

**Policy on Induction and Mentoring of Newly Qualified Teachers**

This document is intended to provide details of the main policies of Castlegar NS. 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.

Introductory Statement The Board of Management of Castlegar NS. 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 Castlegar NS.

**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: Castlegar NS. Is a Catholic school of Catholic ethos, welcoming all faiths and none.

**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-today 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

• Staff who have applied to engage in the National Induction Programme for Teachers Training (2014) 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 will 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.

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| **Version**  | **Date** | **Description**  | **Authors** |
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