



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

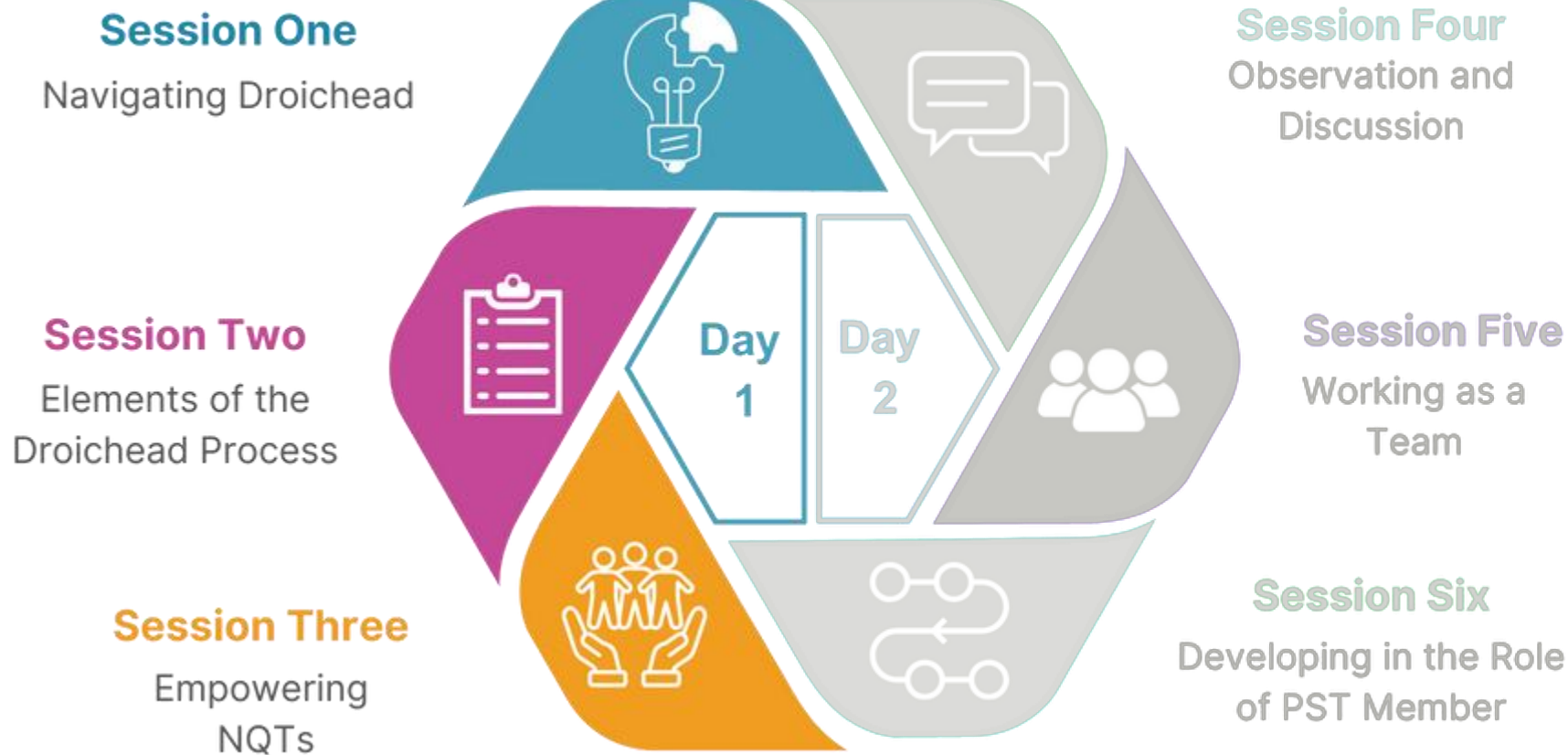
Professional Learning for Professional Support Team Members Day 1



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



Oide



Réimsí Fócais Focus Areas



Oide



Droichead
Process



The Role of
the PST



Empowering
NQTs



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

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



Oide



Materials



Punctuality



Confidentiality



Engagement
and Participation



Asking
Questions

Do Chuid Foghlama, Do Bhealach Your Learning, Your Way



Oide



Choice



Flexibility



Consider

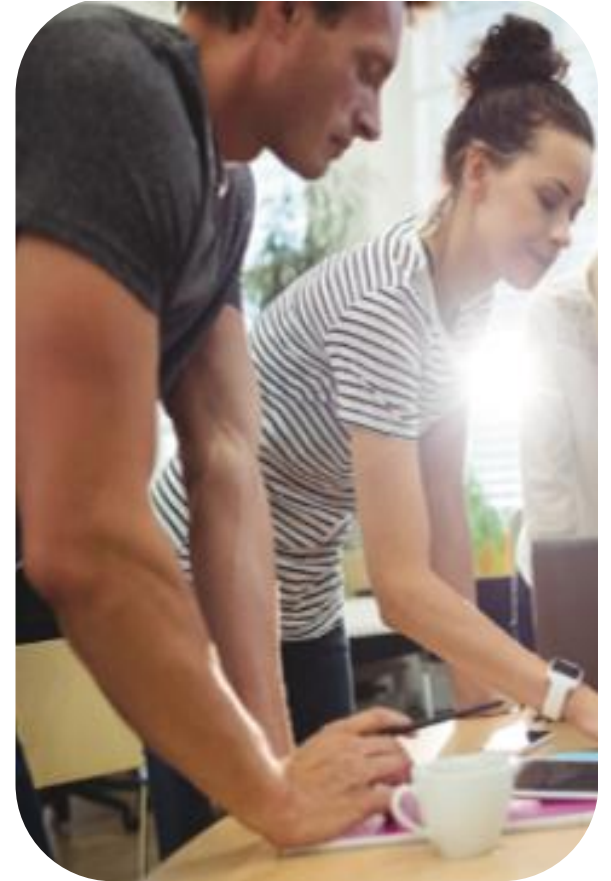
If there is anything we can do to enhance your learning experience today,
please let us know

Túslitreacha agus Acrainmneacha Initialisms and Acronyms



Oide

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



Cur in Aithne Introductions



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Name



School
Context



Your Role



Whole Group
Discussion



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Supporting the Professional
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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



Oide



Exploring the Droichead Policy

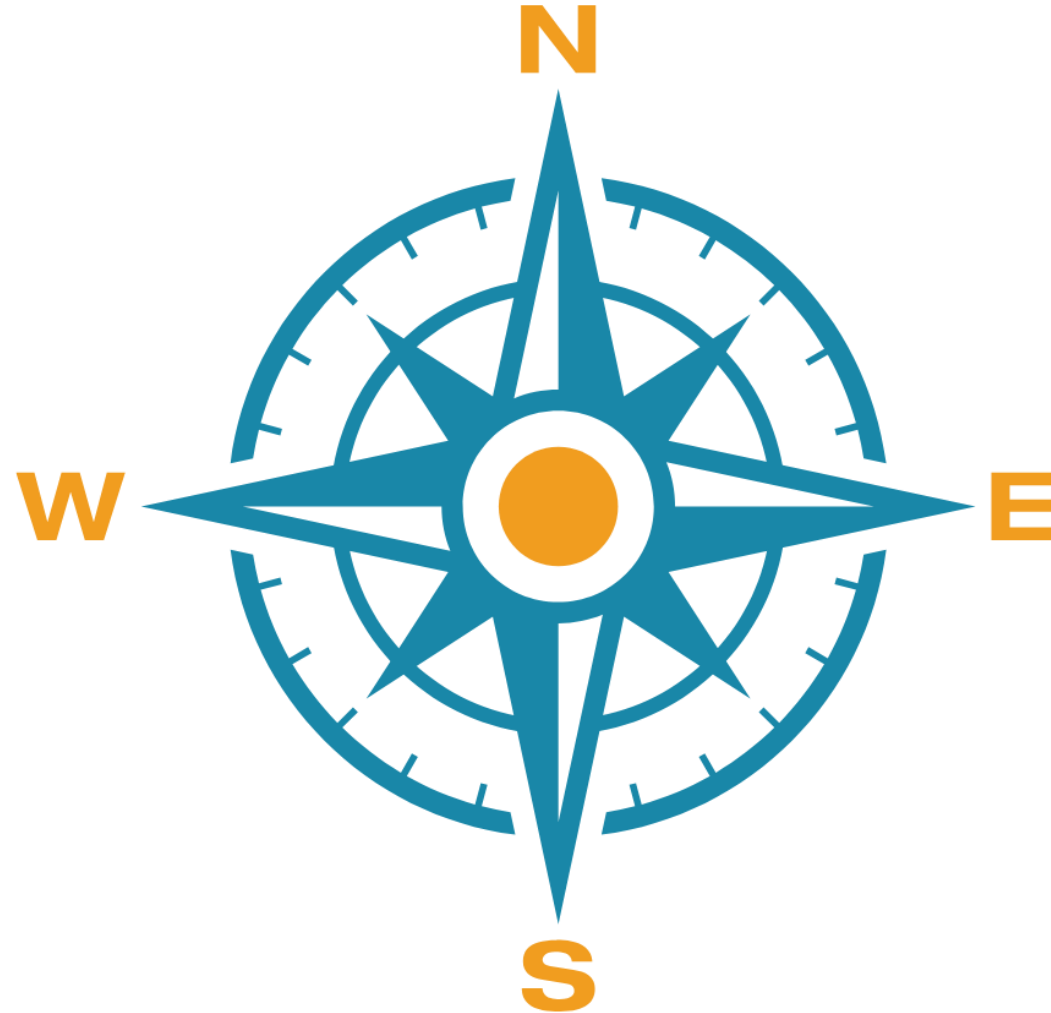


Reflecting on the benefits to NQTs of mentoring support from PST members

Seiceáil Chompáis Compass Check



Oide



Individual
Reflection

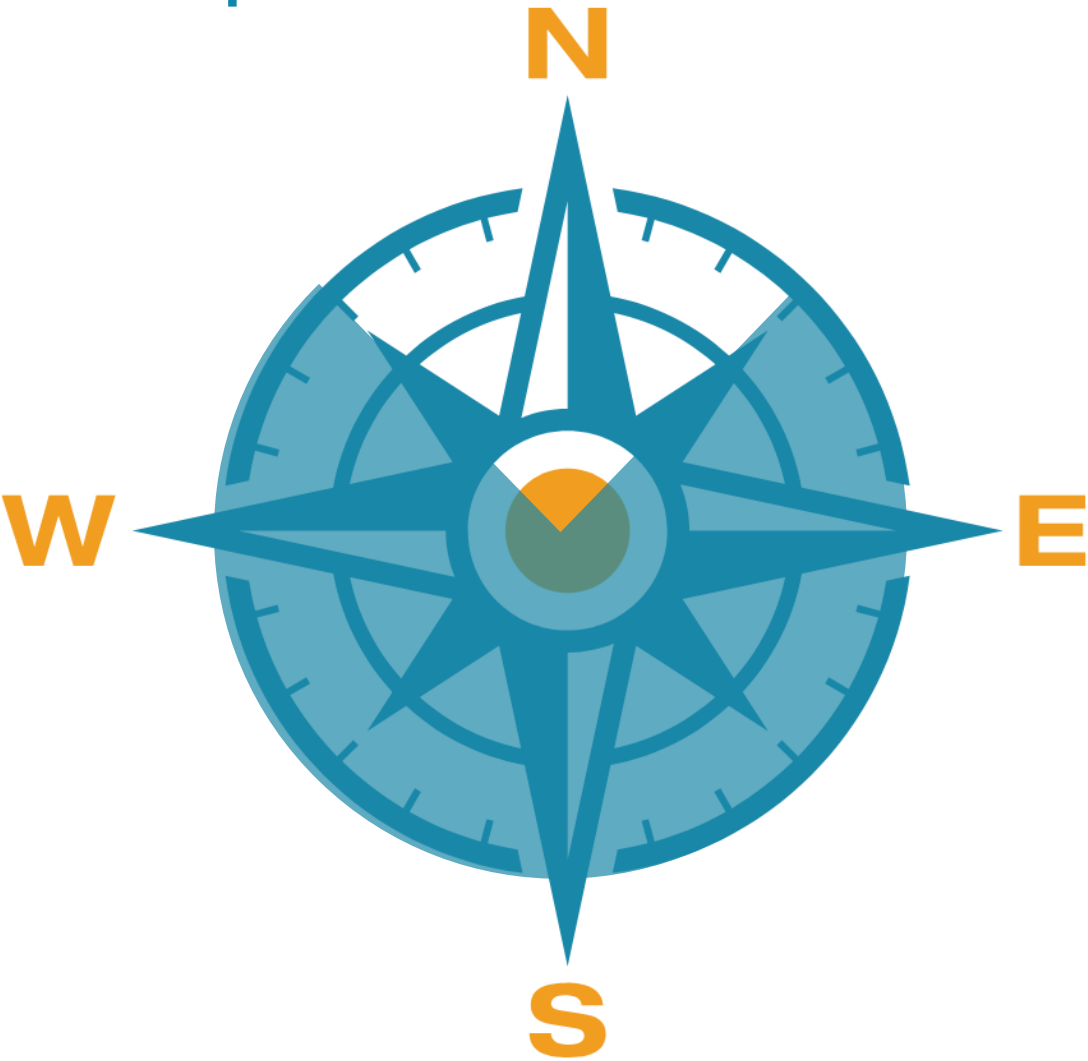
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Seiceáil Chompáis Compass Check



Oide

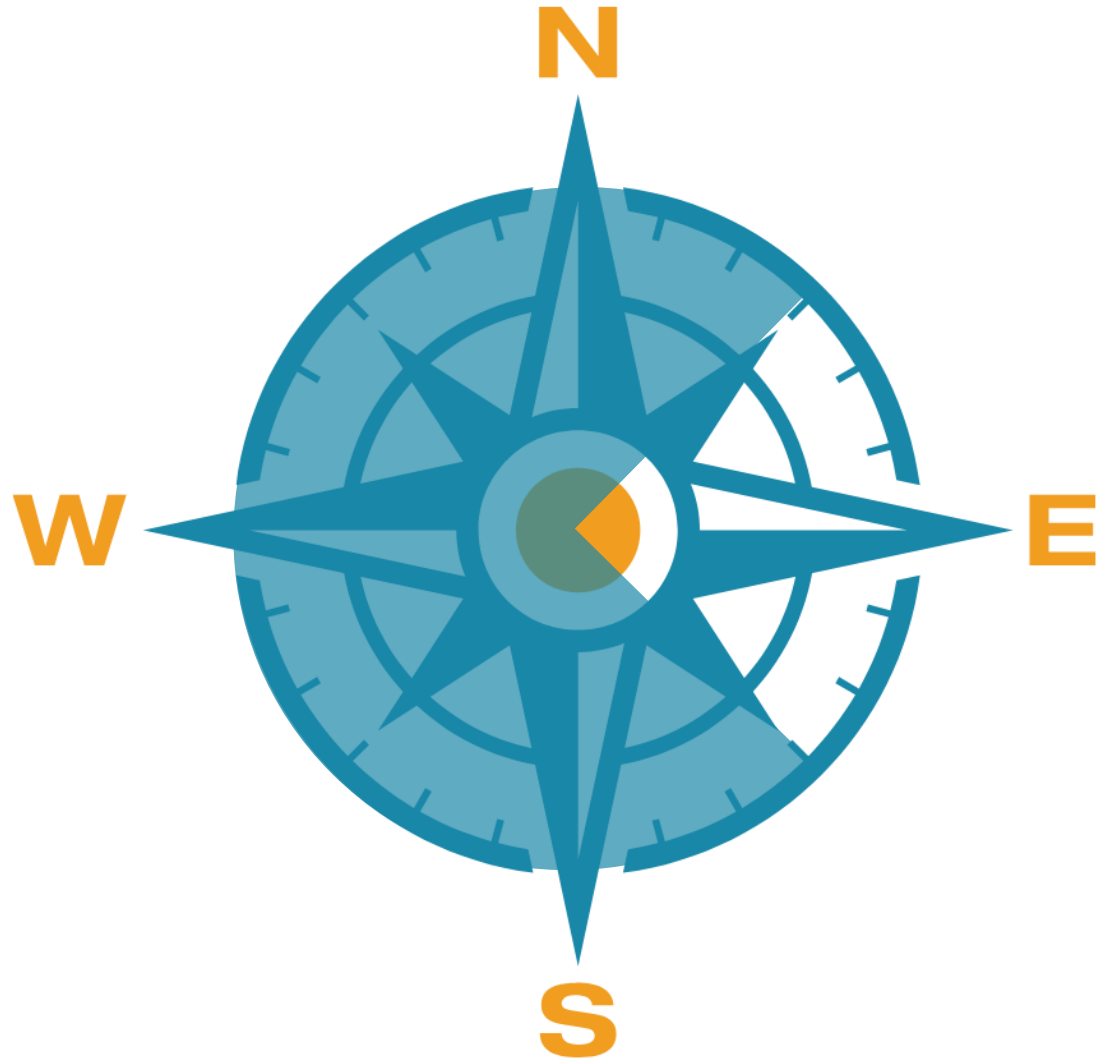


Where am I **n**ow?

Seiceáil Chompáis Compass Check



Oide

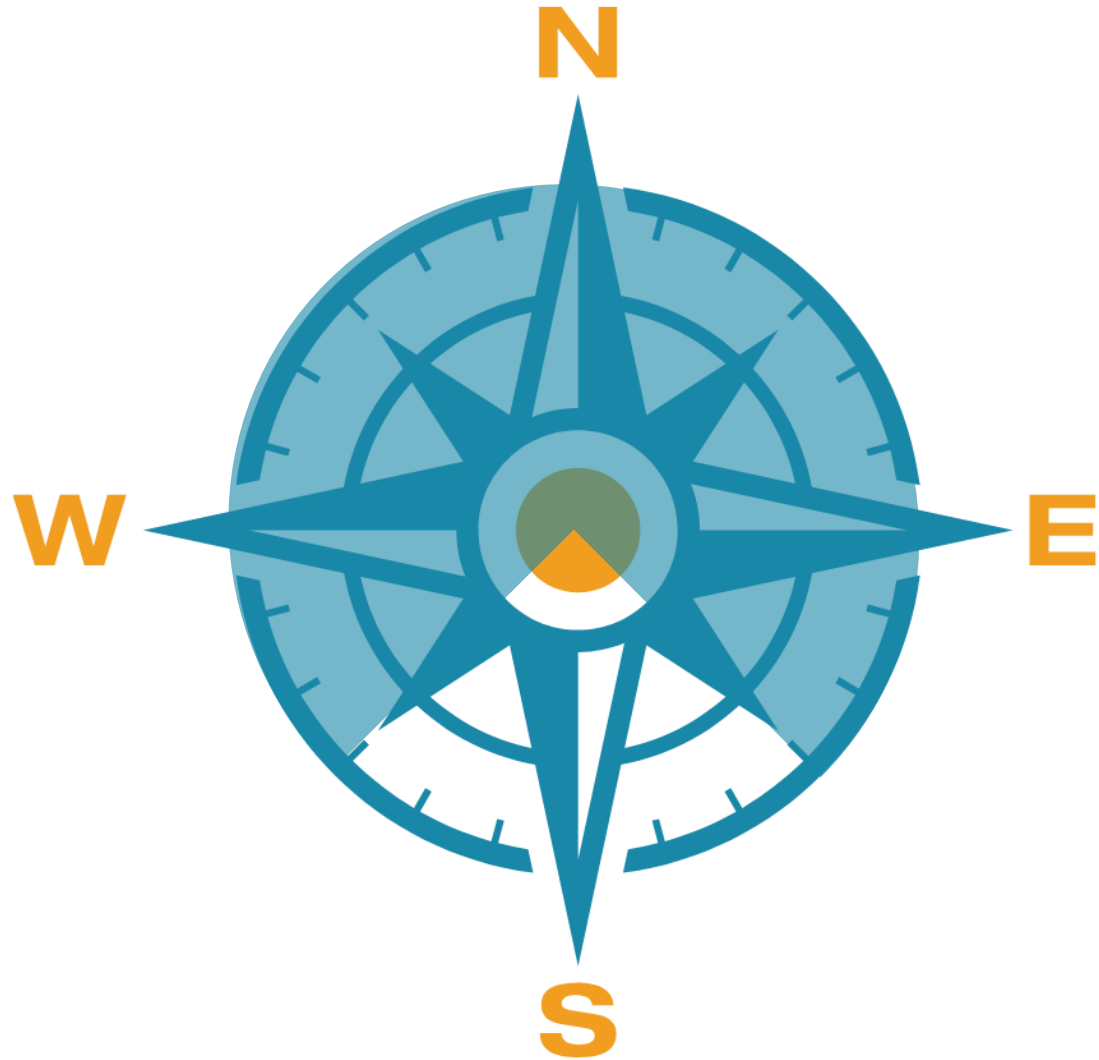


What **e**nergises me...?

Seiceáil Chompáis Compass Check



Oide

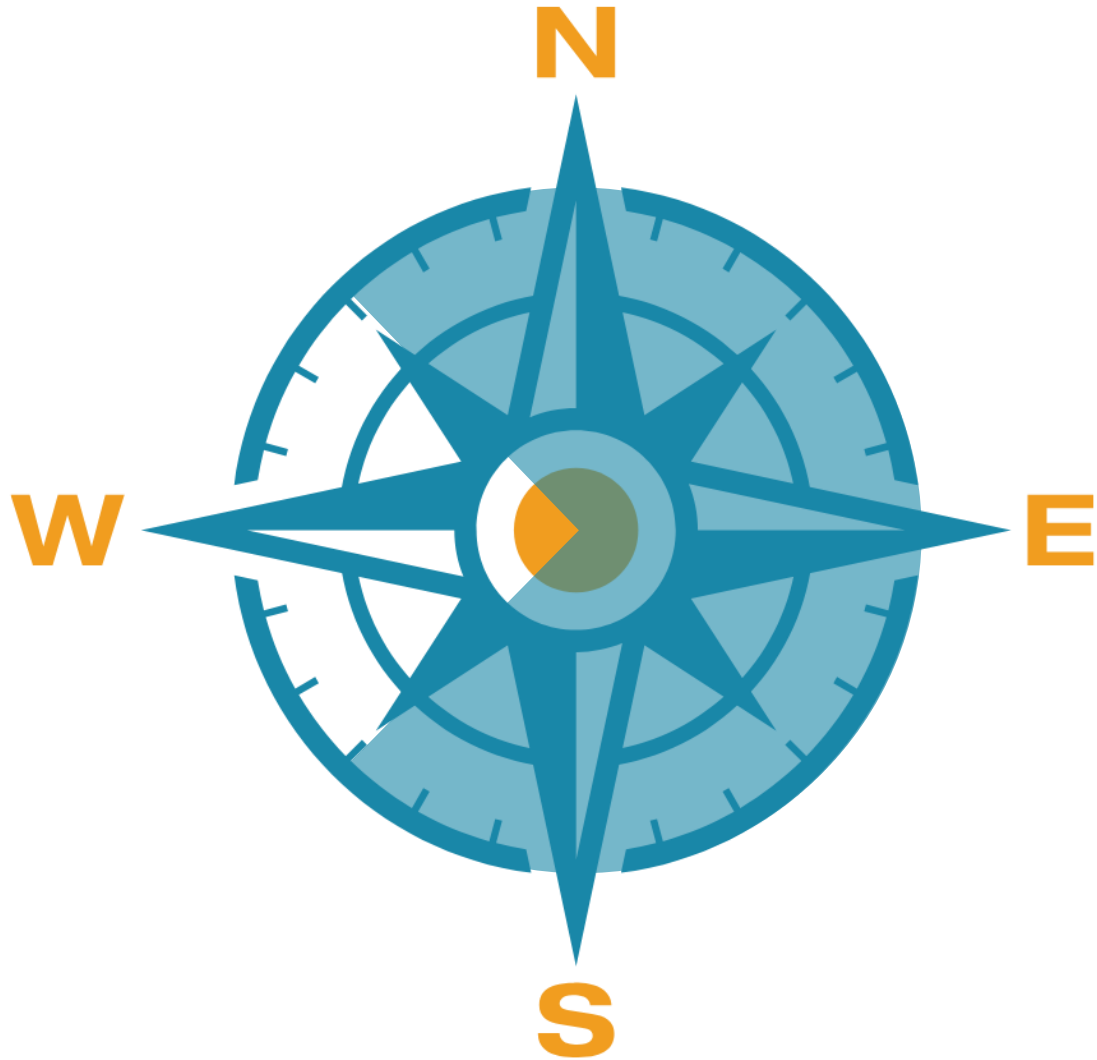


What will **s**upport me?

Seiceáil Chompáis Compass Check



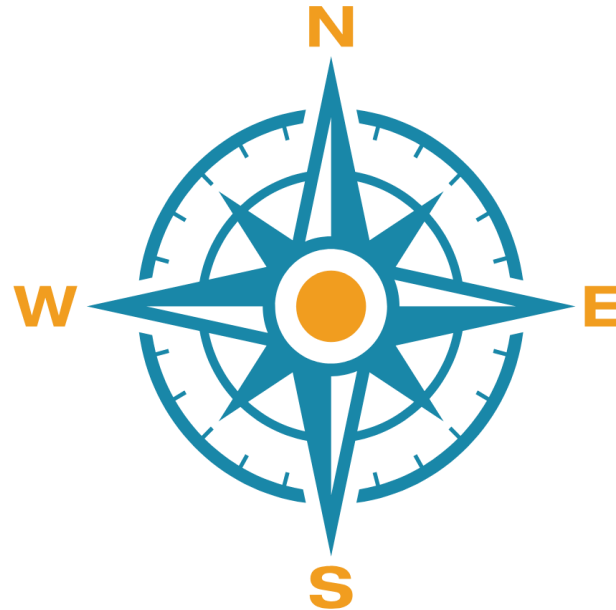
Oide



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?



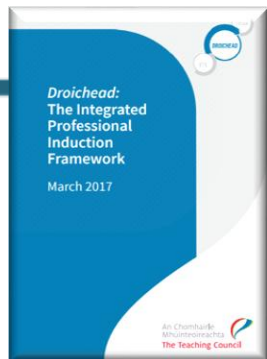
Whole Group
Discussion

An Leanúntas in Oideachas Múinteoirí The Continuum of Teacher Education

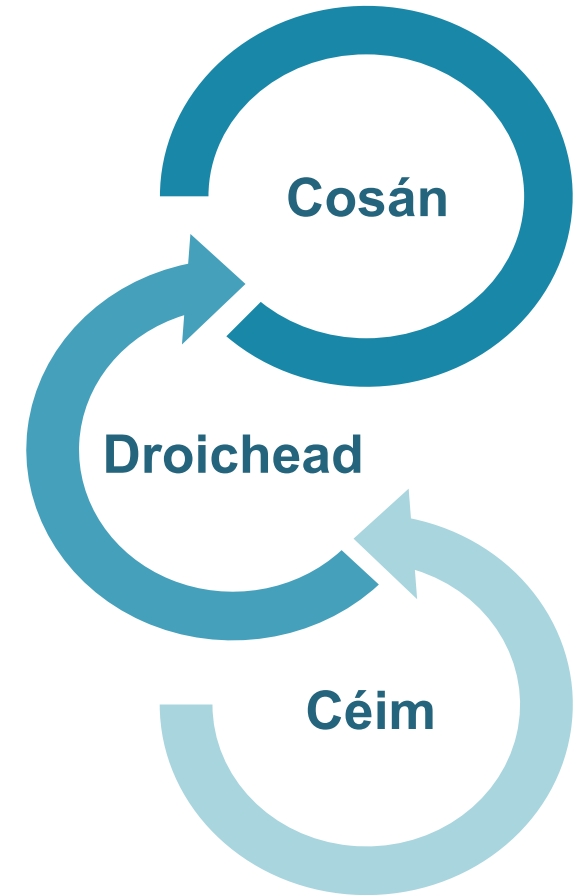


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“ ... induction is a distinct phase, of the continuum of teacher education, a socialisation process into the teaching profession... ”



(Teaching Council, 2017, p.3)

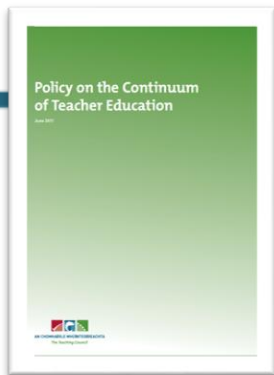


An Leanúntas in Oideachas Múinteoirí The Continuum of Teacher Education

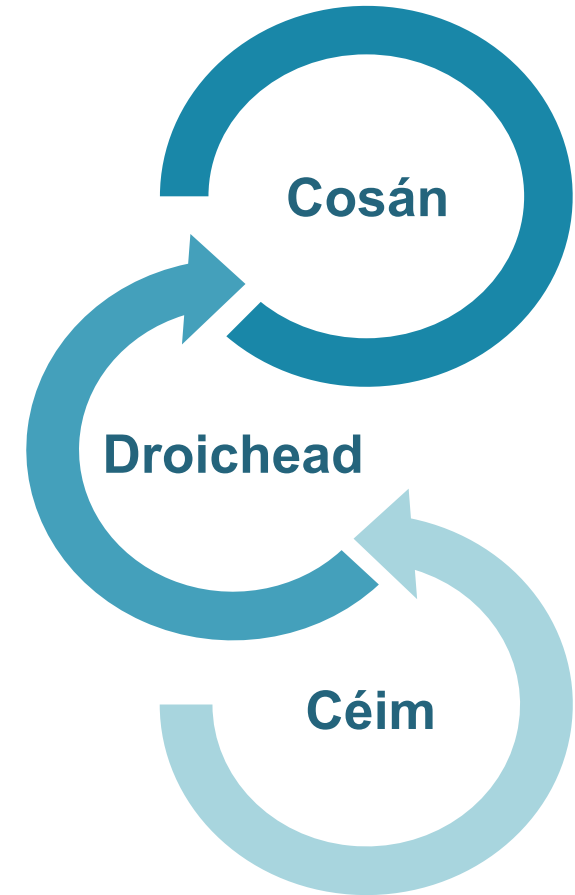


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“...the formal and informal educational and developmental activities in which teachers engage, as life-long learners, during their teaching careers...”



(Teaching Council 2011, p. 5)



An Múinteoir Nuacháilithe The Newly Qualified Teacher



Oide

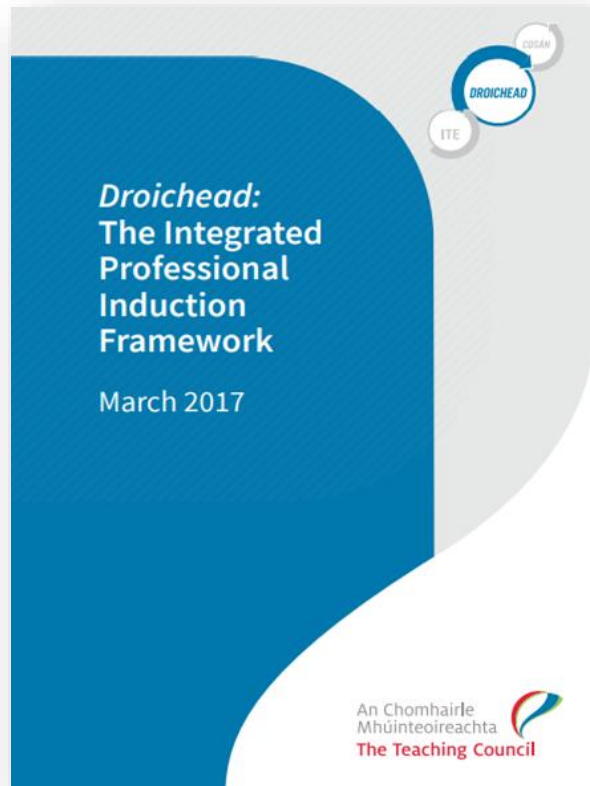
“New teachers have two jobs, they have to teach and learn to teach. No matter how good a pre-service may be, there are some things that can only be learned on the job.”

(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 groups



Individual
Reflection

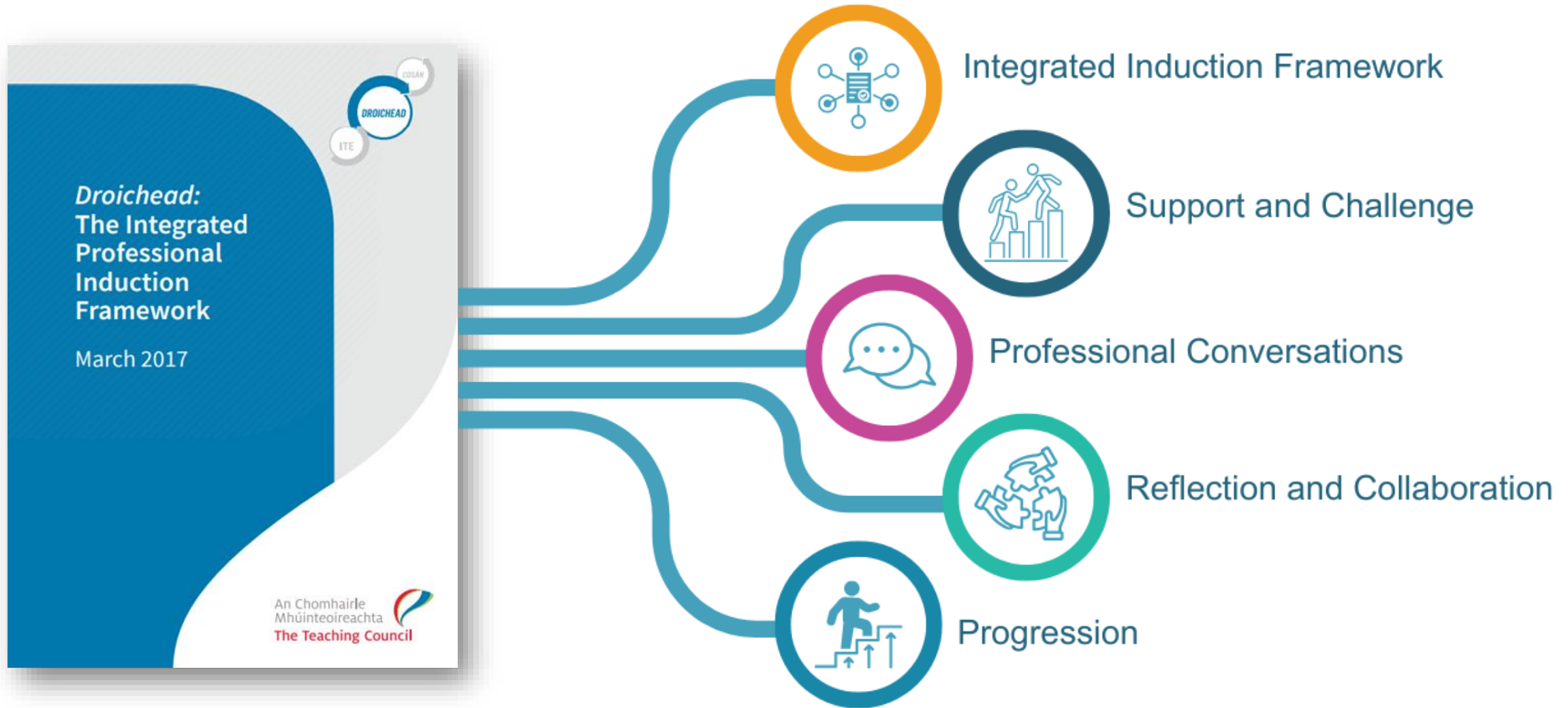


Small Group
Discussion

Creat Beartais Droichead i bhFócas Droichead Policy Framework in Focus



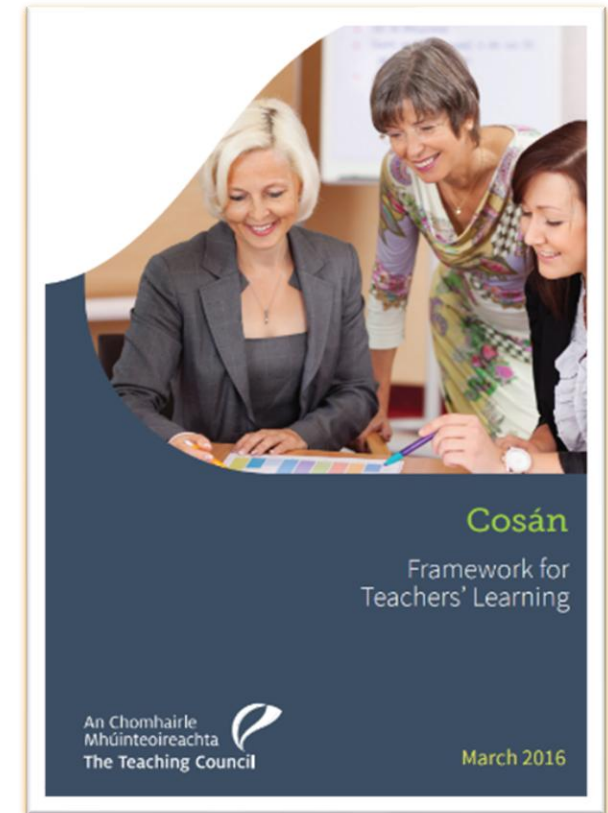
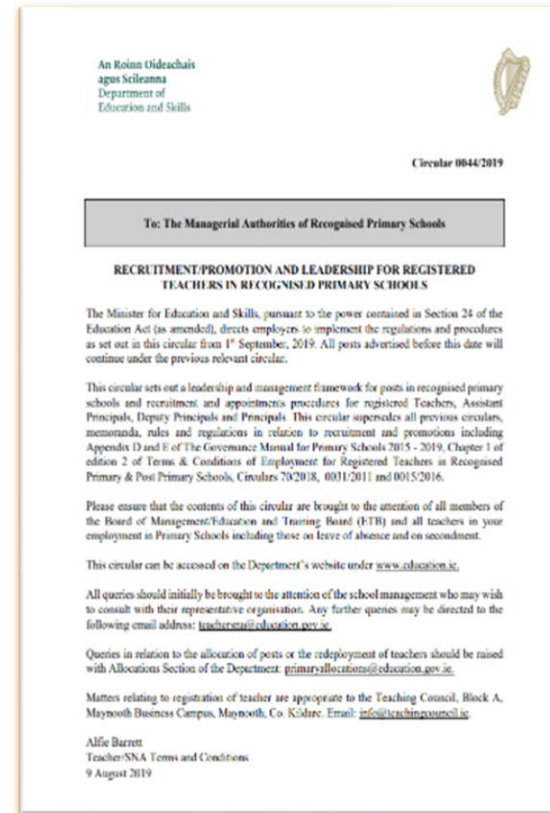
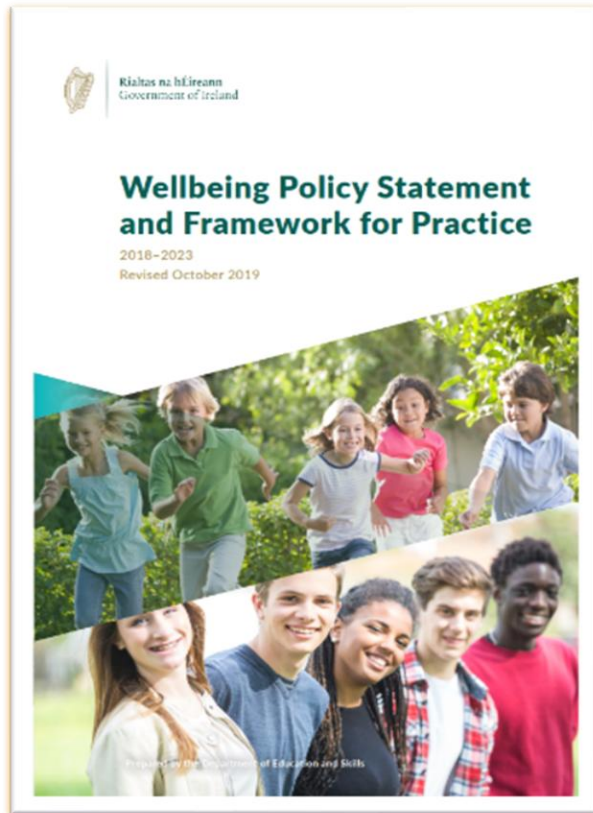
Oide



Na Naisc a Dhéanamh Making the Connections



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Supporting the Professional
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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
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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



Oide



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



Oide



School
Setting



Minimum of
2 PST



Confirmation
Email

Ról an Phríomhoide The Role of the Principal



Oide



“As a leader of learning in the school, the principal, while not necessarily involved in the Droichead process, fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process...”

(Teaching Council 2017, p.7)

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



Oide



Supporting an NQT through Droichead is always a **collaborative** process, 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



Oide

- ✓ Fully registered with TC
- ✓ 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



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The NQT will...



(Teaching Council 2017, p.8)

Caighdeáin Droichead Droichead Standards



Oide



“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 2017, p.6)



Droichead Requirements

Complete a period of professional practice in an eligible setting

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

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 the
Droichead process

NQTs should remain
in the same setting
for the duration of
their Droichead
process





Droichead Requirements



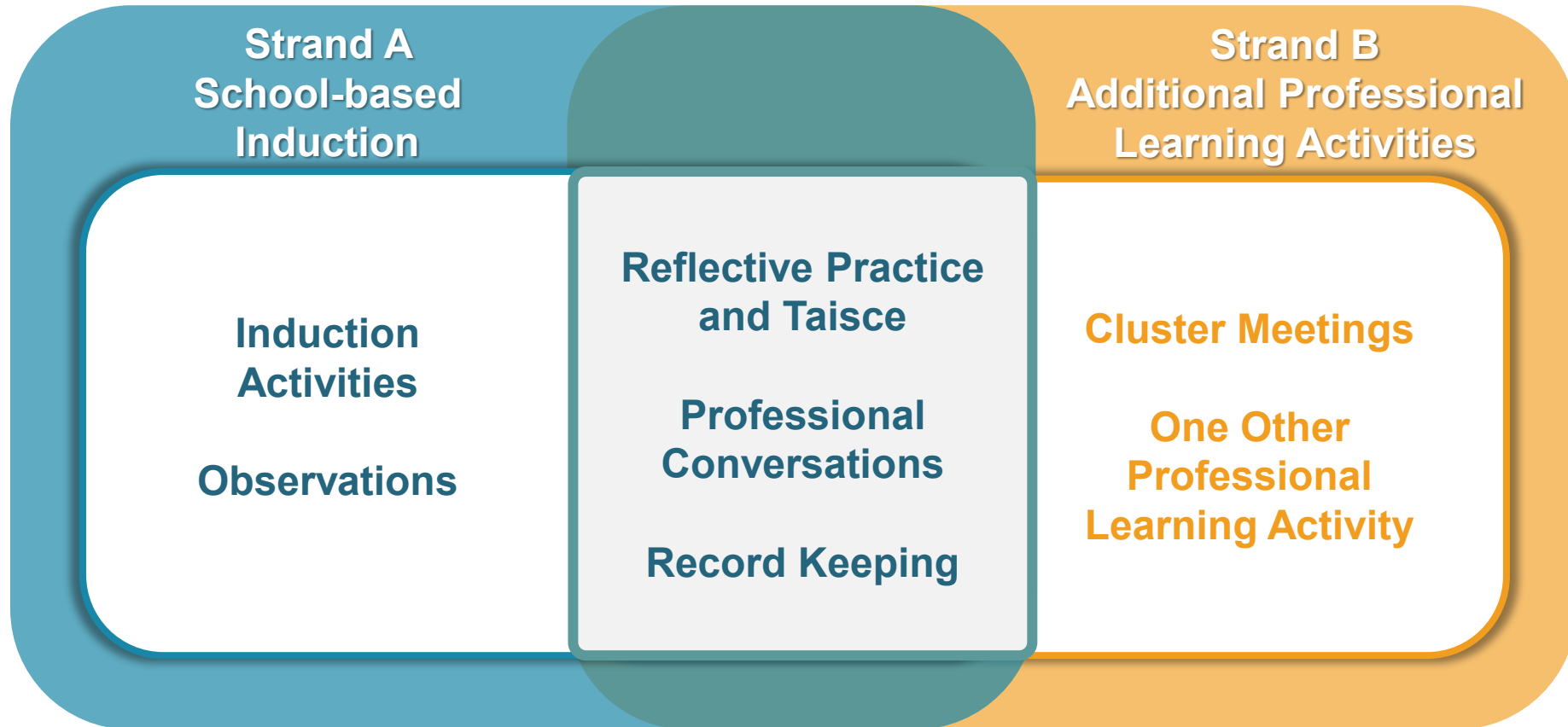
Whole Group
Discussion

Páirt a Ghlacadh i bPróiseas Droichead

Engaging in the Droichead Process



Oide



Sracphlean Droichead Droichead Outline Plan



Oide



Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Droichead - Outline Plan Calendar Template (with key) - 2025.2026

Sep 2025							Oct 2025							Nov 2025						
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	6					1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						
Dec 2025							Jan 2026							Feb 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	6					1	2	3	4	1	2	3	4	5	6	7
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
28	29	30	31				25	26	27	28	29	30	31							
Mar 2026							Apr 2026							May 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	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
June 2026																				
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																		

Please Note

- NQTs must attend one **cluster meeting** per term during their Droichead process.
- NQTs should also engage in one other **professional learning activity** identified by themselves in accordance with their professional learning needs, in consultation with the PST.
- NQTs should familiarise themselves with '**Droichead: The Integrated Professional Induction Framework**' March 2017.
- The Droichead Induction Division will communicate with schools on a regular basis to ensure that up-to-date information is available to PSTs and NQTs.

Induction Activities	Observation <u>by</u> the NQT	Date Confirmation Email Received:	PST Members Supporting NQT:
	Observation <u>of</u> the NQT	Tentative End Date:	
	Other Induction Activities	Cluster Meeting Dates:	Other Professional Learning Activity:
Meetings	Professional Support Team		
	PST & NQT(s)		
WholeStaff	Quarterly Review	Observation <u>by</u> the NQT:	Observation <u>of</u> the NQT:
	Droichead Information		
	School Holidays		

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Individual
Reflection

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Scoile agus Múinteoirí

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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 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 the Droichead process



Developed an awareness of the three Droichead standards



Explored the Droichead Outline Plan to support the process



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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

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Seisiún a Trí: MNCanna a Chumhachtú

Session Three: Empowering NQTs



Forléargas ar Sheisiún a Trí

Session Three Overview



Oide



Developing further awareness of Strand A and Strand B



Exploring relationship-building and communication skills



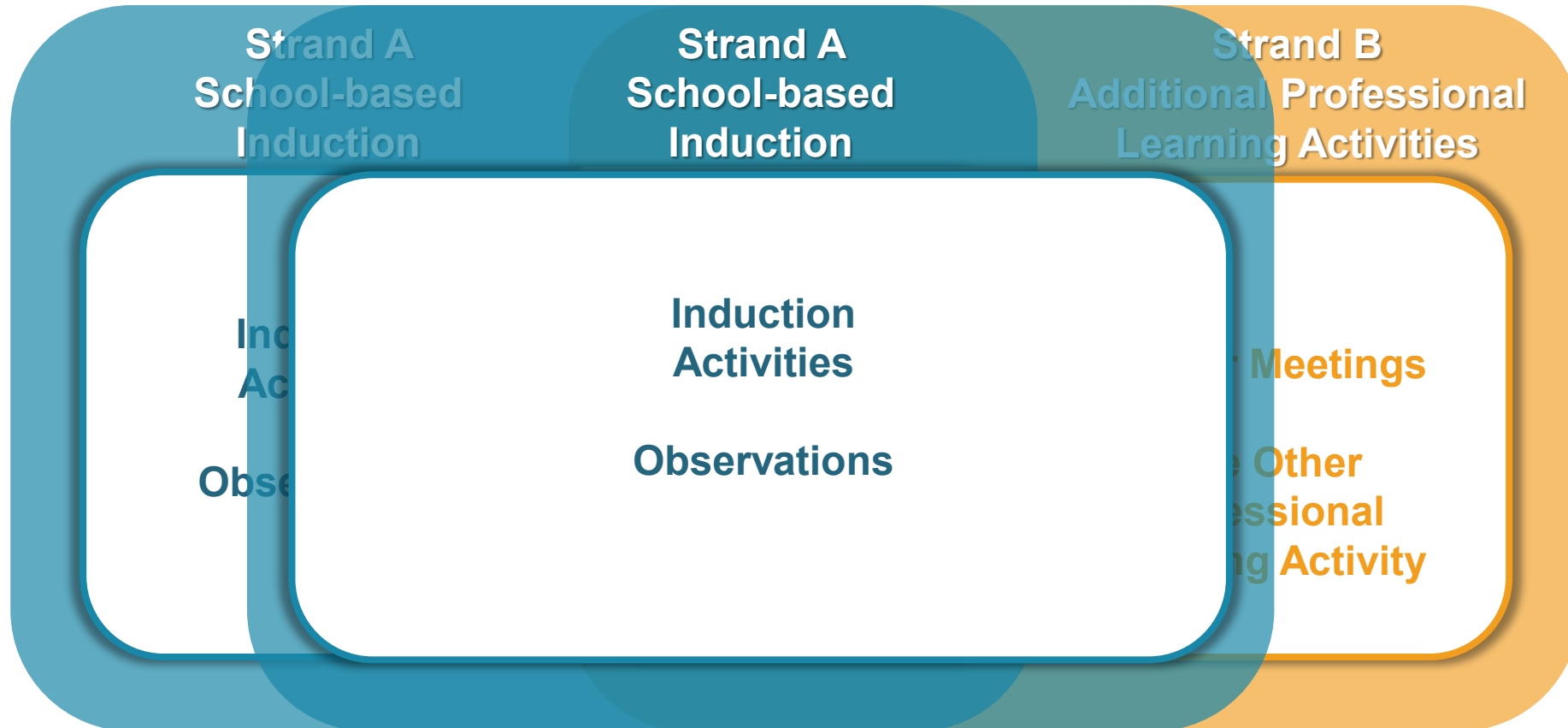
Connecting induction activities such as discussion and reflection, to the Droichead standards

Snáitithe A agus Snáitithe B a Iniúchadh

Exploring Strand A and Strand B



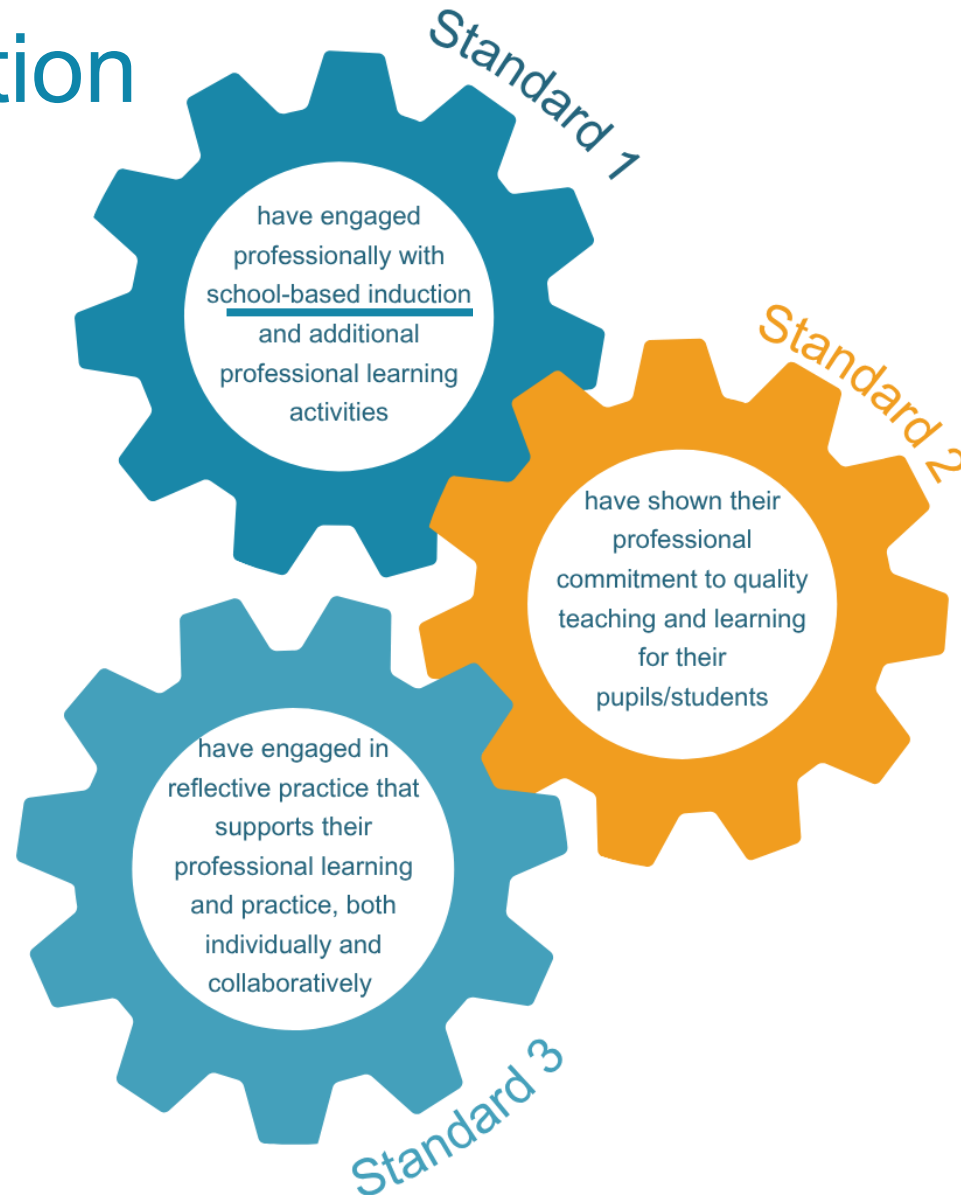
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Ionduchtú Scoilbhunaithe School-Based Induction



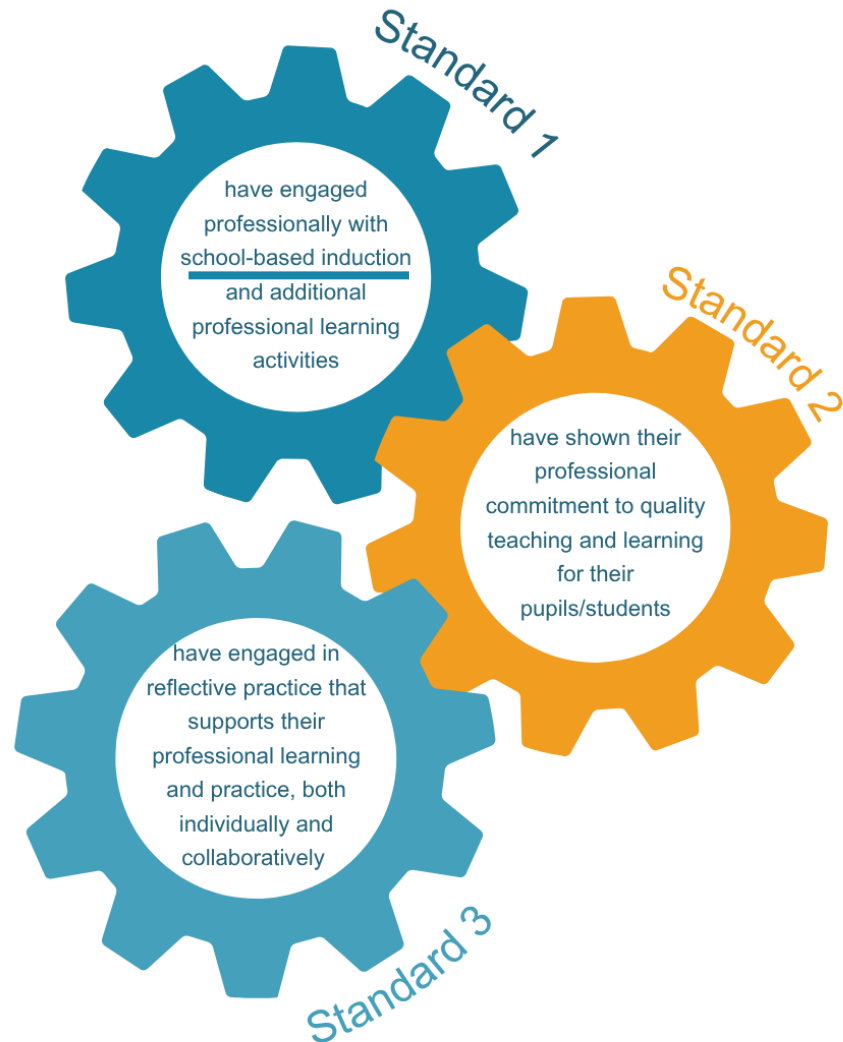
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Ionduchtú Scoilbhunaithe School-Based Induction



Oide



1.1.4.4

During the course of the Droichead process, an NQT has a number of interactions with the experienced colleagues who are supporting the process. 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.

Do Bhealach a Dhéanamh trí Shaol na Scoile

Navigating School Life



Oide



What do these images bring to mind?



Individual
Reflection



Whole Group
Discussion

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Scoile agus Múinteoirí

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



Individual
Reflection



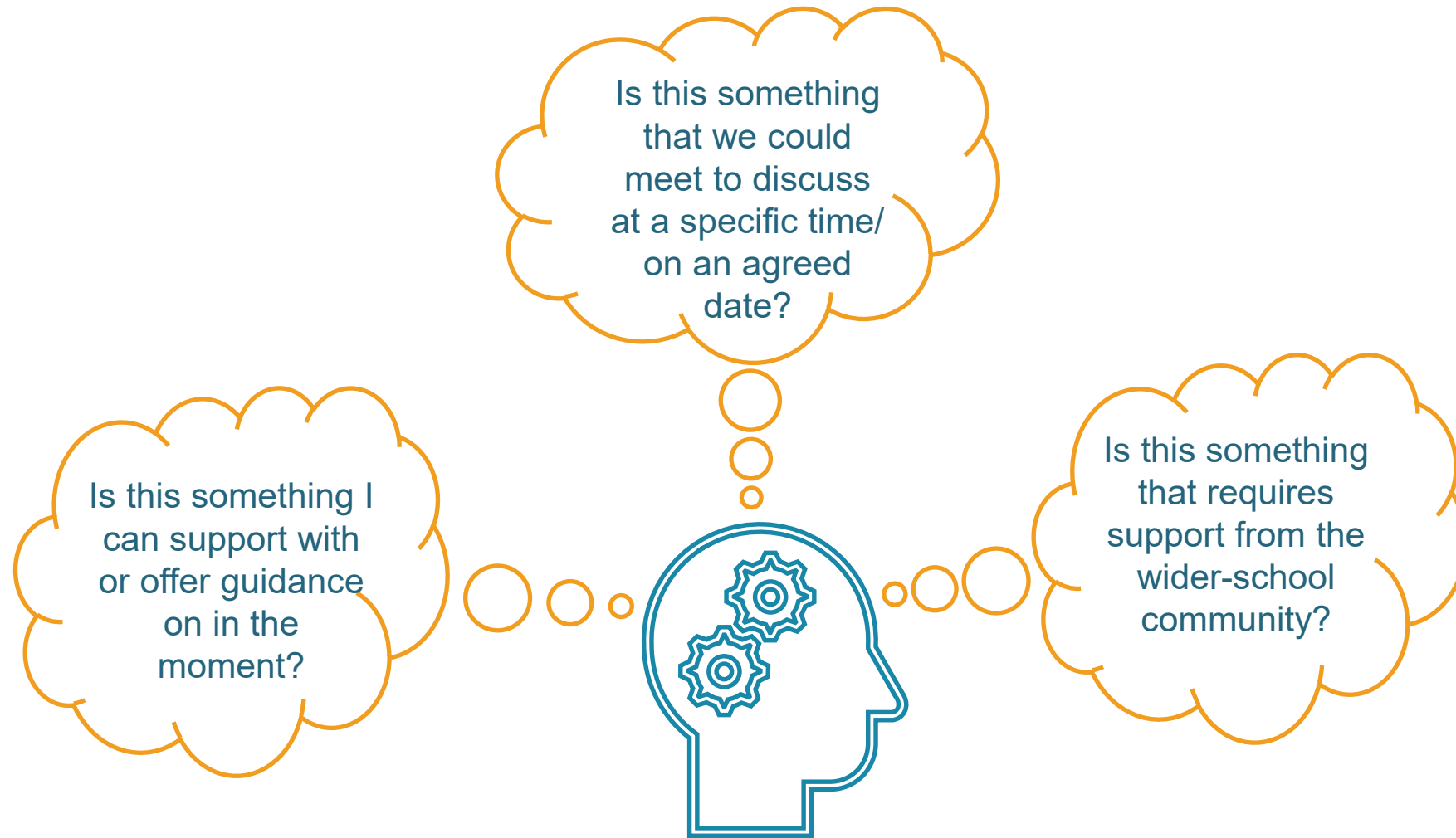
Whole Group
Discussion



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



Oide



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)





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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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
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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 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' Review NCSE Resource 'Exceptionally Able Students and PLC Resources' Check-in meeting between NQT and PST member if required following review of above resources.

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Cineálacha Tacaíochta

Types of Support



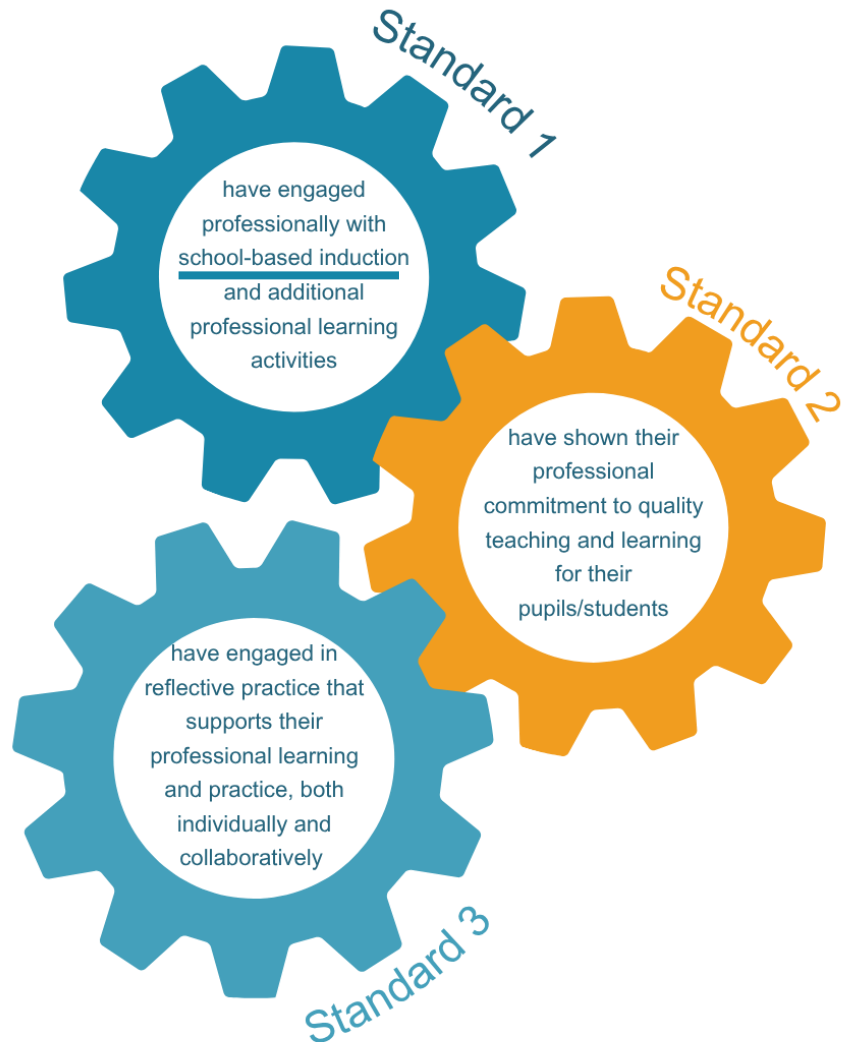
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Ionduchtú Scoilbhunaithe School-Based Induction



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1.1.4.4

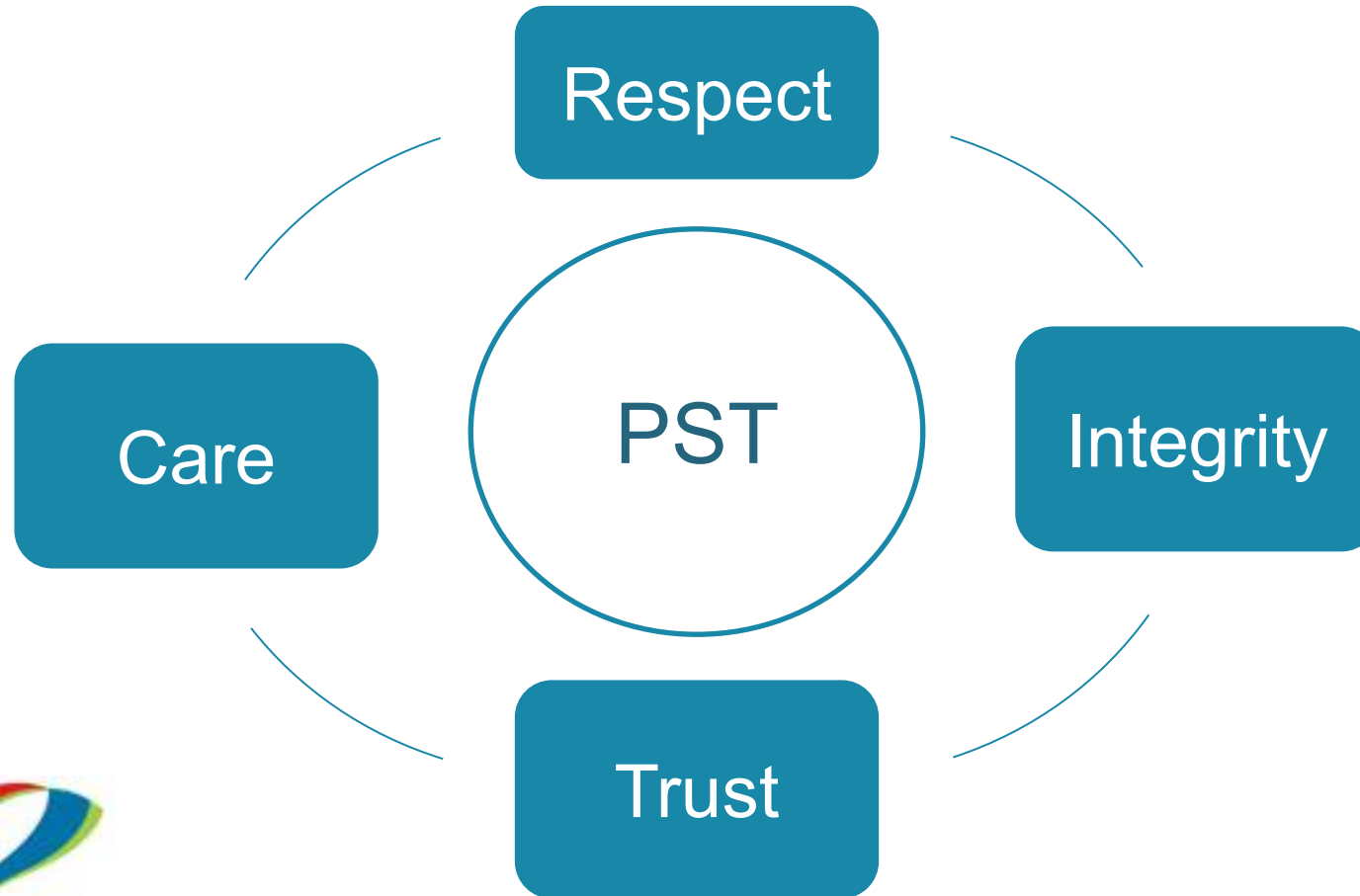
During the course of the Droichead process, an NQT has a number of interactions with the experienced colleagues who are supporting the process. These are called professional conversations. These conversations provide opportunities to exchange informal feedback on a one-to-one basis, and discuss issues 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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Scileanna FTG chun Cabhrú le Próiseas Droichead

PST Skills to Support the Droichead Process



Oide



Caidreamh Gairmiúil a Thógáil Building Professional Relationships



Oide

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



Oide

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



Oide



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)

Gnéithe an Idirphlé

The Features of Dialogue



Oide



The ability to respect...

The ability to suspend my own certainty...

The ability to voice...

The ability to listen...

(Isaacs 1999)



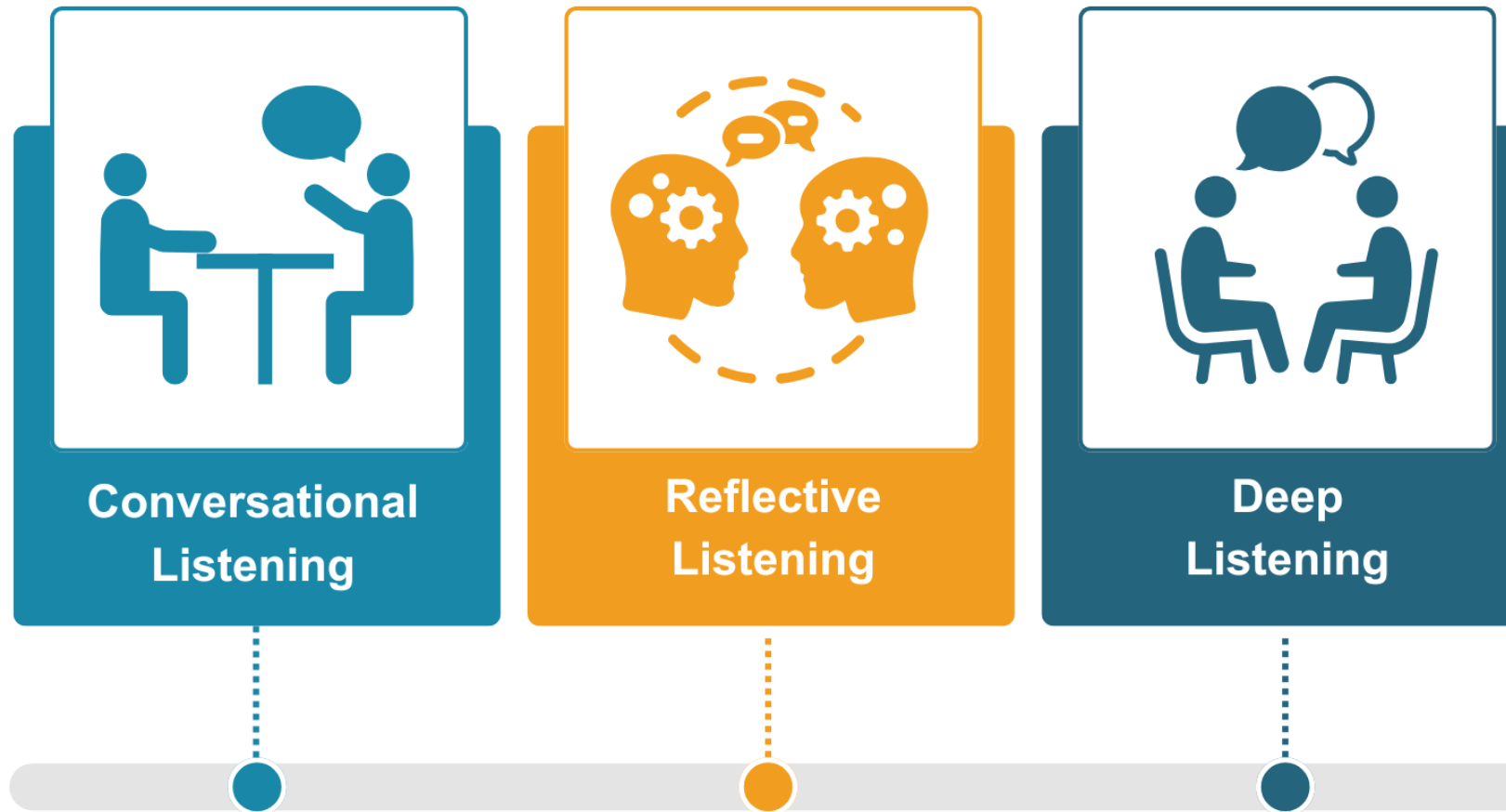
Individual
Activity

Leibhéil Éisteachta

Levels of Listening



Oide



(Hook et al. 2006)

Conas a éisteann muid?

How do we listen?



Oide



(Ury 2015)

Éisteacht – Achoimre

Listening – Summary



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(Hook et al. 2006, p.63)



Flipchart
Activity



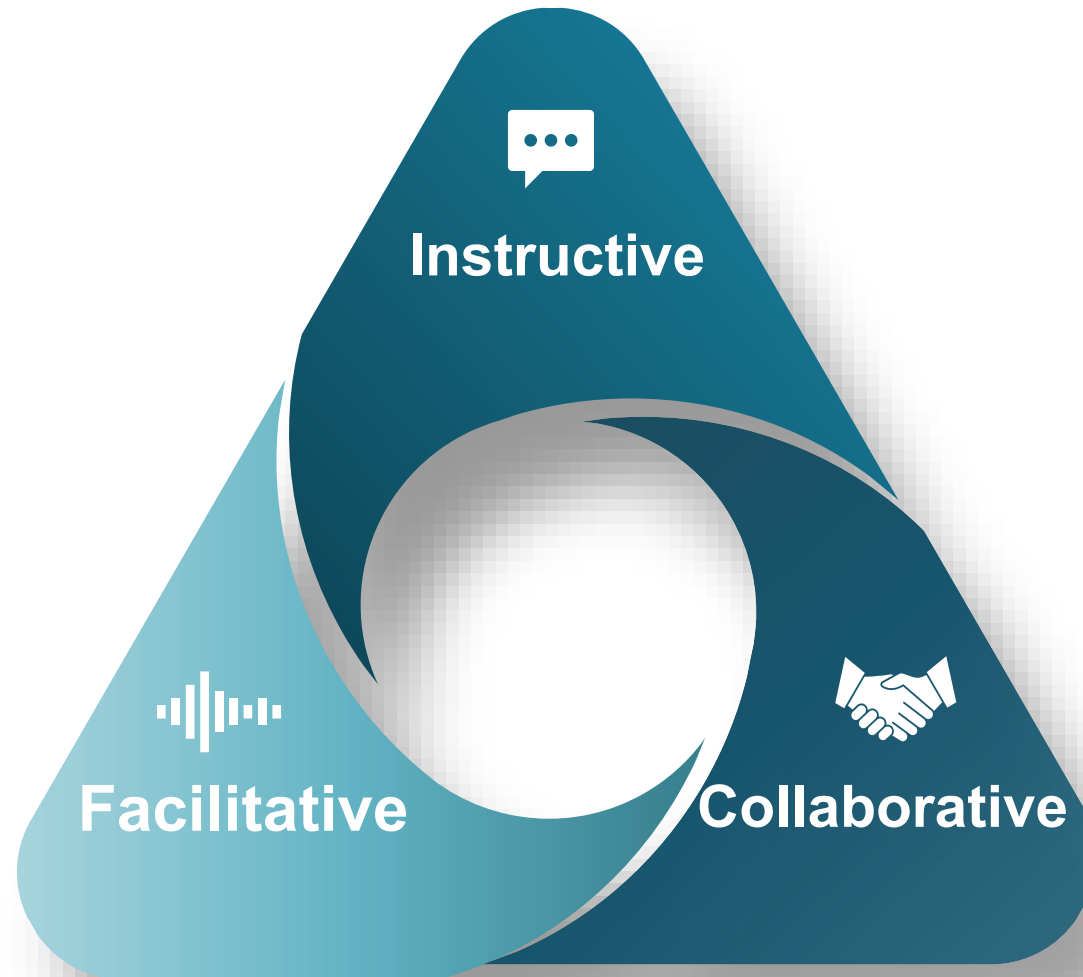
Whole Group
Discussion

Seasaimh na Cumarsáide

Stances of Communication



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(Horn & Metler- Armijo 2011)

Snáitithe A agus Snáitithe B a Iniúchadh

Exploring Strand A and Strand B



Oide

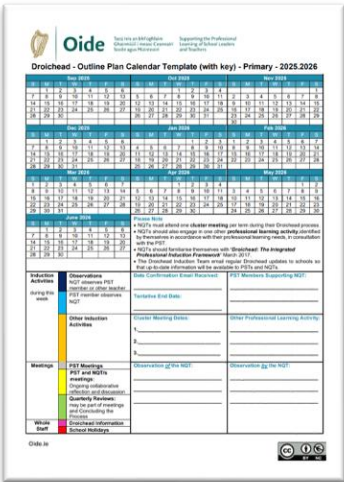


Snáithe B: Gníomhaíochtaí Foghlama Gairmiúla Breise (GFGB)

Strand B: Additional Professional Learning Activities (APLA)



Oide



Snáithe B: Gníomhaíochtaí Foghlama Gairmiúla Breise (GFGB)

Strand B: Additional Professional Learning Activities (APLA)



Oide

Cluster Meeting 1

Compulsory for all NQTs

In-person event

Explanation of the Droichead process



Cluster Meeting 1



Cluster Meeting 2

Cluster Meeting 2

Offered in term 2 and term 3

Online event

Reflective Practice

Cluster Meeting 3

Offered in term 3

Online event

Wellbeing

Cluster Meeting 3



Other Professional Learning Activity



Other Professional Learning Activity

NQTs select activity in collaboration with the PST

Related to the needs of the NQT

To be undertaken during the Droichead process

Riachtanais Chnuaschruinnithe Cluster Meeting Requirements



Oide

Register



Book



Engage



Gníomhaíochtaí Eile Foghlaim Ghairmiúil Other Professional Learning Activities



Oide



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

ESCI



Ionaid Tacaíochta Oideachais na hÉireann

Education Support Centres Ireland

An Chomhairle
Mhúinteoireachta
The Teaching Council



An Chomhairle Náisiúnta
um Oideachas Speisialta
National Council
for Special Education

Whole-school closure
days required of all
teachers cannot be
used for the 2025.2026
school year.

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

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
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Supporting the Professional
Learning of School Leaders
and Teachers

Ceardlanna Ionductaithe Induction Workshops



Oide



Planning and
Preparation

Classroom Management and
Organisation



Múineadh na Gaeilge
sa Bhunscoil

Teacher Professionalism
and Wellbeing



Individualised Education Planning
for Pupils with SEN

Multi-Grade Teaching in the
Primary School



Numeracy:
Developing Good Practice in
Mathematics Teaching

Inclusion




GFGB: Cás-Staidéar

APLA: Case Study



Oide

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** Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

Droichead - Outline Plan Calendar Template (with key) - 2025.2026

Sep 2025							Oct 2025							Nov 2025						
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	6		1	2	3	4	5	6	7	8	1	2	3	4	5	6
7	8	9	10	11	12	13	9	10	11	12	13	14	15	16	7	8	9	10	11	12
14	15	16	17	18	19	20	17	18	19	20	21	22	23	24	14	15	16	17	18	19
21	22	23	24	25	26	27	21	22	23	24	25	26	27	28	21	22	23	24	25	26
28	29	30					28	29	30	31					28	29	30			

Dec 2025							Jan 2026							Feb 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	6		1	2	3	4	5	6	7	8	1	2	3	4	5	6
7	8	9	10	11	12	13	9	10	11	12	13	14	15	16	7	8	9	10	11	12
14	15	16	17	18	19	20	17	18	19	20	21	22	23	24	14	15	16	17	18	19
21	22	23	24	25	26	27	21	22	23	24	25	26	27	28	21	22	23	24	25	26
28	29	30	31				28	29	30	31					28	29	30			


Mar 2026							Apr 2026							May 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	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6
8	9	10	11	12	13	14	8	9	10	11	12	13	14	15	8	9	10	11	12	13
15	16	17	18	19	20	21	15	16	17	18	19	20	21	22	15	16	17	18	19	20
22	23	24	25	26	27	28	22	23	24	25	26	27	28	29	22	23	24	25	26	27
29	30	31					29	30	31						29	30	31			

June 2026						
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				

Please Note

- NQTs must attend one **cluster meeting** per term during their Droichead process.
- NQTs should also engage in one other **professional learning activity** identified by themselves in accordance with their professional learning needs, in consultation with the PST.
- NQTs should **reflect** themselves with 'Droichead: The Integrated Professional Induction Framework' March 2017.
- The Droichead Induction Team email regular Droichead updates to schools so that up-to-date information will be available to PSTs and NQTs.

Induction Activities	Observations	Date Confirmation Email Received:	PST Members supporting NQT:
NQT observes PST member or other teacher during this week	NQT observes <u>PST member</u>	Tentative End Date:	
	NQT		
Other induction Activities		Cluster Meeting Dates:	Other Professional Learning Activity:
		1. _____ 2. _____ 3. _____	
Meetings	PST Meetings	Observation of the NQT:	Observation by the NQT:
	PST and NQTs meetings: Ongoing collaborative reflection and discussion		
Whole Staff	Quarterly Reviews: may be part of meetings and Concluding the Process		
	Droichead Information SCHOOL HOLIDAYS		

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Individual Reflection

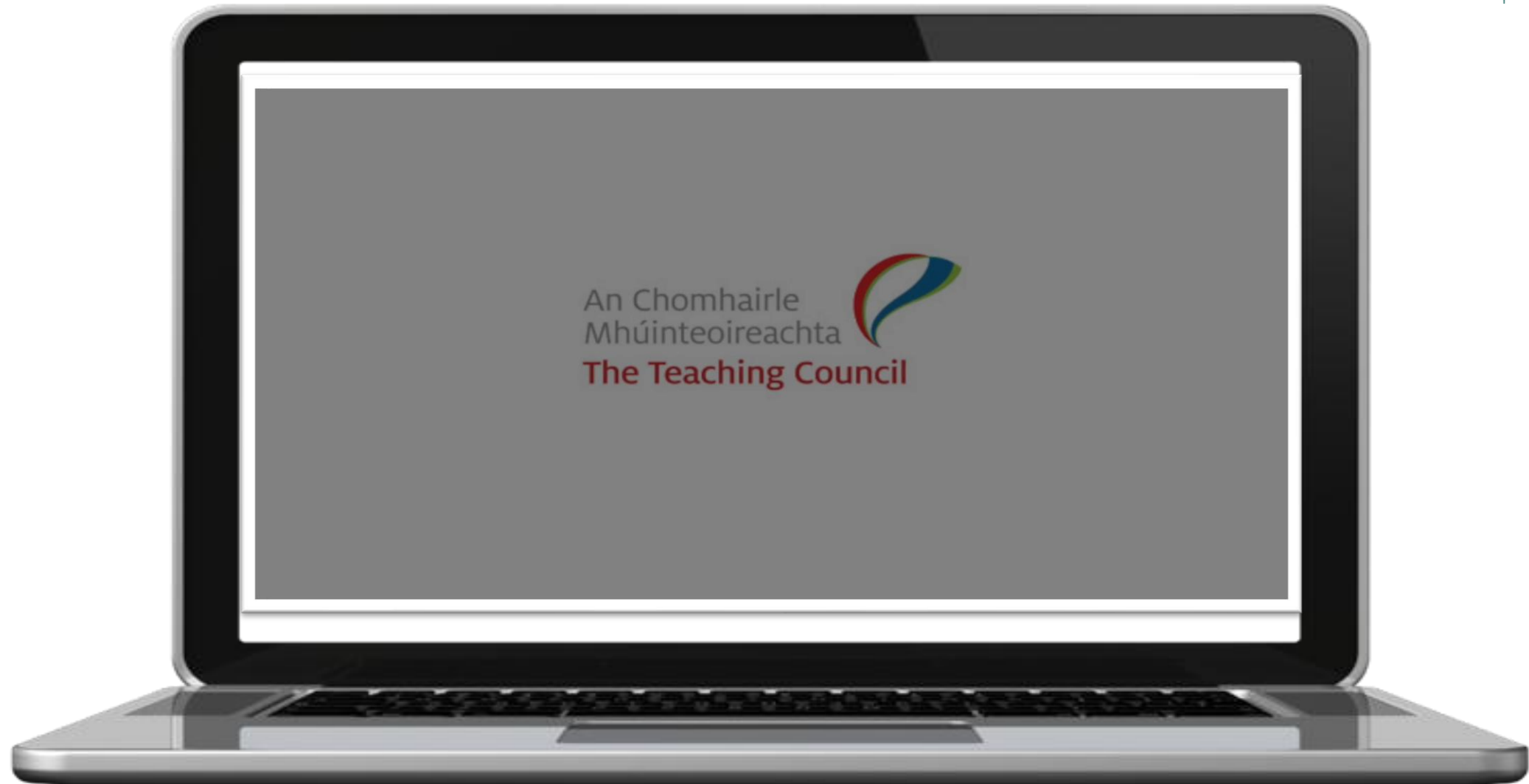


Whole Group Discussion

Engaging in the process of portfolio-based learning enables the NQT to reflect on their professional learning in a way that suits them and identify and plan for areas in which they may need further support or guidance.

(The Teaching Council 2017, p.5)





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

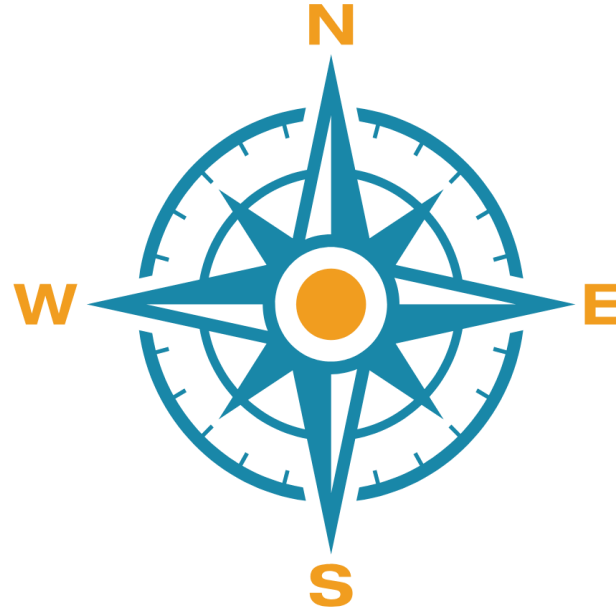


Connected induction activities such as discussion and reflection, to the Droichead standards



Where am I now?

What wisdom will help
guide me?



What am I excited
about?

What will support me?

Conclúid Conclusion



Oide



Droichead
Process



The Role of
the PST



Empowering
NQTs



Individual
Reflection



Oide

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Supporting the Professional
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Ár mBuíochas

To ask for support is a sign of strength