Procedures for Induction and
Procedures and Criteria for Probation
2013/2014

Pursuant to section 7(2) (f) and (g) of the Teaching Council Acts 2001 to 2012.
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Glossary of terms

**Associate**
An associate is a practising and fully registered teacher, experienced mentor and induction workshop facilitator, who will be nominated by the National Induction Programme for Teachers to support the *Droichead* process in pilot schools.

**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*, a period of supported professional practice, is a central feature of a new model of induction and probation being piloted in a number of schools over the coming two years (2013/2014 and 2014/2015). Following satisfactory completion of the *Droichead* process, NQTs will be confirmed by the fellow professionals as having met certain criteria and the Teaching Council will remove the *Droichead* condition from their registration.

**Induction**
Induction is a programme of teacher education that takes place during the critical period at the beginning of the newly qualified teacher’s career, usually the first year after qualifying as a teacher. The purpose of an induction programme is to offer systematic professional and personal support to the newly qualified teacher. The support is primarily school-based and is given at school level by an experienced teacher, usually called a mentor, in collaboration with colleagues and initial teacher education providers. It builds on the experience of initial teacher education and lays the foundation for subsequent professional and personal growth and development.

**Mentor**
A mentor is an experienced teacher who undertakes to support the professional development 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**
The National Induction Programme for Teachers is a State-funded service that co-ordinates the provision of a multi-faceted induction programme at primary and post-primary level.

**National induction workshop programme**
The national induction workshop programme is a series of workshops, funded by the Department of Education and Skills and designed to meet the particular professional development needs of newly qualified teachers. The programme comprises a suite of 12 workshops provided by the National Induction Programme for Teachers in collaboration with the national Network of Education Centres. It builds on the learning that took place during initial teacher education. Engagement in at least 10 of the 12 workshops is a requirement for all newly qualified teachers wishing to be fully registered with the Teaching Council.

**Newly Qualified Teacher**
In this document, a newly qualified teacher refers to all newly registered teachers who are beginning their teaching career, regardless of the date of qualification.
Pilot school and non-pilot school
A pilot school is a school which is piloting the new model of induction and probation which has been developed by the Teaching Council. NQTs in such schools will undergo a period of supported professional practice called Droichead, as defined above.

A non-pilot school is a school which is not participating in the Droichead pilot project. Newly qualified teachers in such schools undergo the induction and probation processes that have been in place heretofore.

Probation
Probation is completed when a newly qualified teacher, having been registered with a condition of Probation or Droichead, has demonstrated to the Council that he or she has met certain post-qualification criteria.

Professional portfolio
A professional portfolio is used by the newly qualified teacher to document his or her work, to support the process of reflection on his or her practice, and to identify areas in which he or she may need support or guidance. The portfolio also facilitates newly qualified teachers to become more conscious of the theories and assumptions that guide their practice, and provides a basis for collaborative dialogue about teaching.

Professional support team
The professional support team is a team of experienced and fully registered teachers, including a principal and a mentor, who work collaboratively to support the newly qualified teacher during the Droichead process and his or her entry into both the school and the teaching profession.
List of Acronyms

ITE    Initial teacher education
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
Part 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. A copy of these regulations and full details about how newly qualified and other teachers may apply to the Council for registration may be found on www.teachingcouncil.ie.

The Teaching Council Act, 2001, states that the Council shall establish:

- procedures for the induction of new teachers and
- procedures and criteria for their probation (including periods of probation).

The Council has statutory responsibility for policy on induction and probation, and must ensure that appropriate procedures and criteria are developed. On 1 September 2012, the Statutory Instrument commencing the relevant functions of the Act was signed into effect by the Minister for Education and Skills.

This document sets out the Council’s requirements for newly registered teachers who need to fulfil the registration conditions of induction, probation or post-qualification employment (PQE).

This document also provides information in relation to an alternative model for fulfilling induction and probation called Droichead. This model is being piloted in a number of schools in 2013/2014 and 2014/2015.

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). 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 the registration application has been processed. A teacher may also check his or her conditions of registration via the ‘Registered Teacher Login’ facility on www.teachingcouncil.ie.

1.1.2. While registration conditions remain, a teacher is not fully registered and will not be recognised as a teacher in other EU/EEA Member States in accordance with European Directive 2005/36/EC. This Directive concerns the mutual recognition by EU/EEA Member States of professional qualifications acquired in other Member States. Under this Directive, a professional who is fully recognised in one Member State should be permitted access to a regulated profession in another Member State. Teachers who are registered with conditions in Ireland may not be in a position to gain automatic registration rights in another EU/EEA Member State. 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 3.9.
1.2 Registration conditions

1.2.1 Upon initial registration, teachers receive a confirmation of registration letter that states any conditions that may apply to that registration.

1.2.2 In relation to both primary and post-primary teachers, the conditions which apply and the schools where the conditions can be fulfilled are as follows:

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<thead>
<tr>
<th></th>
<th>All schools</th>
<th>Non-pilot schools</th>
<th>Pilot schools</th>
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<tr>
<td>Primary teachers</td>
<td>Induction</td>
<td>Probation</td>
<td>Droichead</td>
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<tr>
<td>Post-primary teachers</td>
<td>Induction</td>
<td>Post-qualification employment (PQE)</td>
<td>Droichead</td>
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<td>Section of document</td>
<td>Part 2</td>
<td>Probation – Part 3</td>
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<td>PQE – Part 4</td>
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1.2.3 All NQTs are required to meet the registration condition relating to the induction workshop programme.

1.2.4 The Council is piloting a new model of induction and probation featuring a school-based experience called Droichead in a number of pilot schools. All other schools will be referred to as non-pilot schools.

1.2.5 Primary NQTs, other than those employed in pilot schools are required to satisfactorily complete a probationary period in a primary school to meet the registration condition of probation. In cases where a primary NQT is employed in a pilot school, he or she will complete the Droichead process.

1.2.6 Post-primary NQTs, other than those employed in pilot schools are required to meet the registration condition of PQE. In cases where a post-primary NQT is employed in a pilot school, he or she will complete the Droichead process.

1.2.7 The practice-based requirements for primary and post-primary teachers in both pilot and non-pilot schools are depicted in the Figure 1.

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1 Other registration conditions may also apply, e.g. qualification shortfalls, Irish language requirement and the History and Structure of Irish Education. Information about these conditions is available on www.teachingcouncil.ie
Figure 1. Paths for completing registration conditions in pilot and non-pilot schools².

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.
1.3 Induction

1.3.1 Since 2012, all NQTs are registered subject to the condition of induction, i.e., completing an approved induction workshop programme.

1.3.2 Further details of the induction workshop programme are available on the website of the National Induction Programme for Teachers (NIPT), www.teacherinduction.ie. All NIPT workshops are hosted through the education centre network. Details of the location of full-time education centres are available on www.ateci.ie.

1.3.3 Further details with regard to induction can be found in Part 2 of this document.

1.4 Probation (primary)

1.4.1 All newly qualified primary teachers (with the exception of those undergoing the Droichead process in pilot schools – see section 1.6 below) are required to undergo a probationary process. 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) have been fulfilled.

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

- a completed ‘Form C’ confirming completion of the service requirement and
- a statement of competence from the Inspectorate of the Department of Education and Skills.

‘Form C’ is available to download from www.teachingcouncil.ie, and can also be found at Appendix 1.

1.4.3 Further details with regard to probation are set out in Part 3 of this document.

1.5 Post-qualification employment (post-primary)

1.5.1 All newly qualified post-primary teachers are registered with the condition of PQE (with the exception of those undergoing the Droichead process in pilot schools – see section 1.6). In order to satisfy the condition of PQE, applicants must provide evidence of 300 hours’ satisfactory teaching experience in a recognised post-primary school or centre of education. Such evidence must be verified and signed by the school principal (or school principals where more than one school is involved). A minimum of two-thirds (200 hours) of the approved experience must be spent in the teaching of a post-primary curricular subject(s) 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 any timetabled teaching activities.
1.5.2 On completion of 300 hours’ teaching experience, applicants should complete ‘Form B’ (and additional ‘Form B’s if the experience is in more than one school), have it signed and stamped by the school principal(s) 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 and can also be found at Appendix 2.

1.5.3 Further details with regard to PQE are set out in Part 4 of this document.

1.6 *Droichead (pilot process – primary and post-primary)*

1.6.1 *Droichead*, a period of supported professional practice, is a central feature of a new model of induction and probation being piloted in a number of schools over the coming two years (2013/2014 and 2014/2015). Following satisfactory completion of the *Droichead* process, NQTs will be confirmed by fellow professionals as having met certain criteria and the Teaching Council will remove the *Droichead* condition from their registration.

1.6.2 Further details with regard to *Droichead* are set out in Part 5 of this document.

1.7 *Time periods for completing registration conditions*

1.7.1 NQTs are normally required to fulfil their registration conditions within three years of initial registration.

1.7.2 Failure to satisfactorily fulfil conditions within the defined period of time may result in a teacher’s registration lapsing.

1.7.3 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 Registration Handbook 2013/2014 or www.teachingcouncil.ie for more information.
Part 2 – Procedures for induction

2.1 The induction workshop programme for primary and post-primary teachers

2.1.1. Induction is a programme of teacher education that takes place at the beginning of the NQT’s career, soon after qualifying as a teacher. Its purpose is to offer systematic professional and personal support to the NQT as he or she continues to develop as a lifelong learner.

2.1.2. Participation in a programme of induction workshops is a requirement for registration for all NQTs who completed their teacher education qualification in 2012 and subsequently. All NQTs registered under Registration Regulation 2 (Primary), Regulation 3 (Montessori and Other Categories) or Regulation 4 (Post-primary) are required to complete the induction workshop programme unless they have previously:

a) met the requirements of probation (primary)
b) met the requirements of PQE (post-primary) or
c) completed a comparable induction programme in another country.

2.1.3. The induction workshop programme is co-ordinated by the NIPT and funded by the Department of Education and Skills. It consists of a series of 12 workshops, which take place in education centres throughout the country. Details of the location of full-time education centres are available on www.ateci.ie. Further details about the induction workshop programme are available on the website of the NIPT, www.teacherinduction.ie.

2.1.4. NQTs are required to attend a minimum of 10 workshops within three years of the date of their initial registration.

2.1.5. The details of those NQTs who have completed 10 or more workshops will be sent to the Teaching Council in late June and at several other intervals during the year. The Council will then remove the registration condition of the induction programme, and issue an updated confirmation of registration letter.
Part 3 – Procedures for probation in non-pilot schools (primary)

3.1 The process of probation

3.1.1. The probationary process for primary teachers incorporates two elements. In order to complete the process satisfactorily, the teacher must:

a) complete a period of satisfactory service in a school (the “service” requirement)

and

b) demonstrate his or her professional competence in a school setting (the “professional competence” requirement).

3.1.2. A primary teacher who is conditionally registered, and whose remaining conditions relate to probation and induction, 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.

3.2 Service requirement

3.2.1 To meet the service requirement for probation, a primary teacher must complete a minimum of 100 school days from the date on which he or she was first appointed to a post recognised for probationary purposes in a primary school. Such practice may be in a permanent, temporary or substitute capacity and must comprise:

a) at least 100 consecutive days in a single setting or
b) at least 100 days, which may take place in separate schools in two periods of not less than 50 consecutive days each.

3.2.2 This service must take place after a teaching qualification has been successfully completed and within a maximum of three years from the date of first 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 – see 3.1.3.). It is during this period that the Inspectorate will evaluate the professional competence of the teacher.

3.2.3 The minimum service requirement (100 days) applies to all non-probated teachers who commenced teaching prior to the 2013-14 school year.

3.2.4 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 record to the Teaching Council so as to satisfy the Council regarding the completion of the service requirement. (See ‘Form C’ on www.teachingcouncil.ie or in Appendix 1.)
3.2.5 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.

3.3 Professional competence requirement

3.3.1 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 (which administers details of probationary teachers on behalf of the Inspectorate of the Department of Education and Skills) using ‘Form OP1’, which is available at www.lec.ie.

3.3.2 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 section 3.4). Every effort is made to ensure that all eligible teachers who make an application for inspection will be inspected in that school year. A closing date will apply to receipt of applications. Advance notice of the closing date will be posted on www.lec.ie in the second half of the school year.

3.3.3 See Section 3.5. for information about the evaluation of professional competence.

3.4 Settings in which the probationary process can take place

3.4.1 A primary teacher will normally undertake the probationary process when employed as a mainstream class teacher. As a general rule, employment in a permanent, temporary or substitute capacity is eligible, subject to the service requirements as set out in 3.2 above. In certain circumstances, a teacher may be employed in a restricted setting and may wish to undertake the probation process in such a setting. The probationary process may be partially carried out if a teacher is employed in one of the following restricted roles:

   a) special class teacher in a mainstream school
   b) teacher in a special school or hospital school or
   c) full-time resource teacher of pupils with low-incidence disabilities.

3.4.2 A teacher employed in a restricted setting is generally not afforded opportunities to teach the full curriculum and gain experience in areas such as whole-class management. For this reason, on the conclusion of the probationary process in a restricted setting, the Teaching Council cannot remove the condition of probation. It will, however, update the Register to reflect that the probationary process has been completed in a restricted setting. The time-bound requirements regarding the condition of probation will no longer apply for as long as the teacher remains employed in such a setting.

3 The Council will remove the condition of probation where a teacher is registered under Regulation 3 (Montessori and Other Categories) and has completed the probationary process in a restricted setting.
3.4.3 Teachers who complete the probationary process in a restricted setting, and who wish to complete the probationary process in full, must do so within two years of taking up a position in a mainstream classroom (see section 3.7).

3.5 Evaluation of professional competence: inspection visits and reports

3.5.1 As part of the probationary process, the Inspectorate of the Department of Education and Skills will continue to evaluate the professional competence of primary teachers in non-pilot schools for the purposes of informing the Teaching Council’s decisions regarding the conditional or full registration of primary teachers. It will do this for the duration of Droichead, the induction and probation pilot.

3.5.2 Any teacher undertaking the probationary process is required to participate in the induction workshop programme (described in Part 2 of this document). Teachers on probation will also receive the assistance and advice that principal teachers and other teachers offer to NQTs.

3.5.3 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 on the website of Limerick Education Centre at www.lec.ie and are included in Appendix 4.

3.5.4 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) Has demonstrated satisfactory professional competence in a restricted setting – This rating indicates that the teacher has demonstrated satisfactory teaching skills in a restricted setting

Or
(c) **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

(d) **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.

3.5.5 The Inspectorate will provide the teacher with written confirmation (via email) that he or she has demonstrated satisfactory professional competence. Where the inspection visit(s) was/were in a mainstream setting, the Inspectorate will provide the teacher with written confirmation that he or she has demonstrated satisfactory professional competence in a mainstream setting. Where the inspection visit(s) was/were in a restricted setting, the Inspectorate will provide the teacher with written confirmation that he or she has demonstrated satisfactory professional competence in a restricted setting. Where two inspection visits occurred the inspector will provide the teacher with written confirmation that he or she has demonstrated satisfactory professional competence in the setting where the second inspection visit occurred.

3.5.6 It is the responsibility of the probationary teacher to submit this written confirmation to the Teaching Council so as to satisfy the Council regarding the completion of the professional competence requirement of probation. (See ‘Form C’ on [www.teachingcouncil.ie](http://www.teachingcouncil.ie) or in Appendix 1.)

3.5.7 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.

3.5.8 Where the probationary period is extended beyond the normal service requirements, as described at section 3.5.4.(c) 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. Such teachers may not apply for an additional inspection visit within the same school year.

3.5.9 Where the inspector judges that the teacher “has not demonstrated satisfactory professional competence,” as described at section 3.5.4.(d) 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.
3.5.10 As a written report is not furnished to the probationary teacher following the evaluation of his or her professional competence, copies of inspection reports under previous probationary arrangements or written confirmation of professional competence or inspection reports under current probationary arrangements may not be among the supporting documentation requested when applications are invited for teaching posts in recognised schools.

3.5.11 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.

3.6 Completion of the probationary process

3.6.1. 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.

3.6.2. Failure to complete satisfactorily and within the stipulated time limit the conditions attached to registration by the Teaching Council may result in the registration of the teacher lapsing and will have significant implications for his or her eligibility for employment in a school.

3.7 Teachers moving from restricted to mainstream settings

3.7.1. Teachers who have demonstrated satisfactory professional competence in a restricted setting and who are eligible to work in mainstream classroom settings are obliged to demonstrate their professional competence in such settings within two years of taking up a position in a mainstream classroom.

3.7.2. When a teacher who has completed the probationary process in a restricted setting, subsequently takes up a post in a mainstream classroom, he or she must advise the Teaching Council in writing of the date on which he or she has taken up this post so that the Council may allow an appropriate two-year period during which this condition must be satisfied. Such teachers should make an online application for a supplementary inspection visit using ‘Form OP1’ (available at www.lec.ie) when they have taken up a position in a mainstream setting for at least 50 consecutive days. The Inspectorate will carry out the supplementary inspection of the work of teachers in this category, normally as a result of a single unannounced visit. The inspector will concentrate on any professional skills that may not have been evaluated in the restricted setting. The Inspectorate will inform the teacher of the outcome in accordance with the ratings outlined in 3.5.4 above.
3.7.3. Teachers registered under Regulation 2 (Primary) and who satisfactorily complete the professional competence requirement in a combination of mainstream and restricted settings, will be deemed probated in the setting where the final inspection visit(s) occurred (see section 3.5.5.).

3.8 Irish language requirement

The Irish language requirement

3.8.1. It is a condition of registration under Regulation 2 (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.irlweb.ie.

3.8.2. 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.

3.8.3. NOTE: Prior to 1 September 2010, teachers who completed the aptitude test or the adaptation period (Oiriúnú le haghaidh Cáilíochta sa Ghaeilge (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 aptitude test and the adaptation period, the need for the additional inspection report (ráiteas) no longer exists. This practice has been discontinued since 1 September 2010.

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

3.9.1. 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) Regulations 2008 (S.I. No.139 of 2008), 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 competent/designated 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 probationary conditions applied by the Council. Further details on the implications of the

3.9.2. Where a formal probation/induction process has been undertaken in another country, applications for registration with 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 probationary requirement in Ireland.

3.9.3. 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). 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.
Part 4 – Procedures for post-qualification employment in non-pilot schools (post-primary)

4.1. The registration condition of post-qualification employment

4.1.1. All newly qualified post-primary teachers are registered with the condition of PQE. In order to satisfy the condition of PQE, applicants must provide evidence of 300 hours’ teaching experience in a recognised post-primary school. Such evidence must be verified and signed by the school principal (or school principals where more than one school is involved). A minimum of two-thirds (200 hours) of the approved experience must be spent in the teaching of a post-primary curricular subject(s) 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 any timetabled teaching activity. A maximum period of three years from the date of registration is set for the completion of this requirement.

4.1.2. On completion of 300 hours’ teaching experience, 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 and can also be found at Appendix 2.

4.1.3. The following points should be noted by all post-primary NQTs:

a) It is a matter for a registered teacher to secure teaching positions that satisfy the requirements of the PQE process.
b) Employment as a substitute teacher is acceptable for the purposes of fulfilling this requirement.
c) 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 required employment must be involved in the teaching of a curricular subject(s) or guidance counselling to a designated class on the school’s timetable.
f) Up to one-third (100 hours) of the required employment can be involved in a learning support, special needs, language support or other timetabled class-facing activity.
g) A period of three years from the date of 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 second-level schools in any country.
i) ‘Form B’ may also be completed with respect to teaching service in state-recognised centres of education in Ireland where the teaching service involves the preparation of students for State examinations.

j) The teaching of subjects outside those examined by the State Examinations Commission in Ireland (e.g., FETAC 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 timeframe will result in the lapsing of registration unless an extension to the timeframe has been granted.
Part 5 – Procedures in *Droichead* pilot schools

5.1. *Droichead*

5.1.1. *Droichead*, a period of supported professional practice, is a central feature of a new model of induction and probation being piloted in a number of schools over the coming two years (2013/2014 and 2014/2015). Following satisfactory completion of the *Droichead* process, NQTs will be confirmed by their fellow professionals as having met certain criteria and the Teaching Council will remove the *Droichead* condition from their registration.

5.1.2. The main objective of *Droichead* is the professional development of NQTs by way of systematic support in the induction phase, thus laying the foundations for subsequent professional growth and development.

5.1.3. A key characteristic of *Droichead* is access by the NQT to a mentor and other experienced colleagues. These will form a professional support team (PST). The PST is made up of experienced and fully registered teachers, either in the same school as the NQT or in neighbouring or other schools. Ideally, PST members will each have five years’ teaching experience or more.

5.1.4. Satisfactory engagement in *Droichead* will be attached to an NQT’s registration as a condition. In order to fulfil the *Droichead* condition, he or she will have to:

- (a) engage in a period of induction
- (b) be confirmed by (an) experienced fellow professional(s), following that process, as having satisfied certain criteria and
- (c) complete a minimum period of post-qualification professional practice, which may take place in one or more schools.

5.1.5. The criteria that the NQT must satisfy as referenced in (b) above are as follows:

- (a) he or she must have engaged professionally with the school-based induction activities as established by the Teaching Council
- (b) he or she must have demonstrated a satisfactory commitment to quality teaching and learning and
- (c) he or she must have demonstrated an ability to practise independently as a qualified, fully registered teacher.

5.1.6. The Teaching Council has developed indicators of good practice which may assist PSTs in establishing when these criteria are being met. These indicators are set out in *The Droichead Pilot Programme: A Guide for Pilot Schools*, which is being made available to PSTs in pilot schools as part of their training. They may also be downloaded from [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

5.1.7. When an NQT has been confirmed as having fulfilled the *Droichead* condition, the Council will remove that condition from the teacher’s registration. When all conditions have been met, the teacher will be deemed to be probated and fully registered.
5.2. **Applying to commence Droichead**

5.2.1 A primary teacher who is conditionally registered with the Teaching Council and whose only remaining conditions are induction and probation/Droichead is eligible to commence the process of Droichead in a teaching position in a pilot school.

5.2.2 A post-primary teacher who is conditionally registered with the Teaching Council and whose only remaining conditions are induction and PQE/Droichead is eligible to commence the process of Droichead in a teaching position in a pilot school.

5.2.3 In order for an NQT to begin the Droichead process, he or she must have commenced, or be about to commence, employment in a pilot school. Such employment must be for a period of at least 50 consecutive school days (primary) or 100 hours (post-primary) in order to be recognised for Droichead purposes.

5.2.4 Applications may only be made online to Limerick Education Centre at www.lec.ie using ‘Form DR1’.

5.3. **Commencing the process of Droichead**

5.3.1 To apply to commence the process of Droichead, a teacher must complete and submit ‘Form DR1’ online at via the website of Limerick Education Centre, www.lec.ie. As soon as a teacher is employed in a pilot school and the online submission of the form DR1 been confirmed, the process of Droichead is deemed to have been commenced.

5.3.2 An NQT should make contact, and seek to have a meeting, with his or her mentor soon after he or she has commenced employment.

5.3.3 Shortly thereafter, a professional conversation takes place between the NQT and the PST (see section 5.4) and an outline plan for the Droichead process is agreed. The outline plan is likely to set out the frequency of observations of practice and professional conversations. It is also likely to include indicative timelines for making a recommendation to the Teaching Council, having regard to the duration of the NQT’s employment in the school.

5.4. **Professional support team**

5.4.1 The professional support team is a team of experienced and fully registered teachers, including a principal and a mentor, who work collaboratively to support the NQT during the Droichead process and his or her entry into both the school and the profession.

5.4.2 When the members of the PST first meet, they may decide that different members of the team will take on different roles. For example:
a) the principal will ensure that the process is carried out appropriately but may choose not to be directly involved in observing the NQT; he or she may delegate those aspects to the deputy principal, mentor and/or other experienced teachers, as appropriate

b) the mentor will have a uniquely supportive role, and will work closely with the NQT on a regular basis to support planning and preparation, and arrange for the NQT to observe his or her teaching, and that of his or her colleagues, as appropriate and

c) other members of the PST will be experienced teachers who may not be as closely involved in the process.

5.4.3. The PST will also decide which members of the team will observe the NQT’s work and provide feedback based on those observations.

5.4.4. Droichead is fundamentally about the NQT’s professional journey from qualification to full registration and the process of his or her learning as he or she engages with more experienced colleagues, and reflects on the professional conversations that take place and on his or her own teaching. 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.

5.5. Professional practice requirement for Droichead

5.5.1. Droichead encompasses both the confirmation by (an) experienced fellow professional(s) that the NQT has satisfied defined criteria, and the completion of a minimum period of post-qualification professional practice.

5.5.2. For the 2013/2014 school year, the minimum professional practice requirement for Droichead will substantially mirror those for NQTs undertaking the probation (primary) and PQE (post-primary) processes.

5.5.3. The required minimum period of professional practice must take place in a recognised school4. In cases where the period of professional practice takes place in more than one school this can be aggregated towards the overall practice requirement. In these circumstances, the NQT should ensure that the relevant sections of ‘Form A’ (Appendix 3) are completed and signed by the principal of each school.

5.5.4. Only professional practice as a qualified teacher will be taken into account for the purposes of satisfying the Droichead condition.

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4 In accordance with section 10 of the Education Act, 1998
5.6. Professional practice requirements for primary NQTs

5.6.1. To meet the professional practice requirements of Droichead, a primary teacher must complete a minimum of 100 school days from the date on which he or she was first appointed to a post recognised for Droichead purposes in a primary school. Such practice may be in a permanent, temporary or substitute capacity and must comprise:

- a) at least 100 consecutive days in a single setting
  or
- b) at least 100 days, which may take place in separate schools in two periods of not less than 50 consecutive days each.
  or
- c) at least 120 school days, which must involve a single block of not less than 50 consecutive days.

5.6.2. A primary teacher can undertake the Droichead process if employed in one of the following roles:

- a) mainstream class teacher
- b) special class teacher in a mainstream school
- c) teacher in a special school or hospital school or
- d) full-time resource teacher of pupils with low-incidence disabilities.

5.6.3. The minimum period following which a recommendation can be made by a PST to the Teaching Council regarding an NQT’s professional practice is a block of 50 consecutive school days within one of the class settings as outlined above.

5.7. Professional practice requirements for post-primary NQTs

5.7.1. A newly qualified post-primary teacher may undertake the Droichead process if employed in a permanent, temporary or substitute capacity in (i) a recognised post-primary school, or (ii) in 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.

5.7.2. In order to meet the professional practice requirements of Droichead, a post-primary teacher must complete 300 hours’ teaching employment in a recognised post-primary school. A minimum of two-thirds (200 hours) of the approved employment must involve the teaching of a curricular subject(s) or the provision of guidance counselling to a designated class on the school’s timetable. Up to one-third (100 hours) of the professional practice may take place in a learning support, special needs, language support or other timetabled teaching activity.
5.7.3. The minimum period following which a recommendation may be made by a PST to the Teaching Council regarding an NQT’s professional practice is a block of 100 teaching hours (of the 200 teaching hours) within a single post-primary school.

5.8. Observations by the NQT of teachers’ practice

5.8.1. Observation of other teachers teaching is a key element of the Droichead experience. As with many aspects of Droichead, the Council has not prescribed the number of observations that must be undertaken, as it is the quality rather than the quantity of observations that is important.

5.8.2. 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 the mentor. While it is acknowledged that this may affect the teaching day of other members of staff, the experience of mentoring to date would indicate that this type of work is mutually enriching for both the NQT and their more experienced colleagues. The Council would ask experienced teachers to bear this in mind when considering requests for observation time by NQTs.

5.8.3. At post-primary level, it is suggested that NQTs observe other teachers teaching at both junior and senior cycle, to include a range of higher and ordinary level classes. Where possible, such observations should be in the subject areas that the NQT has been appointed to teach, though of course all observation is valuable.

5.9. Observations by the PST of the NQT’s practice

5.9.1. In order to ascertain if an NQT has demonstrated a satisfactory commitment to quality teaching and learning, and has the ability to practise independently as a fully registered teacher, a number of observations of practice by one or more members of the PST will be required. The number is likely to vary depending on a range of variables. For example, where the NQT is experiencing professional difficulties, a greater number of observations may be needed in order to identify areas for improvement and support.

5.9.2. The key to successful observation (regardless of format) is that the focus should be on observation of both learning and teaching. After that, the focus should be determined by the Council’s criteria,5 in particular the areas where most support is needed, as determined in professional conversations with the NQT. See section 5.10 for further details.

5.9.3. 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 school-based Droichead plan. It is anticipated that an NQT will be observed at least twice by one or more members of the PST within a 50-day period (at primary level) or 100-hour period (at post-primary level). This is over and above any observations that may be made by the mentor.

5 High-level criteria will be made available to PSTs as part of their training materials.
5.9.4. NQTs will have opportunities for professional conversations following observations of their practice by one or more members of the PST (see section 5.10).

5.10. Professional conversations

5.10.1. During the course of the Droichead process, an NQT will have a number of interactions with one or more members of the PST, called ‘professional conversations’, which are described below.

5.10.2. A professional conversation might be an opportunity for the NQT and mentor (or the NQT and other member of the PST) to exchange informal feedback on a one-to-one basis, and discuss issues arising in the course of the NQT’s day-to-day practice. Alternatively, it may take the form of an arranged meeting between the NQT and some or all of the members of the PST.

5.10.3. The first professional conversation will be for the purposes of welcoming the NQT and agreeing an outline plan for the Droichead process, including indicative timelines for making a recommendation to the Teaching Council, having regard to the tenure of the NQT’s position in the school.

5.10.4. Other professional conversations will follow observations of the NQT’s practice and allow the members of the PST, either individually or collectively, to provide feedback to an NQT in relation to the teaching and learning that was observed, and guidance regarding areas for further development.

5.10.5. An NQT will take notes to record the key aspects of the discussion and future actions to be taken. He or she may do this as part of his or her portfolio (see section 5.11.). Relevant extracts from the portfolio should be shared with the experienced teacher or other PST member, if the PST considers that this may assist in providing further supports. The need to respect the confidential nature of information discussed during professional conversations is emphasised.

5.10.6. In recognition of the collegial nature of teaching, the practice of discussing emerging classroom challenges with colleagues (including members of the PST) is a very positive one. Therefore, the fact that an NQT seeks guidance or support with regard to a professional practice issue, as part of a professional conversation, should be viewed in a positive light and encouraged by members of the PST.

5.11. Records to be maintained by the NQT

5.11.1. As a self-directed learner, it is expected that NQTs will maintain a professional portfolio to support the process of reflection, and to document the Droichead process and his or her learning during that process. The portfolio may include notes made by the NQT regarding classroom observations and professional conversations with a mentor and/or other members of the PST. It should also include the records of professional conversations, which are agreed between the NQT and the PST.
5.11.2. In maintaining records of the *Droichead* process, NQTs should respect the privacy of others and the confidentiality of information gleaned during the course of the process. He or she should also be mindful of ethical and data protection considerations, anonymising data where appropriate and ensuring that records of the *Droichead* process are stored securely.

5.11.3. At all times, the frame of reference should be the Council’s criteria for *Droichead*, and the portfolio should help the NQT to identify areas where he or she may need further support or guidance. Relevant extracts from the portfolio should be shared with the PST, if members consider that they may assist them in providing further supports or in making a recommendation to the Teaching Council.

5.12. Records to be maintained by the PST

5.12.1. It is important that PST members retain notes of their observations of the NQT’s practice, and of the professional conversations with the NQT, so as to be able to provide informed feedback on the pilot. In addition, it is important that a record of professional conversations would be agreed between the NQT and the PST. Ideally, such records should be maintained electronically, for ease of retrieval, and also for sharing with fellow PST members and researchers during the pilot phase. A template for observations, and recording the outcomes of these observations, is available from the NIPT and training on the use of such templates will be provided to all PST members.

5.12.2. In maintaining records of the *Droichead* process, 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 measures necessary to restrict access to sensitive information. It is recommended that records be kept in line with the school’s data protection policies and at a minimum until the NQT has been fully registered.

5.13. Concluding the *Droichead* process

5.13.1. The minimum period following which a recommendation can be made by the PST to the Teaching Council regarding a newly qualified primary teacher’s professional practice is a block of 50 consecutive school days within one class setting.

5.13.2. The minimum period following which a recommendation can be made by the PST to the Teaching Council regarding a newly qualified post-primary teacher’s professional practice is a period of 100 hours. The 100 hours must be spent teaching a curricular subject(s) to a designated class on the school’s timetable within a single post-primary school.

5.13.3. It should be noted that these are absolute minimum periods of practice and the Council believes that, 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 his or her time at
the school. It is also open to the PST to recommend an additional period of professional practice, so that the NQT may avail of further supports to aid his or her development.

5.13.4. When an NQT is nearing the conclusion of the Droichead process, as per the indicative timeframe agreed at the start of the process, a professional conversation takes place between the NQT and the PST members. By this point in time, it is expected that the NQT will have:

a) completed a required minimum period of professional practice (at least one block of 50 days in the case of primary teachers, and 100 hours in the case of post-primary teachers)
b) engaged professionally with the school-based induction activities as established by the Teaching Council
c) demonstrated a satisfactory commitment to quality teaching and learning and
d) demonstrated an ability to practise independently as a qualified, fully registered teacher.

5.13.5. In most cases, a recommendation will be made by a number of experienced teachers working collaboratively. There may, however, be circumstances where a principal is not in a position to establish a PST, perhaps due to school size. In such circumstances, he or she may wish to consider linking with another school or schools and establishing an inter-school PST, or he or she may make the recommendation to Council him or herself.

5.13.6. At the end of the Droichead process, the PST may form an opinion that:

a) the NQT meets the requirement of Droichead (this may be subject to undergoing additional periods of professional practice)
b) that a further period (or periods) of professional practice is/are required before a recommendation can be made
c) that additional supports are needed before a recommendation can be made or
d) that the assistance of the Inspectorate is required.

5.13.7. Where the PST is of the view that further time is required in order to make a recommendation to the Teaching Council, the Droichead process may be extended. Observations of practice will also continue, and feedback may be further discussed in professional conversations as part of the ongoing process of support for the NQT. Additional supports may be sought from the NIPT, as appropriate. At the end of this period, a further professional conversation with the PST will take place. If necessary, the PST may decide, following consultation with the NIPT, to request assistance from the Inspectorate. In such cases, the principal will complete ‘Form DR2OCI’ and submit it to the office of the Chief Inspector.

5.13.8. Where, having regard to the practice of an NQT, the PST is uncertain as to the appropriateness of completing the Droichead form, the PST may wish to seek guidance through the cluster meetings or the telephone and email channels, which will be established to support PSTs. The NIPT will be available to offer additional supports via its school support service. That service aims to support and guide the PST (including the mentor) 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 Droichead, it may decide that the NQT would benefit from an additional period of professional practice and further supports, before a recommendation can be made.
5.13.9. Following the provision of additional time and support, the PST, having consulted with the NIPT, may decide to request assistance from the Inspectorate. This is done via ‘Form DR2OCI’, which should be submitted by the principal to the Office of the Chief Inspector. The Inspectorate will then observe and evaluate the NQT’s practice, provide oral feedback to the NQT and to the principal, and make a recommendation to the Teaching Council.

5.13.10. 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 he or she has met the Droichead criteria within a period of 50 days, more time should be allowed and further guidance provided prior to requesting assistance from the Inspectorate.

5.14. Informing the Teaching Council about the completion of Droichead

5.14.1. In order to meet the requirements of Droichead, an NQT must be recommended to the Teaching Council by the PST as having met certain criteria and have completed the specified period of professional practice.

5.14.2. As soon as both requirements have been met by an NQT and verified as appropriate, he or she will be in a position to submit a completed ‘Form A’ to the Teaching Council. The Council will check the form and if all is in order, it will remove the condition of Droichead as appropriate on the NQT’s registration record and confirm this to the teacher in writing.

5.14.3. In order be granted full registration, an NQT must meet the requirements of Droichead and any other registration conditions applied.

5.15. Complaints and appeals

5.15.1. An NQT who has concerns about any aspect of the Droichead process should act as quickly as possible. The concerns may be raised informally in the first instance with his or her mentor, or more formally, through the professional conversations with the PST, where the nature of the concerns warrants this.

5.15.2. Where the NQT feels that his or her concerns are not being satisfactorily addressed, he or she may make contact with the NIPT to seek the guidance of an associate who have been nominated to support the Droichead process in that county.

5.15.3. As set out in section 5.6., in seeking to fulfil the condition of Droichead, a primary teacher is required to complete a period of professional practice of not less than 100 days (or 120 days, in certain circumstances). At post-primary teacher must complete a period of professional practice of not less than 300 hours.
5.15.4. If, at the end of such a period and having exhausted the complaints procedure, an NQT is of the view that the process of Droichead was not conducted in accordance with the principles and procedures set down by the Teaching Council, he or she may submit an appeal to the Teaching Council. Such appeals must be submitted in writing within one month of the expiration of the relevant period of practice as set out in Sections 5.6 and 5.7.

5.15.5. Appeals submitted should include the following documentary evidence:

a) the name and registration number of the NQT
b) the school where the Droichead process took place and its roll number
c) the period during which the Droichead process took place and
d) details of the Droichead process, as recorded by the NQT in his or her professional portfolio, and the reasons why he or she considers that the Droichead process has not been carried out in accordance with the principles and procedures as set down by the Teaching Council.

5.15.6. Appeals will be considered by an appeals panel made up of Council members and external reviewers. An appeal will lead to one of the following two outcomes:

a) a decision that the Droichead process has been carried out in accordance with the principles and procedures as set down by the Teaching Council and that the outcome of the process should stand

or

b) a decision that the Droichead process has not been carried out in accordance with the principles and procedures as set down by the Teaching Council, that the outcome of the process should be set aside and, as appropriate, the timeframe for satisfying the Droichead condition extended by a prescribed period.

5.15.7. The outcome of the appeal will be communicated in writing to both the NQT and the principal of the school in which the Droichead process took place.

5.16. The Droichead process in restricted settings (primary)

5.16.1. A primary teacher will normally undertake the Droichead process when employed as a mainstream class teacher. In certain circumstances, a teacher may be employed in a restricted setting and may wish to undertake the Droichead process in such a setting. The Droichead process may be partially carried out if a teacher is employed in one of the following restricted roles:

a) special class teacher in a mainstream school
b) teacher in a special school or hospital school or
c) full-time resource teacher of pupils with low-incidence disabilities.

5.16.2. A teacher employed in a restricted setting is generally not afforded opportunities to teach the full curriculum and gain experience in areas such as whole-class management. For this reason,

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6 The principles are set out in Droichead: Teaching Council policy on a new model of induction and probation.
on the conclusion of the *Droichead* process in a restricted setting, the Teaching Council cannot remove the condition of *Droichead*. It will, however, update the Register to reflect that the *Droichead* process has been completed in a restricted setting. The time-bound requirements regarding the condition of *Droichead* will no longer apply for so long as the teacher remains employed in a restricted setting.

5.16.3. Primary NQTs who complete the *Droichead* process in a restricted setting and who are eligible to work in mainstream classroom settings will be obliged to complete the *Droichead* or the probationary process in such settings within two years of taking up a position in a mainstream classroom.
Part 6 - Movement between pilot and non-pilot schools

6.1 Introduction

6.1.1. Due to the nature of employment for NQTs in their first years of practice, it is expected that some teachers will move from pilot schools to non-pilot schools and from non-pilot schools to pilot schools. Professional practice, in both pilot and non-pilot schools, whether or not it has led to a recommendation for Droichead, probation or PQE, should count and be reckoned towards the time requirement of their registration condition.

6.2. Examples in Practice

6.2.1. In situations where:

a) a competence assessment has been made by the Inspectorate as part of the probation process (primary)

or

b) a recommendation has been made by a PST that the Droichead condition be removed (primary and post-primary)

and where a teacher moves to another school, the only aspect of the relevant condition which remains to be fulfilled is the outstanding time requirement, which may be fulfilled in either a pilot or non-pilot school.

6.2.2. In situations where:

a) a competence assessment has not been made by the Inspectorate as part of the probation process (primary)

or

b) a recommendation has not been made by a PST that the Droichead condition be removed (primary and post-primary)

or

c) the PQE requirements have not been satisfied in full (post-primary)

and where a teacher moves to another school, he/she may “bank” any periods of professional practice towards the overall time requirement. The nature of the process to be undertaken subsequently in the second school will depend on whether the school is taking part in the Droichead pilot or not.
## Part 7 – Contact details

<table>
<thead>
<tr>
<th>Type of query</th>
<th>Contact</th>
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<tbody>
<tr>
<td>NQTs applying to commence probation or Droichead</td>
<td><strong>Probationary Teachers Desk</strong>&lt;br&gt;Limerick Education Centre&lt;br.Marshal House&lt;br&gt;Dooradoyle Road&lt;br&gt;Limerick&lt;br&gt;T: +353 (0)61 585 060, ext. 4&lt;br&gt;E: <a href="mailto:probation@lec.ie">probation@lec.ie</a>&lt;br&gt;W: <a href="http://www.lec.ie">www.lec.ie</a></td>
</tr>
<tr>
<td>NQTs seeking to commence the induction workshop programme</td>
<td><strong>Contact your local full-time education centre,</strong>&lt;br&gt;<a href="http://www.ateci.ie">www.ateci.ie</a></td>
</tr>
<tr>
<td>Queries regarding the induction workshop programme</td>
<td><strong>The National Induction Programme for Teachers</strong>&lt;br&gt;T: +353 (0)1 884 2315 / +353 (0)1 884 2257&lt;br&gt;E: <a href="mailto:info@teacherinduction.ie">info@teacherinduction.ie</a>&lt;br&gt;W: <a href="http://www.teacherinduction.ie">www.teacherinduction.ie</a></td>
</tr>
<tr>
<td>Teacher registration</td>
<td><strong>The Teaching Council</strong>&lt;br&gt;T: LoCall 1890 24 224 or +353 (0)1 651 7900&lt;br&gt;E: <a href="mailto:info@teachingcouncil.ie">info@teachingcouncil.ie</a>&lt;br&gt;W: <a href="http://www.teachingcouncil.ie">www.teachingcouncil.ie</a></td>
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Appendices
Appendix 1 – Form C (primary): Notification of the completion of the probationary condition

FORM C - PRIMARY TEACHERS ONLY
(in Non-Pilot Schools)
NOTIFICATION OF THE COMPLETION OF THE PROBATIONARY CONDITION

This form is for use by primary teachers employed in non-pilot schools to record their teaching service and to provide evidence that they have completed both the Service and the Professional Competence requirements of probation. It should only be submitted when both requirements are completed.

The requirements of the probationary process are:

1. **Service Requirement** - A probationary teacher must complete a minimum of 100 school days teaching service (comprising of 2 blocks of 50 consecutive days or one block of 100 consecutive days). This service must take place after a teaching qualification is successfully completed. Service in a permanent, temporary or substitute teaching post in a primary school may be reckoned for probationary purposes, subject to the conditions in the paragraph below. This teaching service may be in a mainstream class, special class or special school setting or in a post as a full-time resource teacher (low incidence disabilities). The service must be completed within a maximum of three years from the date of first registration or, if applicable, within three years from the date on which all other registration conditions have been successfully met.

2. **Professional Competence Requirement** - The Inspectorate of the Department of Education and Skills evaluates the professional competence of teachers for the purposes of informing The Teaching Council’s decisions regarding the registration of primary teachers. On the successful conclusion of this evaluation process, the Inspectorate will provide a statement certifying successful completion of the professional competence requirement. If they have not already done so, teachers should apply for inspection visits to Limerick Education Centre using the OP1 form available at www.lec.ie. The Teaching Council does not accept applications for inspection visits.

The Council will process applications to remove the registration condition of probation where both requirements as set out above have been completed and certification is submitted to the Teaching Council, I.e.:

1. Statement certifying successful completion of the professional competence requirement from the Inspectorate
2. Completion of this application form including certification of the service requirement (2 X 50 day periods) (Part E).

The probationary period ends when The Teaching Council is satisfied that both the service requirement and the professional competence requirements are met. Incomplete applications will be returned to teachers.

A document entitled ‘Procedures for induction and procedures and criteria for probation pursuant to section 7(2) (f) and (g) of the Teaching Council Acts 2006 to 2012’ outlines the revised arrangements for probation in respect of registration as a primary teacher with The Teaching Council and replaces Circular 29/2012 of the Department of Education and Skills. This document is available to download from www.teachingcouncil.ie. All queries in relation to the Inspection process should be directed to Limerick Education Centre, Tel: 061 585 060, Email: info@lec.ie, Web: www.lec.ie

**Time limits for completing probation**
The time limits set by the Teaching Council during which a teacher may satisfy the requirements of probation (and other conditions attaching to his/her registration) are set out in the ‘Procedures for induction and procedures and criteria for probation pursuant to section 7(2) (f) and (g) of the Teaching Council Acts 2006 to 2012’ which is available to download from www.teachingcouncil.ie.

Applicants should note that all non-probationary conditions (to include the Irish Language Requirement and Gaeltacht placement) must be met before the probationary period commences.

**How to complete this form**

- The teacher being probated must arrange for this form to be certified by the school principal of the employing school or schools following each period of eligible service by the teacher.
- A teacher may need to complete two or more copies of Part E of the form to record evidence of the 100 day service requirements if this service has taken place across two school settings.
- The service considered for probation purposes must be completed after all other conditions of registration have been met (e.g. the Irish Language Requirement) apart from the condition of Induction.
- All sections of the form must be completed by the applicant, signed by the school principal of the school where the service took place, and dated and stamped.
- A copy of the completed form should be kept by the teacher for his/her records.
- The Department of Education and Skills will provide teachers with evidence of service undertaken prior to 1 September 2010 in the form of a service printout, in situations when teachers cannot obtain proof of service from the management of the employing school or schools.

Revised 24/07/2013

Page 1
FORM C - PRIMARY TEACHERS ONLY  
(in Non-Pilot Schools)  
NOTIFICATION OF THE COMPLETION OF THE  
PROBATIONARY CONDITION  

Please complete all sections of this form in BLOCK CAPITALS. To record evidence of the 100-day service requirement, you will need to complete Part E for the school(s) in which you have been employed. Additional copies of Part E may be submitted to provide proof of teaching service of 100 days, if necessary.

### PART A  
TEACHER’S DETAILS

| Teacher’s Name:  
(as registered) |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
</tr>
<tr>
<td>Phone Number(s):</td>
</tr>
<tr>
<td>Email Address:</td>
</tr>
<tr>
<td>Registration Number:</td>
</tr>
</tbody>
</table>

### PART B  
CERTIFICATION OF PROFESSIONAL COMPETENCE REQUIREMENT

A photocopy of the statement from the Department of Education and Skills certifying the successful completion of the professional Competence Requirements is attached.

- Yes □  
- No □  

| Professional Competence Setting: | Mainstream □  
Restricted □ |

### PART C  
SUMMARY OF TEACHING SERVICE

Number of schools documented in Part(s) E for which service is calculated and completed forms attached:

Dates of 2 x 50 day periods of teaching service or alternatively 1 x 100 days teaching service:

| Period 1  
From: DD/MM/YYYY  
To: DD/MM/YYYY  
School Roll Number: |
|-----------------|
| Period 2  
From: DD/MM/YYYY  
To: DD/MM/YYYY  
School Roll Number: |

### PART D  
SIGNED DECLARATION

I declare that the information provided in all parts of this form is true and accurate.

<table>
<thead>
<tr>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
</tbody>
</table>

FOR OFFICE USE ONLY

| Form complete: Yes □  
No □  
Ko. of eligible service days: 1 x 100 days / 2 x 50 days: |
|-----------------|
| Statement from the DES Yes □  
No □  
Notes: |
| Logged on the Register by: Date: |
| Further action required: Date notified: |

Please return this form to Registration (Primary), The Teaching Council, Block A, Maynooth Business Campus, Maynooth, Co. Kildare.

Revised 24/07/2013
FORM C - PRIMARY TEACHERS ONLY  
(in Non-Pilot Schools)  
NOTIFICATION OF THE COMPLETION OF THE  
PROBATIONARY CONDITION

<table>
<thead>
<tr>
<th>PART E</th>
<th>CERTIFICATION OF THE SERVICE REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To be completed by the school principal and applicant</td>
</tr>
<tr>
<td>Applicant Name:</td>
<td>Registration Number:</td>
</tr>
<tr>
<td>School Name:</td>
<td>School Roll Number:</td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
</tr>
<tr>
<td>Duration Of Service</td>
<td>From: DD/MM/YYYY</td>
</tr>
<tr>
<td>Provide exact date, e.g. 01/09/2013 to 30/06/2014</td>
<td>To: DD/MM/YYYY</td>
</tr>
<tr>
<td>Number of school days*:</td>
<td></td>
</tr>
<tr>
<td>* Please note that school holidays do not constitute a break in service.</td>
<td></td>
</tr>
<tr>
<td>Classroom Setting: (Please tick one)</td>
<td>Mainstream Class</td>
</tr>
<tr>
<td></td>
<td>Special school setting</td>
</tr>
<tr>
<td>Please indicate if sick leave was taken in this period</td>
<td>Certified*</td>
</tr>
<tr>
<td></td>
<td>Total number of school days of sick leave:</td>
</tr>
<tr>
<td>*Please attach proof of certified sick leave with this application.</td>
<td></td>
</tr>
</tbody>
</table>

I certify that the following particulars in respect of the service above with regard to the teacher named above and in PART A are correct and accurate

| Name of Principal (BLOCK CAPS): |  |
| Signature of School Principal: | Date: |
| Signature of Teacher: | Date: |
| School Stamp | PLEASE AFFIX THE OFFICIAL SCHOOL STAMP IN THIS BOX |

This page may only be submitted when:

- A total service of 100 days teaching service has been completed (including 2 X 50 day periods or 1 block of 100 service days). Please note that school holidays do not constitute a break in service.
- Page 2 of this form (with parts A, B, C, D completed) is attached
- A photocopy of the statement from the Inspectorate of the Department of Education and Skills indicating satisfactory completion of the competence element is attached.

Please return this form to Registration (Primary), The Teaching Council, Block A, Maynooth Business Campus, Maynooth, Co. Kildare.

Revised 24/07/2013
Appendix 2 – Form B (post-primary): Certification of post-qualification teaching employment (PQE) in non-pilot schools

FORM B

Certification of Post-Qualification Teaching Employment (PQE) in Non-Pilot Schools

(POST-PRIMARY TEACHERS ONLY)

Introduction

Conditional registration is granted to teachers who have not met all the requirements for full registration. In order to satisfy the condition of Post Qualification Employment (PQE), applicants must provide evidence of 300 hours teaching employment in a recognised school that is verified and signed by the school principal. A minimum of two-thirds (⅔) (200 hours) of the approved employment must be involved in the teaching of a curricular subject to a designated class on the School’s timetable and may also include Guidance and Counselling. Up to one-third (⅓) (100 hours) of the approved employment may be carried out in a learning support, special needs, language support or other class-facing role. A three year period is granted from the date of registration within which a teacher must complete this requirement.

Important:

1. It is entirely a matter for a registered teacher to secure teaching positions that satisfy the requirements of this process.
2. Teaching employment as a substitute teacher is acceptable for the purposes of fulfilling this requirement.
3. Employment as a qualified teacher (post-teaching qualification) is the only form of employment that will be taken into account on this form.
4. 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 together towards the 300 hours threshold by completing several forms – one form per school.
5. A minimum of two-thirds (⅔) (200 hours) of the required employment must be involved in the teaching of a curricular subject or Guidance and Counselling to a designated class on the school’s timetable.
6. Up to one-third (⅓) (100 hours) of the required employment can be involved in a learning support, Special Needs, Language Support or other timetabled teaching activities.
7. A period of three years from the date of 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.
8. This form may be completed in respect of state recognised second-level schools in any state.
9. This form may also be completed with respect to teaching of curricular subjects (which are examined by the State Examinations Commission) in recognised Centres of Education in Ireland where the teaching service involves the preparation of students for State Exams.
10. The teaching of subjects outside those examined by the State Examinations Commission in Ireland (e.g. FETAC or City& Guilds etc.) may be taken into consideration towards the 100-hour requirement.
11. Please note that failure to fulfil the Post Qualification Employment (PQE) requirement within the specified timeframe will result in the lapsing of registration unless an extension to the timeframe has been granted.

The form is presented on the following page. Part A and Part C must be completed if previous teaching service has been completed in the Republic of Ireland. Parts A and Part B and Part C must be completed if teaching service has been completed outside of the Republic of Ireland.

Please forward this completed form to:
Post Primary Teacher Registration, The Teaching Council, Block A, Maynooth Business Campus, Maynooth, Co. Kildare, Ireland.

Revised 19/07/2013
IMPORTANT NOTE: Please complete Part A and Part C if previous teaching service has been completed in the Republic of Ireland. Please complete Part A and Part B and Part C if teaching service has been completed outside of the Republic of Ireland.

**PART A**

**TEACHING EMPLOYMENT IN RECOGNISED SCHOOLS**

**TO BE COMPLETED BY ALL APPLICANTS**

<table>
<thead>
<tr>
<th>TEACHER NAME:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS:</td>
<td></td>
</tr>
<tr>
<td>REGISTRATION NUMBER:</td>
<td>PPS NUMBER:</td>
</tr>
<tr>
<td>SCHOOL YEAR:</td>
<td>SCHOOL ROLL NO.:</td>
</tr>
<tr>
<td>DURATION OF SERVICE</td>
<td></td>
</tr>
<tr>
<td>Provide exact dates e.g. 1/9/2013 to 30/6/2014</td>
<td></td>
</tr>
<tr>
<td>FORMAL SCHOOL NAME:</td>
<td></td>
</tr>
<tr>
<td>SCHOOL ADDRESS:</td>
<td></td>
</tr>
</tbody>
</table>

**SUBJECT(S) TAUGHT**

<table>
<thead>
<tr>
<th>SUBJECT/AREA_1</th>
<th>SUBJECT/AREA_2</th>
<th>SUBJECT/AREA_3</th>
<th>SUBJECT/AREA_4</th>
</tr>
</thead>
</table>

Total Number of teaching hours for this subject in the period specified:

Classroom Setting:
(Mainstream/Learning Support/Resources etc.)

I certify that the particulars given above are correct and accurate in every respect.

Signature of Teacher:  
Date:  

**PART B**

**TEACHING EMPLOYMENT IN SCHOOLS OUTSIDE OF IRELAND ONLY**

To be completed by the School Principal:

- During the period of service, did the teacher have reasonable opportunities to become acquainted with methods of teaching and did the teacher show evidence of an aptitude for teaching and the ability to manage a class? Yes ☐ No ☐
- Was the service given after the teacher was fully qualified or recognised by the State Authority? Yes ☐ No ☐
- Was the service part of the teacher education or probationary process which leads to the teacher becoming fully qualified / recognised? Yes ☐ No ☐
- Is the school subject to inspection by State Authority? Yes ☐ No ☐
- Is the school in receipt of funds (or eligible to receive funds) from State Authority? Yes ☐ No ☐
- Is the above information verified by school records? Yes ☐ No ☐

**PART C**

**CERTIFICATION – TO BE COMPLETED BY PRINCIPAL TEACHERS* ONLY**

I certify that the teacher named on this document provided satisfactory service for the duration recorded on this form.

<table>
<thead>
<tr>
<th>Name of School Principal:</th>
<th>Registration Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of School Principal:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name:</th>
<th>School Stamp:</th>
</tr>
</thead>
</table>

Please return this form (with original signature and school stamps) to: Post Primary Teacher Registration, The Teaching Council, Block A, Maynooth Business Campus, Maynooth, Co. Kildare, Ireland.

* In the case of Centres of Education in Ireland where a School Principal is not in place, part C of the form may be completed by the CEO of the Education and Training Board or the Head of Human Resources of that ETB (previously known as VEC)

Revised 18/07/2013
Appendix 3 – Form A (primary and post-primary): Notification of the completion of the *Droichead* condition

**FORM A - DROICHEAD**

**NOTIFICATION OF THE COMPLETION OF THE DROICHEAD CONDITION**

**PRIMARY AND POST-PRIMARY NEWLY QUALIFIED TEACHERS (NQTs)**

**Introduction**

Registration is granted, subject to conditions, to teachers who have not met all of the requirements for full registration. One such condition is the satisfactory completion of the *Droichead* experience within three years of conditional registration.\(^1\) In order to fulfil the *Droichead* condition, a new teacher is required to:

(a) engage in a process of school-based induction

(b) be confirmed by (an) experienced fellow professional(s), following that process, as having satisfied certain criteria and

(c) complete a minimum period or periods of post-qualification professional practice.

When all conditions for full registration have been met, based on confirmations by relevant personnel, the Council will deem the teacher to be probated and will grant the teacher full registration status.

This form provides the evidence for the Council that both requirements of *Droichead* (as set out in (a) and (b) above) have been met.

This form may be completed in respect of State-recognised schools where the teacher has been deemed to have:

- completed a required minimum period of post-qualification professional practice\(^2\)
- engaged professionally with the school-based induction activities as established by the Teaching Council
- demonstrated a satisfactory commitment to quality teaching and learning
- demonstrated an ability to practise independently as a qualified, fully registered teacher.

---

\(^1\) In exceptional circumstances, a teacher may apply to the Council for an extension of the three-year time period.

\(^2\) In cases where the period of professional practice takes place in more than one school this can be aggregated towards the overall practice requirement. In these circumstances, the NQT should ensure that the relevant sections on the back of the form are completed and signed by the principal of each school.
### PART A

**CONFIRMATION RE ENGAGEMENT IN DROICEHEAD IN RECOGNISED SCHOOLS IN IRELAND**

To be completed by Newly Qualified Teachers (NQTs) who have completed the Droichead Process

<table>
<thead>
<tr>
<th>TEACHER NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDRESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REGISTRATION NUMBER:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FORMAL SCHOOL NAME:</th>
<th>(in which the Droichead process took place)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL ROLL NUMBER:</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL ADDRESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DURATION OF PROFESSIONAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(provide exact dates and total number of days, e.g., 1/9/2013 to 30/6/2014)</td>
</tr>
<tr>
<td>From: ___________ To: ___________</td>
</tr>
</tbody>
</table>

<p>| TOTAL NUMBER OF DAYS OF PROFESSIONAL PRACTICE |</p>
<table>
<thead>
<tr>
<th>(primary and post-primary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of hours (post-primary)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT(S) TAUGHT (post-primary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBJECT/AREA_1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF TEACHING HOURS FOR THIS SUBJECT IN THE PERIOD SPECIFIED (post-primary)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSROOM SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>mainstream/learning/support/resource, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have completed the induction workshop programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>I have undergone a process of in-school mentoring (co-ordinated by the NIPT):</td>
</tr>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>My teaching was observed by (an) experienced colleague(s):</td>
</tr>
<tr>
<td>☐ Yes</td>
</tr>
<tr>
<td>Please elaborate here, as appropriate:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIGNATURE OF TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
</table>

**I confirm that I have been a mentor for this NQT for the period of professional practice outlined above, and that she/he has engaged professionally with a range of school-based induction activities.**

Name of mentor (BLOCK CAPS) | Signature | Registration Number | Date: |
---------------------------|-----------|---------------------|-------|

### PART B

**CONFIRMATION BY PRINCIPAL AND/OR OTHER MEMBERS OF PROFESSIONAL SUPPORT TEAM**

I/we confirm that the particulars given above are correct and accurate, and that the teacher named on this document has:

- completed a required minimum period of post-qualification professional practice
- engaged professionally with the school-based induction activities as established by the Teaching Council
- demonstrated a satisfactory commitment to quality teaching and learning
- demonstrated an ability to practise independently as a qualified, fully registered teacher

I am/we are therefore in a position to recommend that the Droichead condition be removed from this teacher’s registration SUBJECT TO SATISFACTORY COMPLETION OF THE REMAINING PERIOD OF PROFESSIONAL PRACTICE WHICH IS REQUIRED BY THE TEACHING COUNCIL. (Delete text in CAPS, as appropriate.)

Please insert the name(s) of principal and/or relevant members of professional support team below

<table>
<thead>
<tr>
<th>Name:</th>
<th>Signature:</th>
<th>Registration Number:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School stamp:</th>
</tr>
</thead>
</table>

Revised 28/08/2013
### PART C

**Record of professional practice in other schools**

*Please complete as many of the sections of the form below as is relevant in your case.*

**DURATION OF PROFESSIONAL PRACTICE**

(Provide exact dates and total number of days, e.g., 1/9/2013 to 30/6/2014, xx days):

From: ___________ To: ___________

<table>
<thead>
<tr>
<th>FORMAL SCHOOL NAME</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SCHOOL ROLL NUMBER</th>
<th></th>
</tr>
</thead>
</table>

**TOTAL NUMBER OF DAYS OF PROFESSIONAL PRACTICE**

(Primary)

<table>
<thead>
<tr>
<th>SUBJECT/AREA_1</th>
<th>SUBJECT/AREA_2</th>
<th>SUBJECT/AREA_3</th>
<th>SUBJECT/AREA_4</th>
</tr>
</thead>
</table>

**TOTAL NUMBER OF HOURS OF PROFESSIONAL PRACTICE**

(Primary)

**SUBJECT(S) TAUGHT**

(Primary)

<table>
<thead>
<tr>
<th>SUBJECT/AREA_1</th>
<th>SUBJECT/AREA_2</th>
<th>SUBJECT/AREA_3</th>
<th>SUBJECT/AREA_4</th>
</tr>
</thead>
</table>

**TOTAL NUMBER OF TEACHING HOURS FOR THIS SUBJECT IN THE PERIOD SPECIFIED**

(Primary)

<table>
<thead>
<tr>
<th>SUBJECT/AREA_1</th>
<th>SUBJECT/AREA_2</th>
<th>SUBJECT/AREA_3</th>
<th>SUBJECT/AREA_4</th>
</tr>
</thead>
</table>

**CLASSROOM SETTING**

(mainstream/learning support/resource, etc.)

Signature of Principal Teacher: ________________________________

Date: ___________

School Stamp: AFFIX SCHOOL STAMP HERE

---

**DURATION OF PROFESSIONAL PRACTICE**

(Provide exact dates and total number of days, e.g., 1/9/2013 to 30/6/2014):

From: ___________ To: ___________

<table>
<thead>
<tr>
<th>FORMAL SCHOOL NAME</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SCHOOL ROLL NUMBER</th>
<th></th>
</tr>
</thead>
</table>

**TOTAL NUMBER OF DAYS OF PROFESSIONAL PRACTICE**

(post-primary)

<table>
<thead>
<tr>
<th>SUBJECT/AREA_1</th>
<th>SUBJECT/AREA_2</th>
<th>SUBJECT/AREA_3</th>
<th>SUBJECT/AREA_4</th>
</tr>
</thead>
</table>

**TOTAL NUMBER OF HOURS OF PROFESSIONAL PRACTICE**

(post-primary)

**SUBJECT(S) TAUGHT**

(post-primary)

<table>
<thead>
<tr>
<th>SUBJECT/AREA_1</th>
<th>SUBJECT/AREA_2</th>
<th>SUBJECT/AREA_3</th>
<th>SUBJECT/AREA_4</th>
</tr>
</thead>
</table>

**TOTAL NUMBER OF TEACHING HOURS FOR THIS SUBJECT IN THE PERIOD SPECIFIED**

(post-primary)

<table>
<thead>
<tr>
<th>SUBJECT/AREA_1</th>
<th>SUBJECT/AREA_2</th>
<th>SUBJECT/AREA_3</th>
<th>SUBJECT/AREA_4</th>
</tr>
</thead>
</table>

**CLASSROOM SETTING**

(mainstream/learning support/resource, etc.)

Signature of Principal Teacher: ________________________________

Date: ___________

School Stamp: AFFIX SCHOOL STAMP HERE

---

Revised 28/08/2013
Appendix 4 – Criteria used in the inspection of the work of teachers for probationary and registration purposes in primary schools

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 56/2011
- 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)

7 Initial Steps in the Implementation of the National Literacy and Numeracy Strategy