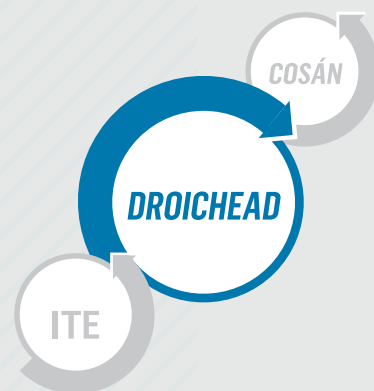


Droichead: The Integrated Professional Induction Framework

March 2017



An Chomhairle
Mhúinteoireachta

The Teaching Council



List of acronyms

NIPT	National Induction Programme for Teachers
NQT	Newly Qualified Teacher
PST	Professional Support Team
HEI	Higher Education Institution

Droichead: The Integrated Professional Induction Framework

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

Introduction

The following procedures apply where a newly qualified teacher is employed for a sufficient period of time in a school which is participating in the integrated *Droichead* professional induction framework (referred to hereafter as *Droichead*).

1.1.1 The *Droichead* process

- 1.1.1.1 The *Droichead* process is an integrated professional induction framework for newly qualified teachers. It recognises the effectiveness of the reconceptualised programmes of initial teacher education and particularly the extended school placement, in the professional preparation of student teachers. It builds on that phase, taking as its starting point the areas for further learning that have been identified by the NQT in collaboration with the HEI as part of the school placement experience. At the same time, it recognises that induction is a distinct phase of the continuum of teacher education, a socialisation process into the teaching profession. This integrated framework includes both school-based and additional professional learning activities to address the needs of teachers as they begin their careers.
- 1.1.1.2 The main objective of the *Droichead* process is to support the professional learning of the NQTs during the induction phase, thus laying the foundations for subsequent professional growth and learning for the next phase of their career.
- 1.1.1.3 Following the *Droichead* process, a declaration is made by the NQT that he or she is ready to move to the next phase on the continuum of teacher education. A joint declaration is made by the teacher and experienced colleagues, following collective reflection, that through their engagement in *Droichead*, they have participated in a quality teaching and learning process. The Teaching Council then removes the *Droichead* condition from the teacher's registration. The teacher will be fully registered by the Council when all registration conditions (e.g., Irish Language Requirement, qualifications shortfall conditions) have been deemed by the Teaching Council to have been met.
- 1.1.1.4 When an NQT is employed in a participating school in an eligible setting (see 1.1.2) and for the minimum period of professional practice (see 1.1.3), they register for the *Droichead* process with Limerick Education Centre using the DR1 form (as referenced in Section 1.1.3). An email confirmation is issued to the NQT from Limerick Education Centre confirming that they have registered for the *Droichead* process. This record should be retained, to be submitted with a completed Form D.
- 1.1.1.5 There are two key strands of the *Droichead* process as an integrated induction framework for newly qualified teachers. The first strand is a school-based induction one (Strand A), through which the NQT is supported by experienced colleagues. The second strand is made up of additional professional learning activities (Strand B), which involves attendance at NQT cluster meetings in local education centres, and one other professional learning activity, related to the needs of the NQT. Typical learning activities might be, for example, participation in a workshop, a meeting of a Teacher Professional Network/subject association, an online/blended learning activity, attendance at a conference, Féilte, etc. (See 1.1.5)

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

1.1.2.1 Primary

A primary teacher will normally undertake the *Droichead* process when employed as a mainstream class teacher. As a general rule, paid employment in a permanent, temporary or substitute capacity is eligible, where the teacher is teaching all areas of the Primary School Curriculum, including Irish, to a mainstream class of pupils (single or multi-grade) for the entire school day, and where the teacher's tenure at the school will afford him or her the opportunity to meet the minimum duration requirements set out in 1.1.3.2 below.

Other than in exceptional circumstances, schools should deploy NQTs in a mainstream setting. In certain circumstances, where he or she is the most appropriate teacher to support the needs of pupils, a newly qualified teacher may complete the *Droichead* process in one of the following roles:

- a) special class teacher in a mainstream school
- b) teacher in a special school
- c) full-time resource teacher of pupils with low-incidence disabilities (as defined by the Department of Education and Skills)
- d) full-time learning support teacher
- e) a role which combines both c) and d) above (Learning Support/Resource teaching post).

In the above cases, the period of employment must involve teaching the same cohort of pupils (save for exceptional absences). As part of the *Droichead* process, the school should also endeavour to ensure that there are opportunities for the newly qualified teacher to teach in a mainstream setting, which would include the teaching and learning of Gaeilge in a mainstream class, in collaboration with the class teacher.

1.1.2.2 Post-primary

A post-primary teacher will normally undertake the *Droichead* process when employed in a recognised post-primary school. As a general rule, paid employment in a permanent, temporary or substitute capacity is eligible, so long as such employment will afford the teacher the opportunity to meet the minimum duration requirements set out in 1.1.3.3 below.

A post-primary teacher may also complete the *Droichead* process where they are employed in one of the following roles:

- a) a special school where a proportion of the pupils attending the school are of post-primary age, and where the teacher is teaching a post-primary curricular subject(s) to such pupils, or
- b) a Centre for Education where a post-primary curricular subject(s) is being taught.

It should be noted that where NQTs are employed in the above settings via voluntary (unpaid) service or internship schemes such as JobBridge, and similar such schemes that may be commenced in the future, this is not deemed acceptable by the Teaching Council as being suitable for *Droichead*.

1.1.3 Duration of professional practice required

1.1.3.1 Professional practice includes (i) school placement (10 weeks) during initial teacher education and (ii) post-qualification practice. The *Droichead* process 2016/2017 which fulfils the post-qualification professional practice requirement, has been modified to take into account the extended school placement during initial teacher education.

1.1.3.2 A primary teacher must complete a block of 60 consecutive school days in an eligible setting from the date on which they were first appointed to a post recognised for *Droichead* purposes in a primary school. The teacher must register for the *Droichead* process with Limerick Education Centre, using the DR1 form.

1.1.3.3 A post-primary teacher must complete 200 hours' teaching employment in an eligible setting to include the teaching of a post-primary curricular subject(s) to a designated class on the school's timetable, or employment in a learning support, special needs or language support position. The teacher must register for the *Droichead* process with Limerick Education Centre, using the DR1 form.

- 1.1.3.4 It should be noted that these are absolute minimum periods of practice. Given that *Droichead* as an induction framework is designed to provide the maximum degree of support, guidance and advice, it is recommended, where an NQT has additional time in his or her school over and above the minimum requirements set out at 1.1.3.2. and 1.1.3.3. above, that extra time be used to support the *Droichead* process.

1.1.4 School-based strand

- 1.1.4.1 *Droichead* is fundamentally about the NQT's professional journey and the process of their induction. A key part of this process is an NQT's engagement with more experienced colleagues, and reflection on the professional conversations that take place on their own professional learning and practice. There are a number of ways in which a PST can be established. In larger schools, with multiple NQTs, a number of teams might operate in parallel. In smaller schools, a team of two or three teachers may suffice. In very small schools, or in circumstances where a school is not in a position to establish a PST exclusively from within the staff, an external model is available. Further guidance is available from the NIPT.
- 1.1.4.2 Supporting a newly qualified teacher during *Droichead* is always a collaborative process, although the roles and responsibilities of PST members may vary in different school contexts, and are therefore agreed before the *Droichead* process commences.
- 1.1.4.3 The PST completes *Droichead* professional development provided by NIPT, and is assisted in its work through the provision of a range of supports and resources including:
- NIPT initial training for all members of the PST.
 - Release time with substitute cover to allow each member of the PST to attend training.
 - Release time to support the school-based elements of *Droichead*.
 - Telephone and email support from the NIPT, through its network of associates and its permanent staff.
 - A comprehensive mentor guide, including a range of sample templates
- 1.1.4.4 During the course of the *Droichead* process, an NQT has a number of interactions with the experienced colleagues who are supporting the process. These are called professional conversations. These conversations provide opportunities to exchange informal feedback on a one-to-one basis, and discuss issues arising in the course of the NQT's professional learning and practice and offer guidance. Alternatively, a professional conversation may take the form of an arranged meeting between the NQT and one or more members of the PST.
- 1.1.4.5 Portfolio-based learning is an important process to support the NQT in engaging in these professional conversations. The Council uses the term *Taisce*, (Irish for treasure trove) to refer to this process of portfolio-based learning. Engaging in the process of portfolio-based learning enables the NQT to reflect on their professional learning in a way that suits them and identify and plan for areas in which they may need further support or guidance. Further detail on this process is available from the *Droichead* ebook on the *Droichead* pages of the Council's website. Practical guidance on this process is available to NQTs and the PST from the NIPT.
- 1.1.4.6 Observations are also a key feature of *Droichead*. This includes observations by the NQT of more experienced teachers' practice, as well as observation of the NQT's practice by the PST. Both types of observations are arranged in advance, and provide NQTs with opportunities to learn from their fellow professionals. Observations by the PST of the NQT's practice should focus on areas where the NQT feels that they need particular advice, help and support. The NQT should therefore be encouraged to teach in an area where they feel their learning need is greatest. This can then provide the basis for a subsequent professional conversation. It is recommended that there would be at least two of each type of classroom observation (observations by the NQT, and observations of the NQT's practice), and that the exact number, and the classes observed, should be based on discussions between the NQT and the PST .

- 1.1.4.7 The motto of the NIPT is “To ask for help is a sign of strength.” To that end, the NQT and the PST are encouraged to take every opportunity to discuss issues and challenges as they arise. PSTs offer a range of supports that enable the NQT to address those challenges and learn from them. Additional support, advice and guidance is available from the NIPT via its school support service, and some additional time to facilitate this may be of value. The more comprehensive the support offered, and the greater the degree of open engagement by those involved, the better for the NQT.

1.1.5 Additional professional learning activities

- 1.1.5.1 To complement the school-based induction strand outlined above, NQTs also engage in additional professional learning activities as part of the *Droichead* process, as follows.

NQT Cluster Meetings and other Professional Learning Activities

NQTs engage in one cluster meeting per term, in a local education centre. The meetings are facilitated by NIPT and in collaboration with the group of NQTs. The agenda is developed in consultation with the NQTs, and may include key elements of *Droichead* such as the observation process, professional conversations, Taisce, etc.

Other professional learning activity

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

1.1.6 Standards to guide and support the *Droichead* process

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

1.1.7 Maintaining records of the *Droichead* process

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

1.1.8 Concluding the *Droichead* Process

- 1.1.8.1 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. This conversation will also involve the NQT identifying areas of further professional learning (to be included on Form D).
- 1.1.8.2 When the NQT and PST have concluded the *Droichead* process (school-based induction and additional professional learning activities) they complete Form D (see Appendix 2). It is the responsibility of the NQT to submit this with a copy of the email from Limerick Education Centre confirming that they have registered for the *Droichead* process.

- 1.1.8.3 When Form D has been fully completed and submitted to the Teaching Council, the Council will remove the *Droichead* condition from the teacher's registration and issue a revised confirmation or registration letter. All conditions must be met, for the teacher to be fully registered.

1.1.9 Consistency and quality assurance

- 1.1.9.1 A number of mechanisms are in place to assure the quality and consistency of the *Droichead* process nationally.
- a) NIPT provide support to schools offering *Droichead* who employ a NQT.
 - b) *Droichead* Quality Assurance (DQA) panels, comprising an independent chairperson, a practising teacher from the relevant sector and a person with expertise in the support and/or evaluation of teaching and learning at school level, are established by the Teaching Council. The DQA panel visits a random sample of schools where the *Droichead* process has taken place and discusses the process with the PST and the NQT. Such visits are pre-arranged and take place in a spirit of collegiality and collaboration. Following its review, the DQA panel submits an anonymised report to the Teaching Council setting out its findings and recommendations in relation to the process. The report is considered by the Council and, following ratification, is published on the Council's website and circulated to the NIPT and the Inspectorate.
 - c) As a leader of learning in the school, the principal, while not necessarily involved in the *Droichead* process, fosters a learning culture in which *Droichead* can flourish, and supports the PST in facilitating a quality induction process
 - d) Professional development, including cluster meetings, for PST members, include discussions regarding the standards and indicators of good practice which guide and support the *Droichead* process.
 - e) A review process is in place where NQTs or the PST wish to raise concerns about aspects of the *Droichead* process. This process includes an informal stage, at school level, and a more formal stage at NIPT level. It also allows for unresolved issues to be escalated to the Teaching Council, via its *Droichead* Quality Assurance panel.

1.1.10 Further guidance

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

Appendix 1

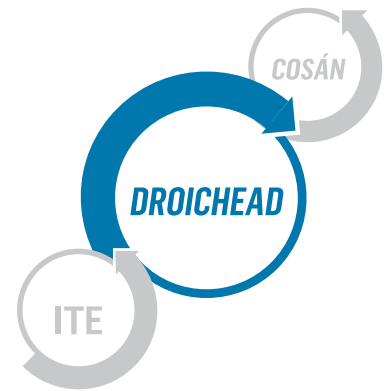
Droichead Standards

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

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

Appendix 2

Form D - Primary and Post Primary



Form D - *Droichead*

PRIMARY

This form should be submitted to the Teaching Council by teachers who have:

- (a) commenced and completed the Droichead process in the 2016/2017 school year, in an eligible setting over a period of not less than 60 days
- (b) engaged professionally with the school-based induction activities and additional professional learning activities.

This form, together with a print-out of the initial email from Limerick Education Centre that confirms the teacher has registered for *Droichead* using the DR1, should be posted to the address below.

**The Teaching Council,
Block A, Maynooth Business Campus,
Maynooth,
Co. Kildare,
W23 Y7XO,
Ireland.**

SECTION 1

Confirmation by the teacher who has engaged in the *Droichead* process

Forename: Surname:

Registration Number: Phone:

Address:

Email:

Formal School Name:

School Roll Number:

School Address:

Total number of consecutive teaching days in this school (insert no. of days): From:

Setting in which *Droichead* took place¹: Mainstream Class Teacher Teacher in a Special Education School Full-time Resource Teacher Full-time Learning Support Teacher Combination of Learning Support and Resource teaching

(Please tick as appropriate)

To:

¹ Please refer to Chapter 2 of Post-Qualification Professional Practice Procedures and Criteria 2016/2017 (Date 2017) for more details on eligible settings.

SECTION 1

I confirm that I (please tick):

- have engaged professionally with school-based induction over a period of not less than 60 days
- have attended one NIPT Cluster Meeting per term (insert details below):

Date(s) of Attendance:

Education Centre Stamp (or equivalent):

PLEASE AFFIX THE OFFICIAL EDUCATION CENTRE STAMP (OR EQUIVALENT) IN THIS BOX

Date(s) of Attendance:

Education Centre Stamp (or equivalent):

PLEASE AFFIX THE OFFICIAL EDUCATION CENTRE STAMP (OR EQUIVALENT) IN THIS BOX

Date(s) of Attendance:

Education Centre Stamp (or equivalent):

PLEASE AFFIX THE OFFICIAL EDUCATION CENTRE STAMP (OR EQUIVALENT) IN THIS BOX

- have engaged in at least one other Professional Learning Activity, relevant to my needs as identified in consultation with the Professional Support Team (PST) (insert details below):

Title:

Date:

Duration:

- have engaged in reflective practice that supported my professional learning and practice, both individually and collaboratively.

- I believe that I am ready to move to the next phase of my professional learning, and I have collaborated with my PST to identify the following area(s) of interest for my future professional learning.

Signature (of teacher who has engaged in the Droichead process): _____

Date:

SECTION 2

Joint Declaration by the teacher who has engaged in the *Droichead* process and the PST.

We have reflected jointly, and believe that the information given above is accurate. Through our engagement in *Droichead*, we believe that we have participated in a quality teaching and learning process. We ask that the Teaching Council reflect this on the register.

Role (e.g. PST Member, External PST Member, NQT)	Name(s) (print in BLOCK CAPITALS)	Signature(s)	Registration Number	Date
School Name & Roll Number		Official School Stamp		
		PLEASE AFFIX THE OFFICIAL SCHOOL STAMP IN THIS BOX		

FORM D – PRIMARY CHECKLIST

Please complete and sign this checklist prior to submitting this application form. If the application form is not complete it will be returned to the applicant.

SECTION 1 -

Confirmation by the teacher who has engaged in the *Droichead* process

1. I have attached a print-out of the initial email from Limerick Education Centre confirming that I have registered for *Droichead* using the DR1 form. YES NO

2. I have inserted the total number of consecutive teaching days in the school and the “to” and “from” days have been completed. YES NO

3. I have ensured that I have selected the correct setting in which *Droichead* took place. YES NO

4. I have ensured that this form has been stamped by the relevant Education Centre (or equivalent). YES NO

5. I have signed and dated Section 1. YES NO

SECTION 2 -

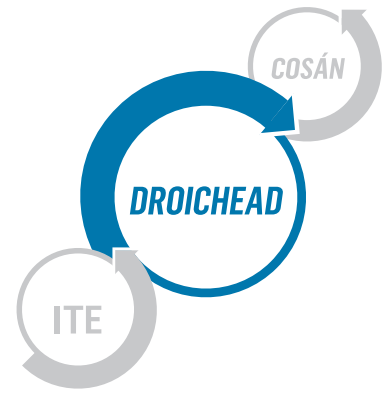
Joint Declaration by the teacher who has engaged in the *Droichead* process and the Professional Support Team (PST)

1. I have signed this section, and ensured that all Professional Support Team members have filled in **all** relevant details, including their signatures, registration numbers and dates. YES NO

2. I have ensured that the school name, roll number and official school stamp have been inserted. YES NO

Signature (of teacher who has engaged in the *Droichead* process): _____

Date:



Form D - *Droichead*

POST-PRIMARY

This form should be submitted to the Teaching Council by teachers who have:

- commenced and completed the Droichead process in the 2016/2017 school year, in an eligible setting over a period of not less than 200 hours;
- engaged professionally with the school-based induction activities and additional professional learning activities.

This form, together with a print-out of the initial email from Limerick Education Centre that confirms the teacher has registered for *Droichead* using the DRI, should be posted to the address below.

**The Teaching Council,
Block A,
Maynooth Business Campus,
Maynooth,
Co. Kildare,
W23 Y7XO,
Ireland.**

SECTION 1

Confirmation by the teacher who has engaged in the *Droichead* process

Forename: Surname:

Registration Number: Phone:

Address:

Email:

Official School Name:

School Roll Number:

School Address:

Total number of teaching hours in this school (insert no. of hours): From:

Setting in which *Droichead* took place¹: Teacher in a recognised post-primary school
(Please tick as appropriate) Teacher in a Special Education School
 Teacher in a Centre for Education To:

¹ Please refer to Chapter 2 of Post-Qualification Professional Practice Procedures and Criteria 2016/2017 (Date 2017) for more details on eligible settings.

SECTION 1

I confirm that I (please tick):

- have engaged professionally with school-based induction over a period of not less than 200 hours;
- have attended one NIPT Cluster Meeting per term (insert details below):

Date(s) of Attendance:

Education Centre Stamp (or equivalent):

PLEASE AFFIX THE OFFICIAL EDUCATION CENTRE STAMP (OR EQUIVALENT) IN THIS BOX

Date(s) of Attendance:

Education Centre Stamp (or equivalent):

PLEASE AFFIX THE OFFICIAL EDUCATION CENTRE STAMP (OR EQUIVALENT) IN THIS BOX

Date(s) of Attendance:

Education Centre Stamp (or equivalent):

PLEASE AFFIX THE OFFICIAL EDUCATION CENTRE STAMP (OR EQUIVALENT) IN THIS BOX

- have engaged in at least one other Professional Learning Activity relevant to my needs as identified in consultation with the Professional Support Team (PST) (insert details below):

Title:

Date:

Duration:

- have engaged in reflective practice that supported my professional learning and practice, both individually and collaboratively.

- I believe that I am ready to move to the next phase of my professional learning, and have collaborated with my PST to identify the following area(s) of interest for my future professional learning.

Signature (of teacher who has engaged in the Droichead process): _____

Date:

DD	MM	YYYY
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SECTION 2

Joint Declaration by the teacher who has engaged in the Droichead process and the PST.

We have reflected jointly, and believe that the information given above is accurate. Through our engagement in *Droichead*, we believe that we have participated in a quality teaching and learning process. We ask that the Teaching Council reflect this on the register.

Role (e.g. PST Member, External PST Member, NQT)	Name(s) (print in BLOCK CAPITALS)	Signature(s)	Registration Number(s)	Date(s)
School Name & Roll Number		Official School Stamp PLEASE AFFIX THE OFFICIAL SCHOOL STAMP IN THIS BOX		

FORM D – POST-PRIMARY CHECKLIST

Please complete and sign this checklist prior to submitting this application form. If the application form is not complete it will be returned to the applicant.

SECTION 1 -

Confirmation by the teacher who has engaged in the *Droichead* process

1. I have attached a print-out of the initial email from Limerick Education Centre confirming that I have registered for *Droichead* using the DR1 form. YES NO

2. I have inserted the total number of teaching hours I completed in the school during my *Droichead* process. YES NO

3. I have ensured that I have selected the correct setting in which *Droichead* took place. YES NO

4. I have ensured that this form has been stamped by the relevant Education Centres (or equivalent). YES NO

5. I have signed and dated Section 1. YES NO

SECTION 2 -

Joint Declaration by the teacher who has engaged in the *Droichead* process and the Professional Support Team

1. I have signed this section, and ensured that all Professional Support Team members have filled in **all** relevant details, including their signatures, registration numbers and dates. YES NO

2. I have ensured that the school name, roll number and official school stamp have been inserted. YES NO

Signature (of teacher who has engaged in the *Droichead* process): _____

Date:

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