



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

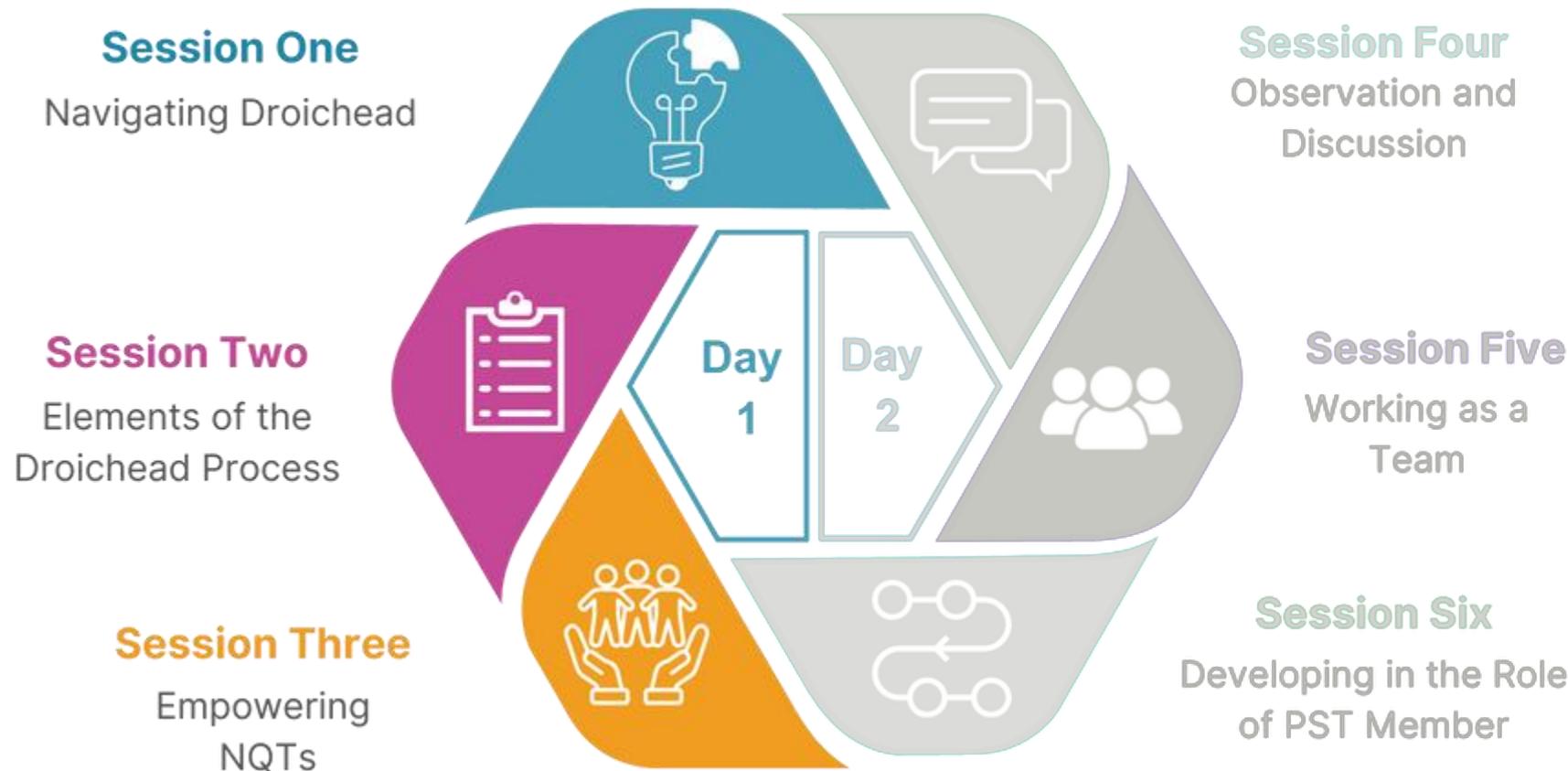
Foghlaim Ghairmiúil do Bhaill na Foirne Tacaíochta Gairmiúla Lá 1

Professional Learning for Professional Support Team Members Day 1



Forbreathnú ar Oiliúint na Foirne Tacáiochta Gairmiúla

Professional Support Team (PST) Training Overview





Droichead
Process



The Role of
the PST



Empowering
NQTs

Intinní Foghlama

Learning Intentions



Oide



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 Go Cianda...

Working Together Remotely...



Oide



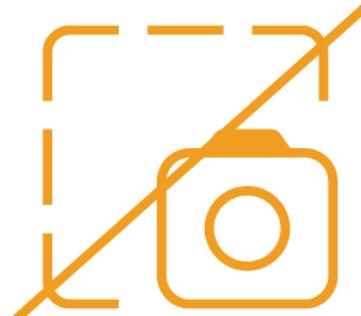
Materials



Punctuality



Confidentiality



No screenshots



Screen name

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



Oide



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



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NQT: Newly Qualified Teacher

PST: Professional Support Team

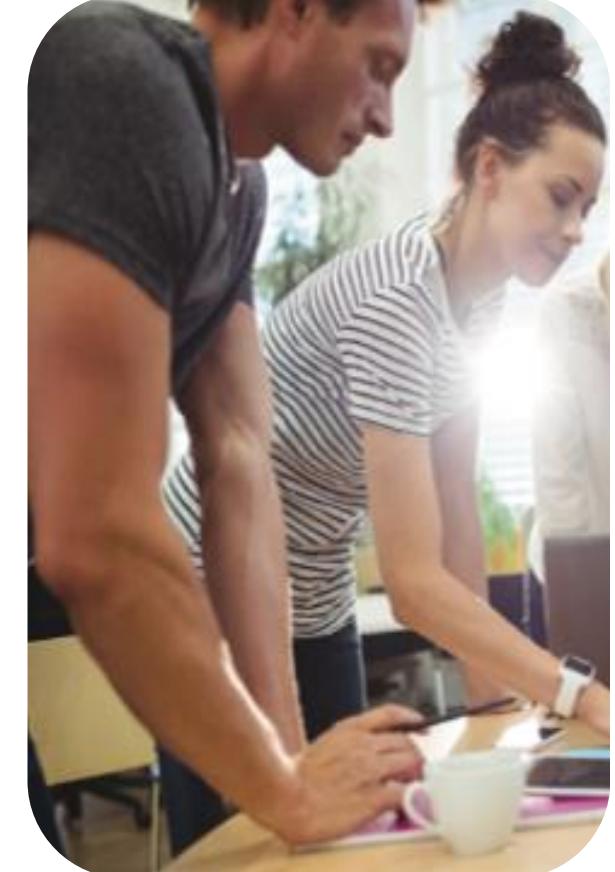
PLL: Professional Learning Leader

LAOS: Looking at Our School

RLL: Reflective Learning Log

DQA: Droichead Quality Assurance

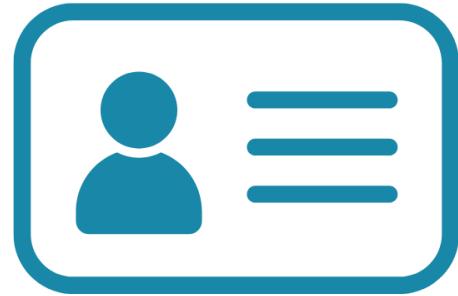
DEEPEN: Droichead: Exploring and Eliciting
Perspectives, Experiences and Narratives



Cur in Aithne Introductions



Oide



Name



School
Context



Your Role



Whole Group
Discussion



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Supporting the Professional
Learning of School Leaders
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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 Droihead Policy

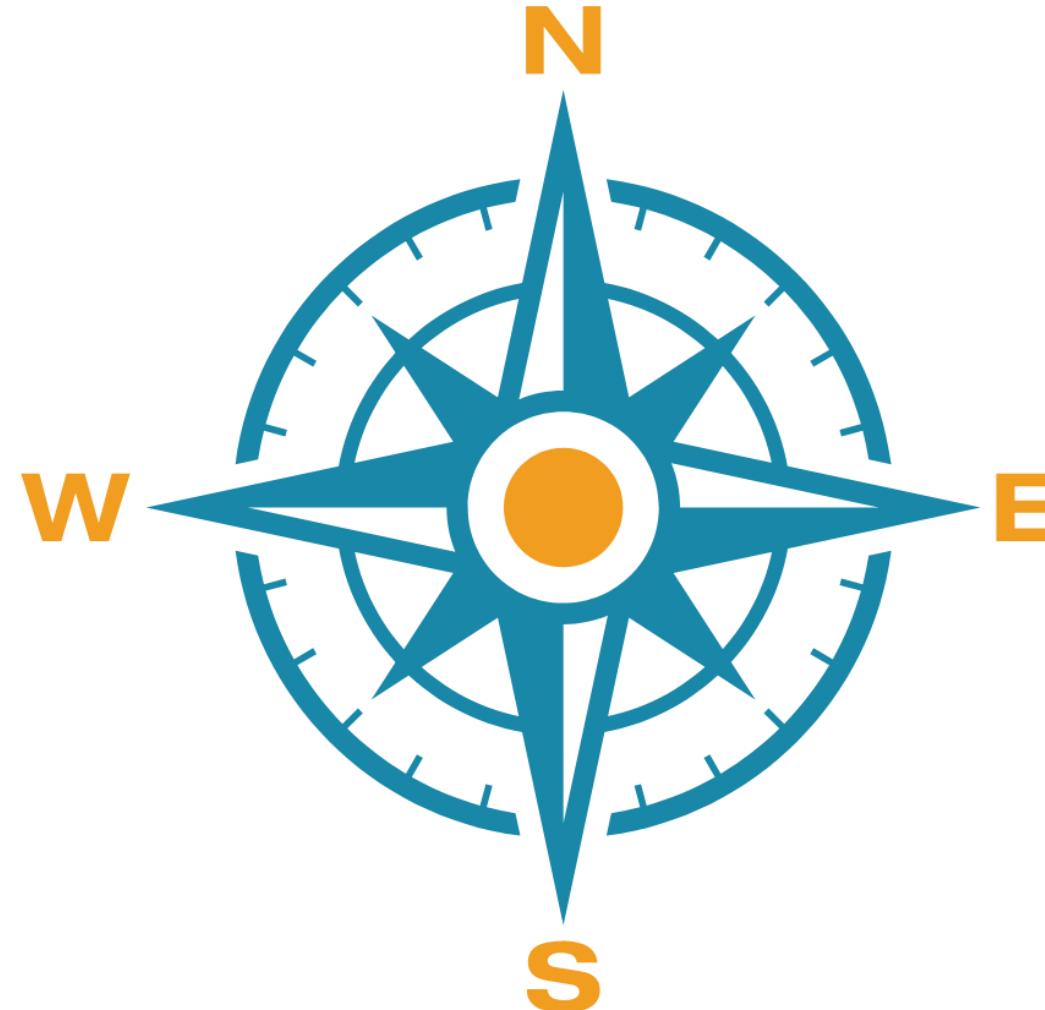


Reflecting on the benefits to NQTs of mentoring support from PST members

Seiceáil Chompáis Compass Check



Oide



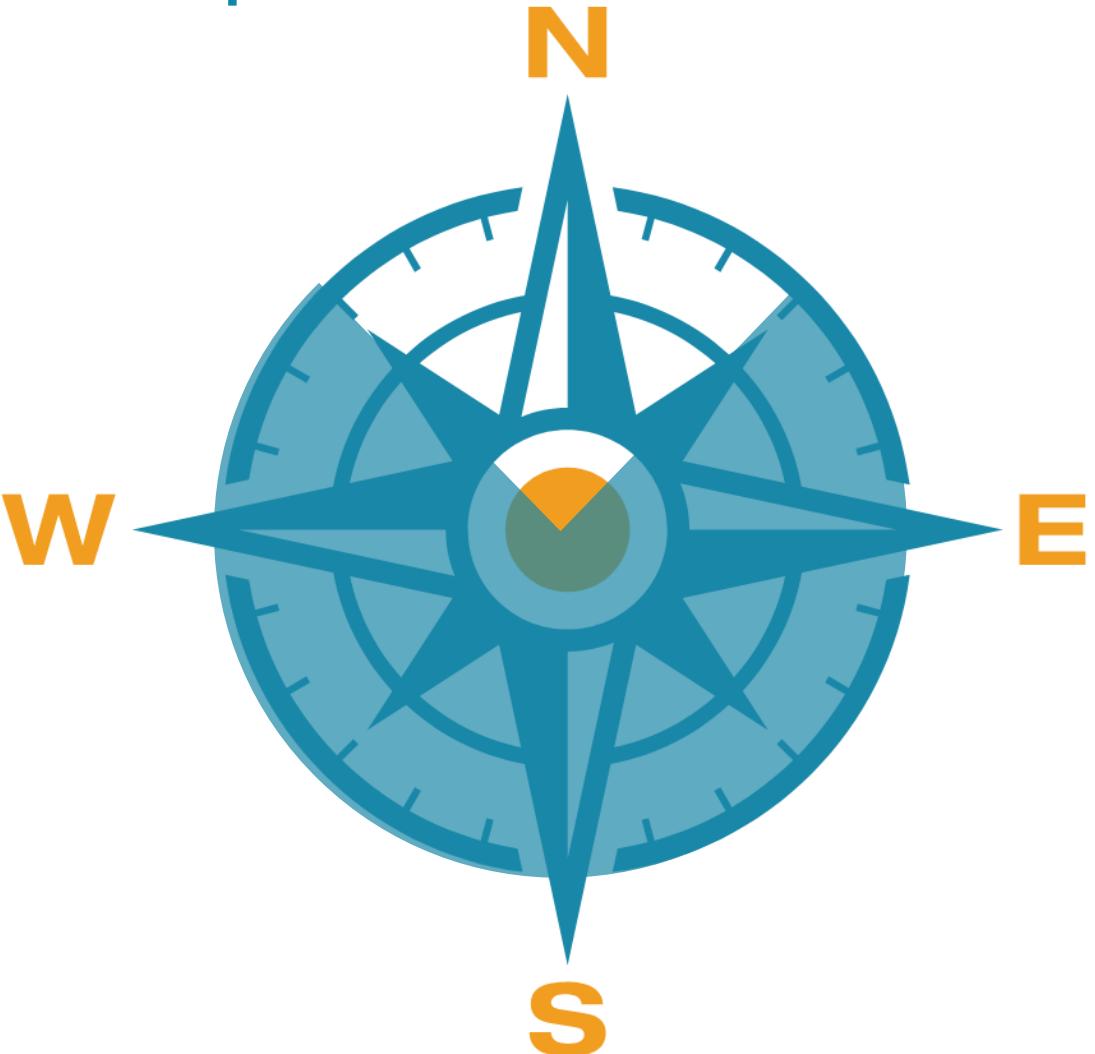
Individual
Reflection

Seiceáil Chompáis

Compass Check



Oide

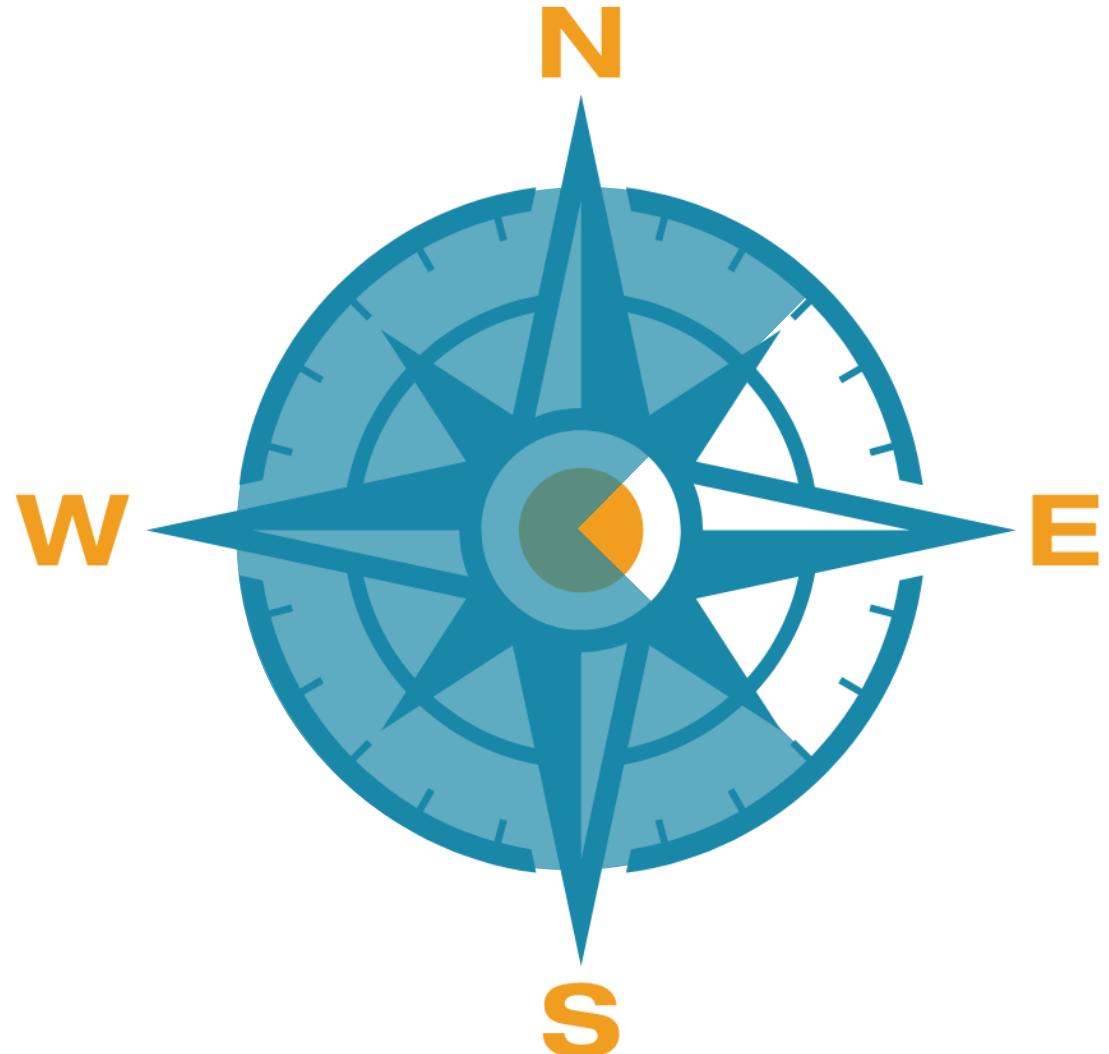


Where am I **now?**

Seiceáil Chompáis Compass Check



Oide

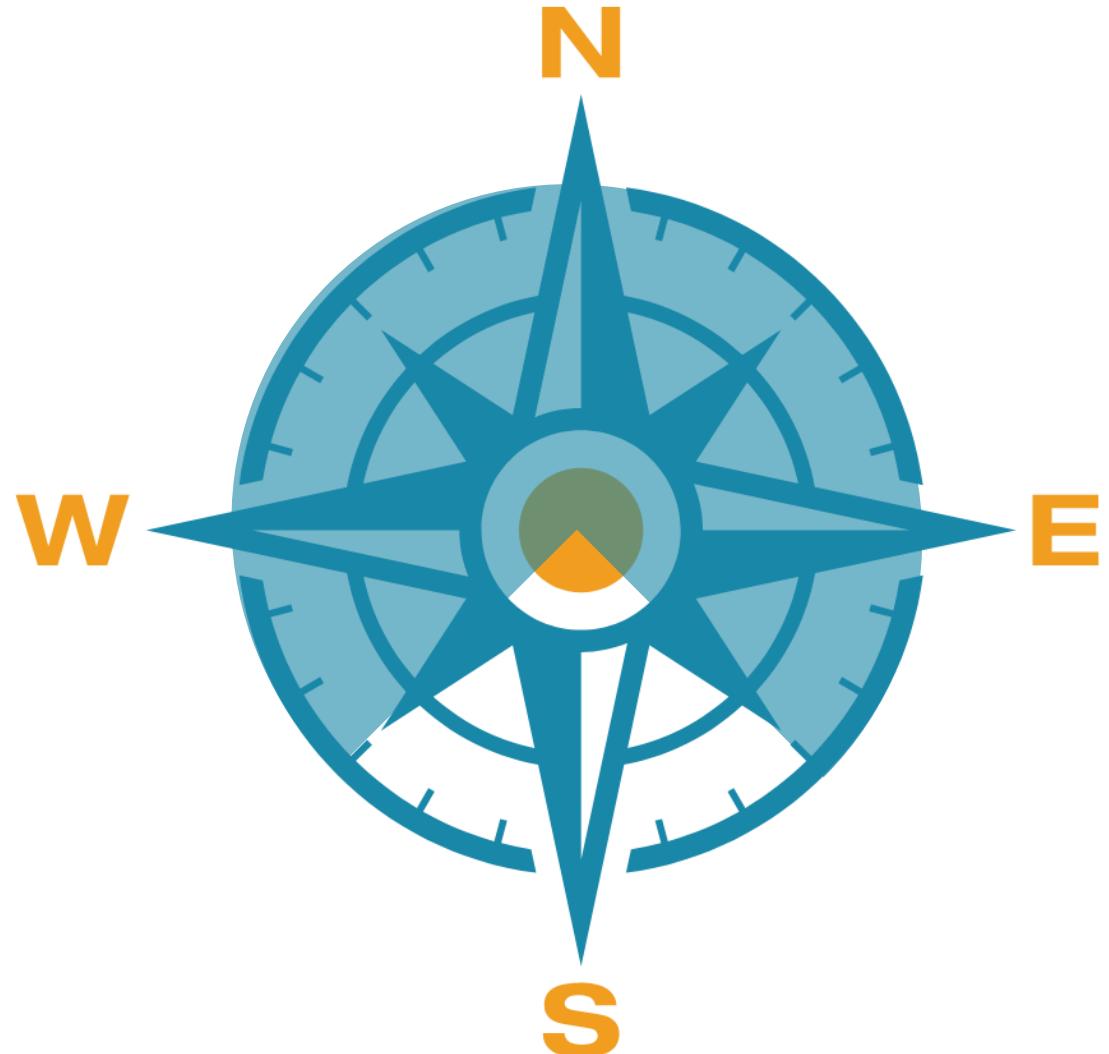


What energises me...?

Seiceáil Chompáis Compass Check



Oide

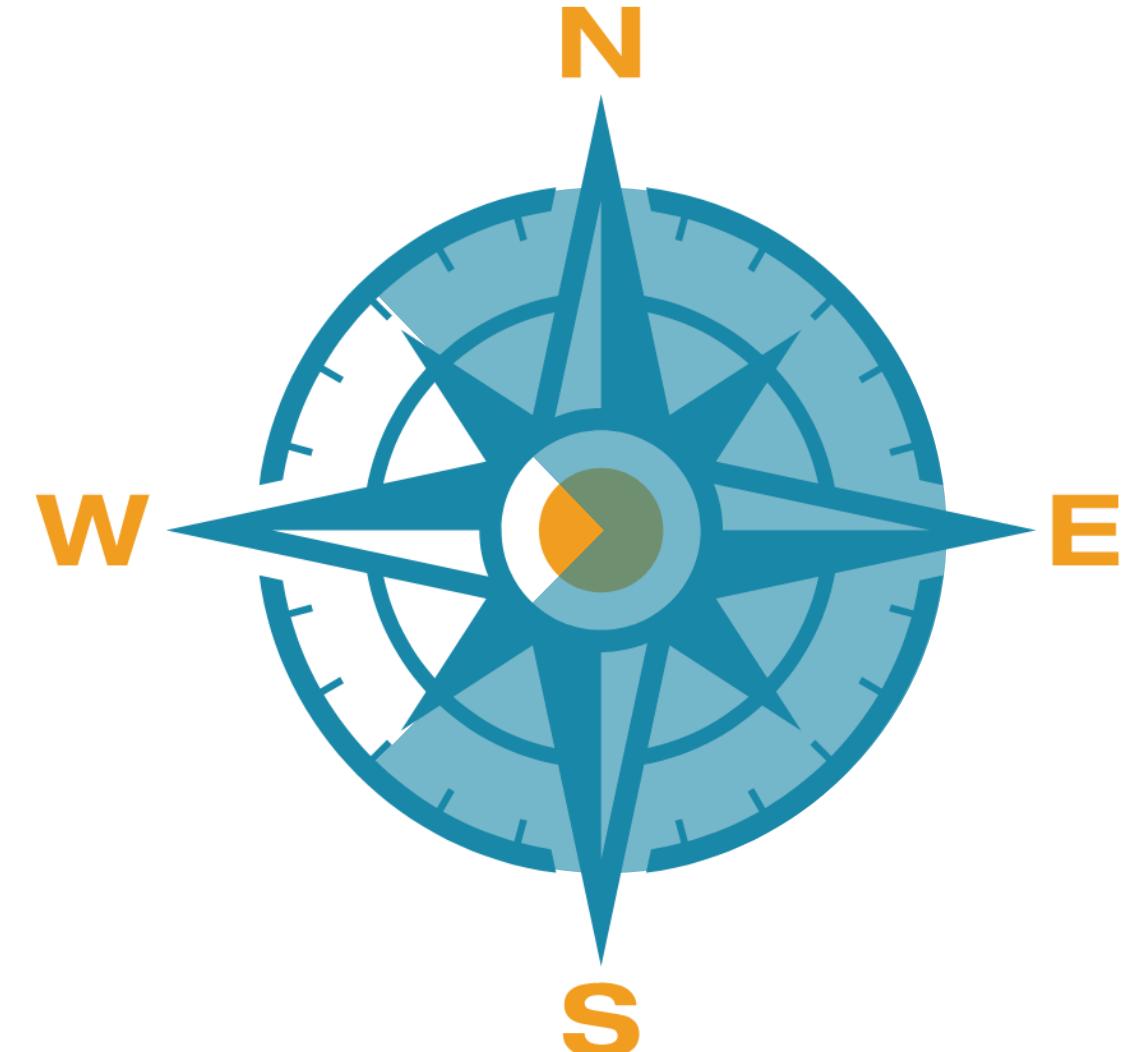


What will **support** me?

Seiceáil Chompáis Compass Check



Oide

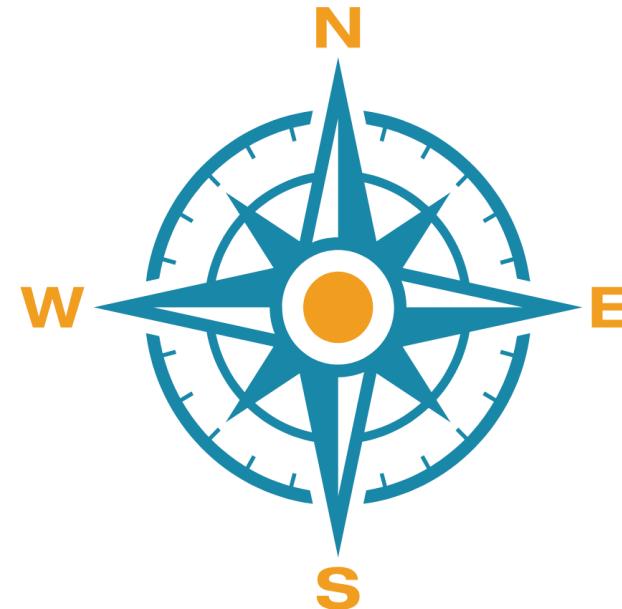


What **w**isdom will sustain me in the role?



Where am I now?

What wisdom will sustain me in the role?



What energises me...?

What will support me?



Whole Group
Discussion

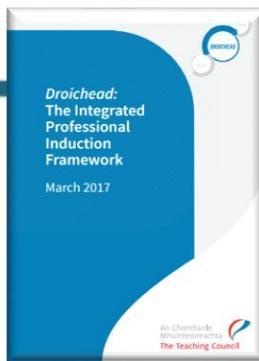
An Leanúntas in Oideachas Múinteoirí

The Continuum of Teacher Education

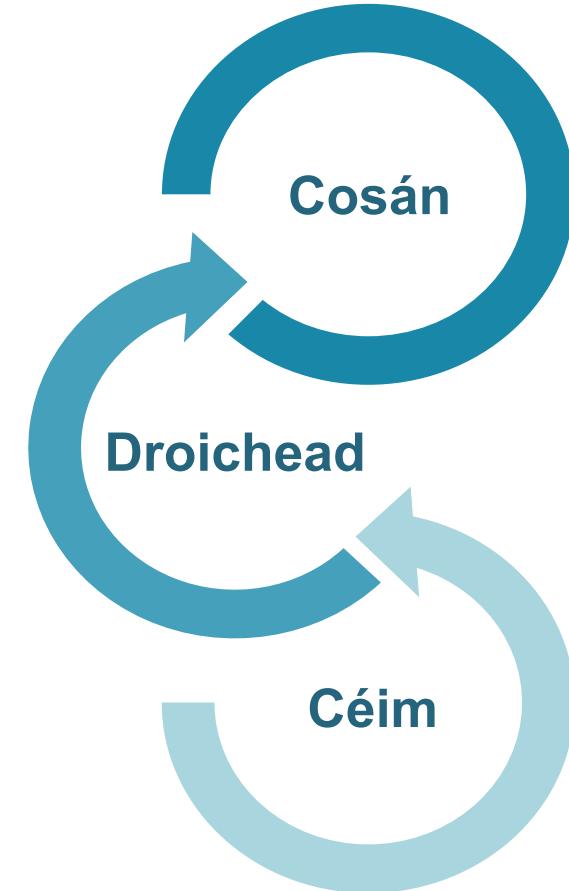


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“... induction is a distinct phase, of the continuum of teacher education, a socialisation process into the teaching profession...”



(Teaching Council, 2017, p.3)



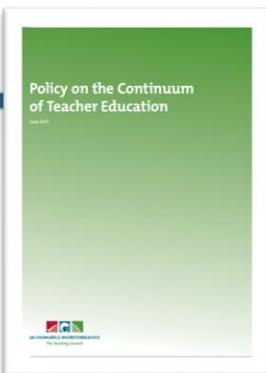
An Leanúntas in Oideachas Múinteoirí

The Continuum of Teacher Education

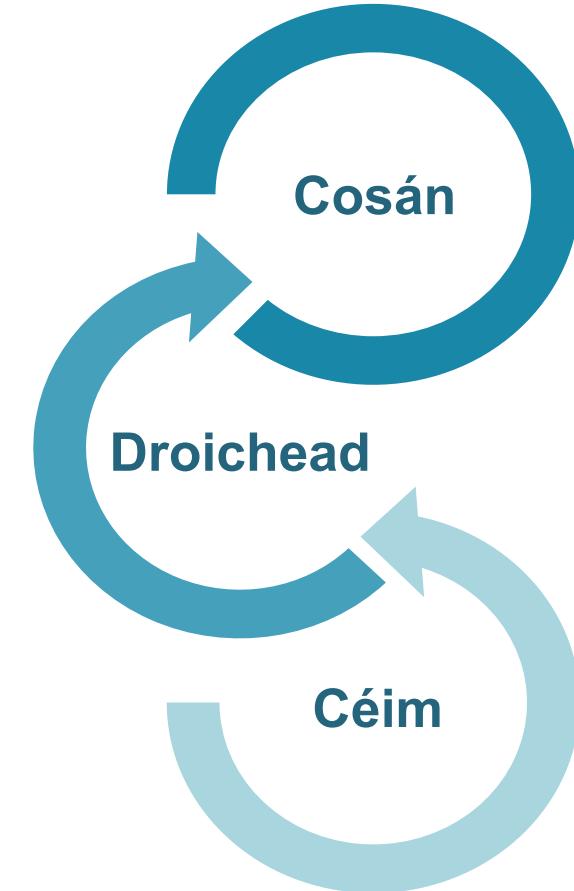


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“...the formal and informal educational and developmental activities in which teachers engage, as life-long learners, during their teaching careers...



(Teaching Council 2011, p. 5)





An Múinteoir Nuacháilithe

The Newly Qualified Teacher

“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.

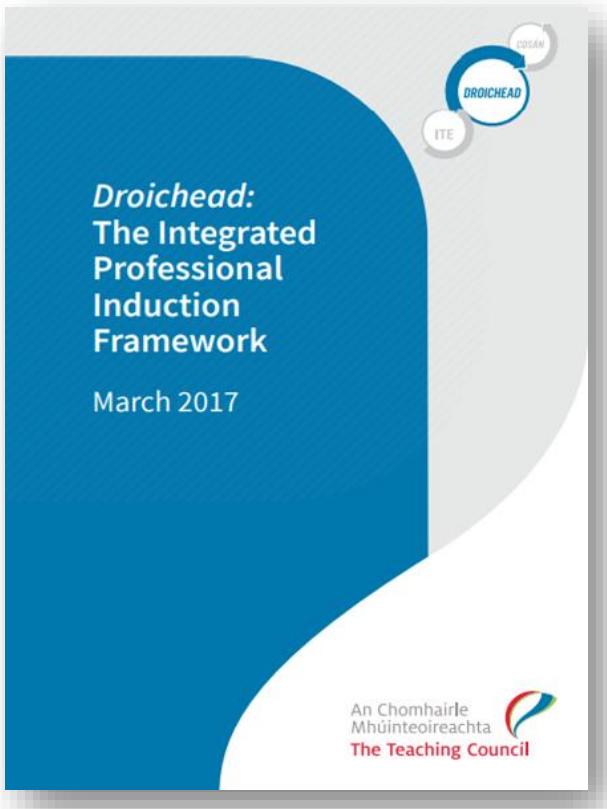
(Feiman-Nemser 2001)

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



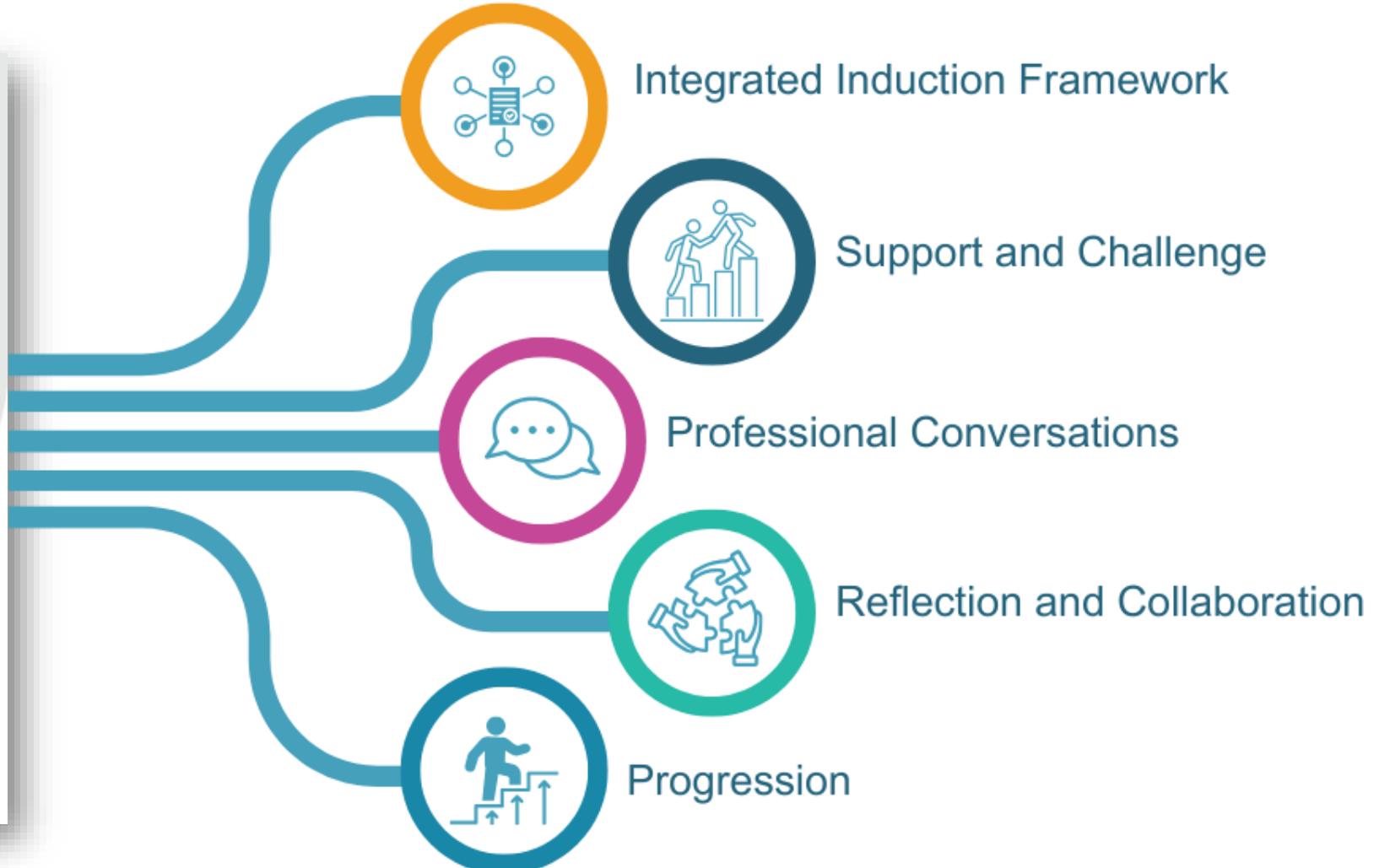
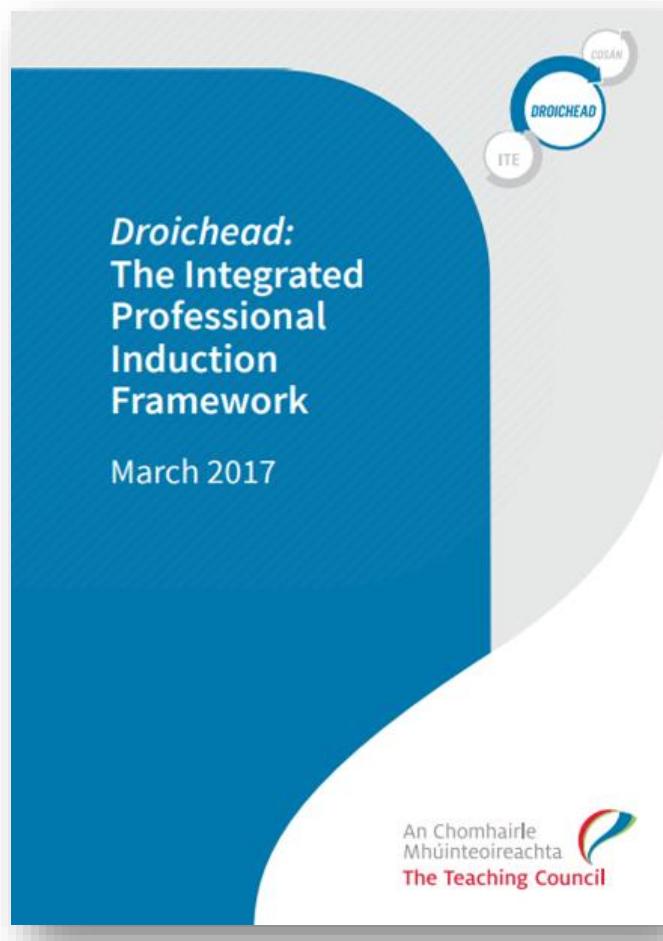
Breakout Room

Creat Beartais Droichead i bhFócas

Droichead Policy Framework in Focus



Oide

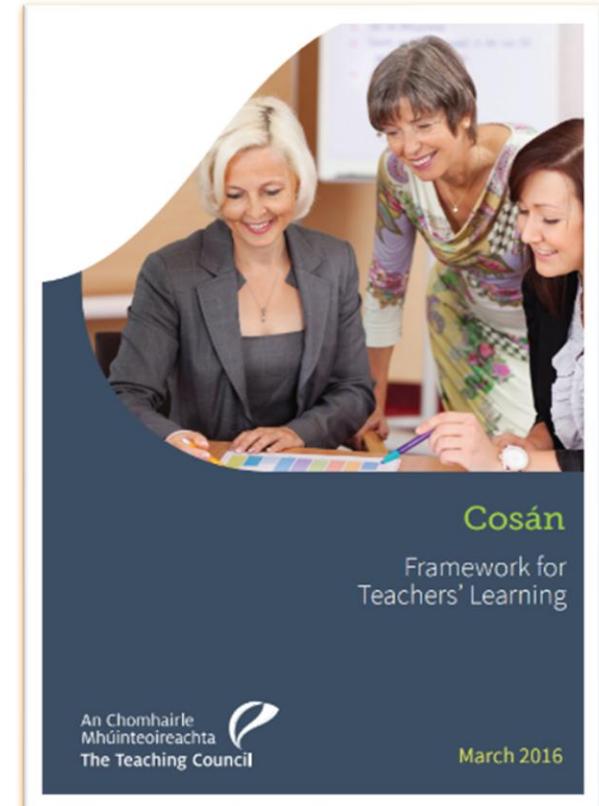
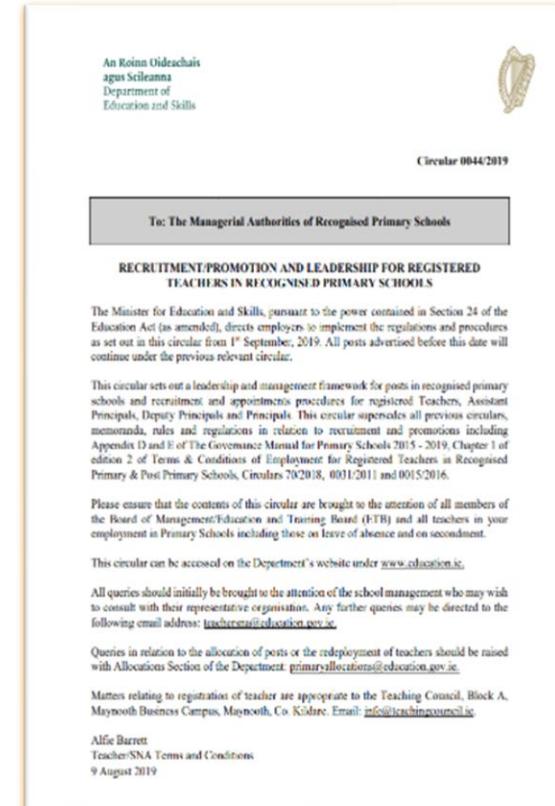
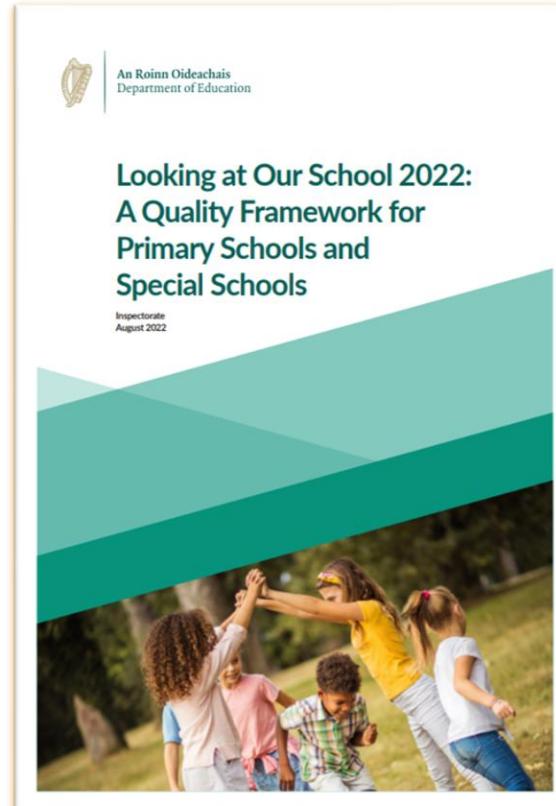
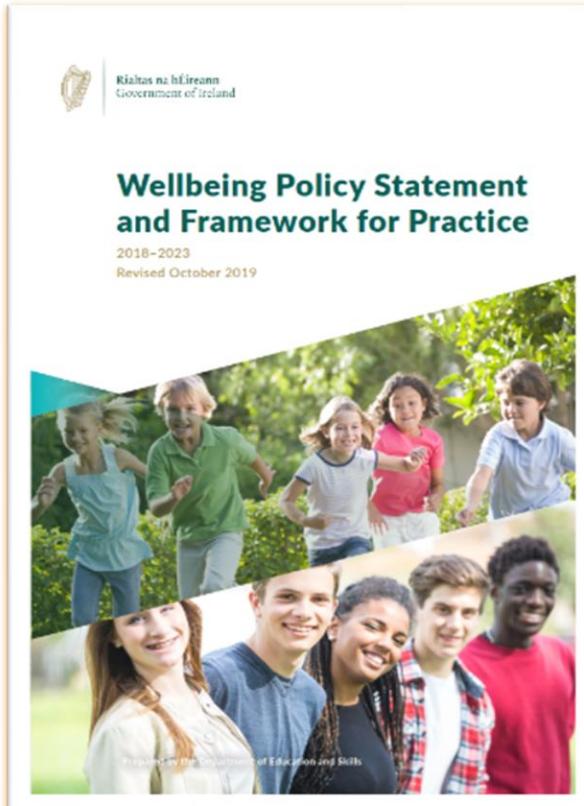


Na Naisc a Dhéanamh

Making the Connections



Oide



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



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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
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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



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

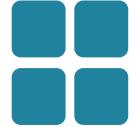


Cleachtas Gairmiúil a Bhreithniú

Considering Professional Practice



Individual
Reflection



Breakout
Room



Interactive
Activity

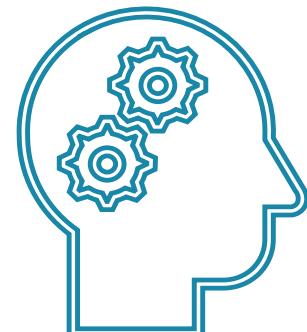
How do we
demonstrate
our professional
practice?

Engagement in
Professional Learning
Activities

Commitment to
Quality Teaching and
Learning

Engagement with
Reflective Practice
Individually

Engagement with
Reflective Practice
Collaboratively



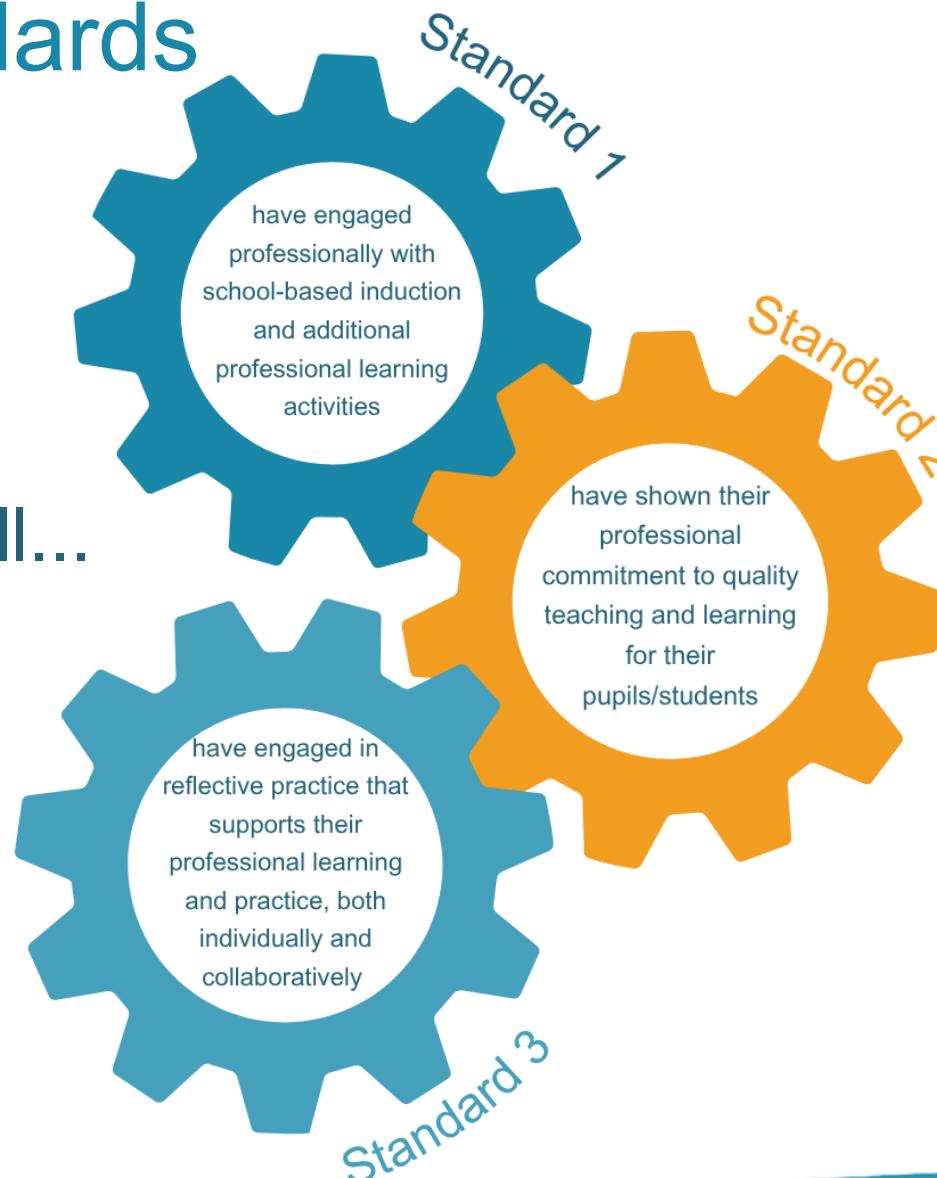
Caighdeán Droichead

Droichead Standards



Oide

The NQT will...

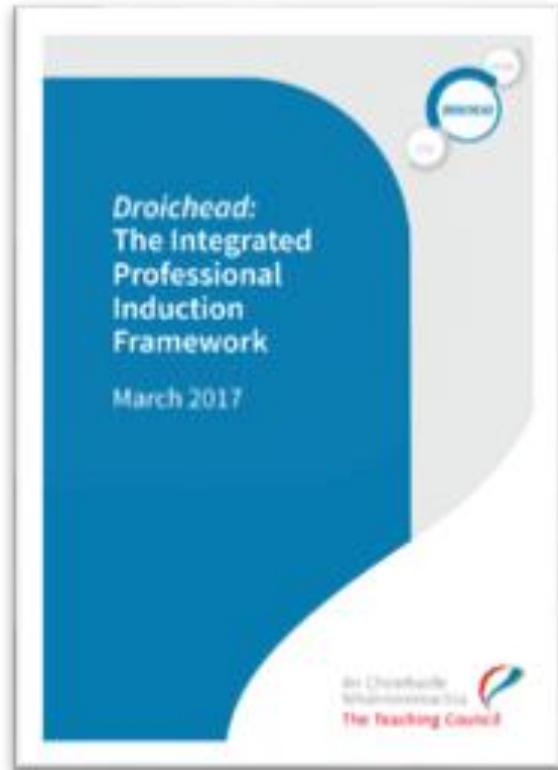


(Teaching Council 2017, p.8)

Caighdeán 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

Early Intervention
classes are not eligible
settings for the
Droichead process

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

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

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





Droichead Requirements



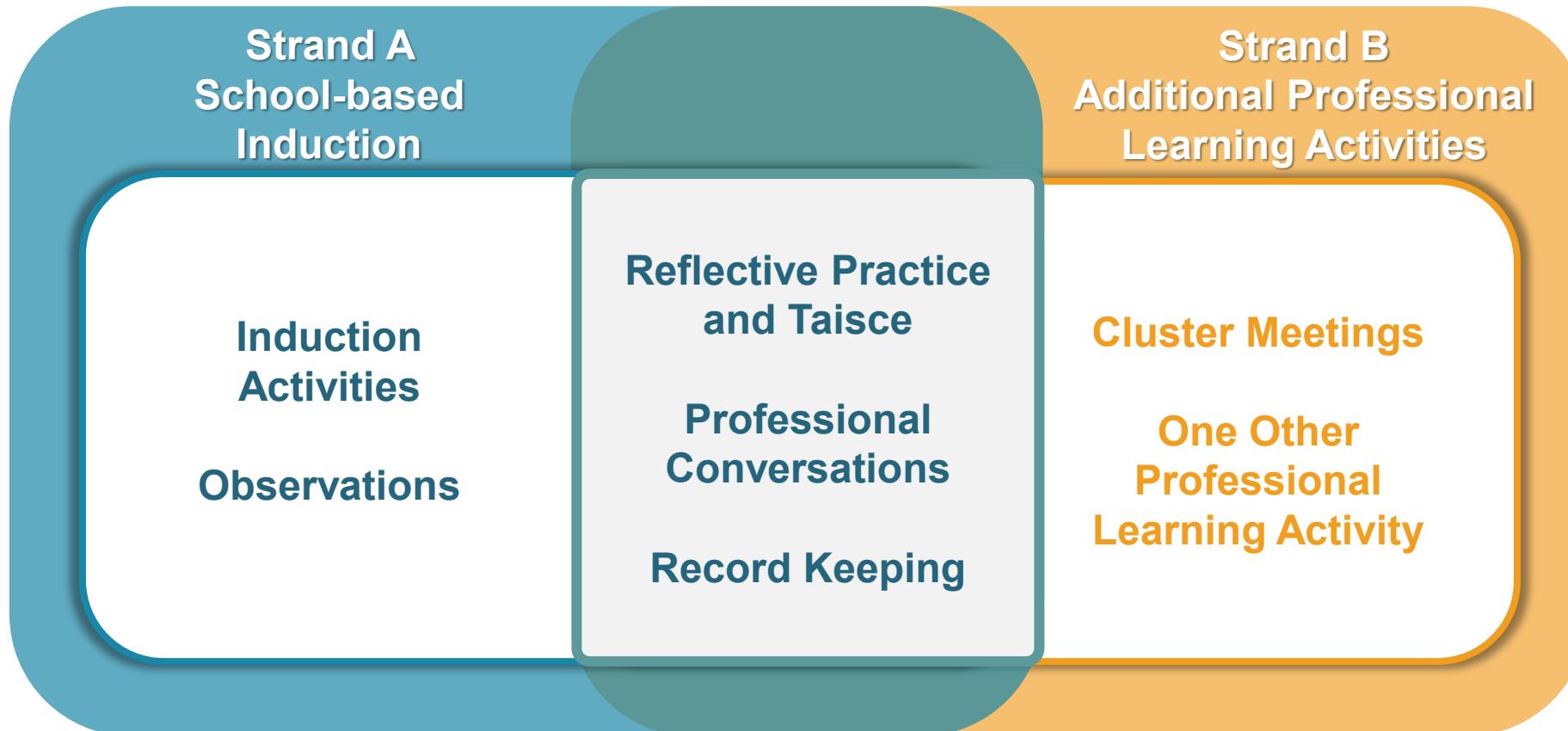
Whole Group
Discussion

Páirt a Ghlacadh i bPróiseas Droichead

Engaging in the Droichead Process



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Sracphlean Droichead Droichead Outline Plan



Oide



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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
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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		5	6	7	8	9	10	11	2	3	4	5	6	7	8
7	8	9	10	11	12	13	14	15	16	17	18	19	20	15	16	17	18	19	20	21
14	15	16	17	18	19	20	21	22	23	24	25	26	27	21	22	23	24	25	26	27
21	22	23	24	25	26	27	28	29	30	31				28	29	30	31			
28	29	30					28	29	30	31				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		1	2	3	4	5	6	
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		1	2	3	4	5	6		1	2	3	4	5	6	
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	
8	9	10	11	12	13	
15	16	17	18	19	20	
22	23	24	25	26	27	
28	29	30				

Induction Activities

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

Professional Support Team

Meetings

- PST & NQT(s)
- Quarterly Review

Whole Staff

- Droichead Information
- School Holidays

Please Note

- NQT's must attend one cluster meeting per term during their Droichead process.
- NQT's should also engage in one other professional learning activity, identified by themselves in accordance with their professional learning needs, in consultation with the PST.
- NQT's 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.

Date Confirmation Email Received: _____

Tentative End Date: _____

Cluster Meeting Dates: _____

Other Professional Learning Activity: _____

Observation by the NQT: _____

Observation of the NQT: _____

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Individual
Reflection

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Intreoir ar an gCás-Staidéar

Introduction to the Case Study

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



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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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Seisiún a Trí: MNCaná 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



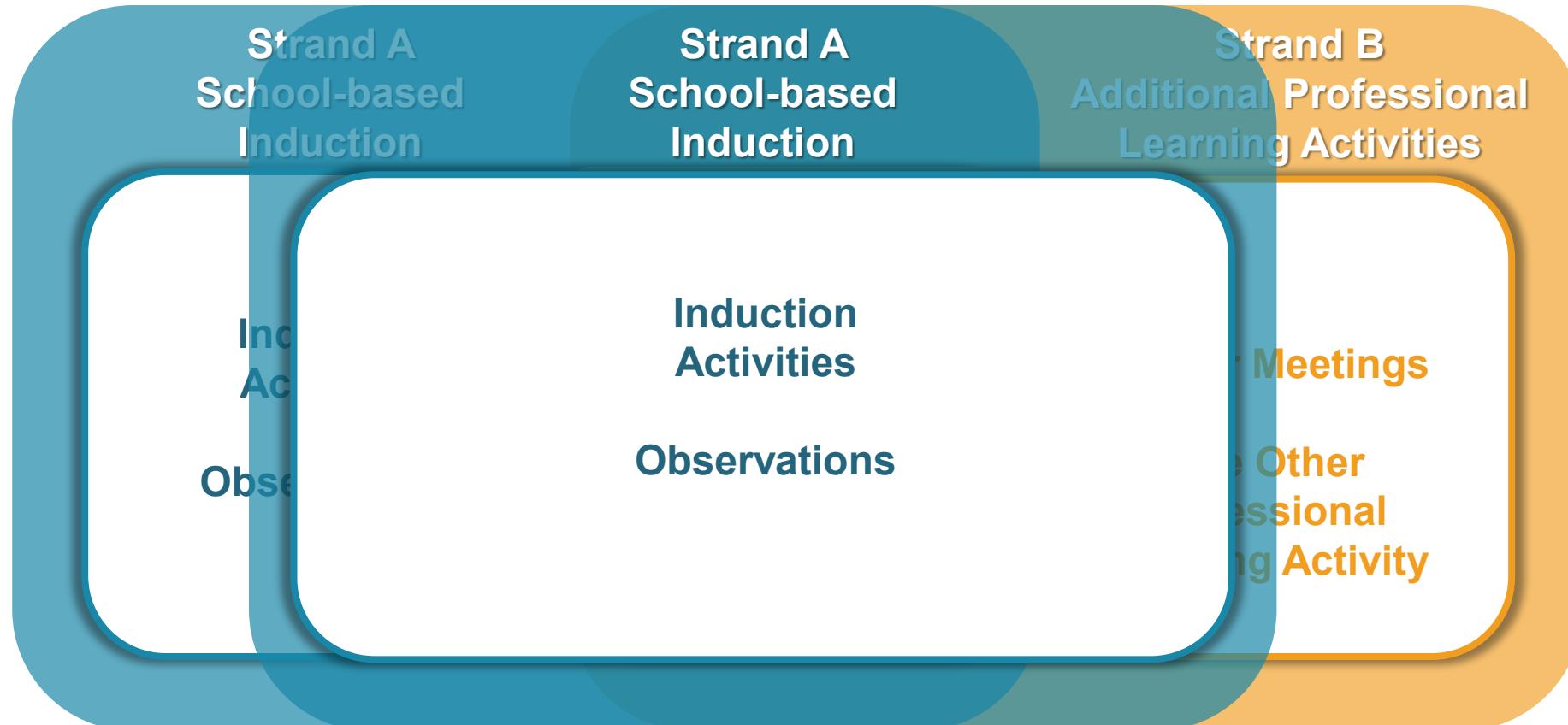
Connecting induction activities such as discussion and reflection, to the Droichead standards

Snáithe A agus Snáithe B a Iníúchadh

Exploring Strand A and Strand B



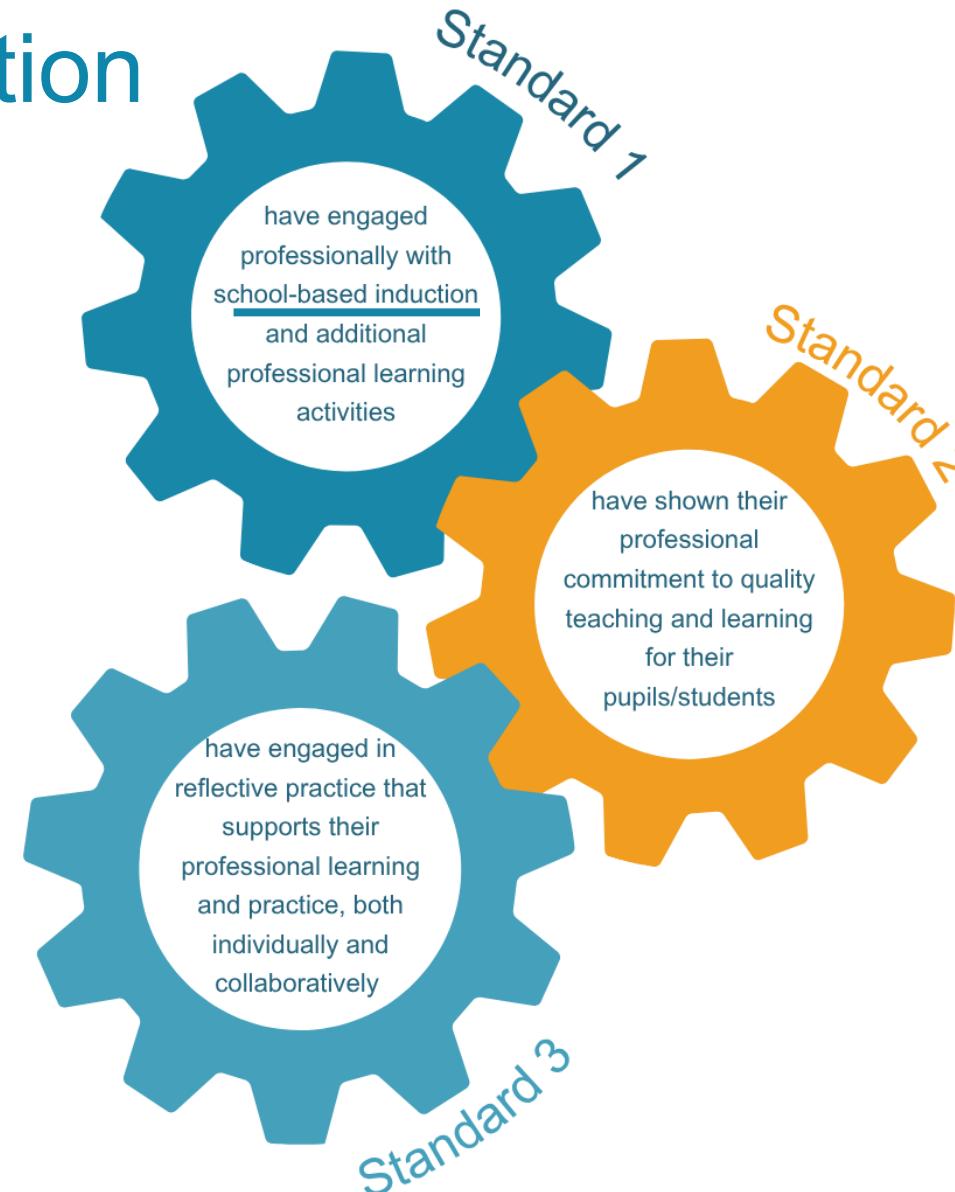
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Ionduchtú Scoilbhunaithe School-Based Induction



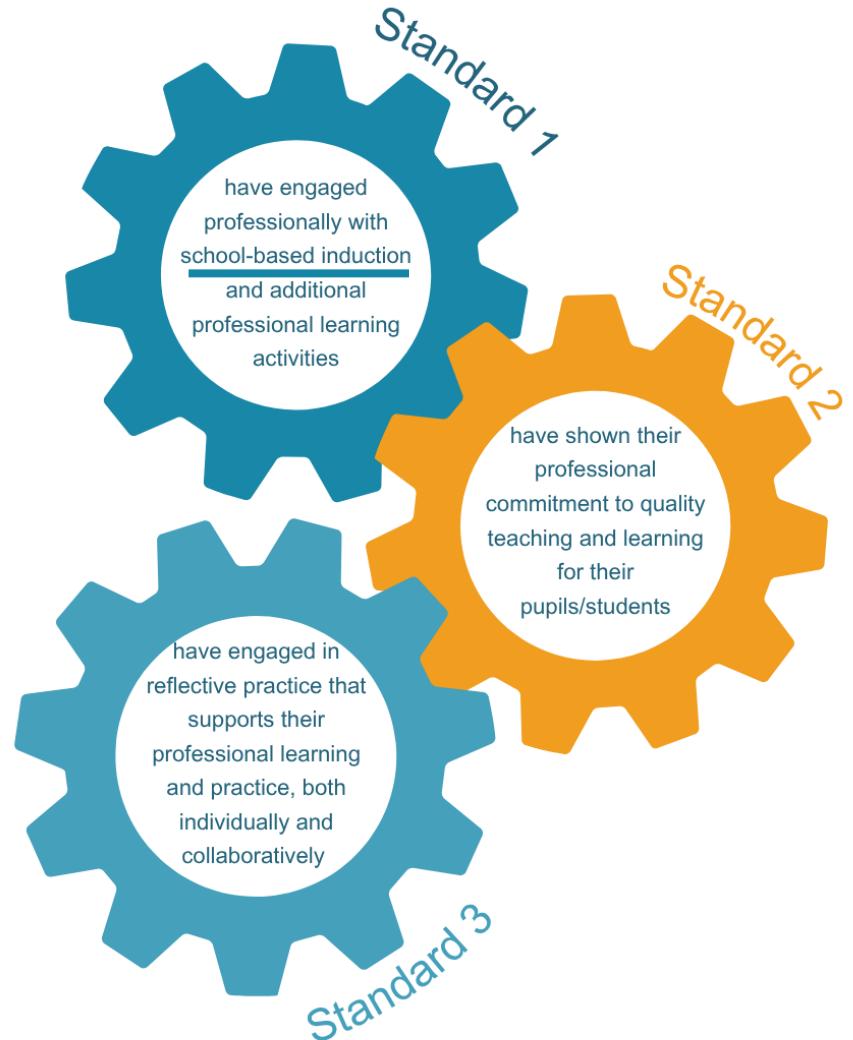
Oide



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.

Do Bhealach a Dhéanamh trí Shaol na Scoile

Navigating School Life



Oide



What do these images bring to mind?



Individual
Reflection



Whole Group
Discussion



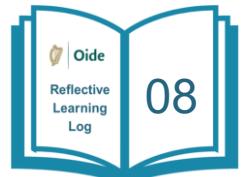
What aspects of school life and/or professional practice might an NQT bring to a ‘professional conversation’?



Individual
Reflection



Whole Group
Discussion

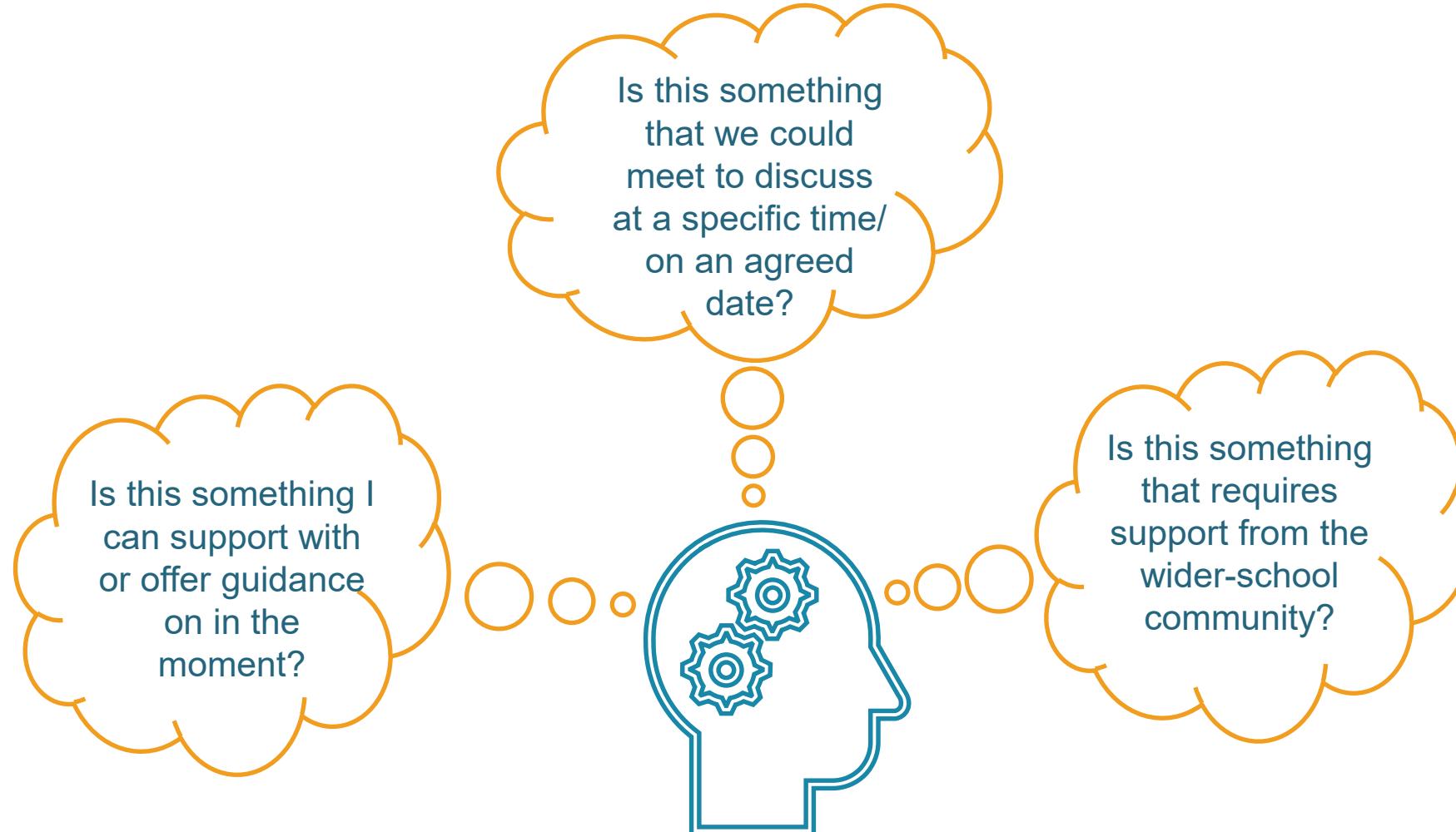


Comhráite Gairmiúla agus Gníomhaíochtaí londuchtaithe

Professional Conversations and Induction Activities



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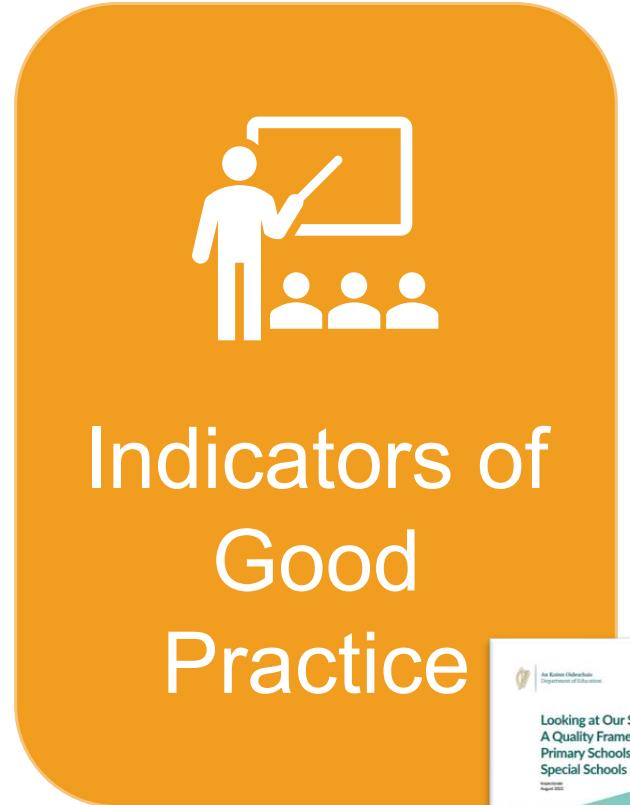




What aspects of school life and/or professional practice have NQTs brought to discuss during a 'professional conversation'?

Communication with parents





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 londuchtaithe 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



Oide

Support
may
include...

Social
Emotional
Support

Pedagogical
Support

Procedural
Support

Ionduchtú Scoilbhunaithe School-Based Induction



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1.1.4.4

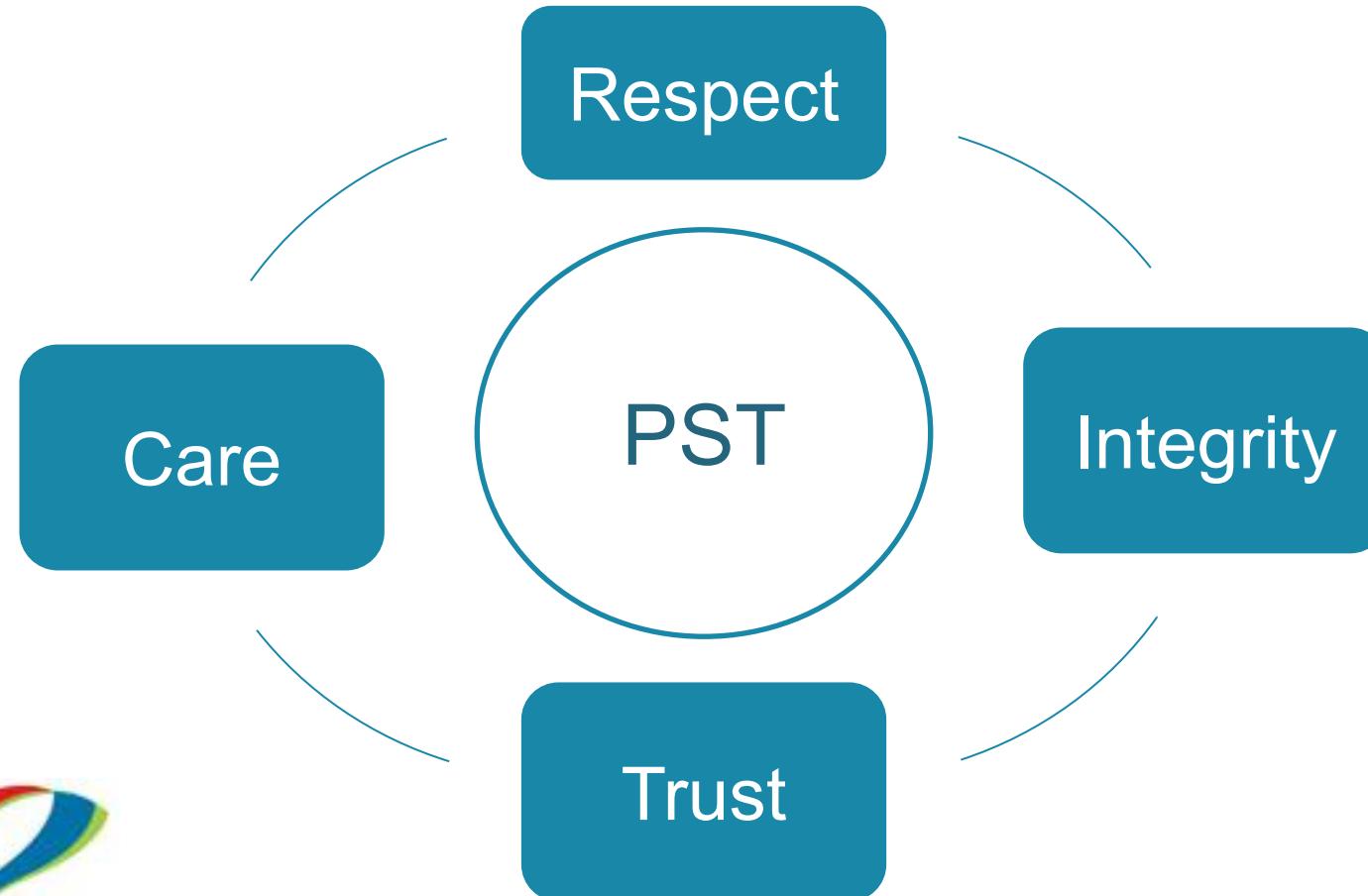
During the course of the Droichead process, an NQT has a number of interactions with the experienced colleagues who are supporting the process. These are called professional conversations. These conversations provide opportunities to exchange informal feedback on a one-to-one basis, and discuss issues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

The Teaching Council's Four Ethical Values



Oide





Caidreamh Gairmiúil a Thógáil

Building Professional Relationships



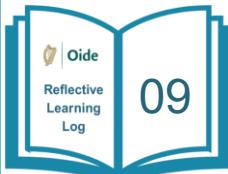
Oide

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



Oide



Relationship-Building Communication Initiation Action





“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



The ability to respect...

The ability to suspend my own certainty...

The ability to voice...

The ability to listen...

(Isaacs 1999)



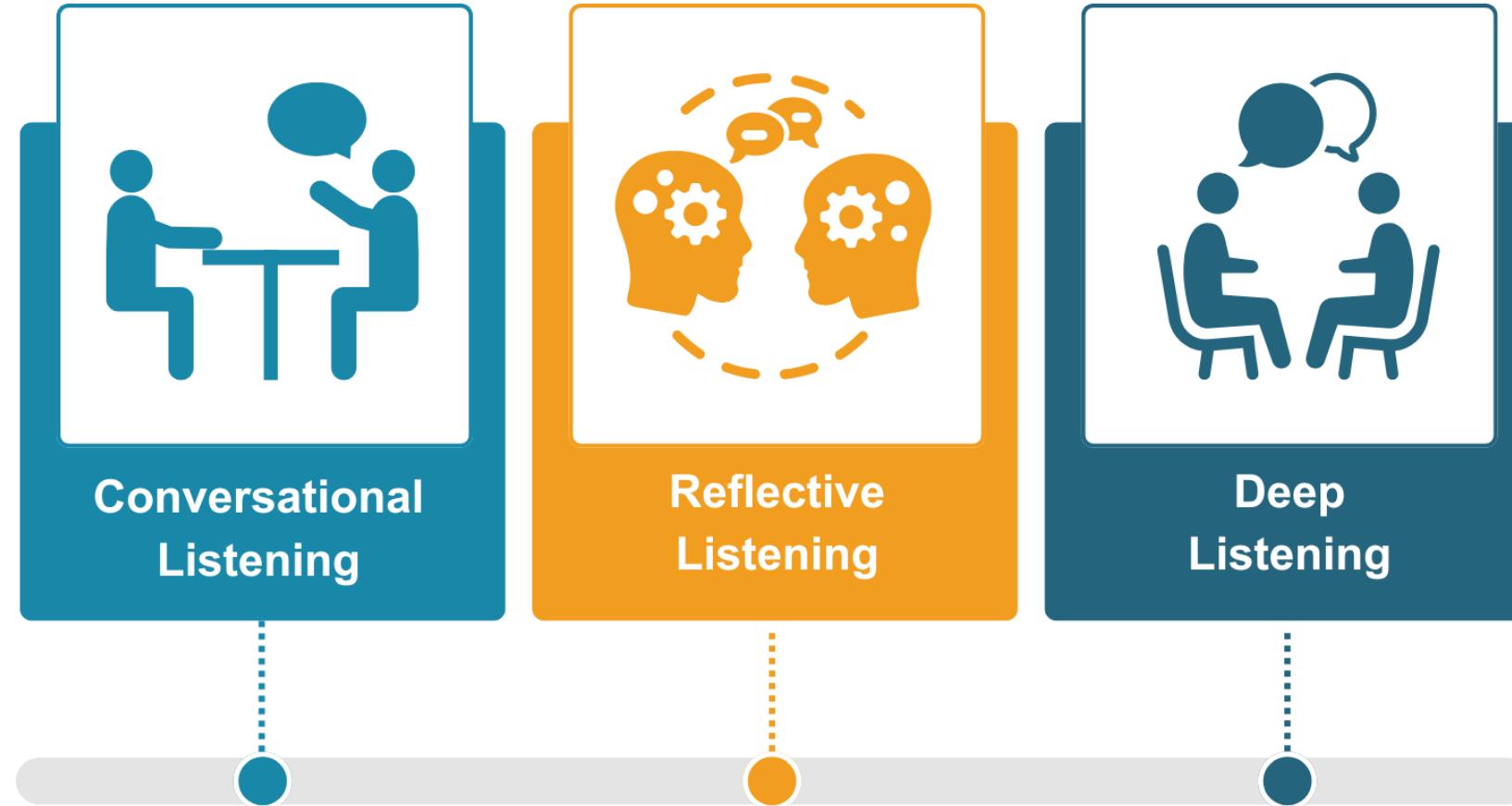
Individual
Activity

Leibhéal Éisteachta

Levels of Listening



Oide



(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)



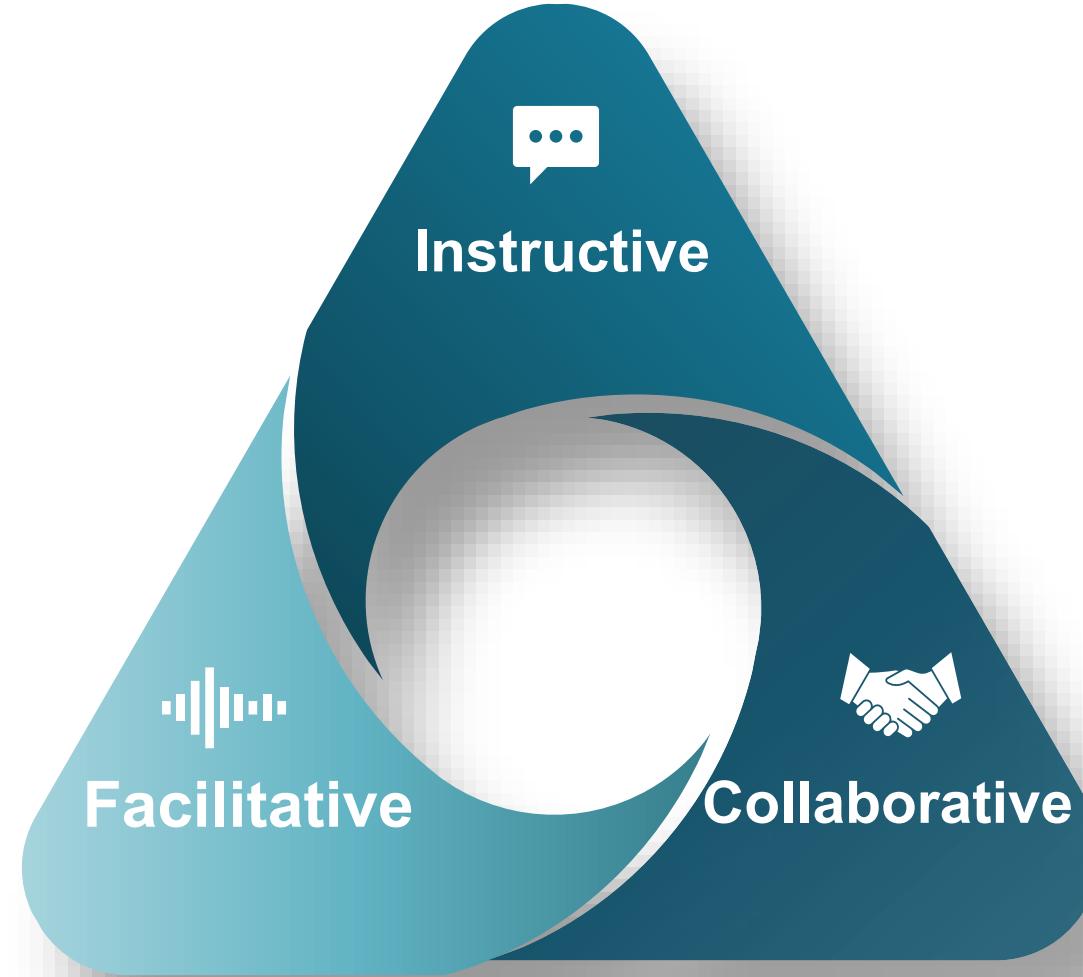
Interactive Activity



Whole Group Discussion

Seasaimh na Cumarsáide

Stances of Communication



(Horn & Metler- Armijo 2011)

Snáithe A agus Snáithe B a Iníúchadh

Exploring Strand A and Strand B



Oide

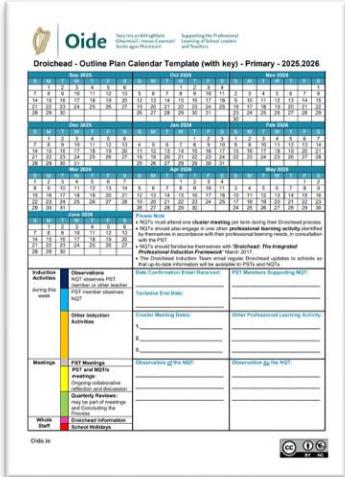


Snáithe B: Gníomhaíochtaí Foghlama Gairmiúla Breise (GFGB)

Strand B: Additional Professional Learning Activities (APLA)



Oide



Cluster
Meeting 1



Cluster
Meeting 2



Cluster
Meeting 3



Other
Professional
Learning Activity



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 3

Offered in term 3

Online event

Wellbeing

Cluster Meeting 3



Other Professional Learning Activity



Cluster Meeting 2

Offered in term 2 and term 3

Online event

Reflective Practice

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 Tacaiochta Oideachais na hÉireann
Education Support Centres Ireland

An Chomhairle
Mhúinteoiriachta
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...

Ceardlanna Ionduchtaithe Induction Workshops



Oide



Planning and Preparation



Individualised Education Planning
for Pupils with SEN

Classroom Management and
Organisation



Multi-Grade Teaching in the
Primary School



Múineadh na Gaeilge
sa Bhunscoil



Inclusion



Numeracy:
Developing Good Practice in
Mathematics Teaching



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
7	8	9	10	11	12	13	5	6	7	8	9	10	11	12	13	14	15	16	17	18
14	15	16	17	18	19	20	12	13	14	15	16	17	18	19	20	21	22	23	24	25
21	22	23	24	25	26	27	19	20	21	22	23	24	25	26	27	28	29	30	31	30
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29

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

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

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

March 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	4	5	6	7	8	9	10	11	12	13	14	15	16	17
8	9	10	11	12	13	14	5	6	7	8	9	10	11	12	13	14	15	16	17	18
15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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	31		24	25	26	27	28	29	30

April 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	4	5	6	7	8	9	10	11	12	13	14	15	16	17
8	9	10	11	12	13	14	11	12	13	14	15	16	17	18	19	20	21	22	23	24
15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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	31		24	25	26	27	28	29	30

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

June 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	4	5	6	7	8	9	10	11	12	13	14	15	16	17
8	9	10	11	12	13	14	5	6	7	8	9	10	11	12	13	14	15	16	17	18
15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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	31		24	25	26	27	28	29	30

Observations
NOT observes PST member or other teacher

Induction Activities
during this week

Other Induction Activities

Meetings

PST Meetings
PST and NQTs
Ongoing collaborative reflection and discussion

Quarterly Reviews:
may be part of meetings
concluding the Process

Whole Staff
Droichead Information
School Holidays

Cluster Meeting Dates:
1. _____
2. _____
3. _____

Other Professional Learning Activity:
Observation of the NQT: _____
Observation by the NQT: _____

Date Confirmation Email Received: _____
PST Members Supporting NQT: _____

Tentative End Date: _____

Oide.ie



Individual
Reflection

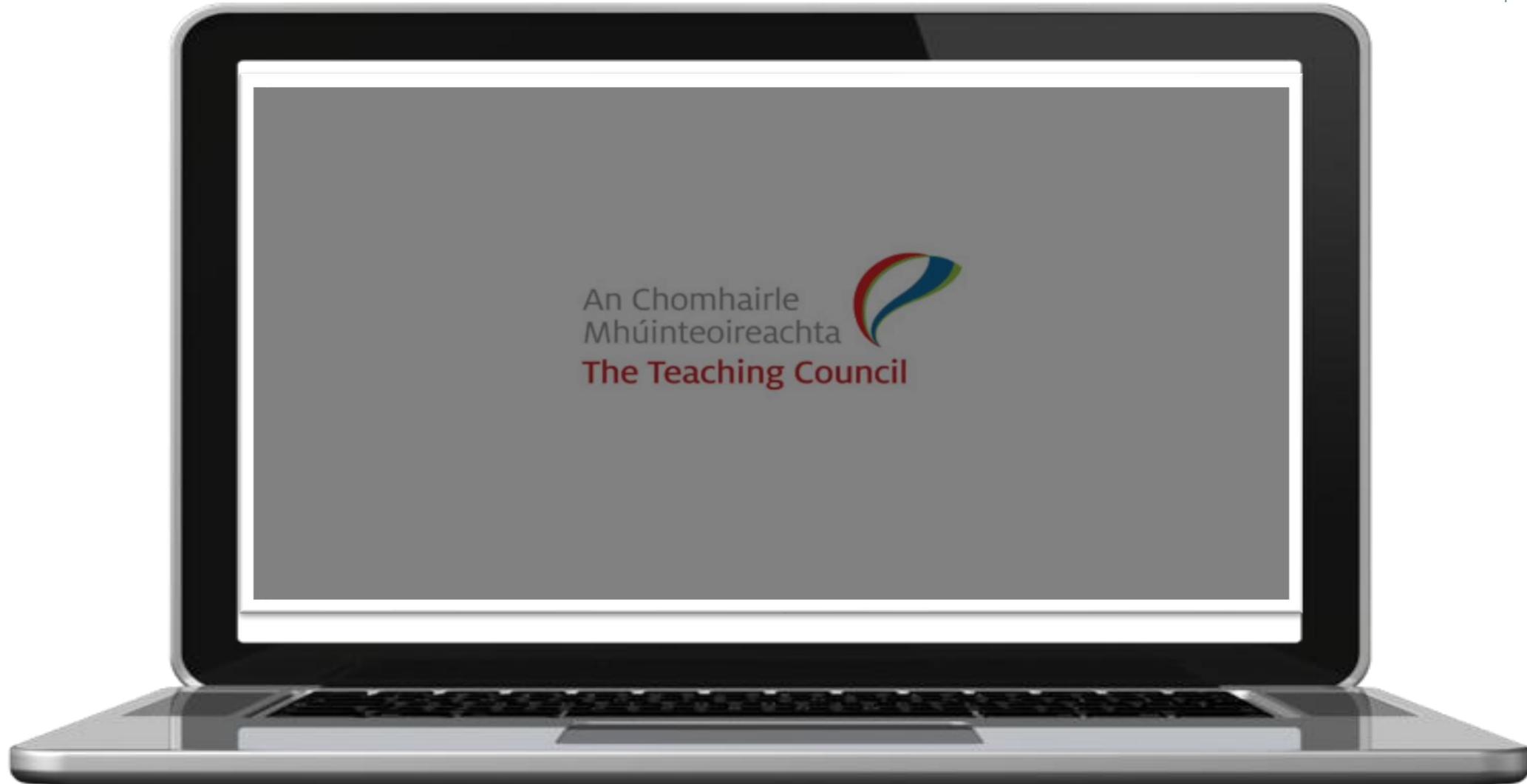


Whole Group
Discussion

“ 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



Oide



Developed further awareness of Strand A and Strand B



Explored relationship-building and communication skills

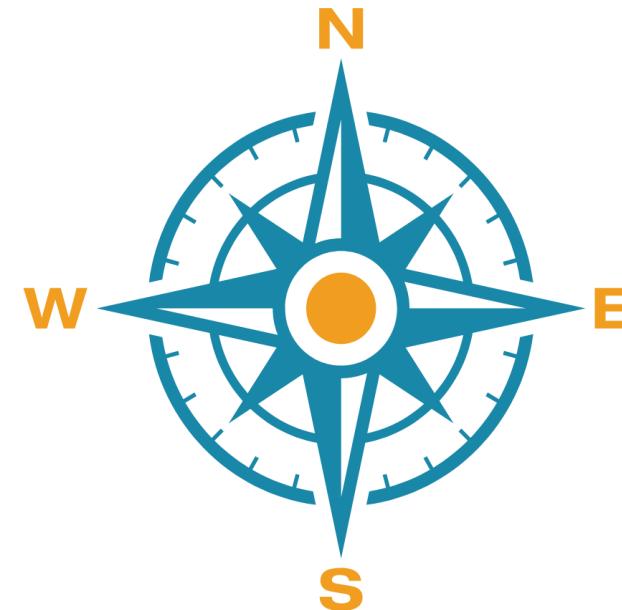


Connected induction activities such as discussion and reflection, to the Droihead standards



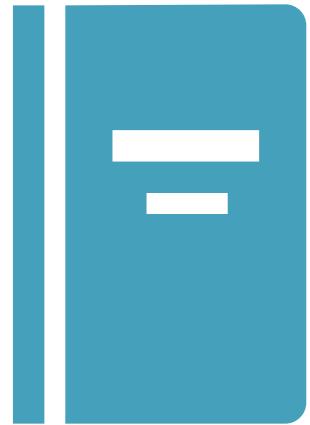
Where am I now?

What wisdom will help
guide me?



What am I excited
about?

What will support me?



Droichead
Process



The Role of
the PST



Empowering
NQTs



Individual
Reflection



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Muínteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



Ár mBuíochas

To ask for support is a sign of strength