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Bord Oideachais agus Oiliúna
Mhíde Tuairim agus Eanáir
Mayo, Sligo and Leitrim
Education and Training Board

**NORTH CONNAUGHT COLLEGE
OF FURTHER EDUCATION
INDUCTION FOR NEW TEACHERS**

Key Roles in Induction for New Teacher's

<p>Definition</p>	<ul style="list-style-type: none"> • Newly qualified teachers (NQT's) will be assigned a trained Mentor for the duration of the academic year. • Experienced teachers new to the College will be assigned a 'Buddy' from the College teaching Staff for the duration of the academic year. • A mentor is an experienced teacher who has completed Initial Mentor Training with National Induction Programme for Teachers. He or she supports the professional learning of a newly qualified teacher and facilitates his or her induction into the school and the profession, in collaboration with colleagues (taken from 'Droichead A Guide for Schools 2015/2017'). • A buddy is an teacher from the College teaching staff who has experience in the subject area (teaches in that Department) that the experienced teacher new to the College is coming into.
<p>Principal</p>	<ul style="list-style-type: none"> • To brief the New Teacher on the nature and purpose of induction within the College • To provide the new teacher with a copy of 'Know your School' handbook and identify the priority areas within it. • To liaise with relevant personnel re. getting account and access to IT equipment, e.g log-on details, VSware, etc.. • To outline the role of the Mentor/Buddy, New Teacher and Principal • To make arrangements for professional development days • To consult with the Mentor/Buddy and New teacher re Induction plan • To support the Mentor/Buddy and New Teacher • To discuss timetabling and any other issues
<p>Mentor/Buddy</p>	<ul style="list-style-type: none"> • To provide personal, professional and pedagogical support for the New Teacher • To co-ordinate the induction plan and induction activities in collaboration with the principal and the New Teacher • To liaise with the Principal • To establish clear boundaries for the Mentor/Buddy-New Teacher relationship • To enable the New Teacher to seek/source answers to questions • To familiarise New Teacher with College policies and procedures. <p>More specifically the document 'Droichead A Guide for Schools 2015/2017' outlines the role of the mentor (some of which are already included above).</p> <p>The NIPT has defined the mentor's role to include the following:</p> <ul style="list-style-type: none"> ○ to provide professional and pedagogical support for the NQT ○ to co-ordinate the induction plan and induction activities in collaboration with the principal and the NQT ○ to liaise with the principal in providing short updates on the induction of NQTs ○ to liaise with other staff members in relation to opportunities for the NQT ○ to visit their classrooms and work alongside other class teachers ○ to liaise with other schools in the local area for the purpose of observing and sharing practice


	<ul style="list-style-type: none"> ○ to consult with the principal on release time (for mentor and NQT) regarding substitution arrangements ○ to support the NQT with his or her planning and reflection ○ to enable and empower the NQT to seek and 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, ○ and to engage in action planning with the NQT.
Whole School	<ul style="list-style-type: none"> • To inform New Staff that we are a College where Mentoring & Induction is valued and part of our policies & procedures. • Hosting of preliminary meeting with the New Teacher, Mentor and Principal • To establish clear expectations regarding the roles of each in the induction process • To clarify questions, issues or concerns that participants may have • To outline the ethos of the college • To clarify College practice and procedure in relation to day to day organisational matters • Other College based activities may include: <i>-Time release for College based induction activities</i> <i>-Observation of a specific lesson in another class</i> <i>-Participation in end of year review</i>
Subject Department	<ul style="list-style-type: none"> • To facilitate the induction of New Teacher's in a constructive and professional manner in co-operation with New Teacher, Mentor/Buddy and Principal • To participate in co-planning with New Teacher's across curricular areas • To share advice, books, resources where possible • To participate in peer observation within the Department with agreement
Special Needs	<ul style="list-style-type: none"> • To liaise with New Teacher regarding all relevant learners with SEN; psychological reports (if appropriate), requirements of students, achievable learning activities etc.
Guidance	<ul style="list-style-type: none"> • To liaise with New Teacher regarding all relevant testing and future planning for learners.

School Support Plan (New Teachers)

<p>National Supports:</p>	<ul style="list-style-type: none"> • Attendance at CPD • Teaching Council • Teacher Unions • Professional Support Groups • Professional Counselling Services
<p>On-going in-college support throughout the year</p>	<ul style="list-style-type: none"> • Mentor/Buddy • Department Heads • Colleagues • Management
<p>Planning</p>	<p>At the beginning of the year a plan specific to each New Teacher is to be developed to ensure the following:</p> <ul style="list-style-type: none"> • Support Meetings planned to take place. In the case of an NQT at least two per term to facilitate subject planning etc. • In the case of and NQT a log to be kept of same (forms attached)

Agreed Expectations/Protocols for New Teachers

<p>Duties & Responsibilities of the New Teacher in implementing the requirements of the Induction Policy.</p>	<ul style="list-style-type: none"> • To participate fully in the College's induction programme and to undertake the elements of the programme • To work collaboratively as part of the College team • To accept responsibility for seeking help and advice • To maintain the College's professional ethos in terms of appearance and conduct • To learn from the established good practice of teachers in the college and/or elsewhere • 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 be aware of the continuum of professional development and his/her own responsibilities therein
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Signed: 

Date: 9th Dec 2021

Chairperson, Board of Management

Last Review Date:

October 2018

Review Date:

2023

