



An Chomhairle Mhúinteoireachta
The Teaching Council

Procedures for Induction and Procedures and Criteria for Probation 2014/2015

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

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Glossary of terms

Associate

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

Continuum of Teacher Education

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

Droichead

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

Induction

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

Induction Workshop Programme

The Induction Workshop Programme is a series of workshops, funded by the Department of Education and Skills and designed to meet the particular professional development needs of newly qualified teachers. The programme, which is coordinated by the National Induction Programme for Teachers (NIPT), builds on the learning that took place during initial teacher education. Engagement in the NIPT Induction Workshop Programme is a requirement for all newly qualified teachers wishing to be fully registered with the Teaching Council.

Mentor

A mentor is an experienced teacher who undertakes to support the professional development of a newly qualified teacher and facilitates his or her induction into the school and the profession, in collaboration with colleagues.

National Induction Programme for Teachers (NIPT)

The National Induction Programme for Teachers is a State-funded service that co-ordinates the provision of a multi-faceted induction programme at primary and post-primary level.

Newly Qualified Teacher

In this document, a newly qualified teacher (NQT) refers to all newly registered teachers who are beginning their teaching career, regardless of the date of qualification.

Pilot School and Non-Pilot School

A pilot school is a school which is piloting the new model of induction and probation which has been developed by the Teaching Council. NQTs in such schools will undergo a period of supported professional practice called *Droichead*, as defined above.

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

Post-qualification Employment

Post-qualification Employment (PQE) is a condition applied to all newly registered post-primary teachers. To meet the condition of PQE, teachers are required to complete a period of post-qualification employment or *Droichead* (the new pilot model for probation).

Probation

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

Professional Learning Portfolio

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

Professional Support Team

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

List of acronyms

ITE	Initial teacher education
NIPT	National Induction Programme for Teachers
NQT	Newly qualified teacher
OCG	<i>Oiriúnú le haghaidh Cáilíochta sa Ghaeilge</i>
PQE	Post-qualification employment
PST	Professional support team
SCG	<i>Scrúdú le haghaidh Cáilíochta sa Ghaeilge</i>

1 Introduction

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

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

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

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

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

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

1.1 Registration subject to conditions

- 1.1.1 Registration subject to conditions (conditional registration) is granted when an applicant for registration has not fulfilled all of the registration requirements set down by the Council. This is the norm for all newly qualified teachers (NQTs). A teacher with conditional registration is eligible to be employed in the school sector that is appropriate to his or her qualifications in Ireland (Department of Education and Skills Circular 0031/2011). The conditions applied to a teacher's registration, and the time period allowed to meet those conditions, are notified to the teacher when the registration application has been processed. A teacher may also check his or her conditions of registration via the 'Registered Teacher Login' facility on www.teachingcouncil.ie.
- 1.1.2 While registration conditions remain, a teacher is not fully registered and may not be recognised as a teacher in other EU/EEA Member States in accordance with European Directive 2005/36/EC. This Directive concerns the mutual recognition by EU/EEA Member States of professional qualifications acquired in other Member States. Under this Directive, a professional who is fully recognised in one Member State should be permitted access to a regulated profession in another Member State. Teachers who are registered with conditions in Ireland may not be in a position to gain automatic registration rights in another EU/EEA Member State. The same applies when a teacher from another Member State wishes to apply for registration with the Teaching Council in Ireland. More information may be found in section 3.9.

1.2 Registration conditions

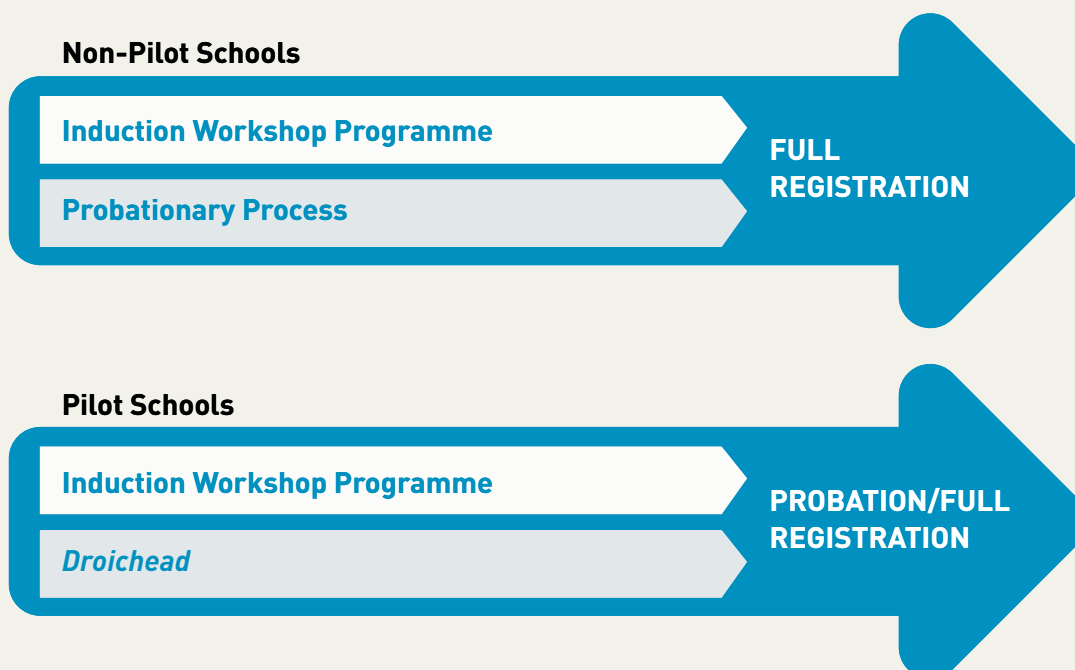
- 1.2.1 Upon initial registration, teachers receive a confirmation of registration letter that states any conditions that may apply to that registration.
- 1.2.2 In relation to both primary and post-primary teachers, the conditions which apply and the schools where the conditions can be fulfilled are as follow¹:

	All schools	Non-pilot schools	Pilot schools
Primary teachers	Induction	Probation	<i>Droichead</i>
Post-primary teachers	Induction	Post-qualification employment (PQE)	<i>Droichead</i>
Section of this document	Part 2	Probation - Part 3 PQE - Part 4	Part 5

- 1.2.3 All NQTs are required to meet the registration condition relating to the Induction Workshop Programme.
- 1.2.4 The Council is piloting a new model of induction and probation featuring a school-based experience called *Droichead* in a number of pilot schools. All other schools will be referred to as non-pilot schools.
- 1.2.5 Primary NQTs, other than those employed in pilot schools are required to satisfactorily complete a probationary period in a primary school to meet the registration condition of probation. In cases where a primary NQT is employed in a pilot school, he or she will complete the *Droichead* process.
- 1.2.6 Post-primary NQTs, other than those employed in pilot schools are required to meet the registration condition of post-qualification employment (PQE). In cases where a post-primary NQT is employed in a pilot school, he or she will complete the *Droichead* process.
- 1.2.7 The practice-based requirements for primary and post-primary teachers in both pilot and non-pilot schools are depicted in the Figure 1.

¹ Other registration conditions may also apply, e.g. qualification shortfalls, Irish language requirement and the History and Structure of Irish Education. Information about these conditions is available on www.teachingcouncil.ie

Primary



Post-Primary

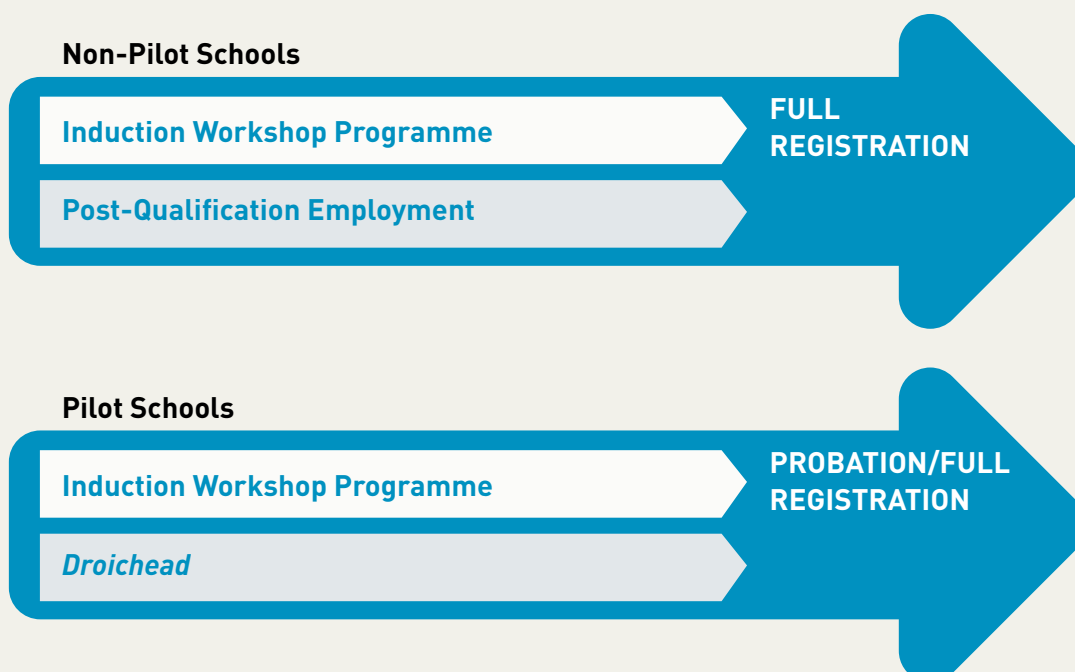


Figure 1 Pathways for completing registration conditions in pilot and non-pilot schools².

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

1.3 Induction (primary and post-primary)

- 1.3.1 Since 2012, all NQTs are registered subject to the condition of induction, i.e., completing an approved induction workshop programme.
- 1.3.2 Further details of the Induction Workshop Programme are available on the website of the National Induction Programme for Teachers (NIPT), www.teacherinduction.ie. All NIPT workshops are hosted through the education centre network. Details of the location of full-time education centres are available on www.ateci.ie.
- 1.3.3 Further details with regard to induction can be found in Part 2 of this document.

1.4 Probation (primary)

- 1.4.1 All primary NQTs are registered with the condition of Probation/*Droichead*. This section relates to the probationary process only. In the case of NQTs employed in *Droichead* pilot schools, the procedures in section 1.6 and Part 5 of this document apply.
- 1.4.2 Applications to undertake the probationary process and any other queries should be made to Limerick Education Centre at www.lec.ie. Please note that probation may only be commenced when all other qualification shortfall conditions and the Irish Language Requirement (if applicable) have been fulfilled.
- 1.4.3 Once the Teaching Council has received certified evidence of satisfactory completion of the probationary process, the registration condition will be removed. Evidence includes:
- a completed Form C confirming completion of the service requirement and
 - a statement of competence from the Inspectorate of the Department of Education and Skills.
- Form C is available to download from www.teachingcouncil.ie.
- 1.4.4 Further details with regard to probation are set out in Part 3 of this document.

1.5 Post-qualification employment (post-primary)

- 1.5.1 All post-primary NQTs are registered with the condition of PQE/*Droichead*. This section relates to PQE only. In the case of NQTs employed in *Droichead* pilot schools, the procedures in section 1.6 and Part 5 of this document apply.
- 1.5.2 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. Such evidence must be verified and signed by the school principal (or school principals where more than one school is involved). A minimum of two-thirds (200 hours) of the approved experience must be spent in the teaching of a post-primary curricular subject(s) to a designated class of students on the school's timetable. Up to one-third (100 hours) of the approved experience can be carried out in any timetabled teaching activities.
- 1.5.3 On completion of 300 hours' teaching employment, applicants should complete Form B (and additional Form Bs if the experience is in more than one school), have it signed and stamped by the school principal(s) and return it to the Teaching Council. The Council will then remove this registration condition. Form B is available to download from www.teachingcouncil.ie.
- 1.5.4 Further details with regard to PQE are set out in Part 4 of this document.

1.6 *Droichead* (primary and post-primary)

- 1.6.1 *Droichead*, a period of supported professional practice, is a central feature of a new model of induction and probation being piloted in a number of schools and Centres for Education in which a post-primary curricular subject(s) is being taught. Following satisfactory completion of the *Droichead* process, NQTs will be confirmed by fellow professionals as having met certain criteria and the Teaching Council will remove the *Droichead* condition from their registration.
- 1.6.2 Further details with regard to *Droichead* are set out in Part 5 of this document.

1.7 Time periods for completing registration conditions

- 1.7.1 NQTs are normally required to fulfil their registration conditions within three years of initial registration.
- 1.7.2 Failure to satisfactorily fulfil conditions within the defined period of time may result in a teacher's registration lapsing.
- 1.7.3 In certain limited circumstances, a registered teacher may apply to the Council for an extension to his or her period of conditional registration. Please see the [Registration Handbook 2014/2015](#) or www.teachingcouncil.ie for more information.

2 Procedures for induction

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

- 2.1.1 Induction is a programme of teacher education that takes place at the beginning of the NQT's career, soon after qualifying as a teacher. Its purpose is to offer systematic professional and personal support to the NQT as he or she continues to develop as a lifelong learner.
- 2.1.2 Participation in a programme of induction workshops is a requirement for registration for all NQTs who completed their teacher education qualification in 2012 and subsequently. All NQTs registered under Registration Regulation Two (Primary), Regulation Three (Montessori and Other Categories) or Regulation Four (Post-primary) are required to complete the Induction Workshop Programme unless they have previously:
- met the requirements of probation (primary)
 - met the requirements of PQE (post-primary) or
 - completed a recognised and comparable induction programme in another country.
- 2.1.3 The Induction Workshop Programme is co-ordinated by the National Induction Programme for Teachers (NIPT) and funded by the Department of Education and Skills. It consists of a series of workshops and further details are available on the website of the NIPT, www.teacherinduction.ie.
- 2.1.4 NQTs are required to attend a minimum of 10 workshops within three years of the date of their initial registration.
- 2.1.5 The details of those NQTs who have completed 10 or more workshops will be sent to the Teaching Council in late June and at several other intervals during the year. The Council will then remove the registration condition of the induction programme, and issue an updated confirmation of registration letter.

3 Procedures for probation in non-pilot schools (primary)

3.1 The process of probation

- 3.1.1 The probationary process for primary teachers incorporates two elements. In order to complete the process satisfactorily, the teacher must:
- a) complete a period of satisfactory service in a school (the service requirement) and
 - b) demonstrate his or her professional competence in a school setting (the professional competence requirement).
- 3.1.2 A primary teacher who is conditionally registered, and whose remaining conditions relate to probation and induction, is eligible to commence the probationary process. He or she must do so in a teaching post that is recognised for probationary purposes in a primary school.

3.2 Settings in which the probationary process can take place

- 3.2.1 A primary teacher will normally undertake the probationary process when employed as a mainstream class teacher. As a general rule, employment in a permanent, temporary or substitute capacity is eligible, where the teacher is teaching all eleven subjects of the Primary School Curriculum, including Irish, to a mainstream class of pupils (single or multi-grade) for the entire school day.
- 3.2.2 In certain circumstances, a teacher may **partially** complete the probation process where he or she is employed in one of the following restricted roles:
- a) special class teacher in a mainstream school
 - b) teacher in a special school or hospital school, or
 - c) full-time resource teacher of pupils with low-incidence disabilities.
- In either case, the period of employment must involve teaching the same cohort of pupils for the minimum block period (save for exceptional absences).
- 3.2.3 A teacher employed in a restricted setting is generally not afforded opportunities to teach the full curriculum and gain experience in areas such as whole-class management. It is not possible to evaluate the full range of professional competencies in restricted settings or to observe the sustained progression in learning of a whole class of pupils. For this reason, the Teaching Council cannot remove the condition of probation³ where a teacher has undertaken the probationary process in such a setting. It will, however, update the Register to reflect that the probationary process has been undertaken in a restricted setting. The time-bound requirements regarding the condition of probation will no longer apply for as long as the teacher remains employed in such a setting.

3 The Council will remove the condition of probation where a teacher is registered under Regulation 3 (Montessori and Other Categories) and has completed the probationary process in a restricted setting.

- 3.2.4 Teachers who undertake the probationary process in a restricted setting, and who subsequently wish to complete the probationary process, must do so within two years of taking up a position in a mainstream classroom (see section 3.7).

3.3 Service requirement

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

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

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

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

3.4 Professional competence requirement

- 3.4.1 To have his or her professional competence evaluated to satisfy the Council's probationary requirements, a teacher must make an application for inspection to Limerick Education Centre (which administers details of probationary teachers on behalf of the Inspectorate of the Department of Education and Skills) using Form OP1, which is available at www.lec.ie.

- 3.4.2 Applications for inspection must be made electronically and as soon as the teacher commences service in a post that will last for a period of at least 50 consecutive school days. The post must be recognised for probationary purposes (see section 3.2). Every effort is made to ensure that all eligible teachers who make an application for inspection will be inspected in that school year. A closing date will apply to receipt of applications. Advance notice of the closing date will be posted on www.lec.ie in the second half of the school year.
- 3.4.3 See section 3.5 for information about the evaluation of professional competence.

3.5 Evaluation of professional competence: inspection visits and reports

- 3.5.1 As part of the probationary process, the Inspectorate of the Department of Education and Skills will continue to evaluate the professional competence of primary teachers in non-pilot schools for the purposes of informing the Teaching Council's decisions regarding the conditional or full registration of primary teachers. It will do this for the duration of *Droichead*, the induction and probation pilot.
- 3.5.2 Any teacher undertaking the probationary process is required to participate in the Induction Workshop Programme (described in Part 2 of this document). Teachers on probation will also receive the assistance and advice that principal teachers and other teachers offer to newly qualified teachers (NQTs).
- 3.5.3 The Inspectorate will consult with the school principal about the teacher's progress and will inspect the teacher's work during one or more unannounced inspection visits. Inspection visits may occur at any time during the school year and will generally last about half a school day. During the inspection visit(s), the inspector will evaluate the teacher's effectiveness in a classroom environment and in teaching curriculum areas and subjects, as outlined in the Primary School Curriculum. The inspector will also provide advice and oral feedback to the teacher during each visit. It is desirable for the principal (or another fully registered teacher nominated by the principal) to be present when the oral feedback is provided to the NQT. At the end of the visit(s), the inspector will inform the teacher if the evaluation of professional competence is complete or if another inspection visit will occur. The criteria used by inspectors to evaluate the teacher's work are available in Appendix 1 and on the website of Limerick Education Centre at www.lec.ie.
- 3.5.4 Following the inspection visit(s), the Inspectorate will determine the rating to be applied to the teacher's work as follows:
- a) **Has demonstrated satisfactory professional competence in a mainstream setting**
- This rating indicates that the teacher has demonstrated satisfactory teaching skills in a mainstream class

Or

b) Has demonstrated satisfactory professional competence in a restricted setting

This rating indicates that the teacher has demonstrated satisfactory teaching skills in a restricted setting

Or

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

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

Or

d) Has not demonstrated satisfactory professional competence

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

- 3.5.5 The Inspectorate will provide the teacher with written confirmation (via email) that he or she has demonstrated satisfactory professional competence. Where the inspection visit(s) was/were in a mainstream setting, the Inspectorate will provide the teacher with written confirmation that he or she has demonstrated satisfactory professional competence in a mainstream setting. Where the inspection visit(s) was/were in a restricted setting, the Inspectorate will provide the teacher with written confirmation that he or she has demonstrated satisfactory professional competence in a restricted setting. Where two inspection visits occurred the inspector will provide the teacher with written confirmation that he or she has demonstrated satisfactory professional competence in the setting where the second inspection visit occurred.
- 3.5.6 It is the responsibility of the probationary teacher to submit this written confirmation to the Teaching Council so as to satisfy the Council regarding the completion of the professional competence requirement of probation. (See Form C on www.teachingcouncil.ie.)
- 3.5.7 In the case of teachers whose work is rated as "requires a further period to develop and demonstrate professional competence" or "has not demonstrated satisfactory professional competence", a written inspection report outlining the outcomes of the evaluation and recording advice for further development will be furnished to the teacher by the Inspectorate.

- 3.5.8 Where the probationary period is extended beyond the normal service requirements, as described at section 3.5.4.(c) above, it is the responsibility of the teacher to take the necessary steps to complete the probation process immediately on commencing reckonable service in a school in the following school year. Generally, such teachers may not apply for an additional inspection visit within the same school year.
- 3.5.9 Where the inspector judges that the teacher “has not demonstrated satisfactory professional competence” as described at section 3.5.4.(d) above, it is the responsibility of the teacher to take the necessary steps to complete the probation process immediately on commencing service in a school in the following school year. The teacher must complete a further service period of not less than two periods of 50 consecutive school days, with the same class in each instance, during which the teacher’s professional competence will be evaluated.
- 3.5.10 As a written report is not furnished to the probationary teacher following the evaluation of his or her professional competence, copies of inspection reports under previous probationary arrangements or written confirmation of professional competence or inspection reports under current probationary arrangements may not be among the supporting documentation requested when applications are invited for teaching posts in recognised schools.
- 3.5.11 A teacher may seek a review of an inspection in line with the Procedures for Review of Inspections on Schools and Teachers under Section 13(9) of the Education Act (1998) available on www.education.ie.

3.6 Completion of the probationary process

- 3.6.1 The probationary period ends when the Teaching Council is satisfied that both the service requirement and the professional competence requirement are fully met. The Council will provide confirmation to the teacher regarding his or her conditional or full registration as a teacher.
- 3.6.2 Failure to fulfil registration conditions successfully and within the stipulated time limit may result in the registration of the teacher lapsing and will have significant implications for his or her eligibility for employment in a school.

3.7 Teachers moving from restricted to mainstream settings

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

3.8 Irish language requirement

- 3.8.1 It is a condition of registration under Regulation 2 (Primary) that the teacher satisfies the Irish language requirement of the Teaching Council. Teachers who need to satisfy the Teaching Council that they are competent to teach the Irish language (such as those who completed their initial teacher education (ITE) outside the State) do so by means of completing an aptitude test (*Scrúdú le haghaidh Cáilíochta sa Ghaeilge* (SCG)) or an adaptation period (*Oiriúnú le haghaidh Cáilíochta sa Ghaeilge* (OCG)), both of which test the teacher's ability to teach the Irish language in classroom settings. Full details are available on www.ilrweb.ie.

- 3.8.2 In order to complete the SCG or OCG, teachers will be required to provide proof to the SCG/OCG co-ordinator in Marino Institute of Education of three weeks' attendance at a Gaeltacht course recognised by the Department of Education and Skills.
- 3.8.3 NOTE: Prior to 1 September 2010, teachers who completed the SCG or OCG were required to demonstrate their professional competence in the teaching of Irish in a classroom setting. These teachers had to receive a satisfactory additional inspection report on their competence in the teaching of Irish (a *ráiteas*) within two years of taking up a mainstream position. However, given that teachers' ability to teach Irish in a mainstream classroom setting is now tested as part of the assessment procedure for both the SCG and the OCG, the need for the additional inspection report (*ráiteas*) no longer exists. This practice has been discontinued since 1 September 2010.

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

- 3.9.1 In accordance with the European Council Directives on Mutual Recognition of Professional Qualifications, which were transposed into law by the Recognition of Professional Qualifications (Directive 2005/36/EC) Regulations 2008 (S.I. No.139 of 2008), persons who are recognised for the purposes of teaching in one EU Member State are entitled to have those qualifications recognised in all other Member States. Such recognition may be granted subject to conditions, pending the making good of any shortfalls identified. The Teaching Council is the designated authority in Ireland for assessing applications to ensure that they meet the qualifications criteria set out in the relevant Teaching Council regulations. In general, teachers must satisfy all other conditions set by the Teaching Council before addressing any probationary conditions applied by the Council. Further details on the implications of the above Directive for teacher registration and qualifications are set out in the Department of Education and Skills Circular 0031/2010 available on www.education.ie.
- 3.9.2 Where a formal probation/induction process has been undertaken in another country, applications for registration with the Teaching Council should include evidence of satisfactory completion of same. It is a matter for the Teaching Council to determine if the evidence provided is sufficient to warrant exemption from the probationary requirement in Ireland.
- 3.9.3 The Teaching Council issued a notice on 19 May 2010 informing persons who intended to commence a teacher education qualification in another EU/EEA Member State from 1 January 2011 onwards that they must also complete any period of post-qualification professional practice (for example, NQT or induction year). They must also be fully recognised/registered under the terms of Directive 2005/36/EC by the designated authority of that Member State prior to seeking registration with the Teaching Council in Ireland. The notice from the Teaching Council does not change arrangements for persons who have commenced or completed a teaching qualification outside of Ireland prior to 31 December 2010.

4 Procedures for post-qualification employment in non-pilot schools (post-primary)

4.1 The registration condition of post-qualification employment

- 4.1.1 All newly qualified post-primary teachers are registered with the condition of post-qualification employment (PQE). In order to satisfy the condition of PQE, applicants must provide evidence of 300 hours' teaching employment in a recognised post-primary school. Such evidence must be verified and signed by the school principal (or school principals where more than one school is involved). A minimum of two-thirds (200 hours) of the approved experience must be spent in the teaching of a post-primary curricular subject(s) to a designated class of students on the school's timetable. Up to one-third (100 hours) of the approved experience can be carried out in any timetabled teaching activity. A maximum period of three years from the date of registration is set for the completion of this requirement.
- 4.1.2 On completion of 300 hours' teaching employment, applicants should complete Form B, have it signed and stamped by the school principal and return it to the Teaching Council. The Council will then remove this registration condition. Form B is available to download from www.teachingcouncil.ie.
- 4.1.3 The following points should be noted:
- a) It is a matter for a registered teacher to secure teaching positions that satisfy the requirements of the PQE process.
 - b) Employment as a substitute teacher is acceptable for the purposes of fulfilling this requirement.
 - c) Employment as a qualified teacher (post-teaching qualification) is the only form of employment that will be taken into account on this form.
 - d) Applicants must provide evidence of teaching employment that is verified and signed by the principal of the school in which the teaching employment took place. In cases where teaching employment (as a fully qualified teacher) is carried out in more than one school, the teacher must provide a separate form for each school. Teaching service in several schools can be aggregated towards the 300 hours threshold by completing several forms (one form per school).
 - e) A minimum of two-thirds (200 hours) of the employment must be involved in the teaching of a curricular subject(s) or guidance counselling to a designated class on the school's timetable.

- f) Up to one-third (100 hours) of the required employment can be involved in a learning support, special needs, language support or other timetabled class-facing activity.
- g) A period of three years from the date of registration is permitted within which a teacher must complete this requirement. In exceptional circumstances, a teacher may apply to the Council for an extension of the three-year time period.
- h) Form B may be completed in respect of state-recognised post-primary second-level schools in any country.
- i) Form B may also be completed with respect to teaching service in state-recognised Centres for Education in Ireland in which a post-primary curricular subject is being taught.
- j) The teaching of subjects outside those examined by the State Examinations Commission in Ireland (e.g., FETAC or City & Guilds, etc.) may be taken into consideration towards the 100-hour requirement.
- k) Please note that failure to fulfil the PQE requirement within the specified time frame will result in the lapsing of registration unless an extension to the time frame has been granted.

5 Procedures in *Droichead* pilot schools

5.1 *Droichead*

- 5.1.1 *Droichead*, a period of supported professional practice for a newly qualified teacher (NQT), is a central feature of a new model of induction and probation being piloted in a number of schools. Following satisfactory completion of the *Droichead* process, NQTs will be confirmed by their fellow professionals as having met certain criteria and the Teaching Council will remove the *Droichead* condition from their registration.
- 5.1.2 The main objective of *Droichead* is the professional development of NQTs by way of systematic support in the induction phase, thus laying the foundations for subsequent professional growth and development.
- 5.1.3 A key characteristic of *Droichead* is access by the NQT to a mentor and other experienced colleagues who form a professional support team (PST). The PST is made up of experienced and fully registered teachers, either in the same school as the NQT or in neighbouring or other schools. Ideally, PST members will each have five years' teaching experience or more.
- 5.1.4 Satisfactory engagement in *Droichead* is attached to an NQT's registration as a condition. In order to fulfil the *Droichead* condition, he or she will have to:
- (a) engage in a period of induction
 - (b) be confirmed by (an) experienced fellow professional(s), following that process, as having satisfied certain criteria and
 - (c) complete a minimum period of post-qualification professional practice, which may take place in one or more schools.
- 5.1.5 The criteria that the NQT must satisfy as referenced in (b) above are as follows:
- (a) he or she must have engaged professionally with the school-based induction activities as established by the Teaching Council
 - (b) he or she must have demonstrated a satisfactory commitment to quality teaching and learning and
 - (c) he or she must have demonstrated an ability to practise independently as a qualified, fully registered teacher.
- 5.1.6 The Teaching Council has developed indicators of good practice which may assist PSTs in establishing when these criteria are being met. These indicators are set out in *The Droichead Pilot Programme: A Guide for Pilot Schools 2014/15*, which is available to PSTs in pilot schools as part of their training and may be downloaded from www.teachingcouncil.ie.
- 5.1.7 When an NQT has been confirmed as having fulfilled the *Droichead* condition, the Council will remove that condition from the teacher's registration. When all conditions have been met, the teacher will be deemed to be probated and fully registered.

5.2 Applying to commence *Droichead*

- 5.2.1 A primary teacher who is conditionally registered with the Teaching Council and whose only remaining conditions are induction and probation/*Droichead* is eligible to commence the process of *Droichead* in a teaching position in a pilot school.
- 5.2.2 A post-primary teacher who is conditionally registered with the Teaching Council and whose only remaining conditions are induction and PQE/*Droichead* is eligible to commence the process of *Droichead* in a teaching position in a pilot school.
- 5.2.3 In order for an NQT to begin the *Droichead* process, he or she must have commenced, or be about to commence, employment in a pilot school. Such employment must be for a period of at least 50 consecutive school days (primary) or 100 hours (post-primary) in order to be recognised for *Droichead* purposes.
- 5.2.4 Applications may only be made online to Limerick Education Centre at www.lec.ie using Form DR1.

5.3 Commencing the process of *Droichead*

- 5.3.1 To apply to commence the process of *Droichead*, a teacher must complete and submit Form DR1 online via the website of Limerick Education Centre, www.lec.ie. As soon as a teacher is employed in a pilot school and the online submission of Form DR1 been confirmed by Limerick Education Centre via email, the process of *Droichead* is deemed to have been commenced.
- 5.3.2 An NQT should make contact, and seek to have a meeting, with his or her mentor soon after he or she has commenced employment.
- 5.3.3 Shortly thereafter, a professional conversation takes place between the NQT and the PST (see section 5.4) and an outline plan for the *Droichead* process is agreed. The outline plan is likely to set out the frequency of observations of practice and professional conversations. It is also likely to include indicative timelines for making a recommendation to the Teaching Council, having regard to the duration of the NQT's employment in the school.

5.4 Professional support team

- 5.4.1 The PST is a team of experienced and fully registered teachers, including a principal and a mentor, who work collaboratively to support the NQT during the *Droichead* process, and who support his or her entry into both the school and the profession. In turn, the PST is assisted in its work through the provision of a range of supports and resources.
- 5.4.2 The PST is made up of experienced and fully registered teachers, either in the same school as the NQT or in neighbouring or other schools. Ideally, PST members each have five years' experience or more. When the members of the PST first meet, they may decide that different members of the team will take on different roles. For example:
- 5.4.2.1 The **principal** has an oversight role and will ensure that the process is carried out appropriately, but may choose not to be directly involved in observing the NQT. He or she may delegate those aspects to the deputy principal, mentor and/or other experienced teachers, as appropriate.
- 5.4.2.2 The **mentor** has a uniquely supportive role, and works closely with the NQT on a regular basis to support planning, preparation and reflection. The mentor also facilitates a range of school-based induction experiences including observation of other teachers teaching and opportunities for the NQT to be observed.
- 5.4.2.3 Other members of the PST are experienced teachers who engage with the NQT as part of the *Droichead* process and who may observe the NQT periodically and provide feedback based on those observations.
- 5.4.3 The role of the PST is to support and guide the NQT in the first stages of his or her professional journey and, with the exception of the mentor, to form an opinion in relation to the NQT's practice and make a recommendation to the Teaching Council⁴. Where a PST involves more than one teacher making a recommendation to the Teaching Council, they should reach a consensus on the progress of the NQT before signing the form. In all cases, the principal has an important governance role and confirms that the teacher has engaged professionally with the *Droichead* process.
- 5.4.4 The PST will also decide which members of the team will observe the NQT's work and provide feedback based on those observations.
- 5.4.5 *Droichead* is fundamentally about the NQT's professional journey from qualification to full registration and the process of his or her learning as he or she engages with more experienced colleagues, and reflects on the professional conversations that take place and on his or her own teaching. The PST is encouraged to take every opportunity to discuss issues and challenges as they arise, and to offer a range of supports that will enable the NQT to address those challenges and learn from them. The PST is also encouraged to seek additional support, advice and guidance when required.

The more comprehensive the support offered, and the greater the degree of open engagement by all those involved, the better for the NQT.

⁴ In some cases, the principal may also opt not to be involved in making the recommendation to the Teaching Council, e.g. in the case of inter-school PST

5.5 Professional practice requirement for *Droichead*

- 5.5.1 *Droichead* encompasses both the confirmation by (an) experienced fellow professional(s) that the NQT has satisfied defined criteria, and the completion of a minimum period of post-qualification professional practice.
- 5.5.2 For the 2014/2015 school year, the minimum professional practice requirement for *Droichead* will substantially mirror those for NQTs undertaking the probation (primary) and PQE (post-primary) processes.
- 5.5.3 The required minimum period of professional practice must take place in a recognised school or Centre for Education where a post-primary curricular subject(s) is being taught⁵. In cases where the period of professional practice takes place in more than one setting this can be aggregated towards the overall practice requirement. In these circumstances, the NQT should ensure that the relevant sections of Form A are completed and signed by the principal of each school.⁶
- 5.5.4 Only professional practice as a qualified teacher will be taken into account for the purposes of satisfying the *Droichead* condition.

5.6 Professional practice requirements for primary NQTs

- 5.6.1 To meet the professional practice requirements of *Droichead*, a primary teacher must complete a minimum of 100 school days from the date on which he or she was first appointed to a post recognised for *Droichead* purposes in a primary school. Such practice may be in a permanent, temporary or substitute capacity and must comprise:
- a) at least 100 consecutive days in a single setting
- OR**
- b) at least 100 days, which may take place in separate settings in two periods of not less than 50 consecutive days each
- OR**
- c) at least 120 school days, which must involve a single block of not less than 50 consecutive days.

5 In accordance with Section 10 of the Education Act, 1998

6 In the case of Centres for Education at post-primary level, the relevant sections of Form A will be signed by a member of an inter-school PST or the CEO of the Education and Training Board if he or she is a registered teacher.

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

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

Please refer to 5.17 with regard to the recognition of the *Droichead* process in restricted settings.

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

5.7 Professional practice requirements for post-primary NQTs

5.7.1 A newly qualified post-primary teacher may undertake the *Droichead* process if employed in a permanent, temporary or substitute capacity in:

- i) a recognised post-primary school
- ii) 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
- iii) a Centre for Education where a post-primary curricular subject(s) is being taught.

5.7.2 In order to meet the professional practice requirements of *Droichead*, a post-primary teacher must complete 300 hours' teaching employment in a recognised post-primary school or Centre for Education where a post-primary curricular subject(s) is being taught. A minimum of two-thirds (200 hours) of the approved employment must involve the teaching of a curricular subject(s) or the provision of guidance counselling to a designated class on the school's timetable. Up to one-third (100 hours) of the professional practice may take place in a learning support, special needs, language support or other timetabled teaching activity.

5.7.3 The minimum period following which a recommendation may be made by a PST to the Teaching Council regarding an NQT's professional practice is a block of 100 teaching hours (of the 200 teaching hours) within a single post-primary school or Centre for Education where a post-primary curricular subject(s) is being taught.

5.8 Observations by the NQT of teachers' practice

- 5.8.1 Observation of other teachers teaching is a key element of the *Droichead* experience. As with many aspects of *Droichead*, the Council has not prescribed the number of observations that must be undertaken, as it is the quality rather than the quantity of observations that is important.
- 5.8.2 It is recommended that there would be at least two classroom observations carried out by the NQT, and that the exact number, and the classes observed, should be based on discussions between the NQT and the mentor. While it is acknowledged that this may affect the teaching day of other members of staff, the experience of mentoring to date would indicate that this type of work is mutually enriching for both the NQT and their more experienced colleagues. The Council would ask experienced teachers to bear this in mind when considering requests for observation time by NQTs.
- 5.8.3 At post-primary level, it is suggested that NQTs observe other teachers teaching at both junior and senior cycle, to include a range of higher and ordinary level classes. Where possible, such observations should be in the subject areas that the NQT has been appointed to teach, though of course all observation is valuable.

5.9 Observations by the PST of the NQT's practice

- 5.9.1 In order to ascertain if an NQT has demonstrated a satisfactory commitment to quality teaching and learning, and has the ability to practise independently as a fully registered teacher, a number of observations of practice by one or more members of the PST will be required. The number is likely to vary depending on a range of variables. For example, where the NQT is experiencing professional difficulties, a greater number of observations may be needed in order to identify areas for improvement and support.
- 5.9.2 The key to successful observation (regardless of format) is that the focus should be on observation of both learning and teaching. After that, the focus should be determined by the Council's indicators of good practice⁷, in particular the areas where most support is needed, as determined in professional conversations with the NQT. See section 5.10 for further details.
- 5.9.3 The PST will be best placed to determine, on a case-by-case basis, how many observations might be necessary and to co-ordinate these within the overall school-based *Droichead* plan. It is anticipated that an NQT will be observed at least twice by one or more members of the PST within a 50-day period (at primary level) or 100-hour period (at post-primary level). This is over and above any observations that may be made by the mentor.
- 5.9.4 NQTs will have opportunities for professional conversations following observations of their practice by one or more members of the PST (see section 5.10).

⁷ As set out in *Droichead Pilot Programme: A Guide for Pilot Schools 2014/15*

5.10 Professional conversations

- 5.10.1 During the course of the *Droichead* process, an NQT will have a number of interactions with one or more members of the PST, called professional conversations, which are described below.
- 5.10.2 A professional conversation might be an opportunity for the NQT and mentor (or the NQT and other member of the PST) to exchange informal feedback on a one-to-one basis, and discuss issues arising in the course of the NQT's day-to-day practice. Alternatively, it may take the form of an arranged meeting between the NQT and some or all of the members of the PST.
- 5.10.3 The first professional conversation will be for the purposes of welcoming the NQT and agreeing an outline plan for the *Droichead* process, including indicative timelines for making a recommendation to the Teaching Council, having regard to the tenure of the NQT's position in the school.
- 5.10.4 Other professional conversations will follow observations of the NQT's practice. Each professional conversation is a process which allows the NQT and the members of the PST, either individually or collectively, to share feedback in relation to the teaching and learning that was observed. It also provides an opportunity for the PST to provide guidance regarding areas for further development.
- 5.10.5 In recognition of the collegial nature of teaching, the practice of discussing emerging classroom challenges with colleagues (including members of the PST) is a very positive one. Therefore, the fact that an NQT seeks guidance or support with regard to a professional practice issue, as part of a professional conversation, should be viewed in a positive light and encouraged by members of the PST.

5.11 The Professional Learning Portfolio

- 5.11.1 As a self-directed learner, it is expected that NQTs will maintain a professional portfolio 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 allows the NQT to identify areas in which he or she may need support or guidance. Further information in relation to the Professional Learning Portfolio is available in *Droichead Pilot Programme: A Guide for Pilot Schools 2014/15*.

5.12 Records to be maintained by the NQT

- 5.12.1 It is expected that NQTs will maintain a record of the *Droichead* process. This should include the record of the agreed outcomes following post-observation professional conversations. A template for recording the outcomes of observations is available from the NIPT. Once the record has been agreed between the NQT and the experienced teacher who has observed the NQT's practice, the NQT should share it with the PST.

- 5.12.2 The NQT should also maintain a record of other professional conversations and, as outlined above, it should be agreed with the PST members who participated. Ideally, such records should be maintained electronically, for ease of retrieval and also for sharing with fellow PST members and researchers during the pilot phase.
- 5.12.3 In maintaining records of the *Droichead* process, NQTs should respect the privacy of others and the confidentiality of information gleaned during the course of the process. They should also be mindful of ethical and data protection considerations, anonymising data where appropriate and ensuring that records of the *Droichead* process are stored securely.

5.13 Records to be maintained by the PST

- 5.13.1 PST members will make notes of their observations of the NQT's practice and these will inform the agreed outcomes which will be recorded by the NQT following the post-observation professional conversation. A template for observations and recording the outcomes of these is available from the NIPT, and training on the use of such templates will be provided.
- 5.13.2 It is important that PST members keep some record of their reflections on their experience, so as to fully inform the research project. Ideally, such records should be maintained electronically, for ease of retrieval and for sharing with researchers during the pilot phase.
- 5.13.3 To facilitate the Council's quality assurance processes and appeals mechanisms, schools are asked to retain the records which they have created for three years from completion of the *Droichead* process, subject to their data protection policies.
- 5.13.4 In maintaining records of the *Droichead* process, PST members should respect the privacy of others and the confidentiality of information garnered during the course of the process. They should also be mindful of ethical and data protection considerations, anonymising data where appropriate and taking any measures necessary to restrict access to sensitive information. It is recommended that records be kept in line with the school's data protection policies and at a minimum until the NQT has been fully registered.

5.14 Concluding the *Droichead* process

- 5.14.1 The minimum period following which a recommendation can be made by the PST to the Teaching Council regarding a newly qualified primary teacher's professional practice is a block of 50 consecutive school days within one class setting.
- 5.14.2 The minimum period following which a recommendation can be made by the PST to the Teaching Council regarding a newly qualified post-primary teacher's professional practice is a period of 100 hours. The 100 hours must be spent teaching a post-primary curricular subject(s) to a designated class on the school's timetable within a single post-primary school or Centre for Education.
- 5.14.3 It should be noted that these are absolute minimum periods of practice and the Council believes that, where the period of an NQT's practice in a school exceeds those thresholds, it is advisable to defer the making of a recommendation until nearer the end of his or her time at the school. It is also open to the PST to recommend an additional period of professional practice, so that the NQT may avail of further supports to aid his or her development.
- 5.14.4 When an NQT is nearing the conclusion of the *Droichead* process, as per the indicative timeframe agreed at the start of the process, a professional conversation takes place between the NQT and the PST members. By this point in time, it is expected that the NQT will have:
- a) completed a required minimum period of professional practice (at least one block of 50 days in the case of primary teachers, and 100 hours in the case of post-primary teachers)
 - b) engaged professionally with the school-based induction activities as established by the Teaching Council
 - c) demonstrated a satisfactory commitment to quality teaching and learning and
 - d) demonstrated an ability to practise independently as a qualified, fully registered teacher.
- 5.14.5 In most cases, a recommendation will be made by a number of experienced teachers working collaboratively. There may, however, be circumstances where a principal is not in a position to establish a PST, perhaps due to school size. In such circumstances, he or she may wish to consider linking with another school or schools and establishing an inter-school PST, or he or she may make the recommendation to Council him or herself. In other cases, where a PST consists only of the principal, the mentor and an external associate member from another school, the principal may choose not to be involved in making the recommendation to the Council in relation to the NQT, and his or her role is solely to support the NQT's induction and confirm that the process has taken place. In such circumstances, the external associate member is the only person who would make the recommendation to Council that the condition of *Droichead* be removed from the NQT's registration.

- 5.14.6 At the end of the *Droichead* process, the PST may form an opinion that:
- the NQT meets the requirement of *Droichead* (this may be subject to undergoing additional periods of professional practice)
 - that a further period (or periods) of professional practice and additional supports are required before a recommendation can be made or
 - that the assistance of the Inspectorate is required.
- 5.14.7 Where, having regard to the practice of an NQT, the PST is uncertain as to the appropriateness of completing the *Droichead* form, the PST may wish to seek guidance through the cluster meetings or the telephone and email channels, which will be established to support PSTs. The NIPT will be available to offer additional supports via its school support service. That service aims to support and guide the PST (including the mentor) and the NQT, and incorporates phone/email support, school visits, action planning, etc. Where, following such supports, the PST still has concerns about confirming satisfactory completion of *Droichead*, it may decide that the NQT would benefit from an additional period of professional practice and further supports, before a recommendation can be made. At the end of this period, a further professional conversation with the PST will take place.
- 5.14.8 Following the provision of additional time and support, the PST, having consulted with the NIPT, may decide to request assistance from the Inspectorate. This is done via Form DR20CI, which should be submitted by the principal to the Office of the Chief Inspector. The Inspectorate will then observe and evaluate the NQT's practice, provide oral feedback to the NQT and to the principal, and make a recommendation to the Teaching Council. Email probation@lec.ie to request Form DR20CI.
- 5.14.9 The input of the Inspectorate should only be sought where other supports, guidance and advice have not addressed the difficulties the NQT is experiencing. If an NQT has not demonstrated that he or she has met the *Droichead* criteria within a period of 50 days (primary teachers) or 100 hours (post-primary teachers), more time should be allowed and further guidance provided prior to requesting assistance from the Inspectorate.

5.15 Informing the Teaching Council about the completion of *Droichead*

- 5.15.1 In order to meet the requirements of *Droichead*, an NQT must be recommended to the Teaching Council by the PST as having met certain criteria and have completed the specified period of professional practice.
- 5.15.2 As soon as both requirements have been met by an NQT and verified as appropriate, he or she will be in a position to submit a completed Form A to the Teaching Council. The Council will check the form and if all is in order, it will remove the condition of *Droichead* as appropriate on the NQT's registration record and confirm this to the teacher in writing.
- 5.15.3. In order to be granted full registration, an NQT must meet the requirements of *Droichead* and any other registration conditions applied.

5.16 Complaints and appeals

- 5.16.1 An NQT who has concerns about any aspect of the *Droichead* process should act as quickly as possible. The concerns may be raised informally in the first instance with his or her mentor, or more formally, through the professional conversations with the PST, where the nature of the concerns warrants this.
- 5.16.2 Where the NQT feels that his or her concerns are not being satisfactorily addressed, he or she may make contact with the NIPT to seek the guidance of an associate who has been nominated to support the *Droichead* process in that county.
- 5.16.3 As set out in section 5.6., in seeking to fulfil the condition of *Droichead*, a primary teacher is required to complete a period of professional practice of not less than 100 days (or 120 days, in certain circumstances). As set out in section 5.7., a post-primary teacher must complete a period of professional practice of not less than 300 hours.

If, at the end of such a period and having exhausted the complaints procedure, an NQT is of the view that the process of *Droichead* was not conducted in accordance with the principles and procedures set down by the Teaching Council⁸, he or she may submit an appeal to the Teaching Council. Such appeals must be submitted in writing within one month of the expiration of the relevant period of practice as set out in sections 5.6 and 5.7.

- 5.16.4 Appeals submitted should include the following documentary evidence:
- a) the name and registration number of the NQT
 - b) the school where the *Droichead* process took place and its roll number
 - c) the period during which the *Droichead* process took place and
 - d) details of the *Droichead* process, as recorded by the NQT in his or her professional learning portfolio, and the reasons why he or she considers that the *Droichead* process has not been carried out in accordance with the principles and procedures as set down by the Teaching Council.
- 5.16.5 Appeals will be considered by an appeals panel made up of Council members and external reviewers. An appeal will lead to one of the following two outcomes:
- a) a decision that the *Droichead* process has been carried out in accordance with the principles and procedures as set down by the Teaching Council and that the outcome of the process should stand
- OR**
- b) a decision that the *Droichead* process has not been carried out in accordance with the principles and procedures as set down by the Teaching Council, that the outcome of the process should be set aside and, as appropriate, the time frame for satisfying the *Droichead* condition extended by a prescribed period.

⁸ The principles are set out in *Droichead: Policy on a new model of induction and probation*.

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

5.17 The *Droichead* process in restricted settings (primary)

- 5.17.1 A primary teacher will normally undertake the *Droichead* process when employed as a mainstream class teacher. In certain circumstances, a teacher may be employed in a restricted setting and may wish to undertake the *Droichead* process in such a setting. The *Droichead* process may be partially carried out if a teacher is employed in one of the following restricted roles:
- a) special class teacher in a mainstream school
 - b) teacher in a special school or hospital school, or
 - c) full-time resource teacher of pupils with low-incidence disabilities.
- 5.17.2 A teacher employed in a restricted setting is generally not afforded opportunities to teach the full curriculum and gain experience in areas such as whole-class management. It is not possible to evaluate the full range of professional competencies in restricted settings or to observe the sustained progression in learning of a whole class of pupils. For this reason, on the conclusion of the *Droichead* process in a restricted setting, the Teaching Council cannot remove the condition of *Droichead*. It will, however, update the Register of Teachers to reflect that the *Droichead* process has been completed in a restricted setting. The time-bound requirements regarding the condition of *Droichead* will no longer apply for so long as the teacher remains employed in a restricted setting.
- 5.17.3 Primary NQTs who complete the *Droichead* process in a restricted setting and who are eligible to work in mainstream classroom settings will be obliged to complete the *Droichead* or the probationary process in such settings within two years of taking up a position in a mainstream classroom.

6 Movement between pilot and non-pilot schools

6.1 Introduction

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

6.2 Examples in practice

6.2.1 In situations where:

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

OR

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

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

6.2.2 In situations where:

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

OR

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

OR

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

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

7 Contact details

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

Appendix 1

Criteria used in the inspection of the work of teachers for probationary and registration purposes in primary schools

Planning, preparation and recording of progress

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

- Develops an adequate class timetable referenced to the specified minimum weekly time framework in the Primary School Curriculum and the recommendations included in Circular 56/2011⁹
- Provides clear and suitable teaching and learning objectives with due regard to the Primary School Curriculum and the School Plan
- Prepares an appropriate range of resources
- Plans for differences in pupil abilities, backgrounds and learning styles
- Maintains good quality progress records.

Classroom management and organisation

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

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

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

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)