



S N Iorball Sionnaigh

Roll No. 169230

DROICHEAD POLICY

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 (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.

PST members

Name	Role	Trained (year)
Nuala Mhic Gabhann	PST member & Principal	2019
Sandra Meehan	PST member	2019
Ita Little	PST member	2019

(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 the appendix to this policy.

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

Responsibilities that have been assigned to PST members

- 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: Í Uí Bheig
- Brief school staff and Board of Management on the nature and purpose of the school's involvement in *Droichead* : N Mhic Gabhann
- Arrange and lead the initial meeting with NQT: Í Uí Bheig/N Mhic Gabhann
- Attend *Droichead* professional development (one person invited from every school): I Uí Bheig
- Liaise with *Droichead* associate: N Mhic Gabhann
- Liaise with other school/s to support induction activities if required: N/A

NQTs who have undergone or going through Droichead

Name	TC Reg. No.	Class/es	Practice period	Main assigned PST member
Caoimhe Lynch	226910	2/3	2020/2021	Ita Little
Fabian Beggan	241363	3/4	2023/2024	Ita Little
Aideen Smyth	321477	3	2024/2025	Ita Little
Michaela Howell	315887	Sr INF / Rang 1	Jan To June 2025	Ita Little

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

Further resources can be found [here](#)

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.

This policy has been ratified by the Board of Management at a meeting on

Signed: _____ (Chairperson)

Date: _____

Appendix

PST Responsibilities:

- 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. observing and giving feedback
- To liaise with *Droichead* Associate assigned by NIPT to support the PST and NQT
- 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 induction plans when substitute cover is being availed of, 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 a whole-school policy on induction