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Ghairmiúil i measc Ceannairí
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Supporting the Professional
Learning of School Leaders
and Teachers

Imeacht Athnuachana Droichead Droichead Refresher Event

Post-primary 2025.2026

Forléargas Overview



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Welcome & Reflection



Overview of the Droichead Process



Droichead Updates



Shared Learning Experiences



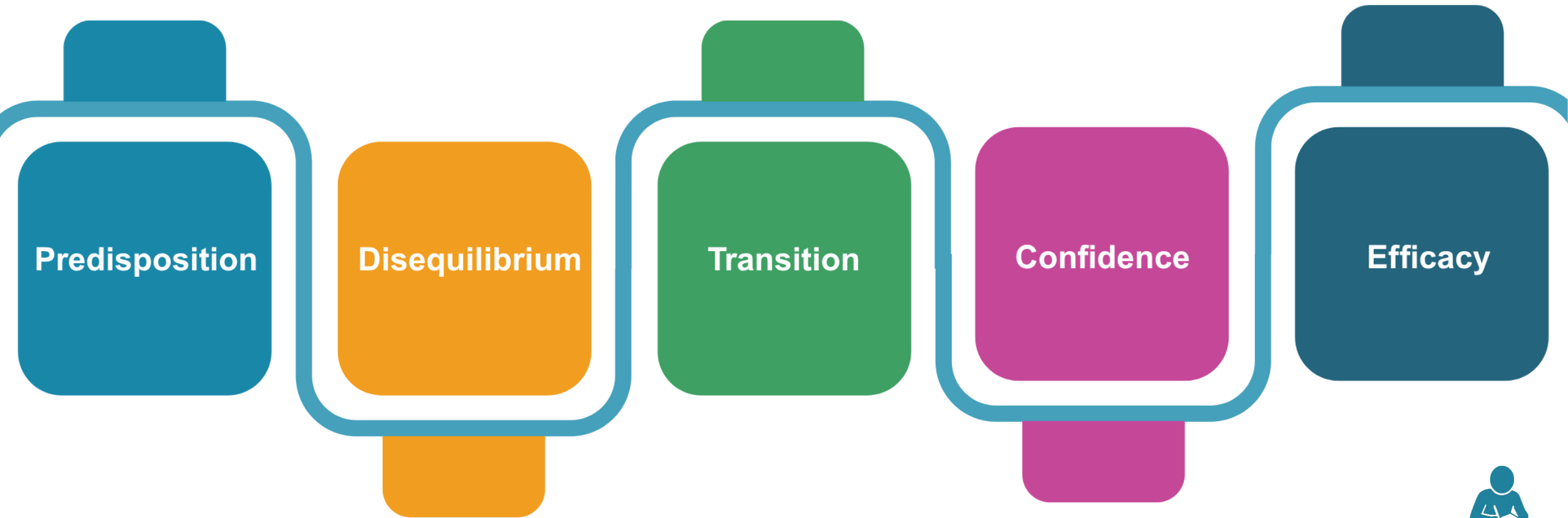
Review & Close

Céimeanna Forbartha an Mheantóra

Stages of Mentor Development



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(Portner 2005)

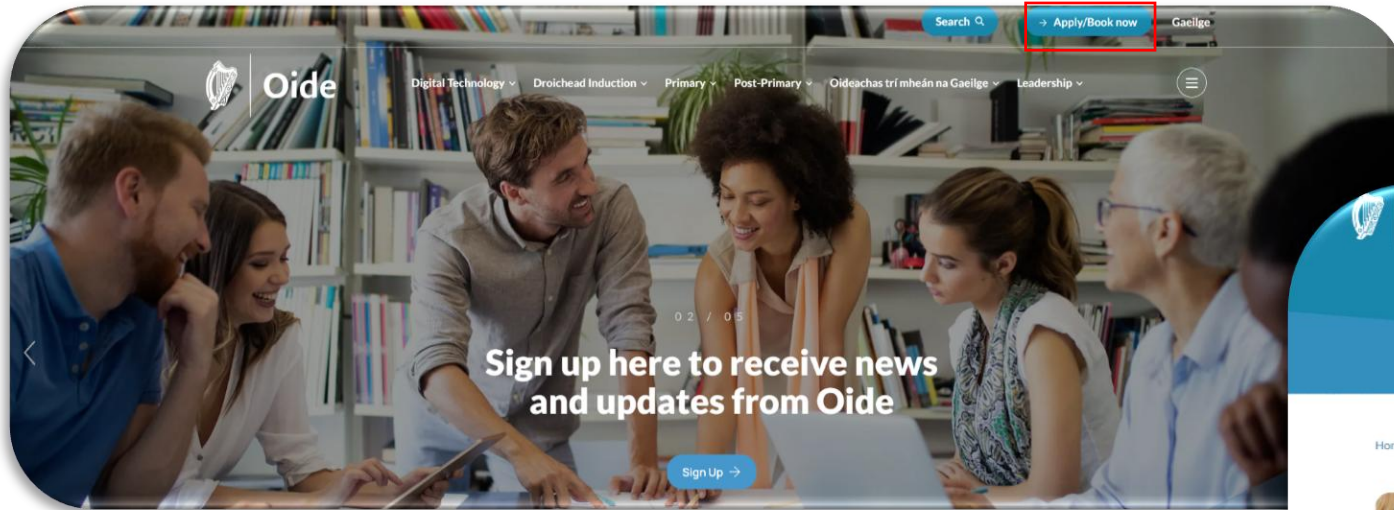


Individual
Reflection

Ar gcuid Imeachtaí agus Tacaíocht Bhreise Our Events and Further Support



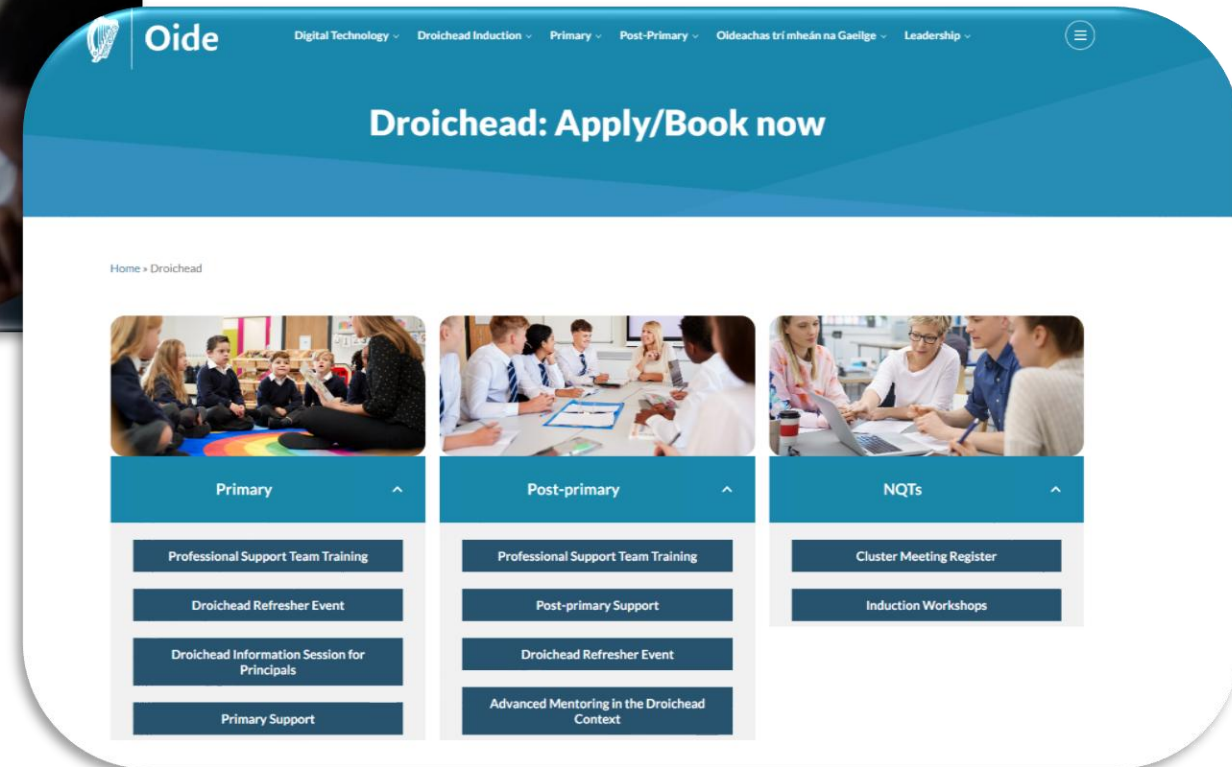
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Droichead Refresher Events

Droichead Information Session for School Leaders

Advanced Mentoring in the Droichead Context

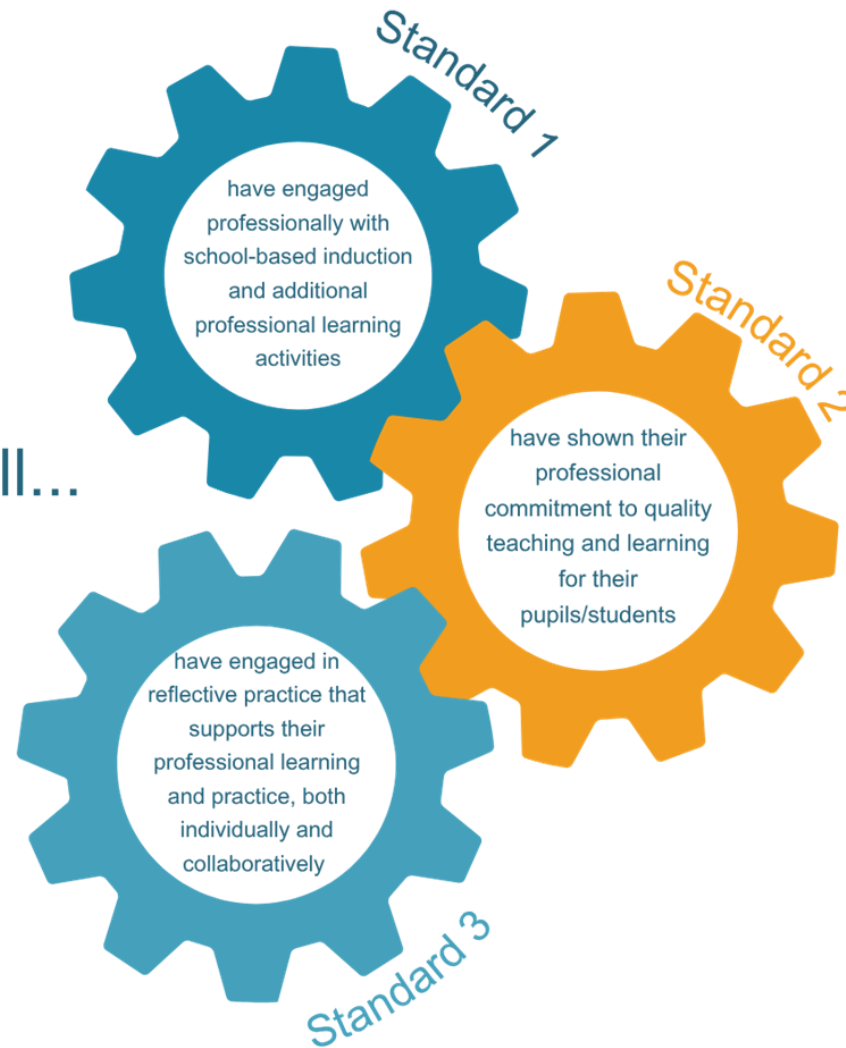


Caighdeáin Droichead Droichead Standards



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The NQT will...



Fad an Phróisis Droichead

Duration of Droichead Process



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What could the Droichead process look like for each of the following NQTs?

Scenario 1:

Laura is an NQT and has a contract of 17 hours per week teaching English and French for this academic year.

Scenario 2:

John is an NQT and has a contract of 8 hours per week teaching Spanish for this academic year.

Scenario 3:

Ana is an NQT and has a contract of 22 hours per week covering a maternity leave from January to May.

Scenario 4:

Sami is an NQT and has a contract of 12 hours per week as a Special Education Teacher for this academic year.



Breakout Room

Gníomhaíochtaí Ionductaithe a Thaifeadadh

Recording Induction Activities



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Droichead Standards and Induction Plan

The Teaching Council established three standards to support the Droichead process, in guiding the Newly Qualified Teacher (NQT) and Professional Support Team (PST), in relation to NQT professional learning and practice.

Through their engagement in the Droichead process, the NQT will:

1. have engaged professionally with school-based induction and additional professional learning activities
2. have shown their professional commitment to quality teaching and learning for their pupils/students
3. have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively.

Droichead Standard	Looking at our School (2022) Statement of Practice	Area to Strengthen	Induction Activity
	<i>The statements of practice within Looking at Our School (LAOS) (2022) support NQTs, in collaboration with their PST, to consider effective practice in areas of strength and in areas to strengthen further.</i>	<i>NQTs' area to strengthen are emergent and identified throughout the Droichead process.</i>	<i>Related induction activities are identified in response to emergent areas to strengthen.</i>
Exemplar Standard 2: The NQT will have shown their professional commitment to quality teaching and learning for their pupils/students	Teachers are aware of students' individual learning needs, interests and abilities and adapt learning and teaching practices accordingly (p.32)	Using differentiation strategies to support EAL (English as an Additional Language) learners in accessing and engaging with complex texts in a mixed-ability Junior Cycle English class	Engage with Oide's EAL webinar 'Supporting EAL Learners in Post-primary Classrooms' and reflect on implications for practice. Check-in meeting between NQT and PST member if required following engagement with the above webinar.

Ag úsáid ABSA (2022) chun MNCanna a chumhachtú Using LAOS (2022) to Empower NQTs



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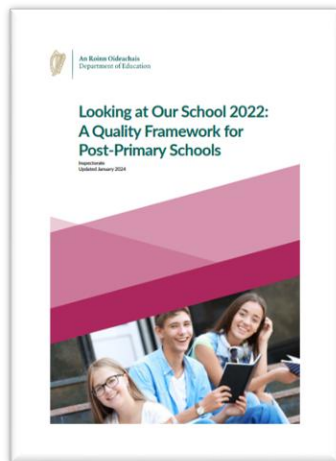
Quality Framework for Post-primary Schools – Overview

	Domains	Standards
Learning and Teaching	Learner outcomes	Students: 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 post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: 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 subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intentions and to students' 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 students 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
	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 student manage the planning and implementation of the school curriculum foster teacher professional learning that enriches teachers' practice and students' learning
Leadership and Management	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 student participation, student leadership and parent participation build professional networks with other school leaders

Domain 3: Teachers' individual practice

Standards	Statements of effective practice	Statements of highly effective practice
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Teachers have the required professional qualifications. They engage in a range of personal and professional learning opportunities, and in ongoing reflection on their learning and their practice.	Teachers have the required professional qualifications and actively seek out further learning opportunities. They reflect critically on their own learning and practice. They engage in a range of personal and professional learning opportunities that develops their capacity as professionals to meet the learning needs of their students and contributes to school improvement.
	Teachers create an inclusive, purposeful, student-centred learning environment based on mutual respect, affirmation and trust.	Teachers create an inclusive, purposeful, student-centred learning environment based on mutual respect, affirmation and trust, in which students regulate and monitor their own behaviour.
	Teachers have high expectations of students' learning and behaviour, and communicate these expectations effectively to students.	Teachers have high expectations of students' learning and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.
	Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas.	Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas, and can link these to other areas across and beyond the curriculum.
	Teachers, through their own enthusiasm for and enjoyment of their subject area, motivate students to engage in and enjoy their learning.	Teachers model enthusiasm and enjoyment in learning, and thereby create a learning environment where students are self-motivated to engage in, extend and enjoy their learning.
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers' preparation identifies relevant learning intentions that are contextualised to students' learning needs, interests and abilities.	Teachers' preparation identifies relevant learning intentions that are contextualised to students' learning needs, interests and abilities. Learning intentions reflect a developmental and incremental approach to progressing students' learning.
	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons and use real-life, authentic situations, where appropriate.	Teachers design and prepare in advance a sequence of learning tasks and activities suitable for the specific learning intentions of the lesson or series of lessons and use real-life, authentic situations, where appropriate. Lesson design and delivery is flexible to allow for emerging learning opportunities and to provide elements of choice for students.
	Teachers identify and prepare in advance resources, including digital resources, where relevant, suitable for the specific learning intentions of each lesson, or series of lessons, and the learning needs of the class.	Teachers identify and thoroughly prepare in advance resources, including digital resources, where relevant, tailored to match the specific learning intentions of each lesson, or series of lessons, and individual students' learning needs, interests and abilities.
	Teachers' preparation is informed by their knowledge of the curriculum and knowledge of pedagogy. It includes preparation for the differentiation of learning intentions and learning activities, and is informed by meaningful analysis of and use of data as well as teachers' professional judgement and decision-making.	Teachers' preparation is informed by their knowledge of the curriculum and knowledge of pedagogy. It includes preparation for the differentiation of learning intentions and learning activities, including personalised learning opportunities, and is informed by meaningful analysis of and use of data as well as teachers' professional judgement and decision-making.

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

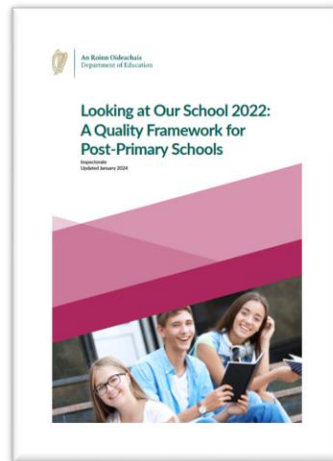
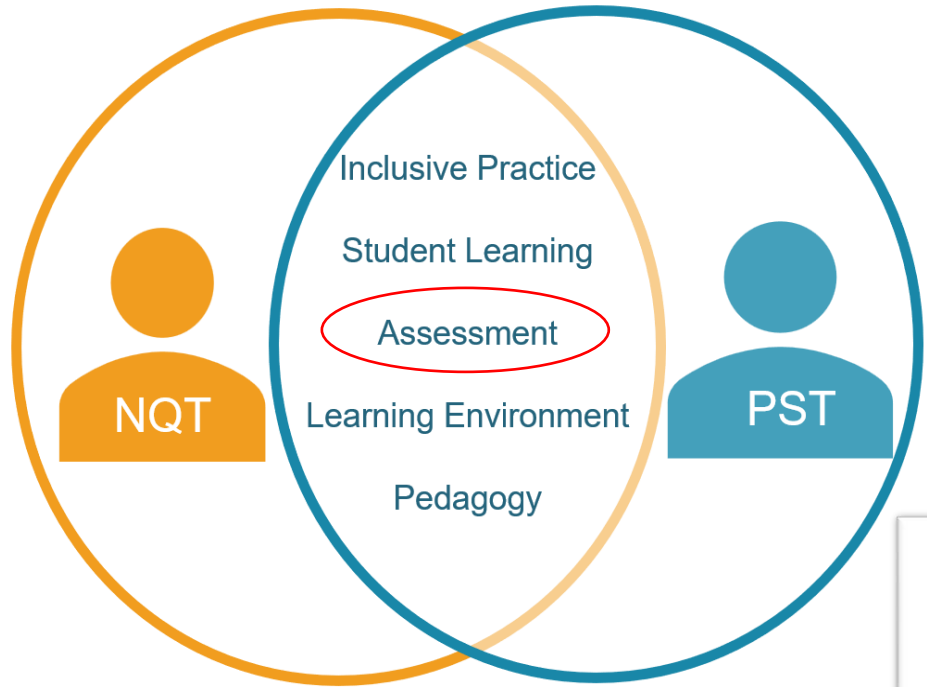


Ag úsáid ABSA (2022) chun MNCanna a chumhachtú

Using LAOS (2022) to Empower NQTs



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	Teachers' collective / collaborative practice	Teachers: value and engage in professional learning and professional collaboration work together to devise learning opportunities for students 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

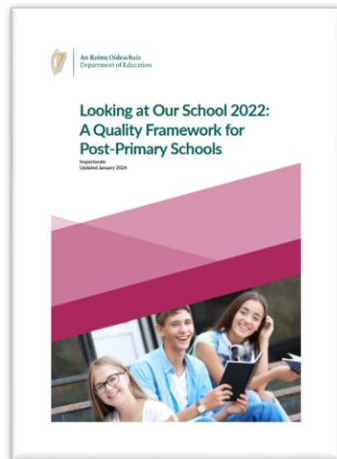
Using LAOS (2022) to Empower NQTs



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Domain 3: Teachers' individual practice

Standards	Statements of effective practice	Statements of highly effective practice
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	Teachers plan for assessing students' attainment of the learning intentions of the lesson, or series of lessons, using both formative assessment and summative assessment.	Teachers plan for assessing all relevant aspects of students' 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 students with constructive, developmental oral and written feedback on their learning.	Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement.
	Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.	Teachers share and co-create success criteria with students 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 students' individual learning needs.



LAOS (DE 2022, p.31)

Riachtanais Chnuaschruinnithe Cluster Meeting Requirements



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Register



Book



Engage



Ábhair Fhoghlama Gairmiúla Professional Learning Materials



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Learner Behaviour Checklist

Instructions

1. Edit the subjects listed to reflect the student's subjects
2. Share this document with the student's subject teachers
3. The subject teacher reads the statements in column A and refers to the scale provided with 0 indicating that the statement is not applicable and 5 indicating the statement is always true
4. Each teacher enters the number on the rating scale that best represents the student's behaviour
5. Repeat this process for each statement on the checklist

Please note that a conditional formatting rule has been applied to the checklist to help highlight areas for improvement. This means that if a teacher rates a statement with a low number, the corresponding cell will turn red to draw your attention to it. Conversely, if a teacher rates a statement with a high number, the corresponding cell will turn green indicating areas of strength.

Student:

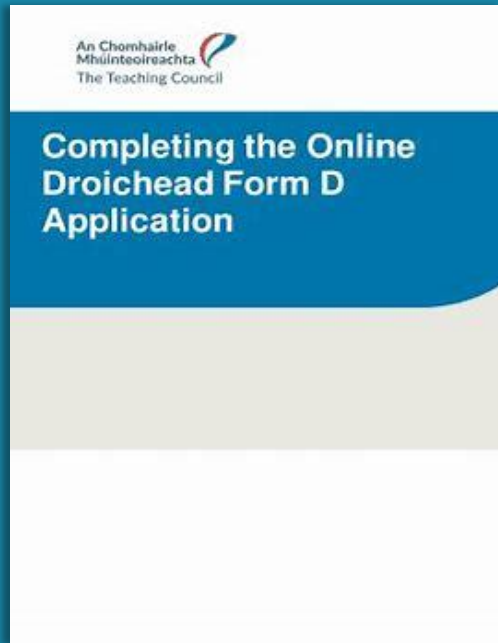
Date:

0=N/A 1 = Never 2 = Hardly Ever 3 = Sometimes 4 =Most of the Time 5 = Always

	ENG	IRISH	MATHS	HIST	GEOG	SCIENCE	MFL	BUS ST.	REL	TECH GRAPH	PE	CSPE
Attends my class												
Arrives on time for my class												
Can enter the classroom appropriately												
Is organised with books, pencils, etc												
Settles down at the beginning of class												
Follows verbal instructions												



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

Am Scaoilte Release Time



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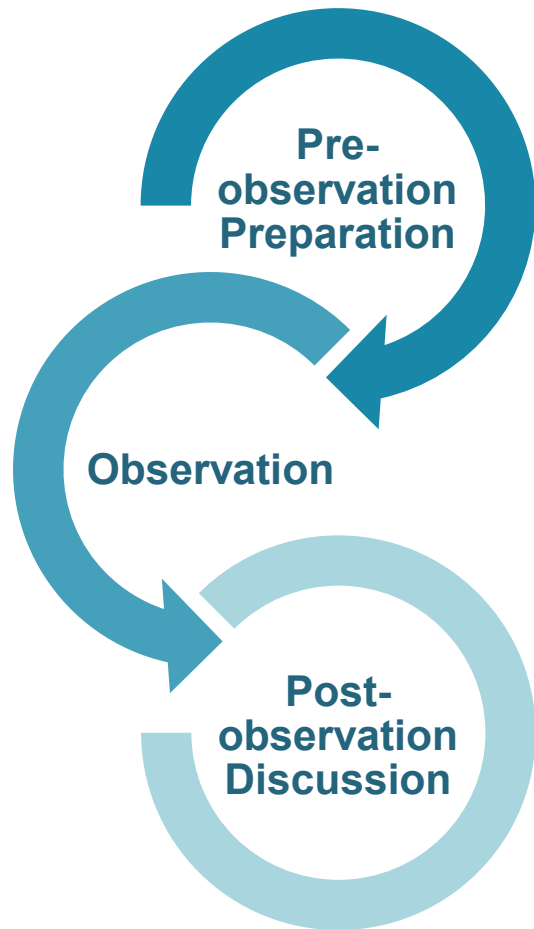
Number of NQTs undertaking Droichead	In-school release time available to schools per academic year (Hours)
1-2	22
3-4	28
5-6	34
7	40
8+	44

Timthriall Breathnóireachta Droichead

Droichead Observation Cycle



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Pre-observation Preparation

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

Observation

Post-observation Discussion

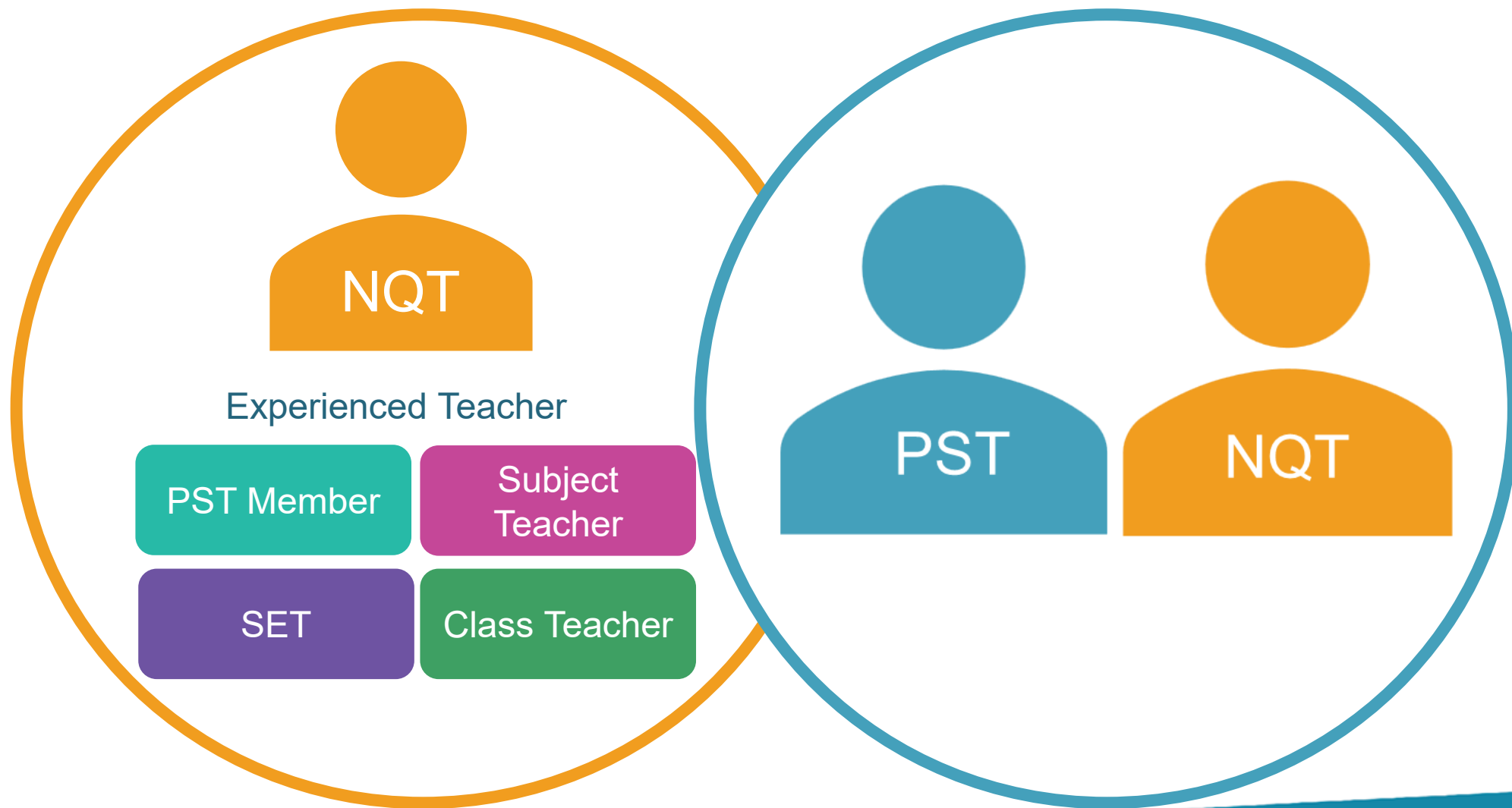
- Discussion based on observation

Samhail Bhreathnóireachta Droichead

Droichead Observation Model



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Snáithe B: Gníomhaíochtaí Foghlama Gairmiúla Breise (GFGB)

Strand B: Additional Professional Learning Activities (APLA)



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Cluster Meeting 1

Compulsory for all NQTs

In-person event

Explanation of the Droichead process



Cluster Meeting 1



Cluster Meeting 2

Cluster Meeting 2

Offered in term 2 and term 3

Online event

Sharing of strategies

Cluster Meeting 3

Offered in term 3

Online event

Moving into the Cosán phase

Cluster Meeting 3



Other Professional Learning Activity



Other Professional Learning Activity

NQTs choose activity in collaboration with the PST

Related to the needs of the NQT

To be undertaken during the Droichead process

Próiseas Droichead a Thaifeadadh

Recording the Droichead Process




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- ☐ Confirmation Email
- ☐ Droichead Outline Plan
- ☐ Droichead Standards Induction Plan
- ☐ Record of Release Time
- ☐ Minutes of Meetings
- ☐ Review and Reflection
- ☐ Taisce
- ☐ Form D



Machnamh Reflection





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Leadership

Droichead Reflection & Review

PST Members:
What, if anything, I would like to *Stop*, *Start*, *Continue* in relation to my work as a PST member?

Stop...	
<div>My Thinking (Before Feedback)</div>	<div>Additional to My Thinking (Feedback with which I agree)</div>
Start...	
<div>My Thinking (Before Feedback)</div>	<div>Additional to My Thinking (Feedback with which I agree)</div>
Continue...	
<div>My Thinking (Before Feedback)</div>	<div>Additional to My Thinking (Feedback with which I agree)</div>

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/ experienced

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