**Droichead - Individual Induction Plan - Post-primary**

**Name of NQT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Droichead Standards:**  The Teaching Council has set out three standards to support the Droichead process, in guiding the Newly Qualified Teacher (NQT), with the Professional Support Team (PST), in relation to their professional learning and practice.  The standards provide the basis for support, challenge and a shared vision of teaching.  The standards are fixed and support and guide the NQT and PST when making their declarations at the end of the process. | **Indicators of Good Practice:**  Indicators of good practice explain the standards in greater detail and can be adapted by schools. | **School Context Examples:**  Where a PST opts to use indicators and examples, it is advised that they be refined according to the unique school context. | **Emerging Needs:**  NQTs’ needs are identified in real-time.  It is not envisaged that an NQT will present with emerging needs for each indicator.  Only needs and supports relevant to an NQT's individual process are captured. | **Induction Activities:**  Related induction activities are identified in response to emerging needs.  Induction activities are supports which have been put in place to meet those needs. These are unique to each individual NQT’s process, and this document serves as a running record of the NQT’s emerging needs. |
| To complement the standards, suggested indicators of good practice and corresponding school context examples are provided by the Droichead Induction Division.  Examples are neither exhaustive nor prescriptive. | | The NQT and PST work collaboratively to identify emerging needs and induction activities. The three standards are central to all professional conversations in the Droichead process. | |

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| **Standards**  Through their engagement in the Droichead process, the NQT will: | **Indicators of Good Practice**  **The NQT:** | **School Context Examples**  **School specific initiatives, procedures, policies or practices.** | **Emerging Needs**  **NQT identifies emerging needs in consultation with PST members.** | **Induction Activities**  **NQT & PST identify activities in response to emerging needs.** |
| **Standard 1:**  have engaged professionally with school-based induction and additional professional learning activities | (a) participated constructively in a broad range of professional experiences. |  |  |  |
| (b) worked well as part of a team and contributed to the professional conversations with the PST. |  |  |  |

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|  | (c) engaged fully in the life of the school commensurate with their stage on the continuum of teacher education. |  |  |  |
| (d) sought and availed of opportunities to observe and work alongside other teachers, sought and availed of support from the PST and from other experienced teachers, engaged in constructive discussions through professional conversations. |  |  |  |

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| **Standard 2:**  have shown their professional commitment to quality teaching and learning for their pupils/students. | (a) engaged in long-term and short-term planning and practised in line with school policies (homework, assessment and other relevant teaching and learning policies) and the relevant national curriculum/syllabus or specification. |  |  |  |
| (b) used a range of appropriate teaching methodologies, resources and assessment techniques commensurate with their stage of development. |  |  |  |

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| **Standard 2 (continued):**  have shown their professional commitment to quality teaching and learning for their pupils/students  **Standard 2 (continued):**  have shown their professional commitment to quality teaching and learning for their pupils/students | (c) structured and paced lessons appropriately. |  |  |  |
| (d) provided for differencesin pupil/student abilities, backgrounds and learning styles. |  |  |  |
| (e) covered an appropriate range of material, using the relevant national curriculum/syllabus or specification, using school policies, plans and initiatives. |  |  |  |
| (f) demonstrated good communication skills. |  |  |  |
| (g) demonstrated good classroom management skills, promoted good behaviour through appropriate management systems and in line with school Code of Behaviour. |  |  |  |
| (h) engaged with all the school community, including parents/guardians, in a respectful and courteous manner, having due regard for the values and standards set out in the Code of Professional Conduct for Teachers and for the school’s Code of Behaviour, Child Protection Procedures and other relevant policies. |  |  |  |
| (i) supported, guided and motivated pupils/students towards the achievement of quality learning outcomes, including written work. |  |  |  |
| (j) demonstrated an ability to exercise professional judgement in dealing with a range of issues and situation. |  |  |  |

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| **Standard 3:**  have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively | took a proactive approach to their own learning and to reflect on their own practice. |  |  |  |
| (a) engaging in the creation and development ofTaisce, as a self-directed learner to support reflective practice and engagement in professional conversations |  |  |  |
| (b) actively engaged with colleagues in the context of the school as a professional learning community.  Sought their guidance and support when necessary. |  |  |  |