



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Foghlaim Ghairmiúil do Bhaill na Foirne Tacaíochta Gairmiúla Lá 1

Professional Learning for Professional Support Team Members Day 1

 @Oide_Droichead

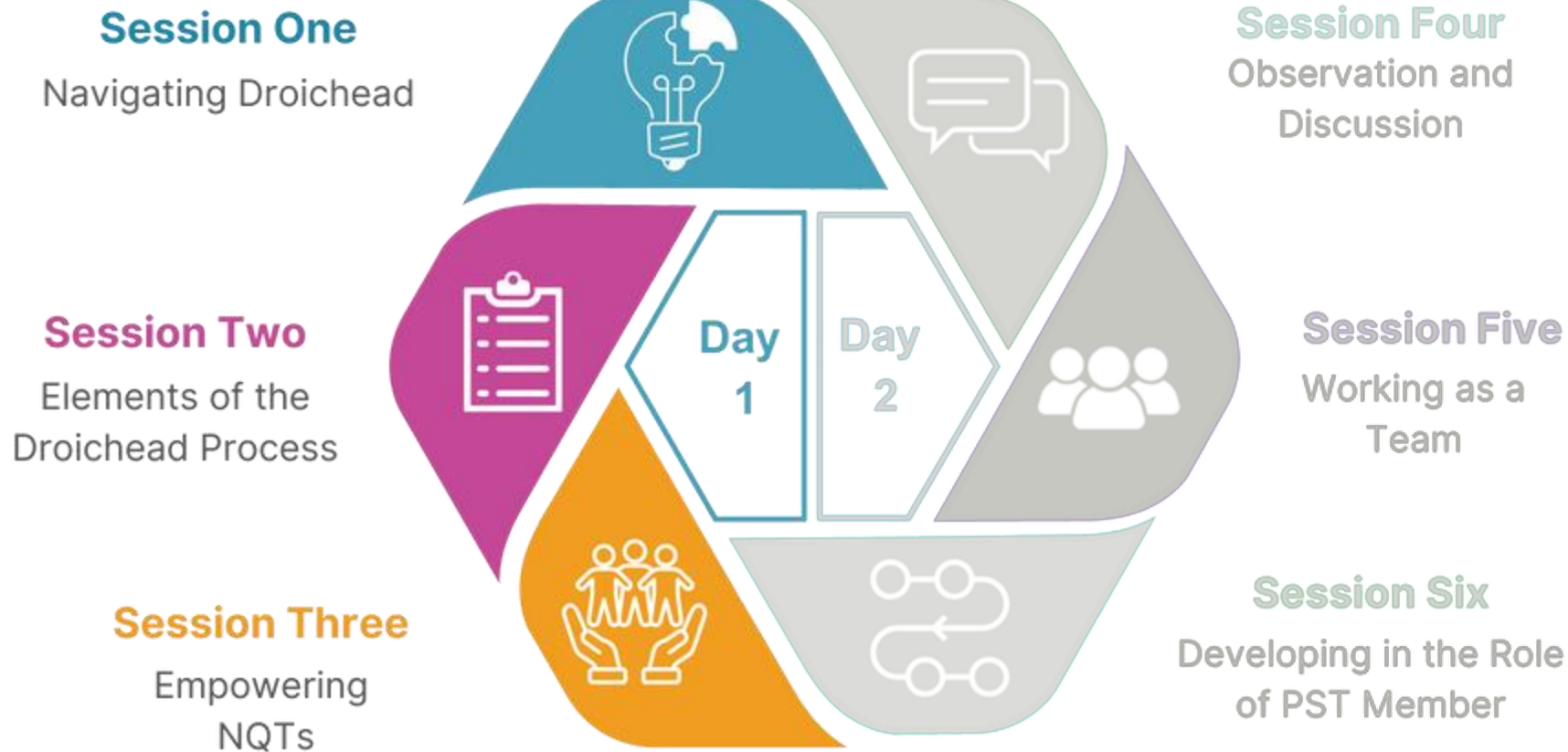
 @oidedroicheadinduction



Forbhreathnú ar Oiliúint na Foirne Tacaíochta Gairmiúla Professional Support Team (PST) Training Overview



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To explore the essential features of the Droichead framework and see how the Droichead process supports professional growth



To gain an understanding of the role and responsibilities of the Professional Support Team in the Droichead Process



To explore effective strategies to empower NQTs during their Droichead process

Réimsí Fócais Focus Areas



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Droichead
Process



The Role of
the PST



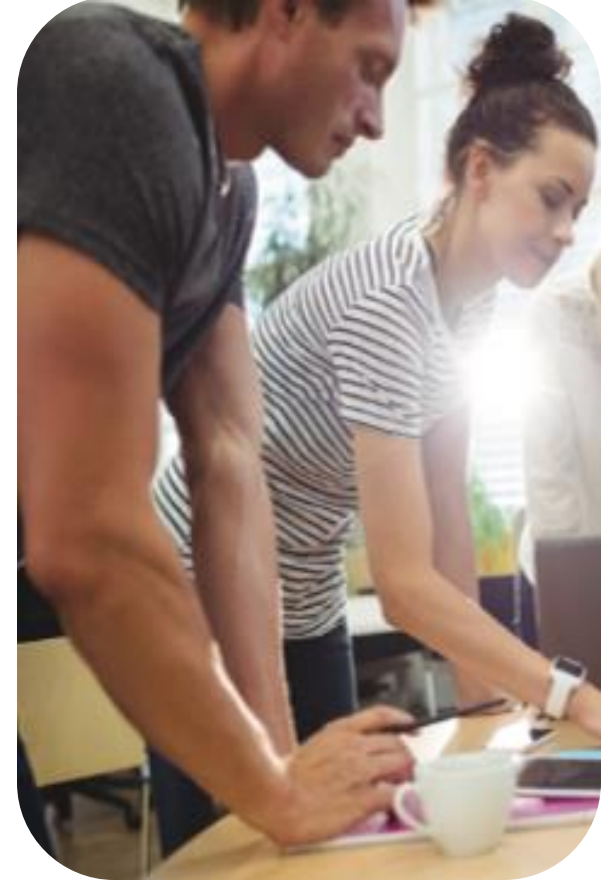
Empowering
NQTs

Túslitreacha agus Acrainmneacha Initialisms and Acronyms



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NQT:	Newly Qualified Teacher
PST:	Professional Support Team
PLL:	Professional Learning Leader
LAOS:	Looking at Our School
RLL:	Reflective Learning Log
DQA:	Droichead Quality Assurance
DEEPEN:	Droichead: Exploring and Eliciting Perspectives, Experiences and Narratives





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Seisiún a hAon:

Do bhealach a Dhéanamh
trí Dhroichead

Session One:

Navigating Droichead



Forléargas ar Sheisiún a hAon

Session One Overview



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Exploring the Droichead Policy

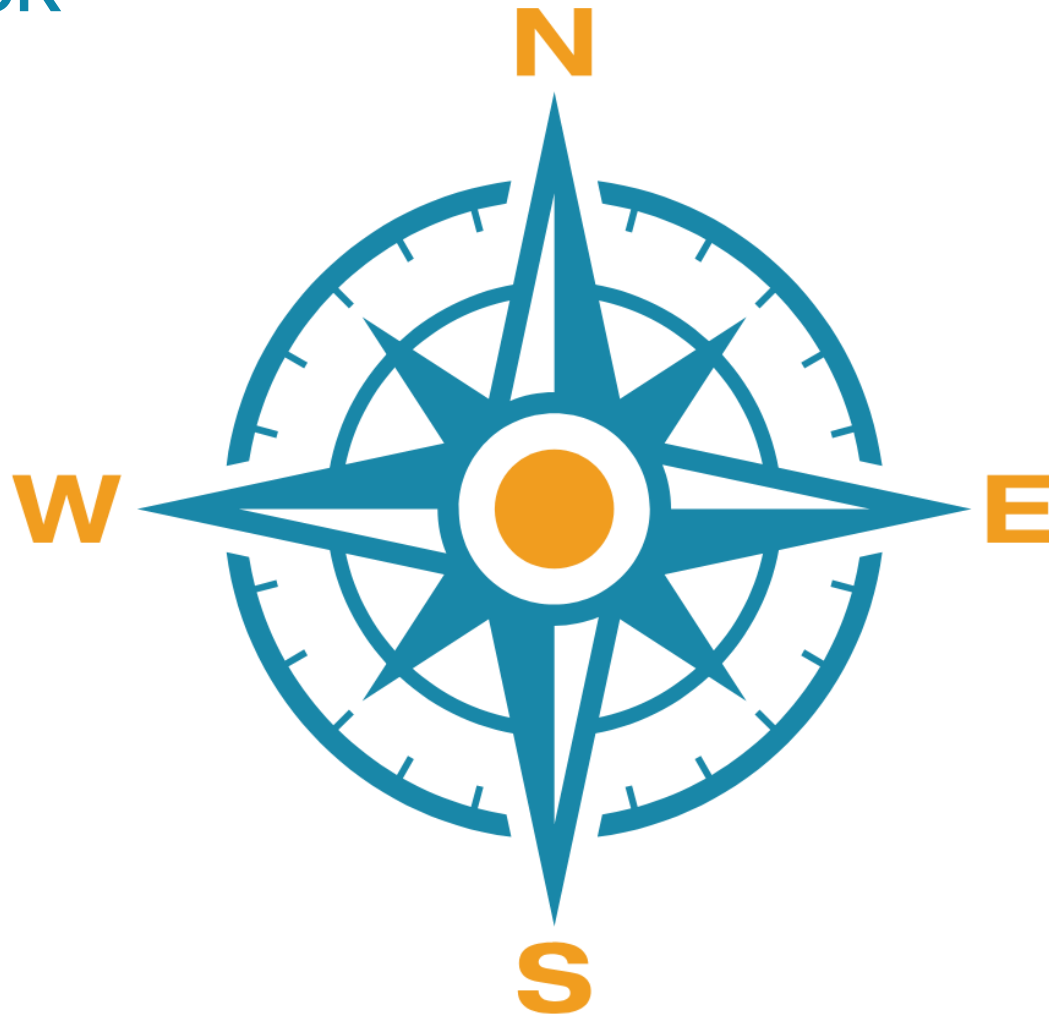


Reflecting on the benefits to NQTs of mentoring support from PST members

Seiceáil Chompáis Compass Check



Oide

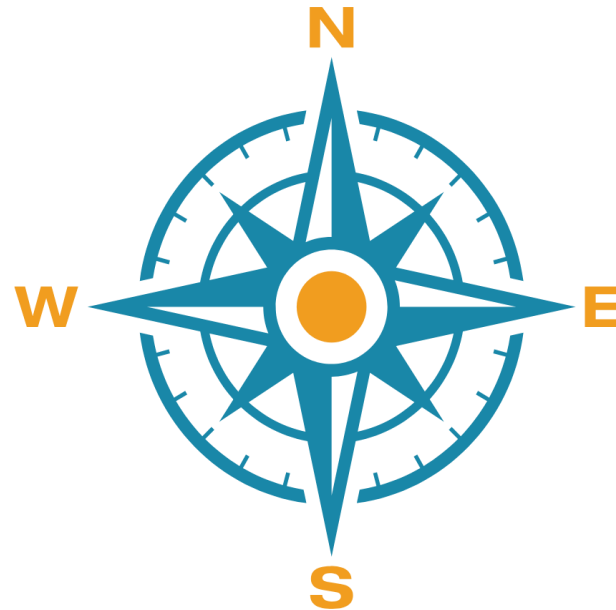


Individual
Reflection



Where am I now?

What wisdom will
sustain me in the
role?



What energises
me...?

What will support me?



Whole Group
Discussion

An Leanúntas in Oideachas Múinteoirí The Continuum of Teacher Education

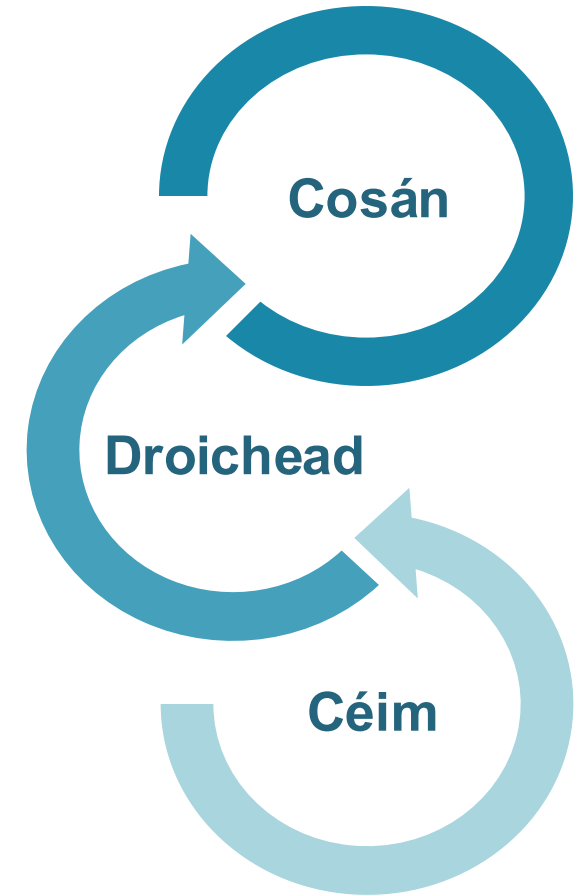


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“ ... induction is a distinct phase, of the continuum of teacher education...”



(Teaching Council, 2025, p.4)



An Leanúntas in Oideachas Múinteoirí The Continuum of Teacher Education

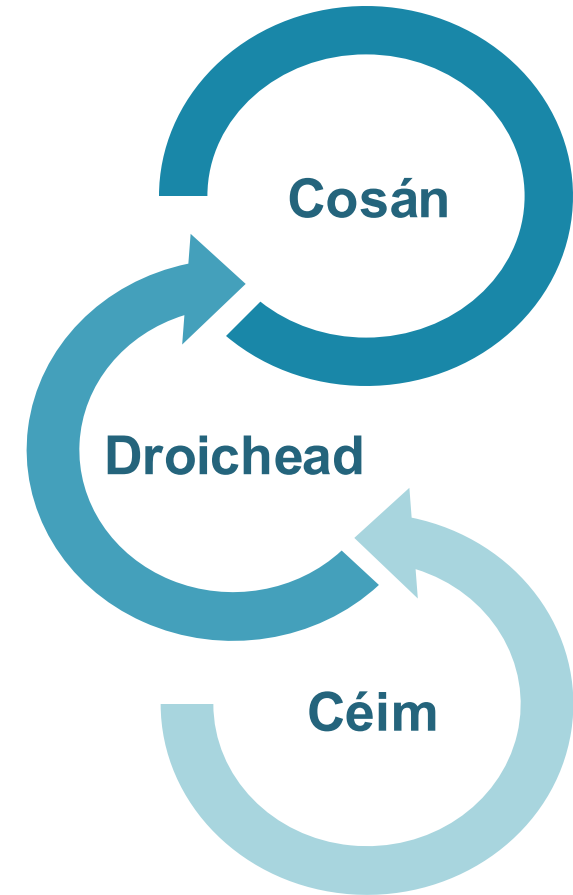


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“...the formal and informal educational and developmental activities in which teachers engage, as life-long learners, during their teaching careers...”



(Teaching Council 2011, p. 5)



An Múinteoir Nuacháilithe The Newly Qualified Teacher



Oide

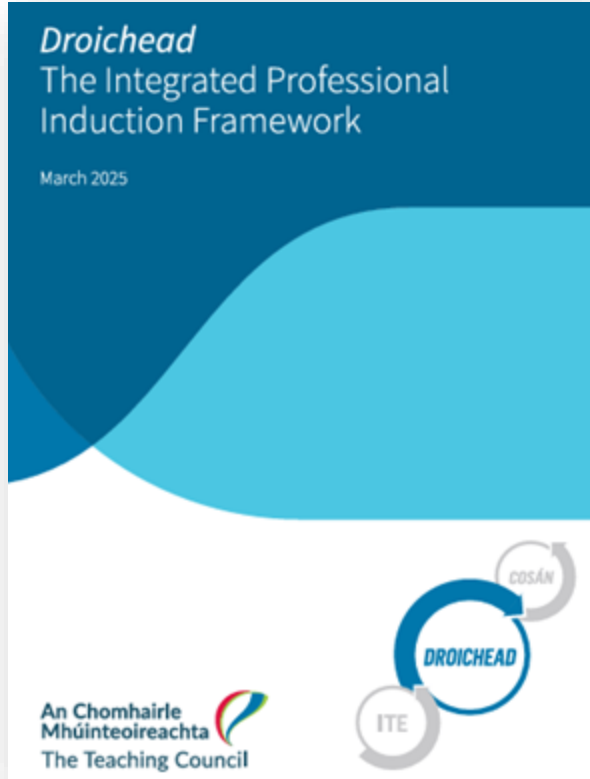
“
New teachers have two jobs, they have to teach and learn to teach. No matter how good a pre-service may be, there are some things that can only be learned on the job.
”

(Feiman-Nemser 2001)

Creat Beartais Droichead i bhFócas Droichead Policy Framework in Focus



Oide



When you read through the excerpts from the Droichead policy, what words, phrases, or ideas stand out most to you? Why?

1. Go to p.2 of your Reflective Learning Log
2. Read the excerpts from the Droichead Policy
3. Record your thoughts in the space provided
4. Discuss in your Breakout Rooms



Individual
Reflection

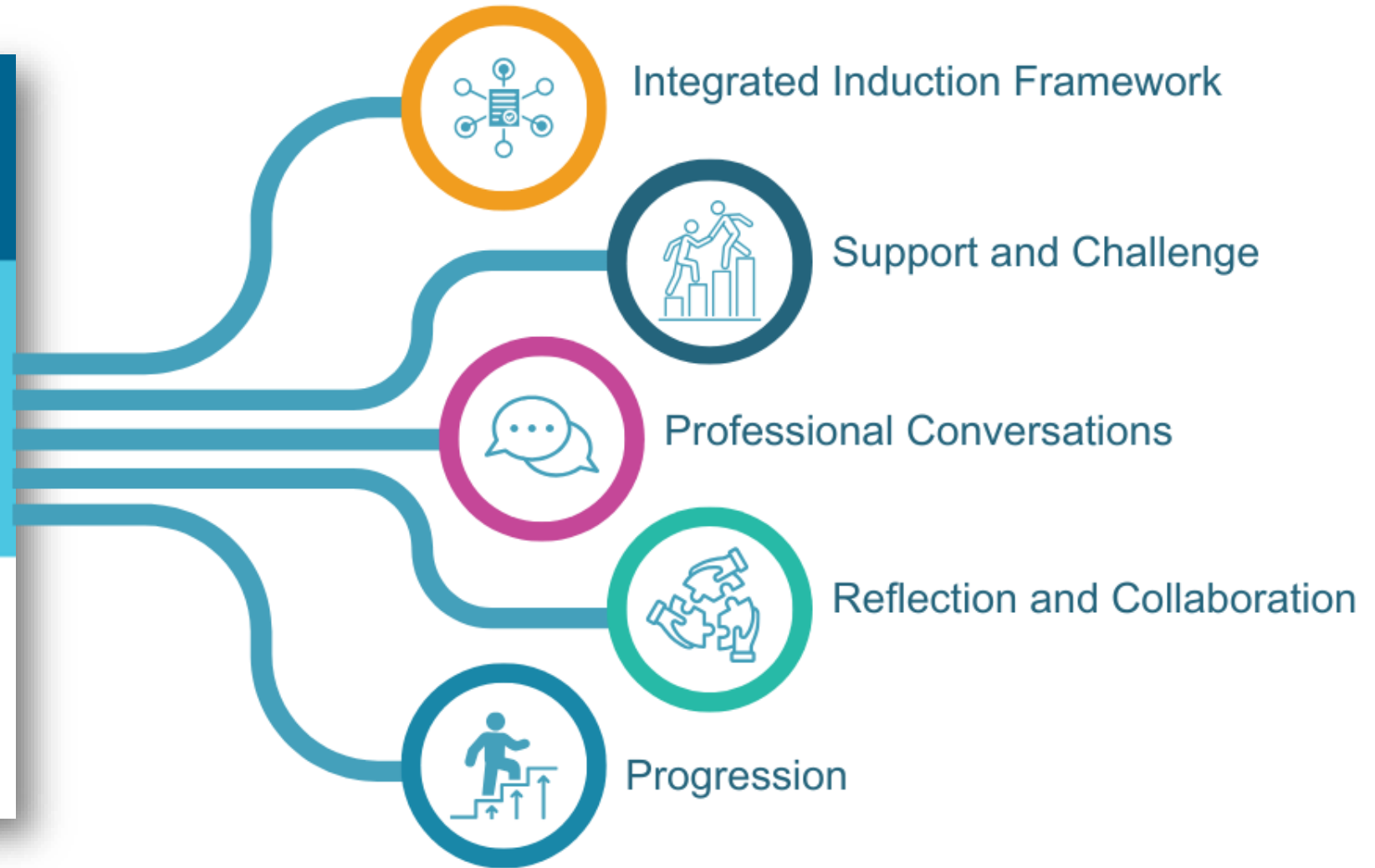
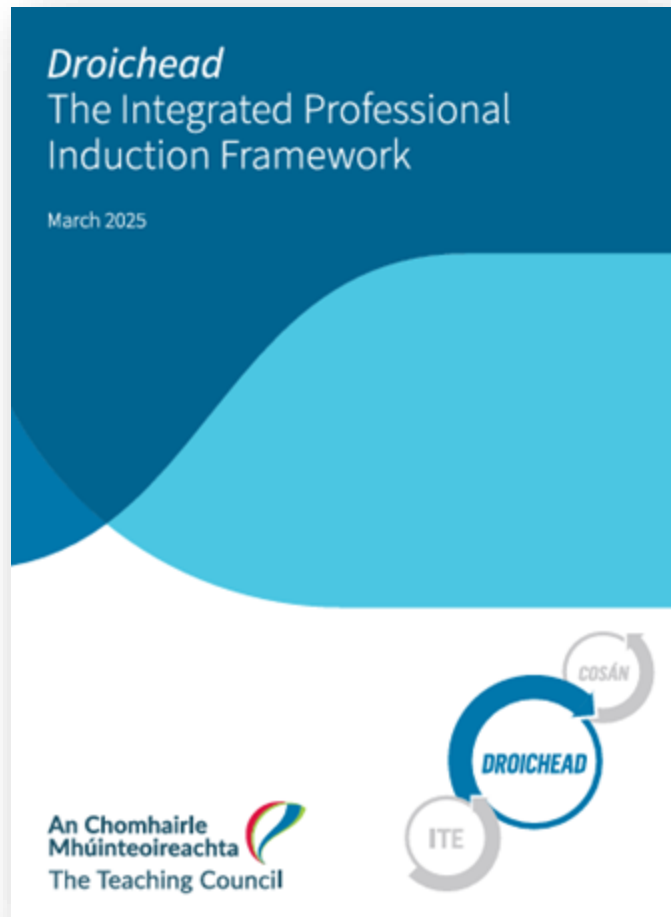


Breakout Room

Creat Beartais Droichead i bhFócas Droichead Policy Framework in Focus



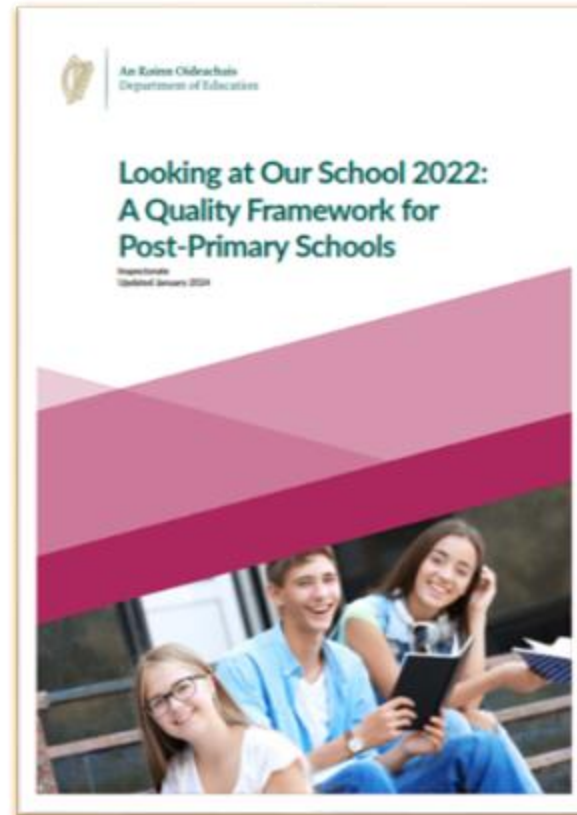
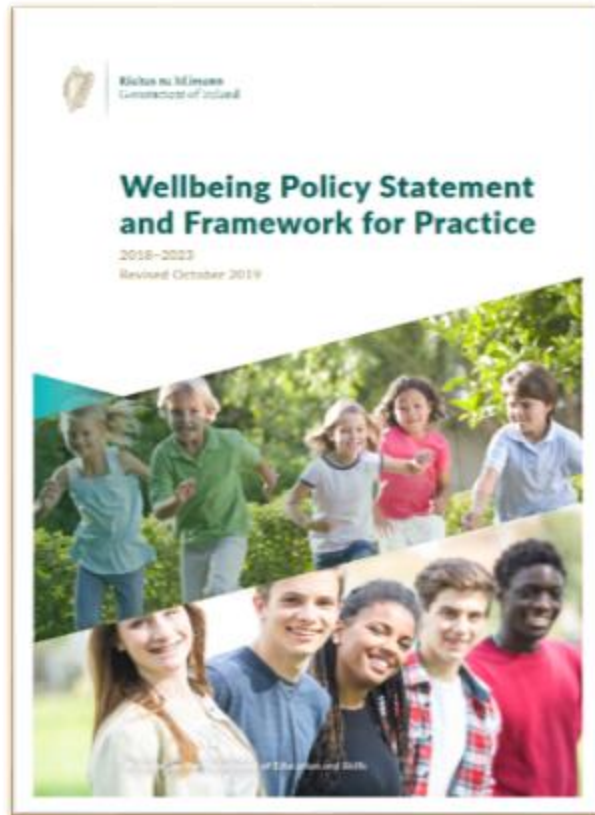
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Na Naisc a Dhéanamh Making the Connections



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Supporting the Professional
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A Fhiúntaí atá sé Tacú le MNCnna

The Value of Supporting NQTs



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Based on your reading, what are the benefits of mentoring?



Breakout Room



Whole Group
Discussion



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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
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Seisiún a Dó: Gnéithe de Phróiseas Droichead

Session Two: Elements of the Droichead Process



Forléargas ar Sheisiún a Dó

Session Two Overview



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Identifying the elements of the Droichead process



Developing an awareness of the three Droichead standards



Exploring the Droichead Outline Plan to support the process

Ag tosú ar phróiseas Droichead

Commencing the Droichead Process



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School
Setting



Minimum of
2 PST

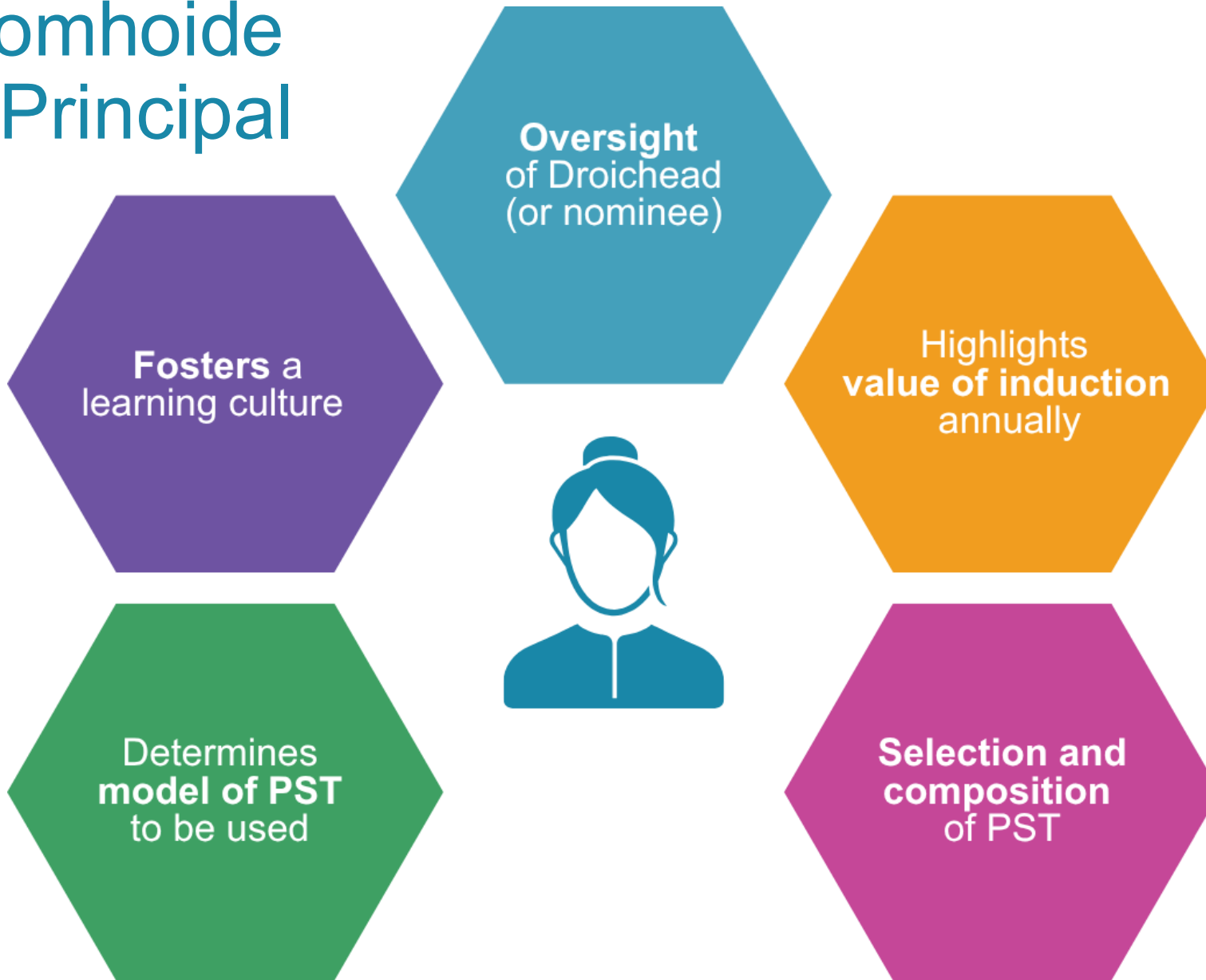


Confirmation
Email

Ról an Phríomhoide Role of the Principal



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Foireann Tacaíochta Gairmiúla (FTG) Professional Support Teams (PSTs)



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Supporting an NQT through Droichead is always a collaborative effort. The PST can be structured in two ways:

Internal Model

Internal Model involves a school-based induction, in the first stages of their professional journey.

External PST Member

External PST Member involves an NQT working with an external member of the teaching and learning process.

Baill FTG PST Members



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- ✓ Fully registered with TC
- ✓ Registered PST member
- ✓ Statement issued
- ✓ Eligible to sign Form D



Cleachtas Gairmiúil a Bhreithniú

Considering Professional Practice



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How do we demonstrate our professional practice?

Engagement in Professional Learning Activities and School-based Induction

Commitment to Quality Teaching and Learning

Engagement with Reflective Practice Individually

Engagement with Reflective Practice Collaboratively



Individual Reflection



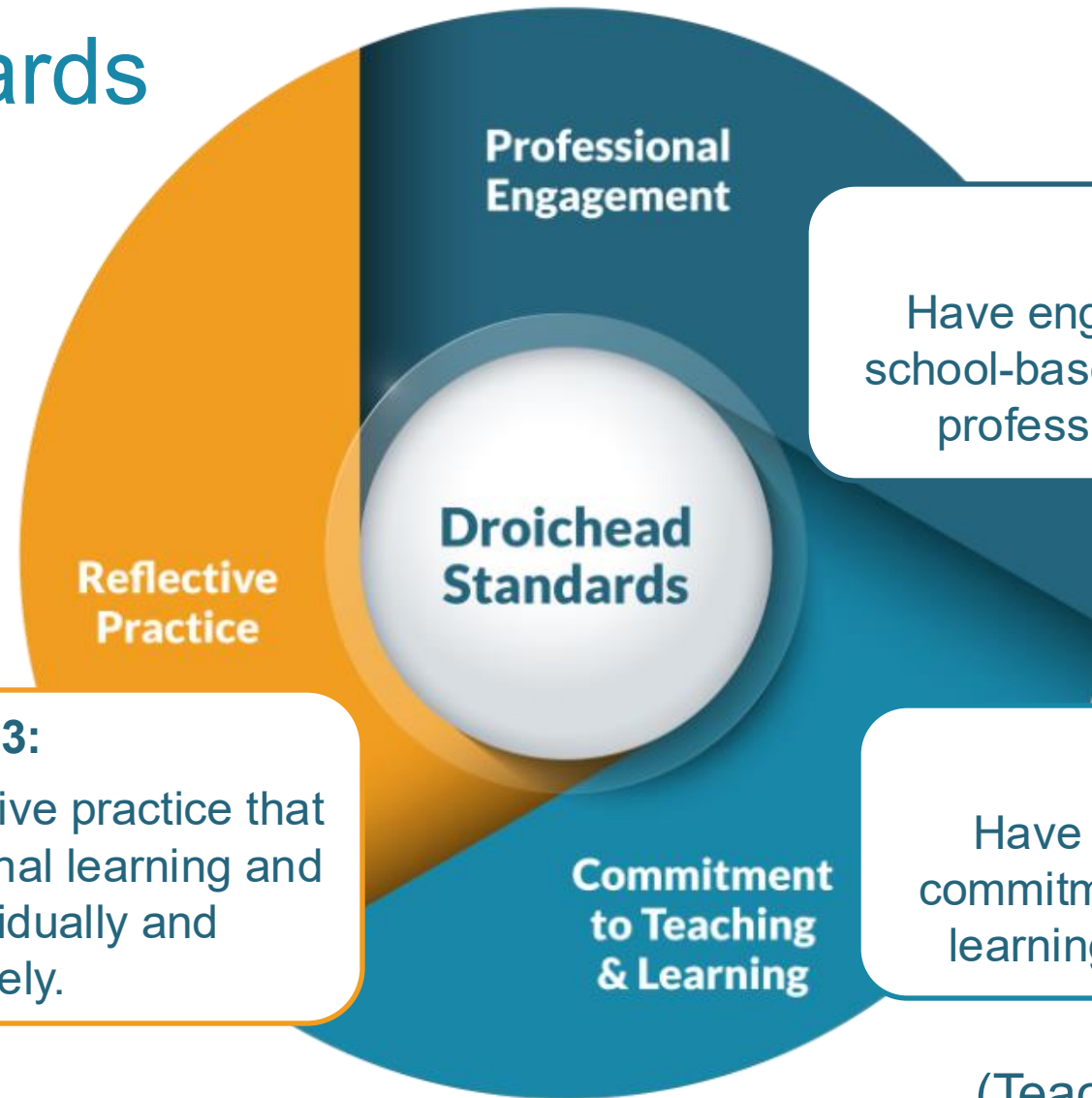
Breakout Room

Caighdeáin Droichead Droichead Standards



Oide

The NQT will...



Standard 1:

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

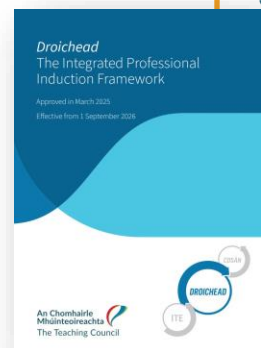
Standard 2:

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.

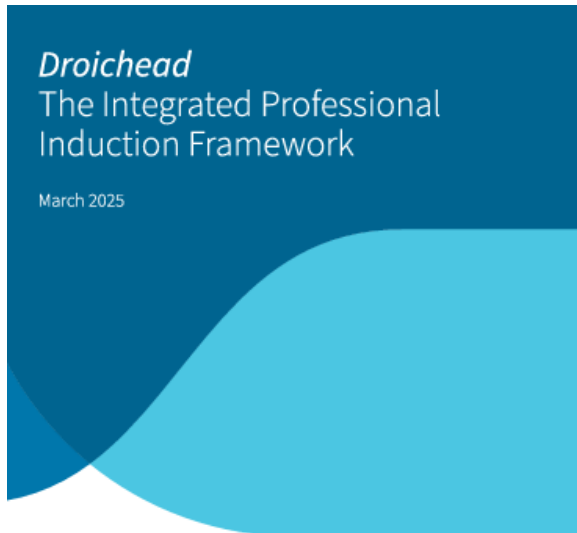
(Teaching Council, 2025, p.16)



Caighdeáin Droichead Droichead Standards



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An Chomhairle
Mhúinteoireachta
The Teaching Council



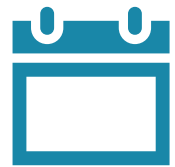
“
The Council has established standards to support the Droichead process, in guiding the NQT, with the PST, in relation to their professional learning and practice.
”

(The Teaching Council 2025, p.13)



Droichead Requirements

Complete a minimum of 200 hours' teaching employment



Teach a curricular subject(s) to a designated class or employment in learning support, special needs or language support



Remain in the same setting for the duration of the process

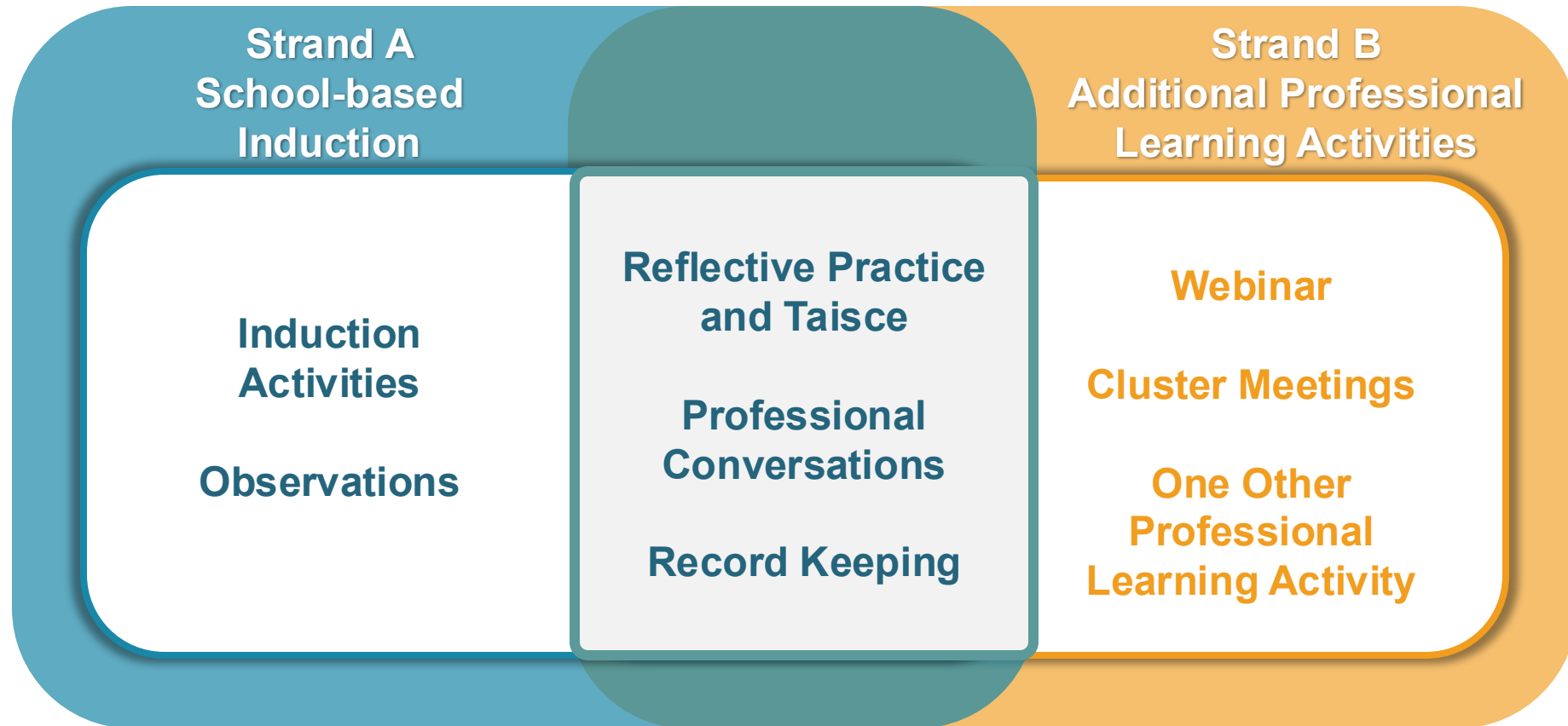


Páirt a Ghlacadh i bPróiseas Droichead

Engaging in the Droichead Process



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Intreoir ar an gCás-Staidéar

Introduction to the Case Study



Oide

Fiona is a newly qualified teacher who has recently started her first teaching position in your school. She has a contract for 13 hours per week for the full school year and will be teaching History. As a member of the PST, you will be supporting Fiona and have arranged a meeting to collaboratively draft the outline plan with her.

What information do you require from Fiona to help draft the Droichead Outline Plan?



Individual
Reflection



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Seisiún a Trí: MNCnna a chumhachtú

Session Three: Empowering NQTs



Forléargas ar Sheisiún a Trí

Session Three Overview



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Developing further awareness of Strand A and Strand B



Exploring relationship-building and communication skills



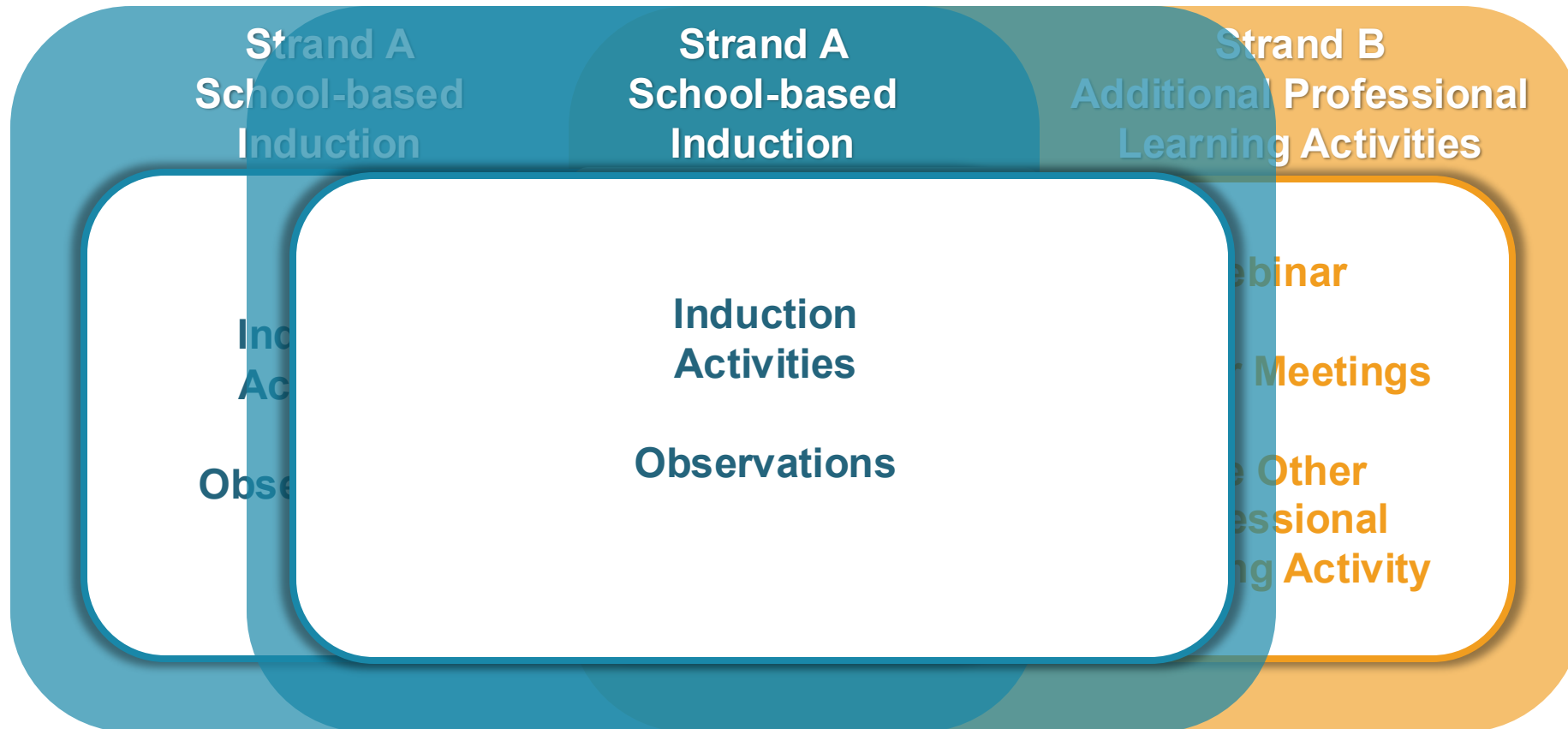
Connecting induction activities such as discussion and reflection, to the Droichead standards

Snáithe A agus Snáithe B a iniúchadh

Exploring Strand A and Strand B



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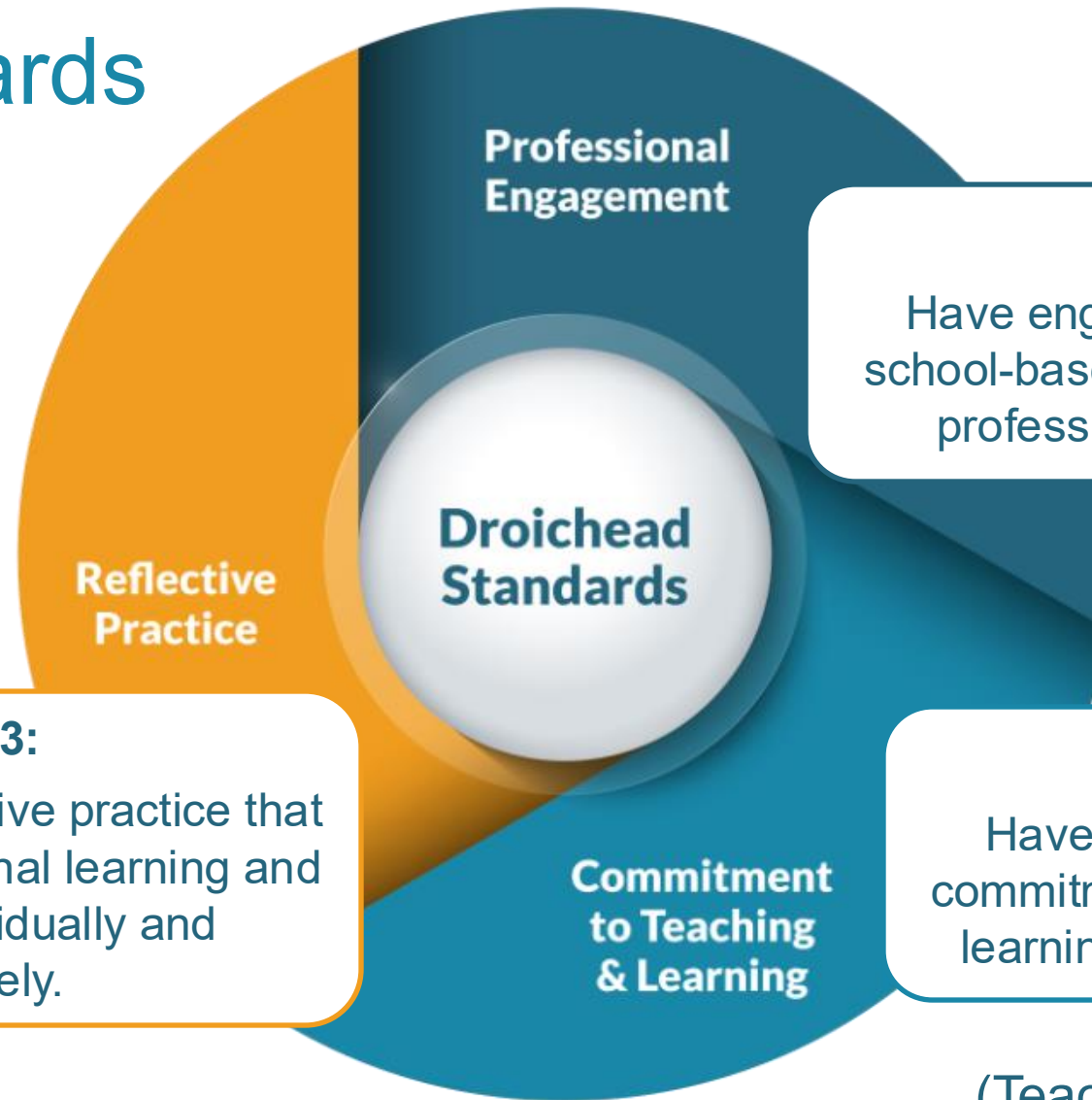


Caighdeáin Droichead Droichead Standards



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The NQT will...



Standard 1:

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

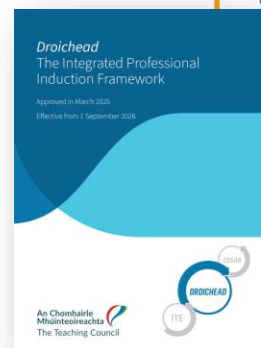
Standard 2:

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)



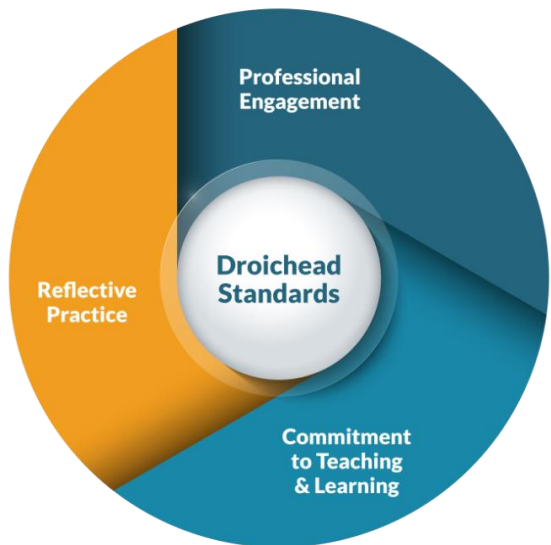
Ionduchtú Scoilbhunaithe School-Based Induction



Oide

Standard 1:

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



4.4.4

A key part of this process is an NQT's engagement with more experienced colleagues, and reflection on the professional conversations that take place on their own professional learning and practice. 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.

Do Bhealach a Dhéanamh trí Shaol na Scoile

Navigating School Life



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What do these images bring to mind?



Individual
Reflection



Whole Group
Discussion

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What aspects of school life and/or professional practice might an NQT bring to a professional conversation?



Individual
Reflection

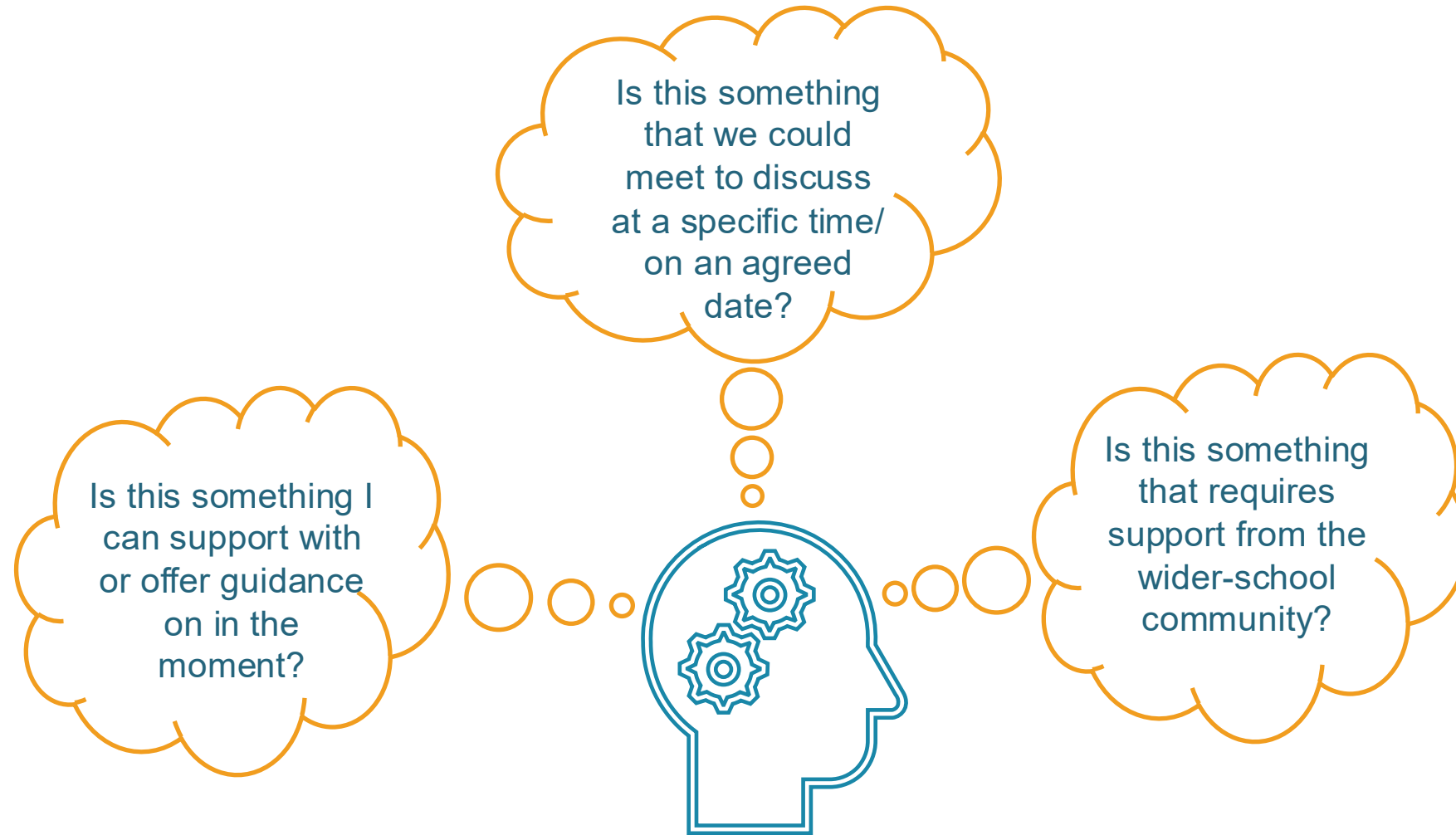


Whole Group
Discussion

Comhráite Gairmiúla agus Gníomhaíochtaí Ionduchtaithe Professional Conversations and Induction Activities



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Comhráite Gairmiúla agus Gníomhaíochtaí Ionductaithe Professional Conversations and Induction Activities



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Indicators of
Good
Practice



School
Context



What are the appropriate induction activities to support the NQT in this scenario?



Individual
Reflection



Individual
Reflection

Gníomhaíochtaí Ionductaithe a Thaifeadadh

Recording Induction Activities



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Scoile agus Múinteoirí

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Droichead Standards and Induction Plan

The Teaching Council established three standards to support the Droichead process, in guiding the Newly Qualified Teacher (NQT) and Professional Support Team (PST), in relation to NQT professional learning and practice.

Through their engagement in the Droichead process, the NQT will:

1. have engaged professionally with school-based induction and additional professional learning activities
2. have shown their professional commitment to quality teaching and learning for their pupils/students
3. have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively.

Droichead Standard	Looking at our School (2022) Statement of Practice	Area to Strengthen	Induction Activity
	<i>The statements of practice within Looking at Our School (LAOS) (2022) support NQTs, in collaboration with their PST, to consider effective practice in areas of strength and in areas to strengthen further.</i>	<i>NQTs' area to strengthen are emergent and identified throughout the Droichead process.</i>	<i>Related induction activities are identified in response to emergent areas to strengthen.</i>
Exemplar			
Standard 2: The NQT will have shown their professional commitment to quality teaching and learning for their pupils/students	Teachers are aware of students' individual learning needs, interests and abilities and adapt learning and teaching practices accordingly (p.32)	Using differentiation strategies to support EAL (English as an Additional Language) learners in accessing and engaging with complex texts in a mixed-ability Junior Cycle English class	Engage with Oide's EAL webinar 'Supporting EAL Learners in Post-primary Classrooms' and reflect on implications for practice. Check-in meeting between NQT and PST member if required following engagement with the above webinar.

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Cineálacha Tacaíochta

Types of Support



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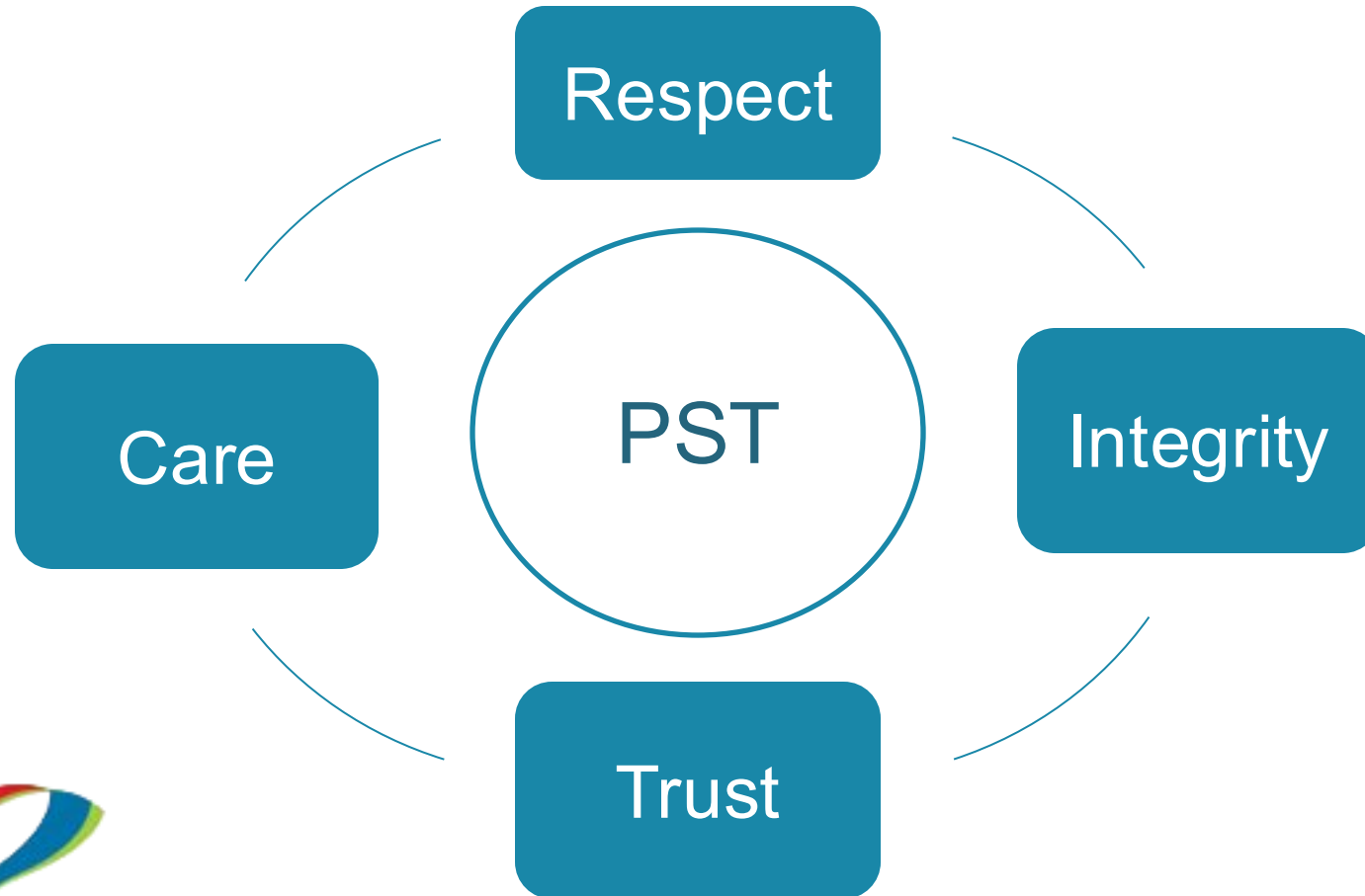


Ceithre Luach Eiticiúla na Comhairle Múinteoireachta

The Teaching Council's Four Ethical Values



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Scileanna FTG chun cabhrú le próiseas Droichead

PST Skills to Support the Droichead Process



Oide



Caidreamh Gairmiúil a Thógáil Building Professional Relationships



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What are the elements of an effective professional relationship?

Professional relationships are most effective when...



(Crosling and Edwards 2008)



Individual
Reflection



Whole Group
Discussion

Caidreamh Gairmiúil i gComhthéacs Droichead

Professional Relationships in the Droichead Context



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Confidentiality

Working with Professionalism and Integrity

Boundary-setting – protocols, expectations, ways of working

Scileanna FTG chun cabhrú le próiseas Droichead

PST Skills to Support the Droichead Process



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Relationship-Building Communication



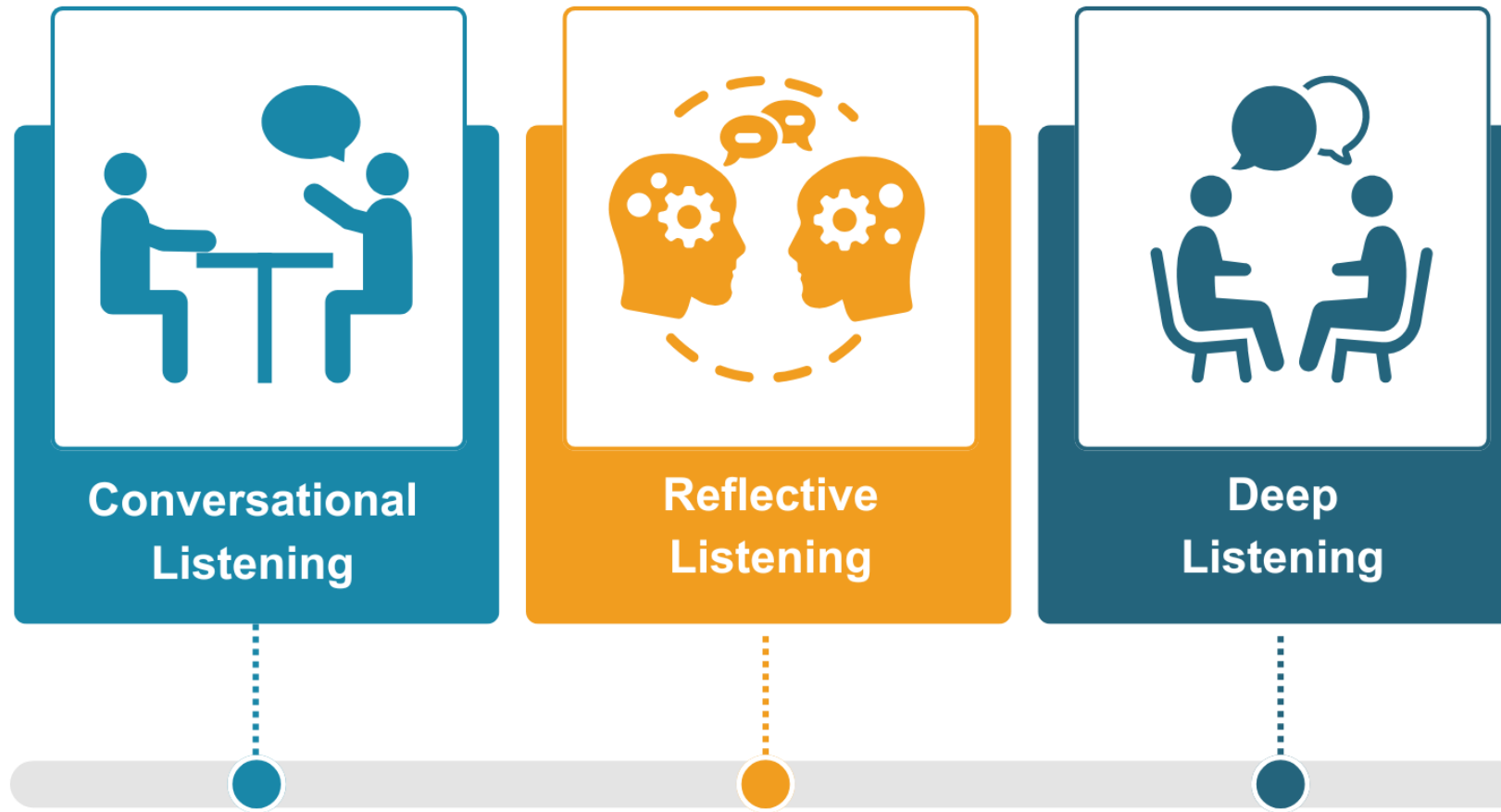
“Communication is the ability to send and understand messages exchanged through a common language or system of signs, symbols or behaviour, for physical, emotional or social purposes”

(The Communication Trust 2013)

Leibhéil Éisteachta Levels of Listening



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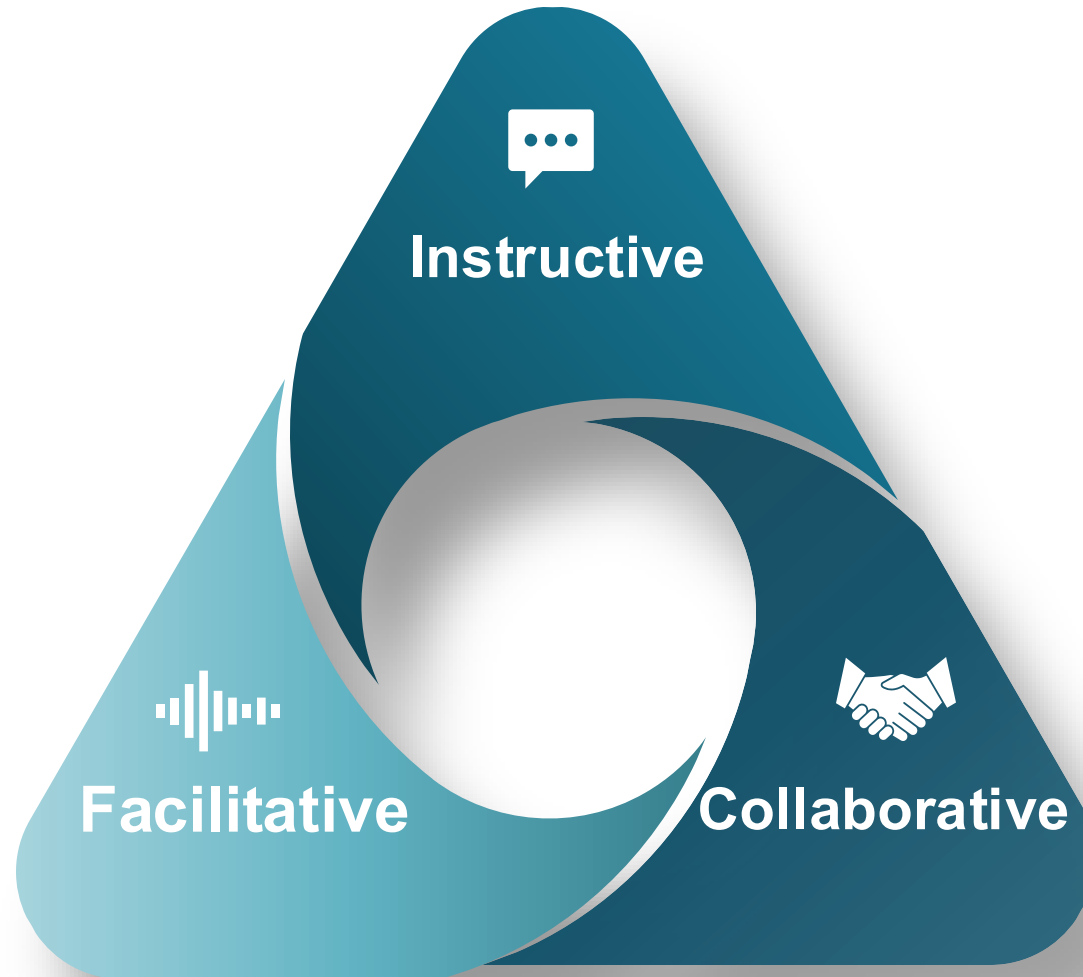
(Hook et al. 2006)

Seasaimh na Cumarsáide

Stances of Communication



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(Horn & Metler- Armijo 2011)

Snáithe A agus Snáithe B a iniúchadh

Exploring Strand A and Strand B



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Riachtanais Chnuaschruinnithe Cluster Meeting Requirements



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Apply



Book



Engage



Uasdátú ar Shnáithe B

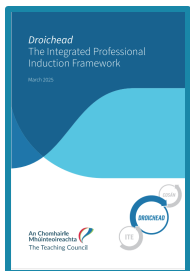
Updates to Strand B



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All NQTs must complete all elements of the Cluster Meeting requirement during the timeframe of their engagement with Droichead



Gníomhaíochtaí Eile Foghlaim Ghairmiúil

Other Professional Learning Activities



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Scoile agus Múinteoirí

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An Chomhairle Náisiúnta
um Oideachas Speisialta
National Council
for Special Education



An Chomhairle
Mhúinteoireachta
The Teaching Council



...identified by NQTs in accordance with their professional learning needs,
in consultation with the PST...

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

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GFGB: Cás-Staidéar

APLA: Case Study



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A few weeks into the school year, Fiona approaches you to ask for support with choosing her "One Other Professional Learning Activity" as part of Strand B of the Droichead process. She explains that she is unsure what would be suitable and mentions that she's interested in integrating more collaborative learning activities into her lessons. However, she would like some guidance around identifying a relevant professional learning activity.

 **Oide** Tácu leis an bhFoghlaim
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Scoil agus Múinteoirí Supporting the Professional
Learning of School Leaders
and Teachers

Droichead - Outline Plan Template - 2026-2027

September 2026							October 2026							November 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2	3	4	5	6	7		
6	7	8	9	10	11	12						6	7	8	9	10	11	12	13	14
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
27	28	29	30				25	26	27	28	29	30	31	29	30					

December 2026							January 2027							February 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28						

March 2027							April 2027							May 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5						1	2		1	2	3	4	5	6
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Droichead	
Induction Activities	Observation of the NQT Observation of the NQT Other Induction Activities
Meetings	Professional Support Team (PST) PST & NQT(s) Scheduled Quarterly Professional Conversations
Whole Staff	Droichead Information Session School Holidays

Strand A

Proposed Dates for:

Observations of the NQT

-
-
-

Observations of the NQT

-
-
-

Strand B:

Cluster Meetings

NQTs are required to:

- complete the Online Webinar
- attend the General Cluster Meeting (GCM)
- select and attend one Focused Cluster Meeting (FCM)

Proposed Dates to Attend:

Webinar: _____

GCM: _____

FCM: _____

Other Professional Learning Activity

NQTs should engage in one other professional learning activity (PLA), identified by themselves in accordance with their professional learning needs, in consultation with their PST.

Other PLA: _____

Proposed Date to Attend: _____

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Individual
Reflection

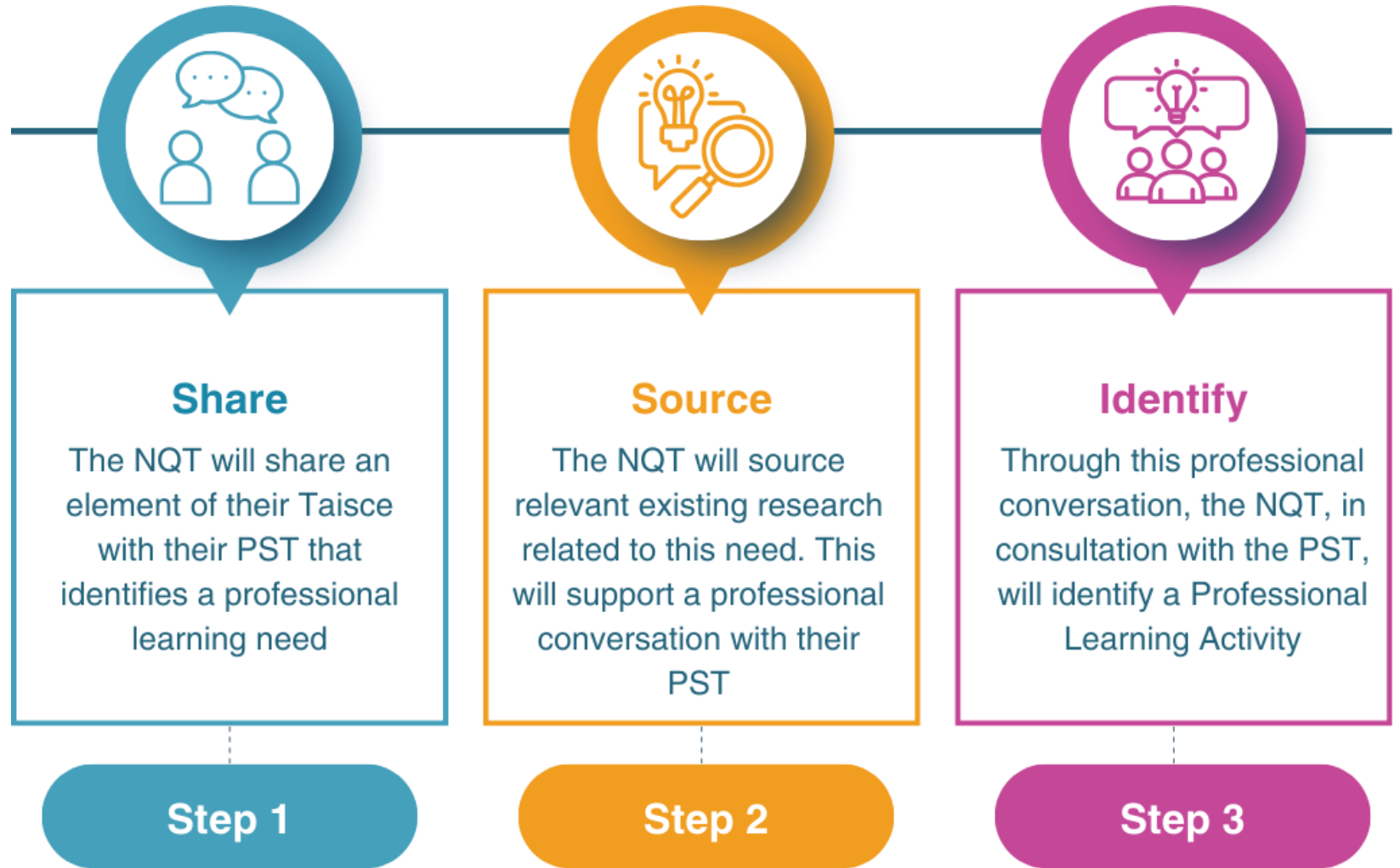


Whole Group
Discussion

“Droichead builds on the portfolio-based learning process (Taisce) that all student teachers engage in during their ITE programmes. NQTs continue to use Taisce during the Droichead process to reflect on their professional learning and practice.”

(The Teaching Council 2025, p.10)







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Ár mBuíochas

To ask for support is a sign of strength