

# St Joseph's Patrician College, Galway. 'THE BISH'



## Newly Qualified teacher (NQT) Procedure.

### “Droichead”

Ratification Date:  
24th May 2021

Last Review Date:  
Revision Number: 1 (24<sup>th</sup> May, 2021)

This procedure is in keeping with the Child Protection Procedures as adopted by the Board of Management. Teachers are reminded that they are mandated persons and must be familiar with their obligations with reference to the Children First: National Guidance for Protection and Welfare of Children 2017 and the Children First Act 2015

## Mission Statement

St. Joseph's Patrician College is a secondary school for male students only. Our Mission is to create a safe learning environment where Catholic values are promoted and where each student is helped to reach his full potential and to qualify for the career of his choice.

Our Ethos is grounded on the Christian ideal of the dignity of the human person and the requirement of each person to love God and serve others, as expressed in our school motto – 'Pro Deo et Patria' ('For God and Country'). With the help of all our partners – students, parents, teachers, management and trustees – we aspire to create a learning environment which will encourage all – to develop the whole person - to be inclusive, fair and balanced - to value truth, honesty, integrity and courage - to have compassion and self-discipline - to appreciate and develop their own unique talents - to recognize and address their own learning needs - to foster respect for other cultures - to enhance each other's sense of dignity and self-worth - to take on responsibilities and to work within a team - to be generous in spirit within the school and the community - to uphold the school's traditions of unity, scholarship and sporting excellence - to nurture a religious faith that integrates with one's daily life - to examine contemporary culture and values in the light of Christian beliefs - to respect the spiritual, cultural, learning and democratic heritage of our country - to view one's career in life as a service to others and a means of self-fulfillment.

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# Introduction

## Purpose

The purpose of this Procedure is:

- 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

## Rationale

In line with the Teaching Council's procedure on *Droichead*: The Integrated Professional Induction Framework, March 2017, St. Joseph's Patrician College is a school offering *Droichead* as a route of induction for newly qualified teachers (NQTs).

## Scope

This Induction Procedure applies to all Newly Qualified Teachers (NQTs) partaking in *Droichead* at St. Joseph's Patrician College It also applies to management and members of the Professional Support Team (PST). This procedure was devised and formulated by the school community at St. Joseph's Patrician College, including PST and the Board of Management.

## Legal Framework

This Induction Procedure has been informed by the following:

- The Education Act (1998)
- The Education (Welfare) Act 200
- The Code of Professional Conduct for Teachers (2<sup>nd</sup> Edition) 2012
- *Droichead*: The Integrated Professional Induction Framework 2017
- Teaching Council's Transitional Arrangements Post-Qualification Professional Practice Conditions 2017/2018 2018.19
- Post-qualification Professional Practice Procedures and Criteria 2018.19

- Children First Act 2015 and DES Child Protection Procedures for Primary and Post-Primary Schools 2017
- Safety, Health and Welfare at Work Act 2005
- Looking at our School 2016
- General Data Protection Regulation (GDPR) 2018

## **Droichead Overview**

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 Higher Education Institutions (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.

*Droichead* has been designed in collaboration with the profession to reflect the importance of induction for new teachers as they are formally welcomed into the most important profession in society. It is grounded in the belief that those best placed to conduct this formal welcome are experienced colleagues who have relevant and in-depth knowledge of teaching and learning in their respective

The main objective of the Droichead process is to support the professional learning of the NQTs during the induction phase, thus laying the 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 have been deemed by the Teaching Council to have been met.

When an NQT is employed in St. Joseph's Patrician College in an eligible setting (See Procedure 1.1.2) for the minimum period of professional practice (See Procedure 1.1.3), they apply for the Droichead process via the 'My Registration' portal on [www.teachingcouncil.ie](http://www.teachingcouncil.ie). An email confirmation is issued to the NQT from the Teaching Council confirming that they have applied for the Droichead process. This record should be retained, to be submitted with a completed Form D.

There are two key strands of the Droichead process as an integrated induction framework for newly qualified teachers. The first strand is a school-based induction one (Strand A), through which the NQT is supported by experienced colleagues. The second strand is made up of additional professional learning activities (Strand B), which involves attendance at NQT cluster meetings in local education centres, and one other professional learning activity, related to the needs of the NQT. Typical learning activities might be, for example, participation in a workshop, a meeting of a Teacher Professional Network/subject association, an online/blended learning activity, attendance at a conference, Féilte, etc.

Droichead: The Integrated Professional Induction Framework, March 2017. For the full Droichead Procedure and relevant accompanying documentation, please refer to [www.teachingcouncil.ie](http://www.teachingcouncil.ie)

## 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, in guiding the NQT, with the PST, in relation to their professional learning and practice. Indicators of good practice in the context of St. Joseph's Patrician College are included. 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 demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students;

3. Have demonstrated an ability to engage in reflective practice that supports their professional learning and practice, both individually and collaboratively.

## Protocols

This procedure adheres to the protocols identified in the Droichead – The Integrated Induction Framework, Teaching Council, March 2017. This procedure 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 procedure 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 (Updated 2nd edition of the Code of Professional Conduct for Teachers, July 2016), accompanied by our customised indicators and examples of school context;
- Professional Support Team (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 Required Professional Practice

Professional practice includes school placement (10 weeks) during initial teacher education and (ii) post-qualification practice. The Droichead process which fulfils the post-qualification professional practice requirement, has been modified to take into account the extended school placement during initial teacher education. 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](http://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.

## **Observations**

Observations are also 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 observations 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.

## **Taisce – Portfolio-based learning**

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



# Roles and Responsibilities

## Professional Support Team (PST) Role:

The PST is a team of fully registered teachers, which may include 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 at St. Joseph's Patrician College have completed a programme of professional learning with NIPT, including mentor skill development. St. Joseph's Patrician College may form a school PST or an inter-school PST or 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 at St. Joseph's Patrician College.

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

## Current Members of St. Joseph's Patrician College PST:

- i.) Nuala O Halloran
- ii.) Shane Cusack
- iii.) Ross Conboy
- iv.) John Madden

## PST Responsibilities:

The responsibilities agreed by the PST at St. Joseph's Patrician College are identified in the Appendix 1 of this procedure. The 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. The PST at St. Joseph's Patrician College 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

The PST at St. Joseph's Patrician College will share its role and agreed responsibilities with the NQT at their initial meeting.

### **NQT Role:**

Supporting an NQT through Droichead at St. Joseph's Patrician College is always a collaborative process. Droichead is fundamentally about the NQTs professional journey and the process of their induction. A key part of this process is an NQT's engagement with more experienced colleagues, and reflection on the professional conversations that take place on their own professional learning and practice.

Through their engagement in the Droichead process at St. Joseph's Patrician College, 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 above, the NQT will sign a joint declaration with the PST, that they have participated in a quality teaching and learning process.

### **NQT Responsibilities:**

To guide the NQT in their role at St. Joseph's Patrician College, some suggested responsibilities are identified in Appendix 2 of this procedure. The PST at St. Joseph's Patrician College will share its roles and St. Joseph's Patrician College agreed responsibilities with the NQT at their initial meeting.

## **The Droichead Process in St. Joseph's Patrician College**

The PST work with Newly Qualified Teachers who have 200 class hours in their contract and have received an email confirming eligibility for Droichead from the Teaching Council. Every year, the PST meet and decide which member will be an NQT's mentor and who will observe the NQT in class. The PST then meet the NQT and run through the plan for the year. The NQT observes the mentor's class. The mentor is then a professional support for the NQT for the year while 2 other members of the PST observe the NQT in class and give written and verbal feedback. The NQT is also encouraged to observe teachers in their own subject and other subjects. The PST meet when all observations are completed to discuss completion of Droichead. Once the PST are satisfied the process is completed, 2 members of the PST sign the Form D with the NQT.

### **Self-Evaluation**

The PST are constantly monitoring and reviewing the supports they provide to NQTs at St. Joseph's Patrician College. The PST ensure to align SSE targets at St. Joseph's Patrician College with the support on offer 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, the progress made on goals set previously and any outstanding areas are discussed.

### **Data Protection**

All data will be kept in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Procedure of St. Joseph's Patrician College.

### **Covid-19 Transitional Arrangements**

Due to the unprecedented situation of school closures in 2019/2020, additional flexibility was introduced to support teachers in completing the Droichead process. These are detailed in "Post-qualification Professional Practice Conditions Transitional Arrangements 2020/2021" Section 2.4 (Post-primary) and Section 3 (Primary and Post-primary).

### **Related Policies**

- Dignity at Work Procedure
- Code of Responsibility and Behaviour Procedure

- Special Educational Needs Procedure
- Data Protection Procedure

## **Review**

This procedure will be subject to regular review in the light of ongoing experiences. The review will be led by the principal in collaboration with members of the PST.

# Board of Management Ratification

<p>The Board of Management ratified this procedure on the:</p>	<p>DATE: <b>May 24<sup>th</sup> 2021</b></p>
	<p>Signed:</p>
<p><b>Myles McHugh Chairperson</b></p>	
<p><b>John Madden Secretary of the BOM</b></p>	
<p>Date of next review:</p>	<p>As Required</p>

# Appendix 1: PST Responsibilities at: St. Joseph's Patrician College

Note: This list is neither exhaustive nor prescriptive and is open to change upon review.

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

- 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 procedure on induction

## Appendix 2: NQT Suggested Responsibilities at St. Joseph's Patrician College.

### Note:

- i.) The list is neither exhaustive nor prescriptive and is open to change upon review.
- ii.) To guide the NQT in their role, some suggested responsibilities are identified below.
- iii.) 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](http://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
- 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