



Nagle Community College

Droichead – Teacher Induction Policy

Date of Ratification: 10th February 2026

Date for Review: February 2027

Signed (Principal): [Signature]

Signed (Chairperson, Board of Management): Mary Scruen (Acting)

1. Philosophy and Rationale

Nagle Community College recognises Droichead as a central component of high-quality teaching and learning and as a key support for Newly Qualified Teachers (NQTs).

Droichead is a whole-school, collaborative and non-evaluative induction process embedded within the continuum of teacher education (ITE → Droichead → Cosán).

2. Purpose of the Policy

This policy embeds Droichead as a planned whole-school process, clarifies roles and responsibilities, ensures compliance with Teaching Council and Oide guidance (March 2025), and promotes a supportive and professional induction experience.

3. Scope of the Policy

This policy applies to Newly Qualified Teachers employed in Nagle Community College, members of the Professional Support Team (PST), and school leadership. Newly Qualified Teachers employed in Nagle Community College will normally complete the Droichead process within Nagle Community College, supported by a PST established by

the school and under the oversight of the Principal. Only paid employment in an eligible post-primary setting is acceptable.

4. The Role of the School in Supporting Droichead

The school commits to planning for Droichead annually, establishing and supporting a trained PST, facilitating professional conversations and observations, supporting access to Oide training, promoting a collaborative professional learning culture, and maintaining appropriate records in line with GDPR.

5. Droichead Framework

Droichead consists of Strand A (school-based induction including professional conversations, observations and reflective practice) and Strand B (two NQT cluster meetings and one additional professional learning activity supported by Oide).

6. Eligible Post-Primary Settings

Droichead may be completed in a recognised post-primary school and, where national criteria are met, in certain special schools or Centres of Education. Voluntary or unpaid service is not acceptable.

7. Minimum Duration Requirements

Post-primary NQTs must complete a minimum of 200 hours' teaching employment in an eligible setting. This is an absolute minimum; longer engagement is encouraged.

8. Professional Support Team (PST)

The PST consists of experienced, fully registered teachers who have completed Oide training. At least one PST member must be from the school. Only fully trained PST members may sign Form D, with a minimum of two signatures required.

9. Mentoring within Droichead

A mentor may be appointed from within the PST to provide ongoing professional support. The mentor has no evaluative role.

10. Role of the Principal

The Principal has overall responsibility for Droichead, promotes a whole-school culture of induction, ensures annual planning, oversees the PST, and liaises with Oide where additional support is required.

11. Observations and Professional Conversations

Observations are developmental, agreed in advance, and linked to identified learning needs. They include observation of experienced teachers by the NQT and observation of the NQT by PST members.

12. Taisce

NQTs use Taisce to support reflective practice. Taisce belongs to the NQT and informs professional conversations and Strand B planning.

13. Concluding the Droichead Process

When both strands are completed, Form D is completed and signed by the PST and submitted by the NQT to the Teaching Council. The Droichead condition is removed once all requirements are met.

14. Quality Assurance

Quality and consistency are supported through Oide guidance and Droichead Quality Assurance Panels.

15. Review of Policy

This policy will be reviewed in line with national updates and the school's policy review cycle.