**Droichead - Needs Analysis for the Newly Qualified Teacher –**

**Post-primary**

A Needs Analysis assists the Newly Qualified Teachers (NQTs) to embed reflective practice and responsiveness to their needs as a professional and induction into the Teaching Profession. This tool can be used both as an individual reflection by the NQT or as part of a Professional Conversation between the Professional Support Team (PST) and the NQT. The following steps can enable this process whereby the NQT reflects and identifies areas they wish to target for development during their Droichead process.

**Step 1: Individual Reflection**

Where am I now?

Where do I want to be?

How do I get there?

**Step 2: Rank and Prioritise**

The NQT ranks each area on the template to identify one or two priorities that the NQT would like to target for development during their Droichead process. Priorities may include teaching strategies, managing expectations, adjusting to the role of teacher etc.

**Step 3: Professional Conversation**

Involves a Professional Conversation around what action needs to be taken in relation to named priorities. This may involve the organisation of induction activities for the NQT.

**Step 4: Record**

The sample Needs Analysis Template is used to record the needs of the NQT and the agreed next steps.

**Step 5: Review**

The last step of the Needs Analysis is to review the process:

Have I made progress with my priorities?

What has worked well? What do I need to continue working on?

**Template for Needs Analysis of NQTs**

In PST discussions with the NQT, are there any of the following areas that the NQT would like to target for development during their Droichead process?

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| **Area** | **Ranking by NQT****Meeting 1** | **Ranking by NQT Meeting 2** | **Ranking by NQT Meeting 3** | **Additional Notes** |
| Planning |  |  |  |  |
| Classroom management |  |  |  |  |
| Working with students |  |  |  |  |
| Working with parents |  |  |  |  |
| Working with colleagues |  |  |  |  |
| Teaching strategies |  |  |  |  |
| Curriculum issues |  |  |  |  |
| Resources |  |  |  |  |
| Communication |  |  |  |  |
| Organisational skills |  |  |  |  |
| Adjusting to the role ofteacher |  |  |  |  |
| Adjusting to the school |  |  |  |  |
| Managing expectations |  |  |  |  |
| School policies- understanding of/discussion of targeted areas |  |  |  |  |
| Time management |  |  |  |  |
| Marking students’ work |  |  |  |  |
| Work-life balance/Wellbeing |  |  |  |  |
| Others |  |  |  |  |