Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professiona Learning of School Leaders and Teachers

Foghlaim Ghairmiúil do Bhaill na Foirne Tacaíochta Gairmiúla
Lá 2

Professional Learning for Professional Support Team Members
Day 2

@Oide_Droichead

CC BY NC

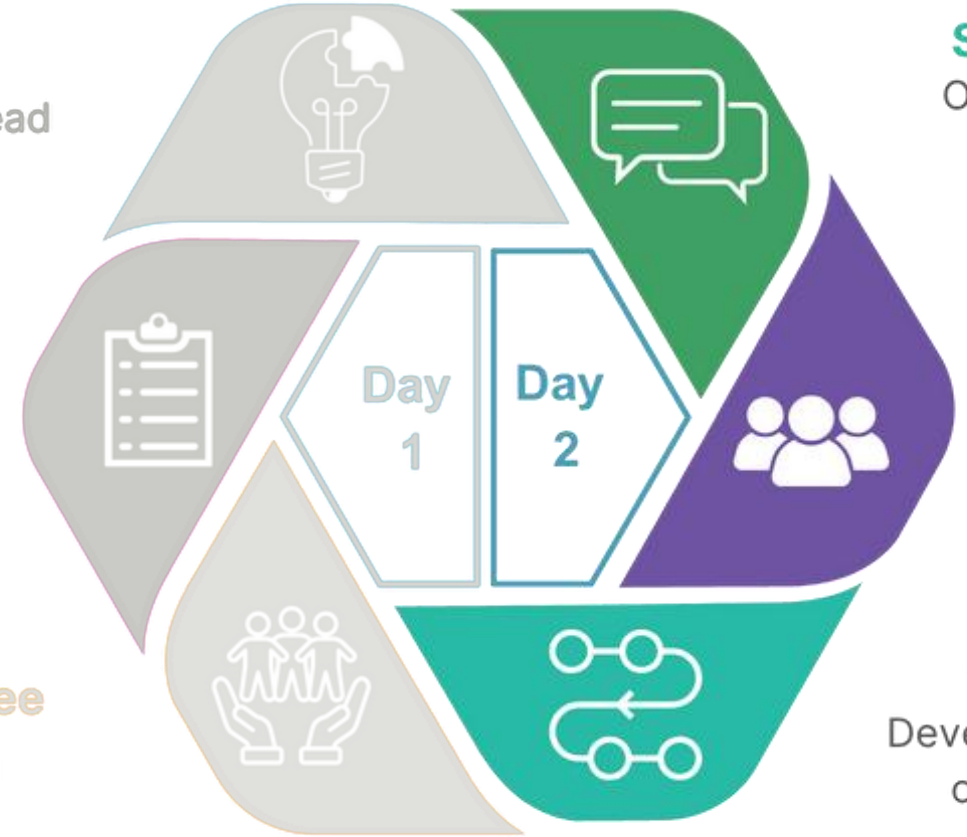
Forbhreathnú ar Oiliúint na Foirne Tacaíochta Gairmiúla
Professional Support Team (PST) Training Overview

Oide

Session One
Navigating Droichead

Session Two
Elements of the Droichead Process

Session Three
Empowering NQTs



Session Four
Observation and Discussion

Session Five
Working as a Team

Session Six
Developing in the Role of PST Member

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…

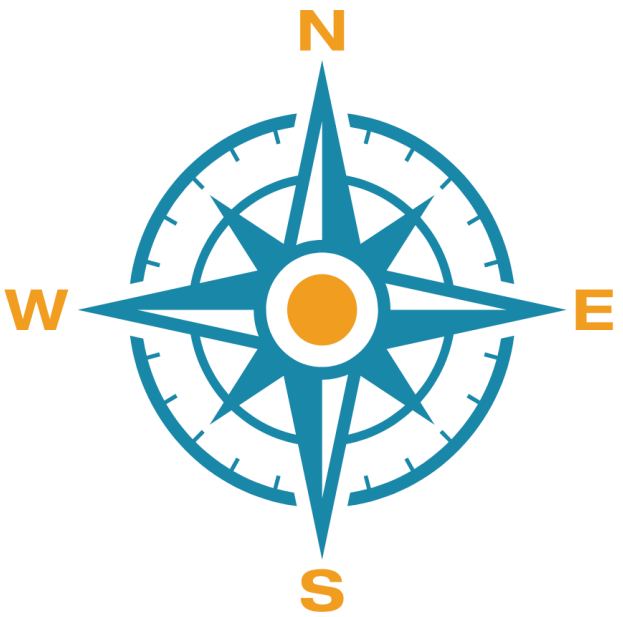
Oide

Audio and Video Settings

Online Presence

Do Chompás a Chalabrú
Calibrating Your Compass

Oide



Individual Reflection

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Seisiún a Ceathair: Breathnóireacht agus Plé

Session Four: Observation and Discussion

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Forléargas ar Sheisiún a Ceathair
Session Four Overview

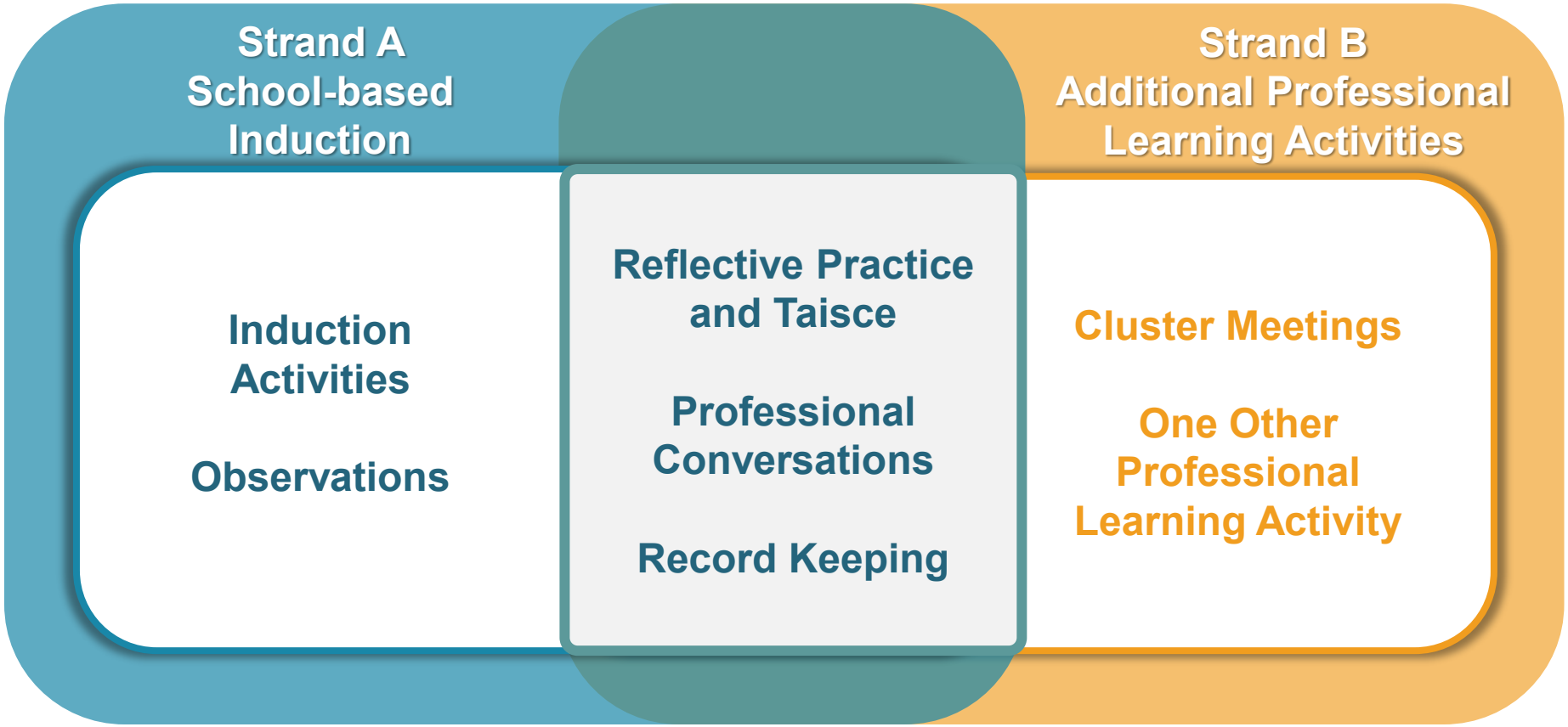
Oide

Exploring the Droichead observation model

Understanding the PST's role in the observation process

Considering how observations cultivate professional learning

Páirt a Ghlacadh i bPróiseas Droichead
Engaging in the Droichead Process



Breathnóireacht
Observation

Oide

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

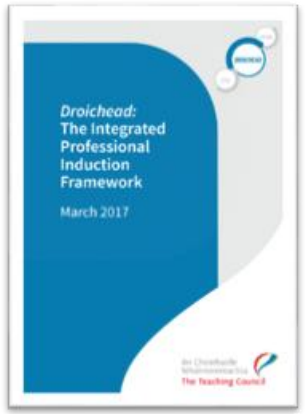
(DQA 2020)

Breathnóireacht
Observation

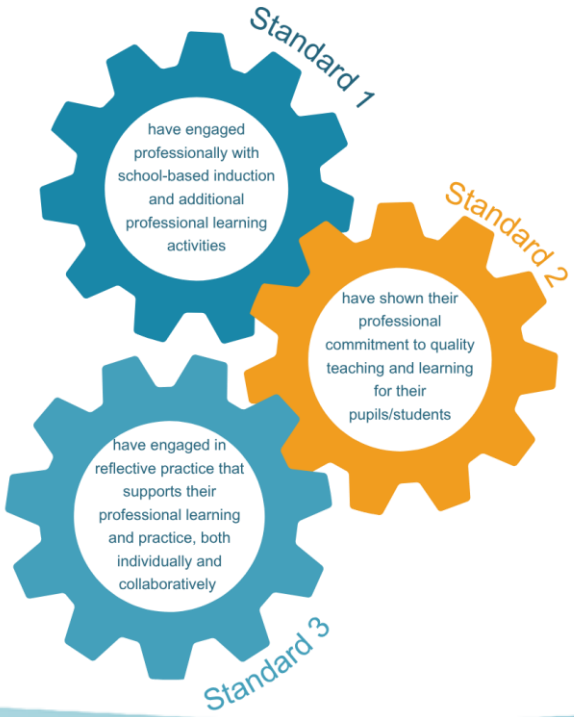
Oide

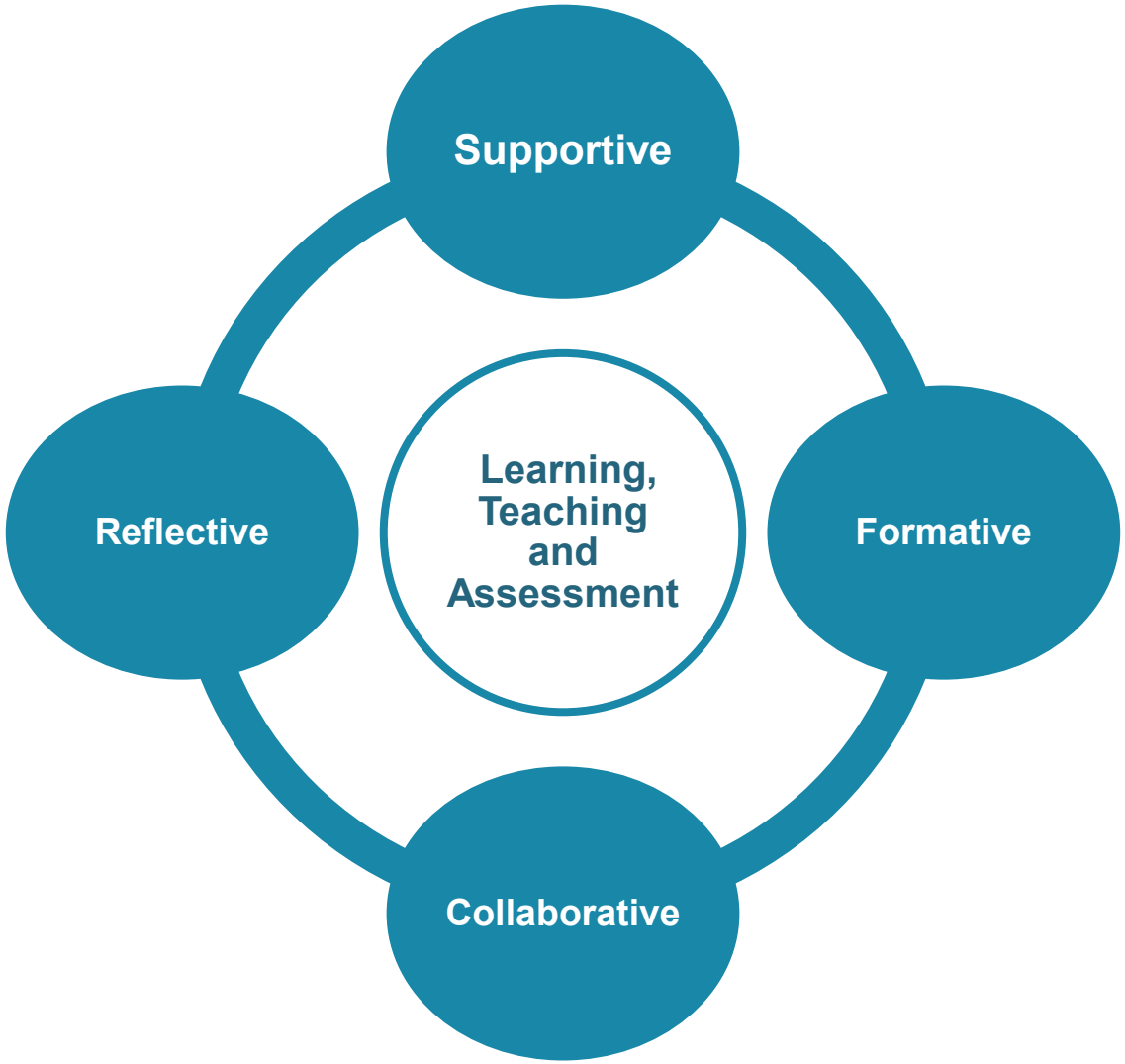
> It is recommended that there would be at least two of each type of classroom observation (observations by the NQT, and observations of the NQT's practice), and that... the classes observed, should be based on discussions between the NQT and the PST .

(The Teaching Council 2017, p.5)



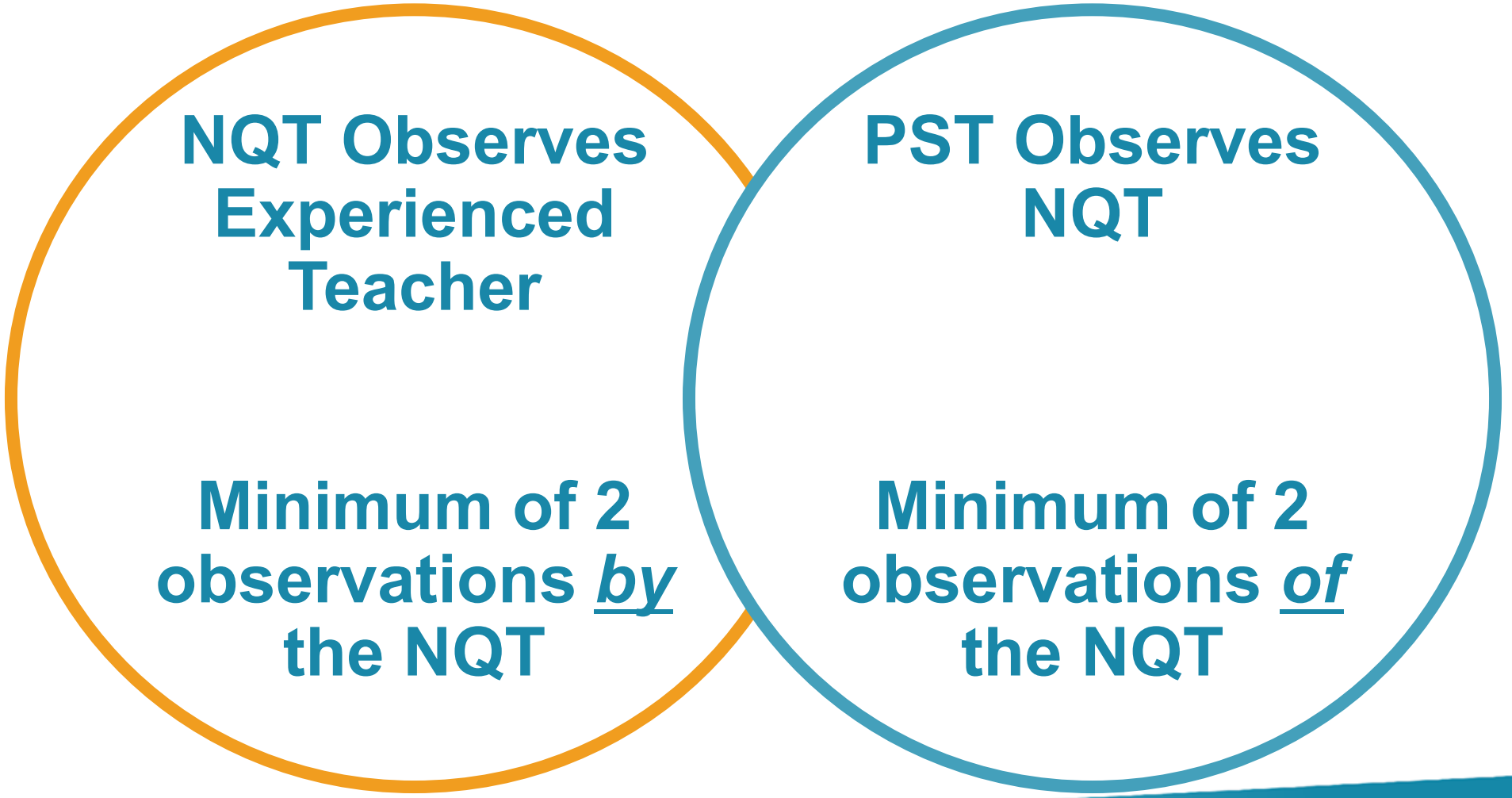
Breathnóireacht agus Plé
Observation and Discussion





Samhail Bhreathnóireachta Droichead
Droichead Observation Model

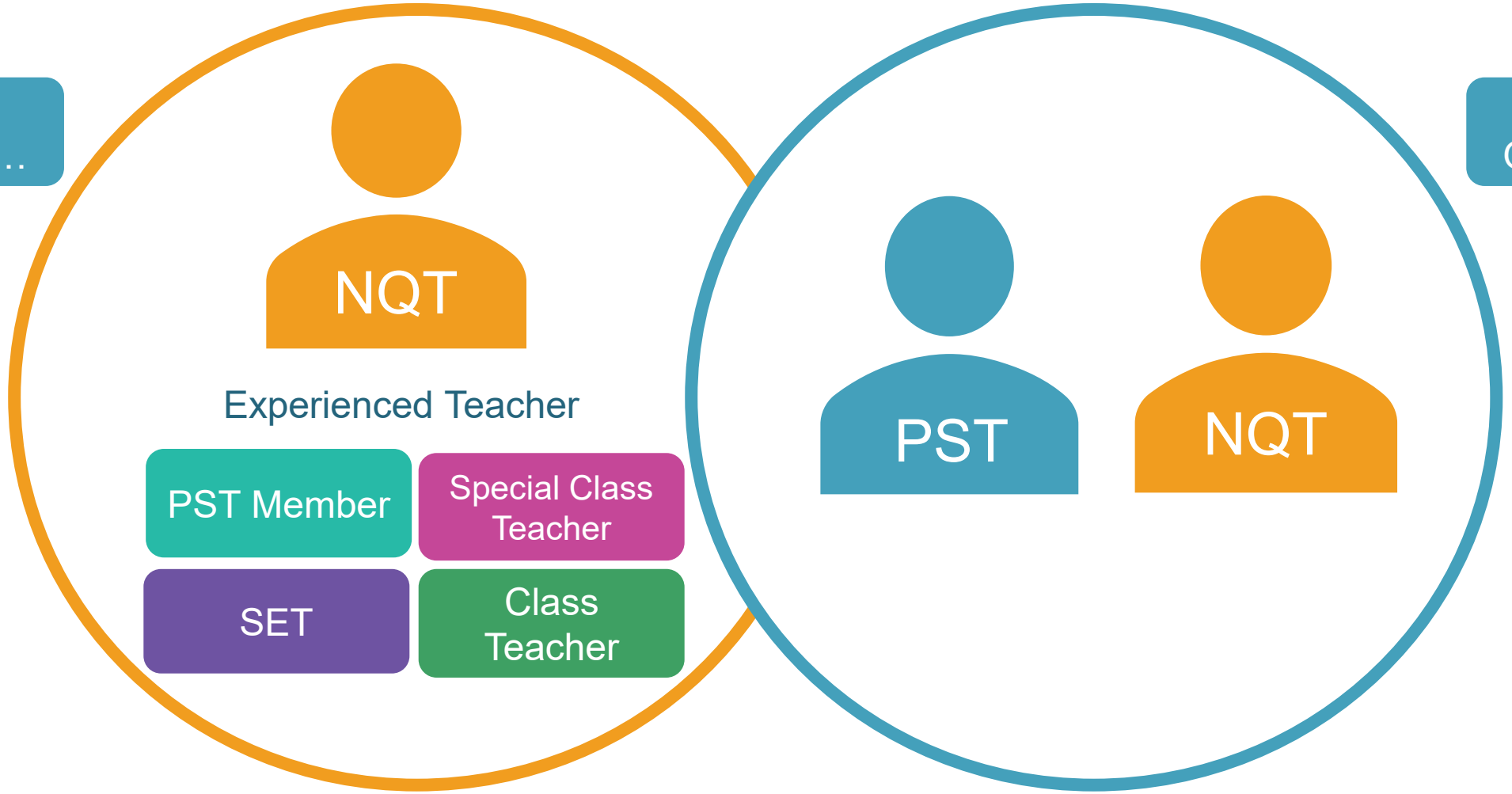
Oide



Samhail Bhreathnóireachta Droichead
Droichead Observation Model

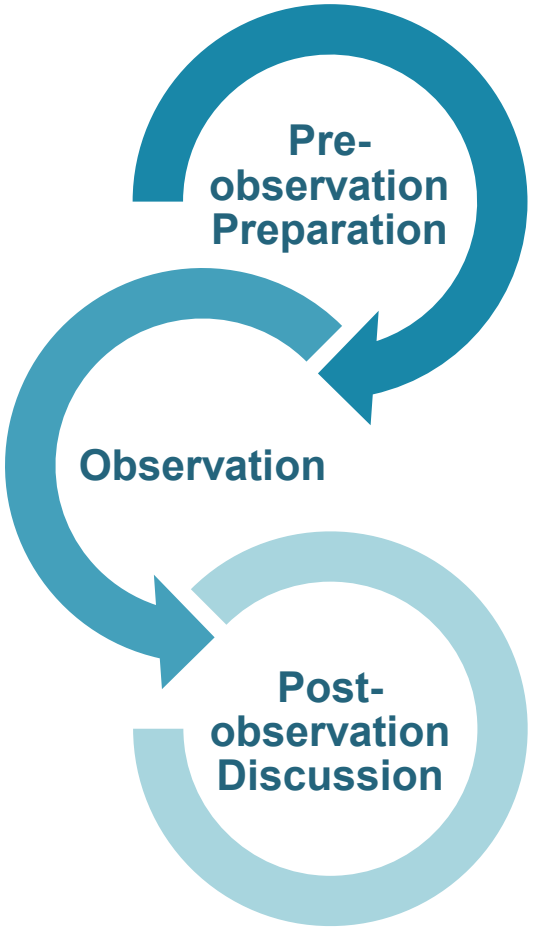
Oide

NQT Observes…



PST Observes…

Timthriall Breathnóireachta Droichead
Droichead Observation Cycle



Pre-observation Preparation

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

Observation

Post-observation Discussion

- Discussion based on observation

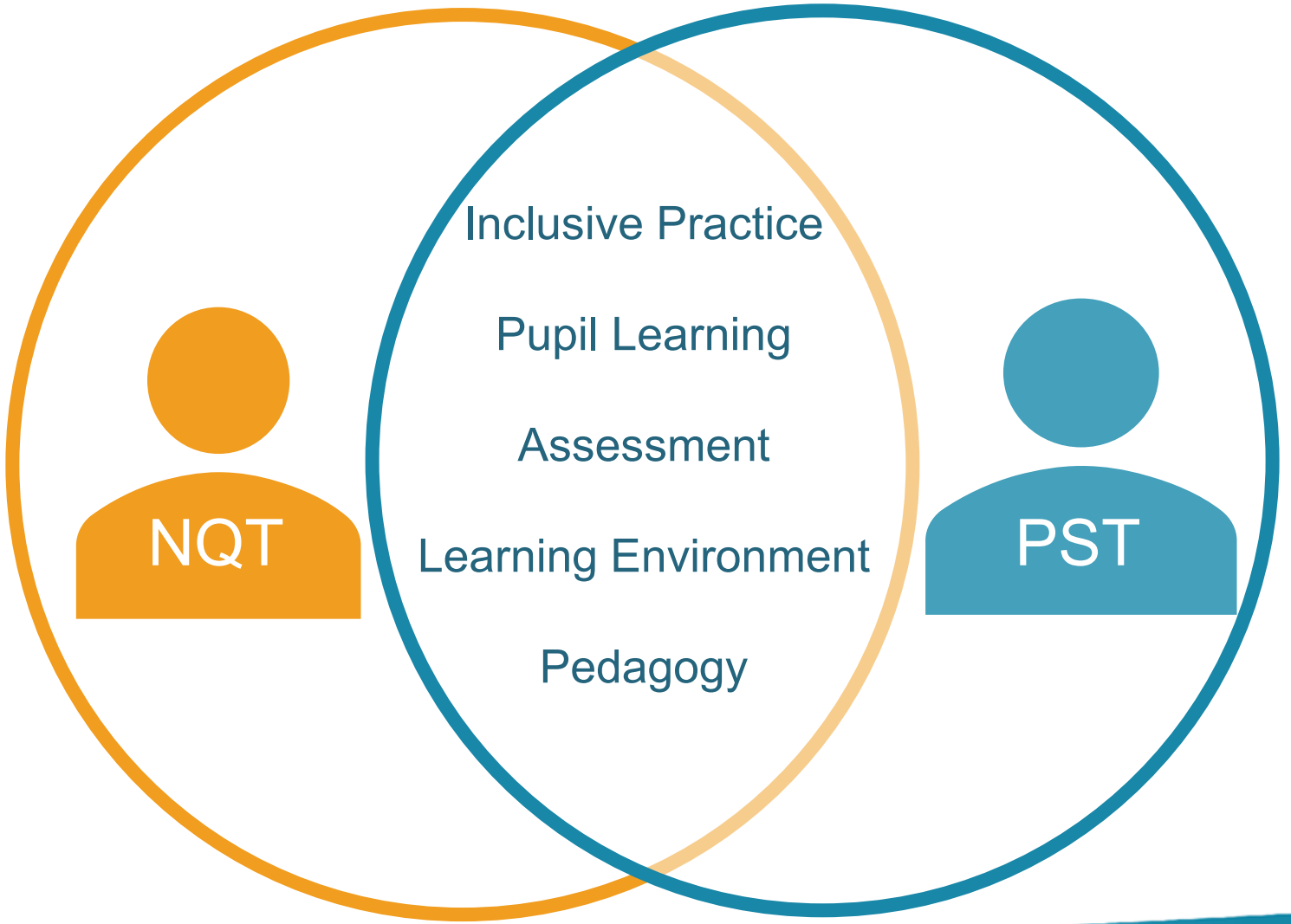
An Fócas a bhíonn ag Breathnóireacht Droichead
Focus of a Droichead Observation

Individual Reflection

Interactive Activity

An Fócas a bhíonn ag Breathnóireacht Droichead
Focus of a Droichead Observation

Oide



Ag Úsáid ABSA (2022) chun MNCanna a Chumhachtú
Using LAOS (2022) to Empower NQTs

Quality Framework for Primary Schools and Special Schools - Overview

	Domains	Standards
Learning and Teaching	Learner outcomes	Pupils: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge, skills and attitudes to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the curriculum[8] attain the stated learning outcomes for the term and year
	Learner experiences	Pupils: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite curriculum knowledge, pedagogical knowledge and classroom management skills selects and uses preparation and assessment practices that progress pupils' learning selects and uses teaching approaches appropriate to the intended learning outcomes and to pupils' learning needs responds to individual learning needs and differentiates learning and teaching activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional learning and professional collaboration work together to devise learning opportunities for pupils across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise
Leadership and Management	Leading learning and teaching	School leaders: promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil manage the planning and implementation of the school curriculum foster teacher professional learning that enriches teachers' and pupils' learning
	Managing the organisation	School leaders: create and maintain a positive school culture and a safe, healthy and purposeful learning environment, and sustain it through effective communication manage the school's human, physical and financial resources so as to create and maintain a learning organisation manage challenging and complex situations in a manner that demonstrates equality, fairness and justice develop and implement a system to promote professional responsibility and accountability
	Leading school development	School leaders: communicate the guiding vision for the school and lead its realisation lead the school's engagement in a continuous process of self-evaluation build and maintain relationships with parents, with other schools, and with the wider community manage, lead and mediate change to respond to the evolving needs of the school and to changes in education
	Developing leadership capacity	School leaders: critique their practice as leaders and develop their understanding of effective and sustainable leadership empower staff to take on and carry out leadership roles promote and facilitate the development of pupil participation, pupil leadership and parent participation build professional networks with other school leaders

[8] Pupils in primary schools follow the primary curriculum. Pupils/students in special schools follow an appropriate and differentiated school curriculum. Teachers in these schools may draw on a range of curricula from a variety of sources, depending on pupils'/students' learning needs.

Statements of practice – Learning and teaching

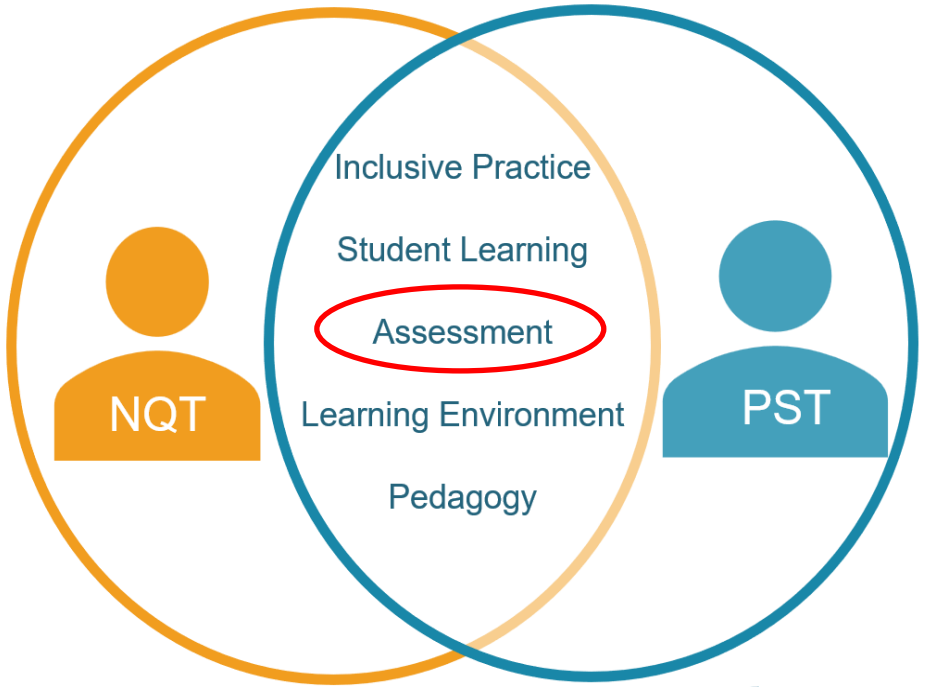
Domain 1: Learner outcomes[9]

Standards	Statements of effective practice	Statements of highly effective practice
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	Pupils' enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing.	Pupils' enjoyment in learning is evident and **arises from** a sense of making progress and of achievement. Their engagement with learning contributes to their sense of wellbeing.
	Pupils are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes.	Pupils are motivated to learn **through having** a clear sense of attainable **and challenging** learning outcomes.
	Pupils have a positive image of themselves as learners and demonstrate this in their approach to their learning.	Pupils have a positive image of themselves as **confident and capable** learners and demonstrate this in their approach to their learning.
Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations, and to support their wellbeing.	Pupils demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. **They apply this knowledge thoughtfully** to manage situations and support their wellbeing.
	Pupils have the skills to modify and adapt their behaviour when required.	Pupils have the skills to modify and adapt their behaviour when required, **and recognise the need to do so themselves.**
	Pupils apply critical thinking and problem-solving skills in their approach to their learning.	Pupils apply critical thinking and problem-solving skills in their approach to their learning **and develop as autonomous learners.**
	Pupils demonstrate an enquiring attitude towards themselves and those around them.	Pupils demonstrate an enquiring **and open-minded** attitude towards themselves and those around them.
Pupils demonstrate the knowledge, skills and understanding required by the curriculum	Pupils' knowledge, skills and understanding of concepts for each area of the curriculum are developed to a high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately.	Pupils' knowledge, skills and understanding of concepts for each area of the curriculum are developed to a very high standard. The values, learning dispositions and attitudes for each curriculum area are promoted appropriately.
	Pupils demonstrate knowledge, skills and understanding for the specific curriculum areas and subjects of the curriculum at a high standard in accordance with the outcomes, skills and concepts of the curriculum.	Pupils demonstrate knowledge, skills and understanding for the specific curriculum areas and subjects of the curriculum at a very high standard in accordance with the outcomes, skills and concepts of the curriculum.
	They demonstrate the appropriate values, learning dispositions and attitudes arising from their engagement with specific curriculum areas and subjects.	They confidently and competently demonstrate the appropriate values, learning dispositions and attitudes arising from their engagement with specific curriculum areas and subjects.
	The overall attainment of the pupils is improving or is at a good standard in accordance with the outcomes and skills of the curriculum.	The overall attainment of the pupils is improving or is at a very good standard in accordance with the outcomes and skills of the curriculum.
	Pupils can engage in creative processes individually and collaboratively that develop their knowledge, skills and understanding and result in new and innovative ideas and solutions.	Pupils can engage in creative processes individually and collaboratively that transform their knowledge, skills and understanding resulting in new and innovative ideas and solutions that have value in real world applications.

[9] In considering the statements of practice within this domain, account should be taken of pupils' abilities, stage of development, identified strengths and learning needs.

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

Ag Úsáid ABSA (2022) chun MNCanna a Chumhachtú
Using LAOS (2022) to Empower NQTs



Quality Framework for Primary Schools and Special Schools - Overview

	Domains	Standards
Learning and Teaching	**Learner outcomes**	Pupils:
		enjoy their learning, are motivated to learn, and expect to achieve as learners
		have the necessary knowledge, skills and attitudes to understand themselves and their relationships
		demonstrate the knowledge, skills and understanding required by the curriculum[8]
		attain the stated learning outcomes for the term and year
	Learner experiences	Pupils:
		engage purposefully in meaningful learning activities
		grow as learners through respectful interactions and experiences that are challenging and supportive
		reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning
		experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher:
		has the requisite curriculum knowledge, pedagogical knowledge and classroom management skills
		selects and uses preparation and assessment practices that progress pupils' learning
		selects and uses teaching approaches appropriate to the intended learning outcomes and to pupils' learning needs
		responds to individual learning needs and differentiates learning and teaching activities as necessary
	Teachers' collective / collaborative practice	Teachers:
		value and engage in professional learning and professional collaboration
		work together to devise learning opportunities for pupils across and beyond the curriculum
		collectively develop and implement consistent and dependable formative and summative assessment practices
		contribute to building whole-staff capacity by sharing their expertise

LAOS (DE 2022, p.25)

Ag Úsáid ABSA (2022) chun MNCanna a Chumhachtú
Using LAOS (2022) to Empower NQTs

Oide

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

LAOS (DE 2022, p.31)

Ag Úsáid ABSA (2022) chun MNCanna a Chumhachtú
Using LAOS (2022) to Empower NQTs

Oide

Focus of Droichead Observation

Quality Framework Overview

Relevant Domain(s) and Standards

Statements of Practice

Inclusive Practice

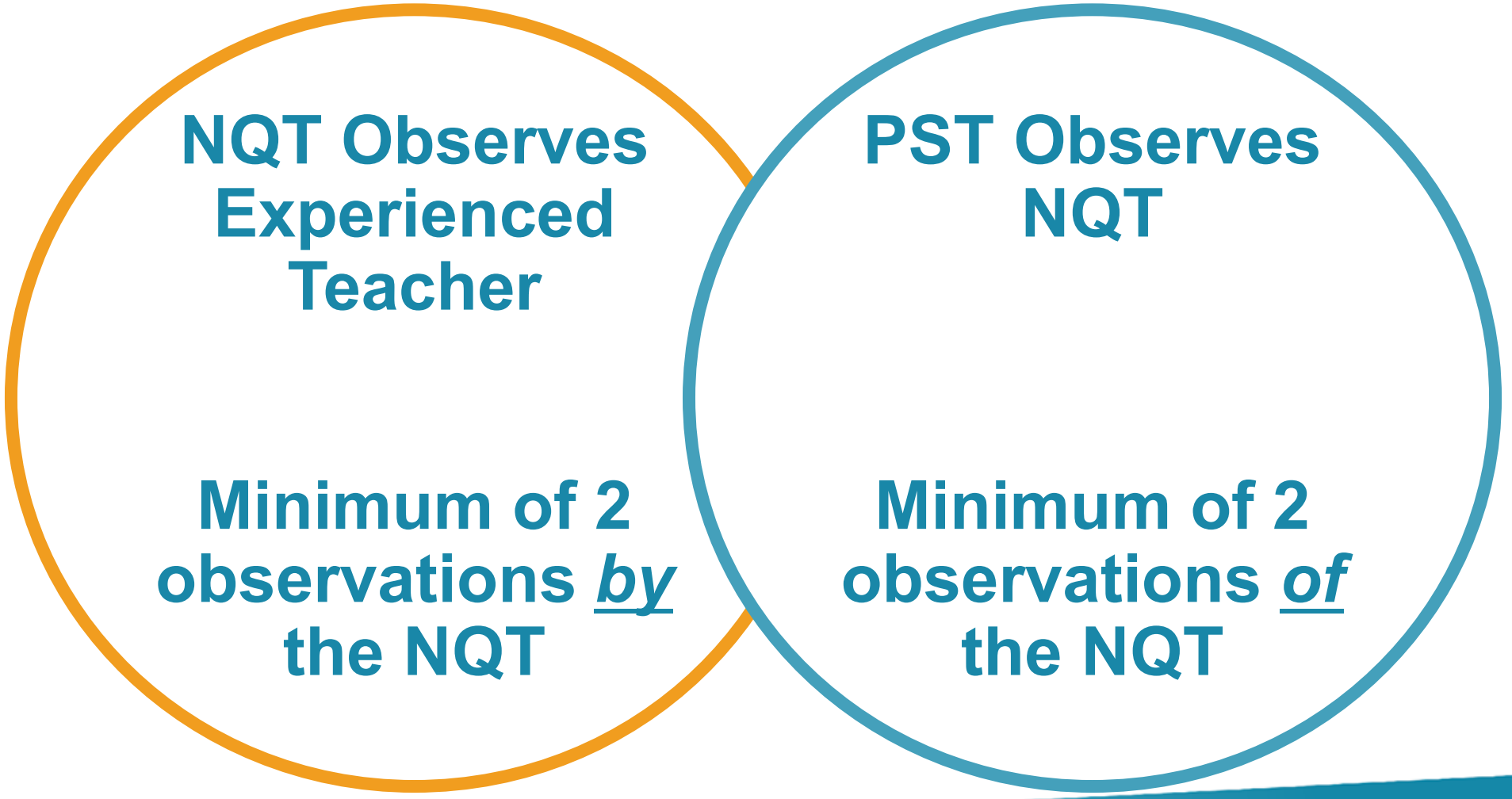
Teachers' Individual Practice

Breakout Room

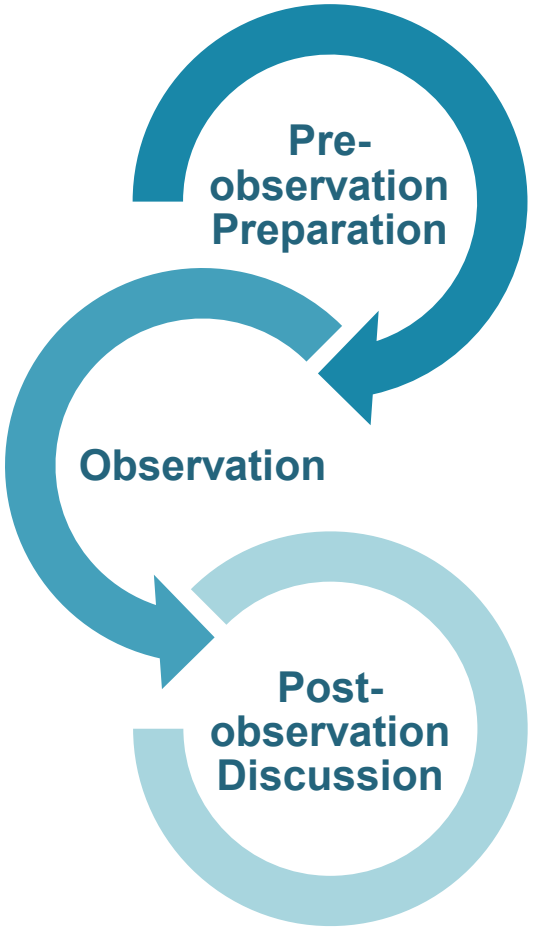
LAOS (DE 2022, p.31)

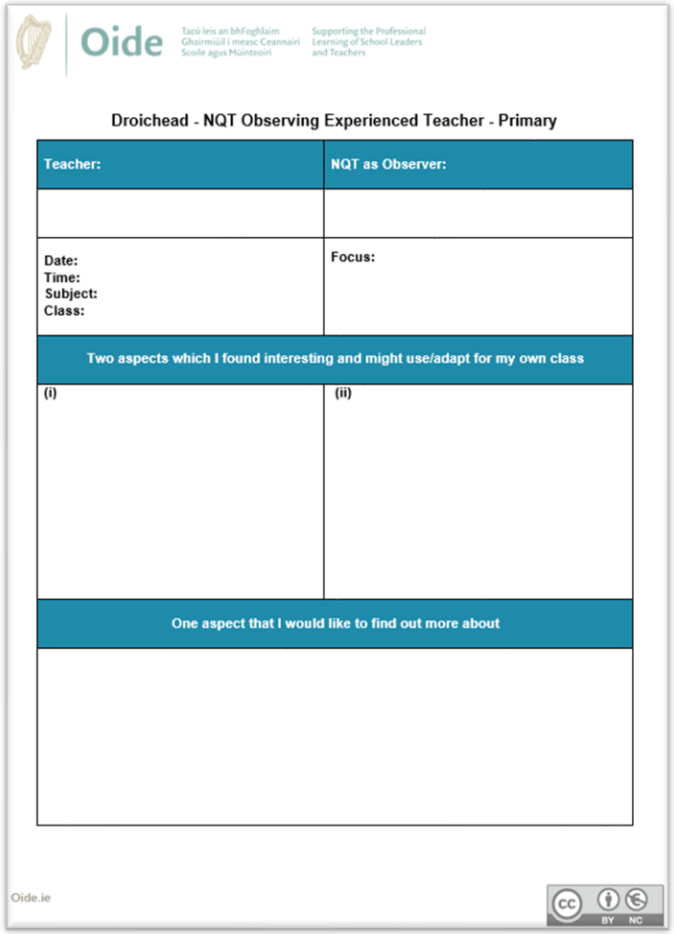
Samhail Bhreathnóireachta Droichead
Droichead Observation Model

Oide



Breathnóireacht **ag** an MNC: Seicheamh
Observation **by** the NQT: Sequence





Oide

Droichead - NQT Observing Experienced Teacher - Primary

Teacher:	NQT as Observer:
Date: Time: Subject: Class:	Focus:
Two aspects which I found interesting and might use/adapt for my own class	
(i)	(ii)
One aspect that I would like to find out more about	

Oide.ie

Collaboration

Reflection

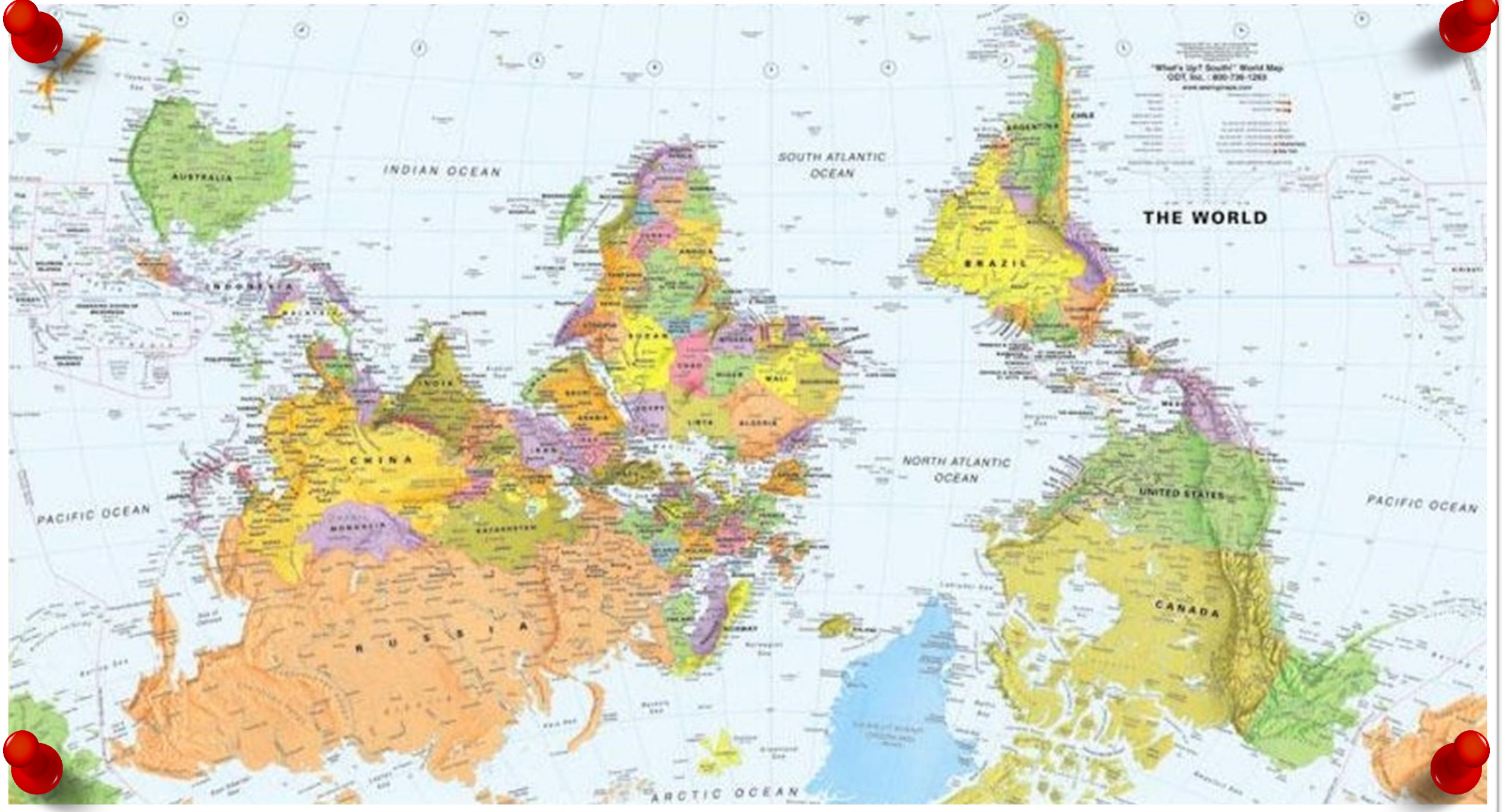
Application

Breathnóireacht **ar** an MNC
Observation **of** the NQT

Oide

PST Observes NQT

Minimum of 2 observations *of* the NQT


"What's Up? South!" World Map
ODT, Inc. | 800-736-1263
THE WORLD
AUSTRALIA
INDIAN OCEAN
SOUTH ATLANTIC OCEAN
ARGENTINA
CHILE
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INDIA
CHINA
MONGOLIA
KAZAKHSTAN
RUSSIA
NORTH ATLANTIC OCEAN
UNITED STATES
CANADA
PACIFIC OCEAN
PACIFIC OCEAN
ARCTIC OCEAN

Réamhbhreathnóireacht **ar** an MNC
Pre-observation **of** the NQT

- Agree a focus — related to emerging needs
- Arrange date, time, length of observation
- Agree format of observation and relevant logistics
- Talk through the lesson — what is the plan?

Réamhbhreathnóireacht ar an MNC
Pre-observation **of** the NQT

Oide

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

Individual Reflection

Interactive Activity

Fócas Ceachta
Focus of a Lesson

(Malderez and Bodóczky 1999)

Individual Reflection

Interactive Activity

Breathnú ar an gCeacht
Observing the Lesson

For consideration:

- Considering the focus of the lesson, what would you like to discuss with Fiona following this lesson?
- What are strengths in Fiona's practice?
- What areas are there for development?
  - How would you discuss those areas for development with Fiona?
  - What area(s) would you prioritise? Why?

Breakout Room

Whole Group Discussion

Iar-bhreathnóireacht **ar** an MNC
Post-observation **of** the NQT

Plé Iar-bhreathnóireachta
Post-observation Discussion

Oide

Facilitative stance using open-ended questioning

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

Ról-Imirt Iar-bhreathnóireachta
Post-observation Role Play

Teacher: Fiona **Subject:** Maths **Stage** 1
Class: Junior Infants

Strand: Shape and Space I **Focus of Observation:** Questioning Techniques

Fiona introduced the lesson by telling the children they would be learning about four 2D shapes. She began with the circle, displaying a large image of one on the interactive whiteboard. She asked, "This is a circle, isn't it?" and followed with, "Can anyone see something that's a circle in the room?" After two children responded, she moved on.

Children were placed in small groups and given shape packs. Fiona asked each group to take out the circle and feel its edge. With several pupils, including those with EAL, she used simple recall-style questions such as, "Does this shape have corners?" and "Does it feel round to you?" She followed a similar routine for the other shapes.

For other groups, Fiona attempted to extend thinking by asking comparison and reasoning questions like: "How is this shape different from the triangle?", "Why do you think this one is a rectangle and not a square?". Some pupils struggled to respond, while others engaged with support.

She then used magnetic posters to display the four shapes on the board. She explained that the children would take turns coming up to talk about them. However, she remained at the front, asking questions like, "Is this the square?" and "Can you see the triangle?" while pointing herself. Most of the responses came from the whole class in chorus, and no individual children came up to the board.

For the next activity, children worked in groups to sort the four shapes onto A3 mats. Fiona had prepared a variety of materials for this task. As she moved around the room, she interacted with groups by asking questions such as, "Is that a rectangle?" and "Did you put that in the right place?". She occasionally probed further with, "How do you know?". She encouraged them to finish the task and praised completed group work. The final activity—creating pictures using the four shapes—was planned but postponed due to time constraints. Fiona explained that they would complete this the following day.

Oide Reflective Learning Log 14

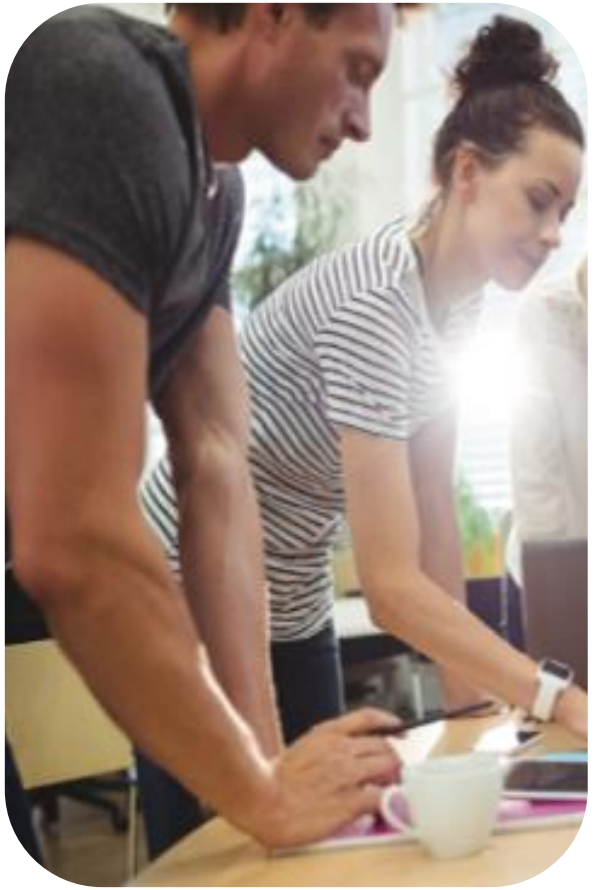
Breakout Room

Whole Group Discussion

Pleanáil Gníomhaíochta
Action Planning

Oide

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



Through discussion and collaboration identify:

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

Dearcadh MNC ar Bhreathnóireacht
NQT Perspective on Observation

Oide

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

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

(NQT Voice 2024)

Athbhreithniú ar Sheisiún a Ceathair
Session Four Review

Oide

Explored the Droichead observation model

Developed an understanding the PST's role in the observation process

Considered how observations cultivate professional learning

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Seisiún a Cúig:
Ag Obair mar Fhoireann

Session Five:
Working as a Team

CC BY NC

Forléargas ar Sheisiún a Cúig
Session Five Overview

Oide

Recognising the importance of a whole-school approach

Deepening the PST members understanding of their roles and responsibilities

Concluding the process

Maidir le Ball den FTG...
A PST Member is…

Facilitator

Advocate

Collaborator

Instructor

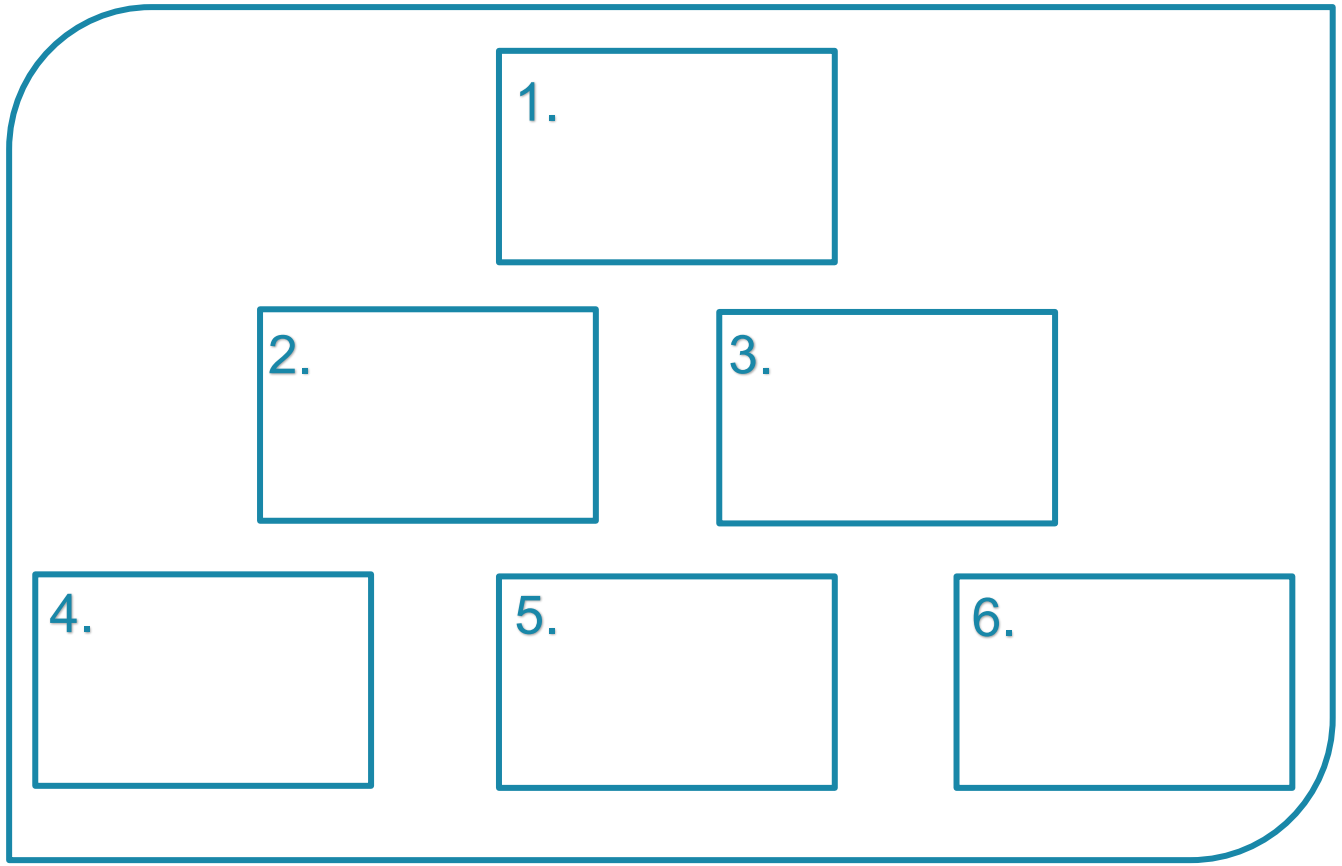
Trusted listener

Evidence gatherer

Leader

Problem solver

Learner



(Horn and Metler-Armijo 2011)

Breakout Room

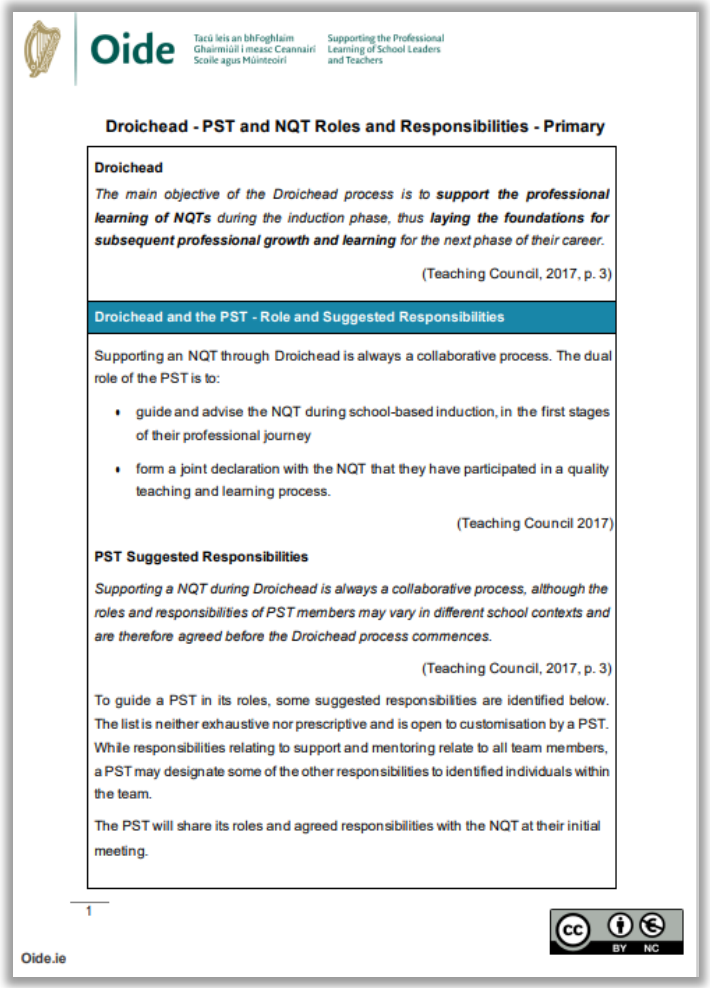
Whole Group Discussion

Prionsabail maidir le Foireann Éifeachtach a Bhunú
Principles in Establishing an Effective Team

The Five Cs

Interactive Activity

Róil agus Freagrachtaí Soiléire a Leagan Síos
Setting Clear Roles and Responsibilities



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

Droichead - PST and NQT Roles and Responsibilities - Primary

Droichead

*The main objective of the Droichead process is to **support the professional learning of NQTs** during the induction phase, thus **laying the foundations for subsequent professional growth and learning** for the next phase of their career.*

(Teaching Council, 2017, p. 3)

Droichead and the PST - Role and Suggested Responsibilities

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

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

(Teaching Council 2017)

PST Suggested Responsibilities

Supporting a NQT during Droichead is always a collaborative process, although the roles and responsibilities of PST members may vary in different school contexts and are therefore agreed before the Droichead process commences.

(Teaching Council, 2017, p. 3)

To guide a PST in its roles, some suggested responsibilities are identified below. The list is neither exhaustive nor prescriptive and is open to customisation by a PST. While responsibilities relating to support and mentoring relate to all team members, a PST may designate some of the other responsibilities to identified individuals within the team.

The PST will share its roles and agreed responsibilities with the NQT at their initial meeting.

1

Oide.ie

Comhráite Gairmiúla a Stiúradh
Navigating Professional Conversations

Oide

Mindset

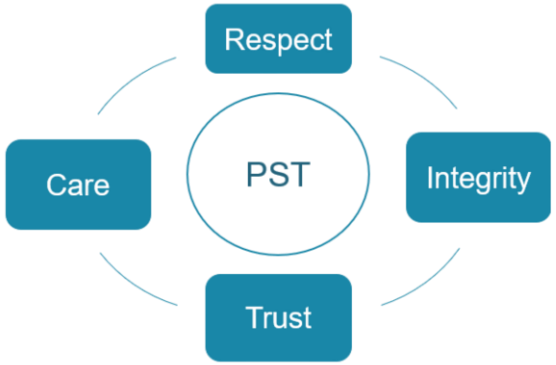
- Be ready to listen
- Know the ultimate goal
- Know the value you can add to the conversation

Clarity

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

Connection

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



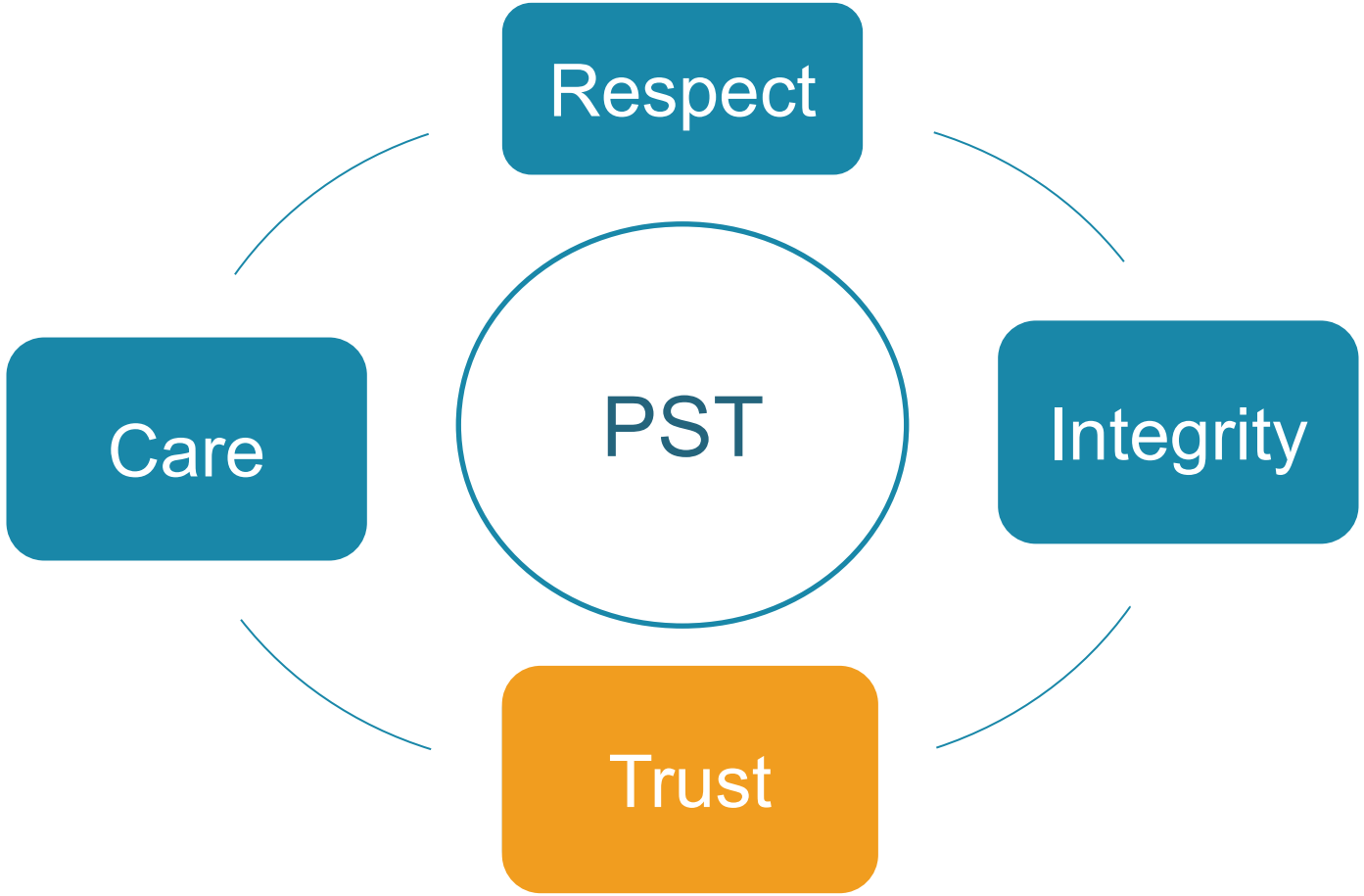
Solutions

- Explore options
- Test potential solutions
- Agree next steps

(Davey 2019)

Comhráite Gairmiúla a Stiúradh
Navigating Professional Conversations

Oide



Comhráite Gairmiúla a Stiúradh
Navigating Professional Conversations

Oide

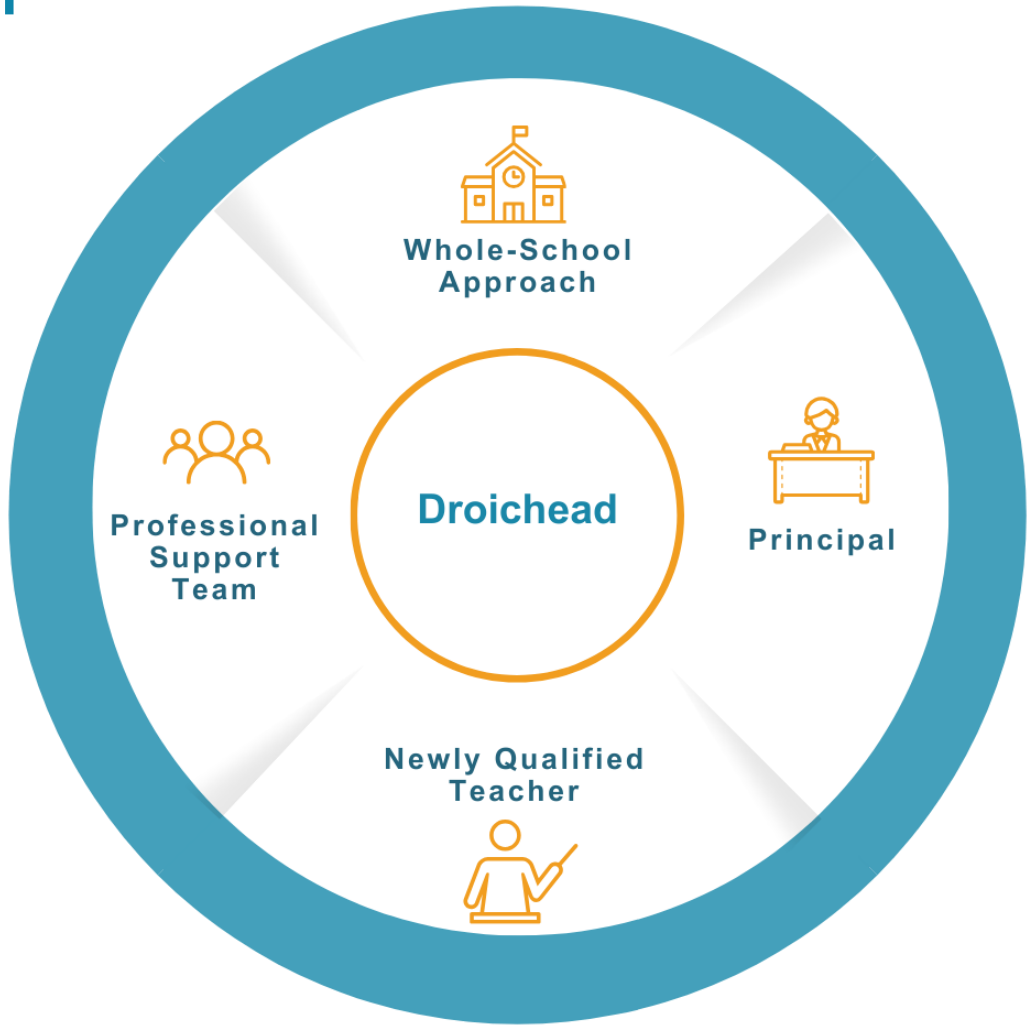
Trust

Disposition

Time

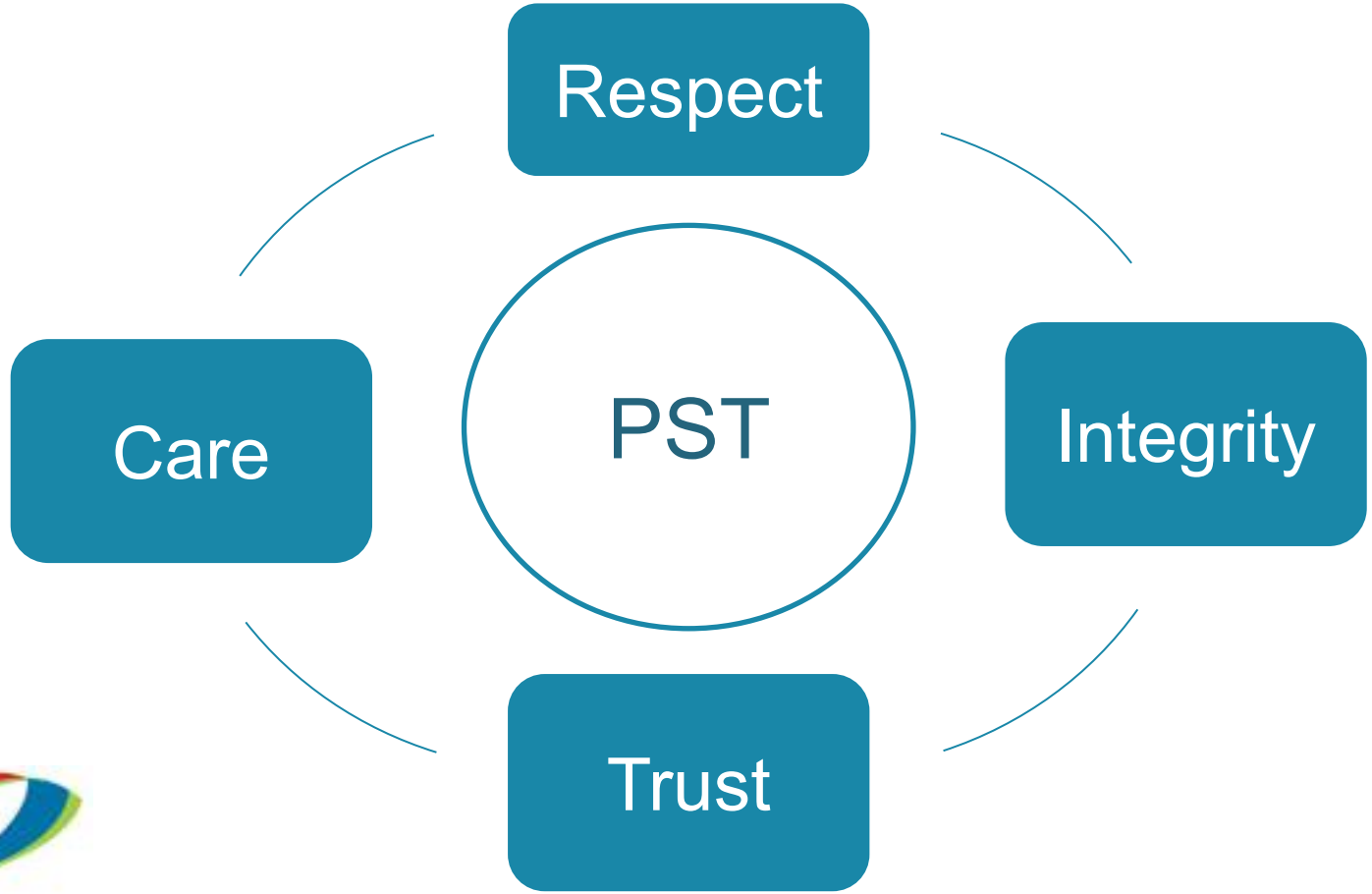
Strengths-based

Cur Chuige don Scoil Uile
Whole-School Approach



Ceithre Luach Eiticiúla na Comhairle Múinteoireachta
The Teaching Council's Four Ethical Values

Oide



(Teaching Council 2016)

An Chomhairle Mhúinteoireachta
The Teaching Council

Eolas ar Am Scaoilte
Release Time

- Limited discretionary time — contact primarydroicheadsupport@oide.ie
- External PST Member release time — refer to FAQs
- Release days claimed through OLCS: ‘Teacher Induction’
- Sample timetables on our website

Number of NQTs undertaking Droichead	In-school release time available to schools per academic year (Days)
0	0
1	4
2-4	5
5-6	6
7+	7

An Próiseas a Thabhairt chun Críche
Concluding the Process

Oide

Outcome A

The joint declaration on Form D is completed by the PST and the NQT.

Outcome B

The joint declaration is not completed.

Additional time may be required.

An Chomhairle Mhúinteoireachta
The Teaching Council

Cás-Staidéar
Case Study

Oide

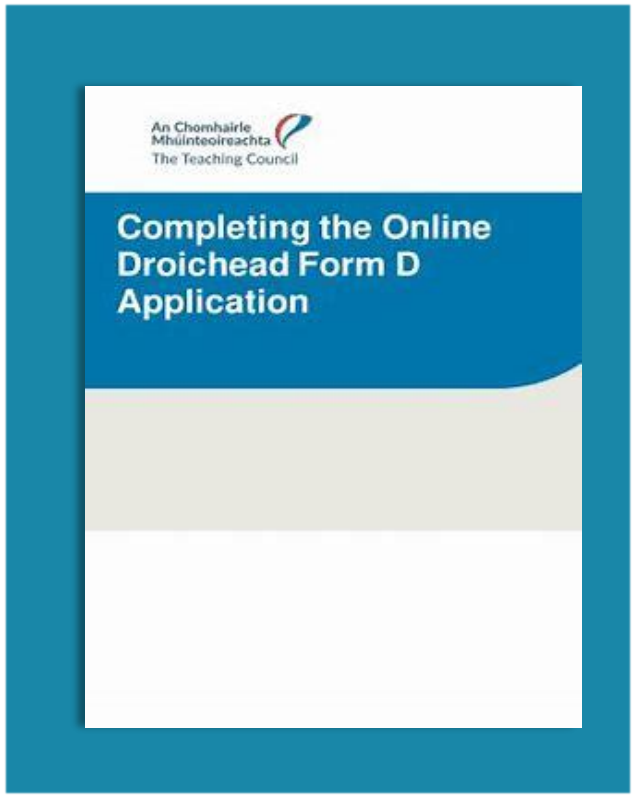
Fiona has three weeks left in the school and is anxious to complete the Droichead process during this time. Several meetings with the PST have been rescheduled or cancelled during the year for a variety of reasons.

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

Individual Reflection

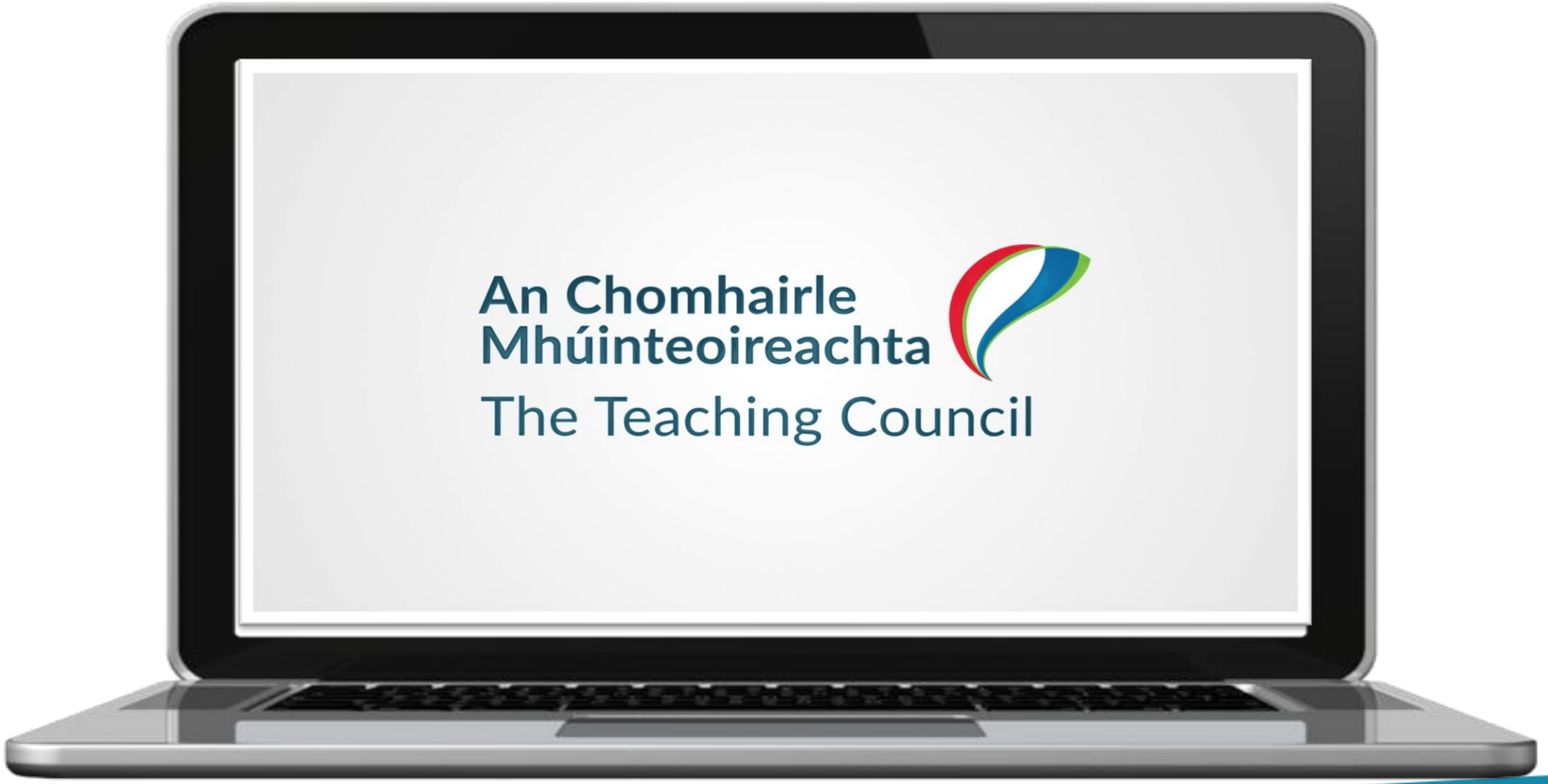
Interactive Activity

An Fhoirm D a Chomhlánú ar Líne
Completing the Online Form D



- Form Ds must be completed accurately
- Falsification of information is taken very seriously by the Teaching Council
- The Teaching Council conducts a thorough review of all Form Ds received
- PST members receive an email from the Teaching Council once the Droichead condition has been removed from an NQT's registration

An Fhoirm D a Chomhlánú ar Líne
Completing the Online Form D

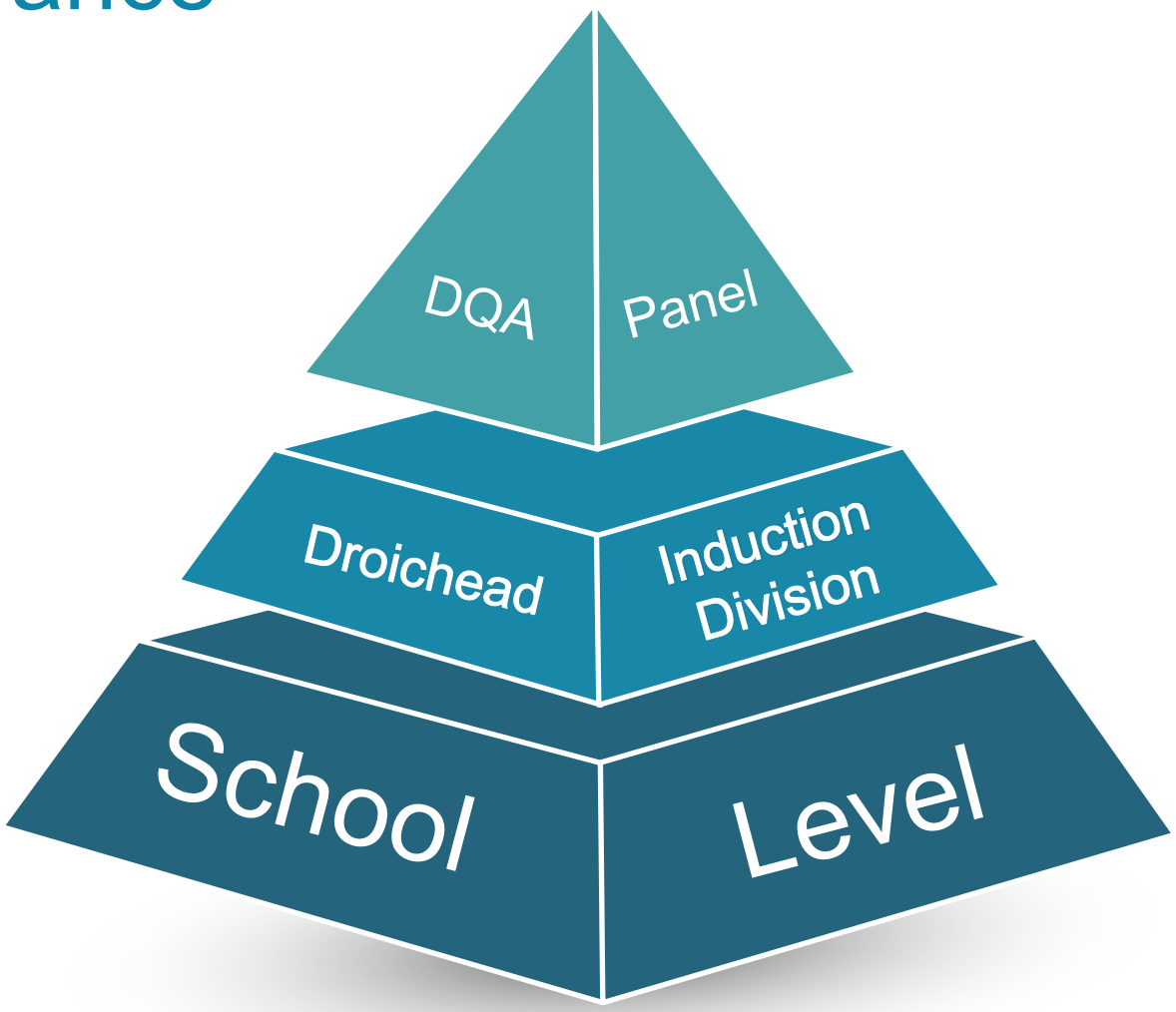


Comhsheasmhacht agus Dearbhú Cáilíochta
Consistency and Quality Assurance

Oide

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

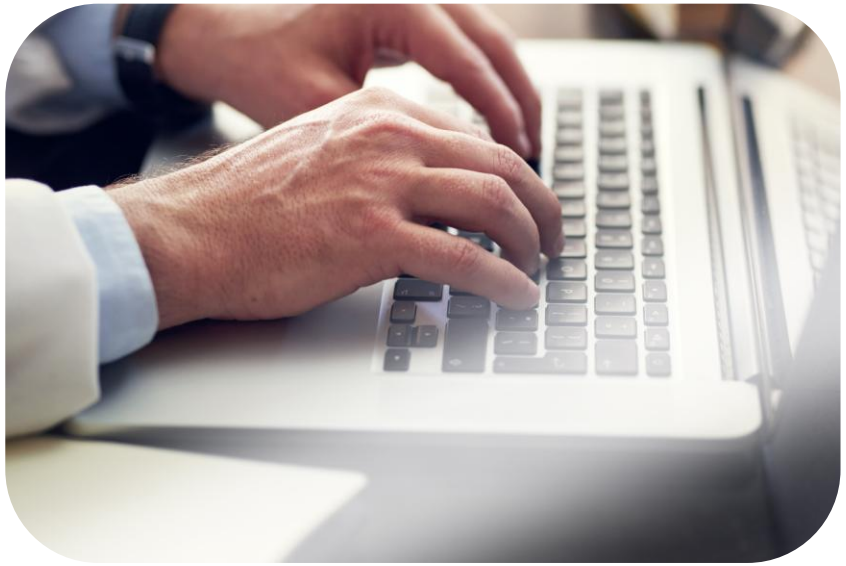
(Teaching Council 2017, p. 7)



Próiseas Droichead a Thaifeadadh
Recording the Droichead Process

Oide

- ❑ Confirmation Email
- ❑ Droichead Outline Plan
- ❑ Droichead Standards Induction Plan
- ❑ Templates for Observations and Action Planning
- ❑ Record of Release Time
- ❑ Minutes of Meetings
- ❑ Review and Reflection
- ❑ Taisce
- ❑ Form D



Dualgais agus Freagrachtaí
Obligations and Responsibilities

Oide

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

Cosaint Sonraí
Data Protection

Oide

GDPR 2018

www.gdpr4schools.ie

Athbhreithniú ar Sheisiún a Cúig
Session Five Review

Oide

Recognised the importance of a whole-school approach

Deepened the PST members understanding of their roles and responsibilities

Focused on concluding the process

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Seisiún a Sé:

Ag Forbairt sa Ról mar Bhall den FTG

Session Six:

Developing in the Role of PST Member

CC BY NC

Forléargas ar Sheisiún a Sé
Session Six Overview

Oide

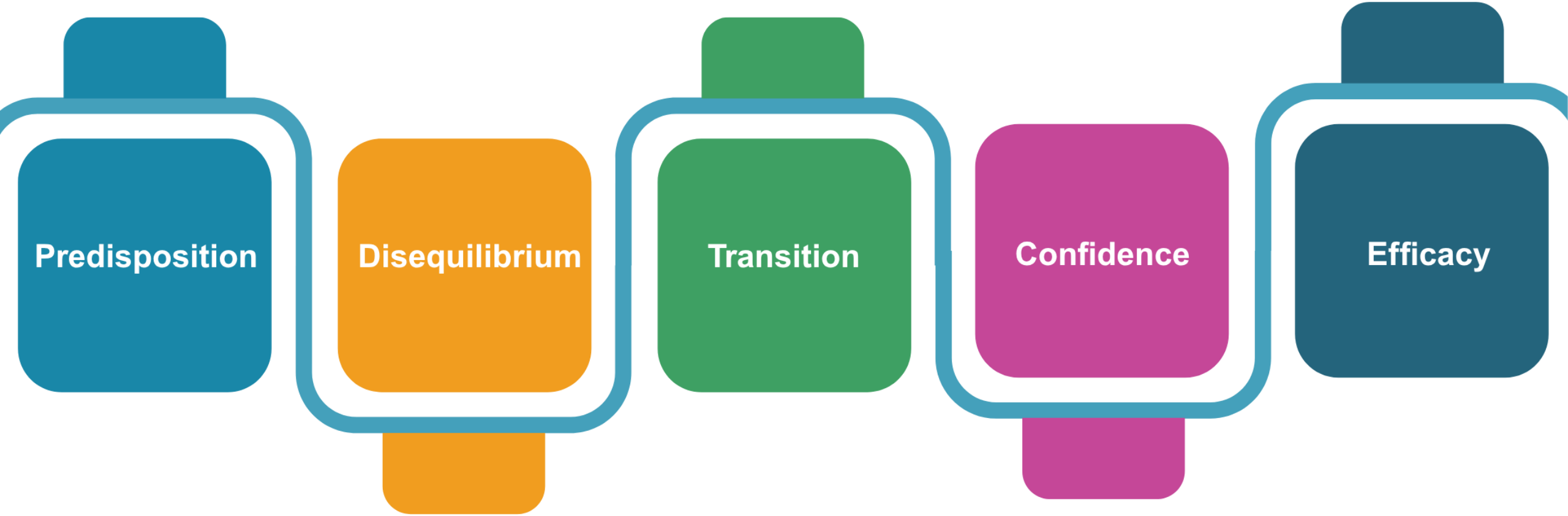
Applying the Droichead policy to practice

Identifying the stages of mentor development

Exploring additional supports for PSTs and NQTs

Céimeanna Forbartha an Mheantóra
Stages of Mentor Development

Oide



(Portner 2005)

Teoiric a Chur i gCleachtas
Putting Theory into Practice

Oide

Scenario 1 The principal informs the PST that an additional NQT will be joining the staff in January. Currently, there are 2 PST members supporting 5 NQTs.

Scenario 2 A fellow staff member asks: "After the NQT observed my class, they had questions about differentiation but is that your role to support them?"

Scenario 3 An NQT says: "I missed Cluster Meeting 1 in term one. What are my options?"

Scenario 4 The Deputy Principal doesn't have a substitute teacher to cover a PST member's class for their scheduled NQT observation this afternoon.

Scenario 5 A PST member has noted that after two observations the NQT is not taking on board the advice and support given.

Scenario 6 An NQT approaches a PST member to say that they overheard another PST member discussing their classroom practice with other staff members.

Scenario 7 A PST Member receives a question from an NQT: "What's the best way to approach my first parent teacher meeting? I want to make it meaningful, but I'm not sure where to start."

Scenario 8 NQT: I think I'll use our school curriculum in-service day as my one other professional learning activity for Strand B?

Breakout Room

Whole Group Discussion

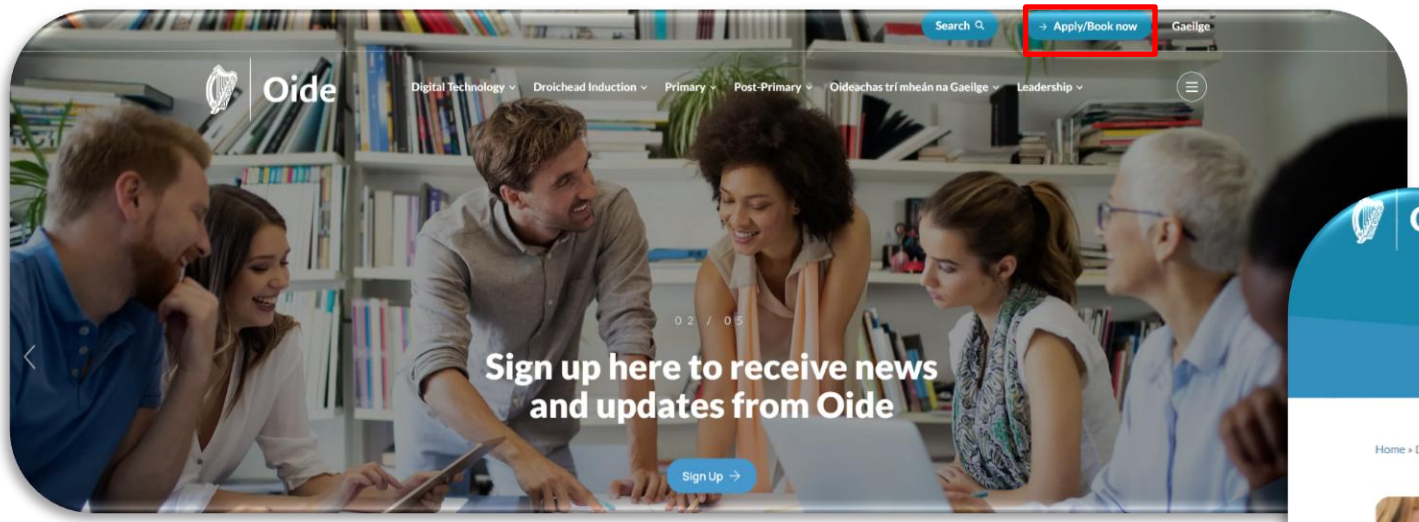
Do Thionchar Gairmiúil a Leathnú
Broadening Your Professional Impact

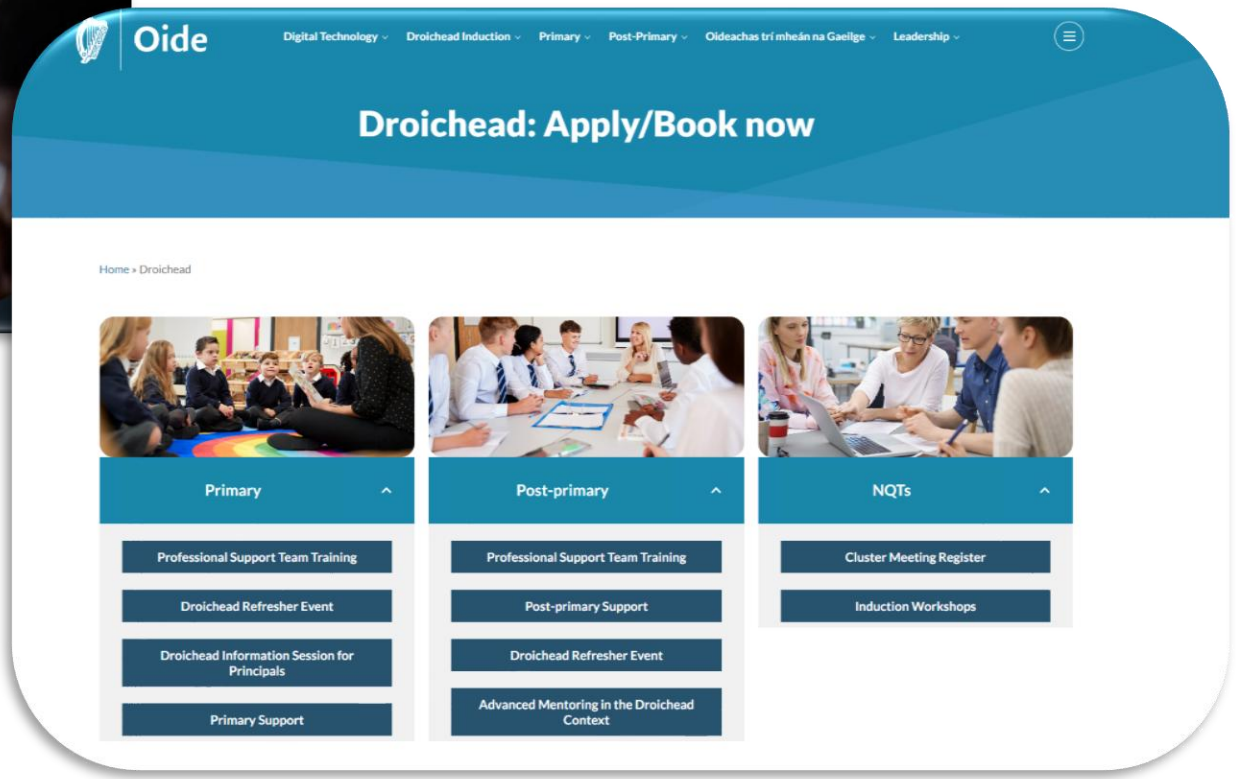
Domain 4: Developing leadership capacity

Standards	Statements of effective practice	Statements of highly effective practice
Empower staff to take on and carry out leadership roles	The principal and deputy principal provide a mentoring programme to support teachers in new roles	The principal and deputy principal provide **and manage** an effective mentoring programme both to support teachers in new roles and **to develop the leadership capacity of mentors**

Ár gcuid Imeachtaí agus Tacaíocht Bhreise
Our Events and Further Support

Oide





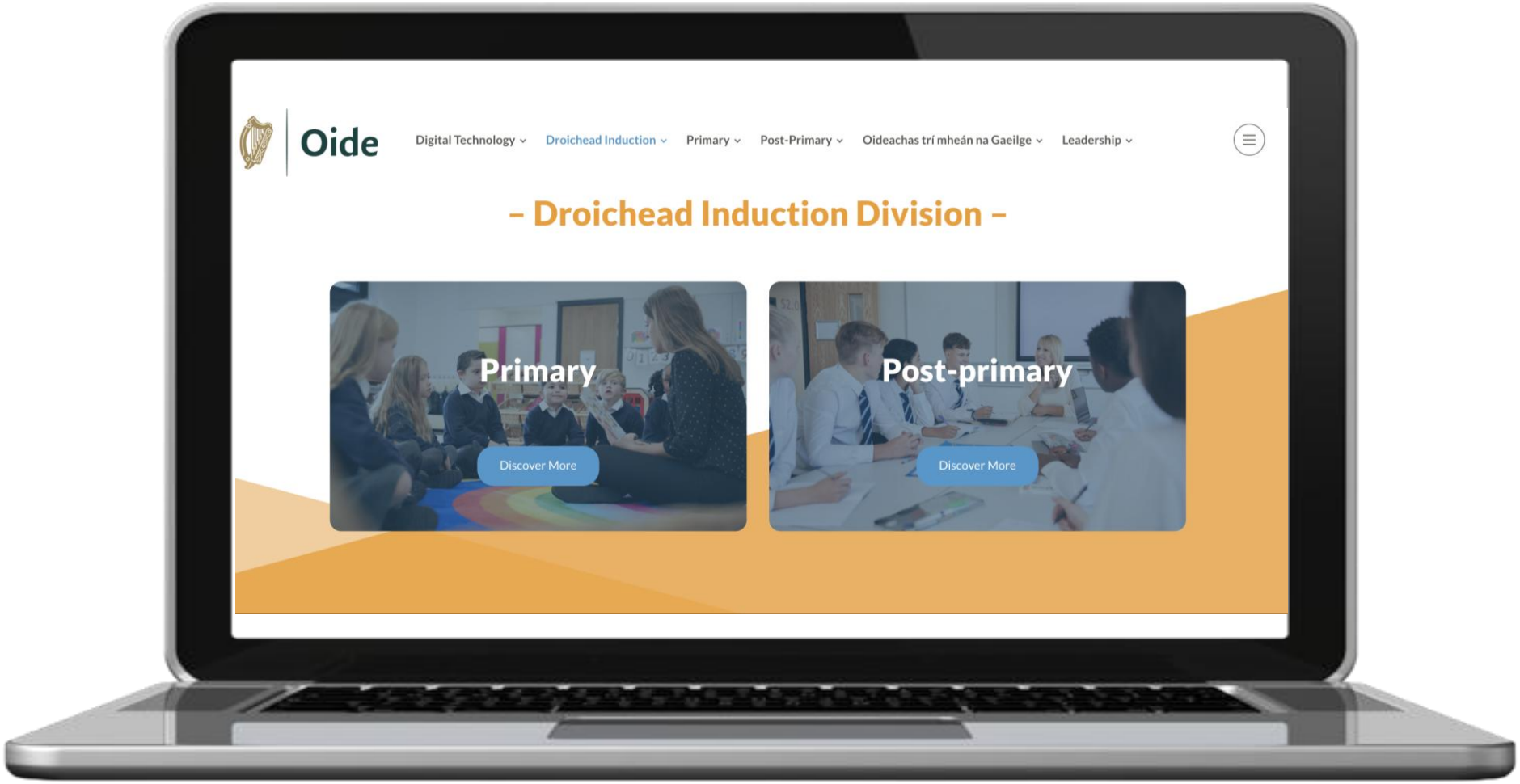
Droichead Refresher Events

Droichead Information Session for Principals

Advanced Mentoring in the Droichead Context

Acmhainní ar an Suíomh Gréasáin
Website Resources

Oide



Oide Reflective Learning Log 17-18

Interactive Activity

Pleanáil Gníomhaíochta agus na Chéad Chéimeanna Eile
Action Planning and Next Steps

Getting Started

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

Up & Running

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

Moving Forward

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

Athbhreithniú ar Sheisiún a Sé
Session Six Review

Oide

Applied the Droichead policy to practice

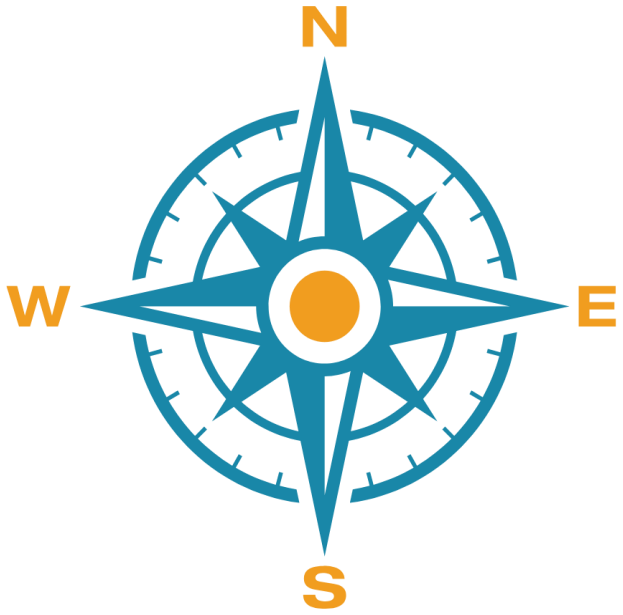
Identified the stages of mentor development

Explored additional supports for PSTs and NQTs

Machnamh
Reflection

Where am I now?

What wisdom will help guide me?



What am I excited about?

What will support me?

Individual Reflection

Oide Reflective Learning Log 01

Conclúid
Conclusion

Oide

Droichead Process

The Role of the PST

Empowering NQTs

Individual Reflection

Tacaíocht Bhreise
Additional Support

Oide

Oide

- ✓ The Droichead Induction Division: https://oide.ie/droichead/home/
- ✓ Contact the Primary Droichead Induction Team: primarydroicheadsupport@oide.ie

An Chomhairle Mhúinteoireachta
The Teaching Council

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

ESCI Ionaid Tacaíochta Oideachais na hÉireann
Education Support Centres Ireland

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

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

CC BY NC