

***Meánscoil na mBráithre Críostaí, Cill Chainnigh***  
**Christian Brothers Secondary School, Kilkenny.**

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**Droichead Policy June 2019**

<b>School Name:</b>	Christian Brothers Secondary School, Kilkenny
<b>School Address:</b>	James's Street, Kilkenny, R95 H985
<b>School Details:</b>	CBS Kilkenny is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.
<b>School Management:</b>	The Board of Management of CBS Kilkenny is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

## **Mission Statement**

Inspired by its founder, CBS Kilkenny aims to provide Catholic education in the Edmund Rice tradition. The school endeavours to be a caring Christian Community which promotes to the best of its ability the personal, spiritual, physical and intellectual development of its students.

## **Ethos**

As an Edmund Rice School, CBS Kilkenny seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership

## Rationale

In line with the Teaching Council's policy on *Droichead: The Integrated Professional Induction Framework March 2017*, CBS Kilkenny is offering *Droichead* as the route of induction for newly qualified teachers (NQTs) (see **Appendix 1**). This policy applies to all NQTs partaking in *Droichead* at CBS Kilkenny. It also applies to management, members of the Professional Support Team (PST) and cooperating teachers.

## Aims

The aims of this policy are:

- To guide the whole school implementation of *Droichead*
- To identify the roles and to 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

## 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 and to guide the NQT and PST in relation to their professional learning and practice. Indicators of good practice in the CBS Kilkenny are identified in **Appendix 2** of this policy. Through their engagement in the *Droichead* process, the NQT will have:

1. Engaged professionally with school-based induction and additional professional learning activities
2. Demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students
3. Demonstrated an ability to engage in reflective practice that supports their professional learning and practice, both individually and collaboratively.

## **Duration of Professional Practice required**

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).

## **Observations**

Observations are 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 observation 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 Teaching 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 to identify and plan for areas in which they may need further support or guidance.

## Role and Responsibilities of the PST

The PST is a team of fully registered teachers, each with at least five years' experience, who work collaboratively to support and mentor the NQT. All PST members at CBS Kilkenny have completed a programme of professional learning with National Induction Programme for teachers (NIPT), including mentor skill development.

The 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.

The responsibilities of the PST at CBS Kilkenny are identified below. This list is 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 CBS Kilkenny will communicate these responsibilities to the NQT. The responsibilities of the PST are:

- 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/guardians and Board of Management on the nature and purpose of the school's involvement in *Droichead*
- To ensure the *Droichead* Outline Plan is current for each NQT
- To provide professional and pedagogical support for the NQT
- To support PST members and NQTs
- To outline the PST's role at the initial meeting with the NQT
- 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 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 / Regional Development Officer (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 between 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
- To form a consensus in relation to the joint declaration
- 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 CBS Kilkenny and to develop, monitor and review a whole-school policy on *Droichead* induction

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

### **Role and Responsibilities of the NQT**

*Droichead* is about the NQTs professional journey and the process of their induction. Supporting an NQT through *Droichead* at CBS Kilkenny is a collaborative process. A key part of this process is the NQT's engagement with more experienced colleagues and reflection on the professional conversations that take place regarding their own professional learning and practice.

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 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 the above, the NQT will sign a joint declaration with the PST confirming that they have participated in a quality teaching and learning process.

The PST at CBS Kilkenny will share its roles and agreed responsibilities with the NQT at their initial meeting. The PST will guide the NQT:

- 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 the *Droichead* Form D is stamped at cluster meetings and fully completed before sending it 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 *Droichead* 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 teacher's 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
- 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
- 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.

### **Self-Evaluation**

The PST at CBS Kilkenny are constantly monitoring and reviewing the supports they provide 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 and the progress made on goals set previously. All outstanding areas are discussed.

### **Data Protection**

All data will be kept in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Policy of CBS Kilkenny.

## **Related Policies**

- Dignity at Work Policy
- Code of Behaviour Policy
- Special Educational Needs Policy
- Data Protection Policy
- Staff Induction Policy
- Child Protection and Safeguarding Statement

## **Review**

This policy 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.

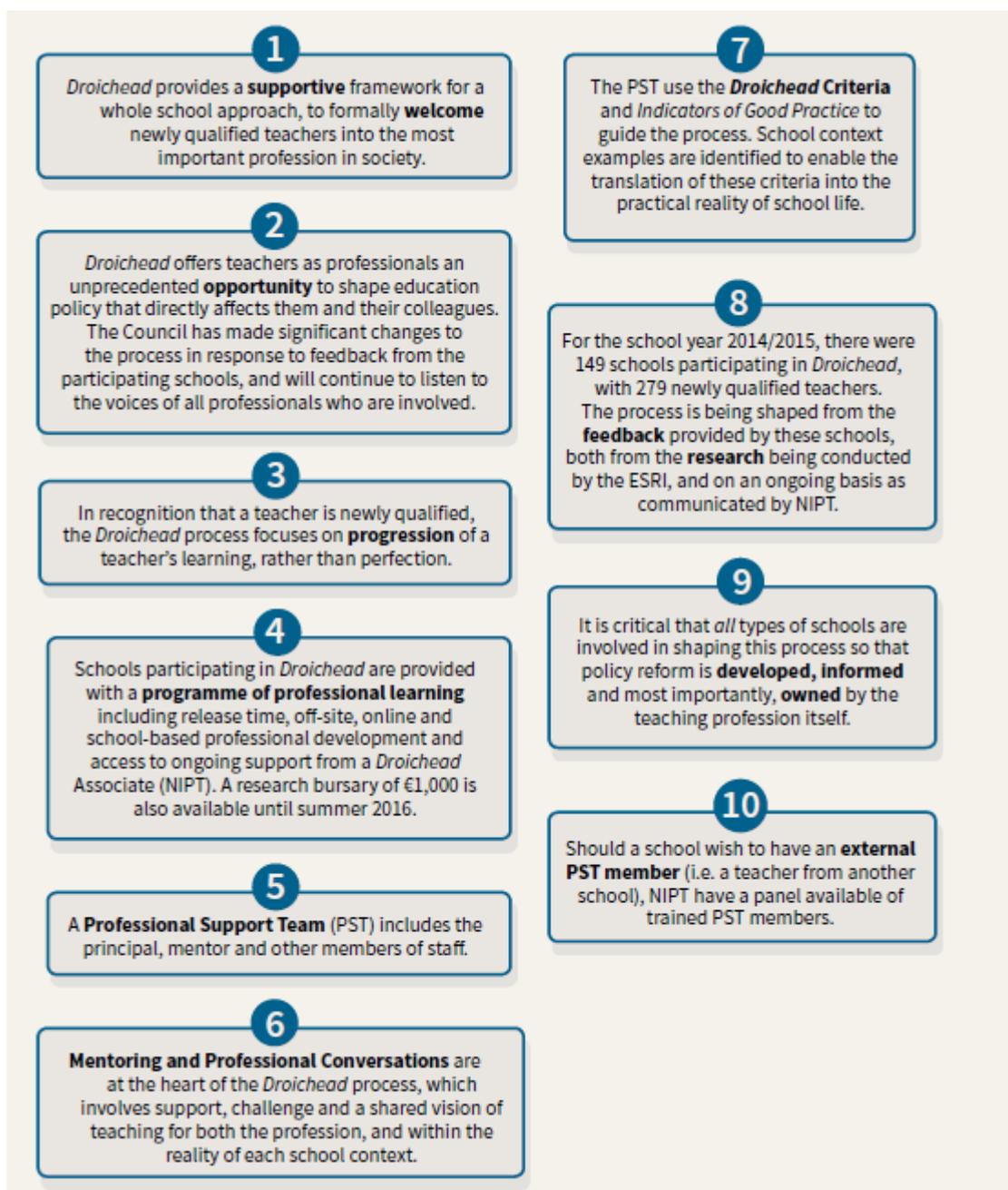
## **Approval**

This policy has been approved by CBS Kilkenny Board of Management.

Signed: \_\_\_\_\_  
Chairperson, Board of Management

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

## Appendix 1



## Appendix 2

Criterion	Indicators of Good Practice
The NQT will have ...	The NQT will have ...
<p>engaged professionally with the school-based induction activities as established by the Teaching Council</p>	<ul style="list-style-type: none"> <li>○ taken a proactive approach to his or her own learning and to reflection on his or her practice</li> <li>○ participated constructively in a broad range of professional experiences</li> <li>○ worked well as part of a team and contributed to the professional conversations with the PST</li> <li>○ engaged fully in the life of the school commensurate with his or her stage on the continuum of teacher education</li> <li>○ sought and availed of opportunities to observe and work alongside other teachers, and sought and availed of support and engaged with constructive feedback from the PST</li> </ul>
<p>demonstrated a satisfactory commitment to quality teaching and learning</p>	<ul style="list-style-type: none"> <li>○ engaged in long-term and short-term planning, and practised in line with school policies (in particular homework, assessment and other relevant teaching and learning policies) and the relevant national curriculum/syllabus or specification</li> <li>○ used a range of appropriate teaching methodologies, resources and assessment techniques commensurate with his or her stage of development</li> <li>○ structured and paced lessons appropriately</li> <li>○ provided for differences in pupil/student abilities, backgrounds and learning styles</li> <li>○ covered an appropriate range of material</li> </ul>
<p>demonstrated an ability to practise independently as a qualified, fully registered teacher</p>	<ul style="list-style-type: none"> <li>○ demonstrated good communication skills</li> <li>○ demonstrated good classroom management skills</li> <li>○ engaged with all of the school community, including parents, in a respectful and courteous manner, having due regard for the values and standards set out in the <i>Code of Professional Conduct for Teachers</i> and for the school's Code of Behaviour, Child Protection Policy and other relevant policies</li> <li>○ supported, guided and motivated pupils/students towards the achievement of quality learning outcomes, including written work</li> <li>○ demonstrated an ability to exercise professional judgement in dealing with a range of issues and situations, and</li> <li>○ actively engaged with colleagues in the context of the school as a professional learning community, and sought their guidance and support when necessary</li> </ul>