



Droichead - Standards and Induction Plan (Sample) - Primary {One plan for each individual Newly Qualified Teacher (NQT)}

Explanatory Notes				
Droichead Standards	Indicators of Good Practice	School Context Examples	Emerging Needs	Induction Activities
<p>The Teaching Council established 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.</p> <p>These three standards are fixed and support and guide the NQT and PST when making their declarations at the end of the process.</p>	<p>Indicators of good practice explain the standards in greater detail and can be adapted by schools.</p>	<p>Where a PST opts to use indicators and examples, it is advised that they be refined according to the unique school context.</p> <p>Only relevant school context examples are required.</p>	<p>NQTs' needs are identified in real-time</p> <p>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.</p>	<p>Related induction activities are identified in response to emerging needs.</p> <p>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.</p>
	<p>To complement the standards, suggested indicators of good practice and corresponding school context examples are further explored as part of professional development for the PST. Suggested indicators of good practice and corresponding school context examples are identified below. Examples are neither exhaustive, nor prescriptive.</p>		<p>The three standards are central to all discussions between the NQT and PST about emerging needs and induction activities.</p>	

Standards	Indicators of Good Practice	School Context Examples	Emerging Needs	Induction Activities
Through their engagement in the Droichead process, the NQT will:	The NQT:	School specific initiatives, procedures, policies or practices. Include a link to your Plean Scoile if available.	The NQT identifies emerging needs in consultation with PST members.	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	Review and adopt agreed school procedure and protocols re. Parent-Teacher Communication (see Plean Scoile).	Parent-Teacher Meeting (PTM)/Working with parents/guardians, queries about the format of PTMs and concern about a potentially challenging conversation at upcoming PTM.	6 Nov. Discussed school procedures/protocols for PTMs, shared school template, role-played a PT meeting with PST member.
	(b) worked well as part of a team and contributed to the professional conversations with the PST			
	(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,	Mainstream class teachers meet with SET re. SSPs in September, and January.	Meet SEN team re. SSPs Support required in drafting a CSP.	12th Sept. met with SET re. SSPs Date TBC: SET and PST member to meet with NQT to co-plan a CSP.



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	engaged in constructive discussions through professional conversations and quarterly reviews, with the PST			NQT to review: BESD Guidelines re. CSPs ✓ and the Guidelines for Primary Schools Supporting Pupils with SEN in Mainstream Schools
Standard 2: have shown their professional commitment to quality teaching and learning for their pupils/students	(a) engaged in long-term and short-term weekly preparation for teaching and learning (visible, invisible & recorded) 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	Short-term weekly recorded preparation is submitted to the principal on a Monday morning. Submission of Cuntais Mhíosúla to the principal on the first Friday of each month.	Short-term weekly recorded preparation: achieving clarity about what the children will learn, and support required in identifying the focus of new learning and learning outcomes.	September 18th: NQT completed the Droichead Induction Division's workshop on Planning and Preparation: onlinelearning.teacherinduction.ie September 21st: Met with the other 2nd class teacher for modelling and co-preparation for teaching and learning. NQT has downloaded and reviewed preparation guidance from the



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				Droichead Induction Division website ✓ NQT reviewed NCCA <i>Guidance on Preparation for Teaching and Learning</i> and attended staff meeting re. same ✓
	(b) used a range of appropriate teaching methodologies, resources and assessment techniques commensurate with their stage of development, as outlined in the “Overview Methodologies” page in the Toolkit for Planning on our website	Use of WALT and/or WILF. CLIL (Content and Language Integrated Learning) - e.g., the use of Gaeilge to teach the Games strand in PE.	Support required around AfL strategies including feedback and self-assessment.	
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 differences in pupil/student abilities, backgrounds and learning styles		Meeting learning needs of all pupils.	



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	(e) covered an appropriate range of material, using the relevant national curriculum, syllabus or specification, using school policies, plans and initiatives	In the Autism classes, use of a combination of curricula according to school policy practice and procedure.		
	(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	<i>Incredible Years</i> as a whole school approach	Support required in becoming familiar with the <i>Incredible Years</i> approach.	
	(h) engaged with the full school community, including parents/guardians, in a respectful and courteous manner, having due regard for the values and standards set out in the Teaching Council's Code of Professional Conduct	Use of Aladdin for communicating with parents Use of a designated school email when communicating with parents.		



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	for Teachers and for the school's Code of Behaviour, Child Protection Policy and other relevant policies			
Standard 2 (continued): have shown their professional commitment to quality teaching and learning for their pupils/students	(i) supported, guided and motivated pupils towards the achievement of quality learning outcomes, including written work, shared the learning outcomes with the pupil, gave pupils regular feedback, both orally and through accurate marking and encouraged pupils to respond to the feedback	E.g.s, in line with school Assessment policy (see Plean Scoile), practice and procedure: <ul style="list-style-type: none"> Using two stars and a wish Using symbols when correcting Using Seesaw for e.g., oral and written feedback		
	(j) demonstrated an ability to exercise professional judgement in dealing with a range of issues and situations, including the completion of accident and incident reports, Child Protection Disclosures where necessary			



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Standard 3: have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively	(a) took a proactive approach to their own learning and to reflection on their practice	The completion of a professional reflection on the weekly plan and/or in the Cuntas Míósúil.	The NQT is requesting sample prompt questions to support professional reflection	
	(b) actively engaged with colleague(s) in pre- and post-observation discussions, actively engaged with colleagues in the context of the school as a professional learning community, and sought their guidance and support when necessary, including regular professional conversations and quarterly reviews.			
	(c) Created and maintained Taisce, as a self-directed learner to support reflective practice and engagement in professional conversations	learning moments (digitally, reflective journal, use of a scrapbook etc.) at the quarterly review meetings		

