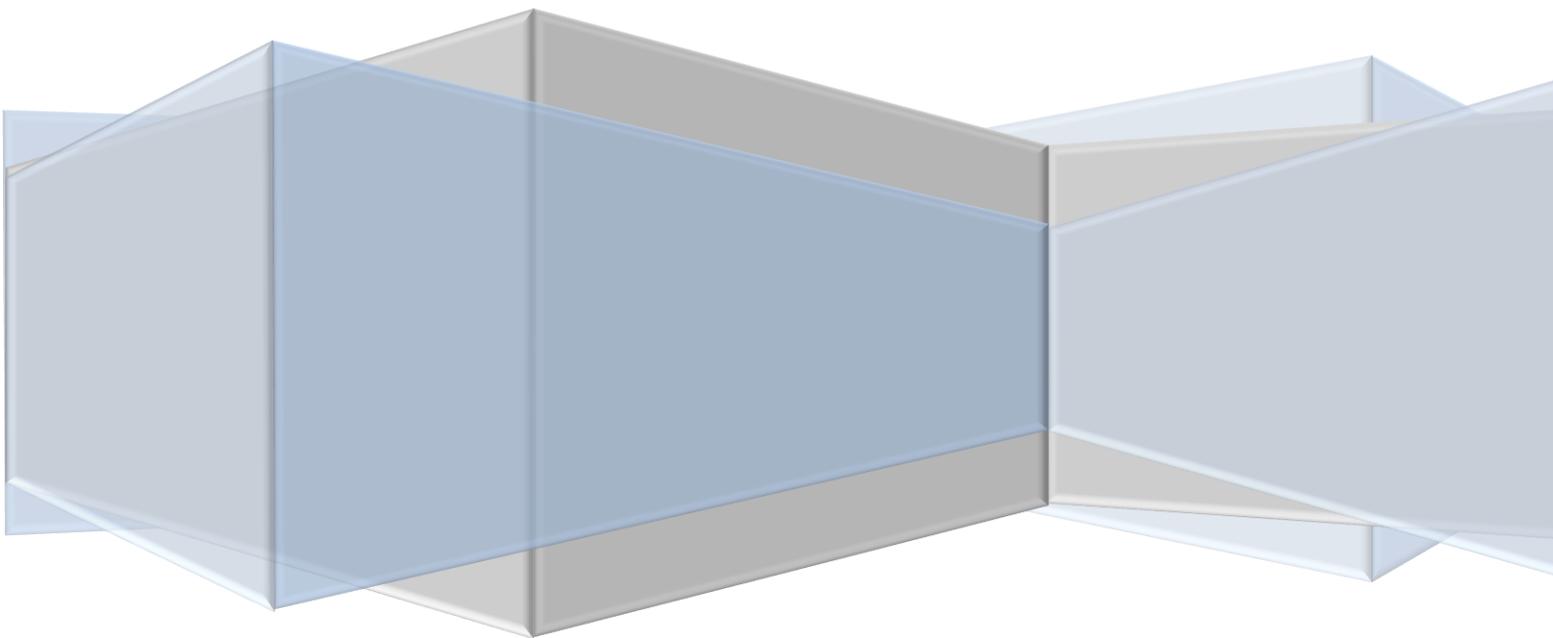




## *Synge St CBS Droichead* Standards Document

The Teaching Council has set out standards to support the *Droichead* process, in guiding the NQT, with the PST, in relation to their professional learning and practice. They provide the basis for support, challenge and a shared vision of teaching based on the practical reality of teaching of each school context.



## STANDARD 1

In satisfactory completion of the Droichead process, the NQT will:	Indicators of Good Practice The NQT will have:	School Context Examples	Achieved/ Notes
Have engaged professionally with <u>school-based induction</u> and <u>additional professional learning activities</u>	taken a <u>proactive approach</u> to his or her own learning and to reflection on his or her practice	<ul style="list-style-type: none"> <li>• Reflect with the mentor on lessons, observations and planning</li> <li>• Actively seek advice/support and implement it</li> <li>• Reflection on teacher's own practice with a view to improving the teaching and learning in the class room</li> <li>• Take part in the Induction Programme.</li> </ul>	
Have engaged professionally with school-based induction and additional professional learning activities	participated <u>constructively</u> in a <u>broad range of professional experiences</u>	<ul style="list-style-type: none"> <li>• Actively participate in and contribute to staff meetings and become familiar with school initiatives e.g. Drop Everything and Read (DEAR), JCSP, DEIS, BFL, SEN and be aware of all paper work that needs to be completed.</li> <li>• Participate fully and assist in the implementation of actions arising from staff meetings etc.</li> </ul>	
	worked well as part of a team and contributed to the professional conversations with the PST	<ul style="list-style-type: none"> <li>• Plan and contribute to their department and SSE/DEIS groups in the school</li> <li>• Participate fully in staff meetings</li> <li>• Be honest and open during professional conversations (pre/post-observation) and action planning</li> </ul>	
		<ul style="list-style-type: none"> <li>• Attend all mentor meetings</li> </ul>	

<p><b>have engaged professionally with school-based induction and additional professional learning activities</b></p>	<p><b>engaged fully in the life of the school commensurate with his or her stage on the continuum of teacher education</b></p>	<ul style="list-style-type: none"> <li>• Participate in school based CPD, and accompany a member of staff on a tour of the local area to aide understanding of the students backgrounds.</li> <li>• Take an active part in school activities such as school outings, assemblies etc</li> </ul>	
	<p><b>sought and availed of opportunities to observe and work alongside other teachers, and sought and availed of support and engaged with constructive feedback from the PST</b></p>	<ul style="list-style-type: none"> <li>• Engage in observation of experienced teachers classroom practice adhering strictly to confidentiality protocols</li> <li>• Identify and prioritise areas of focus for observation and seek opportunities for same</li> <li>• Engage in focussed observations and feedback of classroom practice by PST</li> <li>• Implement changes agreed in Action Planning</li> <li>• Share short and long term plans and take advice on board when appropriate</li> <li>• Cooperate fully with induction activities and Droichead Outline Plan</li> <li>• In a context of mutual respect, be open and responsive to constructive feedback regarding practice and, if necessary, seek appropriate support, advice and guidance</li> </ul> <p>Show evidence of being a reflective practitioner</p>	

<b><u>STANDARD 2</u></b>			
<b>In satisfactory completion of the Droichead process, the NQT will:</b>	<b>Indicators of Good Practice The NQT will have:</b>	<b>School Context Examples</b>	<b>Achieved/ Notes</b>
<b>Have demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students</b>	<b>Engaged in long-term and short-term planning, and practised in line with school policies (in particular homework, assessment and other relevant teaching and learning policies) and the relevant national curriculum/syllabus or specification</b>	<ul style="list-style-type: none"> <li>• Long term and short term plans are developed and prepared in line with the Subject Syllabus and Subject Guidelines and with fellow colleagues in the subject department.</li> <li>• Short term planning contains learning intentions which are specific, measurable, attainable, realistic and time framed.</li> <li>• Uses Blooms Taxonomy and is conscious of the ratio of lower to higher order questions used in class.</li> <li>• Planning addresses differences in students' abilities, backgrounds and learning styles</li> <li>• Planning is informed through collaboration with the SEN team</li> <li>• Progress records are maintained in line with school policy</li> </ul>	
<b>Have demonstrated a satisfactory commitment to quality teaching and learning for</b>	<b>Used a range of appropriate teaching methodologies, resources and assessment techniques commensurate</b>	<ul style="list-style-type: none"> <li>• Content of lessons is appropriate to level of students' development.</li> <li>• An appropriate range of suitable resources and methodologies is used to support teaching and learning.</li> </ul>	

<p><b>their pupils/students</b></p>	<p><b>with his or her stage of development</b></p>	<ul style="list-style-type: none"> <li>• An appropriate range of assessment methods are used (See A-Z Assessment on <a href="http://www.teacherinduction.ie">www.teacherinduction.ie</a>)</li> <li>• The teacher uses assessment outcomes to modify teaching methods, pace and content</li> <li>• Student set personal goals (use the target</li> <li>• setting page in the school journal.</li> </ul>	
<p><b>have demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students</b></p>	<p><b>Structured and paced lessons appropriately</b></p>	<ul style="list-style-type: none"> <li>• The teacher shares the learning intentions with the students</li> <li>• Lessons are well prepared with the aim of achieving predicted learning intentions</li> <li>• Lessons are structured (intro/development/conclusion) and include opportunities for development of concepts and skills</li> <li>• Lessons are paced appropriately</li> </ul>	
	<p><b>provided for differences in pupil/student abilities, backgrounds and learning styles</b></p>	<ul style="list-style-type: none"> <li>• Lessons provide appropriate challenge for a range of pupils in the class</li> <li>• Pupils are encouraged to seek help when needed</li> <li>• The teacher works well with SNAs to support the learning of individual pupils</li> <li>• The teacher engages in our Attainment Tracking System and fills in all necessary paperwork.</li> </ul>	
	<p><b>covered an appropriate range of material</b></p>	<ul style="list-style-type: none"> <li>• Build new content on previous learning and take account of the students' learning environment</li> <li>• Material covered in each lesson is appropriate</li> <li>• JCSP statements should be used as part of classroom material.</li> </ul>	
	<p><b>demonstrated good communication skills</b></p>	<ul style="list-style-type: none"> <li>• The teacher displays strong and supportive relationships with the students and colleagues</li> <li>• The teacher has a confident presence in the classroom and circulates around the room.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Language appropriate to the subject, age and ability of the students is used and explanations are clear and age appropriate.</li> <li>• Students are taught and encouraged to respond appropriately to questions and directions The teacher actively promotes the students' communication skills, self-esteem and self-confidence</li> <li>• When speaking about a student professional language should be used at all times.</li> <li>• When speaking to colleagues professional language and professional courtesy should be used and shown at all times.</li> </ul>	
	<b>demonstrated good classroom management skills</b>	<ul style="list-style-type: none"> <li>• The teacher promotes good behaviour through appropriate management systems and in line with school Code of Behaviour arising from an induction programme.</li> <li>• The teacher reports incidents in an appropriate manner through the use of the journal, red/yellow cards.</li> <li>• The teacher cultivates a caring relationship with students through appropriate use of encouragement, praise and positive feedback</li> <li>• An attractive, stimulating learning environment is created through seating/displays Classroom and resources are well organised, accessible and used effectively</li> <li>• Teacher must fill out class attendance on E-portal during each class.</li> </ul>	
<b>have demonstrated a satisfactory</b>	<b>engaged with all of the school community, including parents,</b>	<ul style="list-style-type: none"> <li>• Be familiar with the Designated Liaison Person and Designated Deputy Liaison Person</li> </ul>	

<p><b>commitment to quality teaching and learning for their pupils/students</b></p>	<p><b>in a respectful and courteous manner, having due regard for the values and standards set out in the Code of Professional Conduct for Teachers and for the school's Code of Behaviour, Child Protection Policy and other relevant policies</b></p>	<ul style="list-style-type: none"> <li>• Abide by the Code of Professional Conduct for Teachers</li> <li>• Plan and prepare for all meetings with parents and record as appropriate</li> <li>• Be familiar with main school policies, and comply with same, including Code of Behaviour, Anti-Bullying, Health and Safety, Homework, etc.</li> <li>• Comply with Child Protection policy, procedures and practices within the school to ensure students' safety and welfare</li> <li>• Engage with all school personnel, outside agencies, secretaries, caretaker and cleaning staff in a respectful and courteous manner</li> </ul>	
	<p><b>supported, guided and motivated pupils/students towards the achievement of quality learning outcomes, including written work</b></p>	<ul style="list-style-type: none"> <li>• High expectations are set for the students.</li> <li>• Provides contexts for learning that are challenging and enjoyable, and encourages, motivates and affirms students in their learning</li> <li>• Gives students regular feedback, both orally and through accurate marking and encourages students to respond to the feedback</li> <li>• Sets goals that stretch and challenge students and uses the target setting pages in the journal.</li> <li>• Provides opportunities for students to engage in a range of learning experiences including active, cooperative and discovery learning and discussion</li> <li>• Maintains student records and assessments</li> <li>• Has systems in place for motivating the students</li> <li>• Ensures that students, including those at risk of underachieving, are attaining well and make</li> </ul>	

		<p>good progress relative to their prior levels of achievement, the teacher should be aware of their student's attainment bands.</p> <ul style="list-style-type: none"> <li>• Assigns and monitors appropriate written work, including homework in line with school policy</li> <li>• Strives to enable the development of a range of skills including the students' intrapersonal/interpersonal skills, their higher order and critical thinking skills and enables the development of their ability to apply these skills.</li> </ul>	
<p><b>Have demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students</b></p>	<p><b>demonstrated an ability to exercise professional judgement in dealing with a range of issues and situations</b></p>	<ul style="list-style-type: none"> <li>• Informs the principal of any issues that may arise</li> <li>• Completes an accident/incident report where necessary</li> <li>• Prioritises students' safety</li> <li>• Manages classroom discussions and interactions sensitively and effectively</li> <li>• Acts professionally by maintaining confidentiality and keeping in mind the dignity of the student and his family, staff members.</li> <li>• Makes informed decisions when faced with unexpected situations in the classroom and school environment</li> <li>• Is aware of their duty of care.</li> </ul>	
<p><b>STANDARD 3</b></p>			
<p><b>In satisfactory completion of the Droichead</b></p>	<p><b>Indicators of Good Practice</b> The NQT will have:</p>	<p><b>School Context Examples</b></p>	

<b>process, the NQT will:</b>			
<b>Have demonstrated an ability to engage in reflective practice that supports their professional learning and practice, both individually and collaboratively</b>	<b>Taken a proactive approach to his or her own learning and to reflect on his or her practice</b>	<ul style="list-style-type: none"> <li>• Reflect with the PST on lessons, observations and planning</li> <li>• Engage in the process of portfolio-based learning</li> <li>• Identify key learning moments from additional professional learning activities</li> <li>• Actively seek advice/support and implement it</li> <li>• Be willing to engage with courses and team teaching activities</li> </ul>	
	<b>Actively engaged with colleagues in the context of the school as a professional learning community, and sought their guidance and support when necessary</b>	<ul style="list-style-type: none"> <li>• Is willing to seek advice</li> <li>• Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> </ul>	
	<b>Engage in the creation and development of Taisce. As a self-directed learner, and to support reflective practice, recording key learning moments and insights from the Droichead process</b>	<ul style="list-style-type: none"> <li>• Identify key learning moments and insights throughout the Droichead process for your Taisce</li> <li>• Is willing to share relevant items from their Taisce with the PST as a focus for the professional conversations</li> <li>•</li> </ul>	