



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

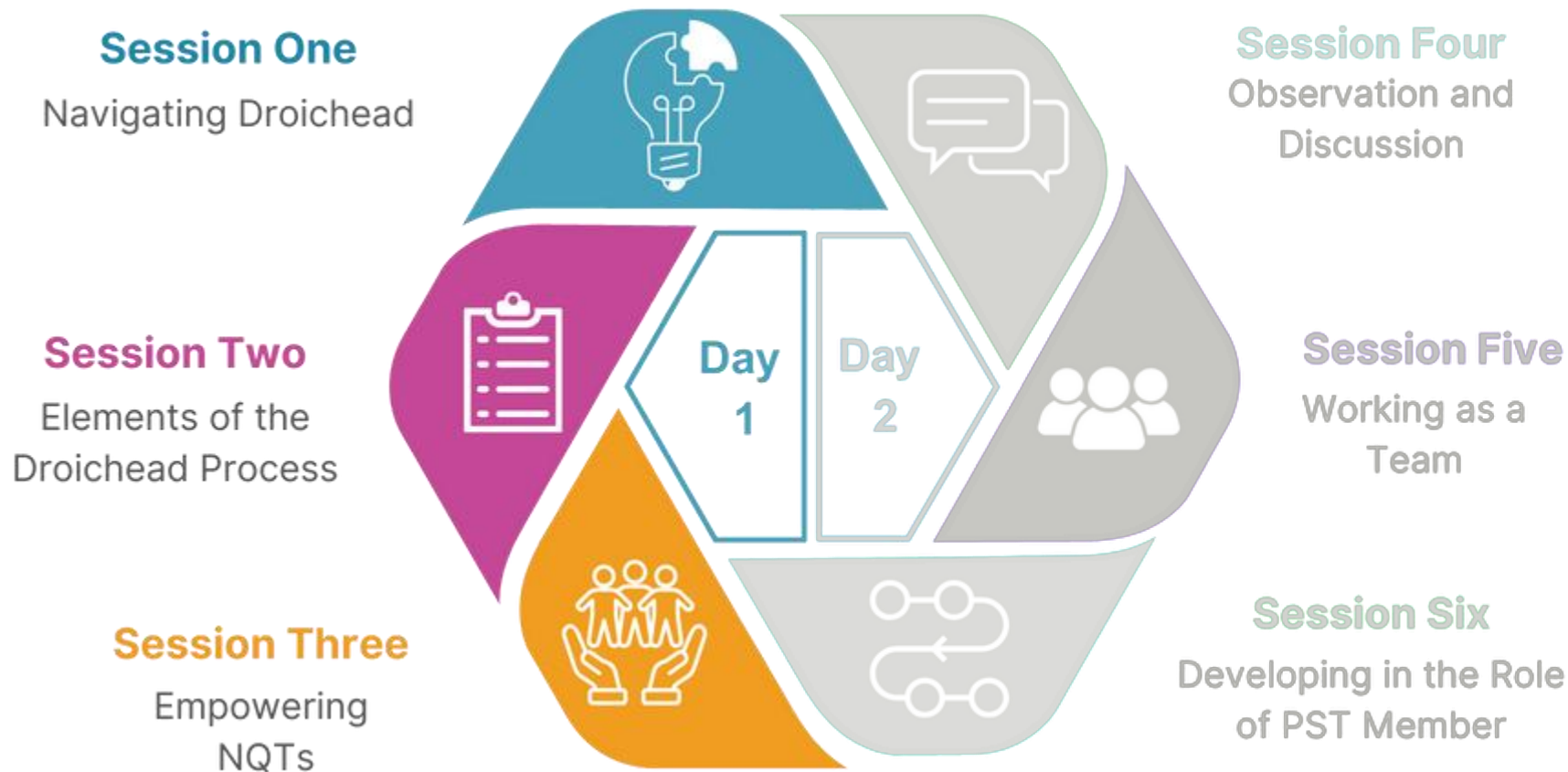
Professional Learning for Professional Support Team Members Day 1



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



To explore the essential features of the Droichead framework and see how the 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 Go Cianda... Working Together Remotely...



Oide



Materials



Punctuality



Confidentiality



No screenshots



Screen name

Ag Obair Le Chéile Go Cianda... Working Together Remotely...



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Audio and Video Settings



Online Presence

Do Chuid Foghlama, Do Bhealach Your Learning, Your Way



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Choice



Flexibility



Consider

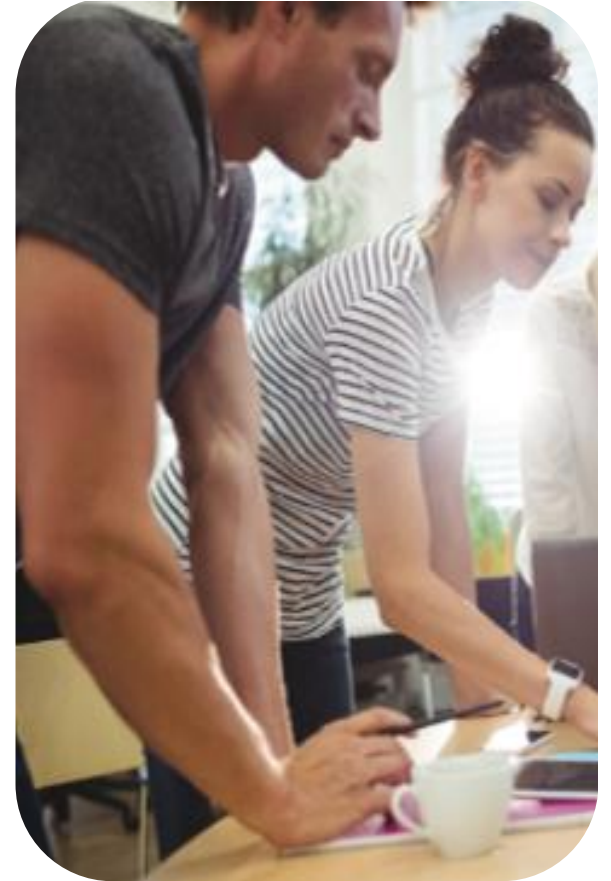
If there is anything we can do to enhance your learning experience today,
please let us know

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



Oide



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

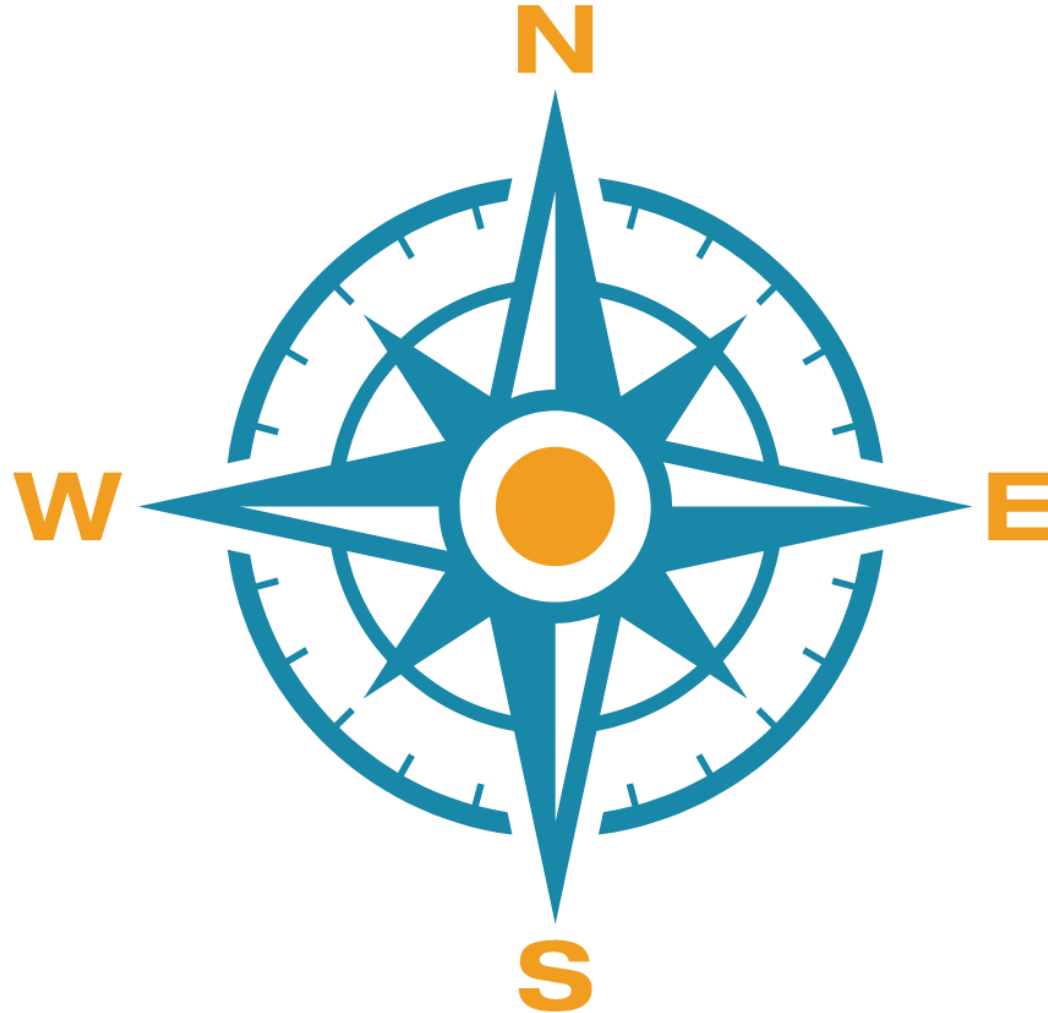


Reflecting on the benefits to NQTs of mentoring support from PST members

Seiceáil Chompáis Compass Check



Oide

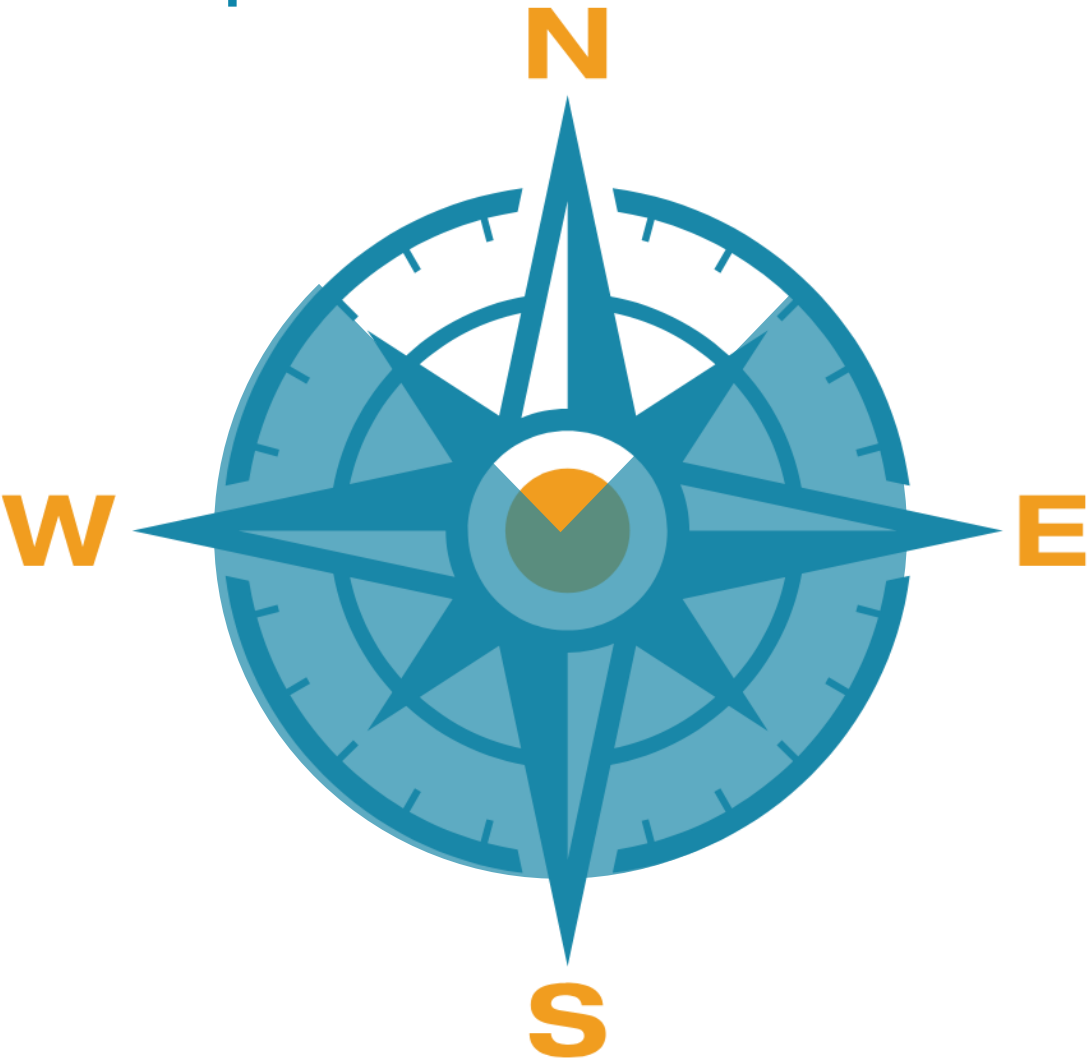


Individual
Reflection

Seiceáil Chompáis Compass Check



Oide

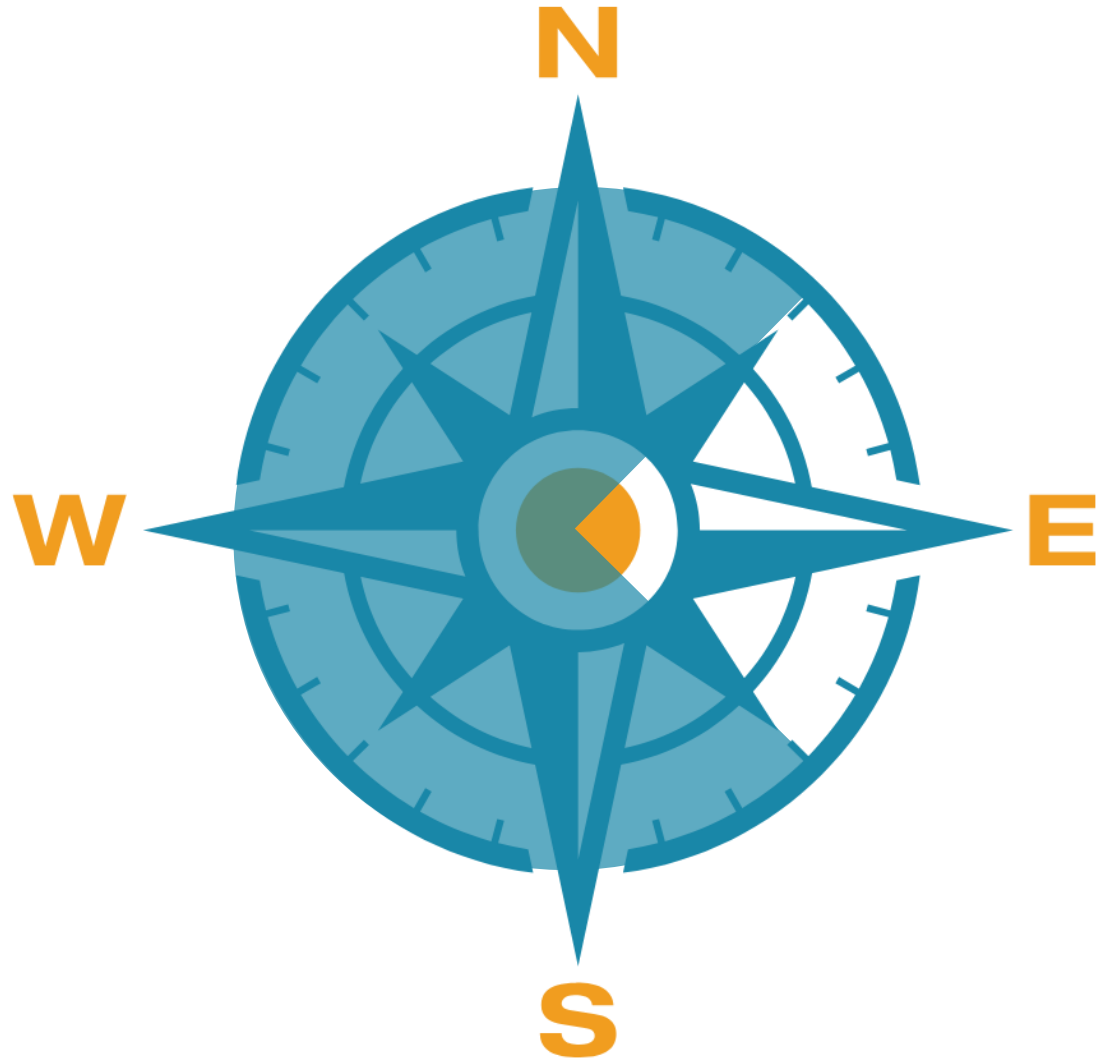


Where am I **n**ow?

Seiceáil Chompáis Compass Check



Oide

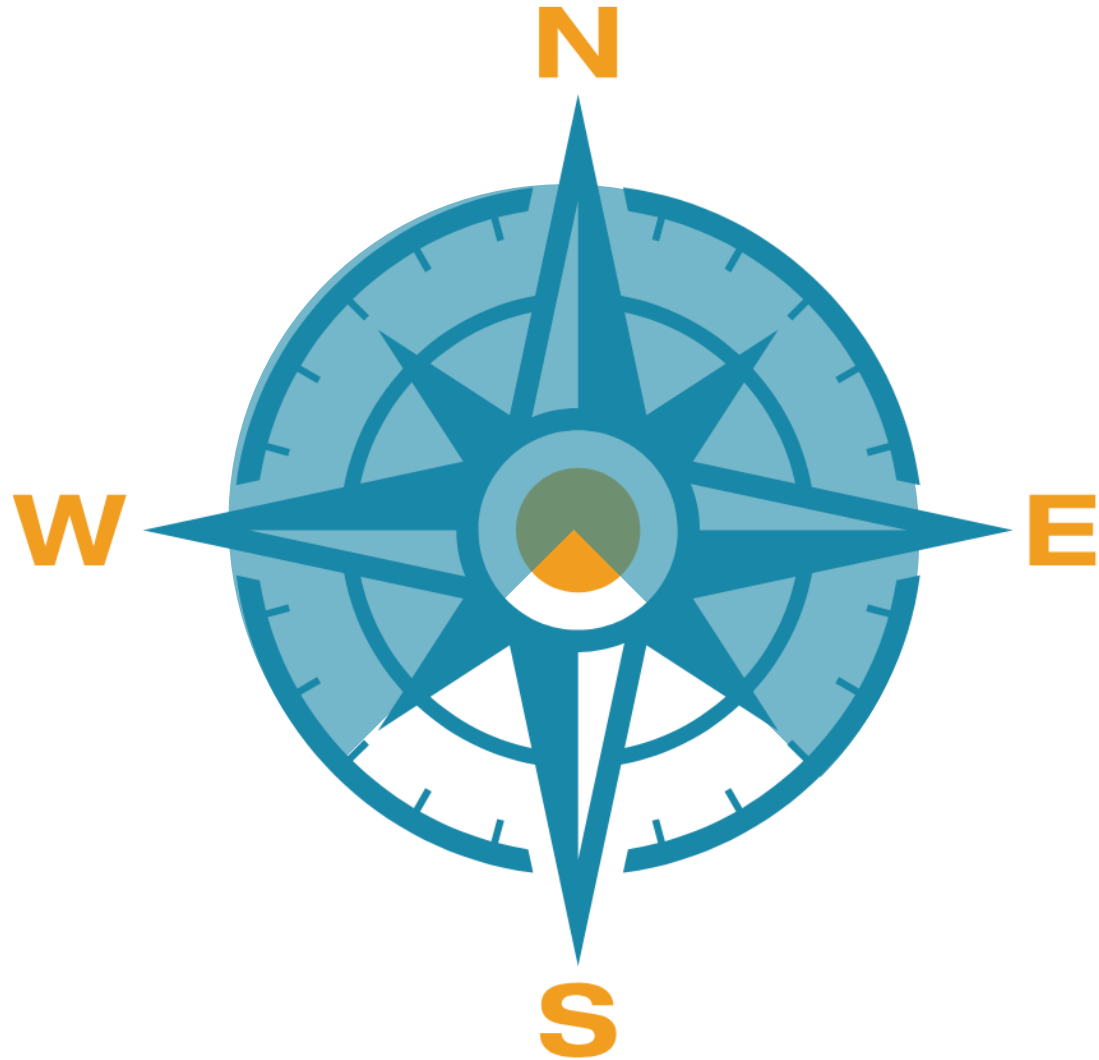


What **e**nergises me...?

Seiceáil Chompáis Compass Check



Oide

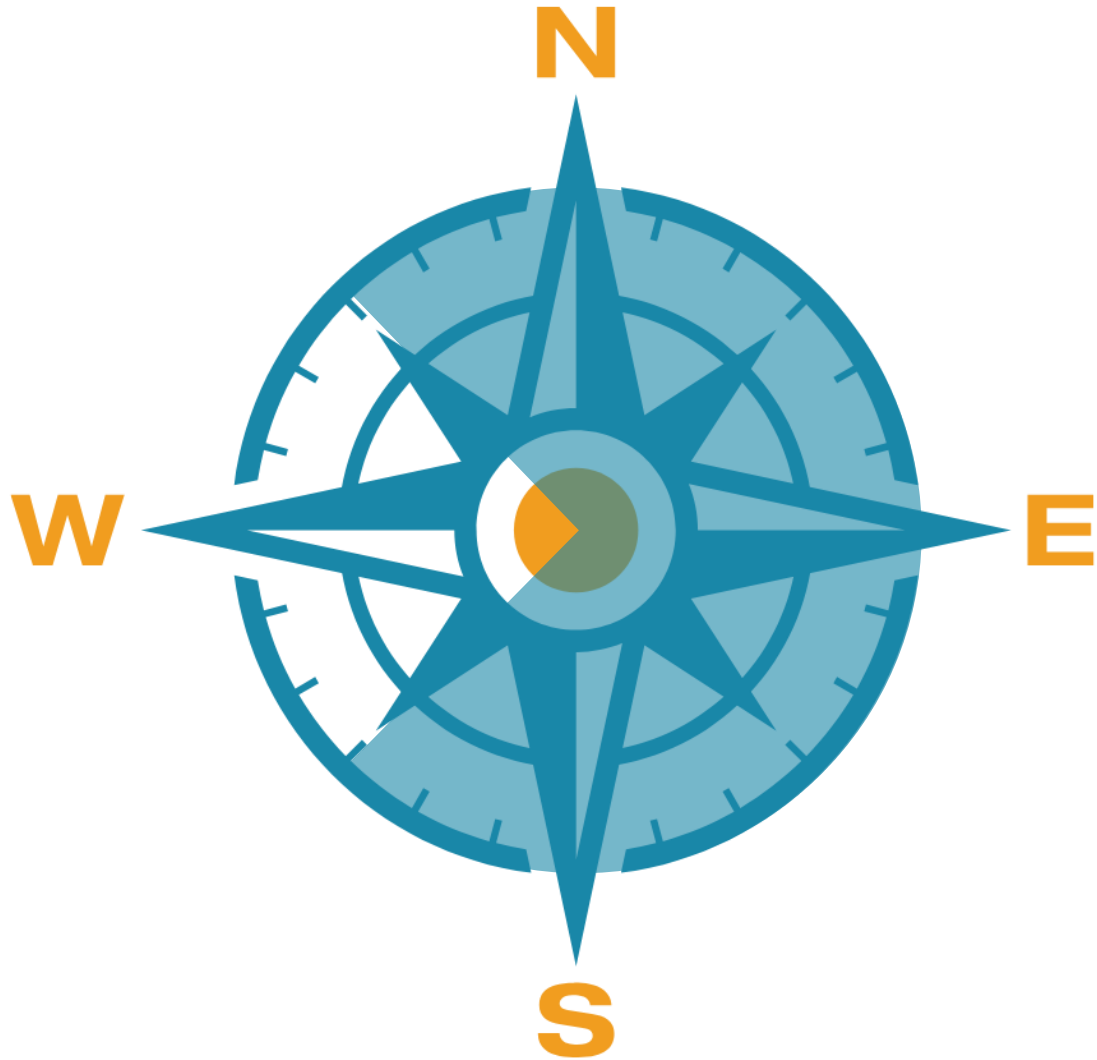


What will **s**upport me?

Seiceáil Chompáis Compass Check



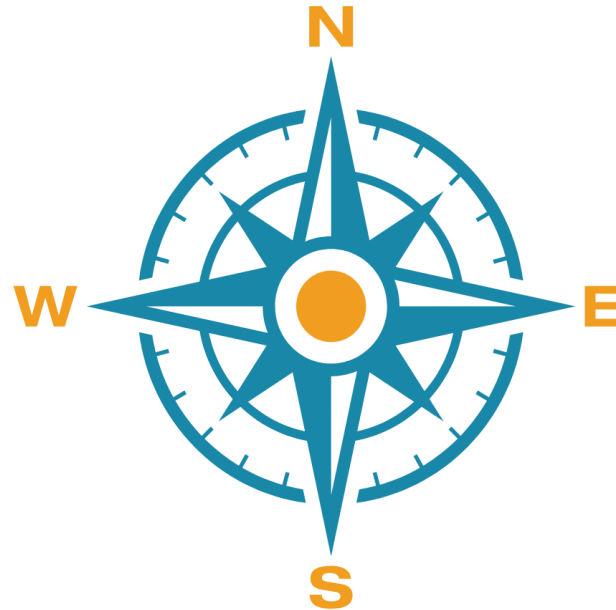
Oide



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?



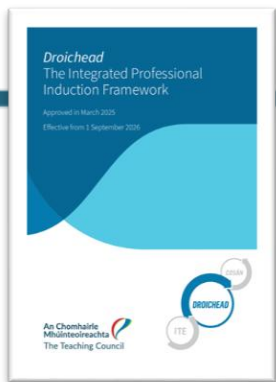
Whole Group
Discussion

An Leanúntas in Oideachas Múinteoirí The Continuum of Teacher Education

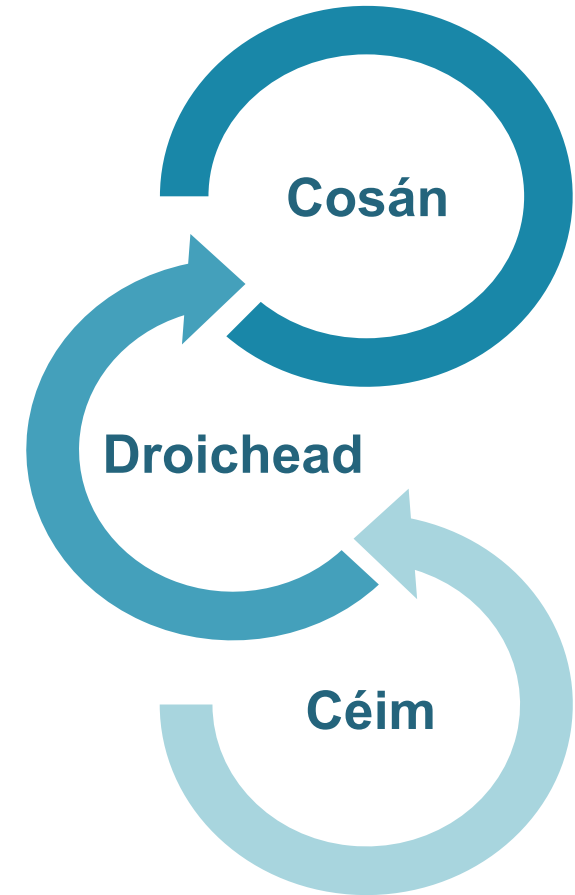


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“ ... induction is a distinct phase, of the continuum...supports NQTs as they transition from ITE and are welcomed by their peers into the profession. ”



(Teaching Council, 2025, p.4)

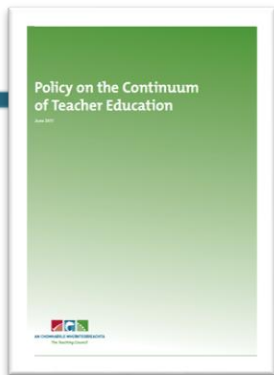


An Leanúntas in Oideachas Múinteoirí The Continuum of Teacher Education

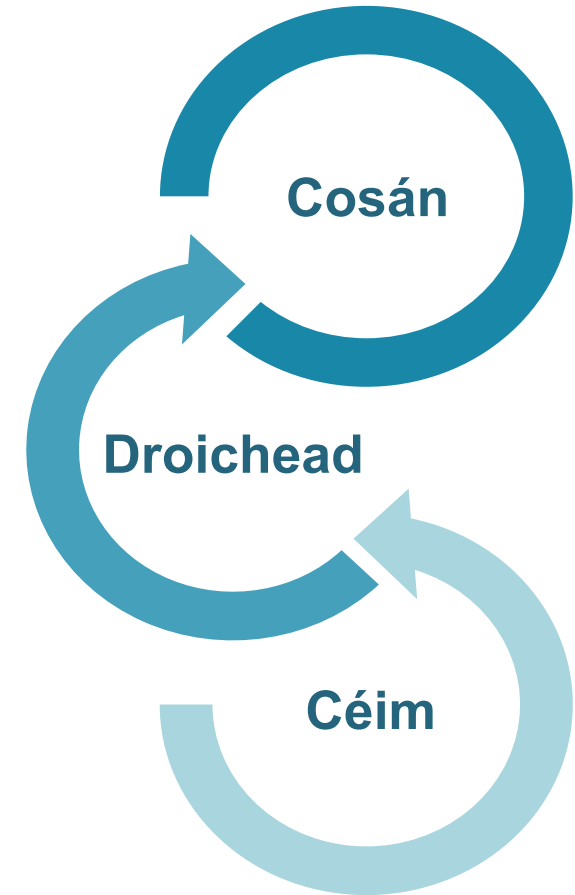


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“...the formal and informal educational and developmental activities in which teachers engage, as life-long learners, during their teaching careers...”



(Teaching Council, 2011, p. 5)



An Múinteoir Nuacháilithe The Newly Qualified Teacher



Oide

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

(Feiman-Nemser, 2001)

Creat Beartais Droichead i bhFócas Droichead Policy Framework in Focus



Oide



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

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



Individual Reflection

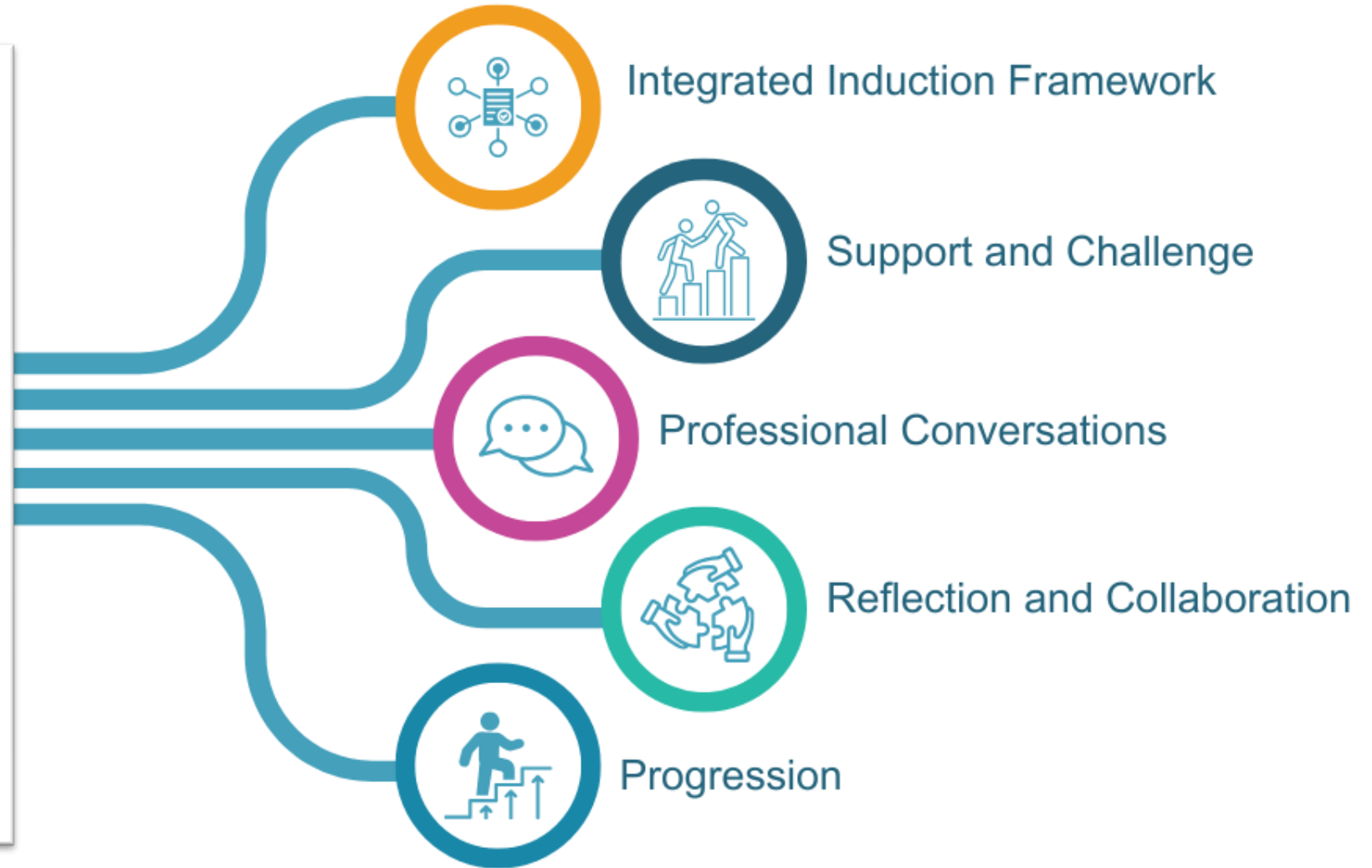


Breakout Room

Creat Beartais Droichead i bhFócas Droichead Policy Framework in Focus



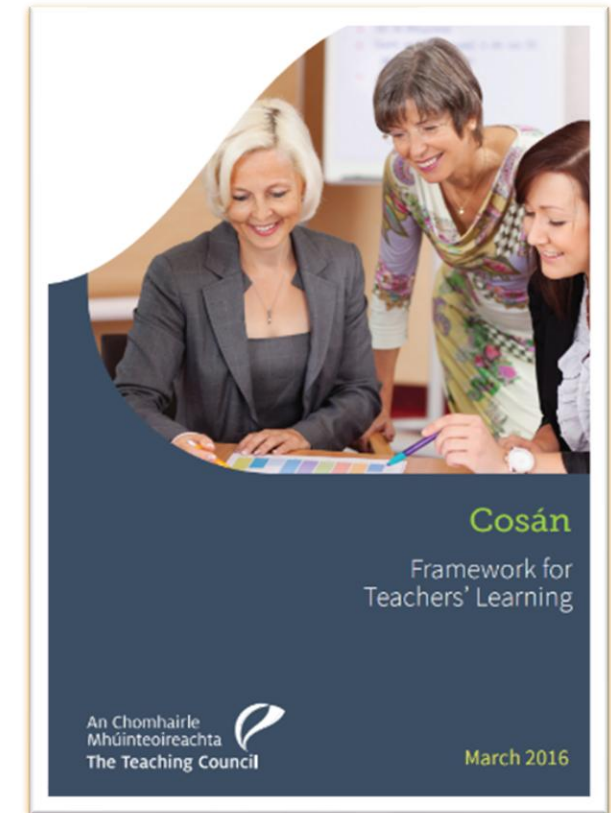
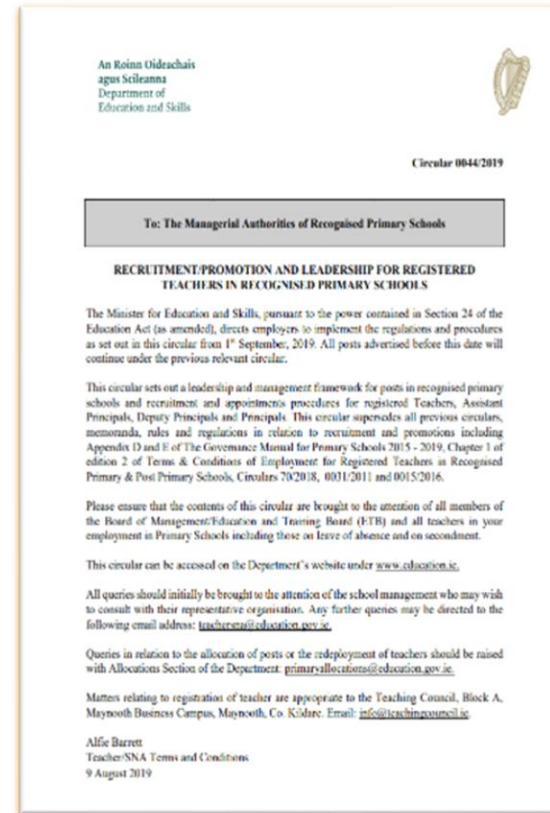
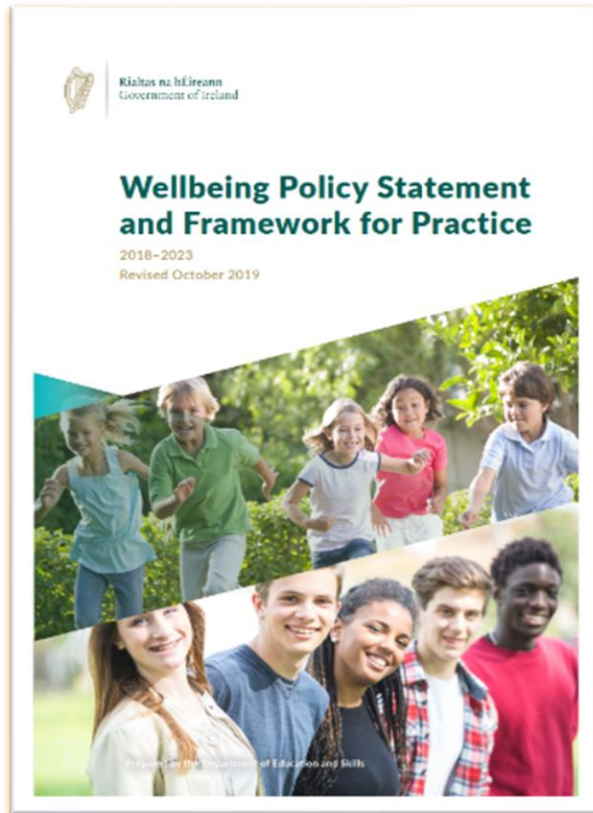
Oide



Na Naisc a Dhéanamh Making the Connections



Oide



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Supporting the Professional
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A Fhiúntaí atá sé Tacú le MNCnna

The Value of Supporting NQTs



Oide

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



Breakout Room



Whole Group Discussion

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 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

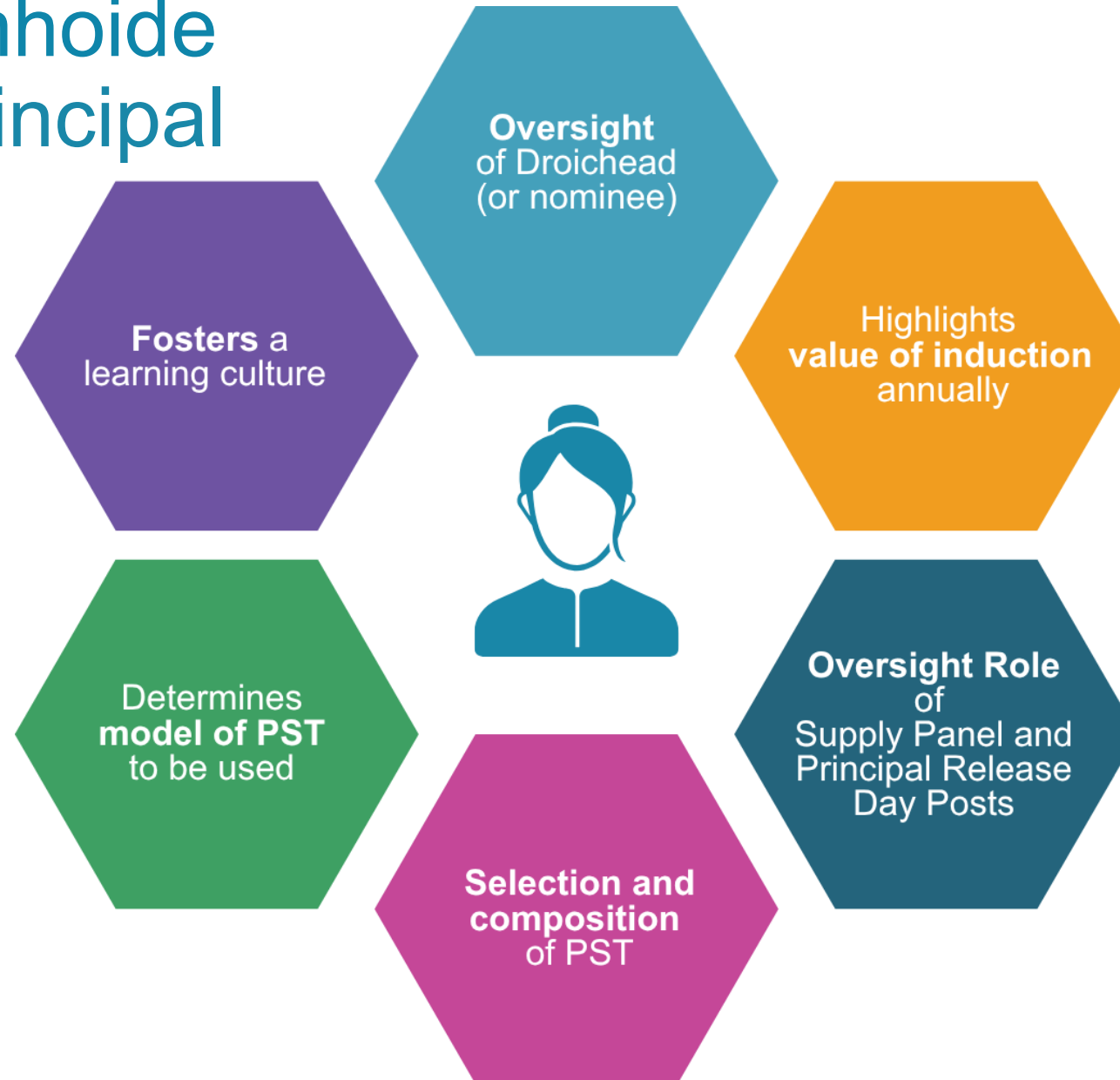


Confirmation
Email

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



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Individual
Reflection



Breakout
Room



Interactive
Activity

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

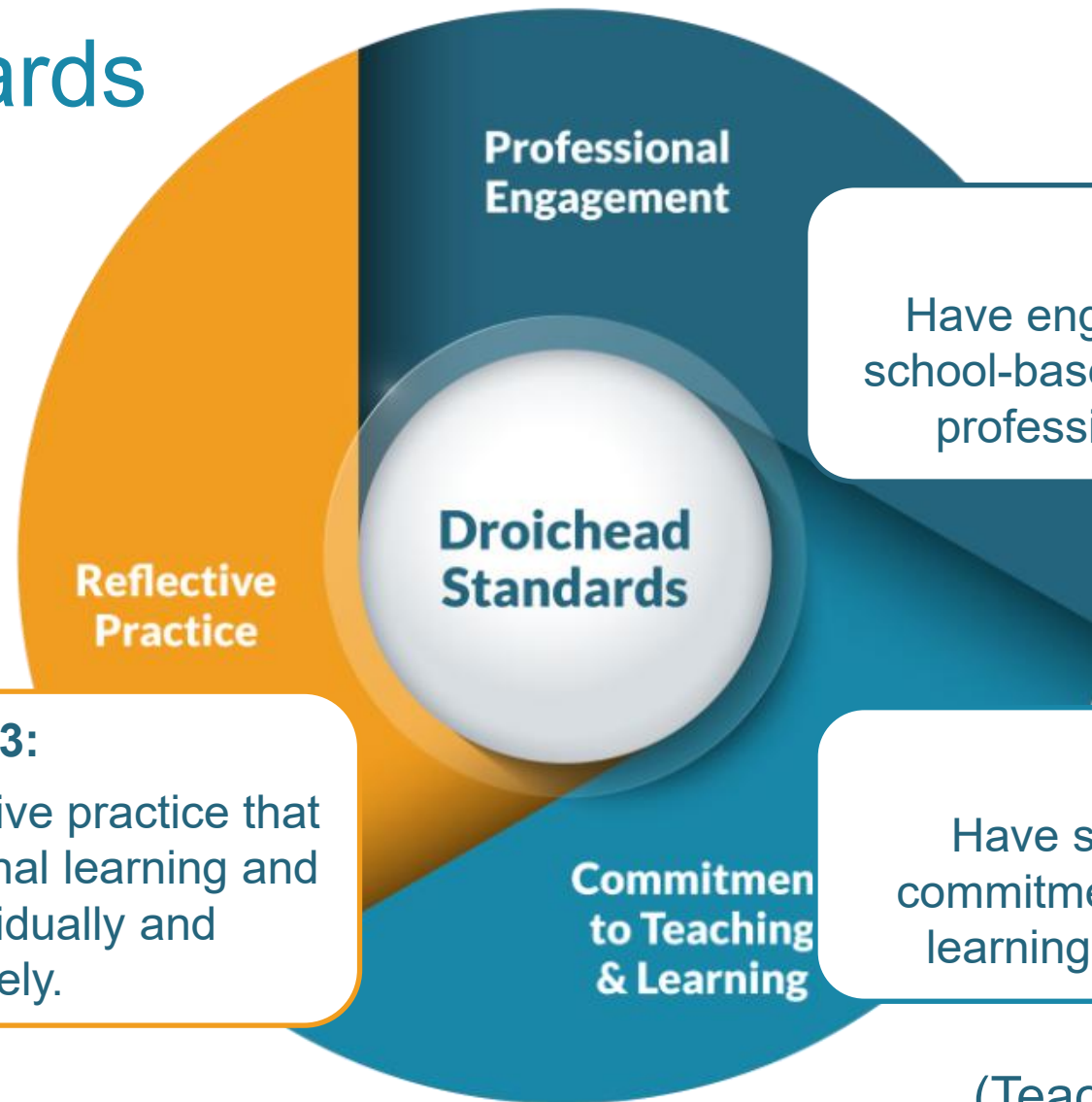


Caighdeáin Droichead Droichead Standards



Oide

The NQT will...



Standard 1:

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

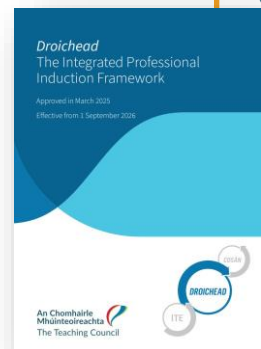
Standard 3:

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

Standard 2:

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

(Teaching Council, 2025, p.13)



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, 2025, p.13)



Droichead Requirements

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

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



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

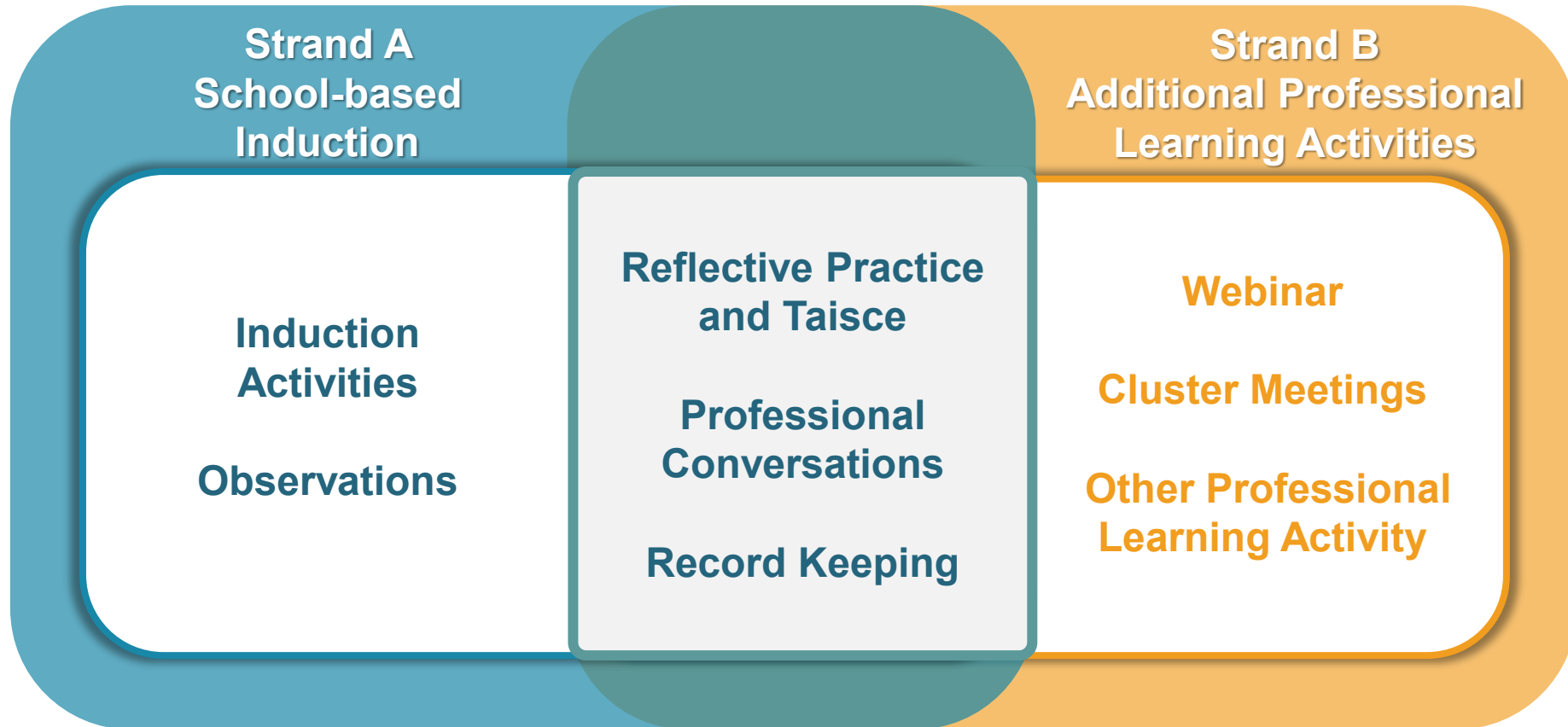


Whole Group
Discussion

Tabhairt faoi Droichead Engaging in Droichead



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Sracphlean Droichead Droichead Outline Plan



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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Droichead - Outline Plan Template - 2026.2027

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

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

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

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

Induction Activities	
Observation <u>by</u> the NQT	
Observation <u>of</u> the NQT	
Other Induction Activities	

Meetings	
Professional Support Team (PST)	
PST & NQT(s)	
Scheduled Quarterly Professional Conversations	

Whole Staff	
Droichead Information Session	
School Holidays	

Droichead	
PST Members Supporting NQT:	_____ _____ _____ _____
Date Confirmation Email Received:	_____
Tentative End Date:	_____

Strand A	
Proposed Dates for:	
Observations <u>by</u> the NQT	_____ _____ _____ _____
Observations <u>of</u> the NQT	_____ _____ _____ _____

Strand B: Cluster Meetings	
NQTs are required to:	- complete the Online Webinar - attend the General Cluster Meeting (GCM) - select and attend one Focused Cluster Meeting (FCM)
Proposed Dates to Attend:	
Webinar	_____
GCM	_____
FCM	_____

Strand B: Other Professional Learning Activity	
NQTs should engage in one other professional learning activity (PLA), identified by themselves in accordance with their professional learning needs, in consultation with their PST.	
Other PLA:	_____
Proposed Date to Attend:	_____

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Individual
Reflection

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Intreoir ar an gCás-Staidéar

Introduction to the Case Study



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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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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



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Developing further awareness of Strand A and Strand B



Exploring relationship-building and communication skills



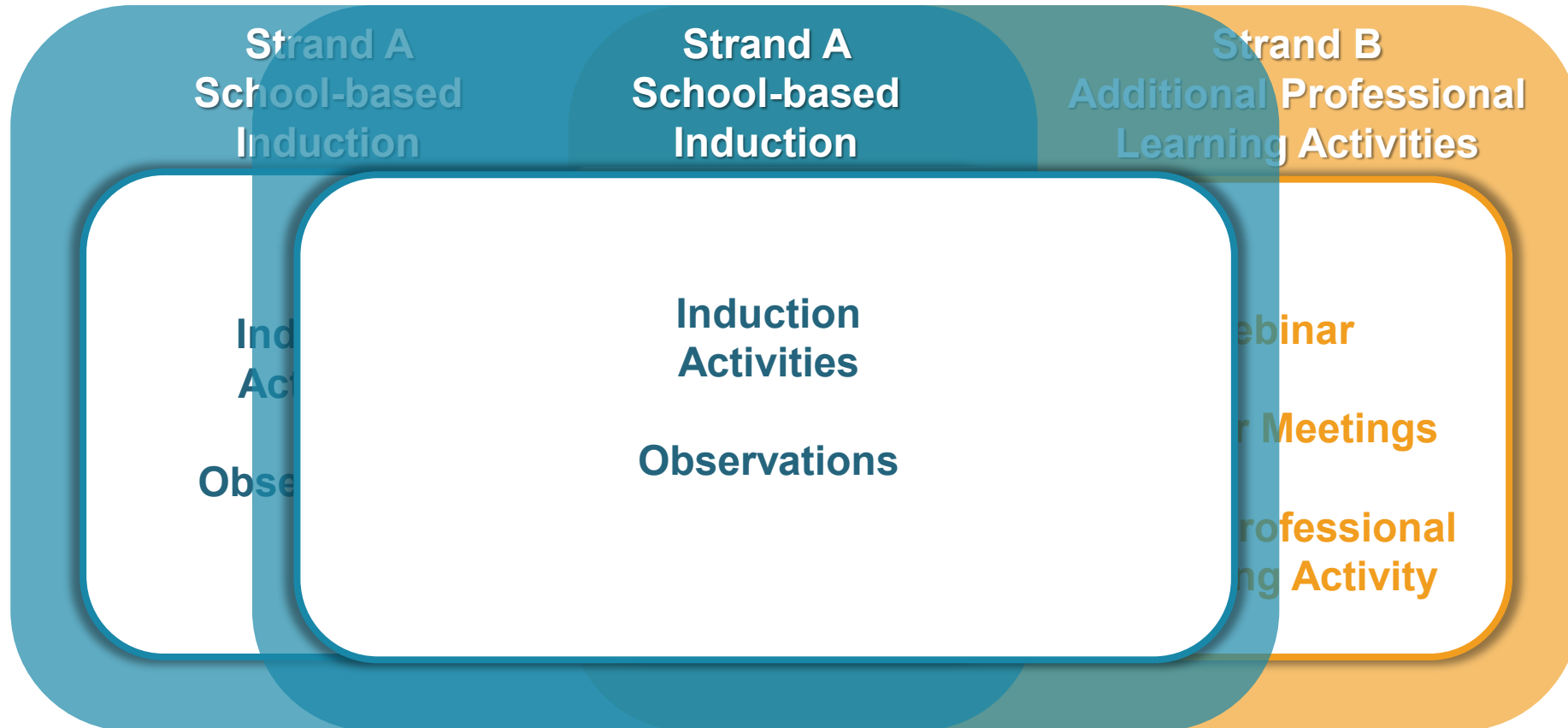
Connecting induction activities such as discussion and reflection, to the Droichead standards

Snáitithe A agus Snáitithe B a Iniúchadh

Exploring Strand A and Strand B



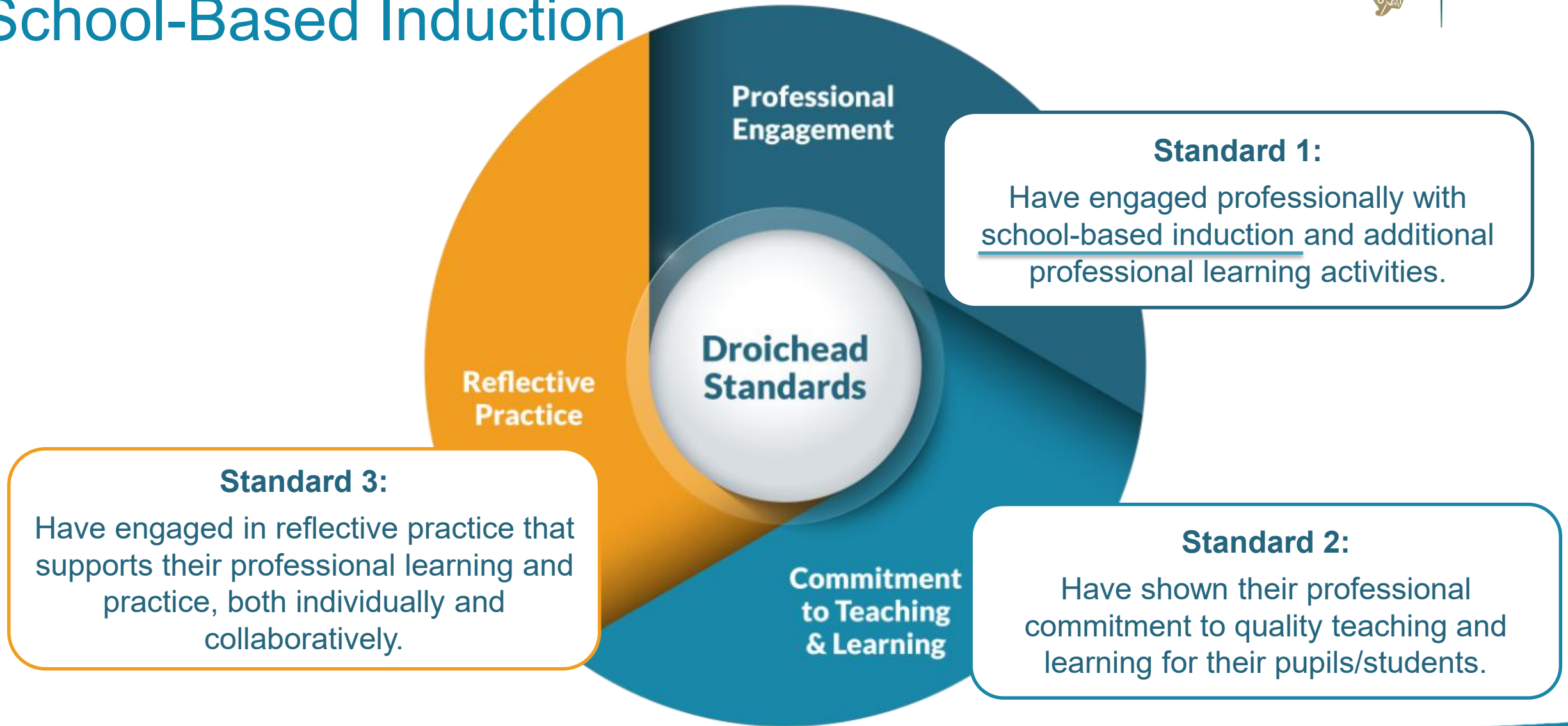
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Ionduchtú Scoilbhunaithe School-Based Induction



Oide



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



Oide



What do these images bring to mind?



Individual
Reflection



Whole Group
Discussion

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
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What aspects of school life and/or professional practice might an NQT bring to a ‘professional conversation’?



Individual
Reflection



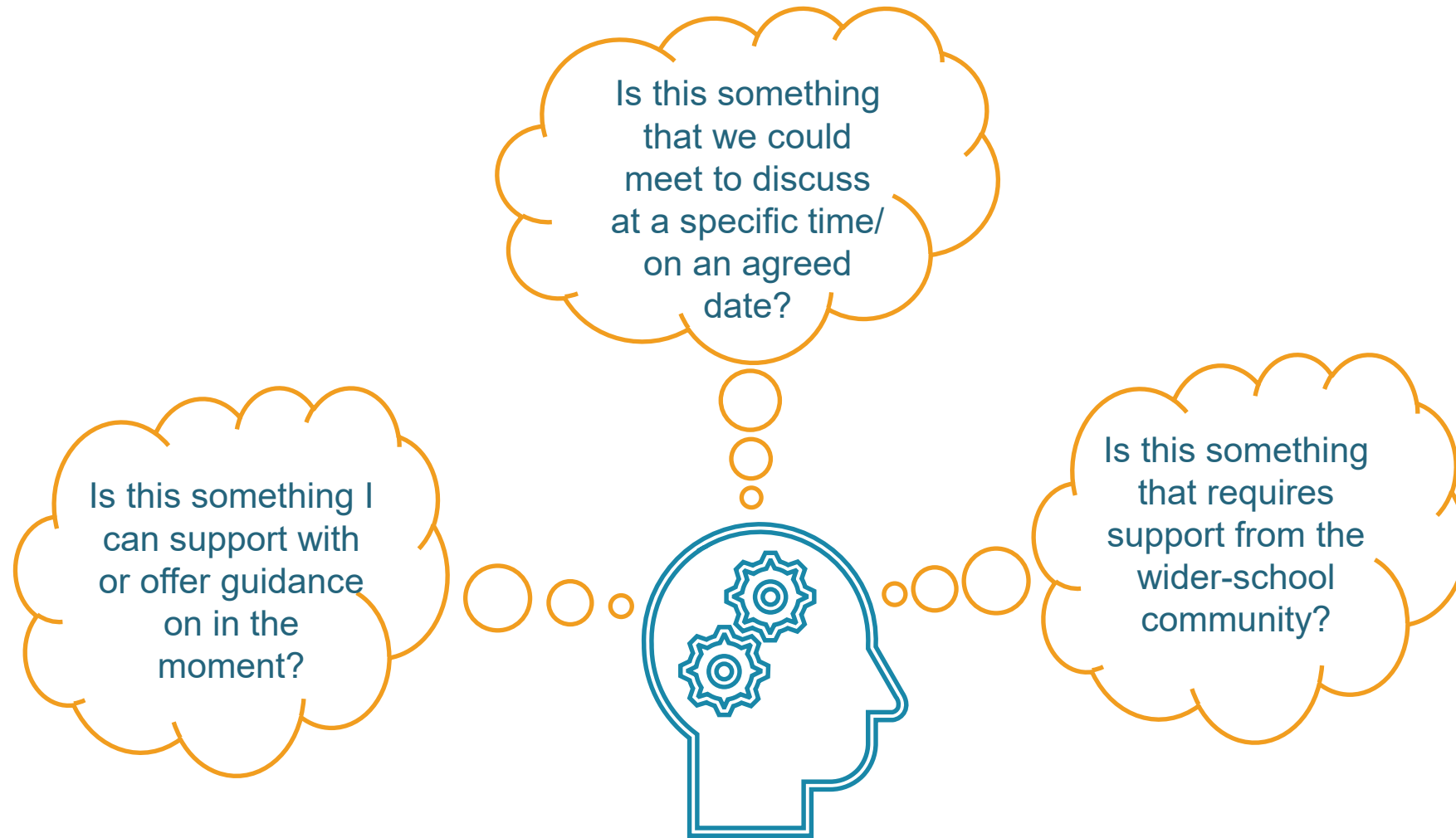
Whole Group
Discussion



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)





**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?



Individual
Reflection



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) 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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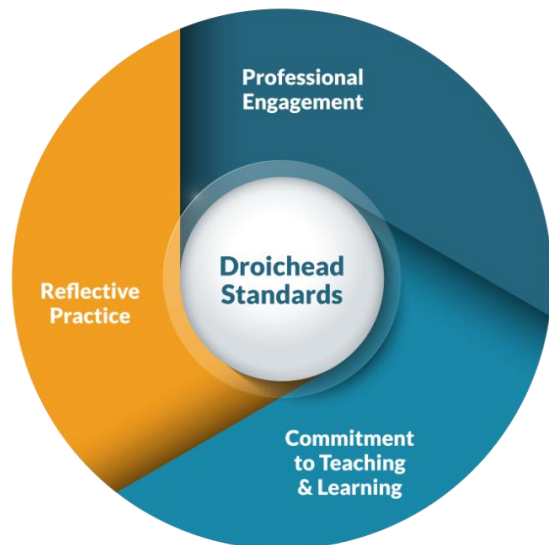
Ionduchtú Scoilbhunaithe School-Based Induction



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Standard 1:

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



4.4

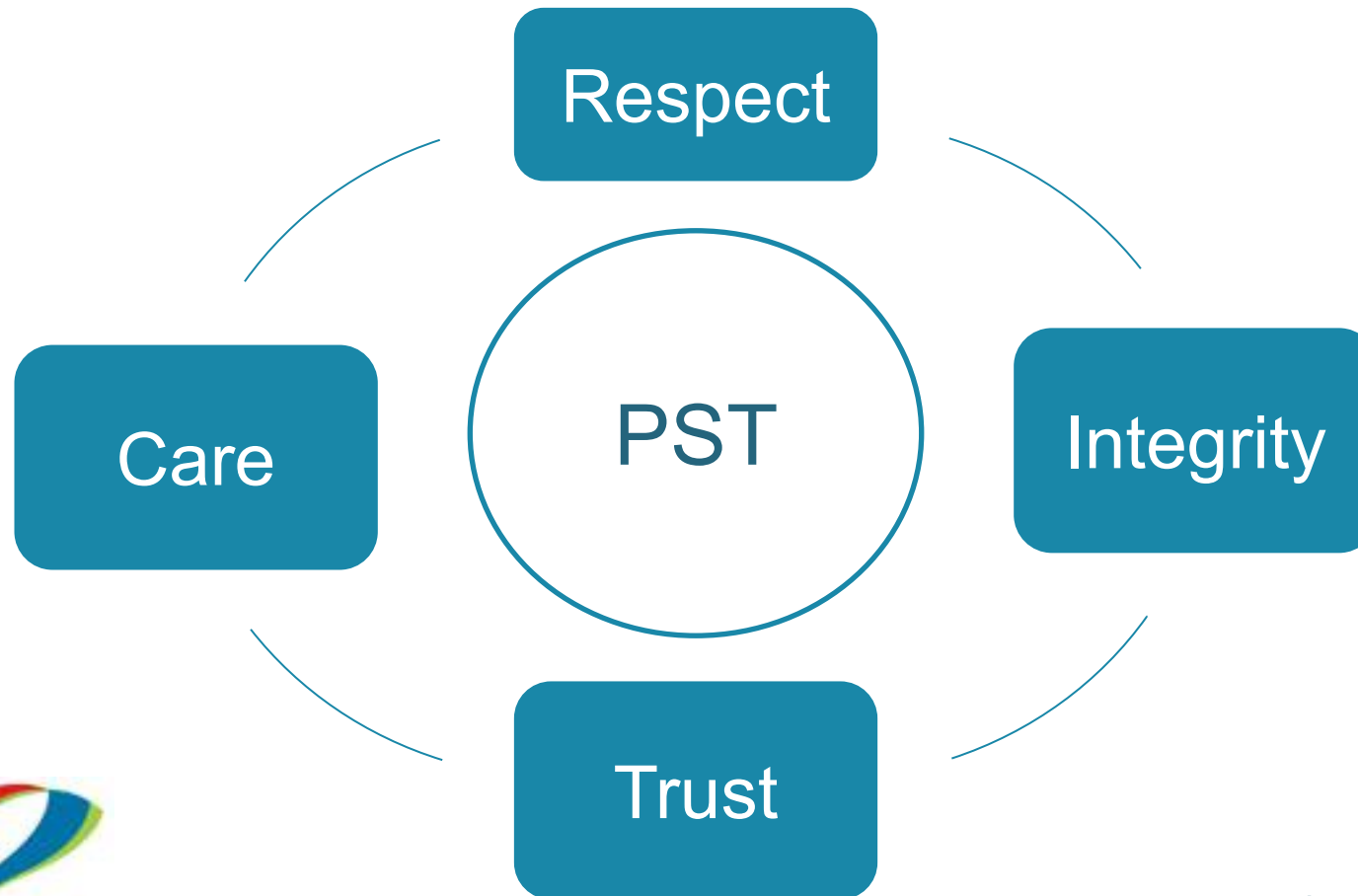
A key part of this process is an NQT's engagement with more experienced colleagues, and reflection on the professional conversations that take place on their own professional learning and practice. These are called professional conversations. These conversations provide opportunities to exchange informal 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



Oide

What are the elements of an effective professional relationship?

Professional relationships are most effective when...



(Crosling and Edwards, 2008)



Individual
Reflection



Whole Group
Discussion

Caidreamh Gairmiúil i gComhthéacs Droichead

Professional Relationships in the Droichead Context



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



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Relationship-Building Communication





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

(The Communication Trust, 2013)

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)



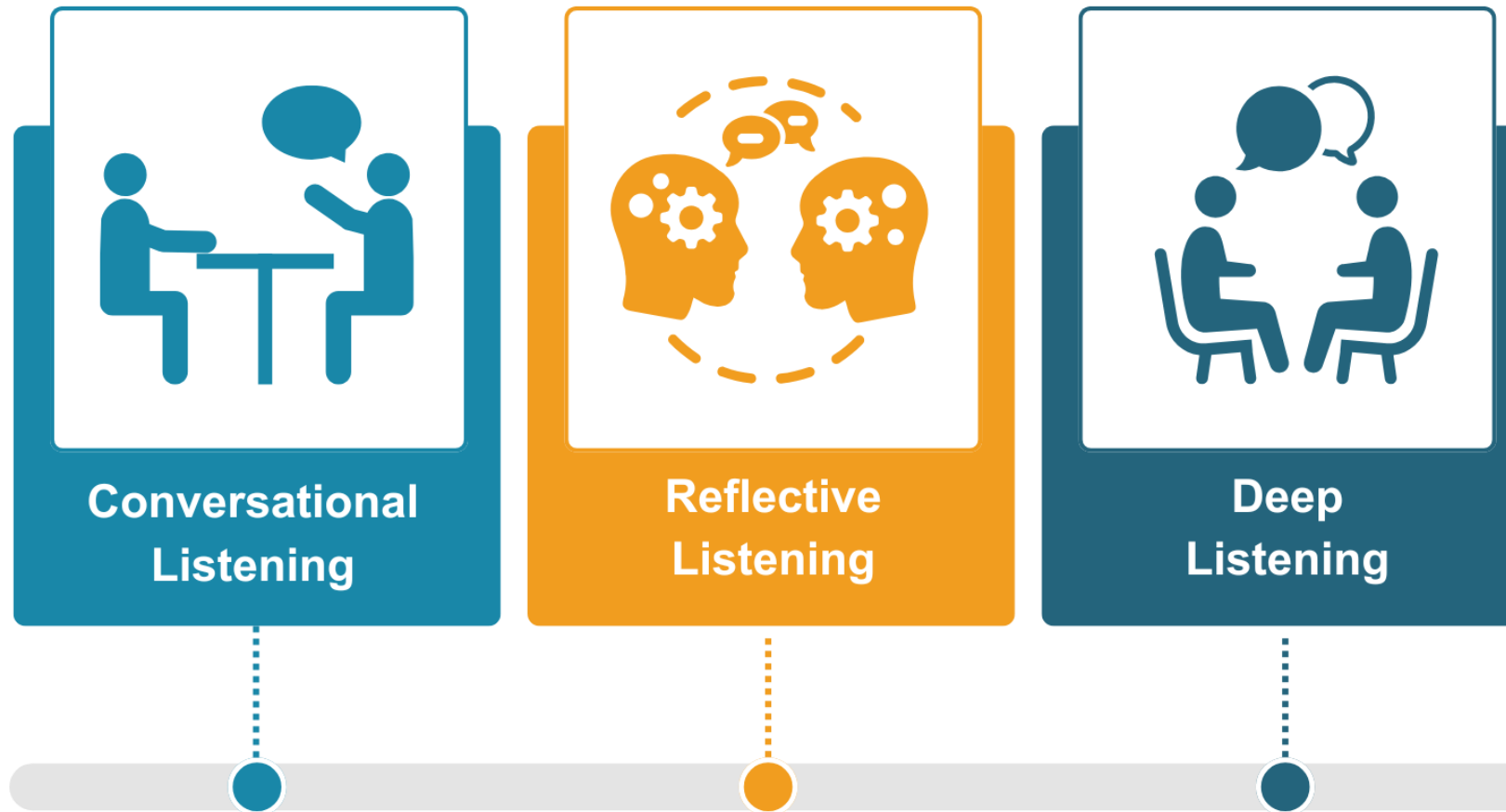
Individual
Activity

Leibhéil Éisteachta

Levels of Listening



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(Hook et al., 2006)

Conas a éisteann muid?

How do we listen?



Oide



(Ury, 2015)

Éisteacht – Achoimre

Listening – Summary



Oide



(Hook et al. 2006, p.63)



Interactive
Activity



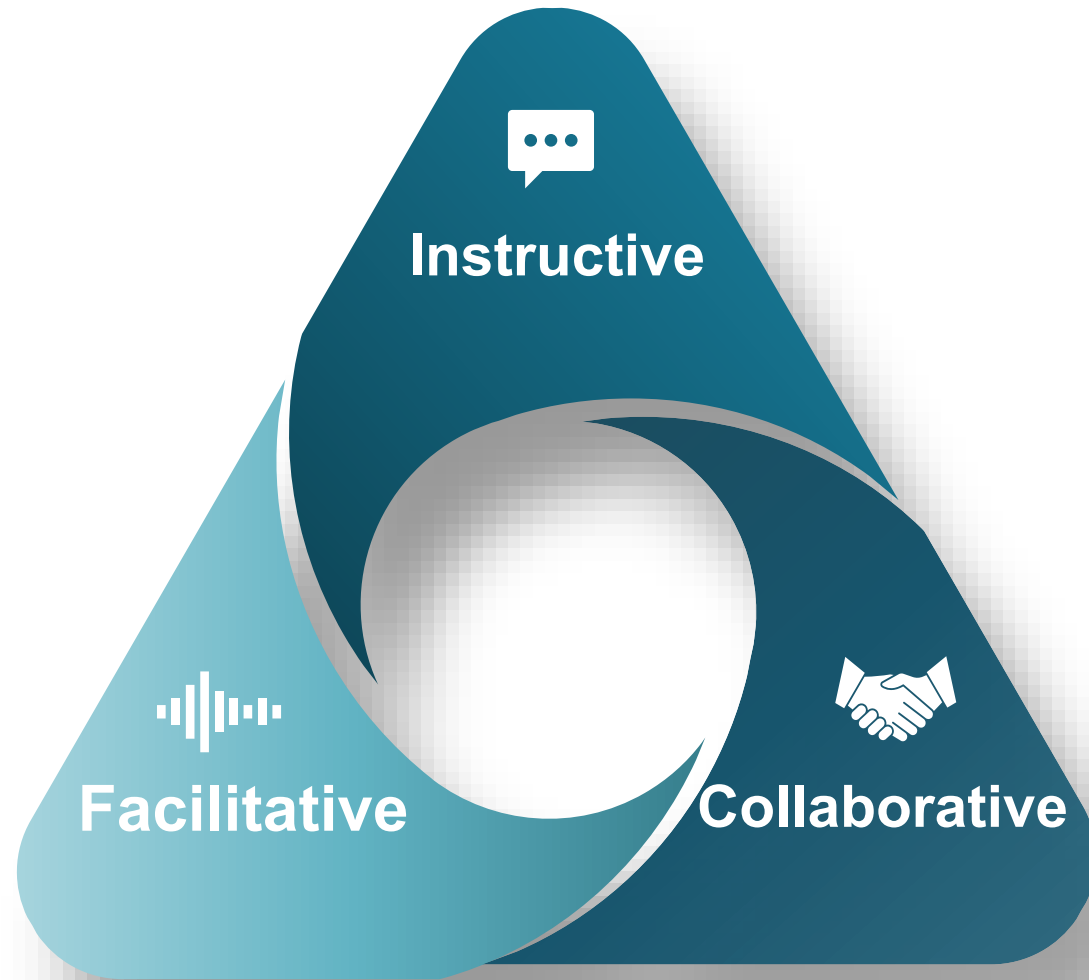
Whole Group
Discussion

Seasaimh na Cumarsáide

Stances of Communication



Oide



(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)

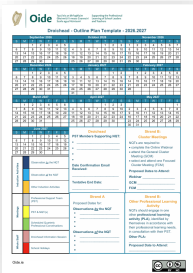
Strand B: Additional Professional Learning Activities (APLA)



Oide



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



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

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 2026.2027
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
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

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 Droichead. 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 Template - 2026-2027

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

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

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

June 2027						
S	M	T	W	T	F	S
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 <u>by</u> the NQT	
Observation <u>of</u> the NQT	
Other Induction Activities	

Meetings	
Professional Support Team (PST)	
PST & NQT(s)	
Scheduled Quarterly Professional Conversations	

Whole Staff	
Droichead Information Session	
School Holidays	

Droichead

PST Members Supporting NQT:

- _____
- _____

Date Confirmation Email Received: _____

Tentative End Date: _____

Strand A

Proposed Dates for:

Observations by the NQT

- _____
- _____

Observations of the NQT

- _____
- _____

Strand B: Cluster Meetings

NQTs are required to:

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

Proposed Dates to Attend:

Webinar: _____

GCM: _____

FCM: _____

Strand B: Other Professional Learning Activity

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

Other PLA: _____

Proposed Date to Attend: _____

Oide.ie





Individual Reflection



Whole Group Discussion

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)

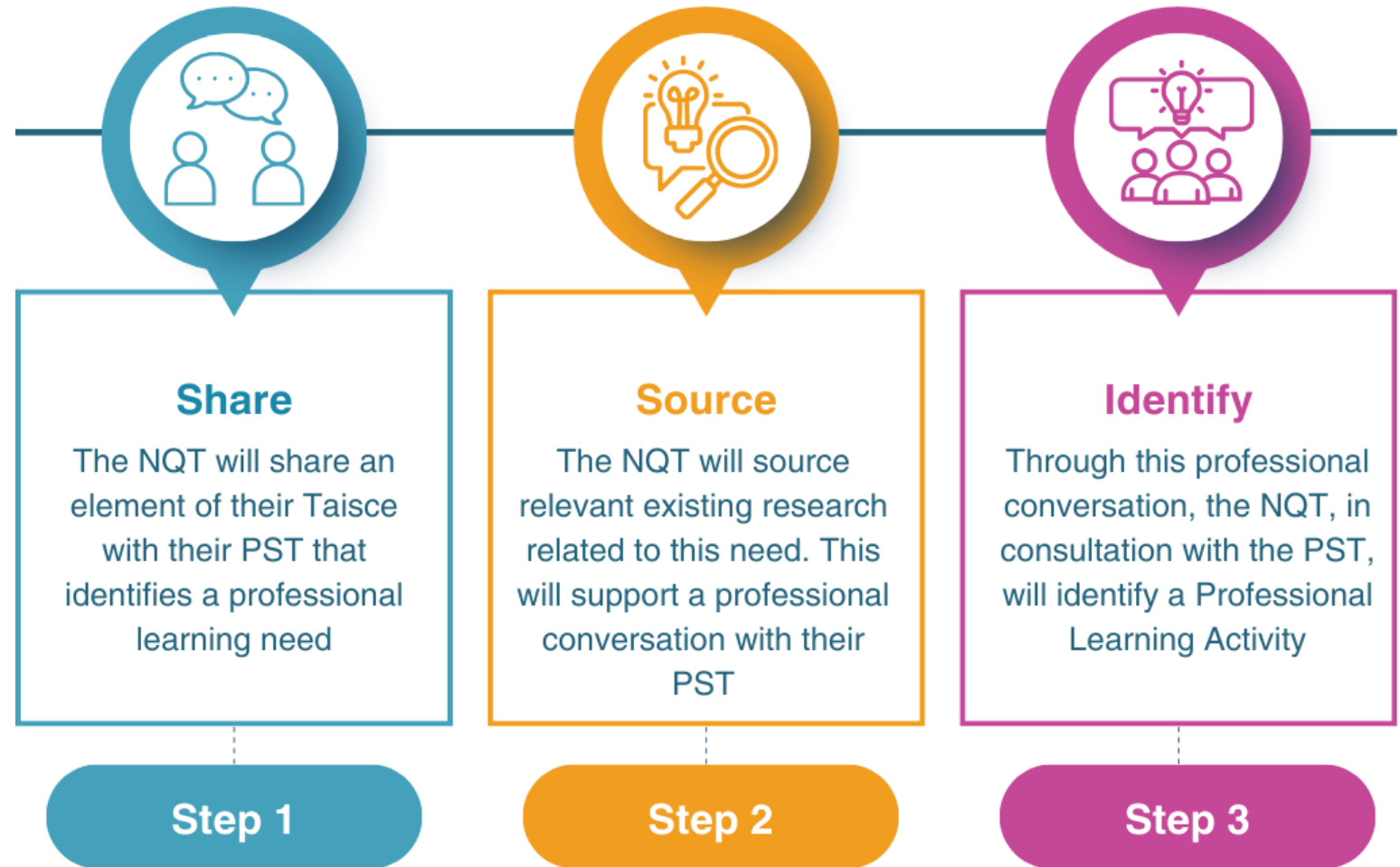


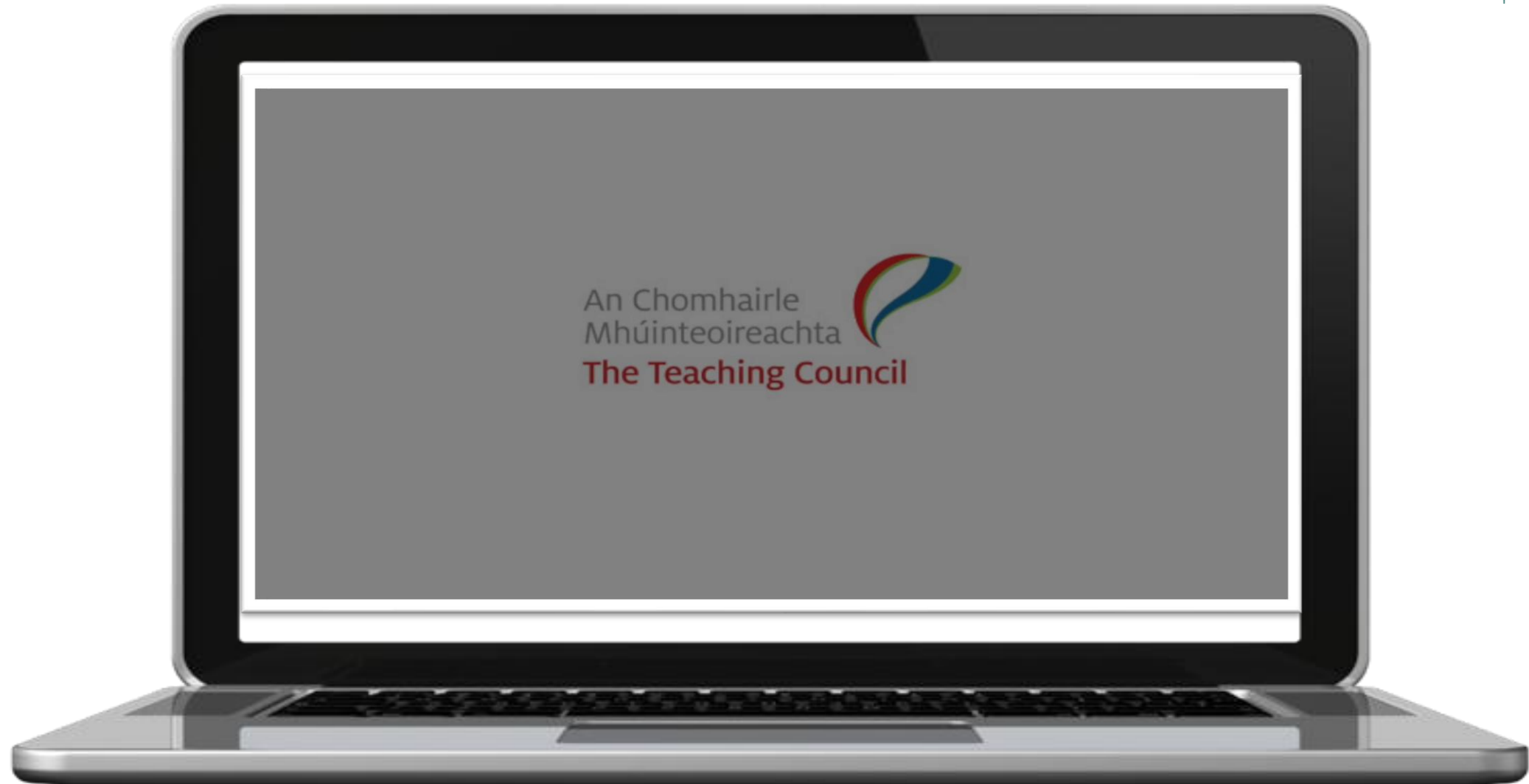
Uasdátú ar an bPróiseas Foghlama Punannbhunaithe: Taisce Updates to the Portfolio-based Learning Process: Taisce



Oide

From September
2026 onwards...





Athbhreithniú ar Sheisiún a Trí

Session Three Review



Oide



Developed further awareness of Strand A and Strand B



Explored relationship-building and communication skills

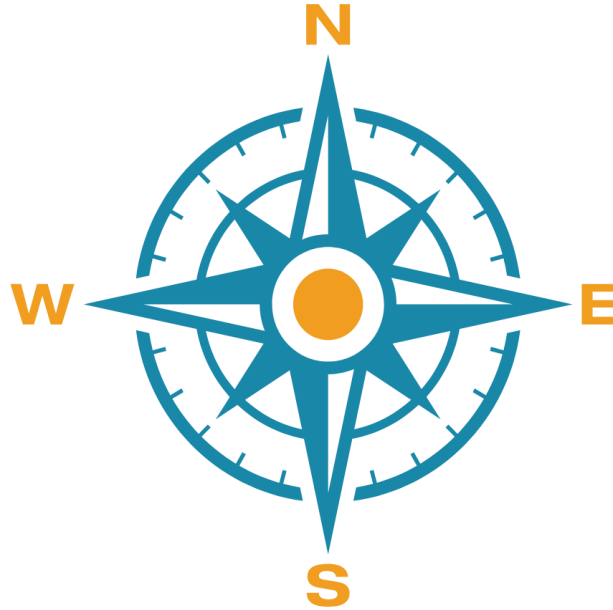


Connected induction activities such as discussion and reflection, to the Droichead standards



Where am I now?

What wisdom will help
guide me?



What am I excited
about?

What will support me?

Conclúid Conclusion



Oide



Droichead



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