



Induction Policy

Nuns Cross National School

Roll No. 11649S

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

Professional Support Team: Roles and Responsibilities

Professional Support Team (PST)

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**, ideally with **five years' experience**, including 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 will have completed a **programme of professional learning with NIPT**, including mentor skill development. Schools may form a **school PST** or an **inter-school PST** or they may invite one **external PST member** to join the internal school staff.

Supporting a newly qualified teacher during Droichead is always a **collaborative process**, although the **roles and responsibilities of PST members may vary** in different school contexts, and are therefore **agreed** before the Droichead process commences.

(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

The responsibilities agreed by our PST are identified in a separate document.

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 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

PST members

Name	Role	Trained (year)
Lisa Ward	PST member & Principal	2019-2020
Lorraine Gannon	PST member & Deputy Principal	2019-2020
Rachael Bennett	PST member	2022-2023
	PST member	
	PST member	

NQT/s in the current school year 2022-23

Name	TC Reg. No.	Class/es	Practice period	Assigned PST member (if applicable)
Kirsty Doyle		2nd class	September 2022 - June 2023	Lisa & Lorraine (Rachael awaiting training - Jan/Feb)

2. 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

3. 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

4. Droichead in Nuns Cross National School

- The Droichead process will be for the duration of the NQTs contract but no less than 60 days.
- For the first week of the Droichead process the NQT will observe a week (5 days) of teaching by an experienced member of the teaching staff.
- NQTs will be observed a minimum of 3 times and a maximum of 4 times depending on the duration of their contract.
- NQTs will be facilitated in observing other experienced teachers a minimum of 3 times.
- The PST team will meet with the NQT on a minimum of 4 and a maximum of 6 times (the last Thursday of each month).

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 in September 2024.

