



Droichead and the PST – Role & Suggested Responsibilities

The Droichead Process

*“The main objective of the Droichead process is to **support the professional learning of NQTs** during the induction phase, thus **laying the foundations for subsequent professional growth and learning** for the next phase of their career” (Teaching Council, 2017, p3).*

PST Role

Supporting an NQT through Droichead is always a collaborative process. The dual 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.

PST Suggested Responsibilities

To guide a PST in its role, some suggested responsibilities are identified below. The list is neither exhaustive nor prescriptive and is open to customisation by a PST. While responsibilities relating to support and mentoring relate to all team members, a PST may designate some of the other responsibilities to identified individuals within the team.

The PST will share its role and agreed responsibilities with the NQT at their initial meeting.



PST: Possible Responsibilities

- To liaise with the PST members regarding inputs to staff on the Droichead process
- 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 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 the PST members and NQT/s
- To outline the PST's role at the initial meeting
- 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/source 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 attend Droichead professional development
- To work in partnership with the NQT in the classroom e.g., observation and discussion
- To liaise with the Droichead Induction Division
- To accept and give feedback in a constructive, open and professional manner
- To co-ordinate the overall Droichead process in collaboration with the 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, as part of the Droichead process
- To form a consensus in relation to the joint declaration and sign Form D, if appropriate
- 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 the school and to develop a whole-school policy on induction





- Other...





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NQT Role

Supporting an NQT through Droichead is always a collaborative process. Droichead is fundamentally about the NQT’s professional journey and the process of their induction. A key part of this process is an NQT’s engagement with more experienced colleagues, and reflection on the professional conversations that take place on 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 above, the NQT will sign a joint declaration with the PST, that they have participated in a quality teaching and learning process.

NQT Suggested Responsibilities

To guide the NQT in their role, some suggested responsibilities are identified below. The list is neither exhaustive nor prescriptive and is open to customisation.

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





NQT: Possible Responsibilities

- Apply for Droichead on www.teachingcouncil.ie, retain the confirmation email and forward a copy to PST
- Go to www.oide-droichead.com to register for Cluster Meetings
- To attend one cluster meeting per term as per the indicative timeframe agreed with the PST
- To ensure Form D is fully completed before sending 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 their own responsibilities therein
- To participate fully in the school's 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 teachers' 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 begun at Higher Education Institution (HEI) level
- 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 (*Cosán*)
- 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 (Form D), as appropriate

If, at any stage in the induction year, an NQT wishes to raise concerns regarding the Droichead process it is important to know that a review process is in place where NQTs or the PST wish to raise concerns. This process includes an informal stage at school level, and a more formal stage at Droichead Induction Division level. It allows for unresolved issues to be escalated to the Teaching Council, via its Droichead Quality Assurance Panel.

