

# **Ashbourne Community National School Induction Policy (Droichead Policy)**

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Ashbourne CNS School Induction Policy (Droichead Policy)

Version Control

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Board of Management	Chairperson	0.1	XX/XX/XXXX



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## 1. Overview

Ashbourne CNS is a multi - denominational, co - educational primary school under the patronage of Louth and Meath Education and Training Board (LMETB), a leader in educational provision and the patron of the largest range of schools and educational programmes in counties Louth and Meath. As a multi - denominational school, Ashbourne CNS accepts students of all faiths and of none. The medium of instruction at the school is English. Ashbourne CNS is a mainstream school which commenced with an intake of pupils in all classes from Junior Infants to Sixth class in September 2019.

Our vision for Ashbourne CNS is of a welcoming, inclusive, diverse and dynamic school that provides a quality learning experience with the learner as core. This vision is linked to the LMETB high level strategic goal included in LMETB's Strategy Statement 2017 – 2021 'Excellence in Education and Training to Achieve, Progress and Innovate'.

Students at Ashbourne CNS will feel a sense of belonging and will develop a love of learning through a positive and happy school experience. Students will be motivated and provided with opportunities to become active and responsible participants in their own learning. The school community will work with all partners and stakeholders to prepare knowledgeable and socially responsible citizens for the future.



## Ashbourne CNS School Induction Policy (Droichead Policy)

### 1.1 Clarification of Key Terms used in this document

LMETB: Louth Meath Education and Training Board

CNS: Community National School

PST: Professional Support Team

NQT: Newly Qualified Teacher

Droichead: The Droichead process supports the professional learning of NQTs during the induction phase, thus laying the foundations of subsequent professional growth and learning for the next phase of their career.

NIPT: The National Induction Programme for Teachers

DES: Department of Education

### 2. Purpose

This policy was developed by the staff of Ashbourne CNS in consultation with parents/guardians and the Board of Management in the school year 2019/2020. The policy was updated in the school year 2021/2022. The purpose of this policy is to inform staff on how the induction process of Newly Qualified Teachers is carried out in Ashbourne CNS.

This policy is intended to provide practical guidance for teachers, parents/guardians, and other interested persons on the provisions of effective teaching to all pupils and the effective implementation of the NIPT Teacher Induction programme.

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.



## 2.1 Aims of the Induction Policy

This policy aims to:

- guide the whole school implementation of *Droichead* to support the induction of Newly Qualified Teachers (NQTs);
- identify the roles and clarify the responsibilities across the school community in support of *Droichead*;
- identify the protocols underpinning the *Droichead* process in the school;
- identify the documents in support of the process.

## 3. Scope

This policy applies to all individuals within the school community who are responsible for the drafting, updating, approval and distribution of school policies. This policy is intended to guide members of the Board of Management, teachers, SNAs, pupils and parents in Ashbourne CNS.

## 4. Policy

### 4.1 Development

This policy was developed in consultation and/or collaboration with all stakeholders within the school community.

### 4.2 Roles and Responsibilities

Professional Support Team.

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



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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 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*

### PST Responsibilities

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 it is also important that these agreed responsibilities are communicated to the NQT at the earliest opportunity.

In support of an NQT's Droichead process, the PST will invite the wider school staff to provide opportunities for

- Co-planning.
- Co-teaching.



- Sharing of resources
- Sharing of resources CNS School Induction Policy (Droichead Policy)
- Engaging in professional conversations.

Furthermore, the responsibilities of the PST include;

- Facilitating class observation.
- Ensure that relevant Droichead materials are agreed before engaging in the process.
- PST members to agree on protocols around observations, ensuring that observations by and of the NQT are conducted as per NIPT's training recommendations.
- Agree Droichead Outline Plan with each NQT, ensuring opportunities for timely professional conversations and quarterly reviews are included.
- Contact NIPT if there are concerns around the successful completion of the process. (It is recommended that this is done promptly, thus allowing the PST and NQT time to work together to ensure adequate supports and opportunities are provided to the NQT to successfully complete the process).
- Enable the NQT to be proactive when identifying emerging professional needs and supports required.
- Provide support for planning and preparation for teaching and learning by NQTs.
- Clarify school policies and procedures for the NQT.
- Collaborate with the NQT on their needs as outlined in the Droichead Standards and Induction Plan.
- Liaise with Principal regarding organising Droichead Release Time for induction activities.
- Provide Professional and pedagogical support for the NQT.
- Liaise with other experienced teachers/other relevant staff members/other schools in relation to opportunities for the NQT to visit/observe in classrooms and work alongside them.
- Maintain records of the Droichead process in line with schools Data Protection Policy (GDPR) and confidentiality procedures.
- 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 and update the school's induction policy when necessary.
- Be mindful of the well-being of all involved in the Droichead process.



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Droichead coordinator responsibilities

- Co-ordinate the overall Droichead process in collaboration with PST members and the NQT including communicating meeting schedules, agendas and the co-ordination of Droichead Release Time.
- Brief school staff and Board of Management on the nature and purpose of the school's involvement in Droichead.
- Share the termly Droichead updates with the rest of the PST, Principal and NQT (email sent by NIPT to the link person nominated at training).
- Arrange and lead the initial meeting with NQT.
- Share the Droichead Outline Plan with the Principal (if the latter is in oversight role).
- Attend Droichead professional development (one person invited from every school) and update relevant school personnel as necessary.
- Liaise with Droichead Associate/NIPT.
- Keep a copy of the confirmation email from Teaching Council and other relevant records.

Newly Qualified Teacher (NQT) Roles.

- Attend school on time on a daily basis.
- Engage professionally with colleagues, parents, and pupils.
- Prepare meaningful learning opportunities for the pupils.
- Undertake and apply assessment techniques that are informative, summative, and useful for teaching/learning.
- Prepare meaningful resources that contribute to learning in the classroom.
- Undertake planning in a meaningful and regular manner.
- Utilise the school planning templates to undertake planning.
- To be thoroughly prepared for all lessons and to have long and short term planning available and up to date.
- Work collaboratively with all staff.



- To consider the professional feedback of the mentor and other staff who observe and advise about teaching and learning.
- Engage with parents/guardians in a meaningful, respecting, and professional manner.
- Work collaboratively with the PST.
- Attend and actively participate in cluster meetings.
- Attend and actively participate in additional learning opportunities.
- Become familiar with school policies, procedures, and guidance.

#### NQT Responsibilities

- Apply to commence the Droichead process via the 'My Registration Portal' of the Teaching Council website [www.teachingcouncil.ie](http://www.teachingcouncil.ie)
- Retain a copy of the confirmation email and give a copy of same to the PST.
- Register with an Education Centre for cluster meetings and bring Form D to each cluster meeting to be stamped.
- Planning requirements - weekly and termly.
- Be aware of relevant school policies and procedures.
- Be familiar with relevant Droichead documentation including the Droichead Policy, Droichead Outline Plan, the Droichead Standards and Induction Plan, etc.
- Work with the PST, identify and agree indicative timeframes for induction activities and quarterly reviews which will be included on the Droichead Outline Plan.
- Engage professionally with school-based induction activities, including, but not limited to, observations.
- Engage professionally with additional professional learning activities.
- Observations: complete at least two observations of experienced teachers. The NQT will also be observed, on at least three occasions, by members of the PST. Engage in the 3 step process: pre-observation meetings, the observations, and the post-observation conversations.
- Be proactive in identifying emerging needs, and also work with the PST to identify these needs.



- Engage in reflective practice and support professional learning and practice, both individually and collaboratively. “As a self-directed learner, and to support reflective practice, NQTs will maintain a Taisce, (Please see the Teaching Council website for additional information on creating and maintaining a Taisce.
- Update and maintain Droichead records as appropriate, for example: the Droichead Standards and Induction Plan document, post-observation records, Taisce etc.
- Reflect on professional learning and identify an area(s) of interest for future professional learning.
- At the end of the Droichead process, complete Form D with the PST and submit the original to the Teaching Council, retaining a photocopy.

#### 4.3 Protocols

This policy adheres to the protocols identified in *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

#### 5. Roles and Responsibilities of other members of staff

See section 4 for clarification on the roles and responsibilities of the Professional Support Team, PST coordinator and Newly Qualified Teachers.

##### 5.1 Ashbourne CNS Staff

All staff are obliged to facilitate in a constructive and professional manner the induction process in cooperation with the NQTs, PST and Principal.

Experienced teachers may be requested to carry out demonstration lessons for NQT's with their



own class or with the NQTs should. Teachers may be requested to participate in co-planning

with NQT's across curricular areas in order to participate in team teaching/co-teaching.

Teachers may be requested or encouraged to collaborate with NQT's in specific curricular areas

to share advice, books, resources where possible.

### 5.2 Principal

The Principal is responsible for the selection of teachers who will receive training and subsequently form the PST. The Principal will outline the role of the PST, NQT, and support the PST to make arrangements for professional development days. To consult with the PST with regards to the Induction Plan. The Principal will seek to support the PST and the NQT during the Droichead process. The Principal will endeavour to attend professional development days for principals. The Principal, in collaboration with the PST, will brief school staff, parents and Board of Management on the nature and purpose of the school's involvement in the Droichead programme. To liaise with the PST and NQT regarding inputs at staff meetings on the induction programme. To oversee the planning and preparation for teaching and learning by NQTs.

### 5.3 Board of Management

The Board is responsible for ratification of this policy.

## 6. Policy 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.

The review date for this policy will be set at no later than September 2023.



## 7. Appendices

### 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.  
<https://www.teachingcouncil.ie/en/publications/teacher-education/droichead-integrated-professional-induction-policy.pdf>
- Teaching Council Standards (accompanied by our customised Indicators and Examples of School Context).  
<https://www.teachingcouncil.ie/en/fitness-to-teach/>
- PST Roles and responsibilities.  
<https://teacherinduction.ie/en/component/edocman/pst-roles-suggested-responsibilities-primary>
- *Droichead* Outline drafted by the PST and finalised with NQT input.  
[https://lmetb.sharepoint.com/:w:/r/sites/AshbourneCNSStaff-PSTProfessionalSupportTeam/Shared%20Documents/PST%20\(Professional%20Support%20Team\)/Droichead%20Outline%202021-2022.docx?d=w7f5eff408c91450e987af68cb5844d94&csf=1&web=1&e=PDfcJ9](https://lmetb.sharepoint.com/:w:/r/sites/AshbourneCNSStaff-PSTProfessionalSupportTeam/Shared%20Documents/PST%20(Professional%20Support%20Team)/Droichead%20Outline%202021-2022.docx?d=w7f5eff408c91450e987af68cb5844d94&csf=1&web=1&e=PDfcJ9)
- Needs Analysis/Induction Plan – updated regularly in collaboration with NQT.







**BOM & LMETB Ratification/Resolution Process for  
This Policy**

**BOM Ratification**

*Asphowne CAS Staff Induction Policy*

<b>Date Ratified by the Board of Management:</b>	<i>29/06/2023</i>
<b>Proposed By:</b>	<i>Dorothy Butterly</i>
<b>Seconded By:</b>	<i>Casán Flynn</i>
<b>Signed:</b>	<i>John J. Lewis</i> (Chairperson, BOM)
<b>Scheduled Date for Review of the Policy:</b>	<i>June 2025</i>

**LMETB Ratification/Resolution of the ETB Board**

<b>Date of Resolution of ETB Board</b>	
<b>Signed</b>	(Chairperson)



