Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Stronger Together

Your Role as an NQT in Nurturing Positive Professional Relationships with Colleagues and Parents





Reflective Learning Log

Looking at Our School 2022

Dimension: Learning and teaching
Domain: Teachers' collective / collaborative practice



Teachers work together to devise learning opportunities for pupils across and beyond the curriculum	Pupils' reflection and feedback on their learning are reviewed and acted upon during teachers' individual and collaborative preparation activities.	Pupils' reflection and feedback on their learning are **systematically** reviewed and acted upon during teachers' individual and collaborative preparation activities.
	Teachers plan collaboratively for learning activities that enable pupils to make meaningful connections between learning in different curriculum areas and subjects.	Teachers plan collaboratively for learning activities that enable pupils to make meaningful **and progressively more challenging** connections between learning in different curriculum areas and subjects.
	Teachers collaboratively plan learning experiences that help pupils to see learning as a holistic and lifelong endeavour.	Teachers collaboratively plan learning experiences that **enable and empower** pupils to see learning as a holistic and lifelong endeavour.
	Teachers work effectively with each other and with parents to support pupils with identified learning needs.	Teachers work **very effectively** with each other and with parents to support pupils with identified learning needs.
	Teachers use parent-teacher meetings and other communication with parents constructively to support parents' meaningful involvement in their children's education.	Teachers use parent-teacher meetings and other communication with parents **very constructively** to support parents' meaningful involvement in their children's education and **development as learners**.
	Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for pupils.	Teachers collaborate with relevant and appropriate outside personnel to provide meaningful learning experiences for pupils, and **work together to ensure that the learning is integrated**.

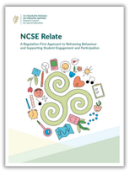
Statement of effective/highly effective practice:

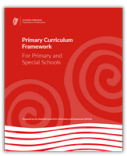
One action I will take when I return to school:

Why is this a priority for me?

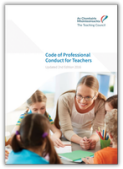
Key Documentation













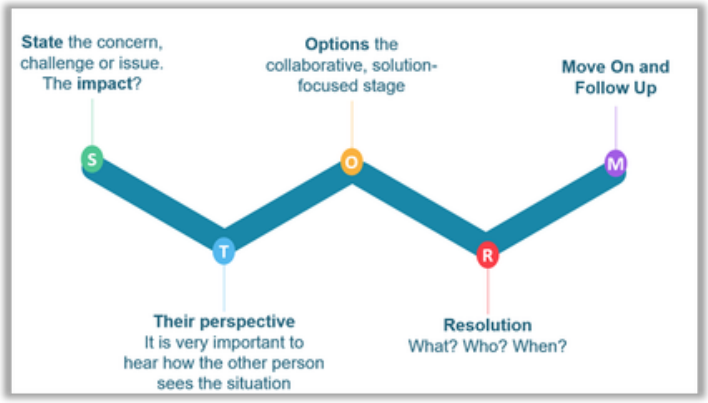
Which of the key documentation outlined will I familiarise myself with next?

Why is this a priority for me?

Frameworks to Support Positive Professional Relationships

- Be there
- Choose your attitude
- Make their day
- Play

The STORM Framework



Which element of either framework resonates the most with me?

Why might this be a priority for me?

Social Network

Identify up to three people to whom you would go directly for help, advice, information, support or resources?

Identify one person who, at present, you do not consult but who you could consider reaching out to for help, advice, information, support or resources?



Positive Professional Relationships with Colleagues

The FISH! Philosophy

What actions could I take in the coming days/weeks with a colleague/colleagues that align with the FISH! Philosophy?

FISH! Philosophy	Be there	Choose your attitude	Make their day	Play
My Actions				

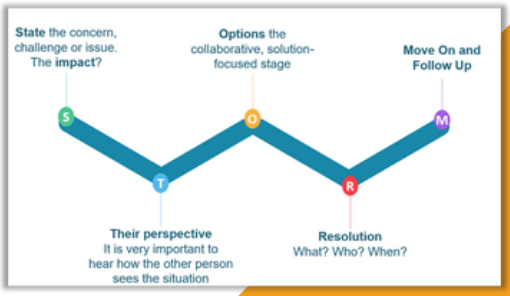
The STORM Framework

Nora is a newly qualified teacher working in Second Class. Several children in her class attend Maths support with Matt, the Special Education Teacher (SET). Some days, this support is delivered through withdrawal; other days, through in-class co-teaching.

Over the past month, Nora has noticed a pattern: Matt regularly arrives late to collect the children for withdrawal sessions and often joins co-teaching lessons several minutes after the agreed start time.

This is beginning to disrupt Nora's lesson flow. The children become unsettled waiting, and Nora finds herself adjusting her teaching unexpectedly. She values positive professional relationships and wants to address the issue respectfully.

Nora decides to use the **STORM** Framework to guide a professional conversation with Matt.



Break Out Room Activity: Using the STORM Framework

- Prepare what Nora might say at each stage.
- Consider Matt's possible responses and how Nora could maintain clarity, respect, and a positive professional relationship.

Positive Professional Relationships with Parents

The FISH! Philosophy

What actions could I take in the coming days/weeks with a parent/parents that align with the FISH! Philosophy?

FISH! Philosophy	Be there	Choose your attitude	Make their day	Play
My Actions				

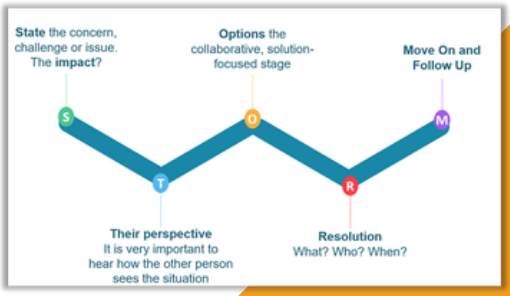
The STORM Framework

Isaac is a newly qualified teacher working in a Junior Infant class. Each morning, his pupils line up in the school yard until the school bell rings to signify the begining of the day. At that time, Isaac collects his class from the yard and escorts them to their classroom.

Since the beginning of the academic year, one of the parents of a pupil in his class, Ms. Kavanagh, has approached Isaac on the yard each morning after the school bell has rung. Ms. Kavanagh usually communicates information regarding her daughter's lunch or homework. She also comments on the behaviour of other pupils in the line. This conversation delays the movement of pupils to the classroom and disrupts the flow of the day.

Wanting to address the issue early and maintain a positive relationship with Ms. Kavanagh, Isaac arranges a meeting.

Isaac decides to use the **STORM** Framework to guide the discussion.



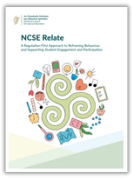
Break Out Room Activity: Using the STORM Framework

- Prepare what Isaac might say at each stage.
- Consider Ms. Kavanagh's possible responses and how Isaac could maintain clarity, respect, and a positive professional relationship.

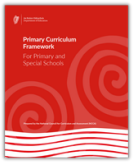
Key Documents



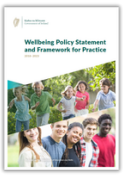
Droichead: The Integrated Professional Induction Framework outlines the purpose of Droichead and key information regarding this non-evaluative process.



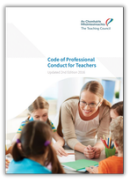
The ***NCSE's Relate*** resource is designed for school staff to better understand and to reframe student behaviour. This contains an array of additional resources which are hyperlinked throughout.



The ***Primary Curriculum Framework*** document sets out the vision; principles; key competencies; structure; approaches to learning, teaching, and assessment; and time allocations of the Primary School Curriculum.



The ***Wellbeing Policy Statement and Framework for Practice*** document provides an overarching structure encompassing existing, ongoing and developing work in the area of wellbeing.



The ***Code of Professional Conduct for Teachers*** *sets out the standards of professional knowledge, skill, competence and conduct which are expected of registered teachers.*



Looking at Our School 2022: A Quality Framework for Primary and Special Schools provides a set of standards against which primary schools and special schools can consider how well they are performing in relation to teaching and learning and leadership and management.

My Next Steps

What is one action you can take in the next week to enhance your relationships with colleagues?

What is one action you can take in the next week to enhance your relationships with parents?