**Droichead - Sample 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. | Become familiar with and follow school procedures.  Actively participate in and contribute to staff meetings and school initiatives e.g., Drop Everything and Read (DEAR), Green Flag, Gaisce, etc. | School policies familiarisation. | 4th Sept: Welcome Pack  7th Sept: Went through key policies and procedures; Child Protection; Health and Safety; Code of Behaviour; Homework: SSE; Class planning requirements. |
| (b) worked well as part of a team and contributed to the professional conversations with the PST. | Work with teaching colleagues in the interests of sharing, developing and supporting good practice and maintaining the highest quality of teaching.  Contribute to class group unit planning (units of learning) | Working with Parents/Guardians.  (PTM): queries and concerns. | 6th Nov:Discussed school procedures/protocols for PTMs, role-played a PTM with PST member. |

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|  | (c) engaged fully in the life of the school commensurate with their stage on the continuum of teacher education. | Participate in school based P.D.  Promote good and courteous behaviour in the classroom and around the school in line with school’s Code of Behaviour  Take an active part in school activities such as school outings, Maths Week, Seachtain na Gaeilge etc. |  |  |
| (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. | Engage in observation of experienced teachers’ classroom practice adhering strictly to confidentiality protocols.  Identify and prioritise areas of focus for observation and seek opportunities for same.  Meet with SENCO to establish and support class needs. | Meet SEN team. | 12th Sept. met with SENCO.  Date TBC: SEN Team |
| **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 (in particular homework, assessment and other relevant teaching and learning policies) and the relevant national curriculum/syllabus or specification. | Long-term and short-term plans are developed and prepared in line with the Subject Syllabus and Subject Guidelines/ Specifications.  Short-term planning contains learning outcomes and intentions which are specific, measurable, attainable, realistic and time framed.  Progress records are maintained in line with school policy. | Ensuring clarity with learning intentions – what/how will I know? | 8th Oct: Department Meeting, Sharing Department plans, unit planning/schemes of work.  18th Nov: NQT completed the Droichead Induction Division workshop on SSE & Planning (PP).  12th Dec: Co-planned lesson with focus on clearly identifying a small number of learning intentions. |
| (b) used a range of appropriate teaching methodologies, resources and assessment techniques commensurate with their stage of development. | Teaching methods are appropriate and relevant to the students’ learning needs ensuring progression in students’ learning.  An appropriate range of suitable resources/assessment methods is used to support teaching and learning | Selecting appropriate assessment methodologies | 18th Dec. Observation of NQT: focus: Peer Assessment. Discussion around Droichead Induction Division’s Assessment and Feedback to all Learners (PP) workshop |

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| **Standard 2 (continued):**  have shown their professional commitment to quality teaching and learning for their pupils/students | (c) structured and paced lessons appropriately. | Lessons are well prepared with the aim of achieving predicted learning intentions.  Time is managed to allow for direct teaching and active participation. |  |  |
| (d) provided for differencesin pupil/student abilities, backgrounds and learning styles. | Content, approaches, learning tasks and activities are differentiated to meet the needs of the range of students’ ability.  The teacher monitors the development of each student’s learning and provides additional attention and support as necessary | Meeting learning needs of all students |  |
| (e) covered an appropriate range of material, using the relevant national curriculum/syllabus or specification, using school policies, plans and initiatives. | Build new content on previous learning and take account of the students’ learning environment.  Material covered in each lesson is appropriate.  The students display evidence of progression | Creating appropriate resources for a range of abilities | 15th Jan: Meeting with subject teachers to discuss resources, (PPTs, worksheets, mind maps, Edmodo etc.) |
| (f) demonstrated good communication skills. | The teacher displays strong and supportive relationships with the students and colleagues.  Language appropriate to the subject, age and ability of the students is used and explanations are clear |  |  |
| (g) demonstrated good classroom management skills, promoted good behaviour through appropriate management systems and in line with school Code of Behaviour. | The teacher promotes good behaviour through appropriate management systems and in line with school Code of Behaviour.  The teacher cultivates a caring relationship with students through appropriate use of encouragement, praise and positive feedback.  High expectations of quality student engagement in learning are expected. |  | 5th Feb: Discuss Evidence Based Behavioural Support (PP) workshop |
| (h) engaged with all of 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. | Be familiar with the Child Safeguarding Statement, Designated Liaison Person, and Deputy Designated Liaison Person.  Engage with all school personnel, secretaries, caretaker and cleaning staff in a respectful and courteous manner.  Communicate effectively with parents and colleagues regarding students’ achievements, behaviour and well-being in a manner that is professional, collaborative and supportive. |  |  |
| **Standard 2 (continued):**  have shown their professional commitment to quality teaching and learning for their pupils/students | (i) supported, guided and motivated pupils/students towards the achievement of quality learning outcomes, including written work. | Provides contexts for learning that are challenging and enjoyable; encourages, motivates, and affirms students in their learning.  Gives students regular feedback, both orally and through accurate marking and encourages students to respond to the feedback. |  |  |
| (j) demonstrated an ability to exercise professional judgement in dealing with a range of issues and situation. | Completes an accident/incident report where necessary.  Prioritises students’ safety.  Manages classroom discussions and interactions sensitively and effectively.  Acts professionally by maintaining confidentiality and keeping in mind the dignity of the student. |  |  |

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| **Standard 3:**  have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively | 1. took a proactive approach to their own learning and to reflect on their own practice. | Reflections to be concise and directly related to teacher’s own practice with a view to improving the learning of the students.  Identify key learning moments from additional professional learning activities. | Questions to support professional reflection | 3rd Nov: Professional Conversation around Key Learning Moment from Taisce. |
| 1. actively engaged with colleagues in the context of the school as a professional learning community.   Sought their guidance and support when necessary. | Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.  Liaises with SEN team regarding children with SEN.  Engages with School Self Evaluation 2022-2026, Looking at Our School 2022: A Quality Framework for Post-Primary Schools (LAOS), and any other school improvement processes. | Mock and Oral exams | Jan 9th: discussion with colleagues around procedures for Mock exams – Setting, ordering and corrections.  Professional conversation with Department Head & Examination secretary regarding procedures in the school for Oral and state exams. |
| 1. engaging in the creation and development ofTaisce, as a self-directed learner to support reflective practice and engagement in professional conversations | Identify key learning moments and insights throughout the Droichead process for your Taisce.  Is willing to share relevant items from their Taisce (digitally, reflective journal, use of a scrapbook etc.) with the PST as a focus for the professional conversations. | Collaborate with the PST to identify the area(s) of interest for future professional learning. | NQT could share 2-3 Key Learning Moments throughout the year through engaging in Professional Conversations with PST members |