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**Roll Number:**

## **DROICHEAD POLICY FOR NEWLY QUALIFIED TEACHERS**

**BROADMEADOW COMMUNITY  
NATIONAL SCHOOL**



**2021/2022**

**Principal: Miss J. Robinson**

The Principal of Miss Jennifer Robinson is responsible for the implementation of this Droichead Policy.

## Introduction

This Droichead Policy relates to the induction process for Newly Qualified Teachers (NQTs) in Broadmeadow CNS. 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.

## Rationale

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 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

## Relationship with School Spirit

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

- 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.

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.

## 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 member of the school Professional Support Team (PST) is Jennifer Robinson, school Principal.

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 in line with GDPR.
- Review the process when it is concluded with an NQT

- 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.

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 and in line with GDPR
- 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.

## **Supporting the NQT Process**

At Broadmeadow CNS we endeavour to support every NQT on their own personal and professional journey with them. We endeavour to support you in many ways such as;

- Link with your Mentor made at the start of the process.
- Providing a copy of the Droichead Policy.
- Provide induction booklet and induction to new staff members.
- Planned meetings to support the Droichead Process.
- Planned Observation time to observe other staff members.

- CPD opportunities within the school and wider community.
- Raise awareness of CPD opportunities beyond the school building.
- Supportive environment.

## **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.

## **Ratification**

Signed: \_\_\_\_\_ CHAIRPERSON of the BOM Date:

Signed: \_\_\_\_\_ PRINCIPAL Date: