

An Chomhairle
Mhúinteoireachta



The Teaching Council

Post-qualification Professional Practice Procedures and Criteria 2021/2022

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

Contents

Glossary of terms	2		
List of acronyms	3		
1 Introduction	4		
1.1 Registration subject to conditions	4		
1.2 Post-qualification professional practice conditions	4		
1.3 Other registration conditions	5		
1.4 Time periods for completing registration conditions	5		
1.5 Post-qualification professional practice conditions and Employment	6		
1.6 Teacher education qualifications obtained in European Union (EU)/ European Economic Area (EEA) countries	6		
2 Droichead - The Integrated Professional Induction Framework	7		
2.1 Procedures and criteria for <i>Droichead</i> (primary and post-primary)	7		
2.1.1 The <i>Droichead</i> process	7		
2.1.2 Settings in which the <i>Droichead</i> process can take place	8		
2.1.3 Duration of professional practice required	9		
2.1.4 School-based strand (Strand A)	9		
2.1.5 Additional professional learning activities (Strand B)	10		
2.1.6 Standards to guide and support the <i>Droichead</i> process	11		
2.1.7 Maintaining records of the <i>Droichead</i> process	11		
2.1.8 Concluding the <i>Droichead</i> Process	11		
2.1.9 Consistency and quality assurance	12		
2.1.10 Further guidance	12		
3 Former traditional processes	13		
3.1 Former Procedures and criteria for probation	13		
3.1.1 Service Requirement	13		
3.1.2 Teachers previously probated in a restricted setting	13		
3.2 Procedures and criteria for post-qualification employment	15		
3.2.1 The registration condition of post-qualification employment (PQE)	15		
3.2.2 Service requirement	15		
3.2.3 Completion of the Post-qualification Employment process	16		
3.2.4 Additional Information	16		
3.3 Procedures and criteria for the Induction Workshop Programme	17		
3.3.1 The Induction Workshop Programme (primary and post-primary)	17		
4 Droichead and movement between schools	19		
5 Contact details	20		
Appendix 1 Timelines for Growth Phase of <i>Droichead</i>	21		
Appendix 2 <i>Droichead</i> : A Quick Guide (Primary and Post-primary)	22		
Appendix 3 Post Qualification Professional Practice Conditions Legacy Guide	24		
Appendix 4 <i>Droichead</i> Standards	25		
Appendix 5 Legacy Information on Probation (Primary)	26		
Appendix 6 Legacy Criteria for Probationary Inspections	31		
Appendix 7 Registration Regulations 2016	32		

Glossary of terms

Associate

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

Centre for Education

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

Cluster Meetings

Cluster meetings are part of the *Droichead* process. NQTs engage in one cluster meeting per term, in a local education centre or online. The meetings are facilitated by the 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.

Continuum of Teacher Education

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

Droichead

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

Education Centre

Education centres are locations where teacher professional learning activities and programmes are delivered. Both the Cluster meetings for the *Droichead* process and the Induction Workshop programmes from the traditional processes are available in the education centres.

Induction Workshop Programme

The Induction Workshop Programme is a flexible learning programme, funded by the Department of Education and Skills (DES) and designed to meet the particular professional learning needs of newly qualified teachers (NQTs).

The programme, which is coordinated by the National Induction Programme for Teachers (NIPT), builds on the learning that took place during initial teacher education. It can be tailored by an NQT depending on his/her particular circumstances. NQTs whose route to full registration is probation (primary) or post-qualification employment (post-primary), are required to engage in an overall minimum of 20 hours of professional learning, and may combine school-based professional learning activities with off-site workshops to meet that requirement.

Mentor

A mentor is an experienced teacher who has completed a programme of professional development with the National Induction Programme for Teachers (NIPT). A mentor supports the professional learning of a newly qualified teacher (NQT) and facilitates his/her induction into the school and the profession, in collaboration with colleagues.

National Induction Programme for Teachers (NIPT)

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

Newly Qualified Teacher (NQT)

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

Participation in *Droichead*

A school participating in *Droichead* offers the *Droichead* professional induction model which has been developed by the Council. Newly qualified teachers (NQTs) in such schools will undergo a period of supported professional practice called *Droichead*, as defined above.

Post-qualification employment (PQE)

Post-qualification employment (PQE) was a condition of registration which applied to all newly registered post- primary teachers other than those undergoing the *Droichead* process, as defined above. To have met the condition of PQE, teachers were required to complete a period of post-qualification employment. This is only available in exceptional circumstances to teachers who registered with the Council before 1 June 2020 and have PQE attached to their registration.

Post-qualification Professional Practice Condition

Is the period of supervised practice, which meets the Teaching Council's requirements in terms of procedures it has set down in relation to the induction of teachers into the teaching profession and the procedures and criteria it had previously set for probation of teachers including periods or probation. This does not include teacher placement and only applies to appropriate post-qualification practice.

Probation

Probation was a condition of registration which was applied to all newly-registered primary teachers. The condition was removed when the teacher demonstrated to the Council that he/she met certain post- qualification criteria. Probation is no longer available. Teachers must now complete the *Droichead* process.

Professional Support Team (PST)

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

Taisce: Portfolio-based learning

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

List of acronyms

HEI	Higher Education Institute
ILR	Irish Language Requirement
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
QQI	Quality and Qualifications Ireland

1 Introduction

The Teaching Council (“the 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 and the Teaching Council [Registration] Regulations 2016 as amended. A copy of these regulations and full details about how newly registered and other teachers may apply to the Council for registration may be found on www.teachingcouncil.ie.

This document sets out the Council’s requirements for newly registered teachers who need to fulfil one or more post-qualification registration conditions in Ireland, which includes *Droichead*, and in some exceptional circumstances the legacy Traditional Processes of Post-qualification employment (PQE) and the Induction Workshop Programme. It is important to note that from the 2020/2021 academic year, *Droichead* will be the only route of induction for all Primary and Post-primary teachers. Additional information and clarity surrounding the growth phase of *Droichead* and the operation of the Traditional Processes is available in the Appendices of this document.

1.1 Registration subject to conditions

- 1.1.1 Registration subject to conditions (conditional registration) is granted when an applicant for registration has not fulfilled all of the registration requirements set down by the Council. This is the norm for all newly qualified teachers (NQTs) and may also apply to other teachers in certain circumstances. A teacher with conditional registration is eligible to be employed in the school sector that is appropriate to his or her qualifications in Ireland. Circulars published by the Department of Education (DE) provide the relevant information and are available on www.education.ie.

The conditions applied to a teacher’s registration, and the time period allowed to meet those conditions, are notified to the teacher when they are admitted to the Register of Teachers. A teacher may also check his/her conditions of registration on *My Registration* section of the Council’s website.

- 1.1.2 While registration conditions remain, a teacher is not fully registered and may not be recognised as a teacher in other EU/EEA Member States in accordance with European Directive 2005/36/EC as amended. The same applies when a teacher from another Member State wishes to apply for registration with the Teaching Council in Ireland. More information may be found in Section 1.6.
- 1.1.3 Teachers registered under Regulation Two (Primary) / (Route 1), who have previously been partially probated in a restricted setting may be eligible to apply for full registration in that sector subject to specific criteria. This policy came into effect from 1 September 2016 and is detailed in Section 3.1.2.

1.2 Post-qualification professional practice conditions

- 1.2.1 When a teacher is admitted to the Register of Teachers, he/she will receive a Certificate of Registration that states any conditions that apply to his/her registration. Where a teacher has not previously met the post-qualification professional practice condition requirement this will generally be attached as a condition to the registration.
- 1.2.2 Outlined below is the post-qualification professional practice condition(s) that apply to both primary and post-primary teachers who registered after 1 June 2020 and also the conditions that applied to those who registered prior to that date.¹

For teachers who register on or after the 1 June 2020, *Droichead* is the only post- qualification professional practice condition attached to their registration status.

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

Sector	Registered after 1 June 2020	Registered prior to 1 June 2020
Primary	<i>Droichead</i>	<i>Droichead</i> OR Probation and Induction Workshop Programme
Post-Primary	<i>Droichead</i>	<i>Droichead</i> OR Post-Qualification Employment (PQE) and Induction Workshop Programme

- 1.2.3 Primary teachers, employed for a sufficient period of time in a primary or special education school which participates in *Droichead*, are required to complete the *Droichead* process to meet the registration condition.
- 1.2.4 From September 2020 *Droichead* will be the only route of induction for NQTs in Special Education settings (SET) settings and in all primary schools.
- 1.2.5 Post-primary teachers employed for a sufficient period of time in a post-primary school or special education school which participates in *Droichead* will be required to complete the *Droichead* process to meet the registration condition.
- 1.2.6 From September 2020 *Droichead* will be the only route of induction for all post-primary NQTs in SET settings and in all post-primary schools.
- 1.2.7 For movement between participating schools and schools which do not offer *Droichead* please refer to Section 4 of this document.
- 1.2.8 Transitional Arrangements are published on www.teachingcouncil.ie to give guidance to teachers who commenced fulfilling their post-qualification practice conditions before the 2020/2021 school year or who are moving between schools during the school year.

1.3 Other registration conditions

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

1.4 Time periods for completing registration conditions

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

1.5 Post-qualification professional practice conditions and Employment

- 1.5.1 Only paid employment is deemed reckonable service for the fulfillment of post-qualification professional practice conditions. Since 3 October 2016, internship schemes such as JobBridge and similar such schemes that may be commenced in the future, are no longer accepted as eligible settings for post-qualification employment and *Droichead*.
- 1.5.2 Where a teacher holds a non-State-funded position, the following guidelines will apply:
- a) The terms and conditions including pay scales are broadly similar to those in place across the education system
 - b) All the criteria set out in this document including settings, curriculum and duration are met. All relevant DE and other statutory obligations and requirements are met.

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

- 1.6.1 In accordance with the European Council Directives on Mutual Recognition of Professional Qualifications Directive 2005/36/EC as amended, which were transposed into law by the Recognition of Professional Qualifications Regulations 2017 (SI 8 of 2017), 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 Council is the designated competent authority in Ireland for assessing applications to ensure that they meet the qualifications criteria set out in the relevant Teaching Council regulations.
- 1.6.2 Previously primary teachers were required to satisfy all other conditions set by the Council before addressing any post-qualification practice conditions applied by the Council via the traditional process of probation. From the 2017/2018 school year teachers who complete the *Droichead* process may do so in advance of satisfying all other conditions attached to their registrations. Further details on the implications of the above Directive for teacher registration and qualifications are set out in the Department of Education Circular 0031/2010 available on www.education.ie.
- 1.6.3 Where an applicant has completed formal post-qualification professional practice in another country, applications for registration to the Council should include evidence of satisfactory completion of same. It is a matter for the Council to determine if the evidence provided is sufficient to warrant exemption from the post-qualification professional practice requirements in Ireland.
- 1.6.4 The Council issued a notice on 19 May 2010 informing persons who intended to commence a teacher education qualification in another EU/EEA Member State from 1 January 2011 onwards, that they must also complete any period of post-qualification professional practice (for example, NQT or induction year) in the country in which they qualified. They must also be fully recognised/ registered under the terms of Directive 2005/36/EC by the designated authority of that Member State prior to seeking registration with the Teaching Council in Ireland. This should also apply to applicants from relevant states who do not come within the scope of the Professional Qualifications Directive, and to Third Country applicants. The notice from the Council does not change arrangements for persons who have commenced or completed a teaching qualification outside of Ireland prior to 31 December 2010.
- 1.6.5 Due to the exceptional circumstances presented by Covid-19 and on an emergency and time-bound basis the Teaching Council sought two Statutory Instruments to allow an amendment to the Teaching Council (Registration) Regulations 2016. From the 10 August 2020 the Teaching Council accepted applications from teachers who had qualified outside of Ireland but who had not completed the required period of induction in the country in which they qualified. These teachers are required to complete Induction (*Droichead*) in Ireland. Applications were made in accordance with the Teaching Council (Registration) (Amendment) Regulations 2020 (SI 269 of 2020) and must have been received prior to 30 October 2020. From the 14 June 2021 until the 29 October 2021 the Council will accept applications from teachers who qualified outside of Ireland but who have not completed the required period of induction in the country in which they qualified. These teachers will be required to complete induction (*Droichead*) in Ireland. Applications are made in accordance with the Teaching Council (Registration) (Amendment) Regulations 2021 (SI 266 of 2021).

2 *Droichead*

The Integrated Professional Induction Framework

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

Introduction

The following procedures apply where a newly qualified teacher is employed for a sufficient period of time in a school which is participating in the *Droichead* process. For further information on the growth phase of *Droichead* and an overview of all processes please refer to the Appendices. Additional guidance may be published on the Council's website from time to time in relation to the operation of *Droichead* during the 2021/2022 school year.

2.1.1 The *Droichead* process

- 2.1.1.1 *Droichead* is an integrated professional induction framework for newly qualified teachers (NQTs). 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 induction and additional professional learning activities to address the needs of teachers as they begin their careers.
- 2.1.1.2 The main objective of the *Droichead* process is to support the professional learning of NQTs during the induction phase, thus laying the foundations for subsequent professional growth and learning for the next phase of their career.
- 2.1.1.3 Following the *Droichead* process, a declaration is made by the NQT that he/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 Council then removes the *Droichead* condition (and other post-qualification professional practice conditions) 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 Council to have been met.
- 2.1.1.4 When an NQT is employed in a participating school in an eligible setting (see 2.1.2) and for the minimum period of professional practice (see 2.1.3), they register for the *Droichead* process with the Council using the *Login / My Registration* section of the Teaching Council website. An email confirmation is issued to the NQT from the Council confirming that they have registered for the *Droichead* process. On completion of the *Droichead* process, the NQT must complete and submit the online *Droichead* – Form D. (see 2.1.8 for further clarification).
- 2.1.1.5 There are two key strands of the *Droichead* process as an integrated induction framework for the NQT. 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 2.1.5).

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

2.1.2.1 Primary

From 2020/2021 *Droichead* is the only route of induction for all Primary NQTs.

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/her the opportunity to meet the minimum duration requirements set out in 2.1.3.2 below.

2.1.2.2 Other than in exceptional circumstances, schools should deploy NQTs in a mainstream setting. In certain circumstances, where he/she is the most appropriate teacher to support the needs of pupils, an NQT may complete the *Droichead* process in one of the following special education teaching roles²:

- 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)
- d) full-time learning support teacher
- e) a role which combines both c) and d) above (Learning Support/Resource teaching post).

2.1.2.3 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 NQT to teach in a mainstream setting, which would include the teaching and learning of Irish in a mainstream class, in collaboration with the class teacher.

2.1.2.4 Post-primary

From 2020/2021 *Droichead* is the only route of induction for all post-primary NQTs.

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 2.1.3.3 below.

2.1.2.5 A post-primary teacher may also complete the *Droichead* process where they are employed in one of the following roles³:

- a) a teacher 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,
- or
- b) a teacher in a Centre for Education where a post-primary curricular subject(s) is being taught.

2 Department of Education Circular 7/2019

3 Department of Education Circular 8/2019

2.1.3 Duration of professional practice required

- 2.1.3.1 Professional practice includes (i) school placement (10 weeks) during initial teacher education and (ii) post-qualification professional practice. The *Droichead* process which fulfils the post-qualification professional practice requirement has been modified to take into account the extended school placement during initial teacher education.
- 2.1.3.2 A primary teacher must complete a block of 60 consecutive school days in an eligible setting from the date on which they were first appointed to a post recognised for *Droichead* purposes in a primary school. The teacher must register for the *Droichead* process with the Council using the *Login / My Registration* section of the Teaching Council website within 5 working days of commencing reckonable employment.⁴
- 2.1.3.3 A post-primary teacher must complete 200 hours' teaching employment in an eligible setting to include the teaching of a post-primary curricular subject(s) to a designated class on the school's timetable, or employment in a special education teaching role. The teacher must register for the *Droichead* process with the Council, using the *Login / My Registration* section of the Teaching Council website within 5 working days of reckonable employment.
- 2.1.3.4 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/her school over and above the minimum requirements set out at 2.1.3.2. and 2.1.3.3. above, that extra time be used to support the *Droichead* process.

2.1.4 School-based strand (Strand A)

- 2.1.4.1 *Droichead* is fundamentally about the NQT's professional journey and the process of their induction. A key part of this process is an NQT's engagement with more experienced colleagues, and reflection on the professional conversations that take place on their own professional learning and practice. There are a number of ways in which a Professional Support Team (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 National Induction Programme for Teachers (NIPT).
- 2.1.4.2 Supporting an NQT 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.
- 2.1.4.3 The PST completes *Droichead* professional development provided by the NIPT, and is assisted in its work through the provision of a range of supports and resources including:
- a) NIPT initial training for all members of the PST.
 - b) Release time with substitute cover to allow each member of the PST to attend training.
 - c) Release time to support the school-based elements of *Droichead*.
 - d) Telephone and email support from the NIPT, through its network of associates and its permanent staff.
 - e) A comprehensive mentor guide, including a range of sample templates.

4 Teachers on job-share contracts or on part-time contracts should consult the Post-qualification Professional Practice Conditions Transitional Arrangements 2021/2022 for guidance.

- 2.1.4.4 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.
- 2.1.4.5 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 in 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.
- 2.1.4.6 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.
- 2.1.4.7 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 NQTs 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.

2.1.5 Additional professional learning activities (Strand B)

- 2.1.5.1 To complement the school-based induction strand outlined above, NQTs also engage in additional professional learning activities as part of the *Droichead* process, as follows:
- 2.1.5.2 NQT Cluster Meetings and other Professional Learning Activities
- NQTs engage in one cluster meeting per term, in a local education centre/online. The meetings are facilitated by the 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.
- 2.1.5.3 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.

2.1.6 Standards to guide and support the *Droichead* process

- 2.1.6.1 The Council has established standards to support the *Droichead* process, in guiding the NQT, with the PST, in relation to their professional learning and practice. These are set out in Appendix 4. *Droichead* standards and school context examples are further explored as part of professional development for the PST, facilitated by the NIPT.

2.1.7 Maintaining records of the *Droichead* process

- 2.1.7.1 A *Droichead* outline plan is created by the PST, in consultation with the NQT. Ideally the NQT will undertake the *Droichead* process for 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.
- 2.1.7.2 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.
- 2.1.7.3 Where an NQT who has completed some or all of the *Droichead* process leaves a school, they should be given a copy of the relevant records which the school holds in relation to that process. All documentation and records should be maintained in line with General Data Protection Regulations (GDPR) requirements.

2.1.8 Concluding the *Droichead* Process

- 2.1.8.1 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 future professional learning (to be included on Form D).
- 2.1.8.2 When the NQT and PST have concluded the *Droichead* process (school-based induction and additional professional learning activities) they complete the online *Droichead* - Form D which is available via the Teaching Council website.
- 2.1.8.3 When the online *Droichead* Form D has been fully completed and submitted to the Council, the Council will remove the *Droichead* condition (and other Post-qualification professional practice conditions) from the teacher's registration. All conditions must be met, for the teacher to be fully registered.

2.1.9 Consistency and quality assurance

- 2.1.9.1 A number of mechanisms are in place to assure the quality and consistency of the *Droichead* process nationally:
- a) The NIPT provides support to schools offering *Droichead* that 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 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 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, includes 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 Council, via its *Droichead* Quality Assurance panel.

2.1.10 Further guidance

The Council will engage with the Department of Education (DE) 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 *Droichead* policy. For additional information on Transitional Arrangements please see Section 4.

3 Former Traditional processes

Traditional processes for addressing post-qualification professional practice conditions

Probation (Primary)

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

Induction Workshop Programme (Primary & Post-Primary)

3.1 Former Procedures and criteria for probation (primary)

Introduction

As and from September 2020 *Droichead* is the only route of induction for all primary NQTs. The traditional process of Probation is no longer available. Please see Appendix 5 for information on this legacy option.

3.1.1 Service Requirement

3.1.1.1 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 Council, the Department of Education will provide these teachers with a record of their service up to 31 August 2010.

3.1.2 Teachers previously probated in a restricted setting

3.1.2.1 Teachers registered under Regulation Two/Route 1 (Primary), who have previously been probated or have completed *Droichead* (prior to September 2016) in a restricted setting may be eligible to apply for full registration in that sector subject to meeting the requirements set out in this section.

3.1.2.2 This policy came into effect from 1 September 2016.

3.1.2.3 In order to be eligible the:

- a) Teacher must be registered under Regulation Two/Route 1 (Primary) of the Teaching Council [Registration] Regulations and registered under Section 31(5) of the Teaching Council Act.
- b) only remaining conditions on the teacher's registration must be Probation/*Droichead* in a mainstream setting.
- c) teacher is/has been working in a special education setting and carrying out teaching roles that meet the criteria and service requirement below.

3.1.2.4 The following criteria must be met:

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

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

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

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

Introduction

For Post-primary teachers registered prior to 1 June 2020 post-qualification employment (PQE) may be an option in certain limited circumstances as set out in the Post-qualification Professional Practice Conditions Transitional Arrangements 2021/2022. For all other circumstances and teachers registered on or after 1 June 2020, *Droichead* is the only route of induction.

Please refer to the *Post-qualification Professional Practice Conditions Transitional Arrangements 2021/2022* document for details of the limited circumstances and possible options for teachers who commenced PQE prior to the 31 August 2020 but have not completed the process.

3.2.1 The registration condition of post-qualification employment (PQE)

- 3.2.1.1 From September 2020 all teachers working in post-primary schools and who meet the service hour requirement must avail of the *Droichead* process to gain full registration with the Council. NQTs in such schools who hold a contract which enables them to complete *Droichead* must avail of the *Droichead* process (see 1.2.5 and 2.1.3).
- 3.2.1.2 Teachers registered prior to 1 June 2020 with the condition of PQE may in exceptional circumstances complete the traditional process of PQE. In such cases these procedures and criteria apply. The Transitional Arrangements will provide further detail on the exceptional circumstances.
- 3.2.1.3 A post-primary teacher may complete PQE when employed in an eligible setting where the minimum service requirement required to complete *Droichead* is not being met and where 3.2.1.2 above applies.
- 3.2.1.4 Generally, a period of three years from the date of initial registration is permitted within which a teacher must complete this requirement. In exceptional circumstances, a teacher may apply to the Council for an extension of the three-year time period. Please note that failure to fulfil the PQE requirement within the specified time frame will result in the lapsing of registration unless an extension to the time frame has been granted.

3.2.2 Service requirement

- 3.2.2.1 In order to satisfy the condition of PQE, applicants must provide evidence of 300 hours' satisfactory teaching employment in a recognised post-primary school or Centre for Education in which a post-primary curricular subject is being taught.
- 3.2.2.2 A minimum of two-thirds (200 hours) of the approved employment may be spent teaching a post-primary curricular subject(s) or guidance counselling to a designated class of students on the school's timetable.
- 3.2.2.3 Up to one-third (100 hours) of the approved experience can be carried out in special education teaching roles⁵ or other timetabled teaching activity. The teaching of subjects outside those examined by the State Examinations Commission in Ireland (e.g., QQI or City & Guilds, etc.) may be taken into consideration towards the 100-hour requirement.

- 3.2.2.4 Where the nature of the service does not meet the requirements set out above a number of additional measures have been introduced to provide additional flexibility. The service must be offered within a recognised school/college/centre of education.
- a) A total of 300 hours may be carried out teaching any accredited programme(s) to 12-18 year olds e.g. QQI, City and Guilds, ITEC.
 - b) A total of 300 hours may be carried out teaching any post-primary curricular subject in preparation for the leaving certificate state examination to the 18+ age range.
 - c) A total of 600 hours may be completed teaching any accredited programme(s) on the framework to any age range e.g. QQI, City and Guilds, ITEC. Such teachers are required to hold registration with the condition of PQE for a period of three years or more.
 - d) A total of 500 hours may be completed teaching any accredited programme(s) on the framework to any age range e.g. QQI, City and Guilds, ITEC. In addition, the teacher may carry out 100 hours of adult career guidance. Such teachers are required to hold registration with the condition of PQE for a period of three years or more.
 - e) A total of 300 hours teaching the full primary curriculum for Music, PE or Art in a recognised primary school. In such instances the range of required activities must be covered.
- 3.2.2.5 Paid employment as a qualified teacher in a permanent, temporary or substitute capacity is the only acceptable form of employment for the purposes of fulfilling this requirement. Voluntary service is not acceptable (see Section 1.5 for further clarification).

3.2.3 Completion of the Post-qualification Employment process

- 3.2.3.1 On completion of 300 hours' teaching employment, applicants should complete Form B, have it verified and signed and stamped by the school principal and return it to the Council.
- 3.2.3.2 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).
- 3.2.3.3 Form B may be completed in respect of state-recognised post-primary second-level schools in any country.
- Additional supporting evidence may be sought. It is a matter for the Council to determine if the evidence provided is sufficient to warrant exemption from the PQE requirement in Ireland.
- 3.2.3.4 The Council will then remove the PQE registration condition on receipt of a fully completed Form B.
- 3.2.3.5 Form B is available to download from www.teachingcouncil.ie.

3.2.4 Additional Information

- 3.2.4.1 It is a matter for a registered teacher to secure teaching positions that satisfy the requirements of the PQE process.

3.3 Procedures and criteria for the Induction Workshop Programme

Introduction

Teachers who previously completed Probation or Post Qualification Employment (PQE) and who have the Induction Workshops outstanding on their registration are required to complete the Induction Workshop Programme as set out at 3.3.1.4

It is important to note that teachers who registered on or after 1 June 2020 must complete *Droichead* and completion of Induction Workshop Programme will not impact registration. They may however choose to complete the programme for continued professional development (CPD) purposes.

3.3.1 The Induction Workshop Programme (primary and post-primary)

- 3.3.1.1 The Induction Workshop Programme is a flexible programme of teacher professional learning that takes place at the beginning of the teacher's career, usually soon after qualifying as a teacher. Its purpose is to offer systematic professional and personal support to the teacher as he/she continues to develop as a lifelong learner.
- 3.3.1.2 From September 2012, teachers are required to complete the Induction Workshop Programme if they are undergoing the probationary or PQE processes. In addition, all other teachers who apply for registration under Regulation Two/Route 1 (Primary), Regulation Three /Route 4 (Other) or Regulation Four/Route 2 (Post- primary)⁶ are required to complete the Induction Workshop Programme provided they have not previously:
- met the requirements of probation (primary) prior to 02 July 2012
 - met the requirements of PQE (post-primary) prior to 02 July 2012, or
 - completed a recognised and comparable induction programme in another country.
- 3.3.1.3 Teachers are required to complete an induction workshop programme comprising of a minimum of 20 hours of professional learning within three years of the date of their initial registration.

- 3.3.1.4 Teachers may choose from two options. Option A – they may select from a suite of workshops delivered via the Education Centre network (some workshops are available online). Alternatively with the agreement of the school, they may choose Option B and complete 14 hours of workshops combined with 6 hours of school based learning which is supported by a trained NIPT mentor / PST member.

	OPTION A	OPTION B
	No School-Based Mentoring from an NIPT Trained Mentor	Availing of School-Based Mentoring with an NIPT Training Mentor
Workshops*	Minimum 20 hours	Minimum of 14 hours
Reckonable School Based Learning*	N/A	Maximum 6 hours

* Workshops are facilitated by the NIPT through local Education Centres or online

* School must have a trained NIPT mentor/ PST member

- 3.3.1.5 The details of those teachers who have completed the Induction Workshop Programme are sent directly to the Teaching Council at several intervals during the year. The Council then removes the registration condition of the Induction Workshop Programme.
- 3.3.1.6 The Induction Workshop Programme is coordinated by the National Induction Programme for Teachers (NIPT) and further details are available on the website of the NIPT www.teacherinduction.ie.
- 3.3.1.7 Teachers who have partially or fully completed the Induction Workshop Programme should consult the Transitional Arrangements to see if exemptions apply.

4 *Droichead* and movement between schools

- 4.1 Due to the nature of employment for teachers in their first years of practice, it is expected that some teachers will move between schools.

Transitory arrangements 2021/2022 are published on the Council's website to give guidance to teachers who commenced fulfilling their post-qualification professional practice conditions before the current school year. These arrangements will also support teachers when moving between schools.

All queries and clarifications in relation to registration with conditions can be emailed directly to the Council at conditions@teachingcouncil.ie.

5 Contact details

TYPE OF QUERY	CONTACT
Teachers applying to commence <i>Droichead</i>	Apply via the <i>Login / My Registration</i> section of the Teaching Council website t: LoCall 1890 224 224 / +353 (0)1 651 7900 e: conditions@teachingcouncil.ie w: www.teachingcouncil.ie
Schools interested in participating in <i>Droichead</i>	Complete the Registration as a <i>Droichead</i> School form on www.teacherinduction.ie NIPT contact details: The National Induction Programme for Teachers t: +353 (0)1 884 2315 / +353 (0)1 884 2257 e: info@teacherinduction.ie w: www.teacherinduction.ie
Teachers seeking to complete the Cluster Meetings for <i>Droichead</i> or to complete workshops as part of the Induction Workshop Programme	Contact your local full-time Education Centre www.esci.ie or check for online workshop at www.teacherinduction.ie
Queries regarding the Induction Workshop Programme, <i>Droichead</i> and Cluster Meetings	The National Induction Programme for Teachers t: +353 (0)1 884 2315 / +353 (0)1 884 2257 e: info@teacherinduction.ie w: www.teacherinduction.ie
Teacher registration and queries regarding Conditions	The Teaching Council t: LoCall 1890 224 224 / +353 (0)1 651 7900 e: info@teachingcouncil.ie / conditions@teachingcouncil.ie w: www.teachingcouncil.ie Self-service via <i>Login / My Registration</i> on Council home page

Appendix 1

Timelines for Growth Phase of *Droichead*

Droichead is the only route to induction for all NQTs from 2020/2021

The schedule for the growth phase of *Droichead* from 2016 to 2021 is set out below:

PRIMARY SCHOOLS	SCHEDULE FOR GROWTH PHASE	
2016/2017	<i>Droichead</i> the route of induction for NQTs in SET settings	Schools in any category may opt in to <i>Droichead</i> in any of these years, if they so wish, prior to the dates set out opposite.
2017/2018	<i>Droichead</i> the route of induction for NQTs in SET settings or in large primary schools where there is a principal and 24 or more mainstream teachers	
2018/2019	<i>Droichead</i> the route of induction for NQTs in SET settings and in large primary schools with 16 or more mainstream teachers	
2019/2020	<i>Droichead</i> the route of induction for NQTs in SET settings and in all primary schools with administrative principals	
2020/2021	<i>Droichead</i> the route of induction for all primary NQTs	

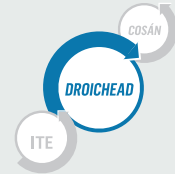
POST-PRIMARY SCHOOLS	SCHEDULE FOR GROWTH PHASE	
2016/2017	<i>Droichead</i> the route of induction for NQTs in SET settings	Schools in any category may opt in to <i>Droichead</i> in any of these years, if they so wish, prior to the dates set out opposite.
2017/2018	<i>Droichead</i> the route of induction for NQTs in SET settings or in large post-primary schools of 700 or more students	
2018/2019	<i>Droichead</i> the route of induction for NQTs in SET settings and in large post-primary schools with 400 or more students	
2019/2020	<i>Droichead</i> the route of induction for NQTs in SET settings and in post-primary schools with 200 or more students	
2020/2021	<i>Droichead</i> the route of induction for all post-primary NQTs	

Appendix 2

Droichead: A Quick Guide (Primary and Post-primary)

From September 2020, *Droichead* will be the only route of induction for all primary and post-primary NQTs.

Droichead: A Quick Guide



Primary

From September 2020, *Droichead* is the only route of induction for all primary NQTs.

DROICHEAD: THE INTEGRATED PROFESSIONAL INDUCTION FRAMEWORK

Contract/offer of employment of a minimum of 60 consecutive days in an eligible setting

How to Apply for and Complete the *Droichead* Process

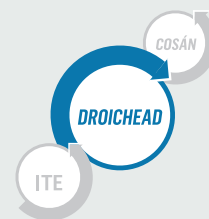
- 1) Apply via the Teaching Council portal area on www.teachingcouncil.ie. Select "Login / My Registration" then "My Conditions" and the "View Details" option on your *Droichead* condition
- 2) Engage in *Droichead* process:
 - Strand A:** School based Induction
 - Supported by Professional Support Team (PST)
 - AND**
 - Strand B:** Additional Professional Learning Activities
 - Attend 1 NQT Cluster Meeting per term (see Note 8 below)
 - At least 1 other Professional Learning Activity chosen in consultation with PST
- 3) Conclude by completing the online *Droichead* Form D on the Teaching Council Portal. Select "Login / My Registration"; then "My Conditions" and the "View Details" option on your *Droichead* condition. Select option to complete your *Droichead* Form D

Points to Note

1. Before you apply for *Droichead* you must;
 - i) confirm that you are in an eligible setting and meet the minimum duration for the process.
 - ii) confirm that your school is willing to facilitate you through the process by providing a Professional Support Team (PST) to work collaboratively to support and mentor you during your induction process.
 - iii) Read and understand Section 2 of the Post-qualification Professional Practice Procedures and Criteria document so that you are fully informed of the *Droichead* process and what is required of you to complete it. This document can be found under "Publications" on www.teachingcouncil.ie
2. Your Professional Support Team (PST), must have a minimum of two teachers who have completed at least two days of PST training before they can start the process with you.
3. Conclusion of your *Droichead* process can only occur once all the members of your PST have completed all four days of their PST training.
4. For information relating to job-sharing or part-time contracts please refer to Post-qualification Professional Practice Conditions Transitional Arrangements which is available on the Council's website.
5. When you apply for *Droichead* you will receive an email acknowledging receipt of your application. Once you have been accepted onto the *Droichead* process you will receive a confirmation email.
6. The confirmation email will provide links to important information and documentation. It gives approval for the commencement of your process and will include your start date.
7. Your *Droichead* process cannot begin until you receive the confirmation email from the Teaching Council.
8. A copy of the confirmation email is required by your PST in order to begin your *Droichead* process.
9. A copy of the confirmation email is required for attendance at the Cluster Meetings.

Droichead is a post-qualification professional practice condition applied to Primary NQTs. Further information regarding these conditions are contained in the *Post-qualification Professional Practice Procedures and Criteria and Droichead: The Integrated Professional Induction Framework March 2017* which are available on the Council's website www.teachingcouncil.ie.

Droichead: A Quick Guide



Post-primary

From September 2020, *Droichead* is the only route of induction for all post-primary NQTs.

DROICHEAD: THE INTEGRATED PROFESSIONAL INDUCTION FRAMEWORK	
Contract/offer of employment of a minimum of 200 hours in an eligible setting in a single post-primary school	
Apply via the Teaching Council portal area on www.teachingcouncil.ie . Select “Login / My Registration” then “My Conditions” and the “View Details” option on your <i>Droichead</i> condition	
1)	Apply to the Teaching Council via the <i>My Registration</i> login on the Council’s website www.teachingcouncil.ie
2)	Engage in <i>Droichead</i> process: Strand A: School based Induction - Supported by Professional Support Team (PST) AND Strand B: Additional Professional Learning Activities - Attend 1 NQT Cluster Meeting per term (see Note 8 below) - At least 1 other Professional Learning Activity chosen in consultation with PST
3)	Conclude by completing the online <i>Droichead</i> Form D on the Teaching Council Portal. Select “Login / My Registration”, then “My Conditions” and the “View Details” option on your <i>Droichead</i> condition. Select option to complete your <i>Droichead</i> Form D

Points to Note

- Before you apply for *Droichead* you must;
 - confirm that you are in an eligible setting and meet the minimum duration for the process.
 - confirm that your school is willing to facilitate you through the process by providing a Professional Support Team (PST) to work collaboratively to support and mentor you during your induction process.
 - Read and understand Section 2 of the Post-qualification Professional Practice Procedures and Criteria document so that you are fully informed of the *Droichead* process and what is required of you to complete it. This document can be found under “Publications” on www.teachingcouncil.ie
- Your Professional Support Team (PST), must have a minimum of two teachers who have completed at least two days of PST training before they can start the process with you.
- Conclusion of your *Droichead* process can only occur once all the members of your PST have completed all four days of their PST training.
- When you apply for *Droichead* you will receive an email acknowledging receipt of your application. Once you have been accepted onto the *Droichead* process you will receive a confirmation email.
- The confirmation email will provide links to important information and documentation. It gives approval for the commencement of your process and will include your start date.
- Your *Droichead* process cannot begin until you receive the confirmation email from the Teaching Council.
- A copy of the confirmation email is required by your PST in order to begin your *Droichead* process.
- A copy of the confirmation email is required for attendance at the Cluster Meetings.

Droichead is a post-qualification professional practice condition applied to post-primary NQTs. Further information regarding these conditions are contained in the *Post-qualification Professional Practice Procedures and Criteria* and *Droichead: The Integrated Professional Induction Framework March 2017* which are available on the Council’s website www.teachingcouncil.ie.

Appendix 3

Post Qualification Professional Practice Conditions Legacy Guide

Prior to 1 June 2020, upon registration with the Teaching Council, post-qualification professional practice conditions generally applied to Primary and Post-primary NQTs. The following information is only relevant in limited circumstances where teachers who registered prior to the 1 June 2020 are fulfilling their conditions via the Traditional Processes. This section should be read in conjunction with the current Post-qualification Professional Practice Conditions Transitional Arrangements.

PRIMARY

DROICHEAD:
The Integrated Professional Induction Framework
Minimum 60 consecutive days
1) Apply to the Council via the <i>My Registration</i> login on Teaching Council's website
2) Engage in <i>Droichead</i> process: Strand A: School based Induction - Supported by Professional Support Team (PST) AND Strand B: Additional Professional Learning Activities - Attend 1 NQT Cluster Meeting per term - At least 1 other Professional Learning Activity chosen in consultation with PST
3) Conclude by submitting Form D

OR

TRADITIONAL PROCESSES	
PROBATION – NOT AVAILABLE FROM SEPTEMBER 2020	INDUCTION WORKSHOPS
Minimum 100 consecutive days (2 x 50 or 1 x 100)	20 hours attendance – flexible options
1) Apply to Limerick Education Centre (LEC) using OP1 Form	1) Apply to your local Education Centre
2) Following satisfactory outcome by Inspectorate receive statement of competence from LEC	2) Complete 10 workshops Or complete 6 hours mentoring and 7 workshops

POST-PRIMARY

DROICHEAD:
The Integrated Professional Induction Framework
Minimum 200 hours contract in a single Post-primary school
1) Apply to the Council via the <i>My Registration</i> login on Teaching Council's website
2) Engage in <i>Droichead</i> process: Strand A: School based Induction - Supported by Professional Support Team (PST) AND Strand B: Additional Professional Learning Activities - Attend 1 NQT Cluster Meeting per term - At least 1 other Professional Learning Activity chosen in consultation with PST
3) Conclude by submitting Form D

OR

TRADITIONAL PROCESSES	
POST-QUALIFICATION EMPLOYMENT (PQE) – AVAILABLE ONLY IN LIMITED CIRCUMSTANCES	INDUCTION WORKSHOPS
300 hours min. teaching in one or more post-primary schools	20 hours attendance – flexible options
1) No application required	1) Apply to your local Education Centre
2) Complete 300 hours teaching: - Min. 200 hours teaching post-primary curricular subject - Up to 100 hours in SET or other timetabled teaching activity	2) Complete 10 workshops Or complete 6 hours mentoring and 7 workshops
3) Conclude by submitting Form B(s)	3) Conclude – no action required automatic notification to Council

Appendix 4

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 the 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
have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively

Appendix 5

Legacy Information on Probation (Primary)

5.1 Former Procedures and criteria for probation (primary)

Introduction

From September 2020 *Droichead* is the only route of induction for all primary NQTs. The Traditional process of Probation and Induction Workshops is no longer available. The following procedures and criteria applied in cases where the traditional probation process for NQTs was being operated. The Inspectorate of the Department of Education (DE) carried out the probationary process at the request of the Council.

5.1.1 The former process of probation

5.1.1.1 The probationary process for primary teachers incorporated two elements:

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

5.1.1.2 A primary teacher who was conditionally registered, and whose remaining conditions related to post-qualification professional practice, was eligible to commence the probationary process. He/ she must have done so in a teaching post that was recognised for probationary purposes in a primary school.

5.1.1.3 Applications to undertake the probationary process and any other queries were made to Limerick Education Centre (LEC) at www.lec.ie in the first instance. Probation could only be commenced when all other qualification shortfall conditions and the Irish Language Requirement (if applicable) had been fulfilled.

5.1.1.4 Once the Council had received certified evidence of satisfactory completion of the probationary process, the registration condition was removed. Evidence included:

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

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

5.1.2 Settings in which the probationary process could take place

- 5.1.2.1 The *Droichead* growth phase set out a mechanism for schools to move from the traditional probationary process to *Droichead*. This was predominantly based on school size, but schools could also opt into the process. Primary teachers continued to undertake probation when teaching in schools that were outside the growth phase or where the school did not offer *Droichead*.
- 5.1.2.2 A primary teacher undertook the probationary process when employed as a mainstream class teacher in a school other than those referred to above, so long as the school was not registered for *Droichead*. Employment in a permanent, temporary or substitute capacity was eligible, where the teacher taught all 11 subjects of the Primary School Curriculum, including Irish, to a mainstream class of pupils from junior infants to sixth class (single or multi-grade) for the entire school day.

5.1.3 Service requirement

- 5.1.3.1 To have met the service requirement for probation, a primary teacher must have secured eligible employment in a primary school in a post recognised for probationary purposes in a permanent, temporary or substitute capacity. The employment must have comprised of:
- at least 100 consecutive days in a single setting, or
 - at least 100 days, which may have taken place in separate settings in two periods of not less than 50 consecutive days each.

In either case, the period of employment must have involved teaching the same cohort of pupils for the minimum block period and have meet the requirements as set out above.

- 5.1.3.2 The service must have taken place after an initial teacher education qualification had been successfully completed and within a maximum of three years from the date of initial registration or, if applicable, from the date on which other conditions were met (with the exception of the Induction Workshop Programme which may have be undertaken at the same time as probation). It was during this period that the Inspectorate of the Department of Education and Skills evaluated the professional competence of the teacher. Only paid employment was reckonable (see 1.5 for further clarifications).
- 5.1.3.3 It was the responsibility of the probationary teacher to obtain written evidence of his/her service from the employing school or schools, and to submit this information on a Form C to the Council so as to satisfy the Council regarding the completion of the service requirement.
- 5.1.3.4 In the case of teachers who were employed in recognised schools prior to 1 September 2010 and who require evidence of their service to submit to the Council, the Department of Education and Skills will provide these teachers with a record of their service up to 31 August 2010.

5.1.4 Professional competence requirement

- 5.1.4.1 To have his/her professional competence evaluated to satisfy the Council's probationary requirements, a teacher made an application for inspection to Limerick Education Centre using Form OP1, which was available at www.lec.ie. The administration of the probationary process was administered by the LEC on behalf of the Inspectorate of the Department of Education and Skills and the Council.

- 5.1.4.2 Applications for inspection were made electronically and as soon as the teacher commenced service in a post that would last for a period of at least 50 consecutive school days. Where a teacher commenced eligible employment a maximum of five working days was allowed to submit a completed application to LEC. The post must have been recognised for probationary purposes (see above and 1.5 for further clarification.)

The date on which LEC received a completed OP1 form or the first reckonable date of employment, whichever was the later, was used when determining the 50/100-day period. Every effort was made to ensure that all eligible teachers who made an application for inspection as soon as they commenced service in such a position would be inspected in that school year. Teachers must have been available for inspection on any day of the 50/100 day period. Notification of pre-planned absences should have been forwarded well in advance to the relevant inspector. Where an unforeseen absence occurred, the Principal or Deputy Principal should have informed the inspector immediately.

- 5.1.4.3 A closing date for receipt of applications applied. Advance notice of the closing date was posted on www.lec.ie in the second half of the school year. Applications for inspection visits were not processed after the closing date.

A new OP1 application form must have been submitted to LEC to seek a second inspection visit when a teacher moved to another school which did not offer *Droichead* for the second 50 consecutive day period.

5.1.5 Evaluation of professional competence: inspection visits and reports

- 5.1.5.1 As part of the probationary process in 2019/2020 the Inspectorate of the Department of Education and Skills agreed on behalf of the Council, to evaluate the professional competence of primary teachers in mainstream classes in schools not participating in *Droichead*. The purpose of this was to inform the Council's decisions regarding the conditional or full registration of primary teachers. (See Section 1.5 for further clarification)
- 5.1.5.2 All teachers undertaking the probationary process were required to participate in the Induction Workshop Programme (described in Section 3.3 of this document). They should have also received assistance and advice from the school principal and other teachers.
- 5.1.5.3 The Inspectorate would have consulted with the school principal (or another fully registered teacher nominated by the principal) about the teacher's progress and would have inspected the teacher's work during one or more unannounced inspection visits. Inspection visits may have occurred at any time during the school year and would generally last not more than half a school day. During the inspection visit(s), the inspector would have evaluated the teacher's effectiveness in a classroom environment and in teaching curriculum areas and subjects, as outlined in the Primary School Curriculum. The inspector would also have provided advice and oral feedback to the teacher during each visit. It was desirable for the principal (or another fully registered teacher nominated by the principal) to be present when the oral feedback was provided to the NQT so as to be in a position to provide ongoing support to the NQT following the inspection visit. At the end of the visit(s), the inspector would have informed the teacher if the evaluation of professional competence was complete or if another inspection visit would occur. The criteria used by inspectors to evaluate the teacher's work is available in Appendix 6 and on the website of Limerick Ed at www.lec.ie.

- 5.1.5.4 Following the inspection visit(s), the Inspectorate would have determined the rating to be applied to the teacher's work as follows:
- a) **Has demonstrated satisfactory professional competence in a mainstream setting**
This rating indicated that the teacher had demonstrated satisfactory teaching skills in a mainstream class,
or
 - b) **Requires a further period to develop and demonstrate professional competence**
Normally this rating may be used only once, following two inspection visits (normally in the first year of service), where the inspector may have recommended that the teacher needed more time to develop and demonstrate his/her satisfactory professional competence. This may have arisen because the inspector judged that there were significant weaknesses in the teacher's work and that he/she required additional time to develop appropriate skills,
or
 - c) **Has not demonstrated satisfactory professional competence**
This rating indicated that the inspector judged that the teacher had not demonstrated satisfactory teaching skills in the setting in which his/her work had been evaluated.
- 5.1.5.5 The Inspectorate would have provided the teacher with written confirmation (via email from LEC) that he/she had demonstrated satisfactory professional competence.
- 5.1.5.6 Where a teacher had successfully completed the first inspection visit in a restricted setting prior to 2016/17 school year new arrangements applied. These transitional arrangements are published on www.teachingcouncil.ie.
- 5.1.5.7 It was the responsibility of the teacher to submit this written confirmation, in addition to proof of the required service requirement, to the Council so as to satisfy the Council regarding the completion of the professional competence requirement of probation by submitting a completed Form C.
- 5.1.5.8 In the case of teachers whose work was 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 would have been furnished to the teacher by the Inspectorate through LEC.
- 5.1.5.9 Where the probationary period was extended beyond the normal service requirements, as described above, it was the responsibility of the teacher to take the necessary steps to complete the probation process immediately on commencing reckonable service in a school in the following school year. Generally, such teachers may not have applied for an additional inspection visit within the same school year. Alternatively the teacher may have completed the *Droichead* process. (see section 2 and 4.1 for further clarification).
- 5.1.5.10 Where the inspector deemed that the teacher "has not demonstrated satisfactory professional competence" as described above, it was 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. The teacher must have completed 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 would be evaluated.
- 5.1.5.11 Written reports are no longer furnished to the teacher following the successful outcome of the evaluation of his/her professional competence.

- 5.1.5.12 A teacher may have sought 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.
- 5.1.5.13 From September 2016, the Inspectorate no longer carries out supplementary visits to teachers previously probated in a restricted setting who had moved into mainstream settings. (See Section 3.1.2 “Teachers previously probated in a restricted setting” for further information)

5.1.6 Completion of the probationary process

- 5.1.6.1 The probationary period ended when the Council was satisfied that both the service requirement and the professional competence requirement were fully met. The Council provided confirmation to the teacher regarding his/her conditional or full registration as a teacher.
- 5.1.6.2 Teachers registered under Route 1/Regulation 2 (Primary) and who satisfactorily completed the professional competence requirement in a combination of mainstream and restricted settings before September 2016, were deemed probated in the setting where the final inspection visit(s) occurred.
- 5.1.6.3 Failure to fulfil this registration condition successfully and within the stipulated time limit may have resulted in the registration of the teacher lapsing and may have had significant implications for his/her eligibility for employment in a school.
- 5.1.6.4 A review mechanism is in place by the Council where registration is due to lapse as a result of non-fulfillment of a condition.
- 5.1.6.5 Registration with the Council is a requirement for teachers in order to be paid from public funds (Section 30 of the Teaching Council Act, 2001; Department of Education and Skills Circular 0025/2013).

5.1.7 Irish language requirement

- 5.1.7.1 It is a condition of registration under Route 1/Regulation 2 (Primary) that the teacher satisfies the Irish Language Requirement of the Council. Teachers who need to satisfy the Council that they are competent to teach the Irish language (such as those who completed their initial teacher education (ITE) outside the State) do so by means of completing an aptitude test (Scrúdú le haghaidh Cáilíochta sa Ghaeilge (SCG)) or an adaptation period (Oiriúnú le haghaidh Cáilíochta sa Ghaeilge (OCG)), both of which test the teacher’s ability to teach the Irish language in classroom settings. Full details are available on www.ilrweb.ie. (See Section 1.6.2)
- 5.1.7.2 In order to complete the SCG or OCG, teachers will be required to provide proof to the SCG/OCG coordinator in Marino Institute of Education of three weeks’ attendance at a Gaeltacht course recognised by the Department of Education and Skills.
- 5.1.7.3 NOTE: Prior to 1 September 2010, teachers who completed the SCG or OCG were required to demonstrate their professional competence in the teaching of Irish in a classroom setting. These teachers had to receive a satisfactory additional inspection report on their competence in the teaching of Irish (a ráiteas) within two years of taking up a mainstream position. However, given that teachers’ ability to teach Irish in a mainstream classroom setting is now tested as part of the assessment procedure for both the SCG and the OCG, the need for the additional inspection report (ráiteas) no longer exists. This practice has been discontinued since 1 September 2010.

Appendix 6

Legacy Criteria for Probationary Inspections

Planning, preparation and recording of progress

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

Develops an adequate class timetable referenced to the specified minimum weekly time framework in the Primary School Curriculum and the recommendations included in Circular 56/2018.

Provides clear and suitable teaching and learning objectives with due regard to the Primary School Curriculum and the School Plan.

Plans for differences in pupil abilities, backgrounds and learning styles.

Maintains good quality progress records and prepares an appropriate range of resources.

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)

Appendix 7

Registration Regulations 2016

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

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

Note: The Teaching Council are currently reviewing the [Registration] Regulations 2016. Once finalised they will be published on www.teachingcouncil.ie

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