



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



Forbhreathnú Overview



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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...



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Materials



Punctuality



Confidentiality



Engagement
and Participation



Asking
Questions

Frámú an lá Framing the Day



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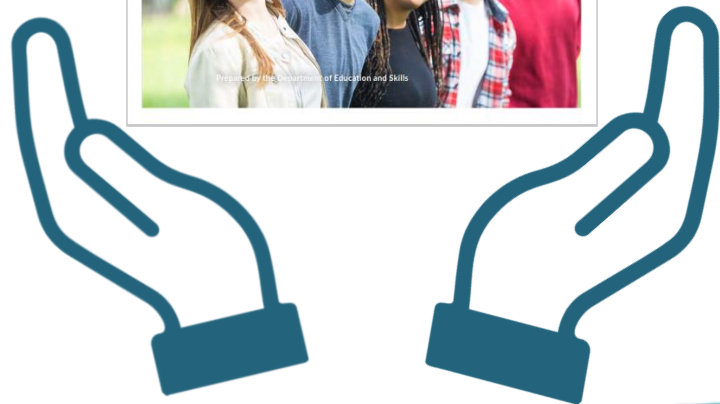
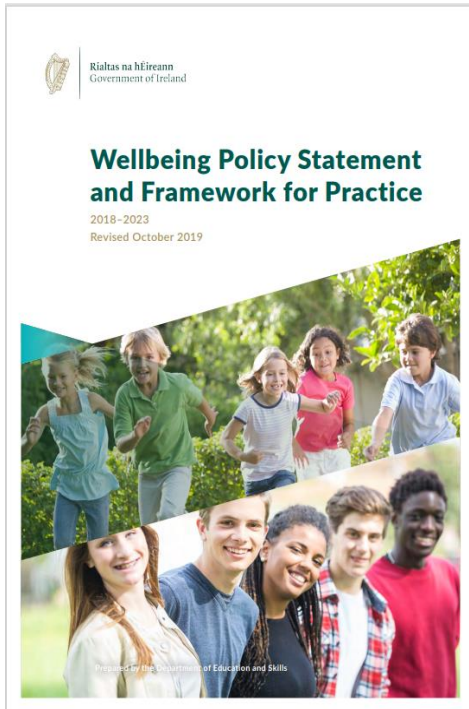
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Supporting the Professional
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Ráiteas Polasaí Folláine agus Creat Cleachtais Wellbeing Policy Statement and Framework for Practice



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'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)

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



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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.



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Supporting the Professional
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Seisiún 1: Dea-Chaidrimh Dhearfacha a Neartú

Session 1: Strengthening Positive Professional Relationships



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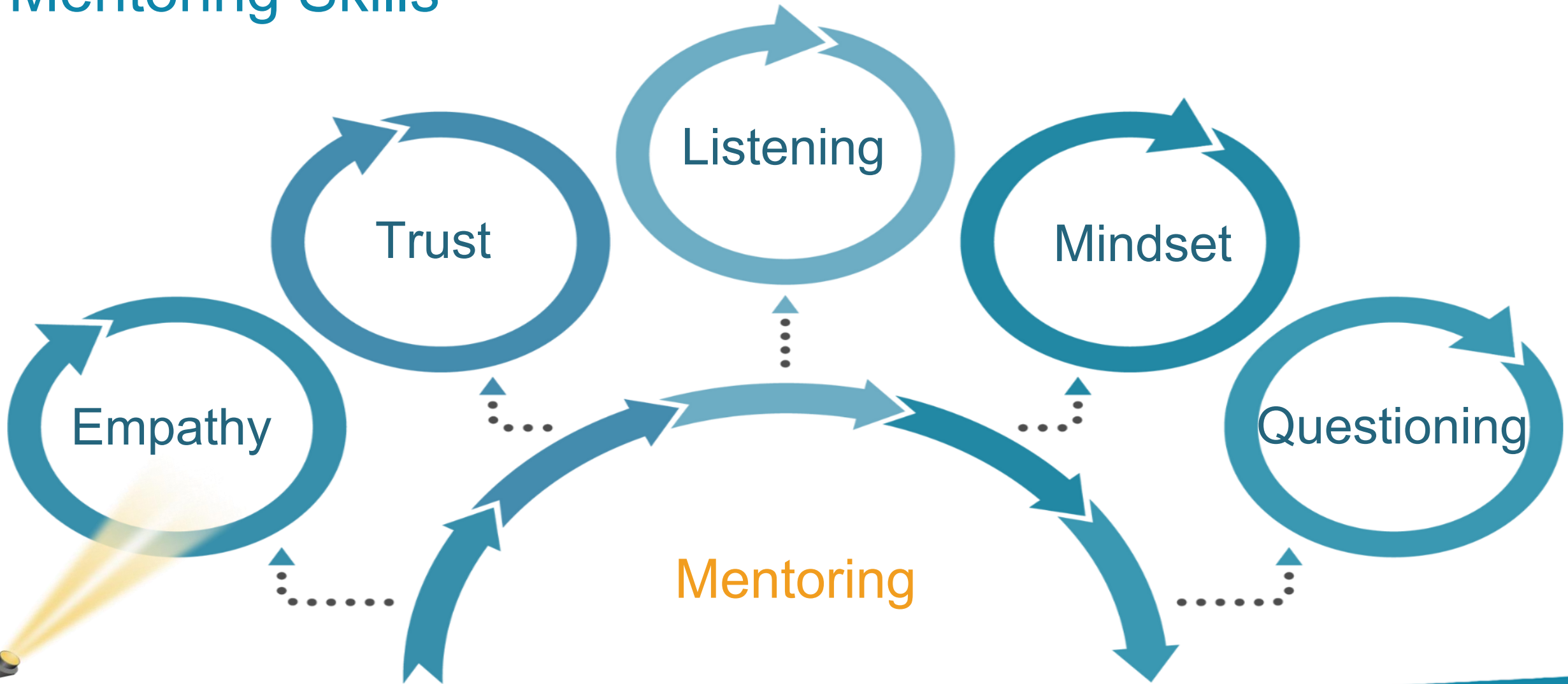
To explore the opportunities mentoring offers across the school community.

Scileanna Meantóireachta

Mentoring Skills



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Empathy is a universal thread...



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

Croí na hlonbhá

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



Affective Empathy in Practice...



We feel the other person's emotions.



Our mood mirrors their mood.



We can end up feeling enmeshed and drained.

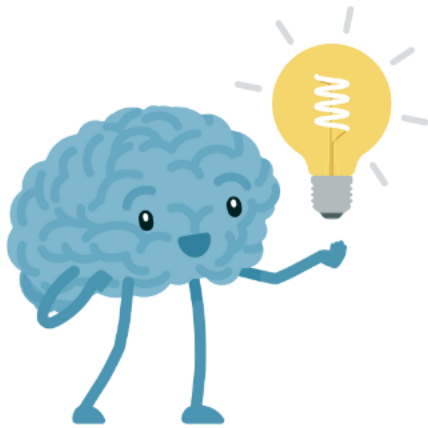
Ionbhá agus Meon na Meantóireachta

Empathy and the Mentoring Mindset



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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



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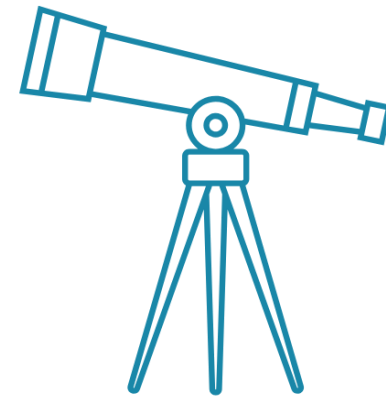
Teacher View



Student View



Omniscient View



Gnéithe na hlonbhá

Attributes of Empathy



Oide

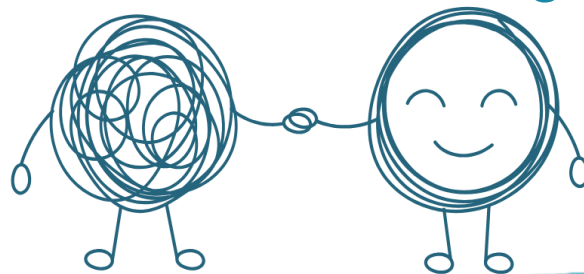
Perspective Taking – Step into the other person's perspective.

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.



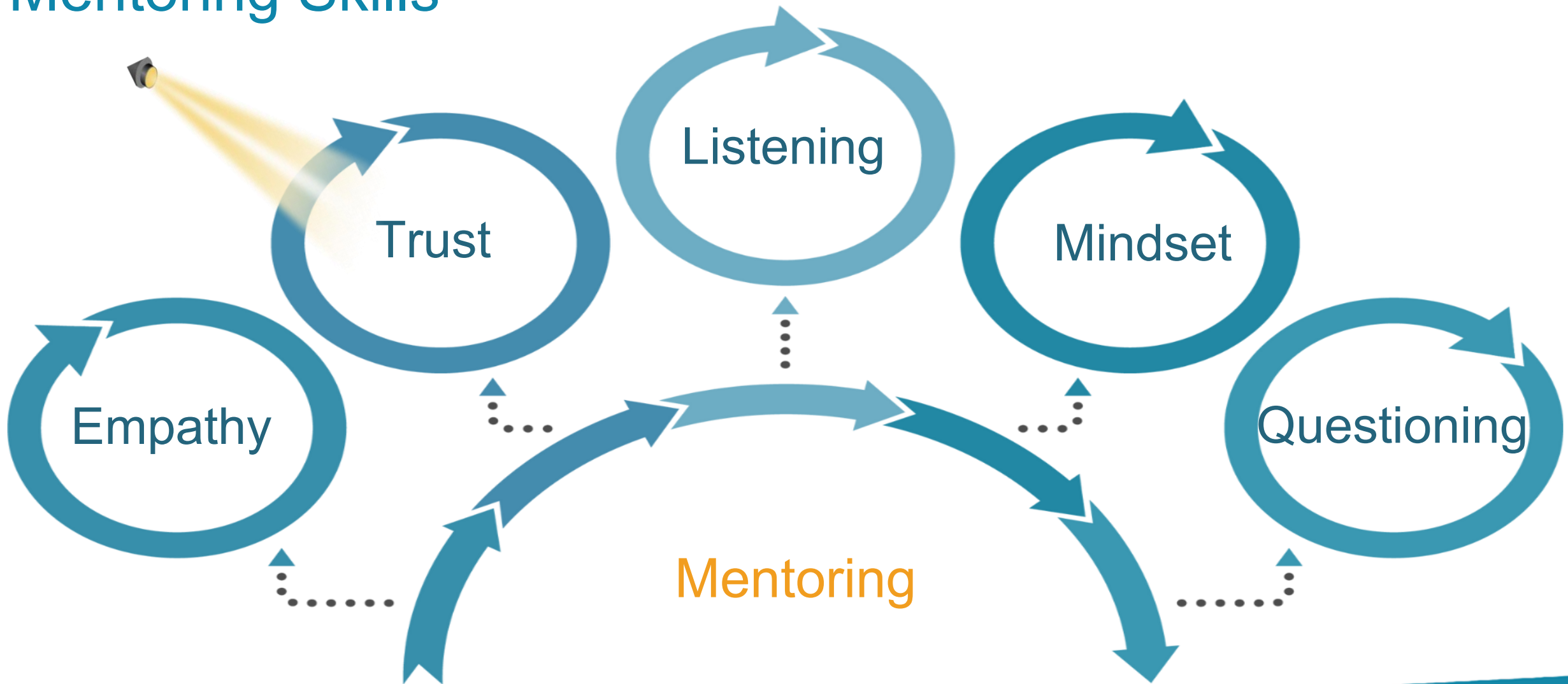
(Brown, 2025)

Scileanna Meantóireachta

Mentoring Skills



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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 hlontaoibhe The Essence of Trust

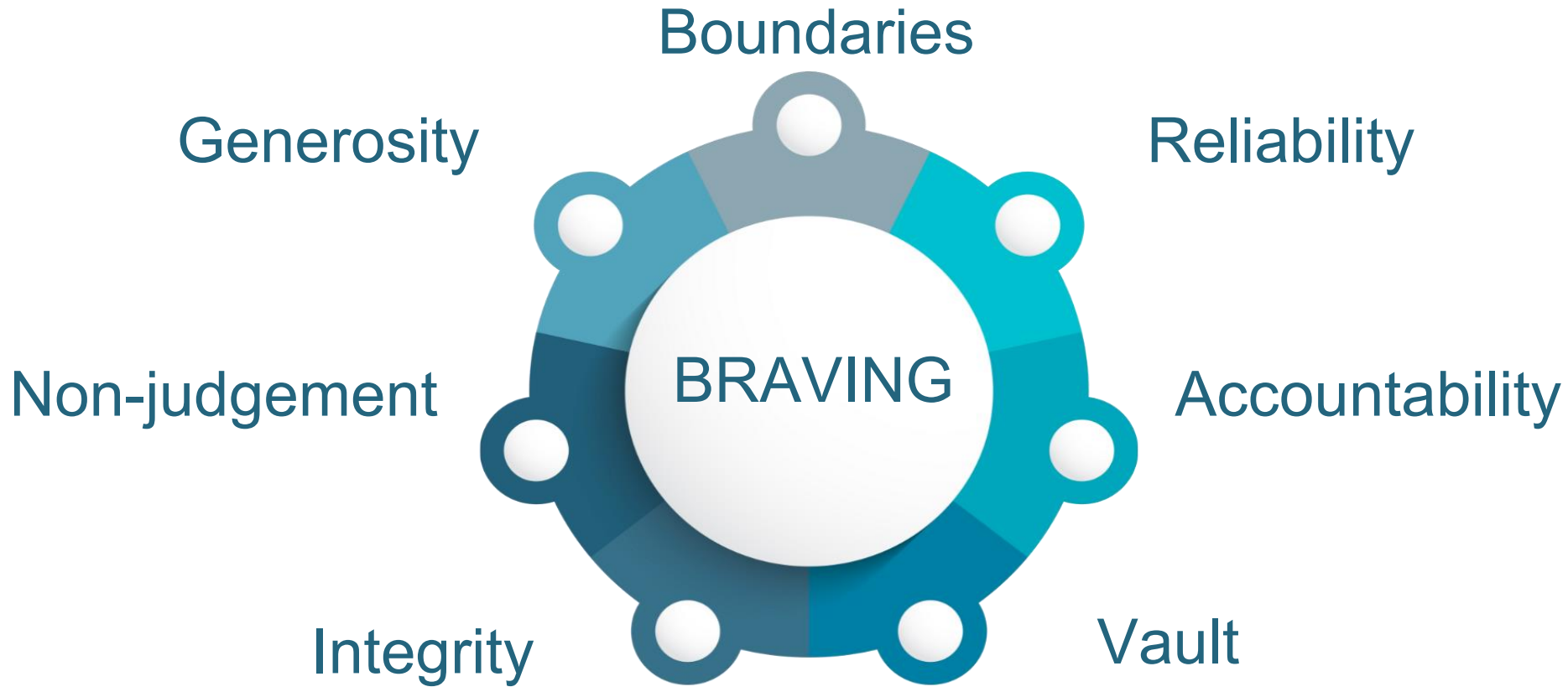


Oide



“
Choosing to risk making something
you value, vulnerable to another
person’s actions.
”

(Feltman, 2024)



Individual
Reflection



Whole Group
Discussion

(Brown, 2018)

Machnamh Reflection



Teacher View



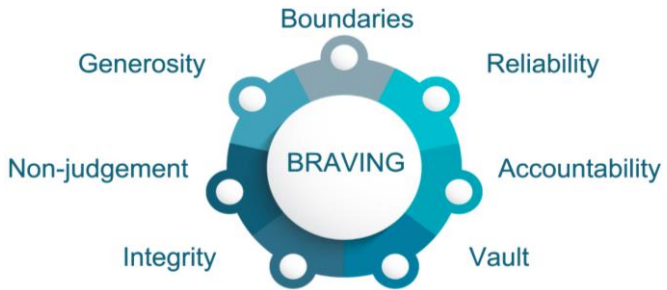
Student View



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?

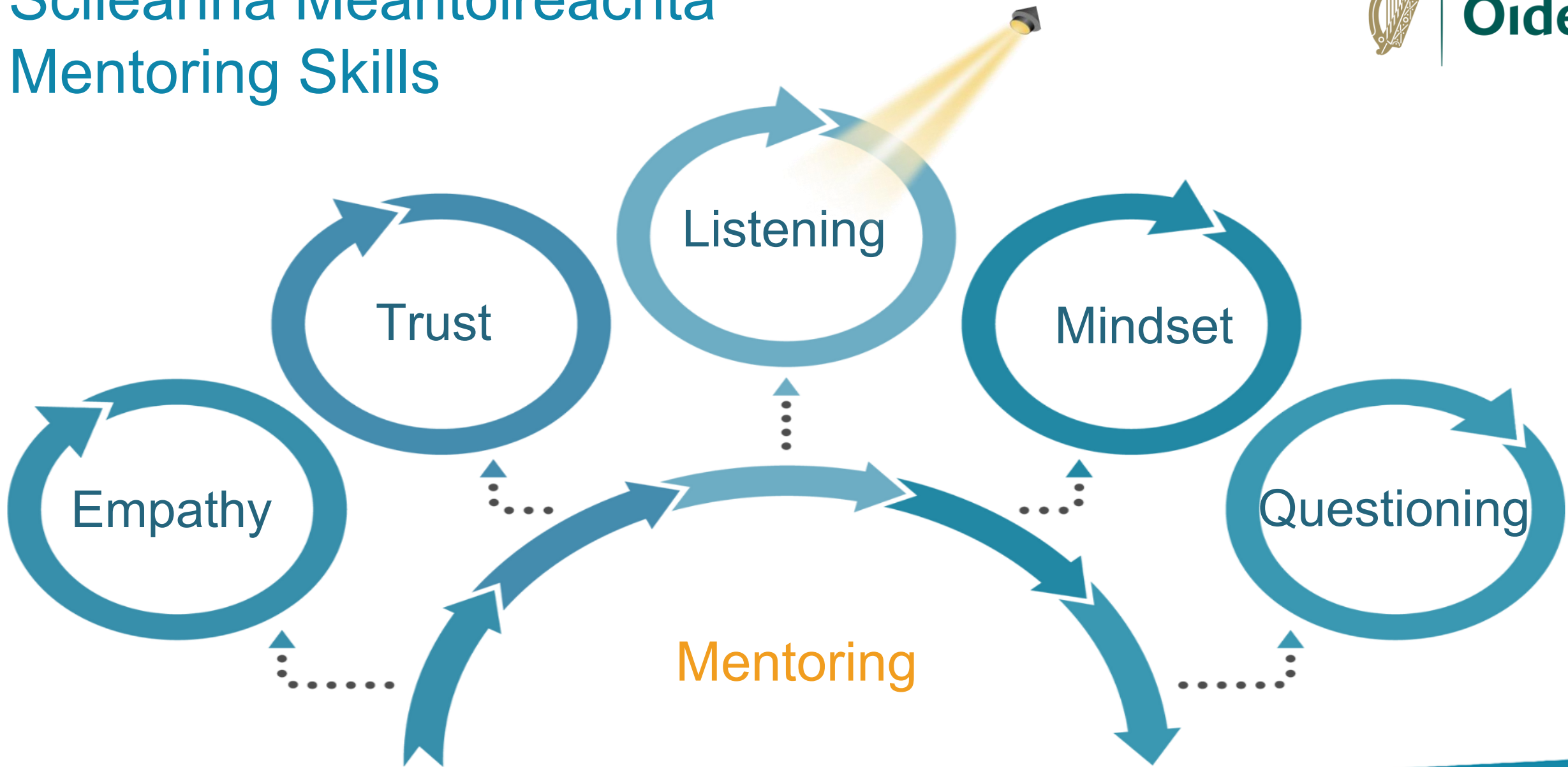


Scileanna Meantóireachta

Mentoring Skills



Oide

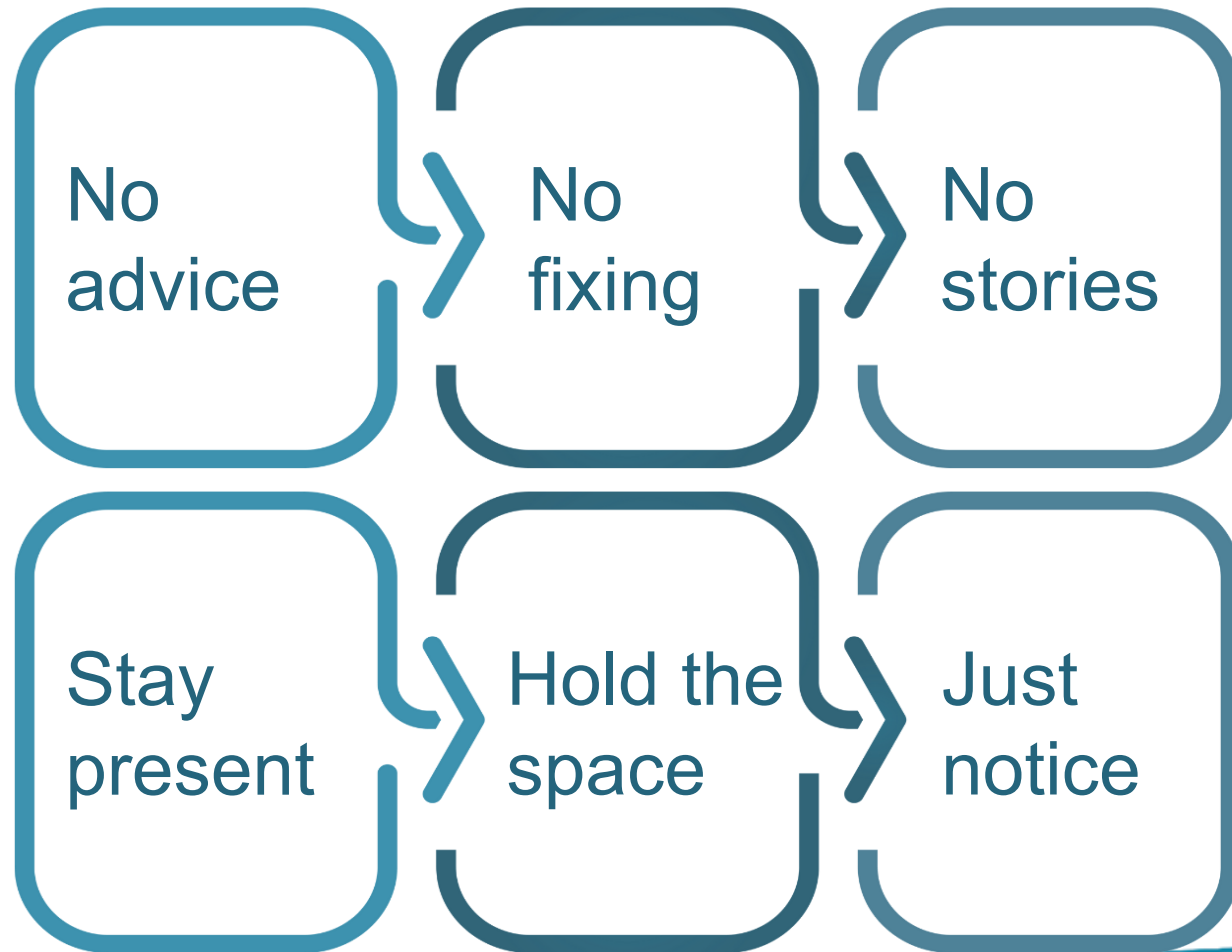


An Spás Éisteachta a Oscailt

Opening the Listening Space



Just listening, no fixing.



Interactive
Activity

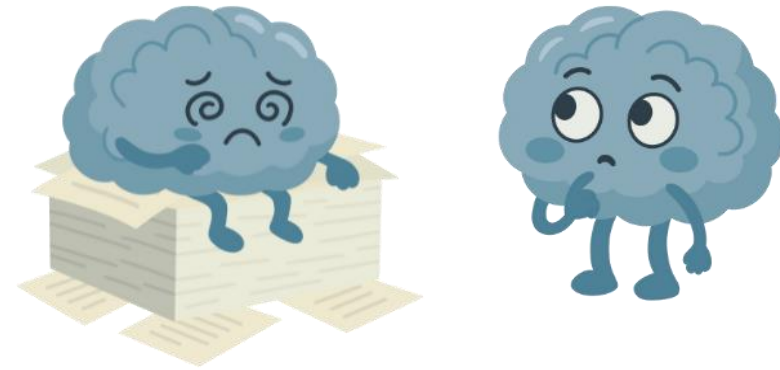
Conas Éisteacht

How to Listen



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





“

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



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External factors

Noise, Distance, Interruption, Technological issues, Time

Internal Factors

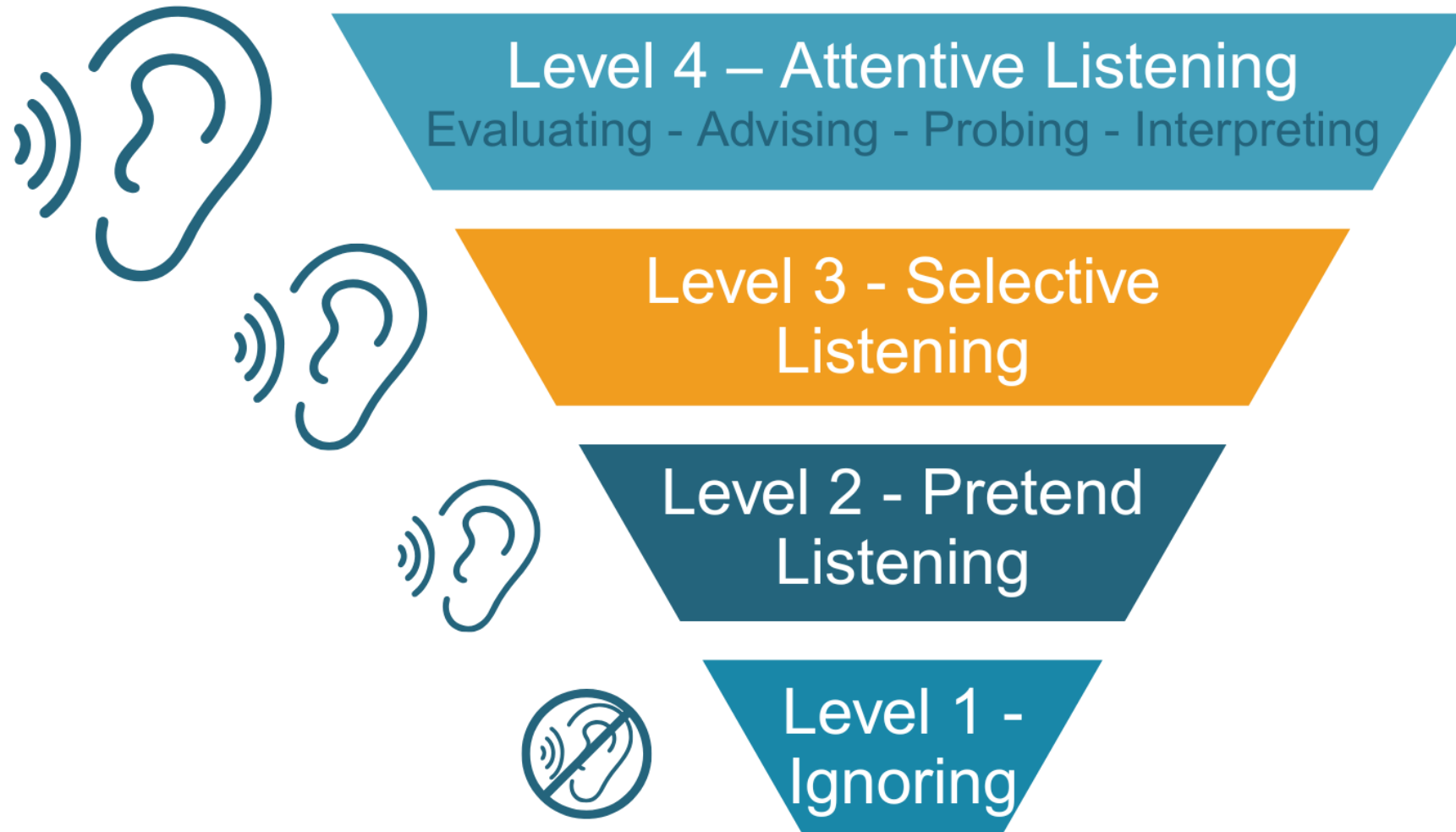
Assumptions, Biases, Attention span, Rehearsing, Advising, Being right/Ego, Preoccupation, Being overwhelmed, Fatigue

Communication/Social Factors

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

5 Leibhéal na hÉisteachta

The 5 Levels of Listening



(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



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(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.



“

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.



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Supporting the Professional
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Seisiún 2: Comhráite Gairmiúla a Bhainistiú

Session 2: Managing Professional Conversations



Intinní Foghlama Learning Intentions



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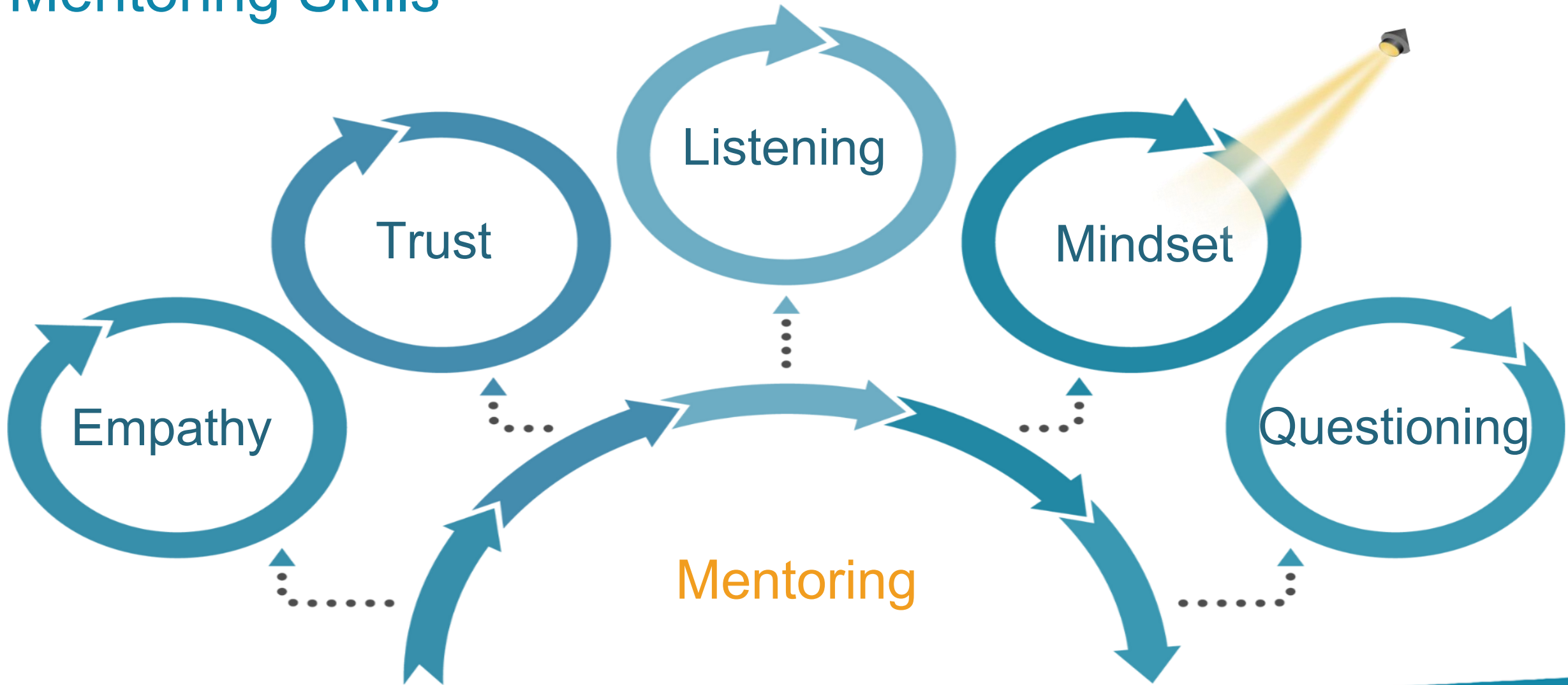
To explore the opportunities mentoring offers across the school community.

Scileanna Meantóireachta

Mentoring Skills



Oide



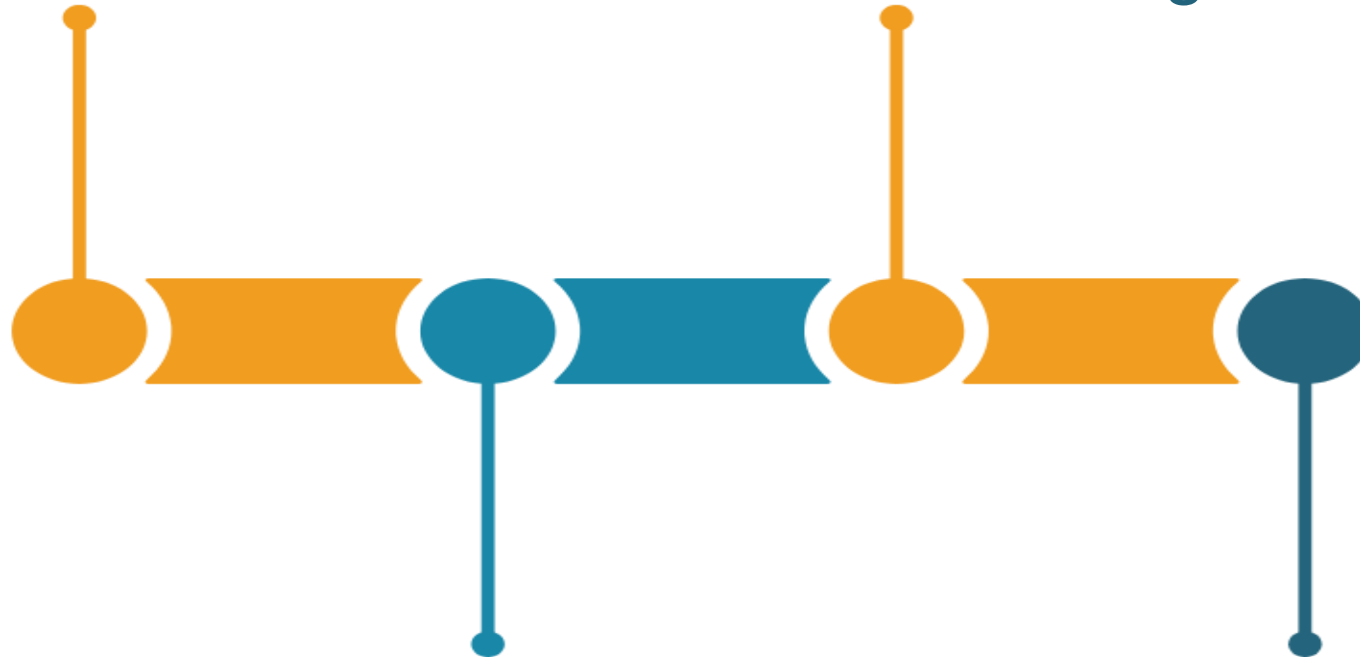
Meon na Meantóireachta Mentoring Mindset



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



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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.

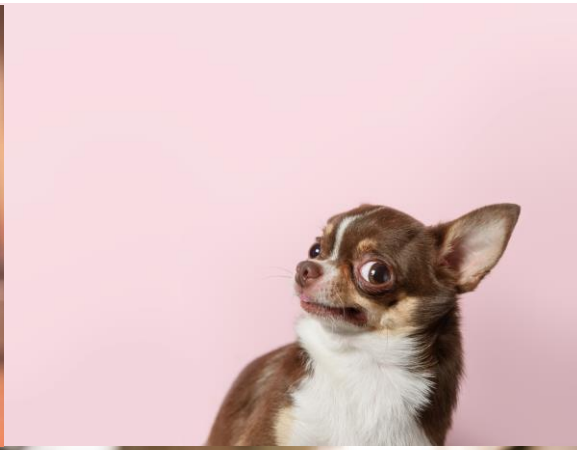
*As listener, we decide to care more about where the thinker will go next with *their* thinking than we do about imposing our thoughts.*

(Kline, 2020)

Ag Obair le hÉagsúlacht Working with Difference



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Supporting the Professional
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An Gealltanias The Promise



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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



Oide



Hugged

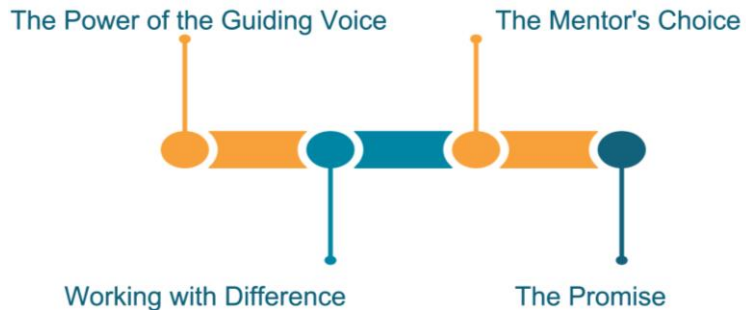


Helped

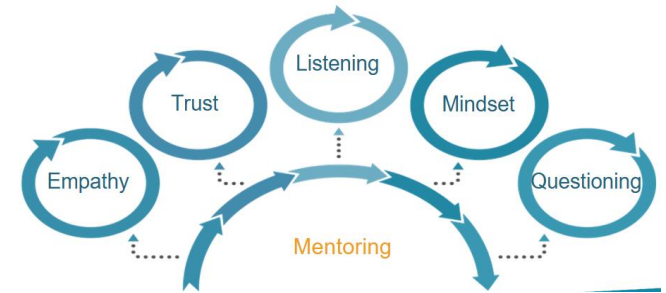


Heard

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?



Level 5 - Empathic Listening

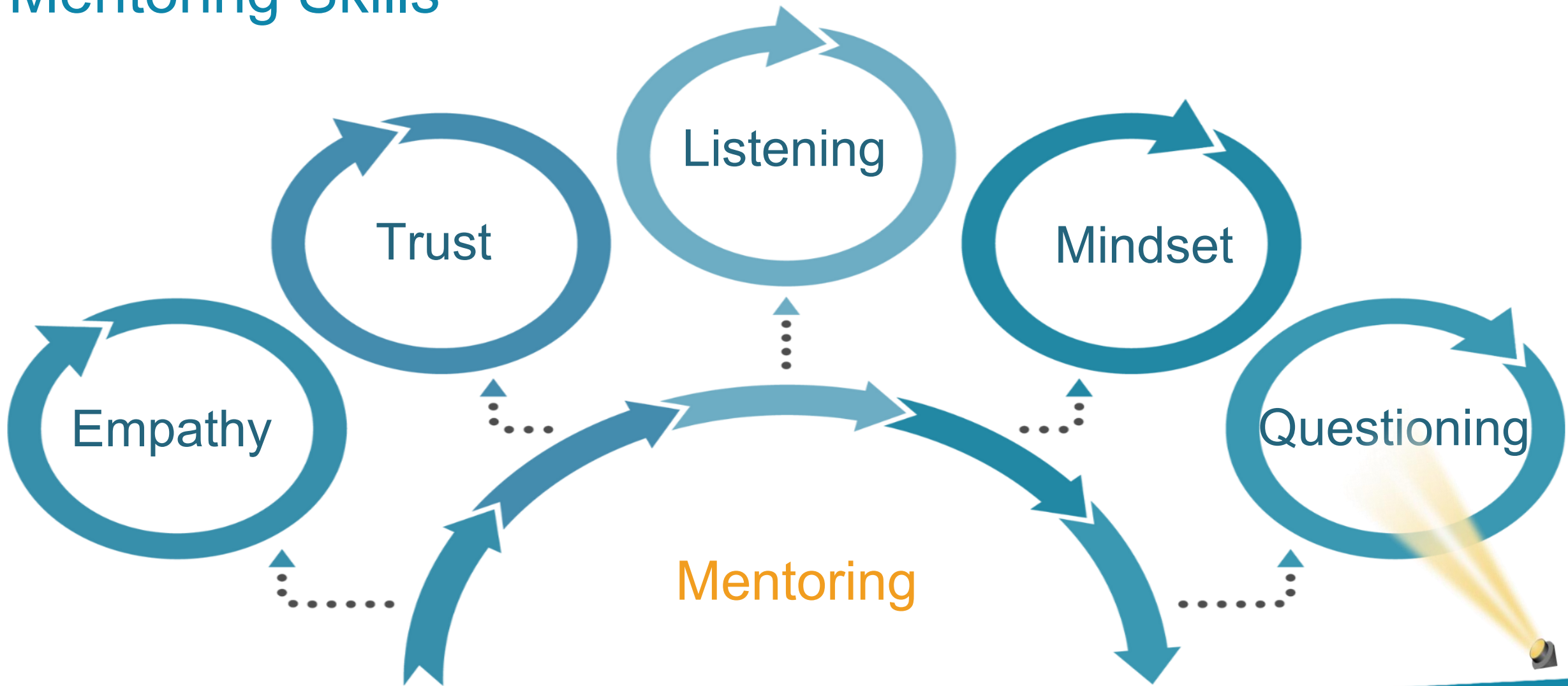


Scileanna Meantóireachta

Mentoring Skills

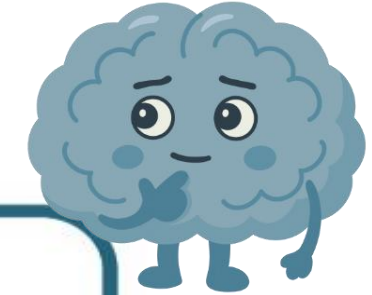
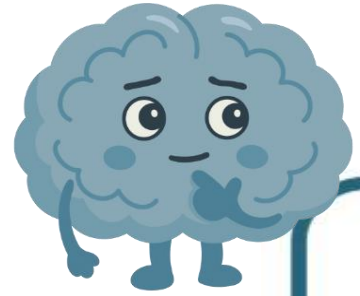


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Fás a Threorú Trí Cheistiú

Guiding Growth Through Questioning



“
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



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When tempted to ask why...



Reframe and start with "What?"

Why did you do that?

What were you hoping for there?

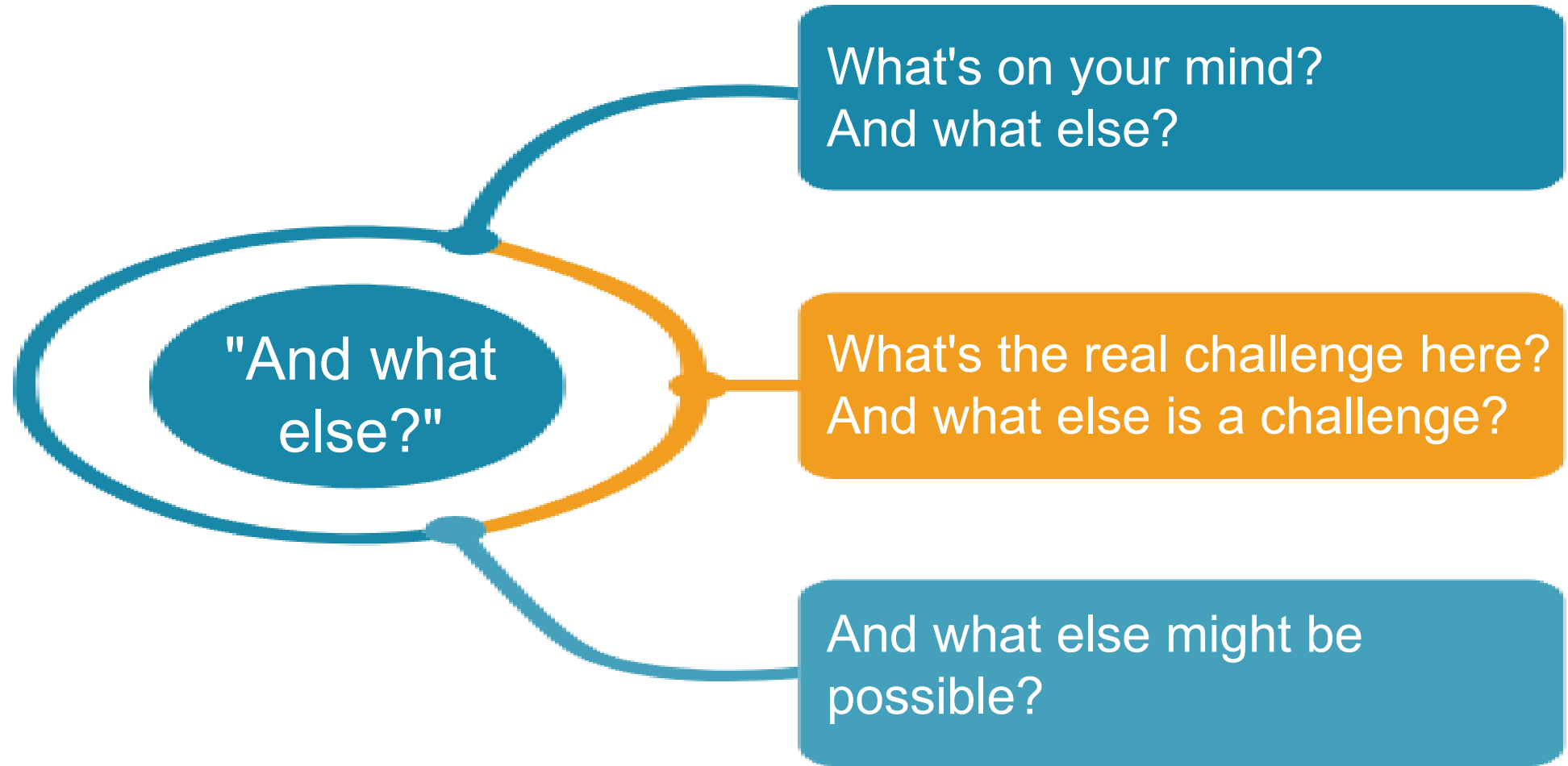
Why did you think this was a clever idea?

What made you choose this course of action?

Ceist Faoin Spotsholas Question in the Spotlight



Oide



Rólimirt Role Play



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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

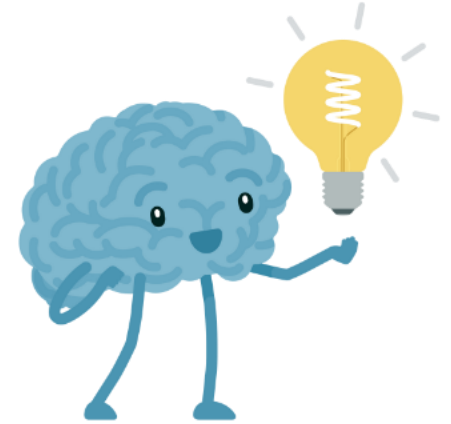
Creating Empowering Questions



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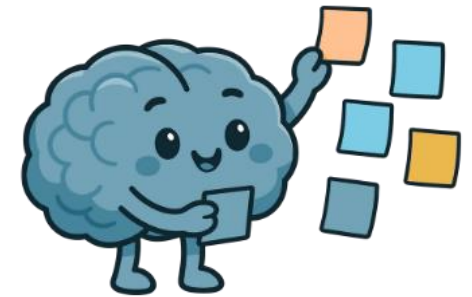
Mindset

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



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



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Machnamh Reflection



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Teacher View



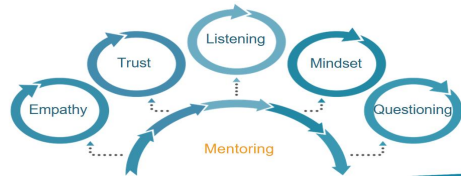
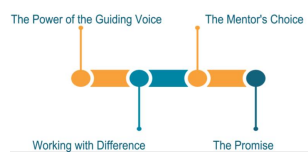
Student View



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?





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Seisiún 3: Rannpháirtíocht na Scoile Uile: Tairbhí agus Deiseanna

Session 3: Whole-School Engagement: Benefits and Opportunities



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Ról an Chultúir Scoile

The Role of School Culture



A learning school

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



A learning hive



An empowered school

(Bleach, 1999)



“
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)



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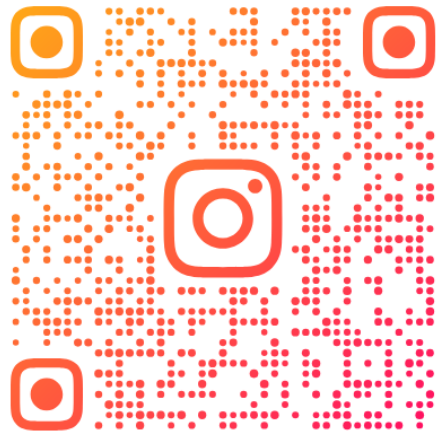


To explore the opportunities mentoring offers across the school community.

Bí inár leanúint! Follow us!



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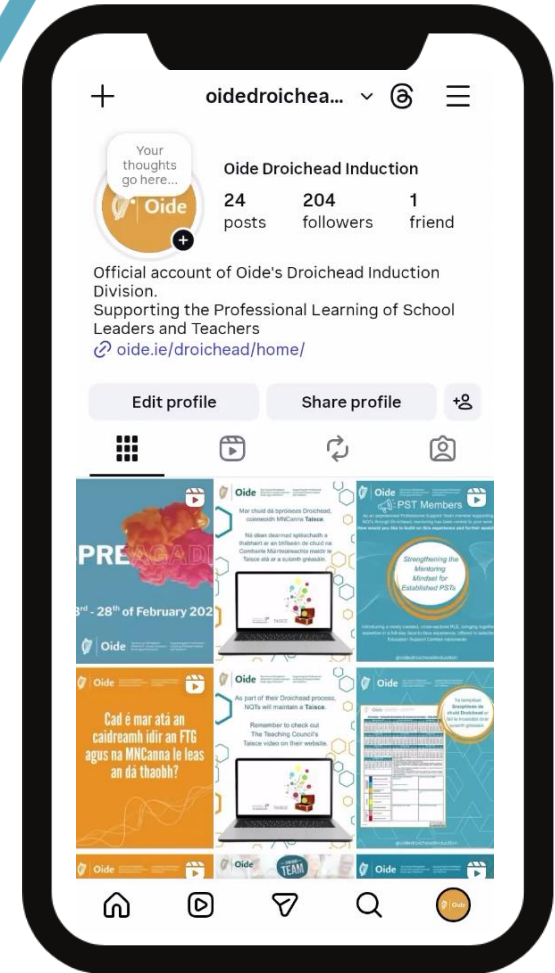


@OIDE DROICHEADINDUCTION

The Droichead Induction Division is now on Instagram

Scan the QR code to follow

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Ár mBuíochas