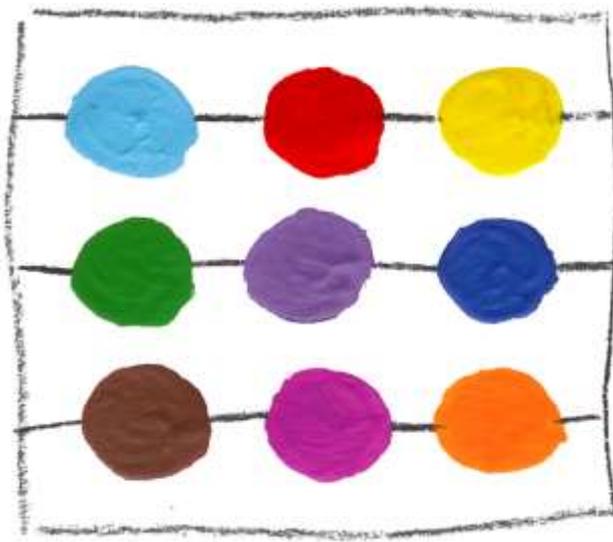


Induction of Newly Qualified Teachers Policy



Carrigaline Educate Together N.S.

This document is intended to provide details of the main policies of Carrigaline Educate Together National School (CETNS). It is intended to help parents and guardians understand the environment and approach of the school. This document is regularly reviewed. All feedback is encouraged and welcome.

Version	Date	Description	Authors
1.0	January/February 2013	First version of policy	Board of Management
1.1	November 2014	Revision of policy and amendments	Board of Management
1.2	November 2016	Revision of policy and amendments	Board of Management

School Contact Details

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Introductory Statement

The Board of Management of Carrigaline Educate Together N.S. 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 a Carrigaline Educate Together N.S. (CETNS).

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

Relationship to the Characteristic Spirit of the School

This policy reflects the overall ethos of the school which states:

Carrigaline Educate Together N.S. is one of a number of equality-based schools throughout the country. The representative organisation for these schools is Educate Together.

Educate Together aims to meet a growing need in Irish society for schools that recognise the developing diversity of Irish life and the modern need for democratic management structures. In particular, Educate Together guarantees children and parents of all faiths and none equal respect in the operation and governing of education.

The schools operated by the member associations of Educate Together are fully recognised by the Irish Department of Education & Skills and work under the same regulations and funding structures as other national schools. However, they have a distinct ethos or governing spirit. This has been defined in the following terms:

- Equality-based i.e. all children having equal rights of access to the school, and children of all social, cultural and religious backgrounds being equally respected
- Co-educational and committed to encouraging all children to explore their full range of abilities and opportunities,
- Child centred in their approach to education
- Democratically run with active participation by parents in the daily life of the school, whilst positively affirming the professional role of the teachers (Source: Educate Together Charter)

Whilst the concepts of child-centeredness and co-educationalism are now widely accepted in Irish primary education, what distinguishes the Educate Together schools is their hard work in developing a culturally inclusive and democratic ethos. This has pioneered unique approaches to inclusion of minority opinions and faiths in the Irish context.

The schools have developed education programmes which open the eyes of children to the naturally positive contribution that social, religious and cultural diversity and difference of viewpoint and opinion make to society.

The other characteristic feature of these schools is that they are democratically organised and governed. This maximises the potential for building a genuine partnership between the professional, objective role of the teacher and the necessarily personal involvement of the parent in contributing to their children's education.

Information taken from the Educate Together website www.educatetogether.ie

Carrigaline Educate Together N.S. makes the distinction between denominational education and moral/religious education. The ethical curriculum followed by the school is called the Learn Together Curriculum. It is comprised of four strands: Morality & Spirituality, Equality

& Justice, Belief systems, Ethics & the environment. Denominational instruction is facilitated by the school insofar as groups are permitted to use the school premises. This is organised by parents outside of school hours.

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 attend mentor professional development, particularly mentors who are in their first two years of mentoring
- 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 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 NPPTI when necessary
- To liaise with the mentor and NQT/s regarding inputs at staff meetings on the induction programme
- To arrange substitution cover for school-based induction activity days and/or professional development days for mentor and NQT/s
- To ensure the inspector is informed of school-based induction activity days and/or professional development days
- 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

- Mel Thornton
- Deirdre O'Driscoll
- Christine O'Brien
- Grace O'Connor
- Miriam Walsh

Meetings with the mentor

Meetings 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

Observation of other teachers may take place within the school and/or in another school. All efforts are made to ensure that the NQT observes a same/similar class level during this time. 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 procedure

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

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 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, policy committee and mentors have been responsible for supporting, developing, implementing and evaluating this policy.

Implementation Date

The plan was implemented in November 2016. Amendments will be implemented immediately.

Timetable for Review

This policy will be reviewed in 2018/2019 and biennially thereafter.

Ratification & Communication

The plan was circulated to the members of the Board of Management prior to the meeting in November 2016. It was amended in October 2016 and amendments were formally ratified on _____.

Notification that the plan is available for viewing will be communicated to the parents in the School Communication. It will be available for viewing by appointment in the office.

Signed: _____
CHAIRPERSON of the BOM

Date: _____

Reference

www.teacherinduction.ie