Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Meon na Meantóireachta a Neartú – Imeacht ar Mhaithe le FTGanna Seanbhunaithe

Strengthening the Mentoring Mindset for Established PSTs

@Oide_Droichead

CC BY NC

Forbhreathnú Overview

Oide

Policy and People

The Benefits of Whole-School Engagement

Strengthening Positive Professional Relationships
(empathy, trust, listening)

Managing Professional Conversations
(entering the conversational mindset, questioning)

Intinní Foghlama
Learning Intentions

Oide

To cultivate the core dispositions and practices that give mentoring purpose, meaning and impact.

To strengthen the skills that empower mentors to guide professional conversations and build supportive and collaborative partnerships.

To explore the opportunities mentoring offers across the school community.

Ag Obair Le Chéile…
Working Together…

Oide

Materials

Punctuality

Confidentiality

Engagement
and Participation

Asking
Questions

Frámú an lá
Framing the Day

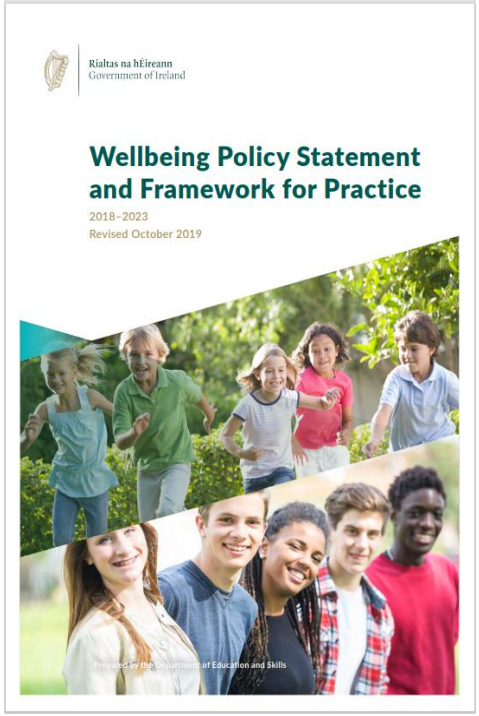
Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Ráiteas Polasaí Folláine agus Creat Cleachtais
Wellbeing Policy Statement and Framework for Practice

Oide



'Mentoring systems are in place whereby more senior teachers offer practical and social support to Newly Qualified Teachers (NQTs) and/or new staff members.'

(Department of Education and Skills, 2019, p.47)

ABSA
LAOS

Oide

Standards

Teachers' collective / collaborative practice

Teachers value and engage in professional learning and professional collaboration.

Leading learning and teaching

School leaders promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment.

Polasaí a Threorú go Cleachtas
Guiding Policy into Practice

Oide

Mentoring is the path through the strong peaks of policy and frameworks.

It is a core function of Droichead.

It is the force through which culture and care come alive, shaping teachers and transforming practice.

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Seisiún 1: Dea-Chaidrimh Dhearfacha a Neartú

Session 1: Strengthening Positive Professional Relationships

Intinní Foghlama
Learning Intentions

Oide

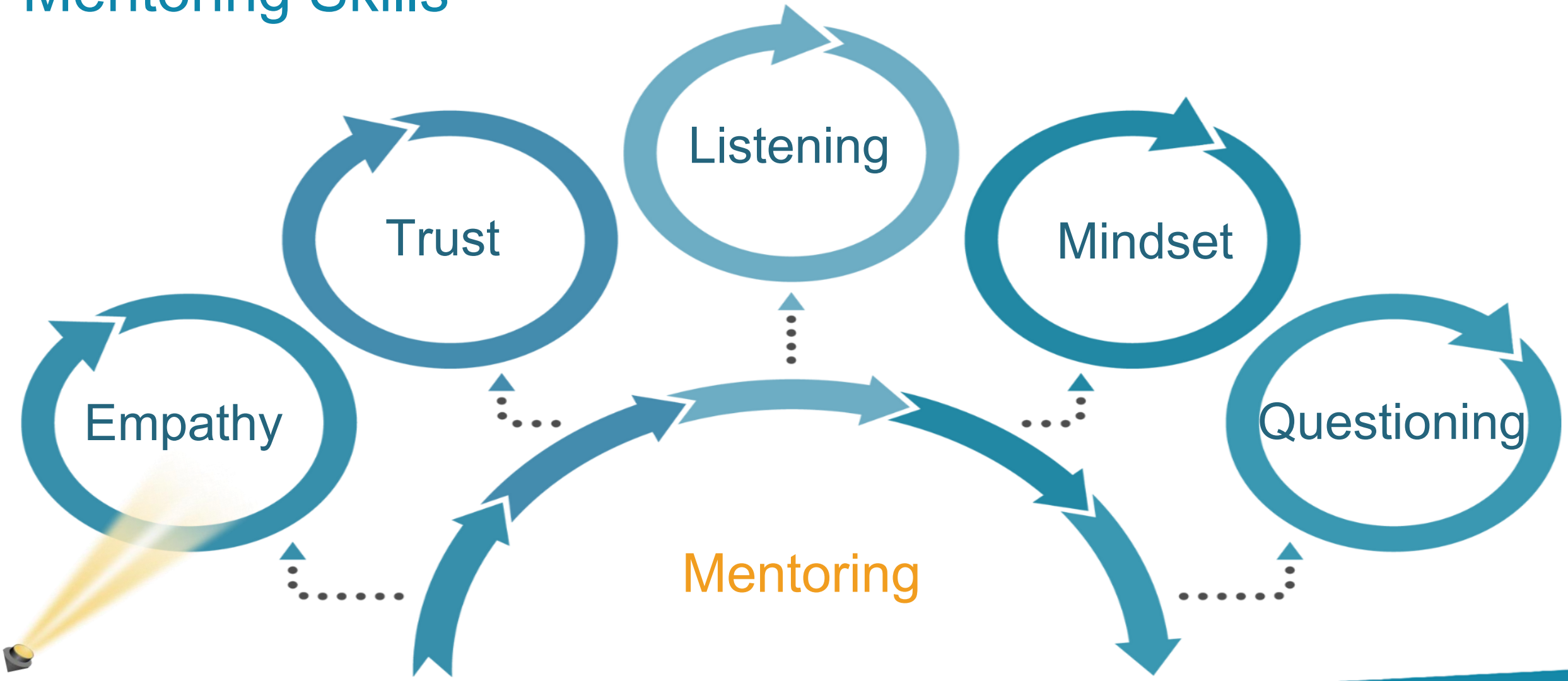
To cultivate the core dispositions and practices that give mentoring purpose, meaning and impact.

To strengthen the skills that empower mentors to guide professional conversations and build supportive and collaborative partnerships.

To explore the opportunities mentoring offers across the school community.

Scileanna Meantóireachta
Mentoring Skills

Oide



Ionbhá
Empathy

Oide

Empathy is a universal thread...

...woven through the heart of the human condition.

Croí na hIonbhá
The Essence of Empathy

Oide

Empathy is an other-oriented state.

It recognises the humanity in others.

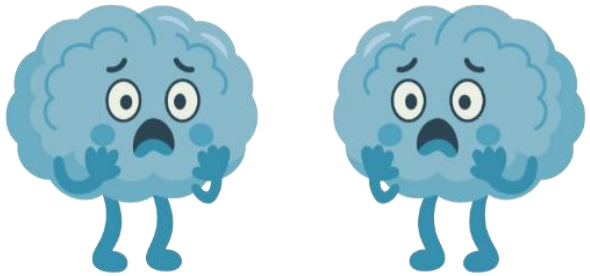
It directs our attention outward towards the inner life of someone else.

It invites us to connect to an emotion, not an experience.

Ionbhá agus Meon na Meantóireachta
Empathy and the Mentoring Mindset

Oide

Affective Empathy in Practice...



- We feel the other person's emotions.
- Our mood mirrors their mood.
- We can end up feeling enmeshed and drained.

Ionbhá agus Meon na Meantóireachta
Empathy and the Mentoring Mindset

Oide

Cognitive Empathy allows us to...

- See a situation through another person's eyes.
- Recognise why the emotion is present.
- Make wise choices based on insight.

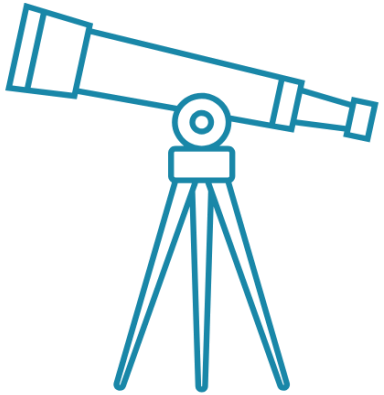
Dearcadh a Mhalartú
Perspective Swapping

Oide

Teacher View

Student View

Omniscient View



Gnéithe na hIonbhá
Attributes of Empathy

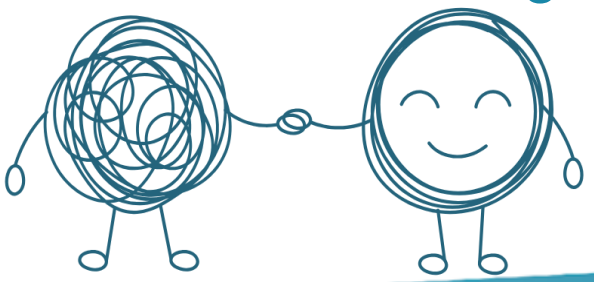
Perspective Taking – Step into the other person's perspective.

Non-Judgement - Listen without evaluating.

Emotion Recognition - Connect with what they feel.

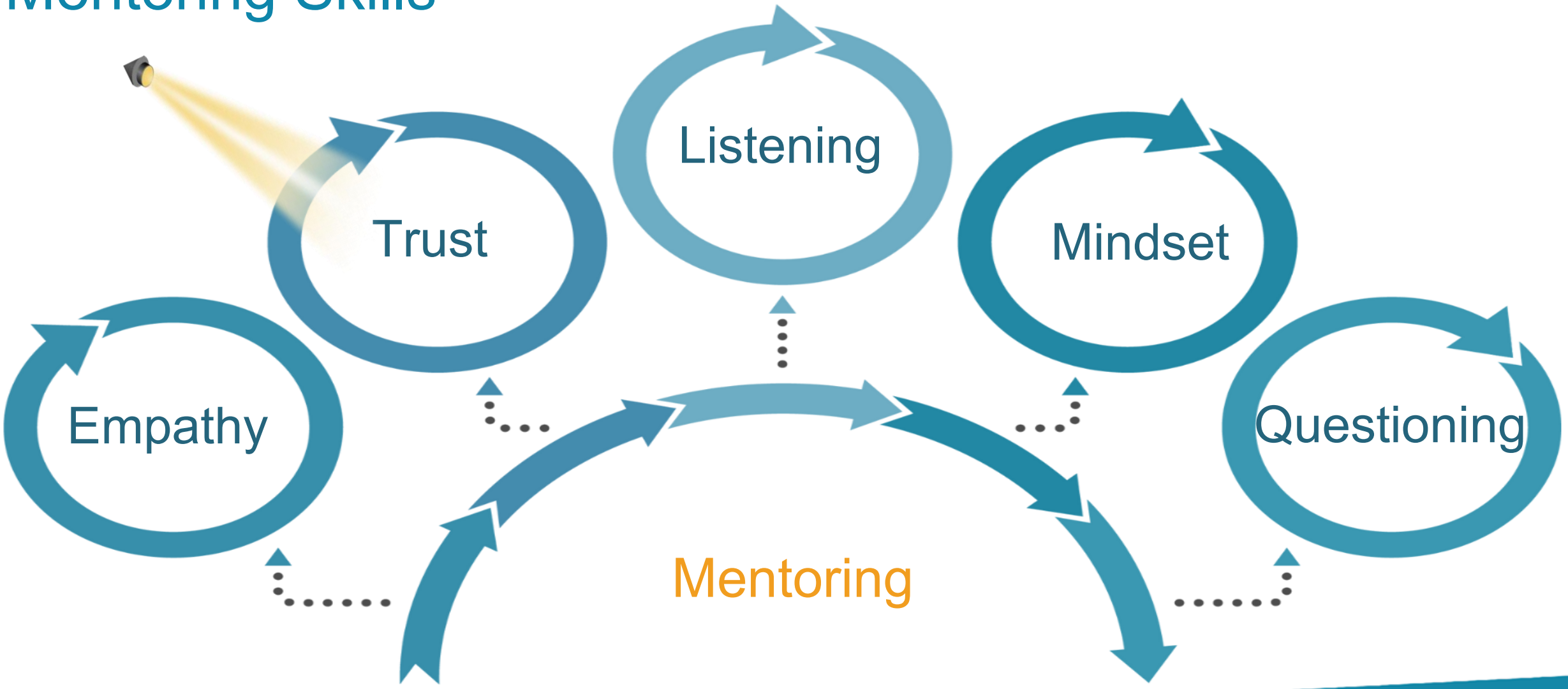
Empathic Communication - Show you understand, simply or deeply.

Mindfulness - Feel emotions and move through them.



(Brown, 2025)

Scileanna Meantóireachta
Mentoring Skills



Sábháilteacht Shíceolaíoch
Psychological Safety

Oide

> A climate in which people feel comfortable expressing themselves and being themselves... without fear of embarrassment or retribution.

(Edmondson, 2018)

Croí na hIontaoibhe
The Essence of Trust

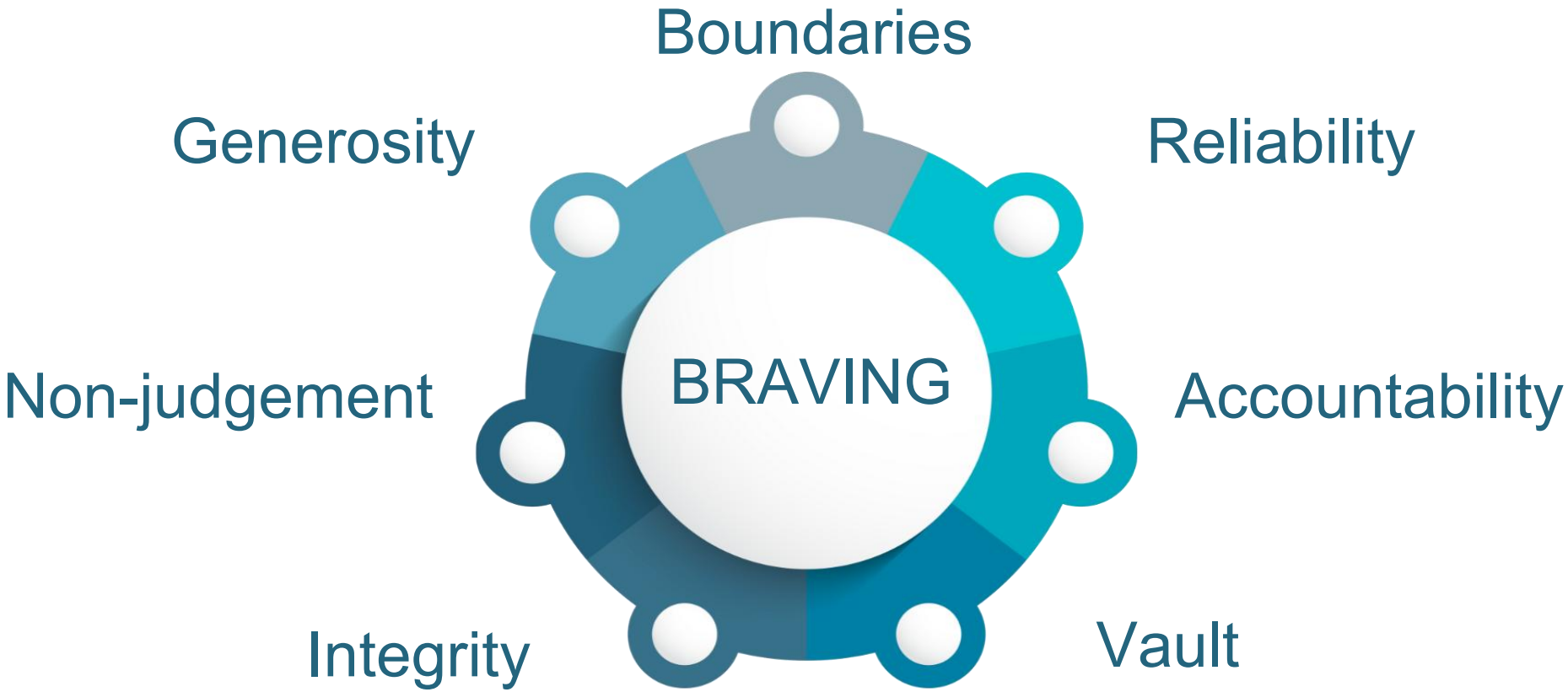
Oide

> Choosing to risk making something you value, vulnerable to another person's actions.

(Feltman, 2024)

Iontaoibh a Thógáil
Building Trust

Oide



(Brown, 2018)

Individual Reflection

Whole Group Discussion

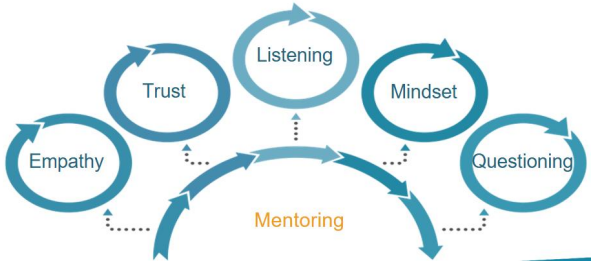
Machnamh Reflection

Oide

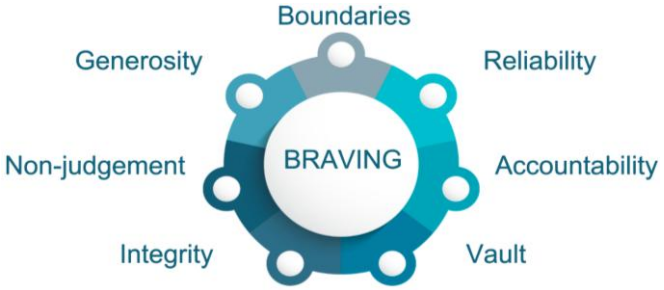
Teacher View

Student View

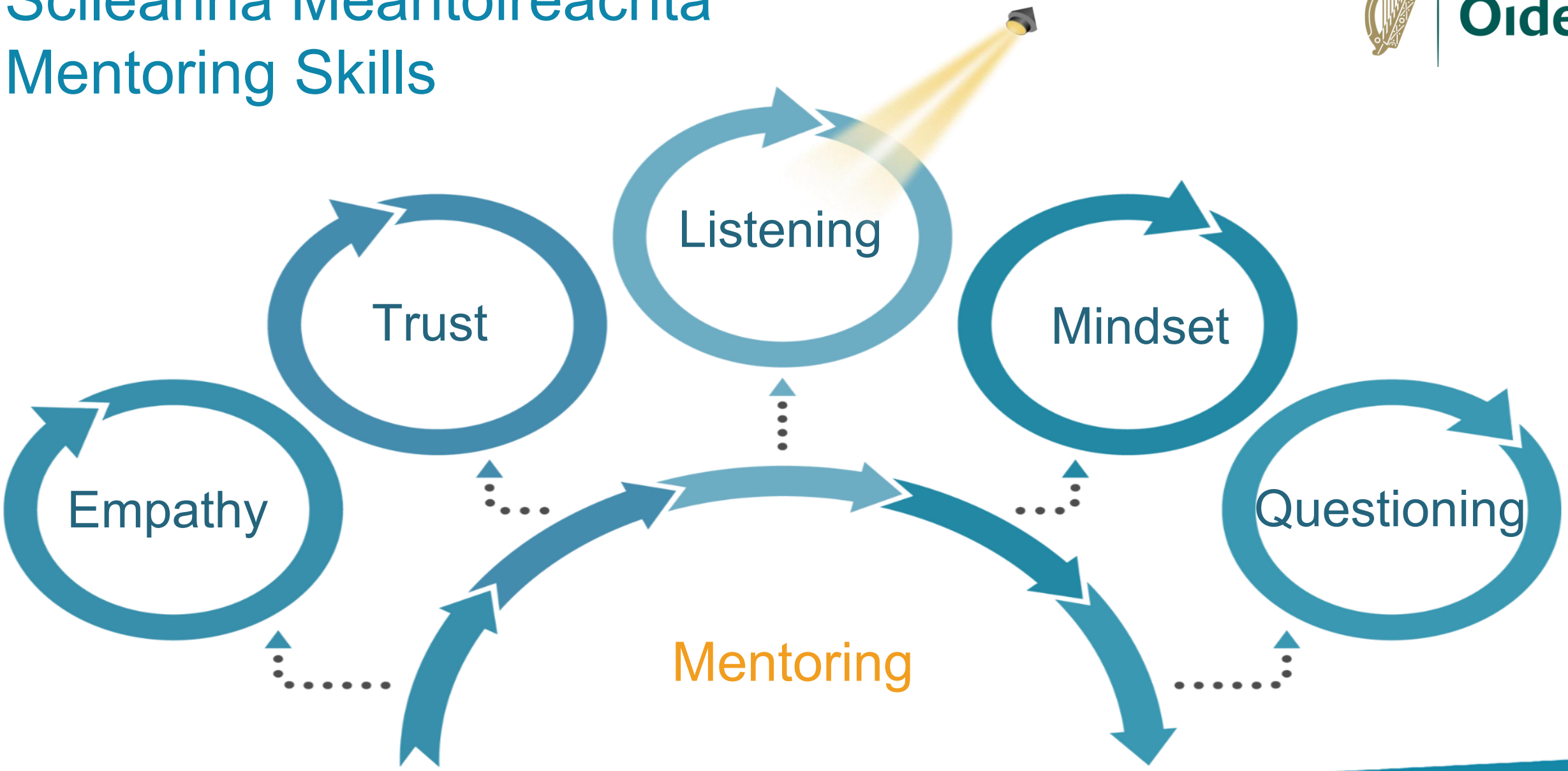
Omniscient View



Reflecting on your learning so far, which insights will most shape your role as mentor as you continue to support NQTs during the Droichead process?



Scileanna Meantóireachta
Mentoring Skills



An Spás Éisteachta a Oscailt
Opening the Listening Space

Oide

Just listening, no fixing.

No advice → No fixing → No stories

Stay present → Hold the space → Just notice

Interactive Activity

Conas Éisteacht
How to Listen

- Full attention
- Hold the space
- Acknowledgement/Validation
- Empathy
- Curiosity
- Body language
- Reflect back

Ag Éisteacht
Listening

Oide

> Listening is not the act of hearing the words spoken, it is the art of understanding the meaning behind those words.

Simon Sinek

Gnéithe a Chuireann an Éisteacht as Riocht
Factors that Distort Listening

Oide

External factors

Noise, Distance, Interruption, Technological issues, Time

Internal Factors

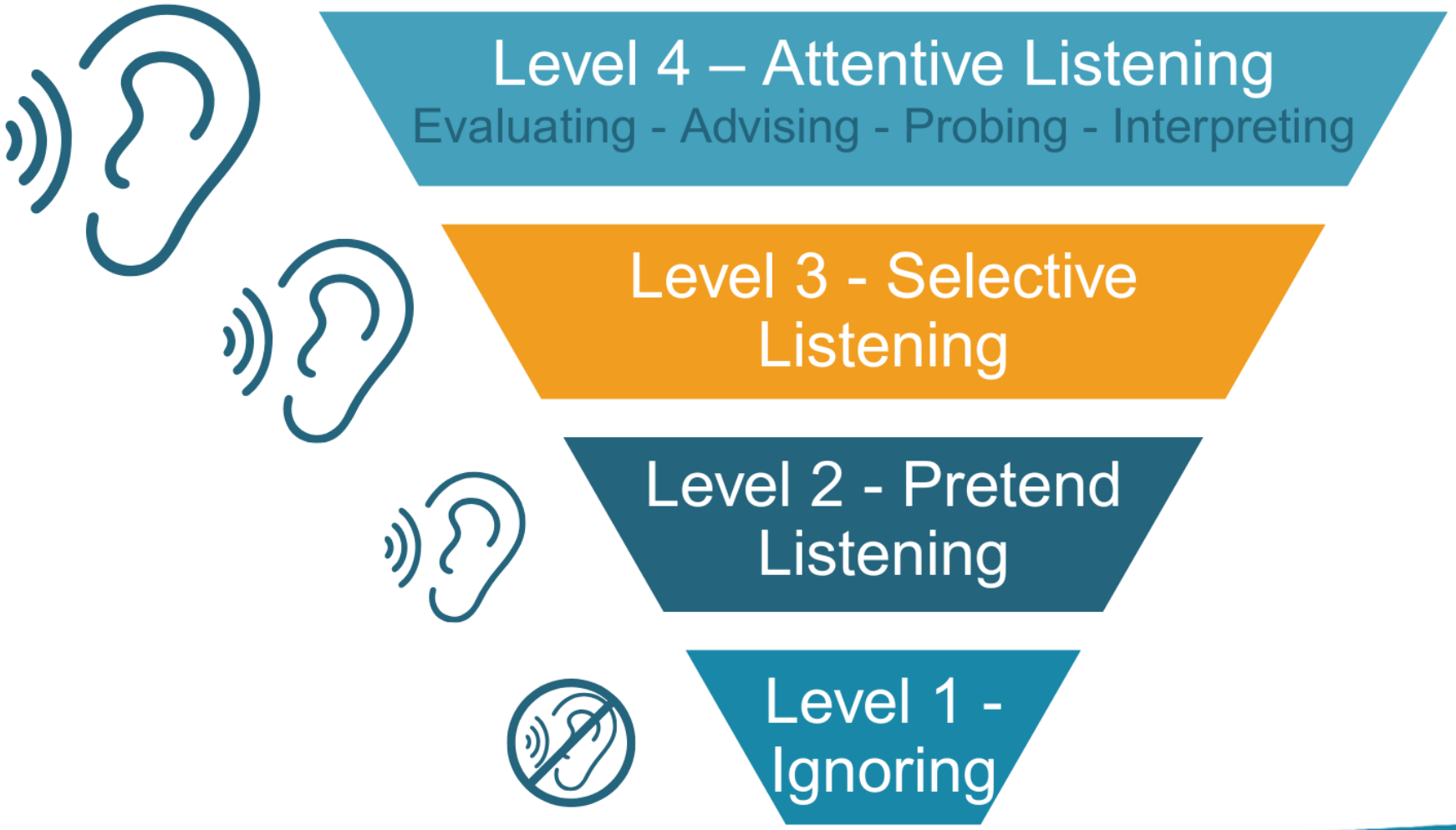
Assumptions, Biases, Attention span, Rehearsing, Advising, Being right/Ego, Preoccupation, Being overwhelmed, Fatigue

Communication/Social Factors

Accent, Tone of voice, Pace of speech, Cultural and gender considerations

5 Leibhéal na hÉisteachta
The 5 Levels of Listening

Oide



(Covey, 1989)

5 Leibhéal na hÉisteachta
The 5 Levels of Listening

Oide

Level 5 - Empathic Listening

Fully stepping into the other person’s frame of reference.

Actively seeking to understand another person's perspective without judgment or self-interest.

It's a learned skill and it requires intention and effort.

(Covey, 1989)

Éist D'aon Turas
Listen Like You Mean It

Oide

(Treasure, 2011)

Buaicphointí Ardéifeachta
High-Impact Highlights

Oide

Listening is about holding space and creating an environment where the other person feels heard.

Feelings are facts to the person experiencing them.

You don't have to be responsible for someone's feelings to acknowledge them.

Pareto Principle: Good mentors spend 80% of their time listening and only 20% speaking.

Ag Éisteacht
Listening

Oide

> When we listen, we hear someone into existence.

Laurie Helgoe

Torthaí Foghlama a Athbhreithniú
Revisiting Learning Intention

Oide

To cultivate the core dispositions and practices that give mentoring purpose, meaning and impact.

To strengthen the skills that empower mentors to guide professional conversations and build supportive and collaborative partnerships.

To explore the opportunities mentoring offers across the school community.

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Seisiún 2: Comhráite Gairmiúla a Bhainistiú

Session 2: Managing Professional Conversations

Intinní Foghlama
Learning Intentions

Oide

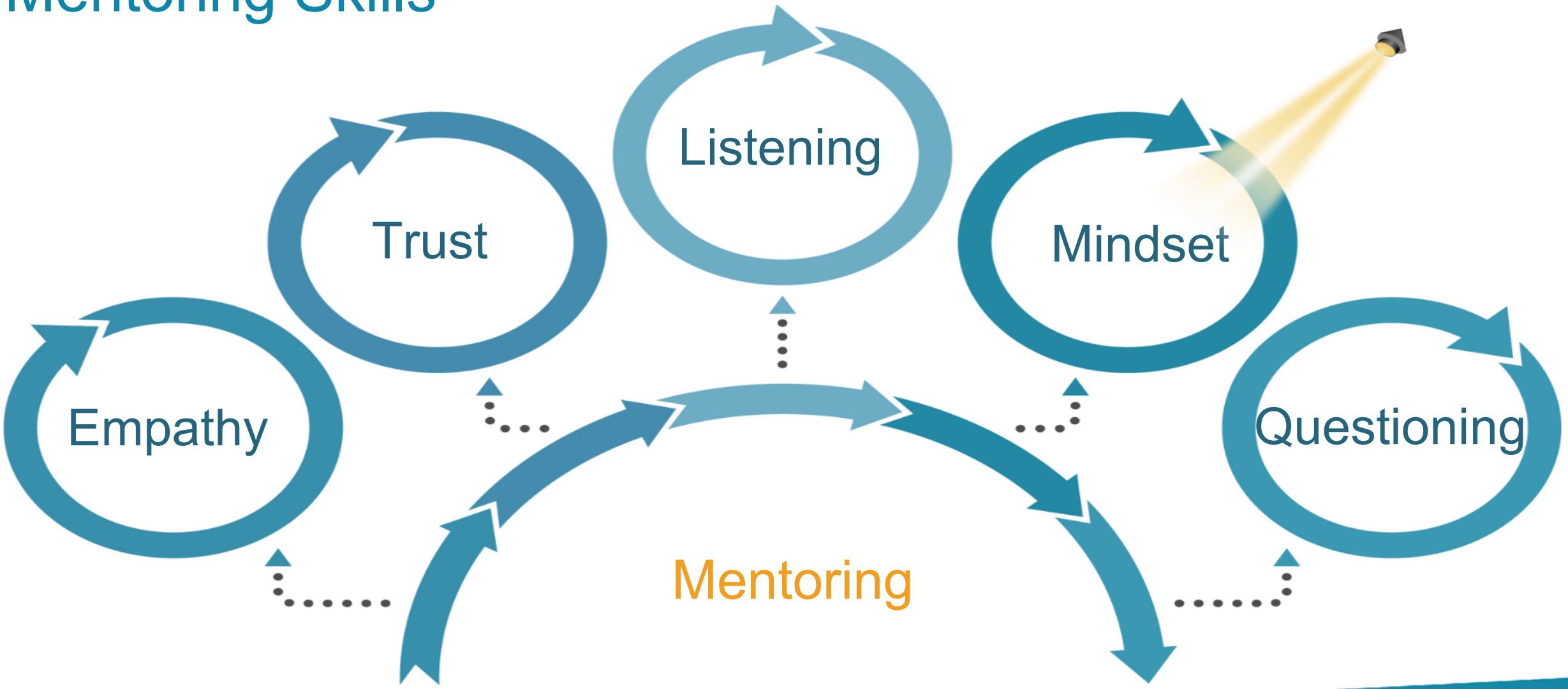
To cultivate the core dispositions and practices that give mentoring purpose, meaning and impact.

To strengthen the skills that empower mentors to guide professional conversations and build supportive and collaborative partnerships.

To explore the opportunities mentoring offers across the school community.

Scileanna Meantóireachta
Mentoring Skills

Oide

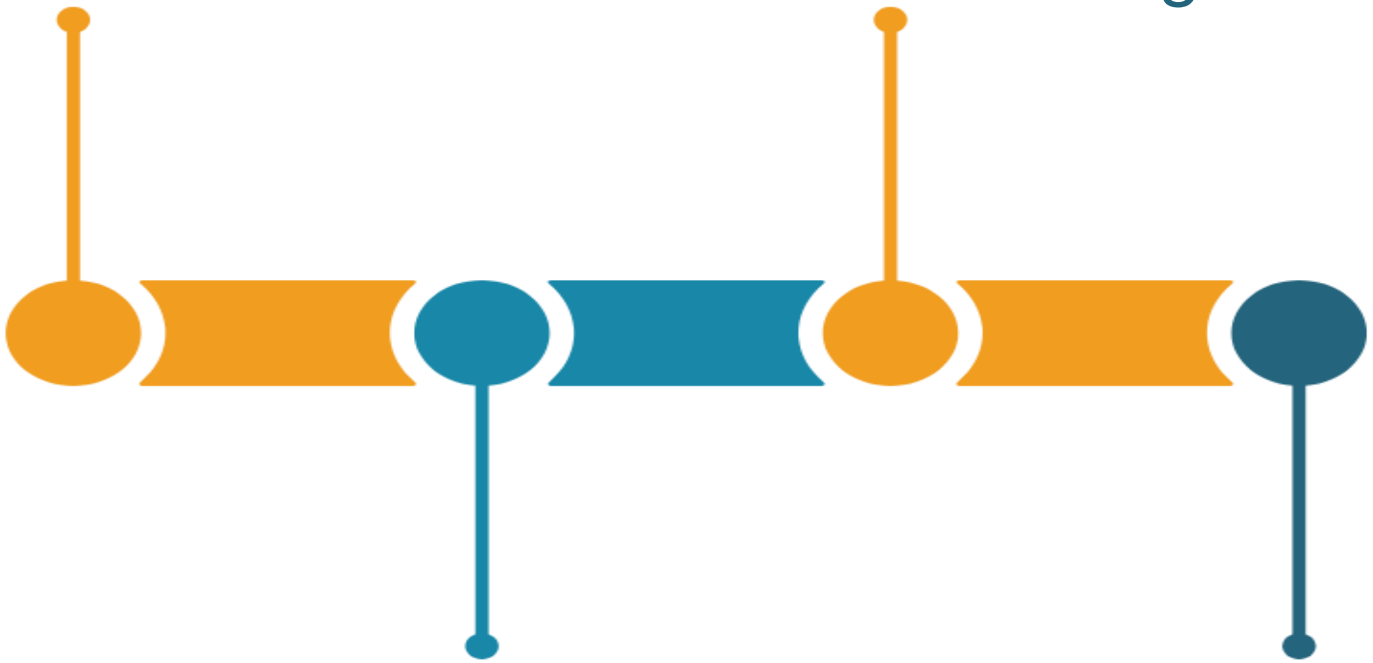


Meon na Meantóireachta
Mentoring Mindset

Oide

The Guiding Voice

Working with Difference



The Mentor's Choice

The Promise

An Guth Treorach
The Guiding Voice

Oide

In every mentoring conversation, you are either widening a mind or shrinking it. Which perspective do you most often choose?

Whole Group Discussion

Rogha an Mheantóra
The Mentor's Choice

Oide

As *thinker,* we *decide* to care more about where our *own* thinking will go than we do about what people will think of it, or of us.

As *listener*, we *decide* to care more about where the thinker will go next with *their* thinking than we do about imposing our thoughts.

(Kline, 2020)

Ag Obair le hÉagsúlacht
Working with Difference

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

An Gealltanas
The Promise

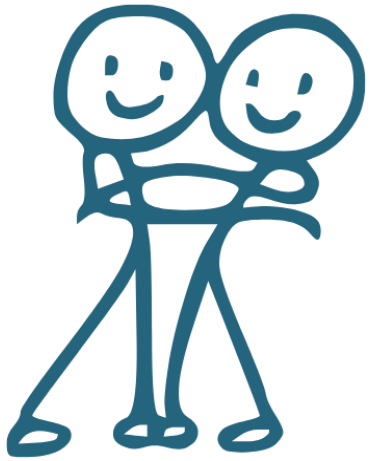
Oide

I won't interrupt you. I won't interrupt your words or your thoughts...
You now have ground that is yours. Unassailably. This is for you. Time to think, to feel. To figure out what you really want to say. To say it, to consider it. To change it. To finish your sentences, to choose your words.

(Kline, 2020)

Faoi Shraitheanna ár gComhráite
Under the Layers of Our Conversations

Oide



Hugged

Helped

Heard

(Duhigg, 2024)

Na Trí Chomhrá Comhuaineacha
The Three Parallel Conversations

Oide

1. The What Happened? Conversation
Disagreement about facts, intentions and blame. Who's right and wrong?

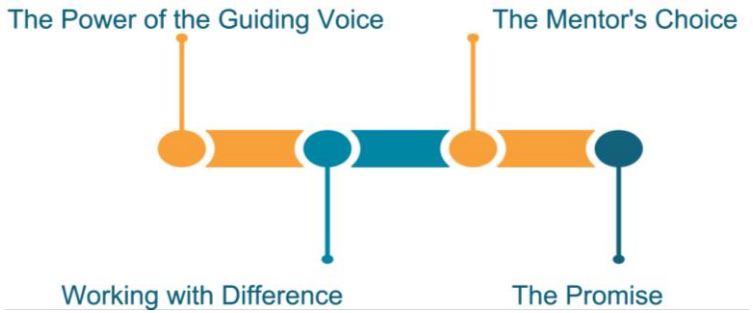
2. The Feelings Conversation
Feelings are central, not peripheral. Name them to tame them.

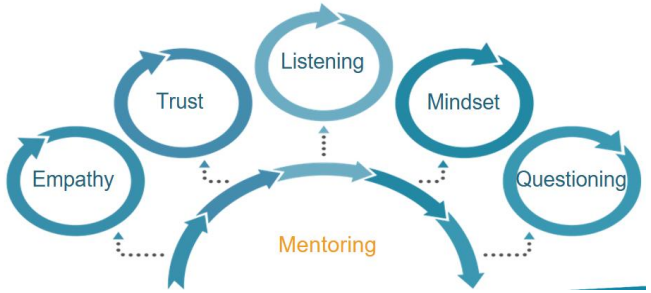
3. The Identity Conversation
What the issue means for each person's sense of self, competence and worth.

(Stone, Heen and Patton, 2010)

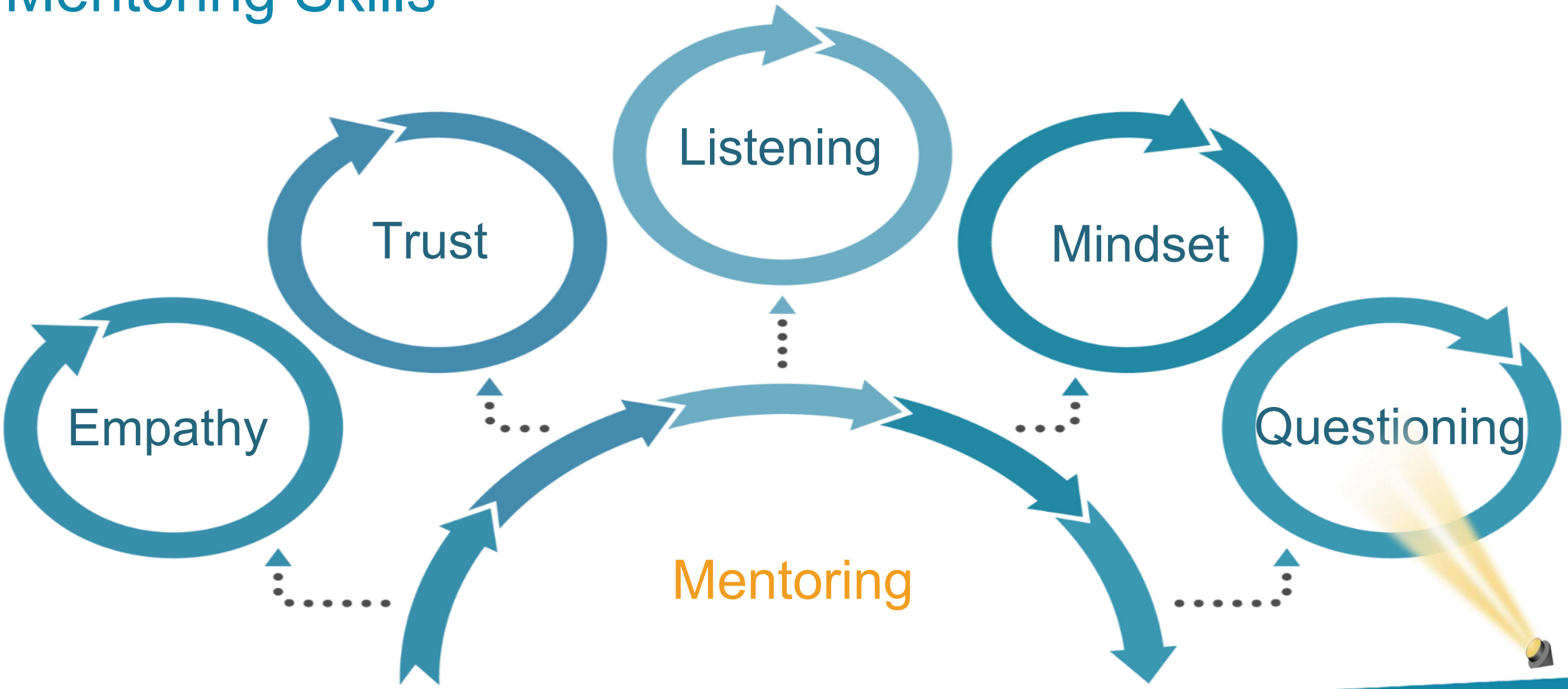
Machnamh Reflection

Reflecting on your learning so far, which insights will most influence your work in the PST as you continue to support NQTs during the Droichead process?



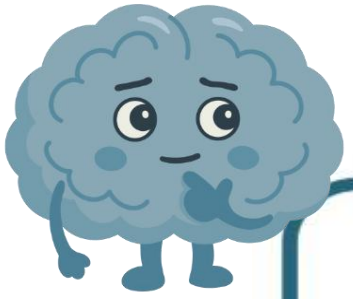


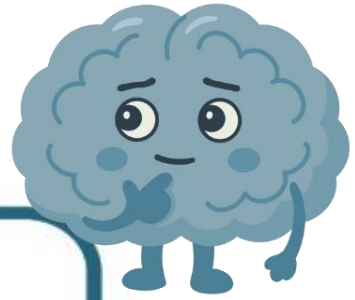
Scileanna Meantóireachta
Mentoring Skills



Fás a Threorú Trí Cheistiú
Guiding Growth Through Questioning

Oide





> Millions saw the apple fall, but Newton was the one who asked why.

(Bernard Baruch)

Arracht na Comhairle
The Advice Monster

Oide

Heroic itch

Save the day!

Silence twitch

Fill the silence!

An Cheist ‘Cad é’
The 'What' Question

Oide

When tempted to ask why... → **Reframe and start with "What?"**

Why did you do that? → What were you hoping for there?

Why did you think this was a clever idea? → What made you choose this course of action?

Ceist Faoin Spotsholas
Question in the Spotlight

Oide

"And what else?"

What's on your mind?
And what else?

What's the real challenge here?
And what else is a challenge?

And what else might be possible?

Rólimirt
Role Play

Oide

When that happens, what do you do?

When that happens, what else do you notice?

Sounds like there's more going on for you than just the noise in the room?

So, when you think about it that way, what's the real challenge for you?

What else comes up for you?

Does anything else come up when you think about?

Is there anything else that you're aware of as we talk about this?

Ceisteanna Cumasaithe a Chruthú
Creating Empowering Questions

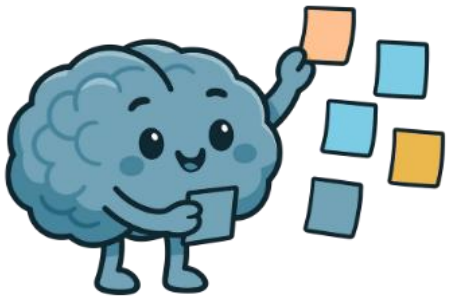
Oide

Mindset

Start with curiosity, not certainty or judgment.
Have something to learn, not something to prove.
Focus on possibilities, not problems.

Skillset

Invite reflection rather than justification.
Ask about strengths and successes first.
Invite ownership.
Encourage future-focused thinking.



Comhráite Gairmiúla
Professional Conversations

Oide

Professional conversations should be appropriately timed.

Start with a ‘micro-yes’ question.

Our language should be descriptive and specific.

We should take care to ensure that our NQTs are supported within the stretch zone.

Athamharc ar Thorthaí Foghlama
Revisiting Learning Intentions

Oide

To cultivate the core dispositions and practices that give mentoring purpose, meaning and impact.

To strengthen the skills that empower mentors to guide professional conversations and build supportive and collaborative partnerships.

To explore the opportunities mentoring offers across the school community.

Machnamh Reflection

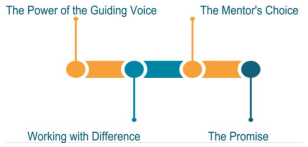
Oide

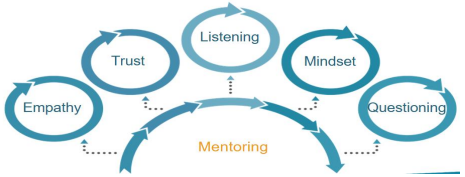
Teacher View

Student View

Omniscient View

Reflecting on your learning across the day, which insights can be carried into your practice and your school as you guide NQTs through the Droichead process?





Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Seisiún 3: Rannpháirtíocht na Scoile Uile: Tairbhí agus Deiseanna

Session 3: Whole-School Engagement: Benefits and Opportunities

Intinní Foghlama
Learning Intentions

Oide

To cultivate the core dispositions and practices that give mentoring purpose, meaning and impact.

To strengthen the skills that empower mentors to guide professional conversations and build supportive and collaborative partnerships.

To explore the opportunities mentoring offers across the school community.

Ról an Chultúir Scoile
The Role of School Culture

Oide

A learning school

The success of mentoring programmes has been repeatedly linked back to school culture.

A learning hive

An empowered school

(Bleach, 1999)

Cultúr Scoile
School Culture

Oide

> The path to your dream school will not be the result of one big cosmic choice but instead a sum total of small, trivial-looking everyday choices, lived in a big direction.

Kuik Shiao-Yin (as cited in Cherkowski & Walker, 2022)

Athbhreithniú
Review

Oide

To cultivate the core dispositions and practices that give mentoring purpose, meaning and impact.

To strengthen the skills that empower mentors to guide professional conversations and build supportive and collaborative partnerships.

To explore the opportunities mentoring offers across the school community.

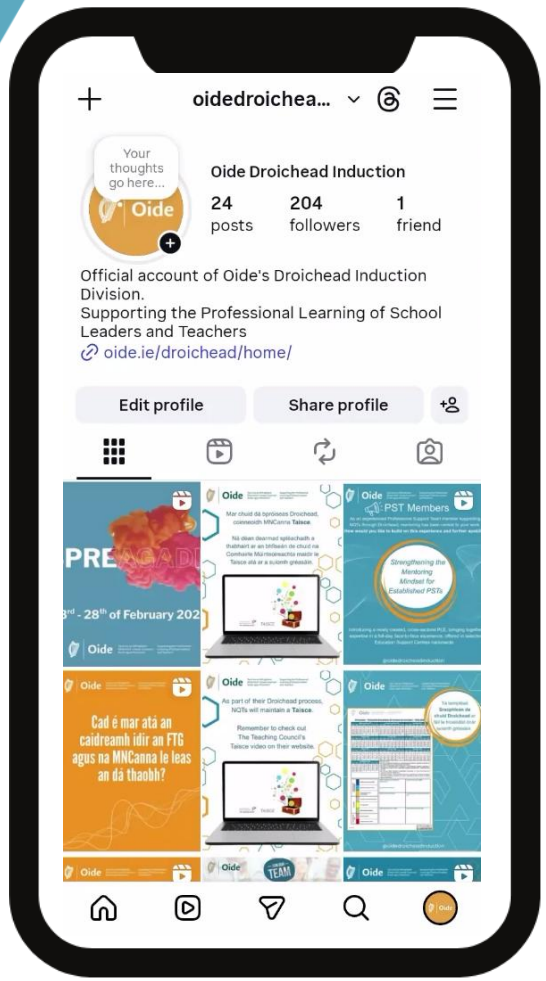
Bí inár leanúint!
Follow us!

Oide

@OIDEDROICHEADINDUCTION

The Droichead Induction Division is now on Instagram

Scan the QR code to follow us



Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Ár mBuíochas

CC BY NC