



INDUCTION/DROICHEAD POLICY

September 2026 (1.2)



An Roinn Oideachais
agus Óige
Department of Education
and Youth



Version	Date	Description	Authors
1.0	September, 2023	First Version of Policy	Board of Management
1.1	September 2025	Review of Policy • General tidy of main headings • Section 4 given sub headings: 4.1, 4.2, 4.3 • Section 4.1: Updates NQTs in the current school year and PST members • Roles and responsibility of the policy; Ratification and Communication and Implementation given separate headings	Board of Management
1.2	September 2026	Review of Policy • Section 4.1: Updates NQTs in the current school year and PST members	Board of Management

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1. Introduction

The *Droichead* Policy relates to the induction process for Newly Qualified Teachers (NQTs) in Mercy Covent Primary School. The *Droichead* process is an integrated professional induction framework for Newly Qualified Teachers (NQTs).

Following guidance from the National Induction Programme for Teachers (NIPT) the teaching Council it was decided that the school will offer the *Droichead* process from September 2018 to Newly Qualified Teachers in Mainstream class settings and Special Education Settings (S.E.T). This policy was revised and updated in September 2023.

The Droichead process is an **integrated professional induction framework** for Newly-Qualified Teachers (NQTs). It builds on *Céim* taking as its starting point the areas for further learning that have been identified by the NQT in collaboration with the HEI as part of the school placement experience. At the same time, it recognises that induction is a distinct phase of the continuum of teacher education, a socialisation process into the teaching profession.

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. (Droichead: The Integrated Professional Induction Framework, Teaching Council, March 2017, p.3)

2. Rationale

To provide a common understanding of the *Droichead* process for all school stakeholders.

3. Aims

The main aims of this policy are:

- To guide the whole school implementation of *Droichead* to support the induction of newly qualified teachers (NQTs)
- To outline the roles and clarify the responsibilities across the school community in support of *Droichead*
- To highlight the protocols underpinning the *Droichead* process in the school
- To identify the key documents which support the *Droichead* process

The purpose of this policy is:

- To provide professional support and advice to NQT's
- To build on the knowledge, skills and competences developed during the initial teacher education stage
- To support the new teacher to feel that he/she is a valuable member of staff with an important contribution to make
- To ensure the teacher becomes familiar with their surroundings and the day to day running of the school to carry out their work successfully

4. Roles and Responsibilities

4.1 Professional Support Team (PST)

The Droichead process is an **integrated professional induction framework** for NQTs.

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.

Droichead: The Integrated Professional Induction Framework, Teaching Council, March 2017, p.3

Our PST team comprises of three **fully registered and experienced teachers**, who **work collaboratively to support and mentor the NQT** during school-based induction, in the first stages of their professional journey. All PST members have completed a **programme of professional learning with NIPT**, including mentor skill development. The PST works collaboratively to support and guide a newly qualified teacher through his/her induction phase.

Supporting a newly qualified teacher during *Droichead* is always a **collaborative process**. The **roles and responsibilities of PST members may vary** and are **agreed** before the *Droichead* process commences (Droichead Policy 1.1.4.2). To guide a PST in its roles, some suggested responsibilities are identified in Appendix 2. The list is neither exhaustive nor prescriptive and is open to customisation by a PST. While the responsibilities of mentoring are common to all team members, a PST may designate some of the other responsibilities to identified individuals within the team.

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

Appendix 1 details the names of each trained PST member in the school.

Appendix 2 outlines suggested roles and responsibilities for all PST members and suggested responsibilities that may be assigned to a named PST member.

(a) PST Roles

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

(Droichead: Policy Teaching Council, March 2017, p.3, 1.1.1.3)

(b) PST Responsibilities

The responsibilities agreed by our PST are identified below. Other suggested responsibilities can be found in the Appendix 2 of this document.

The responsibilities agreed by our PST are as follows :

- Ensure that the relevant *Droichead* materials are agreed before engaging in the process.
- Agree *Droichead* outline with each NQT.
- Enable the NQT to be proactive when identifying emerging professional needs and supports required
- Co-ordinate working with the NQT using the emerging Needs of Analysis/Induction Plan
- Organise *Droichead* Release Time for Induction activities
- Professional and pedagogical support for the NQT
- Co-ordinate the overall *Droichead* process in collaboration with the PST members and NQT including communicating meeting schedules and agendas and the co-ordination of *Droichead* Release Time.
- Brief school staff/Board of Management on the nature and purpose for the school's involvement in *Droichead*
- Liaise with other staff members in relation to opportunities for the NQT to visit/observe in classrooms and work alongside them
- Keep relevant records
- Form a consensus in relation to the joint declaration and sign Form D (the NQTs official document recording the *Droichead* process which is their professional responsibility to fill and maintain), if appropriate.
- Review the process when it is concluded with the NQT

Our PST's responsibilities are **neither exhaustive nor prescriptive** and will be **reviewed** in light of experience. Responsibilities directly relating to support and mentoring relate to all team members while other responsibilities are designated to a named team member. We recognise that it is also important that these agreed responsibilities are **communicated to the NQT** at the earliest opportunity.

In support of a NQT's *Droichead* process, the PST will invite the **wider school staff** to provide opportunities for the following activities :

- Co-planning
- Co-teaching
- Sharing of resources
- Engaging in professional conversations
- Facilitating class observation

NQT/s in the current school year

Name	TC Reg. No.	Class/es	Practice period	Assigned PST member (if applicable)
Bronwyn D'Arcy	340649	Junior Infants	August '26 - June 27	Sarah Madigan

4.2 NQT Suggested Roles and Responsibilities

As previously stated, 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 (Droichead Policy teaching Council, 2017).

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 induction 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, in line with the *Droichead* standards

1. Have engaged professionally with school based induction and additional professional learning activities
2. Have shown 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
4. Based on the above, the NQT will sign a joint declaration with the PSDT, that they have participated in quality teaching and learning process (Droichead : Policy Teaching Council, March 2017)

Appendix 2 also outlines suggested roles and responsibilities for the NQT.

4.3 Role of Principal – Suggested Role and Responsibilities

"As a leader of learning in the school, the principal, while not necessarily involved in the *Droichead* process, fosters a culture of learning culture in which *Droichead* can flourish, and supports the PST in facilitating a quality induction process (p.7 *Droichead* Policy 2017). While most primary principal have opted to engage as a member of the schools' PST, they may also sole opt for an oversight role – choosing to support the NQT and PST as they undertake the *Droichead* process but are not part of the PST and do not sign Form D.

Appendix 3 outlines suggested roles and responsibilities for the principal in an oversight role.

5. Protocols

This Induction policy advocates adherence to the protocols identified in the *Droichead – The Integrated Induction Framework*, Teaching Council, March 2017. This policy is specifically supported by the following sections:

- Professional conversations: p. 5
- Observation: p. 5
- Maintaining records of the *Droichead* process: p. 6
- Concluding the *Droichead* process: p. 7

6. Supporting documentation

This policy is part of a suite of documents to support *Droichead* in the school. These documents include:

- ***Droichead: The Integrated Induction Framework***, Teaching Council, March 2017
- **Teaching Council Standards** (accompanied by our customised Indicators and Examples of School Context)
- **PST and NQT Roles and Responsibilities**
- ***Droichead* Outline Plan** drafted by the PST and finalised with NQT input
- ***Droichead* Standards and Induction Plan** (to be updated regularly in collaboration with the NQT)
- **Code of Professional Conduct for Teachers** Updated Second edition 2016
- **Post-qualification Professional Practice Procedures and Criteria** – available at www.teachingcouncil.ie
- **Registration handbook** available at www.teachingcouncil.ie
- **Transitional Arrangements post-qualification Professional Practice Conditions** available at www.teachingcouncil.ie
- ***Cosán* :Framework for Teachers Learning**, March 2016
- **Looking At Our Schools 2022** – A Quality Framework for Primary Schools

7. Timetable for Review

The policy will be reviewed in 2027 (or as circumstances may warrant) and biennially thereafter. The review of the policy will be lead by the deputy principal in collaboration with members of the PST and NQT and the in-school management team. It will be amended as necessary.

8. Success Criteria

The practical indicators of the success of the policy include :

- The successful provision of professional support and advice to newly qualified teachers
- Positive feedback from NQTs regarding the building on knowledge, skills and competences developed during the initial teacher education stage
- Positive feedback from the NQTs regarding feeling that he/she is a valuable member of staff with an important contribution to make
- Positive feedback from the NQTs regarding becoming familiar with their surroundings and the day-to-day running of the school in order to carry out their work successfully. Familiarisation with the Mercy Covent School Planner will be essential as this outlines all the procedures and practices in the day to day operations of our school.
- Positive feedback from the DQA (Droichead Quality Assessment) if a member visits the school to check on a school's progress

9. Roles and responsibility of the policy

The Board of Management, principal and PST have been responsible for supporting, developing, implementing and evaluating this policy.

10. Ratification and Communication

This Induction/Droichead policy was officially ratified by the Board of Management in September 2025. This policy was updated and ratified by the Board of Management

This policy has been made available to school personnel through a central shared folder and on the school Padlet. Parents can request a copy from the office and a folder of all school policies is available from the school office.

11. Implementation

This policy supersedes the previous policy and is effective from 11th September 2025

Signed: _____
Chairperson of Board of Management

Signed: _____
Secretary / Principal

Date:

Date:

Date of next review: **September 2027**

References

- *Droichead* : the Integrated Professional Induction Framework March 2017
- www.teacherinduction.ie

Appendix 1 PST Member Names

Name	Class/Role	NIPT Link Person ✓
Trish Kelly	SET	
Sinéad Buckley	SET	
Sarah Madigan	Mainstream Teacher	
Darragh O' Shea	Mainstream Teacher	

Appendix 2 PST and NQT – Roles and Responsibilities

Droichead - Roles and responsibilities for Professional Support Team (PST) Members and Newly Qualified Teachers (NQTs)
Droichead The main objective of the Droichead process is to support the professional learning of NQTs during the induction phase, this laying the foundations for subsequent professional growth and learning for the next phase of their career. <i>Droichead Policy Teaching Council, 2017</i>
Droichead and the PST – Role and (Suggested) Responsibilities

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

Droichead : Policy Teaching Council 2017

PST Suggested Responsibilities

Supporting a Newly Qualified Teacher during *Droichead* is always a collaborative process, although the roles and responsibilities may vary in different school contexts, and are therefore agreed before the *Droichead* process commences. (*Droichead* Policy 1.1.4.2)

To guide a PST in its roles, 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 roles and agreed responsibilities with the NQT at their initial meeting.

Suggested responsibilities for all PST members :

- Ensure that the Droichead materials are agreed before engaging in the process
- PST members to agree protocols around observations, ensuring observations **by** and **of** NQT are conducted as per NIPT's training recommendations (e.g. an NQT should be observed by different PST members during the process).

- Agree Droichead Outline Plan with each NQT, ensuring opportunities for timely professional conversations and quarterly reviews are included
- Contact NIPT if there are concerns around the successful completion of the process. (It is recommended that this is done promptly, thus allowing the PST and NQT time to work together to ensure adequate supports and opportunities are provided to the NQT to successfully complete the process)
- Enable the NQT to be proactive when identifying emerging needs and supports required
- To provide support for planning and preparation for teaching and learning by NQTs
- To clarify school policies and procedures for the NQT
- Co-ordinate working with the NQT using the Droichead Standards and Induction Plan
- Liaise with Principal regarding organizing Droichead Release time for Induction Activities
- Professional and pedagogical support for the NQT
- Liaise with other experienced teachers / other relevant staff members/other schools in relation to opportunities for the NQT to visit/observe in classrooms and work alongside them
- Maintain records of the *Droichead* process in line with School Data Protection Policy (GDPR) and confidentiality procedures
- Form a consensus in relation to the joint declaration and sign Form D, if appropriate
- Review the process when it is concluded with an NQT and update the schools' induction policy when necessary
- Be mindful of the wellbeing of all involved in the *Droichead* process

Suggested responsibilities that may be assigned to a named PST member:

- 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
- Brief school staff and Board of Management on the nature and purpose of the school's involvement in *Droichead*
- Share the termly *Droichead* updates with the rest of the PST (email sent by NIPT to the link person nominated at training)
- Arrange and lead the initial meeting with NQT
- Share the *Droichead* Outline Plan with the principal (if in oversight role)
- Attend *Droichead* professional development (one person invited from every school) and update relevant school personnel as necessary
- Liaise with *Droichead* associate/NIPT
- Keep a copy of the Approval to Commence the *Droichead* Process email and other relevant records

Droichead and the NQT – Role and Suggested Responsibilities

Droichead

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.

Droichead Policy Teaching Council, March 2017

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. (*Droichead*: Policy Teaching Council, March 2017)

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.

- Apply to commence the *Droichead* process on the My Registration Portal of the Teaching Council website www.teachingcouncil.ie
- Retain a copy of the Approval to Commence the *Droichead* Process email and give a copy of same to the PST

- Register with an Education Centre for Cluster Meetings and bring Form D to each Cluster Meeting to be stamped
- Plan weekly and termly
- Be aware of relevant school policies and procedures
- Be familiar with relevant *Droichead* documentation including the *Droichead* Policy, *Droichead* Outline Plan, and the *Droichead* Standards and Induction Plan etc.
- Working with the PST, identify and agree indicative timeframes for induction activities and quarterly reviews which will be included on the *Droichead* Outline Plan
- Engage professionally with school-based induction activities, including, but not limited to, observations.
- Engage professionally with additional professional learning activities
- Observations: complete at least two observations of experienced teachers. The NQT will also be observed, on at least two occasions, by members of the PST. Engage in the 3 step process: pre-observation meetings, the observations, and the post-observation conversations.
- Be proactive in identifying emerging needs, and also work with the PST to identify these needs
- Engage in reflective practice that supports professional learning and practice, both individually and collaboratively. “As a self-directed learner, and to support reflective practice, NQTs will maintain a Taisce, (arising from the Gaeilge translation treasure trove)”. Please see the Teaching Council website for additional information on creating and maintaining a Taisce
- Update and maintain *Droichead* records as appropriate, for example: the *Droichead* Standards and Induction Plan document, post-observation records, Taisce etc.
- Reflect on professional learning and identify an area(s) of interest for future professional learning
- At the end of the *Droichead* process, complete Form D with the PST and post the original to the Teaching Council, retaining a photocopy

Appendix 3 Principals' Oversight Role -Suggested Responsibilities

The Principal's Oversight Role... Some Suggestions

"As a leader of learning in the school, the principal, while not necessarily involved in the *Droichead* process, fosters a learning culture in which *Droichead* can flourish, and supports the PST in facilitating a quality induction process." (*Droichead* Policy, 2017, p.7)

From a **practical perspective**, the Principal's Oversight Role might include some of the following activities: (this is not an exhaustive list - just some samples):

The Principal's Oversight Role at Different Stages of the <i>Droichead</i> Process		
Some suggestions....		
Before....	During....	After....
● Read the Droichead Policy ● Identify suitable members for the PST: ○ Fully registered ○ variety of expertise/competencies ○ Credibility ● Give ownership to PST (distributed leadership) ● Think about class allocation – so NQTs could be supported by others around them ● Logistics/support – ensure NQT is located where support can be easily provided by PST	● Talk to staff about Droichead, create an awareness & understanding of Droichead at whole-school level ● Attend part of PST meetings(s). Suggest value in attending the initial meeting – sets the climate – shows the value that the principal places on Droichead ● Affirm the PST – value placed on the work they do and the broader benefits for NQT and school	● Celebrate and affirm the achievements and successes of the NQT, the work of the PST and the whole staff ● Records of the process ○ Securely kept for a minimum of one year ○ Also subject to our schools data retention policy ○ Supports a quality assurance process (<i>Droichead</i> Quality Assurance)
Further examples are explored at NIPT's Principal Oversight Role Day		

Droichead Outline Plan Sample A: Calendar Version

2022 to 2023

This document shows the rudiments of the plan which will be created by the Professional Support Team (PST) in consultation with the Newly Qualified Teacher (NQT). Dates highlighted below are for illustration purposes only and indicate 'the week of...'

Specific dates will be agreed well in advance of each activity/meeting

Sept 2022							Oct 2022							Nov 2022													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
					1	2	3						1			1	2	3	4	5							
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12							
11			13	14	15	16	9	10	11	12	13	14	15	13	14	15	16	17	18	19							
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26							
25			27	28	29	30	23	24	25	26	27	28	29	27	28	29	30										
							30	31																			
Dec 2022							Jan 2023							Feb 2023													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
					1	2	1	2	3	4	5	6	7				1	2	3	4							
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11							
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18							
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25							
25	26	27	28	29	30	31	29	30	31					26	27	28											
Mar 2023							Apr 2023							May 2023													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
				1	2	3							1			1	2	3	4	5							
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13							
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20							
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27							
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31										
							30																				
Jun 2023																											
S	M	T	W	T	F	S																					
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4	5	6	7	8	9	10																					
11	12	13	14	15	16	17																					
18	19	20	21	22	23	24																					
25	26	27	28	29	30																						
Induction Activities							Please Note																				
Observation: NQT observes PST member or other teacher							• NQTs must attend one cluster meeting per term <u>during</u> their Droichead process																				
							• NQTs should also engage in one other professional learning activity, identified by themselves in accordance with their professional learning needs, in consultation with the PST.																				
PST member observes NQT							• NQTs should familiarise themselves with 'Droichead: The Integrated Professional Induction Framework' March 2017																				
							• NIPT emails regular 'Droichead Updates' to schools so that up-to-date information will be available to PSTs and NQTs																				
Other Induction Activities:							Example: Introduction to school policies, co-teaching, co-planning...																				
PST Meetings:							PST planning and preparation for the Droichead process. Example: Roles & Responsibilities; Droichead Standards and Induction Plan, Droichead Outline Plan, Welcome Pack ...																				
							Discussion and sharing e.g. Droichead Outline Plan; Droichead Standards and Induction Plan; Toiscé... Ongoing collaborative reflection (by NQT & PST) and discussion of the Induction Plan will prompt appropriate and agreed induction activities to support the NQT's emerging needs.																				
							Collaborative review of the process at the end of each quarter of the NQT's indicative timeframe. This allows time for adjustments (e.g. extending the timeframe) and early additional support from NIPT.																				
PST and NQT/s meetings: Ongoing collaborative reflection and discussion							At the conclusion of the Droichead process, the professional conversation will involve the NQT and PST identifying area(s) of interest for future professional learning. These areas will be included by the NQT on Form D when signed by the PST.																				
Quarterly Reviews: (may be part of meetings) & Concluding the Process							Whole-school awareness and inclusion. Example: Droichead presentation; update at Staff Meetings...																				
Whole Staff							Record (as early as possible) to enable effective planning for the Droichead process.																				