



Droichead Induction Policy

St. Paul's Youth Encounter Project

Roll No. 19594N

Purpose

- To guide the whole school implementation of *Droichead* to support the induction of newly qualified teachers (NQTs)
- To identify the roles and clarify the responsibilities across the school community in support of *Droichead*
- To identify the protocols underpinning the *Droichead* process in the school
- To identify the documents in support of the process

Rationale

- In line with the Teaching Council's policy on *Droichead: The Integrated Professional Induction Framework*, March 2017, St. Paul's YEP is a school offering *Droichead* as a route of induction for newly qualified teachers (NQTs).

Scope

- This Induction Policy applies to all Newly Qualified Teachers (NQTs) partaking in *Droichead* at St Paul's YEP. It also applies to management and members of the Professional Support Team (PST).

Legal Framework

This Induction Policy has been informed by the following:

- The Education Act (1998)
- The Education (Welfare) Act 2000
- The Code of Professional Conduct for Teachers (2nd Edition) 2012
- *Droichead: The Integrated Professional Induction Framework* 2017
- Teaching Council's Transitional Arrangements Post-qualification Professional Practice Conditions 2020.2021
- Post-qualification Professional Practice Procedures and Criteria 2020.2021
- Children First Act 2015 and DES Child Protection Procedures for Primary and Post-Primary Schools 2017
- Safety, Health and Welfare at Work Act 2005
- Looking at our School 2016
- General Data Protection Regulation (GDPR) 2018

PST: Roles and Responsibilities

The Droichead process is an integrated professional induction framework for NQTs.

The main objective of the Droichead process is to support the professional learning of NQTs during the induction phase, thus laying the foundations for subsequent professional growth and learning for the next phase of their career.

Droichead: The Integrated Professional Induction Framework, Teaching Council, March 2017, p.3

The PST is a team of fully registered teachers who work collaboratively to support and mentor the NQT during school-based induction, in the first stages of their professional journey. All PST members will have completed a programme of professional learning with NIPT, including mentor skill development. Supporting NQTs during Droichead is always a collaborative process and is outlined below.

(a) PST Roles

The **dual role** of the PST is to:

- **guide and advise** the NQT during school-based induction, in the first stages of their professional journey
- **form a joint declaration** with the NQT that they have participated in a quality teaching and learning process

Droichead: Policy Teaching Council, March 2017, p.3, 1.1.1.3

(b) PST Responsibilities

Our PST's responsibilities are neither exhaustive nor prescriptive and will be reviewed in light of experience. Responsibilities directly relating to support and mentoring relate to all team members while other responsibilities are designated to a named team member. We recognise that it is also important that these agreed responsibilities are communicated to the NQT at the earliest opportunity.

In support of a NQT's *Droichead* process, the PST will invite the wider school staff to provide opportunities for:

- Co-planning
- Co-teaching
- Sharing of resources
- Engaging in professional conversations
- Facilitating class observation

Further roles and responsibilities agreed by the PST in St Paul's YEP can be found in **Appendix 1** of this policy. The PST will share these with the NQT at their initial meeting.

PST members

Name	Role	Trained (year)
Sharon Hilliard	PST member	2018
Fiona Stevens	PST member	2021

NQT in the current school year

Name	TC Reg. No.	Class/es	Practice period
Andrew Lott	227733	Group 1	22 February 2021 – 25 June 2021

Protocols

This policy adheres to the protocols identified in the *Droichead – The Integrated Induction Framework*, Teaching Council, March 2017. This policy is specifically supported by the following sections:

- Professional conversations: p. 5
- Observation: p. 5
- Maintaining records of the *Droichead* process: p. 6
- Concluding the *Droichead* process: p. 7

Observations

Observations are also a key feature of *Droichead*. This includes observations **by** the NQT of more experienced teachers' practice, as well as observation **of** the NQT's practice by the PST. Both types of observations are arranged in advance and provide the NQT with opportunities to learn from their fellow professionals. Observations by the NQT can be of any experienced teacher in the school and that teacher does not need to be a member of the PST.

Observations by the PST of the NQT's practice should focus on areas where the NQT feels that they need particular advice, help and support. The NQT should therefore be encouraged to teach in an area where they feel their learning need is greatest. This can then provide the basis for a subsequent professional conversation. It is recommended that there would be at least two of each type of classroom observation (observations by the NQT, and observations of the NQT's practice), and that the exact number, and the classes observed, should be based on discussions between the NQT and the PST.

Droichead: The Integrated Professional Induction Framework, Teaching Council, March 2017, p. 5

Supporting Documentation

This policy is part of a suite of documents to support *Droichead* in the school. These documents include:

- *Droichead: The Integrated Induction Framework*, Teaching Council, March 2017
- Teaching Council Standards (accompanied by our customised Indicators and Examples of School Context)
- PST Roles and Responsibilities
- *Droichead* Outline drafted by the PST and finalised with NQT input
- Needs Analysis/Induction Plan – updated regularly in collaboration with NQT

Review

This policy will be subject to regular review in the light of ongoing experiences. The review of the policy will be led by the principal in collaboration with members of the PST.

Appendix 1

Responsibilities for all PST members

- Ensure that relevant *Droichead* materials are agreed before engaging in the process
- PST members to agree on protocols around observations, ensuring that observations *by* and *of* the NQT are conducted as per NIPT's training recommendations (e.g. an NQT should be observed by different PST members during the process)
- Agree *Droichead* Outline Plan with each NQT, ensuring opportunities for timely professional conversations and quarterly reviews are included
- Contact NIPT if there are concerns around the successful completion of the process. (It is recommended that this is done promptly, thus allowing the PST and NQT time to work together to ensure adequate supports and opportunities are provided to the NQT to successfully complete the process)
- Enable the NQT to be proactive when identifying emerging professional needs and supports required
- Provide support for planning and preparation for teaching and learning by NQTs
- Clarify school policies and procedures for the NQT
- Collaborate with the NQT on their Needs Analysis/Induction Plan
- Liaise with principal regarding organising [Droichead Release Time](#) for induction activities
- Provide Professional and pedagogical support for the NQT
- Liaise with other experienced teachers/other relevant staff members/other schools in relation to opportunities for the NQT to visit/observe in classrooms and work alongside them
- Maintain records of the *Droichead* process in line with schools Data Protection Policy (GDPR) and confidentiality procedures
- Form a consensus in relation to the joint declaration and sign Form D, if appropriate
- Review the process when it is concluded with an NQT and update the school's induction policy when necessary.
- Be mindful of the well-being of all involved in the *Droichead* process

Responsibilities that may be assigned to a named PST member

- Co-ordinate the overall *Droichead* process in collaboration with PST members and the NQT including communicating meeting schedules, agendas and the co-ordination of *Droichead* Release Time
- Brief school staff and Board of Management on the nature and purpose of the school's involvement in *Droichead*

- Share the termly *Droichead* updates with the rest of the PST, Principal and NQT (email sent by NIPT to the link person nominated at training)
- Arrange and lead the initial meeting with NQT
- Share the *Droichead* Outline Plan with the principal (if the latter is in oversight role)
- Attend *Droichead* professional development (one person invited from every school) and update relevant school personnel as necessary
- Liaise with *Droichead* Associate/NIPT
- Keep a copy of the confirmation email from Teaching Council and other relevant records

NQT Role

Supporting an NQT through *Droichead* is always a collaborative process. *Droichead* is fundamentally about the NQT's professional journey and the process of their induction. A key part of this process is an NQT's engagement with more experienced colleagues, and reflection on the professional conversations that take place on their own professional learning and practice.

Through their engagement in the *Droichead* process, the NQT will:

1. have engaged professionally with school-based induction and additional professional learning activities
2. have shown their professional commitment to quality teaching and learning for their pupils/students
3. have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively.

Based on the above, the NQT will sign a joint declaration with the PST, that they have participated in a quality teaching and learning process. (*Droichead*: Policy Teaching Council, March 2017)

NQT Suggested Responsibilities

To guide the NQT in their role, some suggested responsibilities are identified below. The list is neither exhaustive nor prescriptive and is open to customisation.

- Apply to commence the *Droichead* process via the My Registration Portal of the Teaching Council website www.teachingcouncil.ie
- Retain a copy of the confirmation email and give a copy of same to the PST
- Register with an Education Centre for Cluster Meetings and bring Form D to each Cluster

Meeting to be stamped

- Planning requirements - weekly and termly
- Be aware of relevant school policies and procedures
- Be familiar with relevant *Droichead* documentation including the *Droichead* Policy, *Droichead* Outline Plan, the *Droichead* Standards, etc.
- Work with the PST, identify and agree indicative timeframes for induction activities and quarterly reviews which will be included on the *Droichead* Outline Plan
- Engage professionally with school-based induction activities, including, but not limited to, observations.
- Engage professionally with additional professional learning activities
- Observations: complete at least two observations *of* experienced teachers. The NQT will also be observed, on at least two occasions, *by* members of the PST. Engage in the 3 step process: pre-observation meetings, the observations, and the post-observation conversations.
- Be proactive in identifying emerging needs, and also work with the PST to identify these needs
- Engage in reflective practice that supports professional learning and practice, both individually and collaboratively. “As a self-directed learner, and to support reflective practice, NQTs will maintain a *Taisce*, (arising from the Gaeilge translation treasure trove)”. Please see the [Teaching Council website](#) for additional information on creating and maintaining a *Taisce*
- Update and maintain *Droichead* records as appropriate, for example: the Needs Analysis document, post-observation records, *Taisce* etc.
- Reflect on professional learning and identify an area(s) of interest for future professional learning
- At the end of the *Droichead* process, complete Form D with the PST and post the original to the Teaching Council, retaining a photocopy