

Coláiste Fionnchua

Mitchelstown.



Draft

NQT Induction Policy

Introductory Statement

The Board of Management of Coláiste Fionnchua hereby sets out its Induction of Newly Qualified Teachers Policy, in accordance with Circular 0029/2012. The Board of Management trusts that by so doing, Newly Qualified Teachers (NQTs) will be supported in the transition from the initial teacher education programme to working as a teacher in Coláiste Fionnchua.

Rationale

This policy endeavours to ensure that the appropriate procedures are in place to enable the school:

- *To support the NQT in an open and transparent manner consistent with the ethos of the school and legislative requirements.*
- *To put in place a framework which will ensure effective and productive relations between a NQT and the school community.*

Mission Statement

'A caring learning community'

We provide an inclusive and respectful learning environment where students entrusted into our care can develop and reach their full academic and individual potential.

Relationship to Mission Statement

This policy is intended to support NQT's and ensure that we continue to provide a caring community of teaching and learning.

Aims

The policy aims:

- *To provide professional support and advice to newly qualified teachers*
- *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 new staff members become familiar with their surroundings and the day-to-day running of the school in order to carry out their work successfully*

Format of policy

This policy is laid out as follows:

- *Roles and responsibilities*
- *Structure of the programme within the school*

Roles and Responsibilities

As per National Induction Programme for Teachers (NIPT) – see www.teacherinduction.ie

The Mentor

- *To provide support for the NQT*
- *To co-ordinate the induction plan and induction activities in collaboration with the Principal & the NQT*
- *To liaise with the Principal in providing short updates at staff meetings on the induction of NQTs*
- *To liaise with other staff members in relation to opportunities for the newly qualified teacher to visit their classrooms and work alongside the class teachers*
- *To liaise with other schools in the area for the purpose of observing and sharing practice*
- *To consult with the Deputy Principal regarding the release days for the mentor and NQT in order to make the necessary substitution arrangements in a timely manner*
- *To enable and empower the NQT to seek/source answers to questions*
- *To establish clear boundaries for the mentor-NQT relationship*
- *To familiarise the NQT with school policies and procedures*
- *To work collaboratively with the NQT in the classroom e.g. observing and giving feedback*
- *To accept and give feedback in a constructive, open and professional manner*
- *To engage in action planning with the NQT*
- *To adopt a professional approach at all times*

The Newly-Qualified Teacher (NQT)

- *To participate fully in the school's induction programme and to undertake the elements of the project*
- *To work collaboratively as part of the school team*
- *To be fully cognisant of the duty of care to all children in the school*
- *To accept responsibility for seeking help and advice*
- *To maintain the school's professional ethos in terms of appearance, conduct etc.*
- *To learn from the established good practice of teachers in the school and/or elsewhere*
- *To consider the professional feedback of the Principal, mentor and other staff who advise about teaching and learning*
- *To be thoroughly prepared for all lessons and to have long-and short-term planning available and up-to-date*
- *To accept and give feedback in a constructive, open and professional manner*
- *To attend professional development sessions and contribute to group learning by participating fully*
- *To be aware of the continuum of professional development and his/her own responsibilities therein*

The Principal

- *Selection of the mentor*
- *To brief the NQT/s on the nature and purpose of induction within the school*
- *To outline the role of the mentor, NQT/s and Principal as described in this guide at the initial meeting*
- *To consult with the mentor and NQT/s regarding the induction plan*
- *To support the mentor and NQT/s*
- *To attend professional development for principals*
- *To brief school staff, parents and Board of Management on the nature and purpose of the school's involvement in NIPT when necessary*

- *To liaise with the mentor and NQT/s regarding inputs at staff meetings on the induction programme*
- *To oversee the planning and preparation for teaching and learning by NQT/s and put arrangements in place to support preparation and planning*
- *To support the development and implementation of a whole-school policy on induction*

Structure of the programme within the school

Staff who have engaged in the National Induction Programme for Teachers Training

- *Edward Cronin*
- *Kate O'Sullivan*
- *Helena Hennessy*
- *Aoife O'Keeffe*

Meetings with the mentor

Meetings, both formal and informal, between the mentor and NQT will take place on a weekly/fortnightly basis in Term 1 and on a monthly basis therein.

Planning time

Depending on the number of NQTs in the school, either mentor or NQT may only be allocated planning time from the three days mentor release time. The mentor may engage in planning induction activities only during this time. The NQT may engage in classroom planning.

Observation of other teachers teaching

All teachers are encouraged to accommodate the induction programme by permitting the NQT to observe him/her. This observation will take place as part of the mentor release time. The NQT is advised to agree on the terms of the observation prior to engaging in it e.g. note-taking during the lesson. Observation of other teachers teaching should always be confidential.

Linking with the National Services

Participation in a programme of induction workshops is a requirement for registration with the Teaching Council for all newly qualified teachers who complete their teacher education qualification since 2012.

Professional Development Professional development for NQTs, mentors and Principals is also provided throughout the year.

Monitoring and Review

The effectiveness of this policy will be reviewed on an annual basis. Forums for staff observations include the Induction Committee, Management and Staff Meetings.

Monitoring procedure

The mentor, who shall report to the principal as required, shall monitor the operation of the policy.

Success Criteria

The success of this policy relies on the co-operation of all members of Management and Staff. Feedback received (formal or informal) from the Inductee may be used to gauge the extent to which the Induction Policy has achieved its aim.

The practical indicators of the success of the policy include:

- The successful provision of professional support and advice to newly qualified teacher*
- Positive feedback from NQTs regarding the building on knowledge, skills and competences developed during the initial teacher education stage*
- Positive feedback from NQTs regarding feeling that he/she is a valuable member of staff with an important contribution to make*
- Positive feedback from NQTs regarding becoming familiar with their surroundings and the day-to-day running of the school in order to carry out their work successfully*
- Positive feedback from mentor(s) and Principal regarding all of the above success criteria*

Roles and responsibility of the policy

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

Timetable for Review

This policy will be reviewed in 2019/2020 and annually thereafter.

Ratification & Communication

The plan was circulated to the members of the Board of Management prior to the meeting held on 15/5/2018.

It was formally ratified on 15/05/2018

Signed: _____

Date: _____

Chairperson

Board of Management