

Teaching Council to proceed with implementation of Revised Droichead Policy

Confirmation received from Department of Education and Skills about resourcing of Droichead

Following clarification from the Department of Education and Skills on the resourcing of Droichead, the induction framework for newly qualified teachers (NQTs), the Teaching Council has decided to proceed with implementation of its revised Droichead policy with immediate effect.

At its meeting on 8 May, the Council noted the resources to support the growth and implementation of Droichead which have been confirmed by the Department.

These include:

- 4 days for Droichead training with substitute cover for each member of the school's Professional Support Team
- Up to 7 days' (primary) or 37 hours' (post-primary) release time for the Droichead process
- Additional resources for the National Induction Programme for Teachers (NIPT) to enable it to provide initial and follow-up training to teachers, as well as ongoing support for schools.

Further information regarding the new policy and the registration process is available on the [Teaching Council website](#).

Revised policy:

The revised Droichead policy, as approved in December 2016, has made a number of significant changes to Droichead, the enhanced model of professional induction for newly qualified teachers.

The key changes are reflected in the updated version of the policy which is available [here](#), and in the [Droichead form](#). The form is signed by both the newly qualified teacher and the school based Professional Support Team, when the Droichead process has concluded. The approved changes are also reflected in revised and strengthened

Droichead Quality Assurance procedures.

Collectively, the updated policy and associated documentation make explicit the nature of Droichead as a non-evaluative professional induction framework, which is markedly different from the traditional forms of post-qualification professional practice which applied in schools at primary (probation) and post-primary (post-qualification employment) levels in the past.

In making explicit the nature of Droichead as a quality professional induction framework, the revised policy also emphasises the links between Droichead and initial teacher education. For example, in the final school placement, areas for further learning are identified by the NQT in collaboration with the HEI. The NQT then takes those areas for further learning as the starting point for his or her Droichead process. At the conclusion

of the Droichead process, the NQT identifies areas for further professional learning, in collaboration with the Professional Support Team.

Quality Assurance

The centrality of the Newly Qualified Teacher is also reflected in Council's decision to extend the role of the [Droichead Quality Assurance Panel](#) to allow it to consider requests from NQTs for their Droichead process to be reviewed, where they have any concerns about the process, and where other steps have been exhausted. Equally, the quality assurance process has been strengthened to support the Professional Support Team in situations where they may be experiencing difficulties in the implementation of the Droichead process.

Timeline for the growth of Droichead

Arising from the review which it has carried out, the Council now believes that the timelines for the growth of Droichead for all NQTs should be extended to allow for:

- further awareness-raising about the nature of Droichead as a professional induction process,
- for the incremental growth of Droichead in schools, and
- for the capacity of the NIPT to be increased and developed to support the growth phase as necessary.

To that end, the Council has decided that Droichead will be the professional induction programme for all NQTs by the school year 2020/2021. Further details on how schools will transition into this model over the growth phase can be found [here](#).

Looking to the Future

The Council is committed to ensuring that the quality of support for Newly Qualified Teachers embarking on their career will be maintained and enhanced through the professional leadership of their experienced colleagues. [Research commissioned by the Council through the ESRI](#) shows that this process can both enhance the quality of teaching and learning in schools, and support enhanced wellbeing for our new teachers. We look forward to continuing to working closely with the Department of Education and Skills, and stakeholders, with a view to ensuring that the growth and implementation of Droichead proceeds as smoothly and as effectively as possible.