



Droichead Induction Programme

School Policy and Procedures

Rationale

This policy will guide the whole school implementation of Droichead to support the induction of newly qualified teachers (NQTs) at Scoil Náisiúnta Mhuire, Rathpeacon. It sets out the roles and responsibilities of staff in support of Droichead. The policy aims to identify the protocols underpinning the Droichead process in the school and the relevant documents supporting the process.

Aims

The main aim of the Droichead process is as follows:

- 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

Professional Support Team (PST): Roles and Responsibilities

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

Our PST is made up of three fully registered teachers, each with five years plus experience, who work collaboratively to support and mentor the NQT during school-based induction in the first stages of their professional journey. Supporting a newly qualified teacher during Droichead will always be a collaborative process.

All PST members have completed a programme of professional learning with NIPT, including mentor skill development.

(a) PST Roles

The dual role of the PST is to:

- guide and advise the NQT during school-based induction
- 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

The responsibilities agreed by the PST are identified in a separate document (attached).

The 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. 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

PST members

Name	Role	Year of Droichead Training
Siobhán Coleman	PST member	2018
Aislinn McGrath	PST member	2018
Michael Sheehan	PST member	2018

The role of the Principal

As a leader of learning in the school, the principal, while not necessarily involved in the *Droichead* process, fosters a learning culture in which *Droichead* can flourish and supports the PST in facilitating a quality induction process.

Responsibilities for all PST members

- Ensure that relevant *Droichead* materials are agreed before engaging in the process
- Agree *Droichead* Outline with each NQT
- Enable the NQT to be proactive when identifying emerging professional needs and supports required
- Co-ordinate working with the NQT using the emerging Needs Analysis/Induction Plan
- Organise *Droichead* Release Time for induction activities
- Professional and pedagogical support for the NQT
- Liaise with other staff members in relation to opportunities for the NQT to visit/observe in classrooms and work alongside them
- Keep relevant records
- 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

Responsibilities assigned to named PST members (As of January 2019)

• Liase with the PST members in regards to the organisation and facilitation of the <i>Droichead</i> induction programme	Susanna O'Neill
• Co-ordinate the overall <i>Droichead</i> process in collaboration with the PST members and the NQT	Aislinn McGrath Michael Sheehan Siobhán Coleman
• Co-ordinate the creation of School Policy on <i>Droichead</i>	Michael Sheehan
• Brief school staff and Principal on the nature and purpose of the school's involvement in <i>Droichead</i>	Michael Sheehan
• Arrange and lead the initial meeting with NQT	Siobhán Coleman
• Liaise with NQT and formulate an initial <i>Droichead</i> Outline for relevant induction activities (Observation of NQT, class observations by NQT, Needs-analysis meetings, etc).	Siobhán Coleman
• Co-ordinate <i>Droichead</i> Release Time	Aislinn McGrath
• Liase with NIPT Associate	Aislinn McGrath

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

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

Ratification

This Droichead Policy will be reviewed as soon as practicable after there has been a material change in any matter to which this statement refers. The review of the policy will be led by the principal in collaboration with members of the PST.

This Droichead Policy was adopted by the Board of Management on 26th February 2019 and was reviewed and readopted at its meeting of March 11th 2020.

The original signed copy is kept on file in the Principal's office.

Signed: *Fiona Monahan*
Chairperson of Board of Management
Management

March 11th 2020.

Signed: *Susanna O'Neill*
Principal/Secretary to the Board of

