

# Cabinteely Community School



## **Droichead Policy**

*Ratified September 2020*

### 1. Introduction:

This Droichead Policy relates to the induction process for Newly Qualified Teachers (NQTs) in Cabinteely Community 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 November 2018. 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.

### 2. Mission Statement:

Cabinteely Community School is a kind, caring and vibrant learning community which supports the wellbeing, academic, spiritual and creative growth of every student. We welcome students of all ethnicities, abilities, genders and faith traditions and none, as equal members of our school community. We identify with our Ursuline founders their values and their love of education.

Our core values guide our policies, our procedures, and how we work with our students, parents and staff.

These core values are:

**Care** - We all need to belong and be cared for in a safe environment in order to learn

**Courage** - We show courage by making the right choices and committing to learning.

**Support** - We will be the best we can be by working hard and working together

### 3. Purpose:

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)*

#### **4. Rationale:**

In line with the Teaching Council of Ireland's policy on Droichead: The Integrated Professional Induction Framework, March 2017. Cabinteely Community School is offering Droichead as a route of induction for newly qualified teachers suitably employed in our school.

#### **5. Scope:**

This Induction Policy applies to all Newly Qualified Teachers (NQTs) partaking in Droichead in Cabinteely Community School. It also applies to management and members of the Professional Support Team (PST), where applicable. This policy was devised and formulated by the PST in conjunction with school management.

#### **6. Legal Framework:**

This Induction Policy has been informed by the following:

- The Education Act (1998)
- The Education (Welfare) Act 2000
- The Code of Professional Conduct for Teachers (2<sup>nd</sup> Edition) 2016
- Droichead: The Integrated Professional Induction Framework 2017
- The Teaching Councils Post-Qualification Professional Practice Condition - Transitional Arrangements 2019/2020
- Children First Act 2015
- Looking at Our School 2016

## **7. Setting in which the Droichead Process can take place**

A post-primary teacher will normally undertake the Droichead process when employed in a recognised post-primary school. As a general rule, paid employment in a permanent, temporary or substitute capacity is eligible, so long as such employment will afford the teacher the opportunity to meet the minimum duration requirements. A post-primary teacher may also complete the Droichead process where they are employed in one of the following roles: - A special school where a proportion of the pupils attending the school are of post-primary age, and where the teacher is teaching a post-primary curricular subject(s) to such pupils, or - - A Centre for Education where a post-primary curricular subject(s) is being taught. It should be noted that where NQTs are employed in the above settings via voluntary (unpaid) service or internship schemes such as Job Bridge, and similar such schemes that may be commenced in the future, this is not deemed acceptable by the Teaching Council as being suitable for Droichead.

## **8. Duration of professional practice required**

Professional practice includes placement in a school (10 weeks) during initial teacher education and (ii) post qualification practice. The Droichead process 2016/2017, 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' 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 register for the Droichead process with Limerick Education Centre, using the DR1 form. 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, that extra time be used to support the Droichead process, be that through the development of your Taisce or further in class observations of lessons.

## **9. The role of the NQT at a school level.**

Droichead is fundamentally about the NQT's 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. There are a number of ways in which a PST can be established. In larger schools, with multiple NQTs, a number of teams might operate in parallel. In smaller schools, a team of two or three teachers may suffice. In very small schools, or in circumstances where a school is not in a position to establish a PST exclusively from within the staff, an external model is available. Further guidance is available from the NIPT. During the course of the Droichead process, an NQT has a number of interactions with the experienced colleagues who are supporting the process. These are called professional conversations. These conversations provide opportunities to exchange informal feedback on a one-to-one basis, and discuss issues arising in the course of the NQT's professional learning and practice and offer guidance. Alternatively, a professional conversation may take the form of an arranged meeting between the NQT and one or more members of the PST.

Other elements to the school-based part of Droichead are:

- 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.
- 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. Further detail on this process is available from the Droichead eBook on the Droichead pages of the Council's website. Practical guidance on this process is available to NQTs and the PST from the NIPT.

All requirements and expectations of Droichead are available at:

<https://www.teachingcouncil.ie/en/Teacher-Education/Droichead/>

or

<https://teacherinduction.ie/en/>

#### **10. Roles and Responsibilities of the 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 Emer Murphy, Chris O'Brien and our Principal Clare Garrihy.**

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

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)*

The Responsibilities of the PST are:

- To assign a dedicated PST member to each NQT for the duration of the Droichead process.

- To ensure that relevant Droichead materials are agreed before engaging in the process
- To agree Droichead outline and time frame with each NQT
- To enable the NQT to be proactive when identifying emerging professional needs and supports required
- To co-ordinate working with the NQT using the emerging Needs Analysis/Induction Plan
- Organise Droichead Release Time for induction activities (observations and feedback)
- To be Professional and provide pedagogical support for the NQT
- To co-ordinate the overall Droichead process in collaboration with the PST members and the NQT including communicating meeting schedules, 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
- To keep relevant records
- To 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
- To review the process when it is concluded with an NQT

Our PST's responsibilities are not intended to be exhaustive or prescriptive and will be reviewed in light of our experience as a Droichead school.

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

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

### 11. Data Protection

All data relating to this Policy and the Droichead process will be kept in accordance with the General Data Protection Regulation Act 2018

### 12. Additional Support

All new teachers to Cabinteely Community School will have the support of a dedicated experienced member of staff throughout their first year. This teacher will help guide the new teacher through policies and school practices as well as helping them understand the context of our school and the diverse nature of our student body. This role is functionally different to the role of Droichead, but serves a similar local function.

### 13. Teachers who have completed Droichead in Cabinteely Community School

When they joined CCS	NQT/Mentee	PST/Mentor	Signed off
Sept 2018	Diarmuid Murphy	Emer Murphy & Chris O Brien	April 2019
Sept 2018	Jessica Lynch	Brid Monaghan & Chris O Brien	April 2019
Sept 2019	Mike Lynch	Chris O Brien	Pending
Sept 2019	Kevin Delaney	Emer Murphy	Pending
Sept 2019	Aidan Kearney	Brid Monaghan	Pending
Jan 2020	Lorcan De Grae	Emer Murphy	Pending

### 14. Review

All policies are subject to review and updating as required.

Review Date:	Reviewed by:	Signed:




**Appendices and Supporting Documentation:**

**Observation Sample Template (A)**

<b>Experienced Teacher</b>	<b>NQT as Observer</b>
Date: Time: Subject: Year Group:	Focus:
<b>Two aspects which I learned about and might use/ adapt for my own class</b>	
<b>Two aspects which I found interesting</b>	

**One aspect that I would like to find out more about**

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## Observation Sample Template (B)

NQT: \_\_\_\_\_

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Year Group: \_\_\_\_\_

Subject: \_\_\_\_\_ Topic: \_\_\_\_\_

Starting class	
Time on Task	
Class organisation	
Behaviour Management	
Questioning and Wait Time	
Teacher Talk	
Lesson Flow	
Rapport, Voice, Tone	
Teacher Movement	
Teacher/Student Interaction	
Student Movement	
Differentiation	
Meeting lesson intention	
Other	

## Observation Sample Template (C)

Focus on one area only and explore three or four points under that particular heading. Keep it focused, practical and achievable. Start with the strengths of the lesson.

<b>Lesson Planning</b>
Intention
Specific?
Achievable? (Three -four are sufficient)
<b>Structure of the lesson</b>
Introduction
Development
Conclusion
<b>Methodologies</b>
<b>Student activities</b>
<b>Use of resources</b>
<b>Differentiation</b>
<b>Assessment</b>
<b>Classroom management</b>
Structure and pace of the lesson
Use of voice
On task work by students

Group/pair work
Working with other adults
Time management
Classroom layout and storage of resources
<b>Communication skills</b>
Relationships and interactions between teacher and students and students with each other
Questioning
Explaining
Feedback to students

### Observation Sample Template (D)

<b>Teacher:</b>	
<b>Observer:</b>	
<b>Date and time:</b>	
<b>Year Group:</b>	
<b>Class:</b>	
<b>Subject:</b>	
<b>Topic:</b>	
<b>Learning Intentions:</b>	
<b>Focus of observation:</b>	
<b>Areas that worked well:</b>	
<b>Areas to work on:</b>	
<b>Strategies for moving forward:</b>	

**Post Observation:  
Reflection/Discussion Session**

**Why?**

'Feedback discussion is the critical part of the process of providing advice and support to teachers'. (Randall & Thornton, 2001, p. 8)

**How?**

Work with care and sensitivity.

'A 'problem' in the lesson is not a 'fault' in the teacher and this needs to be clearly signalled to the teacher'. (Randall & Thornton, 2001, p. 81)

<b>Exploration</b>	Listening
	Understanding
	Reflecting
	Focusing
<b>Discovery</b>	Thematising (Linking things said to a theme)
	Challenging
	Disclosing
<b>Action</b>	Goal-setting
	Trialling
	Planning

## **Scaffolding**

'The process needed to Guide the learner to new awareness is 'scaffolding'; the provision of focused challenges and questions to allow the teacher to internalise the new ideas'. (Randall & Thornton, 2001, p. 52)

### **Solution-focused scale questions**

- How do you think the lesson went?
  - What were you most pleased with? Why?
  - What did the students learn?
  - Why do you think the lesson went the way it did?
  - Were there any surprises?
  - When you did...the students reacted by... Why do you think this happened?
  - Help me understand what you took into account when you were planning.
  - If you taught the lesson again, what if anything, would you do differently?
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- I saw... Mentor describes...Collaborative
  - How else might you? Mentor probes...Alternatives
  - How do you think it went? Mentor listens...Non-directive
  - Talk me through...Mentor listens...Non-directive
  - Why don't you? Make decisions...Directive



## Sample Template for Action Plan following Observation

Areas needing development	
Strategies to help improve teaching and learning in this area	
Support needed to facilitate the implementation of these strategies	
Starting Date	
Review	