

St. Anne's School

NQT Induction Policy

2025-2026

1. Introduction

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* and to support the induction of NQTs
- To outline the roles and clarify the responsibilities across the school community in support of *Droichead*
- To highlight protocols underpinning the *Droichead* process in the school
- To identify key documents which support the *Droichead* process

4. Roles and Responsibilities

4.1 Professional Support Team (PST) Roles and Responsibilities

A PST is a team of experienced, fully-registered teachers (which may include the principal) who have been trained by the Oide to support the *Droichead* process. The PST works collaboratively to support and guide a newly-qualified teacher through his/her induction phase.

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, March 2017*).

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

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

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

4.2 NQT 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, 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, in line with the *Droichead* standards

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 students
 3. have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively

Based on the 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*).

Appendix 2 also outlines roles and responsibilities for the NQT.

5. Protocols

This Induction Policy advocates adherence to the protocols identified in *Droichead – The Integrated Induction Framework*, Teaching Council, March 2017. This policy is specifically supported by the protocols referenced in 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 available [here](#)
- **Teaching Council Standards** (accompanied by customisable Indicators and School Context Examples) sample available [here](#)
- **PST and NQT Roles and Responsibilities** available [here](#)
- ***Droichead* Outline Plan** (to be drafted by the PST and finalised with NQT input) - sample available [here](#)
- ***Droichead* Standards and Induction Plan** (to be updated regularly in collaboration with the NQT) - sample available [here](#)

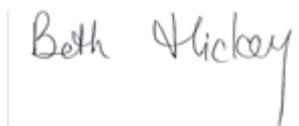
- **Code of Professional Conduct for Teachers** Updated Second Edition 2016 - available [here](#)
- **Post-qualification Professional Practice Procedures and Criteria** - available at www.teachingcouncil.ie
- **Registration Handbook** available at www.teachingcouncil.ie
- **Transitory Arrangements Post-qualification Professional Practice Conditions** available at www.teachingcouncil.ie
- **Cosán: Framework for Teachers Learning**, March 2016 available [here](#)
- **Looking at Our School 2022 -A Quality Framework for Primary Schools** - available here: [Looking at our School 2022](#)

7. Timetable for Review

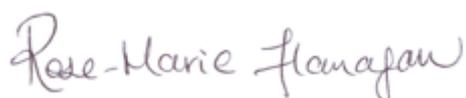
This policy will be subject to annual review which will be informed by ongoing experiences. The review of the policy will be led by the principal in collaboration with members of the PST and NQT and the in-school management team.

8. Ratification and Communication

This policy was formally ratified by the Board of Management of St. Anne's School at its meeting held on 20th November 2025.



Beth Hickey
Chairperson B.O.M



Rose-Marie Flanagan
Principal

Appendix 1 – PST Member Names

PST Member Details

Name	Class/Role	NIPT Link Person ✓
Rose-Marie Flanagan	Principal	✓
Fiona Haugh	Deputy Principal	✓

Appendix 2 – PST and NQT: Roles and Responsibilities

Droichead – Roles & 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, thus **laying the foundations for subsequent professional growth and learning** for the next phase of their career.

Droichead Policy Teaching Council, March 2017

Droichead and the PST-Roles and 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, March 2017

PST Responsibilities

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

Responsibilities for all PST members (Rose-Marie Flanagan and Fiona Haugh):

- Ensure that relevant *Droichead* materials are agreed before engaging in the process
- PST members to agree on protocols around observations, ensuring that observations *by and of* the NQT are conducted as per Oide 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 Oide if there are concerns around the successful completion of the process.
- Enable the NQT to be proactive when identifying emerging professional 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 organising [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 schools 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 school's induction policy when necessary.
- Be mindful of the wellbeing of all involved in the *Droichead* process

Responsibilities assigned to a named PST member: Fiona Haugh

- 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
- Arrange and lead the initial meeting with NQT
- Share the *Droichead* Outline Plan with the principal
- Attend *Droichead* professional development and update relevant school personnel as necessary
- Liaise with *Droichead* associate/Oide
- Keep a copy of the **Approval to Commence the *Droichead* Process** email and other relevant records

***Droichead* and the NQT-Roles and Responsibilities**

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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 the 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 Responsibilities

- 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