Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers



Tacú le Gach Foghlaimeoir Cuir Chuige Phraiticiúla do MNCanna Bunscoile

Supporting All Learners: Practical Approaches for Primary NQTs

Focused Cluster Meeting 2026.2027

@oidedroicheadinduction

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Ag Obair Le Chéile Go Cianda…
Working Together Remotely…

Oide



Materials



Punctuality



Confidentiality



No screenshots/
AI Recordings



Screen name

Ag Obair Le Chéile Go Cianda…
Working Together Remotely…

Oide



Audio and Video Settings



Online Presence

Do Chuid Foghlama, Do Bhealach
Your Learning, Your Way

Oide



Choice



Flexibility

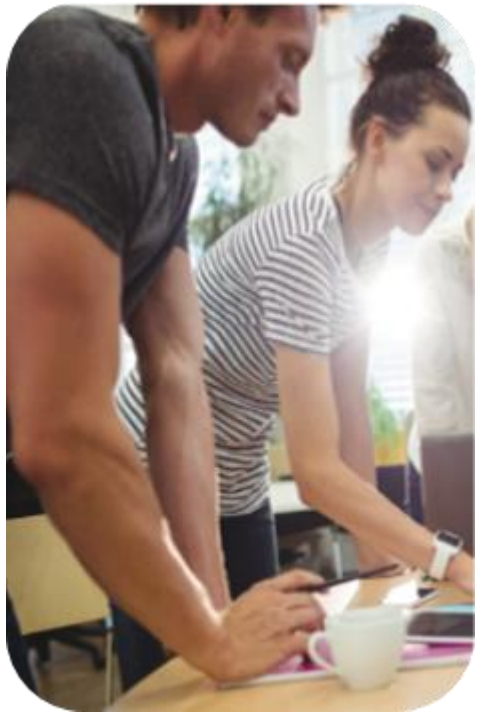


Consider

If there is anything we can do to enhance your learning experience today, please let us know

Túslitreacha agus Acrainmneacha
Acronyms and Initialisms

LAOS	Looking at Our Schools
NCSE	National Council for Special Education
DE	Department of Education
RLL	Reflective Learning Log
PCF	Primary Curriculum Framework
SET	Special Education Teacher
SNA	Special Need Assistant
UDL	Universal Design for Learning



Intinní Foghlama
Intended Learning

Participants will have an understanding of:

- their responsibility to support and include all learners within their setting
- applying the Problem-Solving Process to supporting all learners in their context
- a range of supports and resources to support all learners and the potential to adapt supports and resources to their context

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Plé ar ár bhFreagracht as Gach Foghlaimeoir a Chuimsiú

Exploring Our Responsibility to Include All Learners

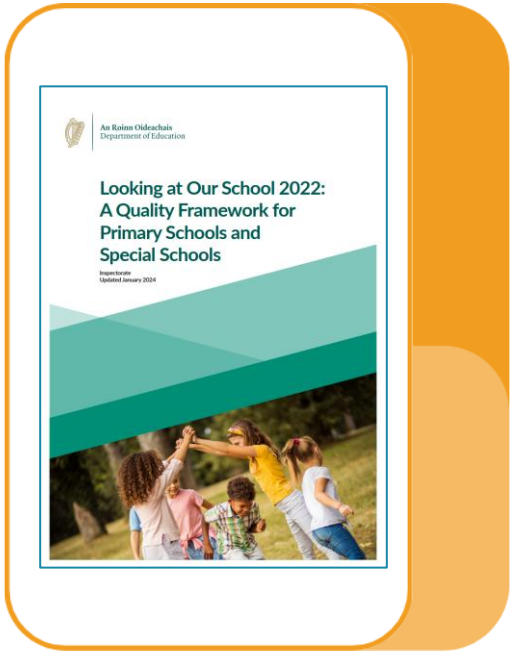


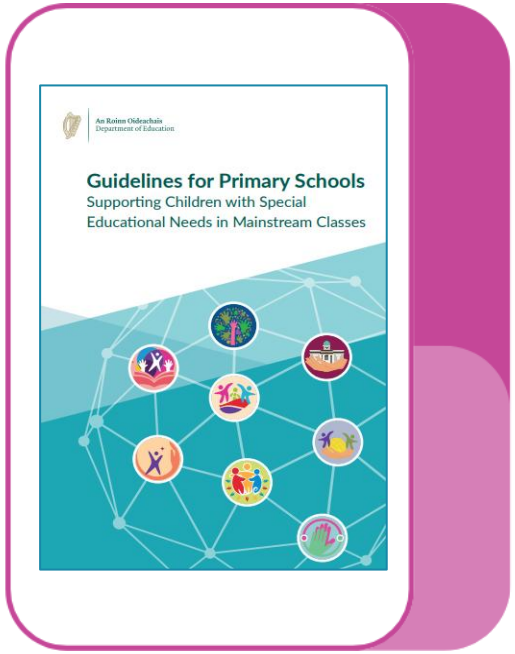
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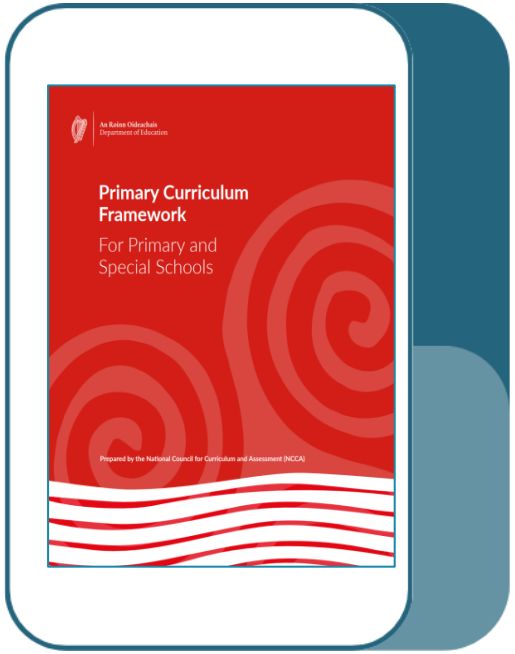
Príomhdhoiciméid
Key Documents

Oide





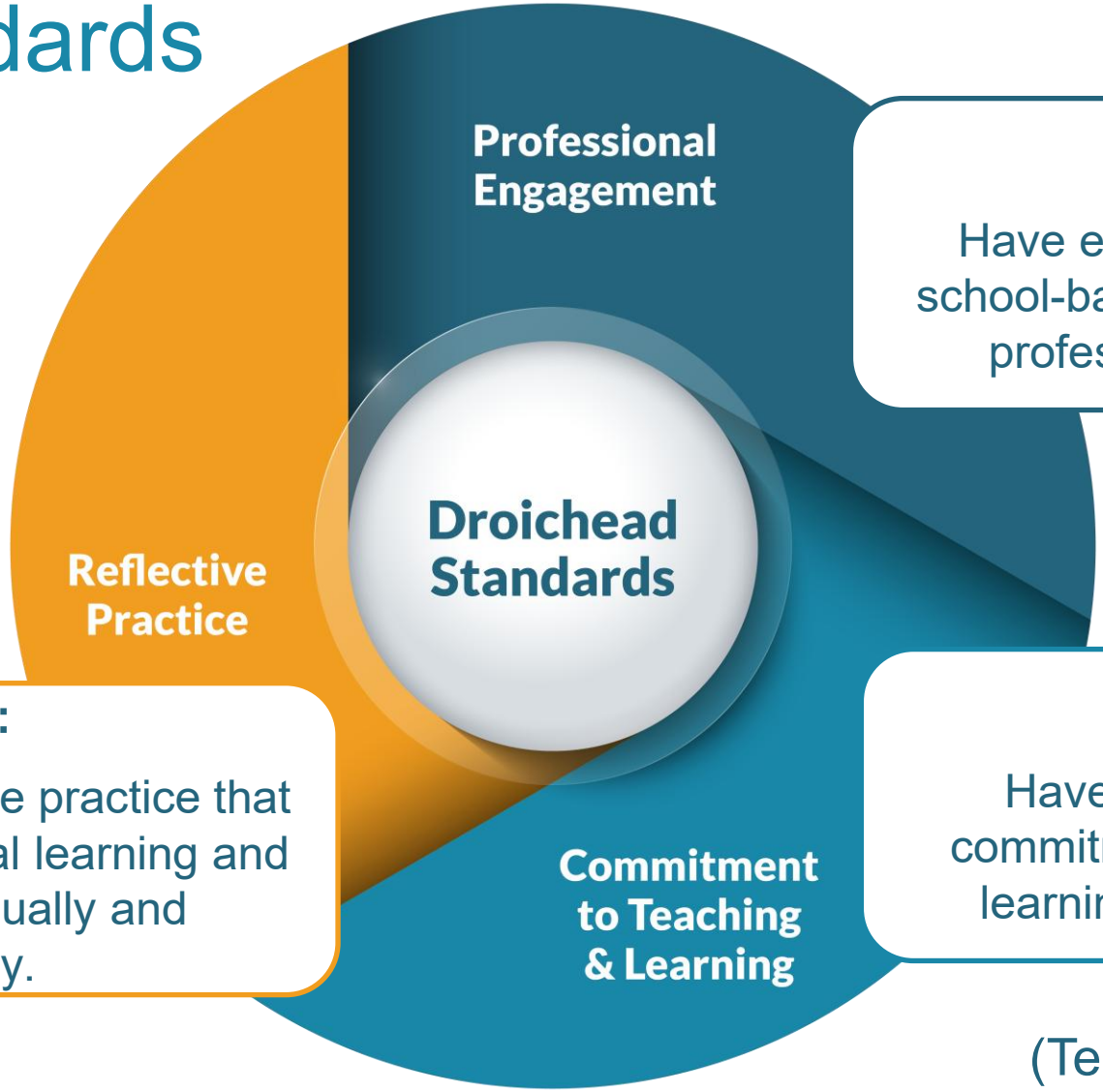




Caighdeáin Droichead
Droichead Standards

Oide

The NQT will...



Standard 1:

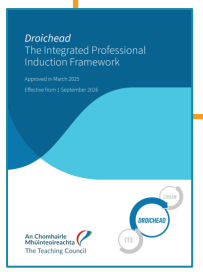
Have engaged professionally with school-based induction and additional professional learning activities.

Standard 2:

Have shown their professional commitment to quality teaching and learning for their pupils/students.

Standard 3:

Have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively.



(Teaching Council, 2025, p.16)

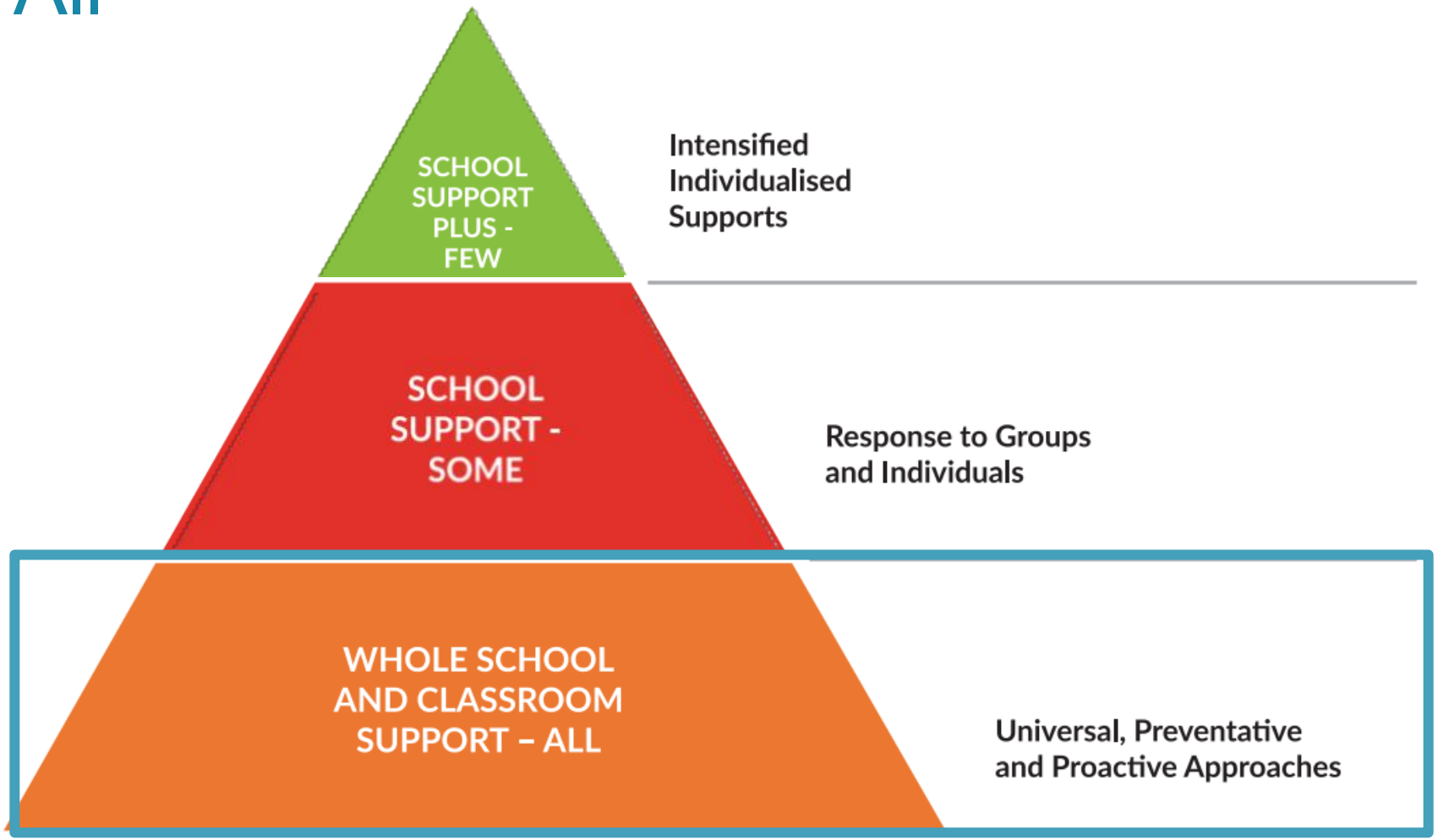
Ag Breathnú ar an Scoil Againne
Looking at Our School 2022

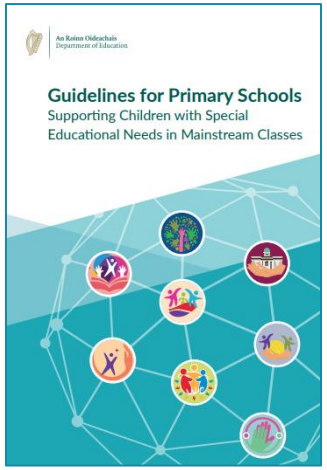


> …recognises the importance of high quality learning and teaching that is inclusive, pupil-centred, informed and evidence-based, and that supports children and young people to participate in and make progress in all areas of their learning and development…

(Department of Education, 2022, p.8)

Foghlaim do Chách
Learning for All





(Department of Education, 2024, p.27)

Mo Chleachtas: Foghlaim do Chách
My Practice: Learning for All

Oide





3 Things…
I do to support learning for all

2 Aspects of My Practice…
I would like to further develop

1 Word…
That captures what learning for all means to me





Individual Reflection



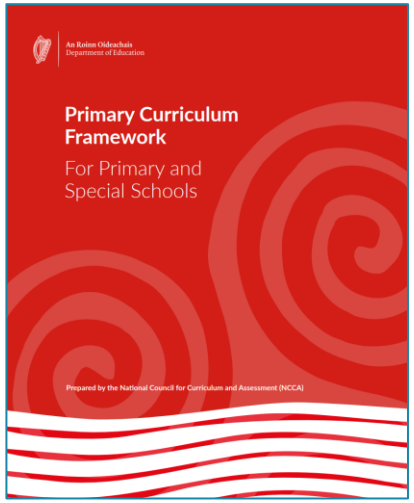
Interactive Activity

Plé ar Chreatchuraclam na Bunscoile
Considering the Primary Curriculum Framework

Oide

> The curriculum aims to provide a strong foundation for every child to thrive and flourish, supporting them in realising their full potential…

(Department of Education, 2023, p.5)

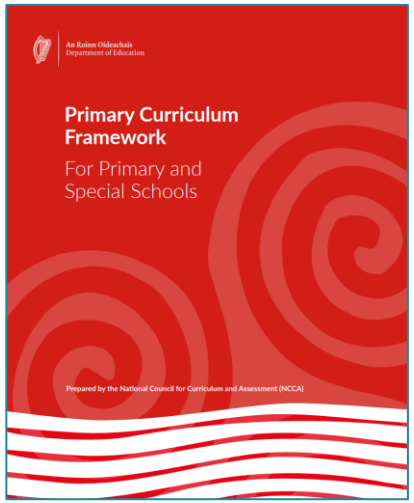


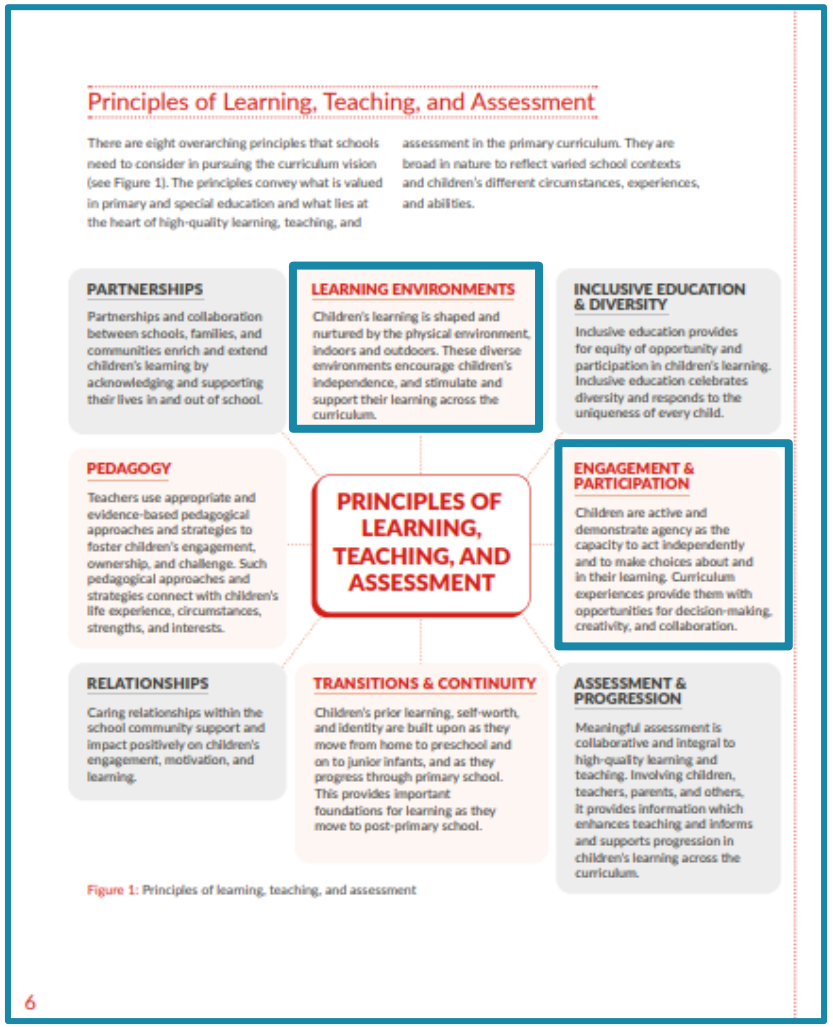
Plé ar Chreatchuraclam na Bunscoile
Considering the Primary Curriculum Framework

Oide

LEARNING ENVIRONMENTS

Children's learning is shaped and nurtured by the physical environment, indoors and outdoors. These diverse environments encourage children's independence, and stimulate and support their learning across the curriculum.





Principles of Learning, Teaching, and Assessment

There are eight overarching principles that schools need to consider in pursuing the curriculum vision (see Figure 1). The principles convey what is valued in primary and special education and what lies at the heart of high-quality learning, teaching, and assessment in the primary curriculum. They are broad in nature to reflect varied school contexts and children's different circumstances, experiences, and abilities.

PARTNERSHIPS
Partnerships and collaboration between schools, families, and communities enrich and extend children's learning by acknowledging and supporting their lives in and out of school.

LEARNING ENVIRONMENTS
Children's learning is shaped and nurtured by the physical environment, indoors and outdoors. These diverse environments encourage children's independence, and stimulate and support their learning across the curriculum.

INCLUSIVE EDUCATION & DIVERSITY
Inclusive education provides for equity of opportunity and participation in children's learning. Inclusive education celebrates diversity and responds to the uniqueness of every child.

PEDAGOGY
Teachers use appropriate and evidence-based pedagogical approaches and strategies to foster children's engagement, ownership, and challenge. Such pedagogical approaches and strategies connect with children's life experience, circumstances, strengths, and interests.

PRINCIPLES OF LEARNING, TEACHING, AND ASSESSMENT

ENGAGEMENT & PARTICIPATION
Children are active and demonstrate agency as the capacity to act independently and to make choices about and in their learning. Curriculum experiences provide them with opportunities for decision-making, creativity, and collaboration.

RELATIONSHIPS
Caring relationships within the school community support and impact positively on children's engagement, motivation, and learning.

TRANSITIONS & CONTINUITY
Children's prior learning, self-worth, and identity are built upon as they move from home to preschool and on to junior infants, and as they progress through primary school. This provides important foundations for learning as they move to post-primary school.

ASSESSMENT & PROGRESSION
Meaningful assessment is collaborative and integral to high-quality learning and teaching. Involving children, teachers, parents, and others, it provides information which enhances teaching and informs and supports progression in children's learning across the curriculum.

Figure 1: Principles of learning, teaching, and assessment

6

ENGAGEMENT & PARTICIPATION

Children are active and demonstrate agency as the capacity to act independently and to make choices about and in their learning. Curriculum experiences provide them with opportunities for decision-making, creativity, and collaboration.

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Gníomhú agus Rannpháirtíocht san Fhoghlaim

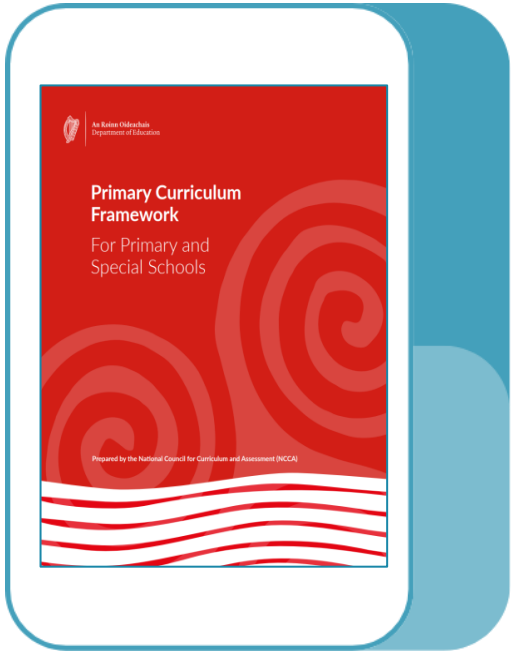
Engagement and Participation in Learning



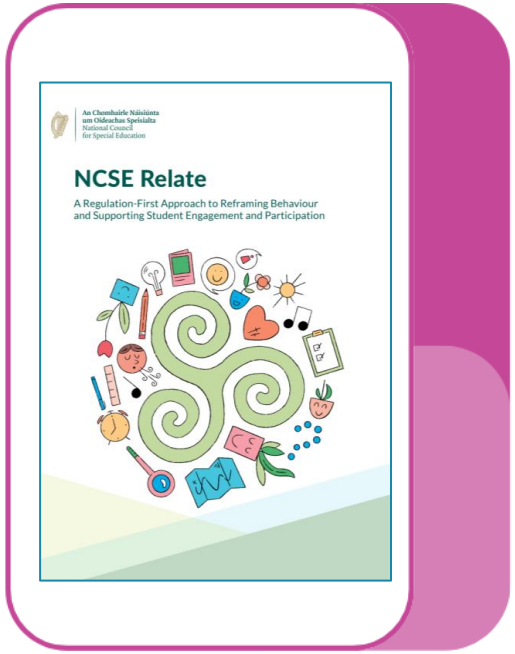
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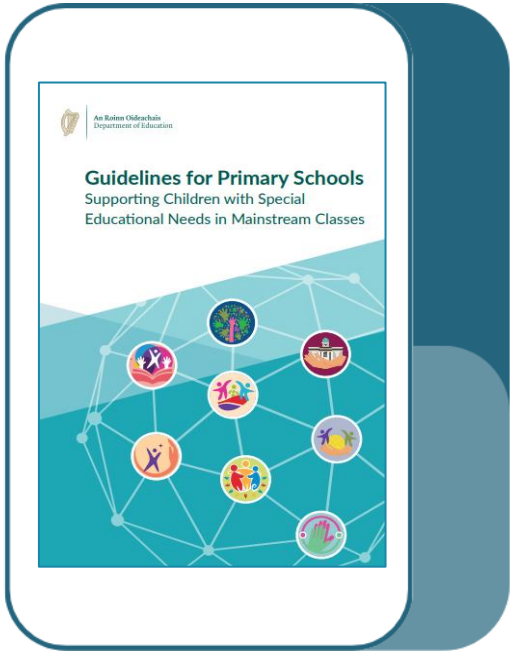
Príomhdhoiciméid
Key Documents

Oide









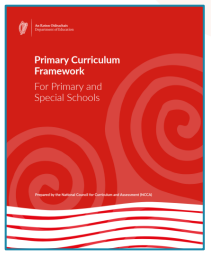
Gníomhú agus Rannphairtíocht
Engagement and Participation

Oide

ENGAGEMENT & PARTICIPATION

Children are active and demonstrate agency as the capacity to act independently and to make choices about and in their learning. Curriculum experiences provide them with opportunities for decision-making, creativity, and collaboration.





Individual Reflection

Gníomhú agus Rannpháirtíocht inár gComhthéacsanna
Engagement and Participation in Our Settings

Oide

What does engagement and participation in learning look like in your setting?

Why do we focus on engagement and participation in learning?



Whole Group Discussion



Individual Reflection

Samhail Lundy
The Lundy Model



As you watch the video, please take note of the four components of the Lundy Model.

(Queen's University Belfast, 2022, https://www.youtube.com/watch?v=UCI6aWJxaZY)

Oide Reflective Learning Log 1

Video

Plé ar an tSamhail Lundy
Exploring the Lundy Model

Oide

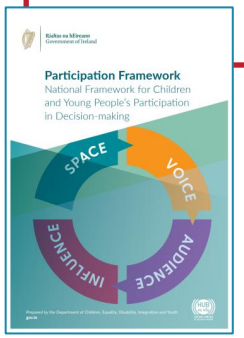
Children and young people must be given safe, inclusive opportunities to form and express their views

Children and young people must be facilitated to express their views

The views must be acted upon, as appropriate

The views must be listened to

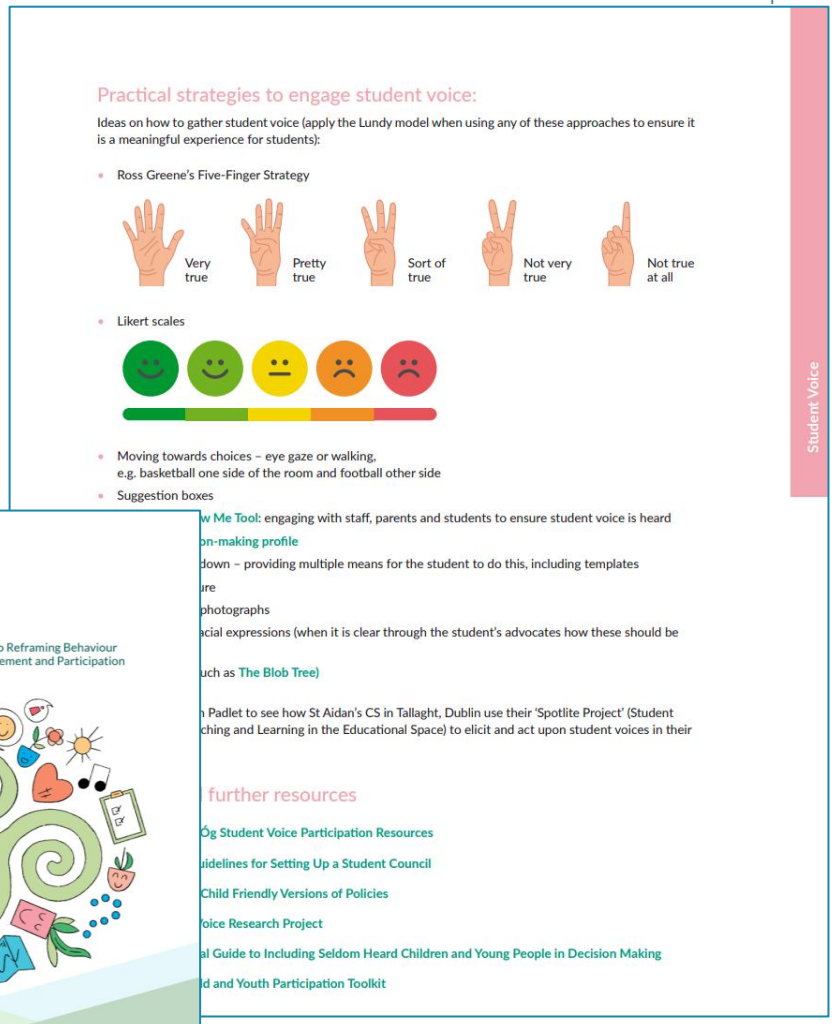




(Government of Ireland, 2021, p.15, derived from Lundy, 2007)

An tSamhail Lundy in Úsáid
Using the Lundy Model





Practical strategies to engage student voice:

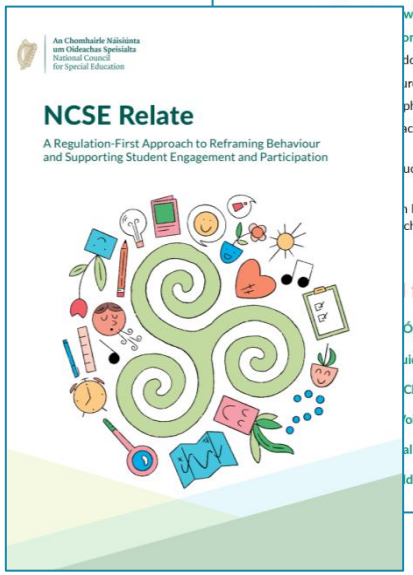
Ideas on how to gather student voice (apply the Lundy model when using any of these approaches to ensure it is a meaningful experience for students):

- Ross Greene's Five-Finger Strategy

Very true | Pretty true | Sort of true | Not very true | Not true at all

- Likert scales
- Moving towards choices – eye gaze or walking, e.g. basketball one side of the room and football other side
- Suggestion boxes

Student Voice



An Chomhairle Náisiúnta um Oideachas Speisialta
National Council for Special Education

NCSE Relate

A Regulation-First Approach to Reframing Behaviour and Supporting Student Engagement and Participation

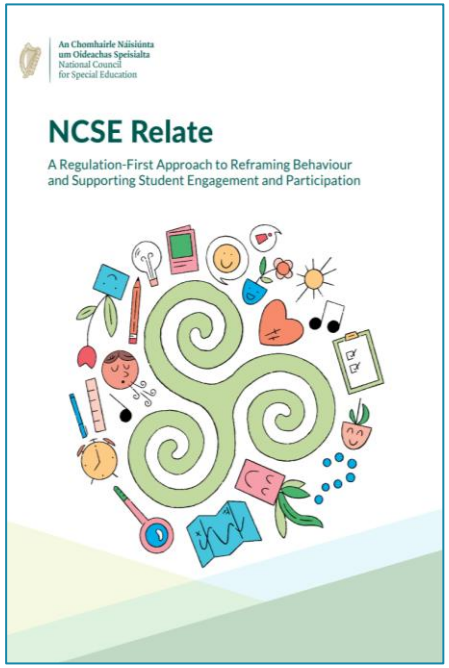
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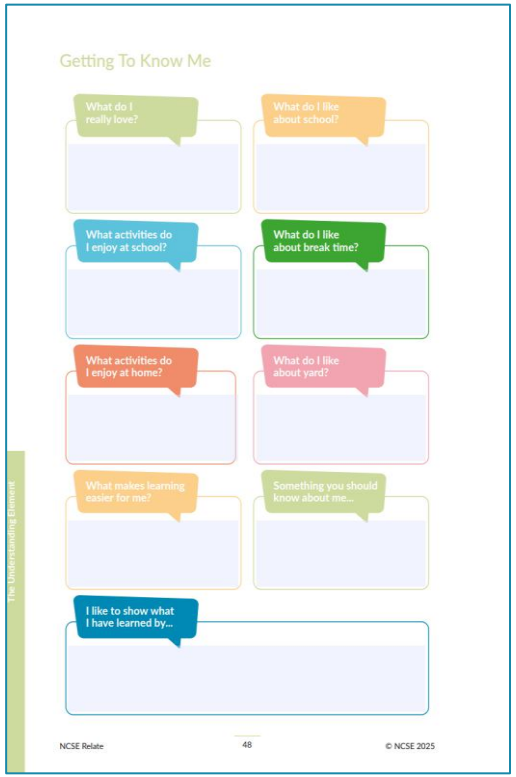
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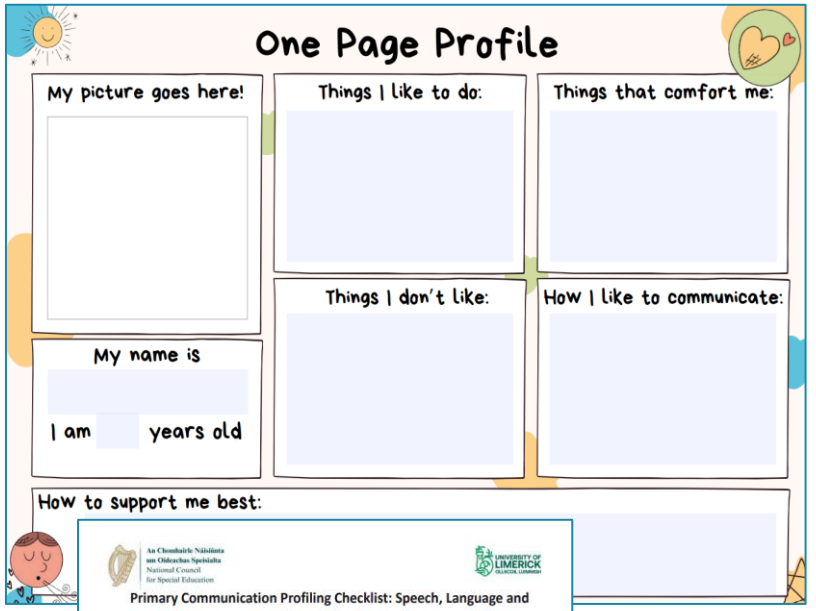
Supporting the Professional Learning of School Leaders and Teachers

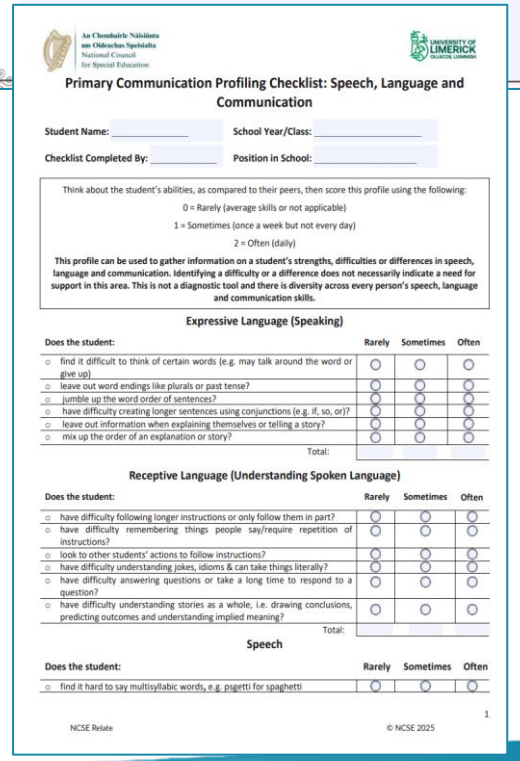
Dul in Aithne ar ár nDaltaí
Getting to Know our Pupils

How do you get to know your pupils?









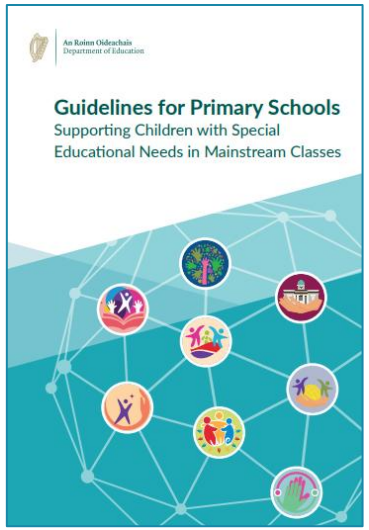
(NCSE, 2025)

Whole Group Discussion

Breakout Room

An Próiseas Réiteach Fadhbanna
The Problem-Solving Process





(Department of Education, 2024, p.30)

An Próiseas Réiteach Fadhbanna
The Problem-Solving Process

Oide

Tom

Confidence, Connection and Belonging
- Quiet in groups despite strong verbal and academic ability
- Struggling to form connections in a new class
- Building confidence, connection and belonging

Aisha

Confidence, Control and Perfectionism
- Highly capable pupil dominating discussions and group work
- Perfectionist tendencies creating pressure for self and others
- Balancing high standards with inclusive participation

Lucas

Regulation, Relationships and Repair
- Pupil appears frustrated and reactive
- Classmates expressing annoyance, affecting relationships
- Supporting regulation and positive peer interactions



Oide Reflective Learning Log 2-3

Interactive Activity

An Próiseas Réiteach Fadhbanna
The Problem-Solving Process

Oide



Information Gathering:

- Student Voice and Input
- Assessment and Report
- Staff Observation
- Parental Perspective

Over to You…

Interactive Activity

An Próiseas Réiteach Fadhbanna
The Problem-Solving Process

Oide



How can we Help?
Planning and Intervention

Interactive Activity

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

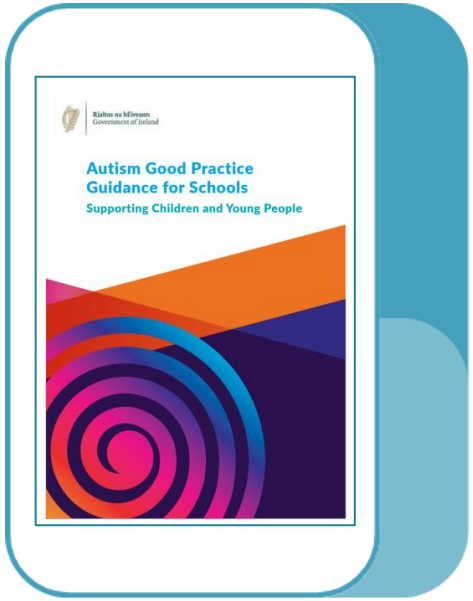
Timpeallachtaí Foghlama

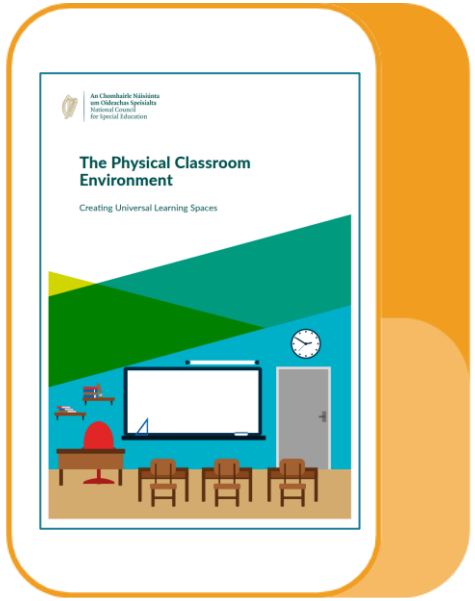
Learning Environments

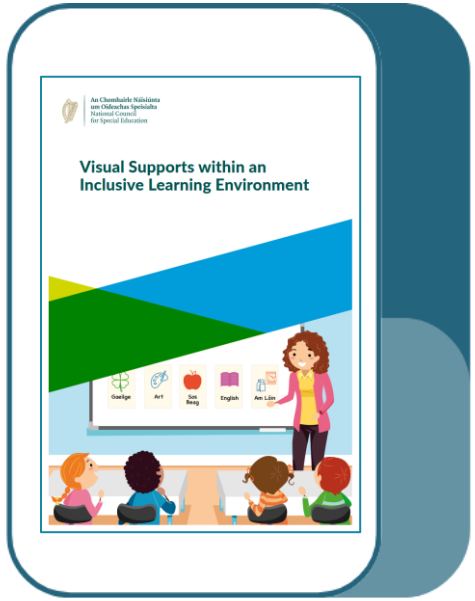


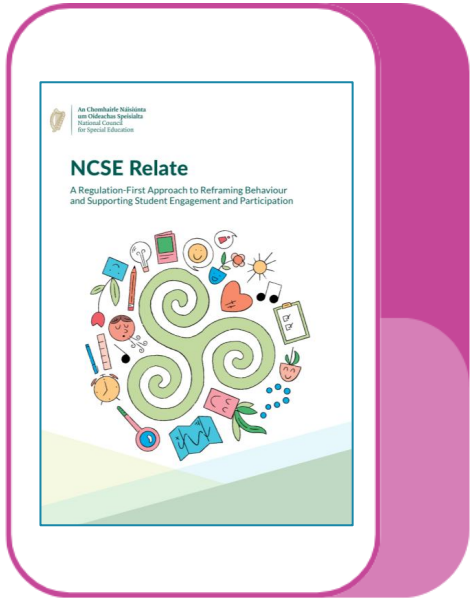
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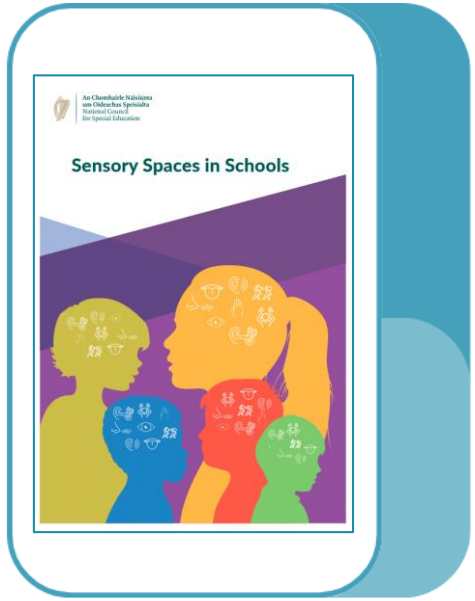
Príomhdhoiciméid
Key Documents









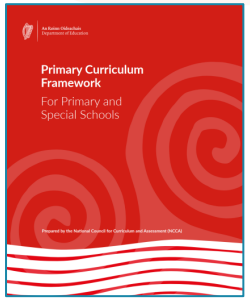


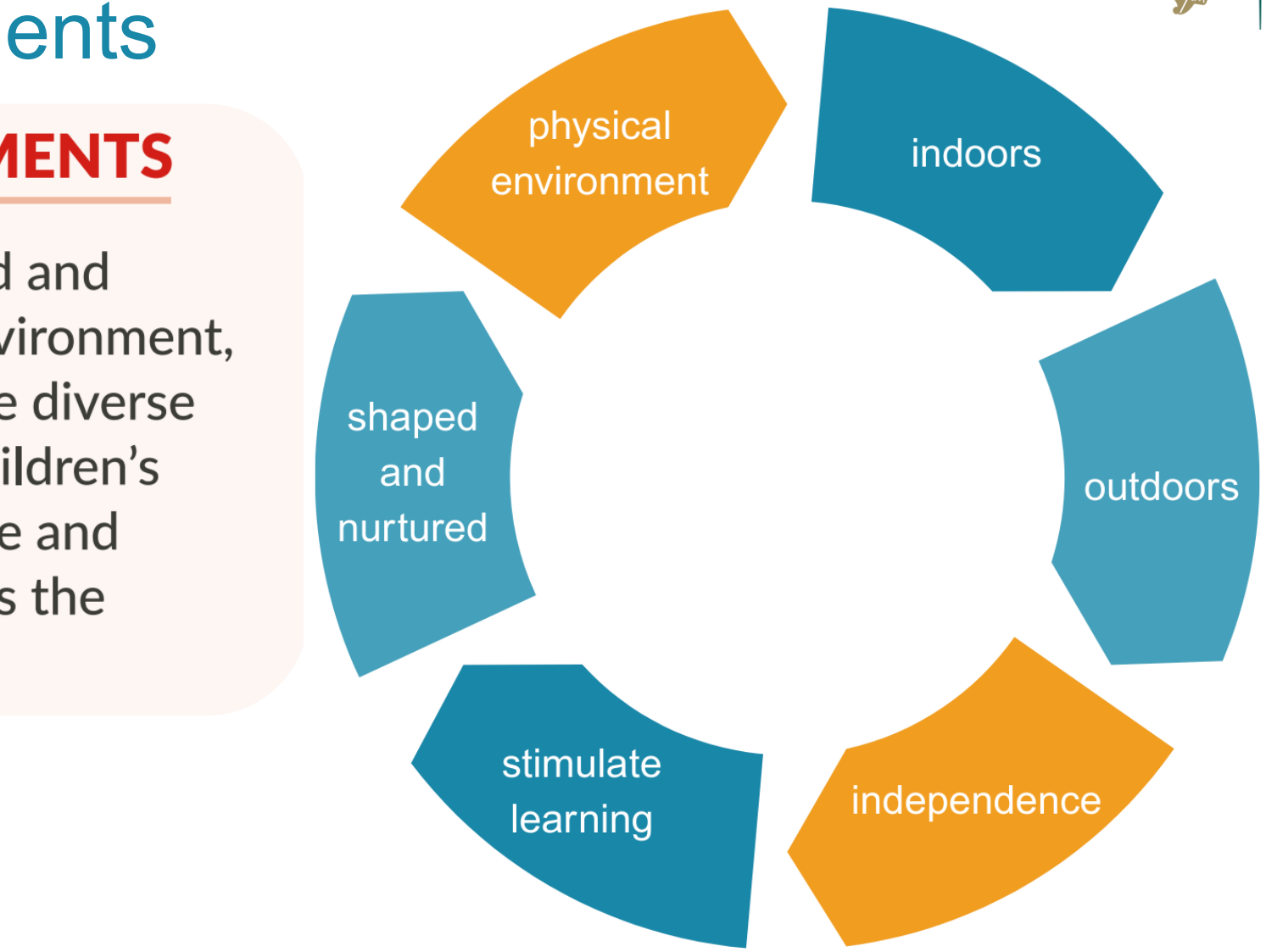
Timpeallachtaí Foghlama
Learning Environments

Oide

LEARNING ENVIRONMENTS

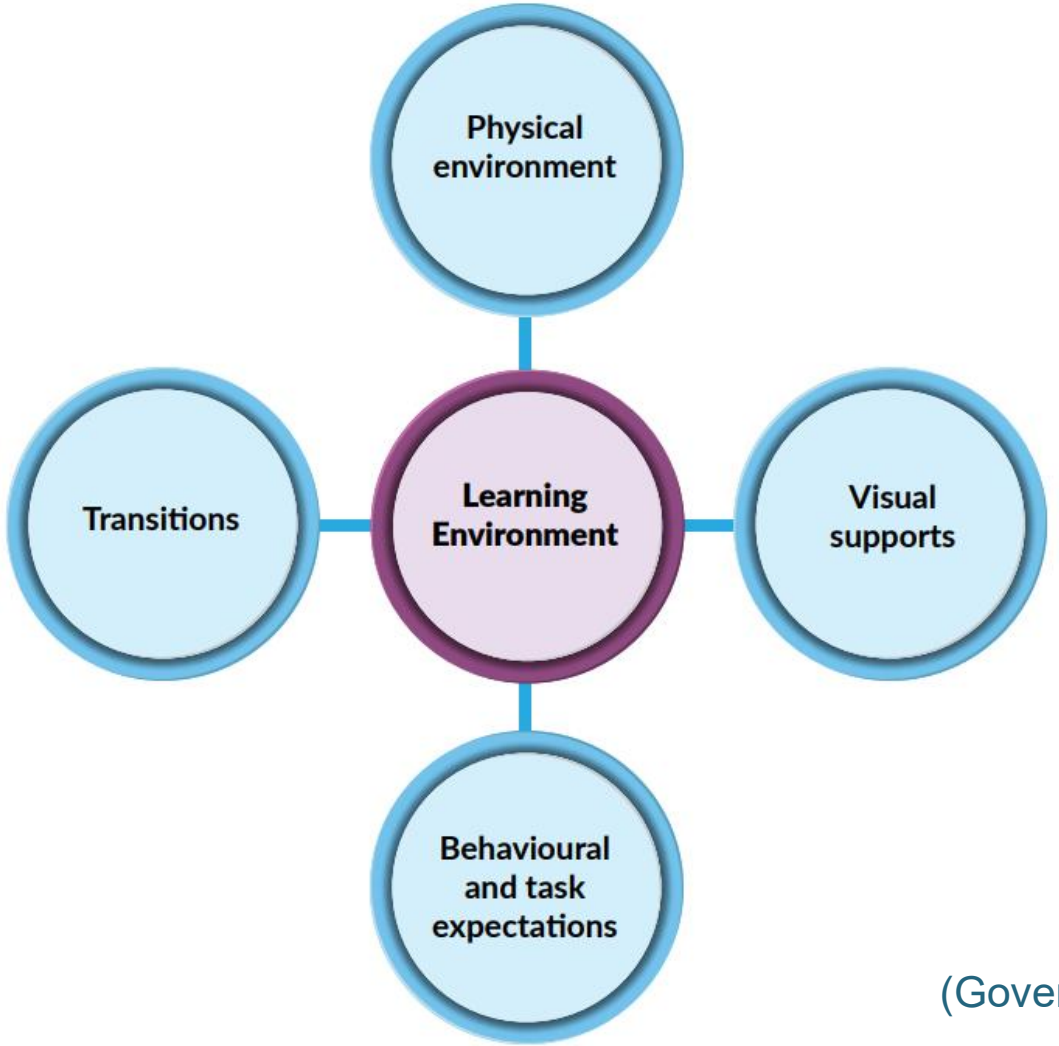
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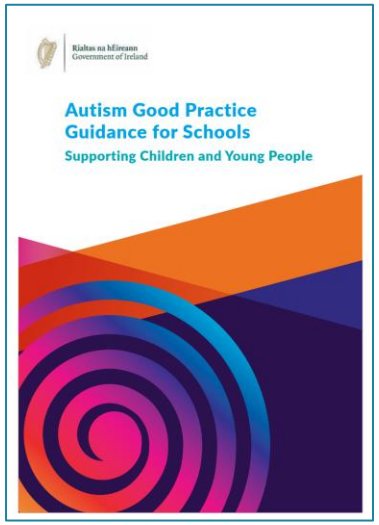




Individual Reflection

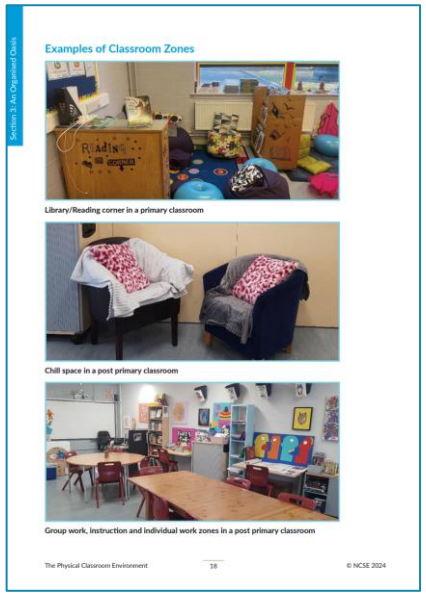
Príomhghnéithe den Timpeallacht Foghlama
Learning Environment Lenses





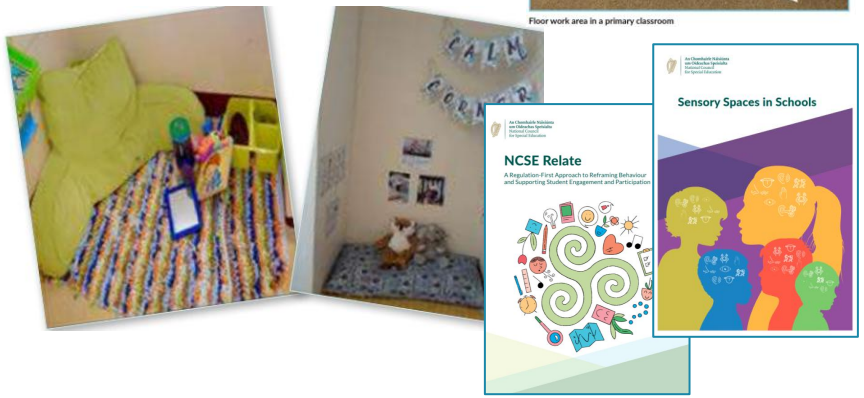
(Government of Ireland, 2022, p.46)

Timpeallacht Foghlama: Gnéithe Fisiciúla
Learning Environment: Physical



Zoning


Floor work area in a primary classroom







Use of colour coding and symbol matching with visual schedule on student copybooks to support independence and executive functioning skills

Organisation and Materials



(Government of Ireland, 2022; NCSE, 2024)

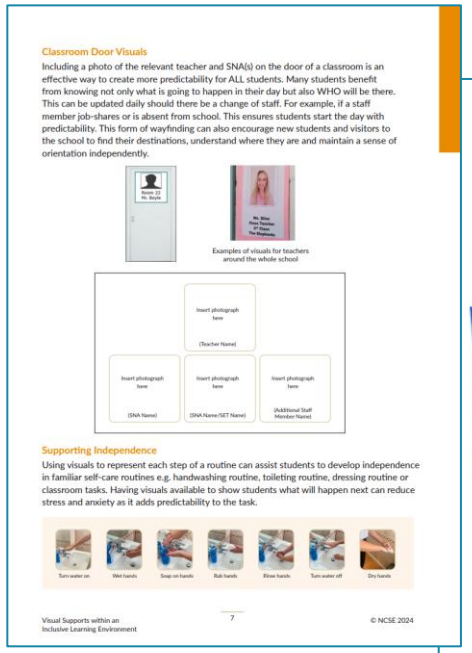
Timpeallacht Foghlama: Tacaíochtaí Amhairc
Learning Environment: Visual Supports

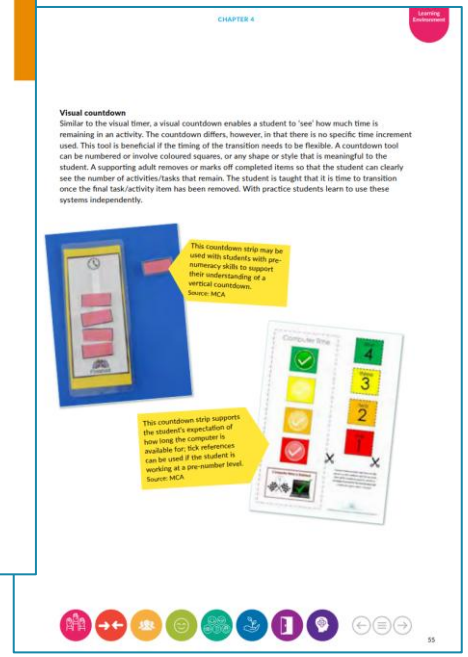


Timetables and Schedules



Environmental Cues

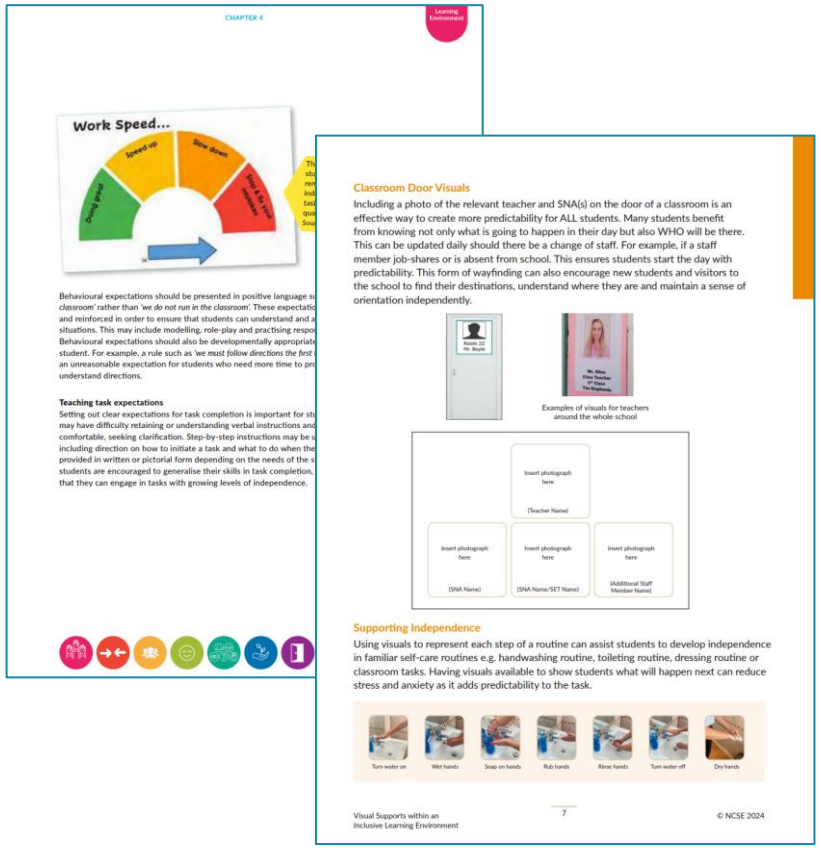




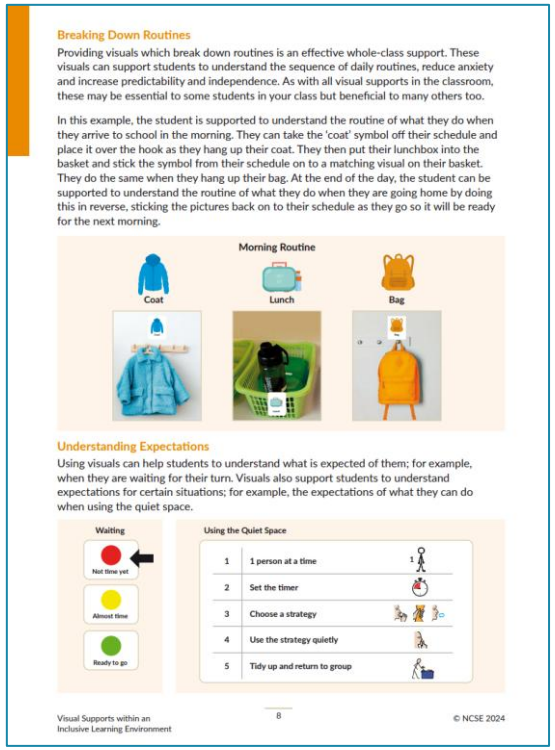
(Government of Ireland, 2022; NCSE, 2024)

Timpeallacht Foghlama: Ionchais
Learning Environment: Expectations

Reminders



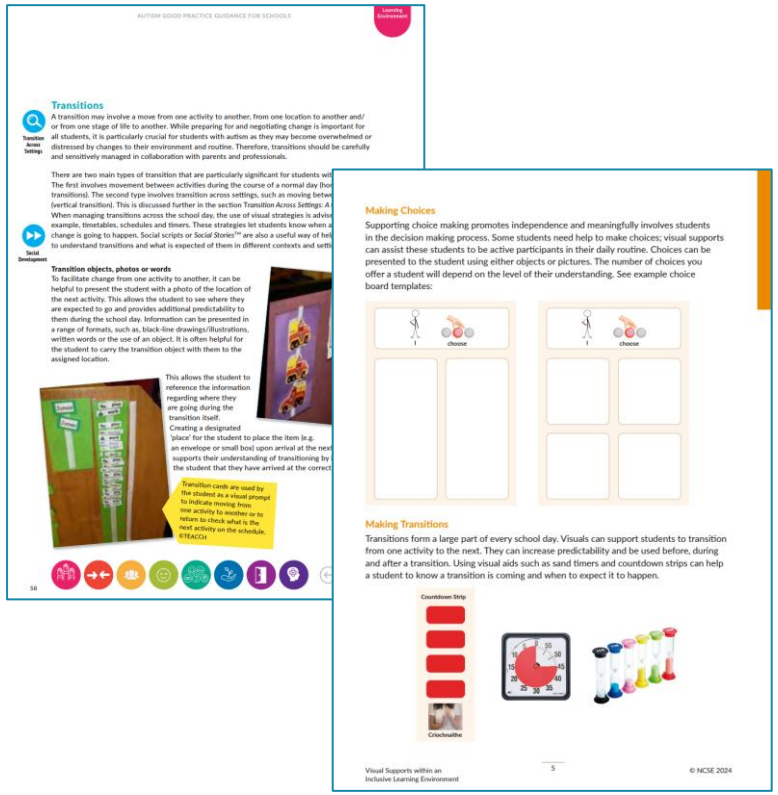




Breaking down Routines

(Government of Ireland, 2022; NCSE, 2024)

Timpeallacht Foghlama: Aistrithe
Learning Environment: Transitions



Transitions between Environments



Transitions between Tasks/Activities



(Government of Ireland, 2022; NCSE, 2024)

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professiona Learning of School Leaders and Teachers

Conclúid

Conclusion



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Conas atá cúrsaí agam anois?
Where am I now?

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3

3 Ideas or Resources…
I will try out or consult in my setting following today's meeting

2

2 Things…
I have learned about supporting all learners in my setting

1

1 Practical Next Step…
That I will take on my return to school and why



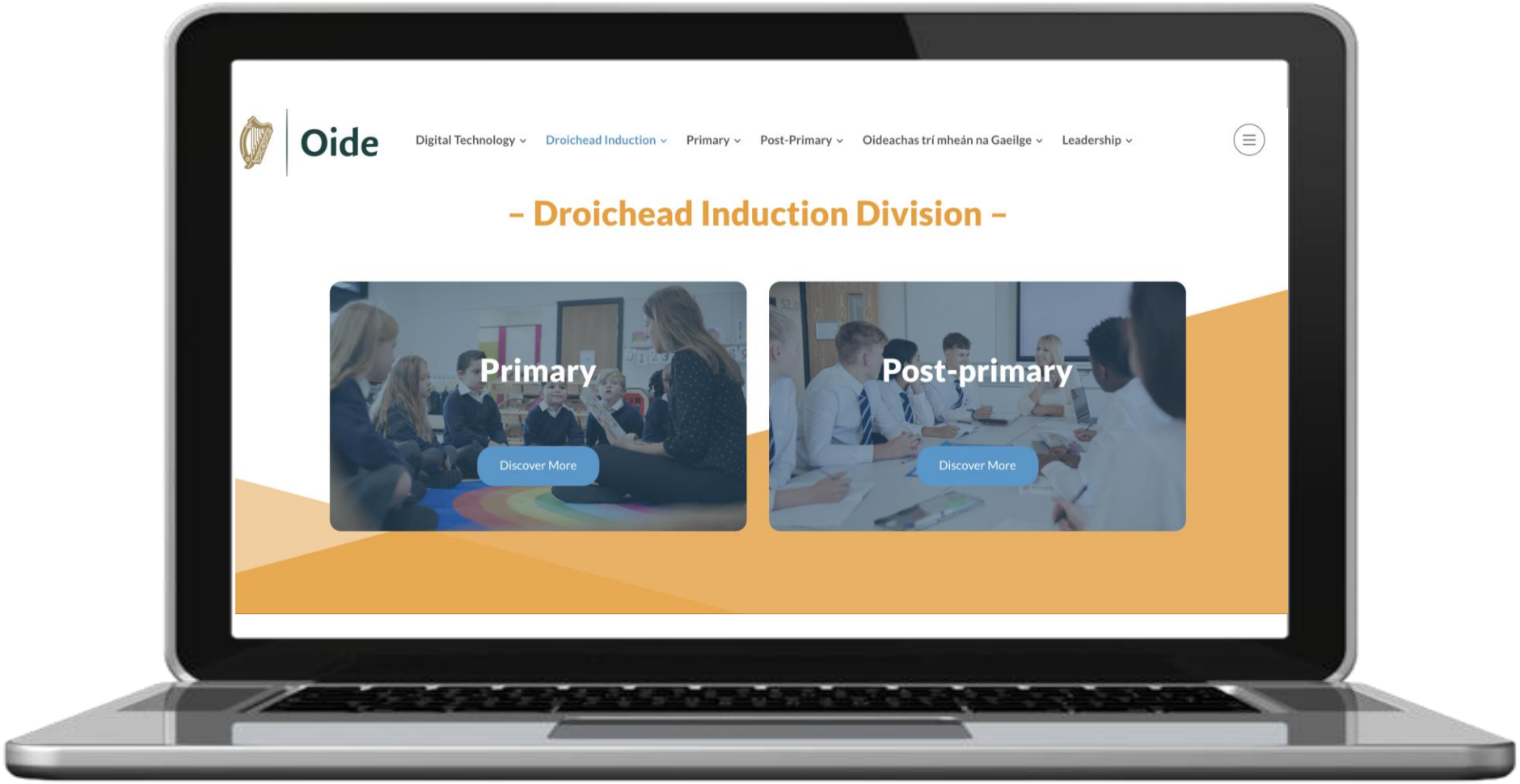




Individual Reflection

Acmhainní ar an Suíomh Gréasáin
Website Resources

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Tacaíocht Bhreise
Additional Support

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An Chomhairle Mhúinteoireachta
The Teaching Council



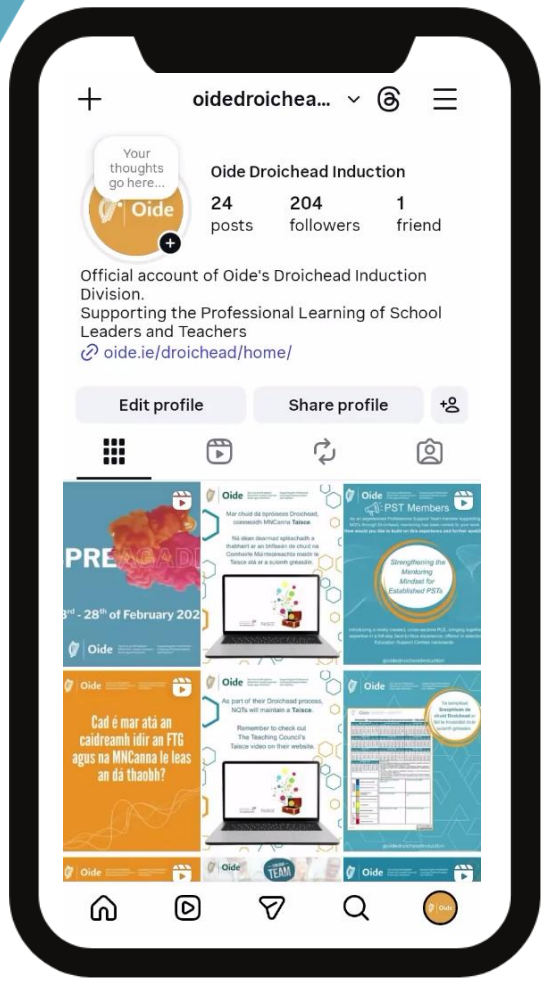
- ✓ The Droichead Induction Division: https://oide.ie/droichead/home/
- ✓ Contact the Primary Droichead Induction Team: primarydroicheadsupport@oide.ie
- ✓ Register for Droichead: www.teachingcouncil.ie/registration
- ✓ Contact the Teaching Council: conditions@teachingcouncil.ie
- ✓ Scan the QR Codes in your RLL to access some of the key resources from this evening's meeting

Bí inár leanúint!
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Ár mBuíochas

To ask for support is a sign of strength

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