

Leading Learning

Instructional Leadership Programme Newsletter

Issue 16: April 2023



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Colleagues,

Welcome to the Instructional Leadership Newsletter, Issue 16. It has been awhile since we published a newsletter, not that we didn't have anything to report, on the contrary, there has been so much happening that we didn't take a chance to document it in a newsletter. Also, as evident from the submissions for this edition, school and teacher leaders have also been extremely busy creating unique and creative opportunities for teachers to engage in professional learning and to implement that learning in their classrooms. As a system, we can be very proud of what is happening in our schools.



Since I last penned an introduction to a newsletter, the IL Steering Committee, has published an Annual Report for 2022, and a Research Plan 2022–2026, which are both available on the website. The Report provides you with an overview of how we have progressed the goals set out in the Strategic Plan 2021 – 2023. While we have had many exciting events, including the ongoing delivery of the programme to Cohorts 13, 14, & 15, a Senior Middle Leadership Conference, and a National Conference, it is fair to say that the highlights for us as a team have been the publication of *Instructional Expertise – conversations with myself and others*, the development of two new programmes *Teams Based Learning Programme* (commenced in January 2023) and the *Peer Instructional Conferencing and Mentoring Programme* (due to commence in September 2023).

We have also commenced our programme of research. Having implemented a new module on professional reflection to the ILP, we have commenced a programme of research on the impact of professional reflection on the professional learning of Cohort 15 participants.

Another highlight, is the establishment of a partnership with NAPD and DRUSTVO RAVNATELJ, an association for school leaders in Slovenia, for the purpose of developing a programme to support Principals and Deputy Principals in their role as an instructional leader. As a team we extend deep appreciation to Leargás for the funding received. Deeply informed by research, LAOS 2022, Cosán and professional experiences, we will pilot the programme with twelve schools in 2024, and thereafter deliver it at National level.

So, to this newsletter, positioning it within the context of Cosán, and the learning process of 'reading', it provides you with an opportunity to learn what other school and teacher leaders are doing in their context to promote and support professional learning and lead learning (two of the learning areas set out in Cosán). Each of the contributors have given freely of their time to share their experiences and their learning to develop and support your learning. What I ask of you is to reflect on what you read in the articles, ask yourself what have you learned from this article, could I apply that learning in my context? If 'yes' how? If 'no' why not? While there are many reflective tools available, we have provided a blank template for a PMI (Edward de Bono's CoRT) on page 22 to assist you.

I want to sincerely thank all our contributors to the newsletter, without you it would be very difficult to publish a worthwhile newsletter. Your professional generosity in sharing your experiences contributes to the professional learning of all of us.

Pages 23 & 24 highlights some of the IL events, which took place over the past few months. I equally extend my appreciation to those who presented at and to those who attended these events. In particular, I extend deep gratitude to Ms. Yvonne Keating, Chief Inspector, Dept of Education, who gave the keynote address at the National Conference. On behalf of the IL community, I wish her every success and happiness in her new role. We look forward to working with her towards enhancing teacher professional learning and classroom practice.

I hope you enjoy reading the stories. If any of the messages in articles resonate with you, please do let us know or maybe write an article for the next edition! (contact: admin@instructionalleadership.ie) As always, we welcome contributions for the newsletter, be it an article and/or photograph. All contributions can be forwarded to newsletter@instructionalleadership.ie

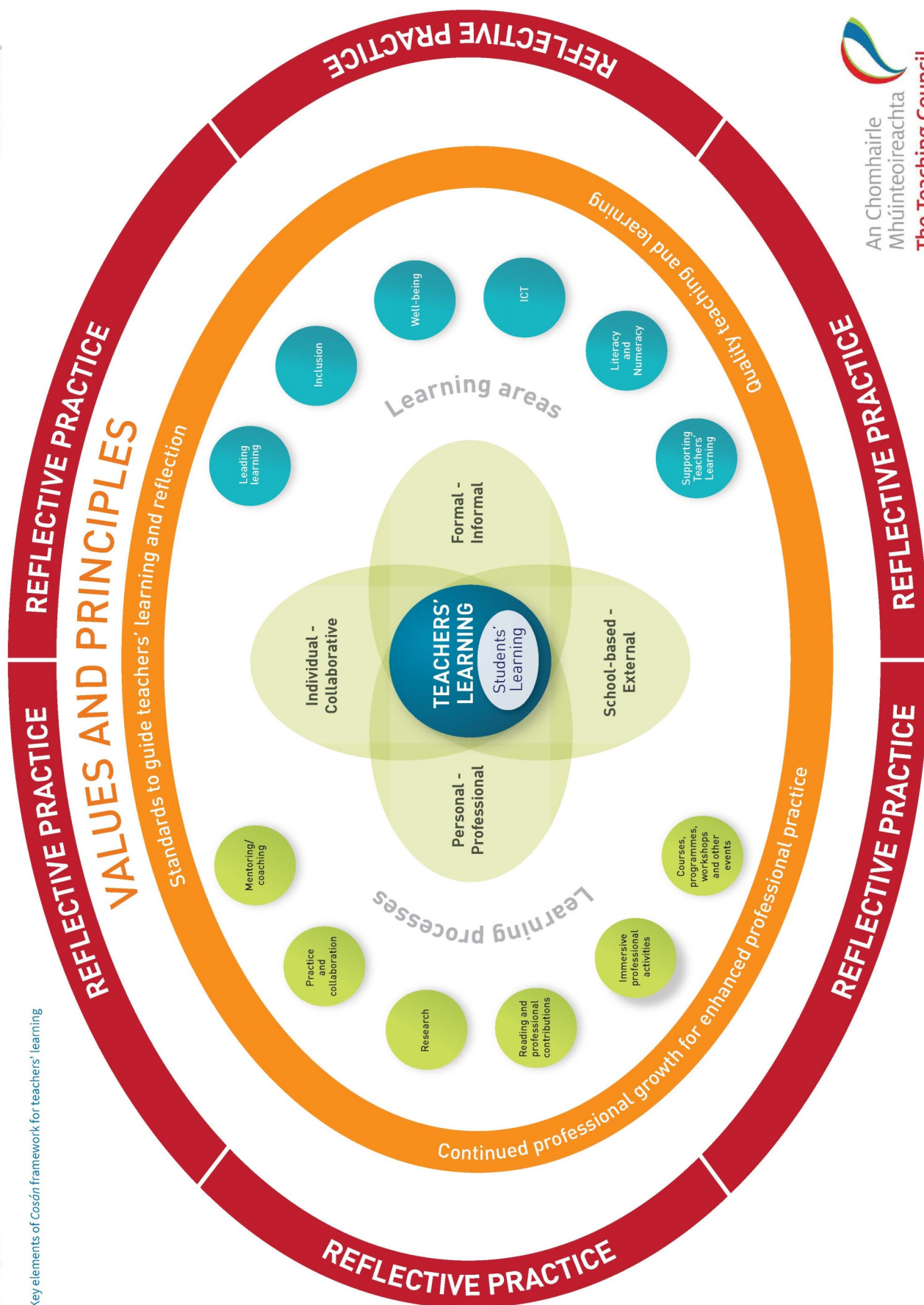
Keep up to date with all that is happening by following us on twitter @ILProgramme and visiting our website www.instructionalleadership.ie

Le Meas,



Chairperson National IL Steering Committee
Education Research Officer (ETBI)

Professional Reflection



Reflections on the 2023 Instructional Leadership Conference in the context of Cosán, the National Framework for Teachers' Learning.

Ms. Carmel Kearns,

Head of Teachers' Learning and Research, The Teaching Council.

I was delighted to contribute to the Instructional Leadership conference in February of this year where, as is always the case when I attend IL events, I learnt a lot with and from colleagues. In this short article, I would like to share some key learnings for me, which I hope will resonate with others who attended.

First and foremost, I learnt about the many ways that Cosán, the national framework for teachers' learning, is being enacted in our schools every day, and I heard some powerful examples of that during the panel discussion.

Dónal Madden, principal of Newport College in County Tipperary, presented on how he is supporting his colleagues in coming together as a community of practice to reflect on their teaching and their learning. Reflective practice is key to quality professional learning, and to ensuring that teachers' learning is impactful. By providing a safe space for authentic, collaborative reflection, Donal and his colleagues are enacting Cosán in a way that works for them, and demonstrating their commitment to the two standards that are at the heart of the framework – a commitment to quality teaching and learning, and a commitment to continued professional growth.

Delegates also heard from Marie Sheehan, Deputy Principal in Coláiste an Chroí Naofa, who spoke so positively about a number of professional learning initiatives that she and her colleagues are spearheading in their school. Each initiative seeks to ensure that “brilliant teachers who are brilliant in their own classroom” have opportunities to share their learning with colleagues. She spoke about “looking up and looking out”, and about “opening doors”. In each example she offered, she exemplified the recognition in Cosán of the importance of “learning being socially constructed in an environment that supports teachers' interdependency”.

The third school leader to contribute to the panel discussion was Daithi Purcell, who has introduced Teachmeets to Carrigtwohill Community College on a fortnightly basis. At these Teachmeets, colleagues from different subject departments come together after school to share ideas and learn from each other, in their particular context. Such school-based, collaborative learning is recognised in Cosán as a valuable learning process and, in Daithi's words, is a powerful means of “harnessing the power of the collective”.

Secondly, I saw clear evidence in the thought-provoking input by the Chief Inspector, Yvonne Keating, of the ways in which Cosán aligns with the Department's 'Looking at our School' quality framework. For example, both frameworks envisage schools as learning organisations where teachers are enabled to learn individually and collectively. Both frameworks highlight the importance of reflective practice. And both have a focus on quality teaching and learning. In an era when time-pressed teachers report facing the challenge of 'initiative overload', such policy coherence and 'joined-up thinking' at the national level is vital.

Thirdly, I learnt from UCC's Dr Joseph Moynihan and from Coran Swayne, a primary teacher in Brooklodge National School in Glanmire, Co. Cork, about the potential for Collegial Partnership Coaching to support teachers in navigating their professional learning journeys together. The Teaching Council has supported Joe and Coran in exploring this coaching model through the John Coolahan Research Support Framework, and I look forward to hearing more about their work as they continue to develop the model in the Irish context.

On a related theme, MIC's Dr Rebecca Saunders explained that Peer Instructional Conferencing and Coaching is designed to promote teacher growth through a process of active learning. Like all of the examples of teacher professional learning referenced at the conference, therefore, coaching sits well within Cosán, as it is grounded in adult learning theory and a conceptualisation of teachers as active rather than passive learners. Indeed, coaching is one of many learning processes that are given explicit recognition within Cosán.

Finally, over the two days, I heard some very practical advice for school leaders who are seeking to foster sustainable professional learning cultures in their schools. I have summarised that advice here:

1. Start small

This recommendation called to mind a poster on my office wall that brings comfort to me when I am feeling overwhelmed by work or life in general. The poster shares a very sensible reminder to:

- Start where you are
- Use what you have
- Do what you can

Over the years, I have shared this quote at numerous conferences when speaking about Cosán, because Cosán recognises learning as a journey which, like every journey, must start where you are, and with a single step! Cosán also acknowledges the importance of individual and school context, and of the fact that no two teachers or schools will have identical learning journeys. For that reason, starting small, and allowing time to plan the journey, is vital.

Be positive

This advice also resonated with me, because the Teaching Council's current Strategic Plan includes an objective to "promote the system-wide implementation of Cosán ... to foster joy and creativity in learning". Being positive, and enjoying the learning journey along the way, is as important as reaching the destination!

"Hasten slowly" / "Give it the time it needs"

This suggestion is very much in line with the Cosán framework, which sees professional learning as a lifelong endeavour involving steady, ongoing progression, rather than a 'quick fix', or the pursuit of elusive perfection.

Let teachers drive it

This advice resonated because it is underpinned by a trust in teachers' professionalism. In a similar vein, Cosán views teachers as autonomous and responsible learning professionals who are intrinsically motivated to take ownership of their professional development and steer the course of their own learning journeys.

Keep in mind that I could be wrong!

As always, Professor Barrie Bennett did not fail to inspire, so I have saved this key 'takeaway' from his presentation for last. By always keeping in mind the possibility that I might be wrong, I remain open to new ideas, new ways of thinking, doing, and being, and of course, new learning.

I would like to thank Joan Russell, Sharon Coffey and Paula Fitzpatrick for inviting me to contribute to the panel discussion and providing me with a wonderful opportunity to learn. I wish you, and all the members of the IL professional learning community, every success and fulfilment as you continue your own individual and collective learning journeys.

Carmel Kearns,

Head of Teachers' Learning and Research, The Teaching Council.

Developing a Collaborative Approach - Professional Learning Community**Mr Donal Madden****Principal, Newport College**

At the start of the 2019 we decided to set up ‘Professional Learning Community’ within Newport College. This project focusses on school improvement in terms of learning and teaching. We care about the students in the school and about improving our school’s academic reputation. We also wanted to improve and reflect on our own practice as management, so we were anxious to create a community of practice to enable this. We have a very enthusiastic staff, and they were delighted to come on board.

Throughout the year, we met once a week to discuss and collaborate on the topic of Mindset, (Teachers, Student and Parent). The impact of having a Growth Mindset, the importance of wanting to get better and the impact this would have on our wellbeing. Our aim was to develop our students as active, engaged, and reflective learners.

As a way of developing our expertise and understanding our starting point in Year 1, we engaged expertise from outside agencies, and we consulted with students and staff. All of which was extremely beneficial and enjoyable. We discussed how we teach facts as part of knowledge disposition but fail to have the time and chances to push the learning and facilitate higher achieving students.

In Year 2, we focused on Formative Assessment. In Year 3 we concentrated on facilitating Student Voice and what that looks like in the classroom. Now in Year 4, we are looking at the Balance between Care and High Expectations for all. If you really care about someone you have high expectations for them. Historically, we were well known for the way we care for the individual but while excellent pedagogy was also central to our work we agreed that we needed to promote ourselves as an academic institution capable of producing high examination results in a caring environment.

Throughout this time new methodologies trialled involved bounce questioning, question quadrants, exit passes, shared reading, peer assessment, recording of classes, differentiation of homework and new modes of assessment. Our focus at all times has been making students more responsible for their learning and to promote critical thinking in the classroom.

Having trialled new strategies and methodologies our next goal was to share our experiences among our colleagues. Our dream was to develop a culture of reflection and collaboration across the whole school. This culminated in the establishment of “Teach Meets” which were led by staff on the project team. After a ten-minute introduction by the team, we were each assigned a group of six staff to collaborate with. The role of the facilitator was to create an atmosphere where we shared experiences, reflected on past struggles and discussed new methodologies that would challenge and engage our students more. As a by-product of the above we have peer sharing where teachers visit other colleagues classrooms sit and reflect on their practice. Staff meetings are teacher led and department meetings are far more democratic .

Insight/Findings

Each year we ask teachers to fill up an evaluation sheet and to comment on ideas that we as a group could learn from and make recommendations going forward. Staff value being asked their opinion and a guarantee was given that their opinion would be listened to. These positive comments could be divided in two between those comments relating to the new strategies and principles that were discussed and those relating to the exercise of collaboration and learning from colleagues as a vehicle for change in our school.

It was fantastic to be given the time to sit around and discuss educational matters with colleagues. People appreciated the honesty and openness of others. As management we try to create a relaxed atmosphere in the room with each person given the opportunity to express their opinion. People found solace in the fact that other teachers were experiencing the same difficulties and struggles as themselves. In the past, it was a sign of weakness if you admitted to having a problem. Teachers confidence and self-esteem has been effected and this new sharing of stresses and worries has led to a new sense of enjoyment amongst staff. A sense of peer pressure now exists within the group to try out the different strategies in class and to develop one's skill set.

It was fantastic to see colleagues openness to new ideas and strategies and the willingness of people to reflect on and discuss practice was refreshing. Within the school the level of experience is varied and while some people had been teaching for years they were still energetic and motivated. Some of the more experienced teachers commented on the new openness and sharing of ideas. I feel that it is vital that we as school leaders give public time to teachers to collaborate and observe each other's practice.

The new strategies have allowed staff to bring variety to their lessons. They have allowed for differentiation in the classroom, help keep the better able students engaged while at the same time keep a focus on exam preparation. Assessment for Learning was proving a cause of concern for staff. Quite a number reflected on a new sense of confidence in addressing these concerns having spent time discussing issues with friends.

Staff felt that workshops were rushed at times and that management should have given more time towards this worthwhile initiative. A number of teachers would like to see the strategies in practice and that ideas are great in theory but in practice can be different. This has led to an open-door policy in our school where teachers share practice. There were concerns about getting the course covered and getting the exam material covered. Were these new methodologies time wasting? Would parents be happy with these new approaches? When I reflected on these concerns, the pressures on teachers to perform and the demands been put on them by outside influences became very evident.

Positive comments came back on the role of newly qualified teachers in our school. Staff felt that they have huge energy, were highly motivated, possessed the latest innovations in terms of technology and pedagogies and we as a school should utilise these more often. In the past, an outside person delivered our staff development days. Staff welcomed an in-service workshop delivered by 'one of their own'. Staff appreciated the cross curricular makeup of the groups and wondered how we could widen this new culture to a whole school culture. Personally, this project has really helped my confidence. "The chance to motivate staff, encourage staff and share my experiences with staff really gave me a sense of satisfaction. We have a large pool of talent in terms of experience and knowledge and this talent needs to be shared".

Going forward our wish is to develop a whole school culture of reflection and collaboration. We need time to talk, and this time must be formally recognised. I am of the belief that teachers want change, they want to reflect on practice, but are worried that if time is not provided for, it will become just another demand on already demanding timetable.

What role does School Leadership play in the creation of a collaborative culture?

Hattie (2009) specifies two major forms of leadership: Instructional Leadership where principals focus on creating a learning climate free of disruption, a system of clear learning objectives and higher expectations for teachers and students, and Transformational Leadership where leaders engage with their staff in ways to inspire them to new levels of energy and moral purpose so that they work together to overcome challenges and reach ambitious goals.

Effective school principals know that they cannot row the boat on their own. With the administrative demands been placed on principals, they simply do not have the adequate time to focus on all aspects of school life. Instead, they make use of the skills and knowledge of others and encourage the many capable adults at their disposal to step into leadership roles and responsibilities. Timperley et al (2007) state that professional development for teachers is most effective when school leadership support opportunities to learn, where there is access to relevant expertise, and where opportunities are provided to process new information.

“Good leaders ensure that teachers do not work in isolation from one another but work collaboratively giving each other guidance and help to improve instructional practices”. (Louis et al 2010, p50)

Our school leaders share a vision for academic success based on high standards. By allowing time and space for dialogue, management help create a climate of hospitality and a cooperative spirit within the school.

“Leaders do not lose influence as others gain influence”.

(Louis et al, 2010 p9).

Final Reflection

To think critically involves developing the ability to use analytical skills, to employ logic, and think outside a framework of conventional understandings. It means to think anew and to think differently. Our Learning Community has convinced me even more of the importance of the centrality of the teacher’s role as researcher and scholar. The project has provided me with a platform for professional dialogue and reflective practice skills that we should embed right across our education system. Learning to think and to question with inquiry is a means by which we can emancipate our pupils and the generations to come. Our vision as a learning community in our school must be to bring our school into the 21st century moving away from what Freire called the *“banking concept of education”* where a narrow curriculum determines the nature of the education system and embrace the potential offered by such initiatives as the new Junior Cycle. As a group, we want our students to keep pace with our rapidly changing and increasingly complex world. As teachers, we must begin by teaching them to question intellectually and critically. As Leaders, we must maximise opportunities to develop teacher’s capacity and competence to improve learning and teaching.

When teaching is viewed as an evidence –based clinical practice it rules out other ways of knowing : it rules out the art of teaching, it rules out the possibility of aesthetics, it rules out affectivity and the emotional work and care work involved in securing relationships, and ends up teaching pupils about a very thin view of democracy.

(Mooney Simmie, 2017)

Donal Madden

Principal, Newport College

Coláiste an Chroí Naofa – Teacher Induction Programme – Teachers Supporting Teacher Learning**Ms. Marie Sheehan****Deputy Principal, Coláiste an Chroí Naofa**

In Coláiste an Chroí Naofa we value teacher professional learning and collaboration. We believe that teachers learn best when they learn together and learn from each other. This in turn benefits students in their learning. In order to cultivate and nurture an open and honest culture where colleagues are encouraged to share their experiences, we have developed a bespoke teacher induction programme for all new teachers in our school. All teachers regardless of experience who are new to our school engage in the induction programme which runs for the full school year. A team of experienced teachers, some of whom have middle-leadership posts, designed the programme, which includes opportunities to identify and react to specific issues that are particular to each new teacher.

In the early sessions the main focus is on school culture, our expectations and the information the teachers need to know to hit the ground running in their classrooms. The focus then switches to teaching and learning and facilitating conversations which enable the inductees to share their experiences and learn from each other. We spend a lot of time modelling the honest and open conversations that we try to encourage in the sessions. The emphasis is on support and growth. Teachers are encouraged to share their experiences of classes where the plan didn't work out and mistakes were made, where they experimented with a new way of engaging with students and encouraging them to collaborate. Whether the results were positive or negative, the discussion is always rich and full of learning opportunities.

This space to allow teachers to share honestly is difficult to nurture but we have been heartened by the honest engagement of the teachers over the years. It has helped to create supportive relationships between teachers across departments. The discussions are often based on anonymised scenarios that have come to us from the teachers themselves. This allows everyone to contribute in a safe way without undue focus being on any particular teacher.

Furthermore, the sessions are used to help teachers to understand our school philosophy on teaching and learning. We train teachers in our BRIL programme (Building Resilient Independent Learners). This programme forms the basis of our SSE initiatives as we strive to improve teaching and learning in our school. Our BRIL programme is a hybrid of the learning habits which we adapted from Graham Powell's Learning Powered School Approach and the Instructional Leadership instructional skills/strategies/tactics as taught by Barrie Bennett. Teachers are asked to use effective pedagogical practice to give students the skills they need develop five key learning habits that we have prioritised. These habits are managing distractions, perseverance, planning, questioning and collaboration. It is our aim that these habits coupled with the instructional strategies and tactics will enable all students to take responsibility for their own learning. This is an ongoing project and the SSE process has given us the framework to keep it on our agenda in school.

In conclusion, through our teacher induction programme and our SSE engagement we have been able to provide teachers with a safe space to collaborate and work together without judgement while also maintaining the emphasis on improving teaching and learning for our students.

*Marie Sheehan***Deputy Principal, Coláiste an Chroí Naofa, Cork**

Sustainable Professional Learning in our School**Mr. Daithí Purcell****AP1, Carrigtwohill Community College**

I am delighted to have the opportunity to write this article by means of sharing how we are developing a sustainable professional learning in our school, Carrigtwohill Community College (CCC). CCC is a relatively new school, it is a school where teachers display excellent learning and teaching practices, and collaboration is at the heart of our journeys as teachers and learners. At the IL National Conference, I spoke about how I introduced a Teachmeet and how it has slowly become imbedded within the school. I now share this journey again with those of you who were unable to attend that event.

Prior to my appointment as an AP1, I witnessed collaboration on a daily basis, whether it was within subject department meeting or in casual chats with colleagues. However, I felt that a structured space where practices could be shared and discussed by colleagues would be of enormous benefit us all and ultimately to our students.

As a result, I led the development and facilitation of a series of Teachmeets. A Teachmeet is essentially an organised, structured yet informal short presentation made by a teacher to other members of staff, showcasing a methodology or resource which they find effective in their classrooms. Participation of staff is vital and participation takes two forms either presenting or attending. Given how time poor teachers are nowadays, it was important the Teachmeet was not too time intensive on either the presenters or attendees – so they are set to last 15 minutes.

In order to get presenters for the Teachmeet I initially approached all staff and explained the nuances of this collaborative practice. Given the culture in Carrigtwohill Community College I knew getting participants would be easy and I was not wrong. Our first Teachmeet took place in September 2022 and since then they take place every two weeks. At each Teachmeet, a member of staff presents, as lead I have presented myself, but my role mostly entails organising and providing the room and resources if necessary. Two key aspects of our Teachmeets are that they are not subject specific and that they are not pigeon holed into one specific professional learning theme. We have had presentations promoting student voice, peer work, differentiation, engagement and student motivation.

As a group, we reflect and decide which strategy or resource has been most effective over the previous few Teachmeets, and this strategy/tactic is shared with the full staff. The teacher who presented it at the Teachmeet will do a similar presentation to all staff at a staff meeting.

Evaluation is key to such a project to ensure it flourishes and progresses. My initial evaluative strategy was to give exit slips (using a Microsoft Form) to the participants at the end of each Teachmeet, posing simple questions about the effectiveness of the strategy/resource and how they might apply what was showcased in their own subject or anything they would like to see in the future etc. This has worked well and all feedback is taken on board. The impact of our Teachmeets is clear to see and it can be measured by increased attendance at our Teachmeets and the willingness of people to present. The collaborative discussions which come about after the presentation mean that the Teachmeet often goes well beyond the 15 minutes people have committed to which I feel is a fantastic measurement of its impact e.g., last February we had a Teachmeet where a teacher presented on a strategy she uses in her classroom; it was a simple yet innovative. The presentation lasted no more than two minutes but the discussion between presenter and attendees discussing it lasted 35 minutes. A 2-minute presentation led to 35 minutes of collaborative discussion, it was really powerful!

The benefits of these Teachmeets go beyond improving learning and teaching through collaboration. It has developed a leadership capacity in teachers through presenting their ideas or resources to other staff. Approval of their ideas received from their peers increases confidence and continues to promote a collaborative culture within the staff involved. This confidence should not be underestimated as James Eison (1990) justifies the importance of teacher confidence in his journal article Confidence in the classroom: Ten maxims for new teachers which states that the confident teacher is more likely to try new initiatives and inspire students further.

*Daithí Purcell***AP1, Carrigtwohill Community College, Cork**

Collaboration and School Culture

Ms. Niamh Campion

Deputy Principal, Naas Community College

What's all this talk about Collaboration?

Collaboration is a practice that is central to a school's culture for effective teaching and learning. The benefits of peer collaboration are clear. Hargreaves (1994, p.245) argues that peer collaboration can have many benefits in an educational setting. He suggests that collaboration not only increases moral support but also has a positive influence on increasing efficiency, effectiveness and reducing work overload. He also states that collaboration can help to promote confidence and teacher reflection. This view is also supported by Fullan (1993, p.34) who sees collaboration as a method of finding an insightful solution and encourages group action.

Collaboration in Naas Community College

In 2015 I was offered a great opportunity to take up the position as a Home Economics and Science teacher in a new school in Naas Co. Kildare, Naas Community College. As an eager young teacher this was the dream opportunity, a new school, new building (we eventually got there 7 years later!), autonomy over setting up two subject departments and a chance to be part of creating a new school culture. We would not have the age-old discussions of "This is how we have always done things and if it's not broken don't fix it". We could reinvent the wheel! So, I joined the NCC community on a bright sunny day in August 2015 and began what I can honestly say has been the most rewarding and exciting educational journey of my career.

We were not long in the school when as a staff we started asking the questions- What will define NCC? How can we support each other? How can we provide great teaching and learning? This prompted us to join the Kildare branch of TL21 which led to starting our Peer Collaboration project. Over the last 7 years it has evolved into the backbone of our school and has helped to create a culture which is centered around collaboration and celebrating teaching and learning. Our journey for collaboration started from two simply ideas:

1. No classroom door was to be closed. We have an open-door policy, let everyone hear the "Good Noise" coming from your classroom. Let's stir everyone's interest into what is going on in every classroom.
2. A traffic light system. A set of traffic lights went up outside every classroom and teachers were asked to indicate using the light system if they were open to having an observer in their class as follows:

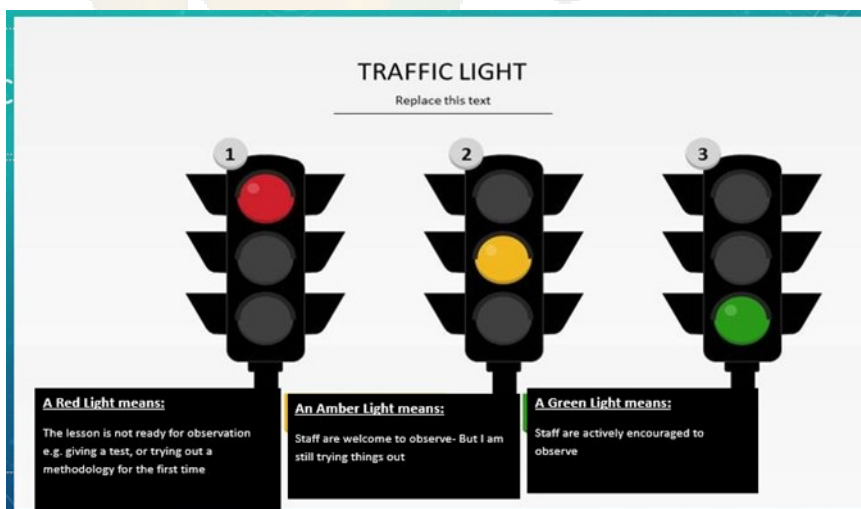


Figure 1: Information about the Traffic Light System used for Observations.

And so, began our journey into creating a culture of collaboration. It became the norm for teachers to observe each other. Sometimes this was on a scheduled basis and others were simply ad hoc. We encouraged teachers to display their “Green light” classes on a notice board in the staffroom as a way of inviting teachers in. Now I am not going to say that it was all plain sailing. At the start and even now some are still skeptical and unsure about how this observation works. The fact that we have allocated Croke Park hours to Teaching and learning each year is an indication of how much we in NCC value collaboration as a way of enhancing teacher and student learning. While we have added workshops to these hours the central part of these T&L CP hours is Peer Collaboration among staff.

Implementation Dip and Re-energizing

Like a lot of projects in schools our T&L journey hit an implementation dip around year 3 & 4. We were still in our original campus. Space was at a premium, prefabs had arrived, and our new building was nowhere to be seen. So, the interest in collaborating and observing dwindled. People no longer had the enthusiasm and interest they once had to share ideas. Some felt that the ideas being shared were all the same and we needed to do something new. We took this implementation dip as an opportunity to re-examine our school culture. We were open now for nearly 5 years. What are we good at? Where do we want to go? And so, began the process of re-examining our school culture. As Kruse S and Louis K. (2009) state “school culture is not static. It is constantly being assembled and shaped through interactions with others and by reflections on life and the world in general. Purposeful educators can re-boot and reshape it in ways that make schools into effective leading, teaching, and learning environments.” From this process we identified key areas to focus on in relation to teaching and learning which included:

1. Promoting positive examples of Teaching and learning within our own school
2. A re-examination of Croke Park hours associated with teaching and learning
3. Promoting our use of technology in the classroom

By taking a more focused approach we were able to re-energise the staff and bring teaching and learning back to the fore front of what we do in NCC.

So, what are we doing now?

In September 2021 we finally had the move to our new building in our sights. A move in date was being set so we took the opportunity to relaunch our Teaching and Learning programme. This started with a small core team being selected from staff who, together with myself, would work towards promoting all that is good about T&L in NCC. Our main objective was to celebrate our success, promote ourselves and have fun doing it! We now have a blog which has a number of different sections:

1. What is happening in NCC?
2. Newsletters
3. T&L Breakfast Mornings
4. What our Students say
5. What our staff say
6. Food for thought

A link to our blog can be found here: <https://sites.google.com/naascc.ie/ncc-teaching-and-learning-blog/home>.

We also have a bi-monthly newsletter which is published to coincide with our Teaching and Learning Weeks. These newsletters provide a snapshot of all things teaching and learning that have happened over the previous two months and allow use to celebrate it. Our Teaching and Learning weeks incorporate a breakfast morning where staff can come and share ideas on different T&L topics and get advice from their peers over a cup of coffee and a croissant. We try and theme each week for example we have a technology week, a wellbeing in T&L week, An Education Support week and we will finish the year with a celebration week to summarise all the good examples of T&L that have happened over the year.

But for collaboration to truly work we cannot simply take the ideas and values of a core team. We need to talk to the whole school community. As a team we are very conscious to get feedback from staff at the end of each teaching and learning week so that we can best provide support for teachers which is the heart of good collaboration. It is from this feedback that we have adapted and added to our T&L programme. We now offer lunchtime workshops during T&L week focussing on IL strategies and tactics voted for by our teachers. The most recent of these was in January and it centred around the use of PWIM and Teams Games Tournament. From staff feedback we learned that they felt good practice in teaching and learning should be recognised in a strong, positive way within the school. So now we have a T&L Shout out board in the staffroom where teachers can put up an anonymous comment praising other teachers work.



Figure 2: NCC T&L Board and Shout out Wall

We also give spot prizes over the course of our T&L week. These have helped to create a bit of spirited competition among subject departments and have started more conversations about T&L in the staffroom.

But our major obstacle was still teacher “buy-in”. You can have all the prizes in the world, but teachers time is precious. So, we re-adjusted our Croke Park hours allocation. We now have 3.5hours allocated to teaching and learning which is broken down as follows:

- 2 X 1hour- observation of another teacher’s class
- 2 X 15min professional conversations (recorded on google forms)
- 1 X 30min Breakfast morning (5 in the year to pick from)

So, what now?

In March 2022 we finally moved into our new state of the art building in Millennium Park in Naas. No longer have we the excuse of no space- the world is now our oyster but where do we want to go and what do we want to achieve? Well, the answer is simple- we want to keep pushing the boundaries, we want to keep celebrating excellence and we want to be an example to other schools. We want to share our ideas and encourage other schools to share their ideas and stories with us. In my role as Deputy Principal, I do not pretend to know it all- but I do feel passionate about building up the confidence of teachers to give students the best teaching and learning experience possible. I believe that the best way to do this is through creating a supportive and collaborative environment in the school. It is my hope that the Teaching and Learning Team can foster this culture of sharing and supporting each other through our initiatives and focus weeks throughout the year. But teaching and learning is not the job of just a few individuals, it involves everyone. There are amazing things happening not just in NCC (just look at our blog!) but in every school. We need to celebrate this and learn from each other, that is where the true professional development comes from. Not always from the “Experts” who come in and give advice, but from our peers who are engaging with the same students’ day in day out. It is my hope that NCC can become a centre for in-house CPD and a leading example for innovative teaching and learning nationally and who knows maybe someday internationally.

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Niamh Campion

Deputy Principal, Naas Community College

'Reflecting On Our Journey As Instructional Leaders'

Marise Carr McLoughlin and Joan Kelly

Skerries Community College

Our introduction to the Instructional Leadership Programme began with the 'Learner Voice Project' in 2020. As middle leaders in the College, it provided us with a great opportunity to promote students talking about learning, teaching and assessment in the classroom. Through the project, we encouraged the students in Skerries CC to use their voice to enhance their own learning.



From this, we then commenced our studies on the full programme in October 2022 along with our Deputy Principal Mr John Paul Reilly. We considered ourselves to be competent experienced teachers but were eager to dust off cobwebs and enrich our teaching in the classroom.

Reflecting on our learning from IL and how it has impacted on our classroom practice:

After our first IL session in October 2022, and as a pilot among ourselves as an IL team, we decided to introduce graphic organisers, placemats, and student white boards in our classrooms. We suspected it would be of huge benefit to our students, but we wanted to measure how they reacted to it and how beneficial they found it to their learning, before we rolled it out among a larger group of teachers through our teaching and learning team.

Our findings proved that the use of graphic organisers had greatly helped to guide our students in structured reflection on new content and learning. Equally, it provided an excellent approach to quickly check student understanding. We have found we can easily adapt and modify them to meet the needs of students in a variety of situations.

At our second IL session in March 2023, we learned that higher quality results are achieved when one organiser/placemat is shared by a small group of students (2/3) with diverse abilities and learning preferences. We learned from Barrie Bennett, that leadership is best distributed within the group with each student having a role to fulfil e.g., recorder, timekeeper, checker, scout, summariser. From this learning, we will endeavour to bring this into our use of graphic organisers over the next few weeks.

Reflecting on IL and how it has enhanced teacher collaborative learning at Skerries Community College

After Christmas, Joan set up the new Teaching and Learning Team in the College. It has proved to be a great an opportunity for our teachers to come together and discuss strategies in a collaborative setting. This term the focus is on a pilot called 'Teachers Supporting Teachers'. Each teacher in the T&L team pairs off with another teacher in the group. Teachers visit each other's classes to observe an agreed area of focus. They are asked to note two 'takeaways' to bring back to their own class and make one recommendation (if agreed upon) to the teacher whose class they visited. The whole process involves chat, observation, reflection, implementation, and feedback. Two visits will take place before the summer holidays. We are very excited about this pilot programme and looking forward to our meeting at the end of the year where we will share our reflections.

The IL Programme has provided us with a fantastic opportunity to stop, think and reflect on our current practices. It has given us a wonderful opportunity for meaningful reflection. To step back and honestly look at what we are doing in our classrooms. The IL Programme is highlighting to us the need to carve out space for ourselves as educators and the importance of building a team of instructional leaders within Skerries Community College.

Marise Carr McLoughlin and Joan Kelly

Skerries Community College

Team Based Learning

The IL Steering Committee is delighted to be collaborating with Dr Zachary Walker to provide schools, at primary and post-primary levels, with the opportunity to develop their skills and knowledge of Team Based Learning (TBL).

The first Cohort commenced their journey of learning in January 2023, and graduate in December 2023, having completed three full-day workshops. We are delighted to work with the 113 teachers and school leaders, all of whom are engaging with us in professional reflection in and between workshops.

The TBL professional learning experience is deeply rooted within our professional learning framework – Cosán, as we learn collaboratively, in a workshop external to the school in a formal and informal manner. It is situated in the learning areas of inclusion and leading learning, with professional reflection activities facilitating deeper learning opportunities.

Specifically, TBL is a collaborative learning and teaching strategy that enables people to follow a structured process to enhance student engagement and the quality of student or trainee learning. Team-based learning methodology can be used in any classroom or training sessions at school or in the workplace. Team-based learning consists of modules that can be taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise. It consists of five essential components, with an optional last stage.



The five essential components are as follows:

1. Individual pre-work
2. Individual Readiness Assurance Test (IRAT)
3. Team Readiness Assurance Test (TRAT)
4. Clarification session
5. Application exercises & Peer evaluation (optional)



Below, is a reflection by Seán Dowling, Coláiste Aindriú, Carlow on his experience and practice of TBL to date.

Coláiste Aindriú, Bagnalstown, Co. Carlow – Reflecting on Our Experience

My learning:

Team-based learning (TBL) is a pedagogical strategy that engages student knowledge through individual testing and group collaboration. Following individual answers, students join pre-arranged teams and work through problems, appealing when they are incorrect. Students complete pre-reading outside of the classroom, this can be done in several different ways, for example through reading, Podcasts and other forms of media.

In the classroom they then complete an Individual readiness assessment (iRAT) which can be given in the form of a MCQ, labelling a diagram etc. Having completed the iRAT students then turn in their individual tests, students then take the exact same tests again, and must come to a consensus on their team's answers. Students are put into teams of 5-7 students in which student characteristics that make the course easier or more difficult are spread as evenly as possible across teams that last the entire term. This is known as a Team readiness assessment test (tRAT) and gives students an opportunity to develop their communication skills, problem solving skills and self-assessment skills working together as a group to answer the assessment. Students then get a chance to appeal any question they may have answered incorrectly through means of the appeal process. They can pull out their course materials and generate written appeals, which must consist of (a) a clear statement of argument, and (b) evidence cited from the preparation materials. After completing the four step Readiness assurance process (pre reading, iRAT, tRAT and appeals) the teacher can target information that the tRat scores show the students do not yet understand.

My experience:

I tried out the team-based learning recently with my first-year science group. The topic was Solids, Liquids and Gases. Their pre-learning was completed in class by watching An introductory video on the topic. Students were required to take down the ten most important points they learned from the video.

Students were then issued with the iRAT, which consisted of 10 multi choice questions. They completed this activity on their own.

Teams were carefully selected with a mixture of levels in each team. Personalities were also taken into consideration. The tRAT was given. The students were provided time to discuss their answers.

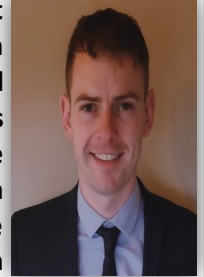
In the next class the students (in the same teams) were given equipment and asked to plan an experiment, they were asked to predict the outcome and link back to the theory. This worked really well. It was an interesting way of getting students to fully engage with the topic. Our main challenge with TBL was the time it took to put the questions together, but then again, we now have a record of these questions from which we can draw upon in the future and to which we can add as we continue to implement TBL as an effective strategy.

Seán Dowling

Coláiste Aindriú, Bagnalstown, Co. Carlow.

**Dr Joseph A. Moynihan**

Dr Joseph A. Moynihan is Director of the Educational Leadership Post Grad Programme and Lecturer at the School of Education, University College Cork (UCC). He is also a qualified coach having completed an MSc in Coaching in UCC in 2022.

**Mr. Coran Swayne**

Mr Coran Swayne is an Assistant Principal and Autism Classroom Teacher in Brooklodge National School, Glanmire, Cork. Coran holds a B.Ed from Mary Immaculate College and a Postgraduate Diploma in Educational Leadership (UCC). He is a current Masters in Education student (UCC).

Collegial Partnership Coaching: Sustainable Professional Learning for Irish Educators in Irish Schools

Reflecting upon the theme of this year's Instructional Leadership (IL) National Conference, a great deal of overlap exists with that theme and our emerging model of Professional Learning known as **Collegial Partnership Coaching**, or CPC for short! CPC is intended to be a sustainable professional learning model, which harnesses the dual power of partnership and professional relationships. As suggested by the title, CPC is a bespoke Irish iteration of educational coaching, a form of on-site professional learning which is laterally directed, which seeks to empower teachers to reach their potential and which is driven by educators' "desire to make a difference to student learning" (Creasy and Paterson, 2005).

CPC: A background

CPC takes an Irish perspective on coaching, a global phenomenon which transcends both professional learning and education itself. The emerging definition of CPC foregrounds the trusting partnerships colleagues have within the dynamics of professional learning, and applies a coaching approach to the formal and informal conversations we have around our educative practice. As pointed out during the conference, this definition is a working one. It will be continually informed by the participants from two pilot schools currently participating within the associated research project, which has been supported by The Teaching Council through the John Coolahan Research Support Framework.

CPC: Cosán in practice

CPC aligns with the broader understandings of teacher learning espoused within Cosán as it provides educators with a truly collaborative and self-directed approach to professional learning. At the conference Carmel Kearns, Head of Teachers' Learning and Research in The Teaching Council, remarked that Cosán is our framework for teacher learning, the ideals of which can be realised by teacher-led professional learning activities such as coaching. CPC very much aligns with this vision and delivers a professional learning approach with teachers at the core, one which looks inward to our schools and harnesses the power, potential and partnership within. Improvement need not always be driven by external experts, and can instead be led by the talented, knowledgeable and passionate educators already working within our schools.

CPC: An Emerging Model

In time, CPC will stand on its own two feet as a professional learning model. It will be supported by professional learning courses currently being designed in University College Cork and will be informed by a range of research projects, including the one we spoke about at the IL conference. Moreover, it is intended that a raft of further research will emerge in the coming years. For now though, CPC is supported by a myriad of best practice.

approaches from the international context wherein coaching already enjoys a distinguished position on the global educative stage. At the IL National Conference, a hands-on and energetic coaching triads session was developed to offer attendees an opportunity to engage in coaching conversations from three differing perspectives as coach, coachee and observer. Using an adaptation of Whitmore's GROW model, a flexible conversational structure, participants dipped their toes in the metaphorical waters of coaching and a palpable energy rippled across the room.

Directive and Non-Directive

One fascinating outcome that emerged from this activity was that attendees at the conference expressed their struggle to maintain a curiosity standpoint and resisting the urge to share their ideas. The literature informs us that coaching is all about active listening and asking quality questions and that coaching is intended as a non-directive approach to professional learning. This identity shift will certainly cause tensions for the teacher, and it was very interesting indeed that this particular tension quickly emerged at the IL National Conference. During the introductory presentation, a graphic was displayed for attendees, showing a conversational continuum which plots coaching on one side and mentoring on the other. In short, mentoring is more about telling and advising the mentee, while coaching, alternatively, is more about asking questions of and listening intently to the coachee. What can serve as a source of confusion, if not frustration, is that there is a definitive overlap with coaching and mentoring around the mid-point on that continuum. Many will argue that in mentoring, there is a time and place where the mentor will endeavour to raise awareness within the mentee through effective questioning and active listening. In coaching, when a person is genuinely unfamiliar with a situation or lacks the necessary experience and confidence, it can be comforting and helpful to hear about another person's experiences (here, the coach) that are shared with the pure intention of establishing the relationship (Garvey, 2018). Garvey argues that such an exchange has the capacity to promote empathy and strengthen the bond between the two individuals. Both coaching and mentoring are ultimately built upon strong and trusting relationships. The fact remains, however, that the key focus of coaching is that raising of awareness within teachers and supporting them to find their own answers. Michael Bungay Stanier (2020) outlines that adopting a coaching way of being involves resisting the rush to action which he describes as "the advice trap"- the need we sometimes feel to offer our own solution to our colleagues' problems. Instead, by adopting a coaching mindset and staying curious for just a little bit longer in our daily professional interactions, we can empower those around us to come up with, and act upon, their own solutions. Coaching complements, and even augments, the sustainable professional learning cultures needed within our schools through harnessing the innate desire, skills, and abilities within teachers to improve upon their practice with the goal of doing their absolute best for their students.

In closing, thank you to the IL Committee for inviting us to present at this year's conference and to the amazing delegates whose participation made it all so worthwhile.

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Peer Instructional Coaching and Conferencing

Dr Rebecca Saunders,

Assistant Professor, Mary Immaculate College



I first came across peer coaching and conferencing in 2005, whilst managing the Instructional Intelligence Professional Learning Programme in Perth, Australia. Barrie Bennett introduced us to Madeline Hunter's conferencing models and we learnt how to use these to support each other as we developed our newfound instructional skills. Barrie also shared his work with Bruce Joyce and Beverly Showers, which highlighted the power of peer coaching (teachers supporting teachers) as a process to support instructional change initiatives. As the table below shows, when peer coaching is combined with other training components it has a significant impact on helping teachers transfer what they learn in workshops into practice; as a result, the likelihood of sustaining change is increased.

Training components and attainment of outcomes in terms of % of participants Joyce and Showers (2002)			
Training Components	Knowledge of Content	Skill Implementation	Classroom Application
Study of Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice	60%	60%	5%
Peer Coaching	95%	95%	95%

Source: Joyce, B. & Showers, B. (2002) Student achievement through staff development. 3rd ed. London: Longman.

An aspect of my own doctoral research explored peer coaching and conferencing as part of the Instructional Intelligence Professional Learning Programme. Teachers found supporting each other in these sessions to be one of the most beneficial aspects of the programme. They reported it provided a much-needed structured, collaborative safe space for professional conversations about developing instruction and helped reduce their feelings of "implementation isolation" in the school. My own doctoral students also exploring peer coaching as part of school-based change initiatives, are hearing similar stories from their research participants.

So what is it and how does it work? The figure below outlines the broad similarities and differences between peer coaching and conferencing, but both are powerful tools to help create highly collaborative teacher led, sustainable instructional change.

Peer Instructional	
Coaching	Conferencing
Consists of three 'types' of coaching dialogue: Planning focused Solution focused Reflection focused	Consists of five 'types' of conferencing models: A – Non-Evaluative B – Generating Options C – Problem Solving D – Evaluative E – Professional Growth
May or may not invite peer into classroom	Usually invites peer into classroom
May or may not use criteria (rubrics, critical attribute list) to guide the dialogue	Uses criteria (rubrics, critical attribute list) to guide the conference
May or may not use data during the dialogue	Uses data gathered by peer during the conference
Peers select who they want to work with and set their own goals	
Peers work intentionally to support one and other in instructional change	
A framework is used to help guide peers through the process	
Peers refine and use specific interpersonal skills, such as active listening, open questioning, paraphrasing and wait time	
Peers develop positive relationships and work to build trust and empathy	

Over the years, I've been privileged to work with many schools and colleges, to help them establish their own culture of coaching and conferencing. The wisdom they have shared with me is to, 'start small' and in the beginning work with volunteer early adopters, try pilot programs and work as a team to co-create an approach that best works in your organisation, stick to the models and use the processes respectfully, remain positive and use 'creative timetabling' (their words not mine!) to support teachers to engage in coaching sessions.

It takes time and commitment to establish a culture of peer coaching and conferencing and building trust and safety is essential - especially in the early stages, but schools always adapt and refine the approaches to best suit their context and specific purposes. As momentum builds, the benefits of working in a highly collaborative, positive space, focused on teacher led professional growth are well worth the investment for schools, individual teachers and most importantly for our students.



Peer Instructional Conferencing and Coaching Programme



Facilitator: Dr Rebecca Saunders, Assistant Professor in Education, Mary Immaculate College

Peer Instructional Conferencing and Coaching Programme Overview

The Peer Instructional Conferencing and Coaching Programme is designed to provide teachers with skills to develop positive coaching relationships with peers in order to help them make sustained change in their professional practice. It has been specifically developed for teachers who have successfully completed the IL Programme and wish to extend their professional skills and knowledge, and for schools that wish to support sustainable whole school instructional change initiatives.

No previous knowledge or experience of coaching or conferencing is needed. The programme explores two distinct models, peer coaching and peer instructional conferencing and aims to meet the needs of teachers working in a range of contexts.

The peer coaching model embodies three different coaching dialogues which can be used to help individuals forward plan, identify solutions to problems and reflect on situations, relationships, or issues. The peer instructional conferencing model, taken from Madeline Hunter's work on the clinical supervision of teaching, incorporates five different types of conferences designed to help teachers develop and refine their use of instructional practice and increase their professional expertise.

Objectives

At the end of the programme participants will be able to:

- Understand the basic skills of peer coaching and the role of the coach.
- Apply a range of peer coaching and conferencing communication skills and apply them ethically and sensitively.
- Understand and lead peer coaching sessions for different purposes and reflect on the process.
- Identify the purpose and use of peer instructional conferencing.
- Apply peer instructional conferencing communication techniques in a positive and supportive manner.
- Lead and reflect upon the use of the following peer instructional conferencing models:

- 1) Conference A – Non-Evaluative
- 2) Conference B – Generating Options
- 3) Conference C – Problem Solving
- 4) Conference D – Evaluative
- 5) Conference E – Professional Growth

Programme Outline Dates & Venue

<p>Session 1</p> <p>Thursday 21st September 2023 & Friday 22nd September 2023</p> <p>Mount Wolseley Hotel, Carlow</p>	<p>Introduction to Peer Instructional Coaching and Conferencing</p> <ul style="list-style-type: none"> • Introduction to peer instructional coaching and conferencing <ul style="list-style-type: none"> • Introduction to coaching conversations • Understanding the psychology of coaching • Developing coaching communication skills <ul style="list-style-type: none"> • Navigating coaching conversations
<p>Session 2</p> <p>Thursday 18th January 2024 & Friday 19th January 2024</p> <p>Mount Wolseley Hotel, Carlow</p>	<p>Working with peer instructional coaching and conferencing: Part 1</p> <ul style="list-style-type: none"> • Applying and refining the coaching conversational skills • The ethics and appropriate use of instructional conferencing and conferencing <ul style="list-style-type: none"> • Identifying critical attributes of instructional skills, tactics, and strategies • Introduction to the five instructional conferencing models with a focus on: <ul style="list-style-type: none"> □ Instructional conference A – Non-Evaluative
<p>Session 3</p> <p>Tuesday 16th May 2024 & Wednesday 17th May 2024</p> <p>Mount Wolseley Hotel, Carlow</p>	<p>Working with peer instructional coaching and conferencing: Part 2</p> <ul style="list-style-type: none"> • Exploration and application of: <ul style="list-style-type: none"> □ Instructional conference B – Generating Options □ Instructional conference C – Problem Solving □ Instructional conference D – Evaluative □ Instructional conference E – Professional Growth • Establishing a positive and supportive peer coaching and conferencing culture in your school • Using peer coaching and conferencing to support sustainable professional learning at your school. <ul style="list-style-type: none"> • Trouble shooting common problems.

Programme Requirements

- The programme will run over three sessions, between September 2023 and May 2024. Each session will be of a 2-day duration and participants are required to attend all three sessions.
 - Instructional Leadership Teams: Minimum Registration of 3 per school (to include one member of the Senior Management Team)
 - All participants are required to have successfully completed the Instructional Leadership Programme.
 - Participants are required to practice coaching and conferencing sessions with peers between sessions.
 - Participants will be required to keep a record of each coaching and conferencing session and undertake self-reflection on their learning and development throughout the duration of the programme.
- Participants will also be required to complete pre-reading material related to coaching and conferencing before each workshop.

Email: admin@instructionalleadership.ie

Professional Reflection

What? So What? Now What? - Rolfe et al.'s (2001) Reflective Model

Name:

What?

What was / were the key learning/s for you when working as part of a team on this project?

So What?

So, what does this mean for you? What did you learn about yourself?

Now what?

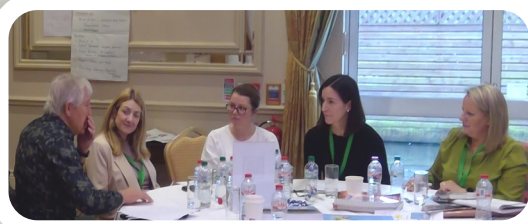
Now what are the implications for you in the future? How will you build / improve / consolidate or change your practice as a result of what you have learnt?



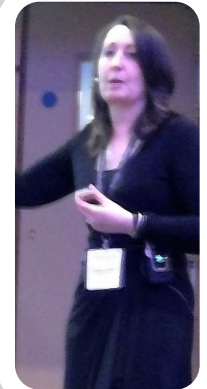
Team Based Learning Session 1
17th January 2023



IL Programme—Cohort 13, 14 & 15
March 2023

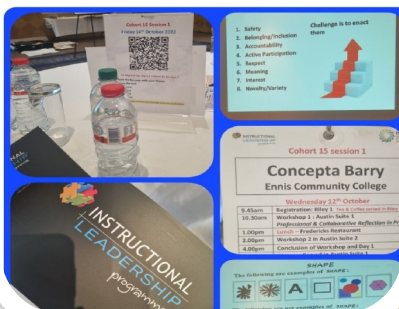


IL National Conference 2023
Friday 24th & Saturday 25th February





What a wonderful few days with Professor Barrie Bennett exploring concept attainment, group formation and the power of wait time and much much more. Thoroughly enjoyable few days. Can't wait for session 2. @ILProgramme @TeachingCouncil @an_cosan #Cohort15



Feeling inspired by the many nuggets of excellence I took away from today's @ILProgramme conference facilitated by the incredible @drzacharywalker. Grateful for the opportunity to collaborate, engage and learn with fellow educators @ETBIreland 'Be what you want to see'



1984-First 3rd level online classes.
1997-First fully online primary & secondary school.
2020-we HAD to do online classes!

"Innovation is changing before you have to".

Excellent conference with @drzacharywalker, lots to think about! @ILProgramme @ETBIreland

10:00 - 13 Jun 22 · Twitter for iPhone



Great to be in Mount Wolseley today at @ILProgramme @ETBIreland . It was very interesting as a school to reflect on "Connecting, Collaborating and Co-Creating the Future as a Team" with @drzacharywalker #studentvoice #leadinglearning #future @DDLETBColleges



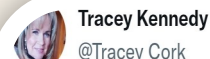
What Twitter is saying about ILP



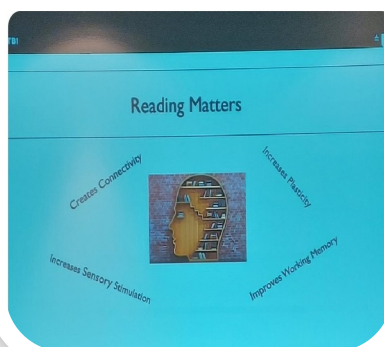
Dr Rebecca Saunders outlining the Research Plan for the ILP research on the impact of professional reflection on teachers' instructional leadership learning and practice as they engage with the ILP between Oct 2022 and March 2024 (Cohort 15)



Working on more concept attainment strategies and group formation ideas with an emphasis on creating Safety in the classroom for students with Barrie Bennett @ILProgramme today.



"If I were starting a new school from scratch, we'd be doing lots of this" - Zachary Walker @ILProgramme @ETBIreland



Excited to be in Ireland today with @ETBIreland working with 100 Instructional Leaders on Teaching and Learning. The Mount Wolesley Hotel is incredible and the room is set for a great day.



IL Programme October 2023 Schedule		
Cohort 13	Session 4	Monday 2nd October to Wednesday 4th October
Cohort 14	Session 4	Wednesday 4th October to Friday 6th October
Cohort 15	Session 3	Monday 9th October to Wednesday 11th October

Support for Graduates of the Instructional Leadership Programme



- ▶ The Instructional Leadership Programme is deeply embedded in supporting collaborative and reflective practice. We are looking for people to share their classroom practices and experiences at our online IL Teach Meets, by facilitating a 10 - 15 minute presentation or workshop.

Are you interested?

- ▶ If yes, please scan the QR code and fill in your details. A member of the steering committee will be in contact with you.

▶ <https://forms.office.com/e/xGBvrdpvgF>



Instructional Leadership Summer Course for Primary School Teachers

Where: Limerick Education Centre

When: July 3rd-7th 2023

Are you a primary school teacher who wants to rejuvenate your teaching approaches and improve the learning experiences of your pupils? If yes, then this is the course for you!

Instructional Leadership is a Professional Development Programme which was developed by Canadian academic, Barrie Bennett, to enhance teachers' learning and teaching repertoires. As a programme, it has been described as leading 'a transformation in teaching and learning' across the country. NOW is the time to initiate and introduce this exciting approach into our primary school classrooms.

Enrol to ensure you're prepared with a toolkit of powerful new strategies for September!

Email: admin@instructionalleadership.ie



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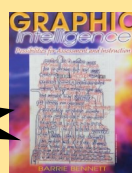
Instructional Expertise:

Conversations with Myself and Others



Books available
for Sale

Graphic Intelligence



Instructional Expertise: Conversations with Myself and Others—Cost: €70 plus €10 P&P

Graphic Intelligence —Cost: €80 plus €10 P&P



Have you a query or looking
for information?

Click on our website

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Please check our website for regular updates & Information, Thank you.

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