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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Droichead Cnuaschruinniú 2 - Iar-bhunscoil

Droichead Cluster Meeting 2— Post-primary

Post-primary Cluster Meeting 2

2025.2026

Cnuaschruinnithe: Prótacail Tinrimh

Cluster Meetings: Attendance Protocols



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As per the cluster meeting protocols, in order to be credited with attendance at this cluster meeting you must:

- **engage** in a professional capacity
- display **professional conduct, participation and collaboration**
- be **visible and audible** for the duration of the cluster meeting in a **professionally appropriate and quiet space**

Associates facilitating cluster meetings are required to note any irregularities
on the attendance register

Forbhreathnú Overview



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- ☐ My Droichead Journey
- ☐ NQT Concerns
- ☐ Solution-Focused Approaches
- ☐ Peer Collaboration to Support the Needs of NQTs
- ☐ Reflection
- ☐ Wellbeing
- ☐ Further Information Resources & Support



Learning Frame	
3	Key learning moments from my engagement in the process...
2	Things that I'd like to learn more about...
1	Question I have about the process...

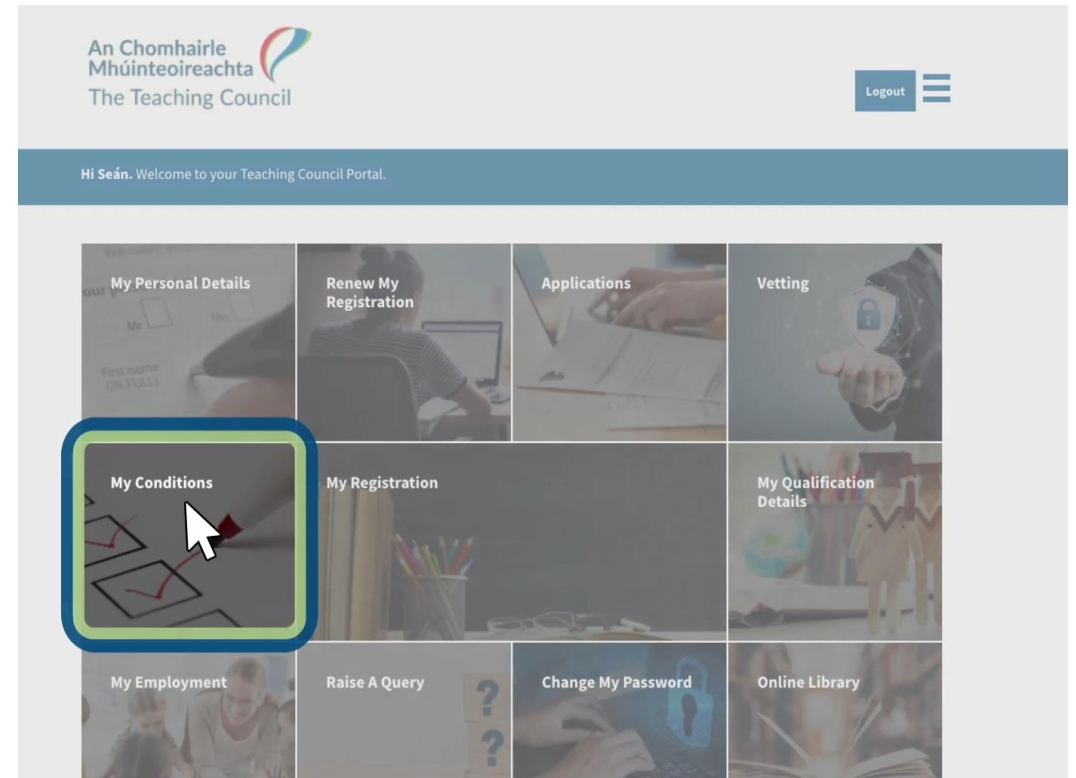
Foirm D a Chomhlánú

Completing Form D



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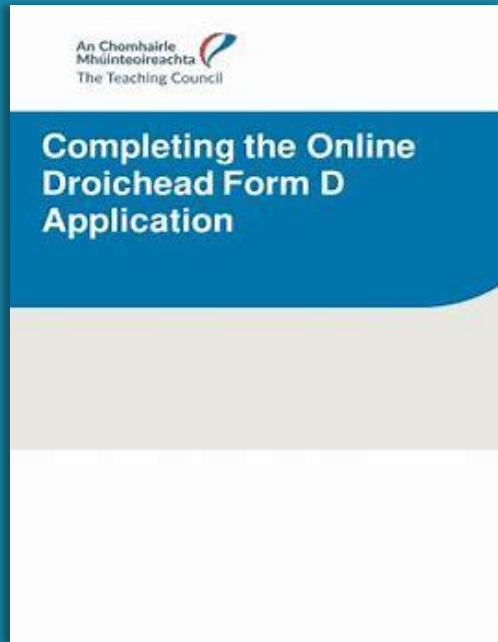
- Upload cluster meeting certificate(s)
- Input details of professional learning activity
- Identify areas for future professional learning
- Download and print the 5-page Joint Declaration
- Review, sign and stamp the Joint Declaration (*NQT & a minimum of 2 PST members' signatures*)
- Upload the completed Joint Declaration



An Fhoirm D a Chomhlánú ar Líne Completing the Online Form D



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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

Ábhair Imní ag MNCanna

NQT Concerns



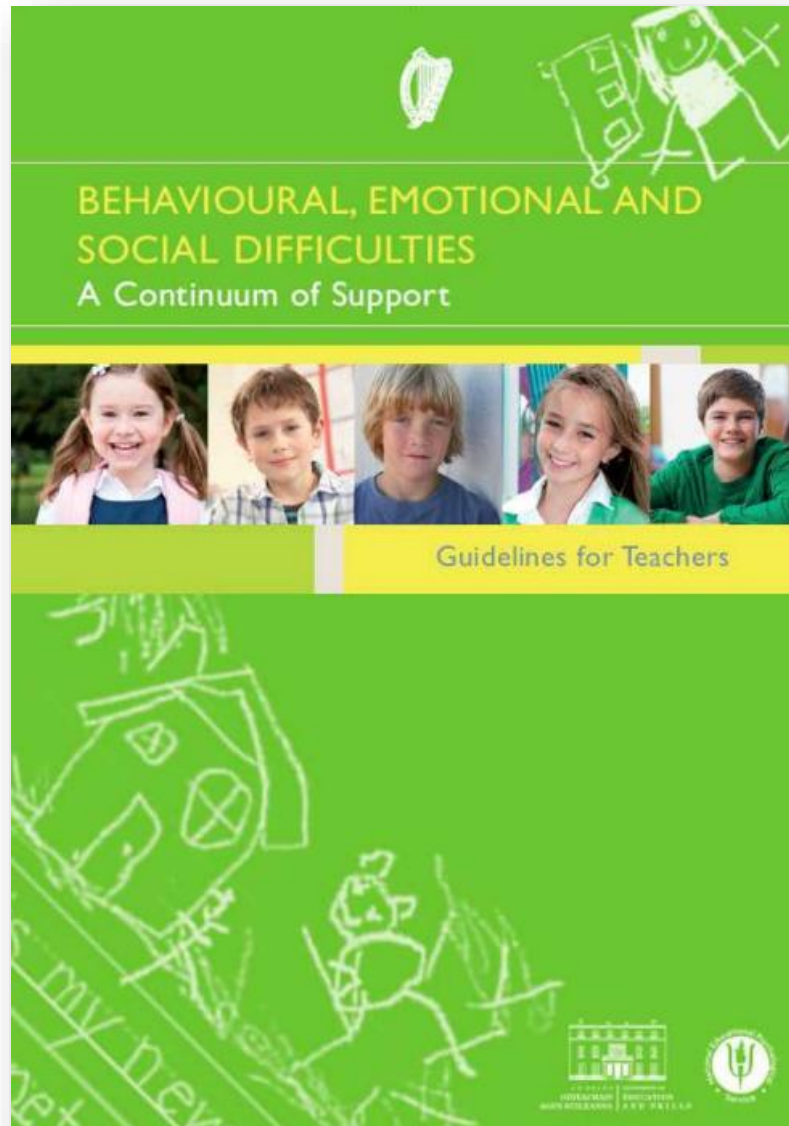
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1984	2017	2023.2024
- Concerns about students – motivating, managing, differentiating and evaluating - Managing time – planning, timetabling, completing workload and balancing personal and professional life - Relations with parents, colleagues and administrators - What to do, when to do it and whether they will do it well (Veenman, 1984, study of 1000 reservice teachers)	- Classroom management - Differentiation - Planning and preparation - Working with parents - Work-life balance (NIPT NQT Voice 2017)	- Classroom management - Planning and preparation - Wellbeing and work-life balance - Differentiation - Supporting Students with SEN - Assessment (Droichead Induction Division NQT Voice 2023.2024)

Bainistíocht Seomra Ranga Classroom Management



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Learning Environment Checklist

Special Education Needs - A Continuum of Support

Learning Environment Checklist

Environment / Physical Conditions: Tick the area where action could be taken to make a difference for the pupil

☐ Layout of room & furniture	☐ Adequate working space for students & teacher
☐ Good d cor / lots of displays etc?	☐ Ease of movement in room
☐ Temperature	☐ Lighting
☐ Noise level	☐ Seating - Facing board - neighbouring pupil compatibility - height for writing
☐ Appropriate resources/ equipment organised and readily available for all pupils?	

Social Factors / Relationships:

- ☐ Classroom procedures & rules are made clear and understood by all pupils and consistently applied
- ☐ Clear instructions are given about the tasks in a variety of ways (oral, visual, gestures)
- ☐ Changes between tasks are managed smoothly and effectively
- ☐ Pupils know what to do next without asking
- ☐ The class is generally on task
- ☐ A variety of different actions (academic & behaviour) are frequently noticed and praised
- ☐ A variety of praise and rewards are used
- ☐ Pupils can be monitored sufficiently during a task to ensure understanding and continuing progress
- ☐ Any disruptive or off-task behaviour is effectively managed
- ☐ Good communication and feedback between teacher and each pupil about progress is maintained

Teaching & Learning - Methods, Materials & Procedures:

The extent to which

- ☐ Tasks set are appropriate for the pupil's level of understanding and skills.
- ☐ Learning goals are clearly defined and shared with the pupil.
- ☐ Opportunities are provided for the pupil to engage in activities in which s/he can be successful.
- ☐ Steps in learning goals are small enough to ensure progress.
- ☐ Activity content / tasks are of interest to the pupil.
- ☐ Tasks set take account of pupil learning style: pace of activity, variety of activities, length of activities and time allowed to complete a task are appropriate.
- ☐ A variety of teaching approaches used.
- ☐ Opportunities are provided for a variety of pupil responses- oral/ practical/ written.
- ☐ Opportunities are provided for pupil involvement in decision making and recording.
- ☐ Opportunities are provided for pupil to generalise/transfer learning from one situation to another.
- ☐ Regular monitoring and recording of progress occurs

Bainistíocht Seomra Ranga

Classroom Management

- Seating plans
- Grouping of students
- Classroom setup
- Non-verbal communication
- Extra resources
- Establish routines
- Use of virtual learning platform



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Bainistiú Iompraíochta Behaviour Management



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- Behaviour Management Model
- Positive Behaviour Management
- Restorative Practice
- Emotion Coaching



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Droichead - Emotion Coaching - Post-primary

At a Glance

*'Emotion coaching is helping children to **understand** the different **emotions** they experience, **why** they occur and **how** to handle them.'*

(John Gottman, 1996)

A Bit More Information

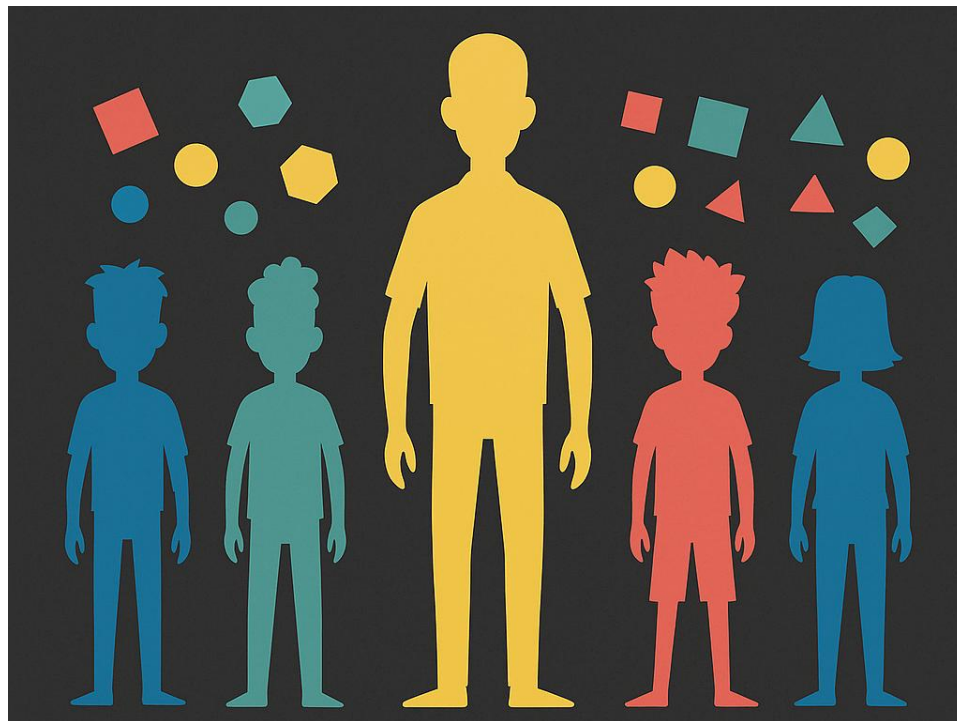
According to John Gottmann (2011), there are four ways of dealing with a child's emotions:

- Emotion dismissing: ignoring the child's emotion.
- Emotion disapproving: emotions are a sign of weakness and should not be felt.
- Laissez-Faire: empathising with the child's emotion but unable to guide the child on how to handle the emotion.
- Emotion Coaching (EC): an evidence-based strategy based on the work of John Gottman to help the child to manage the emotions they experience in each moment. EC recognises that all emotions are acceptable, but not all behaviours are. It helps to co-regulate the child so that they can learn to self-regulate.



Cad is Idirdealú ann?

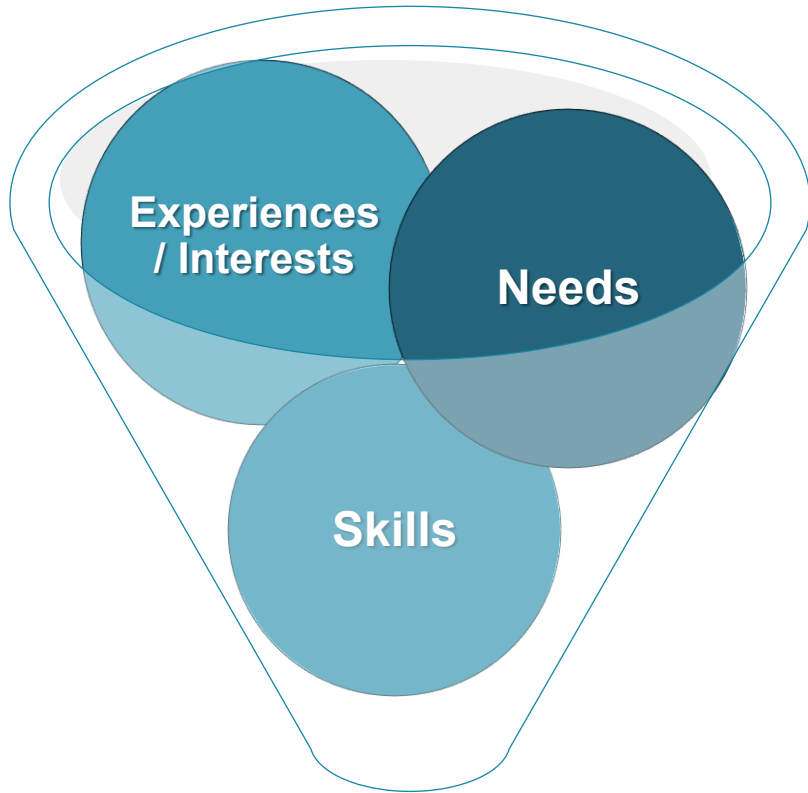
What is Differentiation?



“The biggest mistake in teaching is to treat all children as if there were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.” (*H. Gardner*)



Straitéisí Idirdhealaithe a Chur i bhFeidhm Implementing Differentiation Strategies



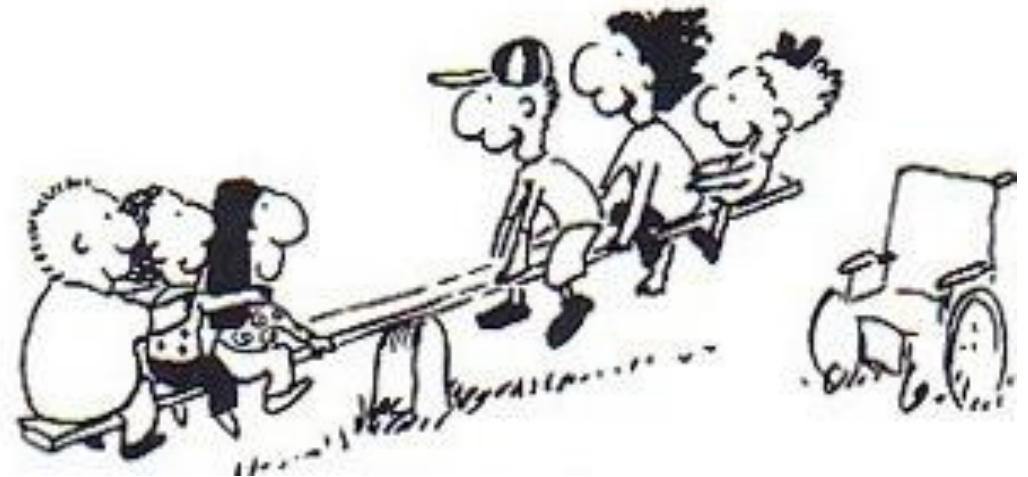
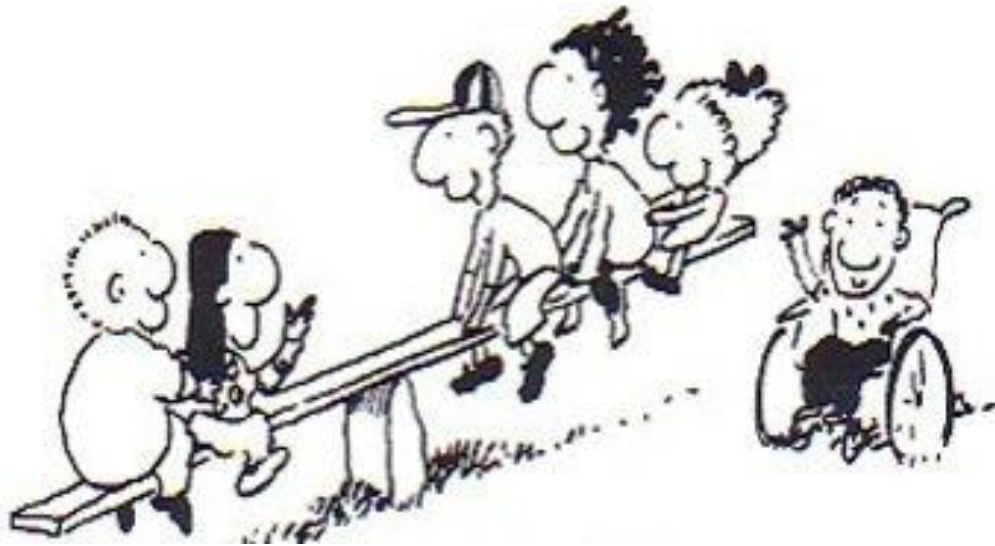
Content
Activities
Resources
Product
Environment
Teaching Strategies

Pace
Assistance
Testing
Classroom Groups
Homework

Source: Westwood, P. (2003) Commonsense Methods for Children with Special Educational Needs. London: Routledge



Supporting Students with SEN



Integration is not Inclusion

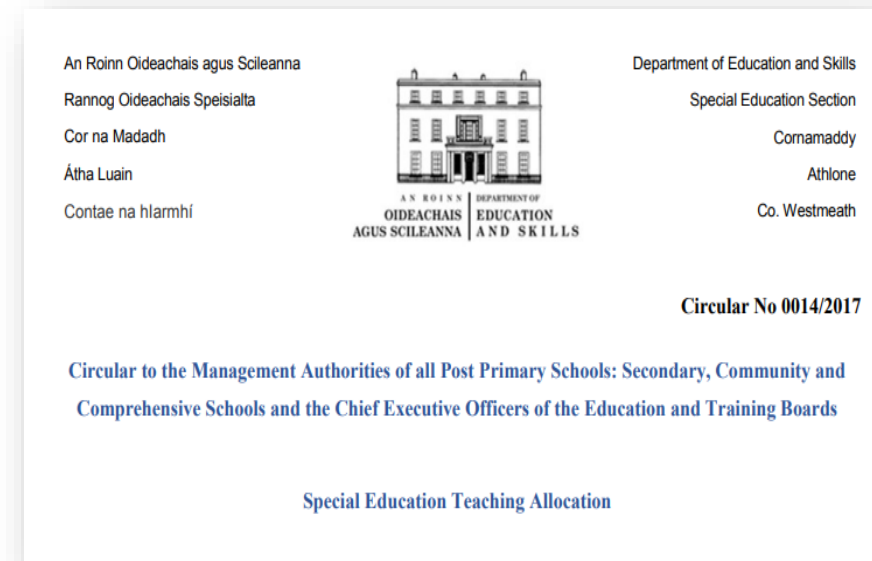
(Source: *One of the Kids*. Disability Council of NSW, 1998)

Céard iad Ról agus Freagrachtaí Mhúinteoir an tSeomra Ranga? What is the Role and Responsibility of the Classroom Teacher? ?



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- Provide an education for all
- Primary responsibility for progress of all
- Provide a stimulating and supportive environment
- Gather information to inform interventions
- Identify students with SEN
- Respond to students with SEN
- Make specific accommodations for students with SEN

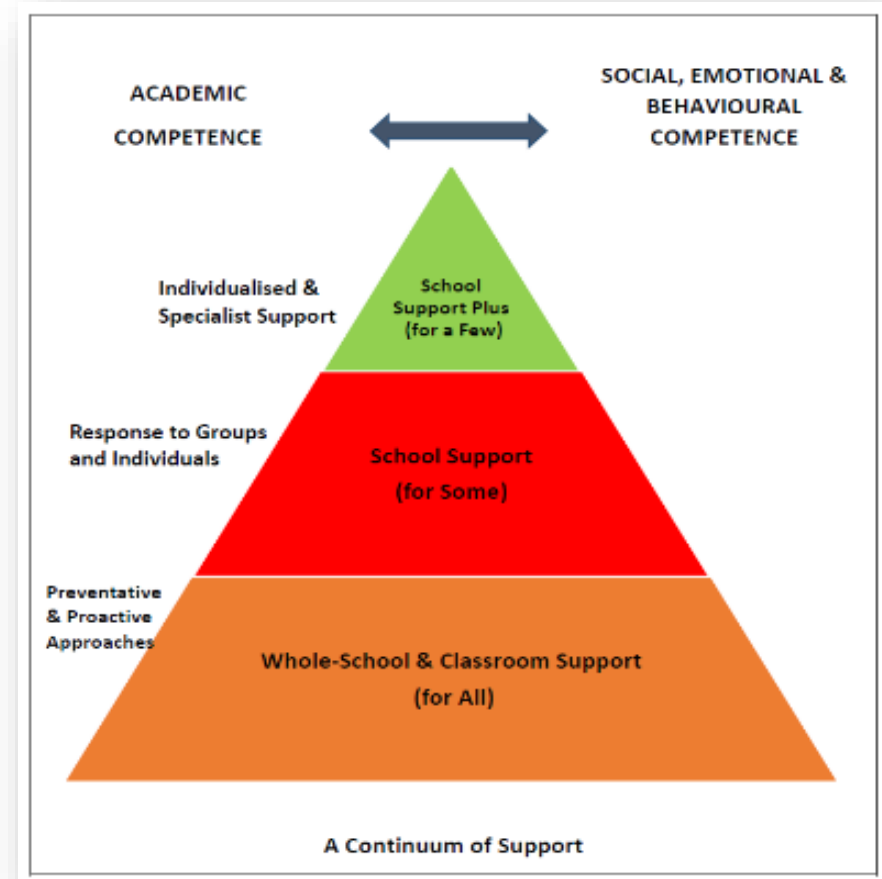


An Leanúntas Tacaíochta The Continuum of Support



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- **Support for a Few** - intensive, individualised interventions
- **Support for Some** - intervention for those students who do not respond to the whole-school strategies
- **Support for All** - intervention at whole-school level



A Continuum of Support for Post-Primary Schools - Guidelines for Teachers

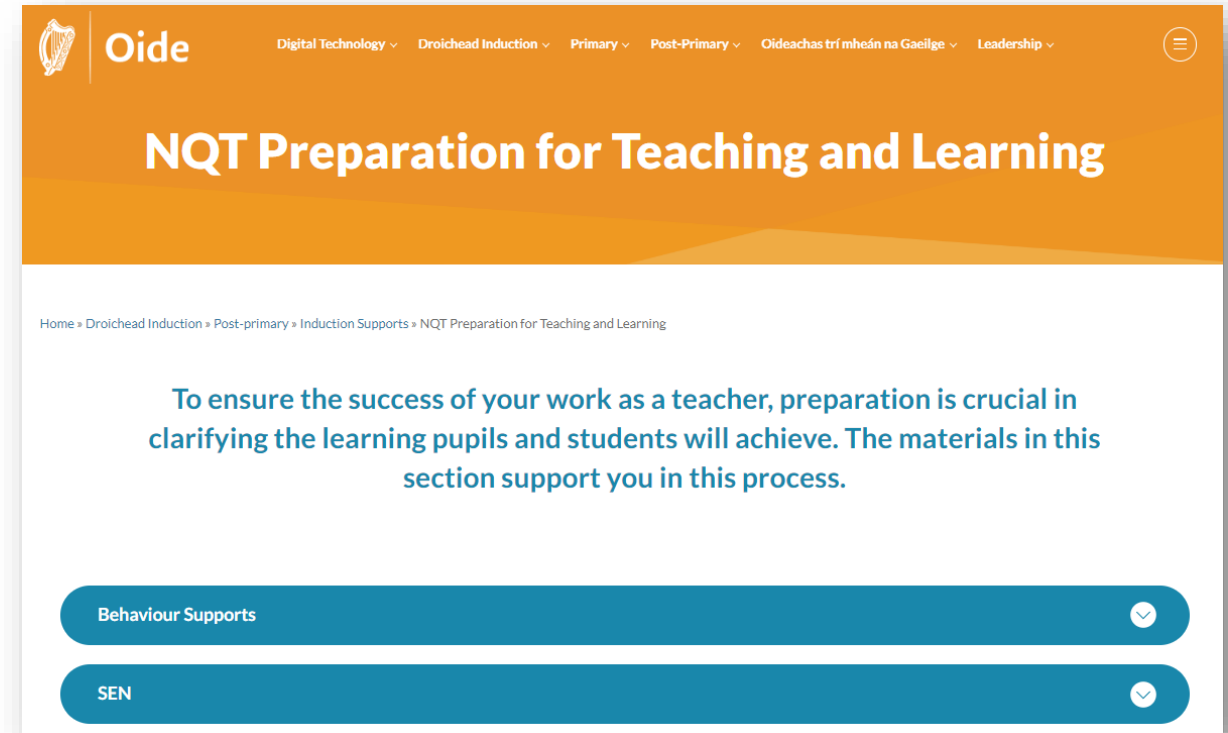
Pleanáil agus Ullmhú RSO

SEN Planning and Preparation



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- Student Support Plan
- Understanding standard scores
- Informal assessment
- Setting targets
- SET checklist
- Individual learner behaviour checklist



Ag Tacú le Scoláirí a bhfuil Béarla mar Theanga Bhreise acu Supporting Students with EAL



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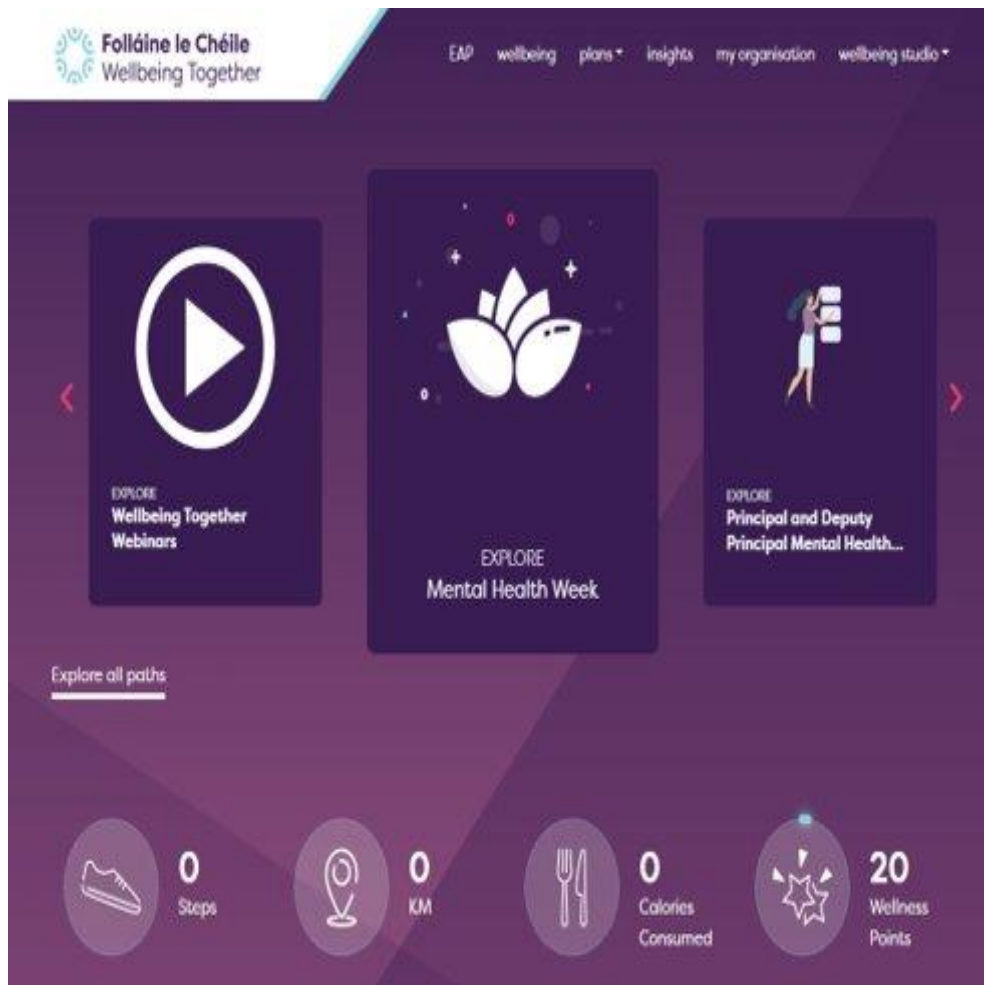


- Inclusion
- Classroom language
- Important student information
- Teaching strategies
- Links with EAL teacher
- Communicating with families



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Comhartha Nirt é Tacaíocht a Iarraidh To Ask For Support is a Sign of Strength



Sign Up

Enter your email address

First Name

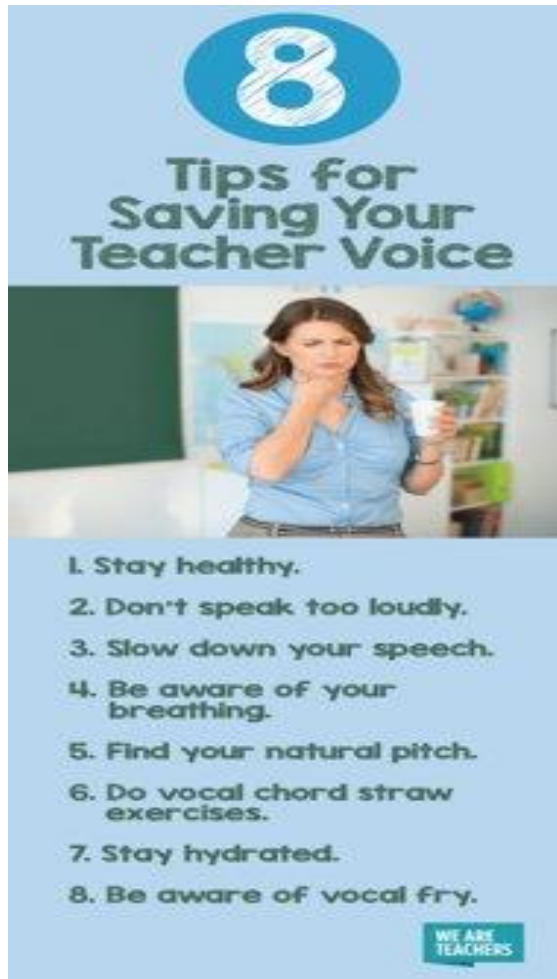
Last Name

Enter your password

- ✗ At least 10 characters
- ✗ At least 1 uppercase letter
- ✗ At least 1 lowercase letter
- ✗ At least 1 number
- ✗ At least 1 special character

Organisation Code





- Tone and voice pitch
- Avoid speaking over noise or shouting
- Use silence to emphasise a point/get attention
- Be sensitive to the first sign of vocal fatigue & re-hydrate

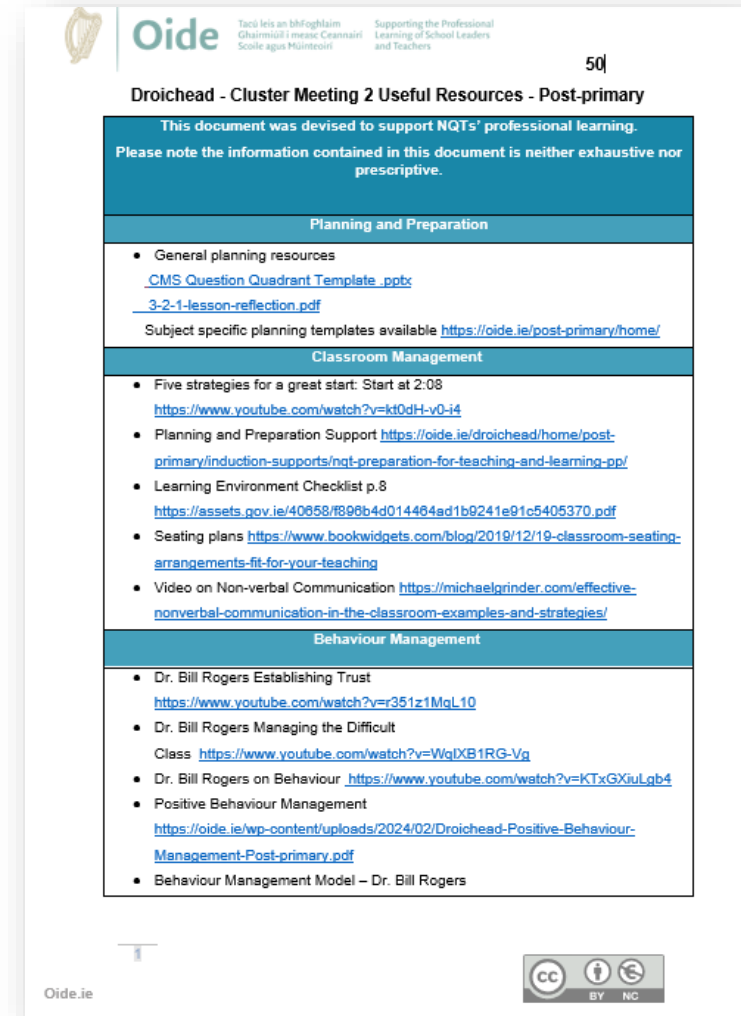
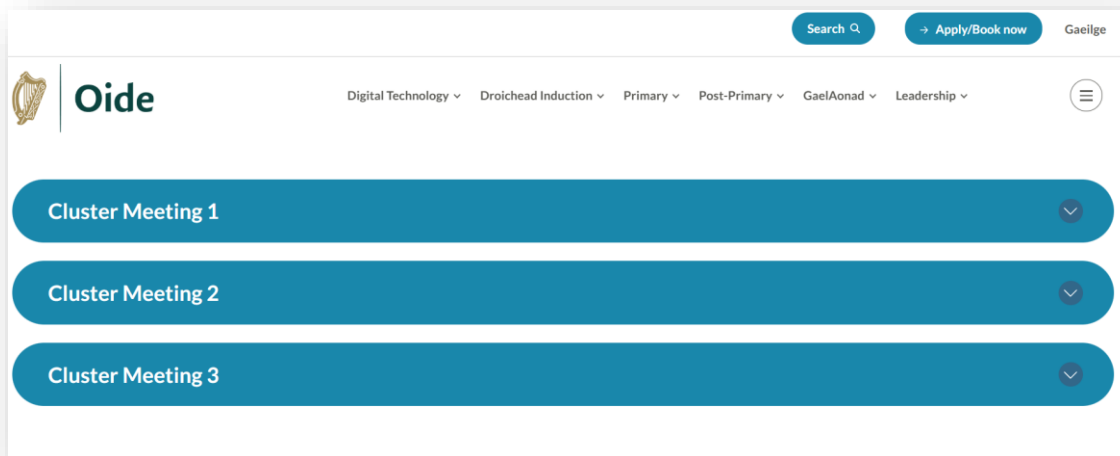
(Gillivan-Murphy, P. 2004. *InTouch*)

Achmhainní Cnuaschrúinniú 2

Cluster Meeting 2 Resources



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An Chéad Chéim Eile: Cnuaschruinniú 3

Next Step: Cluster Meeting 3

- Cluster Meeting 3 (CM 3) is facilitated online via Zoom.
- NQTs register for Cluster Meeting 3 via www.oide-droichead.com.
- After registering for CM 3, an email confirming your place on your selected date will be issued prior to the event.
- Dates for CM 3 are released regularly on www.oide-droichead.com in Term 3.

Droichead - Cluster Meeting Calendar - 2025.2026

1 Apply for Droichead via the 'My Registration' portal on www.teachingcouncil.ie

2 Receive a confirmation email from the Teaching Council, prior to registering for Cluster Meeting 1 (CM 1).

3 Go to www.oide-droichead.com to register for Cluster Meetings.

4 Select and book the Cluster Meeting that you wish to attend.

NQTs are required to attend one cluster meeting per term for the duration of their Droichead process (specific to their route of registration i.e., primary or post-primary). Repeat Step 4 to book each Cluster Meeting when dates become available.

Scan the QR codes

To register for Droichead Cluster Meetings at www.oide-droichead.com

To read the 'Cluster Meetings: Important Information and Attendance Protocols'

Term 1: October - December 2025	Term 2: January - March 2026	Term 3: April - May 2026
Cluster Meeting 1 *CC 1 ar siúl an tseachtain dar tús 13 Dúicheadh Fómhair agos 24 Samhain	Cluster Meeting 2 *CC 2 ar siúl an tseachtain dar tús 19 Eanáir	Cluster Meeting 2 Apr 20th - 24th
Oct 6th - 10th	Jan 12th - 16th *	
Oct 13th - 17th *	Jan 19th - 23rd	
Oct 20th - 24th	Cluster Meeting 1 (for NQTs beginning the Droichead process in this term) *CC 1 ar siúl an tseachtain dar tús 9 Feabhra	Cluster Meeting 1 *CC 1 ar siúl an tseachtain dar tús 27 Bealtaine
Mid-term Break	Feb 2nd - 6th	Apr 27th - May 1st *
Nov 17th - 21st	Feb 9th - 13th *	May 4th - 8th
Nov 24th - 28th *	Mid-term Break	Cluster Meeting 2 *CC 2 ar siúl an tseachtain dar tús 11 Bealtaine
Dec 1st - 5th	Cluster Meeting 2 *CC 2 ar siúl an tseachtain dar tús 9 Márta	May 11th - 15th *
	Mar 9th - 13th *	May 18th - 22nd
	Cluster Meeting 1 *CC 1 ar siúl an tseachtain dar tús 23 Márta	Cluster Meeting 1 May 25th - 29th
	Mar 16th - 20th	
	Mar 23rd - 27th *	

www.oide.ie

Teastas Cnuaschruinniú a phriontáil

Printing Cluster Meeting Certificate



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You can access your *Certificate of Completion* within 10 working days by following these steps:

1. Log into your account
2. Check your details are correct & press update
3. On the right-hand side of the screen click on menu
4. Click on user menu and click on print course certificate
5. Details will be populated. To the right of the screen under CPD Event click on print
6. A PDF will be generated



Tacaíocht Bhreise

Useful Contacts



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Droichead Queries	postprimarydroicheadsupport@oide.ie
NQTs Applying for Droichead	www.teachingcouncil.ie
Cluster Meeting Queries	NQTinduction@oide.ie
Teacher Registration Queries	conditions@teachingcouncil.ie



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