



INTRODUCTION



Colleagues,

2019 has started off with a busy and exciting agenda for the Instructional Leadership Programme.

2018 was equally busy and exciting, Cohort 9, graduated in October and we commenced the *Train the Trainer Programme* with our primary school colleagues, in partnership with five Education Centres, Cork Education Support Centre, Kilkenny Education Centre, Donegal Education Centre, Carrick-on-Suir Education Centre and Limerick Education Centre. We look forward to advancing this initiative even further with the graduation of the *Trainers* taking place in March 2019 and planning for the commencement of the IL programme, for primary school teachers, across the five Education Centres.

We are also looking forward to commencing the journey in March with Cohort 12 and are happy to announce the opening of enrolment for Cohort 13, making the programme available to those on the waiting list. There are some places still available, email admin@instructionalleadership.ie if your school is interested in participating.

Our Annual Conference, which coincided with our 10th Birthday Celebrations was a huge success. Page 4 and 5 depicts the fun we had! The presentations and the discussions that ensued, formally and informally, assisted us greatly in developing our plans for 2019. We are currently working with; the Teaching Council with a view to developing a project linking IL and Professional Reflection; the NCCA to develop a programme linking IL and Student Voice; Murdoch University, Western Australia and Mary Immaculate College, Thurles to develop a programme on Instructional Leadership at level 6 or higher on the National Qualifications Framework. Keep an eye on the website for updates!

I am sure at this stage you all got a copy of the IL Blooms Taxonomy Poster, designed by Saibh Mangan, Dominican College, Dublin, however, if you want additional copies you can download it from www.instructionalleadership.ie

We are currently finalising the plans for the *'Day for Senior & Middle Leaders and Managers'*, which will take place on June 17th/18th. Details of the programme for the day will be available on the website by mid-March.

A limited number of copies of the history of the programme in Ireland, *Instructional Leadership Programme – Celebrating 10 Years*, are still available to purchase. It is a very good resource for those of you engaged in post-grad work, with IL at the core or even for those of you who wish to take a trip down memory lane!

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 in the third term and all contributions can be forwarded to newsletter@instructionalleadership.ie

Wishing you all a Happy 2019

Le meas,

Joan Russell

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

Experiences of Recent Graduates from the Programme

Karen Ward and Laura Sweeney, Dominican College, Griffith Avenue

“Pair up and talk about what you think might be the reason why osmosis takes place in plants.” The pupils then turned to each other and talked quietly about the problem. The classroom had already been re-arranged so that talking to each other would be more conducive. A few moments later, multiple groups had the answer. No one felt uncomfortable.

This sort of scene is now the norm in many of the classrooms at our school, thanks to many of our teachers taking part in the Instructional Leadership Programme. The programme aims through teaching tactics and strategies to encourage students to take accountability, to encourage more group work and higher questioning as well as make us teachers think about how we phrase our questions.

Many of us were introduced to this programme, now in its tenth session, when some of our colleagues participated in the programme in 2015 and 2016. As soon as they returned to school, they hit the ground running: they shared excellent methodologies and strategies based on Bloom’s Taxonomy of Learning. They also shared with us innovative yet practical supports, such as Learning Intention Boards in each classroom. They encouraged us to change the physical layout of our classrooms to facilitate more effective group work. After two successful action weeks and three staff workshops, we were hooked.

We expressed interest to our principal in participating in the programme. Although we learned a lot from our enthusiastic colleagues, we wanted to get first-hand experience. Of course, there were concerns. Primarily about missing twelve days of class contact time. We appreciate our colleagues covering for us. But we must admit, what we have gained, what we, teachers and students alike, all have gained, was worth it. The opportunity to learn from Barrie Bennett, the programme’s founder, was amazing. His reputation in this field is stellar.

The programme exceeded our expectations. It was fantastic to be amongst like-minded professionals, all of whom were focused on the Instructional Leadership programme. The facility itself, Mount Wolsey, was an ideal location. In a way it was like a cocoon, where we were completely immersed in the programme, even when we weren’t in a formal programme setting. It lent itself to excellent professional discourse. It was unexpectedly helpful to hear what other schools are doing, what worked, what didn’t, their successes and failures.

The programme began with a great workshop given by members of Cohort 8. We were given a fascinating delivery on concept attainment, inside outside circles and the potential of graphic organisers. It may seem like hyperbole, but Barrie

Bennett’s facilitation was truly inspirational.

Their advice was to start small. With small steps, we saw immediate benefits. They stressed the importance to spend the necessary time considering and reflecting on the use of the skills for ourselves before eventually bringing them to our staff.

There is an element of trial and error to this process. Obviously, you can’t do everything right off the bat, but what you can do well and right away, specifically more student-centred teaching, had a huge impact immediately. The programme helps us be more aware of the teaching process, more student-centred and more student-driven. This had the lovely side-effect of making us more enthusiastic and directly improved the quality of the teaching. It taught us to establish positive and effective classroom routines. It worked. We saw the difference between working in groups and effective group work where all the students are accountable yet at the same time feel safe and comfortable. We began to pay more attention to the framing of our questions and to the effective use of wait time when asking questions of our students.

We have always loved teaching, that never ebbed, but the programme increased that love. There is nothing like the feeling of facilitating an excellent class where students are engaged and active. Since the completion of the programme, we can see how class preparation has changed and how we are now more conscious of the quality of our teaching and our students’ learning in class. It has become a natural, almost innate, part of what we are doing. As our confidence grew with the programme, our use of it became more intuitive.

We delivered a workshop to our colleagues where we recalled, recounted and developed our understanding of framing questions in the classroom. We stressed the connection of framing of questions with active, safe and positive classroom participation. We revisited and engaged in difference instructional skills and tactics for effective group work and graphical organisers.

As time passed, we decided to do something a little different from the Instructional Leadership programme, namely we set up a Collaborative Teaching Group. This group meets three times a term and has been hugely successful. All members of the staff, not just the Instructional Leadership team, are encouraged to present and share learning strategies. We are not alone in



Cohort 9 Graduation – Congratulations to the teachers of Cohort 9 who graduated in October 2018.

thinking how helpful and informative this group has been.

The impact of the Instructional Leadership Programme has been huge. From a personal standpoint, we would say we all have grown in confidence as teachers. We are more enthusiastic and we enjoy class more. The relationship between students and other teachers is better than it has ever been. It's more collaborative.

From a professional standpoint, the impact of the programme has been far-reaching. Most of the conversation outside the classroom, in corridors and in the staffroom is now taken up with conversation that is Instructional Leadership programme-related chat. The resulting collaboration has been wonderful. It has

opened up professional discussions around methodologies and it has encouraged professional development, both formal and informal. We now feel we are moving from being mechanical users of Instructional Leadership in the classroom to being more practised. The other lovely interesting side effect is that we regularly visit each other's classrooms to see each other implement the programme.

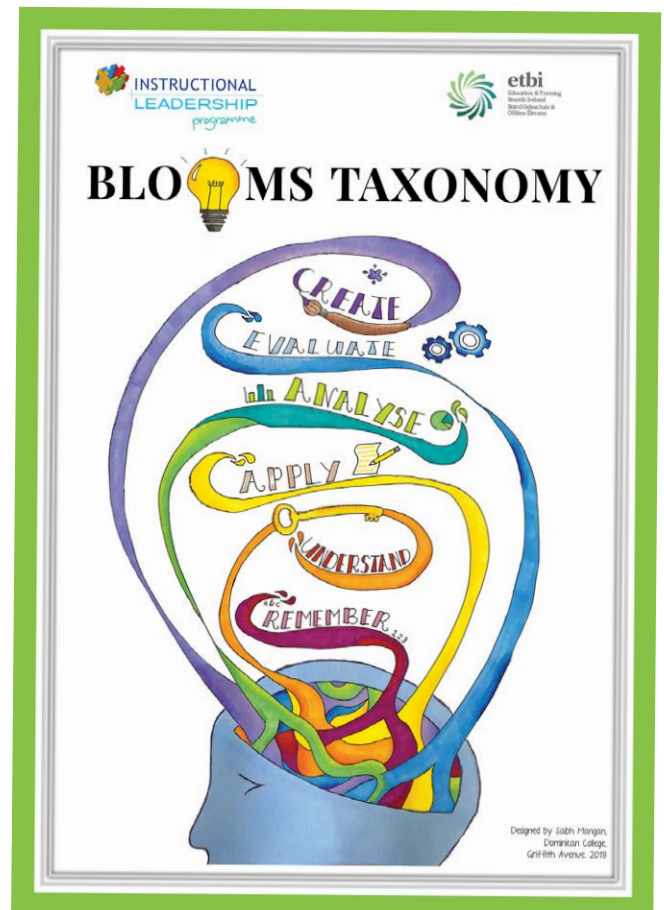
From a pedagogical point of view, our minds have been opened. We are even more open to new tactics and strategies. This Programme showed us how to implement useable, practical strategies that are doable every day.

Bloom's Taxonomy Poster Competition

As part of the 10 year Anniversary Celebrations, the National Steering Committee invited schools to participate in a competition to design a poster illustrating "Bloom's Revised Taxonomy of Learning".

Having judged 142 entries, we were delighted to announce Saibh Managan, Dominican College, Griffith Avenue, Dublin as the winner with Ben Cantillon, Causeway Comprehensive School, Co. Kerry as runner up.

Saibh's design has been printed and issued to all schools.



National Conference October 2018

11th - 12th October 2018

In the Mount Wolseley Hotel, Tullow, Co. Carlow

At the recent Instructional Leadership Programme National Conference “Instructional Leadership Programme Supporting Practice & Policy”; delegates gathered to celebrate 10 years of the programme in Ireland. The two-day conference featured an array of seminars aimed at developing a culture of sharing best practice through engaging conversations.

A feature of the conference was Memory Lane. It was created by Cliona O’Sullivan, a teacher at Naas Community College, with the help of her colleagues and students. The photographs represented in Memory Lane offered an opportunity to reminisce and trace the development of the programme over the last 10 years. Students of Athy College Choir entertained delegates with “Photograph” by Ed Sheeran featuring “Dreams” by the Cranberries and “We are the future” an original song composed by Richard Daly, Principal of Athy College, arranged by Pádraigin Caesar and Pierce O’Donnell.

Mr Jim Daly, TD, Minister of State at the Department of Health officially opened the conference. Minister Daly has a long standing connection with the Instructional Leadership Programme. He was a member of Co. Cork VEC when the programme first commenced in 2008 and was extremely encouraging and insightful in his guidance as the programme progressed. During his address he spoke about his time in teaching, his passion for education and expressed his wish to have experienced ILP in his classroom. He believes that the Instructional Leadership Programme has had a positive impact on the Irish education system.

Mr Tomás Ó Ruairc, Director of the Teaching Council facilitated the first session- “Nurturing Spaces for Teachers to

Learn”. Tomás has maintained a keen interest and provided valuable support for the Instructional Leadership Programme. During his address Tomás spoke about spaces that are nurturing for teachers’ learning and the importance of valuing our own professional learning. He conveyed the importance of reflections and directions for teachers CPD in which “It is about bringing the learning home”.

In a panel session addressing “Nurturing Spaces for Teachers to Learn” a panel comprised of Professor Barrie Bennett, Mary Nihill, National Director of the Centre of School Leadership (CSL), Tomás O’ Ruairc, Director of the Teaching Council, Sarah Buckley, Deputy Principal, Naas Community College and Jacqui Dillon, Director, Donegal Education Centre discussed their experiences of their professional learning and the impact it had on their careers.

Dr Conor Mellon, Associate with the Teaching Council led a session on “Reflection - Models and Mindsets”. The session highlighted supports available to schools/centres in the development of their understanding of reflection on professional learning. During his presentation, Conor provided stimulating insights into reflective tools which are brought to life by professional dialogue. Conor explained during the session that the key to reflection is to enhance professional growth.

Dr Rebecca Saunders, Murdoch University Perth facilitated the session “Understanding and Leading Instructional Change in a School Setting”. Rebecca gave an insightful presentation on how change can become systemic and embedded in schools. She shared her experiences on leading teaching and learning programmes and how to support the change management around teaching and learning. In her closing remarks, she said that teachers, as agents of change, need to take the reins, and move beyond reliance on external experts.

Dr Pádraig Kirk, Director of Junior Cycle for Teachers, described how Junior Cycle reform was systematic instructional change led by teachers practices and that the Instructional Leadership Programme is at the cutting edge of education and supports systematic change.





Mr Barry Slattery, Director of Curriculum and Assessment with the NCCA facilitated "Senior Cycle: Purpose and Future Thinking". Barry spoke about the NCCA recognising a changing world which needed to be reflected in curriculum reform. The NCCA are currently engaging with a School Based Review of teachers, students and parents as part of the consultation process. Barry expressed the view that the Instructional Leadership Programme supported teachers' practice in systematic change.

In the panel discussion "Senior Cycle: Purpose and Future Thinking" the panel comprised of Mr Barry Slattery, NCCA, Sharon Coffey, Deputy Principal Athy College, Dr. Finn

O'Murchú, Head of School Mary Immaculate College and Ms Sarah Howard, Teacher of PE, Maria Immaculata Community College, Cork discussed the impact of systemic educational change had on 3rd level education, the practicing teachers and curriculum development.

In closing the conference Joan Russell remarked, that the three words that stand out for her from the conference are reflection, learning spaces and collaboration. The conference reflected on how the Instructional Leadership Programme supported policy and practice in Irish education.

Principals and Deputy Principals Conference June 2018: Supporting Principals, Deputy Principals & Middle Management to Lead Teaching & Learning

Leading Learning; Creating a Culture of Improvement and Collaboration in Teaching, Learning and Assessment.

Deele College presented at the recent ETBI Instructional Leadership conference and focused on how the College has implemented a variety of IL strategies, techniques and skills into a routine staff meeting, hence modelling best practice. In doing so they identified and incorporated four IL strategies into their presentation which afforded the participants the experience of creatively engaging in 'learning by doing'.

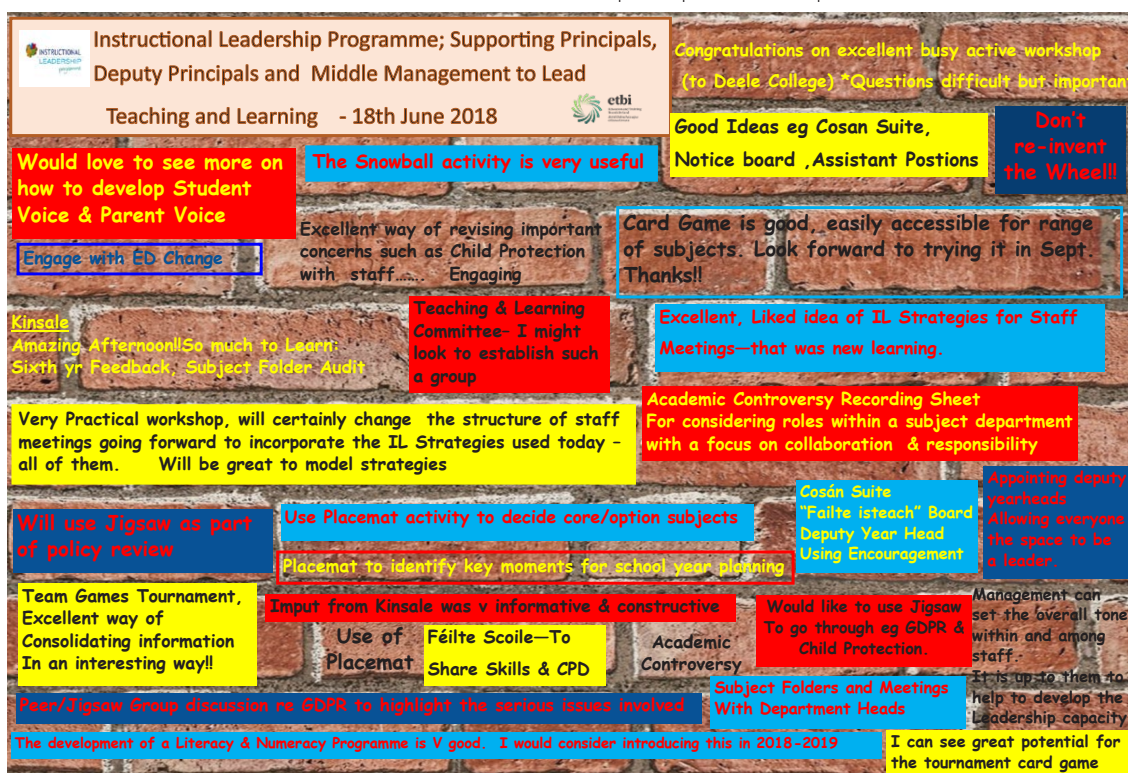
It was demonstrated how all participants at the seminar could bring collective inquiry in current topics that are appearing on staff meetings throughout the country in an active and productive manner. Contentious issues such as timetabling and curriculum reform were addressed using academic controversy. GDPR, Child Safeguarding, the Junior Cycle reform and Well-being utilised a Jigsaw activity and were then incorporated into a Teams Game Tournament activity as a formative assessment tool. The use of IL in this way allows for an organic growth of a collaborative culture amongst staff with a focus on teaching, learning and assessment.

To wrap up the workshop, the conference participants took advantage of a place-mat activity to plan their start of year staff meeting and identify where an IL strategy could help them model and create "a culture of leading learning" through the application of Instructional Leadership. By modelling best practice, management demonstrate their commitment to continuous development and improvement of both teacher and student experiences in the classroom.

Throughout the seminar the school leaders actively collaborated in modelling the best practice of IL while engaging and creating a vibrant teaching, learning and assessment environment. They applied their knowledge and experience to four key managerial issues through their active participation as individuals and teams. There was elements within the Teams Game Tournament where their competitive spirit was clearly exposed. At all times the focus remained on the learning and the learning experience.

All of the topics covered yielded valuable material that could be used in School Self Evaluation and other areas within the schools planning and development frameworks. The material generated will certainly create an awareness of Instructional Leadership strategies that can be incorporated into the classroom/staff meetings that benefit effective collaboration and maximise active engagement among our staff members.

As a professional learning and development course, Instructional Leadership is an effective model as it is supportive, job-embedded and instructionally focused to name but a few of its attributes. As more and more staff engage with IL, a collaborative culture has established where professional conversations occur both informally and formally to enrich the teaching and learning in every classroom. The educational landscape has changed significantly and instructional leadership is one way to bridge the gap in our knowledge base to create a culture of improvement and collaboration in



Leading School Development

1 Kinsale Community School
All Together in Learning
Kinsale Community School is committed to providing a high quality education for all our students. We are always in pursuit of excellence and strive to ensure that every student achieves their full potential. Through staff training and development, we ensure that our staff are equipped with the skills and knowledge to deliver the highest quality of education. We are always in pursuit of excellence and strive to ensure that every student achieves their full potential.

2 Numeracy
Improve student attainment by 20%
Numeracy is a key skill for all students and is essential for success in many areas of life. We are committed to providing a high quality numeracy education for all our students. Through staff training and development, we ensure that our staff are equipped with the skills and knowledge to deliver the highest quality of numeracy education. We are always in pursuit of excellence and strive to ensure that every student achieves their full potential.

3 Specific programme needed for students with low literacy/numeracy attainment
We have identified a specific programme of support for students with low literacy/numeracy attainment. This programme will focus on providing additional support and resources to these students, ensuring that they are able to achieve their full potential. We are committed to providing a high quality education for all our students, and we will continue to work hard to ensure that every student achieves their full potential.

4 Evaluating the impact
Improvement in each area
We have evaluated the impact of our school development strategies and found that there has been a significant improvement in each area. This is a testament to the hard work and dedication of our staff and students. We are committed to continuing to improve our school and ensuring that every student achieves their full potential.

5 AFL/Feedback
Key elements of AFL/Feedback
Assessment for Learning (AFL) is a key element of our school development strategy. It involves providing students with regular feedback on their work, so that they can improve their learning. We are committed to providing a high quality AFL/Feedback programme for all our students, and we will continue to work hard to ensure that every student achieves their full potential.

6 Building and Maintaining relationships with the wider Community
We are committed to building and maintaining strong relationships with the wider community. This includes working with parents, other schools, and local businesses. We are always in pursuit of excellence and strive to ensure that every student achieves their full potential.



The Instructional Leadership Programme and the Primary School Sector

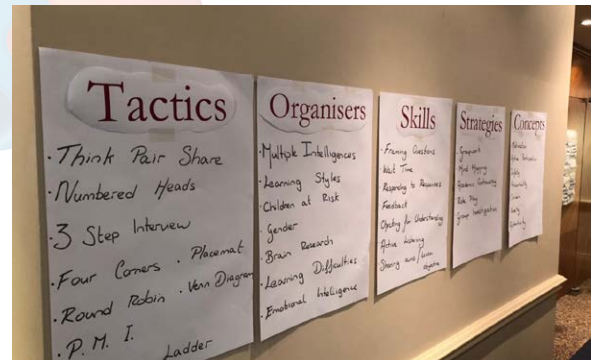
3 Primary School Teachers graduated in October 2017, part of Cohort 8. It was our first time 'dipping our toes in the water' in terms of working with the primary school sector. Our graduates Seamus McGowan, Caroline Colleran and Rory Kinane are pictured below. Since then, we have progressed significantly in terms of developing a partnership approach with primary schools. This progress was significantly facilitated by Cork Education Centre, Carrick on Shannon Education Centre, Limerick Education

Centre, Donegal Education Centre and Kilkenny Education Centre. The Education Centres invited applications from primary school teachers to train as IL Programme Facilitators, who would then work with the Education Centres to deliver the Programme as a Summer Course for primary school teachers in 2019.

The training of the facilitators, which was facilitated by Professor Barrie Bennett and IL Graduates, commenced in October 2018 and will conclude in March 2019.



L to R: Professor Barrie Bennett, Seamus McGowan, Caroline Colleran, Rory Kinane and Michael Moriarty, General Secretary of ETBI



Save the Date

Senior & Middle School Leaders Conference 2019

**The Dialogic Classroom:
Instructional Leadership Activating Learner Voice**

The role of students as active agents in their own learning is to the fore in educational discourse, nationally and internationally. This conference will explore theory, policy and practice to embed a culture of authentic student voice and create rich learning experiences in the classroom.

Date: Monday 17th & Tuesday 18th June 2019
Venue: The Mount Wolseley Hotel, Tullow, Co. Carlow

Registration: For further details or to register your interest please email admin@instructionalleadership.ie
Agenda will issue shortly

INSTRUCTIONAL LEADERSHIP programme

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Do you want to travel down memory lane and/or learn about the journey of the Instructional Leadership Programme?

Order a copy of The Instructional Leadership Programme 2008 –2018

Email: admin@instructionalleadership.ie

