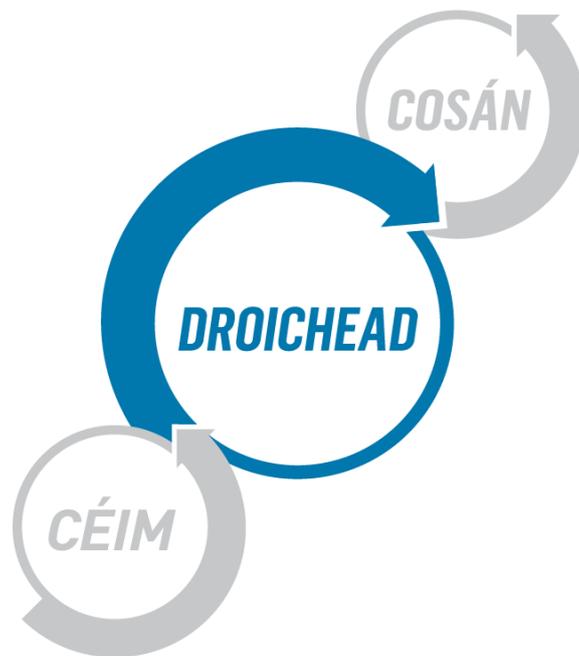


NIPT

An Clár Náisiúnta Ionductaithe do Mhúinteoirí
The National Induction Programme for Teachers

The Primary NQT Voice Survey 2020.2021



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Introduction

June 2021 marked the end of the *Droichead* growth phase. With more than 7,350 Newly Qualified Teachers (NQTs) cross sectorally having engaged in the *Droichead* professional induction process since its inception it was timely to launch a questionnaire inviting NQTs to share their lived experiences of the *Droichead* process. The National Induction Programme for Teachers (NIPT) shared this questionnaire with the 1,849 primary NQTs who had applied to undertake the *Droichead* process in the 2020.2021 school year. In line with the GDPR agreement, the contact information for these Newly Qualified Teachers (NQTs) was shared by the Teaching Council with NIPT. A total of 149 (8.1%) NQTs responded.

The questionnaire was developed as an information-gathering tool in response to advice from the Department of Education Inspectorate and due to the small number of NQTs who attended the Primary NQT Voice Event 2021 via Zoom. Heretofore, this annual event provided rich feedback from NQTs regarding their experiences of the *Droichead* process. The questionnaire provided all NQTs with an opportunity to share their experiences of the *Droichead* process. The responses will inform the development of elements of the *Droichead* process going forward.

The questionnaire explored many of the areas visited in the course of *The NQT Voice 2020.2021* Zoom event and, by including additional questions, it provided an opportunity for NIPT to probe further some of the comments made by NQTs at the event.

Section 1: *Droichead* Setting & Duration

The first section of the questionnaire explored the settings in which the *Droichead* process took place and the duration of the process.

The majority of NQTs engaged in the *Droichead* process while working in national schools (53%) with a significant cohort also employed in DEIS schools (24.8%).

Most NQTs were working in mainstream single stream class settings (45%) closely followed by a significant cohort (34.2%) who were employed as Special Education Teachers in mainstream schools (SETs). The numbers of NQTs working in SET positions, in special schools and in special classes point to the necessity for informed support to be provided by PSTs and NIPT to NQTs working in these settings. The majority of NQTs (45.6%) engaged in the *Droichead* process for a period of 61-100 days.

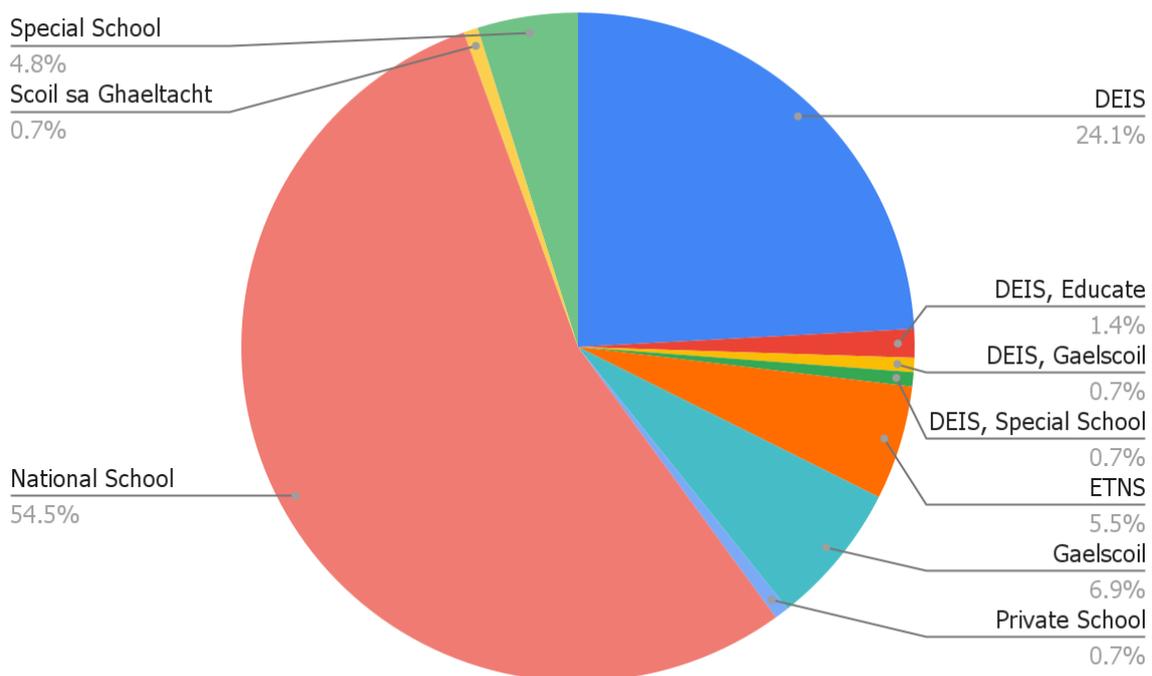


Figure 1: School type

Section 2: Strand A - Overview

The second section comprised a brief exploration of some of the components of Strand A of the *Droichead* process.

The *Droichead Outline Plan* was shared with more than 90% of respondents and *Quarterly Review Meetings* were a feature of the process for more than 90% of NQTs. Both these responses are heartening to note as they indicate that key messages shared at Professional Support Team (PST) training are being followed through in schools.

In this section, the NQTs were also asked to identify other in-school induction activities in which they engaged in addition to observations. The most common were:

- professional conversations with PST members and other teachers (37.5%)
- professional development and training courses provided in school such as in-house crisis management training or training in the *Wilson Reading Programme* (13.4%)
- support in different areas of pedagogy e.g. team-teaching, station teaching, including all learners (15.4%).

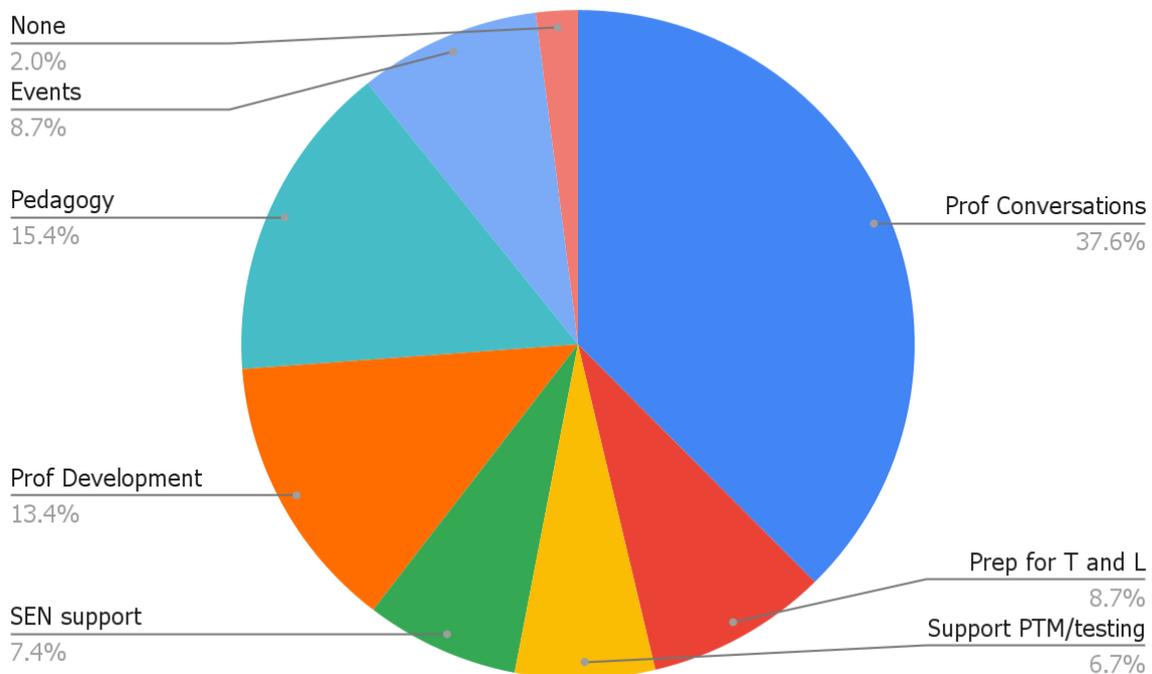


Figure 2: Other in-school induction activities engaged in by NQTs as well as observations

Section 3: Strand A - Preparation for Teaching and Learning

The third section explored a common area of concern for NQTs - preparation for teaching and learning. The majority of NQTs (32.2%) spent 4-to-6 hours per week on preparation for teaching and learning, closely followed by a cohort of 27.5% who spent 2-to-3 hours on preparation and then another group (22.2%) who spent 7-to-8 hours on preparation. Over 90% of the NQTs were offered support by their PST with preparation for teaching and learning during their *Droichead* process.

When invited to comment on preparation for teaching and learning during their induction year, the responses from the NQTs varied. Circa half felt the planning was helpful and that being adequately prepared 'improves lessons and learning and supports better classroom management'. Some commented they found weekly planning helpful. However, about 50% found planning onerous and many commented that it would be better and less time consuming if they could plan fortnightly, especially for subjects other than core subjects.

Comments from NQTs regarding preparation for teaching and learning included:

- I found weekly planning worked well for me
- Weekly plans were helpful in core subjects but less so in SESE subjects (as often the topics needed to be carried over two or so weeks as opposed to one week only)
- I ended up very tired and under a lot of pressure with weekly plans in SET. Having to do 14 plans weekly was hard
- It did not feel necessary to plan weekly; when collaborative planning took place fortnightly within the school. Splitting a fortnightly plan into two weekly plans felt futile and did not assist my teaching and planning in any way
- It can take some time to switch mindset from the highly detailed plans required in ITE to more practical ones which are sustainable. More time getting to know the children/with the children meant a better understanding of needs etc. and more effective, efficient planning.

Section 4: Strand A - *Taisce*

It is notable that the responses regarding *Taisce* were positive and that it was seen by NQTs as a helpful tool for them in their practice.

More than 95% of NQTs maintained a *Taisce* and more than 80% shared one or more elements of their *Taisce* with their PST during their *Droichead* process. This section provided the NQTs with an opportunity to share the advice they would give to another NQT about *Taisce*. The most commonly occurring pieces of advice they would share with another NQT was to collect only things that were useful and reusable and to input into the *Taisce* regularly.

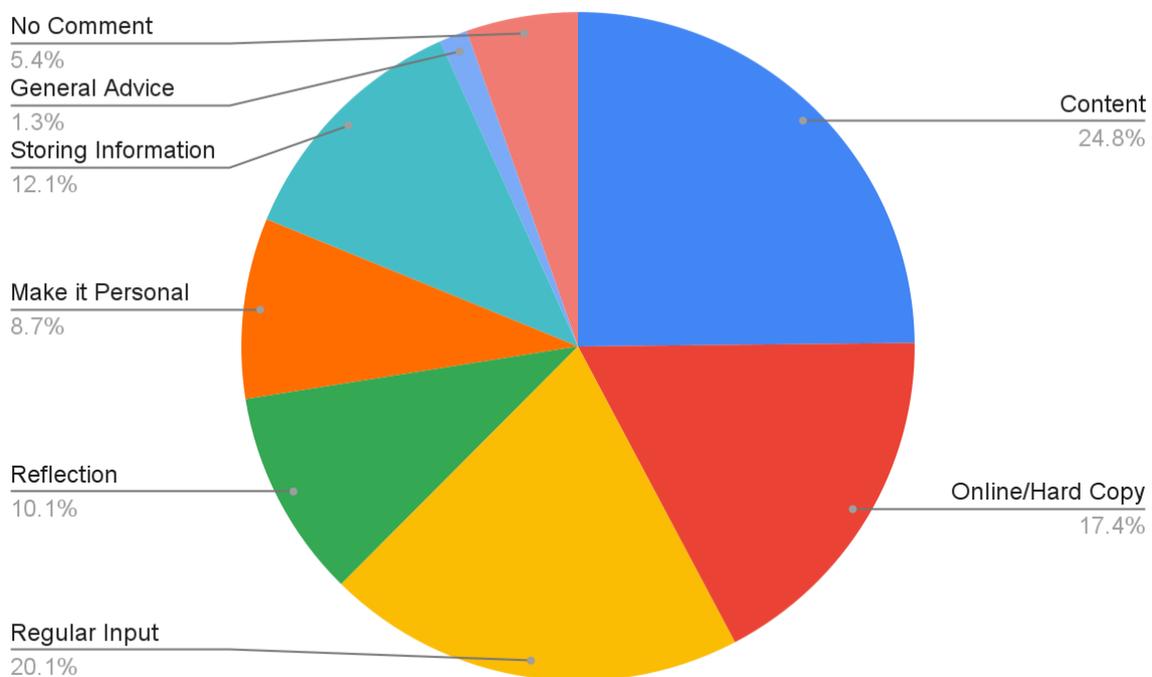


Figure 3: What advice would you give to an NQT about the collation of their *Taisce*?

Section 5: Strand A - Observations

The questionnaire then invited input from the NQTs regarding observations. It was interesting to note that while it is advocated at training to PST members that they would facilitate the NQT observing their teaching, most observations were of other experienced teachers.

79% of NQTs observed an experienced teacher 2-to-4 times during their *Droichead* process, with the majority observing twice (32.2%). More than half of the NQTs were observed twice during their process by a member of their PST.

The responses around the observation cycle were very positive. More than 98% of NQTs had pre and post observation discussions and almost 90% had their pre-observation discussion at least one day prior to the observation. Almost 100% of NQTs identified the focus of the observation in collaboration with their PST member and used the Post-Observation Record or an adaptation to record the outcome/actions to be taken. These responses paint a very positive picture of how observations are being planned and executed in *Droichead* schools and point to the effectiveness of the messages delivered at PST training in this area.

Section 6: Strand B - Cluster Meetings

In this section the NQTs responded to questions concerning their experience of cluster meetings, which are a component of Strand B of the *Droichead* process. Almost 80% found the registration process for *Cluster Meetings 2* and *Cluster Meeting 3* easy to navigate. Around 50% found peer interaction important or very important at cluster meetings and more than 75% felt that being able to access the support of NIPT associates at cluster meetings was important or very important. 78% thought that *Cluster Meeting 1* should be offered via online learning (i.e. Moodle) going forward as distinct from via Zoom. When invited to comment on what topics would be most useful to address at cluster meetings 34% had no suggestions and 36% suggested planning.

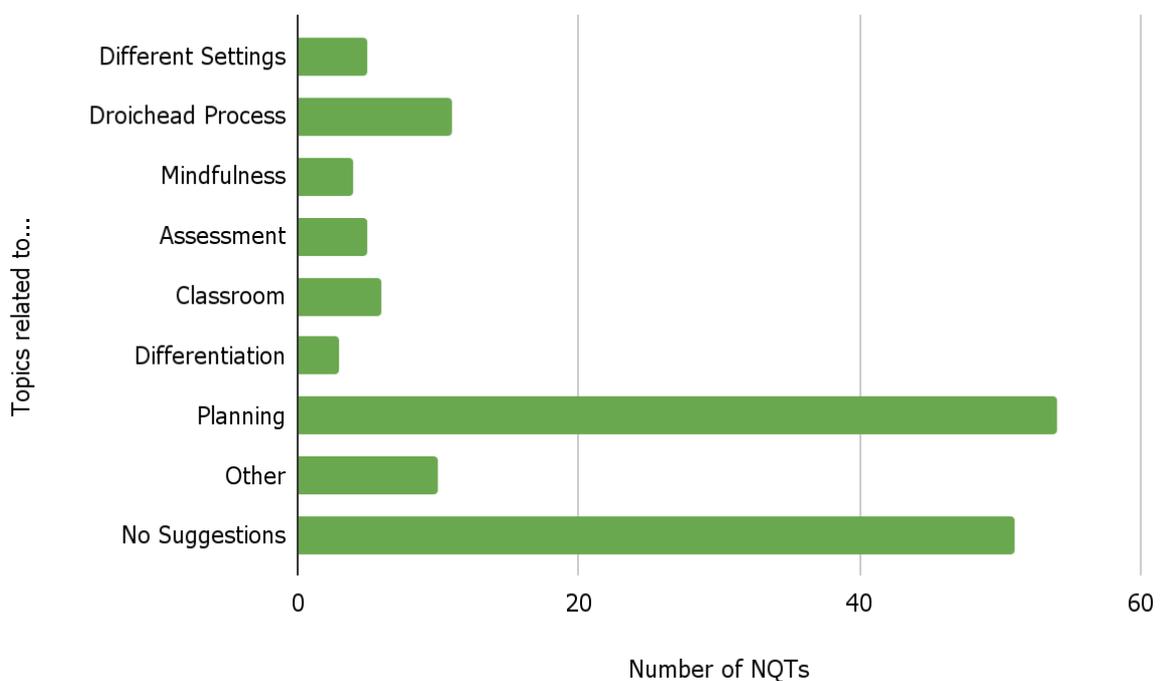


Figure 4: What topics would be most useful to address at Cluster Meetings?

Section 7: Strand B - Additional Professional Learning Activity

Section seven continued the exploration of Strand B of the *Droichead* process with some questions on the *Additional Professional Learning Activity* (APLA). NQTs engaged in a wide variety of APLAs with the most common being planning. Almost 15% engaged in multiple courses. It is worth noting that almost 85% had discussed their APLA with their PST prior to its selection.

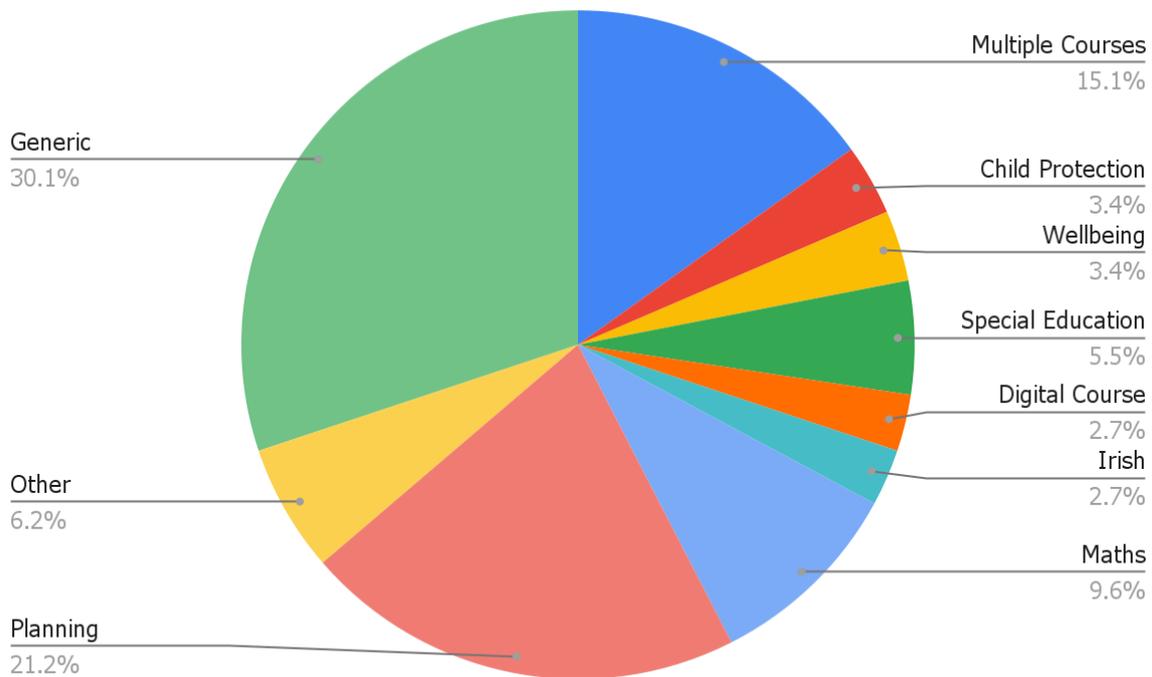


Figure 5: Apart from Cluster Meetings, in what Professional Learning Activity did you engage?

Section 8: Almost There...

This section posed questions on a variety of topics. It is notable that more than 50% of the NQTs had visited the *teacherinduction* website 8 times or more during their *Droichead* process. *TikTok* was the social media platform NQTs felt would reach them best. When asked if they had fears/concerns about the *Droichead* process approximately half did not have any fears. Of the NQTs who had fears, their main concerns were around planning and preparation for teaching and learning, observations and workload. Over 90% felt comfortable in asking their PST for support and of the small minority (10%) who did not feel comfortable, the main reasons given were a fear of seeming incompetent and a perceived lack of understanding on the part of the PST that their role was to support and guide the NQT.

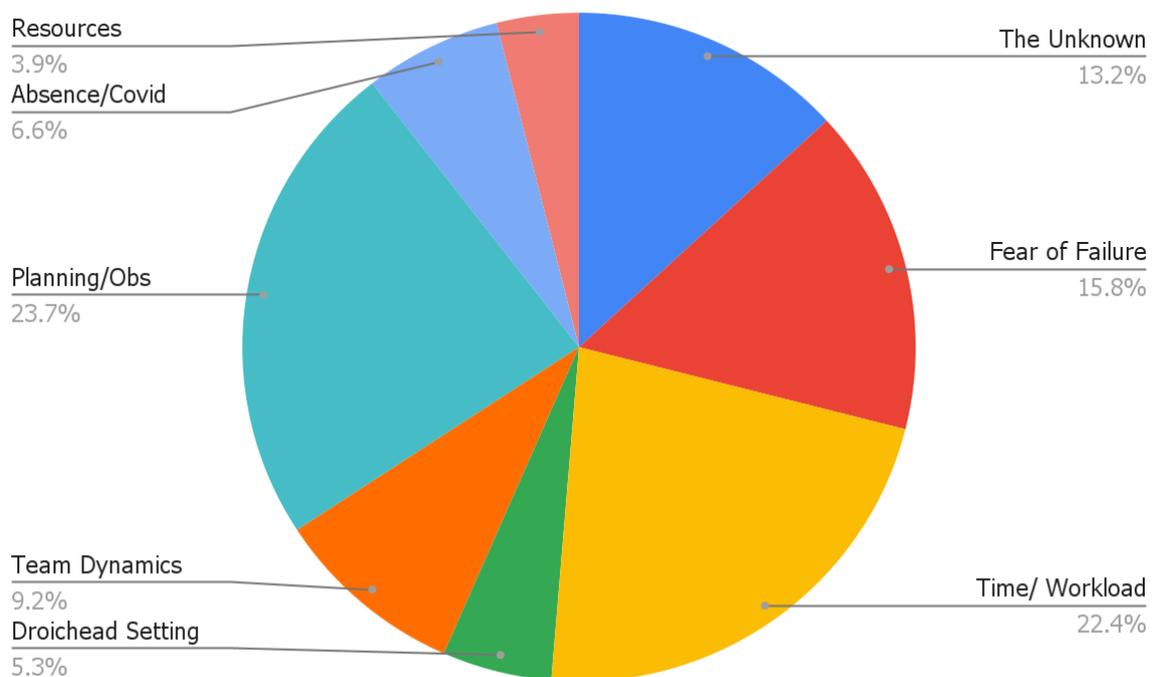


Figure 6: NQTs fears/concerns about the *Droichead* process

Section 9: Finally...

In the final section, NQTs were invited to input any additional comments about their *Droichead* experience. A significant majority had very positive comments about their experience of the process, e.g. *'I feel very lucky to have completed Droichead and I will tell any NQT in the future not to worry about the process. It's so practical and realistic'*.

A number of NQTs had comments regarding cluster meetings - some felt that they did not get enough opportunity to talk and discuss with other NQTs at the meetings and some felt that the reflective practice element of *Cluster Meeting 2* was a repetition of work they had covered in the *Céim* stage of their professional development.

A number asked for more support to be available around preparation for teaching and learning, around supporting pupils with SEN especially when working in a SET role and around managing the work of SNAs.

Conclusion

The survey found that most of the key messages relayed at PST training were being embedded in the *Droichead* landscape, particularly the *Droichead Outline Plan*, the *Observation Cycle* and *Quarterly Reviews*.

There was clear indication from NQTs that support was required with preparation for teaching and learning especially in the area of SEN both in mainstream and in special classes. It was also strongly felt that weekly plans for subjects other than core subjects were not useful.

In contrast to feedback from previous NQT Voice events where there was some confusion as to *Taisce*, it is now well-embedded into the practice of NQTs and is seen as being useful and relevant.

Many NQTs found the Cluster Meetings useful and that they addressed their needs. Some NQTs felt that they would like additional support in the area of preparation for teaching and learning and working with SNAs to be provided at cluster meetings.

Overall it was clear that NQTs felt supported and appropriately challenged as they engaged in the *Droichead* process and found it enabled their professional growth in the second stage of the Continuum of Teacher Education. Leaving the last words to the NQTs...

- *Amazing positive experience with a brilliant PST*
- *Great year and glad to have it done. Very good supports available to NQTs*

- *I found Droichead to be a very positive experience. I think having supportive and approachable PST members is crucial. Also, I was encouraged to ask lots of questions, which I definitely did. I have gained a wealth of experience this year- both from observing other teachers and being observed myself. Having PST members within the school, as opposed to external members coming from outside of the school setting, was a very meaningful and effective experience.*

Appendices

Appendix A: Section 1 - Droichead Setting & Duration

1. School type: Please select those applicable for your school from the list:

School Type	Number of NQTs	Percentage
Community National School	4	2.7%
DEIS	35	23.5%
DEIS, Educate Together National School	2	1.3%
DEIS, Gaelscoil	1	0.7%
DEIS, Special School	1	0.7%
ETNS	8	5.3%
Gaelscoil	10	6.7%
Junior School/Private School	1	0.7%
National School	79	53%
Scoil sa Ghaeltacht	1	0.7%
Special School	7	4.7%

2. In which class setting did your *Droichead* process take place?

Setting	Number of NQTs	Percentage
Mainstream: Multi-Grade	20	13.4%
Mainstream: Single-Grade	67	45%
SET in Mainstream	51	34.2%
Special Class in a Mainstream School	3	2%
Special School	8	5.4%

3. What was the duration of your *Droichead* process?

Duration of <i>Droichead</i> Process	Number of NQTs	Percentage
0-60 days	27	18.2%
61-100 days	68	45.6%
101-150 days	30	20.1%
151+ days	24	16.1%

Appendix B: Section 2 Strand A - Overview

1. Was a *Droichead* Outline Plan shared with you (this is a timeline of activities including the start and proposed finish dates of your *Droichead* process)?

Shared	Not Shared
139 (93.2%)	10 (6.8%)

2. Did you have quarterly reviews/meetings with your PST where the *Droichead* process was clearly discussed with you?

Yes	• No
137 (92%)	12 (8%)

In-school Induction Activities	Number	Percentage
Professional conversations/collaborative reflection/Taisce	56	37.5%
Preparation for Teaching and Learning	13	8.7%
Support around Parent Teacher meetings/report writing / standardised testing	10	6.7%
SEN support	11	7.3%
Professional development and training courses	20	13.4%
Pedagogy	23	15.4%
Events/school concerts/Open nights etc.	13	8.7%
None	3	2%

Appendix C: Section 3 Strand A - Preparation for Teaching and Learning

1. Approximately how long did you spend weekly on preparation for teaching and learning?

Duration of <i>Droichead</i> Process	Number of NQTs	Percentage
1 hour	1	0.7%
2-3 hours	41	27.5%
4-6 hours	48	32.2%
7-8 hours	33	22.2%
9+	26	17.4%

2. Was support around preparation for teaching and learning offered to you during your *Droichead* process?

Yes	No
141 (95%)	8 (5%)

3. Have you any further comments in relation to your preparation for teaching and learning during your induction year?

Positive	Helpful	Neutral	Negative	No Comment
26 (17.5%)	9 (6%)	2 (1.4%)	30 (20.1%)	82 (55%)

Positive	<ul style="list-style-type: none"> No it was a great experience, a lot of paperwork though which can sometimes take away from the joy of teaching Being prepared adequately improves lessons and learning and adds to better classroom management Depends on what your team is like. Mine were very good so I had good support. <i>Droichead</i> instils a high level of planning and preparation and I found the templates provided very helpful Extremely well supported Fully supported by Principal and mentors Helpful process I felt that my PST was excellent in accommodating me into their everyday school life. They gave me regular feedback which I could work on and I found this to be very useful in terms of going forward. They also provided me with a lot of useful documents for my <i>Taisce</i> including differentiation which was my observation focus and report writing templates and phrases which were very useful to me. I found <i>Droichead</i> a great support from college to school
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	<ul style="list-style-type: none"> ● I found it helpful to liaise with other staff members and fellow NQTs throughout the year ● I found weekly planning worked well for me ● I have been teaching for several years and I found the year very helpful with my planning. The PST members were very helpful ● I thoroughly enjoyed the <i>Droichead</i> process. I kept a very open mind and tried to learn as much as possible. ● It really benefited my development as an NQT ● It was a very positive experience ● PST meetings were construct and helpful ● PST team were available readily available to answer any queries about teaching and learning during the year ● The PST and members of staff at my school were very supportive and encouraging throughout my <i>Droichead</i> process and made the year enjoyable ● The staff in my school were extremely helpful ● The workshop was a great help ● The workshop was a great help ● This process was well supported and assistance was provided whenever needed ● Very time consuming, but gets easier with practice ● Weekly plans were helpful in core subjects but less so in SESE subjects (as often the topics needed to be carried over two or so weeks as opposed to one week only). ● Would've been lost without team I worked with
Helpful	<ul style="list-style-type: none"> ● It can take some time to switch mindset from highly detailed plans to more practical ones which are sustainable. More time getting to know the children/ with the children meant a better understanding of needs etc. and more effective, efficient planning ● Do a little bit every night, so that it is not overwhelming. ● Just to give some time and accountability for working and doing your <i>Droichead</i> in a special needs school. As that's how I did my <i>Droichead</i> and it was never once talked about in the cluster meetings unless I brought it up. ● Knowledge of the Curriculum followed by preparation of class plans and resources, in good time, are key to setting oneself up to succeed. ● More cluster meetings ● More discussion about weekly themes would have helped. ● More support for planning in SET ● More support would be beneficial for cuntas miosuil ● Should be more reflective of teaching i.e. fortnightly
Neutral	<ul style="list-style-type: none"> ● I feel that fortnightly plans and short daily lesson notes were most helpful to me this year. Weekly plans were more of a hindrance than help. ● It has gotten easier as the year has gone by. I had to adapt to a challenging environment that was very different from anything I had been prepared for in teacher training.
Negative	<ul style="list-style-type: none"> ● NIPT could be a bit more involved ● Could have done with more help on weekly themes. ● Covid restrictions made the preparations harder. ● Found it extremely difficult at first ● I ended up very tired and under a lot of pressure with weekly plans in SET. Having to do 14 plans weekly was hard. ● I would suggest for it to be less paperwork heavy as a lot of my time was spent doing paperwork ● It did not feel necessary to plan weekly; when collaborative planning took place

fortnightly within the school. Splitting a fortnightly plan into two weekly plans felt futile and did not assist my teaching and planning in any way.

- It was challenging
- It was difficult at times during the lock-down to plan
- It's exhausting.
- It was extremely time consuming doing the weekly plans and the long-term plans when there was no school plan to assist. I went in blind in September as I didn't get the job until the end of August and it was very stressful trying to get all of the paperwork done from Sept - mid-term.
- My PST was very helpful but I was teaching Infants and the 2 members had never taught infants/hadn't taught infants in over 10 years. I ended up asking other staff members for help, rather than my PST
- Still a task that is difficult
- Support & guidance for NQT's working in SEN is particularly important because very little SET training takes place on the B.Ed.
- Support was offered in terms of helping to plan but it was never delivered
- The paperwork was too much. I had a little sister who prepared physical resources (laminating, glue, photocopying, preparing folders and files to be stored) and without her I would have truly struggled. I understand why the weeklies are in place but on top of my cuntas and additional paperwork it was too much! Weeklies for core subjects only. I only took part in 1 art lesson a week so that weekly plan was a daily lesson plan more so than anything but was already within my cuntas. I doubled up for the sake of having the paperwork.
- The Weekly Plan template could definitely be improved
- There should be a separate *Droichead* for teachers coming from overseas that are not NQTs.
- There should be a set standard for planning
- There was a lot of comparison to the other NQT in the school during my *Droichead* meetings and I did not find this very helpful at all. I am not sure the mentor was aware of it. I felt the meetings should focus entirely on me and my *Droichead* journey.
- Too much time spent on weekly planning
- Too much time spent on weekly planning
- Too much, not necessary. Would prefer to incorporate fortnightlies in even after a while of weeklies to get used to something we will actually be using in our careers
- Took endless amount of time and support was poor.
- Weeklies should become fortnightly
- Weekly plans are unrealistic for the entire process especially as two weeklies are the norm
- Weekly plans are unrealistic for the entire process especially as two weeklies are the norm
- Weekly plans are very full on, fortnightly would be easier to deal with
- Weekly plans very time consuming would think fortnightly are more beneficial
- While the PST Team offered excellent advice on preparation in terms of planning, some more advice would have been helpful on how to balance planning with life, every evening and weekend was spent doing preparation, advice on how to strike a balance would have been helpful

Appendix D: Section 4 Strand A - *Taisce*

1. Did you create/develop a *Taisce*?

Yes	No
143 (96%)	6 (4%)

2. Did you share one or more elements of your *Taisce* with your PST?

Yes	No
123 (83%)	26 (17%)

3. What advice would you give to an NQT about the collation of their *Taisce*?

Advice related to...	Number of NQTs	Percentage
Content	37	24.8%
Online/Hard Copy	26	17.5%
Regular Input	30	20.1%
Future Proofing & Reflection	15	10.1%
Make it Personal	13	8.7%
Storing Information	18	12.1%
General Advice	2	1.3%
No Comment	8	5.4%

Appendix E: Section 5 Strand A - Observations

1. As part of your *Droichead* process, who did you observe?

	Number of NQTs	Percentage
My PST	18	12%
Other Experienced Teachers	80	53.7%
MY PST & Other Experienced Teachers	51	34.3%

2. How many times did you observe another teacher?

No of Times	Number of NQTs	Percentage
1	6	4%
2	48	32.2%
3	41	27.5%
4	29	19.5%
5	9	6%
6	12	8%
More	4	2.7%

3. How many times were you observed by a member of your PST?

No of Times	Number of NQTs	Percentage
1	2	1.3%
2	83	55.7%
3	51	34.2%

4	10	6.7%
5	0	0
6	1	0.7%
More	2	1.3%

4. As part of the observation process did you engage in:

Pre-observation discussion with a PST member

Yes	No
146 (98%)	3 (2%)

Post-observation discussion with a PST member

Yes	No
147 (99%)	2 (1%)

5. Did your pre-observation discussion usually take place prior to the day of your observation?

Yes	No
133 (89%)	16 (11%)

6. Did you identify the focus of your observation in collaboration with your PST?

Yes	No
144 (97%)	5 (3%)

7. As part of the post-observation discussion did you use the Post-Observation Record or something similar to record the outcome?

Yes	No
147 (99%)	2 (1%)

Appendix F: Section 6 Strand B-Cluster Meetings

1. Do you think that it would be better for NQTs next year if Cluster Meeting 1 was offered via onlinelearning.teacherinduction.ie (as it was this year) or facilitated by NIPT Associates via Zoom?

Onlinelearning	Zoom
116 (78%)	33 (22%)

2. Did you generally find the registration process for the Zoom Cluster Meetings easy to navigate?

Yes	No	N/A
117 (78.6%)	14 (9.4%)	18 (12%)

3. How important was peer interaction/peer support for you during the Cluster Meetings facilitated via Zoom?

Scale	Number of NQTs	Percentage
Not Important	12	8.1%
A little Important	43	29.9%
Important	39	26.2%
Very Important	37	24.8%
N/A	18	11%

4. The Zoom Cluster Meetings are facilitated by NIPT Associates. How important do you think it is for NQTs to have direct access to support from Associates?

Scale	Number of NQTs	Percentage
Not Important	1	0.7%
A little Important	22	14.7%
Important	53	35.6%
Very Important	61	40.9%

N/A	12	8.1%
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5. What topics would be most useful to address at Cluster Meetings?

Topics related to...	Number of NQTs	Percentage
Different Settings	5	5.4%
Droichead Process	11	7.4%
Mindfulness	4	2.7%
Assessment	5	3.3%
Classroom Management	6	4%
Differentiation	3	2%
Planning	54	36.2%
Other	10	6.7%
No Suggestions	51	34.2%

Other
<ul style="list-style-type: none"> ● Engagement with the parents ● Administration queries; planning ● Ability to share honest concerns about feelings of inadequacy etc. Real-life solutions to the amount of time devoted to planning - strategies for same etc. ● Depending on the topics being discussed at the meeting. It is very important to use your voice to feedback and the meetings and give your input on topics being discussed ● Behaviour issues, standardised tests, preparing for parent teacher meetings, report writing ● How to communicate needs to other teachers, NQT well-being ● Ending a lesson ● Experiences-to create a sense of connectedness amongst NQTS ● How to be confident teacher ● Communication with parents ● I felt all important aspects were covered

Appendix G: Section 7 Strand B - Additional Professional Learning Activity

1. Apart from cluster meetings, in what Professional Learning Activity did you engage?

Topics Covered	Number of NQTs	Percentage
Multiple Courses	22	15.1%
Child Protection	5	3.4%
Wellbeing	5	3.4%
Special Education	8	5.5%
Digital Course	4	2.7%
Irish	4	2.7%
Maths	14	9.6%
Planning	31	21.2%
Other	9	6.2%
Non- Descript/Generic answer i.e. CPD Course/Online Course	44	30.1%

Multiple Courses	<ul style="list-style-type: none"> ● autism active, DCD, aiding short term memory, intro to CBT, various literacy webinars ● Classroom Management, Communication in the Classroom and Positive Wellbeing. ● "Completion of all of the courses on the NIPT site. ● Down syndrome workshop" ● Developing Good Practice in Mathematics Teaching and Múineadh na Gaeilge sa Bhunscoi ● Dyslexia and dyscalculia research in First class and fine motor control in Junior Infants. ● Féilte and online workshops ● Feilte and webinars on various topics throughout the year. ● Féilte, NEPS literacy CPD ● Induction Workshop ● Induction workshops. ● Lámh course, low arousal approach, Dealing with challenging behaviour ● Lámh training, Handwriting Without Tears, ASD 4 day introduction course, I
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	<p>also compiled an online digital library for parents and colleagues to share the Lámh signs we use in class. I also set up a Guardian Angel Programme in the school for staff well-being</p> <ul style="list-style-type: none"> • Múineadh na Gaeilge, Child Safety and Protection • Múineadh na Gaeilge sa bunscoil, planning and preparation • Observation of administration of YARC; NIPT Moodle course • Online courses to do with Gaeilge and maths • Online webinars - Maths, literacy etc. • Planning workshop, oral language webinar, SESE webinar • Planning, numeracy, Gaeilge • Planning, numeracy, Gaeilge • Restorative practice, methods of assessment, also NQT workshops • Spelling course and accelerated reading
Child Protection	<ul style="list-style-type: none"> • Child Protection • Child protection • Child protection and iris course • Child protection, trauma • Impact of childhood trauma and childhood adversity on mental health
Wellbeing	<ul style="list-style-type: none"> • CPD teacher professionalism and wellbeing • Linking children's literature to wellbeing • Teacher professionalism and wellbeing on NIPT • Webinar on early literacy and well being • Well-being and professionalism
Special Education	<ul style="list-style-type: none"> • SET - writing SSPs • Set course CPD college • SET prep • I attended a zoom training session on attention autism with my two SNAs which was very good. Enable Ireland presented the training • I attended online webinar on online teaching for children on ASD spectrum. • Multiple, Autism-specific NCSE courses • Moderate Hearing loss course NCSE • One day courses and self-study of Lámh
Digital Course	<ul style="list-style-type: none"> • CPD course Gaeilge Digiteach • Digital technologies to support assessment • E portfolio cod course • Exploring SESE through technology
Classroom Management	<ul style="list-style-type: none"> • Classroom management • Classroom Management course
Irish	<ul style="list-style-type: none"> • CLIL workshop • Gaeilge sa bhunscoil • Muineadh na Gaeilge • Muineadh na Gaeilge
Maths	<ul style="list-style-type: none"> • Effective Maths Teaching • Mathematics • Maths • Maths recovery • NIPT Maths Course

	<ul style="list-style-type: none"> ● NIPT- Numeracy: Developing Good Practice ● Numeracy ● Numeracy - Developing good practice in Mathematics Teaching ● Numeracy - NIPT online learning activity ● Numeracy module ● Numeracy workshop ● Numeracy workshop ● numeracy: developing good practice in mathematics education ● Webinar for Team Teaching in Numeracy
Planning	<ul style="list-style-type: none"> ● Attended planning and preparation workshop. ● Additional learning focused on planning & prep ● Course based on Individual Educational Planning ● I did a planning and preparation workshop on the teacher induction website. ● IEP CPD course ● Implementing a Classroom plan for SE children ● Individual support planning ● NIPT course on Organisation of lesson plan, classroom activity ● NIPT Planning and Preparation Course ● Planning and preparation ● Planning and Preparation NIPT Workshop ● Planning and Preparation 2021 workshop from NIPT. ● Planning and Preparation course (NIPT) ● Planning and Preparation e-module ● Planning and preparation for children with SEN, Individualized Education Planning for pupils with SEN ● Planning and Preparation Module ● Planning and Preparation seminar offered by NIPT ● Planning and Preparation Workshop ● Planning for children with SEN ● Planning for SEN on moodle for NIPT ● Planning workshop ● Primary planning ● Website on IEPs
Other	<ul style="list-style-type: none"> ● Ceol ● Team Teaching ● Accelerated reading course ● Online course on supporting children with dyslexia to access the curriculum ● A diversity webinar ● Inclusion and diversity ● An online course in Diversity and Inclusion in the Classroom
Non-Descript/Generic	

answer i.e. CPD Course/Online Course	
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2. Did you discuss your Additional Professional Learning Activity with your PST prior to its selection?

Yes	No
126 (84.6%)	23 (15.4%)

Appendix H: Section 8 - Almost There...

1. How many times did you visit the Teacher Induction website (www.teacherinduction.ie) during your *Droichead* process?

Time Scale	Number of NQTs	Percentage
Never	2	1.3%
Once	4	2.7%
2-4 times	28	18.8%
5-7 times	37	24.8%
8 times or more	78	52.3%

2. In your opinion which social media platform would reach most NQTs?

Time Scale	Number of NQTs	Percentage
Facebook	18	12.1%
Twitter	11	7.4%
Instagram	0	0
<i>Tiktok</i>	108	72.5%
Other	12	8%

3. What fears/concerns, if any, do you have/did you have about the *Droichead* process?

None	One or More Fears
73 (49%)	76 (51%)

If you answered one or more fears/concerns please outline those fears.

Fears/Concerns	Number of NQTs	Percentage
Fear of the Unknown	10	13.2%
Fear of Failure	12	15.8%
Time/ Workload	17	22.4%
Droichead Setting	4	5.3%
Team Dynamics	7	9.2%
Planning/ Observations	18	23.7%
Absence/Covid	5	6.6%
Resources	3	3.9%

Fear of the Unknown	<ul style="list-style-type: none"> • Fear of unknown, fear of being overwhelmed with planning & prep whilst also trying to navigate a new working environment • If am on the right track • Fear of unknown • That it would be as intense as teaching practice but it wasn't • I didn't know what to expect until I started teaching at the school. Some colleagues (in other schools around the country) shared stories where their PSTs were not helpful or supportive and left them to do a lot of work by themselves. So I was concerned I would have a similar experience. Thankfully the school I'm in gave me support from the moment I set foot in there. I also wish that, especially with the pandemic, people (NQTs) were given more opportunities to do more work (e.g. CPDs) online. I found it difficult to apply for Cluster Meeting 2, when Cluster Meeting 1 went expeditiously online. • Fear around the <i>Droichead</i> folder/paperwork and <i>Taisce</i>...but PST support around these was excellent • Fear of the unknown and fear the workload would be similar to teaching practice. • That it would be as stressful as placement. It wasn't, it was a more natural experience of day to day teaching • not understanding the process • I did not know what to expect.
Fear of Failure	<ul style="list-style-type: none"> • I feared that it would not be approved and I would have to start again. • Not getting all areas complete, lockdowns interfering with process, planning

	<ul style="list-style-type: none"> ● Not meeting expectations ● Was I doing it right, Form D, professional learning activities, was I engaging properly in the process ● That I would fail to be organised enough or have poor planning. ● Fear of failing it ● Double checking if I covered all necessary items to complete the entire process. I felt I had to always check with the Teaching Council if anything arose. ● That I would not complete it within the timeframe. That my Taisce was not creative and varied enough ● not being good enough ● Worried as waiting for approval. Form D sent in ● "If I was enough ● If I am doing the right thing ● Who to turn to if stuck, I was lucky to have a great support but if I was in a school where it lacked, I didn't know who to turn to " ● failing or not meeting the standards
Time/ Workload	<ul style="list-style-type: none"> ● I wasn't maintaining my folders/<i>Taisce</i> properly. ● That I would not have enough time to complete all of the paperwork in the time allocated. ● The time spent on planning ● Workload of planning and paperwork on top of teaching ● The workload and getting it all completed ● That I would be overwhelmed by the workload ● Having everything done that I was supposed to; Keeping on top of it all ● That I wouldn't be able to teach to my best ability or make good resources because the planning documents were taking up all of my time. Nerves about being observed but in the end that was alright! ● Paperwork being incorrect and the time taken to complete it all - could I maintain this level of work long term as it was high stress ● Balancing teaching and planning prep, ● The workload!! ● Fear is a strong word but how time consuming the process was and the amount of information required in lesson plans ● The <i>Taisce</i> folder, the weekly planning ● Similar to an extended school placement , the paperwork required ● A lot of paperwork, receiving negative feedback after observation ● Completing the Taisce ● Time for planning, activities that I prepared, if I had enough teaching days to meet the 60 day requirement
<i>Droichead</i> Setting	<ul style="list-style-type: none"> ● Just incorporating the mainstream curriculum in a special class with varying abilities of different pupils ● Fear that it would be difficult to meet the parameters within my particular teaching environment ● Meeting all differentiation needs in a diverse multi-class setting. ● Additional paperwork. I taught multi-grade junior and senior infants in this time so as well as having a busy classroom with limited time for additional work already I feared the amount of paperwork.
Team	<ul style="list-style-type: none"> ● One member of my team was focused on rules and regulations and missed out on just helping me. I had to frequently contact the teaching council on little questions that were unnecessary. Demanded to

	<p>observe all core subjects. Other member was super helpful with feedback and helped me improve. I felt I had no place to express my concerns with my team.</p> <ul style="list-style-type: none"> ● Unknown ● Stress of mentor ● Wasn't sure how ,strict PST team would be, felt a lot of pressure at the start to not be good enough, Principal was one of my PST team felt like I couldn't be as honest about concerns as I didn't want to look like I'm not good enough ● That my principal wouldn't sign my form, she kept putting them off even when everything was done and completed on time. She didn't deliver on what she initially set out to offer us and her delay in signing the forms made it feel like a control game with her which wasn't pleasant. ● I think the whole process isn't 'defined' enough for PST members. I myself had to give my plans to one PST member every Monday which were 'corrected' by them and feedback given. Whereas several other friends completing the process were never required to provide their plans to their PST. I think there are lots of differences between the <i>Droichead</i> process from school to school. I myself found it quite unfair to hear how 'easy' others had it compared to my own <i>Droichead</i> journey. ● Nervous that the team or principal think I wasn't up to standard ● Not impressing the PST, not liking the career path I chose, not giving the children the education they deserve
Planning/ Observations	<ul style="list-style-type: none"> ● Completing the plans (but got use to these very quickly). I was nervous about being observed but they went very well for me. ● The observations. Lesson plans. ● Not being good enough, being observed ● Worried about plans not being good enough for observations etc. ● Would it be difficult to be observed by colleges that I am friendly with, would it affect the relationship if things didn't go right. ● The year of planning is a stark difference compared to 60 days ● Planning ● Planning ● Nervous about being judged during in class observations. ● Being observed and a lesson not going to plan ● Observations ● The planning ● The planning ● I was nervous about the inspections but they were nothing like when in college. Much more beneficial and constructive as opposed to trying to catch you out ● Observations of me, standard of planning, managing my own class to a good standard ● Observations of me, standard of planning, managing my own class to a good standard ● Planning, meetings ● Observations
Absence/Covid	<ul style="list-style-type: none"> ● Missing days due to sickness or Covid ● Not getting it done because of COVID ● Time parameter during the pandemic

	<ul style="list-style-type: none"> As my contract was only for the minimum of 60 days I had a big fear of missing a day due to illness etc. and losing out on my <i>Droichead</i> Would I get it done due to Covid
Resources	<ul style="list-style-type: none"> The website was very hard to navigate and the language was a bit convoluted to someone first interacting with it. As a result, I wasn't entirely sure what <i>Droichead</i> entailed and had to ask fellow NQTs who had completed the process. All the terminology was very inconsistent. It might be easier to stick to STRAND A and STRAND B rather than cluster meetings and additional learning activities in one page and then referring to the strands again later. The website in itself was a nightmare to navigate and this was echoed by my PST and colleagues. I encountered forms and new links when first looking into <i>Droichead</i> that I never found again and this was a source of anxiety for me as I felt I had not completed all of the work. Taisce was very poorly explained on the NIPT website meaning that I had to rely mostly on advice from other NQTs to complete it. Not always sure I had everything done correctly perhaps if there was a checklist to go off like form D

4. What, if anything, prevented you from asking your PST for help/support?

Nothing	One or More Things
137 (92%)	12 (8%)

If you answered one or a number of things prevented you from asking your PST for help/support please list them below.

Topics Covered	Number of NQTs	Percentage
Time/Workload	3	25%
Topics	4	33.3%
Support/Knowledge	1	8.4%
Approachable	4	33.3%

Appendix I: Section 9 - Finally...

1. Is there anything else that you would like to share about your *Droichead* experience/induction year?

Topics shared	Number of NQTs
Helpful/Advice	2
Positive	71
Negative	11
Neutral	1
No Comment	47
Constructive	17
Issue/Problem Encountered	3