

Post-qualification Professional Practice Procedures and Criteria 2016/2017

Pursuant to Section 7(2) (f) and (g) of the Teaching Council Acts
2001 to 2015

An Chomhairle
Mhúinteoireachta



The Teaching Council

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Glossary of terms

Associate

An associate is a fully registered and practicing teacher who is also an experienced mentor and/or Induction Programme facilitator, nominated by the National Induction Programme for Teachers (NIPT) to support the *Droichead* process.

Centre for Education

A Centre for Education means a place, other than a school or a place providing university or other third level education, where adult or continuing education or vocational education or training is approved and which is designated for that purposes. The Minister may from time to time designate a place to be a Centre for Education (Education Act, 1998).

Continuum of Teacher Education

This describes the formal and informal educational and developmental activities in which teachers engage, as lifelong learners, during their teaching career. It encompasses initial teacher education, induction, early and continuing professional development and later career support.

Droichead

Droichead, an integrated induction framework, includes both school-based and additional professional learning activities to meet the needs of teachers as they begin their career. *Droichead* is applicable in primary and post-primary schools and in Centres of Education in which a post-primary curricular subject(s) is being taught, where such schools or centres have been registered by the National Induction Programme for Teachers (NIPT) as participants in the *Droichead* process.

Induction Programme

The Induction Programme is a flexible learning programme, funded by the Department of Education and Skills and designed to meet the particular professional learning needs of newly qualified teachers (NQTs). The programme, which is coordinated by the National Induction Programme for Teachers (NIPT), builds on the learning that took place during initial teacher education. It can be tailored by an NQT depending on his or her particular circumstances. Subject to an overall minimum of 20 hours of professional learning, NQTs may combine school-based professional learning activities with off-site workshops.

Mentor

A mentor is an experienced teacher who has completed Initial Mentor Training with the National Induction Programme for Teachers (NIPT). A mentor 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.

National Induction Programme for Teachers (NIPT)

The National Induction Programme for Teachers is a State-funded support service that co-ordinates the provision of a multi-faceted induction programme for teachers. Full-time team members (Regional Development Officers) are supported in their work by a team of associates (see above).

Newly Qualified Teacher

This refers to a teacher who meets the Council's requirements in terms of qualifications, but who has not completed the required period of professional practice. In this document, a newly qualified teacher (NQT) refers to all newly registered teachers who are beginning their teaching career, or may be returning to teaching after a period of absence, regardless of the date of qualification.

Participation in *Droichead*

A school participating in *Droichead* offers the *Droichead* induction model which has been developed by the Teaching Council. Newly qualified teachers (NQTs) in such schools will undergo a period of supported professional practice called *Droichead*, as defined above. In a school which is not participating in the *Droichead* programme, NQTs undergo the traditional post-qualification processes that have been in place heretofore.

Post-qualification employment

Post-qualification employment (PQE) is a condition of registration which applies to all newly registered post-primary teachers other than those undergoing the *Droichead* process, as defined above. To meet the condition of PQE, teachers are required to complete a period of post-qualification employment.

Probation

Probation is a condition of registration which applies to all newly-registered primary teachers other than those undergoing the *Droichead* process, as defined above. The condition is removed when the teacher has demonstrated to the Council that he or she has met certain post-qualification criteria.

Professional Support Team

The professional support team is a team of experienced and fully registered teachers which works collaboratively to support the newly qualified teacher during the *Droichead* process and his or her entry into both the school and the teaching profession. All members of the professional support team are required to complete *Droichead* professional development provided by the National Induction Programme for Teachers (NIPT).

Taise: Portfolio-based learning

A professional learning portfolio is developed over time by teachers undergoing *Droichead*, to support the process of reflection on their practice. The portfolio may provide a focus for the professional conversations which are central to *Droichead* and allow the NQT to identify areas in which he or she may need support or guidance. It may be created in hard copy or electronic format.

List of acronyms

ILR	Irish Language Requirement
ITE	Initial Teacher Education
LEC	Limerick Education Centre
NIPT	National Induction Programme for Teachers
NQT	Newly Qualified Teacher
OCG	Oiriúnú le haghaidh Cáilíochta sa Ghaeilge
PQE	Post-Qualification Employment
PST	Professional Support Team
SCG	Scrúdú le haghaidh Cáilíochta sa Ghaeilge
QQI	Quality and Qualifications Ireland

1 Introduction

The Teaching Council is the body with statutory responsibility for the registration of teachers in Ireland. Teachers are registered by the Council in accordance with the Teaching Council [Registration] Regulations 2009 or Teaching Council [Registration] Regulations 2016 as appropriate. A copy of these regulations and full details about how newly registered and other teachers may apply to the Council for registration may be found on www.teachingcouncil.ie.

This document sets out the Council's requirements for newly registered teachers who need to fulfil one or more post-qualification registration conditions in Ireland, which may include *Droichead*, Probation, Post-qualification employment (PQE) and Induction Programme.

1.1 Registration subject to conditions

- 1.1.1 Registration subject to conditions (conditional registration) is granted when an applicant for registration has not fulfilled all of the registration requirements set down by the Council. This is the norm for all newly qualified teachers (NQTs) and may also apply to other teachers in certain circumstances. A teacher with conditional registration is eligible to be employed in the school sector that is appropriate to his or her qualifications in Ireland (Department of Education and Skills Circular 0031/2011). The conditions applied to a teacher's registration, and the time period allowed to meet those conditions, are notified to the teacher when they are admitted to the Register of Teachers. A teacher may also check his or her conditions of registration on www.teachingcouncil.ie.
- 1.1.2 While registration conditions remain, a teacher is not fully registered and may not be recognised as a teacher in other EU/EEA Member States in accordance with European Directive 2005/36/EC. The same applies when a teacher from another Member State wishes to apply for registration with the Teaching Council in Ireland. More information may be found in Section 1.5.
- 1.1.3 Teachers registered under Regulation Two (Primary), who have previously been partially probated in a restricted setting may be eligible to apply for full registration in that sector subject to specific criteria. This policy will come into effect from 1 September 2016 and is detailed in Section 3.1.7.

1.2 Post-qualification professional practice conditions

- 1.2.1 When a teacher is admitted to the Register of Teachers, he or she will receive a confirmation of registration letter that states any conditions that apply to their registration.
- 1.2.2 In relation to both primary and post-primary teachers who registered after 01 June 2016, the post-qualification professional practice conditions which generally apply are as follows¹:

Primary	<i>Droichead</i> OR Probation and Induction Programme
Post-Primary	<i>Droichead</i> OR Post-Qualification Employment (PQE) and Induction Programme

- 1.2.3 Primary teachers, employed for a sufficient period of time in a primary or special education school which participates in *Droichead*, are required to satisfactorily complete the *Droichead* process to meet the registration condition.
- 1.2.4 In cases where a primary NQT is employed in a school which does not offer *Droichead*, he or she will be required to complete Probation and the Induction Programme to meet the registration conditions.

1 Other possible non-practice based conditions may apply e.g. Irish Language Requirement, Qualification Shortfalls. These are listed on the teacher's confirmation of registration letter. Further information is available in section 1.3.

- 1.2.5 Post-primary teachers employed for a sufficient period of time in a post-primary school or special education school which participates in *Droichead* will be required to satisfactorily complete the *Droichead* process to meet the registration condition.
- 1.2.6 In cases where a post-primary teacher is employed in a school which does not offer *Droichead*, he/she will be required to complete the Post-qualification employment and Induction Programme to meet the registration conditions.
- 1.2.7 For movement between participating schools and schools which do not offer *Droichead* please refer to Section 4 of this document.
- 1.2.8 Transitional arrangements will be published on www.teachingcouncil.ie to give guidance to teachers who commenced fulfilling their post-qualification practice conditions before 01 September 2016.

1.3 Other registration conditions

- 1.3.1 When a teacher is admitted to the register, he or she may receive conditions other than post-qualification practice conditions. These conditions are listed on the confirmation of registration letter which also includes an expiry date by which the conditions must be addressed. Information about these conditions is available on www.teachingcouncil.ie.

1.4 Time periods for completing registration conditions

- 1.4.1 Generally teachers are required to fulfil their registration conditions within three years of initial registration.
- 1.4.2 Failure to satisfactorily fulfil conditions within the defined period of time will result in a teacher's registration lapsing.
- 1.4.3 In certain limited circumstances, a registered teacher may apply to the Council for an extension to his or her period of conditional registration. Please see the current Registration Handbook or www.teachingcouncil.ie for more information.

1.5 Teacher education qualifications obtained in European Union (EU)/ European Economic Area (EEA) countries

- 1.5.1 In accordance with the European Council Directives on Mutual Recognition of Professional Qualifications, which were transposed into law by the Recognition of Professional Qualifications (Directive 2005/36/EC) as amended, persons who are recognised for the purposes of teaching in one EU Member State are entitled to have those qualifications recognised in all other Member States. Such recognition may be granted subject to conditions, pending the making good of any shortfalls identified. The Teaching Council is the designated competent authority in Ireland for assessing applications to ensure that they meet the qualifications criteria set out in the relevant Teaching Council regulations. In general, teachers must satisfy all other conditions set by the Teaching Council before addressing any post-qualification practice conditions applied by the Council. Further details on the implications of the above Directive for teacher registration and qualifications are set out in the Department of Education and Skills Circular 0031/2010 available on www.education.ie.
- 1.5.2 Where an applicant has completed formal post-qualification professional practice in another country, applications for registration to the Teaching Council should include evidence of satisfactory completion of same. It is a matter for the Teaching Council to determine if the evidence provided is sufficient to warrant exemption from the post-qualification professional practice requirements in Ireland.
- 1.5.3 The Teaching Council issued a notice on 19 May 2010 informing persons who intended to commence a teacher education qualification in another EU/EEA Member State from 1 January 2011 onwards, that they must also complete any period of post-qualification professional practice (for example, NQT or induction year) in the country in which they qualified. They must also be fully recognised/registered under the terms of Directive 2005/36/EC by the designated authority of that Member State prior to seeking registration with the Teaching Council in Ireland. The notice from the Teaching Council does not change arrangements for persons who have commenced or completed a teaching qualification outside of Ireland prior to 31 December 2010.

Figure 1: Pathways for completing registration conditions² from 01 September 2016



² Other possible non-practice based conditions are not referred to in this figure, e.g., Irish Language Requirement, Qualification Shortfalls. If such conditions apply, these are listed on the teacher's confirmation of registration letter

2 *Droichead*

the new integrated process for addressing post-qualification professional practice conditions

2.1 Procedures and criteria for *Droichead* (primary and post-primary)

Introduction

The following procedures apply where a newly qualified teacher is employed for a sufficient period of time in a school which is participating in *Droichead*.

2.1.1 The *Droichead* process

- 2.1.1.1 The *Droichead* process is an integrated induction framework for newly qualified teachers. The process recognises that induction is a distinct phase, a socialisation process into the professional learning community of the school and into the profession, and therefore, an integrated framework is needed, which includes both school-based and additional professional learning activities to meet the needs of teachers as they begin their careers.
- 2.1.1.2 The main objective of the *Droichead* process is to support the professional learning of NQTs during the induction phase, thus laying the foundations for subsequent professional growth and learning for the next phase of their career.
- 2.1.1.3 Following satisfactory completion of the *Droichead* process, a recommendation will be made by fellow professionals that the NQT is ready to move to the next phase on the continuum of teacher education. On receipt of this recommendation, the Teaching Council will remove the *Droichead* condition from the teachers' registration.
- 2.1.1.4 When an NQT is employed in a participating school in an eligible setting (see 2.1.2) and for the minimum period of professional practice (see 2.1.3), they register for the *Droichead* process with Limerick Education Centre using the DR1 form (as referenced in Section 2.1.3). An email confirmation is issued to the NQT from Limerick Education Centre confirming that they have registered for the *Droichead* process. This record should be retained, to be submitted with a completed Form D.
- 2.1.1.5 There are two key strands of the *Droichead* process as an integrated induction framework for newly qualified teachers. The first strand is a school-based induction one (Strand A), through which the NQT is supported by a team of experienced colleagues (Professional Support Team – the 'PST') (See 2.1.4). The second strand is made up of additional professional learning activities (Strand B), which involves attendance at NQT cluster meetings in local education centres, and one other professional learning activity, related to the needs of the NQT (See 2.1.5). Completion of the *Droichead* process involves both the school-based induction and additional professional learning activities.

2.1.2 Settings in which the *Droichead* process can take place

- 2.1.2.1 The *Droichead* process can take place in primary schools, special schools, post-primary schools, and Centres for Education in which a post-primary curricular subject(s) is being taught.
- 2.1.2.2 A primary teacher will **normally** undertake the *Droichead* process when employed as a mainstream class teacher. As a general rule, paid employment in a permanent, temporary or substitute capacity is eligible, where the teacher is teaching all 11 subjects of the Primary School Curriculum, including Irish, to a mainstream class of pupils (single or multi-grade) for the entire school day.

- 2.1.2.3 Other than in exceptional circumstances, schools should deploy NQTs in a mainstream setting. In certain circumstances, where he or she is the most appropriate teacher to support the needs of pupils, a newly qualified teacher may complete the *Droichead* process in one of the following roles:
- special class teacher in a mainstream school
 - teacher in a special school
 - full-time resource teacher of pupils with low-incidence disabilities (as defined by the Department of Education and Skills)
 - full-time learning support teacher
 - a role which combines both c) and d) above (Learning Support/Resource teaching post).
- 2.1.2.4 In the above cases, the period of employment must involve teaching the same cohort of pupils (save for exceptional absences). As part of the *Droichead* process, the school should also endeavour that there are opportunities for the newly qualified teacher to teach in a mainstream setting, which would include the teaching and learning of Gaeilge in a mainstream class, in collaboration with the class teacher.
- 2.1.2.5 A post-primary teacher will normally undertake the *Droichead* process when employed in a recognised post-primary school. They may also undertake the *Droichead* process if employed to teach in a special school. As a general rule, paid employment in a permanent, temporary or substitute capacity is eligible. Voluntary (unpaid) service is not eligible.
- 2.1.2.6 A post-primary teacher may also complete the *Droichead* process where they are employed in one of the following roles:
- a special school where a proportion of the pupils attending the school are of post-primary age, and where the teacher is teaching a post-primary curricular subject(s) to such pupils, or
 - a Centre for Education where a post-primary curricular subject(s) is being taught.

2.1.3 Duration of professional practice required

- 2.1.3.1 Professional practice includes (i) school placement (10 weeks) during initial teacher education and (ii) post-qualification practice. The *Droichead* process 2016/2017 which fulfils the post-qualification professional practice requirement, has been modified to take into account the extended school placement during initial teacher education.
- 2.1.3.2 A primary teacher must complete a block of 60 consecutive school days in an eligible setting from the date on which they were first appointed to a post recognised for *Droichead* purposes in a primary school. The teacher must register for the *Droichead* process with Limerick Education Centre, using the DR1 form.
- 2.1.3.3 A post-primary teacher must complete 200 hours' teaching employment in an eligible setting to include the teaching of a post-primary curricular subject(s) to a designated class on the school's timetable, or employment in a learning support, special needs or language support. The teacher must register for the *Droichead* process with Limerick Education Centre, using the DR1 form.
- 2.1.3.4 Please note that *Droichead* may only be commenced when all other qualification shortfall conditions and the Irish Language Requirement (if applicable – see 3.1.8) have been fulfilled.

2.1.4 School-based strand

- 2.1.4.1 *Droichead* is fundamentally about the NQT's professional journey and the process of their induction. A key part of this process is an NQT's engagement with more experienced colleagues, and reflection on the professional conversations that take place on their own professional learning and practice. There are a number of ways in which a PST can be established and these are detailed in *Droichead - An integrated induction framework for newly qualified teachers* which is available on the Council's website.
- 2.1.4.2 The roles and responsibilities of each Professional Support Team member and the principal may vary in different school contexts, and are therefore agreed before the *Droichead* process commences. Supporting a newly qualified teacher during *Droichead* is always a collaborative process. However, the principal may choose not to be involved in making the recommendation to Council in relation to the NQT. In this scenario their role is solely to support the NQT's induction.

- 2.1.4.3 All members of the PST will have completed *Droichead* professional development provided by NIPT, and are assisted in their work through the provision of a range of supports and resources.
- 2.1.4.4 During the course of the *Droichead* process, an NQT will have a number of interactions with all members of the PST, called professional conversations. These conversations provide opportunities to exchange informal feedback on a one-to-one basis, and discuss issues arising in the course of the NQT's professional learning and practice and offer guidance. Alternatively, a professional conversation may take the form of an arranged meeting between the NQT and some or all of the members of the PST.
- 2.1.4.5 Portfolio-based learning is an important process to support the NQT in engaging in these professional conversations in a way that is effective and helpful. The Council uses the term *Taisce*, (arising from the Gaelic translation treasure trove) to refer to this process of portfolio-based learning. Engaging in the process of portfolio-based learning enables the NQT to reflect on their professional learning, and identify and plan for areas in which they may need further support or guidance. Further detail on this process is available in *Droichead - An integrated induction framework for newly qualified teachers* which is available on the Council's website. Practical guidance is available to NQTs and PST members from the NIPT.
- 2.1.4.6 Observations are also a key feature of *Droichead* as they provide NQTs with opportunities to learn from their fellow professionals. They also provide grounding for PST members' advice and support throughout school-based induction. It is recommended that there would be at least two classroom observations carried out by the NQT, and that the exact number, and the classes observed, should be based on discussions between the NQT and PST members.
- 2.1.4.7 Observations by PST members of the NQT's practice should focus on areas where the NQT feels that they need particular help and support. In this light, while all observations are arranged in advance, the NQT should be encouraged to teach in an area where they feel their learning need is greatest. It is recommended that there would be at least two classroom observations carried out by the PST. The PST will be best placed to determine, on a case-by-case basis, how many observations might be necessary and to co-ordinate these within the overall outline plan for the *Droichead* process. NQTs will have opportunities for professional conversations following observations of their practice by members of the PST.
- 2.1.4.8 The PST is encouraged to take every opportunity to discuss issues and challenges as they arise, and to offer a range of supports that will enable the NQT to address those challenges and learn from them. The PST is also encouraged to seek additional support, advice and guidance when required. The more comprehensive the support offered, and the greater the degree of open engagement by all those involved, the better for the NQT.

2.1.5 Additional learning activities

- 2.1.5.1 To complement the school-based induction strand outlined above, NQTs also engage in additional professional learning activities as part of the *Droichead* process.
 - 2.1.5.1.1 NQT Cluster Meetings and other Professional Learning Events

NQTs should engage in one cluster meeting per term, in a local education centre. The meetings are facilitated by NIPT and in collaboration with the group of NQTs, the agenda is pre-set, with reference to a range of topics (based on the suite of workshops currently provided by the NIPT). The agenda also includes key elements of *Droichead* such as the observation process, professional conversations, *Taisce*, etc.
 - 2.1.5.1.2 Other professional learning activity

NQTs should also engage in one other professional learning activity, identified by themselves in accordance with their professional learning needs, in consultation with the PST. Typical learning activities might be, for example, participation in a workshop, a Professional Support Group, Teacher Professional Networks (subject associations), an online/blended learning activity, attendance at a conference, *Féilte*, etc.

2.1.6 Standards to guide and support the *Droichead* process

- 2.1.6.1 The Council has established standards to support the *Droichead* process, in guiding the NQT, with the PST, in relation to their professional learning and practice. These are set out in Appendix 2. *Droichead* standards and school context examples are further explored as part of professional development for the PST, facilitated by NIPT.

2.1.7 Maintaining records of the *Droichead* process

- 2.1.7.1 A *Droichead* outline plan is created by the PST, in consultation with the NQT. Ideally the NQT will undertake the *Droichead* process for the duration of the time that they are in the position recognised for the *Droichead* process. Templates for both the *Droichead* outline plan and the observation process, as well as guidance on the use of such templates will be provided by the NIPT. To facilitate the Council's quality assurance process, schools are asked to retain records which they have created to support the *Droichead* process in line with their data protection policy.
- 2.1.7.2 In maintaining records, PST members should respect the privacy of others and the confidentiality of information garnered during the course of the process. They should also be mindful of ethical and data protection considerations, anonymising data where appropriate and taking any measure necessary to restrict access to sensitive information.
- 2.1.7.3 Where an NQT who has completed some or all of the *Droichead* process leaves a school, they should be given a copy of the relevant records which the school holds in relation to that process.

2.1.8 Concluding the *Droichead* Process

- 2.1.8.1 At the end of the *Droichead* process (school-based and additional professional learning activities), the PST may form an opinion that:
- a) a recommendation can be made to the Teaching Council that the NQT is ready to progress to the next phase of the continuum, *or*
 - b) that a further period (or periods) of professional practice and additional supports are required before a recommendation can be made.
- In relation to (b), if an NQT moves to another school participating in *Droichead*, a new DR1 form is submitted to Limerick Education Centre.
- 2.1.8.2 When the NQT has completed their *Droichead* process (school-based induction and additional professional learning activities) and the consensus of the PST is that they are ready to move to the next phase on the continuum of teacher education, the PST makes a recommendation to the Teaching Council by completing Form D. It is the responsibility of the NQT to submit Form D with a copy of the email from Limerick Education Centre confirming that they have registered for the *Droichead* process.
- 2.1.8.3 The minimum period following which a recommendation can be made by the PST to the Teaching Council is referenced at 2.1.3 above. It should be noted that these are absolute minimum periods of practice. Where the period of an NQT's practice in a school exceeds those thresholds, it is advisable to defer the making of a recommendation until nearer the end of their time at the school.
- 2.1.8.4 When the PST has made a recommendation regarding the NQT's readiness to progress to the next phase of the continuum of teacher education, the Council will remove the *Droichead* condition from the teacher's registration and issue a revised confirmation or registration letter. When all conditions have been met, the teacher will be deemed to be fully registered.
- 2.1.8.5 Where, having regard to the practice of an NQT, the PST is uncertain as to the appropriateness of making a recommendation to the Teaching Council, the PST may wish to seek guidance through the telephone and email channels, which will be established to support PSTs. NIPT will be available to offer additional supports via its school support service. That service aims to support and guide the PST and the NQT, and incorporates phone/email support, school visits, action planning, etc. Where, following such supports, the PST still has concerns about confirming satisfactory completion of the *Droichead* process, it may decide that the NQT would benefit from an additional period of professional practice and further supports, before a recommendation can be made. At the end of this period, a further professional conversation with the PST will take place.

- 2.1.8.6 Following the provision of additional time and support from the PST and NIPT, the PST may decide to request assistance from the Inspectorate. In the first instance, the school contacts NIPT, who inform the PST of contact details for the relevant inspector, assigned to support the *Droichead* process. The school contacts the inspector by email or phone, and the inspector will provide advice, generally through phone contact. Following this, if the PST continues to have a difficulty making a recommendation to the Teaching Council in relation to the removal of the *Droichead* condition, the next step in the process is to request formal assistance from the Inspectorate via Form DR2OCI (available from LEC), which should be submitted by the principal to the Office of the Chief Inspector. The Inspectorate is committed to responding positively to all such applications when it is satisfied that genuine efforts have been made to engage in the *Droichead* process and the PST are unable to make a recommendation.
- 2.1.8.7 The input of the Inspectorate should only be sought where other supports, guidance and advice have not addressed the difficulties the NQT is experiencing. If an NQT has not demonstrated that they have made progress in relation to the *Droichead* standards within the timeframe envisaged at the beginning of the process, it may be a matter of requiring more time and further guidance, rather than an immediate request for assistance from the Inspectorate.

2.1.9 Consistency and quality assurance

- 2.1.9.1 A number of mechanisms are in place to assure the quality and consistency of the *Droichead* process nationally:
- a) Professional development, including cluster meetings, for all PST members include discussions regarding the *Droichead* standards and indicators of good practice. In this way, the recommendations that PSTs make to the Council are moderated.
 - b) NIPT provide support to schools offering *Droichead* who employ a NQT.
 - c) *Droichead* Quality Assurance (DQA) panels, comprising an independent chairperson, a practising teacher from the relevant sector and a person with expertise in the support and/or evaluation of teaching and learning at school level, are established by the Teaching Council. The DQA panel visits a sample of schools where the *Droichead* process has taken place and discusses the process with the Principal, the PST and the NQT. Such visits are pre-arranged and take place in a spirit of collegiality and collaboration. Following its review, the DQA panel submits an anonymised report to the Teaching Council setting out its findings and recommendations in relation to the process. The report is considered by the Council and, following ratification, is published on the Council's website and circulated to the NIPT and the Inspectorate.
 - d) The principal ensures that the *Droichead* process has been properly conducted.
 - e) The Inspectorate has an important quality assurance role through providing additional support and advice to PSTs who have a difficulty making a recommendation to the Teaching Council in relation to the removal of the *Droichead* condition.
 - f) A review mechanism is in place where NQTs wish to raise concerns about aspects of the *Droichead* process.

2.1.10 Further guidance

The Council will engage with the Department of Education and Skills and its agencies regarding the implementation of *Droichead*, and to ensure its consistency with the overall policies as may be determined by the Minister from time to time. This will include the development of guidance for the transition from the policy on Probation to the new *Droichead* policy.

3 Traditional processes

Traditional processes for addressing post-qualification professional practice conditions

Probation (Primary)

Post-qualification employment (PQE) (Post-primary)

Induction Programme (Primary & Post-Primary)

3.1 Procedures and criteria for probation (primary)

Introduction

The following procedures and criteria apply in cases where the traditional probation process for Newly Qualified Teachers is being operated.

3.1.1 The process of probation

3.1.1.1 The probationary process for primary teachers incorporates two elements:

- a) the completion of a period of satisfactory service in a school (the service requirement)
- and
- b) the demonstration of professional competence in a school setting (the professional competence requirement).

3.1.1.2 A primary teacher who is conditionally registered, and whose remaining conditions relate to probation and the Induction Programme, is eligible to commence the probationary process. He or she must do so in a teaching post that is recognised for probationary purposes in a primary school.

3.1.1.3 Applications to undertake the probationary process and any other queries should be made to Limerick Education Centre at www.lec.ie. Please note that probation may only be commenced when all other qualification shortfall conditions and the Irish Language Requirement (if applicable – see 3.1.8) have been fulfilled.

3.1.1.4 Once the Teaching Council has received certified evidence of satisfactory completion of the probationary process, the registration condition will be removed. Evidence includes:

- o a completed Form C confirming completion of the service requirement and
- o a statement of competence from the Inspectorate of the Department of Education and Skills (provided by the Limerick Education Centre LEC).

3.1.1.5 Form C is available to download from www.teachingcouncil.ie.

3.1.2 Settings in which the probationary process can take place

- 3.1.2.1 A primary teacher will undertake the probationary process when employed as a mainstream class teacher in a school which is not registered for *Droichead*. As a general rule, employment in a permanent, temporary or substitute capacity is eligible, where the teacher is teaching all 11 subjects of the Primary School Curriculum, including Irish, to a mainstream class of pupils from junior infants to sixth class (single or multi-grade) for the entire school day.
- 3.1.2.2 From September 2016, teachers working in special education or restricted settings may avail of the *Droichead* process to gain full registration with the Council. Probation by the Inspectorate will not be possible in a restricted setting. See section 3.1.7 for additional information.

3.1.3 Service requirement

- 3.1.3.1 To meet the service requirement for probation, a primary teacher must secure employment in a primary school in a post recognised for probationary purposes in a permanent, temporary or substitute capacity. The employment must comprise:
- a) at least 100 consecutive days in a single setting, or
 - b) at least 100 days, which may take place in separate settings in two periods of not less than 50 consecutive days each.

In either case, the period of employment must involve teaching the same cohort of pupils for the minimum block period.

- 3.1.3.2 This service must take place after an initial teacher education qualification has been successfully completed and within a maximum of three years from the date of initial registration or, if applicable, from the date on which other conditions are met (with the exception of induction which may be undertaken at the same time as probation). It is during this period that the Inspectorate of the Department of Education and Skills will evaluate the professional competence of the teacher. Only paid employment is reckonable.
- 3.1.3.3 It is the responsibility of the probationary teacher to obtain written evidence of his or her service from the employing school or schools, and to submit this information on Form C to the Teaching Council so as to satisfy the Council regarding the completion of the service requirement.
- 3.1.3.4 In the case of teachers who were employed in recognised schools prior to 1 September 2010 and who require evidence of their service to submit to the Teaching Council, the Department of Education and Skills will provide these teachers with a record of their service up to 31 August 2010. This can be submitted with Form C to the Teaching Council.

3.1.4 Professional competence requirement

- 3.1.4.1 To have his or her professional competence evaluated to satisfy the Council's probationary requirements, a teacher must make an application for inspection to Limerick Education Centre using Form OP1, which is available at www.lec.ie. LEC administers details of probationary teachers on behalf of the Inspectorate of the Department of Education and Skills and the Teaching Council.
- 3.1.4.2 Applications for inspection must be made electronically and **as soon as the teacher commences** service in a post that will last for a period of at least 50 consecutive school days. The post must be recognised for probationary purposes (see 3.1.2). The date on which LEC receives a completed OP1 form or the first date of employment, whichever is the later, will be used when determining the 50/100-day period. Every effort is made to ensure that all eligible teachers who make an application for inspection as soon as they commence service in such a position will be inspected in that school year. Teachers must be available for inspection on any day of the 50/100 day period.
- 3.1.4.3 A closing date for receipt of applications will apply. Advance notice of the closing date will be posted on www.lec.ie in the second half of the school year. Applications for inspection visits will not be processed after the closing date.

3.1.4.4 A new OP1 application form must be submitted to LEC to seek a second inspection visit when a teacher moves to another school which does not offer *Droichead* for the second 50 consecutive day period,

3.1.4.5 See 3.1.5 for information about the evaluation of professional competence.

3.1.5 Evaluation of professional competence: inspection visits and reports

3.1.5.1 As part of the probationary process in 2016/2017, the Inspectorate of the Department of Education and Skills has agreed to evaluate the professional competence of primary teachers in mainstream classes in schools not participating in *Droichead* for the purposes of informing the Teaching Council's decisions regarding the conditional or full registration of primary teachers. Voluntary teaching service is not accepted for the purpose of inspection visits for probation.

3.1.5.2 All teachers undertaking the probationary process are required to participate in the Induction Programme (described in Section 3.3 of this document). They should also receive assistance and advice from the school principal and other teachers.

3.1.5.3 The Inspectorate will consult with the school principal about the teacher's progress and will inspect the teacher's work during one or more unannounced inspection visits. Inspection visits may occur at any time during the school year and will generally last about half a school day. During the inspection visit(s), the inspector will evaluate the teacher's effectiveness in a classroom environment and in teaching curriculum areas and subjects, as outlined in the Primary School Curriculum. The inspector will also provide advice and oral feedback to the teacher during each visit. It is desirable for the principal (or another fully registered teacher nominated by the principal) to be present when the oral feedback is provided to the NQT. At the end of the visit(s), the inspector will inform the teacher if the evaluation of professional competence is complete or if another inspection visit will occur. The criteria used by inspectors to evaluate the teacher's work are available in Appendix 1 and on the website of Limerick Education Centre at www.lec.ie.

3.1.5.4 Following the inspection visit(s), the Inspectorate will determine the rating to be applied to the teacher's work as follows:

a) Has demonstrated satisfactory professional competence in a mainstream setting

This rating indicates that the teacher has demonstrated satisfactory teaching skills in a mainstream class, or

b) Requires a further period to develop and demonstrate professional competence

Normally this rating may be used only once, following two inspection visits (normally in the first year of service), where the inspector may recommend that the teacher needs more time to develop and demonstrate his or her teaching skills. This may arise because the inspector judges that there are significant weaknesses in the teacher's work and that he or she requires additional time to develop appropriate skills, or

c) Has not demonstrated satisfactory professional competence

This rating indicates that the inspector judges that the teacher has not demonstrated satisfactory teaching skills in the setting in which his or her work has been evaluated.

3.1.5.5 The Inspectorate will provide the teacher with written confirmation (via email from LEC) that he or she has demonstrated satisfactory professional competence.

3.1.5.6 Where a teacher has successfully completed the first inspection visit in a restricted setting prior to 2016/17 school year new arrangements apply. These transitional arrangements are published on www.teachingcouncil.ie.

3.1.5.7 From September 2016, the Inspectorate will no longer carry out supplementary visits to teachers previously probated in a restricted setting who have moved into mainstream settings.

- 3.1.5.8 It is the responsibility of the teacher to submit this written confirmation, in addition to proof of the required service requirement, to the Teaching Council so as to satisfy the Council regarding the completion of the professional competence requirement of probation by submitting a completed Form C.
- 3.1.5.9 In the case of teachers whose work is rated as “requires a further period to develop and demonstrate professional competence” or “has not demonstrated satisfactory professional competence”, a written inspection report outlining the outcomes of the evaluation and recording advice for further development will be furnished to the teacher by the Inspectorate.
- 3.1.5.10 Where the probationary period is extended beyond the normal service requirements, as described at 3.1.5.4(b) above, it is the responsibility of the teacher to take the necessary steps to complete the probation process immediately on commencing reckonable service in a school in the following school year. Generally, such teachers may not apply for an additional inspection visit within the same school year.
- 3.1.5.11 Where the inspector judges that the teacher “has not demonstrated satisfactory professional competence” as described at 3.1.5.4(c) above, it is the responsibility of the teacher to take the necessary steps to complete the probation process immediately on commencing service in a school in the following school year. The teacher must complete a further service period of not less than two periods of 50 consecutive school days, with the same class in each instance, during which the teacher’s professional competence will be evaluated.
- 3.1.5.12 Written reports are no longer furnished to the probationary teacher following the evaluation of his or her professional competence. Such reports may not be among the supporting documentation requested when applications are invited for teaching posts in recognised schools.
- 3.1.5.13 A teacher may seek a review of an inspection in line with the Procedures for Review of Inspections on Schools and Teachers under Section 13(9) of the Education Act, 1998 available on www.education.ie.

3.1.6 Completion of the probationary process

- 3.1.6.1 The probationary period ends when the Teaching Council is satisfied that both the service requirement and the professional competence requirement are fully met. The Council will provide confirmation to the teacher regarding his or her conditional or full registration as a teacher.
- 3.1.6.2 Teachers registered under Regulation Two/Route 1 (Primary) and who satisfactorily complete the professional competence requirement in a combination of mainstream and restricted settings before September 2016, will be deemed probated in the setting where the final inspection visit(s) occurred (see 3.1.5.5)
- 3.1.6.3 Failure to fulfil this registration condition successfully and within the stipulated time limit will result in the registration of the teacher lapsing and will have significant implications for his or her eligibility for employment in a school.
- 3.1.6.4 A review mechanism is in place by the Teaching Council where registration is due to lapse as a result of non-fulfillment of a condition.
- 3.1.6.5 Registration with the Teaching Council is a requirement for teachers in order to be paid from public funds (Section 30 of the Teaching Council Act, 2001; Department of Education and Skills Circular 0025/2013).

3.1.7 Teachers previously probated in a restricted setting

- 3.1.7.1 Teachers registered under Regulation Two (Primary), who have previously been probated or have completed *Droichead* (prior to September 2016) in a restricted setting may be eligible to apply for full registration in that sector subject to meeting the requirements set out in this section.
- 3.1.7.2 This policy will come into effect from 1 September 2016

3.1.7.3 In order to be eligible the:

- a) Teacher must be registered under Regulation Two (Primary) of the Teaching Council [Registration] Regulations and registered under Section 31(5) of the Teaching Council Acts
- b) only remaining conditions on the teacher's registration must be Probation/*Droichead* in a mainstream setting
- c) teacher is/has been working in a special education setting and carrying out teaching roles that meet the criteria and service requirement below

3.1.7.4 The following criteria must be met:

- a) The teacher is/was teaching the full primary school curriculum which has been modified in line with the guidelines as set out by the National Council for Curriculum and Assessment (NCCA)
- b) The teacher is/was teaching a class of a minimum size of six students on a fulltime basis for the entire day
- c) The teacher is/was fully responsible for the learning of students and has responsibilities comparable to those of a mainstream class teacher

3.1.7.5 The teacher must meet the service requirements set out below:

- a) Teaching service of not less than 50 consecutive days in the same class which meets the criteria is required
- b) This service must be in addition to any service requirement for Probation/*Droichead*
- c) Please note that teaching service in a mainstream setting is also acceptable.

3.1.8 Irish language requirement

3.1.8.1 It is a condition of registration under Regulation Two/Route 1 (Primary) that the teacher satisfies the Irish Language Requirement of the Teaching Council. Teachers who need to satisfy the Teaching Council that they are competent to teach the Irish language (such as those who completed their initial teacher education (ITE) outside the State) do so by means of completing an aptitude test (*Scrúdú le haghaidh Cáilíochta sa Ghaeilge* (SCG)) or an adaptation period (*Oiriúnú le haghaidh Cáilíochta sa Ghaeilge* (OCG)), both of which test the teacher's ability to teach the Irish language in classroom settings. Full details are available on www.ilrweb.ie.

3.1.8.2 In order to complete the SCG or OCG, teachers will be required to provide proof to the SCG/OCG co-ordinator in Marino Institute of Education of three weeks' attendance at a Gaeltacht course recognised by the Department of Education and Skills.

3.1.8.3 NOTE: Prior to 1 September 2010, teachers who completed the SCG or OCG were required to demonstrate their professional competence in the teaching of Irish in a classroom setting. These teachers had to receive a satisfactory additional inspection report on their competence in the teaching of Irish (a ráiteas) within two years of taking up a mainstream position. However, given that teachers' ability to teach Irish in a mainstream classroom setting is now tested as part of the assessment procedure for both the SCG and the OCG, the need for the additional inspection report (ráiteas) no longer exists. This practice has been discontinued since 1 September 2010.

3.2 Procedures and criteria for post-qualification employment (post-primary)

3.2.1 The registration condition of post-qualification employment

- 3.2.1.1 The condition of Post-Qualification Employment (PQE) applies to all post-primary NQTs, with the exception of those undergoing the *Droichead* process in participating schools. In order to satisfy the condition of PQE, applicants must provide evidence of 300 hours' satisfactory teaching employment in a recognised post-primary school or Centre for Education in which a post-primary curricular subject is being taught. A minimum of two-thirds (200 hours) of the approved employment must be spent teaching a post-primary curricular subject(s) or guidance counselling to a designated class of students on the school's timetable. Up to one-third (100 hours) of the approved experience can be carried out in a learning support, special needs, language support or other timetabled teaching activity. Such evidence must be verified and signed by the school principal (or school principals where more than one school is involved). A maximum period of three years from the date of initial registration is set for the completion of this requirement.
- 3.2.1.2 On completion of 300 hours' teaching employment, applicants should complete Form B, have it signed and stamped by the school principal and return it to the Teaching Council. The Council will then remove this registration condition. Form B is available to download from www.teachingcouncil.ie.
- 3.2.1.3 The following points should be noted:
- a) It is a matter for a registered teacher to secure teaching positions that satisfy the requirements of the PQE process.
 - b) Paid employment as a teacher in a permanent, temporary or substitute capacity is acceptable for the purposes of fulfilling this requirement. Only paid employment is reckonable. Voluntary service is not acceptable.
 - c) Paid employment as a qualified teacher (post-teaching qualification) is the only form of employment that will be taken into account on this form.
 - d) Applicants must provide evidence of teaching employment that is verified and signed by the principal of the school in which the teaching employment took place. In cases where teaching employment (as a fully qualified teacher) is carried out in more than one school, the teacher must provide a separate form for each school. Teaching service in several schools can be aggregated towards the 300 hours threshold by completing several forms (one form per school).
 - e) A minimum of two-thirds (200 hours) of the approved experience must be spent in the teaching of a post-primary curricular subject(s) or guidance counselling to a designated class of students on the school's timetable.
 - f) Up to one-third (100 hours) of the approved experience can be carried out in a learning support, special needs, language support or other timetabled teaching activity.
 - g) Generally a period of three years from the date of initial registration is permitted within which a teacher must complete this requirement. In exceptional circumstances, a teacher may apply to the Council for an extension of the three-year time period.
 - h) Form B may be completed in respect of state-recognised post-primary second-level schools in any country. Additional supporting evidence may be sought. It is a matter for the Teaching Council to determine if the evidence provided is sufficient to warrant exemption from the PQE requirement in Ireland.
 - i) Form B may also be completed with respect to teaching service in state-recognised Centres for Education in Ireland in which a post-primary curricular subject leading to a State examination is being taught.
 - j) The teaching of subjects outside those examined by the State Examinations Commission in Ireland (e.g., QQI or City & Guilds, etc.) may be taken into consideration towards the 100-hour requirement.
 - k) Please note that failure to fulfil the PQE requirement within the specified time frame will result in the lapsing of registration unless an extension to the time frame has been granted.

3.3 Procedures and criteria for the Induction Programme

3.3.1 The Induction Programme (primary and post-primary)

- 3.3.1.1 The Induction Programme is a flexible programme of teacher professional learning that takes place at the beginning of the teacher's career, usually soon after qualifying as a teacher. Its purpose is to offer systematic professional and personal support to the teacher as he or she continues to develop as a lifelong learner.
- 3.3.1.2 From September 2016, Teachers are required to complete the Induction Programme if they are undergoing the probationary or PQE processes. In addition, all other teachers who apply for registration under Regulation Two/Route 1 (Primary), Regulation Three /Route 4 (Other) or Regulation Four/Route 2 (Post-primary)³ are required to complete the Induction Programme provided they have not previously:
- met the requirements of probation (primary)
 - met the requirements of PQE (post-primary), or
 - completed a recognised and comparable induction programme in another country.
- 3.3.1.3 Teachers are required to complete an induction programme comprising of a minimum of 20 hours of professional learning within three years of the date of their initial registration.
- 3.3.1.4 Teachers may select from a suite of workshops delivered via the Education Centre network. Certain workshops are available online.

	NO SCHOOL-BASED MENTORING FROM AN NIPT TRAINED MENTOR	AVAILING OF SCHOOL-BASED MENTORING WITH AN NIPT TRAINING MENTOR
Workshops*	Minimum 20 hours	Minimum of 14 hours
Reckonable School Based Learning	N/A	Maximum 6 hours

* Workshops are facilitated by the NIPT through local Education Centres.

- 3.3.1.7 The details of those teachers who have completed the Induction Programme are sent directly to the Teaching Council at several intervals during the year. The Council then removes the registration condition of the Induction Programme, and issues an updated confirmation of registration letter.
- 3.3.1.8 The Induction Programme is co-ordinated by the National Induction Programme for Teachers (NIPT) and further details are available on the website of the NIPT www.teacherinduction.ie.

4 *Droichead* and movement between schools

- 4.1 Due to the nature of employment for teachers in their first years of practice, it is expected that some teachers will move between schools which offer the *Droichead* process and schools which do not.

Transitional arrangements will be published on www.teachingcouncil.ie to give guidance to teachers who commenced fulfilling their post-qualification practice conditions before 01 September 2016 and teachers moving between schools.

5 Contact details

TYPE OF QUERY	CONTACT
Teachers applying to commence probation or <i>Droichead</i>	Probationary Teachers Desk, Limerick Education Centre, Marshal House, Dooradoyle Road, Limerick. t: +353 (0)61 585 060, ext. 4 e: probation@lec.ie w: www.lec.ie
Schools interested in participating in <i>Droichead</i>	Complete the Registration as a <i>Droichead</i> School form on www.teacherinduction.ie
Teachers seeking to commence NIPT workshops as part of the Induction Programme	Contact your local full-time Education Centre www.ateci.ie
Queries regarding the NIPT Induction Programme	The National Induction Programme for Teachers t: +353 (0)1 884 2315 / +353 (0)1 884 2257 e: info@teacherinduction.ie w: www.teacherinduction.ie
Teacher registration	The Teaching Council t: LoCall 1890 224 224 / +353 (0)1 651 7900 e: info@teachingcouncil.ie w: www.teachingcouncil.ie

Appendix 1

Criteria for Probationary Inspections

Planning, preparation and recording of progress

The NQT demonstrates engagement with long and short-term planning in line with school policies (e.g., assessment and other relevant teaching and learning policies) and the primary school curriculum under the following criteria:

- Develops an adequate class timetable referenced to the specified minimum weekly time framework in the Primary School Curriculum and the recommendations included in Circular 56/2011⁴
- Provides clear and suitable teaching and learning objectives with due regard to the Primary School Curriculum and the School Plan prepares an appropriate range of resources
- Plans for differences in pupil abilities, backgrounds and learning styles
- Maintains good quality progress records.

Classroom management and organisation

The NQT demonstrates good classroom management skills under the following criteria:

- Promotes good behaviour through the use of appropriate behaviour management systems
- Cultivates a caring relationship with pupils (including use of praise and positive feedback)
- Provides an attractive learning environment (layout, quality of display including pupils' work, interest centres etc.) Uses resources effectively
- Manages SNA support in the classroom context (where appropriate).

Quality of teaching across curriculum areas

The NQT demonstrates a satisfactory commitment to quality teaching under the following criteria:

- Practises independently through the provision of support, guidance and motivation to pupils towards the achievement of quality learning outcomes
- Utilises an appropriate range of teaching methods, resources and assessment techniques
- Covers an appropriate range of material
- Provides for differences in pupil abilities, backgrounds, learning styles with particular reference to attention levels and receptiveness of pupils
- Demonstrates good communication skills Structures and paces lessons appropriately Ensures regard for continuity and progression.

Quality of pupils' learning in curriculum areas

The NQT demonstrates a satisfactory commitment to quality learning under the following criteria:

- Ensures that the pupils are on task and working purposefully
- Enables pupils to demonstrate appropriate knowledge of material covered, skills and attitudes
- Ensures that the quality of pupils' learning outcomes is good.

(Source: Inspectorate, Department of Education and Skills)

4 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy.

Appendix 2

Droichead Standards

The Council has set out the following standards to support the *Droichead* process, in guiding the NQT, with the PST, in relation to their professional learning and practice. Indicators of good practice in different contexts are further explored as part of professional development for the PST, facilitated by NIPT. In satisfactory completion of the *Droichead* process, the NQT will:

1. have engaged professionally with school-based induction and additional professional learning activities
2. have demonstrated a satisfactory commitment to quality teaching and learning for their pupils/students
3. have demonstrated an ability to engage in reflective practice that supports their professional learning and practice, both individually and collaboratively.

Appendix 3

Registration Regulations 2016

The Teaching Council introduced new regulations on 25 July 2016. Under the new regulations teachers will be registered under Routes of Registration. The table below shows the linkage between the Teaching Council [Registration] Regulations 2009 and the Teaching Council [Registration] Regulations 2016 Regulations.

REGISTRATION REGULATIONS 2009	REGISTRATION REGULATIONS 2016
Regulation Two (Primary)	Route 1: Primary
Regulation Three (Montessori & Other Categories)	Route 4: Other
Regulation Four (Post-Primary)	Route 2: Post-Primary
Regulation Five (Further Education)	Route 3: Further Education

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