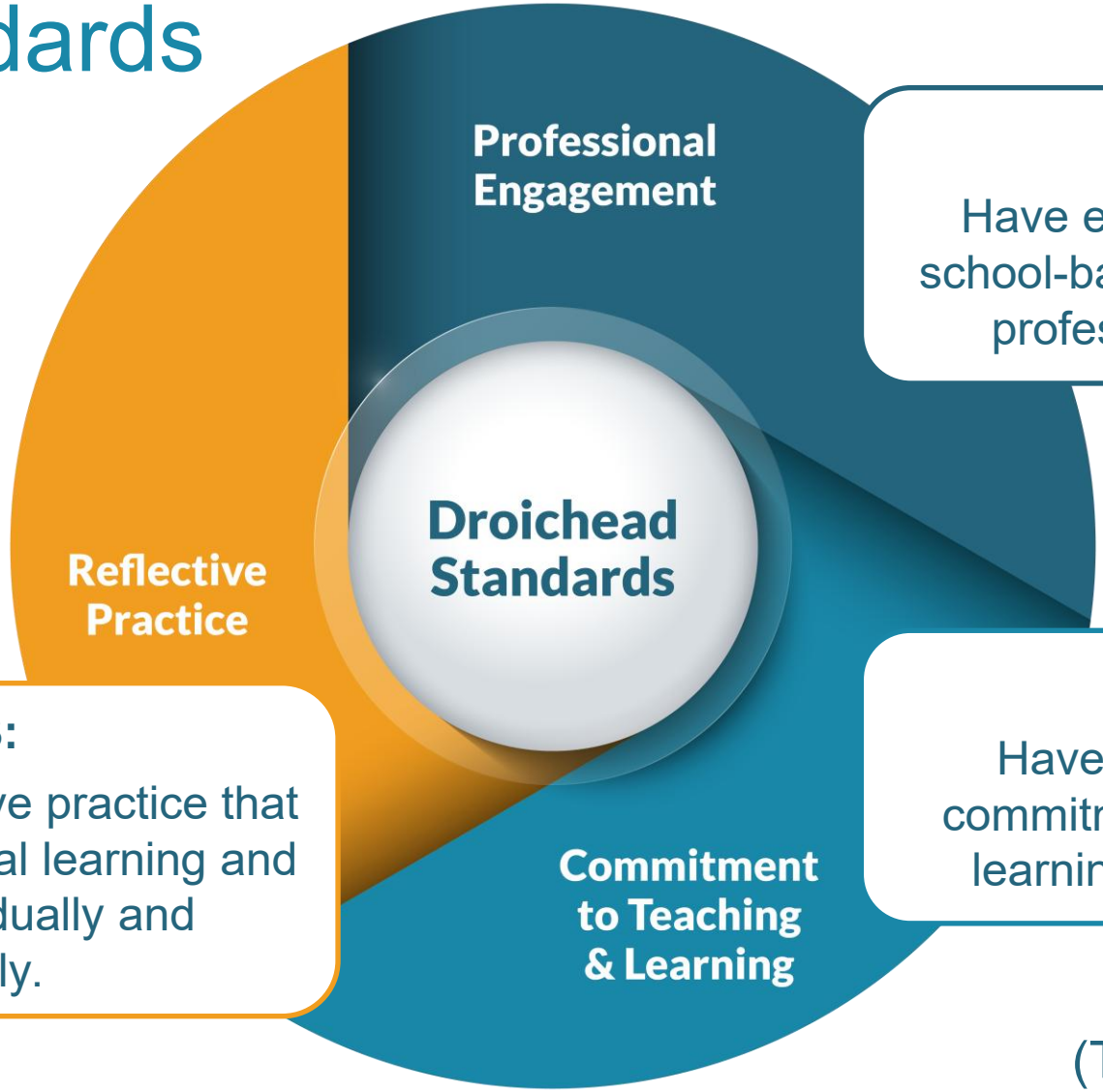

> Cluster meetings are facilitated by Oide and provide avenues for both professional and personal support to NQTs. This shared learning approach builds professional relationships, confidence and competence.

(Teaching Council, 2025, p.12)

# Caighdeáin Droichead
# Droichead Standards

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The NQT will...




**Standard 1:**

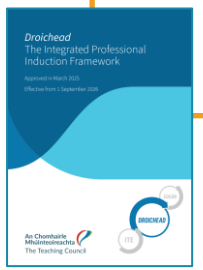
Have engaged professionally with school-based induction and additional professional learning activities.

**Standard 2:**

Have shown their professional commitment to quality teaching and learning for their pupils/students.

**Standard 3:**

Have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively.




(Teaching Council, 2025, p.16)

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Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

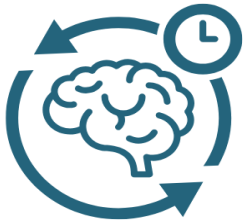
# An Fhreagracht Ghairmiúil atá ag Múinteoirí Caidrimh Ghairmiúla Dhearfacha a Chothú

# Teachers' Professional Responsibility to Cultivate Positive Professional Relationships



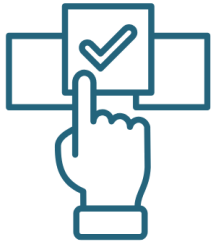
# Caidrimh Ghairmiúla
# Professional Relationships

Oide



## Recall

With whom did you interact today?



## Select

Select one effective professional relationship



## Reflect

Reflect on how this relationship benefits you



## Share

Share your insights

# Caidrimh Ghairmiúla
# Professional Relationships

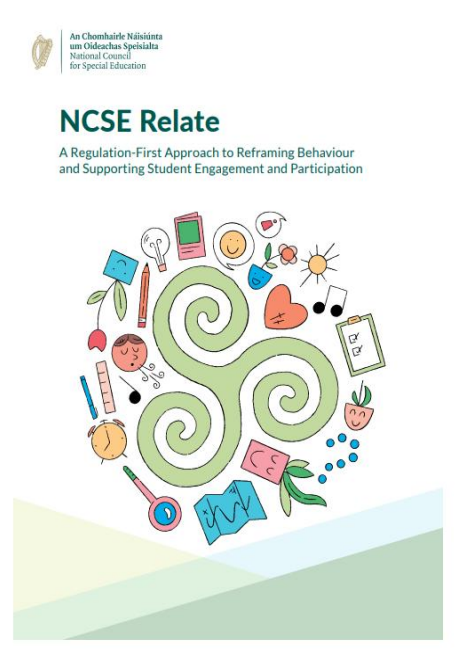


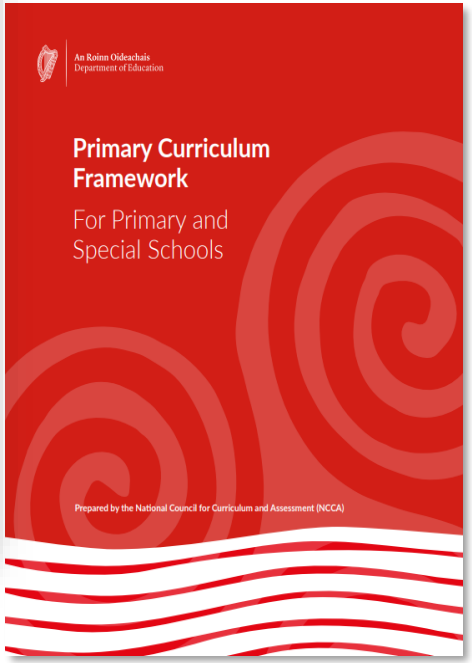

Which of Margaret's professional relationships seems the most positive to you?

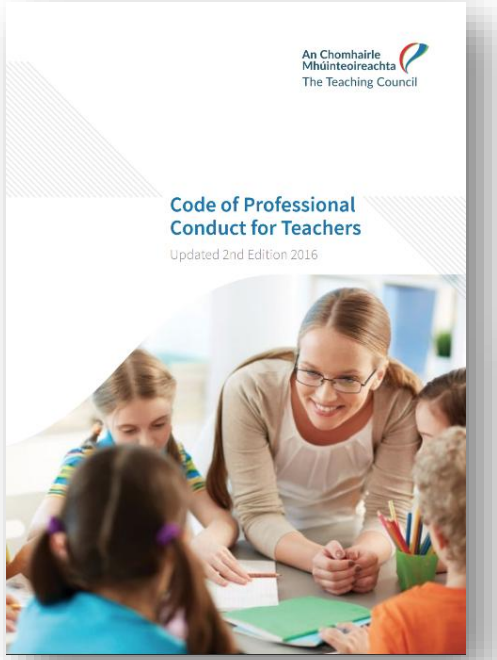
How might this relationship benefit Margaret?

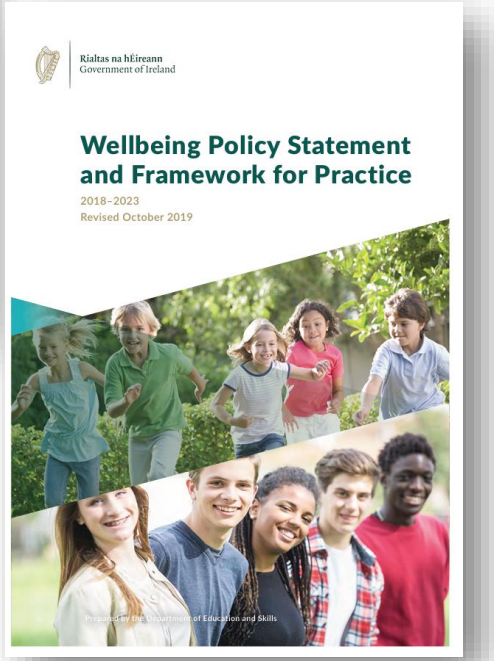
# Príomhdhoiciméid
# Key Documentation

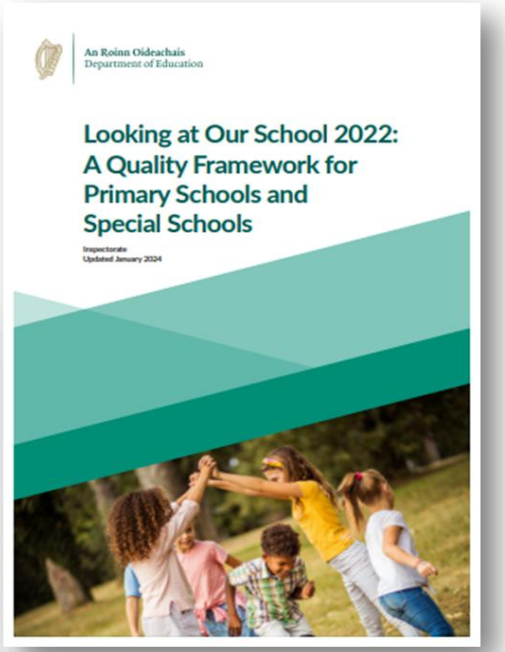
Oide



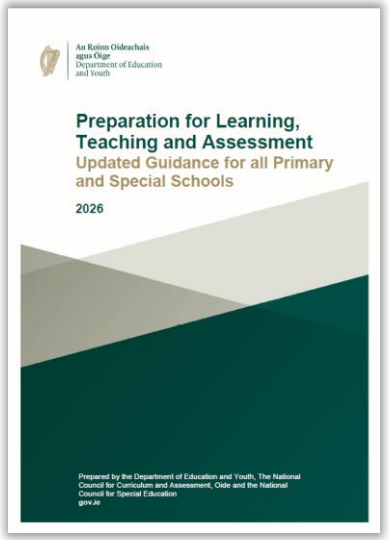




What does the key documentation tell us?

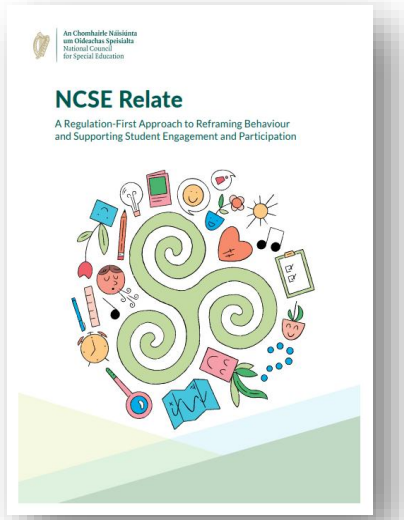
# Cé dó a mbaineann sé?
# Who is it all for?

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## Pupils



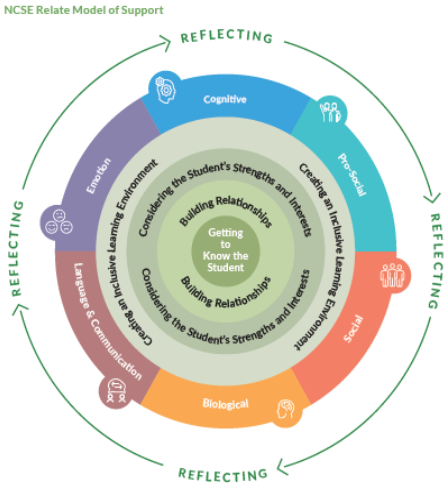

(Department of Education and Youth, 2026, p.13)




(National Council for Special Education, 2025)



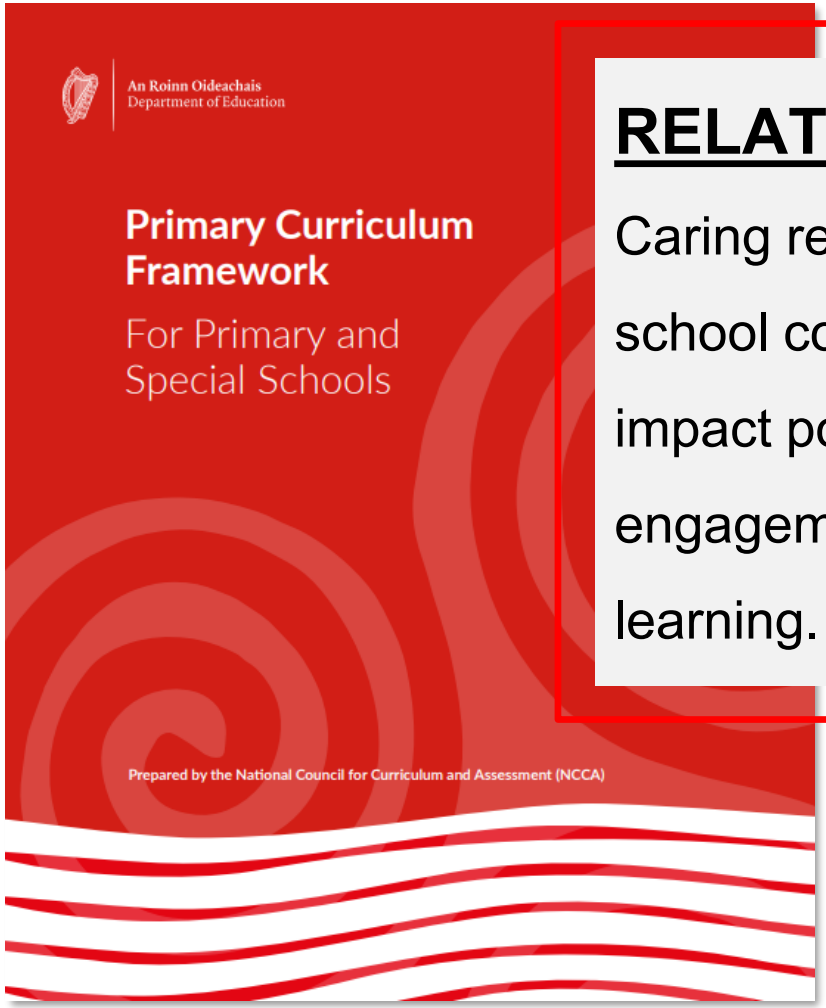

(National Council for Special Education, 2025, p.22)




(National Council for Special Education, 2025, p.48)

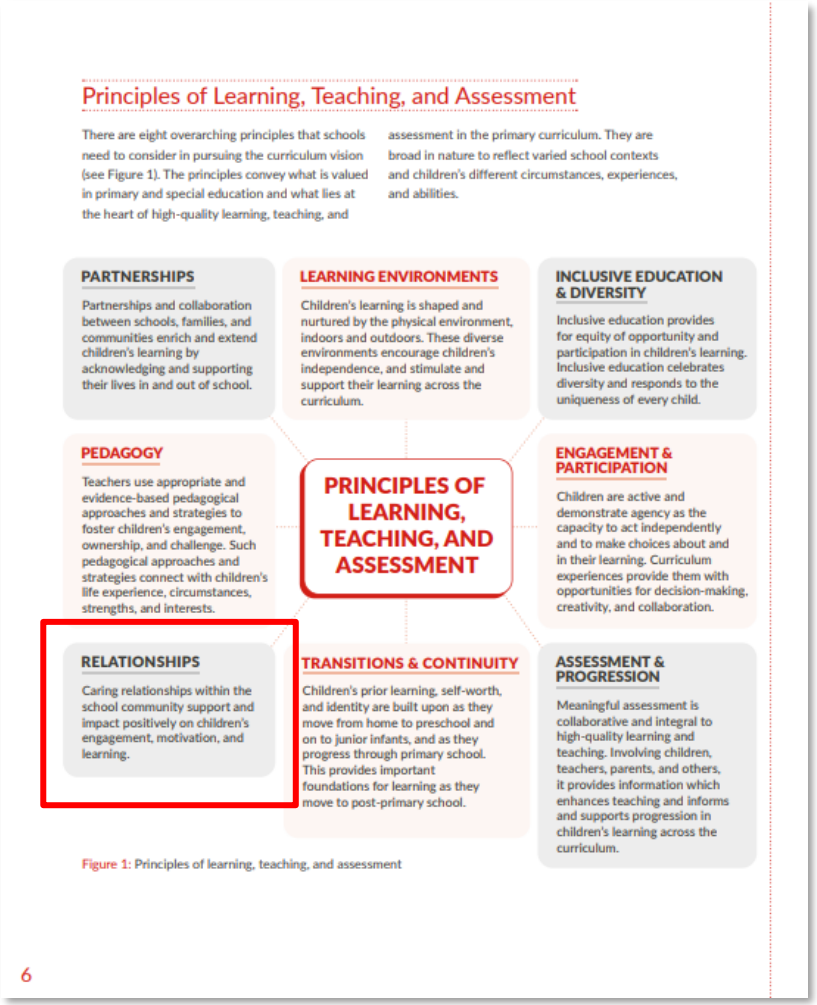
# Creatchuraclam na Bunscoile
# Primary Curriculum Framework

Oide




**RELATIONSHIPS**

Caring relationships within the school community support and impact positively on children's engagement, motivation, and learning.



## Principles of Learning, Teaching, and Assessment

There are eight overarching principles that schools need to consider in pursuing the curriculum vision (see Figure 1). The principles convey what is valued in primary and special education and what lies at the heart of high-quality learning, teaching, and assessment in the primary curriculum. They are broad in nature to reflect varied school contexts and children's different circumstances, experiences, and abilities.

**PARTNERSHIPS**
Partnerships and collaboration between schools, families, and communities enrich and extend children's learning by acknowledging and supporting their lives in and out of school.

**LEARNING ENVIRONMENTS**
Children's learning is shaped and nurtured by the physical environment, indoors and outdoors. These diverse environments encourage children's independence, and stimulate and support their learning across the curriculum.

**INCLUSIVE EDUCATION & DIVERSITY**
Inclusive education provides for equity of opportunity and participation in children's learning. Inclusive education celebrates diversity and responds to the uniqueness of every child.

**PEDAGOGY**
Teachers use appropriate and evidence-based pedagogical approaches and strategies to foster children's engagement, ownership, and challenge. Such pedagogical approaches and strategies connect with children's life experience, circumstances, strengths, and interests.

**PRINCIPLES OF LEARNING, TEACHING, AND ASSESSMENT**

**ENGAGEMENT & PARTICIPATION**
Children are active and demonstrate agency as the capacity to act independently and to make choices about and in their learning. Curriculum experiences provide them with opportunities for decision-making, creativity, and collaboration.

**RELATIONSHIPS**
Caring relationships within the school community support and impact positively on children's engagement, motivation, and learning.

**TRANSITIONS & CONTINUITY**
Children's prior learning, self-worth, and identity are built upon as they move from home to preschool and on to junior infants, and as they progress through primary school. This provides important foundations for learning as they move to post-primary school.

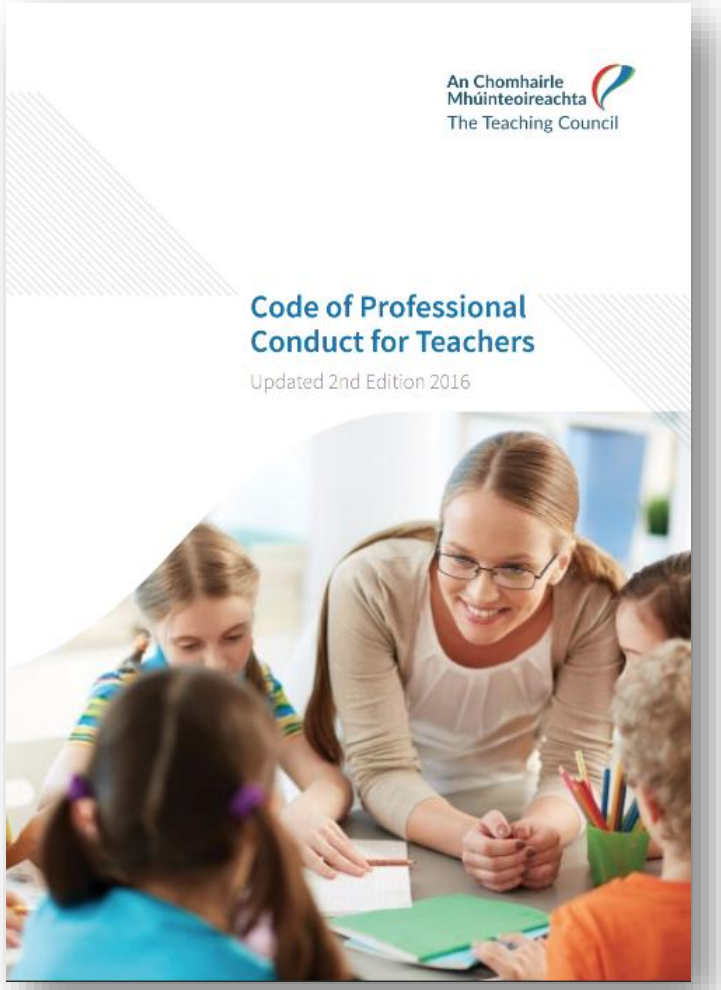
**ASSESSMENT & PROGRESSION**
Meaningful assessment is collaborative and integral to high-quality learning and teaching. Involving children, teachers, parents, and others, it provides information which enhances teaching and informs and supports progression in children's learning across the curriculum.

Figure 1: Principles of learning, teaching, and assessment

6

(Department of Education, 2023, p.6)

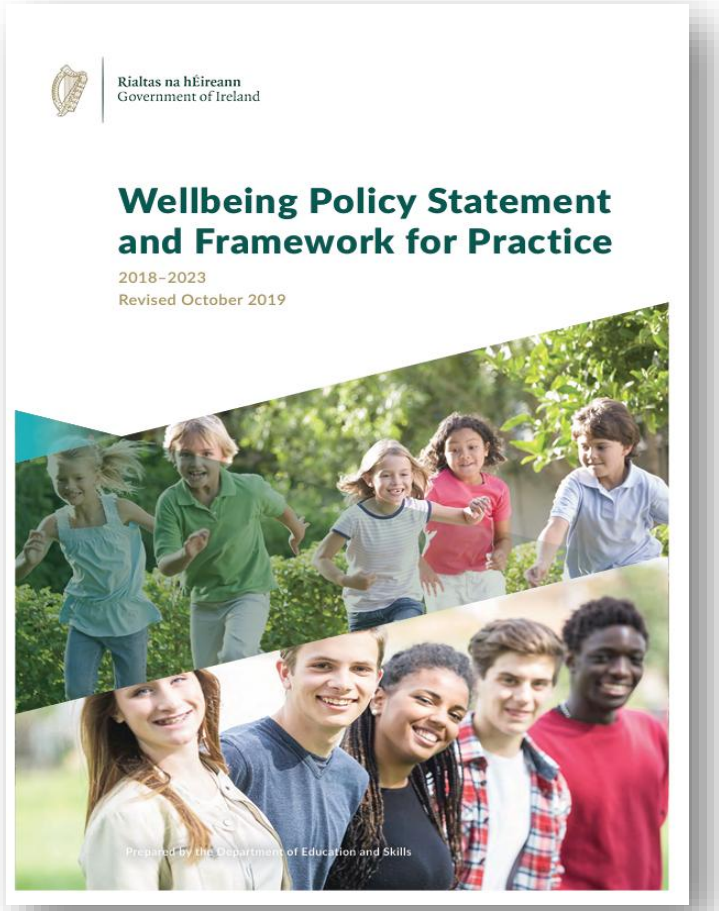
# An Cód Iompair Ghairmiúil
# Code of Professional Conduct




> Teachers should... seek to develop positive relationships with pupils/students, colleagues, parents, school management and others in the school community, that are characterised by professional integrity and judgement

(Teaching Council, 2016, p.7)

# Ráiteas Polasaí Folláine agus Creat Cleachtais Wellbeing Policy Statement and Framework for Practice




**Relationships & Partnerships**

- Student & staff relationships
- Peer relationships
- Student voice
- Partnership – staff, children and young people, parents/carers
- Partnerships with other schools
- Community partnerships
- External supports

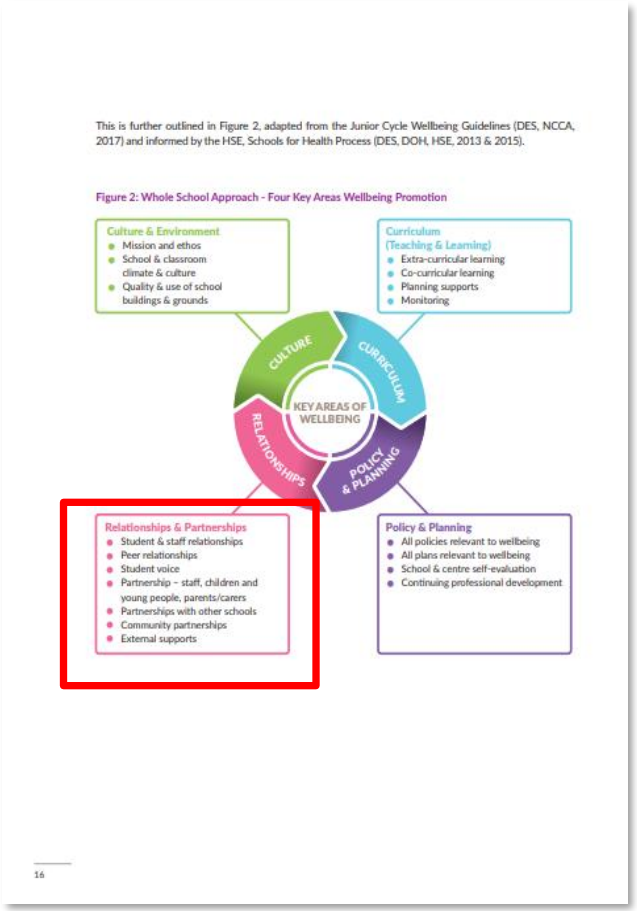

This is further outlined in Figure 2, adapted from the Junior Cycle Wellbeing Guidelines (DES, NCCA, 2017) and informed by the HSE, Schools for Health Process (DES, DOH, HSE, 2013 & 2015).

Figure 2: Whole School Approach - Four Key Areas Wellbeing Promotion

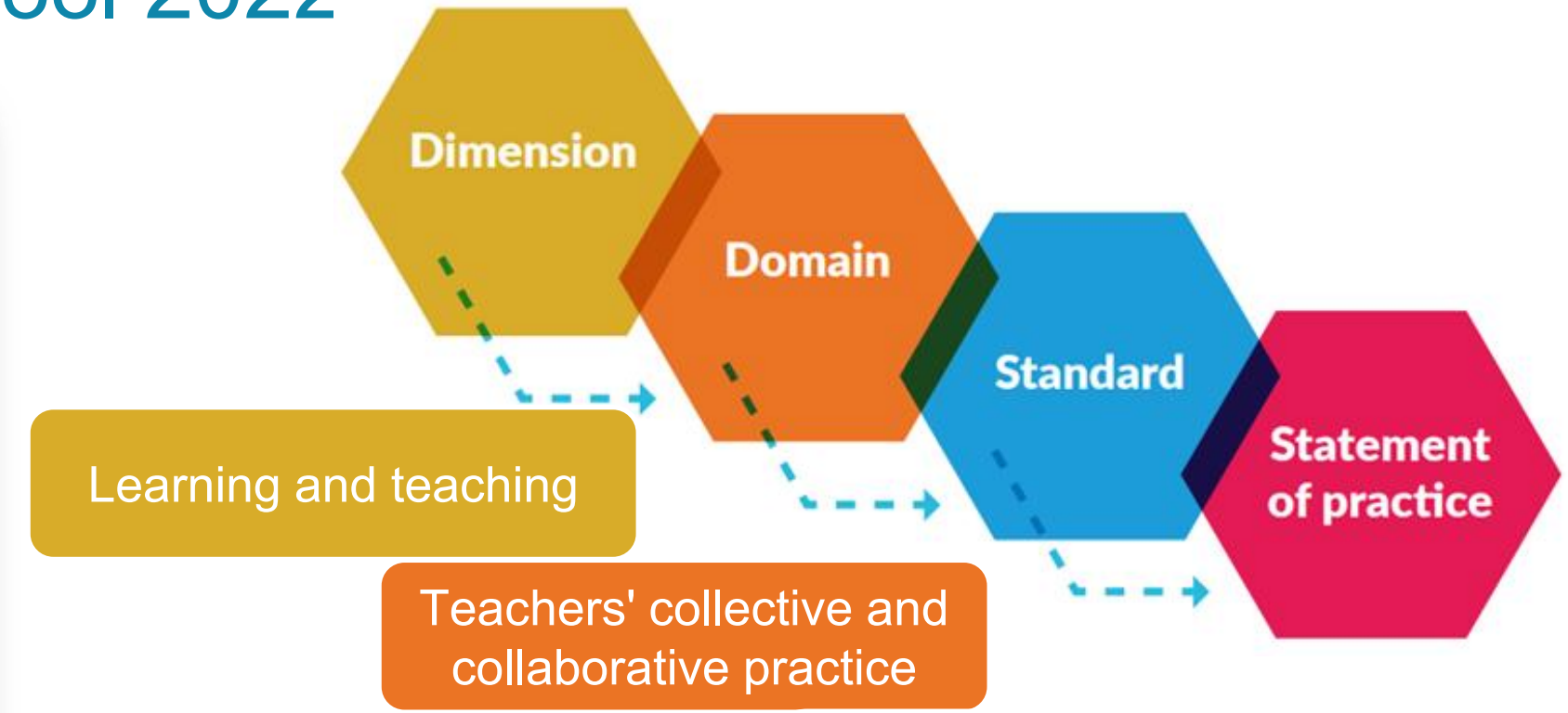


16

(Department of Education and Skills, 2018, p.16)

# Ag Breathnú ar an Scoil Againne 2022
# Looking at Our School 2022




(Department of Education, 2022, p.12)

# Ag Breathnú ar an Scoil Againne 2022
# Looking at Our School 2022




(Department of Education, 2022, p.32)

| Standard | Statements of effective practice | Statements of highly effective practice |
|---|---|---|
| Teachers work together to devise learning opportunities for pupils across and beyond the curriculum | Pupils' reflection and feedback on their learning are reviewed and acted upon during teachers' individual and collaborative preparation activities. | Pupils' reflection and feedback on their learning are **systematically** reviewed and acted upon during teachers' individual and collaborative preparation activities. |
| | Teachers plan collaboratively for learning activities that enable pupils to make meaningful connections between learning in different curriculum areas and subjects. | Teachers plan collaboratively for learning activities that enable pupils to make meaningful **and progressively more challenging** connections between learning in different curriculum areas and subjects. |
| | Teachers collaboratively plan learning experiences that help pupils to see learning as a holistic and lifelong endeavour. | Teachers collaboratively plan learning experiences that **enable and empower** pupils to see learning as a holistic and lifelong endeavour. |
| | Teachers work effectively with each other and with parents to support pupils with identified learning needs. | Teachers work **very effectively** with each other and with parents to support pupils with identified learning needs. |
| | Teachers use parent-teacher meetings and other communication with parents constructively to support parents' meaningful involvement in their children's education. | Teachers use parent-teacher meetings and other communication with parents **very constructively** to support parents' meaningful involvement in their children's education and **development as learners**. |
| | Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for pupils. | Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for pupils, and **work together to ensure that the learning is integrated.** |

Whole Group Discussion

Breakout Room

Oide Reflective Learning Log 01

1. Read the statements of effective and highly effective practice.

2. As a group, select one statement.

3. As an individual, identify one action you will take and why.

# Machnamh
# Reflective Moment

Oide



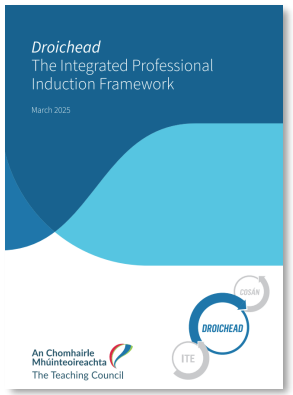
Which of the key documentation outlined will I familiarise myself with next?

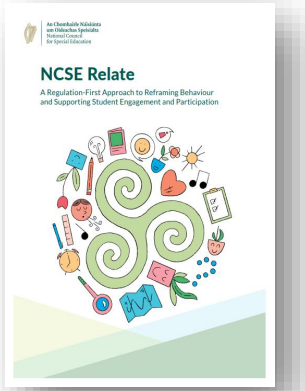
Why is this a priority for me?

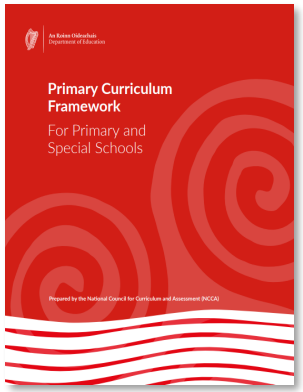


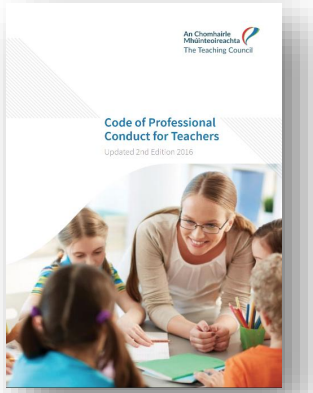


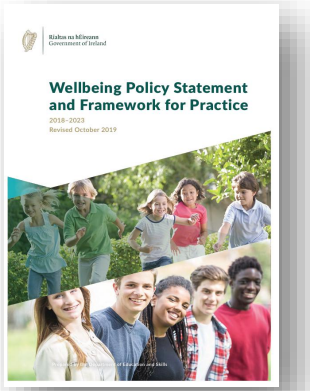


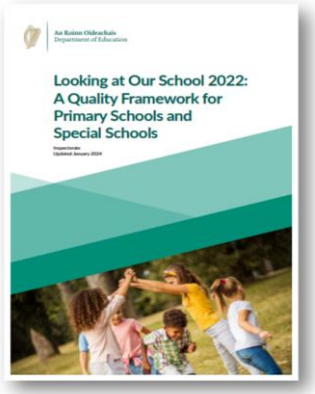





Individual Reflection



Oide

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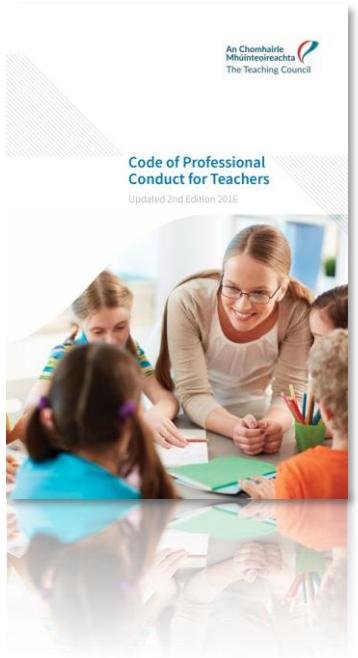
Supporting the Professional Learning of School Leaders and Teachers

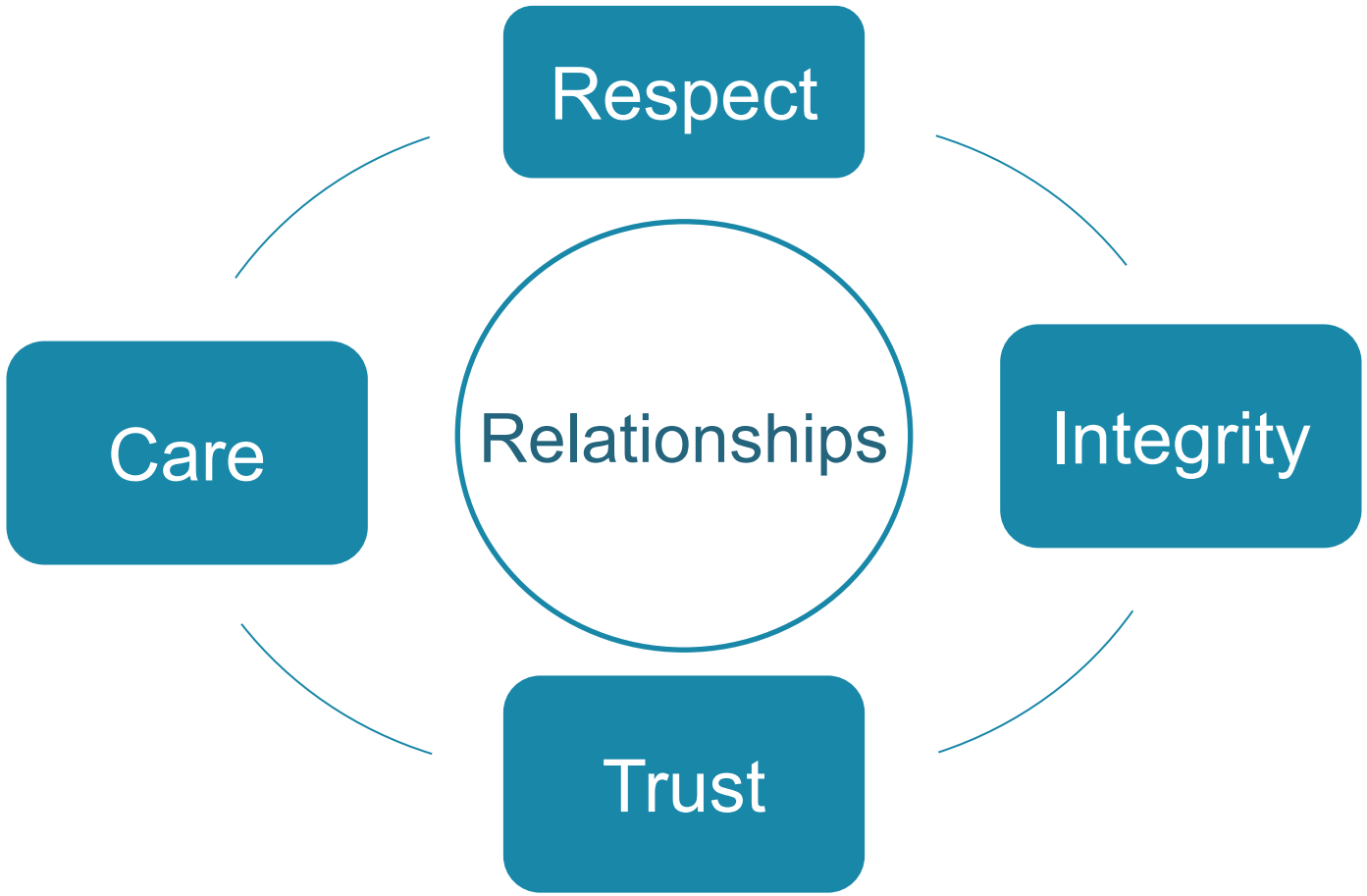
# Creatlaí a Thacaíonn le Caidrimh Ghairmiúla Dhearfacha

# Frameworks to Support Positive Professional Relationships



# Ceithre Luach Eiticiúla na Comhairle Múinteoireachta
# The Teaching Council's Four Ethical Values




(Teaching Council, 2016)

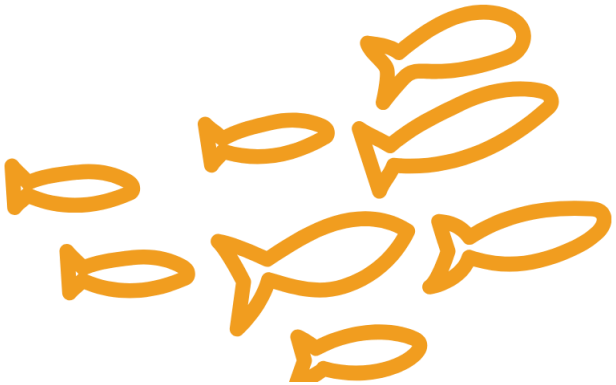
# Cultúr na Scoile
# School Culture



> You become ‘a co-participant’ and ‘a co-producer’ of the culture and the practices that embody that culture.

(Antonsen et al. 2023, p.3)

# An Fhealsúnacht ‘FISH!’
# The FISH! Philosophy



Be there

Choose your attitude

Make their day

Play

# Comhráite Gairmiúla
# Professional Conversations

Oide

- Policies
- Practices
- Procedures

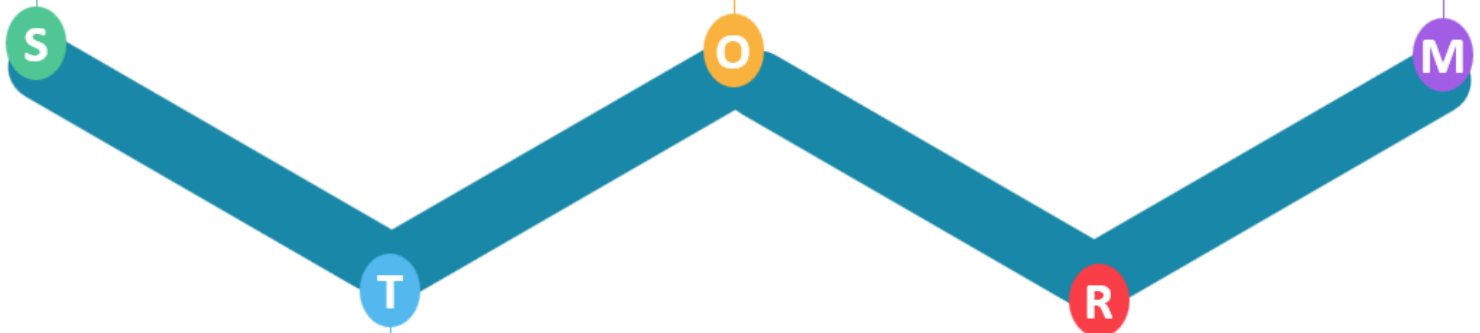


# An Chreatlach STORM
# STORM Framework

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

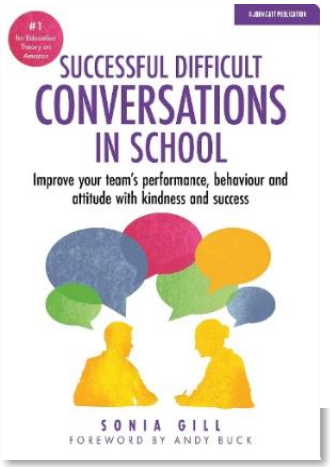
**Options** the collaborative, solution-focused stage

**Move On and Follow Up**




**Their perspective**
It is very important to hear how the other person sees the situation

**Resolution**
What? Who? When?




Oide Reflective Learning Log 02

# Machnamh
# Reflective Moment

Oide



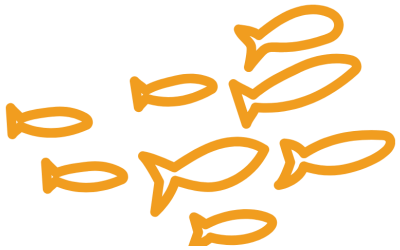
Which element of either framework resonates the most with me?

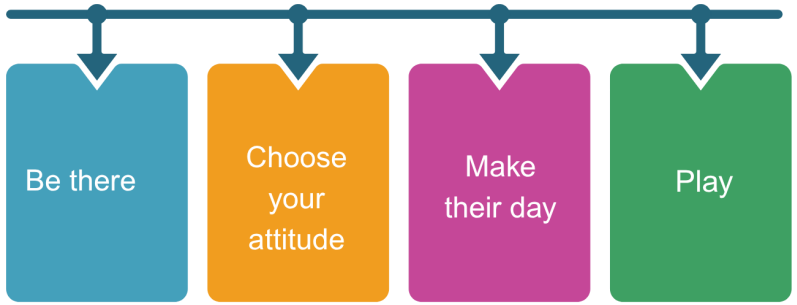


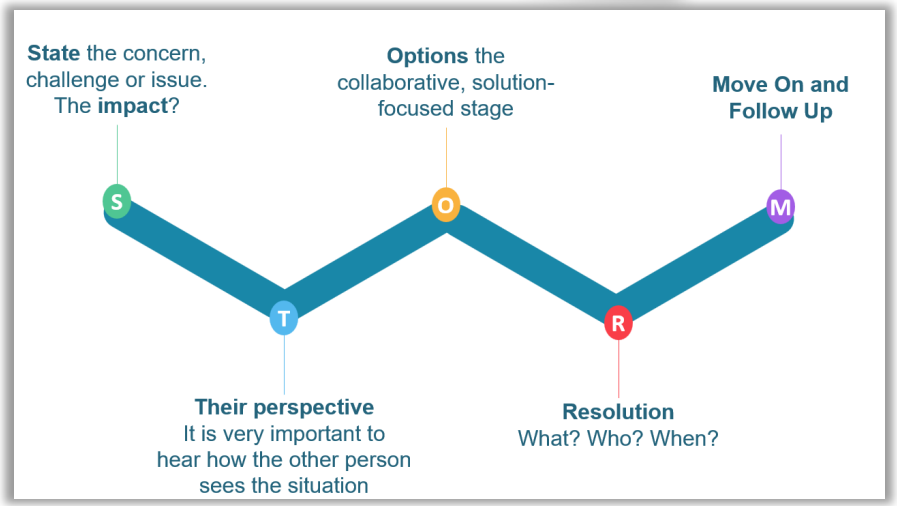




Why might this be a priority for me?








Individual Reflection



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

# Caidrimh Ghairmiúla le Comhghleacaithe a Cothú

# Fostering Positive Professional Relationships with Colleagues

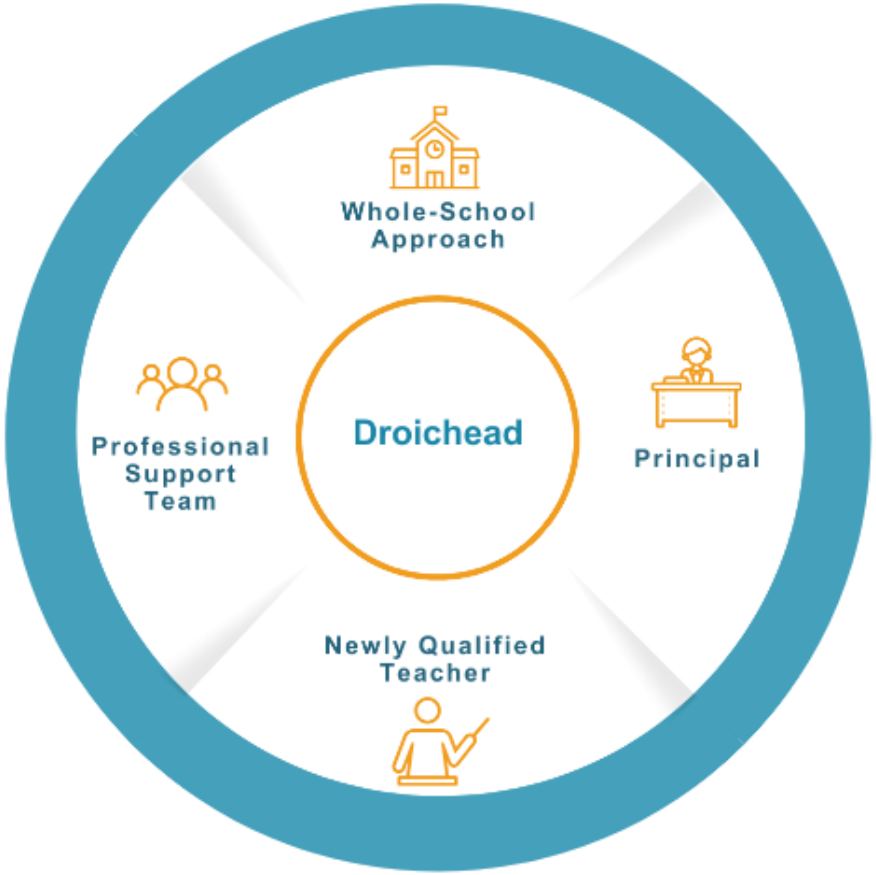


# Caidreamh le FTG agus Daoine Eile
# Relationship with PST and Others

Oide





# Barr Feabhais sa Mhúinteoireacht
# Excellence in Teaching




> The growth of any craft depends on shared practice and honest dialogue among the people who do it.

(Palmer, 1998, p.148)



# Lionra Sóisialta
# Social Network

Identify up to three people to whom you would go directly for help, advice, information, support or resources.

Identify one person who, at present, you do not consult but who you could consider reaching out to for help, advice, information, support or resources.

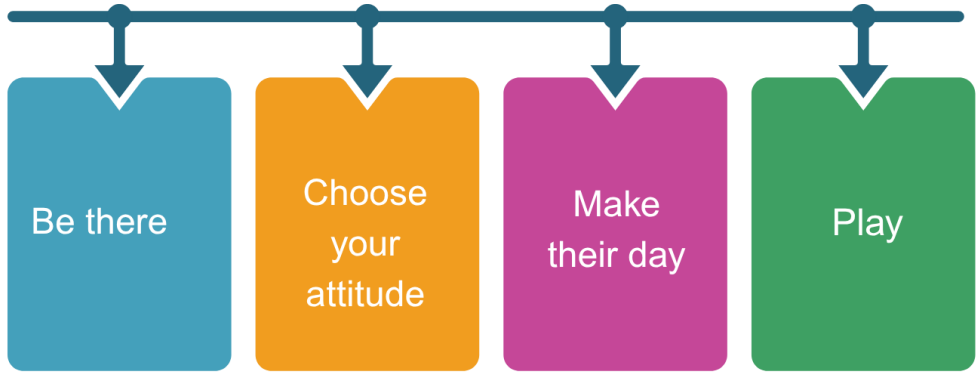


(Gubbins, 2025)

# Ó Theoiric go Cleachtas
# Theory into Practice

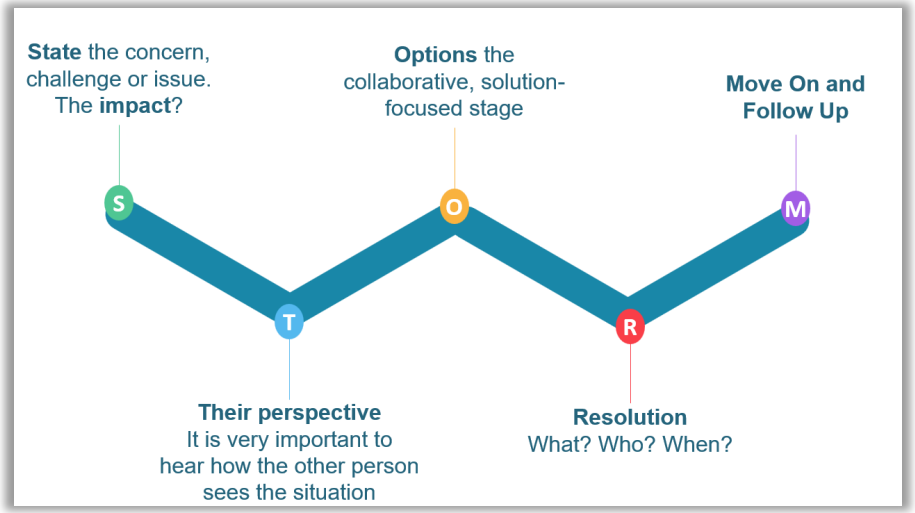
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## FISH! Philosophy




## STORM Scenario Task

- Prepare what Nora might say at each stage.
- Consider Matt's possible responses and how Nora could maintain clarity, respect, and a positive professional relationship.



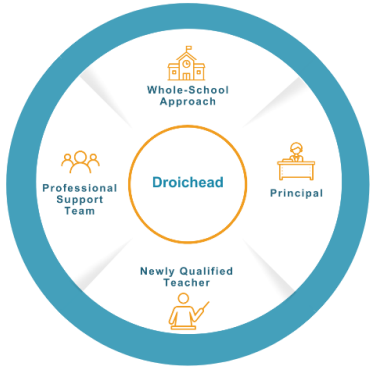

Breakout Room

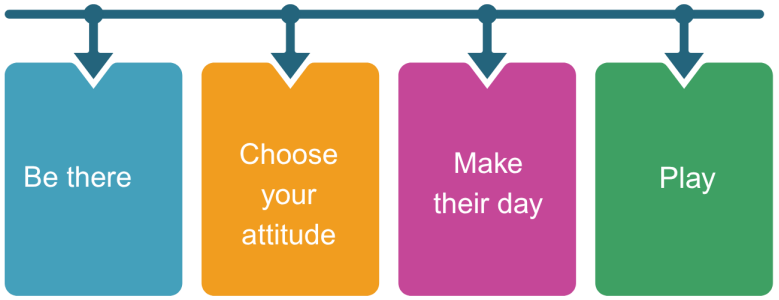
Oide Reflective Learning Log 03

# Machnamh
# Reflective Moment

Oide

What is one action I can take in the next week to enhance my relationships with colleagues?



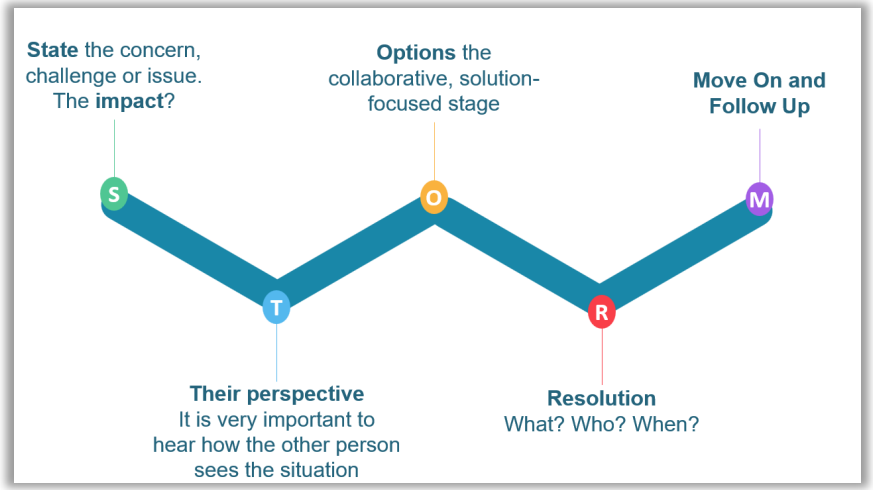













Individual Reflection



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

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# Caidrimh Thuismitheoirí is Múinteoirí Dhearfacha a Fhás

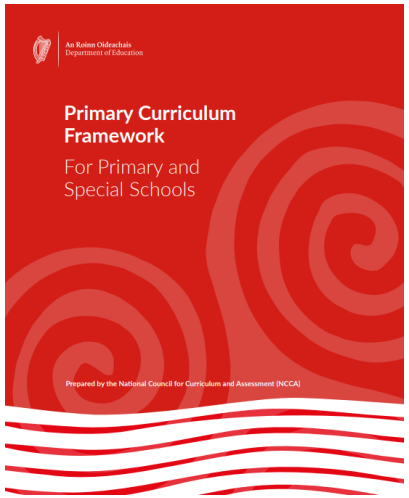
# Developing Positive Professional Parent-Teacher Relationships



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# Comhpháirtíocht idir múinteoirí agus tuismitheoirí
# Partnership between Teachers and Parents

Oide




> Parents play a key role in their child's education. They are the child's primary educators, and the curriculum promotes a partnership approach with parents to support their child's holistic development.

(Department of Education, 2023, p. 34)

# Idirghníomhú le tuismitheoirí
# Interactions with Parents

Oide

> It is important to be very consistent in the way we interact with parents. Having a specific approach in how we initiate contact allows for a more level and diplomatic conversation, regardless of what kind of news we share.

(Whitaker & Fiore, 2015, p. 60)

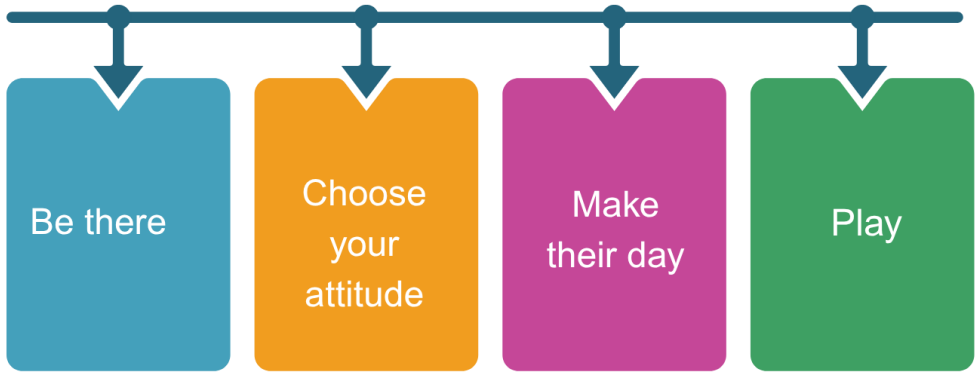




# Ó Theoiric go Cleachtas
# Theory into Practice

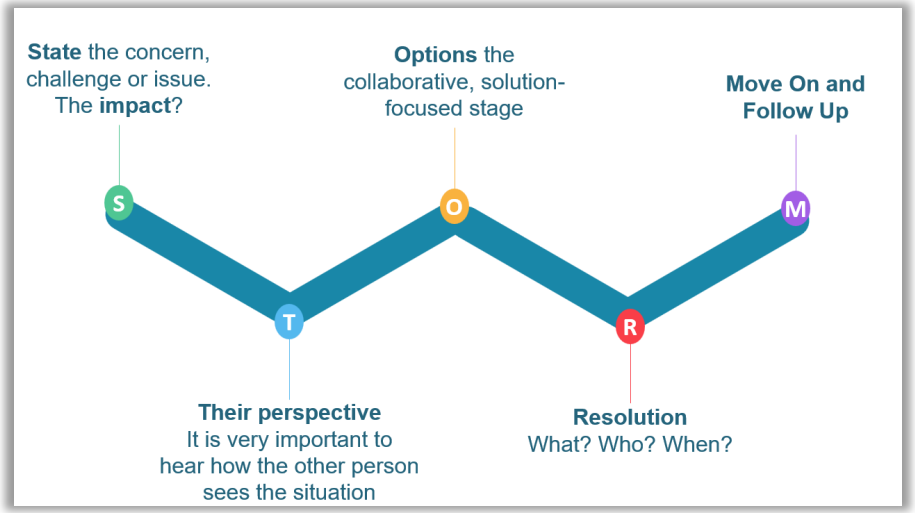
Oide

## FISH! Philosophy




## STORM Scenario Task

- Prepare what Isaac might say at each stage.
- Consider Ms. Kavanagh's possible responses and how Isaac could maintain clarity, respect, and a positive professional relationship.




Breakout Room

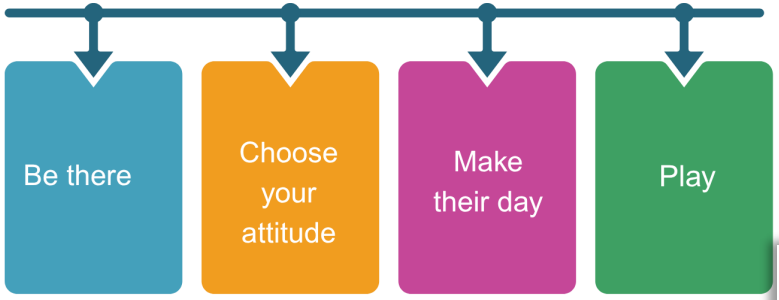
Oide Reflective Learning Log 04

# Machnamh
# Reflective Moment

Oide

What is one action I can take in the next week to enhance my relationships with parents?



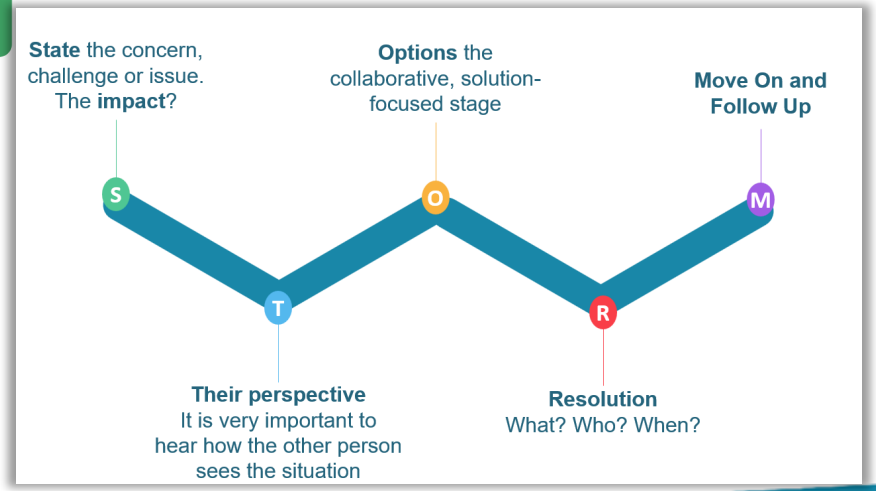













Individual Reflection



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

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# Conclúid

# Conclusion



# Intinní Foghlama
# Intended Learning

Oide

**To what extent do you now have a better understanding of:**

- the professional responsibility of teachers to build positive relationships with colleagues and parents?

- how adopting the FISH! Philosophy could further enhance positive professional relationships?

- the STORM framework and its value as a possible support when navigating professional conversations in challenging situations?

# Tacaíocht Bhreise
# Additional Support

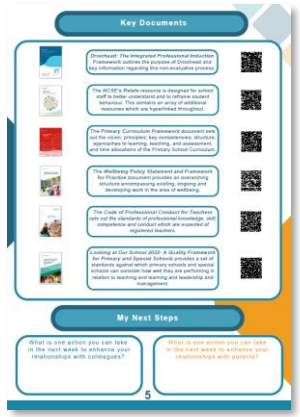
Oide

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- ✓ The Droichead Induction Division: https://oide.ie/droichead/home/
- ✓ Contact the Primary Droichead Induction Team: primarydroicheadsupport@oide.ie

An Chomhairle Mhúinteoireachta
The Teaching Council

- ✓ Information regarding Droichead: www.teachingcouncil.ie
- ✓ Contact the Teaching Council: conditions@teachingcouncil.ie




- ✓ Scan the QR Codes in your RLL to access some of the key resources from this evening's meeting

# Tacaíocht Bhreise
# Further Supports

Oide




*All elements of Droichead, including cluster meetings, must be completed during the timeframe of your engagement with Droichead and prior to the submission of your Form D.*

# Folláine
# Wellbeing



When you choose to protect your own wellbeing, you are choosing to show up as the vibrant, patient, and joyful version of yourself that your students truly deserve.

(Boogren, T., 2018)

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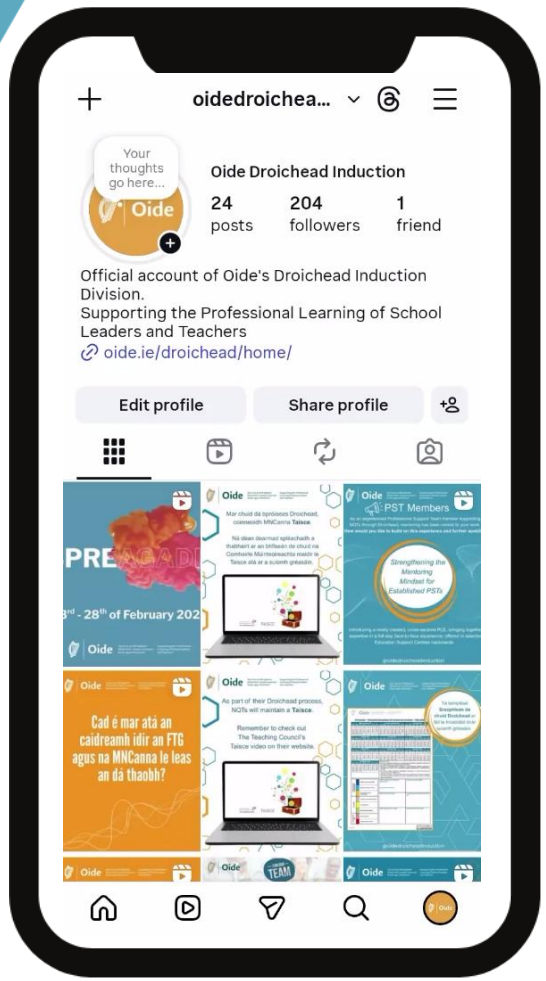
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# Bí inár leanúint!
# Follow us!

@OIDEDROICHEADINDUCTION

The Droichead Induction Division is now on Instagram

Scan the QR code to follow us




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# Ár mBuíochas

## Is comhartha nirt é tacaíocht a iarraidh

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