

An Chomhairle  
Mhúinteoireachta

The Teaching Council



**Title:** *Droichead*: The Currents Beneath - An examination of the impact *Droichead* has on School Culture and Staff Relations in Schools with Teaching Principals

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**Relevant key words:** *Droichead*; Continuing Professional Development; Continuum of Teacher Education; Induction; Probation; Staff Relations; School Culture; Professional Learning Culture; Mentoring; Newly-Qualified Teacher; Professional Support Team

**Summary:**

Since 2013 the Irish National Teachers' Organisation (INTO) has maintained that teaching principals do not have the time or capacity to deal with the *Droichead* induction programme. Smyth et al (2016) indicated teaching principals were significantly less satisfied with *Droichead* than administrative principals. The purpose of this study is to examine the impact *Droichead* has on school culture and staff relations in schools with teaching principals in six diverse schools. These schools were diverse in terms of geography, patronage and school type. A purposive sampling was used. The participants were teaching principals and members of the Professional Support Team (PST). A mixed-methods approach was adopted. Questionnaires were distributed to the six participating schools. These questionnaires were completed by the teaching principal in each school and members of the Professional Support Team. Both quantitative and qualitative data was gathered from these questionnaires. Semi-structured interviews were conducted with the teaching principal and one member of the Professional Support Team in three of these schools. These schools were chosen for optimum diversity. The findings indicate *Droichead* had a positive impact on school culture and staff relations in the six schools. There was a palpable willingness from participant schools in supporting Newly Qualified Teachers (NQTs) as they begin their teaching careers. However, the institutional variables of school size, staff size and resources in a school posed significant challenges. Recommendations on the future model of teacher induction in Ireland have been formulated.