**Droichead Policy:**

**School Name:** Edmund Rice Secondary School, Carrick-on-Suir.

**School Address:** Mount St. Nicholas, Carrick-on-Suir, Co. Tipperary.

**School Details:** ERSS Carrick-on-Suir is a Voluntary Roman Catholic Secondary School under the trusteeship and the patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.

**School Management:** The Board of Management of ERSS Carrick-on-Suir is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

**Mission Statement:**

Inspired by its founder, ERSS Carrick-on-Suir’s mission is to “*To provide a caring Christian community which celebrates effort and talent in an environment of hope and happiness"*, with a vision to *“Learn together, succeed together in a respectful environment.”*

**Ethos**:

As an Edmund Rice School ERSS Carrick-on-Suir seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

● Nurturing faith, Christian spirituality and Gospel-based values

● Promoting partnership in the school community

● Excelling in teaching and learning

● Creating a caring school community

● Inspiring transformational leadership

**Please Note:**

Personal data collected about prospective students/students and their parents/guardians will be retained and used strictly in accordance with the provisions of GDPR legislation as introduced 25th. May 2018. Further details on data protection are set out in the school’s Data Protection Policy.

**Aims:**

The aims of this policy are:

• To guide the whole school implementation of Droichead to support the induction of newly qualified teachers.

• To identify the roles and to 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, ERSS Carrick-on-Suir is offering Droichead as the route of induction for newly qualified teachers (NQTs) (see Appendix 1).

**Scope:**

This Induction Policy applies to all NQTs partaking in Droichead at ERSS Carrick-on-Suir. It also applies to management, members of the Professional Support Team (PST) and cooperating teachers. This policy was devised and formulated by the school community at Edmund Rice Secondary School, inclusive of all stakeholders, staff, parents, students and the Board of Management.

**Introduction:**

The Droichead process is an integrated professional induction framework for NQTs. The Droichead process is an integrated professional induction framework for newly qualified teachers. It recognises the effectiveness of the reconceptualised programmes 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 NQTs during the induction phase, thus laying foundations 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 registration conditions (e.g., Irish Language Requirement, qualifications shortfall conditions) have been deemed by the Teaching Council to have been met.

**Objectives**:

“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 foundations for subsequent professional growth and learning for the next phase of their career”.

The Teaching Council has set out the following standards to support the Droichead process and to guide the NQT and PST in relation to their professional learning and practice. Indicators of good practice in the ERSS Carrick-on-Suir are identified in Appendix 2 of this policy.

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

1. Engaged professionally with school-based induction and additional professional learning activities

2. Demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students

3. 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:

• 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

**Duration of Professional Practice required:**

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.](file:///C:\Users\lindabarry\Downloads\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 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 observation are arranged in advance and provide NQTs 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 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**

**Taisce – Portfolio-Based learning**

Portfolio-based learning is an important process to support the NQT in engaging in these professional conversations. The Teaching 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 to identify and plan for areas in which they may need further support or guidance.

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

**Role and Responsibilities:**

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

The PST is a team of fully registered teachers, each with at least five years’ experience, 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 ERSS Carrick-on-Suir have completed a programme of professional learning with National Induction Programme for teachers (NIPT), including mentor skill development.

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 at St. Ailbe’s Secondary School.

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.

**Professional Support Team (PST) Responsibilities:**

The responsibilities of the PST at ERSS Carrick-on-Suir are identified below. This list is 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. The PST at ERSS Carrick-on-Suir 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

**Role and Responsibilities of the NQT:**

**Role:**

Supporting an NQT through Droichead at Edmund Rice Secondary School is always a collaborative process. Droichead is about the NQTs professional journey and the process of their induction. Supporting an NQT through Droichead at ERSS Carrick on Suir is a collaborative process. A key part of this process is the NQT’s engagement with more experienced colleagues and reflection on the professional conversations that take place regarding 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 confirming that they have participated in a quality teaching and learning process.

**Droichead Policy Teaching Council, March 2017.**

**NQT Responsibilities:**

To guide the NQT in their role at Edmund Rice Secondary School, some suggested responsibilities are identified in Appendix 2 of this policy. The PST at Edmund Rice Secondary School will share its roles and agreed responsibilities with the NQT at their initial meeting.

**Self-Evaluation**

The PST at ERSS Carrick on Suir are constantly monitoring and reviewing the supports they provide to NQTs. A needs analysis takes place at the beginning of the year/at the beginning of the NQT’s Droichead process. This helps to inform the NQTs 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 review the supports on offer and the progress made on goals set previously. All outstanding areas are discussed.

**Related Policies**

• Dignity at Work Policy

• Code of Behaviour Policy

• Special Educational Needs Policy

• Data Protection Policy

• Staff Induction Policy

• Child Protection and Safeguarding Statement

**Approval:**

This policy has been distributed to staff, parents and students for their approval.

Amendments have been made after consultation with these stakeholders.

This policy has been ratified by the Board of Management of ERSS Carrick-on-Suir;

Chairperson: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

This policy will be due for review on:

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

**Appendix 1:**

**PST Responsibilities at Edmund Rice Secondary School** :

To guide a PST in its role, some suggested responsibilities are identified below. While responsibilities relating to support 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 organise Droichead Release Time for induction 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 NQTs

● 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 11

● Where practical, to liaise with other schools in the area for the purposes of observing and sharing practice

● 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 St.Edmund Rice Secondary School:**

To guide the NQT in their role, some suggested responsibilities are identified below. The PST will share its roles and agreed responsibilities with the NQT at their initial meeting.

• To apply for Droichead via the ‘My Registration’ portal on www.teachingcouncil.ie, retain the confirmation email 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 stamped at cluster meetings and fully completed before sending to the Teaching Council

• To reflect on and evaluate practice with regard to 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 programme 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 the professional feedback of the Principal, PST and other staff who advise about teaching and learning

• To accept and give feedback in a constructive, open and professional manner

• To be thoroughly 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 or 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 area(s) of interest for future professional learning (Cosán)

• To attend professional development sessions and contribute to group learning by participating fully 13

• To be fully cognisant of the duty of care to all students in the school

• To accept responsibility for seeking help and advice

• To maintain the school’s professional ethos in terms of appearance and conduct

• To reflect with the PST, participate in a quality teaching and learning process and sign a joint declaration (Section 2 - Form D), as appropriate.