The School Leader's Role in Fostering a Culture of Learning in which Droichead can Flourish: Some Suggestions

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"As a leader of learning in the school, the principal, fosters a learning culture in which Droichead can flourish, and supports the PST in facilitating a quality induction process" (Teaching Council, 2025, p.15)

- School Leaders who participated in previous **Droichead Information Sessions for School Leaders** contributed the following suggestions
- School Leaders engaged in collaborative reflection on 'fostering a learning culture in which Droichead can flourish' and offered suggestions around supporting the PST in facilitating a quality induction process
- Please note some light editing was undertaken to facilitate comprehension

Feedback from collaborative reflection on 'fostering a learning culture in which Droichead can flourish'
- **Building on the school's existing culture which supports learning by all - pupils, staff and school leaders** - Consensus/buy-in from staff - Staff CPD - comes from staff - Introduction and understanding of what's involved - Investment (in staff) - Time - Affirm needs and benefits - Teachers working together / staff collaboration - Regular review - Needs a leader - Be positive about Droichead – creating a positive culture around it

The School Leader's Role at Different Stages of the Droichead Process: Some Suggestions…

Before…	During…	After…

• Attend Droichead Information Session for School Leaders
• Read the Droichead policy
• Identify suitable members for the PST:
   ○ fully registered
   ○ variety of expertise/competencies
   ○ credibility
• Establish the PST
• Register with the Droichead Induction Division for PST Professional Learning
• Give ownership to PST (distributed leadership)
• Facilitate the PST to attend training – arrange subs
• Tick the box on the online advertisement (e.g., educationposts.ie) to denote you are a Droichead school
• Interview stage – communicating that you are a Droichead school
• Think about class allocations – so NQTs could be supported by others around them
• Logistics/support - ensure NQT is located where support can be easily provided by PST
• Share school's Data Protection Policy, Child Protection Policy and other key policies with the PST to support them in their work with the NQT
	• Talk to staff about Droichead, create an awareness & understanding of Droichead at whole-school level
	• Enable PST and NQT to conduct induction activities
	• Subs – arranging cover for induction activities
	• Arranging cover for classes for observations
	• Principal may consider the use of Croke Park hours for induction activities
	• Give PST time at staff meetings to update staff
	• Act as a sounding board for the PST
	• Attend part of PST meeting(s). Suggest value in attending the initial meeting – sets the climate – shows the value that the school leaders place on Droichead
	• Only trained PST members engage in Droichead observations
	• Apart from the Droichead process, the principal's observation of teaching and learning in classrooms may form part of your school culture and practice
	• Affirm the PST – value placed on the work they do and the broader benefits for NQT and school
	• Request a copy of the **Droichead Outline Plan** (indicative timeframe of the process)
		• Celebrate and affirm the achievements and successes of the NQT, the work of the PST and the whole staff
		• Review and reflect on the process – any changes for next year?
		• Records of the process:
		   ○ securely kept for a min. of one year
		   ○ also subject to your school's own data retention policy
		   ○ supports a quality assurance process (Droichead Quality Assurance)

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Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers