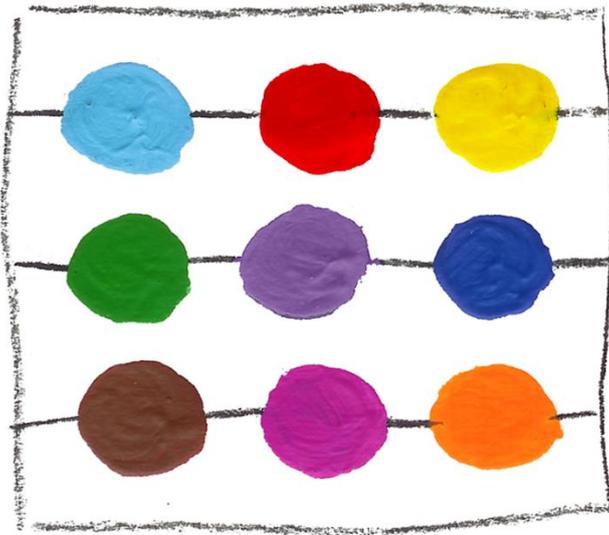


Droichead Policy



Carrigaline Educate Together N.S.

This document is intended to provide details of the main policies of Carrigaline Educate Together National School (CETNS). It is intended to help parents and guardians understand the environment and approach of the school. This document is regularly reviewed. All feedback is encouraged and welcome.

Version	Date	Description	Authors
1.0	April 2019	First version of policy	Board of Management

School Contact Details

Principal: Mel Thornton

Board of Management Chairperson: Eric Hurley

School Phone Number: 021-4375616 or 087-7453659

Address: Carrigaline Educate Together National School Kilnagleary, Carrigaline, Co. Cork.

Introductory Statement

This Droichead Policy relates to the induction process for Newly Qualified Teachers (NQTs) in Carrigaline Educate Together National School. The Droichead process is an integrated professional induction framework for NQTs.

Following guidance from the National Induction Programme for Teachers (NIPT) and the Teaching Council, it was decided that the school will offer the Droichead process from September 2018 to Newly Qualified Teachers in Mainstream Class settings, Special Education Teaching (S.E.T.) settings and English as an Additional Language (EAL) settings.

The Board of Management trusts that by participating in the Droichead process Newly Qualified Teachers (NQTs) will be supported in the transition from the initial teacher education programme to working as a teacher.

Rationale

The purpose of this policy is:

- to guide the whole school implementation of Droichead to support the induction of 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

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)*

Relationship to the Characteristic Spirit of the School

This policy reflects the overall ethos of the school which states:

Carrigaline Educate Together N.S. is one of a number of equality-based schools throughout the country. The representative organisation for these schools is Educate Together.

Educate Together aims to meet a growing need in Irish society for schools that recognise the developing diversity of Irish life and the modern need for democratic management structures. In particular, Educate Together guarantees children and parents of all faiths and none equal respect in the operation and governing of education.

The schools operated by the member associations of Educate Together are fully recognised by the Irish Department of Education & Skills and work under the same regulations and funding structures as other national schools. However, they have a distinct ethos or governing spirit. This has been defined in the following terms:

- Equality-based i.e. all children having equal rights of access to the school, and children of all social, cultural and religious backgrounds being equally respected
- Co-educational and committed to encouraging all children to explore their full range of abilities and opportunities,
- Child centred in their approach to education

- Democratically run with active participation by parents in the daily life of the school, whilst positively affirming the professional role of the teachers (Source: Educate Together Charter)

Whilst the concepts of child-centeredness and co-educationalism are now widely accepted in Irish primary education, what distinguishes the Educate Together schools is their hard work in developing a culturally inclusive and democratic ethos. This has pioneered unique approaches to inclusion of minority opinions and faiths in the Irish context.

The schools have developed education programmes which open the eyes of children to the naturally positive contribution that social, religious and cultural diversity and difference of viewpoint and opinion make to society.

The other characteristic feature of these schools is that they are democratically organised and governed. This maximises the potential for building a genuine partnership between the professional, objective role of the teacher and the necessarily personal involvement of the parent in contributing to their children's education.

Information taken from the Educate Together website www.educatetogether.ie

Carrigaline Educate Together N.S. makes the distinction between denominational education and moral/religious education. The ethical curriculum followed by the school is called the Learn Together Curriculum. It is comprised of four strands: Morality & Spirituality, Equality & Justice, Belief systems, Ethics & the environment. Denominational instruction is facilitated by the school insofar as groups are permitted to use the school premises. This is organised by parents outside of school hours.

Aims:

The policy aims:

- To provide professional support and advice to NQTs
- To build on the knowledge, skills and competences developed during the initial teacher education stage
- To support the new teacher to feel that he/she is a valuable member of staff with an important contribution to make
- To ensure the teacher become familiar with their surroundings and the day-to-day running of the school in order to carry out their work successfully

Roles and Responsibilities

Professional Support Team (PST)

The PST is a team of fully registered teachers from the school who work collaboratively to support and mentor the NQT(s) during school-based induction, in the first stages of their professional journey. All PST members have completed a programme of professional learning with NIPT, including mentor skill development.

The members of the school Professional Support Team (PST) are Rory Ward, Deirdre O'Driscoll and Nicola Brennan.

Supporting a NQT during Droichead is always a collaborative process, and the roles and responsibilities for such are outlined below.

(a) PST Roles

The dual role of the PST is to:

- **guide and advise** the NQT throughout 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 as follows:

- Ensure that relevant Droichead materials are agreed before engaging in the process
- Agree Droichead outline with each NQT
- Enable the NQT to be proactive when identifying emerging professional needs and supports required
- Co-ordinate working with the NQT using the emerging Needs Analysis/Induction Plan
- Organise Droichead Release Time for induction activities
- Professional and pedagogical support for the NQT
- 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
- Brief school staff/Board of Management on the nature and purpose for the school's involvement in Droichead
- Liaise with other staff members in relation to opportunities for the NQT to visit/observe in classrooms and work alongside them

- Keep relevant records
- Form a consensus in relation to the joint declaration and sign Form D (the NQTs official document recording the Droichead process which is their professional responsibility to fill in and maintain), if appropriate
- Review the process when it is concluded with an NQT

Our PST's responsibilities are neither exhaustive nor prescriptive and will be reviewed in light of experience.

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

- Co-planning
- Co-teaching
- Sharing of resources
- Engaging in professional conversations
- Facilitating class observation

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

Success Criteria

The practical indicators of the success of the policy include:

- The successful provision of professional support and advice to newly qualified teachers
- Positive feedback from NQTs regarding the building on knowledge, skills and competences developed during the initial teacher education stage
- Positive feedback from NQTs regarding feeling that he/she is a valuable member of staff with an important contribution to make
- Positive feedback from NQTs regarding becoming familiar with their surroundings and the day-to-day running of the school in order to carry out their work successfully
- Positive feedback from PST and Principal regarding all of the above success criteria
- Positive feedback from DQA (Droichead Quality Assessment) if a member visits the school to check on a school's progress

Roles and responsibility of the policy

The Board of Management, Principal, policy committee and PST have been responsible for supporting, developing, implementing and evaluating this policy.

Implementation Date

The plan was implemented in April 2019. Amendments will be implemented immediately.

Timetable for Review

This policy will be reviewed in 2021/2022 and biennially thereafter.

Ratification & Communication

The plan was circulated to the members of the Board of Management prior to the meeting in April 2019 and was formally ratified on April 1st 2019.

Notification that the plan is available for viewing will be communicated to the parents in the School Communication. It will be available for viewing by appointment in the office.

Signed: _____
CHAIRPERSON of the BOM

Date: _____

Reference

www.teacherinduction.ie