



**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



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



Oide



# Réimsí Fócais Focus Areas



Oide



Droichead



The Role of  
the PST



Empowering  
NQTs

# Intinní Foghlama Learning Intentions



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



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



To explore effective strategies to empower NQTs during Droichead

# Ag Obair Le Chéile... Working Together...



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Materials



Punctuality



Confidentiality



Engagement  
and Participation



Asking  
Questions

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



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Choice



Flexibility



Consider

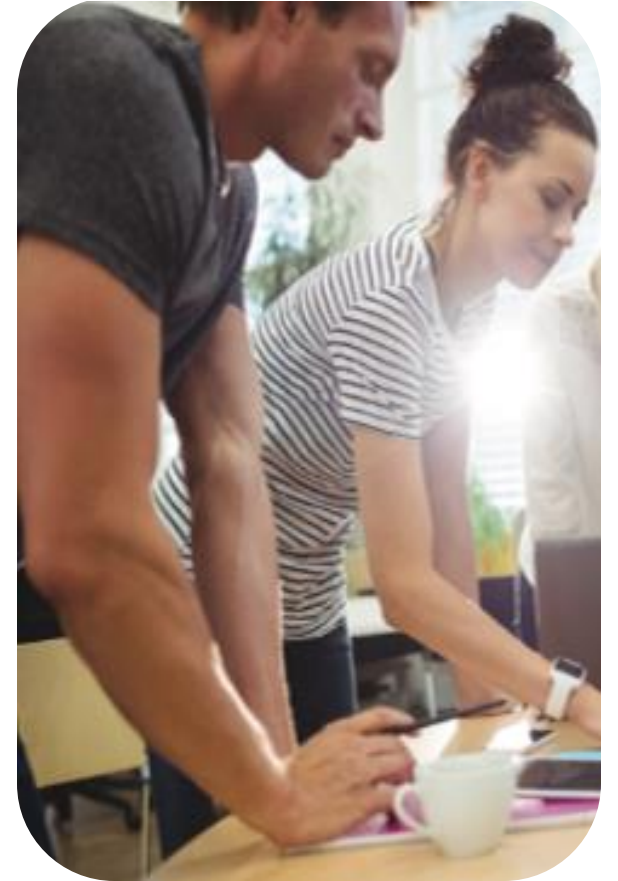
If there is anything we can do to enhance your learning experience today,  
please let us know

# Túslitreacha agus Acrainmneacha Initialisms and Acronyms



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



# Cur in Aithne Introductions



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Name



School  
Context



Your Role



Whole Group  
Discussion



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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

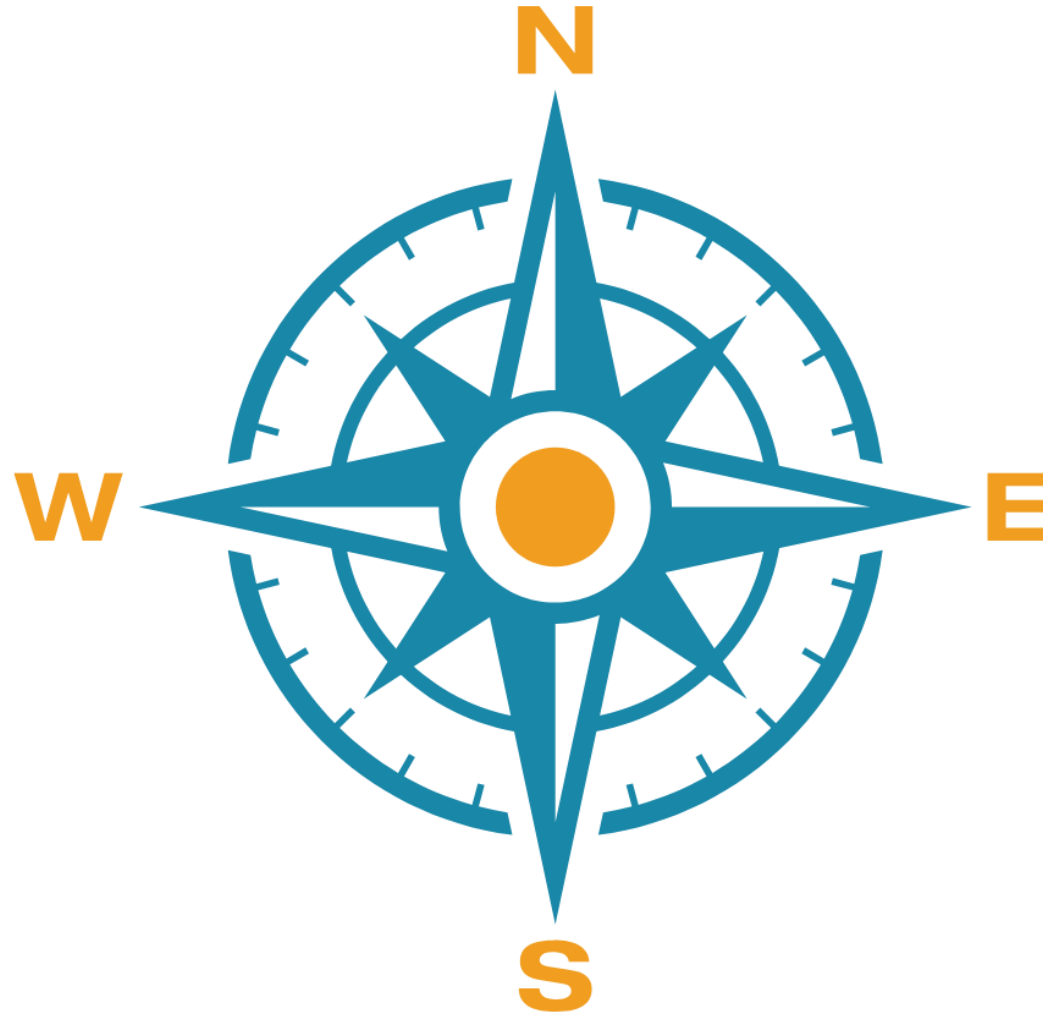


Reflecting on the benefits to NQTs of mentoring support from PST members

# Seiceáil Chompáis Compass Check



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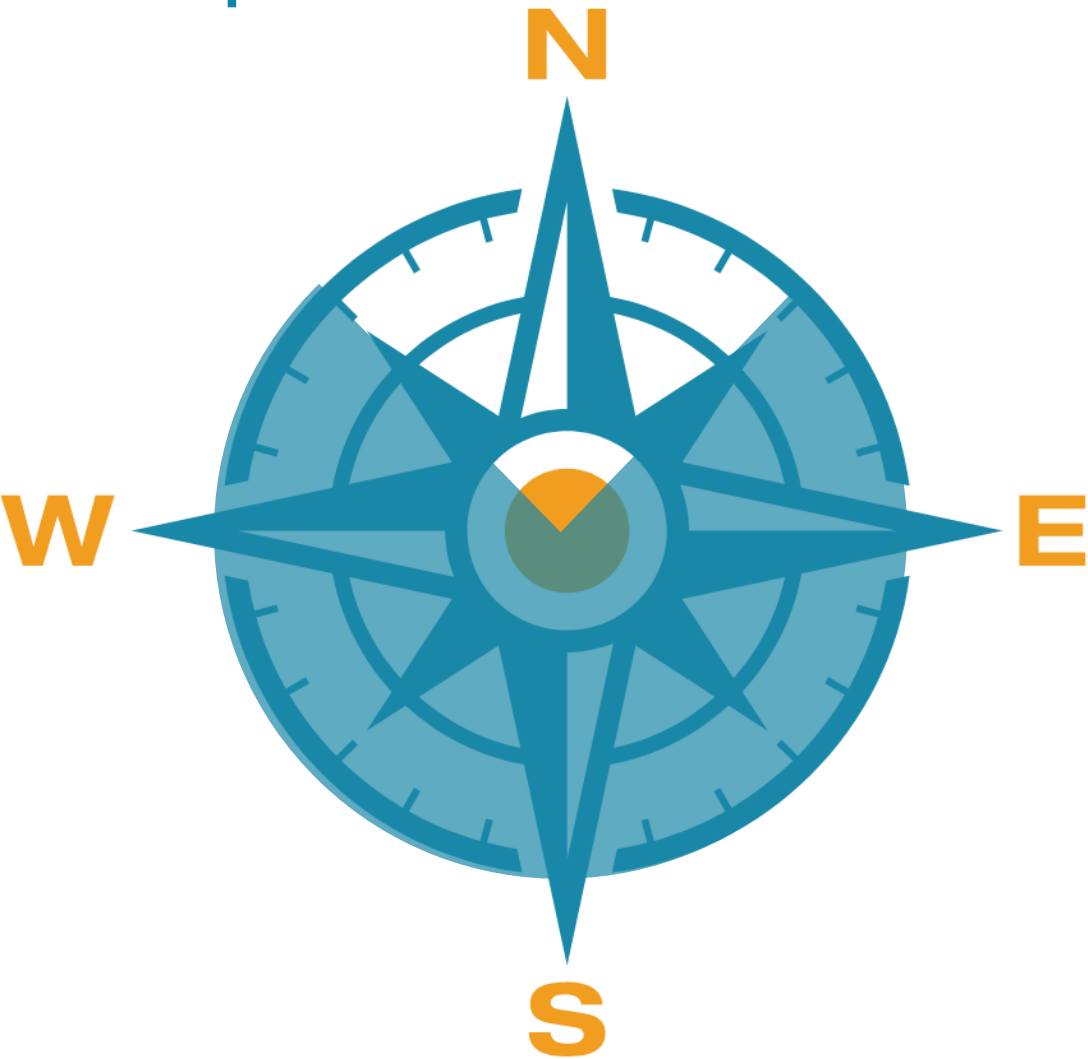


Individual  
Reflection

# Seiceáil Chompáis Compass Check



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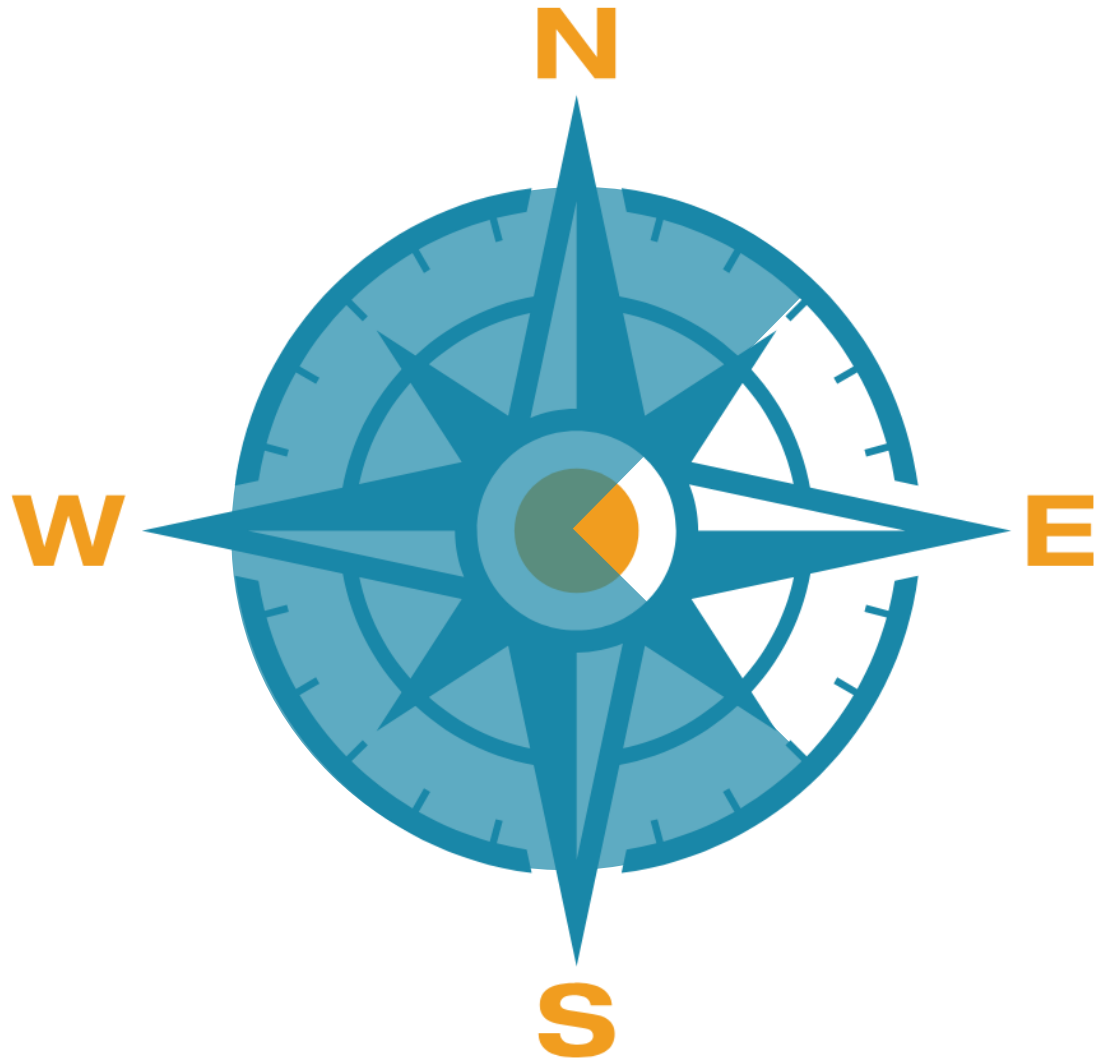


Where am I **n**ow?

# Seiceáil Chompáis Compass Check



Oide

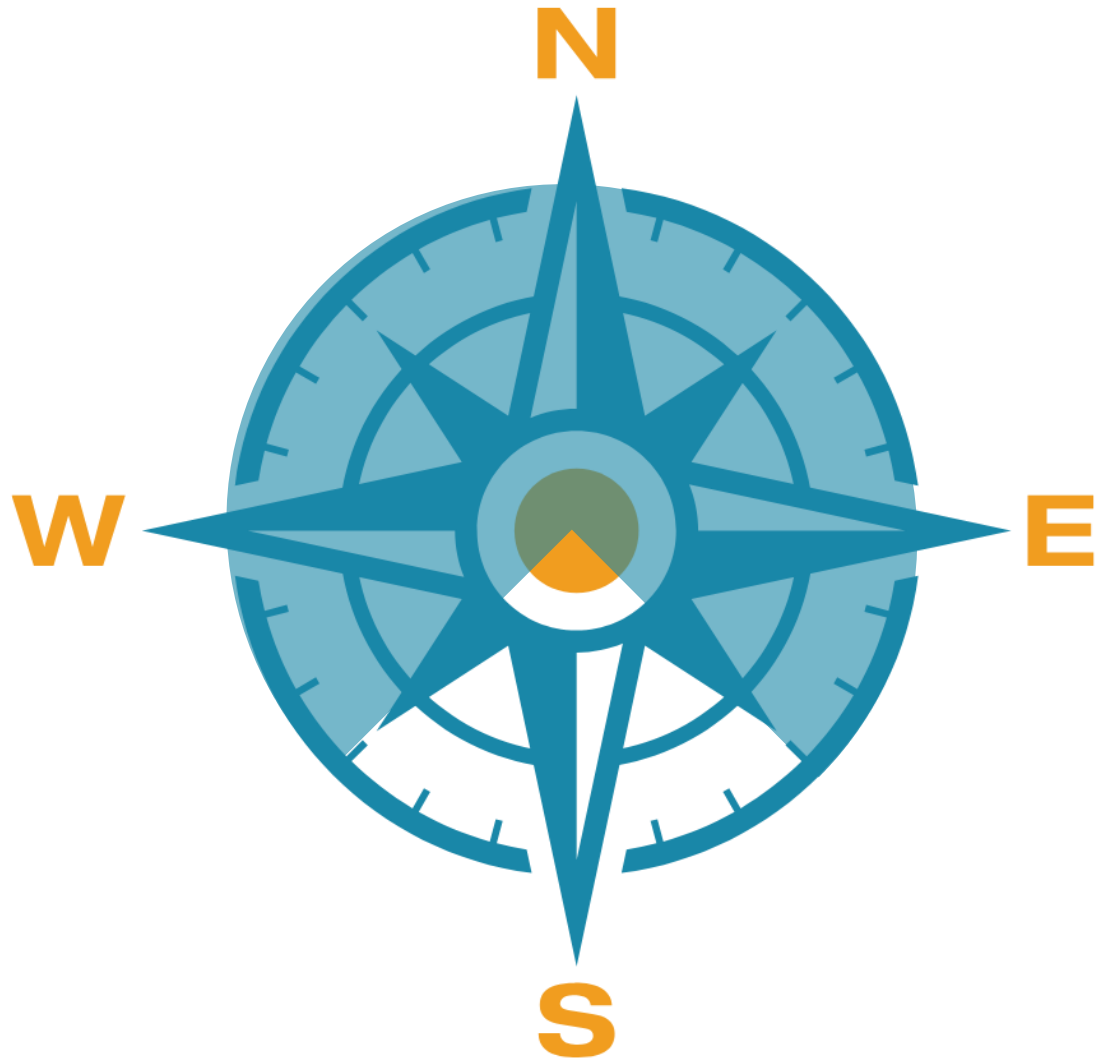


What **e**nergises me...?

# Seiceáil Chompáis Compass Check



Oide

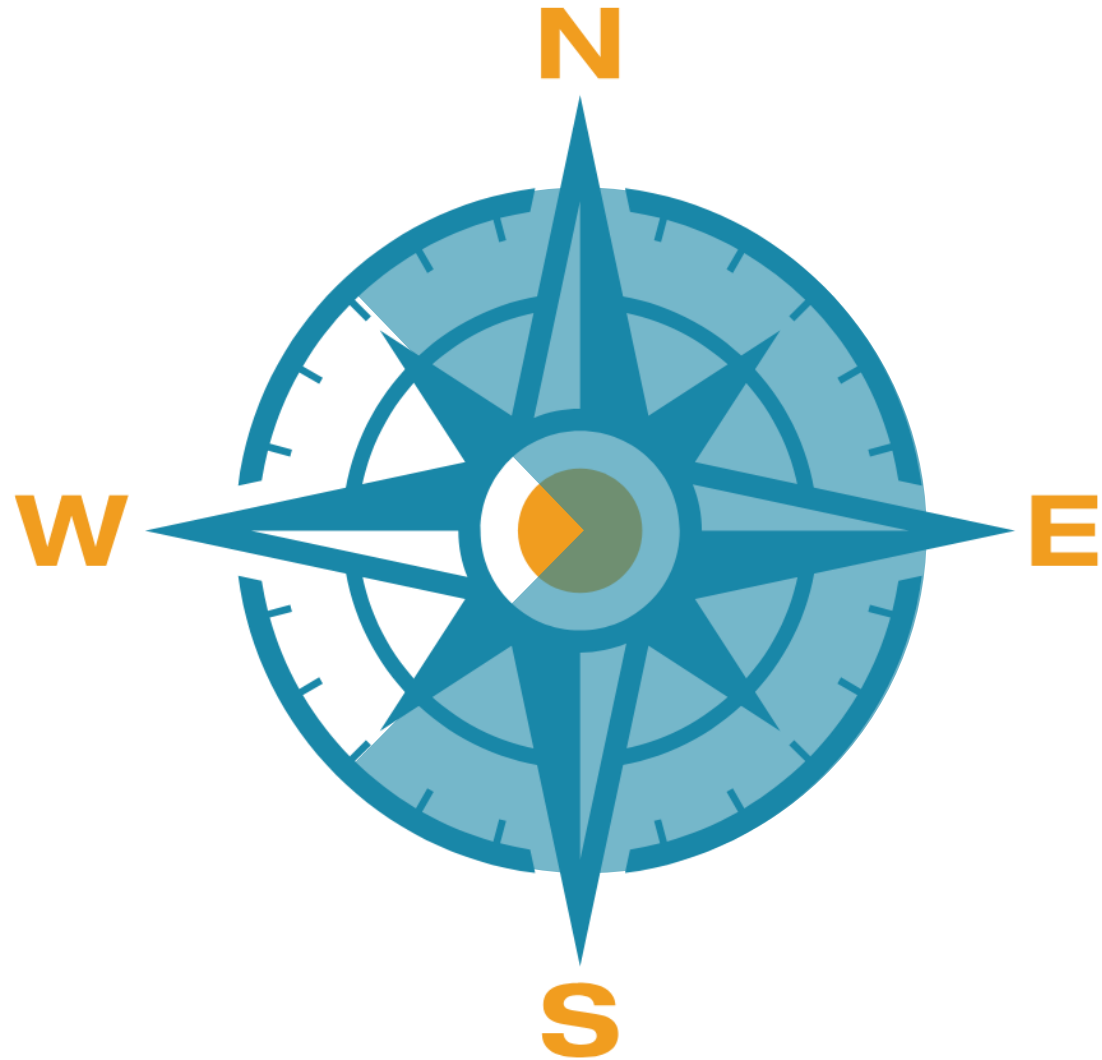


What will **s**upport me?

# Seiceáil Chompáis Compass Check



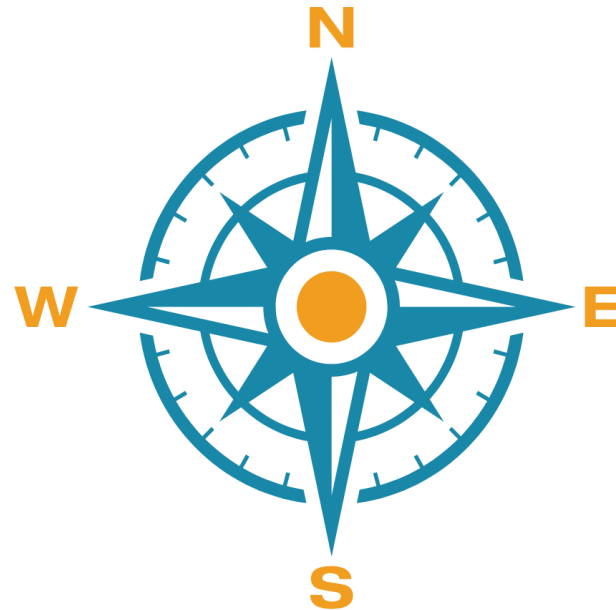
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What **w**isdom will sustain me in the  
role?



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

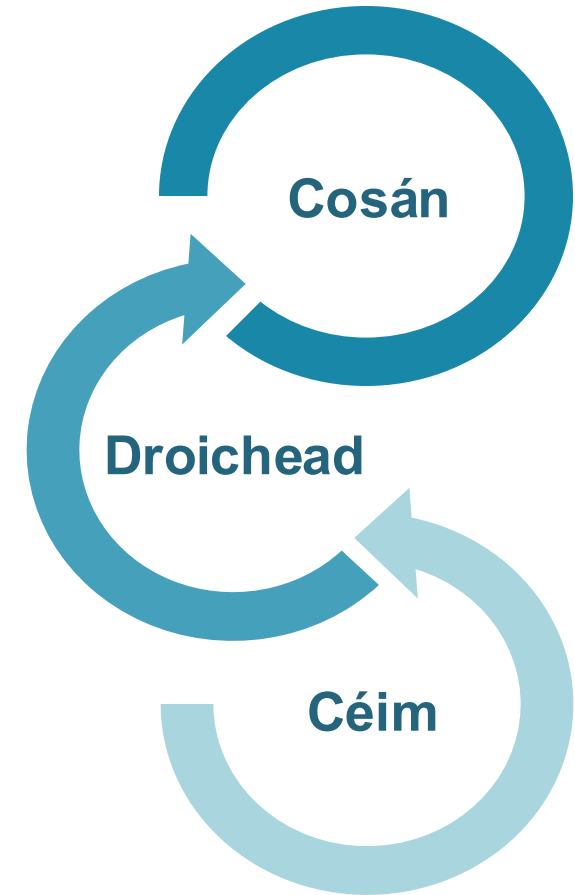


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“ ... induction is a distinct phase, of the continuum...supports NQTs as they transition from ITE and are welcomed by their peers into the profession. ”



(Teaching Council, 2025, p.4)



# An Leanúntas in Oideachas Múinteoirí The Continuum of Teacher Education

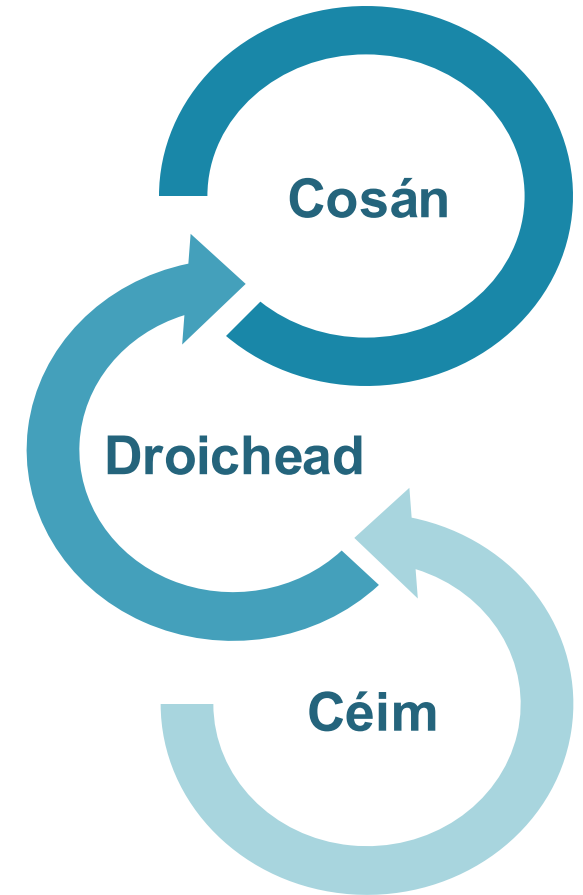


Oide

“...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 groups



Individual  
Reflection

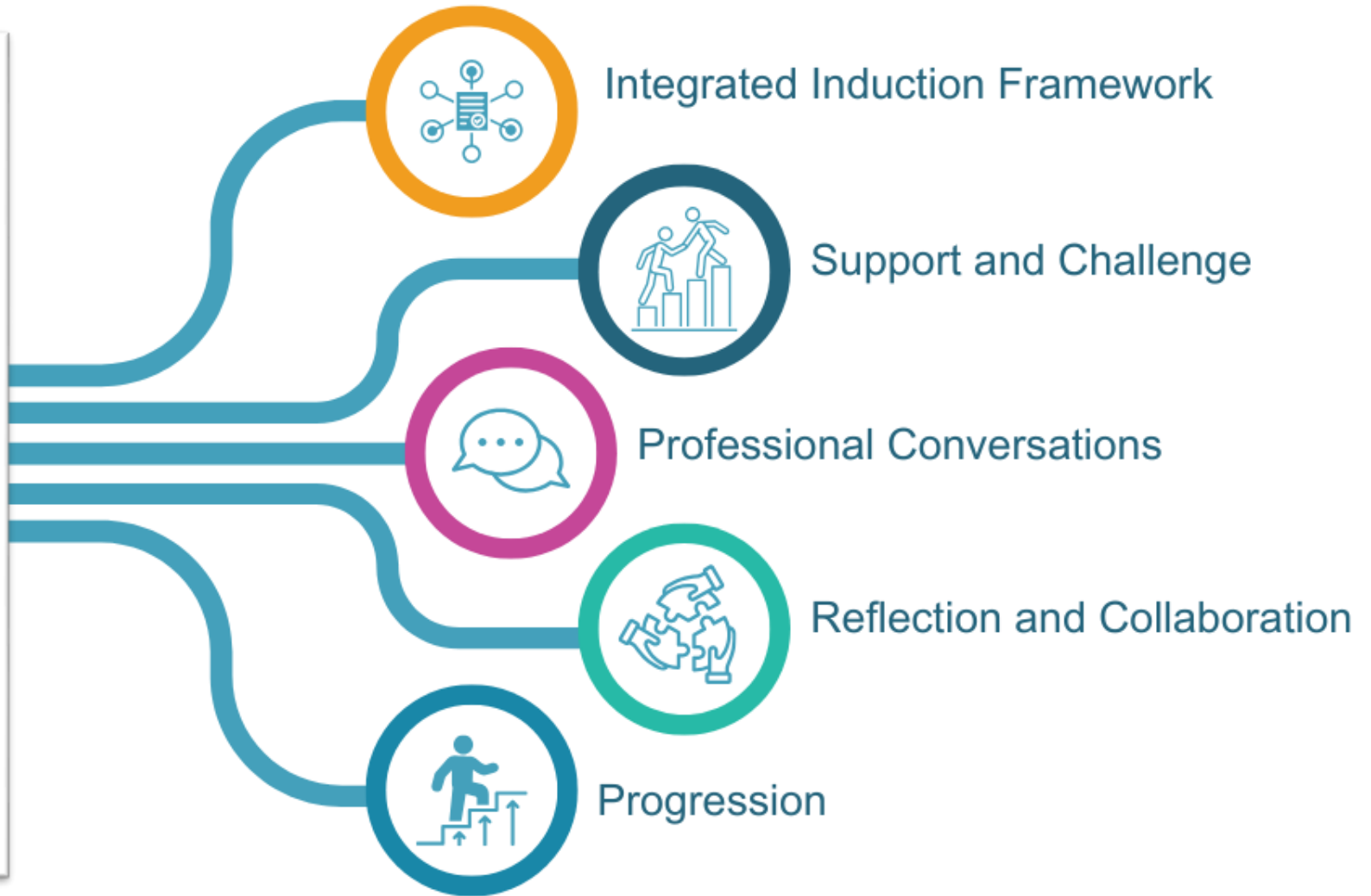


Small Group  
Discussion

# Creat Beartais Droichead i bhFócas Droichead Policy Framework in Focus



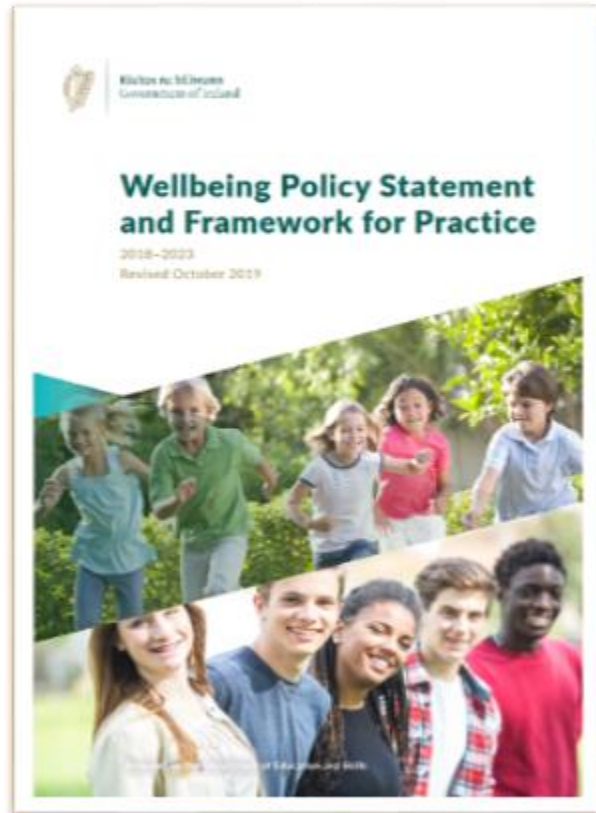
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# Na Naisc a Dhéanamh Making the Connections



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Learning of School Leaders  
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# A Fhiúntaí atá sé Tacú le MNCanna

## The Value of Supporting NQTs



Oide



Jigsaw Activity



Small Group  
Discussion



Whole Group  
Discussion

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

# Athbhreithniú ar Sheisiún a hAon

## Session One Review



Oide



Explored the Droichead Policy



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



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

## Seisiún a Dó: Gnéithe de Droichead

## Session Two: Elements of Droichead



# Forléargas ar Sheisiún a Dó

## Session Two Overview



Oide



Identifying the elements of Droichead



Developing an awareness of the three Droichead standards



Exploring the Droichead Outline Plan to support the process

# Ag Tosú Droichead Commencing Droichead



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School  
Setting



Minimum of  
2 PST



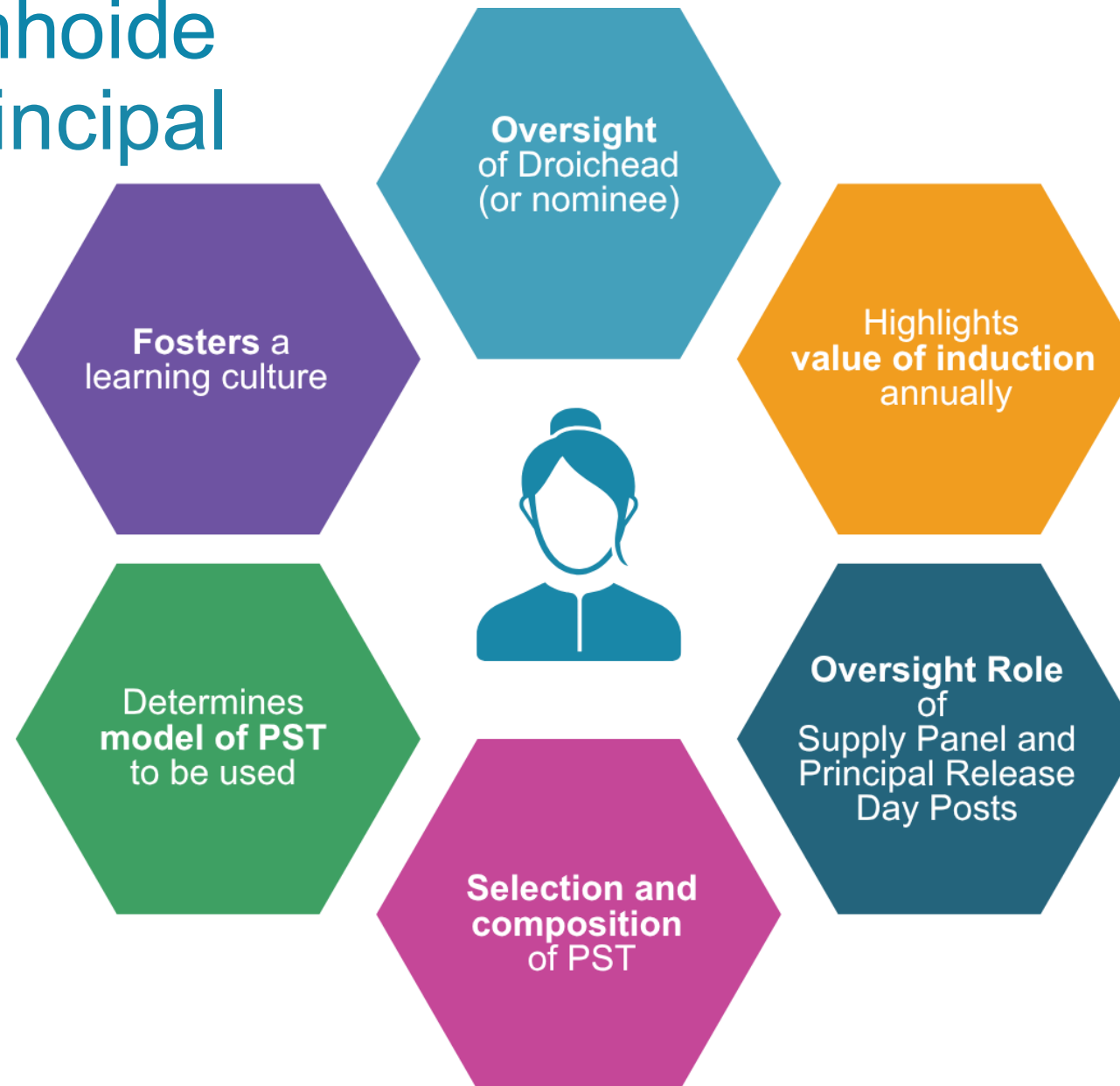
Confirmation  
Email

# 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 **collaborative**, as the PST:

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

# Baill FTG PST Members



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- ✓ Fully registered with The Teaching Council
- ✓ Registered PST member
- ✓ Statement issued
- ✓ Eligible to sign Form D



# Cleachtas Gairmiúil a Bhreithniú

## Considering Professional Practice



Oide



Individual  
Reflection



Flipchart  
Activity



Whole Group  
Discussion

How do we  
demonstrate  
our professional  
practice?

Engagement in  
Professional Learning  
Activities

Commitment to  
Quality Teaching and  
Learning

Engagement with  
Reflective Practice  
Individually

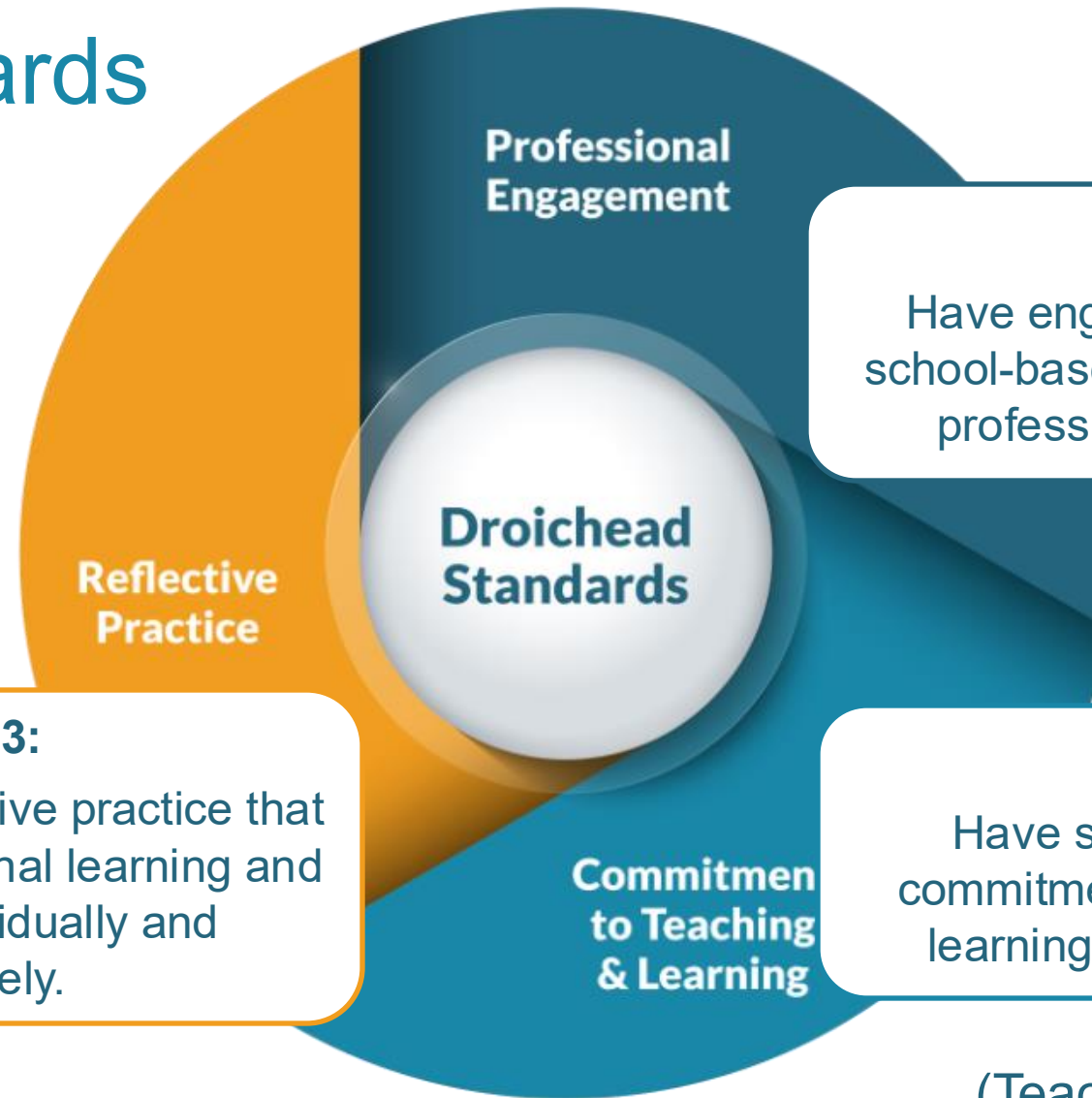
Engagement with  
Reflective Practice  
Collaboratively

# Caighdeáin Droichead Droichead Standards



Oide

The NQT will...



## Standard 1:

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

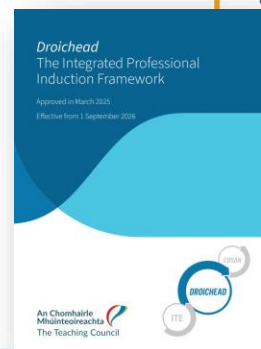
## Standard 2:

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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“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 period of professional practice in an eligible setting

Contract/offer of employment of 60 days or more in the same

Job-sharing contract for the full academic year or a contract of 12.5 hours minimum per week for the full academic year

**Early Intervention**  
classes are not eligible  
settings for Droichead

NQTs should remain  
in the same setting  
teaching the same  
cohort of pupils for  
the duration of  
Droichead



# Uasdátú ar Shuíomhanna Updates to Settings



Oide

“It is possible to complete Droichead if a NQT has secured a post on a supply panel, or a principal release time post.”



(Teaching Council, 2025, p.8)



NQT engages in Droichead for the full period of their contract, which must exceed 60 days



A minimum of one, of the two PST members required, must be from the base school



Principal of the base school must act in an oversight role



PST and NQT must ensure they have the prior consent and agreement of all schools in the cluster



Form D must be signed by the PST in the base school



## Droichead Requirements

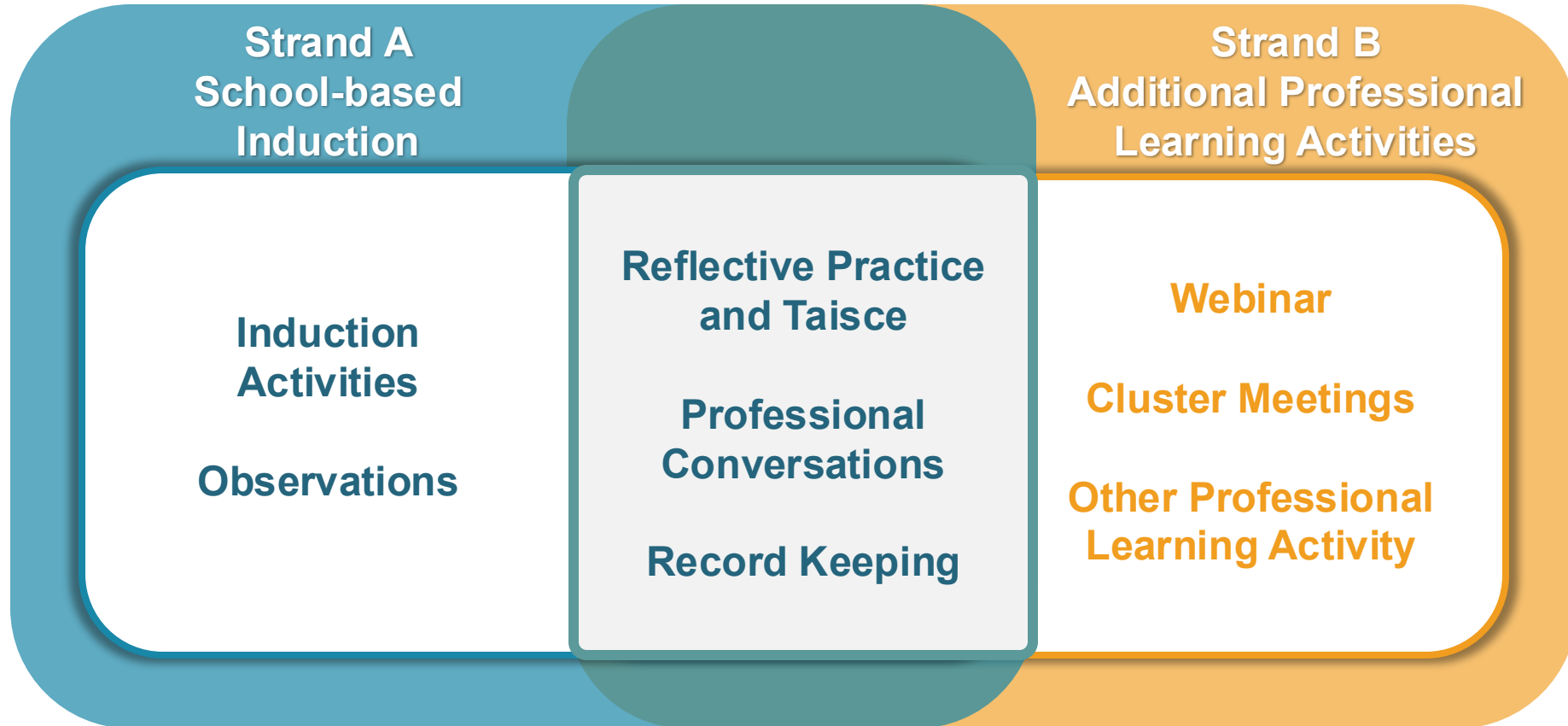


Whole Group  
Discussion

# Ag Tabhairt faoi Droichead Engaging in Droichead



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|  | 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  |
|  | 6                    | 7  | 8  | 9  | 10 | 11 | 12                  | 4  | 5  | 6  | 7  | 8  | 9                    | 10 | 1  | 2  | 3  | 4  | 5  | 6  | 7  |
|  | 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 |    |    |    |    |    |
|  | <b>December 2026</b> |    |    |    |    |    | <b>January 2027</b> |    |    |    |    |    | <b>February 2027</b> |    |    |    |    |    |    |    |    |
|  | S                    | M  | T  | W  | T  | F  | S                   | S  | M  | T  | W  | T  | F                    | S  | S  | M  | T  | W  | T  | F  | S  |
|  | 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 |    |    |    |    |    |    |
|  |                      |    |    |    |    |    | 31                  |    |    |    |    |    |                      |    |    |    |    |    |    |    |    |
|  | <b>March 2027</b>    |    |    |    |    |    | <b>April 2027</b>   |    |    |    |    |    | <b>May 2027</b>      |    |    |    |    |    |    |    |    |
|  | S                    | M  | T  | W  | T  | F  | S                   | S  | M  | T  | W  | T  | F                    | S  | S  | M  | T  | W  | T  | F  | S  |
|  | 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 |
|  |                      |    |    |    |    |    |                     |    |    |    |    |    |                      |    | 30 | 31 |    |    |    |    |    |
|  | <b>June 2027</b>     |    |    |    |    |    |                     |    |    |    |    |    |                      |    |    |    |    |    |    |    |    |
|  | S                    | M  | T  | W  | T  | F  | S                   |    |    |    |    |    |                      |    |    |    |    |    |    |    |    |
|  | 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 |    |    |                     |    |    |    |    |    |                      |    |    |    |    |    |    |    |    |

**Induction Activities**

- Observation by the NQT
- Observation of the NQT
- Other Induction Activities

**PST Members Supporting NQT:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Individual Reflection

Supporting the Professional Learning of School Leaders and Teachers

# 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 12.5 hours per week for the full school year and will be teaching Junior Infants. 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 input or support do you require from Fiona to help draft the Droichead Outline Plan?**



Individual  
Reflection

# Athbhreithniú ar Sheisiún a Dó

## Session Two Review



Oide



Identified the elements of Droichead



Developed an awareness of the three Droichead standards



Explored the Droichead Outline Plan to support the process



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## **Seisiún a Trí: MNCanna 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



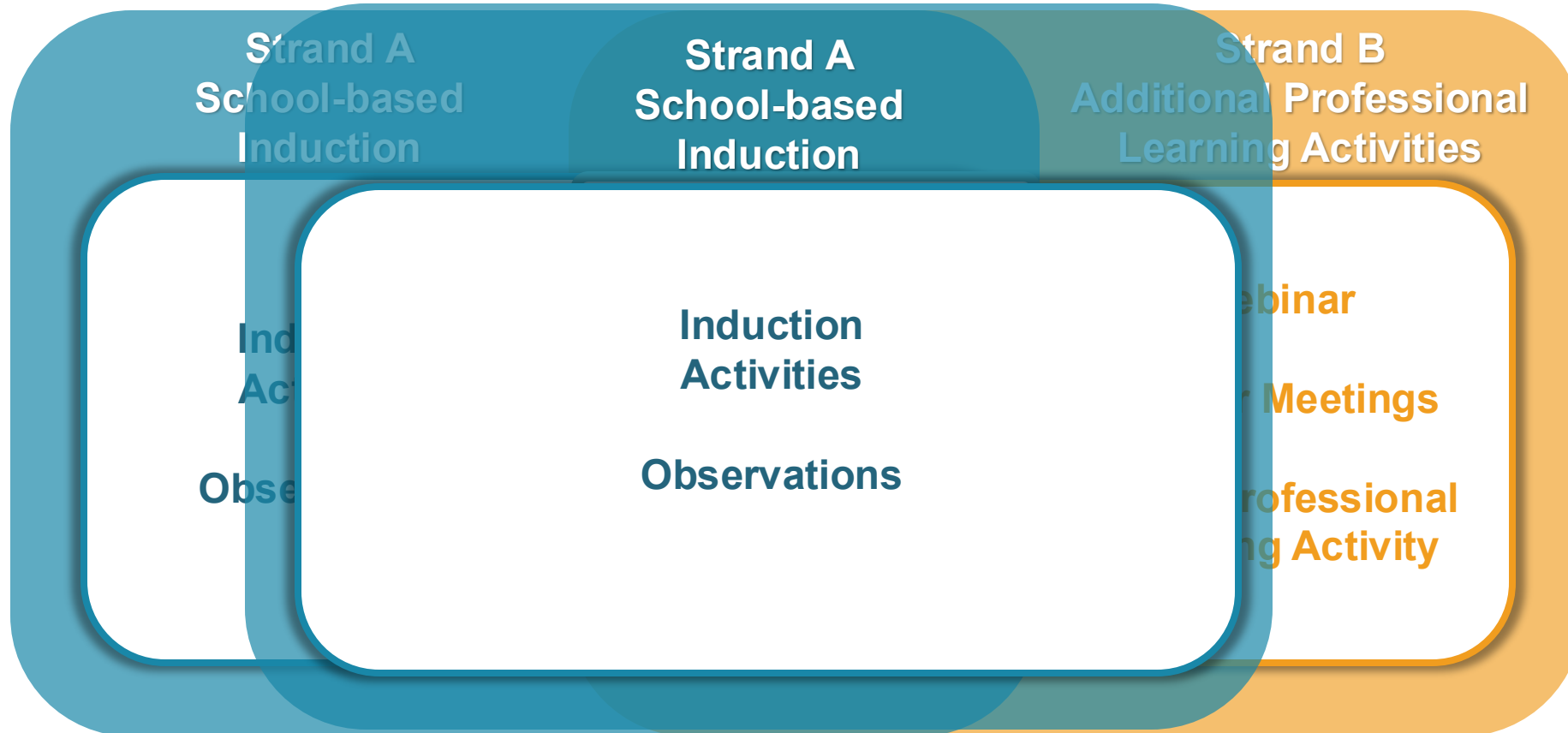
Connecting induction activities such as discussion and reflection, to the Droichead standards

# Snáitthe A agus Snáitthe B a Iniúchadh

## Exploring Strand A and Strand B



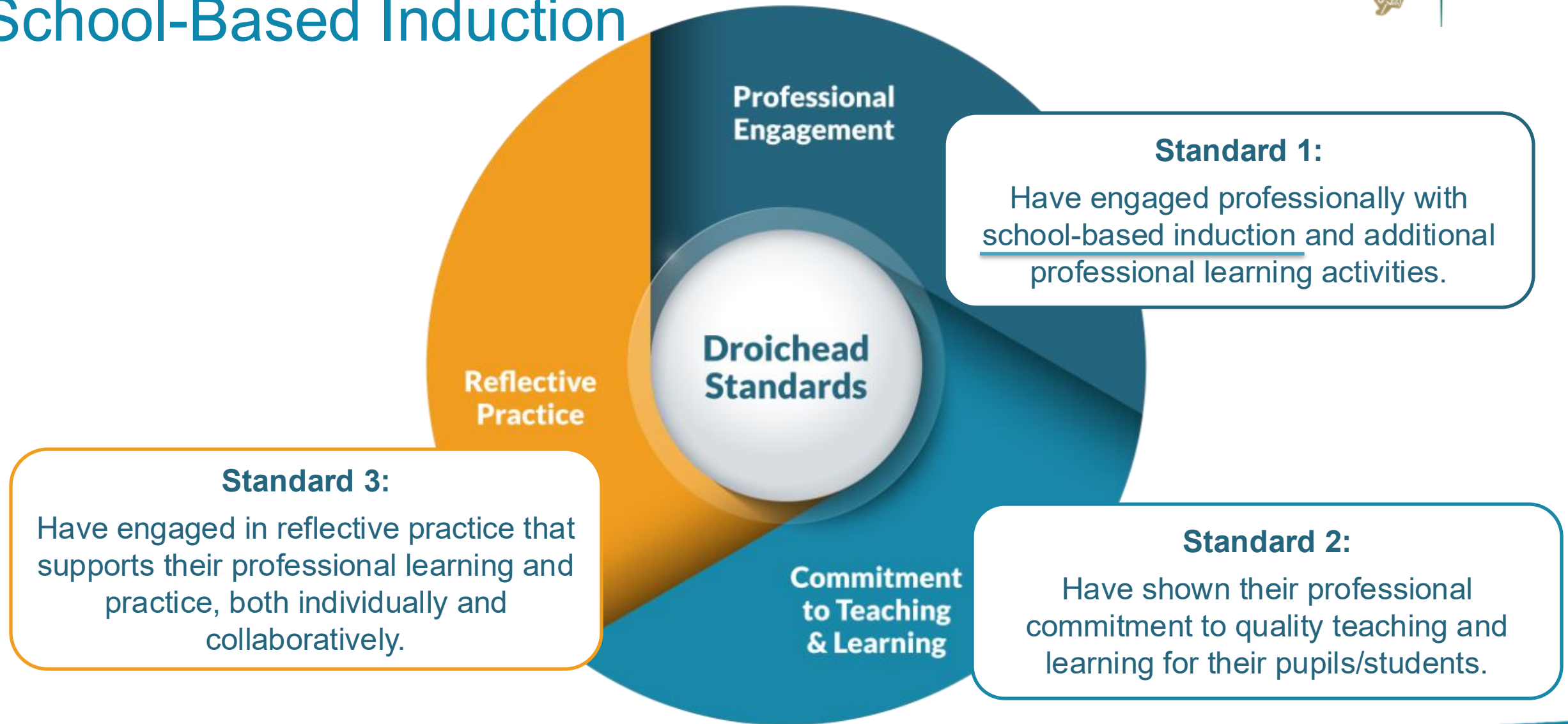
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# Ionduchtú Scoilbhunaithe School-Based Induction



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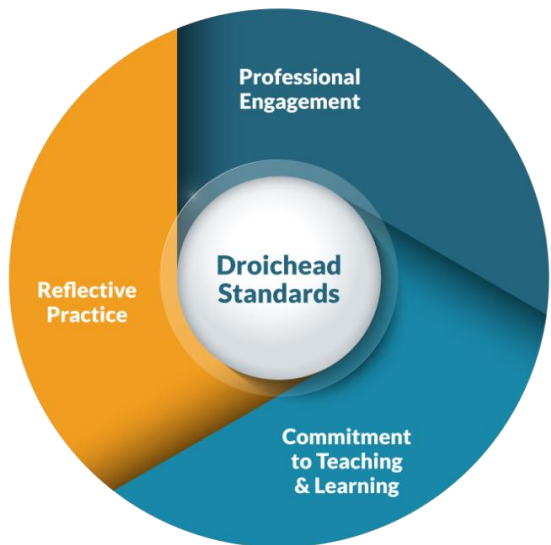
# Ionduchtú Scoilbhunaithe School-Based Induction



Oide

## Standard 1:

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



## 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



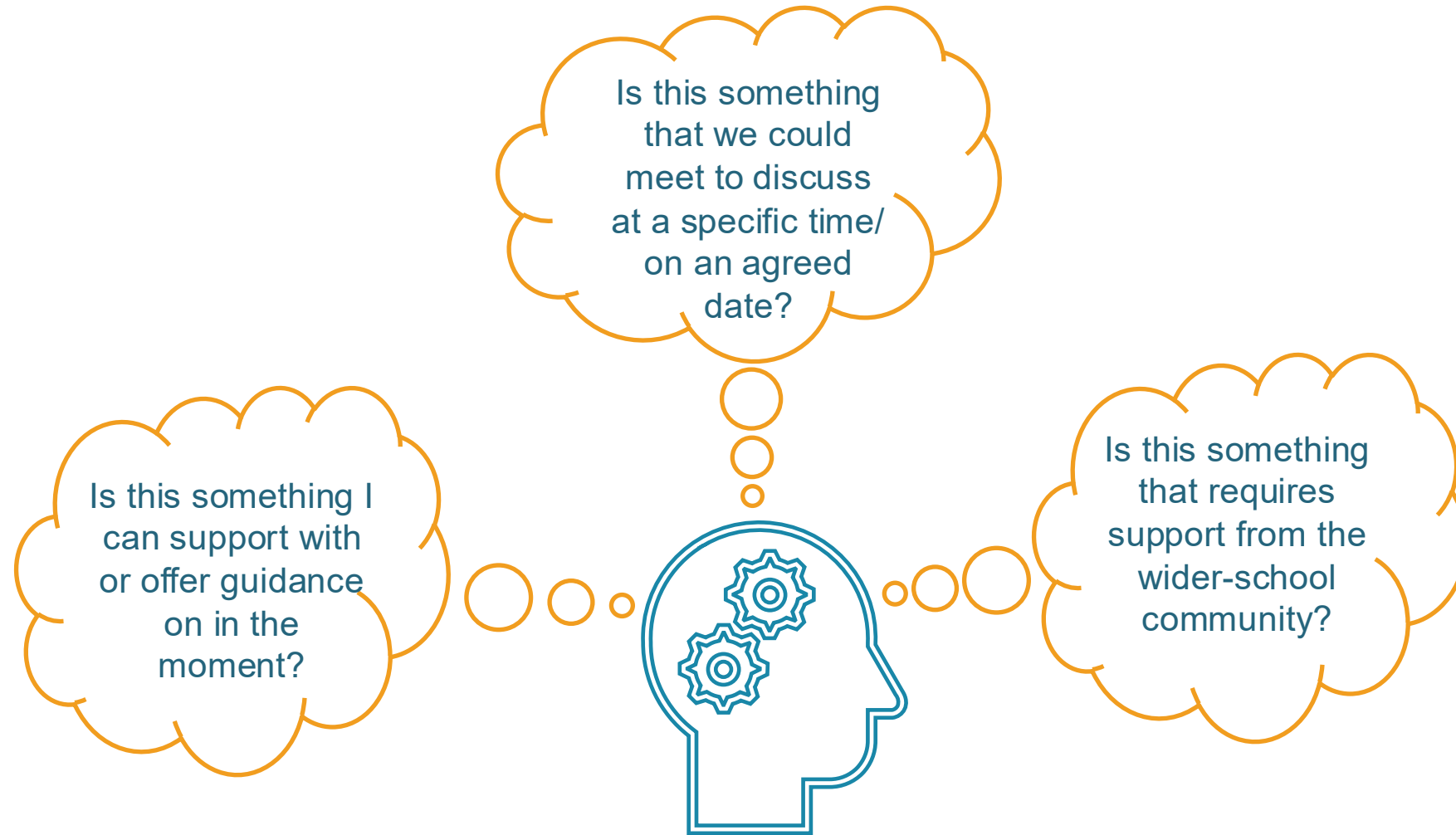
Whole Group  
Discussion



# Comhráite Gairmiúla agus Gníomhaíochtaí Ionduchtaithe Professional Conversations and Induction Activities



Oide





What aspects of school life and/or professional practice have NQTs brought to discuss during a 'professional conversation'?

Communication with parents



# Comhráite Gairmiúla agus Gníomhaíochtaí Ionductaithe Professional Conversations and Induction Activities



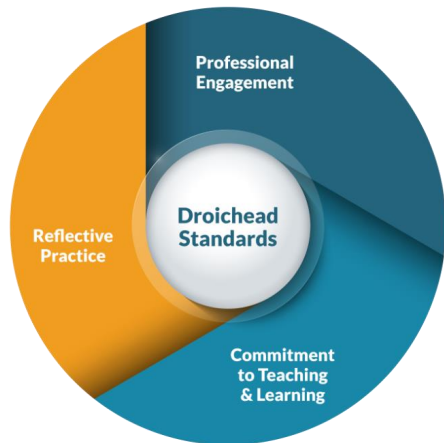
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## Indicators of Good Practice

### What may be indicators of good practice?

teachers use **parent-teacher meetings** and other communication with parents constructively to support parents' meaningful involvement in their children's education (LAOS 2022, p.32)



# Comhráite Gairmiúla agus Gníomhaíochtaí Ionduchtaithe Professional Conversations and Induction Activities



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**How might school context impact/  
influence the induction activities?**

The school has a specific communication policy which includes use of digital communication platforms and information about parent-teacher meetings



School  
Context



Whole Group  
Discussion



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



Small Group Discussion



Whole Group Discussion

# Gníomhaíochtaí Ionductaithe a Thaifeadadh

## Recording Induction Activities



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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)<br>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>                                                                                                                                                                 |
| <b>Exemplar</b>                                                                                                                 |                                                                                                                                                                                                                     |                                                                                               |                                                                                                                                                                                                                                                                 |
| Standard 2:<br>The NQT will have shown their professional commitment to quality teaching and learning for their pupils/students | Teachers are aware of pupils' individual learning needs, interests and abilities and adapt learning and teaching practices accordingly (p.31)                                                                       | Extending learning opportunities in reading for exceptionally able pupils within the class.   | Review the NCCA's 'Exceptionally Able Students – Draft Guidelines for Teachers'<br><br>Review NCSE Resource 'Exceptionally Able Students and PLC Resources'<br><br>Check-in meeting between NQT and PST member if required following review of above resources. |

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# Cineálacha Tacaíochta

## Types of Support



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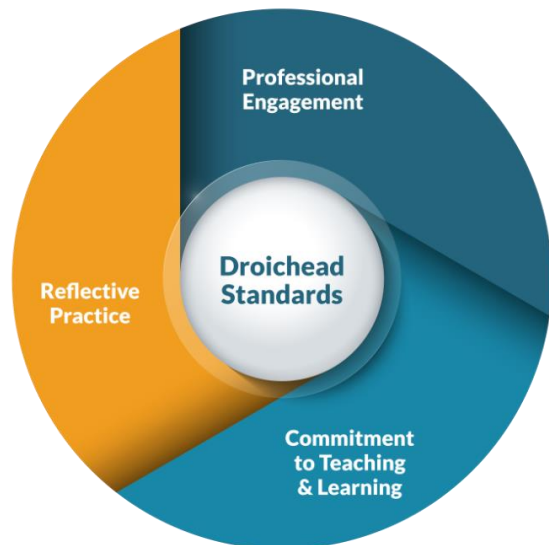
# Ionduchtú Scoilbhunaithe School-Based Induction



Oide

## Standard 1:

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



## 4.4

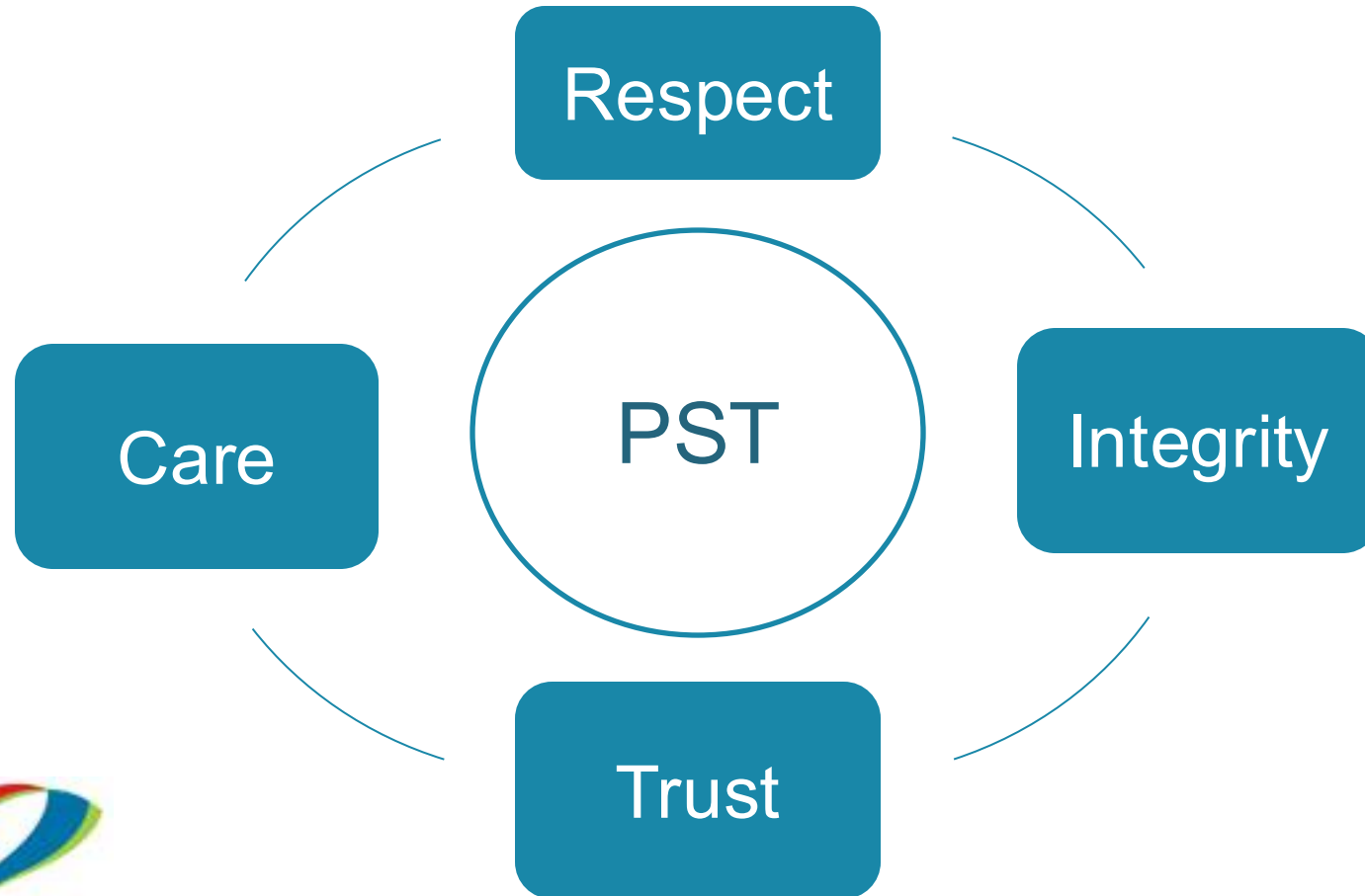
A key part of this process is an NQT's engagement with more experienced colleagues, and reflection on the professional conversations that take place on their own professional learning and practice. These are called professional conversations. These conversations provide opportunities to exchange informal feedback on a one-to-one basis, and discuss issues arising in the course of the NQT's professional learning and practice and offer guidance. Alternatively, a professional conversation may take the form of an arranged meeting between the NQT and one or more members of the PST.

# Ceithre Luach Eiticiúla na Comhairle Múinteoireachta

## The Teaching Council's Four Ethical Values



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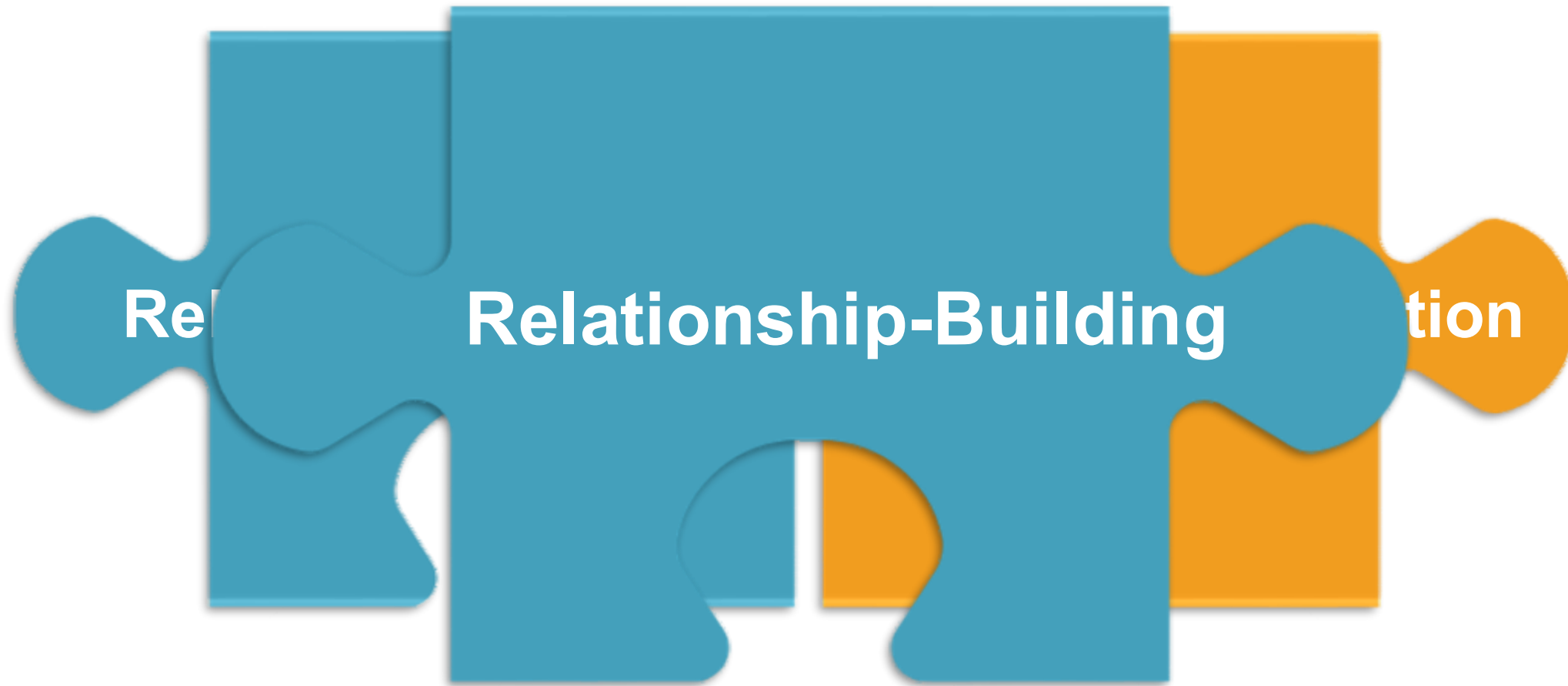


(Teaching Council, 2016)

# Scileanna FTG chun Cabhrú le Droichead PST Skills to Support Droichead



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...



Individual  
Reflection



Small Group  
Discussion

(Crosling and Edwards, 2008)



# 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 Droichead PST Skills to Support Droichead



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**Relationship-Build Communication**

# Cumarsáid Communication



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“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)

# Gnéithe an Idirphlé

## The Features of Dialogue



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The ability to respect...

The ability to suspend my own certainty...

The ability to voice...

The ability to listen...

(Isaacs, 1999)

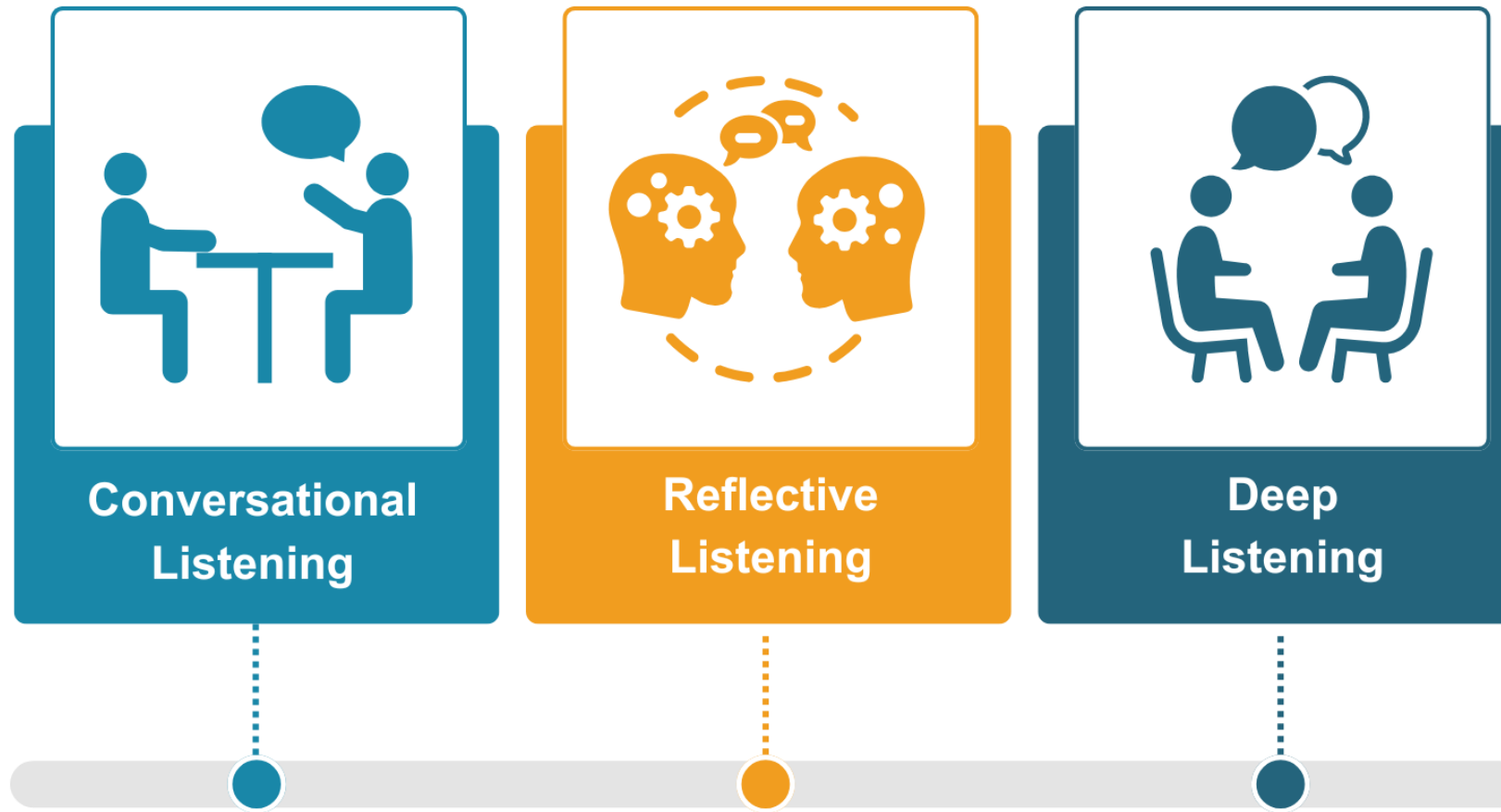


Individual  
Activity

# Leibhéil Éisteachta Levels of Listening



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(Hook et al., 2006)

# Conas a éisteann muid? How do we listen?



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(Ury, 2015)

# Éisteacht – Achoimre

## Listening – Summary



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(Hook et al. 2006, p.63)



Flipchart  
Activity



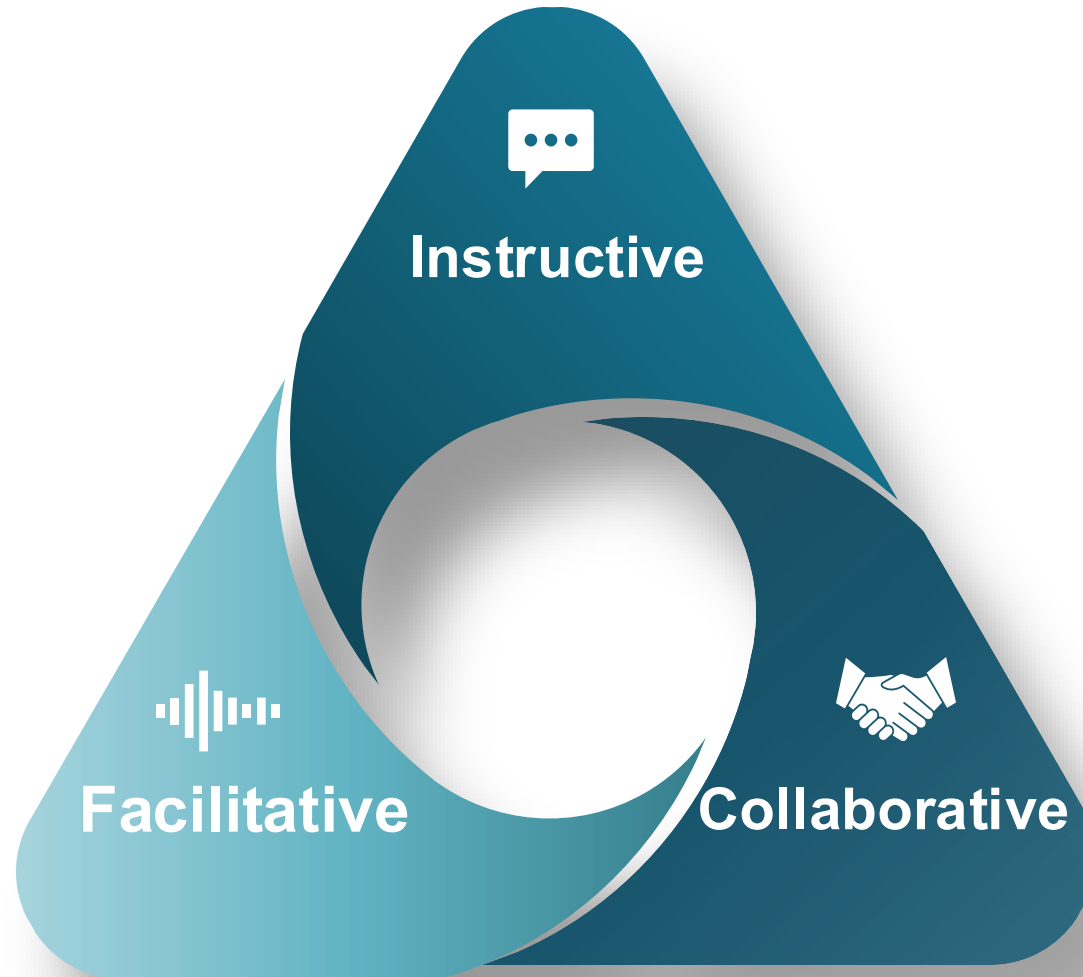
Whole Group  
Discussion

# 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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# Snáithe B: Gníomhaíochtaí Foghlama Gairmiúla Breise (GFGB)

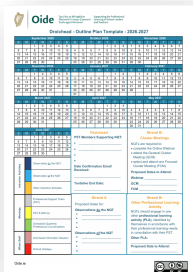
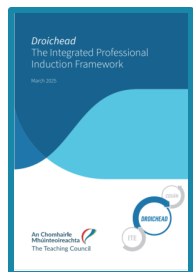
## Strand B: Additional Professional Learning Activities (APLA)



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



# Riachtanais Chnuaschruinnithe Cluster Meeting Requirements



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Register



Book



Engage



# Gníomhaíochtaí Eile Foghlaim Ghairmiúil Other Professional Learning Activities



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Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

An Chomhairle  
Mhúinteoireachta  
The Teaching Council



Whole-school closure  
days required of all  
teachers cannot be  
used for the 2026.2027  
school year.



An Chomhairle Náisiúnta  
um Oideachas Speisialta  
National Council  
for Special Education

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

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



“  
NQTs continue to use Taisce during  
Droichead.. Reflect on their professional  
practice....supports the development and  
engagement in reflective practice.  
”

(The Teaching Council 2025, p.10)

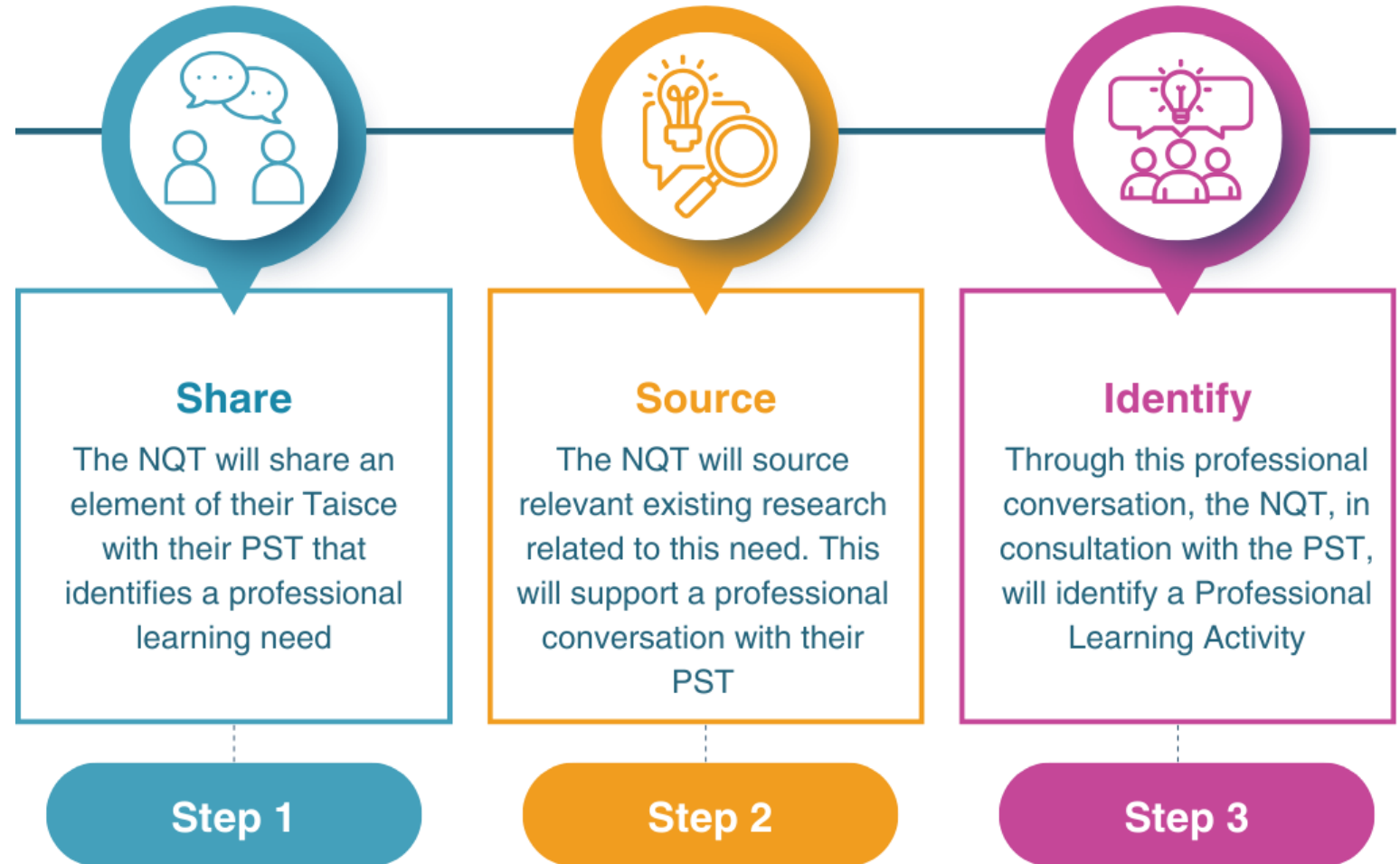


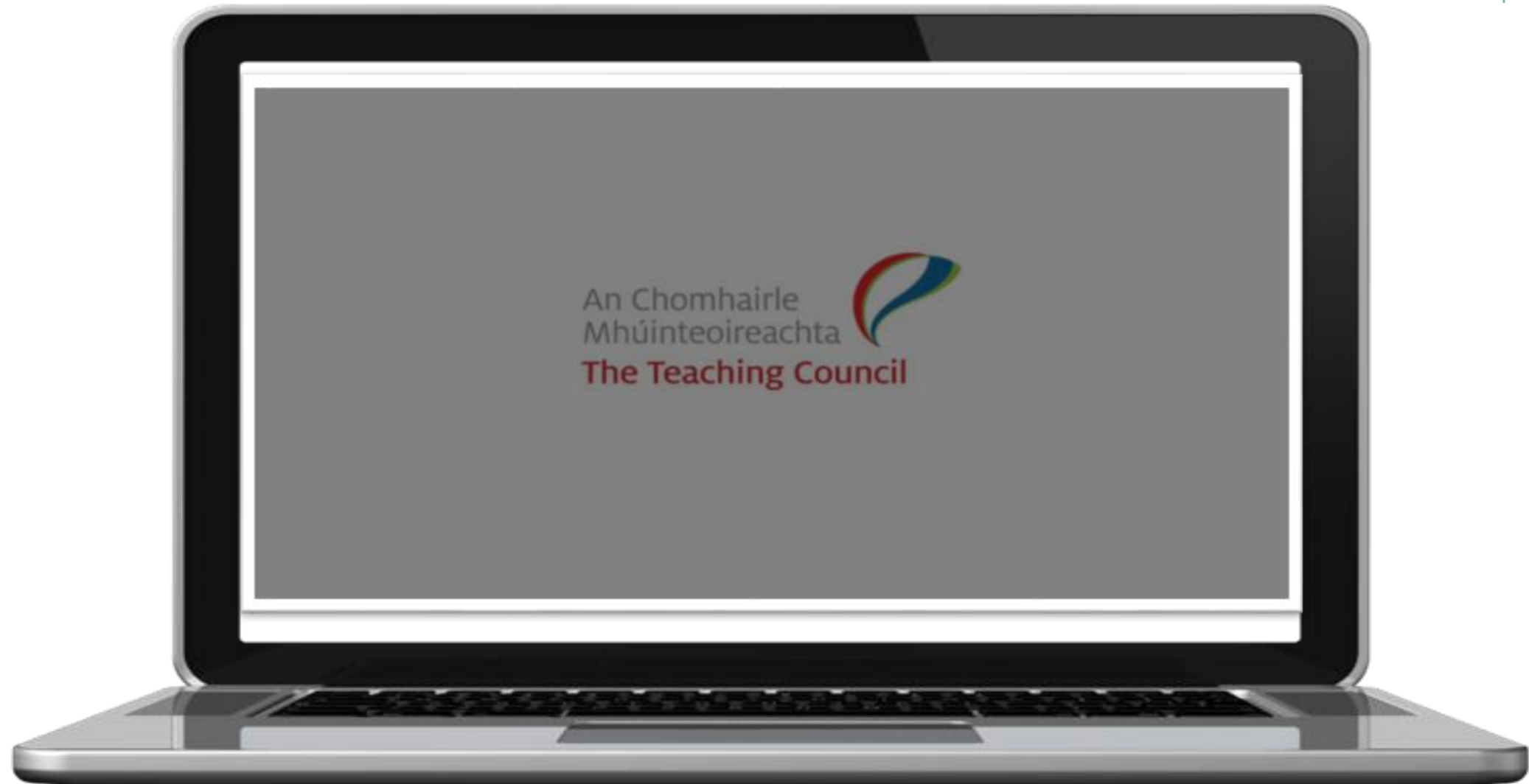
# Uasdátú ar an bPróiseas Foghlama Punannbhunaithe: Taisce Updates to the Portfolio-based Learning Process: Taisce



Oide

From September  
2026 onwards...





# Athbhreithniú ar Sheisiún a Trí

## Session Three Review



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Developed further awareness of Strand A and Strand B



Explored relationship-building and communication skills

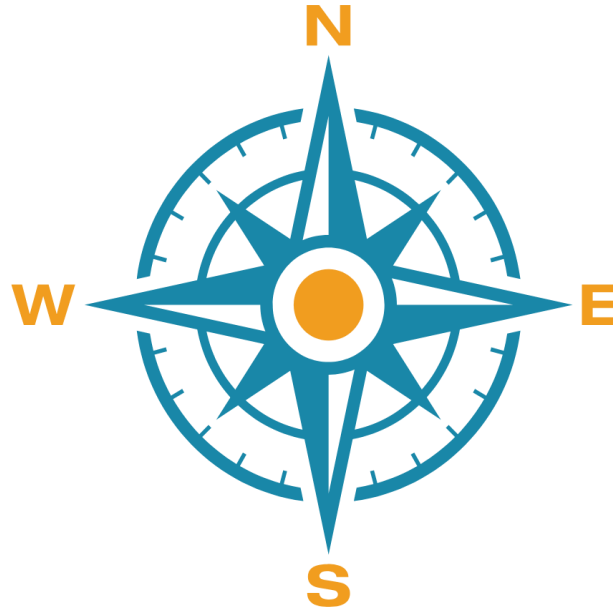


Connected induction activities such as discussion and reflection, to the Droichead standards



Where am I now?

What wisdom will help  
guide me?



What am I excited  
about?

What will support me?

# Conclúid Conclusion



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Droichead



The Role of  
the PST



Empowering  
NQTs



Individual  
Reflection



# Oide

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers



## Ár mBuíochas

To ask for support is a sign of strength