

LEADING TEACHING AND LEARNING

INTRODUCTION TO SCHOOL LEADERSHIP

14TH OCTOBER 2025

LEARNING OUTCOMES

LAOS –

Leadership and Management-Teaching and Learning

SSE –Teaching and Learning

Exploring our Charter

Learner Agency

Good practice- Teaching and Learning

Reflection sheet-Developing skills through action

TONIGHT'S TIMETABLE



7:00 Introductions—
Reflection-



Short breakout chat



7:10 – Slides



7:20 –Breakout &
Feedback



7:40 –Slides



8:10 – Break



8:20 – Slides

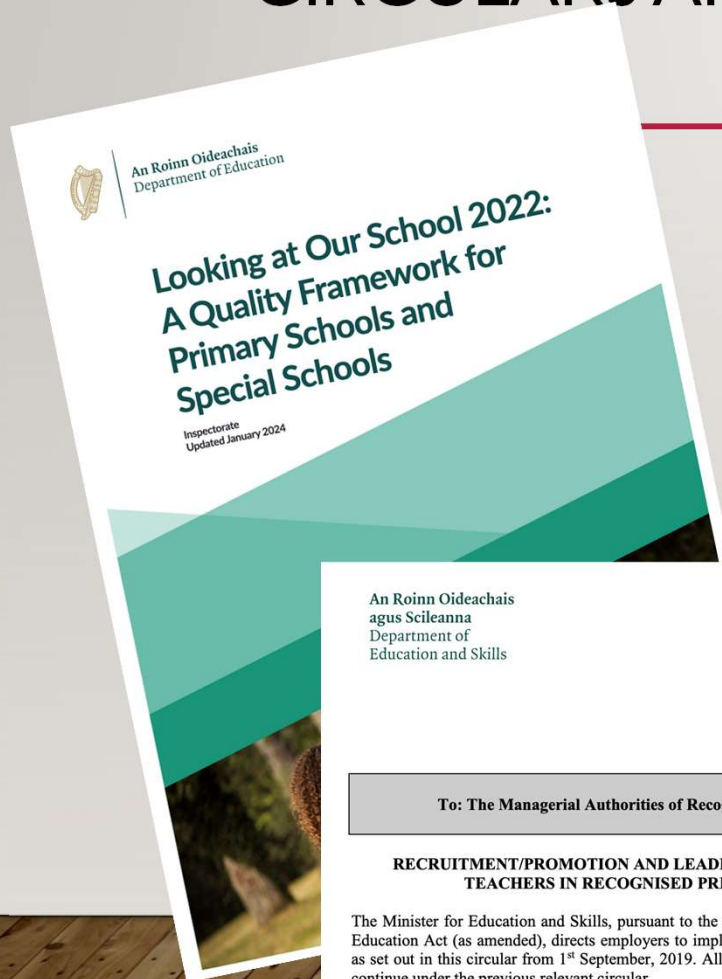


8.30 – Breakout



9:00 – Finish

CIRCULARS AND LAOS 2022



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

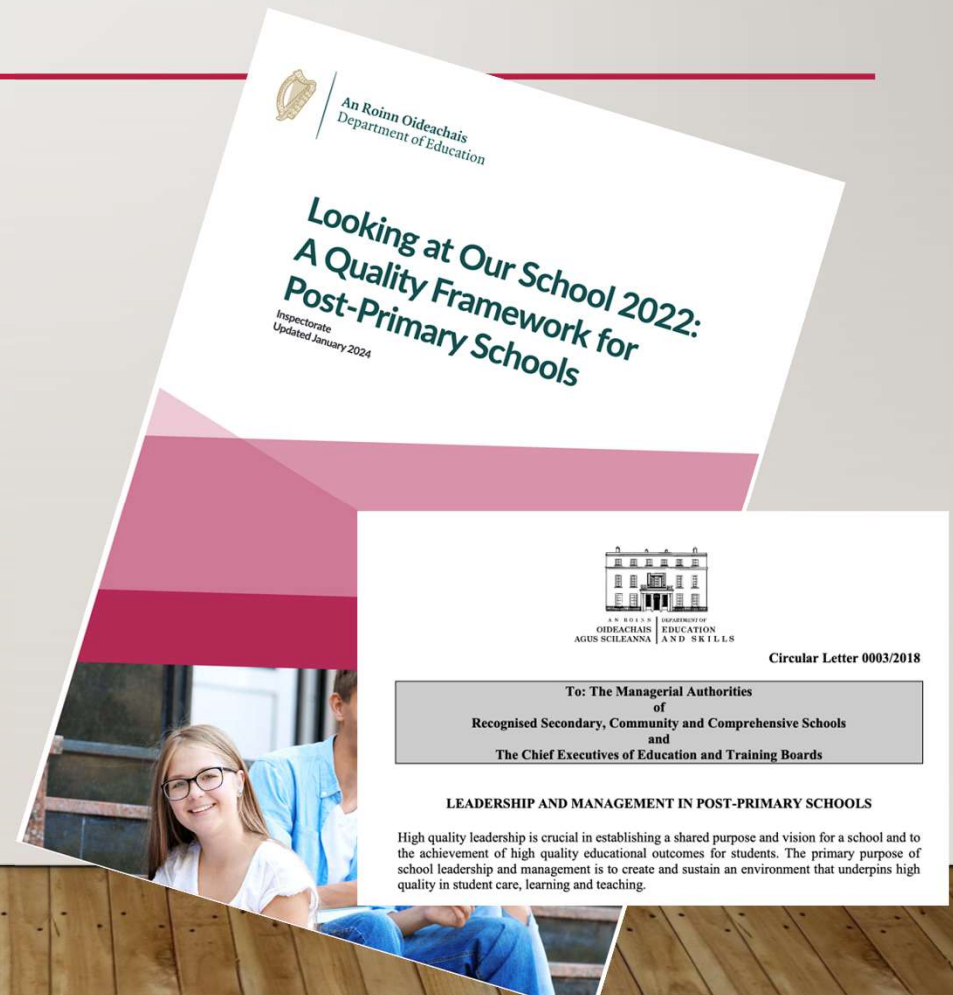


Circular 0044/2019

To: The Managerial Authorities of Recognised Primary Schools

**RECRUITMENT/PROMOTION AND LEADERSHIP FOR REGISTERED
TEACHERS IN RECOGNISED PRIMARY SCHOOLS**

The Minister for Education and Skills, pursuant to the power contained in Section 24 of the Education Act (as amended), directs employers to implement the regulations and procedures as set out in this circular from 1st September, 2019. All posts advertised before this date will continue under the previous relevant circular.




AN ROINN OIDEACHAIS | DEPARTMENT OF
EDUCATION AND SKILLS

Circular Letter 0003/2018

**To: The Managerial Authorities
of
Recognised Secondary, Community and Comprehensive Schools
and
The Chief Executives of Education and Training Boards**

LEADERSHIP AND MANAGEMENT IN POST-PRIMARY SCHOOLS

High quality leadership is crucial in establishing a shared purpose and vision for a school and to the achievement of high quality educational outcomes for students. The primary purpose of school leadership and management is to create and sustain an environment that underpins high quality in student care, learning and teaching.

LAOS 2022

- What do you know about The LAOS Document?
- Breakout Room

LOOKING AT OUR SCHOOL 2022



An Roinn Oideachais
Department of Education

- Focus on 2 Dimensions
 - Teaching & Learning
 - Leadership & Management
- The L&M dimension will be fundamental to appointments to AP, DP and Principal positions
- The inspectorate has indicated that LAOS will inform all external evaluations and should also be used for SSE
- Every teacher must become familiar with its contents
- Similar in primary and post-primary sectors

Looking at Our School 2022: A Quality Framework for Primary Schools and Special Schools

Inspectorate
August 2022



An Roinn Oideachais
Department of Education

Looking at Our School 2022: A Quality Framework for Post-Primary Schools

Inspectorate
August 2022



DOMAINS

The Framework presents four domains within the dimension of **learning and teaching**



- Learner outcomes



- Learner experiences



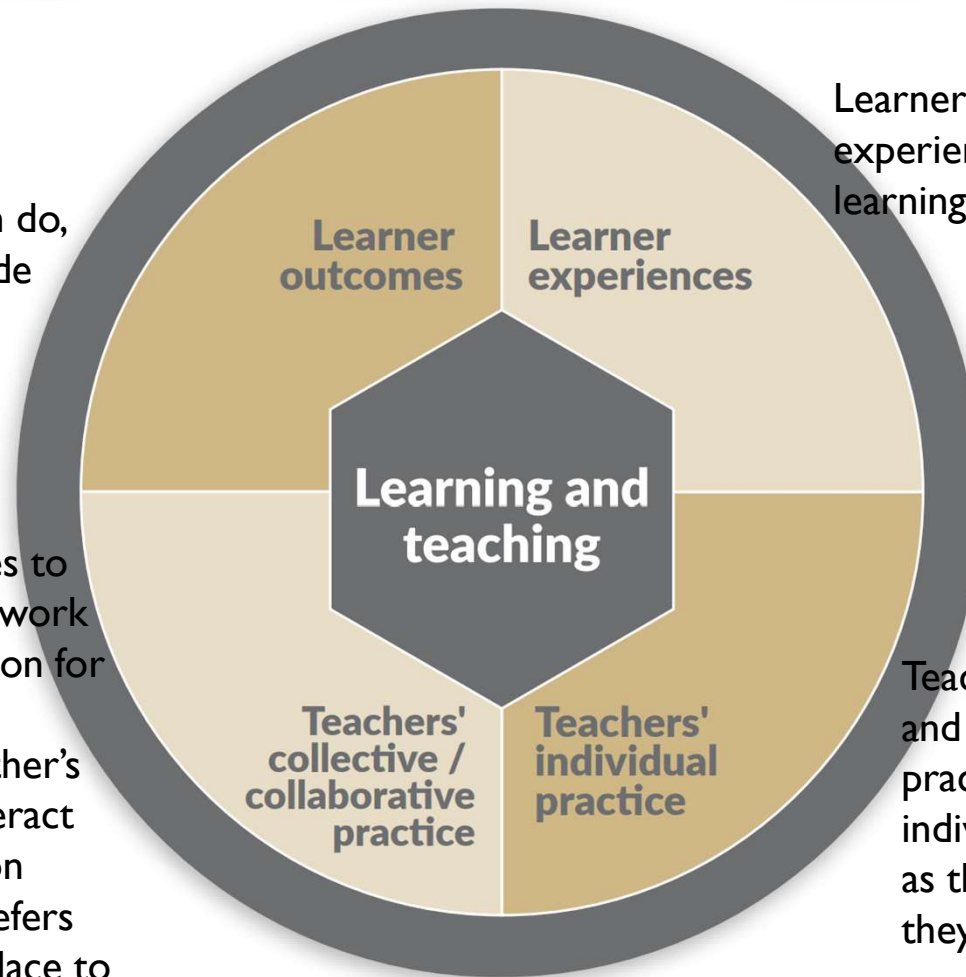
- Teachers' individual practice



- Teachers' collective / collaborative practice

Learner outcomes relates to what the learner knows or can do, and what their attitude to learning is.

Learner experiences relates to the kind of experiences the learner has when they are learning.



Teachers' collective / collaborative practice relates to the ways in which teachers work together to improve provision for students. It refers to how teachers learn from each other's expertise and how they interact with each other to reflect on their own practice. It also refers to the systems that are in place to enable them to discuss students' learning, and to share knowledge, ideas and resources.

Teachers' individual practice relates to teachers and how they teach. The term 'individual practice' is used because it focuses on the individual practices of the teacher in areas such as their preparation, their methods and how they respond to students' needs.

	Domains	Standards
Teaching and Learning	Learner outcomes	Students: enjoy their learning, are motivated to learn, and expect to achieve as learners have the necessary knowledge, skills and attitudes to understand themselves and their relationships demonstrate the knowledge, skills and understanding required by the post-primary curriculum attain the stated learning outcomes for each subject, course and programme
	Learner experiences	Students: engage purposefully in meaningful learning activities grow as learners through respectful interactions and experiences that are challenging and supportive reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning experience opportunities to develop the skills and attitudes necessary for lifelong learning
	Teachers' individual practice	The teacher: has the requisite subject knowledge, pedagogical knowledge and classroom management skills selects and uses planning, preparation and assessment practices that progress students' learning selects and uses teaching approaches appropriate to the learning intention and to students' learning needs responds to individual learning needs and differentiates learning and teaching activities as necessary
	Teachers' collective / collaborative practice	Teachers: value and engage in professional learning and professional collaboration work together to devise learning opportunities for students across and beyond the curriculum collectively develop and implement consistent and dependable formative and summative assessment practices contribute to building whole-staff capacity by sharing their expertise

DIMENSION: LEADERSHIP AND MANAGEMENT

4 Domains



School Leaders	promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment (1.1)
My example(s)	
School Leaders	foster a commitment to inclusion, equality of opportunity and the holistic development of each pupil (1.2)
My example(s)	
School Leaders	manage the planning and implementation of the school curriculum (1.3)
My example(s)	
School Leaders	foster teacher professional learning that enriches teachers' and pupils' learning (1.4)
My example(s)	

LEADING TEACHING AND LEARNING STANDARDS FROM LAOS 22

School leaders should:

Promote a **culture** of reflection, improvement, collaboration, innovation and creativity in learning.

Foster a commitment to inclusion, equality of opportunity and holistic development of each student.

Manage the planning and implementation of the school curriculum.

Foster teacher professional learning that enriches teachers' practice and students' learning

In what ways do you promote a culture of holistic development within your school, with a particular focus on your leadership in learning and teaching?

How do you promote a culture of reflection, continuous improvement, collaboration, innovation, and creativity in teaching and learning within your school?

Breakout room

DEVELOPING LEADERSHIP: REFLECTION/IMPROVEMENT/COLLABORATION/INNOVATION AND CREATIVITY

Creative and innovative thus improving learning outcomes for all incorporating diverse learning styles.

School policy development.

Culture of reflection in learning and teaching.

Lead others to strive for improved learning outcomes.

Discuss and share effective innovative teaching /learning and assessment practices with others.

Effective use of digital technologies in teaching and learning.AI/Digital Plan.



PROMOTE A CULTURE OF REFLECTION, IMPROVEMENT, COLLABORATION, INNOVATION AND CREATIVITY IN LEARNING.

Leaders foster a culture of reflection, learning and creativity. They generally have high expectations for students and lead staff in striving for improved outcomes. They support reflective practice and promote a culture of improvement.

Leaders use the SSE process to encourage teaching that is engaging and challenging, to support the inclusion of student and parent participation in policy development around learning and teaching and to enable all students to become active and motivated learners.

Leaders develop their learning teaching and assessment practices, share and discuss practices that have proven successful at improving students' learning.

Leaders imbed the use of digital technologies in their learning, teaching and assessment practices and regularly evaluate the effectiveness of the use of these technologies.

A leader actively promotes innovation and creativity. They welcome and celebrate individual contributions and achievements.

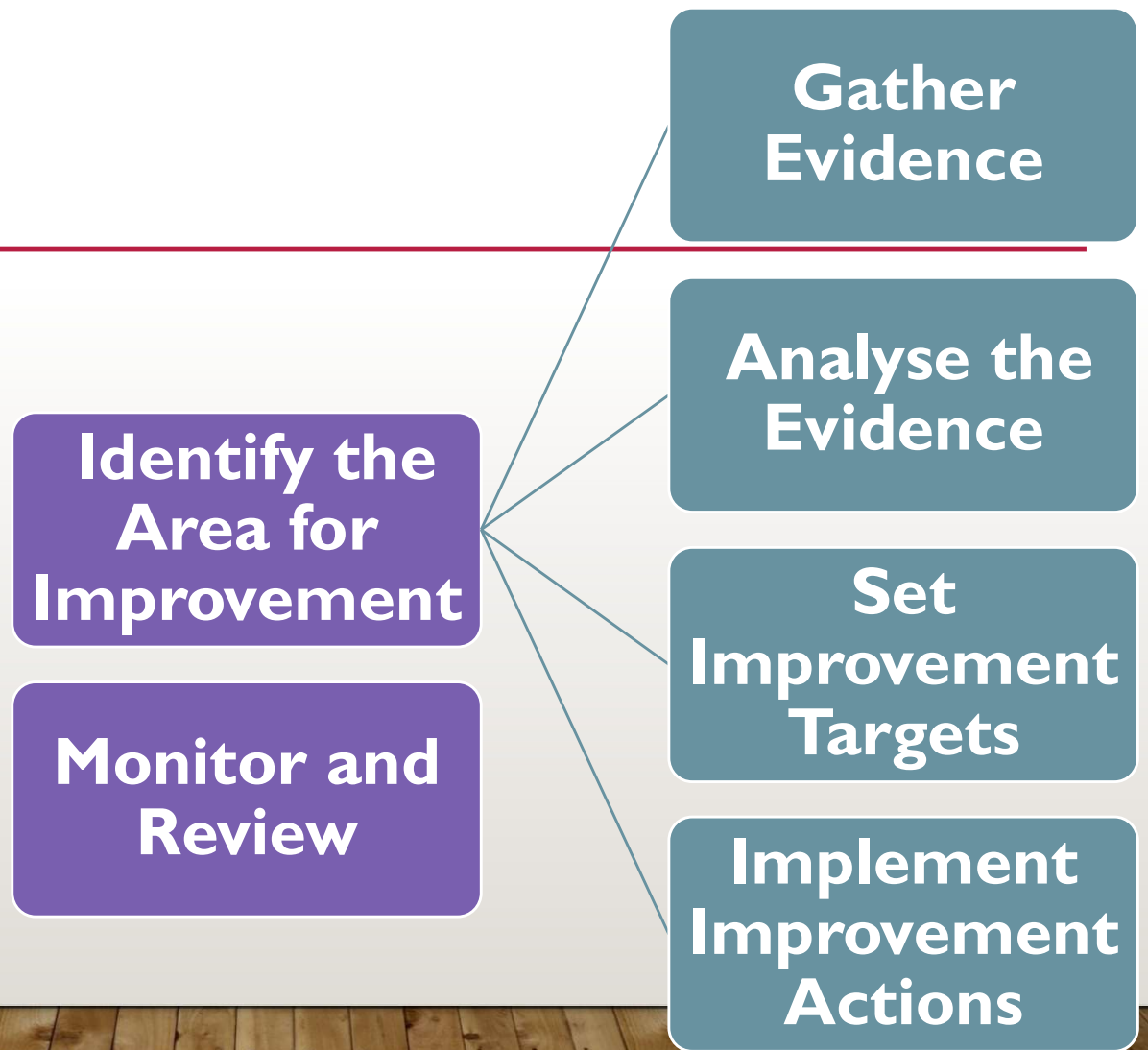
SCHOOL SELF-EVALUATION

What is SSE?
Why do it?
The link between SSE and school improvement

It is internal, collaborative, reflective
Evidence-based
Focused on teaching & learning

1. Identify area(s)
2. Gather evidence
3. Analyse evidence
4. Decide priorities & targets
5. Implement improvement actions
6. Monitor & review

POST-PRIMARY SCHOOL (650 STUDENTS) WANTED TO EVALUATE AND STRENGTHEN STUDENT WELLBEING, PARTICULARLY IN THE JUNIOR CYCLE. INFORMAL FEEDBACK AND STUDENT ABSENTEEISM REPORTS RAISED CONCERNS ABOUT STRESS, ANXIETY, AND LOW SENSE OF BELONGING IN 1ST AND 2ND YEAR STUDENTS



FOSTER A COMMITMENT TO INCLUSION, EQUALITY OF OPPORTUNITY AND HOLISTIC DEVELOPMENT OF EACH STUDENT.(SSE)

Ongoing collaboration with parents, teachers / school leaders, support staff and other relevant professionals, to support successful transition

Relevant school policies are inclusive and are implemented accordingly.

Foster students' holistic development by providing a very broad range of curricular, co-curricular and extra-curricular learning opportunities.

Promote an inclusive school community which demonstrably values diversity and challenges discrimination.

Culture, ethos and context of their school is reflected in all aspects of policy and practice.

Develop policies and practices that are reflective of all stakeholders' inputs to support students' educational, social and personal wellbeing.

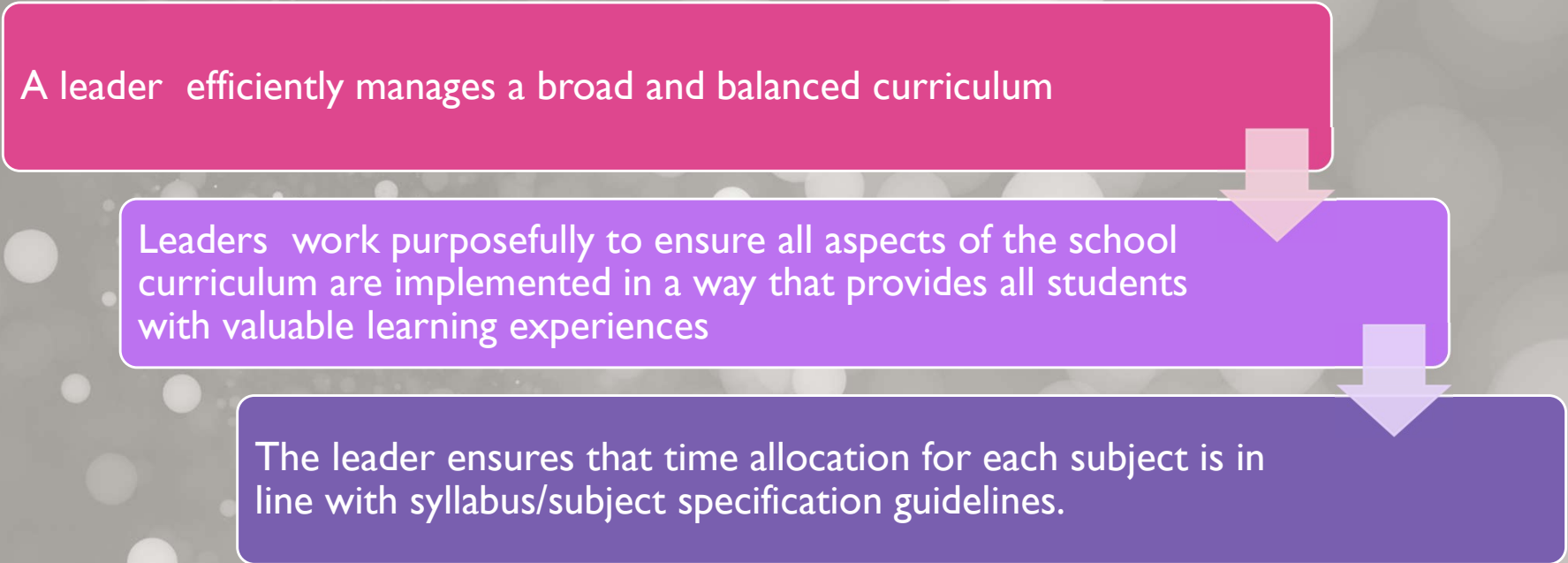
Effective systems for monitoring students' progress and development help students reach their full potential.

DEVELOPING
LEADERSHIP IN:
INCLUSION/QUALITY
OF
OPPORTUNITY/HOLISTI
C DEVELOPMENT OF
ALL STUDENTS

- “Every learner matters and matters equally” (UNESCO 2015).
- Collaboration and sharing effective teaching , assessment and shared learning inclusive of all learners-co-teaching/team-teaching/peer observation
- Policy development that reflects involvement of all stakeholders that supports inclusive education.
- SEN/SST/DEIS/ Bí Cineálta Homophobic and Transphobic Bullying Behaviour Restorative Approach to Bullying for Educators Cyberbullying and Online Safety. Racist Bullying Behaviour(DE) Student friendly Bí Cineáta Policy
- Supporting transitions
- Effective communication platforms/Systems for teaching learning and assessment.
- Involvement in co-curricular and extra-curricular activities. Ethos and culture of school reflected throughout.
- School Self Evaluation (SSE six step process) is a good starting point for leadership development.

MANAGE THE PLANNING AND IMPLEMENTATION OF THE SCHOOL CURRICULUM

A leader efficiently manages a broad and balanced curriculum



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graph TD; A[A leader efficiently manages a broad and balanced curriculum] --> B[Leaders work purposefully to ensure all aspects of the school curriculum are implemented in a way that provides all students with valuable learning experiences]; B --> C[The leader ensures that time allocation for each subject is in line with syllabus/subject specification guidelines.];
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Leaders work purposefully to ensure all aspects of the school curriculum are implemented in a way that provides all students with valuable learning experiences

The leader ensures that time allocation for each subject is in line with syllabus/subject specification guidelines.



Involvement core planning within subject departments, shared area.



Comprehensive planning documentation. Regular meetings of subject departments/resources being shared between teachers. Subject department plans include common, specific assessment tasks.



A teaching, learning and/or assessment committee/ Development of teach-meets/ lesson observation. Collaborative assessment tasks.



In the context of growth in the size of the school population, the development of the school's curriculum will be ongoing, to expand the range of options available to students. Deployment of school self-evaluation (SSE) mechanisms to determine students' needs.



Examination of curriculum to enhance the school's ethos of inclusion.



Team teaching-where, when, how. Subject experts deployed to team teach in their own subject areas. Alternating lead teacher to enhance shared practice.



Provision for special class /EAL /IPAS (Students & teachers). Effective assessment procedures, participation in relevant professional development, communication with the wider staff.

DEVELOPING LEADERSHIP IN; MANAGING THE PLANNING AND IMPLEMENTATION OF THE SCHOOL CURRICULUM

FOSTER TEACHER PROFESSIONAL LEARNING THAT ENRICHES TEACHERS' AND STUDENTS' LEARNING

Leaders support and promote teachers' continuing professional learning.

Leaders in school seek to identify relevant and purposeful professional learning opportunities for teachers.

Leaders in the school support and encourage the active participation of teachers in professional networks to improve students' learning.

FOSTERING TEACHER PROFESSIONAL LEARNING THAT ENRICHES TEACHERS' AND STUDENTS' LEARNING

How do you promote and ensure that staff engage in professional development?

Teaching and Learning- Ongoing CPD in support of high-quality teaching. Look for and avail of opportunities for CPD and share experiences at department/staff meetings.

Leadership- Bursary from BOM: Menu of courses they are willing to fund. CPD Policy

Personal Development- Commit to active participation in professional networks/subject associations. Encourage non-post holders to engage in leadership development (School paid perhaps)

How can you facilitate collaboration and the development of professional learning communities in your school?

5 Key Elements of Our Charter

Edmund Rice schools cater for young people from a diverse range of backgrounds and have been quick to respond to the emerging needs of students and communities.

The educational approach in these schools subscribes to the holistic vision expressed in the following five key elements:

1

Nurturing faith, Christian Spirituality and Gospel-based values

3

Excelling in Teaching and Learning

4

Creating a Caring School Community

5

Inspiring Transformational Leadership

2

Promoting Partnership



Excelling in Teaching and Learning

3



“

The Edmund Rice School is a community of people dedicated to the pursuit of excellence in all its endeavours and in all aspects of its teaching and learning.

In fulfilling her mission on behalf of the human family, the Church is a willing partner in that deep and respectful dialogue between science and faith which makes us all servants of the truth which sets us free.

Pope John Paul II to members of the American Philosophical Society and the Italian 'Accademia dei Lincei', 21 May 1996.

”



An Edmund Rice School:

Focuses on purposeful teaching and learning

Purposeful teaching and learning provide the central focus of a successful and happy school. Such an educational model is characterised by high expectations, inspiring and innovative teaching and learning methodologies, together with regular evaluation. The creation of an orderly, safe and positive learning environment enables the Edmund Rice School to attain excellence in all dimensions of education.

Nurtures the holistic development of students

The school nurtures the full potential of students, so that they may be healthy both in mind and body. It recognises the need for spiritual growth and an informed conscience. It aims to help students become better people who relate well to others and who have a keen appreciation of beauty. The lifelong process of becoming active citizens who work for justice begins in practical ways in school.

Recognises the uniqueness of every student

Students are helped to grow through educational processes that are sensitive to their developmental stages and their social and cultural backgrounds. The Edmund Rice School designs an educational environment that respects and facilitates different types of intelligence and learning styles.

Promotes personal and professional development

Members of boards of management, governors, principals, staff and all members of the school community are encouraged to engage in ongoing personal and professional development so as to enhance their own lives and the educational environment in their schools.



Raises awareness of the interconnectedness of the world in which we live

The Edmund Rice School raises awareness about the universe of which we are a part, the earth in which we live and about the diversity of race and religion that characterises our world and our schools today. It prepares pupils to be confident about their identity and to be respectful of others, while also giving them a sense of belonging to a wider Irish, European and global community.

Uses information technology creatively and responsibly

The Edmund Rice School incorporates up-to-date information technologies in its methods of teaching and learning and ensures that students are critically aware of the creative opportunities and challenges presented by new technologies.

Responds to a changing world

The Edmund Rice School responds to the evolving needs of the students in a changing world through ongoing review, evaluation and assessment and by engaging with best educational practice.

3

Excelling in Teaching and Learning

FOCUSES ON PURPOSEFUL TEACHING AND LEARNING

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Excelling in Teaching and Learning

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LEADING TEACHING AND LEARNING

Safe and secure learning environment

Pursuing the founding vision of the school/school culture/atmosphere. Underpinned by mission statement and policies.

Inclusion of all learners/ diverse learners, different abilities & learning styles.

Placing students at the centre of decisions/empowering students/student voice

Collaborative sharing among subject departments/peer observation. Sharing plans at staff meeting/market day.

Examine how tech/phones, artificial intelligence influence T&L. Integrating technologies purposefully. AI and its use in classroom for teaching, learning and assessment.



Iontaobhas Scoileanna Éamainn Rís
Edmund Rice Schools Trust

HOLISTIC DEVELOPMENT IN TEACHING & LEARNING

How have I contributed to developing the full potential of all students?

In what ways can I promote student voice in my school?

How am I cultivating an educational environment that fosters student uniqueness ?

Supporting students to become critical literate learners.

How schools are raising awareness of interconnectedness and diversity.



STRATEGIES FOR PROMOTING A POSITIVE LEARNING ENVIRONMENT

Build positive
relationships with
students.

Set high expectations
for students in terms
of work and
behaviour.

Promote inclusivity
and diversity.

Student engagement
and active
participation.

Safe and supportive
classroom culture/
emotional wellbeing
and sense of
belonging.

The purposeful use of
technology to
enhance the learning
environment

Pupil/Student Perception of Participation



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Chief Inspector's Report

September 2016 - December 2020

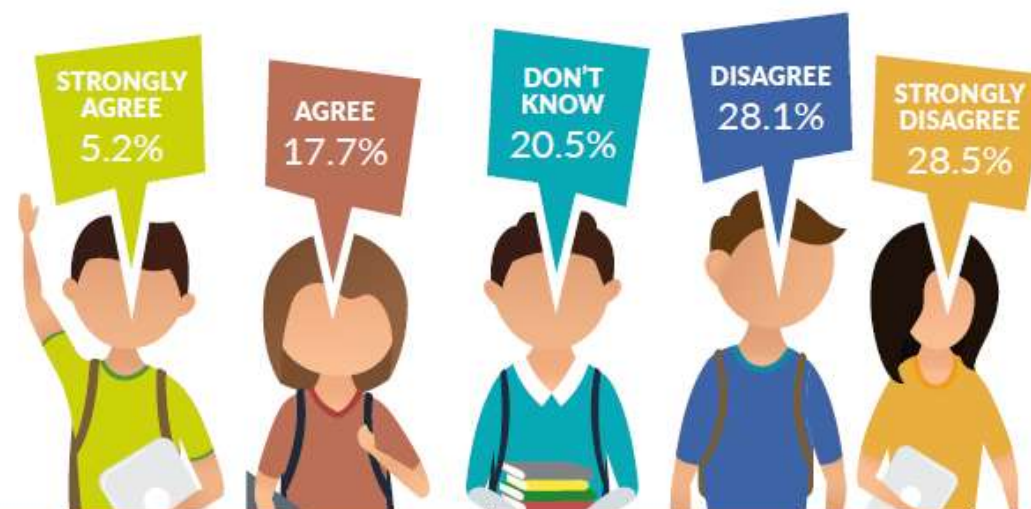
(Page 218)

Table 7.5: Pupils have a say in how things are done in the school: WSE-MLL in primary schools and special schools: September 2016 - December 2020



Source: Inspectorate, Department of Education

Table 7.6: Students have a say in how things are done in the school: WSE-MLL in post-primary schools: September 2016 - December 2020



Source: Inspectorate, Department of Education

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers



What is Learner Agency?

It is about students having an appropriate and authentic say in what happens in their school and classroom

It is about personalised learning, inclusion, retention and relationships

The capacity to act independently and make choices

The level of control, autonomy and power that a student experiences in an educational setting

Enabling learners to feel they have a genuine voice in the learning process

It is about dialogue and consultation with students to support their learning, their progression and their wellbeing

In the area of
learning and
teaching;

Outline a significant
need or challenge in
teaching and learning
within your school,
and describe the
strategies to address
or make progress in
this area?"

Breakout room
Rooms

FOR THE STUDENTS OF (NO-NAME SCHOOL) ABOUT THEIR LEARNING IN (SUBJECT)

Teaching and learning
was very good.

Teachers provided
positive learning
spaces for students.
The use of digital
technology was good
and teachers used
interesting resources
to support learning
and to make lessons
more enjoyable.

Planning was very
good but the subject
department should
include targets for
improvement.

What did the inspector recommend to make teaching and learning better in (subject)?

Teachers should provide more opportunities for all students to take part in active learning tasks to help them to take part in class and improve their learning.



The department should look closely at students' exam results to help students plan how to improve their learning.



Teachers should use a variety of activities in class that help students to learn, especially activities that help them learn through discussion.

WSE REPORT

The(senior leadership)team had achieved extraordinary and exceptional success with the support of committed staff in developing school capacity, improving student experience and pursuing the founding vision of the school. Senior leadership placed students at the centre of its deliberations, was innovative in its approaches and displayed exceptional dedication to the school and its community.

The warm and happy atmosphere that was evident. This aspect of the school's culture was excellent.

Students were safe and secure in their learning. This was supported by teachers' very evident knowledge of and interest in their students.

Lessons flowed smoothly, with very good behaviour throughout, where students were engaged by their learning and made very good progress.

Teachers' expert capacity to judge how best to appeal to and find success for each student in their class was very evident.

CONTINUED

Teachers frequently linked learning to students' out-of-school lives and previous experiences as a means of 'hooking' students' interest and supporting their understanding.

Empowerment of students was a consistent aspect of teachers' practice.

Students were often provided with opportunities to choose a route for their learning to follow, resources to use, or tasks to accomplish

The school had displayed considerable commitment to achieving the inclusion of all students through the widespread deployment of team teaching.

This had been done through skilful construction of the timetable, allowing subject experts to be deployed to team teach in their own

School Leaders	promote a culture of reflection, improvement, collaboration, innovation and creativity in learning, teaching and assessment (1.1)
My example(s)	
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My example(s)	
School Leaders	foster teacher professional learning that enriches teachers' and pupils' learning (1.4)
My example(s)	

10. BELIEVE IN YOUR VISION AND YOUR TEAM

*"If your actions inspire
others to dream more,
learn more, do more
and become more, you
are a leader."*

John Quincy Adams



God, grant me the serenity to
accept the things I cannot change,
courage to change the things I can,
and wisdom to know the difference.

Reinhold Niebuhr

Quadrangle