



## **Guidelines for Inducting Newly Qualified Teaching Staff & PME's into the Patrician Academy**

### **1. Introduction**

It is acknowledged in the mission statement of The Patrician Academy that it is through relationship with others that all members of the school community grow to full potential. In the light of this ethos and in accordance with best practice in the educational community as set out by The Department of Education and Skills; The Teaching Council; National Induction Programme for Teachers (NIPT) and teaching colleges, the Board of Management of The Patrician Academy seeks to adopt the following policy in relation to new teaching staff in the school. It is designed to promote a positive school culture and climate which is based on inclusivity and respectful relationships across the school community.

The aim is to develop a whole school practice that involves new teachers, student teachers and newly qualified teachers (NQTs) in the school and to ensure a wide-ranging structure of support for all.

**Newly Qualified Teachers (NQT):** Newly qualified teachers are required to complete a probationary period with the NIPT, supported by trained mentors in the school.

**Student Teachers:** As of 2014, in order to qualify as post-primary teachers in Ireland, students must complete a two year programme of study. This programme of study is called a Professional Masters in Education (PME).

**The term 'new' teacher is deemed to refer to these categories outlined above and also to new (already qualified) teachers in the school.**

The Structure of the Policy and Best Practice Provision are described below.

### **2. Structure of the Policy**

In line with the aim set out above, the policy is grounded in the values of Respect, Care, Integrity and Trust that are reflected throughout this policy. This value set is in concurrence with the Teaching Council's Policy on the Continuum of Teacher Education which envisages the teacher as a reflective practitioner whose key role is to educate.

In the Patrician Academy, new teachers are viewed as members of professional learning communities and this policy advocates supporting student teachers and newly qualified teachers in all areas of their professional development. All new teachers in the school are supported in their teaching and continuous professional development.

In this way, it is aimed to establish a network of support at whole school level that addresses the needs of both students and teachers and reflects best practice.

### **3. Best Practice Provision**

There are three areas of focus in planning for these changes, focusing on best practice involving all in the school community. It is important to note that pastoral, professional and academic areas are viewed as having a fluidity of connectedness.

#### **Pastorally**

Mindful of the myriad factors that are beyond teachers' control which have a bearing on their work, it is envisaged to provide a support structure that promotes the engagement of teachers in the school community. These factors include:

- Legislative change in teaching
- Economic and societal factors
- Commitment and engagement of students
- Availability of resources and supports
- The support structure is stated below.

#### **Professionally**

New teachers are provided with an initial induction into the school. It is expected that all teachers implement the recommendations of the Teaching Council, the NIPT and teaching colleges in relation to best practice regarding student teachers and newly qualified teachers. Management, teachers, subject departments and cooperating teachers will engage together to ensure new teachers in the school are facilitated in this matter in the school community.

In the interest of professional collegiality and collaboration, new teachers in The Patrician Academy should be provided with the opportunity by existing staff to share, develop and support good practice in the school while maintaining the highest quality of educational experience for students. \*They are mentored in their work by a support structure that is based (and is not exclusive to) the following:

- Child protection
- Safety

- Familiarisation with relevant policies and procedures
- Teacher Professionalism and Well-Being
- Planning and Preparation
- School Self-Evaluation
- Content based literacy and numeracy
- Differentiation and inclusion
- Assessment and Feedback
- Collaborative planning
- Observation and feedback
- Team teaching

In turn, the new teacher is expected to:

- Implement relevant policies and procedures
- Take a proactive approach in the school community
- Participate actively in school life
- Seek and avail of support
- Respect privacy and confidentiality
- Engage with constructive feedback

\*In relation to student teachers, the class teacher retains overall responsibility for the class and acts as a guide and facilitator in enabling the student teacher in the classroom.

### **Academically**

The professional commitments of the new teacher regarding study and attendance at workshops are valued and promoted. The school community are cognisant of the fact that newly qualified teachers must fulfil their workshop commitments and that the college commitments of student teachers should be supported and facilitated in school life. In relation to student teachers, it is recognised that each of the teaching colleges has a specific set of criteria regarding pedagogy.

**The new teacher works with the coordinating teacher/ facilitator/departments and is expected to work as part of the teaching team. Any issues of concern should be referred to the Principal or Deputy Principal at the earliest possible juncture.**