



Oide

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Supporting the Professional
Learning of School Leaders
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Foghlaim Ghairmiúil do Bhail na Foirne Tacaíochta Gairmiúla Lá 2

Professional Learning for Professional Support Team Members Day 2

 @Oide_Droichead



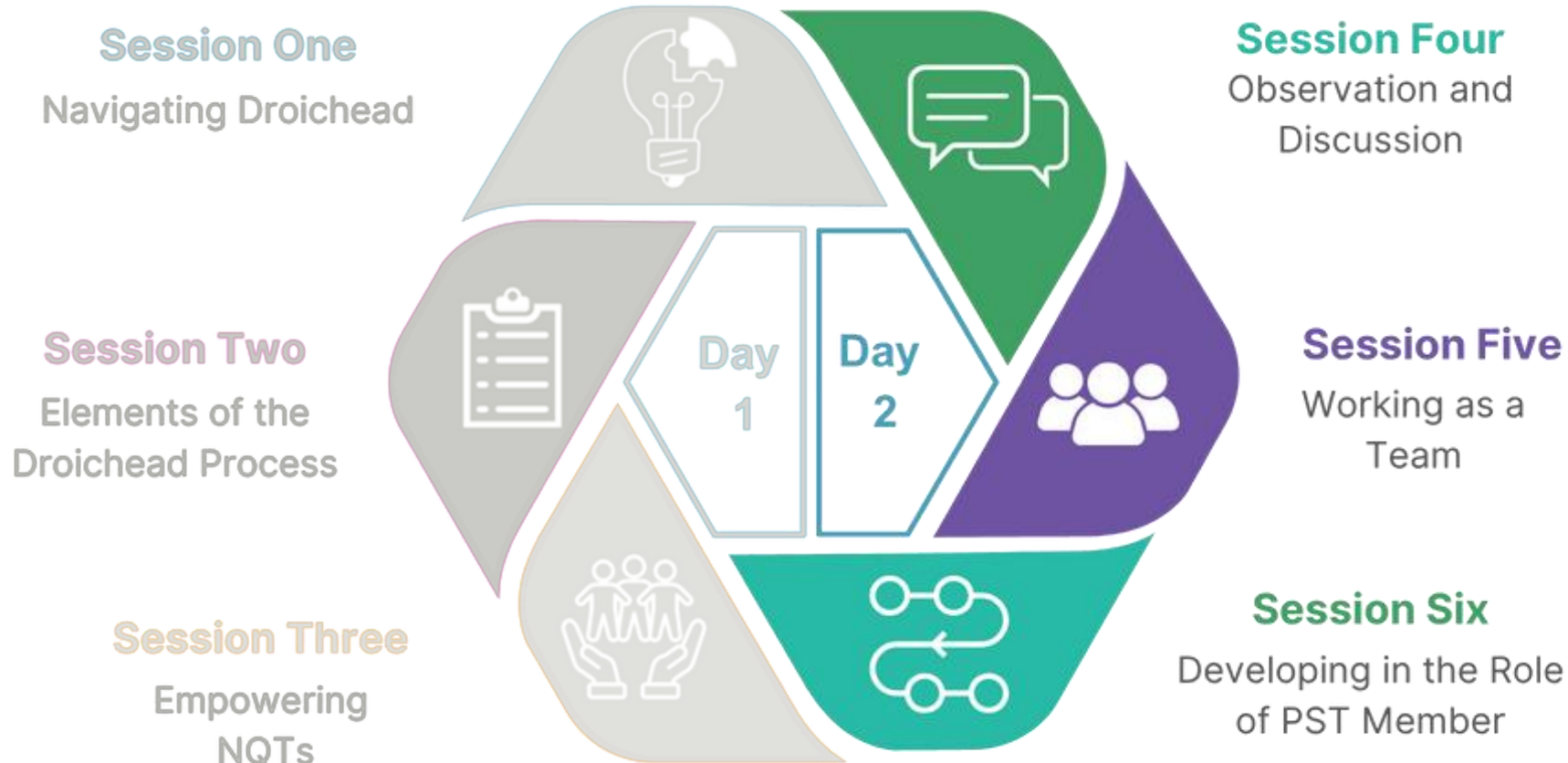
@oidedroicheadinduction



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



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Supporting the Professional
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Seisiún a Ceathair: Breathnóireacht agus Plé

Session Four: Observation and Discussion



Forléargas ar Sheisiún a Ceathair

Session Four Overview



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Exploring the Droichead observation model



Understanding the PST's role in the observation process



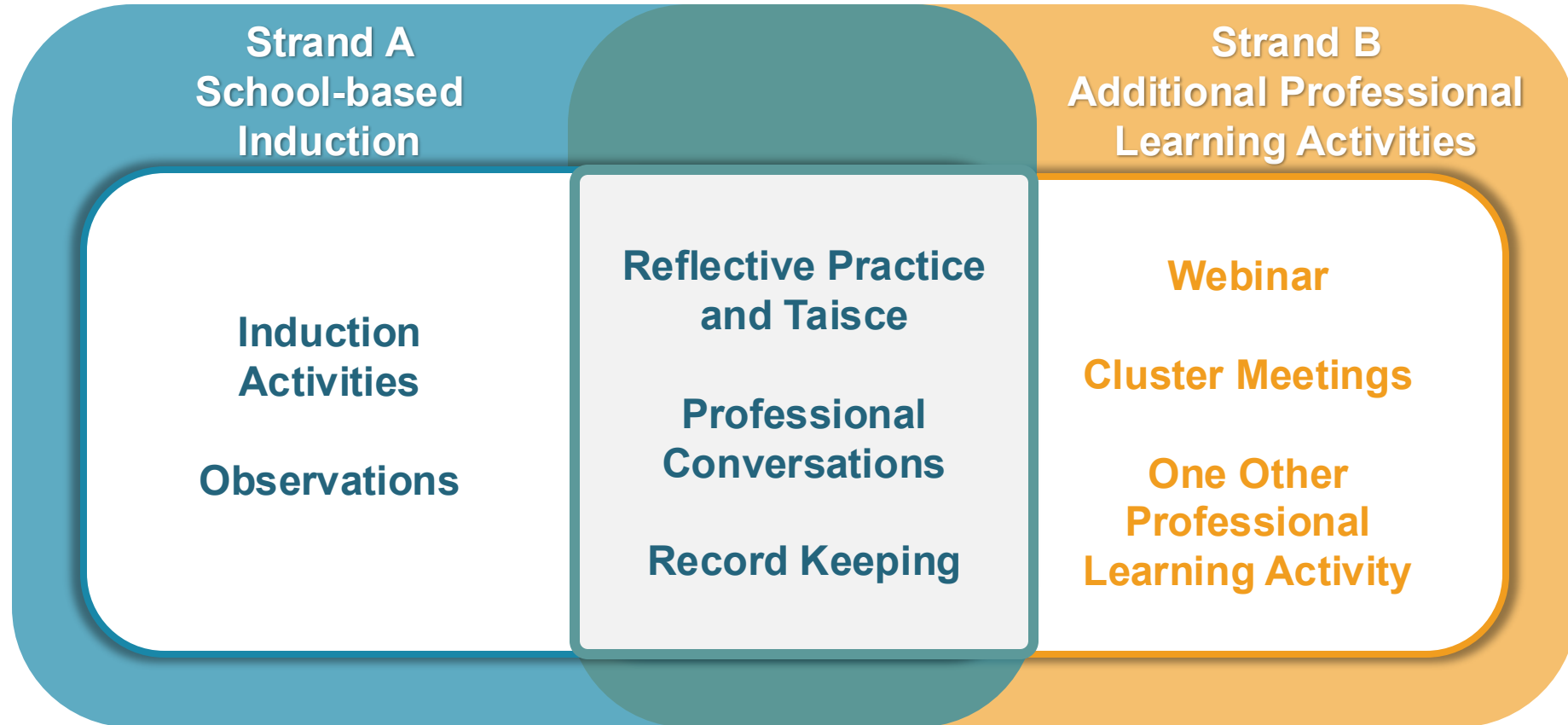
Considering how observations cultivate professional learning

Páirt a ghlacadh i bPróiseas Droichead

Engaging in the Droichead Process



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“Observations were viewed as fundamental to the Droichead process. NQTs found them very beneficial with one NQT citing them as *‘a most amazing opportunity, I will probably never have an opportunity like this again in my career.’*”

(DQA 2020)

Breathnóireacht Observation



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“It is recommended that there would be at least two of each type of classroom observation (observations by the NQT, and observations of the NQT’s practice), and that... the classes observed, should be based on discussions between the NQT and the PST .”

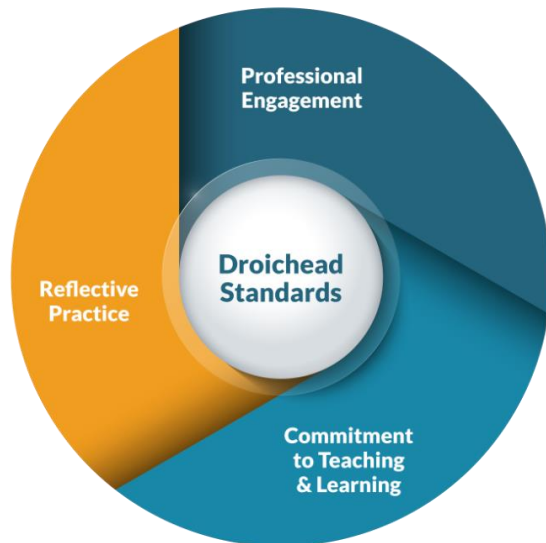
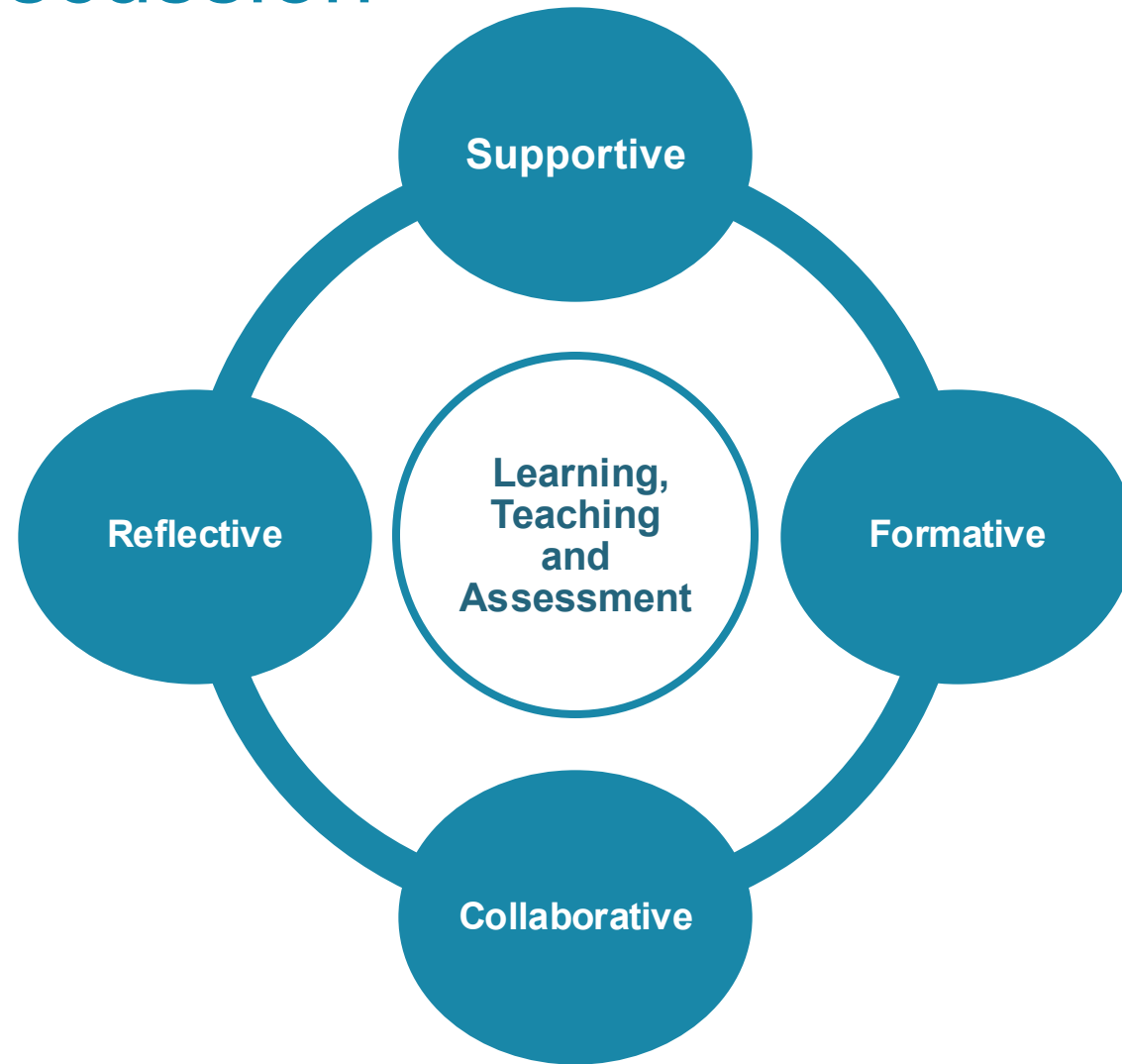
(The Teaching Council 2025, p.11)



Breathnóireacht agus Plé Observation and Discussion



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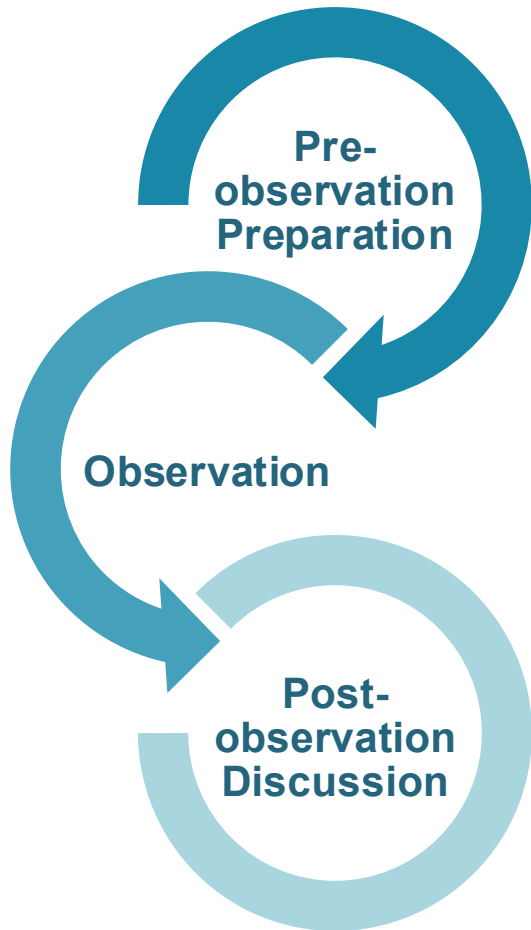


Timthriall Breathnóireachta Droichead

Droichead Observation Cycle



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Pre-observation Preparation

- Need identified in collaboration with PST
- Discussion on area of focus
- Agree logistics

Observation

Post-observation Discussion

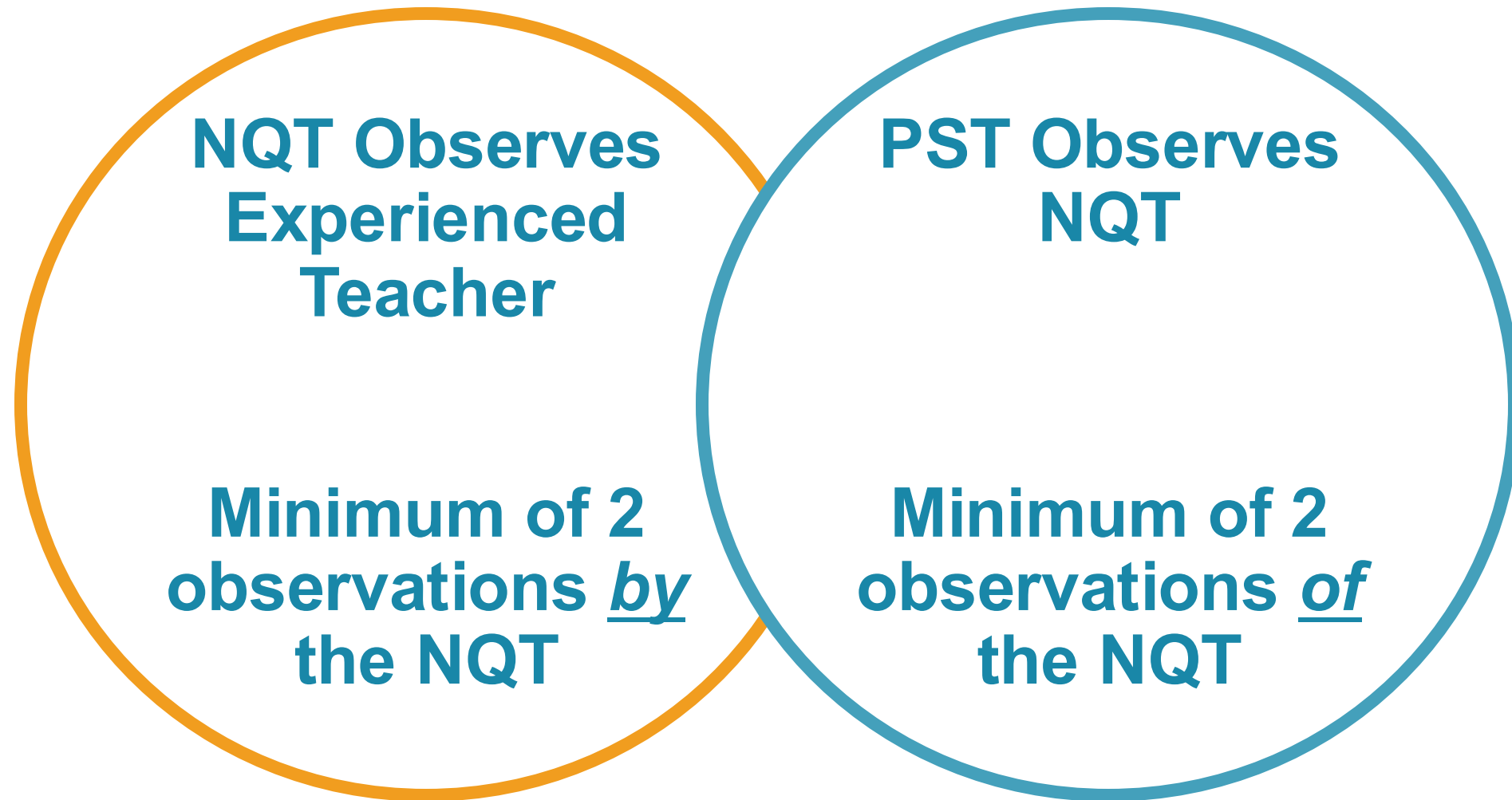
- Discussion based on observation

Samhail Bhreathnóireachta Droichead

Droichead Observation Model



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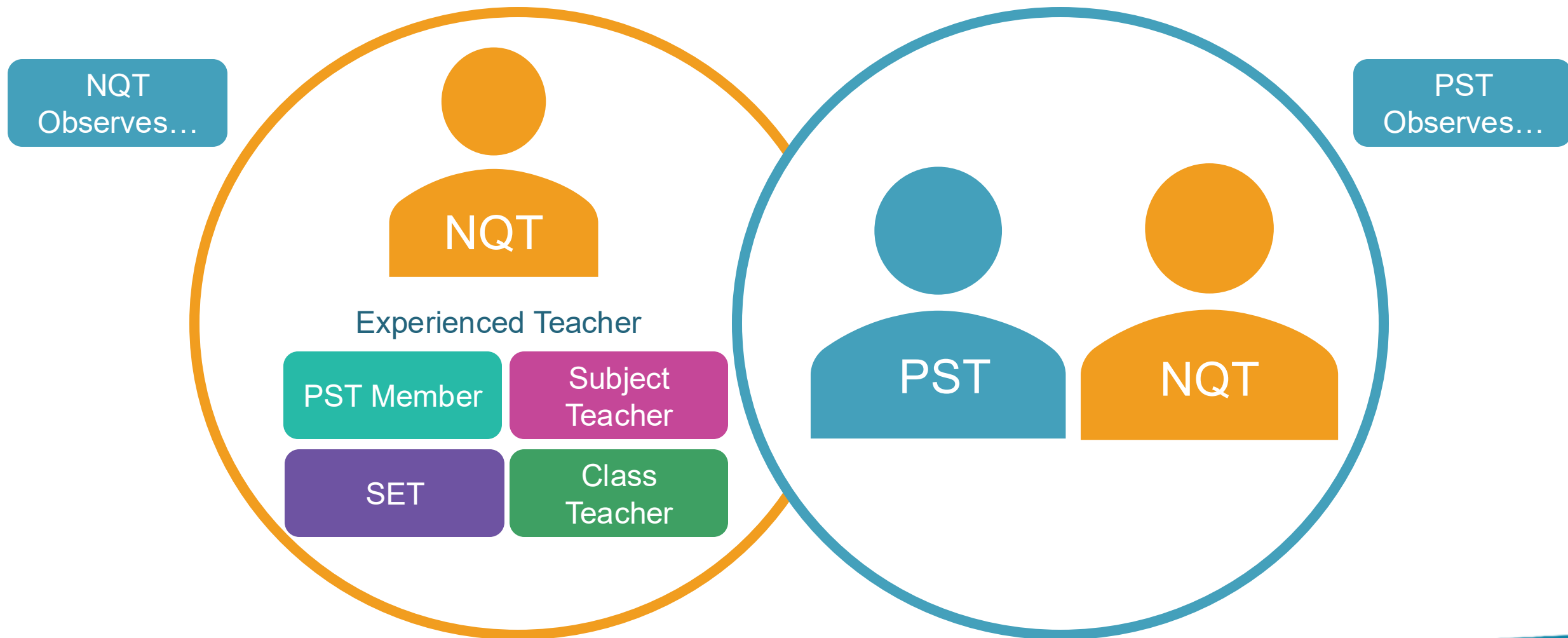


Samhail Bhreathnóireachta Droichead

Droichead Observation Model



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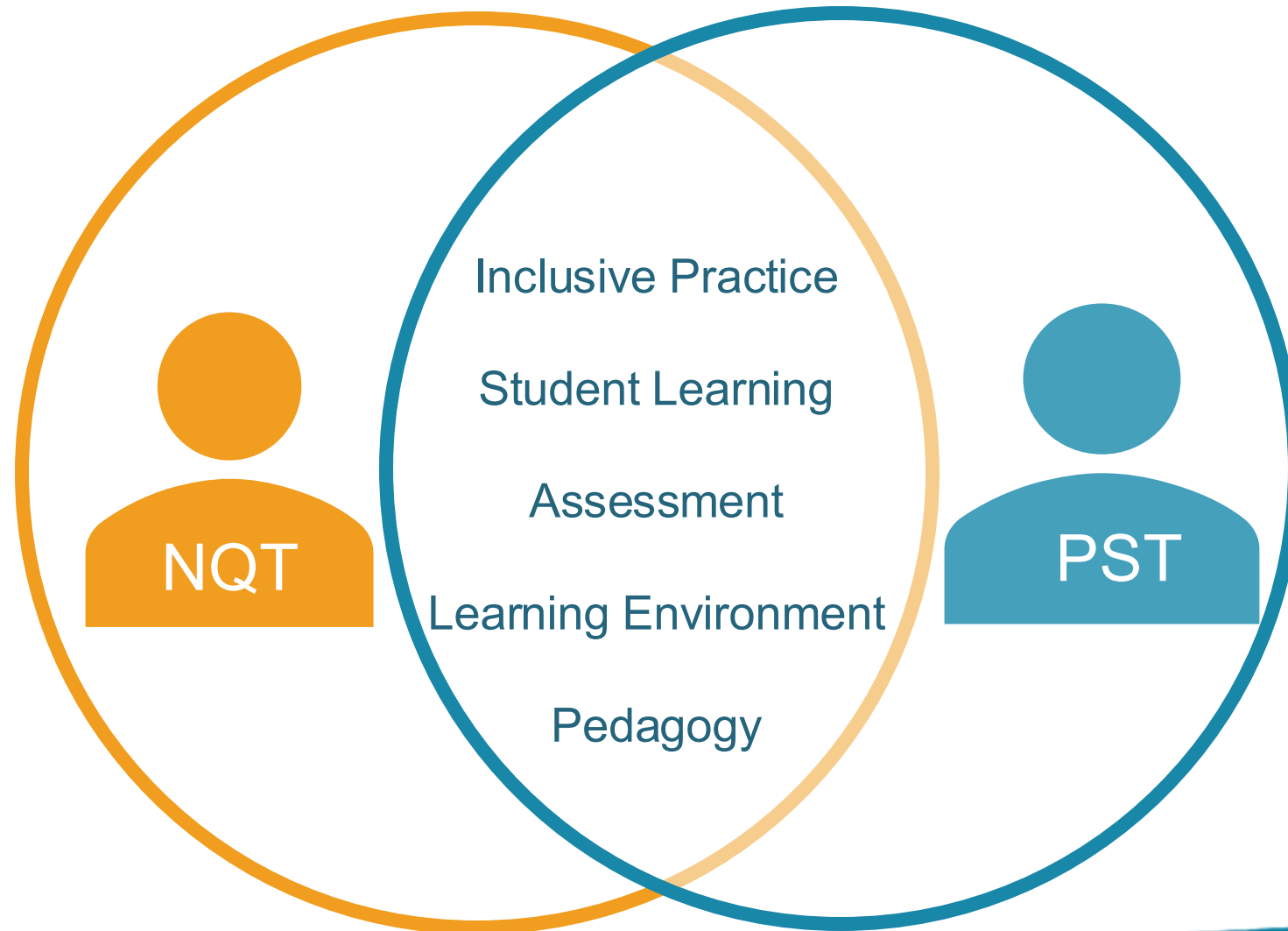


An Fócas a bhíonn ag Breathnóireacht Droichead

Focus of a Droichead Observation



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Ag úsáid ABSA (2022) chun MNCnna a chumhachtú Using LAOS (2022) to Empower NQTs



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Quality Framework for Post-primary Schools – Overview

	Domains	Standards
Learning and Teaching	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge, skills and attitudes to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intentions and to students' learning needs responds to individual learning needs and differentiates learning and teaching activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional learning and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
	Leading learning and teaching	School leaders: promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each student manage the planning and implementation of the school curriculum foster teacher professional learning that enriches teachers' practice and students' learning
Leadership and Management	Managing the organisation	School leaders: create and maintain a positive school culture and a safe, healthy and purposeful learning environment and sustain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of student participation, student leadership and parent participation build professional networks with other school leaders

Domain 3: Teachers' individual practice

Standards	Statements of effective practice	Statements of highly effective practice
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers have the required professional qualifications. They engage in a range of personal and professional learning opportunities, and in ongoing reflection on their learning and their practice.	Teachers have the required professional qualifications and actively seek out further learning opportunities. They reflect critically on their own learning and practice. They engage in a range of personal and professional learning opportunities that develops their capacity as professionals to meet the learning needs of their students and contributes to school improvement.
	Teachers create an inclusive, purposeful, student-centred learning environment based on mutual respect, affirmation and trust.	Teachers create an inclusive, purposeful, student-centred learning environment based on mutual respect, affirmation and trust, in which students regulate and monitor their own behaviour.
	Teachers have high expectations of students' learning and behaviour, and communicate these expectations effectively to students.	Teachers have high expectations of students' learning and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.
	Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas.	Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas, and can link these to other areas across and beyond the curriculum.
	Teachers, through their own enthusiasm for and enjoyment of their subject area, motivate students to engage in and enjoy their learning.	Teachers model enthusiasm and enjoyment in learning, and thereby create a learning environment where students are self-motivated to engage in, extend and enjoy their learning.
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers' preparation identifies relevant learning intentions that are contextualised to students' learning needs, interests and abilities.	Teachers' preparation identifies relevant learning intentions that are contextualised to students' learning needs, interests and abilities. Learning intentions reflect a developmental and incremental approach to progressing students' learning.
	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons and use real-life, authentic situations, where appropriate.	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons and use real-life, authentic situations, where appropriate. Lesson design and delivery is flexible to allow for emerging learning opportunities and to provide elements of choice for students.
	Teachers identify and prepare in advance resources, including digital resources, where relevant, suitable for the specific learning intentions of each lesson, or series of lessons, and the learning needs of the class.	Teachers identify and thoroughly prepare in advance resources, including digital resources, where relevant, tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students' learning needs, interests and abilities.
	Teachers' preparation is informed by their knowledge of the curriculum and knowledge of pedagogy. It includes preparation for the differentiation of learning intentions and learning activities, and is informed by meaningful analysis of and use of data as well as teachers' professional judgement and decision-making.	Teachers' preparation is informed by their knowledge of the curriculum and knowledge of pedagogy. It includes preparation for the differentiation of learning intentions and learning activities, including personalised learning opportunities, and is informed by meaningful analysis of and use of data as well as teachers' professional judgement and decision-making.

LAOS (DE 2022, p.25, p.30)



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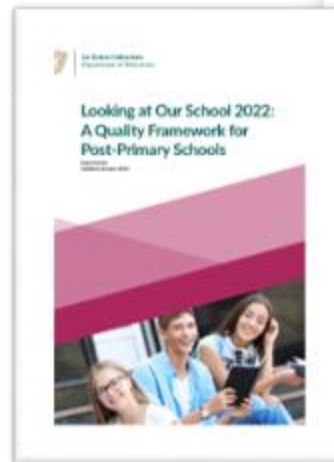
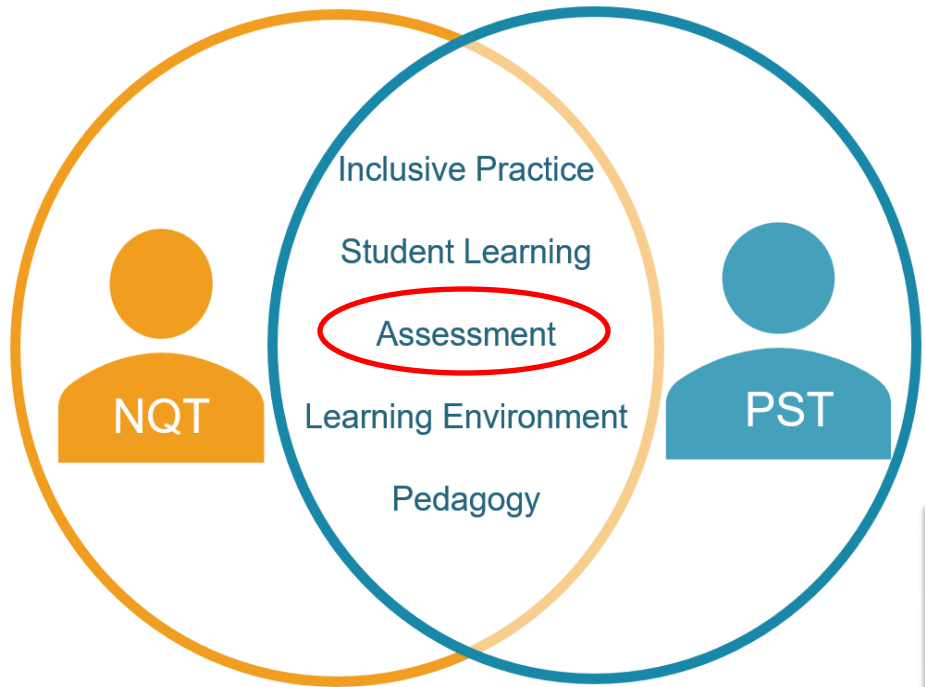
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Ag úsáid ABSA (2022) chun MNCnna a chumhachtú

Using LAOS (2022) to Empower NQTs



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	Teachers' collective / collaborative practice	Teachers: value and engage in professional learning and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise

LAOS (DE 2022, p.25)

Ag úsáid ABSA (2022) chun MNCnna a chumhachtú Using LAOS (2022) to Empower NQTs



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Domain 3: Teachers' individual practice

Standards	Statements of effective practice	Statements of highly effective practice
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers plan for assessing students' attainment of the learning intentions of the lesson, or series of lessons, using both formative assessment and summative assessment.	Teachers plan for assessing all relevant aspects of students' learning in the lesson, or series of lessons, using both formative assessment and summative assessment.
	Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions.	Teachers' assessment practices include not only assessment of knowledge but also assessment of skills and dispositions. Teachers tailor assessment strategies to meet individual learning needs.
	Teachers regularly provide students with constructive, developmental oral and written feedback on their learning.	Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement.
	Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.	Teachers share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement.
	Teachers maintain assessment records that are clear, useful and easy to interpret and share.	Teachers maintain assessment records that are clear, useful, easy to interpret and share, and are tailored to students' individual learning needs.



LAOS (DE 2022, p.31)

Ag úsáid ABSA (2022) chun MNCnna a chumhachtú Using LAOS (2022) to Empower NQTs



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Focus of Droichead Observation

Quality Framework Overview

Relevant Domain(s) and Standards

Statements of Practice



Breakout Room

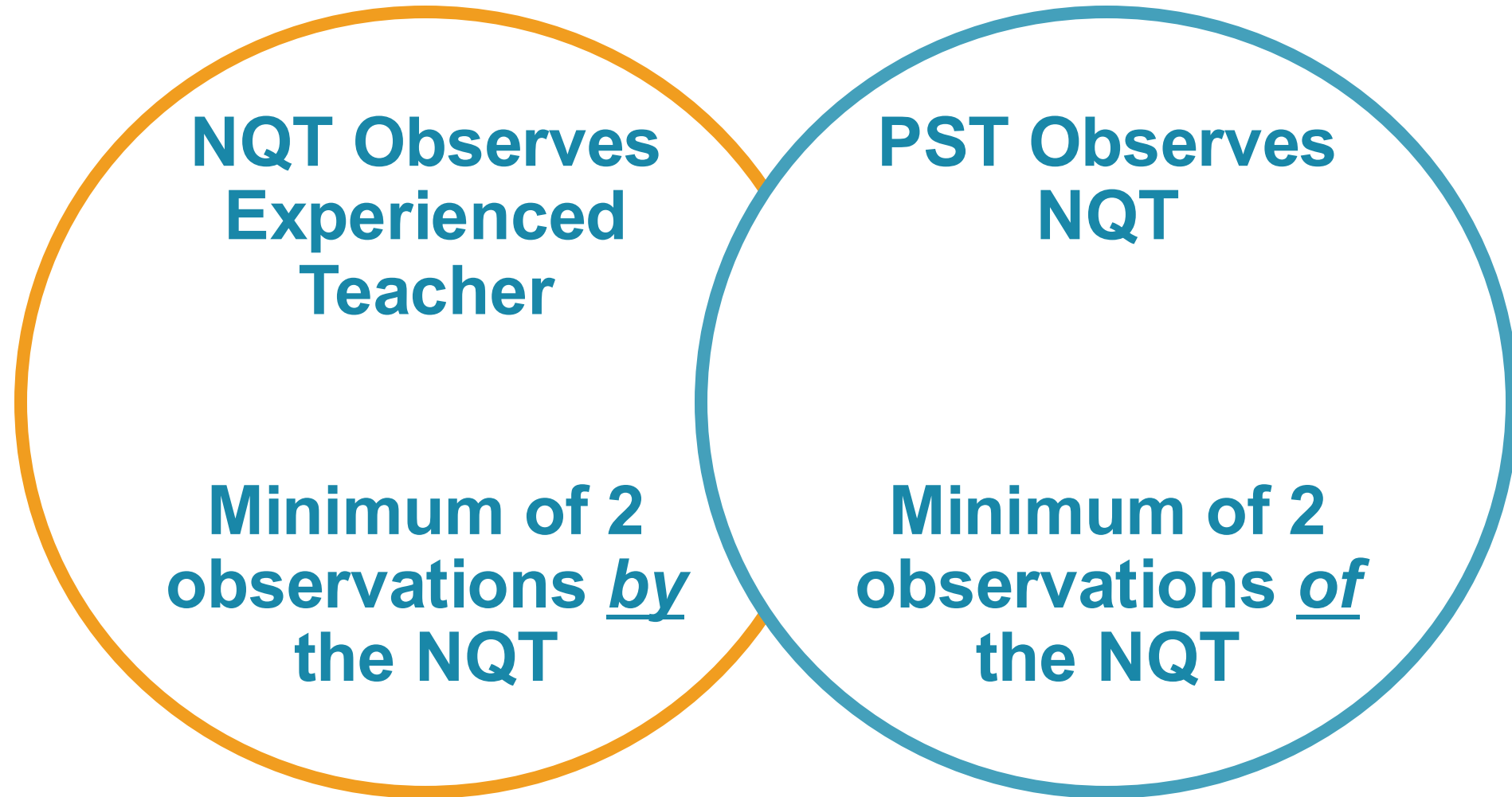
LAOS (DE 2022, p.31)

Samhail Bhreathnóireachta Droichead

Droichead Observation Model



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Réamhbhreathnóireacht ar an MNC

Pre-observation of the NQT



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What questions would you ask the NQT about the lesson to be observed?



Individual
Reflection



Interactive
Activity

Iar-bhreathnóireacht ar an MNC

Post-observation of the NQT



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Facilitative stance using open-ended questioning

- How do you think the lesson went? Why do you say so?
- Were there any surprises?
- What did you consider when preparing this lesson? (**Context**)
- If you could teach this lesson again, what, if anything, would you do differently? Why?

Ról-Imirt Iar-bhreathnóireachta

Post-observation Role Play



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Teacher: Fiona **Subject:** History **Class Level:** 3rd year
Topic: The Causes of World War I
Focus of Observation: Questioning Techniques

Fiona began the lesson by telling students they would be exploring the main causes of World War I. She opened with a prompt displayed on the board: "One of the key causes of WWI was militarism. Do you think military power still influences how countries act today?" After one or two responses, she transitioned to the next cause without significant elaboration or follow-up.

Students were then divided into small groups, each given a set of primary source excerpts and short reading summaries. Fiona asked each group to focus on a specific cause—militarism, alliances, imperialism, or nationalism. With several groups, including students who required additional language support, she relied on recall-style questions such as: "What does this source tell us about alliances?" and "Can you name one country that was part of the Triple Entente?"

For other groups, Fiona attempted to extend student thinking with reasoning and comparison questions like: "How does nationalism differ from imperialism in the build-up to war?" and "Why do you think alliances made the situation more dangerous?" Some students needed prompting or clarification, while others responded well with peer and teacher support. She provided encouragement and acknowledged effective group reasoning.

Fiona used the interactive whiteboard to display a graphic organiser showing the four main causes. She explained that students would help fill it in, but she remained at the front of the class and guided the discussion herself. She posed whole-class questions such as: "Is this an example of imperialism?" and "Can someone spot a link between nationalism and the assassination of Archduke Franz Ferdinand?" Occasionally, she probed deeper with questions like: "What does this suggest about how countries viewed each other?"

Most responses came from a few confident students, with limited engagement from others.



Breakout Room



Whole Group Discussion

Pleanáil Gníomhaíochta Action Planning

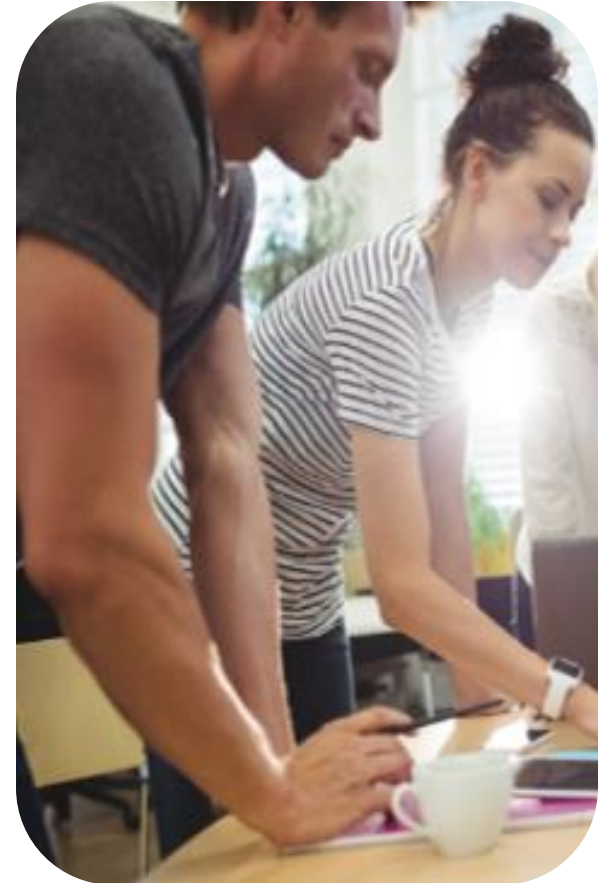


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Process that helps to focus on the steps to be taken to achieve particular goals in a given period of time

Through discussion and collaboration identify:

- Priorities to work on
- Action to be taken
- Support/s required
- Review date



Dearcadh MNC ar Bhreathnóireacht NQT Perspective on Observation



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Your PST members are amazing - make the most out of the support you have and do not be afraid to ask for help! Do as many observations on other teachers as possible, you would be surprised just how much you can learn from them.

Observe other teachers at every given chance as this is the best way to learn...and it will more than likely be one of the last times you will see someone else teaching for you!

(NQT Voice 2024)



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Seisiún a Cúig: Ag obair mar fhoireann

Session Five: Working as a Team



Forléargas ar Sheisiún a Cúig

Session Five Overview



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Recognising the importance of a whole-school approach



Deepening the PST members understanding of their roles and responsibilities



Concluding the process

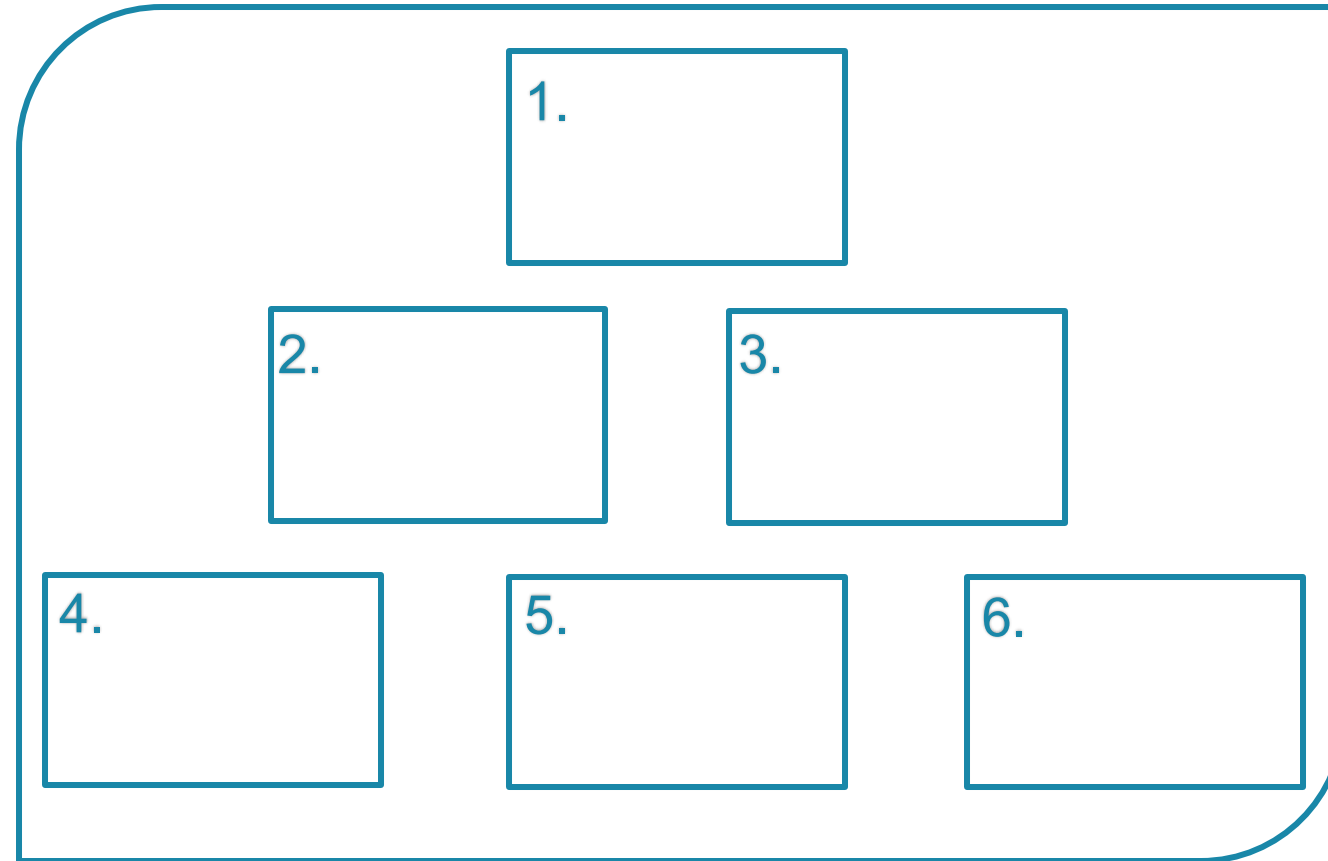
Maidir le Ball den FTG ...

A PST member is...



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Facilitator
Advocate
Collaborator
Instructor
Trusted listener
Evidence gatherer
Leader
Problem solver
Learner



(Horn and Metler-Armijo 2011)



Breakout Room



Whole Group
Discussion

Róil agus freagrachtaí soiléire a leagan síos

Setting Clear Roles and Responsibilities



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Droichead – PST Role & Agreed Responsibilities Blank Template – Post-primary

PST Roles

Supporting an NQT through Droichead is always a collaborative process. The dual role of the PST is to:

- guide and advise the NQT during school-based induction, in the first stages of their professional journey
- form a joint declaration with the NQT that they have participated in a quality teaching and learning process

(Droichead: The Integrated Professional Framework, Teaching Council, 2017)

PST Responsibilities

Shared responsibilities: (All team members)

Designated responsibilities: Name:

Designated responsibilities: Name:

Designated responsibilities: Name:

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Comhráite Gairmiúla a Stiúradh

Navigating Professional Conversations



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Mindset

- Be ready to listen
- Know the ultimate goal
- Know the value you can add to the conversation

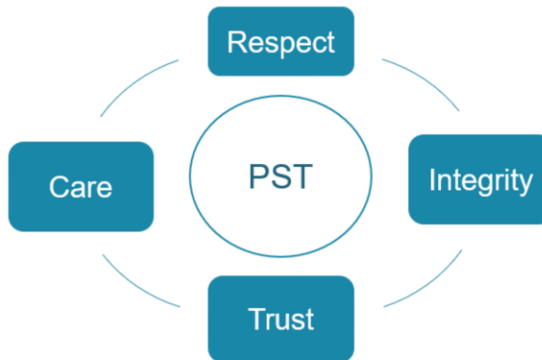


Clarity

- Engage in the discussion
- Share your thoughts
- Listen and learn

Connection

- Validate the other person
- Inquire to understand
- Reflect back what you hear



Solutions

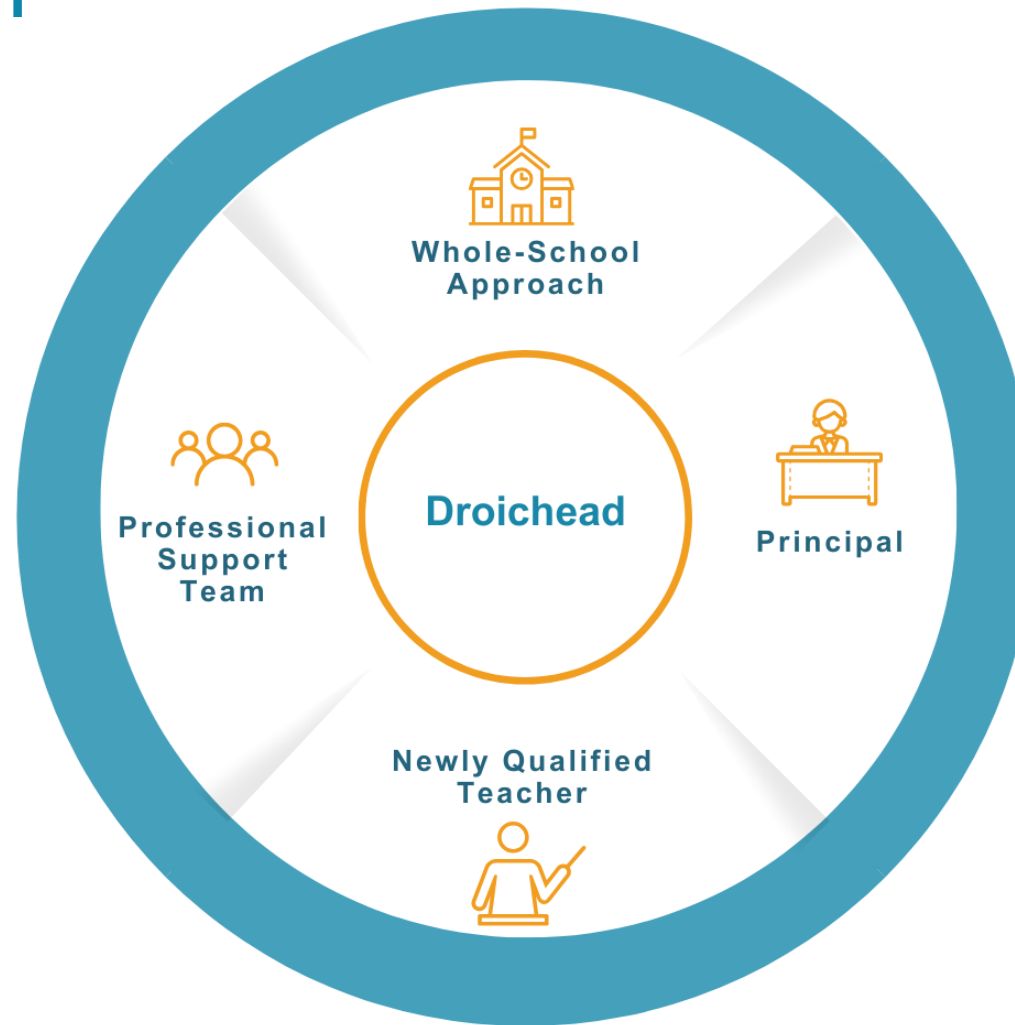
- Explore options
- Test potential solutions
- Agree next steps

(Davey 2019)

Cur Chuige don Scoil Uile Whole-School Approach



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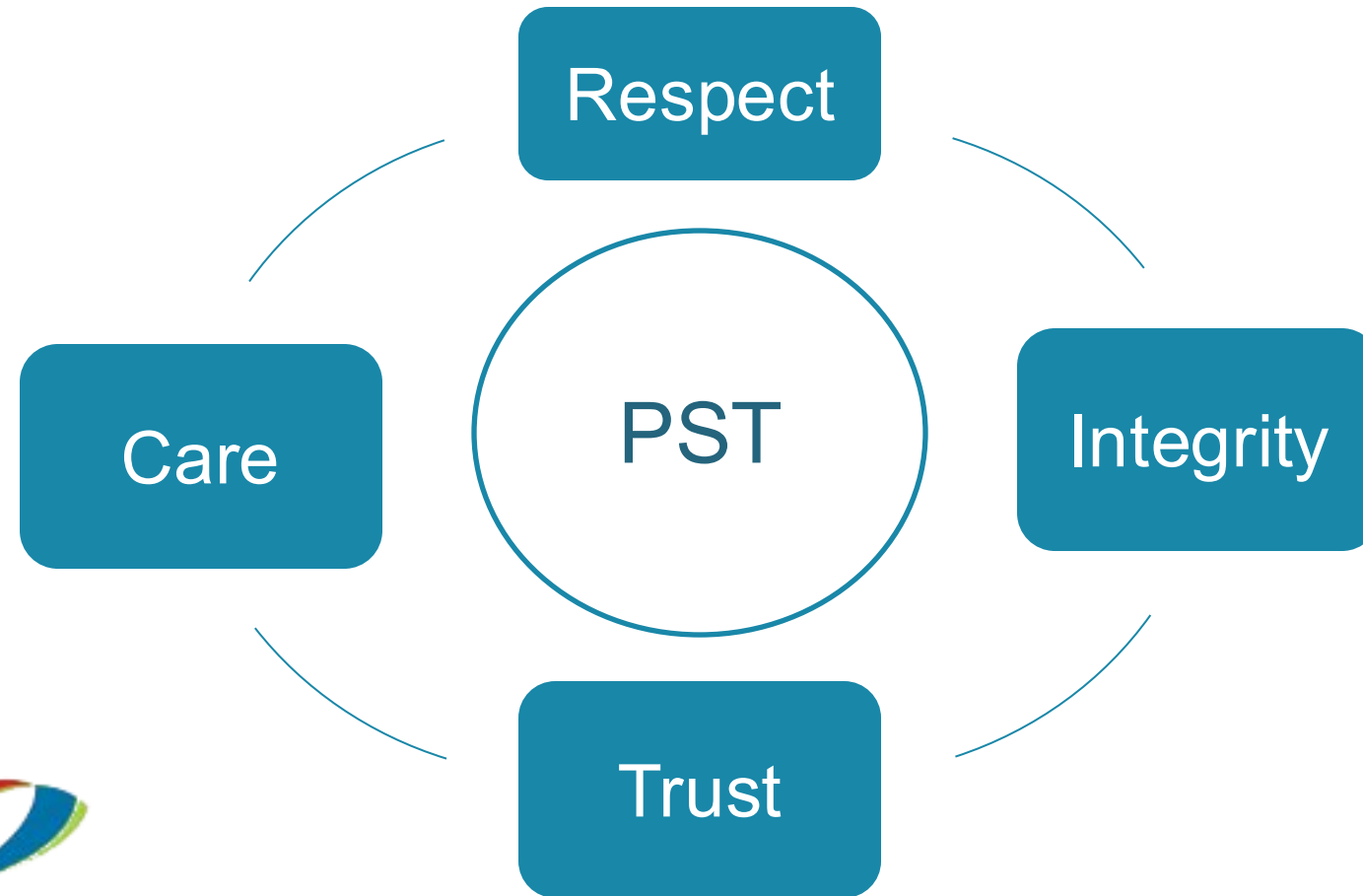


Ceithre Luach Eiticiúla na Comhairle Múinteoireachta

The Teaching Council's Four Ethical Values



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Eolas ar Am Scaoilte Release Time



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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

It is important that schools keep a record of all hours claimed.

Cás-Staidéar Case Study



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Fiona has three weeks left in the school and is anxious to complete the Droichead process during this time. Several meetings with the PST have been rescheduled or cancelled during the year for a variety of reasons.

The members of the PST are satisfied that Fiona has engaged in the process, however they feel she has not sufficiently progressed. Therefore, they are not happy to sign the joint declaration. Fiona disagrees as she feels she has completed all required elements of the process.



Individual
Reflection

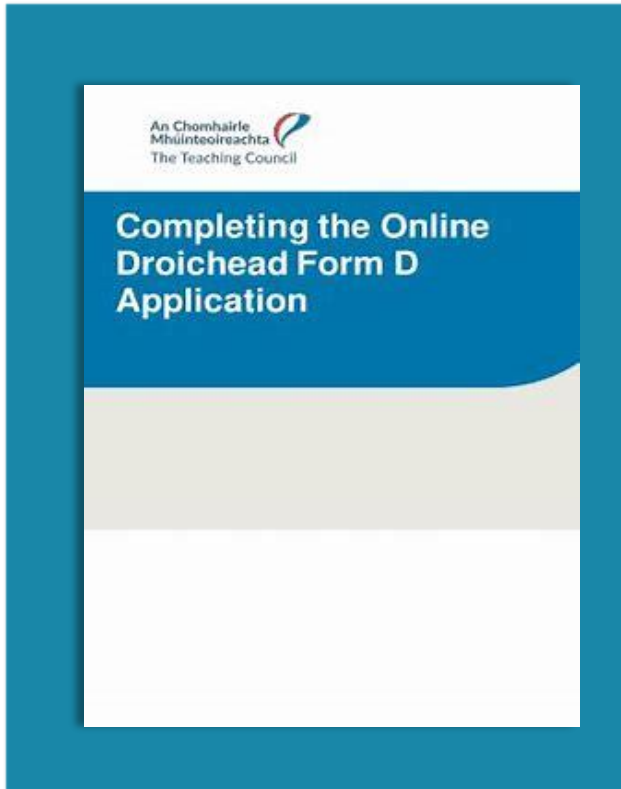


Interactive
Activity

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

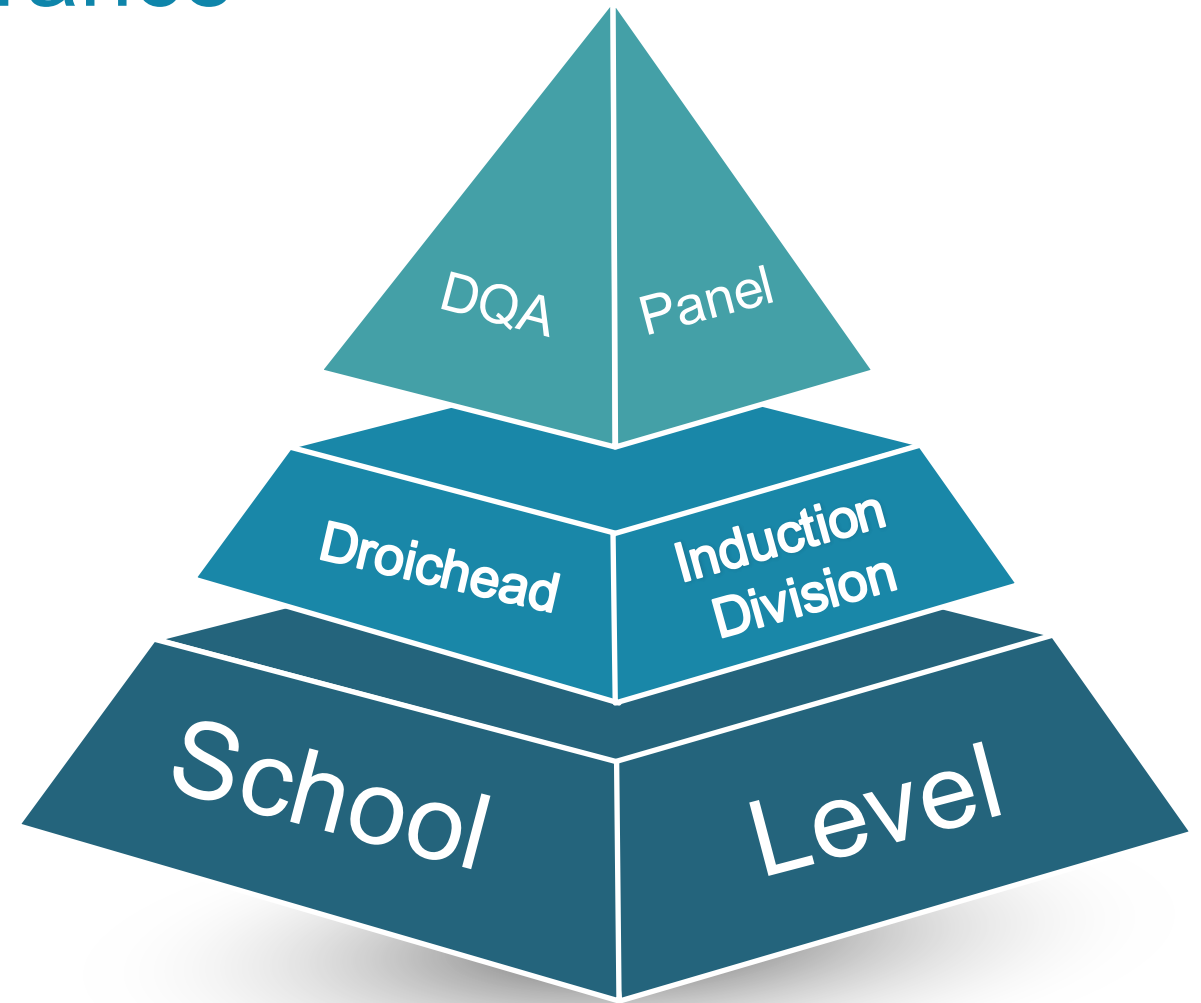
Comhsheasmhacht agus Dearbhú Cáilíochta Consistency and Quality Assurance



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‘A number of mechanisms are in place to assure the quality and consistency of the Droichead process nationally’

(Teaching Council 2025, p.15)



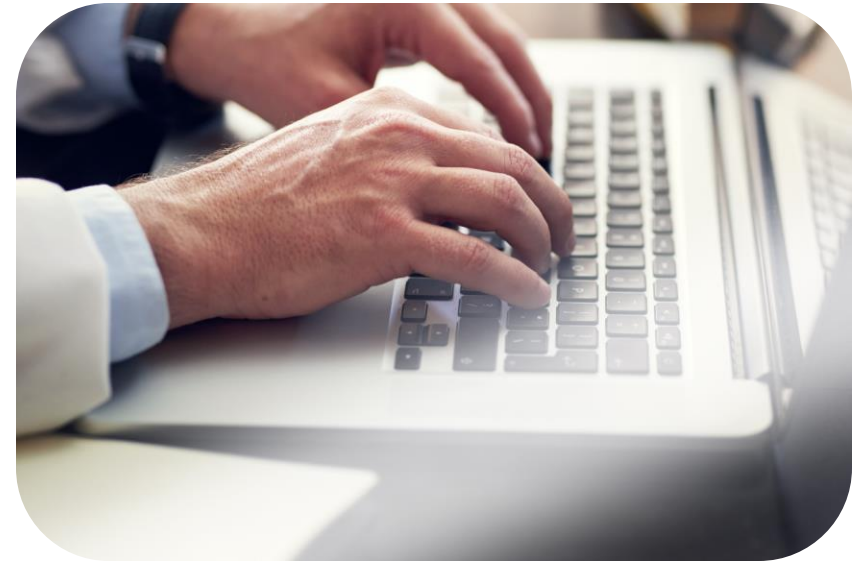
Próiseas Droichead a Thaifeadadh

Recording the Droichead Process



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- ☐ Confirmation Email
- ☐ Droichead Outline Plan
- ☐ Droichead Standards and Induction Plan
- ☐ Record of Release Time
- ☐ Minutes of Meetings
- ☐ Review and Reflection
- ☐ Taisce
- ☐ Form D



Dualgais agus Freagrachtaí Obligations and Responsibilities



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- Ethical considerations
- Privacy of others
- Confidentiality of information
- School's data protection policy
- Storage? Electronic format?





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Seisiún a Sé:

Ag Forbairt sa Ról mar
Bhall den FTG

Session Six:

Developing in the Role
of PST Member



Forléargas ar Sheisiún a Sé

Session Six Overview



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Applying the Droichead policy to practice



Identifying the stages of mentor development



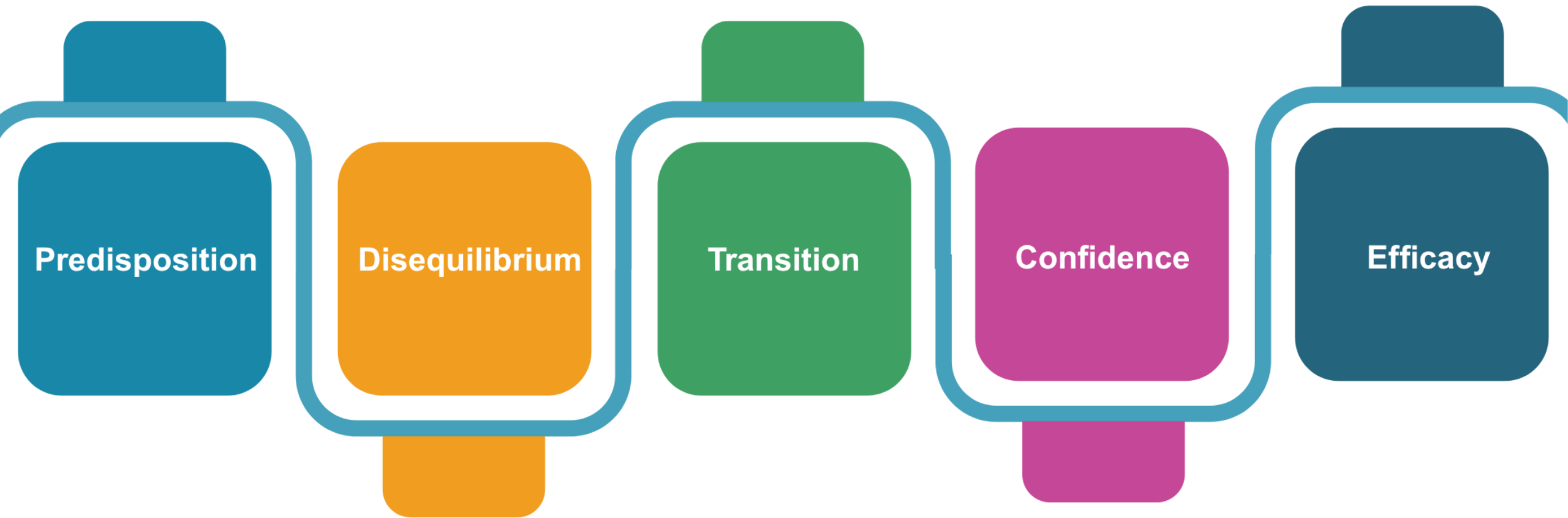
Exploring additional supports for PSTs and NQTs

Céimeanna Forbartha an Mheantóra

Stages of Mentor Development



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(Portner 2005)

Do Thionchar Gairmiúil a Leathnú Broadening Your Professional Impact



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An Roinn Oideachais
Department of Education

Looking at Our School 2022: A Quality Framework for Post-Primary Schools

Inspectorate
Updated January 2024



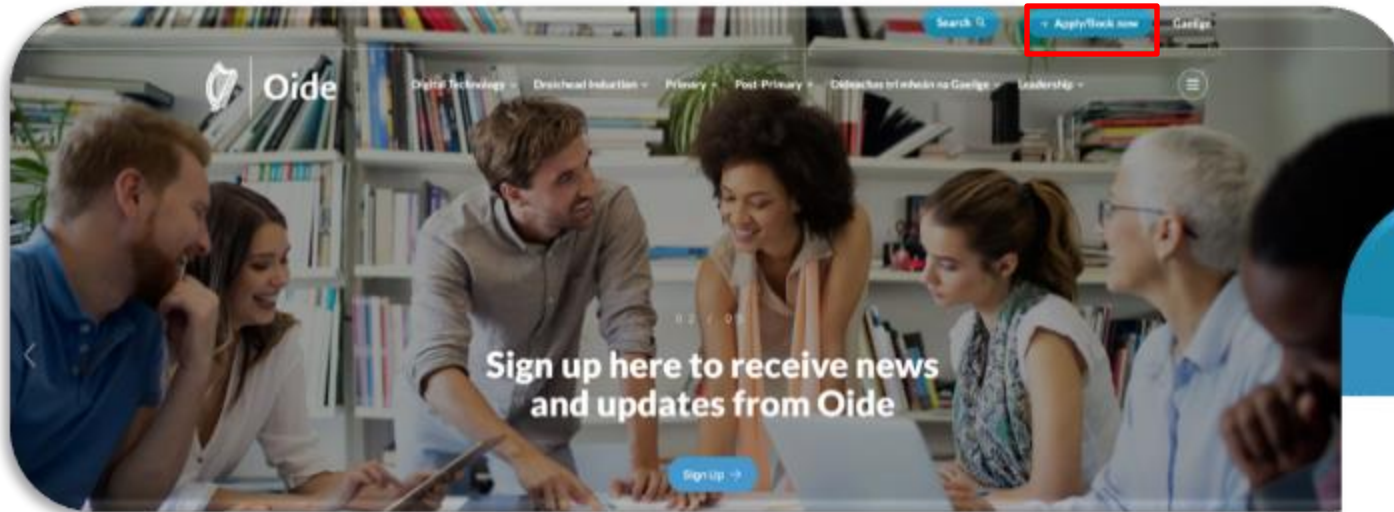
Domain 4: Developing leadership capacity

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.

Ar gcuid Imeachtaí agus Tacaíocht Bhreise Our Events and Further Support

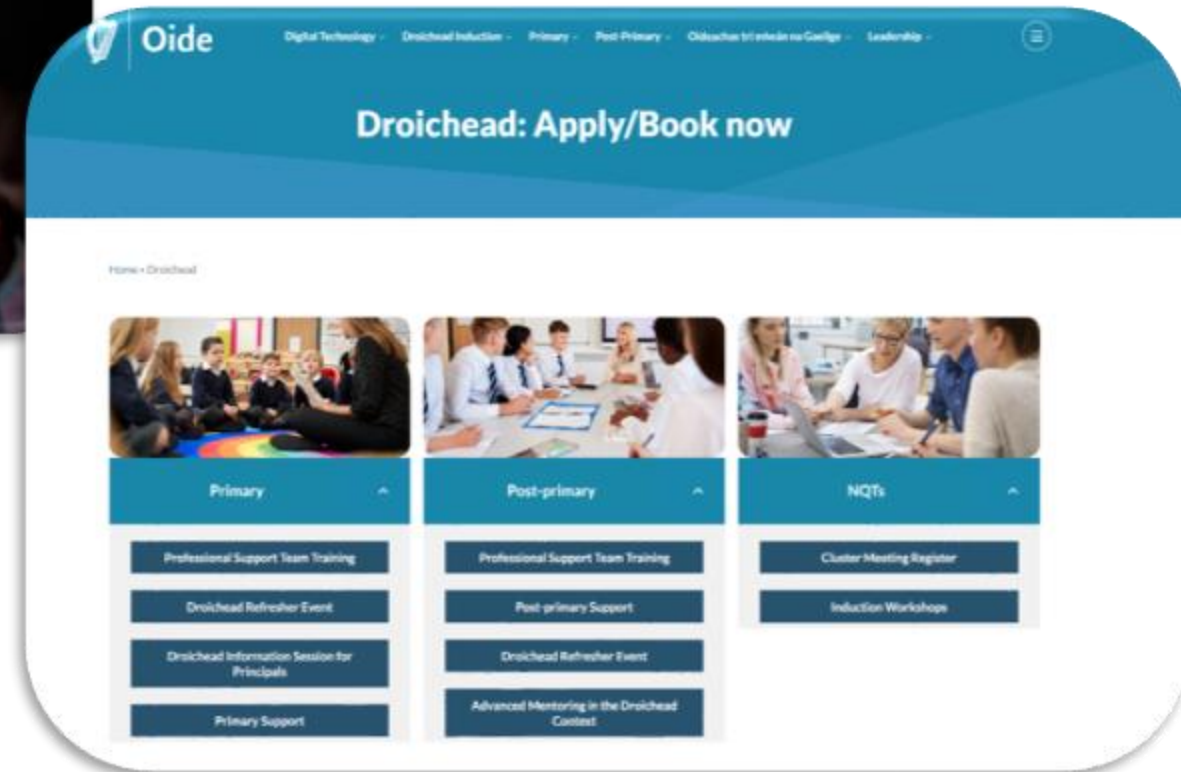


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Droichead Information Session for School Leaders

Strengthening the Mentoring Mindset for Established PSTs



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Pleanáil Gníomhaíochta agus na Chéad Chéimeanna Eile



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Action Planning and Next Steps

Getting Started

- Schedule a PST Meeting
- Discuss PST Roles and Responsibilities
- Establish record-keeping protocols
- Download the Droichead Outline Plan
- Liaise with school management

Up & Running

- Schedule a PST Meeting
- Review PST Roles and Responsibilities
- Review record-keeping protocols
- Review Droichead Outline Plan(s) with NQT(s)
- Liaise with school management

Moving Forward

- Using the booking system to attend further Droichead Professional Learning Events (e.g. Droichead Refresher)
- Explore the Droichead Induction section of the Oide website for supports and resources

Tacaíocht Bhreise Additional Support



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- ✓ The Droichead Induction Division: <https://oide.ie/droichead/home/>
- ✓ Contact the Post-primary Droichead Induction Team: postprimarydroicheadsupport@oide.ie



- ✓ Register for Droichead: www.teachingcouncil.ie/registration
- ✓ Contact the Teaching Council: conditions@teachingcouncil.ie



- ✓ Your local Education Support Centre: www.esci.ie





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Bí inár leanúint! Follow us!



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and Teachers



Ár mBuíochas

To ask for support is a sign of strength