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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Imeacht Athnuachana Droichead Droichead Refresher Event

Post-primary 2025.2026

X @Oide\_Droichead





# Forléargas Overview



Welcome & Reflection



Overview of the Droichead Process



Droichead Updates



Shared Learning Experiences



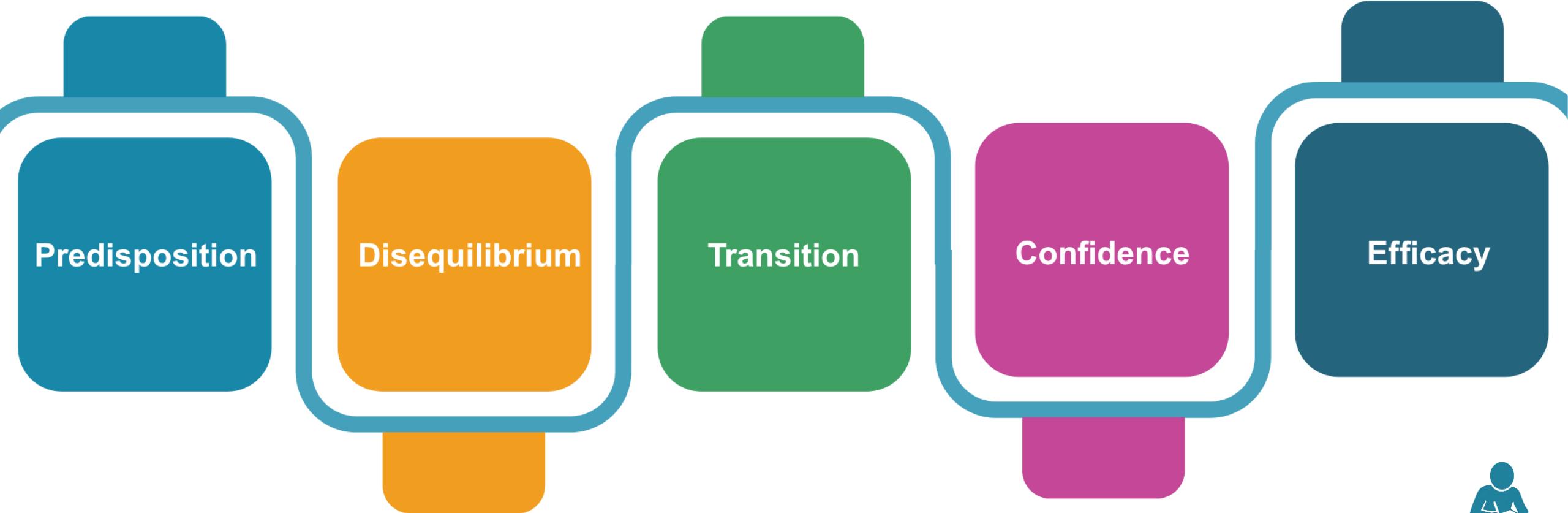
Review & Close

# Céimeanna Forbartha an Mheantóra

## Stages of Mentor Development



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(Portner 2005)



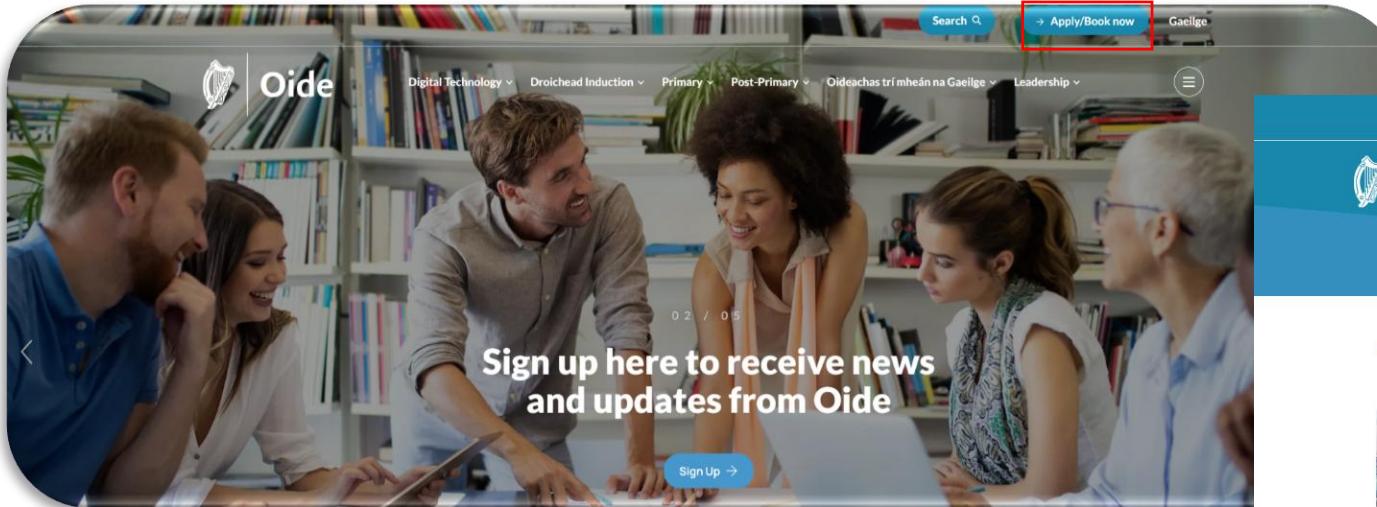
Individual  
Reflection

# Ár gcuid Imeachtaí agus Tacaíocht Bhreise

## Our Events and Further Support



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**Droichead Refresher Events**

**Droichead Information Session for School Leaders**

**Strengthening the Mentoring Mindset for Experienced PSTs**

**Droichead: Apply/Book now**

Home > Droichead

NQTs	Primary	Post-primary
Cluster Meeting Register	Primary Support	Post-primary Support
Induction Workshops	Professional Support Team Training	Professional Support Team Training
	Droichead Refresher Event	Droichead Refresher Event
	Droichead Information Session for School Leaders	Droichead Information Session for School Leaders
	Strengthening the Mentoring Mindset for Experienced PSTs	Strengthening the Mentoring Mindset for Established PSTs



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# Páirt a ghlacadh i bPróiseas Droichead

## Engaging in the Droichead Process



# Caighdeán Droichead

## Droichead Standards



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The NQT will...





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# Nuashonruithe Updates



# 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 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.

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



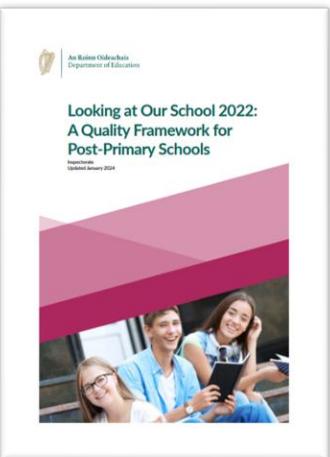
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## Quality Framework for Post-primary Schools – Overview

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

## 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	<p>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.</p>	<p>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.</p>
	<p>Teachers create an inclusive, purposeful, student-centred learning environment based on mutual respect, affirmation and trust.</p>	<p>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.</p>
	<p>Teachers have high expectations of students' learning and behaviour, and communicate these expectations effectively to students.</p>	<p>Teachers have high expectations of students' learning and behaviour, communicate these expectations effectively to students, and facilitate students in internalising them.</p>
	<p>Teachers demonstrate competence and proficiency in the skills and knowledge of their subject areas.</p>	<p>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.</p>
	<p>Teachers, through their own enthusiasm for and enjoyment of their subject area, motivate students to engage in and enjoy their learning.</p>	<p>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.</p>
The teacher selects and uses planning, preparation and assessment practices that progress students' learning	<p>Teachers' preparation identifies relevant learning intentions that are contextualised to students' learning needs, interests and abilities.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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.</p>



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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## Quality Framework for Post-primary Schools – Overview

Domains	Standards
Learning and Teaching	<p><b>Learner outcomes</b></p> <p>Students:</p> <p>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</p>
	<p><b>Learner experiences</b></p> <p>Students:</p> <p>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</p>
	<p><b>Teachers' individual practice</b></p> <p>The teacher:</p> <p>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</p>
	<p><b>Teachers' collective / collaborative practice</b></p> <p>Teachers:</p> <p>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</p>

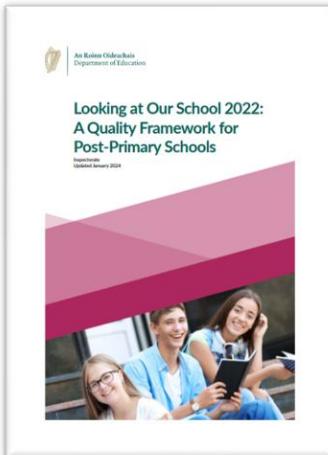
LAOS (DE 2022, p.25)

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



## Domain 3: Teachers' individual practice

Standards	Statements of effective practice	Statements of highly effective practice
<b>The teacher selects and uses planning, preparation and assessment practices that progress students' learning</b>	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 <b>all relevant aspects of students' learning in the lesson, or series of lessons</b> , 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. <b>Teachers tailor assessment strategies to meet individual learning needs.</b>
	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. <b>Teachers use feedback to work with students on clear strategies for improvement.</b>
	Teachers share success criteria with students so that they can assess their own learning through self-assessment and peer assessment.	Teachers share and <b>co-create</b> success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and <b>identify areas for improvement and strategies to achieve improvement.</b>
	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 <b>tailored to students' individual learning needs.</b>



LAOS (DE 2022, p.31)

# Riachtanais Chnuaschruinnithe

# Cluster Meeting Requirements



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Register

Book

Engage



# Ábhair Fhoghlama Gairmiúla

## Professional Learning Materials



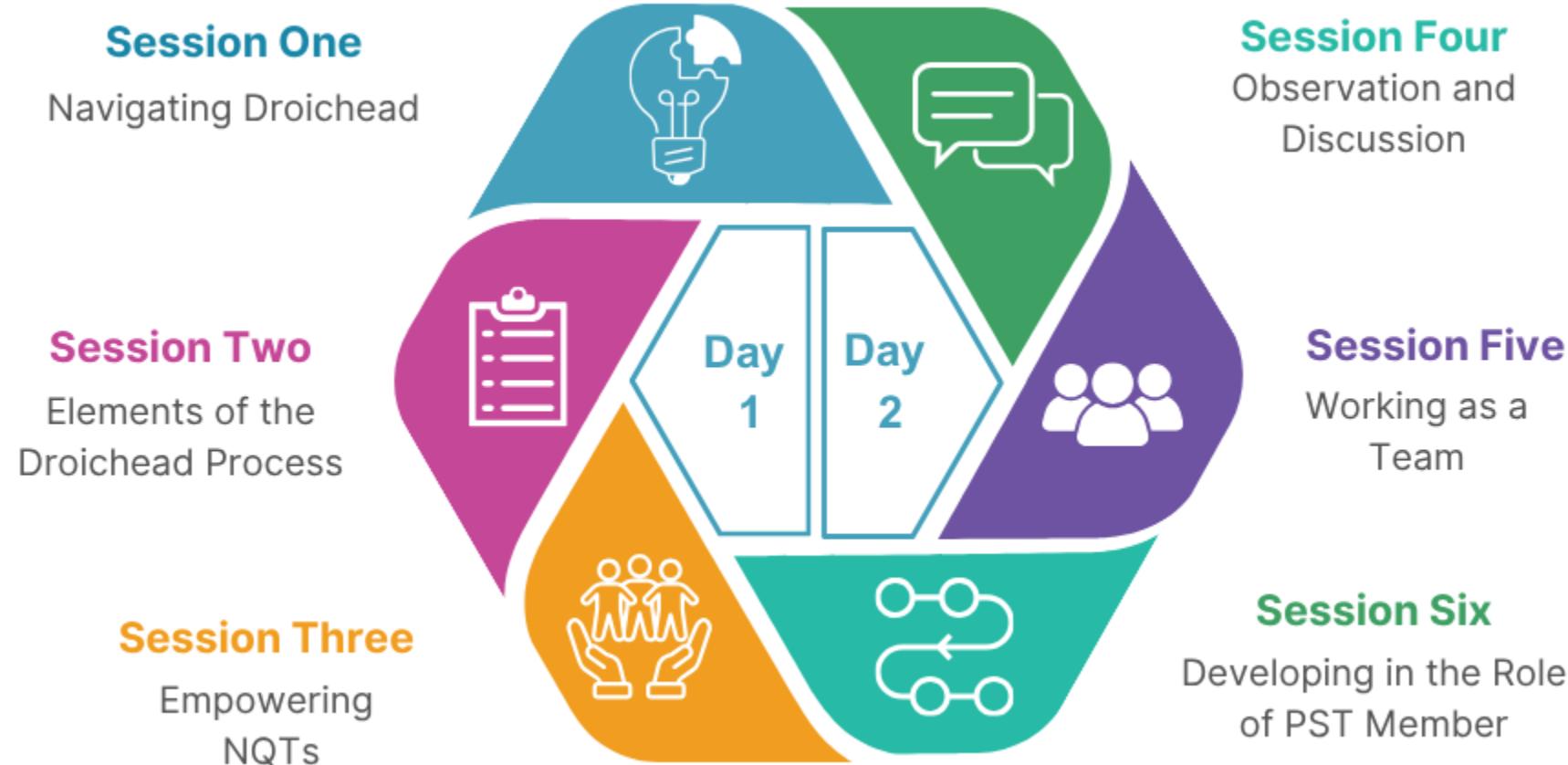
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# Foghlaim Ghairmiúil do Bhaill na FTG

## Professional Learning for PST Members



# Snáithe B: Gníomhaíochtaí Foghlama Gairmiúla Breise

## Strand B: Additional Professional Learning Activities



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**Droichead - Outline Plan Calendar Template (with key) - 2025.2026**

Sep 2025					Oct 2025					Nov 2025							
S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	F	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
21	22	23	24	25	26	27	18	19	20	21	22	23	24	25	26	27	28
28	29	30					26	27	28	29	30	31		23	24	25	26
														30			

Dec 2025					Jan 2026					Feb 2026							
S	M	T	W	F	S	S	M	T	W	F	S	S	M	T	W	F	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
21	22	23	24	25	26	27	18	19	20	21	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	F	S	S	M	T	W	F	S	S	M	T	W	F	S
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22
22	23	24	25	26	27	28	19	20	21	22	23	24	25	26	27	28	29
29	30	31					26	27	28	29	30		24	25	26	27	28

June 2026				
S	M	T	W	F
1	2	3	4	5
8	9	10	11	12
14	15	16	17	18
21	22	23	24	25
28	29	30		

**Please Note**

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

Induction Activities	Observation by the NQT				
	Observation <input checked="" type="checkbox"/>	Observation <input type="checkbox"/>	Other Induction Activities <input type="checkbox"/>	Professional Support Team <input type="checkbox"/>	PST & NQT(s) <input type="checkbox"/>
Meetings	Observation <input type="checkbox"/>	Observation <input type="checkbox"/>	Observation <input type="checkbox"/>	Observation <input type="checkbox"/>	Observation <input type="checkbox"/>
Whole Staff	Droichead Information <input type="checkbox"/>	School Holidays <input type="checkbox"/>			

**Date Confirmation Email Received:**

**PST Members Supporting NQT:**

**Tentative End Date:**

**Cluster Meeting Dates:**

**Other Professional Learning Activity:**

**Observation by the NQT:**

**Observation of the NQT:**

CC BY NC





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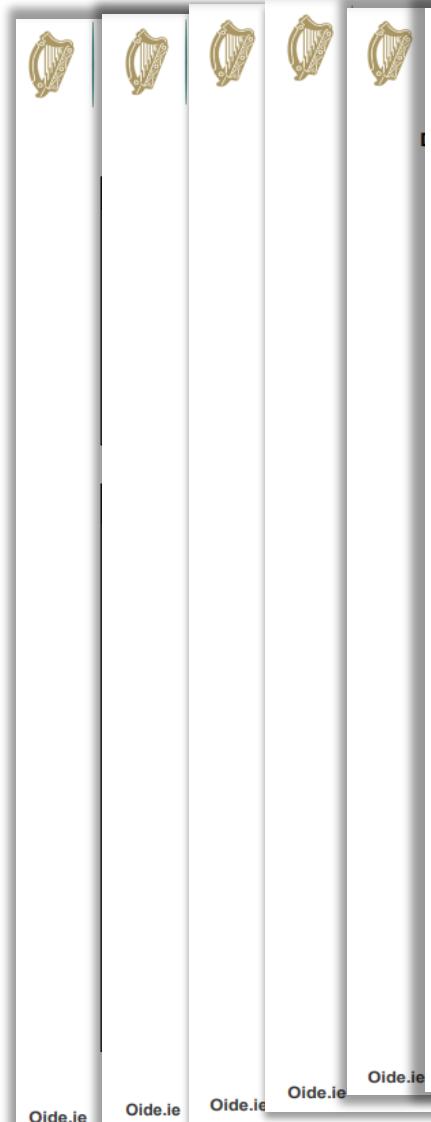
# Meabhrúcháin Reminders



# Acmhainní Resources



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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												

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# Am Scaoilte Release Time

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Droichead - Release Time Template B - Post-primary

Release time, with substitute cover, is provided for school-based induction in schools providing the Droichead process. These schools are not required to apply for this release time if claiming via the **Online Claims System** (OLCS). Alternatively, schools can apply for the **Allocation Model** to the Oide Droichead Induction Division by emailing [angie.grogan@oide.ie](mailto:angie.grogan@oide.ie). The Department of Education, in turn, will allocate the hours under the allocation system to schools. This template allows a school, regardless of what method is used to claim the release hours, to keep a record of all hours used for the purpose of engaging in Droichead.

**Instructions:**

1. Enter the date of the activity
2. Provide a brief description of the activity
3. Record in column C who is accessing the release time
4. Enter the time spent in minutes
5. Column E will calculate the cumulative time spent automatically. Refrain from inputting data directly into column E.

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

Date	Activity	Teacher's Name	Time (In Minutes)	Cumulative Total (In Hours)
01/03/2024	Meeting of PST	X	40	0.67
	Meeting of PST and NQTs	A	40	1.33
	Induction Activity	C	30	1.83
	Pre-observation Conversation	A	20	1.67
	Observation of PST	A	40	2.00
	Observation of PST	B	40	2.67
	Observation of PST	B	40	3.33
	Post-observation Conversation	B	20	3.67
	Induction Activity	E	40	4.33
				4.33
				4.33

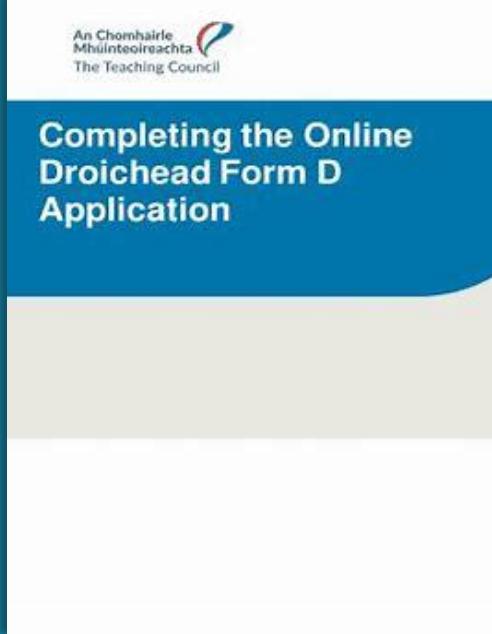


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# An Fhoirm D a Chomhlánú ar Líne

## 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



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# Ionduchtú Scoilbhunaithe

## School-Based Induction

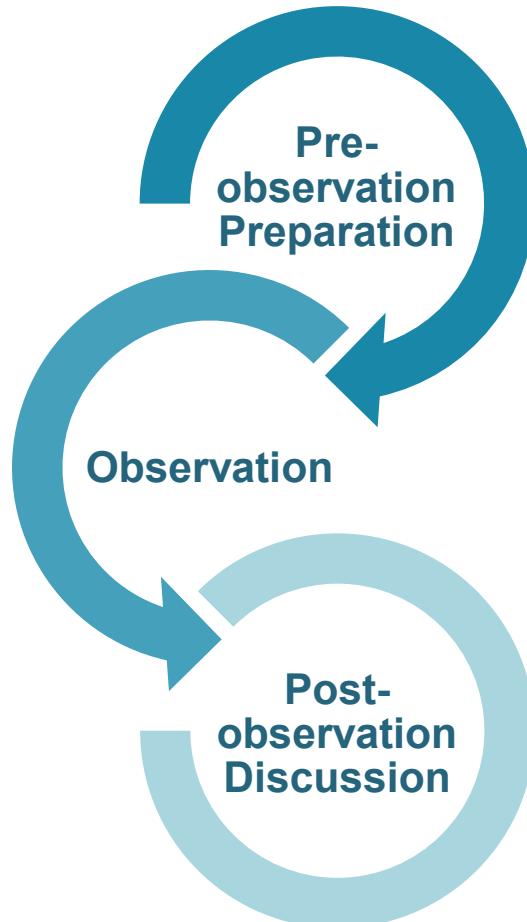


# Am Scaoilte Release Time



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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



### Pre-observation Preparation

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

### Observation

### Post-observation Discussion

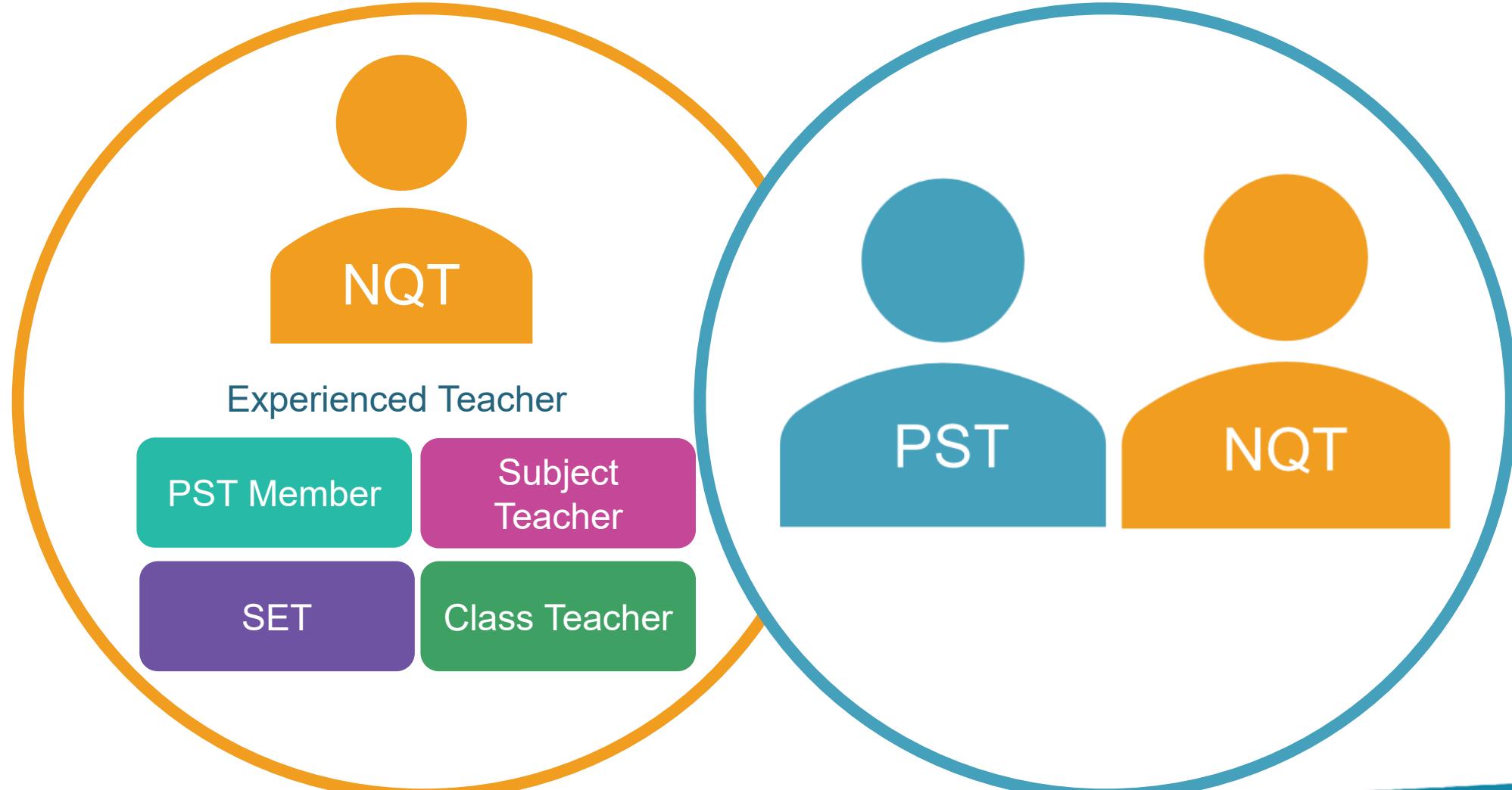
- Discussion based on observation

# Samhail Breatnóireachta 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 3

Offered in term 3

Online event

Moving into the Cosán phase

### Cluster Meeting 3



### Other Professional Learning Activity



### Cluster Meeting 2

Offered in term 2 and term 3

Online event

Sharing of strategies

### 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



# Tacaíocht Bhreise Additional Support



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- ✓ The Droihead Induction Division: <https://oide.ie/droihead/home/>
- ✓ Contact the Post-primary Droihead Induction Team:  
[postprimarydroicheadsupport@oide.ie](mailto:postprimarydroicheadsupport@oide.ie)
- ✓ Register for Droihead: [www.teachingcouncil.ie/registration](http://www.teachingcouncil.ie/registration)
- ✓ Contact the Teaching Council: [conditions@teachingcouncil.ie](mailto:conditions@teachingcouncil.ie)
- ✓ Your local Education Support Centre: [www.esci.ie](http://www.esci.ie)





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@Oide\_Droichead

# Bí inár leanúint! Follow us!





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# Ár mBuíochas

To ask for support is a sign of strength