



## INTRODUCTION

*Colleagues,*

The school year is whizzing by again! It is difficult to believe that we are in our final term of 2017/2018.

Like yourselves we have had a busy few weeks. In March we welcomed Cohort 10, affectionally known as 'Cohort Ophelia', due to the interference of Storm Ophelia in October, resulting in the delay in their start date. We also welcomed Cohort 11 as they too begin their IL journey and of course we were delighted to welcome Cohort 9, who completed their third session and are looking forward to graduating in October.

We announced the opening of enrolment for Cohort 12 and judging by the rate of registration within a two-day period, it was a very welcomed announcement. Offer of places will issue shortly to all successful schools/colleges/centres. Cohort 12 will commence their IL journey in March 2019.

Another very welcomed announcement was the opening of registration for our primary school colleagues. We are delighted to work in partnership with Cork Education Centre, Kilkenny Education Centre, Donegal Education Centre, Carrick-on-Shannon Education Centre and Limerick Education Centre, offering primary school colleagues an opportunity to train as IL facilitators with a view to offering the programme as part of the suite of summer courses available to primary teachers in July 2019. This training programme will commence in October 2018 in the Mount Wolseley Hotel, Spa & Golf Resort.

We are looking forward to celebrating our 10th Birthday. Our celebrations will coincide with our National Conference on October 11th & October 12th. Details of the programme for the Conference are available on page 2 and are also available on the website [www.instructionalleadership.ie](http://www.instructionalleadership.ie) You may register for the Conference by emailing [admin@instructionalleadership.ie](mailto:admin@instructionalleadership.ie)

We look forward to announcing the winning student(s) for the Blooms Taxonomy Poster Competition at the Conference and



making the poster available to all schools. We will invite you to take a 'trip down memory lane' as we display photographs of the Cohorts and of individuals as they participated in the programme throughout the years. Nobody has aged a bit!

We have also finalised the plans for the one-day Conference, 'Supporting Principals, Deputy Principals & Middle Management to Lead Teaching & Learning', which will take place on June 18th. Details of the programme for the day can be seen on page 2. In light of the publication of CL 03/0018, Leadership and Management in Post Primary Schools, we have extended the invitation to participate to teachers who hold positions at AP1 and AP11 level.

I was delighted to highlight the IL Programme and the wonderful work at school/college/centre level arising from engaging with it at a recent Conference in Sofia, Supporting young Teachers as a Tool for Quality Education, a Joint Conference of the Bulgarian Presidency of the Council of European Union, European Trade Union Committee for Education, Bulgarian Unions of Teachers (SEB) & SEP PODKREPA.

I wish to thank all who have contributed to this edition of the newsletter and congratulate you on the leadership you are showing in leading teaching and learning. As always, we welcome contributions for the newsletter, be it an article or photos. The next edition will publish early in the new school year and all contributions can be forwarded to [newsletter@instructionalleadership.ie](mailto:newsletter@instructionalleadership.ie)

Wishing you all a happy, safe and adventurous summer and extend our best wishes to your Leaving Certificate and Junior Certificate students for their upcoming examinations.

Mise, Le meas,

*Joan Russell*

Chairperson National IL Steering Committee  
Director for School Support Services (ETBI)



INSTRUCTIONAL LEADERSHIP programme



# Supporting Principals Deputy Principals & Middle Management to Lead Teaching & Learning

**MONDAY 18<sup>TH</sup>  
JUNE 2018**

Mount Wolseley Hotel  
Spa and Golf Resort  
Tullow, Co. Carlow

**REGISTRATION DETAILS**  
To Register your interest and to request an application form please email:  
[admin@instructionalleadership.ie](mailto:admin@instructionalleadership.ie)

Agenda will issue shortly



Celebrating 10 Years



INSTRUCTIONAL LEADERSHIP programme

# IL Supporting & Practice Policy

**THURSDAY 11<sup>TH</sup>  
& FRIDAY 12<sup>TH</sup>  
OCTOBER 2018**

**REGISTRATION DETAILS**  
To Register your interest and to request an application form please email:  
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Mount Wolseley Hotel  
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## Cohort 10 and 11 began their Instructional Leadership Programme journey in March 2018.

*At the start of each sessions we asked teachers what their expectation of the programme was. Below highlights how some teachers felt about starting the programme.*



Cohort 10 who began the Instructional Leadership Programme in March



Cohort 11 pictured at their first session of the Instructional Leadership Programme

- Expectations are to be enriched by this programme within my own classroom and to be able to deliver the programme to my colleagues
- I want to learn new ideas about teaching methodologies. I want to interact with other teachers and gain insight to how other schools and teacher operate
- Provide an opportunity to reflect on where the school is at currently, choose one or two strategies to implement and embed across the whole school so as to improve outcomes for students
- Any opportunity to engage in a programme which will enhance and support teaching and learning in my school. I want to be part of it, as having a Deputy Principal and a colleague attend the programme will help roll out and embed new strategies and practices in our school. I want to share my learning with my colleagues
- I want to familiarise myself with better practices, to acquire a more thorough understanding of different pedagogical approaches and thereby be more confident using them. I would also like to think that I could impart that new knowledge on others.
- To learn new skills and improve teaching and learning which impact on relationships, motivation and behaviour
- Three teachers from my school have already completed the programme and provided workshops for staff. I want to gain a better understanding of IL principles and improve my skills at becoming a more effective teacher
- That I as an instructional leader would learn to facilitate and motivate participating colleagues on the teaching staff to further lead a Teaching and Learning Team and provide CDP to fellow colleagues
- To learn new, active learning and teaching methodologies to improve inclusion within my classes with groups/students experiencing barriers to learning. To be enabled to bring ideas back to my college to share with others and to extend this knowledge to other teachers
- I hope that it will encourage me to incorporate more groupwork and more innovation with my classroom planning. I am looking for lots of different methodologies for me to use with my students
- To help me be better equipped for the introduction of the new Junior Cycle in my subject and to enhance my learning ability to help my students

## Athy College Friendship Week

Instructional Leadership strategies were embedded into our Friendship Week this year. We linked the Junior Cycle Key Skill of "Working with Others" into the theme of the week to develop the knowledge, skills and attitudes to develop resilience and help students to develop skills to face the many challenges in today's world. First year students competed in a Teams Game Tournament and second year students took part in the Marshmallow Challenge.



# The Instructional Leadership Programme through a Canadian Lens

*Rachelle George-Bernard, Andrea Sayfy and April Rehel  
John Rennie High School, Pointe-Claire, Québec, Canada*

## *Why would three Canadian teachers return to Ireland several times to attend a training programme for Irish Teachers? That's the question we heard the most over the last few years from our counterparts in the Instructional Leadership Programme*

We were interested in observing the implementation of systemic change in the Irish educational context that focused on training teachers to make more informed choices about their teaching practice. We felt that the Instructional Leadership Programme might fill in the gap left by our teacher education programmes and our local professional development opportunities. We were looking to develop a better toolbox of instructional skills, tactics and strategies that would enable us to maximize the safety, motivation and learning of our students.

The Instructional Leadership programme delivered and we kept coming back for more. The openness and kindness of the various Irish cohorts we joined made learning not only fun but gave us an overwhelming desire to be back in their midst. What is being done in Ireland is so unique that we wanted to in a small way be part of it, if only as observers, who would take some pieces back home with us.



## Session 1

After session 1, we came away with a small toolbox of strategies and tactics. Even though we felt overwhelmed as clearly defined “mechanical users” we went back to our classrooms and “played”, as Barrie suggested. We played with fish bone diagrams, ranking ladders, placemats, ghost walks, teams games tournament, concept attainments and framing questions.

Some attempts were more successful than others. Our use was disjointed: periodic moments of incompetent brilliance, followed by no use of the strategies for significant periods of time. We shared ideas and reflections from session one with colleagues in our Science department and other departments within our school. The feedback received was positive. We were sold!

We were sold on the obvious effects the concepts, skills, tactics, graphic organisers and strategies had on student engagement and academic performance. We had to come back for more: three more sessions to be exact!

## Session 2



After a few years of “playing”, we came back to Ireland with a new sense of enthusiasm and session 2 brought forth an opportunity to delve further into graphic organisers, Johnson’s five elements of effective group work, the importance of effect size, academic skills and collaborative skills.

Upon our return to school, we were able to convince students who had never created concept maps or mind maps that these instructional strategies had the potential to be more powerful and complex than any essay they could ever write. They created them and they understood what powerful tools they could be for learning.

### Session 3

It was during session 3 that the “Science” within the “Art” of teaching really clicked for us. Some of the destabilization that occurs during Barrie’s sessions can only be remedied by having the opportunity to try again within the safety of a group of teachers who are in the same position. Session 3 provided such a platform with several teaching opportunities.

Session 3 emphasized the importance of intelligent lesson planning and effective student group work, the difference between learning outcomes and objectives and an overall greater sense of how to weave the tactics and strategies in the design of the lesson to achieve the learning outcome.

We all completed session 3 with a new sense of rigour and energy: we were still off kilter but no longer unstable thanks to Barrie and all our Irish counterparts.

### Session 4

Session 4 really helped us to understand how pushing higher levels of thinking in the instruction leads to higher levels of understanding for students. Setting up a Venn diagram in class to compare and contrast difficult or confusing concepts has been very effective in increasing student comprehension. It also increases the chances of students remembering the concept when they’ve been pushed to higher levels of thinking.

The time devoted to classroom management in this session superseded anything from our education programmes. We

delved further into the bump model, learned about providing students with effective choices, the art of the informal chat and how to de-escalate power struggles.

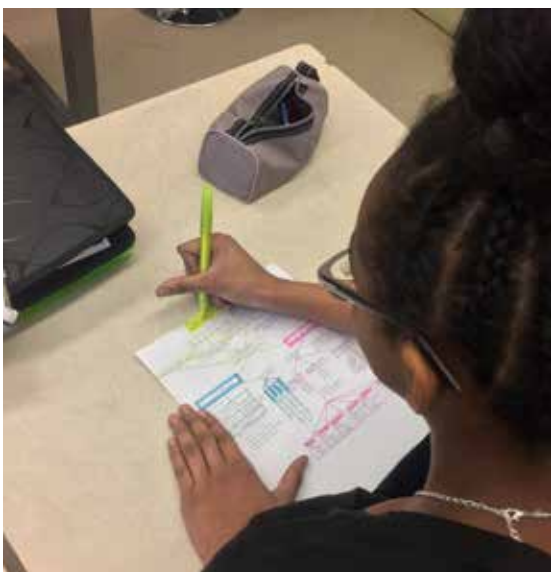
*“It is hard to imagine how different and less painful, our first five years of teaching would have been had we been equipped with these strategies from the beginning.”*

### Final Thoughts

Our instructional repertoire has increased throughout the years and more importantly, we are now more aware of how and when to use various instructional strategies in order to help support student learning.

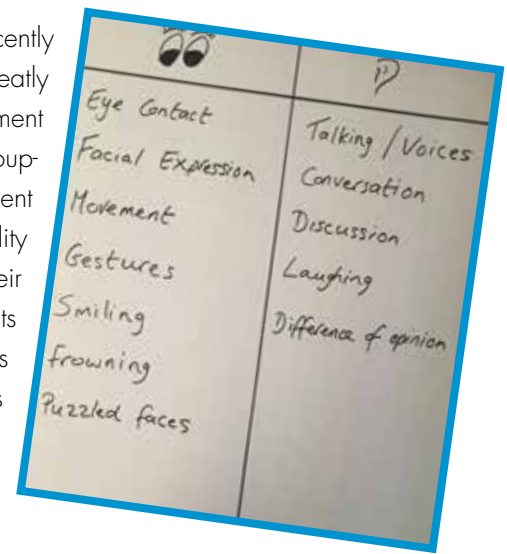
We have also begun sharing what we have learned with our colleagues at school. Within our Science department, we have run several professional development sessions to create activities that incorporate many of the strategies we have learned into the Science curriculum. We have also run workshops through our school mentoring committee and we have seen fellow staff using some of the pieces. Moving forward, our school would benefit from some training in effective group work.

We will continue to “play” and hone our teaching practice and not dwell on teaching perfectly. Thank you for allowing us to participate in this amazing programme!



## The Positive Impact of Instructional Leadership on Groupwork at Árdcoil Rath Iomgháin is Enhancing Teaching and Learning

Traditionally group-work has always been practiced in Árdcoil Rath Iomgháin and recently those trained in the Instructional Leadership Programme have noticed specific tactics greatly enhance its effectiveness. Use of the 'T chart' has been employed and a marked improvement to group participation has been observed. Students are now acutely aware of what group-work should look and sound like. Students are also aware that during group-work an element of accountability for all students is inherent in the session. This acceptance of accountability increases participation. All members feel supported safe and valued. No-one feels their input is irrelevant and everyone experiences a positive inclusive environment. Students themselves have voiced very positive feelings about their improved attitude towards group-work. They enjoy the visual reminder and are confident that they know what is expected of them whilst participating in group-work. One of our quieter students stated that they feel more active and safe are now growing in confidence. We aim to continue implementing and developing more instructional leadership strategies in the coming months. Our next target area will be the introduction of concept attainment to our classrooms.



## REQUEST FOR PICTURES AND STUDENT WORK

This year the Instructional Leadership programme will celebrate its 10th Birthday in September. At the National Conference we will launch **The History of the Instructional Leadership Programme in Ireland** and we will also launch a new resource pack for teachers as part of the celebrations. We would really appreciate if you could forward any pictures you may have of your time and/or examples of student work relating the the programme. All submissions are very welcome, which will assist us as we endeavour to document 10 years of the Instructional Leadership Programme in Ireland.

If you wish to submit pictures and/or student work, please post to Paula Fitzpatrick, ETBI, Kilcullen Road, Naas, Co. Kildare or email [admin@instructionalleadership.ie](mailto:admin@instructionalleadership.ie)





*Congratulations April Rehel from Canada who graduated from the Instructional Leadership Programme this evening. April has travelled from Canada to complete the programme with us .*



*Congratulations to Barrie Bennett who celebrated his 70th birthday in March.*

## Perspective of ILP from Canada

I had the great pleasure to attend and take part in the October 2016 International Conference. As a Canadian educational leader and executive staff officer at the Elementary Teachers' Federation of Ontario (ETFO), it was an honour to be included in the conference agenda. The conference programme celebrated the 8 years of collaboration in developing powerful teaching and learning environments in classrooms.

My conference experience was a professional learning journey from start to finish. The conference organization promoted international networking and sharing of best practices through motivational presentations and engaging conversations. I was not surprised to observe how much we had in common in terms of building a systemic culture that facilitates teacher learning and teacher leadership. We shared similar challenges and beliefs around the importance of cooperative learning, instructional intelligence, and the development of powerful learning environments for our students.

The inclusion of the student voice, teacher voice and the voice of management brought the learning journey to life and the impact that the programme had on the teachers and students in classrooms across Ireland was motivational and astounding.

The goal to develop stronger connections between primary and post-primary was achieved as observed through the presentations and conversations.

**Joanne Myers**

*Joanne Myers presented at the International Conference in 2017*

# Teachers teaching Teachers



**CONTACT DETAILS:**

MS. JOAN RUSSELL  
 Chairperson  
 National Steering Committee  
 Instructional Leadership Programme

MS. PAULA FITZPATRICK  
 Instructional Leadership Programme  
 ETBI Head Office,  
 Pipers Hill,  
 Naas, Co Kildare

admin@instructionalleadership.ie  
 Tel (045) 901 070 Ext #31  
 www.instructionalleadership.ie  
 newsletter@instructionalleaderhip.ie