



## *Coláiste Shliabh Na mBan*

*Green Lane, Clonmel, Co. Tipperary E91 RF 38*

*Phone: 052 6183000*

*John Johnston Principal   Sinéad Corrigan Deputy Principal*

*Seán Mac Eogháin Príomhoide, Sinéad Ní Chorragain LeasPríomhoide*

Registered Charity Number: 20083595   Uimhir Charthanais Chláraithe: 20083595



## **COLÁISTE SHLIABH NA MBAN**

### **DROICHEAD POLICY**



**etb**

Bord Oideachais agus  
Oiliúna Thiobraid Árann  
Tipperary Education and  
Training Board



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## **Droichead Policy**

### **Coláiste Shliabh na mBan**

### **2021/2022**

#### **SCHOOL MISSION STATEMENT**

To provide a positive child-centered education based on care and respect for each person in the school community.

#### **PURPOSE**

- To guide the whole school implementation of *Droichead* to support the induction of Newly Qualified Teachers (NQT's)
- To identify the roles and clarify the responsibilities of 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, Coláiste Shliabh na mBan is a school offering *Droichead* as a route of induction for newly qualified teachers (NQT's).

#### **SCOPE**

This induction policy applies to all NQT's partaking in *Droichead* in Coláiste Shliabh na mBan. It also applies to management and members of the Professional Support Team (PST). This policy was devised and formulated by the school community at Coláiste Shliabh na mBan, inclusive of all stakeholders, staff, parents, students and the Board of Management.

#### **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 (2<sup>nd</sup> Edition) 2012
- Droichead: The Integrated Professional Induction Framework 2017
- Teaching Council's Transitional Arrangements Post-Qualification Professional Practice Conditions
- Post-Qualification Professional Practice Procedures and Criteria
- 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 Schools 2016
- General Data Protection Regulation 2018

## INTRODUCTION

The *Droichead* process is an integrated professional induction framework for newly qualified teachers. It recognises the effectiveness of the reconceptualised programme of initial teacher education and particularly the extended school placement, in the professional preparation of student teachers. It builds on that phase, taking as its starting point the areas for further learning that have been identified by the NQT in collaboration with the HEI as part of the school placement experience. At the same time, it recognises that induction is a distinct phase of the continuum of teacher education, a socialisation process into the teaching profession. This integrated framework includes both school-based and additional professional learning activities to address the needs of teachers as they begin their careers.

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

Following the *Droichead* process, a declaration is made by the NQT that he or she is ready to move to the next phase on the continuum of teacher education. A joint declaration is made by the teacher and experienced colleagues, following collective reflection, that through their engagement in *Droichead*, they have participated in a quality teaching and learning process. The Teaching Council then removes the *Droichead* condition from the teacher's registration. The teacher will be fully registered by the council when all professional conditions have been deemed by the Teaching Council to have been met. When an NQT is employed in a participating school in an eligible setting (see Policy 1.1.2) and for the minimum period of professional practice (see Policy 1.1.3), they apply for the *Droichead* process via the "My Registration" portal on [www.teachingcouncil.ie](http://www.teachingcouncil.ie). An e-mail confirmation is issued to the NQT from the Teaching Council confirming that they have applied for the *Droichead* process. This record should be retained.



There are two key strands of the *Droichead* process as an integrated induction framework for NQT's. The first strand is a school-based induction (Strand A), through which the NQT is supported by experienced colleagues. The second strand is made up of additional professional learning activities (Strand B), which involve attendance at NQT cluster meetings, and one other professional learning activity, related to the needs of the NQT. Typical learning activities might include participation in a workshop, a meeting of a Teacher Professional Network/subject association, an online/blended learning activity, attendance at a conference, Féilte etc.

*Droichead: The Integrated Professional Induction Framework*, March 2017. For the full *Droichead* policy and relevant accompanying documentation, please refer to [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

## OBJECTIVES

The *Droichead* process is an integrated professional induction framework for NQT's. The main objective of the *Droichead* process is to support the professional learning of NQT's during the induction phase, thus laying foundations for subsequent professional development and growth for the next phase of their career.

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

The Teaching Council has set out the following standards to support the *Droichead* process, in guiding the NQT, with the PST, in relation to their professional learning and practice. Indicators of good practice in the context of Coláiste Shliabh na mBan, through engagement with the *Droichead* process include:

- The NQT will have engaged professionally with school-based induction and additional professional learning activities
- The NQT will have demonstrated a satisfactory commitment to quality teaching and learning for their students
- The NQT will have demonstrated an ability to engage in reflective practice that supports their professional learning and practice, both individually and collaboratively.

*Droichead: The Integrated Professional Induction Framework*, Teaching Council, March 2017, Appendix 1.

## 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



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

- *The Integrated Droichead 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

### **SETTINGS IN WHICH *DROICHEAD* PROCESS CAN TAKE PLACE**

A post-primary teacher will normally undertake the *Droichead* process when employed in a recognised post-primary school. Generally, paid employment in a permanent, temporary or substitute capacity is eligible, so long as such employment will afford the teacher the opportunity to meet the minimum duration requirements set out in the *Droichead*, March 2017 policy.

A post-primary teacher may also complete the *Droichead* process where they are employed in one of the following roles:

1. A special school where a proportion of the pupils attending the school are of post-primary age, and where the teacher is teaching a post-primary curricular subject(s) to such pupils, or
2. A Centre for Education where a post-primary curricular subject(s) is being taught

It should be noted that where NQTs are employed in the above settings via voluntary (unpaid) service or internship schemes such as JobBridge, and similar such schemes that may be commenced in the future, this is not deemed acceptable by Teaching Council as being suitable for *Droichead*.

### **DURATION OF PROFESSIONAL PRACTICE REQUIRED**

Professional practice includes school placement (10 weeks) during initial teacher education and post-qualification practice. The *Droichead* process which fulfils the post-qualification professional practice requirement, has been modified to consider the extended school placement during initial teacher education. A post-primary teacher must complete 200 hours of teaching employment in an eligible setting to include the teaching of a post-primary curricular subject(s) to a designated class on the school's timetable, or employment in a learning support, special needs or language support position. The teacher must apply for the *Droichead* process via the "My Registration" portal on [www.teachingcouncil.ie](http://www.teachingcouncil.ie). It should be noted that these are absolute minimum periods of practice. Given that *Droichead* as an induction framework is designed to provide the maximum degree of support, guidance and advice, it is recommended, where an NQT has additional time in his or her school over and above the minimum requirements set out above, that extra time be used to support the *Droichead* process.



*Droichead: The Integrated Professional Induction Framework*, Teaching Council, March 2017, p.4-5.

## **OBSERVATIONS**

Observations are also a key feature of *Droichead*. This includes observations by the NQT of more experienced teachers' practice, as well as observations of the NQT's practice by the PST. Both types of observations are arranged in advance and provide NQT's with opportunities to learn from their fellow professionals. Observations by the PST of the NQT's practice should focus on areas where the NQT feels that they need 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.

## **TAISCE – PORTFOLIO-BASED LEARNING**

Portfolio-based learning is an important process to support the NQT in engaging in these professional conversations. The Council uses the term Taisce, (Irish for treasure trove) to refer to this process of portfolio-based learning. Engaging in the process of portfolio-based learning enables the NQT to reflect on their professional learning in a way that suits them and identify and plan for areas in which they may need further support or guidance. (p.5)

## **ROLE AND RESPONSIBILITIES**

### **Professional Support Team (PST) Role**

The PST is a team of fully registered teachers, ideally with five years' experience, which may include the principal, who work collaboratively to support and mentor the NQT during school-based induction, in the first stages of their professional journey. All PST members at Coláiste Shliabh na mBan have completed a programme of professional learning with NIPT, including mentor skill development.

Supporting a NQT during *Droichead* is always a collaborative process, although the roles and responsibilities of PST members may vary and are therefore agreed before the *Droichead* process commences at Coláiste Shliabh na mBan.

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*

### **PST Responsibilities**

The responsibilities agreed by the PST at Coláiste Shliabh na mBan are identified in Appendix 1 of this policy. The PST's responsibilities are neither exhaustive nor prescriptive and will be reviewed considering experience. Responsibilities directly relating to support and mentoring relate to all team members while other responsibilities are designated to a named team member. The PST at Coláiste Shliabh na mBan 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 observations

The PST at Coláiste Shliabh na mBan will share its role and agreed responsibilities with the NQT at their initial meeting.

### **NQT Role**

Supporting an NQT through *Droichead* at Coláiste Shliabh na mBan 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 their professional learning and practice.

Through their engagement in the *Droichead* process at Coláiste Shliabh na mBan, the NQT will:

- Have engaged professionally with school-based induction and additional professional learning activities.
- Have shown their professional commitment to quality teaching and learning for their students.
- 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.



## **NQT Responsibilities**

To guide the NQT in their role at Coláiste Shliabh na mBan, some suggested responsibilities are identified in Appendix 2 of this policy. The PST at Coláiste Shliabh na mBan will share its roles and agreed responsibilities with the NQT at their initial meeting.

## **Self-Evaluation**

The PST are constantly monitoring and reviewing the support they provide to NQT's at Coláiste Shliabh na mBan. The PST ensures alignment of SSE targets at Coláiste Shliabh na mBan with the support on offer to NQT's. A needs analysis takes place at the beginning of the year/at the beginning of the *Droichead* process. This helps to inform the NQT's *Droichead* outline plan and is reviewed regularly. Regular consultation takes place between the participants throughout the year and a review of the *Droichead* process takes place at the end of the year. The PST annually reviews the supports on offer, the progress made on goals set previously and any outstanding areas are discussed.

## **Data Protection**

All data will be kept in accordance with the General Data Protection Regulation (GDPR) and the Data protection policy of Coláiste Shliabh na mBan.

## **Related Policies**

- Dignity at Work Policy
- Code of Behavior Policy
- Special Education Needs Policy
- Data Protection Policy

## **Review**

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

## **Declaration**

Date Developed \_\_\_\_\_

Developed by: PST, NQT & Whole Staff: \_\_\_\_\_

Date Approved: \_\_\_\_\_

Ratified by: \_\_\_\_\_

Date effective from: \_\_\_\_\_

Review date: \_\_\_\_\_



## **Appendix 1**

### **PST Responsibilities at Coláiste Shliabh na mBan**

To guide a PST in its role some suggested responsibilities are identified below. While responsibilities related to supporting and mentoring relate to all team members, a PST may designate some of the other responsibilities to identified individuals within the team.

- To liaise with the PST members regarding inputs to staff on the *Droichead* process
- To engage in action planning with the NQT in relation to *Droichead* standards
- To co-ordinate the induction plan and activities
- To brief school staff, parents and Board of Management on the nature and purpose of the school's involvement in *Droichead*
- To ensure the *Droichead* Outline is current for each NQT
- To provide professional and pedagogical support for the NQT
- To support the PST members and NQT's
- To outline the PST's role at the initial meeting
- To liaise with other staff members in relation to opportunities for the NQT to visit/observe in their classrooms and work alongside them.
- To enable and empower the NQT to seek/source answers to questions
- To brief the NQT on the nature and purpose of the *Droichead* process within the school
- To provide support for planning and preparation for teaching and learning by the NQT
- To establish clear boundaries for the PST/NQT relationship
- To clarify school policies and procedures for the NQT
- To invite teachers to be a member of the school PST
- To attend *Droichead* professional development
- To work in partnership with the NQT in the classroom e.g., observation and discussion
- To liaise with the NIPT Associate/RDO
- Where practical to liaise with other schools in the area for the purposes of observing and sharing practices
- To accept and give feedback in a constructive, open and professional manner
- To co-ordinate the overall *Droichead* process in collaboration with the PST members and the NQT, including communicating meeting schedules and agendas and the co-ordination of *Droichead* release time
- To keep records including copies of timetables and substitution records as well as induction plans, as part of the *Droichead* process
- To form a consensus in relation to the joint declaration and sign Form D, if appropriate
- To co-ordinate the conclusion of the *Droichead* process with the NQT and other PST members
- To ensure that the *Droichead* process is carried out appropriately in the school and to develop, monitor and review a whole school policy on induction



## **Appendix 2**

### **NQT suggested responsibilities at Coláiste Shliabh na mBan**

To guide the NQT in their role, some suggested responsibilities are suggested below.

- To apply for *Droichead* via the “My Registration” portal on [www.teachhincouncil.ie](http://www.teachhincouncil.ie), retain the confirmation e-mail and forward a copy to PST
- To attend one cluster meeting per term as per the indicative timeframe agreed with the PST
- To ensure Form D is fully completed before sending to the Teaching Council
- To reflect and evaluate practice regarding the Teaching Council’s Code of Professional Conduct
- To be aware of the continuum of professional development and his/her own responsibilities therein
- To participate fully in the school’s induction process and to undertake the elements of the programme
- To work in partnership as part of a school team
- To be aware of all school policies and procedures
- To observe more experienced teachers, practice and be observed by the PST
- To learn from the established good practice of teachers in the school and/or elsewhere
- To consider professional feedback in a constructive, open and professional manner
- To be prepared for all lessons and to have long and short-term planning available and up to date
- To develop a reflective professional portfolio, Taisce, which will provide a focus for professional conversations central to *Droichead* and allow the NQT to identify areas in which he/she may need support or guidance. It may be created as a hard copy or electronic document which supports the process of reflection begun at HEI level
- To engage in action planning in collaboration with the PST
- To collaborate with the PST to identify areas of interest for future professional development
- To attend professional development sessions
- To be fully cognisant of the duty of care to all students
- To accept responsibility for seeking help and advice
- To maintain the school's professional ethos
- To reflect with the PST, participate in a quality teaching and learning process and sign a joint declaration (Form D) as appropriate