



Oide

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Ghairmiúil i measc Ceannairí
Scoile agus Muínteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Droichead Cnuaschruinniú 2 - lar-bhunscoil

Droichead Cluster Meeting 2 – Post-primary

Post-primary Cluster Meeting 2

2025.2026

X @Oide_Droichead



@oidedroicheadinduction





A bheidh i gceist le hoibriú le chéile...

Working together will involve.....

Confidentiality

Participation

Contributing to group learning

Asking questions/clarifying issues



Taking responsibility for your own learning

Zoom etiquette





Cnuaschruinnithe: Prótacail Tinrimh

Cluster Meetings: Attendance Protocols

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

Do Chuid Foghlama, Do Bhealach Your Learning, Your Way



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Choice



Flexibility



Consider

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



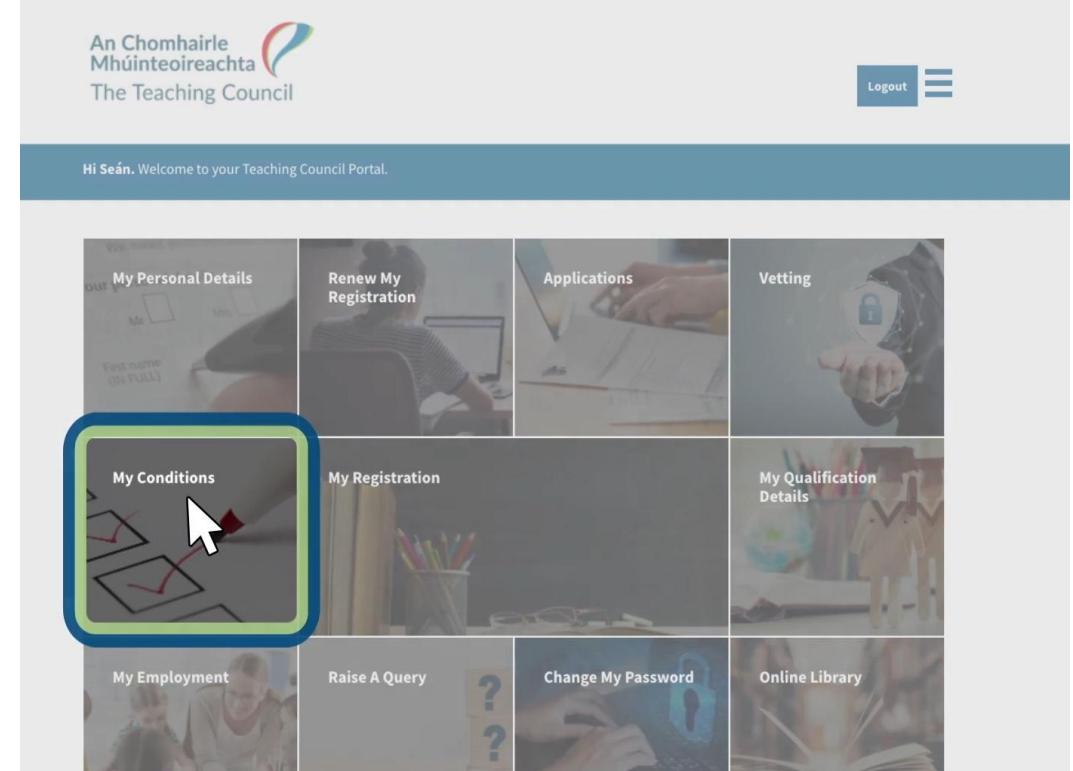
- My Droichead Journey
- NQT Concerns
- Solution-Focused Approaches
- Peer Collaboration to Support the Needs of NQTs
- Reflection
- Wellbeing
- Further Information Resources & Support



Foirm D a Chomhlánú

Completing Form D

- 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

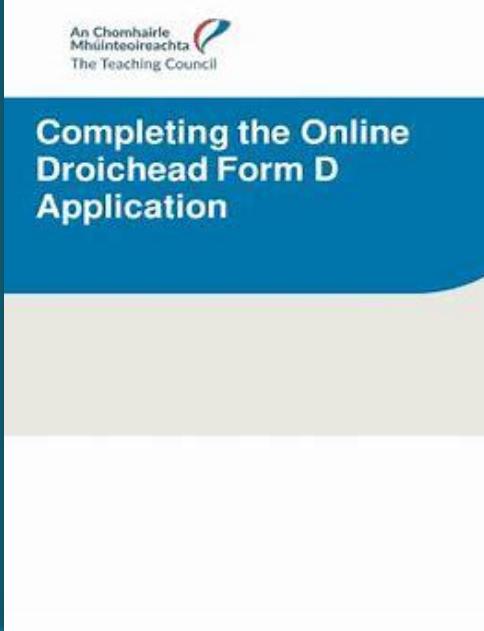


An Fhoirm D a Chomhlánú ar Líne

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

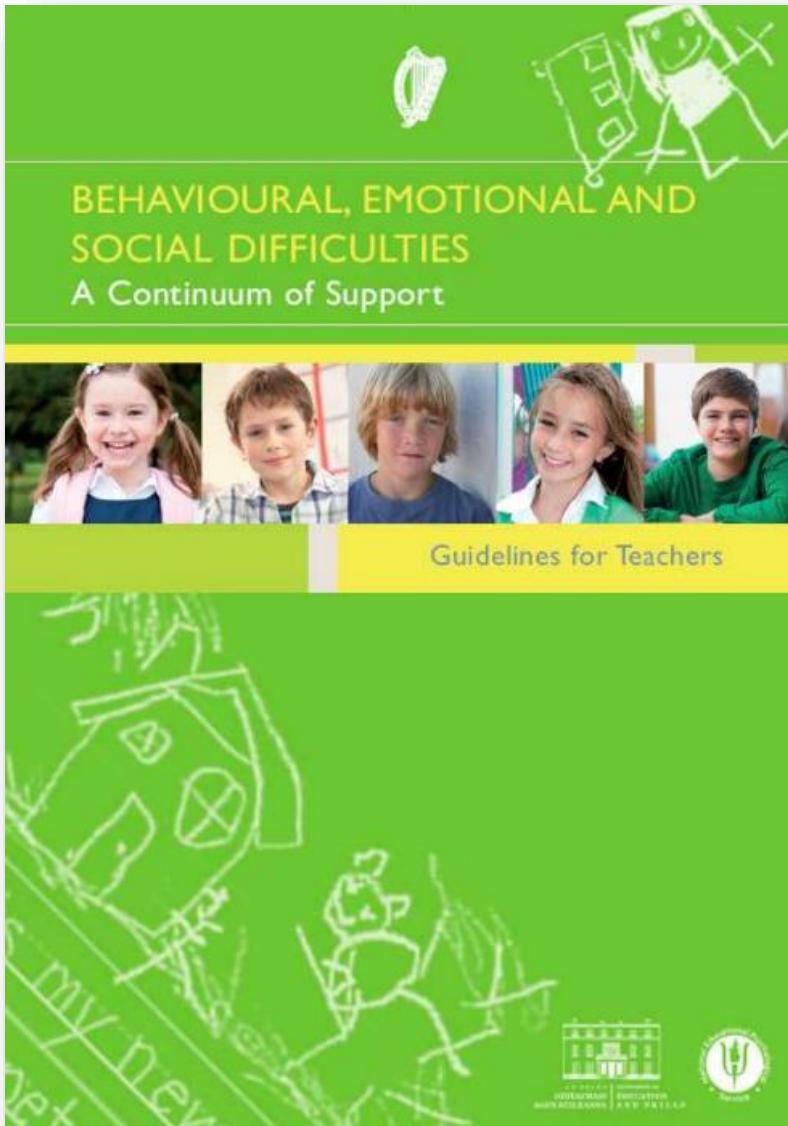
The Teaching Council conducts a thorough review of all Form Ds received

PST members receive an email from the Teaching Council once the Droichead condition has been removed from an NQT's registration

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

| | |
|---|---|
| <input type="checkbox"/> Layout of room & furniture | <input type="checkbox"/> Adequate working space for students & teacher |
| <input type="checkbox"/> Good decor / lots of displays etc? | <input type="checkbox"/> Ease of movement in room |
| <input type="checkbox"/> Temperature | <input type="checkbox"/> Lighting |
| <input type="checkbox"/> Noise level | <input type="checkbox"/> Seating - Facing board - neighbouring pupil compatibility - height for writing |
| <input type="checkbox"/> Appropriate resources/ equipment organised and readily available for all pupils? | |

Social Factors / Relationships:

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

Teaching & Learning - Methods, Materials & Procedures:

The extent to which

| |
|---|
| <input type="checkbox"/> Tasks set are appropriate for the pupil's level of understanding and skills. |
| <input type="checkbox"/> Learning goals are clearly defined and shared with the pupil. |
| <input type="checkbox"/> Opportunities are provided for the pupil to engage in activities in which s/he can be successful. |
| <input type="checkbox"/> Steps in learning goals are small enough to ensure progress. |
| <input type="checkbox"/> Activity content / tasks are of interest to the pupil. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> A variety of teaching approaches used. |
| <input type="checkbox"/> Opportunities are provided for a variety of pupil responses- oral/ practical/ written. |
| <input type="checkbox"/> Opportunities are provided for pupil involvement in decision making and recording. |
| <input type="checkbox"/> Opportunities are provided for pupil to generalise/transfer learning from one situation to another. |
| <input type="checkbox"/> Regular monitoring and recording of progress occurs |

Bainistíocht Seomra Ranga

Classroom Management



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



Bainistiú lompraíochta

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)

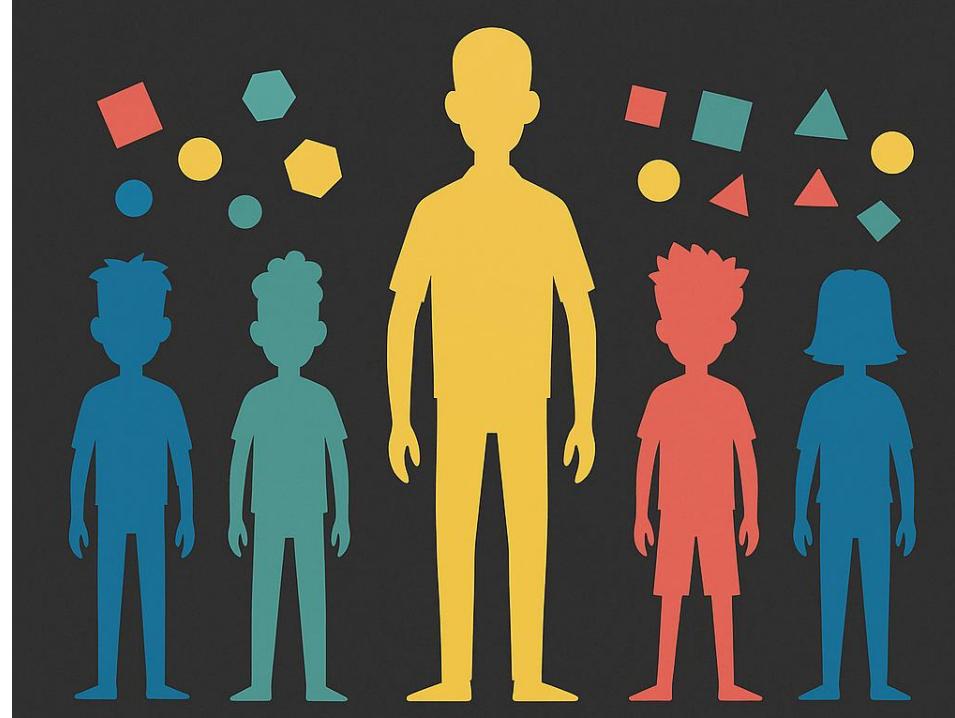
A Bit More Information

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 Idirdhealú ann? What is Differentiation?

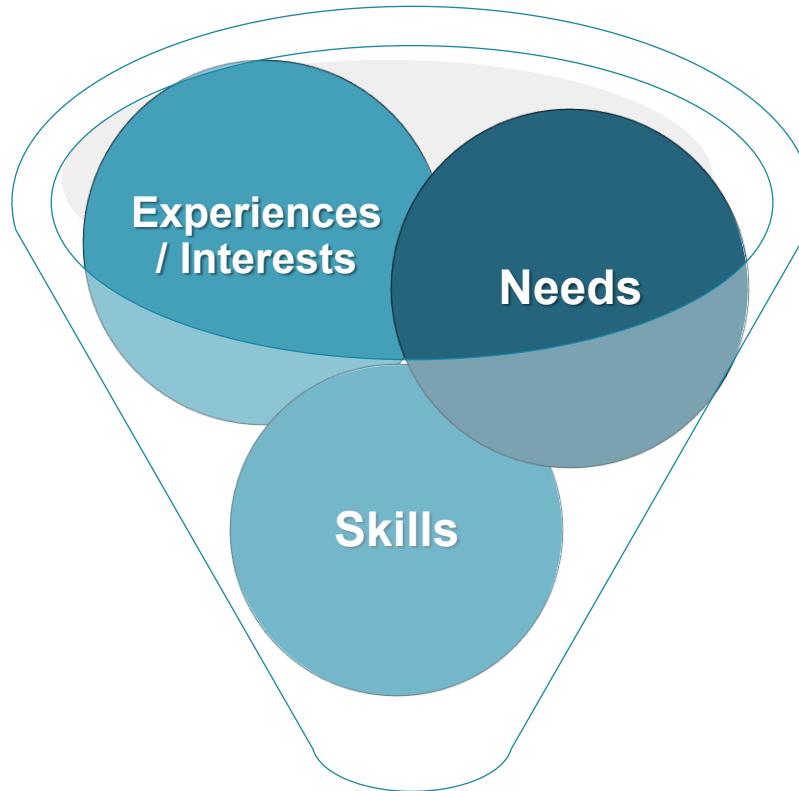


“The biggest mistake in teaching is to treat all children as if there were variants of the same individual and thus to feel justified in teaching them all the same subjects in the same way.” (H. Gardner)



Straitéisí Idirdhealaithe a Chur i bhFeidhm

Implementing Differentiation Strategies



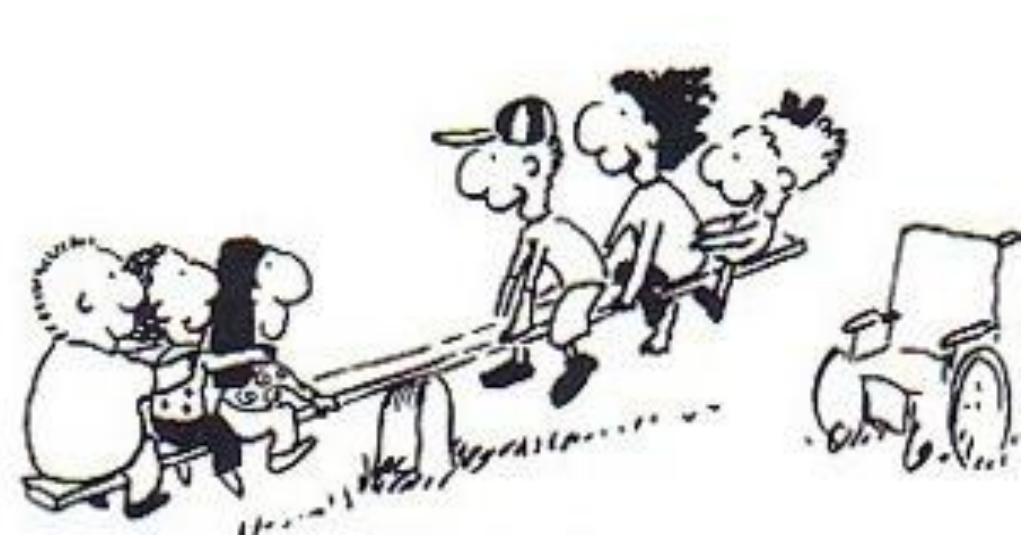
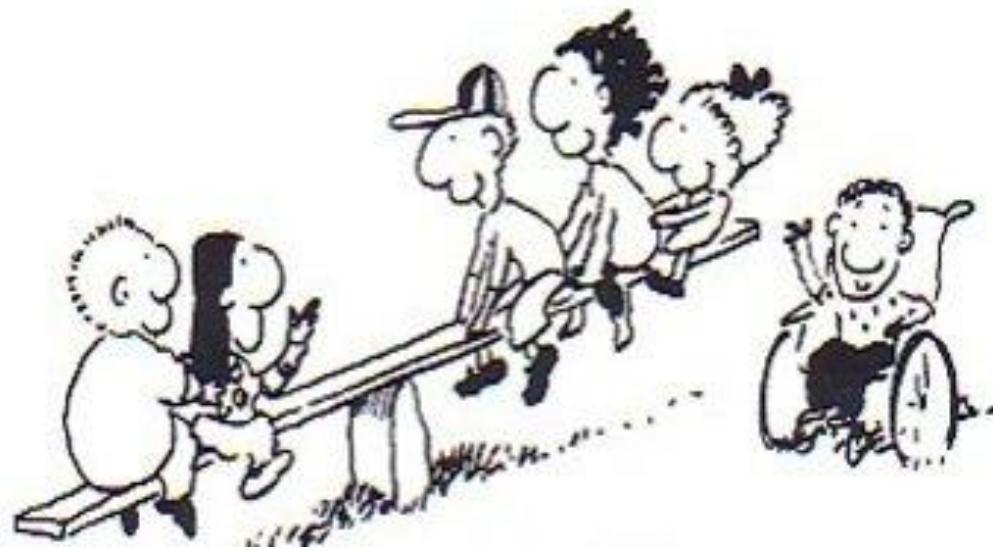
Content
Activities
Resources
Product
Environment
Teaching Strategies

Pace
Asistance
Testing
Classroom Groups
Homework

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



Supporting Students with SEN



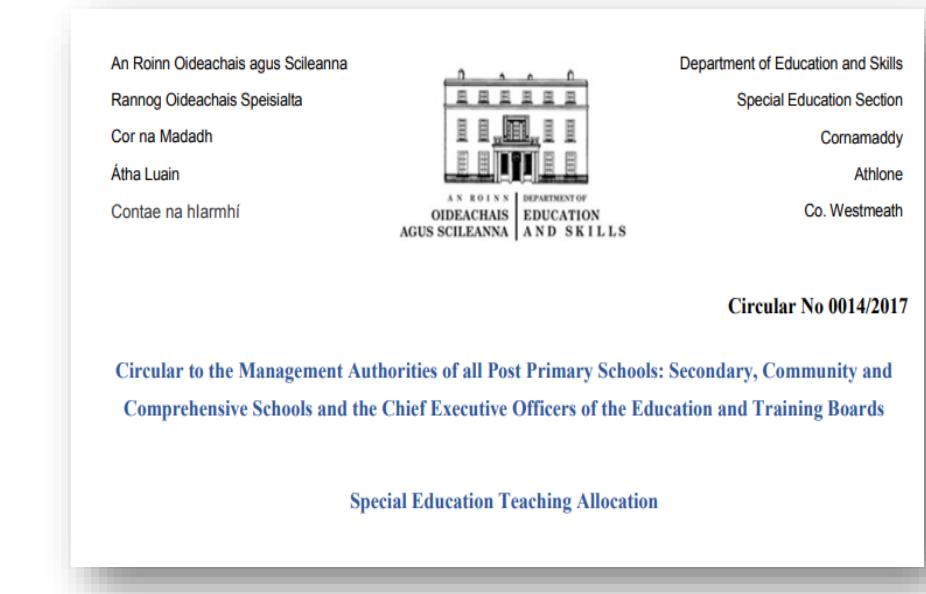
Integration is not Inclusion

(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? ?

- 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



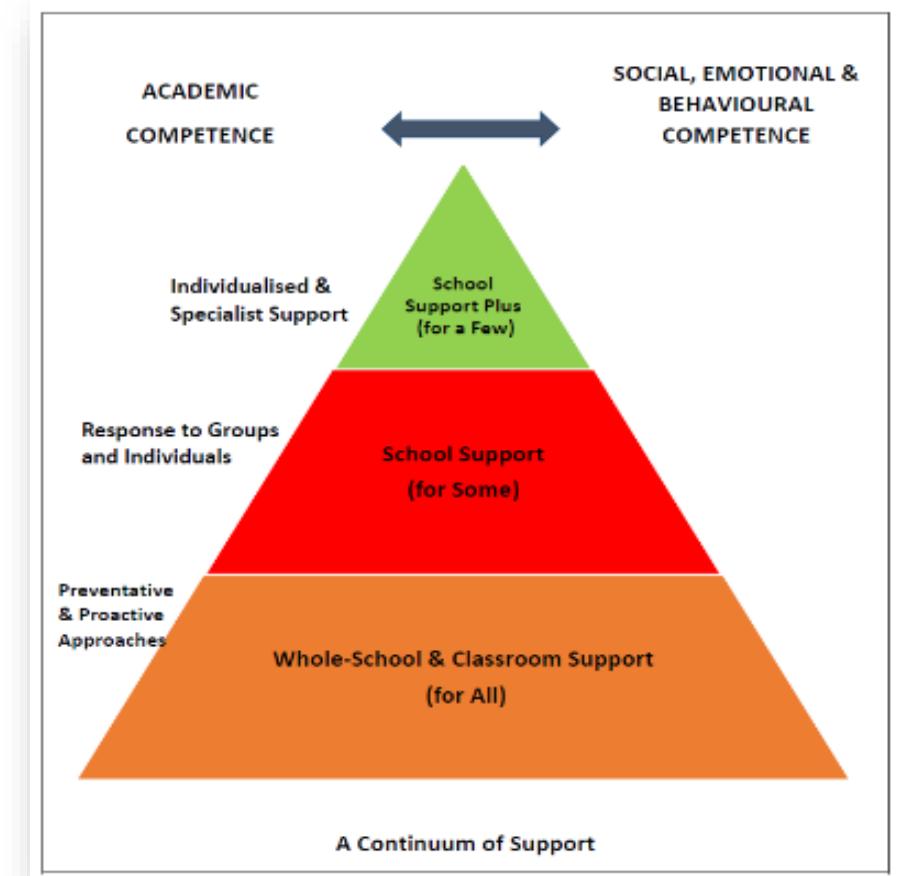
An Leanúntas Tacaíochta

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



Ag Tacú le Scoláirí a bhfuil Béarla mar Theanga Bhreise acu

Supporting Students with EAL



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



Comhartha Nirt é Tacaíocht a larraidh

To Ask For Support is a Sign of Strength



Sign Up

Enter your email address

First Name

Last Name

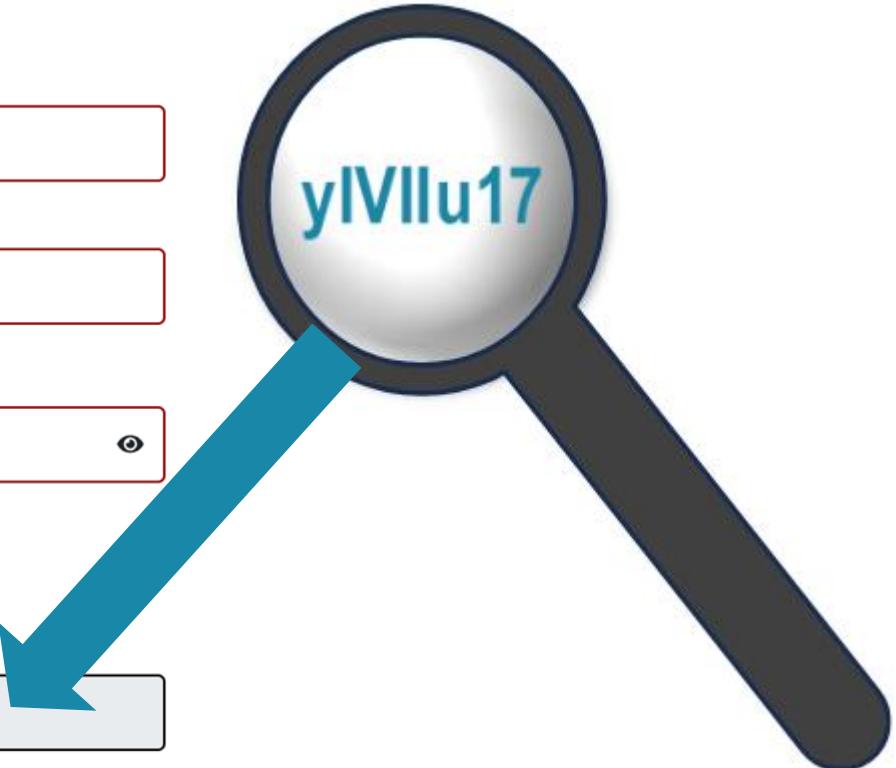
Enter your password



- ✗ 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

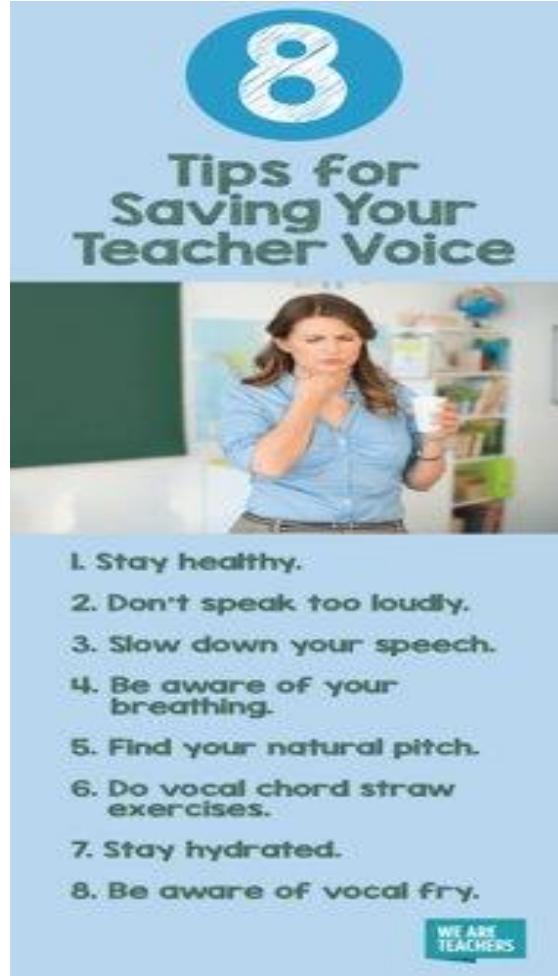
yIVIIU17



Guth Proifisiúnta Professional Voice



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- 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 Cnuaschruinniú 2

Cluster Meeting 2 Resources



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The screenshot shows the Oide website interface. At the top, there is a search bar, an 'Apply/Book now' button, and a 'Gaeilge' language option. Below the header, there is a navigation menu with categories: Digital Technology, Droichead Induction, Primary, Post-Primary, GaelAonad, and Leadership. The main content area features three blue buttons labeled 'Cluster Meeting 1', 'Cluster Meeting 2', and 'Cluster Meeting 3', each with a downward arrow icon to its right.

The screenshot shows a document titled 'Droichead - Cluster Meeting 2 Useful Resources - Post-primary'. The document header includes the Oide logo, a harp icon, and the text 'Tácl leis an bhfoghlaim Ghairmiúil i measc Ceannairí Scóile agus Muinteoirí' and 'Supporting the Professional Learning of School Leaders and Teachers'. The page number '50' is in the top right corner. The document text states: 'This document was devised to support NQTs' professional learning. Please note the information contained in this document is neither exhaustive nor prescriptive.' The document is organized into sections: 'Planning and Preparation', 'Classroom Management', and 'Behaviour Management', each containing a list of resources with URLs.

Planning and Preparation

- General planning resources
- [CMS Question Quadrant Template .pptx](#)
- [3-2-1-lesson-reflection.pdf](#)
- Subject specific planning templates available <https://oide.ie/post-primary/home/>

Classroom Management

- Five strategies for a great start. Start at 2:08 <https://www.youtube.com/watch?v=kt0dH-v0-i4>
- Planning and Preparation Support <https://oide.ie/droichead/home/post-primary/induction-supports/nqt-preparation-for-teaching-and-learning-pp/>
- Learning Environment Checklist p.8 <https://assets.gov.ie/40658/B96b4d014464ad1b9241e91c5405370.pdf>
- Seating plans <https://www.bookwidgets.com/blog/2019/12/19-classroom-seating-arrangements-fit-for-your-teaching>
- Video on Non-verbal Communication <https://michaelgrinder.com/effective-nonverbal-communication-in-the-classroom-examples-and-strategies/>

Behaviour Management

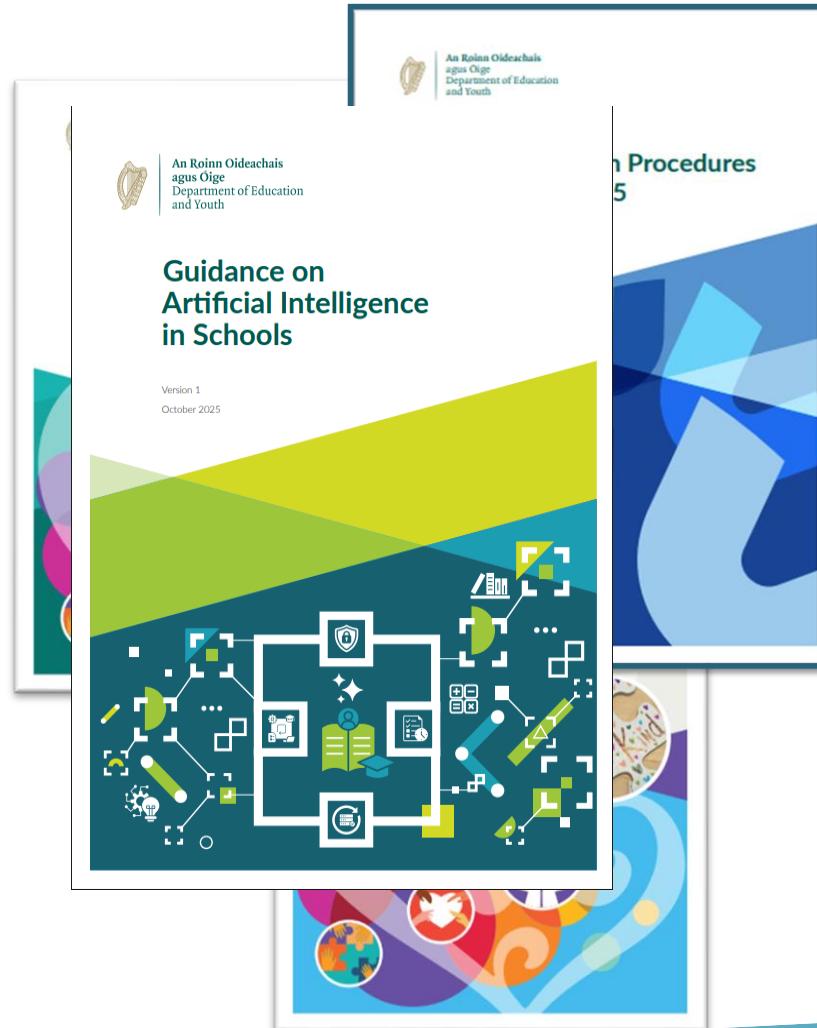
- Dr. Bill Rogers Establishing Trust <https://www.youtube.com/watch?v=r351z1MqL10>
- Dr. Bill Rogers Managing the Difficult Class <https://www.youtube.com/watch?v=WqIXB1RG-Vg>
- Dr. Bill Rogers on Behaviour <https://www.youtube.com/watch?v=KTxGXiulgb4>
- Positive Behaviour Management <https://oide.ie/wp-content/uploads/2024/02/Droichead-Positive-Behaviour-Management-Post-primary.pdf>
- Behaviour Management Model – Dr. Bill Rogers

An Seomra Ranga Fáilteach: Achmhainní do MNCanna

The Welcoming Classroom: Resources for Newly Qualified Post-primary Teachers



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An Chéad Chéim Eile: Cnuaschruinniú 3

Next Step: Cluster Meeting 3



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- 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

Scan the QR codes 

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.

| Term 1: October - December 2025 | | Term 2: January - March 2026 | | Term 2: April - May 2026 | |
|--|-------------------|---|-------------------|---|------------------------|
| Cluster Meeting 1 | Oct 8th - 10th | Cluster Meeting 2 | Jan 12th - 16th * | Cluster Meeting 2 | Apr 20th - 24th |
| "CC 1 ar siúl an tseachtaí dar tús 10 Eanáir | Oct 13th - 17th * | "CC 2 ar siúl an tseachtaí dar tús 19 Eanáir | Jan 19th - 23rd | "CC 2 ar siúl an tseachtaí dar tús 27 Bealtaine | April 27th - May 1st * |
| Oct 20th - 24th | Oct 27th - 31st | Cluster Meeting 1 | Feb 2nd - 6th | Cluster Meeting 1 | May 4th - 8th |
| Mid-term Break | Nov 3rd - 7th | For NQTs beginning the Droichead process in this term | Feb 9th - 13th * | "CC 1 ar siúl an tseachtaí dar tús 9 Feabhra | May 11th - 15th * |
| Nov 27th - 31st | Nov 24th - 28th * | "CC 1 ar siúl an tseachtaí dar tús 9 Feabhra | Mid-term Break | "CC 2 ar siúl an tseachtaí dar tús 9 Márta | May 18th - 22nd |
| Dec 1st - 5th | Dec 1st - 5th | "CC 2 ar siúl an tseachtaí dar tús 23 Márta | Mar 2nd - 6th | "CC 2 ar siúl an tseachtaí dar tús 23 Márta | May 25th - 29th |
| | | "CC 1 ar siúl an tseachtaí dar tús 23 Márta | Mar 9th - 13th * | Cluster Meeting 1 | |
| | | "CC 2 ar siúl an tseachtaí dar tús 23 Márta | Mar 16th - 20th | "CC 2 ar siúl an tseachtaí dar tús 23 Márta | |
| | | "CC 1 ar siúl an tseachtaí dar tús 23 Márta | Mar 23rd - 27th * | Cluster Meeting 3 | |

www.oide.ie

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

To read the "Cluster Meeting: Important Information and Attendance Protocols".



Teastas Cnuaschruinniú a phriontáil

Printing Cluster Meeting Certificate

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



Oide

| | |
|------------------------------------|---|
| Droichead Queries | <u>postprimarydroicheadsupport@oide.ie</u> |
| NQTs Applying for Droichead | <u>www.teachingcouncil.ie</u> |
| Cluster Meeting Queries | <u>NQTinduction@oide.ie</u> |
| Teacher Registration Queries | <u>conditions@teachingcouncil.ie</u> |



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Bí inár leanúint! Follow us!



@Oide_Droichead





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Thank you...Ár mBuíochas
To ask for support is a sign of strength